

# New York State School Report Card Comprehensive Information Report

BEDS Code: 07-09-02-06-0002  
 Name: Thomas A. Edison High School  
 Principal: Al Turshman

Grade Range : 9-12

## 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	101	115	106
Tenth	93	100	109
Eleventh	100	98	85
Twelfth	97	97	84
Ungraded Secondary	0	0	0
Total K-12 Enrollment	391	410	384

## 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	3	0.8%	4	1.0%	1	0.3%
Black (Not Hispanic)	2	0.5%	8	2.0%	7	1.8%
Hispanic	2	0.5%	0	0.0%	1	0.3%
White (Not Hispanic)	384	98.2%	398	97.1%	375	97.7%

## 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	24	0	21
Mathematics Grade 10	20	21	20
Science Grade 10	27	25	24
Social Studies Grade 10	24	21	27

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	50	12.8%	57	13.9%	59	15.4%

### 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		97.5%		96.1%		93.0%
Student Suspensions	21	5.9%	13	3.3%	29	7.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.9%	5.1%	7.5%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	97%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	26
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*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	70	0	0%	80	47	59%	66	37	56%
Students with Disabilities	7	0	0%	0	0	0%	8	2	25%
All Students	77	0	0%	80	47	59%	74	39	53%

\*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	28	24	4	9	3	6
Percent	38%	32%	5%	12%	4%	8%

## 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)
8	2	5	13

\*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			14		16	
	Entered GED Program*			0		0	
	Total Noncompleters			14		16	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	21	5.4%	15	3.7%	17	4.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	21	5.4%	15	3.7%	17	4.4%

\*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		47	0
	Number of Students with Disabilities		3	0
	Number of All Students		50	0
	Percent of Enrollment		12%	0%

## 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	1	#	3	#	1	#
Science	3	#	4	#	1	#
Reading	1	#	0	0%	0	0%
Writing	1	#	1	#	0	0%
Global Studies	4	#	2	#	1	#
U.S. Hist & Gov't	2	#	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	43%	6	17%	6	50%
Science	5	20%	7	43%	5	40%
Reading	0	0%	3	#	3	#
Writing	1	#	3	#	2	#
Global Studies	3	#	0	0%	3	#
U.S. Hist & Gov't	3	#	1	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	88	75	75	5	5	7
Number Scoring 55–100	85	72	64	5	4	4
Number Scoring 65–100	79	62	58	4	2	3
Number Scoring 85–100	34	23	24	1	1	1
Percentage of Tested Scoring 55–100	97%	96%	85%	100%	80%	57%
Percentage of Tested Scoring 65–100	90%	83%	77%	80%	40%	43%
Percentage of Tested Scoring 85–100	39%	31%	32%	20%	20%	14%
<b>Mathematics A</b>						
Number Tested	79	96	89	1	1	8
Number Scoring 55–100	66	74	81	#	#	7
Number Scoring 65–100	51	57	73	#	#	6
Number Scoring 85–100	17	26	9	#	#	0
Percentage of Tested Scoring 55–100	84%	77%	91%	#	#	88%
Percentage of Tested Scoring 65–100	65%	59%	82%	#	#	75%
Percentage of Tested Scoring 85–100	22%	27%	10%	#	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	27	0	0	1
Number Scoring 55–100	0	0	25	0	0	#
Number Scoring 65–100	0	0	24	0	0	#
Number Scoring 85–100	0	0	3	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	11%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	98	76	114	8	3	16
Number Scoring 55–100	91	69	100	7	#	10
Number Scoring 65–100	78	56	86	4	#	6
Number Scoring 85–100	25	12	28	1	#	0
Percentage of Tested Scoring 55–100	93%	91%	88%	88%	#	62%
Percentage of Tested Scoring 65–100	80%	74%	75%	50%	#	38%
Percentage of Tested Scoring 85–100	26%	16%	25%	12%	#	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	92	77	83	6	4	8
Number Scoring 55–100	81	72	76	3	#	6
Number Scoring 65–100	70	61	69	1	#	5
Number Scoring 85–100	36	24	33	0	#	1
Percentage of Tested Scoring 55–100	88%	94%	92%	50%	#	75%
Percentage of Tested Scoring 65–100	76%	79%	83%	17%	#	62%
Percentage of Tested Scoring 85–100	39%	31%	40%	0%	#	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	71	79	112	4	5	14
Number Scoring 55–100	71	78	110	#	5	13
Number Scoring 65–100	71	76	105	#	5	12
Number Scoring 85–100	16	25	28	#	0	0
Percentage of Tested Scoring 55–100	100%	99%	98%	#	100%	93%
Percentage of Tested Scoring 65–100	100%	96%	94%	#	100%	86%
Percentage of Tested Scoring 85–100	23%	32%	25%	#	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	84	88	74	0	4	2
Number Scoring 55–100	73	81	73	0	#	#
Number Scoring 65–100	59	68	63	0	#	#
Number Scoring 85–100	20	23	20	0	#	#
Percentage of Tested Scoring 55–100	87%	92%	99%	0%	#	#
Percentage of Tested Scoring 65–100	70%	77%	85%	0%	#	#
Percentage of Tested Scoring 85–100	24%	26%	27%	0%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		37	38		0	2
Number Scoring 55–100		37	35		0	#
Number Scoring 65–100		25	21		0	#
Number Scoring 85–100		3	3		0	#
Percentage of Tested Scoring 55–100		100%	92%		0%	#
Percentage of Tested Scoring 65–100		68%	55%		0%	#
Percentage of Tested Scoring 85–100		8%	8%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	29	31	22	0	0	0
Number Scoring 55–100	29	31	22	0	0	0
Number Scoring 65–100	28	29	21	0	0	0
Number Scoring 85–100	14	7	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	94%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	48%	23%	45%	0%	0%	0%
<b>Comprehensive Italian</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 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	13	10	9	1	0	1
Number Scoring 55–100	13	10	9	#	0	#
Number Scoring 65–100	13	10	9	#	0	#
Number Scoring 85–100	11	7	6	#	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	85%	70%	67%	#	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)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	70	43	10	0	0	0
Number Scoring 55–100	66	36	9	0	0	0
Number Scoring 65–100	58	28	9	0	0	0
Number Scoring 85–100	15	13	1	0	0	0
Percentage of Tested Scoring 55–100	94%	84%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	65%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	21%	30%	10%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	42	43	42	0	0	0
Number Scoring 55–100	34	34	32	0	0	0
Number Scoring 65–100	28	26	28	0	0	0
Number Scoring 85–100	17	9	17	0	0	0
Percentage of Tested Scoring 55–100	81%	79%	76%	0%	0%	0%
Percentage of Tested Scoring 65–100	67%	60%	67%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	21%	40%	0%	0%	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	50	92%	50	98%	77	70%
Students with Disabilities	5	100%	7	57%	17	53%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<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

## 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	72	72	72	12	12	12	84	84	84
Number Scoring 55–64	8	7	1	1	1	0	9	8	1
Number Scoring 65–84	35	34	46	6	5	5	41	39	51
Number Scoring 85–100	24	24	19	1	1	1	25	25	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)