

NEW YORK STATE - SCHOOL REPORT CARD DATA [2018 - 19]

NAME: UTICA CITY SCHOOL DISTRICT

BED CODE: 41230010000

ADDRESS: 929 YORK STREET, UTICA, NY 13502

PHONE: 315-792-2222

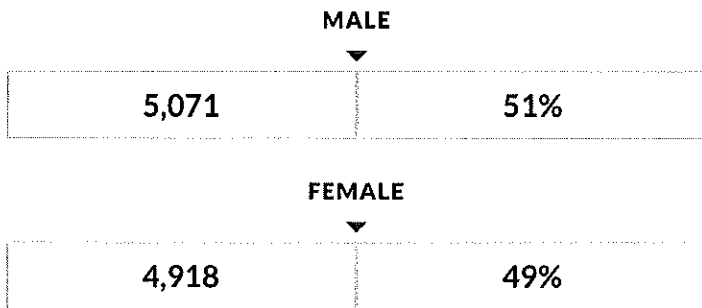
The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

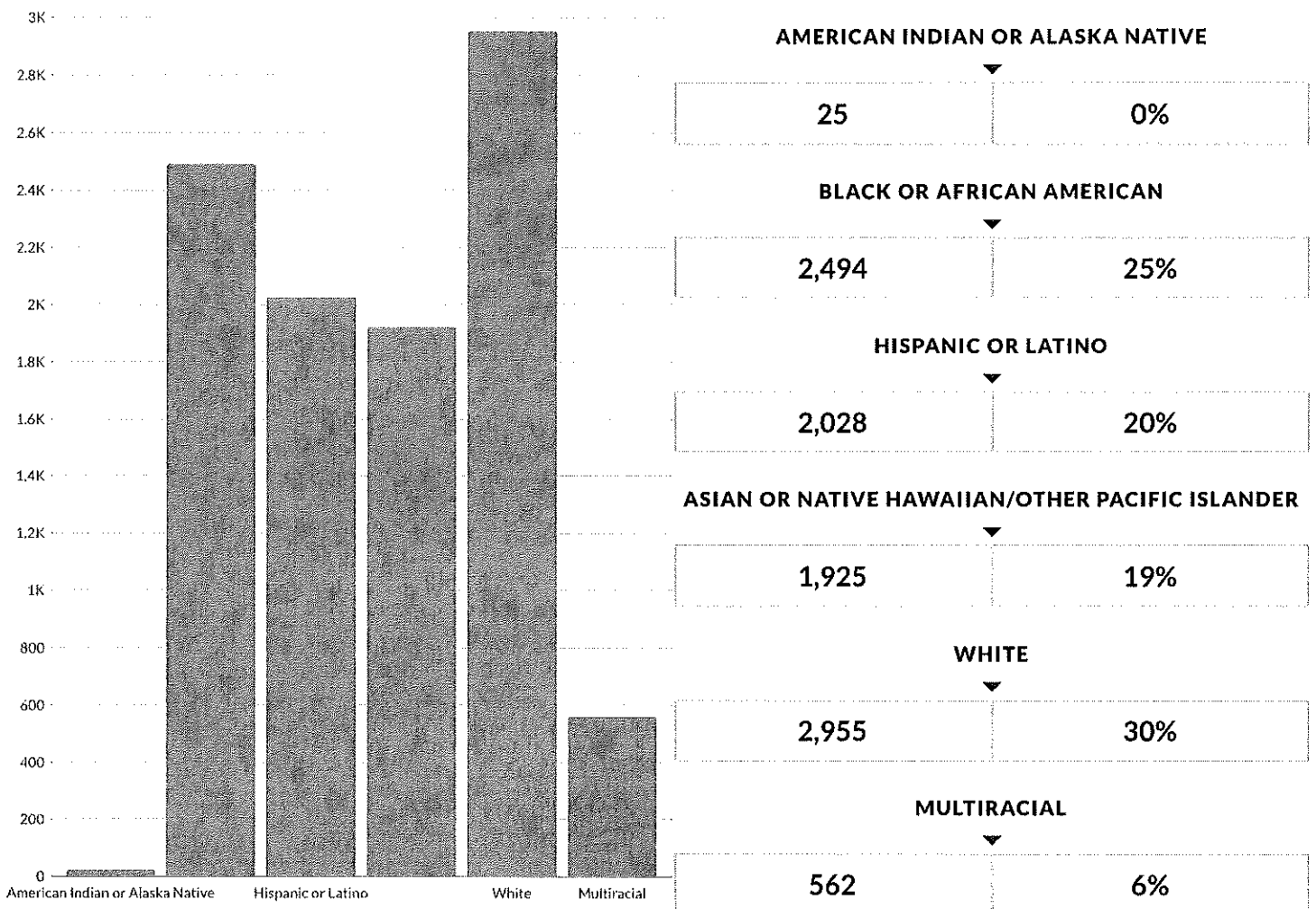
UTICA CITY SCHOOL DISTRICT ENROLLMENT (2018 - 19)

K-12 Enrollment: 9,989

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

1,724	17%
-------	-----

STUDENTS WITH DISABILITIES

1,619	16%
-------	-----

ECONOMICALLY DISADVANTAGED

8,721	87%
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MIGRANT

—	—
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HOMELESS

100	1%
-----	----

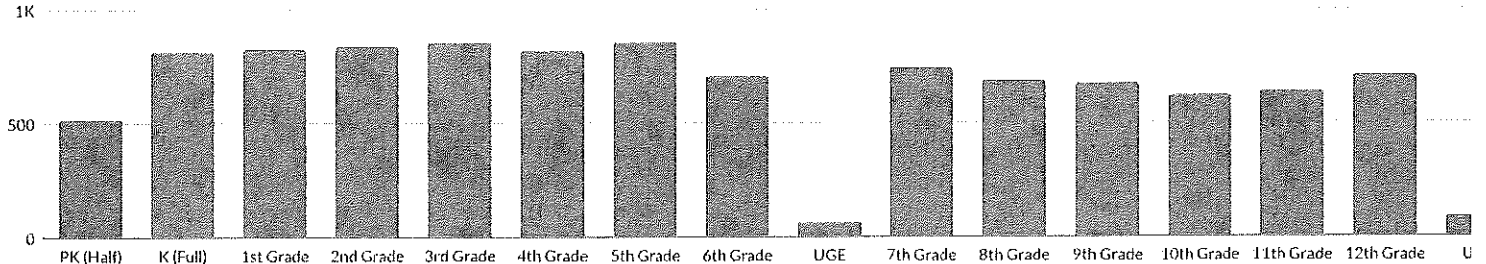
FOSTER CARE

21	0%
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PARENT IN ARMED FORCES

—	—
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ENROLLMENT BY GRADE



PRE-K (HALF DAY)

521	5%
-----	----

K (FULL DAY)

817	8%
-----	----

1ST GRADE

830	8%
-----	----

2ND GRADE

841	8%
-----	----

3RD GRADE

861	8%
-----	----

4TH GRADE

822	8%
-----	----

5TH GRADE

861	8%
-----	----

6TH GRADE

709	7%
-----	----

UNGRADED ELEMENTARY

67	1%
----	----

7TH GRADE

745	7%
-----	----

8TH GRADE

690	7%
-----	----

9TH GRADE

677	6%
-----	----

10TH GRADE

624	6%
-----	----

11TH GRADE

641	6%
-----	----

12TH GRADE

712	7%
-----	----

UNGRADED SECONDARY

92	1%
----	----

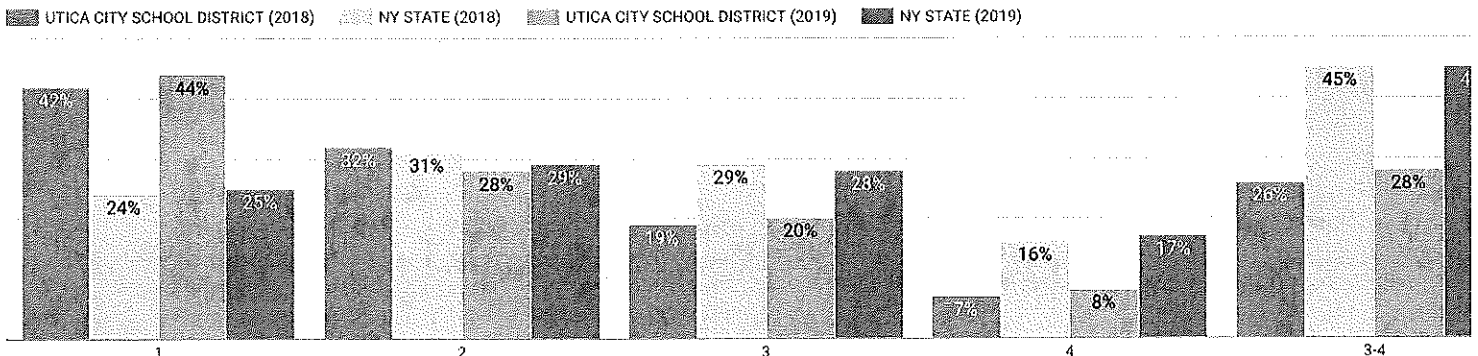
UTICA CITY SCHOOL DISTRICT GRADES 3-8 ELA ASSESSMENT DATA

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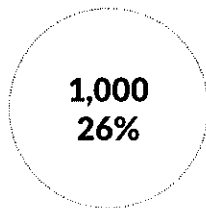


Percentage Scoring at Levels

2018

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 3,831

LEVEL 1

1,619	42%
-------	-----

LEVEL 2

1,212	32%
-------	-----

LEVEL 3

720	19%
-----	-----

LEVEL 4

280	7%
-----	----

2019

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 4,542

LEVEL 1

1,985	44%
-------	-----

LEVEL 2

1,291	28%
-------	-----

LEVEL 3

902	20%
-----	-----

LEVEL 4

364	8%
-----	----

BY GENDER

FEMALE



PROFICIENT

TOTAL TESTED: 1,878

LEVEL 1

688	37%
-----	-----

LEVEL 2

606	32%
-----	-----

LEVEL 3

408	22%
-----	-----

LEVEL 4

176	9%
-----	----

MALE



PROFICIENT

TOTAL TESTED: 1,953

LEVEL 1

931	48%
-----	-----

LEVEL 2

606	31%
-----	-----

LEVEL 3

312	16%
-----	-----

LEVEL 4

104	5%
-----	----

FEMALE



PROFICIENT

TOTAL TESTED: 2,271

LEVEL 1

864	38%
-----	-----

LEVEL 2

670	30%
-----	-----

LEVEL 3

512	23%
-----	-----

LEVEL 4

225	10%
-----	-----

MALE



PROFICIENT

TOTAL TESTED: 2,271

LEVEL 1

1,121	49%
-------	-----

LEVEL 2

621	27%
-----	-----

LEVEL 3

390	17%
-----	-----

LEVEL 4

139	6%
-----	----

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 300

LEVEL 1

124	41%
-----	-----

LEVEL 2

95	32%
----	-----

LEVEL 3

60	20%
----	-----

LEVEL 4

21	7%
----	----

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 7

LEVEL 1

1	14%
---	-----

LEVEL 2

4	57%
---	-----

LEVEL 3

2	29%
---	-----

LEVEL 4

0	0%
---	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT
.....

