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ABSTRACT

The study analyzed data on 10,000 students with disabilities who took the Scholastic Aptitude Test (SAT) between 1979 and 1983. It also examined college admissions policies toward such youth in terms of academic performance, minority status, parental income, and other characteristics. Major findings included the following: (1) the SAT performance of handicapped youth is below that for college-bound seniors in general; (2) visually impaired and physically handicapped youth earned SAT scores only slightly lower than those of college-bound seniors in general, but scores of learning-disabled students were significantly lower; (3) physically handicapped students are less likely to participate in arts, music, and dance, and hearing-impaired and learning-disabled youth are less likely to participate in most extracurricular activities; (4) the parental income of college-bound handicapped youth exceeds that of the general population with the highest incomes reported by families of learning-disabled students; (5) handicapped youth who request special SAT accommodations are less likely than the general population to meet the admission criteria; (6) the SAT should be translated into sign language since it is presently inappropriate for the hearing impaired; and (7) differential admission rates are due to differences in student performance in high school and on the SAT and not due to the disability per se. (DB)

College Admissions Policies and Handicapped Youth

Final Report

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College Admissions Policies and
Handicapped Youth

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CHAPTER 1

Introduction and Overview

Differential impact of college admissions criteria on handicapped youth was a focus of the federal regulations implementing Section 504 of the Rehabilitation Act of 1973. The regulations state that in admitting students to postsecondary education, institutions may not make use of any test or criterion for admission that has a "disproportionate adverse effect" on handicapped persons, unless the test or criterion has been validated as a predictor of success or unless alternate tests are not shown to be available. Educational Testing Service, the College Board, and the Graduate Record Examinations Board have recently completed a four-year investigation of the ability testing of handicapped students. The project responded to the federal regulations and to the report of the panel on testing of handicapped people (Sherman & Robinson, 1982), and included studies of the predictive validity and the underlying psychometric characteristics of the Scholastic Aptitude Test (SAT) and the Graduate Record Examination (GRE) for specific groups of handicapped people (Willingham et al., 1987).

The data base used for the ETS studies was used to develop the information in the report. The current study will describe the impact of admissions policies on four groups of handicapped youth--including those with hearing impairments, learning disabilities, physical handicaps, or visual impairments--and will describe those youths in terms of academic performance, minority status, parental income, and other characteristics.

The Impact of Admissions Policies

With the recent emphasis on excellence in education, the governing agencies for a number of postsecondary educational institutions have increased requirements for admission to state college and universities. According to Thomson (1982), thirteen state institutions have plans to introduce higher standards or have already done so. Although most of the new standards emphasize increased course requirements, some require higher minimums for admissions tests, high school grade-point averages, or class rank. At the time of the original survey, Thomson reported that an additional fifteen states had freshman admissions under study.

The Connecticut Board of Governors for Higher Education (1983) identified 25 states where changes in admissions standards had recently occurred. The Connecticut report confirms that changes most often involved increasing the number of required academic courses--primarily in mathematics, sciences, and social science--but increases in minimum acceptable high school grade-point averages, class ranks, and test scores were also reported.

A major concern in instituting more rigorous admissions standards has been the effect such policies might have on certain categories of student (Brizius & Cooper, 1984). These categories include students who may not have taken the necessary courses in high school, older students, disadvantaged students, transfer students from community colleges, minority students, and handicapped students. In recognition of these problems of impact, new admissions standards have often been accompanied by other policies to diminish the impact on various subgroups. Some state institutions simply exempt certain groups from minimum requirements. Others allow for some limited percentage of exemptions for specified categories of student.

Another compensating mechanism has been to offer special remedial programs for students who cannot meet admissions standards, but there is a growing consensus that a smaller proportion of funds for four-year colleges should be used for remediation (Southern Regional Education Board, 1983; Western Interstate Commission for Higher Education, 1982). Moreover, there is a growing sense that colleges should not be offering high school level coursework. Compensating policies may not be succeeding. Minority enrollments, for example, have declined in the 1980s despite an increase in the 1970s (American Council on Education, 1984; Manning, 1984; McNest, 1983). While it is not clear that high admissions standards are the reason for declining minority enrollments, many believe that to be the case.

Breland (1985) conducted an investigation of what impact various types of admissions policies might have on these groups of students: Blacks, Hispanics, and Whites. Results obtained when five admissions models were applied to the data from the College Board's public-use tapes indicated that all five models had differential impact for the three groups examined. Breland's admissions models have been used in this study to examine the differential impact of college admissions policies on handicapped youth.

The baseline data with which data from handicapped students will be compared is that from Breland's (1985) study. A sample of more than 96,000 college-bound seniors who took the SAT in 1983 were used in that study, including more than 2,600 Hispanics and 7,700 Blacks. Breland's data are included as Appendix B.

Breland examined reports describing the college admissions policies of states and institutions and identified five distinct admissions models based on the use of high school GPAs, high school ranks, or admissions test scores. The models included:

1. The use of a minimum score on a single index of ability (GPA, rank, or combined test score).
2. The use of minimum scores on both a high school index (rank or GPA) and a combined test score.
3. The use of minimum scores on either a high school index (rank or GPA) or a combined test score.
4. The use of a sliding scale in which all applicants are eligible above a certain level of high school GPA or rank, but where lower high school indices require increasingly higher test scores.
5. The use of a regression equation based on the past performance of students in specific institutions to predict the freshman college performance of applicants. Applicants who exceed a certain level of predicted performance are eligible for admission.

These models have been used in the current study to examine differential impact of admissions policies on handicapped youth.

Descriptions of Handicapped Youth

Over the four-year period from the school year 1979-80 to 1982-83 almost 15,000 handicapped youth took special administrations of the Scholastic Aptitude Test (SAT) for college admissions. Special test administrations are available to disabled students whose handicaps preclude their being tested in a standard testing situation. In the special administrations disabled students may use braille, cassette, large-type, or regular-type versions of the SAT, usually in a separate room with extra time allowed for taking the test. Additional accommodations may include a reader, an amanuensis, an interpreter, additional rest periods, the use of special equipment or whatever other conditions the test administrator, the test-taker, and ETS agree are

relevant for the specific situation. Special test administrations are available to all handicapped people whose handicapping condition would put them at a disadvantage in the standard test administration.

In this report we will describe as fully as possible those college-bound disabled youth who requested special administrations of the SAT from the fall of 1979 to the spring of 1983. On the application form for the special test administration, students identified themselves as belonging in one or more of four disability categories: visual, hearing, learning, or physical. The test administrator also categorized the applicant and countersigned the document. By matching the data from these documents with data on SAT scores and the Student Descriptive Questionnaires we were able to describe disabled youth within the four disability categories. Descriptors include:

- SAT-Verbal scores
- SAT-Mathematical scores
- High school grade-point averages (self-reported)
- High school rank (self-reported)
- Number of years of study of English, mathematics and other subjects
- Ethnic background
- Annual parental income (by ethnic group)
- Intended field of study (first choice)
- Past participation in extracurricular activities such as community and church groups, athletics, high school clubs and organizations
- High school honors and awards
- Planned participation in college activities such as athletics, organizations, etc.
- Self-reported skills and abilities

Data from handicapped students can be compared with analogous data from the general population of college-bound seniors (The College Board, 1984). These data are included as Appendix A. Differences between handicapped and nonhandicapped students and differences among the groups of handicapped students will provide insight into the interpretation of the policy data as well as information on the educational backgrounds of handicapped students.

Questions to be Addressed

- Are handicapped youth who request and receive special testing accommodations of the SAT as well prepared academically as college-bound seniors in general? Do they report equivalent years of study in subjects such as English, Mathematics, Foreign Language, Biological Sciences, Physical Sciences, and Social Sciences? Do they report similar distributions of class rank or grade-point averages?
- Do college-bound handicapped youth show equivalent patterns of participation in community and churchgroups, athletics, or high shcool clubs and organizations?
- Do college-bound handicapped youth show the same ethnic distribution as college-bound seniors in the general population? Are there proportionately fewer minority handicapped youth seeking college admission?
- How does the parental income of college-bound handicapped youth compare to the parental income of the general college-bound population? Is college more often an option for the handicapped youth from relatively affluent families?
- Do admissions policies currently in use for postsecondary education have a differential impact on handicapped youth? Does the

differential impact have its greatest effect on visually impaired, hearing-impaired, learning disabled, or physically handicapped youth?

- How do the many admissions models differ in their impact on handicapped youth? Are there some models which reduce the degree or differential impact? How can differential impact be minimized?

Overview of the Final Report

In the rest of this final report we will present the information we have introduced. In Chapters 2 to 5 we will look at the descriptions of handicapped youth and the impact of admissions policies on each of four groups separately:

Students with Hearing Impairments	Chapter 2
Students with Learning Disabilities	Chapter 3
Students with Physical Disabilities	Chapter 4
Students with Visual Impairments	Chapter 5

In Chapter 6 we will present the data in a format that permits comparison of the four groups of disabled students with the general population of college candidates, and in Chapter 7 we will specifically address the questions listed in the previous section.

CHAPTER 2

Students with Hearing Impairments

In Chapter 2 we will first describe those hearing-impaired students who took special administrations of the SAT from 1980 to 1983 and who responded to the Student Descriptive Questionnaire. We will compare the findings on disabled students to those on college-bound seniors reported in Appendix A. Later in the chapter we will describe the college admission rates of these hearing-impaired students using several different models of college admissions policies. We will compare the admission rates of the disabled students to the rates of college-bound seniors reported in Appendix B.

Over the 1980-83 school years, only 357 males and 395 females identified themselves as having a hearing impairment and took special administrations of the SAT including extra time and/or the use of an interpreter for instructions. These 752 students form the data base from which the information in this report is drawn.

Not all hearing-impaired students answered all of the questions in the Student Descriptive Questionnaire accompanying the SAT application; therefore, some of the following information is based on even fewer students. Despite the relatively small numbers, the data give us our first opportunity to learn more about hearing-impaired students trying to gain access to college.

Student Descriptive Information

In the following sections we will discuss the SAT performance, high school background, ethnicity, parental income, college plans, extracurricular activities, and the reported skills and abilities of hearing-impaired students who took special administrations of the SAT.

Performance on the SAT

Table 2-1 presents the mean Verbal and Mathematical scores from special administrations of the SAT for hearing-impaired students.

Insert Table 2-1 about here

Several points are worth noting. Between one-half and two-thirds of the verbal scores of both males and females were clustered in the lowest category of scores: 200 to 299. In the general population of college-bound seniors (see Appendix A), only about 12 percent of students scored in that category. There were no hearing-impaired individuals who earned SAT-Verbal scores in the top category. Hearing-impaired students consistently earned the lowest SAT-Verbal scores of college-bound students in general and students with other disabilities. Except for 1981 when some mean SAT-Verbal scores reached the low 300s, the mean verbal scores of hearing-impaired students were in the 280s or 290s.

The mean SAT-Mathematical scores, however, ranged from a low of 363 in 1983 to a high of 400 in 1981. There was a broader distribution of SAT-M scores with about 40 percent of the scores falling in the 300 to 399 category. In addition, there were some hearing-impaired students who earned SAT-Mathemtical scores in the highest category—700 to 800. Although the mean SAT-M scores of hearing-impaired students were the lowest of all groups studied, the SAT-M scores were considerably higher than the SAT-V scores.

The Verbal subscores of Reading Comprehension and Vocabulary are presented in Table 2-2, and the scores on the Test of Standard Written English (TSWE) are in Table 2-3.

Insert Tables 2-2 and 2-3 about here

Close to 50 percent of all hearing-impaired test takers earned Reading Comprehension, Vocabulary, and TSWE scores in the lowest category.

The low verbal scores reported here should come as no surprise to those who are knowledgeable about the English-language development of hearing-impaired children. Poor English language development is the outstanding characteristic of hearing-impaired children. There is considerable agreement that the greater the hearing loss, the greater the communication problem, both in reception and production of the English language (Meadow, 1980; Quigley, 1979; Stark, 1979). Without hearing and imitating the sounds of human speech, deaf children are slow to acquire verbal skills.

About one-third of the hearing-impaired students who took special administrations of the SAT in 1983—107 students—responded to a survey questionnaire and indicated whether they were most fluent in English, most fluent in a manual language, or equally fluent in both (Ragosta and Kaplan, 1986). The mean SAT-V score of the 45 students reporting fluency in English was 323, with a standard deviation of 108. The 23 students fluent in a manual language had a mean SAT-V of 236, with a standard deviation of 46. The 39 students with equal fluency had a mean SAT-V score and a standard deviation

between the two extremes: a mean of 289 and a standard deviation of 78. Clearly there is an association between the severity of the disability and performance on the verbal section of the SAT. A similar but less pronounced effect is found for SAT-Mathemtical scores.

Additional insight may be gained by looking at the SAT scores of hearing-impaired students involved in a validity study of the SAT for students with disabilities (Braun, Ragosta, and Kaplan, 1986). Of the 105 hearing-impaired students for whom we obtained college grades—a subset of the students in the current report—about half were going to a two-year technical institute for deaf students, about one-quarter were attending a center on deafness within a state university system, and the remaining students were distributed individually across many institutions. The mean SAT-Verbal scores of students in the institute and the center for deaf students were 299 and 282, compared to a mean of 360 for mainstreamed hearing-impaired students. Analogous SAT-Mathematical means were 398 and 414 for students in the institute and the center and 477 for students widely distributed across educational institutions. Those hearing-impaired students with relatively strong verbal skills tended to distribute themselves across many educational institutions, while those whose verbal skills were relatively weak tended to cluster at institutions with special services for deaf students.

To summarize the test performance of hearing-impaired students, Table 2-4 presents the SAT means over the four years of the study and compares those means with the mean scores of those students who responded to the Student Descriptive Questionnaire. About three-quarters of hearing-impaired students completed the SDQ, and the respondents earned SAT scores only marginally higher than the total group.

Insert Table 2-4 about here

Over all four years of the study, the mean SAT-Verbal score for hearing-impaired students was 291 with a standard deviation of 90, while for all college-bound students the mean was 425 with a standard deviation of 110. The mean verbal score for hearing-impaired students was almost one and one-quarter standard deviations below the norm for college-bound seniors.

The analogous SAT-Mathematical means were 375 for hearing-impaired students (with a standard deviation of 109), compared to 467 for college-bound students (with a standard deviation of 117). The SAT-Mathematical mean for hearing-impaired students was more than three-quarters of a standard deviation below the norm for college-bound seniors.

High School Background

In this section of the report we will cover type of high school, high school grades, the number of years of study in 6 curriculum areas, self-reported class rank and estimated high school grade-point average (HSGPA).

Type of high school. Over the four years of the study, about 30 percent of students with hearing impairments came from private schools and 70 percent from public schools (see Table 2-5). More than 80 percent of college-bound seniors come from public schools (see Appendix A). A smaller percentage of hearing-impaired students attended public schools.

Insert Table 2-5 about here

Grades. Table 2-6 presents the latest reported high school grades from 1980-1983 for hearing-impaired students in six academic areas: English, mathematics, foreign language, biological sciences, physical sciences and social studies. On a four-point scale where D equals a one and A equals a 4, hearing-impaired students averaged between B and B- in all subject areas each year. Compared to college-bound seniors (see Appendix A), they earned slightly lower average grades with smaller percentages of hearing-impaired students earning A's in any subject area. In English, for example, about 33 percent of college-bound seniors consistently report getting an A, while A's for hearing-impaired students range from a low of 11 percent in 1982 to a high of 30 percent in 1980. Mean grades for college-bound seniors are 3.11 or 3.12 while for hearing-impaired students they ranged from 2.76 in 1982 to 2.95 in 1980.

Insert Table 2-6 about here

Years of study. Table 2-7 presents the number of years of study in each of the six curriculum areas by students with hearing-impairments. They report on the average four years of English, three and a half of mathematics, less than a year of foreign language, more than a year of biological sciences, more than a year and a half of physical sciences, and more than three years of social studies. These average years of study are very close to the means for college-bound seniors, except in the area of foreign language. Between 54 and 60 percent of hearing-impaired individuals indicate they have had no

coursework in a foreign language, while only 13-14 percent of college-bound seniors report none.

Insert Table 2-7 about here

Class rank. The self-reported class rank of hearing-impaired students during the four years of this study are presented in Table 2-8 together with the SAT scores associated with those ranks. About 90 percent of students ranked themselves in the third fifth or above. Compared to college-bound seniors, hearing-impaired students less often reported themselves being in the top fifth of their classes and more often reported being in the third or fourth fifth.

Insert Table 2-8 about here

In general, the SAT scores of hearing-impaired students in the top ranks were higher than the SAT scores associated with the lower ranks. In comparison to college-bound seniors, hearing-impaired students had much lower SAT scores at each ranking. For example, although college-bound seniors in the top tenth had SAT scores in the 500s, hearing-impaired students in the top tenth had SAT-Verbal scores in the 300s and SAT-Mathematical scores in the 400s.

Estimated HSGPA. The estimated high school grade-point averages of students with hearing impairments are presented in Table 2-9. The mean HSGPA for the total group ranges from a low of 2.78 in 1981 to a high of 2.91 in 1980. Compared to college-bound seniors, hearing-impaired students were estimated to have lower averages. Whereas hearing-impaired students had mean HSGPAs in the B to B- range, college-bound seniors had HSGPAs marginally above a B. Over the four years, the HSGPAs of students with auditory disabilities were about one-third of a standard deviation lower than the college-bound seniors. Fewer hearing-impaired students were estimated to have high school grade-point averages in the grade range from 3.5 to 4.0.

Insert Table 2-9 about here

Ethnicity

The ethnic background of students with hearing disabilities is presented in Table 2-10. About 90 percent of the students are White, about 5 percent Black, and the remaining 5 percent are distributed among categories including American Indian, Mexican American, Oriental, Puerto Rican, and others. The 10 percent of hearing-impaired minorities is lower than the 18 percent of minorities in the population of college-bound seniors.

Insert Table 2-10 about here

Parental Income

The median parental income of students with hearing impairments is presented in Table 2-11 for all students, for Black students, and for White students. Median income increased each year over the four years of the study for all groups—except that the income for Black students decreased from 1980 to 1981. Median income for Black students was about half that of White students. For three of the four years the median income for all hearing-impaired students—and the subset of Black students—was slightly higher than the median income for all college-bound seniors (see Appendix A). Across the 4 years, the percentage of students with family incomes below $12,000 decreased from 25 percent to 14 percent, and those with incomes above $30,000 increased from 31 percent to almost 50 percent.

Insert Table 2-11 about here

The mean parental income associated with the SAT scores of hearing-impaired students is presented in Table 2-12. For all college-bound seniors (Appendix A) there is a direct relationship between SAT averages and mean income—the higher the average the higher the income. That relationship is not as clear for hearing-impaired students, perhaps in part because of the small numbers of students in the top of the distribution.

Insert Table 2-12 about here

College Plans

In this section we will discuss students' degree goals, plans to ask for special assistance, intended fields of study, plans to apply for advanced placement, and housing preferences.

Degree goals. The degree goals of students who have auditory disabilities are presented in Table 2-13. Almost 10 percent of students--fewer in 1981 and 1982; more in 1980 and 1983--aimed toward a two-year program, while almost one-third had goals involving graduate study. The majority of these hearing-impaired students were planning on getting a bachelor's or master's degree. Compared to college-bound seniors over the same period, hearing-impaired students more often selected two-year programs and less often aimed toward an MD, Ph.D.,or other professional degree.

Insert Table 2-13 about here

Special assistance. Plans by hearing-impaired students to ask colleges for special assistance are presented in Table 2-14 by specific areas of need. About 85 percent of hearing-impaired students planned on seeking aid. The four areas where about one-third or more students planned to seek help were educational counseling, vocational counseling, writing skills, and reading skills. The top four areas in which college-bound students planned to seek assistance were in the areas of part-time work, educational counseling, vocational counseling, and study skills (see Appendix A). Although a smaller percentage of hearing-impaired students planned to seek assistance for

part-time employment, a larger percentage planned to seek assistance for all other areas of need, especially for writing skills and reading skills.

Insert Table 2-14 about here

Intended fields of study. A summary of the first choice of hearing-impaired students' intended field of study is presented in Table 2-15, together with the mean SAT scores associated with the choice. The most popular fields for males were business & commerce (16%), computer science (almost 15%), and engineering (almost 12%). Among females more than 20 percent selected education, about 19 percent chose health & medical, about 17 percent indicated computer science, and almost 13 percent selected business & commerce. Over the four-year period of this study, no hearing-impaired students indicated their (first choice) intention to study military science, library science, geography, foreign languages or ethnic studies.

For the four most popular fields with the total group--computer science (16%), business & commerce (15%), education (13%), and health & medical (11%)--two were more popular with college-bound seniors and two were less popular. Larger percentages of college-bound seniors selected business & commerce (19%) and health & medical (15%), but smaller percentages chose computer science (7%) and education (5%). In these four fields, competition could be difficult for hearing-impaired students whose SAT-Verbal means (279 to 306) and SAT-Mathematical means (362 to 377) are much lower than the analogous means for college-bound seniors (see Appendix A).

Insert Table 2-15 about here

Advanced placement. Data on hearing-impaired students' plans to apply for advanced placement or course credit are presented in Table 2-16. Students with hearing-impairments most often applied for advanced standing in mathematics (15%), followed by English (10%). Compared to college-bound seniors, hearing-impaired students were less likely to ask for advanced placement in any of the subject areas.

Insert Table 2-16 about here

Housing preferences. The college housing preferences of hearing-impaired students are presented in Table 2-17. Eighteen percent of students preferred living at home, and ten percent preferred their own apartment. Three percent reported a preference for a fraternity or sorority. More than two-thirds expressed a preference for living in a dormitory with 31 percent selecting a single-sex dorm and 38 percent choosing a coed dorm. Compared to college-bound seniors, fewer hearing-impaired students elected to live at home and more elected to live in a dormitory.

Insert Table 2-17 about here

Extracurricular Activities

The extracurricular activities of hearing-impaired students in high school and their plans for extracurricular activities in college are presented in Table 2-18. Sixty-two percent of students had engaged in athletics during high school, but only 52 percent planned to do so in college. Thirty-five percent were active in social or community clubs during high school and a marginally higher percentage had such plans for college. Although only 8 percent were in departmental or preprofessional clubs in high school, 14 percent planned to be active in college. Compared to college-bound seniors, slightly fewer hearing-impaired students tended to participate in extra curricular activities—the greatest difference occurring in the category of art, music, and dance where on the average 16 percent fewer hearing-impaired students were active in high shcool.

Insert Table 2-18 about here

Skills and Abilities

The self-reported skills and abilities of hearing-impaired students are presented in Table 2-19 in two categories: top 10 percent and above average. The areas in which hearing-impaired students felt strongest were in ability to get along, athletics, and organizing for work. They felt weakest in the area of music. Except for acting, art, and athletics, fewer hearing-impaired students than college-bound seniors ranked themselves in the top ten percent or above average. The greatest differences occurred for leadership, music, and spoken and written expression.

Insert Table 2-19 about here

College Admissions Rates

In this section of Chapter 2 we will discuss the college admissior rates of those hearing-impaired students who took special administrations of the SAT from 1980 to 1983. We will use our data on hearing-impaired students in several different models of college admissions policies: models based on single-index minimums, multiple-index minimums, either-or minimums, sliding scales, and predicted performance originally reported by Breland (1985) for Blacks, Whites, and Hispanics. Breland's original tables are presented in Appendix B.

Although Breland's work differentiated among Black, White, and Hispanic test-takers, for the purposes of this study we have combined the data from Breland's three groups. We will compare the admission rates of hearing-impaired students with those of Breland's total population.

Single-Index Minimums

Some educational institutions may base admissions policies on a single criterion, e.g. high school rank, high school grade point average, or SAT total score. Table 2-20 presents the admissions rates of the 1980-1983 hearing-impaired students if single-index minimums were used and compares those rates with the rates of the 1983 sample of more than 85,000 college-bound seniors reported by Breland (1985).

Insert Table 2-20 about here

High School Rank. The percentage of hearing-impaired students who would be admitted on the basis of high school rank alone ranged from a low of 29 percent for the top fifth to a high of 99 percent in the top four-fifths. Even in the bottom category (top 4/5ths) when almost all students would be admitted, a smaller percentage of hearing-impaired students would be admitted than students in the original study. The differences in percentages range from a low of one percent in the top four-fifths category to a high of 18 percent in the top two-fifths category.

High school grade point average. The percent of hearing-impaired students admitted on the basis of high school GPA alone ranged from a low of 15 percent in the highest category (HSGPA >3.50) to a high of 93 percent in the lowest (HSGPA > 2.00). Again, in every category more students form the original group would be admitted than hearing-impaired students. The differences in percentages range from a low of four percent for the C-average or above category (2.00) to highs of 15 percent for averages of 2.75 or 3.25 and and above.

SAT total score. The percentage of hearing-impaired students admitted to college on the basis of SAT total score alone ranged from a low of 3 percent for a total score of 1100 or above to a high of 87 percent for a total SAT equal to or greater than 500. Again the admissions rates for hearing-impaired students are lower than the rates for college-bound seniors, but the differences are greater. The differences ranged from 11% and 15% for the

lowest (SAT > 500) and highest (SAT > 1100) categories to 45 percent for an SAT score of 800 or better. Clearly, of the three single-index minimums presented in Table 2-20, the SAT scores of hearing-impaired students create the greatest differences.

Multiple-Index Minimums

In this model of admissions policies two minimum scores are identified as possible admissions criteria. We will first examine minimums involving high school rank and SAT total score, then high school grade-point average and SAT total score.

High school rank and SAT score minimums. Table 2-21 presents the admission rates for the hearing-impaired students in our study based on their high school rank plus SAT total score. When students are required to rank in the upper fifth with SAT scores ranging from 1100 down to 500, the admissions rate for hearing-impaired students ranges from 3 percent to 25 percent. If a rank in the upper two-fifths is used, admission rates range from 3 percent to 48 percent. And if the upper three fifths is the policy, admission rates range from 4 percent to 79 percent. Compared to the original group these admissions rates are low. For hearing-impaired students in the upper fifth of their clases, differences in admission rates would range from 12 to 30 percent lower than the original group. Those differences increase for those in the upper two-fifths and upper three-fifths of their classes, reaching the greatest difference for those in the upper three-fifths with SAT total scores of 800 or better. The lower admission rates for the hearing-impaired students are due more to their SAT scores than to their rank in class as demonstrated earlier in Table 2-20.

Insert Table 2-21 about here

High school GPA and SAT score minimums. Table 2-22 presents the admission rates of the hearing-impaired students in our study when admission is based on high school grade-point average plus a total SAT score. When admissions policies require a high school GPA of 3.0 or better (a B average) plus an SAT total score ranging from 1100 down to 500, from 3 to 39 percent of hearing-impaired students meet the qualifications. If the GPA requirement were lowered to 2.5, from 3% to 63% of hearing-impaired students could be admitted. And if the GPA requirement were lowered to 2.00 (a C average), from 3% to 81% of hearing-impaired students would be accepted. The eligible percentages for hearing-impaired students are lower than those for most college-bound seniors. For example if admissions were based on a high school grade-point average of B or better, from 13% to 33% fewer hearing-impaired students would be admitted depending on their SAT total score. The differences are even greater for lower grade-point averages, with the greatest difference--44 percent--occurring for a grade-point average criterion of 2.00 or better with an SAT total score of 800 or better.

Insert Table 2-22 about here

Either-or Minimums

This admission model allows for eligibility if a minimum score is reached on either one of the two criteria. The two models described in this section are based on SAT total scores with either high school rank or high school GPA.

Either rank or SAT score minimums. Table 2-23 presents the eligibility information for hearing-impaired students based on minimum scores on either high school rank or SATs. If the policy requires students to be in the upper fifth or have an SAT total score ranging from 1100 down to 700, the admissions rates for hearing-impaired students range from 30% to 59%. If the class-rank requirement is lowered to the upper two-fifths, 54% to 70% of hearing-impaired students are eligible. And if the class-rank requirement is lowered to the upper three fifths, from 89% to 92% of students with hearing impairments become eligible. Smaller percentages of hearing-impaired students than of college-bound seniors in this study meet the eligibility requirements. However, the differences between hearing-impaired students and the original group of college-bound seniors are smaller under this either-or model than under the model requiring both criteria to be met (Table 2-21). The maximum difference here is 32 percent while the maximum difference in Table 2-21 is 44 percent.

Insert Table 2-23 about here

Either high school GPA or SAT minimums. Table 2-24 presents the admission rates for hearing-impaired students when either a minimum GPA or SAT score is the admissions policy. Requirements of either a GPA of 3.0 or an SAT

ranging from 1100 down to 700, allow 44% to 63% of hearing-impaired students to be eligible for admission, and lowering the GPA requirement raises those percentages considerably. Again, the differences are smaller under the either-or minimums than when both minimums are required. The maximum difference here is 26 percent while the maximum difference in the analogous Table 2-22 is 44 percent.

Insert Table 2-24 about here

In both either-or minimums the greatest differences occur in the highest grade-point average category and as the HSGPA is lowered, differences in admission rates are also lowered.

Sliding Scales

Sliding scales make use of the same criteria--SAT score and high school rank or GPA--but in a slightly different way. There are difference minimums on each of the criteria at different levels of performance. For example, if high school rank is high enough no SAT may be required, and conversely if SATs are high enough one could rank in the lowest fifth. We will look at five sliding scales: three based on rank and SAT, and two based on high school GPA and SAT.

Rank & SAT sliding scales. Table 2-25 presents the eligibility rates for hearing-impaired students under three sliding scales using high school rank and SAT total score. If sliding scale A were used, only 30 percent of hearing-impaired students would be eligible, compared to 64 percent of

college-bound seniors. Under sliding scales B and C the admission rates for hearing-impaired students increase to 42 percent and 54 percent respectively. Again, admission rates for hearing-impaired students are generally lower than the rates for college-bound seniors. The differences range from 34 percent less hearing-impaired students in sliding scale A to 26 percent in sliding scale C.

Insert Table 2-25 about here

High school GPA & SAT sliding scales. Table 2-26 presents eligibility rates using sliding scales D and E based on high school GPA and on SAT total score. Under sliding scale D, 38% of hearing-impaired students are eligible compared to 65% of college-bound Whites. Under sliding scale E, 53 percent of hearing-impaired candidates are eligible compared to 83% of whites. From 24 to 27 percent fewer hearing-impaired students than college-bound seniors would be admitted using these sliding scales.

Insert Table 2-26 about here

Predicted Performance

The final model used in these admissions studies are the actual regression models based on the past performance of students in ten specific institutions. Table 2-27 gives the eligibility rates when hearing-impaired

candidates in our sample were considered as hypothetical applicants to each of the ten representative state institutions located in ten different states. To preserve their anonymity, the institutions are described only by region of the country and by their rank (among the ten) with respect to the mean GPA and SAT scores of entering students. From 12% to 42% of hearing-impaired students would be eligible for admission to these institutions. The rates for hearing-impaired students range from 8% to 47% lower than the rates for college-bound students.

Insert Table 2-27 about here

A Comparison of Admission Models

Table 2-28 presents a comparison of admissions models limited to situations where about three-quarters of White college-bound seniors in Breland's original study would be admitted. In these situations from 23 to 55 percent of hearing-impaired students are eligible for admission.

Insert Table 2-28 about here

The lower admission rates for hearing-impaired students are associated with the use of the total SAT score. Early in this chapter, we reported that 60 percent or more of hearing-impaired students earned SAT-Verbal scores in the 200s--i.e. the lowest category. Even though the mean SAT-Mathematical

score of hearing-impaired students was higher than the mean Verbal score, it was considerably lower than the mean for college-bound seniors. It should come as no surprise, then, that the use of SAT minimums would depress the admission rates of hearing-impaired students relative to college-bound seniors.

The highest admission rates for hearing-impaired students are associated with admissions models using high school GPA (55%), high school rank (53%), and the use of an either-or model that capitalizes on rank (top two fifths or SAT > 1000 or 1100).

For those hearing-impaired students whose primary mode of communication had been a manual language--i.e. American Sign Language, Signed English, etc.--the SAT is an especially difficult test and may not be appropriate. If students have been taught in elementary and secondary school to use a manual language, and if interpreter services will be provided in postsecondary education, it seems inappropriate to require an admissions test using relatively difficult English vocabulary without allowing for the use of an interpreter for test questions. Whether the use of an interpreter--or a signed version of the SAT--would improve the scores of hearing-impaired students is a research question worthy of further endeavor. Meanwhile, opportunities in postsecondary education for hearing-impaired students appear theoretically somewhat limited compared to college-bound seniors in general.

CHAPTER 3

Students with Learning Disabilities

In Chapter 3 we will first describe those learning disabled students who took special administrations of the SAT from 1980 to 1983 and who responded to the Student Descriptive Questionnaire. We will compare the findings on learning-disabled students with those on college-bound seniors reported in Appendix A. Later in the chapter we will describe the college admission rates of these learning disabled-students using several different models of college admissions policies. We will compare the admissions rates of the learning-disabled students to the rates of college-bound seniors reported in Appendix B.

Student Descriptive Information

Over the four-year period of the school years 1980-83, almost four million college-bound seniors took the SAT. During the same period, more than ten thousand students with learning disabilities took special administrations of the SAT. The ratio of learning-disabled students to all college-bound seniors increased each year of the four-year period. In 1980 for every special administration for an learning-disabled student, there were 645 administrations for college-bound seniors. By 1983 that ratio had climbed to one in 272 administrations.

The more than 10,000 learning-disabled students who took the SATs from 1980-83 form the data base for this study. Only two-thirds of those students completed the Student Descriptive Questionnaire, however; so except for data on SAT scores, most of the information in this chapter is based on the 6500+ students who completed the SDQ. More than 70 percent of those learning-disabled students were male.

In the next sections we will discuss the SAT performance, high school background, ethnicity, parental income, college plans, after-curricular activities, and the reported skills and abilities of learning-disabled students who took special administrations of the SAT.

Performance on the SAT

Table 3-1 presents the mean verbal and mathematical scores from special administration of the SAT for students with learning disabilities.

Insert Table 3-1 about here

The largest percentage of learning disabled students each year--from 38 percent to 50 percent-- earned verbal and mathematical scores in the category 300 to 399. For college-bound seniors (see Appendix A) the largest percentage of students are in the 400 to 499 category. From one-fourth to one-third of all learning-disabled students scored in the lowest category--200 to 299--on SAT-V while only 11 to 13 percent of college-bound seniors had scores in that category. From 15 to 21 percent of learning-disabled students scored in the lowest category in math, compared to 6 or 7 percent for college-bound seniors. The distribution of scores for learning-disabled students is consistently lower than the scores of the general population of college-bound individuals.

