

Appendix B. Detailed tables for chapter 2 of volume 1:
Comparisons with other youth

Table B-1. Percentages of youth who live in low-income households, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	57.6	45.6	38.2	45.7	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	1.40	1.94	3.31	1.96	†
Sample size (number of respondents)	9,460	2,300	610	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate their income and household size in the previous year. Data for a small number of observations was imputed when not available from either the parent survey or the sample information. Low household income is household income below 185 percent of the federal poverty level, which was \$42,643 for a family of four living in the continental United States in 2012. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who lived with their parents at least some of the time.

Table B-2. Household income categories, by IEP status (percentages by category)

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
\$0 to \$40,000 (average)	55.7	43.2	34.2	43.3	A-B; A-C; A-D; B-C; B-D; C-D
\$40,001 to \$80,000 (average)	25.4	26.4	26.1	26.4	ns
\$80,001 to \$120,000 (average)	10.4	17.2	19.9	17.1	A-B; A-C; A-D
More than \$120,000 (average)	8.5	13.2	19.8	13.1	A-B; A-C; A-D; B-C; B-D; C-D
\$0 to \$40,000 (standard error)	1.51	1.97	3.21	1.99	†
\$40,001 to \$80,000 (standard error)	0.88	1.44	2.48	1.47	†
\$80,001 to \$120,000 (standard error)	0.69	1.30	2.33	1.32	†
More than \$120,000 (standard error)	0.76	1.19	2.51	1.20	†
Sample size (number of respondents)	8,850	2,150	570	1,580	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate their household income in the previous year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who lived with their parents at least some of the time.

Table B-3. Percentages of youth in households that received Supplemental Nutrition Assistance Program benefits in the past two years, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	34.7	26.2	21.4	26.3	A-B; A-C; A-D
Standard error	1.18	1.59	2.63	1.61	†
Sample size (number of respondents)	9,440	2,290	610	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether anyone in their household had received Supplemental Nutrition Assistance Program (SNAP) benefits in the past two years. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who lived with their parents at least some of the time.

Table B-4. Percentages of youth in households that received TANF or state welfare benefits in the past two years, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	10.1	9.3	5.2	9.3	A-C; B-C; B-D; C-D
Standard error	0.63	1.13	1.34	1.15	†
Sample size (number of respondents)	9,430	2,290	610	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether anyone in their household received Temporary Assistance for Needy Families (TANF) or state welfare benefits in the past two years. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who lived with their parents at least some of the time.

Table B-5. Percentages of youth in households that received Supplemental Security Income benefits for the youth in the past two years, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	22.2	5.6	9.1	5.5	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.85	0.68	1.44	0.70	†
Sample size (number of respondents)	9,420	2,290	610	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked whether anyone in the household received money for the youth from the Supplemental Security Income program in the past two years. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who lived with their parents at least some of the time.

Table B-6. Highest education level attained by the parent or parent's spouse, by IEP status (percentages by category)

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
4-year college degree or higher (average)	26.3	37.0	42.6	36.9	A-B; A-C; A-D
Graduate degree (average)	9.1	15.2	19.2	15.1	A-B; A-C; A-D
4-year college degree (average)	17.2	21.9	23.3	21.8	A-B; A-C; A-D
2-year college degree (average)	14.5	14.3	14.8	14.3	ns
Technical or trade school degree (average)	5.9	5.4	8.8	5.4	ns
High school diploma or GED (average)	37.7	30.8	27.3	30.9	A-B; A-C; A-D
Less than high school (average)	15.6	12.4	6.6	12.5	A-B; A-C; A-D; B-C; B-D; C-D
4-year college degree or higher (standard error)	1.20	1.73	3.18	1.74	†
Graduate degree (standard error)	0.71	1.23	2.20	1.24	†
4-year college degree (standard error)	0.79	1.32	2.40	1.34	†
2-year college degree (standard error)	0.65	1.04	1.89	1.06	†
Technical or trade school degree (standard error)	0.42	0.61	1.66	0.62	†
High school diploma or GED (standard error)	0.94	1.40	2.81	1.42	†
Less than high school (standard error)	0.90	1.07	1.56	1.08	†
Sample size (number of respondents)	9,360	2,280	610	1,670	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked to indicate the highest year or grade that they and their spouse, if they have one, finished in school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who lived with their parents at least some of the time.

