

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

| School | | District | |
|-------------------------|----------------------------|-------------------------|---|
| School Name | Edison High School | District Name | Huntington Beach Union High School District |
| Street | 21400 Magnolia | Street | 5832 Bolsa Avenue |
| City, State, Zip | Huntington Beach, CA 92646 | City, State, Zip | Huntington Beach, CA 92649 |
| Phone Number | (714) 962-1356 | Phone Number | (714) 903-7000 |
| Principal | Dr. D'liese Melendrez | Superintendent | Dr. Van W. Riley |
| Website | www.edisonchargers.com | Website | www.hbusd.org |

School Description and Mission Statement

This section provides information about the school's goals and programs.

Edison High School, a California Distinguished School and Digital High School, provides access to a positive, caring, environment that offers an appropriate, challenging curriculum that creates life-long learners, critical thinkers, effective communicators and self expressive, responsible citizens. We, the Edison staff, are committed to working closely together to create and maintain an environment in which our students can grow physically, emotionally and intellectually into healthy, productive members of our society. Although our expectations are high, they are realistically set and pursued by a well trained staff who never forget they are here to nurture and educate our students.

Opportunities for Parental Involvement

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

The school budget and special program budgets are approved by the School Site Council, which is composed of students, parents, and staff. Parents also serve on a special English Language Learner Advisory Committee which is part of the School Site Council. Last school year, parents logged over 65,000 hours of volunteer time. Edison has more than 35 booster clubs, and parents are encouraged to become involved in these and other groups.

Student Enrollment by Grade Level

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 674 |
| Grade 10 | 608 |
| Grade 11 | 531 |
| Grade 12 | 505 |
| Ungraded Secondary | 183 |
| Total Enrollment | 2501 |

Student Enrollment by Group

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 |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 1.5 | White (not Hispanic) | 66.3 |
| American Indian or Alaska Native | 8.6 | Multiple or No Response | 0.1 |
| Asian | 11.9 | Socioeconomically Disadvantaged | 3.8 |
| Filipino | 1.5 | English Learners | 3.0 |
| Hispanic or Latino | 8.8 | Students with Disabilities | 10.0 |
| Pacific Islander | 1.3 | --- | --- |

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 | 2003-04 | | | | 2004-05 | | | | 2005-06 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| English | 32.8 | 4 | 22 | 40 | 31.7 | 7 | 16 | 47 | 28.8 | 20 | 20 | 45 |
| Mathematics | 32.3 | 7 | 17 | 35 | 31.7 | 8 | 14 | 40 | 29.7 | 15 | 13 | 38 |
| Science | 34.9 | | 11 | 37 | 33.4 | 2 | 13 | 35 | 34.6 | 1 | 12 | 39 |
| Social Science | 35.6 | | 6 | 41 | 34.5 | 2 | 11 | 36 | 33.8 | 3 | 11 | 39 |

II. School Climate

School Safety Plan

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

Each year, the school safety plan is updated and is submitted for approval to the Board of Trustees of the Huntington Beach Union High School District.

Parent and student surveys show that the campus is seen as a safe place. A campus police officer and supervision staff monitor school grounds. The Huntington Beach Police Department works closely with Edison High School in maintaining campus security. An officer 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. Closed circuit cameras are used on campus twenty-four hours per day.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Discipline: The disciplinary procedures for Edison High School are designed to enhance the educational environment of learning. All rules and regulations are explained thoroughly to the students in printed material and verbal communication from the staff. Academic expectations are clearly defined and presented to students through the student handbook. Programs including human relations, character coalition, drug and alcohol counseling, student study teams, freshman "Link Crew" orientation, and student government continue to be important in the ongoing developmental process for problem-solving and student discipline.

Homework: Students are asked to complete approximately one and one half hours (or more) of homework daily. Students are asked to silently read for fifteen minutes each day in core classes. Parents are asked to keep in contact with teachers and to attend Back to School Night.

