

Appendix D. Detailed tables for chapter 4 of volume 2:
Comparisons across disability groups

Table D-1. Percentages of youth who agree that they feel part of the school, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	83.5	85.5	100.0	73.5	80.8	82.6	84.8	92.9	85.1	84.0	86.6	87.7	91.2
Standard error	0.75	1.70	#	1.91	2.34	1.61	1.91	1.79	1.37	1.15	1.29	2.65	2.05
Sample size (number of respondents)	6,490	590	40	860	340	670	400	260	910	1,160	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.268	#	#	.268	.565	.505	#	.227	.438	.025	.136	#
<i>p</i> -values: autism (AUT)	.268	†	#	#	.102	.213	.785	.003	.865	.467	.597	.511	.037
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	#	#	#	#	#	#	#	#	#
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	.011	#	#	#	#	#	#	#	#
<i>p</i> -values: hearing impairment (HI)	.268	.102	#	.011	†	.527	.158	#	.101	.238	.026	.051	.001
<i>p</i> -values: intellectual disability (ID)	.565	.213	#	#	.527	†	.360	#	.205	.471	.048	.110	.001
<i>p</i> -values: multiple disabilities (MD)	.505	.785	#	#	.158	.360	†	.002	.901	.710	.415	.371	.021
<i>p</i> -values: orthopedic impairment (OI)	#	.003	#	#	#	#	.002	†	.001	#	.005	.108	.551
<i>p</i> -values: other health impairment (OHI)	.227	.865	#	#	.101	.205	.901	.001	†	.529	.407	.391	.012
<i>p</i> -values: specific learning disability (SLD)	.438	.467	#	#	.238	.471	.710	#	.529	†	.125	.215	.002
<i>p</i> -values: speech or language impairment (SLI)	.025	.597	#	#	.026	.048	.415	.005	.407	.125	†	.720	.059
<i>p</i> -values: traumatic brain injury (TBI)	.136	.511	#	#	.051	.110	.371	.108	.391	.215	.720	†	.296
<i>p</i> -values: visual impairment (VI)	#	.037	#	#	.001	.001	.021	.551	.012	.002	.059	.296	†

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: Youth survey respondents, excluding proxies, were asked how strongly they agree that they feel part of the school. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-2. Percentages of youth who agree that they feel close to people at school, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	80.1	80.4	80.1	73.1	82.3	78.0	82.4	85.0	81.5	80.5	86.2	76.9	83.2
Standard error	0.75	1.88	8.18	1.84	2.18	1.77	1.92	2.47	1.42	1.23	1.25	4.34	3.32
Sample size (number of respondents)	6,490	590	40	860	340	670	400	260	910	1,160	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.877	.999	#	.325	.243	.216	.053	.284	.571	#	.475	.354
<i>p</i> -values: autism (AUT)	.877	†	.973	.006	.489	.375	.415	.134	.633	.963	.008	.454	.466
<i>p</i> -values: deaf-blindness (DB)	.999	.973	†	.399	.791	.807	.775	.568	.862	.963	.463	.733	.728
<i>p</i> -values: emotional disturbance (ED)	#	.006	.399	†	.001	.032	#	#	#	.001	#	.404	.006
<i>p</i> -values: hearing impairment (HI)	.325	.489	.791	.001	†	.123	.959	.414	.755	.470	.113	.260	.825
<i>p</i> -values: intellectual disability (ID)	.243	.375	.807	.032	.123	†	.081	.025	.118	.257	#	.814	.159
<i>p</i> -values: multiple disabilities (MD)	.216	.415	.775	#	.959	.081	†	.426	.692	.366	.091	.245	.850
<i>p</i> -values: orthopedic impairment (OI)	.053	.134	.568	#	.414	.025	.426	†	.212	.101	.667	.106	.670
<i>p</i> -values: other health impairment (OHI)	.284	.633	.862	#	.755	.118	.692	.212	†	.571	.015	.305	.637
<i>p</i> -values: specific learning disability (SLD)	.571	.963	.963	.001	.470	.257	.366	.101	.571	†	.001	.440	.450
<i>p</i> -values: speech or language impairment (SLI)	#	.008	.463	#	.113	#	.091	.667	.015	.001	†	.043	.374
<i>p</i> -values: traumatic brain injury (TBI)	.475	.454	.733	.404	.260	.814	.245	.106	.305	.440	.043	†	.232
<i>p</i> -values: visual impairment (VI)	.354	.466	.728	.006	.825	.159	.850	.670	.637	.450	.374	.232	†

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Note: Youth survey respondents, excluding proxies, were asked how strongly they agree that they feel close to people at school. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-3. Percentages of youth who agree that they are happy to be at school, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	83.3	87.5	98.5	73.6	83.9	80.8	80.3	86.9	84.4	84.3	88.1	79.1	89.4
Standard error	0.76	1.51	1.57	1.81	2.21	2.17	1.79	2.35	1.36	1.27	1.20	3.83	2.30
Sample size (number of respondents)	6,490	590	40	860	340	670	400	260	910	1,160	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.008	#	#	.791	.246	.113	.115	.417	.157	#	.276	.011
<i>p</i> -values: autism (AUT)	.008	†	#	#	.158	.014	.001	.814	.145	.091	.770	.042	.499
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	#	#	#	#	#	#	#	#	.001
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	#	.008	.011	#	#	#	#	.179	#
<i>p</i> -values: hearing impairment (HI)	.791	.158	#	#	†	.279	.191	.364	.842	.868	.089	.270	.088
<i>p</i> -values: intellectual disability (ID)	.246	.014	#	.008	.279	†	.849	.061	.139	.172	.003	.690	.008
<i>p</i> -values: multiple disabilities (MD)	.113	.001	#	.011	.191	.849	†	.026	.061	.066	#	.783	.002
<i>p</i> -values: orthopedic impairment (OI)	.115	.814	#	#	.364	.061	.026	†	.358	.283	.646	.094	.453
<i>p</i> -values: other health impairment (OHI)	.417	.145	#	#	.842	.139	.061	.358	†	.971	.028	.184	.058
<i>p</i> -values: specific learning disability (SLD)	.157	.091	#	#	.868	.172	.066	.283	.971	†	.029	.193	.055
<i>p</i> -values: speech or language impairment (SLI)	#	.770	#	#	.089	.003	#	.646	.028	.029	†	.023	.620
<i>p</i> -values: traumatic brain injury (TBI)	.276	.042	#	.179	.270	.690	.783	.094	.184	.193	.023	†	.014
<i>p</i> -values: visual impairment (VI)	.011	.499	.001	#	.088	.008	.002	.453	.058	.055	.620	.014	†

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.

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Note: Youth survey respondents, excluding proxies, were asked how strongly they agree that they are happy at school. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-4. Percentages of youth who agree that they feel safe in school, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	89.0	90.8	100.0	84.8	87.7	87.6	89.7	92.6	88.8	89.4	92.5	89.0	95.5
Standard error	0.61	1.43	#	1.47	2.15	1.41	1.51	1.55	1.31	0.98	0.97	2.93	1.55
Sample size (number of respondents)	6,490	590	40	860	340	670	400	260	910	1,160	830	180	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.212	#	.005	.548	.297	.642	.030	.908	.503	#	.995	#
<i>p</i> -values: autism (AUT)	.212	†	#	.004	.235	.092	.606	.388	.315	.396	.353	.557	.032
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	#	#	#	#	#	#	#	#	.003
<i>p</i> -values: emotional disturbance (ED)	.005	.004	#	†	.255	.138	.014	#	.040	.014	#	.173	#
<i>p</i> -values: hearing impairment (HI)	.548	.235	#	.255	†	.973	.438	.056	.643	.466	.036	.732	.003
<i>p</i> -values: intellectual disability (ID)	.297	.092	#	.138	.973	†	.291	.017	.502	.277	.003	.662	#
<i>p</i> -values: multiple disabilities (MD)	.642	.606	#	.014	.438	.291	†	.160	.661	.850	.113	.822	.008
<i>p</i> -values: orthopedic impairment (OI)	.030	.388	#	#	.056	.017	.160	†	.070	.078	.927	.260	.209
<i>p</i> -values: other health impairment (OHI)	.908	.315	#	.040	.643	.502	.661	.070	†	.744	.015	.969	.001
<i>p</i> -values: specific learning disability (SLD)	.503	.396	#	.014	.466	.277	.850	.078	.744	†	.014	.893	.001
<i>p</i> -values: speech or language impairment (SLI)	#	.353	#	#	.036	.003	.113	.927	.015	.014	†	.261	.103
<i>p</i> -values: traumatic brain injury (TBI)	.995	.557	#	.173	.732	.662	.822	.260	.969	.893	.261	†	.056
<i>p</i> -values: visual impairment (VI)	#	.032	.003	#	.003	#	.008	.209	.001	.001	.103	.056	†

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Note: Youth survey respondents, excluding proxies, were asked how strongly they agree that they feel safe at school. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-5. Percentages of youth who agree that teachers encourage students to do their best, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	92.2	92.5	93.8	89.9	92.1	90.2	89.8	95.5	93.4	92.4	94.1	94.7	93.9
Standard error	0.47	1.35	6.16	1.02	1.48	1.24	1.68	1.39	0.90	0.79	0.96	1.62	1.75
Sample size (number of respondents)	6,490	590	40	860	340	670	400	260	910	1,160	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.854	.806	.022	.947	.102	.144	.021	.231	.820	.077	.133	.371
<i>p</i> -values: autism (AUT)	.854	†	.841	.121	.860	.217	.222	.110	.592	.926	.320	.312	.541
<i>p</i> -values: deaf-blindness (DB)	.806	.841	†	.540	.800	.579	.535	.782	.948	.820	.958	.885	.986
<i>p</i> -values: emotional disturbance (ED)	.022	.121	.540	†	.217	.826	.959	.001	.016	.059	.003	.013	.054
<i>p</i> -values: hearing impairment (HI)	.947	.860	.800	.217	†	.299	.302	.104	.507	.899	.286	.244	.446
<i>p</i> -values: intellectual disability (ID)	.102	.217	.579	.826	.299	†	.841	.004	.049	.153	.016	.023	.091
<i>p</i> -values: multiple disabilities (MD)	.144	.222	.535	.959	.302	.841	†	.009	.066	.151	.027	.042	.098
<i>p</i> -values: orthopedic impairment (OI)	.021	.110	.782	.001	.104	.004	.009	†	.183	.043	.407	.704	.463
<i>p</i> -values: other health impairment (OHI)	.231	.592	.948	.016	.507	.049	.066	.183	†	.416	.579	.478	.788
<i>p</i> -values: specific learning disability (SLD)	.820	.926	.820	.059	.899	.153	.151	.043	.416	†	.171	.170	.433
<i>p</i> -values: speech or language impairment (SLI)	.077	.320	.958	.003	.286	.016	.027	.407	.579	.171	†	.741	.914
<i>p</i> -values: traumatic brain injury (TBI)	.133	.312	.885	.013	.244	.023	.042	.704	.478	.170	.741	†	.722
<i>p</i> -values: visual impairment (VI)	.371	.541	.986	.054	.446	.091	.098	.463	.788	.433	.914	.722	†

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Note: Youth survey respondents, excluding proxies, were asked how strongly they agree that teachers encourage students to do their best. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-6. Percentages of youth who agree that a school adult tells them when they do a good job, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	93.6	94.4	96.3	92.9	95.7	92.9	93.1	95.0	94.5	93.3	95.9	95.4	95.2
Standard error	0.48	1.01	3.60	1.02	1.24	1.22	1.93	1.75	0.83	0.83	0.76	1.86	1.74
Sample size (number of respondents)	6,430	590	40	850	340	660	390	260	900	1,150	820	170	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.474	.463	.507	.119	.574	.777	.439	.323	.433	.008	.363	.375
<i>p</i> -values: autism (AUT)	.474	†	.607	.292	.435	.356	.538	.758	.978	.393	.258	.663	.696
<i>p</i> -values: deaf-blindness (DB)	.463	.607	†	.363	.864	.378	.430	.752	.617	.414	.907	.816	.764
<i>p</i> -values: emotional disturbance (ED)	.507	.292	.363	†	.085	.985	.933	.297	.257	.794	.019	.256	.254
<i>p</i> -values: hearing impairment (HI)	.119	.435	.864	.085	†	.116	.266	.772	.403	.107	.879	.895	.845
<i>p</i> -values: intellectual disability (ID)	.574	.356	.378	.985	.116	†	.947	.321	.312	.824	.043	.245	.285
<i>p</i> -values: multiple disabilities (MD)	.777	.538	.430	.933	.266	.947	†	.460	.501	.931	.171	.402	.412
<i>p</i> -values: orthopedic impairment (OI)	.439	.758	.752	.297	.772	.321	.460	†	.768	.365	.657	.897	.934
<i>p</i> -values: other health impairment (OHI)	.323	.978	.617	.257	.403	.312	.501	.768	†	.299	.205	.662	.698
<i>p</i> -values: specific learning disability (SLD)	.433	.393	.414	.794	.107	.824	.931	.365	.299	†	.018	.300	.305
<i>p</i> -values: speech or language impairment (SLI)	.008	.258	.907	.019	.879	.043	.171	.657	.205	.018	†	.798	.730
<i>p</i> -values: traumatic brain injury (TBI)	.363	.663	.816	.256	.895	.245	.402	.897	.662	.300	.798	†	.961
<i>p</i> -values: visual impairment (VI)	.375	.696	.764	.254	.845	.285	.412	.934	.698	.305	.730	.961	†

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.

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Note: Youth survey respondents, excluding proxies, were asked how strongly they agree that an adult at school tells them when they do a good job. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-7. Percentages of youth who agree that a school adult listens to them, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	91.8	93.0	95.4	87.8	92.2	88.6	91.0	93.0	91.7	92.6	93.8	95.5	94.9
Standard error	0.50	1.21	3.73	1.15	1.62	1.61	1.45	1.98	1.07	0.83	0.96	1.24	1.69
Sample size (number of respondents)	6,490	590	40	860	340	670	400	260	910	1,160	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.340	.346	#	.798	.047	.573	.544	.915	.112	.065	.005	.085
<i>p</i> -values: autism (AUT)	.340	†	.553	.002	.702	.030	.291	.991	.424	.786	.638	.145	.372
<i>p</i> -values: deaf-blindness (DB)	.346	.553	†	.054	.444	.102	.271	.569	.354	.470	.677	.973	.908
<i>p</i> -values: emotional disturbance (ED)	#	.002	.054	†	.025	.660	.091	.022	.014	.001	#	#	.001
<i>p</i> -values: hearing impairment (HI)	.798	.702	.444	.025	†	.117	.547	.751	.775	.832	.405	.118	.264
<i>p</i> -values: intellectual disability (ID)	.047	.030	.102	.660	.117	†	.280	.088	.117	.034	.007	#	.007
<i>p</i> -values: multiple disabilities (MD)	.573	.291	.271	.091	.547	.280	†	.399	.684	.322	.106	.017	.075
<i>p</i> -values: orthopedic impairment (OI)	.544	.991	.569	.022	.751	.088	.399	†	.557	.841	.756	.301	.479
<i>p</i> -values: other health impairment (OHI)	.915	.424	.354	.014	.775	.117	.684	.557	†	.503	.167	.024	.113
<i>p</i> -values: specific learning disability (SLD)	.112	.786	.470	.001	.832	.034	.322	.841	.503	†	.361	.054	.239
<i>p</i> -values: speech or language impairment (SLI)	.065	.638	.677	#	.405	.007	.106	.756	.167	.361	†	.288	.580
<i>p</i> -values: traumatic brain injury (TBI)	.005	.145	.973	#	.118	#	.017	.301	.024	.054	.288	†	.772
<i>p</i> -values: visual impairment (VI)	.085	.372	.908	.001	.264	.007	.075	.479	.113	.239	.580	.772	†

