Appendix D. Detailed tables for chapter 4 of volume 1: Comparisons with other youth

Table D-1. How much youth agree that they feel part of the school, 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
Agree (average)	83.5	88.3	83.8	88.3	A-B; A-D
Agree a lot (average)	56.3	60.8	57.2	60.9	A-B; A-D
Agree a little (average)	27.2	27.5	26.5	27.5	ns
Disagree a little (average)	9.6	8.0	10.0	8.0	ns
Disagree a lot (average)	6.9	3.7	6.3	3.7	A-B; A-D
Agree (standard error)	0.75	0.94	2.26	0.96	†
Agree a lot (standard error)	0.95	1.61	2.87	1.64	†
Agree a little (standard error)	0.83	1.49	2.65	1.53	†
Disagree a little (standard error)	0.54	0.82	1.59	0.84	†
Disagree a lot (standard error)	0.50	0.53	1.78	0.54	†
Sample size (number of respondents)	6,490	1,890	500	1,390	†

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 how strongly they agree that they feel part of the school. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-2. How much youth agree that they feel close to people at school, 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
Agree (average)	80.1	84.4	81.2	84.5	A-B; A-D
Agree a lot (average)	49.8	51.7	47.3	51.8	ns
Agree a little (average)	30.3	32.7	33.9	32.7	ns
Disagree a little (average)	11.6	9.9	11.6	9.8	ns
Disagree a lot (average)	8.4	5.7	7.2	5.7	A-B; A-D
Agree (standard error)	0.75	1.06	2.27	1.08	†
Agree a lot (standard error)	0.98	1.61	2.94	1.63	†
Agree a little (standard error)	0.87	1.52	2.52	1.55	†
Disagree a little (standard error)	0.56	0.88	1.81	0.90	†
Disagree a lot (standard error)	0.52	0.63	1.75	0.64	†
Sample size (number of respondents)	6,490	1,890	500	1,380	†

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 how strongly they agree that they feel close to people at school. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-3. How much youth agree that they are happy to be at school, 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
Agree (average)	83.3	85.7	83.3	85.7	ns
Agree a lot (average)	59.5	59.0	55.5	59.0	ns
Agree a little (average)	23.8	26.7	27.8	26.7	ns
Disagree a little (average)	9.0	10.0	6.8	10.1	B-C; B-D; C-D
Disagree a lot (average)	7.8	4.3	9.9	4.2	A-B; A-D; B-C; B-D; C-D
Agree (standard error)	0.76	1.08	2.30	1.10	†
Agree a lot (standard error)	1.00	1.62	3.06	1.65	†
Agree a little (standard error)	0.80	1.42	2.70	1.45	†
Disagree a little (standard error)	0.56	0.95	1.24	0.97	†
Disagree a lot (standard error)	0.52	0.61	2.02	0.62	†
Sample size (number of respondents)	6,490	1,890	500	1,390	†

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 how strongly they agree that they are happy at school. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-4. How much youth agree that they feel safe in school, 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
Agree (average)	89.0	91.8	89.4	91.9	A-B; A-D
Agree a lot (average)	68.1	68.9	66.7	68.9	ns
Agree a little (average)	20.9	22.9	22.7	22.9	ns
Disagree a little (average)	6.7	6.4	6.2	6.4	ns
Disagree a lot (average)	4.3	1.8	4.5!	1.8	A-B; A-D
Agree (standard error)	0.61	0.87	2.08	0.88	†
Agree a lot (standard error)	0.92	1.54	2.83	1.56	†
Agree a little (standard error)	0.80	1.35	2.31	1.37	†
Disagree a little (standard error)	0.47	0.74	1.48	0.75	†
Disagree a lot (standard error)	0.42	0.43	1.65	0.44	†
Sample size (number of respondents)	6,490	1,890	500	1,390	†

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 how strongly they agree that they feel safe at school. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-5. How much youth agree that teachers encourage students to do their best, 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
Agree (average)	92.2	91.5	93.2	91.5	ns
Agree a lot (average)	75.5	70.1	73.5	70.1	A-B; A-D
Agree a little (average)	16.7	21.4	19.6	21.4	A-B; A-D
Disagree a little (average)	4.6	5.5	5.1!	5.6	ns
Disagree a lot (average)	3.1	2.9	1.7!	3.0	A-C
Agree (standard error)	0.47	0.84	1.62	0.85	†
Agree a lot (standard error)	0.83	1.60	2.60	1.63	†
Agree a little (standard error)	0.72	1.43	2.47	1.45	†
Disagree a little (standard error)	0.37	0.68	1.55	0.69	†
Disagree a lot (standard error)	0.34	0.53	0.60	0.54	†
Sample size (number of respondents)	6,490	1,890	500	1,380	†

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 how strongly they agree that teachers encourage students to do their best. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-6. How much youth agree that in the school year an adult at the school listens to me when I have something to say, 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
Agree (average)	91.8	93.4	93.6	93.4	ns
Agree a lot (average)	66.5	66.9	65.6	67.0	ns
Agree a little (average)	25.3	26.5	28.0	26.4	ns
Disagree a little (average)	5.2	5.1	4.3	5.1	ns
Disagree a lot (average)	2.9	1.5	2.0!	1.5	A-B; A-D
Agree (standard error)	0.50	0.76	1.41	0.78	†
Agree a lot (standard error)	0.94	1.53	2.87	1.56	†
Agree a little (standard error)	0.84	1.51	2.71	1.54	†
Disagree a little (standard error)	0.39	0.68	1.22	0.70	†
Disagree a lot (standard error)	0.31	0.35	0.81	0.36	†
Sample size (number of respondents)	6,490	1,890	500	1,390	†

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 how strongly they agree that an adult at school listens to them. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-7. How much youth agree that in the school year an adult at the school believes I will be a success, 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
Agree (average)	93.9	95.8	94.1	95.8	A-B; A-D
Agree a lot (average)	74.1	76.2	73.4	76.2	ns
Agree a little (average)	19.8	19.6	20.7	19.6	ns
Disagree a little (average)	3.7	2.9	4.3	2.9	ns
Disagree a lot (average)	2.4	1.3!	1.5!	1.3!	A-B; A-D
Agree (standard error)	0.45	0.66	1.17	0.67	†
Agree a lot (standard error)	0.85	1.43	2.37	1.46	†
Agree a little (standard error)	0.77	1.29	2.28	1.31	†
Disagree a little (standard error)	0.35	0.55	1.02	0.56	†
Disagree a lot (standard error)	0.30	0.40	0.69	0.40	†
Sample size (number of respondents)	6,410	1,870	500	1,370	†

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 how strongly they agree that an adult at school believes they will be a success. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-8. How much youth agree that in the school year an adult at the school tells me when I do a good job, 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
Agree (average)	93.6	94.6	96.0	94.5	A-C
Agree a lot (average)	72.6	69.9	72.6	69.9	ns
Agree a little (average)	21.1	24.7	23.4	24.7	A-B; A-D
Disagree a little (average)	3.8	4.0	2.7!	4.1	ns
Disagree a lot (average)	2.5	1.4	1.4!	1.4	A-B; A-D
Agree (standard error)	0.48	0.69	1.01	0.70	†
Agree a lot (standard error)	0.94	1.44	2.53	1.47	†
Agree a little (standard error)	0.83	1.33	2.49	1.36	†
Disagree a little (standard error)	0.37	0.61	0.87	0.62	†
Disagree a lot (standard error)	0.32	0.36	0.54	0.37	†
Sample size (number of respondents)	6,430	1,870	500	1,370	†

