

WEB TABLES

U.S. DEPARTMENT OF EDUCATION
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Characteristics and Outcomes of Undergraduates With Disabilities

A nonnegligible proportion of undergraduates report having disabilities; specifically, 11 percent of 2011–12 undergraduates reported having a disability (Snyder, de Brey, and Dillow 2016). This set of Web Tables presents the characteristics of students with disabilities, including their preparation for, experiences in, and progress through postsecondary education.¹ The tables are based on data from several sources: the High School Longitudinal Study of 2009 (HSL:09), the American Community Survey (ACS), the 2011–12 National Postsecondary Student Aid Study (NPSAS:12), the 2004/09 and 2012/14 cohorts of the Beginning Postsecondary Students Longitudinal Study (BPS:04/09 and BPS:12/14), and the Integrated Postsecondary Education Data System (IPEDS).

Data on elementary and secondary education provide the context for

estimating the numbers of students with disabilities who are expected to enroll in postsecondary education. In the 2013–14 school year, 13 percent of public school students between ages 3 and 21—approximately 6.5 million individuals—received special education services under the Individuals with Disabilities Education Act of 1975 (IDEA). The most commonly reported disabilities for public school students served under IDEA were a specific learning disability (35 percent), followed by speech or language impairments (21 percent) (Kena et al. 2016). More than 90 percent of students who receive services under IDEA attend regular schools, and more than 60 percent of these students spend more than 80 percent of their time in general classrooms² alongside their peers without disabilities (Snyder, de Brey, and Dillow 2016). Under IDEA, which was reauthorized in 2004,

students with disabilities must receive transition planning services to assist with the transition to postsecondary life, work, or education beginning at age 16 (or earlier) (Individuals with Disabilities Education Improvement Act of 2004).

Recent research provides some information on the transition to postsecondary education among students with disabilities and their experiences once enrolled. Among 14- to 21-year-olds who received special education services and who left school in 2012–13, some 65 percent graduated with a high school diploma (Kena et al. 2016).

Data from 2009 indicate that among students who received special education services and had been out of high school for up to 8 years, 59 percent had enrolled in postsecondary education. Among those who ever enrolled in a 4-year institution, 45 percent had

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received a degree or credential, compared with 37 percent of those who had ever enrolled in a 2-year institution (Snyder, de Brey, and Dillow 2016).³ In addition, 13 percent of 2011–12 undergraduates with a disability reported receiving mostly A grades, 22 percent reported receiving mostly B grades, and 10 percent reported receiving mostly C grades. Sixty-five percent of undergraduate students with a disability were financially independent, and 10 percent lived on campus (Skomsvold 2014).

The following Web Tables provide new and updated information about postsecondary students with disabilities in the years 2003–04 through 2015–16. The tables include information on demographic and background characteristics, enrollment and academic characteristics, and postsecondary outcomes for students with disabilities. Enrollment characteristics include the control (public, private nonprofit, and for-profit) and level (4-year, 2-year, less-than-2-year) of students' institutions and the degree programs in which students with disabilities enrolled. Academic characteristics include measures of academic preparedness and academic performance; and postsecondary outcomes include persistence, transfer, and graduation. Whenever possible, the tables provide estimates by type of disability; however,

due to small sample sizes, some tables combine all students with disabilities into a single group.

Table 1 presents the educational attainment expectations of ninth-graders in 2009 and 2 years later, by type of diagnosed disability. Table 2 presents these students' postsecondary enrollment in fall 2013, by type of diagnosed disability.

Tables 3 and 4 illustrate the percentage of U.S. high school completers (table 3) and U.S. undergraduates in age groups 18 to 24 and 25 to 34 (table 4) who reported various disabilities, by selected demographic characteristics, from 2010 to 2014.

Tables 5, 6, and 7 present the percentages of all undergraduates (tables 5 and 6) and 2003–04 and 2011–12 first-time postsecondary students (table 7) who reported having a disability and students' main type of condition or impairment reported, by selected demographic and enrollment characteristics.

Table 8 presents selected demographic and enrollment characteristics of students who first enrolled in postsecondary education in 2003–04 and those who first enrolled in 2011–12, by disability status (i.e., whether respondent reported a disability).

Table 9 shows selected measures of 2011–12 first-time postsecondary students' academic preparation and academic performance, by disability status. Table 10 illustrates the same cohort's postsecondary enrollment and employment characteristics, by disability status.

Table 11 illustrates the postsecondary persistence and attainment of 2003–04 first-time postsecondary students through 2009 and of 2011–12 first-time postsecondary students through 2014, by disability status.

Table 12 focuses on postsecondary institutions and presents the percentage of institutions in which at least 3 percent of students were registered for disability services, by institution control and level, from academic year 2007–08 through 2015–16.

RELATED NCES REPORTS

A Profile of Military Undergraduates: 2011–12 (NCES 2016-415).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016415>.

Web Tables: Profile of Undergraduate Students: 2011–12 (NCES 2015-167).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015167>.

The Condition of Education 2015 (NCES 2015-144).

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015144>.

Demographic and Enrollment Characteristics of Nontraditional Undergraduates: 2011–12 (NCES 2015-025).

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015025>.

Digest of Education Statistics, 2013 (NCES 2015-011).

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015011>.

Students With Disabilities at Degree-Granting Postsecondary Institutions (NCES 2011-018).

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011018>.

Postsecondary Students With Disabilities: Enrollment, Services, and Persistence (NCES 2000-092).

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000092>.

An Institutional Perspective on Students With Disabilities in Postsecondary Education (NCES 1999-046).

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999046>.

DATA

The estimates presented in these Web Tables were generated using data from HSLs:09, ACS, NPSAS:12, BPS:04/09 and BPS:12/14, and IPEDS. Each of these surveys is a nationally representative sample of the population it describes.

Table A provides a detailed description of the data sources used to create the tables in this report. HSLs, NPSAS, BPS, and IPEDS are sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). The samples for BPS are drawn from NPSAS study samples. The first-time postsecondary students in BPS:04/09 were identified in the 2003–04 National Postsecondary Student Aid Study (NPSAS:04), and students in BPS:12/14 were identified in NPSAS:12. These Web Tables also use data from the 5-year 2010–2014 ACS, accessed via IPUMS-USA. Comparability of estimates across these data sources is limited because the target populations, respondents, purpose, and survey questions vary among data sources.

For more information about these data sources, see the following reports:

- High School Longitudinal Study of 2009 (HSLs:09)
 - *High School Longitudinal Study of 2009 (HSLs:09) Base Year to First Follow-Up Data File Documentation* (NCES 2014-361). <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014361>.
 - *High School Longitudinal Study of 2009 (HSLs:09) 2013 Update and High School Transcript Data File Documentation* (NCES 2015-036). <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015036>.
- American Community Survey
 - *American Community Survey Multiyear Accuracy of the Data (5-year 2010-2014)*. https://www2.census.gov/programs-surveys/acs/tech_docs/accuracy/MultiyearACSAccuracyofData2014.pdf.
 - *American Community Survey 2010–2014 ACS 5-year PUMS Files ReadMe*. https://www2.census.gov/programs-surveys/acs/tech_docs/pums/ACS2010_2014_PUMS_README.pdf.
 - *IPUMS Documentation: User's Guide*. <https://usa.ipums.org/usa/doc.shtml>.

- 2011–12 National Postsecondary Student Aid Study (NPSAS:12) Data File Documentation (NCES 2014-182).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014182>.
- Beginning Postsecondary Students Longitudinal Study
 - 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14) Data File Documentation (NCES 2016-062).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016062>.
 - 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Methodology Report (NCES 2012-246).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012246>.
- Integrated Postsecondary Education Data System
 - 2015–16 Integrated Postsecondary Education Data System (IPEDS) Methodology Report (NCES 2016-111).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016111>.
 - 2014–15 Integrated Postsecondary Education Data System (IPEDS) Methodology Report (NCES 2015-098).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015098>.
- 2013–14 Integrated Postsecondary Education Data System (IPEDS) Methodology Report (NCES 2014-067).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014067>.
- 2012–13 Integrated Postsecondary Education Data System (IPEDS) Methodology Report (NCES 2013-293).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013293>.
- Enrollment in Postsecondary Institutions, Fall 2010; Financial Statistics, Fiscal Year 2010; and Graduation Rates, Selected Cohorts, 2002–2007 (NCES 2012-280).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012280>.
- Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohorts; and Financial Statistics, Fiscal Year 2009 (NCES 2011-230).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011230>.
- Enrollment in Postsecondary Institutions, Fall 2008; Graduation Rates, 2002 and 2005 Cohorts; and Financial Statistics, Fiscal Year 2008 (NCES 2010-152REV).
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010152rev>.

ANALYSIS

The estimates presented in the majority of these Web Tables were generated through PowerStats, a web-based software application that enables users to generate tables for most of the surveys conducted by NCES. PowerStats generated estimates with HSLS:09, NPSAS:12, BPS:04/09, and BPS:12/14. Samples drawn for NCES studies such as HSLS, BPS, and NPSAS are not simple random samples; therefore, simple random sample techniques for estimating sampling errors cannot be applied to these data. PowerStats takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by PowerStats involves approximating the estimator by replication of the sampled population using a bootstrap technique.

With PowerStats, users can replicate or expand upon the tables presented here. The output from PowerStats includes the table estimates (e.g., percentages or means), the design-adjusted standard errors, and weighted sample sizes for the estimates. If the number of valid cases is too small to produce a reliable estimate (fewer than 30 cases), PowerStats prints the double dagger symbol (§) instead of the estimate.

In addition to producing tables, PowerStats users may conduct linear or logistic regressions. Many options are available for output with the regression results. For a description of all the options available, users should visit the PowerStats website at <https://nces.ed.gov/datalab/index.aspx>.

Estimates presented in tables 3 and 4 were produced in Stata using the IPUMS-USA version of the 2010–2014 ACS 5-year file (Ruggles et al. 2015). Samples drawn for the ACS are also not simple random samples; therefore, simple random sample techniques for estimating sampling errors should not be applied to these data. Standard errors were calculated using the replicate weights and associated code provided by IPUMS for the ACS (<https://usa.ipums.org/usa/repwt.shtml>).

Statistics presented in table 12 were generated from IPEDS using Stata. IPEDS data are collected from all Title IV postsecondary institutions in the U.S. and U.S. jurisdictions. As such, the data represent the universe of these institutions, there is no sampling error, and statistics do not need weights to be representative.

The Stata code for tables 3, 4, and 12 is available at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018432>.

VARIABLES USED

The variables used in these Web Tables are listed below. For HSLs, BPS, and NPSAS, visit the NCES DataLab website, <https://nces.ed.gov/datalab>, to view detailed information on question wording for variables coming directly from a survey, how variables were constructed, and their sources. For more information about the ACS variables, visit <https://usa.ipums.org/usa-action/variables/group>. For more information about the IPEDS variables, visit <https://nces.ed.gov/ipeds/Home/UseTheData>. The program files that generated the statistics presented in these Web Tables can be found at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018432>. For consistency across tables, all tables label respondent sex or gender as sex.

Label	Name
High School Longitudinal Study of 2009 (HSLs:09)	
Analysis weight	W1SCHOOL
Completed high school	X3HSCRED
Disability diagnosis: Attention deficit disorder or attention deficit hyperactivity disorder	P1ADHD
Disability diagnosis: Bone/joint/muscle problem	P1JOINT
Disability diagnosis: Developmental delay	P1DD
Disability diagnosis: Hearing/vision problem	P1EAREYE
Disability diagnosis: Intellectual disability	P1INTELLECT
Disability diagnosis: Learning disability	P1SLD
Disability diagnosis: Some form of autism	P1AUTISM
Had Individualized Education Plan (IEP) or received special education services in fall 2009	X1IEPFLAG
Highest educational attainment 2009 ninth-grader expected in fall 2009	X1STUEDEXPCT
Highest educational attainment 2009 ninth-grader expected in spring 2012	X2STUEDEXPCT
Institution control and level	S3CLGSECTOR
Received special education service in fall 2009	P1SPECIALED
IPUMS-USA American Community Survey (ACS) 2010–2014 5-year estimates	
Age	AGE
High school completers	EDUCD
Highest grade attended	GRADEATTD
Immigrant status	CITIZEN/BPL
Person weight	PERWT
Race: Asian	RACASIAN
Race: Black	RACBLK
Race: Hispanic	HISPAN
Race: Other	RACAMIND/RACPACIS/RACOTHER
Race: Two or more races	RACAMIND/RACASIAN/RACBLK/RACPACIS/RACOTHER/RACWHT
Race: White	RACWHT
Sex	SEX
Type of disability: Ambulatory	DIFFPHYS
Type of disability: Cognitive	DIFFREM
Type of disability: Hearing	DIFFHEAR
Type of disability: Independent living	DIFFMOB
Type of disability: Self-care	DIFFCARE
Type of disability: Vision	DIFFEYE
Veteran with disability rating	VETDISAB

(continued)

VARIABLES USED—Continued

Label	Name	Label	Name
2011–12 National Postsecondary Student Aid Study (NPSAS:12)		Integrated Postsecondary Education Data System (IPEDS) 2008–2015	
Age as of 12/31/2011	AGE	Enrollment year	YEAR
Analysis weight	WTA000	Institution control	CONTROL
Any disability	DISABLE	Institution level	ICLEVEL
Attendance intensity at all schools	ATTNPTRN	Institution control and level	CONTROL/ ICLEVEL
Dependency status	DEPEND5B	Percentage of institutions who reported that at least 3 percent of students were registered for disability services	DISAB
Dependent students: family income	PCTDEP	2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14)	
Ever took remedial course	REMEVER	Admission test score (ACT/SAT)	TESATDER
Sex	GENDER	Age as of 12/31 of first year enrolled	AGE
Immigrant status	IMMIGRA	Analysis weight	WTA000
Location of student residence while enrolled	LOCALRES	Control and level of first institution	FSECTOR
Main type of condition or impairment	DISTYPES	Cumulative 1-year persistence and attainment at first institution	PROUTF1
Parents' highest education	PAREduc	Cumulative 2-year persistence and attainment at any institution	PROUT2
Race/ethnicity	RACE	Cumulative 2-year persistence and attainment at first institution	PROUTF2
Type of disability: Ambulatory	DIS17B	Degree program when last enrolled	UGDEG14
Type of disability: Cognitive	DIS17A	Dependency status	DEPEND5B
Type of disability: Hearing	DIS16A	Dependent students: family income	PCTDEP
Type of disability: Vision	DIS16B	Direction of first transfer by institution level through June 2014	TFINLV3Y
Veteran status	VETERAN	Disability status	DISABLE
2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06)		Enrollment intensity	ENINPT1
Age as of 12/31 of first year enrolled	AGE	Enrollment intensity through June 2014	ENINPT3Y
Average number of months elapsed between first enrollment to highest degree	ATHTY6Y	Ever took remedial course within 3 years after beginning postsecondary education	REMEV3Y
Bookend weight	WTB000	Sex	GENDER
Control and level of first institution	FSECTOR	Grade point average (GPA) when last enrolled	GPALAST14
Cumulative 1-year persistence and attainment at first institution	PROUTF1	Hours worked per week when last enrolled	HRSWK3Y
Cumulative 2-year persistence and attainment at any institution	PROUT2	Immigrant status	IMMIGRA
Cumulative 2-year persistence and attainment at first institution	PROUTF2	Level of institution when last enrolled as of June 2014	ITTYLA3Y
Cumulative 6-year persistence and attainment at any institution	PRATT6Y	Location of student residence in first year enrolled	LOCALRES
Dependency status	DEPEND5B	Number of months between high school completion and postsecondary enrollment	ELAPSE
Dependent students: family income	PCTDEP	Parents' highest education	PAREduc
Disability status	DISABLE	Race/ethnicity	RACE
Enrollment intensity	ENINPT1	Selectivity of first institution	SELECTV2
Sex	GENDER	Selectivity of institution when last enrolled as of June 2014	SELECT3Y
Immigrant status	IMMIGRA	Took Advanced Placement (AP) course in high school	HSTKAP
Location of student residence in first year enrolled	LOCALRES	Undergraduate degree program at first institution	UGDEG
Parents' highest education	PAREduc	Undergraduate degree program when last enrolled as of June 2014	UGDEG14
Race/ethnicity	RACE	Took remedial course in first year enrolled	REMETOOK
Took remedial course in first year enrolled	REMETOOK	Undergraduate major when last enrolled	MAJ14
Veteran status in first year enrolled	VETERAN	Veteran status in first year enrolled	VETERAN

For more information, contact
NCES.Info@ed.gov

For more information about
the IPUMS-ACS, contact
help@ipums.org.

