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School Accountability Report Card
Reported Using Data from 2009–10 School Year
Published During 2010–11

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The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)
This section provides the school's contact information.

School		District	
School Name	Silver Creek High	District Name	East Side Union High
Street	3434 Silver Creek Rd.	Phone Number	408-347-5000
City, State, Zip	San Jose , CA 95121-1845	Web Site	www.esuhsd.org
Phone Number	408-347-5600	Superintendent	Dan Moser
Principal	Thelma Boac	E-mail Address	moserd@esuhsd.org
E-mail Address	boact@esuhsd.org	CDS Code	43- 69427- 4337903

School Description and Mission Statement (School Year 2009–10)
This section provides information about the school, its programs, and its goals.

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Welcome to the School Accountability Report Card (SARC) for Silver Creek High School. I hope you will find this report both informational and helpful. Silver Creek has an award winning Japanese Program, an award winning counseling team, an AVID (Advancement Via Individual Determination) program that is a model for other schools in the county, an excellent Math and English Department, a strong AP (Advanced Placement) course offerings, a growing Performance Arts Department, an award winning NJROTC, a supportive parent (PTSA) and School Site Council, and a faculty that has an average of over 14 years of teaching experience. Silver Creek High School is dedicated to serving the needs of all of our students. To this end, we are glad to share all of our school information with the public. If you would like to know

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more information about Silver Creek High School, please do not hesitate to call me. It is a privilege to serve Silver Creek parents, students and the community.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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 website to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as 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. Parent volunteers are in the Autistic Program classes, as well as during lunch, serving as extra pair of eyes in the monitoring of students. 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. Silver Creek High School sponsors annual events and ceremonies to which parents/guardians are invited. Specific programs sponsor annual and semi-annual awards ceremonies. There are awards for each athletic season, music awards, dance awards, AVID awards, NJROTC awards, Honor Night, California Scholarship Federation awards, and National Honor Society awards. There are also Drama, Choir and dance events, FANTASTICS, Winterfest, Noche de Fama, National Foundation of Teaching Entrepreneurship Business Plan Project, and various ceremonies by student clubs and organization which also promote community involvement and celebrate Silver Creek's diversity.

If you are interested in participating in any of these programs or would like more information please call the Sliver Creek main number (408) 347-5600 and leave a message for the program coordinator who will contact you as soon as possible.

Student Enrollment by Grade Level (School Year 2009–10)

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		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	667
Grade 3		Grade 10	647
Grade 4		Grade 11	624
Grade 5		Grade 12	590
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	2528

Student Enrollment by Group (School Year 2009–10)

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
Black or African American	3.6	White	5.3
American Indian or Alaska Native	0.7	Two or More Races	0.1

Asian	41.8	**Socioeconomically Disadvantaged**	42
Filipino	12.1	**English Learners**	16
Hispanic or Latino	35.2	**Students with Disabilities**	6
Native Hawaiian/Pacific Islander	0.9		

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	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.3	14	77	4	26.8	21	76	3	29.4	8	52	24
Mathematics	27.2	21	59	8	26.7	26	52	17	31.0	8	29	35
Science	30.4	4	42	22	31.2	1	46	21	33.4	1	16	47
Social Science	31.0	5	39	20	29.9	6	56	10	32.3	0	25	41

III. School Climate

School Safety Plan (School Year 2009–10)

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

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). To insure that safety is always in the minds of the school staff, by law the school must have a drill four times a year covering evacuation, lockdown, fire, earthquake and full evacuation. Mandatory meetings on safety is reviewed every beginning of the school year for all staff. 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. All visitors on campus must go through the front office and request permission to visit and given a pass to enter campus. Silver Creek High School has a fourteen-member Safety Team that monitors the campus during break and lunch. The Campus Monitor, advisors and Assistant Principal (APA) monitors the campus while school is in session and until the end of the school day. Students are orderly and well behaved and constantly receive praise for exhibiting mature demeanor and conduct.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	14.1	12.7	7.5	30.0	16.9	12.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

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

Overview

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The restrooms are monitored daily for cleanliness and supplies by the APA and Custodial staff. Buildings are monitored for any type of vandalism or graffiti and removed immediately after being reported and documented by the staff.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Age Of School Buildings

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, portables were used to serve as classrooms. The passage of Measure G and Measure A remodeled classrooms and added a two-story building equipped with new classrooms and state of the art Science Laboratories. This addition helped to reduce the number of portables that are being used as classrooms. The most recent passage of Measure E will add a new Multi-Purpose/Theatre equipped with classrooms to house the Performing Arts Department as well as add more space for school-wide testing. Other facility improvements as a result of Measure E are being planned for the Girl's Locker Room and for the Girl's Softball field for the school year 2010-2011.

Maintenance Projects

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 administration and custodial staff are closely monitoring any situation that arises pertaining to restrooms supplies and cleaning. The school's administrative team is aggressively addressing issues that come up regarding cleanliness in restrooms that are communicated to administration. 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.

