

Ethel Dwyer Middle School

1502 Palm Ave. • Huntington Beach, CA 92648 • (714) 536-7507 • Grades 6-8

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



Huntington Beach City School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (714) 536-7507.

School Description

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.

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 1241 students in the northwest section of Huntington Beach, seven blocks from the ocean. 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.

In 2012 Dwyer students met 5 of its 25 AYP objectives. Dwyer continues to struggle with its subgroups including Hispanic, English Language Learners and Low Socio-Economic Status subgroups in both English Language Arts and Math. These students are targeted in our intervention and academic groups. Dwyer continues to raise its API each year and though it climbed from 879 in 2010, to 883 in 2011 and 895 in 2012, it continues to struggle in these specific areas.

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, 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 ELD classes for our English Learners to improve English fluency. Students use High Point 1 and High Point 2 for English Learners with little or no English skill, and for students emerging from High Point 2 transition into READ 180 CORE classes for 7th, and 8th graders 1 to 2 years below grade level in reading skills. A reading fluency assessment helps in identifying targeted students as well as CST scores and GPA; the Scholastic Reading Inventory (SRI) is used for all students in all CORE classrooms to identify this data. Tier 2 includes our Collaboration classes that pair students who are at below grade level on their ELA CST, as well as students who have extra support services described in their IEP in the areas of English and History. Tier 2 also 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. Tier 3 classes are regular CORE classes. All other students not needing Tier 1 and 2 classes are placed in CORE classes using the multiple measures listed above. Students who are not proficient on the ELA CST or below a 2.0 GPA are given either a Guided Support or Study Skills intervention class taught by their regular CORE teacher. These students are targeted to receive this intervention to help push them to ELA CST proficiency. Students with learning disabilities are placed with students without learning disabilities throughout the tiered system unless specifically scheduled into a Collab class. Dwyer has specially designated collaborative classes at each grade level for students with learning disabilities and 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. 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 Advanced skills. For the 2013/14 School year, all teachers will participate in Direct Interactive Instruction training to support the shift to the Common Core Standards.

Our Math program is almost exactly like our CORE program. Through Multiple Measures determination, 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 93 6th graders this year), and they may even take Algebra 1. So far we have no 6th graders who have taken Geometry, a class taken 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 may also be placed in 1 of 2 intervention classes in addition to their regular math classes as well as 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. Whenever any doubt exists, students are always placed in the higher level. We want instruction to be slightly above every student's comfort zone. All Math teachers are trained in using ST Math, an online Math Intervention program designed to help students build their foundational skills and fill in gaps in necessary skill areas.

Dwyer supports two major interventions aimed at salvaging student performance data. Dwyer has instituted an after school tutoring services for all students who sign up to receive it. Students receive grade level support from HBHS National Honor Society members help Dwyer students who struggle in all subject areas. Dwyer then implemented Zero's Aren't Permitted (ZAP) to clean up the number of students receiving D's or F's on their report cards. Dwyer is also using the Positive Behavior Intervention System (PBIS), to reward students for their hard work. School Paycheck is a web based student checking account where students receive Dwyer Dollars to spend at our campus student store. Teachers can reward students with these dollars for perfect attendance and classroom behavior. Students and parents can log in to view their balance and save for school items they might not otherwise be able to afford as a family.

Opportunities for Parental Involvement

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 students 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 provide tutoring services; local businesses donate prizes for the positive referral program; and senior citizens volunteer their time to help in the classrooms. Local businesses and organizations sponsor contests in art and writing to strengthen student learning.

Dwyer 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 (HBEF), a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the parent educational opportunities.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	417
Gr. 7	409
Gr. 8	415
Total	1241

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.4
Asian	9.7
Filipino	0.6
Hispanic or Latino	24.2
Native Hawaiian/Pacific Islander	0.1
White	57.9
Two or More Races	6.6
Socioeconomically Disadvantaged	25.2
English Learners	9.9
Students with Disabilities	7.9

