

Appendix F. Detailed tables for chapter 6 of volume 1:
Comparisons with other youth

Table F-1. Percentages of youth who expect to obtain postsecondary education, 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	76.1	93.6	91.8	93.6	A-B; A-C; A-D
Standard error	0.90	0.76	1.48	0.78	†
Sample size (number of respondents)	6,350	1,870	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 far they think they will get in school. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Postsecondary education includes the last four response categories. 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 F-2. Percentages of youth who expect to obtain a 4-year college degree or higher, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	51.0	80.4	71.8	80.6	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	1.16	1.26	3.22	1.27	†
Sample size (number of respondents)	6,350	1,870	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 far they think they will get in school as things stand now. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Obtaining a four-year college degree includes the last two response categories. 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 F-3. Percentages of youth who expect to complete 2-year college or technical or trade 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	25.1	13.2	20.0	13.0	A-B; A-D; B-C; B-D; C-D
Standard error	0.90	1.05	2.96	1.07	†
Sample size (number of respondents)	6,350	1,870	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 far they think they will get in school as things stand now. The response categories were master’s, Ph.D., or other advanced degree; four-year college; two-year college; technical or trade school; high school diploma or GED; or less than high 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 F-4. Percentages of youth who expect to obtain a high school diploma or GED, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	22.2	5.5	7.5	5.4	A-B; A-C; A-D
Standard error	0.87	0.69	1.43	0.71	†
Sample size (number of respondents)	6,350	1,870	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 far they think they will get in school as things stand now. The response categories were master’s, Ph.D., or other advanced degree; four-year college; two-year college; technical or trade school; high school diploma or GED; or less than high 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 F-5. Percentages of youth who do not expect to obtain a high school diploma or GED, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	1.7	1.0!	‡	1.0!	ns
Standard error	0.24	0.37	‡	0.38	†
Sample size (number of respondents)	6,350	1,870	‡	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 far they think they will get in school as things stand now. The response categories were master’s, Ph.D., or other advanced degree; four-year college; two-year college; technical or trade school; high school diploma or GED; or less than high 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 F-6. Percentages of youth whose parent expects them to obtain postsecondary education, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	61.4	89.7	85.2	89.8	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.98	0.82	1.89	0.84	†
Sample size (number of respondents)	9,210	2,270	610	1,660	†

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

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

Note: Parent survey respondents, excluding proxies, were asked how far they think they youth will get in school as things stand now. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Postsecondary education includes the last four response categories. 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 F-7. Percentages of youth whose parent expects them to obtain a 4-year college degree or higher, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	34.3	75.6	60.4	75.9	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	1.09	1.17	2.64	1.19	†
Sample size (number of respondents)	9,210	2,270	610	1,660	†

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

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

Note: Parent survey respondents, excluding proxies, were asked how far they think the youth will get in school. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Obtaining a four-year college degree includes the last two response categories. 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 F-8. Percentages of youth whose parent expects them to complete 2-year college or technical or trade 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	27.1	14.1	24.8	13.9	A-B; A-D; B-C; B-D; C-D
Standard error	0.74	0.95	2.22	0.97	†
Sample size (number of respondents)	9,210	2,270	610	1,660	†

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

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

Note: Parent survey respondents, excluding proxies, were asked how far they think the youth will get in school. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Postsecondary education includes the last four response categories. Obtaining a four-year college degree includes the last two response categories. 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 F-9. Percentages of youth whose parent thinks academic and social readiness will be an issue for getting postsecondary education, 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	42.7	18.2	31.8	17.9	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	1.02	1.28	2.81	1.31	†
Sample size (number of respondents)	6,720	1,590	420	1,170	†

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

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

Note: Parent survey respondents, excluding proxies, were asked whether they think academic and social readiness is an issue that their children are likely to face in furthering their education and training after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-10. Percentages of youth whose parent thinks the need to work will be an issue for getting postsecondary education, 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	60.2	50.8	52.7	50.7	A-B; A-C; A-D
Standard error	1.03	1.58	3.06	1.61	†
Sample size (number of respondents)	6,750	1,590	420	1,170	†

