



Saugus High School

21900 W. Centurion Way • Saugus, CA 91350 • (661) 297-3900 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Principal's message



William S. Hart Union High School District

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Mike Kuhlman
Assistant Superintendent,
Educational Services

The Mission Statement of Saugus High School is to "Promote all students' learning to ensure personal growth and future success." This California Distinguished School has a rich tradition that spans almost four decades of service to the community. Our five essential tenets reflect what we aspire to provide for our students – (1) Promote Academic Excellence, (2) Provide Positive Social Development, (3) Foster Athletic Distinction, (4) Create an Appreciation for the Arts, and (5) Support Career Technical Opportunities. Our guiding principle is that schools are for kids and they exist to prepare every student for the world that awaits them after their secondary education is complete. The end result can only be realized through the incredible efforts of a committed staff of educators and support personnel alongside of loyal parents and generous business partners. All work in collaboration to assure that students are given the best opportunities to soar beyond graduation.

We offer programs and classes that help facilitate that preparation, including 41 sections of Advanced Placement classes and an additional 36 sections of honors courses. We are also quite proud to offer a strong REACH program on campus that is preparing students for entry into four-year college environments. Through the partnerships established with more than fifty local businesses and individuals, Saugus High is leading the way in unique educational opportunities. Some examples include: establishing a four year STEM Engineering program with internships and job shadowing opportunities. Additionally, we have the only cultural exchange program in the district (with Gao Xin #1 High School in Xi'an, China), pioneering the pod casting of AP lectures, leadership mentoring, engaging all freshmen students in the S.H.A.R.E. (Stop Hatred and Respect Everyone) program, taking all sophomore students to the Museum of Tolerance, creating Saturday Academies to assist students with academic progress, and forming a Freshman Immersion Day and assigning all 9th grade students a summer reading project (7 Habits of Highly Effective Teens).

In addition to our focus on a rigorous curriculum, Saugus High School boasts outstanding athletic and co-curricular programs. More than half of those enrolled at Saugus are actively participating in one of 20 sports programs or are engaged in one of the many electives designed to foster the creativity of our students (dance, band, color guard, choir, theater arts, journalism, yearbook, literary magazine, Saugus News Network, academic decathlon). Athletically, over the past 10 years, Saugus has captured 9 State championships, 12 Southern Section titles, and 50 league championships. The accolades garnered by the co-curricular programs on campus have similarly filled the trophy cases.

Our Career Technical Opportunities allow students to explore pathways that they might be interested in pursuing after receiving their diploma. Saugus has developed nine specialized career pathways: Automotive Technology, Business Finance, Cabinet-Making and Millwork, Environmental Resources, Health and Medical services, ICT Games and Simulation, ICT Software and Systems Development, Introduction to Engineering (PLTW), Journalism, and Video Production.

Many students at Saugus High School participate in service organizations on campus that have community wide implications. Examples include (but are not limited to) ASB, Key Club, National Honor Society, Varsity Club, and multiple athletic and co-curricular programs. They are often found in the community, assisting many of our local charitable organizations and non-profit programs – Michael Hoefflin Foundation for Pediatric Cancer, the Santa Clarita Valley Boys and Girls Club, SCV Senior Center, SCV Food Pantry, Relay For Life (Cancer), and many others.

It's important for us to foster an educational community in Saugus. Our feeder schools are made up of a two year junior high (Arroyo Seco Jr. High) and seven feeder elementary schools (Emblem Academy, Foster Elementary, Highland Elementary, Mountainview Elementary, Plum Canyon Elementary, Rosedell Elementary, and Santa Clarita Elementary). For the past few years, we have developed and refined a number of outreach opportunities for these "Future Centurions" and their parents to get plugged in to our school. We have teachers, counselors, administrators, and students meet one evening in the fall with all parents. We host a 5th /6th Grade Open House in January (complete with dinner, tours of classrooms, participation in activities, entrance to our basketball game, and a free tee shirt for everyone. Additionally, our Journalism Department publishes an awesome 16 page issue of our school newspaper directed specifically toward the future students and their parents.

There are almost 150 staff members at Saugus High School and each is highly qualified in their subject area and/or employment assignment. They are nurturing and focused on providing the best instructional opportunities possible for all students. We have 90 teachers, 5 administrators, 6 counselors, 1 psychologist, 1 librarian, 17 clerical staff members, 10 custodians and grounds men, 10 Instructional Aides, and 8 Campus Supervisors. Additionally, we have a full time Campus Resource Officer (L.A. County Sheriff's Deputy) stationed on our campus and a part time Career Coach (funded through our local community college – COC).

