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ABSTRACT

The report, which is part of a series, contains data examining the educational, employment, and independent living outcomes attained by handicapped youth as they exit school and enter the work force. An introduction to the secondary analysis of extant data sources (such as the High School and Beyond data base) is provided in Chapter I. Chapter II contains tables describing the percentage of youth presently served (by handicapping condition) based on data from the Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act. The third chapter provides data which profile the handicapped sample in "High School and Beyond," Chapters IV and V contain tables on educational outcomes for the handicapped versus nonhandicapped youth and present comparisons among specific handicapping conditions. Chapter VI contains tables and figures on first job employment earnings, hours worked, occupations chosen, and other factors associated with employment. Chapter VII presents summary tables on employment data for six selected handicapping conditions of youth. Among appendixes are a listing (by state) of number of handicapped youth served, detailed explanations of the High School and Beyond variables, and the original employment questionnaires. (DB)

Digest on Youth in Transition

Harnisch

TRANSITION INSTITUTE AT ILLINOIS

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

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Preface

Guide to the Document

This is the first in a series of annual descriptions of data examining the educational, employment, and independent living outcomes attained by handicapped youth as they exit school and enter the work force. This book will be referred to as the 1986 Edition of the Digest on Youth in Transition. This Digest represents analyses conducted with two major data sources. Each year additional analyses will be performed to consider the current information and emerging trends in longitudinal data bases.

This publication contains a variety of tables and figures presenting data on the percentage of youth served by handicapping condition at the state level for the 6-17 age cohort versus the 18-21 age cohort. In addition, characteristics of handicapped and nonhandicapped youth, as provided in the High School and Beyond (HSB) data base, are used to portray comparisons of educational outcomes and employment rates for handicapped and nonhandicapped youth, and also depict salient differences among six specific conditions of handicapped youth regarding their educational and employment outcomes. An introduction to the secondary analysis of extant data sources is provided in Chapter I. Chapter II provides tables and a figure describing the percentage of youth served by handicapping condition based on the data provided by the Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act. Chapter III provides tables and figures which profile the handicapped sample in High School and Beyond. Chapters IV and V contain tables on educational outcomes for the handicapped versus nonhandicapped youth and present comparisons among the specific handicapping conditions, respectively. Chapter VI contains tables and figures on first job employment earnings, hours worked, occupations chosen, and other factors associated with employment. These include methods used to find the first job and reasons for leaving the first job. Chapter VII presents summary tables on employment data for six selected handicapping conditions of youth. Footnotes to the tables

provide information with respect to published sources of the data and make reference to tables and other data in the appendices. Exhibit notes are made on the bottom of the table or figure highlighting the major findings in the display.

Appendix A gives the listing (by state) of the number of handicapped youth served who are 6-17 and 18-21 years of age. This data was taken from the Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act. Appendix B gives detailed technical explanations of the High School and Beyond variables and constructs which were created for use in this Digest. A listing of the original employment questions is given in Appendix C. An illustrative example explaining box plots is presented in Appendix D.

Summary of Methodology

Basic descriptive statistics are used to describe the percentage of handicapped youth served by the Education of the Handicapped Act. Changes in percentages of youth served from the school years to the post school years were examined for each of the handicapping conditions. Box plots are used to display the different percentages of youth served for three handicapping conditions for these two time periods.

Graphical displays are used along with tables to display the data in the form of horizontal percentage bar charts. Box plots are used to display distributional properties for various comparisons of educational and employment outcomes. Box plots give an excellent visual representation of the distributional properties of the data with the middle fifty percent of the observations represented by the box. The lines extending from the box represent the upper and lower twenty-five percent of the observations. Observations that are considered outliers are represented on the display with a "O" (chance of occurring as 1 out of 20) and a "*" (chance of occurring as 1 out of 200).

Various distributions with extreme values were modified to capture the main features of the distribution (Winsorized) and to provide clearer profiles of the distributions between comparison groups. Notes explaining this procedure are given in Appendix B and are referenced in the exhibit note area. Missing values for all variables were set to blank so that only possible values were captured as the minimum and maximum for each variable. Asterisks are used on the tables to indicate the cells for which fewer than 25 subjects were available. We caution the reader in the interpretation of information from these cells.

Caveats

The displays and tables are descriptive in that no particular theories are presented to explain the observed trends. In addition to being largely free of theory, the tables and figures are without value judgments and without advocacy of any policy changes. The accuracy and reliability of the basic data, and the consistency of the statistical universes from which the basic data are obtained, are not the same for all statistics. For example, the sample represented in High School and Beyond was based on self-report data while the data presented in the Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act data base are from State Education Officers. It is hoped that, with the introductory notes at the beginning of each chapter and the comments after the displays, these descriptive profiles and breakdowns of outcome data will advance our understanding of the characteristics of handicapped youth in transition.

Acknowledgements

We wish to thank Jeff Owings at the National Center for Educational Statistics for his helpful comments on the organization of the High School and Beyond files. We also wish to thank Lou Danielson and his staff from the Office of Special Education and Rehabilitative Services (OSERS) who produced the Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act.

We also wish to express our gratitude to Beth Engelbrecht-Wiggans for her excellent advice in preparing the photo ready copy of this Digest, to Tu Jho Ju for her early work on the identification of selected variables for this digest, to Carolyn White and her staff from the Social Science Quantitative Lab for their early consulting, and to Carloyn Palmer and Lizanne DeStefano for their significant contributions in editing this Digest.

Finally, we wish to note that this work was partially supported by the Research Board of the University of Illinois at Urbana-Champaign which provided for computer-related expenses. Most of the analyses presented in this report were prepared using the Statistical Analysis System (SAS) on the IBM 3081-GX.

Chapter I

Introduction to Secondary Analysis of Extant Data Sources

Overview of Transition Institute

The College of Education at the University of Illinois at Urbana-Champaign (UIUC) has received a federal contract to create an institute that will study and evaluate services delivered to disabled youth who are entering the job market.

The Transition Institute at Illinois, which will be funded for five years by the Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education, will be conducting research and working with federally funded secondary special education projects throughout the country. The Transition Institute is directed by Frank R. Rusch, Professor of Special Education, and co-directed by L. Allen Phelps, Associate Dean of Education and Professor of Vocational Education.

Recently, the U. S. Commission on Civil Rights (1983) reported that between 50% and 80% of all persons with disabilities are unemployed. These data suggest that a disproportionately large number of disabled persons do not obtain meaningful jobs. Several follow-up studies conducted in Vermont (Hasazi, Gordon, & Roe, 1985), Virginia (Wehman, Kregel, & Zoller, 1984), Colorado (Mithaug & Horiuchi, 1983), and Washington (Edgar & Levine, 1986) reflect similar figures. Based on these findings, it appears that--in spite of considerable recent attention focused on elementary and secondary education--meaningful employment benefits for graduating students who are disabled have not been realized.

Although several million individuals with disabilities in this country are denied, for various reasons, the opportunity to engage in meaningful employment, these individuals do possess the potential to live and work in the community. These individuals have been the focus of attention by special educators, vocational educators,

vocational rehabilitation personnel, adult service agencies, and many other agencies and organizations for the past three decades. Unfortunately, individuals who are mentally retarded, physically disabled, and/or otherwise disabled, have not made a successful transition to the community. Most of them either work in sheltered settings, are underemployed, or are unemployed and live with family, relatives, or friends without much hope of participating in their community in the manner in which most nondisabled persons participate. There is considerable evidence to suggest that these youth will not make gains in the world of work unless there is a concentrated effort to identify and introduce interventions that will lead to their employment.

The Transition Institute is designed to address both the theoretical and practical problems of transition from school to work for youth with handicaps. The Transition Institute grew out of a consensus among legislative, professional, and advocacy organizations that an initiative was needed to establish a more systematic and effective delivery system to assist youth with handicaps in making the transition from school or unemployment to work. The passage of Public Law 98-199 provided the authority to address this need specifically through Section 626, entitled "Secondary Education and Transition Services for Handicapped Youth". The mission of the Transition Institute is threefold: it will address a series of evaluation, technical assistance, and research activities.

Review of Extant Data Sources

One of the major tasks of the evaluation program of the Transition Institute entails examining the educational, employment, and independent living outcomes attained by handicapped youth as they leave school and enter the work force. Federal, state, and local data sources as well as follow-up studies on these variables will be compiled and reviewed in this and future publications.

Secondary data sources (for example, High School & Beyond) will be analyzed relative to employment and

educational outcomes for both handicapped and nonhandicapped youth. As is the case with High School and Beyond, a series of analyses will be conducted for each of these outcome measures for students reporting each handicapping condition as well as by groups based on their graduation status from high school. Longitudinal analyses are performed with the subjects who were sophomores in 1980 and were followed up as part of the study in 1982, 1984, and 1986. Characteristics of handicapped youth will be compared with the nonhandicapped youth. At present, data tapes are available which describe the participation of of the Sophomore cohort in the High School and Beyond study through the Spring of 1984.

The document, Digest on Youth in Transition, modeled after the Digest of Data on Persons with Disabilities and The Condition of Education will be published annually describing the available information on such variables as the incidence of handicapping conditions, employment and unemployment rates for both handicapped and nonhandicapped youth, minority status among handicapped youth, secondary school completion data, employment status, earnings, and residential arrangements.

Specific Secondary Data Sources Examined

The transition from youth to adulthood has become an increasingly important topic for researchers, policy analysts, and practitioners. The first Digest on Youth in Transition examines in detail two U.S. Department of Education extant data sources. The first is the Seventh Annual Report to Congress on the Implementation of The Education of the Handicapped Act. The second is the National Center for Education Statistics' High School and Beyond second follow-up longitudinal data files. Each of these data sources is unique in composition, though both were initiated to provide a wide range of data for examination by interested parties. The following sections provide a brief overview of the data files and their salient characteristics. Future editions of the Digest will examine proposed updates on these data sources following the primary theme of transition from school to work.

1. Seventh Annual Report to Congress on the Implementation of The Education of the Handicapped Act examines the progress made in implementing the mandates of the Education of the Handicapped Act, as amended by P.L. 98-199. According to the U.S. Department of Education,

> ...the data presented in the report demonstrates that the States have successfully implemented the procedural features of the Act. However, those data also attest to the continuing need to strive for quality in all aspects of programming for handicapped children and their parents (p. iii).

In addition to the basic data provided by the States, the report includes information from some of the discretionary programs. These program grants include support for research, development, evaluation, demonstration, personnel preparation, and technical assistance activities. Contained within the report are descriptions of legislation and priorities set by OSERS. One of these priorities is a major initiative to improve the services available to handicapped adolescents moving from education to the world of work.

The data examined in this Digest is taken directly from the State reports on the numbers of children 6-17 and 18-21 years served under P.L. 94-142 by handicapping condition during the school year 1983-1984 (Tables 6A4 and 6A5, pp. 202-203). In future editions OSERS intends to modify the age groups represented in the reported procedure and also provide exiting information on the number of handicapped students graduating from or dropping out of high school.

2. High School & Beyond (HSB) : The Second Follow-up of the 1980 Sophomores is a national study initiated for the National Center for Education Statistics (NCES) by the National Opinion Research Center at the University of Chicago. The data collection process began with the group administration of questionnaires and achievement tests to 30,000 sophomores and 28,000 seniors enrolled in more than 1000 public and private schools in the Spring of 1980. HSB

continued with a second collection of data from the 1980 sophomores and seniors in Spring 1982 and the collection of high school transcripts in Fall 1982 for a subsample of the sophomore cohort members. A third data collection from 1980 sophomores and seniors took place in Spring 1984.

The most recent data files are from the 1984 second follow-up and contains both post-secondary education and job histories for the two years after high school graduation. In addition, these files contain information on school, family, work experience (during and after high school), educational and occupational aspirations, personal values, high school test scores, and credits earned in selected curricular areas. Information is also collected on students who are classified as dropouts, transfers, and early graduates.

The results from our analyses should contribute to a greater understanding of the development of young adults and of the factors that determine individual education and career outcomes. Such information is useful as a basis for review and reformulation of federal, state, and local policies affecting the transition of youth from school to adult life.

One of the more unique features of HSB is its "weighting" capabilities. Student weights are available for use in obtaining population estimates that reflect the total national frame rather than only the students from the cooperating schools. The sophomore cohort weights estimate the population of roughly 3,800,000 high school sophomores in 1980. The weights were developed to compensate for differential selection probabilities and participation rates across all survey waves (NCES, 1986). Future editions of the Digest will utilize the weighting capabilities of High School and Beyond.

In contrast to the P.L. 94-142 definitional guidelines, students in the sample were asked (in self-administered questionnaires) whether they had any of six specific handicapping conditions, whether they had a condition that

limited the kinds or amount of work or education they could do, and whether they participated in special programs for the physically or educationally handicapped. The following handicaps were considered:

* Specific Learning Disabilities
* Visually Impaired
* Hard of Hearing
* Deaf
* Speech Impaired
* Orthopedically Impaired
* Other Health Impaired

Additionally, there are three details concerning the sample for HSB that limit the definition of handicapped students in the data. First, the student population for the survey was defined as students who were enrolled in high school programs leading to graduation and a diploma. This eliminated from the sample all students who were in non-degree programs (leading, for example, to attendance certificates) and thereby eliminated one subset of students often included in definitions of handicapped. Second, although attempts were made to accommodate such problems, most students had to be able to read and fill out the questionnaire themselves. Thus, a second subset--was also largely excluded. Third, because NCES was concerned that no students be made uncomfortable or unhappy by participating, any students drawn into the sample who were considered by teachers to be "at risk" were excluded. This may have eliminated some of the students with emotional or mental handicaps. In addition, the estimated 39,000 secondary school students in residential schools for exceptional students were not eligible for the sample. This is also true of the multihandicapped, mentally retarded, and seriously emotionally disturbed who are enrolled full-time in special education programs not leading to a diploma. Thus, the nature of the sample is such that it is essentially composed of students with mild or border-line handicaps.

Chapter II

Handicapped Youth Served by Condition
Summary of State Level Cohort Analyses (6-17 & 18-21)

In the Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act are reported a series of informational charts and figures relevant to policy analysts. Two tables displaying the number of children (ages 6-17 and 18-21 during school year 1983-1984) served under P.L. 94-142 by handicapping condition were used as our data source for this chapter. The listing of the number of children served for ages 6-17 and 18-21 by state for each of the handicapping conditions in given in Appendix A.

A number of questions were raised relative to the type of handicapped children that are presently being served during the school years versus the post school years. Over four million handicapped children were served by the State under EHA-B and P.L. 89-313 during the 1983-84 school yea The number of handicapped children served compared to t previous year is quite stable. However, when one examine the data over a time frame of ten years notable shifts are apparent in the categories in which the Nation's handicapped are receiving services. For example, in 1976-1977 969,547 mentally retarded children were served while only 650,534 were served in 1983-84. An example of a substantial increase is noted with the children classified as learning disabled. It is reported that 797,213 learning disabled children were served during the 1976-77 school year while during the 1983-84 school year 1,811,489 were served. The above dramatic examples illustrate a category which has seen a drop of 33 percent of the original number of children served as mentally retarded. On the other hand, the learning disabled category over this same time period shows an increase of 127 percent in the number of children served.

Summary of State Level Cohort Analyses (6-17 and 18-21 year olds)

The questions that we wish to address in this chapter focus on the number of children served who are aged 6-17 versus 18-21 for each of the handicapping conditions. What percentages of the 6-17 cohort (by handicapping condition) are being served? This same question was asked of the 18-21 handicapping cohort. The shift in service from the school year cohort to the latter cohort is also examined. The state level data presented in Appendix A were used to calculate percentages of children served by each handicapping condition for each state. This information is summarized in Table 1 for each of the handicapping conditions.

Table 1. Percentage of Youth Served by Handicapping Condition for the 6-17 Cohort as Reported at the State Level during 1983-1984 School Year

HANDICAPPING CONDITION	MEAN	SD	MIN	MAX	MON
Learning Disabled	47.28	9.69	30.37	69.17	45.85
Speech Impaired	26.11	7.59	13.16	48.37	25.41
Mentally Retarded	14.88	8.09	3.38	40.01	14.12
Emotionally Disturbed	8.16	6.11	0.87	30.88	6.56
Hard of Hearing and Deaf	1.06	0.40	0.10	2.20	1.02
Multi-handicapped	0.90	0.86	0.00	3.47	0.71
Orthopedically Handicapped	0.90	0.48	0.00	2.50	0.80
Other Health Impaired	0.80	0.77	0.00	3.63	0.64
Visually Handicapped	0.40	0.18	0.02	1.21	0.41
Deaf-blind	0.03	0.07	0.00	0.50	0.01

SOURCE : Calculated from U. S. Department of Education Office of Special Education and Rehabilitative Services, Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act, Table 6A4, 1985.

The results from Table 1 indicate that, on the average, 47 percent of the handicapped children served are in the learning disabled category as reported at the state level. The two handicapping conditions that follow closely were speech impaired (26.1%) and mentally retarded (14.9%). Emotionally disturbed category made up 8.2% of the children served. The remaining categories (hard of hearing, multi-handicapped, orthopedically handicapped, other health impaired, visually impaired, and deaf-blind) made up 1 percent or less of the children served respectively.

The analysis of the percentage of the handicapped children served in the 18-21 cohort are summarized and presented in Table 2. The results reveal that two categories are served with 25 or more percent of the children. These categories were learning disabled (41.1%) and mentally retarded (37.5%). Only two handicapping conditions reported on the average of serving less than 1 percent as represented with the visually handicapped and deaf-blind. The remaining conditions were served between 1 to 10 percent and are represented by the following conditions: Emotionally disturbed (8.4%), multi-handicapped (3.4%), speech impaired (2.5%), hard of hearing and deaf (2.3%), other health impaired (2.1%), and orthopedically handicapped (1.8%).

Table 2. Percentage of Youth Served by Handicapping Condition for the 18-21 Cohort as Reported at the State Level during 1983-1984 School Year

HANDICAPPING CONDITION	MEAN	SD	MIN	MAX	MDN
Learning Disabled	41.12	12.60	1.24	69.07	40.77
Speech Impaired	2.52	1.94	0.16	8.92	2.12
Mentally Retarded	37.53	13.80	6.53	68.85	36.71
Emotionally Disturbed	8.44	6.22	0.00	24.95	6.57
Hard of Hearing and Deaf	2.32	1.49	0.17	7.90	1.98
Multi-handicapped	3.38	5.18	0.00	28.46	1.66
Orthopedically Handicapped	1.80	2.68	0.00	17.73	1.25
Other Health Impaired	2.10	6.29	0.00	45.26	0.91
Visually Handicapped	0.73	1.08	0.00	7.69	0.55
Deaf-blind	0.07	1.11	0.12	0.48	0.03

SOURCE : Calculated from U. S. Department of Education Office of Special Education and Rehabilitative Services, Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act, Table 6A5, 1985.

Transitional Shift in Youth Served

A number of key shifts are recognizable from the data when one examines the percentage shift in service from the 6-17 cohort to the 18-21 cohort. These shifts are summarized in Table 3. The category showing the greatest positive shift is mentally retarded (22.6%). This represents shift in some states from 10% less to a state that now serves 41% more than the number of children served during the 6-17 cohort years. The most dramatic drop in youth served is noted for the speech impaired category (-23.6%). All states showed a drop in the percentage of youth served in this category with the range of percentages from -11% to -42%. The handicapping condition which showed the widest range of shift in youth served was learning disabled. On the average, 6.2% less are being served in the learning disabled category. The only other handicapping condition which showed a shift greater than 1% was found for

the multi-handicapped category. The remainder of the handicapping conditions all showed a shift in youth served that was less than one percent on the average (emotionally disturbed (0.3%), hard of hearing and deaf (1.3%), orthopedically handicapped (.9%), other health impaired (1.3%), visually handicapped (.3%), and deaf-blind (.1%).

Table 3. Mean Percentage Shift in the Number of Youth Served by Handicapping Condition for the 6-17 Cohort Compared with the 18-21 Cohort

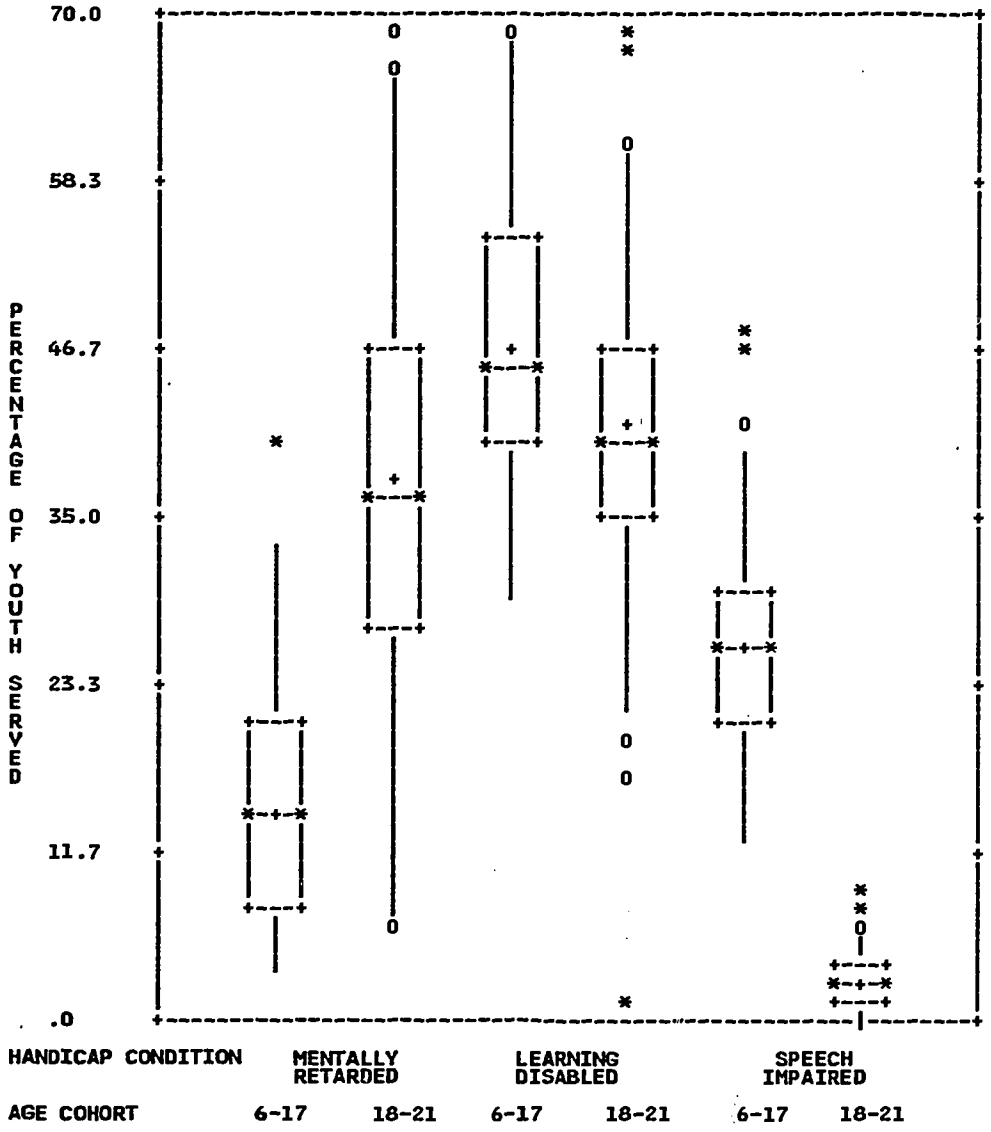
HANDICAPPING CONDITION	MEAN	SD	MIN	MAX	MDN
Learning Disabled	-6.16	10.69	-50.26	24.38	-6.34
Speech Impaired	-23.59	6.86	-42.49	-11.04	-22.71
Mentally Retarded	22.65	9.61	-10.41	40.79	23.98
Emotionally Disturbed	0.28	3.42	-9.36	9.33	0.19
Hard of Hearing and Deaf	1.26	1.39	-1.10	6.54	1.01
Multi-handicapped	2.48	4.79	-0.54	25.87	0.93
Orthopedically Handicapped	0.90	2.59	-1.62	16.78	0.40
Other Health Impaired	1.30	6.27	-0.35	44.79	0.15
Visually Handicapped	0.33	0.96	-0.18	6.48	0.11
Deaf-blind	0.04	0.13	-0.50	0.47	0.02

SOURCE : Calculated from U. S. Department of Education Office of Special Education and Rehabilitative Services, Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act, Table 6A4 and 6A5, 1985.

The three conditions which showed the greatest percentage shift in youth served between the two cohorts are illustrated in Figure 1. Box plots on the percentage of youth served are given for the mentally retarded, learning disabled and speech impaired categories with the 6-17 and 18-21 age cohorts. From Figure 1, it is quite apparent that the shift that occurred for the mentally retarded condition is positive while the shift for the speech impaired is quite negative. The middle box plot show a slight decline for the learning disabled condition. What is clear from the displays is that there has been a major shift in the youth

served for the mentally retarded and speech impaired conditions.

Figure 1. Box Plot of Percentage Youth Served on Three Handicapping Conditions for the 6-17 and 18-21 Cohorts



SOURCE : Calculated from U. S. Department of Education Office of Special Education and Rehabilitative Services, Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act, Table 6A4 and 6A5, 1985.

Future cohort analyses with a more specific age cohort for the high school years would clarify these apparent shifts noted in the transition years. A recommendation would be that the states present their data for the school years in two age levels. Reports on youth served by two age levels would allow for more specific analyses to be conducted with a greater understanding of the percentage of youth being served in the transition years occurring. Significant trends over time, if observed, would clearly indicate the possible effects of various transition efforts imposed by federal legislation.

Chapter III

Profiles of the Handicapped Sample in High School & Beyond

To be considered handicapped in the High School and Beyond sample students would have had to indicate (in self-administered questionnaires) that they had any of six specific handicapping conditions. In addition, they could have reported a condition that limited the kinds or amount of work or education they could do, if they had participated in special programs for the physically or educationally handicapped, or if they had taken advantage of benefits from the Division of Vocational Rehabilitation.

With these broad possibilities, HSB has a sample consisting of approximately 38% handicapped youth. The sample of handicapped youth tended to report their own handicapping conditions in a unique fashion. Fifty percent reported having a handicapping condition one of two years surveyed, while eleven percent consistently reported in both years (1980 & 1982). Furthermore, students in the sample had an opportunity in both the 1980 and 1982 survey to select more than one handicapping condition. In response to the sample question, "do you have any of the following conditions?", handicapped respondents chose to select more than one condition 38.3% of the time.

With this in mind, what do we know about the students who identified themselves as handicapped in HSB?

When comparing young adults with handicaps with their nonhandicapped peers, the self-reported handicapped students were more likely to be male (51.3%), while their nonhandicapped peers were more likely to be female (51.6%). Although the handicapped cohort was predominately white (55.5%), proportionately more young adults of Hispanic descent, American Indians, and Asians, were found in the self-reported handicap categories. There was a substantial difference between handicapped and nonhandicapped students with regard to socio-economic status (SES) as measured in quartiles. Students reporting handicapping conditions were

over-represented in the lowest two quartiles (54.5%) while nonhandicapped students were somewhat evenly distributed between the four quartiles. Dropout rates for handicapped students were greater than for nonhandicapped, 21.7% vs. 18.6%, respectively. The horizontal percentage bar charts in Figures 2 through 5 depict some of these salient differences in the handicapped and nonhandicapped samples.

Figure 2. Profile of Gender by Handicap Status

HANDICAP STATUS	GENDER	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	MALE	4376	4376	48.36	48.36
	FEMALE	4673	9049	51.64	100.00
HANDICAP	MALE	2901	2901	51.32	51.32
	FEMALE	2752	5653	48.68	100.00

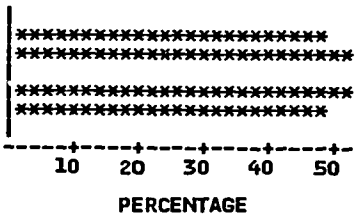


Figure 3. Profile of Ethnicity by Handicap Status

HANDICAP STATUS	ETHNICITY	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	HISPANIC	1837	1837	20.41	20.41
	AM INDIAN	146	1983	1.62	22.03
	ASIAN	236	2219	2.62	24.66
	BLACK	1284	3503	14.27	38.92
	WHITE	5497	9000	61.08	100.00
HANDICAP	HISPANIC	1414	1414	25.08	25.08
	AM INDIAN	146	1560	2.59	27.67
	ASIAN	194	1754	3.44	31.12
	BLACK	753	2507	13.36	44.47
	WHITE	3130	5637	55.53	100.00

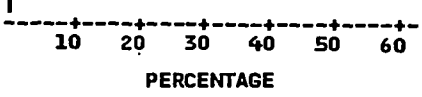


Figure 4. Profile of Socio-Economic Status in Quartiles by Handicap Status

HANDICAP STATUS	SES IN QUARTILES	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	LOWESTQ	2310	2310	26.50	26.50
	SECONDQ	2006	4316	23.01	49.51
	THIRDQ	2174	6490	24.94	74.45
	HIGHESTQ	2227	8717	25.55	100.00
HANDICAP	LOWESTQ	1660	1660	30.13	30.13
	SECONDQ	1341	3001	24.34	54.47
	THIRDQ	1271	4272	23.07	77.55
	HIGHESTQ	1237	5509	22.45	100.00

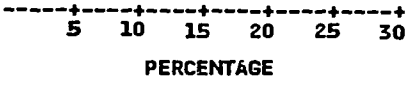


Figure 5. Profile of Graduation Status by Handicap Status

HANDICAP STATUS	GRADUATION STATUS		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	DROPOUT	*******	1660	1660	18.58	18.58
	GRADUATE	**********	7272	8932	81.42	100.00
HANDICAP	DROPOUT	*********	1210	1210	21.71	21.71
	GRADUATE	**********	4363	5573	78.29	100.00

10 20 30 40 50 60 70 80

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

From the sample, what do we know about young adults who only reported one handicapping condition?

There was a distinct gender difference in the make-up of the samples by handicapping conditions. Except for the visually and other health impaired handicapping conditions, males were more frequently found in the following handicapping conditions: specific learning disabilities (60.5%), hearing (64.0%), speech (65.2%), and orthopedic impairments (60.0%)(See Figure 6).

Figure 6. Profile of Gender by Handicapping Condition

HANDICAPPING CONDITION	GENDER		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	MALE	**********	196	196	60.49	60.49
	FEMALE	********	128	324	39.51	100.00
VISUALLY IMPAIRED	MALE	**********	832	832	45.64	45.64
	FEMALE	**********	991	1823	54.36	100.00
HEARING IMPAIRED	MALE	**********	240	240	64.00	64.00
	FEMALE	********	135	375	36.00	100.00
SPEECH IMPAIRED	MALE	**********	150	150	65.22	65.22
	FEMALE	********	80	230	34.78	100.00
ORTHO IMPAIRED	MALE	**********	99	99	59.64	59.64
	FEMALE	********	67	166	40.36	100.00
HEALTH IMPAIRED	MALE	**********	427	427	46.41	46.41
	FEMALE	**********	493	920	53.59	100.00

10 20 30 40 50 60

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Each ethnic group had its own unique representation according to handicapping condition as illustrated in Figure 7. Students of Hispanic descent were 30.6% of the learning disabled, 32.7% of the hearing impaired, 37.8% of the speech impaired, and 23.75% of the health impaired. Blacks were 19.3% of the health impaired. Finally, concerning the ethnic distinctions, whites were found more frequently in the visually impaired (63.4%) and orthopedically impaired (69.3%) categories.

Figure 7. Profile of Ethnicity by Handicapping Condition

HANDICAPPING CONDITION	ETHNICITY		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	HISPANIC	**********	99	99	30.56	30.56
	AM INDIAN	**	18	117	5.56	36.11
	ASIAN	**	16	133	4.94	41.05
	BLACK	*****	41	174	12.65	53.70
	WHITE	**********	150	324	46.30	100.00
VISUALLY IMPAIRED	HISPANIC	********	379	379	20.80	20.80
	AM INDIAN	*	43	422	2.36	23.16
	ASIAN	**	70	492	3.84	27.00
	BLACK	****	175	667	9.60	36.61
	WHITE	**********	1155	1822	63.39	100.00
HEARING IMPAIRED	HISPANIC	**********	122	122	32.71	32.71
	AM INDIAN	**	14	136	3.75	36.46
	ASIAN	*	7	143	1.88	38.34
	BLACK	****	39	182	10.46	48.79
	WHITE	**********	191	373	51.21	100.00
SPEECH IMPAIRED	HISPANIC	**********	87	87	37.83	37.83
	AM INDIAN	**	9	96	3.91	41.74
	ASIAN	**	10	106	4.35	46.09
	BLACK	*******	38	144	16.52	62.61
	WHITE	**********	86	230	37.39	100.00
ORTHO IMPAIRED	HISPANIC	********	33	33	19.88	19.88
	AM INDIAN		1	34	0.60	20.48
	ASIAN		2	36	1.20	21.69
	BLACK	****	15	51	9.04	30.72
	WHITE	**********	115	166	69.28	100.00
HEALTH IMPAIRED	HISPANIC	*********	218	218	23.75	23.75
	AM INDIAN	*	20	238	2.18	25.93
	ASIAN	*	25	263	2.72	28.65
	BLACK	********	177	440	19.28	47.93
	WHITE	**********	478	918	52.07	100.00

10 20 30 40 50 60 70

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

With regard to SES, as illustrated in Figure 8, individuals with specific learning disabilities, hearing, speech, and other health impaired individuals were found

predominately in the lower two SES quartiles (67.7%, 60.8%, 55.2%, and 57.7%, respectively). The handicapping conditions most associated with the top two SES quartiles were visual and orthopedic impairments (51.7% and 51.0%, respectively).

Figure 8. Profile of Socio-Economic Status in Quartiles by Handicapping Condition

HANDICAPPING CONDITION	SES IN QUARTILES		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	LOWESTQ	**********	132	132	42.58	42.58
	SECONDQ	********	78	210	25.16	67.74
	THIRDQ	******	55	265	17.74	85.48
	HIGHESTQ	*****	45	310	14.52	100.00
VISUALLY IMPAIRED	LOWESTQ	********	416	416	22.92	22.92
	SECONDQ	*********	461	877	25.40	48.32
	THIRDQ	*********	473	1350	26.06	74.38
	HIGHESTQ	*********	465	1815	25.62	100.00
HEARING IMPAIRED	LOWESTQ	**********	134	134	37.02	37.02
	SECONDQ	********	86	220	23.76	60.77
	THIRDQ	*******	74	294	20.44	81.22
	HIGHESTQ	******	68	362	18.78	100.00
SPEECH IMPAIRED	LOWESTQ	**********	82	82	36.94	36.94
	SECONDQ	*********	63	145	28.38	65.32
	THIRDQ	********	52	197	23.42	88.74
	HIGHESTQ	*****	25	222	11.26	100.00
ORTHO IMPAIRED	LOWESTQ	*******	33	33	20.37	20.37
	SECONDQ	******	30	63	18.52	38.89
	THIRDQ	**********	44	107	27.16	66.05
	HIGHESTQ	**********	55	162	33.95	100.00
HEALTH IMPAIRED	LOWESTQ	**********	307	307	34.23	34.23
	SECONDQ	********	211	518	23.52	57.75
	THIRDQ	*******	185	703	20.62	78.37
	HIGHESTQ	********	194	897	21.63	100.00

10 20 30 40

PERCENTAGE

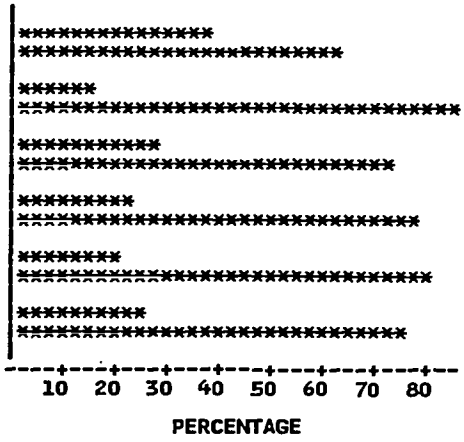
SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

The graduation status for each handicapping condition is given in Figure 9. Young adults with the following handicapping conditions dropped out of high school at a higher rate than was anticipated: specific learning disabilities, hearing, speech, and other health impairments. Individuals with specific learning disabilities dropped out at a rate of 37%, hearing impaired students dropped out at a rate of 28%, followed by the speech impaired at 24%. Only the categories of visual and orthopedic impairments had

higher than expected graduation rates in the sample (85.1% and 80.9%, respectively). The dropout rates for the sample could certainly be underestimates of the attrition problem since the initial data gathering was begun with sophomores in the Spring of 1980 and the follow-up with seniors in the Spring of 1982. This means that some members of the Class of 1982 had dropped out prior to the first survey and some failed to complete their senior year. Therefore, the rates are most likely conservatives estimates of the scope of the problem for all youth, but especially handicapped young adults.

