

# State Report Card

## 2004–05

Commonwealth of Pennsylvania

## State Report Card

Report cards are an important source of information about school performance and accountability. They allow schools to compare data in a consistent way and highlight opportunities for improvement.

This report card will show not only the achievement of students overall, but also the progress that disaggregated groups are making in closing achievement gaps. Report card data help Pennsylvania school districts and the Pennsylvania Department of Education focus on specific groups of students who are currently not meeting academic standards.

The report card is designed to ensure that the public is fully informed about school performance, and to promote broader participation and better decision-making by providing a shared source of performance data. This federal initiative is based on the idea that a well-informed public plays an important part in school improvement.

### Note about using Report Card Data

Report cards should be used to share information. Adequate Yearly Progress (AYP) is not measured by the strength of this report card. The data on this report card may not match AYP data published for the state.

### For more information:

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### Inside this report

- 1 Get Attendance and Graduation data**  
Attendance and graduation rates are displayed for the most recent school year available.
- 2 See Teacher Qualifications**  
This section includes both numbers and percentages of teachers in the state who are highly qualified or hold emergency certification.
- 3 Review the Accountability Report**  
This section shows the state's performance compared with the goals set by No Child Left Behind. Student results from the Pennsylvania System of School Assessment (PSSA) are listed by disaggregated group and by Performance Level.
- 4 Review the Assessment Report**  
Here you can compare two years of PSSA academic performance and participation data for the state. These results are displayed by grade, subject, and disaggregated group.

Pennsylvania's accountability system includes school assessment based on attendance and graduation rates. Attendance rates measure the number of days that a student was both enrolled and present in the school. Research shows that a strong relationship exists between regular attendance and academic performance. Graduation rates measure the number of students receiving a regular high school diploma in a given year against the total number of dropouts.

## Did the state meet or exceed the state attendance and graduation targets?

Student Group <sup>1</sup>		Graduation		Attendance
<b>All Students</b>	✓	<b>88%</b>	✓	<b>94%</b>
<b>Gender</b>				
Male	✓	86%	✓	95%
Female	✓	89%	✓	95%
<b>Ethnicity</b>				
White	✓	91%	✓	95%
Black	✗	74%	✓	92%
Latino/Hispanic	✗	68%	✓	93%
Asian	✓	91%	✓	96%
Native American	✗	75%	✓	94%
Multiracial <sup>2</sup>				
<b>Other Groups</b>				
IEP	✓	82%	✓	94%
Limited English Proficient	✗	68%	✓	94%
Migrant	✓	80%	✓	94%
Economically Disadvantaged	✗	78%	✓	93%

### NOTE:

— Indicates fewer than 10 students in a group. To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10.

<sup>1</sup> There can be overlap among the groups since a student may belong to more than one of these groups.

<sup>2</sup> Data for the Multiracial group are unavailable because the information was not collected for 2004–05.

## Professional Qualifications of Teachers

No Child Left Behind requires that all public school teachers in core academic subjects be Highly Qualified. Teachers are generally required to be fully certified and to demonstrate their knowledge.

In Pennsylvania, a Highly Qualified teacher is one who: (1) holds full certification, (2) has at least a bachelor's degree, (3) has completed a content area major, (4) has passed a content area test, and (5) has completed teacher education coursework.

	Number	Percentage
Highly Qualified Teachers <sup>1</sup>	111,370	97%
High Poverty	20,531	92%
Low Poverty	34,236	100%
Teachers with Emergency Certification <sup>2</sup>	2,139	2%
High Poverty	931	4%
Low Poverty	176	1%

Pennsylvania currently reports that 96.99% of its teachers are Highly Qualified, which puts the state well on the way to meeting federal standards. Under No Child Left Behind, every elementary classroom teacher and secondary teacher of core subjects must be Highly Qualified by the end of the 2005–06 school year.

**NOTES:**

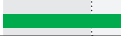
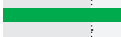



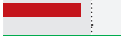


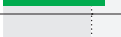




<sup>1</sup> Includes classroom teachers only.

<sup>2</sup> Includes all professionals, not just classroom teachers.

The purpose of this section of the report card is to show how students performed compared with the goals of No Child Left Behind. All tables on this report include students who were enrolled in this school for a full academic year. These numbers may not match the results in the Assessment section of the Report Card.

