

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 16

Total Number of LEAs (2020-21) for All Indicators: 61

### Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	476	509	553
Special Ed Graduates	384	426	312
% Special Ed Graduates	80.7%	83.7%	56.4%
# of LEAs Meeting Target	49	50	N/A
% of LEAs Meeting Target	79.0%	80.6%	N/A
# of LEAs With 'N/A'	12	15	N/A

OSEP required an SPP measurement change in FFY 2020. It includes the percentage of youth with Individualized Education Programs (ages 14–21) who exited special education due to graduating with a regular high school diploma (identical to non-disabled peer requirements) in a single year. More information may be found at:

<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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### Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	3,882	4,049	557
Special Ed Dropouts	52	62	56
% Special Ed Dropouts	1.3%	1.5%	10.1%
# of LEAs Meeting Target	57	60	N/A
% of LEAs Meeting Target	91.9%	96.8%	N/A
# of LEAs With 'N/A'	4	4	N/A

OSEP required an SPP measurement change in FFY 2020. It includes the percentage of youth with IEPs (ages 14-21) who exited special education due to dropping out in a single year. More information may be found at: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

Region: 16

Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	933	---
	Regular assessment without accommodations	96	10.3%
	Regular assessment with accommodations	722	77.4%
	Alternate assessment against alternate achievement standards	103	11.0%
	Participants	921	98.7%
	Non-participants	12	1.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	809	---
	Regular assessment without accommodations	33	4.1%
	Regular assessment with accommodations	665	82.2%
	Alternate assessment against alternate achievement standards	86	10.6%
	Participants	784	96.9%
	Non-participants	25	3.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	755	---
	Regular assessment without accommodations	23	3.1%
	Regular assessment with accommodations	603	79.9%
	Alternate assessment against alternate achievement standards	90	11.9%
	Participants	716	94.8%
	Non-participants	39	5.2%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

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## Region: 16

Total Number of LEAs (2020-21) for All Indicators: 61

### Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	933	---
	Regular assessment without accommodations	86	9.2%
	Regular assessment with accommodations	730	78.2%
	Alternate assessment against alternate achievement standards	102	10.9%
	Participants	918	98.4%
	Non-participants	15	1.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	802	---
	Regular assessment without accommodations	38	4.7%
	Regular assessment with accommodations	655	81.7%
	Alternate assessment against alternate achievement standards	86	10.7%
	Participants	779	97.1%
	Non-participants	23	2.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	937	---
	Regular assessment without accommodations	19	2.0%
	Regular assessment with accommodations	702	74.9%
	Alternate assessment against alternate achievement standards	88	9.4%
	Participants	809	86.3%
	Non-participants	128	13.7%
	LEAs Meeting Target	N/A	N/A

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Region: 16

Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	818	---
	Proficient or above regular assessment without accommodations	51	36.4%
	Proficient or above regular assessment with accommodations	89	63.6%
	Total Proficients	140	17.1%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	698	---
	Proficient or above regular assessment without accommodations	15	13.6%
	Proficient or above regular assessment with accommodations	95	86.4%
	Total Proficients	110	15.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	626	---
	Proficient or above regular assessment without accommodations	7	7.5%
	Proficient or above regular assessment with accommodations	86	92.5%
	Total Proficients	93	14.9%
	LEAs Meeting Target	N/A	N/A

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## Region: 16

Total Number of LEAs (2020-21) for All Indicators: 61

### Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	816	---
	Proficient or above regular assessment without accommodations	37	38.5%
	Proficient or above regular assessment with accommodations	59	61.5%
	Total Proficients	96	11.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	693	---
	Proficient or above regular assessment without accommodations	18	25.0%
	Proficient or above regular assessment with accommodations	54	75.0%
	Total Proficients	72	10.4%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	721	---
	Proficient or above regular assessment without accommodations	5	6.6%
	Proficient or above regular assessment with accommodations	71	93.4%
	Total Proficients	76	10.5%
	LEAs Meeting Target	N/A	N/A

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## Region: 16

Total Number of LEAs (2020-21) for All Indicators: 61

### Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	103	---
	Alternate assessment against alternate achievement standards	101	98.1%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	86	---
	Alternate assessment against alternate achievement standards	85	98.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	90	---
	Alternate assessment against alternate achievement standards	86	95.6%
	LEAs Meeting Target	N/A	N/A

