

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0040
 Name: Saunders Trades & Technical High School
 Principal: Steven Mazzola

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	470	398	370
Tenth	336	354	401
Eleventh	315	280	302
Twelfth	296	295	242
Ungraded Secondary	60	53	58
Total K-12 Enrollment	1477	1380	1373

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	81	5.5%	74	5.4%	72	5.2%
Black (Not Hispanic)	264	17.9%	244	17.7%	245	17.8%
Hispanic	642	43.5%	600	43.5%	607	44.2%
White (Not Hispanic)	490	33.2%	462	33.5%	449	32.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	26	25	27
Mathematics Grade 10	28	20	29
Science Grade 10	0	20	23
Social Studies Grade 10	25	27	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
42	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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	40	2.7%	45	3.3%	46	3.4%
Eligible for Free Lunch	864	58.5%	880	63.8%	879	64.0%

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		94.5%		94.7%		95.1%
Student Suspensions	149	10.2%	86	5.8%	83	6.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.8%	7.5%	6.5%
Public Assistance	61-70%	71-80%	71-80%
Student Stability	96%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	113
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	219	94	43%	260	91	35%	225	82	36%
Students with Disabilities	16	1	6%	19	2	11%	20	0	0%
All Students	235	95	40%	279	93	33%	245	82	33%

*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	110	66	12	4	40	13
Percent	45%	27%	5%	2%	16%	5%

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)
20	0	1	21

*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	11		21		18	1.5%
	Entered GED Program*	4		12		13	1.1%
	Total Noncompleters	15		33		31	2.5%
Students with Disabilities	Dropped Out	4		2		2	1.4%
	Entered GED Program*	2		4		1	0.7%
	Total Noncompleters	6		6		3	2.1%
All Students	Dropped Out	15	1.0%	23	1.7%	20	1.5%
	Entered GED Program*	6	0.4%	16	1.2%	14	1.0%
	Total Noncompleters	21	1.4%	39	2.8%	34	2.5%

*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	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	318	330	330
	Number of Students with Disabilities	62	70	70
	Number of All Students	380	400	400
	Percent of Enrollment	26%	29%	29%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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	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%	0	0%	0	0%

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	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	1	#
Science	18	78%	3	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	2	#	2	#
U.S. Hist & Gov't	3	#	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	52%	37	86%	20	70%
Science	22	50%	25	48%	43	56%
Reading	15	73%	18	28%	17	53%
Writing	0	0%	16	81%	20	95%
Global Studies	14	43%	28	32%	24	42%
U.S. Hist & Gov't	8	38%	15	73%	20	55%

(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	335	283	325	27	22	32
Number Scoring 55-100	297	252	299	16	5	16
Number Scoring 65-100	254	245	290	8	5	13
Number Scoring 85-100	71	96	117	0	0	3
Percentage of Tested Scoring 55-100	89%	89%	92%	59%	23%	50%
Percentage of Tested Scoring 65-100	76%	87%	89%	30%	23%	41%
Percentage of Tested Scoring 85-100	21%	34%	36%	0%	0%	9%
Mathematics A						
Number Tested	373	475	322	34	41	18
Number Scoring 55-100	169	299	286	8	7	10
Number Scoring 65-100	95	214	236	4	5	6
Number Scoring 85-100	5	28	40	0	0	1
Percentage of Tested Scoring 55-100	45%	63%	89%	24%	17%	56%
Percentage of Tested Scoring 65-100	25%	45%	73%	12%	12%	33%
Percentage of Tested Scoring 85-100	1%	6%	12%	0%	0%	6%
Mathematics 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%
Global History and Geography						
Number Tested	343	423	381	24	40	38
Number Scoring 55-100	268	333	290	9	16	14
Number Scoring 65-100	204	289	246	6	9	9
Number Scoring 85-100	56	88	81	0	1	5
Percentage of Tested Scoring 55-100	78%	79%	76%	38%	40%	37%
Percentage of Tested Scoring 65-100	59%	68%	65%	25%	23%	24%
Percentage of Tested Scoring 85-100	16%	21%	21%	0%	3%	13%
U.S. History and Government						
Number Tested	326	293	307	26	19	17
Number Scoring 55-100	289	269	265	20	11	11
Number Scoring 65-100	220	230	237	9	6	10
Number Scoring 85-100	33	75	86	1	1	1
Percentage of Tested Scoring 55-100	89%	92%	86%	77%	58%	65%
Percentage of Tested Scoring 65-100	67%	78%	77%	35%	32%	59%
Percentage of Tested Scoring 85-100	10%	26%	28%	4%	5%	6%

