

DOCUMENT RESUME

ED 258 974

TM 850 201

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 TITLE The Impact of NTE Use by States on Teacher Selection.
 INSTITUTION Educational Testing Service, Princeton, N.J.
 REPORT NO ETS-RR-85-1
 PUB DATE Jan 85
 NOTE 111p.
 PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
 DESCRIPTORS Cutting Scores; Minimum Competency Testing; Minority Groups; State Licensing Boards; *State Standards; *Teacher Certification; Teacher Qualifications; *Teacher Selection; Test Bias; *Test Use
 IDENTIFIERS National Teacher Examinations

ABSTRACT

This study was designed to investigate the impact of the National Teacher Examination (NTE) Core Battery and Specialty Area tests on the selection of teachers. The areas examined were how states use the NTE Programs Tests; distribution of test takers and test scores by racial/ethnic group; impact of qualifying scores on passing rates of these groups; and implications for the composition of the future teaching force. Most states set qualifying scores for each test they use. Test scores may be used to screen candidates for teacher education programs; evaluate student performance; screen candidates for initial certification; provide an alternative to the approved program approach for certification; and/or select teachers for participation in special programs. Passing rates differ significantly among racial/ethnic groups when qualifying scores set by states are applied to the national pool of NTE examinees. State policies have a direct impact on minorities. Current efforts are directed toward enacting more, or stricter, standards rather than addressing problems of equity. (DWH)

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RESEARCH

REPORT

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**THE IMPACT OF NTE USE
BY STATES ON TEACHER SELECTION**

**Margaret E. Goertz
Barbara Pitcher**

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The Impact of NTE Use by States on Teacher Selection

Executive Summary

In the last few years, concern over the quality of America's school teachers has led policymakers to search for ways to make the teaching force better. By 1984, 24 states required aspiring teachers to pass a state-prescribed, standardized test before entering a teacher education program and/or before being certified to teach. Similar requirements will become effective in 9 more states by 1988.

As more states use tests to screen prospective teachers, concern has grown over the differential impact of these policies. Statistics collected by states using teacher testing programs show significantly higher rates of passing for White than for minority candidates. The purpose of this study is to examine the impact of the three NTE Programs Core Battery tests and 21 of the NTE Specialty Area tests on the selection of teachers. Specifically, the study looks at (1) how states use the NTE Programs tests, (2) the distribution of test-takers and test scores by racial/ethnic group, (3) the impact of qualifying scores on passing rates of different racial/ethnic groups, and (4) implications of these findings for the composition of the future teaching force. Data for these analyses are drawn from the NTE Programs files. Core Battery data cover a two-year period (1982-84) and data on the Specialty Area tests cover a three-year period (1981-84). Special attention is paid to examinees who identify themselves as White, Black or Hispanic.

Sixteen states use the NTE Programs tests to (1) admit students into teacher education programs, (2) evaluate student performance in these

programs, (3) screen candidates for initial certification, (4) provide an alternative to the approved program approach for certification and/or (5) select teachers to participate in Master Teacher or Career Ladder programs. Most states set qualifying scores for each test they use. These scores, which vary by state, tend to fall below the mean test score for White and Hispanic examinees, but in most cases are above the mean score for Black test-takers.

Average performance on both the Core Battery and the Specialty Area tests varies by racial/ethnic group. Given the distribution for all examinees, Blacks scored from 1.4 to 1.5 standard deviations below the average score for Whites on the Core Battery tests, and Hispanics scored 0.6 to 0.8 standard deviations below White test-takers. The mean scores for Blacks on selected Specialty Area tests were 0.9 to 1.7 standard deviations lower than those of Whites, again using the total group distribution as the base.

When qualifying scores set by states for initial certification are applied to the national pool of NTE examinees, the passing rates differ significantly among racial/ethnic groups. For example, using the lowest qualifying score set by a state on the Test of Communication Skills, 98 percent of the White, 69 percent of the Black and 85 percent of the Hispanic examinees would qualify to become teachers. The highest qualifying score set by a state would eliminate nearly 70 percent of the Black and 45 percent of the Hispanic candidates, but only 14 percent of the White candidates. The lowest qualifying score for the Biology and General Science test eliminates one percent of the White and 21 percent

of the Black candidates, while the highest score would screen out 23 percent of the White and 78 percent of the Black prospective teachers. Similar patterns are found when the other Core Battery and Specialty Area tests are examined.

These findings have major implications for the racial/ethnic composition of the teaching force in years to come. In 1980, 10 percent of the nation's teachers were Black and two percent were Hispanic. At the same time, 16 percent of public school children were Black and eight percent were Hispanic. Although 12 percent of the Core Battery examinees nationally were Black, estimates derived from score data indicate that use of current state standards could result in only five to seven percent of successful candidates being Black. With an annual teacher turnover rate of six percent, the nation's teaching force could become 92 percent White and five percent Black by the year 2000.

State policies operate in other ways to discourage minorities from entering teaching. Awareness of low passing rates discourages minorities from entering teacher education programs or from taking certification tests. A shortage of funds for remediation and the early screening of students limit the opportunities of minorities to overcome past educational inadequacies. Policies that place programs with low passing rates on probation, or which close them, will limit students' opportunities to prepare for a teaching career in different types of institutional settings. Finally, although states appear aware of the impact of their policies on minorities, current efforts are directed toward enacting more and/or stricter standards rather than addressing existing problems of equity.

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The Impact of NTE Use by States on Teacher Selection

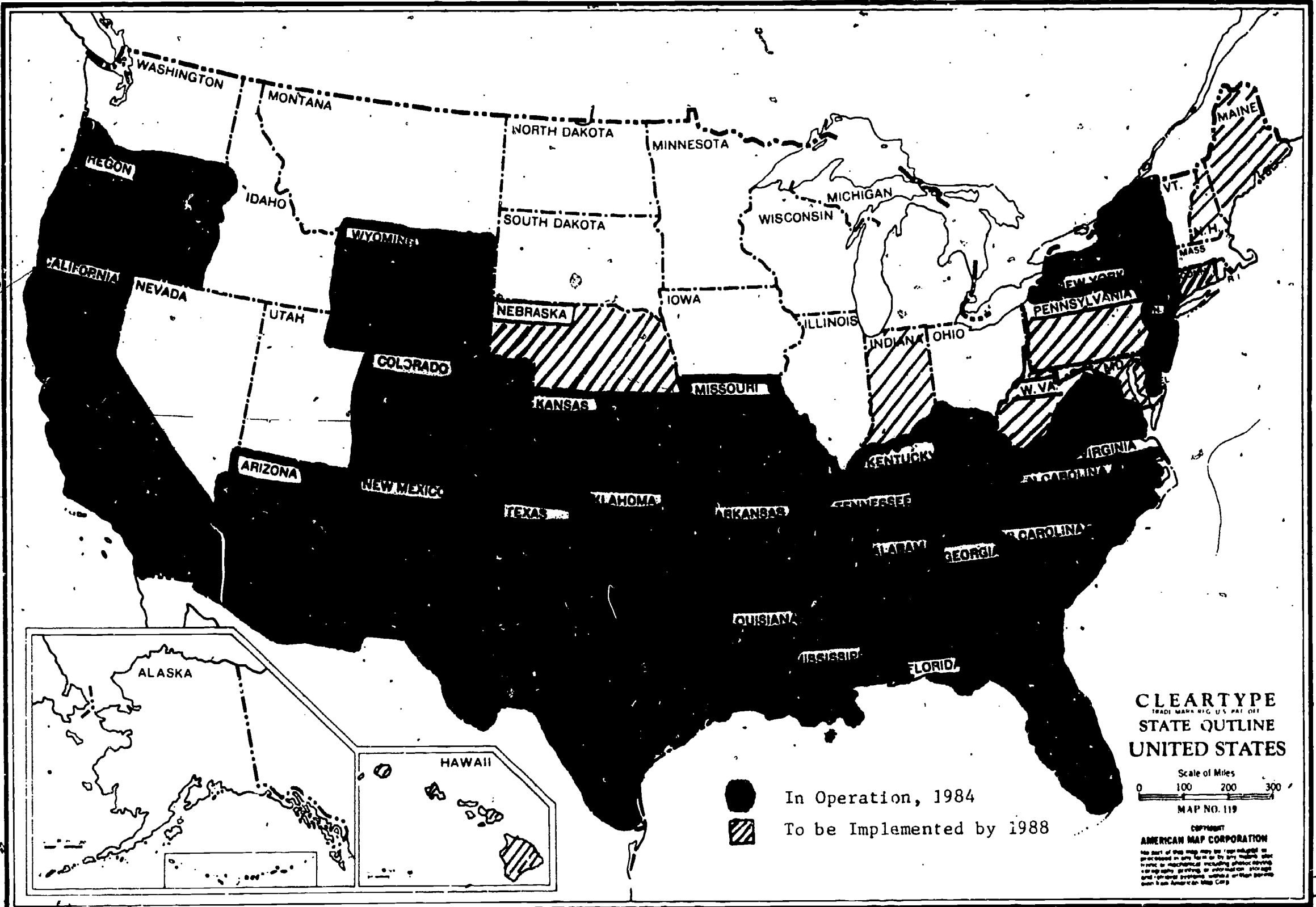
Introduction

Control over the certification and licensing of teachers dates back to colonial times when local school boards tested and interviewed teacher candidates to ensure the intellectual qualifications of those instructing the young. Such "local" certification was not transferable, however, and as state governance of education grew, state agencies assumed a central role in the certification of teachers. Initially, states required the completion of an approved teacher education program. Later, completion of a prescribed number of credit hours in specified areas became the criteria for certification. Most recently, states have begun to require more qualitative proof of teacher quality, most often in the form of testing. In 1984, 24 states required aspiring teachers to pass a state-prescribed, standardized test before entering a teacher education program and/or before being certified to teach. Similar requirements will become effective in 9 more states by 1988.

(See Figure 1.)

These states vary considerably, however, in the point(s) at which teaching candidates are tested (e.g., admission to teacher education programs, completion of these programs, certification, etc.), the areas tested (such as basic skills, general knowledge, professional knowledge and/or knowledge of teaching specialty), the tests used, and the minimum standards set for passing. For example, 17 states require students to pass a test before entering a teacher education program, usually a college entrance test or an achievement test focusing on basic skills.

FIGURE 1: STATES REQUIRING TESTING OF PROSPECTIVE TEACHERS



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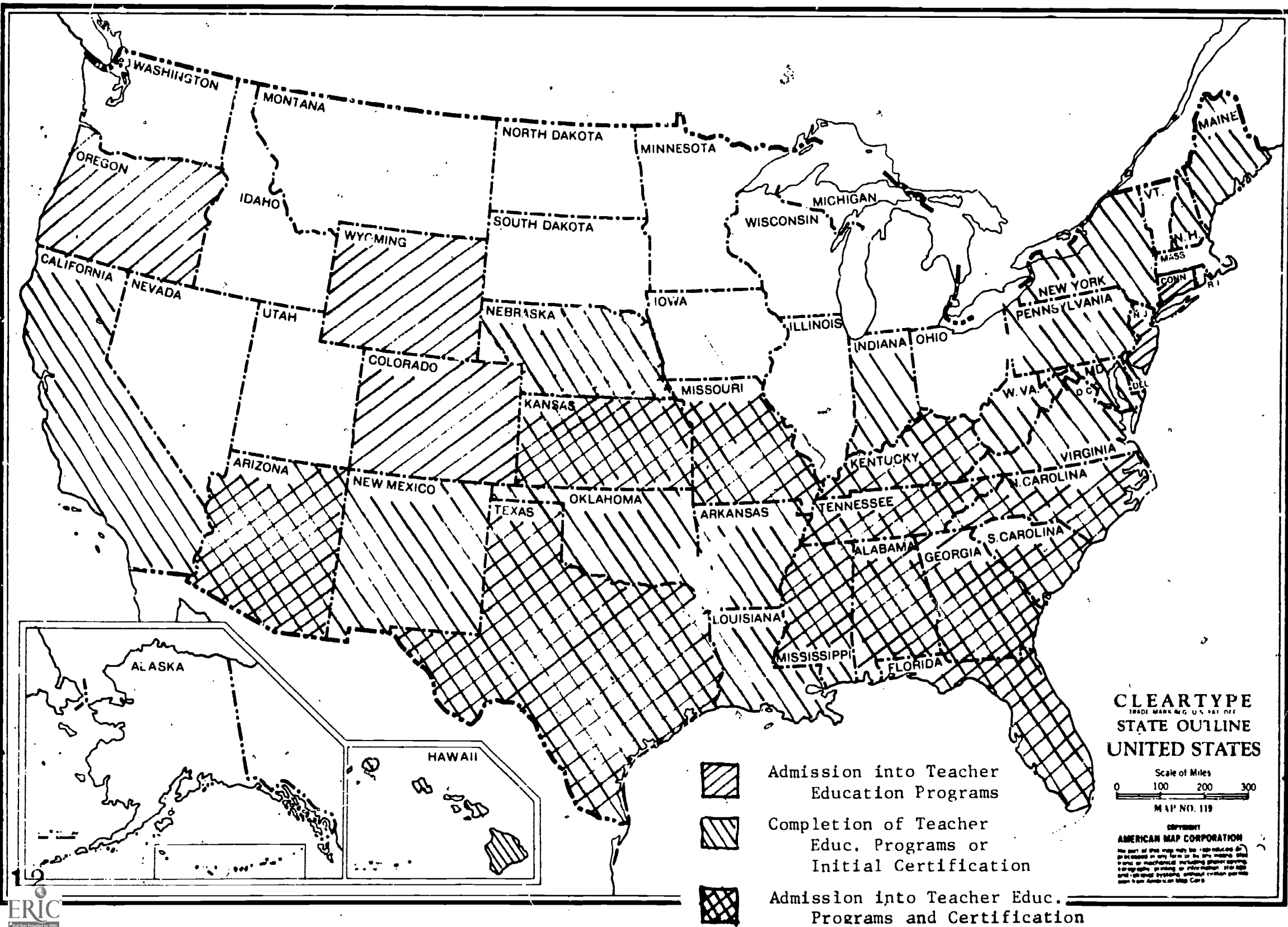
Twelve of these states, and another 16 states, have a testing requirement for certification. (See Figure 2.) Applicants for certification are tested in basic skills (14 states), general knowledge (9 states), professional knowledge (12 states), and/or knowledge of the teacher's specialty area (14 states). Nine states also evaluate a beginning teacher's classroom performance before granting regular certification.

States use different test instruments to evaluate the capabilities of aspiring teachers and often set different passing scores for the same test. The 17 states that test candidates for admission to teacher education programs use one or more of the following: the Scholastic Aptitude Test (SAT) (5); the American College Testing Program (ACT) (5); the California Achievement Test (CAT) (5); the Pre-Professional Skills Test (PPST) (2); the NTE Programs Core Battery (1); and state-developed examinations (5). The qualifying scores for the SAT range from a combined score of 745 to 1000, while ACT scores vary from 16 to 18. Passing scores on the CAT vary as well. In the area of certification, six states use their own tests, one uses the PPST, 10 use the NTE Core Battery and 10 use NTE Specialty Area tests. (See Figure 3.) Again, qualifying scores on the national tests vary. For example, the passing scores on the NTE Programs Test of Communication Skills range from a low of 637 to a high of 650 on a scale that can extend from 600 to about 690. The passing scores on the Specialty Area test, Education in the Elementary School, range from a low of 480 to a high of 600 on a scale that can extend from 250 to 990.

Equity Issues

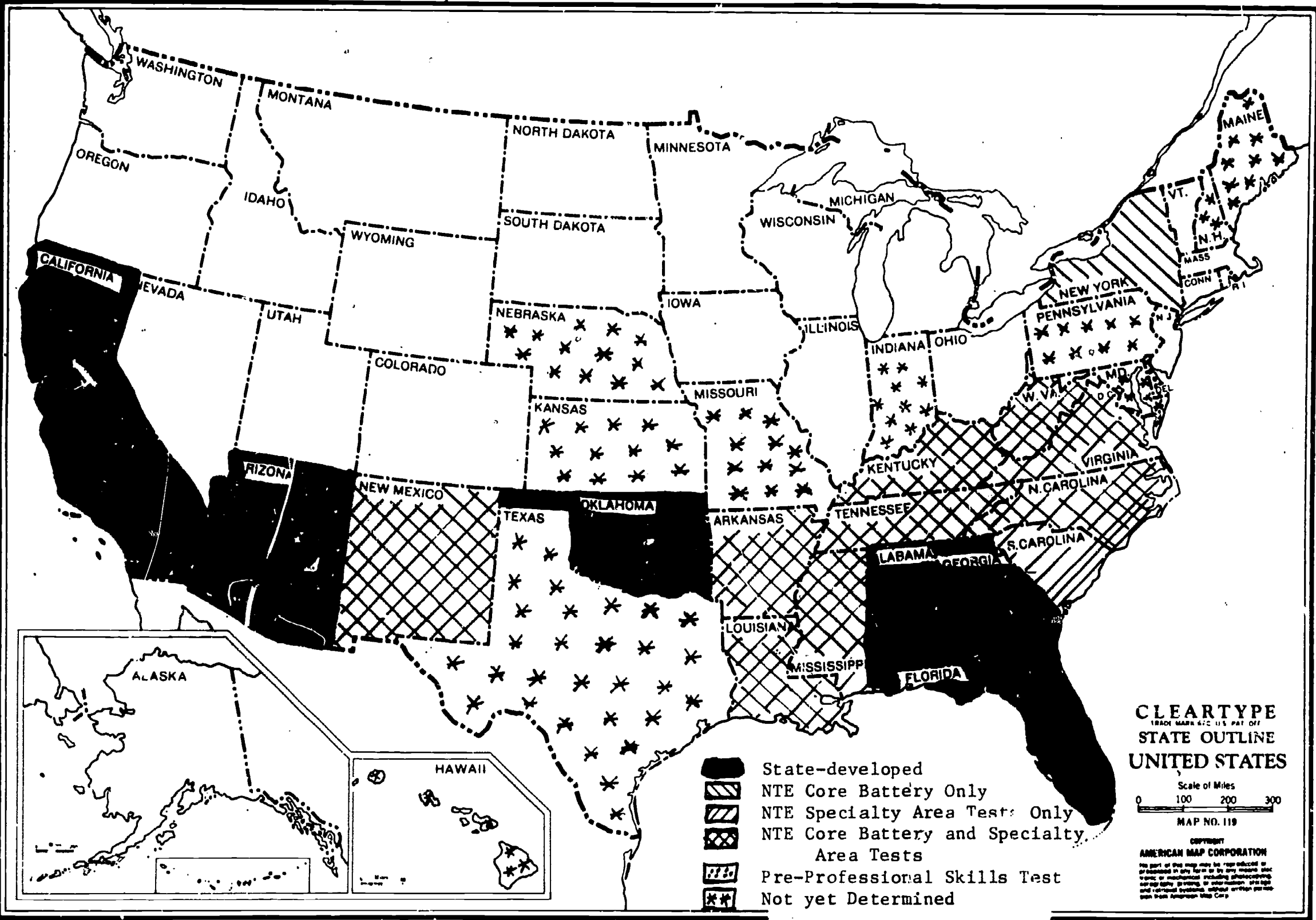
As more states use tests to screen prospective teachers, concern has grown over the differential impact of these policies. Statistics

FIGURE 2: STATES REQUIRING TESTING OF PROSPECTIVE TEACHERS, BY TYPE OF USE



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FIGURE 3: TYPE OF TEST USED FOR COMPLETION OF TEACHER EDUCATION AND/OR INITIAL CERTIFICATION



collected by states using teacher testing programs show significantly higher rates of passing for White than for minority candidates. For example, in California, 38 percent of all teacher candidates, but 71 percent of Blacks and Hispanics failed the college level basic skills test. Eighty-three percent of those who took Florida's teacher certification examination in 1982 passed each of its four parts. Among Blacks the figure was 35 percent. When students took a competency test required for admission to colleges of education in Texas, 62 percent of the Whites passed all three sections of the test compared with 10 percent of the Black and 19 percent of the Hispanic test-takers. The overall pass rate on Oklahoma's subject matter exams is 80 percent. The rate for Blacks is 48 percent; Hispanics, 58 percent. These figures have led one educator to predict that "within the decade, the minority teaching forces will be less than 5 percent, compared to 12 percent in 1980." (Education USA, July 30, 1984).

Purpose of the Study

The purpose of this study is to examine the impact of two sets of NTE Programs tests--the Core Battery and the Specialty Area tests--on the selection of teachers. Specifically, the study looks at:

- how states use the NTE Programs Tests,
- the distribution of test-takers and test scores by racial/ethnic group,
- the impact of qualifying scores on passing rates of different racial/ethnic groups, and
- implications of these findings for the composition of the future teaching force.

Methodology

Data for these analyses were drawn from the NTE Programs files and are the same data used for score interpretation leaflets. The Core Battery data were aggregated over a two-year period (1982-84), covering all national and special administrations held between November 1982 and June 1984. This data base includes multiple test records for individuals who were tested more than once. Data on the Specialty Area tests were aggregated over a three-year period (1981-1984), covering all national and special administrations between November 1981 and June 1984. This data base includes, to the extent possible within the computer-processing system, only the first score during the three-year period for individuals who took the test more than once. For most of the Specialty Area tests, the data are restricted to seniors and examinees with a bachelor's degree. For five tests (Audiology, Educational Administration and Supervision, Guidance Counselor, Reading Specialist and Speech-Language Pathology), the data include only those with master's or doctoral degrees or who are enrolled in graduate school. The following tests are excluded from this data base: Speech Communication, Media Specialist, and those tests used by only one or two states (two agriculture tests and Texas Government and Politics).¹

Examinees are grouped into four racial/ethnic groups, based on a self-reported description: White, Black, Hispanic and Other.² The

¹The Speech Communication test is excluded because, new in 1983, it does not have three years of data. Since the Media Specialist test is appropriate at both the undergraduate and graduate levels, it would require special processing to extract information from this data file.

²Individuals are asked: "How do you describe yourself?" 1) Black, Afro-American, or Negro; 2) Mexican American or Chicano; 3) Native American, Eskimo or Aleut; 4) Oriental or Asian-American; 5) Puerto Rican; 6) Other Hispanic or Latin American; 7) White; or 8) Other.

Hispanic category includes those individuals who described themselves as Mexican American or Chiñano, Puerto Rican, or Other Hispanic or Latin American. The Other category includes those who described themselves as Native American, Eskimo or Aleut, Oriental or Asian-American, or Other. About six percent of the Core Battery test examinees did not report their racial/ethnic background. For the Specialty Area tests, the percents that did not respond range from about five for German and Music Education to about 25 for Educational Administration and Supervision, with a median of about nine percent.

Two types of analyses are presented in this report. One type includes all individuals who took a particular NTE test. The other type focuses on states that require one or more of the NTE Programs Core Battery or the Specialty Area tests for certification. Analyses by state include all those individuals tested at a center located in that state. These are not necessarily all of the examinees applying for teacher certification in that state, however. Test scores are presented by racial/ethnic group by state if more than 25 Black examinees took the test being analyzed.

Each of the three Core Battery tests and 21 of the Specialty Area tests are examined here. The following nationally-administered Specialty Area tests were excluded--German, Spanish, Speech Communication and Media Specialist--as well as tests used by only one or two states.

How States Use the NTE

The NTE Programs include the NTE Core Battery tests in Communication Skills, General Knowledge and Professional Knowledge; the Pre-Professional Skills Test (PPST) of basic skills in reading, writing and mathematics; and 25 nationally-administered (plus others used by one or two states only) Specialty Area tests that measure a prospective teacher's mastery of specific subject areas. Sixteen states use these tests to (1) admit students into teacher education programs; (2) evaluate student performance in these programs; (3) screen candidates for initial certification; (4) provide an alternative to the approved program approach for certification; and/or (5) select teachers to participate in Master Teacher or Career Ladder programs.³ As shown in Table 1, most of these states use the Core Battery and/or Specialty Area tests for certification. Another six states are considering the use of these tests for certification.

As noted earlier, states usually set their own qualifying scores for each test they require, and these scores vary among the states. Qualifying scores are recommended by a panel of educators within a state, reflecting what they believe aspiring teachers should know at a minimum to qualify for certification in their state. Policymakers, however, may set qualifying scores at a level above or below those recommended. Table 2 shows the range of qualifying scores in effect in those states requiring use of the test.

³ NTE tests may be used in Master Teacher or Career Ladder programs only if the programs meet six specific criteria, including that they are voluntary, are non-punitive, involve new duties, and are in fact, if not in name, new certifications for expanded responsibilities.

