Appendix B. Detailed tables for chapter 2 of volume 2: Comparisons across disability groups

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

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	57.6	37.3	38.8	61.8	55.2	72.3	53.9	50.0	47.7	60.5	49.2	44.9	50.9
Standard error	1.40	1.86	8.16	1.86	2.82	1.81	3.48	3.15	2.14	1.92	2.68	4.56	3.87
Sample size (number of respondents)	9,460	1,000	120	1,090	510	1,190	890	450	1,180	1,430	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	#	.022	.022	.393	#	.258	.015	#	.003	.001	.005	.079
p-values: autism (AUT)	#	†	.855	#	#	#	#	#	#	#	#	.094	.001
p-values: deaf-blindness (DB)	.022	.855	†	.005	.054	#	.083	.204	.273	.010	.229	.504	.174
p-values: emotional disturbance (ED)	.022	#	.005	†	.033	#	.032	.001	#	.594	#	#	.007
p-values: hearing impairment (HI)	.393	#	.054	.033	†	#	.761	.180	.018	.097	.095	.045	.368
p-values: intellectual disability (ID)	#	#	#	#	#	†	#	#	#	#	#	#	#
p-values: multiple disabilities (MD)	.258	#	.083	.032	.761	#	†	.396	.084	.070	.223	.102	.554
p-values: orthopedic impairment (OI)	.015	#	.204	.001	.180	#	.396	†	.507	.002	.835	.351	.836
p-values: other health impairment (OHI)	#	#	.273	#	.018	#	.084	.507	†	#	.620	.563	.426
p-values: specific learning disability (SLD)	.003	#	.010	.594	.097	#	.070	.002	#	†	#	.001	.018
p-values: speech or language impairment (SLI)	.001	#	.229	#	.095	#	.223	.835	.620	#	†	.375	.698
p-values: traumatic brain injury (TBI)	.005	.094	.504	#	.045	#	.102	.351	.563	.001	.375	†	.287
p-values: visual impairment (VI)	.079	.001	.174	.007	.368	#	.554	.836	.426	.018	.698	.287	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-2. Percentages of youth in households with a household income of less than $80,000, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	81.1	68.9	70.3	88.1	79.3	90.9	76.9	73.7	73.2	83.6	71.9	64.4	76.2
Standard error	1.19	2.20	7.92	1.32	2.65	1.07	2.93	2.82	2.17	1.57	2.63	4.56	3.54
Sample size (number of respondents)	8,850	940	110	1,020	480	1,090	830	410	1,120	1,340	950	240	240
p-values: youth with an IEP overall (IEP)	†	#	.171	#	.477	#	.117	.008	#	.003	#	#	.170
p-values: autism (AUT)	#	†	.864	#	.001	#	.018	.133	.056	#	.325	.342	.063
p-values: deaf-blindness (DB)	.171	.864	†	.024	.270	.009	.426	.682	.720	.099	.840	.510	.487
p-values: emotional disturbance (ED)	#	#	.024	†	.001	.069	#	#	#	.014	#	#	.002
p-values: hearing impairment (HI)	.477	.001	.270	.001	†	#	.494	.118	.038	.132	.031	.002	.446
p-values: intellectual disability (ID)	#	#	.009	.069	#	†	#	#	#	#	#	#	#
p-values: multiple disabilities (MD)	.117	.018	.426	#	.494	#	†	.424	.262	.023	.167	.014	.868
p-values: orthopedic impairment (OI)	.008	.133	.682	#	.118	#	.424	†	.867	.001	.607	.076	.544
p-values: other health impairment (OHI)	#	.056	.720	#	.038	#	.262	.867	†	#	.701	.071	.448
p-values: specific learning disability (SLD)	.003	#	.099	.014	.132	#	.023	.001	#	†	#	#	.054
p-values: speech or language impairment (SLI)	#	.325	.840	#	.031	#	.167	.607	.701	#	†	.111	.287
p-values: traumatic brain injury (TBI)	#	.342	.510	#	.002	#	.014	.076	.071	#	.111	†	.038
p-values: visual impairment (VI)	.170	.063	.487	.002	.446	#	.868	.544	.448	.054	.287	.038	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-3. Percentages of youth in households that received SNAP benefits in the past two years, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	34.7	19.2	13.8	45.0	28.4	45.1	31.3	26.3	28.1	35.8	27.1	24.9	27.6
Standard error	1.18	1.43	3.89	1.93	2.28	1.91	3.59	2.54	1.75	1.68	2.05	3.84	3.49
Sample size (number of respondents)	9,440	1,000	120	1,080	510	1,180	880	450	1,180	1,430	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	#	#	#	.008	#	.315	.001	#	.232	#	.011	.046
p-values: autism (AUT)	#	†	.180	#	#	#	.001	.011	#	#	#	.139	.020
p-values: deaf-blindness (DB)	#	.180	†	#	.001	#	#	.008	.001	#	.003	.042	.008
p-values: emotional disturbance (ED)	#	#	#	†	#	.980	#	#	#	#	#	#	#
p-values: hearing impairment (HI)	.008	#	.001	#	†	#	.476	.507	.903	.006	.646	.414	.845
p-values: intellectual disability (ID)	#	#	#	.980	#	†	#	#	#	#	#	#	#
p-values: multiple disabilities (MD)	.315	.001	#	#	.476	#	†	.234	.382	.235	.252	.221	.462
p-values: orthopedic impairment (OI)	.001	.011	.008	#	.507	#	.234	†	.519	.001	.789	.764	.751
p-values: other health impairment (OHI)	#	#	.001	#	.903	#	.382	.519	†	#	.690	.425	.894
p-values: specific learning disability (SLD)	.232	#	#	#	.006	#	.235	.001	#	†	.001	.007	.029
p-values: speech or language impairment (SLI)	#	#	.003	#	.646	#	.252	.789	.690	.001	†	.591	.896
p-values: traumatic brain injury (TBI)	.011	.139	.042	#	.414	#	.221	.764	.425	.007	.591	†	.582
p-values: visual impairment (VI)	.046	.020	.008	#	.845	#	.462	.751	.894	.029	.896	.582	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

