

Region Summary Tables SPP/APR Indicators 1-14

Region: 03

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	359	358	375
Graduates with IEPs	136	147	169
% Graduates with IEPs	37.9%	41.1%	45.1%
# of LEAs Meeting Target	N/A	19	24
% of LEAs Meeting Target	N/A	50.0%	64.9%
# of LEAs With 'N/A'	N/A	8	7

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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	359	358	375
Dropouts with IEPs	21	29	33
% Dropouts with IEPs	5.9%	8.1%	8.8%
# of LEAs Meeting Target	N/A	33	28
% of LEAs Meeting Target	N/A	86.8%	75.7%
# of LEAs With 'N/A'	N/A	8	7

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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	458	---	508	---	537	---
	Regular assessment without accommodations	43	9.4%	44	8.7%	57	10.6%
	Regular assessment with accommodations	347	75.8%	416	81.9%	428	79.7%
	Alternate assessment against alternate achievement standards	47	10.3%	47	9.3%	51	9.5%
	Participants	437	95.4%	507	99.8%	536	99.8%
	Non-participants	21	4.6%	1	0.2%	1	0.2%
	LEAs Meeting Target	N/A	N/A	34	100.0%	33	97.1%
08	# of children with IEPs	470	---	483	---	483	---
	Advanced assessment without accommodations					1	0.2%
	Regular assessment without accommodations	14	3.0%	19	3.9%	15	3.1%
	Advanced assessment with accommodations					1	0.2%
	Regular assessment with accommodations	367	78.1%	418	86.5%	405	83.9%
	Alternate assessment against alternate achievement standards	48	10.2%	43	8.9%	52	10.8%
	Participants	429	91.3%	480	99.4%	474	98.1%
	Non-participants	41	8.7%	3	0.6%	9	1.9%
	LEAs Meeting Target	N/A	N/A	32	97.0%	33	94.3%
HS	# of children with IEPs	581	---	676	---	650	---
	Advanced assessment without accommodations					5	0.8%
	Regular assessment without accommodations	16	2.8%	27	4.0%	23	3.5%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	470	80.9%	575	85.1%	570	87.7%
	Alternate assessment against alternate achievement standards	41	7.1%	54	8.0%	41	6.3%
	Participants	527	90.7%	656	97.0%	639	98.3%
	Non-participants	54	9.3%	20	3.0%	11	1.7%
	LEAs Meeting Target	N/A	N/A	30	96.8%	29	93.6%

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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	458	---	508	---	539	---
	Regular assessment without accommodations	42	9.2%	43	8.5%	55	10.2%
	Regular assessment with accommodations	346	75.6%	415	81.7%	429	79.6%
	Alternate assessment against alternate achievement standards	47	10.3%	47	9.3%	51	9.5%
	Participants	435	95.0%	505	99.4%	535	99.3%
	Non-participants	23	5.0%	3	0.6%	4	0.7%
	LEAs Meeting Target	N/A	N/A	34	100.0%	32	94.1%
08	# of children with IEPs	469	---	481	---	481	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	14	3.0%	16	3.3%	17	3.5%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	362	77.2%	417	86.7%	404	84.0%
	Alternate assessment against alternate achievement standards	48	10.2%	43	8.9%	51	10.6%
	Participants	424	90.4%	476	99.0%	472	98.1%
	Non-participants	45	9.6%	5	1.0%	9	1.9%
	LEAs Meeting Target	N/A	N/A	31	93.9%	33	94.3%
HS	# of children with IEPs	650	---	800	---	761	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	26	4.0%	25	3.1%	42	5.5%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	491	75.5%	657	82.1%	628	82.5%
	Alternate assessment against alternate achievement standards	41	6.3%	54	6.8%	40	5.3%
	Participants	558	85.9%	736	92.0%	710	93.3%
	Non-participants	92	14.2%	64	8.0%	51	6.7%
	LEAs Meeting Target	N/A	N/A	17	54.8%	18	58.1%