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Note: Youth survey respondents, excluding proxies, were asked how strongly they agree that an adult at school listens to them. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-8. Percentages of youth who agree that a school adult believes in them, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	93.9	95.0	100.0	92.3	93.5	90.5	92.2	94.4	94.4	94.2	95.5	98.0	97.7
Standard error	0.45	1.06	#	0.99	1.54	1.49	1.43	1.86	0.79	0.74	0.75	0.92	0.99
Sample size (number of respondents)	6,410	580	40	840	340	660	390	260	900	1,150	820	170	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.356	#	.108	.801	.018	.249	.804	.548	.483	.053	#	.001
<i>p</i> -values: autism (AUT)	.356	†	#	.066	.458	.017	.124	.794	.682	.561	.691	.028	.061
<i>p</i> -values: deaf-blindness (DB)	#	#	†	#	#	#	#	.003	#	#	#	.030	.018
<i>p</i> -values: emotional disturbance (ED)	.108	.066	#	†	.513	.323	.947	.311	.108	.128	.009	#	#
<i>p</i> -values: hearing impairment (HI)	.801	.458	#	.513	†	.171	.520	.710	.609	.683	.251	.013	.027
<i>p</i> -values: intellectual disability (ID)	.018	.017	#	.323	.171	†	.455	.116	.027	.024	.003	#	#
<i>p</i> -values: multiple disabilities (MD)	.249	.124	#	.947	.520	.455	†	.349	.178	.220	.034	.001	.002
<i>p</i> -values: orthopedic impairment (OI)	.804	.794	.003	.311	.710	.116	.349	†	.999	.926	.587	.083	.123
<i>p</i> -values: other health impairment (OHI)	.548	.682	#	.108	.609	.027	.178	.999	†	.857	.311	.003	.012
<i>p</i> -values: specific learning disability (SLD)	.483	.561	#	.128	.683	.024	.220	.926	.857	†	.196	.001	.007
<i>p</i> -values: speech or language impairment (SLI)	.053	.691	#	.009	.251	.003	.034	.587	.311	.196	†	.039	.080
<i>p</i> -values: traumatic brain injury (TBI)	#	.028	.030	#	.013	#	.001	.083	.003	.001	.039	†	.806
<i>p</i> -values: visual impairment (VI)	.001	.061	.018	#	.027	#	.002	.123	.012	.007	.080	.806	†

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: Youth survey respondents, excluding proxies, were asked how strongly they agree that an adult at school believes they will be a success. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-9. Percentages of youth who agree that teachers treat students fairly, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	82.2	89.8	89.2	75.0	85.0	81.1	81.4	85.0	83.1	81.7	86.9	85.8	91.2
Standard error	0.79	1.35	6.97	1.96	2.14	1.82	2.23	2.48	1.50	1.32	1.35	2.94	2.73
Sample size (number of respondents)	6,490	590	40	860	340	670	400	260	910	1,160	830	170	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.325	#	.207	.510	.699	.273	.536	.438	.001	.231	.002
<i>p</i> -values: autism (AUT)	#	†	.929	#	.059	#	.002	.100	.001	#	.140	.213	.650
<i>p</i> -values: deaf-blindness (DB)	.325	.929	†	.050	.574	.254	.289	.591	.407	.292	.753	.670	.770
<i>p</i> -values: emotional disturbance (ED)	#	#	.050	†	.001	.018	.028	.002	.001	.006	#	.002	#
<i>p</i> -values: hearing impairment (HI)	.207	.059	.574	.001	†	.145	.215	.999	.459	.174	.445	.832	.077
<i>p</i> -values: intellectual disability (ID)	.510	#	.254	.018	.145	†	.912	.198	.352	.790	.007	.178	.002
<i>p</i> -values: multiple disabilities (MD)	.699	.002	.289	.028	.215	.912	†	.273	.492	.910	.027	.234	.005
<i>p</i> -values: orthopedic impairment (OI)	.273	.100	.591	.002	.999	.198	.273	†	.514	.217	.503	.840	.099
<i>p</i> -values: other health impairment (OHI)	.536	.001	.407	.001	.459	.352	.492	.514	†	.457	.057	.420	.013
<i>p</i> -values: specific learning disability (SLD)	.438	#	.292	.006	.174	.790	.910	.217	.457	†	.003	.187	.002
<i>p</i> -values: speech or language impairment (SLI)	.001	.140	.753	#	.445	.007	.027	.503	.057	.003	†	.732	.166
<i>p</i> -values: traumatic brain injury (TBI)	.231	.213	.670	.002	.832	.178	.234	.840	.420	.187	.732	†	.176
<i>p</i> -values: visual impairment (VI)	.002	.650	.770	#	.077	.002	.005	.099	.013	.002	.166	.176	†

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: Youth survey respondents, excluding proxies, were asked how strongly they agree that teachers at school treat students fairly. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-10. Percentages of youth who agree that a school adult cares about them, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	91.7	96.0	91.9	92.5	92.1	89.2	92.2	91.7	93.4	90.8	92.8	95.8	97.1
Standard error	0.51	0.86	5.86	1.02	1.90	1.45	1.70	2.17	0.94	0.90	1.02	1.91	1.18
Sample size (number of respondents)	6,480	590	40	860	340	670	400	260	910	1,160	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.964	.464	.836	.084	.771	.982	.068	.074	.305	.039	#
<i>p</i> -values: autism (AUT)	#	†	.494	.011	.062	#	.042	.068	.048	#	.017	.919	.439
<i>p</i> -values: deaf-blindness (DB)	.964	.494	†	.927	.982	.656	.968	.972	.807	.843	.882	.533	.375
<i>p</i> -values: emotional disturbance (ED)	.464	.011	.927	†	.854	.077	.879	.752	.511	.233	.822	.117	.004
<i>p</i> -values: hearing impairment (HI)	.836	.062	.982	.854	†	.232	.967	.900	.541	.537	.733	.180	.026
<i>p</i> -values: intellectual disability (ID)	.084	#	.656	.077	.232	†	.170	.327	.017	.357	.041	.008	#
<i>p</i> -values: multiple disabilities (MD)	.771	.042	.968	.879	.967	.170	†	.865	.545	.471	.738	.163	.017
<i>p</i> -values: orthopedic impairment (OI)	.982	.068	.972	.752	.900	.327	.865	†	.480	.682	.646	.162	.033
<i>p</i> -values: other health impairment (OHI)	.068	.048	.807	.511	.541	.017	.545	.480	†	.046	.677	.268	.014
<i>p</i> -values: specific learning disability (SLD)	.074	#	.843	.233	.537	.357	.471	.682	.046	†	.141	.019	#
<i>p</i> -values: speech or language impairment (SLI)	.305	.017	.882	.822	.733	.041	.738	.646	.677	.141	†	.188	.007
<i>p</i> -values: traumatic brain injury (TBI)	.039	.919	.533	.117	.180	.008	.163	.162	.268	.019	.188	†	.556
<i>p</i> -values: visual impairment (VI)	#	.439	.375	.004	.026	#	.017	.033	.014	#	.007	.556	†

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: Youth survey respondents, excluding proxies, were asked how strongly they agree that an adult at school cares about them. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-11. Percentages of youth who agree that a school adult notices when they are not there, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	88.4	89.6	66.8	90.8	86.6	83.6	90.1	89.7	89.1	87.9	88.2	96.2	94.9
Standard error	0.67	1.51	12.14	1.04	1.88	1.99	1.88	1.99	1.12	1.10	1.22	1.63	1.67
Sample size (number of respondents)	6,470	580	40	860	340	670	400	260	910	1,160	820	170	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.413	.077	.046	.357	.014	.373	.523	.546	.381	.885	#	#
<i>p</i> -values: autism (AUT)	.413	†	.063	.501	.199	.017	.851	.965	.766	.320	.456	.005	.020
<i>p</i> -values: deaf-blindness (DB)	.077	.063	†	.050	.107	.182	.059	.065	.069	.083	.081	.017	.022
<i>p</i> -values: emotional disturbance (ED)	.046	.501	.050	†	.052	.002	.745	.636	.283	.062	.124	.006	.030
<i>p</i> -values: hearing impairment (HI)	.357	.199	.107	.052	†	.275	.197	.263	.257	.545	.471	#	.002
<i>p</i> -values: intellectual disability (ID)	.014	.017	.182	.002	.275	†	.022	.029	.018	.053	.043	#	#
<i>p</i> -values: multiple disabilities (MD)	.373	.851	.059	.745	.197	.022	†	.896	.623	.292	.399	.015	.057
<i>p</i> -values: orthopedic impairment (OI)	.523	.965	.065	.636	.263	.029	.896	†	.776	.419	.524	.012	.053
<i>p</i> -values: other health impairment (OHI)	.546	.766	.069	.283	.257	.018	.623	.776	†	.436	.590	#	.003
<i>p</i> -values: specific learning disability (SLD)	.381	.320	.083	.062	.545	.053	.292	.419	.436	†	.846	#	.001
<i>p</i> -values: speech or language impairment (SLI)	.885	.456	.081	.124	.471	.043	.399	.524	.590	.846	†	#	.002
<i>p</i> -values: traumatic brain injury (TBI)	#	.005	.017	.006	#	#	.015	.012	#	#	#	†	.567
<i>p</i> -values: visual impairment (VI)	#	.020	.022	.030	.002	#	.057	.053	.003	.001	.002	.567	†

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: Youth survey respondents, excluding proxies, were asked how strongly they agree that an adult at school notices when they are not there. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-12. Percentages of youth who agree that a school adult wants them to do their best, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	96.2	96.9	94.0	96.1	97.2	92.3	96.2	94.5	97.3	96.2	97.0	97.6	98.2
Standard error	0.38	0.87	4.94	0.72	0.97	1.54	1.02	1.87	0.58	0.64	0.61	1.01	1.01
Sample size (number of respondents)	6,430	590	40	850	340	670	390	260	900	1,150	820	170	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.414	.665	.897	.291	.009	.940	.370	.047	.990	.209	.173	.058
<i>p</i> -values: autism (AUT)	.414	†	.564	.461	.817	.011	.624	.241	.696	.481	.911	.590	.332
<i>p</i> -values: deaf-blindness (DB)	.665	.564	†	.682	.523	.749	.659	.933	.504	.668	.543	.471	.411
<i>p</i> -values: emotional disturbance (ED)	.897	.461	.682	†	.327	.030	.884	.425	.137	.924	.297	.199	.091
<i>p</i> -values: hearing impairment (HI)	.291	.817	.523	.327	†	.009	.486	.194	.918	.343	.873	.764	.502
<i>p</i> -values: intellectual disability (ID)	.009	.011	.749	.030	.009	†	.040	.385	.002	.021	.005	.004	.001
<i>p</i> -values: multiple disabilities (MD)	.940	.624	.659	.884	.486	.040	†	.406	.373	.943	.500	.334	.180
<i>p</i> -values: orthopedic impairment (OI)	.370	.241	.933	.425	.194	.385	.406	†	.141	.391	.190	.133	.080
<i>p</i> -values: other health impairment (OHI)	.047	.696	.504	.137	.918	.002	.373	.141	†	.161	.710	.794	.439
<i>p</i> -values: specific learning disability (SLD)	.990	.481	.668	.924	.343	.021	.943	.391	.161	†	.325	.219	.098
<i>p</i> -values: speech or language impairment (SLI)	.209	.911	.543	.297	.873	.005	.500	.190	.710	.325	†	.607	.282
<i>p</i> -values: traumatic brain injury (TBI)	.173	.590	.471	.199	.764	.004	.334	.133	.794	.219	.607	†	.715
<i>p</i> -values: visual impairment (VI)	.058	.332	.411	.091	.502	.001	.180	.080	.439	.098	.282	.715	†

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: Youth survey respondents, excluding proxies, were asked how strongly they agree that an adult at school wants them to do their best. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. Positive views are responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-13. Percentages of youth who agree that class work is hard to learn, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	53.9	56.7	58.0	48.2	57.0	64.5	54.9	50.5	57.3	53.2	46.8	64.5	52.7
Standard error	1.06	2.44	12.27	1.82	3.46	2.07	2.92	3.44	2.10	1.78	2.13	4.15	3.97
Sample size (number of respondents)	6,480	590	40	860	340	660	400	260	910	1,160	830	170	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.259	.741	.003	.393	#	.721	.331	.077	.488	.002	.010	.772
<i>p</i> -values: autism (AUT)	.259	†	.918	.004	.939	.015	.648	.154	.830	.240	.002	.094	.374
<i>p</i> -values: deaf-blindness (DB)	.741	.918	†	.433	.938	.608	.809	.558	.958	.703	.371	.616	.685
<i>p</i> -values: emotional disturbance (ED)	.003	.004	.433	†	.028	#	.054	.550	.001	.043	.639	#	.285
<i>p</i> -values: hearing impairment (HI)	.393	.939	.938	.028	†	.065	.648	.170	.928	.348	.014	.142	.406
<i>p</i> -values: intellectual disability (ID)	#	.015	.608	#	.065	†	.008	.001	.020	#	#	.986	.007
<i>p</i> -values: multiple disabilities (MD)	.721	.648	.809	.054	.648	.008	†	.326	.497	.601	.024	.057	.646
<i>p</i> -values: orthopedic impairment (OI)	.331	.154	.558	.550	.170	.001	.326	†	.100	.458	.374	.008	.663
<i>p</i> -values: other health impairment (OHI)	.077	.830	.958	.001	.928	.020	.497	.100	†	.117	#	.107	.310
<i>p</i> -values: specific learning disability (SLD)	.488	.240	.703	.043	.348	#	.601	.458	.117	†	.026	.009	.907
<i>p</i> -values: speech or language impairment (SLI)	.002	.002	.371	.639	.014	#	.024	.374	#	.026	†	#	.183
<i>p</i> -values: traumatic brain injury (TBI)	.010	.094	.616	#	.142	.986	.057	.008	.107	.009	#	†	.040
<i>p</i> -values: visual impairment (VI)	.772	.374	.685	.285	.406	.007	.646	.663	.310	.907	.183	.040	†

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: Youth survey respondents, excluding proxies, were asked how strongly they agree or disagree that class work is hard to learn. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. The table focuses on responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-14. Percentages of youth who agree that they have trouble keeping up with homework, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	47.3	48.7	62.7	47.5	37.2	45.9	44.7	46.6	55.8	46.2	40.2	49.6	43.8
Standard error	0.96	2.25	11.68	1.80	3.04	2.26	2.93	3.72	1.98	1.73	2.06	4.76	4.12
Sample size (number of respondents)	6,450	590	40	850	340	650	390	260	910	1,160	830	170	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.555	.191	.896	.001	.569	.389	.854	#	.262	.001	.630	.410
<i>p</i> -values: autism (AUT)	.555	†	.249	.691	.003	.385	.279	.616	.022	.378	.005	.861	.308
<i>p</i> -values: deaf-blindness (DB)	.191	.249	†	.198	.035	.163	.131	.188	.561	.166	.058	.288	.128
<i>p</i> -values: emotional disturbance (ED)	.896	.691	.198	†	.003	.586	.403	.814	.002	.591	.009	.682	.389
<i>p</i> -values: hearing impairment (HI)	.001	.003	.035	.003	†	.021	.080	.049	#	.011	.417	.034	.208
<i>p</i> -values: intellectual disability (ID)	.569	.385	.163	.586	.021	†	.754	.881	.001	.933	.061	.503	.653
<i>p</i> -values: multiple disabilities (MD)	.389	.279	.131	.403	.080	.754	†	.684	.002	.656	.204	.374	.856
<i>p</i> -values: orthopedic impairment (OI)	.854	.616	.188	.814	.049	.881	.684	†	.027	.917	.144	.612	.600
<i>p</i> -values: other health impairment (OHI)	#	.022	.561	.002	#	.001	.002	.027	†	#	#	.224	.010
<i>p</i> -values: specific learning disability (SLD)	.262	.378	.166	.591	.011	.933	.656	.917	#	†	.032	.495	.595
<i>p</i> -values: speech or language impairment (SLI)	.001	.005	.058	.009	.417	.061	.204	.144	#	.032	†	.061	.428
<i>p</i> -values: traumatic brain injury (TBI)	.630	.861	.288	.682	.034	.503	.374	.612	.224	.495	.061	†	.350
<i>p</i> -values: visual impairment (VI)	.410	.308	.128	.389	.208	.653	.856	.600	.010	.595	.428	.350	†

