

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 15

Total Number of LEAs (2022-23) for All Indicators: 45

### Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	331	379	392
Graduates with IEPs	162	186	245
% Graduates with IEPs	48.9%	49.1%	62.5%
# of LEAs Meeting Target	N/A	31	33
% of LEAs Meeting Target	N/A	70.5%	73.3%
# of LEAs With 'N/A'	N/A	5	3

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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	331	379	392
Dropouts with IEPs	20	40	30
% Dropouts with IEPs	6.0%	10.6%	7.7%
# of LEAs Meeting Target	N/A	40	41
% of LEAs Meeting Target	N/A	90.9%	91.1%
# of LEAs With 'N/A'	N/A	5	3

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## Region: 15

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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	451	---	499	---	618	---
	Regular assessment without accommodations	64	14.2%	48	9.6%	73	11.8%
	Regular assessment with accommodations	330	73.2%	394	79.0%	484	78.3%
	Alternate assessment against alternate achievement standards	40	8.9%	56	11.2%	60	9.7%
	Participants	434	96.2%	498	99.8%	617	99.8%
	Non-participants	17	3.8%	1	0.2%	1	0.2%
	LEAs Meeting Target	N/A	N/A	42	97.7%	44	100.0%
08	# of children with IEPs	393	---	508	---	565	---
	Advanced assessment without accommodations					2	0.4%
	Regular assessment without accommodations	27	6.9%	28	5.5%	46	8.1%
	Advanced assessment with accommodations					1	0.2%
	Regular assessment with accommodations	313	79.6%	419	82.5%	449	79.5%
	Alternate assessment against alternate achievement standards	36	9.2%	55	10.8%	61	10.8%
	Participants	376	95.7%	502	98.8%	559	98.9%
	Non-participants	17	4.3%	6	1.2%	6	1.1%
	LEAs Meeting Target	N/A	N/A	40	93.0%	44	100.0%
HS	# of children with IEPs	478	---	648	---	754	---
	Advanced assessment without accommodations					4	0.5%
	Regular assessment without accommodations	24	5.0%	33	5.1%	59	7.8%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	373	78.0%	554	85.5%	610	80.9%
	Alternate assessment against alternate achievement standards	50	10.5%	49	7.6%	61	8.1%
	Participants	447	93.5%	636	98.2%	734	97.4%
	Non-participants	31	6.5%	12	1.9%	20	2.7%
	LEAs Meeting Target	N/A	N/A	42	95.5%	41	93.2%

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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	452	---	499	---	619	---
	Regular assessment without accommodations	65	14.4%	55	11.0%	77	12.4%
	Regular assessment with accommodations	328	72.6%	387	77.6%	480	77.5%
	Alternate assessment against alternate achievement standards	40	8.9%	56	11.2%	60	9.7%
	Participants	433	95.8%	498	99.8%	617	99.7%
	Non-participants	19	4.2%	1	0.2%	2	0.3%
	LEAs Meeting Target	N/A	N/A	42	97.7%	44	100.0%
08	# of children with IEPs	391	---	510	---	566	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	24	6.1%	41	8.0%	50	8.8%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	315	80.6%	405	79.4%	452	79.9%
	Alternate assessment against alternate achievement standards	36	9.2%	55	10.8%	60	10.6%
	Participants	375	95.9%	501	98.2%	562	99.3%
	Non-participants	16	4.1%	9	1.8%	4	0.7%
	LEAs Meeting Target	N/A	N/A	40	93.0%	44	100.0%
HS	# of children with IEPs	568	---	722	---	866	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	30	5.3%	25	3.5%	70	8.1%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	421	74.1%	611	84.6%	686	79.2%
	Alternate assessment against alternate achievement standards	52	9.2%	49	6.8%	62	7.2%
	Participants	503	88.6%	685	94.9%	818	94.5%
	Non-participants	65	11.4%	37	5.1%	48	5.5%
	LEAs Meeting Target	N/A	N/A	36	81.8%	33	75.0%

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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	394	---	442	---	557	---
	Proficient or above regular assessment without accommodations	29	61.7%	21	40.4%	38	49.4%
	Proficient or above regular assessment with accommodations	18	38.3%	31	59.6%	39	50.7%
	Total Proficients	47	11.9%	52	11.8%	77	13.8%
	LEAs Meeting Target	N/A	N/A	11	25.6%	10	23.3%
08	# of children with IEPs	340	---	447	---	498	---
	Advanced assessment without accommodations					2	3.9%
	Proficient or above regular assessment without accommodations	9	31.0%	8	25.0%	23	45.1%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	20	69.0%	24	75.0%	26	51.0%
	Total Proficients	29	8.5%	32	7.2%	51	10.2%
	LEAs Meeting Target	N/A	N/A	6	14.3%	7	15.9%
HS	# of children with IEPs	397	---	587	---	673	---
	Advanced assessment without accommodations					3	7.0%
	Proficient or above regular assessment without accommodations	6	19.4%	7	16.3%	6	14.0%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	25	80.7%	36	83.7%	34	79.1%
	Total Proficients	31	7.8%	43	7.3%	43	6.4%
	LEAs Meeting Target	N/A	N/A	14	32.6%	5	11.6%

