

Colorado Springs School District 11

The Annual Report to the Public 2012-2013

Every Student Prepared For A World Yet To Be Imagined

Superintendent's Foreword

D11



As Superintendent of Colorado Springs School District 11, I am proud to present the 2012-2013 Annual Report. This report will give you an overview of the facts you need to measure the academic condition of District 11.

Our district continues to change. The 2012-2013 school year presented some challenges as the Board of Education voted to close two elementary schools and repurpose a traditional high school. Elementary and high school boundaries were also redrawn. As a result, however, District 11 was able to make a pioneering move and open the first public, non-charter Early

College High School in the region. This school is located in the newly renamed and remodeled Roy J. Wasson Academic Campus, featuring eight non-traditional schools/programs on one centrally located campus.

Our district continues to improve academically. The 2012-2013 school year was the second year for the Transitional Colorado Assessment Program (TCAP) test to be administered. TCAP tests 27 grade-level content areas. The areas are based on reading, writing, math, and science at the elementary, middle, and high school levels. The District remained stable in reading, writing, and math, and increased by two points in science. These results demonstrate that we are on the right path toward achievement growth, but we still have work to do.

Our student population and diversity presents opportunities, as well as challenges. We must work together to prepare all students for a future of jobs that may not yet exist and using technologies that haven't been invented, in order to solve problems we may not even yet know about. The mission of Colorado Springs School District 11 is to provide excellent, distinctive educational experiences that equip students for success today and in the future, and our vision is to prepare students for a world yet to be imagined. Our district is utilizing its strengths to get the work done and done right, by providing top quality instruction.

As superintendent, I pledge to do everything I can to give students in D11 what they need to graduate ready for college, career, and life in our rapidly evolving global economy. I invite you to join me in this work during the coming year of growth, improvement, and change.

For additional information, please see the District Business Plan at the following link:
<http://www.d11.org/BusinessPlan/Pages/default.aspx>

Dr. Nicholas Gledich
Colorado Springs School District 11 Superintendent

Accreditation

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Colorado continues to operate under an accountability flexibility waiver to the federal No Child Left Behind (NCLB) law. It allows Colorado to unify state and federal accountability systems into one. The Education Accountability Act of 2009 requires that the state publish district and school performance framework reports with an accreditation category for the district and a plan type for each school. In D11, these reports serve as the basis for accrediting our schools.

“Accreditation” signifies certification by the State Board of Education that school districts and the State Charter School Institute meet the requirements of state law. Accreditation in Colorado is a two-part process where

the state accredits the District and the District accredits its schools. Schools that meet the state’s minimum expectations are assigned a status of Performance or Improvement, and a status of Priority Improvement or Turnaround for schools that did not meet the state’s expectations.

The D11 framework for accrediting traditional schools consists of assessing achievement, growth, growth gaps, and postsecondary workforce readiness. Traditional schools are assessed with the Transitional Colorado Assessment Program (TCAP) for elementary/middle schools. High schools are assessed with TCAP, graduation rates, dropout rates, and the Colorado American College Testing (ACT) composite score for high schools. For Alternative Education Campuses (AEC), the following weighted measures are assessed: achievement, growth, postsecondary workforce readiness, and student engagement. The AEC accreditation framework takes into consideration the purposes of the AECs and the unique circumstances of the challenges posed by the students enrolled at those campuses.

For the school year 2012-2013, 89 percent of the D11 schools received a rating of Performance or Improvement. At the District level, six percent of these schools received a status of Accredited with Distinction.

Click on these links for accreditation statuses and school accreditation rules:

D11: <http://www.d11.org/edss/Pages/Accreditation.aspx>

CDE: <http://www.schoolview.org/performance.asp>

Performance Indicators
Academic Achievement: Indicator that reports a single point in time score on an assessment. Achievement for an individual is expressed as a test score (or, scale score), or it may be described using an achievement level. For a school or district it is expressed as NS-no score, U-unsatisfactory, PP-partially proficient, P-proficient, and A-advanced.
Academic Growth: Indicator that measures the progress shown by the student, in a given subject area, over a given span of time. It expresses annual growth, for an individual, with a student growth percentile in reading, writing, and mathematics. For a school, district, or other relevant student grouping, student growth is summarized using the median of the student growth percentiles for that grouping.
Academic Growth Gaps (or, Student Engagement for AEC): Indicator that reports the academic progress of students in the following disaggregated groups: students eligible for Free/Reduced Lunch, minority students, students with disabilities, English Language Learners, and low-proficiency students. It contains measures of both normative and adequate growth for student disaggregated groups. For AEC’s, student engagement includes attendance rates, truancy rates, student re-engagement rate or other measures of student/parent attitude or behavior that promote positive educational outcomes.
Postsecondary and Workforce Readiness: Indicator that reports the preparedness, of students, for college or a job after completing high school.

Title I, School Choice and Supplemental Educational Services (SES)

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The Colorado NCLB Flexibility Waiver also requires that parents of eligible students attending Title I schools with a status of Priority Improvement or Turnaround be provided with opportunities and choices to help ensure that their children achieve at high levels. Title I ensures that all children have a fair, equal, and significant opportunity to access a quality education and reach, at minimum, a level of proficiency on state academic assessments. The Colorado Department of Education (CDE) reported more than 600 Title I schools across the state in 2013. For school year 2012-2013, 19 of the 60 schools in D11 were Title I schools.



Title I is a federally funded program providing additional funding to schools with high concentrations of poverty that aims to increase academic achievement in at-risk students. There are two types of Title I programs: targeted assistance and school wide. Targeted Assistance programs identify specific students to receive services. School-wide programs are intended to upgrade the entire educational program of a school. Title I schools may use funds to provide additional services such as: extended day programs, before or after school tutoring programs, summer interventions, increased professional development for staff members, and the acquisition of supplies and materials that otherwise would be unavailable.