Table 1

How States Use the NTE, 1984-85

	<u>Admission into Teacher Education Programs</u>	<u>Complete Teacher Education</u>	<u>Initial Certification</u>	<u>Alternative to Approved Program</u>	<u>Select Teachers for Master Teacher, Career-Ladder*</u>
1. Arkansas			Core Battery, Specialty Area		
2. California				General Knowl., Specialty Area	
3. Delaware			PPST		
4. Florida					Specialty Area
5. Kentucky			Core Battery Specialty Area		
6. Louisiana			Core Battery Specialty Area		
7. Mississippi			Core Battery Specialty Area		
8. New Mexico			Core Battery, Specialty Area		
9. New York			Core Battery		
10. No. Carolina	Comm. Skills, General Knowl.		Prof. Knowl., Specialty Area		
11. So. Carolina			Specialty Area		
12. Tennessee			Core Battery, Specialty Area		Core Battery, Specialty Area**
13. Texas	PPST				
14. Virginia			Core Battery, Specialty Area		
15. W. Virginia***		Core Battery, Specialty Area			

* NTE tests may be used in Master Teacher or Career Ladder programs only if the programs meet six specific criteria, including that they are voluntary, are non-punitive, involve new duties, and are in fact, if not in name, new certifications for expanded responsibilities.

**In use for this purpose only in 1984-85.

***In 1985-86, West Virginia will use the PPST and State-developed specialty area tests.

Table 2

Qualifying Score for Selected NTE Tests

<u>Test</u>	<u>Qualifying Score*</u>		
	<u>Low</u>	<u>Median</u>	<u>High</u>
<u>Core Battery</u>			
Communication Skills	637	644	650
General Knowledge	636	641	649
Professional Knowledge	630	641	646
<u>Specialty Area</u>			
Art Education	500	500	500
Biology and General Sciences	480	530	590
Business Education	470	530	590
Chemistry, Physics, and General Science	470	530	580
Early Childhood Education	460	490	520
Education in the Elementary School	480	520	600
Education of the Mentally Retarded	510	520	590
English Language and Literature	440	490	510
French	490	500	610
German	470	490	550
Home Economics Education	480	500	570
Industrial Arts Education	470	550	580

*The reported scores on the Core Battery tests may range from 600 to about 690. Each Specialty Area test has its own reporting scale; scores may range from 250 to 990, with the third digit always zero. Some state preliminary qualifying scores for the Specialty Area tests did not end in zero. For purposes of analysis, these qualifying scores were consistently rounded downward. The scores included in this table are those available as of October 1984.

Table 2 (cont.)

Qualifying Score for Selected NTE Tests

<u>Test</u>	<u>Qualifying Score</u>		
	<u>Low</u>	<u>Median</u>	<u>High</u>
<u>Specialty Area</u>			
Introduction to the Teaching of Reading	470	---	500
Mathematics	510	550	610
Music Education	470	490	530
Physical Education	480	540	590
Social Studies	480	520	560
Spanish	470	500	590
Speech Communication	460	---	480
<u>Graduate Level</u>			
Audiology	440	500	570**
Educational Administration and Supervision	480	530	590
Guidance Counselor	490	540	550
Reading Specialist	480	480	500
Speech-Language Pathology	460	510	550***
<u>Appropriate at Both Levels</u>			
Media Specialist-Library and AV Services	490	510	640

** The American Speech-Language-Hearing Association (ASHA) sets a qualifying score of 600 as its certification standard for audiologists.

*** The ASHA sets a qualifying score of 600 as its certification standard for speech-language pathologists.

Description of NTE Examinees and Test Scores

The Core Battery

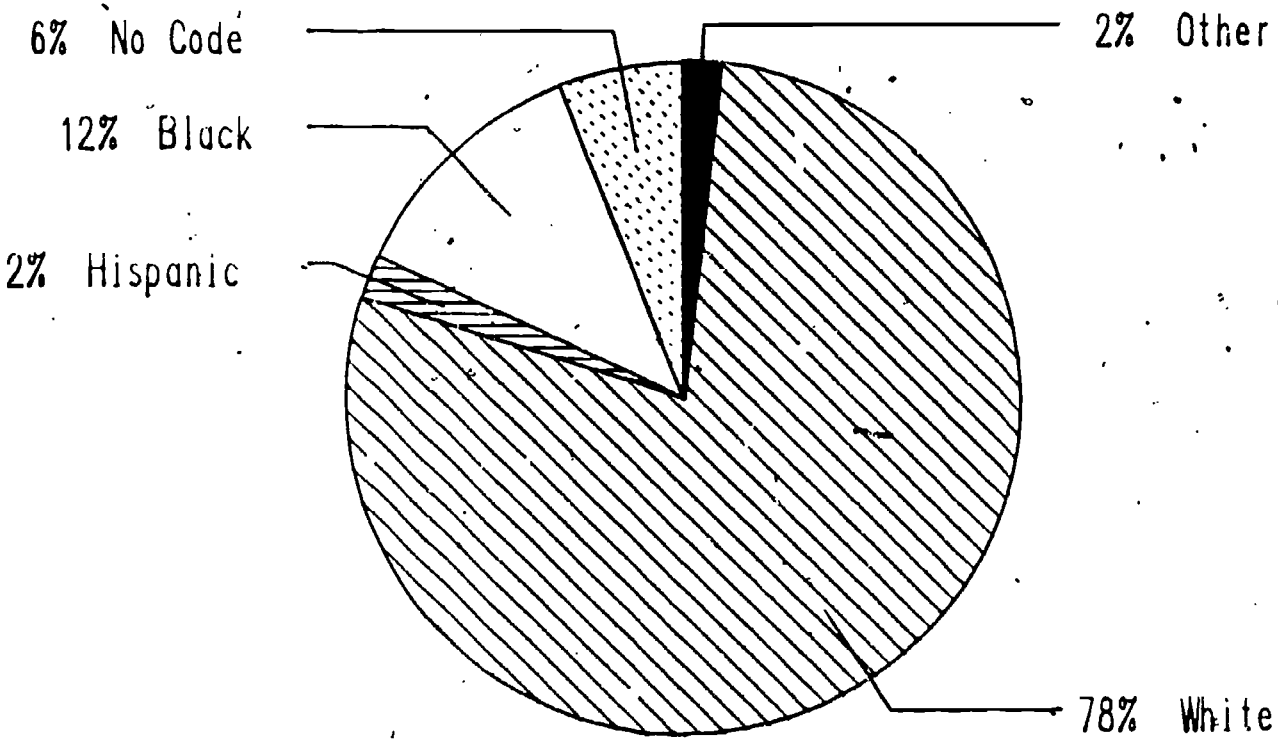
Over the last two years, approximately 148,000 Core Battery tests have been administered to aspiring teachers: Communication Skills, 46,612; General Knowledge, 52,577; and Professional Knowledge, 49,096.⁴ Figures 4-6 show the racial/ethnic composition of the examinees for each test. Between 76 and 79 percent of the test-takers were White, 12 to 13 percent were Black and 2 percent were Hispanic. This population of test-takers has a larger representation of Blacks than the pool of college graduates. In 1980-81, the latest year for which figures are readily available, 86.4 percent of students receiving college degrees were White, 6.5 percent were Black and 2.3 percent were Hispanic.

Table 3 shows that average performance on the Core Battery tests varies by racial/ethnic group. The mean score for Whites runs 18 to 20 points higher than the mean score for Blacks on all three tests, and 9 to 11 points higher than the mean score for Hispanics. Given the distribution for all examinees, the mean score for Blacks ranged from 1.4 to 1.5 standard deviations below the mean score for Whites, and Hispanics scored from 0.6 to 0.8 standard deviations below the mean score for Whites.

⁴These figures are based on the number of total test records in the data file. An individual who retook a Core Battery test is counted more than once. Since many individuals took all three of the tests, the number of different examinees is estimated to be between 45,000 and 50,000.

Figure 4

Test of Communication Skills
Racial/Ethnic Composition of Examinees



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Figure 5

Test of General Knowledge,
Racial/Ethnic Composition of Examinees

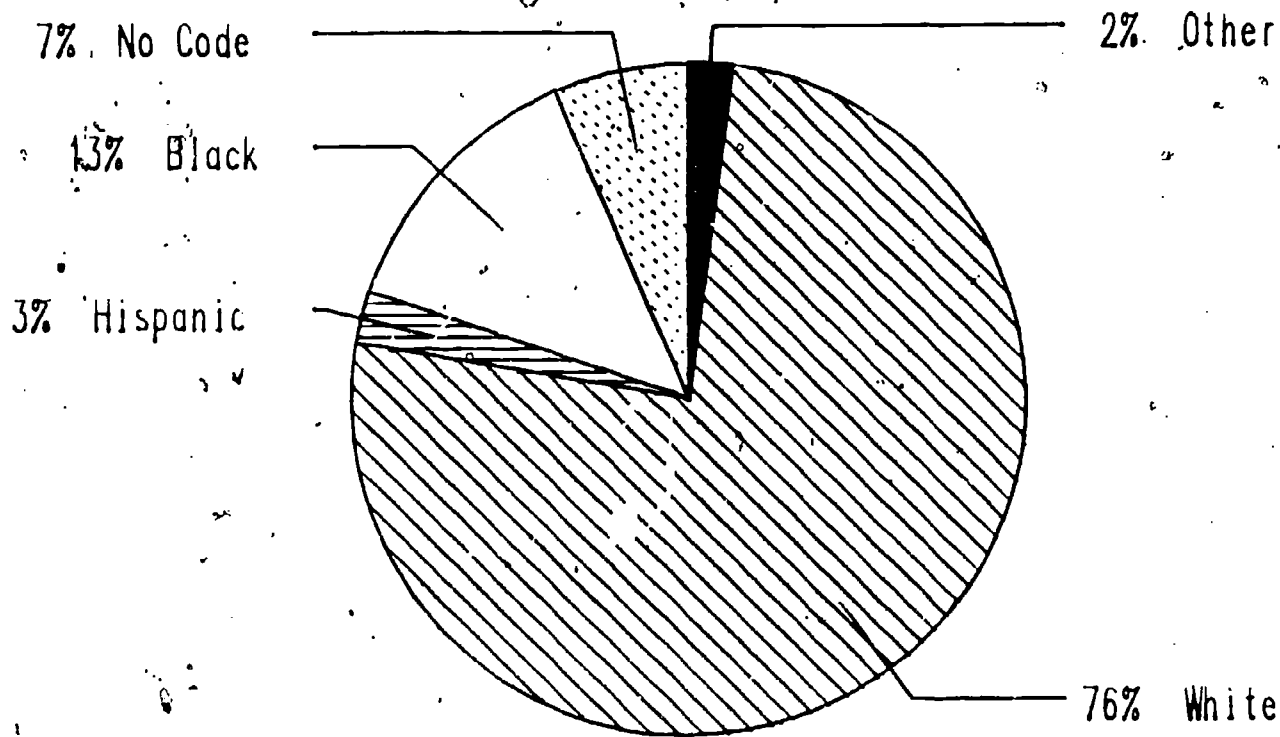


Figure 6

Test of Professional Knowledge Racial/Ethnic Composition of Examinees

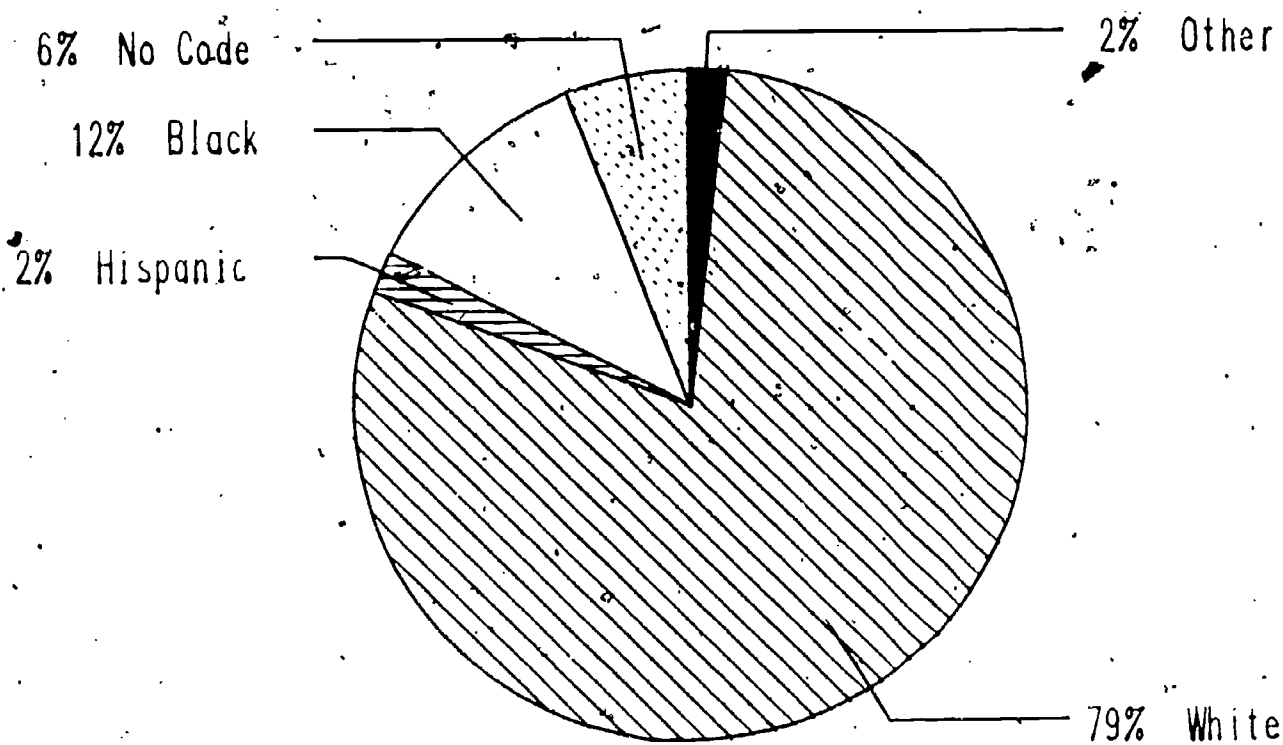


Table 3

Scores on Three Core Battery Tests
by Racial/Ethnic Group

Racial/ Ethnic Group	Communication Skills		General Knowledge		Professional Knowledge	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
White	662	11	659	12	659	11
Black	643	12	639	11	641	13
Hispanic	651	14	650	13	650	13
All Examinees	659	13	655	14	656	13

Specialty Area Tests

The number and racial/ethnic composition of individuals taking the Specialty Area tests vary widely by test. For example, in the period 1981-1984, more than 25,000 persons took the test for Education in the Elementary school, while only 79 took the test for German. Nearly 25 percent of Business Education examinees were Black compared with one percent of individuals taking the German test.

Figures 7 through 10 show the racial/ethnic makeup of persons taking four Specialty Area tests: Education in the Elementary School (Figure 7); Early Childhood Education (Figure 8); Biology and General Science (Figure 9); and English Language and Literature (Figure 10). These Specialty Area tests were chosen because they have a relatively large volume, are required by most of the states using the NTE Specialty Area tests, have a relatively large number of minority test-takers and represent different kinds of teaching specialties. The percentage

Figure 7

Education in the Elementary School

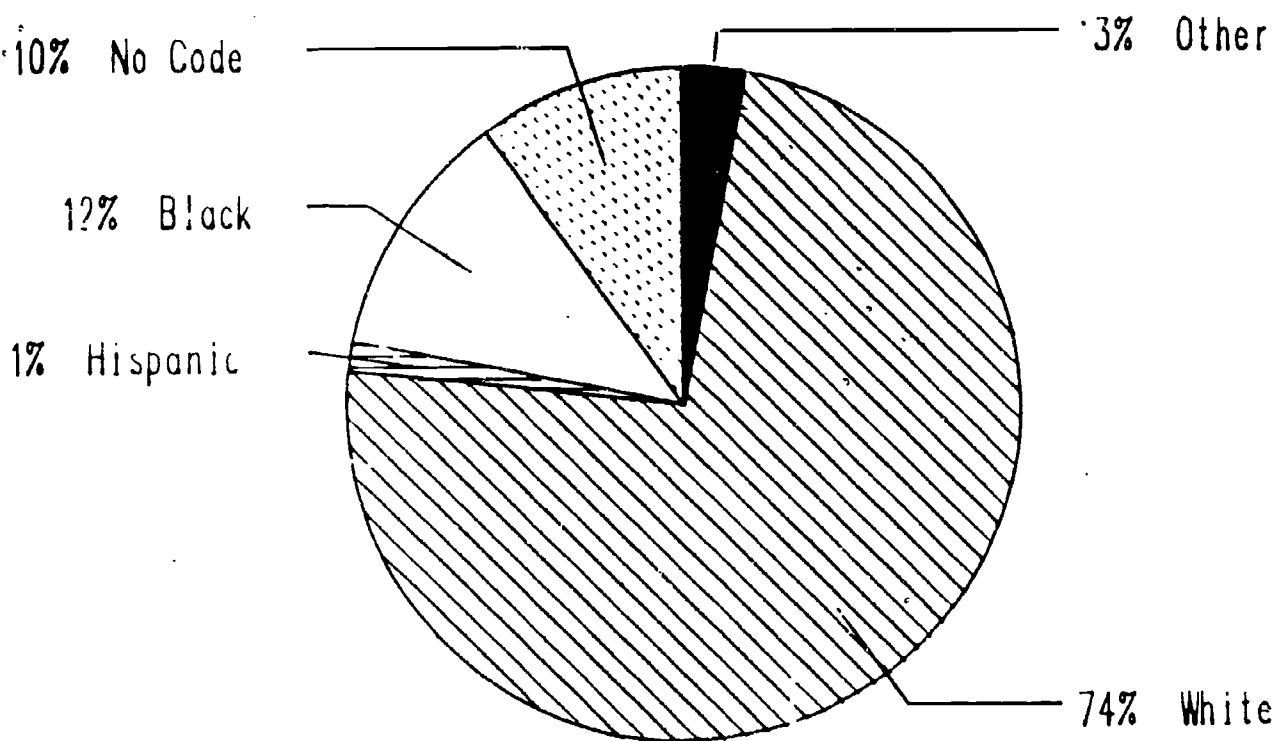


Figure 8

Early Childhood Education

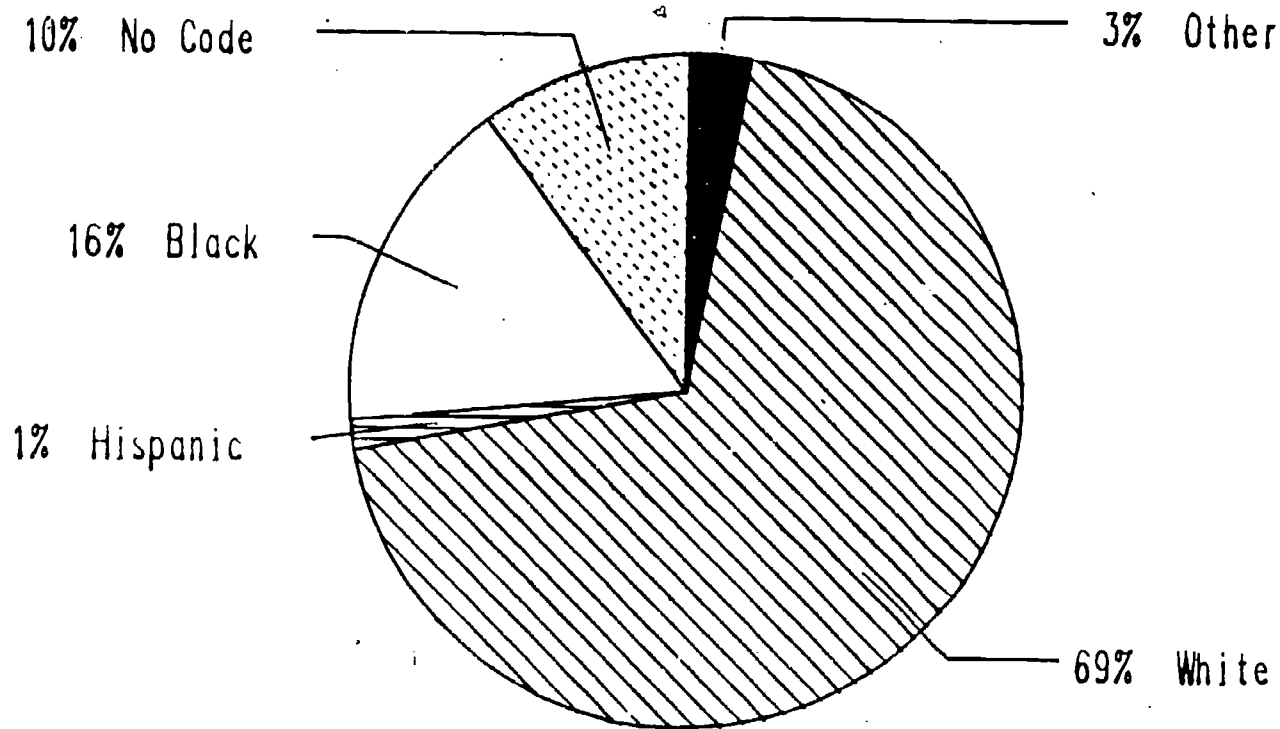
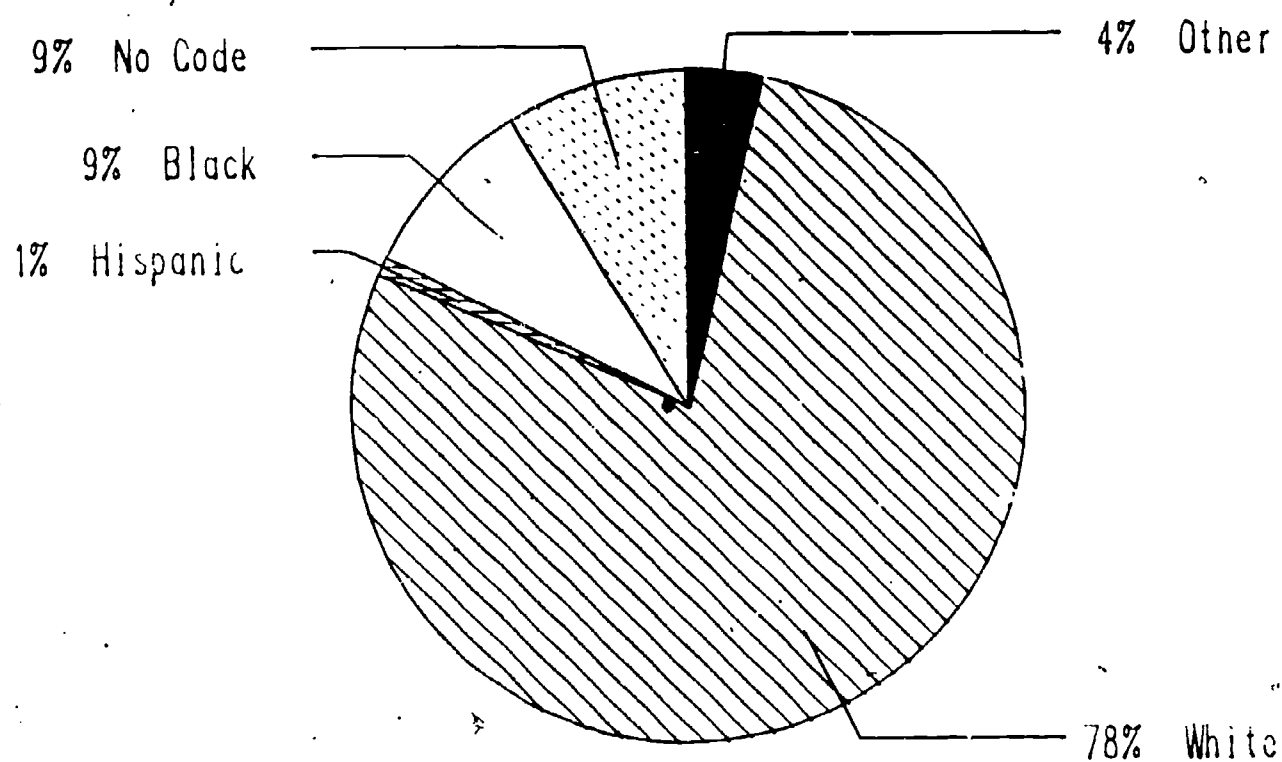


Figure 9

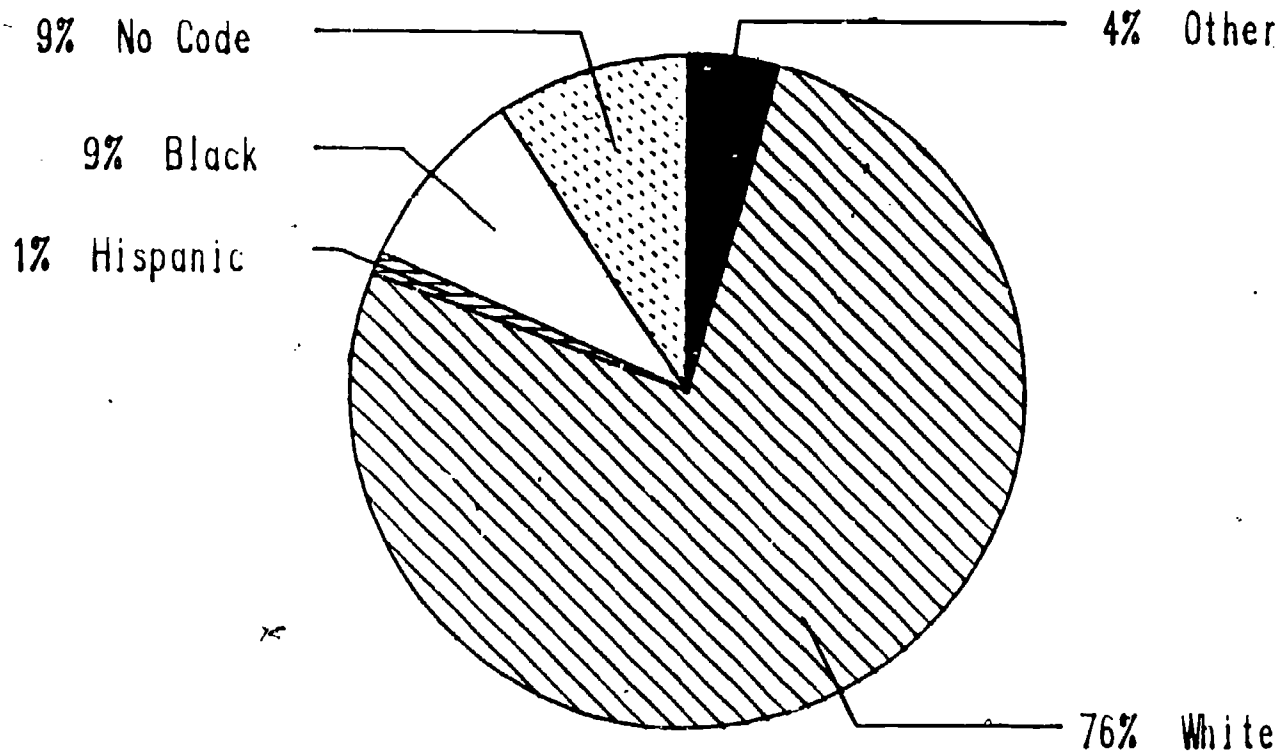
Biology and General Science



-C 30

Figure 10

English Language and Literature



of test-takers who were Black ranged from 16.2 percent for Early Childhood Education to 8.8 percent for Biology and General Science. One to 1.4 percent of the examinees were Hispanic, figures below their participation rate on the Core Battery tests.

