

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 12

Total Number of LEAs (2022-23) for All Indicators: 82

### Indicator 1 : Graduation

<b>Graduation Category</b>	<b>FFY 2020 Class of 2020</b>	<b>FFY 2021 Class of 2021</b>	<b>FFY 2022 Class of 2022</b>
Students with IEPs	1,283	1,341	1,391
Graduates with IEPs	510	486	637
% Graduates with IEPs	39.8%	36.2%	45.8%
# of LEAs Meeting Target	N/A	35	47
% of LEAs Meeting Target	N/A	42.7%	57.3%
# of LEAs With 'N/A'	N/A	6	6

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### Indicator 2 : Dropout

Dropout Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	1,290	1,341	1,391
Dropouts with IEPs	165	209	206
% Dropouts with IEPs	12.8%	15.6%	14.8%
# of LEAs Meeting Target	N/A	65	64
% of LEAs Meeting Target	N/A	79.3%	78.1%
# of LEAs With 'N/A'	N/A	6	6

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### Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	1,914	---	2,009	---	2,543	---
	Regular assessment without accommodations	219	11.4%	213	10.6%	318	12.5%
	Regular assessment with accommodations	1,318	68.9%	1,540	76.7%	1,908	75.0%
	Alternate assessment against alternate achievement standards	235	12.3%	244	12.2%	305	12.0%
	Participants	1,772	92.6%	1,997	99.4%	2,531	99.5%
	Non-participants	142	7.4%	12	0.6%	12	0.5%
	LEAs Meeting Target	N/A	N/A	78	98.7%	78	98.7%
08	# of children with IEPs	1,753	---	1,924	---	2,108	---
	Advanced assessment without accommodations					31	1.5%
	Regular assessment without accommodations	111	6.3%	94	4.9%	142	6.7%
	Advanced assessment with accommodations					91	4.3%
	Regular assessment with accommodations	1,235	70.5%	1,541	80.1%	1,601	76.0%
	Alternate assessment against alternate achievement standards	206	11.8%	270	14.0%	217	10.3%
	Participants	1,552	88.5%	1,905	99.0%	2,082	98.8%
	Non-participants	201	11.5%	19	1.0%	26	1.2%
	LEAs Meeting Target	N/A	N/A	75	97.4%	78	100.0%
HS	# of children with IEPs	1,828	---	2,364	---	2,626	---
	Advanced assessment without accommodations					13	0.5%
	Regular assessment without accommodations	123	6.7%	174	7.4%	222	8.5%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,271	69.5%	1,877	79.4%	2,064	78.6%
	Alternate assessment against alternate achievement standards	205	11.2%	255	10.8%	265	10.1%
	Participants	1,599	87.5%	2,306	97.6%	2,564	97.6%
	Non-participants	229	12.5%	58	2.5%	62	2.4%
	LEAs Meeting Target	N/A	N/A	73	94.8%	70	92.1%

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### Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	1,916	---	2,012	---	2,553	---
	Regular assessment without accommodations	216	11.3%	216	10.7%	320	12.5%
	Regular assessment with accommodations	1,319	68.8%	1,536	76.3%	1,914	75.0%
	Alternate assessment against alternate achievement standards	234	12.2%	245	12.2%	306	12.0%
	Participants	1,769	92.3%	1,997	99.3%	2,540	99.5%
	Non-participants	147	7.7%	15	0.8%	13	0.5%
	LEAs Meeting Target	N/A	N/A	78	98.7%	76	96.2%
08	# of children with IEPs	1,714	---	1,819	---	1,974	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	98	5.7%	74	4.1%	137	6.9%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,201	70.1%	1,454	79.9%	1,602	81.2%
	Alternate assessment against alternate achievement standards	205	12.0%	270	14.8%	219	11.1%
	Participants	1,504	87.8%	1,798	98.9%	1,958	99.2%
	Non-participants	210	12.3%	21	1.2%	16	0.8%
	LEAs Meeting Target	N/A	N/A	76	98.7%	78	100.0%
HS	# of children with IEPs	2,178	---	2,699	---	3,082	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	131	6.0%	172	6.4%	236	7.7%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,365	62.7%	2,054	76.1%	2,306	74.8%
	Alternate assessment against alternate achievement standards	207	9.5%	258	9.6%	269	8.7%
	Participants	1,703	78.2%	2,484	92.0%	2,811	91.2%
	Non-participants	475	21.8%	215	8.0%	271	8.8%
	LEAs Meeting Target	N/A	N/A	46	59.7%	44	57.9%