For readers with disabilities, a
Section 508-compliant version of
these Web Tables is available at
[https://nces.ed.gov/pubsearch/
pubsinfo.asp?pubid=2018432](https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018432).

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ENDNOTES

¹ Disability designations in these Web Tables
include only students who reported a
disability in a survey or to their institutions.
Some disabilities may be underreported.

² A regular school is defined by Snyder,
de Brey, and Dillow (2016) as a public
elementary/secondary or charter school that
provides instruction and education services
and does not focus primarily on special
education, vocational/technical education, or
alternative education. Snyder, de Brey, and
Dillow do not define general classes. However,
based on the common understanding of the
term, these are classes for students regardless
of disability status, as opposed to special
education classrooms.

³ Snyder, de Brey, and Dillow's (2016) source
for the postsecondary enrollment and
completion characteristics of students who
received special education services was the
National Longitudinal Transition Study-2
(NLTS2), Waves 4 and 5, 2007 and 2009,
National Center for Special Education
Research, Institute of Education Sciences,
U.S. Department of Education.

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Table A. DATA SOURCES: Name and selected characteristics of the data sources used in these Web Tables

Data source name	Abbreviation	Sample population	Respondents	Survey year(s)	Number of observations	Focus of dataset	Tables
High School Longitudinal Study of 2009	HSL:09	Ninth-grade students in public and private schools in 2009	Students, parents, and school personnel	2009, 2012	20,600	School experiences and achievement	1,2
American Community Survey 2010–2014 5-year file; distributed by IPUMS-USA	ACS	National 5% random sample of all households in the U.S.; collected as a 1% random sample over a 5-year period	Households	2010–2014	15,550,000	Individual and household characteristics	3,4
National Postsecondary Student Aid Study of 2011–12 (undergraduate)	NPSAS:12	Undergraduate students in Title IV postsecondary institutions	Undergraduates	2011–2012	95,100	Enrollment, financial aid	5,6
Beginning Postsecondary Students Longitudinal Study of 2003–04	BPS:04/09	First-time, beginning undergraduates in Title IV institutions	First-time beginning undergraduates	2004, 2006, 2009	16,100	Enrollment, experiences, and outcomes	7,8,11
Beginning Postsecondary Students Longitudinal Study of 2011–12	BPS:12/14	First-time, beginning undergraduates in Title IV institutions	First-time beginning undergraduates	2012, 2014	24,800	Enrollment, experiences, and outcomes	7,8,9,10,11
Integrated Postsecondary Education Data System; Fall 2008 Institutional Characteristics component & Spring 2009 Supplemental component	IPEDS	All Title IV postsecondary institutions in the U.S. & jurisdictions	Institutions	2008–09	5,799	Institutional characteristics	12
Integrated Postsecondary Education Data System; Fall 2009 Institutional Characteristics component	IPEDS	All Title IV postsecondary institutions in the U.S. & jurisdictions	Institutions	2009–10	6,022	Institutional characteristics	12
Integrated Postsecondary Education Data System; Fall 2010 Institutional Characteristics component	IPEDS	All Title IV postsecondary institutions in the U.S. & jurisdictions	Institutions	2010–11	6,297	Institutional characteristics	12
Integrated Postsecondary Education Data System; Fall 2011 Institutional Characteristics component	IPEDS	All Title IV postsecondary institutions in the U.S. & jurisdictions	Institutions	2011–12	6,547	Institutional characteristics	12
Integrated Postsecondary Education Data System; Fall 2012 Institutional Characteristics component	IPEDS	All Title IV postsecondary institutions in the U.S. & jurisdictions	Institutions	2012–13	6,727	Institutional characteristics	12
Integrated Postsecondary Education Data System; Fall 2013 Institutional Characteristics component	IPEDS	All Title IV postsecondary institutions in the U.S. & jurisdictions	Institutions	2013–14	6,898	Institutional characteristics	12
Integrated Postsecondary Education Data System; Fall 2014 Institutional Characteristics component	IPEDS	All Title IV postsecondary institutions in the U.S. & jurisdictions	Institutions	2014–15	6,982	Institutional characteristics	12
Integrated Postsecondary Education Data System; Fall 2015 Institutional Characteristics component	IPEDS	All Title IV postsecondary institutions in the U.S. & jurisdictions	Institutions	2015–16	7,006	Institutional characteristics	12

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Table 1.

HIGH SCHOOL STUDENTS' EDUCATIONAL ATTAINMENT EXPECTATIONS: Percentage distribution of 2009 ninth-graders' educational attainment expectations, by disability diagnosis and special education services received: 2009 and 2012

Disability diagnosis and special education services received as of fall 2009	Percent of students	Highest educational attainment 2009 ninth-grader expected in fall 2009					
		Less than high school	High school diploma or General Educational Development (GED) ¹	Associate's degree	Bachelor's degree ²	Advanced degree ³	Don't know
Total	100.0	0.5	15.5	6.1	18.0	38.3	21.7
Disability diagnosis ⁴							
Learning disability	9.7	0.7 !	30.6	7.2	11.0	22.0	28.5
Developmental delay	4.6	0.9 !	33.8	8.2	12.1	17.5	27.4
Some form of autism ⁵	1.1	‡	21.8	‡	16.5	22.2 !	27.9
Intellectual disability	0.5	‡	28.3	‡	‡	30.4	22.5
Attention deficit disorder or attention deficit hyperactivity disorder	10.5	0.3 !	21.4	8.0	17.7	26.4	26.1
Hearing/vision problem	2.9	‡	21.1	‡	17.4	36.9	18.4
Bone/joint/muscle problem	3.0	#	17.6	6.8 !	15.1	38.9	21.5
No disability diagnosis	78.9	0.3 !	11.3	5.5	19.8	43.4	19.6
Received special education services in fall 2009 ⁶							
Yes	9.2	0.6 !	29.5	7.0	13.8	20.5	28.6
No	90.8	0.3	12.0	5.8	19.8	42.4	19.8
Had Individualized Education Plan (IEP) or received special education services in fall 2009 ⁷							
Yes	22.0	0.7 !	28.8	6.4	13.9	20.4	29.7
No	78.0	0.4	13.0	5.9	20.3	39.6	20.9

See notes at end of table.

National Center for Education Statistics

Table 1.

HIGH SCHOOL STUDENTS' EDUCATIONAL ATTAINMENT EXPECTATIONS: Percentage distribution of 2009 ninth-graders' educational attainment expectations, by disability diagnosis and special education services received: 2009 and 2012—Continued

Disability diagnosis and special education services received as of fall 2009	Percent of students	Highest educational attainment 2009 ninth-grader expected in spring 2012					
		Less than high school	High school diploma or General Educational Development (GED) ¹	Associate's degree	Bachelor's degree ²	Advanced degree ³	Don't know
Total	100.0	0.5	17.7	9.2	29.0	33.4	10.3
Disability diagnosis ⁴							
Learning disability	9.7	1.1 !	31.6	9.3	18.7	19.3	19.9
Developmental delay	4.6	1.7 !	32.5	11.3	17.3	15.7	21.5
Some form of autism ⁵	1.1	‡	28.2	‡	15.9 !	17.3 !	27.2
Intellectual disability	0.5	‡	34.8	‡	‡	‡	27.3 !
Attention deficit disorder or attention deficit hyperactivity disorder	10.5	1.1 !	24.4	10.4	27.9	21.9	14.4
Hearing/vision problem	2.9	‡	21.6	‡	25.4	27.8	16.0
Bone/joint/muscle problem	3.0	‡	27.4	‡	21.8	32.5	13.1
No disability diagnosis	78.9	0.2 !	12.7	8.5	31.6	38.1	8.8
Received special education services in fall 2009 ⁶							
Yes	9.2	1.2 !	29.6	9.8	20.7	18.9	19.8
No	90.8	0.2	13.9	8.6	31.2	36.9	9.1
Had Individualized Education Plan (IEP) or received special education services in fall 2009 ⁷							
Yes	22.0	1.6 !	31.4	9.8	19.6	19.5	18.2
No	78.0	0.2	15.8	8.8	30.4	35.2	9.5

See notes at end of table.

National Center for Education Statistics

Table 1.

HIGH SCHOOL STUDENTS' EDUCATIONAL ATTAINMENT EXPECTATIONS: Percentage distribution of 2009 ninth-graders' educational attainment expectations, by disability diagnosis and special education services received: 2009 and 2012—Continued

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents between 30 and 50 percent of the estimate.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Includes students who reported that they expected to start but not complete an associate's degree or bachelor's degree. In 2009, includes students who expected to start or complete a certificate/diploma from a school providing occupational training.

² Expected bachelor's degree includes students who reported that they expected to start but not complete a master's degree or Ph.D./M.D./law/other professional degree.

³ Includes graduate and professional degrees.

⁴ Diagnoses indicate that parents were told by a doctor or school official that their student had the specified condition. Students may have multiple disability diagnoses.

⁵ Some form of autism includes autism, Asperger's Disorder, pervasive developmental disorder, or other autism spectrum disorder. Note that in the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5) these conditions are classified under the umbrella term "autism spectrum disorder."

⁶ As reported by parents.

⁷ IEP information was provided on the ninth-grade enrollment lists or subsequent sampled student roster by school personnel, if school personnel were able to provide it. An IEP can also be assumed for students of parents who indicated the ninth-grader was currently receiving special education services; however, if students were not receiving special education services, they could still have an IEP (as indicated by the school).

NOTE: Includes students enrolled in ninth grade in a public or private secondary school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09) Base-Year to First Follow-up Public-Use File.

National Center for Education Statistics

Table S1.

Standard errors for table 1: HIGH SCHOOL STUDENTS' EDUCATIONAL ATTAINMENT EXPECTATIONS: Percentage distribution of 2009 ninth-graders' educational attainment expectations, by disability diagnosis and special education services received: 2009 and 2012

Disability diagnosis and special education services received as of fall 2009	Percent of students	Highest educational attainment 2009 ninth-grader expected in fall 2009					
		Less than high school	High school diploma or General Educational Development (GED)	Associate's degree	Bachelor's degree	Advanced degree	Don't know
Total	†	0.08	0.50	0.28	0.50	0.58	0.41
Disability diagnosis							
Learning disability	0.50	0.22	2.45	1.02	1.38	1.74	2.01
Developmental delay	0.30	0.37	3.46	1.57	1.99	2.29	2.70
Some form of autism	0.15	†	4.79	†	4.80	7.29	5.22
Intellectual disability	0.08	†	6.77	†	†	8.50	6.30
Attention deficit disorder or attention deficit hyperactivity disorder	0.48	0.15	1.41	1.08	1.22	1.49	1.66
Hearing/vision problem	0.21	†	3.17	†	2.27	3.49	2.69
Bone/joint/muscle problem	0.30	†	3.76	2.34	2.46	5.60	3.79
No disability diagnosis	0.74	0.08	0.63	0.36	0.68	0.77	0.63
Received special education services in fall 2009							
Yes	0.45	0.22	2.20	1.03	1.37	1.97	1.75
No	0.45	0.07	0.60	0.34	0.60	0.76	0.52
Had Individualized Education Plan (IEP) or received special education services in fall 2009							
Yes	1.09	0.25	1.64	0.77	1.14	1.27	1.48
No	1.09	0.13	0.79	0.43	0.76	1.10	0.75

See notes at end of table.

National Center for Education Statistics

Table S1.

Standard errors for table 1: HIGH SCHOOL STUDENTS' EDUCATIONAL ATTAINMENT EXPECTATIONS: Percentage distribution of 2009 ninth-graders' educational attainment expectations, by disability diagnosis and special education services received: 2009 and 2012—Continued

Disability diagnosis and special education services received as of fall 2009	Percent of students	Highest educational attainment 2009 ninth-grader expected in spring 2012					
		Less than high school	High school diploma or General Educational Development (GED)	Associate's degree	Bachelor's degree	Advanced degree	Don't know
Total	†	0.08	0.61	0.40	0.57	0.70	0.41
Disability diagnosis							
Learning disability	0.50	0.42	2.22	1.39	1.57	1.80	1.76
Developmental delay	0.30	0.76	3.32	2.30	2.72	2.13	2.87
Some form of autism	0.15	†	5.44	†	5.40	5.29	6.78
Intellectual disability	0.08	†	9.20	†	†	†	8.90
Attention deficit disorder or attention deficit hyperactivity disorder	0.48	0.39	1.43	1.21	1.92	1.63	1.30
Hearing/vision problem	0.21	†	3.11	†	3.04	3.72	3.04
Bone/joint/muscle problem	0.30	†	3.99	†	3.23	3.81	3.17
No disability diagnosis	0.74	0.06	0.69	0.45	0.76	0.84	0.50
Received special education services in fall 2009							
Yes	0.45	0.44	2.05	1.42	1.92	2.04	1.94
No	0.45	0.06	0.66	0.47	0.71	0.79	0.48
Had Individualized Education Plan (IEP) or received special education services in fall 2009							
Yes	1.09	0.54	1.80	1.28	1.62	1.59	1.44
No	1.09	0.07	0.98	0.60	0.81	1.11	0.73

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09) Base-Year to First Follow-up Public-Use File.

National Center for Education Statistics

Table 2.

HIGH SCHOOL STUDENTS' POSTSECONDARY ENROLLMENT: Among 2009 ninth-graders, percentage who completed high school and percentage distribution of postsecondary enrollment institution control and level in fall 2013, by educational attainment expectations, disability diagnosis, and special education services received: 2013

Disability diagnosis and special education services received as of fall 2009	Completed high school ¹	Not enrolled in postsecondary education	Postsecondary enrollment					For-profit
			Institution control and level					
			Public 4-year	Private nonprofit 4-year	Public or private nonprofit 2-year	Public or private nonprofit less-than-2-year		
			All students					
Total	89.1	22.5	33.7	13.7	26.4	0.8	3.0	
Disability diagnosis ²								
Learning disability	79.3	34.8	15.8	8.5	35.7	1.1 !	4.1	
Developmental delay	79.5	35.3	16.4	6.7	35.5	1.5 !	4.6	
Some form of autism ³	86.8	32.6	20.9	5.8 !	33.1	‡	‡	
Intellectual disability	76.2	52.8	‡	‡	27.2 !	‡	‡	
Attention deficit disorder or attention deficit hyperactivity disorder	84.3	33.2	21.0	8.7	32.2	1.3 !	3.7	
Hearing/vision problem	86.2	26.6	28.5	12.7	29.0	‡	‡	
Bone/joint/muscle problem	84.3	24.8	28.1	11.9	31.4	‡	‡	
No disability diagnosis	92.3	16.5	39.7	15.9	24.7	0.7	2.6	
Received special education services in fall 2009 ⁴								
Yes	78.1	37.4	17.6	8.3	29.9	1.5 !	5.3	
No	91.8	17.3	38.1	15.7	25.7	0.6	2.6	
Had Individualized Education Plan (IEP) or received special education services in fall 2009 ⁵								
Yes	78.5	38.8	17.6	8.6	28.9	1.2	4.9	
No	91.3	19.8	35.7	15.9	25.1	0.9	2.6	

See notes at end of table.

National Center for Education Statistics

Table 2.

