

# New York State School Report Card Comprehensive Information Report

BEDS Code: 41-22-01-06-0006  
 Name: Holland-Patent Central High School  
 Principal: Gordon Garrett

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	152	155	147
Tenth	152	148	152
Eleventh	146	147	144
Twelfth	139	135	139
Ungraded Secondary	4	1	18
Total K-12 Enrollment	593	586	600

## 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	8	1.3%	6	1.0%	9	1.5%
Black (Not Hispanic)	1	0.2%	0	0.0%	0	0.0%
Hispanic	3	0.5%	3	0.5%	3	0.5%
White (Not Hispanic)	581	98.0%	577	98.5%	588	98.0%

## 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	19	19	18
Mathematics Grade 10	16	16	18
Science Grade 10	22	17	21
Social Studies Grade 10	20	18	19

(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
50	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 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%	0	0.0%	0	0.0%
Eligible for Free Lunch	48	8.1%	50	8.5%	48	8.0%

### 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		92.9%		93.4%		93.4%
Student Suspensions	29	4.9%	27	4.5%	18	3.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.5%	7.9%	7.8%
Public Assistance	11-20%	21-30%	1-10%
Student Stability	99%	100%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	1

\*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	119	82	69%	129	78	60%	102	71	70%
Students with Disabilities	7	0	0%	0	0	0%	6	1	17%
All Students	126	82	65%	129	78	60%	108	72	67%

\*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	47	40	0	5	16	0
Percent	44%	37%	0%	5%	15%	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)
6	1	1	7

\*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			12		52	
	Entered GED Program*			2		0	
	Total Noncompleters			14		52	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	6	1.0%	13	2.2%	52	8.7%
	Entered GED Program*	6	1.0%	2	0.3%	0	0.0%
	Total Noncompleters	12	2.0%	15	2.6%	52	8.7%

\*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		504	516
	Number of Students with Disabilities		82	66
	Number of All Students		586	582
	Percent of Enrollment		100%	97%

## 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	#	0	0%	10	100%
Science	1	#	0	0%	12	92%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	12	25%	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	95%	0	0%	12	33%
Science	11	64%	0	0%	7	71%
Reading	8	88%	0	0%	8	0%
Writing	8	75%	0	0%	8	100%
Global Studies	3	#	0	0%	3	#
U.S. Hist & Gov't	7	57%	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	140	141	145	12	8	13
Number Scoring 55–100	139	134	140	11	6	10
Number Scoring 65–100	127	123	126	7	2	8
Number Scoring 85–100	37	45	51	0	1	2
Percentage of Tested Scoring 55–100	99%	95%	97%	92%	75%	77%
Percentage of Tested Scoring 65–100	91%	87%	87%	58%	25%	62%
Percentage of Tested Scoring 85–100	26%	32%	35%	0%	12%	15%
<b>Mathematics A</b>						
Number Tested	0	137	169	0	7	15
Number Scoring 55–100	0	112	135	0	2	7
Number Scoring 65–100	0	93	109	0	1	5
Number Scoring 85–100	0	37	29	0	0	0
Percentage of Tested Scoring 55–100	0%	82%	80%	0%	29%	47%
Percentage of Tested Scoring 65–100	0%	68%	64%	0%	14%	33%
Percentage of Tested Scoring 85–100	0%	27%	17%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	27	0	0	0
Number Scoring 55–100	0	0	26	0	0	0
Number Scoring 65–100	0	0	24	0	0	0
Number Scoring 85–100	0	0	7	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	172	107	164	21	7	17
Number Scoring 55–100	169	98	152	18	6	14
Number Scoring 65–100	156	87	134	13	5	8
Number Scoring 85–100	64	30	65	2	1	2
Percentage of Tested Scoring 55–100	98%	92%	93%	86%	86%	82%
Percentage of Tested Scoring 65–100	91%	81%	82%	62%	71%	47%
Percentage of Tested Scoring 85–100	37%	28%	40%	10%	14%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	132	143	144	12	7	11
Number Scoring 55–100	125	136	140	9	5	10
Number Scoring 65–100	97	115	131	3	3	7
Number Scoring 85–100	50	30	72	2	1	2
Percentage of Tested Scoring 55–100	95%	95%	97%	75%	71%	91%
Percentage of Tested Scoring 65–100	73%	80%	91%	25%	43%	64%
Percentage of Tested Scoring 85–100	38%	21%	50%	17%	14%	18%

(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	138	117	148	11	2	16
Number Scoring 55–100	138	117	141	11	#	15
Number Scoring 65–100	136	116	124	9	#	10
Number Scoring 85–100	34	61	47	1	#	0
Percentage of Tested Scoring 55–100	100%	100%	95%	100%	#	94%
Percentage of Tested Scoring 65–100	99%	99%	84%	82%	#	62%
Percentage of Tested Scoring 85–100	25%	52%	32%	9%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	119	120	101	7	6	1
Number Scoring 55–100	116	120	101	7	6	#
Number Scoring 65–100	116	118	99	7	6	#
Number Scoring 85–100	86	78	72	5	2	#
Percentage of Tested Scoring 55–100	97%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65–100	97%	98%	98%	100%	100%	#
Percentage of Tested Scoring 85–100	72%	65%	71%	71%	33%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		84	101		1	2
Number Scoring 55–100		84	101		#	#
Number Scoring 65–100		75	91		#	#
Number Scoring 85–100		17	15		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		89%	90%		#	#
Percentage of Tested Scoring 85–100		20%	15%		#	#
<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	30	19	27	0	0	0
Number Scoring 55–100	30	19	26	0	0	0
Number Scoring 65–100	30	19	24	0	0	0
Number Scoring 85–100	15	6	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	32%	59%	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	78	68	49	1	1	1
Number Scoring 55–100	77	68	49	#	#	#
Number Scoring 65–100	75	67	46	#	#	#
Number Scoring 85–100	42	47	30	#	#	#
Percentage of Tested Scoring 55–100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	96%	99%	94%	#	#	#
Percentage of Tested Scoring 85–100	54%	69%	61%	#	#	#
<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	144	27	16	8	1	1
Number Scoring 55–100	109	19	13	7	#	#
Number Scoring 65–100	88	15	11	5	#	#
Number Scoring 85–100	29	4	2	1	#	#
Percentage of Tested Scoring 55–100	76%	70%	81%	88%	#	#
Percentage of Tested Scoring 65–100	61%	56%	69%	62%	#	#
Percentage of Tested Scoring 85–100	20%	15%	12%	12%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	90	81	21	1	2	1
Number Scoring 55–100	76	74	17	#	#	#
Number Scoring 65–100	64	67	14	#	#	#
Number Scoring 85–100	27	35	0	#	#	#
Percentage of Tested Scoring 55–100	84%	91%	81%	#	#	#
Percentage of Tested Scoring 65–100	71%	83%	67%	#	#	#
Percentage of Tested Scoring 85–100	30%	43%	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	36	100%	0	0%	18	89%
Students with Disabilities	9	100%	0	0%	5	80%

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	133	133	133	9	9	9	142	142	142
Number Scoring 55–64	5	12	1	1	1	0	6	13	1
Number Scoring 65–84	63	82	64	4	2	5	67	84	69
Number Scoring 85–100	59	30	63	1	1	1	60	31	64
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)