The motto of Saugus High School reflects the purpose of these staff members and the greater community - "We don't just teach students... We develop people who build better tomorrows."

Bill Bolde, PRINCIPAL

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (661) 297-3900.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	3.7
Filipino	3.9
Hispanic or Latino	27.6
Native Hawaiian/Pacific Islander	0.0
White	58.7
Two or More Races	3.6
Socioeconomically Disadvantaged	15.0
English Learners	3.7
Students with Disabilities	12.2

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	638
Gr. 10	611
Gr. 11	619
Gr. 12	508
Total	2,376

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			
Saugus High School	12-13	13-14	14-15
Fully Credentialed	85	87	90
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	.4
William S. Hart Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	787
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Saugus High School	12-13	13-14	14-15
Teachers of English Learners	0	4	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

2013-14 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	94.75	5.25
Districtwide		
All Schools	91.26	8.74
High-Poverty Schools	82.70	17.30
Low-Poverty Schools	98.37	1.63

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 9 - Timeless Voices, Timeless Themes (Gold) – Prentice Hall Adopted 2002 Grade 10 - Timeless Voices, Timeless Themes (Platinum) – Prentice Hall Adopted 2002 Grade 11 - Timeless Voices, Timeless Themes (The American Experience) – Prentice Hall Adopted 2002</p>
<p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra - SpringBoard Adopted 2014 Geometry - SpringBoard Adopted 2014 Algebra 2 - SpringBoard Adopted 2014 Trigonometry - Houghton Mifflin Adopted 2004 Precalculus - Blitzer Precalculus - Prentice Hall Adopted 2006 AP Calculus - Calculus, Early Transcendentals - W.H. Freeman Adopted 2014</p>
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Prentice Hall Adopted 2007 Chemistry - Prentice Hall Adopted 2008 Physics - Holt Adopted 2002</p>
<p>History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>	<p>Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006 Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006 Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007 Grade 12 - Magruder’s American Government - Prentice Hall Adopted 2006</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
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	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 Mandarin Chinese 1 - Hanyu for Beginning Students - Pearson Adopted 2005 Mandarin Chinese 2 - Hanyu for Intermediate Students - Pearson Adopted 2006
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Lifetime Health - Holt Adopted 2004
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	The Stage and the School, 2001

School Facility Conditions and Planned Improvements (Most Recent Year)

Saugus High School was built in 1975 and completed a \$48.1 million construction modernization project in 2007. Just this year, the school completed a \$6 million remodel of our Career Technical Building with new facilities to teach broadcasting, video production, cabinetry and construction, graphic arts and silk screening, and NATF certified auto mechanics.

In the fall of 2008, the community passed a bond that will further the development of educational venues at Saugus High. This will allow us to construct a new 475-seat performing arts center, named the Saugus Forum. This facility has gone through architectural design and design development and is in the DSA (Division of State Architects) stage. The Saugus Forum Project is now in the construction bidding process.

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/17/14

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. Faucets leaking at packing nut. Work orders have been processed.
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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	62	66	72	70	71	76	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	63	64	66	63	65	65	54	56	55
Math	34	35	36	49	48	47	49	50	50
HSS	59	58	59	59	58	59	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	6	7	6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.5	25.5	54.8

* 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.

2013-14 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	76
All Student at the School	72
Male	73
Female	71
Black or African American	86
American Indian or Alaska Native	
Asian	81
Filipino	82
Hispanic or Latino	63
Native Hawaiian/Pacific Islander	
White	77
Two or More Races	69
Socioeconomically Disadvantaged	53
English Learners	25
Students with Disabilities	36
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	8	0	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-11	-1	15
Native Hawaiian/Pacific Islander			
White	12	1	1
Two or More Races			
Socioeconomically Disadvantaged	-4	3	0
English Learners	-6	-49	-18
Students with Disabilities	18	26	31

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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

Saugus High School is privileged to showcase an extremely involved parent community. It starts by being a proud PTSO (Parent Teacher Student Organization) school. Through the fundraising efforts of the PTSO, the school has gained access to thousands of dollars that have gone toward assisting every teacher on campus, as well as funding between 10 and 15 student scholarships each year. Saugus has also established a parent run non-profit organization called the Centurion Foundation. This entity runs an annual Spring Auction that has brought in almost \$40,000 in its first two years. All the funds go directly into assisting teachers with classroom and program needs. Beyond PTSO and the Centurion Foundation, booster clubs for fine arts and athletic programs bring a great deal of support for programs that augment student growth. Saugus has fostered an incredible network of community business leaders who have become highly involved in supporting our school. Eight years ago, a strong Alumni Foundation was formed, which has brought great benefits to the campus. Many other parent volunteer programs have been born out of a need and desire to support academics, athletics and co-curricular programs on campus.

