

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 14

Total Number of LEAs (2022-23) for All Indicators: 43

### Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	331	348	357
Graduates with IEPs	174	172	169
% Graduates with IEPs	52.6%	49.4%	47.3%
# of LEAs Meeting Target	N/A	28	35
% of LEAs Meeting Target	N/A	65.1%	81.4%
# of LEAs With 'N/A'	N/A	3	8

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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	332	348	357
Dropouts with IEPs	27	34	38
% Dropouts with IEPs	8.1%	9.8%	10.6%
# of LEAs Meeting Target	N/A	35	37
% of LEAs Meeting Target	N/A	81.4%	86.1%
# of LEAs With 'N/A'	N/A	3	8

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## Region: 14

Total Number of LEAs (2022-23) for All Indicators: 43

### Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	648	---	744	---	788	---
	Regular assessment without accommodations	89	13.7%	105	14.1%	126	16.0%
	Regular assessment with accommodations	451	69.6%	552	74.2%	571	72.5%
	Alternate assessment against alternate achievement standards	63	9.7%	76	10.2%	88	11.2%
	Participants	603	93.1%	733	98.5%	785	99.6%
	Non-participants	45	6.9%	11	1.5%	3	0.4%
	LEAs Meeting Target	N/A	N/A	39	97.5%	39	100.0%
08	# of children with IEPs	553	---	552	---	586	---
	Advanced assessment without accommodations					18	3.1%
	Regular assessment without accommodations	38	6.9%	33	6.0%	29	5.0%
	Advanced assessment with accommodations					27	4.6%
	Regular assessment with accommodations	402	72.7%	456	82.6%	447	76.3%
	Alternate assessment against alternate achievement standards	62	11.2%	61	11.1%	56	9.6%
	Participants	502	90.8%	550	99.6%	577	98.5%
	Non-participants	51	9.2%	2	0.4%	9	1.5%
	LEAs Meeting Target	N/A	N/A	42	100.0%	39	92.9%
HS	# of children with IEPs	496	---	579	---	660	---
	Advanced assessment without accommodations					7	1.1%
	Regular assessment without accommodations	43	8.7%	28	4.8%	54	8.2%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	379	76.4%	486	83.9%	529	80.2%
	Alternate assessment against alternate achievement standards	50	10.1%	62	10.7%	60	9.1%
	Participants	472	95.2%	576	99.5%	650	98.5%
	Non-participants	24	4.8%	3	0.5%	10	1.5%
	LEAs Meeting Target	N/A	N/A	40	100.0%	40	93.0%

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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	648	---	744	---	788	---
	Regular assessment without accommodations	89	13.7%	112	15.1%	123	15.6%
	Regular assessment with accommodations	449	69.3%	545	73.3%	573	72.7%
	Alternate assessment against alternate achievement standards	63	9.7%	76	10.2%	88	11.2%
	Participants	601	92.8%	733	98.5%	784	99.5%
	Non-participants	47	7.3%	11	1.5%	4	0.5%
	LEAs Meeting Target	N/A	N/A	39	97.5%	39	100.0%
08	# of children with IEPs	550	---	540	---	581	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	40	7.3%	30	5.6%	44	7.6%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	394	71.6%	446	82.6%	471	81.1%
	Alternate assessment against alternate achievement standards	62	11.3%	61	11.3%	56	9.6%
	Participants	496	90.2%	537	99.4%	571	98.3%
	Non-participants	54	9.8%	3	0.6%	10	1.7%
	LEAs Meeting Target	N/A	N/A	42	100.0%	41	97.6%
HS	# of children with IEPs	566	---	695	---	791	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	33	5.8%	46	6.6%	66	8.3%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	429	75.8%	562	80.9%	626	79.1%
	Alternate assessment against alternate achievement standards	50	8.8%	61	8.8%	59	7.5%
	Participants	512	90.5%	669	96.3%	751	94.9%
	Non-participants	54	9.5%	26	3.7%	40	5.1%
	LEAs Meeting Target	N/A	N/A	30	75.0%	32	74.4%

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### Indicator 3B : Math Proficiency - Regular

