

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Silver Creek High School	<b>District Name</b>	East Side Union High
<b>Street</b>	3434 Silver Creek Road	<b>Phone Number</b>	408-347-5000
<b>City, State, Zip</b>	San Jose, CA 95121	<b>Web Site</b>	www.esuhdsd.org
<b>Phone Number</b>	(408)347-5600	<b>Superintendent</b>	Mr. Bob Nunez
<b>Principal</b>	Thelma Boac	<b>E-mail Address</b>	nunezb@esuhdsd.org
<b>E-mail Address</b>	boact@esuhdsd.org	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

#### School Vision

The Vision of Silver Creek High School is to inspire students to learn how to learn, so that upon graduation, they will be responsible individuals who can think critically, solve problems successfully and effectively communicate in a changing society.

#### School Mission

The Mission of Silver Creek High School--in partnership with family, community, and businesses—is to provide all our students with equal access to a high quality education in a safe, healthy, challenging, and caring environment. Each student is empowered to become an Academic Achiever, a Critical Thinker, and an Effective Communicator who interacts cooperatively as a socially responsible citizen in a multicultural and technical world. By exposing each student to a rigorous curriculum in a supportive academic setting, our graduates are ultimately prepared for college, the work place, and beyond.

#### Expected Schoolwide Learning Results

**Silver Creek graduates will be:****Academic Achievers Who:**

- Develop and regularly evaluate their educational/career options, opportunities, and goals
- Critically evaluate and take responsibility for their own learning
- Demonstrate employability skills
- Develop habits and tools that sustain learning throughout their life

**Critical Thinkers Who:**

- Analyze, evaluate, and solve problems using information from a variety of sources and perspectives
- Ask and answer questions clearly and perceptively
- Demonstrate abstract thinking and reasoning skills as well as
- Identify and solve problems working individually and in a group

**Effective Communicators Who:**

- Are perceptive and articulate in writing and speaking
- Use their voice to support school activities and community service opportunities
- Demonstrate respect for peers, staff, and parents
- Appreciate diversity and participate in culturally diverse activities

Silver Creek is located in a residential neighborhood, below the foothills of the Coastal Mountain Range, with nearby access to three freeways and a major expressway. Serving a culturally, academically, and economically diverse community, Silver Creek High School values and celebrates its diversity. Silver Creek's richly diverse population is comprised of: 40.9% Asian, 36.2% Hispanic, 12% Filipino, 5.0% White, 4.6% African American, 0.8% Pacific Islander, and 0.5% American Indian.

Silver Creek High School was opened in September, 1969 to serve the growing population of the Evergreen Valley area of Southeast San Jose. At that time, Evergreen Valley was composed of older housing, orchards, and pastureland. However, as the area grew and prospered over the years, more housing and small businesses gradually replaced the orchards and pastureland. Moreover, as the technology industry boom in Silicon Valley established itself, the topography of the Evergreen area was drastically altered by the construction of thousands of upper-median priced homes. The population growth, emphasis on upper scale housing, and the subsequent influx of small businesses broadened the school's socioeconomic base and enriched the social, cultural, educational, and economic diversity of the school's community.

As a result of the significant increase in the population in the southern portion of the district, enrollment at Silver Creek High School exceeded the original design limits by more than 30%. To accommodate the increased enrollment, the school is currently using twenty-two portable classrooms. Some of the portables are being used to provide space as other buildings are refurbished. Beginning in March, 2006, construction began on a new building that will house additional science classrooms/labs and general classrooms. The new building is projected to be finished in the spring of 2007. The new building will provide every science teacher on campus with a classroom and accompanying lab. In the last three years, a number of campus buildings have been completely refurbished. However, due to extensive storm damage, the theater and gymnasium will require additional repairs.

The area to the south of Silver Creek High School is the quickest growing population in the San Francisco Bay area and is primarily comprised of upper scale homes. This area's population growth necessitated the opening of a new comprehensive high school—Evergreen Valley High School, which is the first high school built in Santa Clara County in the last twenty-five years. This

new school has drawn its population primarily from Silver Creek and Mount Pleasant High Schools. Currently, there are two “option” areas in Silver Creek’s boundaries. In these areas, students can choose to attend Silver Creek High School or Evergreen Valley High School. Most of the students from the option areas have chosen to attend the “new” Evergreen Valley High School. This movement of students to Evergreen Valley High School has resulted in a severe loss in Silver Creek’s upper socioeconomic student population.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