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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	390	---	460	---	485	---
	Proficient or above regular assessment without accommodations	17	40.5%	25	51.0%	33	43.4%
	Proficient or above regular assessment with accommodations	25	59.5%	24	49.0%	43	56.6%
	Total Proficients	42	10.8%	49	10.7%	76	15.7%
	LEAs Meeting Target	N/A	N/A	12	35.3%	12	35.3%
08	# of children with IEPs	381	---	437	---	422	---
	Advanced assessment without accommodations					1	2.6%
	Proficient or above regular assessment without accommodations	5	19.2%	10	27.8%	4	10.3%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	21	80.8%	26	72.2%	34	87.2%
	Total Proficients	26	6.8%	36	8.2%	39	9.2%
	LEAs Meeting Target	N/A	N/A	6	18.8%	4	11.4%
HS	# of children with IEPs	486	---	602	---	598	---
	Advanced assessment without accommodations					1	2.4%
	Proficient or above regular assessment without accommodations	5	11.9%	4	14.8%	7	16.7%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	37	88.1%	23	85.2%	34	81.0%
	Total Proficients	42	8.6%	27	4.5%	42	7.0%
	LEAs Meeting Target	N/A	N/A	1	3.2%	5	16.7%

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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	388	---	458	---	484	---
	Proficient or above regular assessment without accommodations	18	54.6%	28	36.8%	34	54.8%
	Proficient or above regular assessment with accommodations	15	45.5%	48	63.2%	28	45.2%
	Total Proficients	33	8.5%	76	16.6%	62	12.8%
	LEAs Meeting Target	N/A	N/A	18	52.9%	9	26.5%
08	# of children with IEPs	376	---	433	---	421	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	7	25.9%	8	19.5%	4	15.4%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	20	74.1%	33	80.5%	22	84.6%
	Total Proficients	27	7.2%	41	9.5%	26	6.2%
	LEAs Meeting Target	N/A	N/A	12	37.5%	3	8.6%
HS	# of children with IEPs	516	---	682	---	670	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	10	30.3%	7	23.3%	11	18.6%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	23	69.7%	23	76.7%	48	81.4%
	Total Proficients	33	6.4%	30	4.4%	59	8.8%
	LEAs Meeting Target	N/A	N/A	2	6.5%	10	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	47	---	47	---	51	---
	Alternate assessment against alternate achievement standards	47	100.0%	47	100.0%	46	90.2%
	LEAs Meeting Target	N/A	N/A	20	100.0%	16	80.0%
08	# of children with IEPs	48	---	43	---	52	---
	Alternate assessment against alternate achievement standards	45	93.8%	39	90.7%	49	94.2%
	LEAs Meeting Target	N/A	N/A	15	83.3%	14	82.4%
HS	# of children with IEPs	41	---	54	---	41	---
	Alternate assessment against alternate achievement standards	35	85.4%	53	98.2%	40	97.6%
	LEAs Meeting Target	N/A	N/A	18	100.0%	17	94.4%

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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	47	---	47	---	51	---
	Alternate assessment against alternate achievement standards	41	87.2%	37	78.7%	43	84.3%
	LEAs Meeting Target	N/A	N/A	10	50.0%	15	75.0%
08	# of children with IEPs	48	---	43	---	51	---
	Alternate assessment against alternate achievement standards	43	89.6%	38	88.4%	49	96.1%
	LEAs Meeting Target	N/A	N/A	13	72.2%	16	94.1%
HS	# of children with IEPs	41	---	54	---	40	---
	Alternate assessment against alternate achievement standards	36	87.8%	50	92.6%	39	97.5%
	LEAs Meeting Target	N/A	N/A	15	83.3%	17	94.4%

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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	1,262	36.9%	1,473	42.9%	1,620	48.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	42	10.8%	49	10.7%	76	15.7%
	Proficiency rate gap		26.1%		32.3%		32.5%
	LEAs Meeting Target	N/A	N/A	14	36.8%	12	32.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,975	46.5%	1,836	43.7%	1,892	49.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	26	6.8%	36	8.2%	39	9.2%
	Proficiency rate gap		39.6%		35.4%		40.1%
	LEAs Meeting Target	N/A	N/A	19	51.4%	5	13.9%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,328	34.6%	1,515	33.3%	1,329	29.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	42	8.6%	27	4.5%	42	7.0%
	Proficiency rate gap		26.0%		28.8%		22.4%
	LEAs Meeting Target	N/A	N/A	12	38.7%	21	65.6%

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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	1,171	34.3%	1,681	49.0%	1,485	44.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	33	8.5%	76	16.6%	62	12.8%
	Proficiency rate gap		25.8%		32.4%		31.4%
	LEAs Meeting Target	N/A	N/A	18	47.4%	12	32.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,635	43.5%	1,971	50.5%	1,766	50.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	27	7.2%	41	9.5%	26	6.2%
	Proficiency rate gap		36.3%		41.0%		43.8%
	LEAs Meeting Target	N/A	N/A	18	48.7%	6	16.7%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,919	41.5%	2,134	39.5%	2,497	45.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	33	6.4%	30	4.4%	59	8.8%
	Proficiency rate gap		35.1%		35.1%		36.9%
	LEAs Meeting Target	N/A	N/A	17	54.8%	15	46.9%