Figure 9. Profile of Graduation Status by Handicapping Conditions

HANDICAPPING CONDITION	GRADUATION STATUS	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	DROPOUT	116	116	36.59	36.59
	GRADUATE	201	317	63.41	100.00
VISUAL IMPAIRED	DROPOUT	268	268	14.90	14.90
	GRADUATE	1531	1799	85.10	100.00
HEARING IMPAIRED	DROPOUT	105	105	28.30	28.30
	GRADUATE	266	371	71.70	100.00
SPEECH IMPAIRED	DROPOUT	53	53	23.35	23.35
	GRADUATE	174	227	76.65	100.00
ORTHO IMPAIRED	DROPOUT	31	31	19.14	19.14
	GRADUATE	131	162	80.86	100.00
HEALTH IMPAIRED	DROPOUT	231	231	25.47	25.47
	GRADUATE	676	907	74.53	100.00



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Chapter IV

Educational Achievement and Attainment of Nonhandicapped and Handicapped Youth in High School and Beyond

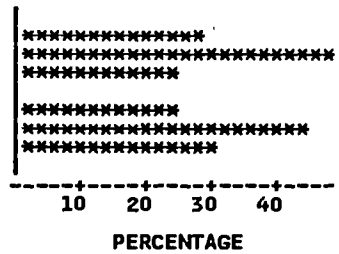
High School and Beyond is a valuable resource on the educational achievement and characteristics of self-reported handicapped youth. In addition, the documentation and extensive surveying of dropouts provides a basis for previously undocumented national perspectives on the characteristics of those students who do not graduate. Chapters IV and V review educationally relevant outcomes involved in educating handicapped youth. The following information will be presented on educational outcomes according to handicapped vs. nonhandicapped status and by six handicapping conditions -- high school participation, graduation status, hours spent per week on homework, high school grade point average, test composite scores that include achievement scores in vocabulary, reading and mathematics, and participation in post-secondary education. In addition, educational outcomes are also examined by graduation status to provide more comparative information.

Type of High School Program

Those students enrolled in an academic curriculum were more likely than those in other curricula to continue their education beyond high school (not depicted in these tables). A majority of students in High School and Beyond reported that they were enrolled in academic type programs, yet there were distinct patterns reported for the special groups under study. Nonhandicapped youth were more likely to be enrolled in academic (48.91%) and general education (27.10%) programs, while handicapped youth were more often enrolled in academic (44.45%) and vocational programs (30.95%). This contrast can be seen graphically in Figure 10.

Figure 10. Profile of Percent Enrollment in High School Programs by Handicap Status

HANDICAP STATUS	HIGH SCHOOL PROGRAM	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	GENERAL	2445	2445	27.10	27.10
	ACADEMIC	4413	6858	48.91	76.01
	VOCATIONAL	2165	9023	23.99	100.00
HANDICAP	GENERAL	1388	1388	24.60	24.60
	ACADEMIC	2508	3896	44.45	69.05
	VOCATIONAL	1746	5642	30.95	100.00

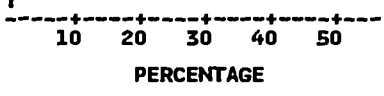


SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

When handicap status was combined with graduation status to produce handicapped and nonhandicapped graduate and dropout groups a noteworthy change occurred in the high school program enrollment data. In both handicapped and nonhandicappped groups, dropouts more frequently enrolled in general and vocational programs. Figure 11 graphically illustrates the groups defined by handicap and graduation status by high school program.

Figure 11. Profile of Enrollment in High School Program by Nonhandicap & Handicap Graduates and Dropouts

HANDICAP-GRADUATION STATUS	HIGH SCHOOL PROGRAM	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP DROP	GENERAL	801	801	48.69	48.69
	ACADEMIC	266	1067	16.17	64.86
	VOCATIONAL	578	1645	35.14	100.00
NONHANDICAP GRAD	GENERAL	1601	1601	22.05	22.05
	ACADEMIC	4097	5698	56.42	78.47
	VOCATIONAL	1563	7261	21.53	100.00
HANDICAP DROPOUT	GENERAL	457	457	37.93	37.93
	ACADEMIC	188	645	15.60	53.53
	VOCATIONAL	560	1205	46.47	100.00
HANDICAP GRADUATE	GENERAL	909	909	20.86	20.86
	ACADEMIC	2287	3196	52.48	73.34
	VOCATIONAL	1162	4358	26.66	100.00



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Time (in hours) Spent on Homework per Week

Literature on effective schools indicates that homework is a means of extending students' opportunities to learn. Homework can contribute to improved student achievement by providing needed feedback and monitoring of student's progress. In addition, homework develops independent work habits, encourages responsibility, refines study skills, and provides an opportunity for creativity. Overall, the purposes of homework at the secondary level seek not only to extend learning, but also to provide opportunities for application of that learning. Figure 12 depicts the number of hours devoted to homework per week by handicapped status. The handicapped students report spending less time per week on homework than their nonhandicapped peers (18.92% vs. 21.32%, respectively in the category "5+ hours").

Figure 12. Profile of Hours Spent on Homework per Week by Handicap Status

HANDICAP STATUS	HOURS OF HOMEWORK		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	LIGHT 1 HOUR	*******	1167	1167	13.12	13.12
	1-5 HOURS	**********	5831	6998	65.56	78.68
	5+ HOURS	**********	1896	8894	21.32	100.00
HANDICAP	LIGHT 1 HOUR	********	869	869	15.51	15.51
	1-5 HOURS	**********	3674	4543	65.57	81.08
	5+ HOURS	*********	1060	5603	18.92	100.00

10 20 30 40 50 60

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

A horizontal bar chart displays the hours spent per week by nonhandicapped and handicapped graduates and dropouts. In Figure 13, dropouts spend dramatically less time per week on homework than do their graduate peers in both the handicap and nonhandicap groups.

Figure 13. Profile of Hours Spent on Homework per Week by Handicap and Graduation Status

HANDICAP-GRADUATION STATUS	HOURS OF HOMEWORK		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP DROP	LIGHT 1 HOUR	**********	559	559	37.07	37.07
	1-5 HOURS	**********	746	1305	49.47	86.54
	5+ HOURS	*****	203	1508	13.46	100.00
NONHANDICAP GRAD	LIGHT 1 HOUR	***	587	587	8.07	8.07
	1-5 HOURS	**********	5016	5603	69.00	77.07
	5+ HOURS	********	1667	7270	22.93	100.00
HANDICAP DROPOUT	LIGHT 1 HOUR	**********	436	436	37.52	37.52
	1-5 HOURS	**********	578	1014	49.74	87.26
	5+ HOURS	*****	148	1162	12.74	100.00
HANDICAP GRADUATE	LIGHT 1 HOUR	****	408	408	9.36	9.36
	1-5 HOURS	**********	3049	3457	69.92	79.27
	5+ HOURS	********	904	4361	20.73	100.00

10 20 30 40 50 60 70

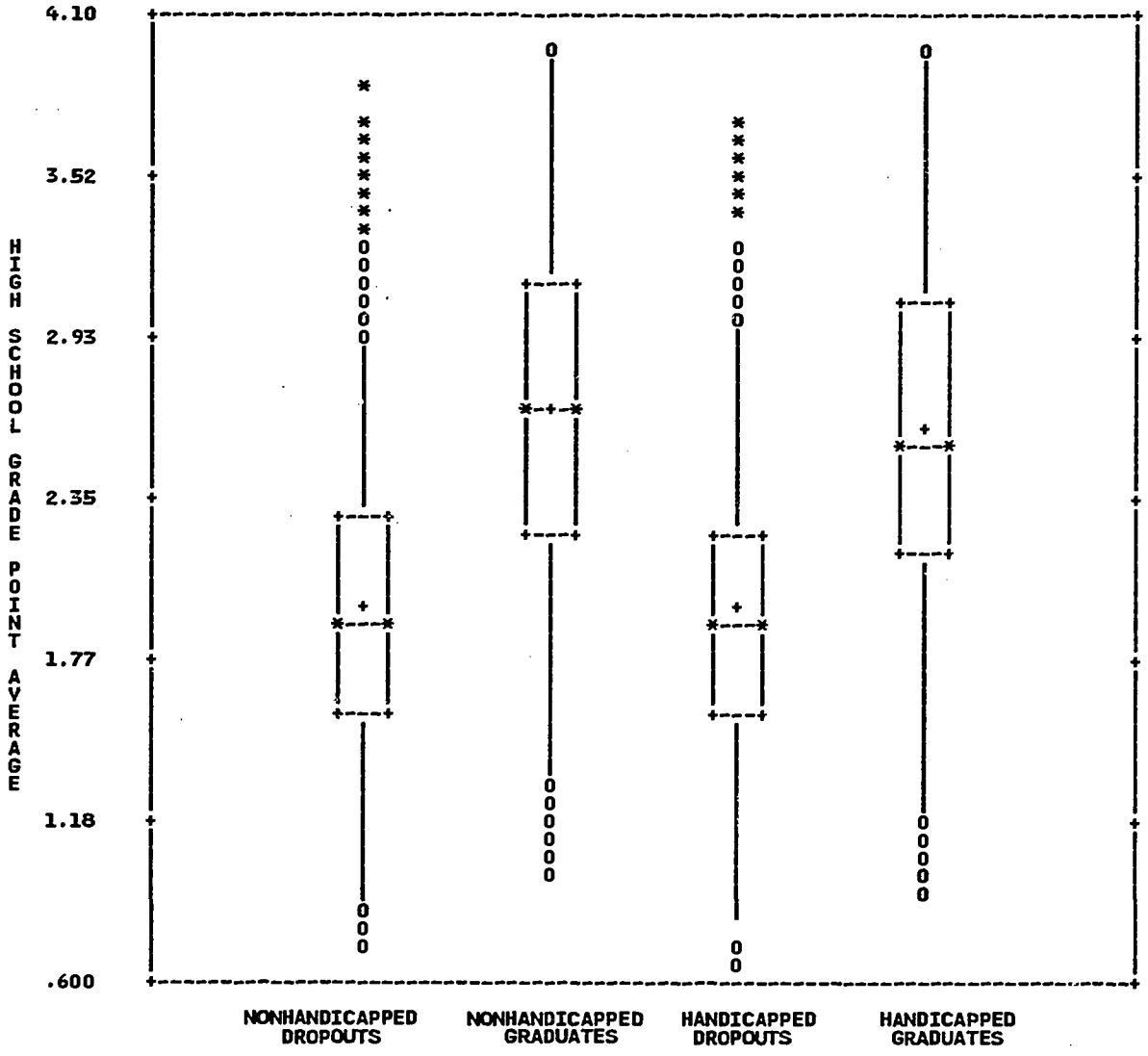
PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

High School Grade Point Average

Box plots of high school grade point average, as given in Figure 14, clearly differentiate among the four groups as defined by handicap and graduation status. Note that high school grade point averages vary mostly according to graduation status, with only a slight difference noticeable in the scores as a function of handicap status. High school grade point average (GPA) was based on a 4-point scale and was computed from courses, credits, amd grades shown on the high school transcript obtained as part of the 1982 HSB Transcript Survey.

Figure 14. Box Plot of High School Grade Point Average by Handicapped and Nonhandicapped Graduates and Dropouts.



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

The remainder of this chapter contains separate tables and figures with Exhibit notes to aid the reader in interpretation of the displays.

Table 4. High School Grade Point Average for High School Program by Handicap Status and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HIGH SCHOOL GRADE POINT AVERAGE				HIGH SCHOOL GRADE POINT AVERAGE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
HIGH SCHOOL PROGRAM	HIGH SCHOOL GRADUATION STATUS								
GENERAL	DROPOUT	584	1.90	0.49	4.6	347	1.91	0.51	2.7
	GRADUATE	1447	2.50	0.56	11.4	812	2.45	0.58	6.4
ACADEMIC	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	186	2.16	0.61	1.5	140	2.06	0.56	1.1
	GRADUATE	3749	2.82	0.60	29.4	2120	2.79	0.61	16.6
VOCTEC	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	443	1.92	0.53	3.5	428	1.90	0.51	3.4
	GRADUATE	1416	2.43	0.55	11.1	1063	2.36	0.53	8.3
TOTAL		7825	2.56	0.65	61.4	4910	2.48	0.66	38.6

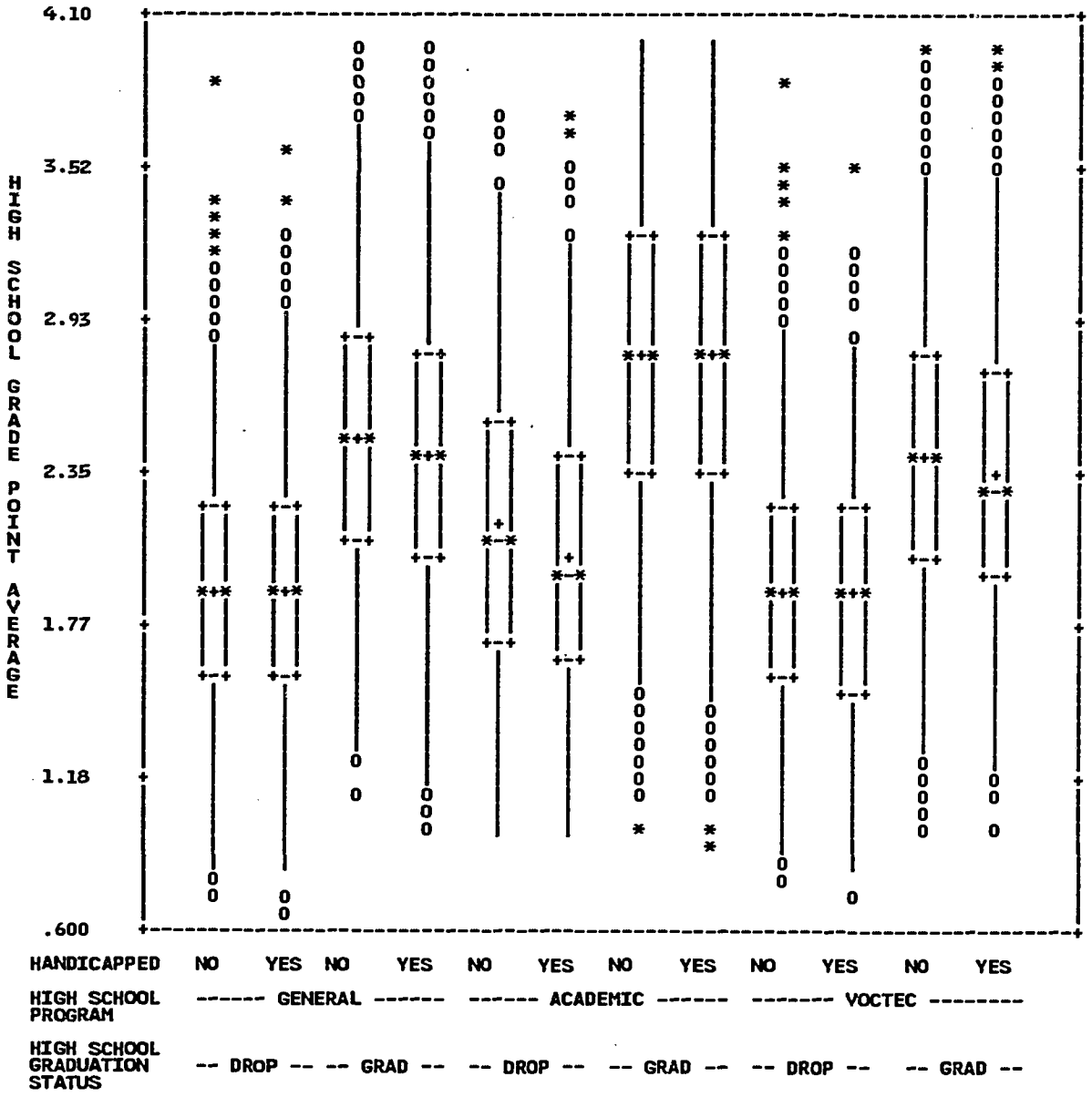
SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 4 and Figure 15:

Handicapped students earned lower grade point averages than did their nonhandicapped peers. In addition, the dropouts, regardless of handicap status, received lower grade point averages than did graduates.

There were distinct patterns of participation in the three high school program types with regard to grade point average. Youth in the academic program received the highest grade point averages. General education students received slightly higher grade point averages when compared to vocational education students.

Figure 15. Box Plot of High School Grade Point Average for High School Program Type by Handicap Status and High School Graduation Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 5. High School Grade Point Average for High School Community Type by Handicap Status and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HIGH SCHOOL GRADE POINT AVERAGE				HIGH SCHOOL GRADE POINT AVERAGE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
HIGH SCHOOL COMMUNITY TYPE	HIGH SCHOOL GRADUATION STATUS								
URBAN	DROPOUT	355	1.87	0.56	2.8	265	1.86	0.50	2.1
	GRADUATE	1488	2.55	0.62	11.7	839	2.49	0.60	6.6
SUBURBAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	527	1.97	0.51	4.1	367	1.94	0.50	2.9
	GRADUATE	3553	2.68	0.59	27.8	2053	2.62	0.61	16.1
RURAL	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	341	1.99	0.54	2.7	288	1.99	0.56	2.3
	GRADUATE	1579	2.74	0.61	12.4	1108	2.67	0.64	8.7
TOTAL		7843	2.56	0.65	61.5	4920	2.48	0.66	38.5

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 5 and Figure 16:

Grade point averages tended to be higher for students in rural school types, followed by suburban and urban communities with the lowest. This was true for both handicapped and nonhandicapped graduates and dropouts.

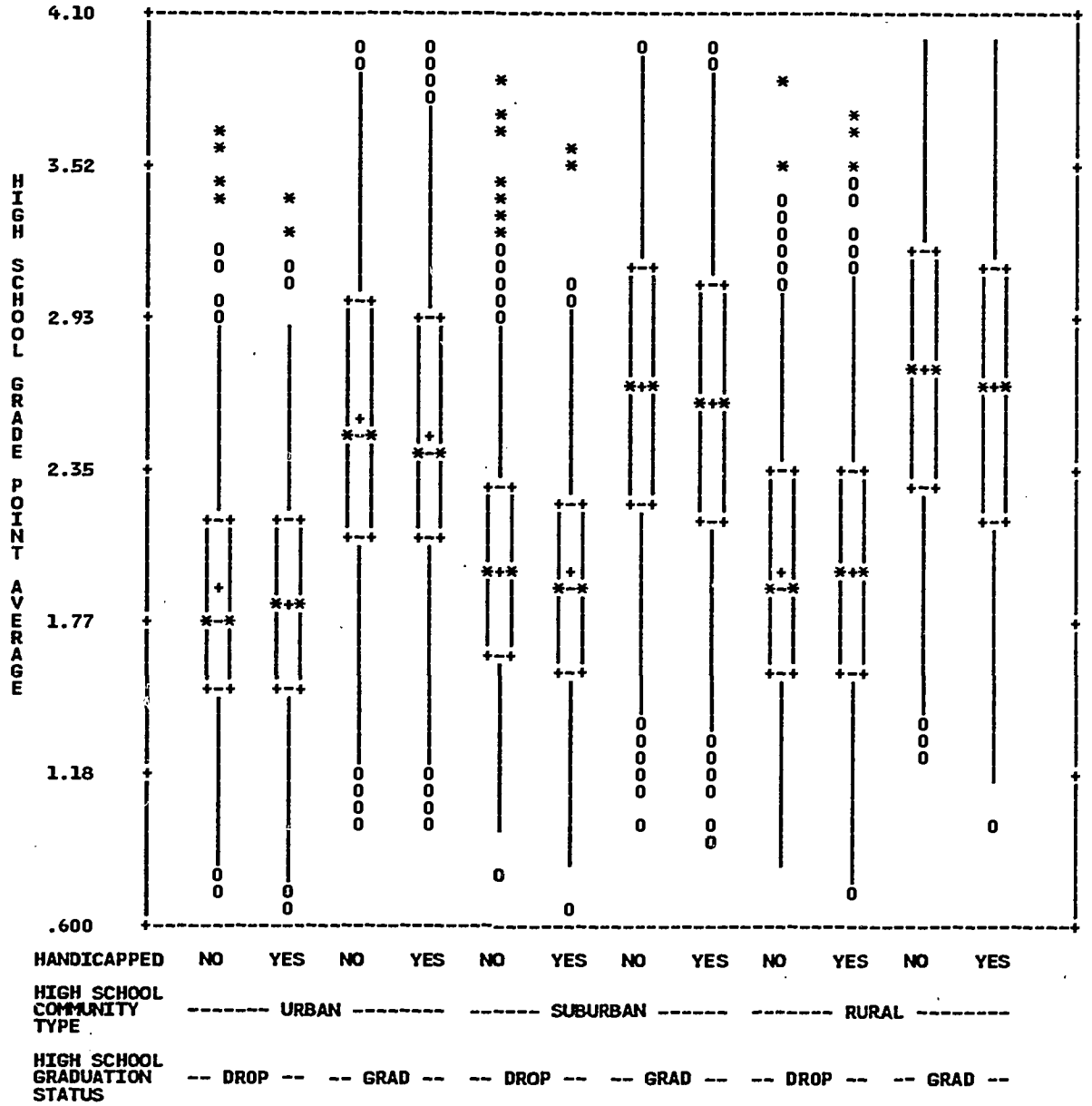
The urban schools had the students with the lowest high school grade point averages.

Handicapped students received slightly lower grade point averages than their nonhandicapped counterparts.

For both nonhandicapped and handicapped, females earned higher grade point averages than males. (Not depicted in this table).

There appears to be similar differences in earned grade point averages between dropouts and graduates across community types. Regardless of handicap status, graduates reported higher grade point averages than did dropouts.

Figure 16. Box Plot of High School Grade Point Average for High School Community Type by Handicap Status and High School Graduation Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 6. High School Grade Point Average for Ethnicity by Handicap Status and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HIGH SCHOOL GRADE POINT AVERAGE				HIGH SCHOOL GRADE POINT AVERAGE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
ETHNICITY	HIGH SCHOOL GRADUATION STATUS								
HISPANIC	DROPOUT	295	1.94	0.57	2.3	257	1.93	0.53	2.0
	GRADUATE	1266	2.53	0.60	10.0	922	2.44	0.60	7.3
AM INDIAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	* 22	* 2.01	*0.47	0.2	31	1.97	0.43	0.2
	GRADUATE	99	2.56	0.62	0.8	94	2.42	0.54	0.7
ASIAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	* 13	* 2.32	*0.48	0.1	* 10	* 2.10	*0.47	0.1
	GRADUATE	203	3.04	0.57	1.6	161	2.88	0.64	1.3
BLACK	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	187	1.78	0.46	1.5	144	1.80	0.45	1.1
	GRADUATE	865	2.44	0.59	6.8	480	2.39	0.55	3.8
WHITE	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	692	1.99	0.53	5.4	473	1.96	0.54	3.7
	GRADUATE	4165	2.74	0.60	32.8	2338	2.70	0.61	18.4
TOTAL		7807	2.56	0.65	61.4	4910	2.48	0.66	38.6

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

EXHIBIT for Table 6:

Graduates consistently earned higher grade point averages than did dropouts. Only small differences in earned grade point average were seen between handicapped and nonhandicapped groups in the sample.

Asian-Americans and Whites earned the highest average grade point averages, while Blacks and students of Hispanic descent received the lowest average grade point averages.

Table 7. High School Grade Point Average for High School Type by Handicap Status and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HIGH SCHOOL GRADE POINT AVERAGE				HIGH SCHOOL GRADE POINT AVERAGE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
HIGH SCHOOL TYPE	HIGH SCHOOL GRADUATION STATUS								
PUBLIC	DROPOUT	1174	1.94	0.53	9.2	887	1.93	0.52	6.9
	GRADUATE	4918	2.68	0.61	38.5	3055	2.60	0.61	23.9
PRIVATE	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	49	2.05	0.61	0.4	33	1.94	0.55	0.3
	GRADUATE	1702	2.65	0.59	13.3	945	2.61	0.62	7.4
TOTAL		7843	2.56	0.65	61.5	4920	2.48	0.66	38.5

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 7 and Figure 17:

Nonhandicapped youth had slightly higher grade point averages when compared to handicapped youth.

Nonhandicapped and handicapped dropouts earned distinctly lower grade point averages compared to their graduate counterparts in both public and private schools.

Comparison of earned grade point averages between public and private schools revealed no substantial differences, with the exception that nonhandicapped dropouts had a higher grade point averages in the private school settings.

Figure 17. Box Plot of High School Grade Point Average for High School Type by Handicap Status and High School Graduation Status

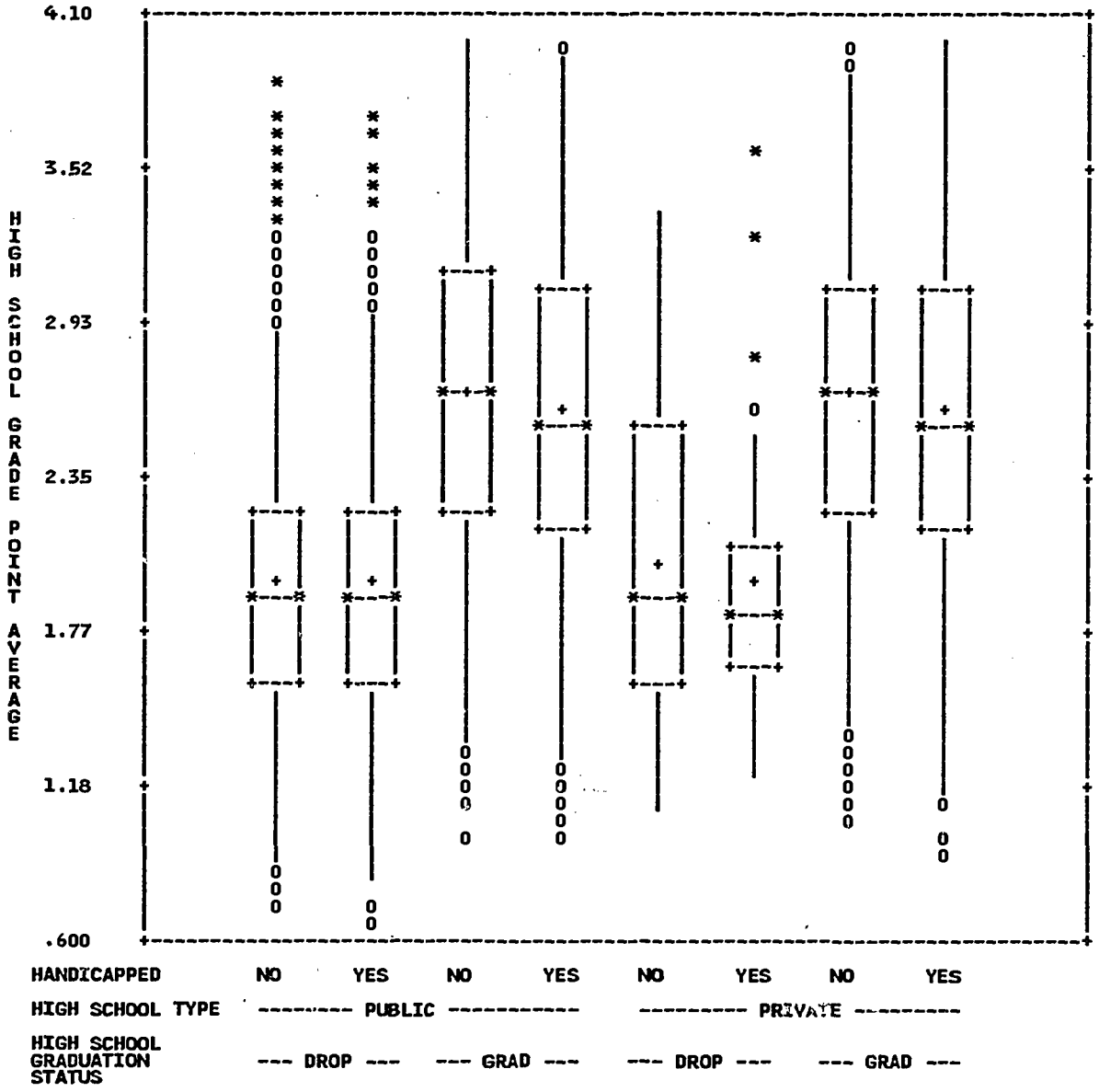


Table 8. High School Grade Point Average for High School Program by Handicap Status and Gender

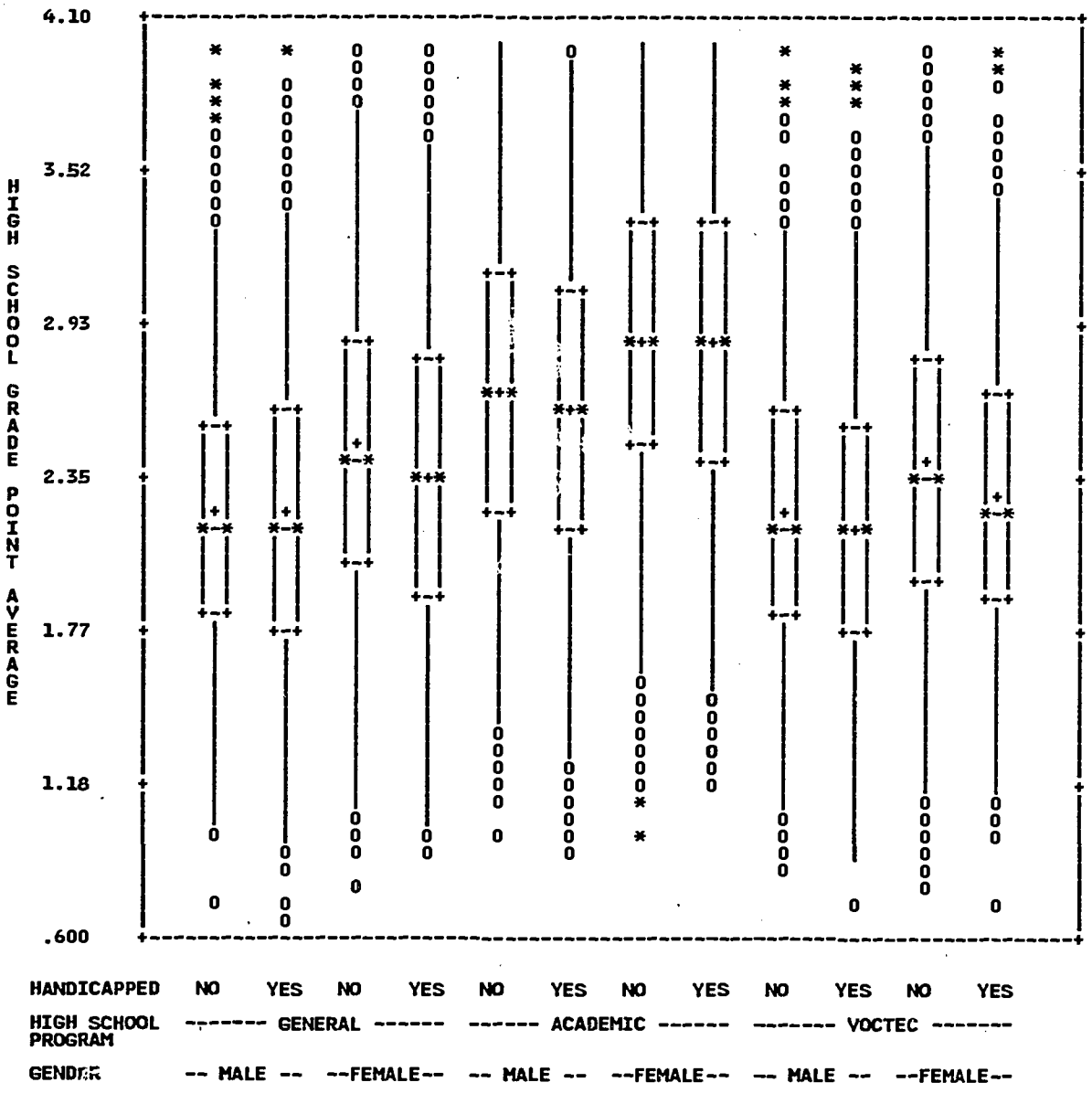
		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HIGH SCHOOL GRADE POINT AVERAGE				HIGH SCHOOL GRADE POINT AVERAGE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
HIGH SCHOOL PROGRAM	GENDER								
GENERAL	MALE	1058	2.20	0.56	8.3	620	2.20	0.59	4.8
	FEMALE	988	2.46	0.62	7.7	549	2.38	0.63	4.3
ACADEMIC	GENDER								
	MALE	1864	2.69	0.62	14.5	1149	2.64	0.64	9.0
	FEMALE	2093	2.88	0.60	16.3	1125	2.85	0.61	8.8
VOCTEC	GENDER								
	MALE	892	2.19	0.55	7.0	771	2.16	0.55	6.0
	FEMALE	978	2.41	0.61	7.6	734	2.29	0.58	5.7
TOTAL		7873	2.55	0.65	61.4	4948	2.48	0.66	38.6

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 8 and Figure 18:

Regardless of handicap status, females earned higher grade point averages than the males across all program types. Students in vocational education programs received the lowest grade point averages of all program types.

