

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

Total Number of LEAs (2022-23) for All Indicators: 45

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	727	731	681
Graduates with IEPs	305	302	304
% Graduates with IEPs	42.0%	41.3%	44.6%
# of LEAs Meeting Target	N/A	28	31
% of LEAs Meeting Target	N/A	62.2%	68.9%
# of LEAs With 'N/A'	N/A	10	11

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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	729	731	681
Dropouts with IEPs	101	121	115
% Dropouts with IEPs	13.9%	16.6%	16.9%
# of LEAs Meeting Target	N/A	30	31
% of LEAs Meeting Target	N/A	66.7%	68.9%
# of LEAs With 'N/A'	N/A	10	11

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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	990	---	934	---	1,171	---
	Regular assessment without accommodations	119	12.0%	97	10.4%	153	13.1%
	Regular assessment with accommodations	693	70.0%	715	76.6%	877	74.9%
	Alternate assessment against alternate achievement standards	116	11.7%	117	12.5%	138	11.8%
	Participants	928	93.7%	929	99.5%	1,168	99.7%
	Non-participants	62	6.3%	5	0.5%	3	0.3%
	LEAs Meeting Target	N/A	N/A	41	97.6%	45	100.0%
08	# of children with IEPs	835	---	881	---	898	---
	Advanced assessment without accommodations					13	1.5%
	Regular assessment without accommodations	70	8.4%	68	7.7%	81	9.0%
	Advanced assessment with accommodations					16	1.8%
	Regular assessment with accommodations	551	66.0%	680	77.2%	650	72.4%
	Alternate assessment against alternate achievement standards	95	11.4%	121	13.7%	116	12.9%
	Participants	716	85.8%	869	98.6%	876	97.6%
	Non-participants	119	14.3%	12	1.4%	22	2.5%
	LEAs Meeting Target	N/A	N/A	40	100.0%	37	90.2%
HS	# of children with IEPs	848	---	1,087	---	1,225	---
	Advanced assessment without accommodations					9	0.7%
	Regular assessment without accommodations	72	8.5%	69	6.4%	97	7.9%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	588	69.3%	871	80.1%	962	78.5%
	Alternate assessment against alternate achievement standards	97	11.4%	117	10.8%	118	9.6%
	Participants	757	89.3%	1,057	97.2%	1,186	96.8%
	Non-participants	91	10.7%	30	2.8%	39	3.2%
	LEAs Meeting Target	N/A	N/A	30	85.7%	32	88.9%

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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	990	---	934	---	1,176	---
	Regular assessment without accommodations	120	12.1%	98	10.5%	155	13.2%
	Regular assessment with accommodations	687	69.4%	711	76.1%	875	74.4%
	Alternate assessment against alternate achievement standards	115	11.6%	117	12.5%	138	11.7%
	Participants	922	93.1%	926	99.1%	1,168	99.3%
	Non-participants	68	6.9%	8	0.9%	8	0.7%
	LEAs Meeting Target	N/A	N/A	41	97.6%	45	100.0%
08	# of children with IEPs	828	---	879	---	884	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	67	8.1%	63	7.2%	78	8.8%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	544	65.7%	684	77.8%	674	76.2%
	Alternate assessment against alternate achievement standards	96	11.6%	121	13.8%	116	13.1%
	Participants	707	85.4%	868	98.8%	868	98.2%
	Non-participants	121	14.6%	11	1.3%	16	1.8%
	LEAs Meeting Target	N/A	N/A	39	97.5%	39	95.1%
HS	# of children with IEPs	995	---	1,290	---	1,466	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	98	9.9%	58	4.5%	102	7.0%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	660	66.3%	1,051	81.5%	1,184	80.8%
	Alternate assessment against alternate achievement standards	97	9.8%	118	9.2%	119	8.1%
	Participants	855	85.9%	1,227	95.1%	1,405	95.8%
	Non-participants	140	14.1%	63	4.9%	61	4.2%
	LEAs Meeting Target	N/A	N/A	23	65.7%	28	77.8%

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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	812	---	812	---	1,030	---
	Proficient or above regular assessment without accommodations	53	57.6%	52	48.2%	109	47.4%
	Proficient or above regular assessment with accommodations	39	42.4%	56	51.9%	121	52.6%
	Total Proficients	92	11.3%	108	13.3%	230	22.3%
	LEAs Meeting Target	N/A	N/A	13	31.0%	21	46.7%
08	# of children with IEPs	621	---	748	---	760	---
	Advanced assessment without accommodations					10	9.6%
	Proficient or above regular assessment without accommodations	23	42.6%	25	34.3%	33	31.7%
	Advanced assessment with accommodations					6	5.8%
	Proficient or above regular assessment with accommodations	31	57.4%	48	65.8%	55	52.9%
	Total Proficients	54	8.7%	73	9.8%	104	13.7%
	LEAs Meeting Target	N/A	N/A	8	20.5%	10	24.4%
HS	# of children with IEPs	660	---	940	---	1,068	---
	Advanced assessment without accommodations					5	4.7%
	Proficient or above regular assessment without accommodations	21	35.0%	24	25.0%	20	18.9%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	39	65.0%	72	75.0%	81	76.4%
	Total Proficients	60	9.1%	96	10.2%	106	9.9%
	LEAs Meeting Target	N/A	N/A	10	28.6%	9	25.0%