Modernization Projects

Beginning in March, 2006, construction began on a new building that houses additional science classrooms/labs and general classrooms. The new building was finished in the spring of 2007. The new building provides 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. In February 2008 the East Side Union High School District passed a $349 million bond issue, which continued the upgrading process for Silver Creek. As a result of this new bond measure, a new Multi-Purpose Room/Performing Arts Theatre will begin construction in the summer of 2011. Other projects will follow in the near future which will include the renovation of the Girl's Locker Room and athletic facilities.

School Facility Good Repair Status (School Year 2010–11)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	80%	10%	10%	Theater and A building need new mechanical Systems. Will be replaced when funds are available. Will be done in 2011.
	80%	20%		Doors that need to replace J, I, K, & M building need to be replaced. Will be done when funds are available.
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			Old press box was replaced in 2010.
Fire Safety	x			
Electrical (interior and exterior)	80%	20%		Exterior lighting needs replacement when funds are available.
Pest/Vermin Infestation	90%	10%		Have pest control company spray when needed.
Drinking Fountains (inside and outside)		x		We work on drinking fountains when needed.
Restrooms		x		Some restroom partitions need replacement when funds are available.
Sewer	x			
Playground/School Grounds	x			Track needs to be resurfaced. Will be done when funds are available.
Other Athletic Fields	x			The soccer field and football field need to be reseeded. The football field was done in summer 2010. Soccer field will be done when funds are available. School needs to be repainted will do when funds are available.
Overall Rating	x			

V. 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 on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	91	97	94	1065
Without Full Credential	15	12	9	63
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	12	1	3
Total Teacher Misassignments	12	1	3
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98	2
All Schools in District	97	3
High-Poverty Schools in District	95	5
Low-Poverty Schools in District	99	1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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	2	1202
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core curriculum area and textbook in use by course	Publisher	Year Published	Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
ENGLISH/LANGUAGE ARTS				
English 1 – "The Language of Literature Ninth Grade"	McDougal Littell	2002	0	YES
English 2 – "The Language of Literature" Grade 10	McDougal Littell	2002	0	YES
English 3 – "Timeless Voices Timeless Themes Am. Experience"	Prentice Hall	2000	0	YES
English 4 – "The Language of Literature" World Literature	McDougal Littell	2002	0	YES
MATH				
Algebra I – "Algebra 1"	McDougall Littell	2007	0	YES
Geometry – "Geometry"	McDougal Littell	2007	0	YES
Algebra II – "Algebra 2"	McDougal Littell	2007	0	YES
Math Analysis – "Precalculus With Limits"	Houghton Mifflin	2001	0	YES
SCIENCE				
Integrated Science 1 – "Conceptual Physical Science/Explorations"	Addison-Wesley/	1999, 2003	0	YES
Holt Physical Science	Holt	2008	0	YES
Biology – "Biology: Web of Life; Holt Biology"	Holt/	1998, 99, 04	0	YES
Chemistry – "Chemistry: Connections to our Changing World"	Prentice-Hall/	2000, 2002	0	YES
Physics – "Physics Serway & Faughn"	Thomson Brooks/Cole/	2002	0	YES

SOCIAL SCIENCE				
World History – "Modern World History"	McDougal-Littell	2003	0	YES
US History – "The American Vision"	Glencoe	2006	0	YES
American Government – "Magruder's American Government"	Prentice Hall	1997	0	YES
American Government – "We the People"	Center for Civic Education	2002	0	YES
Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials		Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
FOREIGN LANGUAGE	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
HEALTH SCIENCES	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
VISUAL AND PERFORMING ARTS	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
SCIENCE LABORATORY EQUIPMENT	Science labs are adequately equipped		0	YES

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

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 school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	6629	1534	5095	78430
District	N/A	N/A	6130	79216
Percent Difference – School Site and District	N/A	N/A	-20%	-1%
State	N/A	N/A	5681	65959
Percent Difference – School Site and State	N/A	N/A	-11%	16%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Students with Special Needs at Silver Creek High School have a wide range of opportunities to receive supplemental services in addition to their academic instruction through categorical funds and other sources. These supplemental services paid through categorical funds offer tutoring, credit recovery, health curriculum, counseling and support program available to students, parents, staff members and families. This unique support and community resource provide students and the school with the help it needs to deal with the everyday stresses and pitfalls many students face during their teenage years and help them grow personally and emotionally. Students have access to computers, teachers, and peer tutors after school. Homework and Tutoring Center is available for students for after school assistance funded by categorical funds. CAHSEE Intervention Classes in Math and English to help students with their Math and English skills and pass the California High School Exit Exam. READ 180 help students with their reading skills to succeed in their classes. The following special programs are offered at Silver Creek.