The mean SAT-V scores of all learning-disabled students from special administrations range from a low of 343 in 1980 to a high of 367 in 1981. The means for males across the four years were consistently higher than the

means for females--from 12 points higher in 1980 to 21 points higher in 1983. SAT-M means for all learning-disabled students ranged from a low of 381 in 1980 to a high of 409 in 1981. Again, males averaged higher scores than females--from 29 points higher in 1983 to 42 points higher in 1981.

The Verbal subscores of Reading Comprehension and Vocabulary are presented in Table 3-2 and the scores on the Test of Standard Written English (TSWE) are in Table 3-3.

Insert Tables 3-2 and 3-3 about here

Close to 30 percent of learning-disabled students earned Reading Comprehension and Vocabulary scores in the lowest category--20 to 29--while close to 40 percent scored is the next higher category--30 to 39. On the TSWE, however, about 40 percent of learning disabled students scored in the lowest category while one-third scored in the next higher category. In comparison to college-bound seniors (see Appendix A) who most frequently earned scores in the 40 to 49 category on all three subtests, learning-disabled students earned considerably lower scores.

To summarize the test performance of students with learning disabilities, Table 3-4 presents the SAT means over the four years of the study and compares them with the mean scores of those students who responded to the Student Descriptive Questionnaire. Almost two-thirds of learning disabled students completed the SDQ, and their means were identical for SAT-V and only two points higher for SAT-M.

Insert Table 3-4 about here

Over all four years of the study, the mean SAT-Verbal score for learning-disabled students was 350 with a standard deviation of 91, while for all college-bound students the mean was 425 with a standard deviation of 110. The mean verbal score for learning-disabled students was about two-thirds of a standard deviation below the norm for college-bound seniors.

The 4-year SAT-Mathematical mean for learning-disabled students was 389 with a standard deviation of 108 compared to a mean of 467 and a standard deviation of 117 for al.. college-bound seniors. The mean mathematical score for learning-disabled students was again about two-thirds of a standard deviation below the norm for college-bound students.

High School Background

In this section of the report on learning-disabled students we will cover the type of high school attended, high-school grades, the years of study in six curriculum areas, self-reported class rank, and estimated high school grade point average (HSGPA).

Type of high school. Over the four years of the study about 31 percent of students with learning disabilities came from private schools and 69 percent from public schools (see Table 3-5). More than 80 percent of college-bound seniors came from public schools (see Appendix A). A larger percentage of learning-disabled students attend private schools.

Insert Table 3-5 about here

Grades. Table 3-6 presents the latest reported high school grades from 1980-83 for learning-disabled students in six academic areas: English, mathematics, foreign language, biological sciences, physical sciences, and social studies. On a four-point scale when D equals a one and A equals a four, learning-disabled students averaged about a B- or a C+ (about 2.5) in English, biology, and physical science, with slightly lower grades in mathematics and foreign language and slightly higher grades in social studies. The grades of learning-disabled students were on the average about half a grade point lower than those of college-bound seniors--ranging from about .4 grade points lower in mathematics to about .8 grade points lower in foreign language.

Insert Table 3-6 about here

The distribution of grades looks very different for learning-disabled students and college-bound seniors. For example, 33 percent of seniors report grades of A in English compared to 8.5 percent of learning-disabled students. Conversely, only two percent of seniors report grades of D in English compared to six percent of learning disabled students. In all subject areas a smaller proportion of learning-disabled students earn high

grades and a higher proportion earn low grades compared to college-bound seniors.

Years of study. Table 3-7 presents the number of years of study in each of the six curriculum areas for students with learning disabilities. They report an average 3.9 years of English, 3.4 years of mathematics, 3.2 years of social studies, one and a half years of physical science, and less than one and a half years of biological sciences and foreign languages. These average years of study are very close to the means for college-bound seniors in English, mathematics, biology, and social studies. The greatest difference between the two groups exists for foreign languages. Where 13.4% of college-bound seniors report no coursework in foreign languages compared to more than 40 percent of learning-disabled students.

Insert Table 3-7 about here

Class rank. The self-reported class ranks of learning-disabled students during the four years of this study are presented in Table 3-8, together with the SAT scores associated with those ranks. Eighty percent or more of learning-disabled students ranked themselves in the third fifth or above, with almost 50 percent in the third, or middle fifth. About 26 percent of college-bound seniors ranked themselves in the middle fifth and 96 percent ranked themselves in the middle fifth or above. From 18 to 20 percent of learning-disabled students ranked themselves in the fourth and lowest fifth, compared to 4 percent of college-bound seniors.

In general the SAT scores of learning-disabled students in the top ranks were higher than the SAT scores of students in the lower ranks. A fairly ordered progression was observed. However, in comparison to college-bound seniors (Appendix A), learning-disabled students had lower scores at each ranking. For example, learning-disabled students in the top tenth had SAT-V scores ranging from 388 in 1980 to 433 in 1981 compared to scores of 508 to 511 for college-bound seniors.

Insert Table 3-8 about here

Estimated HSGPA. The estimated high school grade-point averages for students with learning disabilities are presented in Table 3-9. The mean HSGPA ranges from 2.51 to 2.53 compared to 3.06 for college-bound seniors. The estimated HSGPA for learning-disabled students is about .9 standard deviations lower than that of the seniors.

Insert Table 3-9 about here

In summary, the data on the high school background of learning-disabled students from special SAT administrations show that a larger proportion of learning disabled students attends private schools, they earn lower grades in six curriculum areas than their nonhandicapped counterparts, and their HSGPAs are about half a grade point lower. There are fewer high-ranking

learning-disabled students and more lower-ranking learning-disabled students compared to college-bound seniors. The educational background of learning-disabled students includes relatively comparable means of coursework in most subject areas except foreign languages.

Ethnicity

The ethnic background of the students with learning disabilities is presented in Table 3-10. More than 90 percent of learning-disabled students classified themselves as White, with only 7 to 9 percent classifying themselves as a minority. In the general population of college-bound seniors the analogous percentages are 81 to 82 percent White and 18 to 19 percent minority. The roughly 8 percent of minority learning-disabled students is less than half the representation of minorities in college-bound seniors.

Insert Table 3-10 about here

Parental Income

The median parental income of students with learning disabilities is presented in Table 3-11 for all students and for the subgroups of Black and White students. Median income increased each year over the four years of the study for all groups--except that the median income for Black students fell from 1981 to 1982. Median income for Black students was less than half that of White students. Compared to the median incomes of all college-bound seniors, the incomes of learning disabled students were considerably higher.

Insert Table 3-11 about here

The distribution of income shown in Table 3-11 indicates that about 7 to 11 percent of learning-disabled families earn less than $12,000 compared with 13 to 18 percent of college-bound seniors. From 52 to 70 percent of learning-disabled families earned more than $30,000 compared with 30 to 48 percent of the families of college-bound seniors.

The mean parental income associated with the SAT scores of learning-disabled students is presented in Table 3-12. For all college-bound students (Appendix A) there is a direct relationship between SAT averages and mean incomes--the higher the average, the higher the income. That relationship is not as apparent for learning-disabled students, perhaps in part because of the small numbers of students in the top SAT categories. What is immediately obvious, however, is the much larger average mean incomes of the families of learning-disabled students.

Insert Table 3-12 about here

College Plans

In this section we will report on learning-disabled students' degree goals, plans to ask for special assistance, intended fields of study, plans to apply for advanced placement, and housing preferences.

Degree goals. The degree goals of students with learning disabilities are presented in Table 3-13. From 8 to 9 percent of learning-disabled students were planning on a two-year program, about 43 percent on a BA or BS degree, about 26 percent planned to pursue graduate study, and the remaining students were undecided. Compared to college-bound seniors, more learning-disabled students were planning on a bachelor's degree or a two-year program or were undecided while fewer were planning on graduate study.

Insert Table 3-13 about here

Special assistance. Plans by learning-disabled students to ask colleges for special assistance are presented in Table 3-14 by specific areas of need. Slightly over 80 percent of learning-disabled students planned on seeking aid--a percentage close to that of college-bound seniors. The three areas in which one-third or more learning-disabled students sought assistance were reading skills, writing skills, and study skills. Among college-bound seniors only two areas were reported by one-third of the students: part-time work, and educational counseling. From 22 percent to 25 percent of learning-disabled students were planning to seek help for part-time work, and almost 30 percent indicated a need for educational counseling. On average over the four years, only in the area of part-time work, educational counseling, and vocational counseling did a smaller percentage of learning-disabled students than college-bound seniors plan to seek assistance.

Insert Table 3-14 about here

Intended fields of study. A summary of the first-choice intended field of study for learning-disabled students is presented in Table 3-15 together with the mean SAT scores associated with the choice. Almost one-quarter of male learning-disabled students selected business and commerce as their first choice, followed by 12 percent selecting engineering and 7 percent undecided. For female learning-disabled students the most popular choices were education (18 percent), health & medical (almost 14 percent), business & commerce (almost 14 percent), and art (almost 13 percent).

Insert Table 3-15 about here

For the total learning-disabled group (where males outnumbered females almost two-and-a-half to one), the four most popular choices were business and commerce (almost 22 percent), education (9 percent), engineering (9 percent), and art (7 percent). Compared to the total group of college-bound seniors a larger percentage of learning-disabled students were selecting business and commerce, education, and art, while a smaller percentage was selecting engineering. In these four fields competition could be difficult for learning-disabled students whose SAT-Verbal means (319 to 374) and SAT-Mathematical means (347 to 448) are considerably lower than the Verbal (312 to 447) and Mathematical (418 to 537) means of college-bound seniors.

The learning-disabled students with the highest mean verbal scores had selected the fields of English/literature (SAT-V of 427) and history & culture (SAT-V of 408), while those with the highest mean mathematical scores had selected mathematics (SAT-M of 496) and physical sciences (SAT-M of 467). Those means were again considerably lower than the means of college-bound seniors.

Insert Table 3-16 about here

Housing preferences. The college housing preferences of learning disabled students are presented in Table 3-17. Their preferences ranked from high to low were a college dorm (65 percent), home (17 percent), an apartment (13 percent) and a fraternity or sorority (5 percent). Compared to college-bound seniors in general, a smaller percentage of students elected to live at home and a larger percentage elected a coed dorm.

Insert Table 3-17 about here

To summarize the college plans for learning disabled students, degree goals were modest compared with the general population's. Fewer learning-disabled students planned on graduate study while more opted for two-year or four-year programs. A larger percentage of learning-disabled students planned to seek help in reading, writing, math, and study skills,

while a smaller percentage sought assistance in the areas of part-time work, and vocational or educational counseling. Almost 22 percent of learning-disabled students selected business & commerce as a first-choice field of study, followed by education (9 percent, engineering (9 percent), and art (7 percent). The mean SAT scores of learning-disabled students in these fields and others were considerably lower than the scores of the college-bound seniors. The majority of learning-disabled students (65 percent) preferred to live in a college dormitory, especially a coed dorm (43 percent).

Extracurricular Activities

Table 3-18 presents the extracurricular activities of learning-disabled students in high school and their plans for such activity in college. Sixty-eight percent of learning-disabled students had engaged in athletics in high school, but only 55 percent planned to do so in college--figures similar to those for college-bound seniors. More than one-third of learning-disabled students reported high school activities in art, music, or dance and in social or community clubs, but that percentage was lower for learning-disabled students than for college-bound seniors. In fact, except for athletics, the rate of participation of learning disabled students in all extracurricular activities listed in the table was lower than the rate for seniors in general.

Insert Table 3-18 about here

Skills and Abilities

The self-reported skills and abilities of students with learning disabilities are presented in Tables 3-19 in two categories: top 10 percent and above average. The areas in which learning-disabled students reported greatest strengths were in ability to get along with others, athletics, and leadership. Compared to college-bound seniors, a slightly larger percentage of learning-disabled students reported strengths in athletics and mechanics, and a notably smaller percentage reported strengths in written expression, mathematics, organizing, creative writing, science, and music.

Insert Table 3-19 about here

College Admissions Rates

In this section of Chapter 3 we will discuss the college-admission rates of those learning-disabled students who took special administrations of the SAT from 1980 to 1983. We will use our data on learning-disabled students in several different models of college admissions policies: models based on single-index minimums, multiple-index minimums, either-or minimums, sliding scales, and predicted performance originally reported by Breland (1985) for Blacks, Whites, and Hispanics. Breland's original tables are presented in Appendix B.

Although Breland's work differentiated among Black, White, and Hispanic test takers, for the purposes of this study we have combined the data from Breland's three groups. We will compare the admission rates of learning-disabled students with those of Breland's total population.

Single-Index Minimum

Some educational institutions may base admissions policies on a single criterion, e.g. high school rank, high school grade-point average, or SAT total score. Table 3-20 presents the admissions rates of 1980-1983 learning disabled students if single-index minimums were used and compares those rates with the rates of the 1983 sample of more than 95,000 college-bound seniors in Breland's study.

High school rank. The percentage of learning-disabled students eligible for admission on the basis of high school rank alone ranged from a low of 12 percent of the top one-fifth to a high of 95 percent of the top four-fifths. In all cases, compared to the students in the original study a smaller proportion of learning-disabled students would be admitted. The differences in percentages between the two groups ranged from 5 to 39 percentage points.

High school grade point average. On the basis of HSGPA alone, the percentage of eligible learning-disabled students ranged from 4 percent of those with an average of 3.50 or better to 86 percent of those with an average of 2.00 or better. Again, in every category a larger percentage of students from the original group would be admitted. From 11 to 36 percent fewer learning-disabled students would be eligible on the basis of HSGPA alone.

SAT total score. The percentage of learning-disabled students admitted to college on the basis of SAT total score alone ranged from a low of 3 percent of students with a total score of 1,100 or better to a high of 95 percent of students with a total score of 500 or more. Although the difference between learning-disabled students and college-bound seniors is not great—only 3 percent—in the lowest category, the differences are

considerably greater in all other categories, with the maximum difference reaching 34 percent.

Overall the differences among the three single-index minimums are not great. Using rank, GPA, or SAT scores, differences between learning disabled students and college-bound seniors are minimized when the criteria are lowest and reach similar maximums of 39, 36, and 33 percent.

Multiple-Index Minimums

In this model of admissions policies two scores are identified, both of which are used as admissions criteria. We will first examine minimum scores involving high school rank and SAT total scores, then look at high school GPA and SAT score.

High school rank and SAT total score minimums. Table 3-21 presents the admissions rates for learning-disabled students based on rank and SAT score. Only from 1 to 12 percent of learning-disabled students would qualify if students were required to be in the upper fifth of their classes. From 2 to 32 percent would qualify in the upper two-fifths and from 3 to 78 percent in the upper three-fifths. From 14 to 33 percent fewer learning-disabled students would qualify in the upper fifth category, 16 to 41 percent fewer in the upper two-fifths category, and from 16 to 37 percent fewer in the upper three-fifths category.

High school CPA and SAT total score minimums. Table 3-22 presents the admission rates of the learning-disabled students in our study when admission is based on high school grade-point average plus a total SAT score. When admissions policies require a GPA of 3.00 or better--a B average--plus an SAT score ranging from 1100 down to 500--from 2 to 22 percent of learning-disabled students would meet the criteria. Those percentages

increase as the criteria are lowered. The differences between learning-disabled students and those in the original study remain fairly consistent across the three sets of categories presented in this table; from 14-38 percent fewer learning disabled-students in the top category and 15-39 percent in the middle category to 15-36 percent fewer in the lowest category.

Either-Or Minimums

This admission model allows for eligibility if a minimum score is reached on either one of the two criteria. The two models described in this section are based on SAT total scores with either high school rank or high school GPA.

Either rank or SAT score minimums. Table 3-23 presents the eligibility information for learning-disabled students based on minimum scores on either high school rank or SATs. If the policy requires students to be in the upper fifth of their class or have an SAT total score ranging from 1,100 down to 700, the admissions rates for learning-disabled students range from 14 to 59 percent. If the class-rank requirement is lowered to the upper two-fifths, 33 to 65 percent of learning-disabled students are eligible. And if the class-rank requirement is lowered to the upper three-fifths, from 81 to 85 percent of students with learning disabilities become eligible. Smaller percentages of learning-disabled students than college-bound seniors in this study meet the eligibility requirements. The differences in the top category (upper-fifth) range from 28-37 percent, those in the middle category (upper two-fifths) from 25-40 percent and those in the bottom category (upper three-fifths) from 10-16 percent.

Either high school GPA or SAT minimums. Table 3-24 presents the admission rates for learning-disabled students when either a minimum GPA or

SAT score is the admissions policy. Requirements of either a GPA or 3.0 or an SAT ranging from 1,100 down to 700, would allow 24 to 62 percent of learning-disabled students to be eligible for admission, and lowering the GPA requirement raises those percentages considerably. Again, smaller percentages of learning-disabled students than college-bound seniors in the previous study meet the eligibility requirements. The differences in the top two categories—26 to 36 percent and 19 to 30 percent—are more extreme than the differences in the lowest category—7 to 11 percent.

In both either-or models, the greatest differences tend to occur in the highest performance categories, and as the criteria are lowered, differences in admission rates are also lowered. In general, the more rigorous the standards, the greater the difference in admission rates.

Sliding Scales

Sliding scales make use of the same criteria—SAT scores and high school rank or GPA—but in a slightly different way. There are different minimums on each of the criteria at different levels of performance. For example if high school rank is high enough no SAT may be required, and conversely if SATs are high enough one could rank in the lowest fifth. We will look at five sliding scales; three based on rank and SAT, and two based on high school GPA and SAT.

Rank & SAT sliding scales. Table 3-25 presents the eligibility rates for learning disabled students under three sliding scales using high school rank and SAT total score. If sliding scale A were used, only 22 percent of learning disabled students would be eligible, compared to 64 percent of college-bound seniors. Under sliding scales B and C the admission rates for learning disabled students increase to 33 percent and 43 percent

respectively. Admission rates for learning disabled students are 37 to 42 percent lower than the rates for college-bound seniors.

High school GPA & Sliding scales. Table 3-26 presents eligibility rates using sliding scales D and E based on high school GPA and on SAT total score. Under sliding scale D, 22 percent of learning-disabled students are eligible compared to 62 percent of college-bound seniors—a difference of 40 percent. Under sliding scale E, 42 percent of learning-disabled candidates are eligible compared to 80 percent of seniors—a difference of 38 percent.

Predicted Performance

The final models used in these admissions studies are the actual regression models based on the past performance of students in 10 specific institutions. Table 3-27 gives the eligibility rates when learning disabled candidates in our sample were considered as hypothetical applicants to each of the 10 representative state institutions located in 10 different states and when those institutions planned to accept only students who would earn a predicted freshman GPA of 2.5 or better. To preserve their anonymity, the institutions are described only by region of the country and by their rank (among the 10) with respect to the mean GPA and SAT scores of entering students. From 7 to 29 percent of learning disabled students would be eligible for admission to these institutions. The rates for the original group ranged from 40 to 69 percent. From 24 to 50 percent fewer learning disabled students were eligible for admission.

A Comparison of Admission Models

Table 3-28 presents a comparison of admissions models limited to situations where about three-quarters of White college-bound seniors in

Breland's original study would be admitted. In these situations from 28 to 40 percent of learning-disabled students would be eligible for admission. The either-or minimums appear overall to work slightly better for learning-disabled students than do other models, although the differences are not great.

It is interesting to note that the SAT scores of learning-disabled students appear not to harm their chances for admission to college. The smallest difference in admission rates between learning-disabled students and college-bound seniors (-34 percent) coincides with one of the larger percentages (34 percent) of learning-disabled students being admitted on the basis of a single index: an SAT total score of 800 or better. Among the three single-index variables, the class rank in the top two-fifths appears to be a more difficult criterion to meet than the criterion of an SAT score of 800 or better.

CHAPTER 4

Students with Physical Disabilities

In Chapter 4 we will first describe those physically disabled students who took special administrations of the SAT from 1980 to 1983 and who responded to the Student Descriptive Questionnaire. We will compare the findings on disabled students to those on college-bound seniors reported in Appendix A. Later in the chapter we will describe the college admission rates of these physically disabled students using several different models of college admissions policies. We will compare the admissions rates of the physically disabled students to the rates of college-bound seniors reported in Appendix B.

Student Descriptive Information

Over the four-year period of the school years 1980-83 almost 4 million college-bound seniors took the SAT. In the same period, more than 650 males and 460 females identified themselves as having a physical disability and were tested using ATP Services for Handicapped Students. Slightly more than three-quarters of these students completed the Student Descriptive Questionnaire. The 1,100+ physically disabled test takers, including the more than 850 who completed the SDQ, form the data base for the information presented here.

In the remainder of this chapter we will look at the SAT performance of these physically disabled students, their high school background, ethnicity, parental income, college plans, extracurricular activities, and their reported skills and abilities.

Performance on the SAT

Table 4-1 presents the mean Verbal and Mathematical scores from special administrations of the SAT for students with physical disabilities.

Insert Table 4-1 about here

About one-third or more of the students with physical disabilities earn SAT-V or SAT-M scores in the 300 to 399 range, and about one-quarter or more score in the 400-499 range. Over the four years they earned mean Verbal scores from 387 in 1980 to 422 in 1981 and mean mathematical scores from 400 in 1982 to 437 in 1981. Compared to the SAT scores of college-bound seniors, physically disabled students earned mean Verbal scores from two points lower in 1981 to 37 points lower in 1980 and mathematical scores from 29 points lower in 1981 to 67 points lower in 1982. On average the verbal scores of physically disabled students from special SAT administrations were almost 25 points lower—and the mathematical scores about 45 points lower—than college-bound seniors.

The Verbal subscores of Reading Comprehension and Vocabulary are presented in Table 4-12 and the scores on the Test of Standard Written English (TSWE) in Table 4-3.

Insert Tables 4-2 and 4-3 about here

Whereas the modal score range for college-bound seniors on all three tests was 40 to 49, the modal range for physically disabled students alternated between 30 to 39 and 40 to 49. Physically disabled students tended to earn mean scores a few points lower than the means for college-bound seniors.

To summariz the test performance of physically disabled students from special SAT administrations, Table 4-4 presents the SAT means over the four years of the study and compares those means with the mean scores of those students who responded to the Student Descriptive Questionnaire. Slightly more than three-quarters of the students completed the SDQ, and the respondents earned SAT scores only marginally higher than the total grou0p.

Insert Table 4-4 about here

Over all four years of the study the mean SAT-Verbal score for students with physical disabilities was 402 with a standard deviation of 111, compared to a mean of 425 with a standard deviation of 110 for college-bound seniors. The mean for physically disabled students was about one-fifth of a standard deviation below the norm for college-bound seniors.

The analogous mathematical means were 421 for disabled students with a standard deviation of 121 and 467 for college-bound seniors with a standard deviation of 117. The mean for disabled students was about two-fifths of a standard deviation below that for seniors.

High School Background

In this section of our report we will cover the type of high school attended by physically disabled students, their high school grades, the number of years of study in 6 curriculum areas, self-reported class rank, and estimated high school grade-point average (HSGPA).

Type of high school. Over the four years of this study about 81 percent of physically disabled students attended public rather than private schools—a percentage identical with that of college-bound seniors (see Table 2-5).

Insert Table 4-5 about here

Grades. Table 4-6 presents the latest reported high school grades for 1980 to 1983 for physically disabled students in six academic areas: English, mathematics, foreign language, biolgical sciences, physical sciences, and social studies. On a four-point scale where D equals one and A equals four, physically disabled students average a solid B in English and social studies with only slightly lower means in the other subject areas. The lowest grades are in mathematics where the average is a B- (2.66 to 2.75).

Insert Table 4-6 about here

Compared to college-bound seniors, physically disabled students earned mean grades that ranged from 0.10 to 0.27 grade points lower. Except in foreign languages, smaller percentages of physically disabled students took honors courses and consistently across years and curriculums smaller percentages earned grades of A. Although physically disabled college candidates from special SAT administrations consistently earned lower grades, the differences were actually quite small.

Years of study. Table 4-7 presents the number of years of study in each of six curriculum areas for students with physical disabilities. They reported on average 3.9 years of English, 3.4 years of mathematics, 1.9 years of foreign languages, 1.3 years of biological sciences, 1.5 years of physical sciences, and 3.3 years of social studies. These average years of study are very close to those of college-bound seniors. A comparison of students with no courses in the six curriculum areas revealed that students with physical disabilities were somewhat less likely to have had foreign-language study than were college-bound seniors.

Insert Table 4-7 about here

Class rank. The self-reported class rank of physically disabled students during the four years of the study are presented in Table 4-8 together with the SAT scores associated with those ranks. From 16 to 19 percent of physically disabled students ranked themselves in the top tenth of their classes and from 15 to 18 percent ranked themselves in the second tenth. Compared to college-bound seniors, there were about five percent

fewer physically disabled students in each of these categories. About 9 percent of physically disabled students ranked themselves in the two lowest categories compared to 4 percent for college-bound seniors.

Insert Table 4-8 about here

A fairly consistent pattern of association was observed between the class rank of physically disabled students and their SAT scores. Students who ranked themselves in the top tenth or second tenth earned considerably higher scores than those who ranked themselves in the two lowest categories. Compared to the SAT scores of college-bound seniors at each level of ranking, physically disabled students earned, on average, slightly lower scores. For example, physically disabled students in the top-tenth category earned SAT-M scores ranging from 469 in 1980 to 531 in 1981, compared with scores of 567 to 570 for college-bound seniors.

Estimated HSGPA. The estimated high school grade-point averages for physically disabled students are presented in Table 4-9. The mean HSGPA for disabled students ranges from 2.86 to 2.91 compared to 3.06 for college-bound seniors. The estimated HSGPA for physically handicapped students in this study were about one-quarter of a standard deviation below the HSGPA for college-bound seniors.

Insert Table 4-9 about here

In summary, the data on the high school background of the physically disabled student in this study show only slightly lower years of study and academic grades for 6 subject areas, a slight shift downward in the percentage of students in the top class ranks, slightly lower SAT scores associated with class rank, and a slightly lower high school grade-point average.

Ethnicity

The ethnic backgrounds of the physically disabled students in this study are presented in Table 4-10. From 83 to 91 percent of disabled students classified themselves as White, from 4 to 11 percent Black, and, over all, from 9 to 17 percent minority. In the population of college-bound seniors, those figures are 81 to 82 percent White, 9 percent Black, and 18 to 19 percent minority. Over the four-year period the mean percent of physically disabled minority students was about one-third lower than the percentage in the college-bound population.

Insert Table 4-10 about here

Parental Income

The median parental income of students with physical disabilities is presented in Table 4-11 for all students and for the subgroups of Black and White students. Median parental income for White students--and for the total group--increased each year over the four years of the study. The median

family income of Black students was much more erratic, ranging from $8,250 in 1983 to $19,500 in 1981. The family income of Black students was consistently much lower than the family income of White students. Compared to the median income of college-bound seniors (Appendix A), the family income of physically disabled students was quite similar, but marginally lower.

Insert Table 4-11 about here

The distribution of income shown in Table 4-11 indicates that from 15 to 21 percent of the families of physically disabled students had incomes below $12,000, and from 29 to 48 percent had incomes above $30,000. The percentage of incomes under $12,000 decreased each year over the four years of the study and the percentage over $30,000 increased. These figures paralleled rather closely the income distribution of the families of college-bound seniors.

The mean parental income associated with the SAT scores of physically disabled students is presented in Table 4-12. For all college-bound seniors (Appendix A) there is a direct relationship between SAT averages and mean income--the higher the average, the higher the income. That relationship is not nearly as apparent for physically disabled students.

Insert Table 4-12 about here

College Plans

In this section we will report on physically disabled students' degree goals, plans to ask for special assistance, intended fields of study, plans to apply for advanced placement and hearing preferences.

Degree goals. The degree goals of students with physical disabilities are presented in Table 4-13. From 5 to 10 percent of disabled students planned on a two-year program or degree, from 32 to 35 percent planned on a bachelor"s degree, and 32 to 40 percent planned on graduate study. Compared to college-bound students, slightly more physically disabled students planned on two years of study and slightly fewer planned on graduate study.

Insert Table 4-13 about here

Special assistance. Plans by physically disabled students to ask colleges for special assistance are presented in Table 4-14 by specific areas of need. From 75 to 86 percent of physically disabled students planned to ask for special assistance--a slightly higher percentage than that for college-bound seniors. In every category except part-time work, a larger percentage of physically handicapped students were planning on seeking aid. More than 45 percent on average sought educational counseling and more than 40 percent sought vocational counseling. About one-quarter of the disabled students planned to seek assistance for math skills and writing skills, slightly fewer for reading skills, and slightly more for study skills and part-time work. About thirteen percent sought personal counseling.

Insert Table 4-14 about here

Intended fields of study. A summary of the first-choice intended fields of study for physically disabled students is presented in Table 4-15 together with the mean SAT scores associated with each choice.

Insert Table 4-15 about here

The five most popular choices among physically disabled males were business & commerce (20 percent), computer science/systems analysis (17 percent), social sciences (almost 12 percent), communications (10 percent), and engineering (7 percent). Except for engineering--the most popular choice for college-bound males (Appendix A)--the percentage of physically handicapped students making those choices was larger than the percentage of college-bound seniors, especially in the areas of communications and the growing field of computer sciences.

The five most popular choices among physically disabled females were business & commerce (15 percent), health and medical (14 percent), education (13 percent), psychology (8 percent), and social sciences (8 percent). Compared to college-bound females in general, a slightly smaller percentage selected medical or business categories and a slightly larger percentage selected education and psychology.

For the total group of physically disabled students the top five choices were business (18 percent), computer science (13 percent), social science (10 percent), health & medical (9 percent), and communications (7 percent). Compared to college-bound seniors, a larger percentage of physically disabled students chose computer science, social science, and communications while a smaller percent selected the health and medical field. For all five choices the SAT-Verbal and Mathematical mean scores for the disabled students were lower than the mean scores for college-bound seniors across the four years.

Advanced placement. Information on the plans of physically disabled students to apply for advanced placement or course credit is presented in Table 4-16. Compared to college-bound seniors, a smaller percentage of disabled students planned to apply for advanced standing in each of the seven listed areas: English, mathematics, foreign languages, biological sciences, physical sciences, social studies, and art and music.

Insert Table 4-16 about here

Housing preferences. The college-housing preferences of physically disabled students are presented in Table 4-17. Their preferences, ranked from high to low, were a college dorm (52 percent), at home (33 percent), an apartment (13 percent), and a fraternity or sorority (2 percent). Compared to college-bound seniors a slightly larger percentage of physically disabled students preferred to live at home.

Insert Table 4-17 about here

To summarize the college plans of physically disabled students in this study, their degree goals, requests for special assistance, intended fields of study, plans for advanced placement and college-housing preferences differed only modestly from those of college-bound students although the mean SAT scores of disabled students selecting specific fields of study tended to be somewhat lower.

Extracurricular Activities

Table 4-18 presents the extracurricular activities of physically disabled students in high school and their plans for such activity in college. About one-third of physically disabled students had participated in athletics, in social or community clubs, and in art, music, or dance during high school. Smaller percentages planned on athletics (and art, music, or dance) in college, but larger numbers planned participation in social and community clubs during college. In these same three areas, larger percentages of college-bound seniors had participated in high school and planned participation in college. The largest difference was in the area of athletics where almost double the percentage of seniors had participated in high school (approximately 69 percent compared to 35 percent of physically disabled students) and more than double the percentage (approximately 56 percent compared to 25 percent) planned participation in college.

Insert Table 4-18 about here

Skills and Abilities

The self-reported skills and abilities of students with physical disabilities are presented in Table 4-19 in two categories: top ten percent and above average. The areas in which physically disabled students reported greatest strengths were in getting along (85 percent above average), spoken expression (63 percent above average), organizing (60 percent above average), and leadership (59 percent above average). Compared to college-bound seniors the percentages of physically disabled students reporting above average ability were in general somewhat lower especially in athletics where only 24 percent--compared to 61 percent of seniors--reported above average ability.

Insert Table 4-19 about here

College Admissions Rates

In this section of Chapter 4 we will discuss the college admission rates of those physically disabled students who took special administrations of the SAT from 1980 to 1983. We will use our data on physically disabled students in several different models of college admissions policies: models based on single-index minimums, multiple-index minimums, either-or minimums, sliding scales, and predicted performance originally reported by Breland (1985) for

Blacks, Whites, and Hispanics. Breland's original tables are presented in Appendix B.

Although Breland's work differentiated among Black, White, and Hispanic test-takers, for the purposes of this study we have combined the data from Breland's three groups. We will compare the admission rates of physically disabled students with those of Breland's total population.

Single-Index Minimums

Some educational institutions may base admissions policies on a single criterion, e.g. high school rank, high school grade-point average, or SAT total score. Table 4-20 presents the admissions rates of 1980-193 physically disabled students if single-index minimums were used and compares those rates with the rates of the 1983 sample of more than 95,000 college-bound seniors in Breland's study.

Insert Table 4-20 about here

High school rank. The percentage of physically disabled students eligible for admission on the basis of high school rank alone ranged from a low of 33 percent of the top one-fifth to a high of 98 percent of the top four-fifths. In all cases compared to the students in the original study, a slightly smaller proportion of physically disabled students would be admitted. The differences in percentages between the two groups ranged from 2 to 12 percentage points.

High school grade-point average. On the basis of HSGPA alone, the percentage of eligible physically handicapped students ranged from 18 percent of those with an average of 3.50 or better to 95 percent of those with an average of 2.00 or better. Again, in every category a larger percentage of students from the original group would be admitted. From 2 to 12 percent fewer physically disabled students would be eligible on the basis of HSGPA alone.

SAT total score. The percentage of physically handicapped students admitted to college on the basis of SAT total score alone ranged from a low of 12 percent of students with a total score of 1,100 or better to a high of 97 percent of students with a total score of 500 or more. The difference between physically disabled students and college-bound seniors in general ranged from one percent for the least restrictive criterion (SAT > 500) to 18 percent for SATs of 900 or better.

Of the three single-index criteria, the SAT total score produced the greatest differences between physically handicapped students and the original group of college-bound seniors, although the differences were not very great.

