Ethel Dwyer Middle

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 SARC Web page at 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. School Information

Contact Information (2010-11 School Year)

This section provides the school's contact information.

School		District	
School Name	Ethel Dwyer Middle	**District Name**	Huntington Beach City Elementary
Street	1502 Palm Ave.	**Phone Number**	(714) 964-8888
City, State, Zip	Huntington Beach, CA, 92648	**Website**	www.hbcsd.k12.ca.us
Phone Number	714-536-7507	**Superintendent**	Kathy Kessler
Principal	Don Ruisinger	**E-mail Address**	Kathy.kessler@hbcsd.k12.ca.us
E-mail Address	don.ruisinger@hbcsd.k12.ca.us	**CDS Code**	30665306028849

Principal's Message (2009-10 School Year)

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

Mission: We will provide an environment where students learn about themselves and the world around them, develop their potential, and acquire the skills necessary to become life-long learners.

Vision: We envision a school that provides an environment that focuses on high academic instruction and values responsibility!

Dwyer Middle School provides a stimulating, quality instructional environment for approximately 1245 students in the northwest section of Huntington Beach, seven blocks from the ocean. In 2008-09 Dwyer was named a California Distinguished School for the third time, even before it increased its API score by 25 points on spring STAR testing. Dwyer has continued to raise its API score each year and is now the top middle school in HBCSD.

The Dwyer staff, over 60 members strong, is dedicated to the proposition that all students can learn and find success. We have created classes that help students achieve at this high level of performance. We are confident that with our help, students will master the challenging academic program we have created at Dwyer. We work collaboratively with colleagues, students, and parents to ensure that our academic programs continue to improve.

Though, Dwyer was designated a Year 1 Program Improvement School by the state in 2006, because Low Socioeconomic Status students did not meet state percentage standards for Proficient and Advanced in math, in 2010 Dwyer students met all AYP objectives in all subgroups for the fourth straight year. They did so even as the NCLB requirements for the number of students who must be proficient in each subgroup continue to rise by about 10 points each year.

In order to continue to raise the bar for all of our students and to close the gap for students with below grade level skills, Dwyer teachers will continue a tiered approach to placing students in CORE language arts/social studies, math, and science. Students are placed in one of 8 possible literacy skill levels in language arts; one of 7 possible math skill levels, and one of 4 possible skill levels in 8th grade science. Each student is placed according to a multiple measures approach that includes on-going teacher formative assessment, GPA, CST assessments, teacher recommendations, Cat-6 assessments, district common assessments, and collaboratively created teacher assessments. When appropriate students move between levels as skills improve or lag.

Placement in our CORE program is as follows.
Using multiple measures, each Dwyer student is assessed at the end of the school year and at the beginning of the next year to determine their CORE (Literacy/Social Studies) placement, and to see if they need interventions outside the regular classroom setting. Dwyer has instituted a comprehensive, tiered literacy program for all students. Tier 1 includes 6-Minute Solution to improve reading fluency for all students and Reading Counts, ERIA and the Scholastic Reading Inventory (SRI) for all students in all CORE classrooms. Tier 2 includes Rewards and Prentice Hall interventions, which are research-based, small group interventions that certain students receive in addition to their regular instruction in their CORE class. Tier 3 includes Special Day Classes for students with IEPs that generally require instruction two or more years below grade level and have mild to moderate learning disabilities, READ 180 CORE classes for 6th, and 8th graders 1 to 2 years below grade level in reading skills, High Point 1 and High Point 2 for English Learners with little or no English skill, and Language! 3 for students emerging from High Point 2. These Tier 3 classes take the place of a regular CORE class. All other students not needing Tier 3 classes are placed in CORE classes using the multiple measures listed above. Students with learning disabilities are placed with students without learning disabilities throughout the tiered system. We have specially designated collaborative classes at each grade level for students with learning disabilities who are grouped with regular education students with similar skills. These classes have a regular education teacher, a special education teacher, and a special education aide. These classes have the appropriate grade level curriculum expectations and regularly use Tier 2 interventions. Special Education students may also be placed in any other literacy level class depending on multiple measures and the IEP team's recommendation. All non special education students who are at 1 year below grade level and above in literacy skills are placed in one of 3 additional levels. There are specially designed CORE classes for learners who have Basic skills and are considered 1 year below grade level to low grade level skills. There are special classes for Proficient to Advanced learners, and we have GATE Cluster classes for students who have high- Advanced skills.