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

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	10.1	5.5	5.7!	15.5	8.8	13.8	10.5	8.2	9.0	9.0	7.5	6.6	10.8
Standard error	0.63	0.83	2.36	1.31	1.39	1.29	1.56	1.75	1.09	0.86	1.19	1.60	2.43
Sample size (number of respondents)	9,430	990	120	1,080	510	1,180	880	450	1,180	1,430	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	#	.067	#	.328	.003	.840	.279	.263	.042	.026	.036	.794
p-values: autism (AUT)	#	†	.925	#	.043	#	.003	.144	.004	.002	.152	.492	.038
p-values: deaf-blindness (DB)	.067	.925	†	#	.275	.001	.093	.390	.207	.196	.452	.748	.141
p-values: emotional disturbance (ED)	#	#	#	†	#	.314	.008	.001	#	#	#	#	.084
p-values: hearing impairment (HI)	.328	.043	.275	#	†	.007	.371	.798	.882	.876	.450	.317	.453
p-values: intellectual disability (ID)	.003	#	.001	.314	.007	†	.105	.011	.005	.002	#	#	.271
p-values: multiple disabilities (MD)	.840	.003	.093	.008	.371	.105	†	.332	.338	.405	.109	.097	.911
p-values: orthopedic impairment (OI)	.279	.144	.390	.001	.798	.011	.332	†	.695	.666	.719	.508	.400
p-values: other health impairment (OHI)	.263	.004	.207	#	.882	.005	.338	.695	†	.999	.301	.214	.497
p-values: specific learning disability (SLD)	.042	.002	.196	#	.876	.002	.405	.666	.999	†	.265	.188	.482
p-values: speech or language impairment (SLI)	.026	.152	.452	#	.450	#	.109	.719	.301	.265	†	.672	.175
p-values: traumatic brain injury (TBI)	.036	.492	.748	#	.317	#	.097	.508	.214	.188	.672	†	.161
p-values: visual impairment (VI)	.794	.038	.141	.084	.453	.271	.911	.400	.497	.482	.175	.161	†