In school year 2012-2013, Title I schools that received a performance rating of Priority Improvement or Turnaround for school year 2011-2012 were required to offer Title I Public School Choice and Supplemental Educational Services (SES) this school year. Title I Public School Choice is an option available to parents that allows them to send their student to a higher performing school with transportation provided by Title I. Supplemental Education Services includes outside-the-school-day tutoring offered to at-risk students (those not proficient on the state assessment) who did not exercise their option to "choice" to a different school. During 2012-2013, Title I Choice and SES were offered at three District 11 schools: Swigert Aerospace Academy, Queen Palmer Elementary and James Monroe Elementary. All three offered both Title I Public School Choice and SES.

Click on this link for additional information on Title I schools, school improvement, school choice and parent resources:

D11: <http://www.d11.org/Title1/Pages/default.aspx>

Transitional Colorado Student Assessment Program (TCAP)

For school year 2012-2013, D11 administered 55,998 tests to 16,492 students in grades 3- 10. The purpose of TCAP is to measure student progress in meeting the Colorado Model Content Standards in the content areas of math, reading, and writing in grades 3 through 10, and science in grades 5, 8, and 10.

In the area of academic achievement (percent scoring proficient and advanced), the 2012-2013 TCAP scores in D11 show some key areas of improvement. The data highlights areas where we will continue to focus our work during school year 2013-2014. This performance is notable considering the significant changes that occurred in D11 during this school year, most notable the implementation of curricula to prepare for new, more rigorous Colorado Academic Standards, redrawing attendance areas, and the optimization of schools process.

The TCAP tests and reports are based on 27 grade level content areas. These areas focus on reading, writing, math and science at all levels. Of the 27 areas, D11 improved in academic achievement in 12, remained stable in eight and decreased in seven. Of the seven showing decreases, six declined two percentage points or less, and one declined six percentage points.

The following tables present a summary of academic achievement at the school levels and for each content area.

Summary of TCAP Results for School Year 2012-2013		
School Level	Direction	Areas
Elementary School	Up	5th grade reading, 4th grade writing, and 3rd grade math.
	Stable	4th grade reading, 4th and 5th grade math, and 5th grade science.
	Down	3rd grade reading, 3rd and 5th grade writing.
Middle School	Up	6th grade reading, 8th grade math and science.
	Stable	6th grade writing and math, and 8th grade reading.
	Down	7th grade reading, 7th and 8th grade writing, and 7th grade math.
High School	Up	9th grade reading, writing, and math, 10th grade reading, writing, and science.
	Stable	10th grade math.
	Down	None

Academic Performance

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Academic Achievement: The District

The District remained stable in reading, writing, and math and increased by two points in Science.
The District improved, between one and four points, in twelve of 27 grade level content areas.
The District scores were stable in eight of 27 grade level content areas.
The District scores improved or held stable in 20 of 27 (74 percent) grade level content areas.
The District decreased two or fewer percentage points in proficiency levels in six of 27 grade level content areas.
The District decreased six points in one of 27 areas.

Academic Achievement: High Schools

High schools demonstrated overall improved performance, improving between one and four points in six of seven grade-level content areas and remaining stable in one area, 10th grade math.
High school reading improved by two points at 9th grade and one point at 10th grade.
High school math improved by one point at 9th grade and was stable at 10th grade.
High school writing improved by four points at 9th grade and one point at 10th grade.
High school science improved by one point at 10th grade.

Academic Achievement: Middle Schools

Middle school performance held steady in reading, writing, and math, and demonstrated a four-point improvement in science.
Middle school reading increased by one point in 6th grade, remained stable in 8th grade and decreased by one point in 7th grade.
Middle school math increased by one point in 8th grade, remained stable in 6th grade and decreased by one point in 7th grade.
Middle school writing remained stable in 6th grade and decreased by one point in 7th and 8th grades.
Middle school science increased by four points in 8th grade.

Academic Achievement: Elementary Schools

District 11 achieved a 75 percent proficient and advanced score in 3rd grade math, which represents the highest score achieved in all the years since the first year the test was administered in 2005. District 11 performed above the state math proficiencies at 3rd, 4th, and 5th grades.
Elementary performance, overall, echoes the pattern of stability with one key area of decrease, 3rd grade writing (-six points), which will be a target of intense focus.
Elementary scores improved between one and three points in three of ten grade level content areas.
Elementary scores remained stable in four of ten grade level content areas.
Elementary scores improved or were stable in seven of ten (70 percent) grade level content areas.
Elementary scores decreased in three of ten grade-level content areas, including a decrease of one point in 3rd grade reading, a two point drop in 5th grade writing, and the significant drop in 3rd grade writing.

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Academic Achievement: Reading

This year's reading scores mark a three-year upward trend over 2011, 2012, and 2013 in six of eight grades tested (4th, 5th, 6th, 7th, 9th, and 10th). Eighth grade has remained steady, while 3rd grade has decreased by one point over the same timeframe.

District 11 reading performance continues on a path of improvement overall, and remains on par with state (within one to three points) across the elementary, middle, and high school levels.

Reading scores improved this year at four of eight grades tested: 5th, 6th, 9th, and 10th grades, and remained consistent at two grades: 4th and 8th.

Scores decreased by one point at 3rd and 7th.

Academic Achievement: Writing

In the writing performance data, a significant trend is that the percentage of students scoring advanced and unsatisfactory remains consistent with the state. The pattern in District 11 shows there are more students scoring partially proficient and fewer scoring proficient than at the state. Focused work will continue, specifically to move partially proficient writers to proficient.

Writing performance represents an area of continued focused work.

District 11 improved between one and four points in three of eight grades assessed: 4th, 9th, and 10th.

Writing remained stable at 6th grade.

Writing performance decreased by one point at 7th and 8th grades, two points at 5th grade and decreased by six points at 3rd grade.

Academic Achievement: Math

Math scores show a slight increase overall, with three grades showing improvement, four grades are stable, and one grade decreased by 1 point.

Increase of one point at 3rd, 8th, and 9th grades.

Stable at 4th, 5th, 6th, and 10th grades.