Multiple-Index Minimums

In this model of admissions policies two scores are identified, both of which are used as admissions criteria. We will first examine minimum scores involving high school rank and SAT total scores, then look at high school GPA and SAT score.

High school rank and SAT total score minimums. Table 4-21 presents the admissions rates for physically disabled students based on rank and SAT score. From 9 to 33 percent of disabled students would qualify if students

were required to be in the upper fifth of their classes. From 11 to 58 percent would qualify in the upper two-fifths and from 12 to 89 percent in the upper three-fifths. From 6 to 18 percent fewer physically handicapped students than college-bound seniors would be eligible for admission to college using high school rank and SAT score minimums.

Insert Table 4-21 about here

High school GPA and SAT total score minimums. Table 4-22 presents the admission rates of the physically disabled students in our study when admission is based on high school grade-point average plus a total SAT score. When admissions policies require a GPA of 3.00 or better--a B average--plus an SAT score ranging from 1,100 down to 500--from 10 to 46 percent of disabled students would meet the criteria. Those percentages increase as the criteria are lowered and range from 12 to 92 percent when the HSGPA is 2.00 or better.

The differences between physically handicapped students and those in the original study remain fairly consistent across the three sets of categories presented in this table: from 6-15 percent fewer disabled students associated with HSGPAs of 3.00 or better to 3-17 percent fewer with HSGPAs of 2.00 or better.

Insert Table 2-22 about here

Either-or Minimums

This admission model allows for eligibility if a minimum score is reached on either one of the two criteria. The two models described in this section are based on SAT total scores with either high school rank or high school GPA.

Either rank or SAT score minimums. Table 4-23 presents the eligibility information for physically disabled students based on minimum scores on either high school rank or SATs. If the policy requires students to be in the upper fifth of their class or have an SAT total score ranging from 1100 down to 700, the admissions rates for physically handicapped students ranged from 36 to 76 percent. If the class rank requirement is lowered to the upper two-fifths, 60 to 82 percent of physically disabled students were eligible. And if the class rank requirement is lowered to the upper three-fifths, from 91 to 95 percent of students with physical disabilities would become eligible. Smaller percentages of disabled students than college-bound seniors in this study meet the eligibility requirements. The differences in the top category (upper-fifth) range from 11-13 percent, those in the middle category (upper two-fifths) from 8-13 percent, and those in the bottom category (upper three-fifths) from 3-6 percent

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Insert Table 4-23 about here

Either high school GPA or SAT minimums. Table 4-24 presents the admission rates for physically disabled students when either a minimum GPA or

SAT score is the admissions policy. Requirements of either a GPA of 3.0 or an SAT ranging from 1100 down to 700 would allow 48 to 78 percent of physically handicapped students to be eligible for admission, and lowering the GPA requirement raises those percentages considerably. Again, smaller percentages of disabled students than college-bound seniors meet the eligibility requirements. The differences in the top category (HSGPA > 3.00) range from 10 to 12 percent and fall to 2 percent for HSGPAs > 2.00.

Insert Table 4-24 about here

Sliding Scales

Sliding scales make use of the same criteria--SAT score and high school rank or GPA--but in a slightly different way. There are different minimums on each of the criteria at different levels of performance. For example, if high school rank is high enough no SAT may be required, and conversely, if SATs are high enough one could rank in the lowest fifth. We will look at five sliding scales: three based on rank and SAT, and two based on high school GPA and SAT.

Rank & SAT sliding scales. Table 4-25 presents the eligibility rates for physically disabled students under three sliding scales using high school rank and SAT total score. If sliding scale A were used, only 49 percent of physically disabled students would be eligible, compared to 64 percent of college-bound seniors. Under sliding scales B and C the admission rates for physically disabled students increase to 57 percent and 68 percent respectively. Admission rates for disabled students are 12-15 percent lower than the rates for college-bound seniors.

admission to these institutions. The rates for the original group ranged from 40 to 69 percent. In general, from 10% to 28% fewer disabled students were eligible for admission, although in one school the admission rate for physically disabled students was slightly better than the admission rate for seniors.

Insert Table 4-27 about here

A Comparison of Admission Models

Table 4-28 presents a comparison of admissions models limited to situations where about three-quarters of White college-bound seniors in Breland's original study would be admitted. In these situations from 51 to 62 percent of physically disabled students would be eligible for admission.

The differences between the admission rates for the original group of college-bound seniors found the physically disabled group are fairly consistent across the different models and range from 11 percent to 16 percent fewer disabled students.

Insert Table 4-28 about here

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admission to these institutions. The rates for the original group ranged from 40 to 69 percent. In general, from 10% to 28% fewer disabled students were eligible for admission, although in one school the admission rate for physically disabled students was slightly better than the admission rate for seniors.

Insert Table 4-27 about here

A Comparison of Admission Models

Table 4-28 presents a comparison of admissions models limited to situations where about three-quarters of White college-bound seniors in Breland's original study would be admitted. In these situations from 51 to 62 percent of physically disabled students would be eligible for admission.

The differences between the admission rates for the original group of college-bound seniors found the physically disabled group are fairly consistent across the different models and range from 11 percent to 16 percent fewer disabled students.

Insert Table 4-28 about here

CHAPTER 5

Students with Visual Disabilities

In Chapter 5 we will first describe those visually disabled students who took special administrations of the SAT from 1980 to 1983 and who responded to the Student Descriptive Questionnaire. We will compare the findings on visually disabled students to those on college-bound seniors reported in Appendix A. Later in the chapter we will describe the college admission rates of these visually impaired students using several different models of college admissions policies. We will compare the admissions rates of the visually disabled students to the rates of college-bound seniors reported in Appendix B.

Student Descriptive Information

Over the four-year period from 1980 through 1983 almost 4 million college-bound seniors took the SAT. In the same period, about 1,700 males and more than 1,300 females identified themselves as having visual disabilities and took the SAT under special conditions including the use of braille, cassette, large-type or regular-type versions of the SAT, administered in a separate room with extended time and the services of a reader and recorder as necessary. About 70 percent of the visually impaired test takers completed the Student Descriptive Questionnaire. The more than 3000 visually impaired test takers, and the subset of more than 2,100 who completed the SDQ, form the data for the information presented here.

In the remainder of this chapter we will look at the SAT performance of these visually impaired students, their high school background, ethnicity,

parental income, college plans, extracurricular activities, and their reported skills and abilities.

Performance on the SAT

Table 5-1 presents the mean verbal and mathematical scores from special administrations of the SAT for students with visual disabilities.

Insert Table 5-1 about here

Over the four years of the study, visually impaired students earned SAT-Verbal means ranging from 392 in 1980 to 417 in 1981. Except in 1983 the mean scores of males were slightly higher than the mean scores of females. SAT-Mathematical means ranged from 424 in 1980 to 442 in 1981 and were consistently higher for males.

Compared to college-bound seniors (Appendix A), visually impaired students earned mean verbal scores from 7 points lower in 1981 to 32 points lower in 1980 and mean mathematical scores from 224 points lower in 1981 to 42 points lower in 1980.

The verbal subscores of Reading Comprehension and Vocabulary are presented in Table 5-2 and scores on the Test of Standard Written English (TSWE) in Table 5-3.

Insert Tables 5-2 and 5-3 about here

Reading Comprehension means range from about 0 to 42, Vocabulary means from about 39 to 42, and the TSWE means from about 39-41. The means for visually impaired students were consistently somewhat lower than the means for college-bound seniors and the distribution of scores showed a slightly larger percentage of visually impaired students scoring in the lowest category.

To summarize the SAT performance of visually impaired students from special SAT administrations, Table 5-4 presents the SAT means for the four years of the study and compares those means with the mean scores of that subset of students who responded to the Student Descriptive Questionnaire. About 70 percent of visually impaired students completed the SDQ and their means were 10 points higher on the Verbal score and 16 points higher on the Mathematical score.

Insert Table 5-4 about here

Over all four years of the study the mean Verbal score for visually impaired students was 404 with a standard deviation of 110, compared to a mean of 425 and a standard deviation of 110 for college-bound seniors. The SAT-V mean for visually impaired students was about one-fifth of a standard deviation below that of college-bound seniors.

The analogous mathematical means were 434 for visually impaired students with a standard deviation of 128 and 467 for college-bound seniors with a standrad deviation of 117. Visually disabled students earned an SAT mean more than one-quarter of a standard deviation below that of college-bound seniors.

High School Background

In this section we will cover the type of high school attended by visually impaired students, their high school grades, the average number of years of study in six curricular areas, self-reported class rank, and estimated high school grade-point average (HSGPA).

Type of high school. Table 5-5 presents information on public vs. private high schools. Over the four years of this study about 75 percent of visually impaired students attended public rather than private high schools--a percentage slightly lower than the 80 to 82 percent for college bound seniors.

Insert Table 5-5 about here

Grades. Table 5-6 presents the latest reported high school grades (for 1980-83) for visually disabled students in six academic areas: English, mathematics, foreign language, biological sciences, physical sciences, and social sudies. On a four-point scale where D equals one and A equals 4, visually impaired students average from a B to B- in all six areas. The lowest grades occurred in mathematics where the means ranged from 2.65 to 2.75.

Insert Table 5-6 about here

Compared to college-bound seniors, visually impaired students (Appendix A) reported grades .09 to .26 grade points lower. Except in foreign languge where the percentage of honors courses was about equal, a larger percentage of college-bound seniors than visually impaired students reported being in honors courses. A smaller percentage of visually impaired students reported earning As--a finding consistent across years and curriculums. Although visually impaired college candidates from special SAT administrations consistently earned lower grades, the differences between their grade and those of college-bound seniors were practically speaking, quite small.

Years of study. Table 5-7 presents the number of years of study in each of the six curriculums by students with visual disabilities. They reported, on average, four years of English, more than three years of mathematics and social studies, more than two years of foreign language, more than a year and a half of physical science and more than a year of biological science. Compared to college-bound seniors in general, visually impaired students had marginally more social studies, equal amounts of English, and slightly less work in the other four areas. A comparison of students with no courses in each of the curriculums revealed that visually impaired students were slightly less likely than college-bound seniors to have had foreign language or physical science.

Insert Table 5-7 about here

Class Rank. The self-reported class rank of visually impaired college candidates during the four years of the study are presented in Table 5-8 together with the mean SAT scores associated with those ranks.

Insert Table 5-8 about here

From 16 to 19 percent of visually impaired students reported themselves to be in the top-tenth of their classes and an additional 17 to 18 percent ranked themselves in the second tenth. Those percentages were, in general, four or five percentage points lower than those of college-bound seniors. Slightly larger percentages of visually impaired students ranked themselves in the lower three categories.

A fairly consistent pattern of association was observed between the class ranks of visually disabled students and their verbal and mathematical scores on the SAT. Students who ranked themselves in the highest categories had considerably higher SAT scores than those who ranked themselves in the lowest categories.

Compared to the SAT means associated wih the rankings of college-bound seniors (Appendix A), visually impaired students more frequently earned slightly lower mean scores. However, in 1981 their mean scores were

consistently higher for SAT-Verbal and more often higher than lower for SAT-Mathematical.

Estimated HSGPA. The estimated high school grade-point averages for visually impaired students are presented in Table 5-10. Their mean HSGPAs range from 2.75 to 2.84 for males, 2.90 to 2.97 for females, and 2.84 to 2.88 over all. The mean HSGPA for all college-bound seniors is 3.06 with a standard deviation of .60 (Appendix A), so the grades of the disabled students are about one-third of a standard deviation lower.

Insert Table 5-9 about here

In summary, the data on the background of the visually impaired students in this study show that compared to the college-bound seniors a slightly lower percentage attend public schools. Visually impaired students had roughly equal amounts of coursework except that slightly fewer had studied foreign languages and physical science. Slightly fewer ranked themselves in the top two categories, and slightly more ranked themselves in the lower three categories. Their high school grade-point averages were one-third of a standard deviation lower, although practically speaking, the differences were not great.

Ethnicity

The ethnic backgrounds of visually impaired students in this study are presented in Table 5-10. From 85 to 88 percent of visually impaired students classified themselves as White, from 6 to 8 percent as Black, and over all

between 12 and 15 percent minority. The percentage of visually impaired minority students was from three to six percent lower than its distribution in the population of college-bound seniors (Appendix A).

Insert Table 5-10 about here

Parental Income

The median parental income of students with visual disabilities is presented in Table 5-11 for all students and for the subgroups of Black and White students. The median parental income of visually impaired students increased over the four years from 1980 to 1983. The median income for White families ranged from almost $24,000 to almost $32,000, for Black families from $12,300 to $18,500, and for the total group from $12,600 to $31,000. The family income of Black visually impaired students was consistently much lower than the family income for White students. Compared to the median family income of college-bound seniors, the family income of visually impaired students was sometimes higher and sometimes lower.

Insert Table 5-11 about here

The distribution of income shown in Table 5-11 indicates that from 11 to 17 percent of the families of visually impaired students had incomes below $12,000, while from 35 to 52 percent had incomes above $30,000. From 13 to 18

percent of college-bound seniors (Appendix A) reported incomes below $12,000, and 30-48 percent above $30,000. Slightly fewer visually impaired students reported family incomes in the lowest category and slightly more recorded income in the highest category.

The mean parental income associated with the SAT scores of visually impaired students is presented in Table 5-12. For students whose SAT scores averaged from 350-399, mean family income was almost $33,000. Mean income rose to $45,200 for students whose SAT scores ranged from 600-649.

College Plans

In this section we will report on students' degree goals, plans to ask for special assistance, intended fields of study, plans to apply for advanced placement, and college housing preferences.

Degree goals. The degree goals of students with visual impairment are presented in Table 5-13. From 5 to 7 percent planned on a two-year program degree and from 40-44 percent planned on graduate study. Those percentages differ only slightly from those of college-bound seniors, 5 to 6 percent of whom plan on two-year programs and 42 to 44 percent of whom plan on graduate work.

Insert Table 5-13 about here

Special assistance. Plans by visually impaired students to ask for special assistance for areas of need are presented in Table 5-14. From 81% to 83% planned to seek aid--a percentage similar to that of college-bound

seniors. In every category except part-time work, a higher percentage of visually impaired students than college-bound seniors planned to seek special assistance. About 4/ percent of visually impaired students planned to seek educational counseling. More than one-third planned on seeking vocational counseling and part-time works. About one-quarter indicated a need for assistance in the areas of math, reading, writing, and study skills. About 10 percent planned on seeking personal counseling.

Insert Table 5-14 about here

Intended fields of study. A summary of the first-choice intended fields of study of visually impaired students from special SAT administrations is presented in Table 5-15, together with the mean SAT scores associated with each choice.

Insert Table 5-15 about here

The five most popular choices among visually impaired males were business & commerce (almost 17 percent), computer science/systems analysis (almost 13 percent), engineering (11.5 percent), communications (78.6 percent), and social sciences (7.4 percent). About equal percentages of visually impaired students and college-bound seniors in general selected social studies for their first choice. A smaller percentage of visually impaired students

selected engineering (about half) and business while larger percentages selected communications (more than double) and the growing field of computer science/systems analysis.

The five most popular fields for visually impaired females were education (almost 17 percent), business & commerce (13 percent), health & medical (almost 12 percent), social studies (9 percent) and psychology (almost 9 percent). Compared to college-bound seniors in general, a smaller percentage of visually impaired students selected business or health-related fields and a larger percentage selected education (about double), social sciences, and psychology.

Over all, the most popular choices for visually impaired students were business (15 percent), education (9.8 percent), computer science (9.5 percent), social sciences (8.2 percent), and health (7.8 percent). Compared to the college-bound seniors, visually impaired students less often selected business and health fields and more often selected education and computer science. For these five choices, visually impaired students had mean SAT scores lower than the scores for college-bound seniors (Appendix A), except for the field of computer science, in which their verbal mean was higher.

Advanced placement. Information on the plans of visually impaired students to apply for advanced placement or college credit is presented in Table 5-16. Compared to college-bound seniors, a smaller percentage of the visually impaired students planned to apply for advanced placement in six of the seven listed areas: English, mathematics, foreign languages, biological sciences, physical sciences, and social sciences. In art & music about equal percentages planned on advanced placement.

Insert Table 5-16 about here

Housing preferences. The college-housing preferences of visually impaired students are presented in Table 5-17. Their preferences ranked from high to low, were a college dormitory (67 percent), home (18 percent), their own apartment (13 percent), and a fraternity or sorority (2 percent). A larger percentage of visually impaired students than college-bound seniors (Appendix A) opted for dormitory living with about 5 percent more selecting single-sex dorms and an additional 5 percent more selecting coed dorms.

Insert Table 5-17 about here

To summarize the college plans of visually impaired students in this study, about six percent planned on a two-year program and more than forty percent planned on graduate studies. Almost seventy percent planned to apply for advanced placement in at least one curriculum and more than eighty percent planned to request special assistance for academic skills, counseling, or part-time work. Four of their top five choices for a field of study overlapped with the top five choices for college-bound seniors. Practically speaking, the college plans of visually impaired students differed only modestly from those of college-bound seniors in general, although the mean SAT scores associated with field of study tended to be somewhat lower.

Extracurricular activities

Table 5-18 presents the extracurricular activities of visually impaired students in high school and their plans for work activities in college.

Almost fifty percent had been active in athletics in high school, 45 percent had been active in art, music, or dance; about 41 percent had been active in social or community clubs; and about one-third had been active in religious organizations or had participated in journalism, debating or dramatics. About 22 percent were active in student government, about 14 percent participated in departmental or preprofessional clubs, and about 6 percent belonged to ethnic organizations. They planned on roughly equal or slightly less participation in college except for increased participation in departmental or preprofessional clubs and considerably decreased participation in athletics.

Insert Table 5-18 about here

When compared to college-bound seniors, the only percentage differences of five percent or more were a 20 percent difference in athletic activity--with fewer visually impaired students participating--and five percent differences favoring the college participation of visually impaired students in journalism, debating or dramatics and in departmental or preprofessional clubs.

Skills and Abilities

The self-reported skills and abilities of students with visual impairments are presented in Table 5-19 in two categories: top ten percent and above average.

Insert Table 5-19 about here

More than 50 percent of visually impaired students classified themselves in the top ten percent in ability to get along with others and one-third reported being in the top ten in leadership and spoken expression. More than one-quarter ranked themselves in the top ten percent in written expression and organizing for work, while more than twenty percent reported being in the top ten percent in creative writing, mathematics, music, sales, or science.

More than 80 percent of visually impaired students felt they were above average in getting along with others. More than sixty percent reported being above average in spoken expression, written expression, organizing for work, and leadership.

Compared to the college-bound senior, a marginally higher percentage of visually impaired students reported abilities in music and spoken expression. In general the percentages for visually impaired students were slightly lower except in athletics where the differences were twelve percent fewer visually impaired students in the top ten percent in athletics and nineteen percent fewer above average in athletics.

College Admissions Rates

In this section of Chapter 5 we will discuss the college admission rates of those visually impaired students who took special administrations of the SAT from 1980 to 1983. We will use our data on visually impaired students in several different models of college admissions policies: models based on single-index minimums, multiple-index minimums, either-or minimums, sliding

scales, and predicted performance originally reported by Breland (1985) for Blacks, Whites, and Hispanics. Breland's original tables are presented in Appendix B.

Although Breland's work differentiated among Black, White, and Hispanic test takers, for the purposes of this study we have combined the data from Breland's three groups. We will compare the admission rates of visually impaired students with those of Breland's total population.

Single-Index Minimums

Some educational institutions may base admissions policies on a single iterion, e.g. high school rank, high school grade-point average, or SAT total score. Table 5-20 presents the admissions rates of 1980-1983 visually impaired students if single-index minimums were used and compares those rates with the rates of the 1983 sample of more than 95,000 college-bound seniors in Breland's study.

Insert Table 5-20 about here

High school rank. The percentage of learning-disabled students eligible for admission on the basis of high school rank alone ranged from a low of 35 percent of the top one-fifth to a high of 98 percent of the top four-fifths. In all cases compared to the students in the original study, a smaller proportion of visually impaired students would be admitted. The differences in percentages between the two groups ranged from 2 to 12 percentage points.

High school grade-point average. On the basis of HSGPA alone, the percentage of eligible visually impaired students ranged from 19 percent of those with an average of 3.50 or better to 93 percent of those with an average of 2.00 or better. Again, in every category a larger percentage of students from the original group would be admitted. From 4 to 14 percent fewer visually impaired students would be eligible on the basis of HSGPA alone.

SAT total score. The percent of visually impaired students admitted to college on the basis of SAT total score alone ranged from a low of 15 percent of students with a total score of 1,100 or better to a high of 98 percent of students with a total score of 500 or more. Although there is no difference between visually impaired students and college-bound seniors in the lowest category, small differences exist in all other categories, with the maximum difference reaching 9 percent.

Overall, the differences among the three single-index minimums are not great.

Multiple-Index Minimums

In this model of admissions policies two scores are identified, both of which are used as admissions criteria. We will first examine minimum scores involving high school rank and SAT total scores, then look at high school GPA and SAT score.

High school rank and SAT total score minimums. Table 5-21 presents the admissions rates for visually impaired students based on rank and SAT score. From 12 to 34 percent of visually impaired students would qualify if students were required to be in the upper fifth of their classes. From 14 to 59 percent would qualify in the upper two-fifths and from 15 to 90 percent in the upper three-fifths. From 3 to 10 percent fewer visually disabled students

would qualify in the upper fifth category, 4 to 12 percent fewer in the upper two-fifths category, and from 4 to 9 percent fewer in the upper three-fifths category.

Insert Table 5-21 about here

High school GPA and SAT total score minimums. Table 5-22 presents the admission rates of the visually impaired students in our study when admission is based on high school grade-point average plus a total SAT score. When admissions policies require a GPA of 3.00 or better—a B average—plus an SAT score ranging from 1,100 down to 500—from 13 to 44 percent of visually impaired students would meet the criteria. Those percentages increase as the criteria are lowered. From 3 to 15 percent fewer visually impaired students with HSGPAs greater than 3.00 would qualify for admission. Those odds against visually impaired students improve slightly at lower HSGPA levels.

Insert Table 5-22 about here

Either-Or Minimums

This admission model allows for eligibility if a minimum score is reached on either one of the two criteria. The two models described in this section are based on SAT total scores with either high school rank or high school GPA.

Either rank or SAT score minimums. Table 5-23 presents the eligibility information for visually impaired students based on minimum scores on either high shcool rank or SATs. If the policy requires students to be in the upper fifth of their class or have an SAT total score ranging from 1100 down to 700, the admissions rates for visually impaired students range from 38 to 80 percent. If the class-rank requirement is lowered to the upper two-fifths, 61 to 85 percent of visually impaired students are eligible. And if the class-rank requirement is lowered to the upper three-fifths, from 92 to 95 percent of students with visual impairments become eligible. Smaller percentages of visually impaired students than college-bound seniors in this study meet the eligibility requirements. The differences in the top category (upper-fifth) range from 7 to 11 percent, those in the middle category (upper two-fifths) from 5 to 12 percent, and those in the bottom category (upper three-fifths) from 3 to 5 percent.

Insert Table 5-23 about here

Either high school GPA or SAT minimums. Table 5-24 presents the admission rates for visually impaired students when either a minimum GPA or SAT score is the admissions policy. Requirements of either a GPA of 3.0 or an SAT ranging from 1100 down to 700, would allow 46 to 81 percent of visually disabled students to be eligible for admission, and lowering the GPA requirement raises those percentages considerably. Again, smaller percentages of visually impaired students than college-bound seniors in the previous study would meet the eligibility requirements. The differences in the top two

categories—7 to 13 per cent and 5 to 11 percent—are more extreme than the differences in the lowest category—2 to 4 percent.

Insert Table 5-24 about here

In both either/or models, the greatest differences tend to occur in the highest performance categories and as the criteria are lowered, differences in admission rates are also lowered. In general, the more rigorous the standards, the greater the difference in admission rates.

Sliding Scales

Sliding scales make use of the same criteria—SAT score and high school rank or GPA—but in a slightly different way. There are difference minimums on each of the criteria at different levels of performance. For example if high school rank is high enough no SAT may be required, and conversely if SATs are high enough one could rank in the lowest fifth. We will look at five sliding scales: three based on rank and SAT, and two based on high school GPA and SAT.

Rank & SAT sliding scales. Table 5-25 presents the eligibility rates for visually impaired students under three sliding scales using high school rank and SAT total score. If sliding scale A were used, only 51 percent of visually impaired students would be eligible, compared to 64 percent of collge-bound seniors. Under slididng scales B and C the admission rates for visually disabled students increase to 60 percent and 71 percent respectively. Admission rates for visually impaired students are 9 to 13 percent lower than the rates for college-bound seniors.

Insert Table 5-25 about here

High school GPA & SAT sliding scales. Table 5-26 presents eligibility rates using sliding scales D and E based on high school GPA and on SAT total score. Under sliding scale D, 49 percent of visually disabled students are eligible compared to 62 percent of college-bound seniors--a difference of 13 percent. Under sliding scale E, 67 percent of visually impaired candidates are eligible compared to 80 percent of seniors--a difference of 13 percent.

Insert Table 5-26 about here

Predicted Performance

The final model used in these admissions studies are the actual regression models based on the past performance of students in 10 specific institutions. Table 5-27 gives the eligibility rates when visually impaired candidates in our sample were considered as hypothetical applicants to each of the 10 representative state institutions located in 10 different states and when the institutions planned to accept only students who would earn a predicted freshman GPA of 2.5 or better. To preserve their anonymity, the institutions are described only by region of the country and by their rank (among the 10) with respect to the mean GPA and SAT scores of entering students. From 28 to 56 percent of visually impaired students would be

eligible for admission to these institutions. The rates for the original group ranged from 40 to 69 percent. In general from 10 to 27 percent fewer visually impaired students were eligible for admission, although in one institution the admission rates were equal.

Insert Table 5-27 about here

A Comparison of Admission Models

Table 5-28 presents a comparison of admissions models limited to situations where about three-quarters of White college-bound seniors in Breland's original study would be admitted. In these situations from 55 to 66 percent of visually impaired students are eligible for admission.

The differences between the admission rates for the original group of college-bound seniors and the visually impaired group are fairly consistent across the different models and range from 10 to 14 percent fewer disabled students. SAT scores do not appear to affect the admissions potential of visually impaired students adversely since the smallest difference is associated with the SAT.

Insert Table 5-28 about here

CHAPTER 6

College-Bound Seniors and Handicapped Youth: A Comparison

This chapter highlights some of the information already given in Chapters 2-5 and presents it in such a way that comparisons can easily be made across groups of individuals. In the first section we will look at descriptive information and in the second section at college-admissions models.

Comparing Descriptive Information

In this section we will look at SAT test performance, high school performance, curriculum information, degree goals, ethnicity, parental income, public vs. private schools, and extracurricular activities.

Test Performance

The numbers of test takers--college-bound seniors and students with hearing impairments, learning disabilities, physical handicaps, and visual impairments--together with their SAT-Verbal and -Mathematical means are presented in Table 6-1.

Insert Table 6-1 about here

Disabled students who take special test administrations form only a very small subgroup of the total population of SAT test takers. Only one in every 5,200 has a hearing impairment, one in 3,500 a physical handicap, and one in 1,300 a visual disability. Learning-disabled students are the largest group

in this study, with one LD candidate from a special administration for all 390 college-bound seniors tested.

College-bound seniors earn mean scores higher than the means for disabled students. Compared to the SAT-Verbal mean for 425 for college-bound seniors, disabled students earned mean scores ranging from 291 for hearing-impaired individuals to 404 for visually impaired test takers. Compared to the SAT-Mathematical mean of 467 for college-bound seniors, disabled students earned mean scores ranging from 375 for hearing-impaired candidates to 434 for visually impaired persons.

In general, visually impaired and physically handicapped students earn SAT scores somewhat lower than those of college-bound seniors and higher than those of learning-disabled or hearing-impaired test-takers. Among groups of disabled test takers, hearing-impaired students earn the lowest SAT scores. About 89 percent of college-bound seniors earn SAT-Verbal scores above the mean for hearing-impaired test takers and 79% of seniors earn SAT-Mathematical scores above their math mean. Visually impaired college candidates earn the highest scores among disabled test takers. Only 58 percent of seniors earn higher SAT-Verbal scores, and only 61 percent earn higher SAT-Mathematical scores than the means for visually impaired students.

High School Background

The numbers of students contributing information on high school performance together with information on high school grades and class rank are presented in Table 6-2.

Insert Table 6-2 about here

Numbers. College-bound seniors are more likely than disabled students to supply information on their high school performance. Whereas 93 percent of seniors supplied that information, only 62 to 72 percent of disabled test takers did.

High school grades. Of the disabled students who responded, learning-disabled students had the lowest grade-point average (2.52) and physically handicapped students had the highest (2.89). None of the groups of disabled students earned high school grades as high as the college-bound seniors' 3.06. In fact, 82 percent of the seniors earned grades higher than the mean for learning-disabled students. In general the mean grades of physically handicapped, visually impaired, and hearing impaired students were quite similar and were closer to the mean grade for college-bound seniors than that for learning disabled students.

Class rank. Higher percentages of college-bound seniors than disabled students reported themselves to be in the top tenth, second tenth or second fifth of their classes. In the three lowest categories of class rank, learning-disabled students reported the highest percentages. The visually impaired, physically handicapped, and hearing-impaired students had class ranks fairly similar to one another, and fell between the two extremes, generally closer to the college-bound seniors than the learning-disabled students.

The SAT scores associated with rank in class show similar patterns for all groups. High class rank is associated with high test scores and the lowest test scores exist for students in the lowest fifth of their classes. The two measures help to validate one another as indices of student performance. The only group for which the data are not completely consistent

is the group of hearing-impaired students. This group is the smallest, and has the lowest mean SAT scores. The SAT scores of hearing-impaired students describing themselves as being in the second tenth of their classes appear to be somewhat out of line. Nevertheless the pattern of association can still be seen.

Curriculum Information

One question that needs to be considered is whether the lower grades and test scores for disabled students might be a function of the number and kinds of courses they took in high school. In order to look at this issue more closely, we will examine six curriculum areas: English, mathematics, foreign languages, biological sciences, physical science, and social studies. Within these curriculum areas, we will examine mean self-reported grades (Table 6-3a), mean number of years of study (Table 6-3b), and the percentage of students reporting no years of study (Table 6-3c).

Insert Table 6-3 about here

Paralleling the information on the high school grade-point average, self-reported grades of college-bound seniors are the highest across all curriculums and those for learning-disabled students are the lowest. Another clear pattern in the data is that social studies classes tend to give the highest scores, followed by English. For college-bound seniors--and physically handicapped and visually impaired students--mathematics and physical science are the hardest areas. For hearing-impaired students

biological sciences appear to be most difficult and for learning-disabled students foreign languages are associated with lowest grades.

Looking at the number of years of study in each of the curriculum areas, there is only a slight indication that college-bound seniors have had more coursework than disabled students. The numbers are very close, however, and only in the area of foreign languages do disabled students appear to have much less coursework. The differences appear to be associated with the percent of students who report no years of study.

All—or almost all—students report having coursework in English, mathematics and social studies. In the remaining areas where 5 to 14 percent of college-bound seniors report no coursework, an even larger percentage of disabled youth report no coursework. In the biological sciences the percentages for disabled students are within one or two points of college-bound seniors. In physical science three to four percent more disabled students than nonhandicapped students report no coursework. In the area of foreign languages, though, the differences are much greater. Whereas 14 percent of college-bound seniors report no foreign-language study, 19 percent of visually impaired, 24 percent of physically handicapped, 42 percent of learning disabled, and 58 percent of hearing-impaired youth took no foreign language study.

Degree Goals

The degree goals of college-bound seniors and handicapped youth are presented in Table 6-4.

Insert Table 6-4 about here

About forty percent of college-bound seniors initially aim for graduate study, with an additional one-third satisfied with a BA or BS degree, and five or six percent heading toward a two-year program. Larger percentages of hearing-impaired and learning-disabled students opt for two-year or four-year programs and fewer aim for graduate study. The goals of visually impaired and physically handicapped students appear similar to those of college-bound seniors.

Ethnicity

The percentage of minority students within groups of college-bound seniors and handicapped youth are presented in Table 6-5.

Insert Table 6-5 about here

About 18 or 19 percent of college-bound seniors are minority students, and the percentages appear to be growing slowly over the four years of the study. A smaller proportion of minorities appear in the groups of disabled students. Within the four groups of disabled students, the highest percentages of minority students appear among visually impaired students and the lowest percentage of minority individuals among learning-disabled students. Except perhaps among the hearing-impaired students, there appears to be no pattern of increasing numbers of minority students over the years.

One cannot tell from the data why there are fewer minority students among the disabled population. Perhaps minority status combined with a disability reduces the probability that an individual will take the SAT as a part of the

college admissions process. Whether minority students with a disability choose not to go to college or choose to go to a community college or a four-year college where no SAT is required, we have no way of knowing. It is unlikely that disabilities are less prevalent in the minority population.

Parental Income

The mean family-income levels for college-bound seniors and handicapped youth are presented in Table 6-6a, and the percentages with incomes over $30,000 are presented in Table 6-6b.

Insert Tables 6-6a and 6-6b about here

Except for physically handicapped youth the income levels of disabled students taking special administrations of the SAT tend to be higher than those of college-bound seniors. The families of college-bound seniors average more money than those of physically handicapped students but less than those of other disability groups. The families of visually impaired or hearing impaired students earn higher incomes than those of college-bound seniors but lower incomes than families of LD students. It is especially noticeable that the families of learning-disabled students are more affluent than those of the general population of test takers or the other disability groups.

From 30 percent to 48 percent of college-bound seniors come from families with an income over $30,000. Similar percentages apply to parents of physically handicapped youth. From 31 to 50 percent of families of

hearing-impaired youth, and from 35 to 52 percent of families of visually impaired youth, report incomes over $30,000. Learning-disabled youth report that 52 to 70 percent of their families have incomes above $30,000. Perhaps well-to-do parents of learning disabled youth are more likely to put pressure on their disabled offspring to attend college. Or perhaps more affluent parents can send their disabled children to private schools that encourage college attendance.

Public vs. Private High Schools

Data on the public or private high school attendance of college-bound seniors and disabled youth are presented in Table 6-7.

Insert Table 6-7 about here

About 81 percent of college-bound seniors and physically handicapped youth attend public schools. About three-quarters of visually impaired students attend public school, as do about 70 percent of hearing-impaired students and 69 percent of LD youth. Relatively larger percentages of disabled youth attend private schools.

