

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2022-23) for All Indicators: 101

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	1,195	1,322	1,432
Graduates with IEPs	519	606	676
% Graduates with IEPs	43.4%	45.8%	47.2%
# of LEAs Meeting Target	N/A	59	60
% of LEAs Meeting Target	N/A	57.8%	59.4%
# of LEAs With 'N/A'	N/A	7	6

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Region: 07

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Indicator 2 : Dropout

Dropout Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	1,200	1,322	1,432
Dropouts with IEPs	105	141	132
% Dropouts with IEPs	8.8%	10.7%	9.2%
# of LEAs Meeting Target	N/A	84	82
% of LEAs Meeting Target	N/A	82.4%	81.2%
# of LEAs With 'N/A'	N/A	7	6

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Region: 07

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Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	1,629	---	1,800	---	2,045	---
	Regular assessment without accommodations	149	9.2%	185	10.3%	223	10.9%
	Regular assessment with accommodations	1,202	73.8%	1,376	76.4%	1,572	76.9%
	Alternate assessment against alternate achievement standards	194	11.9%	206	11.4%	231	11.3%
	Participants	1,545	94.8%	1,767	98.2%	2,026	99.1%
	Non-participants	84	5.2%	33	1.8%	19	0.9%
	LEAs Meeting Target	N/A	N/A	89	92.7%	90	94.7%
08	# of children with IEPs	1,689	---	1,911	---	2,072	---
	Advanced assessment without accommodations					21	1.0%
	Regular assessment without accommodations	67	4.0%	85	4.5%	102	4.9%
	Advanced assessment with accommodations					22	1.1%
	Regular assessment with accommodations	1,218	72.1%	1,508	78.9%	1,645	79.4%
	Alternate assessment against alternate achievement standards	199	11.8%	213	11.2%	216	10.4%
	Participants	1,484	87.9%	1,806	94.5%	2,006	96.8%
	Non-participants	205	12.1%	105	5.5%	66	3.2%
	LEAs Meeting Target	N/A	N/A	84	84.9%	91	92.9%
HS	# of children with IEPs	1,666	---	2,581	---	2,977	---
	Advanced assessment without accommodations					12	0.4%
	Regular assessment without accommodations	76	4.6%	135	5.2%	160	5.4%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,252	75.2%	2,063	79.9%	2,389	80.3%
	Alternate assessment against alternate achievement standards	150	9.0%	228	8.8%	242	8.1%
	Participants	1,478	88.7%	2,426	94.0%	2,803	94.2%
	Non-participants	188	11.3%	155	6.0%	174	5.8%
	LEAs Meeting Target	N/A	N/A	89	92.7%	86	88.7%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	1,629	---	1,797	---	2,048	---
	Regular assessment without accommodations	163	10.0%	189	10.5%	277	13.5%
	Regular assessment with accommodations	1,186	72.8%	1,369	76.2%	1,521	74.3%
	Alternate assessment against alternate achievement standards	194	11.9%	206	11.5%	231	11.3%
	Participants	1,543	94.7%	1,764	98.2%	2,029	99.1%
	Non-participants	86	5.3%	33	1.8%	19	0.9%
	LEAs Meeting Target	N/A	N/A	89	92.7%	92	96.8%
08	# of children with IEPs	1,684	---	1,906	---	2,064	---
	Advanced assessment without accommodations					13	0.6%
	Regular assessment without accommodations	64	3.8%	85	4.5%	127	6.2%
	Advanced assessment with accommodations					2	0.1%
	Regular assessment with accommodations	1,209	71.8%	1,497	78.5%	1,639	79.4%
	Alternate assessment against alternate achievement standards	200	11.9%	212	11.1%	217	10.5%
	Participants	1,473	87.5%	1,794	94.1%	1,998	96.8%
	Non-participants	211	12.5%	112	5.9%	66	3.2%
	LEAs Meeting Target	N/A	N/A	84	84.9%	92	93.9%
HS	# of children with IEPs	1,970	---	2,960	---	3,390	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	76	3.9%	135	4.6%	168	5.0%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,381	70.1%	2,251	76.1%	2,625	77.4%
	Alternate assessment against alternate achievement standards	151	7.7%	225	7.6%	247	7.3%
	Participants	1,608	81.6%	2,611	88.2%	3,040	89.7%
	Non-participants	362	18.4%	349	11.8%	350	10.3%
	LEAs Meeting Target	N/A	N/A	59	61.5%	51	52.6%

