



William S. Hart High School

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

Collyn Nielsen, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Principal's Message



Hart High School is dedicated to excellence, and throughout the past 70 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. This past year, 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 2013–2014, Hart students took 1099 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 11-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

William S. Hart Union High School District

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District Governing Board

Robert P. Hall

Robert Jensen, Jr.

Gloria E. Mercado-Fortine

Joseph Messina

Steven M. Sturgeon

Claire Lee, Student Board member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra
Assistant Superintendent, Human
Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

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) 259-7575.

2013-14 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|--------------|--------------------|
| Gr. 9 | 590 |
| Gr. 10 | 603 |
| Gr. 11 | 501 |
| Gr. 12 | 481 |
| Total | 2,175 |

2013-14 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 1.4 |
| American Indian or Alaska Native | 0.4 |
| Asian | 3.4 |
| Filipino | 1.8 |
| Hispanic or Latino | 41.0 |
| Native Hawaiian/Pacific Islander | 0.2 |
| White | 49.0 |
| Two or More Races | 2.8 |
| Socioeconomically Disadvantaged | 28.7 |
| English Learners | 12.7 |
| Students with Disabilities | 9.1 |

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 | 12-13 | 13-14 | 14-15 |
|--|-------|-------|-------|
| Fully Credentialed | 81 | 82 | 83 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| 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

| William S. Hart High School | 12-13 | 13-14 | 14-15 |
|-------------------------------------|-------|-------|-------|
| Teachers of English Learners | 1 | 5 | 4 |
| 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 | 99.08 | 0.92 |
| 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</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <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>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <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>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>Physics - Holt Adopted 2002</p> |
| <p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <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> |

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 |
| Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% | Lifetime Health - Holt Adopted 2004 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facility is 67 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 07/07/14

| 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. One toilet drains slowly. 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] | It was noted during the inspection that many gates are out of adjustment. Work order was submitted for correction. There is also a need for further grounds work to control overgrowth around backstops. |
| Overall Rating | Exemplary [] | Good [X] | Fair [] | Poor [] |

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 | 69 | 67 | 76 | 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 | 66 | 68 | 69 | 63 | 65 | 65 | 54 | 56 | 55 |
| Math | 47 | 42 | 35 | 49 | 48 | 47 | 49 | 50 | 50 |
| HSS | 62 | 61 | 62 | 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 | 9 | 9 | 9 |
| Similar Schools | 7 | 8 | 8 |

* 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 | 13.7 | 20.4 | 50.6 |

* 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.

| 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 | 76 |
| Male | 77 |
| Female | 75 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | 84 |
| Filipino | |
| Hispanic or Latino | 61 |
| Native Hawaiian/Pacific Islander | |
| White | 86 |
| Two or More Races | 79 |
| Socioeconomically Disadvantaged | 51 |
| English Learners | 19 |
| Students with Disabilities | 33 |
| 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 | 13 | 1 | -2 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 32 | 13 | 11 |
| Native Hawaiian/Pacific Islander | | | |
| White | 5 | 0 | -9 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 19 | 27 | 31 |
| English Learners | 34 | 13 | -1 |
| Students with Disabilities | 26 | 17 | 30 |

* "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

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 2014 and was approved by the school board in August 2014. 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 | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 6.2 | 2.9 | 1.7 |
| Expulsions Rate | 0.4 | 0.1 | 0.2 |
| 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 | No | |
| 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 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| 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 | 28.4 | 28 | 27 | 24 | 30 | 25 | 12 | 7 | 25 | 44 | 47 | 35 |
| Math | 32.3 | 31 | 29 | 9 | 13 | 15 | 8 | 13 | 17 | 38 | 40 | 37 |
| Science | 33.2 | 33 | 32 | 7 | 8 | 7 | 6 | 12 | 12 | 31 | 39 | 41 |
| SS | 28.4 | 29 | 30 | 13 | 12 | 11 | 5 | 10 | 10 | 28 | 33 | 34 |

* 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 | \$7,897 | \$1,766 | \$6,131 | \$71,424 |
| District | ♦ | ♦ | 5,900 | \$69,425 |
| State | ♦ | ♦ | \$4,690 | \$72,276 |
| Percent Difference: School Site/District | | | 3.9 | 2.9 |
| Percent Difference: School Site/ State | | | 30.7 | -1.2 |

Types of Services Funded at William S. Hart High School

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

Professional Development provided for Teachers at William S. Hart 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 | 32 | 27 | 41 | 30 | 40 | 30 |
| Male | 35 | 27 | 38 | 28 | 39 | 33 |
| Female | 30 | 26 | 44 | 32 | 42 | 26 |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | 9 | 22 | 70 | 4 | 17 | 78 |
| Filipino | | | | | | |
| Hispanic or Latino | 50 | 26 | 25 | 42 | 40 | 18 |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | 19 | 28 | 53 | 21 | 42 | 37 |
| Two or More Races | 29 | 33 | 38 | 27 | 59 | 14 |
| Socioeconomically Disadvantaged | 63 | 22 | 16 | 49 | 41 | 10 |
| English Learners | 87 | 12 | 1 | 78 | 22 | |
| Students with Disabilities | 72 | 23 | 6 | 77 | 23 | |
| 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 | | | |
|--|---------|---------|---------|
| William S. Hart High School | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | 69 | 70 | 68 |
| Mathematics | 73 | 71 | 70 |
| 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 | 97.65 | 91.17 | 84.56 |
| Black or African American | 93.33 | 81.90 | 75.90 |
| American Indian or Alaska Native | 0.00 | 83.33 | 77.82 |
| Asian | 100.00 | 97.95 | 92.94 |
| Filipino | 108.33 | 94.84 | 92.20 |
| Hispanic or Latino | 95.48 | 85.55 | 80.83 |
| Native Hawaiian/Pacific Islander | 0.00 | 100.00 | 84.06 |
| White | 98.57 | 95.21 | 90.15 |
| Two or More Races | 100.00 | 94.64 | 89.03 |
| Socioeconomically Disadvantaged | 106.00 | 91.86 | 82.58 |
| English Learners | 80.00 | 70.79 | 53.68 |
| Students with Disabilities | 92.59 | 80.16 | 60.31 |

| Dropout Rate and Graduation Rate | | | |
|-----------------------------------|---------|---------|---------|
| William S. Hart High School | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | 3.6 | 2.3 | 1.7 |
| Graduation Rate | 94.42 | 96.46 | 92.54 |
| 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 | 1 | ♦ |
| English | 4 | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | 1 | ♦ |
| Mathematics | 7 | ♦ |
| Science | 14 | ♦ |
| Social Science | 12 | ♦ |
| All courses | 39 | 1.0 |

* 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 | 74.83 |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | 65.93 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 677 |
| % of pupils completing a CTE program and earning a high school diploma | 93.75 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

Career Technical Education Programs

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