TOTAL TESTED: 803

LEVEL 1

296	37%
-----	-----

LEVEL 2

242	30%
-----	-----

LEVEL 3

190	24%
-----	-----

LEVEL 4

75	9%
----	----

WHITE

▼
PROFICIENT
.....

TOTAL TESTED: 1,048

LEVEL 1

341	33%
-----	-----

LEVEL 2

351	33%
-----	-----

LEVEL 3

247	24%
-----	-----

LEVEL 4

109	10%
-----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT
.....

TOTAL TESTED: 913

LEVEL 1

335	37%
-----	-----

LEVEL 2

256	28%
-----	-----

LEVEL 3

222	24%
-----	-----

LEVEL 4

100	11%
-----	-----

WHITE

▼
PROFICIENT
.....

TOTAL TESTED: 1,227

LEVEL 1

416	34%
-----	-----

LEVEL 2

368	30%
-----	-----

LEVEL 3

301	25%
-----	-----

LEVEL 4

142	12%
-----	-----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 1,002

LEVEL 1

559	56%
-----	-----

LEVEL 2

298	30%
-----	-----

LEVEL 3

109	11%
-----	-----

LEVEL 4

36	4%
----	----

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 740

LEVEL 1

336	45%
-----	-----

LEVEL 2

244	33%
-----	-----

LEVEL 3

119	16%
-----	-----

LEVEL 4

41	6%
----	----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 1,171

LEVEL 1

656	56%
-----	-----

LEVEL 2

310	26%
-----	-----

LEVEL 3

159	14%
-----	-----

LEVEL 4

46	4%
----	----

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 924

LEVEL 1

453	49%
-----	-----

LEVEL 2

258	28%
-----	-----

LEVEL 3

158	17%
-----	-----

LEVEL 4

55	6%
----	----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT
.....

TOTAL TESTED: 3,275

LEVEL 1

1,204	37%
-------	-----

LEVEL 2

1,093	33%
-------	-----

LEVEL 3

702	21%
-----	-----

LEVEL 4

276	8%
-----	----

STUDENTS WITH DISABILITIES

▼
PROFICIENT
.....

TOTAL TESTED: 556

LEVEL 1

415	75%
-----	-----

LEVEL 2

119	21%
-----	-----

LEVEL 3

18	3%
----	----

LEVEL 4

4	1%
---	----

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT
.....

TOTAL TESTED: 3,795

LEVEL 1

1,399	37%
-------	-----

LEVEL 2

1,153	30%
-------	-----

LEVEL 3

879	23%
-----	-----

LEVEL 4

364	10%
-----	-----

STUDENTS WITH DISABILITIES

▼
PROFICIENT
.....

TOTAL TESTED: 747

LEVEL 1

586	78%
-----	-----

LEVEL 2

138	18%
-----	-----

LEVEL 3

23	3%
----	----

LEVEL 4

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 3,003

LEVEL 1

1,072	36%
-------	-----

LEVEL 2

979	33%
-----	-----

LEVEL 3

675	22%
-----	-----

LEVEL 4

277	9%
-----	----

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 828

LEVEL 1

547	66%
-----	-----

LEVEL 2

233	28%
-----	-----

LEVEL 3

45	5%
----	----

LEVEL 4

3	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 3,720

LEVEL 1

1,357	36%
-------	-----

LEVEL 2

1,134	30%
-------	-----

LEVEL 3

867	23%
-----	-----

LEVEL 4

362	10%
-----	-----

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 822

LEVEL 1

628	76%
-----	-----

LEVEL 2

157	19%
-----	-----

LEVEL 3

35	4%
----	----

LEVEL 4

2	0%
---	----

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT
.....

TOTAL TESTED: 462

LEVEL 1

146	32%
-----	-----

LEVEL 2

142	31%
-----	-----

LEVEL 3

113	24%
-----	-----

LEVEL 4

61	13%
----	-----

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT
.....

TOTAL TESTED: 3,369

LEVEL 1

1,473	44%
-------	-----

LEVEL 2

1,070	32%
-------	-----

LEVEL 3

607	18%
-----	-----

LEVEL 4

219	7%
-----	----

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT
.....

TOTAL TESTED: 495

LEVEL 1

128	26%
-----	-----

LEVEL 2

133	27%
-----	-----

LEVEL 3

163	33%
-----	-----

LEVEL 4

71	14%
----	-----

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT
.....

TOTAL TESTED: 4,047

LEVEL 1

1,857	46%
-------	-----

LEVEL 2

1,158	29%
-------	-----

LEVEL 3

739	18%
-----	-----

LEVEL 4

293	7%
-----	----

NOT MIGRANT
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MIGRANT
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT IN FOSTER CARE
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2

NOT MIGRANT
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MIGRANT
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT IN FOSTER CARE
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

-	-
---	---

FOSTER CARE



PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

PARENTS NOT IN ARMED FORCES



PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

PARENTS IN ARMED FORCES



PROFICIENT

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

-	-
---	---

FOSTER CARE



PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

PARENTS NOT IN ARMED FORCES



PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

PARENTS IN ARMED FORCES



PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT HOMELESS



PROFICIENT

TOTAL TESTED: 3,784

LEVEL 1

1,598	42%
-------	-----

LEVEL 2

1,194	32%
-------	-----

LEVEL 3

714	19%
-----	-----

LEVEL 4

278	7%
-----	----

HOMELESS



PROFICIENT

TOTAL TESTED: 47

LEVEL 1

21	45%
----	-----

LEVEL 2

18	38%
----	-----

LEVEL 3

--	--

LEVEL 4

--	--

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT HOMELESS



PROFICIENT

TOTAL TESTED: 4,472

LEVEL 1

1,940	43%
-------	-----

LEVEL 2

1,279	29%
-------	-----

LEVEL 3

894	20%
-----	-----

LEVEL 4

359	8%
-----	----

HOMELESS



PROFICIENT

TOTAL TESTED: 70

LEVEL 1

45	64%
----	-----

LEVEL 2

12	17%
----	-----

LEVEL 3

--	--

LEVEL 4

--	--

6	13%	2	4%	8	11%	5	7%
---	-----	---	----	---	-----	---	----

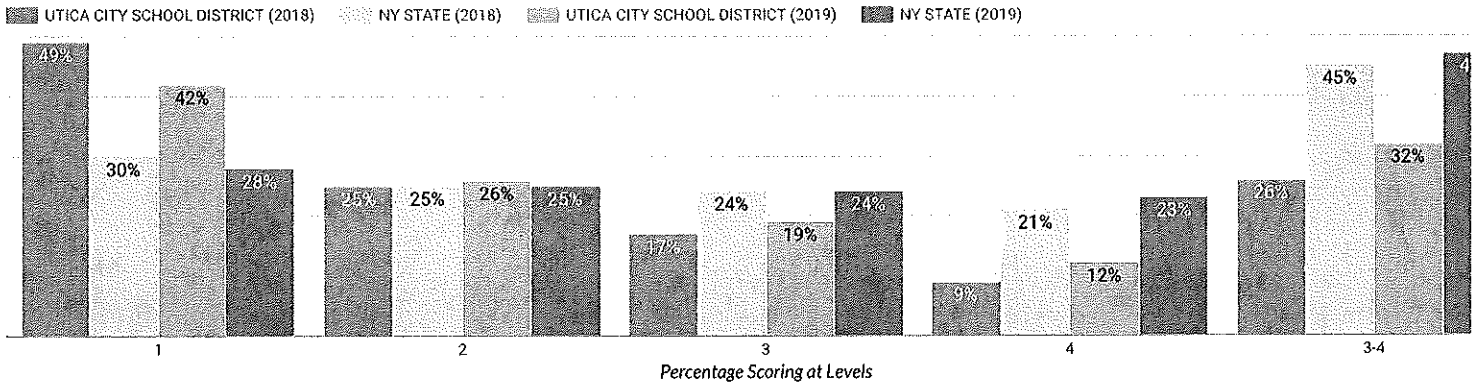
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2018
ALL STUDENTS
▼
PROFICIENT



TOTAL TESTED: 3,775

LEVEL 1		LEVEL 2	
1,834	49%	949	25%
LEVEL 3		LEVEL 4	
638	17%	354	9%

2019
ALL STUDENTS
▼
PROFICIENT



TOTAL TESTED: 4,433

LEVEL 1		LEVEL 2	
1,852	42%	1,172	26%
LEVEL 3		LEVEL 4	
862	19%	547	12%

BY GENDER

FEMALE



PROFICIENT

TOTAL TESTED: 1,834

LEVEL 1

882	48%
-----	-----

LEVEL 2

463	25%
-----	-----

LEVEL 3

311	17%
-----	-----

LEVEL 4

178	10%
-----	-----

MALE



PROFICIENT

TOTAL TESTED: 1,941

LEVEL 1

952	49%
-----	-----

LEVEL 2

486	25%
-----	-----

LEVEL 3

327	17%
-----	-----

LEVEL 4

176	9%
-----	----

FEMALE



PROFICIENT

TOTAL TESTED: 2,213

LEVEL 1

884	40%
-----	-----

LEVEL 2

636	29%
-----	-----

LEVEL 3

431	19%
-----	-----

LEVEL 4

262	12%
-----	-----

MALE



PROFICIENT

TOTAL TESTED: 2,220

LEVEL 1

968	44%
-----	-----

LEVEL 2

536	24%
-----	-----

LEVEL 3

431	19%
-----	-----

LEVEL 4

285	13%
-----	-----

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 293

LEVEL 1

122	42%
-----	-----

LEVEL 2

73	25%
----	-----

LEVEL 3

66	23%
----	-----

LEVEL 4

32	11%
----	-----

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 7

LEVEL 1

2	29%
---	-----

LEVEL 2

1	14%
---	-----

LEVEL 3

1	14%
---	-----

LEVEL 4

3	43%
---	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT
.....

