

TELLURIDE R-1 SCHOOL DISTRICT

Mountain Village • Ophir • Placerville • Sawpit • Telluride

2007-2008

ANNUAL REPORT



By Katherine Bush



By Rachel Hampton

Mission Statement:

Through quality education, our students will achieve personal success.



School Board Members with Governor Bill Ritter

(left to right) Margaret Cruzzavala (Vice President), Davis Fansler, Lynda Tueller (President), Governor Bill Ritter, Banks Brown, and Jenny Patterson (Secretary/Treasurer)

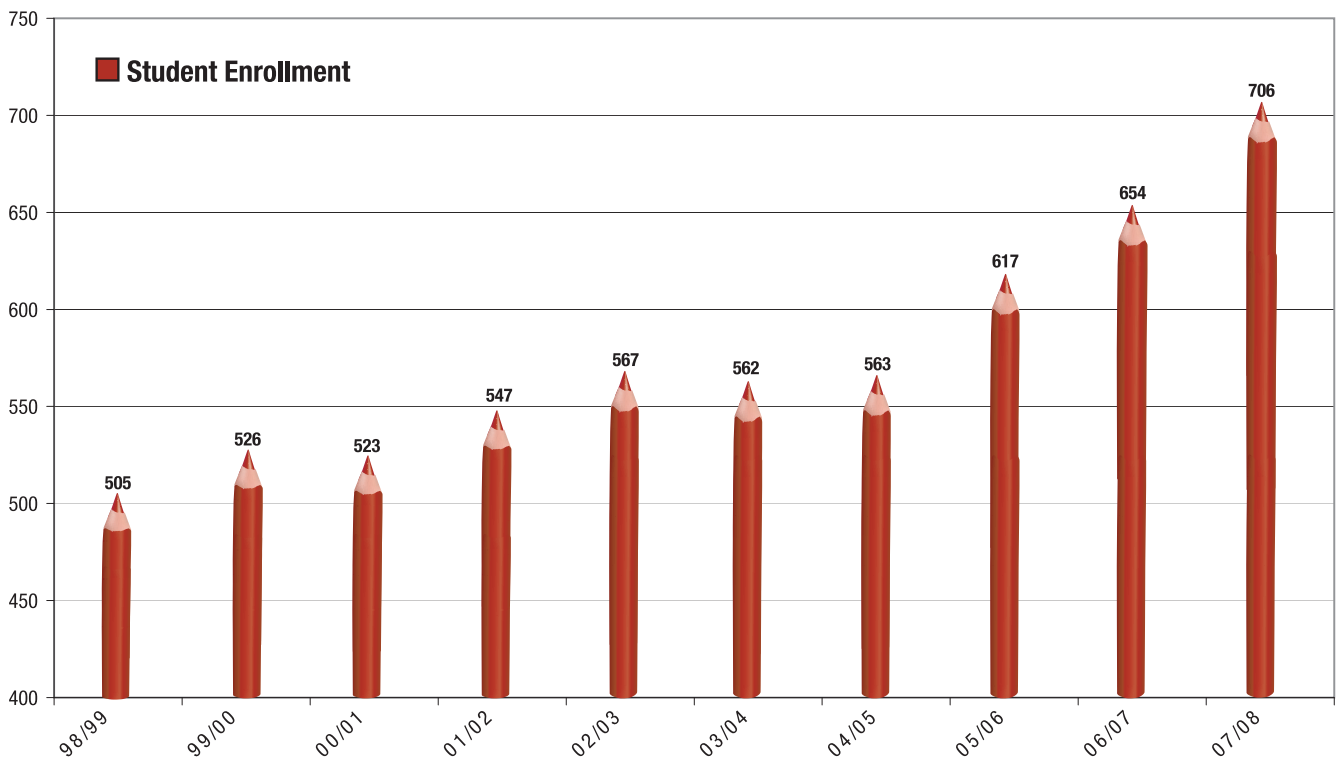


Seth Berg was recognized as Colorado 2008 Teacher of the Year



Superintendent Mary Rubadeau with one of her equestrian mentorship students, Hannah Isreal. Rubadeau was named Colorado 2008 Superintendent of the Year.

TELLURIDE R-1 STUDENT ENROLLMENT CONTINUES TO GROW



Mapping the Mission

and Reaching New Levels of Learning

By Mary Rubadeau, Superintendent

The 2007-2008 school year was highlighted by high achievement and academic growth of our students. The Colorado Department of Education accredited the Telluride Schools with distinction, the highest level of achievement. In August, a team of educators, School Board members, parents and businesses poured over state exam (CSAP) results and set goals for the year in reading, writing and math. The Data Committee goals provide direction to the grade level teams. Teachers collaborate on grade level teams to set goals and develop formative assessments and Individual Mission and Assessment Plans (IMAP's) to support our students who are not meeting the standards.



By Evan Tueller, 11th grade

The School Board revised the district's mission and end results for students in September 2007. A large group of stakeholders representing parents, students, business owners and educators worked with a celebrated consultant, Richard Lorenzo, to envision the skills our students will need in their future. The mission statement survived the scrutiny of the group, but the end results were changed to reflect the district's commitment and focus on 21st Century learning.

MISSION: Through quality education our students will achieve personal success.

END RESULTS: As a result of our efforts students will...