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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	393	---	442	---	557	---
	Proficient or above regular assessment without accommodations	27	62.8%	25	32.9%	49	55.7%
	Proficient or above regular assessment with accommodations	16	37.2%	51	67.1%	39	44.3%
	Total Proficients	43	10.9%	76	17.2%	88	15.8%
	LEAs Meeting Target	N/A	N/A	21	48.8%	16	37.2%
08	# of children with IEPs	339	---	446	---	502	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	10	47.6%	14	26.4%	26	44.1%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	11	52.4%	39	73.6%	33	55.9%
	Total Proficients	21	6.2%	53	11.9%	59	11.8%
	LEAs Meeting Target	N/A	N/A	17	40.5%	10	22.7%
HS	# of children with IEPs	451	---	636	---	755	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	12	29.3%	9	17.3%	27	25.7%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	29	70.7%	43	82.7%	78	74.3%
	Total Proficients	41	9.1%	52	8.2%	105	13.9%
	LEAs Meeting Target	N/A	N/A	12	27.9%	18	41.9%

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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	40	---	56	---	60	---
	Alternate assessment against alternate achievement standards	38	95.0%	52	92.9%	56	93.3%
	LEAs Meeting Target	N/A	N/A	19	90.5%	20	87.0%
08	# of children with IEPs	36	---	55	---	61	---
	Alternate assessment against alternate achievement standards	36	100.0%	52	94.6%	57	93.4%
	LEAs Meeting Target	N/A	N/A	20	90.9%	22	84.6%
HS	# of children with IEPs	50	---	49	---	61	---
	Alternate assessment against alternate achievement standards	47	94.0%	45	91.8%	60	98.4%
	LEAs Meeting Target	N/A	N/A	15	88.2%	25	100.0%

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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	40	---	56	---	60	---
	Alternate assessment against alternate achievement standards	28	70.0%	47	83.9%	54	90.0%
	LEAs Meeting Target	N/A	N/A	17	81.0%	19	82.6%
08	# of children with IEPs	36	---	55	---	60	---
	Alternate assessment against alternate achievement standards	35	97.2%	50	90.9%	53	88.3%
	LEAs Meeting Target	N/A	N/A	18	81.8%	22	84.6%
HS	# of children with IEPs	52	---	49	---	62	---
	Alternate assessment against alternate achievement standards	48	92.3%	46	93.9%	58	93.6%
	LEAs Meeting Target	N/A	N/A	15	88.2%	22	88.0%



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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	1,057	32.8%	1,272	35.7%	1,400	39.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	47	11.9%	52	11.8%	77	13.8%
	Proficiency rate gap		20.9%		23.9%		25.4%
	LEAs Meeting Target	N/A	N/A	16	36.4%	14	31.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,371	38.7%	1,583	39.7%	1,712	43.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	29	8.5%	32	7.2%	51	10.2%
	Proficiency rate gap		30.2%		32.5%		33.6%
	LEAs Meeting Target	N/A	N/A	19	43.2%	19	42.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,279	34.7%	1,524	32.5%	1,487	29.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	31	7.8%	43	7.3%	43	6.4%
	Proficiency rate gap		26.9%		25.2%		23.1%
	LEAs Meeting Target	N/A	N/A	20	45.5%	23	51.1%

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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	1,025	31.9%	1,743	48.9%	1,506	42.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	43	10.9%	76	17.2%	88	15.8%
	Proficiency rate gap		21.0%		31.7%		26.3%
	LEAs Meeting Target	N/A	N/A	12	27.3%	17	37.8%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,459	41.3%	2,110	53.3%	1,949	50.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	21	6.2%	53	11.9%	59	11.8%
	Proficiency rate gap		35.2%		41.4%		38.2%
	LEAs Meeting Target	N/A	N/A	17	38.6%	16	35.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,727	44.4%	1,994	40.8%	2,576	49.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	9.1%	52	8.2%	105	13.9%
	Proficiency rate gap		35.3%		32.6%		35.2%
	LEAs Meeting Target	N/A	N/A	24	54.6%	19	42.2%

