Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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	731	681	752
Graduates with IEPs	302	304	326
% Graduates with IEPs	41.3%	44.6%	43.4%
# of LEAs Meeting Target	28	31	33
% of LEAs Meeting Target	62.2%	68.9%	73.3%
# of LEAs With 'NR'	10	11	10

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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	731	681	752
Dropouts with IEPs	121	115	100
% Dropouts with IEPs	16.6%	16.9%	13.3%
# of LEAs Meeting Target	30	31	33
% of LEAs Meeting Target	66.7%	68.9%	73.3%
# of LEAs With 'NR'	10	11	10

Region Summary Tables SPP/APR Indicators 1-14
Region: 02
Total Number of LEAs (2023-24) for All Indicators: 45
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	934	- - -	1,171	- - -	1,578	- - -
	Regular assessment without accommodations	97	10.4%	153	13.1%	148	9.4%
	Regular assessment with accommodations	715	76.6%	877	74.9%	1,289	81.7%
	Alternate assessment against alternate achievement standards	117	12.5%	138	11.8%	132	8.4%
	Participants	929	99.5%	1,168	99.7%	1,569	99.4%
	Non-participants	5	0.5%	3	0.3%	9	0.6%
	LEAs Meeting Target	41	97.6%	45	100.0%	43	100.0%
08	# of children with IEPs	881	- - -	898	- - -	931	- - -
	Advanced assessment without accommodations			13	1.5%	11	1.2%
	Regular assessment without accommodations	68	7.7%	81	9.0%	72	7.7%
	Advanced assessment with accommodations			16	1.8%	6	0.6%
	Regular assessment with accommodations	680	77.2%	650	72.4%	746	80.1%
	Alternate assessment against alternate achievement standards	121	13.7%	116	12.9%	83	8.9%
	Participants	869	98.6%	876	97.6%	918	98.6%
	Non-participants	12	1.4%	22	2.5%	13	1.4%
	LEAs Meeting Target	40	100.0%	37	90.2%	39	97.5%
HS	# of children with IEPs	1,087	- - -	1,225	- - -	1,268	- - -
	Advanced assessment without accommodations			9	0.7%	7	0.6%
	Regular assessment without accommodations	69	6.4%	97	7.9%	109	8.6%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	871	80.1%	962	78.5%	1,014	80.0%
	Alternate assessment against alternate achievement standards	117	10.8%	118	9.6%	93	7.3%
	Participants	1,057	97.2%	1,186	96.8%	1,223	96.5%
	Non-participants	30	2.8%	39	3.2%	45	3.5%
	LEAs Meeting Target	30	85.7%	32	88.9%	32	88.9%

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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

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	934	- - -	1,176	- - -	1,585	- - -
	Regular assessment without accommodations	98	10.5%	155	13.2%	155	9.8%
	Regular assessment with accommodations	711	76.1%	875	74.4%	1,290	81.4%
	Alternate assessment against alternate achievement standards	117	12.5%	138	11.7%	132	8.3%
	Participants	926	99.1%	1,168	99.3%	1,577	99.5%
	Non-participants	8	0.9%	8	0.7%	8	0.5%
	LEAs Meeting Target	41	97.6%	45	100.0%	43	100.0%
08	# of children with IEPs	879	- - -	884	- - -	920	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	63	7.2%	78	8.8%	71	7.7%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	684	77.8%	674	76.2%	751	81.6%
	Alternate assessment against alternate achievement standards	121	13.8%	116	13.1%	83	9.0%
	Participants	868	98.8%	868	98.2%	905	98.4%
	Non-participants	11	1.3%	16	1.8%	15	1.6%
	LEAs Meeting Target	39	97.5%	39	95.1%	37	92.5%
HS	# of children with IEPs	1,290	- - -	1,466	- - -	1,404	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	58	4.5%	102	7.0%	104	7.4%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	1,051	81.5%	1,184	80.8%	1,136	80.9%
	Alternate assessment against alternate achievement standards	118	9.2%	119	8.1%	92	6.6%
	Participants	1,227	95.1%	1,405	95.8%	1,332	94.9%
	Non-participants	63	4.9%	61	4.2%	72	5.1%
	LEAs Meeting Target	23	65.7%	28	77.8%	24	66.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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

Indicator 3B : Math Proficiency - Regular

Grade	Math Proficiency - Regular	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
		#	%	#	%	#	%
04	# of children with IEPs	812	- - -	1,030	- - -	1,437	- - -
	Proficient or above regular assessment without accommodations	52	48.2%	109	47.4%	97	37.3%
	Proficient or above regular assessment with accommodations	56	51.9%	121	52.6%	163	62.7%
	Total Proficients	108	13.3%	230	22.3%	260	18.1%
	LEAs Meeting Target	13	31.0%	21	46.7%	12	27.9%
08	# of children with IEPs	748	- - -	760	- - -	835	- - -
	Advanced assessment without accommodations			10	9.6%	9	7.3%
	Proficient or above regular assessment without accommodations	25	34.3%	33	31.7%	35	28.5%
	Advanced assessment with accommodations			6	5.8%	5	4.1%
	Proficient or above regular assessment with accommodations	48	65.8%	55	52.9%	74	60.2%
	Total Proficients	73	9.8%	104	13.7%	123	14.7%
	LEAs Meeting Target	8	20.5%	10	24.4%	9	22.5%
HS	# of children with IEPs	940	- - -	1,068	- - -	1,130	- - -
	Advanced assessment without accommodations			5	4.7%	4	4.1%
	Proficient or above regular assessment without accommodations	24	25.0%	20	18.9%	24	24.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	72	75.0%	81	76.4%	70	71.4%
	Total Proficients	96	10.2%	106	9.9%	98	8.7%
	LEAs Meeting Target	10	28.6%	9	25.0%	6	16.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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

