

New York State School Report Card Comprehensive Information Report

BEDS Code: 14-02-01-06-0002
 Name: Amherst Central High School
 Principal: Joann Balazs

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	249	248	261
Tenth	260	257	252
Eleventh	242	253	240
Twelfth	253	246	257
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1004	1004	1010

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	32	3.2%	22	2.2%	43	4.3%
Black (Not Hispanic)	104	10.4%	124	12.4%	124	12.3%
Hispanic	13	1.3%	13	1.3%	16	1.6%
White (Not Hispanic)	855	85.2%	845	84.2%	827	81.9%

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	20	19	22
Mathematics Grade 10	20	20	19
Science Grade 10	17	17	16
Social Studies Grade 10	22	19	20

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.7%	13	1.3%	6	0.6%
Eligible for Free Lunch	62	6.2%	74	7.4%	88	8.7%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.9%		93.5%		94.7%
Student Suspensions	65	6.5%	13	1.3%	20	2.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	3.6%	3.8%	5.5%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	91%	96%	98%

Staff Counts

Staff	2004-05
Total Teachers	82
Total Other Professional Staff	12
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*	193	195	216
	Regents Diplomas	146	156	215
	% Regents Diplomas	76%	80%	100%
	Regents Diplomas with Advanced Designation**			158
	% Regents Diplomas with Advanced Designation			73%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	20	25	11
	Regents Diplomas	6	5	8
	% Regents Diplomas	30%	20%	73%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			9%
	IEP Diplomas or Local Certificates	2	3	2
All Students	Total Graduates*	213	220	227
	Regents Diplomas	152	161	223
	% Regents Diplomas	71%	73%	98%
	Regents Diplomas with Advanced Designation**			159
	% Regents Diplomas with Advanced Designation			70%
	IEP Diplomas or Local Certificates	2	3	2

* 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	172	32	0	1	11	0	0	0
	Percent	80%	15%	0%	0%	5%	0%	0%	0%
Students with Disabilities	Number	2	7	0	0	2	0	0	0
	Percent	18%	64%	0%	0%	18%	0%	0%	0%
All Students	Number	174	39	0	1	13	0	0	0
	Percent	77%	17%	0%	0%	6%	0%	0%	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	9		6	0.7%	9	1.0%
	Entered GED Program*	7		12	1.3%	25	2.7%
	Total Noncompleters	16		18	2.0%	34	3.6%
Students with Disabilities	Dropped Out	3		3	2.9%	2	2.0%
	Entered GED Program*	0		2	1.9%	1	1.0%
	Total Noncompleters	3		5	4.8%	3	3.0%
All Students	Dropped Out	12	1.2%	9	0.9%	11	1.1%
	Entered GED Program*	7	0.7%	14	1.4%	26	2.5%
	Total Noncompleters	19	1.9%	23	2.2%	37	3.6%

*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
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	458	909	917
	Number of Students with Disabilities	51	95	93
	Number of All Students	509	1004	1010
	Percent of Enrollment	51%	100%	100%