Figure 18. Box Plot of High School Grade Point Average for High School Program by Handicap Status and Gender



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 9. High School Grade Point Average for High School Type by Handicap Status and Gender

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HIGH SCHOOL GRADE POINT AVERAGE				HIGH SCHOOL GRADE POINT AVERAGE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
HIGH SCHOOL TYPE	GENDER								
PUBLIC	MALE	3030	2.41	0.64	23.6	2059	2.36	0.65	16.0
	FEMALE	3101	2.65	0.66	24.1	1916	2.54	0.66	14.9
PRIVATE	GENDER								
	MALE	794	2.52	0.61	6.2	488	2.47	0.60	3.8
	FEMALE	966	2.72	0.59	7.5	495	2.70	0.64	3.9
TOTAL		7891	2.55	0.65	61.4	4958	2.48	0.66	38.6

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

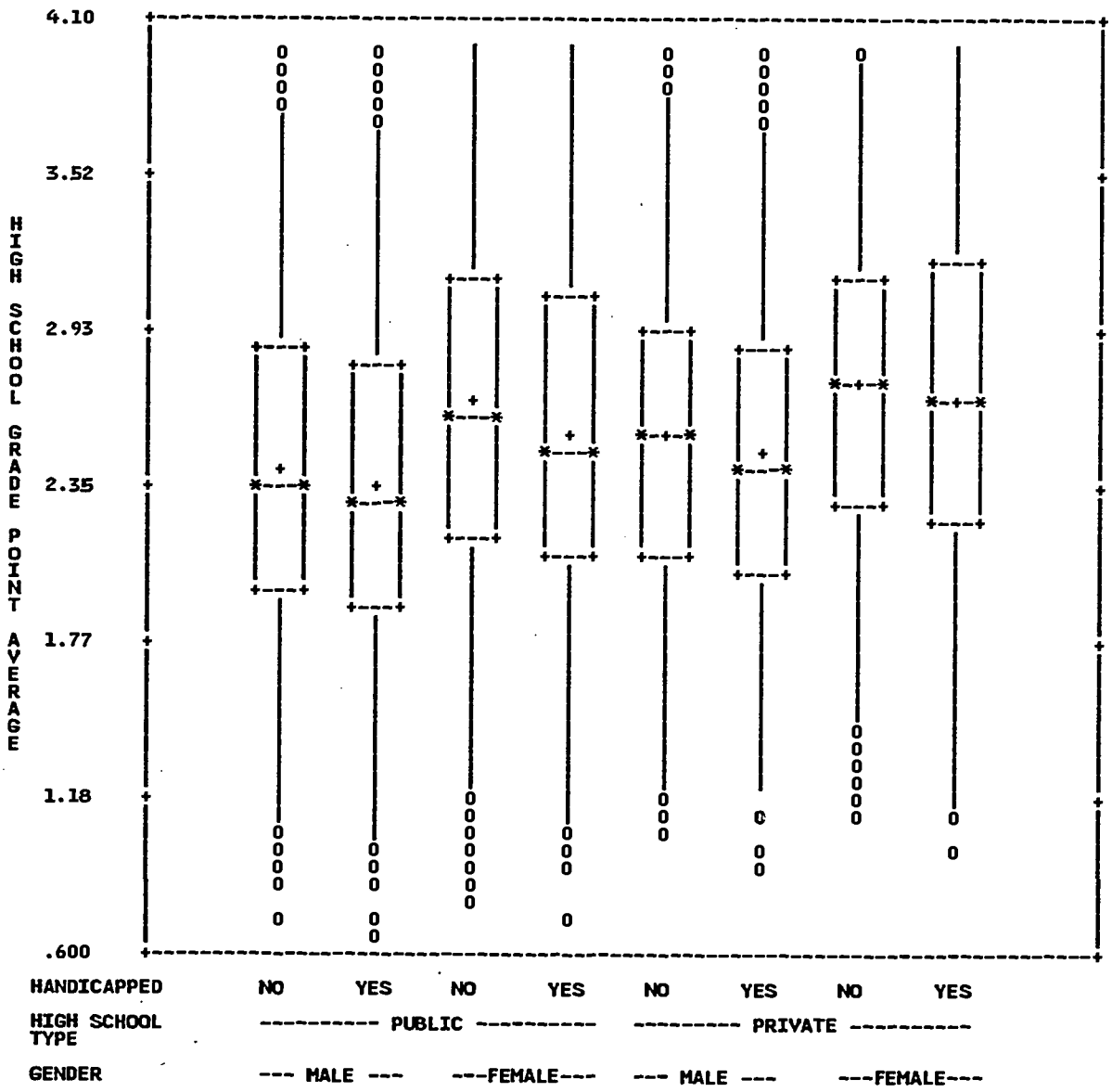
EXHIBIT for Table 9 and Figure 19:

For both nonhandicapped and handicapped young adults in both public and private high schools, females in the sample had, on the average, higher grade point averages than their male peers.

Handicapped young adults received lower grade point averages than the nonhandicapped sample.

Young adults from private high schools earned higher grade point averages than public school enrollees.

Figure 19. Box Plot of High School Grade Point Average for High School Type by Handicap Status and Gender



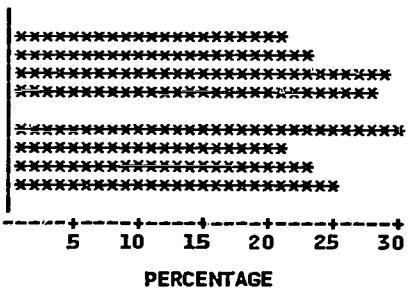
SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Test Composite Patterns

The National Center for Education Statistics created an equally weighted composite of scores on standardized vocabulary, reading, and mathematics tests contained in the High School and Beyond study. The test composite quartile distribution patterns are illustrated in Figure 20 for the handicap versus nonhandicap sample. Nonhandicapped students were more frequently found in the second (23.00%), third (28.72%), and highest (27.70%) quartiles, while handicapped test takers were commonly found in the lowest quartile (30.17%).

Figure 20. Profile of Test Composite in Quartiles by Handicap Status

HANDICAP STATUS	SES IN QUARTILES	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	LOWESTQ	1817	1817	20.57	20.57
	SECONDQ	2032	3849	23.00	43.58
	THIRDQ	2537	6386	28.72	72.30
	HIGHESTQ	2447	8833	27.70	100.00
HANDICAP	LOWESTQ	1678	1678	30.17	30.17
	SECONDQ	1195	2873	21.49	51.65
	THIRDQ	1286	4159	23.12	74.78
	HIGHESTQ	1403	5562	25.22	100.00



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

A similar pattern was seen in the comparison of nonhandicapped and handicapped dropouts and graduates on test composite quartile distributions as illustrated in Figure 21. Nonhandicapped and handicapped dropouts were found in the lowest quartilies approximately 48% and 58% of the time respectively, while nonhandicapped and handicapped graduates were clustered more frequently in the higher quartiles.

Figure 21. Profile of Test Composite in Quartiles by Handicap and Graduation Status

HANDICAP-GRADUATION STATUS	SES IN QUARTILES		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP DROP	LOWESTQ	**********	755	755	47.63	47.63
	SECONDQ	*******	493	1248	31.10	78.74
	THIRDQ	****	252	1500	15.90	94.64
	HIGHESTQ	*	85	1585	5.36	100.00
NONHANDICAP GRAD	LOWESTQ	****	1028	1028	14.39	14.39
	SECONDQ	******	1510	2538	21.14	35.54
	THIRDQ	*******	2259	4797	31.63	67.17
	HIGHESTQ	*******	2345	7142	32.83	100.00
HANDICAP DROPOUT	LOWESTQ	**********	681	681	57.96	57.96
	SECONDQ	******	268	949	22.81	80.77
	THIRDQ	****	168	1117	14.30	95.06
	HIGHESTQ	*	58	1175	4.94	100.00
HANDICAP GRADUATE	LOWESTQ	******	963	963	22.34	22.34
	SECONDQ	******	911	1874	21.13	43.47
	THIRDQ	*******	1103	2977	25.59	69.06
	HIGHESTQ	********	1334	4311	30.94	100.00

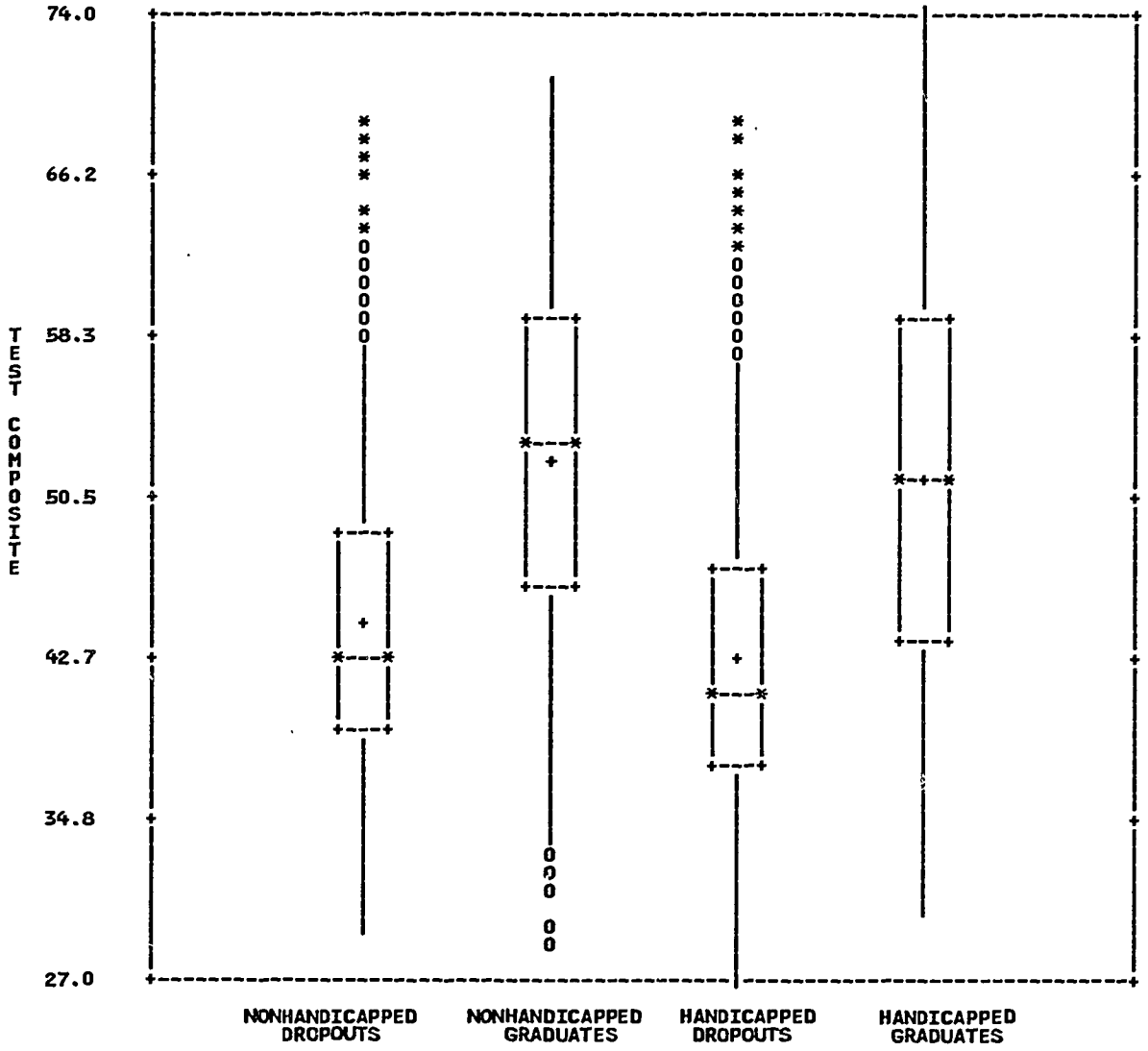
10 20 30 40 50

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Figure 22 provides the box plots for test composite by handicap and graduation status. Highest scores were obtained by the nonhandicapped graduates, followed by handicapped graduates, nonhandicapped dropouts, and handicapped dropouts.

Figure 22. Box Plot of Test Composite Scored by Handicap and Graduation Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 10. Test Composite for High School Program by Handicap Status and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		TEST COMPOSITE				TEST COMPOSITE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
HIGH SCHOOL PROGRAM	HIGH SCHOOL GRADUATION STATUS								
GENERAL	DROPOUT	759	44.28	6.26	5.4	441	44.40	6.89	3.1
	GRADUATE	1561	49.58	7.40	11.0	892	48.48	8.22	6.3
ACADEMIC	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	258	47.80	8.79	1.8	186	45.41	8.47	1.3
	GRADUATE	4045	55.80	7.68	28.5	2267	55.38	8.46	16.0
VOCTEC	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	558	42.43	6.12	3.9	544	40.72	6.52	3.8
	GRADUATE	1525	47.21	7.42	10.8	1147	45.16	7.71	8.1
TOTAL		8706	51.08	8.80	61.4	5477	49.44	9.60	38.6

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

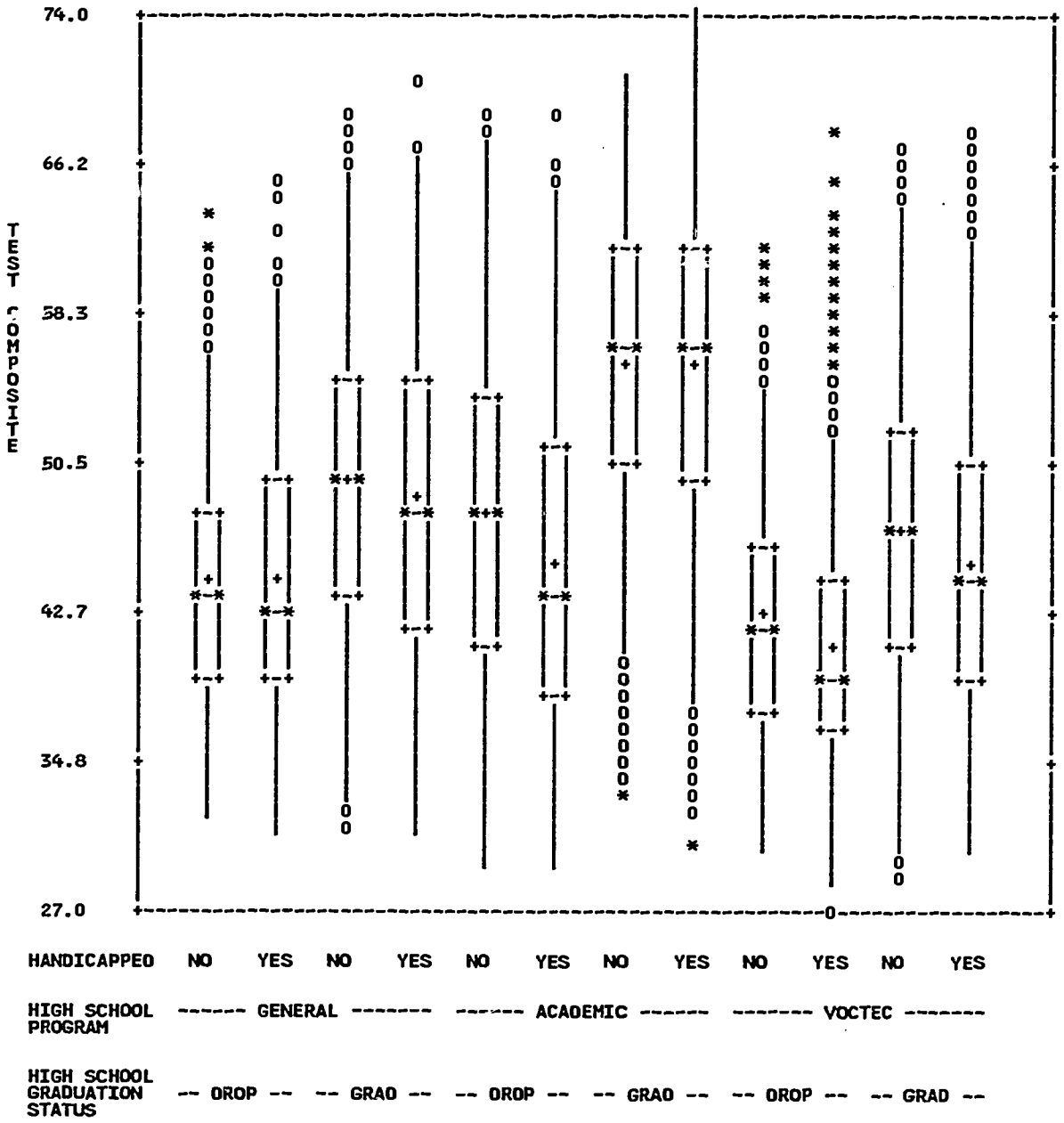
EXHIBIT for Table 10 and Figure 23:

In most cases, handicapped and nonhandicapped youth differed with regard to test score composite with the exception of graduates of academic programs. Those students who identified themselves as handicapped received lower test scores than their nonhandicapped counterparts.

Additionally, the test scores differed between high school program types. Those with a concentration in academic programs scored the highest, followed by general education, with vocational education students scoring the lowest of the three groups.

Regardless of handicap status, graduates consistently had higher test scores than did dropouts in each of the three high school programs.

Figure 23. Box Plot of Test Composite for High School Program by Handicap and High School Graduation Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 11. Test Composite by High School Community Type, Handicap and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		TEST COMPOSITE				TEST COMPOSITE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
HIGH SCHOOL COMMUNITY TYPE	HIGH SCHOOL GRADUATION STATUS								
URBAN	DROPOUT	486	43.09	6.76	3.4	372	41.58	6.86	2.6
	GRADUATE	1621	51.20	8.54	11.4	915	49.41	9.43	6.4
SUBURBAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	663	45.16	7.09	4.7	453	43.96	7.65	3.2
	GRADUATE	3827	53.41	8.34	26.9	2207	52.39	9.22	15.5
RURAL	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	436	43.90	6.65	3.1	350	42.73	7.02	2.5
	GRADUATE	1694	52.06	8.37	11.9	1189	50.41	9.36	8.4
TOTAL		8727	51.06	8.81	61.4	5486	49.42	9.61	38.6

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 11 and Figure 24:

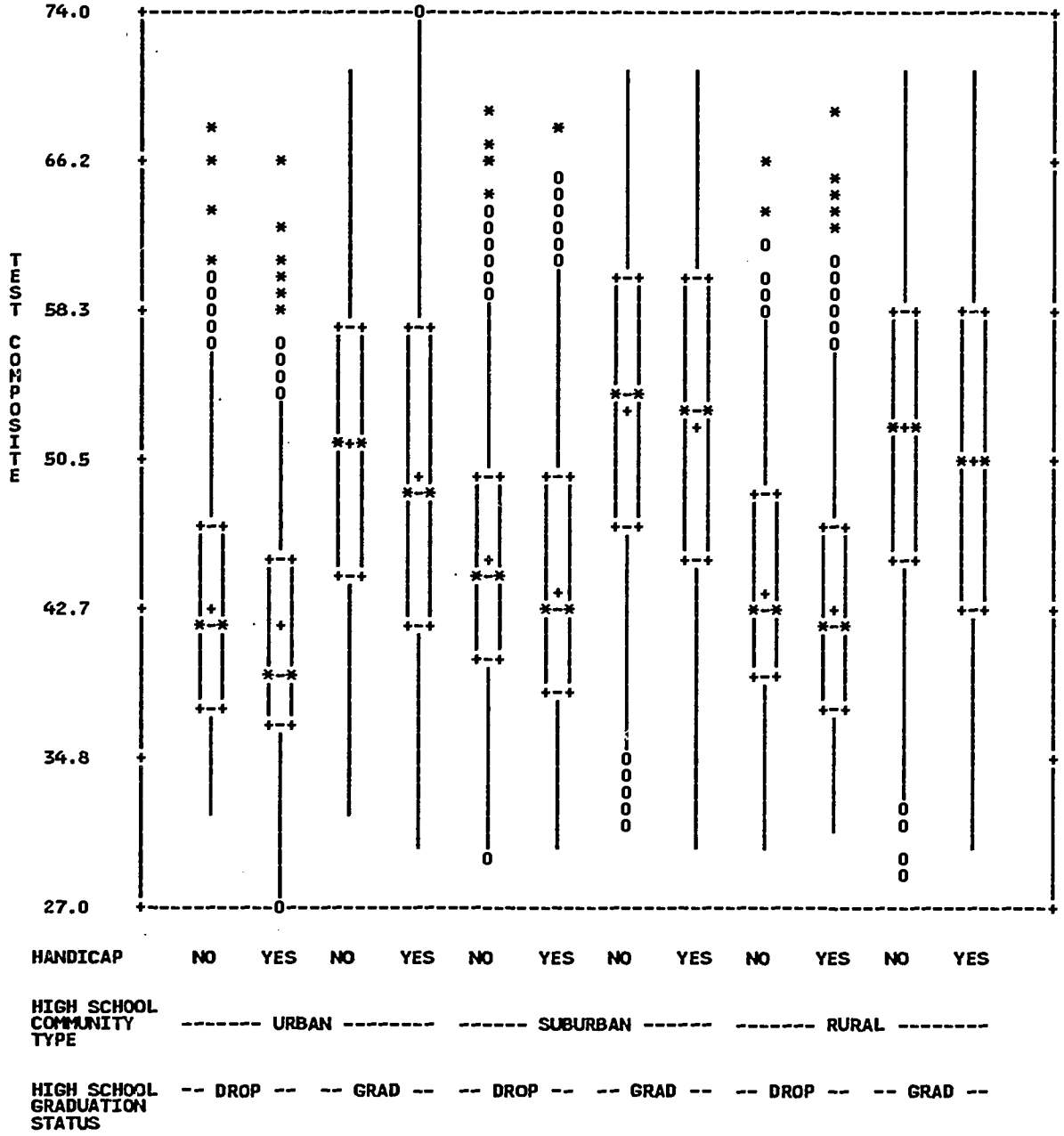
For both nonhandicapped and handicapped youth, test scores were highest in the suburban school districts.

Across all community types, test scores were lower for handicapped youth when compared to nonhandicapped youth.

Nonhandicapped graduates from suburban schools had the highest test sores while handicapped dropouts from urban schools received the lowest test scores.

In a majority of cases, males received higher test scores than females. The only exception was for handicapped females from rural areas. They scored slightly higher than handicapped males from the rural communities. (Not depicted in this table).

Figure 24. Box Plot of Test Composite by High School Community Type, Handicap Status, and Graduation Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 12. Test Composite by Ethnicity, Handicap Status, and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		TEST COMPOSITE				TEST COMPOSITE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
ETHNICITY	HIGH SCHOOL GRADUATION STATUS								
HISPANIC	DROPOUT	368	41.81	6.18	2.6	345	40.37	6.20	2.4
	GRADUATE	1396	49.28	8.58	9.9	1015	47.15	9.16	7.2
AM INDIAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	30	44.47	6.00	0.2	38	42.04	6.21	0.3
	GRADUATE	108	49.22	8.23	0.8	102	44.72	8.52	0.7
ASIAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	* 19	*47.28	*7.08	0.1	* 14	*44.62	*8.29	0.1
	GRADUATE	209	53.55	8.86	1.5	172	52.47	10.10	1.2
BLACK	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	264	41.27	6.19	1.9	197	39.72	5.59	1.4
	GRADUATE	952	49.04	7.90	6.7	534	46.89	8.76	3.8
WHITE	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	892	45.96	6.89	6.3	573	45.45	7.52	4.0
	GRADUATE	4456	54.44	7.90	31.5	2481	54.01	8.45	17.5
TOTAL		8694	51.08	8.81	61.4	5471	49.44	9.61	38.6

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

EXHIBIT for Table 12:

Nonhandicapped youth scored higher on the test composite than their handicapped peers.

In all cases, graduates scored higher on the test composite than their dropout peers.

Blacks, American Indians and Hispanics scored the lowest on the test composite when compared to Asians and Whites in the sample.

Table 13. Test Composite by High School Type, Handicap Status, and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		TEST COMPOSITE				TEST COMPOSITE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
HIGH SCHOOL TYPE	HIGH SCHOOL GRADUATION STATUS								
PUBLIC	DROPOUT	1506	44.00	6.80	10.6	1121	42.68	7.22	7.9
	GRADUATE	5301	51.87	8.56	37.3	3289	50.27	9.43	23.1
PRIVATE	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	79	47.58	8.24	0.6	54	46.12	7.77	0.4
	GRADUATE	1841	54.67	7.73	13.0	1022	54.25	8.55	7.2
TOTAL		8727	51.06	8.81	61.4	5486	49.42	9.61	38.6

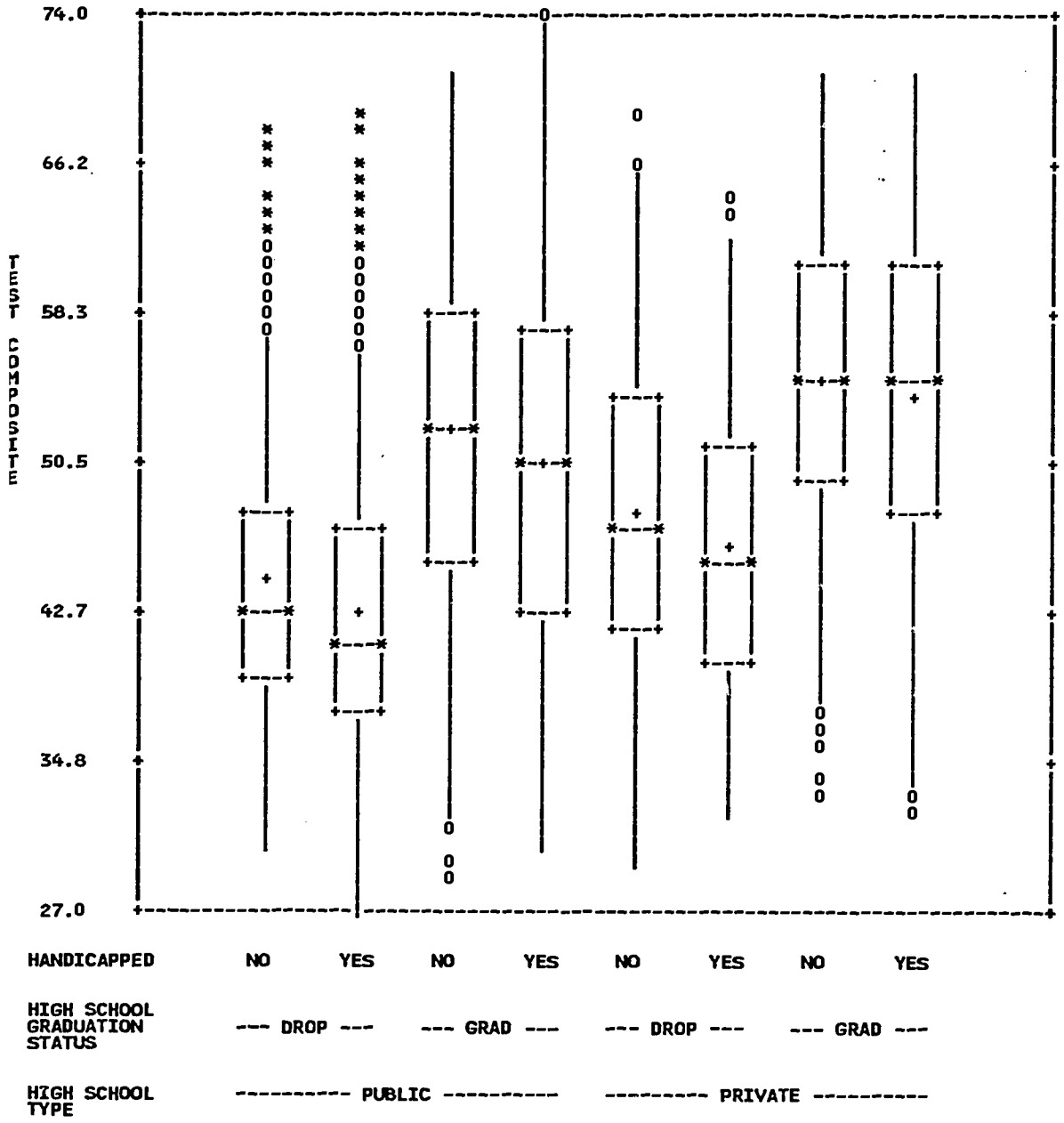
SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 13 and Figure 25:

In all cases, handicapped young adults scored lower on the test composite when compared to their nonhandicapped counterparts.

Dropouts, regardless of handicap status, scored lower than did their graduate peers. A dropout from a private high school scored higher on the test composite than a dropout from a public high school.

Figure 25. Box Plot of Test Composite by High School Type, Handicap Status, and High School Graduation Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 14. Test Composite by High School Program, Handicap Status, and Gender

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		TEST COMPOSITE				TEST COMPOSITE			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
HIGH SCHOOL PROGRAM	GENDER								
GENERAL	MALE	1204	48.51	7.46	8.4	712	47.41	8.03	5.0
	FEMALE	1153	47.07	7.43	8.0	642	46.87	8.02	4.5
ACADEMIC	GENDER								
	MALE	2038	56.27	7.85	14.2	1240	55.12	8.88	8.6
	FEMALE	2312	54.40	8.01	16.1	1246	53.97	8.84	8.7
VOCTEC	GENDER								
	MALE	999	46.16	7.35	7.0	895	43.80	7.83	6.2
	FEMALE	1106	45.65	7.43	7.7	817	43.59	7.44	5.7
TOTAL		8812	51.04	8.80	61.3	5552	49.40	9.60	38.7

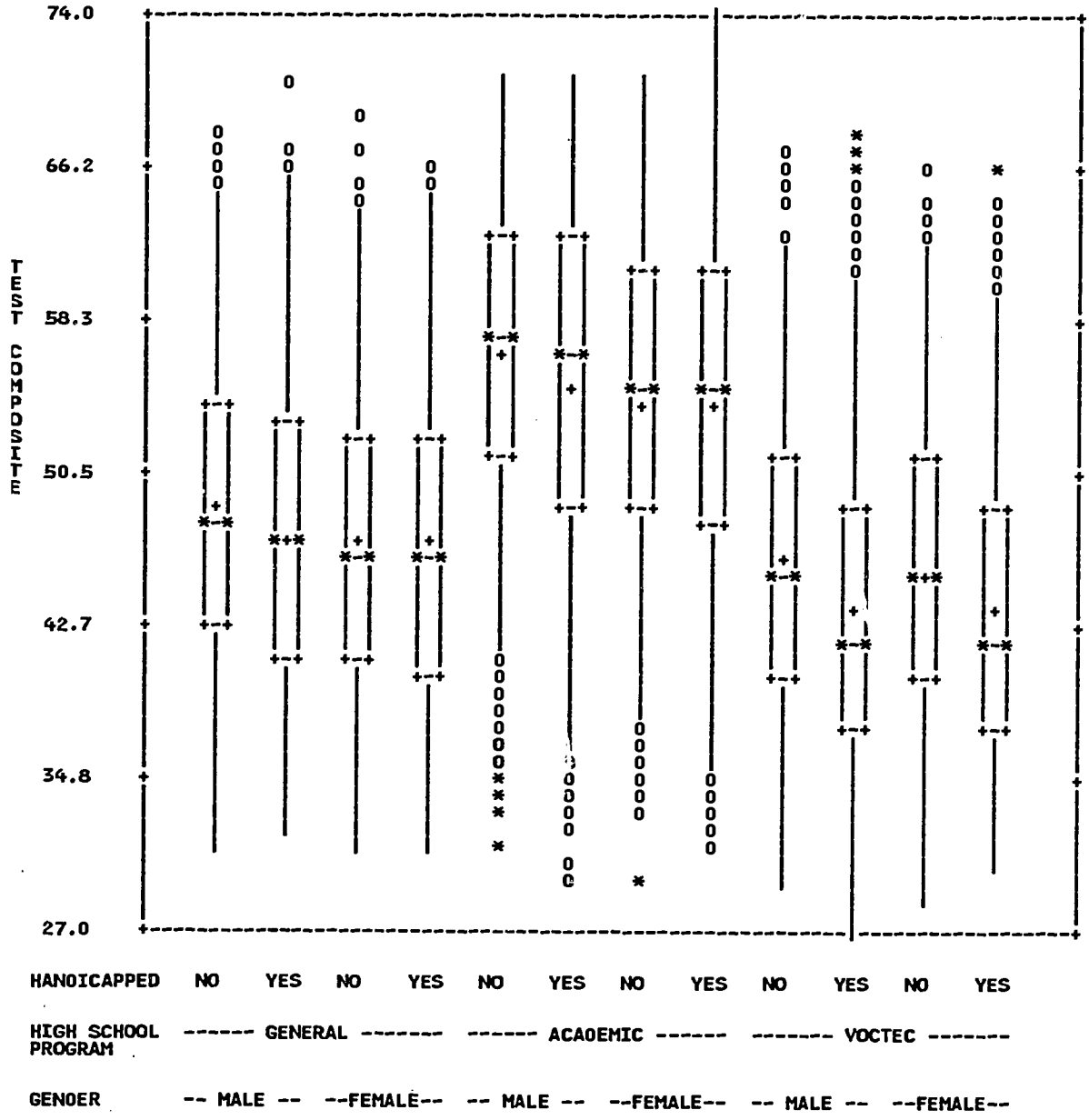
SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 14 and Figure 26:

Males, regardless of handicap status, scored higher on the test composite. Furthermore, males and females in academic programs scored higher than general and vocational education program students.

In academic and general education programs only small differences were seen between handicapped and nonhandicapped students. The greatest disparity in test scores appeared to be between nonhandicapped and handicapped students in the vocational education programs. In addition, males and females differed to the greatest degree within the academic program category.

Figure 26. Box Plot of Test Composite for High School Program by Handicap Status and Gender



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Breakdown on Educational Achievement for Nonhandicapped and Handicapped Graduates and Dropouts

To further understand the group differences on three achievement measures for the four groups formed from handicap and graduation status, the following graphical displays were created to examine the achievement performances at the mean, top 5%, and 1% of the distribution. A brief description of the measures used in Figure 27 is given below: The three graphs on the next page use three symbols (triangle, circle, and square) to depict the top 1%, top 5% and mean scores respectively.

NOTE:

Test Composite: This continuous variable is an equally weighted linear composite of formula scores on standardized vocabulary, reading, and mathematics tests, each scored with a mean of 50 and a standard deviation of 10. This variable was copied from the first follow-up file (FUTEST). If FUTEST was missing, Base year test score composite (BYTEST) was copied. All HSB tests were developed by Educational Testing Service of Princeton, New Jersey.

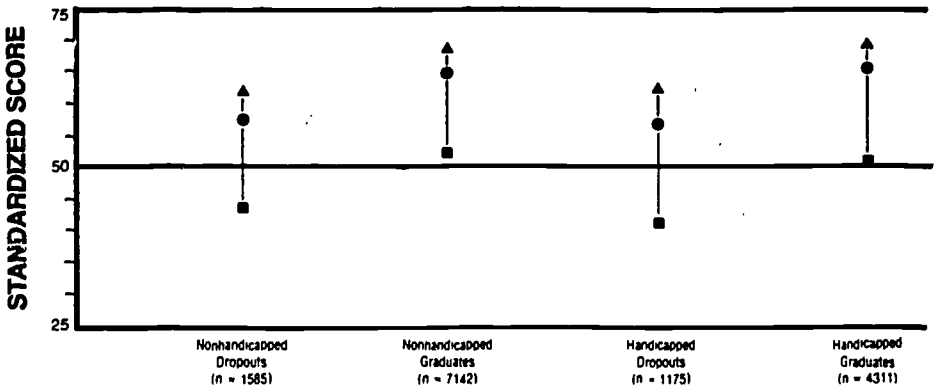
Reading: This variable was the result of an 8-item reading test administered at the time of the survey. Test scores were standardized to a mean of 50 and a standard deviation of 10.

Mathematics: This variable is a composite of the general math level 1 and advanced math level 2 which test skills in algebra, geometry and trigonometry. Test scores were standardized to a mean of 50 and a standard deviation of 10.