HIGH SCHOOL STUDENTS' POSTSECONDARY ENROLLMENT: Among 2009 ninth-graders, percentage who completed high school and percentage distribution of postsecondary enrollment institution control and level in fall 2013, by educational attainment expectations, disability diagnosis, and special education services received: 2013—Continued

Disability diagnosis and special education services received as of fall 2009	Completed high school ¹	Not enrolled in postsecondary education	Postsecondary enrollment					For-profit
			Institution control and level					
			Public 4-year	Private nonprofit 4-year	Public or private nonprofit 2-year	Public or private nonprofit less-than-2-year		
Students who, in 2012, had expected to attain a bachelor's degree or higher ⁶								
Total	95.6	11.8	44.0	18.0	23.7	0.5	2.0	
Disability diagnosis ²								
Learning disability	86.1	20.0	27.6	19.0	30.3	‡	‡	
Developmental delay	87.4	16.7	38.8	15.0	24.1	‡	‡	
Some form of autism ³	99.6	‡	44.9	‡	28.7 !	‡	#	
Intellectual disability	‡	‡	‡	‡	‡	‡	‡	
Attention deficit disorder or attention deficit hyperactivity disorder								
	92.2	18.7	31.1	14.2	31.9	‡	‡	
Hearing/vision problem	93.4	‡	39.5	16.7	30.1	#	‡	
Bone/joint/muscle problem	88.8	12.0	38.5	19.4	25.7	‡	‡	
No disability diagnosis	96.8	8.8	48.1	19.5	21.5	0.4	1.7	
Received special education services in fall 2009 ⁴								
Yes	86.5	17.1	32.4	17.0	26.6	‡	‡	
No	96.4	9.3	46.9	19.4	22.3	0.4	1.7	
Had Individualized Education Plan (IEP) or received special education services in fall 2009 ⁵								
Yes	88.2	18.9	32.9	15.8	27.0	0.6 !	4.9 !	
No	96.4	10.6	44.4	20.3	22.7	0.5 !	1.5	

See notes at end of table.

National Center for Education Statistics

Table 2.

HIGH SCHOOL STUDENTS' POSTSECONDARY ENROLLMENT: Among 2009 ninth-graders, percentage who completed high school and percentage distribution of postsecondary enrollment institution control and level in fall 2013, by educational attainment expectations, disability diagnosis, and special education services received: 2013—Continued

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents between 30 and 50 percent of the estimate.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Completed high school refers to the completion of any high school credential, including a diploma or alternative high school credential such as a General Educational Development (GED) credential. Ninth-graders who took 4 years to complete high school would have done so by summer 2013.

² Diagnoses indicate that parents were told by a doctor or school official that their student had the specified condition. Students may have multiple disability diagnoses.

³ Some form of autism includes autism, Asperger's Disorder, pervasive developmental disorder, or other autism spectrum disorder. Note that in the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5) these conditions are classified under the umbrella term "autism spectrum disorder."

⁴ As reported by parents.

⁵ IEP information was provided on the ninth-grade enrollment lists or subsequent sampled student roster by school personnel, if school personnel were able to provide it. An IEP can also be assumed for students of parents who indicated the ninth-grader was currently receiving special education services; however, if students were not receiving special education services, they could still have an IEP (as indicated by the school).

⁶ In 2012, the majority of these students were in the 11th grade. Excludes students who, in 2012, did not know whether they expected to complete a bachelor's degree.

NOTE: Includes students enrolled in ninth grade in a public or private secondary school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09) Base-Year to First Follow-up Public-Use File and High School Longitudinal Study of 2009 (HSL:09) 2013 Update and High School Transcript Public-Use File.

National Center for Education Statistics

Table S2.

Standard errors for table 2: HIGH SCHOOL STUDENTS' POSTSECONDARY ENROLLMENT: Among 2009 ninth-graders, percentage who completed high school and percentage distribution of postsecondary enrollment institution control and level in fall 2013, by educational attainment expectations, disability diagnosis, and special education services received: 2013

Disability diagnosis and special education services received as of fall 2009	Completed high school	Postsecondary enrollment					
		Not enrolled in postsecondary education	Institution control and level				For-profit
			Public 4-year	Private nonprofit 4-year	Public or private nonprofit 2-year	Public or private nonprofit less-than-2-year	
All students							
Total	0.43	0.65	0.83	0.53	0.89	0.11	0.26
Disability diagnosis							
Learning disability	1.81	2.55	1.97	1.54	2.87	0.38	0.86
Developmental delay	2.67	3.28	2.76	1.77	4.61	0.54	1.14
Some form of autism	3.32	5.25	5.18	2.82	6.45	†	†
Intellectual disability	6.81	10.58	†	†	10.27	†	†
Attention deficit disorder or attention deficit hyperactivity disorder							
	1.35	2.22	1.65	1.29	2.40	0.39	0.82
Hearing/vision problem	2.74	3.54	3.81	2.98	3.72	†	†
Bone/joint/muscle problem	3.25	4.06	4.07	3.20	5.18	†	†
No disability diagnosis	0.48	0.77	0.92	0.66	0.96	0.13	0.34
Received special education services in fall 2009							
Yes	2.13	2.60	2.05	1.51	3.00	0.48	1.02
No	0.49	0.70	0.83	0.67	0.93	0.11	0.30
Had Individualized Education Plan (IEP) or received special education services in fall 2009							
Yes	1.62	2.19	1.86	1.26	2.27	0.37	0.89
No	0.75	1.09	1.38	1.13	1.32	0.18	0.37

See notes at end of table.

National Center for Education Statistics

Table S2.

Standard errors for table 2: HIGH SCHOOL STUDENTS' POSTSECONDARY ENROLLMENT: Among 2009 ninth-graders, percentage who completed high school and percentage distribution of postsecondary enrollment institution control and level in fall 2013, by educational attainment expectations, disability diagnosis, and special education services received: 2013—Continued

Disability diagnosis and special education services received as of fall 2009	Completed high school	Postsecondary enrollment					
		Not enrolled in postsecondary education	Institution control and level				For-profit
			Public 4-year	Private nonprofit 4-year	Public or private nonprofit 2-year	Public or private nonprofit less-than-2-year	
Students who, in 2012, had expected to attain a bachelor's degree or higher							
Total	0.35	0.55	0.88	0.64	0.93	0.11	0.25
Disability diagnosis							
Learning disability	3.49	2.60	3.31	3.51	3.34	†	†
Developmental delay	5.09	4.59	6.63	4.35	5.05	†	†
Some form of autism	0.34	†	11.84	†	11.15	†	†
Intellectual disability	†	†	†	†	†	†	†
Attention deficit disorder or attention deficit hyperactivity disorder							
	1.38	2.48	2.80	2.16	3.20	†	†
Hearing/vision problem	2.44	†	5.10	3.86	4.93	†	†
Bone/joint/muscle problem	5.25	3.08	5.21	5.21	4.90	†	†
No disability diagnosis	0.34	0.56	1.04	0.76	1.06	0.10	0.29
Received special education services in fall 2009							
Yes	3.65	2.77	3.65	3.66	3.66	†	†
No	0.36	0.53	0.95	0.78	1.03	0.09	0.27
Had Individualized Education Plan (IEP) or received special education services in fall 2009							
Yes	2.78	2.60	3.29	2.91	3.17	0.28	1.76
No	0.55	0.82	1.66	1.50	1.46	0.16	0.29

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09) Base-Year to First Follow-up Public-Use File and High School Longitudinal Study of 2009 (HSL:09) 2013 Update and High School Transcript Public-Use File.

National Center for Education Statistics

Table 3.

HIGH SCHOOL COMPLETERS AND UNDERGRADUATES WITH DISABILITIES: Percentage of U.S. high school completers and undergraduates who reported various disabilities or a veteran disability rating, by selected demographic characteristics: 2010–14

Selected demographic characteristics	Any disability	Type of disability ¹						Veteran with disability rating ⁸
		Cognitive ²	Ambulatory ³	Independent living ⁴	Self-care ⁵	Vision ⁶	Hearing ⁷	
All high school completers								
Total	14.3	4.5	7.5	5.0	2.8	2.3	4.0	1.6
Age								
18–24	4.8	3.0	0.8	1.5	0.5	0.9	0.7	0.1
25–34	6.0	2.9	1.5	1.8	0.7	0.9	0.9	0.9
35–49	9.0	3.5	3.9	2.8	1.4	1.4	1.6	1.2
50 or older	24.6	6.4	14.8	9.1	5.4	3.9	8.1	2.6
Sex								
Male	14.7	4.4	6.3	4.1	2.4	2.1	4.9	3.0
Female	13.8	4.6	8.6	5.9	3.2	2.4	3.2	0.3
Race/ethnicity ⁹								
White	15.3	4.7	8.0	5.4	3.0	2.3	4.8	1.6
Black	16.0	5.4	9.1	5.8	3.4	3.0	2.2	2.2
Hispanic	9.4	3.3	4.5	3.1	1.7	2.0	2.1	1.0
Asian	6.2	1.9	3.0	2.6	1.3	1.1	1.7	0.4
Other	17.1	6.0	9.1	5.5	3.1	3.4	4.7	2.0
Two or more races	16.6	6.8	8.5	5.6	3.1	2.9	3.7	2.0
Immigrant status								
Foreign student with visa	4.8	1.4	2.3	1.7	0.9	1.2	1.2	#
Foreign-born citizen, resident alien, or eligible noncitizen	10.5	3.2	5.7	4.2	2.5	1.9	2.8	0.8
U.S.-born citizen ¹⁰	15.3	4.8	8.0	5.3	3.0	2.4	4.3	1.7
Veteran status								
Veteran	35.4	7.0	13.9	7.9	4.9	3.8	12.6	16.5
Not a veteran	12.1	4.2	6.9	4.7	2.6	2.1	3.1	†

See notes at end of table.

National Center for Education Statistics

Table 3.

HIGH SCHOOL COMPLETERS AND UNDERGRADUATES WITH DISABILITIES: Percentage of U.S. high school completers and undergraduates who reported various disabilities or a veteran disability rating, by selected demographic characteristics: 2010–14—Continued

Selected demographic characteristics	Any disability	Type of disability ¹						Veteran with disability rating ⁸
		Cognitive ²	Ambulatory ³	Independent living ⁴	Self-care ⁵	Vision ⁶	Hearing ⁷	
All undergraduates ¹¹								
Total	6.0	2.6	1.6	1.2	0.6	1.0	1.0	1.1
Age								
18–24	3.5	2.0	0.5	0.8	0.3	0.7	0.5	0.1
25–34	7.9	3.1	1.6	1.4	0.6	1.0	1.2	2.7
35–49	11.8	4.0	4.2	2.3	1.2	1.7	1.8	3.3
50 or older	21.7	5.3	11.5	5.0	3.1	3.8	5.4	3.9
Sex								
Male	6.9	2.8	1.4	1.2	0.6	1.0	1.2	2.0
Female	5.3	2.3	1.6	1.2	0.6	1.1	0.8	0.4
Race/ethnicity ⁹								
White	6.0	2.7	1.4	1.2	0.5	0.8	1.1	1.1
Black	7.5	2.7	2.6	1.6	0.8	1.6	0.8	1.7
Hispanic	5.3	2.2	1.3	1.1	0.6	1.2	1.0	0.9
Asian	3.0	1.2	0.6	0.7	0.4	0.6	0.6	0.4
Other	8.2	3.8	2.2	1.7	0.7	1.6	1.5	1.2
Two or more races	8.4	4.3	2.3	1.8	0.8	1.2	1.2	1.3
Immigrant status								
Foreign student with visa	2.7	1.0	0.6	0.6	0.4	0.8	0.6	0.1
Foreign-born citizen, resident alien, or eligible noncitizen	5.4	1.8	1.6	1.1	0.6	0.9	1.0	1.3
U.S.-born citizen ¹⁰	6.3	2.7	1.6	1.3	0.6	1.0	1.0	1.2
Veteran status								
Veteran	33.9	5.9	5.8	2.7	1.4	1.8	4.8	27.6
Not a veteran	4.9	2.4	1.4	1.1	0.5	1.0	0.8	†

See notes at end of table.

National Center for Education Statistics

Table 3.

HIGH SCHOOL COMPLETERS AND UNDERGRADUATES WITH DISABILITIES: Percentage of U.S. high school completers and undergraduates who reported various disabilities or a veteran disability rating, by selected demographic characteristics: 2010–14—Continued

† Not applicable.

Rounds to zero.

¹ Individuals may have multiple disability diagnoses.

² Individuals were reported to have a cognitive disability if the answer was “Yes” to: “Because of a physical, mental, or emotional condition, does this person have serious difficulty concentrating, remembering, or making decisions?”

³ Individuals were reported to have an ambulatory disability if the answer was “Yes” to: “Does this person have serious difficulty walking or climbing stairs?”

⁴ Individuals were reported to have an independent living disability if the answer was “Yes” to: “Because of a physical, mental, or emotional condition, does this person have difficulty doing errands alone such as visiting a doctor’s office or shopping?”

⁵ Individuals were reported to have a self-care disability if the answer was “Yes” to: “Does this person have difficulty dressing or bathing?”

⁶ Individuals were reported to have a vision disability if the answer was “Yes” to: “Is this person blind or does he/she have serious difficulty seeing even when wearing glasses?”

⁷ Individuals were reported to have a hearing disability if the answer was “Yes” to: “Is this person deaf or does he/she have serious difficulty hearing?”

⁸ Defined as veterans with a military service-connected disability.

⁹ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes respondents having origins in more than one race. Race categories exclude Hispanic origin.

¹⁰ U.S.-born citizens include citizens who were born abroad to U.S. citizen parents.

¹¹ Includes respondents who were enrolled at any time in the past 3 months at the time of the survey.

NOTE: Includes individuals who had obtained a high school diploma or an alternative high school credential such as a General Educational Development (GED) credential. Estimates include a nationally representative sample of residents of the United States and Puerto Rico surveyed between 2010 and 2014. Data are 5-year averages and not representative of any one point in time.

SOURCE: U.S. Department of Commerce, Bureau of the Census, American Community Survey, 2014 5-year estimates accessed via Integrated Public Use Microdata Series (IPUMS-USA), University of Minnesota, www.ipums.org.

National Center for Education Statistics

Table S3.

Standard errors for table 3: HIGH SCHOOL COMPLETERS AND UNDERGRADUATES WITH DISABILITIES: Percentage of U.S. high school completers and undergraduates who reported various disabilities or a veteran disability rating, by selected demographic characteristics: 2010–14

Selected demographic characteristics	Any disability	Type of disability						Veteran with disability rating
		Cognitive	Ambulatory	Independent living	Self-care	Vision	Hearing	
All high school completers								
Total	0.01	0.01	0.01	0.01	0.01	0.01	0.01	#
Age								
18–24	0.03	0.02	0.01	0.01	0.01	0.01	0.01	#
25–34	0.02	0.02	0.01	0.02	0.01	0.01	0.01	0.01
35–49	0.02	0.01	0.02	0.01	0.01	0.01	0.01	0.01
50 or older	0.03	0.02	0.03	0.02	0.02	0.01	0.02	0.01
Sex								
Male	0.02	0.01	0.02	0.01	0.01	0.01	0.01	0.01
Female	0.02	0.01	0.02	0.01	0.01	0.01	0.01	#
Race/ethnicity								
White	0.02	0.01	0.02	0.01	0.01	0.01	0.01	#
Black	0.05	0.03	0.03	0.03	0.02	0.02	0.01	0.02
Hispanic	0.04	0.02	0.03	0.02	0.01	0.02	0.02	0.01
Asian	0.04	0.02	0.03	0.02	0.02	0.02	0.02	0.01
Other	0.17	0.09	0.12	0.09	0.07	0.07	0.09	0.05
Two or more races	0.12	0.07	0.11	0.07	0.05	0.05	0.06	0.04
Immigrant status								
Foreign student with visa	0.03	0.02	0.03	0.02	0.01	0.02	0.02	†
Foreign-born citizen, resident alien, or eligible noncitizen	0.04	0.03	0.03	0.02	0.02	0.02	0.02	0.01
U.S.-born citizen	0.02	0.01	0.02	0.01	0.01	0.01	0.01	0.01
Veteran status								
Veteran	0.06	0.03	0.04	0.03	0.02	0.02	0.03	0.04
Not a veteran	0.01	0.01	0.01	0.01	0.01	0.01	0.01	†

See notes at end of table.