1. Master rigorous academic standards required to meet the challenges of their future by

- ✎ Understanding the relevance of the core content knowledge
- ✎ Accessing and utilizing current technology to research and communicate
- ✎ Performing at or above proficiency on formative assessments
- ✎ Connecting and applying content learning to real life situations

2. Direct and own their learning through the use of effective tools and processes by

- ✎ Applying and transferring critical thinking and creativity to solve complex problems
- ✎ Developing interpersonal skills to communicate clearly, politely and persuasively
- ✎ Identifying their learning levels and personal interests
- ✎ Helping to design their standards-based learning projects

3. Interact globally and contribute locally to improve the human condition and environment by

- ✎ Accessing information and communicating digitally
- ✎ Developing social awareness of regional and global issues and the impact of activism
- ✎ Contributing through service to the local and global community

4. Be ethical and healthy individuals by

- ✎ Respecting self and others
- ✎ Demonstrating tolerance of diverse communities, opinions and perspectives

Telluride High School KEEPS MOVING FORWARD

By Alex Carter, High School Principal



By Maddie Mullins, 11th grade

The Telluride School District has long been recognized as one of the leaders in education in Colorado. Rest assured, however, that our district is not satisfied to rest on our laurels; we are determined to stay on the cutting edge of educational reform. In October 2007, THS students, teachers, and administrators - partnering with representatives from Telluride Elementary School, Telluride Intermediate/Middle School, parents, and leaders from our community - revisited the *vision and end results* statements that guide our district programs. The outcomes of this summit were new *end results* that will direct Telluride schools to focus on the skills and attributes that our students will need to be successful in their 21st Century futures. While these end results continue to recognize that a rigorous and relevant curriculum is the reason that our district has earned so many accolades, they also recognize that our school district needs to adapt to the changing needs of the modern workplace. The result is a set of clear and focused 21st Century end results for our students and for our district.

The faculty of Telluride High School wasted no time once they were presented with these new and exciting 21st century end results. Staff development, collaboration, training, and program design were in the forefront of everyone's minds as we continued to deliver excellent instruction to our students. A plan to implement Intensive Study Periods, or ISPs, resulted from weeks of discussion and research into ways to engage our students in real-world, relevant, and rigorous curricular experiences. These interest-based classes would serve as the vehicle for instruction in 21st century survival skills. These survival skills include: 1) critical thinking and problem solving; 2) collaboration across networks and leading by influence; 3) agility and adaptability; 4) initiative and entrepreneurialism; 5) effective oral and written communication; 6) accessing and analyzing information; and, 7) curiosity and imagination.* The courses designed for our inaugural Intensive Study Period for the fall of 2008 were: "The Art and Science of Cuisine," "Western Archaeology, Anthropology, and Art," "Wilderness and Survival," "Social Protest through the Arts," "Mind and Body," and "Senior Seminar."

By continuing to deliver excellent traditional instruction partnered with innovative and creative educational programs, such as the ISPs, our staff is confident that our students will not only continue to demonstrate excellence on state and national assessments, such as the CSAP, ACT, SAT, and AP Examinations, but also will learn to master the necessary skills and aptitudes that will help them experience personal success in their futures.

*Adapted from The Global Achievement Gap, by Tony Wagner, 2008

Student Council Promotes Creativity and Sustainability



The student council, with the leadership of President Lane Smith, inspired new levels of creativity and environmental awareness at Telluride High School. Two new student events were planned: the *Expression Session* and the *Thanksgiving Fest*. Both events highlighted the talent and creativity of students for community members. Additionally, the student council led an initiative to increase recycling and the "greening" of the food service program.



2008 Senior Class

GRADUATE SUMMARY

By Lisa Andrews, High School Counselor

Graduation 2008 celebrated the largest class ever to graduate from Telluride High School. This group was extraordinary in ways beyond sheer number. In their personal statements at graduation, they talked about the importance of healing our planet, of finding solutions to worldwide political strife, about their love of family, teachers and their home in Telluride, and of their confidence in themselves as they embark on next chapters. Twenty-four (42%) students graduated with honors. Twenty-four students also were recognized as “Long Haul” recipients; these students had been in Telluride Schools since kindergarten. 70% of the Honors graduates were also Long Haul students.

Post high school plans are varied. Some graduates are heading to college or university, some to the world of full-time sports competition, some to jobs or travel. Specifically, of 57 graduates, 45 (79%) will begin college careers in the fall of 2008, 7 (12 %) will defer college enrollment until fall of 2009, 1 (1%) will begin a trade school program in the fall of 2008, 1 (1%) will enter a full time job, and our 3 exchange students (5%) will return to their home countries to continue their educations there. One (1%) student will transition into a program for post-high school vocational readiness through the Telluride School District.

21 of our graduates will enroll in college or university in Colorado. Schools they will attend include the University of Colorado, Colorado State University, Colorado College, Colorado Mountain College, Colorado School of Mines and Fort Lewis College. Outside of the state, THS graduates will attend schools such as Vanderbilt University in Nashville, Mills College in Oakland, Bucknell in Pennsylvania, Bard in New York, Syracuse University, and state universities in California, Arizona, Washington and Oregon.

2008 Profile

Members of the Class of 2008	59
Transfers during the year, graduated	1
Graduates	57
Graduation rate	98.2%

Post High School Choices for all graduates

College in Colorado	37%
College in other states	42%
Trade School	1%
Work, transition, compete or travel	15%
Education in home country	5%



Telluride INTERMEDIATE MIDDLE SCHOOL REPORT

By Steve Smith, Intermediate Middle School Principal



Investigating Science with Denver Museum of Nature and Science

Reaching the District's High Academic Standards

Telluride Intermediate Middle School students' progress toward Colorado Content Standards was monitored using a variety of assessments. A Body of Evidence in academic achievement was compiled for all students in grades 4th-6th. This collection of in-class, and standardized assessments measured performance in reading, writing, and mathematics. This Body of Evidence allowed teachers to monitor our students' performance and modify instruction as needed throughout the year. In grades 7-8 a new standards based report card provided teachers, students, and parents with a means of monitoring student progress towards mastering the content standards.

Promoting our Students' Literacy

While students in grades 4-8 scored well above the state average on the 2007-08 CSAP Reading and Writing assessments, and well above the national average on the NWEA Measure of Academic Performance, there was a slight drop in overall achievement scores when compared with the previous year. Using data from these assessments and other reading and writing inventories, students who were reading below grade level had individual learning plans developed that targeted their specific areas of need. Students who were reading above grade level attended literature groups and book club classes as part of our academic enrichment program.

High Achievement in Math and Science

Once again grades 3-8 CSAP math results were among the highest scores in the state of Colorado. This standards-based assessment measures six areas in mathematics (i.e. number sense, algebraic reasoning, statistics, geometry, and computational techniques) and requires students to express their mathematical thinking and problem solving in a variety of ways.

