

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-15-01-04-0001
 Name: Silver Creek High School
 Principal: John Hertlein

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	91	0	0
Ungraded Elementary	6	0	0
Seventh	81	0	0
Eighth	104	0	0
Ninth	118	111	94
Tenth	106	107	108
Eleventh	93	99	106
Twelfth	105	89	103
Ungraded Secondary	45	20	0
Total K-12 Enrollment	749	426	411

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	94	12.6%	44	10.3%	48	11.7%
Black (Not Hispanic)	4	0.5%	2	0.5%	2	0.5%
Hispanic	17	2.3%	6	1.4%	9	2.2%
White (Not Hispanic)	634	84.6%	374	87.8%	352	85.6%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	19	0	0
English Grade 8	17	0	0
Mathematics Grade 8	7	0	0
Science Grade 8	18	0	0
Social Studies Grade 8	0	0	19
English Grade 10	11	0	18
Mathematics Grade 10	17	16	13
Science Grade 10	0	22	21
Social Studies Grade 10	15	18	18

(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
46	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 lower 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	149	19.9%	77	18.1%	83	20.2%

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		93.6%		93.6%		93.6%
Student Suspensions	32	4.2%	23	3.1%	24	5.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	9.1%	13.6%	16.8%
Public Assistance	31-40%	31-40%	51-60%
Student Stability	97%	89%	96%

Staff Counts

Staff	2004-05
Total Teachers	36
Total Other Professional Staff	5
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*	82	82	84
	Regents Diplomas	50	60	82
	% Regents Diplomas	61%	73%	98%
	Regents Diplomas with Advanced Designation**			50
	% Regents Diplomas with Advanced Designation			60%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	6	9
	Regents Diplomas	1	2	7
	% Regents Diplomas	20%	33%	78%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	3	5	3
All Students	Total Graduates*	87	88	93
	Regents Diplomas	51	62	89
	% Regents Diplomas	59%	70%	96%
	Regents Diplomas with Advanced Designation**			51
	% Regents Diplomas with Advanced Designation			55%
	IEP Diplomas or Local Certificates	3	5	3

* 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	39	35	0	4	6	0	0	0
	Percent	46%	42%	0%	5%	7%	0%	0%	0%
Students with Disabilities	Number	5	1	0	1	2	0	0	0
	Percent	56%	11%	0%	11%	22%	0%	0%	0%
All Students	Number	44	36	0	5	8	0	0	0
	Percent	47%	39%	0%	5%	9%	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	10		4	1.1%	6	1.7%
	Entered GED Program*	6		1	0.3%	1	0.3%
	Total Noncompleters	16		5	1.4%	7	2.0%
Students with Disabilities	Dropped Out	2		2	2.7%	4	5.8%
	Entered GED Program*	3		1	1.4%	0	0.0%
	Total Noncompleters	5		3	4.1%	4	5.8%
All Students	Dropped Out	12	2.6%	6	1.4%	10	2.4%
	Entered GED Program*	9	2.0%	2	0.5%	1	0.2%
	Total Noncompleters	21	4.6%	8	1.9%	11	2.7%

*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	0	102	319
	Number of Students with Disabilities	0	16	92
	Number of All Students	0	118	411
	Percent of Enrollment	0%	28%	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	45	76%	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	53	98%	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%	0	0%	3	#
Science	0	0%	1	#	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	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
Mathematics	0	0%	0	0%	17	59%
Science	2	#	0	0%	1	#
Reading	2	#	2	#	7	43%
Writing	2	#	2	#	7	86%
Global Studies	2	#	3	#	9	11%
U.S. Hist & Gov't	1	#	1	#	3	#