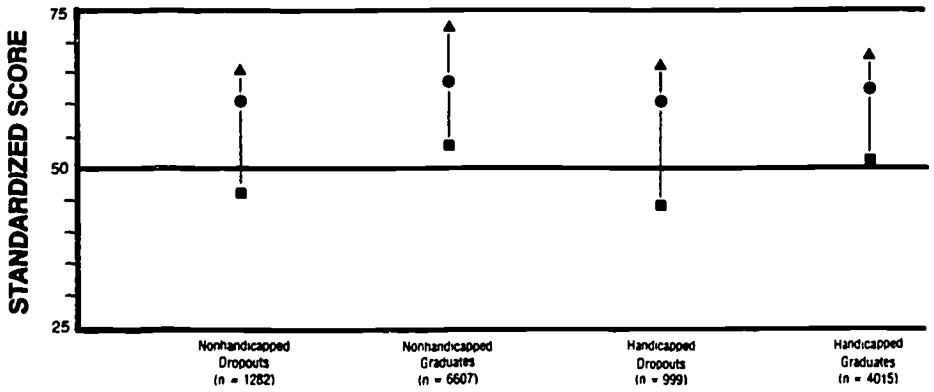
FIGURE 27

BREAKDOWN ON EDUCATIONAL ACHIEVEMENT FOR NONHANDICAPPED AND HANDICAPPED GRADUATES AND DROPOUTS ACCORDING TO TEST COMPOSITE, READING, AND MATHEMATICS STANDARDIZED SCORES

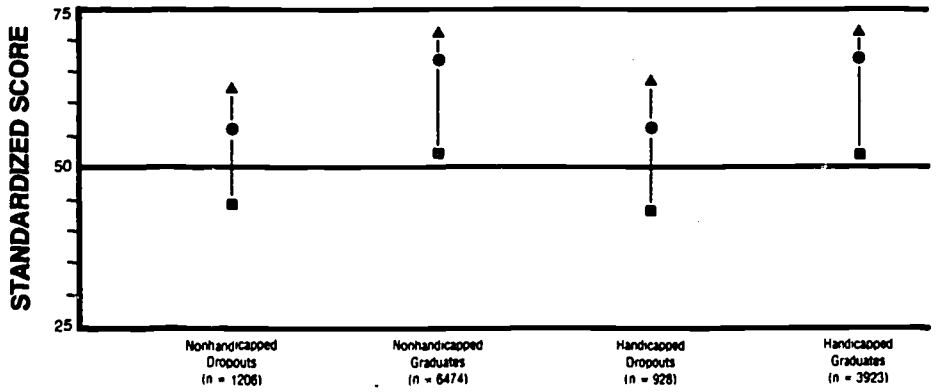
TEST SCORE COMPOSITE: MEAN SCORE, TOP 5% SCORE, TOP 1% SCORE FOR NONHANDICAPPED AND HANDICAPPED GRADUATES AND DROPOUTS



First Follow-up Reading Standardized Score: Mean Score, Top 5% Score, Top 1% Score for Nonhandicapped and Handicapped Graduates and Dropouts



First Follow-up Mathematics Standardized Score: Mean Score, Top 5% Score, Top 1% Score for Nonhandicapped and Handicapped Graduates and Dropouts



■ MEAN SCORE ● TOP 5% SCORE ▲ TOP 1% SCORE

50

EXHIBIT for the Three Graphs in Figure 27:

Educational achievement as portrayed by the test composite, reading, and mathematics standardized scores clearly differentiates the nonhandicapped and handicapped graduates and dropouts. This is depicted in the three graphs in Figure 27. The mean scores for the dropouts were distinctly below the mean score for graduates. Furthermore, the handicapped dropouts were achieving at a lower level with regard to mean scores when compared to their nonhandicapped counterparts. The top 5% and 1% distribution of scores were consistently similar for handicapped and nonhandicapped graduates and the same was true for the dropouts groups, yet handicapped students do score below their nonhandicapped peers' means.

Post-Secondary Educational Involvement

Figures 28 and 29 provide percentage bar charts on the handicap and nonhandicap groups with regard to post-secondary involvement. Nonhandicapped young adults enroll in full and part-time post-secondary educational (PSE) programs to a greater degree (43.41%) than do their handicapped peers (39.10%). Dropout status severely limits the involvement of young adults in post-secondary education.

Figure 28. Profile of Post-Secondary Educational Involvement by Handicap Status

HANDICAP STATUS	PSE INVOLVEMENT		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	NO COLLEGE	**********	5121	5121	56.59	56.59
	PART-TIME PSE	***	533	5654	5.89	62.48
	FULL-TIME PSE	**********	3395	9049	37.52	100.00
HANDICAP	NO COLLEGE	**********	3443	3443	60.91	60.91
	PART-TIME PSE	***	344	3787	6.09	66.99
	FULL-TIME PSE	**********	1866	5653	33.01	100.00

10 20 30 40 50 60

PERCENTAGE

Figure 29. Profile of Post-Secondary Educational Involvement for Nonhandicapped and Handicapped Graduates and Dropouts

HANDICAP-GRADUATION STATUS	PSE INVOLVEMENT		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP DROP	NO COLLEGE	**********	1547	1547	93.19	93.19
	PART-TIME PSE	*	47	1594	2.83	96.02
	FULL-TIME PSE	*	66	1660	3.98	100.00
NONHANDICAP GRAD	NO COLLEGE	**********	3458	3458	47.55	47.55
	PART-TIME PSE	*	486	3944	6.68	54.24
	FULL-TIME PSE	**********	3328	7272	45.76	100.00
HANDICAP DROPOUT	NO COLLEGE	**********	1138	1138	94.05	94.05
	PART-TIME PSE		17	1155	1.40	95.45
	FULL-TIME PSE	*	55	1210	4.55	100.00
HANDICAP GRADUATE	NO COLLEGE	**********	2225	2225	51.00	51.00
	PART-TIME PSE	*	327	2552	7.49	58.49
	FULL-TIME PSE	**********	1811	4363	41.51	100.00

20 40 60 80

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Chapter V

Educational Achievement and Attainment of Students with Specific Handicapping Conditions in High School and Beyond

This chapter will focus on educational achievement and attainment outcomes with the sample of students who identified themselves as having one and only one of the six reportable handicapping conditions in HSB. Students had the opportunity in the 1980 and 1982 surveys to check one or more of the following six handicapping conditions: specific learning disabilities, visual impairments, hard of hearing, speech disabilities, orthopedic impairments, and other health impairments. For a review of educational outcomes with respect to graduation status, handicapping status, and gender, see Chapter IV.

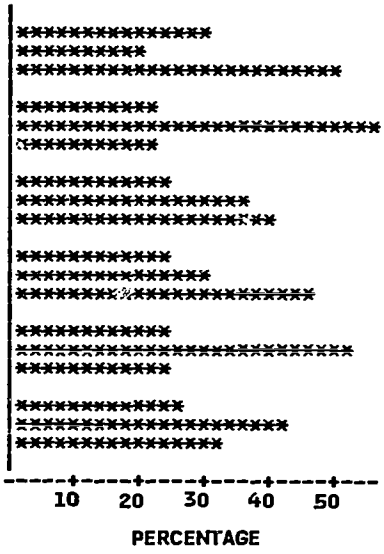
Type of High School Program

With regard to students reporting specific handicapping conditions, the pattern of high school program participation is particularly interesting. Figure 30 illustrates the type of high school program involvement for each of the six handicapping conditions with a horizontal percentage bar chart.

Individuals with the following handicapping conditions were enrolled in vocational programs at a much higher rate than did their nonhandicapped peers: learning disabled (50.16%), hearing impaired (40.32%), speech impaired (46.09%), and health impaired (31.66%). Only students with visual and orthopedic impairments were enrolled in academic programs at higher rates than their nonhandicapped peers (56.02% and 51.20%, respectively).

Figure 30. Profile of Percentage of Students in High School Program by Handicapping Status

HANDICAPPING CONDITION	HIGH SCHOOL PROGRAM	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	GENERAL	98	98	30.53	30.53
	ACADEMIC	62	160	19.31	49.84
	VOCATIONAL	161	321	50.16	100.00
VISUAL IMPAIRED	GENERAL	399	399	21.94	21.94
	ACADEMIC	1019	1418	56.02	77.95
	VOCATIONAL	401	1819	22.05	100.00
HEARING IMPAIRED	GENERAL	90	90	24.19	24.19
	ACADEMIC	132	222	35.48	59.68
	VOCATIONAL	150	372	40.32	100.00
SPEECH IMPAIRED	GENERAL	54	54	23.48	23.48
	ACADEMIC	70	124	30.43	53.91
	VOCATIONAL	106	230	46.09	100.00
ORTHO IMPAIRED	GENERAL	41	41	24.70	24.70
	ACADEMIC	85	126	51.20	75.90
	VOCATIONAL	40	166	24.10	100.00
HEALTH IMPAIRED	GENERAL	234	234	25.46	25.46
	ACADEMIC	394	628	42.87	68.34
	VOCATIONAL	291	919	31.66	100.00



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Time (in hours) Spent on Homework per Week

Percentage of time spent on homework per week varied considerably and sometimes dramatically among students with different handicapping conditions. Figures 31 depict the contrast among the six specific handicapping conditions and percentage of time spent on homework per week. Those students who reported themselves as learning disabled spent the least time on homework (31.55% for the category "light--1 hour"). Students with speech and hearing impairments also reported low rates of hours on homework (21.93% and 20.70% in the category "light--1 hour," respectively). In contrast, the visually and orthopedically impaired spent the highest percentage of time on homework (24.18% and 23.78% in the category "5+ hours," respectively).

Figure 31. Profile of Hours Spent on Homework per Week by Handicapping Condition

HANDICAPPING CONDITION	HOURS OF HOMEWORK		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	LIGHT 1 HOUR	**********	100	100	31.55	31.55
	1-5 HOURS	**********	178	278	56.15	87.70
	5+ HOURS	*****	39	317	12.30	100.00
VISUAL IMPAIRED	LIGHT 1 HOUR	****	182	182	10.00	10.00
	1-5 HOURS	**********	1198	1380	65.82	75.82
	5+ HOURS	*********	440	1820	24.18	100.00
HEARING IMPAIRED	LIGHT 1 HOUR	********	77	77	20.70	20.70
	1-5 HOURS	**********	247	324	66.40	87.10
	5+ HOURS	*****	48	372	12.90	100.00
SPEECH IMPAIRED	LIGHT 1 HOUR	********	50	50	21.93	21.93
	1-5 HOURS	**********	148	198	64.91	86.84
	5+ HOURS	*****	30	228	13.16	100.00
ORTHO IMPAIRED	LIGHT 1 HOUR	*****	21	21	12.80	12.80
	1-5 HOURS	**********	104	125	63.41	76.22
	5+ HOURS	*********	39	164	23.78	100.00
HEALTH IMPAIRED	LIGHT 1 HOUR	******	137	137	15.02	15.02
	1-5 HOURS	**********	602	739	66.01	81.03
	5+ HOURS	********	173	912	18.97	100.00

10 20 30 40 50 60

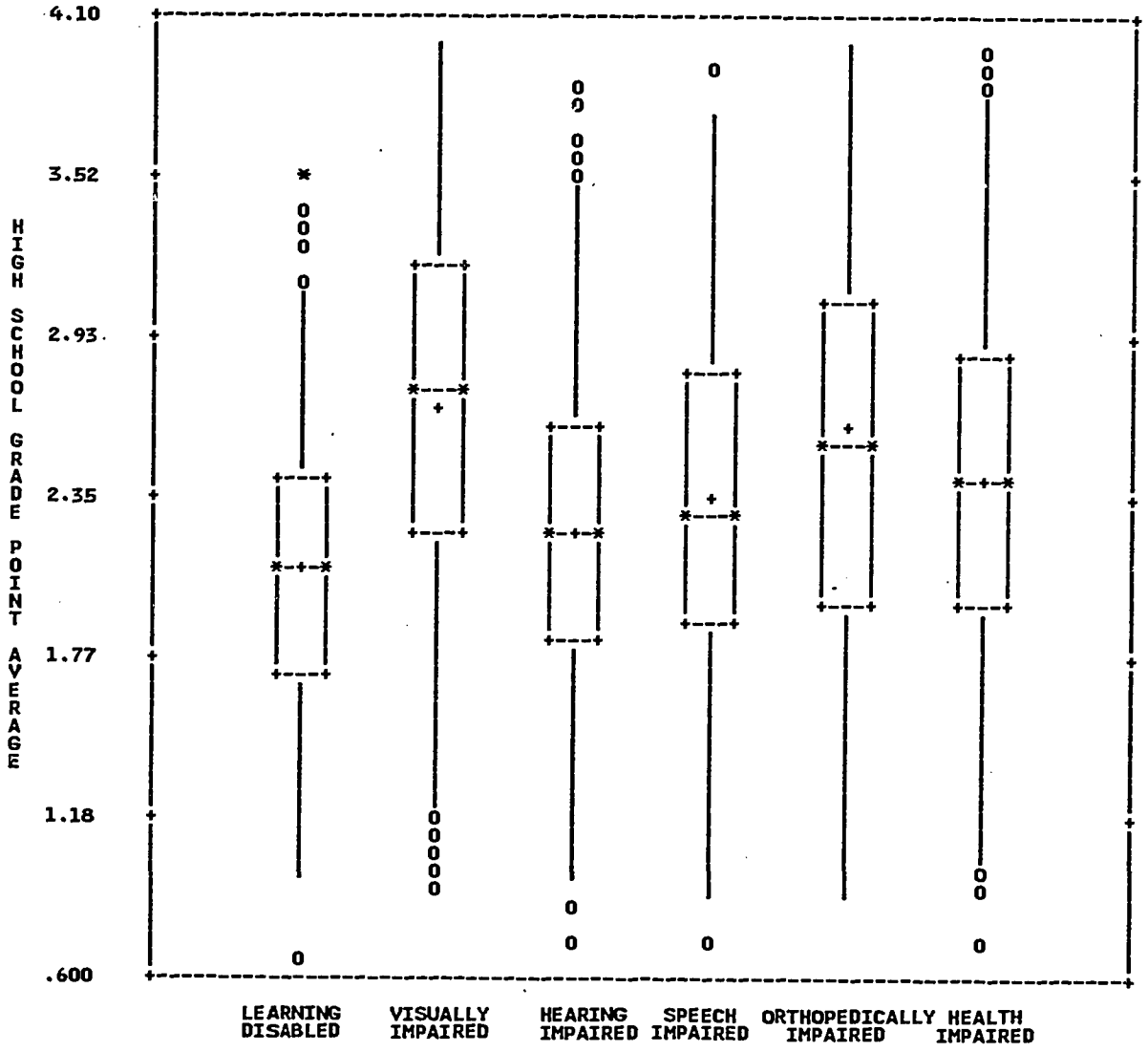
PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

High School Grade Point Average

As illustrated in Figure 32, box plots of earned grade point average (GPA) are given for the six specific handicapping conditions. Individuals who identified themselves as learning disabled earned the lowest GPA's, followed by hearing, speech and other health impaired. Students with visual and orthopedic impairments earned the highest GPA's.

Figure 32. Box Plot of High School Grade Point Average by Specific Handicapping Conditions



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 15. High School Grade Point Average for High School Program by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL PROGRAM								
GENERAL	72	1.94	0.56	2.1	350	2.46	0.63	10.4
ACADEMIC	52	2.27	0.55	1.5	931	2.91	0.60	27.7
VOCATIONAL	137	2.05	0.49	4.1	352	2.40	0.60	10.5
TOTAL	261	2.06	0.53	7.8	1633	2.71	0.65	48.7

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL PROGRAM								
GENERAL	77	2.18	0.65	2.3	44	2.26	0.61	1.3
ACADEMIC	120	2.43	0.57	3.6	61	2.46	0.60	1.8
VOCATIONAL	130	2.08	0.54	3.9	89	2.28	0.62	2.7
TOTAL	327	2.23	0.60	9.7	194	2.33	0.62	5.8

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL PROGRAM								
GENERAL	40	2.27	0.61	1.2	185	2.26	0.55	5.5
ACADEMIC	77	2.86	0.67	2.3	352	2.68	0.64	10.5
VOCATIONAL	35	2.37	0.60	1.0	251	2.21	0.58	7.5
TOTAL	152	2.59	0.69	4.5	788	2.43	0.64	23.5

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 16. High School Grade Point Average for High School Community Type by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL COMMUNITY TYPE								
URBAN	71	2.03	0.56	2.1	345	2.56	0.63	10.3
SUBURBAN	112	2.13	0.55	3.3	830	2.72	0.64	24.7
RURAL	81	1.99	0.47	2.4	462	2.79	0.67	13.7
TOTAL	264	2.06	0.53	7.8	1637	2.70	0.65	48.6

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL COMMUNITY TYPE								
URBAN	73	2.07	0.62	2.2	45	2.24	0.64	1.3
SUBURBAN	156	2.31	0.55	4.6	91	2.37	0.57	2.7
RURAL	100	2.22	0.63	3.0	58	2.35	0.67	1.7
TOTAL	329	2.23	0.60	9.8	194	2.33	0.62	5.8

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL COMMUNITY TYPE								
URBAN	*21	*2.38	*0.63	*0.6	196	2.26	0.62	5.8
SUBURBAN	90	2.63	0.71	2.7	376	2.46	0.63	11.2
RURAL	41	2.61	0.68	1.2	217	2.55	0.65	6.4
TOTAL	152	2.59	0.69	4.5	789	2.43	0.64	23.4

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 17. High School Grade Point Average for Ethnicity by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	81	1.98	0.50	2.4	334	2.57	0.63	9.9
AM INDIAN	*16	*2.22	*0.53	*0.5	36	2.47	0.56	1.1
ASIAN	*15	*2.53	*0.56	*0.4	64	3.12	0.57	1.9
BLACK	32	1.81	0.51	1.0	144	2.44	0.62	4.3
WHITE	120	2.10	0.51	3.6	1058	2.76	0.65	31.5
TOTAL	264	2.06	0.53	7.9	1636	2.70	0.65	48.7

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	105	2.05	0.59	3.1	73	2.24	0.58	2.2
AM INDIAN	*13	*2.11	*0.47	*0.4	*6	*1.94	*0.22	*0.2
ASIAN	*6	*2.31	*0.73	*0.2	*10	*2.67	*0.58	*0.3
BLACK	30	2.19	0.52	0.9	33	2.17	0.57	1.0
WHITE	173	2.35	0.60	5.1	72	2.48	0.66	2.1
TOTAL	327	2.23	0.60	9.7	194	2.33	0.62	5.8

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	29	2.54	0.62	0.9	165	2.31	0.58	4.9
AM INDIAN	*1	*2.03		*0.0	*16	*2.30	*0.64	*0.5
ASIAN	*2	*2.98	*0.36	*0.1	*24	*2.74	*0.70	*0.7
BLACK	*13	*2.18	*0.54	*0.4	153	2.27	0.59	4.6
WHITE	107	2.66	0.72	3.2	430	2.53	0.66	12.8
TOTAL	152	2.59	0.69	4.5	788	2.43	0.64	23.4

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

EXHIBIT for Table 15:

Across all specific handicapping conditions, students enrolled in academic programs had the highest earned grade point averages. Students in general and vocational education programs showed no appreciable differences in grade point average.

Students who reported themselves as having a learning disability had the lowest grade point average (2.06) while visually and orthopedically impaired students had the highest grade point average (2.71 and 2.59, respectively).

EXHIBIT for Table 16:

High school grade point average varied from one high school community type to another. In most cases, students who attended suburban high schools had the highest grade point average. For visually and health impaired students the highest grade point averages were in rural schools. In all but one case, students in urban schools had the lowest average.

EXHIBIT for Table 17:

Those who identified themselves as learning disabled earned the lowest grade point average and within that group Blacks and Hispanics earned the lowest average grade point average.

Those who reported visual impairments earned the highest grade point average of all the specific handicapping conditions. Asians, Whites and Hispanics earned the highest grade point average within that group.

Table 18. High School Grade Point Average for High School Type by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL TYPE								
PUBLIC	233	2.05	0.52	6.9	1212	2.68	0.66	36.0
PRIVATE	31	2.16	0.61	0.9	425	2.77	0.62	12.6
TOTAL	264	2.06	0.53	7.8	1637	2.70	0.65	48.6

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL TYPE								
PUBLIC	282	2.21	0.59	8.4	161	2.30	0.64	4.8
PRIVATE	47	2.34	0.63	1.4	33	2.50	0.49	1.0
TOTAL	329	2.23	0.60	9.8	194	2.33	0.62	5.8

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	HIGH SCHOOL GPA				HIGH SCHOOL GPA			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL TYPE								
PUBLIC	120	2.58	0.69	3.6	635	2.43	0.64	18.9
PRIVATE	32	2.65	0.72	1.0	154	2.45	0.63	4.6
TOTAL	152	2.59	0.69	4.5	789	2.43	0.64	23.4

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 18:

Students who reported specific handicapping conditions and were enrolled in public high schools had slightly lower grade point averages than private school peers.

The greatest mean differences in grade point average between public and private high schools exists with speech disabled and hearing impaired students where there was a .20 and .13 point difference, favoring private schools.

Test Composite Patterns

The test composite created by the National Center for Educational Statistics was a composite of scores on standardized vocabulary, reading, and mathematics tests (see Chapter IV for a description of these tests). tests. The results reported in quartiles for the six specific handicapping conditions are found in Figure 33. Students with learning disabilities scored in the lowest and second lowest quartile 87% of the time. Visually and orthopedically impaired students scored the highest with 69% of visually impaired students, and 60% of orthopedically impaired students scoring in the top two quartiles.

Portrayed in Figure 34 are series of box plots for test composite by the six specific handicapping conditions. Students with learning disabilities scored the lowest of all individuals with specific handicapping conditions, while the visually impaired scored the highest. This graphical illustration provides the entire distribution of scores with greater detail than the quartile measures.

Figure 33. Profile of Test Composite in Quartiles by Handicapping Condition

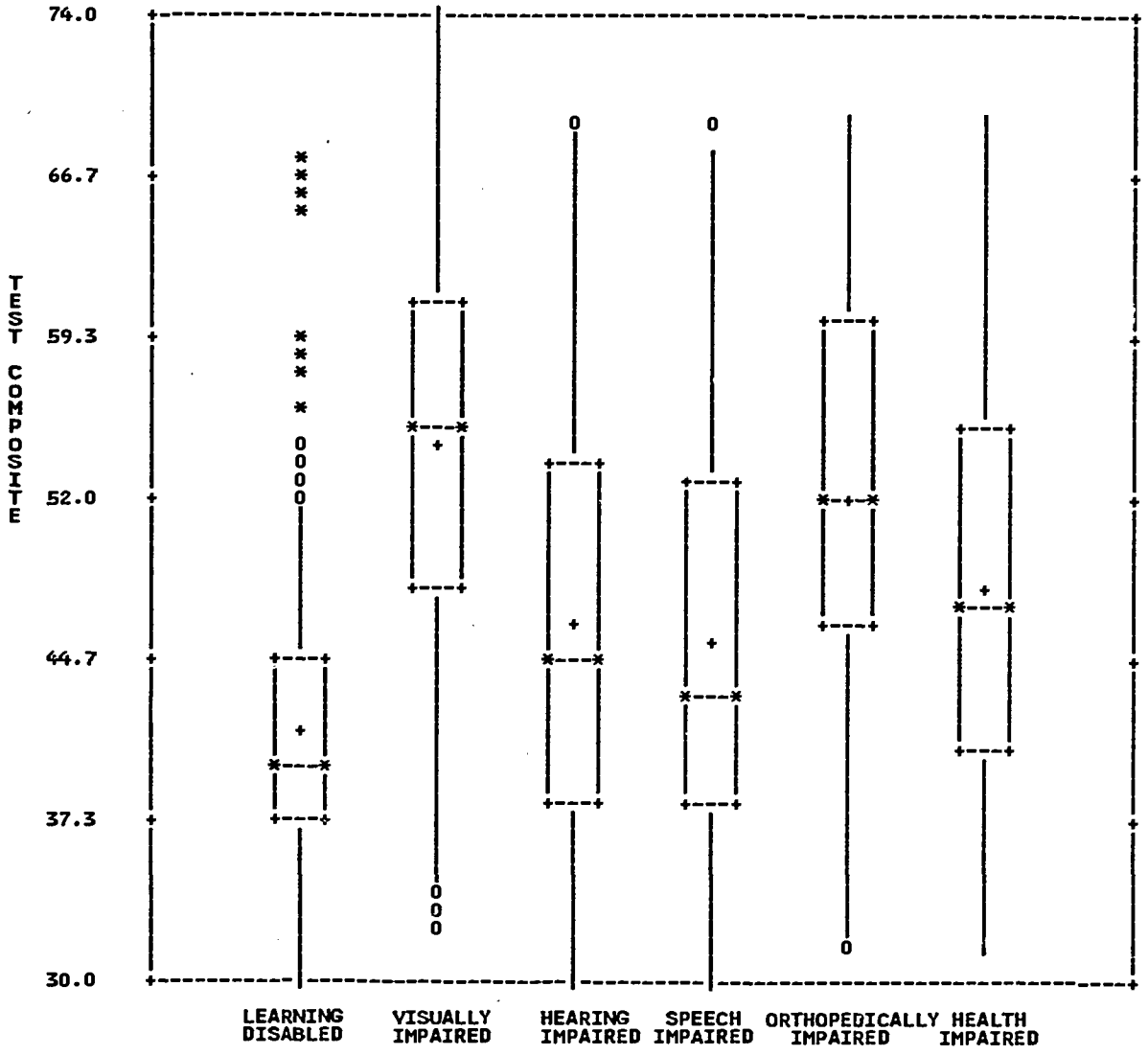
HANDICAPPING CONDITION	SES IN QUARTILES		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	LOWESTQ	**********	211	211	68.51	68.51
	SECONDQ	*********	56	267	18.18	86.69
	THIRDQ	*****	28	295	9.09	95.78
	HIGHESTQ	**	13	308	4.22	100.00
VISUAL IMPAIRED	LOWESTQ	******	221	221	12.22	12.22
	SECONDQ	**********	332	553	18.35	30.57
	THIRDQ	**********	490	1043	27.09	57.66
	HIGHESTQ	**********	766	1809	42.34	100.00
HEARING IMPAIRED	LOWESTQ	**********	158	158	43.05	43.05
	SECONDQ	*********	76	234	20.71	63.76
	THIRDQ	*********	83	317	22.62	86.38
	HIGHESTQ	*******	50	367	13.62	100.00
SPEECH IMPAIRED	LOWESTQ	**********	106	106	47.32	47.32
	SECONDQ	**********	50	156	22.32	69.64
	THIRDQ	*********	39	195	17.41	87.05
	HIGHESTQ	******	29	224	12.95	100.00
ORTHO IMPAIRED	LOWESTQ	*******	24	24	14.72	14.72
	SECONDQ	**********	41	65	25.15	39.88
	THIRDQ	**********	48	113	29.45	69.33
	HIGHESTQ	**********	50	163	30.67	100.00
HEALTH IMPAIRED	LOWESTQ	**********	302	302	33.26	33.26
	SECONDQ	**********	215	517	23.68	56.94
	THIRDQ	**********	205	722	22.58	79.52
	HIGHESTQ	**********	186	908	20.48	100.00

10 20 30 40 50 60

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Figure 34. Box Plot of Test Composite by Specific Handicapping Conditions



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 19. Test Composite for High School Program by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL PROGRAM								
GENERAL	91	41.24	5.62	2.4	392	50.17	8.12	10.4
ACADEMIC	61	44.78	8.32	1.6	1017	57.98	7.26	27.0
VOCATIONAL	153	40.49	6.36	4.1	397	48.35	7.75	10.5
TOTAL	305	41.57	6.78	8.1	1805	54.17	8.73	47.9

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL PROGRAM								
GENERAL	88	46.12	8.76	2.3	54	45.10	7.89	1.4
ACADEMIC	130	51.19	8.92	3.4	68	50.59	10.35	1.8
VOCATIONAL	146	42.01	7.43	3.9	102	41.93	6.86	2.7
TOTAL	364	46.28	9.20	9.7	224	45.32	9.06	5.9

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL PROGRAM								
GENERAL	40	48.13	6.66	1.1	229	47.23	7.62	6.1
ACADEMIC	83	57.12	7.84	2.2	391	52.82	8.92	10.4
VOCATIONAL	40	46.92	7.33	1.1	287	42.89	7.01	7.6
TOTAL	163	52.41	8.84	4.3	907	48.27	9.10	24.1

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 20. Test Composite for High School Community Type by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL COMMUNITY TYPE								
URBAN	88	40.82	6.61	2.3	379	52.81	9.01	10.0
SUBURBAN	128	42.32	7.53	3.4	920	55.14	8.59	24.3
RURAL	92	41.13	5.65	2.4	510	53.35	8.62	13.5
TOTAL	308	41.53	6.77	8.2	1809	54.15	8.75	47.9

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL COMMUNITY TYPE								
URBAN	85	43.88	9.21	2.2	54	43.64	9.51	1.4
SUBURBAN	167	48.13	9.25	4.4	104	46.21	8.96	2.8
RURAL	115	45.15	8.63	3.0	66	45.31	8.76	1.7
TOTAL	367	46.21	9.21	9.7	224	45.32	9.06	5.9

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL COMMUNITY TYPE								
URBAN	27	51.06	7.70	0.7	250	45.48	8.19	6.6
SUBURBAN	92	53.49	9.44	2.4	417	50.55	9.02	11.0
RURAL	44	50.97	8.00	1.2	241	47.18	9.17	6.4
TOTAL	163	52.41	8.84	4.3	908	48.56	9.10	24.0

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 21. Test Composite for Ethnicity by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	96	39.47	5.01	2.5	374	50.85	9.02	9.9
AM INDIAN	*16	*40.44	*4.93	*0.4	43	45.93	8.48	1.1
ASIAN	*15	*41.37	*4.45	*0.4	69	57.68	7.95	1.8
BLACK	40	38.47	6.61	1.1	173	51.28	8.42	4.6
WHITE	141	43.95	7.41	3.7	1149	55.76	8.14	30.4
TOTAL	308	41.53	6.77	8.2	1808	54.15	8.75	47.9

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	120	41.55	7.80	3.2	86	41.62	7.18	2.3
AM INDIAN	*14	*41.00	*7.12	*0.4	*8	*40.98	*4.33	*0.2
ASIAN	*7	*48.87	*12.12	*0.2	*10	*50.22	*8.41	*0.3
BLACK	38	41.94	7.44	1.0	37	41.48	6.67	1.0
WHITE	186	50.40	8.42	4.9	83	50.71	9.25	2.2
TOTAL	365	46.22	9.22	9.7	224	45.32	9.06	5.9

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	32	48.52	7.66	0.8	215	44.41	8.35	5.7
AM INDIAN	*1	*38.02		*0.0	*20	*46.05	*9.28	*0.5
ASIAN	*2	*61.63	*0.45	*0.1	*23	*49.22	*10.21	*0.6
BLACK	*15	*47.92	*6.38	*0.4	175	44.07	8.02	4.6
WHITE	113	54.07	8.86	3.0	474	51.60	8.40	12.6
TOTAL	163	52.41	8.84	4.3	907	48.26	9.10	24.0

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 19:

Students who reported themselves as having a learning disability had the lowest average test composite score of all the specific handicapping conditions. Visually and orthopedically impaired students had the highest average test composite scores at 54.17 and 52.41, respectively. Across all handicapping conditions, students in academic programs consistently scored the highest on the test composite, followed by students in general education. Vocational education students had the lowest average test composite scores.

EXHIBIT for Table 20:

Across handicapping conditions, students who attended high schools in suburban communities scored higher on the test composite than rural peers. In all cases, except with the orthopedically impaired students, students from urban schools scored the lowest on the test composite.

Students who identified themselves as learning disabled scored the lowest on the test composite, on the average, while visually and orthopedically impaired students scored the highest (54.15 and 52.41, respectively).

EXHIBIT for Table 21:

There was wide variation on the test composite scores by specific handicapping condition and ethnic group.

Those students who identified themselves as learning disabled had the lowest average test composite scores of all handicap groups. Within that group, Blacks, Hispanics and American Indians had the lowest average test scores. This pattern tends to repeat itself across all handicap groups.

Table 22. Test Composite for High School Type by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL TYPE								
PUBLIC	273	41.16	6.56	7.2	1342	53.22	8.82	35.5
PRIVATE	35	44.48	7.70	0.9	467	56.53	7.94	12.4
TOTAL	308	41.53	6.77	8.2	1809	54.15	8.75	47.9

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL TYPE								
PUBLIC	315	45.25	8.94	8.3	189	44.28	8.70	5.0
PRIVATE	52	52.00	8.76	1.4	35	50.97	8.96	0.9
TOTAL	367	46.21	9.21	9.7	224	45.32	9.06	5.9

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	TEST COMPOSITE				TEST COMPOSITE			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
HIGH SCHOOL TYPE								
PUBLIC	128	51.72	9.03	3.4	728	47.57	9.15	19.3
PRIVATE	35	54.94	7.71	0.9	180	51.05	8.37	4.8
TOTAL	163	52.41	8.84	4.3	908	48.26	9.10	24.0

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 22:

Average test composite scores are lower for students enrolled in public schools.

Those students reporting themselves as learning disabled scored lower than all the other students with specific handicapping conditions, (41.53) while students reporting that they were visually impaired scored the highest (54.15).

The greatest difference in test composite between public and private schools was seen in speech and hearing impaired categories.

Breakdown on Educational Achievement for Students with Specific Handicapping Conditions

To further understand the group differences on three achievement measures for the six handicapping conditions, the following graphical displays were created to examine the achievement performances at the mean, top 5%, and 1% of the distribution. The three graphs use three symbols (triangle, circle, and square) to depict the top 1%, top 5%, and means scores respectively. A brief description of the measures used in Figure 35 is given below:

NOTE:

Test Composite: This continuous variable is an equally weighted linear composite of formula scores on standardized vocabulary, reading, and mathematics tests, each scored with a mean of 50 and a standard deviation of 10. This variable was copied from the first follow-up file (FUTEST). If FUTEST was missing, base-year test score composite (BYTEST) was copied. All HSB tests were developed by Educational Testing Service of Princeton, New Jersey.

Reading: This variable was the result of an 8-item reading test administered at the time of the survey. Test scores were standardized to a mean of 50 and a standard deviation of 10.

Mathematics: This variable is a composite of the general math level 1 and advanced math level 2 which test skills in algebra, geometry and trigonometry. Test scores were standardized to a mean of 50 and a standard deviation of 10.

EXHIBIT for the Three Graphs in Figure 35:

Educational achievement as portrayed by the test composite, reading, and mathematics standardized scores clearly differentiates the six specific handicapping conditions.

Those students who reported themselves as learning disabled had mean scores that were distinctly below their handicapped peers on all measures. Their top 5% and 1% scores were also below those of their peers. This is illustrated in the three graphs found in Figure 35.

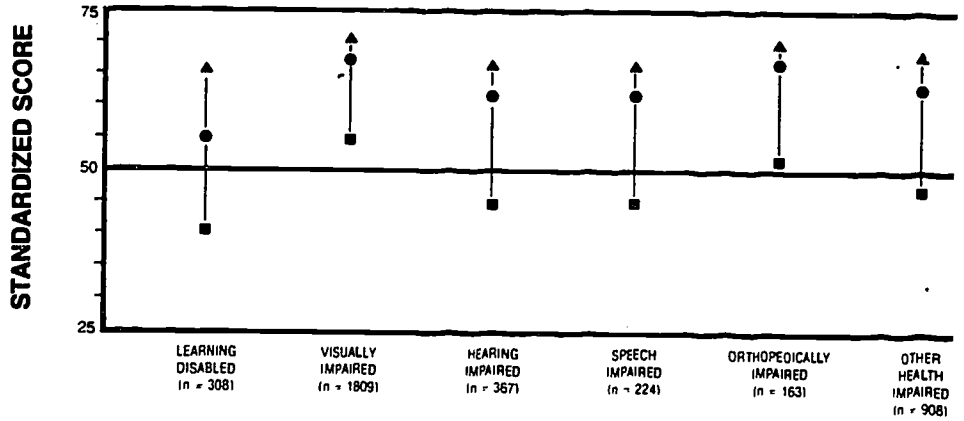
Noticeably at the top of the achievement ladder were the visually impaired who scored close to their nonhandicapped peers. The orthopedically impaired were also achieving well above their handicapped peers.

