Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	546	553	590
Graduates with IEPs	236	303	260
% Graduates with IEPs	43.2%	54.8%	44.1%
# of LEAs Meeting Target	21	22	21
% of LEAs Meeting Target	56.8%	59.5%	56.8%
# of LEAs With 'NR'	3	3	3

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 2 : Dropout

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	546	553	590
Dropouts with IEPs	97	75	78
% Dropouts with IEPs	17.8%	13.6%	13.2%
# of LEAs Meeting Target	20	25	23
% of LEAs Meeting Target	54.1%	67.6%	62.2%
# of LEAs With 'NR'	3	3	3

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 3A : Math Participation

Grade	Math Participation	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %	FFY23 2023-24 #	FFY23 2023-24 %
04	# of children with IEPs	825	- - -	996	- - -	1,081	- - -
	Regular assessment without accommodations	107	13.0%	142	14.3%	148	13.7%
	Regular assessment with accommodations	618	74.9%	737	74.0%	842	77.9%
	Alternate assessment against alternate achievement standards	95	11.5%	104	10.4%	86	8.0%
	Participants	820	99.4%	983	98.7%	1,076	99.5%
	Non-participants	5	0.6%	13	1.3%	5	0.5%
	LEAs Meeting Target	37	100.0%	32	88.9%	37	100.0%
08	# of children with IEPs	688	- - -	731	- - -	849	- - -
	Advanced assessment without accommodations			6	0.8%	9	1.1%
	Regular assessment without accommodations	41	6.0%	44	6.0%	83	9.8%
	Advanced assessment with accommodations			8	1.1%	29	3.4%
	Regular assessment with accommodations	560	81.4%	564	77.2%	654	77.0%
	Alternate assessment against alternate achievement standards	79	11.5%	99	13.5%	61	7.2%
	Participants	680	98.8%	721	98.6%	836	98.5%
	Non-participants	8	1.2%	10	1.4%	13	1.5%
	LEAs Meeting Target	35	94.6%	34	91.9%	34	94.4%
HS	# of children with IEPs	988	- - -	994	- - -	1,050	- - -
	Advanced assessment without accommodations			7	0.7%	8	0.8%
	Regular assessment without accommodations	67	6.8%	87	8.8%	84	8.0%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	819	82.9%	767	77.2%	861	82.0%
	Alternate assessment against alternate achievement standards	84	8.5%	93	9.4%	74	7.0%
	Participants	970	98.2%	954	96.0%	1,027	97.8%
	Non-participants	18	1.8%	40	4.0%	23	2.2%
	LEAs Meeting Target	33	94.3%	31	86.1%	33	91.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 3A : Reading Participation

Grade	Reading Participation	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %	FFY23 2023-24 #	FFY23 2023-24 %
04	# of children with IEPs	825	- - -	999	- - -	1,083	- - -
	Regular assessment without accommodations	109	13.2%	140	14.0%	150	13.9%
	Regular assessment with accommodations	616	74.7%	742	74.3%	837	77.3%
	Alternate assessment against alternate achievement standards	95	11.5%	104	10.4%	86	7.9%
	Participants	820	99.4%	986	98.7%	1,073	99.1%
	Non-participants	5	0.6%	13	1.3%	10	0.9%
	LEAs Meeting Target	37	100.0%	34	94.4%	37	100.0%
08	# of children with IEPs	686	- - -	728	- - -	822	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	41	6.0%	45	6.2%	76	9.2%
	Advanced assessment with accommodations			0	0.0%	1	0.1%
	Regular assessment with accommodations	559	81.5%	576	79.1%	667	81.1%
	Alternate assessment against alternate achievement standards	79	11.5%	99	13.6%	61	7.4%
	Participants	679	99.0%	720	98.9%	805	97.9%
	Non-participants	7	1.0%	8	1.1%	17	2.1%
	LEAs Meeting Target	36	97.3%	36	97.3%	32	88.9%
HS	# of children with IEPs	1,087	- - -	1,209	- - -	1,169	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	72	6.6%	91	7.5%	76	6.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	875	80.5%	925	76.5%	934	79.9%
	Alternate assessment against alternate achievement standards	82	7.5%	94	7.8%	74	6.3%
	Participants	1,029	94.7%	1,110	91.8%	1,084	92.7%
	Non-participants	58	5.3%	99	8.2%	85	7.3%
	LEAs Meeting Target	25	71.4%	23	63.9%	23	63.9%

