

Region Summary Tables SPP/APR Indicators 1-14

Region: 13

Total Number of LEAs (2022-23) for All Indicators: 74

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	2,616	2,837	3,058
Graduates with IEPs	1,266	1,416	1,622
% Graduates with IEPs	48.4%	49.9%	53.0%
# of LEAs Meeting Target	N/A	51	56
% of LEAs Meeting Target	N/A	68.9%	75.7%
# of LEAs With 'N/A'	N/A	11	11

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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	2,623	2,837	3,058
Dropouts with IEPs	333	453	488
% Dropouts with IEPs	12.7%	16.0%	16.0%
# of LEAs Meeting Target	N/A	47	48
% of LEAs Meeting Target	N/A	63.5%	64.9%
# of LEAs With 'N/A'	N/A	11	11

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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	4,306	---	4,404	---	4,990	---
	Regular assessment without accommodations	431	10.0%	505	11.5%	605	12.1%
	Regular assessment with accommodations	2,720	63.2%	3,458	78.5%	3,879	77.7%
	Alternate assessment against alternate achievement standards	307	7.1%	386	8.8%	453	9.1%
	Participants	3,458	80.3%	4,349	98.8%	4,937	98.9%
	Non-participants	848	19.7%	55	1.3%	53	1.1%
	LEAs Meeting Target	N/A	N/A	63	92.7%	65	95.6%
08	# of children with IEPs	3,832	---	4,421	---	4,555	---
	Advanced assessment without accommodations					134	2.9%
	Regular assessment without accommodations	291	7.6%	408	9.2%	489	10.7%
	Advanced assessment with accommodations					202	4.4%
	Regular assessment with accommodations	1,897	49.5%	3,534	79.9%	3,273	71.9%
	Alternate assessment against alternate achievement standards	249	6.5%	403	9.1%	365	8.0%
	Participants	2,437	63.6%	4,345	98.3%	4,463	98.0%
	Non-participants	1,395	36.4%	76	1.7%	92	2.0%
	LEAs Meeting Target	N/A	N/A	65	100.0%	60	93.8%
HS	# of children with IEPs	4,132	---	5,687	---	5,987	---
	Advanced assessment without accommodations					105	1.8%
	Regular assessment without accommodations	467	11.3%	527	9.3%	629	10.5%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	2,393	57.9%	4,451	78.3%	4,467	74.6%
	Alternate assessment against alternate achievement standards	312	7.6%	340	6.0%	420	7.0%
	Participants	3,172	76.8%	5,318	93.5%	5,621	93.9%
	Non-participants	960	23.2%	369	6.5%	366	6.1%
	LEAs Meeting Target	N/A	N/A	47	70.2%	48	76.2%

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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	4,315	---	4,410	---	5,011	---
	Regular assessment without accommodations	447	10.4%	525	11.9%	583	11.6%
	Regular assessment with accommodations	2,705	62.7%	3,434	77.9%	3,921	78.3%
	Alternate assessment against alternate achievement standards	306	7.1%	386	8.8%	453	9.0%
	Participants	3,458	80.1%	4,345	98.5%	4,957	98.9%
	Non-participants	857	19.9%	65	1.5%	54	1.1%
	LEAs Meeting Target	N/A	N/A	63	92.7%	64	94.1%
08	# of children with IEPs	3,582	---	4,047	---	4,085	---
	Advanced assessment without accommodations					1	0.0%
	Regular assessment without accommodations	210	5.9%	325	8.0%	392	9.6%
	Advanced assessment with accommodations					2	0.1%
	Regular assessment with accommodations	1,690	47.2%	3,241	80.1%	3,218	78.8%
	Alternate assessment against alternate achievement standards	251	7.0%	398	9.8%	364	8.9%
	Participants	2,151	60.1%	3,964	98.0%	3,977	97.4%
	Non-participants	1,431	40.0%	83	2.1%	108	2.6%
	LEAs Meeting Target	N/A	N/A	63	96.9%	59	92.2%
HS	# of children with IEPs	5,316	---	6,801	---	7,279	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	423	8.0%	539	7.9%	800	11.0%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	2,904	54.6%	5,061	74.4%	5,115	70.3%
	Alternate assessment against alternate achievement standards	292	5.5%	359	5.3%	407	5.6%
	Participants	3,619	68.1%	5,959	87.6%	6,322	86.9%
	Non-participants	1,697	31.9%	842	12.4%	957	13.2%
	LEAs Meeting Target	N/A	N/A	25	37.3%	21	33.3%

