

Appendix C. Detailed tables for chapter 3 of volume 1:
Comparisons with other youth

Table C-1. Youth general health, 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
Poor, fair, or good (average)	29.7	14.4	22.3	14.2	A-B; A-C; A-D; B-C; B-D; C-D
Excellent (average)	44.8	61.6	55.0	61.7	A-B; A-C; A-D; B-C; B-D; C-D
Very good (average)	25.5	24.0	22.7	24.0	ns
Good (average)	21.5	11.4	16.4	11.3	A-B; A-C; A-D; B-C; B-D; C-D
Fair (average)	7.1	2.6	5.6	2.5	A-B; A-D; B-C; B-D; C-D
Poor (average)	1.0	‡	‡	‡	†
Poor, fair, or good (standard error)	0.82	1.02	2.50	1.03	†
Excellent (standard error)	0.93	1.48	3.11	1.50	†
Very good (standard error)	0.77	1.27	2.26	1.30	†
Good (standard error)	0.68	0.94	2.01	0.96	†
Fair (standard error)	0.45	0.43	1.30	0.44	†
Poor (standard error)	0.19	‡	‡	‡	†
Sample size (number of respondents)	9,540	2,300	610	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 rate youth’s general health as excellent, very good, good, fair, or poor. 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 C-2. Percentages of youth who have a chronic physical or mental health condition, 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	28.1	9.8	38.5	9.3	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.74	0.84	2.74	0.86	†
Sample size (number of respondents)	9,510	2,300	610	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 whether youth have a chronic physical or mental health condition requiring regular treatment or medical care. 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 C-3. Percentages of youth who use prescription behavioral medicines, 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	27.3	6.9	40.0	6.2	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.79	0.73	2.70	0.75	†
Sample size (number of respondents)	9,530	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 whether youth are taking any prescription medicine to control their attention, behavior, activity level, or changes in mood, such as Ritalin or an antidepressant. 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 C-4. How well youth communicate by any means, 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
With trouble (average)	28.6	4.3	9.6	4.2	A-B; A-C; A-D; B-C; B-D; C-D
With no trouble (average)	71.4	95.7	90.4	95.8	A-B; A-C; A-D; B-C; B-D; C-D
With a little trouble (average)	24.0	4.2	9.2	4.1	A-B; A-C; A-D; B-C; B-D; C-D
With a lot of trouble (average)	4.3	‡	‡	‡	†
Not at all (average)	0.3	‡	‡	‡	†
With trouble (standard error)	0.85	0.66	1.69	0.67	†
With no trouble (standard error)	0.85	0.66	1.69	0.67	†
With a little trouble (standard error)	0.79	0.66	1.69	0.67	†
With a lot of trouble (standard error)	0.29	‡	‡	‡	†
Not at all (standard error)	0.05	‡	‡	‡	†
Sample size (number of respondents)	9,540	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 how well youth communicate by any means. Means of communication include sign language, manual communication, lip reading, cued speech, oral speech, and a communication board or book. Trouble refers to parents' responses of a little trouble, a lot of trouble, or no ability, versus a response of no trouble. 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 C-5. How well youth understand what people say to them, 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
With trouble (average)	43.7	7.8	21.6	7.5	A-B; A-C; A-D; B-C; B-D; C-D
With no trouble (average)	56.3	92.2	78.4	92.5	A-B; A-C; A-D; B-C; B-D; C-D
With a little trouble (average)	37.0	7.3	20.0	7.0	A-B; A-C; A-D; B-C; B-D; C-D
With a lot of trouble (average)	6.3	0.4!	1.3!	0.4!	A-B; A-C; A-D; B-C; B-D; C-D
Not at all (average)	0.5	‡	‡	‡	†
With trouble (standard error)	0.94	0.84	2.13	0.85	†
With no trouble (standard error)	0.94	0.84	2.13	0.85	†
With a little trouble (standard error)	0.85	0.82	2.15	0.83	†
With a lot of trouble (standard error)	0.38	0.16	0.46	0.16	†
Not at all (standard error)	0.10	‡	‡	‡	†
Sample size (number of respondents)	9,510	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 how well youth understand what other people say to them. Trouble refers to parents' responses of a little trouble, a lot of trouble, or no ability, versus a response of no trouble. 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 C-6. How well youth speak clearly, 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
With trouble (average)	29.0	4.4	10.3	4.3	A-B; A-C; A-D; B-C; B-D; C-D
With no trouble (average)	71.0	95.6	89.7	95.7	A-B; A-C; A-D; B-C; B-D; C-D
With a little trouble (average)	22.1	4.3	9.6	4.2	A-B; A-C; A-D; B-C; B-D; C-D
With a lot of trouble (average)	4.4	‡	‡	‡	†
Not at all (average)	2.5	‡	‡	‡	†
With trouble (standard error)	0.84	0.67	1.71	0.68	†
With no trouble (standard error)	0.84	0.67	1.71	0.68	†
With a little trouble (standard error)	0.77	0.66	1.70	0.67	†
With a lot of trouble (standard error)	0.26	‡	‡	‡	†
Not at all (standard error)	0.22	‡	‡	‡	†
Sample size (number of respondents)	9,530	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 how clearly youth can speak. Trouble refers to parents' responses of a little trouble, a lot of trouble, or no ability, versus a response of no trouble. 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 C-7. How well youth carry on an oral conversation, 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
With trouble (average)	34.7	7.6	15.9	7.4	A-B; A-C; A-D; B-C; B-D; C-D
With no trouble (average)	65.3	92.4	84.1	92.6	A-B; A-C; A-D; B-C; B-D; C-D
With a little trouble (average)	24.9	6.9	14.6	6.8	A-B; A-C; A-D; B-C; B-D; C-D
With a lot of trouble (average)	6.4	0.4!	0.8!	‡	A-B; A-C
Not at all (average)	3.4	0.2!	‡	0.2!	A-B; A-D
With trouble (standard error)	0.87	0.74	2.15	0.76	†
With no trouble (standard error)	0.87	0.74	2.15	0.76	†
With a little trouble (standard error)	0.73	0.69	2.11	0.71	†
With a lot of trouble (standard error)	0.36	0.22	0.33	‡	†
Not at all (standard error)	0.21	0.10	‡	0.10	†