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### Indicator 3B : Math Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	1,537	---	1,753	---	2,226	---
	Proficient or above regular assessment without accommodations	90	54.6%	108	48.0%	164	54.1%
	Proficient or above regular assessment with accommodations	75	45.5%	117	52.0%	139	45.9%
	Total Proficients	165	10.7%	225	12.8%	303	13.6%
	LEAs Meeting Target	N/A	N/A	20	25.3%	21	26.6%
08	# of children with IEPs	1,346	---	1,635	---	1,865	---
	Advanced assessment without accommodations					19	8.8%
	Proficient or above regular assessment without accommodations	33	27.1%	33	27.7%	50	23.3%
	Advanced assessment with accommodations					17	7.9%
	Proficient or above regular assessment with accommodations	89	73.0%	86	72.3%	129	60.0%
	Total Proficients	122	9.1%	119	7.3%	215	11.5%
	LEAs Meeting Target	N/A	N/A	10	14.1%	14	18.2%
HS	# of children with IEPs	1,394	---	2,051	---	2,299	---
	Advanced assessment without accommodations					6	3.6%
	Proficient or above regular assessment without accommodations	23	20.0%	26	14.1%	40	24.2%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	92	80.0%	159	86.0%	119	72.1%
	Total Proficients	115	8.3%	185	9.0%	165	7.2%
	LEAs Meeting Target	N/A	N/A	22	29.0%	14	18.4%

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### Indicator 3B : Reading Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	1,535	---	1,752	---	2,234	---
	Proficient or above regular assessment without accommodations	79	56.4%	129	38.9%	170	58.4%
	Proficient or above regular assessment with accommodations	61	43.6%	203	61.1%	121	41.6%
	Total Proficients	140	9.1%	332	19.0%	291	13.0%
	LEAs Meeting Target	N/A	N/A	46	58.2%	23	29.1%
08	# of children with IEPs	1,299	---	1,528	---	1,739	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	37	32.2%	40	19.0%	58	26.0%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	78	67.8%	171	81.0%	165	74.0%
	Total Proficients	115	8.9%	211	13.8%	223	12.8%
	LEAs Meeting Target	N/A	N/A	38	53.5%	18	23.4%
HS	# of children with IEPs	1,493	---	2,225	---	2,541	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	27	19.2%	41	21.4%	87	26.3%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	114	80.9%	151	78.7%	244	73.7%
	Total Proficients	141	9.4%	192	8.6%	331	13.0%
	LEAs Meeting Target	N/A	N/A	22	29.0%	27	35.5%

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### Indicator 3C : Math Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	235	---	244	---	305	---
	Alternate assessment against alternate achievement standards	219	93.2%	238	97.5%	286	93.8%
	LEAs Meeting Target	N/A	N/A	39	92.9%	37	80.4%
08	# of children with IEPs	206	---	270	---	217	---
	Alternate assessment against alternate achievement standards	194	94.2%	255	94.4%	209	96.3%
	LEAs Meeting Target	N/A	N/A	36	81.8%	48	92.3%
HS	# of children with IEPs	205	---	255	---	265	---
	Alternate assessment against alternate achievement standards	182	88.8%	245	96.1%	251	94.7%
	LEAs Meeting Target	N/A	N/A	39	90.7%	41	85.4%

