

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 17

Total Number of LEAs (2020-21) for All Indicators: 60

### Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	528	585	530
Special Ed Graduates	441	473	256
% Special Ed Graduates	83.5%	80.9%	48.3%
# of LEAs Meeting Target	45	45	N/A
% of LEAs Meeting Target	76.3%	75.0%	N/A
# of LEAs With 'N/A'	11	8	N/A

OSEP required an SPP measurement change in FFY 2020. It includes the percentage of youth with Individualized Education Programs (ages 14–21) who exited special education due to graduating with a regular high school diploma (identical to non-disabled peer requirements) in a single year. More information may be found at:

<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Total Number of LEAs (2020-21) for All Indicators: 60

### Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	3,972	4,150	535
Special Ed Dropouts	46	70	56
% Special Ed Dropouts	1.2%	1.7%	10.5%
# of LEAs Meeting Target	54	52	N/A
% of LEAs Meeting Target	91.5%	86.7%	N/A
# of LEAs With 'N/A'	1	2	N/A

OSEP required an SPP measurement change in FFY 2020. It includes the percentage of youth with IEPs (ages 14-21) who exited special education due to dropping out in a single year. More information may be found at: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

Region: 17

Total Number of LEAs (2020-21) for All Indicators: 60

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	832	---
	Regular assessment without accommodations	83	10.0%
	Regular assessment with accommodations	643	77.3%
	Alternate assessment against alternate achievement standards	87	10.5%
	Participants	813	97.7%
	Non-participants	19	2.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	749	---
	Regular assessment without accommodations	34	4.5%
	Regular assessment with accommodations	584	78.0%
	Alternate assessment against alternate achievement standards	114	15.2%
	Participants	732	97.7%
	Non-participants	17	2.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	679	---
	Regular assessment without accommodations	19	2.8%
	Regular assessment with accommodations	519	76.4%
	Alternate assessment against alternate achievement standards	122	18.0%
	Participants	660	97.2%
	Non-participants	19	2.8%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

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Total Number of LEAs (2020-21) for All Indicators: 60

### Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	836	---
	Regular assessment without accommodations	86	10.3%
	Regular assessment with accommodations	642	76.8%
	Alternate assessment against alternate achievement standards	88	10.5%
	Participants	816	97.6%
	Non-participants	20	2.4%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	749	---
	Regular assessment without accommodations	29	3.9%
	Regular assessment with accommodations	590	78.8%
	Alternate assessment against alternate achievement standards	113	15.1%
	Participants	732	97.7%
	Non-participants	17	2.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	761	---
	Regular assessment without accommodations	21	2.8%
	Regular assessment with accommodations	546	71.8%
	Alternate assessment against alternate achievement standards	118	15.5%
	Participants	685	90.0%
	Non-participants	76	10.0%
	LEAs Meeting Target	N/A	N/A

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Region: 17

Total Number of LEAs (2020-21) for All Indicators: 60

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	726	---
	Proficient or above regular assessment without accommodations	52	53.6%
	Proficient or above regular assessment with accommodations	45	46.4%
	Total Proficients	97	13.4%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	618	---
	Proficient or above regular assessment without accommodations	14	21.5%
	Proficient or above regular assessment with accommodations	51	78.5%
	Total Proficients	65	10.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	538	---
	Proficient or above regular assessment without accommodations	6	8.3%
	Proficient or above regular assessment with accommodations	66	91.7%
	Total Proficients	72	13.4%
	LEAs Meeting Target	N/A	N/A

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# Region Summary Tables SPP/APR Indicators 1-14

## Region: 17

Total Number of LEAs (2020-21) for All Indicators: 60

### Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	728	---
	Proficient or above regular assessment without accommodations	47	61.8%
	Proficient or above regular assessment with accommodations	29	38.2%
	Total Proficients	76	10.4%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	619	---
	Proficient or above regular assessment without accommodations	12	29.3%
	Proficient or above regular assessment with accommodations	29	70.7%
	Total Proficients	41	6.6%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	567	---
	Proficient or above regular assessment without accommodations	9	18.4%
	Proficient or above regular assessment with accommodations	40	81.6%
	Total Proficients	49	8.6%
	LEAs Meeting Target	N/A	N/A

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## Region: 17

**Total Number of LEAs (2020-21) for All Indicators: 60**

### Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	87	---
	Alternate assessment against alternate achievement standards	84	96.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	114	---
	Alternate assessment against alternate achievement standards	112	98.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	122	---
	Alternate assessment against alternate achievement standards	118	96.7%
	LEAs Meeting Target	N/A	N/A

