

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 17

Total Number of LEAs (2022-23) for All Indicators: 61

### Indicator 1 : Graduation

<b>Graduation Category</b>	<b>FFY 2020 Class of 2020</b>	<b>FFY 2021 Class of 2021</b>	<b>FFY 2022 Class of 2022</b>
Students with IEPs	530	656	648
Graduates with IEPs	256	313	327
% Graduates with IEPs	48.3%	47.7%	50.5%
# of LEAs Meeting Target	N/A	41	47
% of LEAs Meeting Target	N/A	68.3%	77.1%
# of LEAs With 'N/A'	N/A	10	6

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### Indicator 2 : Dropout

<b>Dropout Category</b>	<b>FFY 2020 Class of 2020</b>	<b>FFY 2021 Class of 2021</b>	<b>FFY 2022 Class of 2022</b>
Students with IEPs	535	656	648
Dropouts with IEPs	56	71	69
% Dropouts with IEPs	10.5%	10.8%	10.6%
# of LEAs Meeting Target	N/A	53	54
% of LEAs Meeting Target	N/A	88.3%	88.5%
# of LEAs With 'N/A'	N/A	10	6

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### Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	832	---	889	---	1,109	---
	Regular assessment without accommodations	83	10.0%	71	8.0%	88	7.9%
	Regular assessment with accommodations	643	77.3%	700	78.7%	877	79.1%
	Alternate assessment against alternate achievement standards	87	10.5%	103	11.6%	127	11.5%
	Participants	813	97.7%	874	98.3%	1,092	98.5%
	Non-participants	19	2.3%	15	1.7%	17	1.5%
	LEAs Meeting Target	N/A	N/A	47	94.0%	56	98.3%
08	# of children with IEPs	749	---	782	---	867	---
	Advanced assessment without accommodations					10	1.2%
	Regular assessment without accommodations	34	4.5%	21	2.7%	39	4.5%
	Advanced assessment with accommodations					11	1.3%
	Regular assessment with accommodations	584	78.0%	650	83.1%	679	78.3%
	Alternate assessment against alternate achievement standards	114	15.2%	104	13.3%	116	13.4%
	Participants	732	97.7%	775	99.1%	855	98.6%
	Non-participants	17	2.3%	7	0.9%	12	1.4%
	LEAs Meeting Target	N/A	N/A	53	94.6%	54	94.7%
HS	# of children with IEPs	679	---	948	---	981	---
	Advanced assessment without accommodations					6	0.6%
	Regular assessment without accommodations	19	2.8%	21	2.2%	41	4.2%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	519	76.4%	799	84.3%	791	80.6%
	Alternate assessment against alternate achievement standards	122	18.0%	120	12.7%	111	11.3%
	Participants	660	97.2%	940	99.2%	949	96.7%
	Non-participants	19	2.8%	8	0.8%	32	3.3%
	LEAs Meeting Target	N/A	N/A	54	96.4%	52	91.2%

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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	836	---	887	---	1,113	---
	Regular assessment without accommodations	86	10.3%	69	7.8%	88	7.9%
	Regular assessment with accommodations	642	76.8%	702	79.1%	885	79.5%
	Alternate assessment against alternate achievement standards	88	10.5%	100	11.3%	127	11.4%
	Participants	816	97.6%	871	98.2%	1,100	98.8%
	Non-participants	20	2.4%	16	1.8%	13	1.2%
	LEAs Meeting Target	N/A	N/A	47	94.0%	56	98.3%
08	# of children with IEPs	749	---	783	---	866	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	29	3.9%	25	3.2%	44	5.1%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	590	78.8%	646	82.5%	689	79.6%
	Alternate assessment against alternate achievement standards	113	15.1%	104	13.3%	116	13.4%
	Participants	732	97.7%	775	99.0%	849	98.0%
	Non-participants	17	2.3%	8	1.0%	17	2.0%
	LEAs Meeting Target	N/A	N/A	53	94.6%	53	93.0%
HS	# of children with IEPs	761	---	1,101	---	1,208	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	21	2.8%	26	2.4%	50	4.1%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	546	71.8%	903	82.0%	955	79.1%
	Alternate assessment against alternate achievement standards	118	15.5%	119	10.8%	112	9.3%
	Participants	685	90.0%	1,048	95.2%	1,117	92.5%
	Non-participants	76	10.0%	53	4.8%	91	7.5%
	LEAs Meeting Target	N/A	N/A	39	69.6%	38	66.7%