Decreased by one point at 7th grade.

Continued the upward trend for a 3rd year in 3rd grade math: 2011-69%, 2012-74%, and 2013-75%.

This year's 3rd grade performance at 75% is the highest 3rd grade math performance since the test was first administered in 2005.

Elementary math performance is above the state average at all grades tested, 3rd, 4th, and 5th.

Secondary math performance is below the state performance by 4 to 7 points; secondary math will remain an area of intense focus.

Academic Achievement: Science

The overall performance for the District is up two points.

District 11 science performance was stable at 5th grade, and improved in performance at two of three grade levels assessed: 8th (plus four points) and 10th (plus one point). However, it was not enough to close the gap between the district and the state performance.

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TCAP Results and Comparison by Grade Level for School Year 2012-2013												
Grade	Reading			Writing			Mathematics			Science		
	2012	2013	+/-	2012	2013	+/-	2012	2013	+/-	2012	2013	+/-
3	73%	72%	-1%	53%	47%	-6%	74%	75%	1%			
4	67%	67%	0%	48%	51%	3%	73%	73%	0%			
5	69%	71%	2%	57%	55%	-2%	66%	66%	0%	44%	44%	0%
6	71%	72%	1%	51%	51%	0%	57%	57%	0%			
7	67%	66%	-1%	57%	56%	-1%	49%	48%	-1%			
8	66%	66%	0%	51%	50%	-1%	46%	47%	1%	44%	48%	4%
9	64%	66%	2%	47%	51%	4%	33%	34%	1%			
10	66%	67%	1%	44%	45%	1%	29%	29%	0%	45%	46%	1%
D11	68%	68%	0%	51%	51%	0%	54%	54%	0%	44%	46%	2%

Compared to last year, the Districts' median growth percentile (MGP) remained stable in reading (stable at 49) and increased in writing (increased to 46). In math, D11 median growth decreased 3 points, dropping from 49 to 46, yet remained an improvement compared to 2011 when it was 45.

We will continue to focus on data to drive instruction and meet individual student needs. We use TCAP results and other indicators to improve instruction, while monitoring the strategies incorporated in our business plan to increase student achievement.

The D11 Business Plan contains specific actions that will be taken to address areas of focus over the next school year. Focused efforts to improve teaching, learning, and student performance outcomes in every classroom at every grade level, with targeted emphasis, will continue in these key areas:

- Early grades literacy and math to ensure all students are on-track for proficient performance by 3rd grade;
- Secondary math to ensure all students are on-track to achieve proficiency in algebraic concepts by 8th grade;

Academic Performance

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- Writing at all levels to ensure that students are able to demonstrate mastery in the critical thinking, composing, and editing skills required, culminating in proficient writing.

Click on this link for school performance framework plan types assigned:

D11: <http://www.d11.org/edss/Pages/Accreditation.aspx>

Click on this link to view district academic achievement by federal race ethnicity across three years:

D11: <http://www.d11.org/edss/Pages/Reports.aspx>

Click on this link to view the District's and school's three-year growth summary reports:

CDE: <http://www.cde.state.co.us/schoolview/coloradogrowthmodel>

Click on this link to view district and school performance framework reporting:

CDE: <http://www.schoolview.org/performance.asp>

Click on this link to view proposed implementation timetables for the new state assessments:

CDE: <http://www.cde.state.co.us/assessment/newassess>

Colorado ACT (COACT)

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The State of Colorado requires that all high school juniors (11th grade) take the ACT, most commonly known as the Colorado ACT (COACT); it is administered twice during the spring months, once in April and again in May. The test assesses a student's educational development and ability to complete college level work. It is equivalent to all other ACT assessments administered across the country. The COACT consists of tests in English, math, reading, and science. Each test is scored on a scale of 1-36. A student's composite score is the average of the four scores. For school year 2012-2013, the D11 COACT average composite score is a slight improvement from where it was last school year and one percent point away from the State average. Shown below are the COACT results for school year 2012-2013.

Colorado ACT (COACT) Statistics for School Year 2012-2013						
School	Total Students, 2013	Average English	Average Math	Average Reading	Average Science Reasoning	Average Composite
Achieve On Line	<16					
Bijou School (Alternative Education Campus)	28	14.1	16.1	15.6	14.8	15.3
CIVA (Charter)	33	19.9	19.2	21.2	19.3	20.0
Community Prep (Charter)	32	13.9	16.2	15.1	16.4	15.6
Coronado High School	316	20.1	21.1	21.1	20.6	20.9
Life Skills (Charter)	63	12.5	15.6	14.9	14.5	14.5
Telsa EOP (Alternative Education Campus)	31	11.6	14.5	12.9	13.4	13.2
Wasson High School (Closed 2013)	145	16.7	17.3	17.7	17.2	17.3
Doherty High School	448	19.5	20.5	19.9	20.0	20.1
Palmer High School	414	19.5	20.3	21.2	20.3	20.4
Mitchell High School	287	15.6	17.2	17.1	16.6	16.8
D11	1804	18.2	19.3	19.4	19.0	19.1

Click on this link for the COACT 2009-2013 results:

D11: <http://www.d11.org/edss/Pages/Reports.aspx>

Advanced Placement (AP)

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The advanced placement program gives high school students the opportunity to do college-level work, commensurate with their abilities, and simultaneously earn advanced placement and/or college credit. As a general rule of thumb indicating that a student has mastered the content of an advanced course, a score of 3, 4, or 5 on the AP exam suggests that a student has proven she/he is capable of doing the work of a college introductory-level course. Numerous college institutions across the country give credit or advanced placement in college courses, or both, on the basis of AP exam scores. The benefit of scoring at or greater than a 3 on advanced placement exams contributes threefold: (1) serves as measure of student achievement, (2) economically rewarding (reduces overall college expense), and (3) academically encouraging (it allows students to skip introductory college courses).