## State Overall Results in Mathematics

This data table captures performance and participation results of students overall and by disaggregated group who took the PSSA in Grades 5, 8 and 11.

Student Group <sup>1</sup>	Students Assessed		Percentage of students Proficient and above:		Percentage of students in each Performance Level:			
	#	%		State Target: 45%	Below Basic	Basic	Proficient	Advanced
<b>All Students</b>	<b>415,211</b>	<b>99%</b>	<b>61%</b>		<b>20%</b>	<b>19%</b>	<b>27%</b>	<b>34%</b>
Gender								
Male	211,551	98%	61%		21%	18%	27%	35%
Female	202,398	99%	60%		20%	19%	28%	33%
Ethnicity								
White	320,222	99%	67%		15%	18%	29%	38%
Black	60,414	97%	33%		43%	25%	21%	12%
Latino/Hispanic	21,385	98%	39%		36%	24%	23%	17%
Asian	9,348	99%	78%		10%	12%	23%	55%
Native American	483	99%	56%		24%	20%	29%	27%
Multiracial	1,745	97%	51%		28%	20%	26%	26%
Other Groups								
IEP	62,878	97%	23%		54%	23%	15%	8%
Limited English Proficient	6,451	97%	33%		42%	25%	19%	14%
Migrant	1,252	98%	34%		44%	23%	19%	15%
Economically Disadvantaged	129,041	98%	42%		34%	24%	24%	18%

**NOTE:**

Percentages may not total 100 due to rounding.

— Indicates fewer than 10 students in a group. To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10.








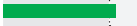

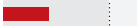
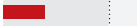
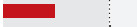

<sup>1</sup> There can be overlap among the groups since a student may belong to more than one of these groups.

# Accountability

The purpose of this section of the report card is to show how students performed compared with the goals of No Child Left Behind. All tables on this report include students who were enrolled in this school for a full academic year. These numbers may not match the results in the Assessment section of the Report Card.

## State Overall Results in Reading

This data table captures performance and participation results of students overall and by disaggregated group who took the PSSA in Grades 5, 8 and 11.

Student Group <sup>1</sup>	Students Assessed		Percentage of students Proficient and above:	Percentage of students in each Performance Level:			
	#	%	State Target: 54%	Below Basic	Basic	Proficient	Advanced
<b>All Students</b>	<b>414,276</b>	<b>98%</b>	<b>64%</b> 	<b>20%</b>	<b>16%</b>	<b>34%</b>	<b>30%</b>
Gender							
Male	210,998	98%	60% 	23%	16%	34%	26%
Female	202,041	99%	68% 	17%	15%	35%	34%
Ethnicity							
White	319,899	99%	71% 	14%	14%	37%	35%
Black	60,142	97%	35% 	43%	22%	26%	9%
Latino/Hispanic	21,143	96%	37% 	42%	21%	26%	11%
Asian	9,292	99%	70% 	17%	13%	32%	38%
Native American	482	99%	57% 	25%	18%	31%	26%
Multiracial	1,734	96%	53% 	28%	18%	32%	21%
Other Groups							
IEP	62,664	96%	23% 	58%	19%	17%	6%
Limited English Proficient	6,386	97%	21% 	60%	19%	17%	5%
Migrant	1,215	95%	26% 	56%	17%	21%	6%
Economically Disadvantaged	128,500	97%	42% 	37%	21%	29%	13%

**NOTE:**










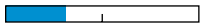

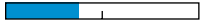






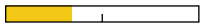
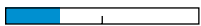
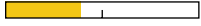
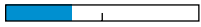
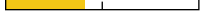
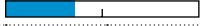

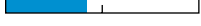
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<sup>1</sup> There can be overlap among the groups since a student may belong to more than one of these groups.

The purpose of this section of the report card is to compare how students have performed on the PSSA over the past two years. This data table captures Pennsylvania's overall performance results and participation rates by disaggregated group and compares it to results in the previous year. The table reflects all students taking the PSSA in Grades 5, 8, or 11 who were in the state for any part of the academic year.