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!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-5. Percentages of youth who received SSI benefits in the past two years, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	22.2	31.1	43.8	31.0	29.6	53.0	45.5	41.5	18.5	13.5	11.2	27.4	34.3
Standard error	0.85	1.73	7.63	1.79	2.48	1.89	2.86	3.81	1.42	1.03	1.26	4.41	3.50
Sample size (number of respondents)	9,420	990	120	1,080	510	1,180	880	450	1,170	1,430	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	#	.005	#	.003	#	#	#	.003	#	#	.233	.001
p-values: autism (AUT)	#	†	.105	.988	.584	#	#	.010	#	#	#	.421	.387
p-values: deaf-blindness (DB)	.005	.105	†	.100	.070	.249	.837	.787	.001	#	#	.069	.243
p-values: emotional disturbance (ED)	#	.988	.100	†	.618	#	#	.011	#	#	#	.435	.411
p-values: hearing impairment (HI)	.003	.584	.070	.618	†	#	#	.006	#	#	#	.675	.250
p-values: intellectual disability (ID)	#	#	.249	#	#	†	.028	.006	#	#	#	#	#
p-values: multiple disabilities (MD)	#	#	.837	#	#	.028	†	.394	#	#	#	#	.009
p-values: orthopedic impairment (OI)	#	.010	.787	.011	.006	.006	.394	†	#	#	#	.014	.180
p-values: other health impairment (OHI)	.003	#	.001	#	#	#	#	#	†	.002	#	.052	#
p-values: specific learning disability (SLD)	#	#	#	#	#	#	#	#	.002	†	.153	.002	#
p-values: speech or language impairment (SLI)	#	#	#	#	#	#	#	#	#	.153	†	#	#
p-values: traumatic brain injury (TBI)	.233	.421	.069	.435	.675	#	#	.014	.052	.002	#	†	.217
p-values: visual impairment (VI)	.001	.387	.243	.411	.250	#	.009	.180	#	#	#	.217	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-6. Percentages of youth whose parent or parent's spouse has a 4-year college degree or higher, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	26.3	43.2	34.9	21.7	29.9	17.2	30.5	34.1	34.9	22.6	34.8	41.4	33.5
Standard error	1.20	2.18	7.17	1.72	2.89	1.30	3.12	2.84	2.05	1.59	2.57	6.79	3.84
Sample size (number of respondents)	9,360	990	120	1,080	510	1,180	870	440	1,170	1,410	1,010	260	240
p-values: youth with an IEP overall (IEP)	†	#	.225	.004	.200	#	.151	.005	#	#	#	.023	.054
p-values: autism (AUT)	#	†	.258	#	#	#	#	.006	.001	#	.004	.792	.019
p-values: deaf-blindness (DB)	.225	.258	†	.067	.514	.013	.560	.919	.998	.083	.991	.507	.862
p-values: emotional disturbance (ED)	.004	#	.067	†	.007	.027	.006	#	#	.678	#	.004	.003
p-values: hearing impairment (HI)	.200	#	.514	.007	†	#	.883	.243	.107	.017	.161	.111	.414
p-values: intellectual disability (ID)	#	#	.013	.027	#	†	#	#	#	.003	#	#	#
p-values: multiple disabilities (MD)	.151	#	.560	.006	.883	#	†	.369	.178	.012	.247	.127	.523
p-values: orthopedic impairment (OI)	.005	.006	.919	#	.243	#	.369	†	.796	#	.851	.313	.880
p-values: other health impairment (OHI)	#	.001	.998	#	.107	#	.178	.796	†	#	.970	.350	.718
p-values: specific learning disability (SLD)	#	#	.083	.678	.017	.003	.012	#	#	†	#	.005	.005
p-values: speech or language impairment (SLI)	#	.004	.991	#	.161	#	.247	.851	.970	#	†	.338	.747
p-values: traumatic brain injury (TBI)	.023	.792	.507	.004	.111	#	.127	.313	.350	.005	.338	†	.292
p-values: visual impairment (VI)	.054	.019	.862	.003	.414	#	.523	.880	.718	.005	.747	.292	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-7. Percentages of youth whose parent and parent's spouse do not have a high school degree or GED, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	15.6	5.5	12.9!	11.6	17.6	22.0	12.5	10.7	8.6	18.8	13.2	7.5	11.0
Standard error	0.90	0.78	5.13	1.02	2.17	1.53	1.91	2.00	1.05	1.41	1.36	1.88	2.15
Sample size (number of respondents)	9,360	990	120	1,080	510	1,180	870	440	1,170	1,410	1,010	260	240
p-values: youth with an IEP overall (IEP)	†	#	.604	.001	.355	#	.111	.010	#	#	.091	#	.028
p-values: autism (AUT)	#	†	.161	#	#	#	#	.011	.012	#	#	.316	.014
p-values: deaf-blindness (DB)	.604	.161	†	.795	.399	.089	.942	.685	.402	.269	.951	.320	.733
p-values: emotional disturbance (ED)	.001	#	.795	†	.008	#	.641	.688	.023	#	.303	.046	.809
p-values: hearing impairment (HI)	.355	#	.399	.008	†	.062	.080	.009	#	.616	.071	.001	.031
p-values: intellectual disability (ID)	#	#	.089	#	.062	†	#	#	#	.067	#	#	#
p-values: multiple disabilities (MD)	.111	#	.942	.641	.080	#	†	.487	.050	.006	.745	.043	.601
p-values: orthopedic impairment (OI)	.010	.011	.685	.688	.009	#	.487	†	.295	#	.263	.254	.897
p-values: other health impairment (OHI)	#	.012	.402	.023	#	#	.050	.295	†	#	.005	.624	.277
p-values: specific learning disability (SLD)	#	#	.269	#	.616	.067	.006	#	#	†	.001	#	.001
p-values: speech or language impairment (SLI)	.091	#	.951	.303	.071	#	.745	.263	.005	.001	†	.008	.353
p-values: traumatic brain injury (TBI)	#	.316	.320	.046	.001	#	.043	.254	.624	#	.008	†	.226
p-values: visual impairment (VI)	.028	.014	.733	.809	.031	#	.601	.897	.277	.001	.353	.226	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-8. Percentages of youth in households in which the parent or parent's spouse has a paid job, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	79.9	82.0	79.9	72.5	83.2	70.5	73.8	80.3	81.0	82.0	85.6	83.0	87.9
Standard error	0.82	1.36	6.26	1.57	1.78	1.68	2.97	2.45	1.51	1.17	1.48	2.70	2.36
Sample size (number of respondents)	9,430	1,000	120	1,080	510	1,190	880	440	1,180	1,430	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	.120	.996	#	.082	#	.026	.863	.400	.001	#	.252	.001
p-values: autism (AUT)	.120	†	.752	#	.577	#	.007	.562	.590	.975	.047	.726	.018
p-values: deaf-blindness (DB)	.996	.752	†	.251	.608	.139	.389	.952	.866	.744	.372	.654	.240
p-values: emotional disturbance (ED)	#	#	.251	†	#	.316	.706	.006	#	#	#	.001	#
p-values: hearing impairment (HI)	.082	.577	.608	#	†	#	.006	.344	.341	.587	.277	.962	.096
p-values: intellectual disability (ID)	#	#	.139	.316	#	†	.296	.001	#	#	#	#	#
p-values: multiple disabilities (MD)	.026	.007	.389	.706	.006	.296	†	.088	.012	.005	#	.023	#
p-values: orthopedic impairment (OI)	.863	.562	.952	.006	.344	.001	.088	†	.806	.549	.065	.447	.026
p-values: other health impairment (OHI)	.400	.590	.866	#	.341	#	.012	.806	†	.569	.021	.509	.008
p-values: specific learning disability (SLD)	.001	.975	.744	#	.587	#	.005	.549	.569	†	.040	.725	.024
p-values: speech or language impairment (SLI)	#	.047	.372	#	.277	#	#	.065	.021	.040	†	.396	.395
p-values: traumatic brain injury (TBI)	.252	.726	.654	.001	.962	#	.023	.447	.509	.725	.396	†	.187
p-values: visual impairment (VI)	.001	.018	.240	#	.096	#	#	.026	.008	.024	.395	.187	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-9. Percentages of youth who have any health insurance, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	93.1	97.3	92.5	93.4	93.1	94.6	96.2	94.3	95.6	91.4	92.1	95.6	94.5
Standard error	0.50	0.55	3.79	0.78	1.18	0.70	0.80	1.28	0.68	0.92	0.94	1.47	1.71
Sample size (number of respondents)	9,500	1,000	120	1,100	510	1,190	900	460	1,180	1,430	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	#	.873	.658	.973	.044	#	.374	.001	.001	.288	.097	.412
p-values: autism (AUT)	#	†	.200	#	.001	.002	.279	.036	.064	#	#	.293	.131
p-values: deaf-blindness (DB)	.873	.200	†	.803	.870	.579	.324	.655	.408	.784	.931	.441	.618
p-values: emotional disturbance (ED)	.658	#	.803	†	.820	.240	.012	.573	.034	.081	.240	.197	.551
p-values: hearing impairment (HI)	.973	.001	.870	.820	†	.275	.033	.505	.065	.239	.516	.165	.486
p-values: intellectual disability (ID)	.044	.002	.579	.240	.275	†	.114	.815	.268	.005	.032	.559	.963
p-values: multiple disabilities (MD)	#	.279	.324	.012	.033	.114	†	.193	.548	#	.001	.700	.363
p-values: orthopedic impairment (OI)	.374	.036	.655	.573	.505	.815	.193	†	.353	.059	.162	.490	.900
p-values: other health impairment (OHI)	.001	.064	.408	.034	.065	.268	.548	.353	†	#	.002	.976	.550
p-values: specific learning disability (SLD)	.001	#	.784	.081	.239	.005	#	.059	#	†	.512	.012	.108
p-values: speech or language impairment (SLI)	.288	#	.931	.240	.516	.032	.001	.162	.002	.512	†	.050	.227
p-values: traumatic brain injury (TBI)	.097	.293	.441	.197	.165	.559	.700	.490	.976	.012	.050	†	.637
p-values: visual impairment (VI)	.412	.131	.618	.551	.486	.963	.363	.900	.550	.108	.227	.637	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-10. Percentages of youth who have private health insurance, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	51.1	66.0	48.4	41.0	47.3	34.2	48.6	48.4	57.2	52.1	59.9	58.5	52.9
Standard error	1.26	1.88	6.98	1.90	2.73	1.72	3.27	3.39	1.99	1.68	2.37	4.91	3.79
Sample size (number of respondents)	9,520	1,000	120	1,100	510	1,190	900	460	1,180	1,430	1,030	260	250
p-values: youth with an IEP overall (IEP)	†	#	.700	#	.166	#	.418	.422	#	.212	#	.121	.629
p-values: autism (AUT)	#	†	.012	#	#	#	#	#	#	#	.025	.126	.001
p-values: deaf-blindness (DB)	.700	.012	†	.281	.881	.045	.977	.999	.223	.596	.111	.220	.562
p-values: emotional disturbance (ED)	#	#	.281	†	.034	.004	.034	.049	#	#	#	.001	.003
p-values: hearing impairment (HI)	.166	#	.881	.034	†	#	.748	.783	.002	.106	#	.040	.216
p-values: intellectual disability (ID)	#	#	.045	.004	#	†	#	#	#	#	#	#	#
p-values: multiple disabilities (MD)	.418	#	.977	.034	.748	#	†	.961	.011	.289	.003	.080	.369
p-values: orthopedic impairment (OI)	.422	#	.999	.049	.783	#	.961	†	.017	.290	.003	.080	.327
p-values: other health impairment (OHI)	#	#	.223	#	.002	#	.011	.017	†	.016	.356	.794	.264
p-values: specific learning disability (SLD)	.212	#	.596	#	.106	#	.289	.290	.016	†	.003	.195	.853
p-values: speech or language impairment (SLI)	#	.025	.111	#	#	#	.003	.003	.356	.003	†	.790	.116
p-values: traumatic brain injury (TBI)	.121	.126	.220	.001	.040	#	.080	.080	.794	.195	.790	†	.356
p-values: visual impairment (VI)	.629	.001	.562	.003	.216	#	.369	.327	.264	.853	.116	.356	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-11. Percentages of youth who have government-assisted or public health plans, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	85.8	92.0	85.4	88.9	86.9	91.8	92.7	88.9	89.8	82.0	80.3	89.4	88.4
Standard error	0.97	1.52	7.14	1.37	2.11	1.07	1.58	2.46	1.59	1.82	2.20	3.17	3.49
Sample size (number of respondents)	4,770	350	60	650	280	770	470	240	530	720	420	120	120
p-values: youth with an IEP overall (IEP)	†	#	.953	.035	.620	#	#	.233	.021	#	.009	.276	.477
p-values: autism (AUT)	#	†	.353	.129	.052	.935	.735	.302	.329	#	#	.476	.361
p-values: deaf-blindness (DB)	.953	.353	†	.636	.834	.376	.317	.645	.548	.643	.496	.609	.703
p-values: emotional disturbance (ED)	.035	.129	.636	†	.440	.071	.068	.996	.663	.002	#	.880	.900
p-values: hearing impairment (HI)	.620	.052	.834	.440	†	.038	.034	.548	.278	.072	.031	.498	.715
p-values: intellectual disability (ID)	#	.935	.376	.071	.038	†	.639	.286	.272	#	#	.479	.355
p-values: multiple disabilities (MD)	#	.735	.317	.068	.034	.639	†	.195	.178	#	#	.355	.259
p-values: orthopedic impairment (OI)	.233	.302	.645	.996	.548	.286	.195	†	.760	.019	.008	.896	.909
p-values: other health impairment (OHI)	.021	.329	.548	.663	.278	.272	.178	.760	†	.002	#	.909	.721
p-values: specific learning disability (SLD)	#	#	.643	.002	.072	#	#	.019	.002	†	.511	.039	.106
p-values: speech or language impairment (SLI)	.009	#	.496	#	.031	#	#	.008	#	.511	†	.024	.055
p-values: traumatic brain injury (TBI)	.276	.476	.609	.880	.498	.479	.355	.896	.909	.039	.024	†	.834
p-values: visual impairment (VI)	.477	.361	.703	.900	.715	.355	.259	.909	.721	.106	.055	.834	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-12. Percentages of youth whose parent is not married or in a marriage-like relationship, by disability group