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## Region: 16

Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	102	---
	Alternate assessment against alternate achievement standards	97	95.1%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	86	---
	Alternate assessment against alternate achievement standards	83	96.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	88	---
	Alternate assessment against alternate achievement standards	87	98.9%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 3D : Math Gap in Proficiency Rates - All Children vs Children with IEPs Math

		FFY20 2020-21	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,470	43.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	140	17.1%
	Proficiency rate gap		26.0%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,050	57.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	110	15.8%
	Proficiency rate gap		41.4%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,808	47.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	93	14.9%
	Proficiency rate gap		33.0%
	LEAs Meeting Target	N/A	N/A

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Indicator 3D : Reading Gap in Proficiency Rates - All Children vs Children with IEPs Reading

		FFY20 2020-21	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,215	38.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	96	11.8%
	Proficiency rate gap		26.9%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,878	46.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	72	10.4%
	Proficiency rate gap		35.8%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,299	48.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	76	10.5%
	Proficiency rate gap		38.2%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 4A : Suspension & Expulsion - Significant Discrepancy

4A : Suspension and Expulsion - Significant Discrepancy	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with significant discrepancy	0	0	1
# of LEAs Meeting Target	62	62	N/A
% of LEAs Meeting Target	100.0%	100.0%	N/A

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 4B : Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with significant discrepancy	0	0	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	62	62	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	8,185	---	9,469	---	9,791	---
Inside the regular class 80% or more of the day	6,091	74.4%	7,072	74.7%	7,312	74.7%
Inside the regular class less than 40% of the day	879	10.7%	992	10.5%	1,010	10.3%
In separate school, residential facility or homebound or hospital	21	0.3%	25	0.3%	31	0.3%
LEAs Meeting Target 5A	52	83.9%	52	83.9%	N/A	N/A
LEAs Meeting Target 5B	56	90.3%	57	91.9%	N/A	N/A
LEAs Meeting Target 5C	59	95.2%	60	96.8%	N/A	N/A

Indicator 5 reporting requirements for including 5-year-old students enrolled in kindergarten became mandatory in 2021.

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Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	538	---
Attending REC & receiving majority of SPED services in a REC	141	26.2%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	167	31.0%
Receiving special education and related services in the home	8	1.5%
LEAs Meeting Target 6A	N/A	N/A
LEAs Meeting Target 6B	N/A	N/A
LEAs Meeting Target 6C	N/A	N/A

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021. Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

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Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 7A : Early Childhood Outcomes - Positive Social-Emotional Skills

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	0	0.0%	---	0	0.0%	---		0.2%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	20	5.3%	---	20	5.1%	---	20	4.6%	---
Improved functioning to reach a level nearer to same-aged peers	101	26.7%	---	108	27.4%	---	117	26.7%	---
Improved functioning to reach a level comparable to same-aged peers	196	51.9%	---	191	48.5%	---	218	49.8%	---
Maintained functioning at a level comparable to same-aged peers	61	16.1%	---	75	19.0%	---	82	18.7%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	93.7%	YES	---	93.7%	YES	---	94.1%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	68.0%	YES	---	67.5%	YES	---	68.5%	YES

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Indicator 7B : Early Childhood Outcomes – Acquisition & Use of Knowledge & Skills

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	0	0.0%	---		0.3%	---	2	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	13	3.4%	---	22	5.6%	---	21	4.8%	---
Improved functioning to reach a level nearer to same-aged peers	123	32.6%	---	124	31.5%	---	131	29.9%	---
Improved functioning to reach a level comparable to same-aged peers	194	51.5%	---	191	48.5%	---	228	52.1%	---
Maintained functioning at a level comparable to same-aged peers	47	12.5%	---	56	14.2%	---	56	12.8%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	96.1%	YES	---	93.2%	YES	---	94.0%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	63.9%	YES	---	62.7%	YES	---	64.8%	YES



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Indicator 7C : Early Childhood Outcomes – Use of Appropriate Behaviors to Meet Their Needs

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning		0.3%	---	0	0.0%	---		0.2%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	10	2.6%	---	20	5.1%	---	21	4.8%	---
Improved functioning to reach a level nearer to same-aged peers	67	17.7%	---	77	19.5%	---	73	16.7%	---
Improved functioning to reach a level comparable to same-aged peers	166	43.9%	---	166	42.1%	---	196	44.8%	---
Maintained functioning at a level comparable to same-aged peers	134	35.4%	---	131	33.2%	---	147	33.6%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	95.5%	YES	---	92.4%	YES	---	92.4%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	79.4%	YES	---	75.4%	YES	---	78.3%	YES

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Indicator 8 : Parent Involvement