Learning Through Technology

The acquisition of technology literacy skills, coupled with an emphasis of the application of technology in the classroom, continued to be a strong focus at Telluride Intermediate and Middle Schools. Technology training for teachers allowed every teacher to publish and update a web page and/or interactive wiki website. Those teachers who created wiki sites provided parents and students with interactive webpages which provided up-to-date information on specific classrooms and homework assignments. In addition, a cooperative effort by our technology team and the library specialists targeted integrating informational literacy skills within students' curricular studies.

Foreign Language, Physical Education, and the Arts

Students attended Spanish, art, music, and physical education twice each week. Each special class provided students with an enhanced standards-based curriculum that addressed the unique benefits found within visual and performance art, physical health, and foreign language instruction. Students' achievement in each curricular special class was showcased by the high participation in both school and club sponsored athletics, seasonal musical concert and theatrical performances, and our annual kindergarten through twelfth grade art show.

Using Individual Mission and Assessment Plans to Meet Student Needs

Through collaborative effort, teams of teachers targeted groups of students who were performing below grade level expectations, or were in need of an enriched curricular delivery. Individual Mission and Assessment Plans were developed for each of these groups of students. These plans identified instructional needs and a variety of instructional strategies and interventions. Ongoing academic progress monitoring indicated that many of these targeted students improved in their academic skills.

An Enriched Curriculum for our Students

The enrichment program offered for grades 4-8 provided students with extended or advanced studies that would otherwise not be provided in the regular classroom. Enrichment opportunities included advanced mathematics placement, literature studies, individualized academic plans, involvement in a variety of regional and national academic competitions, and extended learning projects through the Telluride Institute, Telluride Historical Museum, and Pinhead Art and Science workshops. Nationwide, a typical elementary gifted program services 3% of the student body. The TSD enrichment program provided 19% of the student body with academically enriched opportunities.

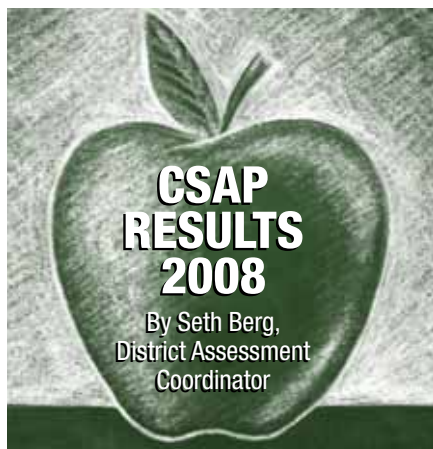
Character Education and Service Learning

A variety of student recognition efforts celebrated students' academic and personal achievement each trimester. In addition, Telluride Intermediate and Middle School's Virtue of the Month program identified positive character traits for each month and provided students with in-class and building-wide activities which instructed and reinforced that trait. This character education strand was complimented by our 4th-8th Character Counts program, our multiage "buddy" program, and our 6th-8th grade students' involvement in service learning projects. These students involved themselves in a variety of local, regional, and global programs that promoted volunteerism.

In an effort to welcome exiting eighth grade students into the high school culture, an end of the year rafting trip coupled these students with the class of 2009. This fun-filled trip allowed our new high school students to form a supportive peer network as they face the challenges of high school.

Partners in Education

Our schools benefited from a high level of parent involvement. Parents and community members served on the PTSO and assisted in the material and moral support of our students and staff. Accountability Committees helped in our efforts towards school improvement and reform. Community involvement was evident through activities such as our collaborative relationship with One to One, Smithsonian in the Rockies, and the Telluride Academy. The Telluride Foundation, Telluride Education Foundation, participants and donors in our CARE program, Paragon Sports, Telluride Sports, Zia Sun, Between the Covers, and TelSki, provided teachers, and individual students with the donations and resources necessary to accomplish a variety of curricular and extra-curricular programs.



Highlights of this year's testing results:

- Our 11th graders are 15% ahead of Colorado students in "college readiness" as judged by the ACT in Reading, Writing, and Math.
- Our overall proficiency on the CSAP has been quite consistent for the last 5 years.
- The students showing the most growth (substantially) on the CSAP are Spanish Language speakers and Free Lunch students. This data shows we are closing the achievement gap.
- 37% more of our 8th Graders scored at or above proficient scores than their Colorado peers on the Science CSAP.
- Nearly 1/3 of our 7th grade scored Advanced on the Writing CSAP. 44% of our 3rd graders scored Advanced on the Math CSAP.

READING		UNSAT	PART PROF	PROF	ADV	P+	P+ BOYS	P+ GIRLS	2007 P+	P+ BOYS	P+ GIRLS
Grade 3	TSD	3	12	64	20	85	92	79	94	87	87
	CO	11	18	64	7	70					
Grade 4	TSD	2	9	83	4	87	86	88	67	65	64
	CO	10	24	62	4	66					
Grade 5	TSD	13	13	67	7	75	73	76	92	86	89
	CO	11	18	61	9	70					
Grade 6	TSD	6	13	64	17	81	81	81	86	87	85
	CO	9	19	59	12	71					
Grade 7	TSD	2	7	70	17	87	79	93	88	N/A	83
	CO	12	22	56	9	65					
Grade 8	TSD	5	10	61	24	85	N/A	89	85	89	76
	CO	11	21	57	10	67					
Grade 9	TSD	0	16	64	18	82	90	74	97	89	N/A
	CO	9	23	60	6	66					
Grade 10	TSD	5	10	62	23	85	79	N/A	93	89	96
	CO	10	21	55	11	66					
WRITING		UNSAT	PART PROF	PROF	ADV	P+	P+ BOYS	P+ GIRLS	2007 P+	P+ BOYS	P+ GIRLS
Grade 3	TSD	0	39	44	17	61	65	58	84	72	80
	CO	7	43	40	10	50					
Grade 4	TSD	2	35	50	11	61	59	64	53	42	56
	CO	7	41	43	9	52					
Grade 5	TSD	4	25	51	20	71	65	76	81	71	81
	CO	6	35	47	12	59					
Grade 6	TSD	2	32	58	8	66	63	69	80	67	92
	CO	5	35	49	10	60					
Grade 7	TSD	4	13	54	30	83	85	90	90	N/A	90
	CO	5	37	46	12	58					
Grade 8	TSD	2	22	51	24	76	N/A	78	72	68	76
	CO	5	41	42	10	53					
Grade 9	TSD	2	25	52	18	70	71	70	79	67	N/A
	CO	5	43	42	7	49					
Grade 10	TSD	3	33	51	13	64	59	N/A	86	78	87
	CO	10	40	39	8	47					
MATH		UNSAT	PART PROF	PROF	ADV	P+	P+ BOYS	P+ GIRLS	2007 P+	P+ BOYS	P+ GIRLS
Grade 3	TSD	3	13	39	44	84	96	74	90	80	79
	CO	8	22	40	30	70					
Grade 4	TSD	2	17	54	26	80	80	80	78	71	76
	CO	9	23	42	26	68					
Grade 5	TSD	4	16	49	31	80	81	80	88	89	78
	CO	8	26	37	28	65					
Grade 6	TSD	8	9	53	30	83	89	77	94	92	96
	CO	13	26	37	24	61					
Grade 7	TSD	6	26	39	30	69	62	73	78	N/A	86
	CO	18	35	28	18	46					
Grade 8	TSD	12	24	37	27	63	N/A	63	77	74	72
	CO	23	30	27	20	47					
Grade 9	TSD	11	30	27	30	57	62	62	68	63	N/A
	CO	30	30	24	13	38					
Grade 10	TSD	15	26	51	8	59	55	N/A	58	56	52
	CO	32	35	25	5	30					
SCIENCE		UNSAT	PART PROF	PROF	ADV	P+	P+ BOYS	P+ GIRLS	2007 P+	P+ BOYS	P+ GIRLS
Grade 5	TSD	11	27	51	11	62	65	59	67	N/A	N/A
	CO	15	41	33	11	44					
Grade 8	TSD	10	7	63	20	83	N/A	81	77	N/A	N/A
	CO	25	28	39	7	46					
Grade 10	TSD	13	26	51	10	62	62	N/A	67	N/A	N/A
	CO	27	23	41	6	47					