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

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

Note: Parent survey respondents, excluding proxies, were asked whether they think the need to work is an issue that their children are likely to face in furthering their education and training after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-11. Percentages of youth whose parent thinks financial costs will be an issue for getting postsecondary education, 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	36.2	29.7	27.0	29.8	A-B; A-C; A-D
Standard error	0.95	1.43	3.02	1.44	†
Sample size (number of respondents)	6,740	1,600	430	1,170	†

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

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

Note: Parent survey respondents, excluding proxies, were asked whether they think financial costs will be an issue that their children are likely to face in furthering their education and training after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-12. Percentages of youth whose parent thinks a lack of information will be an issue for getting postsecondary education, 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	42.1	29.1	32.8	29.0	A-B; A-C; A-D
Standard error	1.03	1.37	2.85	1.39	†
Sample size (number of respondents)	6,710	1,590	430	1,170	†

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

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

Note: Parent survey respondents, excluding proxies, were asked whether they think a lack of information about postsecondary education options is an issue that their children are likely to face in furthering their education and training after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-13. Percentages of youth who do not know what further education is needed for jobs they might want, 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	13.1	14.0	13.5	14.0	ns
Standard error	0.72	1.27	2.17	1.29	†
Sample size (number of respondents)	4,570	1,300	350	960	†

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 if they agreed that they know what further education is needed for jobs they might want. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-14. Percentages of youth who do not know where to get help paying for college or other types of schools, by IEP status

Average, standard error, and sample size	IEP (group A)	No IEP (group B)	504 plan but no IEP (group C)	Neither 504 plan nor IEP (group D)	Significantly different disability group pairs
Average	34.9	35.2	31.7	35.2	ns
Standard error	1.18	1.90	2.97	1.94	†
Sample size (number of respondents)	4,570	1,300	350	960	†

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 if they agreed that they know where to get help paying for college or other types of schools. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-15. Percentages of youth who are not getting enough help from school staff on identifying future schools, 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	31.4	37.9	33.4	38.0	A-B; A-D
Standard error	1.08	1.76	2.91	1.79	†
Sample size (number of respondents)	4,560	1,300	350	960	†

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 if they agreed that they get enough help from school staff about identifying schools they might want to attend after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-16. Percentages of youth who took a college entrance or placement test, 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	41.7	70.2	70.4	70.2	A-B; A-C; A-D
Standard error	1.48	2.17	4.08	2.20	†
Sample size (number of respondents)	4,040	920	250	660	†

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

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

Note: Youth survey respondents were asked whether they have taken any of the following college placement tests: the PSAT; the ACT; the SAT; or the placement test for a local college, such as Accuplacer or other tests used by community colleges. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 16 years old.

Table F-17. Percentages of youth who took a course for college credit during high 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	9.0	28.4	16.7	28.6	A-B; A-C; A-D; B-C; B-D; C-D
Standard error	0.58	1.44	2.00	1.47	†
Sample size (number of respondents)	6,430	1,580	430	1,150	†

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

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

Note: Parent survey respondents, excluding proxies, were asked whether youth have taken any high school courses for which they earned college credit at either a two or four year college. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 16 years old.

Table F-18. Percentages of youth who received help from school staff with the college application process, 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	54.4	60.0	53.1	60.1	A-B; A-D
Standard error	1.22	1.96	3.40	1.99	†
Sample size (number of respondents)	4,440	1,350	360	990	†

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 school staff provided help with at least one of the following: completing college application forms, reviewing college entry test scores, or arranging college visits 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 either received instruction in grades 9 through 13 or are both in an ungraded grade and at least 15 years old.