Table 4 shows that average performance on the 21 Specialty Area tests selected for analysis varies by racial/ethnic group. The mean score for the Blacks is generally 100 to 130 points lower than that of the Whites. This translates into a difference of 0.9 to 1.7 standard deviations, using the distribution for all examinees.

The Impact of Qualifying Scores on Passing Rates

Seven states have established initial certification qualifying scores for the Tests of Communication Skills and General Knowledge, and eight states have established qualifying scores for the Test of Professional Knowledge. Based on information currently available at ETS, seven states have qualifying scores for nine of the Specialty Area tests (Biology and General Science; Business Education; Chemistry, Physics and General Science; Early Childhood Education; Education in the Elementary School; Home Economics Education; Mathematics; Physical Education and Spanish); six on English Language and Literature, French, Music Education and Social Studies; five on Education of the Mentally Retarded, German and Industrial Arts Education; and four or fewer on the remaining tests. These qualifying scores (as shown in Table 2, page 11) tend to fall below the mean test score for White and Hispanic examinees, but in most cases are above the mean score for Black test-takers. This section of the report examines the impact of these states' decisions on the passing rates of White and minority teaching candidates.

Table 4

Scores on 21 Specialty Area Tests,
by Racial/Ethnic Groups*

Test	White		Black		All Examinees	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Art Education	595	77	472	85	582	86
Biology and General Science	638	74	531	66	625	82
Business Education	629	65	520	61	594	81
Chemistry, Physics, and General Science	587	79	463	57	576	87
Early Childhood Education	626	78	483	82	591	100
Education in the Elementary School	621	71	489	77	596	88
Education of the Mentally Retarded	617	71	507	77	588	87
English Language and Literature	603	73	470	76	585	87
French	603	95	472	88	593	101
Home Economics Education	635	63	500	74	609	83
Industrial Arts Education	636	57	510	486	606	77
Introduction to the Teaching of Reading	624	81	448	80	587	108
Mathematics	592	77	493	61	578	83
Music Education	608	78	488	79	591	88
Physical Education	625	66	517	70	604	79
Social Studies	597	77	482	72	579	88
Audiology	644	52	597	51	640	53
Educational Administration and Supervision	659	83	555	80	616	96
Guidance Counselor	659	71	544	74	622	90
Reading Specialist	631	77	479	87	610	92
Speech-Language Pathology	668	71	581	74	662	74

*Hispanics are excluded from this analysis because of the relatively small number of examinees for each test.

The Core Battery: A State-by-State Analysis

Figures 11-13 show the estimated impact of each state's qualifying scores for the three Core Battery tests. States are ranked from low to high on the qualifying scores for the specific test. Thus state A in Figure 11 is the state with the lowest qualifying score for the Test of Communication Skills, State A in Figure 12 is the state with the lowest qualifying score for the Test of General Knowledge and so forth.

Between 88 and 97 percent of White examinees who took the Test of Communication Skills in the seven states with qualifying scores, passed. (Figure 11). The passing rates for Blacks ranged from a low of 41 percent to a high of 88 percent, and those for Hispanics ranged from 39 percent to 78 percent. The lowest passing rates for all three groups are generally found in States E-G which have the highest qualifying scores.

Figure 12 shows the passing rates for states with qualifying scores on the Test of General Knowledge. The rates ranged from 76 to 98 percent for Whites, 26 to 60 percent for Blacks and 24 to 89 percent for Hispanics. The percent of examinees passing was generally highest in the states with low qualifying scores and lowest in the states with high qualifying scores.

The estimated impact of state qualifying scores for the Test of Professional Knowledge on racial/ethnic groups is shown in Figure 13. Once again, in most states, substantially larger percentages of Whites than Blacks or Hispanics passed the test. Passing rates for Whites ranged from 82 to 99.6 percent. Between 35 and 92 percent of the Blacks passed, while 50 to 96 percent of the Hispanics scored at or above the qualifying score.

Figure 11

Test of Communication Skills
Examinees by State

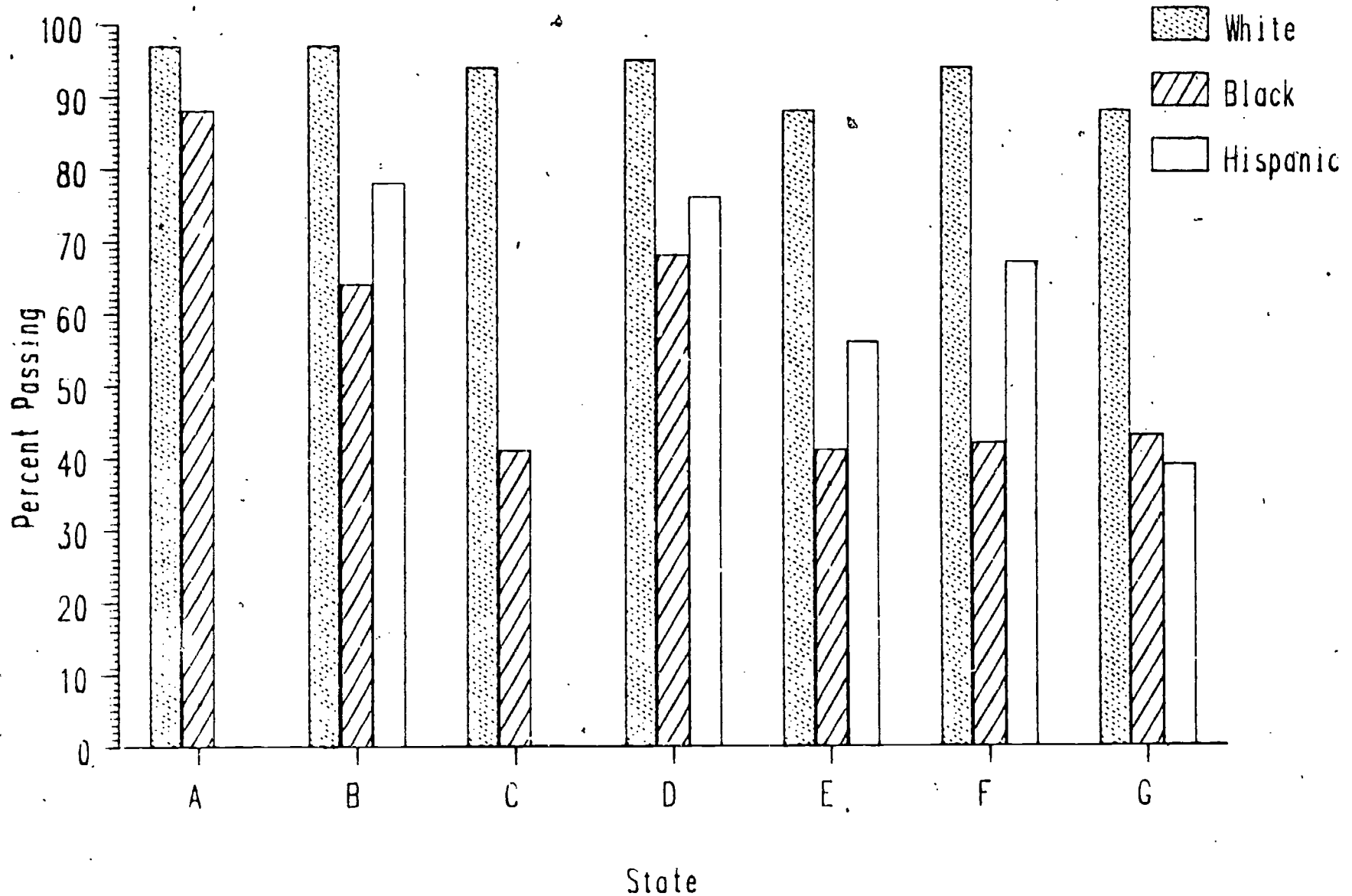


Figure 12

Test of General Knowledge Examinees by State

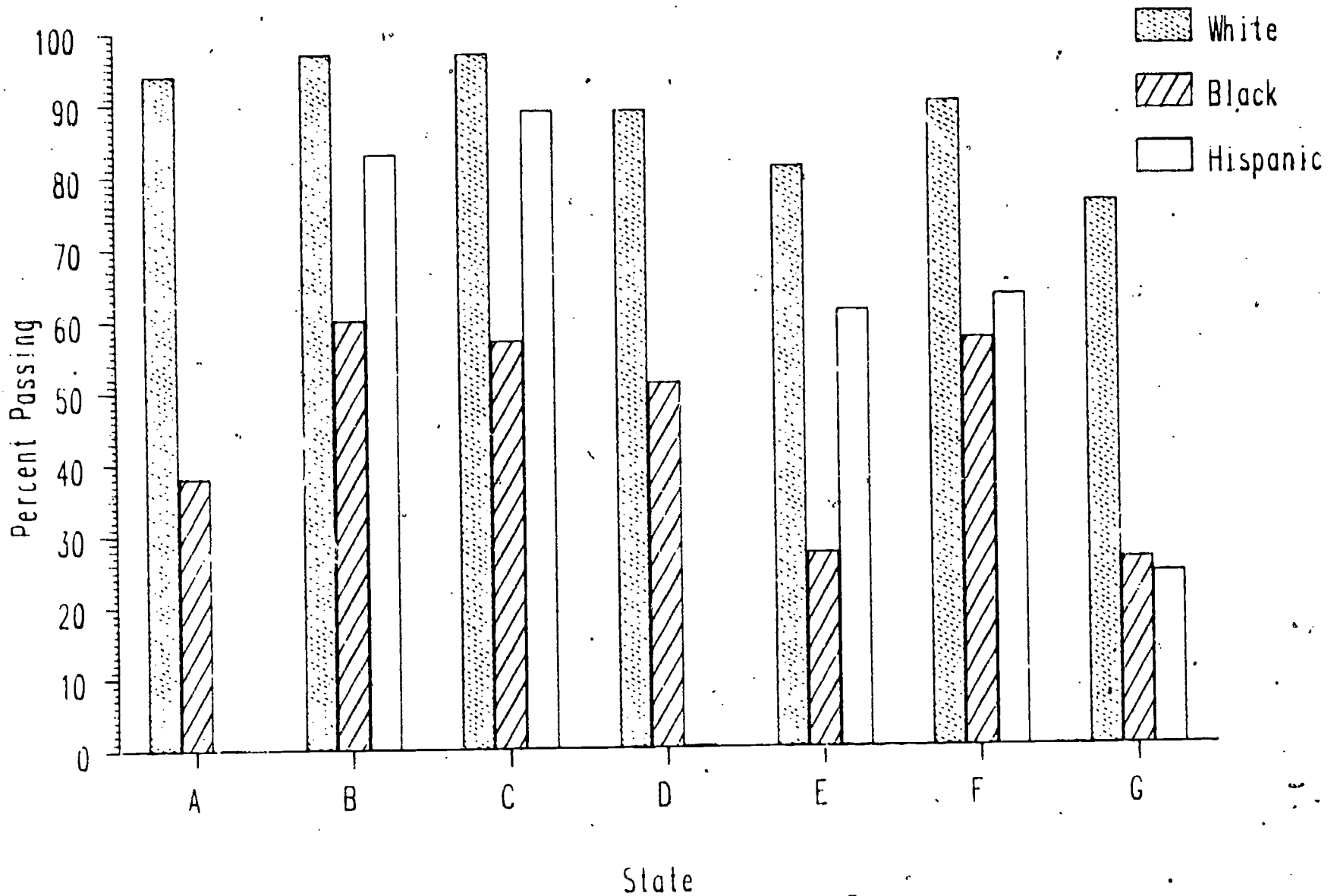
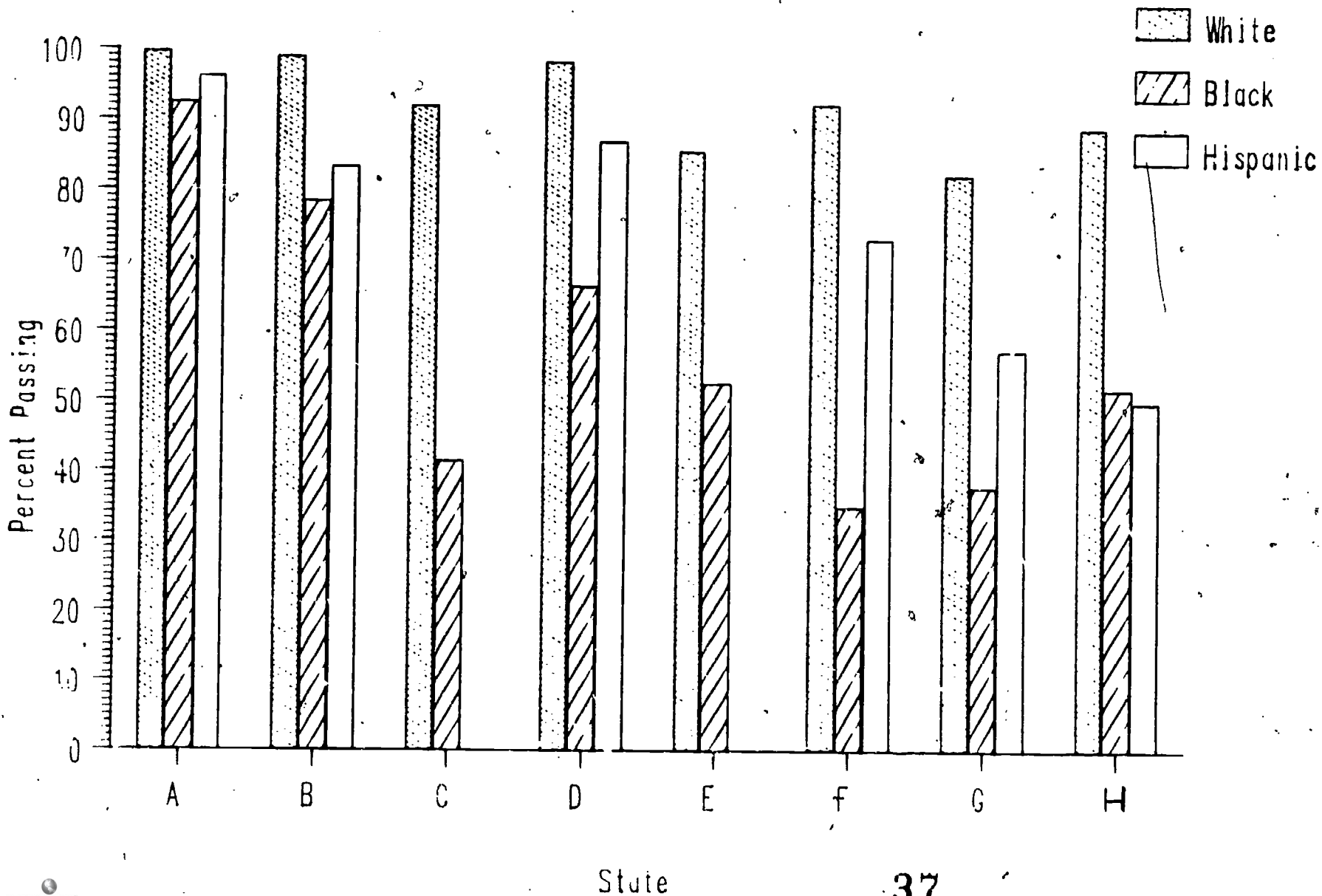


Figure 13

Test of Professional Knowledge Examinees by State



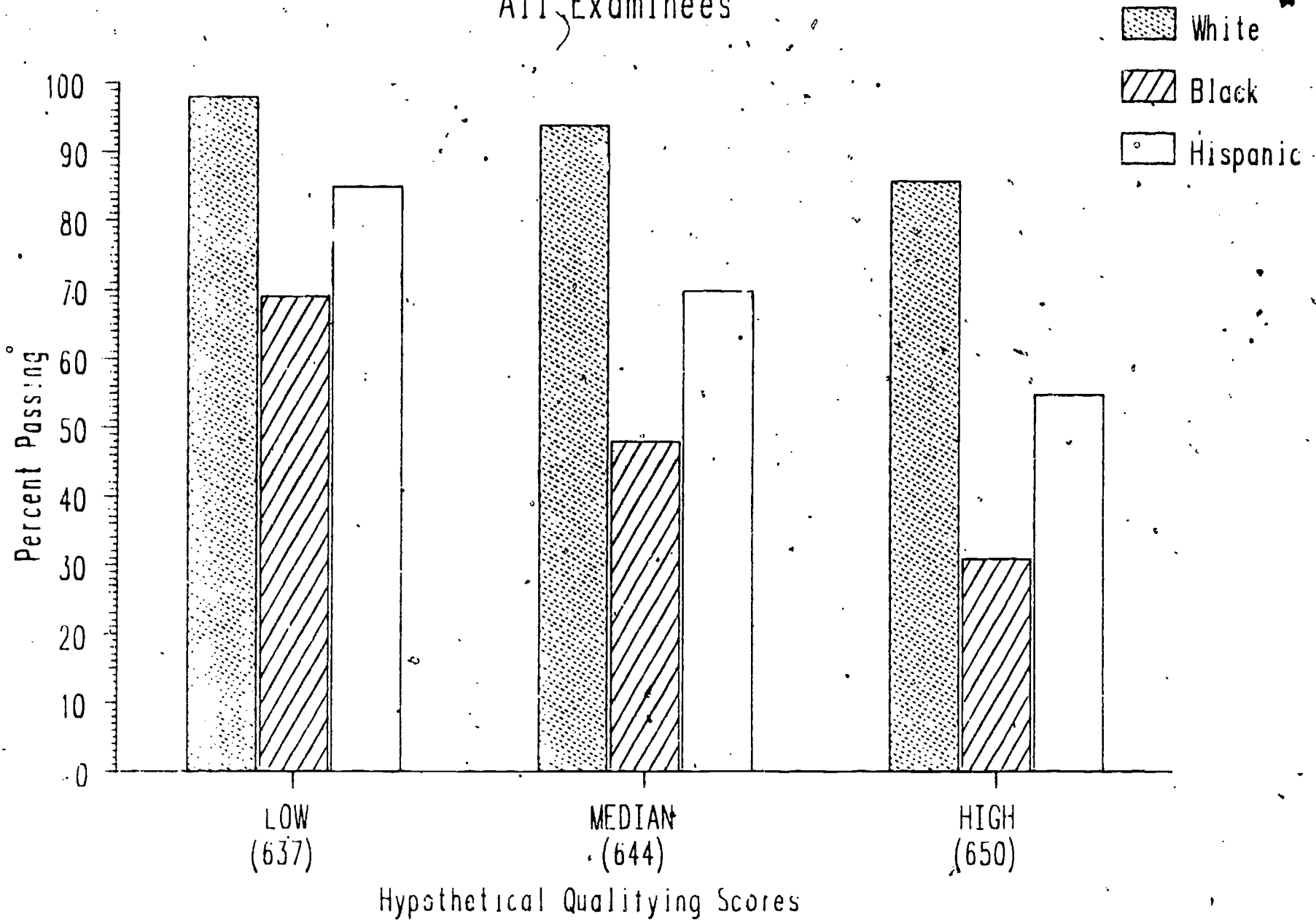
One must be cautious in making direct comparisons among these seven to eight states for several reasons. First, three of the states screen students for admission to teacher education programs as well as for certification. Second, the racial/ethnic composition of the examinees varies among the states. For example, while 12 percent of all individuals taking the Test of Communication Skills are Black and two percent are Hispanic, the percentage of Black examinees in the states represented in Figure 11 ranges from a low of two percent to a high of 27 percent. Similarly, the percentage of Hispanics ranges from less than one percent in several states to 21 percent in another. In addition, the composition of the Hispanic group varies by state. In some states, most of the Hispanic test-takers are Mexican-American or Chicano; in others, they are primarily Puerto Rican or Other Hispanic. Third, not all states have required all prospective teachers to take the NTE for the entire two-year period that is covered by the data base. In some states, therefore, the data file may contain records mostly of students attending institutions that have used the NTE to evaluate student performance. Fourth, as was noted in the section on methodology, analyses by state include only those individuals tested at a center located in that state. These are not necessarily all the prospective teachers applying for certification in that state.

The Core Battery: A Look at Examinees Nationally

Another way of examining the impact of qualifying scores on teacher selection is to see what percentage of examinees nationally would pass a given test using a range of state qualifying scores. Figure 14 shows the

Figure 14

Test of Communication Skills
All Examinees



percent of examinees in each racial/ethnic group that would pass the Test of Communication Skills if the qualifying score were set at the lowest score currently used, at the median of those currently used, and at the highest score. The passing rates differ significantly among the groups. Using the lowest qualifying score (637), 98 percent of the White, 69 percent of the Black and 85 percent of the Hispanic examinees would qualify to become teachers. At the median qualifying score (644), nearly all White examinees continue to qualify (94 percent), but the passing rate drops to 48 percent for Blacks and 70 percent for Hispanics. The highest qualifying score (650) eliminates nearly 70 percent of the Black and 45 percent of the Hispanic candidates, but only 14 percent of the White candidates.

More students are screened out generally by the Test of General Knowledge, but the impact is greatest on Blacks. (See Figure 15.) Using the lowest qualifying score (636), 56 percent of Black examinees pass, compared with 86 percent of the Hispanic and 97 percent of the White test-takers. The highest qualifying score (649) eliminates more than 80 percent of the Black and nearly half of the Hispanic test-takers, but only about 20 percent of the White examinees.