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 how strongly they agree that an adult at school tells them when they do a good job. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-9. How much youth agree that teachers treat students fairly, 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
Agree (average)	82.2	83.9	85.2	83.9	ns
Agree a lot (average)	54.3	53.4	55.8	53.3	ns
Agree a little (average)	27.9	30.5	29.4	30.5	ns
Disagree a little (average)	11.1	12.3	12.1	12.3	ns
Disagree a lot (average)	6.6	3.9	2.7!	3.9	A-B; A-C; A-D
Agree (standard error)	0.79	1.15	2.35	1.16	†
Agree a lot (standard error)	1.06	1.65	3.14	1.69	†
Agree a little (standard error)	0.88	1.41	2.40	1.44	†
Disagree a little (standard error)	0.61	1.01	2.14	1.03	†
Disagree a lot (standard error)	0.48	0.55	0.87	0.56	†
Sample size (number of respondents)	6,490	1,890	500	1,380	†

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 how strongly they agree that teachers at school treat students fairly. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-10. How much youth agree that in the school year an adult at the school cares about me, 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
Agree (average)	91.7	93.2	92.4	93.3	ns
Agree a lot (average)	69.9	65.2	72.4	65.1	A-B; A-D; B-C; B-D; C-D
Agree a little (average)	21.8	28.0	20.0	28.2	A-B; A-D; B-C; B-D; C-D
Disagree a little (average)	5.1	4.8	5.6	4.7	ns
Disagree a lot (average)	3.3	2.0	2.0!	2.0	A-B; A-D
Agree (standard error)	0.51	0.75	1.45	0.77	†
Agree a lot (standard error)	0.89	1.56	2.60	1.59	†
Agree a little (standard error)	0.83	1.55	2.36	1.57	†
Disagree a little (standard error)	0.39	0.64	1.28	0.65	†
Disagree a lot (standard error)	0.33	0.41	0.79	0.42	†
Sample size (number of respondents)	6,480	1,890	500	1,380	†

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 how strongly they agree that an adult at school cares about them. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-11. How much youth agree that in the school year an adult at the school notices when they are not there, 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
Agree (average)	88.4	88.8	87.9	88.8	ns
Agree a lot (average)	61.2	58.8	55.9	58.9	ns
Agree a little (average)	27.2	30.0	32.0	29.9	ns
Disagree a little (average)	7.9	8.4	8.7	8.4	ns
Disagree a lot (average)	3.7	2.9	3.4	2.9	ns
Agree (standard error)	0.67	0.93	1.86	0.95	†
Agree a lot (standard error)	0.97	1.71	2.85	1.75	†
Agree a little (standard error)	0.84	1.54	2.52	1.57	†
Disagree a little (standard error)	0.55	0.81	1.75	0.83	†
Disagree a lot (standard error)	0.36	0.53	0.95	0.54	†
Sample size (number of respondents)	6,470	1,880	500	1,380	†

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 how strongly they agree that an adult at school notices when they are not there. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-12. How much youth agree that in the school year that a school adult wants them to do their best, 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
Agree (average)	96.2	96.3	97.0	96.3	ns
Agree a lot (average)	81.8	80.6	79.1	80.6	ns
Agree a little (average)	14.4	15.7	17.9	15.6	ns
Disagree a little (average)	2.4	3.3	2.2!	3.3	ns
Disagree a lot (average)	1.5	0.4!	‡	0.4!	A-B; A-D
Agree (standard error)	0.38	0.61	0.93	0.62	†
Agree a lot (standard error)	0.72	1.25	2.31	1.27	†
Agree a little (standard error)	0.64	1.15	2.18	1.17	†
Disagree a little (standard error)	0.29	0.59	0.78	0.60	†
Disagree a lot (standard error)	0.23	0.18	‡	0.19	†
Sample size (number of respondents)	6,430	1,870	500	1,370	†

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 how strongly they agree that an adult at school wants them to do their best. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. 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 were not home schooled.

Table D-13. How much youth agree that class work is hard to learn, 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
Agree (average)	53.9	38.0	52.3	37.8	A-B; A-D; B-C; B-D; C-D
Agree a lot (average)	11.5	4.8	6.5	4.7	A-B; A-C; A-D
Agree a little (average)	42.3	33.3	45.8	33.0	A-B; A-D; B-C; B-D; C-D
Disagree a little (average)	33.1	41.6	35.2	41.7	A-B; A-D
Disagree a lot (average)	13.1	20.4	12.5	20.5	A-B; A-D; B-C; B-D; C-D
Agree (standard error)	1.06	1.54	2.95	1.57	†
Agree a lot (standard error)	0.64	0.65	1.67	0.67	†
Agree a little (standard error)	0.95	1.44	3.13	1.46	†
Disagree a little (standard error)	0.95	1.55	3.11	1.58	†
Disagree a lot (standard error)	0.67	1.31	1.80	1.34	†
Sample size (number of respondents)	6,480	1,890	500	1,390	†

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 how strongly they agree or disagree with several statements about their classes overall. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. The table focuses on responses of agree a lot or agree a little. 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 were not home schooled.

Table D-14. How much youth agree that in the school year they have trouble keeping up with homework, 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
Agree (average)	47.3	32.5	43.9	32.3	A-B; A-D; B-C; B-D; C-D
Agree a lot (average)	18.2	7.4	15.8	7.2	A-B; A-D; B-C; B-D; C-D
Agree a little (average)	29.1	25.1	28.1	25.1	A-B; A-D
Disagree a little (average)	27.5	32.0	30.3	32.0	A-B; A-D
Disagree a lot (average)	25.3	35.5	25.8	35.7	A-B; A-D; B-C; B-D; C-D
Agree (standard error)	0.96	1.63	2.71	1.66	†
Agree a lot (standard error)	0.77	0.85	2.07	0.87	†
Agree a little (standard error)	0.85	1.47	2.41	1.50	†
Disagree a little (standard error)	0.87	1.51	3.02	1.54	†
Disagree a lot (standard error)	0.84	1.54	2.63	1.57	†
Sample size (number of respondents)	6,450	1,890	500	1,380	†

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 how strongly they agree or disagree that they have trouble keeping up with homework. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. The table focuses on responses of agree lot or agree a little. 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 were not home schooled.

Table D-15. How much youth agree that they need more help from teachers, 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
Agree (average)	50.4	37.0	43.2	36.9	A-B; A-C; A-D; B-C; B-D; C-D
Agree a lot (average)	22.3	10.5	15.8	10.3	A-B; A-C; A-D; B-C; B-D; C-D
Agree a little (average)	28.1	26.6	27.4	26.6	ns
Disagree a little (average)	27.7	30.6	32.1	30.6	ns
Disagree a lot (average)	21.9	32.3	24.7	32.5	A-B; A-D; B-C; B-D; C-D
Agree (standard error)	1.06	1.52	2.80	1.55	†
Agree a lot (standard error)	0.83	0.89	2.13	0.91	†
Agree a little (standard error)	0.90	1.41	2.48	1.44	†
Disagree a little (standard error)	0.93	1.46	3.04	1.48	†
Disagree a lot (standard error)	0.85	1.49	2.84	1.52	†
Sample size (number of respondents)	6,480	1,880	500	1,380	†

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 how strongly they agree or disagree that they need more help from teachers than they are receiving. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. The table focuses on responses of agree a lot or agree a little. 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 were not home schooled.