National Center for Education Statistics

Table S3.

Standard errors for table 3: HIGH SCHOOL COMPLETERS AND UNDERGRADUATES WITH DISABILITIES: Percentage of U.S. high school completers and undergraduates who reported various disabilities or a veteran disability rating, by selected demographic characteristics: 2010–14—Continued

Selected demographic characteristics	Any disability	Type of disability						Veteran with disability rating
		Cognitive	Ambulatory	Independent living	Self-care	Vision	Hearing	
All undergraduates								
Total	0.04	0.02	0.02	0.02	0.01	0.01	0.01	0.02
Age								
18–24	0.03	0.02	0.01	0.01	0.01	0.02	0.01	0.01
25–34	0.09	0.05	0.04	0.03	0.03	0.04	0.04	0.05
35–49	0.13	0.08	0.07	0.06	0.04	0.05	0.05	0.07
50 or older	0.30	0.14	0.25	0.14	0.11	0.13	0.13	0.11
Sex								
Male	0.05	0.03	0.02	0.02	0.02	0.02	0.02	0.03
Female	0.04	0.03	0.02	0.02	0.01	0.02	0.02	0.01
Race/ethnicity								
White	0.04	0.03	0.02	0.02	0.01	0.02	0.02	0.02
Black	0.10	0.06	0.06	0.05	0.03	0.04	0.03	0.05
Hispanic	0.08	0.05	0.04	0.04	0.02	0.04	0.03	0.03
Asian	0.08	0.05	0.04	0.04	0.03	0.04	0.05	0.03
Other	0.33	0.26	0.19	0.16	0.09	0.16	0.15	0.14
Two or more races	0.21	0.16	0.11	0.10	0.06	0.08	0.08	0.09
Immigrant status								
Foreign student with visa	0.08	0.05	0.05	0.04	0.03	0.05	0.04	0.01
Foreign-born citizen, resident alien, or eligible noncitizen	0.12	0.06	0.05	0.05	0.04	0.05	0.05	0.05
U.S.-born citizen	0.04	0.02	0.02	0.02	0.01	0.01	0.01	0.02
Veteran status								
Veteran	0.37	0.18	0.16	0.11	0.07	0.09	0.15	0.35
Not a veteran	0.03	0.02	0.02	0.01	0.01	0.01	0.01	†

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Commerce, Bureau of the Census, American Community Survey, 2014 5-year estimates accessed via Integrated Public Use Microdata Series (IPUMS-USA), University of Minnesota, www.ipums.org.

National Center for Education Statistics

Table 4.

UNDERGRADUATES WITH DISABILITIES: Among U.S. adults ages 18–24 and 25–34 who were enrolled in undergraduate postsecondary education, percentage who reported various disabilities or a veteran disability rating, by selected demographic characteristics: 2010–14

Selected demographic characteristics	Type of disability ¹							Veteran with disability rating ⁸
	Any disability	Cognitive ²	Ambulatory ³	Independent living ⁴	Self-care ⁵	Vision ⁶	Hearing ⁷	
Ages 18–24								
Total	3.5	2.0	0.5	0.8	0.3	0.7	0.5	0.1
Sex								
Male	3.8	2.3	0.5	0.9	0.4	0.7	0.6	0.2
Female	3.3	1.8	0.5	0.7	0.3	0.8	0.5	#
Race/ethnicity ⁹								
White	3.6	2.1	0.5	0.7	0.3	0.6	0.5	0.1
Black	3.9	2.1	0.7	0.9	0.4	1.1	0.5	0.1
Hispanic	3.6	1.8	0.6	0.8	0.4	1.0	0.6	0.1
Asian	1.9	1.0	0.3	0.5	0.3	0.5	0.4	#
Other	4.3	2.5	0.5	0.9	0.4	0.8	0.5	‡
Two or more races	5.1	3.2	0.8	1.1	0.3	0.8	0.7	0.1
Immigrant status								
Foreign student with visa	1.8	0.8	0.3	0.4	0.2	0.6	0.4	‡
Foreign-born citizen, resident alien, or eligible noncitizen	2.8	1.4	0.5	0.7	0.3	0.6	0.5	0.1
U.S.-born citizen ¹⁰	3.7	2.1	0.5	0.8	0.3	0.7	0.5	0.1
Veteran status								
Veteran	18.1	3.8	1.6	0.9	0.3	0.8	2.1	14.6
Not a veteran	3.4	2.0	0.5	0.8	0.3	0.7	0.5	†

See notes at end of table.

National Center for Education Statistics

Table 4.

UNDERGRADUATES WITH DISABILITIES: Among U.S. adults ages 18–24 and 25–34 who were enrolled in undergraduate postsecondary education, percentage who reported various disabilities or a veteran disability rating, by selected demographic characteristics: 2010–14—Continued

Selected demographic characteristics	Type of disability ¹							Veteran with disability rating ⁸
	Any disability	Cognitive ²	Ambulatory ³	Independent living ⁴	Self-care ⁵	Vision ⁶	Hearing ⁷	
Ages 25–34								
Total	7.9	3.1	1.6	1.4	0.6	1.0	1.2	2.7
Sex								
Male	10.1	3.5	1.7	1.4	0.6	1.0	1.7	4.8
Female	6.1	2.7	1.4	1.3	0.6	1.1	0.8	1.0
Race/ethnicity ⁹								
White	8.6	3.4	1.5	1.4	0.5	0.9	1.4	3.2
Black	7.4	2.5	1.9	1.4	0.6	1.4	0.8	2.2
Hispanic	7.1	2.6	1.5	1.4	0.7	1.2	1.3	2.3
Asian	3.6	1.3	0.6	0.7	0.4	0.7	0.8	0.8
Other	8.6	4.1	1.5	1.4	0.3 †	1.8	1.5	2.0
Two or more races	11.4	5.7	2.4	2.0	0.8	1.3	1.4	3.1
Immigrant status								
Foreign student with visa	2.7	1.0	0.6	0.6	0.3	0.8	0.5	0.1 †
Foreign-born citizen, resident alien, or eligible noncitizen	5.7	1.7	1.0	0.9	0.5	0.7	1.1	2.4
U.S.-born citizen ¹⁰	8.6	3.4	1.7	1.5	0.6	1.1	1.3	3.0
Veteran status								
Veteran	33.4	5.8	3.4	2.1	0.8	1.2	3.9	29.7
Not a veteran	5.5	2.8	1.4	1.3	0.6	1.0	0.9	†

See notes at end of table.

National Center for Education Statistics

Table 4.

UNDERGRADUATES WITH DISABILITIES: Among U.S. adults ages 18–24 and 25–34 who were enrolled in undergraduate postsecondary education, percentage who reported various disabilities or a veteran disability rating, by selected demographic characteristics: 2010–14—Continued

† Not applicable.

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents between 30 and 50 percent of the estimate.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Students may have multiple disability diagnoses.

² Individuals were reported to have a cognitive disability if the answer was “Yes” to: “Because of a physical, mental, or emotional condition, does this person have serious difficulty concentrating, remembering, or making decisions?”

³ Individuals were reported to have an ambulatory disability if the answer was “Yes” to: “Does this person have serious difficulty walking or climbing stairs?”

⁴ Individuals were reported to have an independent living disability if the answer was “Yes” to: “Because of a physical, mental, or emotional condition, does this person have difficulty doing errands alone such as visiting a doctor’s office or shopping?”

⁵ Individuals were reported to have a self-care disability if the answer was “Yes” to: “Does this person have difficulty dressing or bathing?”

⁶ Individuals were reported to have a vision disability if the answer was “Yes” to: “Is this person blind or does he/she have serious difficulty seeing even when wearing glasses?”

⁷ Individuals were reported to have a hearing disability if the answer was “Yes” to: “Is this person deaf or does he/she have serious difficulty hearing?”

⁸ Defined as veterans with a military service-connected disability.

⁹ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes respondents having origins in more than one race. Race categories exclude Hispanic origin.

¹⁰ U.S.-born citizens include citizens who were born abroad to U.S. citizen parents.

NOTE: Includes individuals who had obtained a high school diploma or an alternative high school credential such as a General Educational Development (GED) credential. Estimates include a nationally representative sample of residents of the United States and Puerto Rico surveyed between 2010 and 2014 who were enrolled at any time in the past 3 months at the time of the survey. Data are 5-year averages and not representative of any one point in time.

SOURCE: U.S. Department of Commerce, Bureau of the Census, American Community Survey, 2014 5-year estimates accessed via Integrated Public Use Microdata Series (IPUMS-USA), University of Minnesota, www.ipums.org.

National Center for Education Statistics

Table S4.

Standard errors for table 4: UNDERGRADUATES WITH DISABILITIES: Among U.S. adults ages 18–24 and 25–34 who were enrolled in undergraduate postsecondary education, percentage who reported various disabilities or a veteran disability rating, by selected demographic characteristics: 2010–14

Selected demographic characteristics	Type of disability							Veteran with disability rating
	Any disability	Cognitive	Ambulatory	Independent living	Self-care	Vision	Hearing	
	Ages 18–24							
Total	0.03	0.02	0.01	0.01	0.01	0.02	0.01	0.01
Sex								
Male	0.05	0.04	0.02	0.02	0.01	0.02	0.02	0.01
Female	0.05	0.03	0.02	0.02	0.01	0.02	0.02	†
Race/ethnicity								
White	0.04	0.03	0.02	0.02	0.01	0.02	0.02	0.01
Black	0.09	0.06	0.04	0.04	0.04	0.05	0.04	0.02
Hispanic	0.08	0.06	0.03	0.04	0.02	0.05	0.03	0.01
Asian	0.08	0.06	0.04	0.04	0.04	0.04	0.05	†
Other	0.35	0.30	0.10	0.15	0.08	0.13	0.12	†
Two or more races	0.21	0.18	0.09	0.10	0.05	0.08	0.08	0.03
Immigrant status								
Foreign student with visa	0.09	0.06	0.04	0.05	0.03	0.06	0.05	†
Foreign-born citizen, resident alien, or eligible noncitizen	0.13	0.07	0.07	0.06	0.05	0.06	0.07	0.02
U.S.-born citizen	0.04	0.03	0.01	0.02	0.01	0.02	0.01	0.01
Veteran status								
Veteran	0.71	0.40	0.23	0.20	0.09	0.18	0.30	0.64
Not a veteran	0.03	0.02	0.01	0.01	0.01	0.02	0.01	†

See notes at end of table.

National Center for Education Statistics

Table S4.

Standard errors for table 4: UNDERGRADUATES WITH DISABILITIES: Among U.S. adults ages 18–24 and 25–34 who were enrolled in undergraduate postsecondary education, percentage who reported various disabilities or a veteran disability rating, by selected demographic characteristics: 2010–14—Continued

Selected demographic characteristics	Type of disability							Veteran with disability rating
	Any disability	Cognitive	Ambulatory	Independent living	Self-care	Vision	Hearing	
	Ages 25–34							
Total	0.09	0.05	0.04	0.03	0.03	0.04	0.04	0.05
Sex								
Male	0.15	0.07	0.06	0.05	0.04	0.06	0.07	0.10
Female	0.11	0.06	0.06	0.05	0.04	0.05	0.04	0.05
Race/ethnicity								
White	0.12	0.07	0.05	0.04	0.03	0.04	0.05	0.07
Black	0.21	0.12	0.11	0.08	0.07	0.09	0.07	0.13
Hispanic	0.22	0.11	0.10	0.09	0.06	0.09	0.10	0.13
Asian	0.24	0.13	0.11	0.09	0.09	0.10	0.11	0.11
Other	0.74	0.55	0.32	0.23	0.11	0.40	0.30	0.41
Two or more races	0.49	0.40	0.25	0.23	0.15	0.20	0.20	0.29
Immigrant status								
Foreign student with visa	0.15	0.11	0.09	0.08	0.06	0.09	0.07	0.03
Foreign-born citizen, resident alien, or eligible noncitizen	0.29	0.16	0.13	0.09	0.08	0.09	0.11	0.17
U.S.-born citizen	0.09	0.06	0.05	0.04	0.03	0.04	0.04	0.06
Veteran status								
Veteran	0.59	0.29	0.21	0.14	0.09	0.13	0.24	0.53
Not a veteran	0.07	0.05	0.04	0.04	0.03	0.04	0.04	†

† Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, American Community Survey, 2014 5-year estimates accessed via Integrated Public Use Microdata Series (IPUMS-USA), University of Minnesota, www.ipums.org.

National Center for Education Statistics

Table 5.

TYPE OF DISABILITY: Percentage of undergraduates who reported various disabilities, by selected demographic and enrollment characteristics: 2011–12

Selected demographic and enrollment characteristics	Any disability	Type of disability ¹			
		Cognitive ²	Ambulatory ³	Vision ⁴	Hearing ⁵
Total	11.1	8.5	2.1	1.1	1.2
Sex					
Male	11.3	9.0	1.8	1.0	1.5
Female	11.0	8.1	2.4	1.1	1.0
Race/ethnicity ⁶					
White	11.1	8.7	1.9	0.8	1.3
Black	12.2	8.5	3.6	1.6	1.1
Hispanic	10.4	8.0	1.7	1.2	1.1
Asian	8.0	6.0	1.5	1.0	1.0
Other or Two or more races	13.9	10.2	2.6	1.9	1.8
Immigrant status					
Foreign student with visa	7.4	5.2	0.8 !	‡	‡
Foreign-born citizen, resident alien, or eligible noncitizen	9.2	6.7	1.6	1.1	1.4
U.S.-born citizen ⁷	11.4	8.8	2.2	1.1	1.2
Dependency status					
Dependent	8.6	7.1	0.7	0.8	0.6
Independent	13.5	9.8	3.5	1.3	1.8
Unmarried, no dependents	14.4	10.7	3.5	1.3	1.6
Married, no dependents	12.8	8.8	3.5	0.8	2.3
Unmarried with dependents	14.1	10.5	3.7	1.5	1.5
Married with dependents	12.0	8.0	3.2	1.2	2.2
Veteran status					
Veteran	20.6	14.8	7.1	1.4	4.6
Not a veteran	10.8	8.2	2.0	1.1	1.1
Age as of 12/31/2011					
Under 18	10.9	6.6	3.3 !	1.0 !	‡
18–24	9.1	7.6	0.9	0.9	0.8
25–34	12.3	9.4	2.3	1.3	1.5
35 or older	16.7	10.6	6.3	1.5	2.4
Parents' highest education					
Do not know either parent's education level	14.5	11.7	3.0	1.5	1.8
High school or less	11.8	8.4	2.9	1.4	1.4
Some college, vocational/technical training, or associate's degree	11.2	8.8	2.1	1.0	1.0
Bachelor's degree or higher	10.2	8.0	1.5	0.8	1.1

See notes at end of table.

National Center for Education Statistics

Table 5.