The hearing, speech and other health impaired categories have mean scores on all three measures that were below the achievement measure mean score of 50. However, their top 5% and 1% scores compare favorably with the visually and orthopedically impaired in these special cases.

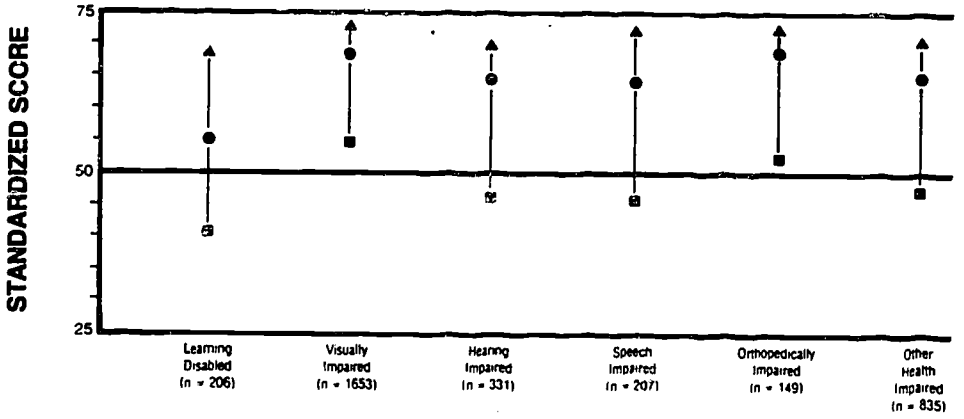
FIGURE 35

BREAKDOWN ON EDUCATIONAL ACHIEVEMENT FOR SPECIFIC HANDICAPPING CONDITIONS ACCORDING TO TEST COMPOSITE, READING, AND MATHEMATICS STANDARDIZED SCORES

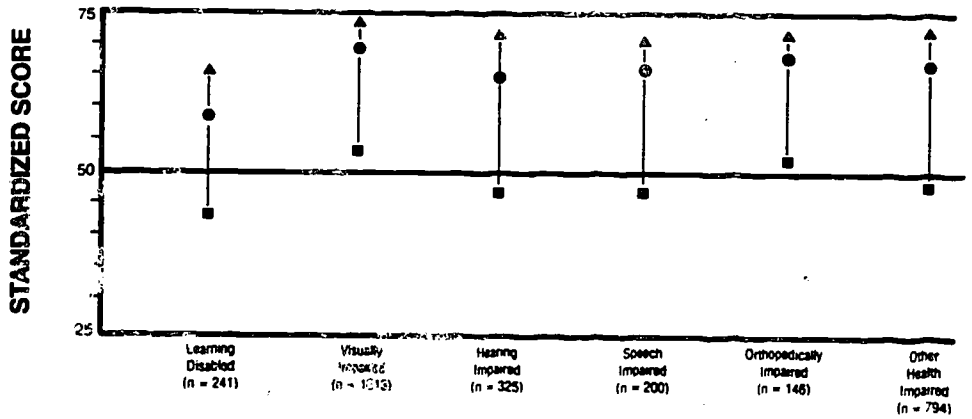
TEST SCORE COMPOSITE: MEAN SCORE, TOP 5% SCORE, TOP 1% SCORE FOR SPECIFIC HANDICAPPING CONDITIONS



First Follow-up Reading Standardized Score: Mean Score, Top 5% Score, Top 1% Score for Nonhandicapped and Handicapped Graduates and Dropouts



First Follow-up Mathematics Standarized Scores: Mean Score, Top 5% Score, Top 1% Score for Nonhandicapped and Handicapped Graduates and Dropouts



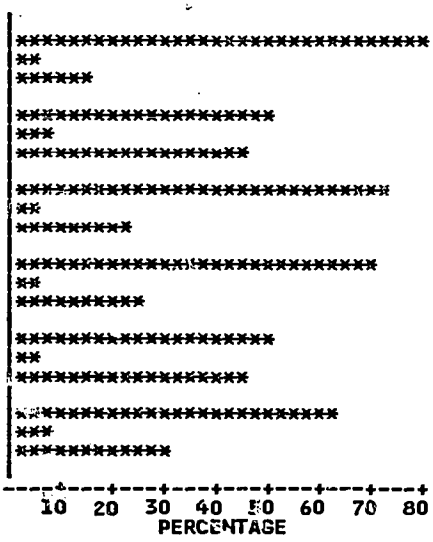
■ MEAN SCORE ● TOP 5% SCORE ▲ TOP 1% SCORE

Post-Secondary Educational Involvement

Figure 36 graphically portrays the six specific handicapping conditions with regard to post-secondary educational involvement. Young adults with learning disabilities attend post-secondary programs at a rate of 19%, hearing impaired at the rate of approximately 27%, and speech disabled at a rate of approximately 30%. According to the breakdown by full-and part-time participation young adults with learning disabilities had the lowest rates of enrollment (4.01% and 15.12% full-time). Individuals with orthopedic impairments had the highest full-time participation (45.18) and the visually impaired had the highest part-time participation (6.80%).

Figure 36. Profile of Post-Secondary Educational Involvement by Handicapping Condition

HANDICAPPING CONDITION	PSE INVOLVEMENT	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	NO COLLEGE	262	262	80.86	80.86
	PART-TIME PSE	13	275	4.01	84.88
	FULL-TIME PSE	49	324	15.12	100.00
VISUAL IMPAIRED	NO COLLEGE	901	901	49.42	49.42
	PART-TIME PSE	124	1025	6.80	56.23
	FULL-TIME PSE	798	1823	43.77	100.00
HEARING IMPAIRED	NO COLLEGE	274	274	73.07	73.07
	PART-TIME PSE	18	292	4.80	77.87
	FULL-TIME PSE	83	375	22.13	100.00
SPEECH IMPAIRED	NO COLLEGE	162	162	70.43	70.43
	PART-TIME PSE	9	171	3.91	74.35
	FULL-TIME PSE	59	230	25.65	100.00
ORTHO IMPAIRED	NO COLLEGE	81	81	48.80	48.80
	PART-TIME PSE	10	91	6.02	54.82
	FULL-TIME PSE	75	166	45.18	100.00
HEALTH IMPAIRED	NO COLLEGE	585	585	63.59	63.59
	PART-TIME PSE	59	644	6.41	70.00
	FULL-TIME PSE	276	920	30.00	100.00



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Chapter VI

Employment Attainment and Related Components for Nonhandicapped and Handicapped Youth in High School and Beyond

It is understood that the transition from school to work is not an easy passage, particularly for youth with handicaps. This section compares the self-reported labor market outcomes of nonhandicapped and handicapped young adults. In addition, employment outcomes are examined by graduation status to provide more comparative information.

The employment experiences were examined from the perspective of employment rates, first job occupational classification, hours worked per week, duration of employment, hourly earnings, how young adults found their first job, and why they left it. The following sections describe these variables and the groups that have been portrayed throughout this Digest.

Reported Employment Status

Figures 37 and 38 depict the reported employment status of nonhandicapped and handicapped individuals and nonhandicapped and handicapped graduates and dropouts, respectively. Those who identified themselves as handicapped reported a slightly higher percent unemployment (6.36%) compared to their nonhandicapped peers (5.02%). In addition, their reported rate of participation in full and part-time jobs was only slightly lower than their nonhandicapped peers. Reported unemployment rates among nonhandicapped and handicapped dropouts were 12.08% and 11.58%, respectively. Dropouts also reported higher "not in the labor force" rates than did their graduate peers. Graduates reported higher employment rates than their dropout counterparts. This can be seen in Figure 38.

Figure 37. Profile of Employment Status by Handicap Status

HANDICAPPED STATUS	EMPLOYMENT STATUS		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	FULL-TIME JOB	**********	3048	3048	36.90	36.90
	PART-TIME JOB	********	2300	5348	27.85	64.75
	UNEMPLOYED	**	415	5763	5.02	69.77
	NOT IN LABOR FOR	********	2497	8260	30.23	100.00
HANDICAP	FULL-TIME JOB	**********	1881	1881	36.17	36.17
	PART-TIME JOB	********	1420	3301	27.30	63.47
	UNEMPLOYED	**	331	3632	6.36	69.83
	NOT IN LABOR FOR	********	1569	5201	30.17	100.00

10 20 30

PERCENTAGE

Figure 38. Profile of Employment Status by Nonhandicap and Handicap Graduates and Dropouts

HANDICAP-GRADUATION STATUS	EMPLOYMENT STATUS		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP DROP	FULL-TIME JOB	**********	602	602	43.53	43.53
	PART-TIME JOB	**	167	769	12.08	55.60
	UNEMPLOYED	**	167	936	12.08	67.68
	NOT IN LABOR FOR	********	447	1383	32.32	100.00
NONHANDICAP GRAD	FULL-TIME JOB	**********	2446	2446	35.57	35.57
	PART-TIME JOB	********	2133	4579	31.02	66.59
	UNEMPLOYED	*	248	4827	3.61	70.20
	NOT IN LABOR FOR	********	2049	6876	29.80	100.00
HANDICAP DROPOUT	FULL-TIME JOB	**********	419	419	40.10	40.10
	PART-TIME JOB	***	139	558	13.30	53.40
	UNEMPLOYED	**	121	679	11.58	64.98
	NOT IN LABOR FOR	**********	366	1045	35.02	100.00
HANDICAP GRADUATE	FULL-TIME JOB	**********	1461	1461	35.18	35.18
	PART-TIME JOB	********	1280	2741	30.82	66.00
	UNEMPLOYED	**	210	2951	5.06	71.06
	NOT IN LABOR FOR	********	1202	4153	28.94	100.00

10 20 30 40

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 23. Reported Hourly Earnings (in dollars) for Full- and Part-Time Employment by Handicap Status and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HOURLY EARNINGS				HOURLY EARNINGS			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984	HIGH SCHOOL GRADUATION STATUS								
FULL-TIME JOB	DROPOUT	560	4.09	2.12	7.2	376	4.16	2.21	4.8
	GRADUATE	2261	3.86	1.66	29.1	1326	3.85	1.86	17.0
PART-TIME JOB	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	144	4.28	2.72	1.9	115	3.92	2.37	1.5
	GRADUATE	1876	3.94	2.28	24.1	1125	4.08	2.50	14.5
TOTAL		4841	3.93	2.01	62.2	2942	3.98	2.19	37.8

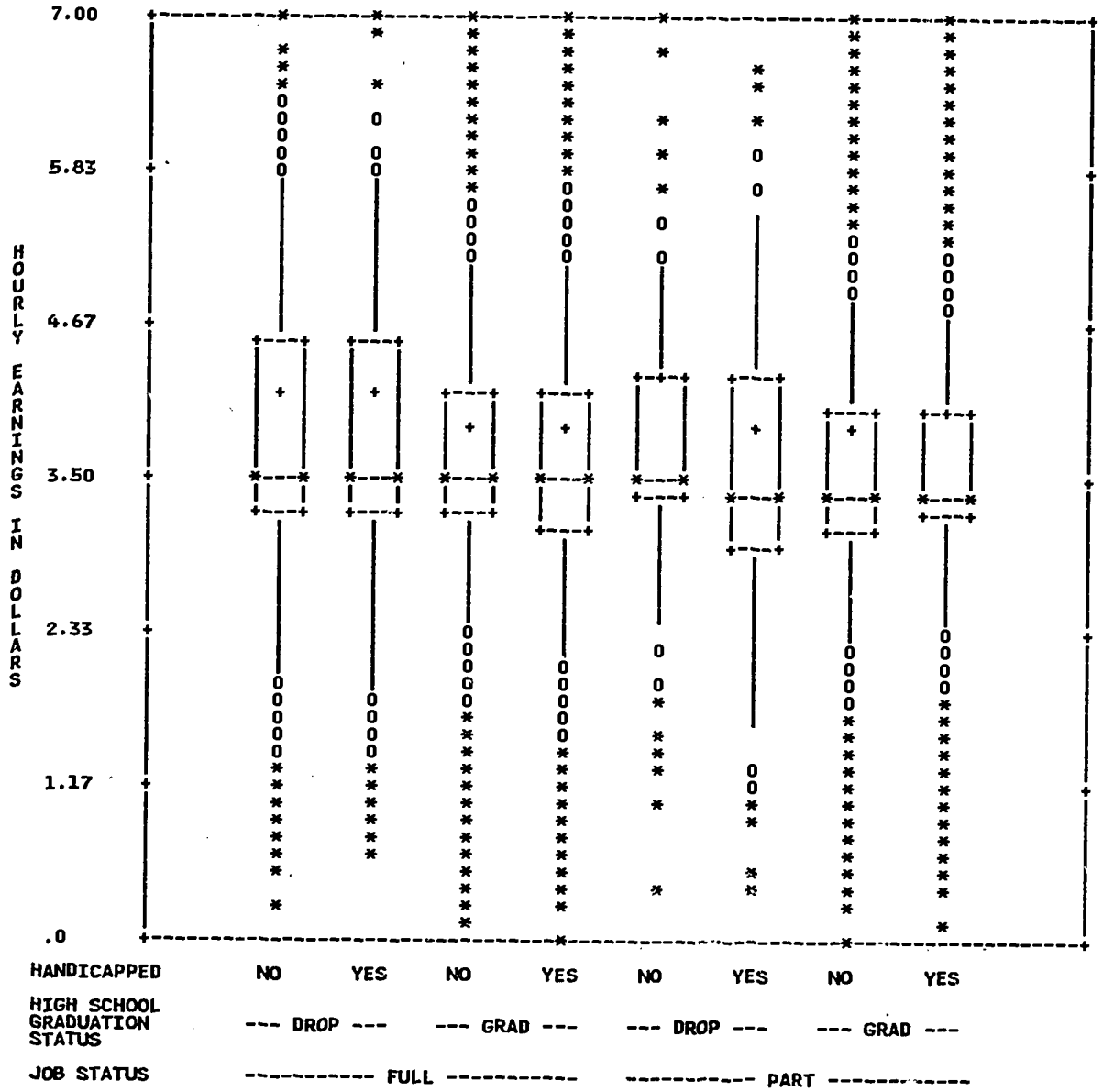
SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 23 and Figure 39:

Dropouts, regardless of handicap status, had higher hourly earnings on their first job.

This earning advantage, on the part of dropouts, may be due to their early entrance into the labor force and their longer hours on the job. Many have had a two year headstart in the labor force when compared to their graduate counterparts.

Figure 39. Box Plot of Hourly Earnings (in Dollars) for Full- and Part-Time Employment by Handicap and Graduation Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: Earnings in excess of $7.00 are not displayed.

Table 24. Reported Hourly Earnings (in dollars) for Full- and Part-Time Employment by Handicap Status and Gender

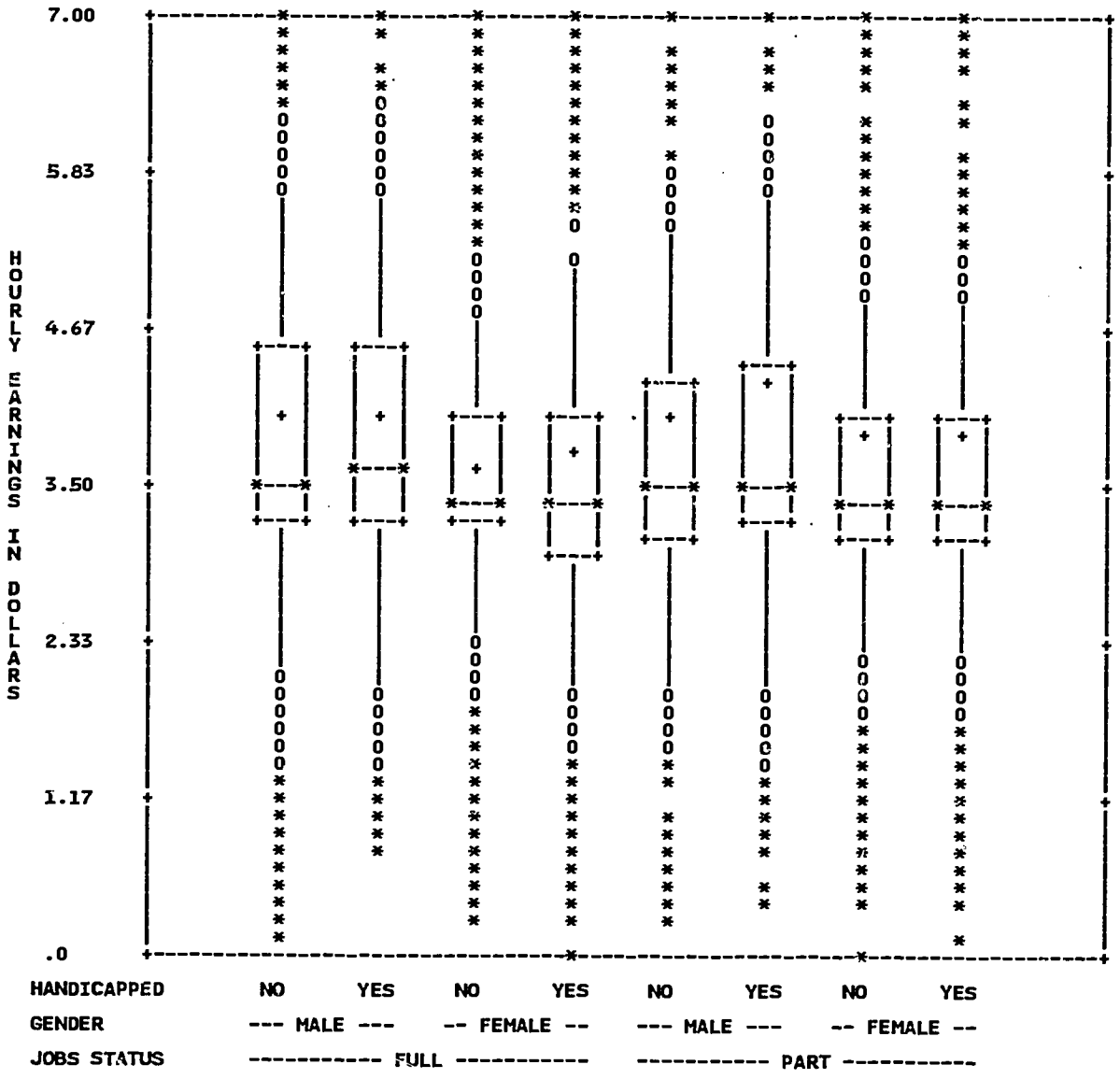
		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HOURLY EARNINGS				HOURLY EARNINGS			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984	GENDER								
FULL-TIME JOB	MALE	1596	4.08	1.95	20.5	1060	4.05	1.87	13.6
	FEMALE	1225	3.68	1.45	15.7	643	3.71	2.05	8.3
PART-TIME JOB	GENDER								
	MALE	807	4.06	2.32	10.4	540	4.22	2.56	6.9
	FEMALE	1213	3.90	2.31	15.6	701	3.95	2.43	9.0
TOTAL		4841	3.93	2.01	62.2	2944	3.98	2.19	37.8

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 24 and Figure 40:

Males, regardless of handicap status reported higher hourly earnings in comparison to their female peers. There were only slight differences in overall wages between handicapped and nonhandicapped workers. Yet, in some instances, the average hourly earnings were slightly higher for the handicapped sample.

Figure 40. Box Plot of Hourly Earnings (in Dollars) for Full- and Part-Time Employment by Handicap Status and Gender



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Hourly earnings in excess of $7.00 are not displayed

Table 25. Reported Hourly Earnings (in dollars) for Ethnicity by Handicap Status and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HOURLY EARNINGS				HOURLY EARNINGS			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
ETHNICITY	HIGH SCHOOL GRADUATION STATUS								
HISPANIC	DROPOUT	281	4.24	2.50	2.5	212	4.33	2.58	1.9
	GRADUATE	1079	4.05	1.97	9.7	776	4.11	2.34	7.0
AM INDIAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	* 15	*3.96	*3.02	0.1	* 21	*3.70	*1.34	0.2
	GRADUATE	81	3.77	1.96	0.7	74	3.99	2.33	0.7
ASIAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	* 13	*4.42	*1.04	0.1	* 11	*3.68	*1.04	0.1
	GRADUATE	142	4.14	1.98	1.3	119	3.82	1.59	1.1
BLACK	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	164	3.92	1.74	1.5	109	4.22	2.80	1.0
	GRADUATE	702	4.17	2.48	6.3	378	4.16	2.54	3.4
WHITE	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	640	4.08	2.32	5.8	412	3.97	2.16	3.7
	GRADUATE	3795	3.83	1.88	34.2	2075	3.87	2.10	18.7
TOTAL		6912	3.95	2.04	62.3	4187	3.98	2.23	37.7

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

EXHIBIT for Table 25:

In many cases, dropouts were making higher hourly earnings on the average when compared to graduates. This may be attributed to the fact that dropouts have been in the job market for a longer period of time and work longer hours.

There did not appear to be a difference in the hourly earnings between handicapped and nonhandicapped young adults. American Indians and Blacks had the lowest hourly earnings of all the ethnic groups.

Table 26. Reported Hours Worked per Week for Full- and Part-Time Employment by Handicap Status and High School Graduation Status

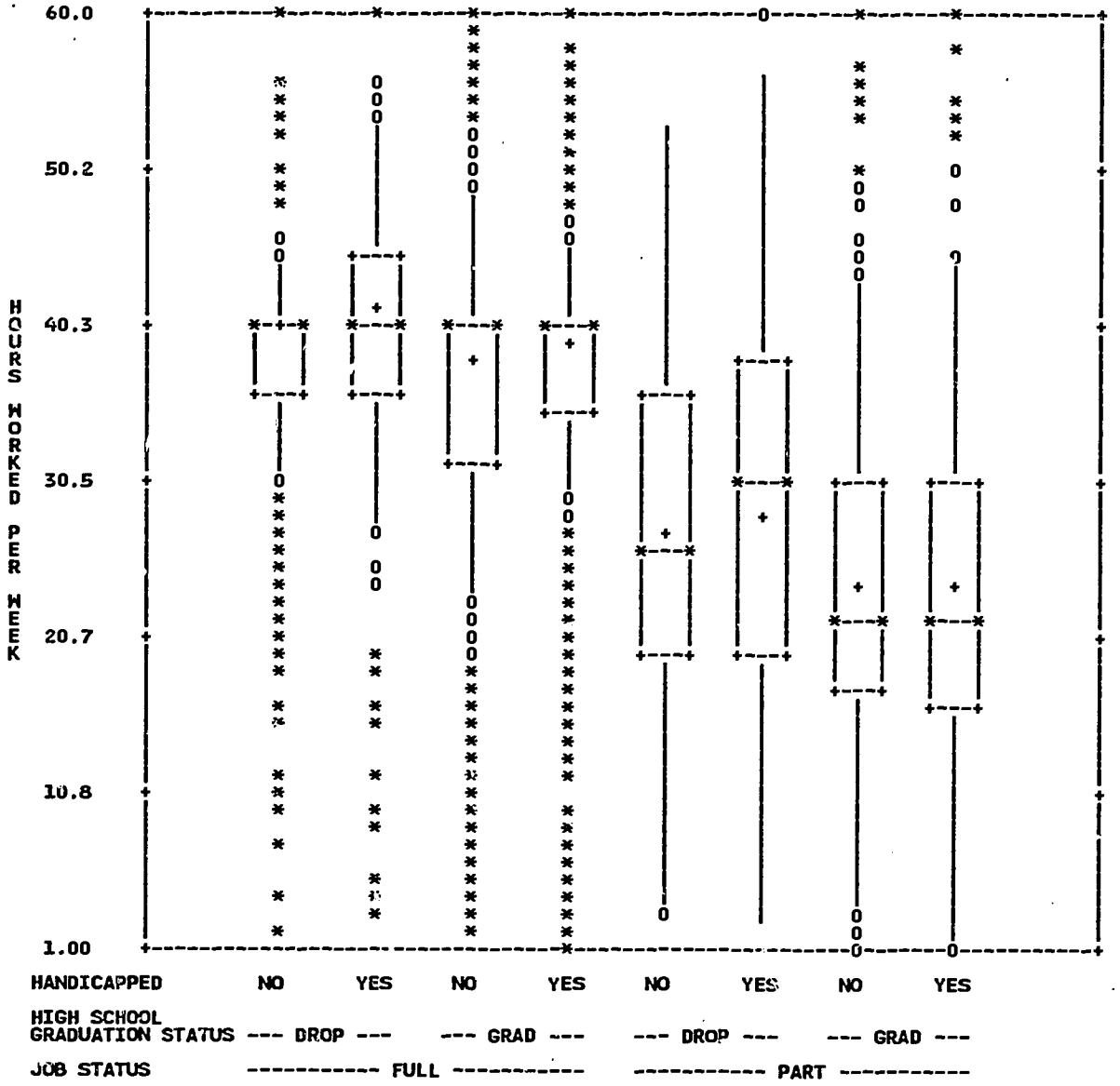
		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984	HIGH SCHOOL GRADUATION STATUS								
FULL-TIME JOB	DROPOUT	596	40.53	12.96	7.1	408	41.23	13.97	4.9
	GRADUATE	2426	37.91	12.92	28.9	1443	38.80	12.06	17.2
PART-TIME JOB	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	149	27.42	11.84	1.8	126	27.83	13.77	1.5
	GRADUATE	2018	24.14	11.28	24.1	1217	23.89	11.46	14.5
TOTAL		5189	32.56	14.14	61.9	3194	33.00	14.30	38.1

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 26 and Figure 61:

Dropouts consistently reported longer hours per week than their graduate counterparts. Furthermore, dropouts who were handicapped reported working slightly more than their nonhandicapped dropout peers.

Figure 41. Box Plot of Hours Worked per Week for Full- and Part-Time Employment by Handicap and Graduation Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Hours Worked per Week in excess of 60 are not displayed.

Table 27. Reported Hours Worked per Week for Full- and Part-Time Employment by Handicap Status and Gender

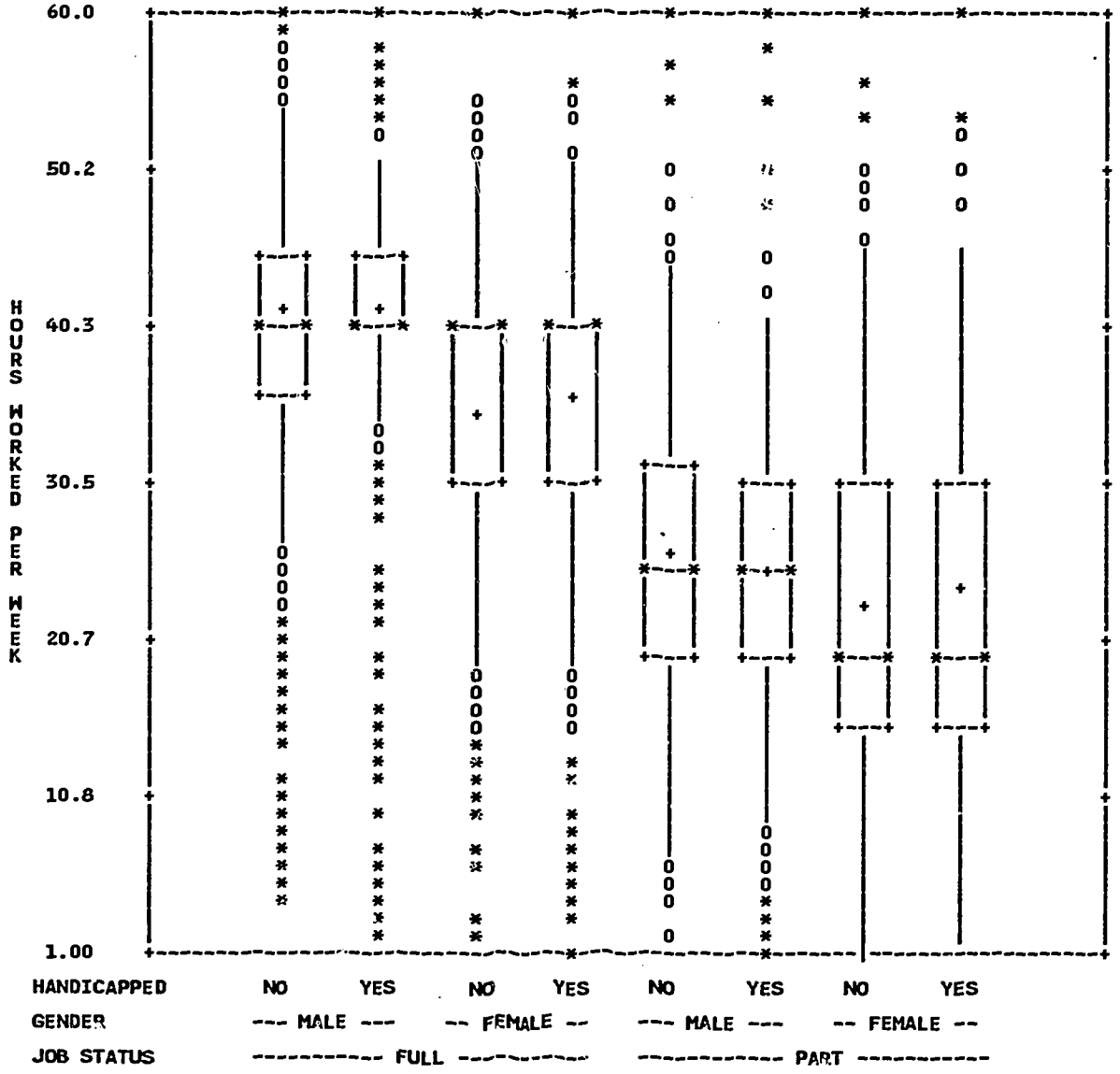
		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984	GENDER								
FULL-TIME JOB	MALE	1715	40.93	13.37	20.5	1147	41.56	12.47	13.7
	FEMALE	1307	35.14	11.64	15.6	705	35.72	11.81	8.4
PART-TIME JOB	GENDER								
	MALE	866	26.41	11.58	10.3	581	25.26	12.43	6.9
	FEMALE	1301	23.01	10.99	15.5	763	23.51	11.13	9.1
TOTAL		5189	32.56	14.14	61.9	3196	33.00	14.30	38.1

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 27 and Figure 42:

Males, regardless of handicap status, reported working more hours per week on the average than their female counterparts. Handicapped students reported working slightly more than their nonhandicapped counterparts in full-time jobs.

Figure 42. Box Plot of Hours Worked per Week for Full- and Part-Time Employment by Handicap Status and Gender



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Hours Worked per Week in excess of 60 are not displayed

Table 28. Reported Hours Worked per Week for Ethnicity by Handicap Status and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
ETHNICITY	HIGH SCHOOL GRADUATION STATUS								
HISPANIC	DROPOUT	295	36.43	13.34	2.5	247	37.03	15.83	2.1
	GRADUATE	1168	31.17	13.84	9.7	844	32.86	13.44	7.0
AM INDIAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	* 14	*37.21	13.92	0.1	* 22	*36.05	19.79	0.2
	GRADUATE	88	36.07	14.40	0.7	81	34.69	14.67	0.7
ASIAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	* 15	*38.07	17.10	0.1	* 11	*36.18	13.23	0.1
	GRADUATE	166	26.93	12.99	1.4	142	27.75	15.95	1.2
BLACK	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	172	35.65	15.39	1.4	116	35.75	13.63	1.0
	GRADUATE	755	30.85	14.00	6.3	419	30.24	13.47	3.5
WHITE	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	683	37.18	13.40	5.7	442	37.97	14.90	3.7
	GRADUATE	4065	31.84	13.74	33.9	2235	31.87	14.13	18.7
TOTAL		7421	32.36	13.93	61.9	4559	32.82	14.39	38.1

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 28:

For both nonhandicapped and handicapped young adults, dropouts worked more hours per week on their first job in contrast to graduates.

Young adults who were classified as handicapped worked slightly more hours per week on the average. Similar patterns were evident across all ethnic groups.

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

Table 29. Reported Duration of First Job (in years) for Full- and Part-Time Employment by Handicap Status and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984	HIGH SCHOOL GRADUATION STATUS								
FULL-TIME JOB	DROPOUT	585	1.54	1.36	6.9	407	1.54	1.38	4.8
	GRADUATE	2417	1.61	1.33	28.3	1444	1.67	1.41	16.9
PART-TIME JOB	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	164	1.34	1.39	1.9	134	1.42	1.49	1.6
	GRADUATE	2115	1.73	1.44	24.8	1272	1.60	1.39	14.9
TOTAL		5281	1.64	1.38	61.9	3257	1.62	1.40	38.1

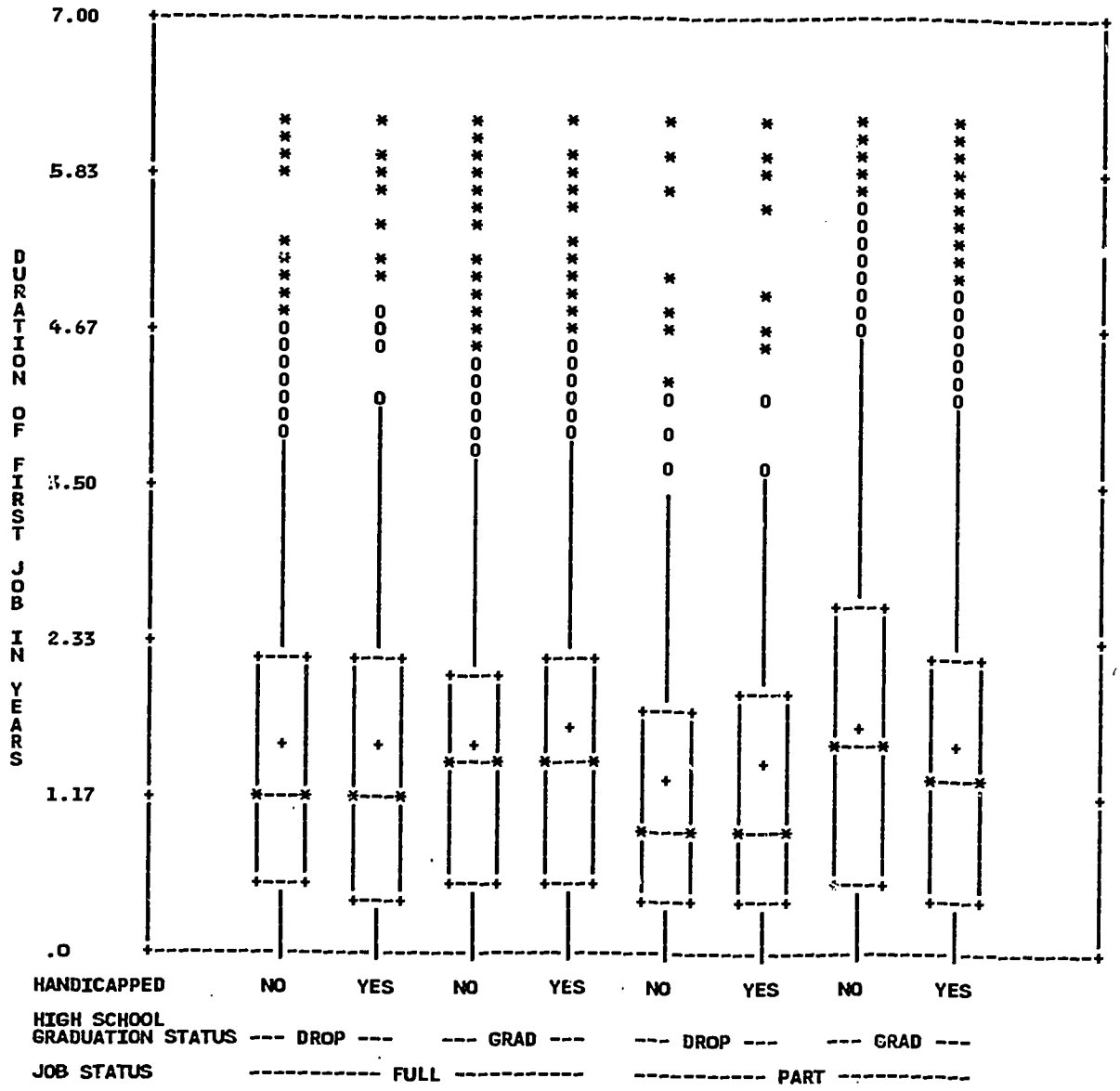
SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 29 and Figure 43:

Dropouts, regardless of handicap status had a slightly shorter average tenure on their first job.

