

Region Summary Tables SPP/APR Indicators 1-14

Region: 01

Total Number of LEAs (2023-24) for All Indicators: 45

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	2,907	2,874	3,113
Graduates with IEPs	1,231	1,405	1,557
% Graduates with IEPs	42.4%	48.9%	50.0%
# of LEAs Meeting Target	25	28	29
% of LEAs Meeting Target	56.8%	63.6%	64.4%
# of LEAs With 'NR'	1	2	3

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Total Number of LEAs (2023-24) for All Indicators: 45

Indicator 2 : Dropout

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	2,907	2,874	3,113
Dropouts with IEPs	518	363	372
% Dropouts with IEPs	17.8%	12.6%	11.9%
# of LEAs Meeting Target	20	27	29
% of LEAs Meeting Target	45.5%	61.4%	64.4%
# of LEAs With 'NR'	1	2	3

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Total Number of LEAs (2023-24) for All Indicators: 45

Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	3,951	---	4,517	---	5,348	---
	Regular assessment without accommodations	154	3.9%	223	4.9%	276	5.2%
	Regular assessment with accommodations	3,084	78.1%	3,515	77.8%	4,332	81.0%
	Alternate assessment against alternate achievement standards	679	17.2%	738	16.3%	703	13.1%
	Participants	3,917	99.1%	4,476	99.1%	5,311	99.3%
	Non-participants	34	0.9%	41	0.9%	37	0.7%
	LEAs Meeting Target	40	97.6%	39	95.1%	39	95.1%
08	# of children with IEPs	3,539	---	4,028	---	4,251	---
	Advanced assessment without accommodations			110	2.7%	177	4.2%
	Regular assessment without accommodations	103	2.9%	71	1.8%	85	2.0%
	Advanced assessment with accommodations			529	13.1%	630	14.8%
	Regular assessment with accommodations	2,856	80.7%	2,675	66.4%	2,823	66.4%
	Alternate assessment against alternate achievement standards	514	14.5%	584	14.5%	478	11.2%
	Participants	3,473	98.1%	3,969	98.5%	4,193	98.6%
	Non-participants	66	1.9%	59	1.5%	58	1.4%
	LEAs Meeting Target	40	95.2%	39	95.1%	40	97.6%
HS	# of children with IEPs	4,821	---	4,687	---	4,734	---
	Advanced assessment without accommodations			156	3.3%	166	3.5%
	Regular assessment without accommodations	249	5.2%	174	3.7%	221	4.7%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	3,829	79.4%	3,673	78.4%	3,729	78.8%
	Alternate assessment against alternate achievement standards	514	10.7%	527	11.2%	482	10.2%
	Participants	4,592	95.3%	4,530	96.7%	4,598	97.1%
	Non-participants	229	4.8%	157	3.4%	136	2.9%
	LEAs Meeting Target	28	66.7%	37	88.1%	37	90.2%

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Total Number of LEAs (2023-24) for All Indicators: 45

Indicator 3A : Reading Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	3,967	---	4,529	---	5,363	---
	Regular assessment without accommodations	159	4.0%	230	5.1%	279	5.2%
	Regular assessment with accommodations	3,080	77.6%	3,504	77.4%	4,333	80.8%
	Alternate assessment against alternate achievement standards	680	17.1%	738	16.3%	702	13.1%
	Participants	3,919	98.8%	4,472	98.7%	5,314	99.1%
	Non-participants	48	1.2%	57	1.3%	49	0.9%
	LEAs Meeting Target	37	90.2%	38	92.7%	39	95.1%
08	# of children with IEPs	3,499	---	3,984	---	4,152	---
	Advanced assessment without accommodations			4	0.1%	5	0.1%
	Regular assessment without accommodations	85	2.4%	133	3.3%	221	5.3%
	Advanced assessment with accommodations			9	0.2%	6	0.1%
	Regular assessment with accommodations	2,816	80.5%	3,187	80.0%	3,369	81.1%
	Alternate assessment against alternate achievement standards	514	14.7%	584	14.7%	479	11.5%
	Participants	3,415	97.6%	3,917	98.3%	4,080	98.3%
	Non-participants	84	2.4%	67	1.7%	72	1.7%
	LEAs Meeting Target	38	90.5%	36	87.8%	39	95.1%
HS	# of children with IEPs	6,413	---	7,121	---	7,470	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	138	2.2%	200	2.8%	290	3.9%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	4,467	69.7%	4,767	66.9%	4,883	65.4%
	Alternate assessment against alternate achievement standards	515	8.0%	532	7.5%	489	6.5%
	Participants	5,120	79.8%	5,499	77.2%	5,662	75.8%
	Non-participants	1,293	20.2%	1,622	22.8%	1,808	24.2%
	LEAs Meeting Target	8	19.1%	6	14.3%	4	9.5%

