

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2022-23) for All Indicators: 37

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	578	546	553
Graduates with IEPs	305	236	303
% Graduates with IEPs	52.8%	43.2%	54.8%
# of LEAs Meeting Target	N/A	21	22
% of LEAs Meeting Target	N/A	56.8%	59.5%
# of LEAs With 'N/A'	N/A	3	3

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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	578	546	553
Dropouts with IEPs	77	97	75
% Dropouts with IEPs	13.3%	17.8%	13.6%
# of LEAs Meeting Target	N/A	20	25
% of LEAs Meeting Target	N/A	54.1%	67.6%
# of LEAs With 'N/A'	N/A	3	3

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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	782	---	825	---	996	---
	Regular assessment without accommodations	106	13.6%	107	13.0%	142	14.3%
	Regular assessment with accommodations	554	70.8%	618	74.9%	737	74.0%
	Alternate assessment against alternate achievement standards	81	10.4%	95	11.5%	104	10.4%
	Participants	741	94.8%	820	99.4%	983	98.7%
	Non-participants	41	5.2%	5	0.6%	13	1.3%
	LEAs Meeting Target	N/A	N/A	37	100.0%	32	88.9%
08	# of children with IEPs	662	---	688	---	731	---
	Advanced assessment without accommodations					6	0.8%
	Regular assessment without accommodations	64	9.7%	41	6.0%	44	6.0%
	Advanced assessment with accommodations					8	1.1%
	Regular assessment with accommodations	489	73.9%	560	81.4%	564	77.2%
	Alternate assessment against alternate achievement standards	59	8.9%	79	11.5%	99	13.5%
	Participants	612	92.5%	680	98.8%	721	98.6%
	Non-participants	50	7.6%	8	1.2%	10	1.4%
	LEAs Meeting Target	N/A	N/A	35	94.6%	34	91.9%
HS	# of children with IEPs	674	---	988	---	994	---
	Advanced assessment without accommodations					7	0.7%
	Regular assessment without accommodations	55	8.2%	67	6.8%	87	8.8%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	500	74.2%	819	82.9%	767	77.2%
	Alternate assessment against alternate achievement standards	73	10.8%	84	8.5%	93	9.4%
	Participants	628	93.2%	970	98.2%	954	96.0%
	Non-participants	46	6.8%	18	1.8%	40	4.0%
	LEAs Meeting Target	N/A	N/A	33	94.3%	31	86.1%

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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	783	---	825	---	999	---
	Regular assessment without accommodations	107	13.7%	109	13.2%	140	14.0%
	Regular assessment with accommodations	552	70.5%	616	74.7%	742	74.3%
	Alternate assessment against alternate achievement standards	82	10.5%	95	11.5%	104	10.4%
	Participants	741	94.6%	820	99.4%	986	98.7%
	Non-participants	42	5.4%	5	0.6%	13	1.3%
	LEAs Meeting Target	N/A	N/A	37	100.0%	34	94.4%
08	# of children with IEPs	653	---	686	---	728	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	52	8.0%	41	6.0%	45	6.2%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	489	74.9%	559	81.5%	576	79.1%
	Alternate assessment against alternate achievement standards	59	9.0%	79	11.5%	99	13.6%
	Participants	600	91.9%	679	99.0%	720	98.9%
	Non-participants	53	8.1%	7	1.0%	8	1.1%
	LEAs Meeting Target	N/A	N/A	36	97.3%	36	97.3%
HS	# of children with IEPs	772	---	1,087	---	1,209	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	46	6.0%	72	6.6%	91	7.5%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	576	74.6%	875	80.5%	925	76.5%
	Alternate assessment against alternate achievement standards	74	9.6%	82	7.5%	94	7.8%
	Participants	696	90.2%	1,029	94.7%	1,110	91.8%
	Non-participants	76	9.8%	58	5.3%	99	8.2%
	LEAs Meeting Target	N/A	N/A	25	71.4%	23	63.9%

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Indicator 3B : Math Proficiency - Regular

Grade	Math Proficiency - Regular	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
		#	%	#	%	#	%
04	# of children with IEPs	660	---	725	---	879	---
	Proficient or above regular assessment without accommodations	38	52.1%	46	42.6%	77	50.3%
	Proficient or above regular assessment with accommodations	35	48.0%	62	57.4%	76	49.7%
	Total Proficients	73	11.1%	108	14.9%	153	17.4%
	LEAs Meeting Target	N/A	N/A	9	25.0%	10	27.8%
08	# of children with IEPs	553	---	601	---	622	---
	Advanced assessment without accommodations					6	10.0%
	Proficient or above regular assessment without accommodations	13	33.3%	10	27.8%	13	21.7%
	Advanced assessment with accommodations					1	1.7%
	Proficient or above regular assessment with accommodations	26	66.7%	26	72.2%	40	66.7%
	Total Proficients	39	7.1%	36	6.0%	60	9.7%
	LEAs Meeting Target	N/A	N/A	3	8.3%	3	8.1%
HS	# of children with IEPs	555	---	886	---	861	---
	Advanced assessment without accommodations					1	2.2%
	Proficient or above regular assessment without accommodations	12	26.7%	12	17.7%	13	28.3%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	33	73.3%	56	82.4%	32	69.6%
	Total Proficients	45	8.1%	68	7.7%	46	5.3%
	LEAs Meeting Target	N/A	N/A	7	20.0%	2	5.6%