Advanced Placement Exam's 5-Point Scale	
Score	Qualification Status
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Although AP courses are but one of the post-secondary and workforce opportunities extended to all D11 high school students, enrollment in AP courses and AP test takers continues to increase over the years. Shown below are the AP exam statistics for school year 2012-2013.

Advanced Placement Courses Offered Across D11 Schools	
AP Microeconomics	French 9 Lang AP
AP US Government & Politics	German 10 AP
AP US Government & Politics 2	German 9 AP
Biology 1 AP	Language/Comp 1AP
Biology 2 AP	Language/Comp 2AP
Calculus AB 1 AP	Latin 10 AP
Calculus AB 2 AP	Latin 9 AP
Calculus BC 1 AP	Macro Econ AP
Calculus BC 3 AP	Physics 1 AP
Chem 1 AP	Physics 2 AP
Chem 2 AP	Psychology 1 AP
English 7- AP	Psychology 2 AP
English 8- AP	Spanish 10 Language- AP
Environmental Science, AP1	Spanish 9 Lang AP
Environmental Science, AP2	Statistic 1 AP
European History 1 AP	Statistic 2 AP
European History 2 AP	Studio Art 1 A - AP
French 10 AP	Studio Art 2 A - AP
French 10 Lang AP	US History 1 AP
French 9 AP	US History 2 AP

Advanced Placement Exam Statistics for School Year 2012-2013							
School/Student	Number Students Taking AP Exams	Number Students Meeting Target (≥ 3)	AP Exams Met (≥ 3)	AP Exams Did Not Meet (< 3)	Total Number of AP Exams Taken	Percent of Students Scoring At or Greater than 3 in at least one of the AP Exams Taken	Percent of AP Exams Taken At or Greater than 3
Coronado High School	115	80	192	96	288	70%	67%
Wasson High School (Closed 2013)	36	15	19	30	49	42%	39%
Doherty High School	253	144	361	199	560	57%	64%
Palmer High School	250	104	189	282	471	42%	40%
Mitchell High School	66	25	29	72	101	38%	29%
D11	720	368	790	679	1469	51%	54%

Click on these links for additional information about Advanced Placement:

AP: <https://apscore.collegeboard.org/scores>

CDE: <http://www.cde.state.co.us/cdereval/advancedplacementlink>

Concurrent Enrollment, Extended Studies, and Other Special Programs

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College and career readiness programs in D11 primarily consist of Concurrent Enrollment (CE) programs and Career and Technical Education (CTE) programs. These programs are designed to encourage college enrollment during and after high school. One vital component of the D11 College and Career readiness initiative, Concurrent Enrollment, serves as a means of creating a link between our high schools and institutions of higher education. Simply put, Concurrent Enrollment exists when a student is simultaneously enrolled in high school and at a post-secondary institution (two or four year colleges).

The aim of CTE is to develop students with rigorous academic content knowledge combined with hands on technical skill

attainment. This dual process targets critical academic competency in English and mathematics for students to make a successful transition into their selected career field, or to continue post-secondary coursework. Students are challenged with academic rigor and a broad curriculum of subject matter content that is applicable to their Individual Career Academic Plan (ICAP). College and Career Readiness combine academic core disciplines and the application of workforce experiences.

College and Career Readiness Programs, School Year 2012-2013	
Programs/School	Description
Accelerating Students through Concurrent Enrollment (ASCENT) Program	ASCENT is a "5th Year Program" that allows eligible students in grade 12 to remain enrolled at the high school to take a fifth year consisting entirely of college classes.
Advanced Placement (AP)	The AP program extends high school students the opportunity to do college-level work, commensurate with their abilities and simultaneously earn advanced placement and/or college credit.
Area Vocational Program (AVP)	In collaboration and contractual agreement with Pikes Peak Community College (PPCC) in Colorado Springs, D11 students grades 10 through 12 are extended the opportunity to start a career path and earn high school credit in classes that are of particular interest to them while being dual enrolled in high school and college.
Articulation of Credits Earned	The goal of D11 articulation is to encourage, support, and increase the number of students who are willing to pursue a college education. Articulation is the process of evaluating courses to determine whether a particular high school course is comparable to a corresponding course at the college level.
Career Pathways	Career pathways is an articulated sequence of academic and career technical courses in grades 9-12 that lead to an industry recognized certificate or an Associates of Arts degree consisting of 60 hours of college credit that can be applied towards a Bachelor's Degree.
CU Gold	In collaboration with the University of Colorado in Denver (UCD), the CU Gold program extends to D11 students the opportunity to get their college career underway while in high school by taking UCD courses for both high school and college credit, during the normal school day, on the high school campus and taught by certified adjunct faculty appointed by the UCD academic department.
CU Succeed	In partnership with the University of Colorado in Colorado Springs (UCCS), the CU Succeed program provides D11 high school students with opportunity to earn college credit while concurrently meeting their high school requirements.
International Baccalaureate (IB)	Palmer High School's IB Diploma Program for high school juniors and seniors offers a rigorous pre-university two year curriculum that gives students a competitive advantage in college admissions.
Project Lead The Way (PLTW)	In collaboration and agreement with Pikes Peak Community College (PPCC) in Colorado Springs, D11 students can articulate PLTW courses. PLTW provides a comprehensive curriculum for engineering and biomedical sciences aligned with Science, Technology, Engineering, and Mathematics (STEM) curricular programs. It incorporates hands-on, project-based engineering and biomedical courses at the high school level to engage students on multiple levels, expose them to areas of study that they typically do not pursue, and provide them with a foundation and proven path to college and career success.

Concurrent Enrollment, Extended Studies, and Other Special Programs

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New to the District beginning school year 2014 will be the addition of the Early Colleges High School (ECHS). This college preparatory educational high school program is strategically designed to blend the enrollment and rigor of high school and college courses, culminating in the attainment of a high school diploma, an Associate's degree or the first two years of college.