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Total Number of LEAs (2023-24) for All Indicators: 45

Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	3,238	---	3,738	---	4,608	---
	Proficient or above regular assessment without accommodations	87	20.6%	142	20.6%	162	20.6%
	Proficient or above regular assessment with accommodations	335	79.4%	548	79.4%	624	79.4%
	Total Proficients	422	13.0%	690	18.5%	786	17.1%
	LEAs Meeting Target	7	17.1%	11	28.2%	7	17.1%
08	# of children with IEPs	2,959	---	3,385	---	3,715	---
	Advanced assessment without accommodations			46	8.9%	61	8.7%
	Proficient or above regular assessment without accommodations	51	13.5%	39	7.5%	42	6.0%
	Advanced assessment with accommodations			110	21.2%	104	14.9%
	Proficient or above regular assessment with accommodations	326	86.5%	323	62.4%	492	70.4%
	Total Proficients	377	12.7%	518	15.3%	699	18.8%
	LEAs Meeting Target	7	16.7%	3	7.3%	8	19.5%
HS	# of children with IEPs	4,078	---	4,003	---	4,116	---
	Advanced assessment without accommodations			29	4.9%	26	4.6%
	Proficient or above regular assessment without accommodations	41	7.5%	32	5.4%	30	5.3%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	507	92.5%	527	89.6%	510	90.1%
	Total Proficients	548	13.4%	588	14.7%	566	13.8%
	LEAs Meeting Target	9	21.4%	9	21.4%	2	4.9%

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Total Number of LEAs (2023-24) for All Indicators: 45

Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	3,239	---	3,734	---	4,612	---
	Proficient or above regular assessment without accommodations	107	19.8%	138	29.1%	178	25.0%
	Proficient or above regular assessment with accommodations	434	80.2%	336	70.9%	533	75.0%
	Total Proficients	541	16.7%	474	12.7%	711	15.4%
	LEAs Meeting Target	19	46.3%	5	12.8%	3	7.3%
08	# of children with IEPs	2,901	---	3,333	---	3,601	---
	Advanced assessment without accommodations			4	0.8%	5	0.9%
	Proficient or above regular assessment without accommodations	52	12.3%	82	17.0%	103	19.4%
	Advanced assessment with accommodations			8	1.7%	6	1.1%
	Proficient or above regular assessment with accommodations	370	87.7%	388	80.5%	416	78.5%
	Total Proficients	422	14.6%	482	14.5%	530	14.7%
	LEAs Meeting Target	26	61.9%	10	24.4%	2	4.9%
HS	# of children with IEPs	4,603	---	4,963	---	5,169	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	48	12.9%	69	11.4%	93	13.9%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	323	87.1%	537	88.6%	577	86.1%
	Total Proficients	371	8.1%	606	12.2%	670	13.0%
	LEAs Meeting Target	7	16.7%	10	23.8%	3	7.1%

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Total Number of LEAs (2023-24) for All Indicators: 45

