



ANIMAS HIGH SCHOOL

SCHOOL PROFILE 2017-2018

HEAD OF SCHOOL, SEAN WOYTEK

Our Mission

Animas High School prepares all students for college and post-secondary success by creating critical thinkers and engaged citizens through an innovative, student-centered, project-based curriculum. This is accomplished through:

- Rigorous academics, where all students are prepared for college success
- Culture of excellence, where students are held to high expectations
- Strong faculty-student relationships, where students are well known
- Engaging learning, where students see the relevance in their education

Our School

Located in Durango, CO, Animas High School opened in 2009 to offer rigorous, individualized college preparation based on the design principles of the nationally acclaimed High Tech High model. Animas High School is a rapidly-growing public charter school serving 256 students in grades 9-12. In 2017, we graduated our fifth class of students. Our dedicated faculty and staff are life-long learners who are invested in our school and students. Of our 19 full-time faculty, over half hold advanced degrees.

Average Class Size: 13

Student-Faculty Ratio: 8:1

Open enrollment is through random lottery when the number of interested students exceeds the available seats.

Our educational model relies on four Core Design Principles:

- Personalization
- Adult-World Connection
- Common Intellectual Mission
- Teacher as Designer

Our Curriculum

Animas High School's project-based, interdisciplinary curriculum reflects our mission and values and prepares students for the 21st century. Our rigorous academic program exceeds state standards, ensures mastery of critical skills and content and promotes students' preparedness for college, career, and lifelong learning. It prioritizes authentic engagement, thoughtful inquiry and in-depth analysis over rote memorization and broad coverage. Students at Animas High School emerge from our program with a depth of knowledge from a range of disciplinary perspectives.

Our faculty design projects that have real-world applications; students are asked to transform and apply knowledge that is relevant to their community and their lives. Students exhibit their work to authentic audiences, thereby refining presentation and communication skills. Exhibitions, Student-Led Conferences, and Presentations of Learning provide students the opportunity to reflect on and take ownership of their growth and learning.

Collaboration, combined with individual initiative, is a hallmark of our school. We use peer critique and socratic seminars across all disciplines, and students work both individually and in small groups to design and complete projects and solve problems.

Every day, students write. Assignments include essays, research papers, lab reports, analysis, reflections and creative writing. In math and science, students tackle both traditional and open-ended problems along with projects, such as building Rube Goldberg machines, and trebuchets, or designing an escape room that uses multiple mathematical concepts in authentic ways.

The Durango Community

Located in Durango, CO, we are a rural community of 17,069 residents in the Four Corners Region of the southwestern United States. The nearest major cities are Albuquerque (215 miles), Denver (340 miles) and, Salt Lake City (390 miles). The Durango community is composed of business, agricultural, and service industry residents. Fort Lewis College provides numerous educational and cultural advantages to the region.



School Culture

We support our students through a school culture that promotes the development of the whole person. As a learning community, we are dedicated to helping our students practice five effective **Habits of Heart and Mind**, which we remember through the acronym **PAPER**:

Perspective-Have a point of view; respect and understand the points of view of others. Take a stand, but be willing to listen to other ideas than your own.

Advocacy-When you need help, or when you don't understand, ask questions. When you can't connect to a project, schedule a meeting with a teacher. Advocate for your classmates, for your community, for your planet.

Perseverance- Don't give up. Learn to work through difficulty. Demonstrate a growth mindset.

Evidence-Use it to back up your perspective. Require it from others who make claims. Make decisions based on it.

Refinement-Take pride in everything you do in class and make it beautiful, whether you are reading, writing, speaking, or creating.

Advisory is a key component of our cultural program. The AHS Advisory Program is designed to nurture and support students' personal and academic growth as they work toward post-secondary goals. Advisors serve as their advisees' advocate by tracking their overall academic progress and social-emotional well-being and by facilitating communication between home and school. AHS' culture is strengthened through Advisory activities that create community and a sense of belonging for all students. Beginning in 9th grade, students are paired with a staff member who is their Advisor for their entire time at AHS. Advisories are made up of about 10-15 students in the same grade and they meet weekly as a group.

Osprey Week is a week-long educational adventure that allows students and staff to learn new content and develop skills while participating in enriching hands-on activities. For Osprey Week, our classroom is the world beyond our school walls. Osprey Week takes place in late March and is required for all students in each grade level.

Finally, our school's use of restorative approaches in handling conflicts and student issues contributes to our positive school culture. The **Animas Restorative Team** is a student-led group that facilitates restorative circles to help peers resolve issues in a way that is inclusive, supportive and solution-oriented.



