

# 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	2002-03	2003-04	2004-05
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	398	370	384
Tenth	354	401	362
Eleventh	280	302	330
Twelfth	295	242	274
Ungraded Secondary	53	58	58
Total K-12 Enrollment	1380	1373	1408

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	74	5.4%	72	5.2%	96	6.8%
Black (Not Hispanic)	244	17.7%	245	17.8%	241	17.1%
Hispanic	600	43.5%	607	44.2%	622	44.2%
White (Not Hispanic)	462	33.5%	449	32.7%	449	31.9%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	25	27	27
Mathematics Grade 10	20	29	22
Science Grade 10	20	23	19
Social Studies Grade 10	27	24	27

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	45	3.3%	46	3.4%	46	3.3%
Eligible for Free Lunch	880	63.8%	879	64.0%	930	66.1%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		95.1%		95.9%
Student Suspensions	86	5.8%	83	6.0%	97	7.1%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	7.5%	6.5%	6.5%
Public Assistance	71-80%	71-80%	71-80%
Student Stability	100%	100%	100%

### Staff Counts

Staff	2004-05
Total Teachers	111
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	4

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	260	225	238
	Regents Diplomas	91	82	191
	% Regents Diplomas	35%	36%	80%
	Regents Diplomas with Advanced Designation**			42
	% Regents Diplomas with Advanced Designation			18%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	19	20	26
	Regents Diplomas	2	0	13
	% Regents Diplomas	11%	0%	50%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			8%
	IEP Diplomas or Local Certificates	5	1	4
<b>All Students</b>	Total Graduates*	279	245	264
	Regents Diplomas	93	82	204
	% Regents Diplomas	33%	33%	77%
	Regents Diplomas with Advanced Designation**			44
	% Regents Diplomas with Advanced Designation			17%
	IEP Diplomas or Local Certificates	5	1	4