Indicator 3C : Math Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	679	---	738	---	703	---
	Alternate assessment against alternate achievement standards	670	98.7%	725	98.2%	680	96.7%
	LEAs Meeting Target	31	96.9%	32	91.4%	23	71.9%
08	# of children with IEPs	514	---	584	---	478	---
	Alternate assessment against alternate achievement standards	507	98.6%	577	98.8%	474	99.2%
	LEAs Meeting Target	28	87.5%	31	91.2%	30	96.8%
HS	# of children with IEPs	514	---	527	---	482	---
	Alternate assessment against alternate achievement standards	504	98.1%	518	98.3%	476	98.8%
	LEAs Meeting Target	30	90.9%	31	93.9%	31	96.9%

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Total Number of LEAs (2023-24) for All Indicators: 45

Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	680	---	738	---	702	---
	Alternate assessment against alternate achievement standards	649	95.4%	710	96.2%	669	95.3%
	LEAs Meeting Target	30	93.8%	27	77.1%	23	71.9%
08	# of children with IEPs	514	---	584	---	479	---
	Alternate assessment against alternate achievement standards	499	97.1%	573	98.1%	461	96.2%
	LEAs Meeting Target	26	81.3%	31	91.2%	23	74.2%
HS	# of children with IEPs	515	---	532	---	489	---
	Alternate assessment against alternate achievement standards	507	98.5%	524	98.5%	480	98.2%
	LEAs Meeting Target	31	93.9%	31	93.9%	30	93.8%

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Total Number of LEAs (2023-24) for All Indicators: 45

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

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
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	11,622	40.2%	13,960	47.1%	13,996	46.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	422	13.0%	690	18.5%	786	17.1%
	Proficiency rate gap		27.2%		28.6%		28.9%
	LEAs Meeting Target	12	29.3%	10	24.4%	9	22.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	16,534	48.3%	17,465	50.6%	17,340	50.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	377	12.7%	518	15.3%	699	18.8%
	Proficiency rate gap		35.5%		35.3%		32.1%
	LEAs Meeting Target	25	59.5%	20	47.6%	24	57.1%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	14,581	35.0%	14,366	36.7%	13,575	36.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	548	13.4%	588	14.7%	566	13.8%
	Proficiency rate gap		21.5%		22.0%		23.1%
	LEAs Meeting Target	30	71.4%	32	76.2%	28	66.7%

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Total Number of LEAs (2023-24) for All Indicators: 45

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

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading 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	14,417	49.9%	13,491	45.5%	15,770	51.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	541	16.7%	474	12.7%	711	15.4%
	Proficiency rate gap		33.2%		32.8%		36.4%
	LEAs Meeting Target	10	24.4%	12	29.3%	5	12.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	18,185	56.5%	18,953	57.2%	17,301	53.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	422	14.6%	482	14.5%	530	14.7%
	Proficiency rate gap		41.9%		42.8%		39.2%
	LEAs Meeting Target	12	28.6%	14	33.3%	13	31.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	18,793	40.8%	21,431	45.9%	19,749	45.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	371	8.1%	606	12.2%	670	13.0%
	Proficiency rate gap		32.7%		33.7%		32.8%
	LEAs Meeting Target	31	73.8%	33	78.6%	26	61.9%

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Total Number of LEAs (2023-24) for All Indicators: 45

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	44	44	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 01

Total Number of LEAs (2023-24) 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 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# 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	44	44	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 01

Total Number of LEAs (2023-24) for All Indicators: 45

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	42,335	---	47,068	---	52,388	---
5A: Inside the regular class 80% or more of the day	28,510	67.3%	31,697	67.3%	35,869	68.5%
5B: Inside the regular class less than 40% of the day	7,135	16.9%	8,371	17.8%	9,226	17.6%
5C: In separate school, residential facility or homebound or hospital	750	1.8%	496	1.1%	476	0.9%
LEAs Meeting Target 5A	25	56.8%	27	61.4%	26	57.8%
LEAs Meeting Target 5B	22	50.0%	14	31.8%	17	37.8%
LEAs Meeting Target 5C	14	31.8%	25	56.8%	28	62.2%

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Total Number of LEAs (2023-24) for All Indicators: 45

