



Highlights
From the 2003



New York



State Assessment of Adult Literacy





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Introduction

This report summarizes key findings from the 2003 New York State Assessment of Adult Literacy (SAAL). Administered in New York in 2003 and early 2004, the assessment measures the prose, document, and quantitative literacy of New York's adults. The New York SAAL was conducted in conjunction with the National Assessment of Adult Literacy (NAAL), a national literacy assessment sponsored by the National Center for Education Statistics of the United States Department of Education.

This introduction provides an overview of the 2003 New York SAAL, including the relationship between NAAL and SAAL, the definition of literacy used by SAAL and NAAL, a description of the literacy levels used in the report, and the design of the SAAL assessment. The following section compares the literacy of adults in New York with the literacy in the nation across six important background characteristics: race/ethnicity, gender, age, language spoken before starting school, educational attainment, and employment status. A subsequent New York SAAL report will explore the literacy of New York's adults across workplace, family, and community settings, as well as health literacy.

Relationship Between NAAL and SAAL

The National Assessment of Adult Literacy (NAAL) measures the English literacy of America's adults for the first time since the 1992 National Adult Literacy Survey. The NAAL was administered to a representative sample of adults age 16 and older residing in households or prisons in 2003 and early 2004. Prior to the administration of the NAAL, all states were invited to participate in the 2003 State Assessment of Adult Literacy (SAAL). Just as the NAAL was designed to provide literacy estimates of the national population, the SAAL was designed to provide literacy estimates of state populations.

New York, along with Kentucky, Maryland, Massachusetts, Missouri, and Oklahoma, elected to participate in the 2003 SAAL. A sample of New York adults was selected for the New York literacy assessment, which was administered concurrently with

the national assessment.¹ New York adults selected for the SAAL took the same assessment as adults selected for the national sample (described below). The sole difference between the NAAL and the New York SAAL was that the New York sample was limited to adults residing in households, while the NAAL sampled adults in households or prisons. To allow appropriate comparisons between New York and the nation, the national literacy results presented in this report are based only on the national household sample.²

Although the NAAL is representative of the U.S. population and many population groups within the nation, it is not designed to provide state-level estimates of literacy. Only New York and the other five states that participated in the SAAL have literacy data that are representative of the adults in their states. These data provide a powerful tool for assessing the current literacy of New York's adults, as well as for making comparisons between New York and the nation.

Defining Literacy

The NAAL and SAAL define literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." Results are reported on three literacy scales (see table 1 for details):

- **Prose Literacy:** The knowledge and skills needed to perform prose tasks (i.e., to search, comprehend, and use information from continuous texts). Prose examples include editorials, news stories, brochures, and instructional materials.
- **Document Literacy:** The knowledge and skills needed to perform document tasks (i.e., to search, comprehend,

and use information from noncontinuous texts in various formats). Document examples include job applications, payroll forms, transportation schedules, maps, tables, and drug and food labels.

- **Quantitative Literacy:** The knowledge and skills required to perform quantitative literacy tasks (i.e., to identify and perform computations, either alone or sequentially, using numbers embedded in printed materials). Examples include balancing a checkbook, figuring out a tip, completing an order form, or determining from an advertisement the amount of interest on a loan.

Description of Literacy Levels

Literacy scores from the NAAL and SAAL are reported in two formats: (1) as averages and (2) as the percentage of adults within different literacy levels. The literacy levels divide adults into different groups on the basis of their performance on the assessment, providing a context for interpreting the literacy scores.

The National Center for Education Statistics (NCES) asked the National Research Council's Board on Testing and Assessment (BOTA) to recommend a set of literacy levels for the national assessment. The state assessments use the same literacy levels as the national study. Drawing on recommendations from BOTA's Committee on Performance Levels for Adults, NCES decided to report the assessment results using four literacy levels. Descriptions of the abilities associated with each level and the types of tasks that adults in the levels could complete are presented in table 1.

Assessment Design

Unlike indirect measures of literacy, which rely on self-reports or educational attainment, the NAAL and the SAAL measure literacy by asking respondents to demonstrate that they understand the meaning of information found in texts they are asked to read. The literacy tasks in the assessments were drawn from

¹ Adults from New York who were selected as part of the NAAL sample were added to the New York SAAL sample to increase the power of the analyses, resulting in a total sample size of 1,677 New York adults.

² Thus, the national results presented in this report are slightly different from the national results presented in the NAAL reports, which include both the household and prison samples.

Table 1 Overview of the literacy levels

Level and definition	Key abilities associated with level	Sample tasks typical of level
<p>Below Basic indicates no more than the most simple and concrete literacy skills.</p> <p>Score ranges for Below Basic: Prose: 0–209 Document: 0–204 Quantitative: 0–234</p>	<ul style="list-style-type: none"> ■ locating easily identifiable information in short, commonplace prose texts ■ locating easily identifiable information and following written instructions in simple documents (e.g., charts or forms) ■ locating numbers and using them to perform simple quantitative operations (primarily addition) when the mathematical information is very concrete and familiar 	<ul style="list-style-type: none"> ■ searching a short, simple text to find out what a patient is allowed to drink before a medical test ■ signing a form ■ adding the amounts on a bank deposit slip
<p>Basic indicates skills necessary to perform simple and everyday literacy activities.</p> <p>Score ranges for Basic: Prose: 210–264 Document: 205–249 Quantitative: 235–289</p>	<ul style="list-style-type: none"> ■ reading and understanding information in short, commonplace prose texts ■ reading and understanding information in simple documents ■ locating easily identifiable quantitative information and using it to solve simple, one-step problems when the arithmetic operation is specified or easily inferred 	<ul style="list-style-type: none"> ■ finding in a pamphlet for prospective jurors an explanation of how people were selected for the jury pool ■ using a television guide to find out what programs are on at a specific time ■ comparing the ticket prices for two events
<p>Intermediate indicates skills necessary to perform moderately challenging literacy activities.</p> <p>Score ranges for Intermediate: Prose: 265–339 Document: 250–334 Quantitative: 290–349</p>	<ul style="list-style-type: none"> ■ reading and understanding moderately dense, less commonplace prose texts as well as summarizing, making simple inferences, determining cause and effect, and recognizing the author's purpose ■ locating information in dense, complex documents and making simple inferences about the information ■ locating less familiar quantitative information and using it to solve problems when the arithmetic operation is not specified or easily inferred 	<ul style="list-style-type: none"> ■ consulting reference materials to determine which foods contain a particular vitamin ■ identifying a specific location on a map ■ calculating the total cost of ordering specific office supplies from a catalog
<p>Proficient indicates skills necessary to perform more complex and challenging literacy activities.</p> <p>Score ranges for Proficient: Prose: 340–500 Document: 335–500 Quantitative: 350–500</p>	<ul style="list-style-type: none"> ■ reading lengthy, complex, abstract prose texts as well as synthesizing information and making complex inferences ■ integrating, synthesizing, and analyzing multiple pieces of information located in complex documents ■ locating more abstract quantitative information and using it to solve multistep problems when the arithmetic operations are not easily inferred and the problems are more complex 	<ul style="list-style-type: none"> ■ comparing viewpoints in two editorials ■ interpreting a table about blood pressure, age, and physical activity ■ computing and comparing the cost per ounce of food items

NOTE: Adults at the *Below Basic* level range from being unable to read and understand any written information in English to having the abilities listed and typically succeeding at the types of tasks listed. For each of the other levels, the abilities and tasks listed are typical of adults at that level. Although the literacy levels share common names with the NAEP levels, they do not correspond to the NAEP levels.

SOURCE: Hauser, R.M., Edley, C.F. Jr., Koenig, J.A., and Elliott, S.W. (Eds.). (2005). *Measuring Literacy: Performance Levels for Adults, Interim Report*. Washington, DC: National Academies Press; White, S. and Dillow, S. (2005). *Key Concepts and Features of the 2003 National Assessment of Adult Literacy (NCES 2006-471)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

actual texts and documents, which were either used in their original format or reproduced in the assessment booklets. Each question appeared before the materials needed to answer it, thus encouraging respondents to read with purpose.

Respondents could correctly answer many assessment questions by skimming the text or document for the information necessary to perform a given literacy task. All tasks were open-ended, and respondents wrote their answers directly in their assessment booklets.

A total of 152 prose, document, and quantitative literacy tasks were included in the NAAL and SAAL assessments. Asking each respondent to complete all the tasks would have been too time-consuming and tiring, so the tasks were organized into 13 unique blocks of tasks. Each block included approximately 11 literacy tasks distributed across the prose, document, and quantitative scales. Respondents were asked to complete an assessment booklet that included seven literacy screening tasks common to all booklets, followed by three blocks of tasks. Respondents who completed the assessment attempted approximately 40 literacy tasks in about 50 minutes.

Interpreting Results

The average scores and percentages presented in this report are estimates based on a sample of New York's adults. Like all

samples, the results are subject to a measure of uncertainty (i.e., sampling error), reflected in the standard errors of the estimates. Standard errors for the prose, document, and quantitative scale scores and the percentage of adults in each literacy level are presented in Appendix C.

The discussion of results in the following section takes into account the standard errors associated with the estimates. All differences discussed in this report, whether between New York and the nation or between members of a population group (e.g. men and women), are statistically significant at the .05 level. This means that observed differences between groups are unlikely to be due to chance factors associated with sampling variability. Hence, the term "significant" does not reflect any judgment about the absolute magnitude of differences.

