

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Edison High School	<b>District Name</b>	Huntington Beach Union High School District
<b>Street</b>	21400 Magnolia Street	<b>Phone Number</b>	714-903-7000
<b>City, State, Zip</b>	Huntington Beach, CA 92646	<b>Web Site</b>	<a href="http://www.hbuhd.org">www.hbuhd.org</a>
<b>Phone Number</b>	(714) 962-1356	<b>Superintendent</b>	Dr. Duane Dishno
<b>Principal</b>	Dr. D'liese Melendrez	<b>E-mail Address</b>	<a href="mailto:ddishno@hbuhd.org">ddishno@hbuhd.org</a>
<b>E-mail Address</b>	<a href="mailto:dmelendrez@edisonchargers.com">dmelendrez@edisonchargers.com</a>	<b>CDS Code</b>	30665483031895

### School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Edison High School, a California Distinguished School, is dedicated to educating all students by providing a challenging, relevant curriculum and by addressing their personal and academic needs in a safe and supportive environment, developing critical thinkers, effective communicators and self-directed, productive individuals. Although our expectations are high, they are realistically set and pursued by a well trained staff who never forgets they are here to nurture and educate our students.

### Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

EHS encourages parental involvement in a variety of ways. Our PTSA has approximately 1100 members. The Academic Booster Club recognizes student academic achievement. The EHS Foundation membership consists of parents, grandparents, Edison alumni and other community members. Each athletic sport, Marching Band, Model United Nations and Center for International Business and Communication Studies (CIBACS) have their own booster groups. Parents also serve on School Site Council. Our volunteers logged over 66,000 volunteer hours last year by assisting with registration, supervising competitions, chaperoning and helping with various other events. Parents are encouraged to sign up to receive the announcements four days a week and information regarding volunteer opportunities on campus.

### Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	660
Grade 10	664
Grade 11	628
Grade 12	595
<b>Total Enrollment</b>	<b>2,616</b>

### Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	63
American Indian or Alaska Native	9	Two or More Races	
Asian	11.2	Socioeconomically Disadvantaged	6
Filipino	1	English Learners	2
Hispanic or Latino	12	Students with Disabilities	12
Native Hawaiian/Pacific Islander	1.26		

### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			Avg. Class Size	2008-09			Avg. Class Size	2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	28	22	18	52	30.3	10	35	41	32.85	10	27	44		
Mathematics	31.1	11	19	45	31.0	8	30	37	33.29	5	26	41		
Science	34.4	1	13	47	34.5	2	12	47	34.44	0	20	49		
Social Science	34.7	2	11	52	34.4	0	16	47	34.92	0	12	48		

## III. School Climate

### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Each year, the school safety plan is updated by the EHS Safety Committee who meets at least 2 times a year. It is then submitted for approval to the EHS School Site Council and the Board of Trustees of the Huntington Beach Union High School District. Safety is our priority. A comprehensive school safety plan is in place. A variety of drills that address various situations (fire, earthquakes, etc.) are practiced throughout each school year. School Supervision Staff (6) and administration monitor all school grounds throughout the day. Visitors are required to check in at the front office upon arrival. Parent and student surveys show that the campus is seen as a safe place. An officer from the Huntington Beach Police Department is designated as a liaison officer to the school and works closely with the school supervision staff to maintain a safe, orderly environment where learning can take place.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3.2	2.1	4.0	10.1	8.6	7.1
Expulsions	0.1	0.1	0.0	0.1	0.3	.05

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Edison High School completed modernization of classrooms, gym, locker rooms, science labs, computer labs, cafeterias, library and offices in 2009. Landscapes were also completed with new shade structures and picnic tables. The campus boasts a large new weight room and a synthetic turf soccer field. The maintenance and operations staff keeps the campus looking park-like and pristine and in working order. Students take pride in their campus by adopting planters and managing a full recycling program.

### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Repaired gas leak over Thanksgiving break
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	Modernization completed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Modernization completed.
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Some roof leaks & parapet concrete wall leaks
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	102	106	108	645
<b>Without Full Credential</b>	4	0	1	1
<b>Teaching Outside Subject Area of Competence</b>	4	6	7	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	8	0	0
Total Teacher Misassignments	16	n/a	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	99	1
All Schools in District	99	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	99.6	.4

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	2504
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	.333	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	2.0	---
Social Worker	0	---
Nurse	1	---
Speech/Language/Hearing Specialist	3.4	---
Resource Specialist (non-teaching)	5.0	---
Other	0	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	0	Yes
<b>Mathematics</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	0	Yes
<b>Science</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	0	Yes
<b>History-Social Science</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>Foreign Language</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	0	Yes
<b>Health</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	0	Yes
<b>Visual and Performing Arts</b>	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	0	Yes
<b>Science Laboratory Equipment (grades 9-12)</b>	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	0	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site			\$8,287	\$76,735
District	---	---	\$8,287	77,780
Percent Difference: School Site and District	---	---	0	0
State	---	---	5,681	69,595
Percent Difference: School Site and State	---	---	3.7	16.6

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Supplemental funds (EIA, GATE, Title II, and Title V) are utilized to increase student achievement and provide a supportive environment through student incentives, training for student mentors, Advanced Placement teacher training, teacher training, curriculum development, providing student planners, and support for the Student Stop 'N Center.

