



Canyon High School

19300 West Nadal Street • Canyon Country, CA 91351 • (661) 252-6110 • Grades 9-12

Jason d'Autremont, Principal

jdautremont@hartdistrict.org

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

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Resources**

Mike Kuhlman

**Assistant Superintendent,
Educational Services**

Principal's Message

Welcome Canyon Families! As we begin a new year together, for some this will be the final year of a long journey that has brought challenges and fun times. For others, this is the start to something new and hopefully you can welcome it with open arms. We truly are a family here at Canyon High School and we want the four years we have together to be memorable and educational. I am proud to be your principal and will ensure your safety and a consistent learning environment during the time we spend together.

Canyon High School continues in the right direction when it comes to academics, athletics, and performing arts. Academically, we had a 97.2% graduation rate for the class of 2015 and welcome our class of 2016 to top that. In our Advanced Placement tests from 2015, we boasted an average score of over 3 for all students who took tests. Furthermore, we have established the beginnings of an excellent career pathway in computer science where, in just its second year here at Canyon High School, we have two Advanced Placement sections of the course.

In athletics, our boys' track and field team completed their sixth straight Foothill League championship last year and hopes to add another one this year. If you haven't had the experience of making it out to an athletic event, be sure to bring your entire family and cheer on your students' peers on the court or field of play. And if you have to wait to make it out to an event, please do not wait upon completion of our new Performing Arts Center, which we plan to have ready this year with the anticipated substantial completion date set for January 2016. In this state of the art venue, we will have theatre performances, choir productions, and band concerts to name a few. I don't know about you, but I am excited!

Canyon High School will continue to see changes in facilities and improve our instruction, but what we plan to stay committed to is a consistent learning environment for our students. We strive on our communication with our families and we want to know areas in which we can improve. One way to increase communication would be for voices to be heard at our Parent Advisory Committee meetings. We would like to allow families to understand how our staff is working on the professional development focus for the year and something we already began doing last year in lesson study. Further, getting more students involved in our Career Pathways will be paramount as we continue to strive to prepare them for life beyond high school.

To conclude, Canyon High School is a great place to be. As your principal, I will commit to our students, staff and community to continue the great things we are doing here. If you have the opportunity to greet me while out on campus before or after school, or at a school event, I would encourage you to do so. I look forward to building even more relationships with the Canyon family and would not be where I was today if it wasn't for my start at this great school

Jason d'Autremont,
PRINCIPAL

– MISSION STATEMENT –

Canyon High School

“The Future Begins Here”

Our mission is to develop responsible citizens who have the knowledge, skills, and experience necessary for either beginning post-secondary education or entering the workforce.

– LEARNING OUTCOMES –

CANYON GRADUATES WILL BE . . .

- I. Critical thinkers who ask essential questions, analyze multiple sources, and weigh critical evidence.
- II. Effective communicators who write using precise claims, cohesive structure, and clear points of view.
- III. Creative problem solvers who approach challenges with perseverance and collaborative mindsets.
- IV. Diligent workers who strategically plan and research in order to solve problems conceptually by using models, constructing explanations, and designing solutions.
- V. Academically competent individuals who—whether arguing claims from evidence or constructing solutions to problems—obtain, evaluate, and communicate information efficiently and effectively.
- VI. Technologically proficient students who ethically use resources to organize, analyze, and present data.
- VII. Life-long learners prepared for a variety of post-secondary learning and working environments.

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) 252-6110 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	619
Grade 10	596
Grade 11	616
Grade 12	532
Total Enrollment	2,363

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.2
Asian	2.7
Filipino	3.6
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	0.2
White	40
Two or More Races	3.3
Socioeconomically Disadvantaged	31.2
English Learners	13.5
Students with Disabilities	11.9
Foster Youth	0.5

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			
Canyon High School	13-14	14-15	15-16
With Full Credential	90	90	91
Without Full Credential	0	0	1
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			
Canyon High School	13-14	14-15	15-16
Teachers of English Learners	3	3	2
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	92.6	7.4
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: January 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>Physics - Holt Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<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>The textbooks listed are from most recent adoption: Yes</p>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Percent of students lacking their own assigned textbook: 0%
Foreign Language	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Lifetime Health - Holt Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Canyon High School recently began construction on a new Performing Arts Center (PAC) with a scheduled completion date of 2016. Along with the PAC, we are modernizing the Band and Choir rooms as well. Further renovation on the football/soccer field and track were completed in the summer of 2014 with the addition of a new drainage system, new artificial turf and a new track surface. The softball field was repaired with new grass in the outfield, new fencing around the dugouts and backstop and a new outfield fence has been installed.

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 63 work orders in progress.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/1/15

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Several flush valves were noted as leaking, several toilets were loose at the base. Work orders have been processed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/1/15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		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
9	17.50	18.70	33.30

* 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
ELA	67	65	44
Math	31	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)
All Students in the LEA	75
All Student at the School	62
Male	61
Female	64
Black or African American	64
American Indian or Alaska Native	--
Asian	91
Filipino	85
Hispanic or Latino	46
Native Hawaiian or Pacific	--
White	79
Two or More Races	59
Socioeconomically Disadvantaged	38
English Learners	15
Students with Disabilities	51
Foster Youth	--

* 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
Science	59	62	62	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	590	575	97.5	9	24	43	24
Male	11		292	49.5	11	28	42	18
Female	11		283	48.0	6	19	45	30

