

## Executive Summary School Accountability Report Card, 2005-06

### For Gateway High School

**Address:** 1430 Scott Street, San Francisco CA 94115

**Phone Number:** (415) 749-3600

**Principal:** Sharon Olken

**Grade Span:** 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### About This School

---

*Gateway High School is a model, college preparatory charter school committed to academic excellence through personalized, student-centered learning. Gateway combines a rigorous academic program with an approach where the individual talents and strengths of its students are identified and supported. Gateway seeks and supports students who have ambition, who are committed to working hard, and who are eager to share responsibility for their own learning. Working with teachers committed to our mission, Gateway students will acquire the skills, habits, and knowledge necessary for academic and personal success in college and in adult life. Gateway's values of personal integrity, responsibility, and respect for others should inspire students to contribute to their communities however they can. By attending a school which reflects the diversity of the Bay Area, Gateway students will appreciate what they have in common with those who are different, and value what they learn from one another.*

#### Student Enrollment

Group	Enrollment
<b>Number of Students</b>	444
<b>African American</b>	22.0 %
<b>American Indian or Alaska Native</b>	0.0 %
<b>Asian</b>	22.0 %
<b>Filipino</b>	3.0 %
<b>Hispanic or Latino</b>	22.0 %
<b>Pacific Islander</b>	0.0 %
<b>White (Not Hispanic)</b>	28.0 %
<b>Multiple or No Response</b>	3.0 %
<b>Socioeconomically</b>	27.8 %

#### Teachers

Indicators	Teachers
<b>Teachers With Full Credential</b>	32
<b>Teachers Without Full Credential</b>	5
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

<b>Socioeconomically Disadvantaged</b>	27.8 %
<b>English Learners</b>	3.5 %
<b>Students with Disabilities</b>	14.5 %

## **School Facilities**

### **Summary of Most Recent Site Inspection**

*Our site is continually and thoroughly inspected by the San Francisco Fire Department and routinely passes inspections.*

---

### **Repairs Needed**

---

*No major repairs are needed to this site at this time.*

### **Corrective Actions Taken or Planned**

---

*Continual upgrading of our facilities and classrooms is incorporated into our vision to provide a safe and positive learning environment for our students.*

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,743

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	55
Mathematics	16
Science	26
History-Social Science	42

## Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	762
Statewide Rank (from 2005 API Base Report)	8
2006-07 Program Improvement Status	Not in PI

## School Completion

Indicator	Result
Graduation Rate	95%

## Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
Graduates Who Completed All Courses Required for University of	73

## 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	
<b>School Name</b>	Gateway High	<b>District Name</b>	San Francisco Unified
<b>Street</b>	1430 Scott St.	<b>Phone Number</b>	415-241-6000
<b>City, State, Zip</b>	San Francisco, CA 94115	<b>Web Site</b>	
<b>Phone Number</b>	_415-749-3600	<b>Superintendent</b>	Gwen Chan
<b>Principal</b>	Sharon Olken	<b>E-mail Address</b>	
<b>E-mail Address</b>	solken@gatewayhigh.org	---	---

#### School Description and Mission Statement

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

Gateway High School is a public charter high school providing a rigorous college preparatory program for a wide range of student profiles, including at least 25% of students with identified learning disabilities. Gateway enrolled its first class of approximately 100 ninth graders in September, 1998, and graduated its first class in June 2002. 444 Students are enrolled in grades 9-12<sup>th</sup>. Gateway's courses meet the UC "a-g" requirements and Advanced Placement classes are available in every subject area. Gateway's personalized educational approach ensures that a wide range of students will meet the challenges of our program.

Mission Statement: "Measuring success one student at a time".

Gateway High School is a model, college preparatory charter school committed to academic

excellence through personalized, student-centered learning. Gateway combines a rigorous academic program with an approach where the individual talents and strengths of its students are identified and supported. Gateway seeks and supports students who have ambition, who are committed to working hard, and who are eager to share responsibility for their own learning. Working with teachers committed to our mission, Gateway students will acquire the skills, habits and knowledge necessary for academic and personal success in college and in adult life.

Gateway's values of personal integrity, responsibility and respect for others should inspire students to contribute to their communities however they can. By attending a school which fully embraces the diversity of the Bay Area, Gateway students will appreciate what they have in common with those who are different and value what they learn from one another.