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Total Number of LEAs (2022-23) for All Indicators: 101

Indicator 3B : Math Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	1,351	---	1,561	---	1,795	---
	Proficient or above regular assessment without accommodations	86	43.9%	89	39.9%	132	43.4%
	Proficient or above regular assessment with accommodations	110	56.1%	134	60.1%	172	56.6%
	Total Proficients	196	14.5%	223	14.3%	304	16.9%
	LEAs Meeting Target	N/A	N/A	27	28.1%	33	35.1%
08	# of children with IEPs	1,285	---	1,593	---	1,790	---
	Advanced assessment without accommodations					15	6.9%
	Proficient or above regular assessment without accommodations	36	21.6%	36	20.1%	40	18.4%
	Advanced assessment with accommodations					10	4.6%
	Proficient or above regular assessment with accommodations	131	78.4%	143	79.9%	153	70.2%
	Total Proficients	167	13.0%	179	11.2%	218	12.2%
	LEAs Meeting Target	N/A	N/A	30	30.3%	25	25.8%
HS	# of children with IEPs	1,328	---	2,198	---	2,561	---
	Advanced assessment without accommodations					5	2.6%
	Proficient or above regular assessment without accommodations	18	11.8%	34	18.5%	34	17.7%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	134	88.2%	150	81.5%	153	79.7%
	Total Proficients	152	11.5%	184	8.4%	192	7.5%
	LEAs Meeting Target	N/A	N/A	25	26.0%	11	11.3%

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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	1,349	---	1,558	---	1,798	---
	Proficient or above regular assessment without accommodations	83	48.8%	129	39.1%	125	50.2%
	Proficient or above regular assessment with accommodations	87	51.2%	201	60.9%	124	49.8%
	Total Proficients	170	12.6%	330	21.2%	249	13.9%
	LEAs Meeting Target	N/A	N/A	66	68.8%	34	36.2%
08	# of children with IEPs	1,273	---	1,582	---	1,781	---
	Advanced assessment without accommodations					6	2.6%
	Proficient or above regular assessment without accommodations	30	24.2%	50	21.7%	67	29.3%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	94	75.8%	180	78.3%	156	68.1%
	Total Proficients	124	9.7%	230	14.5%	229	12.9%
	LEAs Meeting Target	N/A	N/A	52	52.5%	32	33.0%
HS	# of children with IEPs	1,455	---	2,385	---	2,789	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	26	20.3%	44	19.6%	68	19.1%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	102	79.7%	180	80.4%	289	81.0%
	Total Proficients	128	8.8%	224	9.4%	357	12.8%
	LEAs Meeting Target	N/A	N/A	34	35.4%	36	37.1%

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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	194	---	206	---	231	---
	Alternate assessment against alternate achievement standards	182	93.8%	199	96.6%	216	93.5%
	LEAs Meeting Target	N/A	N/A	46	90.2%	51	83.6%
08	# of children with IEPs	199	---	213	---	216	---
	Alternate assessment against alternate achievement standards	195	98.0%	206	96.7%	212	98.2%
	LEAs Meeting Target	N/A	N/A	55	93.2%	51	94.4%
HS	# of children with IEPs	150	---	228	---	242	---
	Alternate assessment against alternate achievement standards	142	94.7%	218	95.6%	223	92.2%
	LEAs Meeting Target	N/A	N/A	55	88.7%	53	85.5%