Table D-16. Average number of hours of homework per week, 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	4.9	7.1	6.1	7.1	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.12	0.25	0.27	0.25	†
Sample size (number of respondents)	7,680	1,900	510	1,390	†

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 how many hours per week they usually spend completing homework during the school 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 all youth.

Table D-17. Percentages of youth who have repeated a grade, 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	32.2	9.3	17.0	9.2	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	1.30	0.77	2.51	0.78	†
Sample size (number of respondents)	9,480	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 has ever been held back a grade in school since entering kindergarten. 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 D-18. Percentages of youth who participated in a school sport or club in the past year, 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	63.5	80.9	75.7	81.0	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.93	1.16	2.53	1.17	†
Sample size (number of respondents)	7,760	1,890	510	1,380	†

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 participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. 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 were not home schooled.

Table D-19. Percentages of youth who participated in a school sports team in the past year, 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	31.7	47.6	41.9	47.8	A-B; A-C; A-D
Standard error	0.94	1.71	2.75	1.75	†
Sample size (number of respondents)	7,760	1,890	510	1,380	†

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 participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. 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 were not home schooled.

Table D-20. Percentages of youth who participated in a school music, dance, art, or theater club, 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	24.6	36.7	35.9	36.8	A-B; A-C; A-D
Standard error	0.84	1.51	2.91	1.54	†
Sample size (number of respondents)	7,760	1,890	510	1,380	†

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 participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. 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 were not home schooled.

Table D-21. Percentages of youth who participated in student government in the past year, 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	3.5	8.7	6.4	8.7	A-B; A-D
Standard error	0.35	0.93	1.74	0.94	†
Sample size (number of respondents)	7,760	1,890	510	1,380	†

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 participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. 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 were not home schooled.

Table D-22. Percentages of youth who participated in a school academic club in the past year, 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	9.1	13.9	15.9	13.8	A-B; A-C; A-D
Standard error	0.56	1.16	2.32	1.18	†
Sample size (number of respondents)	7,760	1,890	510	1,380	†

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 participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. 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 were not home schooled.

Table D-23. Percentages of youth who participated in a school vocational or career club in the past year, 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	5.9	6.1	6.2	6.1	ns
Standard error	0.47	0.74	1.22	0.75	†
Sample size (number of respondents)	7,760	1,890	510	1,380	†

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 participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. 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 were not home schooled.

Table D-24. Percentages of youth who participated in a school volunteer group in the past year, 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	17.6	31.6	24.7	31.7	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.82	1.44	2.33	1.47	†
Sample size (number of respondents)	7,760	1,890	510	1,380	†

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 participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. 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 were not home schooled.

Table D-25. Percentages of youth who participated in another school club in the past year, 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	15.6	24.2	19.9	24.3	A-B; A-D
Standard error	0.75	1.42	2.30	1.45	†
Sample size (number of respondents)	7,760	1,890	510	1,380	†

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 participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. 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 were not home schooled.

