

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. Lavern Turner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 358 Bullseye Lake Road
(If address is P.O. Box, also include street address.)

City Valparaiso State IN Zip Code+4 46383-1978

County Porter State School Code Number* 6897

Telephone (219) 531-3040 Fax (219) 531-3041

Web site/URL http://www.valpo.k12.in.us/ccel/index.php E-mail vturner@mail.valpo.k12.in.us

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. Michael Benway
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Valparaiso Community Schools Tel. (219) 531-3000

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 Mr. Douglas McMillan
(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 _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

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

1. Number of schools in the district: 8 Elementary schools
 2 Middle schools
 Junior high schools
 1 High schools
 Other

 11 TOTAL
2. District Per Pupil Expenditure: \$10,330

 Average State Per Pupil Expenditure: \$9,627

SCHOOL

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. 33 Number of years the principal has been in her/his position at this school.
 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	31	23	54	8			
1	31	20	51	9			
2	32	20	52	10			
3	30	27	57	11			
4	28	33	61	12			
5	29	21	50	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							325

10. Students receiving special education services: 14 %
44 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>5</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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> </u>
Classroom teachers	<u>11</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>7</u>
Paraprofessionals	<u> </u>	<u>12</u>
Support staff	<u>2</u>	<u>5</u>
Total number	<u>15</u>	<u>24</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 22:1

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	97%	97%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	5%	0%	5%	5%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Cooks Corners Elementary School is a fully accredited North Central Association elementary school. The building is located in Valparaiso, Indiana about fifty miles from Chicago, Illinois. The city of Valparaiso is the county seat and the home of Valparaiso University. Over one hundred and ten years of education have been completed at the current school location. A wooden structure predated the site of the first brick building which was built in 1894. Following the razing of that building in 1966, the current facility was completed.

Today, the school is a model of the traditional elementary schools built in the sixties. It is a one story brick structure. There have been two additions since it opened in 1967. They are the kindergarten wing in 1974 and the art/music addition in 1983. During the summer of 1994, there were physical changes including air conditioning, telephones, and both a video and data distribution network.

Our mission statement reflects the commitment of the entire school community to making students successful learners: "Cooks Corners School will provide a positive, caring, enthusiastic, and disciplined climate for learning. Working together, the school's staff, parents, and community will strive to prepare each child to be a lifelong learner and a contributing member of an ever-changing society. Each child will be expected to participate and cooperate in attaining academic, expressive, social, and physical skills."

The student body is very homogeneous. The majority of the families are two parent homes. Most of the families have an adult who has earned a college degree. The majority of the parents are white-collar workers. The average family income is above the community average and well above state and national averages. Cooks Corners does not qualify to be a Title I school. More than 88% of the students are white. There is a near balance of students by gender. Student ability and achievement are above average. Scores on the state tests are consistently some of the highest in the State of Indiana. Cooks Corners has been an Indiana Department of Education Four Star School eighteen times. Currently, Cooks Corners is an Indiana State Test for Educational Progress Plus (ISTEP+) Exemplary School in all categories.

Cooks Corners Elementary School's Parent Teacher Association is one of the oldest in Porter County. Sponsored activities include Book Fair, Birthday Book Club, Art Appreciation, Sundae Sunday, special student convocations, grade-level field trips, recycling, school pictures, Riley Hospital Skate Night, Fifth Grade Recognition, student awards, and playground equipment projects.

The school is proud of all the special programs. There is a learning disability resources room, a moderately mentally handicapped classroom, and speech/language therapy room. A special reading teacher helps with remediation and phonemic awareness. All grades participate in the Accelerated Reading Program provided by Renaissance Learning. The school social worker provides individual and group support to all students. Fifth grade students participate in orchestra and band. A conflict manager program for students has helped to prevent and solve playground disputes. Creating a Safe School (CASS), a special anti-bullying program, was started two years ago. Part of that program is a peer buddy program at all grade levels.