<b>Contact Person Name</b>	<b>Thelma Boac</b>	<b>Contact Person Phone Number</b>	<b>408-347-5610</b>
<p>Silver Creek values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Silver Creek maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district’s website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school’s website and in the Principal’s Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, Silver Creek utilizes the district’s Parent Connect website to provide parents with immediate access to their students’ grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, Silver Creek High School provides a number of parent involvement opportunities. The school has an active School Site Council, Bilingual Advisory Committee, and the Silver Creek PTSA. To support parents, Silver Creek hosts a variety of parent information nights, including but not limited to Financial Aid Night and Freshman Parent Orientation. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.</p>			

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	683
Grade 3	0	Grade 10	621
Grade 4	0	Grade 11	580
Grade 5	0	Grade 12	544
Grade 6	0	Ungraded Secondary	0
Grade 7	0	<b>Total Enrollment</b>	<b>2428</b>

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.6	White (not Hispanic)	5.0
American Indian or Alaska Native	0.5	Multiple or No Response	0.0
Asian	40.9	Socioeconomically Disadvantaged	37.1
Filipino	12.0	English Learners	18.0
Hispanic or Latino	36.2	Students with Disabilities	9.0
Pacific Islander	0.8	---	---

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	25.0	39	53	1	26.2	33	45	7	26.2	32	28	21
Mathematics	26.5	25	38	5	26.3	24	33	10	27.3	25	18	25
Science	30.2	4	51	10	31.7	1	27	31	32.9	1	12	42
Social Science	30.2	5	33	22	30.0	3	40	13	30.8	7	13	29

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update	April 2006	Date Last Discussed with Staff	September 2006
<p>Silver Creek has developed a comprehensive School Safety Plan, that includes an assessment of school-related crime, a plan to maintain a safe and secure learning environment, as well as rules and procedures for campus safety. The SCHS School Safety Plan is reassessed, modified, and updated every year by the School Safety Committee, which is composed of teachers, classified staff, administrators, students, parents, and community members. The School Safety Plan is always available to the public. The SCHS School Safety Plan is monitored and approved every year by the East Side Union High School Board of Trustees. In order for the School Safety Plan to be operational, it must be signed off by a member of the teacher bargaining unit (East Side Teachers' Association). A safe and healthy campus environment has been a priority for many years, and the focus remains on the physical and mental well being of students and staff. Students are orderly and well behaved and constantly receive praise for exhibiting mature demeanor and conduct.</p>			

## School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

In order to meet the diverse needs of all of our students, Silver Creek offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but Silver Creek also offers the following programs and services: AVID, Camp Anytown, Academic and Cultural Assemblies, Community Partnerships, MESA, Japanese Language Program, Institute of Management and Technology, Electronics Academy, Legal Studies Magnet, Naval Junior ROTC, Conflict Mediation, MSW Interns, Central County Occupational Center, and After School Tutors.

**Safe Environment:** Silver Creek has a written discipline plan that was developed by parents and staff in accordance with district policy and is mailed to parents at the beginning of each school year. To encourage appropriate student behavior, the discipline policy is fairly and uniformly enforced, and behavior modification strategies are employed to retain students in the system, correct inappropriate behavior, and reduce truancy. In surveys collected from students, parents, and staff members, Silver Creek has consistently been rated one of the safest campuses in the District. Consequently, many students from other schools have expressed an interest in enrolling at Silver Creek because of our safe environment and outstanding academic and extra-curricular programs.

**College and Career Resource Center:** The College and Career Resource Center provides information regarding colleges, technical schools, careers, apprenticeships, and jobs. The Center also provides help and information on scholarships and general financial aid for college bound students. In fact, the Center contains information on over 4,000 careers and occupations including the military. Resource materials include books, catalogs, Community College class schedules, computer software, videos, and Internet access to a wide variety of web sites. Students can use the computer lab in the Center to fill out college admission and financial aid applications. To assist students with the application process, the Center hosts workshops and provides one-on-one personalized assistance.