Note: The designation "N/A" applies to groups of under 16 students

Data Note on NCLB Requirements: The Department of Education requires school districts to disaggregate data by race/ethnicity, gender and socio-economic status. For the most part, this is not possible in a small district like ours due to privacy issues. We are only able to compile data on gender for the category "Proficient and Above (P+)" because the other subgroups would be too small (below 16) to insure anonymity. We are also unable to share data on CSAP-A (for cognitively disabled students) or on either the Spanish CSAP or the CELA-Pro (for English Language Learners) for the same reason.

Telluride ELEMENTARY REPORT

By Trish Scherner, Elementary School Principal



Cross Country Elementary School Students

Teacher Leaders

Each week grade level teachers meet for one hour to discuss student academic progress and the curriculum content. The Individual Mission and Assessment Plan (IMAP) meetings started seven years ago, but have moved to a much more intensive and effective model over the years. One teacher from each grade level serves as the IMAP leader and is paid a stipend to organize meetings, disaggregate data, and guide their team in writing individual and cohort goals. Once the team has established long and short term goals for students, the meetings are used to analyze student work samples, assessment data and discuss what instructional strategies are effective in helping students meet the goals.

Student Leadership and Student Recognition

Two staff members facilitate the Student Leadership Committee at the elementary school. Groups of second and third grade students are selected each trimester to serve on the committee and help with the monthly TES assemblies. At each assembly the students introduce the new Virtue of the Month by performing a skit for the student body. Buddy activities follow each assembly in which two different grade level classes work together on an activity to reinforce and strengthen the understanding of each virtue. Students exhibiting the positive behaviors associated with the virtues are rewarded with a gold nugget. At each assembly, approximately 25 gold nuggets are randomly drawn from a box and these students are able to select a prize.

Each trimester first through third grade students are recognized for their citizenship, academic and personal growth. Students are also recognized for positive and caring behavior through the Character Counts Program. Four times a year, teachers nominate students for the strength of character they demonstrate in school. Pictures and an award are posted in the cafeteria to celebrate their positive contributions to our school culture.

Revision of Homework Expectations

In 2008, teachers expressed interest in revising their grade level homework expectations. During faculty meetings the staff read and discussed opposing viewpoints on homework and worked in groups to identify the most valid aspects of homework. Teachers unanimously wanted less busywork and more meaningful assignments to complement the nightly reading and practice of math facts that is the core of our homework. As a result there are more interactive homework assignments in which students are asked to interview a parent, play a game or share learning from the day.

Technology Integration

As we strive to help students develop the 21st Century Skills they will need upon high school graduation, the staff of the Telluride Elementary School is working toward integrating more technology into the curriculum. Whether working in collaboration with the technology coordinator or grade level teachers, the staff continues to expand student opportunities for demonstrating their learning through technology. Many students practice literacy and math skills using educational internet sites. First grade students complete a project on the Solar System through internet research, word processing and graphic displays. Third grade students create Powerpoint presentations for their individual plant reports. The Telluride School District continues to provide continuing education opportunities for teachers to further develop their technological literacy skills.



Telluride High School

ATHLETICS

By Mike Hughes, Athletic Director

The mission statement for the Telluride School District is a simple one: Through a quality education, our students will achieve personal success. The athletics department has fully embraced this mission and expanded it slightly to state: Through a quality education, our athletes will achieve personal and team success. The main goal of our athletic department, to be the statewide model of excellence in extracurricular activities, has been one that we have feverishly been striving for and one we are closing in on becoming. Telluride athletics has become another model of the well rounded, all-inclusive educational experience that makes being a student at Telluride so special.

There are numerous benefits to being involved in extracurricular activities. Student-athletes gain a sense of self that can't be taught in any other venue of education. The commitment, time-management, team and individual life lessons that are taught from the competitive arenas of athletics are areas that can't be replicated. Athletics help instill a sense of self and a reliance on others that brings a balance and harmony to the life lessons learned through athletic pursuits. The skills attained will only help enhance the character traits that are so prevalent in our students and enhance their chances for future success.



