

Region Summary Tables SPP/APR Indicators 1-14

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	656	648	663
Graduates with IEPs	313	327	323
% Graduates with IEPs	47.7%	50.5%	48.7%
# of LEAs Meeting Target	41	47	46
% of LEAs Meeting Target	68.3%	77.1%	75.4%
# of LEAs With 'NR'	10	6	10

Region Summary Tables SPP/APR Indicators 1-14

2

Region: 17

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Indicator 2 : Dropout

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	656	648	663
Dropouts with IEPs	71	69	80
% Dropouts with IEPs	10.8%	10.6%	12.1%
# of LEAs Meeting Target	53	54	51
% of LEAs Meeting Target	88.3%	88.5%	83.6%
# of LEAs With 'NR'	10	6	10

Region Summary Tables SPP/APR Indicators 1-14

3

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	889	---	1,109	---	1,297	---
	Regular assessment without accommodations	71	8.0%	88	7.9%	83	6.4%
	Regular assessment with accommodations	700	78.7%	877	79.1%	1,096	84.5%
	Alternate assessment against alternate achievement standards	103	11.6%	127	11.5%	113	8.7%
	Participants	874	98.3%	1,092	98.5%	1,292	99.6%
	Non-participants	15	1.7%	17	1.5%	5	0.4%
	LEAs Meeting Target	47	94.0%	56	98.3%	58	98.3%
08	# of children with IEPs	782	---	867	---	989	---
	Advanced assessment without accommodations			10	1.2%	7	0.7%
	Regular assessment without accommodations	21	2.7%	39	4.5%	40	4.0%
	Advanced assessment with accommodations			11	1.3%	19	1.9%
	Regular assessment with accommodations	650	83.1%	679	78.3%	786	79.5%
	Alternate assessment against alternate achievement standards	104	13.3%	116	13.4%	121	12.2%
	Participants	775	99.1%	855	98.6%	973	98.4%
	Non-participants	7	0.9%	12	1.4%	16	1.6%
	LEAs Meeting Target	53	94.6%	54	94.7%	51	92.7%
HS	# of children with IEPs	948	---	981	---	1,030	---
	Advanced assessment without accommodations			6	0.6%	6	0.6%
	Regular assessment without accommodations	21	2.2%	41	4.2%	58	5.6%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	799	84.3%	791	80.6%	830	80.6%
	Alternate assessment against alternate achievement standards	120	12.7%	111	11.3%	110	10.7%
	Participants	940	99.2%	949	96.7%	1,004	97.5%
	Non-participants	8	0.8%	32	3.3%	26	2.5%
	LEAs Meeting Target	54	96.4%	52	91.2%	50	87.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 17

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Indicator 3A : Reading Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	887	---	1,113	---	1,298	---
	Regular assessment without accommodations	69	7.8%	88	7.9%	85	6.5%
	Regular assessment with accommodations	702	79.1%	885	79.5%	1,092	84.1%
	Alternate assessment against alternate achievement standards	100	11.3%	127	11.4%	113	8.7%
	Participants	871	98.2%	1,100	98.8%	1,290	99.4%
	Non-participants	16	1.8%	13	1.2%	8	0.6%
	LEAs Meeting Target	47	94.0%	56	98.3%	57	96.6%
08	# of children with IEPs	783	---	866	---	981	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	25	3.2%	44	5.1%	41	4.2%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	646	82.5%	689	79.6%	808	82.4%
	Alternate assessment against alternate achievement standards	104	13.3%	116	13.4%	121	12.3%
	Participants	775	99.0%	849	98.0%	970	98.9%
	Non-participants	8	1.0%	17	2.0%	11	1.1%
	LEAs Meeting Target	53	94.6%	53	93.0%	51	92.7%
HS	# of children with IEPs	1,101	---	1,208	---	1,219	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	26	2.4%	50	4.1%	57	4.7%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	903	82.0%	955	79.1%	949	77.9%
	Alternate assessment against alternate achievement standards	119	10.8%	112	9.3%	110	9.0%
	Participants	1,048	95.2%	1,117	92.5%	1,116	91.6%
	Non-participants	53	4.8%	91	7.5%	103	8.4%
	LEAs Meeting Target	39	69.6%	38	66.7%	27	47.4%