TYPE OF DISABILITY: Percentage of undergraduates who reported various disabilities, by selected demographic and enrollment characteristics: 2011–12—Continued

Selected demographic and enrollment characteristics	Any disability	Type of disability ¹			
		Cognitive ²	Ambulatory ³	Vision ⁴	Hearing ⁵
Dependent students: family income ⁸					
Lowest 25 percent	9.1	7.3	1.1	1.3	0.5
Lower middle 25 percent	8.4	6.8	0.6	1.0	0.6
Upper middle 25 percent	8.2	7.0	0.5	0.6	0.8
Highest 25 percent	8.5	7.3	0.6	0.6	0.6
Institution control and level					
Public 4-year	9.1	7.3	1.2	0.7	0.8
Private nonprofit 4-year	9.1	7.2	1.5	0.8	0.8
For-profit 4-year	16.0	10.2	6.2	1.7	1.6
Public 2-year	12.4	9.4	2.3	1.3	1.6
Private nonprofit 2-year or less-than-2-year	12.2	10.2	2.1 !	‡	‡
For-profit 2-year	11.8	8.9	2.4	1.6	1.1
Public less-than-2-year	16.2	7.2 !	‡	‡	5.4 !
For-profit less-than-2-year	10.7	8.3	1.7	1.1	1.4
Attended more than one institution	10.0	8.2	1.7	1.0	0.9
Location of student residence while enrolled ⁹					
On campus	8.6	7.1	0.9	0.8	0.6
Off campus	11.8	8.7	2.7	1.1	1.4
Living with parents	11.3	8.7	2.0	1.2	1.2
Attended more than one institution	10.0	8.2	1.7	1.0	0.9
Attendance intensity at all schools					
Full time only	10.8	8.1	2.1	1.1	1.1
Part time only	11.9	9.1	2.4	1.1	1.4
Mixed full and part time	10.6	8.5	1.7	0.9	1.0
Ever took remedial course					
Yes	13.0	10.0	2.5	1.3	1.4
No	10.3	7.8	2.0	1.0	1.1

! Interpret data with caution. Estimate is unstable because the standard error represents between 30 and 50 percent of the estimate.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Students may have multiple disability diagnoses. Disability diagnoses are based on questions asked in the American Community Survey.

² Students reporting a cognitive disability answered “Yes” to: “Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions?”

³ Students reporting an ambulatory disability answered “Yes” to: “Do you have serious difficulty walking or climbing stairs?”

⁴ Students reporting a vision disability answered “Yes” to: “Are you blind or do you have serious difficulty seeing even when wearing glasses?”

⁵ Students reporting a hearing disability answered “Yes” to: “Are you deaf or do you have serious difficulty hearing?”

⁶ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes respondents having origins in more than one race. Race categories exclude Hispanic origin.

⁷ U.S.-born citizens include citizens who were born abroad to U.S. citizen parents.

⁸ Indicates dependent students’ parents’ total income. Most undergraduates under age 24 are considered to be dependent for financial aid purposes.

⁹ Students who attended more than institution are included separately as they may have had more than one housing status during the academic year.

NOTE: Estimates include students enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

National Center for Education Statistics

Table S5.

Standard errors for table 5: TYPE OF DISABILITY: Percentage of undergraduates who reported various disabilities, by selected demographic and enrollment characteristics: 2011–12

Selected demographic and enrollment characteristics	Any disability	Type of disability			
		Cognitive	Ambulatory	Vision	Hearing
Total	0.17	0.16	0.08	0.05	0.06
Sex					
Male	0.27	0.24	0.12	0.08	0.10
Female	0.23	0.20	0.12	0.07	0.09
Race/ethnicity					
White	0.24	0.21	0.10	0.05	0.09
Black	0.38	0.33	0.24	0.17	0.14
Hispanic	0.41	0.36	0.18	0.14	0.14
Asian	0.64	0.57	0.33	0.24	0.27
Other or Two or more races	0.90	0.79	0.40	0.36	0.31
Immigrant status					
Foreign student with visa	1.28	1.05	0.37	†	†
Foreign-born citizen, resident alien, or eligible noncitizen	0.53	0.43	0.22	0.17	0.22
U.S.-born citizen	0.19	0.17	0.09	0.06	0.06
Dependency status					
Dependent	0.21	0.19	0.06	0.06	0.05
Independent	0.27	0.24	0.15	0.09	0.11
Unmarried, no dependents	0.43	0.38	0.25	0.15	0.18
Married, no dependents	0.82	0.66	0.53	0.17	0.40
Unmarried with dependents	0.51	0.48	0.25	0.16	0.15
Married with dependents	0.63	0.47	0.32	0.18	0.31
Veteran status					
Veteran	1.35	1.23	0.92	0.27	0.68
Not a veteran	0.17	0.15	0.08	0.06	0.06
Age as of 12/31/2011					
Under 18	2.14	1.58	1.23	0.47	†
18–24	0.21	0.19	0.07	0.06	0.06
25–34	0.39	0.33	0.16	0.14	0.15
35 or older	0.55	0.50	0.33	0.16	0.27
Parents' highest education					
Do not know either parent's education level	0.97	0.93	0.45	0.36	0.44
High school or less	0.29	0.28	0.16	0.11	0.10
Some college, vocational/technical training, or associate's degree	0.31	0.30	0.13	0.09	0.09
Bachelor's degree or higher	0.29	0.25	0.12	0.08	0.11

See notes at end of table.

National Center for Education Statistics

Table S5.

Standard errors for table 5: TYPE OF DISABILITY: Percentage of undergraduates who reported various disabilities, by selected demographic and enrollment characteristics: 2011–12—Continued

Selected demographic and enrollment characteristics	Any disability	Type of disability			
		Cognitive	Ambulatory	Vision	Hearing
Dependent students: family income					
Lowest 25 percent	0.32	0.29	0.15	0.16	0.07
Lower middle 25 percent	0.41	0.40	0.10	0.11	0.10
Upper middle 25 percent	0.42	0.36	0.12	0.11	0.14
Highest 25 percent	0.42	0.40	0.11	0.10	0.10
Institution control and level					
Public 4-year	0.29	0.26	0.10	0.06	0.08
Private nonprofit 4-year	0.59	0.52	0.25	0.14	0.19
For-profit 4-year	0.67	0.53	0.41	0.23	0.15
Public 2-year	0.30	0.27	0.15	0.11	0.12
Private nonprofit 2-year or less-than-2-year	2.46	2.22	0.69	†	†
For-profit 2-year	0.91	0.83	0.42	0.27	0.18
Public less-than-2-year	4.06	2.51	†	†	2.40
For-profit less-than-2-year	0.96	0.88	0.27	0.25	0.27
Attended more than one institution	0.42	0.38	0.27	0.14	0.11
Location of student residence while enrolled					
On campus	0.37	0.35	0.13	0.12	0.12
Off campus	0.27	0.25	0.12	0.08	0.09
Living with parents	0.30	0.27	0.15	0.11	0.12
Attended more than one institution	0.42	0.38	0.27	0.14	0.11
Attendance intensity at all schools					
Full time only	0.23	0.20	0.11	0.07	0.07
Part time only	0.37	0.33	0.17	0.11	0.13
Mixed full and part time	0.35	0.36	0.13	0.10	0.09
Ever took remedial course					
Yes	0.33	0.31	0.15	0.12	0.14
No	0.19	0.17	0.10	0.07	0.06

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

National Center for Education Statistics

Table 6.

MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12

Selected demographic and enrollment characteristics	Main type of condition or impairment ¹											
	Attention deficit disorder (ADD)	Depression	Other	Mental, emotional, psychiatric condition	Orthopedic or mobility impairment	Hearing impairment	Specific learning disability or dyslexia	Blindness or visual impairment	Health impairment or problem	Brain injury	Developmental disability	Speech or language impairment
Total	21.8	16.9	15.6	13.9	9.3	7.0	4.8	3.6	3.5	2.4	0.9	0.2
Sex												
Male	27.0	13.5	14.3	13.3	8.6	8.1	5.0	3.6	2.4	2.8	1.1	0.4 !
Female	17.7	19.5	16.7	14.4	9.9	6.1	4.7	3.6	4.3	2.1	0.8	0.2 !
Race/ethnicity ²												
White	26.0	17.2	12.2	13.9	8.9	7.3	4.4	3.1	3.3	2.7	0.9	0.2 !
Black	11.8	16.5	21.0	14.1	13.5	5.6	3.7	5.5	4.7	2.3 !	‡	‡
Hispanic	20.5	16.1	19.6	13.4	7.7	6.5	6.2	3.2	3.1	2.1	1.0 !	0.7 !
Asian	17.1	21.6	23.4	13.3	5.2	8.4	4.3 !	1.7 !	2.5 !	‡	‡	‡
Other or Two or more races	16.0	14.0	18.8	15.3	7.7	8.8	9.4	4.9 !	3.6 !	1.0 !	‡	‡
Immigrant status												
Foreign student with visa	10.8 !	16.3 !	22.0	15.7 !	‡	‡	6.6 !	‡	‡	#	‡	‡
Foreign-born citizen, resident alien, or eligible noncitizen	16.3	16.7	22.5	14.6	7.7	7.4	5.2	4.1	1.9	2.3 !	‡	‡
U.S.-born citizen ³	22.4	16.9	14.9	13.8	9.6	6.9	4.8	3.5	3.6	2.4	0.9	0.2

See notes at end of table.

National Center for Education Statistics

Table 6.

MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12—Continued

Selected demographic and enrollment characteristics	Main type of condition or impairment ¹											
	Attention deficit disorder (ADD)	Depression	Other	Mental, emotional, psychiatric condition	Orthopedic or mobility impairment	Hearing impairment	Specific learning disability or dyslexia	Blindness or visual impairment	Health impairment or problem	Brain injury	Developmental disability	Speech or language impairment
Dependency status												
Dependent	30.7	18.6	15.1	11.6	4.4	5.4	6.0	3.7	2.2	1.1	1.0	0.4
Independent	16.4	15.9	16.0	15.3	12.2	8.0	4.2	3.5	4.3	3.2	0.9	0.2 !
Unmarried, no dependents	16.5	16.0	15.5	17.1	13.2	5.7	3.8	3.7	3.2	3.8	‡	‡
Married, no dependents	17.6	14.3	14.3	14.3	10.3	12.4	5.2	2.9 !	4.1	3.5 !	1.2 !	#
Unmarried with dependents	16.7	17.9	17.9	15.3	9.2	6.3	4.2	3.6	5.1	2.5	‡	‡
Married with dependents	15.3	13.4	14.6	12.5	15.9	12.3	4.1	3.4	5.1	‡	‡	#
Veteran status												
Veteran	12.3	14.2	14.9	19.0	18.7	8.7	‡	2.4 !	2.6 !	4.5 !	‡	#
Not a veteran	22.5	17.1	15.7	13.5	8.6	6.9	5.0	3.7	3.5	2.2	1.0	0.3
Age as of 12/31/2011												
Under 18	18.0 !	18.1 !	17.6 !	16.8 !	‡	‡	#	‡	‡	‡	#	#
18–24	29.0	18.4	15.3	12.8	4.8	5.8	5.6	3.6	2.3	1.1	1.1	0.4
25–34	17.0	16.0	15.3	16.2	9.5	8.0	4.9	3.9	3.7	4.3	‡	‡
35 or older	12.5	14.9	16.7	13.7	17.9	8.5	3.4	3.2	5.6	3.0	‡	‡

See notes at end of table.

National Center for Education Statistics

Table 6.

MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12—Continued

Selected demographic and enrollment characteristics	Main type of condition or impairment ¹											
	Attention deficit disorder (ADD)	Depression	Other	Mental, emotional, psychiatric condition	Orthopedic or mobility impairment	Hearing impairment	Specific learning disability or dyslexia	Blindness or visual impairment	Health impairment or problem	Brain injury	Develop- mental disability	Speech or language impairment
Parents' highest education												
Do not know either parent's education level	17.7	16.8	20.8	17.4	5.6	5.5	6.8	5.7 !	1.7 !	1.3 !	‡	‡
High school or less	17.2	16.8	17.6	13.1	12.2	6.5	4.4	4.4	4.3	2.2	0.9	0.4 !
Some college, vocational/ technical training, or associate's degree	22.8	17.9	14.6	14.4	8.8	7.0	5.1	3.3	2.8	2.2	0.9	0.2 !
Bachelor's degree or higher	26.1	16.2	13.8	13.8	7.3	7.7	4.8	2.7	3.5	2.9	‡	‡
Dependent students: family income ⁴												
Lowest 25 percent	23.8	18.5	19.8	13.6	7.3	3.0	4.7	4.8	2.5	0.5 !	0.8 !	0.7 !
Lower middle 25 percent	26.0	22.4	17.3	9.1	2.6	6.8	7.1	4.3	2.3	‡	1.3 !	‡
Upper middle 25 percent	33.8	19.8	13.1	11.0	3.0	7.9	5.5	2.0	1.5 !	1.5 !	‡	‡
Highest 25 percent	39.7	13.8	10.0	12.4	4.5	4.1	6.6	3.5	2.2 !	1.8 !	‡	‡

See notes at end of table.

National Center for Education Statistics

Table 6.

MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12—Continued

Selected demographic and enrollment characteristics	Main type of condition or impairment ¹											
	Attention deficit disorder (ADD)	Depression	Other	Mental, emotional, psychiatric condition	Orthopedic or mobility impairment	Hearing impairment	Specific learning disability or dyslexia	Blindness or visual impairment	Health impairment or problem	Brain injury	Developmental disability	Speech or language impairment
Institution control and level												
Public 4-year	27.0	20.7	12.4	13.8	7.2	6.8	2.8	3.1	3.5	2.0	‡	‡
Private nonprofit 4-year	20.0	19.9	18.1	14.5	8.5	6.7	6.4	2.1!	1.9!	1.7!	‡	‡
For-profit 4-year	11.4	16.7	17.7	14.8	18.4	4.7	2.2	4.6	6.2	2.5	‡	#
Public 2-year	22.0	14.6	15.9	13.3	8.6	7.7	5.7	4.0	3.4	2.6	1.7	0.5
Private nonprofit 2-year or less-than-2-year	19.0!	22.2	21.1	14.2!	10.7!	‡	‡	‡	‡	‡	‡	‡
For-profit 2-year	14.0	14.2	15.1	19.1	11.6	5.1	10.3!	2.4	2.9!	5.3!	‡	‡
Public less-than-2-year	‡	‡	‡	‡	‡	29.1!	‡	‡	‡	‡	‡	‡
For-profit less-than-2-year	17.5	19.6	17.9	11.1	6.9	9.0!	9.3	3.6!	3.0!	1.2!	‡	‡
Attended more than one institution	26.5	15.6	17.8	14.3	5.7	6.5	4.8	3.8	2.5	‡	‡	#
Location of student residence while enrolled ⁵												
On campus	29.3	19.1	15.0	12.6	4.3	6.3	6.5	2.9	2.4	1.4!	‡	‡
Off campus	19.6	16.7	15.8	15.4	11.1	7.6	3.6	3.0	3.7	2.2	1.0	0.1!
Living with parents	21.7	16.9	15.1	12.0	8.9	6.5	6.1	4.5	3.7	2.9	1.2	0.5!
Attended more than one institution	26.5	15.6	17.8	14.3	5.7	6.5	4.8	3.8	2.5	‡	‡	#

See notes at end of table.

National Center for Education Statistics

Table 6.

MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12—Continued

Selected demographic and enrollment characteristics	Main type of condition or impairment ¹											
	Attention deficit disorder (ADD)	Depression	Other	Mental, emotional, psychiatric condition	Orthopedic or mobility impairment	Hearing impairment	Specific learning disability or dyslexia	Blindness or visual impairment	Health impairment or problem	Brain injury	Developmental disability	Speech or language impairment
Attendance intensity at all schools												
Full time only	20.9	17.7	14.9	14.3	10.4	7.2	4.9	3.5	3.3	2.2	0.5	0.2 %
Part time only	20.7	15.9	16.0	13.5	9.7	7.4	4.8	4.0	4.0	2.3	1.5	0.1 %
Mixed full and part time	26.2	16.7	17.0	13.5	5.5	5.7	4.6	3.1	2.9	3.0	1.2 %	0.6 %
Ever took remedial course												
Yes	19.5	17.0	16.3	14.0	9.5	6.8	6.2	3.1	3.7	2.2	1.5	0.2 %
No	23.1	16.9	15.3	13.8	9.2	7.1	4.0	3.8	3.4	2.5	0.6	0.2 %

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents between 30 and 50 percent of the estimate.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Categories for main type of condition or impairment are mutually exclusive.

² Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes respondents having origins in more than one race. Race categories exclude Hispanic origin.

³ U.S.-born citizens include citizens who were born abroad to U.S. citizen parents.

⁴ Indicates dependent students' parents' total income. Most undergraduates under age 24 are considered to be dependent for financial aid purposes.

⁵ Students who attended more than one institution are included separately as they may have had more than one housing status during the academic year.