2008 San Juan League Champions, Class 2A District 3

The athletics department at Telluride had by far its greatest year of success to date. The girls' competitive cheer team again led the way, achieving a state runner-up finish, and state qualifiers and league championships were attained in boys' and girls' soccer for the second consecutive year. The boys' basketball team posted its best season ever, winning the SJBL and District Tournament titles. The boys' and girls' track teams continued their emergence into a statewide powerhouse on the track. Individual student athletes gained player of the year recognition in five sports (boys & girls soccer, boys basketball, boys & girls track) which was also a new school record. Again the entire athletic department was honored by receiving the league sportsmanship championship, having forty-four academic all-conference student athletes and twenty-nine academic all-state athletes. The later three awards embody the ideals that the student-athletes and coaches engrained in the athletic department strive for in terms of class, commitment to education and respect. The athletics department will continue to strive for a bigger and better 2008-2009 school year.

The athletic department has league affiliations with the San Juan Basin League and the Southwest Soccer League. Telluride student-athletes and coaches will strive to be the epitome in extracurricular activities in the state of Colorado.

Long Range Planning Committee LOOKS TO THE FUTURE

By Mary Rubadeau, Superintendent

The Telluride School District's Long Range Planning (LRP) Committee has been meeting regularly over the past several years to discuss two district priorities: accommodating school growth and affordable housing options for employees. The membership of the LRP includes representatives from the three governments, the San Miguel Valley Corporation, School Board, administrators, faculty and parents. Committee Chairman, Bill deAlva, is a past School Board member and brings historic perspective to the district's comprehensive search for a new school site. In 2002, the School Board asked the voters to approve bonds to build twelve classrooms and the Palm Theatre on the Middle/High School campus. Intermediate students in grades four through six occupy the new wing.

Principals Steve Smith and Trish Scherner have been emphasizing the growth in the elementary schools over the past four years, which has already maximized the capacity of the new classrooms. Over the past ten years the district experienced an average of four percent increase in the student population, with the majority of the students coming into the elementary school. The district has four classrooms or "tracks" in the kindergarten and third grade levels. This year a three track, or three classrooms, moved into the middle school. The district contracted with Western Demographics for a growth study, in which Shannon Bingham concluded that the district should plan for an average of 30-50 additional students each year for the next ten years.

The LRP Committee recommended that the district build a classroom addition of eight classrooms on the Middle/High School campus. The School Board presented ballot question 3A in November 2008, and it was not approved. The LRP Committee will continue to meet and analyze alternative strategies for accommodating student growth, which could include specialists working in core classrooms, purchasing portable classrooms, and other interim measures. By the summer of 2009 the School Board will assess economic factors in the region and determine whether to come back to the voters with a request for new classrooms.

2007-08 SUPERINTENDENTS AWARD FOR EXCELLENCE



Susan Altman
Elementary School Teacher



Lisa Rutledge
Middle Intermediate School Teacher



Mona deAlva
Classified Employee

DRUG & ALCOHOL GRANT

By Sara Taylor

The 2007-2008 school year was the second year of the special initiatives grant from the Telluride Foundation. This year continued with many programs started last year but there were several highlights. The first highlight was the start of an Early Intervention Team (EIT) in the Telluride Middle and High School. This system has been put in place to get students the help they need prior to their behavior becoming a discipline or substance use problem. The team has served as a resource to students, district employees, parents and community members. The faculty members involved underwent training in the fall and met throughout the school year. The team received six referrals of students where there was a significant concern for high-risk substance use. The team was able to intervene and provide resources for students who warranted concern. The team received an acknowledgement from a former student thanking them for their intervention on her peers which reinforced the value of the team. Another highlight of the year was the FCD attitudes and behaviors survey that was completed. This survey was initially done in 2005 and then again February 2008. We were able to compare student attitudes and behaviors around substance use. There were many positive trends and as 2008-2009 school year progresses we will be rolling out a lot of the data. The important thing to note is that there continues to be progress in areas of substance use intervention and prevention services.



Spring 2008 Production of "Annie"

The Michael D. Palm Theatre

TODAY & TOMORROW

By Heather Rommel, Executive Director of The Michael D. Palm Theatre

Another great line-up is set for the 2008-2009 Palm Presents Series. Seven national touring productions will perform on the Johnson stage this season:

- **The African Children's Choir** / Friday, November 14, 2008, / 7PM
A chorus of 28 orphan children in traditional African costume, dancing and singing songs in both English and African languages!
- **A Christmas Carol** / Monday, December 22, 2008 / 6:30PM
Like a three-dimensional Victorian Christmas card that magically unfolds, the staging of this classic Dickens' tale will transport you to 19th Century London. All the warmth and comfort of a cup of Christmas cheer!
- **Golden Dragon Acrobats** / Saturday & Sunday, December 27 & 28, 2008 / 7PM
Be astounded by the truly stunning acrobatic feats – a show of breathtaking skill and spellbinding beauty!
- **Fred Garbo Inflatable Theatre Co.** / Friday, February 20, 2009 / 7PM
Be mesmerized by fast-paced, energetic, clever and universally engaging theatrical pieces that transcend barriers of age and language by combining physical comedy, dance, juggling, and most importantly, gigantic inflatable props!
- **The Rainbow Fish** / Saturday, March 14, 2009 / 6:30PM
A fun children's musical based on the classic book THE RAINBOW FISH by Marcus Pfister.
- **King Henry V** / Thursday, March 19, 2009 / 7PM
The Acting Company, in collaboration with The Guthrie Theatre, two Tony award winning, powerhouse theatre companies, combine efforts to create a spell-binding classic production complete with sword fighting and action!
- **Ballet Folklorico Quetzalli de Vera Cruz** / Friday, May 1, 2009 / 7PM
A visual fiesta of culture and folklore, featuring traditional dances of old Mexico!

One of the priorities for the Palm is to make the arts more accessible and inclusive. To accomplish this, the Palm established the **Artists in School** student outreach program. The African Children's Choir, Henry V, and Ballet Folklorico all include student/artist seminars and demonstrations as part of the school curriculum.

continued on next page



Getting ready to go on stage for Shakespeare's "The Tempest"

Beyond the Artists in Schools Program, the Palm Theatre recently implemented the **Palm Scholarship Program**, designed to provide performance tickets to underserved populations. Two programs make up the Scholarship Program. One is administered through the school principal's office and supplies coupons for free performance tickets for students and family members. The second is in partnership with **One to One Mentoring Program**, offering free tickets as an activity for mentors and children. One to One serves target populations of: low-income, Hispanic, at risk youth, and single parent families. Since the recent inception of the Palm Scholarship Program, 110 coupons for performance tickets, at a value of over \$3,000 have been provided. Over 50% of the tickets were used by "English as a Second Language" families.