Region Summary Tables SPP/APR Indicators 1-14

5

Region: 17

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Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	771	---	965	---	1,179	---
	Proficient or above regular assessment without accommodations	38	41.8%	48	36.4%	47	26.9%
	Proficient or above regular assessment with accommodations	53	58.2%	84	63.6%	128	73.1%
	Total Proficients	91	11.8%	132	13.7%	175	14.8%
	LEAs Meeting Target	12	24.0%	13	22.8%	9	15.3%
08	# of children with IEPs	671	---	739	---	852	---
	Advanced assessment without accommodations			9	10.6%	4	5.0%
	Proficient or above regular assessment without accommodations	9	20.9%	16	18.8%	17	21.3%
	Advanced assessment with accommodations			3	3.5%	6	7.5%
	Proficient or above regular assessment with accommodations	34	79.1%	57	67.1%	53	66.3%
	Total Proficients	43	6.4%	85	11.5%	80	9.4%
	LEAs Meeting Target	7	12.5%	10	17.5%	7	12.7%
HS	# of children with IEPs	820	---	838	---	894	---
	Advanced assessment without accommodations			2	2.2%	2	2.2%
	Proficient or above regular assessment without accommodations	5	6.3%	12	13.2%	15	16.3%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	74	93.7%	77	84.6%	75	81.5%
	Total Proficients	79	9.6%	91	10.9%	92	10.3%
	LEAs Meeting Target	9	16.1%	7	12.3%	9	15.8%

Region Summary Tables SPP/APR Indicators 1-14

Region: 17

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Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	771	---	973	---	1,177	---
	Proficient or above regular assessment without accommodations	52	40.3%	50	42.4%	57	33.1%
	Proficient or above regular assessment with accommodations	77	59.7%	68	57.6%	115	66.9%
	Total Proficients	129	16.7%	118	12.1%	172	14.6%
	LEAs Meeting Target	25	50.0%	13	22.8%	10	16.9%
08	# of children with IEPs	671	---	733	---	849	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	9	13.9%	23	28.4%	25	30.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	56	86.2%	58	71.6%	58	69.9%
	Total Proficients	65	9.7%	81	11.1%	83	9.8%
	LEAs Meeting Target	13	23.2%	16	28.1%	8	14.5%
HS	# of children with IEPs	929	---	1,005	---	1,006	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	9	19.2%	25	22.7%	26	21.3%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	38	80.9%	85	77.3%	96	78.7%
	Total Proficients	47	5.1%	110	11.0%	122	12.1%
	LEAs Meeting Target	12	21.4%	18	31.6%	14	24.6%

Region Summary Tables SPP/APR Indicators 1-14

7

Region: 17

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Indicator 3C : Math Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	103	---	127	---	113	---
	Alternate assessment against alternate achievement standards	99	96.1%	125	98.4%	108	95.6%
	LEAs Meeting Target	18	94.7%	24	96.0%	20	87.0%
08	# of children with IEPs	104	---	116	---	121	---
	Alternate assessment against alternate achievement standards	100	96.2%	113	97.4%	120	99.2%
	LEAs Meeting Target	18	90.0%	19	95.0%	22	95.7%
HS	# of children with IEPs	120	---	111	---	110	---
	Alternate assessment against alternate achievement standards	119	99.2%	106	95.5%	106	96.4%
	LEAs Meeting Target	19	95.0%	21	91.3%	15	83.3%

Region Summary Tables SPP/APR Indicators 1-14

8

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	100	---	127	---	113	---
	Alternate assessment against alternate achievement standards	88	88.0%	120	94.5%	108	95.6%
	LEAs Meeting Target	15	79.0%	20	80.0%	20	87.0%
08	# of children with IEPs	104	---	116	---	121	---
	Alternate assessment against alternate achievement standards	99	95.2%	112	96.6%	119	98.3%
	LEAs Meeting Target	18	90.0%	19	95.0%	22	95.7%
HS	# of children with IEPs	119	---	112	---	110	---
	Alternate assessment against alternate achievement standards	113	95.0%	108	96.4%	104	94.5%
	LEAs Meeting Target	17	85.0%	21	91.3%	14	77.8%

Region Summary Tables SPP/APR Indicators 1-14

9

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	2,349	41.1%	2,596	45.6%	2,433	42.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	91	11.8%	132	13.7%	175	14.8%
	Proficiency rate gap		29.3%		31.9%		27.7%
	LEAs Meeting Target	28	47.5%	18	30.0%	26	43.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,506	39.8%	2,832	44.0%	2,681	42.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	43	6.4%	85	11.5%	80	9.4%
	Proficiency rate gap		33.4%		32.5%		33.4%
	LEAs Meeting Target	33	56.9%	27	45.8%	29	49.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,524	36.8%	2,356	33.9%	2,431	34.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	79	9.6%	91	10.9%	92	10.3%
	Proficiency rate gap		27.2%		23.0%		23.7%
	LEAs Meeting Target	22	37.9%	30	50.9%	34	57.6%