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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	807	---	809	---	1,030	---
	Proficient or above regular assessment without accommodations	42	50.6%	61	42.4%	93	58.1%
	Proficient or above regular assessment with accommodations	41	49.4%	83	57.6%	67	41.9%
	Total Proficients	83	10.3%	144	17.8%	160	15.5%
	LEAs Meeting Target	N/A	N/A	28	66.7%	20	44.4%
08	# of children with IEPs	611	---	747	---	752	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	24	44.4%	32	32.3%	45	40.2%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	30	55.6%	67	67.7%	67	59.8%
	Total Proficients	54	8.8%	99	13.3%	112	14.9%
	LEAs Meeting Target	N/A	N/A	24	61.5%	16	39.0%
HS	# of children with IEPs	758	---	1,109	---	1,286	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	23	38.3%	19	24.1%	39	28.7%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	37	61.7%	60	76.0%	97	71.3%
	Total Proficients	60	7.9%	79	7.1%	136	10.6%
	LEAs Meeting Target	N/A	N/A	13	37.1%	12	33.3%

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Indicator 3C : Math Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	116	---	117	---	138	---
	Alternate assessment against alternate achievement standards	109	94.0%	113	96.6%	128	92.8%
	LEAs Meeting Target	N/A	N/A	25	96.2%	20	76.9%
08	# of children with IEPs	95	---	121	---	116	---
	Alternate assessment against alternate achievement standards	88	92.6%	116	95.9%	112	96.6%
	LEAs Meeting Target	N/A	N/A	23	85.2%	22	88.0%
HS	# of children with IEPs	97	---	117	---	118	---
	Alternate assessment against alternate achievement standards	86	88.7%	109	93.2%	111	94.1%
	LEAs Meeting Target	N/A	N/A	19	82.6%	25	89.3%

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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	115	---	117	---	138	---
	Alternate assessment against alternate achievement standards	96	83.5%	110	94.0%	124	89.9%
	LEAs Meeting Target	N/A	N/A	23	88.5%	20	76.9%
08	# of children with IEPs	96	---	121	---	116	---
	Alternate assessment against alternate achievement standards	93	96.9%	111	91.7%	105	90.5%
	LEAs Meeting Target	N/A	N/A	20	74.1%	17	68.0%
HS	# of children with IEPs	97	---	118	---	119	---
	Alternate assessment against alternate achievement standards	93	95.9%	104	88.1%	111	93.3%
	LEAs Meeting Target	N/A	N/A	17	73.9%	22	78.6%

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

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,944	30.2%	2,738	41.5%	3,103	46.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	92	11.3%	108	13.3%	230	22.3%
	Proficiency rate gap		18.9%		28.2%		24.0%
	LEAs Meeting Target	N/A	N/A	16	36.4%	22	48.9%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,509	36.7%	3,137	41.2%	3,694	46.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	8.7%	73	9.8%	104	13.7%
	Proficiency rate gap		28.0%		31.4%		32.9%
	LEAs Meeting Target	N/A	N/A	22	53.7%	14	34.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,229	33.6%	2,926	34.5%	2,744	30.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	60	9.1%	96	10.2%	106	9.9%
	Proficiency rate gap		24.5%		24.3%		20.5%
	LEAs Meeting Target	N/A	N/A	18	51.4%	24	66.7%

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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	2,101	32.8%	3,392	51.5%	2,983	44.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	83	10.3%	144	17.8%	160	15.5%
	Proficiency rate gap		22.5%		33.7%		28.9%
	LEAs Meeting Target	N/A	N/A	16	36.4%	17	37.8%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,681	40.8%	3,974	53.9%	4,047	56.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	8.8%	99	13.3%	112	14.9%
	Proficiency rate gap		31.9%		40.7%		41.7%
	LEAs Meeting Target	N/A	N/A	17	41.5%	11	26.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,656	44.1%	4,108	40.2%	5,114	47.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	60	7.9%	79	7.1%	136	10.6%
	Proficiency rate gap		36.2%		33.1%		37.3%
	LEAs Meeting Target	N/A	N/A	19	54.3%	19	52.8%

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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	45	45	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2022-23) for All Indicators: 45