Our Math program is almost exactly like our CORE program. Using multiple measures students are assigned to one of 7 levels at each grade. For example, 6th graders may take instruction in a Special Day class if they are 2 or more years below grade level. They may take Math 6 Basic if they are between 2 years below and grade level. If they have learning disabilities they may take a collaborative class of Math 6 Basic with regular education students. They take Math 6 if they are at grade level or above. They may take Pre Algebra (a 7th grade level class with about 63 6th graders this year), and they may even take Algebra 1 (an 8th grade level course, with several 6th graders this year). So far we have no 6th graders who have taken Geometry, a class take by about 30 eighth graders this year. Seventh and 8th grade have similar math programs to 6th grade. In addition, all 6th graders who have not achieved proficiency on the Math CST have an intervention math class along with their regular math class. These classes are also tiered. Certain English Learners have an intervention class that uses web based programs including Study Island, and individual 7th and 8th grade tutors for each student; All remaining 6th graders who need interventions are grouped in one of two levels depending on their apparent skill level using multiple measures of evaluation by their math teachers. 7th graders also may be placed in 1 of 2 intervention classes in addition to their regular math classes as well using multiple measures to assess their level of need. These classes also utilize the Study Island web-based program among other intervention strategies.

Eighth Grade Science is tiered as well. Students who are recommended by the 7th grade science teacher may take 8th Grade Honors Science. Some English Learners and other students with below grade level reading skills may take classes specially designed to meet their needs. All other students take Science 8. As will all of our academic programs, students may move between levels as appropriate to their learning needs. As with all of our academic programs, students are constantly monitored using our multiple measures to assure that they are in the right classes. Wherever any doubt exists, students are always place in the higher level. We want instruction to be slightly above every student's comfort zone.

After-school classes are also provided for students at each grade level. These include study skills, test prep, and Homework Club at each grade level.

Parental Involvement (2009-10 School Year)

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

Contact Person Name:	Gina Gleason	Contact Person Phone Number:	714-536-7507

The administration and staff at Dwyer Middle School have a deep respect for community input, and a coordinated strategic plan has been developed to involve parents and other community members. Every fall parents are invited to meet teachers at Dwyer's Back-to-School Night and gain an understanding of the vision, expectations, and practices in each class. The Family Night Dinner follows a few weeks later, and it provides a social evening for staff and parents to become better acquainted. Throughout the year, there are numerous opportunities for parents and community members to team with staff and develop the plans and policies that guide the school in technology, health and safety, drug and tobacco education, student achievement awards, and textbook adoption. The Parent Teacher Student Association (PTSA) and the School Site Council (SSC) regularly collaborate with parents to help define school direction. In the spring, parents and the community are invited to Dwyer's Open House to see a sampling of each student's academic accomplishments. The PTSA and SSC are only two of the many possibilities for parent involvement. At the beginning of the year, parents are given a list of areas on campus where help is needed and appreciated. Typically, the school logs more than 12,000 hours of volunteer service, but as many as 36,000 additional hours have been provided. There are many ways in which community members interact with Dwyer students and offer their support to the school. Students from Huntington Beach High School and Long Beach State University provide tutoring services; local businesses donate prizes for the positive referral program; and senior citizens volunteer their time to help in the classrooms; the YMCA runs an intramural sports program during lunch and after school. Local businesses and organizations sponsor contests in art and writing to strengthen student learning. The City Gym offers daily activities to Dwyer students after school.

Dwyer's students participate in numerous community projects planned by the Leadership class and the National Junior Honor Society, and students also become involved in the community through their local congregations. The partnership that exists between the school and the community enhances the educational experience and encourages community involvement and support. The Huntington Beach Education Foundation, a joint business and educational partnership provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the Parent Empowerment Academy.