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	11	100%	5	80%
Science	6	67%	3	#	1	#
Reading	14	93%	10	100%	6	100%
Writing	4	#	20	95%	7	71%
Global Studies	7	86%	9	78%	4	#
U.S. Hist & Gov't	5	40%	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	231	261	221	24	17	16
Number Scoring 55-100	217	253	218	16	15	16
Number Scoring 65-100	199	239	204	10	11	13
Number Scoring 85-100	112	136	104	3	0	1
Percentage of Tested Scoring 55-100	94%	97%	99%	67%	88%	100%
Percentage of Tested Scoring 65-100	86%	92%	92%	42%	65%	81%
Percentage of Tested Scoring 85-100	48%	52%	47%	12%	0%	6%
Mathematics A						
Number Tested	227	243	225	13	18	19
Number Scoring 55-100	215	239	223	9	15	17
Number Scoring 65-100	204	235	220	8	12	14
Number Scoring 85-100	119	132	135	2	1	3
Percentage of Tested Scoring 55-100	95%	98%	99%	69%	83%	89%
Percentage of Tested Scoring 65-100	90%	97%	98%	62%	67%	74%
Percentage of Tested Scoring 85-100	52%	54%	60%	15%	6%	16%
Mathematics B						
Number Tested	1	138	171	0	2	0
Number Scoring 55-100	#	137	130	0	#	0
Number Scoring 65-100	#	129	115	0	#	0
Number Scoring 85-100	#	59	27	0	#	0
Percentage of Tested Scoring 55-100	#	99%	76%	0%	#	0%
Percentage of Tested Scoring 65-100	#	93%	67%	0%	#	0%
Percentage of Tested Scoring 85-100	#	43%	16%	0%	#	0%
Global History and Geography						
Number Tested	272	263	265	23	25	23
Number Scoring 55-100	257	243	252	18	17	20
Number Scoring 65-100	233	233	239	14	16	18
Number Scoring 85-100	103	129	128	1	5	4
Percentage of Tested Scoring 55-100	94%	92%	95%	78%	68%	87%
Percentage of Tested Scoring 65-100	86%	89%	90%	61%	64%	78%
Percentage of Tested Scoring 85-100	38%	49%	48%	4%	20%	17%
U.S. History and Government						
Number Tested	239	248	218	26	16	16
Number Scoring 55-100	235	247	212	25	16	16
Number Scoring 65-100	231	238	207	22	16	16
Number Scoring 85-100	141	137	147	4	2	6
Percentage of Tested Scoring 55-100	98%	100%	97%	96%	100%	100%
Percentage of Tested Scoring 65-100	97%	96%	95%	85%	100%	100%
Percentage of Tested Scoring 85-100	59%	55%	67%	15%	12%	38%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	277	221	251	32	19	32
Number Scoring 55-100	269	217	236	27	18	23
Number Scoring 65-100	250	212	228	20	16	19
Number Scoring 85-100	106	83	105	1	1	4
Percentage of Tested Scoring 55-100	97%	98%	94%	84%	95%	72%
Percentage of Tested Scoring 65-100	90%	96%	91%	62%	84%	59%
Percentage of Tested Scoring 85-100	38%	38%	42%	3%	5%	12%
Physical Setting/Earth Science						
Number Tested	165	191	198	14	20	20
Number Scoring 55-100	159	175	184	12	16	16
Number Scoring 65-100	154	164	170	11	13	10
Number Scoring 85-100	69	51	68	3	5	3
Percentage of Tested Scoring 55-100	96%	92%	93%	86%	80%	80%
Percentage of Tested Scoring 65-100	93%	86%	86%	79%	65%	50%
Percentage of Tested Scoring 85-100	42%	27%	34%	21%	25%	15%
Physical Setting/Chemistry						
Number Tested	181	211	166	5	4	4
Number Scoring 55-100	178	206	163	5	#	#
Number Scoring 65-100	155	181	137	3	#	#
Number Scoring 85-100	40	62	38	0	#	#
Percentage of Tested Scoring 55-100	98%	98%	98%	100%	#	#
Percentage of Tested Scoring 65-100	86%	86%	83%	60%	#	#
Percentage of Tested Scoring 85-100	22%	29%	23%	0%	#	#
Physical Setting/Physics						
Number Tested		74	59		2	0
Number Scoring 55-100		74	59		#	0
Number Scoring 65-100		72	59		#	0
Number Scoring 85-100		30	38		#	0
Percentage of Tested Scoring 55-100		100%	100%		#	0%
Percentage of Tested Scoring 65-100		97%	100%		#	0%
Percentage of Tested Scoring 85-100		41%	64%		#	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
Comprehensive French						
Number Tested	54	47	60	0	0	1
Number Scoring 55-100	54	47	60	0	0	#
Number Scoring 65-100	54	45	59	0	0	#
Number Scoring 85-100	37	30	33	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	96%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	69%	64%	55%	0%	0%	#
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	102	108	95	0	2	0
Number Scoring 55-100	102	107	93	0	#	0
Number Scoring 65-100	102	106	92	0	#	0
Number Scoring 85-100	49	54	44	0	#	0
Percentage of Tested Scoring 55-100	100%	99%	98%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	98%	97%	0%	#	0%
Percentage of Tested Scoring 85-100	48%	50%	46%	0%	#	0%
Comprehensive Latin						
Number Tested	18	12	13	0	0	1
Number Scoring 55-100	18	12	13	0	0	#
Number Scoring 65-100	18	12	12	0	0	#
Number Scoring 85-100	11	8	3	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	92%	0%	0%	#
Percentage of Tested Scoring 85-100	61%	67%	23%	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	224	224	224	18	18	18	242	242	242
Number Scoring 55–64	1	0	1	3	0	1	4	0	2
Number Scoring 65–84	118	92	76	9	13	13	127	105	89
Number Scoring 85–100	100	130	145	0	0	0	100	130	145
Approved Alternatives	1	0	0	0	0	0	1	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
Listening and Speaking (Grade 7-8)						
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
Reading and Writing (Grade 7-8)						
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
Listening and Speaking (Grade 9-12)						
Number Tested		7	7		0	1
Beginning		1	0		0	#
Intermediate		1	5		0	#
Advanced		2	2		0	#
Proficient		3	0		0	#
Reading and Writing (Grade 9-12)						
Number Tested		7	7		0	1
Beginning		1	0		0	#
Intermediate		0	3		0	#
Advanced		5	2		0	#
Proficient		1	2		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)