Region Summary Tables SPP/APR Indicators 1-14

10

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	2,999	52.5%	2,526	44.3%	2,686	47.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	129	16.7%	118	12.1%	172	14.6%
	Proficiency rate gap		35.8%		32.2%		32.4%
	LEAs Meeting Target	28	47.5%	25	41.7%	24	40.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,266	52.0%	3,214	51.1%	3,016	49.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	65	9.7%	81	11.1%	83	9.8%
	Proficiency rate gap		42.3%		40.0%		39.8%
	LEAs Meeting Target	23	39.7%	25	42.4%	27	45.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,537	42.4%	4,405	49.6%	4,033	49.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	47	5.1%	110	11.0%	122	12.1%
	Proficiency rate gap		37.4%		38.6%		37.4%
	LEAs Meeting Target	34	58.6%	29	49.2%	27	45.8%

Region: 17

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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	60	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	60	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	9,788	---	10,884	---	12,063	---
5A: Inside the regular class 80% or more of the day	7,110	72.6%	7,992	73.4%	9,020	74.8%
5B: Inside the regular class less than 40% of the day	1,415	14.5%	1,495	13.7%	1,607	13.3%
5C: In separate school, residential facility or homebound or hospital	48	0.5%	45	0.4%	41	0.3%
LEAs Meeting Target 5A	46	76.7%	45	73.8%	42	68.9%
LEAs Meeting Target 5B	48	80.0%	47	77.1%	46	75.4%
LEAs Meeting Target 5C	56	93.3%	57	93.4%	58	95.1%

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	538	---	631	---	681	---
6A: Attending REC & receiving majority of SPED and related services in a REC	83	15.4%	103	16.3%	119	17.5%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	201	37.4%	221	35.0%	231	33.9%
6C: Receiving special education and related services in the home	3	0.6%	2	0.3%	9	1.3%
LEAs Meeting Target 6A	25	41.7%	30	49.2%	26	42.6%
LEAs Meeting Target 6B	47	78.3%	49	80.3%	48	78.7%
LEAs Meeting Target 6C	58	96.7%	59	96.7%	58	95.1%

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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		0.3%	---	3	0.6%	---	2	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	73	18.9%	---	87	17.9%	---	61	12.0%	---
Improved functioning to reach a level nearer to same-aged peers	118	30.5%	---	111	22.8%	---	143	28.0%	---
Improved functioning to reach a level comparable to same-aged peers	105	27.1%	---	160	32.9%	---	213	41.8%	---
Maintained functioning at a level comparable to same-aged peers	90	23.3%	---	126	25.9%	---	91	17.8%	---
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	---	75.1%	NO	---	75.1%	NO	---	85.0%	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	---	50.4%	NO	---	58.7%	NO	---	59.6%	NO

Region: 17

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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	0	0.0%	---	3	0.6%	---	2	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	77	19.9%	---	94	19.3%	---	65	12.7%	---
Improved functioning to reach a level nearer to same-aged peers	124	32.0%	---	110	22.6%	---	154	30.2%	---
Improved functioning to reach a level comparable to same-aged peers	124	32.0%	---	164	33.7%	---	223	43.7%	---
Maintained functioning at a level comparable to same-aged peers	62	16.0%	---	116	23.8%	---	66	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	---	76.3%	NO	---	73.9%	NO	---	84.9%	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	---	48.1%	NO	---	57.5%	YES	---	56.7%	NO

Region: 17

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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		0.3%	---	2	0.4%	---		0.2%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	69	17.8%	---	77	15.8%	---	45	8.8%	---
Improved functioning to reach a level nearer to same-aged peers	75	19.4%	---	65	13.4%	---	110	21.6%	---
Improved functioning to reach a level comparable to same-aged peers	109	28.2%	---	141	29.0%	---	173	33.9%	---
Maintained functioning at a level comparable to same-aged peers	133	34.4%	---	202	41.5%	---	181	35.5%	---
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	---	72.4%	NO	---	72.3%	NO	---	86.0%	YES
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	---	62.5%	NO	---	70.4%	NO	---	69.4%	NO

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	72.1%	NO	70.0%	NO	74.1%	NO

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

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	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	60	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	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	60	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	2,115	2,689	2,732
# of children whose evaluations completed within State established timeline	2,108	2,640	2,731
% of children whose evaluations completed within State established timeline	99.7%	98.2%	100.0%
# of LEAs Meeting Target	55	57	60
% of LEAs Meeting Target	91.7%	93.4%	98.4%

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	193	186	242
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	14	14	21
# found eligible & IEP developed & implemented by third birthday	108	137	208
# whose parent refusal caused delay in evaluation or initial services	0	0	2
# serviced in Part C less than 90 days before third birthday	71	35	11
% 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	60	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	553	589	590
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	553	589	590
% 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	60	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 17

Total Number of LEAs (2023-24) for All Indicators: 61

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	29	19.6%	NO	26	17.2%	NO	45	27.3%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	90	60.8%	NO	84	55.6%	NO	98	59.4%	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	110	74.3%	NO	107	70.9%	NO	117	70.9%	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 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%