

Sample Assessment Questions

Respondents who participated in the 2003 assessment 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 survey and reused in 2003. The same literacy tasks were used for the household and prison samples.

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 question correctly is reported separately for the household and prison samples. The percentage of respondents at each literacy level who answered each question correctly is reported for the combined household and prison sample only.¹

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

¹ As discussed in appendix C, each respondent was presented with 3 of the 12 blocks of questions. Therefore, the number of respondents for each question was smaller than the total sample size. Because of this, and because of the small number of prison inmates in some of the literacy levels, the sample size does not permit reporting percent correct separately for the prison population by literacy level.

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 Prison Inmates	All Adults in Households	<i>Below Basic</i>	<i>Basic</i>	<i>Intermediate</i>	<i>Proficient</i>
69	74	11	70	96	100

NOTE: Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 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 Prison Inmates	All Adults in Households	<i>Below Basic</i>	<i>Basic</i>	<i>Intermediate</i>	<i>Proficient</i>
12	16	#	3	16	60

Rounds to zero.

NOTE: Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 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 Prison Inmates	All Adults in Households	Below Basic	Basic	Intermediate	Proficient
18	36	#	4	47	98

Rounds to zero.


NOTE: Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 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.		18609			
Ashland, Kentucky		41114 (606) 392-3333		DATE		2/2/02	
ROBERT NELSON		DIVERTY ROAD		CUSTOMER NO.		002316	
ASHLAND, KY 41114		P/R 4TH HOUSE ON LEFT		FILL REAR IN DRIVEWAY			
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							
						<i>RD 8705</i>	
						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 ↓			
<small>WEMOFORMS • (800) 221-1209 • (201) 636-0080</small>							

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Correct answer

\$7.00

Percentage of adults who answered the question correctly, 2003

All Prison Inmates	All Adults in Households	Below Basic	Basic	Intermediate	Proficient
38	52	1	40	92	100

NOTE: Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 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 Prison Inmates	All Adults in Households	<i>Below Basic</i>	<i>Basic</i>	<i>Intermediate</i>	<i>Proficient</i>
66	65	8	54	86	97

NOTE: Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Correct answer

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

Percentage of adults who answered the question correctly, 2003

All Prison Inmates	All Adults in Households	<i>Below Basic</i>	<i>Basic</i>	<i>Intermediate</i>	<i>Proficient</i>
68	76	13	73	96	100

NOTE: Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 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 Prison Inmates	All Adults in Households	<i>Below Basic</i>	<i>Basic</i>	<i>Intermediate</i>	<i>Proficient</i>
72	78	33	88	96	99

NOTE: Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 2003) are excluded from these data.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 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	

PS FORM 3800, June 1985

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

CERTIFIED

P 138 573 931

MAIL

Definitions of All Subpopulations and Background Variables Reported

Some background variables were included in the analyses in more than one chapter. Those variables are listed under the chapter where they first appeared. For the exact wording of background questions, see <http://nces.ed.gov/naal>.

Chapter 2

Prison Population

The 2003 National Assessment of Adult Literacy included a nationally representative probability sample of inmates age 16 and older in federal and state prisons. Prison data collection was conducted from March through July of 2004.

Household Population

The 2003 National Assessment of Adult Literacy included a nationally representative probability sample of adults age 16 and older living in households. The household sample also included adults in six states that chose to participate in a concurrent State Assessment of Adult Literacy: Kentucky, Maryland, Massachusetts, Missouri, Oklahoma, and New York. Each sample was weighted to represent its share of the total population of the United States. Household data collection was conducted from March 2003 through February 2004.

Race and Ethnicity

In 2003, all respondents were asked two or three questions about their race and ethnicity. The first question asked them to indicate whether they were Hispanic or Latino.

If a respondent answered that he or she was Hispanic or Latino, the respondent was asked to choose one or more of the following groups to describe his or her Hispanic origin:

- Mexican, Mexican American, or Chicano
- Puerto Rican or Puerto Rican American
- Cuban or Cuban American
- Central or South American
- Other Hispanic or Latino background

Respondents who identified more than one of the groups to describe their Hispanic origin, were classified as “Other Hispanic or Latino background.”

Then, all respondents, including those who indicated they were Hispanic or Latino, were asked 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. Individuals who identified more than one group on the second question were coded as Multiracial. Respondents of Native Hawaiian or Pacific Islander origin were grouped with those of Asian origin. The White, Black, and Hispanic groups are reported separately. The interviewer recorded the race/ethnicity of respondents who refused to answer the question.

In 1992, the race and ethnicity questions were somewhat different. Respondents were first asked to choose one race from among the following:

- White
- Black (African American)
- American Indian
- Alaskan Native
- Asian
- Other

They were then asked if they were of Spanish or Hispanic origin or descent. If they indicated they were, they were asked to choose from among the same groups as on the 2003 survey to describe their Hispanic ethnicity.

Because respondents in 2003 were not offered an “other” category to describe their race and respondents in 1992 were limited to choosing one race, caution should be exercised when comparing 1992 and 2003 results.

Gender

Interviewers recorded the gender of each respondent.

Highest Educational Attainment

Respondents were asked to indicate the highest level of education they had completed. The following options were provided:

- Still in high school (asked in household survey only; not applicable to prison population)
- Less than high school (0-8 years)
- Some high school (9-12 years but did not graduate)
- GED or high school equivalency
- High school graduate
- 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 had completed. Because of the small number of inmates with education beyond a GED/high school equivalency certificate or a high school diploma, respondents who indicated that they had any education beyond high school were grouped in a single category labeled “postsecondary.”

Age

All respondents were asked to report their birthdates, and this information was used to calculate their age. Age was collapsed into the following categories: 16 to 24, 25 to 39, 40 and older.

Language Spoken Before Starting School

All respondents were asked what language or languages they learned to speak before starting school. Their responses were then used to divide respondents into three groups: English only, English and other language (including Spanish), Other only (including Spanish).

Parents’ Educational Background

All respondents were asked about the highest level of education completed by their mother and father. The response options provided were the same as the response options for the respondent educational attainment question. Parents’ educational background was coded on the basis of whichever parent had the higher level of educational attainment.

Because of the small number of inmates whose parents had education beyond high school, all responses that indicated postsecondary education were grouped into a single category.

Chapter 3

Veteran’s Status

Respondents were asked whether they had ever served on active duty in the U.S. Armed Forces.

Overall Health

Respondents were asked how, in general, they would rate their overall health. They were given the following response options: excellent, very good, good, fair, poor.

Learning Disability

Respondents were asked whether they had ever been diagnosed or identified as having a learning disability.

Date Incarcerated

Respondents were asked the date they were admitted to prison most recently.

Chapter 4

Completion of Any Additional Education in Prison

Inmates were asked whether they had completed any additional education since their most recent admission to prison.

Expected Date of Release

Inmates were asked whether they had a definite date on which they expected to be released, in what month and year they would be released, or whether they expected to ever be released from prison. Expected date of release was categorized as 2 years or less or

more than 2 years from the date of the interview. The sample size did not support reporting separately on inmates who did not expect to be released, so they were included in the “more than 2 years” category.

GED Earned While in Prison

Inmates were asked to indicate the highest level of education they had completed prior to their most recent admission to prison and after their admission to prison. They were also asked whether they were currently enrolled in any academic classes and how long ago they last took a class to improve their basic skills. Inmates were placed in the following categories: GED or high school diploma earned prior to prison; GED or high school diploma earned in prison; currently enrolled in academic or basic skill classes; no GED or high school diploma earned and not currently enrolled academic or basic skill classes.

Inmates on a Waiting List for Academic Classes

Inmates were asked whether they were currently enrolled in classes and how many hours they spent in any class as a student during the past week. If inmates indicated they were not currently enrolled in classes, they were asked whether they were on a waiting list for academic classes.

Length of Time in Prison Vocational Training

Inmates were asked whether since their most recent admission to prison they had been a student in a vocational training program, excluding prison work assignments, and how long they had spent altogether in vocational training. Inmates were grouped according to the length of time in prison vocational training: no participation, less than 6 months, 6 to 12 months, 1 year or more.

Participation in Reading-, Writing-, Mathematics-, Computer-, and Communication-Related Job Training

Inmates were asked in separate questions whether during the past year they had participated in any training or education, including courses, workshops, formal on-the-job training, or apprenticeships, intended to improve their English reading skills, writing skills, arithmetic or mathematics skills, computer skills, or communication skills.

Vocational Training Participation

Inmates were asked whether since their most recent admission to prison they had been a student in a vocational training program, excluding prison work assignments, and whether they were currently students in a vocational training program. Inmates were identified as no participation, past participation, or current participation in vocation training in prison.

Inmates on a Waiting List for Vocational Training

Inmates were asked whether they were currently enrolled in a vocational training program and whether they were on a waiting list for any vocational training programs.

Information Technology (IT) Certification

All respondents were asked whether they had received any type of information technology skill certification sponsored by a hardware or software manufacturer or an industry or professional association and whether they had passed a test to get the certification. Those who answered yes to both questions were counted as receiving IT certification. Inmates who answered yes to the question asking whether they had prepared for the test with a class offered in prison, jail, or other correctional facility were categorized as having obtained the certification while incarcerated.

Other Job Certification

All respondents were asked whether they had ever received any type of job-related skill certification recognized by a licensing board or an industry or professional association other than information technology and whether they had passed a test to get the certification. Those who answered yes to both questions were counted as receiving other job certification. Inmates who answered yes to the question asking whether they had prepared for the test with a class offered in prison, jail, or other correctional facility were categorized as having obtained the certification while incarcerated.

Chapter 5

Work Assignment

Inmates were asked whether they currently had a prison work assignment.

Reading as Part of Prison Work Assignment

Inmates were asked to indicate how often they read as part of their current jobs in prison. They were given the following options: every day, a few times a week, once a week, less than once a week, never.

Writing as Part of Prison Work Assignment

Inmates were asked to indicate how often they wrote as part of their current jobs in prison. They were given the following options: every day, a few times a week, once a week, less than once a week, never.

Library Access

Inmates were asked to indicate how often they used the services of a library for any reason. They were given the following options: every day, a few times a week, once a week, less than once a week, never.

Computer Usage

Respondents were asked whether they ever used a computer. If they did, in separate questions they were asked to indicate how often they used a word processing program to write, used a spreadsheet program, or looked up information on a CD-ROM. They were given the following options: never, less than once a week, once a week, a few times a week, every day.

Literacy Practices

Respondents were asked to indicate how often they read newspapers or magazines in English, books in English, and letters and notes in English in separate questions. They were given the following options: never, less than once a week, once a week, a few times a week, every day.

Chapter 6²

Type of Offense

Inmates were asked to indicate for which offenses they were currently in prison. If they indicated more than one, they were asked for which of these offenses they had received the longest sentence. The coding of this variable was based on the offense for which the inmate received the longest sentence. Offenses were coded as follows:

Violent: murder, negligent manslaughter, kidnapping, rape, robbery, assault, other violent crime

Property: burglary, larceny, motor vehicle theft, arson, fraud, stolen property, other property crime

² The variable coding in chapter 6 follows the conventions used by the Bureau of Justice Statistics, U.S. Department of Justice. For example, see Cohen and Reaves (2006).

Drug: possession of drugs, trafficking drugs, other drugs

Public order: escape from custody, flight to avoid prosecution, weapon offense, parole violation, probation violation, rioting, habitual offender, contempt of court, offenses against courts, legislatures, and commissions, traffic offenses, driving while intoxicated, driving under the influence, family-related offenses, drunkenness/vagrancy/disorderly conduct, morals/decency, immigration violations, obstruction of law enforcement, invasion of privacy, commercialized vice, contribution to the delinquency of a minor, liquor law violations, other public order offenses, bribery and conflict of interest, regulatory offenses (federal only), tax law (federal only), racketeering/extortion (federal only)

Previous Criminal History

Inmates were asked whether they had ever served time in prison, jail, or some other correctional facility

as a juvenile or an adult before their most recent admission to prison and whether they had ever been placed on probation, either as a juvenile or as an adult. Responses were coded into the following categories: none, probation only, previous incarceration only, probation and previous incarceration.

Length of Incarceration

Inmates were asked to indicate in what month and year they were admitted to prison most recently and whether they had a definite date on which they expected to be released. If they answered yes to having a definite date to be released, they were asked in what month and year they would be released. Those who did not have a definite date to be released were asked the month and year of their earliest possible release date. Their responses to these questions were used to calculate the length of their incarceration: 0-60 months, 61-120 months, 121 or more months/do not expect to be released. Because of the sample size, the last two categories were collapsed for reporting.

Technical Notes

This appendix describes the sampling, data collection, weighting and variance estimation, scaling, and statistical testing procedures used to collect and analyze the data for the 2003 National Assessment of Adult Literacy (NAAL). Household data collection was conducted from March 2003 through February 2004; prison data collection was conducted from March through July 2004.

Sampling

The 2003 National Assessment of Adult Literacy included two samples: (1) adults ages 16 and older living in households (99 percent of the sample weighted) and (2) inmates ages 16 and older in federal and state prisons (1 percent of the sample weighted). Each sample was weighted to represent its share of the total population of the United States, and the samples were combined for reporting.

Household Sample

The 2003 National Assessment of Adult Literacy household sample included a nationally representative probability sample of 35,365 households. The household sample was selected on the basis of a four-stage, stratified area sample: (1) primary sampling units (PSUs) consisting of counties or groups of contiguous counties; (2) secondary sampling units (referred to as segments) consisting of area blocks; (3) housing units containing households; and (4) eligible persons within households. Person-level data were collected through a screener,

a background questionnaire, the literacy assessment, and the oral module. Of the 35,365 sampled households, 4,671 were either vacant or not a dwelling unit, resulting in a sample of 30,694 households.³ A total of 25,123 households completed the screener, which was used to select survey respondents. The final screener response rate was 81.2 percent weighted.

On the basis of the screener data, 23,732 respondents ages 16 and older were selected to complete the background questionnaire and the assessment; 18,186 actually completed the background questionnaire. Of the 5,546 respondents who did not complete the background questionnaire, 355 were unable to do so because of a literacy-related barrier, either the inability to communicate in English or Spanish (the two languages in which the background questionnaire was administered) or a mental disability.