Average, standard error, sample size, and p-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	37.1	28.4	32.4	49.8	33.7	41.9	37.7	35.2	35.7	36.4	28.7	40.1	28.0
Standard error	1.02	1.69	6.64	1.70	2.61	1.75	3.39	3.04	1.71	1.50	1.69	3.89	3.58
Sample size (number of respondents)	9,430	990	120	1,080	510	1,180	880	450	1,180	1,420	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	#	.481	#	.199	.003	.829	.550	.337	.430	#	.426	.012
p-values: autism (AUT)	#	†	.559	#	.089	#	.010	.047	#	#	.897	.004	.908
p-values: deaf-blindness (DB)	.481	.559	†	.012	.853	.157	.462	.699	.618	.551	.589	.320	.561
p-values: emotional disturbance (ED)	#	#	.012	†	#	.001	.001	#	#	#	#	.018	#
p-values: hearing impairment (HI)	.199	.089	.853	#	†	.007	.322	.697	.494	.344	.101	.147	.176
p-values: intellectual disability (ID)	.003	#	.157	.001	.007	†	.236	.046	.004	.011	#	.681	#
p-values: multiple disabilities (MD)	.829	.010	.462	.001	.322	.236	†	.577	.547	.693	.007	.615	.046
p-values: orthopedic impairment (OI)	.550	.047	.699	#	.697	.046	.577	†	.882	.718	.056	.312	.133
p-values: other health impairment (OHI)	.337	#	.618	#	.494	.004	.547	.882	†	.720	.002	.270	.045
p-values: specific learning disability (SLD)	.430	#	.551	#	.344	.011	.693	.718	.720	†	#	.358	.024
p-values: speech or language impairment (SLI)	#	.897	.589	#	.101	#	.007	.056	.002	#	†	.006	.853
p-values: traumatic brain injury (TBI)	.426	.004	.320	.018	.147	.681	.615	.312	.270	.358	.006	†	.023
p-values: visual impairment (VI)	.012	.908	.561	#	.176	#	.046	.133	.045	.024	.853	.023	†

A p-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. p-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-13. Average number of adults in the household, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	2.4	2.4	2.4	2.1	2.4	2.5	2.5	2.5	2.3	2.4	2.3	2.4	2.4
Standard error	0.02	0.04	0.14	0.04	0.07	0.04	0.05	0.06	0.03	0.03	0.04	0.10	0.07
Sample size (number of respondents)	9,420	990	120	1,080	510	1,180	880	450	1,170	1,420	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	.466	.950	#	.732	.001	.003	.062	#	.022	.430	.570	.724
p-values: autism (AUT)	.466	†	.881	#	.961	.076	.060	.214	.003	.744	.270	.803	.950
p-values: deaf-blindness (DB)	.950	.881	†	.057	.911	.392	.335	.480	.360	.790	.767	.778	.918
p-values: emotional disturbance (ED)	#	#	.057	†	.001	#	#	#	.003	#	#	.004	#
p-values: hearing impairment (HI)	.732	.961	.911	.001	†	.210	.164	.345	.071	.800	.456	.799	.992
p-values: intellectual disability (ID)	.001	.076	.392	#	.210	†	.761	.831	#	.111	.003	.505	.176
p-values: multiple disabilities (MD)	.003	.060	.335	#	.164	.761	†	.645	#	.080	.001	.384	.142
p-values: orthopedic impairment (OI)	.062	.214	.480	#	.345	.831	.645	†	#	.331	.029	.618	.303
p-values: other health impairment (OHI)	#	.003	.360	.003	.071	#	#	#	†	#	.088	.084	.055
p-values: specific learning disability (SLD)	.022	.744	.790	#	.800	.111	.080	.331	#	†	.128	.921	.770
p-values: speech or language impairment (SLI)	.430	.270	.767	#	.456	.003	.001	.029	.088	.128	†	.386	.495
p-values: traumatic brain injury (TBI)	.570	.803	.778	.004	.799	.505	.384	.618	.084	.921	.386	†	.794
p-values: visual impairment (VI)	.724	.950	.918	#	.992	.176	.142	.303	.055	.770	.495	.794	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-14. Percentages of youth who attend a lower-performing school, by disability group

Average, standard error, sample size, and p-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	26.7	21.5	37.5	32.7	31.5	33.6	27.4	22.8	22.0	25.9	19.1	19.5	25.0
Standard error	1.94	2.07	10.32	3.42	3.46	2.81	4.46	3.23	2.26	2.13	2.34	3.97	3.37
Sample size (number of respondents)	8,810	910	80	970	480	1,120	770	430	1,120	1,390	1,000	240	220
p-values: youth with an IEP overall (IEP)	†	.002	.288	.022	.129	#	.859	.219	#	.292	#	.052	.567
p-values: autism (AUT)	.002	†	.113	#	.003	#	.179	.695	.816	.033	.342	.601	.310
p-values: deaf-blindness (DB)	.288	.113	†	.644	.570	.700	.367	.167	.122	.256	.080	.088	.244
p-values: emotional disturbance (ED)	.022	#	.644	†	.758	.773	.294	.014	#	.026	#	.004	.042
p-values: hearing impairment (HI)	.129	.003	.570	.758	†	.553	.463	.045	.005	.087	.001	.018	.131
p-values: intellectual disability (ID)	#	#	.700	.773	.553	†	.196	.002	#	.001	#	.001	.016
p-values: multiple disabilities (MD)	.859	.179	.367	.294	.463	.196	†	.381	.185	.705	.037	.120	.641
p-values: orthopedic impairment (OI)	.219	.695	.167	.014	.045	.002	.381	†	.804	.375	.312	.488	.598
p-values: other health impairment (OHI)	#	.816	.122	#	.005	#	.185	.804	†	.027	.229	.524	.358
p-values: specific learning disability (SLD)	.292	.033	.256	.026	.087	.001	.705	.375	.027	†	.004	.109	.784
p-values: speech or language impairment (SLI)	#	.342	.080	#	.001	#	.037	.312	.229	.004	†	.930	.107
p-values: traumatic brain injury (TBI)	.052	.601	.088	.004	.018	.001	.120	.488	.524	.109	.930	†	.257
p-values: visual impairment (VI)	.567	.310	.244	.042	.131	.016	.641	.598	.358	.784	.107	.257	†

