

Region Summary Tables SPP/APR Indicators 1-14

Region: 01

Total Number of LEAs (2022-23) for All Indicators: 44

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	2,367	2,907	2,874
Graduates with IEPs	1,052	1,231	1,405
% Graduates with IEPs	44.4%	42.4%	48.9%
# of LEAs Meeting Target	N/A	25	28
% of LEAs Meeting Target	N/A	56.8%	63.6%
# of LEAs With 'N/A'	N/A	1	2

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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	2,377	2,907	2,874
Dropouts with IEPs	290	518	363
% Dropouts with IEPs	12.2%	17.8%	12.6%
# of LEAs Meeting Target	N/A	20	27
% of LEAs Meeting Target	N/A	45.5%	61.4%
# of LEAs With 'N/A'	N/A	1	2

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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	3,740	---	3,951	---	4,517	---
	Regular assessment without accommodations	135	3.6%	154	3.9%	223	4.9%
	Regular assessment with accommodations	2,003	53.6%	3,084	78.1%	3,515	77.8%
	Alternate assessment against alternate achievement standards	378	10.1%	679	17.2%	738	16.3%
	Participants	2,516	67.3%	3,917	99.1%	4,476	99.1%
	Non-participants	1,224	32.7%	34	0.9%	41	0.9%
	LEAs Meeting Target	N/A	N/A	40	97.6%	39	95.1%
08	# of children with IEPs	3,393	---	3,539	---	4,028	---
	Advanced assessment without accommodations					110	2.7%
	Regular assessment without accommodations	91	2.7%	103	2.9%	71	1.8%
	Advanced assessment with accommodations					529	13.1%
	Regular assessment with accommodations	1,742	51.3%	2,856	80.7%	2,675	66.4%
	Alternate assessment against alternate achievement standards	275	8.1%	514	14.5%	584	14.5%
	Participants	2,108	62.1%	3,473	98.1%	3,969	98.5%
	Non-participants	1,285	37.9%	66	1.9%	59	1.5%
	LEAs Meeting Target	N/A	N/A	40	95.2%	39	95.1%
HS	# of children with IEPs	3,368	---	4,821	---	4,687	---
	Advanced assessment without accommodations					156	3.3%
	Regular assessment without accommodations	189	5.6%	249	5.2%	174	3.7%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,925	57.2%	3,829	79.4%	3,673	78.4%
	Alternate assessment against alternate achievement standards	288	8.6%	514	10.7%	527	11.2%
	Participants	2,402	71.3%	4,592	95.3%	4,530	96.7%
	Non-participants	966	28.7%	229	4.8%	157	3.4%
	LEAs Meeting Target	N/A	N/A	28	66.7%	37	88.1%

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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	3,772	---	3,967	---	4,529	---
	Regular assessment without accommodations	139	3.7%	159	4.0%	230	5.1%
	Regular assessment with accommodations	1,980	52.5%	3,080	77.6%	3,504	77.4%
	Alternate assessment against alternate achievement standards	377	10.0%	680	17.1%	738	16.3%
	Participants	2,496	66.2%	3,919	98.8%	4,472	98.7%
	Non-participants	1,276	33.8%	48	1.2%	57	1.3%
	LEAs Meeting Target	N/A	N/A	37	90.2%	38	92.7%
08	# of children with IEPs	3,373	---	3,499	---	3,984	---
	Advanced assessment without accommodations					4	0.1%
	Regular assessment without accommodations	80	2.4%	85	2.4%	133	3.3%
	Advanced assessment with accommodations					9	0.2%
	Regular assessment with accommodations	1,625	48.2%	2,816	80.5%	3,187	80.0%
	Alternate assessment against alternate achievement standards	273	8.1%	514	14.7%	584	14.7%
	Participants	1,978	58.6%	3,415	97.6%	3,917	98.3%
	Non-participants	1,395	41.4%	84	2.4%	67	1.7%
	LEAs Meeting Target	N/A	N/A	38	90.5%	36	87.8%
HS	# of children with IEPs	5,478	---	6,413	---	7,121	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	138	2.5%	138	2.2%	200	2.8%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	2,660	48.6%	4,467	69.7%	4,767	66.9%
	Alternate assessment against alternate achievement standards	291	5.3%	515	8.0%	532	7.5%
	Participants	3,089	56.4%	5,120	79.8%	5,499	77.2%
	Non-participants	2,389	43.6%	1,293	20.2%	1,622	22.8%
	LEAs Meeting Target	N/A	N/A	8	19.1%	6	14.3%