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: Youth survey respondents, excluding proxies, were asked how strongly they agree or disagree that they have trouble keeping up with homework. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. The table focuses on responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-15. Percentages of youth who agree that they need more help from teachers, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	50.4	51.5	64.7	47.2	50.0	64.8	51.3	47.0	50.1	49.5	48.1	49.8	39.0
Standard error	1.06	2.38	8.72	1.80	3.16	2.09	3.50	3.60	2.15	1.73	2.16	4.81	4.19
Sample size (number of respondents)	6,480	590	40	860	340	670	400	260	910	1,160	830	170	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.653	.106	.084	.896	#	.795	.369	.871	.318	.316	.907	.009
<i>p</i> -values: autism (AUT)	.653	†	.155	.153	.687	#	.963	.300	.663	.475	.257	.754	.012
<i>p</i> -values: deaf-blindness (DB)	.106	.155	†	.051	.112	.987	.151	.065	.109	.089	.064	.136	.009
<i>p</i> -values: emotional disturbance (ED)	.084	.153	.051	†	.445	#	.299	.960	.304	.351	.756	.601	.073
<i>p</i> -values: hearing impairment (HI)	.896	.687	.112	.445	†	#	.772	.519	.979	.893	.635	.983	.046
<i>p</i> -values: intellectual disability (ID)	#	#	.987	#	#	†	.001	#	#	#	#	.004	#
<i>p</i> -values: multiple disabilities (MD)	.795	.963	.151	.299	.772	.001	†	.394	.751	.631	.426	.806	.025
<i>p</i> -values: orthopedic impairment (OI)	.369	.300	.065	.960	.519	#	.394	†	.493	.547	.791	.615	.129
<i>p</i> -values: other health impairment (OHI)	.871	.663	.109	.304	.979	#	.751	.493	†	.829	.543	.966	.020
<i>p</i> -values: specific learning disability (SLD)	.318	.475	.089	.351	.893	#	.631	.547	.829	†	.615	.939	.023
<i>p</i> -values: speech or language impairment (SLI)	.316	.257	.064	.756	.635	#	.426	.791	.543	.615	†	.741	.064
<i>p</i> -values: traumatic brain injury (TBI)	.907	.754	.136	.601	.983	.004	.806	.615	.966	.939	.741	†	.104
<i>p</i> -values: visual impairment (VI)	.009	.012	.009	.073	.046	#	.025	.129	.020	.023	.064	.104	†

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: Youth survey respondents, excluding proxies, were asked how strongly they agree or disagree that they need more help from teachers than they are receiving. The response categories were agree a lot, agree a little, disagree a little, and disagree a lot. The table focuses on responses of agree a lot or agree a little. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-16. Average number of hours of homework per week, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	4.9	4.6	5.2	4.4	7.2	2.9	2.9	4.9	5.4	5.3	5.8	4.4	5.9
Standard error	0.12	0.24	0.79	0.20	1.14	0.14	0.24	0.41	0.24	0.20	0.25	0.65	0.36
Sample size (number of respondents)	7,680	840	80	900	400	930	730	360	940	1,160	860	190	210
<i>p</i> -values: youth with an IEP overall (IEP)	†	.116	.711	.005	.050	#	#	.962	.059	.001	.001	.372	.012
<i>p</i> -values: autism (AUT)	.116	†	.407	.518	.026	#	#	.465	.013	.014	#	.771	.003
<i>p</i> -values: deaf-blindness (DB)	.711	.407	†	.288	.162	.003	.005	.730	.842	.930	.477	.376	.453
<i>p</i> -values: emotional disturbance (ED)	.005	.518	.288	†	.018	#	#	.222	.002	#	#	.989	#
<i>p</i> -values: hearing impairment (HI)	.050	.026	.162	.018	†	#	#	.070	.116	.110	.249	.034	.282
<i>p</i> -values: intellectual disability (ID)	#	#	.003	#	#	†	.904	#	#	#	#	.026	#
<i>p</i> -values: multiple disabilities (MD)	#	#	.005	#	#	.904	†	#	#	#	#	.031	#
<i>p</i> -values: orthopedic impairment (OI)	.962	.465	.730	.222	.070	#	#	†	.330	.383	.074	.462	.077
<i>p</i> -values: other health impairment (OHI)	.059	.013	.842	.002	.116	#	#	.330	†	.794	.233	.146	.245
<i>p</i> -values: specific learning disability (SLD)	.001	.014	.930	#	.110	#	#	.383	.794	†	.101	.161	.148
<i>p</i> -values: speech or language impairment (SLI)	.001	#	.477	#	.249	#	#	.074	.233	.101	†	.033	.893
<i>p</i> -values: traumatic brain injury (TBI)	.372	.771	.376	.989	.034	.026	.031	.462	.146	.161	.033	†	.043
<i>p</i> -values: visual impairment (VI)	.012	.003	.453	#	.282	#	#	.077	.245	.148	.893	.043	†

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: Youth survey respondents were asked how many hours per week they usually spend completing homework during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-17. Percentages of youth who have repeated a grade, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	32.2	21.6	32.7	29.9	26.3	36.8	25.5	24.7	30.6	36.4	21.1	25.9	22.1
Standard error	1.30	1.47	6.42	1.84	2.46	1.84	2.14	2.57	1.74	1.96	2.04	3.11	2.94
Sample size (number of respondents)	9,480	1,000	120	1,100	510	1,180	890	450	1,180	1,440	1,030	260	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.933	.157	.019	.012	.005	.004	.335	#	#	.054	.001
<i>p</i> -values: autism (AUT)	#	†	.094	#	.089	#	.138	.255	#	#	.834	.200	.867
<i>p</i> -values: deaf-blindness (DB)	.933	.094	†	.671	.344	.547	.280	.239	.747	.575	.081	.318	.125
<i>p</i> -values: emotional disturbance (ED)	.157	#	.671	†	.215	.003	.104	.085	.747	.002	#	.249	.022
<i>p</i> -values: hearing impairment (HI)	.019	.089	.344	.215	†	#	.797	.649	.125	#	.086	.913	.274
<i>p</i> -values: intellectual disability (ID)	.012	#	.547	.003	#	†	#	#	.009	.873	#	.002	#
<i>p</i> -values: multiple disabilities (MD)	.005	.138	.280	.104	.797	#	†	.825	.060	#	.143	.916	.363
<i>p</i> -values: orthopedic impairment (OI)	.004	.255	.239	.085	.649	#	.825	†	.039	#	.242	.776	.498
<i>p</i> -values: other health impairment (OHI)	.335	#	.747	.747	.125	.009	.060	.039	†	.008	#	.184	.009
<i>p</i> -values: specific learning disability (SLD)	#	#	.575	.002	#	.873	#	#	.008	†	#	.003	#
<i>p</i> -values: speech or language impairment (SLI)	#	.834	.081	#	.086	#	.143	.242	#	#	†	.166	.756
<i>p</i> -values: traumatic brain injury (TBI)	.054	.200	.318	.249	.913	.002	.916	.776	.184	.003	.166	†	.395
<i>p</i> -values: visual impairment (VI)	.001	.867	.125	.022	.274	#	.363	.498	.009	#	.756	.395	†

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 youth has ever been held back a grade in school since entering kindergarten. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-18. Percentages of youth who got together with friends at least once a week in the past year, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	51.8	28.5	16.0!	58.2	46.7	41.9	35.1	35.5	57.2	55.7	53.1	48.0	46.8
Standard error	0.93	1.67	5.60	1.80	2.78	1.82	2.20	3.42	1.83	1.66	2.09	4.85	4.10
Sample size (number of respondents)	8,140	890	100	950	420	1,020	780	380	1,000	1,220	890	220	220
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	#	#	.079	#	#	#	.002	#	.534	.441	.238
<i>p</i> -values: autism (AUT)	#	†	.028	#	#	#	.014	.067	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	#	.028	†	#	#	#	.001	.004	#	#	#	#	#
<i>p</i> -values: emotional disturbance (ED)	#	#	#	†	.001	#	#	#	.669	.297	.062	.046	.010
<i>p</i> -values: hearing impairment (HI)	.079	#	#	.001	†	.137	.001	.015	.001	.006	.071	.814	.987
<i>p</i> -values: intellectual disability (ID)	#	#	#	#	.137	†	.016	.102	#	#	#	.220	.276
<i>p</i> -values: multiple disabilities (MD)	#	.014	.001	#	.001	.016	†	.924	#	#	#	.017	.011
<i>p</i> -values: orthopedic impairment (OI)	#	.067	.004	#	.015	.102	.924	†	#	#	#	.037	.046
<i>p</i> -values: other health impairment (OHI)	.002	#	#	.669	.001	#	#	#	†	.529	.152	.081	.019
<i>p</i> -values: specific learning disability (SLD)	#	#	#	.297	.006	#	#	#	.529	†	.320	.134	.052
<i>p</i> -values: speech or language impairment (SLI)	.534	#	#	.062	.071	#	#	#	.152	.320	†	.347	.185
<i>p</i> -values: traumatic brain injury (TBI)	.441	#	#	.046	.814	.220	.017	.037	.081	.134	.347	†	.851
<i>p</i> -values: visual impairment (VI)	.238	#	#	.010	.987	.276	.011	.046	.019	.052	.185	.851	†

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: Youth survey respondents were asked about how many days a week they usually got together with friends outside of school and organized activities in the past 12 months. The response categories were 6 or 7 days a week; 4 or 5 days a week; 2 or 3 days a week; 1 day a week; sometimes, but not every week; and never. The percentages are for responses of at least 1 day a week. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-19. Percentages of youth who use text messages to communicate with friends at least once a day, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	54.4	22.2	40.8!	54.0	63.4	38.8	41.6	51.1	53.9	60.7	54.0	50.4	47.9
Standard error	0.98	1.95	13.50	1.95	2.74	2.21	2.79	4.77	1.97	1.69	2.08	3.99	4.39
Sample size (number of respondents)	6,570	590	40	880	350	680	400	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.313	.834	.002	#	#	.492	.769	#	.856	.329	.140
<i>p</i> -values: autism (AUT)	#	†	.181	#	#	#	#	#	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	.313	.181	†	.327	.105	.882	.954	.472	.335	.144	.336	.507	.617
<i>p</i> -values: emotional disturbance (ED)	.834	#	.327	†	.006	#	#	.572	.962	.009	.996	.406	.186
<i>p</i> -values: hearing impairment (HI)	.002	#	.105	.006	†	#	#	.028	.007	.403	.007	.007	.003
<i>p</i> -values: intellectual disability (ID)	#	#	.882	#	#	†	.416	.017	#	#	#	.011	.068
<i>p</i> -values: multiple disabilities (MD)	#	#	.954	#	#	.416	†	.080	.001	#	#	.071	.226
<i>p</i> -values: orthopedic impairment (OI)	.492	#	.472	.572	.028	.017	.080	†	.581	.061	.578	.908	.620
<i>p</i> -values: other health impairment (OHI)	.769	#	.335	.962	.007	#	.001	.581	†	.008	.959	.455	.211
<i>p</i> -values: specific learning disability (SLD)	#	#	.144	.009	.403	#	#	.061	.008	†	.016	.018	.006
<i>p</i> -values: speech or language impairment (SLI)	.856	#	.336	.996	.007	#	#	.578	.959	.016	†	.427	.206
<i>p</i> -values: traumatic brain injury (TBI)	.329	#	.507	.406	.007	.011	.071	.908	.455	.018	.427	†	.676
<i>p</i> -values: visual impairment (VI)	.140	#	.617	.186	.003	.068	.226	.620	.211	.006	.206	.676	†

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: Youth survey respondents, excluding proxies, were asked how often they use texting to communicate with friends. The response categories were several times a day, once a day, several times a week, once a week or less, and never. The percentages are for responses of at least once a day. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-20. Percentages of youth who use social media to communicate with friends at least once a day, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	43.3	18.3	35.3	43.6	46.1	30.1	34.3	40.7	44.2	47.2	43.1	37.7	35.9
Standard error	0.97	1.70	9.75	1.87	3.08	2.14	2.85	4.45	1.86	1.67	1.81	3.50	4.21
Sample size (number of respondents)	6,580	600	40	880	350	680	400	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.411	.884	.357	#	.001	.567	.610	#	.922	.119	.079
<i>p</i> -values: autism (AUT)	#	†	.094	#	#	#	#	#	#	#	#	#	#
<i>p</i> -values: deaf-blindness (DB)	.411	.094	†	.397	.294	.590	.921	.618	.372	.222	.435	.815	.958
<i>p</i> -values: emotional disturbance (ED)	.884	#	.397	†	.463	#	.009	.565	.801	.130	.861	.126	.075
<i>p</i> -values: hearing impairment (HI)	.357	#	.294	.463	†	#	.005	.331	.585	.747	.389	.069	.056
<i>p</i> -values: intellectual disability (ID)	#	#	.590	#	#	†	.205	.031	#	#	#	.063	.212
<i>p</i> -values: multiple disabilities (MD)	.001	#	.921	.009	.005	.205	†	.222	.003	#	.007	.438	.760
<i>p</i> -values: orthopedic impairment (OI)	.567	#	.618	.565	.331	.031	.222	†	.476	.167	.609	.600	.363
<i>p</i> -values: other health impairment (OHI)	.610	#	.372	.801	.585	#	.003	.476	†	.229	.652	.095	.077
<i>p</i> -values: specific learning disability (SLD)	#	#	.222	.130	.747	#	#	.167	.229	†	.093	.013	.010
<i>p</i> -values: speech or language impairment (SLI)	.922	#	.435	.861	.389	#	.007	.609	.652	.093	†	.181	.109
<i>p</i> -values: traumatic brain injury (TBI)	.119	#	.815	.126	.069	.063	.438	.600	.095	.013	.181	†	.748
<i>p</i> -values: visual impairment (VI)	.079	#	.958	.075	.056	.212	.760	.363	.077	.010	.109	.748	†

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: Youth survey respondents, excluding proxies, were asked how often they use Facebook, Twitter, and other social media to communicate with friends. The response categories were several times a day, once a day, several times a week, once a week or less, and never. The percentages are for responses of at least once a day. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-21. Percentages of youth who use a telephone to communicate with friends at least once a day, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	38.2	19.9	29.1!	41.3	38.3	38.2	38.5	31.0	36.6	40.9	33.2	25.9	30.0
Standard error	0.98	1.86	8.95	1.94	2.93	2.10	3.23	3.51	1.86	1.65	2.00	4.61	3.87
Sample size (number of respondents)	6,580	600	40	880	350	680	390	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.307	.125	.969	.996	.944	.044	.362	.003	.020	.008	.040
<i>p</i> -values: autism (AUT)	#	†	.314	#	#	#	#	.004	#	#	#	.239	.018
<i>p</i> -values: deaf-blindness (DB)	.307	.314	†	.177	.325	.309	.317	.836	.411	.194	.655	.755	.927
<i>p</i> -values: emotional disturbance (ED)	.125	#	.177	†	.421	.277	.449	.012	.081	.879	.003	.002	.007
<i>p</i> -values: hearing impairment (HI)	.969	#	.325	.421	†	.972	.978	.106	.623	.407	.130	.026	.094
<i>p</i> -values: intellectual disability (ID)	.996	#	.309	.277	.972	†	.944	.074	.557	.302	.088	.014	.066
<i>p</i> -values: multiple disabilities (MD)	.944	#	.317	.449	.978	.944	†	.119	.613	.501	.158	.030	.090
<i>p</i> -values: orthopedic impairment (OI)	.044	.004	.836	.012	.106	.074	.119	†	.156	.010	.593	.373	.842
<i>p</i> -values: other health impairment (OHI)	.362	#	.411	.081	.623	.557	.613	.156	†	.081	.197	.037	.126
<i>p</i> -values: specific learning disability (SLD)	.003	#	.194	.879	.407	.302	.501	.010	.081	†	.004	.002	.011
<i>p</i> -values: speech or language impairment (SLI)	.020	#	.655	.003	.130	.088	.158	.593	.197	.004	†	.126	.461
<i>p</i> -values: traumatic brain injury (TBI)	.008	.239	.755	.002	.026	.014	.030	.373	.037	.002	.126	†	.494
<i>p</i> -values: visual impairment (VI)	.040	.018	.927	.007	.094	.066	.090	.842	.126	.011	.461	.494	†