Sample size (number of respondents)	9,520	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 how well youth can carry on an oral conversation. Trouble refers to parents' responses of a little trouble, a lot of trouble, or no ability, versus a response of no trouble. 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 C-8. How well youth see (with glass or contacts), 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
With trouble (average)	22.5	15.5	17.8	15.4	A-B; A-C; A-D
Sees normally (average)	77.5	84.5	82.2	84.6	A-B; A-C; A-D
Has a little trouble seeing (average)	18.5	13.9	16.4	13.8	A-B; A-D
Has a lot of trouble seeing (average)	3.6	1.5	1.4!	1.5	A-B; A-C; A-D
Does not see at all (average)	0.4	‡	‡	‡	†
With trouble (standard error)	0.75	1.05	1.91	1.07	†
Sees normally (standard error)	0.75	1.05	1.91	1.07	†
Has a little trouble seeing (standard error)	0.69	1.03	1.85	1.06	†
Has a lot of trouble seeing (standard error)	0.27	0.31	0.49	0.31	†
Does not see at all (standard error)	0.07	‡	‡	‡	†
Sample size (number of respondents)	9,510	2,300	610	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 how well youth see. Trouble seeing refers to parents' responses of a little trouble, a lot of trouble, or no ability to see, versus a response of no trouble. 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 C-9. How well youth hear (with a hearing aid), 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
With trouble (average)	5.4	1.1	3.1	1.1	A-B; A-C; A-D; B-C; B-D; C-D
Hears normally (average)	94.6	98.9	96.9	98.9	A-B; A-C; A-D; B-C; B-D; C-D
Has mild hearing loss or a little trouble hearing (average)	3.5	1.0!	2.2	0.9!	A-B; A-D
Has moderate hearing loss or a lot of trouble hearing (average)	1.4	‡	‡	‡	†
Has profound hearing loss or does not hear at all (average)	0.5	‡	‡	‡	†
With trouble (standard error)	0.36	0.32	0.77	0.32	†
Hears normally (standard error)	0.36	0.32	0.77	0.32	†
Has mild hearing loss or a little trouble hearing (standard error)	0.30	0.29	0.63	0.30	†
Has moderate hearing loss or a lot of trouble hearing (standard error)	0.21	‡	‡	‡	†
Has profound hearing loss or does not hear at all (standard error)	0.06	‡	‡	‡	†
Sample size (number of respondents)	9,510	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 how well youth hear with a hearing aid. Trouble hearing refers to parents' responses of a little trouble or mild hearing loss, a lot of trouble or moderate hearing loss, or no ability to hear, versus a response of hears normally. 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 C-10. How well youth use arms and hands, 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
With trouble (average)	10.1	6.1	5.8	6.2	A-B; A-C; A-D
Normally (average)	89.9	93.9	94.2	93.8	A-B; A-C; A-D
With some difficulty (average)	9.5	5.9	5.5	6.0	A-B; A-C; A-D
Not at all for at least one arm or hand (average)	0.6	0.2!	‡	0.2!	A-B; A-D
With trouble (standard error)	0.63	0.71	1.35	0.72	†
Normally (standard error)	0.63	0.71	1.35	0.72	†
With some difficulty (standard error)	0.62	0.69	1.19	0.70	†
Not at all for at least one arm or hand (standard error)	0.08	0.09	‡	0.10	†
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 how well youth use their arms and hands. Trouble using arms and hands refers to parents' responses that youth do not have normal use or have no use at all of these appendages, versus a response of normal use. 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 C-11. How well youth use legs and feet, 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
With trouble (average)	8.6	5.0	4.7	5.0	A-B; A-C; A-D
Normally (average)	91.4	95.0	95.3	95.0	A-B; A-C; A-D
With some difficulty (average)	7.9	4.8	4.5	4.8	A-B; A-C; A-D
Not at all for at least one leg or foot (average)	0.7	0.2!	‡	0.2!	A-B; A-D
With trouble (standard error)	0.61	0.68	1.26	0.68	†
Normally (standard error)	0.61	0.68	1.26	0.68	†
With some difficulty (standard error)	0.58	0.67	1.08	0.67	†
Not at all for at least one leg or foot (standard error)	0.10	0.10	‡	0.10	†
Sample size (number of respondents)	9,540	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 how well youth use their legs and feet. Trouble using legs and feet refers to parents' responses that youth do not have normal use or have no use at all of these appendages, versus a response of normal use. 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 C-12. Average youth functional abilities index score (0 is low, 3 is high), 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	2.70	2.92	2.87	2.92	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.01	#	0.01	#	†
Sample size (number of respondents)	9,400	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: The functional abilities index combines information on the prevalence and degree of functional limitations across eight parent-reported measures: communicating through any means, speaking clearly, carrying on an oral conversation, understanding what others say, seeing with glasses or contacts, hearing with a hearing aid, using arms and hands, and using legs and feet. The low value of the index is zero and the high value is 3. Appendix A provides more detail on how the index is constructed. 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 C-13. How well youth use an ATM or cash machine, 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
Well (average)	37.1	54.9	47.7	55.1	A-B; A-C; A-D; B-C; B-D; C-D
Very well (average)	25.8	43.3	38.3	43.4	A-B; A-C; A-D
Pretty well (average)	11.3	11.6	9.5	11.7	ns
Not very well (average)	3.4	1.5	0.8!	1.5	A-B; A-C; A-D
Not at all well or not allowed (average)	59.5	43.6	51.4	43.4	A-B; A-C; A-D; B-C; B-D; C-D
Well (standard error)	0.93	1.52	2.89	1.55	†
Very well (standard error)	0.84	1.42	2.76	1.45	†
Pretty well (standard error)	0.55	0.89	1.52	0.91	†
Not very well (standard error)	0.28	0.30	0.38	0.30	†
Not at all well or not allowed (standard error)	0.92	1.53	2.87	1.56	†
Sample size (number of respondents)	9,300	2,240	600	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: Parent survey respondents were asked how well youth use an ATM or cash machine. The response categories were very well, pretty well, not very well, not at all well, and not allowed. 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 C-14. How well youth make appointments, 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