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### Indicator 3C : Reading Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	234	---	245	---	306	---
	Alternate assessment against alternate achievement standards	211	90.2%	227	92.7%	275	89.9%
	LEAs Meeting Target	N/A	N/A	35	83.3%	33	71.7%
08	# of children with IEPs	205	---	270	---	219	---
	Alternate assessment against alternate achievement standards	193	94.2%	257	95.2%	202	92.2%
	LEAs Meeting Target	N/A	N/A	38	86.4%	44	84.6%
HS	# of children with IEPs	207	---	258	---	269	---
	Alternate assessment against alternate achievement standards	197	95.2%	243	94.2%	251	93.3%
	LEAs Meeting Target	N/A	N/A	37	86.1%	40	83.3%



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

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
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	3,758	32.6%	4,554	36.4%	5,026	39.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	165	10.7%	225	12.8%	303	13.6%
	Proficiency rate gap		21.9%		23.5%		25.8%
	LEAs Meeting Target	N/A	N/A	42	51.2%	38	46.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,762	43.6%	6,068	40.9%	6,972	47.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	122	9.1%	119	7.3%	215	11.5%
	Proficiency rate gap		34.6%		33.6%		35.4%
	LEAs Meeting Target	N/A	N/A	39	48.8%	34	42.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,178	34.6%	5,386	33.5%	5,345	33.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	115	8.3%	185	9.0%	165	7.2%
	Proficiency rate gap		26.4%		24.4%		26.0%
	LEAs Meeting Target	N/A	N/A	42	54.6%	41	53.3%

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

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
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	3,765	32.7%	6,180	49.4%	5,458	42.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	140	9.1%	332	19.0%	291	13.0%
	Proficiency rate gap		23.6%		30.4%		29.7%
	LEAs Meeting Target	N/A	N/A	28	34.2%	30	36.6%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,034	43.1%	7,014	53.1%	6,951	53.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	115	8.9%	211	13.8%	223	12.8%
	Proficiency rate gap		34.2%		39.3%		40.3%
	LEAs Meeting Target	N/A	N/A	40	50.0%	28	35.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,600	48.2%	7,863	44.9%	8,894	49.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	141	9.4%	192	8.6%	331	13.0%
	Proficiency rate gap		38.7%		36.2%		36.5%
	LEAs Meeting Target	N/A	N/A	37	48.1%	34	44.2%

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Indicator 4A : Suspension & Expulsion of Children with IEPs - Significant Discrepancy

Suspension & Expulsion of Children with IEPs - Significant Discrepancy	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with significant discrepancy	1	0	0
# of LEAs Meeting Target	80	82	82
% of LEAs Meeting Target	98.8%	100.0%	100.0%

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Indicator 4B : Suspension & Expulsion of Children with IEPs  
- Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion of Children with IEPs - Significant Discrepancy by Race or Ethnicity	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with significant discrepancy	1	1	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	81	82	82
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 12

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Indicator 5 : Education Environments of Children with IEPS (School Age)

Education Environments of Children with IEPS (School Age)	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	#	%	#	%	#	%
Total # of students aged 5 who are enrolled in kindergarten and ages 6 through 21	21,171	---	22,704	---	25,130	---
5A: Inside the regular class 80% or more of the day	15,247	72.0%	16,400	72.2%	18,271	72.7%
5B: Inside the regular class less than 40% of the day	3,057	14.4%	3,216	14.2%	3,586	14.3%
5C: In separate school, residential facility or homebound or hospital	120	0.6%	141	0.6%	114	0.5%
LEAs Meeting Target 5A	N/A	N/A	51	62.2%	55	67.1%
LEAs Meeting Target 5B	N/A	N/A	66	80.5%	65	79.3%
LEAs Meeting Target 5C	N/A	N/A	65	79.3%	73	89.0%

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

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Indicator 6 : Preschool Environments of Children with IEPS

Preschool Environments of Children with IEPS	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	#	%	#	%	#	%
Total # of students ages 3, 4, and 5 who are enrolled in a preschool program	898	---	901	---	1,087	---
6A: Attending REC & receiving majority of SPED and related services in a REC	140	15.6%	125	13.9%	162	14.9%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	242	27.0%	231	25.6%	285	26.2%
6C: Receiving special education and related services in the home	11	1.2%	5	0.6%	6	0.6%
LEAs Meeting Target 6A	N/A	N/A	38	46.3%	35	42.7%
LEAs Meeting Target 6B	N/A	N/A	56	68.3%	53	64.6%
LEAs Meeting Target 6C	N/A	N/A	78	95.1%	77	93.9%

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021.