Statistically significant differences between New York's adults and adults in the nation are noted in the tables and figures in this report. Differences between population groups are not identified in the tables or figures, but are discussed in the text. Although average scores are presented for each population group, space limitations prevented displaying results by literacy levels for all three scales. Full results for all literacy scales, with estimates and standard errors, can be found in Appendix C.



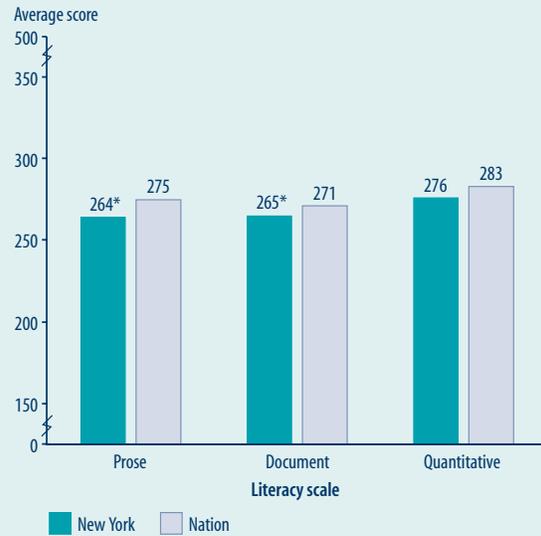
Adult Literacy in New York and the Nation, 2003

This section examines the relationship between important demographic characteristics, including education and employment, and literacy. Specifically, the analyses compare the literacy of adults in New York and the nation across different demographic groups, providing a glimpse of the state's relative performance on prose, document, and quantitative literacy.

Average Prose and Document Literacy of Adults in New York Lower Than Prose and Document Literacy of Adults in the Nation

The average prose and document literacy of adults in New York was significantly lower than the average literacy of the nation's adults, though differences in quantitative literacy were not significant. A higher percentage of adults in New York also had *Below Basic* prose literacy compared with the percentage of adults in the nation with *Below Basic* literacy. In addition, the percentage of adults in New York with *Proficient* prose, document, and quantitative literacy was significantly lower than the percentage of adults in the nation with *Proficient* literacy.

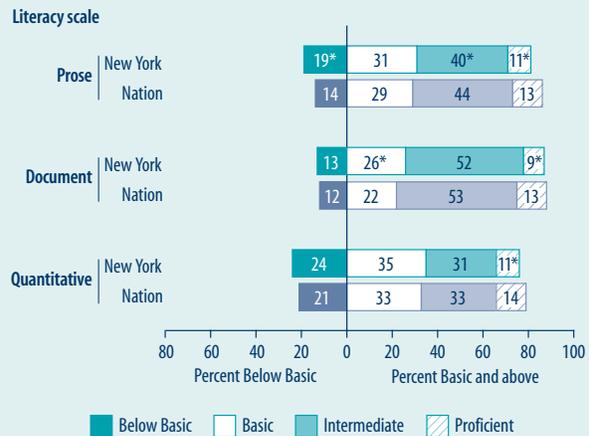
Figure 1. Average prose, document, and quantitative literacy of adults in New York and the nation: 2003



* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 2. Percentage of adults in New York and the nation in each prose, document, and quantitative literacy level: 2003



* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

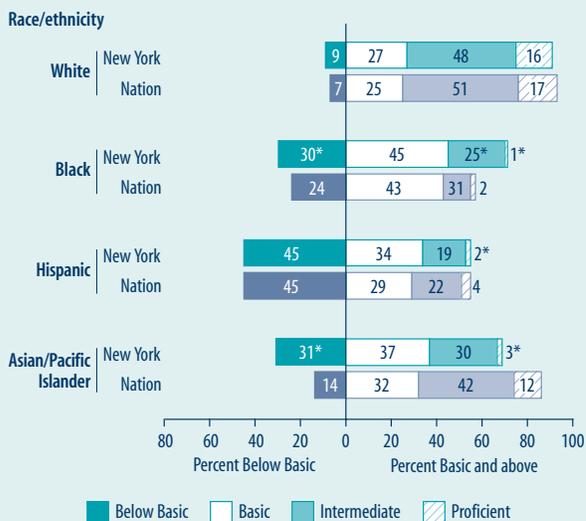
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Prose Literacy of Blacks and Asians in New York Lower Than Prose Literacy of Blacks and Asians in the Nation

The average literacy of Whites and Hispanics in New York did not differ significantly from the average literacy of Whites and Hispanics in the nation. However, the average prose literacy of Blacks and Asians/Pacific Islanders in New York was significantly lower than the average prose literacy of Blacks and Asians/Pacific Islanders in the nation. Moreover, the percentage of Blacks and Asians with *Below Basic* prose literacy in New York was significantly higher than the percentage of adults in the same racial/ethnic groups with *Below Basic* literacy in the nation. Among Asian adults, the percentage with *Below Basic* prose literacy in New York was 17 percentage points higher than the percentage of Asian adults in the nation with *Below Basic* prose literacy.

A comparison of the average literacy of Whites, Blacks, and Hispanics in New York shows that Whites had the highest average literacy across the three scales, while Hispanics had the lowest literacy on the prose and document scales. Similar to in the nation, the percentage of Whites in New York with *Below Basic* prose, docu-

Figure 4. Percentage of adults in New York and the nation in each prose literacy level, by race/ethnicity: 2003



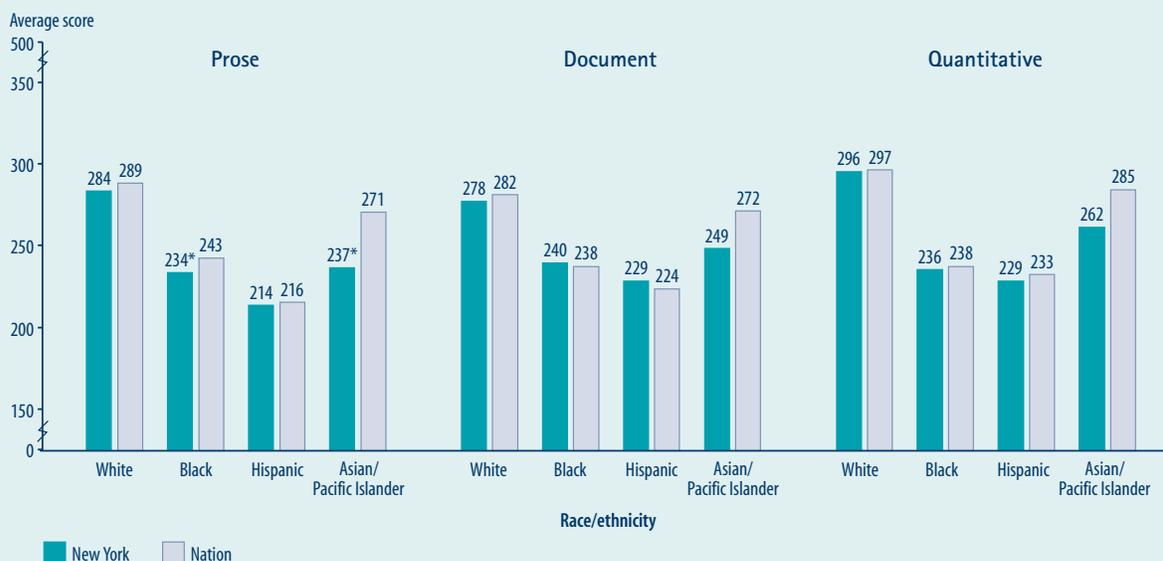
* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

ment, and quantitative literacy was significantly lower than the percentage of Blacks and Hispanics with *Below Basic* literacy.

Figure 3. Average prose, document, and quantitative literacy of adults in New York and the nation, by race/ethnicity: 2003



* Significantly different from the nation.

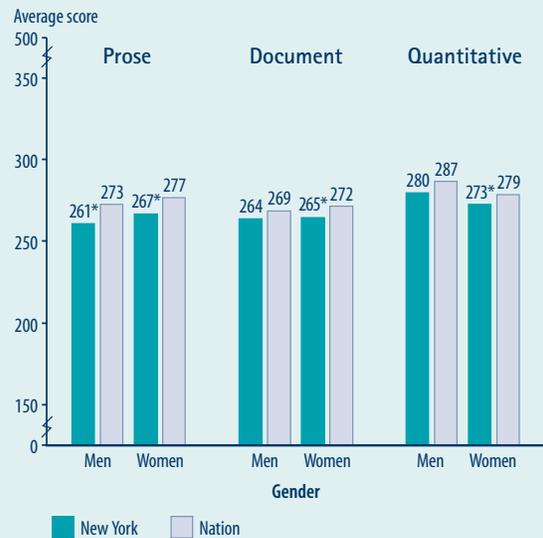
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Average Literacy of Women in New York Lower Than Literacy of Women in the Nation

The average literacy of women in New York was significantly lower than the average literacy of women in the nation across the three literacy scales. The average prose literacy of men in New York was lower than the average prose literacy of men in the nation. Consistent with the results for women in New York relative to women in the nation, a higher percentage of women in the state had *Below Basic* prose literacy compared with all adult women, while the percentage of women with *Proficient* document and quantitative literacy in the state was significantly lower than the percentage of women in the nation with *Proficient* document and quantitative literacy.