The final response rate for the background questionnaire, which included respondents who completed the background questionnaire and respondents who were unable to complete the background questionnaire because of language problems or a mental disability, was 76.6 percent weighted. Of the 18,186 adults ages 16 and older who completed the background questionnaire, 17,178 completed at least one question on each of the three scales—prose, document, and quantitative—measured in the adult literacy assessment. An additional 149 were unable to answer at least one question on each of the three scales for literacy-related reasons.⁴ The final response rate for the literacy assessment, which included

respondents who answered at least one question on each scale plus the 149 respondents who were unable to do so because of language problems or a mental disability, was 96.6 percent weighted.

Cases were considered complete if the respondent completed the background questionnaire and at least one question on each of the three scales or if the respondent was unable to answer any questions because of language issues (an inability to communicate in English or Spanish) or a mental disability. All other cases that did not include a complete screener, a background questionnaire, and responses to at least one question on each of the three literacy scales were considered incomplete or missing. Before imputation, the overall response rate for the household sample was 60.1 percent weighted.

For respondents who did not complete any literacy tasks on any scale, no information is available about their performance on the literacy scale they were missing. Completely omitting these individuals from the analyses would have resulted in unknown biases in estimates of the literacy skills of the national population because refusals cannot be assumed to have occurred randomly. For 859 respondents⁵ who answered the background questionnaire but refused to complete the assessment for reasons other than language issues or a mental disability, regression-based imputation procedures were applied to impute responses to one assessment item on each scale by using the NAAL background data on age, gender, race/ethnicity, education level, country of birth, census region, and metropolitan statistical area status.

On the prose and quantitative scales, a response was imputed for the easiest task on each scale. On the

³ To increase the number of Black and Hispanic adults in the NAAL sample, segments with moderate to high concentrations of Black and Hispanic adults were given a higher selection probability. Segments in which Blacks or Hispanics accounted for 25 percent or more of the population were oversampled at a rate up to three times that of the remainder of the segments.

⁴ Of the 149 respondents who were unable to answer at least one question on each of the three scales for literacy-related reasons, 65 respondents answered at least one question on one scale. The remaining 84 respondents did not answer any questions on any scale.

⁵ Of the 18,186 household respondents who completed the background questionnaire, 17,178 completed at least one question on each of the three scales and 149 were unable to answer at least one question on one or more of the scales for literacy-related reasons. The remaining 859 respondents completed the background questionnaire but refused to complete the assessment.

document scale, a response was imputed for the second easiest task because that task was also included on the health literacy scale. In each of the logistic regression models, the estimated regression coefficients were used to predict missing values of the item to be imputed. For each nonrespondent, the probability of answering the item correctly was computed and then compared with a randomly generated number between 0 and 1. If the probability of getting a correct answer was greater than the random number, the imputed value for the item was 1 (correct). Otherwise it was 0 (wrong). In addition, a wrong response on each scale was imputed for 65 respondents who started to answer the assessment but were unable to answer at least one question on each scale because of language issues or a mental disability.⁶

The final household reporting sample—including the imputed cases—consisted of 18,102 respondents. These 18,102 respondents are the 17,178 respondents who completed the background questionnaire and the assessment, plus the 859 respondents who completed the background questionnaire but refused to do the assessment for non-literacy-related reasons and have imputed responses to one item on each scale, plus the 65 respondents who started to answer the assessment items but were unable to answer at least one question on each scale because of language issues or a mental disability. After including the cases for which responses to the assessment questions were imputed, the weighted response rate for the household sample was 62.1 percent (18,102 cases with complete or imputed data and an additional 439 cases that had no assessment data because of language issues or a mental disability).⁷

⁶ For a more detailed discussion of imputation see Little and Rubin (2002).

⁷ The 439 cases that had no assessment data because of language issues or a mental disability include the 355 respondents who were unable to complete the background questionnaire for one of these reasons, plus the 84 respondents who did not answer any questions on any scale because of language issues or a mental disability.

The household sample was subject to unit nonresponse from the screener, background questionnaire, literacy assessment, and oral module and to item nonresponse to background questionnaire items. Although all background questionnaire items had response rates of more than 85 percent, two stages of data collection—the screener and the background questionnaire—had unit response rates below 85 percent and thus required an analysis of the potential for nonresponse bias.

Table C-1 presents a summary of the household response rate.

Table C-1. Weighted and unweighted household response rate, by survey component: 2003

Survey component	Weighted Response rate (percent)	Unweighted Response rate (percent)
Screener	81.2	81.8
Background questionnaire	76.6	78.1
Literacy assessment	96.6	97.2
Overall response rate before imputation	60.1	62.1
Overall response rate after imputation	62.1	63.9

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Prison Sample

The 2003 assessment also included a nationally representative probability sample of inmates in federal and state prisons. A total of 114 prisons were selected to participate in the adult literacy assessment. Of these 114 prisons, 107 agreed to participate, 3 refused, and 4 were ineligible. The final prison response rate was 97.3 percent weighted. From among the inmates in those prisons, 1,298 inmates ages 16 and older were randomly selected to complete the background questionnaire and assessment. Of those 1,298 selected inmates, 1,161 completed the background questionnaire. Of the 137 who did not complete the background questionnaire, 12 were unable to do so because of a literacy-related barrier, either the inability

ity to communicate in English or Spanish (the two languages in which the background questionnaire was administered) or a mental disability.

The final response rate for the prison background questionnaire, which included respondents who completed the background questionnaire and respondents who were unable to complete the background questionnaire because of language problems or a mental disability, was 90.6 percent weighted. Of the 1,161 inmates who completed the background questionnaire, 1,125 completed at least one question on each of the three scales—prose, document, and quantitative—measured in the adult literacy assessment. An additional eight were unable to answer at least one question on each of the three scales for literacy-related reasons. The final response rate for the literacy assessment, which included respondents who answered at least one question on each scale or were unable to do so because of language problems or a mental disability, was 98.9 percent weighted.

The same definition of a complete case used for the household sample was also used for the prison sample, and the same rules were followed for imputation. Before imputation, the final response rate for the prison sample was 87.2 percent weighted.

One response on each scale was imputed on the basis of background characteristics for 28 inmates who completed the background questionnaire but had incomplete or missing assessments for reasons that were not literacy related. The statistical imputation procedures were the same as for the household sample. The background characteristics used for the missing data imputation for the prison sample were prison security level, region of country/prison type, age, gender, educational attainment, country of birth, race/ethnicity, and marital status. A wrong response on each scale was imputed for the three inmates who started to answer the assessment but were unable to answer at least one question on each scale because of

language issues or a mental disability. The final prison reporting sample—including the imputed cases—consisted of 1,156 respondents. After the cases for which responses to the assessment questions were imputed were included, the weighted response rate for the prison sample was 88.3 percent (1,156 cases with complete or imputed data and an additional 17 cases that had no assessment data because of language issues or a mental disability).

Table C-2 presents a summary of the prison response rate.

Table C-2. Weighted and unweighted prison response rate, by survey component: 2003

Survey component	Weighted Response rate (percent)	Unweighted Response rate (percent)
Prison	97.3	97.3
Background questionnaire	90.6	90.4
Literacy assessment	98.9	98.8
Overall response rate before imputation	87.2	86.8
Overall response rate after imputation	88.3	87.9

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Nonresponse Bias

NCES statistical standards require a nonresponse bias analysis when the unit response rate for a sample is less than 85 percent. The nonresponse bias analysis of the household sample revealed differences in the background characteristics of respondents who participated in the assessment compared with those who refused.

In bivariate unit-level analyses at the screener and background questionnaire stages, estimated percentages for respondents were compared with those for the total eligible sample to identify any potential bias owing to nonresponse. Although some statistically significant differences existed, the potential for bias was small because the absolute difference between estimated percentages was less than 2 percent for all domains considered. Multivariate analyses were con-

ducted to further explore the potential for nonresponse bias by identifying the domains with the most differential response rates. These analyses revealed that the lowest response rates for the screener were among dwelling units in segments with high median income, small average household size, and a large proportion of renters. The lowest response rates for the background questionnaire were among males ages 30 and older in segments with high median income. However, the variables used to define these areas and other pockets with low response rates were used in weighting adjustments. The analysis showed that weighting adjustments were highly effective in reducing the bias. The general conclusion was that the potential amount of nonresponse bias attributable to unit nonresponse at the screener and background questionnaire stages was likely to be negligible.

Data Collection

Household interviews took place in respondents' homes; prison interviews generally took place in a classroom or library in the prison. Whenever possible, interviewers administered the background questionnaire and assessment in a private setting. Unless there were security concerns, a guard was not present in the room when inmates were interviewed.

Interviewers used a computer-assisted personal interviewing (CAPI) system programmed into laptop computers. The interviewers read the background questions from the computer screen and entered all responses directly into the computer. Skip patterns and follow-up probes for contradictory or out-of-range responses were programmed into the computer.

After completing the background questionnaire, respondents were handed a booklet with the assessment questions. The interviewers followed a script that introduced the assessment booklet and guided the respondent through the assessment.

Each assessment booklet began with the same seven questions. After the respondent completed those questions, the interviewer asked the respondent for the book and used an algorithm to determine on the basis of the responses to the first seven questions whether the respondent should continue in the main assessment or be placed in the Adult Literacy Supplemental Assessment (ALSA). Three percent of adults weighted (5 percent unweighted) were placed in the ALSA.

ALSA was a performance-based assessment that allowed adults with marginal literacy to demonstrate what they could and could not do when asked to make sense of various forms of print. The ALSA started with simple identification tasks and sight words and moved to connected text, using authentic, highly contextualized material commonly found at home or in the community. Respondents placed in the ALSA are included in the NAAL sample based on their responses to the seven questions. Because the ALSA respondents got most or all of the seven questions at the beginning of the assessment wrong, they would have been classified into the *Below Basic* level on the prose, document, and quantitative scales.

A respondent who continued in the main assessment was given back the assessment booklet, and the interviewer asked the respondent to complete the tasks in the booklet and guided the respondent through the tasks. The main assessment consisted of 12 blocks of tasks with approximately 11 questions in each block, but each assessment booklet included only 3 blocks of questions. The blocks were spiraled so that across the 26 different configurations of the assessment booklet, each block was paired with every other block and each block appeared in each of the three positions (first, middle, last) in a booklet.

For ALSA interviews, the interviewer read the ALSA script from a printed booklet and classified the

respondent's answers into the response categories in the printed booklet. ALSA respondents were handed the materials they were asked to read

Following the main assessment or ALSA, all respondents were administered the oral fluency assessment (not discussed in this report). Respondents were handed a booklet with passages, number lists, letter lists, word lists, and pseudoword lists to read orally. Respondents read into a microphone that recorded their responses on the laptop computer.

Weighting and Variance Estimation

A complex sample design was used to select assessment respondents. The properties of a sample selected through a complex design could be very different from those of a simple random sample in which every individual in the target population has an equal chance of selection and in which the observations from different sampled individuals can be considered to be statistically independent of one another. Therefore, the properties of the sample for the complex data collection design were taken into account during the analysis of the data. Standard errors calculated as though the data had been collected from a simple random sample would generally underestimate sampling errors. One way of addressing the properties of the sample design was by using sampling weights to account for the fact that the probabilities of selection were not identical for all respondents. All population and subpopulation characteristics based on the NAAL data used sampling weights in their estimation.

The statistics presented in this report are estimates of group and subgroup performance based on a sample of respondents, rather than the values that could be calculated if every person in the nation answered every question on the instrument. It is therefore important to have measures of the degree of uncertainty of the estimates. Accordingly, in addition to

providing estimates of percentages of respondents and their average scale score, this report provides information about the uncertainty of each statistic.

Because the assessment used clustered sampling, conventional formulas for estimating sampling variability that assume simple random sampling and hence independence of observations are inappropriate. For this reason, the NAAL assessment uses a Taylor series procedure based on the *sandwich estimator* to estimate standard errors (Binder 1983).

Scaling

As discussed above, each respondent to the NAAL received a booklet that included 3 of the 13 assessments blocks. Because each respondent did not answer all of the NAAL items, item response theory (IRT) methods were used to estimate average scores on the health, prose, document, and quantitative literacy scales (health literacy results are not included in this report); a simple average percent correct would not allow for reporting results that are comparable for all respondents. IRT models the probability of answering a question correctly as a mathematical function of proficiency or skill. The main purpose of IRT analysis is to provide a common scale on which performance on some latent trait can be compared across groups, such as those defined by sex, race/ethnicity, or place of birth (Hambleton and Swaminathan 1985).

IRT models assume that an examinee's performance on each item reflects characteristics of the item and characteristics of the examinee. All models assume that all items on a scale measure a common latent ability or proficiency dimension (e.g., prose literacy) and that the probability of a correct response on an item is uncorrelated with the probability of a correct response on another item given fixed values of the latent trait. Items are measured in terms of their

difficulty as well as their ability to discriminate among examinees of varying ability.

The assessment used two types of IRT models to estimate scale scores. The two-parameter logistic (2PL) model, which was used for dichotomous items (that is, items that are scored either right or wrong) takes the form

$$P(x_{ij}=1 | \theta_j, a_i, b_i) = \frac{1}{1 + e^{-1.7a_i(\theta_j - b_i)}},$$

where x_{ij} is the response of person j to item i , θ_j is the proficiency of person j , a_i is the *slope* or *discrimination* parameter for item i , and b_i is the *location* or *difficulty* parameter for item i .

For the partial credit items, the graded response logistic (GRL) model was used. This model follows the 2PL model for the probability of a score of 1 (at least partially correct):

$$P(x_{ij} \geq 1 | \theta_j, a_i, b_{i1}) = \frac{1}{1 + e^{-1.7a_i(\theta_j - b_{i1})}}.$$

It also follows the 2PL model for the probability of a score of 2 (completely correct):

$$P(x_{ij}=2 | \theta_j, a_i, b_{i2}) = \frac{1}{1 + e^{-1.7a_i(\theta_j - b_{i2})}}.$$

In the equations above, b_{i1} and b_{i2} are the step parameters corresponding to the response categories of partially or fully correct.

The scale indeterminacy was solved by setting an origin and unit size to the reported scale means and

standard deviations from the 1992 assessment.⁸ Linear transformation was performed to transform the original scale metric to the final reporting metric.

Levels were set and items were mapped to scales based on the scores corresponding to a 67 percent success rate on the tasks.

