

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0040

Grade Range : 9-12

Name: Saunders Trades & Technical High School

Principal: Catherine Mayus

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	370	470	398
Tenth	385	336	354
Eleventh	344	315	280
Twelfth	298	296	295
Ungraded Secondary	68	60	53
Total K-12 Enrollment	1465	1477	1380

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	84	5.7%	81	5.5%	74	5.4%
Black (Not Hispanic)	259	17.7%	264	17.9%	244	17.7%
Hispanic	619	42.3%	642	43.5%	600	43.5%
White (Not Hispanic)	503	34.3%	490	33.2%	462	33.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	29	26	25
Mathematics Grade 10	30	28	20
Science Grade 10	27	0	20
Social Studies Grade 10	25	25	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	32	2.2%	40	2.7%	45	3.3%
Eligible for Free Lunch	805	54.9%	864	58.5%	880	63.8%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		94.5%		94.7%
Student Suspensions	157	10.8%	149	10.2%	86	5.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.5%	6.8%	7.5%
Public Assistance	61-70%	61-70%	71-80%
Student Stability	98%	96%	100%

Staff Counts

Staff	2002–2003
Total Teachers	112
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	9
Teachers with Temporary Licenses	5

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	246	74	30%	219	94	43%	260	91	35%
Students with Disabilities	16	0	0%	16	1	6%	19	2	11%
All Students	262	74	28%	235	95	40%	279	93	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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	128	58	17	9	25	42
Percent	46%	21%	6%	3%	9%	15%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
19	2	5	24

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			11		21	
	Entered GED Program*			4		12	
	Total Noncompleters			15		33	
Students with Disabilities	Dropped Out			4		2	
	Entered GED Program*			2		4	
	Total Noncompleters			6		6	
All Students	Dropped Out	0	0.0%	15	1.0%	23	1.7%
	Entered GED Program*	20	1.4%	6	0.4%	16	1.2%
	Total Noncompleters	20	1.4%	21	1.4%	39	2.8%

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

(Form – C)

Career Development and Occupational Studies (CDOS)

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

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		318	330
	Number of Students with Disabilities		62	70
	Number of All Students		380	400
	Percent of Enrollment		26%	29%

