

GATEWAY CHARTER SCHOOL

ANNUAL REPORT

2021-2022



**2501 Centerville Rd,
Wilmington, DE 19808
Phone:(302) 633-4091**

I. OVERVIEW

1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Gateway Charter School
Year School Opened	2011
Enrollment 2021-2022 ¹	178
Approved Enrollment	216
School Address	2501 Centerville Rd, Wilmington, DE 19808
District(s) of Residence	Red Clay Consolidated School District
Website Address	https://www.gatewaycharterschoolde.org/
Name of School Leader	Catherine Dolan
School Leader Email and Phone Number	Catherine.dolan@gcs.k12.de.us (302) 633-4091
Name of Board President	Devie Smith
Mission Statement: The mission of Gateway Charter School is to provide an extraordinary educational opportunity for children who are struggling to achieve academic success in a traditional school environment, utilizing research-based intervention strategies and a highly tailored, arts-based learning environment that seeks to identify and capitalize on a student's strengths and interests. To become a resource to the community as a center for the professional development and education of teachers, parents and students by providing access to the latest research-based curriculum, technology and training.	

1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2021-2022. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2021-2022 ¹
Total Enrollment	178
# of Students on Waiting List	N/A
Gender	
% Male	58.99%
% Female	41.01%
Ethnicity/Race	
% African American	58.43%
% American Indian	
% Asian	
% Hispanic/Latino	11.24%
% White	24.16%
% Multiracial	6.18%
Special Populations	
% Special Education ²	42.13%
% English Language Learners	5.06%
% Low-Income	37.64%

Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

Date	Modification Requested	Outcome
12/23/2021	Minor modification to decrease enrollment by 14.7%, effective school year 2022-23	Approved
12/18/20	Major Modification to change its grade configuration from 3-8 to K-8; increase total enrollment from 216 to 264; change its location; and change its name to Gateway Charter School.	Approved

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

1.4 School Enrollment:

Please review the following chart with the school’s enrollment trends during the current term of the charter.(This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K		
Grade 1		
Grade 2		
Grade 3		12
Grade 4		21
Grade 5		27
Grade 6		29
Grade 7		51
Grade 8		38
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total		178

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

1.5 Reenrollment:

Reenrollment Rate² is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	Gateway Charter School	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K		
Grade 1		
Grade 2		
Grade 3	1	
Grade 4	5	83.33%
Grade 5	15	100.00%
Grade 6	14	82.35%
Grade 7	41	91.11%
Grade 8	35	100.00%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Total/Avg	111	94.07%

** School entry grade level. Reenrollment data not collected for this grade level.

Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

Much of the attrition that occurred in 2021-2022 was a result of the effects of the COVID-19 pandemic on families. The vast majority of parents that did not re-enroll their students or who left mid-year, did so because of the need for families to relocate out of state or out of the county to find sustainable living arrangements with family or friends. Gateway minimizes attrition rates through ongoing outreach to our families. Some examples of how we stay connected to our students and parents

include using the services of a Family Engagement Coordinator, parent involvement with our school PTO, weekly and quarterly school newsletters and parent surveys. Our school principal, teachers and support staff have consistent and open communication with our families. The feedback that we receive from our parents indicates that they feel the school is meeting their expectations in how we address their child's academic and social/emotional needs.

II. ACADEMIC PERFORMANCE

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability ratings for school year (SY) 21/22 were not issued. The school's assessment data for SY21/22 is available at: [Gateway Charter School Report Card](#)

a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

School Comments:

Having students back in school full-time is a major step towards addressing the decline in the academic performance students are experiencing nationwide. Most of the students that come to Gateway are on average two or more grade levels behind their peers. In addition, their overall academic achievement suffered due to the considerable challenges that resulted from the Pandemic.

While students are in school, the effects of the Pandemic are lingering in socio-economic, social/emotional, and mental health factors. The socio-economic factors that our families are dealing with include lack of affordable housing, food insecurity, the inability to make a living wage in the time of inflation and the deaths of primary caregivers. Another factor that is causing a disruption in students' ability to get the most out of school is the bus driver shortage. The shortage of drivers disrupts the school day and affects student attendance and out-of-class time.

The good news is that students want to be in school. They realize that the school environment is healthier and happier than home in many instances. We have utilized the help of community partners to assist in meeting our students' needs. Some of these partnerships include, Friendship House Clothing Bank, Supporting Kidds (grief support groups), Delaware Smiles (dental care), Vision to Learn (eye glasses), Planned Parenthood, Out of the Ashes (drama and counseling for children of incarcerated parents).

Performance Agreement

Academic Performance Expectations

Gateway Charter School's DSSF ratings are:

Indicator	2018-2019		
	Points	Point Earned	Percent Point
Academic Achievement	150.00	11.00	7% Well Below Expectations
Academic Progress	200.00	117.00	59% Approaching Expectations
School Quality/Student Success	50.00	38.00	76% Meets Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	166.00	42% Well Below Expectations

By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school’s academic performance based on its approved Performance Agreement (see above).

