



# William S. Hart High School

24825 North Newhall Avenue • Newhall, CA 91321 • (661) 259-7575 • Grades 9-12

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### William S. Hart Union High School District

21380 Centre Pointe Parkway  
Santa Clarita, CA 91350  
(661) 259-0033  
www.hartdistrict.org

#### District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Joseph Messina

Linda Storli

Steven M. Sturgeon

Will Jones, Student Board member

#### District Administration

Vicki Engbrecht

**Superintendent**

Michael Vierra

**Assistant Superintendent, Human  
Resources**

Mike Kuhlman

**Assistant Superintendent,  
Educational Services**

### Principal's Message

Hart High School is dedicated to excellence, and throughout the past 71 years has created and maintained a rich tradition of success for all students. As evidence for this success, Hart High School has been selected year after year by Newsweek magazine, The Washington Post, The Daily Beast, and US News & World Report as one of America's Best High Schools. In 2013, Hart High School was also recognized by the California Department of Education as being a California Distinguished School, with additional recognition as an Exemplary Arts Program.

For the past six decades, we have been preparing students to attend the college of their choice as well as to pursue careers and enter the workforce. In 2005–2006, we added an additional Advanced Placement (AP) class, AP Environmental Science, to our large and comprehensive offering of 19 AP courses, and customized it as an entry-level step into the Advanced Placement program for freshmen. In 2014–2015, Hart students took 1157 AP exams, placing us in the top 2.4 percent of all U.S. public high schools. This statistic truly sets Hart High apart from other public high schools in the nation.

Our student athletes compete on 20 different interscholastic teams. We have students committed to excellence in the area of performing arts who participate in the award-winning 12-time state champion band and our nationally recognized choral programs. Our student-centered focus and our parent outreach programs assist our students, parents, and community to embrace diversity.

Hart High School works diligently to promote a high level of expectation for student performance and to develop positive character traits and social responsibility in all students. The faculty participates in ongoing staff development to ensure the delivery of a rigorous and relevant education. We are grateful for the positive relationships we have with our parents and community in general and thank them for the support we experience on a daily basis. The combined efforts of staff, parents, and community make Hart High School a wonderful place to work and learn.

Dr. Collyn Nielsen, PRINCIPAL

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (661) 259-7575 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	629
Grade 10	597
Grade 11	567
Grade 12	490
Ungraded Secondary	43
<b>Total Enrollment</b>	<b>2,326</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	3.4
Filipino	1.6
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	0.2
White	47.5
Two or More Races	2.9
Socioeconomically Disadvantaged	28.1
English Learners	12.4
Students with Disabilities	11.5
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
William S. Hart High School	13-14	14-15	15-16
With Full Credential	82	83	90
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	888
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
William S. Hart High School	13-14	14-15	15-16
Teachers of English Learners	5	4	5
Total Teacher Misassignments	0	0	0
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	95.6	4.4
Districtwide		
All Schools	69.6	30.4
High-Poverty Schools	48.3	51.7
Low-Poverty Schools	95.3	4.7

\* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Grade 9 - Timeless Voices, Timeless Themes (Gold) – Prentice Hall Adopted 2002</p> <p>Grade 10 - Timeless Voices, Timeless Themes (Platinum) – Prentice Hall Adopted 2002</p> <p>Grade 11 - Timeless Voices, Timeless Themes (The American Experience) – Prentice Hall Adopted 2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Algebra - SpringBoard Adopted 2014</p> <p>Geometry - SpringBoard Adopted 2014</p> <p>Algebra 2 - SpringBoard Adopted 2014</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p> <p>Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006</p> <p>AP Calculus - Calculus, Early Transcendentals - W.H. Freeman Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>Physics - Holt Adopted 2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006</p> <p>Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006</p> <p>Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007</p> <p>Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: December 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	Spanish 1 - Navegando 1 - EMC Paradigm Adopted 2006
	Spanish 2 - Navegando 2 - EMC Paradigm Adopted 2006
	Spanish 3 - Navegando 3 - EMC Paradigm Adopted 2006
	French 1 - Bon Voyage 1 - Glencoe Adopted 2001
	French 2 - Bon Voyage 2 - Glencoe Adopted 2001
	French 3 - Discovering French Rouge - McDougal Littell Adopted 2001
	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Lifetime Health - Holt Adopted 2004
	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	<b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our facility is 71 years old, but several buildings have been rebuilt since 1945. All the grounds and facilities are in very good condition with many mature trees in and around the campus. Two site groundskeepers maintain the grounds while District staff maintain the large fields in front and at the rear of the campus.