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: Youth survey respondents, excluding proxies, were asked how often they talk on a telephone (cellular, landline, Skype, or video phone) to communicate with friends. The response categories were several times a day, once a day, several times a week, once a week or less, and never. The percentages are for responses of at least once a day. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-22. Percentages of youth who use instant messages to communicate with friends at least once a day, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	26.7	11.2	37.2!	25.6	28.9	18.6	18.0	20.4	27.5	29.5	26.3	21.4	23.3
Standard error	0.90	1.56	11.68	1.57	2.96	1.60	2.37	2.73	1.68	1.61	1.76	3.27	3.81
Sample size (number of respondents)	6,550	590	40	880	340	680	390	260	920	1,170	830	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.368	.507	.460	#	#	.028	.646	.001	.823	.118	.379
<i>p</i> -values: autism (AUT)	#	†	.028	#	#	.001	.018	.004	#	#	#	.006	.003
<i>p</i> -values: deaf-blindness (DB)	.368	.028	†	.324	.497	.110	.099	.164	.404	.514	.352	.203	.263
<i>p</i> -values: emotional disturbance (ED)	.507	#	.324	†	.324	.002	.008	.102	.431	.075	.767	.250	.571
<i>p</i> -values: hearing impairment (HI)	.460	#	.497	.324	†	.001	.003	.041	.654	.859	.438	.086	.248
<i>p</i> -values: intellectual disability (ID)	#	.001	.110	.002	.001	†	.848	.572	#	#	.002	.443	.251
<i>p</i> -values: multiple disabilities (MD)	#	.018	.099	.008	.003	.848	†	.512	.001	#	.004	.416	.223
<i>p</i> -values: orthopedic impairment (OI)	.028	.004	.164	.102	.041	.572	.512	†	.027	.004	.057	.814	.530
<i>p</i> -values: other health impairment (OHI)	.646	#	.404	.431	.654	#	.001	.027	†	.391	.616	.105	.327
<i>p</i> -values: specific learning disability (SLD)	.001	#	.514	.075	.859	#	#	.004	.391	†	.169	.027	.120
<i>p</i> -values: speech or language impairment (SLI)	.823	#	.352	.767	.438	.002	.004	.057	.616	.169	†	.177	.493
<i>p</i> -values: traumatic brain injury (TBI)	.118	.006	.203	.250	.086	.443	.416	.814	.105	.027	.177	†	.709
<i>p</i> -values: visual impairment (VI)	.379	.003	.263	.571	.248	.251	.223	.530	.327	.120	.493	.709	†

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: Youth survey respondents, excluding proxies, were asked how often they use instant messages to communicate with friends. The response categories were several times a day, once a day, several times a week, once a week or less, and never. The percentages are for responses of at least once a day. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-23. Percentages of youth who use email to communicate with friends at least once a day, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	9.3	7.2	12.0!	9.3	13.7	9.9	7.7	8.4	10.2	9.1	10.0	5.3!	12.8
Standard error	0.60	1.24	5.86	1.06	2.03	1.35	1.43	1.85	1.31	0.94	1.28	1.86	2.99
Sample size (number of respondents)	6,580	590	40	880	350	680	400	260	920	1,180	840	180	200
<i>p</i> -values: youth with an IEP overall (IEP)	†	.093	.660	.972	.032	.675	.293	.615	.503	.625	.607	.040	.253
<i>p</i> -values: autism (AUT)	.093	†	.421	.167	.006	.141	.777	.592	.099	.214	.114	.414	.089
<i>p</i> -values: deaf-blindness (DB)	.660	.421	†	.652	.779	.737	.483	.560	.765	.635	.750	.283	.902
<i>p</i> -values: emotional disturbance (ED)	.972	.167	.652	†	.061	.725	.378	.667	.611	.881	.648	.066	.286
<i>p</i> -values: hearing impairment (HI)	.032	.006	.779	.061	†	.120	.017	.059	.131	.034	.110	.002	.790
<i>p</i> -values: intellectual disability (ID)	.675	.141	.737	.725	.120	†	.272	.493	.895	.606	.948	.052	.393
<i>p</i> -values: multiple disabilities (MD)	.293	.777	.483	.378	.017	.272	†	.786	.178	.437	.247	.313	.130
<i>p</i> -values: orthopedic impairment (OI)	.615	.592	.560	.667	.059	.493	.786	†	.419	.731	.476	.242	.218
<i>p</i> -values: other health impairment (OHI)	.503	.099	.765	.611	.131	.895	.178	.419	†	.499	.944	.038	.413
<i>p</i> -values: specific learning disability (SLD)	.625	.214	.635	.881	.034	.606	.437	.731	.499	†	.542	.072	.227
<i>p</i> -values: speech or language impairment (SLI)	.607	.114	.750	.648	.110	.948	.247	.476	.944	.542	†	.029	.414
<i>p</i> -values: traumatic brain injury (TBI)	.040	.414	.283	.066	.002	.052	.313	.242	.038	.072	.029	†	.037
<i>p</i> -values: visual impairment (VI)	.253	.089	.902	.286	.790	.393	.130	.218	.413	.227	.414	.037	†

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: Youth survey respondents, excluding proxies, were asked how often they use email to communicate with friends. The response categories were several times a day, once a day, several times a week, once a week or less, and never. The percentages are for responses of at least once a day. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-24. Percentages of youth who participated in a school sport or club in the past year, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	63.5	58.9	81.4	58.9	68.2	57.0	53.3	59.0	63.3	65.9	73.4	62.8	70.5
Standard error	0.93	2.10	6.39	1.79	2.74	1.83	2.57	3.23	1.82	1.58	2.05	4.84	3.89
Sample size (number of respondents)	7,760	850	90	890	400	960	740	370	950	1,170	870	200	210
<i>p</i> -values: youth with an IEP overall (IEP)	†	.022	.006	.011	.091	.001	#	.165	.913	.010	#	.885	.077
<i>p</i> -values: autism (AUT)	.022	†	.001	.999	.005	.484	.078	.974	.090	.004	#	.440	.007
<i>p</i> -values: deaf-blindness (DB)	.006	.001	†	.001	.062	#	#	.002	.007	.021	.227	.020	.151
<i>p</i> -values: emotional disturbance (ED)	.011	.999	.001	†	.003	.466	.062	.975	.083	.003	#	.438	.008
<i>p</i> -values: hearing impairment (HI)	.091	.005	.062	.003	†	.001	#	.022	.118	.454	.129	.338	.632
<i>p</i> -values: intellectual disability (ID)	.001	.484	#	.466	.001	†	.263	.573	.014	#	#	.261	.001
<i>p</i> -values: multiple disabilities (MD)	#	.078	#	.062	#	.263	†	.156	.001	#	#	.082	#
<i>p</i> -values: orthopedic impairment (OI)	.165	.974	.002	.975	.022	.573	.156	†	.240	.049	#	.508	.029
<i>p</i> -values: other health impairment (OHI)	.913	.090	.007	.083	.118	.014	.001	.240	†	.290	#	.922	.107
<i>p</i> -values: specific learning disability (SLD)	.010	.004	.021	.003	.454	#	#	.049	.290	†	.003	.540	.260
<i>p</i> -values: speech or language impairment (SLI)	#	#	.227	#	.129	#	#	#	#	.003	†	.036	.487
<i>p</i> -values: traumatic brain injury (TBI)	.885	.440	.020	.438	.338	.261	.082	.508	.922	.540	.036	†	.225
<i>p</i> -values: visual impairment (VI)	.077	.007	.151	.008	.632	.001	#	.029	.107	.260	.487	.225	†

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: Youth survey respondents were asked whether they participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-25. Percentages of youth who participated in a non-school sport or club in the past year, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	54.6	58.0	53.2	52.1	64.4	52.4	50.9	55.4	57.3	53.1	60.8	56.7	63.1
Standard error	1.02	1.90	8.02	1.90	2.78	1.83	2.81	3.33	1.93	1.70	2.30	4.95	3.96
Sample size (number of respondents)	8,150	890	100	950	420	1,020	780	380	1,000	1,220	900	220	220
<i>p</i> -values: youth with an IEP overall (IEP)	†	.079	.866	.206	.001	.222	.196	.803	.132	.123	.005	.664	.033
<i>p</i> -values: autism (AUT)	.079	†	.561	.031	.043	.024	.032	.499	.793	.042	.329	.815	.245
<i>p</i> -values: deaf-blindness (DB)	.866	.561	†	.894	.180	.921	.789	.798	.625	.987	.359	.711	.266
<i>p</i> -values: emotional disturbance (ED)	.206	.031	.894	†	#	.897	.729	.391	.049	.703	.004	.381	.010
<i>p</i> -values: hearing impairment (HI)	.001	.043	.180	#	†	#	.001	.039	.027	.001	.330	.189	.792
<i>p</i> -values: intellectual disability (ID)	.222	.024	.921	.897	#	†	.647	.404	.049	.783	.002	.414	.014
<i>p</i> -values: multiple disabilities (MD)	.196	.032	.789	.729	.001	.647	†	.295	.057	.499	.004	.305	.010
<i>p</i> -values: orthopedic impairment (OI)	.803	.499	.798	.391	.039	.404	.295	†	.617	.527	.179	.821	.133
<i>p</i> -values: other health impairment (OHI)	.132	.793	.625	.049	.027	.049	.057	.617	†	.092	.189	.919	.180
<i>p</i> -values: specific learning disability (SLD)	.123	.042	.987	.703	.001	.783	.499	.527	.092	†	.004	.473	.018
<i>p</i> -values: speech or language impairment (SLI)	.005	.329	.359	.004	.330	.002	.004	.179	.189	.004	†	.434	.606
<i>p</i> -values: traumatic brain injury (TBI)	.664	.815	.711	.381	.189	.414	.305	.821	.919	.473	.434	†	.307
<i>p</i> -values: visual impairment (VI)	.033	.245	.266	.010	.792	.014	.010	.133	.180	.018	.606	.307	†

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: Youth survey respondents were asked whether they had taken part in any of the following non-school activities in the past 12 months: organized sport supervised by an adult; music, dance, art, or theater lessons; a religious youth group or religious instruction; math, science or computer camps or lessons, volunteer or community service group; scouting or another group or club activity; or another camp or type of non-school activity. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-26. Percentages of youth who were teased or called names at school, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	37.0	41.3	23.3!	47.7	37.1	39.3	36.2	26.1	44.1	33.7	30.7	37.3	29.5
Standard error	0.97	2.51	8.82	2.23	2.94	2.16	2.51	3.21	1.92	1.59	1.94	5.22	4.09
Sample size (number of respondents)	6,270	570	40	830	330	630	390	250	880	1,120	810	160	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.098	.122	#	.951	.305	.778	.001	#	#	.003	.949	.070
<i>p</i> -values: autism (AUT)	.098	†	.059	.048	.306	.586	.164	#	.385	.011	.001	.480	.016
<i>p</i> -values: deaf-blindness (DB)	.122	.059	†	.006	.139	.081	.157	.771	.021	.244	.411	.190	.528
<i>p</i> -values: emotional disturbance (ED)	#	.048	.006	†	.005	.007	#	#	.175	#	#	.071	#
<i>p</i> -values: hearing impairment (HI)	.951	.306	.139	.005	†	.553	.809	.013	.046	.285	.069	.981	.126
<i>p</i> -values: intellectual disability (ID)	.305	.586	.081	.007	.553	†	.344	.001	.114	.039	.004	.716	.032
<i>p</i> -values: multiple disabilities (MD)	.778	.164	.157	#	.809	.344	†	.014	.011	.387	.090	.853	.162
<i>p</i> -values: orthopedic impairment (OI)	.001	#	.771	#	.013	.001	.014	†	#	.027	.214	.059	.524
<i>p</i> -values: other health impairment (OHI)	#	.385	.021	.175	.046	.114	.011	#	†	#	#	.224	.001
<i>p</i> -values: specific learning disability (SLD)	#	.011	.244	#	.285	.039	.387	.027	#	†	.239	.500	.333
<i>p</i> -values: speech or language impairment (SLI)	.003	.001	.411	#	.069	.004	.090	.214	#	.239	†	.223	.801
<i>p</i> -values: traumatic brain injury (TBI)	.949	.480	.190	.071	.981	.716	.853	.059	.224	.500	.223	†	.236
<i>p</i> -values: visual impairment (VI)	.070	.016	.528	#	.126	.032	.162	.524	.001	.333	.801	.236	†

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: Youth survey respondents, excluding proxies, were asked whether they experienced students teasing them or calling them names at school during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-27. Percentages of youth who had students make up something about them to make others not like them, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	26.8	22.6	26.3!	35.6	26.8	30.9	24.3	17.4	32.4	24.3	19.1	23.6	15.2
Standard error	0.92	1.97	9.13	1.91	2.76	2.24	2.47	2.78	1.86	1.47	1.47	4.82	3.21
Sample size (number of respondents)	6,250	570	40	830	330	630	390	250	880	1,110	810	160	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.032	.959	#	.991	.073	.361	.001	.001	.002	#	.518	.001
<i>p</i> -values: autism (AUT)	.032	†	.695	#	.209	.007	.588	.117	#	.447	.165	.850	.049
<i>p</i> -values: deaf-blindness (DB)	.959	.695	†	.316	.958	.628	.835	.340	.514	.830	.438	.804	.256
<i>p</i> -values: emotional disturbance (ED)	#	#	.316	†	.011	.095	.001	#	.234	#	#	.023	#
<i>p</i> -values: hearing impairment (HI)	.991	.209	.958	.011	†	.252	.513	.020	.091	.415	.017	.577	.007
<i>p</i> -values: intellectual disability (ID)	.073	.007	.628	.095	.252	†	.048	#	.608	.016	#	.164	#
<i>p</i> -values: multiple disabilities (MD)	.361	.588	.835	.001	.513	.048	†	.061	.008	.993	.063	.890	.023
<i>p</i> -values: orthopedic impairment (OI)	.001	.117	.340	#	.020	#	.061	†	#	.017	.572	.280	.606
<i>p</i> -values: other health impairment (OHI)	.001	#	.514	.234	.091	.608	.008	#	†	#	#	.087	#
<i>p</i> -values: specific learning disability (SLD)	.002	.447	.830	#	.415	.016	.993	.017	#	†	.011	.889	.012
<i>p</i> -values: speech or language impairment (SLI)	#	.165	.438	#	.017	#	.063	.572	#	.011	†	.389	.264
<i>p</i> -values: traumatic brain injury (TBI)	.518	.850	.804	.023	.577	.164	.890	.280	.087	.889	.389	†	.132
<i>p</i> -values: visual impairment (VI)	.001	.049	.256	#	.007	#	.023	.606	#	.012	.264	.132	†

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: Youth survey respondents, excluding proxies, were asked whether they experienced students making up something about them to make others not like them during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-28. Percentages of youth who were attacked or in fights at school or on their way to or from school, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	14.0	10.5	‡	22.8	10.3	13.3	13.6	7.9!	17.1	13.1	8.3	13.9	8.4
Standard error	0.75	1.44	‡	1.79	1.90	1.51	2.40	2.57	1.46	1.27	1.15	3.92	2.50
Sample size (number of respondents)	6,270	570	‡	830	330	630	390	260	880	1,120	810	160	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.026	†	#	.049	.635	.865	.022	.030	.210	#	.982	.030
<i>p</i> -values: autism (AUT)	.026	†	†	#	.918	.196	.264	.365	.002	.162	.223	.403	.462
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	#	#	†	†	#	#	.002	#	.012	#	#	.027	#
<i>p</i> -values: hearing impairment (HI)	.049	.918	†	#	†	.222	.273	.468	.004	.163	.368	.415	.555
<i>p</i> -values: intellectual disability (ID)	.635	.196	†	#	.222	†	.916	.075	.064	.936	.007	.879	.085
<i>p</i> -values: multiple disabilities (MD)	.865	.264	†	.002	.273	.916	†	.108	.203	.863	.040	.944	.127
<i>p</i> -values: orthopedic impairment (OI)	.022	.365	†	#	.468	.075	.108	†	.002	.065	.910	.191	.902
<i>p</i> -values: other health impairment (OHI)	.030	.002	†	.012	.004	.064	.203	.002	†	.039	#	.457	.002
<i>p</i> -values: specific learning disability (SLD)	.210	.162	†	#	.163	.936	.863	.065	.039	†	.002	.850	.098
<i>p</i> -values: speech or language impairment (SLI)	#	.223	†	#	.368	.007	.040	.910	#	.002	†	.169	.968
<i>p</i> -values: traumatic brain injury (TBI)	.982	.403	†	.027	.415	.879	.944	.191	.457	.850	.169	†	.242
<i>p</i> -values: visual impairment (VI)	.030	.462	†	#	.555	.085	.127	.902	.002	.098	.968	.242	†