In addition to the Palm Presents activities, the Michael D. Palm Theatre is an integral part of the school. Often referred to as "the school's largest classroom," the theatre is home to drama and dance classes, science fairs, art shows, assemblies, and numerous student performances including the annual 5th grade rendition of a Shakespeare classic, band and choral concerts, and the "Spring All School Musical," to name a few. The theatre also serves as a venue for about 50 community events each year.

The Palm Theatre is at a critical point in its development. Existing funding related to the naming of the theatre ends June 30, 2009. In order to keep the theatre open as a performing arts center for the community, the Palm must generate revenue from alternate sources. Community support for the theatre is critical. Please consider a donation to the Palm or join the Palm's Membership program. For more information on the theatre please visit the Palm website at: www.telluridepalm.com or call: 970-369-5674.



TEST RESULTS

2007-08 GRADE PERCENTAGES

Subject	A	B	C	D	F
Art	60	32	7	1	0
Social Studies	33	34	19	9	5
Spanish	39	29	24	5	3
Music	100	0	0	0	0
Physical Ed.	81	11	4	0	4
Science	52	24	11	9	4

2007-08 AP TEST SCORES

Subject	Students Tested	% Passing
Art	4	50
Biology	6	67
Calculus	9	56
Statistics	12	83
Eng. Lit./Comp.	40	68
U.S. Govt./Politics	18	33
Eng. Lang./Comp.	33	55
U.S. History	29	50
Euro History	3	33
Psychology	13	46

Passing Scores are considered 3 or higher

2007-08 SAT AVERAGES FOR SENIORS

	National	Colorado	Telluride HS
Critical Reading	502	564	547
Math	515	570	555
Writing	494	553	540

2007-08 ACT AVERAGES FOR SENIORS

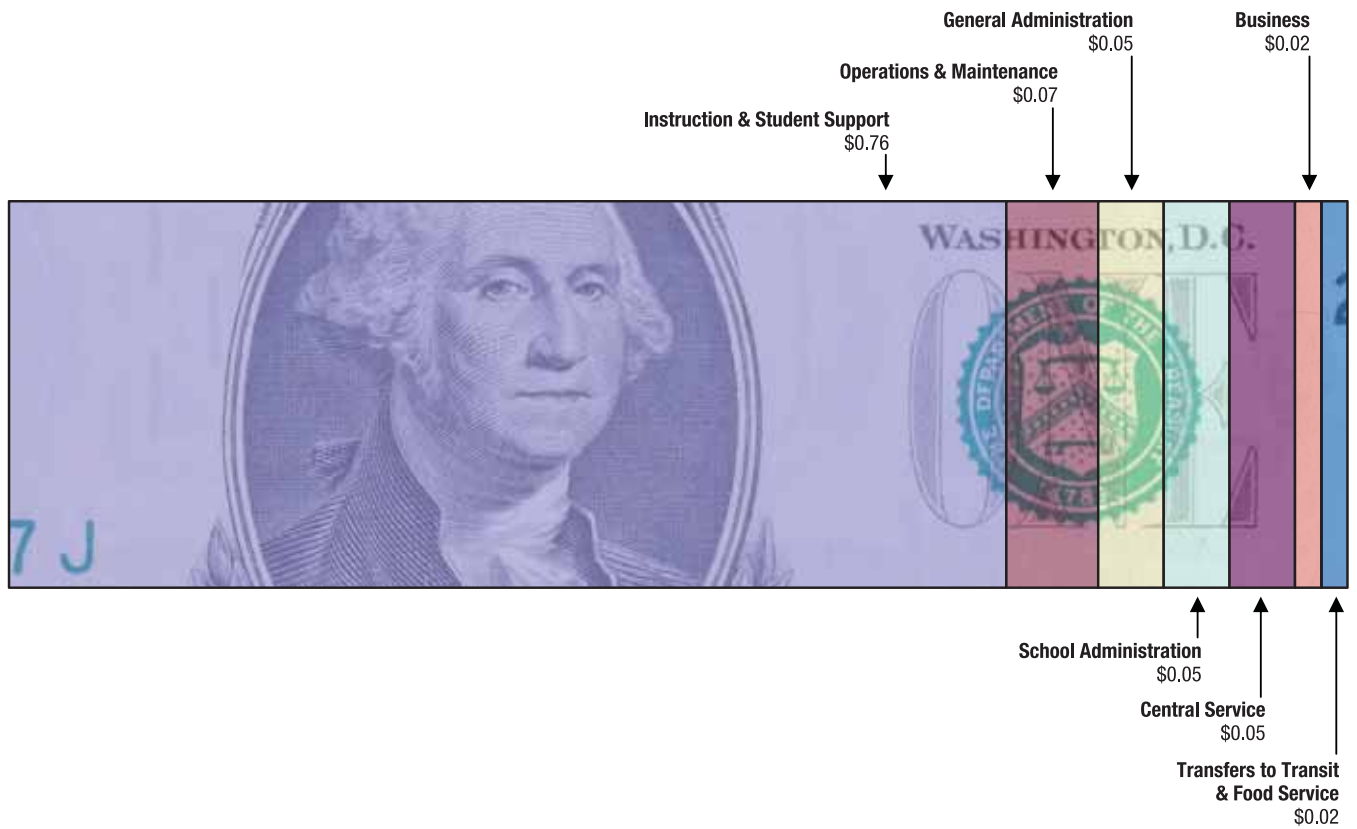
	National	Colorado	Telluride HS
English	20.6	19.8	22.9
Math	21.0	20.3	23.0
Reading	21.4	20.8	23.5
Science	20.8	20.4	22.6
Composite	21.1	20.5	22.8