(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	95	111	91	7	10	9
Number Scoring 55-100	89	108	87	4	9	6
Number Scoring 65-100	82	103	83	4	8	5
Number Scoring 85-100	31	49	38	1	1	0
Percentage of Tested Scoring 55-100	94%	97%	96%	57%	90%	67%
Percentage of Tested Scoring 65-100	86%	93%	91%	57%	80%	56%
Percentage of Tested Scoring 85-100	33%	44%	42%	14%	10%	0%
Mathematics A						
Number Tested	94	96	96	3	10	10
Number Scoring 55-100	94	95	94	#	10	9
Number Scoring 65-100	94	95	94	#	10	9
Number Scoring 85-100	41	56	58	#	3	3
Percentage of Tested Scoring 55-100	100%	99%	98%	#	100%	90%
Percentage of Tested Scoring 65-100	100%	99%	98%	#	100%	90%
Percentage of Tested Scoring 85-100	44%	58%	60%	#	30%	30%
Mathematics B						
Number Tested	0	20	51	0	0	1
Number Scoring 55-100	0	20	50	0	0	#
Number Scoring 65-100	0	19	47	0	0	#
Number Scoring 85-100	0	10	14	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	95%	92%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	50%	27%	0%	0%	#
Global History and Geography						
Number Tested	98	102	112	10	16	18
Number Scoring 55-100	95	94	99	9	12	8
Number Scoring 65-100	91	91	94	8	12	7
Number Scoring 85-100	33	50	37	2	4	1
Percentage of Tested Scoring 55-100	97%	92%	88%	90%	75%	44%
Percentage of Tested Scoring 65-100	93%	89%	84%	80%	75%	39%
Percentage of Tested Scoring 85-100	34%	49%	33%	20%	25%	6%
U.S. History and Government						
Number Tested	88	95	92	6	10	10
Number Scoring 55-100	87	93	87	5	10	8
Number Scoring 65-100	86	91	86	5	9	7
Number Scoring 85-100	45	53	51	2	4	1
Percentage of Tested Scoring 55-100	99%	98%	95%	83%	100%	80%
Percentage of Tested Scoring 65-100	98%	96%	93%	83%	90%	70%
Percentage of Tested Scoring 85-100	51%	56%	55%	33%	40%	10%

(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	96	94	95	10	14	12
Number Scoring 55-100	95	92	95	9	13	12
Number Scoring 65-100	94	88	91	8	10	10
Number Scoring 85-100	43	48	42	1	3	0
Percentage of Tested Scoring 55-100	99%	98%	100%	90%	93%	100%
Percentage of Tested Scoring 65-100	98%	94%	96%	80%	71%	83%
Percentage of Tested Scoring 85-100	45%	51%	44%	10%	21%	0%
Physical Setting/Earth Science						
Number Tested	116	113	96	18	16	18
Number Scoring 55-100	110	105	85	15	13	10
Number Scoring 65-100	102	93	75	14	8	5
Number Scoring 85-100	42	33	25	3	0	1
Percentage of Tested Scoring 55-100	95%	93%	89%	83%	81%	56%
Percentage of Tested Scoring 65-100	88%	82%	78%	78%	50%	28%
Percentage of Tested Scoring 85-100	36%	29%	26%	17%	0%	6%
Physical Setting/Chemistry						
Number Tested	46	49	50	0	1	1
Number Scoring 55-100	42	49	48	0	#	#
Number Scoring 65-100	33	42	40	0	#	#
Number Scoring 85-100	8	11	6	0	#	#
Percentage of Tested Scoring 55-100	91%	100%	96%	0%	#	#
Percentage of Tested Scoring 65-100	72%	86%	80%	0%	#	#
Percentage of Tested Scoring 85-100	17%	22%	12%	0%	#	#
Physical Setting/Physics						
Number Tested		8	16		0	0
Number Scoring 55-100		8	16		0	0
Number Scoring 65-100		8	16		0	0
Number Scoring 85-100		3	5		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	100%		0%	0%
Percentage of Tested Scoring 85-100		38%	31%		0%	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	47	24	18	0	0	0
Number Scoring 55-100	47	24	18	0	0	0
Number Scoring 65-100	46	23	18	0	0	0
Number Scoring 85-100	20	14	7	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	98%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	58%	39%	0%	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	49	31	31	1	0	2
Number Scoring 55-100	49	31	31	#	0	#
Number Scoring 65-100	49	31	31	#	0	#
Number Scoring 85-100	34	26	21	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	69%	84%	68%	#	0%	#
Comprehensive Latin						
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
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	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	83	83	83	12	12	12	95	95	95
Number Scoring 55–64	1	0	0	1	1	0	2	1	0
Number Scoring 65–84	49	32	35	6	5	9	55	37	44
Number Scoring 85–100	32	47	47	3	4	1	35	51	48
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)