A p-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. p-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-15. Percentages of youth attending schools in cities, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	28.2	28.5	32.7	29.2	38.9	31.0	21.0	30.9	24.9	28.2	21.5	25.8	31.5
Standard error	2.44	2.86	9.38	3.20	3.96	3.09	4.56	4.21	2.74	2.56	2.74	7.15	3.90
Sample size (number of respondents)	9,110	950	120	1,020	500	1,150	830	440	1,140	1,400	1,010	250	240
p-values: youth with an IEP overall (IEP)	†	.868	.622	.610	.001	.155	.078	.451	.045	.995	.004	.732	.308
p-values: autism (AUT)	.868	†	.647	.781	.005	.363	.096	.547	.105	.890	.013	.696	.415
p-values: deaf-blindness (DB)	.622	.647	†	.713	.523	.854	.249	.849	.400	.623	.235	.548	.903
p-values: emotional disturbance (ED)	.610	.781	.713	†	.009	.473	.083	.684	.076	.680	.014	.632	.547
p-values: hearing impairment (HI)	.001	.005	.523	.009	†	.037	.001	.068	#	.001	#	.087	.093
p-values: intellectual disability (ID)	.155	.363	.854	.473	.037	†	.025	.976	.021	.225	.004	.478	.885
p-values: multiple disabilities (MD)	.078	.096	.249	.083	.001	.025	†	.096	.375	.089	.907	.557	.057
p-values: orthopedic impairment (OI)	.451	.547	.849	.684	.068	.976	.096	†	.114	.474	.030	.517	.871
p-values: other health impairment (OHI)	.045	.105	.400	.076	#	.021	.375	.114	†	.103	.222	.894	.059
p-values: specific learning disability (SLD)	.995	.890	.623	.680	.001	.225	.089	.474	.103	†	.007	.737	.332
p-values: speech or language impairment (SLI)	.004	.013	.235	.014	#	.004	.907	.030	.222	.007	†	.525	.008
p-values: traumatic brain injury (TBI)	.732	.696	.548	.632	.087	.478	.557	.517	.894	.737	.525	†	.444
p-values: visual impairment (VI)	.308	.415	.903	.547	.093	.885	.057	.871	.059	.332	.008	.444	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-16. Percentages of youth attending schools in suburban areas, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	33.8	38.9	36.6!	33.8	30.6	27.3	39.6	32.9	36.7	32.7	46.6	42.7	32.2
Standard error	2.40	3.17	11.30	3.46	4.02	3.00	4.78	5.73	2.93	2.59	3.47	8.04	4.03
Sample size (number of respondents)	9,110	950	120	1,020	500	1,150	830	440	1,140	1,400	1,010	250	240
p-values: youth with an IEP overall (IEP)	†	.011	.799	.997	.372	.002	.172	.870	.084	.240	#	.245	.623
p-values: autism (AUT)	.011	†	.837	.113	.039	#	.876	.301	.361	.012	.011	.621	.085
p-values: deaf-blindness (DB)	.799	.837	†	.805	.591	.407	.806	.755	.995	.724	.379	.647	.693
p-values: emotional disturbance (ED)	.997	.113	.805	†	.462	.031	.259	.884	.336	.707	#	.269	.692
p-values: hearing impairment (HI)	.372	.039	.591	.462	†	.453	.100	.711	.110	.584	#	.156	.736
p-values: intellectual disability (ID)	.002	#	.407	.031	.453	†	.009	.325	.001	.038	#	.052	.225
p-values: multiple disabilities (MD)	.172	.876	.806	.259	.100	.009	†	.353	.523	.122	.152	.717	.196
p-values: orthopedic impairment (OI)	.870	.301	.755	.884	.711	.325	.353	†	.512	.967	.022	.299	.892
p-values: other health impairment (OHI)	.084	.361	.995	.336	.110	.001	.523	.512	†	.064	.001	.454	.230
p-values: specific learning disability (SLD)	.240	.012	.724	.707	.584	.038	.122	.967	.064	†	#	.197	.876
p-values: speech or language impairment (SLI)	#	.011	.379	#	#	#	.152	.022	.001	#	†	.617	.001
p-values: traumatic brain injury (TBI)	.245	.621	.647	.269	.156	.052	.717	.299	.454	.197	.617	†	.212
p-values: visual impairment (VI)	.623	.085	.693	.692	.736	.225	.196	.892	.230	.876	.001	.212	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-17. Percentages of youth attending schools in town or rural areas, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	38.0	32.6	30.7!	37.0	30.5	41.7	39.4	36.2	38.4	39.1	31.9	31.5	36.3
Standard error	2.17	2.62	10.22	3.09	3.66	3.10	4.29	4.40	2.72	2.41	3.00	5.61	4.01
Sample size (number of respondents)	9,110	950	120	1,020	500	1,150	830	440	1,140	1,400	1,010	250	240
p-values: youth with an IEP overall (IEP)	†	.004	.471	.647	.020	.088	.729	.645	.809	.278	.019	.225	.636
p-values: autism (AUT)	.004	†	.845	.111	.559	.002	.118	.401	.010	.005	.807	.830	.372
p-values: deaf-blindness (DB)	.471	.845	†	.544	.988	.288	.431	.611	.446	.411	.905	.943	.600
p-values: emotional disturbance (ED)	.647	.111	.544	†	.085	.095	.606	.855	.594	.440	.140	.338	.864
p-values: hearing impairment (HI)	.020	.559	.988	.085	†	.004	.078	.246	.023	.014	.727	.878	.214
p-values: intellectual disability (ID)	.088	.002	.288	.095	.004	†	.605	.197	.246	.329	.006	.077	.190
p-values: multiple disabilities (MD)	.729	.118	.431	.606	.078	.605	†	.588	.823	.956	.090	.233	.578
p-values: orthopedic impairment (OI)	.645	.401	.611	.855	.246	.197	.588	†	.608	.482	.359	.476	.985
p-values: other health impairment (OHI)	.809	.010	.446	.594	.023	.246	.823	.608	†	.754	.026	.224	.589
p-values: specific learning disability (SLD)	.278	.005	.411	.440	.014	.329	.956	.482	.754	†	.015	.168	.461
p-values: speech or language impairment (SLI)	.019	.807	.905	.140	.727	.006	.090	.359	.026	.015	†	.937	.306
p-values: traumatic brain injury (TBI)	.225	.830	.943	.338	.878	.077	.233	.476	.224	.168	.937	†	.449
p-values: visual impairment (VI)	.636	.372	.600	.864	.214	.190	.578	.985	.589	.461	.306	.449	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-18. Percentages of youth attending a school that serves only students with disabilities, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	4.3	12.8	26.4	8.0	8.7	8.7	19.4	6.3!	1.6	1.4!	1.0!	8.6	11.2
Standard error	0.44	1.56	7.00	1.20	1.52	1.35	2.68	2.20	0.44	0.42	0.43	1.95	2.57
Sample size (number of respondents)	9,520	1,010	120	1,100	510	1,200	900	460	1,180	1,440	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	#	.002	.001	.003	#	#	.349	#	#	#	.022	.008
p-values: autism (AUT)	#	†	.054	.006	.049	.009	.009	.003	#	#	#	.052	.583
p-values: deaf-blindness (DB)	.002	.054	†	.009	.014	.013	.349	.006	#	#	#	.014	.034
p-values: emotional disturbance (ED)	.001	.006	.009	†	.699	.675	#	.462	#	#	#	.787	.258
p-values: hearing impairment (HI)	.003	.049	.014	.699	†	.981	#	.364	#	#	#	.962	.421
p-values: intellectual disability (ID)	#	.009	.013	.675	.981	†	#	.303	#	#	#	.939	.402
p-values: multiple disabilities (MD)	#	.009	.349	#	#	#	†	#	#	#	#	#	.025
p-values: orthopedic impairment (OI)	.349	.003	.006	.462	.364	.303	#	†	.040	.026	.021	.344	.162
p-values: other health impairment (OHI)	#	#	#	#	#	#	#	.040	†	.627	.337	.001	#
p-values: specific learning disability (SLD)	#	#	#	#	#	#	#	.026	.627	†	.578	#	#
p-values: speech or language impairment (SLI)	#	#	#	#	#	#	#	.021	.337	.578	†	#	#
p-values: traumatic brain injury (TBI)	.022	.052	.014	.787	.962	.939	#	.344	.001	#	#	†	.413
p-values: visual impairment (VI)	.008	.583	.034	.258	.421	.402	.025	.162	#	#	#	.413	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