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
	11	12	13	1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
English	27.35	29.10	27.73	7	3	3	34	30	35	5	6	6
Math	29.45	26.67	27.78	4	7	8	22	29	31	16	8	7
Science	29.14	31.09	30.21	4	0	1	20	24	20	12	8	12
SS	28.76	26.82	25.91	4	8	5	31	30	34	7	6	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	9.07	14.3	3.33
Expulsions Rate	0.39	.10	0.0
Districtwide	10-11	11-12	12-13
Suspensions Rate	4.23	4.8	10.5
Expulsions Rate	0.09	.10	0.0

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

School Safety Plan

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

Each year Dwyer evaluates the school safety plan before implementing training for staff and students the following school year. Dwyer works closely with the Huntington Beach Safe School Coalition to adopt the most up-to-date practices and protocols. Training for all staff was provided on the September Staff Development day September 3rd. Students receive similar training the second week of school during their PE classes in the auditorium. The Dwyer safety plan has four important goals at it's core.

- Goal #1: All students and staff members are provided a safe teaching and learning environment.
- Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
- Goal #3: District programs and approved community resources are made available to students and parents.
- Goal #4: Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religions backgrounds.

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

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

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

Year and month in which data were collected: August 23, 2013

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.

This site has 2 solar arrays on the upper field, in the front of the main building, providing shade for students and the site has been retrofit with energy efficient interior and exterior lighting.

Dwyer added air conditioning to a computer lab to prevent computers from overheating and make the room more comfortable.

Improvements/repairs completed during 2012-13 included repair of the stucco on the Case Building, repair and repave the bike rack area, addition of a new long jump runway and pit, and new carpet in two classrooms.

Dwyer will continue to invest in additional security cameras on campus to decrease vandalism incidents after hours.

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

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

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

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

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	45	47	49
Without Full Credential	0	0	0
Teaching Outside Subject Area	10	10	9
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	279
Without Full Credential	♦	♦	0

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

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

Professional Development

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

All training and curriculum development at Dwyer Middle School revolves around the California Teacher Practices, the Common Core 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 analysis, 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 time lines, 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. During the 2012-13 school year, three staff district wide development days were held during the school year. District-level training activities and professional development revolved around the alignment of curriculum 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.

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 in services 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.

Staff members on campus collaborate in Professional Learning Communities at the site and district level. At the site level there are departmental, whole staff and leadership level opportunities for teachers to design, implement and evaluate best practices and data that drives instruction. Course offerings are determined by student need and offered by highly qualified and credentialed teachers. Administration observes and evaluates the curriculum and instruction of each teacher in the classroom. All staff members work together to improve the learning of all students at Dwyer Middle School.

Core Academic Classes Taught by Highly Qualified Teachers

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

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.375
Psychologist	1
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.3
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Types of Services Funded (Fiscal Year 2012-13)

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

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 provided by Outreach Concern counseling services to students is 2:1,262. Student guidance 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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,411.38	706.03	3,705.35	\$73,924
District	♦	♦	1,253.19	\$76,029
State	♦	♦	\$5,537	\$70,193
Percent Difference: School Site/District			195.7	%
Percent Difference: School Site/ State			%	%

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,451
Mid-Range Teacher Salary	\$77,179	\$67,655
Highest Teacher Salary	\$94,135	\$85,989
Average Principal Salary (ES)	\$110,543	\$108,589
Average Principal Salary (MS)	\$106,029	\$111,643
Average Principal Salary (HS)	\$0	\$110,257
Superintendent Salary	\$189,000	\$182,548
Percent of District Budget		
Teacher Salaries	45.7%	41.8%
Administrative Salaries	5.8%	5.5%

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

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 district's 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.

Dwyer services are funded in a multitude of ways. We receive community donations, work within our general fund and receive Title 1 as well as EIA funding. Students are identified as Title one when they have scored 349 or below on either the Math or ELA portions of standardized testing. Once identified, Dwyer will then tag and schedule students into interventions that are Title 1 funded programs. Dwyer's Zero's Aren't Permitted (ZAP) program supports students with Title 1, EIA, and SLIP funding. All students who struggle with homework completion are given the opportunity to seek extra help and are assigned ZAP if they failed to complete a homework assignment in the ZAP classroom. Dwyer is in it's second year of Program Improve (PI), which adds to our focus of intervention. Program Improvement identifies subgroups who do not meet Annual Yearly Progress benchmarks. Dwyer sets aside 10% of it's Title 1 funding to address the needs of it's subgroups by providing Professional Development to it's staff and teachers. Professional Development programs including Explicit Direct Instruction (EDI) for all subject areas as well as Math training so our Math teachers can provide intervention Math support to students who struggle.

