

# New York State District Report Card Comprehensive Information Report

BEDS Code: 41-23-00-01-0000

Name: Utica City School District

Superintendent: Daniel G. Lowengard

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	678	720	729
First	734	682	751
Second	713	716	668
Third	683	678	714
Fourth	652	658	664
Fifth	578	651	678
Sixth	616	587	661
Ungraded Elementary	283	280	262
Seventh	620	650	605
Eighth	552	593	624
Ninth	593	593	617
Tenth	500	579	587
Eleventh	469	461	535
Twelfth	457	397	426
Ungraded Secondary	346	336	364
Total K-12 Enrollment	8474	8581	8885

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	289	3.4%	305	3.6%	377	4.2%
Black (Not Hispanic)	2255	26.6%	2255	26.3%	2335	26.3%
Hispanic	866	10.2%	901	10.5%	973	11.0%
White (Not Hispanic)	5064	59.8%	5120	59.7%	5200	58.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	24	24
Common Branch	21	21	22
English Grade 8	24	23	25
Mathematics Grade 8	24	23	25
Science Grade 8	23	23	24
Social Studies Grade 8	25	25	26
English Grade 10	28	26	29
Mathematics Grade 10	23	27	26
Science Grade 10	25	22	25
Social Studies Grade 10	27	27	27

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1129	13.3%	1211	14.1%	1143	12.9%
Eligible for Free Lunch	4956	58.5%	5009	58.4%	5539	62.3%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.5%		92.8%		92.1%
Student Suspensions	728	8.7%	932	11.0%	955	11.1%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.4%	7.2%	8.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	639
Total Other Professional Staff	90
Total Paraprofessionals	307
Teaching Out of Certification*	21
Teachers with Temporary Licenses	9

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	370	171	46%	338	170	50%	360	174	48%
Students with Disabilities	19	2	11%	3	0	0%	41	3	7%
All Students	389	173	44%	341	170	50%	401	177	44%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	145	205	1	4	41	5
Percent	36%	51%	0%	1%	10%	1%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
41	3	20	61