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	48,009	43,096
Mid-Range Teacher Salary	81,767	70,018
Highest Teacher Salary	101,896	89,675
Average Principal Salary (Elementary)	0	0
Average Principal Salary (Middle)	0	122,408
Average Principal Salary (High)	139,138	128,615
Superintendent Salary	272,943	204,469
Percent of Budget for Teacher Salaries	32.1	37.5
Percent of Budget for Administrative Salaries	5.1	5.1

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	66	68	68	59	61	65	46	50	52
Mathematics	35	38	44	35	40	44	43	46	48
Science	74	72	75	58	64	68	46	50	54
History-Social Science	61	67	72	51	58	64	36	41	44

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65	44	68	64
All Student at the School	68	44	75	72
Male	63	42	76	74
Female	74	45	74	70
Black or African American	71	32	*	*
American Indian or Alaska Native	63	41	64	60
Asian	82	72	92	87
Filipino	71	40	*	62
Hispanic or Latino	56	24	66	56
Native Hawaiian/Pacific Islander	58	18	*	50
White	69	43	75	74
Two or More Races	81	60	*	78
Socioeconomically Disadvantaged	55	32	52	55
English Learners	26	40	*	*
Students with Disabilities	30	19	62	43
Students Receiving Migrant Education Services				

### 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	77.8	78.0	73.8	66.6	69.1	68.7	52.9	52.0	54
Mathematics	73.5	74.8	69.7	65.2	69.2	68.3	51.3	53.3	53.4

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

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	32	23.5	44.8	31	38.0	29.9
All Students at the School	26			30		
Male	34.0	26.5	39.5	31.2	39.3	29.5
Female	22.5	19.1	58.4	32.9	40.4	26.6
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	41.0	21.3	37.7	39.3	36.1	24.6
Asian	17.5	14.3	68.3	9.5	28.6	61.9
Filipino	*	*	*	*	*	*
Hispanic or Latino	47.8	20.3	31.9	46.4	37.7	15.9
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	24.8	23.8	51.5	31.8	42.0	26.2
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	50.0	23.5	26.5	58.8	29.4	11.8
English Learners	68.8	12.5	18.8	43.8	37.5	18.8
Students with Disabilities	80.5	9.1	10.4	81.6	13.2	5.3
Students Receiving Migrant Education Services	*	*	*	*	*	*

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.4	20.3	64.9

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### 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.

API Rank	2007	2008	2009
Statewide	9	10	9
Similar Schools	9	10	10

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	38	0	12
Black or African American			
American Indian or Alaska Native	37	6	16
Asian	18	11	6
Filipino			
Hispanic or Latino	31	10	-7
Native Hawaiian/Pacific Islander			
White	45	-5	17
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities	68	-14	14

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	1,859	11,499	1,446,766
Black or African American	22	135	102,558
American Indian or Alaska Native	169	680	10,230
Asian	203	2,590	124,363
Filipino	19	122	39,739
Hispanic or Latino	211	2,626	704,336
Native Hawaiian/Pacific Islander	24	97	8,639
White	1,181	5,071	412,259
Two or More Races	23	118	30,784
Socioeconomically Disadvantaged	116	3,008	751,688
English Learners	84	2,281	404,809
Students with Disabilities	208	1,065	139,751

### Adequate Yearly Progress

The federal NCLB Act 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, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	No	No
Participation Rate: Mathematics	No	No
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

### Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	22.2

## XI. School Completion and Postsecondary Preparation

### 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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

#### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	1	1	1	1	2	1.7	5	5	6
Graduation Rate	98	97	96.9	95	94	94.1	81	80	78.4

#### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met 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.

Group	Graduating Class of 2010		
	School	District	State
All Students	92.6	87.0	94.5
Black or African American	1.1	1.1	89.7
American Indian or Alaska Native	10	7.2	95.3
Asian	12.6	24.7	97.4
Filipino	0	0	98.2
Hispanic or Latino	11.0	20.3	91.6
Native Hawaiian/Pacific Islander	.52	.8	95.2
White	63.3	44.6	98.1
Socioeconomically Disadvantaged	3.8	21.3	91.3
English Learners	3.6	14.3	98.5
Students with Disabilities	5.1	7.2	53.4

### Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

### Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	515
% of pupils completing a CTE program and earning a high school diploma	98.25% (including
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	98

### Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	82.54
Graduates Who Completed All Courses Required for UC/CSU Admission	48.09

### Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	1	---
Foreign Language	2	---
Mathematics	3	---
Science	4	---
Social Science	2	---
All courses	13	15.3

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The HBUHSD is recognized statewide for the quality of its curriculum. Edison High School teachers, in collaboration with district curriculum specialists, review the curriculum on a regular basis in order to ensure quality of the instructional program. The resulting curriculum reflects State Frameworks, teacher recommendations, community needs, and the needs of all students as they pursue post-secondary goals.

Edison High School received a state grant to create a Center for International Business and Communications Studies. The grant is being used to update technology and curriculum in order to better prepare students for the work world.

The school also has received a Digital High School Grant; every classroom has a computer which accesses the internet, and there are two instructional computer labs with 36-40 computers. Teachers receive regular training in technology from specially trained Teacher Resource Trainers. In addition to on campus activities which are attended by all instructional staff, the majority of teachers participate in off campus training programs or workshops. Curriculum implementation, Common Assessments, Intervention Strategies and assessment information were the focus of recent staff development involvements.

All new teachers participate in Beginning Teacher Support and Assessment (BTSA).