Extracurricular Activities

Table 6-8 presents the extracurricular activities of college-bound seniors and handicapped youth in high school.

Insert Table 6-8 about here

The percentage of visually impaired and physically handicapped youth who participated in athletics in high shcool was considerably lower than that for the general population. Aside from athletics the participation of visually impaired youth in extracurricular activities closely paralleled that of college-bound seniors. Physically handicapped youth were less likely to participate in art, music and dance, and social clubs. Hearing-impaired and learning-disabled youth participated in athletics about as much as college-bound seniors, but in other extracurricular activities.

College Admissions Models

In this section we will compare the effect of certain college admissions models on college-bound seniors and four groups of handicapped youth. The models and their effects on disabled students have been more fully described in Chapters 2 through 5. The fifteen models which in the original study accounted for the admission of about 75 percent of the White students in the study will be the focus of our comparisons. Those models include three with a single index—rank in the top two-fifths, a grade-point average greater than or equal to 2.75, and an SAT total score of 800 or better--and twelve other models that make use of some combination of rank, GPA, or SAT total score. Multiple-index models include two that make use of GPA and SAT scores and three that make use of class rank and SAT. Of the four either-or models three make use of rank and SAT scores; one makes use of GPA and SAT. One sliding scale is compared. Sliding scale B is defined as follows:

Upper Tenth, No SAT Minimums

Second Tenth SAT $\geq$ 500

Second Fifth, SAT $\geq$ 700

Third Fifth, SAT $\geq$ 900

Fourth Fifth, SAT $\geq$ 1100

Last Fifth, SAT $\geq$ 1300

The final two comparisons use the actual regression models from two state educational institutions. Institution A is in the Midwest and Institution B in the East. The comparison of admission rates of college-bound seniors and handicapped youth is presented in Table 6-9.

Insert Table 6-9 about here

The highest admission rate under all of the models is in the rate for the college-bound seniors in the original study. That finding should come as no surprise, since we already have learned that disabled students earn lower grades and lower SAT scores than the general population of college-bound seniors.

The lowest admission rates are shared by hearing-impaired and learning-disabled youth. Hearing-impaired students have the lowest admission rates in four categories. Only 23 percent are eligible under the single-index model using an SAT score of 800 or better. Two multiple-index models involving an SAT total score of 800 or better also hold the admission rates of hearing-impaired youth to 23 percent. Finally, only 32 percent are eligible when the multiple-index admissions model requires a GPA of 2.50 or better and

an SAT total of 700 or better. The basis for the lower acceptance rates of hearing-impaired students under these four models is primarily low SAT scores. Compared to single-index models using class rank and grade-point average, use of the SAT alone cuts the admission rate in half.

In the remaining eleven models, learning disabled youth have the lowest admissions rates. This is not surprising since learning-disabled students report the lowest grades and lowest class ranks of any groups of disabled students.

From a policy perspective, there are real differences in admissions rates of college-bound seniors in the original study and the four groups of handicapped youth in this study. Relatively small differences exist for visually impaired and physically handicapped youth for whom the range of differences is 9 percent to 14 percent and 11 percent to 16 percent, respectively. The larger differences exist for hearing-impaired youth--from 15 percent to 44 percent--and for learning-disabled youth--from 34 percent to 80 percent.

One way to consider the data is to look at the consistency of the three single-index measures in evaluating the admissions potential of disabled students. If the data seem fairly consistent, then each of the admissions criteria helps to support the other. Where the data appear inconsistent, further thought must be given to the reasons for the inconsistency. The differences among the three difference measures are small for three of the disability groups: 3 percentage points for physically handicapped youth and 5 points for learning-disabled and visually impaired young people. The differences among the three measures in the percentage eligible are similarly low for learning-disabled (2 points), visually impaired (3 points), and physically handicapped (5 points) youth. That consistency is not evident in the data for hearing-impaired youth. Differences in the percent eligible

range from 23 percent using SAT scores to 55 percent using class rank. Differences in the difference measures range from 15 to 45 percent.

Deaf students tend to cluster for their education both at the high school and the college level. In a recent validity study of the SAT (Braun, Ragosta, and Kaplan, 1986), data from disabled students were sought in more than 400 postsecondary institutions. Most of the hearing-impaired students were clustered at three institutions where heavy use is made of sign language. Frequently hearing-impaired students get their elementary and secondary education with the use of sign language. If students who have been taught and graded using a manual language are tested in English without the use of sign, it is not surprising that the test scores and grades are not consistent. Each may be an accurate estimate of the student's performance, but the performances themselves are very different. The use of an admissions test like the SAT may be inappropriate for students whose primary mode of communication is a manual one and whose postsecondary education will include the use of sign. In fact two of the institutions where deaf students clustered do not require the SAT. The third requires the SAT--or the ACT admissions test--if the high school grade-point average is not high enough.

CHAPTER 7

Conclusion

In concluding this study we will return to the questions we proposed answering in the first chapter.

Are handicapped youth who request and receive special testing accommodations of the SAT as well prepared academically as college-bound seniors in general? Do they report equivalent years of study in subjects such as English, Mathematics, Foreign Language, Biological Sciences, Physical Sciences, and Social Sciences? Do they report similar distributions of class rank or grade-point averages?

In general, handicapped youth who request and receive special testing accommodations of the SAT are not as well prepared academically as college-bound seniors. Handicapped youth report equivalent years of study in English, mathematics, and social studies, but somewhat less study in biological and physical sciences. Many fewer disabled students take foreign languages where the differences were especially striking for learning-disabled and hearing-impaired youth.

The SAT performance of handicapped youth is below that for college-bound seniors in general. Visually impaired and physically handicapped youth earned SAT scores only slightly lower, but learning-disabled students were significantly lower. About three-quarters of college-bound seniors earned SAT scores higher than the mean scores of LD youth who took special test administrations. Hearing-impaired youth earned even lower SAT scores. Almost 90 percent of college-bound seniors earned SAT-Verbal scores higher than the

mean for hearing-impaired students, and almost 80 percent earned higher SAT-Mathematical scores.

With regard to high school grade-point average and class rank, disabled students again did not do as well as college-bound seniors. The high school performance of visually impaired, physically handicapped, and hearing-impaired youth was fairly similar—below that of college-bound seniors but above that of learning-disabled youth.

Do college-bound handicapped youth show equivalent patterns of participation in community and church groups, athletics, or high school clubs and organizations?

The participation of visually impaired and physically handicapped youth in athletics is considerably lower than that of college-bound seniors in general, and physically handicapped students are also less likely to participate in art, music and dance. Otherwise the patterns of participation of visually impaired and physically handicapped youth parallel that of the general population reasonably well.

Hearing-impaired and learning-disabled youth are about as active in athletics as the general population but are a little less likely to participate in most other extracurricular activities.

Do college-bound handicapped youth show the same ethnic distribution as college-bound seniors in the general population? Are there proportionately fewer minority handicapped youth seeking college admission?

There are relatively fewer minority handicapped youth taking special administrations of the SAT for college admissions. Whereas 18 to 19 percent of college-bound seniors taking the SAT are minority students, less than half

that percentage of learning-disabled students—only 7 percent in 1980, 8.6 percent in 1982—have minority status. The proportion of minority youth in the visually impaired group—about 13 percent—is the highest in any group of handicapped young people.

How does the parental income of college-bound handicapped youth compare to the parental income of the general college-bound population? Is college more often an option for the handicapped youth from relatively affluent families?

In general the parental income of college-bound handicapped youth exceeds that of the general population. Although the parental income of physically handicapped youth was slightly lower than that of college-bound seniors, parental income for the other three disabilities was higher. The highest incomes were reported by learning-disabled students whose families consistently had the highest income each year of the four-year study. It may be that college is more often a viable option for handicapped youth from relatively affluent families or it may be that relatively affluent parents put more pressure on their handicapped offspring to attend college.

Do admissions policies currently in use for postsecondary education have a differential impact on handicapped youth? Does the differential impact have its greatest effect on visually impaired, hearing-impaired, learning-disabled, or physically handicapped youth?

Under the admissions policies studied in the project--those making use of high school rank, high school grade-point average, SAT total score, or some combination of the three—handicapped youth who take special test accommodations are less likely than the general population to meet the admissions criteria. This in itself is not surprising since handicapped youth

tend to have poorer high school grades and lower SAT scores. The admissions rates for visually impaired or physically handicapped youth are generally 10 to 15 percent below the rates for college-bound seniors. The rates for learning disabled students are generally 35 percent to 40 percent lower. The admission rates for hearing-impaired students are much more variable, ranging from 15 percent to 45 percent lower than the rates for seniors in the general population.

How do the many admissions models differ in their impact on handicapped youth? Are there some models which reduce the degree of differential impact? How can differential impact be avoided?

For three groups of disabled students--learning-disabled, physically handicapped, and visually impaired youth--grades, rank, and SAT scores seem to produce fairly consistent admission rates or difference rates, independent of one another. That lends support to the assumption that all three are measuring similar underlying constructs. For hearing-impaired individuals, however, admission rates on the basis of class rank or high school grade-point average are much higher (53 and 55 percent) than the rate for SAT scores (only 23 percent). For hearing-impaired youth whose primary mode of communication and education makes use of sign language, the SAT may be inappropriate. If sign language and other support services are available in both high school and postsecondary education, a college admissions test which at present does not provide similar support services would seem not to meet the needs of deaf students. The final report of the ETS four-year study (Willingham et al., 1987) contains a recommendation that research be done on translating the SAT into sign language. Meantime ETS hopes to provide hearing-impaired test takers and college-admissions officers with more information on the SAT performance of hearing-impaired youth.

For most handicapped youth as well as the general population, either-or admission policies offer increased opportunities for acceptance. Under the either-or criteria an individual may be accepted if either one of two criteria are met. Bright students who have not been motivated to succeed in high school can be admitted on the basis of high test scores, while students who are overachievers but do not test well can be admitted on the basis of their grades. It must be pointed out, however, that the differences among the models within any disability category are not very great. Except for hearing-impaired youth, admissions rates within any disability group are remarkably consistent.

Differential admission rates as demonstrated in the admissions models used in this study do not necessarily mean that differential rates exist in fact. In a study of actual admissions decisions (Willingham et al., 1986, Chapter 6). hearing-impaired youth were more often admitted to college than were hearing students with similar qualifications. On the other hand, admission was lower than predicted for a relatively small number of visually impaired and physically handicapped students applying to smaller institutions, and learning disabled students who ranked in the mid- to upper- range among applicants at the college to which they applied were also slightly less likely to be admitted.

The differential admissions rates shown in this study are due to differences in student performance in high school and on the SAT. They are not differential rates due to the disability per se, although it is often very difficult to disentangle the performance from the disability. It is encouraging to find so much consistency across admissions models and to note that in some cases test scores offer increased opportunity for admissions. For hearing-impaired youth, however, we remain concerned that standardized

test scores put them at a disadvantage in the admission process. It is fortunate that special schools and special programs exist to help educate those whose primary mode of communication is sign.

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Table 2-1
Special Test Administration Data

SAT Scores
Students with a Hearing-Impairment

	VERBAL				MATH			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
700 - 800	0.0	0.0	0.0	0.0	3.3	3.3	2.1	0.7
600 - 699	3.4	1.6	0.0	0.7	8.2	6.6	5.2	4.1
500 - 599	0.0	8.1	5.3	1.4	3.3	6.6	8.3	14.5
400 - 499	5.2	9.7	10.5	12.0	19.7	34.4	25.0	18.6
300 - 399	27.6	32.3	26.3	23.9	41.0	34.4	37.5	40.0
200 - 299	63.8	48.4	57.9	62.0	24.6	14.8	21.9	22.1
Number	58	62	95	142	61	61	96	145
Mean	289	313	297	290	385	408	390	382
S. D.	94	105	91	91	135	112	111	113
Female Scores								
700 - 800	0.0	0.0	0.0	0.0	3.2	2.4	0.0	0.6
600 - 699	0.0	0.0	0.0	0.6	1.6	3.5	3.2	1.9
500 - 599	0.0	8.3	1.1	1.9	4.8	9.4	5.4	3.7
400 - 499	9.8	7.1	9.9	10.1	22.2	28.2	21.5	17.4
300 - 399	26.2	22.6	26.4	22.0	41.3	40.0	43.0	42.2
200 - 299	63.9	61.9	62.6	65.4	27.0	16.5	26.9	34.2
Number	61	84	91	159	63	85	93	161
Mean	281	304	286	279	367	393	357	346
S. D.	77	100	77	86	114	109	90	91
Total Scores								
700 - 800	0.0	0.0	0.0	0.0	3.2	2.7	1.1	0.7
600 - 699	1.7	0.7	0.0	0.7	4.8	4.8	4.2	2.9
500 - 599	0.0	8.2	3.2	1.7	4.0	8.2	6.9	8.8
400 - 499	7.6	8.2	10.2	11.0	21.0	30.8	23.3	18.0
300 - 399	26.9	26.7	26.3	22.9	41.1	37.7	40.2	41.2
200 - 299	63.9	56.2	60.2	63.8	25.8	15.8	24.3	28.4
Number	119	146	186	301	124	146	189	306
Mean	285	308	292	284	375	400	374	363
S. D.	86	102	85	88	125	111	103	103

Table 2-2
Special Test Administration Data

SAT Verbal Subscores
Students with a Hearing Impairment

	READING COMPREHENSION				VOCABULARY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	3	0	1	0	2	3	0	1
50 - 59	2	13	3	3	5	5	7	3
40 - 49	12	7	13	11	5	18	14	10
30 - 39	22	27	25	28	28	26	25	28
20 - 29	61	53	58	58	60	48	54	58
Number	58	62	95	142	60	62	96	142
Mean	29.7	31.7	30.2	29.3	30.1	32.3	31.4	30.4
S. D.	10.3	10.4	9.1	8.9	10.1	10.8	9.3	9.3
Female Score								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	0	1	0	0	0	2	1	1
50 - 59	2	5	2	2	3	4	1	4
40 - 49	13	13	7	11	8	14	11	11
30 - 39	26	20	34	19	25	25	29	19
20 - 29	59	61	57	68	64	55	57	65
Number	61	84	91	159	61	84	89	159
Mean	29.3	30.7	29.0	28.1	28.3	31.5	29.9	29.3
S. D.	7.7	9.7	7.7	8.4	8.4	10.2	8.1	9.2
Total Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	2	1	0	0	1	3	1	1
50 - 59	2	8	3	2	4	4	4	4
40 - 49	12	10	10	11	7	16	12	10
30 - 39	24	23	30	24	26	25	27	23
20 - 29	30	58	57	63	62	52	56	62
Number	119	146	186	301	121	146	185	301
Mean	29.5	31.1	29.6	28.7	29.2	31.9	30.6	29.8
S. D.	9.1	10.0	8.5	8.7	9.3	10.5	8.8	9.2

Table 2-3
Special Test Administration Data

Test of Standard Written English (TSWE) Scores
for Students with Hearing Impairments

	'80 %	'81 %	'82 %	'83 %
Male Scores				
60 +	[illegible]	0	0	0
50 - 59	3	5	4	3
40 - 49	7	14	15	13
30 - 39	23	24	25	15
20 - 29	67	57	56	69
Number	58	62	95	142
Mean	27.1	30.3	29.8	27.9
S. D.	8.8	10.7	10.4	9.8
Female Scores				
60 +	0	0	0	1
50 - 59	2	10	4	3
40 - 49	13	14	12	9
30 - 39	26	21	22	24
20 - 29	59	55	62	63
Number	61	84	91	159
Mean	29.2	31.1	28.9	28.2
S. D.	8.5	11.7	9.4	9.7
Total Scores				
60 +	0	0	0	0
50 - 59	3	8	4	3
40 - 49	10	14	13	11
30 - 39	24	23	24	20
20 - 29	63	55	59	66
Number	119	146	186	301
Mean	28.2	30.7	29.4	28.1
S. D.	8.7	11.3	9.9	9.7

Table 2-4
Special Test Administration Data

Comparison of 1980-83 Mean SAT Scores for
All Test-Takers & SDC Respondents with Hearing Disabilities

	'80-'83 Total Group		'80-'83 Groups with SDQs	
	SAT-V	SAT-M	SAT-V	SAT-M
	%	%	%	%
Males				
700 - 800	0	2	0	2
600 - 699	1	6	1	6
500 - 599	3	10	4	12
400 - 499	10	23	11	24
300 - 399	27	38	28	36
200 - 299	59	21	56	20
Number	357	363	279	285
Mean	296	389	302	398
S.D.	94	117	96	121
Females				
700 - 800	0	1	0	1
600 - 699	0	3	0	3
500 - 599	3	5	3	5
400 - 499	9	21	9	24
300 - 399	24	42	24	41
200 - 299	64	28	64	26
Number	395	402	300	306
Mean	286	362	288	365
S.D.	86	100	86	99
Total				
700 - 800	0	2	0	2
600 - 699	1	4	1	4
500 - 599	3	7	3	8
400 - 499	10	22	10	24
300 - 399	25	40	26	39
200 - 299	61	25	60	23
Number	752	765	579	591
Mean	291	375	294	381
S.D.	90	109	91	112

Table 2-5
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Type of High School
Students with Hearing Disabilities

Public	70.1
Private	29.9
Number Responding	613

Table 2-6
Special Test Administration Data

Latest Self-Reported Grade: Students with a Hearing Impairment

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
A (4.0)	20	15	11	19	21	20	23	19
B (3.0)	57	54	57	52	45	38	43	41
C (2.0)	21	28	28	26	23	31	29	31
D (1.0)	2	3	3	3	10	10	5	8
No Graded Courses	0	0	1	0	1	1	0	1
Number	96	93	150	250	96	92	150	252
Mean	2.95	2.81	2.76	2.86	2.74	2.65	2.84	2.69
Percent Honors Courses	2	8	3	4	2	7	5	3
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCE			
A (4.0)	35	38	30	21	25	18	9	15
B (3.0)	38	30	37	37	45	40	48	43
C (2.0)	19	23	24	28	21	36	38	35D
D (1.0)	5	6	8	9	8	5	5	7
No Graded Courses	3	2	1	5	1	1	0	0
Number	37	47	74	94	87	82	139	221
Mean	2.97	2.96	2.85	2.61	2.85	2.70	2.60	2.65
Percent Honors Courses	16	11	8	5	2	6	4	3
TOTAL	PHYSICAL SCIENCE				SOCIAL STUDIES			
A (4.0)	20	17	17	24	28	23	18	22
B (3.0)	40	41	41	42	50	37	49	54
C (2.0)	33	33	32	28	18	36	27	19
D (1.0)	6	9	9	5	4	4	4	5
No Graded Courses	1	0	1	1	0	0	1	0
Number	73	81	135	188	94	90	149	249
Mean	2.73	2.67	2.64	2.81	3.01	2.79	2.79	2.92
Percent Honors Courses	1	4	2	2	0	7	3	1

Table 2-7
Special Test Administration Data

Number of Years of Study of Subject: Students With a Hearing Impairment

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
No Courses	0	0	0	0	0	0	0	0
One Year	0	1	1	2	3	2	1	2
Two Years	1	0	4	1	8	10	14	13
Three Years	3	8	3	4	26	23	17	23
Four Years	84	79	85	86	54	50	59	54
Five or More Years	12	12	7	7	8	15	8	8
Number	97	104	149	252	96	103	150	253
Mean	4.07	4.02	3.95	3.96	3.56	3.66	3.59	3.51
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCES			
No Courses	60	54	55	63	1	9	7	9
One Year	10	11	14	10	63	59	57	67
Two Years	17	14	12	16	26	25	29	19
Three Years	10	10	12	6	5	7	7	4
Four Years	2	10	6	5	4	0	0	1
Five or More Years	1	1	1	0	4	0	0	0
Number	92	102	147	238	93	100	148	248
Mean	0.88	1.14	1.05	0.79	1.51	1.30	1.36	1.23
TOTAL	PHYSICAL SCIENCES				SOCIAL STUDIES			
No Courses	16	9	10	15	2	2	1	0
One Year	36	40	38	39	0	1	2	5
Two Years	24	27	23	31	18	29	18	15
Three Years	17	19	23	12	36	28	28	36
Four Years	7	4	5	2	38	34	48	40
Five or More Years	0	1	1	1	6	6	3	4
Number	93	101	148	245	95	102	149	253
Mean	1.65	1.72	1.76	1.51	3.26	3.09	3.28	3.22

Table 2-8
Special Test Administration Data

Self-Reported Class Rank and Concomitant SAT Scores
for Students with a Hearing Disability

Year	'80		'81		'82		'83	
	%		%		%		%	
Rank								
Top Tenth	20		16		12		12	
Second Tenth	12		18		10		18	
Second Fifth	37		23		22		22	
Third Fifth	24		33		45		37	
Fourth Fifth	7		9		8		10	
Lowest Fifth	0		1		3		1	
Number Responding	82		86		125		199	
SAT Score	V	M	V	M	V	M	V	M
Rank								
Top Tenth	325	400	354	471	319	450	316	434
Second Tenth	300	433	321	431	330	439	265	360
Second Fifth	302	433	335	430	309	426	292	393
Third Fifth	284	355	307	368	289	365	291	361
Fourth Fifth	271	330	293	403	274	310	265	328
Lowest Fifth	—	—	270	320	262	310	200	345
Number Responding	78	82	85	86	123	124	196	199

Table 2-9
Special Test Administration Data

Estimated High School Grade Point Average
Students with Hearing Disabilities

Year	'80	'81	'82	'83
	%	%	%	%
Male				
3.50 - 4.00	19	16	21	14
3.00 - 3.49	27	24	23	33
2.50 - 2.99	27	27	29	28
2.00 - 2.49	22	22	23	17
1.50 - 1.99	5	11	4	7
Under 1.50	0	0	0	1
Number	41	37	70	111
Mean	2.87	2.73	2.87	2.83
S. D.	.58	.64	.57	.60
Female				
3.50 - 4.00	19	22	11	11
3.00 - 3.49	38	24	23	30
2.50 - 2.99	19	20	34	33
2.00 - 2.49	19	25	25	21
1.50 - 1.99	2	5	5	3
Under 1.50	2	4	2	2
Number	47	55	61	115
Mean	2.95	2.81	2.73	2.82
S. D.	.58	.67	.54	.56
Total				
3.50 - 4.00	19	20	17	12
3.00 - 3.49	33	24	23	31
2.50 - 2.99	23	23	31	31
2.00 - 2.49	21	24	24	19
1.50 - 1.99	3	8	4	5
Under 1.50	1	2	1	1
Number	88	92	131	226
Mean	2.91	2.78	2.80	2.83
S. D.	.58	.66	.56	.58

Table 2-10
Special Test Administration Data

Ethnic Background of Students with Hearing Disabilities

Year	'80	'81	'82	'83
	%	%	%	%
American Indian	0.0	0.6	0.5	0.5
Black	6.6	9.0	8.9	8.8
Mexican-American	0.0	1.7	1.8	1.9
Oriental	0.0	3.4	3.8	4.2
Puerto Rican	0.0	1.1	1.2	1.2
White	90.1	81.9	81.7	81.1
Other	3.3	2.2	2.2	2.2
Number Responding	91	101	138	228
% Minority Students	9.9	7.9	10.1	11.0

Table 2-11
Special Test Administration Data
Median Parental Income of Hearing-Impaired Students

	'80	'81	'82	'83
All Students	20,500	24,644	29,250	29,885
Black	12,000	10,500	14,250	19,500
White	22,125	25,500	30,537	32,188
	Distribution of Income			
Below $12,000	25.3%	16.9%	15.3%	14.0%
$12,000-$23,999	32.4%	31.2%	25.2%	23.5%
$24,000-$29,999	31.0%	15.6%	10.8%	12.8%
Above $30,000	31.0%	36.3%	48.7%	49.7%

Table 2-12
Special Test Administration Data
1980-83 Mean Parental Income, by SAT Average
Hearing-Impaired Students

SAT Average	(N)	$\bar{X}$ Income
350 - 399	(75)	37,700
400 - 449	(59)	49,100
450 - 499	(16)	33,100
500 - 549	(25)	60,600
550 - 599	(5)	35,900
600 - 649	(4)	56,500

Table 2-13
Special Test Administration Data

Degree Level Goals:
Students with Hearing Impairments

Year	'80	'81	'82	'83
	%	%	%	%
Two-Year Training Program	7	3	3	7
Associate of Arts Degree	6	1	5	5
BA or BS Degree	33	35	46	44
MA or MS Degree	21	30	24	16
MD, PhD, Other Professional Degree	4	9	10	8
Undecided	29	22	12	20
Number Responding	88	100	134	223
Two-Year Program or Degree	13	4	8	12
Graduate Study	25	39	34	24

Table 2-14
Special Test Administration Data

Plans to Ask College for Special Assistance by Areas of Need:
Students with Hearing Impairments

Year	'80	'81	'82	'83
	%	%	%	%
Educational Counseling	44.8	36.1	36.1	41.1
Voc./Career Counseling	34.4	32.4	37.4	35.7
Mathematical Skills	27.1	21.3	28.6	27.0
Reading Skills	32.3	29.6	33.3	32.8
Writing Skills	34.4	33.3	36.1	36.1
Study Skills	25.0	24.1	26.5	27.8
Part-Time Work	29.2	27.8	30.6	31.5
Personal Counseling	8.3	13.0	10.9	10.8
Percent Seeking Assistance	83.3	80.6	84.4	89.2
Number Responding	96	108	147	241

Table 2-15
Special Test Administration Data
Collasped Over Four Years ('80-'83)

Intended Field of Study - First Choice
Students with Hearing Disabilities

	Male %	Female %	Total %	SAT Mean Scores Total V	Total M
Agriculture	2.4	0.4	1.4	289	333
Arch./Envir. Design	6.5	0.4	3.3	301	398
Art	6.1	5.3	5.7	303	346
Biological Sciences	3.2	1.1	2.2	337	438
Business & Commerce	16.2	12.9	14.5	292	377
Communications	1.6	1.1	1.4	326	344
Computer Science/Sys. Analysis	14.6	16.7	15.7	272	373
Education	4.5	20.8	12.9	289	362
Engineering	11.7	0.4	5.9	321	442
English/Literature	1.2	1.5	1.4	330	401
Ethnic Studies	0.0	0.0	0.0	-	-
Foreign Languages	0.0	0.0	0.0	-	-
Forestry/Conservation	0.4	0.0	0.2	480	490
Geography	0.0	0.0	0.0	-	-
Health & Medical	3.2	18.6	11.2	306	376
History & Culture	1.2	1.1	1.2	250	307
Home Economics	0.4	1.1	0.8	230	328
Library Science	0.0	0.0	0.0	-	-
Mathematics	2.8	1.5	2.2	321	490
Military Science	0.0	0.0	0.0	-	-
Music	1.6	0.0	0.8	500	458
Philosophy & Religion	0.0	0.4	0.2	250	360
Physical Sciences	2.8	1.1	2.0	299	437
Psychology	1.2	3.0	2.2	282	328
Social Sciences	7.7	2.7	5.1	319	382
Theater Arts	1.2	2.7	2.0	288	376
Trade & Vocational	1.6	0.4	1.0	216	280
Other	2.0	0.0	1.0	278	342
Undecided	5.7	6.8	6.3	305	376
# Responding	247	264	511		

Table 2-16
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Plans to Apply for Advanced Placement or Course Credit
Students with Hearing Disabilities

Subject Area	%
English	9.9
Mathematics	15.1
Foreign Languages	2.2
Biological Sciences	5.7
Physical Sciences	5.1
Social Studies	7.6
Art and Music	4.3
Any Subject	32.5
# Responding	644

Table 2-17

Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Housing Preferences
Students with Hearing Disabilities

Preference	%
At Home	18
Dormitory	69
Single Sex	31
Coed	38
Fraternity or Sorority	3
Own Apartment	10
On Campus	8
Off Campus	2
Number Responding	595

Table 2-18

Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Extracurricular Activities in High School & Plans for College
Students with Hearing Disabilities

Active in High School	%
Athletics, incl. Intramural and Community	62
Ethnic Organizations	7
Journalism, Debate, Drama	20
Art, Music or Dance	27
Dept. or Preprofessional Clubs	8
Religious Organizations	23
Social or Community Club	35
Student Government	14

Will be Active in College	%
Athletics, incl. Intramural and Community	52
Ethnic Organizations	5
Journalism, Debate, Drama	18
Art, Music, or Dance	25
Dept. or Preprofessional Clubs	14
Religious Organizations	17
Social or Community Club	37
Student Government	14

Table 2-19
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Self-Reported Skills and Abilities
Total Students with Hearing Disabilities

TOP 10%	%
Ability to get along with others	52.9
Acting	14.6
Art	21.8
Athletics	34.3
Creative Writing	14.1
Leadership	25.3
Mathematics	26.6
Mechanics	14.3
Music	7.3
Organizing for Work	30.0
Sales	14.2
Science	15.0
Spoken Expression	15.4
Written Expression	15.0

ABOVE AVERAGE	%
Ability to get along with others	83.0
Acting	42.5
Art	49.2
Athletics	63.7
Creative Writing	40.2
Leadership	51.3
Mathematics	54.1
Mechanics	36.8
Music	16.7
Organizing for Work	64.7
Sales	36.1
Science	40.1
Spoken Expression	41.8
Written Expression	46.1

Table 2-20

Percentage of Seniors and Hearing Disabled Students
Eligible if Single-Index Minimums are Used:
High School Rank, High School GPA, or SAT Total Score

Single Index Minimums	Percent Eligible		
	Original Group	Hearing Disabled	Differential Percent
	N = 82,245	N = 481	
High School Rank			
HS Rank in Top 1/5	44	29	-15
HS Rank in Top 2/5's	71	53	-18
HS Rank in Top 3/5's	97	89	-8
HS Rank in Top 4/5's	100	99	-1
	N = 85,469	N = 524	
High School GPA			
HSGPA > 3.50	27	15	-12
HSGPA > 3.25	40	25	-15
HSGPA > 3.00	58	44	-14
HSGPA > 2.75	70	55	-15
HSGPA > 2.50	82	72	-10
HSGPA > 2.25	91	83	-8
HSGPA > 2.00	97	93	-4
	N = 86,190	N = 536	
SAT Total Score			
SAT > 1100	18	3	-15
SAT > 1000	33	6	-27
SAT > 900	51	10	-41
SAT > 800	68	23	-45
SAT > 700	84	40	-44
SAT > 600	93	60	-33
SAT > 500	98	87	-11

Table 2-21

Percentage of Seniors and Hearing Disabled Students
Eligible if Multiple Index Minimums are Used:
High School Rank and SAT Total Score Minimums

High School Rank/ SAT Total Minimums	Percent Eligible		
	Original Group	Hearing Disabled	Differential Percent
	N = 81,930	N = 481	
Upper Fifth			
SAT > 1100	15	3	-12
SAT > 1000	25	5	-20
SAT > 900	32	6	-26
SAT > 800	38	10	-28
SAT > 700	42	12	-30
SAT > 600	43	18	-25
SAT > 500	44	25	-19
Upper Two Fifths			
SAT > 1100	18	3	-15
SAT > 1000	31	6	-25
SAT > 900	44	9	-35
SAT > 800	56	18	-38
SAT > 700	64	25	-39
SAT > 600	68	36	-32
SAT > 500	70	48	-22
Upper Three Fifths			
SAT > 1100	19	4	-15
SAT > 1000	33	7	-26
SAT > 900	51	11	-40
SAT > 800	67	23	-44
SAT > 700	82	39	-43
SAT > 600	91	57	-34
SAT > 500	95	79	-16

Table 2-22

Percentage of Seniors and Hearing Disabled Students Eligible if Multiple Index Minimums Are Used: High School Grade Point Average and SAT Total Score

High School GPA SAT Total Minimums	Percent Eligible		
	Original Group	Hearing Disabled	Differential Percent
	N = 85,136	N = 524	
HSGPA > 3.00			
SAT > 1100	16	3	-13
SAT > 1000	27	6	-21
SAT > 900	38	7	-31
SAT > 800	47	14	-33
SAT > 700	54	21	-33
SAT > 600	56	29	-27
SAT > 500	58	39	-19
HSGPA > 2.50			
SAT > 1100	18	3	-15
SAT > 1000	31	6	-25
SAT > 900	47	9	-38
SAT > 800	61	20	-41
SAT > 700	73	32	-41
SAT > 600	79	46	-33
SAT > 500	81	63	-18
HSGPA > 2.00			
SAT > 1100	18	3	-15
SAT > 1000	33	6	-27
SAT > 900	50	10	-40
SAT > 800	67	23	-44
SAT > 700	81	38	-43
SAT > 600	91	57	-34
SAT > 500	95	81	-14

Table 2-23

Percentage of Seniors and Hearing Disabled Students
Eligible if Either/Or Minimums are Used:
High School Rank or SAT Total Score

High School Rank or SAT Total Minimums	Percent Eligible		
	Original Group	Hearing Disabled	Differential Percent
	N = 84,617	N = 481	
Upper Fifth			
or SAT > 1100	49	30	-19
or SAT > 1000	54	32	-22
or SAT > 900	63	34	-29
or SAT > 800	76	44	-32
or SAT > 700	87	59	-28
Upper Two Fifths			
or SAT > 1100	73	54	-19
or SAT > 1000	74	54	-20
or SAT > 900	78	55	-23
or SAT > 800	84	60	-24
or SAT > 700	90	70	-20
Upper Three Fifths			
or SAT > 1100	97	89	-8
or SAT > 1000	97	89	-8
or SAT > 900	97	89	-8
or SAT > 800	98	90	-8
or SAT > 700	98	92	-6

Table 2-24

Percentage of Seniors and Hearing Disabled Students
Eligible if Either/Or Minimums are Used:
High School Grade Point Average or Rank and SAT Score Minimums

High School GPA or SAT Total Minimums	Percent Eligible		
	Original Group	Hearing Disabled	Differential Percent
	N = 85,136	N = 524	
HSGPA > 3.00			
or SAT > 1100	59	44	-15
or SAT > 1000	63	44	-19
or SAT > 900	70	47	-23
or SAT > 800	79	53	-26
or SAT > 700	88	63	-25
HSGPA > 2.50			
or SAT > 1100	83	72	-11
or SAT > 1000	84	72	-12
or SAT > 900	86	72	-14
or SAT > 800	89	75	-14
or SAT > 700	93	80	-13
HSGPA > 2.00			
or SAT > 1100	97	93	-4
or SAT > 1000	97	93	-4
or SAT > 900	97	94	-3
or SAT > 800	98	94	-4
or SAT > 700	99	95	-4

Table 2-25

Percentage of Seniors and Hearing Disabled Students
Eligible if Sliding Scales Based on
High School Rank and SAT Total Score are Used

High School Rank/ SAT Total Minimums	Percent Eligible		
	Original Group	Hearning Disabled	Differential Percent
	N = 82,245	N = 481	
Sliding Scale A			
Upper Tenth, No SAT Minimum	22	15	-7
Second Tenth, SAT > 600	21	7	-14
Second Fifth, SAT > 800	18	8	-10
Third Fifth SAT > 1000	3	0	-3
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	64	30	-34
Sliding Scale B			
Upper Tenth, No SAT Minimum	22	15	-7
Second Tenth, SAT > 600	21	12	-9
Second Fifth, SAT > 800	23	13	-10
Third Fifth SAT > 1000	6	2	-4
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	72	42	-30
Sliding Scale C			
Upper Tenth, No SAT Minimum	22	15	-7
Second Tenth, SAT > 600	22	15	-7
Second Fifth, SAT > 800	25	18	-7
Third Fifth SAT > 1000	11	6	-5
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	80	54	-26

Table 2-26

Percentage of Seniors and Hearing Disabled Students Eligible if Sliding Scales Based on High School GPA and SAT Total Scores are Used

Sliding Scales	Percent Eligible		
	Original Group	Hearing Disabled	Differential Percent
	N = 85,469	N = 524	
Sliding Scale D			
3.40 GPA, No SAT Minimum	32	17	-15
3.30 GPA, SAT > 400	5	5	0
3.20 GPA, SAT > 500	7	6	-1
3.10 GPA, SAT > 600	5	3	-2
3.00 GPA, SAT > 700	7	5	-2
2.90 GPA, SAT > 800	2	1	-1
2.80 GPA, SAT > 900	3	1	-2
2.70 GPA, SAT > 1000	1	0	-1
2.60 GPA, SAT > 1100	0	0	0
2.60 GPA, SAT > 1200	0	0	0
Total Percent	62	38	-24
Sliding Scale E			
3.40 GPA, No SAT Minimum	32	17	-15
3.20 GPA, SAT > 400	12	11	-1
3.00 GPA, SAT > 500	14	14	0
2.80 GPA, SAT > 600	9	5	-4
2.60 GPA, SAT > 700	8	4	-4
2.40 GPA, SAT > 800	4	2	-2
2.20 GPA, SAT > 900	1	0	-1
2.00 GPA, SAT > 1000	0	0	0
1.80 GPA, SAT > 1100	0	0	0
1.60 GPA, SAT > 1200	0	0	0
1.40 GPA, SAT > 1300	0	0	0
1.20 GPA, SAT > 1400	0	0	0
1.00 GPA, SAT > 1500	0	0	0
Total Percent	80	53	-27

Table 2-27

Percentage of Seniors and Hearing Disabled Students Eligible if a Predicted Freshman GPA of 2.5 is Used: Predictions for 10 State Institutions

Inst. Code	Mean Rank HSGPA	Mean Rank SAT	Location	Percent Eligible: Original Group	Percent Eligible: Hearing Disabled	Percent Eligible: Differential
				N = 85,136	N = 524	
A	2	2	Midwest	69	42	-27
B	8	5	East	68	37	-31
C	9	9	Midwest	60	13	-47
D	5	3	East	57	26	-31
E	4	4	West	49	16	-33
F	10	8	South	46	38	-8
G	3	6	West	44	19	-25
H	7	7	East	44	13	-31
I	1	1	West	43	12	-31
J	6	10	South	40	12	-28

Table 2-28

Comparison of Models*

Model/Minimums	Percent Eligible		
	Original Group	Hearing Disabled	Differential Percent
Single Index			
Rank in Top 2/5's	71	53	-18
GPA > 2.75	70	55	-15
SAT > 800	68	23	-45
Multiple Index			
GPA > 2.50 and SAT > 700	73	32	-41
Top 2/5's and SAT > 500	70	48	-22
Top 2/5's and SAT > 600	68	36	-32
Top 3/5's and SAT > 800	67	23	-44
GPA > 2.0 and SAT > 800	67	23	-44
Either-or			
Top 1/5 or SAT > 800	76	44	-32
Top 2/5's or SAT > 1000	74	54	-20
Top 2/5's or SAT > 1100	73	54	-19
GPA > 3.0 or SAT > 900	70	47	-23
Sliding Scale			
Sliding Scale B	72	42	-30
Predicted Performance			
Institution A	69	42	-27
Institution B	68	37	-31

*These comparisons are limited to situations where about three-fourths of White Seniors were eligible in the original study.

