

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

Name of Principal Mr. Peter J. Brabant
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Altamont Elementary School
(As it should appear in the official records)

School Mailing Address 117 Grand Street, P.O. Box 648
(If address is P.O. Box, also include street address.)

Altamont NY 12009-0648
City State Zip Code+4 (9 digits total)

County Albany State School Code Number* 01080206001

Telephone (518) 861-8528 Fax (518) 861-5189

Web site/URL <http://www.guilderlandschools.org/altamont/Althome.htm> E-mail brabantp@guilderlandschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Gregory Aidala
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Guilderland Central School District Tel. (518) 456-6200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 Other
- 7 TOTAL
2. District Per Pupil Expenditure: \$12,017
- Average State Per Pupil Expenditure: \$13,085

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
- 9 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	27	17	44	8			
1	23	12	35	9			
2	20	22	42	10			
3	23	23	46	11			
4	23	31	54	12			
5	26	26	52	Other	6	9	15
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							288

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>96</u> | % White |
| <u>1</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	292
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 1 %
1 Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages: Arabic

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 44

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %
48 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>10</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>10</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>5</u>
Paraprofessionals	<u>5</u>	<u>12</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>30</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	97%	96%	98%	96%	97%
Teacher turnover rate	4%	8%	12%	8%	4%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Nestled at the base of New York's Heldeberg mountains stands Altamont Elementary School (AES). The school was dedicated on April 26th 1954 and since then has become an integral part of a growing community. Rapid student growth facilitated the need for several expansions over the years. Presently, AES is the learning environment for almost three hundred students.

As our Mission Statement proclaims, all students can and will learn. To ensure all children reach their potential we maintain high expectations and promote academic excellence. We create an environment in which all children and adults feel welcomed, respected, trusted, and an important part of the school. Our school community is safe and threat-free and by working together we support each other. Altamont fosters a positive school climate that respects and values diversity and nurtures self-esteem.

For more than fifty years the Altamont community has considered AES to be a special place. There are several traditional extracurricular activities that AES students, both past and present, eagerly await. In anticipation of the annual Jelly Bean Field Day, former students return to plan, organize and implement various activities for the children. Another distinctive event is the fifth grade production of a chosen play written by William Shakespeare. This event is performed, produced and directed by the fifth grade students, with assistance and supervision from teachers, staff and parents. There have been numerous school wide activities such as decade anniversary celebrations, Millennium Bash, and theme related assemblies that could not have been possible without the devotion and cooperation of the Altamont community members.

Caring adults continue to maintain high expectations to promote academic excellence while providing a nurturing atmosphere for all students. Necessary for any school to thrive there must be dedicated, high quality professionals. AES is no exception. During the summer months teachers from AES can be seen working diligently in their classrooms, attending workshops, sharing ideas and collaborating with colleagues. While school is in session, educators go above and beyond the normal school hours when they convene in various study groups and workshops for professional growth and development. As in the past, a positive school climate of respect is cultivated daily by students, parents and staff working together.

What makes AES unique is that many current staff members are parents of former students. They continue to be associated with the "Altamont family." As reflected in our mission statement, we provide a supportive environment where all children and adults feel welcomed, respected and trusted. Even after their children graduate, they desired to work as teachers, teaching assistants and support staff in a place where children truly do come first.

One specific example of the community's cohesiveness occurred in 1989 when we built a playground from the ground up. After years of fundraising, planning, organizing, and hard work, our community playground came to fruition. Even our students performed meaningful educational tasks by designing and building their playground. At the time, this wooden and rubber playground was the first of its kind within the surrounding area. Today, adults can be seen having fun with their children on the playground they created.

An outstanding characteristic of AES is the relationship the school has with the senior citizens of the community. When the seniors have their luncheons, it is not uncommon for the children to cross the street and share songs, plays, writing pieces, dances, etc. There is also the annual costume parade that both the seniors and students look forward to each fall. Although this is not always a curriculum related activity, the benefits of establishing a relationship across generations are felt throughout the community.