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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	2,138	---	3,238	---	3,738	---
	Proficient or above regular assessment without accommodations	45	35.4%	87	20.6%	142	20.6%
	Proficient or above regular assessment with accommodations	82	64.6%	335	79.4%	548	79.4%
	Total Proficients	127	5.9%	422	13.0%	690	18.5%
	LEAs Meeting Target	N/A	N/A	7	17.1%	11	28.2%
08	# of children with IEPs	1,833	---	2,959	---	3,385	---
	Advanced assessment without accommodations					46	8.9%
	Proficient or above regular assessment without accommodations	21	18.9%	51	13.5%	39	7.5%
	Advanced assessment with accommodations					110	21.2%
	Proficient or above regular assessment with accommodations	90	81.1%	326	86.5%	323	62.4%
	Total Proficients	111	6.1%	377	12.7%	518	15.3%
	LEAs Meeting Target	N/A	N/A	7	16.7%	3	7.3%
HS	# of children with IEPs	2,114	---	4,078	---	4,003	---
	Advanced assessment without accommodations					29	4.9%
	Proficient or above regular assessment without accommodations	28	17.1%	41	7.5%	32	5.4%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	136	82.9%	507	92.5%	527	89.6%
	Total Proficients	164	7.8%	548	13.4%	588	14.7%
	LEAs Meeting Target	N/A	N/A	9	21.4%	9	21.4%

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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	2,118	---	3,239	---	3,734	---
	Proficient or above regular assessment without accommodations	54	38.9%	107	19.8%	138	29.1%
	Proficient or above regular assessment with accommodations	85	61.2%	434	80.2%	336	70.9%
	Total Proficients	139	6.6%	541	16.7%	474	12.7%
	LEAs Meeting Target	N/A	N/A	19	46.3%	5	12.8%
08	# of children with IEPs	1,705	---	2,901	---	3,333	---
	Advanced assessment without accommodations					4	0.8%
	Proficient or above regular assessment without accommodations	30	25.6%	52	12.3%	82	17.0%
	Advanced assessment with accommodations					8	1.7%
	Proficient or above regular assessment with accommodations	87	74.4%	370	87.7%	388	80.5%
	Total Proficients	117	6.9%	422	14.6%	482	14.5%
	LEAs Meeting Target	N/A	N/A	26	61.9%	10	24.4%
HS	# of children with IEPs	2,796	---	4,603	---	4,963	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	34	14.7%	48	12.9%	69	11.4%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	198	85.3%	323	87.1%	537	88.6%
	Total Proficients	232	8.3%	371	8.1%	606	12.2%
	LEAs Meeting Target	N/A	N/A	7	16.7%	10	23.8%

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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	378	---	679	---	738	---
	Alternate assessment against alternate achievement standards	369	97.6%	670	98.7%	725	98.2%
	LEAs Meeting Target	N/A	N/A	31	96.9%	32	91.4%
08	# of children with IEPs	275	---	514	---	584	---
	Alternate assessment against alternate achievement standards	272	98.9%	507	98.6%	577	98.8%
	LEAs Meeting Target	N/A	N/A	28	87.5%	31	91.2%
HS	# of children with IEPs	288	---	514	---	527	---
	Alternate assessment against alternate achievement standards	281	97.6%	504	98.1%	518	98.3%
	LEAs Meeting Target	N/A	N/A	30	90.9%	31	93.9%

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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	377	---	680	---	738	---
	Alternate assessment against alternate achievement standards	356	94.4%	649	95.4%	710	96.2%
	LEAs Meeting Target	N/A	N/A	30	93.8%	27	77.1%
08	# of children with IEPs	273	---	514	---	584	---
	Alternate assessment against alternate achievement standards	270	98.9%	499	97.1%	573	98.1%
	LEAs Meeting Target	N/A	N/A	26	81.3%	31	91.2%
HS	# of children with IEPs	291	---	515	---	532	---
	Alternate assessment against alternate achievement standards	287	98.6%	507	98.5%	524	98.5%
	LEAs Meeting Target	N/A	N/A	31	93.9%	31	93.9%

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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	4,137	19.8%	11,622	40.2%	13,960	47.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	127	5.9%	422	13.0%	690	18.5%
	Proficiency rate gap		13.9%		27.2%		28.6%
	LEAs Meeting Target	N/A	N/A	12	29.3%	10	24.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,790	28.1%	16,534	48.3%	17,465	50.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	111	6.1%	377	12.7%	518	15.3%
	Proficiency rate gap		22.0%		35.5%		35.3%
	LEAs Meeting Target	N/A	N/A	25	59.5%	20	47.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,244	25.0%	14,581	35.0%	14,366	36.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	164	7.8%	548	13.4%	588	14.7%
	Proficiency rate gap		17.2%		21.5%		22.0%
	LEAs Meeting Target	N/A	N/A	30	71.4%	32	76.2%

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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	5,588	26.9%	14,417	49.9%	13,491	45.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	139	6.6%	541	16.7%	474	12.7%
	Proficiency rate gap		20.4%		33.2%		32.8%
	LEAs Meeting Target	N/A	N/A	10	24.4%	12	29.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	8,336	40.0%	18,185	56.5%	18,953	57.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	117	6.9%	422	14.6%	482	14.5%
	Proficiency rate gap		33.2%		41.9%		42.8%
	LEAs Meeting Target	N/A	N/A	12	28.6%	14	33.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	13,694	41.8%	18,793	40.8%	21,431	45.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	232	8.3%	371	8.1%	606	12.2%
	Proficiency rate gap		33.5%		32.7%		33.7%
	LEAs Meeting Target	N/A	N/A	31	73.8%	33	78.6%

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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	1	0	0
# of LEAs Meeting Target	43	44	44
% of LEAs Meeting Target	97.7%	100.0%	100.0%