School Comments

The COVID-19 Pandemic continues to be the convenient excuse for unmet academic performance goals in students. Unfortunately, students are still experiencing its impact in tangible ways. Based on the mission of Gateway, students come to us 2 or more grade levels behind their peers. GCS will continue to prioritize students meeting or exceeding their DSSF goals. With the supports that we have in place, we believe our students are positioned to reach their individual learning potential and performance expectations.

III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

As a school that focuses on high needs students, our goal is to have students increase performance in reading skills.

Essential Question Indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
Students will demonstrate growth on the MAP assessment.	<p>Exceeds Standard -The school has at least 80 percent of all students meeting their growth target using MAP</p> <p>Meets Standard -The school has between 60 and 79 percent of all students meeting their growth target using MAP</p> <p>Does Not Meet Standard - The school has between 40 and 59 percent of all students meeting their growth target using MAP</p> <p>Falls Far Below Standard-The school has less than 40 percent of all students meeting their growth target using MAP</p>	Gateway Lab School provided data from MAP to demonstrate that the school is meeting standard in their mission specific goal. This data contains PII and therefore has not been posted publicly.	PDF Upload and entry into system by DOE.	1a1

- a) Rate the school’s performance according to the criteria established by the school for its 2021-2022 mission specific goal(s).

School Comments

Gateway did not meet its 2021-2022 mission specific academic performance goal. Our HOS, Catherine Dolan meets on a regular basis with Dr. Monica Gant to review the school's goals which continue to be the same as the goals provided in our previous framework. Please see the attached Appendix I with the school's Mission Specific Goal and corresponding data. The school’s MSG was Far Below for Math in SY2021-2022 and Below in Reading. Student progress dipped

drastically as a result of the global pandemic and educational experts have estimated that it will take at least 3 years for students to catch up.

As we continue to implement a rigorous academic curriculum, social-emotional and mental health supports, we expect to see our student's academic achievement increase. With our experienced Administrators guiding, training, and evaluating our teaching staff against expectations, there is cohesion of purpose in our building toward this goal. Some of the most recent, impactful changes include the implementation of a new school-wide Math curriculum (Illustrative), a return to learning outside of the classroom with fieldtrips to Ashland Nature Center, Hagley Museum and the Grand Opera House. In SY 2020-2021, Gateway was approved to add Kindergarten, 1st and 2nd grade. We anticipate that reaching students with academic challenges at an earlier age will allow us an opportunity to provide the remediation and supports that they require at an earlier age, leading to better academic outcomes. The school's administration and Board are placing an emphasis on Gateway's original mission and vision – Arts Integrated classroom instruction, Responsive Classroom social skills acquisition and remediation of reading skills through Wilson Reading.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII). Please see attached Appendix I.

3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

SUMMARY AND OVERALL RATING

Gateway Charter School

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2021-2022	F	M	M	M	M	M	M	M	M	M	Approaching Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: Gateway Charter School met 90% of its organizational performance ratings in SY 2021-2022, resulting in a rating of Approaching Standard. Our HOS, Catherine Dolan meets on a regular basis with Dr. Monica Gant to review the school's goals which continue to be the same as the goals provided in our previous framework. Student progress dipped drastically as a result of the global pandemic and educational experts have estimated that it will take at least 3 years for students to catch up.

As described in the linked article published by the Brookings Institute, our data reflects the national data, which shows that the Pandemic has had a “devastating impact on student learning”.

<https://www.brookings.edu/blog/brown-center-chalkboard/2022/03/03/the-pandemic-has-had-devastating-impacts-on-learning-what-will-it-take-to-help-students-catch-up/> (brookings.edu). As neuro-typical students have returned to school approximately two grade levels behind, we know that our students may be even further behind their grade-level peers.

b) Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

School Comments: Gateway will continue to implement the practices outlined in our Mission Specific goals. In SY 2020-2021, our administration made changes to faculty to ensure that the school employs teachers and staff who can more effectively meet the needs of our students. Several seasoned educators came to Gateway for the opportunity to use their skills with challenging students in a small class setting, and to work with an administration that values their knowledge and professional work ethic. The feedback we receive daily from our current and alumni parents is that our students and alumni have made tremendous progress in their academic engagement and potential. Our students are seeing success as they move on to high school and college.

c) Address any measure where school did not meet standard or is approaching standard.

Gateway Charter School met 90% of its organizational performance ratings in SY 2021-2022, resulting in a rating of Approaching Standard. As described in the linked article published by the Brookings Institute, our data reflects the national data, which shows that the Pandemic has had a “devastating impact on student learning”.