Grade	Math Proficiency - Regular	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
		#	%	#	%	#	%
04	# of children with IEPs	540	---	657	---	697	---
	Proficient or above regular assessment without accommodations	39	60.0%	40	59.7%	72	62.1%
	Proficient or above regular assessment with accommodations	26	40.0%	27	40.3%	44	37.9%
	Total Proficients	65	12.0%	67	10.2%	116	16.6%
	LEAs Meeting Target	N/A	N/A	7	17.5%	12	30.8%
08	# of children with IEPs	440	---	489	---	521	---
	Advanced assessment without accommodations					9	15.5%
	Proficient or above regular assessment without accommodations	15	36.6%	15	34.9%	13	22.4%
	Advanced assessment with accommodations					5	8.6%
	Proficient or above regular assessment with accommodations	26	63.4%	28	65.1%	31	53.5%
	Total Proficients	41	9.3%	43	8.8%	58	11.1%
	LEAs Meeting Target	N/A	N/A	6	14.3%	3	7.3%
HS	# of children with IEPs	422	---	514	---	590	---
	Advanced assessment without accommodations					4	6.1%
	Proficient or above regular assessment without accommodations	13	24.1%	7	16.7%	21	31.8%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	41	75.9%	35	83.3%	41	62.1%
	Total Proficients	54	12.8%	42	8.2%	66	11.2%
	LEAs Meeting Target	N/A	N/A	7	18.0%	6	14.0%

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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	538	---	657	---	696	---
	Proficient or above regular assessment without accommodations	41	68.3%	59	53.6%	73	57.9%
	Proficient or above regular assessment with accommodations	19	31.7%	51	46.4%	53	42.1%
	Total Proficients	60	11.2%	110	16.7%	126	18.1%
	LEAs Meeting Target	N/A	N/A	17	42.5%	12	30.8%
08	# of children with IEPs	434	---	476	---	515	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	19	40.4%	16	24.2%	30	45.5%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	28	59.6%	50	75.8%	36	54.6%
	Total Proficients	47	10.8%	66	13.9%	66	12.8%
	LEAs Meeting Target	N/A	N/A	19	45.2%	6	14.6%
HS	# of children with IEPs	462	---	605	---	692	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	11	21.6%	14	24.6%	37	30.6%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	40	78.4%	43	75.4%	84	69.4%
	Total Proficients	51	11.0%	57	9.4%	121	17.5%
	LEAs Meeting Target	N/A	N/A	15	38.5%	15	34.9%

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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	63	---	76	---	88	---
	Alternate assessment against alternate achievement standards	62	98.4%	72	94.7%	80	90.9%
	LEAs Meeting Target	N/A	N/A	12	75.0%	12	66.7%
08	# of children with IEPs	62	---	61	---	56	---
	Alternate assessment against alternate achievement standards	60	96.8%	61	100.0%	55	98.2%
	LEAs Meeting Target	N/A	N/A	15	100.0%	14	93.3%
HS	# of children with IEPs	50	---	62	---	60	---
	Alternate assessment against alternate achievement standards	48	96.0%	52	83.9%	57	95.0%
	LEAs Meeting Target	N/A	N/A	17	81.0%	12	92.3%

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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	63	---	76	---	88	---
	Alternate assessment against alternate achievement standards	56	88.9%	67	88.2%	77	87.5%
	LEAs Meeting Target	N/A	N/A	11	68.8%	10	55.6%
08	# of children with IEPs	62	---	61	---	56	---
	Alternate assessment against alternate achievement standards	60	96.8%	60	98.4%	55	98.2%
	LEAs Meeting Target	N/A	N/A	14	93.3%	14	93.3%
HS	# of children with IEPs	50	---	61	---	59	---
	Alternate assessment against alternate achievement standards	47	94.0%	51	83.6%	52	88.1%
	LEAs Meeting Target	N/A	N/A	18	85.7%	12	92.3%



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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	1,563	35.9%	1,691	33.7%	1,820	36.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	65	12.0%	67	10.2%	116	16.6%
	Proficiency rate gap		23.8%		23.5%		20.2%
	LEAs Meeting Target	N/A	N/A	17	39.5%	18	41.9%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,010	45.3%	1,913	42.5%	2,091	46.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	9.3%	43	8.8%	58	11.1%
	Proficiency rate gap		35.9%		33.7%		34.9%
	LEAs Meeting Target	N/A	N/A	19	44.2%	16	37.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,602	41.4%	1,783	40.0%	1,787	39.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	12.8%	42	8.2%	66	11.2%
	Proficiency rate gap		28.6%		31.9%		27.8%
	LEAs Meeting Target	N/A	N/A	20	46.5%	16	37.2%

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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	1,614	37.1%	2,294	45.8%	2,203	44.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	60	11.2%	110	16.7%	126	18.1%
	Proficiency rate gap		25.9%		29.0%		26.6%
	LEAs Meeting Target	N/A	N/A	17	39.5%	16	37.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,992	46.3%	2,371	55.0%	2,532	56.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	47	10.8%	66	13.9%	66	12.8%
	Proficiency rate gap		35.4%		41.1%		44.1%
	LEAs Meeting Target	N/A	N/A	16	37.2%	14	32.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,409	53.1%	2,558	51.1%	2,969	56.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	51	11.0%	57	9.4%	121	17.5%
	Proficiency rate gap		42.0%		41.7%		39.1%
	LEAs Meeting Target	N/A	N/A	23	53.5%	17	39.5%