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: Youth survey respondents, excluding proxies, were asked whether they experienced being physically attacked or in fights at school or on their way to or from school during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-29. Percentages of youth who were told to do something in order to be friends with someone, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	11.7	14.7	‡	14.2	12.4	23.8	12.9	10.2	15.0	8.5	9.2	9.9	9.3!
Standard error	0.61	1.82	‡	1.40	1.93	2.07	2.08	2.52	1.35	0.95	1.20	2.64	2.79
Sample size (number of respondents)	6,260	570	‡	830	330	630	390	260	880	1,120	810	160	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.100	†	.077	.729	#	.568	.586	.009	#	.061	.510	.410
<i>p</i> -values: autism (AUT)	.100	†	†	.836	.368	.001	.533	.137	.874	.002	.013	.151	.113
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	.077	.836	†	†	.462	#	.590	.171	.655	.001	.007	.150	.122
<i>p</i> -values: hearing impairment (HI)	.729	.368	†	.462	†	#	.862	.494	.242	.074	.170	.471	.377
<i>p</i> -values: intellectual disability (ID)	#	.001	†	#	#	†	#	#	.001	#	#	#	#
<i>p</i> -values: multiple disabilities (MD)	.568	.533	†	.590	.862	#	†	.426	.390	.050	.114	.374	.315
<i>p</i> -values: orthopedic impairment (OI)	.586	.137	†	.171	.494	#	.426	†	.092	.517	.706	.924	.803
<i>p</i> -values: other health impairment (OHI)	.009	.874	†	.655	.242	.001	.390	.092	†	#	.001	.089	.073
<i>p</i> -values: specific learning disability (SLD)	#	.002	†	.001	.074	#	.050	.517	#	†	.664	.611	.783
<i>p</i> -values: speech or language impairment (SLI)	.061	.013	†	.007	.170	#	.114	.706	.001	.664	†	.805	.970
<i>p</i> -values: traumatic brain injury (TBI)	.510	.151	†	.150	.471	#	.374	.924	.089	.611	.805	†	.877
<i>p</i> -values: visual impairment (VI)	.410	.113	†	.122	.377	#	.315	.803	.073	.783	.970	.877	†

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: Youth survey respondents, excluding proxies, were asked whether they experienced other students saying that they would not be my friend unless I did what they told me to do during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-30. Percentages of youth who were teased or threatened by electronic methods, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	12.0	7.8	‡	14.5	14.1	16.6	11.0	7.9!	14.4	11.2	6.4	7.9	3.7!
Standard error	0.68	1.44	‡	1.45	2.10	1.82	1.80	2.39	1.38	1.11	0.78	2.17	1.48
Sample size (number of respondents)	6,270	570	‡	830	330	630	390	260	880	1,120	810	160	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	.010	†	.075	.334	.009	.622	.098	.058	.239	#	.060	#
<i>p</i> -values: autism (AUT)	.010	†	†	.002	.019	#	.164	.999	.001	.073	.374	.995	.038
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	.075	.002	†	†	.870	.375	.124	.022	.933	.063	#	.011	#
<i>p</i> -values: hearing impairment (HI)	.334	.019	†	.870	†	.359	.270	.061	.918	.226	.001	.040	#
<i>p</i> -values: intellectual disability (ID)	.009	#	†	.375	.359	†	.033	.004	.311	.010	#	.001	#
<i>p</i> -values: multiple disabilities (MD)	.622	.164	†	.124	.270	.033	†	.292	.133	.921	.021	.271	.002
<i>p</i> -values: orthopedic impairment (OI)	.098	.999	†	.022	.061	.004	.292	†	.026	.196	.529	.997	.144
<i>p</i> -values: other health impairment (OHI)	.058	.001	†	.933	.918	.311	.133	.026	†	.063	#	.013	#
<i>p</i> -values: specific learning disability (SLD)	.239	.073	†	.063	.226	.010	.921	.196	.063	†	#	.141	#
<i>p</i> -values: speech or language impairment (SLI)	#	.374	†	#	.001	#	.021	.529	#	#	†	.524	.118
<i>p</i> -values: traumatic brain injury (TBI)	.060	.995	†	.011	.040	.001	.271	.997	.013	.141	.524	†	.115
<i>p</i> -values: visual impairment (VI)	#	.038	†	#	#	#	.002	.144	#	#	.118	.115	†

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: Youth survey respondents, excluding proxies, were asked whether they experienced being teased or threatened by email, texts, or other electronic methods during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-31. Percentages of youth who had items stolen from their locker, desk, or other place at school, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	21.6	13.1	17.8!	27.0	23.4	21.8	14.2	16.3	25.0	20.8	19.6	23.5	15.1
Standard error	0.84	1.52	7.89	1.68	2.41	2.05	2.13	3.93	1.61	1.43	1.66	3.86	3.12
Sample size (number of respondents)	6,270	570	40	830	330	630	390	260	880	1,120	810	160	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	.634	.001	.475	.911	.001	.187	.030	.338	.234	.627	.041
<i>p</i> -values: autism (AUT)	#	†	.559	#	#	#	.668	.447	#	#	.005	.014	.568
<i>p</i> -values: deaf-blindness (DB)	.634	.559	†	.260	.500	.617	.665	.867	.371	.708	.822	.514	.745
<i>p</i> -values: emotional disturbance (ED)	.001	#	.260	†	.232	.056	#	.012	.358	.005	.001	.400	.001
<i>p</i> -values: hearing impairment (HI)	.475	#	.500	.232	†	.622	.003	.131	.589	.366	.191	.993	.041
<i>p</i> -values: intellectual disability (ID)	.911	#	.617	.056	.622	†	.010	.220	.247	.694	.418	.697	.081
<i>p</i> -values: multiple disabilities (MD)	.001	.668	.665	#	.003	.010	†	.640	#	.007	.045	.031	.820
<i>p</i> -values: orthopedic impairment (OI)	.187	.447	.867	.012	.131	.220	.640	†	.043	.280	.435	.174	.813
<i>p</i> -values: other health impairment (OHI)	.030	#	.371	.358	.589	.247	#	.043	†	.050	.015	.715	.004
<i>p</i> -values: specific learning disability (SLD)	.338	#	.708	.005	.366	.694	.007	.280	.050	†	.557	.514	.095
<i>p</i> -values: speech or language impairment (SLI)	.234	.005	.822	.001	.191	.418	.045	.435	.015	.557	†	.354	.165
<i>p</i> -values: traumatic brain injury (TBI)	.627	.014	.514	.400	.993	.697	.031	.174	.715	.514	.354	†	.091
<i>p</i> -values: visual impairment (VI)	.041	.568	.745	.001	.041	.081	.820	.813	.004	.095	.165	.091	†

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: Youth survey respondents, excluding proxies, were asked whether they experienced having items stolen from their locker, desk, or other place at school during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-32. Percentages of youth who went to class late once a week or more, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	20.1	13.4	‡	25.2	16.7	16.5	14.2	14.3	24.1	19.7	14.0	21.1	13.3
Standard error	0.76	1.54	‡	1.77	2.79	1.69	1.76	2.74	1.73	1.25	1.48	5.02	3.01
Sample size (number of respondents)	6,340	580	‡	840	330	640	390	260	890	1,140	820	160	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	†	.005	.246	.033	.001	.038	.013	.640	#	.837	.028
<i>p</i> -values: autism (AUT)	#	†	†	#	.305	.162	.734	.738	#	.001	.775	.132	.984
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	.005	#	†	†	.011	#	#	.001	.662	.017	#	.420	.001
<i>p</i> -values: hearing impairment (HI)	.246	.305	†	.011	†	.951	.447	.557	.027	.331	.380	.445	.411
<i>p</i> -values: intellectual disability (ID)	.033	.162	†	#	.951	†	.331	.490	.001	.121	.248	.381	.362
<i>p</i> -values: multiple disabilities (MD)	.001	.734	†	#	.447	.331	†	.962	#	.009	.920	.191	.799
<i>p</i> -values: orthopedic impairment (OI)	.038	.738	†	.001	.557	.490	.962	†	.002	.067	.903	.216	.781
<i>p</i> -values: other health impairment (OHI)	.013	#	†	.662	.027	.001	#	.002	†	.039	#	.570	.002
<i>p</i> -values: specific learning disability (SLD)	.640	.001	†	.017	.331	.121	.009	.067	.039	†	.002	.790	.045
<i>p</i> -values: speech or language impairment (SLI)	#	.775	†	#	.380	.248	.920	.903	#	.002	†	.160	.839
<i>p</i> -values: traumatic brain injury (TBI)	.837	.132	†	.420	.445	.381	.191	.216	.570	.790	.160	†	.167
<i>p</i> -values: visual impairment (VI)	.028	.984	†	.001	.411	.362	.799	.781	.002	.045	.839	.167	†

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: Youth survey respondents, excluding proxies, were asked how often they went to class late in this school year. The response categories were every day, almost every day, once a week, a few times, and never. The percentages are for responses of at least once a week. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-33. Percentages of youth who cut or skip class once a week or more, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	3.8	1.7!	‡	8.8	3.7!	3.5	4.0!	‡	3.2	3.5	1.6	‡	‡
Standard error	0.38	0.58	‡	1.24	1.36	0.78	1.40	‡	0.58	0.60	0.47	‡	‡
Sample size (number of respondents)	6,350	580	‡	840	330	640	390	‡	900	1,130	820	‡	‡
<i>p</i> -values: youth with an IEP overall (IEP)	†	.002	†	#	.937	.730	.875	†	.346	.340	#	†	†
<i>p</i> -values: autism (AUT)	.002	†	†	#	.179	.042	.131	†	.060	.037	.901	†	†
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	#	#	†	†	.007	#	.011	†	#	#	#	†	†
<i>p</i> -values: hearing impairment (HI)	.937	.179	†	.007	†	.917	.863	†	.761	.876	.133	†	†
<i>p</i> -values: intellectual disability (ID)	.730	.042	†	#	.917	†	.749	†	.761	.949	.039	†	†
<i>p</i> -values: multiple disabilities (MD)	.875	.131	†	.011	.863	.749	†	†	.606	.710	.107	†	†
<i>p</i> -values: orthopedic impairment (OI)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: other health impairment (OHI)	.346	.060	†	#	.761	.761	.606	†	†	.783	.024	†	†
<i>p</i> -values: specific learning disability (SLD)	.340	.037	†	#	.876	.949	.710	†	.783	†	.014	†	†
<i>p</i> -values: speech or language impairment (SLI)	#	.901	†	#	.133	.039	.107	†	.024	.014	†	†	†
<i>p</i> -values: traumatic brain injury (TBI)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: visual impairment (VI)	†	†	†	†	†	†	†	†	†	†	†	†	†

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: Youth survey respondents, excluding proxies, were asked how often they skipped class in this school year. The response categories were every day, almost every day, once a week, a few times, and never. The percentages are for responses of at least once a week. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-34. Percentages of youth who were late for school once a week or more, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	9.0	5.0	‡	15.3	5.7	8.3	6.3	7.3	9.8	8.7	5.6	11.8!	4.0!
Standard error	0.52	0.93	‡	1.41	1.17	1.23	1.27	1.96	1.17	0.83	0.84	4.40	1.76
Sample size (number of respondents)	6,340	580	‡	840	330	640	390	260	890	1,140	820	160	190
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	†	#	.007	.551	.034	.381	.501	.499	#	.525	.006
<i>p</i> -values: autism (AUT)	#	†	†	#	.586	.031	.406	.264	.001	.003	.604	.127	.622
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	#	#	†	†	#	#	#	.001	.002	#	#	.439	#
<i>p</i> -values: hearing impairment (HI)	.007	.586	†	#	†	.156	.737	.471	.014	.030	.947	.177	.412
<i>p</i> -values: intellectual disability (ID)	.551	.031	†	#	.156	†	.228	.689	.386	.773	.080	.445	.053
<i>p</i> -values: multiple disabilities (MD)	.034	.406	†	#	.737	.228	†	.662	.037	.095	.666	.228	.301
<i>p</i> -values: orthopedic impairment (OI)	.381	.264	†	.001	.471	.689	.662	†	.286	.489	.421	.345	.203
<i>p</i> -values: other health impairment (OHI)	.501	.001	†	.002	.014	.386	.037	.286	†	.465	.004	.649	.005
<i>p</i> -values: specific learning disability (SLD)	.499	.003	†	#	.030	.773	.095	.489	.465	†	.004	.485	.016
<i>p</i> -values: speech or language impairment (SLI)	#	.604	†	#	.947	.080	.666	.421	.004	.004	†	.162	.413
<i>p</i> -values: traumatic brain injury (TBI)	.525	.127	†	.439	.177	.445	.228	.345	.649	.485	.162	†	.106
<i>p</i> -values: visual impairment (VI)	.006	.622	†	#	.412	.053	.301	.203	.005	.016	.413	.106	†

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: Youth survey respondents, excluding proxies, were asked how often they went to school late in this school year. The response categories were every day, almost every day, once a week, a few times, and never. The percentages are for responses of at least once a week. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-35. Percentages of youth who have received an out-of-school suspension, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	29.0	20.0	‡	64.6	18.7	22.2	17.0	9.0	35.1	26.8	15.2	25.8	11.1
Standard error	0.99	1.47	‡	1.95	2.48	1.69	2.14	1.53	1.83	1.49	1.44	3.10	2.38
Sample size (number of respondents)	9,130	970	‡	1,040	490	1,130	860	440	1,140	1,380	1,010	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	†	#	#	#	#	#	#	.007	#	.314	#
<i>p</i> -values: autism (AUT)	#	†	†	#	.651	.320	.253	#	#	.001	.021	.085	.002
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	#	#	†	†	#	#	#	#	#	#	#	#	#
<i>p</i> -values: hearing impairment (HI)	#	.651	†	#	†	.230	.618	.001	#	.003	.208	.077	.023
<i>p</i> -values: intellectual disability (ID)	#	.320	†	#	.230	†	.048	#	#	.027	.001	.299	#
<i>p</i> -values: multiple disabilities (MD)	#	.253	†	#	.618	.048	†	.003	#	#	.461	.017	.054
<i>p</i> -values: orthopedic impairment (OI)	#	#	†	#	.001	#	.003	†	#	#	.003	#	.447
<i>p</i> -values: other health impairment (OHI)	#	#	†	#	#	#	#	#	†	#	#	.011	#
<i>p</i> -values: specific learning disability (SLD)	.007	.001	†	#	.003	.027	#	#	#	†	#	.765	#
<i>p</i> -values: speech or language impairment (SLI)	#	.021	†	#	.208	.001	.461	.003	#	#	†	.002	.105
<i>p</i> -values: traumatic brain injury (TBI)	.314	.085	†	#	.077	.299	.017	#	.011	.765	.002	†	#
<i>p</i> -values: visual impairment (VI)	#	.002	†	#	.023	#	.054	.447	#	#	.105	#	†

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 youth has ever had an out-of-school suspension. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-36. Percentages of youth who have been expelled from school, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	8.1	5.1	‡	18.8	5.6!	7.0	3.6	‡	10.6	6.9	3.6	3.4!	2.3!
Standard error	0.48	0.83	‡	1.48	1.78	1.10	0.87	‡	1.06	0.77	0.68	1.12	1.01
Sample size (number of respondents)	9,140	970	‡	1,040	490	1,130	860	‡	1,140	1,380	1,000	250	240
<i>p</i> -values: youth with an IEP overall (IEP)	†	.001	†	#	.173	.317	#	†	.009	.013	#	#	#
<i>p</i> -values: autism (AUT)	.001	†	†	#	.773	.166	.233	†	#	.098	.152	.261	.040
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	#	#	†	†	#	#	#	†	#	#	#	#	#
<i>p</i> -values: hearing impairment (HI)	.173	.773	†	#	†	.502	.309	†	.015	.497	.277	.303	.101
<i>p</i> -values: intellectual disability (ID)	.317	.166	†	#	.502	†	.013	†	.018	.961	.008	.024	.002
<i>p</i> -values: multiple disabilities (MD)	#	.233	†	#	.309	.013	†	†	#	.003	.998	.906	.328
<i>p</i> -values: orthopedic impairment (OI)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: other health impairment (OHI)	.009	#	†	#	.015	.018	#	†	†	.003	#	#	#
<i>p</i> -values: specific learning disability (SLD)	.013	.098	†	#	.497	.961	.003	†	.003	†	.001	.010	#
<i>p</i> -values: speech or language impairment (SLI)	#	.152	†	#	.277	.008	.998	†	#	.001	†	.898	.230
<i>p</i> -values: traumatic brain injury (TBI)	#	.261	†	#	.303	.024	.906	†	#	.010	.898	†	.433
<i>p</i> -values: visual impairment (VI)	#	.040	†	#	.101	.002	.328	†	#	#	.230	.433	†