2007-08 ACT TEST SCORES

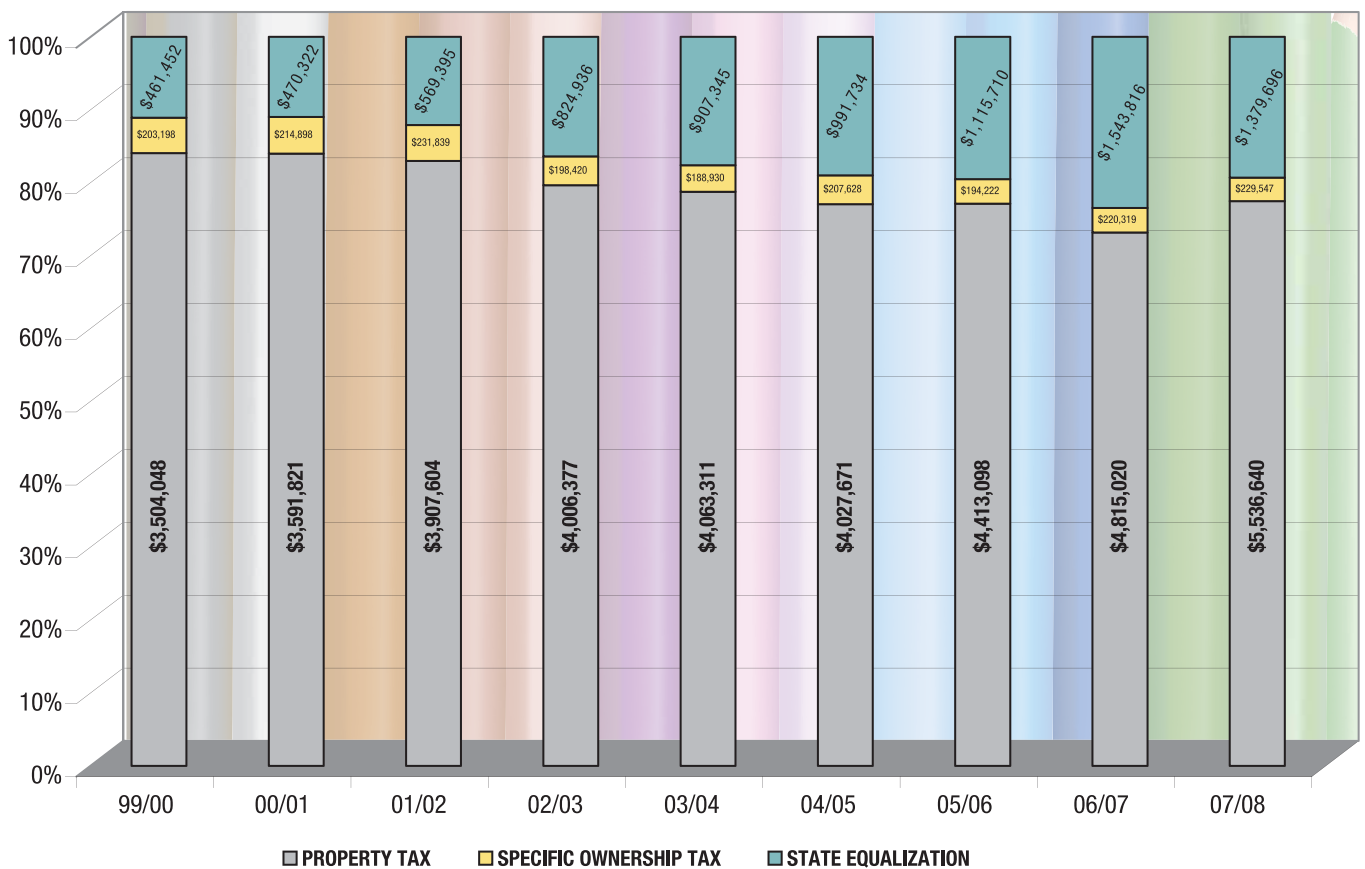
	National	Colorado	Telluride HS
English	20.7	19.4	21.7
Math	21.0	20.0	21.8
Reading	21.5	20.4	22.1
Science	21.0	20.4	21.1
Composite	21.2	20.2	21.9

Forty-two of the 2008 graduating class (Juniors) took the ACT Test in April, 2007 as part of the STATE MANDATED (CSAP) testing program.

2007-08 HOW A DOLLAR WAS SPENT



TOTAL PUPIL FUNDING BY SOURCE



2007-08

TECHNOLOGY REPORT

By Chris Delaney-Haynes

The same old pencil and paper strategies of the 20th Century are not effective in providing our students with the relevant content necessary to produce self-directed, globally aware individuals able to process vast amounts of information. The Telluride School District is confronting the challenge of preparing our students for an increasingly globalized and media-saturated world and becoming more comfortable selecting technology to fit the learning tasks. The 2007-08 school year has been a pivotal year in the recognition of changing educational strategies to better support our students.

Fourth grade teacher, Kristin Hoins, and fifth grade teacher, Amanda Wade, dedicated their summer to the compilation of resources toward affecting student achievement in a Wiki for their colleagues. Their learning toolkit was presented to K-12 staff at the start of the school year and then used as a collaborative venue to share resources, to reflect on learning and instruction, and to utilize relevant technology. You can see their handiwork at motivatedlearning.pbwiki.com.

The Individual Mission and Assessment Plan (IMAP) Leaders reviewed many educational technology resources available to help them support their teacher teams in developing strategies to target specific learning needs of K-12 students. One such resource, [Using Technology with Classroom Instruction that Works](#), provided the IMAP Leaders with extensive research demonstrating how technology can affect student achievement. The IMAP Teams have selected numerous technologically supported interventions to assist students in improving their reading and their writing.