We completed the addition of an artificial turf football field and new all-weather track in 2005. With a decrease in student population, six portable classrooms were removed from the front of our campus at the end of the 2006-2007 year. In the summer of 2007, brand new roofs were installed on three buildings housing 24 classrooms and our Performing Arts Center (auditorium).

Three years of modernization have recently concluded, with more modernization to take place in the next few years. The completed project involved the construction of a new science building and major upgrades on six other buildings on campus. To accommodate the new science building, one permanent building and seven portable classrooms were removed during the summer of 2008.

Phase I of the modernization project was completed in August 2010. This included modernization of 70 percent of our permanent classroom space and the addition of a brand new 16,000-square-foot science building. All modernized instructional spaces are equipped with ceiling-mounted digital light processing projectors, DVD players and document cameras; all are controlled by a Pole-Vault system, which also ties in audio capabilities and wireless microphones.

Our new band and choir rooms were under construction during the summer of 2010 and were opened when school began in August 2010.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 12/18/15 there are 44 work orders in process.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/9/15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			X	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	12.60	21.30	56.10

\* Percentages are not calculated 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	77	65	44
<b>Math</b>	49	46	33

\* Percentages are not calculated 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	75
<b>All Student at the School</b>	71
<b>Male</b>	69
<b>Female</b>	74
<b>Black or African American</b>	--
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	--
<b>Filipino</b>	100
<b>Hispanic or Latino</b>	57
<b>Native Hawaiian or Pacific</b>	--
<b>White</b>	84
<b>Two or More Races</b>	92
<b>Socioeconomically Disadvantaged</b>	26
<b>English Learners</b>	22
<b>Students with Disabilities</b>	55
<b>Foster Youth</b>	--

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	67	75	71	75	77	75	59	60	56

\* Results are for grades 5, 8, and 10. 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	555	542	97.7	4	14	40	37
Male	11		284	51.2	6	15	39	36
Female	11		258	46.5	3	12	41	39
Black or African American	11		10	1.8	--	--	--	--
Asian	11		27	4.9	0	4	19	70
Filipino	11		7	1.3	--	--	--	--
Hispanic or Latino	11		203	36.6	6	19	47	23
White	11		274	49.4	2	10	38	45
Two or More Races	11		21	3.8	0	24	38	38
Socioeconomically Disadvantaged	11		137	24.7	11	22	44	18
English Learners	11		48	8.6	21	27	44	0
Students with Disabilities	11		46	8.3	24	37	28	4
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students 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 number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	555	521	93.9	20	28	31	19
Male	11		277	49.9	22	28	25	22
Female	11		244	44.0	17	28	37	14
Black or African American	11		10	1.8	--	--	--	--
Asian	11		25	4.5	8	8	24	60
Filipino	11		7	1.3	--	--	--	--
Hispanic or Latino	11		199	35.9	28	33	26	8
White	11		259	46.7	14	27	34	24
Two or More Races	11		21	3.8	14	38	43	5
Socioeconomically Disadvantaged	11		136	24.5	38	30	22	4
English Learners	11		48	8.6	54	33	4	0
Students with Disabilities	11		46	8.3	59	35	4	0

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students 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 number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement**

The Hart Parent Organization facilitates communication between the school, parents, and the community to support our students, staff, and activities and to serve as an advisory group to the principal. The Padres Unidos parent group grew out of a strong desire to involve Spanish-speaking parents. Through this group, we keep parents informed about educational programs and student activities. We often invite representatives from the community to these meetings to inform parents of outreach and support groups that are available to them through local agencies. Parents have an opportunity to share their concerns and ask questions in Spanish. A Spanish version of the Hart News, our newsletter for parents, has improved our communication with our Spanish-speaking parents.

Our School Site Council includes parents, teachers, staff, and students working together on specific goals and initiatives for school improvement.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

Our safety plan is updated annually and is shared with the community each year. The plan includes sections on child abuse reporting, disaster preparedness, suspension and expulsion, dangerous student notification, sexual harassment, dress codes, the Safe School Action Plan, school rules, hate crime reporting, and the Crisis Management Plan. The plan was discussed at a public meeting in January 2015 and was approved by the school board in August 2015. We also have revised the schoolwide lockdown procedures to include student disturbances. The front gate to the school is always staffed by trained supervisors who require all visitors to check in at the front office.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.91	1.69	1.84
Expulsions Rate	0.13	0.22	0.12
District	2012-13	2013-14	2014-15
Suspensions Rate	5.73	2.15	1.50
Expulsions Rate	0.08	0.12	0.05
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
Subject	2012-13	2013-14	2014-15	1-22			23-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	28	27	28	30	25	21	7	25	15	47	35	47
Math	31	29	31	13	15	2	13	17	8	40	37	11
Science	33	32	32	8	7	10	12	12	13	39	41	42
SS	29	30	30	12	11	16	10	10	7	33	34	35

\* 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 rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	3
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

\* 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.