**Healthy Start:** The Healthy Start Center provides counseling and support services to students, parents, staff members, and families. The Healthy Start Center provides on-site, prevention/intervention services that are composed of integrated school and community-linked mental health and social services that include drug and alcohol counseling and other youth empowerment services that are designed to increase student achievement and create a healthy personal and school environment.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	8.7%	9.0%	6.3%	11.2%	7.9%	17.6%
<b>Expulsions</b>	0.0%	0.0%	.004%	0.2%	0.18%	0.15%

### III. School Facilities

#### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Built in 1969 to serve a capacity of approximately 1,800 students, Silver Creek currently houses more than 2,400 students. As a result of the significant increase in the population in the southern portion of the district, enrollment at Silver Creek High School exceeded the original design limits by more than 30%. To accommodate the increased enrollment, the school is currently using twenty-two portable classrooms. Some of the portables are being used to provide space as other buildings are refurbished. Beginning in March, 2006, construction began on a new building that will house additional science classrooms/labs and general classrooms. The new building is projected to be finished in the spring of 2007. The new building will provide every science teacher on campus with a classroom and accompanying lab. In the last three years, a number of campus buildings have been completely refurbished. However, due to extensive storm damage, the theater and gymnasium will require additional repairs.

Since the school was designed to accommodate the needs of 1,800 students and is currently serving over 2,400 students, the bathrooms are constantly in use, and the custodians cannot gain access to them to clean them during the day. However, since there have been parent complaints regarding bathroom cleanliness, the Leadership Team is aggressively addressing the issue. Overall, the Maintenance and Gardening staff do an outstanding job of keeping the classrooms and campus clean, and the staff and students work cooperatively to provide a spirit of goodwill at Silver Creek.

## School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	H Building needed repair. It was completed by 01/29/97.
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)		X	One drinking fountain was found that needed repair. It was completed by 11/20/06.
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	87	87	86	1033
Without Full Credential	18	13	10	143
Teaching Outside Subject Area of Competence	0	0	0	---

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	88.0	12.0
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed

in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purposed of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	485.6
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	1.0	---
Social Worker	0.0	---
Nurse	0.17	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	0.0	---
Other	0.0	---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell 2002	4/2004	Yes	0%
English 2 – “The Language of Literature 4 <sup>th</sup> Course”	McDougal Littell 2002	3/2005	Yes	0%

English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall/ 2000	6/2001	Yes	0%
English 4 – “The Language & Literature of The World”	McDougal Littell/2000	6/2002	Yes	0%
Composition & Literature – “Literature and Language Arts Third Course”	Holt/2003	6/2006	Yes	0%
<b>Mathematics</b>				
Algebra I – “E & A Algebra 1”	McDougal Littell/ 1998	6/1998	Yes	0%
Geometry – “Geometry”	McDougal Littell/ 2007	6/2006	Yes	0%
Algebra II – “E & A Algebra 2”	McDougal Littell/ 1998	6/1998	Yes	0%
Math Analysis – “Precalculus With Limits”	Houghton Mifflin/ 2001	6/2001	Yes	0%
Calculus – “Calculus”	Houghton Mifflin/ 1998	**	Yes	0%
<b>Science</b>				
Integrated Science 1 – “Conceptual Physical Science/Explorations”	Addison-Wesley/ 1999, 2003	2/2001	Yes	0%
Biology – “Biology: Web of Life; Holt Biology”	Holt/ 1998, 99, 04	5/1998	Yes	0%
Chemistry – “Chemistry: Connections to our Changing World”	Prentice-Hall/ 2000, 2002	3/2000	Yes	0%
Physics – “Physics Serway & Faughn”	Thomson Brooks/Cole/ 2002	3/2004	Yes	0%
<b>History-Social Science</b>				
World History – “Modern World History”	McDougal-Littell/2003	5/2001	Yes	0%
US History – “The United States and It’s People”	Addison-Wesley/1995	5/1996	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/1997	6/1998	Yes	0%
American Government – “We the People”	Center for Civic Education/2002	5/1990	Yes	0%
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
Economics – “Junior Achievement”	Junior Achievement Corp.	6/1986	Yes	0%
<b>Foreign Language</b>				
Spanish 1, 2, 3 – Series “Realidades 1, 2, 3”	Prentice Hall/2004	5/2004	Yes	0%
French 1, 2, 3 – Series “Yookoso 1, 2, 3”	McDougal Littell/2004	5-1994	Yes	0%
Japanese 1, 2, 3 – Series “Discovering French 1, 2, 3”	McGraw Hill/1994	5-1994	Yes	0%