NOTE: Details may not sum to total because of rounding. Estimates include individuals who enrolled in Title IV eligible postsecondary institutions in the 50 states and the District of Columbia.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

National Center for Education Statistics

Table S6.

Standard errors for table 6: MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12

Selected demographic and enrollment characteristics	Main type of condition or impairment											
	Attention deficit disorder (ADD)	Depression	Other	Mental, emotional, psychiatric condition	Orthopedic or mobility impairment	Hearing impairment	Specific learning disability or dyslexia	Blindness or visual impairment	Health impairment or problem	Brain injury	Developmental disability	Speech or language impairment
Total	0.66	0.58	0.58	0.63	0.54	0.49	0.32	0.29	0.26	0.25	0.15	0.06
Sex												
Male	1.06	0.91	0.88	0.95	0.72	0.74	0.50	0.44	0.37	0.44	0.27	0.12
Female	0.82	0.91	0.80	0.83	0.76	0.61	0.43	0.41	0.37	0.32	0.18	0.06
Race/ethnicity												
White	0.84	0.85	0.73	0.77	0.75	0.71	0.36	0.35	0.34	0.35	0.20	0.05
Black	1.05	1.16	1.66	1.57	1.26	0.84	0.61	0.73	0.83	0.71	†	†
Hispanic	2.07	1.46	1.75	1.35	1.28	0.87	0.94	0.56	0.73	0.49	0.40	0.33
Asian	2.26	2.72	3.35	2.82	1.33	2.48	2.02	0.77	0.76	†	†	†
Other or Two or more races	3.01	2.01	2.85	2.05	1.59	1.84	2.21	1.71	1.19	0.43	†	†
Immigrant status												
Foreign student with visa	4.24	5.95	6.58	5.89	†	†	3.27	†	†	†	†	†
Foreign-born citizen, resident alien, or eligible noncitizen	2.55	2.22	2.38	2.07	1.19	1.68	1.45	1.13	0.46	0.87	†	†
U.S.-born citizen	0.70	0.60	0.61	0.63	0.57	0.52	0.32	0.31	0.28	0.26	0.16	0.05

See notes at end of table.

National Center for Education Statistics

Table S6.

Standard errors for table 6: MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12—Continued

Selected demographic and enrollment characteristics	Main type of condition or impairment											
	Attention deficit disorder (ADD)	Depression	Other	Mental, emotional, psychiatric condition	Orthopedic or mobility impairment	Hearing impairment	Specific learning disability or dyslexia	Blindness or visual impairment	Health impairment or problem	Brain injury	Develop-mental disability	Speech or language impairment
Dependency status												
Dependent	1.17	0.89	0.90	0.69	0.54	0.53	0.51	0.41	0.34	0.23	0.24	0.11
Independent	0.73	0.73	0.77	0.91	0.79	0.70	0.43	0.40	0.40	0.37	0.20	0.07
Unmarried, no dependents	1.10	1.39	1.35	1.46	1.11	0.81	0.59	0.71	0.56	0.72	†	†
Married, no dependents	2.63	2.66	2.21	2.47	2.11	2.50	1.47	0.92	1.20	1.24	0.57	†
Unmarried with dependents	1.22	1.32	1.41	1.47	0.92	0.77	0.81	0.61	0.82	0.55	†	†
Married with dependents	1.89	1.48	1.58	1.43	2.05	2.12	1.03	0.98	0.91	†	†	†
Veteran status												
Veteran	2.05	2.34	2.36	2.37	2.74	2.07	†	1.15	0.89	1.42	†	†
Not a veteran	0.72	0.62	0.63	0.62	0.52	0.49	0.33	0.31	0.27	0.25	0.16	0.07
Age as of 12/31/2011												
Under 18	6.89	6.93	8.73	6.42	†	†	†	†	†	†	†	†
18–24	0.96	0.83	0.76	0.74	0.45	0.51	0.42	0.38	0.30	0.18	0.22	0.09
25–34	1.21	1.27	1.10	1.28	0.95	0.95	0.68	0.66	0.63	0.78	†	†
35 or older	1.31	1.48	1.38	1.23	1.41	1.29	0.64	0.59	0.72	0.52	†	†

See notes at end of table.

National Center for Education Statistics

Table S6.

Standard errors for table 6: MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12—Continued

Selected demographic and enrollment characteristics	Main type of condition or impairment											
	Attention deficit disorder (ADD)	Depression	Other	Mental, emotional, psychiatric condition	Orthopedic or mobility impairment	Hearing impairment	Specific learning disability or dyslexia	Blindness or visual impairment	Health impairment or problem	Brain injury	Develop-mental disability	Speech or language impairment
Parents' highest education												
Do not know either parent's education level	2.91	2.58	3.13	3.36	1.02	1.25	1.84	2.06	0.58	0.52	†	†
High school or less	1.05	0.96	1.04	1.04	1.13	0.62	0.56	0.60	0.56	0.43	0.26	0.15
Some college, vocational/technical training, or associate's degree	1.26	1.23	1.15	1.00	0.84	0.73	0.65	0.52	0.60	0.50	0.24	0.09
Bachelor's degree or higher	1.14	1.04	1.09	0.86	0.77	0.96	0.53	0.40	0.51	0.50	†	†
Dependent students: family income												
Lowest 25 percent	1.86	1.53	2.07	1.51	1.39	0.76	0.98	1.02	0.63	0.17	0.26	0.26
Lower middle 25 percent	2.09	2.22	1.79	1.33	0.68	1.03	1.24	0.83	0.56	†	0.54	†
Upper middle 25 percent	2.43	2.15	1.65	1.55	0.87	1.47	1.00	0.47	0.58	0.65	†	†
Highest 25 percent	2.17	1.53	1.39	1.67	1.15	0.77	1.20	0.85	0.87	0.56	†	†

See notes at end of table.

National Center for Education Statistics

Table S6.

Standard errors for table 6: MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12—Continued

Selected demographic and enrollment characteristics	Main type of condition or impairment											
	Attention deficit disorder (ADD)	Depression	Other	Mental, emotional, psychiatric condition	Orthopedic or mobility impairment	Hearing impairment	Specific learning disability or dyslexia	Blindness or visual impairment	Health impairment or problem	Brain injury	Developmental disability	Speech or language impairment
Institution control and level												
Public 4-year	1.35	1.21	0.94	1.06	0.92	0.87	0.43	0.47	0.57	0.46	†	†
Private nonprofit 4-year	2.39	2.61	2.55	1.90	1.95	1.47	1.27	0.90	0.61	0.54	†	†
For-profit 4-year	1.22	1.52	0.94	1.73	2.26	0.72	0.42	0.93	0.65	0.59	†	†
Public 2-year	1.21	0.83	1.10	0.98	0.82	0.89	0.53	0.57	0.53	0.49	0.32	0.14
Private nonprofit 2-year or less-than-2-year	5.93	5.56	5.15	4.84	5.15	†	†	†	†	†	†	†
For-profit 2-year	2.16	2.02	2.18	3.16	2.49	1.00	3.14	0.58	1.25	1.93	†	†
Public less-than-2-year	†	†	†	†	†	9.98	†	†	†	†	†	†
For-profit less-than-2-year	3.19	3.30	2.69	1.69	1.70	2.70	2.78	1.17	1.39	0.41	†	†
Attended more than one institution	2.09	1.52	2.36	1.46	1.31	1.11	0.97	0.77	0.54	0.95	†	†
Location of student residence while enrolled												
On campus	1.82	1.81	1.76	1.39	0.92	1.09	1.08	0.57	0.66	0.45	†	†
Off campus	1.02	0.86	0.87	0.97	0.84	0.70	0.41	0.40	0.38	0.33	0.22	0.05
Living with parents	1.14	1.06	1.12	1.11	0.90	0.91	0.67	0.63	0.51	0.53	0.29	0.17
Attended more than one institution	2.09	1.52	2.36	1.46	1.31	1.11	0.97	0.77	0.54	†	†	†

See notes at end of table.

National Center for Education Statistics

Table S6.

Standard errors for table 6: MAIN TYPE OF CONDITION: Among undergraduates reporting disabilities, percentage distribution of main type of condition or impairment, by selected demographic and enrollment characteristics: 2011–12—Continued

Selected demographic and enrollment characteristics	Main type of condition or impairment											
	Attention deficit disorder (ADD)	Depression	Other	Mental, emotional, psychiatric condition	Orthopedic or mobility impairment	Hearing impairment	Specific learning disability or dyslexia	Blindness or visual impairment	Health impairment or problem	Brain injury	Develop-mental disability	Speech or language impairment
Attendance intensity at all schools												
Full time only	0.82	0.86	0.83	0.77	0.78	0.68	0.44	0.40	0.31	0.33	0.11	0.07
Part time only	1.34	1.16	1.20	1.18	1.02	0.94	0.64	0.58	0.60	0.56	0.35	0.07
Mixed full and part time	1.64	1.21	1.52	1.05	0.72	0.71	0.73	0.58	0.48	0.66	0.41	0.27
Ever took remedial course												
Yes	1.15	1.08	1.01	0.95	0.87	0.86	0.57	0.46	0.47	0.44	0.31	0.09
No	0.81	0.67	0.81	0.75	0.72	0.56	0.41	0.38	0.30	0.31	0.15	0.08

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

National Center for Education Statistics

Table 7.

BEGINNING COLLEGE STUDENTS WITH DISABILITIES: Percentage of 2003–04 and 2011–12 first-time postsecondary students who reported having a disability, by selected demographic and enrollment characteristics: 2003–04 and 2011–12

Selected demographic and enrollment characteristics	2003–04 first-time postsecondary students	2011–12 first-time postsecondary students
Total	10.3	11.6
Sex		
Male	10.2	11.8
Female	10.3	11.5
Race/ethnicity ¹		
White	11.1	12.0
Black	7.7	12.4
Hispanic	8.6	10.1
Asian	5.8	7.8
Other or Two or more races	16.4	14.8
Immigrant status		
Foreign student with visa	5.0 †	‡
Foreign-born citizen, resident alien, or eligible noncitizen	8.1	9.0
U.S.-born citizen ²	10.6	11.8
Dependency status		
Dependent	8.8	9.7
Independent	13.9	17.7
Unmarried, no dependents	18.3	19.2
Married, no dependents	13.0	19.0
Unmarried with dependents	12.8	18.2
Married with dependents	12.1	13.4
Veteran status in first year enrolled		
Veteran	16.1	29.7
Not a veteran	10.2	11.3
Age as of 12/31 of first year enrolled		
Under 18	7.3	9.1
18–24	9.2	10.9
25–34	13.0	15.2
35 or older	17.0	18.6
Parents' highest education		
Do not know either parent's education level	11.8	14.4
High school or less	10.6	12.5
Some college, vocational/technical training, or associate's degree	10.7	11.8
Bachelor's degree or higher	9.6	10.4

See notes at end of table.

National Center for Education Statistics

Table 7.

BEGINNING COLLEGE STUDENTS WITH DISABILITIES: Percentage of 2003–04 and 2011–12 first-time postsecondary students who reported having a disability, by selected demographic and enrollment characteristics: 2003–04 and 2011–12—Continued

Selected demographic and enrollment characteristics	2003–04 first-time postsecondary students	2011–12 first-time postsecondary students
Dependent students: family income ³		
Lowest 25 percent	8.6	10.0
Lower middle 25 percent	8.3	10.5
Upper middle 25 percent	8.3	9.2
Highest 25 percent	10.1	8.9
Location of student residence in first year enrolled ⁴		
On campus	7.6	8.4
Off campus	12.9	14.3
Living with parents	9.5	11.9
Attended more than one institution	12.0	10.7
Control and level of first institution		
Public 4-year	7.7	9.8
Private nonprofit 4-year	8.3	9.5
For-profit 4-year	9.2	18.1
Public 2-year	11.2	12.7
Private nonprofit 2-year or less-than-2-year	10.0	10.6 !
For-profit 2-year	17.2	12.5
Public less-than-2-year	13.2	‡
For-profit less-than-2-year	14.7	11.9
Enrollment intensity		
Full time only	9.6	10.8
Part time only	12.3	15.0
Mixed full and part time	10.7	10.9
Took remedial course in first year enrolled		
Yes	10.6	14.1
No	10.2	10.9
Ever took a remedial course within 3 years after beginning postsecondary education		
Yes	—	13.8
No	—	10.4

See notes at end of table.

National Center for Education Statistics

Table 7.

BEGINNING COLLEGE STUDENTS WITH DISABILITIES: Percentage of 2003–04 and 2011–12 first-time postsecondary students who reported having a disability, by selected demographic and enrollment characteristics: 2003–04 and 2011–12—Continued

— Not available.

! Interpret data with caution. Estimate is unstable because the standard error represents between 30 and 50 percent of the estimate.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes respondents having origins in more than one race. Race categories exclude Hispanic origin. "Other" race was a survey answer choice only for the 2003–04 cohort.

² U.S.-born citizens include citizens who were born abroad to U.S. citizen parents.

³ Indicates dependent students' parents' total income. Most undergraduates under age 24 are considered to be dependent for financial aid purposes.

⁴ Students who attended more than one institution are included separately as they may have had more than one housing status during the academic year.

NOTE: The definition of having a disability differs slightly between the 2003–04 and 2011–12 cohorts. In the 2003–04 cohort, respondents were counted as having a disability if they reported having one of the following long-lasting conditions: blindness, deafness, or severe vision or hearing impairment; a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying; or other physical, mental, emotional, or learning condition that has lasted 6 months or more. In the 2011–12 cohort, respondents are counted as having a disability if they reported having one of the following long-lasting conditions: hearing impairment; blindness, deafness, or severe vision impairment; difficulty concentrating, remembering, or making decisions; or a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying. Estimates include individuals who were first-time postsecondary students in 2003–04 or 2011–12 at Title IV eligible postsecondary institutions in the 50 states, the District of Columbia; and, if in the 2003–04 cohort, also Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 and 2012/14 Beginning Postsecondary Students Longitudinal Studies (BPS:04/09 and BPS:12/14).

National Center for Education Statistics

Table S7.

Standard errors for table 7: BEGINNING COLLEGE STUDENTS WITH DISABILITIES: Percentage of 2003–04 and 2011–12 first-time postsecondary students who reported having a disability, by selected demographic and enrollment characteristics: 2003–04 and 2011–12

Selected demographic and enrollment characteristics	2003–04 first-time postsecondary students	2011–12 first-time postsecondary students
Total	0.40	0.36
Sex		
Male	0.71	0.59
Female	0.50	0.50
Race/ethnicity		
White	0.60	0.47
Black	0.94	1.04
Hispanic	0.97	0.83
Asian	1.31	1.67
Other or Two or more races	1.94	1.70
Immigrant status		
Foreign student with visa	2.36	†
Foreign-born citizen, resident alien, or eligible noncitizen	0.97	1.22
U.S.-born citizen	0.42	0.37
Dependency status		
Dependent	0.43	0.36
Independent	0.99	1.05
Unmarried, no dependents	2.32	1.76
Married, no dependents	2.38	4.24
Unmarried with dependents	1.47	1.76
Married with dependents	1.62	1.85
Veteran status in first year enrolled		
Veteran	3.80	6.76
Not a veteran	0.40	0.36
Age as of 12/31 of first year enrolled		
Under 18	2.17	2.28
18–24	0.41	0.36
25–34	1.60	1.55
35 or older	1.81	2.04
Parents' highest education		
Do not know either parent's education level	2.55	2.61
High school or less	0.66	0.83
Some college, vocational/technical training, or associate's degree	1.22	0.79
Bachelor's degree or higher	0.55	0.53

See notes at end of table.

National Center for Education Statistics

Table S7.