## State Results in Grade 5 Mathematics

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students tested who scored in each Performance Level				Percentage of students tested who scored Proficient and above	
			Below Basic	Basic	Proficient	Advanced	2004-05	2003-04
<b>All Students</b>	<b>2004-05</b>	<b>99%</b>	<b>12%</b>	<b>19%</b>	<b>31%</b>	<b>38%</b>	<b>68%</b>	
	2003-04	100%	20%	18%	25%	36%	61%	
<b>Gender</b>								
Male	<b>2004-05</b>	<b>99%</b>	<b>12%</b>	<b>19%</b>	<b>30%</b>	<b>39%</b>	<b>69%</b>	
	2003-04	99%	20%	17%	25%	38%	63%	
Female	<b>2004-05</b>	<b>100%</b>	<b>12%</b>	<b>20%</b>	<b>31%</b>	<b>37%</b>	<b>68%</b>	
	2003-04	99%	20%	19%	26%	35%	61%	
<b>Ethnicity</b>								
White	<b>2004-05</b>	<b>100%</b>	<b>8%</b>	<b>17%</b>	<b>32%</b>	<b>44%</b>	<b>76%</b>	
	2003-04	99%	13%	17%	27%	43%	70%	
Black	<b>2004-05</b>	<b>99%</b>	<b>28%</b>	<b>29%</b>	<b>27%</b>	<b>16%</b>	<b>43%</b>	
	2003-04	98%	46%	23%	19%	12%	31%	
Latino/Hispanic	<b>2004-05</b>	<b>99%</b>	<b>25%</b>	<b>27%</b>	<b>27%</b>	<b>21%</b>	<b>48%</b>	
	2003-04	98%	39%	23%	21%	17%	38%	
Asian	<b>2004-05</b>	<b>100%</b>	<b>6%</b>	<b>13%</b>	<b>25%</b>	<b>56%</b>	<b>82%</b>	
	2003-04	99%	10%	12%	20%	58%	78%	
Native American	<b>2004-05</b>	<b>100%</b>	<b>10%</b>	<b>25%</b>	<b>37%</b>	<b>28%</b>	<b>65%</b>	
	2003-04	98%	23%	22%	20%	35%	55%	
Multiracial	<b>2004-05</b>	<b>99%</b>	<b>18%</b>	<b>21%</b>	<b>29%</b>	<b>32%</b>	<b>61%</b>	
	2003-04	98%	23%	20%	27%	30%	57%	
<b>Other Groups</b>								
IEP	<b>2004-05</b>	<b>98%</b>	<b>37%</b>	<b>29%</b>	<b>21%</b>	<b>13%</b>	<b>34%</b>	
	2003-04	95%	51%	22%	16%	12%	28%	
Limited English Proficient	<b>2004-05</b>	<b>98%</b>	<b>32%</b>	<b>29%</b>	<b>24%</b>	<b>15%</b>	<b>39%</b>	
	2003-04	99%	47%	19%	18%	16%	34%	
Migrant	<b>2004-05</b>	<b>98%</b>	<b>32%</b>	<b>27%</b>	<b>24%</b>	<b>17%</b>	<b>41%</b>	
	2003-04	99%	44%	21%	20%	16%	36%	
Economically Disadvantaged	<b>2004-05</b>	<b>99%</b>	<b>22%</b>	<b>27%</b>	<b>29%</b>	<b>22%</b>	<b>51%</b>	
	2003-04	100%	36%	23%	23%	19%	42%	

### NOTE:

Percentages may not total 100 due to rounding.









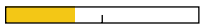
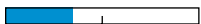
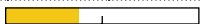
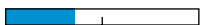







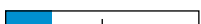
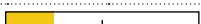
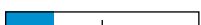
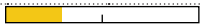
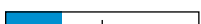

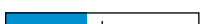
This table reflects all students enrolled for any portion of the academic year, meaning that these numbers may not match the results reported for Accountability purposes.

— Indicates fewer than 10 students in a group. To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10.

<sup>1</sup> There can be overlap among the groups since a student may belong to more than one of these groups.