LINK Internships

Leading Internships for New Knowledge

At Animas High School, learning is connected to the world beyond our classrooms. As a graduation requirement, all juniors participate in a 3-week, full-time internship in the field of their choosing. In preparation, students learn “real world” skills as they refine their resumes, write cover letters, and engage in mock interviews. Through the internships, students connect their coursework and skills to the working world, experience professional work environments, refine their college and career goals, and document their experience through digital portfolios. Students have interned in businesses and organizations locally, nationally, and globally. Upon successful completion, seniors may choose to continue learning from local mentors as part of the Senior LINK 2.0 Internships.

Senior Project

Senior Project is an in-depth study of a focused research topic chosen from among the academic disciplines students have studied throughout their career at Animas High School. Senior Project consists of a research paper, exhibition, action project, and thesis defense. The research paper promotes high-level research and writing skills, intellectual discovery, and creativity. It provides students with an opportunity to engage in personal research within a topic of their own choice, under the guidance of a Senior Project Advisor. After the research and writing is complete, students complete a self-designed action project that puts their research into action for a larger community. Students deliver their findings in a professional and engaging TED style presentation, and orally defend their research methods and findings to a panel of peers and teachers.



Course Offerings

Animas High School is characterized by a rigorous curriculum. Classes are offered on a semester and yearlong basis. Honors options are available to juniors and seniors in Humanities (English and Social Studies). As of 2016 two AHS classes (Astronomy and Consumer Math) provides students dual credit through Pueblo Community College. Students are also able to pursue other concurrent enrollment options at local colleges.

Humanities: (yearlong) English 9, English 10, English 11, English 12. Social Studies: Social Studies 9, Modern World History 10, US History 11, Civics 12

Mathematics: (yearlong) As of 2016: Math 1 (9th), Math 2 (10th), Math 3 (11th), Math 4 (12th) Students are required to take cohort math with their class. Classes integrate math concepts from Algebra I& II, Geometry, Statistics, and Trigonometry all four years.

Lab Sciences: (yearlong) Physics (9th), Biology (10th), Chemistry (11th)

Foreign Language: (yearlong) Spanish I, Spanish II, and Spanish III. **In 2014** we started offering Spanish IV and Spanish 9 Freshman combined with a Spanish Cultural Immersion Trip that some students opted into instead of Spanish I. **In 2016** we started offering Spanish V and French II. **As of 2017** we are offering French III.

Arts: (semester and yearlong) Digital Art, Studio Art/ Mixed Media, Advanced Digital Art. **In 2016** we started offering Advanced Digital Art and Design. **As of 2017** we are offering Drawing and Painting.

Academic Electives: (semester and yearlong) As of 2016: Advanced Algebra, Advanced Chemistry, Anatomy, Calculus, Advanced Calculus, Creative Writing, Environmental Science, Journalism, LINK 2.0 Senior Internship, Math Foundations, Music Performance, Personal and Career Readiness (PCR), Pre-Calculus, Project Application, Psychology, World Religions, and Yearbook. **As of 2017** we are offering Humanities Leadership Development, Intro to Engineering, Advanced Engineering, Music A Cappella Vocal Ensemble, PCR- Access Skills, PCR- Career Success, and PCR-College Success. **Material Science 1 and Material Science 2 are no longer available as of 2017.**

Concurrent Enrollment Options: Consumer Math, Astronomy Planetary Systems. **As of 2017** we are offering Astronomy Stars and Galaxies

Exploratory: (quarterly) Student Interest Group, **No longer available as of 2016**

Physical Education: (semester)

LINK: Internship 11th grade

Grading Scale

AHS uses a 4-point grading scale to evaluate academic work, where a grade of "A" equals 4 points, "A-" equals 3.7 points, with the scale continuing as indicated below. The minimum passing grade is "C-." No credit is assigned below a C-, but points are still calculated into the GPA. The highest attainable grade is an "A." We do not award "A+" grades. Grades and grade point averages are **not weighted**. A grade of "A" represents academic achievement of 94% or higher.

A = 4.00	C = 2.00
A- = 3.67	C- = 1.67
B+ = 3.33	D+ = 1.33
B = 3.00	D = 1.00
B- = 2.67	D- = 0.67
C+ = 2.33	F = 0.00

Project Application and Physical Education are graded on a credit/no credit basis. The average GPA for 2017 is 3.29.