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

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	34.4	30.6	27.9!	41.3	33.7	37.1	49.8	25.0	31.3	33.4	32.4	37.7	27.1
Standard error	2.14	2.75	8.77	2.96	3.49	2.93	4.70	2.92	2.61	2.43	3.07	7.28	3.70
Sample size (number of respondents)	8,980	930	100	1,000	490	1,140	810	440	1,130	1,390	1,000	240	230
p-values: youth with an IEP overall (IEP)	†	.078	.447	.001	.818	.194	#	.001	.053	.263	.414	.636	.027
p-values: autism (AUT)	.078	†	.757	#	.409	.021	#	.097	.808	.289	.562	.316	.371
p-values: deaf-blindness (DB)	.447	.757	†	.132	.523	.289	.025	.745	.705	.526	.606	.345	.931
p-values: emotional disturbance (ED)	.001	#	.132	†	.043	.115	.073	#	#	.002	.006	.619	#
p-values: hearing impairment (HI)	.818	.409	.523	.043	†	.365	.003	.026	.472	.935	.751	.602	.139
p-values: intellectual disability (ID)	.194	.021	.289	.115	.365	†	.005	#	.037	.147	.172	.930	.014
p-values: multiple disabilities (MD)	#	#	.025	.073	.003	.005	†	#	#	#	#	.137	#
p-values: orthopedic impairment (OI)	.001	.097	.745	#	.026	#	#	†	.057	.007	.042	.089	.626
p-values: other health impairment (OHI)	.053	.808	.705	#	.472	.037	#	.057	†	.310	.680	.370	.241
p-values: specific learning disability (SLD)	.263	.289	.526	.002	.935	.147	#	.007	.310	†	.723	.542	.071
p-values: speech or language impairment (SLI)	.414	.562	.606	.006	.751	.172	#	.042	.680	.723	†	.445	.169
p-values: traumatic brain injury (TBI)	.636	.316	.345	.619	.602	.930	.137	.089	.370	.542	.445	†	.171
p-values: visual impairment (VI)	.027	.371	.931	#	.139	.014	#	.626	.241	.071	.169	.171	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-20. Percentages of youth who are 14 years old or younger, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	35.5	36.8	23.8!	31.8	34.9	27.9	28.3	32.7	37.7	35.8	53.9	30.1	34.3
Standard error	1.08	1.89	7.87	1.92	2.71	1.64	1.95	2.82	1.79	1.75	2.13	3.53	3.85
Sample size (number of respondents)	9,550	1,010	120	1,100	520	1,200	900	460	1,180	1,440	1,030	260	250
p-values: youth with an IEP overall (IEP)	†	.497	.135	.041	.827	#	#	.322	.194	.726	#	.136	.762
p-values: autism (AUT)	.497	†	.092	.059	.541	#	.001	.192	.723	.698	#	.101	.549
p-values: deaf-blindness (DB)	.135	.092	†	.320	.166	.606	.580	.243	.076	.136	#	.463	.209
p-values: emotional disturbance (ED)	.041	.059	.320	†	.321	.098	.184	.772	.013	.087	#	.663	.548
p-values: hearing impairment (HI)	.827	.541	.166	.321	†	.023	.049	.570	.361	.760	#	.286	.899
p-values: intellectual disability (ID)	#	#	.606	.098	.023	†	.883	.123	#	.001	#	.563	.119
p-values: multiple disabilities (MD)	#	.001	.580	.184	.049	.883	†	.194	#	.003	#	.646	.153
p-values: orthopedic impairment (OI)	.322	.192	.243	.772	.570	.123	.194	†	.100	.325	#	.559	.742
p-values: other health impairment (OHI)	.194	.723	.076	.013	.361	#	#	.100	†	.436	#	.053	.417
p-values: specific learning disability (SLD)	.726	.698	.136	.087	.760	.001	.003	.325	.436	†	#	.143	.714
p-values: speech or language impairment (SLI)	#	#	#	#	#	#	#	#	#	#	†	#	#
p-values: traumatic brain injury (TBI)	.136	.101	.463	.663	.286	.563	.646	.559	.053	.143	#	†	.414
p-values: visual impairment (VI)	.762	.549	.209	.548	.899	.119	.153	.742	.417	.714	#	.414	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-21. Percentages of youth who are 15 to 18 years old, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	59.4	52.5	58.0	63.8	59.3	56.2	53.2	56.5	59.8	61.7	44.6	60.9	58.6
Standard error	1.03	1.84	8.15	1.88	2.63	1.53	1.80	2.93	1.76	1.72	2.05	3.35	3.94
Sample size (number of respondents)	9,550	1,010	120	1,100	520	1,200	900	460	1,180	1,440	1,030	260	250
p-values: youth with an IEP overall (IEP)	†	#	.861	.015	.969	.043	.001	.324	.826	.018	#	.664	.837
p-values: autism (AUT)	#	†	.501	#	.026	.099	.795	.210	.003	#	.002	.030	.157
p-values: deaf-blindness (DB)	.861	.501	†	.485	.874	.824	.567	.856	.825	.654	.098	.739	.946
p-values: emotional disturbance (ED)	.015	#	.485	†	.144	.001	#	.028	.090	.382	#	.428	.226
p-values: hearing impairment (HI)	.969	.026	.874	.144	†	.296	.059	.461	.874	.414	#	.708	.877
p-values: intellectual disability (ID)	.043	.099	.824	.001	.296	†	.182	.912	.109	.013	#	.193	.570
p-values: multiple disabilities (MD)	.001	.795	.567	#	.059	.182	†	.328	.007	#	.001	.036	.202
p-values: orthopedic impairment (OI)	.324	.210	.856	.028	.461	.912	.328	†	.311	.118	#	.313	.681
p-values: other health impairment (OHI)	.826	.003	.825	.090	.874	.109	.007	.311	†	.410	#	.762	.778
p-values: specific learning disability (SLD)	.018	#	.654	.382	.414	.013	#	.118	.410	†	#	.825	.458
p-values: speech or language impairment (SLI)	#	.002	.098	#	#	#	.001	#	#	#	†	#	.001
p-values: traumatic brain injury (TBI)	.664	.030	.739	.428	.708	.193	.036	.313	.762	.825	#	†	.642
p-values: visual impairment (VI)	.837	.157	.946	.226	.877	.570	.202	.681	.778	.458	.001	.642	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-22. Percentages of youth who are 19 years old or older, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	5.1	10.7	18.2!	4.4	5.8	15.9	18.6	10.7	2.5	2.4	1.5	9.0	7.1
Standard error	0.26	1.10	6.33	0.55	0.91	1.11	1.50	2.04	0.37	0.29	0.42	1.90	2.05
Sample size (number of respondents)	9,550	1,010	120	1,100	520	1,200	900	460	1,180	1,440	1,030	260	250
p-values: youth with an IEP overall (IEP)	†	#	.039	.200	.467	#	#	.006	#	#	#	.042	.330
p-values: autism (AUT)	#	†	.242	#	#	.001	#	.991	#	#	#	.430	.121
p-values: deaf-blindness (DB)	.039	.242	†	.030	.054	.719	.951	.261	.013	.013	.009	.165	.094
p-values: emotional disturbance (ED)	.200	#	.030	†	.200	#	#	.003	.005	.001	#	.021	.204
p-values: hearing impairment (HI)	.467	#	.054	.200	†	#	#	.030	.001	.001	#	.139	.562
p-values: intellectual disability (ID)	#	.001	.719	#	#	†	.118	.025	#	#	#	.003	#
p-values: multiple disabilities (MD)	#	#	.951	#	#	.118	†	.003	#	#	#	#	#
p-values: orthopedic impairment (OI)	.006	.991	.261	.003	.030	.025	.003	†	#	#	#	.540	.228
p-values: other health impairment (OHI)	#	#	.013	.005	.001	#	#	#	†	.841	.072	.001	.028
p-values: specific learning disability (SLD)	#	#	.013	.001	.001	#	#	#	.841	†	.066	.001	.026
p-values: speech or language impairment (SLI)	#	#	.009	#	#	#	#	#	.072	.066	†	#	.008
p-values: traumatic brain injury (TBI)	.042	.430	.165	.021	.139	.003	#	.540	.001	.001	#	†	.496
p-values: visual impairment (VI)	.330	.121	.094	.204	.562	#	#	.228	.028	.026	.008	.496	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-23. Percentages of youth who are male, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	66.7	84.0	55.7	75.3	54.0	58.8	62.4	61.1	70.7	64.3	67.5	64.2	55.0
Standard error	0.80	1.29	5.58	1.38	2.40	1.46	2.05	2.77	1.65	1.48	1.61	3.25	3.77