Yes, AES was, is and always will be a caring community of learners that exhibit independence, leadership, lifelong learning and academic excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: New York State assesses students in grades 3-8 in the areas of mathematics and language arts. This is the second year that New York State has tested all students in grades 3-5. Grade 4 students have always been assessed in the areas of language arts, mathematics, and science. Students in grade 5 are assessed in the area of social studies. These assessments are designed to determine whether students have reached the higher learning standards. The tests challenge students to demonstrate their ability to read, write, and listen, and to understand and apply information related to mathematics, language arts, science, and social studies. The tests also show whether students are getting the foundation knowledge they need to succeed in later grades. At the elementary level, performance is shown using four levels (Level 1, indicates not meeting learning standards, Level II indicates partially meeting learning standards, Level III indicates meeting learning standards, Level 4 indicates advanced proficiency). Students scoring at Level III and IV meet or exceed the state standard for proficiency in that content area. For more information on New York State's testing program you can visit <http://www.emsc.nysed.gov/repcrdfall2003/information/elementary/guide.html>

During the 2005-2006 school year in the area of language arts 81% of the students in grades 3-5 at Altamont Elementary School scored at a proficiency level of III or IV, indicating meeting or exceeding the state standards for Reading, Writing, Listening, and Speaking. Specifically, 82% at grade 3, 69% at grade 4, and 93% at grade 5. The only sub-group information that is reported for Altamont is "White." The most recent School Report Card data available shows the overall Mean Score in language arts for grade 4 over the last three years. In February, 2003 the mean scores was 669. In February, 2004 the mean score was 667, and in February, 2005 the mean score was 674. From February-03 to February-05 there has been a 5 point improvement in the average scores for student achievement in the area of language arts. Further analysis of our test results reveals that Altamont students need to improve in their inferencing skills, as measured by this state assessment.

During the 2005-2006 school year in the area of mathematics 93% of the students in grades 3-5 at Altamont Elementary School scored at a proficiency level of III or IV, indicating meeting or exceeding the state standards for the content area of mathematics. Specifically, 90% at grade 3, 92% at grade 4, and 98% at grade 5. Again, the only sub-group that is reported at Altamont is "White." The most recent School Report Card details the Mean Scores for students in grade 4 for the past three years. In May, 2003 the mean scores was 681. In May, 2004 the mean score was 683, and in May, 2004 the mean score was 697. From May, 2003 to May 2005 there has been a 16 point improvement in the average scores for student achievement in the area of mathematics. Further analysis of the math scores did not reveal any trends or patterns of mistakes by the students in grades 3-5.

Over the past three years, 96% of the students in grade 4 met or exceeded the state standards for the science performance assessment. 94% in May, 2006; 98% in May, 2005 and 97% in May, 2004. The only sub-group reported in these assessments is "White." This unique assessment allows students to perform experiments and record results and interpret and write about data. Each year, the student results are analyzed to determine is specific areas need attention.

The test results for grade 5 students, over the past three years, in the area of social studies shows an average of 98% if the students met or exceeded the state standards. Again the only subgroup reported was, "White." This assessment uses multiple choice, short answer and drawing conclusions from two or more documents. Test results are reviewed each year and trends and patterns are studied.

This comprehensive overview of our test scores indicates the vast majority of our students score at or above the proficiency level as defined by New York State. By grade 5 students achieve at or above the 90 percentile on all assessments of the four core areas. These are very encouraging figures for any school.

2. Using Assessment Results: Altamont Elementary School's Teacher Leader Committee is comprised of lead teachers from all four core academic areas and also includes technology, health, and the library.

These teacher leaders have both school and district level responsibilities. At the district level, teacher leaders meet with other teacher leaders in the same content area and review curriculum, analyze data, and problem solve on a district wide level. This information is then brought back to the entire staff by the teacher leader at staff and curriculum meetings.

The Teacher Leader Committee at the school level meets monthly to review school specific data, grade level curriculum concerns, and develop plans to effect a desired change. Each year, when test results become available, our teacher leaders review the data and determine which students need “Academic Intervention.” Individual plans are formulated for students and levels of intensity are discussed. Early in the year, the language arts coordinator shared with the committee academic achievement data gathered by the first grade teachers. The committee reviewed this data which indicated significant reading problems with a number of students. The committee then developed options to share with all staff members and as a result first grade students are receiving more targeted instruction in smaller groups and for longer periods of time.

Earlier this year, the Teacher Leader Committee reviewed the language arts data from last year’s state assessments. The fourth grade scores indicated more support was needed at that level. Specific students were identified as needing more academic intervention. As a result, staff schedules were modified and personnel changes were enacted to ensure more time was given to specific students and to that grade level. Early indications from this year’s assessments indicate the modifications had a positive effect of student achievement.