Well (average)	30.4	49.6	33.8	49.9	A-B; A-D; B-C; B-D; C-D
Very well (average)	18.7	33.3	20.9	33.5	A-B; A-D; B-C; B-D; C-D
Pretty well (average)	11.7	16.3	13.0	16.4	A-B; A-D
Not very well (average)	6.3	3.0	3.7	3.0	A-B; A-C; A-D
Not at all well or not allowed (average)	63.3	47.4	62.4	47.1	A-B; A-D; B-C; B-D; C-D
Well (standard error)	0.89	1.42	2.45	1.46	†
Very well (standard error)	0.77	1.37	2.06	1.40	†
Pretty well (standard error)	0.56	0.97	1.72	0.99	†
Not very well (standard error)	0.38	0.46	0.81	0.47	†
Not at all well or not allowed (standard error)	0.91	1.47	2.59	1.50	†
Sample size (number of respondents)	9,320	2,250	600	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: Parent survey respondents were asked to indicate youth's ability to make appointments, such as with a doctor, dentist, or potential employer. The response categories were very well, pretty well, not very well, not at all well, and not allowed. 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 C-15. How well youth get to places outside the home, 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
Well (average)	84.8	95.3	92.5	95.4	A-B; A-C; A-D
Very well (average)	67.1	84.2	78.1	84.3	A-B; A-C; A-D; B-C; B-D; C-D
Pretty well (average)	17.7	11.1	14.3	11.0	A-B; A-D
Not very well (average)	2.9	1.2	2.8!	1.2	A-B; A-D
Not at all well or not allowed (average)	12.4	3.5	4.7	3.4	A-B; A-C; A-D
Well (standard error)	0.57	0.64	1.38	0.66	†
Very well (standard error)	0.81	1.09	2.39	1.12	†
Pretty well (standard error)	0.64	0.93	1.99	0.94	†
Not very well (standard error)	0.23	0.30	0.99	0.31	†
Not at all well or not allowed (standard error)	0.51	0.59	1.02	0.61	†
Sample size (number of respondents)	9,510	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 ability to get to places outside the home, like to a school, store, park, or neighbor’s house. The response categories were very well, pretty well, not very well, not at all well, and not allowed. 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 C-16. Frequency youth fix their own breakfast or lunch, 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
Always or usually (average)	52.2	60.0	60.8	59.9	A-B; A-C; A-D
Always (average)	31.2	31.3	29.4	31.4	ns
Usually (average)	20.9	28.6	31.4	28.6	A-B; A-C; A-D
Sometimes (average)	38.5	36.8	35.2	36.9	ns
Never (average)	9.3	3.2	4.0	3.2	A-B; A-C; A-D
Always or usually (standard error)	0.92	1.60	2.98	1.63	†
Always (standard error)	0.78	1.32	2.70	1.34	†
Usually (standard error)	0.67	1.30	2.77	1.32	†
Sometimes (standard error)	0.87	1.56	2.87	1.59	†
Never (standard error)	0.47	0.49	1.02	0.50	†
Sample size (number of respondents)	9,510	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 indicate youth’s ability to fix breakfast or lunch. The table focuses on ratings of always or usually, versus sometimes or never. 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 C-17. Frequency youth do laundry, 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
Always or usually (average)	29.6	37.2	24.9	37.4	A-B; A-D; B-C; B-D; C-D
Always (average)	19.5	23.9	15.4	24.1	A-B; A-C; A-D; B-C; B-D; C-D
Usually (average)	10.1	13.2	9.5	13.3	A-B; A-D
Sometimes (average)	31.0	36.8	36.6	36.8	A-B; A-C; A-D
Never (average)	39.4	26.0	38.5	25.7	A-B; A-D; B-C; B-D; C-D
Always or usually (standard error)	0.80	1.41	2.36	1.44	†
Always (standard error)	0.69	1.22	1.81	1.24	†
Usually (standard error)	0.52	0.90	1.76	0.92	†
Sometimes (standard error)	0.80	1.34	2.57	1.36	†
Never (standard error)	0.92	1.33	2.82	1.35	†
Sample size (number of respondents)	9,450	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 indicate youth’s ability to do laundry. The table focuses on ratings of always or usually, versus sometimes or never. 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 C-18. Frequency youth straighten up their own room or living area, 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
Always or usually (average)	48.2	60.7	48.6	61.0	A-B; A-D; B-C; B-D; C-D
Always (average)	32.9	38.8	29.1	39.0	A-B; A-D; B-C; B-D; C-D
Usually (average)	15.3	21.9	19.5	22.0	A-B; A-D
Sometimes (average)	39.1	33.4	39.2	33.3	A-B; A-D
Never (average)	12.8	5.9	12.2	5.8	A-B; A-D; B-C; B-D; C-D
Always or usually (standard error)	0.95	1.46	3.11	1.49	†
Always (standard error)	0.89	1.51	2.70	1.54	†
Usually (standard error)	0.62	1.13	2.26	1.15	†
Sometimes (standard error)	0.86	1.37	2.92	1.40	†
Never (standard error)	0.55	0.78	1.73	0.79	†
Sample size (number of respondents)	9,520	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 ability to straighten up his/her own room or living area. The table focuses on ratings of always or usually, versus sometimes or never. 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 C-19. Frequency youth buy a few things they need at the store, 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
Always or usually (average)	39.9	47.3	41.6	47.4	A-B; A-D
Always (average)	25.5	28.1	25.6	28.1	ns
Usually (average)	14.4	19.2	15.9	19.3	A-B; A-D
Sometimes (average)	39.1	43.9	43.2	43.9	A-B; A-D
Never (average)	21.1	8.8	15.2	8.7	A-B; A-C; A-D; B-C; B-D; C-D
Always or usually (standard error)	0.92	1.46	2.81	1.49	†
Always (standard error)	0.81	1.27	2.40	1.30	†
Usually (standard error)	0.58	1.15	2.18	1.17	†
Sometimes (standard error)	0.86	1.51	2.99	1.54	†
Never (standard error)	0.66	0.88	2.21	0.89	†
Sample size (number of respondents)	9,460	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 indicate youth's ability to buy a few items he/she needs at the store. The table focuses on ratings of always or usually, versus sometimes or never. 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 C-20. Average youth activities of daily living index score (0 is low, 3 is high), 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	1.46	1.79	1.57	1.80	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.01	0.02	0.04	0.02	†
Sample size (number of respondents)	9,020	2,200	590	1,610	†