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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	659	---	725	---	882	---
	Proficient or above regular assessment without accommodations	38	59.4%	61	39.6%	70	62.0%
	Proficient or above regular assessment with accommodations	26	40.6%	93	60.4%	43	38.1%
	Total Proficients	64	9.7%	154	21.2%	113	12.8%
	LEAs Meeting Target	N/A	N/A	26	72.2%	6	16.7%
08	# of children with IEPs	541	---	600	---	621	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	21	51.2%	17	26.6%	16	25.0%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	20	48.8%	47	73.4%	48	75.0%
	Total Proficients	41	7.6%	64	10.7%	64	10.3%
	LEAs Meeting Target	N/A	N/A	14	38.9%	6	16.2%
HS	# of children with IEPs	622	---	947	---	1,016	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	20	41.7%	18	30.5%	26	28.9%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	28	58.3%	41	69.5%	64	71.1%
	Total Proficients	48	7.7%	59	6.2%	90	8.9%
	LEAs Meeting Target	N/A	N/A	5	14.3%	7	19.4%

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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	81	---	95	---	104	---
	Alternate assessment against alternate achievement standards	68	84.0%	84	88.4%	95	91.4%
	LEAs Meeting Target	N/A	N/A	13	59.1%	19	76.0%
08	# of children with IEPs	59	---	79	---	99	---
	Alternate assessment against alternate achievement standards	58	98.3%	75	94.9%	95	96.0%
	LEAs Meeting Target	N/A	N/A	17	85.0%	24	92.3%
HS	# of children with IEPs	73	---	84	---	93	---
	Alternate assessment against alternate achievement standards	69	94.5%	82	97.6%	91	97.9%
	LEAs Meeting Target	N/A	N/A	23	95.8%	20	90.9%

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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	82	---	95	---	104	---
	Alternate assessment against alternate achievement standards	61	74.4%	78	82.1%	88	84.6%
	LEAs Meeting Target	N/A	N/A	12	54.6%	17	68.0%
08	# of children with IEPs	59	---	79	---	99	---
	Alternate assessment against alternate achievement standards	58	98.3%	75	94.9%	93	93.9%
	LEAs Meeting Target	N/A	N/A	17	85.0%	22	84.6%
HS	# of children with IEPs	74	---	82	---	94	---
	Alternate assessment against alternate achievement standards	71	96.0%	80	97.6%	93	98.9%
	LEAs Meeting Target	N/A	N/A	23	95.8%	21	95.5%

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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	1,588	28.7%	2,012	34.2%	2,286	37.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	73	11.1%	108	14.9%	153	17.4%
	Proficiency rate gap		17.6%		19.3%		19.7%
	LEAs Meeting Target	N/A	N/A	15	40.5%	13	35.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,415	38.2%	2,390	35.9%	2,841	42.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	39	7.1%	36	6.0%	60	9.7%
	Proficiency rate gap		31.1%		29.9%		33.2%
	LEAs Meeting Target	N/A	N/A	21	56.8%	13	35.1%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,890	31.7%	2,380	30.5%	2,288	30.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	45	8.1%	68	7.7%	46	5.3%
	Proficiency rate gap		23.6%		22.8%		24.8%
	LEAs Meeting Target	N/A	N/A	18	50.0%	18	50.0%

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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	1,703	30.9%	2,673	45.5%	2,320	37.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	64	9.7%	154	21.2%	113	12.8%
	Proficiency rate gap		21.2%		24.2%		24.9%
	LEAs Meeting Target	N/A	N/A	14	37.8%	16	43.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,304	39.9%	3,098	49.7%	3,199	50.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	7.6%	64	10.7%	64	10.3%
	Proficiency rate gap		32.4%		39.1%		40.4%
	LEAs Meeting Target	N/A	N/A	17	46.0%	8	21.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,874	42.9%	3,275	38.5%	4,021	45.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	48	7.7%	59	6.2%	90	8.9%
	Proficiency rate gap		35.1%		32.3%		36.4%
	LEAs Meeting Target	N/A	N/A	17	47.2%	14	38.9%