# Assessment

## State Results in Grade 5 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students tested who scored in each Performance Level				Percentage of students tested who scored Proficient and above	
			Below Basic	Basic	Proficient	Advanced	2004-05	2003-04
								State Results
<b>All Students<sup>1</sup></b>	2004-05	99%	19%	17%	41%	23%	64%	
	2003-04	99%	18%	19%	29%	34%	63%	
<b>Gender</b>								
Male	2004-05	99%	22%	17%	41%	20%	61%	
	2003-04	99%	21%	20%	29%	30%	59%	
Female	2004-05	99%	16%	17%	42%	26%	67%	
	2003-04	99%	15%	18%	29%	38%	67%	
<b>Ethnicity</b>								
White	2004-05	99%	13%	15%	45%	27%	72%	
	2003-04	99%	12%	17%	31%	40%	71%	
Black	2004-05	99%	41%	23%	29%	7%	36%	
	2003-04	98%	39%	26%	22%	13%	35%	
Latino/Hispanic	2004-05	97%	40%	22%	29%	8%	38%	
	2003-04	98%	40%	24%	22%	14%	36%	
Asian	2004-05	99%	13%	15%	39%	33%	73%	
	2003-04	99%	13%	15%	25%	47%	72%	
Native American	2004-05	100%	22%	19%	36%	23%	59%	
	2003-04	98%	19%	24%	29%	28%	57%	
Multiracial	2004-05	98%	23%	19%	38%	21%	58%	
	2003-04	98%	19%	22%	30%	30%	60%	
<b>Other Groups</b>								
IEP	2004-05	98%	51%	21%	21%	7%	27%	
	2003-04	95%	52%	23%	15%	9%	24%	
Limited English Proficient	2004-05	97%	53%	22%	20%	4%	25%	
	2003-04	95%	53%	22%	16%	9%	25%	
Migrant	2004-05	93%	50%	20%	24%	5%	29%	
	2003-04	98%	49%	22%	17%	12%	29%	
Economically Disadvantaged	2004-05	99%	34%	22%	33%	10%	43%	
	2003-04	73%	33%	24%	25%	17%	42%	

**NOTE:**

Percentages may not total 100 due to rounding.









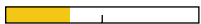
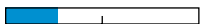
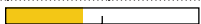
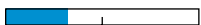







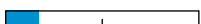
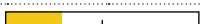
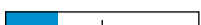
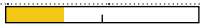
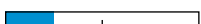

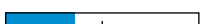
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<sup>1</sup> There can be overlap among the groups since a student may belong to more than one of these groups.

# Assessment

## State Results in Grade 8 Mathematics

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students tested who scored in each Performance Level				Percentage of students tested who scored Proficient and above	
			Below Basic	Basic	Proficient	Advanced	2004-05	2003-04
<b>All Students<sup>1</sup></b>	2004-05	99%	19%	18%	26%	36%	62%	
	2003-04	100%	22%	20%	34%	24%	58%	
<b>Gender</b>								
Male	2004-05	99%	20%	18%	26%	37%	63%	
	2003-04	98%	23%	19%	34%	24%	58%	
Female	2004-05	99%	19%	19%	27%	35%	62%	
	2003-04	98%	21%	21%	35%	23%	58%	
<b>Ethnicity</b>								
White	2004-05	99%	13%	17%	28%	42%	70%	
	2003-04	99%	16%	19%	37%	28%	65%	
Black	2004-05	97%	43%	24%	20%	12%	33%	
	2003-04	96%	47%	26%	22%	5%	27%	
Latino/Hispanic	2004-05	98%	37%	23%	23%	17%	40%	
	2003-04	96%	43%	25%	24%	8%	32%	
Asian	2004-05	100%	9%	12%	21%	58%	79%	
	2003-04	99%	10%	13%	31%	46%	77%	
Native American	2004-05	98%	27%	20%	26%	27%	53%	
	2003-04	93%	25%	25%	30%	20%	50%	
Multiracial	2004-05	96%	32%	20%	24%	24%	48%	
	2003-04	98%	29%	24%	29%	18%	47%	
<b>Other Groups</b>								
IEP	2004-05	97%	56%	22%	14%	7%	21%	
	2003-04	93%	62%	21%	13%	4%	17%	
Limited English Proficient	2004-05	98%	48%	23%	16%	13%	29%	
	2003-04	98%	52%	21%	18%	9%	27%	
Migrant	2004-05	98%	51%	20%	16%	14%	30%	
	2003-04	97%	52%	24%	17%	8%	25%	
Economically Disadvantaged	2004-05	98%	35%	23%	24%	18%	42%	
	2003-04	100%	39%	25%	27%	9%	36%	

**NOTE:**

Percentages may not total 100 due to rounding.

This table reflects all students enrolled for any portion of the academic year, meaning that these numbers may not match the results reported for Accountability purposes.