Sample size (number of respondents)	9,550	1,010	120	1,100	520	1,200	900	460	1,180	1,440	1,030	260	250
p-values: youth with an IEP overall (IEP)	†	#	.051	#	#	#	.047	.048	.014	.006	.664	.445	.003
p-values: autism (AUT)	#	†	#	#	#	#	#	#	#	#	#	#	#
p-values: deaf-blindness (DB)	.051	#	†	.001	.777	.590	.253	.381	.010	.134	.047	.175	.919
p-values: emotional disturbance (ED)	#	#	.001	†	#	#	#	#	.031	#	#	.002	#
p-values: hearing impairment (HI)	#	#	.777	#	†	.083	.009	.054	#	#	#	.010	.812
p-values: intellectual disability (ID)	#	#	.590	#	.083	†	.135	.435	#	.008	#	.106	.338
p-values: multiple disabilities (MD)	.047	#	.253	#	.009	.135	†	.707	.002	.457	.071	.653	.083
p-values: orthopedic impairment (OI)	.048	#	.381	#	.054	.435	.707	†	.005	.289	.048	.478	.189
p-values: other health impairment (OHI)	.014	#	.010	.031	#	#	.002	.005	†	.004	.159	.076	#
p-values: specific learning disability (SLD)	.006	#	.134	#	#	.008	.457	.289	.004	†	.153	.973	.026
p-values: speech or language impairment (SLI)	.664	#	.047	#	#	#	.071	.048	.159	.153	†	.369	.002
p-values: traumatic brain injury (TBI)	.445	#	.175	.002	.010	.106	.653	.478	.076	.973	.369	†	.066
p-values: visual impairment (VI)	.003	#	.919	#	.812	.338	.083	.189	#	.026	.002	.066	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-24. Percentages of youth who are black, not Hispanic or Latino, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	19.0	12.3	18.0	24.8	13.5	26.9	17.3	11.1	17.5	19.3	13.9	15.0	14.3
Standard error	1.37	1.55	5.34	2.49	1.89	2.46	3.09	1.72	1.67	1.54	1.60	4.03	2.54
Sample size (number of respondents)	9,530	1,010	120	1,100	510	1,190	900	460	1,180	1,440	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	#	.842	.002	.001	#	.506	#	.163	.683	#	.317	.067
p-values: autism (AUT)	#	†	.273	#	.519	#	.096	.522	.001	#	.359	.506	.462
p-values: deaf-blindness (DB)	.842	.273	†	.243	.418	.109	.912	.215	.925	.802	.459	.658	.535
p-values: emotional disturbance (ED)	.002	#	.243	†	#	.367	.029	#	.001	.016	#	.029	.001
p-values: hearing impairment (HI)	.001	.519	.418	#	†	#	.211	.267	.040	.002	.859	.722	.812
p-values: intellectual disability (ID)	#	#	.109	.367	#	†	.004	#	#	#	#	.008	#
p-values: multiple disabilities (MD)	.506	.096	.912	.029	.211	.004	†	.060	.952	.454	.238	.634	.437
p-values: orthopedic impairment (OI)	#	.522	.215	#	.267	#	.060	†	.001	#	.165	.341	.234
p-values: other health impairment (OHI)	.163	.001	.925	.001	.040	#	.952	.001	†	.225	.053	.553	.241
p-values: specific learning disability (SLD)	.683	#	.802	.016	.002	#	.454	#	.225	†	.001	.299	.068
p-values: speech or language impairment (SLI)	#	.359	.459	#	.859	#	.238	.165	.053	.001	†	.774	.900
p-values: traumatic brain injury (TBI)	.317	.506	.658	.029	.722	.008	.634	.341	.553	.299	.774	†	.866
p-values: visual impairment (VI)	.067	.462	.535	.001	.812	#	.437	.234	.241	.068	.900	.866	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth's race and ethnicity. Sample information was used when parent survey data is not available. Black includes African American. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table B-25. Percentages of youth who are Hispanic or Latino, of any race, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	23.6	16.3	23.3!	17.5	27.9	20.7	19.5	29.4	17.2	27.0	25.7	17.2	25.9
Standard error	1.58	1.78	7.03	1.77	2.92	2.00	2.53	3.20	1.70	1.98	2.62	3.50	3.40
Sample size (number of respondents)	9,530	1,010	120	1,100	510	1,190	900	460	1,180	1,440	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	#	.967	#	.102	.058	.107	.034	#	#	.360	.056	.472
p-values: autism (AUT)	#	†	.300	.536	#	.030	.272	#	.605	#	#	.807	.006
p-values: deaf-blindness (DB)	.967	.300	†	.410	.535	.692	.591	.379	.363	.602	.722	.427	.729
p-values: emotional disturbance (ED)	#	.536	.410	†	.001	.092	.479	#	.863	#	.003	.927	.014
p-values: hearing impairment (HI)	.102	#	.535	.001	†	.013	.024	.677	#	.757	.519	.012	.593
p-values: intellectual disability (ID)	.058	.030	.692	.092	.013	†	.650	.004	.082	.002	.058	.334	.127
p-values: multiple disabilities (MD)	.107	.272	.591	.479	.024	.650	†	.011	.428	.008	.068	.569	.117
p-values: orthopedic impairment (OI)	.034	#	.379	#	.677	.004	.011	†	#	.434	.293	.004	.339
p-values: other health impairment (OHI)	#	.605	.363	.863	#	.082	.428	#	†	#	.001	.990	.007
p-values: specific learning disability (SLD)	#	#	.602	#	.757	.002	.008	.434	#	†	.622	.005	.712
p-values: speech or language impairment (SLI)	.360	#	.722	.003	.519	.058	.068	.293	.001	.622	†	.020	.971
p-values: traumatic brain injury (TBI)	.056	.807	.427	.927	.012	.334	.569	.004	.990	.005	.020	†	.057
p-values: visual impairment (VI)	.472	.006	.729	.014	.593	.127	.117	.339	.007	.712	.971	.057	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Parent survey respondents were asked to indicate youth's race and ethnicity. Sample information was used when parent survey data is not available. Hispanic includes Latino. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table B-26. Percentages of youth who are white, Asian, or other race, not Hispanic or Latino, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	57.4	71.4	58.7	57.7	58.5	52.4	63.3	59.6	65.3	53.7	60.4	67.8	59.9
Standard error	1.86	2.14	7.68	2.70	3.29	2.59	4.76	3.18	2.14	2.28	2.87	4.13	3.82
Sample size (number of respondents)	9,530	1,010	120	1,100	510	1,190	900	460	1,180	1,440	1,020	260	250
p-values: youth with an IEP overall (IEP)	†	#	.861	.875	.683	.012	.162	.451	#	#	.248	.008	.483
p-values: autism (AUT)	#	†	.093	#	#	#	.077	#	.003	#	#	.383	.003
p-values: deaf-blindness (DB)	.861	.093	†	.899	.985	.420	.611	.910	.387	.521	.827	.286	.884
p-values: emotional disturbance (ED)	.875	#	.899	†	.812	.041	.245	.606	.003	.139	.421	.023	.585
p-values: hearing impairment (HI)	.683	#	.985	.812	†	.078	.366	.797	.033	.124	.629	.054	.762
p-values: intellectual disability (ID)	.012	#	.420	.041	.078	†	.025	.046	#	.621	.012	#	.059
p-values: multiple disabilities (MD)	.162	.077	.611	.245	.366	.025	†	.503	.645	.030	.571	.432	.570
p-values: orthopedic impairment (OI)	.451	#	.910	.606	.797	.046	.503	†	.067	.068	.830	.090	.939
p-values: other health impairment (OHI)	#	.003	.387	.003	.033	#	.645	.067	†	#	.096	.540	.153
p-values: specific learning disability (SLD)	#	#	.521	.139	.124	.621	.030	.068	#	†	.027	.001	.100
p-values: speech or language impairment (SLI)	.248	#	.827	.421	.629	.012	.571	.830	.096	.027	†	.103	.905
p-values: traumatic brain injury (TBI)	.008	.383	.286	.023	.054	#	.432	.090	.540	.001	.103	†	.128
p-values: visual impairment (VI)	.483	.003	.884	.585	.762	.059	.570	.939	.153	.100	.905	.128	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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

