

New York State District Report Card

Comprehensive Information Report

BEDS Code: 06-15-01-04-0000
 Name: Silver Creek Central School District
 Superintendent: Gordon Salisbury

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	77	71	70
First	89	82	80
Second	83	93	92
Third	82	83	98
Fourth	88	75	78
Fifth	85	92	81
Sixth	91	94	107
Ungraded Elementary	33	39	3
Seventh	81	93	95
Eighth	104	93	94
Ninth	118	111	94
Tenth	106	107	108
Eleventh	93	99	106
Twelfth	105	89	103
Ungraded Secondary	45	33	0
Total K-12 Enrollment	1280	1254	1209

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	170	13.3%	159	12.7%	159	13.2%
Black (Not Hispanic)	9	0.7%	13	1.0%	12	1.0%
Hispanic	29	2.3%	32	2.6%	28	2.3%
White (Not Hispanic)	1072	83.8%	1050	83.7%	1010	83.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	13	14	18
Common Branch	17	18	19
English Grade 8	17	15	19
Mathematics Grade 8	7	0	19
Science Grade 8	18	0	19
Social Studies Grade 8	0	0	19
English Grade 10	11	21	18
Mathematics Grade 10	17	16	13
Science Grade 10	0	22	21
Social Studies Grade 10	15	18	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.2%	3	0.2%	3	0.3%
Eligible for Free Lunch	303	23.7%	323	25.8%	317	26.2%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		95.2%		94.9%
Student Suspensions	32	2.5%	68	5.3%	47	3.8%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2002-03	2003-04	2004-05
Reduced Lunch	9.9%	13.8%	16.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	115
Total Other Professional Staff	19
Total Paraprofessionals	23
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	82	82	84
	Regents Diplomas	50	60	82
	% Regents Diplomas	61%	73%	98%
	Regents Diplomas with Advanced Designation**			50
	% Regents Diplomas with Advanced Designation			60%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	7	9
	Regents Diplomas	1	2	7
	% Regents Diplomas	20%	29%	78%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			11%
	IEP Diplomas or Local Certificates	7	6	5
All Students	Total Graduates*	87	89	93
	Regents Diplomas	51	62	89
	% Regents Diplomas	59%	70%	96%
	Regents Diplomas with Advanced Designation**			51
	% Regents Diplomas with Advanced Designation			55%
	IEP Diplomas or Local Certificates	7	6	5

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	39	35	0	4	6	0	0	0
	Percent	46%	42%	0%	5%	7%	0%	0%	0%
Students with Disabilities	Number	5	1	0	1	2	0	0	0
	Percent	56%	11%	0%	11%	22%	0%	0%	0%
All Students	Number	44	36	0	5	8	0	0	0
	Percent	47%	39%	0%	5%	9%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	13		6	1.6%	9	2.6%
	Entered GED Program*	6		3	0.8%	1	0.3%
	Total Noncompleters	19		9	2.4%	10	2.8%
Students with Disabilities	Dropped Out	3		4	4.5%	7	7.8%
	Entered GED Program*	3		1	1.1%	0	0.0%
	Total Noncompleters	6		5	5.6%	7	7.8%
All Students	Dropped Out	16	3.5%	10	2.2%	16	3.6%
	Entered GED Program*	9	2.0%	4	0.9%	1	0.2%
	Total Noncompleters	25	5.5%	14	3.1%	17	3.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	234
	Number of Students with Disabilities	0	0	60
	Number of All Students	0	0	294
	Percent of Enrollment	0%	0%	99%
9-12	Number of General-Education Students	0	102	319
	Number of Students with Disabilities	0	16	92
	Number of All Students	0	118	411
	Percent of Enrollment	0%	28%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	14		
Completed and Passed Regents Exams	14	100%	80%
Completed and had Course Average of 75% or More	13	93%	82%
Completed and Attained a HS Diploma or Equivalent	14	100%	96%
Completed and Whose Status is Known	14		
Completed and Were Successfully Placed	13	93%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	6	67%	25%
Underrepresented Gender Members Who Completed	4	67%	19%