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 3B : Math Proficiency - Regular

Grade	Math Proficiency - Regular	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %	FFY23 2023-24 #	FFY23 2023-24 %
04	# of children with IEPs	725	- - -	879	- - -	990	- - -
04	Proficient or above regular assessment without accommodations	46	42.6%	77	50.3%	82	55.8%
04	Proficient or above regular assessment with accommodations	62	57.4%	76	49.7%	65	44.2%
04	Total Proficients	108	14.9%	153	17.4%	147	14.8%
04	LEAs Meeting Target	9	25.0%	10	27.8%	9	24.3%
08	# of children with IEPs	601	- - -	622	- - -	775	- - -
08	Advanced assessment without accommodations			6	10.0%	6	8.8%
08	Proficient or above regular assessment without accommodations	10	27.8%	13	21.7%	26	38.2%
08	Advanced assessment with accommodations			1	1.7%	2	2.9%
08	Proficient or above regular assessment with accommodations	26	72.2%	40	66.7%	34	50.0%
08	Total Proficients	36	6.0%	60	9.7%	68	8.8%
08	LEAs Meeting Target	3	8.3%	3	8.1%	3	8.3%
HS	# of children with IEPs	886	- - -	861	- - -	953	- - -
HS	Advanced assessment without accommodations			1	2.2%	2	4.7%
HS	Proficient or above regular assessment without accommodations	12	17.7%	13	28.3%	10	23.3%
HS	Advanced assessment with accommodations			0	0.0%	0	0.0%
HS	Proficient or above regular assessment with accommodations	56	82.4%	32	69.6%	31	72.1%
HS	Total Proficients	68	7.7%	46	5.3%	43	4.5%
HS	LEAs Meeting Target	7	20.0%	2	5.6%	.	.%

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 3B : Reading Proficiency - Regular

Grade	Reading Proficiency - Regular	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %	FFY23 2023-24 #	FFY23 2023-24 %
04	# of children with IEPs	725	- - -	882	- - -	986	- - -
	Proficient or above regular assessment without accommodations	61	39.6%	70	62.0%	89	58.2%
	Proficient or above regular assessment with accommodations	93	60.4%	43	38.1%	64	41.8%
	Total Proficients	154	21.2%	113	12.8%	153	15.5%
	LEAs Meeting Target	26	72.2%	6	16.7%	7	18.9%
08	# of children with IEPs	600	- - -	621	- - -	744	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	17	26.6%	16	25.0%	35	46.1%
	Advanced assessment with accommodations			0	0.0%	1	1.3%
	Proficient or above regular assessment with accommodations	47	73.4%	48	75.0%	40	52.6%
	Total Proficients	64	10.7%	64	10.3%	76	10.2%
	LEAs Meeting Target	14	38.9%	6	16.2%	3	8.3%
HS	# of children with IEPs	947	- - -	1,016	- - -	1,009	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	18	30.5%	26	28.9%	23	22.3%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	41	69.5%	64	71.1%	80	77.7%
	Total Proficients	59	6.2%	90	8.9%	103	10.2%
	LEAs Meeting Target	5	14.3%	7	19.4%	3	8.3%

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 3C : Math Proficiency - Alternate

Grade	Math Proficiency - Alternate	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
		#	%	#	%	#	%
04	# of children with IEPs	95	- - -	104	- - -	86	- - -
	Alternate assessment against alternate achievement standards	84	88.4%	95	91.4%	81	94.2%
	LEAs Meeting Target	13	59.1%	19	76.0%	15	78.9%
08	# of children with IEPs	79	- - -	99	- - -	61	- - -
	Alternate assessment against alternate achievement standards	75	94.9%	95	96.0%	48	78.7%
	LEAs Meeting Target	17	85.0%	24	92.3%	14	60.9%
HS	# of children with IEPs	84	- - -	93	- - -	74	- - -
	Alternate assessment against alternate achievement standards	82	97.6%	91	97.9%	68	91.9%
	LEAs Meeting Target	23	95.8%	20	90.9%	19	82.6%