There were some distinct differences between nonhandicapped and handicapped young adults with regard to duration of first job. For instance, according to the box plots, nonhandicapped and handicapped graduates in part-time positions retained their first job longer than their dropout counterparts. Nonhandicapped graduates in part-time jobs remained on their jobs longer than their handicapped graduate counterparts.

Figure 43. Box Plot of Duration of Employment by Handicap and Graduation Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 30. Reported Duration of First Job (in years) for Full- and Part-Time Employment by Handicap Status and Gender

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984	GENDER								
FULL-TIME JOB	MALE	1696	1.70	1.42	19.9	1143	1.75	1.47	13.4
	FEMALE	1306	1.46	1.20	15.3	709	1.48	1.27	8.3
PART-TIME JOB	GENDER								
	MALE	928	1.85	1.57	10.9	617	1.77	1.54	7.2
	FEMALE	1351	1.60	1.33	15.8	790	1.43	1.26	9.3
TOTAL		5281	1.64	1.38	61.8	3259	1.62	1.40	38.2

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

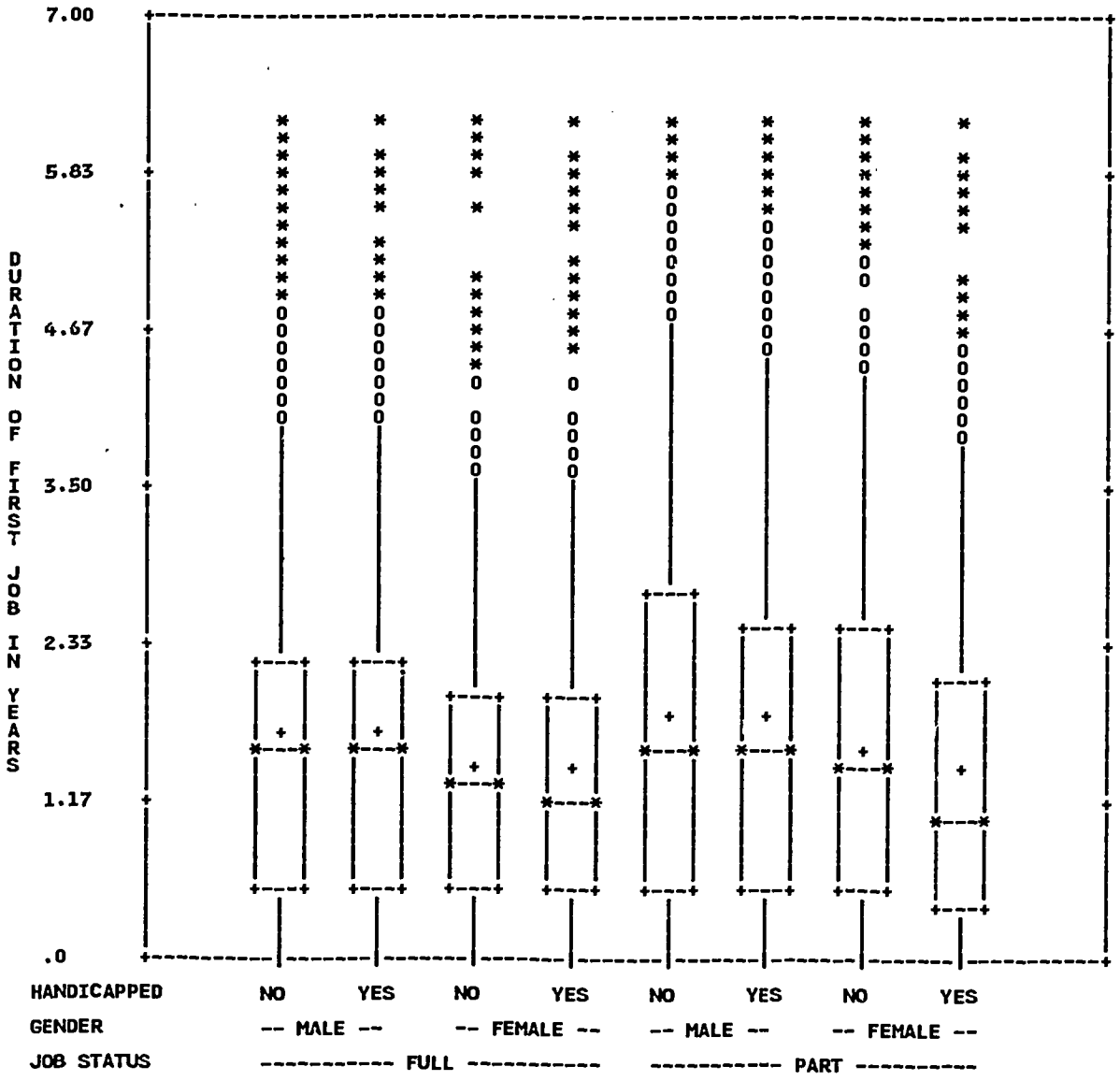
EXHIBIT for Table 30 and Figure 44:

Nonhandicapped and handicapped young adults appeared to stay at their part-time jobs slightly longer than those in full-time jobs.

Regardless of handicapping status, males remained at their jobs longer than their female peers.

There appeared to be no sizeable difference between handicapped and nonhandicapped young adults with regard to average duration of employment at their first job.

Figure 44. Box Plot of Duration of First Job for Handicap Status and Gender



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 31. Reported Duration of First Job (in years) for Ethnicity by Handicap Status and High School Graduation Status

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
ETHNICITY	HIGH SCHOOL GRADUATION STATUS								
HISPANIC	DROPOUT	294	1.32	1.34	2.4	245	1.29	1.31	2.0
	GRADUATE	1199	1.31	1.20	9.8	869	1.29	1.27	7.1
AM INDIAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	* 13	*1.04	*1.26	0.1	* 24	*1.33	*1.59	0.2
	GRADUATE	90	1.04	1.22	0.7	83	1.11	1.36	0.7
ASIAN	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	* 14	*1.76	*1.11	0.1	* 11	*0.78	*0.84	0.1
	GRADUATE	173	1.36	1.45	1.4	143	1.34	1.27	1.2
BLACK	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	176	1.08	1.04	1.4	119	1.39	1.40	1.0
	GRADUATE	781	1.03	1.12	6.4	433	1.02	0.99	3.6
WHITE	HIGH SCHOOL GRADUATION STATUS								
	DROPOUT	688	1.24	1.28	5.6	445	1.25	1.30	3.7
	GRADUATE	4117	1.55	1.40	33.8	2266	1.54	1.42	18.6
TOTAL		7545	1.40	1.33	61.9	4638	1.38	1.34	38.1

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

EXHIBIT for Table 31:

There does not appear to be any substantial difference between nonhandicapped and handicapped young adults on duration of employment at their first job.

Occupational Classification of First Job After High School

Recognizable patterns of employment do exist between young adults who identify themselves as handicapped and nonhandicapped. These are shown in Figure 45.

In contrast with nonhandicapped youth, handicapped individuals were less likely in their first jobs after high school to be in managerial (2.53% vs. 2.35%), sales (12.05% vs. 10.10%), clerical (24.47% vs. 22.40%), and transport operative (2.06% vs. 1.80%) positions. The managerial positions include: managers, administrators, construction inspectors, building superintendents, and purchasing agents. Sales workers comprise such jobs as: advertising agents and salespersons, insurance and real estate agents and brokers, general sales personnel and clerks. The clerical trades include such jobs as: bank tellers, billing clerks bookkeepers, cashiers, clerical assistants, collectors, counter clerks, file clerks, mail carriers, receptionists, secretaries, teacher aides, and miscellaneous clerical workers. Transport equipment operatives include jobs such as: bus drivers, conductors, delivery persons and route persons, parking attendants, taxicab drivers, and truck drivers.

Handicapped young adults were more likely to hold jobs as craftsmen, operatives, non-farm labor, farmers, farm-labor, service workers, and jobs in private households. Compared to those positions taken by nonhandicapped young adults, these positions required less professional and managerial orientation, less educational attainment, and possessed less occupational status. Some of these jobs include: carpenters, apprentices, printing trades, machinists, painters and apprentices, tailors, upholsterers, assemblers, animal caretakers, freight and material handlers, teamsters, laborers, farmers, farm labor, cleaning service workers, personal service workers, child care workers, housekeepers, maids and servants.

Figure 45. Profile of Reported First Job Occupational Status by Handicap Status

HANDICAP STATUS	JOB TITLE		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	PROFESSIONAL	****	268	268	3.61	3.61
	MANAGERIAL	***	188	456	2.53	6.15
	SALES	**********	894	1350	12.05	18.20
	CLERICAL	**********	1817	3167	24.49	42.69
	CRAFTMEN	******	475	3642	6.40	49.10
	OPERATIVE	*******	495	4137	6.67	55.77
	TRANOPERATIVE	**	153	4290	2.06	57.83
	NONFARM LABOR	**********	800	5090	10.78	68.62
	FARMER		5	5095	0.07	68.68
	FARM LABOR	**	166	5261	2.24	70.92
	SERVICE	**********	2107	7368	28.40	99.33
	PRIVHSE	*	50	7418	0.67	100.00
HANDICAP	PROFESSIONAL	****	166	166	3.65	3.65
	MANAGERIAL	**	107	273	2.35	5.99
	SALES	**********	460	733	10.10	16.10
	CLERICAL	**********	1020	1753	22.40	38.49
	CRAFTMEN	*******	304	2057	6.68	45.17
	OPERATIVE	********	351	2408	7.71	52.88
	TRANOPERATIVE	**	82	2490	1.80	54.68
	NONFARM LABOR	**********	538	3028	11.81	66.49
	FARMER		6	3034	0.13	66.62
	FARM LABOR	***	121	3155	2.66	69.28
	SERVICE	**********	1340	4495	29.42	98.70
	PRIVHSE	*	59	4554	1.30	100.00

5 10 15 20 25

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 32. Reported Hourly Earnings (in dollars) of First Job Classification by Handicap Status

	HANDICAP STATUS							
	NONHANDICAP				HANDICAP			
	HOURLY EARNINGS				HOURLY EARNINGS			
	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
FIRST JOB CLASSIFICATION								
PROFESSIONAL	223	4.47	3.00	2.1	140	4.42	2.97	1.3
MANAGERIAL	162	4.06	2.24	1.5	98	4.28	2.71	0.9
SALES	811	3.70	1.91	7.5	422	3.85	2.00	3.9
CLERICAL	1654	3.97	1.80	15.3	918	4.00	2.17	8.5
CRAFT	431	4.49	2.39	4.0	263	4.41	2.12	2.4
OPERATIVE	453	4.34	2.13	4.2	328	4.30	2.11	3.0
TRANOPERATIVES	144	4.40	2.02	1.3	72	4.14	2.07	0.7
NONFARMLABOR	752	4.30	2.18	7.0	483	4.38	2.17	4.5
FARMER	* 2	*3.80	*4.45	* 0.0	* 5	*5.04	*3.22	* 0.0
FARM LABOR	126	3.60	1.88	1.2	86	3.28	2.09	0.8
SERVICE	1912	3.66	1.79	17.7	1206	3.65	2.03	11.2
PRIVATE HSEHOLD	41	2.70	3.05	0.4	44	2.39	1.32	0.4
TOTAL	6711	3.96	2.02	62.3	4065	3.97	2.17	37.7

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

EXHIBIT for Table 32:

Regardless of handicap status, in little over half the jobs, dropouts indicated higher hourly earnings than their graduate counterparts. This may be a by-product of their being in the job market longer than their graduate counterparts and working longer hours (not depicted in this table).

There was no substantial difference between nonhandicapped and handicapped workers with regard to the average hourly earnings for the first job. Jobs that paid more than average included: professional trades, managerial, clerical, craftsmen, operative positions, transport equipment operatives and non-farm labor.

Table 33. Reported Hourly Earnings (in dollars) of First Job Classification by Handicap Status and Gender

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HOURLY EARNINGS				HOURLY EARNINGS			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
FIRST JOB CLASSIFICATION	GENDER								
PROFESSIONAL	MALE	111	4.55	2.85	1.0	66	4.62	2.53	0.6
	FEMALE	112	4.39	3.15	1.0	74	4.24	3.32	0.7
MANAGERIAL	GENDER								
	MALE	83	4.37	2.87	0.8	58	3.92	1.68	0.5
	FEMALE	79	3.74	1.25	0.7	40	4.80	3.70	0.4
SALES	GENDER								
	MALE	255	3.83	1.67	2.4	176	3.85	1.62	1.6
	FEMALE	556	3.64	2.01	5.2	246	3.84	2.23	2.3
CLERICAL	GENDER								
	MALE	324	4.11	1.79	3.0	188	4.10	2.05	1.7
	FEMALE	1330	3.93	1.80	12.3	730	3.98	2.20	6.8
CRAFT	GENDER								
	MALE	395	4.52	2.39	3.7	244	4.46	2.16	2.3
	FEMALE	36	4.14	2.39	0.3	* 19	*3.79	*1.55	* 0.2
OPERATIVE	GENDER								
	MALE	308	4.50	2.32	2.9	230	4.45	2.30	2.1
	FEMALE	145	4.01	1.63	1.3	98	3.93	1.55	0.9
TRANOPERATIVE	GENDER								
	MALE	134	4.41	1.98	1.2	66	4.00	1.46	0.6
	FEMALE	* 10	* 4.29	*2.61	* 0.1	* 6	*5.67	*5.48	* 0.1
NONFARMLABOR	GENDER								
	MALE	667	4.35	2.22	6.2	432	4.44	2.14	4.0
	FEMALE	85	3.93	1.79	0.8	51	3.90	2.37	0.5
FARMER	GENDER								
	MALE	* 2	*3.80	*4.45	* 0.0	* 4	*3.69	*1.33	* 0.0
	FEMALE					* 1	*10.42	*	* 0.0
FARM LABOR	GENDER								
	MALE	113	3.54	1.57	1.0	73	3.42	2.17	0.7
	FEMALE	* 13	*4.11	*3.67	* 0.1	* 13	*2.49	*1.31	* 0.1
SERVICE	GENDER								
	MALE	813	3.71	1.65	7.5	538	3.65	1.73	5.0
	FEMALE	1099	3.62	1.88	10.2	668	3.65	2.25	6.2
PRIVATE HSEHOLD	GENDER								
	MALE	* 0			0.0	* 1	4.76		0.0
	FEMALE	41	2.70	3.05	0.4	43	2.34	1.28	0.4
TOTAL		6711	3.96	2.02	62.3	4065	3.97	2.17	37.7

EXHIBIT for Table 33:

Regardless of handicap status, males reported earning more money per hour than their female peers. Again, as with graduate status there was no substantial difference in the hourly earnings between nonhandicapped and handicapped workers (not depicted in this table).

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

Table 34. Reported Hours Worked per Week for First Job Classification by Handicap Status

	HANDICAP STATUS							
	NONHANDICAP				HANDICAP			
	HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
FIRST JOB CLASSIFICATION								
PROFESSIONAL	261	30.68	18.09	2.2	163	31.36	19.34	1.4
MANAGERIAL	184	39.34	12.99	1.6	107	38.27	14.34	0.9
SALES	863	27.53	12.28	7.4	448	28.74	12.93	3.9
CLERICAL	1775	29.93	12.12	15.3	995	29.65	12.38	8.6
CRAFT	464	39.58	12.53	4.0	292	39.55	11.58	2.5
OPERATIVE	477	38.10	11.70	4.1	345	39.32	11.73	3.0
TRANOPERATIVES	150	36.67	15.76	1.3	80	35.38	14.91	0.7
NONFARMLABOR	781	34.45	12.52	6.7	517	36.01	14.15	4.4
FARMER	* 4	*63.75	11.09	* 0.0	* 6	*51.83	22.31	* 0.1
FARM LABOR	161	44.12	17.76	1.4	115	44.57	22.03	1.0
SERVICE	2040	29.69	12.67	17.5	1304	30.10	12.89	11.2
PRIVATE HSEHOLD	46	24.85	16.63	0.4	55	30.09	18.59	0.5
TOTAL	7206	31.94	13.55	61.9	4427	32.64	14.20	38.1

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * cells with less than 25 observations should be interpreted with caution.

EXHIBIT for Table 34:

Handicapped workers tended to work slightly more hours per week than their nonhandicapped peers.

In most cases, regardless of handicap status, dropouts worked more hours than graduate counterparts. It may be that graduates, like nonhandicapped workers do tend to be involved in post-secondary education to a greater extent, and therefore have a competing factor for their time and energy. (not depicted in this table)

Table 35. Reported Hours Worked per Week for First Job Classification by Handicap Status and Gender

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
FIRST JOB CLASSIFICATION	GENDER								
PROFESSIONAL	MALE	129	34.22	17.55	1.1	80	34.16	18.30	0.7
	FEMALE	132	27.21	18.00	1.1	83	28.66	20.02	0.7
MANAGERIAL	GENDER								
	MALE	99	41.48	14.94	0.9	61	41.15	14.67	0.5
	FEMALE	85	36.85	9.76	0.7	46	34.46	13.08	0.4
SALES	GENDER								
	MALE	270	30.65	13.20	2.3	187	32.19	13.98	1.6
	FEMALE	593	26.10	11.58	5.1	261	26.27	11.54	2.2
CLERICAL	GENDER								
	MALE	343	31.03	11.98	2.9	200	31.74	12.93	1.7
	FEMALE	1432	29.67	12.15	12.3	795	29.13	12.19	6.8
CRAFT	GENDER								
	MALE	421	40.24	12.26	3.6	271	39.70	11.82	2.3
	FEMALE	43	33.09	13.35	0.4	* 21	*37.57	*7.78	* 0.2
OPERATIVE	GENDER								
	MALE	322	38.74	12.27	2.8	239	40.13	12.50	2.1
	FEMALE	155	36.76	10.33	1.3	106	37.48	9.59	0.9
TRANOPERATIVE	GENDER								
	MALE	140	37.11	15.17	1.2	74	36.00	14.81	0.6
	FEMALE	* 10	*30.40	22.64	* 0.1	* 6	*27.67	15.27	* 0.1
NON-FARM LABOR	GENDER								
	MALE	691	34.88	12.22	5.9	463	36.67	13.79	4.0
	FEMALE	90	31.13	14.29	0.8	54	30.41	15.97	0.5
FARMER	GENDER								
	MALE	* 4	*63.75	11.09	* 0.0	* 5	*50.20	24.54	* 0.0
	FEMALE					* 1	*60.00		* 0.0
FARM LABOR	GENDER								
	MALE	138	46.52	17.27	1.2	94	47.31	21.33	0.8
	FEMALE	* 23	*29.74	13.53	* 0.2	* 21	*32.33	21.40	* 0.2
SERVICE	GENDER								
	MALE	866	31.15	12.32	7.4	579	31.31	13.06	5.0
	FEMALE	1174	28.62	12.83	10.1	726	29.14	12.68	6.2
PRIVATE HSEHOLD	GENDER								
	MALE	* 1	*40.00		* 0.0	* 2	*31.50	14.85	* 0.0
	FEMALE	45	24.51	16.66	0.4	53	30.04	18.83	0.5
TOTAL		7206	31.94	13.55	61.9	4427	32.64	14.20	38.1

NOTE: * cells with fewer than 25 observations should be interpreted with caution.

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 35:

In all cases, except one, male workers, regardless of handicap status worked longer hours per week than their female counterparts.

Handicapped workers worked slightly more hours per week (32.6 hours) than their nonhandicapped peers (31.9 hours).

Jobs requiring more hours than the average included managerial fields, craft trades, operatives, farming and farm labor.

Table 36. Reported Duration of Employment of First Job Classification by Handicap Status

	HANDICAP STATUS							
	NONHANDICAP				HANDICAP			
	DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
FIRST JOB CLASSIFICATION	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
PROFESSIONAL	265	1.14	1.26	2.2	166	1.31	1.38	1.4
MANAGERIAL	181	1.99	1.56	1.5	106	2.03	1.50	0.9
SALES	886	1.51	1.32	7.5	454	1.40	1.27	3.8
CLERICAL	1804	1.30	1.18	15.3	1013	1.22	1.18	8.6
CRAFT	467	1.63	1.50	4.0	299	1.48	1.43	2.5
OPERATIVE	485	1.26	1.28	4.1	343	1.26	1.28	2.9
TRANOPERATIVE	148	1.41	1.16	1.3	82	1.41	1.26	0.7
NON-FARM LABOR	791	1.39	1.44	6.7	533	1.36	1.33	4.5
FARMER	*	*	*	0.0	*	*	*	0.1
FARM LABOR	154	2.56	2.26	1.3	116	2.63	2.37	1.0
SERVICE	2079	1.31	1.25	17.6	1320	1.38	1.32	11.2
PRIVATE HSEHOLD	49	1.54	1.83	0.4	57	1.11	1.24	0.5
TOTAL	7314	1.40	1.34	61.9	4495	1.38	1.36	38.1

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * cells with less than 25 observations are not shown.

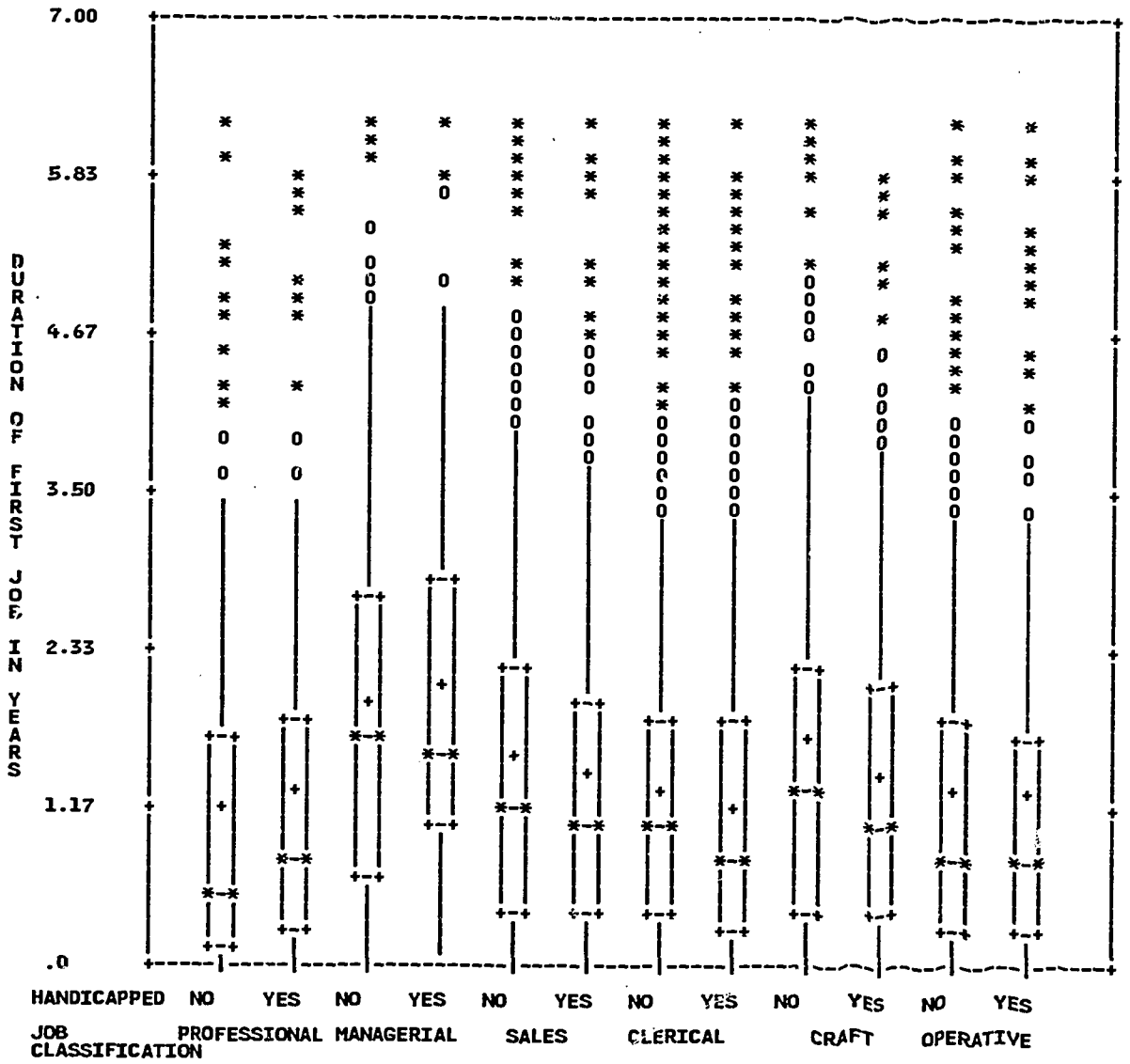
EXHIBIT for Table 36 and Figures 46 and 47:

Regardless of handicap status, the most common job classification for a first job was in the service trade (17.6% nonhandicapped and 11.2% handicapped) category. This includes jobs related to cleaning service, food service, health service, personal and protective service. The second most prevalent job classification for both nonhandicapped and handicapped young adults involved the clerical trade (15.3% nonhandicapped and 8.6% handicapped). Workers in this group include clerks, cashiers, dispatchers, file clerks, mail carriers, office machine operative, receptionists, secretaries, and teacher's aides. The third most prevalent job category was sales for nonhandicapped individuals (7.5%) and non-farm labor for handicapped persons (4.5%).

In a majority of jobs, regardless of handicap status, graduates had longer periods of employment at their first job; nonhandicapped workers remained on the job only slightly longer than their handicapped counterparts.

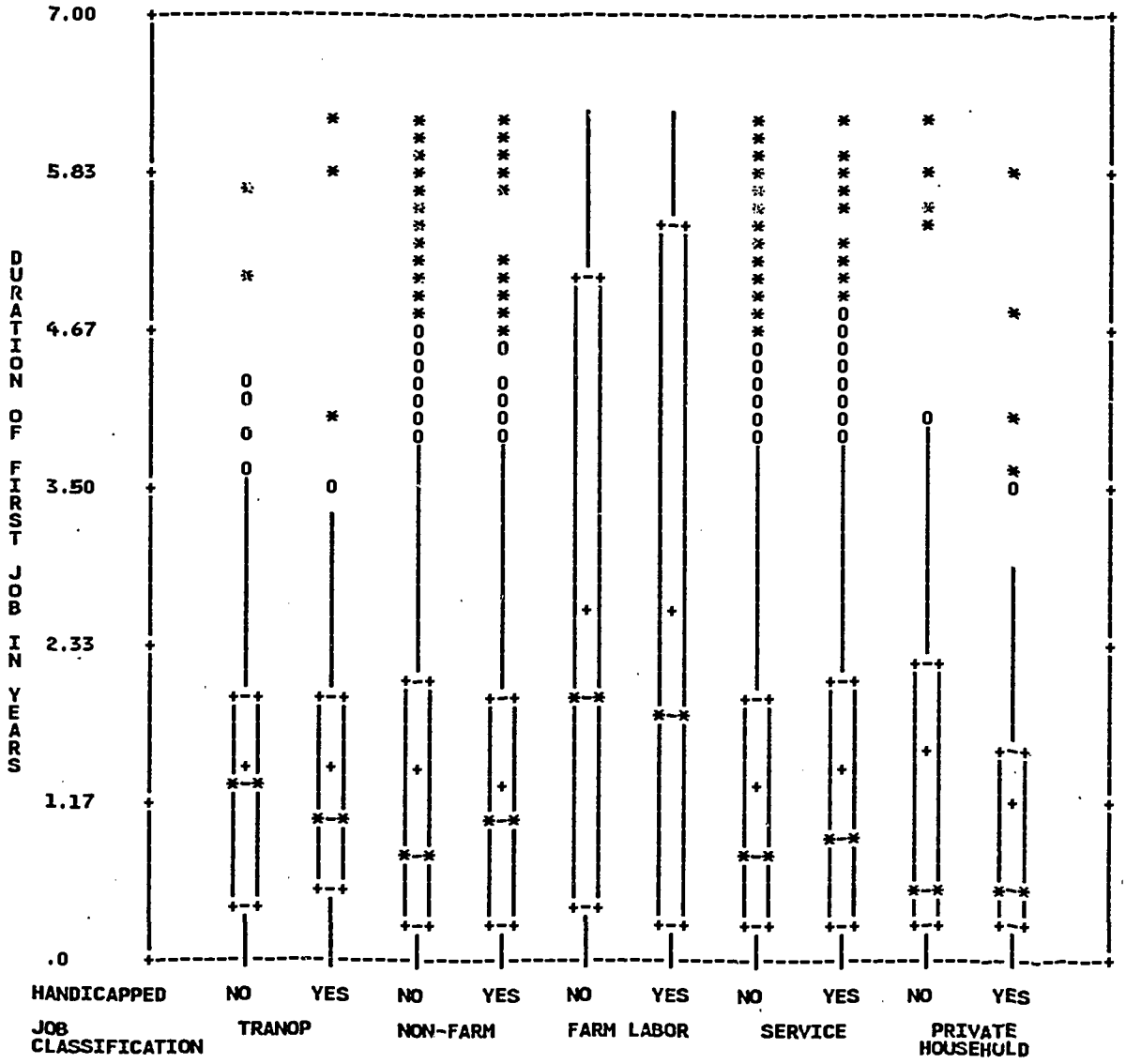
Regardless of handicap status, young adults in managerial positions, crafts, farming, and farm labor remained at their jobs far longer than the average worker.

Figure 46. Box Plot of Duration of Employment (in years) for First Job Classification by Handicap Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Figure 47. Box Plot of Duration of Employment (in years) for First Job Classification by Handicap Status (Continued)



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 37. Reported Duration of Employment of First Job Classification by Handicap Status and Gender

		HANDICAP STATUS							
		NONHANDICAP				HANDICAP			
		DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
		SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STD	PERCENT TOTAL FREQUENCY
FIRST JOB CLASSIFICATION	GENDER								
PROFESSIONAL	MALE	130	1.16	1.25	1.1	83	1.53	1.39	0.7
	FEMALE	135	1.11	1.27	1.1	83	1.09	1.35	0.7
MANAGERIAL	GENDER								
	MALE	97	2.15	1.70	0.8	61	2.23	1.54	0.5
	FEMALE	84	1.81	1.37	0.7	45	1.76	1.42	0.4
SALES	GENDER								
	MALE	277	1.58	1.44	2.3	185	1.64	1.51	1.6
	FEMALE	609	1.47	1.26	5.2	269	1.22	1.05	2.3
CLERICAL	GENDER								
	MALE	346	1.42	1.31	2.9	203	1.29	1.29	1.7
	FEMALE	1458	1.27	1.15	12.3	810	1.20	1.15	6.9
CRAFT	GENDER								
	MALE	423	1.66	1.52	3.6	277	1.51	1.43	2.3
	FEMALE	44	1.30	1.25	0.4	* 22	*1.15	*1.31	* 0.2
OPERATIVE	GENDER								
	MALE	327	1.37	1.34	2.8	239	1.43	1.35	2.0
	FEMALE	158	1.03	1.09	1.3	104	0.86	0.99	0.9
TRANOPERATIVES	GENDER								
	MALE	138	1.41	1.15	1.2	76	1.40	1.27	0.6
	FEMALE	* 10	*1.40	*1.31	* 0.1	* 6	*1.46	*1.29	* 0.1
NONFARMLABOR	GENDER								
	MALE	698	1.43	1.45	5.9	477	1.39	1.35	4.0
	FEMALE	93	1.14	1.35	0.8	56	1.06	1.11	0.5
FARMER	GENDER								
	MALE	* 5	*3.63	*1.78	* 0.0	* 5	*4.03	*2.28	* 0.0
	FEMALE					* 1	*2.17		* 0.0
FARM LABOR	GENDER								
	MALE	132	2.54	2.21	1.1	95	2.56	2.34	0.8
	FEMALE	* 22	*2.69	*2.60	* 0.2	* 21	*2.96	*2.55	* 0.2
SERVICE	GENDER								
	MALE	880	1.35	1.32	7.5	583	1.53	1.42	4.9
	FEMALE	1199	1.27	1.20	10.2	737	1.26	1.22	6.2
PRIVATE HSEHOLD	GENDER								
	MALE	* 1	*1.33	* .	* 0.0	* 2	*2.00	*2.83	* 0.0
	FEMALE	48	1.54	1.85	0.4	55	1.08	1.19	0.5
TOTAL		7314	1.40	1.34	61.9	4495	1.38	1.36	38.1

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * cells with fewer than 25 observations should be interpreted with caution.

EXHIBIT for Table 37:

The most common jobs were found first in service trades, followed by clerical for both handicapped and nonhandicapped young adults. The third most prevalent job was in sales for nonhandicapped persons and non-farm labor for handicapped individuals. The non-farm labor category includes such jobs as: construction laborers, fishermen, freight and material handlers, stock handlers, teamsters and miscellaneous laborers.

The job classification patterns appear to be traditional for males and females. Females held a greater number of clerical, service, and sales positions. Males could be found in greater numbers in service trades, non-farm labor, and craftsmen trades. Craftsmen trades include: bakers, auto accessory installers, carpenters, mechanics and repair persons.

Job Seeking Patterns for First Job After High School

Figures 48 and 49 graphically depict the group differences on the question of how young adults found their first job after high school. Approximately fifty percent of all respondents indicated that they found their first job through relatives and friends. In addition, 25.70% of the nonhandicapped young adults went directly to the employer, while 23.87% of handicapped students chose this method. Those young adults who identified themselves as handicapped reported that they used school employment and placement services 8.12% of the time, while nonhandicapped respondents used the school services 7.6% of the time.

It appears that the dropout respondents, with their higher unemployment rate, do not avail themselves of school services at a rate comparable to that of their graduate counterparts. Nonhandicapped dropouts only indicated school services as a means of finding their first job 4.02% of the time, while handicapped dropouts reported 4.86% of the time. Dropout respondents appear to use newspaper job advertisements to a greater degree than do their graduate counterparts.