Additionally, a Pathways Program Developer position was created this year to construct the necessary systemic mechanisms for our high school students to thrive in a global economy, to get hands-on experience in conjunction with current industry standards, to acquire the necessary skill sets to construct collaborative projects, to use multiple means of communication, and to instill personal responsibility in structuring realistic goals for their future. D11 is committed to enhancing the quality of our CTE programs and to assure that all D11 students have access to post-secondary links while still in high school.

Two of D11's most popular concurrent enrollment programs are the CU Succeed Program, aligned and approved with the University of Colorado at Colorado Springs (UCCS), and the CU Gold, program aligned and approved with the University of Colorado at Denver (UCD). For school year 2012-2013, three high schools (Coronado, Doherty, and Mitchell) participated in CU Succeed and/or CU Gold. Our last high school, Palmer, will be offering CU Succeed courses in the upcoming school year of 2013-2014. A list of the approved courses extended to D11 students during school year 2012-2013 is provided below.

CU Succeed Program (University of Colorado at Colorado Springs)

1st Semester (Fall), School Year 2012-2013				2nd Semester (Spring), School Year 2012-2013			
D11 Course	UCCS Course Title	Course Duration	Eligible College Credit(s)	D11 Course	UCCS Course Title	Course Duration	Eligible College Credit(s)
Calculus AB 1 AP	Calculus 1 (AB) *	Yr	0	Calculus AB 2 AP	Calculus 1 (AB)*	Yr	4
Statistic 1 AP	Intro to Basic Statistics*	Yr	0	Statistic 2 AP	Intro to Basic Statistics*	Yr	3
IB World Religions 5	Introduction to Religion	Yr	0	IB World Religions 6	Introduction to Religion	Yr	3
Calculus AB 1 AP	Calculus I*	Yr	0	Calculus AB 2 AP	Calculus I*	Yr	4
French 7 Honors	Intermediate French I*	Yr	0	French 8 Honors	Intermediate French I*	Yr	4
French 9 AP	Intermediate French II*	Yr	0	French 10 AP	Intermediate French II*	Yr	3
Precalculus 1H	Pre-Calculus Mathematics*	Yr	0	Precalculus 2H	Pre-Calculus Mathematics*	Yr	4
Spanish 7 Honors	Intermediate Spanish I*	Yr	0	Spanish 8 Honors	Intermediate Spanish I*	Yr	5
Spanish 9 Lang AP	Intermediate Spanish II*	Yr	0	Spanish 10 Language- AP	Intermediate Spanish II*	Yr	3
US History 1 AP	US History to 1876	Sem	3	US History 2 AP	US History since 1876	Sem	3
Calculus BC 3 AP	Calculus II	Sem	4	Calculus III Honors	Calculus III	Sem	4
				Microeconomics AP	Principles of Econ: Microecon	Sem	3

CU Gold Program (University of Colorado, Denver)

1st Semester (Fall), School Year 2012-2013				2nd Semester (Spring), School Year 2012-2013			
D11 Course	UCD Course Title	Course Duration	Eligible College Credit(s)	D11 Course	UCD Course Title	Course Duration	Eligible College Credit(s)
AP US Government & Politics 1	American Political System*	Yr	0	AP US Government & Politics 2	American Political System*	Yr	3
Calculus AB 1 AP	Calculus I*	Yr	0	Calculus AB 2 AP	Calculus 1*	Yr	4
German 5H	Intermediate German I*	Yr	0	German 6H	Intermediate German I*	Yr	3
German 7 Honors	Intermediate German II*	Yr	0	German 8 Honors	Intermediate German II*	Yr	3
Physics 1	Introduction to Physics*	Yr	0	Physics 2	Introduction to Physics*	Yr	4
Physics 1 Honors	College Physics I Lab I*	Yr	0	Physics 2 Honors	College Physics I Lab I*	Yr	5
Precalculus 1H	Precalculus Mathematics*	Yr	0	MA.PRCAL2H	Precalculus Mathematics*	Yr	4
Adv Skills & Composition 1H	Core Composition I	Sem	3	Adv Skills & Composition 2H	Introduction to Fiction	Sem	3
Adv Skills & Composition 1H	Core Composition I	Sem	3	Adv Skills & Composition 2H	Introduction to Fiction	Sem	3
Biology 1 AP	General Biology I Lab I	Sem	4	AP US Government & Politics	American Political System	Sem	3
Chem 1 AP	General Chemistry I Lab I	Sem	4	Biology 2 AP	General Biology I Lab II	Sem	4
Creative Writing	Creative Writing	Sem	3	Creative Writing	Creative Writing	Sem	3
Creative Writing	Introduction to Creative Writing	Sem	3	Introduction to Creative Writing	Core Composition II	Sem	3
Psychology AP	Psychology I	Sem	3	Chem 2 AP	General Chemistry II Lab II	Sem	4

*For these courses, students must take two semesters of high school courses to be eligible for college credits.

Concurrent Enrollment, Extended Studies, and Other Special Programs

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D11 continues to see an increasing trend in enrollment associated with College and Career Readiness courses and programs. This is a very encouraging positive trend, showing that more D11 students enrolled in concurrent enrollment courses and other special CTE programs this year as compared to last year. D11's consistent upward trend continues to see enrollment increases greater than 58 percent, compared to the previous year. Of note, and particularly exciting to report, D11 saw a 100 percent increase in student-earned high school credits that meet eligibility requirements for articulation into college credits.