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 youth has ever been expelled from school. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-37. Percentages of youth who get in trouble for acting out once a week or more, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	9.3	7.8	‡	15.5	5.8	7.4	5.2	3.9!	13.6	8.2	6.0	6.5!	‡
Standard error	0.58	1.28	‡	1.49	1.44	1.12	1.30	1.52	1.41	0.95	0.95	2.62	‡
Sample size (number of respondents)	6,350	580	‡	840	330	640	390	260	900	1,140	820	160	‡
<i>p</i> -values: youth with an IEP overall (IEP)	†	.251	†	#	.021	.106	.003	.001	.001	.056	.002	.292	†
<i>p</i> -values: autism (AUT)	.251	†	†	#	.299	.802	.165	.057	.001	.799	.269	.655	†
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	#	#	†	†	#	#	#	#	.318	#	#	.002	†
<i>p</i> -values: hearing impairment (HI)	.021	.299	†	#	†	.393	.762	.361	#	.165	.903	.817	†
<i>p</i> -values: intellectual disability (ID)	.106	.802	†	#	.393	†	.201	.056	.001	.572	.369	.763	†
<i>p</i> -values: multiple disabilities (MD)	.003	.165	†	#	.762	.201	†	.504	#	.048	.600	.659	†
<i>p</i> -values: orthopedic impairment (OI)	.001	.057	†	#	.361	.056	.504	†	#	.014	.240	.389	†
<i>p</i> -values: other health impairment (OHI)	.001	.001	†	.318	#	.001	#	#	†	.002	#	.015	†
<i>p</i> -values: specific learning disability (SLD)	.056	.799	†	#	.165	.572	.048	.014	.002	†	.091	.543	†
<i>p</i> -values: speech or language impairment (SLI)	.002	.269	†	#	.903	.369	.600	.240	#	.091	†	.859	†
<i>p</i> -values: traumatic brain injury (TBI)	.292	.655	†	.002	.817	.763	.659	.389	.015	.543	.859	†	†
<i>p</i> -values: visual impairment (VI)	†	†	†	†	†	†	†	†	†	†	†	†	†

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: Youth survey respondents, excluding proxies, were asked how often they have been in trouble for acting out in class. The response categories were almost every day, once a week, a few times, and never. The percentages are for responses of at least once a week. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-38. Percentages of youth who have been arrested in the past two years, by disability group

Average, standard error, sample size, and <i>p</i> -values for differences between groups	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
Average	5.7	1.0!	‡	17.2	2.1	4.4	2.6	‡	6.8	4.7	2.3	2.7!	‡
Standard error	0.41	0.32	‡	1.49	0.58	0.72	0.72	‡	0.82	0.65	0.42	1.20	‡
Sample size (number of respondents)	9,540	1,010	‡	1,100	510	1,200	900	‡	1,180	1,440	1,030	260	‡
<i>p</i> -values: youth with an IEP overall (IEP)	†	#	†	#	#	.082	#	†	.188	.015	#	.012	†
<i>p</i> -values: autism (AUT)	#	†	†	#	.110	#	.052	†	#	#	.026	.202	†
<i>p</i> -values: deaf-blindness (DB)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: emotional disturbance (ED)	#	#	†	†	#	#	#	†	#	#	#	#	†
<i>p</i> -values: hearing impairment (HI)	#	.110	†	#	†	.010	.599	†	#	.001	.816	.653	†
<i>p</i> -values: intellectual disability (ID)	.082	#	†	#	.010	†	.073	†	.027	.755	.007	.200	†
<i>p</i> -values: multiple disabilities (MD)	#	.052	†	#	.599	.073	†	†	#	.018	.697	.955	†
<i>p</i> -values: orthopedic impairment (OI)	†	†	†	†	†	†	†	†	†	†	†	†	†
<i>p</i> -values: other health impairment (OHI)	.188	#	†	#	#	.027	#	†	†	.049	#	.004	†
<i>p</i> -values: specific learning disability (SLD)	.015	#	†	#	.001	.755	.018	†	.049	†	.002	.114	†
<i>p</i> -values: speech or language impairment (SLI)	#	.026	†	#	.816	.007	.697	†	#	.002	†	.756	†
<i>p</i> -values: traumatic brain injury (TBI)	.012	.202	†	#	.653	.200	.955	†	.004	.114	.756	†	†
<i>p</i> -values: visual impairment (VI)	†	†	†	†	†	†	†	†	†	†	†	†	†

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 youth has been arrested in the past two years. An arrest is any time someone is taken into custody by policy or a legal authority. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-39. Percentages of youth who have received an out-of-school suspension, by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	29.0	20.0*	‡	64.6*	18.7*	22.2*	17.0*	9.0*	35.1*	26.8*	15.2*	25.8	11.1*
Household income (significantly different subgroup pairs)	1-2	ns	†	1-2	ns	1-2	ns	ns	1-2	1-2	1-2	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	32.8	20.7*	‡	67.3*	18.4*	23.9*	18.2*	12.4*	44.3*	30.2*	19.9*	23.8*	12.2*
Above 185% of the poverty level: subgroup 2 (avg)	23.6	19.3*	‡	59.7*	18.8	16.4*	15.7*	5.8*	26.7	21.5	10.1*	27.1	9.9!*
1% to 185% of the poverty level: subgroup 1 (se)	1.27	2.26	‡	2.23	2.70	1.98	2.73	2.71	2.67	1.89	2.03	3.97	3.23
Above 185% of the poverty level: subgroup 2 (se)	1.24	1.89	‡	3.16	4.83	2.69	2.76	1.74	2.22	2.20	1.50	4.59	3.40
1% to 185% of the poverty level: subgroup 1 (sample size)	5,050	380	‡	650	280	790	450	230	550	860	510	130	130
Above 185% of the poverty level: subgroup 2 (sample size)	4,000	580	‡	380	210	330	390	210	580	510	490	130	110
Race/ethnicity (significantly different subgroup pairs)	1-2; 1-3	2-3	†	1-2; 1-3	ns	1-2; 1-3	1-3	1-3	1-2; 1-3	1-2; 1-3	1-2; 1-3	1-3; 2-3	ns
Black: subgroup 1 (avg)	47.4	16.6*	‡	78.1*	19.7*	36.1*	26.4*	21.9*	56.5*	46.5	30.3*	38.7	21.9!*
Hispanic: subgroup 2 (avg)	23.8	13.6*	8.4!*	56.0*	16.1*	16.0*	21.5	11.7!*	31.3*	22.7	17.5	36.6	‡
White, Asian, or other race: subgroup 3 (avg)	25.1	22.1	‡	61.5*	19.7	17.6*	13.1*	5.2*	30.3*	21.9*	10.8*	20.3	9.3*
Black: subgroup 1 (se)	2.00	3.82	‡	3.20	4.69	3.06	4.28	6.06	4.16	3.53	3.54	6.52	7.86
Hispanic: subgroup 2 (se)	1.66	3.04	3.91	4.05	3.15	3.43	4.33	3.56	3.93	2.44	3.32	6.95	‡
White, Asian, or other race: subgroup 3 (se)	1.08	1.78	‡	2.34	3.85	2.15	2.25	1.46	2.03	1.92	1.50	3.88	2.67
Black: subgroup 1 (sample size)	1,750	130	‡	260	70	280	170	60	230	270	180	40	40
Hispanic: subgroup 2 (sample size)	2,100	160	30	180	140	270	160	140	200	410	260	60	‡
White, Asian, or other race: subgroup 3 (sample size)	5,270	680	‡	600	270	570	520	240	710	700	570	160	140
Gender (significantly different subgroup pairs)	1-2	1-2	†	1-2	1-2	1-2	1-2	1-2	1-2	1-2	1-2	ns	ns
Female: subgroup 1 (avg)	16.2	13.6	‡	48.2*	13.2	14.1	8.6*	4.1!*	18.6	14.6	8.3*	20.1	7.6!*
Male: subgroup 2 (avg)	35.4	21.2*	‡	69.9*	23.6*	27.9*	22.1*	12.1*	41.9*	33.6	18.4*	29.0	13.9*
Female: subgroup 1 (se)	1.17	2.83	‡	3.62	3.02	2.16	2.46	1.68	2.57	1.68	2.17	4.07	2.69
Male: subgroup 2 (se)	1.15	1.67	‡	1.98	2.98	2.23	2.69	2.25	2.14	1.94	1.63	4.57	3.61
Female: subgroup 1 (sample size)	3,180	170	‡	290	230	480	320	190	340	500	370	110	110
Male: subgroup 2 (sample size)	5,950	800	‡	760	260	650	540	250	790	880	630	150	130

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

Note: Parent survey respondents were asked whether youth has ever had an out-of-school suspension. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-40. Percentages of youth who participated in a school sport or club in the past year, by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	63.5	58.9*	81.4*	58.9*	68.2	57.0*	53.3*	59.0	63.3	65.9*	73.4*	62.8	70.5
Household income (significantly different subgroup pairs)	1-2	1-2	ns	ns	ns	1-2	1-2	1-2	1-2	1-2	1-2	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	59.5	52.5*	81.8*	56.6	64.5	52.9*	49.5*	50.0*	59.0	62.3*	65.5	62.5	69.1
Above 185% of the poverty level: subgroup 2 (avg)	68.9	62.9*	81.1	63.1	72.0	67.0	58.4*	68.3	67.4	71.1	80.5*	63.2	72.2
1% to 185% of the poverty level: subgroup 1 (se)	1.20	3.09	8.87	2.04	3.79	2.11	3.25	4.38	2.77	2.06	2.94	6.80	5.12
Above 185% of the poverty level: subgroup 2 (se)	1.27	2.63	8.77	3.26	3.51	3.47	3.69	3.56	2.32	2.31	2.33	5.96	5.49
1% to 185% of the poverty level: subgroup 1 (sample size)	4,310	330	40	570	230	670	400	180	480	730	430	90	120
Above 185% of the poverty level: subgroup 2 (sample size)	3,400	510	50	320	160	280	330	180	480	440	430	100	90
Race/ethnicity (significantly different subgroup pairs)	1-2	ns	1-2	ns	1-2	ns	1-3	ns	ns	ns	1-2; 2-3	ns	ns
Black: subgroup 1 (avg)	66.2	52.1*	98.0*	62.9	78.2*	57.5*	63.4	66.4	66.2	69.8	78.3*	69.1	66.8
Hispanic: subgroup 2 (avg)	60.4	64.0	54.6!	55.7	62.4	54.6	53.0	52.9	58.2	61.4	65.6	61.3	75.1*
White, Asian, or other race: subgroup 3 (avg)	63.8	58.8*	82.1*	58.0*	68.6	57.5*	50.9*	60.6	63.8	66.7*	75.6*	61.9	68.9
Black: subgroup 1 (se)	2.22	5.24	2.18	3.58	5.35	3.47	5.16	6.22	3.92	4.00	3.55	12.50	10.59
Hispanic: subgroup 2 (se)	1.99	4.42	17.18	4.07	5.40	3.71	4.62	5.21	4.44	3.20	4.12	8.89	6.15
White, Asian, or other race: subgroup 3 (se)	1.20	2.47	8.04	2.32	3.65	2.83	3.30	4.38	2.32	2.13	2.57	5.80	5.15
Black: subgroup 1 (sample size)	1,480	110	10	220	60	240	140	60	190	220	160	30	30
Hispanic: subgroup 2 (sample size)	1,780	130	20	150	120	230	150	120	170	350	220	40	60
White, Asian, or other race: subgroup 3 (sample size)	4,480	600	60	530	220	490	450	200	590	590	490	120	110
Gender (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns							
Female: subgroup 1 (avg)	63.6	61.3	86.3*	55.6*	73.4*	56.8*	50.3*	59.6	65.8	65.9	71.2*	63.3	79.0*
Male: subgroup 2 (avg)	63.5	58.4*	77.8	60.0	63.7	57.0*	55.1*	58.6	62.3	65.8*	74.4*	62.5	64.6
Female: subgroup 1 (se)	1.59	4.74	8.02	3.62	3.86	2.70	3.67	4.88	3.08	2.77	3.20	6.68	4.90
Male: subgroup 2 (se)	1.07	2.30	9.34	2.17	3.68	2.51	2.94	3.78	2.21	1.88	2.37	5.74	5.76
Female: subgroup 1 (sample size)	2,710	150	40	250	180	410	280	150	290	430	330	90	100
Male: subgroup 2 (sample size)	5,050	700	60	640	220	560	460	220	660	740	540	110	110

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

Note: Youth survey respondents were asked whether they participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-41. Percentages of youth who got together with friends at least once a week in the past year, by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	51.8	28.5*	16.0!*	58.2*	46.7	41.9*	35.1*	35.5*	57.2*	55.7*	53.1	48.0	46.8
Household income (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	51.0	27.9*	23.3!*	57.8*	45.5	43.5*	34.8*	38.3*	56.4*	53.7*	51.0	44.2	41.9
Above 185% of the poverty level: subgroup 2 (avg)	52.9	28.7*	12.5!*	59.5*	47.5	38.5*	36.2*	33.7*	58.0*	58.5*	55.0	51.3	53.0
1% to 185% of the poverty level: subgroup 1 (se)	1.16	2.79	11.58	2.44	3.68	2.14	2.55	4.32	2.50	2.02	2.77	6.33	5.48
Above 185% of the poverty level: subgroup 2 (se)	1.50	2.23	5.08	3.09	4.28	3.64	3.70	4.62	2.48	2.78	2.82	5.97	6.06
1% to 185% of the poverty level: subgroup 1 (sample size)	4,520	340	40	600	250	710	420	190	500	760	450	110	120
Above 185% of the poverty level: subgroup 2 (sample size)	3,560	530	60	340	170	300	340	190	500	460	440	110	100
Race/ethnicity (significantly different subgroup pairs)	ns	ns	†	ns	ns	1-2	1-2	1-3; 2-3	ns	ns	ns	ns	ns
Black: subgroup 1 (avg)	53.5	26.4*	‡	62.9*	47.4	46.8*	42.9*	43.8	55.1	56.5	48.7	51.1	37.6
Hispanic: subgroup 2 (avg)	50.1	30.7*	‡	53.1	44.0	34.8*	30.4*	45.4	56.3	53.1	52.5	51.1	37.1
White, Asian, or other race: subgroup 3 (avg)	51.9	28.5*	18.5!*	58.0*	47.8	41.8*	34.3*	28.6*	58.1*	56.6*	54.7	46.4	53.8
Black: subgroup 1 (se)	1.84	4.77	‡	2.98	7.65	3.14	4.01	7.07	3.85	3.40	4.62	10.74	9.83
Hispanic: subgroup 2 (se)	1.81	4.58	‡	4.60	5.22	3.69	3.78	5.91	4.40	3.05	3.92	9.28	7.40
White, Asian, or other race: subgroup 3 (se)	1.29	1.90	7.04	2.47	3.85	2.59	3.14	3.60	2.38	2.35	2.70	5.56	5.35
Black: subgroup 1 (sample size)	1,550	120	‡	220	60	250	150	60	200	230	160	40	30
Hispanic: subgroup 2 (sample size)	1,870	140	‡	160	130	240	160	120	170	370	230	50	60
White, Asian, or other race: subgroup 3 (sample size)	4,720	630	70	560	230	530	470	200	620	630	500	130	120
Gender (significantly different subgroup pairs)	1-2	ns	†	ns	1-2	ns	ns	ns	1-2	1-2	ns	ns	ns
Female: subgroup 1 (avg)	46.1	32.9*	‡	59.6*	37.5*	39.8*	30.1*	31.2*	48.5	47.9	49.5	45.0	38.6
Male: subgroup 2 (avg)	54.7	27.7*	15.6!*	57.8	54.5	43.4*	38.0*	38.2*	60.8*	60.0*	54.9	49.7	52.7
Female: subgroup 1 (se)	1.58	4.39	‡	3.28	4.05	2.90	3.35	4.46	3.48	2.74	3.32	5.76	6.06
Male: subgroup 2 (se)	1.12	1.85	7.00	2.07	3.50	2.50	2.70	4.16	2.02	2.05	2.40	6.94	5.64
Female: subgroup 1 (sample size)	2,850	150	‡	270	190	430	290	160	310	450	340	90	100
Male: subgroup 2 (sample size)	5,290	730	60	680	230	590	480	230	700	770	550	120	120

