

Region Summary Tables SPP/APR Indicators 1-14

Region: 18

Total Number of LEAs (2022-23) for All Indicators: 34

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	467	437	475
Graduates with IEPs	196	193	269
% Graduates with IEPs	42.0%	44.2%	56.6%
# of LEAs Meeting Target	N/A	26	28
% of LEAs Meeting Target	N/A	74.3%	82.4%
# of LEAs With 'N/A'	N/A	7	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	471	437	475
Dropouts with IEPs	86	68	82
% Dropouts with IEPs	18.3%	15.6%	17.3%
# of LEAs Meeting Target	N/A	28	28
% of LEAs Meeting Target	N/A	80.0%	82.4%
# of LEAs With 'N/A'	N/A	7	8

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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	732	---	885	---	974	---
	Regular assessment without accommodations	111	15.2%	129	14.6%	143	14.7%
	Regular assessment with accommodations	502	68.6%	618	69.8%	705	72.4%
	Alternate assessment against alternate achievement standards	93	12.7%	132	14.9%	120	12.3%
	Participants	706	96.5%	879	99.3%	968	99.4%
	Non-participants	26	3.6%	6	0.7%	6	0.6%
	LEAs Meeting Target	N/A	N/A	30	96.8%	29	100.0%
08	# of children with IEPs	616	---	733	---	737	---
	Advanced assessment without accommodations					7	1.0%
	Regular assessment without accommodations	22	3.6%	239	32.6%	33	4.5%
	Advanced assessment with accommodations					20	2.7%
	Regular assessment with accommodations	482	78.3%	397	54.2%	582	79.0%
	Alternate assessment against alternate achievement standards	82	13.3%	81	11.1%	87	11.8%
	Participants	586	95.1%	717	97.8%	729	98.9%
	Non-participants	30	4.9%	16	2.2%	8	1.1%
	LEAs Meeting Target	N/A	N/A	31	93.9%	28	100.0%
HS	# of children with IEPs	665	---	946	---	1,011	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	26	3.9%	43	4.6%	78	7.7%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	526	79.1%	777	82.1%	814	80.5%
	Alternate assessment against alternate achievement standards	63	9.5%	100	10.6%	77	7.6%
	Participants	615	92.5%	920	97.3%	969	95.9%
	Non-participants	50	7.5%	26	2.8%	42	4.2%
	LEAs Meeting Target	N/A	N/A	29	100.0%	27	90.0%

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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	734	---	886	---	977	---
	Regular assessment without accommodations	112	15.3%	130	14.7%	144	14.7%
	Regular assessment with accommodations	501	68.3%	615	69.4%	708	72.5%
	Alternate assessment against alternate achievement standards	94	12.8%	132	14.9%	120	12.3%
	Participants	707	96.3%	877	99.0%	972	99.5%
	Non-participants	27	3.7%	9	1.0%	5	0.5%
	LEAs Meeting Target	N/A	N/A	30	96.8%	29	100.0%
08	# of children with IEPs	619	---	717	---	729	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	29	4.7%	225	31.4%	35	4.8%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	479	77.4%	391	54.5%	598	82.0%
	Alternate assessment against alternate achievement standards	82	13.3%	81	11.3%	87	11.9%
	Participants	590	95.3%	697	97.2%	720	98.8%
	Non-participants	29	4.7%	20	2.8%	9	1.2%
	LEAs Meeting Target	N/A	N/A	30	90.9%	28	100.0%
HS	# of children with IEPs	805	---	1,074	---	1,256	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	42	5.2%	47	4.4%	71	5.7%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	609	75.7%	875	81.5%	1,005	80.0%
	Alternate assessment against alternate achievement standards	61	7.6%	98	9.1%	81	6.5%
	Participants	712	88.5%	1,020	95.0%	1,157	92.1%
	Non-participants	93	11.6%	54	5.0%	99	7.9%
	LEAs Meeting Target	N/A	N/A	20	69.0%	17	56.7%

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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	613	---	747	---	848	---
	Proficient or above regular assessment without accommodations	41	67.2%	70	59.8%	80	51.3%
	Proficient or above regular assessment with accommodations	20	32.8%	47	40.2%	76	48.7%
	Total Proficients	61	10.0%	117	15.7%	156	18.4%
	LEAs Meeting Target	N/A	N/A	7	22.6%	6	22.2%
08	# of children with IEPs	504	---	636	---	642	---
	Advanced assessment without accommodations					3	3.9%
	Proficient or above regular assessment without accommodations	2	6.9%	94	80.3%	7	9.1%
	Advanced assessment with accommodations					6	7.8%
	Proficient or above regular assessment with accommodations	27	93.1%	23	19.7%	61	79.2%
	Total Proficients	29	5.8%	117	18.4%	77	12.0%
	LEAs Meeting Target	N/A	N/A	5	15.6%	6	21.4%
HS	# of children with IEPs	552	---	820	---	892	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	4	10.3%	8	16.0%	5	10.2%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	35	89.7%	42	84.0%	44	89.8%
	Total Proficients	39	7.1%	50	6.1%	49	5.5%
	LEAs Meeting Target	N/A	N/A	6	20.7%	5	16.7%