Again this year, our science teacher leader brought data to the committee about the grade 4 science performance assessment. Analysis of this data indicated a pattern of similar mistakes. The committee shared this information with all the teachers and small changes were made to the science curriculum to address this issue. Specific vocabulary and more time to practice with measuring instruments, such as meter sticks and balances was added to the grade 3 and 4 curriculum.

Another way we use data is through our district data coordinator. This person reviews both school-wide and district-wide data and points out positive and negative trends in the data. The person also reviews student performance by sub-groups and does an item analysis for each state assessment going back multiple years. Individual schools and grade levels take this information and develop plans of action to effect a desired change in student academic achievement.

3. Communicating Assessment Results: Communication is one of the Guilderland Central School District’s priorities. Altamont Elementary School has many avenues in which assessment results are shared with staff and the community. At the district level there is a comprehensive website with web pages for each school and links to the NYS School Report Card. The district and building principal write a newsletter each month in which student data may be shared. Teachers plan curriculum nights throughout the year that parents attend. These curriculum nights focus on a content area and student data often is shared with parents. The district and school both hold special evening events for parents to come and discuss the school report card. Afterwards, the School Report Card is copied and shared with all parents. Channel 16, our public access TV station also broadcast presentations on the School Report Card Data for the community. Reports on student progress are sent home three times per year in grades 3 to 5 and twice a year in kindergarten. These reports are intended to give parents a picture of their child as a learner in relation to grade level performance indicators, based on the state core curricula. Parent conferences are scheduled near these times, so parents can ask more questions about specific areas of student achievement. Assessment results are shared within the building at scheduled staff meetings, curriculum meetings, and specified grade level meetings. Often the grade level meetings follow a curriculum meeting so plans of action may be developed. When appropriate, upper grade teachers will share general student data trends with the students. Special attention is paid to keep information relative to all students. This allows students ownership over their achievement and invites them into the problem solving process. These many paths allow communication to flow at a district level, a school level, and a community level.

4. Sharing Success: Altamont Elementary shares success at a school, district, and regional level. Within the school, time is allotted at staff meetings for teachers to recognize and be recognized by colleagues for success in the classroom. Through collegial conversations programs are refined and/or modified. At the district level, curriculum cabinets share the many successes at the individual schools. This often leads to other schools implementing similar initiatives. Success is also shared and televised at monthly board of education meetings. Each year the district designs its Professional Development Plan and Altamont teachers are invited to train and present workshops to other district teachers. Regionally, Altamont teachers train new teachers and offer workshops through Capital Region BOCES, Capital Region Teachers' Center and the Capital Area School Development Association. These workshops include teachers from many area schools. Each summer our district hosts over 400 teachers at Capital Region BOCES/Guilderland Summer Reading and Writing Institutes. Altamont teachers often assist and present at the Institutes. Sharing success is a priority at Altamont Elementary School and the Guilderland Central School District. Multiple forums have been established to showcase the high quality and innovative teaching Altamont teachers provide students each day.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The program at Altamont Elementary is designed to develop students' confidence in themselves as learners, to instill a love of learning, and to help them develop the knowledge, skills and attitudes needed to communicate effectively, understand the world about them and participate fully in the democratic society. NYS learning standards and core curriculum provide benchmarks for all core academic courses as well as the arts and physical education.

Altamont's Language Arts program is based on the New York State English Language Arts Core Curriculum and on the ELA Learning Standards. There are four major standards and each learning standard includes listening, speaking, reading, and writing. Language Arts is a major part of students' elementary school program. The goal of the program is to develop the ability to communicate effectively. The instructional emphasis is developing confidence and competence in reading, writing, speaking and listening. Attention to these skills is also integrated into the learning throughout the day. Instruction in reading and writing, including spelling, occurs daily with the use of a "workshop" model and "word study" programs. Teachers develop curriculum calendars using the NYS Standards and district guidelines to ensure that content and skills build upon each other and that students actively engage in the reading writing process.

The mathematics program at Altamont is based around the Everyday Mathematics curriculum, which was developed by the University of Chicago. Dialogue about mathematics between teacher and children, but also among the children themselves is a key feature. Lessons include problem solving for everyday situations, hands-on activities, cooperative learning structures, daily routines, and communication links to home. Lesson and content activities are covered daily in 50 -to 60 -minute lessons. Several different teaching strategies are employed in presenting and reinforcing the curriculum goals.