Standard errors for table 7: BEGINNING COLLEGE STUDENTS WITH DISABILITIES: Percentage of 2003–04 and 2011–12 first-time postsecondary students who reported having a disability, by selected demographic and enrollment characteristics: 2003–04 and 2011–12—Continued

Selected demographic and enrollment characteristics	2003–04 first-time postsecondary students	2011–12 first-time postsecondary students
Dependent students: family income		
Lowest 25 percent	0.82	0.68
Lower middle 25 percent	0.75	0.90
Upper middle 25 percent	1.10	0.72
Highest 25 percent	0.80	0.76
Location of student residence in first year enrolled		
On campus	0.53	0.42
Off campus	0.82	0.73
Living with parents	0.62	0.73
Attended more than one institution	2.65	1.36
Control and level of first institution		
Public 4-year	0.55	0.63
Private nonprofit 4-year	0.69	1.19
For-profit 4-year	2.44	1.24
Public 2-year	0.76	0.73
Private nonprofit 2-year or less-than-2-year	2.95	3.20
For-profit 2-year	2.90	1.67
Public less-than-2-year	2.99	†
For-profit less-than-2-year	1.53	2.12
Enrollment intensity		
Full time only	0.38	0.39
Part time only	1.11	1.24
Mixed full and part time	1.17	1.01
Took remedial course in first year enrolled		
Yes	1.07	0.92
No	0.42	0.40
Ever took a remedial course within 3 years after beginning postsecondary education		
Yes	†	0.81
No	†	0.44

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 and 2012/14 Beginning Postsecondary Students Longitudinal Studies (BPS:04/09 and BPS:12/14).

National Center for Education Statistics

Table 8.

DIFFERENCES BETWEEN COHORTS: Percentage distribution of 2003–04 and 2011–12 first-time postsecondary students' selected demographic and enrollment characteristics, by reported disability status: 2003–04 and 2011–12

Selected demographic and enrollment characteristics	2003–04 first-time postsecondary students			2011–12 first-time postsecondary students		
	Total	Any disability	No disability	Total	Any disability	No disability
Total	100.0	100.0	100.0	100.0	100.0	100.0
Sex						
Male	42.5	42.2	42.6	44.2	44.8	44.1
Female	57.5	57.8	57.4	55.8	55.2	55.9
Race/ethnicity ¹						
White	61.5	66.4	61.0	55.7	57.7	55.5
Black	13.8	10.4	14.2	14.0	14.9	13.8
Hispanic	14.9	12.5	15.2	19.7	17.2	20.0
Asian	4.7	2.7	4.9	5.5	3.7	5.8
Other or Two or more races	5.1	8.1	4.7	5.1	6.5	4.9
Immigrant status						
Foreign student with visa	1.4	0.7 !	1.5	1.5	1.6 !	1.5
Foreign-born citizen, resident alien, or eligible noncitizen	10.4	8.2	10.7	8.6	6.7	8.8
U.S.-born citizen ²	88.2	91.1	87.8	89.9	91.7	89.7
Dependency status						
Dependent	71.5	61.4	72.6	76.0	63.3	77.6
Independent	28.5	38.6	27.4	24.0	36.7	22.4
Unmarried, no dependents	6.9	12.3	6.3	8.5	14.1	7.7
Married, no dependents	2.8	3.5	2.7	2.0	3.2	1.8
Unmarried with dependents	10.6	13.1	10.3	8.9	14.0	8.2
Married with dependents	8.3	9.7	8.1	4.7	5.4	4.6
Veteran status in first year enrolled						
Veteran	1.8	2.8	1.7	1.9	4.8	1.5
Not a veteran	98.2	97.2	98.3	98.1	95.2	98.5
Age as of 12/31 of first year enrolled						
Under 18	1.8	1.3	1.9	1.9	1.5	2.0
18–24	79.3	71.4	80.2	84.9	79.8	85.6
25–34	10.1	12.8	9.8	8.1	10.6	7.7
35 or older	8.8	14.5	8.1	5.1	8.2	4.7

See notes at end of table.

National Center for Education Statistics

Table 8.

DIFFERENCES BETWEEN COHORTS: Percentage distribution of 2003–04 and 2011–12 first-time postsecondary students' selected demographic and enrollment characteristics, by reported disability status: 2003–04 and 2011–12—Continued

Selected demographic and enrollment characteristics	2003–04 first-time postsecondary students			2011–12 first-time postsecondary students		
	Total	Any disability	No disability	Total	Any disability	No disability
Parents' highest education						
Do not know either parent's education level	2.7	3.1	2.6	4.0	4.9	3.8
High school or less	34.9	35.9	34.8	31.2	33.7	30.8
Some college, vocational/technical training, or associate's degree	24.7	25.8	24.6	26.5	26.9	26.4
Bachelor's degree or higher	37.8	35.3	38.0	38.4	34.4	38.9
Dependent students: family income ³						
Lowest 25 percent	25.4	24.7	25.5	25.0	26.0	24.9
Lower middle 25 percent	25.8	24.4	26.0	25.0	27.2	24.8
Upper middle 25 percent	25.5	24.1	25.6	25.0	23.9	25.1
Highest 25 percent	23.3	26.8	22.9	25.0	22.9	25.2
Location of student residence in first year enrolled ⁴						
On campus	26.4	19.6	27.2	29.6	21.3	30.7
Off campus	33.3	41.9	32.3	32.5	40.2	31.5
Living with parents	34.9	32.2	35.2	33.1	34.1	33.0
Attended more than one institution	5.4	6.3	5.3	4.8	4.5	4.9
Enrollment intensity						
Full time only	68.5	63.8	69.0	69.2	64.4	69.8
Part time only	20.7	24.9	20.2	18.6	24.1	17.9
Mixed full and part time	10.8	11.3	10.8	12.2	11.4	12.2
Took a remedial course in first year enrolled						
Yes	21.7	22.4	21.6	22.0	26.8	21.4
No	78.3	77.6	78.4	78.0	73.2	78.6
Ever took a remedial course within 3 years after entering postsecondary education						
Yes	—	—	—	35.2	41.9	34.3
No	—	—	—	64.8	58.1	65.7

See notes at end of table.

National Center for Education Statistics

Table 8.

DIFFERENCES BETWEEN COHORTS: Percentage distribution of 2003–04 and 2011–12 first-time postsecondary students' selected demographic and enrollment characteristics, by reported disability status: 2003–04 and 2011–12—Continued

— Not available.

! Interpret data with caution. Estimate is unstable because the standard error represents between 30 and 50 percent of the estimate.

¹ Black includes African American, Hispanic includes Latino, Other includes American Indian, Alaska Native, Pacific Islander, and Native Hawaiian, and Two or more races includes respondents having origins in more than one race. Race categories exclude Hispanic origin. "Other" race was a survey answer choice only for the 2003–04 cohort.

² U.S.-born citizens include citizens who were born abroad to U.S. citizen parents.

³ Indicates dependent students' parents' total income. Most undergraduates under age 24 are considered to be dependent for financial aid purposes.

⁴ Students who attended more than one institution are included separately as they may have had more than one housing status during the academic year.

NOTE: The definition of having a disability differs slightly between the 2003–04 and 2011–12 cohorts. In the 2003–04 cohort, respondents were counted as having a disability if they reported having one of the following long-lasting conditions: blindness, deafness, or severe vision or hearing impairment; a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying; or other physical, mental, emotional, or learning condition that has lasted 6 months or more. In the 2011–12 cohort, respondents are counted as having a disability if they reported having one of the following long-lasting conditions: hearing impairment; blindness, deafness, or severe vision impairment; difficulty concentrating, remembering, or making decisions; or a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying. Estimates include individuals who were first-time postsecondary students in 2003–04 or 2011–12 at Title IV eligible postsecondary institutions in the 50 states and the District of Columbia; and, if in the 2003–04 cohort, also Puerto Rico.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 and 2012/14 Beginning Postsecondary Students Longitudinal Studies (BPS:04/09 and BPS:12/14).

National Center for Education Statistics

Table S8.

Standard errors for table 8: DIFFERENCES BETWEEN COHORTS: Percentage distribution of 2003–04 and 2011–12 first-time postsecondary students' selected demographic and enrollment characteristics, by reported disability status: 2003–04 and 2011–12

Selected demographic and enrollment characteristics	2003–04 first-time postsecondary students			2011–12 first-time postsecondary students		
	Total	Any disability	No disability	Total	Any disability	No disability
Total	†	†	†	†	†	†
Sex						
Male	0.67	2.46	0.63	0.60	1.98	0.59
Female	0.67	2.46	0.63	0.60	1.98	0.59
Race/ethnicity						
White	1.09	2.42	1.07	0.82	1.65	0.85
Black	0.80	1.39	0.85	0.59	1.28	0.62
Hispanic	0.64	1.39	0.68	0.58	1.38	0.60
Asian	0.28	0.61	0.30	0.28	0.85	0.29
Other or Two or more races	0.29	1.08	0.30	0.27	0.77	0.28
Immigrant status						
Foreign student with visa	0.14	0.32	0.16	0.19	0.76	0.22
Foreign-born citizen, resident alien, or eligible noncitizen	0.48	0.97	0.51	0.40	1.05	0.39
U.S.-born citizen	0.49	1.04	0.52	0.40	1.27	0.41
Dependency status						
Dependent	0.63	2.23	0.68	0.63	1.80	0.68
Independent	0.63	2.23	0.68	0.63	1.80	0.68
Unmarried, no dependents	0.35	1.47	0.38	0.36	1.26	0.38
Married, no dependents	0.23	0.68	0.24	0.27	0.79	0.28
Unmarried with dependents	0.45	1.52	0.48	0.38	1.44	0.35
Married with dependents	0.40	1.32	0.43	0.32	0.84	0.33
Veteran status in first year enrolled						
Veteran	0.26	0.63	0.27	0.22	1.03	0.27
Not a veteran	0.26	0.63	0.27	0.22	1.03	0.27
Age as of 12/31 of first year enrolled						
Under 18	0.16	0.38	0.18	0.23	0.40	0.25
18–24	0.55	2.10	0.59	0.54	1.64	0.50
25–34	0.38	1.53	0.41	0.35	1.21	0.33
35 or older	0.42	1.48	0.44	0.35	1.06	0.33

See notes at end of table.

National Center for Education Statistics

Table S8.

Standard errors for table 8: DIFFERENCES BETWEEN COHORTS: Percentage distribution of 2003–04 and 2011–12 first-time postsecondary students' selected demographic and enrollment characteristics, by reported disability status: 2003–04 and 2011–12—Continued

Selected demographic and enrollment characteristics	2003–04 first-time postsecondary students			2011–12 first-time postsecondary students		
	Total	Any disability	No disability	Total	Any disability	No disability
Parents' highest education						
Do not know either parent's education level	0.18	0.70	0.20	0.27	1.04	0.26
High school or less	0.63	1.99	0.64	0.54	1.79	0.59
Some college, vocational/technical training, or associate's degree	0.53	2.66	0.54	0.49	1.77	0.52
Bachelor's degree or higher	0.47	2.05	0.52	0.62	1.86	0.58
Dependent students: family income						
Lowest 25 percent	0.51	2.30	0.56	0.52	1.71	0.54
Lower middle 25 percent	0.61	2.30	0.63	0.70	2.32	0.64
Upper middle 25 percent	0.54	2.63	0.53	0.52	1.81	0.54
Highest 25 percent	0.52	1.95	0.54	0.71	1.94	0.72
Location of student residence in first year enrolled						
On campus	0.63	1.49	0.65	0.53	1.16	0.56
Off campus	0.72	2.45	0.71	0.74	1.89	0.73
Living with parents	0.72	1.83	0.73	0.75	1.84	0.77
Attended more than one institution	0.36	1.57	0.32	0.33	0.68	0.32
Enrollment intensity						
Full time only	0.57	1.91	0.62	0.68	1.76	0.74
Part time only	0.52	1.86	0.54	0.81	1.72	0.88
Mixed full and part time	0.47	1.20	0.49	0.38	1.10	0.39
Took a remedial course in first year enrolled						
Yes	0.54	2.00	0.58	0.71	1.69	0.73
No	0.54	2.00	0.58	0.71	1.69	0.73
Ever took a remedial course within 3 years after entering postsecondary education						
Yes	†	†	†	0.57	1.96	0.64
No	†	†	†	0.57	1.96	0.64

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 and 2012/14 Beginning Postsecondary Students Longitudinal Studies (BPS:04/09 and BPS:12/14).

National Center for Education Statistics

Table 9.

POSTSECONDARY ACADEMIC EXPERIENCES: Percentage distribution of 2011–12 first-time postsecondary students' selected academic characteristics, by reported disability status: 2014

Selected academic characteristics	Total	Any disability	No disability
Total	100.0	100.0	100.0
Took Advanced Placement (AP) course in high school			
Yes	47.1	37.4	48.3
No	52.9	62.6	51.7
Admissions test score (ACT/SAT) ¹			
400–860	25.9	26.4	25.9
861–1000	25.2	27.3	25.0
1001–1150	25.1	26.4	25.0
1151–1600	23.7	19.8	24.2
Average number of months between high school completion and postsecondary enrollment	26.1	38.5	24.5
Degree program when last enrolled			
Undergraduate certificate/diploma	10.6	11.1	10.5
Associate's degree	33.2	40.2	32.4
Bachelor's degree	50.6	41.3	51.7
Other	5.6	7.5	5.4
Ever took a remedial course through 2014			
Yes	35.2	41.9	34.3
No	64.8	58.1	65.7
Undergraduate major when last enrolled ²			
Business	13.2	11.8	13.4
Education	5.0	4.7	5.1
General studies and other	14.5	17.4	14.1
Health care fields	16.0	14.4	16.2
Humanities	6.7	7.6	6.6
Manufacturing, construction, repair, transportation, military technology, or protective services	7.3	7.5	7.2
Science, technology, engineering, mathematics (STEM)	17.1	15.2	17.3
Social sciences	11.6	9.5	11.8
Undecided	8.6	11.9	8.2

See notes at end of table.

National Center for Education Statistics

Table 9.

POSTSECONDARY ACADEMIC EXPERIENCES: Percentage distribution of 2011–12 first-time postsecondary students' selected academic characteristics, by reported disability status: 2014—Continued

Selected academic characteristics	Total	Any disability	No disability
GPA when last enrolled			
Mostly As (3.75 and above)	17.6	15.2	17.8
As and Bs (3.25–3.74)	32.6	27.0	33.3
Mostly Bs (2.75–3.24)	21.9	21.4	22.0
Bs and Cs (2.25–2.74)	17.4	20.7	16.9
Mostly Cs, Ds, or below	10.6	15.7	10.0

¹ Includes the 84 percent of respondents under 30 who took the SAT or ACT. Values represent the SAT I combined (verbal and math) score or the ACT composite score equated to the SAT scale.

² General studies and other includes general studies and other; personal and consumer services; architecture; public administration and human services; design and applied arts; law and legal studies; library sciences; and students not in a degree program. Humanities includes humanities; history; and theology and religious vocations. STEM includes computer and information sciences; engineering and engineering technology; biological and physical sciences; mathematics; and agricultural and natural resources. Social sciences includes social sciences, psychology, and communications.

NOTE: Respondents are counted as having a disability if they reported having one of the following long-lasting conditions: hearing impairment; blindness, deafness, or severe vision impairment; difficulty concentrating, remembering, or making decisions; or a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying. Estimates include individuals who were first-time postsecondary students in 2011–12 at Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

National Center for Education Statistics

Table S9.

Standard errors for table 9: POSTSECONDARY ACADEMIC EXPERIENCES: Percentage distribution of 2011–12 first-time postsecondary students' selected academic characteristics, by reported disability status: 2014

Selected academic characteristics	Total	Any disability	No disability
Total	†	†	†
Took Advanced Placement (AP) course in high school			
Yes	0.60	1.72	0.65
No	0.60	1.72	0.65
Admissions test score (ACT/SAT)			
400–860	0.66	1.54	0.72
861–1000	0.56	1.72	0.62
1001–1150	0.57	1.82	0.58
1151–1600	0.59	1.70	0.63
Average number of months between high school completion and postsecondary enrollment	1.13	3.75	1.03
Degree program when last enrolled			
Undergraduate certificate/diploma	0.40	1.13	0.42
Associate's degree	0.81	1.99	0.86
Bachelor's degree	0.91	1.72	1.03
Other	0.26	1.22	0.28
Ever took a remedial course through 2014			
Yes	0.57	1.96	0.64
No	0.57	1.96	0.64
Undergraduate major when last enrolled			
Business	0.41	1.13	0.42
Education	0.28	0.57	0.30
General studies and other	0.56	1.57	0.55
Health care fields	0.62	1.41	0.63
Humanities	0.27	0.89	0.32
Manufacturing, construction, repair, transportation, military technology, or protective services	0.35	1.12	0.42
Science, technology, engineering, mathematics (STEM)	0.46	1.54	0.52
Social sciences	0.49	0.90	0.52
Undecided	0.36	1.22	0.36

See notes at end of table.