Region Summary Tables SPP/APR Indicators 1-14
Region: 05
Total Number of LEAs (2023-24) for All Indicators: 37
Indicator 3C : Reading Proficiency - Alternate

Grade	Reading Proficiency - Alternate	FFY21 2021-22 #	%	FFY22 2022-23 #	%	FFY23 2023-24 #	%
04	# of children with IEPs	95	- - -	104	- - -	86	- - -
	Alternate assessment against alternate achievement standards	78	82.1%	88	84.6%	75	87.2%
	LEAs Meeting Target	12	54.6%	17	68.0%	11	57.9%
08	# of children with IEPs	79	- - -	99	- - -	61	- - -
	Alternate assessment against alternate achievement standards	75	94.9%	93	93.9%	44	72.1%
	LEAs Meeting Target	17	85.0%	22	84.6%	13	56.5%
HS	# of children with IEPs	82	- - -	94	- - -	74	- - -
	Alternate assessment against alternate achievement standards	80	97.6%	93	98.9%	68	91.9%
	LEAs Meeting Target	23	95.8%	21	95.5%	19	82.6%

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

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

Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
		#	%	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,012	34.2%	2,286	37.2%	2,148	35.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	108	14.9%	153	17.4%	147	14.8%
	Proficiency rate gap		19.3%		19.7%		21.1%
	LEAs Meeting Target	15	40.5%	13	35.1%	13	35.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,390	35.9%	2,841	42.8%	2,555	37.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	36	6.0%	60	9.7%	68	8.8%
	Proficiency rate gap		29.9%		33.2%		28.4%
	LEAs Meeting Target	21	56.8%	13	35.1%	22	59.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,380	30.5%	2,288	30.1%	2,070	27.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	68	7.7%	46	5.3%	43	4.5%
	Proficiency rate gap		22.8%		24.8%		23.3%
	LEAs Meeting Target	18	50.0%	18	50.0%	16	44.4%

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

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

Grade	Reading Gap in Proficiency Rates - All Children vs Children with IEPs	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
		#	%	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,673	45.5%	2,320	37.7%	2,522	42.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	154	21.2%	113	12.8%	153	15.5%
	Proficiency rate gap		24.2%		24.9%		26.8%
	LEAs Meeting Target	14	37.8%	16	43.2%	7	18.9%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,098	49.7%	3,199	50.8%	2,993	48.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	64	10.7%	64	10.3%	76	10.2%
	Proficiency rate gap		39.1%		40.4%		38.4%
	LEAs Meeting Target	17	46.0%	8	21.6%	13	35.1%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,275	38.5%	4,021	45.3%	3,816	44.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	59	6.2%	90	8.9%	103	10.2%
	Proficiency rate gap		32.3%		36.4%		34.5%
	LEAs Meeting Target	17	47.2%	14	38.9%	12	33.3%

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 4A : Suspension & Expulsion of Children with IEPs - Significant Discrepancy

Suspension & Expulsion of Children with IEPs - Significant Discrepancy	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with significant discrepancy	0	0	0
# of LEAs Meeting Target	37	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 05

Total Number of LEAs (2023-24) 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 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with significant discrepancy	1	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	37	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

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

Education Environments of Children with IEPs (School Age)	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
	#	%	#	%	#	%
Total # of students aged 5 who are enrolled in kindergarten and ages 6 through 21	9,345	- - -	10,341	- - -	11,269	- - -
5A: Inside the regular class 80% or more of the day	6,279	67.2%	6,968	67.4%	7,741	68.7%
5B: Inside the regular class less than 40% of the day	1,407	15.1%	1,524	14.7%	1,600	14.2%
5C: In separate school, residential facility or homebound or hospital	62	0.7%	33	0.3%	39	0.4%
LEAs Meeting Target 5A	24	64.9%	21	56.8%	22	59.5%
LEAs Meeting Target 5B	29	78.4%	30	81.1%	26	70.3%
LEAs Meeting Target 5C	32	86.5%	36	97.3%	33	89.2%