Table 3-1
Special Test Administration Data

SAT Scores
Students With A Learning Disability

	VERBAL				MATH			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
700 - 800	0.2	0.2	0.1	0.0	1.4	1.7	1.6	1.5
600 - 699	0.4	1.4	0.8	1.0	3.1	7.3	4.7	4.0
500 - 599	5.1	8.6	6.0	5.6	11.4	16.7	10.9	11.8
400 - 499	21.4	27.3	21.4	21.9	25.6	25.6	24.8	23.7
300 - 399	41.8	39.7	41.1	43.2	40.1	35.5	40.5	41.3
200 - 299	31.0	23.0	30.8	28.3	18.4	13.1	17.7	17.8
Number	1119	1765	1948	2462	1144	1764	2027	2532
Mean	346	372	349	352	389	420	394	392
S. D.	89	95	90	89	103	116	110	107
Female Scores								
700 - 800	0.0	0.0	0.0	0.0	1.3	0.2	1.6	1.2
600 - 699	0.3	1.7	0.1	0.3	1.3	2.7	1.2	1.8
500 - 599	4.6	7.0	3.5	4.3	6.5	11.4	5.9	7.8
400 - 499	16.8	21.3	16.7	16.1	16.6	20.7	19.6	18.8
300 - 399	44.3	39.8	40.9	40.8	49.7	45.4	41.8	46.0
200 - 299	34.1	30.3	38.7	38.6	24.6	19.6	30.0	24.4
Number	370	644	736	957	386	632	764	1000
Mean	334	353	330	331	358	378	356	363
S. D.	86	97	84	85	93	100	98	98
Total Scores								
700 - 800	0.1	0.1	0.0	0.0	1.3	1.3	1.5	1.4
600 - 699	0.4	1.5	0.6	0.8	2.6	6.1	3.7	3.4
500 - 599	5.0	8.1	5.3	5.2	10.1	15.3	9.5	10.7
400 - 499	20.3	25.7	20.1	20.3	23.3	24.3	23.4	22.3
300 - 399	42.4	39.7	41.0	42.5	42.5	38.1	40.8	42.6
200 - 299	31.8	24.9	30.0	31.2	20.0	14.8	21.0	19.6
Number	1489	2409	2684	3419	1530	2396	2791	3532
Mean	343	367	344	346	381	409	384	383
S. D.	89	96	89	88	101	114	108	105

Table 3-2
Special Test Administration Data

SAT Verbal Subscores
Students With A Learning Disability

	READING COMPREHENSION				VOCABULARY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	1	2	1	1	1	2	2	1
50 - 59	6	10	7	7	7	8	6	6
40 - 49	20	26	22	22	25	31	24	27
30 - 39	41	37	39	40	39	40	42	41
20 - 29	32	25	31	30	28	19	26	25
Number	1119	1765	1948	2462	1128	1769	1986	2489
Mean	34.2	37.0	35.0	35.0	35.8	38.1	36.1	36.2
S.D.	9.1	10.1	9.5	9.5	9.5	9.3	9.2	9.0
Female Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	1	2	0	0	2	3	1	1
50 - 59	5	8	4	6	5	7	5	4
40 - 49	17	21	20	18	18	23	18	19
30 - 39	46	39	38	40	42	39	40	39
20 - 29	31	30	38	36	33	28	36	37
Number	369	643	736	956	375	644	743	965
Mean	33.9	35.4	33.3	33.6	34.0	36.2	33.9	33.6
S. D.	8.8	9.9	8.8	9.0	9.4	9.9	8.7	8.7
Total Scores								
70 - 80	0	0	0	0	0	0	0	0
60 - 69	1	2	1	1	2	2	1	1
50 - 59	6	9	6	7	6	8	6	5
40 - 49	19	25	21	21	23	29	23	25
30 - 39	42	37	39	40	39	39	41	40
20 - 29	32	27	33	31	30	22	29	29
Number	1488	2408	2684	3418	1503	2413	2729	3454
Mean	34.1	36.6	34.5	34.6	35.3	37.6	35.5	35.5
S. D.	9.0	10.1	9.3	9.4	9.5	9.5	9.1	9.0

Table 3-3
Special Test Administration Data

Test of Standard Written English (TSWE) Scores
for Students with Learning Disabilities

	LEARNING DISABILITY			
	'80	'81	'82	'83
	%	%	%	%
Male Scores				
60 +	0	0	0	0
50 - 59	5	9	5	5
40 - 49	17	23	19	20
30 - 39	33	34	33	32
20 - 29	45	34	43	43
Number	1119	1765	1946	2462
Mean	32.1	34.9	32.6	32.7
S. D.	9.7	10.2	9.8	9.6
Female Scores				
60 +	0	0	0	0
50 - 59	5	10	6	4
40 - 49	18	25	19	21
30 - 39	37	31	32	35
20 - 29	40	34	43	40
Number	368	641	735	956
Mean	32.9	35.2	32.7	32.9
S. D.	9.5	10.6	9.9	9.5
Total Scores				
60 +	0	0	0	0
50 - 59	5	10	5	5
40 - 49	18	23	19	20
30 - 39	34	33	33	33
20 - 29	43	34	43	42
Number	1487	2406	2681	3418
Mean	32.3	35.0	32.6	32.8
S. D.	9.6	10.3	9.8	9.6

Table 3-4
Special Test Administration Data

Comparison of 1980-83 Mean SAT Scores for
All Test-Takers & SDQ Respondents with Learning Disabilities

	'80-'83 Total Group		'80-'83 Group with SDQs	
	SAT-V	SAT-M	SAT-V	SAT-M
	%	%	%	%
Males				
700 - 800	0	1	0	2
600 - 699	1	5	1	5
500 - 599	6	13	6	13
400 - 499	23	25	23	25
300 - 399	42	39	42	40
200 - 299	28	17	28	15
Number	7294	7467	4703	4809
Mean	355	399	355	402
S.D.	91	110	90	110
Females				
700 - 800	0	1	0	1
600 - 699	1	2	1	2
500 - 599	4	8	4	8
400 - 499	18	19	41	21
300 - 399	41	45	36	44
200 - 299	36	25	36	24
Number	2707	2782	1892	1943
Mean	336	364	337	366
S.D.	88	98	88	97
Total				
700 - 800	0	1	0	1
600 - 699	1	4	1	4
500 - 599	6	12	6	12
400 - 499	22	23	21	24
300 - 399	41	41	42	41
200 - 299	30	19	30	18
Number	10,001	10,249	6595	6752
Mean	350	389	350	391
S.D.	91	108	90	108

Table 3-5
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Type of High School
Students with Learning Disabilities

Public	69.4
Private	30.6
Number Responding	7052

Table 3-6
Special Test Administration Data

Latest Self-Reported Grade: Students With a Learning Disability

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
A (4.0)	8	9	8	9	8	11	10	12
B (3.0)	43	44	44	44	37	36	36	36
C (2.0)	43	41	41	41	40	40	42	40
D (1.0)	5	6	7	6	13	12	11	11
No Graded Courses	1	0	0	0	2	1	1	1
Number	1028	1549	1909	2282	1019	1537	1892	2250
Mean	2.52	2.54	2.53	2.55	2.36	2.42	2.43	2.46
Percent Honors Courses	3	3	3	3	3	3	2	3
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCE			
A (4.0)	8	8	9	7	10	12	9	11
B (3.0)	28	30	28	30	39	39	38	40
C (2.0)	41	41	41	41	41	39	42	40
D (1.0)	18	17	17	17	9	9	10	8
No Graded Courses	5	4	5	5	1	1	1	1
Number	568	956	1101	1321	920	1390	1744	2048
Mean	2.16	2.20	2.20	2.19	2.48	2.52	2.45	2.52
Percent Honors Courses	3	3	2	4	2	3	2	3
TOTAL	PHYSICAL SCIENCE				SOCIAL STUDIES			
A (4.0)	10	12	12	11	13	13	15	15
B (3.0)	36	38	36	40	46	46	44	44
C (2.0)	44	41	42	38	34	34	35	35
D (1.0)	9	8	9	10	6	6	6	6
No Graded Courses	1	1	1	1	1	1	0	0
Number	854	1275	1577	1829	1012	1526	1878	2231
Mean	2.45	2.51	2.49	2.51	2.65	2.65	2.67	2.67
Percent Honors Courses	3	3	2	3	2	2	3	2

Table 3-7
Special Test Administration Data

Number of Years of Study of Subject: Students With A Learning Disability

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
No Courses	0	0	0	0	0	0	0	1
One Year	2	1	1	1	3	3	3	3
Two Years	2	1	2	2	14	14	14	12
Three Years	6	7	7	7	29	30	27	28
Four Years	80	81	81	82	46	46	49	50
Five or More Years	10	9	9	8	8	7	7	6
Number	1067	1594	1936	2323	1067	1585	1931	2315
Mean	3.95	3.96	3.94	3.93	3.41	3.41	3.42	3.43
TOTAL	FOREIGN LANGUAGES				BIOLOGICAL SCIENCES			
No Courses	45	40	42	42	7	8	8	7
One Year	15	16	17	15	58	56	58	58
Two Years	24	25	23	24	27	25	25	26
Three Years	10	12	12	12	5	8	6	6
Four Years	4	5	5	6	2	2	2	2
Five or More Years	2	2	1	1	1	1	1	1
Number	1034	1552	1886	2275	1051	1569	1907	2300
Mean	1.20	1.32	1.26	1.28	1.40	1.41	1.39	1.39
TOTAL	PHYSICAL SCIENCES				SOCIAL STUDIES			
No Courses	13	14	12	13	1	1	1	1
One Year	43	42	43	40	4	3	3	3
Two Years	27	28	29	31	20	20	18	17
Three Years	13	12	12	12	37	37	37	37
Four Years	3	3	3	3	32	32	34	36
Five or More Years	1	1	1	1	6	6	7	6
Number	1051	1563	1901	2278	1058	1574	1913	2304
Mean	1.52	1.53	1.53	1.53	3.11	3.16	3.23	3.22

Table 3-8
Special Test Administration Data

Self-Reported Class Rank, and Concomitant SAT Scores
for Students with a Learning Disability

Year	'80		'81		'82		'83	
	%		%		%		%	
Rank								
Top Tenth	4		4		4		5	
Second Tenth	8		9		8		8	
Second Fifth	20		21		20		20	
Third Fifth	50		48		49		47	
Fourth Fifth	14		14		15		15	
Lowest Fifth	4		4		4		5	
Number Responding	835		1297		1516		1875	
SAT Score	V	M	V	M	V	M	V	M
Rank								
Top Tenth	388	415	433	500	412	431	397	452
Second Tenth	376	426	404	458	373	436	385	433
Second Fifth	370	409	403	451	364	408	366	424
Third Fifth	340	377	353	395	334	379	340	376
Fourth Fifth	316	358	337	371	319	354	319	360
Lowest Fifth	279	322	330	358	306	339	294	322
Number Responding	813	832	1295	1286	1448	1512	1814	1872

Table 3-9
Special Test Administration Data

Estimated High School Grade Point Average
Students with Learning Disabilities

Year	'80	'81	'82	'83
	%	%	%	%
Male				
3.50 - 4.00	5	5	4	4
3.00 - 3.49	16	18	16	20
2.50 - 2.99	27	29	29	30
2.00 - 2.49	36	33	37	32
1.50 - 1.99	12	12	11	12
Under 1.50	3	4	3	2
Number	687	1052	1224	1462
Mean	2.49	2.50	2.49	2.52
S. D.	.57	.57	.54	.56
Female				
3.50 - 4.00	4	6	5	5
3.00 - 3.49	19	22	20	20
2.50 - 2.99	33	30	33	31
2.00 - 2.49	33	31	31	32
1.50 - 1.99	9	8	8	10
Under 1.50	2	3	2	2
Number	257	430	504	630
Mean	2.58	2.60	2.58	2.56
S. D.	.55	.57	.52	.54
Total				
3.50 - 4.00	5	5	4	4
3.00 - 3.49	17	19	17	20
2.50 - 2.99	29	29	30	30
2.00 - 2.49	35	33	35	32
1.50 - 1.99	11	11	11	12
Under 1.50	3	3	3	2
Number	944	1482	1728	2092
Mean	2.51	2.53	2.52	2.53
S. D.	.57	.57	.54	.56

Table 3-10
Special Test Administration Data

Ethnic Background of Students with Learning Disabilities

Year	'80	'81	'82	'83
	%	%	%	%
American Indian	1.2	1.0	0.8	0.4
Black	2.8	4.0	4.1	4.3
Mexican-American	0.2	0.4	0.2	0.5
Oriental	0.3	0.5	0.8	0.6
Puerto Rican	0.3	0.3	0.9	0.7
White	93.0	91.5	91.4	91.9
Other	2.2	2.3	1.9	1.6
Number Responding	955	1457	1695	2079
% Minority Students	7.0	8.5	8.6	8.1

Table 3-11
Special Test Administration Data

Median Parental Income of Learning Disabled Students

Year	'80	'81	'82	'83
All Students	31,106	34,207	39,143	42,195
Black	12,750	17,401	15,599	18,750
White	31,853	35,214	40,523	43,002
	Distribution of Income			
Below $12,000	11.1%	7.5%	6.7%	7.1%
$12,000-$23,999	24.8%	22.5%	19.0%	15.8%
$24,000-$29,999	12.0%	11.6%	8.4%	7.4%
Above $30,000	52.1%	58.4%	65.9%	69.7%

Table 3-12
Special Test Administration Data

1980-83 Mean Parental Income by SAT Average
Learning Disabled Students

SAT Average	N	$\bar{X}$ Income
350 - 399	(1026)	50,200
400 - 449	(741)	51,500
450 - 499	(485)	52,600
500 - 549	(222)	59,800
550 - 599	(116)	55,700
600 - 649	(36)	46,800

Table 3-13
Special Test Administration Data

Degree Level Goals:
Students with Learning Disabilities

Year	'80	'81	'82	'83
	%	%	%	%
Two-Year Training Program	4	4	5	4
Associate of Arts Degree	5	4	4	5
BA or BS Degree	43	44	42	43
MA or MS Degree	18	19	18	20
MD, PhD, Other Professional Degree	8	7	8	7
Undecided	22	22	23	21
Number Responding	970	1491	1744	2120
Two-Year Program or Degree	8	8	9	9
Graduate Study	26	26	26	27

Table 3-14
Special Test Administration Data

Plans to Ask College for Special Assistance by Areas of Need:
Students with Learning Disabilities

Year	'80 %	'81 %	'82 %	'83 %
Educational Counseling	29.8	29.0	29.9	28.5
Voc./Career Counseling	25.9	24.1	24.4	23.8
Mathematical Skills	27.8	26.9	27.4	25.8
Reading Skills	40.2	37.5	39.2	37.9
Writing Skills	38.0	33.9	35.8	34.7
Study Skills	37.0	37.2	38.3	36.6
Part-Time Work	25.2	23.0	22.4	23.1
Personal Counseling	5.9	5.3	5.3	5.2
Percent Seeking Assistance	81.8	81.4	82.0	80.8
Number Responding	1028	1615	1871	2265

Table 3-15
Special Test Administration Data
Collasped Over Four Years ('80-'83)

Intended Field of Study - First Choice
Students with Learning Disabilities

	Male %	Female %	Total %	SAT Mean Scores Total	Total %
Agriculture	4.0	1.5	3.3	340	379
Arch./Envir. Design	3.3	0.8	2.6	357	429
Art	4.7	12.6	7.0	343	362
Biological Sciences	2.9	2.0	2.6	387	419
Business & Commerce	24.7	13.6	21.5	339	385
Communications	4.2	2.8	3.8	354	361
Computer Science/Sys. Analysis	5.3	3.1	4.7	348	422
Education	5.3	18.2	9.1	319	347
Engineering	12.4	1.4	9.2	374	448
English/Literature	0.5	1.3	0.8	427	386
Ethnic Studies	0.1	0.0	0.1	286	364
Foreign Languages	0.1	0.2	0.1	359	391
Forestry/Conservation	1.9	0.4	1.5	351	379
Geography	0.1	0.0	0.1	280	273
Health & Medical	3.2	13.8	6.3	339	380
History & Culture	1.3	0.6	1.1	408	396
Home Economics	0.2	1.7	0.7	311	327
Library Science	0.0	0.0	0.0	350	250
Mathematics	0.5	0.5	0.5	372	496
Military Science	1.3	0.0	0.9	356	396
Music	1.3	1.3	1.3	353	349
Philosophy & Religion	0.5	0.3	0.5	363	413
Physical Sciences	1.8	0.7	1.5	390	467
Psychology	1.6	5.2	2.7	373	391
Social Sciences	6.0	5.7	5.9	376	386
Theater Arts	1.3	3.4	2.0	371	378
Trade & Vocational	1.8	1.1	1.6	310	334
Other	2.0	1.7	2.0	342	380
Undecided	7.3	6.0	6.9	351	394
# Responding	4009	1658	5667		

Table 3-16
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Plans to Apply for Advanced Placement or Course Credit
Students with Learning Disabilities

Subject Area	%
English	8.2
Mathematics	9.3
Foreign Languages	3.4
Biological Sciences	5.0
Physical Sciences	5.1
Social Studies	8.0
Art and Music	6.7
Any Subject	45.8
# Responding	7327

Table 3-17
Test Administration Data
Collapsed Over Four Years ('80-'83)

Housing Preferences
Students with Learning Disabilities

Preference	%
At Home	17
Dormitory	65
Single Sex	22
Coed	43
Fraternity or Sorority	5
Own Apartment	13
On Campus	8
Off Campus	5
Number Responding	6704

Table 3-18
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Extracurricular Activities in High School & Plans for College
Students with Learning Disabilities

Active in High School	%
Athletics, incl. Intramural and Community	68
Ethnic Organizations	5
Journalism, Debate, Drama	19
Art, Music or Dance	35
Dept. or Preprofessionl Clubs	8
Religious Organizations	26
Social or Commmunity Club	34
Student Government	14

Will be Active in College	%
Athletics, incl. Intramural and Community	55
Ethnic Organizations	4
Journalism, Debate, Drama	18
Art, Music, or Dance	30
Dept. or Preprofessional Clubs	13
Religious Organizations	16
Social or Community Club	36
Student Government	15

Table 3-19
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Self-Reported Skills and Abilities
Total Students with Learning Disabilities

TOP 10%	%
Ability to get along with others	58.4
Acting	12.7
Art	18.4
Athletics	36.8
Creative Writing	12.6
Leadership	36.5
Mathematics	13.8
Mechanics	21.9
Music	12.9
Organizing for Work	21.5
Sales	24.0
Science	12.5
Spoken Expression	24.9
Written Expression	12.8

ABOVE AVERAGE	%
Ability to get along with others	86.2
Acting	33.6
Art	41.3
Athletics	65.3
Creative Writing	38.1
Leadership	66.0
Mathematics	36.6
Mechanics	48.1
Music	29.9
Organizing for Work	52.6
Sales	53.5
Science	36.9
Spoken Expression	56.5
Written Expression	37.7

Table 3-20

Percentage of Seniors and Learning Disabled Students
Eligible if Single Index Minimums are Used:
High School Rank, High School Grade Point Average, and SAT Total Score

Single Index Minimums	Percent Eligible		
	Original Group	Learning Disabled	Differential Percent
	N = 82,245	N = 5349	
High School Rank			
HS Rank in Top 1/5	44	12	-32
HS Rank in Top 2/5's	71	32	-39
HS Rank in Top 3/5's	97	81	-16
HS Rank in Top 4/5's	100	95	-5
	N = 85,469	N = 6049	
High School GPA			
HSGPA > 3.50	27	4	-23
HSGPA > 3.25	40	10	-30
HSGPA > 3.00	58	23	-35
HSGPA > 2.75	70	34	-36
HSGPA > 2.50	82	52	-30
HSGPA > 2.25	91	69	-22
HSGPA > 2.00	97	86	-11
	N = 86,190	N = 6166	
SAT Total Score			
SAT > 1100	18	3	-15
SAT > 1000	33	8	-25
SAT > 900	51	19	-32
SAT > 800	68	34	-34
SAT > 700	84	55	-29
SAT > 600	93	79	-14
SAT > 500	98	95	-3

Table 3-21

Percentage of Seniors and Learning Disabled Students
Eligible if Multiple Index Minimums Are Used:
High School Rank and SAT Total Score

High School Rank/ SAT Total Minimums	Percent Eligible		
	Original Group	Learning Disabled	Differential Percent
	N = 81,930	N = 5349	
Upper Fifth			
SAT > 1100	15	1	-14
SAT > 1000	25	3	-22
SAT > 900	32	5	-27
SAT > 800	38	7	-31
SAT > 700	42	9	-33
SAT > 600	43	11	-32
SAT > 500	44	12	-32
Upper Two Fifths			
SAT > 1100	18	2	-16
SAT > 1000	31	5	-26
SAT > 900	44	10	-34
SAT > 800	56	16	-40
SAT > 700	64	23	-41
SAT > 600	68	28	-40
SAT > 500	70	32	-38
Upper Three Fifths			
SAT > 1100	19	3	-16
SAT > 1000	33	8	-25
SAT > 900	51	17	-34
SAT > 800	67	30	-37
SAT > 700	82	48	-34
SAT > 600	91	66	-25
SAT > 500	95	78	-17

Table 3-22

Percentage of Seniors and Learning Disabled Students
Eligible if Multiple Index Minimums Are Used:
High School Grade Point Average and SAT Total Score

High School GPA/ SAT Total Minimums	Percent Eligible		
	Original Group	Learning Disabled	Differential Percent
	N = 85,136	N = 6049	
HSGPA > 3.00			
SAT > 1100	16	2	-14
SAT > 1000	27	4	-23
SAT > 900	38	7	-31
SAT > 800	47	11	-36
SAT > 700	54	16	-38
SAT > 600	56	20	-36
SAT > 500	58	22	-36
HSGPA > 2.50			
SAT > 1100	18	3	-15
SAT > 1000	31	6	-25
SAT > 900	47	13	-34
SAT > 800	61	23	-38
SAT > 700	73	34	-39
SAT > 600	79	46	-33
SAT > 500	81	54	-27
HSGPA > 2.00			
SAT > 1100	18	3	-15
SAT > 1000	33	8	-25
SAT > 900	50	17	-33
SAT > 800	67	31	-36
SAT > 700	81	49	-32
SAT > 600	91	69	-22
SAT > 500	95	82	-13

Table 3-23

Percentage of Seniors and Learning Disabled Students
Eligible if Either/Or Minimums are Used
High School Rank or SAT Total Score

High Rank School or SAT Total Minimums	Percent Eligible		
	Original Group	Learning Disabled	Differential Percent
	N = 84,617	N = 5349	
Upper Fifth			
or SAT > 1100	49	14	-35
or SAT > 1000	54	18	-36
or SAT > 900	63	26	-37
or SAT > 800	76	40	-36
or SAT > 700	87	59	-28
Upper Two Fifths			
or SAT > 1100	73	33	-40
or SAT > 1000	74	35	-39
or SAT > 900	78	40	-38
or SAT > 800	84	50	-34
or SAT > 700	90	65	-25
Upper Three Fifths			
or SAT > 1100	97	81	-16
or SAT > 1000	97	81	-16
or SAT > 900	97	82	-15
or SAT > 800	98	85	-13
or SAT > 700	98	88	-10

Table 3-24

Percentage of Seniors and Learning Disabled Students
Eligible if Either/Or Minimums Are Used:
High School Grade Point Average or SAT Total Score

High School GPA or SAT Total Minimums	Percent Eligible		
	Original Group	Learning Disabled	Differential Percent
	N = 85,136	N = 6049	
HSGPA > 3.00			
or SAT > 1100	59	24	-35
or SAT > 1000	63	27	-36
or SAT > 900	70	34	-36
or SAT > 800	79	46	-33
or SAT > 700	88	62	-26
HSGPA > 2.50			
or SAT > 1100	83	53	-30
or SAT > 1000	84	54	-30
or SAT > 900	86	58	-28
or SAT > 800	89	64	-25
or SAT > 700	93	74	-19
HSGPA > 2.00			
or SAT > 1100	97	86	-11
or SAT > 1000	97	86	-11
or SAT > 900	97	87	-10
or SAT > 800	98	89	-9
or SAT > 700	99	92	-7

Table 3-25

Percentage of Seniors and Learning Disabled Students Eligible if Sliding Scales Based on High School Rank and SAT Total Scores Are Used:

Sliding Scales	Percent Eligible		
	Original Group	Learning Disabled	Differential Percent
	N = 82,245	N = 5349	
Sliding Scale A			
Upper Tenth, No SAT Minimum	22	4	-18
Second Tenth, SAT > 600	21	7	-14
Second Fifth, SAT > 800	18	9	-9
Third Fifth SAT > 1000	3	2	-1
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	64	22	-42
Sliding Scale B			
Upper Tenth, No SAT Minimum	22	4	-18
Second Tenth, SAT > 600	21	8	-13
Second Fifth, SAT > 800	23	14	-9
Third Fifth SAT > 1000	6	7	+1
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	72	33	-39
Sliding Scale C			
Upper Tenth, No SAT Minimum	22	4	-18
Second Tenth, SAT > 600	22	8	-14
Second Fifth, SAT > 800	25	17	-8
Third Fifth SAT > 1000	11	14	+3
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	80	43	-37

Table 3-26

Percentage of Seniors and Learning Disabled Students Eligible if Sliding Scales Based on High School GPAs and SAT Total Scores Are Used

Sliding Scales	Percent Eligible		
	Original Group	Learning Disabled	Differential Percent
	N = 85,469	N = 6049	
Sliding Scale D			
3.40 GPA, No SAT Minimum	32	6	-26
3.30 GPA, SAT > 400	5	2	-3
3.20 GPA, SAT > 500	7	3	-4
3.10 GPA, SAT > 600	5	3	-2
3.00 GPA, SAT > 700	7	5	-2
2.90 GPA, SAT > 800	2	1	-1
2.80 GPA, SAT > 900	3	1	-2
2.70 GPA, SAT > 1000	1	1	0
2.60 GPA, SAT > 1100	0	0	0
2.60 GPA, SAT > 1200	0	0	0
Total Percent	62	22	-40
Sliding Scale E			
3.40 GPA, No SAT Minimum	32	6	-26
3.20 GPA, SAT > 400	12	5	-7
3.00 GPA, SAT > 500	14	11	-3
2.80 GPA, SAT > 600	9	6	-3
2.60 GPA, SAT > 700	8	7	-1
2.40 GPA, SAT > 800	4	4	0
2.20 GPA, SAT > 900	1	2	+1
2.00 GPA, SAT > 1000	0	1	+1
1.80 GPA, SAT > 1100	0	0	0
1.60 GPA, SAT > 1200	0	0	0
1.40 GPA, SAT > 1300	0	0	0
1.20 GPA, SAT > 1400	0	0	0
1.00 GPA, SAT < 1500	0	0	0
Total Percent	80	42	-38

Table 3-27

Percentage of Seniors and Learning Disabled Students Eligible if a Predicted Freshman GPA of 2.5 Is Used: Predictions for 10 State Institutions

Inst. Code	Mean Rank HSGPA	Mean Rank SAT	Location	Percent Eligible Original Group	Percent Eligible Learning Disabled	Differential Percent
				N = 85,136	N = 6049	
A	2	2	Midwest	69	29	-40
B	8	5	East	68	28	-40
C	9	9	Midwest	60	10	-50
D	5	3	East	57	17	-40
E	4	4	West	49	9	-40
F	10	8	South	46	22	-24
G	3	6	West	44	12	-32
H	7	7	East	44	9	-35
I	1	1	West	43	8	-35
J	6	10	South	40	7	-33

Table 3-28

Comparison of Models

Model/Minimums	Percent Eligible		
	Original Group	Learning Disabled	Differential Percent
Single Index			
Rank in Top 2/5's	71	32	-39
GPA > 2.75	70	34	-36
SAT > 800	68	34	-34
Multiple Index			
GPA > 2.50 and SAT > 700	73	34	-39
Top 2/5's and SAT > 500	70	32	-38
Top 2/5's and SAT > 600	68	28	-40
Top 3/5's and SAT > 800	67	30	-37
GPA > 2.0 and SAT > 800	67	31	-36
Either-or			
Top 1/5 or SAT > 800	76	40	-36
Top 2/5's or SAT > 1000	74	35	-39
Top 2/5's or SAT > 1100	73	33	-40
GPA > 3.0 or SAT > 900	70	34	-36
Sliding Scale			
Sliding Scale B	72	33	-39
Predicted Performance			
Institution A	69	29	-40
Institution B	68	28	-40

*These comparisons are limited to situations where about three-fourths of White seniors were eligible in the original study.