School Improvement Program

Homework and Tutoring Center

Healthy Start/Multi-Service Team

Gifted and Talented Education

English Language Development

English Language Learner Classes (Sheltered) READ 180

CAHSEE Intervention in English and Math

AVID

Institute of Management and Technology

CCOC

Evergreen Community College Classes

Grad Academy

NJROTC

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	48434	43096
Mid-Range Teacher Salary	79527	70018
Highest Teacher Salary	98141	89675
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	126763	128615
Superintendent Salary	239188	204469
Percent of Budget for Teacher Salaries	39.6	N/A
Percent of Budget for Administrative Salaries	3.9	N/A

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	53	55	55	44	47	48	46	50	52
Mathematics	35	36	34	23	26	27	43	46	48

Science	46	47	49	44	45	46	46	50	54
History-Social Science	40	44	47	34	39	39	36	41	44

Standardized Testing and Reporting 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**
All Students in the LEA	48	27	37	40
All Students at the School	55	34	49	47
Male	51	34	50	51
Female	60	34	49	43
Black or African American	51	25	33	43
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	69	52	62	61
Filipino	57	35	54	44
Hispanic or Latino	31	14	32	29
Native Hawaiian or Pacific Islander	54	17	N/A	N/A
White	78	42	77	79
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	50	30	41	42
English Learners	12	17	4	4
Students with Disabilities	9	3	14	11
Students Receiving Migrant Education Services	14	10	N/A	16

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	**2008–09**	**2009–10**	**2007–08**	**2008–09**	**2009–10**	**2007–08**	**2008–09**	**2009–10**
English-Language Arts	61.9	59.6	66.0	55.1	55.1	58.0	52.9	52.0	54.0

Mathematics	67.9	68.6	71.0	59.6	59.6	58.0	51.3	53.3	53.0

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	24	32	42	35	23
All Students at the School	34	26	40	30	39	31
Male	42	30	28	32	38	31
Female	26	21	53	27	41	31
Black or African American	26.3	26.3	47.4	31.6	52.6	15.8
American Indian or Alaska Native	*	*	*	*	*	*
Asian	24	24	52	16	38	46
Filipino	24.3	32.9	42.9	21.4	51.4	27.1
Hispanic or Latino	53	27	20	49	38	13
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	19	16	66	16	19	66
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	41	24	36	33	41	26
English Learners	68	23	9	50	40	10
Students with Disabilities	89.2	2.7	8.1	86.8	10.5	2.6
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.6	27.7	52.1

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	7	7	7
Similar Schools	7	7	7

Academic Performance Index Growth 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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	**2008–09**	**2009–10**
All Students at the School	16	3	8
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	17	11	2
Filipino	23	3	15
Hispanic or Latino	9	3	-3
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	8	-3	15
English Learners	-7	24	-26
Students with Disabilities	-20	39	N/A

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	**LEA**	**State**
All Students at the School	771	736	729
Black or African American	N/A	674	638
American Indian or Alaska Native	N/A	N/A	703
Asian	836	848	857
Filipino	786	786	812
Hispanic or Latino	677	648	672
Native Hawaiian/Pacific Islander	N/A	690	706
White	N/A	786	801
Two or More Races	N/A	747	747
Socioeconomically Disadvantaged	732	687	669

English Learners	687	633	626
Students with Disabilities	N/A	453	494

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 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 on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

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

Federal Intervention Program (School Year 2010–11)

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 (ELA 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 on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	60

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the

UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at http://www.calstate.edu/SAS/admreq.shtml. (Outside Source)

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 which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	3.3	3.1	2.2	5.1	5.2	5.6	5.5	4.9	5.7
Graduation Rate	82.3	83.0	90.4	73.9	72.3	72.9	80.6	80.2	78.5

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	90	84	N/A
Black or African American	94	79	N/A
American Indian or Alaska Native	N/A	88	N/A
Asian	93	93	N/A
Filipino	95	91	N/A
Hispanic or Latino	82	73	N/A
Native Hawaiian/Pacific Islander	N/A	89	N/A
White	89	87	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	89	78	N/A
English Learners	63	52	N/A
Students with Disabilities	75	62	N/A

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

We offer magnet strands, Legal Studies, Forensics, Telecommunications, and Business. Additionally, we offer the following CTE courses: Marketing, Fundamentals of Telecommunications, Computer Information Technology, Introduction to Business, Web Design, and Economics of Business Ownership. We are affiliated with NFTE, and in the last three years our students have placed in the top three nationally. This year our student placed second in the national competition and was one of five to meet the President of the United States in the Oval Office. Silver Creek is one of two schools in the district in partnership with San Jose State University in their Hispanic Computer Brigade which is a program geared at exposing underrepresented students to technology with a goal of moving into technical careers. Many of our classes articulate for college credit at Mission, San Jose City and Evergreen Valley Colleges.

Career Technical Education Participation (School Year 2009–10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	186
Percent of pupils completing a CTE program and earning a high school diploma	12%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	66%

Courses for University of California and/or California State University Admission (School Year 2008–09)

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 in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	97.7
Graduates Who Completed All Courses Required for UC/CSU Admission	40.5

Advanced Placement Courses (School Year 2009–10)

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 on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All courses	13	19.0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Although 2 annual full release days are provided to teachers for professional development, many other opportunities to improve practice occur throughout the school year and summer break. Our school 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 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 regularly 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., standards-based 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 *FitnessGram* 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.