Statistical Testing

The statistical comparisons in this report were based on the t statistic. Statistical significance was determined by calculating a t value for the difference between a pair of means, or proportions, and comparing this value with published tables of values at a certain level of significance, called alpha level. The alpha level is an a priori statement of the probability of inferring that a difference exists when, in fact, it does not. The alpha level used in this report is .05, based on a two-tailed test. The formula used to compute the t statistic was as follows:

$$t = \frac{(P_1 - P_2)}{\sqrt{(SE_1^2 + SE_2^2)}},$$

where P_1 and P_2 are the estimates to be compared and SE_1 and SE_2 are their corresponding standard errors.

⁸ The means for the 1992 assessment were 276 for prose, 271 for document, and 275 for quantitative. The standard deviations for the 1992 assessment were 61 for prose, 61 for document, and 66 for quantitative. The standard deviations for the 2003 assessment were 59 for prose, 57 for document, and 61 for quantitative.

Estimates and Standard Errors for Tables and Figures

Table D2-1. Estimates and standard errors for Table 2-1. Percentage of the adult prison population in selected groups: 1992 and 2003

Characteristic	1992	2003
Race/ethnicity		
White	35 (2.3)	32 (1.8)
Black	45 (1.9)	46 (1.7)
Hispanic	16 (1.8)	18 (1.4)
Other	3 (0.5)	5 (0.7)
Gender		
Male	94 (1.5)	94 (2.2)
Female	6 (1.5)	6 (2.2)
Highest educational attainment		
Less than high school	13 (1.1)	9 (1.1)*
Some high school	36 (1.5)	28 (1.4)*
GED/high school equivalency	17 (1.2)	28 (1.8)*
High school graduate	14 (1.1)	13 (1.1)
Postsecondary	20 (1.2)	22 (1.4)
Age		
16–24	23 (2.2)	16 (1.7)*
25–39	58 (1.6)	52 (1.4)*
40+	19 (1.5)	32 (1.5)*
Language spoken before starting school		
English only	85 (1.7)	85 (1.4)
English and other	6 (1.0)	6 (0.7)
Other only	9 (1.2)	9 (1.2)
Parents' highest educational attainment		
Less than high school	19 (1.7)	13 (1.2)*
Some high school	16 (1.4)	13 (1.2)
GED/high school equivalency/high school graduate	39 (1.6)	41 (1.9)
Postsecondary	25 (1.5)	33 (1.5)*

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table. In 1992, respondents were allowed to identify only one race but could identify "other" as their race. In 2003, respondents were allowed to identify multiple races but could not choose "other" as their race. The "Other" category includes Asians, Pacific Islanders, Native Hawaiians, American Indians, and Alaska Natives. In 2003, the "Other" category also includes adults who said they were multi-racial; in 1992, it also includes adults who chose "other" as their race. All adults of Hispanic origin are classified as Hispanic, regardless of race. Black includes African American, and Hispanic includes Latino. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-2. Estimates and standard errors for Figure 2-1. Average prose, document, and quantitative literacy scores of the adult prison population: 1992 and 2003

Literacy scale	1992	2003
Prose	248 (2.0)	257 (1.9)*
Document	243 (2.6)	249 (1.5)
Quantitative	234 (3.4)	249 (1.9)*

*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-3. Estimates and standard errors for Figure 2-2. Percentage of the adult prison population in each prose, document, and quantitative literacy level: 1992 and 2003

Literacy scale	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose	22 (1.5)	16 (1.6)*	40 (1.4)	40 (1.7)	35 (1.6)	41 (1.8)*	3 (0.6)	3 (0.7)
Document	22 (1.7)	15 (1.6)*	33 (1.5)	35 (1.8)	42 (2.0)	48 (2.1)*	3 (0.8)	2 (0.6)
Quantitative	50 (2.1)	39 (1.7)*	32 (1.3)	39 (1.5)*	16 (1.3)	20 (1.2)*	3 (0.7)	2 (0.5)

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-4. Estimates and standard errors for Figure 2-3. Average prose, document, and quantitative literacy scores of the adult prison population, by race/ethnicity: 1992 and 2003

Race/ethnicity	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
White	267 (3.3)	274 (3.7)	268 (3.9)	265 (2.4)	266 (4.3)	274 (2.9)
Black	241 (2.4)	252 (2.6)*	229 (2.9)	240 (2.1)*	216 (4.3)	237 (2.6)*
Hispanic	224 (5.6)	232 (5.4)	224 (5.2)	236 (4.7)	212 (5.9)	231 (3.8)*
Other	248 (8.2)	262 (8.5)	256 (10.4)	255 (8.5)	251 (11.7)	254 (8.9)

*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table. In 1992, respondents were allowed to identify only one race but could identify "other" as their race. In 2003, respondents were allowed to identify multiple races but could not choose "other" as their race. The "Other" category includes Asians, Pacific Islanders, Native Hawaiians, American Indians, and Alaska Natives. In 2003, the "Other" category also includes adults who said they were multi-racial; in 1992, it also includes adults who chose "other" as their race. All adults of Hispanic origin are classified as Hispanic, regardless of race. Black includes African American, and Hispanic includes Latino.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-5. Estimates and standard errors for Figure 2-4. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by race/ethnicity: 1992 and 2003

Literacy scale and race/ethnicity	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose								
White	12 (2.1)	9 (2.0)	35 (2.6)	32 (3.1)	47 (2.9)	52 (3.6)	6 (1.7)	7 (2.1)
Black	25 (2.2)	15 (2.9)*	43 (2.2)	47 (3.7)	30 (2.2)	37 (3.8)	1 (0.6)	1 (0.9)
Hispanic	38 (4.4)	35 (3.6)	39 (3.3)	35 (3.0)	22 (3.5)	28 (2.8)	1 (0.6)	2 (0.9)
Other	24 (5.9)	11 (7.0)	39 (5.8)	41 (10.4)	33 (6.0)	46 (10.9)	4 (2.8)	3 (3.9)
Document								
White	11 (1.9)	6 (2.2)	24 (2.1)	27 (4.2)	57 (2.9)	64 (4.6)	8 (2.1)	3 (1.8)*
Black	28 (3.2)	19 (2.8)*	41 (3.1)	40 (2.9)	31 (3.4)	40 (3.3)	1 (0.5)	1 (0.6)
Hispanic	36 (3.6)	23 (3.8)*	31 (2.4)	36 (3.0)	31 (3.2)	39 (4.2)	2 (0.9)	2 (1.1)
Other	13 (5.4)	14 (5.6)	33 (6.4)	31 (7.3)	48 (7.6)	52 (8.6)	6 (4.0)	4 (3.9)
Quantitative								
White	27 (3.2)	19 (3.5)	39 (2.9)	45 (3.9)	28 (2.7)	33 (3.6)	6 (1.8)	4 (1.7)
Black	63 (3.1)	49 (2.9)*	28 (2.2)	37 (2.5)*	9 (1.7)	13 (1.7)	1 (0.6)	1 (0.5)
Hispanic	64 (3.7)	53 (2.8)*	26 (2.5)	32 (2.3)	9 (2.0)	13 (1.7)	1 (0.6)	2 (0.8)
Other	41 (5.9)	34 (8.3)	31 (5.0)	41 (7.4)	19 (3.9)	24 (6.7)	9 (3.8)	1 (1.8)

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table. In 1992, respondents were allowed to identify only one race but could identify "other" as their race. In 2003, respondents were allowed to identify multiple races but could not choose "other" as their race. The "Other" category includes Asians, Pacific Islanders, Native Hawaiians, American Indians, and Alaska Natives. In 2003, the "Other" category also includes adults who said they were multi-racial; in 1992, it also includes adults who chose "other" as their race. All adults of Hispanic origin are classified as Hispanic, regardless of race. Black includes African American, and Hispanic includes Latino.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-6. Estimates and standard errors for Figure 2-5. Average prose, document, and quantitative literacy scores of the adult prison population, by highest educational attainment: 1992 and 2003

Educational attainment	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Less than high school	205 (7.6)	199 (7.3)	195 (6.1)	192 (7.6)	184 (9.4)	198 (7.5)
Some high school	228 (2.7)	235 (3.1)	229 (2.6)	231 (3.1)	215 (3.4)	223 (3.5)
GED/high school equivalency	270 (3.9)	270 (3.1)	255 (3.7)	260 (2.3)	259 (4.4)	263 (2.6)
High school graduate	251 (5.5)	264 (4.7)	250 (5.4)	255 (5.4)	235 (6.2)	247 (5.9)
Postsecondary	286 (3.9)	282 (3.2)	279 (3.7)	267 (3.3)*	277 (4.8)	280 (3.1)

*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-7. Estimates and standard errors for Figure 2-6. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by highest educational attainment: 1992 and 2003

Literacy scale and educational attainment	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose								
Less than high school	50 (4.8)	58 (5.6)	35 (3.1)	31 (4.4)	15 (3.1)	11 (3.0)	1 (0.5)	# (†)
Some high school	33 (3.8)	25 (4.9)	47 (3.4)	54 (5.4)	19 (3.0)	21 (4.8)	# (†)	# (†)
GED/high school equivalency	4 (4.9)	5 (2.7)	40 (11.5)	38 (6.8)	54 (12.1)	54 (7.1)	2 (3.5)	3 (2.4)
High school graduate	19 (4.6)	14 (3.1)	39 (4.7)	34 (3.6)	40 (5.3)	47 (3.8)	2 (1.5)	5 (2.0)
Postsecondary	5 (1.8)	5 (1.5)	26 (3.9)	28 (3.4)	58 (4.4)	58 (3.8)	11 (3.4)	8 (2.5)
Document								
Less than high school	55 (4.4)	56 (5.8)	29 (2.8)	30 (3.6)	15 (2.8)	14 (3.5)	1 (0.5)	# (†)
Some high school	28 (2.8)	22 (7.2)	41 (2.8)	48 (7.4)	31 (3.2)	30 (8.1)	1 (0.5)	# (†)
GED/high school equivalency	9 (4.0)	5 (2.6)	34 (6.9)	33 (5.4)	55 (7.6)	60 (5.9)	1 (1.7)	2 (1.7)
High school graduate	19 (3.9)	15 (3.9)	31 (3.3)	28 (4.5)	46 (4.2)	54 (5.5)	4 (2.0)	3 (2.4)
Postsecondary	5 (1.5)	5 (2.9)	21 (2.9)	27 (6.0)	63 (4.0)	65 (6.6)	11 (3.1)	3 (3.0)
Quantitative								
Less than high school	75 (4.4)	74 (5.1)	16 (2.3)	21 (3.7)	7 (2.4)	5 (2.0)	1 (0.8)	# (†)
Some high school	64 (3.1)	62 (4.6)	29 (2.4)	30 (3.9)	7 (1.5)	8 (2.1)	1 (0.5)	# (†)
GED/high school equivalency	29 (7.5)	23 (5.3)	47 (6.7)	53 (5.6)	22 (6.1)	23 (4.8)	2 (1.9)	1 (1.2)
High school graduate	49 (4.2)	41 (4.2)	33 (3.3)	34 (3.2)	16 (2.5)	22 (2.7)	2 (1.2)	3 (1.1)
Postsecondary	21 (3.7)	15 (3.3)	38 (3.6)	44 (4.3)	33 (3.5)	36 (4.0)	8 (2.7)	5 (2.3)

†Not applicable.

#Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-8. Estimates and standard errors for Figure 2-7. Average prose, document, and quantitative literacy scores of the adult prison population, by gender: 1992 and 2003

Gender	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Male	249 (2.0)	257 (2.0)*	243 (2.6)	249 (1.6)	235 (3.4)	250 (1.9)*
Female	244 (8.4)	259 (5.6)	242 (11.0)	249 (8.6)	221 (12.1)	237 (9.0)

*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-9. Estimates and standard errors for Figure 2-8. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by gender: 1992 and 2003

Literacy scale and gender	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose								
Male	22 (1.5)	17 (1.6)*	40 (1.5)	39 (1.7)	35 (1.6)	41 (1.9)*	3 (0.6)	4 (0.7)
Female	25 (5.6)	9 (6.9)	39 (4.9)	49 (11.8)	34 (5.4)	42 (12.3)	3 (1.9)	1 (3.0)
Document								
Male	22 (1.7)	15 (1.7)*	33 (1.5)	35 (1.8)	42 (2.0)	48 (2.2)*	3 (0.8)	2 (0.6)
Female	22 (5.9)	15 (9.3)	33 (6.9)	35 (10.9)	42 (8.3)	49 (12.6)	3 (2.7)	2 (3.2)
Quantitative								
Male	49 (2.2)	39 (1.7)*	32 (1.3)	39 (1.5)*	16 (1.3)	20 (1.2)*	3 (0.7)	2 (0.5)
Female	59 (7.3)	47 (8.0)	27 (4.6)	38 (6.6)	12 (5.6)	15 (5.2)	2 (2.0)	1 (1.4)

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-10. Estimates and standard errors for Figure 2-9. Average prose, document, and quantitative literacy scores of the adult prison population, by age: 1992 and 2003

Age	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
16–24	251 (4.3)	255 (4.8)	250 (3.9)	248 (4.2)	236 (5.1)	246 (4.8)
25–39	247 (2.3)	260 (2.3)*	242 (2.7)	254 (2.0)*	231 (3.7)	252 (2.1)*
40+	250 (4.8)	252 (3.1)	238 (6.7)	240 (2.8)	241 (7.2)	245 (4.0)

*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-11. Estimates and standard errors for Figure 2-10. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by age: 1992 and 2003

Literacy scale and age	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose								
16–24	18 (4.1)	19 (3.8)	45 (4.5)	38 (3.6)	35 (4.9)	40 (4.3)	3 (1.7)	4 (1.7)
25–39	24 (1.5)	13 (2.1)*	37 (1.5)	40 (2.5)	35 (1.6)	45 (2.7)*	3 (0.6)	3 (1.0)
40+	21 (3.6)	20 (2.2)	40 (3.4)	40 (2.3)	36 (3.8)	37 (2.3)	4 (1.6)	3 (1.0)
Document								
16–24	17 (2.6)	14 (4.2)	33 (3.0)	37 (5.1)	47 (3.6)	47 (6.0)	3 (1.5)	2 (1.7)
25–39	23 (1.8)	11 (2.0)*	33 (1.6)	33 (2.6)	42 (2.3)	53 (3.1)*	3 (0.7)	2 (1.0)
40+	28 (4.2)	21 (3.1)	30 (2.6)	37 (3.1)	37 (3.8)	41 (3.6)	5 (1.7)	1 (0.8)*
Quantitative								
16–24	48 (4.1)	43 (4.4)	36 (2.9)	37 (3.8)	14 (2.5)	18 (2.8)	2 (1.1)	2 (1.3)
25–39	52 (2.3)	36 (2.3)*	31 (1.5)	42 (2.2)*	15 (1.3)	20 (1.7)*	3 (0.7)	2 (0.7)
40+	46 (4.0)	42 (2.9)	30 (2.5)	35 (2.2)	19 (2.5)	20 (2.1)	5 (1.4)	2 (0.8)