National Center for Education Statistics

Table S9.

Standard errors for table 9: POSTSECONDARY ACADEMIC EXPERIENCES: Percentage distribution of 2011–12 first-time postsecondary students' selected academic characteristics, by reported disability status: 2014—Continued

Selected academic characteristics	Total	Any disability	No disability
GPA when last enrolled			
Mostly As (3.75 and above)	0.42	1.40	0.43
As and Bs (3.25–3.74)	0.53	1.58	0.56
Mostly Bs (2.75–3.24)	0.61	1.35	0.66
Bs and Cs (2.25–2.74)	0.44	1.45	0.45
Mostly Cs, Ds, or below	0.31	1.10	0.34

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

National Center for Education Statistics

Table 10.

POSTSECONDARY ENROLLMENT AND EMPLOYMENT: Percentage distribution of 2011–12 first-time postsecondary students' selected postsecondary enrollment and employment characteristics, by reported disability status: 2014

Selected postsecondary enrollment and employment characteristics	Total	Any disability	No disability
Total	100.0	100.0	100.0
Control and level of first institution			
Public 4-year	30.8	26.1	31.5
Private nonprofit 4-year	15.6	12.8	15.9
For-profit 4-year	6.1	9.5	5.7
Public 2-year	38.4	42.1	37.9
Private nonprofit 2-year or less-than-2-year	0.7	‡	0.8
For-profit 2-year	3.9	4.3	3.9
Public less-than-2-year	0.6	‡	0.6
For-profit less-than-2-year	3.8	3.9	3.8
Selectivity of first institution			
Not 4-year institution	47.5	51.6	46.9
Very selective	14.3	6.8	15.2
Moderately selective	21.5	18.8	21.8
Minimally selective	6.9	8.7	6.6
Open admission	9.9	14.1	9.4
Undergraduate degree program at first institution			
Undergraduate certificate	10.2	11.2	10.0
Associate's degree	42.3	49.1	41.4
Bachelor's degree	45.8	38.8	46.7
No certificate or degree	1.8	0.9 !	1.9
Direction of first transfer by institution level through June 2014 ¹			
Never transferred	82.1	81.0	82.3
4-year to 4-year	5.2	6.4	5.1
2-year to 4-year	4.7	3.3	4.9
2-year to 2-year	3.2	3.8	3.1
Other transfers	4.7	5.5	4.6
Level of institution when last enrolled as of June 2014			
4-year	53.6	46.4	54.6
2-year	41.5	48.3	40.6
Less-than-2-year	4.9	5.3	4.8
Selectivity of institution when last enrolled as of June 2014			
Not 4-year institution	46.4	53.6	45.4
Very selective	15.5	7.8	16.5
Moderately selective	21.5	17.6	22.0
Minimally selective	6.8	7.2	6.7
Open admission	9.8	13.8	9.3

See notes at end of table.

National Center for Education Statistics

Table 10.

POSTSECONDARY ENROLLMENT AND EMPLOYMENT: Percentage distribution of 2011–12 first-time postsecondary students' selected postsecondary enrollment and employment characteristics, by reported disability status: 2014—Continued

Selected postsecondary enrollment and employment characteristics	Total	Any disability	No disability
Undergraduate degree program when last enrolled as of June 2014			
Undergraduate certificate	10.6	11.1	10.5
Associate's degree	33.2	40.2	32.4
Bachelor's degree	50.6	41.3	51.7
No certificate or degree	5.6	7.5	5.4
Enrollment intensity through June 2014			
Always full time	59.5	54.5	60.2
Always part time	10.5	15.4	9.8
Mixed	30.0	30.1	30.0
Hours worked per week when last enrolled as of June 2014			
Did not work	53.4	60.7	52.4
1–15	11.5	7.5	12.0
16–34	20.6	17.8	21.0
35 or more	14.5	14.0	14.6

! Interpret data with caution. Estimate is unstable because the standard error represents between 30 and 50 percent of the estimate.

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ A transfer is defined as leaving one institution and enrolling in another institution for 4 or more consecutive months.

NOTE: Respondents are counted as having a disability if they reported having one of the following long-lasting conditions: hearing impairment; blindness, deafness, or severe vision impairment; difficulty concentrating, remembering, or making decisions; or a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying. Estimates include individuals who were first-time postsecondary students in 2011–12 at Title IV eligible postsecondary institutions in the 50 states and the District of Columbia. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

National Center for Education Statistics

Table S10.

Standard errors for table 10: POSTSECONDARY ENROLLMENT AND EMPLOYMENT: Percentage distribution of 2011–12 first-time postsecondary students' selected postsecondary enrollment and employment characteristics, by reported disability status: 2014

Selected postsecondary enrollment and employment characteristics	Total	Any disability	No disability
Total	†	†	†
Control and level of first institution			
Public 4-year	1.12	1.80	1.13
Private nonprofit 4-year	0.29	1.63	0.35
For-profit 4-year	0.17	0.80	0.15
Public 2-year	1.41	2.73	1.33
Private nonprofit 2-year or less-than-2-year	0.08	†	0.09
For-profit 2-year	0.16	0.59	0.18
Public less-than-2-year	0.09	†	0.09
For-profit less-than-2-year	0.26	0.64	0.30
Selectivity of first institution			
Not 4-year institution	1.18	2.95	1.04
Very selective	0.77	0.74	0.82
Moderately selective	0.59	1.43	0.59
Minimally selective	0.39	1.03	0.39
Open admission	0.48	1.71	0.43
Undergraduate degree program at first institution			
Undergraduate certificate	0.39	1.23	0.44
Associate's degree	0.81	1.79	0.85
Bachelor's degree	0.58	1.84	0.57
No certificate or degree	0.23	0.35	0.26
Direction of first transfer by institution level through June 2014			
Never transferred	0.66	1.77	0.60
4-year to 4-year	0.31	0.99	0.29
2-year to 4-year	0.28	0.56	0.30
2-year to 2-year	0.22	0.60	0.24
Other transfers	0.25	0.82	0.25
Level of institution when last enrolled as of June 2014			
4-year	1.34	2.49	1.29
2-year	1.49	2.46	1.47
Less-than-2-year	0.28	0.78	0.33
Selectivity of institution when last enrolled as of June 2014			
Not 4-year institution	1.34	2.49	1.29
Very selective	0.72	0.84	0.76
Moderately selective	0.62	1.32	0.62
Minimally selective	0.38	0.94	0.38
Open admission	0.42	1.37	0.40

See notes at end of table.

National Center for Education Statistics

Table S10.

Standard errors for table 10: POSTSECONDARY ENROLLMENT AND EMPLOYMENT: Percentage distribution of 2011–12 first-time postsecondary students' selected postsecondary enrollment and employment characteristics, by reported disability status: 2014—Continued

Selected postsecondary enrollment and employment characteristics	Total	Any disability	No disability
Undergraduate degree program when last enrolled as of June 2014			
Undergraduate certificate	0.40	1.13	0.42
Associate's degree	0.81	1.99	0.86
Bachelor's degree	0.91	1.72	1.03
No certificate or degree	0.26	1.22	0.28
Enrollment intensity through June 2014			
Always full time	0.83	1.92	0.85
Always part time	0.65	1.81	0.61
Mixed	0.54	1.86	0.60
Hours worked per week when last enrolled as of June 2014			
Did not work	0.59	1.79	0.70
1–15	0.40	0.84	0.44
16–34	0.45	1.28	0.50
35 or more	0.61	1.24	0.68

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

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Table 11.

POSTSECONDARY OUTCOMES: Percentage distribution of 2003–04 and 2011–12 first-time postsecondary students' postsecondary persistence and attainment; and, among 2003–04 first-time postsecondary students, average time to degree or certificate, by reported disability status: 2004–09 and 2012–14

Postsecondary persistence and attainment characteristics	2003–04 first-time postsecondary students			2011–12 first-time postsecondary students		
	Total	Any disability	No disability	Total	Any disability	No disability
Total	100.0	100.0	100.0	100.0	100.0	100.0
Cumulative 1-year persistence and attainment at first institution						
Attained degree or certificate	3.6	5.2	3.4	3.0	3.0	3.0
No degree, still enrolled	74.6	68.9	75.2	71.3	61.1	72.6
No degree, transferred	13.2	14.7	13.1	10.9	10.8	10.9
No degree, left without return ¹	8.6	11.2	8.3	14.9	25.1	13.5
Cumulative 2-year persistence and attainment at first institution						
Attained degree or certificate	8.0	10.2	7.7	8.8	6.8	9.1
No degree, still enrolled	51.0	41.5	52.1	50.7	39.4	52.2
No degree, transferred	19.5	20.5	19.4	14.7	16.2	14.5
No degree, not enrolled ²	5.7	6.6	5.6	1.9	2.1	1.8
No degree, left without return ¹	15.7	21.3	15.1	23.9	35.4	22.4
Cumulative 2-year persistence and attainment at any institution						
Attained degree or certificate	8.3	10.6	8.1	9.1	7.1	9.4
No degree, still enrolled	66.6	56.7	67.8	62.1	51.7	63.4
No degree, not enrolled ²	9.5	10.8	9.3	4.4	4.7	4.3
No degree, left without return ¹	15.6	21.9	14.8	24.4	36.5	22.8
Cumulative 6-year persistence and attainment at any institution						
Attained degree or certificate	49.5	40.4	50.6	—	—	—
No degree, still enrolled	15.0	16.7	14.8	—	—	—
No degree, not enrolled	35.5	43.0	34.6	—	—	—
Average number of months elapsed between first enrollment and highest degree or certificate attainment						
Highest level of attainment within 6 years						
Certificate	24.7	23.6	24.9	—	—	—
Associate's degree	41.8	43.5	41.6	—	—	—
Bachelor's degree	52.6	54.2	52.5	—	—	—

— Not available.

¹ No degree, left without return includes students who were last enrolled in this academic year.

² No degree, not enrolled includes students who were not enrolled in the current academic year but enrolled in subsequent years.

NOTE: Respondents are counted as having a disability if they reported having one of the following long-lasting conditions: hearing impairment; blindness, deafness, or severe vision impairment; difficulty concentrating, remembering, or making decisions; or a long-lasting condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying. Estimates include individuals who were first-time postsecondary students in 2003–04 or 2011–12 at Title IV eligible postsecondary institutions in the 50 states and the District of Columbia; and, if in the 2003–04 cohort, also Puerto Rico. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 and 2012/14 Beginning Postsecondary Students Longitudinal Studies (BPS:04/09 and BPS:12/14).

National Center for Education Statistics

Table S11.

Standard errors for table 11: POSTSECONDARY OUTCOMES: Percentage distribution of 2003–04 and 2011–12 first-time postsecondary students' postsecondary persistence and attainment; and, among 2003–04 first-time postsecondary students, average time to degree or certificate, by reported disability status: 2004–09 and 2012–14

Postsecondary persistence and attainment characteristics	2003–04 first-time postsecondary students			2011–12 first-time postsecondary students		
	Total	Any disability	No disability	Total	Any disability	No disability
Total	†	†	†	†	†	†
Cumulative 1-year persistence and attainment at first institution						
Attained degree or certificate	0.27	0.85	0.28	0.31	0.49	0.34
No degree, still enrolled	0.67	2.83	0.62	0.50	2.19	0.51
No degree, transferred	0.52	3.15	0.46	0.39	1.04	0.39
No degree, left without return	0.41	1.40	0.44	0.74	2.26	0.66
Cumulative 2-year persistence and attainment at first institution						
Attained degree or certificate	0.44	1.01	0.46	0.66	0.81	0.69
No degree, still enrolled	0.65	2.26	0.66	0.58	1.96	0.65
No degree, transferred	0.58	3.01	0.54	0.51	1.68	0.45
No degree, not enrolled	0.34	1.01	0.35	0.17	0.54	0.18
No degree, left without return	0.52	2.00	0.55	1.09	3.28	0.91
Cumulative 2-year persistence and attainment at any institution						
Attained degree or certificate	0.44	1.02	0.46	0.65	0.82	0.68
No degree, still enrolled	0.66	2.17	0.69	0.68	2.62	0.66
No degree, not enrolled	0.45	2.09	0.41	0.28	0.76	0.31
No degree, left without return	0.53	1.95	0.56	0.99	3.31	0.80
Cumulative 6-year persistence and attainment at any institution						
Attained degree or certificate	0.68	2.06	0.69	†	†	†
No degree, still enrolled	0.55	1.35	0.58	†	†	†
No degree, not enrolled	0.65	2.11	0.68	†	†	†
Average number of months elapsed between first enrollment and highest degree or certificate attainment						
Highest level of attainment within 6 years						
Certificate	1.26	5.30	0.89	†	†	†
Associate's degree	0.69	2.11	0.73	†	†	†
Bachelor's degree	0.21	0.79	0.21	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 and 2012/14 Beginning Postsecondary Students Longitudinal Studies (BPS:04/09 and BPS:12/14).

National Center for Education Statistics

Table 12.

INSTITUTIONS REPORTING AT LEAST 3 PERCENT OF STUDENTS REGISTERED FOR DISABILITY SERVICES: Percentage of institutions who reported that at least 3 percent of students were registered for disability services, by enrollment year and institution control and level: Academic years 2008–09 through 2015–16

Institution control and level	Academic year							
	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
Total	14.7	14.3	14.3	14.7	15.0	15.5	16.3	17.6
Institution control								
Public	23.7	23.9	24.3	25.3	26.2	26.9	28.7	30.3
Private nonprofit	23.8	23.6	24.9	26.2	27.8	29.4	31.0	32.9
For-profit	1.7	1.4	1.5	1.9	1.7	1.9	1.9	2.2
Institution level								
4-year	21.7	21.2	21.8	22.9	23.8	25.1	26.5	29.6
2-year	15.2	14.9	14.7	15.2	15.5	15.4	16.6	17.0
Less-than-2-year	2.4	2.2	2.2	2.0	1.9	2.0	1.9	1.8
Institution control and level								
Public 4-year	23.3	23.1	24.7	26.3	27.9	30.0	31.3	35.3
Private nonprofit 4-year	26.7	26.5	28.0	29.7	31.4	33.2	35.1	38.0
For-profit 4-year	4.5	3.6	3.7	4.4	4.6	4.5	4.6	6.5
Public 2-year	26.1	27.0	27.0	28.2	29.1	28.9	31.7	32.2
Private nonprofit 2-year or less-than-2-year	6.8	6.3	6.6	6.7	7.9	6.8	6.8	6.2
For-profit 2-year	1.3	1.1	1.3	1.7	1.2	2.0	1.7	1.4
Public less-than-2-year	12.1	10.8	11.4	9.4	9.1	9.6	8.7	8.8
For-profit less-than-2-year	0.8	0.9	0.7	0.9	0.8	0.8	1.0	0.9

NOTE: Percentages include Title IV eligible institutions only in the United States and U.S. jurisdictions of American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands, the Republic of Palau, the Commonwealth of Puerto Rico, and the U.S. Virgin Islands. Excludes institutions who did not provide information on institution control and level or students with disabilities. Entries represent percentages of institutions who reported that 3 percent or more of students enrolled in the fall of each year registered as students with disabilities with the institution's office of disability services. Policies regarding the collection and reporting of student disability diagnoses may differ across states and institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), survey years 2008–2015.