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

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

Year and month in which data were collected: October 2013

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 2013-14 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.

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

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Prentice Hall Adoption Year 2003</p>
<p>Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>	<p>McDougal Littell - 6-7 Adoption Year 2002 Prentice Hall - 7-8 Adoption Year 2002</p>
<p>Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Pearson Prentice Hall Adoption Year 2008</p>

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>Teachers' Curriculum Institute</p> <p>Adoption Year 2007</p>

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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

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

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	76	77	77	78	81	80	54	56	55
Math	71	69	72	74	75	79	49	50	50
Science	82	86	84	84	86	88	57	60	59
H-SS	65	71	74	72	74	75	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	80	79	88	75
All Student at the School	77	72	84	74
Male	73	72	86	76
Female	81	71	82	71
Black or African American				
American Indian or Alaska Native				
Asian	88	88	90	81
Filipino				
Hispanic or Latino	61	57	72	57
Native Hawaiian/Pacific Islander				
White	81	74	89	80
Two or More Races	81	84	84	80
Socioeconomically Disadvantaged	56	53	72	53
English Learners	30	36	48	16
Students with Disabilities	55	39	55	32
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.4	23.9	48.3

DataQuest

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

Academic Performance Index

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

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	3	4	0
Black or African American			
American Indian or Alaska Native			
Asian	-15	-1	2
Filipino			
Hispanic or Latino	0	20	-4
Native Hawaiian/Pacific Islander			
White	5	1	4
Two or More Races			
Socioeconomically Disadvantaged	-2	9	-4
English Learners	-13	13	-18
Students with Disabilities			-1

Academic Performance Index Ranks - Three-Year Comparison

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

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	9	9	9
Similar Schools	6	6	5

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

API Growth by Student Group - 2013 Growth API Comparison

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

Group		School	District	State
All Students at the School	Students	1,220	5,376	4,655,989
	API-G	895	910	790
Black or African American	Students	6	27	296,463
	API-G		878	708
American Indian or Alaska Native	Students	4	18	30,394
	API-G		872	743
Asian	Students	122	509	406,527
	API-G	959	961	906
Filipino	Students	8	45	121,054
	API-G		884	867
Hispanic or Latino	Students	295	1,010	2,438,951
	API-G	825	846	744
Native Hawaiian/Pacific Islander	Students	1	22	25,351
	API-G		889	774
White	Students	704	3,367	1,200,127
	API-G	909	920	853
Two or More Races	Students	80	378	125,025
	API-G	935	926	824
Socioeconomically Disadvantaged	Students	302	944	2,774,640
	API-G	803	831	743
English Learners	Students	123	431	1,482,316
	API-G	752	821	721
Students with Disabilities	Students	125	710	527,476
	API-G	721	777	615

Adequate Yearly Progress

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

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

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

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



Huntington Beach City School District School Home/School Compact Agreement



The following is an agreement among the staff, parents, and students of Dwyer Middle School. To ensure success for all students, we have developed this agreement and expect that all participants will uphold their commitments to the fullest. Please review this agreement and return it with appropriate signatures to your child's teacher.

Staff Pledge: To help each student meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning in accordance with Board Policy
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Student Pledge: To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and classroom rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school, including giving my parents or adults in my home all notices and information received by me from my school
- Limit and monitor my TV watching and use of technology
- Read every day outside of school time for at least 15 minutes (Kindergarten-2nd grade) or 30 minutes (3rd-8th grades)
- Respect the school, classmates, staff and families

Family/Parent Pledge: To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's TV viewing and use of technology
- Read to my child or encourage my child to read every day outside of school
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as Back to School Night, Parent-Teacher Conferences, Open House, school decision making meetings and/or volunteering
- Respect the school, staff, students, and families

Student

Date

Teacher

Date

Parent/Guardian

Date

09/2013 5:00pm