Figure 16 shows that 99 percent of White and 92 percent of Hispanic examinees pass the Test of Professional Knowledge, while about 82 percent of Black examinees qualify at the lowest score (630). Once again, the passing rate drops dramatically for Blacks as the qualifying score is raised. At the median qualifying score (641), 52 percent of the Blacks, 76 percent of the Hispanic and 94 percent of the White candidates qualify. The highest score (646) eliminates nearly 64 percent of prospective Black

Figure 15

Test of General Knowledge
All Examinees

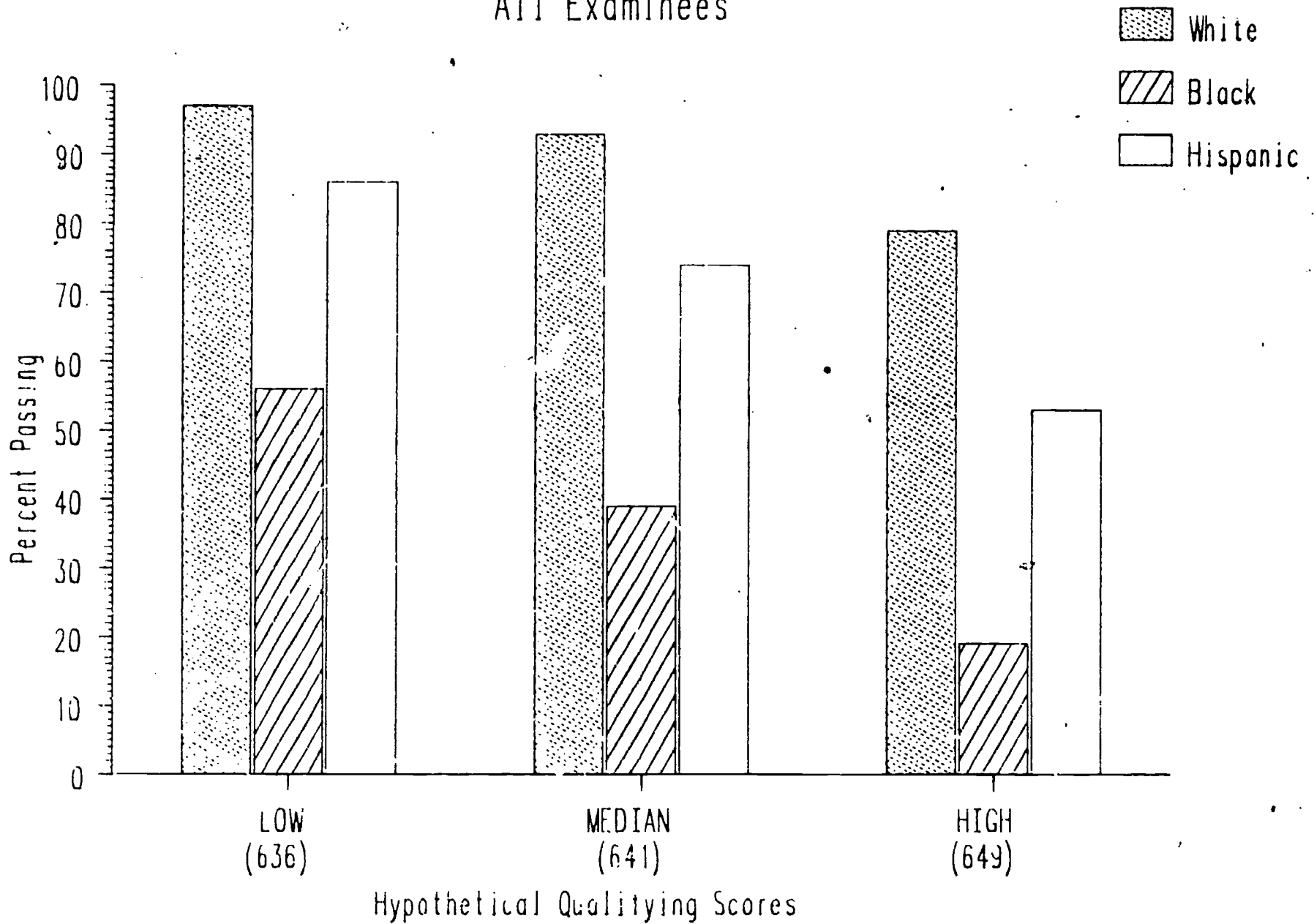
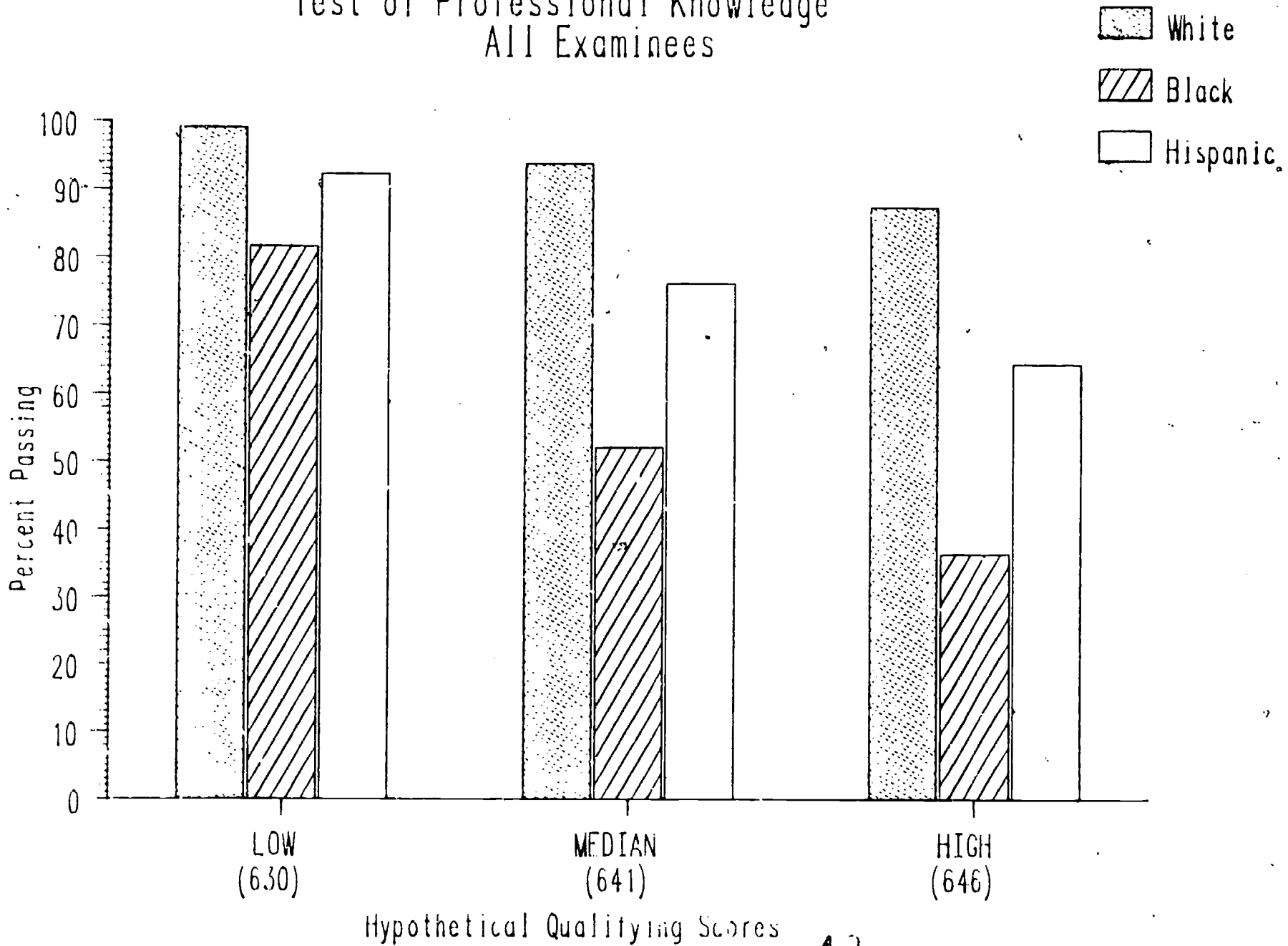


Figure 16

Test of Professional Knowledge
All Examinees



teachers, 36 percent of prospective Hispanic teachers and 12 percent of prospective White teachers.

The Specialty Area Tests

Although we have information on state qualifying scores for the Specialty Area tests, the number of minorities taking any one test in each state is too small to make a state-by-state analysis possible. Instead, the range of qualifying scores reported in Table 2 will be applied to the national group of examinees in order to examine the impact of these standards by racial/ethnic group. Since fewer than 25 Hispanics took many of the tests, the analysis will be limited to White and Black examinees.

Figures 17 through 20 show the percent of White and Black examinees nationally that would pass four Specialty Area tests using the lowest, middle and highest qualifying scores set by states for each test. Once again, the passing rates differ significantly for the two groups. On the test for Education in the Elementary School (Figure 17), 97 percent of the White and 53 percent of the Black examinees score at or above the lowest qualifying score (480). The highest qualifying score (600) eliminates nearly 90 percent of Black candidates, but only 34 percent of White teaching candidates. The range of qualifying scores for the Early Childhood Education test (from a low of 460 to a high of 520) allows 93 to 98 percent of the White test-takers to pass the test compared with 36 to 62 percent of the Black examinees. (See Figure 18.) Figure 19 presents the figures for the Biology and General Science test. The lowest qualifying score (480) eliminates one percent of the White and 21

Figure 17

Education in the Elementary School

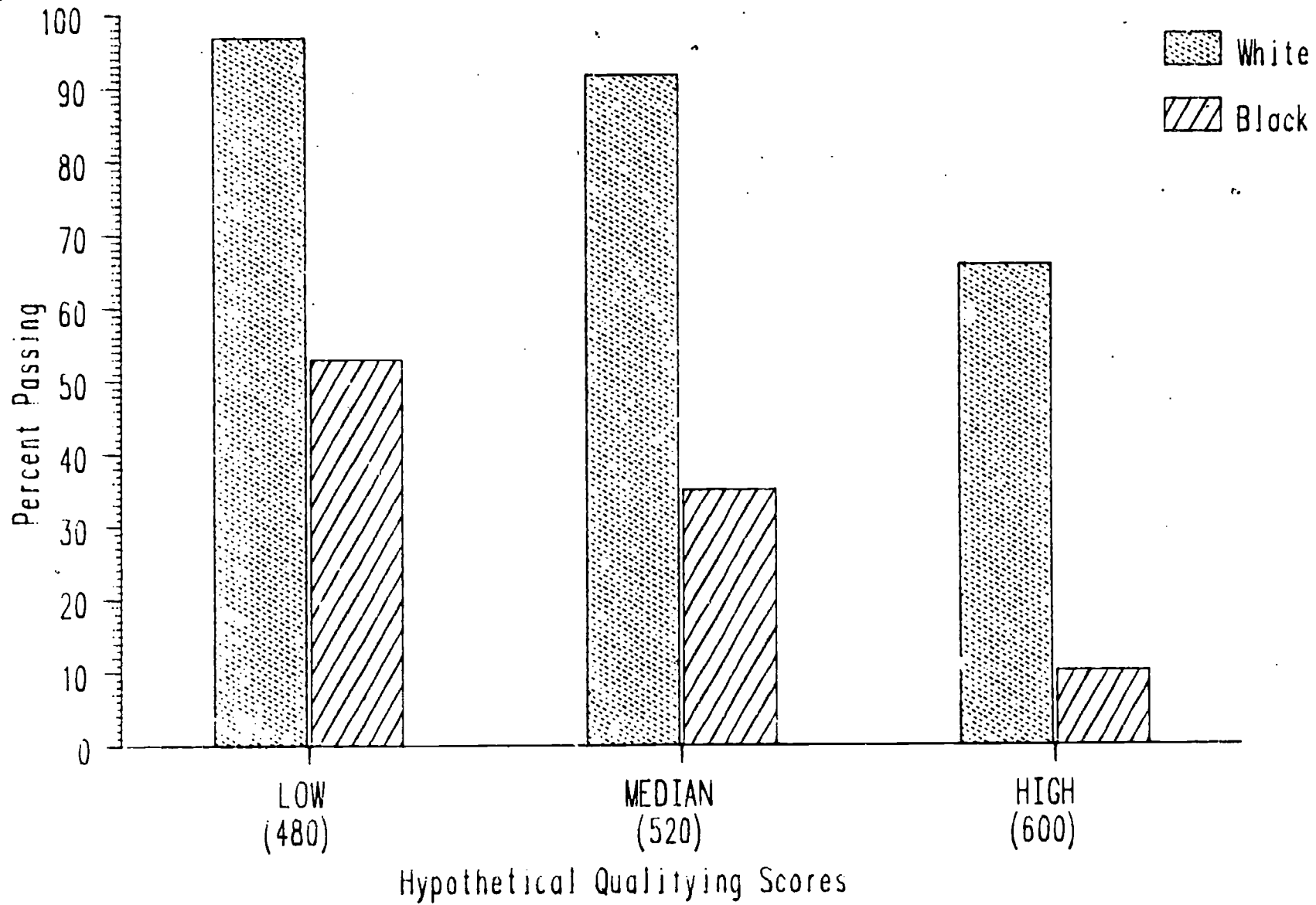
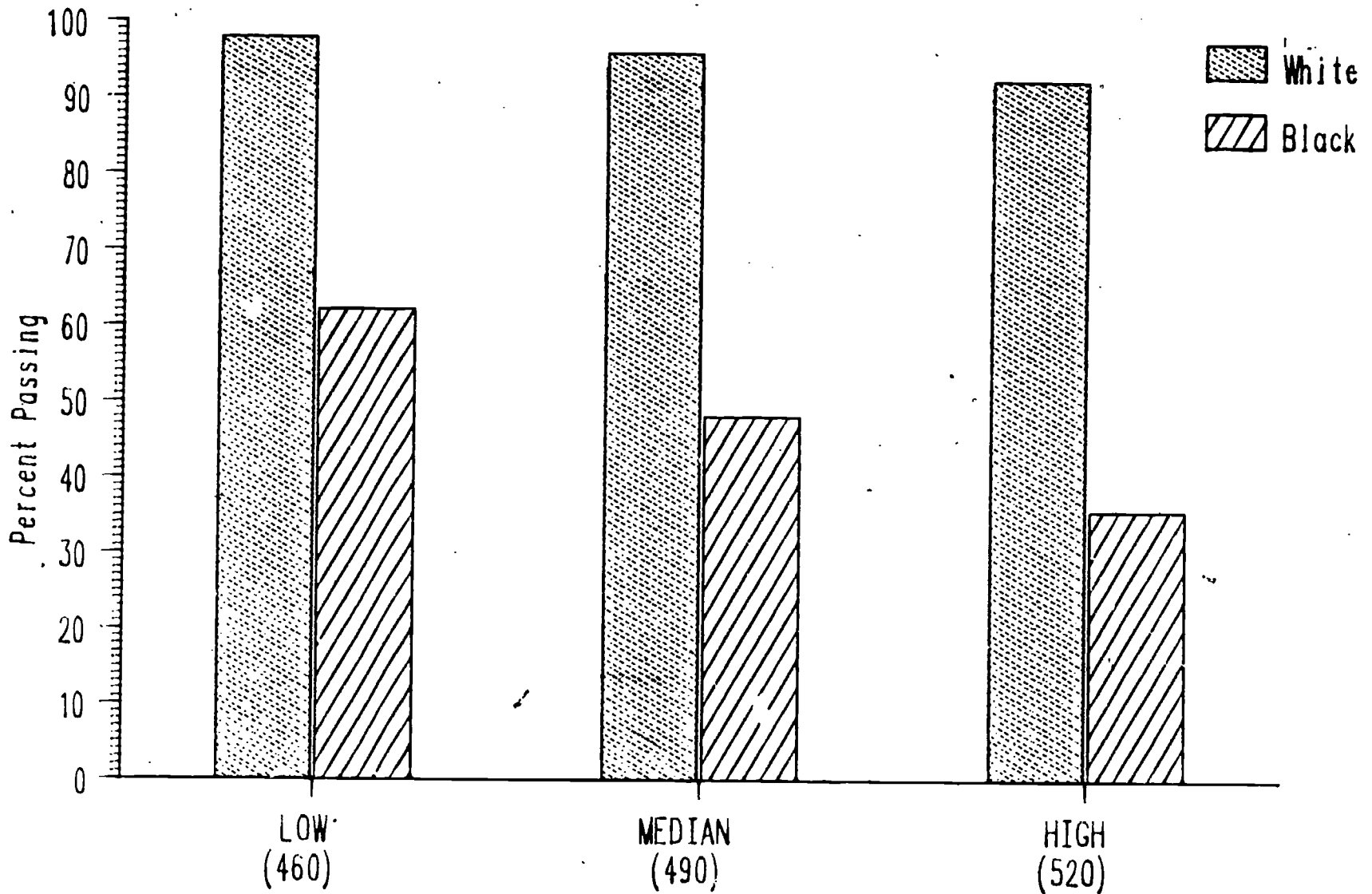


Figure 18

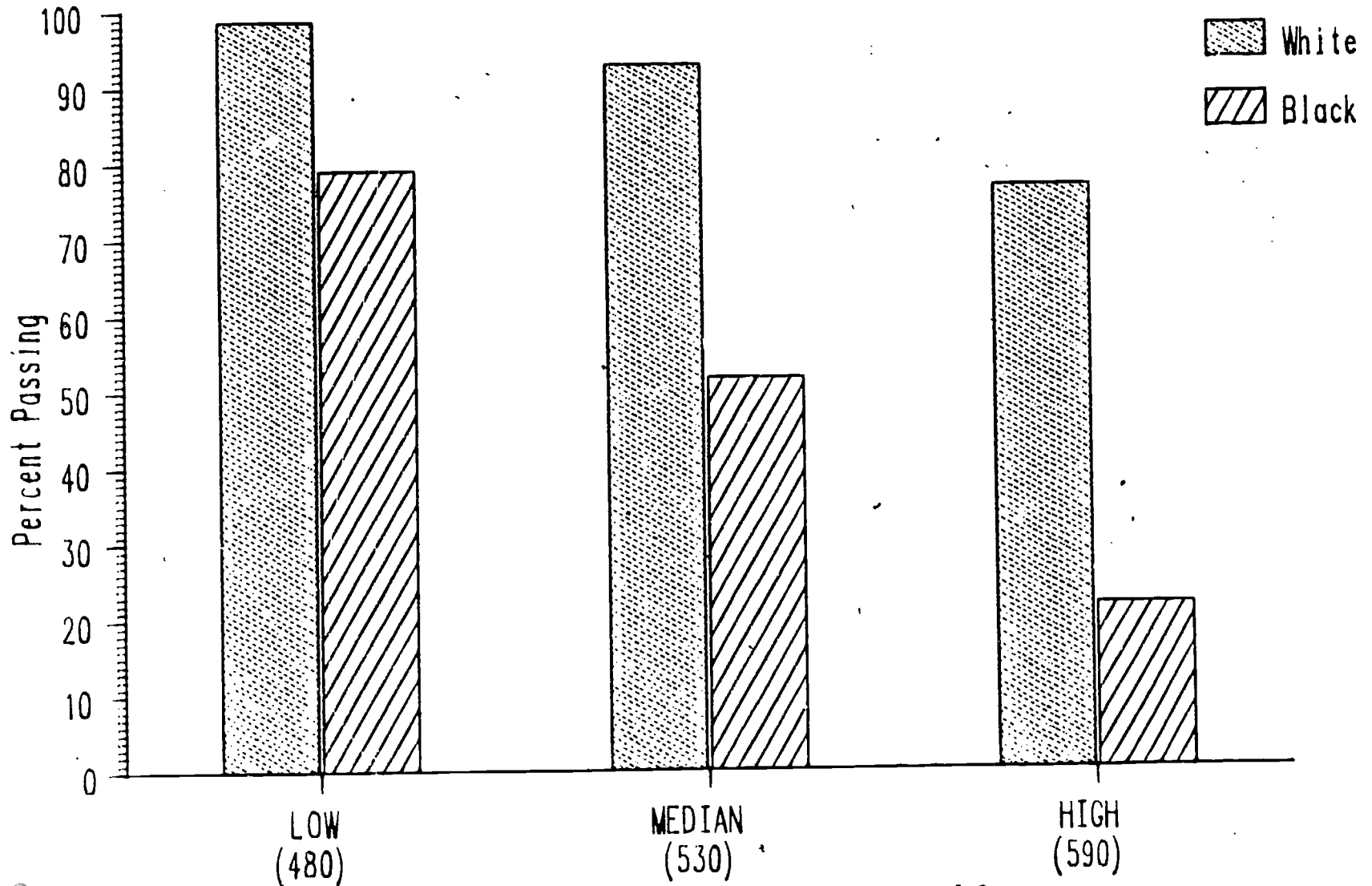
Early Childhood Education



Hypothetical Quality Scores

Figure 19

Biology and General Science



Hypothetical Quality Scores

percent of the Black candidates, while the highest qualifying score (590) would screen out 23 percent of the White and 78 percent of the Black prospective teachers. Ninety percent or more of the White examinees would pass the English Language and Literature test under any state qualifying score (Figure 20). The passing rate for Black examinees would range from 30 to 65 percent.

Table 5 shows the passing rates for other Specialty Area tests using three hypothetical qualifying scores. In almost all cases, the passing rate for Black teaching candidates is significantly lower than the rate for White candidates. It is interesting to note, that at a time when many school districts face a shortage of mathematics and physical science teachers, the passing rate for both White and Black candidates is lowest on the tests of Mathematics and Chemistry, Physics, and General Science.

Figure 20

English Language and Literature

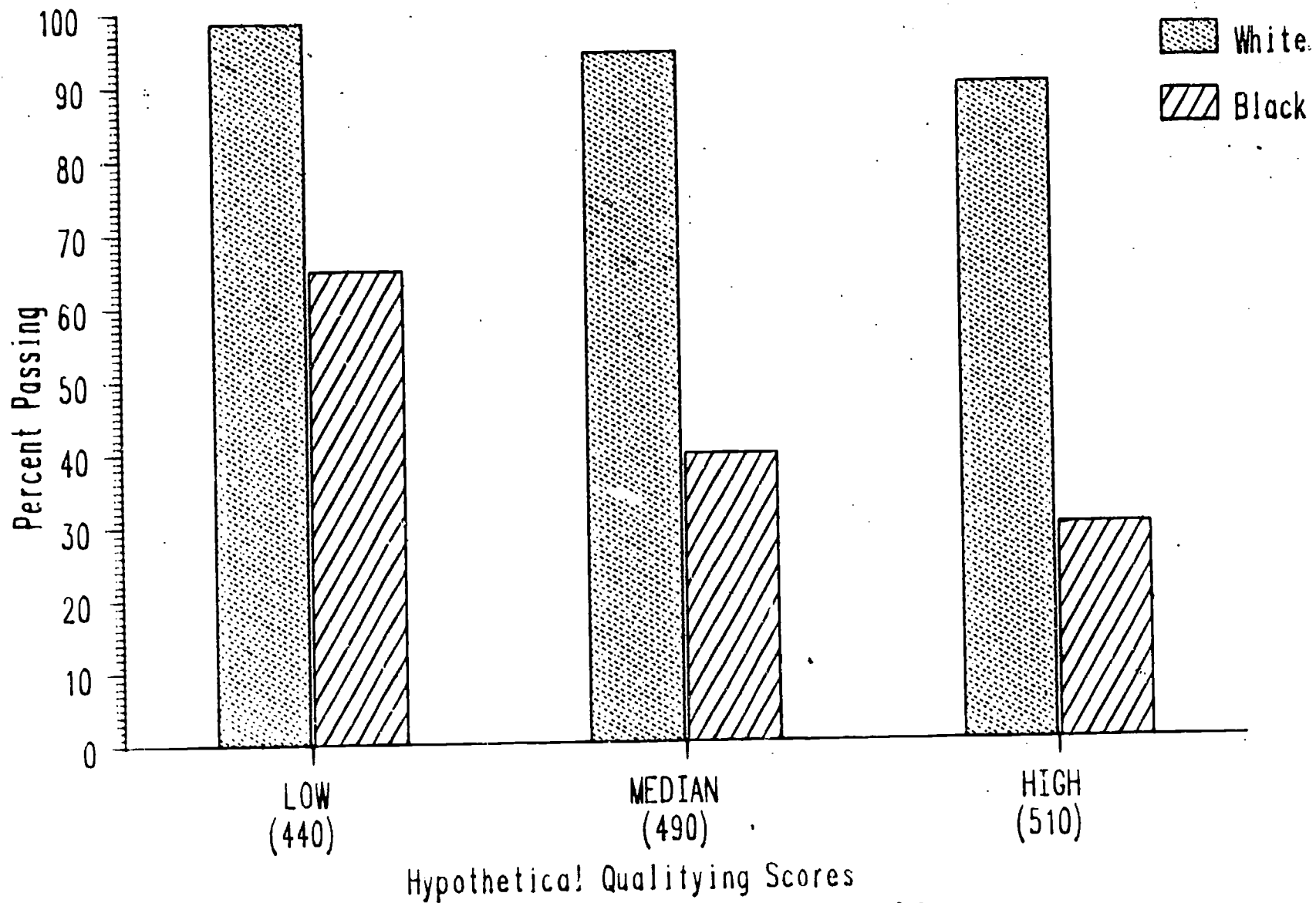


Table 5.