Figure 48. Profile of How First Job Was Found by Handicap Status

HANDICAPPED STATUS	SOURCE OF REFERRAL		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	SCHOOL SERVICE	********	594	594	7.96	7.96
	PUB EMPLOY SERVI	**	167	761	2.24	10.20
	PRIV EMPLOY SERV	*	53	814	0.71	10.91
	NEWS ADVERTISE	******	439	1253	5.88	16.79
	EMPLOYER DIRECT	**************************	1918	3171	25.70	42.48
	RELATIVE	**********************	1711	4882	22.92	65.41
	FRIEND	*****************************	2073	6955	27.77	93.18
	CIVIL SERVICE AP		21	6976	0.28	93.46
	OTHER	******	483	7459	6.47	99.93
	UNION REGIST		5	7464	0.07	100.00
HANDICAP	SCHOOL SERVICE	********	371	371	8.12	8.12
	PUB EMPLOY SERVI	***	131	502	2.87	10.99
	PRIV EMPLOY SERV	*	37	539	0.81	11.80
	NEWS ADVERTISE	******	279	818	6.11	17.91
	EMPLOYER DIRECT	************************	1090	1908	23.87	41.78
	RELATIVE	**********************	1080	2988	23.65	65.43
	FRIEND	*****************************	1235	4223	27.04	92.47
	CIVIL SERVICE AP		13	4236	0.28	92.75
	OTHER	*******	327	4563	7.16	99.91
	UNION REGIST		4	4567	0.09	100.00

5 10 15 20 25

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Figure 49. Profile of How First Job Was Found by Handicap and Graduation Status

HANDICAP-GRADUATION STATUS	SOURCE OF REFERRAL		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP DROP	SCHOOL SERVICE	**	48	48	4.02	4.02
	PUB EMPLOY SERVI	**	41	89	3.43	7.45
	PRIV EMPLOY SERV		8	97	0.67	8.12
	NEWS ADVERTISE	****	86	183	7.20	15.31
	EMPLOYER DIRECT	**********	317	500	26.53	41.84
	RELATIVE	**********	282	782	23.60	65.44
	FRIEND	**********	336	1118	28.12	93.56
	CIVIL SERVICE AP		5	1123	0.42	93.97
	OTHER	***	70	1193	5.86	99.83
	UNION REGIST		2	1195	0.17	100.00
NONHANDICAP GRAD	SCHOOL SERVICE	****	546	546	8.71	8.71
	PUB EMPLOY SERVI	*	126	672	2.01	10.72
	PRIV EMPLOY SERV		45	717	0.72	11.44
	NEWS ADVERTISE	***	353	1070	5.63	17.07
	EMPLOYER DIRECT	**********	1600	2670	25.53	42.60
	RELATIVE	**********	1429	4099	22.80	65.40
	FRIEND	**********	1737	5836	27.71	93.11
	CIVIL SERVICE AP		16	5852	0.26	93.36
	OTHER	***	413	6265	6.59	99.95
	UNION REGIST		3	6268	0.05	100.00
HANDICAP DROPOUT	SCHOOL SERVICE	**	41	41	4.86	4.86
	PUB EMPLOY SERVI	*	20	61	2.37	7.24
	PRIV EMPLOY SERV		5	66	0.59	7.83
	NEWS ADVERTISE	****	64	130	7.59	15.42
	EMPLOYER DIRECT	**********	213	343	25.27	40.69
	RELATIVE	**********	231	574	27.40	68.09
	FRIEND	**********	217	791	25.74	93.83
	CIVIL SERVICE AP		3	794	0.36	94.19
	OTHER	***	49	843	5.81	100.00
	UNION REGIST		0	843	0.00	100.00
HANDICAP GRADUATE	SCHOOL SERVICE	****	330	330	8.87	8.87
	PUB EMPLOY SERVI	*	111	441	2.98	11.85
	PRIV EMPLOY SERV		32	473	.86	12.71
	NEWS ADVERTISE	***	215	688	5.77	18.48
	EMPLOYER DIRECT	**********	876	1564	23.54	42.02
	RELATIVE	**********	849	2413	22.81	64.83
	FRIEND	**********	1017	3430	27.32	92.15
	CIVIL SERVICE AP		10	3440	0.27	92.42
	OTHER	****	278	3718	7.47	99.89
	UNION REGIST		4	3722	0.11	100.00

10 20

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

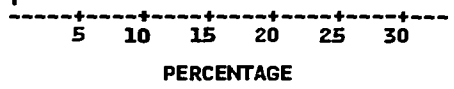
Reasons for Leaving First Job

Figures 50 and 51 illustrate the reasons why young adults leave their first job.

Those who identify themselves as handicapped retain their first job for a longer period than their nonhandicapped peers (33.18% vs. 32.04%, respectively). Nonhandicapped respondents report that school related reasons forced them to leave their job in more instances than handicapped (20.90% vs. 19.22%, respectively). Handicapped respondents had a higher "quitting" rate than their nonhandicapped peers, and they leave their first job more frequently for health reasons.

Figure 50. Profile of Reasons Why Persons Terminated Their First Job by Handicap Status

HANDICAP STATUS	REASONS FOR TERMINATION		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP	JOB ENDED	**********	1080	1080	14.28	14.28
	SCHOOL REASONS	**********	1581	2661	20.90	35.18
	QUIT	**********	757	3418	10.01	45.18
	STILL HAVE JOB	**********	2424	5842	32.04	77.22
	OTHER	******	466	6308	6.16	83.38
	HEALTH REASONS	**	149	6457	1.97	85.35
	FOUND BETTER	**********	823	7280	10.88	96.23
	MOVED	****	285	7565	3.77	100.00
HANDICAP	JOB ENDED	**********	678	678	14.62	14.62
	SCHOOL REASONS	**********	891	1569	19.22	33.84
	QUIT	**********	484	2053	10.44	44.28
	STILL HAVE JOB	**********	1538	3591	33.18	77.46
	OTHER	******	291	3882	6.28	83.74
	HEALTH REASONS	***	116	3998	2.50	86.24
	FOUND BETTER	**********	457	4455	9.86	96.10
	MOVED	****	181	4636	3.90	100.00



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

As indicated in Figure 51 dropouts tended to quit their first job more often than graduates. They also indicated finding "better work" more frequently as a reason for terminating. Dropouts also tended to report that their first job ended more often than did their graduate counterparts. This may be some indication of the temporary

nature of the job. However, it should be noted that also subsumed under this response is the category "fired." Graduates indicate that they left their first job for school reasons more often than dropouts. Presumably, this would relate to their higher enrollment in post-secondary education.

Figure 51. Profile of Reasons Why Persons Terminated Their First Job by Handicap Status and Graduation Status

HANDICAP-GRADUATION STATUS	REASONS FOR TERMINATION		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
NONHANDICAP DROP	JOB ENDED	**********	296	296	24.61	24.61
	SCHOOL REASONS	**	39	335	3.24	27.85
	QUIT	********	193	528	16.04	43.89
	STILL HAVE JOB	**********	269	797	22.36	66.25
	OTHER	*****	118	915	9.81	76.06
	HEALTH REASONS	***	63	978	5.24	81.30
	FOUND BETTER	******	135	1113	11.22	92.52
	MOVED	****	90	1203	7.48	100.00
NONHANDICAP GRAD	JOB ENDED	******	784	784	12.33	12.33
	SCHOOL REASONS	**********	1541	2325	24.23	36.55
	QUIT	****	564	2889	8.87	45.42
	STILL HAVE JOB	**********	2155	5044	33.88	79.30
	OTHER	***	348	5392	5.47	84.77
	HEALTH REASONS	*	86	5478	1.35	86.12
	FOUND BETTER	*****	688	6166	10.82	96.93
	MOVED	**	195	6361	3.07	100.00
HANDICAP DROPOUT	JOB ENDED	**********	170	170	19.84	19.84
	SCHOOL REASONS	***	48	218	5.60	25.44
	QUIT	*******	119	337	13.89	39.32
	STILL HAVE JOB	**********	214	551	24.97	64.29
	OTHER	*****	84	635	9.80	74.10
	HEALTH REASONS	***	54	689	6.30	80.40
	FOUND BETTER	******	98	787	11.44	91.83
	MOVED	****	70	857	8.17	100.00
HANDICAP GRADUATE	JOB ENDED	*******	508	508	13.45	13.45
	SCHOOL REASONS	**********	843	1351	22.32	35.77
	QUIT	*****	365	1716	9.66	45.43
	STILL HAVE JOB	**********	1322	3038	35.00	80.43
	OTHER	***	207	3245	5.48	85.91
	HEALTH REASONS	*	62	3307	1.64	87.56
	FOUND BETTER	*****	359	3666	9.50	97.06
	MOVED	*	111	3777	2.94	100.00

10 20 30

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Chapter VII

Employment Attainment and Related Components for Youth With Specific Handicapping Conditions in High School and Beyond

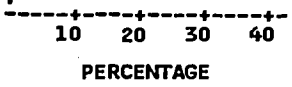
The preceding chapter, chapter VI focused on employment issues with regard to nonhandicapped and handicapped adults. This chapter will continue with analysis of employment outcomes, but will define these differences with regard to the six specific handicapping conditions reported in HSB. In addition, this chapter contains a series of multivariate displays that examine various employment variables with salient characteristics of the sample (for example, employment status, hourly earnings, hours worked per week).

Reported Employment Status

Figure 52 depicts the employment status of the six specific handicapping conditions surveyed in HSB. Young adults who identified themselves solely as learning disabled had the highest unemployment at 10.49%, followed by hearing impaired (8.21%), and health impaired (7.57%). These percentages are depicted in Figure 52. Those identifying themselves as health impaired were reported as not being in the labor force to a greater degree than their handicapped peers (32.83%). In addition, orthopedically impaired and visually impaired groups had the highest part-time job participation (32.89% and 32.07%, respectively). These specific handicapping conditions also have the highest participation in post-secondary education.

Figure 52. Profile of Employment Status by Handicapping Condition

HANDICAPPING CONDITION	EMPLOYMENT STATUS	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	FULL-TIME JOB	119	119	41.61	41.61
	PART-TIME JOB	49	168	17.13	58.74
	UNEMPLOYED	30	198	10.49	69.23
	NOT IN LABOR FOR	88	286	30.77	100.00
VISUAL IMPAIRED	FULL-TIME JOB	567	567	33.49	33.49
	PART-TIME JOB	543	1110	32.07	65.56
	UNEMPLOYED	65	1175	3.84	69.40
	NOT IN LABOR FOR	518	1693	30.60	100.00
HEARING IMPAIRED	FULL-TIME JOB	136	136	41.34	41.34
	PART-TIME JOB	79	215	24.01	65.35
	UNEMPLOYED	27	242	8.21	73.56
	NOT IN LABOR FOR	87	329	26.44	100.00
SPEECH IMPAIRED	FULL-TIME JOB	90	90	41.67	41.67
	PART-TIME JOB	46	136	21.30	62.96
	UNEMPLOYED	16	152	7.41	70.37
	NOT IN LABOR FOR	64	216	29.63	100.00
ORTHO IMPAIRED	FULL-TIME JOB	46	46	30.87	30.87
	PART-TIME JOB	49	95	32.89	63.76
	UNEMPLOYED	7	102	4.70	68.46
	NOT IN LABOR FOR	47	149	31.54	100.00
HEALTH IMPAIRED	FULL-TIME JOB	285	285	33.18	33.18
	PART-TIME JOB	227	512	26.43	59.60
	UNEMPLOYED	65	577	7.57	67.17
	NOT IN LABOR FOR	282	859	32.83	100.00



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 38. Reported Hourly Earnings (in dollars) for Full- and Part-Time Employment by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	HOURLY EARNINGS				HOURLY EARNINGS			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984								
FULL-TIME JOB	105	4.16	2.33	5.2	516	3.83	1.92	25.7
PART-TIME JOB	44	5.08	3.53	2.2	494	3.76	1.92	24.7
TOTAL	149	4.43	2.76	7.4	1010	3.80	1.92	50.4

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	HOURLY EARNINGS				HOURLY EARNINGS			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984								
FULL-TIME JOB	124	3.72	1.34	6.2	80	3.92	2.32	4.0
PART-TIME JOB	60	4.94	3.27	3.0	41	4.05	2.18	2.0
TOTAL	184	4.12	2.23	9.2	121	3.96	2.26	6.0

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	HOURLY EARNINGS				HOURLY EARNINGS			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984								
FULL-TIME JOB	43	4.27	3.18	2.1	262	3.93	2.04	13.1
PART-TIME JOB	41	4.38	3.03	2.0	194	4.00	2.64	9.7
TOTAL	84	4.32	3.09	4.2	456	3.96	2.31	22.8

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Table 39. Reported Hourly Earnings (in dollars) for Ethnicity by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	HOURLY EARNINGS				HOURLY EARNINGS			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	70	4.09	1.90	2.4	297	4.07	2.27	10.3
AM INDIAN	* 11	*4.59	* 3.35	* 0.4	27	4.09	2.94	0.9
ASIAN	* 6	*3.29	* 0.78	* 0.2	51	3.72	1.24	1.8
BLACK	26	5.21	3.57	0.9	123	3.78	1.40	4.3
WHITE	113	4.32	2.87	3.9	946	3.76	1.98	32.9
TOTAL	226	4.34	2.70	7.8	1444	3.83	2.00	50.2

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	HOURLY EARNINGS				HOURLY EARNINGS			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	67	4.18	2.64	2.3	62	3.93	2.40	2.2
AM INDIAN	*10	*4.09	*1.50	* 0.3	* 5	*4.32	*1.89	*0.2
ASIAN	* 5	*3.92	*0.67	* 0.2	* 7	*3.20	*0.85	*0.2
BLACK	*22	*4.20	*3.01	* 0.8	*18	*4.75	*2.65	*0.6
WHITE	146	3.97	2.01	5.1	72	3.66	1.60	2.5
TOTAL	250	4.05	2.25	8.7	164	3.88	2.06	5.7

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	HOURLY EARNINGS				HOURLY EARNINGS			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	*20	*4.79	*2.97	*0.7	152	4.32	2.77	5.3
AM INDIAN	*1	*2.95		*0.0	*15	*3.65	*1.26	*0.5
ASIAN	*2	*9.63	*7.60	*0.1	*17	*3.71	*0.98	*0.6
BLACK	*8	*4.82	*4.04	*0.3	114	4.55	3.11	4.0
WHITE	88	4.27	2.98	3.1	378	3.69	1.75	13.1
TOTAL	119	4.47	3.16	4.1	676	3.98	2.29	23.5

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

Table 40. Reported Hours Worked per Week for Full- and Part-Time Employment by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984								
FULL-TIME JOB	114	40.86	12.42	5.3	556	38.10	12.38	25.7
PART-TIME JOB	47	24.23	12.42	2.2	526	24.47	11.97	24.3
TOTAL	161	36.01	14.52	7.4	1082	31.47	13.96	49.9

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984								
FULL-TIME JOB	130	41.30	13.91	6.0	89	40.46	12.30	4.1
PART-TIME JOB	70	26.71	15.08	3.2	46	20.33	10.30	2.1
TOTAL	200	36.19	15.90	9.2	135	33.60	15.06	6.2

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984								
FULL-TIME JOB	46	41.52	13.85	2.1	282	39.92	13.56	13.0
PART-TIME JOB	46	20.33	11.41	2.1	215	24.23	11.47	9.9
TOTAL	92	30.92	16.52	4.2	497	33.13	14.88	22.9

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 38:

On the whole, hourly earnings are slightly higher for part-time employment.

Those who identified themselves as learning disabled reported the highest average hourly earnings, while the visually impaired had the lowest average hourly earnings.

EXHIBIT for Table 39:

There was wide variation in reported hourly earnings by ethnic group across specific handicapping conditions.

Blacks and Hispanics appeared to have higher than average hourly earnings for categories with 25 or more in the sample. Asians and Whites had reported earnings that were less than the average in most cases.

EXHIBIT for Table 40:

On the average, hearing impaired and learning disabled young adults worked the longest average hours per week (36.19 hours and 36.01 hours, respectively), while orthopedically and visually impaired students worked the least average hours (30.92 hours and 31.47 hours, respectively). Coincidentally, the orthopedically impaired reported the longest average hours worked per week at full-time jobs, yet the lowest average hours for part-time jobs.

Table 41. Reported Hours Worked per Week by Ethnicity and Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	74	35.74	15.01	2.4	315	31.01	12.54	10.1
AM INDIAN	*13	*35.00	*12.40	*0.4	30	34.77	16.25	1.0
ASIAN	*9	*32.56	*13.96	*0.3	55	25.96	15.65	1.8
BLACK	28	28.96	17.20	0.9	133	31.63	12.92	4.3
WHITE	120	36.27	14.63	3.8	1017	31.79	14.62	32.6
TOTAL	244	35.07	14.99	7.8	1550	31.47	14.19	49.7

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	78	36.23	17.45	2.5	73	36.12	15.79	2.3
AM INDIAN	*8	*36.50	*9.89	*0.3	*6	*25.50	*17.06	*0.2
ASIAN	*5	*35.00	*16.58	*0.2	*8	*35.00	*20.70	*0.3
BLACK	*24	*35.00	*15.57	*0.8	*22	*33.77	*17.07	*0.7
WHITE	156	36.76	15.74	5.0	78	32.41	15.02	2.5
TOTAL	271	36.41	16.02	8.7	187	33.91	15.87	6.0

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	HOURS WORKED PER WEEK				HOURS WORKED PER WEEK			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	*23	*38.17	*15.39	*0.7	169	33.99	14.92	5.4
AM INDIAN	*1	*55.00		*0.0	*17	*40.47	*14.82	*0.5
ASIAN	*2	*10.00	*0.00	*0.1	*22	*25.18	*14.64	*0.7
BLACK	*8	*31.63	*13.44	*0.3	123	31.67	13.31	3.9
WHITE	93	29.18	14.98	3.0	410	32.39	14.06	13.1
TOTAL	127	30.87	15.45	4.1	741	32.61	14.27	23.7

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

Table 42. Reported Duration of First Job (in years) for Full- and Part-Time Employment by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984								
FULL-TIME JOB	116	1.74	1.51	5.3	558	1.67	1.39	25.3
PART-TIME JOB	48	1.61	1.36	2.2	540	1.59	1.39	24.5
TOTAL	164	1.70	1.46	7.4	1098	1.63	1.39	49.7

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984								
FULL-TIME JOB	131	1.68	1.44	5.9	90	1.64	1.34	4.1
PART-TIME JOB	78	1.49	1.52	3.5	46	1.80	1.66	2.1
TOTAL	209	1.61	1.47	9.5	136	1.69	1.45	6.2

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
JOB STATUS FEBRUARY 1984								
FULL-TIME JOB	44	1.85	1.57	2.0	284	1.56	1.44	12.9
PART-TIME JOB	48	1.45	1.50	2.2	225	1.66	1.48	10.2
TOTAL	92	1.64	1.54	4.2	509	1.60	1.46	23.1

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

EXHIBIT for Table 41:

In cases that have 25 or more in the sample, Hispanics were working longer hours per week on the average whereas Blacks, Whites and Asians were below average in hours worked per week.

Hearing impaired and learning disabled workers reported working the most hours per week of any handicap category. Orthopedically and visually impaired workers reported the least hours per week of work. One possible explanation is that orthopedically and visually impaired young adults attended post-secondary educational programs to a greater degree than their handicapped peers.

EXHIBIT for Table 42:

Those young adults who identified themselves as learning disabled reported longer average duration at their first job. Orthopedically impaired workers reported the longest average duration of employment at a full-time position and speech disabled workers reported the longest average duration for a part-time job. On the average hearing impaired workers had the shortest first job tenure.

Young adults reporting learning disabilities, hearing and speech impairments tended to hold full-time positions while visually, orthopedically and other health impaired workers were evenly split between full- and part-time employment at their first job.

Table 43. Reported Duration of First Job (in years) for Ethnicity by Specific Handicapping Condition

	SPECIFIC HANDICAPPING CONDITION							
	LEARNING DISABLED				VISUALLY IMPAIRED			
	DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	74	1.21	1.13	2.3	321	1.27	1.30	10.1
AM INDIAN	*13	*0.73	*0.85	*0.4	30	1.20	1.46	0.9
ASIAN	*9	*1.49	*1.53	*0.3	56	1.33	1.24	1.8
BLACK	30	1.19	1.32	0.9	138	1.04	0.98	4.4
WHITE	124	1.75	1.57	3.9	1025	1.49	1.39	32.3
TOTAL	250	1.46	1.42	7.9	1570	1.40	1.35	49.5

	SPECIFIC HANDICAPPING CONDITION							
	HEARING IMPAIRED				SPEECH DISABLED			
	DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	80	1.60	1.59	2.5	72	1.31	1.17	2.3
AM INDIAN	*11	*1.05	*1.65	*0.3	*6	*2.25	*1.56	*0.2
ASIAN	*5	*1.40	*1.05	*0.2	*8	*2.02	*2.07	*0.3
BLACK	25	1.02	0.94	0.8	*23	*0.93	*0.80	*0.7
WHITE	160	1.30	1.32	5.0	76	1.71	1.64	2.4
TOTAL	281	1.35	1.39	8.9	185	1.49	1.43	5.8

	SPECIFIC HANDICAPPING CONDITION							
	ORTHOPEDICALLY IMPAIRED				OTHER HEALTH IMPAIRMENT			
	DURATION OF EMPLOYMENT				DURATION OF EMPLOYMENT			
	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY	SAMPLE SIZE	MEAN	STANDARD DEVIATION	PERCENT TOTAL FREQUENCY
ETHNICITY								
HISPANIC	*24	*1.52	*1.56	*0.8	175	1.20	1.27	5.5
AM INDIAN	*1	*0.42		*0.0	*17	*1.01	*1.59	*0.5
ASIAN	*2	*0.92	*0.94	*0.1	*21	*1.23	*1.24	80.7
BLACK	*9	*2.14	*1.96	*0.3	127	1.03	1.01	4.0
WHITE	94	1.38	1.33	3.0	416	1.53	1.47	13.1
TOTAL	130	1.44	1.42	4.1	756	1.35	1.36	23.8

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

NOTE: * Cells with fewer than 25 observations should be interpreted with caution.

EXHIBIT for Table 43:

There appeared to be distinct differences in the duration of employment for the first job when it comes to ethnic groups.

With sample sizes of 25 or more, Blacks and American Indians had shorter average duration of employment on the first job. Whites, Asians, and Hispanics had the longest average duration of employment on the first job.

Those young adults who identified themselves as speech disabled and learning disabled had the longest average duration on the first job. Shorter than average duration was characteristic of hearing and other health impaired persons.

Occupational Classification of First Job After High School

Distinct patterns of employment were found among young adults with specific handicapping conditions as illustrated in Figure 53. Most apparent were the following differences in the first job after high school.

Students who identified themselves as learning disabled or visually impaired had the two most discrepant first job patterns. Students reporting themselves solely as learning disabled were least likely of all those with handicapping conditions to be in professional roles (1.63%). This classification includes a wide variety of job titles such as: nurse, dietitians, health technicians, therapy assistants, recreation workers, and the traditional professional positions requiring many years of post-secondary education and training. Those students with learning disabilities were also less likely to be involved in the sales force (7.32%) and clerical (13.01%) compared with individuals with other handicapping conditions. These positions encompass the following types of jobs: sales personnel, newsboys, insurance agents, advertising agents, tellers, clerks, cashiers, office machine operators, receptionists, secretaries, teacher aides, and various service worker positions. Students who identify themselves as learning disabled are more often found in service positions (27.24%). The second most common occupational position for learning disabled students was non-farm labor (16.67%) which includes: carpenters' helpers, animal caretakers, construction workers, freight and material handlers, stock handlers, teamsters, warehousemen, and other miscellaneous laborers. With all other handicapping conditions, the second most popular occupational category was that of clerical worker. Taken as a whole, the positions in which most learning disabled young adults were employed in comparison to their handicapped and nonhandicapped peers were generally low skilled, low status jobs (yet, in many cases higher paying).

Young adults who reported visual impairment have the distinction of being most like their nonhandicapped peers. They held jobs and achieved educational levels much in the

same manner as their nonhandicapped peers. The types of occupational catagories that visually impaired were found more commonly in for their first jobs included professional fields (4.85%), managerial (3.04%), sales (11.32%), clerical (25.94%), and service (28.91%). The categories of jobs they were less frequently found in included: craftsmen's trades (5.24%), operatives ((5.76%), transoperatives (1.29%), non-farm labor (9.51%), and farm labor (4.88%). Jobs in the service and clerical trades accounted for over 50% of the employed visually impaired. The third most common job category was sales (11.32%). The same pattern of job involvement was found for the nonhandicapped sample.

Job Seeking Patterns for First Job After High School

With regard to specific handicapping conditions, learning disabled respondents are less likely to go directly to an employer to get their first job--but they do rely on school services, newspapers, and other sources to a greater extent than other handicap categories.

Those who identified themselves as visually impaired appeared to rely to a greater degree on relatives and contacts with employers directly to find their first job. This can be seen in Figure 54. Hearing and speech impaired youth found their first jobs through contacts with friends more often than did the other handicapped persons in the sample. Youth with orthopedic impairments used employer contacts, friends and relatives--but also used school placement services and other sources moreso than other groups. In this case, the "other" category may refer to Vocational Rehabilitative Services. Those who identified themselves as health impaired appeared to use newspaper advertisements moreso than their peers in locating their first job.

Figure 53. Profile of First Job Occupational Status by Handicapping Condition

			FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	PROFESSIONAL	*	4	4	1.63	1.63
	MANAGERIAL	**	8	12	3.25	4.88
	SALES	****	18	30	7.32	12.20
	CLERICAL	*******	32	62	13.01	25.20
	CRAFTMEN	*****	24	86	9.76	34.96
	OPERATIVE	*******	32	118	13.01	47.97
	TRANOPERATIVE	*	6	124	2.44	50.41
	NONFARM LABOR	********	41	165	16.67	67.07
	FARMER		0	165	0.00	67.07
	FARM LABOR	**	12	177	4.88	71.95
	SERVICE	**********	67	244	27.24	99.19
	PRIVHSE		2	246	0.81	100.00
VISUAL IMPAIRED	PROFESSIONAL	**	75	75	4.85	4.85
	MANAGERIAL	**	47	122	3.04	7.89
	SALES	******	175	297	11.32	19.21
	CLERICAL	**********	401	698	25.94	45.15
	CRAFTMEN	***	81	779	5.24	50.39
	OPERATIVE	***	89	868	5.76	56.14
	TRANOPERATIVE	*	20	888	1.29	57.44
	NONFARM LABOR	*****	147	1035	9.51	66.95
	FARMER		3	1038	0.19	67.14
	FARM LABOR	*	41	1079	2.65	69.79
	SERVICE	**********	447	1526	28.91	98.71
	PRIVHSE	*	20	1546	1.29	100.00
HEARING IMPAIRED	PROFESSIONAL	*	6	6	2.21	2.21
	MANAGERIAL	*	6	12	2.21	4.41
	SALES	*****	26	38	9.56	13.97
	CLERICAL	*********	49	87	18.01	31.99
	CRAFTMEN	*****	29	116	10.66	42.65
	OPERATIVE	****	22	138	8.09	50.74
	TRANOPERATIVE	*	8	146	2.94	53.68
	NONFARM LABOR	********	45	191	16.54	70.22
	FARMER		0	191	0.00	70.22
	FARM LABOR	***	14	205	5.15	75.37
	SERVICE	**********	66	271	24.26	99.63
	PRIVHSE		1	272	0.37	100.00
SPEECH IMPAIRED	PROFESSIONAL	*	5	5	2.78	2.78
	MANAGERIAL		0	5	0.00	2.78
	SALES	***	10	15	5.56	8.33
	CLERICAL	********	30	45	16.67	25.00
	CRAFTMEN	****	13	58	7.22	32.22
	OPERATIVE	******	21	79	11.67	43.89
	TRANOPERATIVE	*	5	84	2.78	46.67
	NONFARM LABOR	*******	25	109	13.89	60.56
	FARMER		0	109	0.00	60.56
	FARM LABOR	**	7	116	3.89	64.44
	SERVICE	**********	62	178	34.44	98.89
	PRIVHSE	*	2	180	1.11	100.00
ORTHO IMPAIRED	PROFESSIONAL	**	4	4	3.15	3.15
	MANAGERIAL	*	3	7	2.36	5.51
	SALES	*******	17	24	13.39	18.90
	CLERICAL	*********	23	47	18.11	37.01
	CRAFTMEN	****	10	57	7.87	44.88
	OPERATIVE	****	9	66	7.09	51.97
	TRANOPERATIVE		0	66	0.00	51.97
	NONFARM LABOR	*********	22	88	17.32	69.29
	FARMER		0	88	0.00	69.29
	FARM LABOR	*	2	90	1.57	70.87
	SERVICE	**********	37	127	29.13	100.00
	PRIVHSE		0	127	0.00	100.00
HEALTH IMPAIRED	PROFESSIONAL	*	22	22	2.97	2.97
	MANAGERIAL	*	19	41	2.57	5.54
	SALES	*****	77	118	10.41	15.95
	CLERICAL	**********	183	301	24.73	40.68
	CRAFTMEN	***	43	344	5.81	46.49
	OPERATIVE	****	53	397	7.16	53.65
	TRANOPERATIVE	*	19	416	2.57	56.22
	NONFARM LABOR	*****	73	489	9.86	66.08
	FARMER		2	491	0.27	66.35
	FARM LABOR	*	10	501	1.35	67.70
	SERVICE	**********	227	728	30.68	98.38
	PRIVHSE	*	12	740	1.62	100.00

10 20 30

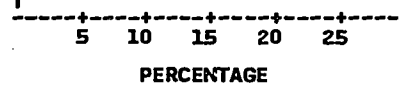
PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Transition Institute at Illinois

Figure 54. Profile of How First Job was Found by Individuals With Handicapping Conditions

HANDICAPPING CONDITION	SOURCES OF REFERRAL	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	SCHOOL SERVICE	22	22	9.05	9.05
	PUB EMPLOY SERVI	6	28	2.47	11.52
	PRIV EMPLOY SERV	1	29	0.41	11.93
	NEWS ADVERTISE	16	45	6.58	18.52
	EMPLOYER DIRECT	42	87	17.28	35.80
	RELATIVE	66	153	27.16	62.96
	FRIEND	66	219	27.16	90.12
	CIVIL SERVICE AP	1	220	0.41	90.53
	OTHER	22	242	9.05	99.59
	UNION REGIST	1	243	0.41	100.00
VISUAL IMPAIRED	SCHOOL SERVICE	132	132	8.54	8.54
	PUB EMPLOY SERVI	41	173	2.65	11.20
	PRIV EMPLOY SERV	12	185	0.78	11.97
	NEWS ADVERTISE	80	265	5.18	17.15
	EMPLOYER DIRECT	386	651	24.98	42.14
	RELATIVE	383	1034	24.79	66.93
	FRIEND	404	1438	26.15	93.07
	CIVIL SERVICE AP	6	1444	0.39	93.46
	OTHER	101	1545	6.54	100.00
	UNION REGIST	0	1545	0.00	100.00
HEARING IMPAIRED	SCHOOL SERVICE	22	22	7.97	7.97
	PUB EMPLOY SERVI	6	28	2.17	10.14
	PRIV EMPLOY SERV	3	31	1.09	11.23
	NEWS ADVERTISE	18	49	6.52	17.75
	EMPLOYER DIRECT	65	114	23.55	41.30
	RELATIVE	64	178	23.19	64.49
	FRIEND	79	257	28.62	93.12
	CIVIL SERVICE AP	2	259	0.72	93.84
	OTHER	17	276	6.16	100.00
	UNION REGIST	0	276	0.00	100.00
SPEECH IMPAIRED	SCHOOL SERVICE	15	15	8.15	8.15
	PUB EMPLOY SERVI	5	20	2.72	10.87
	PRIV EMPLOY SERV	1	21	0.54	11.41
	NEWS ADVERTISE	12	33	6.52	17.93
	EMPLOYER DIRECT	38	71	20.65	38.59
	RELATIVE	42	113	22.83	61.41
	FRIEND	53	166	28.80	90.22
	CIVIL SERVICE AP	0	166	0.00	90.22
	OTHER	17	183	9.24	99.46
	UNION REGIST	1	184	0.54	100.00
ORTHO IMPAIRED	SCHOOL SERVICE	13	13	10.00	10.00
	PUB EMPLOY SERVI	4	17	3.08	13.08
	PRIV EMPLOY SERV	1	18	0.77	13.85
	NEWS ADVERTISE	6	24	4.62	18.46
	EMPLOYER DIRECT	32	56	24.62	43.08
	RELATIVE	30	86	23.08	66.15
	FRIEND	30	116	23.08	89.23
	CIVIL SERVICE AP	0	116	0.00	89.23
	OTHER	14	130	10.77	100.00
	UNION REGIST	0	130	0.00	100.00
HEALTH IMPAIRED	SCHOOL SERVICE	54	54	7.26	7.26
	PUB EMPLOY SERVI	27	81	3.63	10.89
	PRIV EMPLOY SERV	8	89	1.08	11.96
	NEWS ADVERTISE	63	152	8.47	20.43
	EMPLOYER DIRECT	195	347	26.21	46.64
	RELATIVE	156	503	20.97	67.61
	FRIEND	187	690	25.13	92.74
	CIVIL SERVICE AP	1	691	0.13	92.88
	OTHER	53	744	7.12	100.00
	UNION REGIST	0	744	0.00	100.00



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

Reasons for Leaving First Job

Figure 55 illustrates reasons why young adults with specific handicapping conditions left their first job.

Those young adults who identified themselves as learning disabled quit their first job at a higher rate than all other persons with specific handicaps (12.30%). However, they also indicated in the same question that they more often found a better job. Young adults with speech and orthopedic impairments retained their first job at a greater rate than the others (39.04% and 36.64%, respectively). Young adults with visual and orthopedic impairments left their first job for school reasons more frequently than other handicapped persons (23.61% and 22.14%, respectively). On the average, approximately one third of the individuals who identified themselves as having specific handicapping conditions still had their first job. Approximately 32% of the nonhandicapped sample still had their first job two years after high school. Overall, handicapped young adults appear to retain their first job longer than their nonhandicapped peers.

