§ 215-a. Annual report by regents to governor and legislature. 1. The regents of the university of the state of New York shall prepare and submit to the governor, the temporary president of the senate, and the speaker of the assembly, not later than the first day of January, nineteen hundred eighty-nine, nineteen hundred ninety and nineteen hundred ninety-one and the fifteenth day of February of each year thereafter, a report concerning the schools of the state which shall set forth with respect to the preceding school year: enrollment trends; indicators of student achievement in reading, writing, mathematics, science and vocational courses; graduation, college attendance and employment rates; such other indicators of student performance as the regents shall determine; information concerning teacher and administrator preparation, turnover, in-service education and performance; information concerning school library expenditures and school library media specialist employment; expenditure per pupil on regular education and expenditure per pupil on special education and such other information as requested by the governor, the temporary president of the senate, or the speaker of the assembly. To the extent practicable, all such information shall be displayed on both a statewide and individual district basis and by racial/ethnic group and gender. The regents are authorized to require school districts, boards of cooperative educational services and nonpublic schools to provide such information as is necessary to prepare the report. In preparing the report, the regents shall consult with other interested parties, including local school districts, teachers' and faculty organizations, school administrators, parents and students.

2. The annual report shall specifically identify school districts (i) having fifteen percent or more of their students in special education; or (ii) having fifty percent or more of their students with disabilities in special education programs or services sixty percent or more of the school day in a general education building; or (iii) having eight percent or more of their students with disabilities in special education programs in public or private separate educational settings. Such report shall also present each district's percent and the statewide percent for each such measure.