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 activities of daily living index combines information from parent survey respondents on the youth's ability to use an ATM, make appointments, get to nearby places, fix breakfast or lunch, do laundry, straighten up room or living areas, and buy needed items at the store without help. The low value of the index is zero and the high value is 3. Appendix A provides for more detail on how the index is constructed. 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 C-21. Percentages of youth who have a savings or checking account, 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	44.5	56.8	60.4	56.8	A-B; A-C; A-D
Standard error	1.17	1.92	2.85	1.95	†
Sample size (number of respondents)	8,050	1,960	530	1,430	†

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: Youth survey respondents were asked whether they have a savings or checking account. 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 C-22. Percentages of youth who have an allowance or other money they can decide how to spend, 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	61.3	67.0	66.0	67.1	A-B; A-D
Standard error	0.97	1.58	3.00	1.61	†
Sample size (number of respondents)	8,150	1,980	530	1,440	†

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: Youth survey respondents were asked whether they have an allowance or other money they can decide how to spend, such as money earned from a job. 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 C-23. Percentages of youth who have a driver's license or learner's permit, 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	27.9	50.8	48.3	50.9	A-B; A-C; A-D
Standard error	1.19	2.06	3.58	2.09	†
Sample size (number of respondents)	5,320	1,340	360	980	†

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: Youth survey respondents were asked whether they have a driver's license or learner's permit. 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 at least 15 years old and have not been identified by a professional as having a blindness, deafness and blindness, or visual impairment.

Table C-24. Percentages of youth who are registered to vote, 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	43.8	43.7	37.7	43.8	ns
Standard error	2.00	4.44	6.47	4.52	†
Sample size (number of respondents)	1,790	260	70	190	†

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: Youth survey respondents were asked to indicate whether they are registered to vote. 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 at least 18 years old.