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-12. Estimates and standard errors for Figure 2-11. Average prose, document, and quantitative literacy scores of the adult prison population, by language spoken before starting school: 1992 and 2003

Language spoken before starting school	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
English only	252 (2.1)	261 (1.9)*	246 (2.7)	251 (1.4)	237 (3.4)	252 (2.0)*
English and other	238 (8.5)	255 (7.5)	242 (5.3)	250 (7.5)	239 (10.3)	243 (6.0)
Other only	211 (8.6)	207 (10.3)	213 (7.8)	210 (9.3)	197 (9.3)	219 (7.2)

*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-13. Estimates and standard errors for Figure 2-12. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by language spoken before starting school: 1992 and 2003

Literacy scale and language spoken before starting school	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose								
English only	19 (1.6)	13 (1.5)*	40 (1.7)	40 (2.0)	38 (1.8)	44 (2.2)*	3 (0.7)	3 (0.9)
English and other	32 (4.9)	15 (5.4)*	37 (4.0)	43 (7.3)	26 (3.7)	39 (8.0)	5 (2.3)	3 (3.1)
Other only	47 (6.0)	51 (6.0)	34 (3.9)	30 (3.8)	18 (3.8)	18 (3.7)	1 (0.7)	2 (1.0)
Document								
English only	21 (1.7)	13 (1.5)*	32 (1.7)	35 (1.9)	44 (2.1)	50 (2.1)*	4 (0.9)	2 (0.6)
English and other	20 (4.3)	12 (8.7)	37 (4.8)	37 (12.0)	40 (5.6)	49 (14.3)	2 (1.9)	2 (3.5)
Other only	43 (5.7)	40 (5.5)	30 (3.5)	33 (3.3)	26 (4.7)	26 (4.3)	1 (0.6)	1 (0.6)
Quantitative								
English only	48 (2.3)	37 (1.8)*	33 (1.5)	40 (1.6)*	16 (1.4)	21 (1.4)*	3 (0.8)	2 (0.6)
English and other	48 (6.2)	44 (7.0)	32 (4.3)	39 (6.2)	16 (3.7)	16 (4.7)	4 (2.6)	1 (1.4)
Other only	70 (4.4)	60 (5.3)	20 (2.6)	30 (3.9)*	9 (2.4)	10 (2.6)	2 (0.9)	1 (1.0)

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-14. Estimates and standard errors for Figure 2-13. Average prose, document, and quantitative literacy scores of the adult prison population, by parents' highest educational attainment: 1992 and 2003

Parents' educational attainment	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Less than high school	237 (6.6)	234 (5.0)	231 (5.2)	232 (5.7)	219 (8.4)	236 (5.2)
Some high school	248 (5.3)	258 (4.6)	236 (5.3)	247 (4.4)	230 (7.6)	252 (5.5)*
High school graduate ¹	256 (2.9)	258 (2.6)	251 (3.4)	249 (2.8)	240 (4.0)	248 (3.4)
Postsecondary	268 (4.7)	271 (3.1)	268 (4.0)	260 (2.2)	262 (4.9)	263 (3.5)

*Significantly different from 1992.

¹High school graduate category includes GRE and high school equivalency.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D2-15. Estimates and standard errors for Figure 2-14. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by parents' highest educational attainment: 1992 and 2003

Literacy scale and parents' educational attainment	Below Basic		Basic		Intermediate		Proficient	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose								
Less than high school	31 (4.1)	30 (4.7)	35 (2.8)	43 (4.2)	31 (3.6)	26 (3.6)	3 (1.1)	1 (0.8)
Some high school	21 (4.8)	17 (3.1)	42 (5.0)	38 (3.9)	35 (5.5)	41 (3.7)	2 (1.5)	5 (1.8)
High school graduate ¹	16 (2.4)	14 (2.1)	41 (2.8)	40 (2.8)	40 (3.1)	43 (2.9)	3 (1.2)	3 (1.1)
Postsecondary	13 (2.7)	7 (2.2)	33 (3.3)	36 (4.1)	47 (3.4)	53 (4.3)	7 (2.3)	4 (2.1)
Document								
Less than high school	30 (4.2)	27 (4.6)	33 (3.3)	35 (3.7)	35 (3.6)	36 (4.5)	3 (1.1)	2 (1.2)
Some high school	26 (4.1)	17 (4.2)	35 (3.7)	35 (4.6)	36 (4.5)	47 (5.5)	3 (1.6)	2 (1.7)
High school graduate ¹	16 (2.5)	13 (3.5)	32 (2.7)	37 (4.5)	49 (3.3)	49 (5.2)	3 (1.3)	1 (1.2)
Postsecondary	8 (2.4)	8 (2.3)	26 (3.5)	32 (3.8)	60 (4.4)	58 (4.1)	6 (2.6)	2 (1.4)
Quantitative								
Less than high school	58 (4.5)	49 (6.4)	27 (2.6)	38 (5.1)	13 (2.5)	13 (3.6)	2 (1.1)	1 (1.0)
Some high school	52 (4.7)	37 (4.4)*	31 (3.1)	38 (3.8)	14 (2.9)	22 (3.4)	3 (1.4)	3 (1.5)
High school graduate ¹	46 (3.1)	39 (3.5)	35 (2.4)	41 (2.9)	17 (1.8)	19 (2.4)	2 (0.9)	1 (0.8)
Postsecondary	32 (3.7)	30 (3.0)	37 (3.0)	40 (2.8)	24 (2.8)	26 (2.5)	6 (2.0)	5 (1.4)

*Significantly different from 1992.

¹High school graduate category includes GRE and high school equivalency.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D3-1. Estimates and standard errors for Table 3-1. Percentage of the adult prison and household populations in selected groups: 2003

Characteristic	Prison	Household
Race/ethnicity		
White	32 (1.8)	71 (1.3)*
Black	46 (1.7)	11 (0.8)*
Hispanic	18 (1.4)	12 (1.2)*
Other	5 (0.7)	6 (0.6)
Gender		
Male	94 (2.2)	48 (0.5)*
Female	6 (2.2)	52 (0.5)*
Highest educational attainment		
Still in high school	† (†)	3 (0.2)*
Less than high school	9 (1.1)	6 (0.3)*
Some high school	28 (1.4)	10 (0.4)*
GED/high school equivalency	28 (1.8)	5 (0.3)*
High school graduate	13 (1.1)	26 (0.6)*
Postsecondary	22 (1.4)	51 (1.0)*
Age		
16–24	16 (1.7)	17 (0.5)
25–39	52 (1.4)	27 (0.5)*
40+	32 (1.5)	56 (0.6)*
Language spoken before starting school		
English only	85 (1.4)	81 (1.1)*
English and other	6 (0.7)	6 (0.4)
Other only	9 (1.2)	13 (0.9)*
Parents' highest educational attainment		
Less than high school	13 (1.2)	18 (0.7)*
Some high school	13 (1.2)	9 (0.4)*
GED/high school equivalency/high school graduate	41 (1.9)	31 (0.6)*
Postsecondary	33 (1.5)	42 (0.7)*
Veteran's status		
Veteran	10 (0.9)	13 (0.5)*
Not a veteran	90 (0.9)	87 (0.5)*
Self-reported health		
Poor	4 (0.5)	4 (0.2)
Fair	11 (0.9)	11 (0.4)
Good	22 (1.2)	24 (0.5)*
Very good	35 (1.8)	36 (0.5)
Excellent	28 (1.7)	26 (0.6)
Learning disability diagnosis		
Yes	17 (1.1)	6 (0.3)*
No	84 (1.1)	94 (0.3)*

†Not applicable.

*Significantly different from prison population.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. The 'Other' category includes Asians, Pacific Islanders, Native Hawaiians, American Indians, Alaska Natives, and multi-racial adults. All adults of Hispanic origin are classified as Hispanic, regardless of race. Black includes African American, and Hispanic includes Latino.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-2. Estimates and standard errors for Figure 3-1. Average prose, document, and quantitative literacy scores of the adult prison and household populations: 2003

Literacy scale	Prison	Household
Prose	257 (1.9)	275 (1.3)*
Document	249 (1.5)	271 (1.2)*
Quantitative	249 (1.9)	283 (1.2)*

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-3. Estimates and standard errors for Figure 3-2. Percentage of the adult prison and household populations in each prose, document, and quantitative literacy level: 2003

Literacy scale	Below Basic		Basic		Intermediate		Proficient	
	Prison	Household	Prison	Household	Prison	Household	Prison	Household
Prose	16 (1.6)	14 (0.6)	40 (1.7)	29 (0.6)*	41 (1.8)	44 (0.7)	3 (0.7)	13 (0.5)*
Document	15 (1.6)	12 (0.5)	35 (1.8)	22 (0.5)*	48 (2.1)	53 (0.7)*	2 (0.6)	13 (0.6)*
Quantitative	39 (1.7)	21 (0.6)*	39 (1.5)	33 (0.5)*	20 (1.2)	33 (0.5)*	2 (0.5)	14 (0.5)*

*Significantly different from prison population.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-4. Estimates and standard errors for Figure 3-3. Average prose, document, and quantitative literacy scores of the adult prison and household populations, by race/ethnicity: 2003

Race/ethnicity	Prose		Document		Quantitative	
	Prison	Household	Prison	Household	Prison	Household
White	274 (3.7)	289 (1.5)*	265 (2.4)	282 (1.5)*	274 (2.9)	297 (1.3)*
Black	252 (2.6)	243 (1.8)*	240 (2.1)	238 (2.2)	237 (2.6)	238 (2.2)
Hispanic	232 (5.4)	216 (3.6)*	236 (4.7)	224 (3.6)*	231 (3.8)	233 (3.2)
Other	262 (8.5)	271 (3.5)	255 (8.5)	270 (3.7)	254 (8.9)	279 (3.9)*

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. The 'Other' category includes Asians, Pacific Islanders, Native Hawaiians, American Indians, Alaska Natives, and multi-racial adults. All adults of Hispanic origin are classified as Hispanic, regardless of race. Black includes African American and Hispanic includes Latino.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-5. Estimates and standard errors for Table 3-2. Average prose literacy scores of the adult prison and household populations, by race/ethnicity and age: 2003

Race/ethnicity and age	Prison	Household
White		
16–24	285 (6.2)	287 (2.4)
25–39	275 (4.1)	303 (2.1)*
40+	267 (6.1)	283 (1.7)*
Black		
16–24	238 (7.6)	249 (2.7)
25–39	260 (2.9)	253 (2.8)
40+	248 (3.3)	234 (2.6)*
Hispanic		
16–24	260 (11.8)	235 (4.4)
25–39	229 (6.1)	213 (4.6)*
40+	218 (10.6)	205 (5.4)

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. All adults of Hispanic origin are classified as Hispanic, regardless of race. Black includes African American and Hispanic includes Latino.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-6. Estimates and standard errors for Table 3-3. Average prose literacy scores of the adult prison and household populations, by race/ethnicity and date incarcerated: 2003

Race/ethnicity	Incarcerated prior to 2002	Incarcerated 2002 or later	Household
White	275 (5.4)*	273 (3.9)*	289 (1.5)
Black	255 (2.8)*	249 (4.0)	243 (1.8)

*Significantly different from household population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. Because of sample size, these analyses are not reported for the Hispanic population. Black includes African American.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-7. Estimates and standard errors for Figure 3-4. Percentage of the adult prison and household populations in each prose, document, and quantitative literacy level, by race/ethnicity: 2003

Literacy scale and race/ethnicity	Below Basic		Basic		Intermediate		Proficient	
	Prison	Household	Prison	Household	Prison	Household	Prison	Household
Prose								
White	9 (2.0)	7 (0.5)	32 (3.1)	25 (0.8)*	52 (3.6)	51 (0.9)	7 (2.1)	17 (0.9)*
Black	15 (2.9)	24 (1.4)*	47 (3.7)	43 (1.2)	37 (3.8)	31 (1.4)	1 (0.9)	2 (0.5)
Hispanic	35 (3.6)	45 (1.8)*	35 (3.0)	29 (1.0)	28 (2.8)	22 (1.1)	2 (0.9)	4 (0.5)
Other	11 (7.0)	13 (1.7)	41 (10.4)	32 (2.0)	46 (10.9)	45 (2.1)	3 (3.9)	10 (1.6)
Document								
White	6 (2.2)	8 (0.5)	27 (4.2)	19 (0.7)	64 (4.6)	58 (1.0)	3 (1.8)	15 (1.0)*
Black	19 (2.8)	24 (1.8)	40 (2.9)	35 (1.4)	40 (3.3)	40 (1.9)	1 (0.6)	2 (0.5)
Hispanic	23 (3.8)	36 (1.7)*	36 (3.0)	26 (0.8)*	39 (4.2)	33 (1.2)	2 (1.1)	5 (0.5)*
Other	14 (5.6)	11 (1.6)	31 (7.3)	24 (1.9)	52 (8.6)	54 (2.5)	4 (3.9)	11 (1.8)
Quantitative								
White	19 (3.5)	13 (0.7)	45 (3.9)	32 (0.8)*	33 (3.6)	39 (0.8)	4 (1.7)	17 (0.8)*
Black	49 (2.9)	47 (1.8)	37 (2.5)	36 (1.3)	13 (1.7)	15 (1.1)	1 (0.5)	2 (0.4)
Hispanic	53 (2.8)	50 (1.7)	32 (2.3)	29 (1.0)	13 (1.7)	17 (0.9)*	2 (0.8)	4 (0.5)
Other	34 (8.3)	23 (2.4)	41 (7.4)	35 (2.0)	24 (6.7)	32 (2.0)	1 (1.8)	11 (1.6)*

*Significantly different from prison population.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. The 'Other' category includes Asians, Pacific Islanders, Native Hawaiians, American Indians, Alaska Natives, and multi-racial adults. All adults of Hispanic origin are classified as Hispanic, regardless of race. Black includes African American and Hispanic includes Latino.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-8. Estimates and standard errors for Figure 3-5. Average prose, document, and quantitative literacy scores of the adult prison and household populations, by highest educational attainment: 2003