### Opportunities for Parental Involvement

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

Gateway High School, a school established by parents, has had a special focus on parent participation since its inception nine years ago. There are a number of parents of students or alumni who serve on the Board of Trustees. The Gateway Parent Association President is also an ex-officio member of the Board. The Gateway Parent Association, GPA, operates with a committee structure to accommodate the wide range of availability, interests and talents of parent volunteers. GPA committees include Athletics Boosters, Volunteer Coordination, and Faculty Appreciation. Fundraising activities as well as neighborhood/community events are sponsored by the GPA and volunteers.

Parents have participated in the School's strategic planning and accreditation processes, as well as serving as chaperones, assistant coaches and tutors. During the summer, parents participate in "work days" painting classrooms and performing maintenance and clean-up tasks. Parents also participate in the annual end-of-year panels where students present their Humanities portfolios for review.

### 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 Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	126
Grade 3	0	Grade 10	106
Grade 4	0	Grade 11	108
Grade 5	0	Grade 12	104
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	444

### 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	23.0	White (not Hispanic)	28.0

<b>American Indian or Alaska Native</b>	0.0	<b>Multiple or No Response</b>	3.0
<b>Asian</b>	22.0	<b>Socioeconomically Disadvantaged</b>	27.8
<b>Filipino</b>	3.0	<b>English Learners</b>	4.0
<b>Hispanic or Latino</b>	23.0	<b>Students with Disabilities</b>	14.0
<b>Pacific Islander</b>	0.0	---	---

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

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

Not applicable

### 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+
<b>English</b>	17.9	4	3		18.4	3	4		17.7	1	6	2
<b>Mathematics</b>	19.1	19	2	1	19.2	16	6		18.1	1	3	2
<b>Science</b>	21.9	13	11		21.3	15	10		21.6	1	3	1
<b>Social Science</b>	22.5	1	1		26.0		2		23.0	1	2	1

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Not applicable

## II. School Climate

### School Safety Plan

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

Gateway High School and the San Francisco Police and Fire Departments work together to ensure the School Safety Plan meets or exceeds safety standards. The Plan includes, but is not limited to, monthly Emergency Safety Drills and building inspections. Safety training in Emergency Preparedness and CPR/First Aid is available to all faculty and administrative staff annually. The School and the SFPD coordinate efforts to develop educational programs for students and to follow up on incidents which warrant the involvement of police offices.

The School also complies with all provisions and procedures of Education Code 44237 including the requirement that each new employee be fingerprinted through the California Department of Justice and the FBI for the purpose of obtaining a criminal record summary as a condition of

employment. Gateway follows standard health and safety practices as required by State and local law and SFUSD Universal Health Precautions. All employees are in compliance with TB Clearance requirements as a condition of employment.

Gateway staff is charged with maintaining school security during the school day. All visitors to the school are required to sign in at the Main Administrative Office and wear a badge indicating they are a visitor. No unauthorized visitors are allowed in the building. The services of a professional security firm are used for after-school hours and weekends.

The School practices close communication with parents when a student is sick or in the case of a medical emergency to ensure the health and safety of the student body.

### 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.

Gateway is committed to providing all students with a positive and safe environment in which to learn and grow. At the beginning of each academic year, each student and parent/guardian receives a copy of the Gateway High School Student Handbook which outlines school policies and expectations. Each student acknowledges having read and understood the policies and expectations, and agrees to adhere to same with their signature.

In the event that a student is suspected of engaging in conduct for which suspension or expulsion may be considered, the Assistant Principal for Student Affairs will conduct a meeting with the parents or guardians of the pupil to discuss the situation and provide specific information about how the matter will be processed. This process does not apply to situations where immediate suspension is necessary. In such an instance, the student will be removed from school and a meeting will be arranged with the student's parents or guardians as soon as possible following the incident.

### 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
<b>Suspensions</b>	29	37	27			
<b>Expulsions</b>	1	0	3			

## 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.

*Gateway High School moved in to the former Benjamin Franklin Middle School building in August 2005 after extensive renovation and remodeling in some classrooms, and the creation of a library containing a computer lab, and the renovation of the Auditorium into a first-class Theatre. During the summer of 2006, the BioLab, formerly a Home Economics classroom, underwent a transformation into a science/lab room. The Learning Center, which coordinates tutoring for over 200 students, received a facelift with new carpet and computer furniture. The Gymnasium was made into regulation size, with new backdrops and scoreboards. Future facilities upgrades and classroom improvements are being planned.*

## 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		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
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	X		

## 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	20	24	27	3117
Without Full Credential	17	11	10	111
Teaching Outside Subject Area of Competence				---

### 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	0	0	0
Total Teacher Misassignments	0	0	0
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	95.3	4.7
All Schools in District	0.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

### 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.

Gateway maintains a list of substitute teachers generated from postings on educational networks and recommendations. The candidates are interviewed by staff and once selected, provide requisite proof of TB clearance, fingerprinting, and teaching credentials before going through an orientation at the school. They are introduced to the school's mission and procedures during the orientation. The substitutes are regularly reviewed and removed from the list if they do not work out for any reason.