Percent of Test-takers Scoring at or above Three Hypothetical
Qualifying Scores on 21 Specialty Area Tests, 1981-84, by Racial/Ethnic Group

Test	Low		Median		High	
	White	Black	White	Black	White	Black
Art Education*	---	--	91.1%	33.8%	--	--
Biology and General Science	98.6%	78.9%	92.8	51.6	76.6%	21.5%
Business Education	99.2	80.9	94.4	46.5	75.3	15.4
Chemistry, Physics, and General Science	94.2	45.7	77.2	8.7	53.6	2.2
Early Childhood Education	97.9	62.1	96.0	48.1	92.5	35.6
Education in the Elementary School	97.2	53.3	91.9	35.4	66.3	10.4
Education of the Mentally Retarded	94.3	49.6	92.2	43.1	68.1	15.9
English Language and Literature	98.7	64.9	94.4	39.5	90.0	29.5
French	88.2	52.0	85.2	48.0	49.3	12.0
Home Economics Education	98.5	62.7	97.8	50.0	87.5	21.4
Industrial Arts Education	99.7	83.6	94.1	18.6	84.6	9.6
Introduction to the Teaching of Reading	95.7	37.5	--	--	92.9	23.8
Mathematics	86.6	36.7	71.7	19.7	41.3	5.2
Music Education	96.6	60.1	93.8	46.6	84.3	30.7
Physical Education	98.6	71.7	90.9	36.6	73.4	15.5
Social Studies	94.0	50.1	85.4	31.0	70.4	16.4
Audiology**	99.9	100.0	--	--	93.1	70.9
Educational Administration and Supervision	98.3	82.1	95.0	62.6	80.7	36.1

*The several states that set qualifying scores for Art Education all use the same score.

**Using the qualifying score used by ASHA, 86.1 percent of the White and 50.9 percent of the Black examinees would pass the Audiology test.

Table 5

Percent of Test-takers Scoring at or above Three Hypothetical Qualifying Scores on 21 Specialty Area Tests, 1981-84, by Racial/Ethnic Group

Test	Low		Median		High	
	White	Black	White	Black	White	Black
Guidance Counselor	98.2	78.3	94.6	52.4	93.5	46.2
Reading Specialist	96.7	48.0	--	--	94.8	42.0
Speech-Language Pathology***	99.7	95.1	--	--	94.9	69.1

***Using the qualifying score set by ASHA, 86.3 percent of the White and 46.2 of the Black examinees would pass the Speech-Language Pathology test.

Implications for the Future

The analyses presented in the preceding section have major implications for the racial/ethnic composition of the teaching force in years to come. In 1980, 87.3 percent of the nation's teachers were White, 9.8 percent were Black, and 2.1 percent were Hispanic. The group of test records for aspiring teachers who took the Core Battery tests between 1982 and 1984 had a slightly larger representation of Blacks and a similar percentage of Hispanics. Estimates derived from these test records indicate that the use of the current state standards could result in a lower percentage of Blacks coming into the teaching force. If we assume that future groups of examinees would achieve Core Battery test scores like those achieved by test-takers during the first two years of the Core Battery and that the qualifying scores are the medians used in this study, then 91 percent of those passing would be White, seven percent would be Black and two percent would be Hispanic. (See Table 6). If the highest scores were used as a standard, 93 to 94 percent of new teachers would be White, four to five percent would be Black and 2 percent would be Hispanic. If we couple this latter passing rate with an annual teacher turnover rate of six percent, the teaching force would become 92 percent White and five percent Black by the year 2000.

Unfortunately, fewer minority teachers would be entering the classroom at a time when the number of minority students is growing. Between 1970 and 1980, the percent of minority public school children increased from 20.7 to 26.8 percent. In that latter year, 16.1 percent of public elementary and secondary school children were Black, 8.0 percent were

Table 6

Composition of Examinee Group Estimated to Pass NTE Core Battery Tests
at Three Hypothetical Qualifying Scores, by Racial/Ethnic Groups*

	Test		
	Communication Skills	General Knowledge	Professional Knowledge
<u>Composition of Group** Passing at Lowest Qualifying Score</u>			
White	87.9%	88.8%	87.4%
Black	9.9	8.5	10.5
Hispanic	2.2	2.7	2.1
<u>Composition of Group** Passing at Median Qualifying Score</u>			
White	90.9%	90.8%	90.7%
Black	7.2	6.7	7.4
Hispanic	1.9	2.5	1.9
<u>Composition of Group** Passing at Highest Qualifying Score</u>			
White	93.1%	94.0%	92.6%
Black	5.2	3.9	5.6
Hispanic	1.6	2.2	1.7

* These estimates are based on all test records available from the first two years (1982-84) of the Core Battery tests and on the qualifying scores currently in use by seven states (eight for the Test of Professional Knowledge).

** Group does not include Other Category and those examinees not reporting racial/ethnic identity.

Hispanic and 2.7 percent were from other minority groups. The racial/ethnic mismatch of teachers and children is more disturbing in certain states. In California, for example, 44 percent of the students are non-White, while only 17 percent of the teachers are non-White. The Hispanic population is growing so rapidly that, by the year 2000, Hispanics will comprise the largest single segment of the school-age population in the state. Yet, only five percent of prospective teachers passing the California Basic Educational Skills Test (CBEST) in 1983 were Hispanic and two percent were Black (Goertz, Ekstrom and Coley, 1984).

Although teacher testing could be used to identify the need for remediation and to develop more fully the talents of individuals who wish to teach, a recent study of state teacher preparation policies found that most state testing policies focus instead on screening out people (Goertz, Ekstrom, and Coley, 1984). For example, when students are screened prior to entrance into teacher education, colleges have little opportunity to provide instruction to compensate for students' past educational inadequacies. While some state policies encourage the provision of remediation, funding is often lacking and there is limited information on which to design effective remedial programs. There appears to be little effort to coordinate remedial programs available for all higher education students and those for students in teacher education.

State testing policies are operating in other ways to discourage minorities from entering teaching. It appears that an awareness that minority candidates have a lower passing rate on certification tests is discouraging many minority students from entering teacher education

programs or from applying for certification. This is happening at a time when the pool of minority college students is shrinking. In addition, several states have, or are considering, policies that would close teacher education programs with low passing rates. These policies could result in teacher education programs being available only in institutions with selective admission policies and the abolishing of such programs in institutions with open admissions policies.

Although many states appear aware of the impact of their testing policies on minority teaching candidates, current efforts are being directed toward enacting more and/or stricter standards rather than addressing existing problems of equity.

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Education Week, January 1983.

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Goertz, M. E., Ekstrom, R. B., and Coley, R. J. The impact of state policy on entrance into the teaching profession. Princeton, N.J.: Educational Testing Service, 1984.

San Jose News, January 21, 1983.

APPENDICES

- Appendix A: List of States Requiring NTE Programs Tests, 1984-85
- Appendix B: Number of Test Records for Core Battery Tests, 1982-84, by Racial/Ethnic Group
- Appendix C: Number of Examinees for Specialty Area Tests, 1981-84, by Racial/Ethnic Group
- Appendix D: Number of Test-takers and Mean Scores for Core Battery Tests, by Racial/Ethnic Group
- Appendix E: Percent of Test-takers Scoring at or about Three Hypothetical Qualifying Scores, Core Battery Tests, 1982-84, by Racial/Ethnic Group

Table A

States Requiring NTE Programs Tests
1984-85

1. Arkansas - requires two Core Battery tests plus a Specialty Area test for initial certification
2. California - uses the Test of General Knowledge and some NTE Specialty Area tests as an alternative to the approved program approach for certification
3. Delaware - uses PPST for initial certification
4. Florida - uses 5 NTE Specialty Area tests in its Master Teacher Program
5. Indiana - currently studying NTE Core Battery and Specialty Area tests as a requirement for initial certification
6. Kansas - currently studying NTE Core Battery and Specialty Area tests for initial certification
7. Kentucky - has validated NTE Core Battery and Specialty Area tests
8. Louisiana - requires Core Battery and Specialty Area tests for certification
9. Maryland - studying NTE Core Battery and Specialty Area tests as a requirement for initial certification
10. Mississippi - requires NTE Core Battery and Specialty Area tests for initial certification
11. Nebraska - currently studying NTE tests as a requirement for initial certification
12. New Jersey - currently studying NTE Core Battery and Specialty Area tests as a requirement for initial certification
13. New Mexico - requires Core Battery and Specialty Area tests for initial certification
14. New York - requires Core Battery tests--currently studying the Specialty Area tests
15. North Carolina - requires one Core Battery and Specialty Area tests for initial certification; requires two Core Battery tests for admission into teacher education
16. South Carolina - requires Specialty Area tests for initial certification
17. Tennessee - requires Core Battery and Specialty Area tests for initial certification; also uses these tests as part of its Career Ladder Program
18. Texas - uses PPST for screening
19. Virginia - requires NTE Core Battery and Specialty Area tests for initial certification
20. West Virginia - uses NTE Core Battery and Specialty Area tests.

Table B-1

NTE PROGRAMS - COFF BATTERY - 1961 - 1966, NATIONALS AND SPECIALS COMBINED

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F4STAT 2.69

TEST OF COMMUNICATION SKILLS

	TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE	TOTAL
ALABAMA	66	155	0	0	1	0	2	416	18	31	623
ARIZONA	99	0	1	0	1	0	0	3	0	2	7
ARKANSAS	78	295	6	19	3	2	3	2322	14	64	2728
CALIF.	97	44	35	4	35	1	13	455	15	48	650
CALIFRAJU	85	0	3	0	0	0	0	32	0	0	35
CONN.	31	6	0	0	1	0	0	7	1	1	16
DELAWARE	18	4	0	0	0	0	0	13	0	0	17
D. OF C.	19	17	0	1	2	0	1	159	2	13	195
FLORIDA	63	2	0	0	0	0	0	75	1	3	81
GEORGIA	54	121	0	1	2	1	4	626	2	34	791
IDAHU	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	194	18	2	8	6	12	293	8	101	642
INDIANA	42	6	1	0	1	0	0	75	1	0	84
IOWA	72	0	0	0	1	0	0	91	0	3	95
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	49	0	15	5	0	3	1915	6	48	2041
LA.	77	1494	10	34	42	7	55	5298	52	761	7753
MAINE	46	0	0	0	0	0	0	4	0	0	4
MARYLAND	14	86	0	2	0	0	1	167	3	16	275
MASS.	25	8	0	1	0	2	2	292	5	28	338
MICHIGAN	61	9	0	1	1	0	0	92	0	4	107
MINN.	71	1	0	1	1	0	0	86	0	1	90
MISS.	68	410	0	13	4	0	4	1262	4	113	1810
MISSOURI	73	7	0	3	0	0	0	210	3	3	226
MONTANA	91	0	0	1	0	0	0	40	0	1	42
NEBKASKA	83	1	1	1	0	0	3	77	0	0	83
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	44	0	1	45
NEW JERS	13	61	0	0	10	18	20	252	5	47	413
NEW MEX.	89	28	229	44	6	5	131	1224	38	104	1809
NEW YORK	35	319	2	10	30	212	65	1681	38	415	2772
N. C.	50	944	4	47	16	6	21	4087	38	284	5447
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	15	1	7	2	3	4	601	5	38	676
OKLA.	86	1	0	0	0	0	1	19	0	0	21
OREGON	96	0	0	0	0	0	0	6	0	0	6
PENN.	15	41	0	4	4	0	2	867	8	71	997
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	29	0	0	0	0	0	234	1	11	275
S. D.	82	0	0	0	0	0	0	1	0	0	1
TENN.	64	450	1	35	12	2	15	4334	16	157	5022
TEXAS	88	60	7	6	0	1	3	495	6	14	592
UTAH	93	0	0	0	0	0	0	3	0	0	3
VERMONT	41	0	0	0	0	0	0	11	0	1	12
VIRGINIA	28	685	14	21	24	13	19	6032	42	307	7157
WASHNGTN	95	1	0	0	0	0	0	0	0	0	1
WEST VA.	27	56	1	18	2	0	2	2321	11	69	2480
WISCONSIN	67	0	1	0	0	0	0	38	1	2	42
WYOMING	34	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	1	0	2	0	0	3
PRGMISL	0	8	0	0	2	0	0	91	0	4	105
TOTAL	0	5607	335	291	216	280	386	36353	344	2800	46612

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Table B-2

TEST OF GENERAL KNOWLEDGE

	TL CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE	TOTAL
ALABAMA	66	167	0	0	1	0	2	424	19	32	645
ARIZONA	99	0	1	0	1	0	0	5	0	3	10
ARKANSAS	73	313	6	19	3	2	3	2368	14	73	2801
CALIF.	97	163	228	25	164	12	83	3357	92	372	4496
COLORADO	85	0	5	0	0	0	0	33	0	0	38
CONN.	31	6	0	0	0	1	0	7	0	1	15
DELAWARE	18	3	0	0	0	0	0	12	0	0	15
D. OF C.	19	25	0	1	2	0	1	164	2	20	215
FLORIDA	63	3	0	0	0	0	0	75	1	2	81
GEORGIA	54	141	0	2	3	1	5	701	2	41	896
IDAH	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	87	5	3	4	6	4	219	3	38	369
INDIANA	42	6	1	0	1	0	0	78	1	0	87
IOWA	72	0	0	0	1	0	0	91	0	3	95
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	51	0	14	5	0	3	1920	6	58	2057
LA.	77	2478	8	34	42	7	52	5583	66	923	9193
MAINE	46	0	0	0	0	0	0	5	0	0	5
MARYLAND	14	91	0	2	0	0	1	184	2	15	295
MASS.	25	8	0	1	0	4	2	295	5	29	344
MICHIGAN	61	10	0	1	1	0	0	91	0	6	109
MINN.	71	2	0	1	1	0	0	87	0	0	91
MISS.	68	437	0	13	4	0	4	1281	5	115	1859
MISSOURI	73	4	0	3	0	0	0	209	2	6	224
MONTANA	91	0	0	1	0	0	0	40	0	2	43
NEBRASKA	83	1	1	1	0	0	3	75	0	1	82
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	47	0	1	48
NEW JERS	13	60	0	1	7	13	17	263	4	51	416
NEW MEX.	89	30	244	49	6	4	135	1237	41	110	1856
NEW YORK	35	239	1	11	33	235	75	1759	39	464	2956
N. C.	50	939	4	48	16	6	22	4140	38	295	5528
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	13	0	5	1	3	2	479	4	19	526
OKLA.	86	20	0	0	0	0	1	27	1	:	50
OREGON	96	0	0	1	0	0	0	8	0	0	9
PENN.	15	16	0	2	3	0	0	710	6	47	785
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	37	0	0	0	0	0	248	1	14	300
S. D.	82	0	0	0	0	0	0	1	0	0	1
TENN.	64	459	1	36	12	2	15	4371	16	161	5073
TEXAS	88	68	25	7	0	0	3	519	11	18	651
UTAH	93	0	0	0	0	0	0	4	0	0	4
VERMONT	41	1	1	0	1	0	0	35	1	3	42
VIRGINIA	28	697	14	22	24	13	19	6075	42	308	7214
WASHINGTON	95	2	2	0	2	0	2	77	5	14	104
WEST VA.	27	58	1	18	2	0	2	2324	9	71	2485
WISCONSIN	69	0	1	0	0	0	0	44	1	3	49
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	38	0	0	0	0	2	0	2	0	0	4
FRGMISC	0	236	0	0	2	0	0	85	9	79	411
TOTAL	0	5471	549	321	342	311	457	39759	448	3399	52577

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Table B-3

NTE PROGRAMS - CORE BATTERY - 1982 - 1984, NATIONALS AND SPECIALS COMBINED

10:34:36 9/28/84 PAGE 239
F4STAT 2.69

TEST OF PROFESSIONAL KNOWLEDGE

	TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE	TOTAL
ALABAMA	66	157	0	0	2	0	2	483	18	32	694
ARIZONA	99	0	1	0	1	0	0	3	0	1	6
ARKANSAS	78	403	7	34	6	4	8	3754	20	104	4340
CALIF.	97	31	29	2	28	0	7	333	15	40	487
COLORADO	85	0	5	0	0	0	0	66	1	1	73
CONN.	31	6	0	0	1	1	0	6	1	1	16
DELAWARE	18	4	0	0	0	0	0	12	0	0	16
D. OF C.	19	22	0	1	2	0	1	157	2	21	206
FLORIDA	63	2	0	0	0	0	0	79	1	2	84
GEORGIA	54	209	0	3	5	1	6	746	3	53	1026
IDAHO	92	0	0	0	0	1	0	26	1	1	29
ILLINOIS	56	196	18	2	9	7	11	327	7	100	677
INDIANA	42	6	1	0	1	0	0	76	1	0	85
IOWA	72	0	0	0	1	0	0	93	0	2	96
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	59	0	19	5	0	3	2201	7	62	2356
LA.	77	1489	11	34	40	7	57	5442	54	780	7914
MAINE	46	0	0	0	0	0	0	8	0	0	8
MARYLAND	14	117	0	2	0	0	2	183	2	16	322
MASS.	25	9	0	2	0	3	3	317	4	31	369
MICHIGAN	61	9	0	1	1	0	0	97	0	4	112
MINN.	71	2	0	1	1	0	0	89	0	0	93
MISS.	68	410	0	12	4	0	4	1269	4	118	1829
MISSOURI	73	12	1	4	0	1	1	347	2	6	374
MONTANA	91	0	0	1	0	0	0	40	0	1	47
NEBRASKA	83	1	1	1	0	0	2	132	0	6	143
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	25	0	0	25
NEW JERS	13	25	0	0	3	6	7	153	1	23	218
NEW MEX.	89	26	209	43	6	3	120	1148	35	104	1694
NEW YORK	35	317	2	8	32	215	72	1506	38	447	2637
N. C.	50	812	1	45	18	8	17	4392	38	267	5598
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	14	0	6	3	3	2	563	4	18	613
OKLA.	86	3	0	1	0	0	1	116	2	1	124
OREGON	96	0	0	0	0	0	0	6	0	0	6
PENN.	15	40	0	0	3	0	2	848	8	66	971
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	30	0	0	0	0	0	257	2	12	301
S. D.	82	0	0	0	0	0	0	1	0	0	1
TENN.	64	442	1	36	12	2	15	4331	17	166	5022
TEXAS	88	80	41	7	0	1	4	534	9	24	706
UTAH	43	0	0	0	0	0	0	3	0	0	3
VERMONT	41	0	0	0	0	0	0	12	0	0	12
VIRGINIA	28	650	14	22	24	13	19	6032	43	311	7128
WASHNGTN	95	1	0	0	0	0	0	0	0	0	1
WEST VA.	27	58	1	18	2	0	2	2335	10	74	2500
WISCONSIN	69	0	1	0	0	0	0	45	1	1	48
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	2	0	2	0	0	4
FRGMISC	0	7	0	0	2	0	0	73	0	5	87
TOTAL	0	5665	344	309	212	273	308	38668	351	2901	49096

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Table C-1

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984. NATIONALS AND SPECIALS COMBINED

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F4STAT 2.69

SPECIALTY AREA TEST	TC CODE	ART EDUCATION										TOTAL
		BLACK	CHICANO	NATIVE A	OR-ASIAN	P. H.	OTH HISP	WHITE	OTHER	NO CODE		
ALABAMA	66	1	0	0	0	0	0	16	0	1	18	
ARIZONA	99	0	0	0	0	0	0	0	0	1	1	
ARKANSAS	78	11	0	2	1	0	1	137	0	10	162	
CALIF.	97	2	2	1	0	1	3	59	3	12	83	
COLORADO	85	0	0	0	0	0	0	0	0	0	0	
CONN.	31	0	0	0	0	0	0	0	0	0	0	
DELAWARE	18	0	0	0	0	0	0	0	0	0	0	
D. OF C.	19	0	0	0	0	0	0	0	0	0	0	
FLORIDA	63	0	0	0	0	0	0	2	0	1	3	
GEORGIA	54	3	0	3	0	0	0	57	0	2	65	
IDAHO	92	0	0	0	0	0	0	0	0	0	0	
ILLINOIS	56	2	0	0	1	0	0	7	0	2	12	
INDIANA	42	0	0	0	0	0	0	2	0	0	2	
IOWA	72	0	0	0	0	0	0	0	0	0	0	
KANSAS	75	0	0	0	0	0	0	0	0	0	0	
KENTUCKY	55	0	0	0	0	0	0	1	0	0	1	
LA.	77	4	0	1	0	0	1	37	0	2	34	
MAINE	46	0	0	0	0	0	0	49	0	4	64	
MARYLAND	14	5	0	0	0	0	0	7	0	0	12	
MASS.	25	0	0	1	0	0	0	4	0	1	6	
MICHIGAN	61	0	0	0	0	0	0	4	1	0	5	
MINN.	71	0	0	0	0	0	0	0	0	0	0	
MISS.	68	9	0	0	0	0	0	60	0	4	73	
MISSOURI	73	2	0	0	1	0	0	26	0	0	29	
MONTANA	91	0	0	0	0	0	0	0	0	0	0	
NEBRASKA	83	0	0	2	1	0	0	0	0	0	3	
NEVADA	94	0	0	0	0	0	0	0	0	1	1	
NEW HAMPSHIRE	45	0	0	0	0	0	0	0	0	0	0	
NEW JERSEY	13	2	0	0	0	1	0	16	0	2	21	
NEW MEXICO	89	0	2	0	0	0	0	3	0	3	8	
NEW YORK	35	5	0	0	1	1	0	30	3	8	48	
N. C.	50	41	1	2	0	2	1	221	1	14	283	
N. D.	81	0	0	0	0	0	0	1	0	0	1	
OHIO	44	0	0	2	0	0	0	27	0	3	32	
OKLA.	86	1	0	0	0	0	0	2	0	0	3	
OREGON	96	0	0	0	0	0	0	2	0	0	2	
PENN.	15	1	0	1	0	0	0	51	1	3	57	
R. I.	23	0	0	0	0	0	0	0	0	0	0	
S. C.	11	23	0	7	1	0	1	146	2	23	203	
S. D.	82	0	0	0	0	0	0	1	0	0	1	
TEAN.	64	2	0	4	0	0	0	38	0	4	42	
TEXAS	88	1	0	0	0	0	0	3	0	0	4	
UTAH	93	0	0	0	0	0	0	0	0	0	0	
VERMONT	41	0	0	0	0	0	0	0	0	0	0	
VIRGINIA	28	16	0	3	0	0	3	176	1	20	219	
WASHINGTON	95	0	0	0	0	0	0	0	0	0	0	
WEST VA.	27	2	0	4	0	0	1	102	0	5	114	
WISCONSIN	69	0	0	0	0	0	0	3	0	0	3	
WYOMING	84	0	0	0	0	0	0	0	0	0	0	
AK HI PR	98	0	0	0	0	0	0	0	0	0	0	
FMCH MISL	0	0	0	1	0	0	0	1	0	1	3	
TOTAL	64	133	5	34	6	5	11	1300	12	132	1638	

Table C-2

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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F4STAT 2.69