(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	213	250	583	13	29	55
Number Scoring 55-100	200	218	470	9	11	25
Number Scoring 65-100	181	191	376	7	8	12
Number Scoring 85-100	23	33	39	1	1	0
Percentage of Tested Scoring 55-100	94%	87%	81%	69%	38%	45%
Percentage of Tested Scoring 65-100	85%	76%	64%	54%	28%	22%
Percentage of Tested Scoring 85-100	11%	13%	7%	8%	3%	0%
Physical Setting/Earth Science						
Number Tested	289	369	97	21	35	2
Number Scoring 55-100	215	288	69	6	14	#
Number Scoring 65-100	160	231	36	2	9	#
Number Scoring 85-100	29	33	1	0	0	#
Percentage of Tested Scoring 55-100	74%	78%	71%	29%	40%	#
Percentage of Tested Scoring 65-100	55%	63%	37%	10%	26%	#
Percentage of Tested Scoring 85-100	10%	9%	1%	0%	0%	#
Physical Setting/Chemistry						
Number Tested	72	64	102	0	1	1
Number Scoring 55-100	60	57	86	0	#	#
Number Scoring 65-100	34	40	54	0	#	#
Number Scoring 85-100	3	8	7	0	#	#
Percentage of Tested Scoring 55-100	83%	89%	84%	0%	#	#
Percentage of Tested Scoring 65-100	47%	62%	53%	0%	#	#
Percentage of Tested Scoring 85-100	4%	12%	7%	0%	#	#
Physical Setting/Physics						
Number Tested			74			3
Number Scoring 55-100			50			#
Number Scoring 65-100			30			#
Number Scoring 85-100			2			#
Percentage of Tested Scoring 55-100			68%			#
Percentage of Tested Scoring 65-100			41%			#
Percentage of Tested Scoring 85-100			3%			#

* 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	8	6	3	0	0	0
Number Scoring 55-100	7	6	#	0	0	0
Number Scoring 65-100	7	6	#	0	0	0
Number Scoring 85-100	5	5	#	0	0	0
Percentage of Tested Scoring 55-100	88%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	62%	83%	#	0%	0%	0%
Comprehensive Italian						
Number Tested	8	7	11	0	0	1
Number Scoring 55-100	8	7	11	0	0	#
Number Scoring 65-100	8	7	11	0	0	#
Number Scoring 85-100	8	5	7	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	100%	71%	64%	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	70	88	69	0	0	1
Number Scoring 55-100	66	88	69	0	0	#
Number Scoring 65-100	66	88	69	0	0	#
Number Scoring 85-100	65	78	59	0	0	#
Percentage of Tested Scoring 55-100	94%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	93%	89%	86%	0%	0%	#
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	152	151	29	3	1	1
Number Scoring 55-100	121	97	20	#	#	#
Number Scoring 65-100	107	80	15	#	#	#
Number Scoring 85-100	45	19	0	#	#	#
Percentage of Tested Scoring 55-100	80%	64%	69%	#	#	#
Percentage of Tested Scoring 65-100	70%	53%	52%	#	#	#
Percentage of Tested Scoring 85-100	30%	13%	0%	#	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	401	95%	324	76%	390	65%
Students with Disabilities	57	70%	49	43%	53	36%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

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	232	232	232	14	14	14	246	246	246
Number Scoring 55–64	18	13	22	1	2	3	19	15	25
Number Scoring 65–84	147	118	160	5	4	5	152	122	165
Number Scoring 85–100	55	81	39	0	1	0	55	82	39
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			31			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			7			0
Proficient (37-39)			24			0
Reading and Writing (Grade 9-12)						
Number Tested			31			0
Beginning (0-14)			0			0
Intermediate (15-24)			10			0
Advanced (25-32)			20			0
Proficient (33-35)			1			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 - L)