

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 03

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	358	375	377
Graduates with IEPs	147	169	162
% Graduates with IEPs	41.1%	45.1%	43.0%
# of LEAs Meeting Target	19	24	18
% of LEAs Meeting Target	50.0%	64.9%	48.6%
# of LEAs With 'NR'	8	7	7

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### Region: 03

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	358	375	377
Dropouts with IEPs	29	33	31
% Dropouts with IEPs	8.1%	8.8%	8.2%
# of LEAs Meeting Target	33	28	30
% of LEAs Meeting Target	86.8%	75.7%	81.1%
# of LEAs With 'NR'	8	7	7

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## Region: 03

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

### Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	508	---	537	---	626	---
	Regular assessment without accommodations	44	8.7%	57	10.6%	58	9.3%
	Regular assessment with accommodations	416	81.9%	428	79.7%	522	83.4%
	Alternate assessment against alternate achievement standards	47	9.3%	51	9.5%	41	6.5%
	Participants	507	99.8%	536	99.8%	621	99.2%
	Non-participants	1	0.2%	1	0.2%	5	0.8%
	LEAs Meeting Target	34	100.0%	33	97.1%	35	100.0%
08	# of children with IEPs	483	---	483	---	501	---
	Advanced assessment without accommodations			1	0.2%	3	0.6%
	Regular assessment without accommodations	19	3.9%	15	3.1%	28	5.6%
	Advanced assessment with accommodations			1	0.2%	1	0.2%
	Regular assessment with accommodations	418	86.5%	405	83.9%	423	84.4%
	Alternate assessment against alternate achievement standards	43	8.9%	52	10.8%	42	8.4%
	Participants	480	99.4%	474	98.1%	497	99.2%
	Non-participants	3	0.6%	9	1.9%	4	0.8%
	LEAs Meeting Target	32	97.0%	33	94.3%	33	100.0%
HS	# of children with IEPs	676	---	650	---	619	---
	Advanced assessment without accommodations			5	0.8%	1	0.2%
	Regular assessment without accommodations	27	4.0%	23	3.5%	46	7.4%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	575	85.1%	570	87.7%	509	82.2%
	Alternate assessment against alternate achievement standards	54	8.0%	41	6.3%	47	7.6%
	Participants	656	97.0%	639	98.3%	603	97.4%
	Non-participants	20	3.0%	11	1.7%	16	2.6%
	LEAs Meeting Target	30	96.8%	29	93.6%	28	90.3%

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## Region: 03

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

### Indicator 3A : Reading Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	508	---	539	---	626	---
	Regular assessment without accommodations	43	8.5%	55	10.2%	62	9.9%
	Regular assessment with accommodations	415	81.7%	429	79.6%	518	82.7%
	Alternate assessment against alternate achievement standards	47	9.3%	51	9.5%	41	6.5%
	Participants	505	99.4%	535	99.3%	621	99.2%
	Non-participants	3	0.6%	4	0.7%	5	0.8%
	LEAs Meeting Target	34	100.0%	32	94.1%	33	94.3%
08	# of children with IEPs	481	---	481	---	482	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	16	3.3%	17	3.5%	20	4.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	417	86.7%	404	84.0%	416	86.3%
	Alternate assessment against alternate achievement standards	43	8.9%	51	10.6%	42	8.7%
	Participants	476	99.0%	472	98.1%	478	99.2%
	Non-participants	5	1.0%	9	1.9%	4	0.8%
	LEAs Meeting Target	31	93.9%	33	94.3%	33	100.0%
HS	# of children with IEPs	800	---	761	---	753	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	25	3.1%	42	5.5%	54	7.2%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	657	82.1%	628	82.5%	583	77.4%
	Alternate assessment against alternate achievement standards	54	6.8%	40	5.3%	48	6.4%
	Participants	736	92.0%	710	93.3%	685	91.0%
	Non-participants	64	8.0%	51	6.7%	68	9.0%
	LEAs Meeting Target	17	54.8%	18	58.1%	12	40.0%

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## Region: 03

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

### Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	460	---	485	---	580	---
	Proficient or above regular assessment without accommodations	25	51.0%	33	43.4%	35	42.2%
	Proficient or above regular assessment with accommodations	24	49.0%	43	56.6%	48	57.8%
	Total Proficients	49	10.7%	76	15.7%	83	14.3%
	LEAs Meeting Target	12	35.3%	12	35.3%	11	33.3%
08	# of children with IEPs	437	---	422	---	455	---
	Advanced assessment without accommodations			1	2.6%	3	5.3%
	Proficient or above regular assessment without accommodations	10	27.8%	4	10.3%	13	22.8%
	Advanced assessment with accommodations			0	0.0%	1	1.8%
	Proficient or above regular assessment with accommodations	26	72.2%	34	87.2%	40	70.2%
	Total Proficients	36	8.2%	39	9.2%	57	12.5%
	LEAs Meeting Target	6	18.8%	4	11.4%	7	21.2%
HS	# of children with IEPs	602	---	598	---	556	---
	Advanced assessment without accommodations			1	2.4%	0	0.0%
	Proficient or above regular assessment without accommodations	4	14.8%	7	16.7%	3	12.0%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	23	85.2%	34	81.0%	22	88.0%
	Total Proficients	27	4.5%	42	7.0%	25	4.5%
	LEAs Meeting Target	1	3.2%	5	16.7%	1	3.2%