Communications: Parents can monitor student attendance and academic progress through the Parent/Student Portal. Posted grades, daily attendance, and other relevant information are available to parents.

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 |
| Suspensions | 0.052 | 0.047 | 0.050 | 0.121 | 0.101 | 0.105 |
| Expulsions | 0.003 | 0.001 | 0.0 | 0.002 | 0.001 | 0.002 |

III. School Facilities

School Facility Conditions and Improvements

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

The district takes great effort to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and in working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office. School administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the state School Facility Program which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. For the 2006-2007 school year, 3% of the district general fund budget has been allocated for maintenance projects as required for participation in the state School Facility Program.

Local bond funds from Measure C will be used to make improvements throughout the campus to include the improvement of instructional spaces, restroom upgrades, and to upgrade technology. The work on this project began in 2006-2007 and will be completed during the 2009-2010 school year.

Buildings: EHS is viewed as having a safe, clean, and orderly campus. Function, utility, and economy were original architectural design components. EHS occupies 46.64 acres and has a triple gym, Olympic size pool, and ample space for physical education and athletics. New roofing, air conditioning, and retrofitting has recently been completed. The community makes extensive use of the facility during non-school hours for recreation and community activities.

Library: The library/media center is open daily from 7:00 a.m. until approximately 3:30 p.m., and it houses more than 2,000 books. It is technologically excellent, with more than a dozen computers for students and staff to use. The library is staffed by a full time media clerk and a half time librarian.

Computers: Besides providing computers in classrooms, EHS also has three computer labs as well as a special Model United Nations Computer Lab. The labs are open daily for students and teachers.

School Facility Conditions Good Repair Status

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

| Item Inspected | Facility in Good Repair | | Repair Needed and Action Taken or Planned |
|---|-------------------------|----|---|
| | Yes | No | |
| Gas Leaks | X | | |
| Mechanical Systems | X | | |
| Windows/Doors/Gates (interior and exterior) | X | | Under modernization |
| Interior Surfaces (walls, floors, and ceilings) | X | | Under modernization |
| Hazardous Materials (interior and exterior) | X | | Removed during modernization |
| Structural Damage | X | | |
| Fire Safety | X | | |
| Electrical (interior and exterior) | X | | |
| Pest/Vermin Infestation | X | | |
| Drinking Fountains (inside and outside) | X | | |
| Restrooms | X | | |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other | | | |

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2003-04 | 2004-05 | 2005-06 | 2005-06 |
| With Full Credential | 95 | 96 | 101 | 608 |
| Without Full Credential | 1 | 3 | 4 | 21 |
| Teaching Outside Subject Area of Competence The number of teachers teaching outside subject area reflects those misassigned for class periods and not necessarily for maximum 5 periods for a full-time equivalent teacher including non-core classes | 3 | 7 | 12 | 72 |

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 | 2004-05 | 2005-06 | 2006-07 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners Primarily reflects content-area teachers who may have one or more English Learner students "mainstreamed" into an assigned section. | 9 | 13 | 21 |
| Total Teacher Misassignments | 12 | 20 | 36 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 86.3 | 13.7 |
| All Schools in District | 88.0 | 12.0 |
| High-Poverty Schools in District | 0.0 | 0.0 |
| Low-Poverty Schools in District | 88.0 | 12.0 |

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

If a teacher is absent from the classroom, the district selects the best substitute teacher from a screened pool of teachers to substitute teach until the absent teacher returns.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

The teacher evaluation process is outlined in the teacher contract. Probationary and emergency-credentialed teachers are evaluated annually, and tenured teachers are evaluated on a two-year cycle. Results of teacher evaluations are maintained in the confidential personnel file maintained at the district office.

The process for teacher evaluation is good with the responsibility for teacher observations, follow-up conferences and evaluation divided among EHS administrators. The Clinical Supervision model for teacher evaluation is used which includes the administrator and teacher working together in planning and approving goals and objectives. Each administrator is knowledgeable in clinical supervision of instructional staff and familiar with California state frameworks and the content area standards.