Table 4-1
Special Test Administration Data

SAT Scores
Students with a Physical Disability

	VERBAL				MATH			
	'80 %	'81 %	'82 %	'83 %	'80 %	'81 %	'82 %	'83 %
Male Scores								
700 - 800	0.0	2.3	0.7	0.6	1.8	4.7	3.5	2.7
600 - 699	3.1	6.4	4.2	3.3	13.2	12.2	8.5	8.0
500 - 599	15.3	15.1	14.8	18.2	16.8	20.3	11.3	22.5
400 - 499	30.7	31.4	23.9	29.8	25.7	20.3	23.2	25.7
300 - 399	30.7	35.5	31.7	33.1	31.7	32.0	36.6	33.2
200 - 299	20.2	9.3	24.6	14.9	10.8	10.5	16.9	8.0
Number	163	172	142	181	167	172	142	187
Mean	394	427	386	409	438	453	411	441
S. D.	108	113	114	106	122	133	127	120
Female Scores								
700 - 800	1.8	0.0	0.0	1.5	1.8	2.7	0.9	0.7
600 - 699	2.7	8.8	2.7	2.3	4.3	4.5	4.4	4.4
500 - 599	10.7	13.3	10.8	13.0	12.2	15.3	4.4	17.8
400 - 499	25.9	31.0	36.9	30.5	20.9	18.9	29.2	27.4
300 - 399	33.9	31.9	33.3	35.1	36.5	46.8	46.0	32.6
200 - 299	25.0	15.0	16.2	17.6	24.3	11.7	15.0	17.0
Number	112	113	111	131	115	111	113	135
Mean	378	416	396	400	390	411	385	408
S. D.	116	117	100	105	119	114	94	105
Total Scores								
700 - 800	0.7	1.4	0.4	1.0	1.8	3.9	2.4	1.8
600 - 699	2.9	7.4	3.6	2.9	9.6	9.2	6.7	6.5
500 - 599	13.5	14.4	13.0	16.0	14.9	18.4	8.2	20.5
400 - 499	28.7	31.2	29.6	30.1	23.8	19.8	25.9	26.4
300 - 399	32.0	34.0	32.4	34.0	33.7	37.8	40.8	32.9
200 - 299	22.2	11.6	20.9	16.0	16.3	11.0	16.1	11.8
Number	275	285	253	312	32	283	255	322
Mean	387	422	391	405	9	437	400	427
S. D.	111	115	108	106	124	127	115	115

Table 4-2
Special Test Administration Data

SAT Verbal Subscores
Students With A Physical Disability

	READING COMPREHENSION				VOCABULARY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
70 - 80	0	1	1	1	2	3	1	1
60 - 69	2	6	3	6	4	6	4	2
50 - 59	14	19	15	14	18	15	19	21
40 - 49	34	29	25	31	27	38	22	33
30 - 39	27	32	29	35	31	30	35	28
20 - 29	23	13	27	13	18	8	19	15
Number	163	172	142	181	166	172	142	184
Mean	39.0	42.0	38.1	40.6	40.6	43.4	39.8	41.8
S. D.	10.5	11.4	11.7	11.0	11.4	11.4	11.6	10.5
Female Scores								
70 - 80	0	0	0	1	3	2	0	1
60 - 69	4	7	4	3	6	9	5	4
50 - 59	11	16	9	12	11	16	12	12
40 - 49	26	31	42	37	22	29	32	31
30 - 39	36	31	30	32	32	29	36	35
20 - 29	23	15	15	15	26	15	15	17
Number	112	113	111	131	112	113	112	132
Mean	37.9	41.2	40.0	40.8	38.5	42.4	39.6	39.7
S. D.	10.7	11.1	9.9	10.5	12.8	12.4	10.3	10.7
Total Score								
70 - 80	0	0	0	1	2	3	1	1
60 - 69	3	6	3	5	5	7	4	3
50 - 59	13	18	13	13	15	15	16	17
40 - 49	31	30	33	33	25	34	26	32
30 - 39	30	32	29	34	32	30	36	31
20 - 29	23	14	22	14	21	11	17	16
Number	275	285	253	312	278	285	254	316
Mean	38.6	41.7	38.9	40.7	39.7	43.0	39.7	41.0
S. D.	10.6	11.3	11.0	10.8	12.0	11.8	11.0	10.6

Table 4-3
Special Test Administration Data

Test of Standard Written English (TSWE) Scores
for Students with Physical Disabilities

	'80	'81	'82	'83
	%	%	%	%
Male Scores				
60 +	1	1	2	3
50 - 59	17	24	13	16
40 - 49	25	36	25	34
30 - 39	30	20	36	26
20 - 29	27	19	24	21
Number	162	172	142	181
Mean	37.6	41.3	37.5	39.4
S. D.	11.0	10.9	11.3	11.1
Female Scores				
60 +	3	3	2	0
50 - 59	17	25	12	18
40 - 49	23	29	44	32
30 - 39	30	25	28	29
20 - 29	27	18	14	21
Number	112	113	111	131
Mean	38.3	41.7	40.4	39.8
S. D.	11.6	10.9	9.7	10.7
Total Scores				
60 +	2	1	2	2
50 - 59	17	25	12	17
40 - 49	24	33	33	33
30 - 39	30	22	33	27
20 - 29	27	19	20	21
Number	274	285	253	312
Mean	37.9	41.5	38.7	39.6
S. D.	11.3	10.9	10.7	10.9

Table 4-4
Special Test Administration Data

Comparison of 1980-83 Mean SAT Scores for
All Test-Takers & SDQ Respondents with Physical Disabilities

	'80-'83 Total Group		'80-'83 Group with SDQs	
	SAT-V %	SAT-M %	SAT--V %	SAT-M %
Males				
700 - 800	1	3	1	4
600 - 699	4	11	4	10
500 - 599	16	18	17	19
400 - 499	29	24	31	24
300 - 399	33	33	32	32
200 - 299	17	11	15	11
Number	658	668	479	486
Mean	405	437	410	441
S.D.	111	126	110	128
Females				
700 - 800	1	2	0	1
600 - 699	4	4	4	4
500 - 599	12	13	13	13
400 - 499	31	24	32	26
300 - 399	34	40	34	40
200 - 299	18	17	17	16
Number	467	474	374	384
Mean	398	399	400	398
S.D.	110	109	108	105
Total				
700 - 800	1	2	0	3
600 - 699	4	8	4	8
500 - 599	14	16	15	16
400 - 499	30	24	31	25
300 - 399	33	36	33	35
200 - 299	18	14	16	13
Number	1125	1142	853	870
Mean	402	421	406	422
S.D.	111	121	109	120

Table 4-5

Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Type of High School
Students with Physical Disabilities

Public	81.1
Private	18.9
Number Responding	944

Table 4-6
Special Test Administration Data

Latest Self-Reported Grade: Students With a Physical Disability

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
A (4.0)	25	26	26	27	23	21	24	23
B (3.0)	53	52	50	47	34	37	34	37
C (2.0)	20	20	22	24	29	28	32	32
D (1.0)	2	2	2	2	12	12	9	7
No Graded Courses	0	0	0	0	2	2	1	1
Number	228	231	208	251	229	232	206	251
Mean	2.99	3.02	3.00	2.98	2.66	2.63	2.72	2.75
Percent Honors Courses	6	9	12	13	7	7	5	6
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCE			
A (4.0)	27	27	23	27	21	24	24	23
B (3.0)	41	36	47	41	43	43	45	42
C (2.0)	25	29	23	27	29	27	24	31
D (1.0)	5	7	5	4	6	5	6	4
No Graded Courses	2	1	2	1	1	1	1	0
Number	165	180	150	196	209	212	190	229
Mean	2.87	2.83	2.83	2.88	2.78	2.86	2.85	2.82
Percent Honors Courses	9	8	7	7	6	5	5	6
TOTAL	PHYSICAL SCIENCE				SOCIAL STUDIES			
A (4.0)	22	22	21	25	33	33	31	29
B (3.0)	44	38	47	37	45	44	43	47
C (2.0)	27	32	25	31	18	20	23	21
D (1.0)	6	7	6	7	4	3	3	3
No Graded Courses	1	1	1	0	0	0	0	0
Number	179	190	169	209	222	226	207	249
Mean	2.80	2.74	2.80	2.79	3.06	3.08	3.01	3.04
Percent Honors Courses	6	7	6	5	5	8	10	9

Table 4-7
Special Test Administration Data

Number of Years of Study of Subject: Students with a Physical Disability

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
No Courses	0	0	7	0	0	0	0	0
One Year	1	1	1	3	3	3	3	5
Two Years	0	2	3	3	19	11	12	9
Three Years	9	7	6	6	30	30	29	31
Four Years	79	80	82	79	39	47	46	47
Five or More Years	11	10	1	9	9	8	9	8
Number	236	233	212	257	236	231	212	256
Mean	3.97	3.98	3.91	3.87	3.33	3.46	3.47	3.41
TOTAL	FOREIGN LANGUAGES				BIOLOGICAL SCIENCES			
No Courses	26	19	27	23	4	6	7	8
One Year	15	14	9	15	63	70	64	62
Two Years	26	32	35	28	25	19	22	22
Three Years	22	21	13	17	6	4	4	4
Four Years	9	11	13	13	1	1	2	3
Five or More Years	2	3	2	4	0	0	1	1
Number	231	225	210	252	233	228	209	254
Mean	1.80	2.01	1.83	1.96	1.37	1.25	1.35	1.35
TOTAL	PHYSICAL SCIENCES				SOCIAL STUDIES			
No Courses	18	9	17	9	0	0	1	0
One Year	39	42	37	40	4	4	2	3
Two Years	29	33	26	35	17	16	12	11
Three Years	14	13	17	12	36	37	40	35
Four Years	0	3	3	4	35	36	37	43
Five or More Years	0	0	0	0	8	7	8	7
Number	228	225	208	251	234	227	209	254
Mean	1.41	1.59	1.52	1.62	3.26	3.27	3.33	3.39

Table 4-8
Special Test Administration Data

Self-Reported Class Rank and Concomitant SAT Scores
for Students with a Physical Disability

Year	'80	'81	'82	'83
	%	%	%	%
Rank				
Top Tenth	16	16	17	19
Second Tenth	15	18	16	15
Second Fifth	31	21	25	26
Third Fifth	31	35	31	33
Fourth Fifth	5	7	10	5
Lowest Fifth	2	3	1	2
Number Responding	182	185	160	208

SAT Score:	V	M	V	M	V	M	V	M
Rank								
Top Tenth	436	469	539	531	471	485	470	501
Second Tenth	429	480	471	495	450	446	408	430
Second Fifth	393	428	422	433	391	398	408	437
Third Fifth	354	378	389	391	362	364	387	399
Fourth Fifth	327	316	346	360	325	355	324	370
Lowest Fifth	233	296	361	341	210	300	260	318
Number Responding	179	182	185	185	156	159	199	208

Table 4-9
Special Test Administration Data

Estimated High School Grade Point Average:
Students with Physical Disabilities

Year	'80 %	'81 %	'82 %	'83 %
Males				
3.50 - 4.00	15	15	15	17
3.00 - 3.49	31	30	35	25
2.50 - 2.99	32	24	26	31
2.00 - 2.49	18	22	19	20
1.50 - 1.99	3	6	5	7
Under 1.50	1	2	0	0
Number	107	126	97	117
Mean	2.90	2.82	2.90	2.87
S.D.	.56	.66	.59	.59
Females				
3.50 - 4.00	20	18	21	20
3.00 - 3.49	30	30	24	27
2.50 - 2.99	20	31	35	33
2.00 - 2.49	25	17	13	17
1.50 - 1.99	2	2	5	2
Under 1.50	2	1	2	1
Number	84	87	85	106
Mean	2.85	2.92	2.90	2.94
S.D.	.62	.60	.62	.56
Total				
3.50 - 4.00	17	16	18	18
3.00 - 3.49	30	30	30	26
2.50 - 2.99	27	27	30	32
2.00 - 2.49	21	20	16	18
Under 1.50	2	2	1	0
Number	191	213	182	223
Mean	2.88	2.86	2.90	2.91
S.D.	.58	.64	.61	.58

Table 4-10
Special Test Administration Data

Ethnic Background of Students with Physical Disabilities

Year	'80	'81	'82	'83
	%	%	%	%
American Indian	0.5	0.6	0.5	0.5
Black	10.9	9.0	8.9	8.8
Mexican-American	1.0	1.7	1.8	1.9
Oriental	2.0	3.4	3.8	4.2
Puerto Rican	1.0	1.1	1.2	1.2
White	83.2	81.9	81.7	81.1
Other	1.5	2.2	2.2	2.2
Number Responding	202	216	184	226
% Minority Students	16.8	11.1	9.2	10.6

Table 4-11
Special Test Administration Data

Median Parental Income of Physically Handicapped Sudents

	'80	'81	'82	'83
All Students	19,500	24,322	25,311	28,962
Black	10,500	19,500	11,750	8,250
White	21,600	24,808	27,135	39,960
	Distribution of Income			
Below $12,000	20.9%	15.2%	14.7%	14.5%
$12,000-$23,999	43.8%	33.9%	33.1%	25.1%
$24,000-$29,999	5.9%	12.3%	12.7%	12.9%
Above $30,000	29.4%	38.6%	39.5%	47.5%

Table 4-12
Special Test Administration Data

1980-83 Mean Parental Income By Sat Average
Physically Disabled Students

SAT Average	(N)	$\bar{X}$ Income
350 - 399	(113)	31,600
400 - 449	(135)	33,000
450 - 499	(81)	37,200
500 - 549	(63)	34,900
550 - 599	(40)	37,100
600 - 649	(220	37,400

Table 4-13
Special Test Administration Data

Degree Level Goals:
Students with Physical Disabilities

Year	'80	'81	'82	'83
	%	%	%	%
Two-Year Training Program	4	2	6	3
Associate of Arts Degree	6	3	3	4
BA or BS Degree	35	35	32	33
MA or MS Degree	21	25	20	24
MD, PhD, Other Professional Degree	11	15	16	16
Undecided	23	20	23	20
Number Responding	202	214	184	230
Two-Year Program or Degree	10	5	9	7
Graduate Study	32	40	36	40

Table 4-14
Special Test Administration

Plans to Ask College for Special Assistance by Areas of Need:
Students with Physical Disabilities

Year	'80	'81	'82	'83
	%	%	%	%
Educational Counseling	52.1	44.1	44.7	44.0
Voc./Career Counseling	44.6	43.2	43.1	33.6
Mathematical Skills	29.1	25.9	24.9	22.0
Reading Skills	25.4	18.2	22.3	17.4
Writing Skills	26.8	23.2	26.9	22.4
Study Skills	30.0	28.2	24.9	25.7
Part-Time Work	33.3	32.3	28.4	23.2
Personal Counseling	15.5	14.1	11.2	10.4
Percent Seeking Assistance	86.4	86.4	86.3	78.0
Number Responding	213	220	197	241

Table 4-15
Special Test Administration Data
Collasped Over Four Years ('80-'83)

Intended Field of Study - First Choice
Students with Physical Disabilities

MALE

	Male	Female	Total	SAT Mean Scores Total	
	%	%	%	V	M
Agriculture	1.4	0.3	0.9	391	400
Arch./Envir. Design	0.9	0.3	0.6	332	378
Art	1.8	4.3	2.9	322	340
Biological Sciences	3.7	2.0	2.9	453	453
Business & Commerce	20.3	15.0	17.9	383	422
Communications	10.1	4.0	7.4	412	371
Computer Science/Sys. Analysis	17.1	7.2	12.7	392	437
Education	2.1	13.0	6.9	378	385
Engineering	6.7	1.7	4.5	437	535
English/Literature	0.9	3.8	2.2	415	399
Ethnic Studies	0.0	0.0	0.0	-	-
Foreign Languages	0.0	2.0	0.9	440	441
Forestry/Conservation	0.5	0.0	0.3	450	485
Geography	0.0	0.0	0.0	-	-
Health & Medical	5.5	13.9	9.2	404	407
History & Culture	1.2	0.9	1.0	480	495
Home Economics	0.0	2.6	1.2	306	347
Library Science	0.0	0.3	0.1	320	230
Mathematics	1.6	2.0	1.8	409	491
Military Science	0.2	0.0	0.1	540	530
Music	1.4	1.7	1.5	447	462
Philosophy & Religion	0.9	1.2	1.0	426	388
Physical Sciences	1.4	0.6	1.0	474	463
Psychology	3.2	8.4	5.5	440	415
Social Sciences	11.5	7.8	9.9	471	458
Theater Arts	0.0	0.9	0.4	457	400
Trade & Vocational	0.9	0.3	0.6	390	414
Other	1.2	0.9	1.0	436	445
Undecided	5.5	4.9	5.3	394	407
# Responding	434	346	780		

Table 4-16
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Plans to Apply for Advanced Placement or Course Credit
Students with Physical Disabilities

Subject Area	%
English	16.5
Mathematics	12.4
Foreign Languages	6.8
Biological Sciences	5.4
Physical Sciences	5.6
Social Studies	9.2
Art and Music	3.6
Any Subject	33.9
# Responding	2300

Table 4-17

Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Housing Preferences
Students with Physical Disabilities

Preference	%
At Home	33
Dormitory	52
Single Sex	24
Coed	28
Fraternity or Sorority	2
Own Apartment	13
On Campus	7
Off Campus	6
Number Responding	916

Table 4-18
Special Test Administration Data

Collapsed Over Four Years ('80-'83)
Extracurricular Activities in High School & Plans for College
Students with Physical Disabilities

Active in High School	%
Athletics, incl. Intramural and Community	35
Ethnic Organizations	6
Journalism, Debate, Drama	29
Art, Music or Dance	32
Dept. or Preprof. Clubs	10
Religious Organizations	28
Social or Community Club	34
Student Government	21

Will be Active in College	%
Athletics, incl. Intramural and Community	24
Ethnic Organizations	5
Journalism, Debate, Drama	28
Art, Music, or Dance	29
Dept. or Preprofessional Clubs	17
Religious Organizations	22
Social or Community Club	41
Student Government	22

Table 4-19
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Self-Reported Skills and Abilities
Total Students with Physical Disabilities

TOP 10%	%
Ability to get along with others	56.9
Acting	11.3
Art	12.8
Athletics	11.6
Creative Writing	22.8
Leadership	32.8
Mathematics	22.9
Mechanics	12.8
Music	13.2
Organizing for Work	30.3
Sales	20.5
Science	17.0
Spoken Expression	30.8
Written Expression	29.2

ABOVE AVERAGE	%
Ability to get along with others	85.1
Acting	31.6
Art	35.1
Athletics	23.9
Creative Writing	56.0
Leadership	59.3
Mathematics	48.5
Mechanics	26.5
Music	32.0
Organizing for Work	60.2
Sales	48.1
Science	41.3
Spoken Expression	63.2
Written Expression	61.4

Table 4-20

Percentage of Seniors and Physically Disabled Students
Eligible if Single Index Minimums Are Used:
High School Rank, High School GPA, or SAT Total Score

Single Index Minimums	Percent Eligible		
	Original Group	Physically Disabled	Differential Percent
	N = 82,245	N = 718	
High School Rank			
HS Rank in Top 1/5	44	33	-11
HS Rank in Top 2/5's	71	59	-12
HS Rank in Top 3/5's	97	91	-6
HS Rank in Top 4/5's	100	98	-2
	N = 85,469	N = 792	
High School GPA			
HSGPA > 3.50	27	18	-9
HSGPA > 3.25	40	28	-12
HSGPA > 3.00	58	46	-12
HSGPA > 2.75	70	59	-11
HSGPA > 2.50	82	76	-6
HSGPA > 2.25	91	85	-6
HSGPA > 2.00	97	95	-2
	N = 86,190	N = 815	
SAT Total Score			
SAT > 1100	18	12	-6
SAT > 1000	33	21	-12
SAT > 900	51	33	-18
SAT > 800	68	54	-14
SAT > 700	84	71	-13
SAT > 600	93	87	-6
SAT > 500	98	97	-1

Table 4-21

Percentage of Seniors and Physically Disabled Students
Eligible if Multiple Index Minimums Are Used:
High School Rank and SAT Total Score Minimums

High School Rank/ SAT Total Minimums	Percent Eligible		
	Original Group	Physically Disabled	Differential Percent
	N = 81,930	N = 718	
Upper Fifth			
SAT > 1100	15	9	-6
SAT > 1000	25	14	-11
SAT > 900	32	18	-14
SAT > 800	38	25	-13
SAT > 700	42	29	-13
SAT > 600	43	31	-12
SAT > 500	44	33	-11
Upper Two Fifths			
SAT > 1100	18	11	-7
SAT > 1000	31	19	-12
SAT > 900	44	27	-17
SAT > 800	56	39	-17
SAT > 700	64	47	-17
SAT > 600	68	55	-13
SAT > 500	70	58	-12
Upper Three Fifths			
SAT > 1100	19	12	-7
SAT > 1000	33	21	-12
SAT > 900	51	33	-18
SAT > 800	67	51	-16
SAT > 700	82	67	-15
SAT > 600	91	81	-10
SAT > 500	95	89	-6

Table 4-22

Percentage of Seniors and Physically Disabled Students
Eligible if Multiple Index Minimums Are Used:
High School Grade Point Average and SAT Total Score

High School Rank/ SAT Total Minimums	Percent Eligible		
	Original Group	Physically Disabled	Differential Percent
	N = 85,136	N = 792	
HSGPA > 3.00			
SAT > 1100	16	10	-6
SAT > 1000	27	17	-10
SAT > 900	38	23	-15
SAT > 800	47	33	-14
SAT > 700	54	39	-15
SAT > 600	56	44	-12
SAT > 500	58	46	-12
HSGPA > 2.50			
SAT > 1100	18	11	-7
SAT > 1000	31	21	-10
SAT > 900	47	30	-17
SAT > 800	61	48	-13
SAT > 700	73	60	-13
SAT > 600	79	70	-9
SAT > 500	81	76	-5
HSGPA > 2.00			
SAT > 1100	18	12	-6
SAT > 1000	33	22	-11
SAT > 900	50	33	-17
SAT > 800	67	53	-14
SAT > 700	81	69	-12
SAT > 600	91	83	-8
SAT > 500	95	92	-3

Table 4-23

Percentage of Seniors and Physically Disabled Students
Eligible if Either/Or Minimums Are Used:
High School Rank or SAT Total Score

High School Rank or SAT Total Minimums	Percent Eligible		
	Original Group	Physically Disabled	Differential Percent
	N = 84,617	N = 718	
Upper Fifth			
or SAT > 1100	49	36	-13
or SAT > 1000	54	41	-13
or SAT > 900	63	49	-14
or SAT > 800	76	62	-14
or SAT > 700	87	76	-11
Upper Two Fifths			
or SAT > 1100	73	60	-13
or SAT > 1000	74	62	-12
or SAT > 900	78	66	-12
or SAT > 800	84	73	-11
or SAT > 700	90	82	-8
Upper Three Fifths			
or SAT > 1100	97	91	-6
or SAT > 1000	97	91	-6
or SAT > 900	97	92	-5
or SAT > 800	98	93	-5
or SAT > 700	98	95	-3

Table 4-24

Percentage of Seniors and Physically Disabled Students
Eligible if Either/Or Minimums Are Used:
High School GPA or SAT Score Minimums

High School GPA or SAT Total Minimums	Percent Eligible		
	Original Group	Physically Disabled	Differential Percent
	N = 85,136	N = 792	
HSGPA > 3.00			
or SAT > 1100	59	48	-11
or SAT > 1000	63	51	-12
or SAT > 900	70	57	-13
or SAT > 800	79	68	-11
or SAT > 700	88	78	-10
HSGPA > 2.50			
or SAT > 1100	83	76	-7
or SAT > 1000	84	77	-7
or SAT > 900	86	79	-7
or SAT > 800	89	82	-7
or SAT > 700	93	87	-6
HSGPA > 2.00			
or SAT > 1100	97	95	-2
or SAT > 1000	97	95	-2
or SAT > 900	97	95	-2
or SAT > 800	98	96	-2
or SAT > 700	99	97	-2

Table 4-25

Percentage of Seniors and Physically Disabled Students
Eligible if Sliding Scales Based on
High School Rank and SAT Total Scores Are Used

Sliding Scales	Percent Eligible		
	Original Group	Physically Disabled	Differential Percent
	N = 82,245	N = 718	
Sliding Scale A			
Upper Tenth, No SAT Minimum	22	17	-5
Second Tenth, SAT > 600	21	15	-6
Second Fifth, SAT > 800	18	14	-4
Third Fifth SAT > 1000	3	3	0
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	64	49	-15
Sliding Scale B			
Upper Tenth, No SAT Minimum	22	17	-5
Second Tenth, SAT > 600	21	16	-5
Second Fifth, SAT > 800	23	18	-5
Third Fifth SAT > 1000	6	6	0
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	72	57	-15
Sliding Scale C			
Upper Tenth, No SAT Minimum	22	17	-5
Second Tenth, SAT > 600	22	16	-6
Second Fifth, SAT > 800	25	23	-2
Third Fifth SAT > 1000	11	12	+1
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	80	68	-12

Table 4-26

Percentage of Seniors and Physically Disabled Students Eligible if Sliding Scales Based on High School GPAs and SAT Total Scores Are Used

Sliding Scales	Percent Eligible		
	Original Group	Physically Disabled	Differential Percent
	N = 85,469	N = 792	
Sliding Scale D			
3.40 GPA, No SAT Minimum	32	22	-10
3.30 GPA, SAT > 400	5	4	-1
3.20 GPA, SAT > 500	7	5	-2
3.10 GPA, SAT > 600	5	5	0
3.00 GPA, SAT > 700	7	8	+1
2.90 GPA, SAT > 800	2	2	0
2.80 GPA, SAT > 900	3	1	-2
2.70 GPA, SAT > 1000	1	1	0
2.60 GPA, SAT > 1100	0	0	0
2.50 GPA, SAT > 1200	0	0	0
Total Percent	62	48	-14
Sliding Scale E			
3.40 GPA, No SAT Minimum	32	20	-12
3.20 GPA, SAT > 400	12	9	-3
3.00 GPA, SAT > 500	14	17	+3
2.80 GPA, SAT > 600	9	7	-2
2.60 GPA, SAT > 700	8	9	+1
2.40 GPA, SAT > 800	4	5	+1
2.20 GPA, SAT > 900	1	1	0
2.00 GPA, SAT > 1000	0	0	0
1.80 GPA, SAT > 1100	0	0	0
1.60 GPA, SAT > 1200	0	0	0
1.40 GPA, SAT > 1300	0	0	0
1.20 GPA, SAT > 1400	0	0	0
1.00 GPA, SAT > 1500	0	0	0
Total Percent	80	69	-12

Table 4-27

Percentage of Seniors and Physically Disabled Students Eligible if a Predicted Freshman GPA of 2.5 is Used: Predictions for 10 State Institutions

Inst. Code	Mean Rank HSGPA	Mean Rank SAT	Location	Percent Eligible: Original Group	Percent Eligible: Physically Disabled	Differential Percent
				N = 85,136	N = 792	
A	2	2	Midwest	69	55	-14
B	8	5	East	68	54	-14
C	9	9	Midwest	60	32	-28
D	5	3	East	57	41	-16
E	4	4	West	49	29	-20
F	10	8	South	46	47	+1
G	3	6	West	44	34	-10
h	7	7	East	44	30	-14
I	1	1	West	43	28	-15
J	6	10	South	40	25	-15

Table 4-28

Comparison of Models*

Model/Minimums	Percent Eligible		
	Original Group	Physically Disabled	Differential Percent
Single Index			
Rank in Top 2/5's	71	59	-12
GPA > 2.75	70	59	-11
SAT > 800	68	54	-14
Multiple Index			
GPA > 2.50 and SAT > 700	73	60	-13
Top 2/5's and SAT > 500	70	58	-12
Top 2/5's and SAT > 600	68	55	-13
Top 3/5's and SAT > 800	67	51	-16
GPA > 2.0 and SAT > 800	67	53	-14
Either-or			
Top 1/5 or SAT > 800	76	62	-14
Top 2/5's or SAT > 1000	74	62	-12
Top 2/5's or SAT > 1100	73	60	-13
GPA > 3.0 or SAT > 900	70	57	-13
Sliding Scale			
Sliding Scale B	72	57	-15
Predicted Performance			
Institution A	69	55	-14
Institution B	68	54	-14

*These comparisons are limited to situations where about three-fourths of White seniors were eligible in the original study.

Table 5-1
Standard Test Administration Data

SAT Scores
Students With A Visual Impairment

	VERBAL				MATH			
	'80 %	'81 %	'82 %	'83 %	'80 %	'81 %	'82 %	'83 %
Male Scores								
700 - 800	.7	1.1	0.8	0.5	4.7	6.5	2.9	4.3
600 - 699	2.8	5.5	4.3	3.5	8.4	12.9	12.9	10.1
500 - 599	14.9	18.1	16.9	13.3	19.4	18.0	18.5	18.2
400 - 499	27.5	32.7	29.8	29.9	23.0	21.6	25.2	28.1
300 - 399	35.2	30.7	30.6	35.3	30.7	30.7	29.0	27.4
200 - 299	18.9	11.9	17.7	17.5	13.8	10.4	11.6	11.9
Number	429	453	373	428	443	450	389	445
Mean	393	422	408	397	437	458	444	444
S. D.	108	110	111	108	128	139	127	126
Female Scores								
700 - 800	0.0	0.0	0.9	0.9	2.8	4.1	2.1	2.9
600 - 699	3.2	7.6	3.9	4.8	4.6	8.5	5.8	9.5
500 - 599	10.4	13.1	13.9	13.7	13.9	15.8	18.8	20.5
400 - 499	31.3	32.9	33.2	30.1	23.8	21.9	26.4	23.3
300 - 399	35.4	29.2	31.4	35.5	37.5	32.7	33.6	27.4
200 - 299	19.6	17.2	16.6	14.9	17.3	17.0	13.3	16.4
Number	316	343	331	335	323	342	345	347
Mean	390	411	401	405	405	422	418	429
S. D.	104	114	112	112	118	130	117	128
Total Scores								
700 - 800	0.4	0.6	0.9	0.7	3.9	5.5	2.4	3.6
600 - 699	3.0	6.4	4.1	4.1	6.8	11.0	9.5	9.8
500 - 599	13.0	16.0	15.5	13.5	17.1	17.0	18.7	19.2
400 - 499	29.1	32.8	31.4	30.0	23.4	21.7	25.7	26.0
300 - 399	35.3	30.0	31.0	35.4	33.6	31.6	31.2	27.4
200 - 299	19.2	14.2	17.2	16.4	15.3	13.3	12.4	13.9
Number	745	796	704	763	766	792	734	792
Mean	392	417	404	401	424	442	432	437
S. D.	106	112	111	110	125	136	123	127

Table 5-2
Student Testing Administration Data

SAT Verbal Subscores
Students With A Visual Impairment

	READING COMPREHENSION				VOCABULARY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
70 - 80	0	1	1	1	1	1	1	2
60 - 69	5	6	5	3	4	7	6	4
50 - 59	15	17	16	15	13	16	17	13
40 - 49	29	31	29	30	32	34	30	33
30 - 39	32	31	32	32	31	30	32	31
20 - 29	19	14	17	19	19	12	14	17
Number	429	453	373	428	437	453	379	440
Mean	39.7	41.9	40.3	39.6	39.8	42.8	41.7	40.5
S. D.	11.1	11.0	11.4	11.1	11.0	11.2	11.2	11.2
Female Scores								
70 - 80	0	0	0	0	0	1	1	2
60 - 69	4	8	5	5	4	6	4	6
50 - 59	13	16	17	15	11	14	12	14
40 - 49	32	32	31	33	29	31	33	30
30 - 39	35	31	31	31	38	31	31	31
20 - 29	16	13	16	16	18	17	19	17
Number	314	343	331	335	317	344	337	338
Mean	39.6	42.0	41.0	40.5	38.9	40.7	39.8	41.0
S. D.	10.6	11.3	11.2	11.2	10.5	11.6	11.3	11.7
Total Scores								
70 - 80	0	1	0	0	1	1	1	2
60 - 69	4	6	5	4	4	7	5	5
50 - 59	14	17	17	15	12	15	15	13
40 - 49	31	31	30	31	30	33	31	32
30 - 39	33	31	32	32	34	30	31	31
20 - 29	18	14	16	18	19	14	17	17
Number	743	796	704	763	754	797	716	778
Mean	39.6	41.9	40.6	40.0	39.4	41.9	40.8	40.7
S. D.	10.9	11.2	11.3	11.2	10.8	11.4	11.3	11.4

Table 5-3
Special Test Administration Data

Test of Standard Written English (TSWE) Scores
for Students with Visual Disabilities

	'80 %	'81 %	'82 %	'83 %
Male Scores				
60 +	3	3	2	1
50 - 59	16	21	19	17
40 - 49	27	32	30	30
30 - 39	26	24	26	29
20 - 29	28	20	23	23
Number	429	452	372	428
Mean	38.2	40.9	39.6	39.1
S. D.	11.9	11.3	11.2	11.0
Female Scores				
60 +	2	5	3	3
50 - 59	21	25	23	27
40 - 49	31	29	30	27
30 - 39	28	22	28	27
20 - 29	18	19	16	15
Number	314	343	330	333
Mean	40.6	41.8	41.4	42.3
S. D.	10.9	11.7	11.1	11.3
Total Scores				
60 +	3	4	3	2
50 - 59	18	23	21	22
40 - 49	29	31	30	29
30 - 39	26	23	27	28
20 - 29	24	19	20	19
Number	743	795	702	761
Mean	39.2	41.3	40.5	40.5
S. D.	11.6	11.5	11.2	11.2

Table 5-4
Special Test Administration Data

Comparison of 1980-83 Mean SAT Scores for
All Test-Takers & SDQ Respondents with Visual Disabilities

	'80-'83 Total Group		'80-'83 Group with SDQs	
	SAT-V %	SAT-M %	SAT-V %	SAT-M %
Males				
700 - 800	1	5	1	6
600 - 699	4	11	5	13
500 - 599	16	19	17	21
400 - 499	30	24	31	25
300 - 399	33	29	32	27
200 - 299	16	12	14	8
Number	1683	1727	1168	1198
Mean	405	446	415	465
S.D.	110	131	109	130
Females				
700 - 800	0	3	0	3
600 - 699	5	7	5	9
500 - 599	13	17	15	19
400 - 499	32	24	34	26
300 - 399	33	33	31	31
200 - 299	17	16	15	12
Number	1325	1357	935	956
Mean	402	419	412	431
S.D.	111	124	109	122
Total				
700 - 800	1	4	1	4
600 - 699	4	9	5	11
500 - 599	14	18	16	20
400 - 499	31	24	32	26
300 - 399	33	31	32	29
200 - 299	17	14	14	10
Number	3008	3084	2103	2154
Mean	404	434	414	450
S.D.	110	128	109	127

Table 5-5
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Type of High School

