

Olympian High School

MISSION

The mission of Olympian High School, a leading school in the State of California, is to guarantee that each graduate will qualify and be academically ready for success in a four year college or university, through a coherent system of learning.

1.2 What are the elements of all GATE programs should include?

EC Section 52200(c) states that all programs for gifted and talented pupils should include the following:

- (1) Differentiated opportunities for learning commensurate with the gifted and talented pupils' particular abilities and talents
- (2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials
- (3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others
- (4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards
- (5) Elements that assist gifted and talented pupils to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment
- (6) Elements that help gifted and talented pupils develop realistic, healthy self-concepts.

Olympian High School

A Coherent System of Learning

School-Wide Academic Literacy Plan:

College Readiness

Internalized Habits of Mind

Build Intellectual Perseverance

Develop Metacognition

Create Intellectual Curiosity and Rigorous Engagement

Specifically Taught Academic Skills

Critical Reading Skills-Pre-Reading, reading and post reading

Knowledge-describe using discipline-specific academic language

Comprehension-Summarize by distinguishing the main idea from supporting detail

Application-relate/apply the appropriate tools/processes to new situations

Analysis-compare and contrast in order to support inferences and draw conclusions

Synthesis-combine ideas in order to develop new insights

Evaluation-justify according to a set of standards or criteria

Critical Writing Skills- Connected to text and the development of critical reading skills

School-Wide Academic Literacy Plan

School Wide Focus	<p>College Readiness ~ Internalized Habits of Mind</p> <ul style="list-style-type: none"> ➤ Build Intellectual Perseverance (the persistent pursuit of knowledge) <ul style="list-style-type: none"> • Promote the value of a strong work ethic • Cultivate sustained effort through repeated practice ➤ Develop Metacognition <ul style="list-style-type: none"> • Encourage thinking about the quality of one's own and others' thought processes • Practice intellectual humility • Become comfortable with the discomfort of ambiguity ➤ Create Intellectual Curiosity and Rigorous Engagement <ul style="list-style-type: none"> • Foster a desire to know • Require inquiry and investigation
Content Specific	<p>Disciplinary Thinking (in the content area)</p> <p>Development of Academic Language to Support Conceptual Understanding</p> <p>Standards & Objectives</p>
School Wide Focus	<p>College Readiness ~ Specifically Taught Academic Skills</p> <ul style="list-style-type: none"> ➤ Critical Reading Skills - pre reading, reading and post reading ➤ Knowledge - <u>describe</u> using discipline-specific academic language ➤ Comprehension - <u>summarize</u> by distinguishing the main idea from supporting detail ➤ Application - <u>relate/apply</u> the appropriate tools/processes to new situations ➤ Analysis - <u>compare and contrast</u> in order to support inferences and draw conclusions ➤ Synthesis - <u>combine ideas</u> in order to develop new insights ➤ Evaluation - <u>justify</u> according to a set of standards or criteria ➤ Critical Writing Skills - connected to text and the development of critical reading skills