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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	3,151	---	3,963	---	4,484	---
	Proficient or above regular assessment without accommodations	197	53.1%	266	43.9%	393	46.1%
	Proficient or above regular assessment with accommodations	174	46.9%	340	56.1%	460	53.9%
	Total Proficients	371	11.8%	606	15.3%	853	19.0%
	LEAs Meeting Target	N/A	N/A	16	23.9%	18	26.5%
08	# of children with IEPs	2,188	---	3,942	---	4,098	---
	Advanced assessment without accommodations					93	13.0%
	Proficient or above regular assessment without accommodations	113	49.6%	205	37.9%	211	29.6%
	Advanced assessment with accommodations					55	7.7%
	Proficient or above regular assessment with accommodations	115	50.4%	336	62.1%	355	49.7%
	Total Proficients	228	10.4%	541	13.7%	714	17.4%
	LEAs Meeting Target	N/A	N/A	15	23.1%	15	23.4%
HS	# of children with IEPs	2,860	---	4,978	---	5,201	---
	Advanced assessment without accommodations					53	10.5%
	Proficient or above regular assessment without accommodations	80	35.4%	89	20.5%	93	18.5%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	146	64.6%	345	79.5%	357	71.0%
	Total Proficients	226	7.9%	434	8.7%	503	9.7%
	LEAs Meeting Target	N/A	N/A	13	19.7%	5	8.1%

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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	3,151	---	3,959	---	4,504	---
	Proficient or above regular assessment without accommodations	207	55.4%	345	37.0%	394	45.3%
	Proficient or above regular assessment with accommodations	167	44.7%	588	63.0%	475	54.7%
	Total Proficients	374	11.9%	933	23.6%	869	19.3%
	LEAs Meeting Target	N/A	N/A	42	62.7%	26	38.2%
08	# of children with IEPs	1,900	---	3,566	---	3,613	---
	Advanced assessment without accommodations					1	0.2%
	Proficient or above regular assessment without accommodations	71	41.3%	177	29.3%	215	33.1%
	Advanced assessment with accommodations					1	0.2%
	Proficient or above regular assessment with accommodations	101	58.7%	427	70.7%	433	66.6%
	Total Proficients	172	9.1%	604	16.9%	650	18.0%
	LEAs Meeting Target	N/A	N/A	33	50.8%	27	42.2%
HS	# of children with IEPs	3,326	---	5,598	---	5,907	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	114	29.7%	171	27.0%	316	32.4%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	270	70.3%	463	73.0%	659	67.6%
	Total Proficients	384	11.6%	634	11.3%	975	16.5%
	LEAs Meeting Target	N/A	N/A	19	28.8%	25	40.3%

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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	307	---	386	---	453	---
	Alternate assessment against alternate achievement standards	273	88.9%	365	94.6%	422	93.2%
	LEAs Meeting Target	N/A	N/A	43	86.0%	35	79.6%
08	# of children with IEPs	249	---	403	---	365	---
	Alternate assessment against alternate achievement standards	234	94.0%	377	93.6%	347	95.1%
	LEAs Meeting Target	N/A	N/A	42	79.3%	36	80.0%
HS	# of children with IEPs	312	---	340	---	420	---
	Alternate assessment against alternate achievement standards	289	92.6%	321	94.4%	385	91.7%
	LEAs Meeting Target	N/A	N/A	38	84.4%	37	78.7%