Table D-26. Percentages of youth who participated in a sport or club organized outside of 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	54.6	67.7	67.4	67.7	A-B; A-C; A-D
Standard error	1.02	1.45	2.69	1.48	†
Sample size (number of respondents)	8,150	1,970	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 had taken part in any of the following non-school activities in the past 12 months: organized sport supervised by an adult; music, dance, art, or theater lessons; a religious youth group or religious instruction; math, science or computer camps or lessons, volunteer or community service group; scouting or another group or club activity; or another camp or type of non-school activity. 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 D-27. Percentages of youth who participated in a non-school sports team in the past year, 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	22.4	33.3	30.6	33.4	A-B; A-C; A-D
Standard error	0.86	1.60	2.49	1.63	†
Sample size (number of respondents)	8,150	1,970	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 had taken part in any of the following non-school activities in the past 12 months: organized sport supervised by an adult; music, dance, art, or theater lessons; a religious youth group or religious instruction; math, science or computer camps or lessons, volunteer or community service group; scouting or another group or club activity; or another camp or type of non-school activity. 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 D-28. Percentages of youth who participated in non-school music, dance, art, or theater lessons, 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	12.5	19.5	19.8	19.5	A-B; A-C; A-D
Standard error	0.64	1.29	2.61	1.32	†
Sample size (number of respondents)	8,150	1,970	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 had taken part in any of the following non-school activities in the past 12 months: organized sport supervised by an adult; music, dance, art, or theater lessons; a religious youth group or religious instruction; math, science or computer camps or lessons, volunteer or community service group; scouting or another group or club activity; or another camp or type of non-school activity. 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 D-29. Percentages of youth who participated in a non-school religious youth group in the past year, 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	21.1	30.6	30.7	30.6	A-B; A-C; A-D
Standard error	0.71	1.53	2.73	1.56	†
Sample size (number of respondents)	8,150	1,970	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 had taken part in any of the following non-school activities in the past 12 months: organized sport supervised by an adult; music, dance, art, or theater lessons; a religious youth group or religious instruction; math, science or computer camps or lessons, volunteer or community service group; scouting or another group or club activity; or another camp or type of non-school activity. 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 D-30. Percentages of youth who participated in a non-school math, science, or computer camp or lessons, 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	5.0	6.2	4.9	6.2	ns
Standard error	0.38	0.83	1.12	0.84	†
Sample size (number of respondents)	8,150	1,970	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 had taken part in any of the following non-school activities in the past 12 months: organized sport supervised by an adult; music, dance, art, or theater lessons; a religious youth group or religious instruction; math, science or computer camps or lessons, volunteer or community service group; scouting or another group or club activity; or another camp or type of non-school activity. 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 D-31. Percentages of youth who participated in a non-school volunteer group in the past year, 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	18.2	28.0	27.6	28.0	A-B; A-C; A-D
Standard error	0.73	1.43	2.70	1.45	†
Sample size (number of respondents)	8,150	1,970	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 had taken part in any of the following non-school activities in the past 12 months: organized sport supervised by an adult; music, dance, art, or theater lessons; a religious youth group or religious instruction; math, science or computer camps or lessons, volunteer or community service group; scouting or another group or club activity; or another camp or type of non-school activity. 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 D-32. Percentages of youth who participated in another non-school activity in the past year, 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	18.5	19.3	27.4	19.1	A-C; B-C; B-D; C-D
Standard error	0.77	1.44	2.78	1.47	†
Sample size (number of respondents)	8,150	1,970	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 had taken part in any of the following non-school activities in the past 12 months: organized sport supervised by an adult; music, dance, art, or theater lessons; a religious youth group or religious instruction; math, science or computer camps or lessons, volunteer or community service group; scouting or another group or club activity; or another camp or type of non-school activity. 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 D-33. How many days a week youth usually go together with friends outside of school and organized activities, 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
At least one day a week (average)	51.8	65.7	63.8	65.7	A-B; A-C; A-D
6 or 7 days a week (average)	12.5	9.9	12.3	9.8	A-B; A-D
4 or 5 days a week (average)	11.1	13.6	12.1	13.6	A-B; A-D
2 or 3 days a week (average)	18.5	30.2	24.7	30.3	A-B; A-C; A-D; B-C; B-D; C-D
1 day a week (average)	9.7	11.9	14.7	11.9	A-B; A-C; A-D
Sometimes, but not every week (average)	32.0	29.3	30.6	29.3	ns
At least one day a week (standard error)	0.93	1.58	2.85	1.61	†
6 or 7 days a week (standard error)	0.60	0.95	1.65	0.97	†
4 or 5 days a week (standard error)	0.60	1.03	1.67	1.05	†
2 or 3 days a week (standard error)	0.73	1.42	2.34	1.45	†
1 day a week (standard error)	0.49	0.99	2.18	1.00	†
Sometimes, but not every week (standard error)	0.86	1.57	2.75	1.60	†
Sample size (number of respondents)	8,140	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 about how many days a week they usually got together with friends outside of school and organized activities in the past 12 months. The response categories were 6 or 7 days a week; 4 or 5 days a week; 2 or 3 days a week; 1 day a week; sometimes, but not every week; 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 D-34. How often youth use text messages to communicate 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
At least once a day (average)	54.4	67.1	64.3	67.2	A-B; A-C; A-D
Several times a day (average)	48.5	61.4	59.6	61.5	A-B; A-C; A-D
Once a day (average)	6.0	5.7	4.7	5.7	ns
Several times a week (average)	12.7	15.0	17.6	15.0	A-C
Once a week or less (average)	10.0	6.5	6.8	6.5	A-B; A-D
Never (average)	22.9	11.3	11.3	11.3	A-B; A-C; A-D
At least once a day (standard error)	0.98	1.55	2.90	1.58	†
Several times a day (standard error)	1.00	1.62	2.94	1.65	†
Once a day (standard error)	0.47	0.69	1.25	0.71	†
Several times a week (standard error)	0.63	1.10	2.17	1.12	†
Once a week or less (standard error)	0.64	0.82	1.78	0.84	†
Never (standard error)	0.83	1.24	2.04	1.27	†
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 how often they use texting; and Facebook, Twitter, and other social media to communicate with friends. The response categories were several times a day, once a day, several times a week, once a week or less, 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 D-35. How often youth use social media to communicate 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
At least once a day (average)	43.3	50.1	39.4	50.3	A-B; A-D; B-C; B-D; C-D
Several times a day (average)	33.4	38.4	31.4	38.5	A-B; A-D; B-C; B-D; C-D
Once a day (average)	9.8	11.7	8.0	11.7	B-C; B-D; C-D
Several times a week (average)	13.2	16.8	14.4	16.9	A-B; A-D
Once a week or less (average)	14.0	14.9	17.1	14.8	ns
Never (average)	29.5	18.2	29.0	18.0	A-B; A-D; B-C; B-D; C-D
At least once a day (standard error)	0.97	1.51	2.76	1.54	†
Several times a day (standard error)	0.90	1.47	2.51	1.50	†
Once a day (standard error)	0.57	0.94	1.37	0.96	†
Several times a week (standard error)	0.68	1.19	2.10	1.22	†
Once a week or less (standard error)	0.70	1.13	2.25	1.14	†
Never (standard error)	0.88	1.29	2.87	1.31	†
Sample size (number of respondents)	6,580	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 how often they use Facebook, Twitter, and other social media to communicate with friends. The response categories were several times a day, once a day, several times a week, once a week or less, 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 D-36. How often youth use instant messages to communicate 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
At least once a day (average)	26.7	23.8	21.8	23.8	ns
Several times a day (average)	19.6	19.4	19.0	19.4	ns
Once a day (average)	7.1	4.4	2.8	4.4	A-B; A-C; A-D
Several times a week (average)	8.6	11.9	10.0	11.9	A-B; A-D
Once a week or less (average)	12.3	15.7	10.5	15.8	A-B; A-D; B-C; B-D; C-D
Never (average)	52.4	48.6	57.7	48.4	A-D; B-C; B-D; C-D
At least once a day (standard error)	0.90	1.27	2.51	1.29	†
Several times a day (standard error)	0.75	1.16	2.31	1.18	†
Once a day (standard error)	0.51	0.60	0.76	0.61	†
Several times a week (standard error)	0.53	1.13	1.83	1.14	†
Once a week or less (standard error)	0.72	1.25	1.60	1.27	†
Never (standard error)	1.06	1.62	2.87	1.65	†
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 how often they use instant messages to communicate with friends. The response categories were several times a day, once a day, several times a week, once a week or less, 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 D-37. How often youth use email to communicate 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
At least once a day (average)	9.3	8.9	5.5	9.0	A-C; B-C; B-D; C-D
Several times a day (average)	5.3	3.4	3.0!	3.4	A-B; A-C; A-D
Once a day (average)	4.0	5.5	2.5	5.6	B-C; B-D; C-D
Several times a week (average)	6.3	7.3	5.6	7.3	ns
Once a week or less (average)	14.8	20.1	19.7	20.1	A-B; A-D
Never (average)	69.5	63.7	69.2	63.6	A-B; A-D
At least once a day (standard error)	0.60	0.97	1.16	0.99	†
Several times a day (standard error)	0.47	0.52	0.92	0.53	†
Once a day (standard error)	0.35	0.86	0.71	0.87	†
Several times a week (standard error)	0.52	0.77	1.37	0.79	†
Once a week or less (standard error)	0.61	1.22	2.46	1.24	†
Never (standard error)	0.92	1.65	2.66	1.68	†
Sample size (number of respondents)	6,580	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 how often they use email to communicate with friends. The response categories were several times a day, once a day, several times a week, once a week or less, 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 D-38. How often youth use a telephone to communicate 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
At least once a day (average)	38.2	35.0	33.7	35.1	ns
Several times a day (average)	26.5	20.9	21.0	20.9	A-B; A-C; A-D
Once a day (average)	11.7	14.2	12.7	14.2	ns
Several times a week (average)	19.1	21.3	26.2	21.2	A-C
Once a week or less (average)	24.2	30.2	27.3	30.3	A-B; A-D
Never (average)	18.5	13.5	12.8	13.5	A-B; A-C; A-D
At least once a day (standard error)	0.98	1.52	2.59	1.54	†
Several times a day (standard error)	0.99	1.29	2.11	1.31	†
Once a day (standard error)	0.61	1.14	2.19	1.15	†
Several times a week (standard error)	0.80	1.36	2.47	1.39	†
Once a week or less (standard error)	0.85	1.61	2.34	1.64	†
Never (standard error)	0.73	1.16	1.82	1.18	†
Sample size (number of respondents)	6,580	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 how often they talk on a telephone (cellular, landline, Skype, or video phone) to communicate with friends. The response categories were several times a day, once a day, several times a week, once a week or less, 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 D-39. Percentages of youth who were teased or called names at 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	37.0	28.0	35.2	27.9	A-B; A-D; B-C; B-D; C-D
Standard error	0.97	1.47	2.87	1.50	†
Sample size (number of respondents)	6,270	1,820	480	1,340	†

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 experienced students teasing them or calling them names at school during the school 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 were not home schooled.