Table C-25. How often youth choose their activities with friends, 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
Every or most of the time there is a chance (average)	56.1	66.3	61.1	66.4	A-B; A-D
Every time there is a chance (average)	26.3	27.2	25.4	27.3	ns
Most of the time there is a chance (average)	29.9	39.1	35.8	39.2	A-B; A-C; A-D
Sometimes when there is a chance (average)	36.4	31.4	35.2	31.3	A-B; A-D
Never, even when there is a chance (average)	7.4	2.3	3.7!	2.2	A-B; A-C; A-D
Every or most of the time there is a chance (standard error)	1.04	1.59	3.01	1.62	†
Every time there is a chance (standard error)	0.89	1.33	2.30	1.35	†
Most of the time there is a chance (standard error)	0.91	1.59	2.92	1.61	†
Sometimes when there is a chance (standard error)	0.99	1.56	3.04	1.58	†
Never, even when there is a chance (standard error)	0.52	0.47	1.22	0.47	†
Sample size (number of respondents)	6,550	1,900	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked whether they and their friends choose activities that we want to do. The response categories were that they do activities every time they have the chance; most of the time when they have the chance; sometimes when they have the chance; and never, not even when there is a chance. 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 C-26. How often youth write letters, texts, or talk on phone to friends and family, 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
Every or most of the time there is a chance (average)	62.1	71.3	66.8	71.3	A-B; A-D
Every time there is a chance (average)	35.2	36.4	35.1	36.5	ns
Most of the time there is a chance (average)	26.9	34.8	31.7	34.9	A-B; A-D
Sometimes when there is a chance (average)	30.2	25.2	30.1	25.1	A-B; A-D
Never, even when there is a chance (average)	7.6	3.5	3.2	3.5	A-B; A-C; A-D
Every or most of the time there is a chance (standard error)	1.01	1.57	2.96	1.59	†
Every time there is a chance (standard error)	1.01	1.75	2.69	1.77	†
Most of the time there is a chance (standard error)	0.97	1.59	2.62	1.62	†
Sometimes when there is a chance (standard error)	0.98	1.53	2.85	1.56	†
Never, even when there is a chance (standard error)	0.47	0.54	0.90	0.55	†
Sample size (number of respondents)	6,570	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked whether they write letters, texts, or talk on the phone to friends and family. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. 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 C-27. How often youth choose gifts to give to family and friends, 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
Every or most of the time there is a chance (average)	48.8	54.8	51.0	54.9	A-B; A-D
Every time there is a chance (average)	23.4	25.3	23.7	25.4	ns
Most of the time there is a chance (average)	25.4	29.5	27.3	29.5	A-B; A-D
Sometimes when there is a chance (average)	42.8	40.5	44.5	40.5	ns
Never, even when there is a chance (average)	8.3	4.6	4.5	4.6	A-B; A-C; A-D
Every or most of the time there is a chance (standard error)	1.01	1.69	3.20	1.71	†
Every time there is a chance (standard error)	0.82	1.54	2.59	1.57	†
Most of the time there is a chance (standard error)	0.86	1.45	2.95	1.47	†
Sometimes when there is a chance (standard error)	0.98	1.65	3.06	1.68	†
Never, even when there is a chance (standard error)	0.51	0.71	1.24	0.72	†
Sample size (number of respondents)	6,560	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked whether they choose gifts to give to family and friends. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. 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 C-28. How often youth plan weekend activities that they like to do, 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
Every or most of the time there is a chance (average)	51.5	60.6	65.2	60.5	A-B; A-C; A-D
Every time there is a chance (average)	27.3	27.9	30.6	27.8	ns
Most of the time there is a chance (average)	24.2	32.7	34.7	32.7	A-B; A-C; A-D
Sometimes when there is a chance (average)	38.1	34.4	28.3	34.5	A-B; A-C; A-D; B-C; B-D; C-D
Never, even when there is a chance (average)	10.5	5.0	6.5	5.0	A-B; A-C; A-D
Every or most of the time there is a chance (standard error)	1.03	1.54	2.86	1.56	†
Every time there is a chance (standard error)	0.92	1.41	2.50	1.43	†
Most of the time there is a chance (standard error)	0.91	1.53	3.01	1.56	†
Sometimes when there is a chance (standard error)	1.00	1.39	2.54	1.41	†
Never, even when there is a chance (standard error)	0.59	0.65	1.53	0.66	†
Sample size (number of respondents)	6,570	1,900	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked whether they plan weekend activities that they like to do. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. 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 C-29. How often youth go to restaurants that they like, 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
Every or most of the time there is a chance (average)	48.6	50.6	48.9	50.7	ns
Every time there is a chance (average)	22.9	21.2	24.3	21.1	ns
Most of the time there is a chance (average)	25.7	29.5	24.6	29.6	A-B; A-D
Sometimes when there is a chance (average)	44.8	44.5	46.4	44.4	ns
Never, even when there is a chance (average)	6.5	4.9	4.7!	4.9	A-B
Every or most of the time there is a chance (standard error)	0.97	1.60	3.17	1.63	†
Every time there is a chance (standard error)	0.85	1.14	2.59	1.16	†
Most of the time there is a chance (standard error)	0.91	1.42	2.46	1.45	†
Sometimes when there is a chance (standard error)	0.93	1.54	3.20	1.57	†
Never, even when there is a chance (standard error)	0.51	0.66	1.55	0.67	†
Sample size (number of respondents)	6,570	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked whether they go to restaurants that they like. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. 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 C-30. How often youth go to movies, concerts, and dances, 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
Every or most of the time there is a chance (average)	38.5	43.3	44.2	43.3	A-B; A-D
Every time there is a chance (average)	19.6	18.4	21.7	18.3	ns
Most of the time there is a chance (average)	18.9	24.9	22.5	25.0	A-B; A-D
Sometimes when there is a chance (average)	45.9	47.5	47.1	47.5	ns
Never, even when there is a chance (average)	15.5	9.2	8.7	9.2	A-B; A-C; A-D
Every or most of the time there is a chance (standard error)	0.97	1.66	2.82	1.69	†
Every time there is a chance (standard error)	0.82	1.20	2.26	1.22	†
Most of the time there is a chance (standard error)	0.80	1.48	2.47	1.50	†
Sometimes when there is a chance (standard error)	0.97	1.64	2.81	1.66	†
Never, even when there is a chance (standard error)	0.72	0.86	1.71	0.88	†
Sample size (number of respondents)	6,570	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked whether they go to movies, concerts, and dances. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. 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 C-31. How often youth volunteer in activities of interest, 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
Every or most of the time there is a chance (average)	41.0	44.2	44.9	44.2	ns
Every time there is a chance (average)	20.4	18.3	20.8	18.3	ns
Most of the time there is a chance (average)	20.6	25.9	24.1	26.0	A-B; A-D
Sometimes when there is a chance (average)	37.3	42.2	42.1	42.2	A-B; A-D
Never, even when there is a chance (average)	21.7	13.6	13.0	13.6	A-B; A-C; A-D
Every or most of the time there is a chance (standard error)	0.97	1.74	3.08	1.77	†
Every time there is a chance (standard error)	0.74	1.18	2.46	1.20	†
Most of the time there is a chance (standard error)	0.79	1.61	2.63	1.64	†
Sometimes when there is a chance (standard error)	0.94	1.63	2.99	1.66	†
Never, even when there is a chance (standard error)	0.84	1.02	1.82	1.04	†
Sample size (number of respondents)	6,570	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked whether they volunteer in activities of interest. The response categories were that they pursue the activities every time they have the chance; most of the time; sometimes; and never. 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 C-32. Average youth personal autonomy index score (0 is low, 3 is high), 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	1.63	1.75	1.74	1.75	A-B; A-C; A-D
Standard error	0.01	0.02	0.03	0.02	†
Sample size (number of respondents)	6,510	1,900	510	1,400	†