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				2008-09				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	27	10	21	11	27	7	33	4	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Mathematics	26	10	12	6	30	4	20	16	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Science	29	4	24	4	29	3	20	9	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Social Science	29	4	25	11	29	2	33	4	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	362
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	2
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	381	Ungraded Secondary	0
Grade 7	416	Total Enrollment	1159

Student Enrollment by Group (2009-10 School Year)

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	0.0%	White (not Hispanic)	62.0%
American Indian or Alaska Native	1.0%	Two or More Races	6.0%
Asian	9.0%	Socioeconomically Disadvantaged	23.0%
Filipino	1.0%	English Learners	8.0%
Hispanic or Latino	21.0%	Students with Disabilities	8.0%
Native Hawaiian or Pacific Islander	0.0%	n/a	--

II. School Safety and Facilities

School Safety Plan (2009-10)

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

Date School Safety Plan last reviewed:	11/9/2010

20010-2011 Dwyer Middle School Safety Plan

Emergency Contacts:

Police Liaison: Derek Young 981-8240

Fire Liaison: Brian Springer 536-5420

Directions for Staff:

- Evacuate your classroom following the appropriate route to the field.

- Before leaving your room leave a red tag on your door if there is a student you could not evacuate or a green tag on your door if no search is needed.

- Bring attendance sheet, name plate and emergency kit.

- Remind students to report to their 1st period teacher.

- Students are to leave their backpacks in the classroom.

- Check that your buddy has also evacuated.

- Shut doors for a fire, leave open for an earthquake. ***DO NOT LOCK DOORS.***

- When you arrive at the student assembly area make sure your students are sitting down.

- Take attendance. If all students are present, raise your GREEN nameplate. If you have students missing/absent, raise your RED nameplate and send names by messenger.

- Wait for dismissal.

- Team Members: Take roll of your class, turn over your class to a neighboring student supervising team, then report to your duty.

Fire Drill Procedure:

- Students immediately walk out along designated route.

- Students leave all belongings in the classroom.

- Teachers exit room last and close door, DO NOT LOCK DOOR.

Earthquake Procedure:

- Students duck and cover beside a desk.

- When the earth stops moving they are to immediately walk along designated route.

- If another shock occurs students should duck and cover again until ground stops shaking.

- When outside, duck and cover.

Lock down procedure:

- Take in any students that are in the hall.

- Close and lock your door.

- PE, Call all your students into locker rooms unless otherwise instructed.

- Teachers that are across from restrooms are to call into restrooms and bring any students into their rooms.

- Once in the rooms, lock door, turn off lights and have the students sit on the floor away from doors and windows.

- Do Not Answer the Door.

- Any needed communication will be by email.

BUDDY SYSTEM

If your buddy is unable to evacuate, notify the Emergency Operations Center immediately. All adult instructional aides also act as a "buddy" to the class they are working with at the time of the emergency. Custodians will "buddy" by radio.

Suspensions & 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.

	School			District		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Suspension Rate	14.0%	5.0%	10.9%	5.0%	2.0%	4.0%
Expulsion Rate	0.0%	0.0%	0.1$	0.0%	0.0%	0.0%

School Facility Conditions

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 main building at Dwyer School was built in 1934 and consists of an office area, auditorium and 31 classrooms. An addition in 1995 provides a library, multipurpose room and 9 classrooms. A locker room building was added in 2008 providing upgraded facilities for boys and girls physical education.

Exterior window frames on library and multipurpose room were painted. Interior doors and frames were painted in the kitchen area. Outdoor amphitheatre walls were painted with an anti-graffiti coating. The parking lot gate was replaced at the 14th Street entrance.

Interior and exterior lighting was upgraded with more efficient lighting in all areas. Lighting sensors were installed in all classrooms and restroom buildings.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed

Planned Improvements (2010-11 School Year)

Two solar arrays located on the upper field, in front of the main building will provide shade and 108.6 kW DC of power for the site. This project is part of a District-wide energy conservation project financed from energy savings, rebates and California Solar Initiative incentives. The project will result in net savings to the general fund. The main electrical switchgear will be replaced as part of this project.

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

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	X			Click here to enter text.
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	X			Click here to enter text.
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	X			Click here to enter text.
Electrical: Electrical Systems (interior and exterior)	X			Click here to enter text.

Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	X			Click here to enter text.
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	X			Click here to enter text.
Structural: Structural Condition, Roofs	X			Click here to enter text.
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			Click here to enter text.