Table D-40. Percentages of youth who had students make up something about them to make others not like 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	26.8	20.9	25.2	20.8	A-B; A-D
Standard error	0.92	1.35	2.71	1.37	†
Sample size (number of respondents)	6,250	1,820	480	1,340	†

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 experienced students making up something about them to make others not like them during the school 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 were not home schooled.

Table D-41. Percentages of youth who were attacked or in fights at school or on their way to or from 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	14.0	7.9	10.8	7.8	A-B; A-D
Standard error	0.75	1.02	2.32	1.03	†
Sample size (number of respondents)	6,270	1,820	480	1,340	†

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 experienced being physically attacked or in fights at school or on their way to or from school during the school 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 were not home schooled.

Table D-42. Percentages of youth who were told to do something in order to be friends with someone, 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	11.7	6.9	11.1	6.8	A-B; A-D; B-C; B-D; C-D
Standard error	0.61	0.84	2.04	0.85	†
Sample size (number of respondents)	6,260	1,820	480	1,340	†

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 experienced other students saying that they would not be my friend me unless I did what they told me to do during the school 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 were not home schooled.

Table D-43. Percentages of youth who were teased or threatened by electronic methods, 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	12.0	9.1	11.7	9.1	A-B; A-D
Standard error	0.68	1.01	2.22	1.03	†
Sample size (number of respondents)	6,270	1,820	480	1,340	†

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 experienced being teased or threatened by email, texts, or other electronic methods during the school 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 were not home schooled.

Table D-44. Percentages of youth who had items stolen from their locker, desk, or other place at 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	21.6	22.6	19.1	22.6	ns
Standard error	0.84	1.41	2.75	1.43	†
Sample size (number of respondents)	6,270	1,820	480	1,340	†

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 experienced having items stolen from their locker, desk, or other place at school during the school 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 were not home schooled.

Table D-45. How often youth were late to class, 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
At least once a week (average)	20.1	13.2	19.7	13.1	A-B; A-D; B-C; B-D; C-D
Every day (average)	2.9	1.5	2.9	1.5	A-B; A-D
Almost every day (average)	7.2	4.4	5.3	4.4	A-B; A-D
Once a week (average)	10.0	7.4	11.5	7.3	A-B; A-D
A few times (average)	53.1	54.6	50.0	54.7	ns
Never (average)	26.8	32.1	30.2	32.2	A-B; A-D
At least once a week (standard error)	0.76	1.06	2.56	1.07	†
Every day (standard error)	0.30	0.32	0.85	0.33	†
Almost every day (standard error)	0.48	0.62	1.28	0.64	†
Once a week (standard error)	0.60	0.81	2.23	0.82	†
A few times (standard error)	0.98	1.67	2.94	1.70	†
Never (standard error)	0.93	1.53	2.86	1.55	†
Sample size (number of respondents)	6,340	1,850	490	1,360	†

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 how often they went to class late in this school year. The response categories were every day, almost every day, once a week, a few times, 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 youth who were not home schooled.

Table D-46. How often youth cut or skip class, 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
At least once a week (average)	3.8	2.1	2.8!	2.1	A-B; A-D
Every day (average)	0.6!	‡	‡	‡	†
Almost every day (average)	1.1	0.5!	‡	‡	A-B
Once a week (average)	2.1	1.6	1.3!	1.6	ns
A few times (average)	13.5	10.5	11.1	10.5	A-B; A-D
Never (average)	82.7	87.4	86.1	87.4	A-B; A-D
At least once a week (standard error)	0.38	0.44	1.08	0.45	†
Every day (standard error)	0.18	‡	‡	‡	†
Almost every day (standard error)	0.22	0.23	‡	‡	†
Once a week (standard error)	0.26	0.37	0.44	0.38	†
A few times (standard error)	0.67	0.88	1.66	0.89	†
Never (standard error)	0.74	0.95	2.07	0.97	†
Sample size (number of respondents)	6,350	1,860	490	1,360	†

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 how often they skipped class in this school year. The response categories were every day, almost every day, once a week, a few times, 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 youth who were not home schooled.

Table D-47. How often youth were late for school, 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
At least once a week (average)	9.0	8.1	11.4	8.0	ns
Every day (average)	0.7	0.3!	‡	0.3!	A-B; A-D
Almost every day (average)	3.3	3.0	6.4	2.9	A-C; B-C; B-D; C-D
Once a week (average)	5.1	4.9	4.9	4.9	ns
A few times (average)	56.6	55.5	52.6	55.6	ns
Never (average)	34.4	36.4	36.0	36.4	ns
At least once a week (standard error)	0.52	0.81	1.90	0.83	†
Every day (standard error)	0.12	0.12	‡	0.12	†
Almost every day (standard error)	0.34	0.51	1.56	0.52	†
Once a week (standard error)	0.38	0.67	1.05	0.68	†
A few times (standard error)	1.04	1.73	3.22	1.76	†
Never (standard error)	0.99	1.65	2.98	1.68	†
Sample size (number of respondents)	6,340	1,860	490	1,360	†

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 how often they went to school late in this school year. The response categories were every day, almost every day, once a week, a few times, 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 youth who were not home schooled.

Table D-48. How often youth get in trouble for acting out, 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
At least once a week (average)	9.3	4.4	7.7	4.3	A-B; A-D
Every day (average)	1.4	‡	‡	‡	†
Almost every day (average)	2.9	1.5	4.9!	1.5	A-B; A-D; B-C; B-D; C-D
Once a week (average)	5.1	2.8	2.5	2.8	A-B; A-C; A-D
A few times (average)	32.7	27.6	28.6	27.6	A-B; A-D
Never (average)	58.0	68.0	63.7	68.0	A-B; A-D
At least once a week (standard error)	0.58	0.67	1.73	0.68	†
Every day (standard error)	0.24	‡	‡	‡	†
Almost every day (standard error)	0.31	0.37	1.50	0.37	†
Once a week (standard error)	0.44	0.53	0.74	0.54	†
A few times (standard error)	0.94	1.41	2.74	1.43	†
Never (standard error)	1.04	1.51	2.99	1.53	†
Sample size (number of respondents)	6,350	1,850	490	1,360	†

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 how often they have been in trouble for acting out in class. The response categories were almost every day, once a week, a few times, 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 youth who were not home schooled.

Table D-49. Percentages of youth who have received an out-of-school suspension, 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	29.0	13.7	23.8	13.5	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.99	1.03	2.65	1.04	†
Sample size (number of respondents)	9,130	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 whether youth has ever had an out-of-school suspension. 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 D-50. Percentages of youth who have been expelled from 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	8.1	2.9	6.5	2.9	A-B; A-D; B-C; B-D; C-D
Standard error	0.48	0.44	1.47	0.45	†
Sample size (number of respondents)	9,140	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 whether youth has ever been expelled from 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 all youth.