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 autonomy index combines information from youth survey respondents, excluding proxies, on whether they choose activities to do with friends, correspond with friends and family, go to restaurants they like, choose gifts to give to friends and family, go out to events, plan weekend activities they like, and volunteer in activities of interest. The low value of the index is zero and the high value is 3. Appendix A provides for more detail on how the index is constructed. 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 C-33. Percentages of youth who know how to make good choices, 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	94.4	97.2	95.5	97.2	A-B; A-D
Standard error	0.40	0.43	1.19	0.44	†
Sample size (number of respondents)	6,560	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they know how to make good choices. 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 C-34. Percentages of youth who are confident in their own abilities, 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	92.0	92.6	93.0	92.5	ns
Standard error	0.53	0.82	1.39	0.84	†
Sample size (number of respondents)	6,560	1,900	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they are confident in their own abilities. 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 C-35. Percentages of youth who believe that trying hard in school helps them to get a good 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	90.0	92.9	91.8	92.9	A-B; A-D
Standard error	0.57	0.71	1.46	0.73	†
Sample size (number of respondents)	6,560	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether trying hard in school will help them to get a good job. 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 C-36. Percentages of youth who keep trying even after getting something wrong, 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	93.9	96.5	94.8	96.5	A-B; A-D
Standard error	0.43	0.59	1.20	0.60	†
Sample size (number of respondents)	6,560	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they keep trying even after getting something wrong. 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 C-37. Percentages of youth who know how to make friends, 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	91.9	96.7	91.3	96.8	A-B; A-D; B-C; B-D; C-D
Standard error	0.51	0.49	2.12	0.50	†
Sample size (number of respondents)	6,560	1,900	500	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they know how to make friends. 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 C-38. Percentages of youth who are able to make choices that are important to them, 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	95.2	97.6	95.5	97.7	A-B; A-D
Standard error	0.44	0.50	1.27	0.51	†
Sample size (number of respondents)	6,550	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they know how to make choices that are important to them. 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 C-39. Percentages of youth who are able to make friends in new situations, 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	86.1	90.9	87.2	90.9	A-B; A-D
Standard error	0.63	0.97	2.24	0.98	†
Sample size (number of respondents)	6,570	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they can make friends in new situations. 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 C-40. Percentages of youth who tell people when they can do things that others tell them they cannot do, 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	88.1	91.7	89.4	91.8	A-B; A-D
Standard error	0.71	0.81	1.49	0.83	†
Sample size (number of respondents)	6,540	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they tell people when they can do something others tell them they cannot do. 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 C-41. Percentages of youth who know what they do best, 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	95.2	93.4	96.2	93.3	B-C; B-D; C-D
Standard error	0.45	0.84	1.03	0.85	†
Sample size (number of respondents)	6,570	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they know what they do best. 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 C-42. Percentages of youth who like themselves, 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	95.0	94.8	95.6	94.8	ns
Standard error	0.43	0.60	1.19	0.62	†
Sample size (number of respondents)	6,570	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they like themselves. 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 C-43. Percentages of youth who are liked by others, 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	92.0	94.6	95.3	94.6	A-B; A-C; A-D
Standard error	0.52	0.73	1.18	0.74	†
Sample size (number of respondents)	6,540	1,900	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether other people like them. 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 C-44. Percentages of youth who believe that it is better to be yourself than to be popular, 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	95.2	97.2	98.8	97.2	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.41	0.52	0.42	0.53	†
Sample size (number of respondents)	6,560	1,910	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they believe it is better to be yourself than to be popular. 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 C-45. Percentages of youth who know how to make up for their own limitations, 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	89.9	92.7	89.8	92.7	A-B; A-D
Standard error	0.59	0.80	1.79	0.81	†
Sample size (number of respondents)	6,520	1,900	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they know how to make up for their own limitations. 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 C-46. Percentages of youth who feel loved because they give love, 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	92.6	92.9	95.7	92.8	A-C; B-C; B-D; C-D
Standard error	0.51	0.85	0.98	0.87	†
Sample size (number of respondents)	6,550	1,900	510	1,400	†

