

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	720	729	754
First	682	751	741
Second	716	668	730
Third	678	714	673
Fourth	658	664	682
Fifth	651	678	660
Sixth	587	661	679
Ungraded Elementary	280	262	246
Seventh	650	605	711
Eighth	593	624	612
Ninth	593	617	672
Tenth	579	587	613
Eleventh	461	535	518
Twelfth	397	426	458
Ungraded Secondary	336	364	296
Total K-12 Enrollment	8581	8885	9045

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	305	3.6%	377	4.2%	501	5.5%
Black (Not Hispanic)	2255	26.3%	2335	26.3%	2412	26.7%
Hispanic	901	10.5%	973	11.0%	1071	11.8%
White (Not Hispanic)	5120	59.7%	5200	58.5%	5061	56.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	24	24	24
Common Branch	21	22	23
English Grade 8	23	25	24
Mathematics Grade 8	23	25	24
Science Grade 8	23	24	25
Social Studies Grade 8	25	26	28
English Grade 10	26	29	27
Mathematics Grade 10	27	26	25
Science Grade 10	22	25	28
Social Studies Grade 10	27	27	31

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1211	14.1%	1143	12.9%	1238	13.7%
Eligible for Free Lunch	5009	58.4%	5539	62.3%	5671	62.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.8%		92.1%		92.9%
Student Suspensions	932	11.0%	955	11.1%	1062	12.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.2%	8.3%	9.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	614
Total Other Professional Staff	99
Total Paraprofessionals	377
Teaching Out of Certification*	15

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	338	170	50%	360	174	48%	397	151	38%
Students with Disabilities	3	0	0%	41	3	7%	32	1	3%
All Students	341	170	50%	401	177	44%	429	152	35%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	129	214	0	4	45	37
Percent	30%	50%	0%	1%	10%	9%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
32	1	35	67