Postsecondary and Workforce Readiness Statistics Across the District, School Year 2012-2013				
School	Postsecondary and Workforce Readiness Programs	Courses Offered	Enrollment	Credits Obtained
Coronado High School	CU Gold - University of Denver	20	210	560
	CU Succeed - University of Colorado at Colorado Springs	12	89	350
	PLTW (Project Lead the Way)	4	10	30
	Concurrent - Pikes Peak Community College	11	10	38
	AVP (Area Vocational Program)	12	12	96
	Articulation of Credits Earned (convert HS credits to college credits)	2	2	6
Doherty High School	CU Succeed - University of Colorado at Colorado Springs	6	66	292
	PLTW (Project Lead the Way)	4	10	23
	Concurrent - Pikes Peak Community College	11	11	33
	AVP (Area Vocational Program)	12	12	96
	Articulation of Credits Earned (convert HS credits to college credits)	6	6	18
Mitchell High School	CU Gold - University of Denver	6	55	172
	Concurrent - Pikes Peak Community College	25	19	81
	AVP (Area Vocational Program)	12	12	96
Wasson High School (Closed 2013)	Concurrent - Pikes Peak Community College	2	4	6
	AVP (Area Vocational Program)	2	2	16
	Articulation of Credits Earned (convert HS credits to college credits)	1	1	3
Bijou and Tesla Schools	AVP (Area Vocational Program) - Bijou and Tesla Alternative Education Campuses	12	12	96
Special Programs	ASCENT (Accelerating Students Through Concurrent Enrollment)	0	20	128
Special Programs	College Options (replacing with Early Colleges High School in 2013-2014)	0	34	109
Special Programs	Achieve On Line School	1	2	4
Special Programs	Career Pathways (Irving Center relocating Wasson Academic Campus in 2013-2014)	0	19	0

Note: Palmer HS's first year for enrolling students under CU Succeed will be school year 2013-2014.

International Baccalaureate (IB) Program

D11

International Baccalaureate (IB) Program



The International Baccalaureate (IB) program is only at one high school in D11, Palmer High School. The IB program, designed for high school juniors and seniors, offers a rigorous pre-university curriculum that gives students a competitive advantage in college admissions. Palmer IB students are exposed to interdisciplinary thinking and the commitment, organization, and initiative it takes to maintain a substantial academic workload. In addition to instilling in students the notion to reflect critically and develop research skills, the Palmer IB program also serves as a foundation for developing compassionate lifelong

learners who respect others and their points of view.

Recognized across the city as a school of choice preference, the Palmer IB program continues to have a positive impact on the learning environment of the school. First, Palmer High School offers a large variety of IB courses for all students to succeed.

International Baccalaureate (IB) Courses Offered at Palmer High School, School Year 2012-2013			
Course Descriptions (IB)			
IB Spanish 7 SL	IBMYP Technology & Design	IBMYP French 1H	IB Hist of Americas 8 HL
IB Spanish 8 SL	IBMYP English 3 Honors	IBMYP French 2H	IB 20th Cent World Hist 5 HL
IB English 7- HL	IB French 5 SL	IB Art Design 5HL	IB Art Design 5SL
IB Theory of Knowledge 1	IBMYP Adv. Algebra-Geometry 1	IB Math Studies 5 SL	IB Chinese 5 SL
IB Math Methods 7 SL	IBMYP Chemistry 3	IB Env. Systems & Societies 5	IB Chem 5 HL
IB Bio 7 HL	IBMYP US Hist Reconst - Pres 3H	IB Psychology 5 Higher Level	IB Art Design 6SL
IB Psychology 7 Higher Level	IBMYP English 4 Honors	IB Art Design 6HL	IB Chinese 6 SL
IB English 8- HL	IB French 6 SL	IB Math Studies 6 SL	IB Chem 6 HL
IB Theory of Knowledge 2	IBMYP Adv. Algebra-Geometry 2	IB Env. Systems & Societies 6	IBMYP Spanish 4H
IB Math Methods 8 SL	IBMYP Chemistry 4	IB Psychology 6 Higher Level	IB Chem 7 HL
IB Bio 8 HL	IBMYP US Hist Reconst - Pres 4H	IB French 7 SL	IB Chem 8 HL
IB Psychology 8 Higher Level	IBMYP English 1 H	IB World Religions 5	IBMYP Algebra 1H
IB English 5- HL	IBMYP French 3H	IB French 8 SL	IBMYP Algebra 2H
IB Spanish 5 SL	IBMYP Inter. Algebra-Geometry 1	IB World Religions 6	IB Math Methods 5 SL
IB Math 5 HL	IBMYP Physical Education	IBMYP Spanish 1H	IB Math Methods 6 SL
IB Bio 5 HL	IBMYP Biology 1	IBMYP Spanish 2H	IB Chinese 7 SL
IB Chem 5 SL	IBMYP United States Govt Honors	IB Chinese 2 SL	IB Chinese 8 SL
IB 20th Cent World Hist 5 SL	IBMYP English 2H	IBMYP Art & Design	IB 20th Cent World Hist 6 HL
IB English 6- HL	IBMYP Theatre Arts 1	IB Chinese 3 SL	IB Math 7 HL
IB Spanish 6 SL	IBMYP French 4H	IB Chinese 4 SL	IB Math 8 HL
IB Math 6 HL	IBMYP Inter. Algebra-Geometry 2	IBMYP Spanish 3H	IB Spanish 9
IB Bio 6 HL	IBMYP Biology 2	IB Art Design 7HL	IB Spanish 10
IB Chem 6 SL	IBMYP Wld Hist: 1450 - Present H	IB Art Design 8HL	IB French 9
IB 20th Cent World Hist 6 SL	IB Chinese 1 SL	IB Hist of Americas 7 HL	

International Baccalaureate (IB) Program

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Second, the school offers IB students the opportunity to earn an IB diploma, providing all of the requirements are met. Palmer students are assessed on their mastery of advanced academic skills in analyzing and interpreting information, evaluating and constructing arguments, and applying creativity to solve complex problems. The IB Diploma is awarded based on the compilation of points earned on a number of established criteria during grades 11 and 12. The maximum score is 45. The Palmer High School IB program is a great success story that underscores consistent

improvement and results over the years.