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: Youth survey respondents, excluding proxies, were asked to indicate whether they know that they are loved because they give love. 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 C-47. Percentages of youth who do not have very good or excellent general health, by IEP status and subgroups (1 of 2)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	No IEP	Difference between IEP and no IEP
All youth (avg)	29.7	14.4	15.3*
Household income (significantly different subgroup pairs)	1-2	1-2	ns
1% to 185% of the poverty level: subgroup 1 (avg)	36.8	22.6	14.3*
Above 185% of the poverty level: subgroup 2 (avg)	20.0	7.3	12.7*
1% to 185% of the poverty level: subgroup 1 (se)	1.06	1.74	1.89
Above 185% of the poverty level: subgroup 2 (se)	0.99	0.92	1.31
1% to 185% of the poverty level: subgroup 1 (sample size)	5,290	1,040	†
Above 185% of the poverty level: subgroup 2 (sample size)	4,160	1,260	†
Race/ethnicity (significantly different subgroup pairs)	1-2; 1-3; 2-3	1-2; 1-3; 2-3	ns
Black: subgroup 1 (avg)	33.5	16.9	16.6*
Hispanic: subgroup 2 (avg)	40.4	25.1	15.4*
White, Asian, or other race: subgroup 3 (avg)	24.0	9.4	14.5*
Black: subgroup 1 (se)	1.56	2.66	3.10
Hispanic: subgroup 2 (se)	1.68	2.25	2.71
White, Asian, or other race: subgroup 3 (se)	0.95	1.09	1.33
Black: subgroup 1 (sample size)	1,860	340	†
Hispanic: subgroup 2 (sample size)	2,180	600	†
White, Asian, or other race: subgroup 3 (sample size)	5,490	1,370	†
Gender (significantly different subgroup pairs)	1-2	ns	ns
Female: subgroup 1 (avg)	33.2	14.9	18.3*
Male: subgroup 2 (avg)	27.9	13.8	14.1*
Female: subgroup 1 (se)	1.27	1.39	1.74
Male: subgroup 2 (se)	0.96	1.35	1.51
Female: subgroup 1 (sample size)	3,320	1,100	†
Male: subgroup 2 (sample size)	6,220	1,200	†
Age (significantly different subgroup pairs)	1-3; 2-3	ns	ns
Age 14 or younger: subgroup 1 (avg)	30.3	13.8	16.5*
Age 15 to 18: subgroup 2 (avg)	28.5	14.9	13.6*
Age 19 or older: subgroup 3 (avg)	38.8	15.9!	23.0*
Age 14 or younger: subgroup 1 (se)	1.49	1.72	2.13
Age 15 to 18: subgroup 2 (se)	0.96	1.12	1.38
Age 19 or older: subgroup 3 (se)	2.40	5.66	6.42
Age 14 or younger: subgroup 1 (sample size)	2,720	700	†
Age 15 to 18: subgroup 2 (sample size)	5,830	1,550	†
Age 19 or older: subgroup 3 (sample size)	990	50	†

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison between IEP and No IEP estimates; 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 rate youth's general health as excellent, very good, good, fair, or poor. 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 C-48. Percentages of youth who perform activities of daily living well (with higher activities of daily living index scores), by IEP status and subgroups (1 of 2)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	No IEP	Difference between IEP and no IEP
All youth (avg)	45.6	64.9	-19.2*
Household income (significantly different subgroup pairs)	ns	1-2	ns
1% to 185% of the poverty level: subgroup 1 (avg)	46.1	67.9	-21.8*
Above 185% of the poverty level: subgroup 2 (avg)	45.1	62.2	-17.1*
1% to 185% of the poverty level: subgroup 1 (se)	1.31	2.09	2.43
Above 185% of the poverty level: subgroup 2 (se)	1.40	2.08	2.47
1% to 185% of the poverty level: subgroup 1 (sample size)	5,030	990	†
Above 185% of the poverty level: subgroup 2 (sample size)	3,910	1,200	†
Race/ethnicity (significantly different subgroup pairs)	1-3; 2-3	1-3; 2-3	ns
Black: subgroup 1 (avg)	50.7	70.5	-19.8*
Hispanic: subgroup 2 (avg)	52.7	73.2	-20.6*
White, Asian, or other race: subgroup 3 (avg)	41.0	59.9	-18.9*
Black: subgroup 1 (se)	2.03	3.26	4.18
Hispanic: subgroup 2 (se)	2.00	2.56	3.07
White, Asian, or other race: subgroup 3 (se)	1.19	2.07	2.37
Black: subgroup 1 (sample size)	1,790	330	†
Hispanic: subgroup 2 (sample size)	2,050	580	†
White, Asian, or other race: subgroup 3 (sample size)	5,160	1,290	†
Gender (significantly different subgroup pairs)	1-2	1-2	ns
Female: subgroup 1 (avg)	49.4	69.0	-19.6*
Male: subgroup 2 (avg)	43.8	60.4	-16.7*
Female: subgroup 1 (se)	1.64	2.07	2.53
Male: subgroup 2 (se)	1.14	2.30	2.65
Female: subgroup 1 (sample size)	3,130	1,050	†
Male: subgroup 2 (sample size)	5,880	1,150	†
Age (significantly different subgroup pairs)	1-2; 1-3; 2-3	1-2; 1-3	1-3; 2-3
Age 14 or younger: subgroup 1 (avg)	33.2	55.3	-22.0*
Age 15 to 18: subgroup 2 (avg)	53.3	73.0	-19.7*
Age 19 or older: subgroup 3 (avg)	40.4	85.3	-44.9*
Age 14 or younger: subgroup 1 (se)	1.70	2.73	3.17
Age 15 to 18: subgroup 2 (se)	1.20	1.55	1.97
Age 19 or older: subgroup 3 (se)	2.47	5.95	6.44
Age 14 or younger: subgroup 1 (sample size)	2,530	650	†
Age 15 to 18: subgroup 2 (sample size)	5,530	1,490	†
Age 19 or older: subgroup 3 (sample size)	950	50	†

