

Region Summary Tables SPP/APR Indicators 1-14

Region: 19

Total Number of LEAs (2022-23) for All Indicators: 19

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	1,103	1,145	1,364
Graduates with IEPs	480	545	678
% Graduates with IEPs	43.5%	47.6%	49.7%
# of LEAs Meeting Target	N/A	14	14
% of LEAs Meeting Target	N/A	73.7%	73.7%
# of LEAs With 'N/A'	N/A	6	5

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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	1,106	1,145	1,364
Dropouts with IEPs	202	230	307
% Dropouts with IEPs	18.3%	20.1%	22.5%
# of LEAs Meeting Target	N/A	10	8
% of LEAs Meeting Target	N/A	52.6%	42.1%
# of LEAs With 'N/A'	N/A	6	5

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Region: 19

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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	1,645	---	1,712	---	1,881	---
	Regular assessment without accommodations	173	10.5%	190	11.1%	232	12.3%
	Regular assessment with accommodations	796	48.4%	1,326	77.5%	1,402	74.5%
	Alternate assessment against alternate achievement standards	122	7.4%	185	10.8%	238	12.7%
	Participants	1,091	66.3%	1,701	99.4%	1,872	99.5%
	Non-participants	554	33.7%	11	0.6%	9	0.5%
	LEAs Meeting Target	N/A	N/A	14	100.0%	16	100.0%
08	# of children with IEPs	1,515	---	1,599	---	1,590	---
	Advanced assessment without accommodations					63	4.0%
	Regular assessment without accommodations	84	5.5%	77	4.8%	73	4.6%
	Advanced assessment with accommodations					350	22.0%
	Regular assessment with accommodations	723	47.7%	1,326	82.9%	920	57.9%
	Alternate assessment against alternate achievement standards	79	5.2%	167	10.4%	165	10.4%
	Participants	886	58.5%	1,570	98.2%	1,571	98.8%
	Non-participants	629	41.5%	29	1.8%	19	1.2%
	LEAs Meeting Target	N/A	N/A	13	100.0%	14	93.3%
HS	# of children with IEPs	1,647	---	2,343	---	2,054	---
	Advanced assessment without accommodations					26	1.3%
	Regular assessment without accommodations	122	7.4%	134	5.7%	143	7.0%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,024	62.2%	1,934	82.5%	1,583	77.1%
	Alternate assessment against alternate achievement standards	98	6.0%	168	7.2%	163	7.9%
	Participants	1,244	75.5%	2,236	95.4%	1,915	93.2%
	Non-participants	403	24.5%	107	4.6%	139	6.8%
	LEAs Meeting Target	N/A	N/A	13	76.5%	12	75.0%

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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	1,655	---	1,711	---	1,884	---
	Regular assessment without accommodations	168	10.2%	203	11.9%	238	12.6%
	Regular assessment with accommodations	797	48.2%	1,312	76.7%	1,398	74.2%
	Alternate assessment against alternate achievement standards	122	7.4%	184	10.8%	238	12.6%
	Participants	1,087	65.7%	1,699	99.3%	1,874	99.5%
	Non-participants	568	34.3%	12	0.7%	10	0.5%
	LEAs Meeting Target	N/A	N/A	14	100.0%	16	100.0%
08	# of children with IEPs	1,525	---	1,575	---	1,554	---
	Advanced assessment without accommodations					1	0.1%
	Regular assessment without accommodations	78	5.1%	79	5.0%	119	7.7%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	664	43.5%	1,295	82.2%	1,249	80.4%
	Alternate assessment against alternate achievement standards	79	5.2%	167	10.6%	165	10.6%
	Participants	821	53.8%	1,541	97.8%	1,534	98.7%
	Non-participants	704	46.2%	34	2.2%	20	1.3%
	LEAs Meeting Target	N/A	N/A	12	92.3%	14	93.3%
HS	# of children with IEPs	2,536	---	3,045	---	3,158	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	171	6.7%	126	4.1%	179	5.7%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,313	51.8%	2,317	76.1%	2,354	74.5%
	Alternate assessment against alternate achievement standards	101	4.0%	166	5.5%	162	5.1%
	Participants	1,585	62.5%	2,609	85.7%	2,695	85.3%
	Non-participants	951	37.5%	436	14.3%	463	14.7%
	LEAs Meeting Target	N/A	N/A	5	29.4%	2	12.5%

