Silver Creek High School

3434 Silver Creek Rd. • San Jose, CA, 95121 • 408.347.5600 • Grades 9-12
Adolfo Laguna, Principal
lagunaa@esuhsd.org

2011-12 School Accountability Report Card
Published During the 2012-13 School Year

East Side Union High School District
830 N. Capitol Avenue
San Jose, CA 95133
(408) 347-5000
www.esuhsd.org

District Governing Board

Frank Biehl

J. Manuel Herrera

Van Thi Le

Magdalena Carrasco

Lan Nguyen

District Administration

Chris D. Funk
Superintendent

Cathy Giammona
Assistant Superintendent
Instructional Services

Marcus Battle
Associate Superintendent
Business Services

Cari Vaeth
Director
Human Resources

About the SARC
Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.347.5600.

School Description
Welcome to the School Accountability Report Card (SARC) for Silver Creek High School. I hope you will find this report both informational and helpful. At Silver Creek we are proud to offer both academic and extra-curricular opportunities for all students. Diversity is something that is valued on our campus, and that is what makes Silver Creek such a unique and stellar high school. Our focus is to ensure that when our students graduate from Silver Creek High School, they will be academic achievers, critical thinkers and effective communicators. We strive to achieve this goal by having 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 caring and dedicated 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 more information about Silver Creek High School, please do not hesitate to call the principal, Adolfo Laguna at 408-347-5610. It is a privilege to serve Silver Creek parents, students and the community.

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 School Loop 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, Athletic Booster Club, School Beautification Group and the Silver Creek PTSA. There are also active Latino, African American and Vietnamese Parent groups, that organize monthly meetings to keep the parents informed of what is happing on campus. 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 principal's secretary, Christina Trujillo, at 408-347-5611.

Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 9	590
Gr. 10	617
Gr. 11	612
Gr. 12	549
Total	**2,368**

Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.3
American Indian or Alaska Native	0.4
Asian	41.8
Filipino	12.9
Hispanic or Latino	35.7
Native Hawaiian/Pacific Islander	0.6
White	4.2
Two or More Races	1
Socioeconomically Disadvantaged	45.9
English Learners	33.2
Students with Disabilities	7.1

Average Class Size and Class Size Distribution												
Average Class Size				**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Year	**10**	**11**	**12**	**10**	**11**	**12**	**10**	**11**	**12**	**10**	**11**	**12**
English	29.4	29.5	29.5	8	13	12	52	32	30	24	49	48
Math	31	29.2	31.8	8	17	8	29	15	14	35	48	50
Science	33.4	33.8	32.3	1	2	4	16	5	8	47	55	50
SS	32.3	31.5	30.5	0	6	8	25	11	13	41	44	43

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	**09-10**	**10-11**	**11-12**
Suspensions Rate	8.78	9.91	14.37
Expulsions Rate	0.04	0	0
District	**09-10**	**10-11**	**11-12**
Suspensions Rate	16.78	11.87	15.53
Expulsions Rate	0.15	0.14	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 thirteen 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.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2012

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 2,350 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 the Girl's Locker Room and for the Girl's Softball field renovations.

Maintenance Projects

Since the school was designed to accommodate the needs of 1,800 students and is currently serving over 2,350 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 is currently under construction and it is expected to be completed in the fall of 2012. Other projects will follow in the near future which will include the renovation of our athletic facilities.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	[ ]	The library, attendance office, and administration office will receive new HVAC by summer of 2015.
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	The wallpaper in buildings E, T, and N need to be replaced and/or repaired. This is scheduled to be completed this year. Many rooms have stained ceiling tiles. The replacements will be scheduled during the year. Buildings H and J have some floor tiles and carpet that needs to be repaired and/or replaced. This is scheduled to be completed by next school year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	The school has a problem with spiders in some of the buildings. The district has hired a pest control company to spray when needed.
Electrical: Electrical	[ ]	[ ]	[X]	[ ]	Many interior lights and defuses need to be replaced. This is being scheduled during this school year.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Drinking fountains are repaired when needed. The K-building restroom needs new sinks and tile replacement. This restroom and others will be remodeled by the summer of 2013. The U building restroom sinks and room U-3 sink need to be repaired. These repairs will be scheduled.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Fire extinguishers are missing in the weight room, and in the small and large gym. The district will check the area and ensure they are in place where needed.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	The gym bleachers will be replaced by the summer of 2013.

School Facility Good Repair Status					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Exemplary	**Good**	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Door replacements are needed for buildings I, K, A, M, J and the administration building. This replacement will begin in 2012 and scheduled to be completed by 2014. There is a cracked window in room K-2. The district will check this out and schedule a replacement. Track has been resurfaced. Asphalt repairs and seal coating to be scheduled for the inner campus walkways, student and staff parking lots, and the basketball court. This will be completed within the next three summers. The football field has been replaced with artificial turf. The soccer field and multi-use field will be reseeded in 2012. The soccer field will get new sod. This will be completed by January 2013.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	94	100	87.2
Without Full Credential	9	2	2
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	935.3
Without Full Credential	♦	♦	26.4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	3	2	1
Total Teacher Misassignments	3	2	2
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during 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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.69	2.31
Districtwide		
All Schools	96.76	3.24
High-Poverty Schools	96.57	3.43
Low-Poverty Schools	96.7	3.3