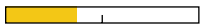
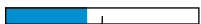
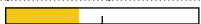
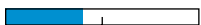







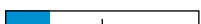
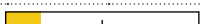
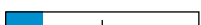
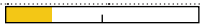
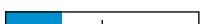


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# Assessment

## State Results in Grade 8 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students tested who scored in each Performance Level				Percentage of students tested who scored Proficient and above	
			Below Basic	Basic	Proficient	Advanced	2004-05	2003-04
								State Results
<b>All Students<sup>1</sup></b>	2004-05	99%	20%	17%	31%	33%	64%	
	2003-04	98%	16%	16%	36%	33%	69%	
<b>Gender</b>								
Male	2004-05	98%	24%	18%	30%	28%	58%	
	2003-04	98%	19%	16%	35%	29%	64%	
Female	2004-05	99%	15%	15%	31%	38%	69%	
	2003-04	99%	12%	14%	37%	36%	73%	
<b>Ethnicity</b>								
White	2004-05	99%	14%	15%	32%	39%	71%	
	2003-04	99%	11%	13%	38%	38%	76%	
Black	2004-05	97%	40%	23%	25%	12%	37%	
	2003-04	96%	34%	24%	31%	11%	42%	
Latino/Hispanic	2004-05	96%	40%	22%	25%	13%	38%	
	2003-04	97%	38%	22%	29%	11%	40%	
Asian	2004-05	98%	15%	13%	30%	42%	72%	
	2003-04	99%	13%	13%	30%	43%	73%	
Native American	2004-05	98%	28%	19%	29%	23%	53%	
	2003-04	93%	16%	25%	32%	27%	59%	
Multiracial	2004-05	95%	31%	19%	29%	21%	49%	
	2003-04	98%	18%	17%	37%	28%	65%	
<b>Other Groups</b>								
IEP	2004-05	96%	60%	20%	15%	6%	20%	
	2003-04	94%	54%	23%	18%	5%	23%	
Limited English Proficient	2004-05	97%	63%	19%	14%	4%	18%	
	2003-04	95%	61%	20%	15%	4%	19%	
Migrant	2004-05	93%	59%	17%	18%	6%	24%	
	2003-04	96%	55%	16%	22%	7%	29%	
Economically Disadvantaged	2004-05	97%	35%	22%	27%	16%	43%	
	2003-04	63%	30%	22%	33%	14%	47%	

**NOTE:**

Percentages may not total 100 due to rounding.









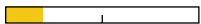
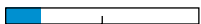
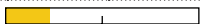
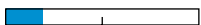





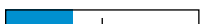

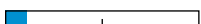
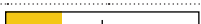
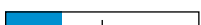
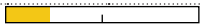
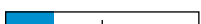

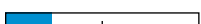
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# Assessment