Social Studies activities and learning throughout grades K-5 at Altamont include three key components; Content Understandings, Knowledge and Appreciation, Skills and Social Participation. Central themes at each grade level focus on History, Culture, Political Concerns, Economics and Geography. Critical thinking, information collection, valuing, decision-making, data analysis and developing key vocabulary are primary skills at each grade level. Cooperative learning techniques, artifact examination, speakers, field trips, real world experiences, and use of technology enhance and supplement the core program. An appreciation for and understanding of the rights and responsibilities of citizenship are emphasized as well.

The elementary science program places an emphasis on acquiring skills, knowledge and attitudes toward science through active involvement. The major focus is problem solving. Students are asked to question and then investigate by collecting data to find answers. The core program includes a series of topical units of study at each grade level. Teachers regularly enrich science instruction with topics of interest to their students. All units include hands-on activities, scientific skill development, problem solving, and assessment.

Art as a separate discipline is studied in grades 1-5. Art assists in the development of a child's emotional and intellectual growth through sensory experiences that promote creativity, imagination, and artistic expression. Each learning experience includes both process and a product. Art teachers are available to classroom teachers to help make connections across disciplines while allowing children to express themselves as unique individuals.

2. Reading: At Altamont Elementary School (AES), we believe in providing a balance of literacy instruction through a Reader's Workshop (RW) approach. We believe that students learn best with planned, focused and intentional teaching and authentic reading experiences. Therefore, the RW has a predictable time and structure that occurs every day for all students.

Each day, RW begins with a mini-lesson that guides students through a line of inquiry, student work time (which involves a variety of structures such as independent reading, literary circles, shared texts and

guided reading) and ends with a group share time that reflects a depth of listening, understanding, and response to the designated lesson.

In Kindergarten through second grades, students are taught how to be strategic readers by using multiple sources of information (meaning, structure of language, and grapho-phonemic connections) in an integrated way to develop early reading processes. In addition to the RW framework, emphasis is also placed on word study so that children can learn how words work and apply this knowledge to their reading and writing. Some of the units of study at these grades are: Building Good Reading Habits, Strategies Readers Use and Thinking and Talking About Books.

While the primary focus is learning to read, the goal for students in the intermediate grades is reading to learn. In the third through fifth grades, teachers facilitate students' deeper understanding of the written word. While students continue to work on strategies for sustaining meaning, teachers also work toward expanding their meaning by helping them make connections to, within and beyond texts. Some of the units of study at these grades include, Living a Readerly Life, Talking and Writing to Share Ideas, Character Studies and reading projects that include the study of a variety of genres.

The teachers at AES use Curriculum Calendars to plan year-long coursework that is rich, engaging and closely aligned to the New York State Curriculum. We participate in on-going professional development with the guidance and inspiration of a variety of researchers such as Lucy Calkins, Fountas and Pinnell, and Isoke Nia to stay current with best practices. Our reading program is reflective of our commitment to providing our students with the necessary tools to become life-long readers and learners.

3. Additional Curriculum Area: Altamont Elementary School uses the Everyday Math Program for math instruction in grades K-5. This program was created by the University of Chicago School Math Project and has been in use in the five Guilderland School District Elementary Schools, including Altamont, since 2002.

Everyday Math is a complete math curriculum that embraces many of the traditional goals of a math program as well as substantially raising the expectations with respect to the amount and range of math students can learn. The program helps teachers move beyond basic arithmetic and nurtures higher order and critical thinking skills in students by using everyday, real-world problems and situations. The goal of Everyday Math to increase the range and amount of math a student learns coincides with the Altamont Elementary School mission to maintain high expectations and promote academic excellence for all students.

One of our school district's priorities is to foster a student-centered approach to learning. The Everyday Math program was created to be consistent with how students learn math. The program builds understanding over a period of time, first through informal exposure and then through more formal and direct instruction. In this way learning is connected to and built upon a student's knowledge base. This developmental approach to learning is consistent not only with district priorities but also with Altamont Elementary School's mission to create a safe and nurturing environment in which students can learn from and support each other.