SPECIALTY AREA TEST 01865 TOTAL BIOLOGY AND GENERAL SCIENCE

STATE	TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE	TOTAL
ALABAMA	66	50	0	0	0	0	0	15	0	1	21
ARIZONA	99	0	0	0	0	0	0	2	0	1	3
ARKANSAS	78	19	0	4	0	0	2	318	3	22	368
CALIF.	97	5	4	10	6	1	5	273	14	54	372
COLORADO	85	0	0	0	0	0	0	0	0	0	0
CONN.	31	0	0	0	1	0	0	0	0	0	1
DELAWARE	18	0	0	0	0	0	0	0	0	0	0
D. OF C.	14	1	0	0	0	0	0	1	0	0	2
FLORIDA	63	1	0	1	0	0	0	2	0	0	4
GEORGIA	54	6	0	1	0	0	0	41	0	4	52
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	50	2	0	0	0	0	0	3	0	1	6
INDIANA	42	0	0	0	1	0	0	1	0	0	2
IOWA	72	0	0	0	0	0	0	0	0	0	0
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	0	0	0	0	0	0	35	0	4	39
LA.	77	16	2	2	1	1	3	175	4	20	224
MAINE	46	0	0	0	0	0	0	4	0	0	4
MARYLAND	14	0	0	0	1	0	0	4	0	1	6
MASS.	25	0	0	0	0	0	0	6	0	1	7
MICHIGAN	61	0	0	1	0	0	0	8	0	0	9
MINN.	71	0	0	0	0	0	0	0	0	0	0
MISS.	68	26	0	0	0	0	1	134	0	12	173
MISSOURI	73	0	0	2	0	0	0	24	1	0	27
MONTANA	71	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	14	1	3	18
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	0	0	0	0
NEW JERS	13	0	0	0	1	1	1	7	0	0	10
NEW MEX.	89	0	2	0	0	0	0	4	0	0	6
NEW YORK	35	5	0	0	0	0	1	15	0	4	25
N. C.	50	28	0	6	2	0	0	265	4	15	320
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	1	0	0	0	0	0	23	0	3	27
OKLA.	86	0	0	0	0	0	0	10	0	1	11
OREGON	96	0	0	0	0	0	0	0	0	0	0
PENN.	15	0	0	0	0	0	0	22	1	3	26
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	105	0	15	3	0	0	300	2	52	477
S. D.	82	0	0	0	0	0	0	1	0	1	2
TENN.	64	7	0	2	0	0	0	91	0	5	105
TEXAS	88	6	1	0	0	0	0	3	0	2	12
UTAH	43	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	1	0	0	1
VIRGINIA	28	13	0	5	1	0	0	234	0	23	276
WASHNGTN	95	0	0	0	0	0	0	6	0	0	6
WEST VA.	27	0	0	1	0	0	0	116	0	10	127
WISCONSIN	69	0	0	0	0	1	0	3	0	1	5
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	0	0	1	0	0	1
UNCL	0	0	0	2	0	0	0	5	0	0	7
TOTAL	0	246	9	52	17	4	13	2167	30	244	2782

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Table C-3

NIE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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F4STAT 2.69

SPECIALTY AREA TEST	10	BE TOTAL	BUSINESS EDUCATION							TOTAL	
			BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISF	WHITE		OTHER
ALABAMA	66	6	0	1	0	0	0	14	0	0	21
ARIZONA	99	0	0	0	0	0	0	0	0	0	0
ARKANSAS	78	40	0	4	1	0	0	221	1	14	281
CALIF.	47	9	6	6	2	0	0	53	3	11	90
COLORADO	85	0	0	0	0	0	0	0	0	0	0
CONN.	31	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	1	0	0	0	0	0	0	0	0	1
D. OF C.	19	2	0	0	0	0	0	0	0	1	3
FLORIDA	63	1	0	0	0	0	0	1	0	0	2
GEORGIA	54	47	0	1	0	0	1	66	0	8	123
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	6	1	1	0	0	1	3	0	3	15
INDIANA	42	0	0	0	0	0	0	1	0	0	1
IOWA	72	0	0	0	0	0	0	1	0	0	1
KANSAS	75	0	0	0	0	0	0	1	0	0	1
KENTUCKY	55	1	0	0	0	0	0	55	1	3	62
LA.	77	78	0	3	0	0	0	158	3	41	283
MAINE	40	0	0	0	0	0	0	0	0	0	0
MARYLAND	14	7	0	0	0	0	0	4	0	2	13
MASS.	25	0	0	0	0	0	0	4	1	0	5
MICHIGAN	61	0	0	0	0	0	0	1	0	0	1
MINN.	71	0	0	0	0	0	0	1	0	0	1
MISS.	68	60	1	2	0	0	0	108	1	9	181
MISSOURI	73	0	0	0	0	0	0	47	0	3	50
MONTANA	41	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	7	0	1	8
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	45	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	13	4	0	0	0	0	0	2	0	0	6
NEW MEXICO	89	0	2	0	0	0	0	7	0	2	11
NEW YORK	35	6	0	0	1	0	0	6	0	1	14
N. C.	50	70	0	5	0	0	0	140	3	19	237
N. D.	81	0	0	0	0	0	0	1	0	0	1
OHIO	44	1	0	1	0	0	0	28	0	1	31
OKLA.	80	0	0	0	0	0	0	6	0	1	7
OREGON	96	0	0	0	0	0	0	0	0	0	0
PENN.	15	2	0	1	0	0	0	16	0	2	21
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	130	0	3	1	0	0	84	1	51	275
S. D.	82	0	0	0	0	0	0	0	0	0	0
TENN.	64	17	0	3	0	0	0	95	1	6	122
TEXAS	88	19	0	0	0	0	0	3	0	1	23
UTAH	93	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	0	0	0	0
VIRGINIA	28	42	0	1	0	0	0	130	1	11	186
WASHINGTON	95	0	0	0	0	0	0	0	0	0	0
WEST VA.	27	2	0	3	0	0	0	125	0	5	135
WISCONSIN	69	0	0	0	0	0	0	1	0	0	1
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	48	0	0	0	0	0	0	0	0	0	0
ISC	0	0	0	3	0	0	0	1	0	1	5
TOTAL	0	551	10	38	5	0	3	1396	16	199	2218

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Table C-4

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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F45STAT 2.69

SPECIALTY AREA TEST OF CPS TOTAL CHEMISTRY, PHYSICS, AND GENERAL SCIENCE

	TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE	TOTAL
ALABAMA	66	0	0	0	1	0	0	2	0	0	3
ARIZONA	99	0	0	0	0	0	0	1	0	0	1
ARKANSAS	78	6	0	2	1	0	0	90	0	3	102
CALIF.	97	3	1	2	4	0	2	100	3	18	133
COLORADO	85	0	0	0	0	0	0	1	0	0	1
CONN.	31	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	1	0	0	0	0	0	0	0	0	1
FLORIDA	63	0	0	0	0	0	0	0	0	0	0
GEORGIA	54	1	0	0	0	0	0	5	0	1	7
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	1	0	0	1	1	0	4	1	0	8
INDIANA	42	0	0	0	0	0	0	0	0	0	0
IOWA	72	0	0	0	0	0	0	1	0	0	1
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	0	0	0	0	0	0	15	0	1	16
LA.	77	12	0	1	0	1	0	35	1	9	59
MAINE	46	0	0	0	0	0	0	1	0	0	1
MARYLAND	14	0	0	0	0	0	0	2	0	0	2
MASS.	25	0	0	0	0	0	0	2	0	0	2
MICHIGAN	61	0	0	0	0	0	0	0	0	0	0
MINN.	71	0	0	0	0	0	0	0	0	0	0
MISS.	68	3	0	0	0	0	0	17	0	3	23
MISSOURI	73	0	0	0	0	0	0	3	0	0	3
MONTANA	91	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	13	0	2	15
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	45	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	13	0	0	0	0	0	0	4	0	1	5
NEW MEXICO	89	0	0	0	0	0	0	3	0	0	3
NEW YORK	35	3	0	0	0	1	0	2	0	2	8
N. C.	50	2	0	4	0	0	0	48	0	4	58
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	0	0	0	0	2	0	0	2
OKLA.	86	0	0	0	0	0	0	1	0	0	1
OREGON	96	0	0	0	0	0	0	0	0	0	0
PENN.	15	0	0	0	0	0	0	9	0	0	9
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	11	0	3	0	0	0	41	0	13	68
S. D.	82	0	0	0	0	0	0	0	0	1	1
TENN.	64	2	0	0	0	0	0	10	0	1	13
TEXAS	88	0	0	0	0	0	0	2	0	0	2
UTAH	93	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	0	0	0	0
VIRGINIA	28	1	0	0	0	0	0	57	0	4	62
WASHINGTON	95	0	0	0	0	0	0	0	0	0	0
WEST VA.	27	0	0	1	1	0	0	28	0	1	31
WISCONSIN	69	0	0	0	0	0	0	0	0	0	0
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	1	0	0	0	0	0	1
FMGMISC	0	0	0	0	0	0	0	1	0	0	1
TOTAL	0	46	1	13	5	3	2	500	5	64	643

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Table C-5

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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F4STAT 2.69

SPECIALTY AREA TEST	02 ECE TOTAL	EARLY CHILDHOOD EDUCATION								TOTAL	
		IC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE		OTHER
ALABAMA	66	22	0	6	0	0	0	205	1	13	247
ARIZONA	49	1	0	6	0	0	0	0	0	0	1
ARKANSAS	78	67	0	13	0	0	0	819	0	31	930
CALIF.	47	2	0	0	0	1	0	6	0	5	14
COLORADO	85	0	0	0	0	0	0	2	0	0	2
CONN.	31	3	0	0	0	0	0	2	0	0	5
DELAWARE	18	1	0	0	0	0	0	0	0	0	1
D. OF C.	19	1	0	0	0	0	0	1	1	3	6
FLORIDA	63	0	0	0	0	0	0	5	0	3	8
GEORGIA	54	138	0	29	2	0	3	593	0	67	828
IDAHO	42	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	127	23	6	14	28	26	177	9	108	518
INDIANA	42	0	0	0	0	0	0	4	0	0	4
IOWA	72	0	0	0	0	0	0	4	0	0	4
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	2	0	1	0	0	1	144	0	4	152
LA.	77	101	0	12	1	0	2	566	7	104	788
MAINE	40	0	0	0	0	0	0	1	0	0	1
MARYLAND	14	29	0	1	0	0	0	16	0	1	47
MASS.	25	3	0	0	0	0	0	87	1	10	101
MICHIGAN	61	0	0	0	0	0	0	6	0	0	6
MINN.	71	0	0	0	0	0	0	3	0	0	3
MISS.	68	63	0	4	0	0	1	116	1	33	218
MISSOURI	73	0	0	0	0	0	0	10	0	0	10
MONTANA	91	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	1	0	0	0	0	0	22	0	3	26
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMPSH.	45	0	0	0	0	0	0	0	0	0	0
NEW JERS.	13	4	0	0	0	1	1	21	0	10	37
NEW MEX.	84	0	1	0	0	0	1	6	0	1	9
NEW YORK	35	50	2	3	1	34	9	145	3	72	319
N. C.	50	532	3	70	5	0	5	1834	15	239	2703
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	1	0	0	0	0	0	16	0	4	21
OKLA.	86	2	0	0	0	0	0	3	0	4	9
OREGON	96	0	0	0	0	0	0	0	0	0	0
PENN.	15	7	0	1	0	0	0	91	0	10	109
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	461	0	45	2	0	1	1044	21	312	1886
S. D.	82	0	0	0	0	0	0	0	0	0	0
TENN.	64	45	0	9	1	0	0	293	0	26	374
TEXAS	88	6	1	0	0	0	0	15	0	2	24
UTAH	93	0	0	0	0	0	0	1	0	0	1
VERMONT	41	0	0	0	0	0	0	0	0	0	0
VIRGINIA	28	143	0	21	1	4	3	1400	9	83	1664
WASHNGTN	95	1	0	0	0	0	0	0	0	0	1
WEST VA.	27	1	0	2	0	0	0	87	1	3	94
WISCONSIN	69	0	0	1	0	0	0	3	0	1	5
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	2	0	1	0	0	3
SC	0	2	0	8	0	0	0	7	0	4	21
AL	0	1816	30	232	27	70	53	7756	64	1152	11200

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Table C-6

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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SPECIALTY AREA TEST	OI FES TOTAL	EDUCATION IN THE ELEMENTARY SCHOOL							WHITE	OTHER	NO CODE	TOTAL
		TC CODE	BLACK	CHICANO	NATIVE A	UR-ASIAN	P. H.	OTH HISP				
ALABAMA	66	40	0	14	0	0	1	268	2	16	341	
ARIZONA	94	1	1	0	0	0	0	6	0	0	8	
ARKANSAS	78	207	2	44	7	0	2	1867	4	134	2267	
CALIF.	97	7	5	4	3	0	0	54	1	20	94	
COLORADO	85	0	0	0	0	0	0	10	0	0	10	
CONN.	31	2	0	2	0	0	0	6	0	1	11	
DELAWARE	18	1	0	2	0	0	0	3	0	0	6	
D. OF C.	19	19	0	1	0	0	0	13	1	8	42	
FLORIDA	63	11	0	3	0	0	0	23	0	5	42	
GEORGIA	54	110	1	25	3	1	0	336	1	47	524	
IDAHO	92	0	0	0	0	0	0	1	0	0	1	
ILLINOIS	56	130	22	6	6	34	27	217	8	99	549	
INDIANA	42	0	0	4	0	0	0	53	0	1	58	
IOWA	72	0	0	0	0	0	0	8	0	0	9	
KANSAS	75	0	0	1	0	0	0	3	0	0	4	
KENTUCKY	55	24	0	11	4	0	2	711	0	46	798	
LA.	77	29	3	61	9	3	21	2555	22	432	3635	
MAINE	46	0	0	1	0	0	0	6	0	0	7	
MARYLAND	14	64	0	5	1	0	0	65	3	15	153	
MASS.	25	3	0	3	0	1	1	105	2	14	129	
MICHIGAN	61	1	0	8	0	0	0	40	0	1	50	
MINN.	71	0	0	0	0	0	0	48	0	7	55	
MISS.	68	317	2	52	6	0	0	1254	2	136	1769	
MISSOURI	73	3	0	5	1	0	1	293	0	14	317	
MONTANA	91	0	0	0	0	0	0	3	0	0	3	
NEBRASKA	83	0	1	2	1	0	0	72	0	1	77	
NEVADA	94	0	0	0	0	0	0	0	0	0	0	
NEW HAMPSHIRE	45	0	0	0	0	0	0	0	0	0	0	
NEW JERSEY	13	54	0	4	3	12	8	200	3	52	336	
NEW MEXICO	89	0	9	1	0	1	5	30	2	6	54	
NEW YORK	35	171	1	29	10	120	23	540	22	224	1140	
N. C.	50	203	5	44	4	1	7	1463	7	136	1870	
N. D.	81	0	0	0	0	0	0	2	0	0	2	
OHIO	44	10	1	13	2	3	1	497	0	28	555	
OKLA.	86	2	0	2	0	0	0	46	1	6	57	
OREGON	96	0	0	0	0	0	0	5	0	0	5	
PENN.	15	25	1	19	2	3	3	589	3	45	690	
R. I.	23	0	0	0	0	0	0	0	0	0	0	
S. C.	11	757	1	76	9	4	6	2742	13	721	4329	
S. D.	82	0	0	0	0	0	0	3	0	0	3	
TENN.	64	116	1	36	3	0	3	1190	1	73	1423	
TEXAS	88	65	3	10	0	0	0	72	1	17	168	
UTAH	93	0	0	0	0	0	0	2	0	0	2	
VERMONT	41	0	0	0	0	0	0	6	0	1	7	
VIRGINIA	28	130	3	30	10	0	4	1640	6	134	1951	
WASHINGTON	95	0	0	0	0	0	0	0	0	0	0	
WEST VA.	27	42	0	50	2	0	1	1817	3	105	2020	
WISCONSIN	69	0	2	0	0	0	0	35	0	6	43	
WYOMING	84	0	0	0	0	0	0	0	0	0	0	
AK HI PR	98	0	0	0	0	1	0	0	0	2	3	
GNMISC	0	4	1	15	0	0	0	48	0	6	74	
TOTAL	71	3040	65	583	86	184	116	18947	108	2560	25697	

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Table C-7

NTL PROGRAMS -- SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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F4STAT 2.69

SPECIALTY AREA TEST 32 EMR TOTAL		EDUCATION OF THE MENTALLY RETARDED									
TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. H.	OTH HISP	WHITE	OTHER	NO CODE	TOTAL	
ALABAMA	66	26	0	3	0	0	80	0	7	116	
ARIZONA	99	0	0	0	0	0	1	0	0	1	
ARKANSAS	78	53	0	14	2	0	149	0	19	237	
CALIF.	97	1	0	0	0	0	3	0	0	4	
COLORADO	85	0	0	0	0	0	0	0	0	0	
CONN.	31	3	0	0	0	0	1	0	1	5	
DELAWARE	18	0	0	0	0	0	0	0	0	0	
D. OF C.	19	1	0	0	0	0	1	0	0	2	
FLORIDA	63	1	0	0	0	0	6	0	0	7	
GEORGIA	54	62	0	9	1	0	126	1	25	224	
HAWAII	92	0	0	0	0	0	0	0	0	0	
ILLINOIS	56	121	2	11	4	1	44	3	57	246	
INDIANA	42	0	0	1	0	0	18	0	2	21	
IOWA	72	0	0	0	0	0	6	0	0	6	
KANSAS	75	0	0	0	0	0	0	0	0	0	
KENTUCKY	55	2	0	0	0	0	40	0	1	43	
LA.	77	81	1	7	3	0	143	5	47	287	
MAINE	46	0	0	0	0	0	0	0	0	0	
MARYLAND	14	3	0	1	0	0	20	0	5	29	
MASS.	25	0	0	4	0	2	87	0	7	101	
MICHIGAN	61	4	0	3	0	0	8	0	0	15	
MINN.	71	0	0	0	0	0	0	0	0	0	
MISS.	68	164	4	19	0	0	331	1	44	563	
MISSOURI	73	2	0	1	0	0	9	0	2	14	
MONTANA	91	0	0	0	0	0	0	0	0	0	
NEBRASKA	83	0	0	0	0	0	27	0	1	26	
NEVADA	94	0	0	0	0	0	0	0	0	0	
NEW HAMPSHIRE	45	0	0	0	0	0	0	0	0	0	
NEW JERSEY	13	14	0	2	2	1	90	1	14	127	
NEW MEXICO	89	0	0	0	0	0	0	0	0	0	
NEW YORK	35	11	0	1	0	3	60	3	14	94	
N. C.	50	139	0	18	2	0	739	3	56	962	
N. D.	81	0	0	0	0	0	2	0	0	2	
OHIO	44	3	0	7	0	2	65	1	5	83	
OKLA.	86	0	0	0	0	0	11	0	0	11	
OREGON	96	0	0	0	0	0	0	0	0	0	
PENNS.	15	9	0	5	0	0	239	2	13	268	
R. I.	23	0	0	0	0	0	0	0	0	0	
S. C.	11	107	0	18	0	1	410	4	85	625	
S. D.	82	0	0	0	0	0	0	0	0	0	
TENN.	64	39	0	3	1	0	200	1	7	251	
TEXAS	88	6	0	0	0	0	12	0	0	18	
UTAH	93	0	0	0	0	0	0	0	0	0	
VERMONT	41	0	0	0	0	0	0	0	0	0	
VIRGINIA	28	120	1	13	2	1	526	5	48	717	
WASHINGTON	95	0	0	0	0	0	1	0	0	1	
WEST VA.	27	1	0	5	0	0	34	0	4	44	
WISCONSIN	69	2	0	0	0	0	8	0	0	10	
WYOMING	84	0	0	0	0	0	0	0	0	0	
41 PR	98	0	0	0	0	0	0	0	0	0	
MISC	0	2	0	3	0	0	5	0	3	13	
TOTAL	76	977	8	148	17	11	3502	30	467	5175	

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SPECIALTY AREA TEST 04 ELL TOTAL

ENGLISH LANGUAGE AND LITERATURE

	TC CODE	BLACK	CHICANO	NATIVE-A	OK-ASIAN	P. R.	UTH HISP	WHITE	OTHER	NO CODE	TOTAL
ALABAMA	66	11	0	1	0	0	0	42	0	0	54
ARIZONA	99	0	0	0	0	0	0	7	0	4	11
ARKANSAS	78	35	1	15	1	1	0	396	3	24	476
CALIF.	97	24	19	30	11	3	8	544	15	115	769
COLORADO	85	0	0	0	0	0	0	1	0	0	1
CONN.	31	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	0	0	0	0	1	0	0	1
D. OF C.	19	3	0	1	0	0	0	2	0	1	7
FLORIDA	63	0	0	0	0	0	0	4	0	0	4
GEORGIA	54	13	1	3	0	0	0	84	0	16	117
IAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	0	1	2	0	1	1	15	0	3	23
INDIANA	42	0	0	0	0	1	0	5	0	1	7
IOWA	72	0	0	1	0	0	0	0	0	0	1
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	0	0	1	0	0	0	70	0	6	77
LA.	77	41	0	11	2	0	2	297	0	48	401
MAINE	46	0	0	0	0	0	0	3	1	2	6
MARYLAND	14	2	0	0	0	0	0	3	0	0	5
MASS.	25	0	0	0	0	0	0	8	0	3	11
MICHIGAN	61	0	0	0	0	0	0	4	0	0	4
MINN.	71	0	0	0	0	0	0	1	0	0	1
MISS.	68	26	0	7	1	0	0	182	1	20	237
MISSOURI	73	1	0	2	0	0	0	53	0	2	58
MONTANA	91	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	32	0	1	33
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	45	0	0	0	0	0	0	1	0	0	1
NEW JERSEY	13	4	0	1	0	1	1	16	0	2	25
NEW MEXICO	89	0	0	0	0	0	0	4	0	0	4
NEW YORK	35	10	0	0	0	2	0	23	1	20	56
N. C.	50	58	0	10	0	0	1	390	1	30	490
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	2	0	0	1	0	0	64	1	3	71
OKLA.	86	0	0	0	0	0	0	7	0	1	8
OREGON	96	0	0	0	0	0	0	2	0	0	2
PENN.	15	2	0	1	0	0	0	62	0	6	71
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	112	0	27	1	1	0	304	3	58	506
S. D.	82	0	0	0	0	0	0	0	0	0	0
TENN.	64	13	0	4	0	0	0	145	1	8	171
TEXAS	88	2	0	1	0	0	0	15	0	1	19
UTAH	93	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	0	0	0	0
VIRGINIA	28	23	2	8	1	0	1	399	3	24	461
WASHINGTON	95	0	0	0	0	0	0	2	0	0	2
WEST VA.	27	3	0	5	0	0	0	138	3	11	160
WISCONSIN	69	0	0	0	0	0	0	4	0	0	4
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	1	0	0	0	0	0	0	0	1	2
FRGNMISC	0	1	0	5	0	0	0	6	0	0	12
TOTAL	0	387	24	136	18	10	14	3336	33	411	4369

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Table C-9

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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SPECIALTY AREA TEST 17 FR TOTAL

FRENCH

	FC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE	TOTAL
ALABAMA	66	0	0	0	0	0	0	2	0	0	2
ARIZONA	99	0	0	0	0	0	0	0	0	0	0
ARKANSAS	78	2	0	2	1	0	0	26	0	2	33
CALIF.	97	0	1	3	3	0	0	41	2	11	61
COLORADO	85	0	0	0	0	0	0	0	0	0	0
CONN.	31	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	0	0	0	0	0	0	0	0	0	0
FLORIDA	63	0	0	0	0	0	0	0	0	0	0
GEORGIA	54	1	0	0	0	0	0	11	0	1	13
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	1	0	0	0	0	1	3	0	0	5
INDIANA	42	0	0	0	0	0	0	0	0	0	0
IOWA	72	0	0	0	0	0	0	0	0	0	0
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	1	0	0	0	0	0	5	0	0	6
LA.	77	4	0	1	1	0	1	53	0	3	63
MAINE	46	0	0	0	0	0	0	0	0	0	0
MARYLAND	14	0	1	0	0	0	0	14	0	1	16
MASS.	25	1	0	0	0	0	0	2	0	1	4
MICHIGAN	61	0	0	0	0	0	0	0	0	0	0
MINN.	71	0	0	0	0	0	0	0	0	0	0
MISS.	68	0	0	0	0	0	0	8	0	0	8
MISSOURI	73	0	0	0	0	0	0	0	0	0	0
MONTANA	91	0	0	0	0	0	0	1	0	0	1
NEBRASKA	83	0	0	0	0	0	0	0	0	0	0
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	0	0	0	0
NEW JERS	13	2	0	0	0	0	0	2	0	1	5
NEW MEX.	89	0	0	0	0	0	0	0	0	0	0
NEW YORK	35	2	0	0	0	0	0	1	0	1	4
N. C.	50	3	0	0	1	0	0	64	1	4	73
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	0	0	0	0	3	0	0	3
OKLA.	86	0	0	0	0	0	0	1	0	0	1
OREGON	96	0	0	0	0	0	0	0	0	0	0
PENN.	15	0	0	1	0	0	0	9	0	0	10
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	7	0	1	1	0	0	39	2	4	53
S. D.	82	0	0	0	0	0	0	0	0	0	0
TENN.	64	1	0	0	1	0	0	7	0	1	10
TEXAS	88	0	0	0	0	0	1	1	0	1	3
UTAH	93	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	0	0	0	0
VIRGINIA	28	0	0	1	0	0	0	50	0	6	57
WASHNGTN	95	0	0	0	0	0	0	0	0	0	0
WEST VA.	27	0	0	0	0	0	0	12	1	0	13
WISCONSIN	69	0	0	0	0	0	0	1	0	0	1
WYOMING	84	0	0	0	0	0	0	0	0	0	0
PR	98	0	0	0	0	0	0	0	0	0	0
ISC	0	0	0	0	0	0	0	1	0	0	1
ITAL	0	25	2	9	8	0	3	357	5	37	446