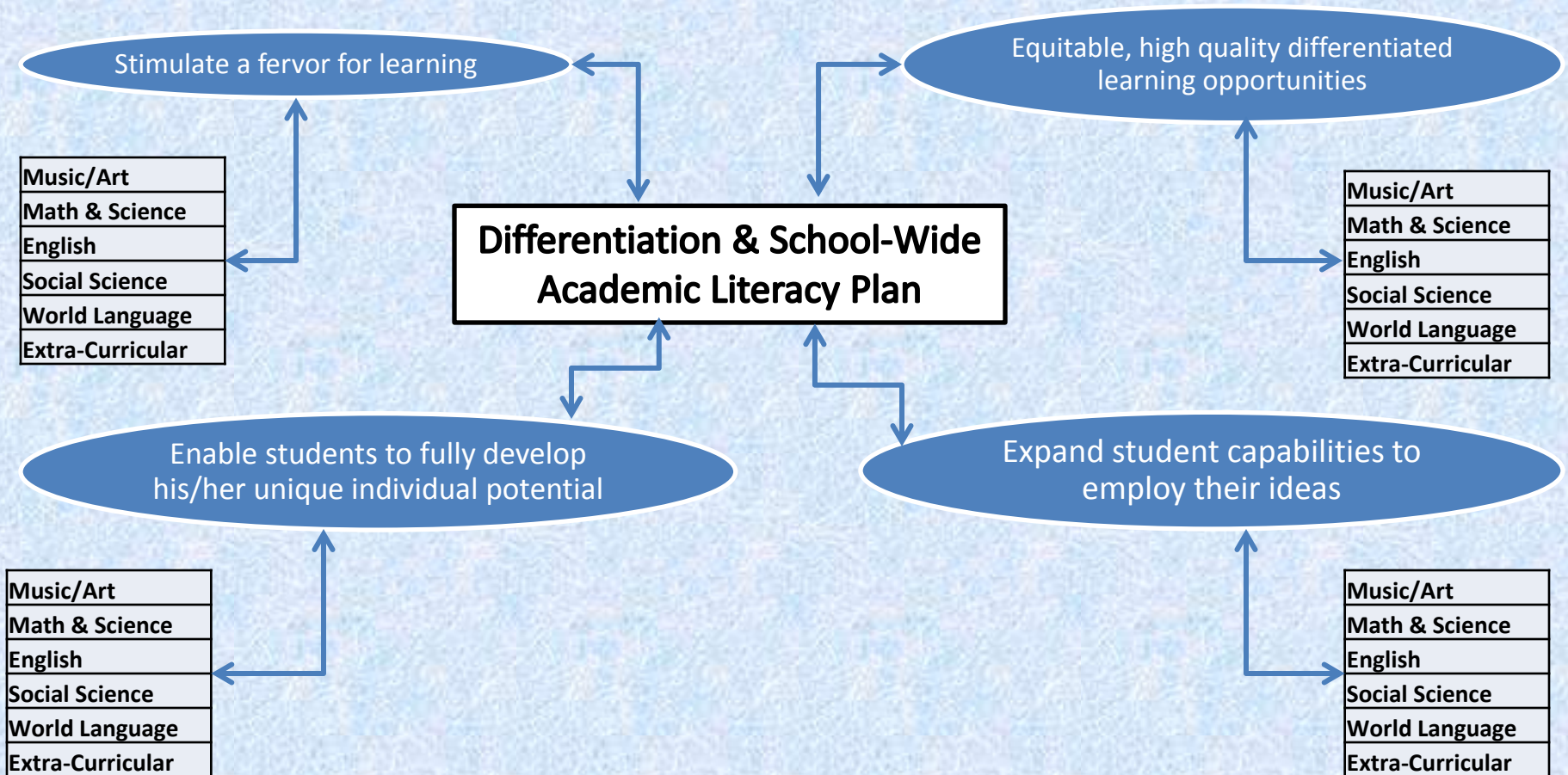
The Goals of GATE Program

Equitable, high quality differentiated learning opportunities

Expand student capabilities to employ their ideas

Stimulate a fervor for learning

Enable students to fully develop his/her unique individual potential



Olympian High School

Teacher Name	Course 1	Course 2
AVASAN, Julio	AP Calc BC	
BOULTON, Ken	AP Govt	
CHICO, Oliver	AP World Hist	AP Govt
CLARK-CADWELL, Michelle	AP Eng Lit	
DAWSON, Reldon	AP US Hist	
EXUM, Elizabeth	Art Beg	
FABIAN, Ben	AP Chem	
FAZIO, Stephen	AP Eng Lang	
HADI, Ola	AP World	
HAMMOND, Keith	AP Human Geo	AP World
HART, Randy	AP US Hist	
MABREY, Eric	AP Music Theory	
MARUS, John	AP Physics C	
MATZEL, Debra	AP History	
MESA, Danielle	AP Chemistry	
MORE, Lynn	AP Biology	
PARRA, Gloria	Ap Spanish Lang	AP Spanish LIT
PATINO, Steven	AP Calc AB	
PYRZ, Mark	AP Calc AB	
RATCHFORD, Julia	AP Eng Lang	
RODRIGUEZ, Steve	AP Eng LIT	
SALINAS, Antonieta	AP Eng LIT	
SERAFIN, Abigail	Art Adv/AP Studio	
Teacher F (Alexio, Taylor)	AP Eng Lang	
TONEY-BUMP, Tabitha	AP Eng Lit	
TROXIL, Emily	AP Stats	