4. Instructional Methods: Altamont Elementary School's instructional methods reflect the school and district commitment to educating the whole child for the 21st century. The day begins with a morning meeting as a method of building community in the classroom. Every teacher is trained in and utilizes cooperative learning to help students learn content and construct knowledge in a social setting when appropriate. Teachers use student data and their knowledge of multiple intelligences to inform instruction and present information through multiple modalities designed to meet the various learning styles in the classroom. Teacher to student conferencing and goal setting are key components to the instructional process. Teachers use manipulatives to develop concepts in the math program while students learn about the world they live in using hands-on activities in science. Teachers further enhance instruction by motivating students through an enriched curriculum and high-interest student-centered activities. Students that struggle and students that excel are discussed as part of a child study team meeting. A group of multi-disciplinary professionals collaborate in order to modify and/or differentiate the

instruction. This group helps teachers refine their instruction based on information gleaned from brain research, pedagogy, and sociology. A mobile computer lab allows teachers to control and infuse technology into all content areas. All these elements come together to meet the needs of all learners and ensure all students learn and are prepared for the 21st century.

5. Professional Development: Altamont Elementary School, as part of the Guilderland School District, has a comprehensive and responsive professional development plan which assists our professional staff to improve student achievement in all subject areas. The plan is updated on a yearly basis by a committee of teachers and administrators from across the district. The district also has a full time staff development specialist who is charged with coordinating the staff development plan as well as developing and providing trainings on best practices in teaching, brain research and multiple intelligences. Our district and school philosophy on staff development have been influenced by the work of Dr. Michael Fullan and Dr. Barrie Bennett and their belief that classroom improvement, teacher development and school improvement must be systematically linked and integrated in order for a school to make progress and improve student achievement.

Professional development for the new teacher begins with an in-depth series of summer workshops in all of the content areas, special education and classroom management. During the summer the district also sponsors both a reading and writing institute based on the teachings at Columbia University's Teachers' College. These trainings are open to all teachers and frequently include workshops led by current authors and consultants. New teachers then participate in a mentor program for their first two years where they work with experienced teachers to develop and refine their instructional strategies and classroom management skills.

During the year the district offers a multitude of after school in-service workshops. The topics covered in these workshops are varied and developed in response to identified areas of need either by the administration or by individual teachers. Professionals are encouraged to attend in-service training and can receive financial benefits from doing so.

On a building level, Altamont Elementary School has a teacher leader in each subject area. Among their duties they serve as local "experts" in their area and assist other teachers in improving their performance and understanding in the subject area. Recently, teacher leaders have taken on the task of analyzing results from the state assessments, identifying the strengths and weaknesses in our students' performance, and conducting meetings to review the data and develop strategies for student improvement.

STATE CRITERION-REFERENCED TESTS

Subject English Language Arts **Grade** 3 **Test** ELA 3

Edition/Publication Year NYSTP 2006 **Publisher** CTB McGraw-Hill/NYS Education Dept.

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January			
SCHOOL SCORES		N/A	N/A	N/A
% at Level III & IV	82			
% at Level IV	13			
Number of students tested	54			
Percent of total students tested	90			
Number of students alternatively assessed	0			
Percent of students alternatively assessed	0			
SUBGROUP SCORES				
*None to report				
Number of students tested	50			

STATE CRITERION-REFERENCED TESTS

Subject English Language Arts **Grade** 4 **Test** ELA 4

Edition/Publication Year NYSTP 2001-2006 **Publisher** CTB McGraw-Hill/NYS Education Dept.

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January	January
SCHOOL SCORES		N/A	N/A	N/A
% at Level III & IV	69	81	74	81
% at Level IV	6	21	15	29
Number of students tested	51	47	59	56
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	5	0	0	0
Percent of students alternatively assessed	10	0	0	0
SUBGROUP SCORES				
*None to report				
Number of students tested	51	43	54	57

STATE CRITERION-REFERENCED TESTS

Subject English Language Arts **Grade** 5 **Test** ELA 5

Edition/Publication Year NYSTP 20061-2006 **Publisher** CTB McGraw-Hill/NYS Education Dept.

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January			
SCHOOL SCORES		N/A	N/A	N/A
% at Level III & IV	93			
% at Level IV	20			
Number of students tested	41			
Percent of total students tested	100			
Number of students alternatively assessed	2			
Percent of students alternatively assessed	5			
SUBGROUP SCORES				
*None to report				
Number of students tested	41			