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Table C-10

NIE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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SPECIALTY AREA TEST	GERMAN										TOTAL	
	TC LUDE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE		
ALABAMA	60	0	0	0	0	0	0	0	0	0	0	0
ARIZONA	99	0	0	0	0	0	0	0	0	0	0	0
ARKANSAS	78	1	0	0	0	0	0	7	0	0	0	8
CALIF.	97	0	0	1	2	0	0	21	0	3	0	27
COLORADO	85	0	0	0	0	0	0	0	0	0	0	0
CONN.	31	0	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	0	0	0	0	0	0	0	0	0	0	0
FLORIDA	63	0	0	0	0	0	0	0	0	0	0	0
GEORGIA	54	0	0	0	0	0	0	0	0	0	0	0
IDAHO	92	0	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	0	0	0	0	0	0	0	0	0	0	0
INDIANA	47	0	0	0	0	0	0	0	0	0	0	0
IOWA	72	0	0	0	0	0	0	0	0	0	0	0
KANSAS	75	0	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	0	0	0	0	0	0	2	0	0	0	2
LA.	77	0	0	0	0	0	0	1	0	0	0	1
MAINE	46	0	0	0	0	0	0	0	0	0	0	0
MARYLAND	14	0	0	0	0	0	0	1	0	0	0	1
MASS.	25	0	0	0	0	0	0	1	0	0	0	1
MICHIGAN	61	0	0	0	0	0	0	0	0	0	0	0
MINN.	71	0	0	0	0	0	0	0	0	0	0	0
MISS.	68	0	0	0	0	0	0	0	0	0	0	0
MISSOURI	73	0	0	0	0	0	0	0	0	0	0	0
MONTANA	91	0	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	2	0	1	0	3
NEVADA	94	0	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	45	0	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	13	0	0	0	0	0	0	0	0	0	0	0
NEW MEXICO	84	0	0	0	0	0	0	0	0	0	0	0
NEW YORK	35	0	0	0	0	0	0	0	0	0	0	0
N. C.	50	0	0	1	0	0	0	8	0	0	0	9
N. D.	81	0	0	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	0	0	0	0	0	0	0	0	0
OKLAHOMA	86	0	0	0	0	0	0	1	0	0	0	1
OREGON	96	0	0	0	0	0	0	0	0	0	0	0
PENNSYLVANIA	15	0	0	0	0	0	0	0	0	0	0	0
R. I.	23	0	0	0	0	0	0	0	0	0	0	0
S. C.	11	0	0	0	0	0	0	0	0	0	0	0
S. D.	82	0	0	0	0	0	0	0	0	0	0	0
TENN.	64	0	0	0	0	0	0	2	0	0	0	2
TEXAS	88	0	0	0	0	0	0	0	0	0	0	0
UTAH	93	0	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	0	0	0	0	0
VIRGINIA	26	0	0	1	0	0	0	21	0	0	0	22
WASHINGTON	95	0	0	0	0	0	0	0	0	0	0	0
WEST VA.	27	0	0	0	0	0	0	1	0	0	0	1
WISCONSIN	69	0	0	0	0	0	0	0	0	0	0	0
WYOMING	84	0	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	0	0	0	0	0	0	0
UNMISC	0	0	0	0	0	0	0	1	0	0	0	1
TOTAL	0	1	0	3	2	0	0	69	0	4	0	79

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Table C-11

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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SPECIALTY AREA TEST	TC CODE	HOME ECONOMICS EDUCATION									
		12 HEE TOTAL	BLACK	CHICANO	NATIVE A	UR-ASIAN	P. R	OTH HISP	WHITE	OTHER	NO CODE
ALABAMA	66	6	0	0	0	0	0	8	2	1	17
ARIZONA	99	0	0	0	0	0	0	0	0	0	0
ARKANSAS	78	14	0	3	1	0	0	146	0	13	182
CALIF.	97	7	2	6	5	0	1	90	2	22	135
COLORADO	85	0	0	0	0	0	0	1	0	0	1
CONN.	31	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	0	0	0	0	0	0	1	0	0	1
FLORIDA	63	0	0	0	0	0	0	0	0	0	0
GEORGIA	54	26	0	2	0	0	0	41	1	7	77
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	2	0	0	0	0	0	1	0	1	4
INDIANA	42	0	0	0	0	0	0	4	0	0	4
IOWA	72	0	0	0	0	0	0	1	0	0	1
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	1	0	1	0	0	0	35	0	2	39
LA.	77	16	0	4	0	0	1	126	1	16	164
MAINE	46	0	0	0	0	0	0	0	0	0	0
MARYLAND	14	3	0	0	0	0	0	5	0	2	10
MASS.	25	0	0	0	0	0	0	7	1	0	8
MICHIGAN	61	0	0	0	0	0	0	1	0	0	1
MINN.	71	0	0	0	0	0	0	0	0	0	0
MISS.	68	21	0	4	0	0	0	109	1	5	140
MISSOURI	73	0	0	1	1	0	0	18	1	0	21
MONTANA	91	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	1	0	1	2
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	1	0	0	1
NEW JERS	13	1	0	0	3	0	0	1	0	0	5
NEW MEX.	89	0	1	0	0	0	0	1	0	0	2
NEW YORK	35	0	0	0	0	0	0	2	0	1	3
N. C.	50	36	0	5	0	0	0	134	0	9	184
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	0	0	0	0	20	0	0	20
OKLA.	86	0	0	1	0	0	0	4	0	0	5
OREGON	96	0	0	0	0	0	0	0	0	0	0
PENN.	15	2	0	0	0	0	0	22	0	0	24
R. I.	23	0	0	0	0	0	0	1	0	0	1
S. C.	11	44	0	2	0	0	0	99	0	36	181
S. D.	82	0	0	0	0	0	0	0	0	0	0
TENN.	64	4	0	3	0	0	0	90	0	7	109
TEXAS	88	8	0	0	0	1	0	3	0	2	14
UTAH	53	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	1	0	0	1
VIRGINIA	28	14	0	0	0	0	0	118	0	6	144
WASHINGTON	45	0	0	0	0	0	0	1	0	1	2
WEST VA.	27	0	0	1	0	0	1	81	1	4	88
WISCONSIN	64	0	0	0	0	0	0	6	0	1	7
WYOMING	84	0	0	0	0	0	0	0	0	0	0
HI PR	98	0	0	0	0	0	0	0	0	0	0
MISC	0	0	0	2	0	0	0	3	0	0	5
TOTAL	0	220	3	35	10	1	4	1183	10	137	1603

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Table C-12

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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SPECIALTY AREA TEST	DAE TOTAL	INDUSTRIAL ARTS EDUCATION									
		TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE
ALABAMA	66	29	0	3	0	0	0	2	6	3	43
ARIZONA	99	0	0	0	0	0	0	0	0	0	0
ARKANSAS	78	12	0	3	0	0	0	38	2	4	59
CALIF.	97	4	1	0	1	0	0	22	1	6	35
COLORADO	85	0	0	0	0	0	0	0	0	0	0
CONN.	31	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	0	0	0	0	0	0	0	0	0	0
FLORIDA	63	0	0	0	0	0	0	0	0	0	0
GEORGIA	54	6	0	0	0	0	0	14	0	4	24
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	8	0	0	0	0	0	3	0	6	17
INDIANA	42	0	0	0	0	0	0	0	0	0	0
IOWA	72	0	0	0	0	0	0	0	0	0	0
KANSAS	75	0	0	0	0	0	0	1	0	0	1
KENTUCKY	55	0	0	2	0	0	0	83	0	11	96
LA.	77	5	0	1	0	0	0	8	1	3	18
MAINE	46	0	0	0	0	0	0	0	0	0	0
MARYLAND	14	1	0	0	0	0	0	4	0	0	5
MASS.	25	0	0	0	0	0	0	2	0	1	3
MICHIGAN	61	0	0	0	0	0	0	1	0	0	1
MINN.	71	0	0	0	0	0	0	0	0	0	0
MISS.	68	22	1	4	0	0	0	30	0	14	71
MISSOURI	73	2	0	0	0	0	0	31	0	0	33
MONTANA	91	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	1	0	0	1
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	0	0	0	0
NEW JERK	13	2	0	0	0	0	0	3	0	0	5
NEW MEX.	89	0	0	0	0	0	0	2	0	0	2
NEW YORK	35	1	0	0	0	0	0	3	0	0	4
N. C.	50	28	0	5	0	0	0	164	2	9	208
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	0	0	0	0	4	0	3	7
OKLA.	86	1	0	0	0	0	0	4	0	1	6
OMEGON	90	0	0	0	0	0	0	1	0	0	1
PENN.	15	0	0	0	0	0	0	8	0	2	10
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	17	0	1	0	0	0	27	0	9	54
S. D.	82	0	0	0	0	0	0	1	0	0	1
TENN.	64	5	0	0	0	0	0	18	1	2	26
TEXAS	88	6	0	0	0	0	0	1	0	0	7
UTAH	93	0	0	1	0	0	0	35	1	6	43
VERMONT	41	0	0	0	0	0	0	0	0	0	0
VIRGINIA	28	2	0	5	0	0	0	88	2	15	136
WASHINGTON	95	0	0	0	0	0	0	0	0	0	0
WEST VA.	27	1	0	1	0	0	0	42	0	2	46
WISCONSIN	69	0	0	0	0	0	0	1	0	0	1
WYOMING	84	0	0	0	0	0	0	1	0	0	1
AK HI PA	98	0	0	0	0	0	0	0	0	0	0
RMISC	0	1	0	0	0	0	0	1	0	0	2
TOTAL	0	177	2	26	1	0	0	644	16	101	967

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

SPECIALTY AREA TEST 20 ITR TOTAL

INTRODUCTION TO THE TEACHING OF READING

	TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE	TOTAL
ALABAMA	66	1	0	0	0	0	0	0	0	0	1
ARIZONA	49	0	0	0	0	0	0	0	0	0	0
ARKANSAS	78	55	0	5	0	0	0	131	1	17	209
CALIF.	97	3	5	5	13	1	1	138	3	25	194
COLUMBIA	85	0	1	0	0	0	0	0	0	0	1
CUNN.	31	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	0	0	0	0	0	0	0	0	0	0
FLORIDA	63	0	0	0	0	0	0	0	0	0	0
GEORGIA	54	0	0	0	0	0	0	1	0	0	1
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	0	0	0	0	0	0	2	0	1	3
INDIANA	42	0	0	0	0	0	0	1	0	0	1
IOWA	72	0	0	0	0	0	0	0	0	0	0
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	0	0	0	0	0	0	0	0	0	0
LA.	77	1	0	0	0	0	0	1	0	0	2
MAINE	46	0	0	0	0	0	0	1	0	0	1
MARYLAND	14	0	0	0	0	0	0	0	0	0	0
MASS.	25	0	0	0	0	0	0	6	0	0	6
MICHIGAN	61	0	0	0	0	0	0	13	0	0	13
MINN.	71	0	0	0	0	0	0	0	0	0	0
MISS.	68	0	0	0	0	0	0	1	0	1	2
MISSOURI	73	0	0	0	0	0	0	0	0	0	0
MONTANA	91	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	1	0	0	1
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	0	0	0	0
NEW JERS	13	0	0	0	0	0	0	0	0	0	0
NEW MEX.	84	0	0	0	0	0	0	0	0	0	0
NEW YORK	35	3	0	0	0	1	0	0	0	1	5
N. C.	50	4	0	2	0	0	0	22	0	3	36
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	0	0	0	0	2	0	0	2
OKLA.	86	0	0	0	0	0	0	0	0	0	0
UTAH	96	0	0	0	0	0	0	1	0	0	1
PENN.	15	0	0	0	0	0	0	0	0	0	0
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	3	0	0	0	0	0	0	0	1	4
S. D.	82	0	0	0	0	0	0	0	0	0	0
TENN.	64	2	0	0	0	0	0	1	0	0	3
TEXAS	88	2	0	0	0	0	0	2	0	0	4
UTAH	93	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	0	0	0	0
VIRGINIA	28	0	0	0	0	0	0	2	0	0	2
WASHNGTN	95	0	0	0	0	0	0	0	0	1	1
WEST VA.	27	0	0	0	0	0	0	0	0	0	0
WISCONSIN	69	0	0	0	0	0	0	0	0	0	0
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	0	0	0	0	0	0
F4GMISC	0	1	0	2	1	0	0	0	0	0	4
TOTAL	0	80	6	14	14	2	1	326	4	50	497



Table C-14

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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F4STAT 2.69

SPECIALTY AREA TEST	OR MAJ TOTAL	MATHEMATICS									TOTAL
		TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	
ALABAMA	66	3	0	0	0	0	0	13	0	1	17
ARIZONA	99	0	0	0	0	0	0	2	0	5	7
ARKANSAS	78	21	2	7	2	0	0	271	3	24	330
CALIF.	97	22	22	24	47	1	18	680	31	117	962
COLORADO	85	0	0	0	0	0	0	0	0	0	0
CONN.	31	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	0	0	1	1	0	0	0	0	1	3
FLORIDA	63	1	0	0	0	0	0	5	0	1	7
GEORGIA	54	14	0	1	1	0	0	45	0	9	70
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	4	0	0	1	2	0	13	0	9	29
INDIANA	42	0	0	1	0	0	0	6	1	0	8
IOWA	72	0	0	0	0	0	0	1	0	0	1
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	0	0	1	0	0	0	46	2	2	51
LA.	77	30	0	4	3	0	3	167	2	23	232
MAINE	46	0	0	1	0	0	0	3	0	0	4
MARYLAND	14	0	0	0	0	0	0	5	0	0	5
MASS.	25	0	0	1	0	0	0	15	0	1	17
MICHIGAN	61	0	0	1	0	0	0	3	0	1	5
MINN.	71	0	0	0	0	0	0	0	0	0	0
MISS.	68	24	0	5	0	0	0	130	0	6	165
MISSOURI	73	1	0	0	0	0	0	17	0	0	18
MONTANA	91	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	1	0	0	0	21	0	1	23
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP.	45	0	0	0	0	0	0	0	0	0	0
NEW JERS.	13	2	0	0	0	0	0	16	1	2	21
NEW MEX.	89	0	1	0	0	0	0	15	1	1	18
NEW YORK	35	4	0	0	0	1	3	13	1	9	31
N. C.	50	43	0	9	2	1	0	326	4	24	409
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	1	0	0	0	21	1	2	25
OKLA.	86	0	0	0	0	0	0	2	0	1	3
OREGON	96	0	0	0	0	0	0	2	0	0	2
PENN.	15	4	0	1	1	0	0	30	0	1	37
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	103	0	8	3	1	0	259	1	51	426
S. D.	82	0	0	0	0	0	0	2	0	1	3
TENN.	64	8	0	2	0	0	0	89	1	8	108
TEXAS	88	1	0	0	0	0	0	1	1	0	9
UTAH	93	0	0	0	0	0	0	1	0	0	1
VERMONT	41	0	0	0	0	0	0	2	0	0	2
VIRGINIA	28	20	2	7	0	0	0	299	1	18	347
WASHNGTN	95	0	0	0	0	0	0	1	0	0	1
WEST VA.	27	0	0	3	0	0	0	82	1	8	94
WISCONSIN	69	0	0	0	0	0	0	3	0	0	3
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	0	0	3	0	0	3
KGNMISC	0	0	0	2	0	0	0	3	1	5	11
TOTAL	0	305	27	81	61	6	24	2619	53	332	3508

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Table C-15

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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SPECIALTY AREA TEST	TC CODE	MUSIC EDUCATION										TOTAL
		BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE		
ALABAMA	66	2	0	0	0	0	0	17	0	2	21	
ARIZONA	99	0	0	0	0	0	0	0	0	0	0	
ARKANSAS	78	25	0	7	0	1	0	340	2	15	390	
CALIF.	97	1	4	2	0	0	0	57	2	4	74	
COLORADO	85	0	0	0	0	0	0	2	0	0	2	
CONN.	31	1	0	0	0	0	0	1	0	0	2	
DELAWARE	18	0	0	0	0	0	0	0	0	0	0	
D. OF C.	14	0	0	0	0	0	0	0	0	0	0	
FLORIDA	63	4	0	0	0	0	0	1	0	1	6	
GEORGIA	54	21	0	7	1	0	0	70	0	8	107	
IDAHU	92	0	0	0	0	0	0	0	0	0	0	
ILLINOIS	56	3	0	1	0	0	0	34	0	3	41	
INDIANA	42	0	0	0	0	0	0	5	0	0	5	
IOWA	72	0	0	0	0	0	0	0	0	0	0	
KANSAS	75	0	0	0	0	0	0	3	0	0	3	
KENTUCKY	55	8	0	1	0	0	0	63	0	3	76	
LA.	77	48	2	9	1	0	0	206	1	29	296	
MAINE	46	0	0	0	0	0	0	0	0	0	0	
MARYLAND	14	2	0	3	0	0	0	25	0	1	31	
MASS.	25	0	0	1	0	0	0	8	0	0	9	
MICHIGAN	61	2	0	0	0	0	0	23	0	1	26	
MINN.	71	0	0	0	0	0	0	1	0	0	1	
MISS.	68	43	0	15	3	0	0	206	0	13	280	
MISSOURI	73	4	0	0	0	0	0	36	0	0	40	
MONTANA	91	0	0	0	0	0	0	0	0	0	0	
NEBRASKA	83	0	0	0	0	0	0	12	0	0	12	
NEVADA	94	0	0	0	0	0	0	0	0	0	0	
NEW HAMPSHIRE	45	0	0	0	0	0	0	0	0	0	0	
NEW JERSEY	13	1	0	0	0	0	0	16	0	2	20	
NEW MEXICO	89	0	0	0	0	0	0	7	0	0	7	
NEW YORK	35	4	0	1	0	3	0	7	0	9	24	
N. C.	50	72	0	16	2	0	0	481	1	22	594	
N. D.	81	0	0	0	0	0	0	0	0	0	0	
OHIO	44	0	0	1	1	0	0	37	0	0	39	
OKLA.	86	1	0	1	0	0	0	6	0	0	8	
OREGON	96	0	0	0	0	0	0	0	0	0	0	
PENN.	15	1	0	3	0	0	0	45	0	5	54	
R. I.	23	0	0	0	0	0	0	0	0	0	0	
S. C.	11	75	0	11	0	0	0	343	2	26	457	
S. D.	82	0	0	0	0	0	0	0	0	0	0	
TENN.	64	15	0	6	1	1	0	165	1	7	196	
TEXAS	88	3	2	0	0	0	0	7	0	2	14	
UTAH	93	0	0	0	0	0	0	0	0	0	0	
VERMONT	41	0	0	0	0	0	0	0	0	0	0	
VIRGINIA	28	47	0	12	1	0	0	373	1	21	456	
WASHINGTON	95	0	0	0	0	0	0	0	0	0	0	
WEST VA.	27	3	0	6	0	0	0	234	1	7	251	
WISCONSIN	69	1	0	0	0	0	0	6	0	0	7	
WYOMING	84	0	0	0	0	0	0	0	0	0	0	
AK HI PR	98	0	0	0	0	0	0	0	0	0	0	
UNKN	0	1	0	1	0	0	0	5	0	0	7	
TOTAL	0	388	8	104	10	5	3	2842	11	185	3556	

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Table C-16

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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F4STAT 2.69

SPECIALTY AREA TEST	JP	PE TOTAL	PHYSICAL EDUCATION							TOTAL		
			TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP		WHITE	OTHER
ALABAMA	66	26	0	4	0	0	0	1	92	2	5	130
ARIZONA	99	0	0	1	0	0	0	0	1	0	0	2
ARKANSAS	78	134	3	22	0	0	0	1	819	2	61	1042
CALIF.	97	13	3	10	3	2	1	1	193	6	46	277
COLORADO	85	0	0	0	0	0	0	0	0	0	0	0
CONN.	31	0	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	1	0	1	0	0	0	0	0	0	0	2
D. OF C.	19	0	0	1	0	0	0	0	0	0	0	1
FLORIDA	63	2	0	1	0	1	0	0	6	0	1	11
GEORGIA	54	63	0	14	0	0	0	1	200	1	12	291
IDAHO	92	0	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	8	1	1	1	0	0	0	24	1	3	39
INDIANA	42	2	0	1	0	0	0	0	37	0	1	41
IOWA	72	0	0	0	0	0	0	0	0	0	0	0
KANSAS	75	0	0	0	0	0	0	0	1	0	0	1
KENTUCKY	55	9	0	3	0	0	0	0	147	1	10	170
LA.	77	110	3	13	0	0	0	5	685	2	76	894
MAINE	46	0	0	0	0	0	0	0	3	0	0	3
MARYLAND	14	12	0	1	0	0	0	0	29	0	2	44
MASS.	25	0	0	0	0	0	0	0	7	0	0	7
MICHIGAN	61	1	0	1	0	0	0	0	22	0	5	29
MINN.	71	0	0	0	0	0	0	0	2	1	0	3
MISS.	68	117	0	18	1	0	0	1	318	1	39	489
MISSOURI	73	12	0	1	0	0	0	0	104	0	8	125
MONTANA	91	0	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	0	11	0	1	12
NEVADA	44	0	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	0	0	0	0	0
NEW JERS	13	2	0	1	0	0	0	0	29	1	5	38
NEW MEX.	89	0	5	0	0	0	0	3	18	0	0	26
NEW YORK	35	7	0	0	1	5	1	1	20	2	7	43
N. C.	50	198	1	20	1	1	2	2	763	3	66	1055
N. D.	81	0	0	0	0	0	0	0	0	0	0	0
OHIO	44	2	0	1	0	0	0	0	105	0	6	114
OKLA.	86	0	0	3	0	0	0	0	10	0	1	14
OREGON	96	0	0	0	0	0	0	0	1	0	0	1
PENN.	15	8	0	1	0	0	0	0	83	0	3	95
R. I.	23	0	0	0	0	0	0	0	0	0	0	0
S. C.	11	184	0	23	0	0	1	4	526	6	114	858
S. D.	82	0	0	0	0	0	0	0	0	0	0	0
TENN.	64	37	0	13	0	0	0	0	283	0	23	356
TEXAS	88	26	1	4	0	0	0	0	22	0	2	55
UTAH	93	0	0	0	0	0	0	0	1	0	0	1
VERMONT	41	0	0	0	0	0	0	0	5	0	0	5
VIRGINIA	28	73	1	22	0	0	3	2	617	2	51	771
WASHRGTN	95	0	0	0	0	0	0	0	1	0	0	1
WEST VA.	27	34	0	10	1	0	0	0	474	0	34	558
WISCONSIN	64	0	0	0	0	0	0	0	6	0	0	6
WYOMING	84	0	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	0	0	0	0	0	0	0
MGNMISC	0	5	0	4	0	0	0	0	10	0	1	20
TOTAL	0	1091	18	195	8	13	22	5675	31	577	7630	