Educational attainment	Prose		Document		Quantitative	
	Prison	Household	Prison	Household	Prison	Household
Less than high school	199 (7.3)	160 (4.1)*	192 (7.6)	159 (4.5)*	198 (7.5)	166 (4.5)*
Some high school	235 (3.1)	228 (2.0)	231 (3.1)	230 (1.9)	223 (3.5)	231 (1.8)*
GED/high school equivalency	270 (3.1)	260 (2.2)*	260 (2.3)	257 (2.6)	263 (2.6)	266 (3.2)
High school graduate	264 (4.7)	262 (1.3)	255 (5.4)	258 (1.5)	247 (5.9)	269 (1.6)*
Postsecondary	282 (3.2)	302 (1.2)*	267 (3.3)	293 (0.9)*	280 (3.1)	310 (0.9)*

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-9. Estimates and standard errors for Figure 3-6. Percentage of the adult prison and household populations in each prose, document, and quantitative literacy level, by highest educational attainment: 2003

Literacy scale and educational attainment	Below Basic		Basic		Intermediate		Proficient	
	Prison	Household	Prison	Household	Prison	Household	Prison	Household
Prose								
Less than high school	58 (5.6)	79 (2.0)*	31 (4.4)	17 (1.6)*	11 (3.0)	4 (0.8)*	# (†)	# (†)
Some high school	25 (4.9)	35 (1.6)	54 (5.4)	42 (1.3)*	21 (4.8)	22 (1.3)	# (†)	1 (0.4)*
GED/high school equivalency	5 (2.7)	11 (1.9)	38 (6.8)	45 (2.9)	54 (7.1)	42 (3.0)	3 (2.4)	3 (1.1)
High school graduate	14 (3.1)	13 (1.0)	34 (3.6)	39 (1.2)	47 (3.8)	44 (1.3)	5 (2.0)	4 (0.6)
Postsecondary	5 (1.5)	4 (0.3)	28 (3.4)	19 (0.7)*	58 (3.8)	54 (0.9)	8 (2.5)	23 (0.9)*
Document								
Less than high school	56 (5.8)	72 (2.0)*	30 (3.6)	18 (1.2)*	14 (3.5)	9 (1.1)	# (†)	# (†)
Some high school	22 (7.2)	30 (1.6)	48 (7.4)	36 (1.2)	30 (8.1)	33 (1.6)	# (†)	2 (0.4)*
GED/high school equivalency	5 (2.6)	13 (2.0)*	33 (5.4)	30 (2.4)	60 (5.9)	53 (2.9)	2 (1.7)	4 (1.3)
High school graduate	15 (3.9)	13 (1.0)	28 (4.5)	29 (1.1)	54 (5.5)	52 (1.4)	3 (2.4)	5 (0.7)
Postsecondary	5 (2.9)	4 (0.3)	27 (6.0)	15 (0.5)*	65 (6.6)	63 (0.9)	3 (3.0)	19 (0.9)*
Quantitative								
Less than high school	74 (5.1)	84 (1.7)	21 (3.7)	12 (1.2)*	5 (2.0)	3 (0.6)	# (†)	# (†)
Some high school	62 (4.6)	53 (1.6)	30 (3.9)	33 (1.2)	8 (2.1)	13 (1.0)*	# (†)	1 (0.3)
GED/high school equivalency	23 (5.3)	26 (3.2)	53 (5.6)	43 (3.1)	23 (4.8)	28 (3.0)	1 (1.2)	3 (1.3)
High school graduate	41 (4.2)	24 (1.4)*	34 (3.2)	42 (1.3)*	22 (2.7)	29 (1.4)*	3 (1.1)	5 (0.7)
Postsecondary	15 (3.3)	7 (0.4)*	44 (4.3)	28 (0.7)*	36 (4.0)	43 (0.8)	5 (2.3)	22 (0.9)*

†Not applicable.

#Rounds to zero.

*Significantly different from prison population.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-10. Estimates and standard errors for Figure 3-7. Average prose, document, and quantitative literacy scores of the White adult prison and household populations, by highest educational attainment: 2003

Literacy scale and educational attainment	Prison	Household
Prose		
Less than or some high school	243 (6.4)	231 (2.9)
GED/high school equivalency	275 (4.9)	270 (2.3)
High school graduate	279 (9.6)	270 (1.4)
Postsecondary	295 (4.9)	310 (1.2)*
Document		
Less than or some high school	239 (5.1)	229 (3.5)
GED/high school equivalency	267 (3.4)	266 (3.3)
High school graduate	272 (8.2)	264 (1.9)
Postsecondary	278 (4.6)	300 (1.1)*
Quantitative		
Less than or some high school	240 (5.2)	235 (3.1)
GED/high school equivalency	275 (4.0)	279 (3.8)
High school graduate	277 (9.0)	279 (1.7)
Postsecondary	296 (4.4)	318 (0.9)*

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-11. Estimates and standard errors for Figure 3-8. Average prose, document, and quantitative literacy scores of the Black adult prison and household populations, by highest educational attainment: 2003

Literacy scale and educational attainment	Prison	Household
Prose		
Less than or some high school	229 (4.4)	200 (3.5)*
GED/high school equivalency	270 (3.8)	233 (3.0)*
High school graduate	255 (4.8)	240 (2.6)*
Postsecondary	271 (4.6)	268 (1.9)
Document		
Less than or some high school	221 (3.9)	196 (4.1)*
GED/high school equivalency	254 (3.7)	232 (5.0)*
High school graduate	243 (7.3)	232 (3.0)
Postsecondary	255 (4.9)	261 (2.1)
Quantitative		
Less than or some high school	213 (4.6)	189 (4.4)*
GED/high school equivalency	254 (4.1)	232 (5.5)*
High school graduate	227 (10.0)	232 (2.7)
Postsecondary	266 (5.2)	266 (2.1)

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-12. Estimates and standard errors for Table 3-4. Percentage of the Black and White adult prison and household populations in each prose, document, and quantitative literacy level, by highest educational attainment: 2003

Population, literacy scale, and educational attainment	Below Basic		Basic		Intermediate		Proficient	
	Prison	Household	Prison	Household	Prison	Household	Prison	Household
Whites								
Prose								
Less than or some high school	20 (6.8)	34 (2.4)	49 (8.2)	40 (1.9)	30 (7.9)	24 (1.9)	1 (1.5)	2 (0.5)
GED/high school equivalency	3 (4.6)	5 (1.9)	35 (12.0)	40 (4.3)	58 (12.7)	52 (4.5)	4 (5.3)	3 (1.8)
High school graduate	11 (4.3)	8 (1.0)	27 (5.3)	37 (1.7)	51 (6.4)	51 (1.8)	12 (4.6)	4 (0.8)
Postsecondary	5 (1.9)	2 (0.3)	19 (3.8)	15 (0.7)	61 (4.8)	56 (1.1)	15 (4.0)	27 (1.1)*
Document								
Less than or some high school	18 (11.6)	32 (2.3)	44 (12.8)	32 (1.4)	38 (14.1)	34 (2.2)	# (†)	3 (0.7)
GED/high school equivalency	2 (3.6)	9 (2.3)	27 (12.0)	26 (3.2)	69 (13.0)	60 (3.9)	2 (4.1)	5 (2.2)
High school graduate	9 (4.7)	10 (1.2)	19 (7.3)	27 (1.6)	65 (8.4)	57 (2.0)	7 (5.9)	6 (1.2)
Postsecondary	3 (3.3)	2 (0.3)	18 (7.8)	12 (0.6)	74 (9.0)	63 (1.2)	6 (6.2)	23 (1.2)*
Quantitative								
Less than or some high school	47 (6.4)	50 (2.5)	37 (5.5)	33 (1.7)	15 (4.3)	15 (1.5)	1 (0.6)	2 (0.5)
GED/high school equivalency	12 (11.0)	15 (4.5)	55 (14.7)	45 (5.7)	32 (14.2)	37 (5.5)	2 (3.8)	4 (2.6)
High school graduate	20 (8.5)	17 (1.7)	39 (9.1)	42 (1.9)	36 (8.4)	35 (2.0)	5 (4.9)	6 (1.1)
Postsecondary	5 (5.1)	4 (0.4)	38 (10.2)	24 (0.8)	49 (10.2)	46 (1.0)	8 (6.9)	26 (1.1)*
Blacks								
Prose								
Less than or some high school	29 (8.9)	54 (2.8)*	55 (9.4)	36 (2.3)	16 (7.7)	10 (1.3)	# (†)	# (†)
GED/high school equivalency	5 (3.2)	23 (8.6)	39 (8.7)	63 (9.8)	53 (9.0)	15 (7.7)*	3 (3.1)	# (†)
High school graduate	14 (6.0)	23 (3.0)	44 (7.5)	49 (3.2)	41 (7.3)	27 (3.2)	1 (1.5)	1 (0.7)
Postsecondary	4 (4.4)	10 (1.2)	40 (10.3)	37 (2.0)	53 (10.7)	49 (2.1)	3 (3.9)	5 (1.0)
Document								
Less than or some high school	33 (6.9)	52 (2.7)*	44 (5.9)	31 (1.9)*	23 (6.2)	17 (1.9)	# (†)	# (†)
GED/high school equivalency	9 (5.1)	24 (7.6)	38 (7.6)	44 (8.1)	52 (8.4)	33 (8.7)	1 (2.2)	# (†)
High school graduate	20 (7.2)	24 (4.3)	35 (7.2)	42 (4.2)	43 (8.6)	33 (4.9)	2 (2.6)	# (†)
Postsecondary	7 (8.0)	8 (1.7)	38 (13.9)	30 (2.9)	53 (15.5)	59 (3.3)	1 (3.5)	3 (1.3)
Quantitative								
Less than or some high school	70 (6.6)	76 (2.1)	26 (5.8)	20 (1.6)	4 (2.1)	5 (0.8)	# (†)	# (†)
GED/high school equivalency	31 (9.1)	53 (11.9)	51 (9.1)	40 (10.7)	17 (6.5)	7 (5.5)	1 (1.6)	# (†)
High school graduate	54 (6.7)	52 (3.5)	31 (5.0)	37 (2.9)	14 (4.0)	10 (1.9)	1 (1.2)	# (†)
Postsecondary	24 (7.3)	24 (2.6)	47 (7.6)	46 (2.5)	26 (6.5)	27 (2.4)	2 (2.7)	3 (1.0)

†Not applicable.

#Rounds to zero.

*Significantly different from prison population.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-13. Estimates and standard errors for Figure 3-9. Average prose, document, and quantitative literacy scores of the adult prison and household populations, by gender: 2003

Gender	Prose		Document		Quantitative	
	Prison	Household	Prison	Household	Prison	Household
Male	257 (2.0)	273 (1.6)*	249 (1.6)	269 (1.5)*	250 (1.9)	287 (1.3)*
Female	259 (5.6)	277 (1.4)*	249 (8.6)	272 (1.2)*	237 (9.0)	279 (1.3)*

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-14. Estimates and standard errors for Figure 3-10. Percentage of the adult prison and household populations in each prose, document, and quantitative literacy level, by gender: 2003

Literacy scale and gender	Below Basic		Basic		Intermediate		Proficient	
	Prison	Household	Prison	Household	Prison	Household	Prison	Household
Prose								
Male	17 (1.6)	15 (0.6)	39 (1.7)	29 (0.7)*	41 (1.9)	43 (0.7)	4 (0.7)	13 (0.6)*
Female	9 (6.9)	12 (0.6)	49 (11.8)	28 (0.6)	42 (12.3)	46 (0.8)	1 (3.0)	14 (0.6)*
Document								
Male	15 (1.7)	14 (0.6)	35 (1.8)	23 (0.5)*	48 (2.2)	51 (0.8)	2 (0.6)	13 (0.6)*
Female	15 (9.3)	11 (0.6)	35 (10.9)	22 (0.6)	49 (12.6)	54 (0.8)	2 (3.2)	13 (0.6)*
Quantitative								
Male	39 (1.7)	21 (0.6)*	39 (1.5)	31 (0.5)*	20 (1.2)	33 (0.5)*	2 (0.5)	16 (0.6)*
Female	47 (8.0)	22 (0.8)*	38 (6.6)	35 (0.7)	15 (5.2)	32 (0.7)*	1 (1.4)	11 (0.6)*

*Significantly different from prison population.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-15. Estimates and standard errors for Figure 3-11. Average prose, document, and quantitative literacy scores of the adult prison and household populations, by age: 2003

Age	Prose		Document		Quantitative	
	Prison	Household	Prison	Household	Prison	Household
16–24	255 (4.8)	273 (2.1)*	248 (4.2)	274 (1.8)*	246 (4.8)	275 (2.0)*
25–39	260 (2.3)	284 (1.7)*	254 (2.0)	283 (1.8)*	252 (2.1)	292 (1.8)*
40+	252 (3.1)	272 (1.5)*	240 (2.8)	264 (1.3)*	245 (4.0)	281 (1.3)*

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-16. Estimates and standard errors for Figure 3-12. Percentage of the adult prison and household populations in each prose, document, and quantitative literacy level, by age: 2003

Literacy scale and age	Below Basic		Basic		Intermediate		Proficient	
	Prison	Household	Prison	Household	Prison	Household	Prison	Household
Prose								
16–24	19 (3.8)	11 (1.0)	38 (3.6)	32 (1.3)	40 (4.3)	48 (1.5)	4 (1.7)	9 (1.0)*
25–39	13 (2.1)	12 (0.6)	40 (2.5)	25 (0.7)*	45 (2.7)	45 (0.8)	3 (1.0)	18 (0.8)*
40+	20 (2.2)	15 (0.7)*	40 (2.3)	30 (0.6)*	37 (2.3)	43 (0.8)*	3 (1.0)	12 (0.6)*
Document								
16–24	14 (4.2)	10 (0.9)	37 (5.1)	22 (1.0)*	47 (6.0)	57 (1.4)	2 (1.7)	12 (1.0)*
25–39	11 (2.0)	8 (0.7)	33 (2.6)	19 (0.7)*	53 (3.1)	56 (1.1)	2 (1.0)	17 (1.1)*
40+	21 (3.1)	15 (0.6)	37 (3.1)	24 (0.5)*	41 (3.6)	50 (0.7)*	1 (0.8)	11 (0.5)*
Quantitative								
16–24	43 (4.4)	23 (1.3)*	37 (3.8)	37 (1.2)	18 (2.8)	31 (1.3)*	2 (1.3)	9 (0.9)*
25–39	36 (2.3)	17 (0.8)*	42 (2.2)	31 (0.8)*	20 (1.7)	35 (0.8)*	2 (0.7)	17 (1.0)*
40+	42 (2.9)	23 (0.7)*	35 (2.2)	32 (0.5)	20 (2.1)	32 (0.6)*	2 (0.8)	13 (0.5)*