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	809	- - -	1,030	- - -	1,445	- - -
	Proficient or above regular assessment without accommodations	61	42.4%	93	58.1%	95	46.8%
	Proficient or above regular assessment with accommodations	83	57.6%	67	41.9%	108	53.2%
	Total Proficients	144	17.8%	160	15.5%	203	14.0%
	LEAs Meeting Target	28	66.7%	20	44.4%	5	11.6%
08	# of children with IEPs	747	- - -	752	- - -	822	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	32	32.3%	45	40.2%	41	34.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	67	67.7%	67	59.8%	78	65.5%
	Total Proficients	99	13.3%	112	14.9%	119	14.5%
	LEAs Meeting Target	24	61.5%	16	39.0%	10	25.0%
HS	# of children with IEPs	1,109	- - -	1,286	- - -	1,239	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	19	24.1%	39	28.7%	44	29.9%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	60	76.0%	97	71.3%	103	70.1%
	Total Proficients	79	7.1%	136	10.6%	147	11.9%
	LEAs Meeting Target	13	37.1%	12	33.3%	8	22.2%

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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

Indicator 3C : Math Proficiency - Alternate

Grade	Math Proficiency - Alternate	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %	FFY23 2023-24 #	FFY23 2023-24 %
04	# of children with IEPs	117	- - -	138	- - -	132	- - -
04	Alternate assessment against alternate achievement standards	113	96.6%	128	92.8%	125	94.7%
04	LEAs Meeting Target	25	96.2%	20	76.9%	23	85.2%
08	# of children with IEPs	121	- - -	116	- - -	83	- - -
08	Alternate assessment against alternate achievement standards	116	95.9%	112	96.6%	82	98.8%
08	LEAs Meeting Target	23	85.2%	22	88.0%	21	100.0%
HS	# of children with IEPs	117	- - -	118	- - -	93	- - -
HS	Alternate assessment against alternate achievement standards	109	93.2%	111	94.1%	87	93.5%
HS	LEAs Meeting Target	19	82.6%	25	89.3%	21	84.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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

Indicator 3C : Reading Proficiency - Alternate

Grade	Reading Proficiency - Alternate	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %	FFY23 2023-24 #	FFY23 2023-24 %
04	# of children with IEPs	117	- - -	138	- - -	132	- - -
04	Alternate assessment against alternate achievement standards	110	94.0%	124	89.9%	122	92.4%
04	LEAs Meeting Target	23	88.5%	20	76.9%	22	81.5%
08	# of children with IEPs	121	- - -	116	- - -	83	- - -
08	Alternate assessment against alternate achievement standards	111	91.7%	105	90.5%	81	97.6%
08	LEAs Meeting Target	20	74.1%	17	68.0%	20	95.2%
HS	# of children with IEPs	118	- - -	119	- - -	92	- - -
HS	Alternate assessment against alternate achievement standards	104	88.1%	111	93.3%	84	91.3%
HS	LEAs Meeting Target	17	73.9%	22	78.6%	18	72.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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

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	2,738	41.5%	3,103	46.4%	3,031	44.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	108	13.3%	230	22.3%	260	18.1%
	Proficiency rate gap		28.2%		24.0%		26.1%
	LEAs Meeting Target	16	36.4%	22	48.9%	14	31.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,137	41.2%	3,694	46.6%	3,329	44.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	73	9.8%	104	13.7%	123	14.7%
	Proficiency rate gap		31.4%		32.9%		29.5%
	LEAs Meeting Target	22	53.7%	14	34.2%	21	51.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,926	34.5%	2,744	30.4%	2,720	30.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	96	10.2%	106	9.9%	98	8.7%
	Proficiency rate gap		24.3%		20.5%		21.6%
	LEAs Meeting Target	18	51.4%	24	66.7%	20	55.6%

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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

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	3,392	51.5%	2,983	44.5%	3,256	47.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	144	17.8%	160	15.5%	203	14.0%
	Proficiency rate gap		33.7%		28.9%		33.0%
	LEAs Meeting Target	16	36.4%	17	37.8%	10	22.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,974	53.9%	4,047	56.6%	3,623	53.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	99	13.3%	112	14.9%	119	14.5%
	Proficiency rate gap		40.7%		41.7%		38.9%
	LEAs Meeting Target	17	41.5%	11	26.8%	17	41.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,108	40.2%	5,114	47.8%	4,880	50.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	79	7.1%	136	10.6%	147	11.9%
	Proficiency rate gap		33.1%		37.3%		38.6%
	LEAs Meeting Target	19	54.3%	19	52.8%	12	33.3%