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Indicator 3C : Reading Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	194	---	206	---	231	---
	Alternate assessment against alternate achievement standards	165	85.1%	186	90.3%	213	92.2%
	LEAs Meeting Target	N/A	N/A	37	72.6%	51	83.6%
08	# of children with IEPs	200	---	212	---	217	---
	Alternate assessment against alternate achievement standards	193	96.5%	196	92.5%	203	93.6%
	LEAs Meeting Target	N/A	N/A	49	83.1%	42	77.8%
HS	# of children with IEPs	151	---	225	---	247	---
	Alternate assessment against alternate achievement standards	142	94.0%	206	91.6%	233	94.3%
	LEAs Meeting Target	N/A	N/A	50	80.7%	54	87.1%

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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	4,437	38.1%	4,881	40.4%	5,383	44.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	196	14.5%	223	14.3%	304	16.9%
	Proficiency rate gap		23.6%		26.1%		27.2%
	LEAs Meeting Target	N/A	N/A	38	38.4%	36	36.7%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,316	52.4%	6,933	45.3%	7,447	48.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	167	13.0%	179	11.2%	218	12.2%
	Proficiency rate gap		39.4%		34.1%		36.4%
	LEAs Meeting Target	N/A	N/A	39	39.4%	28	28.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,358	40.5%	5,997	34.5%	5,868	30.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	152	11.5%	184	8.4%	192	7.5%
	Proficiency rate gap		29.0%		26.2%		23.2%
	LEAs Meeting Target	N/A	N/A	39	40.2%	44	45.4%

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Total Number of LEAs (2022-23) for All Indicators: 101

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	4,396	37.8%	6,204	51.3%	5,236	43.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	170	12.6%	330	21.2%	249	13.9%
	Proficiency rate gap		25.2%		30.1%		29.1%
	LEAs Meeting Target	N/A	N/A	23	23.2%	35	35.7%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,200	47.6%	8,061	55.6%	8,083	54.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	124	9.7%	230	14.5%	229	12.9%
	Proficiency rate gap		37.8%		41.1%		41.6%
	LEAs Meeting Target	N/A	N/A	29	29.3%	31	31.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,300	48.7%	8,529	44.6%	10,228	48.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	128	8.8%	224	9.4%	357	12.8%
	Proficiency rate gap		39.9%		35.2%		36.0%
	LEAs Meeting Target	N/A	N/A	50	51.6%	41	42.3%

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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	102	102	101
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 07

Total Number of LEAs (2022-23) for All Indicators: 101

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	2
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	102	102	101
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 07

Total Number of LEAs (2022-23) for All Indicators: 101

Indicator 5 : Education Environments of Children with IEPs (School Age)

Education Environments of Children with IEPs (School Age)	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	#	%	#	%	#	%
Total # of students aged 5 who are enrolled in kindergarten and ages 6 through 21	19,809	---	21,747	---	23,813	---
5A: Inside the regular class 80% or more of the day	13,463	68.0%	14,910	68.6%	16,688	70.1%
5B: Inside the regular class less than 40% of the day	2,458	12.4%	2,758	12.7%	2,994	12.6%
5C: In separate school, residential facility or homebound or hospital	287	1.4%	298	1.4%	202	0.9%
LEAs Meeting Target 5A	N/A	N/A	51	50.0%	48	47.5%
LEAs Meeting Target 5B	N/A	N/A	78	76.5%	69	68.3%
LEAs Meeting Target 5C	N/A	N/A	66	64.7%	81	80.2%

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	930	---	873	---	947	---
6A: Attending REC & receiving majority of SPED and related services in a REC	209	22.5%	157	18.0%	155	16.4%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	271	29.1%	257	29.4%	333	35.2%
6C: Receiving special education and related services in the home	17	1.8%	15	1.7%	11	1.2%
LEAs Meeting Target 6A	N/A	N/A	42	41.2%	39	38.6%
LEAs Meeting Target 6B	N/A	N/A	68	66.7%	67	66.3%
LEAs Meeting Target 6C	N/A	N/A	92	90.2%	91	90.1%