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	1,571	---	2,045	---	2,690	---
6A: Attending REC & receiving majority of SPED and related services in a REC	374	23.8%	505	24.7%	658	24.5%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	329	20.9%	477	23.3%	561	20.9%
6C: Receiving special education and related services in the home	41	2.6%	27	1.3%	24	0.9%
LEAs Meeting Target 6A	23	52.3%	24	54.6%	28	62.2%
LEAs Meeting Target 6B	31	70.5%	32	72.7%	31	68.9%
LEAs Meeting Target 6C	27	61.4%	30	68.2%	36	80.0%

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Total Number of LEAs (2023-24) for All Indicators: 45

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	13	0.8%	---	14	0.9%	---	19	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	318	20.4%	---	347	22.1%	---	484	21.9%	---
Improved functioning to reach a level nearer to same-aged peers	487	31.3%	---	546	34.7%	---	729	33.0%	---
Improved functioning to reach a level comparable to same-aged peers	547	35.2%	---	485	30.9%	---	693	31.4%	---
Maintained functioning at a level comparable to same-aged peers	191	12.3%	---	180	11.5%	---	285	12.9%	---
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	---	75.8%	NO	---	74.1%	NO	---	73.9%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	47.4%	NO	---	42.3%	NO	---	44.3%	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	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	11	0.7%	---	10	0.6%	---	22	1.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	349	22.4%	---	379	24.1%	---	514	23.2%	---
Improved functioning to reach a level nearer to same-aged peers	538	34.6%	---	567	36.1%	---	777	35.1%	---
Improved functioning to reach a level comparable to same-aged peers	509	32.7%	---	492	31.3%	---	710	32.1%	---
Maintained functioning at a level comparable to same-aged peers	149	9.6%	---	124	7.9%	---	188	8.5%	---
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	---	74.4%	NO	---	73.1%	NO	---	73.5%	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	---	42.3%	NO	---	39.2%	NO	---	40.6%	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	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	12	0.8%	---	12	0.8%	---	17	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	281	18.1%	---	313	19.9%	---	446	20.2%	---
Improved functioning to reach a level nearer to same-aged peers	364	23.4%	---	417	26.5%	---	563	25.5%	---
Improved functioning to reach a level comparable to same-aged peers	575	37.0%	---	533	33.9%	---	753	34.1%	---
Maintained functioning at a level comparable to same-aged peers	324	20.8%	---	297	18.9%	---	431	19.5%	---
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	---	76.2%	NO	---	74.5%	NO	---	74.0%	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	---	57.8%	NO	---	52.8%	NO	---	53.6%	NO

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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	77.7%	NO	75.8%	NO	76.2%	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 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# 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	44	44	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 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with disproportionate representation	1	1	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	44	44	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 01

Total Number of LEAs (2023-24) for All Indicators: 45

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	6,954	10,542	11,187
# of children whose evaluations completed within State established timeline	6,898	10,435	11,120
% of children whose evaluations completed within State established timeline	99.2%	99.0%	99.4%
# of LEAs Meeting Target	34	39	30
% of LEAs Meeting Target	77.3%	88.6%	66.7%

Region: 01

Total Number of LEAs (2023-24) for All Indicators: 45

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	618	796	856
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	106	154	180
# found eligible & IEP developed & implemented by third birthday	452	622	657
# whose parent refusal caused delay in evaluation or initial services	27	6	3
# serviced in Part C less than 90 days before third birthday	33	13	12
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	99.8%	99.4%
# of LEAs Meeting Target	44	43	42
% of LEAs Meeting Target	100.0%	97.7%	93.3%

Region: 01

Total Number of LEAs (2023-24) for All Indicators: 45

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	1,961	2,111	2,281
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,961	2,104	2,281
% 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	44	43	45
% of LEAs Meeting Target	100.0%	97.7%	100.0%

Region: 01

Total Number of LEAs (2023-24) 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	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	141	25.1%	NO	149	27.0%	NO	189	29.3%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	246	43.8%	NO	269	48.8%	NO	306	47.4%	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	307	54.6%	NO	339	61.5%	NO	368	57.0%	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%