Extra curricular activities are available to all students. Both the math and spelling teams have won regional competitions and placed in the top ten in Indiana. The student council has been a state honor council for the last ten years. The advisor for the council is the Advisor of the Year for Indiana. A service learning club meets regularly to plan and complete projects to assist many community organizations. Scouting groups serve all grades. There are after-school sports for fourth and fifth grade students which include soccer, basketball, volleyball, and bowling. There is an annual variety show for all grades.

The school motto and sign is "Thumbs up!" We try to remember to think positively about each other and enjoy our successes.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

All of the schools in Indiana participate in Indiana Statewide Testing for Educational Progress (ISTEP+). This testing program was created in 1987 and first administered in 1988. In 1995, the test was changed to ISTEP+, which required a norm-referenced test to allow comparisons of Indiana student achievement with national norms. In November 2000, the State Board of Education adopted the Indiana Academic Standards that represent learning outcomes deemed necessary for successful performance in school, at work, and in the community. In 2002 grades 3, 6, and 8 ISTEP+ tests were modified to reflect these new standards. The standards were incorporated into new tests for grades 4, 5, 7, and 9 in the fall of 2003. In addition the national norming of the test was dropped. Currently, students are tested in the areas of English/language arts and mathematics, with science being added to the testing schedule in grade 5. The state disaggregation summary reports do not compute a value for groups with fewer than ten students. Information may be found on the state system at <http://www.doe.state.in.us/asap/data.html>. Cooks Corners Elementary School information can be found at <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=6897>.

Since the inclusion of the state standards in ISTEP+ in fall, 2003, Cooks Corners students have scored near or above the 95th percentile in both English/language arts and mathematics. This reflects the overall ability and achievement of all of our students.

ISTEP+ Percent Passing Both English/LA and Math

Year	Grades Tested	State Average	95th Percentile	Cooks Corners
2003-2004	3	62 %	88%	89%
2004-2005	3,4,5	63%	88%	89%
2005-2006	3,4,5	64%	88%	90%
2006-2007	3,4,5	64%	88%	85%

The English/language arts portion of the ISTEP+ includes reading comprehension, writing application, and language development. Cooks Corners students perform above the state average in this important area.

ISTEP Percent Passing English/ LA – 2006-2007

Grade	State Average	Cooks Corners
3	75%	86%
4	76%	95%
5	74%	91%

The mathematics section of the ISTEP+ includes computation, number sense, and problem solving. Cooks Corners students perform above the state average in this area as well.

ISTEP Percent Passing Math – 2006-2007

Grade	State Average	Cooks Corners
3	73%	88%
4	75%	92%
5	77%	87%

In addition, Cooks Corners students met Adequate Yearly Progress (AYP) in all of the student groups that apply including special education and attendance.

2. Using Assessment Results:

The ISTEP+ results are only part of the assessment program at Cooks Corners. ISTEP+ results are used for placement in a summer remediation program. There is a regular summer school program which begins shortly after the end of the school year. In addition, there is a two week Jump Start Program in August which is intended to ready students for the coming school year. It helps to overcome the usual summer “slump” and the resulting need for review. The ISTEP+ is considered to be only an important snapshot.

Ongoing assessments are used throughout the year. The Valparaiso Community Schools have developed a series of Criterion Response Tests (CRT) which are given at the end of the first semester and again at the end of the year. There are tests for state and local standards in communication arts, math, and social studies. Students are tested in grades one through five. Pretests are given in the fall and again at the semester. Results are used by teachers for remediation and instructional planning.

Regular assessment is given in coordination with the Valparaiso Community Schools Curriculum which includes all of the Indiana standards. Short assessments for units of instruction are given. Daily lesson plans incorporate the standards. First grade students who are progressing slowly are selected to participate in a Fluent Reading Is Our Goal (FROG) program. In addition, students in grades two and three are selected to participate in a Valparaiso University Tutor program. This is a reading program that was developed in coordination with the university and students studying education. There is also a special after-school tutorial program at the local Boys and Girls Club. Other students with continuing achievement problems are referred to a General Education Intervention Team. The team considers the student’s strengths, weaknesses, and possible interventions. This is a problem solving approach that was developed at Indiana State University.