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### Indicator 3B : Math Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
<b>04</b>	# of children with IEPs	726	---	771	---	965	---
	Proficient or above regular assessment without accommodations	52	53.6%	38	41.8%	48	36.4%
	Proficient or above regular assessment with accommodations	45	46.4%	53	58.2%	84	63.6%
	<b>Total Proficients</b>	<b>97</b>	<b>13.4%</b>	<b>91</b>	<b>11.8%</b>	<b>132</b>	<b>13.7%</b>
	LEAs Meeting Target	N/A	N/A	12	24.0%	13	22.8%
<b>08</b>	# of children with IEPs	618	---	671	---	739	---
	Advanced assessment without accommodations					9	10.6%
	Proficient or above regular assessment without accommodations	14	21.5%	9	20.9%	16	18.8%
	Advanced assessment with accommodations					3	3.5%
	Proficient or above regular assessment with accommodations	51	78.5%	34	79.1%	57	67.1%
	<b>Total Proficients</b>	<b>65</b>	<b>10.5%</b>	<b>43</b>	<b>6.4%</b>	<b>85</b>	<b>11.5%</b>
	LEAs Meeting Target	N/A	N/A	7	12.5%	10	17.5%
<b>HS</b>	# of children with IEPs	538	---	820	---	838	---
	Advanced assessment without accommodations					2	2.2%
	Proficient or above regular assessment without accommodations	6	8.3%	5	6.3%	12	13.2%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	66	91.7%	74	93.7%	77	84.6%
	<b>Total Proficients</b>	<b>72</b>	<b>13.4%</b>	<b>79</b>	<b>9.6%</b>	<b>91</b>	<b>10.9%</b>
	LEAs Meeting Target	N/A	N/A	9	16.1%	7	12.3%

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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	728	---	771	---	973	---
	Proficient or above regular assessment without accommodations	47	61.8%	52	40.3%	50	42.4%
	Proficient or above regular assessment with accommodations	29	38.2%	77	59.7%	68	57.6%
	Total Proficients	76	10.4%	129	16.7%	118	12.1%
	LEAs Meeting Target	N/A	N/A	25	50.0%	13	22.8%
08	# of children with IEPs	619	---	671	---	733	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	12	29.3%	9	13.9%	23	28.4%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	29	70.7%	56	86.2%	58	71.6%
	Total Proficients	41	6.6%	65	9.7%	81	11.1%
	LEAs Meeting Target	N/A	N/A	13	23.2%	16	28.1%
HS	# of children with IEPs	567	---	929	---	1,005	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	9	18.4%	9	19.2%	25	22.7%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	40	81.6%	38	80.9%	85	77.3%
	Total Proficients	49	8.6%	47	5.1%	110	11.0%
	LEAs Meeting Target	N/A	N/A	12	21.4%	18	31.6%

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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	87	---	103	---	127	---
	Alternate assessment against alternate achievement standards	84	96.6%	99	96.1%	125	98.4%
	LEAs Meeting Target	N/A	N/A	18	94.7%	24	96.0%
08	# of children with IEPs	114	---	104	---	116	---
	Alternate assessment against alternate achievement standards	112	98.3%	100	96.2%	113	97.4%
	LEAs Meeting Target	N/A	N/A	18	90.0%	19	95.0%
HS	# of children with IEPs	122	---	120	---	111	---
	Alternate assessment against alternate achievement standards	118	96.7%	119	99.2%	106	95.5%
	LEAs Meeting Target	N/A	N/A	19	95.0%	21	91.3%

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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	88	---	100	---	127	---
	Alternate assessment against alternate achievement standards	80	90.9%	88	88.0%	120	94.5%
	LEAs Meeting Target	N/A	N/A	15	79.0%	20	80.0%
08	# of children with IEPs	113	---	104	---	116	---
	Alternate assessment against alternate achievement standards	112	99.1%	99	95.2%	112	96.6%
	LEAs Meeting Target	N/A	N/A	18	90.0%	19	95.0%
HS	# of children with IEPs	118	---	119	---	112	---
	Alternate assessment against alternate achievement standards	114	96.6%	113	95.0%	108	96.4%
	LEAs Meeting Target	N/A	N/A	17	85.0%	21	91.3%



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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	2,208	38.5%	2,349	41.1%	2,596	45.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	97	13.4%	91	11.8%	132	13.7%
	Proficiency rate gap		25.2%		29.3%		31.9%
	LEAs Meeting Target	N/A	N/A	28	47.5%	18	30.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,828	43.8%	2,506	39.8%	2,832	44.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	65	10.5%	43	6.4%	85	11.5%
	Proficiency rate gap		33.3%		33.4%		32.5%
	LEAs Meeting Target	N/A	N/A	33	56.9%	27	45.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,536	43.7%	2,524	36.8%	2,356	33.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	72	13.4%	79	9.6%	91	10.9%
	Proficiency rate gap		30.4%		27.2%		23.0%
	LEAs Meeting Target	N/A	N/A	22	37.9%	30	50.9%

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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	2,053	35.9%	2,999	52.5%	2,526	44.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	76	10.4%	129	16.7%	118	12.1%
	Proficiency rate gap		25.4%		35.8%		32.2%
	LEAs Meeting Target	N/A	N/A	28	47.5%	25	41.7%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,871	44.5%	3,266	52.0%	3,214	51.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	6.6%	65	9.7%	81	11.1%
	Proficiency rate gap		37.9%		42.3%		40.0%
	LEAs Meeting Target	N/A	N/A	23	39.7%	25	42.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,173	48.0%	3,537	42.4%	4,405	49.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	49	8.6%	47	5.1%	110	11.0%
	Proficiency rate gap		39.3%		37.4%		38.6%
	LEAs Meeting Target	N/A	N/A	34	58.6%	29	49.2%