Region: 02

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

Region: 02

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

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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	10,686	- - -	12,011	- - -	13,391	- - -
5A: Inside the regular class 80% or more of the day	8,161	76.4%	9,279	77.3%	10,542	78.7%
5B: Inside the regular class less than 40% of the day	1,507	14.1%	1,660	13.8%	1,716	12.8%
5C: In separate school, residential facility or homebound or hospital	105	1.0%	80	0.7%	73	0.6%
LEAs Meeting Target 5A	33	73.3%	33	73.3%	34	75.6%
LEAs Meeting Target 5B	35	77.8%	28	62.2%	28	62.2%
LEAs Meeting Target 5C	34	75.6%	40	88.9%	42	93.3%

Region: 02

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	510	- - -	664	- - -	743	- - -
6A: Attending REC & receiving majority of SPED and related services in a REC	74	14.5%	129	19.4%	173	23.3%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	95	18.6%	163	24.6%	187	25.2%
6C: Receiving special education and related services in the home	3	0.6%	0	0.0%	1	0.1%
LEAs Meeting Target 6A	30	66.7%	24	53.3%	27	60.0%
LEAs Meeting Target 6B	36	80.0%	33	73.3%	31	68.9%
LEAs Meeting Target 6C	43	95.6%	45	100.0%	44	97.8%

Region: 02

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	2	0.5%	- - -	7	1.6%	- - -		0.2%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	75	17.8%	- - -	63	14.1%	- - -	74	14.9%	- - -
Improved functioning to reach a level nearer to same-aged peers	115	27.3%	- - -	137	30.7%	- - -	152	30.5%	- - -
Improved functioning to reach a level comparable to same-aged peers	139	32.9%	- - -	150	33.6%	- - -	169	33.9%	- - -
Maintained functioning at a level comparable to same-aged peers	91	21.6%	- - -	90	20.1%	- - -	102	20.5%	- - -
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	- - -	76.7%	NO	- - -	80.4%	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	- - -	54.5%	NO	- - -	53.7%	NO	- - -	54.4%	NO

Region: 02

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

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	4	1.0%	- - -	9	2.0%	- - -	7	1.4%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	82	19.4%	- - -	66	14.8%	- - -	96	19.3%	- - -
Improved functioning to reach a level nearer to same-aged peers	131	31.0%	- - -	163	36.5%	- - -	161	32.3%	- - -
Improved functioning to reach a level comparable to same-aged peers	158	37.4%	- - -	167	37.4%	- - -	177	35.5%	- - -
Maintained functioning at a level comparable to same-aged peers	47	11.1%	- - -	42	9.4%	- - -	57	11.4%	- - -
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	- - -	77.1%	NO	- - -	81.5%	NO	- - -	76.6%	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	- - -	48.6%	NO	- - -	46.8%	NO	- - -	47.0%	NO

Region: 02

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

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	5	1.2%	- - -	9	2.0%	- - -	2	0.4%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	66	15.6%	- - -	59	13.2%	- - -	63	12.7%	- - -
Improved functioning to reach a level nearer to same-aged peers	108	25.6%	- - -	97	21.7%	- - -	108	21.7%	- - -
Improved functioning to reach a level comparable to same-aged peers	141	33.4%	- - -	151	33.8%	- - -	159	31.9%	- - -
Maintained functioning at a level comparable to same-aged peers	102	24.2%	- - -	131	29.3%	- - -	166	33.3%	- - -
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	- - -	77.8%	NO	- - -	78.5%	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	- - -	57.6%	NO	- - -	63.1%	NO	- - -	65.3%	NO

Region: 02

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

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	79.6%	NO	67.5%	NO	70.4%	NO

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

Region: 02

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

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	1	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%

Region: 02

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

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	4	2	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	45	45	45
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 02

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	2,308	3,338	2,783
# of children whose evaluations completed within State established timeline	2,305	3,204	2,582
% of children whose evaluations completed within State established timeline	99.9%	96.0%	92.8%
# of LEAs Meeting Target	43	37	38
% of LEAs Meeting Target	95.6%	82.2%	84.4%

Region: 02

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	91	209	239
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	8	21	31
# found eligible & IEP developed & implemented by third birthday	45	159	193
# whose parent refusal caused delay in evaluation or initial services	3	0	0
# serviced in Part C less than 90 days before third birthday	35	22	12
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	95.8%	98.5%
# of LEAs Meeting Target	45	43	43
% of LEAs Meeting Target	100.0%	95.6%	95.6%

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

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	523	480	571
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	503	480	571
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	96.2%	100.0%	100.0%
# of LEAs Meeting Target	43	44	45
% of LEAs Meeting Target	95.6%	97.8%	100.0%

Region: 02

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	37	25.0%	NO	27	20.9%	NO	31	18.9%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	80	54.1%	NO	69	53.5%	NO	77	47.0%	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	95	64.2%	NO	83	64.3%	NO	93	56.7%	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%