Unlike in the nation, where women outperformed men on the prose scale and men outperformed women on the quantitative scale, differences in average literacy between men and women in New York across the three literacy scales were not significant. Although the average literacy of men and women did not differ, the percentage of women in New York with *Below Basic* prose literacy was lower than the percentage of men with *Below Basic* prose literacy, while the percentage of men with *Proficient* quantitative literacy was higher than the percentage of women with *Proficient* quantitative literacy.

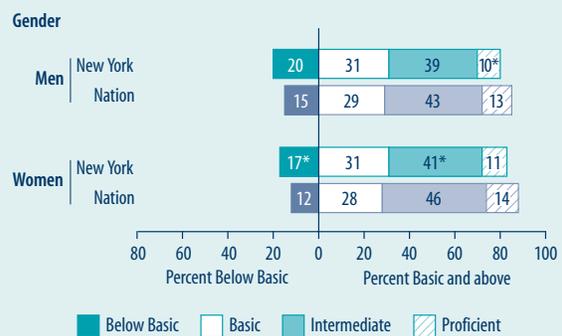
Figure 5. Average prose, document, and quantitative literacy of adults in New York and the nation, by gender: 2003



* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 6. Percentage of adults in New York and the nation in each prose literacy level, by gender: 2003



* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

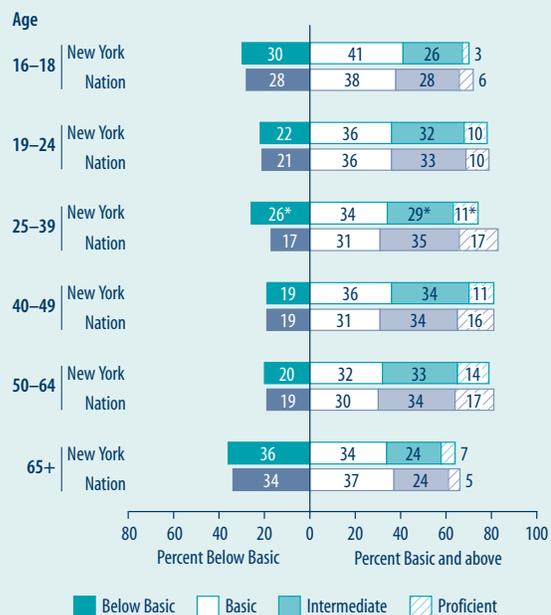
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Average Literacy in New York and the Nation Lowest for the Oldest Adults

The average literacy of adults in New York across different age groups was similar to in the nation, with the exception of adults age 25 to 39. Adults of this age in New York had lower average prose, document, and quantitative literacy compared with adults in the same age group in the nation. The percentage of adults age 25 to 39 with *Below Basic* prose and quantitative literacy was also higher in New York than in the nation.

Similar to literacy among the nation's adults, average prose and document literacy was lowest among the oldest adults (age 65 and older). However, differences in quantitative literacy between the youngest (age 16 to 18) and oldest adults in New York were not significant. The percentage of adults with *Below Basic* prose and document literacy was highest among the oldest adults in the state, though both the youngest and oldest adults struggled with quantitative literacy. Thirty percent of adults age 16 to 18 and 36 percent of adults age 65 and older had *Below Basic* quantitative literacy in New York.

Figure 8. Percentage of adults in New York and the nation in each quantitative literacy level, by age: 2003

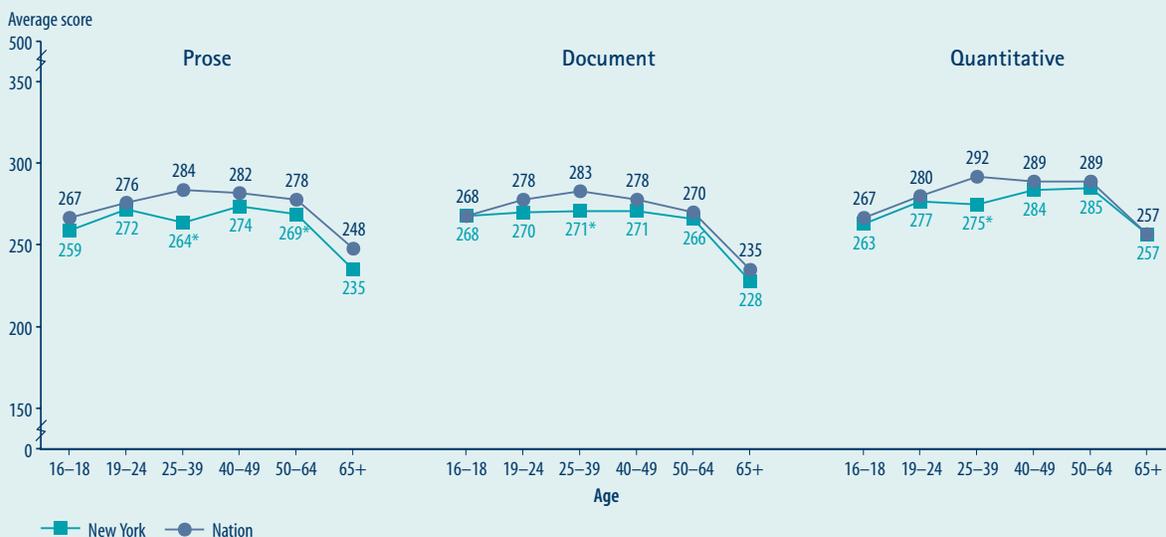


* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 7. Average prose, document, and quantitative literacy of adults in New York and the nation, by age: 2003



* Significantly different from the nation.

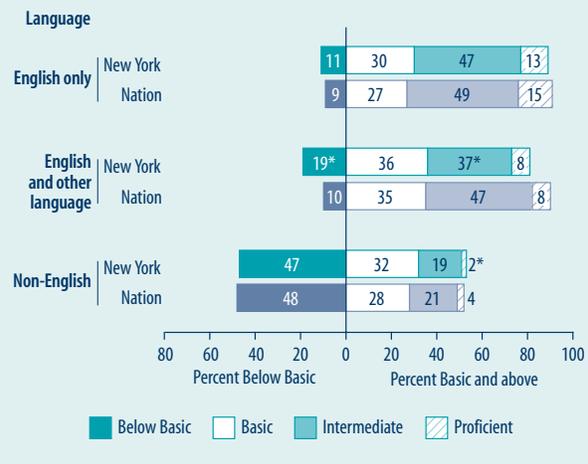
Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Average Literacy in New York and the Nation Lowest for Adults Who Spoke a Non-English Language Before Starting School

The average literacy of adults in New York from different language backgrounds was similar to the literacy of adults in the United States from the same language groups. The only significant difference between New York and the nation was among adults who spoke English and an additional language before starting school. Adults with this language background in New York had lower document literacy compared with adults in the nation with the same language background.

Similar to in the nation, the average literacy of adults in New York who spoke only English before starting school was significantly higher than the average literacy of adults with a non-English language background. Across the literacy scales, adults in New York who spoke a non-English language before starting school accounted for the largest percentage of adults with *Below Basic* prose, document, and quantitative literacy.

Figure 10. Percentage of adults in New York and the nation in each prose literacy level, by language spoken before starting school: 2003

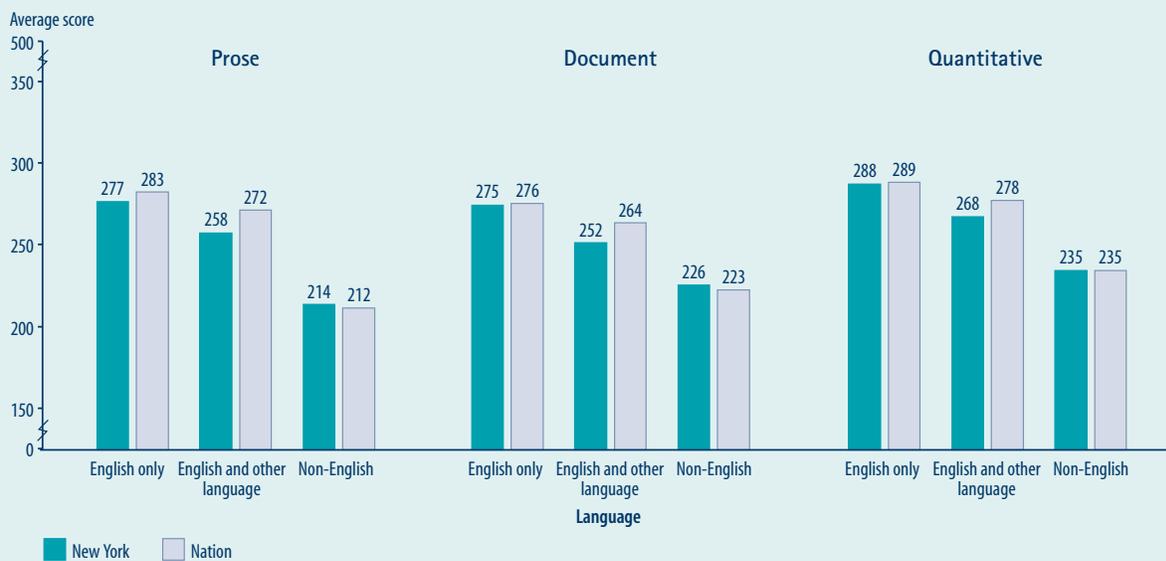


* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 9. Average prose, document, and quantitative literacy of adults in New York and the nation, by language spoken before starting school: 2003



Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Prose Literacy of High School Graduates and GED Recipients Lower in New York Than in the Nation

In both New York and the nation, increasing educational attainment was associated with higher average prose, document, and quantitative literacy. Although the document and quantitative literacy of adults in New York was similar to literacy in the nation for most levels of educational attainment, the average prose literacy of adults who received a GED or stopped their schooling after graduating high school was

lower in New York than the prose literacy of adults with the same educational background in the nation. The average prose literacy of adults in the state who attended graduate school was also lower than the average prose literacy of adults in the nation who attended graduate school.