## State Results in Grade 11 Mathematics

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students tested who scored in each Performance Level				Percentage of students tested who scored Proficient and above	
			Below Basic	Basic	Proficient	Advanced	2004-05	2003-04
<b>All Students<sup>1</sup></b>	<b>2004-05</b>	<b>97%</b>	<b>30%</b>	<b>19%</b>	<b>24%</b>	<b>26%</b>	<b>51%</b>	
	2003-04	100%	31%	20%	24%	25%	49%	
<b>Gender</b>								
Male	<b>2004-05</b>	<b>97%</b>	<b>31%</b>	<b>18%</b>	<b>23%</b>	<b>28%</b>	<b>51%</b>	
	2003-04	97%	31%	19%	24%	26%	50%	
Female	<b>2004-05</b>	<b>98%</b>	<b>30%</b>	<b>20%</b>	<b>26%</b>	<b>25%</b>	<b>50%</b>	
	2003-04	97%	31%	21%	25%	23%	48%	
<b>Ethnicity</b>								
White	<b>2004-05</b>	<b>98%</b>	<b>25%</b>	<b>19%</b>	<b>27%</b>	<b>29%</b>	<b>56%</b>	
	2003-04	98%	25%	20%	27%	28%	55%	
Black	<b>2004-05</b>	<b>94%</b>	<b>61%</b>	<b>19%</b>	<b>14%</b>	<b>6%</b>	<b>19%</b>	
	2003-04	94%	63%	18%	13%	5%	18%	
Latino/Hispanic	<b>2004-05</b>	<b>95%</b>	<b>56%</b>	<b>21%</b>	<b>15%</b>	<b>8%</b>	<b>23%</b>	
	2003-04	95%	61%	19%	13%	6%	19%	
Asian	<b>2004-05</b>	<b>98%</b>	<b>16%</b>	<b>13%</b>	<b>23%</b>	<b>48%</b>	<b>71%</b>	
	2003-04	98%	16%	14%	23%	47%	70%	
Native American	<b>2004-05</b>	<b>99%</b>	<b>34%</b>	<b>16%</b>	<b>25%</b>	<b>25%</b>	<b>51%</b>	
	2003-04	96%	36%	18%	30%	16%	46%	
Multiracial	<b>2004-05</b>	<b>92%</b>	<b>47%</b>	<b>18%</b>	<b>21%</b>	<b>13%</b>	<b>34%</b>	
	2003-04	95%	44%	21%	19%	16%	35%	
<b>Other Groups</b>								
IEP	<b>2004-05</b>	<b>94%</b>	<b>73%</b>	<b>16%</b>	<b>8%</b>	<b>3%</b>	<b>11%</b>	
	2003-04	90%	75%	15%	8%	3%	11%	
Limited English Proficient	<b>2004-05</b>	<b>96%</b>	<b>53%</b>	<b>18%</b>	<b>15%</b>	<b>14%</b>	<b>29%</b>	
	2003-04	97%	57%	14%	15%	14%	29%	
Migrant	<b>2004-05</b>	<b>97%</b>	<b>59%</b>	<b>18%</b>	<b>15%</b>	<b>8%</b>	<b>23%</b>	
	2003-04	98%	64%	11%	15%	10%	25%	
Economically Disadvantaged	<b>2004-05</b>	<b>95%</b>	<b>53%</b>	<b>20%</b>	<b>17%</b>	<b>10%</b>	<b>26%</b>	
	2003-04	100%	55%	20%	16%	8%	24%	

**NOTE:**

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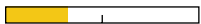
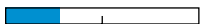
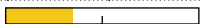
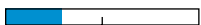







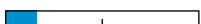
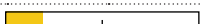
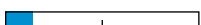
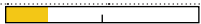
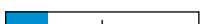

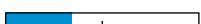
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# Assessment

## State Results in Grade 11 Reading

Student Group <sup>1</sup>	Academic Year	Participation Rate	Percentage of students tested who scored in each Performance Level				Percentage of students tested who scored Proficient and above	
			Below Basic	Basic	Proficient	Advanced	2004-05	2003-04
								State Results
<b>All Students<sup>1</sup></b>	2004-05	97%	22%	13%	31%	33%	65%	
	2003-04	97%	22%	18%	34%	27%	61%	
<b>Gender</b>								
Male	2004-05	97%	25%	14%	31%	31%	62%	
	2003-04	97%	25%	17%	33%	25%	58%	
Female	2004-05	98%	19%	13%	32%	36%	68%	
	2003-04	98%	19%	18%	35%	28%	63%	
<b>Ethnicity</b>								
White	2004-05	98%	16%	12%	33%	38%	71%	
	2003-04	98%	16%	17%	37%	30%	67%	
Black	2004-05	93%	51%	17%	23%	9%	32%	
	2003-04	94%	49%	22%	22%	6%	28%	
Latino/Hispanic	2004-05	94%	47%	18%	22%	13%	35%	
	2003-04	96%	51%	19%	21%	8%	29%	
Asian	2004-05	98%	24%	11%	26%	39%	65%	
	2003-04	98%	21%	15%	28%	35%	63%	
Native American	2004-05	99%	25%	16%	30%	29%	59%	
	2003-04	97%	27%	15%	35%	22%	57%	
Multiracial	2004-05	91%	37%	16%	24%	22%	47%	
	2003-04	96%	32%	21%	31%	16%	47%	
<b>Other Groups</b>								
IEP	2004-05	94%	64%	16%	15%	6%	21%	
	2003-04	91%	65%	19%	12%	4%	16%	
Limited English Proficient	2004-05	95%	68%	12%	13%	6%	19%	
	2003-04	95%	71%	14%	11%	3%	14%	
Migrant	2004-05	96%	64%	14%	17%	5%	22%	
	2003-04	98%	66%	12%	15%	7%	22%	
Economically Disadvantaged	2004-05	95%	44%	17%	26%	14%	39%	
	2003-04	42%	45%	22%	25%	9%	34%	

**NOTE:**

Percentages may not total 100 due to rounding.

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