

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 : 6-12

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	127	93	91
Ungraded Elementary	0	0	6
Seventh	121	118	81
Eighth	119	115	104
Ninth	106	121	118
Tenth	114	107	106
Eleventh	91	100	93
Twelfth	85	86	105
Ungraded Secondary	16	25	45
Total K-12 Enrollment	779	765	749

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	90	11.6%	96	12.5%	94	12.6%
Black (Not Hispanic)	0	0.0%	2	0.3%	4	0.5%
Hispanic	22	2.8%	18	2.4%	17	2.3%
White (Not Hispanic)	667	85.6%	649	84.8%	634	84.6%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	25	19	19
English Grade 8	18	16	17
Mathematics Grade 8	12	7	7
Science Grade 8	19	0	18
Social Studies Grade 8	19	0	0
English Grade 10	18	18	11
Mathematics Grade 10	10	12	17
Science Grade 10	19	0	0
Social Studies Grade 10	24	0	15

(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%	0	0.0%	0	0.0%
Eligible for Free Lunch	142	18.2%	157	20.5%	149	19.9%

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		93.8%		93.8%		93.6%
Student Suspensions	68	8.6%	61	7.8%	32	4.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.5%	10.5%	9.1%
Public Assistance	31-40%	21-30%	31-40%
Student Stability	96%	99%	97%

Staff Counts

Staff	2002–2003
Total Teachers	60
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	68	38	56%	62	49	79%	82	50	61%
Students with Disabilities	10	1	10%	9	0	0%	5	1	20%
All Students	78	39	50%	71	49	69%	87	51	59%

*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	43	30	1	1	4	8
Percent	49%	34%	1%	1%	5%	9%

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)
5	1	3	8

*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			8		10	
	Entered GED Program*			0		6	
	Total Noncompleters			8		16	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		3	
	Total Noncompleters			2		5	
All Students	Dropped Out	6	1.5%	10	2.3%	12	2.6%
	Entered GED Program*	5	1.2%	0	0.0%	9	2.0%
	Total Noncompleters	11	2.7%	10	2.3%	21	4.6%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	50	100%	43	91%	45	76%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	45	78%	43	81%	53	98%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	4	#	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%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	5	100%	0	0%	0	0%
U.S. Hist & Gov't	7	100%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	1	#	2	#
Reading	0	0%	2	#	2	#
Writing	1	#	2	#	2	#
Global Studies	1	#	3	#	2	#
U.S. Hist & Gov't	3	#	2	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	92	97	95	10	7	7
Number Scoring 55–100	92	92	89	10	6	4
Number Scoring 65–100	86	83	82	8	2	4
Number Scoring 85–100	21	33	31	0	0	1
Percentage of Tested Scoring 55–100	100%	95%	94%	100%	86%	57%
Percentage of Tested Scoring 65–100	93%	86%	86%	80%	29%	57%
Percentage of Tested Scoring 85–100	23%	34%	33%	0%	0%	14%
Mathematics A						
Number Tested	0	0	94	0	0	3
Number Scoring 55–100	0	0	94	0	0	#
Number Scoring 65–100	0	0	94	0	0	#
Number Scoring 85–100	0	0	41	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	44%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	115	98	98	7	9	10
Number Scoring 55–100	113	92	95	7	7	9
Number Scoring 65–100	106	85	91	7	5	8
Number Scoring 85–100	35	20	33	0	1	2
Percentage of Tested Scoring 55–100	98%	94%	97%	100%	78%	90%
Percentage of Tested Scoring 65–100	92%	87%	93%	100%	56%	80%
Percentage of Tested Scoring 85–100	30%	20%	34%	0%	11%	20%
U.S. History and Government (first administered June 2001)						
Number Tested	84	98	88	7	8	6
Number Scoring 55–100	83	94	87	6	6	5
Number Scoring 65–100	79	90	86	5	6	5
Number Scoring 85–100	41	32	45	2	1	2
Percentage of Tested Scoring 55–100	99%	96%	99%	86%	75%	83%
Percentage of Tested Scoring 65–100	94%	92%	98%	71%	75%	83%
Percentage of Tested Scoring 85–100	49%	33%	51%	29%	12%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	85	100	96	4	6	10
Number Scoring 55–100	85	100	95	#	6	9
Number Scoring 65–100	85	100	94	#	6	8
Number Scoring 85–100	23	40	43	#	3	1
Percentage of Tested Scoring 55–100	100%	100%	99%	#	100%	90%
Percentage of Tested Scoring 65–100	100%	100%	98%	#	100%	80%
Percentage of Tested Scoring 85–100	27%	40%	45%	#	50%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	86	122	116	3	18	18
Number Scoring 55–100	86	115	110	#	15	15
Number Scoring 65–100	80	107	102	#	12	14
Number Scoring 85–100	39	33	42	#	0	3
Percentage of Tested Scoring 55–100	100%	94%	95%	#	83%	83%
Percentage of Tested Scoring 65–100	93%	88%	88%	#	67%	78%
Percentage of Tested Scoring 85–100	45%	27%	36%	#	0%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		43	46		1	0
Number Scoring 55–100		43	42		#	0
Number Scoring 65–100		35	33		#	0
Number Scoring 85–100		2	8		#	0
Percentage of Tested Scoring 55–100		100%	91%		#	0%
Percentage of Tested Scoring 65–100		81%	72%		#	0%
Percentage of Tested Scoring 85–100		5%	17%		#	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	28	30	47	0	1	0
Number Scoring 55–100	28	30	47	0	#	0
Number Scoring 65–100	28	30	46	0	#	0
Number Scoring 85–100	15	13	20	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	#	0%
Percentage of Tested Scoring 85–100	54%	43%	43%	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	29	17	49	1	0	1
Number Scoring 55–100	29	17	49	#	0	#
Number Scoring 65–100	29	17	49	#	0	#
Number Scoring 85–100	18	11	34	#	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	62%	65%	69%	#	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	54	79	1	0	4	0
Number Scoring 55–100	52	77	#	0	#	0
Number Scoring 65–100	49	75	#	0	#	0
Number Scoring 85–100	26	35	#	0	#	0
Percentage of Tested Scoring 55–100	96%	97%	#	0%	#	0%
Percentage of Tested Scoring 65–100	91%	95%	#	0%	#	0%
Percentage of Tested Scoring 85–100	48%	44%	#	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	45	39	49	0	0	0
Number Scoring 55–100	43	37	48	0	0	0
Number Scoring 65–100	43	37	44	0	0	0
Number Scoring 85–100	23	18	22	0	0	0
Percentage of Tested Scoring 55–100	96%	95%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	95%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	51%	46%	45%	0%	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	33	100%	1	#	27	100%
Students with Disabilities	3	#	0	0%	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
Nov 2002	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
June 2003	General-Education Students	97	1%	25%	67%	7%
	Students with Disabilities	19	11%	74%	16%	0%
	All Students	116	3%	33%	59%	6%

(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
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

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	92	92	92	7	7	7	99	99	99
Number Scoring 55–64	0	3	0	0	0	0	0	3	0
Number Scoring 65–84	56	51	50	6	4	5	62	55	55
Number Scoring 85–100	32	31	37	0	1	0	32	32	37
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)