Overall Summary of School Facility Good Repair Status (2010-11 School Year)

	Facility Condition			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary		X		

Date of inspection:	March 4, 2011
Completion date of inspection form:	March 25, 2011

III. Curriculum and Academics

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

This section provides 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.

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2008-09 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbook and Instructional Materials List

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Prentice Hall	2003
History-Social Science	Teachers' Curriculum Institute	2007
Mathematics	McDougal Littell - 6-7, Prentice Hall - 7-8	2002, 2002
Other		
Science	Pearson Prentice Hall	2008

Availability of Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0.0%
Mathematics	0.0%
Science	0.0%
History-Social Science	0.0%.
Foreign Language	0.0%.
Health	0.0%
Visual and Performing Arts	0.0%
Science Laboratory Equipment (Grades 9-12)	N.A.
Textbook Information Collection Date:	October, 2009

Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

	Yes or No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	Yes

Textbook Insufficiency (if applicable)

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials

N.A..

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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, 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.

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	68.0%	75.0%	75.0%	70.0%	77.0%	77.0%	46.0%	50.0%	52.0%
Mathematics	60.0%	74.0%	74.0%	70.0%	74.0%	74.0%	43.0%	46.0%	48.0%
Science	76.0%	77.0%	77.0%	75.0%	82.0%	82.0%	46.0%	50.0%	54.0%
Social Science	53.0%	65.0%	65.0%	54.0%	65.0%	65.0%	36.0%	41.0%	44.0%

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	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	77.0%	74.0%	82.0%	65.0%
All Students at the School	75.0%	74.0%	77.0%	65.0%
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	94.0%	91.0%	94.0%	88.0%
Filipino	*	*	*	*
Hispanic or Latino	56.0%	57.0%	60.0%	45.0%
Native Hawaiian or Pacific Islander	*	*	*	*
White (not Hispanic)	78.0%	77.0%	81.0%	67.0%
Two or More Races	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Male	71.0%	76.0%	82.0%	65.0%
Female	79.0%	73.0%	72.0%	65.0%
Economically Disadvantaged	55.0%	57.0%	51.0%	38.0%
English Learners	27.0%	40.0%	28.0%	22.0%
Students with Disabilities	47.0%	60.0%	50.0%	44.0%
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 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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
5			
7	8.9	22.2%	62.7%
9			

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 API Web page 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	2007	2008	2009
Statewide	9	9	9
Similar Schools	4	4	6

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.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	3	25	17
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	20	13	--
Filipino	--	--	--
Hispanic or Latino	16	22	23
Native Hawaiian or Pacific Islander	--	--	--
White (not Hispanic)	0	25	15
Two or More Races	Click here to enter text.	Click here to enter text.	Click here to enter text.
Socioeconomically Disadvantaged	19	42	22
English Learners	--	--	33
Students with Disabilities	13	--	--

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

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

Group	2010 Growth API		
	School	**District**	**State**
All Students at the School	879	889	767
Black or African American	--	--	685
American Indian or Alaska Native	--	--	728
Asian	967	948	889
Filipino	--	--	851
Hispanic or Latino	799	825	715
Native Hawaiian or Pacific Islander	--	--	754
White (not Hispanic)	892	896	838
Two or More Races	--	914	807
Socioeconomically Disadvantaged	788	800	712
English Learners	758	791	691
Students with Disabilities	--	759	580

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 AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2009-10 School Year)

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.

	School	**District**
Overall	Yes	No
Participation Rate – English-Language Arts	Yes	Yes

Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (2010-11 School Year)

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 AYP Web page 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		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	--	
Percent of Schools Currently in Program Improvement	--	

IV. Teachers & Support Staff

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 DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007-08	**2008-09**	**2009-10**	**2009-10**
With Full Credential	42	40	46	289
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	Click here to enter text.	Click here to enter text.	8	13

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.

Indicators	School		
	2008-09	**2009-10**	**2010-11**
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

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

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	**Taught by Non-NCLB Compliant Teachers**
This School	0	0
All Schools in District	0	0
High-Poverty Schools in District	Click here to enter text.	Click here to enter text.
Low-Poverty Schools in District	Click here to enter text.	Click here to enter text.