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## Region: 17

**Total Number of LEAs (2020-21) for All Indicators: 60**

**Indicator 3C : Reading Proficiency - Alternate Reading**

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	88	---
	Alternate assessment against alternate achievement standards	80	90.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	113	---
	Alternate assessment against alternate achievement standards	112	99.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	118	---
	Alternate assessment against alternate achievement standards	114	96.6%
	LEAs Meeting Target	N/A	N/A

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Region: 17

Total Number of LEAs (2020-21) for All Indicators: 60

Indicator 3D : Math Gap in Proficiency Rates - All Children vs Children with IEPs Math

		FFY20 2020-21	
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%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	97	13.4%
	Proficiency rate gap		25.2%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,828	43.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	65	10.5%
	Proficiency rate gap		33.3%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,536	43.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	72	13.4%
	Proficiency rate gap		30.4%
	LEAs Meeting Target	N/A	N/A

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Indicator 3D : Reading Gap in Proficiency Rates - All Children vs Children with IEPs Reading

		FFY20 2020-21	
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%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	76	10.4%
	Proficiency rate gap		25.4%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,871	44.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	6.6%
	Proficiency rate gap		37.9%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,173	48.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	49	8.6%
	Proficiency rate gap		39.3%
	LEAs Meeting Target	N/A	N/A

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Indicator 4A : Suspension & Expulsion - Significant Discrepancy

4A : Suspension and Expulsion - Significant Discrepancy	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with significant discrepancy	0	0	0
# of LEAs Meeting Target	59	60	N/A
% of LEAs Meeting Target	100.0%	100.0%	N/A

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

Region: 17

Total Number of LEAs (2020-21) for All Indicators: 60

Indicator 4B : Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# 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	59	60	60
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

Region: 17

Total Number of LEAs (2020-21) for All Indicators: 60

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	7,945	---	8,812	---	9,178	---
Inside the regular class 80% or more of the day	5,639	71.0%	6,400	72.6%	6,687	72.9%
Inside the regular class less than 40% of the day	1,161	14.6%	1,293	14.7%	1,350	14.7%
In separate school, residential facility or homebound or hospital	51	0.6%	43	0.5%	31	0.3%
LEAs Meeting Target 5A	51	86.4%	50	83.3%	N/A	N/A
LEAs Meeting Target 5B	37	62.7%	36	60.0%	N/A	N/A
LEAs Meeting Target 5C	57	96.6%	59	98.3%	N/A	N/A

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

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Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	535	---
Attending REC & receiving majority of SPED services in a REC	88	16.5%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	142	26.5%
Receiving special education and related services in the home	3	0.6%
LEAs Meeting Target 6A	N/A	N/A
LEAs Meeting Target 6B	N/A	N/A
LEAs Meeting Target 6C	N/A	N/A

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021. Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

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Indicator 7A : Early Childhood Outcomes - Positive Social-Emotional Skills

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning		0.3%	---		0.3%	---		0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	45	14.8%	---	48	14.2%	---	49	14.7%	---
Improved functioning to reach a level nearer to same-aged peers	74	24.3%	---	85	25.1%	---	106	31.7%	---
Improved functioning to reach a level comparable to same-aged peers	117	38.5%	---	129	38.2%	---	120	35.9%	---
Maintained functioning at a level comparable to same-aged peers	67	22.0%	---	75	22.2%	---	58	17.4%	---
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	---	80.6%	NO	---	81.4%	NO	---	81.9%	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	---	60.5%	NO	---	60.4%	NO	---	53.3%	NO

Region: 17

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Indicator 7B : Early Childhood Outcomes – Acquisition & Use of Knowledge & Skills

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	5	1.7%	---		0.3%	---	2	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	51	16.8%	---	50	14.8%	---	51	15.3%	---
Improved functioning to reach a level nearer to same-aged peers	88	29.0%	---	111	32.8%	---	127	38.1%	---
Improved functioning to reach a level comparable to same-aged peers	115	38.0%	---	121	35.8%	---	111	33.3%	---
Maintained functioning at a level comparable to same-aged peers	44	14.5%	---	55	16.3%	---	42	12.6%	---
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	---	78.4%	NO	---	82.0%	NO	---	81.8%	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	---	52.5%	NO	---	52.1%	NO	---	46.0%	NO