Teacher	Course
COOPER, Tamara	Anat/Phys HN
NEMBACH, Shannon	Anat/Phys HN
HEDRICK, Katie	Biology ACC
MESA, Danielle	Chemistry HN
GROVE, Katherine	Eng 10 ACC
THOMPSON, Stacey	Eng 10 ACC
MALDONADO, Zoraida	Eng 9 ACC
FABIAN, Ben	Chem HN
RAZON, Ryan	Physics Honors
RATCHFORD, Julia	English 9 Acc
Teacher B (Yerka, Alexandra)	Human Ana HNRS
TROXIL, Emily	Pre Cal HN
NGUYEN, LAN	Biology ACC
NORIEGA, Gabriela - CTE	Bus Comp Fund
FABIAN, Ben	Chem HN
ESTRADA, Elena	Eng 10 ACC
TORNATORE, Ileana	Eng 9 ACC
SANTOYO, Maria	Chemistry HNRS
DI SANTIS, Steve	Eng 10 ACC
MARUS, John	Physics HN

Characteristics of Gifted Students

The following is a list of several intellectual and corresponding personality characteristics that are typical of many gifted learners.

Intellectual Characteristics	Personality Characteristics
Exceptional reasoning ability	Insightfulness
Facility with abstraction	Perfectionism
Early Moral Concern	Sensitivity/Empathy
Analytical thinking	Acute self-awareness
Capacity for reflection	Tendency toward introversion
Intellectual curiosity	Need to understand
Complex thought process	Need for precision/logic
Passion for learning	Intensity
Divergent thinking/creativity	Nonconformity
Rapid learning rate	Need for mental stimulation
Vivid imagination	Excellent sense of humor
Powers of concentration	Perseverance
Keen sense of justice	Questioning of rules/authority

Identifying Gifted Students

Component	Write in	Scoring points:	Circle one	
Verbal	_____	116=3 points	120=7 points	124=11 points
Quantitative	_____	117=4 points	121=8 points	125=12 points
Non-verbal	_____	118=5 points	122=9 points	126=13 points
Composite	_____	119=6 points	123=10 points	127=14 points
			128 to 137 = automatic "K"	

Score	Write in Score	
3. Teacher		0 – 4 points
4. Counselor		0 – 1 points

CST:	Write in	Scoring points circle one:	
ELA	_____	435-499 = 3 points	500-600 = 5 points
Math	_____	440-499 = 3 points	500-600 = 5 points

- Cognitive Abilities Test (CogAT). Award points based on highest scores**
- Cognitive Achievement Test Scores (use one assessment per content area)**
- Teacher Recommendation Score (Combined Score of Teacher Checklists)**
- Counselor Recommendation Score**

Circle the degree to which you have observed the following characteristics demonstrated by the candidate for GATE programs:

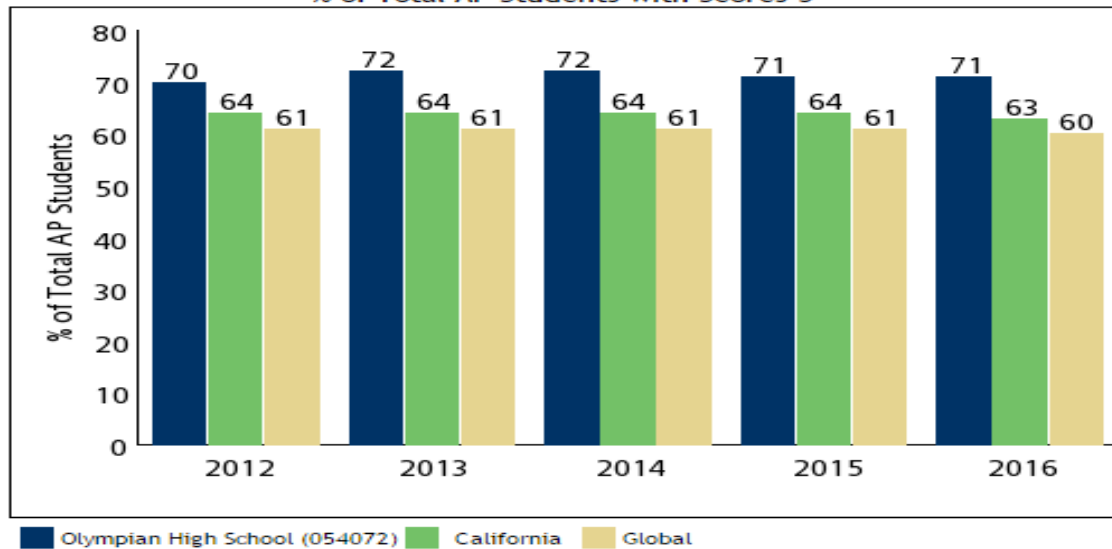
Characteristics	Observed			
	Not High			
Demonstrates power of abstraction, conceptualization and problem solving	1	2	3	4
Writing and discussions demonstrate depth, balance, proportion and originality beyond age level	1	2	3	4
In math and science, student can apply concepts, formulas, and mathematical reasoning	1	2	3	4
Has abundance of ideas, can implement them with little direction	1	2	3	4
Can solve problems with alternate solutions putting different perspectives into play	1	2	3	4
Creative in writing in dominant language, including vivid imagination	1	2	3	4
Demonstrates high level of information in areas of interest	1	2	3	4
Shows high verbal fluency and advanced vocabulary in dominant language	1	2	3	4
Performs significantly above grade level	1	2	3	4
Interacts effectively with people of all ages	1	2	3	4
Others seek his/her ideas	1	2	3	4
Frequently recognized by peers and adults for leadership characteristics	1	2	3	4
Demonstrates talent in an area of visual and performing arts	1	2	3	4