TOTAL TESTED: 793

LEVEL 1		LEVEL 2	
301	38%	232	29%
LEVEL 3		LEVEL 4	
151	19%	109	14%

WHITE
▼
PROFICIENT
.....

TOTAL TESTED: 1,014

LEVEL 1		LEVEL 2	
385	38%	268	26%
LEVEL 3		LEVEL 4	
224	22%	137	14%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT
.....

TOTAL TESTED: 897

LEVEL 1		LEVEL 2	
258	29%	264	29%
LEVEL 3		LEVEL 4	
208	23%	167	19%

WHITE
▼
PROFICIENT
.....

TOTAL TESTED: 1,166

LEVEL 1		LEVEL 2	
382	33%	290	25%
LEVEL 3		LEVEL 4	
291	25%	203	17%

BLACK OR AFRICAN AMERICAN

▼
PROFICIENT
.....

TOTAL TESTED: 991

LEVEL 1

636	64%
-----	-----

LEVEL 2

216	22%
-----	-----

LEVEL 3

108	11%
-----	-----

LEVEL 4

31	3%
----	----

HISPANIC OR LATINO

▼
PROFICIENT
.....

TOTAL TESTED: 751

LEVEL 1

411	55%
-----	-----

LEVEL 2

172	23%
-----	-----

LEVEL 3

116	15%
-----	-----

LEVEL 4

52	7%
----	----

BLACK OR AFRICAN AMERICAN

▼
PROFICIENT
.....

TOTAL TESTED: 1,150

LEVEL 1

644	56%
-----	-----

LEVEL 2

313	27%
-----	-----

LEVEL 3

144	13%
-----	-----

LEVEL 4

49	4%
----	----

HISPANIC OR LATINO

▼
PROFICIENT
.....

TOTAL TESTED: 920

LEVEL 1

444	48%
-----	-----

LEVEL 2

231	25%
-----	-----

LEVEL 3

152	17%
-----	-----

LEVEL 4

93	10%
----	-----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT
.....

TOTAL TESTED: 3,212

LEVEL 1

1,376	43%
-------	-----

LEVEL 2

866	27%
-----	-----

LEVEL 3

617	19%
-----	-----

LEVEL 4

353	11%
-----	-----

STUDENTS WITH DISABILITIES

▼
PROFICIENT
.....

TOTAL TESTED: 563

LEVEL 1

458	81%
-----	-----

LEVEL 2

83	15%
----	-----

LEVEL 3

21	4%
----	----

LEVEL 4

1	0%
---	----

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT
.....

TOTAL TESTED: 3,694

LEVEL 1

1,264	34%
-------	-----

LEVEL 2

1,056	29%
-------	-----

LEVEL 3

831	22%
-----	-----

LEVEL 4

543	15%
-----	-----

STUDENTS WITH DISABILITIES

▼
PROFICIENT
.....

TOTAL TESTED: 739

LEVEL 1

588	80%
-----	-----

LEVEL 2

116	16%
-----	-----

LEVEL 3

31	4%
----	----

LEVEL 4

4	1%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 2,875

LEVEL 1

1,218	42%
-------	-----

LEVEL 2

749	26%
-----	-----

LEVEL 3

575	20%
-----	-----

LEVEL 4

333	12%
-----	-----

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 900

LEVEL 1

616	68%
-----	-----

LEVEL 2

200	22%
-----	-----

LEVEL 3

63	7%
----	----

LEVEL 4

21	2%
----	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 3,567

LEVEL 1

1,321	37%
-------	-----

LEVEL 2

953	27%
-----	-----

LEVEL 3

765	21%
-----	-----

LEVEL 4

528	15%
-----	-----

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 866

LEVEL 1

531	61%
-----	-----

LEVEL 2

219	25%
-----	-----

LEVEL 3

97	11%
----	-----

LEVEL 4

19	2%
----	----

NOT MIGRANT
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1 LEVEL 2

NOT MIGRANT
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1 LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

—	—
---	---

FOSTER CARE



PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS NOT IN ARMED FORCES



PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS IN ARMED FORCES



PROFICIENT
.....

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

—	—
---	---

FOSTER CARE



PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS NOT IN ARMED FORCES



PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

PARENTS IN ARMED FORCES



PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT HOMELESS



PROFICIENT

TOTAL TESTED: 3,715

LEVEL 1

1,796	48%
-------	-----

LEVEL 2

939	25%
-----	-----

LEVEL 3

627	17%
-----	-----

LEVEL 4

353	10%
-----	-----

HOMELESS



PROFICIENT

TOTAL TESTED: 60

LEVEL 1

38	63%
----	-----

LEVEL 2

10	17%
----	-----

LEVEL 3

--	--

LEVEL 4

--	--

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT HOMELESS



PROFICIENT

TOTAL TESTED: 4,363

LEVEL 1

1,818	42%
-------	-----

LEVEL 2

1,157	27%
-------	-----

LEVEL 3

845	19%
-----	-----

LEVEL 4

543	12%
-----	-----

HOMELESS



PROFICIENT

TOTAL TESTED: 70

LEVEL 1

34	49%
----	-----

LEVEL 2

15	21%
----	-----

LEVEL 3

--	--

LEVEL 4

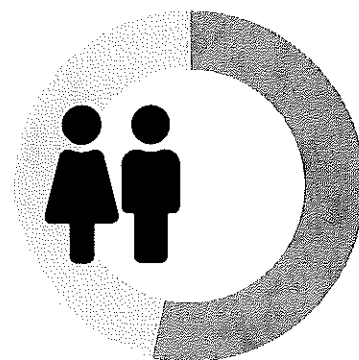
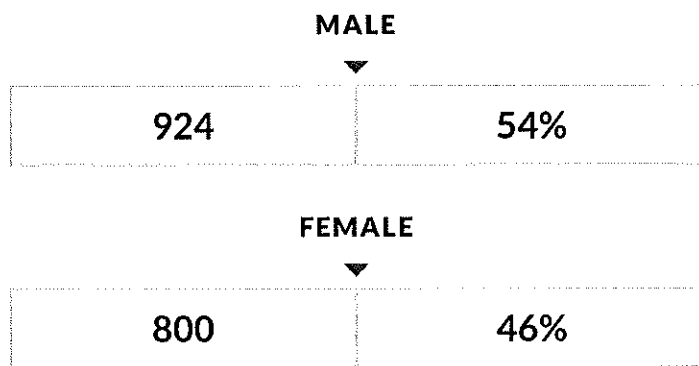
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11	18%	1	2%	17	24%	4	6%
----	-----	---	----	----	-----	---	----

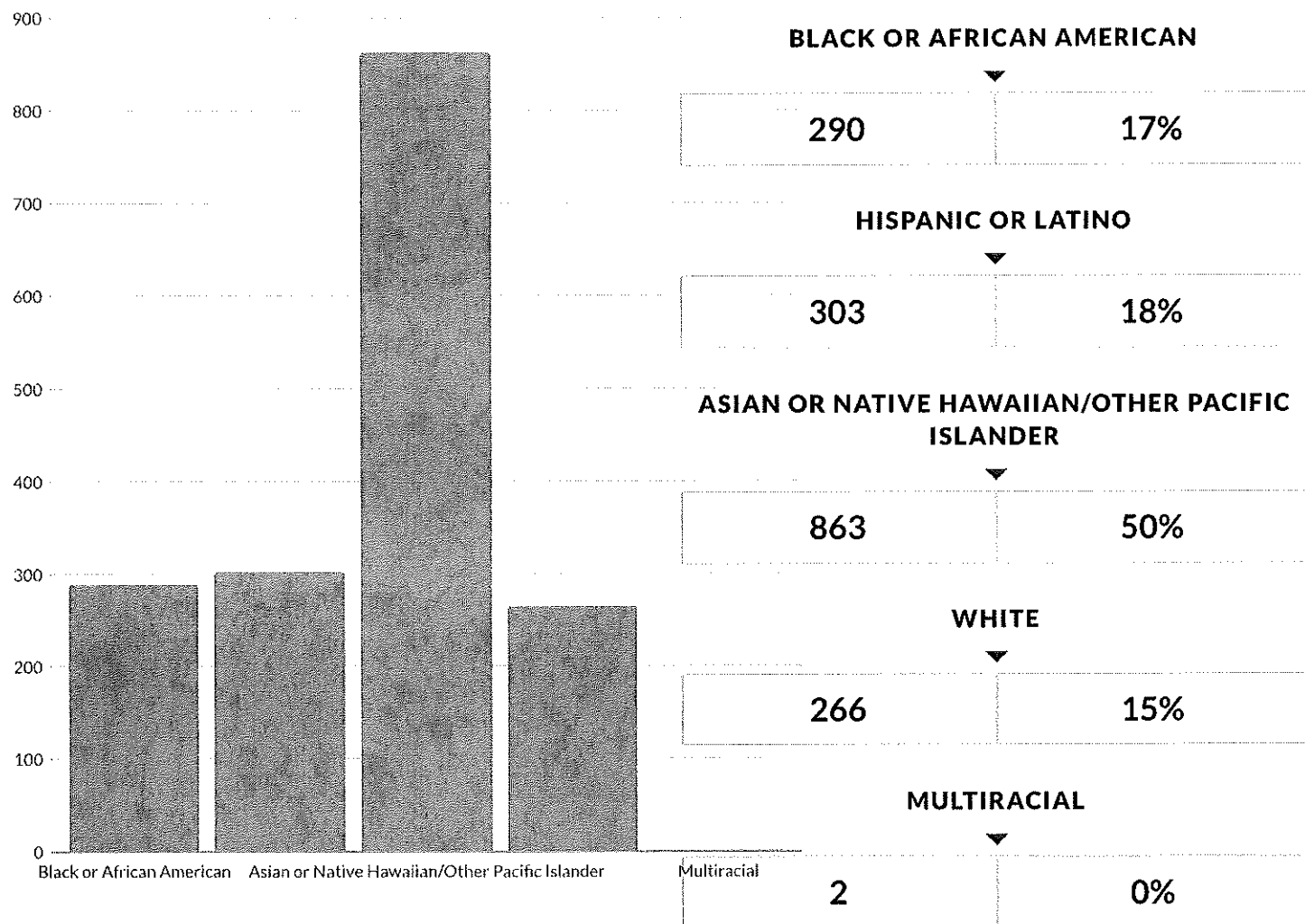
UTICA CITY SCHOOL DISTRICT ENGLISH LANGUAGE LEARNERS ENROLLMENT (2018 - 19)

