

# New York State School Report Card Comprehensive Information Report

BEDS Code: 21-11-03-04-0001  
 Name: Poland Junior-Senior High School  
 Principal: Jon E. Speich

Grade Range : 7-12

## 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	53	64	64
Eighth	61	57	66
Ninth	66	58	63
Tenth	68	55	49
Eleventh	53	59	47
Twelfth	40	50	60
Ungraded Secondary	0	0	0
Total K-12 Enrollment	341	343	349

## 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	1	0.3%	2	0.6%	1	0.3%
Black (Not Hispanic)	2	0.6%	1	0.3%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	338	99.1%	340	99.1%	348	99.7%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	22	22
Mathematics Grade 8	19	16	0
Science Grade 8	20	12	23
Social Studies Grade 8	21	19	0
English Grade 10	19	15	14
Mathematics Grade 10	18	19	13
Science Grade 10	18	23	0
Social Studies Grade 10	24	16	20

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle 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%	3	0.9%	0	0.0%
Eligible for Free Lunch	84	24.6%	93	27.1%	90	25.8%

### 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		95.1%		94.9%		93.9%
Student Suspensions	36	10.6%	28	8.2%	14	4.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.7%	16.6%	16.6%
Public Assistance	11-20%	31-40%	41-50%
Student Stability	95%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	34
Total Other Professional Staff	1
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	38	22	58%	49	27	55%	54	37	69%
Students with Disabilities	3	0	0%	1	0	0%	3	0	0%
All Students	41	22	54%	50	27	54%	57	37	65%

\*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	23	26	0	2	6	0
Percent	40%	46%	0%	4%	11%	0%

## 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)
3	0	2	5

\*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			7		14	
	Entered GED Program*			6		0	
	Total Noncompleters			13		14	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	6	2.6%	8	3.6%	15	6.8%
	Entered GED Program*	10	4.4%	6	2.7%	0	0.0%
	Total Noncompleters	16	7.0%	14	6.3%	15	6.8%

\*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		91	113
	Number of Students with Disabilities		14	17
	Number of All Students		105	130
	Percent of Enrollment		87%	100%
9-12	Number of General-Education Students		151	187
	Number of Students with Disabilities		29	32
	Number of All Students		180	219
	Percent of Enrollment		81%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	15	73%	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	33	76%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	#	2	#
Science	0	0%	1	#	7	57%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	3	#	5	40%	3	#
Science	2	#	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	0	0%
Global Studies	1	#	1	#	4	#
U.S. Hist & Gov't	1	#	0	0%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	53	58	46	3	3	4
Number Scoring 55–100	53	57	43	#	#	#
Number Scoring 65–100	50	48	37	#	#	#
Number Scoring 85–100	15	29	16	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	93%	#	#	#
Percentage of Tested Scoring 65–100	94%	83%	80%	#	#	#
Percentage of Tested Scoring 85–100	28%	50%	35%	#	#	#
<b>Mathematics A</b>						
Number Tested	5	0	46	0	0	2
Number Scoring 55–100	5	0	41	0	0	#
Number Scoring 65–100	4	0	38	0	0	#
Number Scoring 85–100	0	0	20	0	0	#
Percentage of Tested Scoring 55–100	100%	0%	89%	0%	0%	#
Percentage of Tested Scoring 65–100	80%	0%	83%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	43%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	71	53	47	6	5	6
Number Scoring 55–100	70	49	41	6	3	1
Number Scoring 65–100	61	47	35	4	2	0
Number Scoring 85–100	22	5	12	0	0	0
Percentage of Tested Scoring 55–100	99%	92%	87%	100%	60%	17%
Percentage of Tested Scoring 65–100	86%	89%	74%	67%	40%	0%
Percentage of Tested Scoring 85–100	31%	9%	26%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	16	59	47	1	3	3
Number Scoring 55–100	15	59	43	#	#	#
Number Scoring 65–100	14	58	42	#	#	#
Number Scoring 85–100	6	31	16	#	#	#
Percentage of Tested Scoring 55–100	94%	100%	91%	#	#	#
Percentage of Tested Scoring 65–100	88%	98%	89%	#	#	#
Percentage of Tested Scoring 85–100	38%	53%	34%	#	#	#

(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	27	60	56	0	9	0
Number Scoring 55–100	27	58	52	0	8	0
Number Scoring 65–100	27	55	47	0	7	0
Number Scoring 85–100	9	18	19	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	93%	0%	89%	0%
Percentage of Tested Scoring 65–100	100%	92%	84%	0%	78%	0%
Percentage of Tested Scoring 85–100	33%	30%	34%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	12	46	44	1	4	4
Number Scoring 55–100	12	45	44	#	#	#
Number Scoring 65–100	12	45	42	#	#	#
Number Scoring 85–100	9	27	25	#	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	95%	#	#	#
Percentage of Tested Scoring 85–100	75%	59%	57%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		35	20		1	0
Number Scoring 55–100		34	19		#	0
Number Scoring 65–100		28	18		#	0
Number Scoring 85–100		4	6		#	0
Percentage of Tested Scoring 55–100		97%	95%		#	0%
Percentage of Tested Scoring 65–100		80%	90%		#	0%
Percentage of Tested Scoring 85–100		11%	30%		#	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	12	7	7	0	0	0
Number Scoring 55–100	12	7	7	0	0	0
Number Scoring 65–100	12	7	7	0	0	0
Number Scoring 85–100	2	1	3	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	17%	14%	43%	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	24	13	18	0	0	0
Number Scoring 55–100	24	12	18	0	0	0
Number Scoring 65–100	22	11	18	0	0	0
Number Scoring 85–100	16	3	12	0	0	0
Percentage of Tested Scoring 55–100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	85%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	23%	67%	0%	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)

# 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	48	42	6	4	0	0
Number Scoring 55–100	37	29	3	#	0	0
Number Scoring 65–100	31	28	3	#	0	0
Number Scoring 85–100	16	8	0	#	0	0
Percentage of Tested Scoring 55–100	77%	69%	50%	#	0%	0%
Percentage of Tested Scoring 65–100	65%	67%	50%	#	0%	0%
Percentage of Tested Scoring 85–100	33%	19%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	45	25	22	0	1	0
Number Scoring 55–100	42	21	19	0	#	0
Number Scoring 65–100	37	18	18	0	#	0
Number Scoring 85–100	14	5	7	0	#	0
Percentage of Tested Scoring 55–100	93%	84%	86%	0%	#	0%
Percentage of Tested Scoring 65–100	82%	72%	82%	0%	#	0%
Percentage of Tested Scoring 85–100	31%	20%	32%	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	17	100%	27	100%	16	100%
Students with Disabilities	4	#	1	#	3	#

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	66	0%	17%	70%	14%
	Students with Disabilities	5	0%	40%	60%	0%
	All Students	71	0%	18%	69%	13%

(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	65	65	65	4	4	4	69	69	69
Number Scoring 55–64	#	#	#	#	#	#	8	0	3
Number Scoring 65–84	#	#	#	#	#	#	32	30	22
Number Scoring 85–100	#	#	#	#	#	#	23	31	40
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)