International Baccalaureate Statistics, School Year 2012-2013			
Palmer High School	2013	2012	+/-
Number of Candidates Registered	132	94	38
Number of Diploma and Retake Candidates Registered	49	42	7
Number of Subject Entries	445	355	90
Number of Candidates Successfully Passed Diploma	32	30	2
Average Points by Candidates that Passed Diploma	30	30	0
Highest Diploma Points out of 45 to a Candidate	36	40	-4
Average Grade Obtained at the School by Candidates who Passed the Exam	4.73	4.87	-0.14
Total Number of Candidates Excluded from the Statistics	0	0	0

International Baccalaureate Middle Years Program (IBMYP)

Accredited since 1998, North Middle School is our only D11 middle school that offers the IB program. At the middle school level, it is known as International Baccalaureate Middle Years Programme (IBMYP). Here, all students are automatically enrolled in the IB middle school program. The IB middle school curriculum consists of eight subject areas—math, science, humanities (history and geography), English, physical education, the arts (music, visual art and drama), technology, and world language acquisition (French, Latin, Spanish or Mandarin)—integrated through five areas of interaction providing global contexts for learning.



International Baccalaureate (IB) Program

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For those students who seek additional challenges and who wish to continue with the IB program in high school, the North Middle School IB Honors Program offers a more intense and rigorous course of study. Enrollment in the North Middle School IB Honors Program is based on an application process which considers standardized test scores, academic history, teacher recommendations, and a desire to excel in a challenging environment. The IB honors courses serve as a preparatory academic foundation for successful transition of North Middle School students into the IB program at Palmer High School.

North Middle School IB Program Statistics					
Student Enrollment	Percent of Students Permitting into North Middle School	Honors IB - 6th Grade	Honors IB - 7th Grade	Honors IB - 8th Grade	Percent Student In Honors IB
682	30%	73	85	102	38%

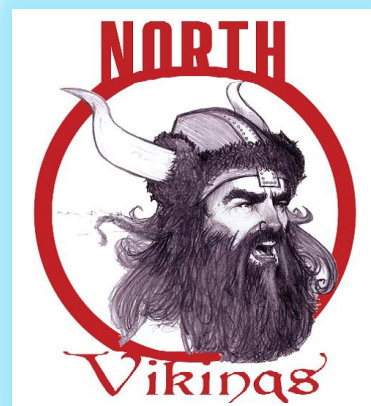
The combined benefits of the advanced placement program, concurrent enrollment program, other special programs, and the IB program extend opportunity in convenience—courses offered at the high school and during the regular school day, earning college credit, increasing college options, preparing students for rigors of college-level work, and reducing college tuition (i.e., earned credits, fewer remedial courses, and graduating earlier).

Click on this link for additional information about the Palmer IB program:

Palmer: <http://palmer.d11.org/IB/Pages/default.aspx>

Click on this link for additional information about the North IB program:

North: <http://north.d11.org/Pages/5thGradeIB.aspx>



Staff Qualifications

D11

Colorado Springs School District 11 is attracting, developing, and retaining diverse, highly qualified, and motivated staff members who commit themselves to increasing student achievement and preparing our students for a world yet to be imagined. During the 2012-2013 school year, Shirley Stevens, Principal of Lincoln Elementary, was awarded the 2012 State Distinguished Principal of the Year Award (recognized during school year 2013). In addition, D11 has 39 Nationally Board Certified Teachers.



Our D11 Human Resources (HR) Department supports the District's mission by being a strategic partner and leader to make Colorado Springs School District 11 the first choice and premier educational employer in El Paso County. We strive to recruit a highly-qualified and diverse workforce who will increase student achievement. We also extend customer service in a collaborative, transparent, and ethical manner, to ensure our valued workforce learn and grow in District 11.

On average, D11 principals, have 4.49 years of teaching experience and 10.58 years of education experience, of which 100 percent hold a master's degree or higher. D11 teachers have an average of 10.63 years teaching experience and 10.88 years of education experience, with 53.9 percent holding a master's degree or higher.

Recurring Recruitment Job Fairs	
Location	City
Brighton School District 27	Commerce City, Colorado
Charter School Teacher Job Fair	Lafayette, Colorado
Colorado College	Colorado Springs, Colorado
Colorado State University – Fort Collins	Fort Collins, Colorado
Colorado State University-Pueblo	Pueblo, Colorado
Fort Lewis College	Durango, Colorado
Mesa State University	Grand Junction, Colorado
Metro CASPA	Westminster, Colorado
Regis University	Denver, Colorado
Southern CASPA	University of Colorado at Colorado Springs
University of Northern Colorado	Greeley, Colorado
University of Wyoming	Laramie, Wyoming

Click on this link to view the District's Human Resources Goals:

D11: <http://www.d11.org/HR/Pages/home.aspx>

Click on these links to view the District's staff salaries, level of experience, highly qualified teacher data, and additional information using the CDE Schoolview web page:

CDE: <http://www.cde.state.co.us/cdereval/staffcurrent>

CDE: http://www.cde.state.co.us/FedPrograms/tii/a_hqt_hqtd.asp

CDE: <http://www.schoolview.org/performance.asp>

Attendance

D11

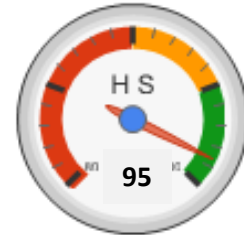
D11 continues to believe that regular attendance promotes the educational development and social competence necessary for adult preparedness.

Frequent absences leading to chronic absenteeism usually leads to poor academic work, lack of social development, and in some cases, academic failure.

Therefore, regular attendance is of utmost importance for sustained school interest, social adjustment, and scholastic achievement.

Absenteeism is the single most attributable factor that interferes with a student's academic and social progress. As such, D11 will continue to report attendance by school level throughout the school year by way of the attendance meter posted to the District's homepage at www.d11.org.

Attendance Meter



The D11 Way

We still have a way to go on meeting our objective. Clearly, this will be a focus of attention in the upcoming school year.