### Teacher Evaluation Process

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

The performance of teaching staff will be assessed using the Gateway Teacher Observation and Review (GATOR) Program.

GATOR is designed to meet the following goals:

- Identify the developmental needs and goals of teachers and provide targeted, appropriate support;
- Develop a shared vision of teaching and improve teaching practices school-wide in order to increase student learning;
- Enhance our adult learning community and provide professional growth opportunities;
- Provide detailed and objective information about teachers' performance, both in the classroom and on other Gateway responsibilities;
- Make good and defensible decisions about the renewal of contracts and promotion to leadership positions.

Gateway teachers will be assessed against the Gateway Teaching Standards, which define the professional responsibilities and expectations of our teachers. The standards have been adapted from the California Standards for the Teaching Profession and other sources. All teachers will develop goals for each year, based on the Gateway Teaching

Standards and meet with the Assistant Principal in September to discuss these goals and their professional growth plans for the year.\_

All teachers will have at least two formal evaluations, including pre-observation and post-observation conferences for each.\_ These observations will be geared toward helping teachers meet their professional goals and will provide the basis for decisions about contracts, promotions, etc.

## 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	2.0	220.5
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	_ 1.0	---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)	_ 2.0	---
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		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Science Laboratory Equipment (grades 9-12)		0

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$53,751
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$57,560
Percent Difference - School Site and State	---	---		

### 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.

Gateway receives Title 1 and other federal funding sources, as well as Supplemental Hourly funding from the state of California. With our restricted funding, Gateway funds our extensive after school tutoring program, targeted assistance in math and other high priority subject areas, and a case manager for at risk students.

### 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	\$35,548	\$37,540
Mid-Range Teacher Salary	\$55,213	\$59,426
Highest Teacher Salary	\$70,407	\$73,925
Average Principal Salary (Elementary)	\$88,394	\$96,377
Average Principal Salary (Middle)	\$92,831	\$100,144
Average Principal Salary (High)	\$96,582	\$109,130
Superintendent Salary	\$250,000	\$185,251
Percent of Budget for Teacher Salaries	34.5	40.9
Percent of Budget for Administrative Salaries	5.2	5.3

## 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	54	55	55	40	45	47	36	40	42
Mathematics	7	15	16	40	46	48	34	38	40
Science	19	23	26	27	30	39	25	27	35
History-Social Science	31	37	42	35	40	38	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	34	7	7	22
American Indian or Alaska Native	*	*	*	*
Asian	64	33	17	56
Filipino	46	8	*	*
Hispanic or Latino	47	11	32	34
Pacific Islander	*	*		
White (Not Hispanic)	65	15	35	51
Male	49	13	24	47
Female	60	18	28	36
Economically Disadvantaged	48	18	23	34
English Learners	50	14	*	*
Students with Disabilities	31	6	14	28
Students Receiving Migrant Education Services	*	*	*	*

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading,



7									
8									
9									
10									
11									
12									

### 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
5	
7	
9	75.4

## 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	8	8	8
Similar Schools	7	6	6

### 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
<b>All Students at the School</b>	-7	10	18	762
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>		50	14	826
<b>Filipino</b>				
<b>Hispanic or Latino</b>	-2	-1	19	729
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>	4	-12	32	803
<b>Socioeconomically Disadvantaged</b>	7			
<b>English Learners</b>	--	--		
<b>Students with Disabilities</b>	--	--		

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

--

### 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
<b>Overall</b>	Yes	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	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	In PI
First Year of Program Improvement Implementation		2006-2007
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	29
Percent of Schools Currently in Program Improvement	---	26.6

## 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)	0.7	0.0	1.8	1.8	1.4	1.9	3.2	3.3	3.1
Graduation Rate	91.4	97.8	99.0	90.3	89.5	94.0	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 <http://www.cde.ca.gov/ta/tq/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students			---
African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Pacific Islander			---

<b>White (not Hispanic)</b>			---
<b>Socioeconomically Disadvantaged</b>			---
<b>English Learners</b>			---
<b>Students with Disabilities</b>			---

### 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.

Gateway's primary mission as a college preparatory program means that our emphasis is on academic preparation for post-secondary education. However, Gateway recognizes that not all students will be able, nor may choose, to enter college directly upon leaving high school. With this in mind, Gateway provides a number of co-curricular programs to foster work readiness skills, including Project Week offerings co-sponsored by businesses and professional organizations; weekly assembly programs focusing on vocational and summer opportunities; close coordination with the organization Enterprise for High School Students; and intern/independent study possibilities. In addition, we courage interest in teaching as a career through our TA program where seniors work closely with staff as teaching assistants in classes with younger students. Finally, Gateway's college preparatory class required of all students prepares students for work readiness skills by promoting self-assessment and by teaching personal presentation and team building skills.