Table D-51. Percentages of youth who have been arrested 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	5.7	2.0	2.8	2.0	A-B; A-C; A-D
Standard error	0.41	0.37	0.82	0.38	†
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 whether youth has been arrested in the past two years. An arrest is any time someone is taken into custody by policy or a legal authority. 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 D-52. Percentages of youth who have received an out-of-school suspension, 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)	29.0	13.7	15.3*
Household income (significantly different subgroup pairs)	1-2	1-2	ns
1% to 185% of the poverty level: subgroup 1 (avg)	32.8	18.8	14.0*
Above 185% of the poverty level: subgroup 2 (avg)	23.6	9.4	14.2*
1% to 185% of the poverty level: subgroup 1 (se)	1.27	1.66	1.87
Above 185% of the poverty level: subgroup 2 (se)	1.24	1.14	1.54
1% to 185% of the poverty level: subgroup 1 (sample size)	5,050	1,010	†
Above 185% of the poverty level: subgroup 2 (sample size)	4,000	1,230	†
Race/ethnicity (significantly different subgroup pairs)	1-2; 1-3	1-2; 1-3	ns
Black: subgroup 1 (avg)	47.4	32.1	15.3*
Hispanic: subgroup 2 (avg)	23.8	13.1	10.7*
White, Asian, or other race: subgroup 3 (avg)	25.1	9.6	15.5*
Black: subgroup 1 (se)	2.00	3.26	3.72
Hispanic: subgroup 2 (se)	1.66	1.61	2.19
White, Asian, or other race: subgroup 3 (se)	1.08	1.19	1.47
Black: subgroup 1 (sample size)	1,750	320	†
Hispanic: subgroup 2 (sample size)	2,100	580	†
White, Asian, or other race: subgroup 3 (sample size)	5,270	1,330	†
Gender (significantly different subgroup pairs)	1-2	1-2	1-2
Female: subgroup 1 (avg)	16.2	9.7	6.5*
Male: subgroup 2 (avg)	35.4	17.8	17.6*
Female: subgroup 1 (se)	1.17	1.18	1.61
Male: subgroup 2 (se)	1.15	1.52	1.76
Female: subgroup 1 (sample size)	3,180	1,080	†
Male: subgroup 2 (sample size)	5,950	1,170	†
Age (significantly different subgroup pairs)	1-2; 2-3	ns	ns
Age 14 or younger: subgroup 1 (avg)	25.7	12.0	13.7*
Age 15 to 18: subgroup 2 (avg)	31.5	15.2	16.3*
Age 19 or older: subgroup 3 (avg)	24.0	12.7!	11.3
Age 14 or younger: subgroup 1 (se)	1.46	1.65	2.02
Age 15 to 18: subgroup 2 (se)	1.26	1.19	1.60
Age 19 or older: subgroup 3 (se)	1.84	5.58	6.17
Age 14 or younger: subgroup 1 (sample size)	2,710	690	†
Age 15 to 18: subgroup 2 (sample size)	5,500	1,500	†
Age 19 or older: subgroup 3 (sample size)	920	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 whether youth has ever had an out-of-school suspension. 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 D-53. Percentages of youth who participated in a school sport or club in the past year, 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)	63.5	80.9	-17.4*
Household income (significantly different subgroup pairs)	1-2	1-2	ns
1% to 185% of the poverty level: subgroup 1 (avg)	59.5	76.1	-16.5*
Above 185% of the poverty level: subgroup 2 (avg)	68.9	84.9	-16.0*
1% to 185% of the poverty level: subgroup 1 (se)	1.20	1.77	2.07
Above 185% of the poverty level: subgroup 2 (se)	1.27	1.50	2.01
1% to 185% of the poverty level: subgroup 1 (sample size)	4,310	840	†
Above 185% of the poverty level: subgroup 2 (sample size)	3,400	1,040	†
Race/ethnicity (significantly different subgroup pairs)	1-2	ns	ns
Black: subgroup 1 (avg)	66.2	77.7	-11.5*
Hispanic: subgroup 2 (avg)	60.4	77.7	-17.3*
White, Asian, or other race: subgroup 3 (avg)	63.8	83.0	-19.1*
Black: subgroup 1 (se)	2.22	3.20	3.62
Hispanic: subgroup 2 (se)	1.99	2.42	3.02
White, Asian, or other race: subgroup 3 (se)	1.20	1.45	1.92
Black: subgroup 1 (sample size)	1,480	280	†
Hispanic: subgroup 2 (sample size)	1,780	480	†
White, Asian, or other race: subgroup 3 (sample size)	4,480	1,130	†
Gender (significantly different subgroup pairs)	ns	ns	ns
Female: subgroup 1 (avg)	63.6	81.0	-17.5*
Male: subgroup 2 (avg)	63.5	80.8	-17.4*
Female: subgroup 1 (se)	1.59	1.54	2.17
Male: subgroup 2 (se)	1.07	1.78	2.04
Female: subgroup 1 (sample size)	2,710	930	†
Male: subgroup 2 (sample size)	5,050	960	†
Age (significantly different subgroup pairs)	1-3; 2-3	1-3; 2-3	1-3; 2-3
Age 14 or younger: subgroup 1 (avg)	65.8	81.6	-15.8*
Age 15 to 18: subgroup 2 (avg)	62.8	80.6	-17.8*
Age 19 or older: subgroup 3 (avg)	54.2	43.4	10.8
Age 14 or younger: subgroup 1 (se)	1.72	1.83	2.52
Age 15 to 18: subgroup 2 (se)	1.13	1.36	1.76
Age 19 or older: subgroup 3 (se)	2.58	11.14	11.52
Age 14 or younger: subgroup 1 (sample size)	2,350	610	†
Age 15 to 18: subgroup 2 (sample size)	4,750	1,240	†
Age 19 or older: subgroup 3 (sample size)	670	30	†

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: Youth survey respondents were asked whether they participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. 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 were not home schooled.

Table D-54. Percentages of youth who got together with friends at least once a week in the past year, 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)	51.8	65.7	-13.9*
Household income (significantly different subgroup pairs)	ns	1-2	1-2
1% to 185% of the poverty level: subgroup 1 (avg)	51.0	60.0	-8.9*
Above 185% of the poverty level: subgroup 2 (avg)	52.9	70.2	-17.3*
1% to 185% of the poverty level: subgroup 1 (se)	1.16	2.33	2.54
Above 185% of the poverty level: subgroup 2 (se)	1.50	2.10	2.63
1% to 185% of the poverty level: subgroup 1 (sample size)	4,520	890	†
Above 185% of the poverty level: subgroup 2 (sample size)	3,560	1,080	†
Race/ethnicity (significantly different subgroup pairs)	ns	2-3	ns
Black: subgroup 1 (avg)	53.5	60.7	-7.2
Hispanic: subgroup 2 (avg)	50.1	61.8	-11.8*
White, Asian, or other race: subgroup 3 (avg)	51.9	68.5	-16.6*
Black: subgroup 1 (se)	1.84	4.54	5.08
Hispanic: subgroup 2 (se)	1.81	2.76	3.13
White, Asian, or other race: subgroup 3 (se)	1.29	2.02	2.33
Black: subgroup 1 (sample size)	1,550	290	†
Hispanic: subgroup 2 (sample size)	1,870	510	†
White, Asian, or other race: subgroup 3 (sample size)	4,720	1,170	†
Gender (significantly different subgroup pairs)	1-2	1-2	ns
Female: subgroup 1 (avg)	46.1	59.2	-13.2*
Male: subgroup 2 (avg)	54.7	72.4	-17.8*
Female: subgroup 1 (se)	1.58	2.20	2.65
Male: subgroup 2 (se)	1.12	2.08	2.30
Female: subgroup 1 (sample size)	2,850	960	†
Male: subgroup 2 (sample size)	5,290	1,020	†
Age (significantly different subgroup pairs)	1-2; 2-3	ns	ns
Age 14 or younger: subgroup 1 (avg)	46.7	62.9	-16.2*
Age 15 to 18: subgroup 2 (avg)	55.4	68.1	-12.7*
Age 19 or older: subgroup 3 (avg)	44.4	63.4	-18.9
Age 14 or younger: subgroup 1 (se)	1.76	2.72	3.15
Age 15 to 18: subgroup 2 (se)	1.08	1.63	1.95
Age 19 or older: subgroup 3 (se)	2.44	9.38	9.66
Age 14 or younger: subgroup 1 (sample size)	2,380	620	†
Age 15 to 18: subgroup 2 (sample size)	4,960	1,310	†
Age 19 or older: subgroup 3 (sample size)	810	40	†