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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	306	---	386	---	453	---
	Alternate assessment against alternate achievement standards	250	81.7%	325	84.2%	398	87.9%
	LEAs Meeting Target	N/A	N/A	32	64.0%	27	61.4%
08	# of children with IEPs	251	---	398	---	364	---
	Alternate assessment against alternate achievement standards	233	92.8%	361	90.7%	322	88.5%
	LEAs Meeting Target	N/A	N/A	37	69.8%	30	66.7%
HS	# of children with IEPs	292	---	359	---	407	---
	Alternate assessment against alternate achievement standards	279	95.6%	331	92.2%	374	91.9%
	LEAs Meeting Target	N/A	N/A	34	75.6%	34	72.3%

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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	7,993	35.2%	11,592	42.3%	12,574	46.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	371	11.8%	606	15.3%	853	19.0%
	Proficiency rate gap		23.5%		27.0%		27.6%
	LEAs Meeting Target	N/A	N/A	29	40.9%	36	51.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	12,392	45.8%	20,573	51.6%	22,781	57.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	228	10.4%	541	13.7%	714	17.4%
	Proficiency rate gap		35.4%		37.9%		40.0%
	LEAs Meeting Target	N/A	N/A	35	51.5%	27	40.9%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	9,686	38.0%	12,178	33.2%	12,219	34.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	226	7.9%	434	8.7%	503	9.7%
	Proficiency rate gap		30.1%		24.5%		24.4%
	LEAs Meeting Target	N/A	N/A	42	62.7%	47	71.2%

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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	8,670	38.3%	15,376	56.0%	14,242	51.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	374	11.9%	933	23.6%	869	19.3%
	Proficiency rate gap		26.4%		32.5%		32.5%
	LEAs Meeting Target	N/A	N/A	24	33.8%	33	47.8%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	8,137	45.7%	17,445	58.6%	16,973	59.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	172	9.1%	604	16.9%	650	18.0%
	Proficiency rate gap		36.7%		41.6%		41.0%
	LEAs Meeting Target	N/A	N/A	28	41.2%	26	39.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	14,703	51.4%	20,634	49.0%	21,750	52.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	384	11.6%	634	11.3%	975	16.5%
	Proficiency rate gap		39.8%		37.6%		36.0%
	LEAs Meeting Target	N/A	N/A	39	58.2%	39	60.0%

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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	2	1	5
# of LEAs Meeting Target	72	73	69
% of LEAs Meeting Target	97.3%	98.7%	93.2%

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Total Number of LEAs (2022-23) for All Indicators: 74

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	4
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	74	74	74
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2022-23) for All Indicators: 74

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	46,072	---	47,862	---	50,658	---
5A: Inside the regular class 80% or more of the day	33,400	72.5%	35,128	73.4%	38,324	75.7%
5B: Inside the regular class less than 40% of the day	4,710	10.2%	4,668	9.8%	4,663	9.2%
5C: In separate school, residential facility or homebound or hospital	852	1.8%	953	2.0%	787	1.6%
LEAs Meeting Target 5A	N/A	N/A	50	67.6%	56	75.7%
LEAs Meeting Target 5B	N/A	N/A	70	94.6%	70	94.6%
LEAs Meeting Target 5C	N/A	N/A	59	79.7%	65	87.8%

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	2,221	---	2,118	---	2,484	---
6A: Attending REC & receiving majority of SPED and related services in a REC	577	26.0%	571	27.0%	639	25.7%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	714	32.2%	642	30.3%	749	30.2%
6C: Receiving special education and related services in the home	14	0.6%	21	1.0%	19	0.8%
LEAs Meeting Target 6A	N/A	N/A	45	60.8%	44	59.5%
LEAs Meeting Target 6B	N/A	N/A	55	74.3%	51	68.9%
LEAs Meeting Target 6C	N/A	N/A	63	85.1%	65	87.8%