Average literacy in New York and the nation was lowest for adults who did not complete high school. More than half of the adults in New York who did not graduate from high school had *Below Basic* prose literacy, while two-thirds had *Below Basic* quantitative literacy.

Table 1. Average prose, document, and quantitative literacy of adults in New York and the nation, by educational attainment: 2003

Educational attainment	Prose		Document		Quantitative	
	New York	Nation	New York	Nation	New York	Nation
Still in high school	260	262	257	265	261	261
Less than/some high school	194	206	213	208	212	211
GED/high school equivalency	244*	260	247	257	260	266
High school graduate	254*	262	254	258	266	269
Vocational/trade/business school	251	268	234*	267	263	279
Some college	276*	287	271	280	286	295
Associate's/2-year degree	284	298	280	291	284*	305
College graduate	299	314	293	303	314	323
Graduate studies/degree	314*	327	306	311	325	332

* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table 2. Percentage of adults in New York and the nation in each prose, document, and quantitative literacy level, by educational attainment: 2003

Literacy scale and educational attainment	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	New York	Nation	New York	Nation	New York	Nation	New York	Nation
Prose								
Still in high school	11	14	45	37	43	45	2	4
Less than/some high school	58	51	31	32	11	16	0*	1
GED/high school equivalency	17	11	57	45	26	42	0	3
High school graduate	16	13	44	39	38	44	3	4
Vocational/trade/business school	26*	10	29	36	40	49	5	5
Some college	8	5	31	25	53	59	8	12
Associate's/2-year degree	12*	4	25	20	46*	56	18	19
College graduate	10*	3	19*	14	45*	53	27	31
Graduate studies/degree	2	1	13	10	57	48	28*	41
Document								
Still in high school	6	13	39	24	52	54	3	9
Less than/some high school	42	45	36*	29	22	25	0*	2
GED/high school equivalency	14	13	38	30	47	53	1	4
High school graduate	16	13	30	29	50	52	4	5
Vocational/trade/business school	28*	9	32	26	36*	59	4	7
Some college	8	5	22	19	61	65	8	11
Associate's/2-year degree	5	3	20	15	63	66	11	16
College graduate	4	2	16	11	59	62	21	25
Graduate studies/degree	1	1	8	9	67	59	24	31
Quantitative								
Still in high school	29	31	43	38	26	25	2	5
Less than/some high school	67	64	26	25	6	10	0*	1
GED/high school equivalency	33	26	40	43	23	28	4	3
High school graduate	26	24	43	42	28	29	4	5
Vocational/trade/business school	30	18	39	41	25	35	6	6
Some college	13	10	41	36	39	43	8	11
Associate's/2-year degree	15	7	40	30	36	45	9	18
College graduate	10*	4	23	22	39	44	28	31
Graduate studies/degree	2	3	21	18	48	43	30	36

* Significantly different from the nation.

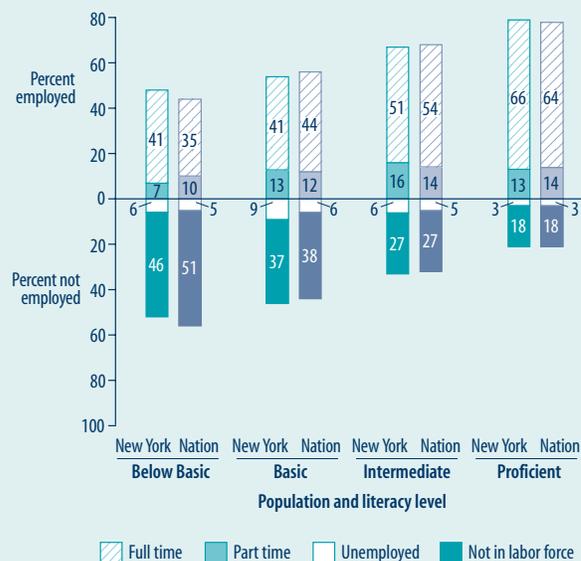
Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Prose Literacy of Adults Employed Full Time Lower in New York Compared With the Nation

The average prose literacy of adults in New York employed full time or not in the labor force was significantly lower than the average prose literacy of adults in the same employment categories in the nation. Similar to adults in the nation, the average literacy of adults in New York employed full time was significantly higher than the average literacy of adults who were not in the labor force. Among adults in New York with *Below Basic* prose literacy, the majority were either not in the labor force or were employed full time. Approximately two-thirds of New York's adults with *Proficient* prose literacy were employed full time.

Figure 12. Percentage of adults in New York and the nation in each employment category, by prose literacy level: 2003



Note: Percentages may not add to 100 because of rounding.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Figure 11. Average prose, document, and quantitative literacy of adults in New York and the nation, by employment status: 2003



* Significantly different from the nation.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.



Appendix A: Technical Notes

This section provides an overview of key technical aspects of the New York SAAL, including sample size and data collection procedures, statistical testing, and the definition of variables used in this report. Further information about the design, administration, and analysis of the NAAL and SAAL can be found in the forthcoming *2003 National Assessment of Adult Literacy Technical Report*.¹

Sample Size and Data Collection Procedures

As noted in the Introduction, the New York State Assessment of Adult Literacy (SAAL) was administered concurrently with the National Assessment of Adult Literacy (NAAL). The 2003 NAAL was administered to a nationally representative sample of 19,714 adults ages 16 and older residing in households or prisons. In New York, 2,251 adults residing in households were originally sampled to participate in the New York SAAL. Valid assessment data were collected from 1,677 adults. This sample includes adults in the national NAAL sample, as well adults as selected specifically for the New York SAAL sample. Adults in New York who were selected as part of the NAAL sample were added to the New York SAAL sample to increase the power of the analyses. Data collection was conducted between May 2003 and February 2004.

The final household sample response rate for the NAAL and SAAL was 62 percent. The National Center for Education Statistics (NCES), which sponsored the NAAL, requires a nonresponse bias analysis when the unit response rate for a sample is less than 85 percent. The nonresponse bias analysis revealed differences in the background characteristics of respondents who participated in the assessment compared with those who refused. A nonresponse bias adjustment was performed to reduce the bias due to respondent refusal. The adjustment corrected for the initial nonresponse bias, resulting in negligible bias for the household sample. The analyses presented in this report are based on data from the corrected household sample.

¹ U.S. Department of Education, National Center for Education Statistics. (forthcoming). *2003 National Assessment of Adult Literacy Technical Report*. Washington, DC: U.S. Government Printing Office.

Statistical Testing

All comparisons discussed in this report are **statistical** comparisons based on the t statistic, using a 95 percent confidence interval (two-tailed). The formula used to compute the t statistic was

$$t = \frac{(P_1 - P_2)}{\sqrt{(SE_1^2 + SE_2^2)}}, \text{ where } P_1 \text{ and } P_2 \text{ are the estimates to be compared and } SE_1 \text{ and } SE_2 \text{ are their corresponding standard errors.}$$

Variable Definitions

Age

All respondents were asked to report their birth dates, and this information was used to calculate their age. Age groups reported are 16 to 18, 19 to 24, 25 to 39, 40 to 49, 50 to 64, and 65 and older. Age groups were selected to correspond to key life stages of adults, although stages will vary from person to person:

- 16–18: Completion of secondary education
- 19–24: College or job training
- 25–39: Early career
- 40–49: Mid career
- 50–64: Late career
- 65+: Retirement

Educational Attainment

All respondents were asked to indicate the highest level of education they had completed in the United States. Respondents who went to school outside the United States were probed for the equivalent level of educational attainment. The following options were provided:

- Still in high school
- Less than high school
- Some high school
- GED or high school equivalency
- High school graduate
- Attended a vocational, trade, or business school after high school
- College: less than 2 years
- College: associate's degree (A.A.)
- College: 2 or more years, no degree
- College graduate (B.A. or B.S.)
- Postgraduate, no degree
- Postgraduate degree (M.S., M.A., Ph.D., M.D., etc.)

Respondents who reported less than high school or some high school were asked how many years of education they completed. For certain analyses, some of these groups were collapsed. For example, respondents who had completed postgraduate studies but had not received a degree were generally combined with those who had completed a postgraduate degree.

Employment Status

Employment status was coded as one of the following:

- Full time or working two or more part time jobs
- Part time
- Unemployed, laid off, or looking for work
- Not in the labor force (retired, in school, keeping house, or doing volunteer work)

Language Spoken Before Starting School

All respondents were asked what language or languages they learned to speak before starting school. For the SAAL reports, responses to this question were coded into one of three categories:

- English only
- English and other language
- Non-English language

Race/ethnicity

All respondents were asked two questions about their race and ethnicity. The first question asked them to indicate whether they were Hispanic or Latino. The second question asked them to choose one or more of the following groups to describe themselves:

- White
- Black or African American
- Asian
- American Indian or Alaskan Native
- Native Hawaiian or other Pacific Islander

Individuals who responded "yes" to the first question were coded as Hispanic, regardless of their answer to the second question.