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

Region: 07

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Indicator 7A : Early Childhood Outcomes of Children with IEPS
- Positive Social-Emotional Skills

Early Childhood Outcomes of Children with IEPS - Positive Social-Emotional Skills	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	6	0.7%	---	5	0.5%	---	3	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	229	26.3%	---	159	17.0%	---	178	20.6%	---
Improved functioning to reach a level nearer to same-aged peers	184	21.1%	---	223	23.9%	---	201	23.2%	---
Improved functioning to reach a level comparable to same-aged peers	259	29.7%	---	304	32.5%	---	255	29.5%	---
Maintained functioning at a level comparable to same-aged peers	194	22.3%	---	244	26.1%	---	228	26.4%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	65.3%	NO	---	76.3%	NO	---	71.6%	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	---	52.0%	NO	---	58.6%	NO	---	55.8%	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	6	0.7%	---	4	0.4%	---	3	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	243	27.9%	---	148	15.9%	---	191	22.1%	---
Improved functioning to reach a level nearer to same-aged peers	189	21.7%	---	245	26.2%	---	218	25.2%	---
Improved functioning to reach a level comparable to same-aged peers	250	28.7%	---	317	33.9%	---	276	31.9%	---
Maintained functioning at a level comparable to same-aged peers	184	21.1%	---	220	23.6%	---	177	20.5%	---
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	---	63.8%	NO	---	78.7%	NO	---	71.8%	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	---	49.8%	NO	---	57.5%	YES	---	52.4%	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	7	0.8%	---	5	0.5%	---	3	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	194	22.2%	---	127	13.6%	---	137	15.8%	---
Improved functioning to reach a level nearer to same-aged peers	115	13.2%	---	160	17.1%	---	134	15.5%	---
Improved functioning to reach a level comparable to same-aged peers	221	25.3%	---	279	29.9%	---	238	27.5%	---
Maintained functioning at a level comparable to same-aged peers	336	38.5%	---	363	38.9%	---	353	40.8%	---
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	---	62.6%	NO	---	76.9%	NO	---	72.7%	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	---	63.8%	NO	---	68.7%	NO	---	68.3%	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	75.8%	N/A	73.9%	NO	68.6%	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	4	2	4
# 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	102	102	101
% 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	4	12	8
# 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	102	102	101
% 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	4,300	4,645	5,648
# of children whose evaluations completed within State established timeline	4,113	4,638	5,591
% of children whose evaluations completed within State established timeline	95.7%	99.9%	99.0%
# of LEAs Meeting Target	82	99	86
% of LEAs Meeting Target	80.4%	97.1%	85.2%

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Total Number of LEAs (2022-23) for All Indicators: 101

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	187	108	120
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	20	19	6
# found eligible & IEP developed & implemented by third birthday	145	66	83
# whose parent refusal caused delay in evaluation or initial services	3	1	0
# serviced in Part C less than 90 days before third birthday	1	22	31
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	89.0%	100.0%	100.0%
# of LEAs Meeting Target	98	102	101
% of LEAs Meeting Target	96.1%	100.0%	100.0%

Region: 07

Total Number of LEAs (2022-23) for All Indicators: 101

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	1,218	1,300	1,411
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,217	1,300	1,409
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.9%	100.0%	99.9%
# of LEAs Meeting Target	101	102	100
% of LEAs Meeting Target	99.0%	100.0%	99.0%

Region: 07

Total Number of LEAs (2022-23) for All Indicators: 101

Indicator 14 : Post-School Outcomes of Youth with IEPs in Effect at the Time They Left School

Post-School Outcomes of Youth with IEPs in Effect at the Time They Left School	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	54	23.2%	NO	49	18.2%	NO	83	24.6%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	129	55.4%	NO	139	51.5%	NO	179	53.1%	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	154	66.1%	NO	163	60.4%	NO	229	68.0%	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%