Table F-19. Percentages of youth who had some work experience 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	45.0	52.5	49.0	52.6	A-B; A-D
Standard error	1.00	1.60	3.07	1.63	†
Sample size (number of respondents)	8,110	1,960	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 either a paid or unpaid school-sponsored job or another type of paid job in the past 12 months. 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 F-20. Percentages of youth who had a paid work experience 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	40.2	49.8	47.7	49.9	A-B; A-C; A-D
Standard error	0.98	1.60	3.06	1.64	†
Sample size (number of respondents)	8,110	1,960	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 either a paid school-sponsored job or another type of paid job in the past 12 months. 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 F-21. Percentages of youth who had a paid or unpaid school-sponsored work 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	11.5	6.9	6.1	6.9	A-B; A-C; A-D
Standard error	0.55	0.69	1.24	0.70	†
Sample size (number of respondents)	8,140	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 took part in any school-sponsored work activities, such as a work-study or co-op job, an internship, or a school-based business in the past 12 months. 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 F-22. Percentages of youth who had a paid work experience that was not school sponsored, 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	38.2	49.6	47.4	49.6	A-B; A-C; A-D
Standard error	0.99	1.60	3.05	1.63	†
Sample size (number of respondents)	8,140	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 took part in any work activities that were not school-sponsored in the past 12 months. 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 F-23. Percentages of youth whose parent reports maintaining SSI eligibility as a challenge for their children with getting a job after high 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	19.3	0.4!	4.7	‡	A-B; A-C; B-C
Standard error	0.77	0.19	1.23	‡	†
Sample size (number of respondents)	6,560	1,600	420	‡	†

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

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

Note: Parent survey respondents, excluding proxies, were asked whether they think the potential loss of Supplementary Security Income (SSI) or other benefits will be an issue for youth with getting a job after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-24. Percentages of youth whose parent reports a lack of information about jobs as a challenge for their children with getting a job after high 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	34.2	23.7	34.3	23.5	A-B; A-D; B-C; B-D; C-D
Standard error	1.01	1.32	3.16	1.34	†
Sample size (number of respondents)	6,650	1,580	420	1,160	†

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

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

Note: Parent survey respondents, excluding proxies, were asked whether they think insufficient information from high school staff about career planning and job opportunities will be an issue for youth with getting a job after high school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-25. Percentages of youth who do not know what kinds of jobs they would like or be good at doing, 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	8.4	11.9	9.9	12.0	A-B; A-D
Standard error	0.63	1.12	2.12	1.15	†
Sample size (number of respondents)	4,580	1,300	350	960	†

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 if they agree that they know what kinds of jobs they would like or what they would be good at doing. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-26. Percentages of youth who are not getting enough help from school staff with learning about careers, 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	23.3	32.0	28.7	32.1	A-B; A-D
Standard error	0.99	1.63	3.04	1.65	†
Sample size (number of respondents)	4,570	1,300	350	960	†

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 if they agreed that they get enough help from schools about careers. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 15 years old.