*Significantly different from prison population.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-17. Estimates and standard errors for Figure 3-13. Average prose, document, and quantitative literacy scores of the adult prison and household populations, by language spoken before starting school: 2003

Language spoken before starting school	Prose		Document		Quantitative	
	Prison	Household	Prison	Household	Prison	Household
English only	261 (1.9)	283 (1.4)*	251 (1.4)	276 (1.3)*	252 (2.0)	289 (1.2)*
English and other	255 (7.5)	272 (2.2)*	250 (7.5)	264 (2.4)	243 (6.0)	278 (3.1)*
Other only	207 (10.3)	212 (3.5)	210 (9.3)	223 (3.9)	219 (7.2)	235 (4.0)

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-18. Estimates and standard errors for Figure 3-14. Percentage of the adult prison and household populations in each prose, document, and quantitative literacy level, by language spoken before starting school: 2003

Literacy scale and language spoken before starting school	Below Basic		Basic		Intermediate		Proficient	
	Prison	Household	Prison	Household	Prison	Household	Prison	Household
Prose								
English only	13 (1.5)	9 (0.5)*	40 (2.0)	27 (0.7)*	44 (2.2)	49 (0.8)*	3 (0.9)	15 (0.7)*
English and other	15 (5.4)	10 (1.2)	43 (7.3)	35 (1.9)	39 (8.0)	47 (2.0)	3 (3.1)	8 (1.2)
Other only	51 (6.0)	48 (1.7)	30 (3.8)	28 (1.1)	18 (3.7)	21 (1.1)	2 (1.0)	4 (0.5)
Document								
English only	13 (1.5)	9 (0.5)*	35 (1.9)	21 (0.6)*	50 (2.1)	56 (0.8)*	2 (0.6)	14 (0.7)*
English and other	12 (8.7)	11 (1.6)	37 (12.0)	27 (1.8)	49 (14.3)	56 (2.4)	2 (3.5)	6 (1.4)
Other only	40 (5.5)	37 (1.7)	33 (3.3)	25 (0.8)*	26 (4.3)	32 (1.2)	1 (0.6)	6 (0.6)*
Quantitative								
English only	37 (1.8)	8 (0.6)*	40 (1.6)	33 (0.6)*	21 (1.4)	35 (0.6)*	2 (0.6)	15 (0.6)*
English and other	44 (7.0)	21 (2.1)*	39 (6.2)	38 (1.9)	16 (4.7)	31 (2.0)*	1 (1.4)	10 (1.6)*
Other only	60 (5.3)	49 (1.8)*	30 (3.9)	28 (0.9)	10 (2.6)	18 (1.1)*	1 (1.0)	6 (0.7)*

*Significantly different from prison population.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-19. Estimates and standard errors for Figure 3-15. Average prose, document, and quantitative literacy scores of the adult prison and household populations, by parents' highest educational attainment: 2003

Parents' educational attainment	Prose		Document		Quantitative	
	Prison	Household	Prison	Household	Prison	Household
Less than high school	234 (5.0)	227 (2.6)	232 (5.7)	224 (2.6)	236 (5.2)	239 (2.4)
Some high school	258 (4.6)	261 (2.3)	247 (4.4)	256 (2.1)	252 (5.5)	267 (2.2)*
High school graduate ¹	258 (2.6)	278 (1.5)*	249 (2.8)	273 (1.5)*	248 (3.4)	285 (1.5)*
Postsecondary	271 (3.1)	300 (1.5)*	260 (2.2)	293 (1.5)*	263 (3.5)	305 (1.3)*

*Significantly different from prison population.

¹High school graduate category includes GED and high school equivalency.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D3-20. Estimates and standard errors for Figure 3-16. Percentage of the adult prison and household populations in each prose, document, and quantitative literacy level, by parents' highest educational attainment: 2003

Literacy scale and parents' educational attainment	Below Basic		Basic		Intermediate		Proficient	
	Prison	Household	Prison	Household	Prison	Household	Prison	Household
Prose								
Less than high school	30 (4.7)	37 (1.6)	43 (4.2)	35 (1.1)	26 (3.6)	25 (1.1)	1 (0.8)	3 (0.4)*
Some high school	17 (3.1)	16 (1.3)	38 (3.9)	36 (1.6)	41 (3.7)	42 (1.7)	5 (1.8)	6 (0.9)
High school graduate ¹	14 (2.1)	10 (0.7)*	40 (2.8)	30 (1.0)*	43 (2.9)	49 (1.2)*	3 (1.1)	11 (0.8)*
Postsecondary	7 (2.2)	5 (0.4)	36 (4.1)	20 (0.8)*	53 (4.3)	53 (1.0)	4 (2.1)	22 (1.1)*
Document								
Less than high school	27 (4.6)	35 (1.5)	35 (3.7)	30 (0.8)	36 (4.5)	32 (1.3)	2 (1.2)	3 (0.4)
Some high school	17 (4.2)	15 (1.3)	35 (4.6)	29 (1.3)	47 (5.5)	50 (1.7)	2 (1.7)	6 (0.9)
High school graduate ¹	13 (3.5)	8 (0.8)	37 (4.5)	23 (0.9)*	49 (5.2)	59 (1.3)	1 (1.2)	10 (1.0)*
Postsecondary	8 (2.3)	4 (0.5)	32 (3.8)	15 (0.8)*	58 (4.1)	61 (1.3)	2 (1.4)	20 (1.3)*
Quantitative								
Less than high school	49 (6.4)	46 (1.4)	38 (5.1)	32 (0.9)	13 (3.6)	18 (0.8)	1 (1.0)	4 (0.4)*
Some high school	37 (4.4)	28 (1.6)*	38 (3.8)	38 (1.5)	22 (3.4)	28 (1.5)	3 (1.5)	6 (0.9)
High school graduate ¹	39 (3.5)	18 (0.9)*	41 (2.9)	35 (0.8)*	19 (2.4)	35 (0.9)*	1 (0.8)	12 (0.8)*
Postsecondary	30 (3.0)	10 (0.6)*	40 (2.8)	29 (0.8)*	26 (2.5)	41 (0.9)*	5 (1.4)	21 (1.0)*

*Significantly different from prison population.

¹High school graduate category includes GED and high school equivalency.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table. Postsecondary includes any education beyond high school.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-1. Estimates and standard errors for Figure 4-1. Percentage of the adult prison population, by GED/high school diploma attainment: 2003

Population	No GED/not currently enrolled in academic classes	No GED/currently enrolled in academic classes in prison	Earned GED during current incarceration	Earned GED/H.S. diploma prior to current incarceration
All prisoners	33 (1.6)	5 (0.8)	19 (1.4)	43 (1.7)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table. The category "earned GED/H.S. diploma prior to current incarceration" includes prison inmates who had higher levels of educational attainment (postsecondary education) prior to their current incarceration.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-2. Estimates and standard errors for Figure 4-2. Percentage of the adult prison population with a GED/high school equivalency certificate or high school diploma, by expected date of release: 2003

Expected date of release	Percent
2 years or less	65 (2.0)
More than 2 years	60 (2.5)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table. The category "earned GED/H.S. diploma prior to current incarceration" includes prison inmates who had higher levels of educational attainment (postsecondary education) prior to their current incarceration.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-3. Estimates and standard errors for Figure 4-3. Average prose, document, and quantitative literacy scores of the adult prison population, by GED/high school diploma attainment: 2003

Literacy scale and GED/high school diploma attainment	Average
Prose	
No GED/not currently enrolled in academic classes	228 (3.5)
No GED/currently enrolled in academic classes	227 (7.1)
Earned GED during current incarceration	273 (4.0)
Earned GED/H.S. diploma prior to current incarceration	273 (2.4)
Document	
No GED/not currently enrolled in academic classes	223 (3.7)
No GED/currently enrolled in academic classes	227 (6.5)
Earned GED during current incarceration	262 (2.8)
Earned GED/H.S. diploma prior to current incarceration	261 (2.0)
Quantitative	
No GED/not currently enrolled in academic classes	217 (3.9)
No GED/currently enrolled in academic classes	224 (7.0)
Earned GED during current incarceration	266 (3.5)
Earned GED/H.S. diploma prior to current incarceration	266 (2.6)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table. The category "earned GED/H.S. diploma prior to current incarceration" includes prison inmates who had higher levels of educational attainment (postsecondary education) prior to their current incarceration.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-4. Estimates and standard errors for Figure 4-4. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by GED/high school diploma attainment: 2003

Literacy scale and GED/high school diploma attainment	Below Basic	Basic	Intermediate	Proficient
Prose				
No GED/not currently enrolled in academic classes	33 (4.3)	48 (4.1)	19 (3.4)	# (†)
No GED/currently enrolled in academic classes	32 (9.8)	53 (10.3)	16 (9.2)	# (†)
Earned GED during current incarceration	5 (2.9)	35 (8.2)	57 (8.4)	3 (3.2)
Earned GED/H.S. diploma prior to current incarceration	8 (1.6)	33 (2.6)	53 (2.8)	6 (1.6)
Document				
No GED/not currently enrolled in academic classes	32 (5.1)	41 (3.9)	27 (4.6)	# (†)
No GED/currently enrolled in academic classes	27 (19.8)	48 (19.3)	25 (20.1)	# (†)
Earned GED during current incarceration	3 (3.4)	32 (9.0)	63 (9.9)	1 (2.5)
Earned GED/H.S. diploma prior to current incarceration	9 (1.7)	29 (2.7)	59 (3.0)	3 (1.3)
Quantitative				
No GED/not currently enrolled in academic classes	65 (3.9)	28 (3.1)	7 (1.7)	# (†)
No GED/currently enrolled in academic classes	62 (13.2)	32 (11.2)	6 (5.7)	# (†)
Earned GED during current incarceration	23 (5.2)	50 (5.6)	25 (4.9)	2 (1.9)
Earned GED/H.S. diploma prior to current incarceration	25 (2.7)	44 (2.7)	28 (2.4)	3 (1.1)

†Not applicable.

#Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table. The category "earned GED/H.S. diploma prior to current incarceration" includes prison inmates who had higher levels of educational attainment (postsecondary education) prior to their current incarceration.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-5. Estimates and standard errors for Figure 4-5. Percentage of the adult prison population, by length of participation in vocational training programs: 2003

Population	No participation	Less than 6 months	6-12 months	More than 1 year
All prisoners	71 (1.7)	11 (1.1)	8 (0.9)	9 (1.1)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-6. Estimates and standard errors for Figure 4-6. Percentage of the adult prison population, by enrollment in vocational training: 2003

Population	Currently enrolled in classes	On a waiting list	Not enrolled and not on waiting list
All prisoners	10 (1.1)	14 (1.1)	77 (1.6)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-7. Estimates and standard errors for Figure 4-7. Percentage of the adult prison population who participated in vocational training during current incarceration, by expected date of release: 2003

Expected date of release	Percent
2 years or less	27 (2.1)
More than 2 years	32 (2.5)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-8. Estimates and standard errors for Figure 4-8. Percentage of the adult prison population participating in vocational training who received selected types of instruction as part of the vocational training, by type of instruction: 2003

Vocational training emphasis	Percent
Reading	46 (3.1)
Writing	44 (2.9)
Mathematics	63 (3.2)
Computers	31 (2.9)
Communication	74 (2.7)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-9. Estimates and standard errors for Figure 4-9. Average prose, document, and quantitative literacy scores of the adult prison population, by participation in vocational training: 2003

Literacy scale and participation in vocational training	Average
Prose	
Current participation	257 (5.3)
Past participation	265 (3.8)
No participation	255 (2.4)
Document	
Current participation	253 (6.1)
Past participation	255 (3.7)
No participation	246 (1.9)
Quantitative	
Current participation	252 (5.2)
Past participation	254 (3.9)
No participation	247 (2.3)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-10. Estimates and standard errors for Figure 4-10. Percentage of the adult prison population who participated in vocational training, by prose, document, and quantitative literacy level: 2003

Literacy scale and literacy level	Current participation	Past participation	No participation
Prose			
Below Basic	10 (2.7)	13 (3.2)	77 (4.0)
Basic	10 (1.6)	18 (2.2)	72 (2.5)
Intermediate	10 (1.6)	22 (2.4)	68 (2.6)
Proficient	10 (5.8)	21 (9.6)	69 (10.4)
Document			
Below Basic	9 (3.0)	14 (4.5)	78 (5.0)
Basic	9 (1.8)	19 (2.7)	73 (3.0)
Intermediate	10 (1.8)	21 (2.6)	69 (2.8)
Proficient	16 (13.5)	26 (17.6)	58 (18.6)
Quantitative			
Below Basic	9 (1.6)	17 (2.6)	75 (2.8)
Basic	10 (1.6)	22 (2.5)	68 (2.6)
Intermediate	10 (2.2)	19 (3.5)	70 (3.7)
Proficient	9 (6.2)	13 (10.3)	78 (11.0)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-11. Estimates and standard errors for Figure 4-11. Percentage of the adult prison and household populations who have received skill certification: 2003

Skill certification and population	Percent
IT certification	
Prison	6 (0.8)
Household	8 (0.4)*
Other certification	
Prison	25 (1.5)
Household	27 (0.6)

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-12. Estimates and standard errors for Figure 4-12. Average prose, document, and quantitative literacy scores of the adult prison and household populations, by receipt of information technology skill certification: 2003

Literacy scale, population, and skill certification	Average
Prose	
Prison	
No IT certification	255 (2.0)
Received IT certification	276 (4.9)
Household	
No IT certification	273 (1.4)*
Received IT certification	291 (2.0)*
Document	
Prison	
No IT certification	247 (1.5)
Received IT certification	267 (5.8)
Household	
No IT certification	269 (1.3)*
Received IT certification	285 (2.7)*
Quantitative	
Prison	
No IT certification	247 (1.8)
Received IT certification	277 (7.0)
Household	
No IT certification	281 (1.2)*
Received IT certification	302 (2.4)*