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Indicator 7A : Early Childhood Outcomes of Children with IEPS  
- Positive Social-Emotional Skills

Early Childhood Outcomes of Children with IEPS - Positive Social-Emotional Skills	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	8	1.0%	---	4	0.5%	---	4	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	101	13.0%	---	155	20.6%	---	283	31.7%	---
Improved functioning to reach a level nearer to same-aged peers	190	24.5%	---	189	25.1%	---	166	18.6%	---
Improved functioning to reach a level comparable to same-aged peers	276	35.6%	---	261	34.6%	---	213	23.9%	---
Maintained functioning at a level comparable to same-aged peers	200	25.8%	---	145	19.2%	---	227	25.4%	---
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	---	81.0%	NO	---	73.9%	NO	---	56.9%	NO
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	---	61.4%	NO	---	53.9%	NO	---	49.3%	NO

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

Early Childhood Outcomes of Children with IEPS – Acquisition & Use of Knowledge & Skills	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	5	0.6%	---	2	0.3%	---	4	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	126	16.2%	---	181	24.1%	---	300	33.6%	---
Improved functioning to reach a level nearer to same-aged peers	224	28.9%	---	184	24.5%	---	183	20.5%	---
Improved functioning to reach a level comparable to same-aged peers	250	32.2%	---	282	37.6%	---	243	27.2%	---
Maintained functioning at a level comparable to same-aged peers	171	22.0%	---	102	13.6%	---	163	18.3%	---
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	---	78.4%	NO	---	71.8%	NO	---	58.4%	NO
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	---	54.3%	NO	---	51.1%	NO	---	45.5%	NO



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

Early Childhood Outcomes of Children with IEPs – Use of Appropriate Behaviors to Meet Their Needs	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	5	0.6%	---	3	0.4%	---	5	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	96	12.4%	---	124	16.5%	---	190	21.3%	---
Improved functioning to reach a level nearer to same-aged peers	121	15.6%	---	117	15.5%	---	133	14.9%	---
Improved functioning to reach a level comparable to same-aged peers	232	29.9%	---	245	32.5%	---	165	18.5%	---
Maintained functioning at a level comparable to same-aged peers	322	41.5%	---	265	35.2%	---	400	44.8%	---
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	---	77.8%	NO	---	74.0%	NO	---	60.5%	NO
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	---	71.4%	YES	---	67.6%	NO	---	63.3%	NO

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Indicator 8 : Parent Involvement

Parent Involvement	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	72.4%	N/A	64.6%	NO	70.6%	NO

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

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Indicator 9 : Disproportionate Representation - Racial & Ethnic Groups of Students Receiving in Special Education & Related Services

Disproportionate Representation - Racial & Ethnic Groups of Students Receiving in Special Education & Related Services	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with disproportionate representation	1	1	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	81	82	82
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with disproportionate representation	10	12	2
# 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	81	82	82
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Indicator 11 : Child Find

Child Find	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of children for whom parental consent to evaluate was received	5,223	5,928	7,516
# of children whose evaluations completed within State established timeline	5,164	5,888	7,469
% of children whose evaluations completed within State established timeline	98.9%	99.3%	99.4%
# of LEAs Meeting Target	70	81	74
% of LEAs Meeting Target	86.4%	98.8%	90.2%

Region: 12

Total Number of LEAs (2022-23) for All Indicators: 82

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of children served in Part C & referred to Part B for eligibility determination	274	211	205
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	31	12	15
# found eligible & IEP developed & implemented by third birthday	231	151	110
# whose parent refusal caused delay in evaluation or initial services	6	0	1
# serviced in Part C less than 90 days before third birthday	6	48	75
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	96.5%
# of LEAs Meeting Target	81	82	80
% of LEAs Meeting Target	100.0%	100.0%	97.6%