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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	39	38	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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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	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	39	38	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 03

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	5,803	---	5,984	---	6,315	---
5A: Inside the regular class 80% or more of the day	3,946	68.0%	4,160	69.5%	4,509	71.4%
5B: Inside the regular class less than 40% of the day	754	13.0%	750	12.5%	734	11.6%
5C: In separate school, residential facility or homebound or hospital	41	0.7%	49	0.8%	44	0.7%
LEAs Meeting Target 5A	N/A	N/A	23	60.5%	29	78.4%
LEAs Meeting Target 5B	N/A	N/A	29	76.3%	30	81.1%
LEAs Meeting Target 5C	N/A	N/A	26	68.4%	30	81.1%

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	424	---	370	---	450	---
6A: Attending REC & receiving majority of SPED and related services in a REC	92	21.7%	67	18.1%	57	12.7%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	133	31.4%	109	29.5%	139	30.9%
6C: Receiving special education and related services in the home	7	1.7%	5	1.4%	1	0.2%
LEAs Meeting Target 6A	N/A	N/A	13	34.2%	12	32.4%
LEAs Meeting Target 6B	N/A	N/A	27	71.1%	21	56.8%
LEAs Meeting Target 6C	N/A	N/A	34	89.5%	36	97.3%

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	0	0.0%	---	0	0.0%	---	2	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	25	9.6%	---	25	8.9%	---	72	24.2%	---
Improved functioning to reach a level nearer to same-aged peers	61	23.4%	---	89	31.7%	---	77	25.9%	---
Improved functioning to reach a level comparable to same-aged peers	130	49.8%	---	119	42.4%	---	109	36.7%	---
Maintained functioning at a level comparable to same-aged peers	45	17.2%	---	48	17.1%	---	37	12.5%	---
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	---	88.4%	YES	---	89.3%	YES	---	71.5%	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	---	67.1%	YES	---	59.4%	NO	---	49.2%	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	2	0.8%	---		0.4%	---		0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	25	9.6%	---	23	8.2%	---	72	24.2%	---
Improved functioning to reach a level nearer to same-aged peers	67	25.7%	---	93	33.1%	---	90	30.3%	---
Improved functioning to reach a level comparable to same-aged peers	122	46.7%	---	112	39.9%	---	93	31.3%	---
Maintained functioning at a level comparable to same-aged peers	45	17.2%	---	52	18.5%	---	41	13.8%	---
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	---	87.5%	YES	---	89.5%	YES	---	71.5%	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	---	64.0%	YES	---	58.4%	YES	---	45.1%	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		0.4%	---		0.4%	---	2	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	26	10.0%	---	19	6.8%	---	67	22.6%	---
Improved functioning to reach a level nearer to same-aged peers	44	16.9%	---	63	22.4%	---	45	15.2%	---
Improved functioning to reach a level comparable to same-aged peers	109	41.8%	---	121	43.1%	---	107	36.0%	---
Maintained functioning at a level comparable to same-aged peers	81	31.0%	---	77	27.4%	---	76	25.6%	---
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	---	85.0%	YES	---	90.2%	YES	---	68.8%	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	---	72.8%	YES	---	70.5%	NO	---	61.6%	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	73.8%	N/A	74.1%	NO	73.5%	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	39	38	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	5	4	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	39	38	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	1,094	1,356	1,519
# of children whose evaluations completed within State established timeline	1,073	1,356	1,482
% of children whose evaluations completed within State established timeline	98.1%	100.0%	97.6%
# of LEAs Meeting Target	34	38	34
% of LEAs Meeting Target	87.2%	100.0%	91.9%

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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	233	214	140
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	74	42	12
# found eligible & IEP developed & implemented by third birthday	143	134	108
# whose parent refusal caused delay in evaluation or initial services	13	2	1
# serviced in Part C less than 90 days before third birthday	3	36	19
% 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	39	38	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 03

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	391	387	400
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	391	387	400
% 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	39	38	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 03

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	10	11.5%	NO	22	25.6%	NO	13	15.7%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	38	43.7%	NO	56	65.1%	YES	47	56.6%	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	51	58.6%	NO	65	75.6%	NO	58	69.9%	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%