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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	60	60	61
% 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	60	60	61
% 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	9,178	---	9,788	---	10,884	---
5A: Inside the regular class 80% or more of the day	6,687	72.9%	7,110	72.6%	7,992	73.4%
5B: Inside the regular class less than 40% of the day	1,350	14.7%	1,415	14.5%	1,495	13.7%
5C: In separate school, residential facility or homebound or hospital	31	0.3%	48	0.5%	45	0.4%
LEAs Meeting Target 5A	N/A	N/A	46	76.7%	45	73.8%
LEAs Meeting Target 5B	N/A	N/A	48	80.0%	47	77.1%
LEAs Meeting Target 5C	N/A	N/A	56	93.3%	57	93.4%

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	535	---	538	---	631	---
6A: Attending REC & receiving majority of SPED and related services in a REC	88	16.5%	83	15.4%	103	16.3%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	142	26.5%	201	37.4%	221	35.0%
6C: Receiving special education and related services in the home	3	0.6%	3	0.6%	2	0.3%
LEAs Meeting Target 6A	N/A	N/A	25	41.7%	30	49.2%
LEAs Meeting Target 6B	N/A	N/A	47	78.3%	49	80.3%
LEAs Meeting Target 6C	N/A	N/A	58	96.7%	59	96.7%

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		0.3%	---		0.3%	---	3	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	49	14.7%	---	73	18.9%	---	87	17.9%	---
Improved functioning to reach a level nearer to same-aged peers	106	31.7%	---	118	30.5%	---	111	22.8%	---
Improved functioning to reach a level comparable to same-aged peers	120	35.9%	---	105	27.1%	---	160	32.9%	---
Maintained functioning at a level comparable to same-aged peers	58	17.4%	---	90	23.3%	---	126	25.9%	---
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	---	81.9%	NO	---	75.1%	NO	---	75.1%	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	---	53.3%	NO	---	50.4%	NO	---	58.7%	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	2	0.6%	---	0	0.0%	---	3	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	51	15.3%	---	77	19.9%	---	94	19.3%	---
Improved functioning to reach a level nearer to same-aged peers	127	38.1%	---	124	32.0%	---	110	22.6%	---
Improved functioning to reach a level comparable to same-aged peers	111	33.3%	---	124	32.0%	---	164	33.7%	---
Maintained functioning at a level comparable to same-aged peers	42	12.6%	---	62	16.0%	---	116	23.8%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	81.8%	NO	---	76.3%	NO	---	73.9%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	46.0%	NO	---	48.1%	NO	---	57.5%	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	5	1.5%	---		0.3%	---	2	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	42	12.6%	---	69	17.8%	---	77	15.8%	---
Improved functioning to reach a level nearer to same-aged peers	76	22.8%	---	75	19.4%	---	65	13.4%	---
Improved functioning to reach a level comparable to same-aged peers	108	32.3%	---	109	28.2%	---	141	29.0%	---
Maintained functioning at a level comparable to same-aged peers	103	30.8%	---	133	34.4%	---	202	41.5%	---
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	---	79.7%	NO	---	72.4%	NO	---	72.3%	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	---	63.2%	NO	---	62.5%	NO	---	70.4%	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	79.0%	N/A	72.1%	NO	70.0%	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	1	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	60	60	61
% 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	3	1	0
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	60	60	61
% 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	1,914	2,115	2,689
# of children whose evaluations completed within State established timeline	1,850	2,108	2,640
% of children whose evaluations completed within State established timeline	96.7%	99.7%	98.2%
# of LEAs Meeting Target	57	55	57
% of LEAs Meeting Target	95.0%	91.7%	93.4%

Region: 17

Total Number of LEAs (2022-23) for All Indicators: 61

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	238	193	186
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	28	14	14
# found eligible & IEP developed & implemented by third birthday	191	108	137
# whose parent refusal caused delay in evaluation or initial services	10	0	0
# serviced in Part C less than 90 days before third birthday	8	71	35
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.5%	100.0%	100.0%
# of LEAs Meeting Target	59	60	61
% of LEAs Meeting Target	98.3%	100.0%	100.0%

Region: 17

Total Number of LEAs (2022-23) for All Indicators: 61

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	530	553	589
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	530	553	589
% 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	60	60	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 17

Total Number of LEAs (2022-23) for All Indicators: 61

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	20	20.4%	NO	29	19.6%	NO	26	17.2%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	54	55.1%	NO	90	60.8%	NO	84	55.6%	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	69	70.4%	NO	110	74.3%	NO	107	70.9%	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
<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%