Table F-27. Percentages of youth whose parent expects them to be living independently at age 30, 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	78.1	96.0	95.4	96.0	A-B; A-C; A-D
Standard error	0.72	0.56	0.98	0.57	†
Sample size (number of respondents)	9,190	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, excluding proxies, were asked where they think youth will be living at age 30. The response categories were on his or her own, at home with parents, with a relative, with friends, with a spouse or partner, in military housing, in a group home, in an institution, or some other place. Independent living refers to living in on his or her own, with friends, with a spouse or partner, or in military housing. 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 F-28. Percentages of youth who expect to obtain postsecondary education, 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)	76.1	93.6	-17.5*
Household income (significantly different subgroup pairs)	1-2	1-2	ns
1% to 185% of the poverty level: subgroup 1 (avg)	72.8	89.8	-17.0*
Above 185% of the poverty level: subgroup 2 (avg)	80.6	96.6	-16.0*
1% to 185% of the poverty level: subgroup 1 (se)	1.17	1.48	1.83
Above 185% of the poverty level: subgroup 2 (se)	1.22	0.73	1.35
1% to 185% of the poverty level: subgroup 1 (sample size)	3,520	850	†
Above 185% of the poverty level: subgroup 2 (sample size)	2,800	1,020	†
Race/ethnicity (significantly different subgroup pairs)	ns	ns	ns
Black: subgroup 1 (avg)	77.4	92.9	-15.6*
Hispanic: subgroup 2 (avg)	77.1	91.3	-14.2*
White, Asian, or other race: subgroup 3 (avg)	75.2	94.6	-19.4*
Black: subgroup 1 (se)	1.67	1.99	2.55
Hispanic: subgroup 2 (se)	1.61	1.61	2.44
White, Asian, or other race: subgroup 3 (se)	1.25	0.92	1.40
Black: subgroup 1 (sample size)	1,220	280	†
Hispanic: subgroup 2 (sample size)	1,400	480	†
White, Asian, or other race: subgroup 3 (sample size)	3,720	1,110	†
Gender (significantly different subgroup pairs)	ns	ns	ns
Female: subgroup 1 (avg)	77.8	94.1	-16.3*
Male: subgroup 2 (avg)	75.2	93.0	-17.8*
Female: subgroup 1 (se)	1.36	1.04	1.51
Male: subgroup 2 (se)	1.06	1.06	1.45
Female: subgroup 1 (sample size)	2,230	920	†
Male: subgroup 2 (sample size)	4,120	950	†
Age (significantly different subgroup pairs)	1-3; 2-3	ns	ns
Age 14 or younger: subgroup 1 (avg)	77.2	93.7	-16.5*
Age 15 to 18: subgroup 2 (avg)	76.2	93.5	-17.3*
Age 19 or older: subgroup 3 (avg)	63.3	91.6	-28.3*
Age 14 or younger: subgroup 1 (se)	1.55	1.15	1.93
Age 15 to 18: subgroup 2 (se)	1.04	1.13	1.34
Age 19 or older: subgroup 3 (se)	2.94	5.06	5.79
Age 14 or younger: subgroup 1 (sample size)	1,890	580	†
Age 15 to 18: subgroup 2 (sample size)	4,000	1,250	†
Age 19 or older: subgroup 3 (sample size)	470	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, excluding proxies, were asked how far they think they will get in school. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Postsecondary education includes the last four response categories. 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 F-29. Percentages of youth who took a college entrance or placement test, 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)	41.7	70.2	-28.6*
Household income (significantly different subgroup pairs)	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	42.1	68.4	-26.2*
Above 185% of the poverty level: subgroup 2 (avg)	41.2	71.7	-30.5*
1% to 185% of the poverty level: subgroup 1 (se)	1.95	2.83	3.25
Above 185% of the poverty level: subgroup 2 (se)	2.09	3.15	3.59
1% to 185% of the poverty level: subgroup 1 (sample size)	2,190	420	†
Above 185% of the poverty level: subgroup 2 (sample size)	1,810	490	†
Race/ethnicity (significantly different subgroup pairs)	1-3	ns	1-3
Black: subgroup 1 (avg)	47.8	63.0	-15.2*
Hispanic: subgroup 2 (avg)	43.4	68.0	-24.6*
White, Asian, or other race: subgroup 3 (avg)	38.9	72.8	-33.9*
Black: subgroup 1 (se)	3.15	5.05	5.01
Hispanic: subgroup 2 (se)	2.95	3.59	4.72
White, Asian, or other race: subgroup 3 (se)	1.79	3.02	3.34
Black: subgroup 1 (sample size)	800	150	†
Hispanic: subgroup 2 (sample size)	880	230	†
White, Asian, or other race: subgroup 3 (sample size)	2,360	540	†
Gender (significantly different subgroup pairs)	1-2	ns	1-2
Female: subgroup 1 (avg)	38.0	73.3	-35.3*
Male: subgroup 2 (avg)	43.4	66.8	-23.4*
Female: subgroup 1 (se)	2.50	2.91	3.82
Male: subgroup 2 (se)	1.64	2.99	3.20
Female: subgroup 1 (sample size)	1,410	460	†
Male: subgroup 2 (sample size)	2,630	450	†
Age (significantly different subgroup pairs)	1-2	ns	ns
Age 15 to 18: subgroup 1 (avg)	42.9	70.3	-27.4*
Age 19 or older: subgroup 2 (avg)	30.9	64.2	-33.3*
Age 15 to 18: subgroup 1 (se)	1.58	2.18	2.42
Age 19 or older: subgroup 2 (se)	2.60	9.88	10.04
Age 15 to 18: subgroup 1 (sample size)	3,340	880	†
Age 19 or older: subgroup 2 (sample size)	700	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 whether they have taken any of the following college placement tests: the PSAT; the ACT; the SAT; or the placement test for a local college, such as Accuplacer or other tests used by community colleges. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 16 years old.