If the respondent was non-Hispanic and indicated only one race, then he or she was grouped as the race indicated. If the respondent was non-Hispanic and indicated multiple races, then he or she was coded as "other/multiracial." For reporting purposes, "Asian" and "Native Hawaiian or other Pacific Islander" were collapsed into one category. There were too few cases in the "other/multiracial" category to reliably estimate their literacy proficiencies.

Sex

Interviewers recorded the sex of each respondent.



Appendix B: Sample Assessment Questions

Respondents who participated in the 2003 New York State Assessment of Adult Literacy and the 2003 National Assessment of Adult Literacy were asked to complete prose, document, and quantitative literacy tasks of varying levels of difficulty. The sample questions on the following pages illustrate the types of tasks used to measure the literacy of America's adults. These questions were originally developed for the 1992 National Adult Literacy Survey and were reused in 2003.

Consistent with the design of the assessment, each sample question appears before the text or document needed to answer the question. The percentage of respondents who answered the questions correctly is reported, as well as the percentage of correct responses for each of the four literacy assessment levels.

More information about the sample assessment questions can be found on the Internet at <http://nces.ed.gov/naal>.

Prose Literacy Question

Refer to the article on the next page to answer the following question.

According to the brochure, why is it difficult for people to know if they have high blood pressure?

Correct answer

Any statement such as the following:

Symptoms are not usually present

High blood pressure is silent

Percentage of adults who answered the question correctly, 2003

All Adults		<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
New York	Nation	New York	Nation	New York	Nation	New York	Nation	New York	Nation
71 (3.5)	76 (1.0)	13 (4.1)	14 (2.0)	73 (5.2)	71 (1.9)	94 (2.0)	95 (0.6)	99 (1.2)	99 (0.4)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

TOO MANY BLACK ADULTS DIE FROM THE EFFECTS OF HIGH BLOOD PRESSURE

DID YOU KNOW?

More than one out of every four Black adults has high blood pressure, according to a two-year survey by Public Health Service in the 1960's. Other studies show as many as one out of three Black adults has high blood pressure.

High blood pressure is the most common chronic disease treated by practitioners in the Black community.

More Black people die as a result of high blood pressure than any other disease.

For every Black person who dies of sickle-cell anemia, at least 100 others die from the effects of high blood pressure.

The rate of death from the effects of high blood pressure for Black people is nearly one and one-half times the rate for White people.

High blood pressure, along with cigarette smoking, contributes greatly to the apparent increased number of heart attacks among Black adults.

If high blood pressure is controlled, strokes, heart attacks and kidney disease can be substantially reduced.

YES, HIGH BLOOD PRESSURE CAN BE TREATED... AND CONTROLLED.

WHAT YOU CAN DO

Have your blood pressure checked regularly

Unfortunately, high blood pressure is a silent killer and crippler. At least half of the people who have high blood pressure don't know it because symptoms usually are not present. The only way you can be sure is to have the doctor check your blood pressure. You should have your blood pressure checked at least once a year, especially if:

(1) you are Black, (2) if you are over 40, (3) if members of your family or close relatives have had high blood pressure or the complications of high blood pressure (stroke, heart attack, or kidney disease), or (4) if you have frequent headaches, dizziness, or other symptoms that may occasionally be related to high blood pressure.

Follow your doctor's instructions

High blood pressure can't be cured, but it can be kept under control. Control means keeping your blood pressure as close to normal as possible. That's very important to you — it can prevent a crippling stroke or other serious illness in the future.

The doctor will find a way to control your blood pressure that's most comfortable for you. Then it will be up to you — to take the medicine and follow the prescribed diet, to follow the instructions carefully and to come back regularly for checkups.

Yes, high blood pressure can be controlled, but only if *you* cooperate fully with your doctor.

Prose Literacy Question

Refer to the article on the next page to answer the following question.

What is the purpose of the *Se Habla Español* expo?

Correct answer

Any statement such as the following:

To enable people to better serve and sell to the Hispanic community

To improve marketing strategies to the Hispanic community

To enable people to establish contacts to serve the Hispanic community

Percentage of adults who answered the question correctly, 2003

All Adults		<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
New York	Nation	New York	Nation	New York	Nation	New York	Nation	New York	Nation
14 (2.3)	17 (0.8)	0 (0.1)	0 (0.3)	3 (1.6)	3 (0.7)	14 (3.9)	16 (1.4)	53 (7.3)	60 (2.9)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

MARKETING

Se Habla Español Hits Chicago

September 25, 26, and 27 are three days that will change your marketing.

"To some advertisers, the Hispanic market's like the weather—you hear a lot about it, but you can't do much about it," says veteran marketer Tony Martinez. "And other companies think Hispanics will buy their products anyway, so they don't need to do anything special.

"Both attitudes are way off base," Mr. Martinez says briskly, "and they'll both make the competition ecstatic. Because there's a lot of money to be made in the Hispanic market. Its spending power will be \$160 billion this year, and that's growing maybe \$1.4 billion a month," he exclaims, peering intensely over his glasses. "For example, we Hispanics buy 9 percent of all new automobiles.

"This is definitely a special market...you do have to have a special understanding of it," Mr. Martinez goes on, "because as one research firm said, it's 'a market with currents that are going in many directions.' But the rewards will be fantastic. Hispanics are very brand conscious and they tend to become brand loyal very quickly."

It's Mr. Martinez's job—his mission in life—to make sure companies learn how they can serve and sell to America's Hispanics. He has been marketing to the community for many years, working with the best in the business, including Coca-Cola and the advertising firm of Castor GS&B. Now his staff is organizing the largest annual Hispanic market trade show in the business—*Se Habla Español*.

The three-day *Se Habla Español* expo, put on by HISPANIC BUSINESS magazine, is in Chicago this year, at the Hyatt Regency. As in the two previous years in New York and Los Angeles, this conference will host a "big top"-like mix of activities.

The show draws thousands of the country's top marketers, media people, advertisers, researchers, and Hispanic contractors—all intent on gathering as much information as possible, and all hoping to explore new business opportunities. As in any really good big-top show, a hundred different things are happening all at once.

More than 60 Hispanic market specialists conduct fact-heavy seminars. Companies promoting everything from cars to demographic information to career opportunities for Hispanic professionals display and discuss their products in 30,000 square feet of exhibit space. Major exhibitors this year include Ford Motor Co., Lincoln-Mercury, Chevrolet, American Airlines, Telemundo, the Bureau of the Census, and many, many more.

"It's all contacts . . . contacts . . . contacts!" Mr. Martinez exclaims in his best marketing ringmaster style.

Each of the major media hosts its own luncheon or reception, playing to sold-out crowds. Leading participants in last year's Print Reception, for example, included *La Opinion* of Los Angeles, *Vista* magazine, *The Miami Herald*, and the *Los Angeles*

Times. Some participants in the 1989 Radio Luncheon included Katz Hispanic Radio and Caballero Spanish Media. "We still have a few events open to corporate sponsors," Mr. Martinez mentions, not without interest. "They'll be able to count on considerable media play both in preliminary press coverage and during the events themselves."

Another opportunity for sponsor visibility is the *Se Habla Español* Scholarship Fund, which will publicly award scholarships to talented Hispanic students in the various communications fields.

A grand finale black tie banquet spotlights the leading figures in America's Hispanic media world, recognizing outstanding work in each medium with the *Se Habla Español Awards in Communication*. In 1989, Mr. Martinez recalls, almost 400 entries were submitted. Publicidad Siboney swept the top honors for "Ad of the Year" and "TV Ad of the Year" with its commercial for Pepsi-Cola.

One problem attendees find is that the conference offers more information than any one person can gather during just three days. "They should know their priorities," Mr. Martinez advises, "to ensure they focus on the events that will be of most value to their employers."

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Document Literacy Question

Seventy-eight percent of what specific group agree that their school does a good job of encouraging parental involvement in educational areas?

Parents and Teachers Evaluate Parental Involvement at Their School

Do you agree or disagree that...?

	Total	Level of School		
		Elementary	Junior High	High School
<i>percent agreeing</i>				
Our school does a good job of encouraging parental involvement in sports, arts, and other nonsubject areas				
Parents	77	76	74	79
Teachers	77	73	77	85
Our school does a good job of encouraging parental involvement in educational areas				
Parents	73	82	71	64
Teachers	80	84	78	70
Our school only contacts parents when there is a problem with their child				
Parents	55	46	62	63
Teachers	23	18	22	33
Our school does not give parents the opportunity for any meaningful roles				
Parents	22	18	22	28
Teachers	8	8	12	7

Source: The Metropolitan Life Survey of the American Teacher. 1987

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Correct answer

Junior high teachers

Percentage of adults who answered the question correctly, 2003

All Adults		<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
New York	Nation	New York	Nation	New York	Nation	New York	Nation	New York	Nation
31 (3.4)	37 (1.2)	0 (1.9)	0 (0.4)	4 (8.9)	4 (2.1)	45 (13.1)	46 (3.4)	98 (4.8)	97 (1.4)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Quantitative Literacy Question

Suppose that you had your oil tank filled with 140.0 gallons of oil, as indicated on the bill, and you wanted to take advantage of the five cents (\$.05) per gallon deduction.