Table B-7. Percentages of youth in households in which the parent or parent's spouse has a paid job, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	79.9	87.2	86.6	87.2	A-B; A-C; A-D
Standard error	0.82	1.05	1.94	1.07	†
Sample size (number of respondents)	9,430	2,290	610	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents, excluding proxies, were asked to indicate their employment status at the time of the survey and that of their spouse, if they have one. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who lived with their parents at least some of the time.

Table B-8. Percentages of youth who have any health insurance, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	93.1	91.6	95.8	91.6	B-C; B-D; C-D
Standard error	0.50	0.91	1.51	0.92	†
Sample size (number of respondents)	9,500	2,290	610	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate whether youth is covered by health insurance either through a private or public plan. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who either did not have private health insurance or who are not missing public health insurance status.

Table B-9. Percentages of youth who have private health insurance, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	51.1	63.4	69.7	63.3	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	1.26	1.68	3.22	1.69	†
Sample size (number of respondents)	9,520	2,300	610	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate whether youth is covered by private health insurance from an employer or union, or that the family buys directly. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table B-10. Percentages of youth who have government-assisted or public health plans, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	85.8	77.1	86.0	77.0	A-B; A-D; B-C; B-D; C-D
Standard error	0.97	2.25	4.55	2.27	†
Sample size (number of respondents)	4,770	810	180	630	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate whether youth is covered by another health insurance program, including a government-assisted or public health insurance plan such as Medicare or Medicaid. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are not covered by private health insurance.

Table B-11. Percentages of youth whose parent is not married or in a marriage-like relationship, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	37.1	28.0	24.9	28.1	A-B; A-C; A-D
Standard error	1.02	1.54	2.48	1.57	†
Sample size (number of respondents)	9,430	2,290	610	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked if they are married, in a marriage-like relationship, separated, divorced, widowed, or single (and never married). Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who lived with their parents at least some of the time.

Table B-12. Average number of adults in the household, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	2.4	2.3	2.2	2.3	A-B; A-C; A-D
Standard error	0.02	0.03	0.05	0.03	†
Sample size (number of respondents)	9,420	2,290	610	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate how many people age 18 and over are in the household. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who lived with their parents at least some of the time.

Table B-13. Percentages of youth who are male, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	66.7	49.0	59.9	48.8	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.80	1.38	2.16	1.41	†
Sample size (number of respondents)	9,550	2,300	620	1,690	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to confirm or correct school district information about youth’s gender. Sample information was used if parent-reported data were not available. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table B-14. Youth race/ethnicity, by IEP status (percentages by category)

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Black (not Hispanic) (average)	19.0	14.3	13.3	14.3	A-B; A-C; A-D
Hispanic (average)	23.6	25.0	16.2	25.1	A-C; B-C; B-D; C-D
White, Asian, or other race (not Hispanic) (average)	57.4	60.7	70.6	60.5	A-B; A-C; B-C; B-D; C-D
Black (not Hispanic) (standard error)	1.37	1.65	2.56	1.67	†
Hispanic (standard error)	1.58	2.00	2.66	2.02	†
White, Asian, or other race (not Hispanic) (standard error)	1.86	2.26	3.31	2.28	†
Sample size (number of respondents)	9,530	2,300	610	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth’s race and ethnicity. Sample information was used when parent-reported data was not available. Black includes African American; Hispanic includes Latino; and other race includes American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table B-15. Percentages of youth who are limited English proficient, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	9.6	7.6	4.1!	7.7	A-C; B-C; B-D; C-D
Standard error	1.13	0.93	1.63	0.93	†
Sample size (number of respondents)	8,580	2,120	570	1,550	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: This administrative measure from the district at the time of sampling indicates whether or not youth are limited English proficient. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table B-16. Youth age, by IEP status (percentages by category)