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

All training and curriculum development at Dwyer Middle School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. In the

2009-20 school year, three mandatory staff development days were held during the school year. District-level training activities and professional development revolved around the new language arts textbook adoption and differentiated instructional strategies to meet the needs of all students.

Ongoing examination and modification of practice is essential to professional growth. The primary purpose of professional development is to directly improve teaching and learning for all children. A portion of Dwyer Middle School's categorical program budget is allocated for professional development activities to support improved instruction. Focus areas for staff development include: writing, reading in every subject area, and using a variety of instructional strategies to meet all learning styles.

As a part of the Middle Grade Partnership Network, Dwyer Middle School teachers also have access to the programs and techniques of the other partnership schools. The network provides research-based guidance, support, materials, and networking opportunities to assist participating schools in building strong school-family-community partnerships. Programs are based on school improvement goals and the needs and interests of students, parents, and teachers.

Staff members attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend inservices offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

Professional Development Days

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

Indicator	Professional Development Days		
	2007-08	**2008-09**	**2009-10**
Annual number of school days dedicated to staff development	3	3	3.

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

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	N.A.	--.
Counselor (Social /Behavioral or Career Development)	.44	--
Library Media Teacher (Librarian)	N.A.	--
Library Media Services Staff (paraprofessional)	.33	--
Psychologist	.53	--
Social Worker	N.A.	--

Nurse	N.A.	--
Speech/Language/Hearing Specialist	1.4	--
Resource Specialist (non-teaching)	N.A.	--
Other	N.A	--

V. School Finances

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

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 at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	4,889.63	830.19	4,059.44	78,620
District	--	--	1066.87	$73,200.00
State	--	--	$5,681.00	$68,212.00
Percent Difference – School and District	--	--	73.8%	6.9%
Percent Difference – School and State	--	--	39.9%	13.3%

Types of Services Funded (2009-10 Fiscal Year)

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

Dwyer Middle School staff see themselves as an essential part of the support system for students. Our teachers, classified staff, assistant principal, and the principal join with the school psychologist, nurse, speech and language specialist, and resource specialist to ensure the well-being of students. The ratio of academic counselors to students is 1:1,262. Student counseling provided by the assistant principal is complemented by a school psychologist who provides individual and group short-term counseling. The district nurse is scheduled at Dwyer Middle School for two half days each month. The nurse and health clerk are responsible for student care, health counseling, and record keeping. Two consulting nurses conduct immunizations, vision and hearing testing, and scoliosis screenings. The Student Study Team meets at least three times each week to discuss referred students. Strategies are discussed and plans are implemented to assist students to achieve success at school.

Dwyer Middle Schools Gifted and Talented Education (GATE) program is part of the language arts and social science curriculum for identified students in sixth through eighth grades. GATE classes are taught by appropriately trained, certificated teachers. The schools Advancement Via Individual Determination (AVID) program targets students who may need extra support in order to achieve college

entrance. Tutoring, college preparation activities, college visits, and instruction in studying and notetaking skills are only a few of the services offered. The districts special education program addresses the needs of students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. Huntington Beach City School District participates in the West Orange County Consortium for Special Education (WOCCSE), which also serves Fountain Valley, Ocean View, Westminster, and Huntington Beach Union High school districts. The consortium allows participating districts to pool special education resources and expertise. Dwyer Middle School offers both a Resource Specialist Program and Special Day Class in a collaborative model; students receive instruction in the regular classroom with assistance from Special Education teachers and instructional aides.

Teacher and Administrative Salaries (2008-09 Fiscal Year)

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. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Range	District	State Average for Districts in the Same Category
Beginning Teacher Salary	$41,284.00	$41,988.00
Mid-Range Teacher Salary	$77,732.00	$68,649.00
Highest Teacher Salary	$94,808.00	$87,156.00
Average Principal Salary (Elementary)	$116,746.00	$109,026.00
Average Principal Salary (Middle)	$116,112.00	$112,489.00
Average Principal Salary (High)	$0.00	$113,872.00
Superintendent Salary	$215,494.00	$181,890.00
Percent of Budget for Teacher Salaries	45.4%	42.5%
Percent of Budget for Administrative Salaries	5.7%	5.5%

VI. Data and Access

DataQuest

DataQuest is an online data tool located 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.