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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	969	---	1,516	---	1,634	---
	Proficient or above regular assessment without accommodations	41	61.2%	99	42.3%	160	47.8%
	Proficient or above regular assessment with accommodations	26	38.8%	135	57.7%	175	52.2%
	Total Proficients	67	6.9%	234	15.4%	335	20.5%
	LEAs Meeting Target	N/A	N/A	2	14.3%	3	18.8%
08	# of children with IEPs	807	---	1,403	---	1,406	---
	Advanced assessment without accommodations					43	18.1%
	Proficient or above regular assessment without accommodations	15	30.0%	29	16.3%	30	12.7%
	Advanced assessment with accommodations					84	35.4%
	Proficient or above regular assessment with accommodations	35	70.0%	149	83.7%	80	33.8%
	Total Proficients	50	6.2%	178	12.7%	237	16.9%
	LEAs Meeting Target	N/A	N/A	3	23.1%	2	13.3%
HS	# of children with IEPs	1,146	---	2,068	---	1,752	---
	Advanced assessment without accommodations					5	2.0%
	Proficient or above regular assessment without accommodations	22	18.0%	39	11.9%	34	13.3%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	100	82.0%	288	88.1%	217	84.8%
	Total Proficients	122	10.7%	327	15.8%	256	14.6%
	LEAs Meeting Target	N/A	N/A	7	43.8%	5	31.3%

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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	965	---	1,515	---	1,636	---
	Proficient or above regular assessment without accommodations	54	58.1%	128	39.0%	154	53.1%
	Proficient or above regular assessment with accommodations	39	41.9%	200	61.0%	136	46.9%
	Total Proficients	93	9.6%	328	21.7%	290	17.7%
	LEAs Meeting Target	N/A	N/A	10	71.4%	6	37.5%
08	# of children with IEPs	740	---	1,374	---	1,369	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	26	34.7%	40	17.6%	69	32.7%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	49	65.3%	187	82.4%	142	67.3%
	Total Proficients	75	10.1%	227	16.5%	211	15.4%
	LEAs Meeting Target	N/A	N/A	6	46.2%	5	33.3%
HS	# of children with IEPs	1,481	---	2,440	---	2,533	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	28	26.4%	33	16.2%	70	22.0%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	78	73.6%	171	83.8%	248	78.0%
	Total Proficients	106	7.2%	204	8.4%	318	12.6%
	LEAs Meeting Target	N/A	N/A	4	25.0%	5	31.3%

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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	122	---	185	---	238	---
	Alternate assessment against alternate achievement standards	114	93.4%	179	96.8%	227	95.4%
	LEAs Meeting Target	N/A	N/A	7	77.8%	8	72.7%
08	# of children with IEPs	79	---	167	---	165	---
	Alternate assessment against alternate achievement standards	75	94.9%	155	92.8%	161	97.6%
	LEAs Meeting Target	N/A	N/A	6	66.7%	9	90.0%
HS	# of children with IEPs	98	---	168	---	163	---
	Alternate assessment against alternate achievement standards	88	89.8%	159	94.6%	149	91.4%
	LEAs Meeting Target	N/A	N/A	6	75.0%	5	62.5%

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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	122	---	184	---	238	---
	Alternate assessment against alternate achievement standards	99	81.2%	168	91.3%	223	93.7%
	LEAs Meeting Target	N/A	N/A	7	77.8%	8	72.7%
08	# of children with IEPs	79	---	167	---	165	---
	Alternate assessment against alternate achievement standards	78	98.7%	151	90.4%	153	92.7%
	LEAs Meeting Target	N/A	N/A	5	55.6%	7	70.0%
HS	# of children with IEPs	101	---	166	---	162	---
	Alternate assessment against alternate achievement standards	97	96.0%	148	89.2%	151	93.2%
	LEAs Meeting Target	N/A	N/A	2	25.0%	6	75.0%

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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	1,445	19.8%	4,213	37.5%	5,135	47.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	67	6.9%	234	15.4%	335	20.5%
	Proficiency rate gap		12.9%		22.1%		26.6%
	LEAs Meeting Target	N/A	N/A	8	50.0%	4	25.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,721	29.6%	6,651	46.4%	6,888	50.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	50	6.2%	178	12.7%	237	16.9%
	Proficiency rate gap		23.4%		33.7%		33.4%
	LEAs Meeting Target	N/A	N/A	9	60.0%	10	62.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,227	29.4%	6,122	35.8%	5,317	37.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	122	10.7%	327	15.8%	256	14.6%
	Proficiency rate gap		18.8%		20.0%		22.7%
	LEAs Meeting Target	N/A	N/A	14	82.4%	13	76.5%

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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	2,034	28.0%	5,735	51.0%	5,124	47.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	93	9.6%	328	21.7%	290	17.7%
	Proficiency rate gap		18.4%		29.4%		29.2%
	LEAs Meeting Target	N/A	N/A	7	43.8%	7	43.8%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,406	36.5%	7,067	55.3%	6,900	55.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	75	10.1%	227	16.5%	211	15.4%
	Proficiency rate gap		26.4%		38.8%		40.3%
	LEAs Meeting Target	N/A	N/A	7	46.7%	8	50.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,231	41.9%	8,311	39.2%	9,204	43.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	106	7.2%	204	8.4%	318	12.6%
	Proficiency rate gap		34.7%		30.9%		31.2%
	LEAs Meeting Target	N/A	N/A	13	76.5%	14	82.4%