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Age 14 or younger (average)	35.5	46.7	51.4	46.6	A-B; A-C; A-D
Age 15 to 18 (average)	59.4	52.8	48.2	52.9	A-B; A-C; A-D
Age 19 or older (average)	5.1	0.4	0.4!	0.4	A-B; A-C; A-D
Age 14 or younger (standard error)	1.08	1.67	2.67	1.70	†
Age 15 to 18 (standard error)	1.03	1.66	2.68	1.69	†
Age 19 or older (standard error)	0.26	0.07	0.11	0.08	†
Sample size (number of respondents)	9,550	2,300	620	1,690	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth's date of birth. Sample information was used when parent-reported data was not available. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.

Table B-17. Percentages of youth who attend a lower-performing school, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	26.7	23.9	19.3	24.0	A-C
Standard error	1.94	2.12	3.00	2.14	†
Sample size (number of respondents)	8,810	2,240	600	1,640	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Lower-performing schools are schools with an average math and reading proficiency rate in the lowest 25 percent of schools in the same state. Math and reading proficiency rates are standardized within each state, and then averaged within each school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012 and EDFacts. The universe is all youth.

Table B-18. School locale, by IEP status (percentages by category)

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
City (average)	28.2	27.2	24.3	27.2	ns
Suburb (average)	33.8	33.9	34.9	33.9	ns
Town or rural (average)	38.0	38.9	40.8	38.8	ns
City (standard error)	2.44	2.63	3.61	2.64	†
Suburb (standard error)	2.40	2.66	3.58	2.67	†
Town or rural (standard error)	2.17	2.44	4.05	2.45	†
Sample size (number of respondents)	9,110	2,260	610	1,650	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Urban, suburban, and town and rural refer to the school address's proximity to an urbanized area. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012, Common Core of Data, and Private School Survey. The universe is all youth.

Table B-19. Percentages of youth attending schools in the highest national quarter of students with an IEP, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	34.4	23.3	25.8	23.3	A-B; A-C; A-D
Standard error	2.14	1.92	3.40	1.92	†
Sample size (number of respondents)	8,980	2,250	610	1,650	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: The highest national quarter is the top 25 percent of schools in the United States. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012, ED Facts, Common Core of Data, Private School Survey, U.S. Department of Education's Office of Civil Rights. The universe is all youth.

Table B-20. Type of schools that youth attend, by IEP status (percentages by category)

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Regular school for variety of students (average)	86.0	91.8	88.7	91.9	A-B; A-D
School that serves only students with disabilities (average)	4.3	0.2!	‡	‡	A-B
Other type of school (average)	9.7	8.0	9.3	7.9	ns
Regular school for variety of students (standard error)	0.88	0.85	2.02	0.86	†
School that serves only students with disabilities (standard error)	0.44	0.09	‡	‡	†
Other type of school (standard error)	0.72	0.84	1.68	0.85	†
Sample size (number of respondents)	9,520	2,300	620	1,680	†

A-B, A-C, A-D, B-C, B-D, and C-D indicate statistically significant differences at $p < .05$ between disability group pairs (A versus B, A versus C, A versus D, B versus C, B versus D, and C versus D, respectively) using Wald tests.

ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to describe the school that youth attended that year. Responses options were: a regular school that serves a variety of students, a school that serves only students with disabilities, a magnet school, a vocational/technical school, a charter school, an alternative school, home instruction by a professional, home schooling by a parent, a medical facility, a convalescent hospital, an institution for people with disabilities, a mental health facility, a correctional or juvenile justice facility, or other. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is all youth.