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

Note: Youth survey respondents were asked about how many days a week they usually got together with friends outside of school and organized activities in the past 12 months. The response categories were 6 or 7 days a week; 4 or 5 days a week; 2 or 3 days a week; 1 day a week; sometimes, but not every week; and never. The percentages are for responses of at least 1 day a week. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-42. Percentages of youth who were teased or called names at school, by disability group and subgroups (1 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	37.0	41.3	23.3!	47.7*	37.1	39.3	36.2	26.1*	44.1*	33.7*	30.7*	37.3	29.5
Household income (significantly different subgroup pairs)	ns	ns	†	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
1% to 185% of the poverty level: subgroup 1 (avg)	35.4	36.2	42.0	45.4*	36.9	39.6	38.0	28.4	42.4*	31.8*	31.8	42.6	34.4
Above 185% of the poverty level: subgroup 2 (avg)	39.0	43.8	‡	51.2*	36.6	38.8	33.6	24.8*	45.6*	36.6	29.8*	33.4	23.0*
1% to 185% of the poverty level: subgroup 1 (se)	1.26	3.92	12.10	2.66	4.28	2.66	3.95	5.66	2.76	1.98	2.84	7.91	5.88
Above 185% of the poverty level: subgroup 2 (se)	1.51	3.04	‡	3.55	4.70	4.42	3.34	4.09	2.73	2.73	2.64	5.79	5.34
1% to 185% of the poverty level: subgroup 1 (sample size)	3,470	200	20	520	180	460	220	120	440	690	400	80	110
Above 185% of the poverty level: subgroup 2 (sample size)	2,770	370	‡	300	140	170	170	140	440	420	410	90	80
Race/ethnicity (significantly different subgroup pairs)	1-3; 2-3	1-2; 1-3	†	1-3; 2-3	ns	ns	ns	ns	1-3	2-3	2-3	ns	ns
Black: subgroup 1 (avg)	33.9	26.9	‡	38.5	45.9	38.4	31.7	21.3!	35.5	31.9	32.3	37.2!	37.1!
Hispanic: subgroup 2 (avg)	29.6	44.6*	‡	39.6*	39.4	31.0	32.6	29.6	40.6*	25.7*	24.5	48.3	19.9!
White, Asian, or other race: subgroup 3 (avg)	41.0	42.2	‡	54.1*	34.6	42.2	38.8	25.5*	47.5*	38.2*	32.8*	34.5	31.9
Black: subgroup 1 (se)	2.29	6.63	‡	4.15	9.27	3.53	6.81	7.14	4.58	3.89	4.16	16.43	11.48
Hispanic: subgroup 2 (se)	1.76	5.60	‡	4.96	6.01	4.99	6.23	6.94	5.37	2.69	3.40	10.63	6.89
White, Asian, or other race: subgroup 3 (se)	1.22	2.88	‡	2.63	3.87	3.21	2.92	3.71	2.20	2.26	2.55	5.09	5.28
Black: subgroup 1 (sample size)	1,200	60	‡	200	40	170	80	40	180	210	140	30	30
Hispanic: subgroup 2 (sample size)	1,420	90	‡	140	90	130	80	70	150	330	200	40	50
White, Asian, or other race: subgroup 3 (sample size)	3,640	420	‡	490	200	330	230	140	540	570	470	100	110
Gender (significantly different subgroup pairs)	1-2	ns	†	ns	1-2	ns	ns	ns	1-2	1-2	ns	ns	ns
Female: subgroup 1 (avg)	42.8	45.0	39.8!	51.7*	44.4	44.5	42.6	22.1*	54.4*	40.7	34.2*	36.8	23.7*
Male: subgroup 2 (avg)	33.9	40.6*	‡	46.4*	30.4	35.5	32.7	28.8	39.9*	29.7*	28.9*	37.6	33.5
Female: subgroup 1 (se)	1.74	6.08	17.31	3.62	4.93	3.39	4.12	3.94	3.67	2.79	3.22	5.76	5.32
Male: subgroup 2 (se)	1.19	2.69	‡	2.55	4.03	3.00	3.80	4.43	2.28	2.00	2.33	7.23	5.85
Female: subgroup 1 (sample size)	2,200	90	20	240	150	280	140	100	260	420	310	80	90
Male: subgroup 2 (sample size)	4,070	480	‡	590	170	360	250	150	620	700	500	90	100

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

Note: Youth survey respondents, excluding proxies, were asked whether they experienced students teasing them or calling them names at school during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-43. Percentages of youth who have received an out-of-school suspension, by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	29.0	20.0*	‡	64.6*	18.7*	22.2*	17.0*	9.0*	35.1*	26.8*	15.2*	25.8	11.1*
Age (significantly different subgroup pairs)	1-2; 2-3	ns	†	1-2	ns	1-2; 2-3	ns	ns	ns	ns	1-2	ns	ns
Age 14 or younger: subgroup 1 (avg)	25.7	22.3	‡	59.5*	17.2	18.3*	15.5*	6.1!*	32.4*	23.4	11.0*	24.3	16.0!
Age 15 to 18: subgroup 2 (avg)	31.5	18.8*	‡	67.7*	20.2*	25.6*	19.2*	11.2*	36.9*	28.9*	20.7*	26.1	6.8!*
Age 19 or older: subgroup 3 (avg)	24.0	17.4	‡	59.0*	12.4!*	17.5*	13.1*	‡	33.7	26.5	‡	29.1!	21.9!
Age 14 or younger: subgroup 1 (se)	1.46	2.88	‡	3.54	4.59	2.79	3.23	2.33	3.06	2.54	1.63	6.13	5.09
Age 15 to 18: subgroup 2 (se)	1.26	1.68	‡	2.31	2.60	2.24	3.09	2.23	2.08	1.86	2.11	3.78	2.40
Age 19 or older: subgroup 3 (se)	1.84	4.33	‡	6.77	5.03	2.77	3.00	‡	6.71	4.86	‡	9.86	7.50
Age 14 or younger: subgroup 1 (sample size)	2,710	300	‡	290	150	260	210	130	330	400	470	60	60
Age 15 to 18: subgroup 2 (sample size)	5,500	580	‡	680	300	640	460	250	750	900	510	160	150
Age 19 or older: subgroup 3 (sample size)	920	90	‡	70	50	230	180	‡	50	80	‡	40	30
Functional abilities index (significantly different subgroup pairs)	1-2	ns	†	1-2	ns	1-2	1-2	ns	ns	ns	ns	ns	ns
Below the IEP mean: subgroup 1 (avg)	26.6	18.6*	‡	57.5*	18.8*	19.4*	9.0*	7.1*	33.5*	30.0	17.9*	23.7	10.4!*
At or above the IEP mean: subgroup 2 (avg)	30.5	23.3*	‡	67.6*	18.7*	28.0	40.2*	13.8!*	36.1*	25.7*	13.7*	26.7	11.8*
Below the IEP mean: subgroup 1 (se)	1.17	1.62	‡	3.44	2.47	1.71	1.30	1.50	3.06	2.71	2.11	4.52	3.93
At or above the IEP mean: subgroup 2 (se)	1.27	3.01	‡	2.10	4.19	2.97	4.94	4.69	2.11	1.72	2.19	5.00	3.13
Below the IEP mean: subgroup 1 (sample size)	4,480	620	‡	310	330	760	650	330	370	360	380	130	100
At or above the IEP mean: subgroup 2 (sample size)	4,510	320	‡	720	150	340	180	110	760	1,010	620	110	130

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

Note: Parent survey respondents were asked whether youth has ever had an out-of-school suspension. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-44. Percentages of youth who participated in a school sport or club in the past year, by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	63.5	58.9*	81.4*	58.9*	68.2	57.0*	53.3*	59.0	63.3	65.9*	73.4*	62.8	70.5
Age (significantly different subgroup pairs)	1-3; 2-3	ns	ns	1-2; 1-3; 2-3	1-2; 1-3	ns	1-3; 2-3	ns	ns	ns	ns	ns	ns
Age 14 or younger: subgroup 1 (avg)	65.8	58.2*	90.8*	65.3	81.0*	56.6*	56.9*	60.6	63.7	67.4	75.3*	65.3	68.7
Age 15 to 18: subgroup 2 (avg)	62.8	60.6	74.8	56.5*	61.9	56.0*	55.8*	60.0	63.4	65.1*	71.5*	63.4	71.9*
Age 19 or older: subgroup 3 (avg)	54.2	51.3	92.4*	40.0	49.2	61.7*	40.2*	47.4	54.5	59.8	56.4	45.2!	67.0
Age 14 or younger: subgroup 1 (se)	1.72	3.43	7.03	3.08	3.98	3.75	4.05	5.27	3.33	2.93	2.81	7.49	7.45
Age 15 to 18: subgroup 2 (se)	1.13	2.57	9.81	2.13	4.15	2.19	3.23	4.77	2.20	1.84	2.40	5.90	4.51
Age 19 or older: subgroup 3 (se)	2.58	7.43	5.85	7.90	10.86	4.10	4.62	8.80	9.86	7.46	12.99	13.83	15.07
Age 14 or younger: subgroup 1 (sample size)	2,350	260	20	260	120	220	190	120	290	340	410	50	50
Age 15 to 18: subgroup 2 (sample size)	4,750	520	60	590	250	580	410	210	630	770	430	130	130
Age 19 or older: subgroup 3 (sample size)	670	70	10	50	30	170	150	40	40	50	20	20	20
Functional abilities index (significantly different subgroup pairs)	1-2	ns	ns	ns	ns	ns	1-2	ns	ns	1-2	1-2	ns	ns
Below the IEP mean: subgroup 1 (avg)	58.2	56.0	80.0*	54.0	65.3*	58.7	49.1*	55.8	61.5	57.3	65.6*	58.1	73.8*
At or above the IEP mean: subgroup 2 (avg)	66.5	63.9	87.8*	60.6*	74.8*	53.8*	66.0	67.6	64.1	68.6*	77.7*	67.5	67.5
Below the IEP mean: subgroup 1 (se)	1.39	2.81	7.68	3.05	3.54	2.15	2.68	3.35	2.94	3.31	3.23	5.55	4.97
At or above the IEP mean: subgroup 2 (se)	1.12	3.50	6.40	2.07	4.14	3.43	4.42	5.83	2.24	1.74	2.33	6.30	5.61
Below the IEP mean: subgroup 1 (sample size)	3,810	550	80	270	270	660	560	270	320	310	320	110	90
At or above the IEP mean: subgroup 2 (sample size)	3,830	290	10	620	120	280	170	90	630	850	540	80	120

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

Note: Youth survey respondents were asked whether they participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-45. Percentages of youth who got together with friends at least once a week in the past year, by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	51.8	28.5*	16.0!*	58.2*	46.7	41.9*	35.1*	35.5*	57.2*	55.7*	53.1	48.0	46.8
Age (significantly different subgroup pairs)	1-2; 2-3	ns	†	1-2	ns	ns	1-3; 2-3	ns	1-2	1-2	ns	1-2	1-2
Age 14 or younger: subgroup 1 (avg)	46.7	30.9*	‡	50.4	44.5	44.3	37.4*	33.2*	49.7	47.8	50.9	32.5	61.6
Age 15 to 18: subgroup 2 (avg)	55.4	26.3*	19.5!*	62.5*	47.1*	40.7*	39.6*	36.4*	62.1*	60.1*	55.9	56.2	38.3*
Age 19 or older: subgroup 3 (avg)	44.4	31.3*	‡	52.6	56.1	42.4	18.5*	37.5	53.6	59.3*	51.0	43.8	45.4!
Age 14 or younger: subgroup 1 (se)	1.76	3.22	‡	3.71	4.79	3.70	4.02	4.85	3.23	3.19	3.02	7.37	7.61
Age 15 to 18: subgroup 2 (se)	1.08	2.14	8.52	2.18	3.44	2.40	2.64	4.47	2.06	1.89	2.74	5.30	5.03
Age 19 or older: subgroup 3 (se)	2.44	5.41	‡	7.86	8.72	3.50	3.30	8.80	8.76	7.33	9.37	12.10	14.61
Age 14 or younger: subgroup 1 (sample size)	2,380	270	‡	260	120	220	190	120	290	350	420	50	60
Age 15 to 18: subgroup 2 (sample size)	4,960	530	60	630	260	600	430	220	670	810	450	130	140
Age 19 or older: subgroup 3 (sample size)	810	90	‡	60	40	200	160	50	40	70	20	30	20
Functional abilities index (significantly different subgroup pairs)	1-2	ns	†	1-2	ns	1-2	1-2	ns	1-2	1-2	ns	1-2	ns
Below the IEP mean: subgroup 1 (avg)	43.0	27.2*	13.6!*	50.9*	45.9	37.4*	28.3*	34.0*	50.1*	49.4*	52.2*	30.6*	37.1
At or above the IEP mean: subgroup 2 (avg)	56.9	32.0*	‡	61.1	47.4*	51.4	53.8	40.1*	60.6	57.8	53.2	67.8*	52.3
Below the IEP mean: subgroup 1 (se)	1.35	2.07	5.79	3.14	3.63	2.11	2.21	3.46	3.11	3.25	3.14	5.90	6.22
At or above the IEP mean: subgroup 2 (se)	1.23	3.08	‡	2.26	4.55	3.41	3.71	6.18	2.23	1.92	2.62	5.33	5.69
Below the IEP mean: subgroup 1 (sample size)	4,010	560	80	290	290	690	590	280	340	320	340	120	90
At or above the IEP mean: subgroup 2 (sample size)	4,010	300	‡	650	120	300	170	100	660	890	550	90	120

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

Note: Youth survey respondents were asked about how many days a week they usually got together with friends outside of school and organized activities in the past 12 months. The response categories were 6 or 7 days a week; 4 or 5 days a week; 2 or 3 days a week; 1 day a week; sometimes, but not every week; and never. The percentages are for responses of at least 1 day a week. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-46. Percentages of youth who were teased or called names at school, by disability group and subgroups (2 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	37.0	41.3	23.3!	47.7*	37.1	39.3	36.2	26.1*	44.1*	33.7*	30.7*	37.3	29.5
Age (significantly different subgroup pairs)	1-2; 1-3	1-2; 1-3	†	1-2; 1-3	ns	1-3; 2-3	1-2	ns	1-2; 1-3; 2-3	1-2	1-2	ns	ns
Age 14 or younger: subgroup 1 (avg)	46.4	49.2	‡	60.9*	41.5	41.2	47.6	27.6*	55.6*	44.4	35.8*	41.7	32.8
Age 15 to 18: subgroup 2 (avg)	31.7	37.9*	25.6!	41.6*	34.3	41.4*	30.6	27.2	37.2*	27.3*	24.4*	36.2	27.8
Age 19 or older: subgroup 3 (avg)	25.9	21.9!	‡	36.2	35.0!	22.8	33.9	‡	20.9!	31.1	‡	‡	‡
Age 14 or younger: subgroup 1 (se)	1.70	4.30	‡	3.52	6.07	4.62	5.67	5.13	3.30	2.96	2.88	8.71	8.79
Age 15 to 18: subgroup 2 (se)	1.12	2.76	10.28	2.73	3.70	2.65	3.25	4.32	2.32	1.73	2.41	6.06	4.75
Age 19 or older: subgroup 3 (se)	3.19	8.20	‡	8.86	12.14	4.98	6.25	‡	6.78	8.45	‡	‡	‡
Age 14 or younger: subgroup 1 (sample size)	1,960	180	‡	240	100	130	100	90	270	330	390	40	50
Age 15 to 18: subgroup 2 (sample size)	3,920	360	30	550	200	400	230	150	580	740	410	110	130
Age 19 or older: subgroup 3 (sample size)	380	30	‡	40	20	90	50	‡	30	50	‡	‡	‡
Functional abilities index (significantly different subgroup pairs)	ns	ns	†	ns	1-2	ns	ns	ns	ns	ns	ns	ns	ns
Below the IEP mean: subgroup 1 (avg)	37.8	40.7	34.5!	52.7*	41.8	39.5	37.9	24.3*	42.6	34.3	31.9	42.8	30.7
At or above the IEP mean: subgroup 2 (avg)	36.3	41.4	‡	45.4*	29.3	37.8	33.6	29.6	45.0*	33.3*	29.8*	30.7	27.3
Below the IEP mean: subgroup 1 (se)	1.52	3.33	13.70	4.17	3.86	2.79	3.47	4.09	3.48	3.13	3.03	6.63	6.48
At or above the IEP mean: subgroup 2 (se)	1.20	3.42	‡	2.40	4.76	3.56	3.97	5.12	2.39	1.81	2.50	7.46	5.14
Below the IEP mean: subgroup 1 (sample size)	2,570	310	30	240	210	370	230	170	280	290	280	80	70
At or above the IEP mean: subgroup 2 (sample size)	3,620	250	‡	580	110	250	160	90	590	820	520	80	110