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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	613	---	745	---	852	---
	Proficient or above regular assessment without accommodations	41	75.9%	75	56.8%	68	70.1%
	Proficient or above regular assessment with accommodations	13	24.1%	57	43.2%	29	29.9%
	Total Proficients	54	8.8%	132	17.7%	97	11.4%
	LEAs Meeting Target	N/A	N/A	11	35.5%	5	18.5%
08	# of children with IEPs	508	---	616	---	633	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	6	16.7%	112	79.4%	10	17.5%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	30	83.3%	29	20.6%	47	82.5%
	Total Proficients	36	7.1%	141	22.9%	57	9.0%
	LEAs Meeting Target	N/A	N/A	10	31.3%	3	10.7%
HS	# of children with IEPs	651	---	922	---	1,075	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	12	36.4%	9	17.3%	14	19.7%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	21	63.6%	43	82.7%	57	80.3%
	Total Proficients	33	5.1%	52	5.6%	71	6.6%
	LEAs Meeting Target	N/A	N/A	5	17.2%	7	23.3%

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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	93	---	132	---	120	---
	Alternate assessment against alternate achievement standards	84	90.3%	127	96.2%	112	93.3%
	LEAs Meeting Target	N/A	N/A	15	93.8%	14	87.5%
08	# of children with IEPs	82	---	81	---	87	---
	Alternate assessment against alternate achievement standards	77	93.9%	80	98.8%	86	98.9%
	LEAs Meeting Target	N/A	N/A	13	100.0%	11	100.0%
HS	# of children with IEPs	63	---	100	---	77	---
	Alternate assessment against alternate achievement standards	57	90.5%	94	94.0%	71	92.2%
	LEAs Meeting Target	N/A	N/A	14	82.4%	10	76.9%

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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	94	---	132	---	120	---
	Alternate assessment against alternate achievement standards	83	88.3%	113	85.6%	109	90.8%
	LEAs Meeting Target	N/A	N/A	13	81.3%	13	81.3%
08	# of children with IEPs	82	---	81	---	87	---
	Alternate assessment against alternate achievement standards	74	90.2%	78	96.3%	83	95.4%
	LEAs Meeting Target	N/A	N/A	13	100.0%	10	90.9%
HS	# of children with IEPs	61	---	98	---	81	---
	Alternate assessment against alternate achievement standards	57	93.4%	86	87.8%	75	92.6%
	LEAs Meeting Target	N/A	N/A	14	82.4%	11	84.6%

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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	2,052	32.4%	2,362	36.5%	2,772	40.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	61	10.0%	117	15.7%	156	18.4%
	Proficiency rate gap		22.4%		20.8%		21.9%
	LEAs Meeting Target	N/A	N/A	17	50.0%	17	50.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,441	33.9%	2,847	38.3%	3,363	44.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	29	5.8%	117	18.4%	77	12.0%
	Proficiency rate gap		28.1%		19.9%		32.5%
	LEAs Meeting Target	N/A	N/A	18	51.4%	20	58.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,938	29.3%	2,223	27.0%	2,270	26.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	39	7.1%	50	6.1%	49	5.5%
	Proficiency rate gap		22.2%		20.9%		21.0%
	LEAs Meeting Target	N/A	N/A	19	57.6%	17	53.1%

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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	1,869	29.5%	2,877	44.4%	2,501	36.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	8.8%	132	17.7%	97	11.4%
	Proficiency rate gap		20.7%		26.7%		24.9%
	LEAs Meeting Target	N/A	N/A	13	38.2%	16	47.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,426	36.6%	3,173	46.6%	3,150	45.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	36	7.1%	141	22.9%	57	9.0%
	Proficiency rate gap		29.5%		23.8%		36.5%
	LEAs Meeting Target	N/A	N/A	14	40.0%	14	41.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,817	35.2%	3,141	32.3%	4,150	40.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	33	5.1%	52	5.6%	71	6.6%
	Proficiency rate gap		30.1%		26.7%		33.5%
	LEAs Meeting Target	N/A	N/A	24	72.7%	17	53.1%