Table F-30. Percentages of youth who had a paid work experience 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)	40.2	49.8	-9.7*
Household income (significantly different subgroup pairs)	1-2	1-2	ns
1% to 185% of the poverty level: subgroup 1 (avg)	38.5	45.4	-6.9*
Above 185% of the poverty level: subgroup 2 (avg)	42.5	53.5	-11.0*
1% to 185% of the poverty level: subgroup 1 (se)	1.26	2.33	2.38
Above 185% of the poverty level: subgroup 2 (se)	1.45	2.09	2.46
1% to 185% of the poverty level: subgroup 1 (sample size)	4,500	890	†
Above 185% of the poverty level: subgroup 2 (sample size)	3,540	1,070	†
Race/ethnicity (significantly different subgroup pairs)	1-3; 2-3	1-3; 2-3	ns
Black: subgroup 1 (avg)	36.7	43.9	-7.2
Hispanic: subgroup 2 (avg)	34.1	40.0	-5.9
White, Asian, or other race: subgroup 3 (avg)	43.8	55.5	-11.7*
Black: subgroup 1 (se)	2.45	3.99	4.44
Hispanic: subgroup 2 (se)	1.79	2.94	3.31
White, Asian, or other race: subgroup 3 (se)	1.25	2.08	2.30
Black: subgroup 1 (sample size)	1,540	290	†
Hispanic: subgroup 2 (sample size)	1,860	510	†
White, Asian, or other race: subgroup 3 (sample size)	4,700	1,170	†
Gender (significantly different subgroup pairs)	1-2	ns	ns
Female: subgroup 1 (avg)	36.6	50.7	-14.1*
Male: subgroup 2 (avg)	41.9	48.9	-7.0*
Female: subgroup 1 (se)	1.62	2.24	2.69
Male: subgroup 2 (se)	1.13	2.39	2.44
Female: subgroup 1 (sample size)	2,830	950	†
Male: subgroup 2 (sample size)	5,270	1,010	†
Age (significantly different subgroup pairs)	1-2; 1-3	1-2	ns
Age 14 or younger: subgroup 1 (avg)	32.3	44.6	-12.3*
Age 15 to 18: subgroup 2 (avg)	44.8	54.5	-9.7*
Age 19 or older: subgroup 3 (avg)	40.1	43.4	-3.2
Age 14 or younger: subgroup 1 (se)	1.65	2.66	2.92
Age 15 to 18: subgroup 2 (se)	1.29	1.86	2.04
Age 19 or older: subgroup 3 (se)	2.39	9.62	9.77
Age 14 or younger: subgroup 1 (sample size)	2,370	620	†
Age 15 to 18: subgroup 2 (sample size)	4,940	1,310	†
Age 19 or older: subgroup 3 (sample size)	800	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 whether they had either a paid school-sponsored job or another type of paid job in the past 12 months. 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 F-31. Percentages of youth whose parent expects them to be living independently at age 30, 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)	78.1	96.0	-17.9*
Household income (significantly different subgroup pairs)	1-2	1-2	ns
1% to 185% of the poverty level: subgroup 1 (avg)	75.5	92.8	-17.4*
Above 185% of the poverty level: subgroup 2 (avg)	82.0	98.5	-16.5*
1% to 185% of the poverty level: subgroup 1 (se)	0.95	1.09	1.40
Above 185% of the poverty level: subgroup 2 (se)	0.92	0.47	1.04
1% to 185% of the poverty level: subgroup 1 (sample size)	5,060	1,000	†
Above 185% of the poverty level: subgroup 2 (sample size)	4,040	1,240	†
Race/ethnicity (significantly different subgroup pairs)	2-3	1-2; 2-3	ns
Black: subgroup 1 (avg)	76.3	96.6	-20.3*
Hispanic: subgroup 2 (avg)	75.2	91.0	-15.7*