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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	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 05

Total Number of LEAs (2022-23) for All Indicators: 37

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	1	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	36	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 05

Total Number of LEAs (2022-23) for All Indicators: 37

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	8,760	---	9,345	---	10,341	---
5A: Inside the regular class 80% or more of the day	5,709	65.2%	6,279	67.2%	6,968	67.4%
5B: Inside the regular class less than 40% of the day	1,481	16.9%	1,407	15.1%	1,524	14.7%
5C: In separate school, residential facility or homebound or hospital	70	0.8%	62	0.7%	33	0.3%
LEAs Meeting Target 5A	N/A	N/A	24	64.9%	21	56.8%
LEAs Meeting Target 5B	N/A	N/A	29	78.4%	30	81.1%
LEAs Meeting Target 5C	N/A	N/A	32	86.5%	36	97.3%

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	492	---	549	---	621	---
6A: Attending REC & receiving majority of SPED and related services in a REC	195	39.6%	225	41.0%	268	43.2%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	94	19.1%	92	16.8%	107	17.2%
6C: Receiving special education and related services in the home	1	0.2%	4	0.7%	2	0.3%
LEAs Meeting Target 6A	N/A	N/A	23	62.2%	22	59.5%
LEAs Meeting Target 6B	N/A	N/A	29	78.4%	25	67.6%
LEAs Meeting Target 6C	N/A	N/A	35	94.6%	35	94.6%

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

Region: 05

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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	1.6%	---	2	0.5%	---	4	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	47	12.3%	---	56	14.8%	---	63	14.1%	---
Improved functioning to reach a level nearer to same-aged peers	95	24.8%	---	85	22.5%	---	114	25.6%	---
Improved functioning to reach a level comparable to same-aged peers	151	39.4%	---	133	35.2%	---	171	38.3%	---
Maintained functioning at a level comparable to same-aged peers	84	21.9%	---	102	27.0%	---	94	21.1%	---
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	---	82.3%	NO	---	79.0%	NO	---	81.0%	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	---	61.4%	NO	---	62.2%	NO	---	59.4%	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	1.1%	---	0	0.0%	---	9	2.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	56	14.7%	---	68	18.0%	---	76	17.0%	---
Improved functioning to reach a level nearer to same-aged peers	118	30.9%	---	93	24.6%	---	125	28.0%	---
Improved functioning to reach a level comparable to same-aged peers	156	40.8%	---	156	41.3%	---	164	36.8%	---
Maintained functioning at a level comparable to same-aged peers	48	12.6%	---	61	16.1%	---	72	16.1%	---
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	---	82.0%	NO	---	78.6%	NO	---	77.3%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	53.4%	NO	---	57.4%	YES	---	52.9%	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	2	0.5%	---		0.3%	---	5	1.1%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	39	10.2%	---	45	11.9%	---	50	11.2%	---
Improved functioning to reach a level nearer to same-aged peers	62	16.2%	---	66	17.5%	---	65	14.6%	---
Improved functioning to reach a level comparable to same-aged peers	158	41.2%	---	129	34.1%	---	158	35.4%	---
Maintained functioning at a level comparable to same-aged peers	123	32.0%	---	137	36.2%	---	168	37.7%	---
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	---	84.3%	YES	---	80.9%	NO	---	80.2%	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	---	73.2%	YES	---	70.4%	NO	---	73.1%	YES

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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	73.6%	N/A	68.6%	NO	68.5%	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	36	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with disproportionate representation	3	5	5
# 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	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Indicator 11 : Child Find

Child Find	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of children for whom parental consent to evaluate was received	1,950	2,430	2,739
# of children whose evaluations completed within State established timeline	1,913	2,404	2,663
% of children whose evaluations completed within State established timeline	98.1%	98.9%	97.2%
# of LEAs Meeting Target	32	32	31
% of LEAs Meeting Target	88.9%	86.5%	83.8%

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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	163	62	42
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	11	6	7
# found eligible & IEP developed & implemented by third birthday	139	36	25
# whose parent refusal caused delay in evaluation or initial services	8	0	0
# serviced in Part C less than 90 days before third birthday	5	20	10
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	100.0%
# of LEAs Meeting Target	36	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 05

Total Number of LEAs (2022-23) for All Indicators: 37

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	472	459	606
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	472	459	604
% 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	36	37	36
% of LEAs Meeting Target	100.0%	100.0%	97.3%

Region: 05

Total Number of LEAs (2022-23) for All Indicators: 37

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	12	10.4%	NO	18	17.1%	NO	18	15.9%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	54	47.0%	NO	55	52.4%	NO	59	52.2%	NO
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	69	60.0%	NO	63	60.0%	NO	71	62.8%	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%