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U. S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-13. Estimates and standard errors for Figure 4-13. Average prose, document, and quantitative literacy scores of the adult prison and household populations, by receipt of other job-related skill certification: 2003

Literacy scale, population, and skill certification	Average
Prose	
Prison	
No other job certification	252 (2.3)
Received other job certification	270 (3.0)
Household	
No other job certification	269 (1.4)*
Received other job certification	291 (1.6)*
Document	
Prison	
No other job certification	246 (1.9)
Received other job certification	255 (2.4)
Household	
No other job certification	266 (1.4)*
Received other job certification	283 (1.5)*
Quantitative	
Prison	
No other job certification	246 (2.3)
Received other job certification	259 (3.2)
Household	
No other job certification	277 (1.4)*
Received other job certification	297 (1.4)*

*Significantly different from prison population.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U. S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D4-14. Estimates and standard errors for Figures 4-14. and 4-15. Percentage of the adult prison and household populations in each prose, document, and quantitative literacy level, by receipt of information technology skill certification or other job-related skill certification: 2003

Literacy scale, population, and literacy level	IT certification		Other job-related skill certification	
	Received IT certification	No IT certification	Received other job certification	No other job certification
Prose				
Prison				
Below Basic	1 (1.4)	100 (1.4)	10 (3.3)	90 (3.3)
Basic	6 (2.4)	94 (2.4)	23 (3.0)	77 (3.0)
Intermediate	8 (2.6)	92 (2.6)	32 (2.9)	68 (2.9)
Proficient	7 (12.2)	93 (12.2)	24 (13.3)	76 (13.3)
Household				
Below Basic	3 (0.5)	97 (0.5)	12 (1.1)	88 (1.1)
Basic	6 (0.5)	94 (0.5)	23 (1.0)	77 (1.0)
Intermediate	10 (0.6)	90 (0.6)	31 (0.9)	69 (0.9)
Proficient	9 (1.0)	91 (1.0)	35 (1.8)	65 (1.8)
Document				
Prison				
Below Basic	2 (2.7)	98 (2.7)	16 (3.9)	84 (3.9)
Basic	5 (2.7)	95 (2.7)	24 (2.7)	76 (2.7)
Intermediate	8 (2.4)	92 (2.4)	28 (2.5)	72 (2.5)
Proficient	10 (22.3)	90 (22.3)	26 (15.8)	74 (15.8)
Household				
Below Basic	3 (0.7)	97 (0.7)	13 (1.1)	87 (1.1)
Basic	6 (0.7)	94 (0.7)	23 (1.0)	78 (1.0)
Intermediate	10 (0.6)	90 (0.6)	31 (0.9)	70 (0.9)
Proficient	9 (1.5)	91 (1.5)	31 (2.1)	69 (2.1)
Quantitative				
Prison				
Below Basic	2 (2.0)	98 (2.0)	19 (2.2)	81 (2.2)
Basic	8 (2.6)	93 (2.6)	28 (2.4)	72 (2.4)
Intermediate	10 (4.6)	90 (4.6)	30 (3.4)	70 (3.4)
Proficient	9 (18.3)	91 (18.3)	26 (11.0)	74 (11.0)
Household				
Below Basic	5 (0.5)	95 (0.5)	16 (0.9)	84 (0.9)
Basic	7 (0.5)	93 (0.5)	26 (0.9)	74 (0.9)
Intermediate	9 (0.6)	91 (0.6)	32 (1.0)	68 (1.0)
Proficient	12 (1.1)	88 (1.1)	32 (1.7)	68 (1.7)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons or households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U. S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-1. Estimates and standard errors for Figure 5-1. Average prose, document, and quantitative literacy scores of the adult prison population, by current prison work assignment: 2003

Literacy scale and work assignment	Average
Prose	
Currently has work assignment	259 (2.2)
No work assignment	251 (3.1)
Document	
Currently has work assignment	250 (1.6)
No work assignment	247 (3.1)
Quantitative	
Currently has work assignment	252 (2.1)
No work assignment	243 (3.3)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-2. Estimates and standard errors for Figure 5-2. Percentage of the adult prison population who had a current prison work assignment, by prose, document, and quantitative literacy level: 2003

Literacy scale and literacy level	Percent
Prose	
Below Basic	66 (5.2)
Basic	63 (3.3)
Intermediate	72 (3.1)
Proficient	80 (9.4)
Document	
Below Basic	63 (5.6)
Basic	68 (3.4)
Intermediate	69 (3.2)
Proficient	67 (16.3)
Quantitative	
Below Basic	63 (3.2)
Basic	70 (2.8)
Intermediate	71 (3.5)
Proficient	69 (9.9)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-3. Estimates and standard errors for Figure 5-3. Average prose, document, and quantitative literacy scores of the adult prison population, by frequency of reading as part of current prison work assignment: 2003

Literacy scale and frequency	Average
Prose	
Every day	263 (4.0)
Less than every day	257 (5.7)
Never	257 (3.1)
Document	
Every day	256 (2.7)
Less than every day	246 (4.2)
Never	246 (2.8)
Quantitative	
Every day	255 (3.6)
Less than every day	251 (4.8)
Never	249 (2.9)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-4. Estimates and standard errors for Figure 5-4. Average prose, document, and quantitative literacy scores of the adult prison population, by frequency of writing as part of current prison work assignment: 2003

Literacy scale and frequency	Average
Prose	
Every day	271 (4.8)
Less than every day	245 (4.5)
Never	259 (3.0)
Document	
Every day	261 (4.0)
Less than every day	239 (3.4)
Never	248 (2.8)
Quantitative	
Every day	264 (4.0)
Less than every day	238 (5.4)
Never	251 (3.3)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-5. Estimates and standard errors for Figure 5-5. Percentage of the adult prison population who read as part of current prison work assignment, by prose literacy level: 2003

Literacy scale and literacy level	Never	Less than every day	Every day
Prose			
Below Basic	56 (5.5)	13 (3.8)	31 (5.0)
Basic	51 (3.2)	17 (2.5)	32 (2.9)
Intermediate	51 (3.1)	13 (2.2)	36 (2.9)
Proficient	44 (10.8)	10 (8.3)	46 (11.0)
Document			
Below Basic	61 (7.1)	13 (5.5)	26 (5.9)
Basic	52 (3.8)	16 (3.2)	31 (3.4)
Intermediate	48 (3.4)	13 (2.7)	39 (3.2)
Proficient	52 (20.4)	7 (13.5)	41 (19.6)
Quantitative			
Below Basic	54 (3.7)	14 (3.5)	32 (3.1)
Basic	51 (3.3)	17 (3.0)	32 (2.7)
Intermediate	49 (4.6)	12 (4.4)	40 (4.1)
Proficient	43 (12.8)	3 (7.5)	54 (12.8)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table. Document and quantitative literacy results are also included in this table for reference.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-6. Estimates and standard errors for Figure 5-6. Percentage of the adult prison population who wrote as part of current prison work assignment, by prose and document literacy level: 2003

Literacy scale and literacy level	Never	Less than every day	Every day
Prose			
Below Basic	58 (5.7)	25 (5.4)	17 (4.0)
Basic	54 (3.4)	25 (3.1)	21 (2.8)
Intermediate	57 (3.3)	15 (2.5)	29 (3.1)
Proficient	57 (11.2)	4 (4.9)	40 (11.1)
Document			
Below Basic	64 (8.2)	23 (7.7)	13 (5.8)
Basic	54 (4.4)	25 (3.9)	20 (4.0)
Intermediate	54 (4.0)	15 (3.3)	31 (3.7)
Proficient	69 (23.6)	4 (9.3)	28 (23.4)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-7. Estimates and standard errors for Figure 5-7. Percentage of the adult prison population who attempted to use the prison library, by number of days it took to obtain access: 2003

Number of days	Percent
Less than 2 days	59 (3.5)
2 to 6 days	22 (2.4)
7 to 10 days	10 (1.3)
More than 10 days	10 (1.8)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-8. Estimates and standard errors for Figure 5-8. Average prose, document, and quantitative literacy scores of the adult prison population, by frequency of library use: 2003

Literacy scale and frequency	Average
Prose	
Daily	255 (5.7)
Weekly	266 (2.8)
Monthly	256 (5.0)
Once or twice a year	256 (5.7)
Never	243 (3.6)
Document	
Daily	261 (4.0)
Weekly	242 (4.1)
Monthly	237 (8.1)
Once or twice a year	234 (7.4)
Never	248 (2.8)
Quantitative	
Daily	255 (6.7)
Weekly	258 (2.9)
Monthly	252 (4.7)
Once or twice a year	244 (6.5)
Never	231 (4.1)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-9. Estimates and standard errors for Figure 5-9. Percentage of the adult prison population who used the library, by prose literacy level: 2003

Literacy scale and literacy level	Never	Once or twice a year	Monthly	Weekly	Daily
Prose					
Below Basic	38 (4.5)	9 (3.0)	19 (3.9)	23 (4.0)	11 (3.5)
Basic	26 (2.4)	10 (1.7)	19 (2.3)	33 (2.8)	12 (2.0)
Intermediate	19 (2.2)	10 (1.6)	19 (2.4)	42 (2.9)	11 (2.0)
Proficient	19 (7.0)	6 (5.7)	18 (9.4)	48 (11.7)	10 (7.6)
Document					
Below Basic	39 (5.6)	11 (3.5)	14 (5.7)	24 (4.7)	12 (3.5)
Basic	26 (2.8)	9 (1.7)	20 (3.6)	35 (3.3)	10 (2.0)
Intermediate	20 (2.4)	9 (1.5)	20 (3.1)	39 (3.0)	12 (1.9)
Proficient	15 (10.4)	14 (11.8)	15 (19.1)	37 (18.5)	19 (14.8)
Quantitative					
Below Basic	34 (3.0)	10 (1.4)	18 (2.7)	28 (2.9)	10 (2.2)
Basic	20 (2.2)	9 (1.2)	20 (2.6)	39 (2.9)	12 (2.1)
Intermediate	17 (2.8)	9 (1.6)	19 (3.7)	42 (4.2)	13 (3.3)
Proficient	18 (8.0)	16 (7.2)	18 (12.4)	36 (13.4)	11 (10.2)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table. Document and quantitative literacy results are also included in this table for reference.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-10. Estimates and standard errors for Figure 5-10. Average prose, document, and quantitative literacy scores of the adult prison population, by computer use for various tasks: 2003

Literacy scale and computer use	Word processing	CD ROM	Spreadsheet
Prose			
Used	265 (5.1)	271 (5.2)	275 (7.7)
Never used	255 (2.0)	255 (2.0)	256 (1.9)
Document			
Used	259 (3.7)	260 (4.1)	257 (6.8)
Never used	247 (1.7)	247 (1.7)	248 (1.6)
Quantitative			
Used	258 (4.8)	269 (5.2)	263 (8.1)
Never used	248 (2.0)	247 (2.0)	248 (2.0)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-11. Estimates and standard errors for Figure 5-11. Percentage of the adult prison population who wrote using a word processing program, by prose literacy level: 2003

Literacy level	Percent
Below Basic	8 (2.9)
Basic	12 (2.0)
Intermediate	15 (2.1)
Proficient	12 (9.9)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-12. Estimates and standard errors for Figure 5-12. Percentage of the adult prison population who looked up information on a computer CD-ROM, by document literacy level: 2003

Literacy level	Percent
Below Basic	3 (5.0)
Basic	8 (4.8)
Intermediate	11 (3.9)
Proficient	6 (22.6)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-13. Estimates and standard errors for Figure 5-13. Percentage of the adult prison population who used a computer spreadsheet program, by quantitative literacy level: 2003

Literacy level	Percent
Below Basic	4 (1.1)
Basic	6 (1.1)
Intermediate	7 (1.8)
Proficient	13 (8.2)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-14. Estimates and standard errors for Figure 5-14. Percentage of the adult prison and household populations who read each of the following printed materials in English: newspapers or magazines, books, letters and notes, by frequency of reading: 2003

Printed material and population	Every day	A few times a week	Once a week	Less than once a week	Never
Newspapers or magazines					
Prison	43 (1.5)	27 (1.5)	10 (1.0)	10 (0.9)	10 (1.1)
Household	48 (0.7)*	25 (0.5)	12 (0.4)	9 (0.3)	6 (0.4)*
Books					
Prison	50 (1.7)	22 (1.4)	8 (0.9)	12 (0.9)	8 (1.0)
Household	32 (0.6)*	20 (0.4)	10 (0.3)*	25 (0.5)*	13 (0.6)*
Letters and notes					
Prison	33 (1.7)	33 (1.4)	13 (1.1)	14 (1.1)	8 (1.0)
Household	51 (0.8)*	20 (0.5)*	10 (0.3)*	13 (0.4)	7 (0.4)

*Significantly different from prison population.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons and households. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent of the prison sample and 3 percent of the household sample in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-15. Estimates and standard errors for Figure 5-15. Average prose and document literacy scores of the adult prison population, by frequency of reading each of the following printed materials in English: newspapers or magazines, books, letters and notes: 2003

Literacy scale and printed material	Every day	A few times a week	Once a week	Less than once a week	Never
Prose					
Newspapers or magazines	263 (2.5)	263 (2.6)	249 (5.5)	254 (5.3)	208 (8.2)
Books	266 (2.0)	257 (4.5)	252 (6.2)	249 (4.7)	192 (10.5)
Letters and notes	263 (2.5)	261 (2.7)	260 (5.8)	249 (4.1)	201 (8.1)
Document					
Newspapers or magazines	252 (2.1)	250 (2.2)	250 (6.6)	245 (4.2)	216 (9.0)
Books	255 (1.9)	248 (3.4)	243 (6.7)	246 (5.2)	191 (11.0)
Letters and notes	251 (2.5)	253 (2.6)	253 (4.6)	246 (4.9)	189 (10.1)

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D5-16. Estimates and standard errors for Figure 5-16. Percentage of the adult prison population who read each of the following printed materials in English: newspapers or magazines, books, letters and notes, by prose literacy level: 2003