Professional staff improvement activities are conducted for all staff members throughout the year to ensure effective instructional techniques/strategies are being implemented. There are two annual staff development days, and there are several "modified Mondays" for staff development.

V. Support Staff

Academic Counselors and Other Support Staff

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 | 1.0 | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (paraprofessional) | | --- |
| Psychologist | 2.0 | --- |
| Student Support Specialist | 1.0 | --- |
| Social Worker | | --- |
| Nurse | 1.0 | --- |
| Speech/Language/Hearing Specialist | 1.6 | --- |
| Resource Specialist (non-teaching) | | --- |
| Other | 1.0 | --- |

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 |
|------------------------------|---|---|
| Reading/Language Arts | 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. | 0.0% |
| Mathematics | | |
| Science | | |
| History-Social Science | | |
| Foreign Language | | |
| Health | | |
| Science Laboratory Equipment | | |

VII. School Finances

Expenditures Per Pupil and Average Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the district's per pupil expenditures with other schools throughout the state, and a comparison of the average teacher salary at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Expenditures Per Pupil | Average Teacher Salary |
|----------|------------------------|------------------------|
| District | \$7,146 | \$67,757 |
| State | \$7,127 | \$60,037 |

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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 2004-05)

This table displays district-level salary information 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. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,326 | \$37,671 |
| Mid-Range Teacher Salary | \$68,681 | \$63,121 |
| Highest Teacher Salary | \$85,589 | \$78,630 |
| Average Principal Salary (High) | \$116,645 | \$111,909 |
| Superintendent Salary | \$185,768 | \$163,061 |
| Percent of Budget for Teacher Salaries | 32.4 | 37.8 |
| Percent of Budget for Administrative Salaries | 5.6 | 5.2 |

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST 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 | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| English-Language Arts | 58 | 61 | 59 | 47 | 51 | 51 | 36 | 40 | 42 |
| Mathematics | 31 | 32 | 31 | 28 | 30 | 31 | 34 | 38 | 40 |
| Science | 42 | 48 | 58 | 31 | 35 | 50 | 25 | 27 | 35 |
| History-Social Science | 43 | 49 | 52 | 43 | 43 | 46 | 29 | 32 | 33 |

CST 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 |
| African American | 60 | 20 | * | 38 |
| American Indian or Alaska Native | 58 | 24 | 60 | 45 |
| Asian | 70 | 53 | 76 | 71 |
| Filipino | 78 | 35 | * | 69 |
| Hispanic or Latino | 48 | 19 | 24 | 37 |
| Pacific Islander | 24 | 24 | * | 27 |
| White (Not Hispanic) | 58 | 30 | 60 | 52 |
| Male | 51 | 30 | 59 | 55 |
| Female | 66 | 32 | 57 | 50 |
| Economically Disadvantaged | 49 | 36 | 59 | 50 |
| English Learners | 21 | 23 | 15 | 9 |
| Students with Disabilities | 21 | 13 | 19 | 13 |
| Students Receiving Migrant Education Services | | | | |

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 9 | 49.0 |

IX. 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 Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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 | 2003-04 | 2004-05 | 2005-06 |
|------------------------|---------|---------|---------|
| Statewide | 9 | 10 | 9 |
| Similar Schools | 10 | 10 | 7 |

API Changes 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 | | | API Score |
|---|-------------------|---------|---------|-----------|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| All Students at the School | 33 | 8 | -2 | 797 |
| African American | | | | |
| American Indian or Alaska Native | | | 14 | 783 |
| Asian | 13 | 7 | 2 | 869 |
| Filipino | | | | |
| Hispanic or Latino | 56 | 6 | -40 | 737 |
| Pacific Islander | | | | |
| White (not Hispanic) | 35 | 10 | 2 | 796 |
| Socioeconomically Disadvantaged | | | | |
| English Learners | -- | -- | | |
| Students with Disabilities | -- | -- | -11 | 547 |

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 English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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 | Yes | Yes |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |
| Graduation Rate | Yes | Yes |