- Figure out how much the deduction would be if you paid the bill within 10 days. Enter the amount of the deduction on the bill in the space provided.

		ASHLAND OIL, INC. Ashland, Kentucky 41114 (606) 392-3333		18609		DATE		2/2/02	
ROBERT NELSON DIVERTY ROAD ASHLAND, KY 41114		P/R 4TH HOUSE ON LEFT FILL REAR IN DRIVEWAY		CUSTOMER NO.		002316			
TANK SIZE	GALLONS	ZONE	STOP LOC.	DELIVERY TYPE	DEGREE DAYS	K. FACTOR	PRODUCT CODE		
275	180	28	0	AU HO	3247	8.30	2		
CUSTOMER'S SIGNATURE									
									
TANK TRUCK SALESMAN					TRUCK NO.				
METER READING – BEFORE AND AFTER DELIVERY									
A A 0 0 3					0 0 1 4 0 ⁰				
A A 0 0 2					0 0 0 0 0 ⁰				
PRODUCT	PRICE	GALLONS	10TH	AMOUNT					
FUEL OIL	97.9	140	0	137 06					
SAVE if no outstanding balance due and you pay within 10 days				DEDUCT \$.05 per gal.					
				NET TOTAL ↓					

WEMOFORMS • (800) 221-1209 • (201) 636-0080

Reduced from original copy

Correct answer

\$7.00

Percentage of adults who answered the question correctly, 2003

All Adults		<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
New York	Nation	New York	Nation	New York	Nation	New York	Nation	New York	Nation
50 (2.9)	54 (1.1)	3 (3.3)	1 (1.2)	40 (13.3)	39 (5.1)	93 (8.9)	91 (1.7)	100 (1.4)	100 (0.5)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Document and Quantitative Literacy Questions

This is an example of a task that was scored in three separate parts and treated as three separate questions. The first two questions were included on the document scale and the third question was included on the quantitative scale.

Refer to the form on the next page to answer the following question.

Use the following information to fill in the receipt for certified mail. Then fill in the “TOTAL Postage and Fees” line.

- You are sending a package to Doris Carter.
- Her address is 19 Main Street, Augusta, GA 30901.
- The postage for the package is \$1.86.
- The fee for certified mail is \$0.75.

Correct answer

Question 1 (Document): Enters name and address correctly. No penalty for misspelling.

Percentage of adults who answered the question correctly, 2003

All Adults		<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
New York	Nation	New York	Nation	New York	Nation	New York	Nation	New York	Nation
68 (3.4)	68 (1.3)	13 (6.1)	12 (2.7)	58 (6.7)	50 (3.0)	87 (2.7)	83 (1.3)	98 (1.8)	97 (0.9)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Correct answer

Question 2 (Document): Enters \$1.86 and \$0.75 on the postage and certified fees lines respectively.

Percentage of adults who answered the question correctly, 2003

All Adults		<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
New York	Nation	New York	Nation	New York	Nation	New York	Nation	New York	Nation
76 (3.9)	78 (1.1)	28 (7.7)	18 (3.1)	70 (6.2)	70 (2.5)	91 (2.6)	94 (0.7)	97 (2.5)	99 (0.4)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Correct answer

Question 3 (Quantitative): Either of the following:

Correctly totals postage and fees: \$2.61

Correctly totals incorrect fees entered on form

Percentage of adults who answered the question correctly, 2003

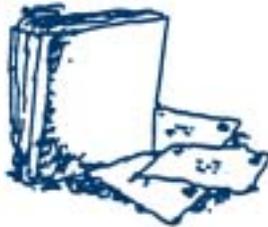
All Adults		<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
New York	Nation	New York	Nation	New York	Nation	New York	Nation	New York	Nation
76 (2.8)	81 (0.9)	36 (7.0)	41 (2.5)	84 (3.5)	85 (1.1)	95 (2.2)	94 (0.7)	99 (1.3)	98 (0.6)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

What may be Certified?

Only items of no intrinsic value such as letters, files, records, etc., that are sent Priority First-Class Mail may be sent by certified mail. No insurance coverage is provided against loss or damage for this service. (For valuables and irreplaceable items, you should use insured or registered mail.)



How to use Certified Mail.

Simply fill out Form 3800, *Receipt for Certified Mail*, and attach (to the address side of the mail) the numbered label portion and the required postage and fee. You may obtain these forms at post offices or from rural carriers. Many customers find it convenient and a "time-saver" to have the form completed before approaching the window. Certified mail, with proper postage and fees affixed, may be dropped in a mailbox unless an official dated receipt is required.

Restricted Delivery

If you want to restrict the delivery of certified mail, you must endorse the mail "Restricted Delivery." This service is available for a \$1.00 fee and can only be used for items addressed to specific individuals by name. However, the addressee can and often does authorize an agent to receive his or her restricted mail.

Fees

The fee for certified mail is 75 cents (in addition to your postage). For an additional fee, you also may purchase a return receipt which provides you proof of delivery.

P 138 573 931	
RECEIPT FOR CERTIFIED MAIL NO INSURANCE COVERAGE PROVIDED NOT FOR INTERNATIONAL MAIL	
Sent to	
Street and No.	
P.O., State and ZIP Code	
Postage	\$
Certified Fee	
Special Delivery Fee	
Restricted Delivery Fee	
Return Receipt showing to whom and Date Delivered	
Return Receipt showing to whom, Date, and Address of Delivery	
TOTAL Postage and Fees	\$
Postmark or Date	
CERTIFIED P 138 573 931 MAIL	

PS FORM 3800, June 1985

Fold at line over top of envelope to the right of the return address.



Appendix C: Standard Errors for Tables and Figures

Table C1. Average prose, document, and quantitative literacy of adults in New York and the nation: 2003

Literacy scale	New York	Nation
Prose	264 (3.0)*	275 (1.3)
Document	265 (2.2)*	271 (1.2)
Quantitative	276 (3.1)	283 (1.2)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C2. Percentage of adults in New York and the nation in each prose, document, and quantitative literacy level: 2003

Literacy scale	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	New York	Nation	New York	Nation	New York	Nation	New York	Nation
Prose	19 (1.7)*	14 (0.6)	31 (1.2)	29 (0.6)	40 (1.6)*	44 (0.7)	11 (1.0)*	13 (0.5)
Document	13 (1.2)	12 (0.5)	26 (1.1)*	22 (0.5)	52 (1.6)	53 (0.7)	9 (1.1)*	13 (0.6)
Quantitative	24 (1.9)	21 (0.6)	35 (1.5)	33 (0.5)	31 (1.6)	33 (0.5)	11 (1.3)*	14 (0.5)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C3. Average prose, document, and quantitative literacy of adults in New York and the nation, by race/ethnicity: 2003

Race/ethnicity	Prose		Document		Quantitative	
	New York	Nation	New York	Nation	New York	Nation
White	284 (2.9)	289 (1.5)	278 (2.2)	282 (1.5)	296 (2.7)	297 (1.3)
Black	234 (1.6)*	243 (1.8)	240 (2.4)	238 (2.2)	236 (3.6)	238 (2.2)
Hispanic	214 (6.4)	216 (3.6)	229 (4.9)	224 (3.6)	229 (4.8)	233 (3.2)
Asian/Pacific Islander	237 (12.3)*	271 (4.0)	249 (14.9)	272 (5.0)	262 (10.9)	285 (5.1)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C4. Percentage of adults in New York and the nation in each prose, document, and quantitative literacy level, by race/ethnicity: 2003

Literacy scale and race/ethnicity	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	New York	Nation	New York	Nation	New York	Nation	New York	Nation
Prose								
White	9 (1.6)	7 (0.5)	27 (1.4)	25 (0.8)	48 (1.9)	51 (0.9)	16 (1.6)	17 (0.9)
Black	30 (2.2)*	24 (1.4)	45 (2.4)	43 (1.2)	25 (1.6)*	31 (1.4)	1 (0.3)*	2 (0.5)
Hispanic	45 (3.7)	45 (1.8)	34 (2.7)	29 (1.0)	19 (2.6)	22 (1.1)	2 (0.8)*	4 (0.5)
Asian/Pacific Islander	31 (7.9)*	14 (2.0)	37 (5.0)	32 (2.2)	30 (6.7)	42 (2.5)	3 (2.5)*	12 (1.8)
Document								
White	8 (1.1)	8 (0.5)	21 (1.3)	19 (0.7)	58 (1.8)	58 (1.0)	14 (1.5)	15 (1.0)
Black	22 (3.1)	24 (1.8)	36 (2.6)	35 (1.4)	41 (3.2)	40 (1.9)	1 (0.7)	2 (0.5)
Hispanic	29 (5.6)	36 (1.7)	38 (3.7)*	26 (0.8)	31 (5.1)	33 (1.2)	1 (1.0)*	5 (0.5)
Asian/Pacific Islander	23 (5.7)	11 (2.2)	25 (3.6)	22 (2.1)	44 (6.4)	54 (3.0)	8 (4.1)	13 (2.3)
Quantitative								
White	12 (1.6)	13 (0.7)	33 (2.0)	32 (0.8)	40 (2.0)	39 (0.8)	15 (1.9)	17 (0.8)
Black	50 (5.5)	47 (1.8)	38 (4.3)	36 (1.3)	11 (2.9)	15 (1.1)	1 (0.8)	2 (0.4)
Hispanic	55 (4.6)	50 (1.7)	33 (3.2)	29 (1.0)	12 (2.6)	17 (0.9)	1 (0.8)*	4 (0.5)
Asian/Pacific Islander	28 (10.6)	19 (3.0)	42 (9.3)	34 (2.9)	28 (8.1)	35 (2.8)	3 (3.6)*	13 (2.5)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C5. Average prose, document, and quantitative literacy of adults in New York and the nation, by gender: 2003