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

Note: Youth survey respondents, excluding proxies, were asked whether they experienced students teasing them or calling them names at school during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-47. Percentages of youth who have received an out-of-school suspension, by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	29.0	20.0*	‡	64.6*	18.7*	22.2*	17.0*	9.0*	35.1*	26.8*	15.2*	25.8	11.1*
School academic proficiency (significantly different subgroup pairs)	1-2	ns	†	1-2	ns	1-2	1-2	ns	1-2	1-2	ns	ns	1-2
Bottom quarter in state: subgroup 1 (avg)	36.3	23.1*	‡	70.0*	24.2*	27.8*	21.9*	12.8!*	51.8*	33.9	17.2*	32.8	24.7
Top three quarters in state: subgroup 2 (avg)	25.2	20.1*	‡	57.8*	16.3*	18.4*	12.7*	8.5*	29.1*	23.9	15.2*	23.3	6.9!*
Bottom quarter in state: subgroup 1 (se)	1.99	3.54	‡	3.52	6.09	2.81	3.81	4.00	3.75	3.09	3.53	8.12	6.52
Top three quarters in state: subgroup 2 (se)	1.06	1.71	‡	2.53	2.36	2.11	2.00	1.77	1.94	1.68	1.48	3.76	2.40
Bottom quarter in state: subgroup 1 (sample size)	2,310	200	‡	310	140	350	200	100	270	360	200	50	60
Top three quarters in state: subgroup 2 (sample size)	6,120	680	‡	610	320	700	530	320	800	970	780	180	150
School locale (significantly different subgroup pairs)	1-2; 1-3	ns	†	1-2	ns	1-3	ns	2-3	1-2; 1-3	1-2; 1-3	1-2; 1-3	ns	ns
City: subgroup 1 (avg)	34.7	19.4*	‡	70.3*	19.0*	25.7*	17.4*	9.9*	44.9*	34.0	21.3*	34.0	14.5!*
Suburb: subgroup 2 (avg)	26.4	20.3*	‡	59.1*	23.1	22.0	21.1	5.0!*	30.1	24.2	14.8*	25.7	‡
Town or rural: subgroup 3 (avg)	26.0	21.5	‡	61.1*	14.4*	17.8*	12.2*	12.9*	32.6*	23.3*	13.4*	21.5	10.1!*
City: subgroup 1 (se)	1.85	2.27	‡	3.87	3.09	2.85	3.82	2.47	3.44	2.78	2.56	8.92	4.74
Suburb: subgroup 2 (se)	1.53	2.56	‡	3.27	5.99	3.06	3.70	1.59	2.68	2.42	2.54	4.22	‡
Town or rural: subgroup 3 (se)	1.41	2.80	‡	3.40	3.19	2.29	2.88	3.55	3.01	2.34	2.07	5.69	3.73
City: subgroup 1 (sample size)	2,790	290	‡	290	200	370	230	150	320	430	250	80	90
Suburb: subgroup 2 (sample size)	2,960	310	‡	310	140	320	290	150	370	450	420	80	‡
Town or rural: subgroup 3 (sample size)	2,970	300	‡	370	140	390	280	120	400	450	310	80	80
School share of youth with an IEP (significantly different subgroup pairs)	1-2	ns	†	ns	ns	ns	1-2	ns	1-2	1-2	ns	ns	1-2
Bottom three quarters in U.S.: subgroup 1 (avg)	26.2	21.4*	‡	60.5*	19.1*	20.6*	11.6*	9.1*	31.9*	24.3*	14.0*	23.9	6.6!*
Highest quarter in U.S.: subgroup 2 (avg)	32.6	19.3*	‡	65.2*	18.6*	23.0*	19.4*	10.2!*	40.2*	31.5	18.8*	29.5	23.9
Bottom three quarters in U.S.: subgroup 1 (se)	1.06	1.89	‡	2.44	3.29	2.16	2.12	1.87	1.96	1.63	1.43	3.50	2.13
Highest quarter in U.S.: subgroup 2 (se)	1.91	2.56	‡	3.29	3.79	2.50	2.94	3.44	3.69	3.02	3.06	7.38	6.61
Bottom three quarters in U.S.: subgroup 1 (sample size)	5,790	630	‡	600	330	690	400	330	770	940	680	160	160
Highest quarter in U.S.: subgroup 2 (sample size)	2,810	260	‡	350	150	380	370	100	310	390	300	80	70

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

Note: Parent survey respondents were asked whether youth has ever had an out-of-school suspension. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-48. Percentages of youth who participated in a school sport or club in the past year, by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	63.5	58.9*	81.4*	58.9*	68.2	57.0*	53.3*	59.0	63.3	65.9*	73.4*	62.8	70.5
School academic proficiency (significantly different subgroup pairs)	1-2	1-2	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	59.4	47.8*	91.0*	58.5	68.9*	52.0*	49.5*	49.7	58.5	62.5	72.2*	53.8	71.4
Top three quarters in state: subgroup 2 (avg)	65.2	63.7	74.1	58.0*	68.7	58.3*	54.5*	60.7	64.3	67.4*	73.5*	65.9	69.4
Bottom quarter in state: subgroup 1 (se)	1.94	4.48	7.13	3.34	4.26	2.96	4.05	5.87	3.58	3.38	4.33	9.00	6.69
Top three quarters in state: subgroup 2 (se)	1.14	2.55	10.60	2.32	3.87	2.25	3.53	3.80	2.23	1.80	2.33	5.59	4.72
Bottom quarter in state: subgroup 1 (sample size)	1,940	180	30	260	110	310	170	80	220	290	180	40	50
Top three quarters in state: subgroup 2 (sample size)	5,260	600	30	540	270	600	460	270	680	830	670	140	140
School locale (significantly different subgroup pairs)	ns	1-2; 1-3	ns	ns	ns	ns	ns						
City: subgroup 1 (avg)	62.5	60.6	71.8	63.1	68.7	53.9*	54.9	46.9*	63.1	63.6	70.4*	65.7	65.7
Suburb: subgroup 2 (avg)	64.8	60.0	80.4	58.7*	70.8	57.5*	58.6	64.7	66.3	66.1	75.9*	65.9	75.3
Town or rural: subgroup 3 (avg)	63.5	59.5	81.1	55.6*	66.6	57.8	47.7*	64.9	60.9	67.9*	71.5*	57.5	71.0
City: subgroup 1 (se)	1.75	4.36	12.12	3.05	3.67	3.29	4.67	4.18	3.02	2.95	3.54	8.97	6.31
Suburb: subgroup 2 (se)	1.74	3.49	12.68	2.94	5.38	2.79	4.07	6.32	3.07	2.74	3.04	7.86	7.75
Town or rural: subgroup 3 (se)	1.57	3.54	12.77	3.16	5.87	3.38	4.63	5.22	3.23	2.67	3.61	7.28	6.69
City: subgroup 1 (sample size)	2,370	250	40	250	160	310	200	130	280	360	220	60	80
Suburb: subgroup 2 (sample size)	2,510	280	20	270	110	280	250	120	300	380	360	70	60
Town or rural: subgroup 3 (sample size)	2,560	270	20	320	110	340	230	100	350	390	270	60	70
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	ns	ns	ns	ns							
Bottom three quarters in U.S.: subgroup 1 (avg)	63.2	61.1	79.2	56.6*	67.8	55.7*	53.1*	57.5	65.0	64.7	74.0*	58.9	73.7*
Highest quarter in U.S.: subgroup 2 (avg)	64.4	59.7	77.3	60.8	69.7	57.1*	53.1*	62.5	59.4	69.0*	71.7*	70.4	62.9
Bottom three quarters in U.S.: subgroup 1 (se)	1.12	2.45	9.62	2.40	3.31	2.40	3.52	3.81	2.20	1.80	2.41	6.49	4.30
Highest quarter in U.S.: subgroup 2 (se)	1.71	4.65	12.94	3.14	6.11	3.00	4.01	5.65	3.54	2.94	3.55	7.91	8.51
Bottom three quarters in U.S.: subgroup 1 (sample size)	4,930	560	30	520	270	600	340	270	650	800	590	130	140
Highest quarter in U.S.: subgroup 2 (sample size)	2,400	230	40	300	110	330	320	80	270	330	260	60	60

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

Note: Youth survey respondents were asked whether they participated in any of the following school activities outside of class in the past 12 months: school sports team; music, dance, art, or theater; student government; academic subject matter club; volunteer or community service group; vocational or career-focused student organization; or other school-sponsored clubs or activities. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.

Table D-49. Percentages of youth who got together with friends at least once a week in the past year, by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	51.8	28.5*	16.0!*	58.2*	46.7	41.9*	35.1*	35.5*	57.2*	55.7*	53.1	48.0	46.8
School academic proficiency (significantly different subgroup pairs)	ns	ns	†	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	50.4	23.9*	‡	57.5*	42.2	43.4*	33.9*	37.6	51.8	54.7*	46.0	47.4	55.1
Top three quarters in state: subgroup 2 (avg)	52.6	30.2*	5.7!*	56.4	46.5	41.3*	34.7*	36.7*	59.2*	56.1*	54.7	50.8	46.0
Bottom quarter in state: subgroup 1 (se)	1.83	3.84	‡	3.21	4.60	3.30	4.60	6.70	3.54	3.34	4.38	8.63	7.36
Top three quarters in state: subgroup 2 (se)	1.16	2.00	2.71	2.42	3.32	2.39	3.29	4.03	2.15	2.00	2.30	6.00	5.34
Bottom quarter in state: subgroup 1 (sample size)	2,030	180	‡	270	110	320	180	80	240	310	180	50	60
Top three quarters in state: subgroup 2 (sample size)	5,500	620	30	570	280	640	480	280	710	870	690	150	140
School locale (significantly different subgroup pairs)	ns	ns	†	1-2; 2-3	ns	ns	ns	ns	1-2	ns	ns	2-3	ns
City: subgroup 1 (avg)	50.7	29.2*	24.1!*	52.3	44.7	38.8*	30.7*	36.2*	53.2	57.0*	51.3	47.0	46.4
Suburb: subgroup 2 (avg)	54.8	30.0*	‡	62.9*	48.1	41.1*	34.3*	38.8*	62.7*	58.8*	53.6	62.9	38.0*
Town or rural: subgroup 3 (avg)	50.5	27.0*	‡	54.0	44.6	45.0	39.6*	34.0*	56.2	52.6	53.3	32.1*	57.4
City: subgroup 1 (se)	1.54	3.28	10.57	3.09	4.06	2.91	2.58	4.73	3.13	2.56	3.50	6.45	6.33
Suburb: subgroup 2 (se)	1.53	2.73	‡	2.65	4.90	3.54	4.42	7.57	3.03	2.87	3.17	7.04	7.87
Town or rural: subgroup 3 (se)	1.76	3.07	‡	3.52	5.00	3.09	4.29	5.29	3.10	2.95	3.66	7.12	7.08
City: subgroup 1 (sample size)	2,480	260	50	270	170	330	210	130	290	380	220	60	80
Suburb: subgroup 2 (sample size)	2,620	290	‡	280	120	290	260	130	320	400	370	70	60
Town or rural: subgroup 3 (sample size)	2,680	280	‡	340	120	370	240	110	360	410	280	70	70
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	†	ns	ns	1-2	ns	ns	ns	ns	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	52.1	29.3*	‡	56.2	43.5*	39.0*	32.9*	35.9*	59.5*	55.4*	54.4	47.5	43.4
Highest quarter in U.S.: subgroup 2 (avg)	51.7	27.8*	24.6!*	56.8	50.3	47.1	36.7*	37.5*	54.3	56.5*	49.9	52.1	58.2
Bottom three quarters in U.S.: subgroup 1 (se)	1.20	1.93	‡	2.40	3.22	2.33	3.34	3.94	2.13	2.08	2.35	6.72	5.01
Highest quarter in U.S.: subgroup 2 (se)	1.80	3.58	11.77	3.18	5.08	3.11	3.70	5.42	3.56	3.19	3.91	7.07	8.33
Bottom three quarters in U.S.: subgroup 1 (sample size)	5,170	580	‡	550	290	630	360	280	680	840	610	130	140
Highest quarter in U.S.: subgroup 2 (sample size)	2,510	240	40	320	120	350	330	90	280	340	270	70	60

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

Note: Youth survey respondents were asked about how many days a week they usually got together with friends outside of school and organized activities in the past 12 months. The response categories were 6 or 7 days a week; 4 or 5 days a week; 2 or 3 days a week; 1 day a week; sometimes, but not every week; and never. The percentages are for responses of at least 1 day a week. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

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

Table D-50. Percentages of youth who were teased or called names at school, by disability group and subgroups (3 of 3)

Significantly different subgroup pairs, average (avg), standard error (se), and sample size	IEP	AUT	DB	ED	HI	ID	MD	OI	OHI	SLD	SLI	TBI	VI
All students (avg)	37.0	41.3	23.3!	47.7*	37.1	39.3	36.2	26.1*	44.1*	33.7*	30.7*	37.3	29.5
School academic proficiency (significantly different subgroup pairs)	ns	ns	†	ns	1-2	ns	ns	ns	ns	ns	ns	ns	ns
Bottom quarter in state: subgroup 1 (avg)	34.8	40.1	24.3!	42.8	47.3*	37.2	37.5	23.6	37.4	33.3	35.9	38.3	21.9!
Top three quarters in state: subgroup 2 (avg)	38.0	42.8	‡	50.6*	31.3	40.9	36.5	27.1*	45.0*	34.8*	30.0*	35.4	31.6
Bottom quarter in state: subgroup 1 (se)	1.86	5.04	9.26	4.34	5.04	3.78	5.06	6.56	3.90	3.07	4.82	9.27	7.21
Top three quarters in state: subgroup 2 (se)	1.13	2.72	‡	2.54	3.82	2.83	3.15	3.68	2.22	1.91	2.08	6.70	5.35
Bottom quarter in state: subgroup 1 (sample size)	1,570	110	20	240	90	210	90	50	210	280	160	30	50
Top three quarters in state: subgroup 2 (sample size)	4,330	420	‡	510	230	380	240	190	630	800	630	120	130
School locale (significantly different subgroup pairs)	1-2; 1-3	1-3	†	1-3	ns	ns	ns	ns	1-3	ns	ns	ns	ns
City: subgroup 1 (avg)	32.3	33.1	‡	40.6*	33.3	36.8	31.6	25.0	36.7	30.4	30.7	43.1	31.0
Suburb: subgroup 2 (avg)	37.0	43.3	‡	46.6*	35.3	43.5	38.4	22.5*	42.4	33.3*	31.4	27.6!	28.2
Town or rural: subgroup 3 (avg)	41.0	47.4	35.5!	56.2*	41.6	38.5	36.2	29.0*	49.9*	37.6*	31.2*	47.0	31.7
City: subgroup 1 (se)	1.77	3.86	‡	3.68	4.25	3.60	6.09	5.55	3.59	2.83	4.11	8.06	6.74
Suburb: subgroup 2 (se)	1.44	3.87	‡	4.10	5.39	4.13	3.90	5.66	3.17	2.48	3.00	8.74	7.71
Town or rural: subgroup 3 (se)	1.75	4.33	11.54	3.56	5.28	3.67	4.14	5.86	3.08	2.96	3.28	7.89	7.12
City: subgroup 1 (sample size)	1,870	160	‡	240	130	200	100	80	250	340	200	50	70
Suburb: subgroup 2 (sample size)	2,070	190	‡	250	100	170	140	90	280	370	340	60	50
Town or rural: subgroup 3 (sample size)	2,100	190	20	290	90	240	120	80	320	370	250	50	60
School share of youth with an IEP (significantly different subgroup pairs)	ns	ns	†	ns	ns	ns	ns	ns	1-2	ns	ns	ns	ns
Bottom three quarters in U.S.: subgroup 1 (avg)	36.3	42.7*	22.2!	48.6*	34.3	37.5	33.4	28.0*	40.7*	34.1*	29.4*	31.2	27.0
Highest quarter in U.S.: subgroup 2 (avg)	38.9	40.9	‡	47.1*	41.3	42.2	39.5	18.5!*	51.3*	34.4*	34.8	45.4	37.6
Bottom three quarters in U.S.: subgroup 1 (se)	1.21	2.73	9.96	2.46	3.64	2.73	3.59	3.58	2.29	2.00	2.14	7.75	4.75
Highest quarter in U.S.: subgroup 2 (se)	1.60	4.82	‡	4.13	5.33	3.62	4.11	6.64	3.86	2.61	4.28	8.22	8.84
Bottom three quarters in U.S.: subgroup 1 (sample size)	4,070	390	20	490	230	380	180	190	600	770	550	110	130
Highest quarter in U.S.: subgroup 2 (sample size)	1,920	150	‡	280	80	230	170	60	250	310	250	50	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 with IEP estimate; ns=no significant differences; !=interpret data with caution. Estimate is unstable because the standard error represents 30 to 50 percent of the estimate; #=rounds to zero; †=not applicable; ‡=reporting standards not met. The standard error represents more than 50 percent of the estimate.

Note: Youth survey respondents, excluding proxies, were asked whether they experienced students teasing them or calling them names at school during the school year. Averages and standard errors are weighted. Sample sizes are unweighted and rounded to the nearest 10.

Source: National Longitudinal Transition Study 2012. The universe is youth who were not home schooled.