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
Black or African American	11		28	4.7	14	21	32	32
Asian	11		23	3.9	4	26	43	26
Filipino	11		21	3.6	0	14	48	38
Hispanic or Latino	11		243	41.2	12	30	44	14
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		238	40.3	6	18	45	30
Two or More Races	11		21	3.6	5	14	29	48
Socioeconomically Disadvantaged	11		185	31.4	15	31	39	13
English Learners	11		66	11.2	21	50	24	3
Students with Disabilities	11		52	8.8	35	38	21	6
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	590	575	97.5	37	32	21	10
Male	11		292	49.5	41	29	20	10
Female	11		283	48.0	32	35	23	10
Black or African American	11		28	4.7	43	25	14	18
Asian	11		23	3.9	39	22	22	17
Filipino	11		21	3.6	19	38	29	14
Hispanic or Latino	11		245	41.5	46	30	19	5
Native Hawaiian or Pacific Islander	11		1	0.2	--	--	--	--
White	11		236	40.0	28	35	23	13
Two or More Races	11		21	3.6	33	29	29	10
Socioeconomically Disadvantaged	11		187	31.7	48	33	13	6
English Learners	11		67	11.4	66	27	7	0
Students with Disabilities	11		52	8.8	85	10	2	0
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

Our Parent Advisory Committee (PAC) meets regularly throughout the school year. Our PAC has teamed up with our Counseling Department to offer informational meetings for students and parents on topics such as financial options for college and NCAA requirements.

We have also begun joint meetings with Sierra Vista Junior High School to allow parents to speak directly with the principals in an informal environment. At the Academic Booster Club (ABC) meetings, parents plan and prepare academic celebrations each school year.

Our School Site Council includes parent representatives who review and approve our School Plan at the beginning of each year.

A group for parents of English learners also meets once a quarter for updates and information relating to programs in the community.

Parents are actively involved in numerous booster clubs that support all of our co-curricular activities. Many volunteers join us at ASB events and dances as chaperones.

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

The school safety plan is reviewed annually to secure a safe and healthy learning environment. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyberbullying, dress code, school site discipline, evacuation procedures, risk management assessment, and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. The plan was reviewed and revised in 2014, and modified to enhance procedures for the release of students in the event of a disaster.

Campus supervisors and school personnel monitor the closed campus before, during, and after school. Visitors must register in the Attendance Office areas before entering the campus. Our Safe School Ambassador program has proven to be a huge asset in keeping the campus a safe environment.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	9.13	2.89	3.05
Expulsions Rate	0.15	0.15	0.00
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
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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	29	29	31	25	20	11	11	19	49	50	46
Math	32	31	29	13	17	4	15	12	6	48	47	9
Science	31	30	30	11	14	12	10	8	16	46	46	39
SS	29	29	27	19	18	22	8	12	16	39	36	27

* 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	6.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	2
Resource Specialist	2
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 13-14 and 14-15 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 are developing pacing guides and designing rigorous curricular units for the 2014-2015 school year and beyond. Professional Development Coaches 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/.

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	\$8,223	\$1,969	\$6,254	\$76,775
District	♦	♦	\$6,292	\$72,381
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-0.6	6.1
Percent Difference: School Site/ State			16.9	2.5

* 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	36	29	36	34	45	21
Male	43	27	30	37	43	21
Female	27	31	42	30	49	21
Black or African American	47	35	18	53	41	6
Filipino	15	25	60	10	50	40
Hispanic or Latino	47	27	27	46	41	12
White	24	31	45	20	50	29
Two or More Races	30	35	35	35	39	26
Socioeconomically Disadvantaged	49	27	24	46	42	12
English Learners	85	11	4	73	23	4
Students with Disabilities	78	19	3	71	23	6

* 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			
Canyon High School	2012-13	2013-14	2014-15
English-Language Arts	58	60	64
Mathematics	66	64	66
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)			
Canyon High School	2011-12	2012-13	2013-14
Dropout Rate	2.00	1.40	0.50
Graduation Rate	95.50	98.10	98.66
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	1085
% of pupils completing a CTE program and earning a high school diploma	8
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25

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	97.93
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	57.14

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	96.55	88.66	84.6
Black or African American	103.7	78.2	76
American Indian or Alaska Native		73.68	78.07
Asian	95.83	96.67	92.62
Filipino	96.3	96.67	96.49
Hispanic or Latino	93.62	81.38	81.28
Native Hawaiian/Pacific Islander	100	87.5	83.58
White	98.29	93.65	89.93
Two or More Races	100	96.61	82.8
Socioeconomically Disadvantaged	89.13	65.81	61.28
English Learners	85.11	71.39	50.76
Students with Disabilities	99.35	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		♦
English	5	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	6	♦
Science	6	♦
Social Science	11	♦
All courses	32	.7

* Where there are student course enrollments.

Career Technical Education Programs

The Wm. S. Hart Union High School District, in collaboration with the Santa Clarita Community College District, has introduced a comprehensive college and career readiness initiative titled "Pathway to My Future." The initiative will allow students to be more aware of what they need to do in preparation for life after high school. Dedicating more attention earlier on than ever before, students will be identifying their interests and careers that match. Students will also be able to explore a wide array of post-secondary educational options that align with work done while involved in a Career Pathway. The need for this initiative came about from an outcry of students who finished their post-secondary options and then say, "Now what?" The Pathway to My Future Initiative will enable students to have a clear, focused direction on what they want to do for a career by either attaining a job directly after high school in the field by completing a pathway leading to a certificate, or furthering their education with a subject major or institution of higher learning that will continue to the work they began in the Hart District.

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.