Table B-27. Percentages of youth who are limited English proficient, by disability group

Average, standard error, sample size, and *p*-values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	9.6	3.8!	3.6!	4.7	13.4	8.2	3.1	10.9	5.7	12.2	11.8	7.6	6.4
Standard error	1.13	1.17	1.76	0.89	1.95	1.39	0.79	2.49	1.43	1.49	1.80	1.98	1.87
Sample size (number of respondents)	8,580	900	110	970	450	1,040	800	420	1,090	1,320	950	230	220
p-values: youth with an IEP overall (IEP)	†	#	.002	#	.042	.195	#	.578	#	#	.109	.280	.074
p-values: autism (AUT)	#	†	.897	.354	#	#	.605	.003	.068	#	#	.054	.128
p-values: deaf-blindness (DB)	.002	.897	†	.562	#	.022	.801	.002	.316	#	.001	.124	.202
p-values: emotional disturbance (ED)	#	.354	.562	†	#	.003	.157	.014	.427	#	#	.135	.337
p-values: hearing impairment (HI)	.042	#	#	#	†	.013	#	.372	#	.559	.477	.026	.004
p-values: intellectual disability (ID)	.195	#	.022	.003	.013	†	.001	.267	.072	.007	.029	.794	.345
p-values: multiple disabilities (MD)	#	.605	.801	.157	#	.001	†	.003	.099	#	#	.027	.101
p-values: orthopedic impairment (OI)	.578	.003	.002	.014	.372	.267	.003	†	.036	.608	.751	.248	.127
p-values: other health impairment (OHI)	#	.068	.316	.427	#	.072	.099	.036	†	#	#	.352	.716
p-values: specific learning disability (SLD)	#	#	#	#	.559	.007	#	.608	#	†	.793	.016	.004
p-values: speech or language impairment (SLI)	.109	#	.001	#	.477	.029	#	.751	#	.793	†	.059	.013
p-values: traumatic brain injury (TBI)	.280	.054	.124	.135	.026	.794	.027	.248	.352	.016	.059	†	.620
p-values: visual impairment (VI)	.074	.128	.202	.337	.004	.345	.101	.127	.716	.004	.013	.620	†

A *p*-value is the probability of not rejecting the hypothesis that there is a difference between the average for the pair of groups identified in each row and column. *p*-values < .05 are considered statistically significant.

!=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

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

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