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

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	3	1.0%	---	2	0.6%	---	5	1.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	38	12.5%	---	44	13.0%	---	42	12.6%	---
Improved functioning to reach a level nearer to same-aged peers	53	17.5%	---	56	16.6%	---	76	22.8%	---
Improved functioning to reach a level comparable to same-aged peers	120	39.6%	---	109	32.2%	---	108	32.3%	---
Maintained functioning at a level comparable to same-aged peers	89	29.4%	---	127	37.6%	---	103	30.8%	---
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	---	80.8%	NO	---	78.2%	NO	---	79.7%	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	---	69.0%	NO	---	69.8%	NO	---	63.2%	NO

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Indicator 8 : Parent Involvement

Parent Involvement	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services	81.6%	YES	87.2%	YES	79.0%	N/A

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

Region: 17

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Indicator 9 : Disproportionality - Racial & Ethnic Groups in Special Education & Related Services

Disproportionality - Racial & Ethnic Groups in Special Education & Related Services	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# 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	59	60	60
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Indicator 10 : Disproportionality - Racial & Ethnic Groups in Specific Disability Categories

Disproportionality - Racial & Ethnic Groups in Specific Disability Categories	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	0	1	3
# 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	59	60	60
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

Region: 17

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Indicator 11 : Child Find

Child Find	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children for whom parental consent to evaluate was received	1,946	1,345	1,914
# of children whose evaluations completed within State established timeline	1,945	1,345	1,850
% of children whose evaluations completed within State established timeline	99.9%	100.0%	96.7%
# of LEAs Meeting Target	58	60	57
% of LEAs Meeting Target	98.3%	100.0%	95.0%

Region: 17

Total Number of LEAs (2020-21) for All Indicators: 60

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children served in Part C & referred to Part B for eligibility determination	252	169	238
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	38	19	28
# found eligible & IEP developed & implemented by third birthday	208	142	191
# whose parent refusal caused delay in evaluation or initial services	2	2	10
# serviced in Part C less than 90 days before third birthday	4	6	8
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	99.5%
# of LEAs Meeting Target	59	60	59
% of LEAs Meeting Target	100.0%	100.0%	98.3%

Region: 17

Total Number of LEAs (2020-21) for All Indicators: 60

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of youth with disabilities aged 16 & above	492	456	530
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	492	456	530
% 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	59	60	60
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Indicator 14 : Post School Outcomes

Post School Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	12	12.2%	NO	16	16.7%	NO	20	20.4%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	54	55.1%	NO	66	68.8%	YES	54	55.1%	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	62	63.3%	NO	77	80.2%	YES	69	70.4%	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 2018 Target	FFY 2019 Target	FFY 2020 Target
1	88.5%	88.5%	NA
2	1.8%	1.8%	NA
3A Reading Grade 04	NA	NA	NA
3A Reading Grade 08	NA	NA	NA
3A Reading Grade HS	NA	NA	NA
3A Math Grade 04	NA	NA	NA
3A Math Grade 08	NA	NA	NA
3A Math Grade HS	NA	NA	NA
3B Reading Grade 04	NA	NA	NA
3B Reading Grade 08	NA	NA	NA
3B Reading Grade HS	NA	NA	NA
3B Math Grade 04	NA	NA	NA
3B Math Grade 08	NA	NA	NA
3B Math Grade HS	NA	NA	NA
3C Reading Grade 04	NA	NA	NA
3C Reading Grade 08	NA	NA	NA
3C Reading Grade HS	NA	NA	NA
3C Math Grade 04	NA	NA	NA
3C Math Grade 08	NA	NA	NA
3C Math Grade HS	NA	NA	NA
3D Reading Grade 04	NA	NA	NA
3D Reading Grade 08	NA	NA	NA
3D Reading Grade HS	NA	NA	NA
3D Math Grade 04	NA	NA	NA
3D Math Grade 08	NA	NA	NA
3D Math Grade HS	NA	NA	NA
4A	0.0%	0.0%	NA
4B	0.0%	0.0%	0.0%
5A	68.0%	68.0%	NA
5B	12.0%	12.0%	NA
5C	1.3%	1.3%	NA
6A	33.0%	33.0%	NA
6B	15.0%	15.0%	NA
6C	NA	NA	NA
7A1	85.0%	85.0%	85.0%
7A2	63.0%	63.0%	63.0%
7B1	85.0%	85.0%	84.0%
7B2	58.0%	58.0%	56.0%
7C1	85.0%	85.0%	84.0%

Indicator	FFY 2018 Target	FFY 2019 Target	FFY 2020 Target
<b>7C2</b>	74.0%	74.0%	71.0%
<b>8</b>	81.0%	81.0%	NA
<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%	30.0%	30.0%
<b>14B</b>	63.0%	63.0%	63.0%
<b>14C</b>	80.0%	80.0%	80.0%