Students with Visual Disabilities

Public	75.1
Private	24.9
Number Responding	2236

Table 5-6
Special Test Administration Data

Latest Self-Reported Grade: Students With a Visual Impairment

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
A (4.0)	23	25	22	23	22	25	21	22
B (3.0)	47	45	49	45	34	38	40	37
C (2.0)	26	27	26	29	33	27	30	30
D (1.0)	3	2	3	3	9	9	8	10
No Graded Courses	1	1	0	0	2	1	1	1
Number	512	556	544	562	513	554	538	560
Mean	2.89	2.91	2.89	2.88	2.65	2.75	2.73	2.71
Percent Honors Courses	10	10	9	12	8	8	9	12
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCE			
A (4.0)	28	29	26	28	25	27	25	22
B (3.0)	32	34	37	41	38	41	42	45
C (2.0)	30	29	27	23	29	26	26	28
D (1.0)	8	7	9	7	7	5	6	5
No Graded Courses	2	1	1	1	1	1	1	0
Number	414	439	440	446	462	504	500	520
Mean	2.75	2.83	2.77	2.88	2.79	2.89	2.86	2.84
Percent Honors Courses	8	8	6	8	8	6	7	9
TOTAL	PHYSICAL SCIENCE				SOCIAL STUDIES			
A (4.0)	24	22	23	24	26	32	32	30
B (3.0)	36	43	39	39	49	43	44	44
C (2.0)	32	27	33	31	20	22	21	21
D (1.0)	7	7	4	5	4	3	3	4
No Graded Courses	1	1	1	1	1	0	0	1
Number	415	458	459	471	505	542	539	551
Mean	2.76	2.79	2.79	2.79	2.98	3.03	3.04	3.00
Percent Honors Courses	8	7	7	10	7	8	7	9

Table 5-7
Special Test Administration Data

Number of Years of Study of Subject: Students With A Visual Impairment

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
No Courses	0	0	1	1	0	0	0	0
One Year	1	0	1	1	4	3	2	1
Two Years	0	1	1	1	15	17	14	12
Three Years	7	7	4	4	30	30	31	26
Four Years	81	83	83	84	44	41	45	52
Five or More Years	11	9	10	9	7	9	8	9
Number	522	560	547	571	524	560	544	572
Mean	3.99	3.99	3.99	3.97	3.36	3.36	3.42	3.54
TOTAL	FOREIGN LANGUAGES				BIOLOGICAL SCIENCES			
No Courses	20	19	19	20	7	6	6	5
One Year	11	13	14	11	65	70	61	64
Two Years	33	31	31	32	24	19	26	25
Three Years	17	18	17	18	3	4	5	5
Four Years	13	13	15	15	1	1	1	1
Five or More Years	6	6	4	4	0	0	1	0
Number	516	549	541	568	515	552	540	565
Mean	2.09	2.11	2.08	2.08	1.28	1.26	1.36	1 34
TOTAL	PHYSICAL SCIENCES				SOCIAL STUDIES			
No Courses	14	11	12	11	1	0	1	1
One Year	42	41	42	40	1	2	2	1
Two Years	26	29	26	30	18	15	13	17
Three Years	14	15	15	16	43	43	39	37
Four Years	3	4	3	2	30	34	38	37
Five or More Years	0	0	2	1	7	6	7	7
Number	515	557	541	565	517	553	544	566
Mean	1.50	1.60	1.60	1.60	3.22	3.28	3.32	3.30

Table 5-8
Special Test Administration Data

Self-Reported Class Rank, and Concomitant Scores
for Students with a Visual Disability

Year	'80		'81		'82		'83	
Visual Impairment								
Top Tenth	16		19		18		17	
Second Tenth	18		17		18		17	
Second Fifth	27		25		26		23	
Third Fifth	31		33		28		36	
Fourth Fifth	6		4		7		6	
Lowest Fifth	2		2		3		1	
Number Responding	448		489		434		462	
SAT Score	V	M	V	M	V	M	V	M
Top Tenth	499	557	543	589	526	551	500	548
Second Tenth	440	476	453	491	429	459	449	492
Second Fifth	401	440	428	450	398	451	412	459
Third Fifth	363	396	389	407	393	421	362	406
Fourth Fifth	340	375	354	379	316	344	340	354
Lowest Fifth	331	354	358	384	357	363	266	328
Number Responding	432	448	489	484	415	433	444	462

Table 5-9
Special Test Administration Data

Estimated High School Grade Point Average:
Students with Visual Disabilities

Year	'80 %	'81 %	'82 %	'83 %
Males				
3.50 - 4.00	16	19	19	15
3.00 - 3.49	25	26	23	22
2.50 - 2.99	29	24	28	30
2.00 - 2.49	21	24	22	27
1.50 - 1.99	5	5	7	5
Under 1.50	4	2	1	2
Number	288	306	252	280
Mean	2.79	2.84	2.83	2.75
S.D.	.67	.67	.63	.64
Females				
3.50 - 4.00	19	23	22	22
3.00 - 3.49	27	26	26	32
2.50 - 2.99	27	24	29	25
2.00 - 2.49	20	21	17	15
1.50 - 1.99	5	4	5	5
Under 1.50	1	1	1	1
Number	202	225	242	240
Mean	2.90	2.94	2.94	2.97
S.D.	.64	.62	.50	.61
Total				
3.50 - 4.00	17	21	20	18
3.00 - 3.49	26	26	24	26
2.50 - 2.99	28	24	29	28
2.00 - 2.49	21	23	20	21
Under 1.50	3	2	1	2
Number	490	531	494	520
Mean	2.84	2.88	2.88	2.85
S.D.	.66	.65	.62	.63

Table 5-10
Special Test Administration Data

Ethnic Background of Students with Visual Disabilities

Year	'80	'81	'82	'83
	%	%	%	%
American Indian	1.0	0.9	0.6	0.0
Black	7.5	5.7	7.8	7.4
Mexican-American	1.0	0.7	0.4	0.4
Oriental	0.8	0.7	1.6	1.7
Puerto Rican	1.6	1.6	1.9	1.9
White	85.4	87.7	86.0	87.2
Other	2.6	2.6	1.6	1.4
Number Responding	492	546	485	516
% Minority Students	14.6	12.3	14.0	12.8

Table 5-11
Special Test Administration Data

Median Parental Income of Visually Impaired Students

	'80	'81	'82	'83
All Students	22,597	26,207	26,659	31,010
Black	12,500	14,100	12,300	18,500
White	23,897	27,790	27,615	31,906
Distribution of Income				
Below $12,000	17.4%	16.5%	16.6%	11.0%
$12,000-$23,999	36.5%	30.6%	26.4%	24.2%
$24,000-$29,999	11.5%	9.3%	14.5%	12.5%

Table 5-12
Special Test Administration Data

1980-83 Mean Parental Income, by SAT Average
Visually Impaired Students

SAT Average	(N)	$\bar{X}$ Income
300 - 399	(277)	32,900
400 - 449	(262)	33,100
450 - 499	(234)	36,400
500 - 549	(192)	37,100
550 - 599	(113)	36,700
600 - 649	(967)	45,200

Table 5-13
Special Test Administration Data

Degree Level Goals:
Students with Visual Impairments

Year	'80	'81	'82	'83
	%	%	%	%
Two-Year Training Program	3	3	4	3
Associate of Arts Degree	3	3	3	2
BA or BS Degree	39	34	37	41
MA or MS Degree	24	27	24	25
MD, PhD, Other Professional Degree	16	17	16	15
Undecided	15	16	16	14
Number Responding	499	542	497	525
Two-Year Program or Degree	6	6	7	5
Graduate Study	40	44	40	40

Table 5-14
Special Test Administration

Plans to Ask College for Special Assistance by Areas of Need:
Students with Visual Impairments

Year	'80	'81	'82	'83
	%	%	%	%
Educational Counseling	43.9	49.1	43.7	41.2
Voc./Career Counseling	38.7	38.4	35.4	34.8
Mathematical Skills	26.2	24.6	22.4	25.3
Reading Skills	22.2	20.4	23.2	25.7
Writing Skills	23.4	24.6	24.7	22.2
Study Skills	27.8	28.9	26.1	28.1
Part-Time Work	35.4	36.1	37.7	38.3
Personal Counseling	9.8	12.5	8.8	8.2
Percent Seeking Assistance	81.6	82.1	83.1	80.9
Number Responding	522	570	522	549

Table 5-15
Special Test Administration Data
Collasped Over Four Years ('80-'83)

Intended Field of Study - First Choice
Students with Visual Disabilities

	Male %	Female %	Total %	SAT Mean Scores Total V	Total M
Agriculture	2.1	0.6	1.4	356	408
Arch./Envir. Design	0.9	0.4	0.6	367	455
Art	1.9	5.1	3.4	391	393
Biological Sciences	3.3	1.3	2.4	470	516
Business & Commerce	16.8	13.0	15.1	394	439
Communications	8.6	3.9	6.5	444	432
Computer Science/Sys. Analysis	12.7	5.6	9.5	426	482
Education	4.0	16.9	9.8	383	409
Engineering	11.5	1.0	6.8	430	534
English/Literature	1.3	2.6	1.9	511	495
Ethnic Studies	0.0	0.1	0.1	420	310
Foreign Languages	0.6	2.5	1.4	451	476
Forestry/Conservation	1.3	0.0	0.7	413	399
Geography	0.0	0.0	0.0	-	-
Health & Medical	4.7	11.7	7.8	387	435
History & Culture	0.9	0.6	0.7	391	419
Home Economics	0.1	1.7	0.8	387	399
Library Science	0.5	0.1	0.3	392	313
Mathematics	1.1	1.7	1.3	486	598
Military Science	0.2	0.0	0.1	410	505
Music	5.0	4.4	4.7	409	448
Philosophy & Religion	1.3	1.0	1.1	441	439
Physical Sciences	2.5	0.7	1.7	442	516
Psychology	3.2	8.9	5.8	439	421
Social Sciences	7.4	9.2	8.2	456	460
Theater Arts	0.6	1.1	0.8	442	480
Trade & Vocational	1.3	0.1	0.7	340	400
Other	1.2	0.7	1.0	393	427
Undecided	5.2	5.0	5.1	400	446
# Responding	1039	838	1877		

Table 5-16
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Plans to Apply for Advanced Placement or Course Credit
Students with Visual Disabilities

Subject Area	%
English	16.9
Mathematics	13.4
Foreign languages	8.7
Biological Sciences	6.1
Physical Sciences	6.4
Social Studies	10.8
Art and Music	6.7
Any Subject	37.6
# Responding	2300

Table 5-17
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Housing Preferences
Students with Visual Disabilities

Preference	%
At Home	18
Dormitory	67
Single Sex	27
Coed	40
Fraternity or Sorority	2
Own Apartment	13
On Campus	7
Off Campus	6
Number Responding	2155

Table 5-18
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Extracurricular Activities in High School & Plans for College
Students with Visual Disabilities

Active in High School	%
Athletics, incl. Intramural and Community	49
Ethnic Organizations	6
Journalism, Debate, Drama	33
Art, Music or Dance	45
Dept. or Preprofessional Clubs	14
Religious Organizations	32
Social or Community Club	41
Student Government	22
Number Responding	2300

Will be Active in College	%
Athletics, incl. Intramural and Community	37
Ethnic Organizations	6
Journalism, Debate, Drama	31
Art, Music, or Dance	39
Dept. or Preprofessional Clubs	23
Religious Organizations	24
Social or Community Club	43
Student Government	22
Number Responding	2300

Table 5-19
Special Test Administration Data
Collapsed Over Four Years ('80-'83)

Self-Reported Skills and Abilities
Total Students with Visual Disabilities

TOP 10%	%
Ability to get along with others	53.4
Acting	13.6
Art	13.5
Athletics	19.3
Creative Writing	23.6
Leadership	34.2
Mathematics	24.7
Mechanics	13.8
Music	22.1
Organizing for Work	28.8
Sales	22.8
Science	20.1
Spoken Expression	33.3
Written Expression	27.7

ABOVE AVERAGE	%
Ability to get along with others	82.2
Acting	37.6
Art	38.0
Athletics	41.9
Creative Writing	57.3
Leadership	62.1
Mathematics	51.8
Mechanics	34.5
Music	46.8
Organizing for Work	63.3
Sales	49.0
Science	44.6
Spoken Expression	67.7
Written Expression	61.1

Table 5-20

Percentage of Seniors and Visually Disabled Students
Eligible if Single Index Minimums are Used:
High School Rank, High School GPA, or SAT Total Score

Single Index Minimums	Percent Eligible		
	Original Group	Visually Disabled	Differential Percent
	N = 82,245	N = 1774	
High School Rank			
HS Rank in Top 1/5	44	35	-9
HS Rank in Top 2/5's	71	59	-12
HS Rank in Top 3/5's	97	92	-5
HS Rank in Top 4/5's	100	98	-2
	N = 85,469	N = 1967	
High School GPA			
HSGPA > 3.50	27	19	-8
HSGPA > 3.25	40	29	-11
HSGPA > 3.00	58	44	-14
HSGPA > 2.75	70	56	-14
HSGPA > 2.50	82	71	-11
HSGPA > 2.25	91	84	-7
HSGPA > 2.00	97	93	-4
	N = 86,190	N = 2008	
SAT Total Score			
SAT > 1100	18	15	-3
SAT > 1000	33	27	-6
SAT > 900	51	42	-9
SAT > 800	68	59	-9
SAT > 700	84	77	-7
SAT > 600	93	91	-2
SAT > 500	98	98	0

Table 5-21

Percentage of Seniors and Visually Disabled Students
Eligible if Multiple Index Minimums Are Used:
High School Rank and SAT Total Score Minimums

High School Rank/ SAT Total Minimums	Percent Eligible		
	Original Group	Visually Disabled	Differential Percent
	N = 81,930	N = 1774	
Upper Fifth			
SAT > 1100	15	12	-3
SAT > 1000	25	18	-7
SAT > 900	32	24	-8
SAT > 800	38	29	-9
SAT > 700	42	32	-10
SAT > 600	43	34	-9
SAT > 500	44	34	-10
Upper Two Fifths			
SAT > 1100	18	14	-4
SAT > 1000	31	24	-7
SAT > 900	44	34	-10
SAT > 800	56	44	-12
SAT > 700	64	52	-12
SAT > 600	68	57	-11
SAT > 500	70	59	-11
Upper Three Fifths			
SAT > 1100	19	15	-4
SAT > 1000	33	27	-6
SAT > 900	51	42	-9
SAT > 800	67	58	-9
SAT > 700	82	74	-8
SAT > 600	91	85	-6
SAT > 500	95	90	-5

Table 5-22

Percentage of Seniors and Visually Disabled Students Eligible if Multiple Index Minimums Are Used: High School Grade-Point Average and SAT Score Minimums

High School Rank/ SAT Total Minimums	Percent Eligible		
	Original Group	Visually Disabled	Differential Percent
	N = 85,136	N = 1967	
HSGPA > 3.00			
SAT > 1100	16	13	-3
SAT > 1000	27	20	-7
SAT > 900	38	27	-11
SAT > 800	47	34	-13
SAT > 700	54	39	-15
SAT > 600	56	42	-14
SAT > 500	58	44	-14
HSGPA > 2.50			
SAT > 1100	18	14	-4
SAT > 1000	31	24	-7
SAT > 900	47	36	-11
SAT > 800	61	49	-12
SAT > 700	73	61	-12
SAT > 600	79	69	-10
SAT > 500	81	72	-9
HSGPA > 2.00			
SAT > 1100	18	15	-3
SAT > 1000	33	26	-7
SAT > 900	50	41	-9
SAT > 800	67	57	-10
SAT > 700	81	73	-8
SAT > 600	91	85	-6
SAT > 500	95	91	-4

Table 5-23

Percentage of Seniors and Visually Disabled Students
Eligible if Either/Or Minimums Are Used:
High School Rank or SAT Total Score

High School Rank or SAT Total Minimums	Percent Eligible		
	Original Group	Visually Disabled	Differential Percent
	N = 84,617	N = 1774	
Upper Fifth			
or SAT > 1100	49	38	-11
or SAT > 1000	54	44	-10
or SAT > 900	63	54	-9
or SAT > 800	76	66	-10
or SAT > 700	87	80	-7
Upper Two Fifths			
or SAT > 1100	73	61	-12
or SAT > 1000	74	63	-11
or SAT > 900	78	68	-10
or SAT > 800	84	76	-8
or SAT > 700	90	85	-5
Upper Three Fifths			
or SAT > 1100	97	92	-5
or SAT > 1000	97	92	-5
or SAT > 900	97	93	-4
or SAT > 800	98	94	-4
or SAT > 700	98	95	-3

Table 5-24

Percentage of Seniors and Visually Disabled Students
Eligible if Either/Or Minimums Are Used:
High School Grade Point Average or SAT Total Score Minimums

High School GPA or SAT Total Minimums	Percent Eligible		
	Original Group	Visually Disabled	Differential Percent
	N = 85,136	N = 1967	
HSGPA > 3.00			
or SAT > 1100	59	46	-13
or SAT > 1000	63	51	-12
or SAT > 900	70	59	-11
or SAT > 800	79	69	-10
or SAT > 700	88	81	-7
HSGPA > 2.50			
or SAT > 1100	83	72	-11
or SAT > 1000	84	74	-10
or SAT > 900	86	78	-8
or SAT > 800	89	82	-7
or SAT > 700	93	88	-5
HSGPA > 2.00			
or SAT > 1100	97	93	-4
or SAT > 1000	97	94	-3
or SAT > 900	97	94	-3
or SAT > 800	98	96	-2
or SAT > 700	99	97	-2

Table 5-25

Percentage of Seniors and Visually Disabled Students
Eligible if Sliding Scales Based on
High School Rank and SAT Total Scores Are Used

Sliding Scales	Percent Eligible		
	Original Group	Visually Disabled	Differential Percent
	N = 82,245	N = 1774	
Sliding Scale A			
Upper Tenth, No SAT Minimum	22	17	-5
Second Tenth, SAT > 600	21	16	-5
Second Fifth, SAT > 800	18	15	-3
Third Fifth SAT > 1000	3	3	0
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	64	51	-13
Sliding Scale B			
Upper Tenth, No SAT Minimum	22	17	-5
Second Tenth, SAT > 600	21	17	-4
Second Fifth, SAT > 800	23	19	-4
Third Fifth SAT > 1000	6	7	+1
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	72	60	-12
Sliding Scale C			
Upper Tenth, No SAT Minimum	22	17	-5
Second Tenth, SAT > 600	22	17	-5
Second Fifth, SAT > 800	25	23	-2
Third Fifth SAT > 1000	11	14	+3
Fourth Fifth SAT > 1200	0	0	0
Last Fifth SAT > 1400	0	0	0
Total Percent	80	71	-9

Table 5-26

Percentage of Seniors and Visually Disabled Students
Eligible if Sliding Scales Based on
High School GPA and SAT Total Scores Are Used

High School Rank/ SAT Total Minimums	Percent Eligible		
	Original Group	Visually Disabled	Differential Percent
	N = 85,469	N = 1967	
Sliding Scale D			
3.40 GPA, No SAT Minimum	32	25	-7
3.30 GPA, SAT > 400	5	4	-1
3.20 GPA, SAT > 500	7	4	-3
3.10 GPA, SAT > 600	5	4	-1
3.00 GPA, SAT > 700	7	7	0
2.90 GPA, SAT > 800	2	2	0
2.80 GPA, SAT > 900	3	2	-1
2.70 GPA, SAT > 1000	1	1	0
2.60 GPA, SAT > 1100	0	0	0
2.50 GPA, SAT > 1200	0	0	0
Total Percent	62	49	-13
Sliding Scale E			
3.40 GPA, No SAT Minimum	32	22	-10
3.20 GPA, SAT > 400	12	8	-4
3.00 GPA, SAT > 500	14	13	-1
2.80 GPA, SAT > 600	9	7	-2
2.60 GPA, SAT > 700	8	10	+2
2.40 GPA, SAT > 800	4	4	0
2.20 GPA, SAT > 900	1	2	+1
2.00 GPA, SAT > 1000	0	1	+1
1.80 GPA, SAT > 1100	0	0	0
1.60 GPA, SAT > 1200	0	0	0
1.40 GPA, SAT > 1300	0	0	0
1.20 GPA, SAT > 1400	0	0	0
1.00 GPA, SAT < 1500	0	0	0
Total Percent	80	67	-13

Table 5-27

Percentage of Seniors and Visually Disabled Students Eligible if a Predicted Freshman GPA of 2.5 is Used: Predictions for 10 State Institutions

Inst. Code	Mean Rank HSGPA	Mean Rank SAT	Location	Percent Eligible: Original Group	Percent Eligible: Visually Disabled	Differential Percent
				N = 85,136	N = 1967	
A	2	2	Midwest	69	55	-14
B	8	5	East	68	56	-12
C	9	9	Midwest	60	33	-27
D	5	3	East	57	42	-15
E	4	4	West	49	31	-18
F	10	8	South	46	46	0
G	3	6	West	44	34	-10
H	7	7	East	44	31	-13
I	1	1	West	43	30	-13
J	6	10	South	40	28	-12

Table 5-28

Comparison of Models*

Model/Minimums	Percent Eligible		
	Original Group	Visually Disabled	Differential Percent
Single Index			
Rank in Top 2/5's	71	59	-12
GPA > 2.75	70	56	-14
SAT > 800	68	59	-9
Multiple Index			
GPA > 2.50 and SAT > 700	73	61	-12
Top 2/5's and SAT > 500	70	59	-11
Top 2/5's and SAT > 600	68	57	-11
Top 3/5's and SAT > 800	67	58	-9
GPA > 2.0 and SAT > 800	67	57	-10
Either-or			
Top 1/5 or SAT > 800	76	66	-10
Top 2/5's or SAT > 1000	74	63	-11
Top 2/5's or SAT > 1100	73	61	-12
GPA > 3.0 or SAT > 900	70	59	-11
Sliding Scale			
Sliding Scale B	72	60	-12
Predicted Performance			
Institution A	69	55	-14
Institution B	68	56	-12

*These comparisons are limited to situations where about three-fourths of White seniors were eligible in the original study.

Table 6-1

Comparison of College-Bound Seniors & Candidates with Disabilities: Years 1979/80 to 1982/83

TEST PERFORMANCE

	College-Bound Seniors	Hearing-Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
Number (Test Takers)					
Male	1,898,000	357	7,294	658	1,683
Female	2,038,000	395	2,707	467	1,325
Total	3,936,000	752	10,001	1,125	3,008
SAT Scores					
SAT-V: $\bar{X}$ (SD)	425 (110)	291 (90)	350 (91)	402 (111)	404 (110)
Relative Standing*	-	-1.22	-0.68	-0.21	-0.19
% Seniors Better	-	89%	75%	58%	58%
SAT-M: $\bar{X}$ (SD)	467 (117)	375 (109)	389 (108)	421 (121)	434 (128)
Relative Standing*	-	-0.79	-0.67	-0.39	-0.28
% Seniors Better	-	79%	75%	65%	61%

*In standard deviation units from the college-bound seniors' mean.

Table 6-2

Comparison of College-Bound Seniors & Candidates with Disabilities:
Years 1979/80 to 1982/83

HIGH SCHOOL PERFORMANCE

	College-Bound Seniors	Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
Number with Grades					
Number with Data	3,651,000	537	6,246	809	2,035
Percent of Tested	93%	71%	62%	72%	68%
High School GPA					
Estimated HSGPA	3.06	2.83	2.52	2.89	2.86
Relative Standing*	-	-0.38	-0.90	-0.28	-0.33
% Seniors Better	-	65%	82%	61%	63%
Class Rank (Self-Report)					
Top Tenth	22%	15%	4%	17%	18%
Second Tenth	22%	14%	8%	16%	17%
Second Fifth	27%	26%	20%	26%	25%
Third Fifth	26%	35%	49%	32%	32%
Fourth Fifth	3%	9%	15%	7%	6%
Lowest Fifth	1%	1%	4%	2%	2%

SATs/Class Rank	V	M	V	M	V	M	V	M	V	M
Top Tenth	510	568	325	439	408	452	480	497	518	562
Second Tenth	447	496	297	405	385	439	439	462	443	480
Second Fifth	413	453	306	414	375	424	404	425	410	450
Third Fifth	372	402	292	362	342	381	374	384	377	407
Fourth Fifth	348	374	273	337	323	361	331	351	338	363
Lowest Fifth	341	368	234	329	304	335	268	314	328	358

*In standard deviation units from the college-bound seniors' mean.

Table 6-3

Information on Specific Curriculums

	College-Bound Seniors	Students who are: Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
a. Mean Grades					
English	3.12	2.84	2.54	3.00	2.89
Math	2.85	2.73	2.43	2.69	2.71
Foreign Language	3.02	2.80	2.19	2.85	2.81
Biological Sciences	3.04	2.68	2.49	2.83	2.85
Physical Science	2.94	2.73	2.49	2.78	2.79
Social Studies	3.20	2.88	2.66	3.05	3.01
b. Mean Years of Study					
English	4.0	4.0	3.9	3.9	4.0
Math	3.6	3.6	3.4	3.4	3.4
Foreign Language	2.2	0.9	1.3	1.9	2.1
Biological Sciences	1.4	1.3	1.4	1.3	1.3
Physical Sciences	1.8	1.6	1.5	1.5	1.6
Social Studies	3.2	3.2	3.2	3.3	3.3
c. Percent: No. Years of Study					
English	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Foreign Language	14%	58%	42%	24%	19%
Biological Sciences	5%	6%	7%	6%	6%
Physical Sciences	9%	12%	13%	13%	12%
Social Studies	1%	1%	1%	0%	1%

Table 6-3a

Mean Self-Reported Grades in Specific Curriculums

	College-Bound Seniors	Students who are: Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
English	3.12	2.84	2.54	3.00	2.89
Math	2.85	2.73	2.43	2.69	2.71
Foreign Language	3.02	2.80	2.19	2.85	2.81
Biological Sciences	3.04	2.68	2.49	2.83	2.85
Physical Science	2.94	2.73	2.49	2.78	2.79
Social Studies	3.20	2.88	2.66	3.05	3.01

Table 6-3b

Mean Number of Years of Study in Specific Curriculums

	College-Bound Seniors	Students who are: Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
English	4.0	4.0	3.9	3.9	4.0
Math	3.6	3.6	3.4	3.4	3.4
Foreign Language	2.2	0.9	1.3	1.9	2.1
Biological Sciences	1.4	1.3	1.4	1.3	1.3
Physical Sciences	1.8	1.6	1.5	1.5	1.6
Social Studies	3.2	3.2	3.2	3.3	3.3

Table 6-3c

Percent Reporting No Years of Study in Specific Curriculums

	College-Bound Seniors	Students who are: Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
English	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Foreign Language	14%	58%	42%	24%	19%
Biological Sciences	5%	6%	7%	6%	6%
Physical Science	9%	12%	13%	13%	12%
Social Studies	1%	1%	1%	0%	1%

Table 6-4

Degree Level Goals

Percent with 2-Year, 4-Year, and Graduate Study Goals*

		College-Bound Seniors	Students who are: Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
Two-Year Program						
	1980	6	13	9	10	6
	1981	6	4	8	5	6
	1982	5	8	9	9	7
	1983	5	12	9	7	5
Four-Year Program						
	1980	32	33	43	35	39
	1981	32	35	44	35	34
	1982	32	46	42	32	37
	1983	33	44	43	33	41
Graduate Study						
	1980	42	25	26	32	40
	1981	43	39	26	40	44
	1982	43	34	26	36	40
	1983	44	24	27	40	40

*Percent does not add to 100 because some students were undecided.

Table 6-5

Percent Minority

	College-Bound Seniors	Students who are: Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
1980	17.9	9.9	7.0	16.8	14.6
1981	18.1	7.9	8.5	11.1	12.3
1982	18.3	10.1	8.6	9.2	14.0
1983	18.9	11.0	8.1	10.6	12.8

Table 6-6a

Distribution of Income

Mean Income Levels for College-Bound Seniors and Four Disability Groups

		College-Bound Seniors*	Students who are: Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
Total Groups						
	1980	22,200	20,500	31,100	19,500	22,600
	1981	24,100	24,600	34,200	24,300	26,200
	1982	26,800	29,250	39,150	25,300	26,650
	1983	29,000	29,900	42,200	28,950	31,000
Black Students						
	1980	11,600	12,000	12,750	10,500	12,500
	1981	12,100	10,500	17,400	19,500	14,100
	1982	14,000	14,250	15,600	11,750	12,300
	1983	15,000	19,500	18,750	8,250	18,500
White Students						
	1980	23,900	22,100	31,850	21,600	23,900
	1981	26,000	25,500	35,200	24,800	27,800
	1982	28,900	30,500	40,500	27,100	27,600
	1983	31,200	32,200	43,000	30,950	31,900

Table 6-6b

Percent with Incomes Over $30,000

		College-Bound Seniors*	Students who are: Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
Total Groups						
	1980	30	31	52	29	35
	1981	36	36	58	39	44
	1982	43	49	66	40	43
	1983	48	50	70	48	52

*From College-Bound Seniors

Table 6-7

Attendance at Public vs. Private High Schools:
1980-83

	College-Bound Seniors*	Students who are: Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
Public	81.2	70.1	69.4	81.1	75.1
Private	18.8	29.9	30.6	18.9	24.9

Table 6-8

Extracurricular Activities

	College-Bound Seniors*	Students who are: Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
Activities					
Athletics	69%	62%	68%	35%	49%
Ethnic Organizations	7%	7%	5%	6%	6%
Journalism/Dramatics	29%	20%	19%	29%	33%
Art/Music/Dance	43%	27%	35%	32%	45%
Dept./Profess. Clubs	13%	8%	8%	10%	14%
Religious Organizations	33%	23%	26%	28%	32%
Social/Comm. Clubs	42%	35%	34%	34%	41%
Student Government	23%	14%	14%	21%	22%
Differences from College-Bound Seniors					
Athletics	-	-7	-1	-34	-20
Ethnic Organizations	-	0	-2	-1	-1
Journalism/Dramatics	-	-9	-10	-0	+4
Art/Music/Dance	-	-16	-8	-11	+2
Dept./Profess. Clubs	-	-5	-5	-3	+1
Religious Organizations	-	-10	-7	-5	-1
Social/Comm. Clubs	-	-7	-8	-8	-1
Student Government	-	-9	-9	-2	-1

Table 6-9
Comparison of Admissions Models

Model/Minimums	College-Bound Seniors*	Percent Eligible			
		Hearing Impaired	Learning Disabled	Physically Handicapped	Visually Impaired
Single Index					
Rank in Top 2/5's	71	53	32	59	59
GPA > 2.75	70	55	34	59	56
SAT > 800	68	23	34	54	59
Multiple Index					
GPA > 2.50 and SAT > 700	73	32	34	60	61
Top 2/5's and SAT > 500	70	48	32	58	59
Top 2/5's and SAT > 600	68	36	28	55	57
Top 3/5's and SAT > 800	67	23	30	51	58
GPA > 2.0 and SAT > 800	67	23	31	53	57
Either-Or					
Top 1/5 or SAT > 800	76	44	40	62	66
Top 2/5's or SAT > 1000	74	54	35	62	63
Top 2/5's or SAT > 1100	73	54	33	60	61
GPA > 3.0 or SAT > 900	70	47	34	57	59
Sliding Scale					
Sliding Scale B	72	42	33	57	60
Predicted Performance					
Institution A	69	42	29	55	55
Institution B	68	37	28	54	56
Differences from College-Bound Seniors					
Single Index					
Rank in Top 2/5's	-	-18	-39	-12	-12
GPA > 2.75	-	-15	-36	-11	-14
SAT > 800	-	-45	-34	-14	-9
Multiple Index					
GPA > 2.50 and SAT > 700	-	-41	-39	-13	-12
Top 2/5's and SAT > 500	-	-22	-38	-12	-11
Top 2/5's and SAT > 600	-	-32	-40	-13	-11
Top 3/5's and SAT > 800	-	-44	-37	-16	-9
GPA > 2.0 and SAT > 800	-	-44	-36	-14	-10
Either-Or					
Top 1/5 or SAT > 800	-	-32	-36	-14	-10
Top 2/5's or SAT > 1000	-	-20	-39	-12	-11
Top 2/5's or SAT > 1100	-	-19	-40	-13	-12
GPA > 3.0 or SAT > 900	-	-23	-36	-13	-11
Sliding Scale					
Sliding Scale B	-	-30	-39	-15	-12
Predicted Performance					
Institution A	-	-27	-40	-14	-14
Institution B	-	-31	-40	-14	-12

*These comparisons are limited to situations where about three-fourths of White Seniors were eligible in the original study.

Appendix A

These tables appeared originally in College Bound Seniors: Eleven Years of National Data From the College Board's Admissions Testing Program 1973-83 published for the College Board in 1984 by Educational Testing Service, Princeton, NJ 08541.

Table 1*

SAT Scores

	VERBAL				MATH			
	'80 %	'81 %	'82 %	'83 %	'80 %	'81 %	'82 %	'83 %
Male Scores								
700 - 800	1	1	1	1	4	4	4	6
600 - 699	7	6	6	6	16	16	16	16
500 - 599	20	20	19	20	27	30	28	27
400 - 499	33	33	35	34	28	28	28	27
300 - 399	28	27	27	29	19	18	18	19
200 - 299	12	11	11	11	5	5	5	5
Number	478,284	478,448	476,316	464,899	478,193	478,301	476,192	464,733
Mean	428	430	431	430	491	492	493	493
S. D.	110	110	110	109	120	119	120	121
Female Scores								
700 - 800	1	1	1	1	1	1	1	1
600 - 699	6	6	6	6	9	8	9	9
500 - 599	18	17	18	18	22	24	22	22
400 - 499	32	32	34	34	32	32	33	31
300 - 399	30	30	29	30	28	26	27	29
200 - 299	13	14	13	13	8	8	8	7
Number	512,961	515,598	511,954	497,978	512,863	515,371	511,750	497,809
Mean	420	418	421	420	443	443	443	445
S. D.	110	110	110	108	109	109	109	111
Total Scores								
700 - 800	1	1	1	1	3	3	3	3
600 - 699	6	6	6	6	12	11	12	13
500 - 599	18	19	19	18	24	27	25	24
400 - 499	32	33	34	34	30	30	30	30
300 - 399	29	29	28	29	24	22	23	24
200 - 299	13	12	13	11	6	7	6	6
Number	991,245	994,046	988,270	962,877	991,056	993,672	987,942	962,542
Mean	424	424	426	425	466	466	467	468
S. D.	110	110	110	109	117	117	117	119

*From College-Bound Seniors, pages 6 & 7.