Region: 01

Total Number of LEAs (2022-23) for All Indicators: 44

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	1	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	44	44	44
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 01

Total Number of LEAs (2022-23) for All Indicators: 44

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	42,640	---	42,335	---	47,068	---
5A: Inside the regular class 80% or more of the day	28,776	67.5%	28,510	67.3%	31,697	67.3%
5B: Inside the regular class less than 40% of the day	7,565	17.7%	7,135	16.9%	8,371	17.8%
5C: In separate school, residential facility or homebound or hospital	351	0.8%	750	1.8%	496	1.1%
LEAs Meeting Target 5A	N/A	N/A	25	56.8%	27	61.4%
LEAs Meeting Target 5B	N/A	N/A	22	50.0%	14	31.8%
LEAs Meeting Target 5C	N/A	N/A	14	31.8%	25	56.8%

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	1,882	---	1,571	---	2,045	---
6A: Attending REC & receiving majority of SPED and related services in a REC	467	24.8%	374	23.8%	505	24.7%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	423	22.5%	329	20.9%	477	23.3%
6C: Receiving special education and related services in the home	24	1.3%	41	2.6%	27	1.3%
LEAs Meeting Target 6A	N/A	N/A	23	52.3%	24	54.6%
LEAs Meeting Target 6B	N/A	N/A	31	70.5%	32	72.7%
LEAs Meeting Target 6C	N/A	N/A	27	61.4%	30	68.2%

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	16	0.9%	---	13	0.8%	---	14	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	323	18.4%	---	318	20.4%	---	347	22.1%	---
Improved functioning to reach a level nearer to same-aged peers	551	31.4%	---	487	31.3%	---	546	34.7%	---
Improved functioning to reach a level comparable to same-aged peers	610	34.7%	---	547	35.2%	---	485	30.9%	---
Maintained functioning at a level comparable to same-aged peers	256	14.6%	---	191	12.3%	---	180	11.5%	---
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	---	77.4%	NO	---	75.8%	NO	---	74.1%	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	---	49.3%	NO	---	47.4%	NO	---	42.3%	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	21	1.2%	---	11	0.7%	---	10	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	356	20.3%	---	349	22.4%	---	379	24.1%	---
Improved functioning to reach a level nearer to same-aged peers	598	34.1%	---	538	34.6%	---	567	36.1%	---
Improved functioning to reach a level comparable to same-aged peers	594	33.9%	---	509	32.7%	---	492	31.3%	---
Maintained functioning at a level comparable to same-aged peers	186	10.6%	---	149	9.6%	---	124	7.9%	---
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	---	76.0%	NO	---	74.4%	NO	---	73.1%	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	---	44.4%	NO	---	42.3%	NO	---	39.2%	NO

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Indicator 7C : Early Childhood Outcomes of Children with IEPs
 – Use of Appropriate Behaviors to Meet Their Needs

Early Childhood Outcomes of Children with IEPs – Use of Appropriate Behaviors to Meet Their Needs	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	25	1.4%	---	12	0.8%	---	12	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	272	15.5%	---	281	18.1%	---	313	19.9%	---
Improved functioning to reach a level nearer to same-aged peers	414	23.6%	---	364	23.4%	---	417	26.5%	---
Improved functioning to reach a level comparable to same-aged peers	648	36.9%	---	575	37.0%	---	533	33.9%	---
Maintained functioning at a level comparable to same-aged peers	396	22.6%	---	324	20.8%	---	297	18.9%	---
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	---	78.2%	NO	---	76.2%	NO	---	74.5%	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	---	59.5%	NO	---	57.8%	NO	---	52.8%	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	83.1%	N/A	77.7%	NO	75.8%	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	44	44	44
% 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	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	44	44	44
% 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	5,399	6,954	10,542
# of children whose evaluations completed within State established timeline	5,051	6,898	10,435
% of children whose evaluations completed within State established timeline	93.6%	99.2%	99.0%
# of LEAs Meeting Target	39	34	39
% of LEAs Meeting Target	88.6%	77.3%	88.6%

Region: 01

Total Number of LEAs (2022-23) for All Indicators: 44

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	944	618	796
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	114	106	154
# found eligible & IEP developed & implemented by third birthday	634	452	622
# whose parent refusal caused delay in evaluation or initial services	36	27	6
# serviced in Part C less than 90 days before third birthday	79	33	13
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	88.7%	100.0%	99.8%
# of LEAs Meeting Target	39	44	43
% of LEAs Meeting Target	88.6%	100.0%	97.7%

Region: 01

Total Number of LEAs (2022-23) for All Indicators: 44

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	1,891	1,961	2,111
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,891	1,961	2,104
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	99.7%
# of LEAs Meeting Target	44	44	43
% of LEAs Meeting Target	100.0%	100.0%	97.7%

Region: 01

Total Number of LEAs (2022-23) for All Indicators: 44

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	87	20.4%	NO	141	25.1%	NO	149	27.0%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	161	37.7%	NO	246	43.8%	NO	269	48.8%	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	212	49.7%	NO	307	54.6%	NO	339	61.5%	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%