Region: 12

Total Number of LEAs (2022-23) for All Indicators: 82

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of youth with disabilities aged 16 & above	1,036	1,212	1,241
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,036	1,212	1,241
% 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	79	82	82
% of LEAs Meeting Target	97.5%	100.0%	100.0%

Region: 12

Total Number of LEAs (2022-23) for All Indicators: 82

Indicator 14 : Post-School Outcomes of Youth with IEPs in Effect at the Time They Left School

Post-School Outcomes of Youth with IEPs in Effect at the Time They Left School	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	49	18.0%	NO	65	19.7%	NO	97	26.7%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	134	49.1%	NO	179	54.2%	NO	221	60.7%	NO
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	167	61.2%	NO	227	68.8%	NO	263	72.3%	NO

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



Indicator	FFY 2020 Target	FFY 2021 Target	FFY 2022 Target
1	N/A	>=45.00%	>=46.00%
2	N/A	<=13.00%	<=12.00%
3A Reading Grade 04	N/A	>=95.00%	>=95.00%
3A Reading Grade 08	N/A	>=95.00%	>=95.00%
3A Reading Grade HS	N/A	>=95.00%	>=95.00%
3A Math Grade 04	N/A	>=95.00%	>=95.00%
3A Math Grade 08	N/A	>=95.00%	>=95.00%
3A Math Grade HS	N/A	>=95.00%	>=95.00%
3B Reading Grade 04	N/A	>=14.00%	>=20.00%
3B Reading Grade 08	N/A	>=12.00%	>=18.00%
3B Reading Grade HS	N/A	>=12.00%	>=18.00%
3B Math Grade 04	N/A	>=19.00%	>=23.00%
3B Math Grade 08	N/A	>=20.00%	>=23.00%
3B Math Grade HS	N/A	>=17.00%	>=23.00%
3C Reading Grade 04	N/A	>=91.00%	>=92.00%
3C Reading Grade 08	N/A	>=93.00%	>=93.00%
3C Reading Grade HS	N/A	>=94.00%	>=94.00%
3C Math Grade 04	N/A	>=94.00%	>=94.00%
3C Math Grade 08	N/A	>=95.00%	>=95.00%
3C Math Grade HS	N/A	>=93.00%	>=93.00%
3D Reading Grade 04	N/A	<=23.00%	<=23.00%
3D Reading Grade 08	N/A	<=36.00%	<=35.00%
3D Reading Grade HS	N/A	<=38.00%	<=37.00%
3D Math Grade 04	N/A	<=20.00%	<=20.00%
3D Math Grade 08	N/A	<=32.00%	<=31.00%
3D Math Grade HS	N/A	<=26.00%	<=26.00%
4A	N/A	<=24.00%	<=23.00%
4B	0.0%	0.00%	0.00%
5A	N/A	>=73.00%	>=73.00%
5B	N/A	<=14.00%	<=13.00%
5C	N/A	<=1.00%	<=1.00%
6A	N/A	>=27.00%	>=27.00%
6B	N/A	<=26.00%	<=25.00%
6C	N/A	<=0.85%	<=0.85%
7A1	85.0%	>=85.00%	>=86.00%
7A2	63.0%	>=63.00%	>=63.00%
7B1	84.0%	>=84.00%	>=85.00%
7B2	56.0%	>=57.00%	>=57.00%
7C1	84.0%	>=85.00%	>=85.00%

Indicator	FFY 2020 Target	FFY 2021 Target	FFY 2022 Target
<b>7C2</b>	71.0%	>=72.00%	>=72.00%
<b>8</b>	N/A	>=81.00%	>=81.00%
<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%	>=31.00%	>=31.00%
<b>14B</b>	63.0%	>=64.00%	>=64.00%
<b>14C</b>	80.0%	>=81.00%	>=81.00%