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	39		90		94	4.5%
	Entered GED Program*	46		58		70	3.3%
	Total Noncompleters	85		148		164	7.8%
Students with Disabilities	Dropped Out	16		33		34	8.1%
	Entered GED Program*	3		15		12	2.9%
	Total Noncompleters	19		48		46	11.0%
All Students	Dropped Out	55	2.5%	123	5.1%	128	5.1%
	Entered GED Program*	49	2.2%	73	3.1%	82	3.3%
	Total Noncompleters	104	4.7%	196	8.2%	210	8.4%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	37%	38%	34%
2-3	37%	37%	35%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	440	622	1060
	Number of Students with Disabilities	66	133	176
	Number of All Students	506	755	1236
	Percent of Enrollment	36%	53%	88%
6-8	Number of General-Education Students	1376	1464	1588
	Number of Students with Disabilities	280	322	410
	Number of All Students	1656	1786	1998
	Percent of Enrollment	83%	87%	93%
9-12	Number of General-Education Students	298	280	1358
	Number of Students with Disabilities	127	100	171
	Number of All Students	425	380	1529
	Percent of Enrollment	19%	16%	62%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	290		
Completed and Passed Regents Exams	288	99%	77%
Completed and had Course Average of 75% or More	288	99%	81%
Completed and Attained a HS Diploma or Equivalent	288	99%	96%
Completed and Whose Status is Known	285		
Completed and Were Successfully Placed	272	95%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	16	41%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	48	88%	49	94%	32	91%
German	0	0%	0	0%	0	0%
Italian	89	90%	112	93%	103	90%
Latin	0	0%	0	0%	0	0%
Spanish	241	78%	228	93%	223	92%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	4	#	1	#	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	50%	1	#	6	83%
Science	9	56%	0	0%	20	85%
Reading	5	100%	1	#	4	#
Writing	2	#	0	0%	4	#
Global Studies	0	0%	0	0%	6	67%
U.S. Hist & Gov't	6	83%	0	0%	6	83%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	60	52%	31	68%	98	62%
Science	50	52%	24	0%	101	49%
Reading	16	69%	12	83%	39	82%
Writing	6	100%	0	0%	36	100%
Global Studies	5	80%	1	#	81	23%
U.S. Hist & Gov't	39	18%	8	25%	33	48%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	464	502	580	47	19	61
Number Scoring 55-100	390	421	461	27	12	14
Number Scoring 65-100	306	374	367	12	9	8
Number Scoring 85-100	91	127	129	0	1	0
Percentage of Tested Scoring 55-100	84%	84%	79%	57%	63%	23%
Percentage of Tested Scoring 65-100	66%	75%	63%	26%	47%	13%
Percentage of Tested Scoring 85-100	20%	25%	22%	0%	5%	0%
Mathematics A						
Number Tested	217	790	727	23	55	66
Number Scoring 55-100	111	444	610	5	8	24
Number Scoring 65-100	89	329	460	1	6	10
Number Scoring 85-100	14	36	46	0	0	1
Percentage of Tested Scoring 55-100	51%	56%	84%	22%	15%	36%
Percentage of Tested Scoring 65-100	41%	42%	63%	4%	11%	15%
Percentage of Tested Scoring 85-100	6%	5%	6%	0%	0%	2%
Mathematics B						
Number Tested	0	0	204	0	0	1
Number Scoring 55-100	0	0	126	0	0	#
Number Scoring 65-100	0	0	91	0	0	#
Number Scoring 85-100	0	0	9	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	62%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	45%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	4%	0%	0%	#
Global History and Geography						
Number Tested	592	629	661	49	65	69
Number Scoring 55-100	496	452	556	24	18	30
Number Scoring 65-100	424	402	430	16	11	18
Number Scoring 85-100	96	94	151	0	1	3
Percentage of Tested Scoring 55-100	84%	72%	84%	49%	28%	43%
Percentage of Tested Scoring 65-100	72%	64%	65%	33%	17%	26%
Percentage of Tested Scoring 85-100	16%	15%	23%	0%	2%	4%
U.S. History and Government						
Number Tested	490	563	535	44	41	49
Number Scoring 55-100	423	491	463	26	23	23
Number Scoring 65-100	323	431	347	15	17	15
Number Scoring 85-100	79	130	120	0	0	2
Percentage of Tested Scoring 55-100	86%	87%	87%	59%	56%	47%
Percentage of Tested Scoring 65-100	66%	77%	65%	34%	41%	31%
Percentage of Tested Scoring 85-100	16%	23%	22%	0%	0%	4%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	608	730	661	70	63	82
Number Scoring 55-100	568	641	525	58	33	31
Number Scoring 65-100	457	540	423	32	21	19
Number Scoring 85-100	73	112	60	2	0	2
Percentage of Tested Scoring 55-100	93%	88%	79%	83%	52%	38%
Percentage of Tested Scoring 65-100	75%	74%	64%	46%	33%	23%
Percentage of Tested Scoring 85-100	12%	15%	9%	3%	0%	2%
Physical Setting/Earth Science						
Number Tested	165	148	338	2	4	10
Number Scoring 55-100	161	138	314	#	#	6
Number Scoring 65-100	154	123	288	#	#	4
Number Scoring 85-100	70	21	87	#	#	1
Percentage of Tested Scoring 55-100	98%	93%	93%	#	#	60%
Percentage of Tested Scoring 65-100	93%	83%	85%	#	#	40%
Percentage of Tested Scoring 85-100	42%	14%	26%	#	#	10%
Physical Setting/Chemistry						
Number Tested	138	152	122	0	0	0
Number Scoring 55-100	134	148	121	0	0	0
Number Scoring 65-100	119	121	108	0	0	0
Number Scoring 85-100	22	21	18	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	99%	0%	0%	0%
Percentage of Tested Scoring 65-100	86%	80%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	16%	14%	15%	0%	0%	0%
Physical Setting/Physics						
Number Tested			73			0
Number Scoring 55-100			71			0
Number Scoring 65-100			64			0
Number Scoring 85-100			15			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			88%			0%
Percentage of Tested Scoring 85-100			21%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	25	21	26	0	0	0
Number Scoring 55-100	23	20	26	0	0	0
Number Scoring 65-100	22	20	26	0	0	0
Number Scoring 85-100	2	6	8	0	0	0
Percentage of Tested Scoring 55-100	92%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	8%	29%	31%	0%	0%	0%
Comprehensive Italian						
Number Tested	59	61	64	0	0	0
Number Scoring 55-100	49	59	61	0	0	0
Number Scoring 65-100	41	51	57	0	0	0
Number Scoring 85-100	8	19	22	0	0	0
Percentage of Tested Scoring 55-100	83%	97%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	69%	84%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	31%	34%	0%	0%	0%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	160	217	162	1	1	1
Number Scoring 55-100	147	194	155	#	#	#
Number Scoring 65-100	138	177	144	#	#	#
Number Scoring 85-100	45	82	59	#	#	#
Percentage of Tested Scoring 55-100	92%	89%	96%	#	#	#
Percentage of Tested Scoring 65-100	86%	82%	89%	#	#	#
Percentage of Tested Scoring 85-100	28%	38%	36%	#	#	#
Comprehensive Latin						
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	214	106	27	1	2	1
Number Scoring 55-100	174	60	19	#	#	#
Number Scoring 65-100	149	42	17	#	#	#
Number Scoring 85-100	53	4	3	#	#	#
Percentage of Tested Scoring 55-100	81%	57%	70%	#	#	#
Percentage of Tested Scoring 65-100	70%	40%	63%	#	#	#
Percentage of Tested Scoring 85-100	25%	4%	11%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	94	98%	98	85%	65	89%
Students with Disabilities	39	97%	43	67%	33	88%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	599	11%	9%	61%	19%
	Students with Disabilities	79	25%	10%	57%	8%
	All Students	678	13%	9%	60%	18%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	522	7%	59%	30%	5%
	Students with Disabilities	127	15%	70%	15%	0%
	All Students	649	8%	61%	27%	4%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	1	#	#	#	#
Middle Level						
Social Studies	5	1	0	1	1	3
Secondary Level						
English Language Arts	7	0	0	0	3	4
Social Studies	7	0	0	1	2	4
Mathematics	7	0	0	2	2	3
Science	6	0	0	1	1	4