Enrollment data are for the 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	45	76%	30	90%	24	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	53	98%	42	81%	43	98%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	3	#
Science	0	0%	1	#	0	0%
Reading	1	#	0	0%	1	#
Writing	1	#	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	22	64%
Science	2	#	0	0%	6	67%
Reading	2	#	2	#	9	56%
Writing	2	#	2	#	9	78%
Global Studies	2	#	3	#	12	8%
U.S. Hist & Gov't	1	#	1	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	96	111	96	7	10	11
Number Scoring 55-100	90	108	89	4	9	6
Number Scoring 65-100	83	103	85	4	8	5
Number Scoring 85-100	31	49	38	1	1	0
Percentage of Tested Scoring 55-100	94%	97%	93%	57%	90%	55%
Percentage of Tested Scoring 65-100	86%	93%	89%	57%	80%	45%
Percentage of Tested Scoring 85-100	32%	44%	40%	14%	10%	0%
Mathematics A						
Number Tested	94	97	103	3	10	14
Number Scoring 55-100	94	96	96	#	10	9
Number Scoring 65-100	94	96	96	#	10	9
Number Scoring 85-100	41	56	58	#	3	3
Percentage of Tested Scoring 55-100	100%	99%	93%	#	100%	64%
Percentage of Tested Scoring 65-100	100%	99%	93%	#	100%	64%
Percentage of Tested Scoring 85-100	44%	58%	56%	#	30%	21%
Mathematics B						
Number Tested	0	20	51	0	0	1
Number Scoring 55-100	0	20	50	0	0	#
Number Scoring 65-100	0	19	47	0	0	#
Number Scoring 85-100	0	10	14	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	95%	92%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	50%	27%	0%	0%	#
Global History and Geography						
Number Tested	99	102	118	10	16	20
Number Scoring 55-100	95	94	103	9	12	8
Number Scoring 65-100	91	91	98	8	12	7
Number Scoring 85-100	33	50	37	2	4	1
Percentage of Tested Scoring 55-100	96%	92%	87%	90%	75%	40%
Percentage of Tested Scoring 65-100	92%	89%	83%	80%	75%	35%
Percentage of Tested Scoring 85-100	33%	49%	31%	20%	25%	5%
U.S. History and Government						
Number Tested	89	95	94	6	10	11
Number Scoring 55-100	88	93	87	5	10	8
Number Scoring 65-100	87	91	86	5	9	7
Number Scoring 85-100	45	53	51	2	4	1
Percentage of Tested Scoring 55-100	99%	98%	93%	83%	100%	73%
Percentage of Tested Scoring 65-100	98%	96%	91%	83%	90%	64%
Percentage of Tested Scoring 85-100	51%	56%	54%	33%	40%	9%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	97	95	100	10	14	14
Number Scoring 55-100	96	93	100	9	13	14
Number Scoring 65-100	94	89	94	8	10	11
Number Scoring 85-100	43	48	42	1	3	0
Percentage of Tested Scoring 55-100	99%	98%	100%	90%	93%	100%
Percentage of Tested Scoring 65-100	97%	94%	94%	80%	71%	79%
Percentage of Tested Scoring 85-100	44%	51%	42%	10%	21%	0%
Physical Setting/Earth Science						
Number Tested	116	115	98	18	16	18
Number Scoring 55-100	110	106	87	15	13	10
Number Scoring 65-100	102	93	76	14	8	5
Number Scoring 85-100	42	33	25	3	0	1
Percentage of Tested Scoring 55-100	95%	92%	89%	83%	81%	56%
Percentage of Tested Scoring 65-100	88%	81%	78%	78%	50%	28%
Percentage of Tested Scoring 85-100	36%	29%	26%	17%	0%	6%
Physical Setting/Chemistry						
Number Tested	46	49	50	0	1	1
Number Scoring 55-100	42	49	48	0	#	#
Number Scoring 65-100	33	42	40	0	#	#
Number Scoring 85-100	8	11	6	0	#	#
Percentage of Tested Scoring 55-100	91%	100%	96%	0%	#	#
Percentage of Tested Scoring 65-100	72%	86%	80%	0%	#	#
Percentage of Tested Scoring 85-100	17%	22%	12%	0%	#	#
Physical Setting/Physics						
Number Tested		8	16		0	0
Number Scoring 55-100		8	16		0	0
Number Scoring 65-100		8	16		0	0
Number Scoring 85-100		3	5		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		100%	100%		0%	0%
Percentage of Tested Scoring 85-100		38%	31%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	47	24	18	0	0	0
Number Scoring 55-100	47	24	18	0	0	0
Number Scoring 65-100	46	23	18	0	0	0
Number Scoring 85-100	20	14	7	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	98%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	58%	39%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	49	31	31	1	0	2
Number Scoring 55-100	49	31	31	#	0	#
Number Scoring 65-100	49	31	31	#	0	#
Number Scoring 85-100	34	26	21	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	69%	84%	68%	#	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	69	1%	4%	68%	26%
	Students with Disabilities	12	25%	8%	58%	8%
	All Students	81	5%	5%	67%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	74	0%	20%	73%	7%
	Students with Disabilities	22	27%	50%	23%	0%
	All Students	96	6%	27%	61%	5%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	86	86	86	13	13	13	99	99	99
Number Scoring 55–64	1	0	1	1	1	0	2	1	1
Number Scoring 65–84	50	32	35	6	5	9	56	37	44
Number Scoring 85–100	32	47	47	3	4	1	35	51	48
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade K–1)						
Number Tested		2	2		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Reading and Writing (Grade K–1)						
Number Tested		2	2		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
Listening and Speaking (Grade 2–4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2–4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5–6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5–6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0

*The NYSESLAT was first administered in the 2002–03 school year, but complete data for all school districts were not available until 2003–04.

(Form – K)