Table 2*

SAT Verbal Subscores

	READING COMPREHENSION				VOCABULARY			
	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
Male Scores								
70 - 80	1	1	1	1	1	1	1	1
60 - 69	7	7	7	7	6	6	6	7
50 - 59	20	20	20	20	20	21	20	20
40 - 49	32	32	34	32	34	35	36	33
30 - 39	29	29	27	26	26	25	25	28
20 - 29	12	11	12	12	11	12	11	11
Number	478,249	478,426	476,281	464,866	478,243	478,411	476,274	464,835
Mean	43.7	43.1	43.1	43.1	43.0	42.9	43.1	43.0
S. D.	11.2	11.2	11.2	11.5	11.1	10.8	10.9	11.4
Female Scores								
70 - 80	1	1	1	1	1	1	1	1
60 - 69	6	5	6	6	6	4	6	6
50 - 59	18	18	18	20	17	19	18	18
40 - 49	32	31	34	33	33	34	35	33
30 - 39	31	32	28	28	28	27	28	28
20 - 29	12	12	13	14	13	14	13	13
Number	512,943	515,578	511,928	497,945	512,927	515,561	511,907	497,928
Mean	42.3	41.9	42.2	42.2	41.9	41.9	42.1	42.0
S. D.	10.9	10.9	11.0	11.3	11.3	11.0	11.0	11.3
Total Scores								
70 - 80	1	1	1	1	1	1	1	1
60 - 69	7	6	6	6	6	4	6	7
50 - 59	18	19	19	20	19	20	19	19
40 - 49	32	32	34	33	34	35	35	33
30 - 39	29	30	27	28	28	26	27	28
20 - 29	12	12	13	12	13	13	12	13
Number	991,192	994,004	988,209	962,811	991,170	993,972	988,181	962,763
Mean	42.5	42.5	42.7	42.6	42.4	42.4	42.6	42.5
S. D.	11.1	11.1	11.1	11.4	11.2	10.9	11.0	11.4

*From College-Bound Seniors, pages 8 & 9.

Table 3*

Test of Standard Written English (TSWE) Scores

Year	'80	'81	'82	'83
	%	%	%	%
Male Scores				
60 +	3	3	3	3
50 - 59	24	24	24	24
40 - 49	30	32	32	30
30 - 39	25	26	25	26
20 - 29	16	16	16	16
Number	478,210	478,364	476,223	464,843
Mean	41.7	41.5	41.7	41.6
S. D.	11.0	10.9	10.8	10.9
Female Scores				
60 +	4	3	3	4
50 - 59	28	28	27	28
40 - 49	31	32	33	31
30 - 39	22	23	23	23
20 - 29	14	14	14	13
Number	512,947	515,510	511,879	497,976
Mean	43.0	42.9	42.8	43.0
S. D.	10.8	10.8	10.7	10.7
Total Scores				
60 +	4	3	3	3
50 - 59	26	26	26	26
40 - 49	31	32	32	31
30 - 39	24	25	24	25
20 - 29	16	15	15	15
Number	991,157	993,874	988,102	962,819
Mean	42.4	42.2	42.3	42.3
S. D.	11.0	10.8	10.8	10.8

*From College-Bound Seniors, page 10.

Table 5*

Latest Self-Reported Grade: TOTAL GROUP

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
A (4.0)	33	33	33	32	26	26	27	27
B (3.0)	47	48	48	48	39	39	39	39
C (2.0)	17	18	17	18	28	28	27	27
D (1.0)	2	2	2	2	1	1	0	1
E (0.0)	0	0	0	0	6	6	6	6
No Graded Courses	0	0	0	0	0	0	0	0
Number	925,250	925,650	917,289	884,270	924,663	925,197	917,314	883,655
Mean	3.13	3.12	3.11	3.11	2.84	2.84	2.85	2.86
Percent Honors Courses	14	15	16	18	14	14	15	16
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCE			
A (4.0)	35	35	36	36	33	33	33	33
B (3.0)	36	37	36	37	42	42	42	43
C (2.0)	22	22	21	21	21	21	21	21D
(1.0)	5	6	5	5	3	3	3	3
E (0.0)	1	1	1	1	0	0	0	0
No Graded Courses	1	1	0	0	0	0	0	0
Number	810,833	810,541	807,704	779,766	883,634	885,386	879,382	848,285
Mean	3.01	3.01	3.02	3.03	3.05	3.04	3.04	3.04
Percent Honors Courses	7	7	7	8	9	9	10	11
TOTAL	PHYSICAL SCIENCE				SOCIAL STUDIES			
A (4.0)	28	28	28	28	41	40	40	40
B (3.0)	42	42	42	43	42	42	42	43
C (2.0)	24	25	25	25	15	15	16	16
D (1.0)	4	4	4	4	2	2	2	2
E (0.0)	1	1	1	0	0	0	0	0
No Graded Courses	0	0	0	0	0	0	0	0
Number	831,206	835,319	833,948	806,618	920,420	921,003	914,003	880,277
Mean	2.94	2.94	2.94	2.94	3.22	3.20	3.20	3.19
Percent Honors Courses	9	10	10	12	9	9	10	12

*From College-Bound Seniors, pages 17-22.

Table 6*

Number of Years of Study of Subject: Total Group

Year	'80	'81	'82	'83	'80	'81	'82	'83
	%	%	%	%	%	%	%	%
TOTAL	ENGLISH				MATHEMATICS			
No Courses	0	0	0	0	0	0	0	0
One Year	1	1	1	1	2	2	2	2
Two Years	2	1	1	2	13	12	11	10
Three Years	7	6	5	5	29	27	26	25
Four Years	80	82	82	82	47	49	50	52
Five or More Years	10	10	10	10	10	10	11	12
Number	929,651	929,958	921,888	889,682	928,989	929,203	921,143	889,012
Mean	3.96	3.98	3.98	3.99	3.47	3.52	3.57	3.62
TOTAL	FOREIGN LANGUAGE				BIOLOGICAL SCIENCES			
No Courses	14	14	13	13	5	5	5	5
One Year	14	14	13	13	61	61	61	61
Two Years	36	36	35	35	26	27	27	27
Three Years	20	20	21	21	5	5	5	5
Four Years	13	13	14	14	2	2	2	2
Five or More Years	4	4	4	4	1	1	1	1
Number	922,456	922,919	915,384	884,006	925,034	925,317	917,304	885,711
Mean	2.17	2.18	2.21	2.23	1.40	1.40	1.40	1.40
TOTAL	PHYSICAL SCIENCES				SOCIAL STUDIES			
No Courses	9	9	8	8	1	1	1	0
One Year	32	32	32	31	2	2	2	2
Two Years	35	35	35	36	18	17	17	17
Three Years	18	19	19	20	40	40	41	41
Four Years	4	4	4	4	33	34	34	34
Five or More Years	1	1	1	1	6	6	6	6
Number	922,104	922,716	914,972	883,789	923,813	924,380	916,492	884,116
Mean	1.77	1.79	1.82	1.85	3.20	3.22	3.23	3.23

*From College-Bound Seniors, pages 23-28.

Table 7*
Self-Reported Class Rank

Year	TOTAL GROUP '80 %	'81 %	'82 %	'83 %
Top Tenth	22	21	22	22
Second Tenth	22	22	22	22
Second Fifth	27	27	27	26
Third Fifth	26	26	26	26
Fourth Fifth	3	3	3	3
Lowest Fifth	1	1	1	1
Number Responding	888,835	889,347	881,333	851,370
Median Percentile Rank	75.3	74.9	74.9	75.0

*From College Bound Seniors, page 29.

Table 7* (Cont.)
Self-Reported Class Rank
Verbal and Math Mean

Year	'80 V	'80 M	'81 V	'81 M	'82 V	'82 M	'83 V	'83 M
Top Tenth	510	568	511	567	511	568	508	570
Second Tenth	446	494	447	496	449	497	447	498
Second Fifth	411	451	412	453	415	454	414	455
Third Fifth	370	401	371	402	374	404	374	403
Fourth Fifth	346	373	348	374	349	375	351	375
Lowest Fifth	339	366	339	368	343	368	343	369
Number Responding	849,622	849,526	849,756	849,567	844,607	844,409	816,692	816,459

*From College-Bound Seniors, page 31.

Table 8*

Estimated High School Grade Point Average

Year	'80	'81	'82	'83
HGPA	%	%	%	%
Male				
3.50 - 4.00	25	24	24	24
3.00 - 3.59	29	29	29	29
2.50 - 2.99	25	26	25	26
2.00 - 2.49	16	16	16	16
1.50 - 1.99	5	5	5	5
Under 1.50	0	0		
Number	435,801	435,995	432,811	417,488
Mean	3.00	3.00	3.00	3.00
S. D.	.62	.62	.62	.62
Female				
3.50 - 4.00	31	30	30	30
3.00 - 3.49	31	31	31	31
2.50 - 2.99	23	24	24	24
2.00 - 2.49	12	12	12	12
1.50 - 1.99	3	3	3	3
Under 1.50	0	0	0	0
Number	488,650	489,356	484,530	466,790
Mean	3.12	3.11	3.11	3.11
S. D.	.58	.59	.59	.59
Total				
3.50 - 4.00	28	27	27	27
3.00 - 3.49	31	30	30	30
2.50 - 2.99	24	25	25	25
2.00 - 2.49	14	14	14	14
1.50 - 1.99	4	4	4	4
Under 1.50	0	0		
Number	924,451	925,351	917,341	884,278
Mean	3.06	3.06	3.06	3.06
S. D.	.60	.60	.60	.60

*From College-Bound Seniors, page 30.

Table 9*

Ethnic Background

Year	'80 %	'81 %	'82 %	'83 %
American Indian	0.5	0.6	0.5	0.5
Black	9.1	9.0	8.9	8.8
Mexican-American	1.7	1.7	1.8	1.9
Oriental	3.2	3.4	3.8	4.2
Puerto Rican	1.1	1.1	1.2	1.2
White	82.1	81.9	81.7	81.1
Other	2.3	2.2	2.2	2.2
Number Responding	911,397	912,683	902,830	875,475
% Minority Students	17.9	18.1	18.3	18.9

*From College-Bound Seniors, page 34.

Table 10*

Median Parental Income, by Ethnic Group

Year	'80	'81	'82	'83
All Students	22,200	24,100	26,800	29,000
Black	11,600	12,100	14,000	15,000
White	23,900	26,000	28,900	31,200

Income (All Students)

Year	'80 %	'81 %	'82 %	'83 %
Below $12,000	18.1	16.2	13.7	12.8
$12,000 - $23,999	37.1	33.3	29.2	26.0
$24,000 - $29,999	14.6	14.8	14.3	13.5
Above $30,000	30.1	35.6	42.6	47.7

*From College-Bound Seniors, Pages 35 and 36.

Table 11*

Annual Parental Income, by SAT Average
Mean Income

Year	'80	'81	'82	'83
SAT Average				
350 - 399	26,300	27,700	30,500	33,000
400 - 449	28,400	30,300	33,300	35,900
450 - 499	30,200	32,400	35,600	38,300
500 - 549	31,700	34,400	37,700	40,800
550 - 599	33,200	36,300	40,000	43,600
600 - 649	34,800	38,400	42,400	45,700

From College-Bound Seniors, page 37.

Table 12*

Degree-Level Goals

Year	'80	'81	'82	'83
	%	%	%	%
Two-Year Training Program	3	3	3	3
Associate of Arts Degree	3	2	2	2
BA or BS Degree	32	32	32	33
MA or MS Degree	25	25	26	26
MD, PhD., Other Professional Degree	18	17	18	18
Undecided	20	20	19	18
Number Responding	923,507	923,608	915,441	883,976
Two-Year Program or Degree	6	6	5	5
Graduate Study	42	43	43	44

*From College-Bound Seniors, page 38.

Table 13*

Plans to Ask College for Special Assistance
by Areas of Need

Year	'80	'81	'82	'83
	%	%	%	%
Education Counseling	34.3	33.1	33.6	33.6
Voc./Career Counseling	26.2	25.7	26.1	26.1
Mathematical Skills	16.5	16.5	17.1	17.6
Reading Skills	11.7	11.0	10.7	10.4
Writing Skills	13.8	13.6	14.0	14.3
Study Skills	22.6	22.4	22.9	23.1
Part-time Work	38.9	39.3	40.3	41.5
Personal Counseling	3.7	3.4	3.5	3.5
Percent Seeking Assistance	80.4	80.4	81.3	82.0

*From College-Bound Seniors, page 39.

Table 14*

Intended Field of Study - First Choice

MALE

Year	'80	'81	'82	'83
	%	%	%	%
Agriculture	2.1	2.0	1.9	1.7
Arch./Envir. Design	3.3	3.2	3.0	2.7
Art	2.3	2.3	2.2	2.1
Biological Sciences	3.6	3.4	3.3	3.1
Business & Commerce	18.5	17.6	17.5	17.0
Communications	3.4	3.5	3.4	3.3
Computer Science/Sys. Analysis	4.9	6.5	8.8	11.8
Education	2.8	2.6	2.2	2.0
Engineering	20.4	21.5	22.5	22.2
English/Literature	0.9	0.9	0.9	0.9
Ethnic Studies	0.0	0.0	0.0	0.0
Foreign Languages	0.3	0.3	0.3	0.3
Forestry/Conservation	1.6	1.4	1.1	0.9
Geography	0.0	0.1	0.1	0.1
Health & Medical	9.2	9.0	8.5	8.6
History & Culture	0.8	0.7	0.7	0.7
Home Economics	0.1	0.1	0.1	0.1
Library Science	0.0	0.0	0.0	0.0
Mathematics	1.2	1.2	1.1	1.1
Military Science	1.4	1.4	1.4	1.4
Music	1.9	1.8	1.6	1.5
Philosophy & Religion	0.6	0.6	0.5	0.5
Physical Sciences	3.3	3.1	2.9	2.7
Psychology	1.5	1.4	1.3	1.4
Social Sciences	7.7	7.4	7.2	7.2
Theater Arts	0.9	0.8	0.7	0.6
Trade & Vocational	1.3	1.2	1.1	0.9
Other	1.2	1.2	1.1	1.0
Undecided	4.7	4.8	4.5	4.2

*From College-Bound Seniors, page 42.

Table 14 (Cont.)*

Intended Field of Study - First Choice

FEMALE

Year	'80	'81	'82	'83
	%	%	%	%
Agriculture	1.1	1.0	0.9	0.8
Arch./Envir. Design	0.9	0.8	0.8	0.7
Art	5.8	5.4	5.0	4.6
Biological Sciences	3.3	3.2	3.1	3.1
Business & Commerce	18.8	19.4	19.8	19.8
Communications	3.8	4.0	3.9	4.0
Computer Science/Sys. Analysis	3.5	4.8	6.7	8.5
Education	9.0	8.6	7.4	6.7
Engineering	2.9	3.2	3.8	3.9
English/Literature	2.0	1.9	1.9	1.8
Ethnic Studies	0.0	0.0	0.0	0.0
Foreign Languages	1.4	1.4	1.3	1.3
Forestry/Conservation	0.6	0.4	0.3	0.2
Geography	0.0	0.0	0.0	0.0
Health & Medical	19.5	19.3	19.3	20.1
History & Culture	0.4	0.4	0.4	0.4
Home Economics	1.1	1.0	0.9	0.8
Library Science	0.1	0.1	0.0	0.0
Mathematics	1.0	1.0	1.0	1.0
Military Science	0.1	0.1	0.1	0.1
Music	1.8	1.7	1.5	1.4
Philosophy & Religion	0.3	0.3	0.3	0.2
Physical Sciences	1.1	1.0	1.0	1.0
Psychology	5.2	5.2	5.2	5.1
Social Sciences	7.8	7.4	7.3	7.1
Theater Arts	2.0	1.9	1.7	1.5
Trade & Vocational	0.9	0.9	0.8	0.7
Other	1.0	0.9	0.9	0.8
Undecided	4.5	4.8	4.5	4.3

*From College-Bound Seniors, page 43.

Table 14 (Cont.)*

Intended Field of Study - First Choice

TOTAL

Year	'80	'81	'82	'83
	%	%	%	%
Agriculture	1.6	1.5	1.3	1.2
Arch./Envir. Design	2.0	2.0	1.8	1.6
Art	4.1	3.9	3.7	3.4
Biological Sciences	3.4	3.3	3.2	3.1
Business & Commerce	18.6	18.5	18.7	18.5
Communications	3.6	3.7	3.6	3.7
Computer Science/Sys. Analysis	4.2	5.6	7.7	10.1
Education	6.1	5.7	5.0	4.5
Engineering	11.1	11.8	12.6	12.5
English/Literature	1.5	1.4	1.4	1.4
Ethnic Studies	0.0	0.0	0.0	0.0
Foreign Languages	0.9	0.9	0.8	0.8
Forestry/Conservation	1.0	0.9	0.7	0.5
Geography	0.0	0.0	0.0	0.0
Health & Medical	14.7	14.4	14.2	14.7
History & Culture	0.6	0.5	0.5	0.5
Home Economics	0.6	0.6	0.5	0.5
Library Science	0.0	0.0	0.0	0.0
Mathematics	1.1	1.1	1.1	1.1
Military Science	0.7	0.7	0.7	0.7
Music	1.8	1.7	1.6	1.4
Philosophy & Religion	0.4	0.4	0.4	0.4
Physical Sciences	2.1	2.0	1.9	1.8
Psychology	3.5	3.4	3.4	3.3
Social Sciences	7.8	7.4	7.2	7.2
Theater Arts	1.5	1.4	1.3	1.1
Trade & Vocational	1.1	1.1	0.9	0.8
Other	1.1	1.1	1.0	0.9
Undecided	4.6	4.8	4.5	4.2

*From College-Bound Seniors, page 44.

Table 14 (Cont.)*

Intended Field of Study - First Choice

SAT Mean Scores

TOTAL

Year	'80		'81		'82		'83	
	V	M	V	M	V	M	V	M
Agriculture	403	437	404	440	402	436	400	435
Arch./Envir. Design	415	491	414	489	412	486	412	485
Art	402	419	403	421	403	419	405	420
Biological Sciences	469	506	471	504	472	504	473	508
Business & Commerce	399	446	398	446	401	446	402	445
Communications	444	446	443	446	446	446	445	445
Computer Science/ Sys. Analysis	417	496	416	492	417	489	413	484
Education	389	418	391	418	394	419	394	418
Engineering	444	535	446	534	449	537	448	539
English/Literature	507	481	507	482	512	483	515	490
Ethnic Studies	378	381	381	395	367	377	384	388
Foreign Languages	472	475	474	477	477	478	480	481
Forestry/Conservation	416	451	418	452	421	455	417	448
Geography	424	471	422	474	416	452	420	457
Health & Medical	429	470	428	469	429	467	427	465
History & Cultures	481	474	482	472	485	475	490	478
Home Economics	385	414	383	411	385	407	384	408
Library Science	474	444	464	431	483	449	462	435
Mathematics	455	577	456	572	455	569	453	572
Military Science	434	478	433	474	434	474	433	473
Music	436	455	435	454	437	453	438	456
Philosophy & Religion	460	477	463	481	464	481	462	487
Physical Sciences	495	560	498	558	496	558	496	560
Psychology	434	447	433	447	436	446	437	449
Social Sciences	456	473	456	474	461	475	461	476
Theater Arts	438	436	439	436	441	437	443	440
Trade & Vocational	352	394	350	391	350	389	348	385
Other	397	431	395	431	399	433	396	428
Undecided	440	481	440	480	444	481	440	480

*From College-Bound Seniors, page 45.

Table 15*

Plans to Apply for Advanced Placement or Course Credit

Year	'80 %	'81 %	'82 %	'83 %
English	23.1	24.2	25.1	25.8
Mathematics	20.5	21.5	22.5	23.2
Foreign Languages	10.6	11.0	11.4	11.9
Biological Sciences	8.9	9.2	9.3	9.3
Physical Sciences	9.5	10.0	10.4	10.6
Social Studies	12.7	13.3	13.6	13.7
Art and Music	6.6	6.7	6.4	6.0
Any Subject	50.6	51.6	53.1	54.6

*From College-Bound Seniors, page 48.

Table 16*

Housing Preferences

Year	'80 %	'81 %	'82 %	'83 %
At Home	25	24	24	24
Dormitory	56	57	58	58
Single Sex	22	22	22	22
Coed	34	35	36	36
Fraternity or Sorority	4	4	4	4
Own Apartment	14	14	14	14
On Campus	8	8	8	8
Off Campus	6	6	6	6
Number Responding	907,959	908,938	901,941	871,444

*From College-Bound Seniors, page 50.

Table 17*

Extracurricular Activities in High School
and Plans for College

Year	'80	'81	'82	'83
	%	%	%	%
	Active in High School			
Athletics, incl. Intramural and Community	69	69	70	70
Ethnic Organizations	7	7	7	7
Journalism, Debating, Dramatics	29	29	28	28
Art, Music, or Dance	43	43	43	42
Department or Preprofessional Clubs	13	13	13	13
Religious Organizations	33	33	34	34
Social or Community Clubs	42	42	42	43
Student Government	24	23	23	24
Number Responding to at least one activity	906,344	906,703	898,474	867,869
	Will be Active in College			
Athletics, incl. Intramural and Community	56	55	56	56
Ethnic Organizations	6	6	6	6
Journalism, Debating, Dramatics	26	26	26	25
Art, Music, or Dance	37	36	36	36
Departmental or Preprofessional Clubs	18	18	19	19
Religious Organizations	23	23	23	23
Social or Community Clubs	45	44	46	47
Student Government	21	20	21	21
Number Responding to at least one activity	906,344	906,703	898,474	867,869

*From College-Bound Seniors, pages 53 and 55.

Table 18*

Type of High School

	'80	'81	'82	'83
	%	%	%	%
Public	81.8	81.5	81.0	80.3
Private	18.2	18.5	19.0	19.7

*From College-Bound Seniors, page 56.

Table 19*

Self-Reported Skills and Abilities

Year	'80	'81	'82	'83
	%	%	%	%
		TOP 10%		
Ability to get along with others	61	61	62	63
Acting	15	15	15	15
Art	16	16	16	16
Athletics	31	31	31	32
Creative Writing	24	24	25	25
Leadership	41	41	41	42
Mathematics	30	30	31	32
Mechanics	16	17	17	17
Music	21	20	21	20
Organizing for Work	34	34	34	34
Sales	23	23	23	23
Science	22	23	23	23
Spoken Expression	29	29	30	31
Written Expression	30	30	31	32
		ABOVE AVERAGE		
Ability to get along with others	89	90	90	91
Acting	39	39	40	39
Art	40	41	41	41
Athletics	61	61	62	62
Creative Writing	57	57	59	59
Leadership	71	71	72	72
Mathematics	59	59	60	61
Mechanics	40	41	41	41
Music	43	43	44	44
Organizing for Work	70	71	71	71
Sales	53	54	54	53
Science	51	52	52	52
Spoken Expression	63	64	65	65
Written Expression	64	65	66	66

*From College-Bound Seniors, page 59.

Appendix B

These tables appeared originally in Hunter Breland's 1985 Research Report (RR-85-3) An Examination of State University and College Admissions Policies published by Educational Testing Service, Princeton, NJ 08541.

Table 1. Percentage of Seniors Eligible if Single Index Minimums Used

Single Index Minimum	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
High School Rank	N=7,251	N=2,558	N=72,436		
HS Rank in Top 1/5	32 (32)	38 (37)	45 (45)	(13)	(8)
HS Rank in Top 2/5's	59 (59)	66 (64)	72 (71)	(12)	(7)
HS Rank in Top 3/5's	94 (93)	95 (95)	97 (96)	(3)	(1)
HS Rank in Top 4/5's	99 (99)	99 (99)	100 (99)	(0)	(0)
High School GPA	N=7,623	N=2,679	N=75,167		
HSGPA $\geq$ 3.50	12 (12)	24 (21)	29 (29)	(17)	(8)
HSGPA $\geq$ 3.25	21 (22)	36 (34)	42 (42)	(20)	(8)
HSGPA $\geq$ 3.00	38 (38)	55 (52)	60 (60)	(22)	(8)
HSGPA $\geq$ 2.75	52 (52)	68 (65)	72 (72)	(20)	(7)
HSGPA $\geq$ 2.50	68 (69)	80 (79)	84 (84)	(15)	(5)
HSGPA $\geq$ 2.25	81 (82)	89 (89)	92 (92)	(10)	(3)
HSGPA $\geq$ 2.00	93 (93)	96 (95)	97 (97)	(4)	(2)
SAT Total Score	N=7,756	N=2,726	N=75,708		
SAT $\geq$ 1100	3	7	20	17	13
SAT $\geq$ 1000	7	16	36	29	20
SAT $\geq$ 900	15	28	55	40	27
SAT $\geq$ 800	27	43	73	46	30
SAT $\geq$ 700	47	63	88	41	25
SAT $\geq$ 600	70	83	96	26	13
SAT $\geq$ 500	92	96	99	7	3

Note: Figures in parentheses based on total 1983 sample of College-Bound Seniors reported in "Profiles: College-Bound Seniors, 1983" (Ramist and Arbeiter, 1984)

Table 2a. Percentage of Seniors Eligible if Multiple Index Minimums Used: High School Rank and SAT Score Minimums

High School Rank/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,227	N=2,548	N=72,155		
Upper Fifth					
SAT ≥ 1100	2	6	17	15	11
SAT ≥ 1000	5	12	27	22	15
SAT ≥ 900	9	19	35	26	16
SAT ≥ 800	14	25	41	27	16
SAT ≥ 700	21	31	44	23	13
SAT ≥ 600	26	35	45	19	10
SAT ≥ 500	31	38	45	14	7
Upper Two Fifths					
SAT ≥ 1100	3	7	20	17	13
SAT ≥ 1000	6	15	34	28	19
SAT ≥ 900	13	25	48	35	23
SAT ≥ 800	21	36	60	39	24
SAT ≥ 700	33	49	68	35	19
SAT ≥ 600	46	59	71	25	12
SAT ≥ 500	56	65	72	16	7
Upper Three Fifths					
SAT ≥ 1100	3	7	21	18	14
SAT ≥ 1000	7	16	36	29	20
SAT ≥ 900	15	28	55	40	27
SAT ≥ 800	27	43	72	45	29
SAT ≥ 700	46	62	86	40	24
SAT ≥ 600	67	80	94	27	14
SAT ≥ 500	87	92	96	9	4

Table 2b. Percentage of Seniors Eligible if Multiple Index Minimums Used: High School GPA and SAT Score Minimums

High School GPA/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,598	N=2,669	N=74,869		
HSGPA ≥ 3.00					
SAT ≥ 1100	2	6	18	16	12
SAT ≥ 1000	5	13	30	25	17
SAT ≥ 900	10	21	42	32	21
SAT ≥ 800	16	30	51	35	21
SAT ≥ 700	24	41	57	33	16
SAT ≥ 600	31	49	59	28	10
SAT ≥ 500	37	54	60	23	6
HSGPA ≥ 2.50					
SAT ≥ 1100	3	7	20	17	13
SAT ≥ 1000	6	15	34	28	19
SAT ≥ 900	13	26	51	38	25
SAT ≥ 800	23	39	66	43	27
SAT ≥ 700	37	55	77	40	22
SAT ≥ 600	52	70	82	30	12
SAT ≥ 500	64	78	84	20	6
HSGPA ≥ 2.00					
SAT ≥ 1100	3	7	20	17	13
SAT ≥ 1000	7	16	36	29	20
SAT ≥ 900	14	27	54	40	27
SAT ≥ 800	26	42	72	46	30
SAT ≥ 700	44	61	86	42	25
SAT ≥ 600	66	80	94	28	14
SAT ≥ 500	86	92	96	10	4

Table 3a. Percentage of Seniors Eligible if High School Rank or SAT Total Score Minimums Used

High School Rank/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,224	N=2,548	N=74,845		
Upper Fifth					
or SAT ≥ 1100	33	39	51	18	12
or SAT ≥ 1000	34	42	56	22	14
or SAT ≥ 900	38	48	66	28	18
or SAT ≥ 800	46	57	79	33	22
or SAT ≥ 700	59	71	90	31	19
Upper Two Fifths					
or SAT ≥ 1100	59	67	74	15	7
or SAT ≥ 1000	60	68	76	16	8
or SAT ≥ 900	61	70	80	19	10
or SAT ≥ 800	65	74	86	21	12
or SAT ≥ 700	72	81	92	20	11
Upper Three Fifths					
or SAT ≥ 1100	94	95	97	3	2
or SAT ≥ 1000	94	95	97	3	2
or SAT ≥ 900	94	95	97	3	2
or SAT ≥ 800	95	95	98	3	3
or SAT ≥ 700	95	96	98	3	2

Table 3b. Percentage of Seniors Eligible if High School GPA or SAT Total Score Minimums Used

High School GPA/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,598	N=2,669	N=74,869		
HSGPA ≥ 3.00					
or SAT ≥ 1100	38	55	62	24	7
or SAT ≥ 1000	40	57	66	26	9
or SAT ≥ 900	43	61	73	30	12
or SAT ≥ 800	49	67	82	33	15
or SAT ≥ 700	61	77	91	30	14
HSGPA ≥ 2.50					
or SAT ≥ 1100	68	80	85	17	5
or SAT ≥ 1000	69	81	86	17	5
or SAT ≥ 900	70	82	88	18	6
or SAT ≥ 800	73	84	91	18	7
or SAT ≥ 700	78	88	95	17	7
HSGPA ≥ 2.00					
or SAT ≥ 1100	93	96	97	4	1
or SAT ≥ 1000	93	96	97	4	1
or SAT ≥ 900	93	96	98	5	2
or SAT ≥ 800	94	96	98	4	2
or SAT ≥ 700	95	97	99	4	2

Table 4a. Percentage of Seniors Eligible if Sliding Scales Based on High School Rank and SAT Total Scores Used

High School Rank/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,251	N=2,558	N=72,436		
Sliding Scale A					
Upper Tenth, No SAT Minimum	12	18	23		
Second Tenth, SAT ≥ 600	15	18	22		
Second Fifth, SAT ≥ 800	7	11	19		
Third Fifth, SAT ≥ 1000	1	1	3		
Fourth Fifth, SAT ≥ 1200	0	0	0		
Last Fifth, SAT ≥ 1400	0	0	0		
Total Percent	35	48	67	32	19
Sliding Scale B					
Upper Tenth, No SAT Minimum	12	18	23		
Second Tenth, SAT ≥ 500	19	20	22		
Second Fifth, SAT ≥ 700	13	18	24		
Third Fifth, SAT ≥ 900	2	3	6		
Fourth Fifth, SAT ≥ 1100	0	0	0		
Last Fifth, SAT ≥ 1300	0	0	0		
Total Percent	46	59	75	29	16
Sliding Scale C					
Upper Tenth, No SAT Minimum	12	18	23		
Second Tenth, SAT ≥ 400	20	20	22		
Second Fifth, SAT ≥ 600	19	23	26		
Third Fifth, SAT ≥ 800	6	7	12		
Fourth Fifth, SAT ≥ 1000	0	0	0		
Last Fifth, SAT ≥ 1200	0	0	0		
Total Percent	57	68	83	26	15

Table 4b. Percentage of Seniors Eligible if Sliding Scales Based on High School GPA and SAT Total Scores Used

High School GPA/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,623	N=2,679	N=75,167		
Sliding Scale D					
3.40 GPA, No SAT Minimum	15	28	34		
3.30 GPA, SAT ≥ 400	4	5	5		
3.20 GPA, SAT ≥ 500	5	6	7		
3.10 GPA, SAT ≥ 600	4	5	5		
3.00 GPA, SAT ≥ 700	4	6	8		
2.90 GPA, SAT ≥ 800	1	2	2		
2.80 GPA, SAT ≥ 900	1	1	3		
2.70 GPA, SAT ≥ 1000	0	1	1		
2.60 GPA, SAT ≥ 1100	0	0	0		
2.50 GPA, SAT ≥ 1200	0	0	0		
Total Percent	34	54	65	31	11
Sliding Scale E					
3.40 GPA, No SAT Minimum	15	28	34		
3.20 GPA, SAT ≥ 400	9	11	12		
3.00 GPA, SAT ≥ 500	13	15	14		
2.80 GPA, SAT ≥ 600	7	9	9		
2.60 GPA, SAT ≥ 700	5	6	9		
2.40 GPA, SAT ≥ 800	2	2	4		
2.20 GPA, SAT ≥ 900	1	1	1		
2.00 GPA, SAT ≥ 1000	0	0	0		
1.80 GPA, SAT ≥ 1100	0	0	0		
1.60 GPA, SAT ≥ 1200	0	0	0		
1.40 GPA, SAT ≥ 1300	0	0	0		
1.20 GPA, SAT ≥ 1400	0	0	0		
1.00 GPA, SAT ≥ 1500	0	0	0		
Total Percent	52	72	83	31	11

TABLE 5. Percentage of Seniors Eligible if a Predicted Freshman GPA of 2.50 is used (Predictions for 10 State Institutions)

Institution Code	Location of Institution	HSGPA Mean Rank	SAT Total Mean Rank	Percentage Eligible by Group			Differential Impact (%)	
				Blacks	Hispanics	Whites	Blacks	Hispanics
				N=7,598	N=2,669	N=74,869		
A	Midwest	2	2	40	60	72	32	12
B	East	8	5	37	58	72	35	14
C	Midwest	9	9	35	53	63	28	10
D	East	5	3	27	45	60	33	15
E	West	4	4	21	36	52	31	16
F	South	10	8	17	32	50	33	18
G	West	3	6	17	31	47	30	16
H	East	7	7	15	30	48	33	18
I	West	1	1	14	28	46	32	18
J	South	6	10	13	27	43	30	16

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TABLE 6. Comparison of Models*

Model/Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
Single Index					
Rank in Top 2/5's	59	64	71	12	7
GPA ≥ 2.75	52	65	72	20	7
SAT ≥ 800	27	43	73	46	30
Multiple Index					
Top 2/5's and SAT ≥ 500	56	65	72	16	7
Top 2/5's and SAT ≥ 600	46	59	71	25	12
GPA ≥ 2.50 and SAT ≥ 700	37	55	77	40	22
Top 3/5's and SAT ≥ 800	27	43	72	45	29
GPA ≥ 2.0 and SAT ≥ 800	26	42	72	46	30
Either-or					
Top 2/5's or SAT ≥ 1100	59	67	74	15	7
Top 2/5's or SAT ≥ 1000	60	68	76	16	8
GPA ≥ 3.0 or SAT ≥ 900	43	61	73	30	12
Top 1/5 or SAT ≥ 800	46	57	79	33	22
Sliding Scale B	46	59	75	29	16
Predicted Performance					
Institution A	40	60	72	32	12
Institution B	37	58	72	35	14

* These comparisons are limited to situations where about three-fourths of Whites are eligible.