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison between IEP and No IEP estimates; 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: Performing well on activities of daily living is based on having an index score on a seven-item activities of daily living index that is at or above the average index score for youth with an IEP. Appendix A provides more information on how index is constructed. 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 C-49. Percentages of youth who do not have very good or excellent general health, by IEP status and subgroups (2 of 2)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	No IEP	Difference between IEP and no IEP
All youth (avg)	29.7	14.4	15.3*
Functional abilities index (significantly different subgroup pairs)	1-2	1-2	1-2
Below the IEP mean: subgroup 1 (avg)	42.1	21.3	20.8*
At or above the IEP mean: subgroup 2 (avg)	22.3	13.7	8.6*
Below the IEP mean: subgroup 1 (se)	1.25	3.50	3.67
At or above the IEP mean: subgroup 2 (se)	0.96	1.08	1.37
Below the IEP mean: subgroup 1 (sample size)	4,700	250	†
At or above the IEP mean: subgroup 2 (sample size)	4,700	2,030	†
School academic proficiency (significantly different subgroup pairs)	1-2	1-2	ns
Bottom quarter in state: subgroup 1 (avg)	34.9	20.8	14.1*
Top three quarters in state: subgroup 2 (avg)	27.4	12.1	15.3*
Bottom quarter in state: subgroup 1 (se)	1.56	2.26	2.75
Top three quarters in state: subgroup 2 (se)	0.95	1.11	1.25
Bottom quarter in state: subgroup 1 (sample size)	2,420	530	†
Top three quarters in state: subgroup 2 (sample size)	6,380	1,710	†
School locale (significantly different subgroup pairs)	1-2; 1-3; 2-3	1-3	1-2; 2-3
City: subgroup 1 (avg)	35.3	18.1	17.2*
Suburb: subgroup 2 (avg)	24.8	13.9	10.8*
Town or rural: subgroup 3 (avg)	30.0	11.9	18.1*
City: subgroup 1 (se)	1.49	2.04	2.19
Suburb: subgroup 2 (se)	1.28	1.81	1.88
Town or rural: subgroup 3 (se)	1.40	1.58	1.96
City: subgroup 1 (sample size)	2,910	670	†
Suburb: subgroup 2 (sample size)	3,080	740	†
Town or rural: subgroup 3 (sample size)	3,120	840	†
School share of youth with an IEP (significantly different subgroup pairs)	1-2	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	28.4	14.6	13.7*
Highest quarter in U.S.: subgroup 2 (avg)	31.8	13.0	18.8*
Bottom three quarters in U.S.: subgroup 1 (se)	1.03	1.16	1.32
Highest quarter in U.S.: subgroup 2 (se)	1.39	1.99	2.42
Bottom three quarters in U.S.: subgroup 1 (sample size)	6,040	1,780	†
Highest quarter in U.S.: subgroup 2 (sample size)	2,940	470	†

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison between IEP and No IEP estimates; 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 rate youth's general health as excellent, very good, good, fair, or poor. 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 C-50. Percentages of youth who perform activities of daily living well (with higher activities of daily living index scores), by IEP status and subgroups (2 of 2)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	No IEP	Difference between IEP and no IEP
All youth (avg)	45.6	64.9	-19.2*
Functional abilities index (significantly different subgroup pairs)	1-2	1-2	1-2
Below the IEP mean: subgroup 1 (avg)	29.1	55.3	-26.2*
At or above the IEP mean: subgroup 2 (avg)	55.5	65.7	-10.2*
Below the IEP mean: subgroup 1 (se)	1.35	4.65	4.73
At or above the IEP mean: subgroup 2 (se)	1.23	1.64	2.06
Below the IEP mean: subgroup 1 (sample size)	4,470	240	†
At or above the IEP mean: subgroup 2 (sample size)	4,420	1,940	†
School academic proficiency (significantly different subgroup pairs)	ns	1-2	1-2
Bottom quarter in state: subgroup 1 (avg)	47.0	72.6	-25.7*
Top three quarters in state: subgroup 2 (avg)	45.7	62.1	-16.4*
Bottom quarter in state: subgroup 1 (se)	1.77	2.31	2.92
Top three quarters in state: subgroup 2 (se)	1.21	1.86	2.16
Bottom quarter in state: subgroup 1 (sample size)	2,300	510	†
Top three quarters in state: subgroup 2 (sample size)	6,020	1,630	†
School locale (significantly different subgroup pairs)	ns	1-3; 2-3	2-3
City: subgroup 1 (avg)	48.6	67.6	-19.1*
Suburb: subgroup 2 (avg)	45.3	68.3	-23.0*
Town or rural: subgroup 3 (avg)	44.4	59.2	-14.9*
City: subgroup 1 (se)	1.80	2.38	3.24
Suburb: subgroup 2 (se)	1.61	2.38	2.83
Town or rural: subgroup 3 (se)	1.76	2.80	3.10
City: subgroup 1 (sample size)	2,760	640	†
Suburb: subgroup 2 (sample size)	2,890	710	†
Town or rural: subgroup 3 (sample size)	2,950	810	†
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	47.5	64.9	-17.5*
Highest quarter in U.S.: subgroup 2 (avg)	43.4	63.5	-20.1*
Bottom three quarters in U.S.: subgroup 1 (se)	1.17	1.80	2.12
Highest quarter in U.S.: subgroup 2 (se)	1.86	3.06	3.62
Bottom three quarters in U.S.: subgroup 1 (sample size)	5,680	1,700	†
Highest quarter in U.S.: subgroup 2 (sample size)	2,800	450	†

1-2, 1-3, and 2-3 indicate statistically significant differences at $p < .05$ between subgroup pairs (1 versus 2, 1 versus 3, and 2 versus 3, respectively) using Wald tests.

*= $p < .05$ for comparison between IEP and No IEP estimates; 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: Performing well on activities of daily living is based on having an index score on a seven-item activities of daily living index that is at or above the average index score for youth with an IEP. Appendix A provides more information on how index is constructed. 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.