Printed material, literacy scale and literacy level	Every day	A few times a week	Once a week	Less than once a week	Never
Newspapers and magazines					
Prose					
Below Basic	29 (4.1)	17 (3.5)	13 (2.5)	10 (2.4)	32 (4.0)
Basic	44 (2.7)	29 (2.6)	9 (1.3)	11 (1.5)	7 (1.2)
Intermediate	48 (2.7)	31 (2.6)	8 (1.2)	9 (1.4)	5 (1.0)
Proficient	47 (11.9)	23 (10.7)	15 (5.9)	10 (7.0)	5 (2.9)
Document					
Below Basic	33 (4.7)	20 (4.4)	12 (2.8)	9 (3.7)	26 (4.0)
Basic	43 (3.1)	30 (3.0)	8 (1.4)	11 (2.4)	8 (1.2)
Intermediate	46 (2.7)	28 (2.6)	10 (1.4)	10 (1.9)	6 (1.0)
Proficient	42 (16.1)	18 (13.2)	21 (11.5)	3 (6.4)	16 (7.7)
Books					
Prose					
Below Basic	25 (4.1)	22 (3.8)	10 (2.3)	14 (2.9)	30 (4.1)
Basic	52 (2.8)	21 (2.3)	9 (1.3)	13 (1.6)	5 (1.2)
Intermediate	59 (2.7)	22 (2.3)	7 (1.2)	10 (1.5)	2 (0.7)
Proficient	50 (12.8)	28 (11.0)	14 (6.3)	7 (4.8)	2 (2.1)
Document					
Below Basic	32 (5.2)	16 (6.0)	11 (2.8)	14 (3.3)	28 (4.6)
Basic	50 (3.7)	25 (4.0)	8 (1.4)	11 (1.8)	6 (1.2)
Intermediate	57 (3.2)	22 (3.3)	7 (1.2)	11 (1.6)	3 (0.8)
Proficient	56 (17.8)	7 (13.1)	21 (12.1)	14 (10.8)	2 (2.6)
Letters and notes					
Prose					
Below Basic	20 (3.9)	27 (3.6)	10 (3.1)	17 (2.9)	26 (3.7)
Basic	34 (2.7)	32 (2.3)	13 (2.0)	15 (1.7)	6 (1.2)
Intermediate	38 (2.7)	34 (2.3)	13 (2.0)	12 (1.5)	3 (0.7)
Proficient	29 (11.2)	45 (10.9)	15 (9.7)	10 (5.4)	1 (0.8)
Document					
Below Basic	24 (5.4)	23 (5.1)	9 (4.5)	18 (3.5)	27 (4.3)
Basic	36 (3.7)	33 (3.4)	13 (3.2)	13 (1.9)	6 (1.1)
Intermediate	35 (3.1)	35 (2.9)	14 (2.7)	13 (1.7)	3 (0.7)
Proficient	27 (19.9)	35 (20.7)	8 (15.0)	26 (15.1)	4 (3.5)

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (1 percent in 2003) are excluded from this table. Document literacy results are also included in this table for reference.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy.

Table D6-1. Estimates and standard errors for Table 6-1. Percentage of the adult prison population in selected groups: 1992 and 2003

Characteristic	1992	2003
Type of offense		
Violent	44 (2.0)	47 (2.1)
Property	18 (1.3)	15 (1.1)*
Drug	25 (1.6)	23 (1.9)
Public order	13 (1.2)	15 (1.4)
Expected length of incarceration		
0–60 months	64 (2.2)	52 (2.4)*
61–120 months	20 (1.6)	21 (1.3)
121+ months	16 (1.3)	28 (2.3)*
Expected date of release		
2 years or less	66 (2.3)	62 (2.3)
More than 2 years	34 (2.3)	38 (2.3)
Previous criminal history		
None	21 (1.4)	16 (1.4)*
Probation only	14 (1.3)	11 (1.1)
Incarceration only	16 (1.4)	10 (0.9)*
Probation and incarceration	48 (1.8)	64 (1.7)*

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table. Results are based on inmates self report, not prison records.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D6-2. Estimates and standard errors for Figure 6-1. Average prose, document, and quantitative literacy scores of the adult prison population, by type of offense: 1992 and 2003

Type of offense	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
Violent	247 (2.8)	256 (2.7)*	241 (3.8)	247 (2.2)	231 (4.4)	249 (2.6)*
Property	257 (4.3)	263 (4.2)	251 (3.5)	258 (3.6)	243 (5.3)	253 (4.7)
Drug	243 (4.4)	255 (4.2)*	240 (4.8)	247 (3.5)	233 (6.8)	247 (4.0)
Public order	245 (5.2)	258 (3.6)	240 (5.2)	248 (4.1)	233 (7.0)	251 (4.4)*

*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D6-3. Estimates and standard errors for Figure 6-2. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by type of offense: 1992 and 2003

Literacy scale and literacy level	Violent		Property		Drug		Public order	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose								
Below basic	23 (2.0)	17 (2.2)*	16 (3.5)	11 (3.0)	26 (3.3)	19 (2.7)	23 (3.8)	16 (3.2)
Basic	40 (1.9)	40 (2.5)	40 (4.0)	41 (5.2)	39 (2.6)	38 (2.9)	41 (3.8)	39 (3.7)
Intermediate	34 (2.1)	41 (2.6)*	41 (4.5)	46 (5.5)	33 (3.0)	39 (3.0)	34 (4.3)	42 (3.8)
Proficient	3 (0.9)	3 (1.0)	3 (1.7)	3 (2.1)	3 (1.1)	5 (1.5)	2 (1.3)	3 (1.4)
Document								
Below basic	24 (2.7)	14 (2.6)*	17 (2.6)	9 (3.3)	24 (3.2)	16 (3.5)	22 (4.5)	18 (3.5)
Basic	33 (2.3)	38 (3.1)	31 (2.6)	31 (5.4)	33 (2.3)	36 (3.8)	35 (4.6)	33 (3.6)
Intermediate	40 (3.0)	47 (3.6)	49 (3.5)	58 (5.9)	39 (3.3)	47 (4.6)	43 (5.4)	46 (4.3)
Proficient	3 (1.1)	1 (0.8)	3 (1.2)	2 (2.2)	4 (1.3)	2 (1.3)	1 (1.1)	3 (1.6)
Quantitative								
Below basic	52 (2.6)	39 (2.5)*	44 (4.8)	35 (4.9)	49 (3.8)	41 (3.8)	51 (4.8)	39 (3.9)
Basic	31 (1.7)	40 (2.1)*	37 (3.8)	43 (4.4)	31 (2.4)	38 (3.1)	31 (3.3)	37 (3.4)
Intermediate	15 (1.5)	19 (1.7)	17 (3.3)	21 (3.6)	17 (2.3)	19 (2.7)	15 (2.8)	21 (2.8)
Proficient	3 (0.8)	2 (0.7)	2 (1.3)	2 (1.4)	3 (1.3)	2 (0.9)	3 (1.3)	3 (1.4)

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D6-4. Estimates and standard errors for Figure 6-3. Average prose, document, and quantitative literacy scores of the adult prison population, by expected length of incarceration: 1992 and 2003

Expected length of incarceration	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
0–60 months	250 (2.6)	258 (2.4)*	248 (2.7)	248 (2.4)	235 (3.7)	249 (2.4)*
61–120 months	252 (5.1)	254 (3.9)	239 (5.0)	253 (3.1)*	240 (7.1)	252 (3.9)
121+ months	242 (4.1)	258 (2.7)*	233 (6.9)	248 (2.4)*	223 (6.5)	247 (2.9)*

*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D6-5. Estimates and standard errors for Figure 6-4. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by expected length of incarceration: 1992 and 2003

Literacy scale and literacy level	0–60 months		61–120 months		121+ months	
	1992	2003	1992	2003	1992	2003
Prose						
Below basic	21 (1.9)	15 (2.0)*	22 (3.3)	17 (3.2)	24 (4.2)	16 (2.1)
Basic	39 (1.9)	40 (2.2)	37 (3.2)	41 (3.5)	45 (4.0)	39 (2.7)
Intermediate	37 (2.2)	42 (2.3)	37 (3.6)	39 (3.7)	30 (4.1)	43 (2.6)*
Proficient	3 (0.8)	3 (1.0)	5 (1.6)	3 (1.5)	1 (1.1)	3 (1.0)
Document						
Below basic	18 (1.8)	16 (2.3)	27 (3.5)	14 (2.8)*	29 (6.3)	13 (3.2)*
Basic	32 (1.8)	35 (2.5)	32 (2.7)	34 (3.5)	37 (5.1)	38 (4.2)
Intermediate	47 (2.3)	47 (2.9)	37 (3.7)	50 (4.1)*	33 (6.7)	48 (4.8)
Proficient	3 (0.9)	2 (0.9)	4 (1.4)	3 (1.5)	2 (2.0)	1 (1.0)
Quantitative						
Below basic	49 (2.4)	40 (1.9)*	46 (4.3)	37 (5.0)	58 (5.2)	39 (3.1)*
Basic	33 (1.7)	37 (1.7)	31 (2.6)	42 (4.3)*	31 (3.9)	42 (2.6)*
Intermediate	16 (1.4)	21 (1.4)*	19 (2.8)	19 (3.6)	10 (2.6)	17 (2.2)*
Proficient	3 (0.8)	3 (0.6)	3 (1.3)	2 (1.3)	1 (0.9)	2 (0.7)

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D6-6. Estimates and standard errors for Figure 6-5. Average prose, document, and quantitative literacy scores of the adult prison population, by expected date of release: 1992 and 2003

Expected date of release	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
2 years or less	251 (2.7)	257 (2.3)	246 (2.9)	249 (2.1)	235 (3.8)	249 (2.3)*
More than 2 years	247 (3.0)	257 (2.9)*	240 (4.2)	248 (2.3)	233 (4.5)	249 (2.7)*

*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D6-7. Estimates and standard errors for Figure 6-6. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by expected date of release: 1992 and 2003

Literacy scale and literacy level	2 years or less		More than 2 years	
	1992	2003	1992	2003
Prose				
Below basic	22 (1.9)	15 (2.0)*	22 (2.7)	17 (2.2)
Basic	38 (1.8)	41 (2.3)	42 (2.6)	37 (2.2)
Intermediate	37 (2.1)	41 (2.3)	34 (2.7)	42 (2.4)*
Proficient	4 (0.9)	3 (0.9)	2 (0.8)	4 (1.0)
Document				
Below basic	20 (1.9)	15 (2.0)	25 (2.9)	14 (2.8)*
Basic	32 (1.8)	35 (2.3)	33 (2.4)	36 (3.3)
Intermediate	44 (2.4)	48 (2.6)	39 (3.3)	49 (4.0)
Proficient	3 (1.0)	2 (0.9)	3 (1.2)	1 (0.8)
Quantitative				
Below basic	49 (2.5)	40 (2.0)*	51 (3.0)	38 (3.0)*
Basic	32 (1.7)	38 (1.8)*	31 (2.0)	41 (2.3)*
Intermediate	16 (1.5)	20 (1.4)*	15 (1.8)	19 (2.0)
Proficient	3 (0.8)	2 (0.6)	2 (0.9)	2 (0.8)

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D6-8. Estimates and standard errors for Figure 6-7. Average prose, document, and quantitative literacy scores of the adult prison population, by previous criminal history: 1992 and 2003

Previous criminal history	Prose		Document		Quantitative	
	1992	2003	1992	2003	1992	2003
None	252 (5.8)	248 (6.6)	249 (5.3)	248 (5.9)	240 (6.1)	250 (5.5)
Probation only	249 (4.7)	259 (5.7)	242 (5.0)	256 (4.4)*	228 (7.4)	257 (5.9)*
Incarceration only	244 (4.2)	252 (6.8)	238 (4.3)	237 (3.7)	241 (5.3)	249 (5.1)
Probation and incarceration	248 (2.3)	258 (2.2)*	243 (3.2)	249 (2.0)	231 (4.3)	247 (2.5)*

*Significantly different from 1992.

NOTE: Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.

Table D6-9. Estimates and standard errors for Figure 6-8. Percentage of the adult prison population in each prose, document, and quantitative literacy level, by previous criminal history: 1992 and 2003

Literacy scale and literacy level	None		Probation only		Incarceration only		Probation and incarceration	
	1992	2003	1992	2003	1992	2003	1992	2003
Prose								
Below basic	22 (3.6)	29 (3.6)	23 (3.1)	14 (4.7)	27 (2.9)	21 (3.5)	21 (2.1)	13 (1.9)*
Basic	37 (3.0)	31 (2.3)	38 (3.2)	40 (5.4)	37 (2.8)	38 (4.1)	42 (2.1)	42 (2.8)
Intermediate	37 (3.7)	33 (3.0)	34 (3.2)	43 (5.7)	33 (2.8)	37 (4.4)	35 (2.3)	43 (2.9)*
Proficient	5 (1.8)	8 (1.7)	4 (1.6)	3 (2.4)	4 (1.1)	5 (2.2)	2 (0.7)	2 (0.9)
Document								
Below basic	21 (3.4)	21 (3.5)	23 (3.8)	7 (8.0)	25 (3.7)	20 (6.1)	22 (2.1)	14 (2.1)*
Basic	30 (2.7)	30 (2.6)	33 (3.1)	35 (12.6)	34 (3.1)	42 (6.7)	33 (1.9)	36 (2.6)
Intermediate	45 (3.9)	43 (3.4)	40 (4.3)	57 (13.9)	40 (3.7)	37 (7.3)	42 (2.4)	49 (3.0)
Proficient	5 (1.7)	6 (1.8)	3 (1.4)	1 (2.5)	2 (1.1)	1 (1.1)	3 (1.0)	2 (0.8)
Quantitative								
Below basic	47 (3.4)	38 (4.0)	54 (4.5)	32 (6.7)*	44 (4.1)	38 (4.4)	52 (2.9)	41 (2.5)*
Basic	30 (2.1)	37 (2.9)*	28 (2.8)	42 (5.9)*	38 (3.2)	39 (4.0)	32 (2.0)	39 (2.0)*
Intermediate	19 (2.2)	21 (2.6)	15 (2.6)	23 (4.8)	16 (2.6)	20 (3.3)	14 (1.7)	18 (1.7)
Proficient	5 (1.4)	4 (1.4)	3 (1.2)	2 (1.7)	2 (1.1)	2 (1.4)	2 (0.7)	2 (0.7)

*Significantly different from 1992.

NOTE: Detail may not sum to totals because of rounding. Standard errors are in parentheses. Adults are defined as people 16 years of age and older living in prisons. Adults who could not be interviewed due to language spoken or cognitive or mental disabilities (3 percent in 1992 and 1 percent in 2003) are excluded from this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 1992 National Adult Literacy Survey and 2003 National Assessment of Adult Literacy.