Second Language Proficiency Examinations

General-Education Students

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

Students with Disabilities

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

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	1	#
Science	0	0%	18	78%	3	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	3	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	23	52%	37	86%
Science	0	0%	22	50%	25	48%
Reading	0	0%	15	73%	18	28%
Writing	0	0%	0	0%	16	81%
Global Studies	0	0%	14	43%	28	32%
U.S. Hist & Gov't	0	0%	8	38%	15	73%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	317	335	283	9	27	22
Number Scoring 55–100	274	297	252	1	16	5
Number Scoring 65–100	204	254	245	0	8	5
Number Scoring 85–100	20	71	96	0	0	0
Percentage of Tested Scoring 55–100	86%	89%	89%	11%	59%	23%
Percentage of Tested Scoring 65–100	64%	76%	87%	0%	30%	23%
Percentage of Tested Scoring 85–100	6%	21%	34%	0%	0%	0%
Mathematics A						
Number Tested	259	373	475	5	34	41
Number Scoring 55–100	124	169	299	1	8	7
Number Scoring 65–100	82	95	214	0	4	5
Number Scoring 85–100	17	5	28	0	0	0
Percentage of Tested Scoring 55–100	48%	45%	63%	20%	24%	17%
Percentage of Tested Scoring 65–100	32%	25%	45%	0%	12%	12%
Percentage of Tested Scoring 85–100	7%	1%	6%	0%	0%	0%
Mathematics B (first administered June 2001)						
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	382	343	423	29	24	40
Number Scoring 55–100	315	268	333	23	9	16
Number Scoring 65–100	251	204	289	14	6	9
Number Scoring 85–100	53	56	88	2	0	1
Percentage of Tested Scoring 55–100	82%	78%	79%	79%	38%	40%
Percentage of Tested Scoring 65–100	66%	59%	68%	48%	25%	23%
Percentage of Tested Scoring 85–100	14%	16%	21%	7%	0%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	284	326	293	10	26	19
Number Scoring 55–100	211	289	269	1	20	11
Number Scoring 65–100	151	220	230	1	9	6
Number Scoring 85–100	57	33	75	0	1	1
Percentage of Tested Scoring 55–100	74%	89%	92%	10%	77%	58%
Percentage of Tested Scoring 65–100	53%	67%	78%	10%	35%	32%
Percentage of Tested Scoring 85–100	20%	10%	26%	0%	4%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	314	213	250	12	13	29
Number Scoring 55–100	290	200	218	11	9	11
Number Scoring 65–100	253	181	191	6	7	8
Number Scoring 85–100	23	23	33	0	1	1
Percentage of Tested Scoring 55–100	92%	94%	87%	92%	69%	38%
Percentage of Tested Scoring 65–100	81%	85%	76%	50%	54%	28%
Percentage of Tested Scoring 85–100	7%	11%	13%	0%	8%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	186	289	369	8	21	35
Number Scoring 55–100	127	215	288	1	6	14
Number Scoring 65–100	98	160	231	1	2	9
Number Scoring 85–100	22	29	33	0	0	0
Percentage of Tested Scoring 55–100	68%	74%	78%	12%	29%	40%
Percentage of Tested Scoring 65–100	53%	55%	63%	12%	10%	26%
Percentage of Tested Scoring 85–100	12%	10%	9%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		72	64		0	1
Number Scoring 55–100		60	57		0	#
Number Scoring 65–100		34	40		0	#
Number Scoring 85–100		3	8		0	#
Percentage of Tested Scoring 55–100		83%	89%		0%	#
Percentage of Tested Scoring 65–100		47%	62%		0%	#
Percentage of Tested Scoring 85–100		4%	12%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	9	8	6	0	0	0
Number Scoring 55–100	9	7	6	0	0	0
Number Scoring 65–100	9	7	6	0	0	0
Number Scoring 85–100	6	5	5	0	0	0
Percentage of Tested Scoring 55–100	100%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	88%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	62%	83%	0%	0%	0%
Comprehensive Italian						
Number Tested	10	8	7	0	0	0
Number Scoring 55–100	10	8	7	0	0	0
Number Scoring 65–100	10	8	7	0	0	0
Number Scoring 85–100	8	8	5	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	100%	71%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	72	70	88	0	0	0
Number Scoring 55–100	72	66	88	0	0	0
Number Scoring 65–100	72	66	88	0	0	0
Number Scoring 85–100	66	65	78	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	92%	93%	89%	0%	0%	0%
Comprehensive Latin						
Number Tested	2	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	103	70	5	3	0	0
Number Scoring 55–100	52	58	4	#	0	0
Number Scoring 65–100	42	48	3	#	0	0
Number Scoring 85–100	11	11	0	#	0	0
Percentage of Tested Scoring 55–100	50%	83%	80%	#	0%	0%
Percentage of Tested Scoring 65–100	41%	69%	60%	#	0%	0%
Percentage of Tested Scoring 85–100	11%	16%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	160	152	151	0	3	1
Number Scoring 55–100	135	121	97	0	#	#
Number Scoring 65–100	119	107	80	0	#	#
Number Scoring 85–100	41	45	19	0	#	#
Percentage of Tested Scoring 55–100	84%	80%	64%	0%	#	#
Percentage of Tested Scoring 65–100	74%	70%	53%	0%	#	#
Percentage of Tested Scoring 85–100	26%	30%	13%	0%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	373	84%	401	95%	324	76%
Students with Disabilities	0	0%	57	70%	49	43%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
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

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	265	265	265	24	24	24	289	289	289
Number Scoring 55–64	39	46	29	8	10	7	47	56	36
Number Scoring 65–84	156	179	197	11	7	9	167	186	206
Number Scoring 85–100	62	31	27	1	1	1	63	32	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)