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: Youth survey respondents were asked about how many days a week they usually got together with friends outside of school and organized activities in the past 12 months. The response categories were 6 or 7 days a week; 4 or 5 days a week; 2 or 3 days a week; 1 day a week; sometimes, but not every week; and never. The percentages are for responses of at least 1 day a week. 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 D-55. Percentages of youth who were teased or called names at school, 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)	37.0	28.0	8.9*
Household income (significantly different subgroup pairs)	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	35.4	26.5	8.9*
Above 185% of the poverty level: subgroup 2 (avg)	39.0	29.3	9.7*
1% to 185% of the poverty level: subgroup 1 (se)	1.26	2.27	2.56
Above 185% of the poverty level: subgroup 2 (se)	1.51	2.05	2.63
1% to 185% of the poverty level: subgroup 1 (sample size)	3,470	820	†
Above 185% of the poverty level: subgroup 2 (sample size)	2,770	1,000	†
Race/ethnicity (significantly different subgroup pairs)	1-3; 2-3	2-3	ns
Black: subgroup 1 (avg)	33.9	25.1	8.7*
Hispanic: subgroup 2 (avg)	29.6	18.7	10.9*
White, Asian, or other race: subgroup 3 (avg)	41.0	32.4	8.5*
Black: subgroup 1 (se)	2.29	3.35	4.18
Hispanic: subgroup 2 (se)	1.76	2.64	3.17
White, Asian, or other race: subgroup 3 (se)	1.22	2.04	2.40
Black: subgroup 1 (sample size)	1,200	270	†
Hispanic: subgroup 2 (sample size)	1,420	460	†
White, Asian, or other race: subgroup 3 (sample size)	3,640	1,090	†
Gender (significantly different subgroup pairs)	1-2	ns	1-2
Female: subgroup 1 (avg)	42.8	27.0	15.9*
Male: subgroup 2 (avg)	33.9	29.2	4.8
Female: subgroup 1 (se)	1.74	1.91	2.60
Male: subgroup 2 (se)	1.19	2.32	2.62
Female: subgroup 1 (sample size)	2,200	900	†
Male: subgroup 2 (sample size)	4,070	920	†
Age (significantly different subgroup pairs)	1-2; 1-3	1-2	ns
Age 14 or younger: subgroup 1 (avg)	46.4	33.9	12.5*
Age 15 to 18: subgroup 2 (avg)	31.7	22.8	8.9*
Age 19 or older: subgroup 3 (avg)	25.9	‡	16.6
Age 14 or younger: subgroup 1 (se)	1.70	2.60	3.18
Age 15 to 18: subgroup 2 (se)	1.12	1.59	1.88
Age 19 or older: subgroup 3 (se)	3.19	‡	7.25
Age 14 or younger: subgroup 1 (sample size)	1,960	590	†
Age 15 to 18: subgroup 2 (sample size)	3,920	1,200	†
Age 19 or older: subgroup 3 (sample size)	380	‡	†

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: Youth survey respondents, excluding proxies, were asked whether they experienced students teasing them or calling them names at school during the school 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 were not home schooled.

Table D-56. Percentages of youth who have received an out-of-school suspension, 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)	29.0	13.7	15.3*
Functional abilities index (significantly different subgroup pairs)	1-2	1-2	1-2
Below the IEP mean: subgroup 1 (avg)	26.6	27.6	-1.1
At or above the IEP mean: subgroup 2 (avg)	30.5	12.2	18.3*
Below the IEP mean: subgroup 1 (se)	1.17	4.39	4.53
At or above the IEP mean: subgroup 2 (se)	1.27	1.03	1.42
Below the IEP mean: subgroup 1 (sample size)	4,480	250	†
At or above the IEP mean: subgroup 2 (sample size)	4,510	1,980	†
School academic proficiency (significantly different subgroup pairs)	1-2	1-2	ns
Bottom quarter in state: subgroup 1 (avg)	36.3	21.1	15.2*
Top three quarters in state: subgroup 2 (avg)	25.2	11.3	13.9*
Bottom quarter in state: subgroup 1 (se)	1.99	2.19	2.63
Top three quarters in state: subgroup 2 (se)	1.06	1.08	1.36
Bottom quarter in state: subgroup 1 (sample size)	2,310	510	†
Top three quarters in state: subgroup 2 (sample size)	6,120	1,670	†
School locale (significantly different subgroup pairs)	1-2; 1-3	1-2; 1-3	ns
City: subgroup 1 (avg)	34.7	18.4	16.3*
Suburb: subgroup 2 (avg)	26.4	11.5	14.9*
Town or rural: subgroup 3 (avg)	26.0	12.3	13.7*
City: subgroup 1 (se)	1.85	2.16	2.45
Suburb: subgroup 2 (se)	1.53	1.66	1.98
Town or rural: subgroup 3 (se)	1.41	1.64	1.99
City: subgroup 1 (sample size)	2,790	650	†
Suburb: subgroup 2 (sample size)	2,960	730	†
Town or rural: subgroup 3 (sample size)	2,970	820	†
School share of youth with an IEP (significantly different subgroup pairs)	1-2	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	26.2	13.1	13.1*
Highest quarter in U.S.: subgroup 2 (avg)	32.6	15.7	16.9*
Bottom three quarters in U.S.: subgroup 1 (se)	1.06	1.13	1.42
Highest quarter in U.S.: subgroup 2 (se)	1.91	2.54	2.62
Bottom three quarters in U.S.: subgroup 1 (sample size)	5,790	1,740	†
Highest quarter in U.S.: subgroup 2 (sample size)	2,810	460	†

