



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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2012-13 School Accountability Report Card Published During the 2013-14 School Year

William S. Hart Union High School District

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District Governing Board

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Member

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Robert R. Challinor
Superintendent

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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (661) 259-7575.

Principal's Message

Hart High School is dedicated to excellence, and throughout the past 69 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 2012–2013, Hart students took 1116 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 19 different interscholastic teams. We have students committed to excellence in the area of performing arts who participate in the award-winning 10-time state champion band and our nationally recognized choral programs. The Advancement Via Individual Determination (AVID) program motivates students to attend colleges, and our Change of Hart and Hart Unity Group (HUG) 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 uses California Content Standards-based teaching and curriculum designed to assist in 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

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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	621
Gr. 10	530
Gr. 11	511
Gr. 12	511
Total	2,173

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	4.1
Filipino	2.0
Hispanic or Latino	39.0
Native Hawaiian/Pacific Islander	0.1
White	50.3
Two or More Races	2.3
Socioeconomically Disadvantaged	25.4
English Learners	20.5
Students with Disabilities	10.0

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
	11	12	13	1-20			21-32			33+		
English	30.7	28.4	24	23	24	30	13	12	7	46	44	47
Math	31.9	32.3	31	9	9	13	10	8	13	35	38	40
Science	32.3	33.2	33	8	7	8	5	6	12	34	31	39
SS	31.2	28.4	29	9	13	12	7	5	10	26	28	33

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	5.68	6.2	2.9
Expulsions Rate	0.28	0.4	0.1
Districtwide	10-11	11-12	12-13
Suspensions Rate	9.57	5.9	5.8
Expulsions Rate	0.3	0.3	0.1

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

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 2012 and was approved by the school board in August 2012. 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.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 11/25/2013

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.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
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]	[]	[]	
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]	[]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	77	77	81
Without Full Credential	2	1	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	◆	◆	
Without Full Credential	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	1	1	5
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	92.0	8.0
Districtwide		
All Schools	88.1	11.9
High-Poverty Schools	90.1	9.9
Low-Poverty Schools	88.0	12.1

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
Social/Behavioral or Career Development Counselor	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	

* 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.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,582	\$463	\$4,119	\$69,234
District	♦	♦	\$5,591	\$76,552
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-26.3	-9.6
Percent Difference: School Site/ State			-25.6	-3.3

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,641	\$42,865
Mid-Range Teacher Salary	\$66,275	\$69,484
Highest Teacher Salary	\$86,241	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$122,936	\$119,946
Average Principal Salary (HS)	\$136,362	\$128,378
Superintendent Salary	\$229,806	\$202,664
Percent of District Budget		
Teacher Salaries	37.9%	36.8%
Administrative Salaries	5.0%	4.9%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 01/04/2013

Textbooks and Instructional Materials

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>Timeless Voices, Timeless Themes: Prentice Hall (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: McDougal Littell (2007) Geometry: Prentice Hall (2004) Algebra 2: McDougal (2004) Trigonometry: Houghton Mifflin (2004)</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 (2007) Chemistry: Prentice Hall (2008) Physics: Holt (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>World History: The Modern World: Prentice Hall (2006) America: Pathways to the Present: Prentice Hall (2006) Economics: Principles and Practices: Glencoe (2003) Magruder's American Government: Prentice Hall (2006)</p>

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	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
Science	69	69	67	68	70	71	57	60	59
H-SS	62	61	62	59	58	59	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	65	47	71	59
All Student at the School	69	35	67	62
Male	66	36	69	64
Female	73	33	65	60
Black or African American	54	5	82	76
American Indian or Alaska Native				
Asian	86	72	77	75
Filipino	72	40	55	61
Hispanic or Latino	53	23	55	46
Native Hawaiian/Pacific Islander				
White	80	42	78	75
Two or More Races	83	33	67	63
Socioeconomically Disadvantaged	45	20	49	40
English Learners	18	12	22	15
Students with Disabilities	29	13	24	19
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.0	21.6	49.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

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	22

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	9	9	9
Similar Schools	8	7	8

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,598	17,898	4,655,989
	API-G	833	841	790
Black or African American	Students	23	687	296,463
	API-G	810	788	708
American Indian or Alaska Native	Students	6	37	30,394
	API-G		842	743
Asian	Students	66	1,252	406,527
	API-G	897	934	906
Filipino	Students	31	808	121,054
	API-G	866	897	867
Hispanic or Latino	Students	636	6,152	2,438,951
	API-G	774	783	744
Native Hawaiian/Pacific Islander	Students	1	28	25,351
	API-G		851	774
White	Students	790	8,209	1,200,127
	API-G	875	865	853
Two or More Races	Students	45	725	125,025
	API-G	843	886	824
Socioeconomically Disadvantaged	Students	469	4,587	2,774,640
	API-G	753	762	743
English Learners	Students	261	2,303	1,482,316
	API-G	678	703	721
Students with Disabilities	Students	160	2,066	527,476
	API-G	617	623	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	468	4,298	418,598
Black or African American	12	227	28,078
American Indian or Alaska Native		14	3,123
Asian	30	306	41,700
Filipino	6	200	12,745
Hispanic or Latino	143	1308	193,516
Native Hawaiian/Pacific Islander		20	2,585
White	274	2171	127,801
Two or More Races	3	52	6,790
Socioeconomically Disadvantaged	43	397	31,683
English Learners	67	460	93,297
Students with Disabilities	110	1221	217,915

Dropout Rate and Graduation Rate

Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	3.80	3.60	2.30
Graduation Rate	96.20	94.42	96.46
Districtwide			
Dropout Rate (1-year)	3.30	2.60	2.00
Graduation Rate	97.01	93.85	92.97
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts	75	69	70
Mathematics	71	73	71
Districtwide			
English-Language Arts	71	68	68
Mathematics	66	69	69
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	---
English	2	---
Fine and Performing Arts	5	---
Foreign Language	4	---
Mathematics	5	---
Science	6	---
Social Science	5	---
All courses	30	9.7

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	32	25	44	31	41	28
All Students at the School	30	28	42	29	41	30
Male	36	30	34	29	39	33
Female	22	25	53	30	43	26
Black or African American	27	36	36	45	36	18
American Indian or Alaska Native						
Asian	15		85	8	8	85
Filipino	18	36	45	9	64	27
Hispanic or Latino	45	33	22	44	41	15
Native Hawaiian/Pacific Islander						
White	18	25	57	17	42	40
Two or More Races	18	9	73	25	33	42
Socioeconomically Disadvantaged	52	29	19	51	37	13
English Learners	83	13	4	73	20	7
Students with Disabilities	76	16	7	75	22	3
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	744
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	76.4
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	53.8

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Courses offered include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Animal Care & Services • Digital Photography • Entertainment/Performance Occupations • Automotive Technology • Child Dev/Life Management • Childcare Occupations • Cosmetology • Culinary Arts • School Age Child Care Occupations • Fashion Merchandising • Interior Design • Banking Occupations | <ul style="list-style-type: none"> • Banking Operations • Floristry • Dental Assistant • Pharmacy Assistant • Physical Therapy Assistant • Hotel Operations • Travel Occupations • Graphic Arts/Design • Graphic Arts/Offset Lithography • Silk Screen Printing • Retailing • Virtual Enterprise |
|---|--|