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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	43	43
% 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	43	43
% 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	6,623	---	6,775	---	8,225	---
5A: Inside the regular class 80% or more of the day	5,061	76.4%	5,136	75.8%	6,386	77.6%
5B: Inside the regular class less than 40% of the day	691	10.4%	698	10.3%	805	9.8%
5C: In separate school, residential facility or homebound or hospital	9	0.1%	19	0.3%	18	0.2%
LEAs Meeting Target 5A	N/A	N/A	29	67.4%	33	76.7%
LEAs Meeting Target 5B	N/A	N/A	41	95.4%	41	95.4%
LEAs Meeting Target 5C	N/A	N/A	42	97.7%	42	97.7%

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	349	---	387	---	379	---
6A: Attending REC & receiving majority of SPED and related services in a REC	164	47.0%	184	47.6%	160	42.2%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	13	3.7%	9	2.3%	8	2.1%
6C: Receiving special education and related services in the home	1	0.3%	2	0.5%	0	0.0%
LEAs Meeting Target 6A	N/A	N/A	27	62.8%	27	62.8%
LEAs Meeting Target 6B	N/A	N/A	42	97.7%	42	97.7%
LEAs Meeting Target 6C	N/A	N/A	41	95.4%	43	100.0%

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

Region: 14

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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	2	0.7%	---	3	0.9%	---	3	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	22	8.2%	---	22	6.9%	---	30	8.3%	---
Improved functioning to reach a level nearer to same-aged peers	75	27.9%	---	90	28.3%	---	105	28.9%	---
Improved functioning to reach a level comparable to same-aged peers	111	41.3%	---	146	45.9%	---	171	47.1%	---
Maintained functioning at a level comparable to same-aged peers	59	21.9%	---	57	17.9%	---	54	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	---	88.6%	YES	---	90.4%	YES	---	89.3%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	63.2%	YES	---	63.8%	YES	---	62.0%	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		0.4%	---	4	1.3%	---	2	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	23	8.6%	---	26	8.2%	---	38	10.5%	---
Improved functioning to reach a level nearer to same-aged peers	82	30.5%	---	95	29.9%	---	110	30.3%	---
Improved functioning to reach a level comparable to same-aged peers	129	48.0%	---	152	47.8%	---	169	46.6%	---
Maintained functioning at a level comparable to same-aged peers	34	12.6%	---	41	12.9%	---	44	12.1%	---
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	---	89.8%	YES	---	89.2%	YES	---	87.5%	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%	YES	---	60.7%	YES	---	58.7%	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		0.4%	---	4	1.3%	---	6	1.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	14	5.2%	---	19	6.0%	---	24	6.6%	---
Improved functioning to reach a level nearer to same-aged peers	52	19.3%	---	44	13.8%	---	69	19.0%	---
Improved functioning to reach a level comparable to same-aged peers	108	40.2%	---	151	47.5%	---	148	40.8%	---
Maintained functioning at a level comparable to same-aged peers	94	34.9%	---	100	31.5%	---	116	32.0%	---
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	---	91.4%	YES	---	89.5%	YES	---	87.9%	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	---	75.1%	YES	---	78.9%	YES	---	72.7%	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	68.7%	N/A	73.5%	NO	73.9%	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	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	43	43
% 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	1	2	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	43	43	43
% 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	1,516	1,819	2,412
# of children whose evaluations completed within State established timeline	1,516	1,819	2,391
% of children whose evaluations completed within State established timeline	100.0%	100.0%	99.1%
# of LEAs Meeting Target	43	43	39
% of LEAs Meeting Target	100.0%	100.0%	90.7%

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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	128	55	90
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	25	9	16
# found eligible & IEP developed & implemented by third birthday	99	37	64
# whose parent refusal caused delay in evaluation or initial services	1	2	1
# serviced in Part C less than 90 days before third birthday	3	7	9
% 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	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 14

Total Number of LEAs (2022-23) for All Indicators: 43

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	359	343	427
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	359	343	427
% 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	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 14

Total Number of LEAs (2022-23) for All Indicators: 43

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	17	23.9%	NO	13	22.4%	NO	17	22.1%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	45	63.4%	YES	34	58.6%	NO	46	59.7%	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	51	71.8%	NO	41	70.7%	NO	56	72.7%	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%