White, Asian, or other race: subgroup 3 (avg)	79.7	97.8	-18.1*
Black: subgroup 1 (se)	1.66	1.57	2.33
Hispanic: subgroup 2 (se)	1.40	1.42	1.89
White, Asian, or other race: subgroup 3 (se)	0.82	0.60	0.97
Black: subgroup 1 (sample size)	1,800	320	†
Hispanic: subgroup 2 (sample size)	2,060	580	†
White, Asian, or other race: subgroup 3 (sample size)	5,320	1,340	†
Gender (significantly different subgroup pairs)	ns	ns	ns
Female: subgroup 1 (avg)	77.8	95.7	-17.9*
Male: subgroup 2 (avg)	78.2	96.3	-18.0*
Female: subgroup 1 (se)	1.16	0.86	1.40
Male: subgroup 2 (se)	0.81	0.74	1.05
Female: subgroup 1 (sample size)	3,200	1,070	†
Male: subgroup 2 (sample size)	5,980	1,180	†
Age (significantly different subgroup pairs)	1-3; 2-3	1-2	1-2; 1-3; 2-3
Age 14 or younger: subgroup 1 (avg)	80.2	94.3	-14.1*
Age 15 to 18: subgroup 2 (avg)	79.3	97.5	-18.2*
Age 19 or older: subgroup 3 (avg)	47.9	87.6	-39.7*
Age 14 or younger: subgroup 1 (se)	1.23	1.06	1.56
Age 15 to 18: subgroup 2 (se)	0.82	0.47	0.94
Age 19 or older: subgroup 3 (se)	2.18	5.35	5.58
Age 14 or younger: subgroup 1 (sample size)	2,600	680	†
Age 15 to 18: subgroup 2 (sample size)	5,630	1,520	†
Age 19 or older: subgroup 3 (sample size)	960	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, excluding proxies, were asked where they think youth will be living at age 30. The response categories were on his or her own, at home with parents, with a relative, with friends, with a spouse or partner, in military housing, in a group home, in an institution, or some other place. Independent living refers to living in on his or her own, with friends, with a spouse or partner, or in military housing. 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 F-32. Percentages of youth who expect to obtain postsecondary education, 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)	76.1	93.6	-17.5*
Functional abilities index (significantly different subgroup pairs)	1-2	ns	1-2
Below the IEP mean: subgroup 1 (avg)	68.7	91.0	-22.2*
At or above the IEP mean: subgroup 2 (avg)	79.8	93.9	-14.1*
Below the IEP mean: subgroup 1 (se)	1.46	2.87	3.22
At or above the IEP mean: subgroup 2 (se)	1.03	0.81	1.28
Below the IEP mean: subgroup 1 (sample size)	2,590	210	†
At or above the IEP mean: subgroup 2 (sample size)	3,690	1,650	†
School academic proficiency (significantly different subgroup pairs)	1-2	1-2	ns
Bottom quarter in state: subgroup 1 (avg)	72.7	91.0	-18.3*
Top three quarters in state: subgroup 2 (avg)	77.1	94.5	-17.4*
Bottom quarter in state: subgroup 1 (se)	1.63	1.61	2.11
Top three quarters in state: subgroup 2 (se)	1.06	0.82	1.22
Bottom quarter in state: subgroup 1 (sample size)	1,580	430	†
Top three quarters in state: subgroup 2 (sample size)	4,380	1,400	†
School locale (significantly different subgroup pairs)	2-3	ns	2-3
City: subgroup 1 (avg)	76.4	92.1	-15.7*
Suburb: subgroup 2 (avg)	79.1	94.7	-15.6*
Town or rural: subgroup 3 (avg)	72.7	93.7	-21.0*