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	3	0.2%	---	12	0.7%	---	9	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	191	10.2%	---	178	10.1%	---	183	9.7%	---
Improved functioning to reach a level nearer to same-aged peers	544	29.1%	---	513	29.0%	---	561	29.7%	---
Improved functioning to reach a level comparable to same-aged peers	716	38.3%	---	646	36.5%	---	715	37.8%	---
Maintained functioning at a level comparable to same-aged peers	418	22.3%	---	421	23.8%	---	422	22.3%	---
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	---	86.7%	YES	---	85.9%	YES	---	86.9%	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	---	60.6%	NO	---	60.3%	NO	---	60.2%	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	0.3%	---	12	0.7%	---	6	0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	209	11.2%	---	216	12.2%	---	242	12.8%	---
Improved functioning to reach a level nearer to same-aged peers	550	29.4%	---	526	29.8%	---	530	28.0%	---
Improved functioning to reach a level comparable to same-aged peers	773	41.3%	---	673	38.1%	---	711	37.6%	---
Maintained functioning at a level comparable to same-aged peers	335	17.9%	---	341	19.3%	---	401	21.2%	---
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	---	86.1%	YES	---	84.0%	YES	---	83.3%	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	---	59.2%	YES	---	57.4%	YES	---	58.8%	YES

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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	11	0.6%	---	9	0.5%	---	10	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	128	6.8%	---	151	8.5%	---	153	8.1%	---
Improved functioning to reach a level nearer to same-aged peers	324	17.3%	---	278	15.7%	---	308	16.3%	---
Improved functioning to reach a level comparable to same-aged peers	751	40.1%	---	680	38.4%	---	689	36.5%	---
Maintained functioning at a level comparable to same-aged peers	658	35.2%	---	651	36.8%	---	730	38.6%	---
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	---	88.6%	YES	---	85.7%	YES	---	86.0%	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	---	75.3%	YES	---	75.2%	YES	---	75.1%	YES

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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	67.9%	N/A	63.9%	NO	63.8%	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	0	2	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	74	74	74
% 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	13	15	13
# 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	74	74	74
% 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	8,756	11,772	14,857
# of children whose evaluations completed within State established timeline	7,415	11,731	13,025
% of children whose evaluations completed within State established timeline	84.7%	99.7%	87.7%
# of LEAs Meeting Target	53	64	49
% of LEAs Meeting Target	71.6%	86.5%	66.2%

Region: 13

Total Number of LEAs (2022-23) for All Indicators: 74

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	790	396	347
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	38	48	13
# found eligible & IEP developed & implemented by third birthday	599	305	235
# whose parent refusal caused delay in evaluation or initial services	16	4	2
# serviced in Part C less than 90 days before third birthday	19	39	88
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	83.5%	100.0%	96.3%
# of LEAs Meeting Target	70	74	71
% of LEAs Meeting Target	94.6%	100.0%	96.0%

Region: 13

Total Number of LEAs (2022-23) for All Indicators: 74

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	1,926	1,984	2,033
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,919	1,979	2,020
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.6%	99.8%	99.4%
# of LEAs Meeting Target	72	73	70
% of LEAs Meeting Target	97.3%	98.7%	94.6%

Region: 13

Total Number of LEAs (2022-23) for All Indicators: 74

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	145	22.6%	NO	166	26.5%	NO	207	27.8%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	353	55.1%	NO	395	63.1%	NO	466	62.6%	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	443	69.1%	NO	479	76.5%	NO	572	76.8%	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
7C2	71.0%	>=72.00%	>=72.00%
8	N/A	>=81.00%	>=81.00%
9	0.0%	0.0%	0.0%
10	0.0%	0.0%	0.0%
11	100.0%	100.0%	100.0%
12	100.0%	100.0%	100.0%
13	100.0%	100.0%	100.0%
14A	30.0%	>=31.00%	>=31.00%
14B	63.0%	>=64.00%	>=64.00%
14C	80.0%	>=81.00%	>=81.00%