

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 14-17-01-04-0001  
 Name: Holland High School  
 Principal: James Biryla

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	125	119	105
Tenth	107	117	114
Eleventh	97	106	111
Twelfth	104	93	104
Ungraded Secondary	0	14	29
Total K-12 Enrollment	433	449	463

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.5%	1	0.2%	1	0.2%
Black (Not Hispanic)	0	0.0%	0	0.0%	1	0.2%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	431	99.5%	448	99.8%	461	99.6%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	20
Mathematics Grade 10	18	20	19
Science Grade 10	0	23	23
Social Studies Grade 10	19	20	20

(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>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	31	7.2%	76	16.9%	36	7.8%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		95.0%		95.0%		94.8%
<b>Student Suspensions</b>	8	1.9%	7	1.6%	14	3.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	5.5%	10.5%	5.6%
<b>Public Assistance</b>	1-10%	11-20%	11-20%
<b>Student Stability</b>	95%	99%	100%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	34
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	87	64	74%	81	59	73%	84	75	89%
Students with Disabilities	10	4	40%	9	0	0%	7	1	14%
All Students	97	68	70%	90	59	66%	91	76	84%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	37	37	0	4	10	3
Percent	41%	41%	0%	4%	11%	3%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
7	1	0	7

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		4		2	0.5%
	Entered GED Program*	1		2		1	0.3%
	Total Noncompleters	3		6		3	0.8%
Students with Disabilities	Dropped Out	3		2		0	0.0%
	Entered GED Program*	1		0		2	4.0%
	Total Noncompleters	4		2		2	4.0%
All Students	Dropped Out	5	1.2%	6	1.3%	2	0.5%
	Entered GED Program*	2	0.5%	2	0.4%	3	0.7%
	Total Noncompleters	7	1.6%	8	1.8%	5	1.1%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	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%
6-8	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%
9-12	Number of General-Education Students	398	374	399
	Number of Students with Disabilities	35	61	64
	Number of All Students	433	435	463
	Percent of Enrollment	100%	97%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	3	#	3	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	100%	0	0%	3	#
Science	11	64%	4	#	2	#
Reading	14	100%	6	83%	4	#
Writing	15	60%	7	86%	5	100%
Global Studies	4	#	5	40%	4	#
U.S. Hist & Gov't	3	#	2	#	6	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	103	122	120	14	15	15
Number Scoring 55–100	91	117	115	4	10	11
Number Scoring 65–100	76	104	105	1	4	9
Number Scoring 85–100	27	43	46	1	0	0
Percentage of Tested Scoring 55–100	88%	96%	96%	29%	67%	73%
Percentage of Tested Scoring 65–100	74%	85%	88%	7%	27%	60%
Percentage of Tested Scoring 85–100	26%	35%	38%	7%	0%	0%
<b>Mathematics A</b>						
Number Tested	138	117	123	8	8	17
Number Scoring 55–100	122	107	123	8	5	17
Number Scoring 65–100	100	96	123	3	4	17
Number Scoring 85–100	34	47	60	1	0	2
Percentage of Tested Scoring 55–100	88%	91%	100%	100%	62%	100%
Percentage of Tested Scoring 65–100	72%	82%	100%	38%	50%	100%
Percentage of Tested Scoring 85–100	25%	40%	49%	12%	0%	12%
<b>Mathematics B</b>						
Number Tested	0	42	59	0	1	0
Number Scoring 55–100	0	34	55	0	#	0
Number Scoring 65–100	0	26	45	0	#	0
Number Scoring 85–100	0	3	27	0	#	0
Percentage of Tested Scoring 55–100	0%	81%	93%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	62%	76%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	7%	46%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	105	122	124	11	18	14
Number Scoring 55–100	104	114	118	10	14	12
Number Scoring 65–100	97	105	110	8	12	11
Number Scoring 85–100	28	42	44	0	1	2
Percentage of Tested Scoring 55–100	99%	93%	95%	91%	78%	86%
Percentage of Tested Scoring 65–100	92%	86%	89%	73%	67%	79%
Percentage of Tested Scoring 85–100	27%	34%	35%	0%	6%	14%
<b>U.S. History and Government</b>						
Number Tested	118	120	118	15	13	14
Number Scoring 55–100	107	116	107	12	10	11
Number Scoring 65–100	82	102	101	3	10	9
Number Scoring 85–100	24	38	40	0	1	1
Percentage of Tested Scoring 55–100	91%	97%	91%	80%	77%	79%
Percentage of Tested Scoring 65–100	69%	85%	86%	20%	77%	64%
Percentage of Tested Scoring 85–100	20%	32%	34%	0%	8%	7%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	106	126	123	7	16	10
Number Scoring 55–100	105	122	118	7	15	9
Number Scoring 65–100	97	111	110	6	14	5
Number Scoring 85–100	14	39	43	0	1	1
Percentage of Tested Scoring 55–100	99%	97%	96%	100%	94%	90%
Percentage of Tested Scoring 65–100	92%	88%	89%	86%	88%	50%
Percentage of Tested Scoring 85–100	13%	31%	35%	0%	6%	10%
<b>Physical Setting/Earth Science</b>						
Number Tested	110	118	107	16	13	17
Number Scoring 55–100	105	114	103	13	11	15
Number Scoring 65–100	96	108	98	11	10	13
Number Scoring 85–100	44	56	40	1	3	3
Percentage of Tested Scoring 55–100	95%	97%	96%	81%	85%	88%
Percentage of Tested Scoring 65–100	87%	92%	92%	69%	77%	76%
Percentage of Tested Scoring 85–100	40%	47%	37%	6%	23%	18%
<b>Physical Setting/Chemistry</b>						
Number Tested	51	58	81	1	0	0
Number Scoring 55–100	48	52	78	#	0	0
Number Scoring 65–100	34	26	52	#	0	0
Number Scoring 85–100	0	0	7	#	0	0
Percentage of Tested Scoring 55–100	94%	90%	96%	#	0%	0%
Percentage of Tested Scoring 65–100	67%	45%	64%	#	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	9%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			37			1
Number Scoring 55–100			32			#
Number Scoring 65–100			23			#
Number Scoring 85–100			4			#
Percentage of Tested Scoring 55–100			86%			#
Percentage of Tested Scoring 65–100			62%			#
Percentage of Tested Scoring 85–100			11%			#

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	26	26	33	0	0	1
Number Scoring 55–100	24	25	33	0	0	#
Number Scoring 65–100	20	24	33	0	0	#
Number Scoring 85–100	4	13	16	0	0	#
Percentage of Tested Scoring 55–100	92%	96%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	77%	92%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	15%	50%	48%	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	35	32	32	0	0	1
Number Scoring 55–100	35	32	32	0	0	#
Number Scoring 65–100	35	32	31	0	0	#
Number Scoring 85–100	18	19	19	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	51%	59%	59%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	43	46	0	0	1	0
Number Scoring 55–100	41	36	0	0	#	0
Number Scoring 65–100	39	28	0	0	#	0
Number Scoring 85–100	25	3	0	0	#	0
Percentage of Tested Scoring 55–100	95%	78%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	91%	61%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	58%	7%	0%	0%	#	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	100%	50	92%	25	88%
Students with Disabilities	4	#	11	91%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 – I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	93	93	93	8	8	8	101	101	101
Number Scoring 55–64	3	4	5	1	0	1	4	4	6
Number Scoring 65–84	59	50	48	6	6	5	65	56	53
Number Scoring 85–100	29	37	40	0	0	2	29	37	42
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)