Figure 55. Profile of Reasons Given for Terminating First Job for Persons with Handicapping Conditions

HANDICAPPING CONDITION	REASONS FOR TERMINATION		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
LEARNING DISABLED	JOB ENDED	*********	45	45	18.44	18.44
	SCHOOL REASONS	******	28	73	11.48	29.92
	QUIT	******	30	103	12.30	42.21
	STILL HAVE JOB	********************	81	184	33.20	75.41
	OTHER	***	15	199	6.15	81.56
	HEALTH REASONS	*	5	204	2.05	83.61
	FOUND BETTER	******	29	233	11.89	95.49
	MOVED	**	11	244	4.51	100.00
VISUAL IMPAIRED	JOB ENDED	*******	218	218	13.91	13.91
	SCHOOL REASONS	**********	370	588	23.61	37.52
	QUIT	*****	157	745	10.02	47.54
	STILL HAVE JOB	**********	507	1252	32.35	79.90
	OTHER	***	91	1343	5.81	85.71
	HEALTH REASONS	*	31	1374	1.98	87.68
	FOUND BETTER	*****	143	1517	9.13	96.81
	MOVED	**	50	1567	3.19	100.00
HEARING IMPAIRED	JOB ENDED	*********	48	48	17.02	17.02
	SCHOOL REASONS	*********	48	96	17.02	34.04
	QUIT	******	33	129	11.70	45.74
	STILL HAVE JOB	**********	93	222	32.98	78.72
	OTHER	****	21	243	7.45	86.17
	HEALTH REASONS	*	5	248	1.77	87.94
	FOUND BETTER	***	19	267	6.74	94.68
	MOVED	***	15	282	5.32	100.00
SPEECH IMPAIRED	JOB ENDED	********	29	29	15.51	15.51
	SCHOOL REASONS	*********	32	61	17.11	32.62
	QUIT	*****	18	79	9.63	42.25
	STILL HAVE JOB	**********	73	152	39.04	81.28
	OTHER	**	9	161	4.81	86.10
	HEALTH REASONS	*	5	166	2.67	88.77
	FOUND BETTER	****	16	182	8.56	97.33
	MOVED	*	5	187	2.67	100.00
ORTHO IMPAIRED	JOB ENDED	*******	19	19	14.50	14.50
	SCHOOL REASONS	**********	29	48	22.14	36.64
	QUIT	***	7	55	5.34	41.98
	STILL HAVE JOB	**********	48	103	36.64	78.63
	OTHER	***	7	110	5.34	83.97
	HEALTH REASONS	**	4	114	3.05	87.02
	FOUND BETTER	*****	13	127	9.92	96.95
	MOVED	**	4	131	3.05	100.00
HEALTH IMPAIRED	JOB ENDED	*******	110	110	14.61	14.61
	SCHOOL REASONS	*********	130	240	17.26	31.87
	QUIT	*****	75	315	9.96	41.83
	STILL HAVE JOB	**********	248	563	32.93	74.77
	OTHER	****	58	621	7.70	82.47
	HEALTH REASONS	**	25	646	3.32	85.79
	FOUND BETTER	*****	73	719	9.69	95.48
	MOVED	**	34	753	4.52	100.00

10 20 30 40

PERCENTAGE

SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

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NUMBER OF CHILDREN AGES 6-17 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
AL	74679	22682	15245	29882	4439	572	751	353	497	240	18
AK	7308	4635	1817	247	210	93	95	135	39	25	12
AZ	46441	24733	9721	4673	5059	520	569	380	572	214	0
AR	41224	19712	8005	12053	579	312	237	96	131	97	2
CA	326670	193197	78722	19342	7970	4789	3285	5496	11858	1894	117
CO	38370	19123	6534	3066	7331	666	905	519	0	226	0
CT	56303	27279	10315	4605	12012	547	486	258	775	26	0
DE	10404	5755	1374	928	2199	74	6	35	17	15	1
DC	2228	989	1031	102	28	49	0	0	2	27	0
FL	137570	56243	43073	18792	14972	1007	0	1500	1394	543	46
GA	96883	33944	21423	23069	16323	820	0	683	227	392	2
HI	11263	7571	1989	962	350	153	71	110	3	52	2
ID	16353	8422	4101	2770	490	269	12	156	77	56	0
IL	195339	85697	58715	27725	19253	1132	0	1125	1255	411	26
IN	88580	29060	36559	18659	2609	608	415	356	16	296	2
IO	48078	20173	11270	9717	4925	599	451	641	150	140	12
KS	36852	15712	10996	5205	3525	344	262	383	249	176	0
KY	65148	20355	21782	18181	2064	781	774	539	318	320	34
LA	71314	38154	18122	8466	3426	726	377	425	1235	381	2
ME	22263	8967	4957	3655	3386	227	433	309	240	87	2
MD	77577	44690	20420	4958	3301	861	2008	540	448	340	11
MA	113345	43151	25503	23802	15641	1360	487	907	1360	567	567
MN	127892	54521	35194	13638	18360	2237	25	3203	0	714	0
MI	67251	33528	13756	10772	6071	1154	0	981	664	315	10
MS	46631	17592	16183	11672	405	255	148	277	0	93	6
MO	86612	35372	26794	14828	6882	628	363	694	753	239	59
MT	12991	7021	3525	1116	706	96	267	77	129	51	3
NE	26021	11372	6960	4575	2045	349	224	378	0	118	0
NV	11844	6993	2535	820	695	110	153	231	255	51	1
NH	11982	8125	1906	689	952	12	59	67	170	2	0
NJ	146238	63001	56268	7375	13648	1179	2985	780	767	225	10
NM	24407	11583	6957	2073	2312	264	847	260	55	51	5
NY	223895	125682	29462	23065	32571	2095	2662	1038	6049	1271	0
NC	106127	49744	21667	25039	5651	1136	756	663	1017	446	8
ND	6159	2240	2979	611	162	91	0	37	17	22	0
OH	177575	70060	50531	42903	5816	1806	2658	3038	0	741	22
OK	56684	27360	16061	10723	1007	395	555	248	174	136	25
OR	38727	23688	10367	11615	1888	209	0	507	351	102	0
PA	161116	60800	53741	31163	11189	2335	0	872	0	1008	8
RI	16042	11097	2568	891	1053	110	9	141	130	38	5
SC	63685	21764	16348	17873	5661	806	106	602	132	387	6
SD	9205	3737	3568	1072	292	125	258	79	40	31	3
TN	89049	40835	25044	15597	2344	1379	1190	825	1289	535	11
TX	248801	144686	55544	19990	16029	715	2830	2572	5120	1284	31
UT	36667	13323	7902	2428	11323	279	948	172	177	100	15
VT	6747	3104	2063	1045	280	99	7	45	74	29	1
VA	85829	38397	24483	12823	6360	936	1327	462	593	442	6
WA	55870	31535	10863	6397	3252	831	760	609	1369	246	8
WV	36604	14573	10548	8877	1508	255	288	246	123	184	2
WI	59889	26866	12149	9546	9233	609	362	461	425	229	9
WY	9317	5061	2366	684	830	97	0	103	136	38	2

SOURCE : Calculated from U. S. Department of Education Office of Special Education and Rehabilitative Services, Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act, Table 6A4, 1985.

NUMBER OF CHILDREN AGES 18-21 YEARS SERVED UNDER P.L. 94-142
BY HANDICAPPING CONDITION DURING SCHOOL YEAR 1983-1984

STATE	ALL CONDITIONS	LEARNING DISABLED	SPEECH IMPAIRED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	HARD OF HEARING & DEAF	MULTI-HANDI-CAPPED	ORTHO-PEDICALLY IMPAIRED	OTHER HEALTH IMPAIRED	VISUALLY HANDI-CAPPED	DEAF-BLIND
AL	6316	1471	43	4198	273	61	129	38	73	27	3
AK	443	306	7	44	29	19	30	3	2	3	0
AZ	2391	1056	19	805	236	44	76	31	101	23	0
AR	1704	782	59	799	10	15	17	8	12	1	1
CA	14788	6278	443	5033	487	574	713	513	550	140	57
CO	1731	753	43	464	289	60	73	39	0	10	0
CT	2441	1450	55	220	609	51	8	13	33	2	0
DE	441	205	2	112	108	7	1	1	4	1	0
DC	91	55	8	20	0	1	0	0	0	7	0
FL	5546	1962	211	2566	398	155	0	114	113	22	5
GA	3926	1043	61	2366	294	97	0	44	9	10	2
HI	329	177	3	97	18	26	4	2	0	2	0
ID	643	8	1	42	23	14	141	114	291	8	1
IL	7705	2842	293	2875	1478	42	0	63	75	28	9
IN	2157	799	56	1127	83	50	16	10	1	12	3
IO	2749	535	20	1251	233	42	136	46	21	11	4
KS	1531	487	14	689	229	27	35	31	10	9	0
KY	2368	696	14	1387	66	46	82	41	15	14	7
LA	4301	1822	151	1842	209	85	60	26	61	40	5
ME	1059	352	24	419	145	26	51	17	16	9	0
MD	4899	2012	249	1502	313	76	573	80	75	15	4
MA	5165	1586	150	1714	1038	129	222	93	83	150	0
MN	7364	2701	91	2760	923	378	96	347	0	68	0
MI	3219	1148	56	1493	358	88	0	42	22	12	0
MS	2358	813	77	1400	10	32	14	10	0	1	1
MO	3231	1154	88	1464	272	59	40	65	74	9	6
MT	578	324	10	158	38	5	29	4	5	5	0
NE	1383	563	24	609	58	53	39	26	0	11	0
NV	302	126	5	104	9	21	23	1	11	2	0
NH	586	393	12	113	49	1	4	3	10	0	1
NJ	5828	2376	229	1645	976	130	290	91	76	12	3
NM	1105	461	86	349	78	16	88	20	2	4	1
NY	13505	5304	286	4527	2023	410	286	102	478	89	0
NC	5660	2133	43	2999	176	72	86	53	69	25	4
ND	3995	2427	235	1037	190	38	0	40	11	17	0
OH	7102	2279	115	3657	246	283	256	207	0	57	2
OK	1704	862	19	731	31	29	10	12	2	6	2
OR	1476	693	37	383	121	28	0	140	66	8	0
PA	9039	2981	222	4714	660	240	0	161	0	61	0
RI	767	392	4	249	65	23	3	15	8	5	3
SC	3018	596	66	2078	121	65	14	46	11	20	1
SD	365	165	11	134	17	4	20	4	8	2	0
TN	5759	2298	88	2489	238	176	218	102	124	25	1
TX	12317	7559	137	2946	764	90	225	217	290	79	10
UT	752	131	28	186	172	10	214	7	1	3	0
VT	208	98	3	74	15	8	1	3	3	2	1
VA	4515	1520	151	2216	249	70	227	37	22	21	2
WA	2487	1104	78	808	136	70	124	31	126	10	0
WV	2634	1096	235	1121	100	19	10	33	6	14	0
WI	3489	1309	64	1444	436	104	58	28	24	17	5
WY	395	226	5	91	58	4	0	3	5	3	0

SOURCE : Calculated from U. S. Department of Education Office of Special Education and Rehabilitative Services, Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act, Table 6A5, 1985.

MEASURES UNDER STUDY

This section consists of the coding and variables under examination in this Digest. All variables are derived from the HSB second follow-up data file, unless otherwise specified. Information regarding the coding scheme was taken from the U.S. Department of Education, Office of Educational Research and Improvement, Center for Statistics (1986, April). Contractor Report High School and Beyond 1980 Sophomore Cohort Second Follow-up (1984) Data File User's Manual --Appendix G and C.1. All analyses were performed using the Statistical Analysis System package (SAS) installed on the IBM Virtual Machine/Conversational Monitor System (VM/CMS) at the University Of Illinois on the Urbana-Champaign campus.

BACKGROUND VARIABLES. The four background measures are Socio-economic status (coded SES), Sex (coded SEX), race/ethnicity (coded RACE), handicap status (coded NNHAND).

SES is a continuous composite score for socio-economic status copied from the first follow-up SES composite variable (if missing, base year SES was used). This composite has five components, standardized to a mean of zero and a standard deviation of one. The average of all non-missing components is the composite score. The components are father's occupation (coded in the metric of the Duncan SEI)*; father's and mother's education; family income; and a standardized eight-item household possession scale. SES was also available in quartile coding with cut-off points at -0.59, -0.12, +0.45.

---

* The Duncan index is an ordinal measure of the prestige of an occupation, developed from the responses of a sample of the U.S. population in 1947 to questions about the prestige of 45 selected occupations. Data in the 1950 census were converted to 2 summary measures, reflecting for each of the 45 occupations (1) the proportion of male workers in 1950 with educational attainment of four years of high school or more, and (2) the proportion of males with income of $3,500 or more in 1949 (Duncan, 1961).

SEX is coded 1 if male and 2 if female.

RACE/ETHNICITY is a nominal variable based on race and ethnic origin codes which were available from both base year and first follow-up questionnaires consisting of 1 if Hispanic; 2 if American Indian; 3 if Asian; 4 if Black; and 5 if White.

TYPE OF HANDICAP. Consists of two subgroups--one is a broad measure that contains nonhandicapped and handicapped youth and the other is a group containing those youth who identified themselves as having one of the six specific handicapping conditions.

The first group is derived from the NCES developed variable composite HANDICAP and denotes whether the respondent ever identified themselves as having a handicap, participated in a program for the handicapped, or was in receipt of Division of Vocational Rehabilitation benefits. In our case, the new coding is as follows:

```
IF HANDICAP=4 THEN NHAND=0;
ELSE IF HANDICAP=1 OR HANDICAP=2 OR HANDICAP=3 THEN
NHAND=1;
ELSE NHAND=.;

NUMHCC=SUM (OF LD VH HP SI OH HI); (SEE CODING BELOW
FOR LD, VH, HP, SI OH, HI, SP, PC, & PH)

IF NHAND=1 OR NUMHCC GT 0 OR PC=1 OR SP=1 OR PH=1 THEN
NNHAND=1;
ELSE IF NHAND=. AND NUMHCC=. AND PC=. AND PH=. AND SP=.
THEN NNHAND=.; ELSE NNHAND=0;
```

In addition, HSB includes the specific categories containing the individual handicapping conditions: learning disabilities (LD), visual handicaps (VH), hard of hearing (HH), deaf (DF), speech impaired (SI), orthopedically handicapped (OH), and other health impairments (HI). These

groups are derived from combining the base-year and first follow-up variables. In our case the coding is as follows:

```
ARRAY L FY103A FY103B FY103C FY103D FY103E FY103F
  FY103G;

DO OVER L;

IF L=2 THEN L=0; END;

IF BB087A=1 OR FY103A=1 THEN LD=1;
IF BB087A=. AND FY103A=. THEN LD=.;
ELSE LD=0;

IF BB087B=1 OR FY103B=1 THEN VH=1;
IF BB087B=. AND FY103B=. THEN VH=.;
ELSE VH=0;

IF BB087C=1 OR FY103C=1 THEN HH=1;
IF BB087C=. AND FY103C=. THEN HH=.;
ELSE HH=0;

IF BB087D=1 OR FY103D=1 THEN DF=1;
IF BB087D=. AND FY103D=. THEN DF=.;
ELSE DF=0;

IF BB087E=1 OR FY103E=1 THEN SI=1;
IF BB087E=. AND FY103E=. THEN SI=.;
ELSE SI=0;

IF BB087F=1 OR FY103F=1 THEN OH=1;
IF BB087F=. AND FY103F=. THEN OH=.;
ELSE OH=0;

IF BB087G=1 OR FY103G=1 THEN HI=1;
IF BB087G=. AND FY103G=. THEN HI=.;
ELSE HI=0;

ARRAY M BB011H BB011I FY9H FY9I FY104 BB088;

DO OVER M; M=M-1; IF M GT 1 THEN M=.; END;
```

```
IF BB088=1 OR FY104=1 THEN PC=1;
ELSE IF BB088=. AND FY104=. THEN PC=.;
ELSE PC=0;

IF BB011H=1 OR FY9H=1 THEN SP=1;
ELSE IF BB011H=. AND FY9H=. THEN SP=.;
ELSE SP=0;

IF BB011I=1 OR FY9I=1 THEN PH=1;
ELSE IF BB011I=. AND FY9I=. THEN PH=.;
ELSE PH=.;
```

Further refinements to these variables included collapsing hard of hearing (HH) and deaf (DF) into one variable entitled hearing impaired (HP).

```
IF DF=1 OR HH=1 THEN HP=1;
ELSE IF DF=. AND HH=. THEN HP=.;
ELSE HP=0;
```

One other alteration to the variables included isolating only those respondents that identified only one handicapping condition. These handicapped students were the only students used in the analyses. This transformation was accomplished in the following manner:

```
COMBO=0;
     IF LD=1 THEN IF VH=1 THEN COMBO=1;
          ELSE IF SI=1 THEN COMBO=1;
          ELSE IF OH=1 THEN COMBO=1;
          ELSE IF HI=1 THEN COMBO=1;
          ELSE IF HP=1 THEN COMBO=1;
     ELSE IF VH=1 THEN SI=1 THEN COMBO=1;
          ELSE IF OH=1 THEN COMBO=1;
          ELSE IF HI=1 THEN COMBO=1;
          ELSE IF HP=1 THEN COMBO=1;
     ELSE IF SI=1 THEN IF OH=1 THEN COMBO=1;
          ELSE IF OH=1 THEN COMBO=1;
          ELSE IF HI=1 THEN COMBO=1;
          ELSE IF HP=1 THEN COMBO=1;
     ELSE IF OH=1 THEN IF HI=1 THE COMBO=1;
          ELSE IF HP=1 THEN COMBO=1;
     ELSE IF HI=1 THEN IF HP=1 THEN COMBO=1;
```

```
IF COMBO NE 1 AND LD=1 THEN SPEC=1;
ELSE IF COMBO NE 1 AND VH=1 THEN SPEC=2;
ELSE IF COMBO NE 1 AND HP=1 THEN SPEC=3;
ELSE IF COMBO NE 1 AND SI=1 THEN SPEC=4;
ELSE IF COMBO NE 1 AND OH=1 THEN SPEC=5;
ELSE IF COMBO NE 1 AND HI=1 THEN SPEC=6;
ELSE SPEC=.;
```

CONTEXTUAL VARIABLES. This group consists of four coded variables: community type (MSURBAN), type of program (HSPROG), type of post-secondary school involvement (NEWPSE), high school type (HSTYPE) and high school graduation status (coded HSGRAD).

COMMUNITY TYPE. According to NCES, persons were assigned to one of 3 categories based on the location of the school they attended in the base-year survey: 1 if urban (located in the central city of a Standard Metropolitan Statistical Area (SMSA)), 2 if suburban (located outside of a central city SMSA), and 3 if rural (not located in a SMSA).

TYPE OF PROGRAM. This variable was created from FY2 (high school program at the time of the first follow-up), FD9 (program at the time the student dropped out of school) and BB002 (high school program indicated during the base year). A preference hierarchy was invoked, so that academic was assigned if the student ever reported an academic program. If there was no report of academic but a vocational program was mentioned, vocational was assigned. Finally, if general was reported, general was assigned. When all three sources were missing, the variable was declared missing. The three level coding is as follows--1 if general education, 2 if academic, and 3 if vocational-technical education.

TYPE OF POST-SECONDARY SCHOOL EXPERIENCE. The variable PSESFE84 was created by NCES as an eight level variable to describe full- and part-time participation in private and public 2 and 4 year institutions. A new variable, NEWPSE was

created for this study to collapse PSESFE84 into three levels:

```
IF PSESFE84 GT 1 AND PSESFE84 LE 4 THEN
NEWPSE=1;
ELSE IF PSESFE84 GT 4 THEN NEWPSE=2;
ELSE NEWPSE=0;
```

TYPE OF HIGH SCHOOL. This is a nominal variable that describes the respondent's original high school sample type. Regular sample, alternative public, Cuban Hispanic public, and other Hispanic public were collapsed into public = 1. Regular Catholic, Black Catholic, and Cuban Hispanic Catholic high schools were collapsed into elite private and other private, private = 2.

HIGH SCHOOL GRADUATION STATUS: Is determined by employing the coded variable HSDIPLOM. This variable was constructed from the second follow-up variable SY12 (did respondent complete high school), transcript study variables RESNLEFT (reason left high school), and TRSTTYPE (transcript student type), and FUSTTYPE (FU1 student type). For the purpose of this study the original variable HSDIPLOMA was collapsed to the new variable HSGRAD, a dichotomous variable indicating either 0 for dropout or 1 for graduate, as depicted below:

```
IF HSDIPLOM GE 2 THEN HSGRAD=0;
ELSE IF HSDIPLOM=1 THEN HSGRAD=1;
ELSE HSGRAD=.;
```

SCHOOL ACHIEVEMENT VARIABLE. Consists of a composite test score (TEST) and high school grade point average (HSGPA) , and hours spent on homework per week (HSHOMEWK).

TEST. This continuous variable is an equally weighted linear composite of formula scores on standardized vocabulary (FYVOCBSD), reading (FYREADSD), and mathematics tests (FYMTH1SD), each scored with a mean of 50 and a standard deviation of 10. This variable was copied from the

first follow-up file (FUTEST). If FUTEST was missing, BYTEST was copied. There is also a nominal version of this variable, TESTQ which sets the scores in quartiles. Cutpoints were 42.57, 49.61, and 57.06.

HIGH SCHOOL GRADE POINT AVERAGE. Grade point average was computed from courses, credits, and grades shown on the high school transcript obtained as part of the 1982 High School and Beyond Transcript Survey. HSGPA a continuous variable that is based on a 4-point scale.

HOURS SPENT ON HOMEWORK PER WEEK. This is a nominal variable that describes the respondent's choice of the categories:

1 = LIGHT - 1 HOUR
2 = 1 - 5 HOURS
3 = 5 HOURS PLUS

LABOR MARKET VARIABLES. Include the following indicators and variable codes:

LABOR FORCE PARTICIPATION (employment status as of February 1984). Uses the variable, JOBSFE84 created by NCES. This is a four level variable with categories of:

1 = FULL-TIME JOB
2 = PART-TIME JOB
3 = UNEMPLOYED
4 = NOT IN THE LABOR FORCE

INCOME EARNED. This information is determined from their first job after high school on an hourly basis. This was determined by examining question SY46GA (first job) and transforming the figure to a per hourly value by using the following coding scheme:

```
IF SY46GB GT 6 THEN SY46GB=.;
IF SY46GA GE 9990 THEN SY46GA=.;
```

```
IF SY46GB = 5 THEN HRPAY1 = (SY46GA/48) /
(SY46I);
ELSE IF SY46GB = 4 THEN HRPAY1 = (SY46GA/4) /
SY46I;
ELSE IF SY46GB = 3 THEN HRPAY1 = (SY46GA/2) /
SY46I;
ELSE IF SY46GB = 2 THEN HRPAY1 = (SY46GA/1) /
SY46I;
ELSE IF SY46GB=1 THEN HRPAY1=SY46GA;
ELSE HRPAY1=.;
```

In addition, a cap was placed on the 99 percentile and at zero to adjust for outliers and errors. In this case the first job hourly was capped at $16.75. This was accomplished using the following coding.

```
IF HRPAY1 GT 16.75 THEN HRPAY1=16.75;
IF HRPAY1 LT 0 AND HRPAY1 NE . THEN
HRPAY1=0;
```

HOURS WORKED PER WEEK. This is derived using the information from the first job after high school as determined by question SY46I (first job). This continuous variable runs from 0 to 91 hours. Values reported over 91 hours were designated as missing. This was accomplished using the following coding.

```
IF SY46I GT 91 THEN SY46I=.;
```

DURATION OF EMPLOYMENT. This figure is determined by calculating the length of employment from the first job in question SY46E & F using the following formula:

```
IF SY46FY GT 84 THEN SY46FY=.;
IF SY46EY GT 84 THEN SY46EY=.;
IF SY46FM GT 12 THEN SY46FM=.;
IF SY46EM GT 12 THEN SY46EM=.;

IF SY46F = 2 THEN EMPTIME1 = (SY46FY + SY46FM/12)
```

```
- (SY46EY + SY46EM/12);
ELSE IF SY46F = 1 THEN EMPTIME1 = (84 + 4/12) -
(SY46EY + SY46EM/12);
```

Here too it was necessary to place a cap on the lower end of EMPTIME1 due to errors in student reporting. This error was possible if the respondent checked the wrong box for the year or month, thereby producing a negative duration of employment. The following procedure caps the lower value of EMPTIME1 and transforms all negative values to a zero:

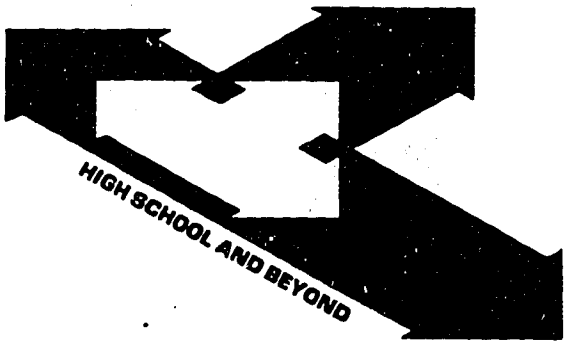
```
IF EMPTIME1 NE . AND EMPTIME1 LT 0 THEN EMPTIME1=0;
```

FIRST JOB CLASSIFICATION. NCES classifies SY46A (first job), SY47A (second job), SY48A (third job), and SY49A (fourth job) according to the following classification scheme:

```
IF 001 LE SY46A LE 196 THEN OCC=1; (PROFESSIONAL)
ELSE IF 201 LE SY46A LE 246 THEN OCC=2; (MANAGERS)
ELSE IF 260 LE SY46A LE 296 THEN OCC=3; (SALES)
ELSE IF 301 LE SY46A LE 396 THEN OCC=4;  (CLERICAL)
ELSE IF 401 LE SY46A LE 586 THEN OCC=5;  (CRAFTS)
ELSE IF 601 LE SY46A LE 696 THEN OCC=6;  (OPERATIVES)
ELSE IF 701 LE SY46A LE 726 THEN OCC=7;  (TRANS
OPERATIVE)
ELSE IF 740 LE SY46A LE 796 THEN OCC=8;  (NON-FARM
LABOR)
ELSE IF 801 LE SY46A LE 806 THEN OCC=9;  (FARMERS)
ELSE IF 821 LE SY46A LE 846 THEN OCC=10; (FARM LABOR)
ELSE IF 901 LE SY46A LE 976 THEN OCC=11; (SERVICE
WORKERS)
ELSE IF 980 LE SY46A LE 986 THEN OCC=12; (PRIVATE
HOUSEHOLD WORKERS)
```

Occupation and industry were coded according to the U.S. Department of Commerce, Bureau of the Census, Classified Index of Industries and Occupations , 1970 and the U.S. Department of Commerce, Bureau of the Census, Alphabetical Index of Industries and Occupations , 1970. The 1970 edition was used so that the coding on HSB would coincide with that used on The National Longitudinal Study of the High School Class of 1972. The codes can be found in Appendix C.1 of the HSB (1984) User's guide.

Form Approved
O.M.B. No. 1850-0528
App. Exp.: 12 31 84



1980 SOPHOMORE COHORT SECOND FOLLOW-UP QUESTIONNAIRE

Dear Participant:

Thank you for accepting our invitation to continue your participation in High School and Beyond. Through completion of this questionnaire, valuable information obtained from young people themselves can be used by policymakers to improve the education system for future students. Their goal is to prepare students for productive and meaningful roles in an increasingly complex and changing society.

ID #: ☐☐☐☐-☐☐-☐

NAME:

First_____

Last_____

Prepared for
THE NATIONAL CENTER FOR EDUCATION STATISTICS
by
THE NATIONAL OPINION RESEARCH CENTER

ED(NCES) Form No. 2441-2

46. FIRST JOB HELD AFTER HIGH SCHOOL (ANSWER PARTS A-L)

A. What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, assembler, etc.) (WRITE IN BELOW)

Office Use Only

B. What kind of business or industry was this job in? (For example, retail shoe store, restaurant, electronic assembly plant) (WRITE IN BELOW)

Office Use Only

C. What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, putting computer boards together) (WRITE IN BELOW)

D. On this job were you: (MARK ONE)

- ① Employee of a PRIVATE COMPANY
- ② GOVERNMENT EMPLOYEE (federal, state, local)
- ③ Self-employed in your OWN business
- ④ Working WITHOUT PAY on a family business or farm
- ⑤ Working WITHOUT PAY in a volunteer job

E. When did you start this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR	
○ Jan.	○ Jul.		○ 1978 or before		
○ Feb.	○ Aug.		○ 1979	○ 1982	
○ Mar.	○ Sep.		○ 1980	○ 1983	
○ Apr.	○ Oct.		○ 1981	○ 1984	
○ May	○ Nov.				
○ Jun.	○ Dec.				

F. IF YOU STILL HAVE THIS JOB, MARK THIS OVAL ⟶ ① AND GO TO Q.46G.

-OR-

When did you leave this job? (MARK OVALS FOR MONTH AND YEAR)

MONTH				YEAR
○ Jan.	○ Apr.	○ Jul.	○ Oct.	○ 1980
○ Feb.	○ May	○ Aug.	○ Nov.	○ 1981
○ Mar.	○ Jun.	○ Sep.	○ Dec.	○ 1982
				○ 1983
				○ 1984

G. What was your gross starting salary before any deductions on this job? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.)

$

MARK ONE
- ⑩ Hourly
- ⑳ Weekly
- ㉚ Bi-weekly
- ㊵ Monthly
- ㊿ Yearly
- ㊾ Working without pay

H. What is your gross salary on this job or what was it at the time you left? (WRITE IN AMOUNT AND MARK APPROPRIATE OVALS. AVERAGE IN ANY TIPS OR COMMISSION. IF YOU ARE NOT SURE OF THE EXACT AMOUNT, GIVE YOUR BEST ESTIMATE.)

$

MARK ONE
- ⑩ Hourly
- ⑳ Weekly
- ㉚ Bi-weekly
- ㊵ Monthly
- ㊿ Yearly
- ㊾ Working without pay

I. About how many hours a week did or do you *usually* work in this job? (WRITE IN AND MARK APPROPRIATE OVALS)

HOURS PER WEEK:

J. How did you find this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑩ School employment or placement service
- ⑳ Public employment service
- ㉚ Private employment agency
- ㊵ Newspaper advertisement
- ㊿ Checked with employer directly
- ㊾ Through a relative
- ㊽ Through a friend
- ㊼ Civil Service application
- ㊻ Union Registration
- ㊺ Other (WRITE IN)_____

K. Why did you leave this job? (MARK ONE MOST IMPORTANT CATEGORY)

- ⑩ Job ended (temporary job, laid off, or fired)
- ⑳ School-related reasons (graduated, school started, school year ended)
- ㉚ Quit because job, hours, or pay, etc., unsatisfactory
- ㊵ Found a better job or was promoted
- ㊿ Moved elsewhere
- ㊾ Health-related reasons (illness, injury, pregnancy)
- ㊺ Other (WRITE IN)_____
- ㊹ STILL HAVE THIS JOB

L. Right after you left this job, were you *both* without a job *and* looking for work? (MARK ONE)

- ① Yes (ANSWER a)
- ② No (GO TO INSTRUCTION AT BOTTOM OF PAGE)
- ③ STILL HAVE SAME JOB (GO TO INSTRUCTION AT BOTTOM OF PAGE)

a. For how many weeks were you without a job and looking for work? (WRITE IN AND MARK APPROPRIATE OVALS)

NUMBER OF WEEKS:

IF YOU HAD A 2ND JOB, CONTINUE WITH Q.47.
IF YOU HAD *NO* OTHER JOB, SKIP TO Q.50.

Box Plot Explanation

A boxplot, as illustrated below, provides information concerning the entire distribution of scores for the four groups of youth. Each boxplot consists of a rectangle with dotted lines extending vertically from the two ends. The horizontal line which forms the top of the box represents the 75th percentile for each group, while the line which forms the bottom of the box represents the 25th percentile, and the horizontal line between the top and bottom of the box represents the 50th percentile (or median).

Please refer to the example of a boxplot for performance on the test composite from High School and Beyond. The vertical axis represents the range of test composite scores. In our example, the test composite has a mean score of 50. The horizontal axis depicts the four groups in the example.

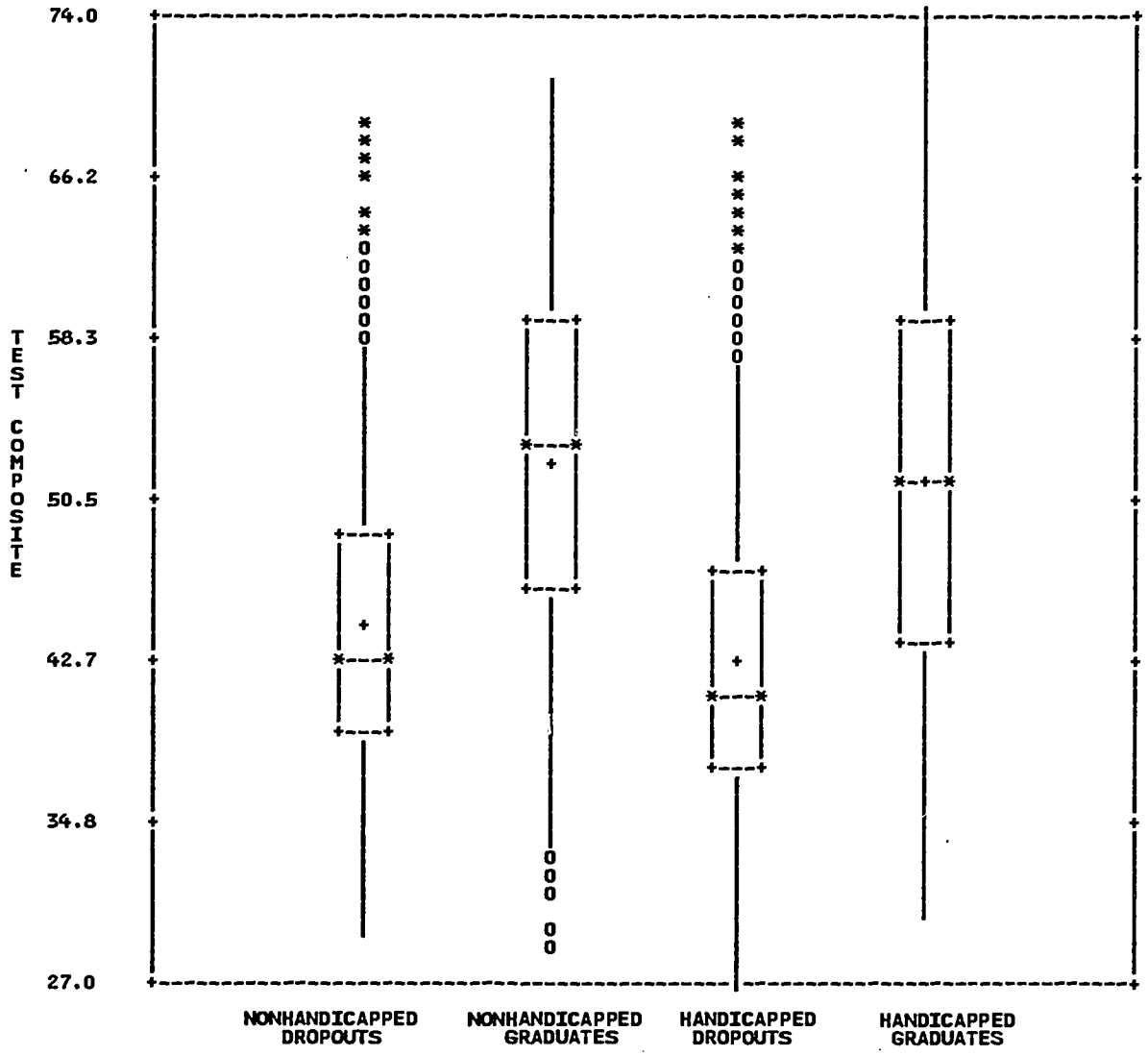
First, focus on the middle of the distribution and note that the line inside the box represents the median for each of the groups. For example, the nonhandicappped dropouts had a median score of approximately 43. This means that half of the nonhandicapped dropouts in the sample scored 43 or below and that half of them scored above 43 on the vertical axis. In contrast, the nonhandicapped graduates had a median score of 52.

Next, for illustration purposes, look at the top of the nonhandicapped dropout boxplot and note that the 75th percentile score was approximately 48. Their graduate peers had a 75th percentile score of approximately 59.

Other information contained in the boxplot includes the plus sign ("+") which represents the mean score. The lines extending from the box represents the upper and lower 25 percent of the observations. The splitting of the distributuion into four groups of 25 percent is often referred to as a quartile distribution. Thus the lower quartile would refer to the students scoring in the lower 25

percent of the distribution. Observations that are considered as outliers are represented on the display with a "0" (chance of occurring as 1 out of 20) and a "*" (chance of occurring as 1 out of 200). These outliers are based on the distributional attributes for the respective group.

Figure 22. Box Plot of Test Composite scored by Handicap and Graduation Status



SOURCE: High School and Beyond, Second Follow-up of 1980 Sophomores

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