



# William S. Hart High School

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

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



### William S. Hart Union High School District

21380 Centre Pointe Parkway  
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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

### 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

## 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
<b>Total</b>	<b>2,175</b>

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	
<b>Reading/Language Arts</b>		Grade 9 - Timeless Voices, Timeless Themes (Gold) – Prentice Hall Adopted 2002	
The textbooks listed are from most recent adoption: Yes		Grade 10 - Timeless Voices, Timeless Themes (Platinum) – Prentice Hall Adopted 2002	
Percent of students lacking their own assigned textbook: 0%		Grade 11 - Timeless Voices, Timeless Themes (The American Experience) – Prentice Hall Adopted 2002	
<b>Mathematics</b>		Algebra - SpringBoard Adopted 2014	
The textbooks listed are from most recent adoption: Yes		Geometry - SpringBoard Adopted 2014	
Percent of students lacking their own assigned textbook: 0%		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	
<b>Science</b>		Biology - Prentice Hall Adopted 2007	
The textbooks listed are from most recent adoption: Yes		Chemistry - Prentice Hall Adopted 2008	
Percent of students lacking their own assigned textbook: 0%		Physics - Holt Adopted 2002	
<b>History-Social Science</b>		Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006	
The textbooks listed are from most recent adoption: Yes		Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006	
Percent of students lacking their own assigned textbook: 0%		Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007	
		Grade 12 - Magruder's American Government - Prentice Hall Adopted 2006	

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b> 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
<b>Health</b> 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Several flush valves were noted as leaking, several toilets were loose at the base. One toilet drains slowly. Work orders have been processed.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	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.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the 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/](http://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