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	1183

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,990	$1,184	$4,806	$76,613
District	♦	♦	$5,234	$77,458
State	♦	♦	$5,455	$70,792
Percent Difference: School Site/District		-8.9%		-1.1%
Percent Difference: School Site/ State		-13.5%		7.6%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,104	$42,660
Mid-Range Teacher Salary	$74,444	$69,198
Highest Teacher Salary	$95,445	$88,943
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,140
Average Principal Salary (HS)	$126,498	$127,707
Superintendent Salary	$215,844	$202,123
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	3%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 English 4 – "The Language of Literature World Literature" McDougal Littell 2002
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I – "Algebra 1" McDougall Littell 2007 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits" Houghton Mifflin 2001
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Integrated Science 1 – "Conceptual Physical Science/Explorations" Holt "Physical Science" Addison-Wesley/Holt 1999, 2003, 2008 Biology – "Biology: Web of Life; "Biology" Holt 1998, 99, 04 Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall/ 2000, 2002 Physics – "Physics Serway & Faughn" Thomson Brooks/Cole/ 2002

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe 2006 American Government – "Magruder's American Government" Prentice Hall 1997 American Government – "We the People" Center for Civic Education 2002
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%0%	Science labs are adequately equipped

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	55	56	56	48	49	50	52	54	56
Math	34	39	38	27	30	29	48	50	51
Science	49	55	57	46	50	52	54	57	60
H-SS	47	47	45	39	43	43	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	50	29	52	43
All Student at the School	56	38	57	45
Male	51	38	57	49
Female	62	37	57	41
Black or African American	37	18	42	36
American Indian or Alaska Native				
Asian	69	56	69	58
Filipino	64	38	60	50
Hispanic or Latino	37	15	39	26
Native Hawaiian/Pacific Islander	55	45		
White	73	38	67	56
Two or More Races	70	38	61	47
Socioeconomically Disadvantaged	49	34	51	39
English Learners	7	27	6	3
Students with Disabilities	8	10	13	6
Students Receiving Migrant Education Services	40	12	27	25

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12.6	37.2	38.5

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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.

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. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	8	15	-2
Black or African American			
American Indian or Alaska Native			
Asian	2	12	3
Filipino	15	8	21
Hispanic or Latino	-3	21	-14
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	15	8	-7
English Learners	-26	54	1
Students with Disabilities			-74

Table title: API Growth by Student Group – Three-Year Comparison

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	2009	2010	2011
Statewide	7	7	7
Similar Schools	7	6	8

Table title: Academic Performance Index Ranks - Three-Year Comparison

Federal Intervention Program (School Year 2012-13)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		57.1

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,669	16,761	4,664,264
	API-G	784	748	788
Black or African American	Students	56	541	313,201
	API-G	698	675	710
American Indian or Alaska Native	Students	6	61	31,606
	API-G		699	742
Asian	Students	723	5,514	404,670
	API-G	853	859	905
Filipino	Students	229	1,485	124,824
	API-G	833	803	869
Hispanic or Latino	Students	563	7,489	2,425,230
	API-G	680	653	740
Native Hawaiian/ Pacific Islander	Students	12	117	26,563
	API-G	678	692	775
White	Students	59	1,353	1,221,860
	API-G	803	789	853
Two or More Races	Students	18	165	88,428
	API-G	892	784	849
Socioeconomically Disadvantaged	Students	864	9,107	2,779,680
	API-G	749	696	737
English Learners	Students	577	6,849	1,530,297
	API-G	715	667	716
Students with Disabilities	Students	105	1,554	530,935
	API-G	408	455	607

Adequate Yearly Progress

The federal ESEA 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	No

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 UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

• Specific high school courses
• Grades in specified courses and test scores
• 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 have 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 admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements
This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2012		
	School	District	State
All Students	91.1	85.0	---
Black or African American	100	85.6	---
American Indian or Alaska Native	100	80.0	---
Asian	95.5	93.1	---
Filipino	90	92.1	---
Hispanic or Latino	83.9	76.3	---
Native Hawaiian/Pacific Islander	100	85.7	---
White	92.9	89.1	---
Two or More Races	66.7	80.4	---
Socioeconomically Disadvantaged	89.1	73.2	---
English Learners	73.2	57.4	---
Students with Disabilities	76.2	69.5	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	2.2	12.6	12.9
Graduation Rate	90.44	86.41	85.15
District			
Dropout Rate (1-year)	5.6	17.5	17.6
Graduation Rate	81.04	80.92	76.85
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	64	62	62
Mathematics	71	69	72
District			
English-Language Arts	55	55	54
Mathematics	58	61	61
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011–12)		
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	5	---
Science	4	---
Social Science	11	---
All courses	22	5.6

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
	English-Language Arts			**Mathematics**		
Group	**Not Proficient**	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	46	21	33	39	34	27
All Students at the School	38	21	41	28	35	38
Male	44	22	34	29	34	36
Female	31	20	48	26	35	39
Black or African American	62	19	19	52	28	20
American Indian or Alaska Native						
Asian	27	17	56	10	33	57
Filipino	27	24	49	16	48	35
Hispanic or Latino	54	26	19	52	32	17
Native Hawaiian/Pacific Islander						
White	35	12	53	27	20	53
Two or More Races	18	24	59	24	71	6
Socioeconomically Disadvantaged	46	20	34	32	34	34
English Learners	98	2	0	63	19	17
Students with Disabilities	90	8	3	72	21	7
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	293
Percent of pupils completing a CTE program and earning a high school diploma	35%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	66%

Courses for University of California and/or California State University	
UC/CSU Course Measure	**Percent**
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	78.9
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	36.4

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

We offer magnet strands in Forensics and Business. Additionally, we offer the following CTE courses: Marketing, Computer Information Technology, Introduction to Business, Web Design, Accounting and Work Experience. We are affiliated with NFTE, and in the last three years our students have placed in the top three nationally. Last 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.