### Career Technical Education Participation

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

Measure	CTE Program Participation
<b>Number of Pupils</b>	
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	

### 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
<b>Students Enrolled in Courses Required for UC/CSU Admission</b>	100
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	74.5

### 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
---------	------------------------------	-----------------------------------

<b>Computer Science</b>		---
<b>English</b>	1	4
<b>Fine and Performing Arts</b>		---
<b>Foreign Language</b>	2	4
<b>Mathematics</b>	1	4
<b>Science</b>	1	5
<b>Social Science</b>	1	5
<b>All courses</b>	6	22

### College Admission Test Preparation Course Program

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

Given our mission as a college preparatory school, Gateway's college counseling program affords students and their families a unique public sector resource. During the second semester of the junior year and the first semester of the senior year, students are enrolled in the class "Getting Ready for the Next Step" where they work on identifying colleges that match their interests, SAT preparation, personal essay writing, and financial aid resource investigation. The juniors and their parents/guardians complete an interest survey questionnaire. The college counselor then meets individually with students and families to discuss post-secondary options and to lay out a plan to achieve the student's personal goals. As a result of our rigorous program and extensive supports for students, 95% of the class of 2006 went to college.

### 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
<b>Percent of Grade 12 Students Taking the Test</b>	75.5	86.0	92.9
<b>Average Verbal Score</b>	510	484	500
<b>Average Math Score</b>	513	482	497
<b>Average Writing Score</b>	---	---	508

## 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.

Gateway teachers spend a significant amount of time developing curricula. Each subject area shares a common prep period which allows teachers to collaborate on a weekly, even daily, basis. Weekly faculty meetings are used to address the three professional development goals of the year – multiculturalism, learning differences and school culture. Gateway faculty is focused upon reviewing curricula across grade levels to ensure that the content and skills taught in each subject area progress appropriately from year to year. This process will allow teachers to ensure that all students will graduate from Gateway able to know the content and perform the skills that we care about most as a school.

**School and District efforts to align the instructional programs with the State framework and content standards:**

Gateway developed its classes based on the State frameworks and content standards. The UC Accreditation of Gateway classes demonstrate the School's commitment to alignment. During common prep periods, teachers often review student work in relation to the state standards and use rubrics to assess how well students have achieved the standard. These rubrics are often used throughout a department or a course so that all teachers have a common approach to assessment.

**School leadership team, its role in ensuring the quality of the instructional program and support of teachers in improving instruction:**

The school leadership team consists of the Principal, both Assistant Principals, subject area heads of Math, Science, Spanish, Humanities and also the College Counselor and the Director of the Learning Center. The Principal has the primary responsibility for ensuring the quality of the educational program and for supporting the faculty. One Assistant Principal is primarily responsible for student support services and student culture. The second Assistant Principal focuses on faculty and program development and works collaboratively with faculty and administration to ensure the quality of the educational program at Gateway. In addition, each subject area has a designated head who works with the Assistant Principal to support teachers and strengthen the instructional program. The subject area heads meet regularly to discuss these issues. Teacher support includes classroom observations and mentoring by the Principal and mentor teachers, weekly faculty meets at which pedagogical issues are discussed and 14 faculty in-service days each year.

**How the staff monitors the progress of underperforming students/student groups:** The School has identified target groups that are underperforming, though all targeted subgroups met their API growth goals for 2003-2004. Those groups include males in general, Latino students and African-American students. Assessment data such as CAT-6 scores, GPAs and other tests are disaggregated by these groups so that we can monitor their progress. In addition, because of the School's mission, we also monitor the progress of our special education students (IEP); while they are performing better than their peers in other schools, we want to make sure that we are doing as much as we can to support their achievement. All data are analyzed by the faculty on a regular basis.