K-12 ELL Enrollment: 1,724
K-12 Former ELL Enrollment: 530

ELL ENROLLMENT BY GENDER



ELL ENROLLMENT BY ETHNICITY

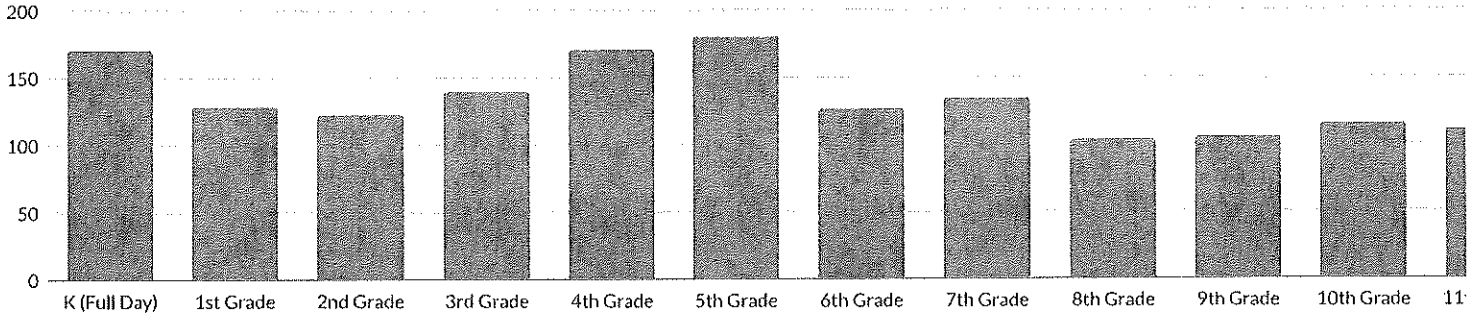


STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

197	11%	1,668	97%
-----	-----	-------	-----

ELL ENROLLMENT BY GRADE



K (FULL DAY)

171	10%
-----	-----

1ST GRADE

129	7%
-----	----

2ND GRADE

123	7%
-----	----

3RD GRADE

140	8%
-----	----

4TH GRADE

171	10%
-----	-----

5TH GRADE

181	10%
-----	-----

6TH GRADE

127	7%
-----	----

7TH GRADE

135	8%
-----	----

8TH GRADE

104	6%
-----	----

9TH GRADE

106	6%
-----	----

10TH GRADE

116	7%
-----	----

11TH GRADE

111	6%
-----	----

12TH GRADE

92	5%
----	----

UNGRADED SECONDARY

18	1%
----	----

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

1 Karen

2 Spanish

3 **Burmese**

4 **Arabic**

5 **Somali**

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
881	688	388	163

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
1951	6	0

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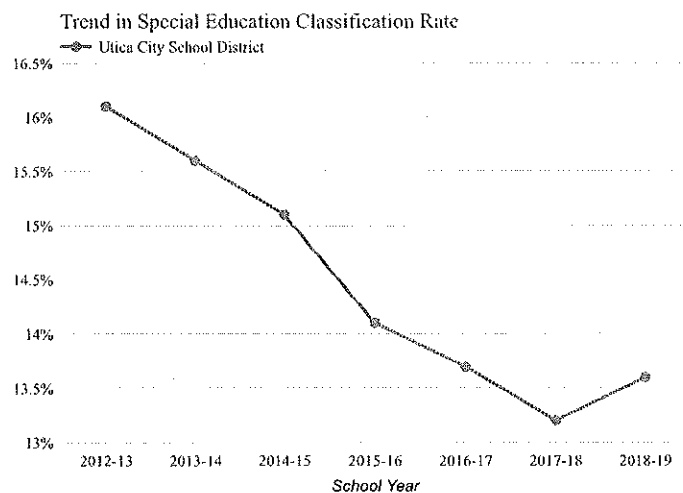
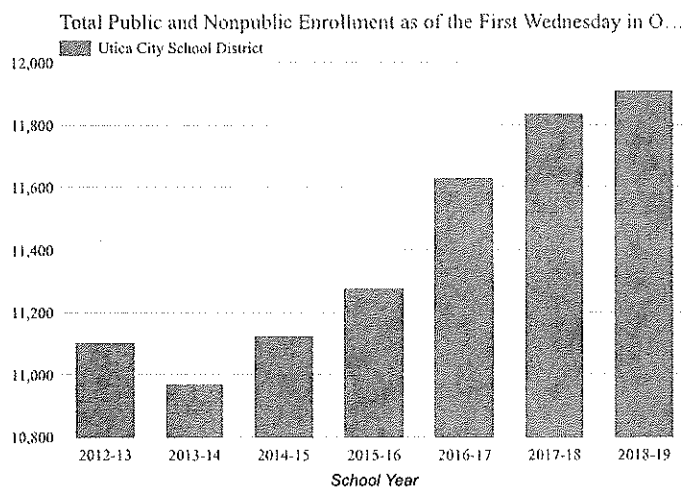
UTICA CITY SCHOOL DISTRICT

Special Education School District Data Profile 2018-19

- Enrollment & Classification Rate
- Indicator 1: Graduation Rate
- Indicator 2: Drop-Out Rate
- Indicator 3: State Assessments
- Indicator 4A: Suspension Rate
- Indicator 4B: Significant Discrepancy by Race/Ethnicity in Suspension Rate
- Indicator 5: School-Age Least Restrictive Environment (LRE)
- Indicator 6: Preschool Least Restrictive Environment (LRE)
- Indicator 7: Preschool Outcomes
- Indicator 8: Parental Involvement
- Indicator 9: Disproportionality - Identification for Special Education
- Indicator 10A: Disproportionality in Specific Disability Categories
- Indicator 11: Timely Evaluations (Child Find)
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes

Utica City School District 2018-19

Enrollment And Classification Rate



SCHOOL-AGE STUDENTS WITH DISABILITIES AND CLASSIFICATION RATE

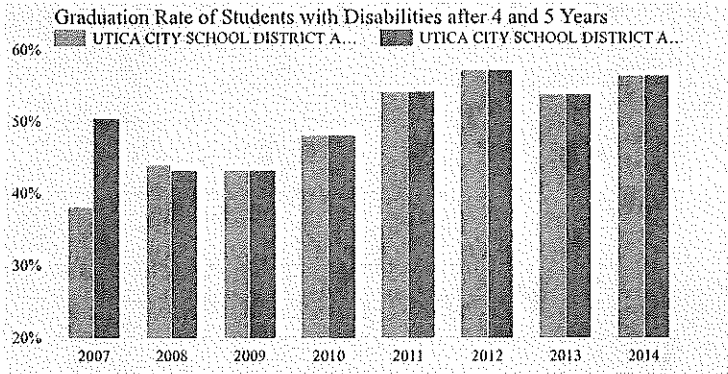
1,624

13.6%

PRESCHOOL STUDENTS WITH DISABILITIES

142

Indicator 1: Graduation Rate of Students with Disabilities



2014 TOTAL COHORT - AUGUST 2018

Students with Disabilities and Graduation rate

96

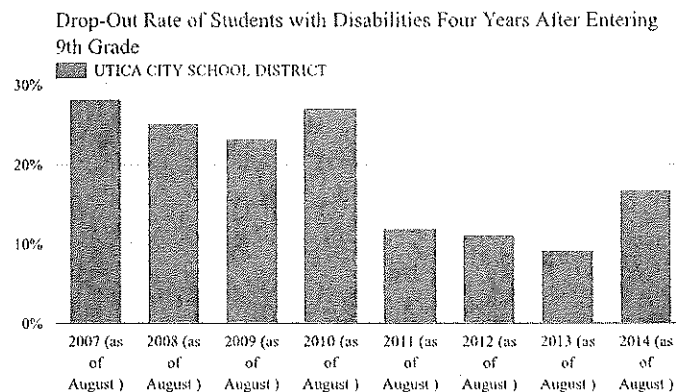
56.3%

State target and does district meet target

57.82% or higher

No, did not meet state target

Indicator 2: Drop-Out Rate of Students with Disabilities



2014 TOTAL COHORT 4 YEARS LATER - AUGUST 2018

Students with Disabilities and Drop-out Rate

96

16.7%

State target and does district meet target

13% or lower

No, did not meet state target

Indicator 3: State Assessments

Participation in and Performance on State Assessments

GRADE 3-8 ELA



Students with disabilities and participation rate

900

94%

State target and does district meet target

95%

No, did not meet state target

GRADE 3-8 MATH



Students with disabilities and participation rate

896

93%

State target and does district meet target

95%

No, did not meet state target

HIGH SCHOOL ELA



Students with disabilities and participation rate

111

94%

State target and does district meet target

95%

No, did not meet state target

HIGH SCHOOL MATH



Students with disabilities and participation rate

108

98%

State target and does district meet target

95%

Yes, met state target

Performance on State Assessments

GRADE 3-8 ELA

▼
Percent at or above level 3

900

13%

State target and does district meet target

23%

No, did not meet state target

GRADE 3-8 MATH

▼
Percent at or above level 3

896

13.7%

State target and does district meet target

23%

No, did not meet state target

HIGH SCHOOL ELA

▼
Percent at or above level 3

111

70.2%

State target and does district meet target

66%

Yes, met state target

HIGH SCHOOL MATH

▼
Percent at or above level 3

108

51.9%

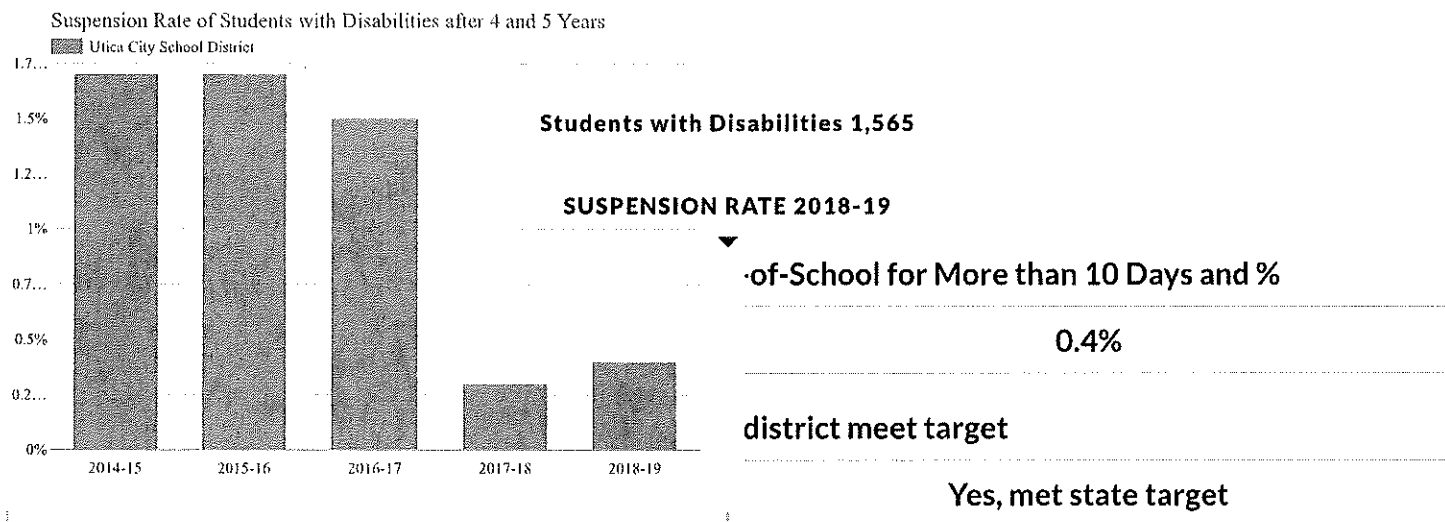
State target and does district meet target

66%

No, did not meet state target

Participation in and performance on rate is suppressed if less than 40 students with disabilities are reported as enrolled for participation rate.