2000 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	444	444	444	64	64	64	508	508	508
Number Scoring 55–64	25	35	61	8	4	13	33	39	74
Number Scoring 65–84	286	226	253	11	16	12	297	242	265
Number Scoring 85–100	92	126	86	1	1	2	93	127	88
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			343			1
Beginning (0-18)			23			#
Intermediate (19-31)			49			#
Advanced (32-36)			123			#
Proficient (37-39)			148			#
Reading and Writing (Grade K-1)						
Number Tested			343			1
Beginning (0-14)			74			#
Intermediate (15-24)			81			#
Advanced (25-32)			116			#
Proficient (33-35)			72			#
Listening and Speaking (Grade 2-4)						
Number Tested			258			11
Beginning (0-18)			21			2
Intermediate (19-31)			44			3
Advanced (32-36)			99			2
Proficient (37-39)			94			4
Reading and Writing (Grade 2-4)						
Number Tested			258			11
Beginning (0-14)			58			3
Intermediate (15-24)			116			6
Advanced (25-32)			67			2
Proficient (33-35)			17			0
Listening and Speaking (Grade 5-6)						
Number Tested			140			7
Beginning (0-18)			5			1
Intermediate (19-31)			11			2
Advanced (32-36)			33			1
Proficient (37-39)			91			3
Reading and Writing (Grade 5-6)						
Number Tested			140			7
Beginning (0-14)			19			2
Intermediate (15-24)			46			4
Advanced (25-32)			63			1
Proficient (33-35)			12			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			134			1
Beginning (0-18)			5			#
Intermediate (19-31)			17			#
Advanced (32-36)			82			#
Proficient (37-39)			30			#
Reading and Writing (Grade 7-8)						
Number Tested			136			1
Beginning (0-14)			12			#
Intermediate (15-24)			60			#
Advanced (25-32)			56			#
Proficient (33-35)			8			#
Listening and Speaking (Grade 9-12)						
Number Tested			312			4
Beginning (0-18)			17			#
Intermediate (19-31)			61			#
Advanced (32-36)			126			#
Proficient (37-39)			108			#
Reading and Writing (Grade 9-12)						
Number Tested			312			4
Beginning (0-14)			36			#
Intermediate (15-24)			104			#
Advanced (25-32)			149			#
Proficient (33-35)			23			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)