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0.1



Table C-17

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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SPECIALTY AREA TEST	UR	SS TOTAL	SOCIAL STUDIES								TOTAL
			TC CODE	BLACK	CHICANO	NATIVE A	UR-ASIAN	P. R.	OTH HISP	WHITE	
ALABAMA	66	5	0	1	0	0	0	33	0	4	43
ARIZONA	99	0	0	0	0	0	0	1	0	0	1
ARKANSAS	78	44	1	12	0	0	1	383	2	34	477
CALIF.	97	27	17	34	9	1	8	369	22	130	622
COLORADO	85	0	0	0	0	0	0	1	0	0	1
CONN.	31	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	1	0	0	0	1	0	0	2
D. OF C.	19	0	0	0	0	0	0	3	0	2	5
FLORIDA	63	0	0	0	0	0	1	4	0	1	6
GEORGIA	54	25	0	6	0	0	0	121	1	19	172
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	3	0	0	0	0	0	13	0	1	17
INDIANA	42	0	0	1	0	0	0	7	0	1	9
IOWA	72	0	0	0	0	0	0	2	0	0	2
KANSAS	75	0	0	0	0	0	0	3	0	0	3
KENTUCKY	55	3	0	1	0	0	0	90	0	1	95
LA.	77	54	1	15	1	0	3	319	6	53	457
MAINE	46	0	0	0	0	0	0	2	0	0	2
MARYLAND	14	0	0	1	0	0	0	5	0	1	7
MASS.	25	0	0	1	0	0	0	8	0	1	10
MICHIGAN	61	1	0	2	0	0	0	12	1	3	19
MINN.	71	0	0	0	0	0	0	0	0	0	0
MISS.	68	46	1	6	1	0	0	191	1	27	273
MISSOURI	73	0	0	1	0	0	0	35	0	1	37
MONTANA	91	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	1	0	1	0	0	0	28	0	4	34
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	0	0	0	0
NEW JERS	13	8	0	0	0	1	2	24	1	3	39
NEW MEX.	84	0	0	0	0	0	0	4	1	0	5
NEW YORK	35	10	0	2	1	2	1	19	3	14	52
N. C.	50	65	0	14	1	0	1	415	2	39	537
N. D.	81	0	0	0	0	0	0	1	0	0	1
OHIO	44	2	0	0	0	0	0	40	0	4	46
OKLA.	86	1	0	0	0	0	0	2	0	1	4
OREGON	96	0	0	0	0	0	0	2	1	0	3
PENN.	15	0	0	0	0	0	0	36	0	4	41
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	185	1	26	0	1	0	524	5	119	861
S. D.	82	0	0	0	0	0	0	2	0	1	3
TENN.	64	17	0	3	1	0	0	151	0	17	189
TEXAS	88	12	1	2	0	0	1	10	1	3	30
UTAH	93	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	1	0	0	1
VIRGINIA	28	38	0	10	2	1	0	361	2	36	450
WASHNGTN	95	0	0	0	0	0	0	1	0	0	1
WEST VA.	27	7	0	5	1	0	0	182	0	17	212
WISCONSIN	64	0	0	1	0	0	0	9	0	1	11
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	0	0	1	0	0	1
NMISC	0	2	0	5	1	0	0	5	0	4	17
TOTAL	0	561	22	156	19	6	18	3421	49	546	4798

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NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

SPECIALTY AREA TEST	19 SPA TOTAL	SPANISH								TOTAL	
		TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE		OTHER
ALABAMA	66	0	0	0	0	0	1	1	0	0	2
ARIZONA	99	0	0	0	0	0	0	0	0	1	1
ARKANSAS	78	2	1	2	0	1	3	34	0	3	46
CALIF.	97	2	25	3	2	5	28	72	1	23	161
COLORADO	85	0	0	0	0	0	0	0	0	0	0
CONN.	31	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	0	0	0	0	0	0	0	0	0	0
FLORIDA	63	0	0	0	0	0	0	0	0	0	0
GEORGIA	54	0	0	0	0	2	2	10	0	0	14
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	1	0	1	0	0	0	2	0	1	5
INDIANA	42	0	0	0	0	0	0	0	0	0	0
IOWA	72	0	0	0	0	0	0	0	0	0	0
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	0	0	0	0	0	0	2	0	1	3
LA.	77	0	0	0	0	2	4	22	0	3	34
MAINE	46	0	0	0	0	0	0	0	0	0	0
MARYLAND	14	0	0	0	1	0	1	13	0	2	17
MASS.	25	0	0	0	0	1	0	2	0	0	3
MICHIGAN	61	0	0	0	0	0	0	1	0	0	1
MINN.	71	0	0	0	0	0	0	0	0	0	0
MISS.	68	0	0	0	0	0	3	12	0	2	17
MISSOURI	73	0	0	0	0	0	0	0	0	0	0
MONTANA	91	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	4	0	0	4
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	0	0	0	0
NEW JERS	13	1	0	0	0	3	6	4	0	6	20
NEW MEX.	84	0	0	0	0	0	1	7	0	0	2
NEW YORK	35	1	2	1	2	68	28	7	2	27	138
N. C.	50	0	1	2	3	2	11	54	1	4	78
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	0	0	0	1	2	0	1	4
OKLA.	86	0	0	0	0	0	0	0	0	0	0
OREGON	96	0	0	0	0	0	0	0	0	0	0
PENN.	15	0	0	0	0	0	0	10	1	1	12
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	1	0	1	0	3	5	53	0	6	69
S. D.	82	0	0	0	0	0	0	1	0	0	1
TENN.	64	2	0	0	0	1	1	13	0	0	17
TEXAS	88	1	0	0	0	0	0	1	0	2	4
UTAH	93	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	0	0	0	0
VIRGINIA	28	0	2	1	0	1	6	44	0	2	56
WASHNGTN	95	0	0	0	0	0	0	0	0	0	0
WEST VA.	27	0	0	0	0	1	0	9	0	0	10
WISCONSIN	69	0	0	0	0	0	0	0	0	0	0
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	2	1	0	0	0	3
FRGN MISC	0	0	0	0	0	0	0	0	0	0	1
TOTAL	0	14	31	12	8	93	101	374	5	85	723

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Table C-19

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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F4STAT 2.69

SPECIALTY AREA TEST	34 th AUD TOTAL	AUDIOLOGY									TOTAL
		TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	
ALABAMA	66	0	0	0	0	0	0	29	2	3	34
ARIZONA	49	0	0	0	0	0	0	26	0	1	27
ARKANSAS	78	0	0	0	0	0	0	13	0	1	14
CALIF.	97	3	1	1	9	0	1	127	1	18	161
COLORADO	85	0	1	2	2	0	1	54	0	3	63
CONN.	31	1	0	1	0	0	0	13	0	0	15
DELAWARE	18	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	3	0	0	0	0	0	7	0	4	14
FLORIDA	63	2	0	1	2	0	1	71	1	3	81
GEORGIA	54	1	0	0	1	0	1	30	0	0	33
IDAHO	92	0	0	1	0	0	0	0	0	0	1
ILLINOIS	56	6	0	1	0	1	1	107	3	13	132
INDIANA	42	0	0	1	1	0	0	52	0	5	59
IOWA	72	0	0	1	1	0	1	28	0	3	34
KANSAS	75	0	0	0	1	0	0	19	0	1	21
KENTUCKY	55	0	0	0	0	0	1	13	0	1	15
LA.	77	1	0	0	0	0	0	32	0	2	35
MAINE	46	0	0	0	0	0	0	1	0	0	1
MARYLAND	14	2	0	0	0	0	0	31	2	4	39
MASS.	25	2	0	2	0	0	0	33	1	3	41
MICHIGAN	61	2	0	1	1	0	0	68	1	8	81
MINN.	71	0	0	0	0	0	0	18	1	1	20
MISS.	68	3	0	0	0	0	0	17	0	6	26
MISSOURI	73	3	0	1	1	0	0	51	0	1	57
MONTANA	41	0	0	1	0	0	0	10	0	1	12
NEBRASKA	83	0	0	0	0	0	0	14	0	2	16
NEVADA	94	0	0	0	0	0	0	2	0	0	2
NEW HAMPSH.	45	0	0	0	0	0	0	3	0	0	3
NEW JERSEY	13	2	0	1	2	0	0	58	0	9	72
NEW MEX.	89	0	0	1	0	0	0	11	0	1	13
NEW YORK	35	4	0	1	2	1	3	97	1	25	134
N. C.	50	1	0	0	0	0	0	25	0	4	30
N. D.	81	0	0	0	0	1	0	7	0	1	9
OHIO	44	3	0	1	1	0	0	107	3	11	126
OKLA.	86	0	0	1	0	0	0	14	0	2	17
OREGON	96	0	0	0	0	0	0	13	0	0	13
PENN.	15	4	0	1	0	0	1	100	0	12	118
R. I.	23	0	0	0	0	0	0	4	0	0	4
S. C.	11	4	0	0	0	0	0	12	0	4	20
S. D.	82	0	0	0	0	0	0	6	0	1	7
TENN.	64	1	0	1	4	0	0	50	2	5	63
TEXAS	88	4	2	2	0	0	0	87	3	4	102
UTAH	93	0	0	0	2	0	0	28	0	3	33
VERMONT	41	0	0	1	0	0	0	12	0	0	13
VIRGINIA	28	2	0	0	0	0	0	65	0	4	71
WASHINGTON	95	1	0	0	0	0	0	40	1	3	45
WEST VA.	27	0	0	0	0	0	0	30	0	0	30
WISCONSIN	69	0	0	0	0	0	0	33	0	4	37
WYOMING	84	0	0	1	0	0	0	3	0	0	4
AK HI PR	98	0	0	1	2	0	0	2	0	1	6
ISC	0	0	0	0	1	0	0	14	3	2	20
TOTAL	0	25	4	26	33	3	11	1687	25	180	2024

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Table C-20

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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F4STAT 2.69

SPECIALTY AREA TEST 41 EAS TOTAL		EDUCATIONAL ADMINISTRATION AND SUPERVISION								
TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE	TOTAL
ALABAMA	66	3	0	0	0	0	5	0	0	8
ARIZONA	99	0	0	0	0	0	0	0	0	0
ARKANSAS	78	56	1	10	0	0	429	0	41	537
CALIF.	97	64	4	2	10	0	95	0	45	223
COLORADO	85	0	0	0	0	0	1	0	0	1
CONN.	31	0	0	1	0	0	9	0	2	12
DELAWARE	18	0	0	0	0	0	0	0	0	0
D. OF C.	19	10	0	1	1	0	2	0	2	16
FLORIDA	63	0	0	0	0	0	0	0	0	0
GEORGIA	54	14	0	5	0	0	98	0	23	140
IAHO	92	0	0	0	0	0	0	0	0	0
ILLINOIS	56	19	1	0	1	0	73	0	3	97
INDIANA	42	1	0	0	0	0	9	0	0	10
IOWA	72	0	0	0	0	0	0	0	0	0
KANSAS	75	0	0	0	0	0	0	0	0	0
KENTUCKY	55	0	0	0	0	0	1	0	0	1
LA.	77	80	0	10	0	0	150	0	40	283
MAINE	46	0	0	0	0	0	0	0	0	0
MARYLAND	14	307	0	31	2	0	261	2	116	719
MASS.	25	6	0	0	0	0	97	0	13	116
MICHIGAN	61	33	0	0	1	0	6	0	604	644
MINN.	71	0	0	0	0	0	0	0	0	0
MISS.	68	21	0	1	1	0	36	0	4	63
MISSOURI	73	0	0	0	0	0	9	0	0	9
MONTANA	91	0	0	0	0	0	2	0	0	2
NEBRASKA	83	0	0	0	0	0	0	0	0	0
NEVADA	94	12	1	0	0	0	22	0	5	42
NEW HAMP	45	0	0	0	0	0	0	0	0	0
NEW JERS	13	23	0	1	0	4	107	0	50	187
NEW MEX.	89	0	3	0	0	0	7	1	1	13
NEW YORK	35	2	0	0	0	1	4	0	1	8
N. C.	50	6	0	0	0	0	9	0	3	18
N. D.	81	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	0	0	0	0	0	0	0
OKLA.	86	16	0	0	0	0	10	0	0	34
OREGON	96	0	0	0	0	0	0	0	1	1
PENN.	15	0	0	1	0	0	0	0	0	1
R. I.	23	4	0	0	0	0	42	0	7	53
S. C.	11	37	0	3	0	0	164	1	15	220
S. D.	82	0	0	0	0	0	0	0	0	0
TENN.	64	36	0	0	0	0	30	0	9	75
TEXAS	88	104	45	4	0	1	117	3	14	293
UTAH	93	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	0	0	0
VIRGINIA	28	0	0	0	0	0	16	0	1	17
WASHNGTN	95	0	0	0	0	0	0	0	0	0
WEST VA.	27	0	0	0	0	0	4	0	0	4
WISCONSIN	69	25	1	0	0	3	48	1	10	91
WYOMING	84	0	0	0	0	0	1	0	0	1
WYOMING	98	0	0	0	0	0	0	0	0	0
WYOMISC	0	3	1	2	0	0	1	0	2	9
TOTAL	102	882	58	72	16	9	1873	8	1012	3948

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NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

SPECIALTY AREA TEST	GC TOTAL	GUIDANCE COUNSELOR									
		IC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP	WHITE	OTHER	NO CODE
ALABAMA	66	0	0	0	0	0	0	2	0	1	3
ARIZONA	99	0	0	0	0	0	0	0	0	0	0
ARKANSAS	78	21	0	0	1	0	0	175	2	17	224
CALIF.	97	1	0	0	0	0	1	3	0	1	6
COLORADO	85	0	0	0	0	0	0	0	0	0	0
CONN.	31	1	0	0	0	0	0	16	0	7	24
DELAWARE	18	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	0	0	0	0	0	0	0	0	0	0
FLORIDA	63	1	0	0	0	0	0	0	0	0	1
GEORGIA	54	4	0	1	0	0	0	22	0	9	36
IDAHO	92	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	0	0	0	0	0	0	0	0	1	1
INDIANA	42	0	0	0	0	0	0	0	0	0	0
IOWA	72	0	0	0	0	0	0	0	0	0	0
KANSAS	75	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	0	0	0	0	0	0	0	0	0	0
LA.	77	7	0	1	0	0	0	13	1	6	28
MAINE	46	0	0	0	0	0	0	0	0	0	0
MARYLAND	14	1	0	0	0	0	0	8	0	1	10
MASS.	25	0	0	0	0	0	0	0	0	0	0
MICHIGAN	61	0	0	0	0	0	0	1	0	0	1
MINN.	71	0	0	0	0	0	0	0	0	0	0
MISS.	68	6	0	1	0	0	0	8	0	3	18
MISSOURI	73	0	0	0	0	0	0	1	0	0	1
MONTANA	91	0	0	0	0	0	0	0	0	0	0
NEBRASKA	83	0	0	0	0	0	0	1	0	0	1
NEVADA	94	0	0	0	0	0	0	0	0	0	0
NEW HAMPSH.	45	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	13	0	0	0	0	0	0	1	0	2	3
NEW MEX.	89	1	5	1	0	0	1	4	1	0	13
NEW YORK	35	7	0	3	0	0	0	13	0	7	30
N. C.	50	61	0	2	0	1	2	103	1	23	193
N. D.	81	0	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	0	0	0	0	0	0	1	1
OKLA.	86	0	0	0	0	0	0	0	0	1	1
OREGON	96	0	0	0	0	0	0	0	0	0	0
PENN.	15	0	0	0	0	0	0	3	1	0	4
R. I.	23	0	0	0	0	0	0	0	0	0	0
S. C.	11	16	0	0	0	0	1	10	0	12	39
S. D.	82	0	0	0	0	0	0	0	0	0	0
TENN.	64	6	0	0	0	0	0	7	0	1	14
TEXAS	88	2	3	0	0	0	0	12	0	3	20
UTAH	93	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	0	0	0	0
VIRGINIA	28	8	0	1	0	0	1	38	0	2	50
WASHINGTON	95	0	0	0	0	0	0	0	0	0	0
WEST VA.	27	0	0	0	0	0	0	4	0	1	5
WISCONSIN	69	0	0	0	0	0	0	0	0	0	0
WYOMING	84	0	0	0	0	0	0	0	0	0	0
AK HI PR	98	0	0	0	0	0	0	0	0	0	0
UNMISC	0	0	0	0	0	0	0	1	0	1	2
TOTAL	0	143	8	18	1	2	5	446	6	100	729

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Table C-22

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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SPECIALTY AREA TEST	30	RS TOTAL	READING SPECIALIST							TOTAL		
			TC CODE	BLACK	CHICANO	NATIVE A	OR-ASIAN	P. R.	OTH HISP		WHITE	OTHER
ALABAMA	66	0	0	0	0	0	0	0	4	0	0	4
ARIZONA	99	0	0	0	0	0	0	0	0	0	0	0
ARKANSAS	78	29	0	0	4	0	0	0	159	1	16	209
CALIF.	97	6	5	1	3	0	0	1	99	3	17	135
COLORADO	85	0	0	0	0	0	0	0	0	0	0	0
CONN.	31	0	0	0	0	0	0	0	0	0	0	0
DELAWARE	18	0	0	0	0	0	0	0	0	0	0	0
D. OF C.	19	1	0	0	0	0	0	0	0	0	0	1
FLORIDA	63	0	0	0	0	0	0	0	4	0	0	4
GEORGIA	54	1	0	0	0	0	0	0	15	1	6	23
IDAHO	92	0	0	0	0	0	0	0	0	0	0	0
ILLINOIS	56	0	0	0	0	0	0	0	0	0	2	2
INDIANA	42	0	0	0	0	0	0	0	0	0	0	0
IOWA	72	0	0	0	0	0	0	0	0	0	0	0
KANSAS	75	0	0	0	0	0	0	0	0	0	0	0
KENTUCKY	55	0	0	0	0	0	0	0	10	0	0	10
LA.	77	0	0	0	0	0	0	0	2	0	0	2
MAINE	46	0	0	0	0	0	0	0	0	0	0	0
MARYLAND	14	0	0	0	0	0	0	0	0	0	0	0
MASS.	25	1	0	0	0	0	0	0	5	0	2	8
MICHIGAN	61	0	0	0	0	0	0	0	2	0	0	2
MINN.	71	0	0	0	0	0	0	0	0	0	0	0
MISS.	68	2	0	0	0	0	0	0	2	0	2	6
MISSOURI	73	0	0	0	0	0	0	0	1	0	0	1
MONTANA	91	0	0	0	0	0	0	0	2	0	0	2
NEBRASKA	83	0	0	0	0	0	0	0	0	0	0	0
NEVADA	44	0	0	0	0	0	0	0	0	0	0	0
NEW HAMP	45	0	0	0	0	0	0	0	7	0	0	7
NEW JERS	13	0	0	0	0	0	0	0	1	0	0	1
NEW MEX.	89	0	0	0	0	0	0	0	0	0	0	0
NEW YORK	35	5	0	0	3	1	1	1	34	2	17	63
N. C.	50	2	0	0	0	1	0	0	21	0	3	27
N. D.	81	0	0	0	0	0	0	0	0	0	0	0
OHIO	44	0	0	0	0	0	0	0	1	0	0	1
OKLA.	86	0	0	0	0	0	0	0	0	0	0	0
OREGON	96	0	0	0	0	0	0	0	0	0	0	0
PENN.	15	0	0	0	0	0	0	0	4	0	4	8
R. I.	23	0	0	0	0	0	0	0	0	1	1	3
S. C.	11	0	0	0	0	0	0	0	1	0	1	2
S. D.	82	0	0	0	0	0	0	0	0	0	0	0
TENN.	64	1	0	0	0	0	0	0	4	0	1	6
TEXAS	88	1	0	0	0	0	0	0	4	0	0	5
UTAH	93	0	0	0	0	0	0	0	0	0	0	0
VERMONT	41	0	0	0	0	0	0	0	1	0	1	2
VIRGINIA	28	1	0	0	0	0	0	0	53	0	1	58
WASHINGTON	95	0	0	0	0	0	0	0	0	0	0	0
WEST VA.	27	0	0	0	0	0	0	0	3	1	0	4
WISCONSIN	69	0	0	0	1	0	0	0	0	0	0	1
WYOMING	84	0	0	0	0	0	0	0	0	0	0	0
AK HI PR	58	0	0	0	0	0	0	0	1	0	0	1
GNMISC	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	50	6	9	4	4	1	2	482	9	77	660

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Table C-23

NTE PROGRAMS - SPECIALTY AREA TESTS - 1981 - 1984, NATIONALS AND SPECIALS COMBINED

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SPECIALTY AREA TEST	SPEECH-LANGUAGE PATHOLOGY										
	TC CODE	BLACK	HISPANIC	NATIVE A	OR-ASIAN	P. K.	OTH HISP	WHITE	OTHER	NO CODE	TOTAL
ALABAMA	66	0	0	1	0	0	0	76	0	3	86
ARIZONA	99	2	5	3	2	0	0	91	0	7	110
ARKANSAS	78	7	0	0	0	0	2	115	0	4	128
CALIF.	97	21	23	16	46	3	15	878	20	121	1143
COLORADO	85	2	0	2	1	0	4	145	2	7	163
CONN.	31	5	0	3	0	0	0	102	1	9	120
DELAWARE	18	0	0	1	0	0	0	2	0	1	4
D. OF C.	19	11	0	1	1	0	3	11	0	7	34
FLORIDA	63	12	0	3	1	1	5	175	0	20	217
GEORGIA	54	28	1	2	0	0	1	181	1	15	229
IDAHO	92	0	0	0	0	0	0	4	0	0	4
ILLINOIS	56	30	3	3	5	1	3	428	4	43	520
INDIANA	42	3	0	2	0	0	1	147	1	8	162
IOWA	72	1	1	0	2	0	0	95	0	2	101
KANSAS	75	0	0	1	0	0	0	109	0	2	112
KENTUCKY	55	5	0	3	1	0	0	107	0	6	122
LA.	77	21	0	3	0	1	0	142	1	12	180
MAINE	46	0	1	0	0	0	0	34	0	4	39
MARYLAND	14	15	0	3	1	0	1	122	0	18	160
MASS.	25	2	0	5	1	0	2	262	1	43	316
MICHIGAN	61	6	2	2	0	1	0	277	0	24	312
MINN.	71	1	1	3	0	0	0	171	0	7	183
MISS.	68	4	0	1	1	0	0	52	0	13	71
MISSOURI	73	14	0	6	1	2	2	254	0	20	299
MONTANA	91	0	0	0	0	0	0	24	0	1	25
NEBRASKA	63	2	0	0	0	0	1	98	0	1	102
NEVADA	94	0	0	1	0	0	0	6	0	0	7
NEW HAMPSHIRE	45	0	0	0	0	0	0	14	0	0	14
NEW JERSEY	13	10	0	4	3	1	4	309	2	41	374
NEW MEXICO	89	0	9	2	0	0	6	71	1	9	98
NEW YORK	35	4	1	9	5	7	7	755	7	139	954
N. C.	50	15	0	2	4	1	1	155	1	16	205
N. D.	81	0	0	2	0	0	0	97	0	5	104
OHIO	44	8	0	4	4	0	2	344	4	22	388
OKLA.	86	2	0	2	0	0	0	97	0	6	107
OREGON	96	0	1	2	0	0	0	94	1	10	109
PENN.	15	6	0	4	0	2	0	391	0	27	430
R. I.	23	0	0	0	0	0	0	38	0	2	40
S. C.	11	29	0	2	0	0	0	51	5	15	102
S. D.	82	0	0	0	0	0	0	29	0	1	30
TENN.	64	6	0	2	0	0	0	121	2	6	137
TEXAS	88	10	17	9	1	2	8	324	1	21	393
UTAH	93	0	0	1	2	0	1	70	2	3	79
VERMONT	41	0	0	1	0	0	0	36	0	4	41
VIRGINIA	28	15	1	1	0	0	0	173	1	15	206
WASH. CTN.	95	0	1	1	4	0	0	146	3	10	173
WEST VA.	27	1	1	0	0	0	0	89	1	2	94
WISCONSIN	69	1	0	0	1	0	1	282	1	14	300
WYOMING	84	0	0	0	0	0	0	6	0	0	6
AK HI PR	98	0	0	1	17	1	0	28	1	2	50
GNMISC	0	1	0	5	1	0	1	62	4	12	86
TOTAL	0	327	68	119	105	23	71	7900	68	788	9469

Table D

Number of Test-takers and Mean Scores
Core Battery, 1982-84

	Communication Skills				General Knowledge				Professional Knowledge			
	N	%	Mean	SD	N	%	Mean	SD	N	%	Mean	SD
White	36,353	78.0	662	11	39,759	75.6	659	12	38,668	78.8	659	11
Black	5,607	12.0	643	12	6,991	13.3	639	11	5,665	11.5	641	13
Hispanic	1,001	2.1	651	14	1,317	2.5	650	13	990	2.0	650	13
Other	851	1.8	654	15	1,111	2.1	654	15	872	1.8	653	15
No Code	2,800	6.0	652	15	3,399	6.5	649	16	2,901	5.9	651	15
Total	46,612	99.9	659	13	52,577	100.0	655	14	49,096	100.0	656	13

Table E

Percent of Test-takers Scoring at or Above Three Hypothetical Qualifying Scores

<u>Qualifying Score</u>	<u>Communication Skills</u>		
	<u>White</u>	<u>Black</u>	<u>Hispanic</u>
650	85.6	31.2	55.0
644	93.6	48.1	70.3
637	98.2	69.2	84.9

	<u>General Knowledge</u>		
	<u>White</u>	<u>Black</u>	<u>Hispanic</u>
549	79.1	18.6	52.5
641	92.6	39.1	73.9
636	97.1	56.3	85.9

	<u>Professional Knowledge</u>		
	<u>White</u>	<u>Black</u>	<u>Hispanic</u>
646	87.6	36.4	64.5
641	93.9	52.1	76.2
630	99.1	81.6	92.3