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

Saugus High places an emphasis on the safety and security of our staff and student body. The Safety Committee reviews and revises the school's safety plan on an annual basis. Staff, students, and many volunteer parents participate in the annual California Shakeout exercises and the Emergency Evacuation Drill. These are in the fall of each year. The school also conducts an annual fire drill in the springtime. This year the entire Saugus High staff will participate in a lock down drill in the spring of 2015.

Administrators, Campus supervisors, and some counselors and teachers help monitor students on campus before and after school, during nutrition breaks, and at lunchtime. Saugus High School also has a dedicated School Resource Officer (LA County Sheriff Deputy) who assists greatly with supervision, investigations, and overall safety procedures.

Safe School Ambassador Program is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. Student bystanders see, hear, and know things adults don't, and can intervene in ways adults can't and are often on the scene of an incident before an adult. They are a critical and under-utilized resource for positively impacting the crisis of bullying in our schools. Saugus High has approximately 60 trained student ambassadors working daily to make Saugus a safe place.

All visitors must sign-in at the office and receive proper authorization to be on campus. All visitors are met at the front gate by a campus supervisor who directs them to the receptionist for signing in and obtaining official credentials.

Saugus High's safety plan is communicated to staff (at yearly meetings), students (through video broadcasting on routine basis), and parents (through newsletters, school paper, and PTA meetings).

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	7.1	8.2	1.4
Expulsions Rate	0.1	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.9	5.7	2.2
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

2014-15 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		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	.75
Resource Specialist	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	29.6	27	28	17	27	23	14	12	10	42	48	53
Math	32	30	27	10	15	23	13	19	27	41	40	30
Science	33.1	29	31	4	17	10	16	17	11	34	36	45
SS	31.3	27	22	4	21	36	15	11	16	27	38	31

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,641	\$42,957
Mid-Range Teacher Salary	\$66,275	\$69,613
Highest Teacher Salary	\$84,102	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$120,526
Average Principal Salary (HS)	\$136,362	\$129,506
Superintendent Salary	\$229,806	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,614	\$1,654	\$5,960	\$68,532
District	♦	♦	5,900	\$69,425
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			1.0	-1.3
Percent Difference: School Site/ State			27.1	-5.2

Types of Services Funded at Saugus High School

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

Professional Development provided for Teachers at Saugus High School

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.

2013-14 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	32	26	42	30	42	29
All Students at the School	30	31	39	24	49	27
Male	34	33	33	22	48	31
Female	25	29	45	25	50	24
Black or African American	29	50	21	7	57	36
American Indian or Alaska Native						
Asian	13	26	61	4	35	61
Filipino	6	24	71	12	53	35
Hispanic or Latino	41	29	29	32	48	20
Native Hawaiian/Pacific Islander						
White	26	33	41	22	50	29
Two or More Races	29	23	49	24	47	29
Socioeconomically Disadvantaged	54	26	20	43	45	12
English Learners	83	17		58	38	4
Students with Disabilities	75	16	9	63	30	8
Students Receiving Migrant Education Services						

* 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			
Saugus High School	2011-12	2012-13	2013-14
English-Language Arts	71	72	70
Mathematics	77	74	76
William S. Hart Union High School	2011-12	2012-13	2013-14
English-Language Arts	68	68	59
Mathematics	69	69	61
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	100.00	91.17	84.56
Black or African American	100.00	81.90	75.90
American Indian or Alaska Native	100.00	83.33	77.82
Asian	100.00	97.95	92.94
Filipino	90.48	94.84	92.20
Hispanic or Latino	101.65	85.55	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	100.00	95.21	90.15
Two or More Races	100.00	94.64	89.03
Socioeconomically Disadvantaged	119.18	91.86	82.58
English Learners	100.00	70.79	53.68
Students with Disabilities	105.00	80.16	60.31

Dropout Rate and Graduation Rate			
Saugus High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	1.3	0.6	0.7
Graduation Rate	98.19	99.07	99.13
William S. Hart Union High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.6	2.0	1.7
Graduation Rate	93.85	92.97	93.03
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	9	♦
Fine and Performing Arts		♦
Foreign Language	7	♦
Mathematics	7	♦
Science	7	♦
Social Science	9	♦
All courses	39	0.6

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	75.68
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	54.64

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	511
% of pupils completing a CTE program and earning a high school diploma	99.31
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

The Wm. S. Hart Union High School District, in collaboration with the Santa Clarita Community College District, is introducing 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.