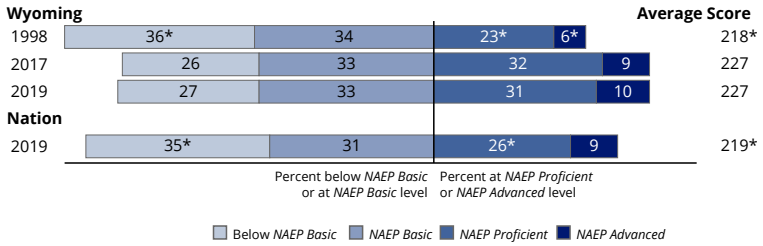
Overall Results

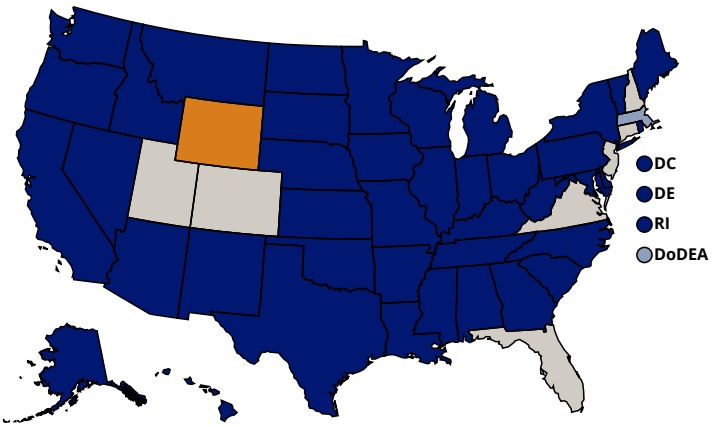
- In 2019, the average score of fourth-grade students in Wyoming was 227. This was higher than the average score of 219 for students in the nation.
- The average score for students in Wyoming in 2019 (227) was not significantly different from their average score in 2017 (227) and was higher than their average score in 1998 (218).
- The percentage of students in Wyoming who performed at or above the *NAEP Proficient* level was 41 percent in 2019. This percentage was not significantly different from that in 2017 (41 percent) and was higher than that in 1998 (29 percent).
- The percentage of students in Wyoming who performed at or above the *NAEP Basic* level was 73 percent in 2019. This percentage was not significantly different from that in 2017 (74 percent) and was higher than that in 1998 (64 percent).

NAEP Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2019. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

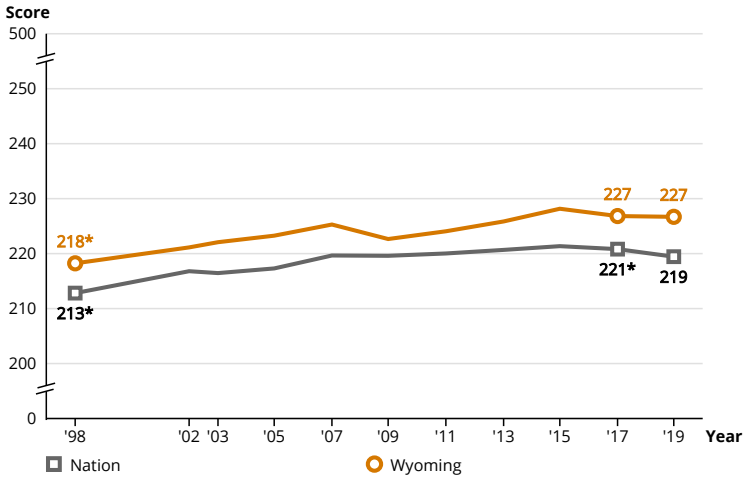
Compare the Average Score in 2019 to Other States/ Jurisdictions



In 2019, the average score in Wyoming (227) was
- lower than those in 2 states/jurisdictions
- higher than those in 42 states/jurisdictions
- not significantly different from those in 7 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Average Scores for State/Jurisdiction and Nation



* Significantly different ($p < .05$) from 2019. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2019

Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP Basic	Percentage at or above NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
White	78	230	76	44	11
Black	1	‡	‡	‡	‡
Hispanic	14	218	65	30	6
Asian	1	‡	‡	‡	‡
American Indian/Alaska Native	4	202	46	15	2
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	‡	‡	‡	‡
Gender					
Male	51	226	72	39	10
Female	49	228	75	42	10
National School Lunch Program					
Eligible	39	215	60	27	6
Not eligible	61	234	81	49	12

Rounds to zero.
‡ Reporting standards not met.
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- Data are not reported for Black students in 2019, because reporting standards were not met.
- In 2019, Hispanic students had an average score that was 12 points lower than that for White students. This performance gap was not significantly different from that in 1998 (15 points).
- In 2019, female students in Wyoming had an average score that was not significantly different from that for male students.
- In 2019, students who were eligible for the National School Lunch Program (NSLP), had an average score that was 20 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 1998 (18 points).

NOTE: The NAEP reading scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "White," "Black," and "Hispanic" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the reading assessment at interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data Explorer.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998-2019 Reading Assessments.