Federal Intervention Program

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 (English-language arts 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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement Implementation | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 0 |
| Percent of Schools Currently in Program Improvement | --- | 0.0 |

X. School Completion and Postsecondary Preparation

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 comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| Dropout Rate (1-year) | 0.5 | 0.3 | 0.2 | 0.9 | 0.9 | 1.0 | 3.2 | 3.3 | 3.1 |
| Graduation Rate | 97.3 | 98.2 | 98.9 | 91.9 | 94.9 | 95.0 | 86.7 | 85.3 | 84.9 |

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the

CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

| Group | Graduating Class of 2006 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 97.5% | 92.9% | --- |
| African American | 33.3% | 87.1% | --- |
| American Indian or Alaska Native | 97.7% | 94.0% | --- |
| Asian | 96.1% | 96.1% | --- |
| Filipino | 100% | 94.7% | --- |
| Hispanic or Latino | 93.2% | 81.7% | --- |
| Pacific Islander | 88.9% | 87.2% | --- |
| White (not Hispanic) | 99.0% | 95.0% | --- |
| Socioeconomically Disadvantaged | 90.0% | 85.1% | --- |
| English Learners | 83.3% | 70.0% | --- |
| Students with Disabilities | 88.9% | 61.6% | --- |

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Schools in the Huntington Beach Union High School District offer a variety of Career and Technical programs on every campus. While not all courses are available on every campus, career courses can be found in Consumer and Family Studies, Automotive Maintenance and Repair, Business and Technology, Travel and Tourism, and Agriculture. The Huntington Beach Union High School District works in collaboration with Coastline Regional Occupational Program to offer expanded career and technical opportunities for students in a variety of instructional settings. Coastline Regional Occupational Program provides capstone courses that articulate with local community colleges.

Career Technical Education Participation

This table displays information about participation in CTE programs.

| Measure | District CTE Program Participation |
|--|------------------------------------|
| Number of Pupils | 5,290 (all sites – nonduplicated) |
| Percent of pupils completing a CTE program and earning a high school diploma | 98.25% (including ROP) |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 98% |

Courses for University of California and/or California State University Admission

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 and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator | Percent |
|---|---------|
| Students Enrolled in Courses Required for UC/CSU Admission | 71.7 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 59.8 |

Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | | --- |
| English | 1 | --- |
| Fine and Performing Arts | | --- |
| Foreign Language | 2 | --- |
| Mathematics | 2 | --- |
| Science | 4 | --- |
| Social Science | 2 | --- |
| All courses | 11 | 4.0 |

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Each year, the PTSA sponsors two test preparation courses for interested students, one in the fall and one in the spring. Edison High School also participates in the national Preliminary SAT (PSAT), which is given on the third Saturday in October. Students prepare for SAT subject exams through their Advanced Placement courses as well.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Indicator | 2004 | 2005 | 2006 |
|--|------|------|------|
| Percent of Grade 12 Students Taking the Test | 46.9 | 49.7 | 56.4 |
| Average Verbal Score | 533 | 533 | 539 |
| Average Math Score | 574 | 571 | 556 |
| Average Writing Score | --- | --- | 531 |

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The teaching and administrative staff are mature and experienced, with many EHS staff members being at the school since it opened. The staff and community are stable with relatively little turnover.

In addition to the regular education instruction in the core curriculum, EHS offers Special Education programs including:

- Learning Handicapped (Special Day class)
- Resource Specialist program
- Severely Handicapped (Special Day class)

- Adaptive Physical Education
- Speech and language services
- Autism Program

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

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, Cooperative Learning, Interactive Teaching Strategies and assessment information were the focus of recent staff development involvements.

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

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| 9 | 67,807 | 64,800 |
| 10 | 67,807 | 64,800 |
| 11 | 67,807 | 64,800 |
| 12 | 67,807 | 64,800 |

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Schools in the Huntington Beach Union High School District use one minimum day per year for Back-to-School Night.