Spanish Speakers 2 – “Sendas Literarias 1”	Pearson Prentice Hall/ 1995	5/1995	Yes	0%
Spanish Speakers Language AP – “Abriendo Paso Lectura & Abriendo Paso Gramatica”	Heinle and Heinle/2000, 2001, 2005	5/1995	Yes	0%
Spanish Speakers Literature AP – “Abriendo Puertas Tomo 1” & “Abriendo Puertas Tomo”	McDougal Littell/2003	5/1995	Yes	0%
Vietnamese Speakers 1, 2, 3, 4 – Series “Vietnamese Language Level 1, 2, 3, 4”	District created textbook	N/A	Yes	0%
<b>English Language Development</b>				
ELD 1, 2, 3 – “Shining Star” Series (Keys to Learning thru Level C)	Pearson-Longman/2003	5/2005	Yes	0%
<b>Science Supplies and Lab Equipment</b>				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,065	\$892	\$5,173	\$71,167
District	---	---	\$6,074	\$67,720
Percent Difference - School Site and District	---	---	-\$901	\$3,447
State	---	---	\$4,743	\$60,037
Percent Difference - School Site and State	---	---	\$430	\$11,130

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; and Partnership Academies.

## **Special Education**

The Special Education Department offers a comprehensive curriculum for its students. A school psychologist is available to test, reevaluate and make appropriate referrals. Each student has an individualized education plan (IEP), which is monitored, assessed, evaluated, modified and shared with parents at measured intervals throughout the year. Resource specialists and instructional aides offer in-class assistance to those students who are mainstreamed. District transition specialists help graduating students find viable employment.

## **English Language Development**

Students with special needs have a wide range of opportunities to receive instruction at the appropriate levels. To assure proper placement in the curriculum, incoming students who indicate that a language other than English is spoken in the home are assessed. To further support the needs of English Language Learner students, ELL classes are taught (ELL 1, ELL 2, and ELL 3). Sheltered classes at Silver Creek High School are also offered in a variety of subjects.

## **Title 1 and Economic Impact Aid (EIA) Instructional Paraprofessionals**

As of January 2006, 100 % of the Silver Creek High School Title 1/EIA classroom instructional paraprofessionals have met the requirements under NCLB (No Child Left Behind Act).

During the 2004-2005 school year, Silver Creek received additional funds to support students with special needs. The following special programs are offered at the school:

Adaptive Physical Education  
English Language Development Classes  
Economic Impact Aid  
Title I Program  
Evergreen Valley College Courses  
Gifted and Talented Education  
Special Education Classes  
School Psychologist  
CAHSEE Support Classes  
Central County Occupational Center  
Regional Occupation Program  
Parent Classes  
Section 504 Plan Services  
Limited English Proficient  
Multi-Service Team  
School Improvement Program  
Speech Therapy  
Student Assistance Program  
Vocational Education  
  
Migrant Education Program  
After School Tutoring

## Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,393	\$37,671
<b>Mid-Range Teacher Salary</b>	\$75,604	\$63,121
<b>Highest Teacher Salary</b>	\$89,953	\$78,630
<b>Average Principal Salary (High)</b>	\$107,889	\$111,909
<b>Superintendent Salary</b>	\$236,920	\$163,061
<b>Percent of Budget for Teacher Salaries</b>	38.6	37.8
<b>Percent of Budget for Administrative Salaries</b>	4.6	5.2

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>English-Language Arts</b>	35	42	43	33	38	39	36	40	42
<b>Mathematics</b>	19	25	29	16	19	22	34	38	40
<b>Science</b>	19	24	33	20	23	36	25	27	35
<b>History-Social Science</b>	34	33	30	27	31	30	29	32	33

## CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	34	15	25	30
American Indian or Alaska Native	*	*	*	*
Asian	53	44	46	36
Filipino	49	31	40	35
Hispanic or Latino	27	12	17	19
Pacific Islander	33	20	*	9
White (Not Hispanic)	56	25	61	44
Male	36	28	34	31
Female	49	31	32	29
Economically Disadvantaged	38	29	28	27
English Learners	7	17	3	4
Students with Disabilities	7	7	4	4
Students Receiving Migrant Education Services	21	13	8	9

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	47			47			43	41	42
Mathematics	58			53			51	52	53

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	30.8%

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	6	6	8
Similar Schools	1	2	6

## API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	15	51	-14	729
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	1	34	-17	782
Filipino	11	71	-31	768
Hispanic or Latino	22	86	-3	649
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	34	45	-17	705
English Learners	--	--	-24	705
Students with Disabilities	--	--	14	475

## State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Silver Creek High School is not an underperforming school requiring state intervention.