Gender	Prose		Document		Quantitative	
	New York	Nation	New York	Nation	New York	Nation
Female	267 (3.6)*	277 (1.4)	265 (3.4)*	272 (1.2)	273 (3.0)*	279 (1.3)
Male	261 (5.0)*	273 (1.6)	264 (3.7)	269 (1.5)	280 (4.1)	287 (1.3)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C6. Percentage of adults in New York and the nation in each prose, document, and quantitative literacy level, by gender: 2003

Literacy scale and gender	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	New York	Nation	New York	Nation	New York	Nation	New York	Nation
Prose								
Female	17 (1.6)*	12 (0.6)	31 (1.5)	28 (0.6)	41 (1.6)*	46 (0.8)	11 (1.4)	14 (0.6)
Male	20 (3.0)	15 (0.6)	31 (1.6)	29 (0.7)	39 (2.5)	43 (0.7)	10 (1.4)*	13 (0.6)
Document								
Female	13 (1.8)	11 (0.6)	25 (1.7)	22 (0.6)	53 (2.2)	54 (0.8)	9 (1.7)*	13 (0.6)
Male	14 (2.2)	14 (0.6)	26 (1.7)	23 (0.5)	51 (2.8)	51 (0.8)	9 (1.7)	13 (0.6)
Quantitative								
Female	25 (2.2)	22 (0.8)	38 (1.9)	35 (0.7)	30 (1.9)	32 (0.7)	8 (1.3)*	11 (0.6)
Male	23 (2.3)	21 (0.6)	32 (1.6)	31 (0.5)	32 (1.7)	33 (0.5)	13 (1.6)	16 (0.6)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C7. Average prose, document, and quantitative literacy of adults in New York and the nation, by age: 2003

Age	Prose		Document		Quantitative	
	New York	Nation	New York	Nation	New York	Nation
16–18	259 (5.9)	267 (2.8)	268 (5.1)	268 (2.9)	263 (5.2)	267 (3.1)
19–24	272 (6.4)	276 (2.4)	270 (6.0)	278 (2.5)	277 (5.8)	280 (2.3)
25–39	264 (5.4)*	284 (1.7)	271 (4.0)*	283 (1.8)	275 (5.1)*	292 (1.8)
40–49	274 (5.4)	282 (2.3)	271 (5.4)	278 (1.8)	284 (5.8)	289 (1.9)
50–64	269 (3.6)*	278 (1.9)	266 (3.1)	270 (2.1)	285 (3.8)	289 (1.9)
65+	235 (7.0)	248 (2.0)	228 (4.9)	235 (2.0)	257 (5.2)	257 (2.2)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C8. Percentage of adults in New York and the nation in each prose, document, and quantitative literacy level, by age: 2003

Literacy scale and age	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	New York	Nation	New York	Nation	New York	Nation	New York	Nation
Prose								
16–18	13 (5.5)	11 (1.7)	41 (7.3)	37 (2.5)	43 (7.4)	48 (2.7)	3 (2.7)	5 (1.4)
19–24	17 (2.6)	11 (1.1)	27 (3.0)	29 (1.3)	44 (3.4)	48 (1.5)	13 (2.5)	12 (1.2)
25–39	22 (2.8)*	12 (0.6)	28 (1.4)	25 (0.7)	37 (2.5)*	45 (0.8)	14 (1.7)*	18 (0.8)
40–49	13 (2.5)	11 (0.9)	31 (2.8)	26 (1.1)	44 (3.3)	47 (1.2)	12 (2.3)	16 (1.1)
50–64	13 (2.1)	13 (0.8)	34 (1.9)*	27 (0.9)	44 (2.6)	44 (1.1)	9 (1.6)*	15 (0.8)
65+	34 (4.2)*	23 (1.3)	34 (3.0)	38 (1.2)	28 (2.9)*	34 (1.4)	5 (1.3)	4 (0.6)
Document								
16–18	4 (4.3)	11 (1.4)	30 (9.4)	24 (1.8)	62 (11.4)	56 (2.4)	4 (5.6)	9 (1.7)
19–24	11 (3.0)	9 (1.1)	24 (3.3)	20 (1.2)	56 (4.4)	58 (1.7)	10 (3.5)	14 (1.5)
25–39	12 (1.8)	8 (0.7)	23 (1.7)*	19 (0.7)	53 (2.4)	56 (1.1)	13 (2.0)*	17 (1.1)
40–49	8 (2.8)	10 (0.7)	24 (3.9)	20 (0.8)	60 (5.1)	54 (1.1)	8 (3.8)	16 (0.9)
50–64	13 (1.5)	12 (0.9)	25 (1.6)	23 (0.9)	52 (2.3)	54 (1.3)	10 (1.6)	12 (1.1)
65+	33 (4.0)	27 (1.5)	32 (2.5)	33 (1.0)	32 (3.8)	38 (1.4)	3 (1.1)	3 (0.4)
Quantitative								
16–18	30 (5.5)	28 (2.3)	41 (5.2)	38 (2.1)	26 (4.3)	28 (2.1)	3 (2.1)	6 (1.3)
19–24	22 (3.6)	21 (1.4)	36 (3.2)	36 (1.3)	32 (3.6)	33 (1.4)	10 (2.6)	10 (1.1)
25–39	26 (3.2)*	17 (0.8)	34 (2.4)	31 (0.8)	29 (2.6)*	35 (0.8)	11 (2.1)*	17 (1.0)
40–49	19 (3.7)	19 (1.0)	36 (3.5)	31 (0.8)	34 (3.9)	34 (0.9)	11 (2.9)	16 (0.9)
50–64	20 (2.0)	19 (1.0)	32 (2.3)	30 (0.8)	33 (1.9)	34 (0.9)	14 (2.1)	17 (0.8)
65+	36 (3.4)	34 (1.6)	34 (2.5)	37 (1.2)	24 (2.2)	24 (1.2)	7 (1.5)	5 (0.6)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C9. Average prose, document, and quantitative literacy of adults in New York and the nation, by language spoken before starting school: 2003

Language	Prose		Document		Quantitative	
	New York	Nation	New York	Nation	New York	Nation
English only	277 (2.7)	283 (1.4)	275 (1.7)	276 (1.3)	288 (2.8)	289 (1.2)
English and other language	258 (6.6)	272 (2.2)	252 (5.6)	264 (2.4)	268 (8.3)	278 (3.1)
Non-English	214 (4.8)	212 (3.5)	226 (4.8)	223 (3.9)	235 (5.1)	235 (4.0)

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C10. Percentage of adults in New York and the nation in each prose, document, and quantitative literacy level, by language spoken before starting school: 2003

Literacy scale and language	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	New York	Nation	New York	Nation	New York	Nation	New York	Nation
Prose								
English only	11 (1.6)	9 (0.5)	30 (1.4)	27 (0.7)	47 (1.6)	49 (0.8)	13 (1.4)	15 (0.7)
English and other language	19 (3.6)*	10 (1.2)	36 (3.3)	35 (1.9)	37 (3.7)*	47 (2.0)	8 (2.1)	8 (1.2)
Non-English	47 (3.0)	48 (1.7)	32 (2.2)	28 (1.1)	19 (2.0)	21 (1.1)	2 (0.7)*	4 (0.5)
Document								
English only	9 (0.8)	9 (0.5)	22 (1.0)	21 (0.6)	57 (1.5)	56 (0.8)	12 (1.1)	14 (0.7)
English and other language	15 (5.2)	11 (1.6)	31 (5.6)	27 (1.8)	52 (7.3)	56 (2.4)	2 (2.4)	6 (1.4)
Non-English	33 (3.9)	37 (1.7)	35 (2.2)*	25 (0.8)	31 (3.3)	32 (1.2)	2 (1.0)*	6 (0.6)
Quantitative								
English only	18 (1.5)	18 (0.6)	34 (1.7)	33 (0.6)	36 (1.8)	35 (0.6)	13 (1.5)	15 (0.6)
English and other language	29 (5.2)	21 (2.1)	36 (3.8)	38 (1.9)	26 (4.3)	31 (2.0)	9 (3.1)	10 (1.6)
Non-English	50 (5.6)	49 (1.8)	37 (3.9)*	28 (0.9)	13 (3.2)	18 (1.1)	1 (0.9)*	6 (0.7)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C11. Average prose, document, and quantitative literacy of adults in New York and the nation, by educational attainment: 2003