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	105	63	9	2	51	0	0	8
	<b>Percent</b>	44%	26%	4%	1%	21%	0%	0%	3%
<b>Students with Disabilities</b>	<b>Number</b>	8	5	1	1	11	0	0	0
	<b>Percent</b>	31%	19%	4%	4%	42%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	113	68	10	3	62	0	0	8
	<b>Percent</b>	43%	26%	4%	1%	23%	0%	0%	3%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	21		18	1.5%	13	1.0%
	Entered GED Program*	12		13	1.1%	32	2.5%
	Total Noncompleters	33		31	2.5%	45	3.6%
<b>Students with Disabilities</b>	Dropped Out	2		2	1.4%	4	3.0%
	Entered GED Program*	4		1	0.7%	3	2.2%
	Total Noncompleters	6		3	2.1%	7	5.2%
<b>All Students</b>	Dropped Out	23	1.7%	20	1.5%	17	1.2%
	Entered GED Program*	16	1.2%	14	1.0%	35	2.5%
	Total Noncompleters	39	2.8%	34	2.5%	52	3.7%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	330	330	344
	Number of Students with Disabilities	70	70	58
	Number of All Students	400	400	402
	Percent of Enrollment	29%	29%	29%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	1	#
Science	3	#	1	#	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	2	#	2	#	0	0%
U.S. Hist & Gov't	0	0%	2	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	86%	20	70%	39	54%
Science	25	48%	43	56%	29	72%
Reading	18	28%	17	53%	23	83%
Writing	16	81%	20	95%	15	87%
Global Studies	28	32%	24	42%	31	71%
U.S. Hist & Gov't	15	73%	20	55%	17	94%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	283	325	299	22	32	17
Number Scoring 55-100	252	299	289	5	16	13
Number Scoring 65-100	245	290	255	5	13	8
Number Scoring 85-100	96	117	79	0	3	2
Percentage of Tested Scoring 55-100	89%	92%	97%	23%	50%	76%
Percentage of Tested Scoring 65-100	87%	89%	85%	23%	41%	47%
Percentage of Tested Scoring 85-100	34%	36%	26%	0%	9%	12%
<b>Mathematics A</b>						
Number Tested	475	322	317	41	18	34
Number Scoring 55-100	299	286	260	7	10	15
Number Scoring 65-100	214	236	197	5	6	12
Number Scoring 85-100	28	40	22	0	1	1
Percentage of Tested Scoring 55-100	63%	89%	82%	17%	56%	44%
Percentage of Tested Scoring 65-100	45%	73%	62%	12%	33%	35%
Percentage of Tested Scoring 85-100	6%	12%	7%	0%	6%	3%
<b>Mathematics B</b>						
Number Tested	0	0	94	0	0	3
Number Scoring 55-100	0	0	78	0	0	#
Number Scoring 65-100	0	0	62	0	0	#
Number Scoring 85-100	0	0	12	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	83%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	66%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	13%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	423	381	379	40	38	37
Number Scoring 55-100	333	290	247	16	14	13
Number Scoring 65-100	289	246	196	9	9	8
Number Scoring 85-100	88	81	59	1	5	1
Percentage of Tested Scoring 55-100	79%	76%	65%	40%	37%	35%
Percentage of Tested Scoring 65-100	68%	65%	52%	23%	24%	22%
Percentage of Tested Scoring 85-100	21%	21%	16%	3%	13%	3%
<b>U.S. History and Government</b>						
Number Tested	293	307	282	19	17	18
Number Scoring 55-100	269	265	220	11	11	10
Number Scoring 65-100	230	237	177	6	10	4
Number Scoring 85-100	75	86	59	1	1	1
Percentage of Tested Scoring 55-100	92%	86%	78%	58%	65%	56%
Percentage of Tested Scoring 65-100	78%	77%	63%	32%	59%	22%
Percentage of Tested Scoring 85-100	26%	28%	21%	5%	6%	6%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	250	583	402	29	55	17
Number Scoring 55-100	218	470	306	11	25	9
Number Scoring 65-100	191	376	254	8	12	5
Number Scoring 85-100	33	39	40	1	0	0
Percentage of Tested Scoring 55-100	87%	81%	76%	38%	45%	53%
Percentage of Tested Scoring 65-100	76%	64%	63%	28%	22%	29%
Percentage of Tested Scoring 85-100	13%	7%	10%	3%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	369	97	157	35	2	13
Number Scoring 55-100	288	69	104	14	#	5
Number Scoring 65-100	231	36	67	9	#	3
Number Scoring 85-100	33	1	12	0	#	0
Percentage of Tested Scoring 55-100	78%	71%	66%	40%	#	38%
Percentage of Tested Scoring 65-100	63%	37%	43%	26%	#	23%
Percentage of Tested Scoring 85-100	9%	1%	8%	0%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	64	102	95	1	1	0
Number Scoring 55-100	57	86	72	#	#	0
Number Scoring 65-100	40	54	50	#	#	0
Number Scoring 85-100	8	7	3	#	#	0
Percentage of Tested Scoring 55-100	89%	84%	76%	#	#	0%
Percentage of Tested Scoring 65-100	62%	53%	53%	#	#	0%
Percentage of Tested Scoring 85-100	12%	7%	3%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		74	73		3	2
Number Scoring 55-100		50	63		#	#
Number Scoring 65-100		30	51		#	#
Number Scoring 85-100		2	12		#	#
Percentage of Tested Scoring 55-100		68%	86%		#	#
Percentage of Tested Scoring 65-100		41%	70%		#	#
Percentage of Tested Scoring 85-100		3%	16%		#	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	6	3	0	0	0	0
Number Scoring 55-100	6	#	0	0	0	0
Number Scoring 65-100	6	#	0	0	0	0
Number Scoring 85-100	5	#	0	0	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	83%	#	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	7	11	9	0	1	0
Number Scoring 55-100	7	11	9	0	#	0
Number Scoring 65-100	7	11	9	0	#	0
Number Scoring 85-100	5	7	6	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	71%	64%	67%	0%	#	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	88	69	89	0	1	1
Number Scoring 55-100	88	69	89	0	#	#
Number Scoring 65-100	88	69	89	0	#	#
Number Scoring 85-100	78	59	81	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	89%	86%	91%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)



## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

### 2001 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	262	262	262	15	15	15	277	277	277
Number Scoring 55–64	24	25	8	2	0	2	26	25	10
Number Scoring 65–84	144	145	194	7	8	8	151	153	202
Number Scoring 85–100	81	74	48	2	1	1	83	75	49
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		31	26		0	0
Beginning		0	0		0	0
Intermediate		0	1		0	0
Advanced		7	8		0	0
Proficient		24	17		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		31	26		0	0
Beginning		0	0		0	0
Intermediate		10	4		0	0
Advanced		20	7		0	0
Proficient		1	15		0	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)