D11 Attendance, School Year 2012-2013		
Level	Attendance Rate (Total Student Days Attended/Total Days Possible)	Truancy Rate (Total Student Days Unexcused Absent/Total days Possible)
Elementary Schools	95.7%	1.5%
Middle Schools	92.6%	2.5%
High Schools	88.1%	6.7%
D11	92.8%	3.3%

Click on this link to view district and school truancy rates:

CDE: http://www.cde.state.co.us/index_stats.htm

Click on this link to view the District homepage:

D11: <http://www.d11.org/Pages/default.aspx>

Graduation and Discipline

D11

Graduation, Completer, Still Enrolled, and Dropout Rates

District 11 offers a wide variety of options for high school student. These are detailed at: www.d11.org/schools/documents/HSflyer.pdf. The variety of offerings allows students to progress toward graduation at the pace best suited for them. The State of Colorado accordingly calculates 4 year, 5 year, 6 year and 7 year graduation rates.

The four year rate showed a slight decline in graduation and completion rates. D11's graduation rate (four year, "On-Time") showed 66.0 percent, loss of 1.0 percentage point. Similarly, our completion rate showed 70.4 percent, a loss of less than one percentage point. The still-enrolled rate increased to 16.7 percent from 15.5 percent, a 1.2 percent gain. The D11 dropout rate improved to 2.8 percent, decreasing by 0.2 percentage points. The dropout rate is at its lowest point since 2004 when the rate was 5.0 percent.

Graduation and Dropout Rates, 2011-2012 through 2012-2013			
Rates	2013	2012	+/-
Graduation Rate (4 yr, "On-time")	66.0%	67.0%	-1.0%
Completion Rate	70.4%	71.1%	-0.7%
Still Enrolled Rate	16.7%	15.5%	1.2%
Dropout Rate	2.8%	3.0%	-0.2%

Click on these links to view additional information on graduation and dropout rates

D11: <http://www.d11.org/edss/Pages/EnrollmentData.aspx>

CDE: <http://www.cde.state.co.us/cdereval/gradcurrent>

CDE: <http://www.cde.state.co.us/cdereval/dropoutcurrent>

Click on this link to view the Colorado graduation guidelines:

CDE: <http://www.cde.state.co.us/postsecondary/graduationguidelines>

Student Discipline

D11 fosters a safe school environment that is conducive to learning, personal growth, and the overall success of all students. Our Student Conduct, Discipline, and Attendance Handbook sets clear expectations for all district stakeholders to affect a positive trend towards curbing student discipline infractions and suspensions. In addition to our handbook, we also look at other preventative avenues for confronting student discipline issues, such as response to intervention (RtI), restorative justice, stop bullying initiatives and safe2tell.

We recognize that for the more serious violations of the student code of conduct, and especially for those students for whom previous consequences proved insufficient, an out-of-school suspension may be appropriate. On the other hand, taking a student out of school is

Graduation and Discipline

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disruptive to student learning. In order to find a balanced solution to this situation, we are reexamining the qualifiers of out-of-school suspensions by looking for better ways to instill learning-based consequences with minimal disruption to student learning by exercising more in-school alternatives such as detention, in-school suspension, restorative justice and after school programs. By setting the right systems and structures for in-school alternatives, we envision a reduction in disciplinary situations that rise to the level of out-of-school suspensions.

When we compare last year to this year, the D11 statistics showed encouraging changes. These changes include: the increase of 31.7 percent in the number of students kept in school for violations of the student code of conduct, using in school alternatives; a decrease of -16.49 percent in out-of-school suspensions; and a decrease of -7.14 percent in the number of expulsions. These indicators show encouraging statistics since the distribution of the 2012 Student Conduct, Discipline, and Attendance Handbook.

Suspensions and Expulsion Statistics, 2011-2012 through 2012-2013			
Indicator	2013	2012	+/-
In School Alternatives	1227	934	293
Out-of-School Suspensions	1043	1249	-206
Expulsion	182	196	-14
Habitually Disruptive Students	3	10	-7

Click on this link to view district student discipline (suspension and expulsion) rates:

CDE: <http://www.cde.state.co.us/cdereval/suspend-expelcurrent.htm>

Click on this link to view the D11 student discipline handbook:

CDE: <http://www.d11.org/BOE/Policies/Pages/dctoc.aspx>

Reflection on Some of School Year 2012-2013 Accomplishments

D11

Accomplishments, School Year 2012-2013

- Principal Shirley Stevens awarded the 2012 State Distinguished Principal of the Year Award (recognized during school year 2013)
- Chipeta Elementary and Scott Elementary earn John Irwin Award
- Columbia Elementary wins 2013 National Blue Ribbon School Award
- Edison Elementary earns the Center of Excellence Award
- Monroe Elementary School and McAuliffe Elementary schools won the 2013 Alfred P. Sloan Award for Workplace Effectiveness and Flexibility for their exemplary workplace practices.
- Queen Palmer Elementary School receives the System for Teacher and Student Achievement (TAP) Ambassador Award
- Steele Elementary School Earns John Irwin Award and Governor's Distinguished Improvement Award
- Holmes Middle School Family, Career, and Community Leaders of America (FCCLA) members win Gold at National Competition
- Horace Mann Middle School Designated Poetic Achievement Honor School
- Russell Middle School 2012 National School of Character
- Coronado High School Cross Country Team wins State
- Doherty High School and Mitchell High School students win 2013 Ford AAA Student Auto Skills State Championship
- Doherty High School's Volleyball Team wins 5A State Championship Mitchell High School's JROTC receives both State and National Awards
- Palmer High School's Mock Trial Team wins State Championship
- D11 Division of Technology Services was once again ranked in the top ten school districts in the United States for use of technology in schools by the Center of Digital Education and the National School Boards Association
- D11 Division of Business Services once again earned the Certificate of Excellence in Financial Reporting and the Meritorious Budget Award
- D11 Division of Instruction, Curriculum and Student Services was recognized nationally by the education non-profit, MIND Research Institute, for our commitment of math education by implementing the visually-based Spatial Temporal (AT) math—known affectionately by our students as a penguin called "Jiji"—in all elementary grades.
- D11 Division of Personnel Support Services, Human Resources of Department along with
- D11 received the 2013 League of Charter Schools Charter Friendly Award for demonstrating leadership in charter school authorization
- School District 11 receives Rising Star Award