K	Intellectual Ability: Student has scored on the CogAT in the range of 128-137
L	High Achievement: Student has scored a minimum of 14 points from the various screening categories.
M	Specific Academic Ability: Student is exceptionally identified by his/her CogAT scores in only one field, i.e., Math, English, and Language Arts.
J	Remain in or recommended for GATE/Honors classes: Student does not qualify for GATE designation but is able to compete successfully in an Honor/Accelerated Program.
Q	Retest
I	LEP-GATE (Limited English Proficiency) ELs
N	Special Education – GATE
R	Re-Screen

Olympian Student Enrollment Data

Olympian High School (054072)

% of Total AP Students with Scores 3+



	2012	2013	2014	2015	2016
Olympian High School (054072)					
Total AP Students	537	514	555	718	844
Number of Exams	899	937	978	1,171	1,431
AP Students with Scores 3+	374	371	399	510	597
 % of Total AP Students with Scores 3+	69.6	72.2	71.9	71.0	70.7
California					
Total AP Students	321,501	338,891	354,227	372,502	396,052
Number of Exams	594,959	635,596	668,479	707,509	748,862
AP Students with Scores 3+	207,367	215,233	227,801	237,063	247,660
 % of Total AP Students with Scores 3+	64.5	63.5	64.3	63.6	62.5
Global					
Total AP Students	2,106,843	2,225,625	2,352,026	2,497,164	2,624,102
Number of Exams	3,714,079	3,955,410	4,199,454	4,516,044	4,738,694
AP Students with Scores 3+	1,295,051	1,354,800	1,442,136	1,515,264	1,582,141
 % of Total AP Students with Scores 3+	61.5	60.9	61.3	60.7	60.3

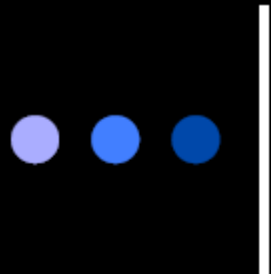
2017 AP Exam Dates

Week 1	Morning 8 a.m.	Afternoon 12 noon
Monday, 1-May-17	Chemistry Environmental Science	Psychology
Tuesday, 2-May-17	Computer Science A Spanish Language and Culture	Art History Physics 1: Algebra-Based
Wednesday, 3-May-17	English Literature and Composition	Japanese Language and Culture Physics 2: Algebra-Based
Thursday, 4-May-17	United States Government and Politics	Chinese Language and Culture Seminar
Friday, 5-May-17	German Language and Culture United States History	Computer Science Principles
Studio Art — last day for coordinators to submit digital portfolios (by 8 p.m. EDT) and to gather 2-D Design and Drawing students for physical portfolio assembly.		

Week 2	Morning 8 a.m.	Afternoon 12 noon
Monday, 8-May-17	Biology Music Theory	Physics C: Mechanics
Tuesday, 9-May-17	Calculus AB Calculus BC	French Language and Culture Spanish Literature and Culture
Wednesday, 10-May-17	English Language and Composition	Italian Language and Culture Macroeconomics
Thursday, 11-May-17	Comparative Government and Politics World History	Statistics
Friday, 12-May-17	Human Geography Microeconomics	European History Latin

Student pays school

\$93 per exam



GATE Organizations Every Parent Should Know About

- California Association for the Gifted
<http://www.cagifted.org/>
- National Association for Gifted Children
<http://www.nagc.org/>
<http://www.nagc.org/>
- Supporting Emotional Needs of the Gifted
<http://www.sengifted.org/>