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 6 : Preschool Environments of Children with IEPs

Preschool Environments of Children with IEPs	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
	#	%	#	%	#	%
Total # of students ages 3, 4, and 5 who are enrolled in a preschool program	549	- - -	621	- - -	636	- - -
6A: Attending REC & receiving majority of SPED and related services in a REC	225	41.0%	268	43.2%	253	39.8%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	92	16.8%	107	17.2%	111	17.5%
6C: Receiving special education and related services in the home	4	0.7%	2	0.3%	3	0.5%
LEAs Meeting Target 6A	23	62.2%	22	59.5%	22	59.5%
LEAs Meeting Target 6B	29	78.4%	25	67.6%	21	56.8%
LEAs Meeting Target 6C	35	94.6%	35	94.6%	35	94.6%

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

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

Early Childhood Outcomes of Children with IEPs - Positive Social-Emotional Skills	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	2	0.5%	- - -	4	0.9%	- - -	3	0.6%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	56	14.8%	- - -	63	14.1%	- - -	71	13.7%	- - -
Improved functioning to reach a level nearer to same-aged peers	85	22.5%	- - -	114	25.6%	- - -	140	26.9%	- - -
Improved functioning to reach a level comparable to same-aged peers	133	35.2%	- - -	171	38.3%	- - -	172	33.1%	- - -
Maintained functioning at a level comparable to same-aged peers	102	27.0%	- - -	94	21.1%	- - -	134	25.8%	- - -
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	- - -	79.0%	NO	- - -	81.0%	NO	- - -	80.8%	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	- - -	62.2%	NO	- - -	59.4%	NO	- - -	58.8%	NO

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

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	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	0	0.0%	- - -	9	2.0%	- - -		0.2%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	68	18.0%	- - -	76	17.0%	- - -	86	16.5%	- - -
Improved functioning to reach a level nearer to same-aged peers	93	24.6%	- - -	125	28.0%	- - -	146	28.1%	- - -
Improved functioning to reach a level comparable to same-aged peers	156	41.3%	- - -	164	36.8%	- - -	196	37.7%	- - -
Maintained functioning at a level comparable to same-aged peers	61	16.1%	- - -	72	16.1%	- - -	91	17.5%	- - -
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	- - -	78.6%	NO	- - -	77.3%	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	- - -	57.4%	YES	- - -	52.9%	NO	- - -	55.2%	NO

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

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	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning		0.3%	- - -	5	1.1%	- - -	2	0.4%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	45	11.9%	- - -	50	11.2%	- - -	57	11.0%	- - -
Improved functioning to reach a level nearer to same-aged peers	66	17.5%	- - -	65	14.6%	- - -	86	16.5%	- - -
Improved functioning to reach a level comparable to same-aged peers	129	34.1%	- - -	158	35.4%	- - -	167	32.1%	- - -
Maintained functioning at a level comparable to same-aged peers	137	36.2%	- - -	168	37.7%	- - -	208	40.0%	- - -
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	- - -	80.9%	NO	- - -	80.2%	NO	- - -	81.1%	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	- - -	70.4%	NO	- - -	73.1%	YES	- - -	72.1%	NO

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 8 : Parent Involvement

Parent Involvement	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
	%	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	68.6%	NO	68.5%	NO	70.7%	NO

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

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

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 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# 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	37	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

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

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with disproportionate representation	5	5	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	37	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 11 : Child Find – Timely Initial Evaluation

Child Find – Timely Initial Evaluation	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of children for whom parental consent to evaluate was received	2,430	2,739	2,989
# of children whose evaluations completed within State established timeline	2,404	2,663	2,943
% of children whose evaluations completed within State established timeline	98.9%	97.2%	98.5%
# of LEAs Meeting Target	32	31	29
% of LEAs Meeting Target	86.5%	83.8%	78.4%

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 12 : Child Find – Early Childhood Transition