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 whether youth has ever had an out-of-school suspension. 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 D-57. Percentages of youth who participated in a school sport or club in the past year, 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)	63.5	80.9	-17.4*
Functional abilities index (significantly different subgroup pairs)	1-2	ns	ns
Below the IEP mean: subgroup 1 (avg)	58.2	75.6	-17.5*
At or above the IEP mean: subgroup 2 (avg)	66.5	81.3	-14.8*
Below the IEP mean: subgroup 1 (se)	1.39	4.08	4.30
At or above the IEP mean: subgroup 2 (se)	1.12	1.22	1.61
Below the IEP mean: subgroup 1 (sample size)	3,810	200	†
At or above the IEP mean: subgroup 2 (sample size)	3,830	1,670	†
School academic proficiency (significantly different subgroup pairs)	1-2	ns	ns
Bottom quarter in state: subgroup 1 (avg)	59.4	80.4	-21.0*
Top three quarters in state: subgroup 2 (avg)	65.2	81.0	-15.8*
Bottom quarter in state: subgroup 1 (se)	1.94	2.37	3.10
Top three quarters in state: subgroup 2 (se)	1.14	1.28	1.74
Bottom quarter in state: subgroup 1 (sample size)	1,940	420	†
Top three quarters in state: subgroup 2 (sample size)	5,260	1,420	†
School locale (significantly different subgroup pairs)	ns	ns	ns
City: subgroup 1 (avg)	62.5	79.2	-16.7*
Suburb: subgroup 2 (avg)	64.8	79.7	-14.9*
Town or rural: subgroup 3 (avg)	63.5	83.0	-19.4*
City: subgroup 1 (se)	1.75	1.84	2.55
Suburb: subgroup 2 (se)	1.74	2.29	2.87
Town or rural: subgroup 3 (se)	1.57	1.91	2.43
City: subgroup 1 (sample size)	2,370	560	†
Suburb: subgroup 2 (sample size)	2,510	610	†
Town or rural: subgroup 3 (sample size)	2,560	680	†
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	63.2	80.1	-16.9*
Highest quarter in U.S.: subgroup 2 (avg)	64.4	83.1	-18.7*
Bottom three quarters in U.S.: subgroup 1 (se)	1.12	1.31	1.67
Highest quarter in U.S.: subgroup 2 (se)	1.71	2.61	3.18
Bottom three quarters in U.S.: subgroup 1 (sample size)	4,930	1,460	†
Highest quarter in U.S.: subgroup 2 (sample size)	2,400	390	†

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: Youth survey respondents were asked whether they participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. 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 were not home schooled.

Table D-58. Percentages of youth who got together with friends at least once a week in the past year, 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)	51.8	65.7	-13.9*
Functional abilities index (significantly different subgroup pairs)	1-2	ns	1-2
Below the IEP mean: subgroup 1 (avg)	43.0	62.1	-19.1*
At or above the IEP mean: subgroup 2 (avg)	56.9	66.0	-9.1*
Below the IEP mean: subgroup 1 (se)	1.35	4.28	4.55
At or above the IEP mean: subgroup 2 (se)	1.23	1.67	1.99
Below the IEP mean: subgroup 1 (sample size)	4,010	220	†
At or above the IEP mean: subgroup 2 (sample size)	4,010	1,740	†
School academic proficiency (significantly different subgroup pairs)	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	50.4	62.2	-11.7*
Top three quarters in state: subgroup 2 (avg)	52.6	67.2	-14.6*
Bottom quarter in state: subgroup 1 (se)	1.83	3.37	3.76
Top three quarters in state: subgroup 2 (se)	1.16	1.80	2.08
Bottom quarter in state: subgroup 1 (sample size)	2,030	450	†
Top three quarters in state: subgroup 2 (sample size)	5,500	1,470	†
School locale (significantly different subgroup pairs)	ns	ns	ns
City: subgroup 1 (avg)	50.7	62.4	-11.7*
Suburb: subgroup 2 (avg)	54.8	66.1	-11.4*
Town or rural: subgroup 3 (avg)	50.5	68.2	-17.7*
City: subgroup 1 (se)	1.54	2.76	3.25
Suburb: subgroup 2 (se)	1.53	2.84	3.04
Town or rural: subgroup 3 (se)	1.76	2.62	3.08
City: subgroup 1 (sample size)	2,480	590	†
Suburb: subgroup 2 (sample size)	2,620	640	†
Town or rural: subgroup 3 (sample size)	2,680	710	†
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	52.1	65.7	-13.6*
Highest quarter in U.S.: subgroup 2 (avg)	51.7	66.9	-15.2*
Bottom three quarters in U.S.: subgroup 1 (se)	1.20	1.80	2.05
Highest quarter in U.S.: subgroup 2 (se)	1.80	3.20	3.74
Bottom three quarters in U.S.: subgroup 1 (sample size)	5,170	1,530	†
Highest quarter in U.S.: subgroup 2 (sample size)	2,510	410	†

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: Youth survey respondents were asked about how many days a week they usually got together with friends outside of school and organized activities in the past 12 months. The response categories were 6 or 7 days a week; 4 or 5 days a week; 2 or 3 days a week; 1 day a week; sometimes, but not every week; and never. The percentages are for responses of at least 1 day a week. 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 D-59. Percentages of youth who were teased or called names at school, 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)	37.0	28.0	8.9*
Functional abilities index (significantly different subgroup pairs)	ns	ns	ns
Below the IEP mean: subgroup 1 (avg)	37.8	33.1	4.7
At or above the IEP mean: subgroup 2 (avg)	36.3	27.5	8.8*
Below the IEP mean: subgroup 1 (se)	1.52	4.98	5.16
At or above the IEP mean: subgroup 2 (se)	1.20	1.54	1.89
Below the IEP mean: subgroup 1 (sample size)	2,570	200	†
At or above the IEP mean: subgroup 2 (sample size)	3,620	1,620	†
School academic proficiency (significantly different subgroup pairs)	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	34.8	24.0	10.8*
Top three quarters in state: subgroup 2 (avg)	38.0	29.6	8.4*
Bottom quarter in state: subgroup 1 (se)	1.86	2.62	3.21
Top three quarters in state: subgroup 2 (se)	1.13	1.80	2.09
Bottom quarter in state: subgroup 1 (sample size)	1,570	400	†
Top three quarters in state: subgroup 2 (sample size)	4,330	1,370	†
School locale (significantly different subgroup pairs)	1-2; 1-3	1-3; 2-3	1-2; 2-3
City: subgroup 1 (avg)	32.3	26.0	6.3*
Suburb: subgroup 2 (avg)	37.0	21.3	15.7*
Town or rural: subgroup 3 (avg)	41.0	35.9	5.1
City: subgroup 1 (se)	1.77	2.38	2.94
Suburb: subgroup 2 (se)	1.44	2.44	2.85
Town or rural: subgroup 3 (se)	1.75	2.69	3.14
City: subgroup 1 (sample size)	1,870	540	†
Suburb: subgroup 2 (sample size)	2,070	590	†
Town or rural: subgroup 3 (sample size)	2,100	660	†
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	36.3	26.7	9.5*
Highest quarter in U.S.: subgroup 2 (avg)	38.9	32.7	6.3
Bottom three quarters in U.S.: subgroup 1 (se)	1.21	1.68	2.01
Highest quarter in U.S.: subgroup 2 (se)	1.60	3.42	3.75
Bottom three quarters in U.S.: subgroup 1 (sample size)	4,070	1,410	†
Highest quarter in U.S.: subgroup 2 (sample size)	1,920	380	†

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: Youth survey respondents, excluding proxies, were asked whether they experienced students teasing them or calling them names at school during the school 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 were not home schooled.