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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	36	35	34
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2022-23) for All Indicators: 34

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	36	35	34
% 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	8,166	---	8,635	---	9,798	---
5A: Inside the regular class 80% or more of the day	6,142	75.2%	6,531	75.6%	7,551	77.1%
5B: Inside the regular class less than 40% of the day	1,088	13.3%	1,157	13.4%	1,290	13.2%
5C: In separate school, residential facility or homebound or hospital	25	0.3%	27	0.3%	26	0.3%
LEAs Meeting Target 5A	N/A	N/A	27	77.1%	29	85.3%
LEAs Meeting Target 5B	N/A	N/A	29	82.9%	29	85.3%
LEAs Meeting Target 5C	N/A	N/A	33	94.3%	33	97.1%

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	396	---	442	---	568	---
6A: Attending REC & receiving majority of SPED and related services in a REC	116	29.3%	114	25.8%	123	21.7%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	76	19.2%	129	29.2%	171	30.1%
6C: Receiving special education and related services in the home	6	1.5%	8	1.8%	2	0.4%
LEAs Meeting Target 6A	N/A	N/A	20	57.1%	14	41.2%
LEAs Meeting Target 6B	N/A	N/A	26	74.3%	24	70.6%
LEAs Meeting Target 6C	N/A	N/A	30	85.7%	33	97.1%

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	7	2.1%	---	2	0.5%	---	4	1.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	41	12.2%	---	37	9.4%	---	52	12.5%	---
Improved functioning to reach a level nearer to same-aged peers	93	27.6%	---	127	32.4%	---	118	28.4%	---
Improved functioning to reach a level comparable to same-aged peers	144	42.7%	---	150	38.3%	---	150	36.1%	---
Maintained functioning at a level comparable to same-aged peers	52	15.4%	---	76	19.4%	---	91	21.9%	---
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	---	83.2%	NO	---	87.7%	YES	---	82.7%	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	---	58.2%	NO	---	57.7%	NO	---	58.1%	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	1.2%	---	4	1.0%	---	5	1.2%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	37	11.0%	---	33	8.4%	---	56	13.5%	---
Improved functioning to reach a level nearer to same-aged peers	110	32.6%	---	137	35.0%	---	128	30.8%	---
Improved functioning to reach a level comparable to same-aged peers	139	41.3%	---	156	39.8%	---	138	33.3%	---
Maintained functioning at a level comparable to same-aged peers	47	14.0%	---	62	15.8%	---	88	21.2%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	85.9%	YES	---	88.8%	YES	---	81.4%	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	---	55.2%	NO	---	55.6%	NO	---	54.5%	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	5	1.5%	---	5	1.3%	---	3	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	29	8.6%	---	30	7.7%	---	39	9.4%	---
Improved functioning to reach a level nearer to same-aged peers	60	17.8%	---	95	24.2%	---	79	19.0%	---
Improved functioning to reach a level comparable to same-aged peers	142	42.1%	---	142	36.2%	---	149	35.9%	---
Maintained functioning at a level comparable to same-aged peers	101	30.0%	---	120	30.6%	---	145	34.9%	---
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	---	85.6%	YES	---	87.1%	YES	---	84.4%	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	---	72.1%	YES	---	66.8%	NO	---	70.8%	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	81.1%	N/A	72.2%	NO	70.3%	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	2	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	36	35	34
% 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	6
# 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	36	35	34
% 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	2,171	2,636	2,487
# of children whose evaluations completed within State established timeline	2,167	2,625	2,387
% of children whose evaluations completed within State established timeline	99.8%	99.6%	96.0%
# of LEAs Meeting Target	34	33	31
% of LEAs Meeting Target	94.4%	94.3%	91.2%

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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	194	129	134
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	30	20	19
# found eligible & IEP developed & implemented by third birthday	133	38	67
# whose parent refusal caused delay in evaluation or initial services	30	0	2
# serviced in Part C less than 90 days before third birthday	1	71	44
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	97.1%
# of LEAs Meeting Target	36	35	33
% of LEAs Meeting Target	100.0%	100.0%	97.1%

Region: 18

Total Number of LEAs (2022-23) for All Indicators: 34

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	412	440	367
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	412	440	367
% 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	36	35	34
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 18

Total Number of LEAs (2022-23) for All Indicators: 34

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	25.0%	NO	22	31.4%	YES	25	25.0%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	42	52.5%	NO	46	65.7%	YES	61	61.0%	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	50	62.5%	NO	53	75.7%	NO	77	77.0%	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%