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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	0	0	0
# of LEAs Meeting Target	43	44	45
% of LEAs Meeting Target	100.0%	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	0	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	43	44	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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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	5,392	---	5,829	---	6,472	---
5A: Inside the regular class 80% or more of the day	3,997	74.1%	4,451	76.4%	5,001	77.3%
5B: Inside the regular class less than 40% of the day	648	12.0%	613	10.5%	724	11.2%
5C: In separate school, residential facility or homebound or hospital	23	0.4%	24	0.4%	24	0.4%
LEAs Meeting Target 5A	N/A	N/A	31	70.5%	29	64.4%
LEAs Meeting Target 5B	N/A	N/A	39	88.6%	39	86.7%
LEAs Meeting Target 5C	N/A	N/A	39	88.6%	38	84.4%

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	378	---	379	---	402	---
6A: Attending REC & receiving majority of SPED and related services in a REC	34	9.0%	42	11.1%	38	9.5%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	156	41.3%	155	40.9%	145	36.1%
6C: Receiving special education and related services in the home	0	0.0%	7	1.9%	1	0.3%
LEAs Meeting Target 6A	N/A	N/A	16	36.4%	18	40.0%
LEAs Meeting Target 6B	N/A	N/A	34	77.3%	37	82.2%
LEAs Meeting Target 6C	N/A	N/A	41	93.2%	44	97.8%

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	0	0.0%	---		0.4%	---	2	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	78	35.8%	---	67	25.1%	---	56	23.4%	---
Improved functioning to reach a level nearer to same-aged peers	30	13.8%	---	82	30.7%	---	61	25.5%	---
Improved functioning to reach a level comparable to same-aged peers	75	34.4%	---	76	28.5%	---	70	29.3%	---
Maintained functioning at a level comparable to same-aged peers	35	16.1%	---	41	15.4%	---	50	20.9%	---
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	---	57.4%	NO	---	69.9%	NO	---	69.3%	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	---	50.5%	NO	---	43.8%	NO	---	50.2%	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		0.5%	---		0.4%	---	4	1.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	76	34.9%	---	72	27.1%	---	62	25.9%	---
Improved functioning to reach a level nearer to same-aged peers	43	19.7%	---	82	30.8%	---	65	27.2%	---
Improved functioning to reach a level comparable to same-aged peers	67	30.7%	---	80	30.1%	---	69	28.9%	---
Maintained functioning at a level comparable to same-aged peers	31	14.2%	---	31	11.7%	---	39	16.3%	---
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	---	58.8%	NO	---	68.9%	NO	---	67.0%	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	---	45.0%	NO	---	41.7%	NO	---	45.2%	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	0	0.0%	---	2	0.8%	---	4	1.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	75	34.4%	---	61	22.9%	---	54	22.6%	---
Improved functioning to reach a level nearer to same-aged peers	21	9.6%	---	60	22.6%	---	45	18.8%	---
Improved functioning to reach a level comparable to same-aged peers	74	33.9%	---	74	27.8%	---	68	28.5%	---
Maintained functioning at a level comparable to same-aged peers	48	22.0%	---	69	25.9%	---	68	28.5%	---
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	---	55.9%	NO	---	68.0%	NO	---	66.1%	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	---	56.0%	NO	---	53.8%	NO	---	56.9%	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	72.2%	N/A	74.1%	NO	80.8%	YES

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	0	1
# 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	43	44	45
% 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	2	3	3
# 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	43	44	45
% 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	1,085	1,376	1,859
# of children whose evaluations completed within State established timeline	1,076	1,376	1,844
% of children whose evaluations completed within State established timeline	99.2%	100.0%	99.2%
# of LEAs Meeting Target	40	44	40
% of LEAs Meeting Target	93.0%	100.0%	88.9%

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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	94	95	90
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	9	5	22
# found eligible & IEP developed & implemented by third birthday	78	50	57
# whose parent refusal caused delay in evaluation or initial services	6	2	0
# serviced in Part C less than 90 days before third birthday	1	38	11
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	100.0%
# of LEAs Meeting Target	43	44	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 15

Total Number of LEAs (2022-23) for All Indicators: 45

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	304	339	358
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	304	339	358
% 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	43	44	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 15

Total Number of LEAs (2022-23) for All Indicators: 45

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	14	18.9%	NO	14	21.2%	NO	30	31.3%	YES
Enrolled in higher education or competitively employed within one year of leaving high school	35	47.3%	NO	43	65.2%	YES	69	71.9%	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	50	67.6%	NO	52	78.8%	NO	79	82.3%	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 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%