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			39		90	
	Entered GED Program*			46		58	
	Total Noncompleters			85		148	
Students with Disabilities	Dropped Out			16		33	
	Entered GED Program*			3		15	
	Total Noncompleters			19		48	
All Students	Dropped Out	44	2.0%	55	2.5%	123	5.1%
	Entered GED Program*	124	5.6%	49	2.2%	73	3.0%
	Total Noncompleters	168	7.6%	104	4.7%	196	8.2%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		37%	38%
2-3		37%	37%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		440	622
	Number of Students with Disabilities		66	133
	Number of All Students		506	755
	Percent of Enrollment		36%	53%
6-8	Number of General-Education Students		1376	1464
	Number of Students with Disabilities		280	322
	Number of All Students		1656	1786
	Percent of Enrollment		83%	87%
9-12	Number of General-Education Students		298	280
	Number of Students with Disabilities		127	100
	Number of All Students		425	380
	Percent of Enrollment		19%	16%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	33	85%	48	88%	49	94%
German	0	0%	0	0%	0	0%
Italian	85	85%	89	90%	112	93%
Latin	0	0%	0	0%	0	0%
Spanish	240	85%	241	78%	228	93%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	4	#	1	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	6	50%	1	#
Science	17	53%	9	56%	0	0%
Reading	0	0%	5	100%	1	#
Writing	1	#	2	#	0	0%
Global Studies	15	13%	0	0%	0	0%
U.S. Hist & Gov't	36	56%	6	83%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	33	76%	60	52%	31	68%
Science	8	38%	50	52%	24	0%
Reading	14	64%	16	69%	12	83%
Writing	15	100%	6	100%	0	0%
Global Studies	13	8%	5	80%	1	#
U.S. Hist & Gov't	7	71%	39	18%	8	25%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	377	464	502	18	47	19
Number Scoring 55–100	356	390	421	15	27	12
Number Scoring 65–100	264	306	374	7	12	9
Number Scoring 85–100	38	91	127	0	0	1
Percentage of Tested Scoring 55–100	94%	84%	84%	83%	57%	63%
Percentage of Tested Scoring 65–100	70%	66%	75%	39%	26%	47%
Percentage of Tested Scoring 85–100	10%	20%	25%	0%	0%	5%
<b>Mathematics A</b>						
Number Tested	0	217	790	0	23	55
Number Scoring 55–100	0	111	444	0	5	8
Number Scoring 65–100	0	89	329	0	1	6
Number Scoring 85–100	0	14	36	0	0	0
Percentage of Tested Scoring 55–100	0%	51%	56%	0%	22%	15%
Percentage of Tested Scoring 65–100	0%	41%	42%	0%	4%	11%
Percentage of Tested Scoring 85–100	0%	6%	5%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	554	592	629	49	49	65
Number Scoring 55–100	499	496	452	43	24	18
Number Scoring 65–100	386	424	402	22	16	11
Number Scoring 85–100	123	96	94	5	0	1
Percentage of Tested Scoring 55–100	90%	84%	72%	88%	49%	28%
Percentage of Tested Scoring 65–100	70%	72%	64%	45%	33%	17%
Percentage of Tested Scoring 85–100	22%	16%	15%	10%	0%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	408	490	563	25	44	41
Number Scoring 55–100	304	423	491	16	26	23
Number Scoring 65–100	228	323	431	4	15	17
Number Scoring 85–100	96	79	130	1	0	0
Percentage of Tested Scoring 55–100	75%	86%	87%	64%	59%	56%
Percentage of Tested Scoring 65–100	56%	66%	77%	16%	34%	41%
Percentage of Tested Scoring 85–100	24%	16%	23%	4%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	194	608	730	3	70	63
Number Scoring 55–100	193	568	641	#	58	33
Number Scoring 65–100	191	457	540	#	32	21
Number Scoring 85–100	70	73	112	#	2	0
Percentage of Tested Scoring 55–100	99%	93%	88%	#	83%	52%
Percentage of Tested Scoring 65–100	98%	75%	74%	#	46%	33%
Percentage of Tested Scoring 85–100	36%	12%	15%	#	3%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	174	165	148	3	2	4
Number Scoring 55–100	169	161	138	#	#	#
Number Scoring 65–100	162	154	123	#	#	#
Number Scoring 85–100	72	70	21	#	#	#
Percentage of Tested Scoring 55–100	97%	98%	93%	#	#	#
Percentage of Tested Scoring 65–100	93%	93%	83%	#	#	#
Percentage of Tested Scoring 85–100	41%	42%	14%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		138	152		0	0
Number Scoring 55–100		134	148		0	0
Number Scoring 65–100		119	121		0	0
Number Scoring 85–100		22	21		0	0
Percentage of Tested Scoring 55–100		97%	97%		0%	0%
Percentage of Tested Scoring 65–100		86%	80%		0%	0%
Percentage of Tested Scoring 85–100		16%	14%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	11	25	21	0	0	0
Number Scoring 55–100	11	23	20	0	0	0
Number Scoring 65–100	10	22	20	0	0	0
Number Scoring 85–100	3	2	6	0	0	0
Percentage of Tested Scoring 55–100	100%	92%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	88%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	27%	8%	29%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	60	59	61	0	0	0
Number Scoring 55–100	60	49	59	0	0	0
Number Scoring 65–100	54	41	51	0	0	0
Number Scoring 85–100	32	8	19	0	0	0
Percentage of Tested Scoring 55–100	100%	83%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	69%	84%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	14%	31%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	180	160	217	3	1	1
Number Scoring 55–100	166	147	194	#	#	#
Number Scoring 65–100	146	138	177	#	#	#
Number Scoring 85–100	43	45	82	#	#	#
Percentage of Tested Scoring 55–100	92%	92%	89%	#	#	#
Percentage of Tested Scoring 65–100	81%	86%	82%	#	#	#
Percentage of Tested Scoring 85–100	24%	28%	38%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	332	217	127	8	11	8
Number Scoring 55–100	242	125	63	5	5	2
Number Scoring 65–100	226	85	37	5	2	1
Number Scoring 85–100	72	9	4	1	0	0
Percentage of Tested Scoring 55–100	73%	58%	50%	62%	45%	25%
Percentage of Tested Scoring 65–100	68%	39%	29%	62%	18%	12%
Percentage of Tested Scoring 85–100	22%	4%	3%	12%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	220	214	106	2	1	2
Number Scoring 55–100	151	174	60	#	#	#
Number Scoring 65–100	135	149	42	#	#	#
Number Scoring 85–100	50	53	4	#	#	#
Percentage of Tested Scoring 55–100	69%	81%	57%	#	#	#
Percentage of Tested Scoring 65–100	61%	70%	40%	#	#	#
Percentage of Tested Scoring 85–100	23%	25%	4%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	230	80%	94	98%	98	85%
Students with Disabilities	43	95%	39	97%	43	67%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	557	4%	18%	71%	7%
	Students with Disabilities	117	18%	21%	55%	6%
	All Students	674	6%	19%	68%	7%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	558	6%	48%	41%	6%
	Students with Disabilities	95	6%	77%	15%	2%
	All Students	653	6%	52%	37%	5%

(Form – J)

## New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	4	1	0	3	1	0
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	0	0	0	0	0	0
Mathematics	1	0	#	#	#	#
Science	0	0	0	0	0	0

### 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	395	395	395	72	72	72	467	467	467
Number Scoring 55–64	46	69	46	12	14	14	58	83	60
Number Scoring 65–84	205	205	218	27	17	20	232	222	238
Number Scoring 85–100	111	84	85	4	0	1	115	84	86
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)