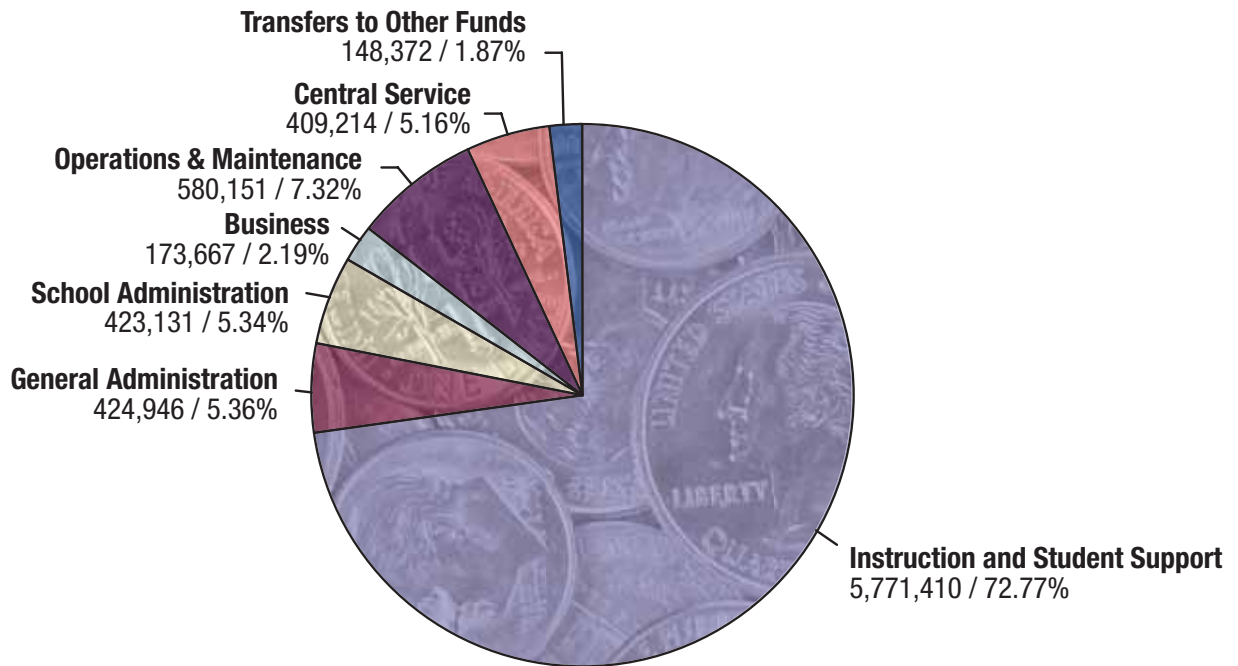
If you are a Telluride High School parent or student you have heard about THS 2.1. Principal Carter and his faculty worked for months exploring curricula before he took the concept to the public, then shared his vision of what 21st Century Education should look like for students in our schools to enthusiastic students and parents at the Palm Theatre. Throughout the school year teachers practiced 21st Century skills that are required of their students by teaming up to plan the collaborative project-based Intensive Study Periods (ISPs).

The technology committee recognized the need for changes to the technology infrastructure, and the work to plan improvements produced the following:

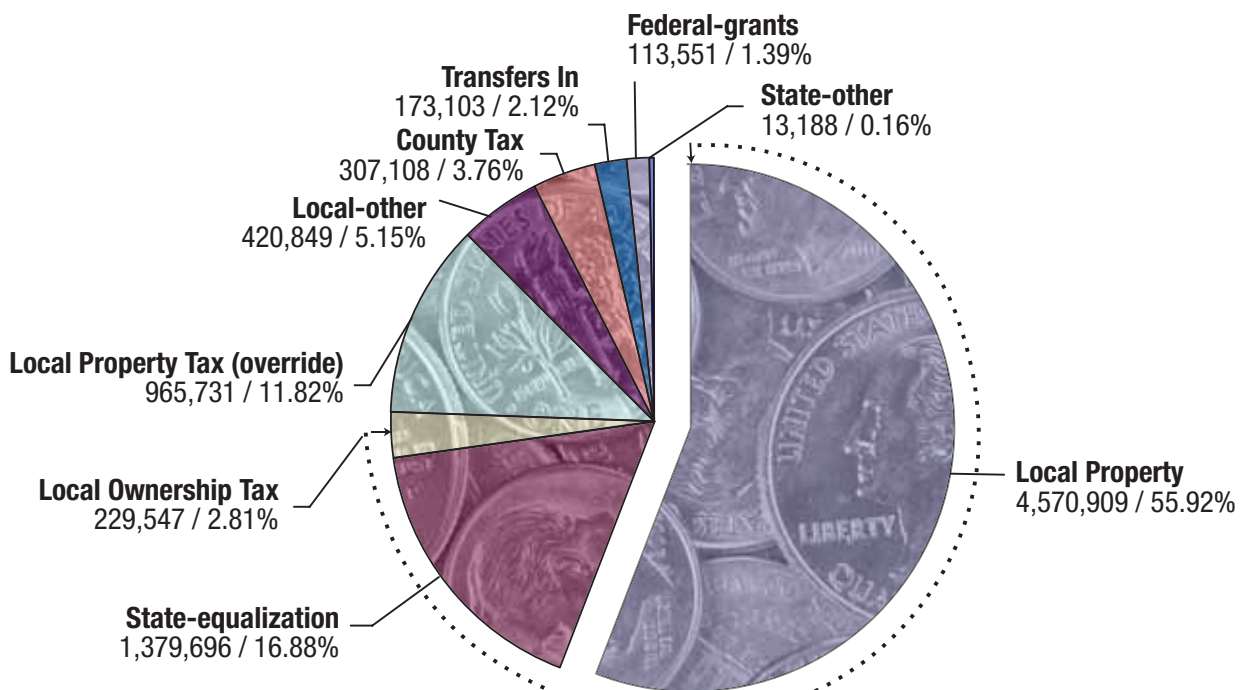
- Doubling the bandwidth with a dual T1 line
- Upgrade to a new router and firewall that manages the bandwidth
- Purchasing 3 servers adding significant storage space
- Upgrading the network operating system and email
- Adding a SPAM filter
- Upgrading our Web content filter to a more robust appliance

As our student numbers grow, so does the demand for K-12 technology to accommodate staff and student needs. The district has increased demand for bandwidth as Internet use expands, more computers for students and for staff, and additional peripheral devices that enable us to incorporate audio and video into our curriculum. The student population does not in itself determine the necessity for additional equipment. The demands of preparing our students for a global economy in the 21st Century drives the purchase of Telluride School District technology.

2007-08 EXPENDITURES



FY 2007-08 REVENUES



These three components total the Per Pupil Operating Revenue as calculated by the State Equalization Formula.