<https://www.brookings.edu/blog/brown-center-chalkboard/2022/03/03/the-pandemic-has-had-devastating-impacts-on-learning-what-will-it-take-to-help-students-catch-up/>

As neuro-typical students have returned to school approximately two grade levels behind, we know that our students may be even further behind their grade-level peers. With our dynamic teaching staff and committed administration and board, we will continue to employ all of the academic, social-emotional and mental health supports available to us to prepare our students for future success in high school, college, the workplace and society.

Performance Agreement

Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

By September 2024, our expectation is to achieve an overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

School Comments:

Gateway Charter School met 90% of its organizational performance ratings in SY 2021-2022, resulting in a rating of Approaching Standard. It is our goal to Meet Standard each year and we will continue working towards that goal.

3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

Board Financial and Governance Training – SY2020-2021 Board

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Joyce	Henderson	10/7/2017	11/2022	Board Chair	12/30/2017	11/12/2018
Sherlock	Hack	4/1/2018	4/2021	Community Member	10/14/2018	11/12/2018
Kenyatta	Austin	4/26/2017	11/2021	Community Member	7/25/2017	11/12/2018
Heidi	Shanus	7/18/2018	10/21	Staff Member	8/27/2018	9/1/2018
Kevin	Hunter	11/2019	11/2022	Treasurer/Community Member	2/17/2020	12/5/2020
Doreen	Rathmell	9/7/2018	9/1/2020	Teacher Member	10/2/2018	11/12/2018
Larry	Heredia	11/18/2018	11/20/2020	Community Member	12/2/2018	11/12/2018
Doug	Salter	11/18/2018	11/20/2020	Community Member	11/27/2018	11/12/2018
Devie	Smith	10/2020	10/2023	Community Member	9/5/2020	12/5/2020
Amy	Fowler-Johnson	10/2020	12/2020	Community Member	9/15/2020	12/5/2020
Ashley	Chance	10/2020	10/2023	Community Member	10/5/2020	12/5/2020
Polly	Howell	10/2020	10/2022	Teacher Member	10/5/2020	12/5/2020

*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

School Comments:

b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Catherine	Dolan	Staff to CBOC	N/A	Head of School (ex officio)	
Kevin	Hunter	11/2019	01/2023	Treasurer	2/17/2020
Dorcell	Spence	Consultant	N/A	Budget Advisor/Consultant	7/1/2007
Mary	O'Connell	11/17/2021	10/2023	Parent Rep	Pending
Richard	Riggs	N/A	N/A	DOE Representative	11/30/2015
Pamela	Draper	Staff to CBOC	N/A	Business Manager	7/1/2012

School Comments:

3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?

2021-2022		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
57%	12	21

Review the table above with the school’s teacher retention trends and answer the following questions.

- a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

School Comments: When schools reopened for in-person learning in 2021, we lost several teachers of district schools that were able to offer them \$10 – \$15,000 more than they were making at Gateway. The administration at GCS also decided not to renew the contracts of a few teachers to fill the roles with experienced educators that were better suited to work with our student population.

- b) Describe how the school’s professional development plans support teachers and leadership.

School Comments: Our Head of School and Principal have worked together to create a professional environment that supports our teachers and the work that they do in the classroom. Arts-integration in the core subject areas is central to our mission. As such, teachers and support staff receive professional development with a specific arts focus each year. This year’s focus is dramatic arts and the school is partnering with the Delaware Institute of Arts in Education (DIAE) to provide professional development for teachers and support staff. DIAE Artist-in-Residents have also joined teachers in the classroom to demonstrate hands-on arts-integrated lessons aligned to core standards. Teachers continue to receive ongoing training in Responsive Classroom, our school-wide social/emotional curriculum. Experienced teachers have been paired with novice teachers and teachers who might benefit from a peer mentor to share practices that will strengthen professional responsibilities.

IV. FINANCIAL PERFORMANCE

4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management and Oversight	Overall Rating
Year	1	2	3	4	5	6	7	8	9	10	
2021-2022	M	M	M	M	F	F	Not Rated	AS	Not Rated	M	Meets Standard

a) Describe the school’s Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments: Gateway Lab Charter School maintained an overall rating of meets standard on the Financial Performance Framework for SY 2020-2021. Despite the high cost of our specialized program, the school has been able to meet the needs of our students while accumulating a healthy contingency.

The three areas of the Framework that received a rating of Failed to Meet and Approaching Standards are discussed below.

b) Identify changes to financial practices that the school has implemented to improve the school’s financial outcomes.

School Comments:

Strong financial oversight has been our practice since the school’s inception. We will continue with our current budget planning and process. In 2022, the school negotiated a lease extension with no increase that will remain steady for three years. The Board Expansion Committee is evaluating the opportunity to purchase a property that would lead to a savings in one of biggest expenses to the

budget. The savings would be instrumental in helping us to make our teacher salaries more competitive and increase our retention rate. Gateway has continually maintained a healthy contingency. It has provided a reassuring cushion through times that we have had difficulty meeting our enrollment targets. We will continue to spend conservatively and continue the practice of building our contingency with the prior year's surplus funds.