City: subgroup 1 (se)	1.46	1.50	2.00
Suburb: subgroup 2 (se)	1.53	1.45	1.92
Town or rural: subgroup 3 (se)	1.63	1.08	1.81
City: subgroup 1 (sample size)	1,880	560	†
Suburb: subgroup 2 (sample size)	2,090	610	†
Town or rural: subgroup 3 (sample size)	2,120	680	†
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	77.0	94.1	-17.0*
Highest quarter in U.S.: subgroup 2 (avg)	73.8	91.9	-18.1*
Bottom three quarters in U.S.: subgroup 1 (se)	1.04	0.91	1.28
Highest quarter in U.S.: subgroup 2 (se)	1.70	1.71	2.24
Bottom three quarters in U.S.: subgroup 1 (sample size)	4,120	1,450	†
Highest quarter in U.S.: subgroup 2 (sample size)	1,930	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, excluding proxies, were asked how far they think they will get in school. Response categories included less than high school, high school diploma or generalized education development (GED) certificate, technical or trade school, two-year college, four-year college, or an advanced degree. Postsecondary education includes the last four response categories. 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 F-33. Percentages of youth who took a college entrance or placement test, 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)	41.7	70.2	-28.6*
Functional abilities index (significantly different subgroup pairs)	1-2	ns	ns
Below the IEP mean: subgroup 1 (avg)	32.3	66.8	-34.5*
At or above the IEP mean: subgroup 2 (avg)	47.0	70.6	-23.6*
Below the IEP mean: subgroup 1 (se)	2.04	6.54	6.65
At or above the IEP mean: subgroup 2 (se)	1.79	2.29	2.68
Below the IEP mean: subgroup 1 (sample size)	2,050	110	†
At or above the IEP mean: subgroup 2 (sample size)	1,920	800	†
School academic proficiency (significantly different subgroup pairs)	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	43.4	71.6	-28.3*
Top three quarters in state: subgroup 2 (avg)	40.5	69.6	-29.2*
Bottom quarter in state: subgroup 1 (se)	2.53	4.19	4.51
Top three quarters in state: subgroup 2 (se)	1.71	2.62	2.84
Bottom quarter in state: subgroup 1 (sample size)	1,040	210	†
Top three quarters in state: subgroup 2 (sample size)	2,640	670	†
School locale (significantly different subgroup pairs)	ns	1-2; 2-3	ns
City: subgroup 1 (avg)	43.1	67.2	-24.2*
Suburb: subgroup 2 (avg)	42.8	78.1	-35.3*
Town or rural: subgroup 3 (avg)	39.0	64.9	-25.9*
City: subgroup 1 (se)	2.97	4.29	4.69
Suburb: subgroup 2 (se)	2.40	2.98	3.33
Town or rural: subgroup 3 (se)	2.22	3.92	4.20
City: subgroup 1 (sample size)	1,250	250	†
Suburb: subgroup 2 (sample size)	1,280	310	†
Town or rural: subgroup 3 (sample size)	1,320	330	†
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	42.2	70.1	-27.9*
Highest quarter in U.S.: subgroup 2 (avg)	39.5	70.3	-30.7*
Bottom three quarters in U.S.: subgroup 1 (se)	1.68	2.51	2.79
Highest quarter in U.S.: subgroup 2 (se)	2.74	5.07	5.13
Bottom three quarters in U.S.: subgroup 1 (sample size)	2,650	730	†
Highest quarter in U.S.: subgroup 2 (sample size)	1,130	160	†