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

### Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	458	---	484	---	580	---
	Proficient or above regular assessment without accommodations	28	36.8%	34	54.8%	38	55.1%
	Proficient or above regular assessment with accommodations	48	63.2%	28	45.2%	31	44.9%
	Total Proficients	76	16.6%	62	12.8%	69	11.9%
	LEAs Meeting Target	18	52.9%	9	26.5%	8	25.0%
08	# of children with IEPs	433	---	421	---	436	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	8	19.5%	4	15.4%	10	25.6%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	33	80.5%	22	84.6%	29	74.4%
	Total Proficients	41	9.5%	26	6.2%	39	8.9%
	LEAs Meeting Target	12	37.5%	3	8.6%	6	18.2%
HS	# of children with IEPs	682	---	670	---	636	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	7	23.3%	11	18.6%	9	20.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	23	76.7%	48	81.4%	35	79.5%
	Total Proficients	30	4.4%	59	8.8%	44	6.9%
	LEAs Meeting Target	2	6.5%	10	33.3%	1	3.3%

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## Region: 03

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

### Indicator 3C : Math Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	47	---	51	---	41	---
	Alternate assessment against alternate achievement standards	47	100.0%	46	90.2%	35	85.4%
	LEAs Meeting Target	20	100.0%	16	80.0%	14	73.7%
08	# of children with IEPs	43	---	52	---	42	---
	Alternate assessment against alternate achievement standards	39	90.7%	49	94.2%	42	100.0%
	LEAs Meeting Target	15	83.3%	14	82.4%	18	100.0%
HS	# of children with IEPs	54	---	41	---	47	---
	Alternate assessment against alternate achievement standards	53	98.2%	40	97.6%	46	97.9%
	LEAs Meeting Target	18	100.0%	17	94.4%	18	94.7%

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## Region: 03

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

### Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	47	---	51	---	41	---
	Alternate assessment against alternate achievement standards	37	78.7%	43	84.3%	35	85.4%
	LEAs Meeting Target	10	50.0%	15	75.0%	13	68.4%
08	# of children with IEPs	43	---	51	---	42	---
	Alternate assessment against alternate achievement standards	38	88.4%	49	96.1%	40	95.2%
	LEAs Meeting Target	13	72.2%	16	94.1%	16	88.9%
HS	# of children with IEPs	54	---	40	---	48	---
	Alternate assessment against alternate achievement standards	50	92.6%	39	97.5%	48	100.0%
	LEAs Meeting Target	15	83.3%	17	94.4%	20	100.0%



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

### 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	1,473	42.9%	1,620	48.1%	1,441	43.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	49	10.7%	76	15.7%	83	14.3%
	Proficiency rate gap		32.3%		32.5%		28.8%
	LEAs Meeting Target	14	36.8%	12	32.4%	12	32.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,836	43.7%	1,892	49.3%	1,796	46.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	36	8.2%	39	9.2%	57	12.5%
	Proficiency rate gap		35.4%		40.1%		33.6%
	LEAs Meeting Target	19	51.4%	5	13.9%	16	44.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,515	33.3%	1,329	29.4%	1,126	27.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	27	4.5%	42	7.0%	25	4.5%
	Proficiency rate gap		28.8%		22.4%		22.5%
	LEAs Meeting Target	12	38.7%	21	65.6%	19	59.4%

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## Region: 03

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

### 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	1,681	49.0%	1,485	44.2%	1,493	44.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	76	16.6%	62	12.8%	69	11.9%
	Proficiency rate gap		32.4%		31.4%		32.7%
	LEAs Meeting Target	18	47.4%	12	32.4%	11	29.7%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,971	50.5%	1,766	50.0%	1,649	47.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	9.5%	26	6.2%	39	8.9%
	Proficiency rate gap		41.0%		43.8%		38.3%
	LEAs Meeting Target	18	48.7%	6	16.7%	16	44.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,134	39.5%	2,497	45.7%	2,206	45.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	30	4.4%	59	8.8%	44	6.9%
	Proficiency rate gap		35.1%		36.9%		38.7%
	LEAs Meeting Target	17	54.8%	15	46.9%	7	21.9%