Educational attainment	Prose		Document		Quantitative	
	New York	Nation	New York	Nation	New York	Nation
Still in high school	260 (6.2)	262 (3.7)	257 (6.6)	265 (4.3)	261 (6.9)	261 (4.2)
Less than/some high school	194 (8.5)	206 (2.4)	213 (4.5)	208 (2.6)	212 (5.6)	211 (2.3)
GED/Equivalency	244 (4.9)*	260 (2.2)	247 (5.9)	257 (2.6)	260 (6.7)	266 (3.2)
High school graduate	254 (3.4)*	262 (1.3)	254 (3.8)	258 (1.5)	266 (5.1)	269 (1.6)
Vocational degree	251 (9.1)	268 (2.7)	234 (10.2)*	267 (2.6)	263 (8.8)	279 (2.2)
Some college	276 (4.8)*	287 (1.6)	271 (6.0)	280 (1.7)	286 (5.4)	295 (1.7)
Associate's/2-year degree	284 (6.9)	298 (2.4)	280 (6.3)	291 (2.0)	284 (6.1)*	305 (2.1)
College graduate	299 (7.4)	314 (2.1)	293 (6.5)	303 (2.2)	314 (7.3)	323 (1.8)
Graduate studies/degree	314 (4.5)*	327 (2.8)	306 (4.4)	311 (2.2)	325 (5.0)	332 (2.1)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C12. Percentage of adults in New York and the nation in each prose, document, and quantitative literacy level, by educational attainment: 2003

Literacy scale and educational attainment	<i>Below Basic</i>		<i>Basic</i>		<i>Intermediate</i>		<i>Proficient</i>	
	New York	Nation	New York	Nation	New York	Nation	New York	Nation
Prose								
Still in high school	11 (6.5)	14 (2.5)	45 (9.7)	37 (2.8)	43 (10.1)	45 (3.1)	2 (3.1)	4 (1.5)
Less than/some high school	58 (5.5)	51 (1.5)	31 (4.1)	32 (1.0)	11 (2.8)	16 (0.9)	0 (0.2)*	1 (0.2)
GED/Equivalency	17 (10.7)	11 (1.9)	57 (13.3)	45 (2.9)	26 (12.6)	42 (3.0)	0 (1.5)	3 (1.1)
High school graduate	16 (3.4)	13 (1.0)	44 (3.7)	39 (1.2)	38 (3.4)	44 (1.3)	3 (1.3)	4 (0.6)
Vocational degree	26 (6.2)*	10 (1.8)	29 (5.7)	36 (2.6)	40 (6.1)	49 (2.7)	5 (2.2)	5 (1.5)
Some college	8 (2.4)	5 (0.7)	31 (4.2)	25 (1.4)	53 (5.1)	59 (1.7)	8 (2.8)	12 (1.4)
Associate's/2-year degree	12 (2.8)*	4 (0.7)	25 (3.1)	20 (1.6)	46 (3.6)*	56 (2.0)	18 (3.3)	19 (2.0)
College graduate	10 (2.1)*	3 (0.5)	19 (2.0)*	14 (1.0)	45 (3.2)*	53 (1.7)	27 (3.7)	31 (1.8)
Graduate studies/degree	2 (1.3)	1 (0.4)	13 (2.9)	10 (1.2)	57 (4.8)	48 (2.3)	28 (4.7)*	41 (2.6)
Document								
Still in high school	6 (9.9)	13 (2.3)	39 (16.6)	24 (2.2)	52 (19.3)	54 (3.0)	3 (6.7)	9 (1.9)
Less than/some high school	42 (5.3)	45 (1.4)	36 (3.2)*	29 (0.7)	22 (3.9)	25 (1.1)	0 (0.3)*	2 (0.3)
GED/Equivalency	14 (8.3)	13 (2.0)	38 (10.4)	30 (2.4)	47 (12.1)	53 (2.9)	1 (2.1)	4 (1.3)
High school graduate	16 (3.0)	13 (1.0)	30 (2.9)	29 (1.1)	50 (3.8)	52 (1.4)	4 (1.7)	5 (0.7)
Vocational degree	28 (6.6)*	9 (1.5)	32 (4.4)	26 (2.3)	36 (5.3)*	59 (2.8)	4 (2.1)	7 (1.7)
Some college	8 (3.2)	5 (0.8)	22 (4.4)	19 (1.3)	61 (6.0)	65 (1.8)	8 (4.0)	11 (1.5)
Associate's/2-year degree	5 (3.1)	3 (0.7)	20 (5.4)	15 (1.5)	63 (6.8)	66 (2.3)	11 (6.1)	16 (2.2)
College graduate	4 (2.0)	2 (0.6)	16 (3.2)	11 (1.2)	59 (5.0)	62 (2.5)	21 (5.5)	25 (2.7)
Graduate studies/degree	1 (1.2)	1 (0.4)	8 (3.5)	9 (1.1)	67 (8.0)	59 (2.6)	24 (8.3)	31 (2.8)
Quantitative								
Still in high school	29 (8.0)	31 (2.9)	43 (8.0)	38 (2.5)	26 (6.0)	25 (2.3)	2 (2.1)	5 (1.4)
Less than/some high school	67 (5.8)	64 (1.3)	26 (4.3)	25 (0.8)	6 (2.5)	10 (0.7)	0 (0.4)*	1 (0.2)
GED/Equivalency	33 (7.4)	26 (3.2)	40 (6.9)	43 (3.1)	23 (5.9)	28 (3.0)	4 (3.0)	3 (1.3)
High school graduate	26 (5.6)	24 (1.4)	43 (5.0)	42 (1.3)	28 (5.1)	29 (1.4)	4 (2.3)	5 (0.7)
Vocational degree	30 (6.7)	18 (2.1)	39 (6.6)	41 (2.3)	25 (5.9)	35 (2.3)	6 (3.1)	6 (1.4)
Some college	13 (4.9)	10 (1.2)	41 (6.1)	36 (1.8)	39 (6.4)	43 (1.8)	8 (4.2)	11 (1.6)
Associate's/2-year degree	15 (5.2)	7 (1.1)	40 (5.9)	30 (1.9)	36 (6.1)	45 (2.1)	9 (4.6)	18 (2.1)
College graduate	10 (2.3)*	4 (0.6)	23 (2.4)	22 (1.2)	39 (2.6)	44 (1.5)	28 (3.9)	31 (1.9)
Graduate studies/degree	2 (1.6)	3 (0.6)	21 (5.2)	18 (1.5)	48 (7.0)	43 (2.1)	30 (7.9)	36 (2.6)

* Significantly different from the nation.

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C13. Average prose, document, and quantitative literacy of adults in New York and the nation, by employment status: 2003

Employment	Prose		Document		Quantitative	
	New York	Nation	New York	Nation	New York	Nation
Employed full time	273 (4.5)*	285 (1.5)	274 (4.4)	281 (1.2)	287 (4.7)	296 (1.1)
Employed part time	277 (3.9)	281 (2.2)	275 (3.9)	277 (2.2)	283 (5.0)	287 (2.2)
Unemployed	255 (7.2)	269 (2.8)	263 (8.0)	265 (3.3)	263 (8.4)	270 (3.6)
Not in labor force	247 (3.5)*	255 (1.7)	245 (4.4)	250 (1.9)	259 (3.9)	261 (1.8)

* Significantly different from the nation.

Note: Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.

Table C14. Percentage of adults in New York and the nation in each employment category, by prose, document, and quantitative literacy level: 2003

Literacy scale and literacy level	Not in labor force		Unemployed		Part time		Full time	
	New York	Nation	New York	Nation	New York	Nation	New York	Nation
Prose								
<i>Below Basic</i>	46 (4.1)	51 (1.8)	6 (1.9)	5 (0.6)	7 (1.7)	10 (0.9)	41 (4.0)	35 (1.8)
<i>Basic</i>	37 (2.8)	38 (1.1)	9 (1.5)	6 (0.4)	13 (1.6)	12 (0.6)	41 (2.2)	44 (1.1)
<i>Intermediate</i>	27 (2.3)	27 (0.9)	6 (1.3)	5 (0.3)	16 (1.7)	14 (0.6)	51 (2.2)	54 (0.9)
<i>Proficient</i>	18 (3.4)	18 (1.3)	3 (1.9)	3 (0.5)	13 (3.1)	14 (1.1)	66 (4.3)	64 (1.6)
Document								
<i>Below Basic</i>	56 (5.9)	55 (1.9)	5 (2.5)	5 (0.6)	6 (2.3)	9 (1.0)	33 (5.6)	32 (1.7)
<i>Basic</i>	39 (3.3)	40 (1.1)	8 (1.6)	6 (0.5)	12 (1.9)	12 (0.7)	43 (3.3)	42 (1.1)
<i>Intermediate</i>	27 (2.4)	27 (0.8)	7 (1.1)	5 (0.3)	16 (1.7)	14 (0.6)	51 (2.3)	55 (0.9)
<i>Proficient</i>	18 (5.3)	19 (1.5)	5 (3.3)	4 (0.7)	14 (5.0)	15 (1.4)	63 (7.3)	63 (1.9)
Quantitative								
<i>Below Basic</i>	47 (4.1)	50 (1.4)	8 (2.0)	7 (0.5)	9 (2.1)	10 (0.8)	36 (4.0)	34 (1.3)
<i>Basic</i>	33 (2.7)	34 (1.0)	8 (1.2)	5 (0.4)	15 (2.0)	14 (0.7)	45 (2.5)	47 (1.0)
<i>Intermediate</i>	26 (2.5)	25 (0.9)	5 (1.2)	4 (0.3)	15 (2.2)	14 (0.7)	54 (2.8)	57 (1.0)
<i>Proficient</i>	21 (4.2)	17 (1.3)	4 (1.9)	4 (0.6)	11 (3.9)	13 (1.2)	64 (5.5)	66 (1.6)

Note: Percentages may not add to 100 because of rounding. Standard errors are in parentheses.

Source: 2003 State Assessment of Adult Literacy and 2003 National Assessment of Adult Literacy.