Indicator 4A: Suspension Rate



Indicator 4B: Significant Discrepancy by Race/Ethnicity in Suspension Rate

SUSPENSION RATE 2018-19

Did the school district have significant discrepancy?

NO

State target for 2018-19

State target and does district meet target

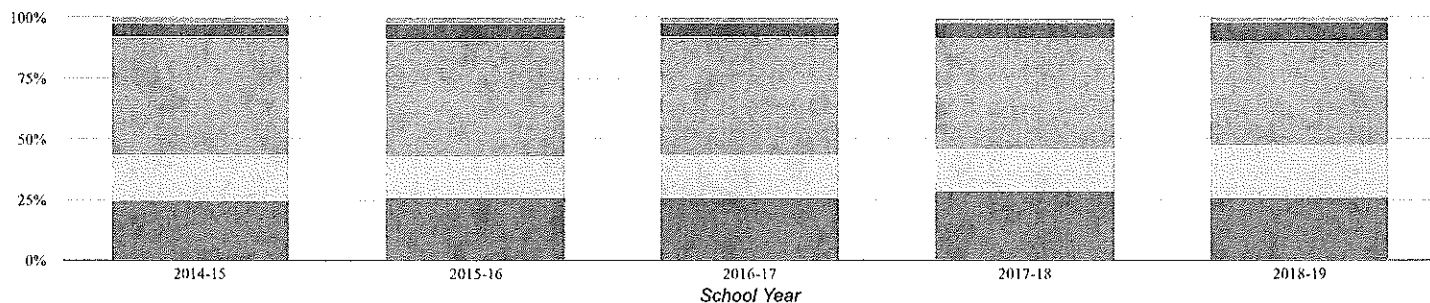
No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state target

Indicator 5: School-age Least Restrictive Environment (LRE)

Utica City School District % of Students with Disabilities (Ages 6-21) in Least Restrictive Environment

Less than 40% of the day 40 to 79% of the day 80% or more of the day In separate schools In Other Settings



STUDENTS WITH 80% OR MORE OF THE DAY IN A GENERAL EDUCATION PROGRAM

43.1%

State target and does district meet target

Greater than or equal to 60%

No, did not meet state target

STUDENTS WITH 40 TO 79% OF THE DAY IN A GENERAL EDUCATION PROGRAM



21.5%

State target and does district meet target

No State Target

Not Applicable

STUDENTS WITH LESS THAN 40% OF THE DAY IN A GENERAL EDUCATION PROGRAM



25.8%

State target and does district meet target

Less than or equal to 18%

No, did not meet state target

STUDENTS WITH DISABILITIES IN SEPARATE SETTINGS



7.7%

State target and does district meet target

Less than or equal to 5%

No, did not meet state target

STUDENTS WITH DISABILITIES IN OTHER SETTINGS



1.9%

State target and does district meet target

No State Target

Not Applicable

Indicator 6: Preschool Least Restrictive Environment (LRE)

Total Students with Disabilities: 208

STUDENTS WITH DISABILITIES WITH MEASUREMENT A



43.8%

State target and does district meet target

50.0% or higher

No, did not meet state target

STUDENTS WITH DISABILITIES WITH MEASUREMENT B

1.4%

State target and does district meet target

18.0% or lower

Yes, met state target

Indicator 7: Preschool Outcomes

This district is not required to report for Indicator 7 for 2018-19 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district will report data for this indicator.

Indicator 8: Parental Involvement

This district is not required to report for indicator 8 for 2018-19 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district will report data for this indicator.

Indicator 9: Disproportionality - Identification for Special Education

DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION?

No

State target and does district meet target

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state target

Indicator 10A: Disproportionality in Specific Disability Categories

DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES?

No

State target and does district meet target

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state target

Indicator 11: Timely Evaluations (Child Find)

NUMBER OF PRESCHOOL STUDENTS FOR WHOM PARENTAL CONSENT TO EVALUATE WAS RECEIVED (JULY 1, 2018 TO JUNE 30, 2019)

0**

NUMBER OF PRESCHOOL STUDENTS WHOSE EVALUATIONS WERE COMPLETED WITHIN THE STATE ESTABLISHED
TIMELINE



**

NUMBER OF PRESCHOOL STUDENTS WHOSE EVALUATIONS WERE NOT COMPLETED WITHIN STATE ESTABLISHED TIME
LINES, BUT FOR REASONS THAT ARE CONSIDERED TO BE IN COMPLIANCE WITH STATE REQUIREMENTS



**

COMPLIANCE RATE - [LINE 2 DIVIDED BY (LINE 1 MINUS LINE 3)*100]



**

State target and does district meet target

100%

**

NUMBER OF SCHOOL-AGE STUDENTS FOR WHOM PARENTAL CONSENT TO EVALUATE WAS RECEIVED (JULY 1, 2018 TO
JUNE 30, 2019)



0**

NUMBER OF SCHOOL-AGE STUDENTS WHOSE EVALUATIONS WERE COMPLETED WITHIN THE STATE ESTABLISHED
TIMELINE



**

NUMBER OF SCHOOL-AGE STUDENTS WHOSE EVALUATIONS WERE NOT COMPLETED WITHIN STATE ESTABLISHED TIME
LINES, BUT FOR REASONS THAT ARE CONSIDERED TO BE IN COMPLIANCE WITH STATE REQUIREMENTS



**

COMPLIANCE RATE - [LINE 2 DIVIDED BY (LINE 1 MINUS LINE 3)*100]



**

State target and does district meet target

100%

**

NUMBER OF COMBINED STUDENTS FOR WHOM PARENTAL CONSENT TO EVALUATE WAS RECEIVED (JULY 1, 2018 TO
JUNE 30, 2019)



*

**NUMBER OF COMBINED STUDENTS WHOSE EVALUATIONS WERE COMPLETED WITHIN THE STATE ESTABLISHED
TIMELINE**

▼
*

**NUMBER OF COMBINED STUDENTS WHOSE EVALUATIONS WERE NOT COMPLETED WITHIN STATE ESTABLISHED TIME
LINES, BUT FOR REASONS THAT ARE CONSIDERED TO BE IN COMPLIANCE WITH STATE REQUIREMENTS**

▼
*

COMPLIANCE RATE - [LINE 2 DIVIDED BY (LINE 1 MINUS LINE 3)*100]

▼
96%

State target and does district meet target

100%

No, did not meet state target

Indicator 12: Early Childhood Transition

Percent of children with IEPs who transitioned from early intervention services (Part C) to preschool special education services (Part B) and received their preschool special education services by their third birthdays consistent with State law.

This district is not required to report for Indicator 12 for 2018-19 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedul> for the school year in which this school district will report data for this indicator.

Indicator 13: Secondary Transition

This district is not required to report for Indicator13 for 2018-19 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedul> for the school year in which this school district will report data for this indicator.

Indicator 14: Post-School Outcomes

This district is not required to report for Indicator 14 for 2018-19 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedul> for the school year in which this school district will report data for this indicator.

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UTICA CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2018 - 19]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

TARGET DISTRICT

MADE PROGRESS

NO

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (54.71 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Comprehensive Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Targeted Support and Improvement	NA
Hispanic or Latino	Targeted Support and Improvement	NA
Multiracial	Targeted Support and Improvement	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	2	3	3	2	2	3
American Indian or Alaska Native	—	—	—	—	—	3
Asian or Native Hawaiian/Other Pacific Islander	2	4	4	3	2	4
Black or African American	1	3	2	2	2	2
Hispanic or Latino	2	3	2	2	2	3
Multiracial	2	3	2	—	2	2
White	3	3	3	3	3	3
English Language Learners	3	4	3	2	2	4
Students with Disabilities	2	3	3	2	2	2
Economically Disadvantaged	2	3	3	2	2	2

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	2
American Indian or Alaska Native	—
Asian or Native Hawaiian/Other Pacific Islander	2
Black or African American	1
Hispanic or Latino	2
Multiracial	2
White	3
English Language Learners	3
Students with Disabilities	2
Economically Disadvantaged	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	4,499	91	2
	Math	4,468	103	
	Science	1,434	173	
	Combined	10,401	107	
American Indian or Alaska Native	ELA	10	155	—
	Math	9	183	
	Science	4	—	
	Combined	23	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	905	106	2
	Math	909	128	
	Science	274	184	
	Combined	2,088	126	
Black or African American	ELA	1,161	68	1
	Math	1,141	68	
	Science	359	147	
	Combined	2,661	79	
Hispanic or Latino	ELA	908	79	1
	Math	905	88	
	Science	282	163	
	Combined	2,095	94	
Multiracial	ELA	292	91	2
	Math	288	102	
	Science	90	184	
	Combined	670	108	
White	ELA	1,227	111	2
	Math	1,219	127	
	Science	427	191	
	Combined	2,873	129	
English Language Learners	ELA	1,120	61	2
	Math	1,132	84	
	Science	381	154	
	Combined	2,633	84	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	824	45	2
	Math	816	46	
	Science	237	130	
	Combined	1,877	56	
Economically Disadvantaged	ELA	4,035	86	2
	Math	4,000	97	
	Science	1,227	168	
	Combined	9,262	102	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	4,499	91	2
	Math	4,468	103	
	Science	1,435	173	
	Combined	10,402	107	
American Indian or Alaska Native	ELA	11	141	—
	Math	11	150	
	Science	5	180	
	Combined	27	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	905	106	3
	Math	909	128	
	Science	274	184	
	Combined	2,088	126	
Black or African American	ELA	1,161	68	2
	Math	1,141	68	
	Science	374	141	
	Combined	2,676	78	
Hispanic or Latino	ELA	908	79	2
	Math	905	88	
	Science	282	163	
	Combined	2,095	94	
Multiracial	ELA	292	91	2
	Math	288	102	
	Science	90	184	
	Combined	670	108	
White	ELA	1,230	110	3
	Math	1,230	125	
	Science	427	191	
	Combined	2,887	129	
English Language Learners	ELA	1,120	61	3
	Math	1,132	84	
	Science	381	154	
	Combined	2,633	84	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	837	44	2
	Math	830	46	
	Science	257	120	
	Combined	1,924	55	
Economically Disadvantaged	ELA	4,035	86	3
	Math	4,000	97	
	Science	1,227	168	
	Combined	9,262	102	

ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	839,174	15,829	53	3
American Indian or Alaska Native	—	15	—	—
Asian or Native Hawaiian/Other Pacific Islander	210,868	3,564	59.2	4
Black or African American	204,279	4,071	50.2	3
Hispanic or Latino	158,043	3,066	51.5	3
Multiracial	48,429	953	50.8	3
White	216,706	4,160	52.1	3
English Language Learners	216,914	3,707	58.5	4
Students with Disabilities	130,084	2,448	53.1	3
Economically Disadvantaged	755,085	14,241	53	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	3
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	2
Hispanic or Latino	2
Multiracial	2
White	3
English Language Learners	3
Students with Disabilities	3
Economically Disadvantaged	3

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	1,080	45%	44%	1.0	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	550	45%	46%	1.0	3
Black or African American	181	47%	35%	0.7	2
Hispanic or Latino	181	44%	41%	0.9	2
Multiracial	1	—	—	—	—
White	167	49%	49%	1	3
English Language Learners	1,080	45%	44%	1.0	2
Students with Disabilities	117	42%	31%	0.7	2
Economically Disadvantaged	1,041	46%	43%	0.9	2

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	59	4,499	91	71	105	122	161	—	N	200	2	2
	Math	65	4,468	103	75	107	124	162	—	Y	200	3	
American Indian or Alaska Native	ELA	—	11	—	—	—	—	—	—	—	—	—	—
	Math	—	11	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	72	905	106	82	157	164	182	—	N	200	2	2
	Math	84	909	128	94	174	179	189	—	Y	200	3	
Black or African American	ELA	42	1,161	68	55	98	116	158	—	N	200	2	2
	Math	41	1,141	68	54	88	107	154	—	Y	200	3	
Hispanic or Latino	ELA	52	908	79	64	95	113	157	—	N	200	2	2
	Math	55	905	88	66	92	111	155	—	Y	200	3	
Multiracial	ELA	57	292	91	69	102	119	159	—	N	200	2	2
	Math	62	288	102	73	104	120	160	—	Y	200	3	
White	ELA	72	1,230	110	82	102	119	160	—	—	200	3	3
	Math	80	1,230	125	89	110	126	163	—	—	200	3	
English Language Learners	ELA	30	1,120	61	44	67	90	145	—	N	200	2	2
	Math	42	1,132	84	55	83	103	152	—	—	200	3	
Students with Disabilities	ELA	29	837	44	43	61	85	142	—	N	200	2	2
	Math	30	830	46	44	61	85	142	—	N	200	2	
Economically Disadvantaged	ELA	57	4,035	86	68	95	113	157	—	N	200	2	2
	Math	62	4,000	97	73	94	112	156	—	—	200	3	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	26.4	6,772	1,558	23%	24.6%	14.6%	12.8%	8.9%	—	Y	5%	3
American Indian or Alaska Native	25.7	41	8	19.5%	24.9%	20.6%	18%	11.5%	—	—	5%	3
Asian or Native Hawaiian/Other Pacific Islander	9.4	1,282	88	6.9%	9%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	30.2	1,717	464	27%	28.2%	20.1%	17.7%	11.4%	—	N	5%	2
Hispanic or Latino	37.1	1,433	456	31.8%	34.5%	19.8%	17%	11%	—	Y	5%	3
Multiracial	36	448	143	31.9%	33.6%	16.5%	14.5%	9.8%	—	N	5%	2
White	24.1	1,874	403	21.5%	22.5%	10.5%	9.3%	7.2%	—	Y	5%	3
English Language Learners	18.3	1,550	221	14.3%	17.3%	17.6%	15.2%	10.1%	—	—	5%	4
Students with Disabilities	40.9	1,156	408	35.3%	38.1%	21.5%	18.5%	11.8%	—	N	5%	2
Economically Disadvantaged	27.6	5,966	1,436	24.1%	25.8%	19.9%	17.1%	11.1%	—	N	5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	4,840	96.6%	9,631	90.3%
American Indian or Alaska Native	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	943	99.4%	1,800	97.8%
Black or African American	✓	1,250	96.5%	2,502	90.1%
Hispanic or Latino	✓	982	97.1%	1,942	89.8%
Multiracial	✓	315	95.2%	610	87.7%
White	✓	1,343	94.7%	2,763	86.5%
English Language Learners	✓	870	98.7%	1,842	96.7%
Students with Disabilities	X	902	93.7%	1,751	85.9%
Economically Disadvantaged	✓	4,268	97%	8,376	90.8%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	4,837	96.1%	9,633	89.5%
American Indian or Alaska Native	—	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	945	99.4%	1,805	97.5%
Black or African American	✓	1,249	95.3%	2,507	88.6%
Hispanic or Latino	✓	975	97%	1,929	89.2%
Multiracial	✓	315	94.9%	610	86.6%
White	X	1,346	94.1%	2,768	86.2%
English Language Learners	✓	877	99.2%	1,850	95.8%
Students with Disabilities	X	897	93.3%	1,749	85.6%
Economically Disadvantaged	✓	4,253	96.4%	8,357	89.8%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	5
Grade 4	8
Grade 5	—
Grade 6	8
Grade 7	—
Grade 8	7

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Comprehensive Support and Improvement	No
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Targeted Support and Improvement	No
Hispanic or Latino	Targeted Support and Improvement	Yes
Multiracial	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

SECONDARY INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	1	1	1	3	1	3	2
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	3	2	3	2	2	3
Black or African American	1	1	1	2	1	3	2
Hispanic or Latino	2	1	1	4	2	3	3
Multiracial	2	—	2	—	—	2	—
White	2	2	2	4	1	3	2
English Language Learners	2	1	2	3	2	4	4
Students with Disabilities	2	2	2	2	2	1	1
Economically Disadvantaged	2	2	2	3	1	2	2

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	630	163	149	1
	Math	630	102		
	Science	630	179		
	Social Studies	630	193		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	116	172	156	2
	Math	116	111		
	Science	116	181		
	Social Studies	116	198		
Black or African American	ELA	145	130	123	1
	Math	145	79		
	Science	145	151		
	Social Studies	145	171		
Hispanic or Latino	ELA	124	157	144	2
	Math	124	96		
	Science	124	173		
	Social Studies	124	187		
Multiracial	ELA	26	181	155	2
	Math	26	98		
	Science	26	187		
	Social Studies	26	181		
White	ELA	236	181	166	2
	Math	236	115		
	Science	236	198		
	Social Studies	236	208		
English Language Learners	ELA	53	91	77	2
	Math	53	62		
	Science	53	66		
	Social Studies	53	98		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	114	104	98	2
	Math	114	57		
	Science	114	125		
	Social Studies	114	148		
Economically Disadvantaged	ELA	415	157	145	2
	Math	415	98		
	Science	415	173		
	Social Studies	415	190		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	68.2%	725	69.4%	70.4%	82.8%	85%	90%	N	—	95%	1	1
	5-Year	72.9%	726	73.6%	74.7%	85%	86.8%	91.4%	N	—	96%	1	
	6-Year	71.7%	707	75.4%	73.7%	85.1%	87.3%	92.2%	—	N	97%	2	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—	—	
	6-Year	—	1	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	55.8%	131	71.8%	59%	88.3%	89.5%	92.3%	—	N	95%	2	3
	5-Year	63.4%	113	77%	66%	90.2%	91%	93.5%	—	Y	96%	3	
	6-Year	66.4%	110	72.7%	68.8%	89.7%	91.1%	94.1%	—	Y	97%	3	
Black or African American	4-Year	61.9%	199	56.3%	64.5%	73.3%	77.3%	86.2%	N	—	95%	1	1
	5-Year	66.1%	211	64%	68.5%	76.7%	80.3%	88.2%	N	—	96%	1	
	6-Year	64.4%	193	69.4%	67%	76.9%	80.3%	88.7%	—	N	97%	2	
Hispanic or Latino	4-Year	64.8%	129	59.7%	67.2%	73.2%	76.8%	85.9%	N	—	95%	1	1
	5-Year	71.3%	121	69.4%	73.3%	75.7%	79.1%	87.6%	N	—	96%	1	
	6-Year	69%	110	72.7%	71.2%	76.1%	79.7%	88.4%	—	N	97%	2	
Multiracial	4-Year	—	23	65.2%	—	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—	—	
	6-Year	—	1	—	—	—	—	—	—	—	—	—	
White	4-Year	78.3%	247	83.8%	79.7%	90.2%	91%	93%	—	Y	95%	3	2
	5-Year	82.1%	275	81.8%	83.3%	91.5%	92.3%	94.2%	Y	—	96%	2	
	6-Year	78.8%	292	81.2%	80.2%	91.2%	92.4%	94.7%	—	N	97%	2	
English Language Learners	4-Year	41.5%	68	14.7%	45.7%	53%	60.4%	77.7%	N	—	95%	1	1
	5-Year	53.6%	55	34.5%	57%	60.4%	66.8%	81.4%	N	—	96%	1	
	6-Year	51.1%	48	25%	54.7%	60.6%	66.8%	81.9%	N	—	97%	1	
Students with Disabilities	4-Year	50%	124	53.2%	53.6%	59.7%	66.1%	80.6%	Y	—	95%	2	2
	5-Year	59.7%	131	55.7%	62.7%	63%	69%	82.5%	Y	—	96%	2	
	6-Year	52%	113	56.6%	55.6%	61.4%	67.8%	82.4%	—	N	97%	2	
Economically Disadvantaged	4-Year	67.5%	495	69.7%	69.7%	76.9%	79.9%	87.5%	—	N	95%	2	2
	5-Year	74.4%	533	74.9%	76.2%	80.4%	83%	89.5%	N	—	96%	1	
	6-Year	73%	467	76.9%	75%	80.7%	83.5%	90.3%	—	N	97%	2	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	1
Asian or Native Hawaiian/Other Pacific Islander	2
Black or African American	1
Hispanic or Latino	1
Multiracial	2
White	2
English Language Learners	2
Students with Disabilities	2
Economically Disadvantaged	2