Child Find – Early Childhood Transition	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of children served in Part C & referred to Part B for eligibility determination	62	42	83
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	6	7	5
# found eligible & IEP developed & implemented by third birthday	36	25	62
# whose parent refusal caused delay in evaluation or initial services	0	0	0
# serviced in Part C less than 90 days before third birthday	20	10	5
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	84.9%
# of LEAs Meeting Target	37	37	32
% of LEAs Meeting Target	100.0%	100.0%	86.5%

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2023-24) for All Indicators: 37

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of youth with disabilities aged 16 & above	459	606	476
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	459	604	476
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	99.7%	100.0%
# of LEAs Meeting Target	37	36	37
% of LEAs Meeting Target	100.0%	97.3%	100.0%

Region: 05

Total Number of LEAs (2023-24) 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	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	18	17.1%	NO	18	15.9%	NO	24	18.3%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	55	52.4%	NO	59	52.2%	NO	66	50.4%	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	63	60.0%	NO	71	62.8%	NO	83	63.4%	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 2021 Target	FFY 2022 Target	FFY 2023 Target
1	>=45.00%	>=46.00%	>=47.00%
2	<=13.00%	<=12.00%	<=11.00%
3A Reading Grade 04	>=95.00%	>=95.00%	>=95.00%
3A Reading Grade 08	>=95.00%	>=95.00%	>=95.00%
3A Reading Grade HS	>=95.00%	>=95.00%	>=95.00%
3A Math Grade 04	>=95.00%	>=95.00%	>=95.00%
3A Math Grade 08	>=95.00%	>=95.00%	>=95.00%
3A Math Grade HS	>=95.00%	>=95.00%	>=95.00%
3B Reading Grade 04	>=14.00%	>=20.00%	>=25.00%
3B Reading Grade 08	>=12.00%	>=18.00%	>=25.00%
3B Reading Grade HS	>=12.00%	>=18.00%	>=25.00%
3B Math Grade 04	>=19.00%	>=23.00%	>=25.00%
3B Math Grade 08	>=20.00%	>=23.00%	>=25.00%
3B Math Grade HS	>=17.00%	>=23.00%	>=25.00%
3C Reading Grade 04	>=91.00%	>=92.00%	>=92.00%
3C Reading Grade 08	>=93.00%	>=93.00%	>=94.00%
3C Reading Grade HS	>=94.00%	>=94.00%	>=95.00%
3C Math Grade 04	>=94.00%	>=94.00%	>=95.00%
3C Math Grade 08	>=95.00%	>=95.00%	>=95.00%
3C Math Grade HS	>=93.00%	>=93.00%	>=94.00%
3D Reading Grade 04	<=23.00%	<=23.00%	<=22.00%
3D Reading Grade 08	<=36.00%	<=35.00%	<=34.00%
3D Reading Grade HS	<=38.00%	<=37.00%	<=35.00%
3D Math Grade 04	<=20.00%	<=20.00%	<=19.00%
3D Math Grade 08	<=32.00%	<=31.00%	<=30.00%
3D Math Grade HS	<=26.00%	<=26.00%	<=25.00%
4A	<=24.00%	<=23.00%	<=22.00%
4B	0.00%	0.00%	0.00%
5A	>=73.00%	>=73.00%	>=74.00%
5B	<=14.00%	<=13.00%	<=12.00%
5C	<=1.00%	<=1.00%	<=1.00%
6A	>=27.00%	>=27.00%	>=28.00%
6B	<=26.00%	<=25.00%	<=24.00%
6C	<=0.85%	<=0.85%	<=0.85%
7A1	>=85.00%	>=86.00%	>=86.00%
7A2	>=63.00%	>=63.00%	>=63.00%
7B1	>=84.00%	>=85.00%	>=85.00%
7B2	>=57.00%	>=57.00%	>=58.00%
7C1	>=85.00%	>=85.00%	>=86.00%

Indicator	FFY 2021 Target	FFY 2022 Target	FFY 2023 Target
7C2	>=72.00%	>=72.00%	>=73.00%
8	>=81.00%	>=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	>=31.00%	>=31.00%	>=32.00%
14B	>=64.00%	>=64.00%	>=65.00%
14C	>=81.00%	>=81.00%	>=82.00%