

# 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	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	106	100	90
Tenth	109	101	103
Eleventh	85	99	88
Twelfth	84	75	98
Ungraded Secondary	0	0	0
Total K-12 Enrollment	384	375	379

## 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	1	0.3%	2	0.5%	5	1.3%
Black (Not Hispanic)	7	1.8%	8	2.1%	14	3.7%
Hispanic	1	0.3%	1	0.3%	1	0.3%
White (Not Hispanic)	375	97.7%	364	97.1%	359	94.7%

## 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	21	25	23
Mathematics Grade 10	20	11	22
Science Grade 10	24	22	25
Social Studies Grade 10	27	24	22

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	1	0.3%
<b>Eligible for Free Lunch</b>	59	15.4%	93	24.8%	91	24.0%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.0%		98.0%		92.7%
<b>Student Suspensions</b>	29	7.1%	44	11.5%	42	11.2%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	7.6%	9.6%	10.0%
<b>Public Assistance</b>	11-20%	1-10%	21-30%
<b>Student Stability</b>	99%	96%	95%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	26
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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
General-Education Students	Total Graduates*	66	62	82
	Regents Diplomas	37	36	61
	% Regents Diplomas	56%	58%	74%
	Regents Diplomas with Advanced Designation**			35
	% Regents Diplomas with Advanced Designation			43%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	5	8
	Regents Diplomas	2	2	2
	% Regents Diplomas	25%	40%	25%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	5	4
All Students	Total Graduates*	74	67	90
	Regents Diplomas	39	38	63
	% Regents Diplomas	53%	57%	70%
	Regents Diplomas with Advanced Designation**			35
	% Regents Diplomas with Advanced Designation			39%
	IEP Diplomas or Local Certificates	5	5	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
General-Education Students	Number	26	32	3	3	7	0	11	0
	Percent	32%	39%	4%	4%	9%	0%	13%	0%
Students with Disabilities	Number	0	2	1	0	2	0	3	0
	Percent	0%	25%	12%	0%	25%	0%	38%	0%
All Students	Number	26	34	4	3	9	0	14	0
	Percent	29%	38%	4%	3%	10%	0%	16%	0%

## 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.
General-Education Students	Dropped Out	16		18	5.2%	14	4.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	16		18	5.2%	14	4.0%
Students with Disabilities	Dropped Out	1		3	7.5%	2	4.1%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		3	7.5%	2	4.1%
All Students	Dropped Out	17	4.4%	21	5.4%	16	4.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	17	4.4%	21	5.4%	16	4.0%

\*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
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	0	327	51
	Number of Students with Disabilities	0	33	40
	Number of All Students	0	360	91
	Percent of Enrollment	0%	96%	24%

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

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	50%	0	0%	9	89%
Science	5	40%	0	0%	11	55%
Reading	3	#	0	0%	4	#
Writing	2	#	1	#	4	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	2	#