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	365	40%	48%	1.2	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	159	38%	46%	1.2	3
Black or African American	68	45%	38%	0.8	2
Hispanic or Latino	69	39%	54%	1.4	4
Multiracial	1	—	—	—	—
White	68	42%	54%	1.3	4
English Language Learners	365	40%	48%	1.2	3
Students with Disabilities	55	35%	33%	0.9	2
Economically Disadvantaged	345	41%	48%	1.2	3

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	163	630	163	168	191	194	204	N	—	215	1	1
	Math	106	630	102	113	151	158	179	Y	—	200	2	
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	165	116	172	169	209	210	212	—	Y	215	3	2
	Math	128	116	111	134	191	193	196	Y	—	200	2	
Black or African American	ELA	143	145	130	148	163	170	192	N	—	215	1	1
	Math	81	145	79	91	117	127	164	Y	—	200	2	
Hispanic or Latino	ELA	147	124	157	152	166	172	194	—	Y	215	3	2
	Math	87	124	96	96	124	134	167	Y	—	200	2	
Multiracial	ELA	—	26	—	—	—	—	—	—	—	—	—	—
	Math	—	26	—	—	—	—	—	—	—	—	—	
White	ELA	185	236	181	187	208	209	212	N	—	215	1	1
	Math	123	236	115	129	168	172	186	N	—	200	1	
English Language Learners	ELA	79	53	91	90	93	109	162	—	Y	215	3	2
	Math	60	53	62	71	99	112	156	Y	—	200	2	
Students with Disabilities	ELA	108	114	104	117	120	133	174	Y	—	215	2	2
	Math	46	114	57	58	91	105	153	Y	—	200	2	
Economically Disadvantaged	ELA	161	415	157	165	171	177	196	N	—	215	1	1
	Math	102	415	98	110	131	140	170	Y	—	200	2	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	35.9	2,870	904	31.5%	33.5%	22.6%	19.8%	12.4%	—	Y	5%	3
American Indian or Alaska Native	—	11	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	25.1	530	111	20.9%	23.5%	14%	12.4%	8.7%	—	N	5%	2
Black or African American	41.7	744	281	37.8%	38.7%	31.5%	27.1%	16.1%	—	Y	5%	3
Hispanic or Latino	44.2	536	199	37.1%	41%	31.6%	27.2%	16.1%	—	Y	5%	3
Multiracial	35	77	31	40.3%	32.6%	23.1%	20.1%	12.6%	Y	—	5%	2
White	34	976	280	28.7%	31.6%	15.6%	14%	9.5%	—	Y	5%	3
English Language Learners	36.5	662	178	26.9%	33.9%	33.8%	29%	17%	—	—	5%	4
Students with Disabilities	46.8	552	241	43.7%	43.4%	32.8%	28%	16.5%	N	—	5%	1
Economically Disadvantaged	37.4	2,299	765	33.3%	34.8%	30.2%	25.8%	15.4%	—	N	5%	2

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	93	113.5	99.6	130.2	137.8	156.4	—	N	175	2
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	94	121.3	100.4	154.1	157.7	166.4	—	Y	175	3
Black or African American	73.5	83.4	81.7	101.2	114	144.5	—	N	175	2
Hispanic or Latino	85.8	105.2	93	104.5	116.5	145.8	—	—	175	3
Multiracial	—	—	—	—	—	—	—	—	—	—
White	111.5	134.5	116.5	149.7	154.1	164.6	—	N	175	2
English Language Learners	21.8	75.5	34	43.4	66.4	120.7	—	—	175	4
Students with Disabilities	56.1	60.3	65.7	76.5	93.5	134.3	N	—	175	1
Economically Disadvantaged	92.9	109	99.5	112.9	123.7	149.4	—	N	175	2

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	754	0	331	1	183	19	220
American Indian or Alaska Native	1	0	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	143	0	74	1	24	0	44
Black or African American	184	0	51	0	45	13	75
Hispanic or Latino	143	0	50	0	49	3	41
Multiracial	31	0	—	—	—	—	—
White	271	0	150	0	63	3	55
English Language Learners	155	0	36	1	43	1	74
Students with Disabilities	155	0	15	1	59	6	74
Economically Disadvantaged	491	0	199	1	131	9	151

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	715	96.9%	1,448	96.1%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	139	97.8%	293	96.9%
Black or African American	✓	171	96.5%	365	94.5%
Hispanic or Latino	✓	141	98.6%	263	96.2%
Multiracial	—	10	—	—	—
White	✓	253	96.1%	499	96.8%
English Language Learners	X	78	92.3%	162	90.1%
Students with Disabilities	X	114	93%	222	91.9%
Economically Disadvantaged	✓	471	96.8%	994	96%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	715	97.5%	1,448	97.3%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	139	97.1%	293	97.3%
Black or African American	✓	171	95.3%	365	94.3%
Hispanic or Latino	✓	141	98.6%	263	98.1%
Multiracial	—	10	—	—	—
White	✓	253	98.8%	499	99.2%
English Language Learners	X	78	85.9%	162	85.8%
Students with Disabilities	✓	114	95.6%	222	96%
Economically Disadvantaged	✓	471	97.2%	994	96.9%

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FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$96,527,208

PUPILS



10,419

EXPENDITURES PER PUPIL



\$9,265

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$30,863,434

PUPILS



1,566

EXPENDITURES PER PUPIL



\$19,708

SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$2,607,418,443

PUPILS



215,052

EXPENDITURES PER PUPIL



\$12,125

INSTRUCTIONAL EXPENDITURES



\$1,144,010,444

PUPILS



35,167

EXPENDITURES PER PUPIL



\$32,531

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$35,536,250,285

PUPILS

2,658,466

EXPENDITURES PER PUPIL

\$13,367

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$15,830,085,081

PUPILS

489,198

EXPENDITURES PER PUPIL

\$32,359

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general- and special-education expenditures. Special-education services provided in the general-education classroom may benefit students not classified as having disabilities.

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT



\$16,410

SIMILAR DISTRICT

GROUP



\$22,630

NY STATE



\$25,853

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT

80% OR MORE



671

43.1%

40% - 79%



334

21.5%

LESS THAN 40%



402

25.8%

SEPARATE SETTINGS



120

7.7%

OTHER SETTINGS



30

1.9%

SIMILAR DISTRICT GROUP

HIGH NEED/RESOURCE
CAPACITY URBAN OR
SUBURBAN

80% OR MORE



47.7%

40% - 79%



18.1%

LESS THAN 40%



23.4%

SEPARATE SETTINGS



7.8%

OTHER SETTINGS



3.0%

NY STATE

80% OR MORE



58.7%

40% - 79%



11.5%

LESS THAN 40%



19.0%

SEPARATE SETTINGS



5.3%

OTHER SETTINGS



5.6%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT



13.6%

SIMILAR DISTRICT GROUP



12.9%

NY STATE



15.6%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special-education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our NRC capacity categories page.

UTICA CITY SCHOOL DISTRICT GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2019

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	757	530	70%	112	15%	371	49%	47	6%	10	1%	102	13%	3	0%	110	15%
Female	364	282	77%	68	19%	197	54%	17	5%	5	1%	34	9%	2	1%	39	11%
Male	393	248	63%	44	11%	174	44%	30	8%	5	1%	68	17%	1	0%	71	18%
Multiracial	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	143	99	69%	32	22%	64	45%	3	2%	1	1%	18	13%	0	0%	25	17%
White	272	216	79%	60	22%	144	53%	12	4%	2	1%	28	10%	1	0%	25	9%
Black or African American	186	103	55%	8	4%	80	43%	15	8%	4	2%	36	19%	2	1%	40	22%
Hispanic or Latino	143	104	73%	10	7%	78	55%	16	11%	3	2%	18	13%	0	0%	17	12%
General-Education Students	605	450	74%	112	19%	328	54%	10	2%	2	0%	63	10%	1	0%	88	15%
Students with Disabilities	152	80	53%	0	0%	43	28%	37	24%	8	5%	39	26%	2	1%	22	14%
Non-English Language Learners	674	512	76%	112	17%	360	53%	40	6%	8	1%	68	10%	3	0%	81	12%
English Language Learners	83	18	22%	0	0%	11	13%	7	8%	2	2%	34	41%	0	0%	29	35%
Not Economically Disadvantaged	265	187	71%	57	22%	113	43%	17	6%	5	2%	28	11%	0	0%	45	17%
Economically Disadvantaged	492	343	70%	55	11%	258	52%	30	6%	5	1%	74	15%	3	1%	65	13%
Not Migrant	757	530	70%	112	15%	371	49%	47	6%	10	1%	102	13%	3	0%	110	15%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	757	530	70%	112	15%	371	49%	47	6%	10	1%	102	13%	3	0%	110	15%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	730	510	70%	111	15%	354	48%	45	6%	10	1%	98	13%	3	0%	108	15%
Homeless	27	20	74%	1	4%	17	63%	2	7%	0	0%	4	15%	0	0%	2	7%
Not in Foster Care	757	530	70%	112	15%	371	49%	47	6%	10	1%	102	13%	3	0%	110	15%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

UTICA CITY SCHOOL DISTRICT GRADUATION PATHWAYS DATA 2019

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	530	383	72%	4	1%	24	5%	90	17%	4	1%	8	2%	17	3%	0	0%
Female	282	235	83%	1	0%	14	5%	20	7%	2	1%	3	1%	7	2%	0	0%
Male	248	148	60%	3	1%	10	4%	70	28%	2	1%	5	2%	10	4%	0	0%
Multiracial	7	6	86%	0	0%	0	0%	0	0%	0	0%	0	0%	1	14%	0	0%
American Indian or Alaska Native	1	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	99	82	83%	1	1%	5	5%	10	10%	1	1%	0	0%	0	0%	0	0%
White	216	150	69%	1	0%	13	6%	36	17%	3	1%	6	3%	7	3%	0	0%
Black or African American	103	73	71%	0	0%	4	4%	23	22%	0	0%	0	0%	3	3%	0	0%
Hispanic or Latino	104	72	69%	2	2%	1	1%	21	20%	0	0%	2	2%	6	6%	0	0%
General-Education Students	450	339	75%	4	1%	21	5%	63	14%	4	1%	8	2%	11	2%	0	0%
Students with Disabilities	80	44	55%	0	0%	3	4%	27	34%	0	0%	0	0%	6	8%	0	0%
Non-English Language Learners	512	369	72%	4	1%	23	4%	89	17%	4	1%	8	2%	15	3%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learners	18	14	78%	0	0%	1	6%	1	6%	0	0%	0	0%	2	11%	0	0%
Not Economically Disadvantaged	187	130	70%	1	1%	11	6%	30	16%	2	1%	3	2%	10	5%	0	0%
Economically Disadvantaged	343	253	74%	3	1%	13	4%	60	17%	2	1%	5	1%	7	2%	0	0%
Not Migrant	530	383	72%	4	1%	24	5%	90	17%	4	1%	8	2%	17	3%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	510	370	73%	4	1%	23	5%	85	17%	4	1%	7	1%	17	3%	0	0%
Homeless	20	13	65%	0	0%	1	5%	5	25%	0	0%	1	5%	0	0%	0	0%
Parents not in Armed Forces	530	383	72%	4	1%	24	5%	90	17%	4	1%	8	2%	17	3%	0	0%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	530	383	72%	4	1%	24	5%	90	17%	4	1%	8	2%	17	3%	0	0%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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UTICA CITY SCHOOL DISTRICT - STUDENT AND EDUCATOR REPORT [2018 - 19]

The Student and Educator Report provides information to the public on students eligible for free or reduced-price lunch; student attendance and suspensions; and school/district average class size, staff counts, and teacher attendance and turnover. Knowledge gained from this report can be used to improve instruction and services to students.