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	4.1	3.8	3.7	3.0	4.0	7.5	3.2	3.3	3.1
Graduation Rate	92.1	89.1	83.3	89.6	86.6	80.5	86.7	85.3	84.9

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who

met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	99%	98%	---
African American	N/A	98%	---
American Indian or Alaska Native	N/A	N/A	---
Asian	99%	98%	---
Filipino	100%	99%	---
Hispanic or Latino	100%	96%	---
Pacific Islander	N/A	95%	---
White (not Hispanic)	N/A	100%	---
Socioeconomically Disadvantaged	99%	95%	---
English Learners	92%	83%	---
Students with Disabilities	100%	100%	---

### Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Technology is integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to assignments, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in computer labs on campus.

Silver Creek offers several programs aimed at preparing students for careers in the fields of legal studies, finance, accounting, computer science, information systems, Pacific Rim International occupations, marketing, telecommunications, electronics and the military. The programs emphasize interdisciplinary career paths, bridges to college, student support and tutoring, internship opportunities and career exploration. Students graduate ready for college and/or work.

### Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	176
Percent of pupils completing a CTE program and earning a high school diploma	96.4%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	75.3
Graduates Who Completed All Courses Required for UC/CSU Admission	39.5

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	3	---
Science	3	---
Social Science	3	---
All courses	11	5.5

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

To offer parents and students information regarding college entrance requirements and financial aid, two college evening nights were held. Test preparation for the SAT was offered by Princeton Review and was made available to all students. Individual teachers also offer Advanced Placement practice sessions to their students after school, on Saturdays, and during vacation days in preparation for the tests.

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	44.3	46.7	48.7
Average Verbal Score	461	477	471
Average Math Score	509	529	510
Average Writing Score	---	---	472

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Silver Creek focuses on preparing students to be successful in high school, to achieve the best possible intellectual and personal development, and above all to graduate with skills that enable them to achieve success beyond the high school years. The majority of students are truly interested in obtaining a good education and feel that Silver Creek is preparing them for the world of work and/or further education beyond high school. The School provides a challenging and comprehensive academic curriculum, a variety of tutorial programs, career education, individualized and group counseling, and a variety of support systems for all students.

The administrative leadership team consists of Thelma Boac, Principal, Traci Williams, Associate Principal of Educational Development, and Chris Schroeder, Associate Principal of Attendance and Student Services. However the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because Silver Creek is a community collaborative, it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent Silver Creek on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, Silver Creek's governance structure invites and values the multidimensional input provided by its stakeholders.

The school leaders and student representatives actively shape and promote the culture of the school focusing energies so that the school's purpose is to guide the everyday behavior of students and staff in the classroom. The classroom experience at Silver Creek High School is considered to be the single most important facet of the students' education. The expectations for students are high. Students are encouraged to strive to meet the school academic standards in order to be eligible for graduation and for participation in extra curricular activities.

School leaders encourage students to strive for excellence in preparing for post-secondary education as well as participating in a variety of contests and activities that take place at school. The latter would include organizations such as CSF, NHF, MESA, University/College Opportunity Program, Interact, Junior Statesmen of America, Speech and a number of other academic clubs

on campus.

Student absenteeism, academic progress and the dropout rate are continually being evaluated and a variety of strategies are utilized in order to make improvements in these areas. The number of students in advanced placement courses, honors courses and advanced courses has increased dramatically at Silver Creek High School. The image of Silver Creek High School is one of a safe and orderly educational institution which has a good reputation in its attendance area and the city.

In addition to strong and varied curricular offerings, Silver Creek High School provides an extensive extra and co-curricular program including athletics, clubs, fine arts, performing arts, vocational and academic competitions, and public service. These activities foster student and staff involvement and interaction outside of the classroom. The socialization benefits provided by extra and co-curricular activities help to foster a healthy balance between personal choices and academic requirements.

Faculty members function in a professional climate of innovation and experimentation in order to pursue the school's mission and purpose with visible accomplishments through our academic and co-curricular activities. A variety of programs have been developed to help the at-risk, average and above average students.

Because we are committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the endogenous needs of all of our students. Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students, including, but not limited to: academic, social and emotional support for students who are at-risk and our special needs students; linguistically and culturally responsive academic support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our low-income youth; and enhanced programs for our gifted and talented (GATE) population.

## **Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Silver Creek has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA, PAR and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held twice per month so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., differentiated instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *Fitness Gram* data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	<b>68,080</b>	64,800
10	<b>68,080</b>	64,800
11	<b>68,080</b>	64,800
12	<b>68,080</b>	64,800

### Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Silver Creek had a total of 26 shortened day schedules in 2005-06. 20 of these days were used for staff development and 6 were used for state mandated testing.