In December 2020, Gateway applied for a modification to expand to grades K, 1 & 2, beginning with Kindergarten in SY 2022-2023. Kindergarten was fully enrolled for SY2022-2023 and both Kindergarten and 1st grade will be fully enrolled for SY2023-2024. Filling in the early elementary grades is working to solve the enrollment challenges that the school had faced in recent years.

c) Address any measure where school did not meet standard or is approaching standard.

Gateway did not meet standard in Aggregated Three-year Total Margin and Cashflow on it's FY2021-2022 Financial Framework. Transportation made the largest impact to those measures. In 2020, Transportation revenue versus cost was short by \$21, 398 and in 2021 transportation was short by \$9,277. For FY2022, the cost of transportation fell \$288,823 short of revenue.

Another impact to total margin and cash flow was the decrease in the local per pupil amount the school received, which has been down each year since 2019 where school district expenditures were less the following year, thereby reducing the per pupil amount. The school's low enrollment was a contributing factor.

Gateway received an Approaching Standard on Enrollment Variance. In December 2020, Gateway applied for a modification to expand to grades K, 1 & 2, beginning with Kindergarten in SY 2022-2023. Kindergarten was fully enrolled for SY2022-2023 and both Kindergarten and 1st grade will be fully enrolled for SY2023-2024. The school's total enrollment was 'right-sized' during the modification based on our historical data. Filling in the early elementary grades is working to solve the enrollment challenges that the school had faced in recent years.

Performance Agreement

Financial Performance Expectations

By September 2024, our expectation is to achieve an overall rating of "Meets" or "Exceeds on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

School Comments: Gateway achieved a rating of Meets on its approved Performance Agreement.

-
- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

School Comments: Gateway did not receive any audit findings.

V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

School Comments:

Gateway Lab School is the only public school in Delaware using the Wilson Reading System (WRS). Wilson is traditionally offered in private school or through private tutors. Wilson Reading has been a part of our model since inception. The success that our Wilson students led us to invest in Wilson training and certification for one of our lead teachers. Over the last three years Wilson Reading has been offered to students' school-wide who struggle with decoding. The results have consistently shown tremendous student growth in meeting and exceeding their grade-level reading goals.

Failure Free Reading (FFR) is another research-based reading intervention that has been successfully used with our students. Students who receive FFR have made significant progress with this intervention that targets comprehension. Most students start the program multiple grades levels behind. Some are pre-primer, and others are non-readers initially. They typically achieve one to two grade level improvements per year.

Additional strategies that are central to the Gateway model that can be replicated at other schools include:

- Arts-integration into core subjects
- Small Class Size
- Individualized instruction focused on how each student best learns.
- Social/Emotional learning through Responsive Classroom
- Rigorous professional development provided to teachers and paraprofessionals on ways to teach and assist students with diverse needs.
- School-wide Success Block – Success Block is a 45 minute period of time when all students receive MTSS services.

Approximately 42% of our students have IEP's. Traditional testing methods don't present a complete picture of our student's educational success. Gateway parents have reported that Gateway provided a safe and nurturing environment that allowed them to release their anxieties and fear of failure and develop a love of learning. The caring and support that our students receive from the teachers and staff has provided the foundation they need to gain confidence in their abilities and to advocate for themselves as the move on to high school and college.

VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Gateway Charter School
Location:	2501 Centerville Rd, Wilmington, DE 19808

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.

Devie R Smith

Signature: Chairperson of Board of Directors (or designated signatory authority)

1/18/2023
Date

Print/Type Name:	Devie Smith
Title (if designated):	Board President
Date of approval by board of directors:	<i>1/17/2023</i>

References:

¹ Based on September 30th Unit Count

² Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

³ Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

APPENDIX I



2021-2022 Reading Data

<u>Grade</u>	<u>Students who Met Growth Target</u>	<u>% of Students Who Met Growth</u>
<u>3</u>	7/12	58%
<u>4</u>	11/20	55%
<u>5</u>	14/24	58%
<u>6</u>	11/24	46%
<u>7</u>	22/47	47%
<u>8</u>	14/34	41%
<u>Total</u>	79/161	49%

2021-2022 Math Data

<u>Grade</u>	<u>Students who Met Growth Target</u>	<u>% of Students Who Met Grade Level</u>
<u>3</u>	2/12	17%
<u>4</u>	10/20	50%
<u>5</u>	9/24	38%
<u>6</u>	5/24	21%
<u>7</u>	17/47	36%
<u>8</u>	9/34	26%
<u>Total</u>	52/161	32%