(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	75	94	79	7	9	5
Number Scoring 55-100	64	88	71	4	6	3
Number Scoring 65-100	58	75	61	3	2	1
Number Scoring 85-100	24	39	28	1	0	0
Percentage of Tested Scoring 55-100	85%	94%	90%	57%	67%	60%
Percentage of Tested Scoring 65-100	77%	80%	77%	43%	22%	20%
Percentage of Tested Scoring 85-100	32%	41%	35%	14%	0%	0%
<b>Mathematics A</b>						
Number Tested	89	121	97	8	11	1
Number Scoring 55-100	81	117	95	7	8	#
Number Scoring 65-100	73	98	85	6	4	#
Number Scoring 85-100	9	23	17	0	1	#
Percentage of Tested Scoring 55-100	91%	97%	98%	88%	73%	#
Percentage of Tested Scoring 65-100	82%	81%	88%	75%	36%	#
Percentage of Tested Scoring 85-100	10%	19%	18%	0%	9%	#
<b>Mathematics B</b>						
Number Tested	27	71	54	1	0	0
Number Scoring 55-100	25	68	50	#	0	0
Number Scoring 65-100	24	64	44	#	0	0
Number Scoring 85-100	3	30	12	#	0	0
Percentage of Tested Scoring 55-100	93%	96%	93%	#	0%	0%
Percentage of Tested Scoring 65-100	89%	90%	81%	#	0%	0%
Percentage of Tested Scoring 85-100	11%	42%	22%	#	0%	0%
<b>Global History and Geography</b>						
Number Tested	114	94	104	16	3	2
Number Scoring 55-100	100	84	86	10	#	#
Number Scoring 65-100	86	64	74	6	#	#
Number Scoring 85-100	28	25	24	0	#	#
Percentage of Tested Scoring 55-100	88%	89%	83%	62%	#	#
Percentage of Tested Scoring 65-100	75%	68%	71%	38%	#	#
Percentage of Tested Scoring 85-100	25%	27%	23%	0%	#	#
<b>U.S. History and Government</b>						
Number Tested	83	87	76	8	11	6
Number Scoring 55-100	76	84	67	6	9	3
Number Scoring 65-100	69	74	56	5	5	2
Number Scoring 85-100	33	45	30	1	1	1
Percentage of Tested Scoring 55-100	92%	97%	88%	75%	82%	50%
Percentage of Tested Scoring 65-100	83%	85%	74%	62%	45%	33%
Percentage of Tested Scoring 85-100	40%	52%	39%	12%	9%	17%

(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	112	56	87	14	2	2
Number Scoring 55-100	110	56	86	13	#	#
Number Scoring 65-100	105	54	79	12	#	#
Number Scoring 85-100	28	23	33	0	#	#
Percentage of Tested Scoring 55-100	98%	100%	99%	93%	#	#
Percentage of Tested Scoring 65-100	94%	96%	91%	86%	#	#
Percentage of Tested Scoring 85-100	25%	41%	38%	0%	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	74	81	93	2	1	10
Number Scoring 55-100	73	69	76	#	#	7
Number Scoring 65-100	63	52	57	#	#	3
Number Scoring 85-100	20	9	14	#	#	0
Percentage of Tested Scoring 55-100	99%	85%	82%	#	#	70%
Percentage of Tested Scoring 65-100	85%	64%	61%	#	#	30%
Percentage of Tested Scoring 85-100	27%	11%	15%	#	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	38	49	38	2	0	0
Number Scoring 55-100	35	49	37	#	0	0
Number Scoring 65-100	21	42	31	#	0	0
Number Scoring 85-100	3	11	4	#	0	0
Percentage of Tested Scoring 55-100	92%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	55%	86%	82%	#	0%	0%
Percentage of Tested Scoring 85-100	8%	22%	11%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		11	17		1	0
Number Scoring 55-100		10	13		#	0
Number Scoring 65-100		10	11		#	0
Number Scoring 85-100		3	4		#	0
Percentage of Tested Scoring 55-100		91%	76%		#	0%
Percentage of Tested Scoring 65-100		91%	65%		#	0%
Percentage of Tested Scoring 85-100		27%	24%		#	0%

\* 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	22	32	25	0	1	0
Number Scoring 55-100	22	31	25	0	#	0
Number Scoring 65-100	21	30	25	0	#	0
Number Scoring 85-100	10	16	13	0	#	0
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	95%	94%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	45%	50%	52%	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	9	13	14	1	0	0
Number Scoring 55-100	9	13	13	#	0	0
Number Scoring 65-100	9	13	13	#	0	0
Number Scoring 85-100	6	9	10	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	93%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	93%	#	0%	0%
Percentage of Tested Scoring 85-100	67%	69%	71%	#	0%	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	80	80	80	12	12	12	92	92	92
Number Scoring 55–64	9	8	2	1	3	1	10	11	3
Number Scoring 65–84	41	25	46	5	3	9	46	28	55
Number Scoring 85–100	27	43	32	0	1	0	27	44	32
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		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		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)