Parent Involvement	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services	87.0%	YES	89.1%	YES	77.7%	N/A

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

Region: 16

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Indicator 9 : Disproportionality - Racial & Ethnic Groups in Special Education & Related Services

Disproportionality - Racial & Ethnic Groups in Special Education & Related Services	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	0	0	0
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	62	62	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Indicator 10 : Disproportionality - Racial & Ethnic Groups in Specific Disability Categories

Disproportionality - Racial & Ethnic Groups in Specific Disability Categories	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	0	0	4
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	62	62	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

Region: 16

Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 11 : Child Find

Child Find	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children for whom parental consent to evaluate was received	2,718	1,935	1,959
# of children whose evaluations completed within State established timeline	2,653	1,933	1,812
% of children whose evaluations completed within State established timeline	97.6%	99.9%	92.5%
# of LEAs Meeting Target	60	61	57
% of LEAs Meeting Target	96.8%	98.4%	93.4%

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Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children served in Part C & referred to Part B for eligibility determination	199	184	206
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	17	26	19
# found eligible & IEP developed & implemented by third birthday	147	139	157
# whose parent refusal caused delay in evaluation or initial services	15	5	7
# serviced in Part C less than 90 days before third birthday	14	14	2
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	96.1%	100.0%	88.2%
# of LEAs Meeting Target	60	62	60
% of LEAs Meeting Target	96.8%	100.0%	98.4%

Region: 16

Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of youth with disabilities aged 16 & above	455	435	484
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	455	435	484
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	100.0%
# of LEAs Meeting Target	62	62	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 16

Total Number of LEAs (2020-21) for All Indicators: 61

Indicator 14 : Post School Outcomes

Post School Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	9	17.3%	NO	10	12.7%	NO	20	22.5%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	33	63.5%	YES	42	53.2%	NO	62	69.7%	YES
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	37	71.2%	NO	53	67.1%	NO	73	82.0%	YES

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.



Indicator	FFY 2018 Target	FFY 2019 Target	FFY 2020 Target
1	88.5%	88.5%	NA
2	1.8%	1.8%	NA
3A Reading Grade 04	NA	NA	NA
3A Reading Grade 08	NA	NA	NA
3A Reading Grade HS	NA	NA	NA
3A Math Grade 04	NA	NA	NA
3A Math Grade 08	NA	NA	NA
3A Math Grade HS	NA	NA	NA
3B Reading Grade 04	NA	NA	NA
3B Reading Grade 08	NA	NA	NA
3B Reading Grade HS	NA	NA	NA
3B Math Grade 04	NA	NA	NA
3B Math Grade 08	NA	NA	NA
3B Math Grade HS	NA	NA	NA
3C Reading Grade 04	NA	NA	NA
3C Reading Grade 08	NA	NA	NA
3C Reading Grade HS	NA	NA	NA
3C Math Grade 04	NA	NA	NA
3C Math Grade 08	NA	NA	NA
3C Math Grade HS	NA	NA	NA
3D Reading Grade 04	NA	NA	NA
3D Reading Grade 08	NA	NA	NA
3D Reading Grade HS	NA	NA	NA
3D Math Grade 04	NA	NA	NA
3D Math Grade 08	NA	NA	NA
3D Math Grade HS	NA	NA	NA
4A	0.0%	0.0%	NA
4B	0.0%	0.0%	0.0%
5A	68.0%	68.0%	NA
5B	12.0%	12.0%	NA
5C	1.3%	1.3%	NA
6A	33.0%	33.0%	NA
6B	15.0%	15.0%	NA
6C	NA	NA	NA
7A1	85.0%	85.0%	85.0%
7A2	63.0%	63.0%	63.0%
7B1	85.0%	85.0%	84.0%
7B2	58.0%	58.0%	56.0%
7C1	85.0%	85.0%	84.0%

Indicator	FFY 2018 Target	FFY 2019 Target	FFY 2020 Target
<b>7C2</b>	74.0%	74.0%	71.0%
<b>8</b>	81.0%	81.0%	NA
<b>9</b>	0.0%	0.0%	0.0%
<b>10</b>	0.0%	0.0%	0.0%
<b>11</b>	100.0%	100.0%	100.0%
<b>12</b>	100.0%	100.0%	100.0%
<b>13</b>	100.0%	100.0%	100.0%
<b>14A</b>	30.0%	30.0%	30.0%
<b>14B</b>	63.0%	63.0%	63.0%
<b>14C</b>	80.0%	80.0%	80.0%