STUDENT DATA

FREE AND REDUCED-PRICE LUNCH (2018-19)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
Number	Percent	Number	Percent
8,014	80%	214	2%

AVERAGE CLASS SIZE (2018-19)

Class Description	Average Class Size
Grade 3 ELA	15
Grade 4 ELA	13
Grade 5 ELA	14
Grade 6 ELA	14
Grade 7 ELA	14
Grade 8 ELA	13
Grade 3 Math	18
Grade 4 Math	17
Grade 5 Math	17
Grade 6 Math	18
Grade 7 Math	13
Grade 8 Math	11
Grade 4 Science	17
Grade 8 Science	18
ELA	16
Algebra I	15
Geometry	23
Algebra II	19
Earth Science	26
Biology	15
Chemistry	24
Physics	13
World History & Geography	18
U.S. History-Comprehensive	19

STUDENT ATTENDANCE RATE (2018-19)

92%

STUDENT SUSPENSION RATE (2018-19)

7%

EDUCATOR DATA

STAFF COUNTS (2018-19)

School Counselors	Teachers	Social Workers	Principals
16	698	17	13

TEACHER ATTENDANCE RATE (2018-19)

96%

TEACHER TURNOVER (2017-18) TO (2018-19)

Turnover Rate Of Teachers With Fewer Than Five Years Of Experience	Turnover Rate Of All Teachers
17%	8%

UTICA CITY SD

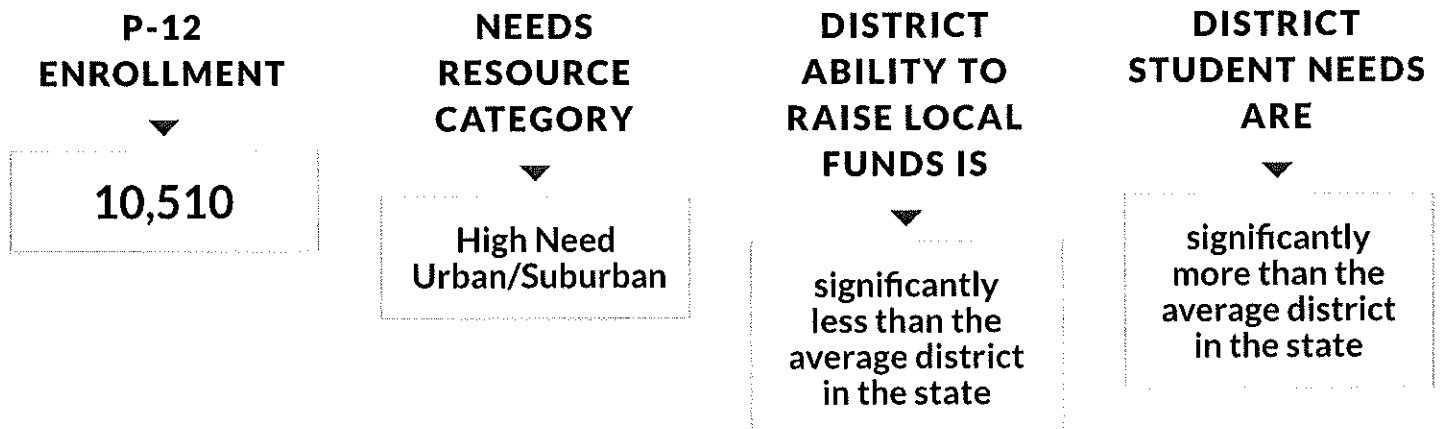
2018-19 School Year Financial Transparency Report

The tables below display per pupil expenditures for individual schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

What are the economic and student characteristics of this school district?



Student Demographics

Enrollment	UTICA CITY SD
All Students	10,510
Economically Disadvantaged	87%
Students with Disabilities	16%
English Language Learner	16%
» ? Help	

Report View One: How Much is Being Spent on Instruction and Administration in this School and School District?

Data under the school column represent per pupil expenditures in each category for the individual school selected. School level data (entries A through D) under the district column represent the average per pupil school level expenditures for all schools in the district. Per pupil central district expenditures (entries E through H) are not attributed to any particular school within the district and are applied equally to all schools.

Total spending (entry I) represents all non-excluded per pupil expenditures. Data under the district column represent the average per pupil expenditures of all schools in the district. Data under the school column represent the sum of entry D for the school plus entry H for the district.

Report View One Per Pupil Expenditure Categories	UTICA CITY SD
» A. Instruction (A1 + A2 + A3 + A4)	\$7,088.88
» B. Administration (B1 + B2 + B3)	\$575.35
» C. All Other Spending (C1 + C2 + C3)	\$3,336.67
D. Total School Level (A + B + C)	\$11,000.89
» E. Central District Instruction (E1 + E2 + E3 + E4)	\$139.34
» F. Central District Administration (F1 + F2 + F3)	\$1,146.40
» G. All Other Central District Spending (G1 + G2 + G3)	\$1,870.64
H. Total Central District Costs	\$3,156.39
I. Total Spending (D + H)	\$14,157.29

Report View Two: How are the Local/State and Federal Funds Spent in this School and School District?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal revenue source.

Data under the school column represent per pupil expenditures in each category for the individual school selected. School level data (entries J and K) under the district column represent the average per pupil school level expenditures for all schools in the district. Per pupil central district

expenditures (entries L and M) are not attributed to any particular school within the district and are applied equally to all schools.

Total spending (entry N) represents all non-excluded per pupil expenditures. Data under the district column represent the average per pupil expenditures of all schools in the district. Data under the school column represent the sum of entries J and K for the school plus entries L and M for the district.

Report View Two Per Pupil Expenditure Categories	UTICA CITY SD
J. Total School Level Local/State Spending	\$9,754.39
» K. Total School Level Federal Spending	\$1,246.51
L. Total Central District Level Local/State Spending	\$1,665.73
M. Total Central District Level Federal Spending	\$1,490.66
N. Total District and School Spending (J + K + L + M)	\$14,157.29

Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas in This School and School District?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures enrollment of the entire district or school are used for pupil services, community schools programs, and BOCES services. Enrollments for the particular program areas are used for special education, ELL/MLL services, and prekindergarten.

Entries O through T represent school level expenditures. Data under the school column represent per pupil expenditures in each of category in the selected school. Data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central district expenditures that are not attributable to a particular school. No data are reported under the school column.

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central District Costs (Row H)

Exclusions: What other spending is not included in the per pupil amounts shown above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

School districts reported expenditures for this report separately from the ST-3 report and may not match the ST-3 report.


District Expenditures Excluded	UTICA CITY SD
1. Transportation	\$8,490,431.00
2. Charter School Tuition	\$5,003,220.00
3. Other Tuition	\$12,978,964.00
4. Debt Service	\$18,609,069.00
5. Other	\$6,304,685.00
Percent Excluded from Total	26%
Total Expenditures	\$200,179,435.00

UTICA CITY SCHOOL DISTRICT

2018-19 AP/IB REPORT

This report provides information to the public of Advanced Placement (AP) and International Baccalaureate (IB) course participation and assessment data reported to the New York State Education Department by school districts and charter schools. This data are an important part of the Board of Regents' effort to create and transparently report on the educational equity for all students. The data are used as part of the calculation of an institution's College, Career, and Civic Readiness. The data are aggregated by grade level and can be filtered by student subgroups.

Data is reported by education institutions to the State Education Department throughout the school year and are available for verification by districts via the Level 2 Reporting environment (L2RPT) until the close of the state data warehouse in August. Although the report does not need to be certified, the Department strongly encourages the data to be reviewed by the district for accuracy as the underlying data used to create this report are included in other L2RPTs that are required to be certified. For the most updated information, please contact the school district.

 These data are filtered by: **GENDER** (Male, Female) **ETHNICITY** (American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial) **OTHER GROUPS** (English Language Learners, Students with Disabilities, Economically Disadvantaged Students)

AP Course Participation

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		#	%	#	%	#	%	#	%	#	%
AP English Literature and Composition	ELA	27	3%	1	0%	0		0		0	
AP Calculus AB	Mathematics	18	2%	0		0		0		0	
AP Biology	Science	13	1%	4	0%	0		0		0	
AP Chemistry	Science	5	0%	15	2%	0		0		0	

Assessment	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS #	
		#	% with a Score of 3 or Higher	#	% with a Score of 3 or Higher	#	% with a Score of 3 or Higher	#	% with a Score of 3 or Higher	#	% with a Score of 3 or Higher
AP Language and Comp	ELA	1	—	27	55%	0		0		0	
AP Literature and Comp	ELA	20	20%	1	—	0		0		0	
AP Calculus AB	Mathematics	12	58%	0		0		0		0	
AP Biology	Science	12	83%	4	—	0		0		0	
AP Chemistry	Science	1	—	12	16%	0		0		0	
AP Physics 1	Science	0		2	—	0		0		0	
AP Physics 2	Science	4	—	0		1	—	0		0	
AP European History	Social Studies	0		0		76	10%	0		0	
AP US History	Social Studies	0		65	29%	0		0		0	

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