**Supports and interventions that are available to assist special needs students:**

- 1) See #1 - 6 in "School Programs that promote a positive learning environment" section also.
- 2) Currently 2 full-time Resource Specialist Program teachers and additional paraprofessional support.
- 3) Both in-class and Resource Study Period support as stated in students' IEPs or other documentation.
- 4) After school Study Center.
- 5) Volunteer tutoring Program.
- 6) Peer tutoring Program (several subject areas).
- 7) Reading for the Blind & Dyslexic (RFBD) Books-on-Tape Program.

8) Computer accommodation/remediation tools (e.g. "Inspiration" software and the FastForward Program).

9) Ongoing staff consultation and development through informal (e.g. drop-in) and formal (regularly

scheduled faculty in-service) mechanisms.

10) Consultations with parents and teachers.

11) Student Study Team (SST) meets with parents and teachers to design an action plan for students at

Gateway and/or begin referral to Special Ed.

**Procedures for the assessment of the progress of subgroups such as English Learners, Title I Students, and numerically significant API subgroups:** Gateway High School disaggregates the progress of a variety of

subgroups several times during the year. Statistically significant API subgroups met their goals according to the

2003 CAT-6 score analysis. These significant API subgroups include socioeconomically disadvantaged, Latino

and white students. Gateway also disaggregates SAT-9 results according to other subgroups including but not

limited to Special Education, socio-economically disadvantaged, Latino, and African American students. In

addition Gateway analyzes Grade Point Averages at the end of each semester according to the same subgroups.

This disaggregating is done first at an administrative level and then utilized by the faculty to evaluate and plan

future programs, curriculum, and pedagogy. Our school profile guides professional development and

programmatic changes.

**Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive**

**environment:** In most cases, all Gateway High School students complete the same core

curriculum. All students

are screened via placement tests, and their progress is monitored from the time of their enrollment until their

graduation for their ability to access the core curriculum. In addition to giving letter grades for Mastery of Course

Content, teachers also evaluate students for their "Process of Learning" and include narrative evaluations of each

student. Report cards are viewed by the students' advisors as well as other staff who are looking for patterns of

behavior that may be indicative of a learning problem of some sort. In addition staff makes referrals to the weekly meeting

Student Review Committee (SRC) for students who are having difficulties. Informal recommendations

such as a request for Advisor Action or a formal recommendation as a Student Study Team (SST) may follow.

Also, staff suggests students for discussion at periodic "Case Consultation" sessions at our weekly faculty

meetings. At such consultations staff discuss ways to help their students have better access to curriculum and

instruction. Students who have exceptional needs work with Learning Center staff and its programs to support

their access and success within the core curriculum. Some of these students have IEPs and work directly with

Resource Specialist Program staff within the framework of the Learning Center. Others who have certified

learning disabilities but also have not yet completed the IEP process also receive appropriate accommodations

and support.

**Summary statement of overall achievement by subgroups:**

1) Our 2006 API is 762, an increase of 56 points over our 2002 base of 706.

2) This growth is 6.8 times the target set by the State.

3) Gateway's Statewide API rank is 8. Its Similar Schools Rank is 6 (both are out of 10)

4) We met our growth target goals for the following "subgroups": Hispanic/Latino (54 point growth) and

Socioeconomically disadvantaged (18 point growth). No growth total is given for any other subgroup based on

the number of students taking the test.

5) Gateway is the 4<sup>th</sup> highest ranking high school in San Francisco, based on API results.

6) Gateway met all Phase I and Phase II requirements of the No Child Left Behind Act.

7) Gateway was named a California Distinguished School in 2003 and was invited to apply again for 2007. We have learned we are in the finals for 2007 and are preparing for a school visit by the California Department of Education California School Recognition Program committee.

8) Gateway was chosen as one of the Top 8 Charter Schools in the United States by the U.S. Department of Education in December 2006.

## Professional Development

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

Gateway provides staff with considerable and appropriate professional development support, including significant funding to support professional development. The staff also commits a significant amount of time for faculty in-service work. Each week we have a 90-minute faculty meeting to share pedagogical insights and to review student progress. We will frequently include outside resources in these meetings. Our faculty also commits a total of 10 days to planning and implementing our program prior to the start of the school year and at the end of the year, and we have set aside three faculty in-service days during the school year. Topics include teaching students with disabilities, mastering technology, and counseling students, for example.

## 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
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	65,100	64,800
10	65,100	64,800
11	65,100	64,800

12	_ 65,100	64,800
----	----------	--------

### Continuation School Instructional Days

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

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

### 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.

<p>Gateway scheduled four early-release days for Professional Development days for faculty and administrative staff devoted to planning and development.</p>
--