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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	19	19	19
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 19

Total Number of LEAs (2022-23) for All Indicators: 19

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	19	19	19
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 19

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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	19,201	---	19,260	---	20,057	---
5A: Inside the regular class 80% or more of the day	13,413	69.9%	13,342	69.3%	13,803	68.8%
5B: Inside the regular class less than 40% of the day	3,114	16.2%	3,173	16.5%	3,357	16.7%
5C: In separate school, residential facility or homebound or hospital	94	0.5%	125	0.7%	109	0.5%
LEAs Meeting Target 5A	N/A	N/A	13	68.4%	11	57.9%
LEAs Meeting Target 5B	N/A	N/A	12	63.2%	12	63.2%
LEAs Meeting Target 5C	N/A	N/A	13	68.4%	14	73.7%

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	---	837	---	1,028	---
6A: Attending REC & receiving majority of SPED and related services in a REC	356	39.6%	232	27.7%	263	25.6%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	287	32.0%	297	35.5%	423	41.2%
6C: Receiving special education and related services in the home	5	0.6%	6	0.7%	4	0.4%
LEAs Meeting Target 6A	N/A	N/A	14	73.7%	14	73.7%
LEAs Meeting Target 6B	N/A	N/A	16	84.2%	13	68.4%
LEAs Meeting Target 6C	N/A	N/A	17	89.5%	18	94.7%

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

Region: 19

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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	6	0.8%	---		0.1%	---	5	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	57	7.4%	---	47	6.5%	---	163	18.6%	---
Improved functioning to reach a level nearer to same-aged peers	228	29.7%	---	250	34.8%	---	267	30.4%	---
Improved functioning to reach a level comparable to same-aged peers	347	45.2%	---	323	44.9%	---	312	35.5%	---
Maintained functioning at a level comparable to same-aged peers	129	16.8%	---	98	13.6%	---	131	14.9%	---
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	---	90.1%	YES	---	92.3%	YES	---	77.5%	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	---	62.1%	NO	---	58.6%	NO	---	50.5%	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	4	0.5%	---	2	0.3%	---	8	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	67	8.7%	---	46	6.4%	---	172	19.6%	---
Improved functioning to reach a level nearer to same-aged peers	253	33.0%	---	262	36.4%	---	276	31.4%	---
Improved functioning to reach a level comparable to same-aged peers	350	45.6%	---	339	47.2%	---	307	35.0%	---
Maintained functioning at a level comparable to same-aged peers	93	12.1%	---	70	9.7%	---	115	13.1%	---
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	---	89.5%	YES	---	92.6%	YES	---	76.4%	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	---	57.8%	YES	---	56.9%	YES	---	48.1%	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	8	1.0%	---		0.1%	---	6	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	46	6.0%	---	40	5.6%	---	135	15.4%	---
Improved functioning to reach a level nearer to same-aged peers	138	18.0%	---	174	24.2%	---	182	20.7%	---
Improved functioning to reach a level comparable to same-aged peers	352	46.0%	---	345	48.0%	---	332	37.8%	---
Maintained functioning at a level comparable to same-aged peers	222	29.0%	---	159	22.1%	---	223	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	---	90.1%	YES	---	92.7%	YES	---	78.5%	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	---	74.9%	YES	---	70.1%	NO	---	63.2%	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	81.6%	N/A	66.9%	NO	75.9%	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	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	19	19	19
% 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	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	19	19	19
% 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	2,687	3,771	4,999
# of children whose evaluations completed within State established timeline	2,612	3,771	4,833
% of children whose evaluations completed within State established timeline	97.2%	100.0%	96.7%
# of LEAs Meeting Target	14	19	15
% of LEAs Meeting Target	73.7%	100.0%	79.0%

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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	456	274	280
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	23	12	5
# found eligible & IEP developed & implemented by third birthday	377	210	225
# whose parent refusal caused delay in evaluation or initial services	31	15	0
# serviced in Part C less than 90 days before third birthday	19	37	50
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	98.4%	100.0%	100.0%
# of LEAs Meeting Target	15	19	19
% of LEAs Meeting Target	78.9%	100.0%	100.0%

Region: 19

Total Number of LEAs (2022-23) for All Indicators: 19

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	784	853	750
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	784	835	678
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	97.9%	90.4%
# of LEAs Meeting Target	19	17	18
% of LEAs Meeting Target	100.0%	89.5%	94.7%

Region: 19

Total Number of LEAs (2022-23) for All Indicators: 19

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	54	25.6%	NO	71	30.5%	YES	95	37.9%	YES
Enrolled in higher education or competitively employed within one year of leaving high school	108	51.2%	NO	124	53.2%	NO	150	59.8%	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	130	61.6%	NO	147	63.1%	NO	173	68.9%	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%