Graduation Requirements

Subject Area	Requirement
English	4 years
Social Studies	4 years
Mathematics	4 years
Science	3 years of Lab Science
Foreign Language	2 years of the same language
Art	1 year
Academic Electives/Exploratory	3 years
LINK Internship	1 year
Physical Education	3 years
Senior Project	1 year



Extracurricular Activities

AHS students have many extracurricular activities to choose from, and we encourage them to start groups and clubs when they don't already exist. Teams and clubs include: yearbook, student council, student ambassador program, bridge mentorship program, Animas Restorative Team, Rotary Interact club, Model UN, chess and coffee club, Stoke club, The Friday Show, solar car design team, Gay-Straight Alliance, mountain biking team, and San Juan Mountain Tribe backcountry skiing. Students may also participate in athletics and extracurricular activities in partnership with Durango High School.

A College Going Culture

The primary goal of AHS is to ensure that all students graduate from AHS prepared for success at the college or university of their choice. The Class of 2017 had a 100% acceptance rate to post-secondary institutions. Additionally, on average each senior earned \$20,000 dollars in scholarships last year.

Academic Standing

Animas High School **does not report rank in class. Courses taken with Honors Option are not weighted.** GPA is calculated based only on AHS classes excluding pass/ fail classes (LINK Internship, Project Application, Exploratory, and X-Block)

College Entrance Exams

Our students perform above state and national averages on college entrance exams, and we believe that being engaged in their learning is a key contributing factor. We do not place a lot of emphasis on direct teaching-to-the-test preparation for standardized tests; rather, our teachers are intentional in the way they teach content and skills that the ACT and SAT measure, and this has proven to be successful. The average SAT composite score for the class of 2018 to date is 1090. 89% of the Class of 2018 took the SAT. The 2018 Colorado statewide average score is 1015. The average ACT composit score for the class of 2018 to date is 23. 5% of the Class of 2018 took the ACT to date.

School Statistics

Total Student Population: 256
First Generation College: 32%
Free & Reduced Lunch: 17%

Demographics

White 83%
Hispanic/Latino 12%
American Indian/Alaska Native .03%
Asian .003%
Two or more Races .01%

Post-Secondary

Attend a Four Year College 65%
Attend a Two Year College 4%
Attend a Public College 45%
Attend a Private College 24%
Persistence Rate 90%

Class of 2018 Statistics

Total students in class: 45
Average Class GPA: 3.29
Highest Class GPA: 4.00
Average Class SAT Score: 1090
EB Reading and Writing Score: 580, Math Score: 520
Average Class ACT Score: 23
English: 25, Math: 22, Reading: 26, Science 24



2017 College Acceptances

Arizona State University, Baylor University, Berklee College of Music, California Institute of Technology, California Polytechnic State University, San Luis Obispo, Champlain College, Coconino County Community College, Colorado College, Colorado School of Mines, Colorado State University, Embry- Riddle Aeronautical University-Prescott, Fort Lewis College, Gonzaga University, Grand Canyon University, Humboldt State University, Lewis & Clark College, Loyola University New Orleans, Marian University, Montana State University, New Mexico State University, Northern Arizona University, Pepperdine University, Portland State University, Pratt Institute, Pueblo Community College, Quest University Canada, Regis University, Rensselaer Polytechnic Institute, Rhode Island School of Design, San Juan College, School of the Art Institute of Chicago, Seattle Pacific University, Shasta College, Southwestern University, The New School, The University of Alabama, The University of Texas, Arlington, University of British Columbia, University of California, Berkeley, University of California, Santa Cruz, University of Chicago, University of Colorado Boulder, University of Colorado at Colorado Springs, University of Colorado at Denver, University of Denver, University of Hawaii at Manoa, University of Illinois at Urbana-Champaign, University of Michigan Flint, University of Missouri Columbia, University of Northern Colorado, University of Oregon, University of Puget Sound, University of San Francisco, University of Southern California, University of Utah, University of Washington, Western State University, Westminster College, Westmont College, Whitman College, Willamette University

Awards & Accreditation

- Accredited through the Colorado Charter School Institute.
- Colorado Charter School Institute Distinction School, 2013-2014, 2014-2015, 2015-2016
- John Irwin School of Excellence, named among the top 8% of all Colorado public schools and one of only four high schools honored on the Western Slope
- Member of Coalition of Essential Schools and Teacher Powered Schools
- National Merit Scholar, 2012, 2016
- Boettcher Scholarship Alternate, 2016, 2017
- Daniels Fund Scholarship Finalist, 2016
- DaVinci Science Center Student Award, 2016
- UC Boulder Outstanding Colorado Educator Award, 2017

Contact Information

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