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

Region: 03

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

Region: 03

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	5,984	---	6,315	---	6,872	---
5A: Inside the regular class 80% or more of the day	4,160	69.5%	4,509	71.4%	5,064	73.7%
5B: Inside the regular class less than 40% of the day	750	12.5%	734	11.6%	775	11.3%
5C: In separate school, residential facility or homebound or hospital	49	0.8%	44	0.7%	45	0.7%
LEAs Meeting Target 5A	23	60.5%	29	78.4%	27	73.0%
LEAs Meeting Target 5B	29	76.3%	30	81.1%	30	81.1%
LEAs Meeting Target 5C	26	68.4%	30	81.1%	29	78.4%

Region: 03

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	370	---	450	---	566	---
6A: Attending REC & receiving majority of SPED and related services in a REC	67	18.1%	57	12.7%	80	14.1%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	109	29.5%	139	30.9%	207	36.6%
6C: Receiving special education and related services in the home	5	1.4%	1	0.2%	5	0.9%
LEAs Meeting Target 6A	13	34.2%	12	32.4%	12	32.4%
LEAs Meeting Target 6B	27	71.1%	21	56.8%	22	59.5%
LEAs Meeting Target 6C	34	89.5%	36	97.3%	34	91.9%

Region: 03

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	0	0.0%	---	2	0.7%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	25	8.9%	---	72	24.2%	---	60	20.8%	---
Improved functioning to reach a level nearer to same-aged peers	89	31.7%	---	77	25.9%	---	91	31.6%	---
Improved functioning to reach a level comparable to same-aged peers	119	42.4%	---	109	36.7%	---	109	37.8%	---
Maintained functioning at a level comparable to same-aged peers	48	17.1%	---	37	12.5%	---	28	9.7%	---
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	---	89.3%	YES	---	71.5%	NO	---	76.9%	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	---	59.4%	NO	---	49.2%	NO	---	47.6%	NO

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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		0.4%	---		0.3%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	23	8.2%	---	72	24.2%	---	55	19.1%	---
Improved functioning to reach a level nearer to same-aged peers	93	33.1%	---	90	30.3%	---	94	32.6%	---
Improved functioning to reach a level comparable to same-aged peers	112	39.9%	---	93	31.3%	---	86	29.9%	---
Maintained functioning at a level comparable to same-aged peers	52	18.5%	---	41	13.8%	---	53	18.4%	---
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	---	89.5%	YES	---	71.5%	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	---	58.4%	YES	---	45.1%	NO	---	48.3%	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		0.4%	---	2	0.7%	---	2	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	19	6.8%	---	67	22.6%	---	42	14.6%	---
Improved functioning to reach a level nearer to same-aged peers	63	22.4%	---	45	15.2%	---	59	20.5%	---
Improved functioning to reach a level comparable to same-aged peers	121	43.1%	---	107	36.0%	---	94	32.6%	---
Maintained functioning at a level comparable to same-aged peers	77	27.4%	---	76	25.6%	---	91	31.6%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	90.2%	YES	---	68.8%	NO	---	77.7%	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	---	70.5%	NO	---	61.6%	NO	---	64.2%	NO

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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	74.1%	NO	73.5%	NO	75.5%	NO

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

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### Indicator 9 : Disproportionate Representation - Racial & Ethnic Groups of Students Receiving in Special Education & Related Services

Disproportionate Representation - Racial & Ethnic Groups of Students Receiving in Special Education & Related Services	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with disproportionate representation	0	1	2
# 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	38	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with disproportionate representation	4	3	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	38	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 03

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	1,356	1,519	1,469
# of children whose evaluations completed within State established timeline	1,356	1,482	1,431
% of children whose evaluations completed within State established timeline	100.0%	97.6%	97.4%
# of LEAs Meeting Target	38	34	32
% of LEAs Meeting Target	100.0%	91.9%	86.5%

Region: 03

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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	214	140	240
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	42	12	36
# found eligible & IEP developed & implemented by third birthday	134	108	194
# whose parent refusal caused delay in evaluation or initial services	2	1	0
# serviced in Part C less than 90 days before third birthday	36	19	5
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	97.5%
# of LEAs Meeting Target	38	37	35
% of LEAs Meeting Target	100.0%	100.0%	94.6%

Region: 03

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	387	400	384
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	387	400	384
% 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	38	37	37
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 03

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	22	25.6%	NO	13	15.7%	NO	18	14.9%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	56	65.1%	YES	47	56.6%	NO	63	52.1%	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	65	75.6%	NO	58	69.9%	NO	81	66.9%	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
<b>7C2</b>	>=72.00%	>=72.00%	>=73.00%
<b>8</b>	>=81.00%	>=81.00%	>=81.00%
<b>9</b>	0.0%	0.0%	0.0%
<b>10</b>	0.0%	0.0%	0.0%
<b>11</b>	100.0%	100.0%	100.0%
<b>12</b>	100.0%	100.0%	100.0%
<b>13</b>	100.0%	100.0%	100.0%
<b>14A</b>	>=31.00%	>=31.00%	>=32.00%
<b>14B</b>	>=64.00%	>=64.00%	>=65.00%
<b>14C</b>	>=81.00%	>=81.00%	>=82.00%