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 have taken any of the following college placement tests: the PSAT; the ACT; the SAT; or the placement test for a local college, such as Accuplacer or other tests used by community colleges. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who are at least 16 years old.

Table F-34. Percentages of youth who had a paid work experience 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)	40.2	49.8	-9.7*
Functional abilities index (significantly different subgroup pairs)	1-2	ns	1-2
Below the IEP mean: subgroup 1 (avg)	30.5	49.1	-18.6*
At or above the IEP mean: subgroup 2 (avg)	45.7	49.9	-4.1*
Below the IEP mean: subgroup 1 (se)	1.27	4.91	4.99
At or above the IEP mean: subgroup 2 (se)	1.28	1.72	1.98
Below the IEP mean: subgroup 1 (sample size)	3,980	220	†
At or above the IEP mean: subgroup 2 (sample size)	4,000	1,730	†
School academic proficiency (significantly different subgroup pairs)	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	38.7	48.8	-10.2*
Top three quarters in state: subgroup 2 (avg)	40.6	50.0	-9.4*
Bottom quarter in state: subgroup 1 (se)	1.77	3.35	3.30
Top three quarters in state: subgroup 2 (se)	1.16	1.84	2.00
Bottom quarter in state: subgroup 1 (sample size)	2,020	450	†
Top three quarters in state: subgroup 2 (sample size)	5,470	1,460	†
School locale (significantly different subgroup pairs)	1-3	ns	ns
City: subgroup 1 (avg)	37.2	46.1	-8.9*
Suburb: subgroup 2 (avg)	39.2	51.9	-12.8*
Town or rural: subgroup 3 (avg)	43.1	50.8	-7.7*
City: subgroup 1 (se)	1.77	2.75	2.71
Suburb: subgroup 2 (se)	1.66	2.66	2.79
Town or rural: subgroup 3 (se)	1.60	2.86	3.03
City: subgroup 1 (sample size)	2,470	580	†
Suburb: subgroup 2 (sample size)	2,610	640	†
Town or rural: subgroup 3 (sample size)	2,660	710	†
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	1-2
Bottom three quarters in U.S.: subgroup 1 (avg)	41.1	48.1	-7.0*
Highest quarter in U.S.: subgroup 2 (avg)	38.1	54.9	-16.8*
Bottom three quarters in U.S.: subgroup 1 (se)	1.20	1.89	1.97
Highest quarter in U.S.: subgroup 2 (se)	1.81	3.39	3.66
Bottom three quarters in U.S.: subgroup 1 (sample size)	5,150	1,520	†
Highest quarter in U.S.: subgroup 2 (sample size)	2,490	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 whether they had either a paid school-sponsored job or another type of paid job in the past 12 months. 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 F-35. Percentages of youth whose parent expects them to be living independently at age 30, 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)	78.1	96.0	-17.9*
Functional abilities index (significantly different subgroup pairs)	1-2	ns	1-2
Below the IEP mean: subgroup 1 (avg)	59.9	90.7	-30.8*
At or above the IEP mean: subgroup 2 (avg)	88.8	96.5	-7.7*
Below the IEP mean: subgroup 1 (se)	1.28	2.91	3.11
At or above the IEP mean: subgroup 2 (se)	0.70	0.56	0.83
Below the IEP mean: subgroup 1 (sample size)	4,520	250	†
At or above the IEP mean: subgroup 2 (sample size)	4,540	1,990	†
School academic proficiency (significantly different subgroup pairs)	1-2	1-2	ns
Bottom quarter in state: subgroup 1 (avg)	73.6	93.0	-19.5*
Top three quarters in state: subgroup 2 (avg)	80.8	96.9	-16.1*
Bottom quarter in state: subgroup 1 (se)	1.44	1.54	2.07
Top three quarters in state: subgroup 2 (se)	0.78	0.58	0.92
Bottom quarter in state: subgroup 1 (sample size)	2,320	510	†
Top three quarters in state: subgroup 2 (sample size)	6,160	1,670	†
School locale (significantly different subgroup pairs)	1-3	1-2; 1-3	ns
City: subgroup 1 (avg)	76.1	92.6	-16.5*
Suburb: subgroup 2 (avg)	78.3	96.8	-18.5*
Town or rural: subgroup 3 (avg)	80.6	97.5	-16.9*
City: subgroup 1 (se)	1.41	1.31	1.88
Suburb: subgroup 2 (se)	1.29	0.83	1.37
Town or rural: subgroup 3 (se)	1.05	0.85	1.36
City: subgroup 1 (sample size)	2,800	650	†
Suburb: subgroup 2 (sample size)	2,950	730	†
Town or rural: subgroup 3 (sample size)	3,020	830	†
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	79.8	96.5	-16.7*
Highest quarter in U.S.: subgroup 2 (avg)	77.0	94.2	-17.2*
Bottom three quarters in U.S.: subgroup 1 (se)	0.82	0.57	0.95
Highest quarter in U.S.: subgroup 2 (se)	1.34	1.56	1.92
Bottom three quarters in U.S.: subgroup 1 (sample size)	5,810	1,740	†
Highest quarter in U.S.: subgroup 2 (sample size)	2,840	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, excluding proxies, were asked where they think youth will be living at age 30. The response categories were on his or her own, at home with parents, with a relative, with friends, with a spouse or partner, in military housing, in a group home, in an institution, or some other place. Independent living refers to living in on his or her own, with friends, with a spouse or partner, or in military housing. 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.