### Professional Development provided for Teachers

Professional Development for the 14-15 and 15-16 school years focuses on the implementation of the Common Core State Standards. To support teachers in the transition to the core, the concentration is on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams have developed pacing guides and have designed rigorous curricular units for the 2015-2016 school year and beyond. Professional Development teams and a Literacy Coach are engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they teach literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participate in site and district level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.



FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,824	\$44,363
Mid-Range Teacher Salary	\$68,115	\$71,768
Highest Teacher Salary	\$88,632	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$124,736	\$121,276
Average Principal Salary (HS)	\$138,346	\$133,673
Superintendent Salary	\$236,700	\$210,998
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,498	\$1,866	\$6,632	\$76,833
District	♦	♦	\$6,292	\$72,381
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			5.4	6.2
Percent Difference: School Site/ State			24.0	2.6

\* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29	25	46	32	43	25
All Students at the School	27	25	48	30	45	24
Male	34	26	40	31	44	24
Female	20	24	55	30	46	24
Hispanic or Latino	42	25	33	43	42	15
White	13	26	61	22	47	32
Two or More Races	6	6	88	6	50	44
Socioeconomically Disadvantaged	51	22	28	50	41	9
English Learners	83	11	6	72	24	3
Students with Disabilities	85	12	2	80	17	2

\* Percentages are not calculated 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
William S. Hart High School	2012-13	2013-14	2014-15
English-Language Arts	70	68	73
Mathematics	71	70	70
William S. Hart Union High School	2012-13	2013-14	2014-15
English-Language Arts	68	59	63
Mathematics	69	61	61
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* Percentages are not calculated 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
William S. Hart High School	2011-12	2012-13	2013-14
Dropout Rate	2.30	1.70	1.30
Graduation Rate	96.46	92.54	93.79
William S. Hart Union High School	2011-12	2012-13	2013-14
Dropout Rate	2.00	1.70	1.10
Graduation Rate	92.97	93.03	95.30
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	690
% of pupils completing a CTE program and earning a high school diploma	10
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.44
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	63.07

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	96.26	88.66	84.6
Black or African American	100	78.2	76
American Indian or Alaska Native	100	73.68	78.07
Asian	95.83	96.67	92.62
Filipino	84.62	96.67	96.49
Hispanic or Latino	93.89	81.38	81.28
Native Hawaiian/Pacific Islander	100	87.5	83.58
White	98.38	93.65	89.93
Two or More Races	100	96.61	82.8
Socioeconomically Disadvantaged	91.11	65.81	61.28
English Learners	85.19	71.39	50.76
Students with Disabilities	99.09	79.34	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	4	♦
Fine and Performing Arts	1	♦
Foreign Language	1	♦
Mathematics	8	♦
Science	14	♦
Social Science	13	♦
All courses	43	1.3

\* Where there are student course enrollments.

### Career Technical Education Programs

CTE classes are offered as part of College and Career Readiness pathways. Pathways are articulated to include an introductory class, an intermediate class, and a capstone class. Each pathway has an advisor who has worked with the pathways coordinator to develop a pathway with rigorous academic standards. Students are guided by the pathway advisor and their counselor to achieve academic success. Students are supported within the classroom by their CTE teacher.

The measurable outcomes of these programs are demonstrated through pathway completion (seen at Senior Awards Night), advisory committee meetings (which includes community members and their input), District guidelines (the leading force behind pathways), and continual school evaluation based on student class requests.

Courses offered include:

- Animal Care & Services
- Digital Photography
- Entertainment/Performance Occupations
- Automotive Technology
- Cosmetology
- Culinary Arts
- Fashion Merchandising
- Interior Design
- Banking Occupations
- Banking Operations
- Dental Assistant
- Pharmacy Assistant
- Physical Therapy Assistant
- Hotel Operations
- Travel Occupations
- Graphic Arts/Design
- Graphic Arts/Offset Lithography
- Silk Screen Printing
- Retail
- Virtual Enterprise

### 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., 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.