Indicator 4B : Suspension & Expulsion of Children with IEPs
- Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion of Children with IEPs - Significant Discrepancy by Race or Ethnicity	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with significant discrepancy	0	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	45	45	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Education Environments of Children with IEPS (School Age)	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	#	%	#	%	#	%
Total # of students aged 5 who are enrolled in kindergarten and ages 6 through 21	10,641	---	10,686	---	12,011	---
5A: Inside the regular class 80% or more of the day	8,109	76.2%	8,161	76.4%	9,279	77.3%
5B: Inside the regular class less than 40% of the day	1,459	13.7%	1,507	14.1%	1,660	13.8%
5C: In separate school, residential facility or homebound or hospital	69	0.6%	105	1.0%	80	0.7%
LEAs Meeting Target 5A	N/A	N/A	33	73.3%	33	73.3%
LEAs Meeting Target 5B	N/A	N/A	35	77.8%	28	62.2%
LEAs Meeting Target 5C	N/A	N/A	34	75.6%	40	88.9%

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	585	---	510	---	664	---
6A: Attending REC & receiving majority of SPED and related services in a REC	88	15.0%	74	14.5%	129	19.4%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	97	16.6%	95	18.6%	163	24.6%
6C: Receiving special education and related services in the home	3	0.5%	3	0.6%	0	0.0%
LEAs Meeting Target 6A	N/A	N/A	30	66.7%	24	53.3%
LEAs Meeting Target 6B	N/A	N/A	36	80.0%	33	73.3%
LEAs Meeting Target 6C	N/A	N/A	43	95.6%	45	100.0%

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	3	0.7%	---	2	0.5%	---	7	1.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	91	19.8%	---	75	17.8%	---	63	14.1%	---
Improved functioning to reach a level nearer to same-aged peers	114	24.8%	---	115	27.3%	---	137	30.7%	---
Improved functioning to reach a level comparable to same-aged peers	155	33.7%	---	139	32.9%	---	150	33.6%	---
Maintained functioning at a level comparable to same-aged peers	97	21.1%	---	91	21.6%	---	90	20.1%	---
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	---	74.1%	NO	---	76.7%	NO	---	80.4%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	54.8%	NO	---	54.5%	NO	---	53.7%	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	1.3%	---	4	1.0%	---	9	2.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	93	20.2%	---	82	19.4%	---	66	14.8%	---
Improved functioning to reach a level nearer to same-aged peers	149	32.4%	---	131	31.0%	---	163	36.5%	---
Improved functioning to reach a level comparable to same-aged peers	153	33.3%	---	158	37.4%	---	167	37.4%	---
Maintained functioning at a level comparable to same-aged peers	59	12.8%	---	47	11.1%	---	42	9.4%	---
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	---	75.3%	NO	---	77.1%	NO	---	81.5%	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	---	46.1%	NO	---	48.6%	NO	---	46.8%	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	6	1.3%	---	5	1.2%	---	9	2.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	72	15.7%	---	66	15.6%	---	59	13.2%	---
Improved functioning to reach a level nearer to same-aged peers	98	21.3%	---	108	25.6%	---	97	21.7%	---
Improved functioning to reach a level comparable to same-aged peers	159	34.6%	---	141	33.4%	---	151	33.8%	---
Maintained functioning at a level comparable to same-aged peers	125	27.2%	---	102	24.2%	---	131	29.3%	---
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	---	76.7%	NO	---	77.8%	NO	---	78.5%	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	---	61.7%	NO	---	57.6%	NO	---	63.1%	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	80.4%	N/A	79.6%	NO	67.5%	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	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	45	45	45
% 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	4	2
# 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	45	45	45
% 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	1,674	2,308	3,338
# of children whose evaluations completed within State established timeline	1,502	2,305	3,204
% of children whose evaluations completed within State established timeline	89.7%	99.9%	96.0%
# of LEAs Meeting Target	34	43	37
% of LEAs Meeting Target	75.6%	95.6%	82.2%

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Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of children served in Part C & referred to Part B for eligibility determination	291	91	209
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	40	8	21
# found eligible & IEP developed & implemented by third birthday	223	45	159
# whose parent refusal caused delay in evaluation or initial services	16	3	0
# serviced in Part C less than 90 days before third birthday	4	35	22
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	96.5%	100.0%	95.8%
# of LEAs Meeting Target	42	45	43
% of LEAs Meeting Target	93.3%	100.0%	95.6%

Region: 02

Total Number of LEAs (2022-23) for All Indicators: 45

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	571	523	480
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	567	503	480
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.3%	96.2%	100.0%
# of LEAs Meeting Target	44	43	44
% of LEAs Meeting Target	97.8%	95.6%	97.8%

Region: 02

Total Number of LEAs (2022-23) for All Indicators: 45

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	23	15.1%	NO	37	25.0%	NO	27	20.9%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	64	42.1%	NO	80	54.1%	NO	69	53.5%	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	81	53.3%	NO	95	64.2%	NO	83	64.3%	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%