Lastly, the school improvement plan (Indiana Public Law 221) is reviewed by all teachers at least twice a year. This includes goal, interventions, and a regular plan for implementation.

3. Communicating Assessment Results:

Student progress including assessment results is reported every nine weeks in a printed report card. Currently, the Valparaiso Community Schools are investigating a new standard based reporting system with the help of Dr. Robert Marzano of Colorado University. A computerized grading system, Grade Quick, will be used next year. Parental portals will be available for regular updates. This system is supplemented by a mid-term deficiency report for those students who are having difficulty. There is also a parent teacher conference at the end of the first nine weeks of instruction as well as the end of the year.

ISTEP+ results are received from the state department of education in January. Results are mailed to parents. There is a detailed computer generated Student Report which addresses English/LA and math sections. Scores are reported for both the objective and the applied skills sections of the test. A special meeting is held for those parents wanting more information about this important test.

Daily communication regarding assessment is provided by email and “backpack”. All third, fourth, and fifth grade students are required to complete daily assignment books and transport them home as needed. The principal has a list of all parents that wish to receive regular email messages about school. In addition, teachers communicate with parents through a commercial website, SchoolNotes. Teachers also use STAR Reading and STAR Math tests to check progress, plan for instruction, and meet with parents.

The year begins with a parent curriculum night. Every teacher explains not only their instructional plan but also their method of communicating test results and grades. The reporting of assessment results is a daily, weekly, grading period, and annual process.

4. Sharing Success:

The Valparaiso Community Schools have regularly scheduled meetings at the elementary level. All elementary principals meet once per month with the Assistant Superintendent for Elementary Schools. Curriculum and book adoption committees meet many times a year to update a highly structured curriculum based on Indiana and local standards. Regular faculty and support staff meetings are held for informational and planning purposes. Teachers also meet at the building level at least once per month to review curriculum and school improvement plans. At these traditional meetings there is always time for sharing successes.

The school community is informed in a variety of ways. There is a large school sign that is kept current with school events and successes. The principal has a parent email list for sending and spreading the good news. Local newspapers are willing to publish articles about school projects and accomplishments. The Cooks Corners PTA publishes a monthly newsletter that includes all categories of school news.

Individual student successes are shared in many ways too. There is a Bringing Up Grades student assembly which is held after the second and third marking period. The purpose is to announce students who have improved on their report card. A hallway video system has a continuous Power Point presentation running that announces Accelerated Reader Star Students, birthdates, and team competition results. There is also a special Accelerated Reader Principal's Club bulletin board in the main hallway for students who earn a posted photograph by exceeding required reading. Students that perform acts of kindness, sportsmanship, and other good citizen characteristics visit the principal for a special Thumbs Up card to take home to parents.

Lastly, teachers communicate almost daily with parents. Classroom phones allow for private conversations with parents. Regular work is sent home daily. Teachers call at the beginning of the year to introduce themselves. All teachers have email availability for communicating with parents. When calls come to the principal with questions regarding the high rate of success that Cooks Corners students have on statewide testing, one part of the response is the need for constant positive communication with parents.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The teachers and administration of the Valparaiso Community Schools have created a well defined curriculum at all grade levels. Faculty committees have written a plan for every discipline that matches and even exceeds the demands of the Indiana Academic Standards. The learning needs of local students are the core of each area. The plan includes instructional maps and learning outcomes for every discipline and every grade level. It was originally developed with the help of Dr. Richard Manatt of Iowa State University. With curriculum guides in hand, teachers from all grade levels can direct their instruction to the needs of their students, community, and state. Classroom instruction is guided by the curriculum and not the textbook publishers.

Language Arts: This area of the curriculum includes reading, language, spelling, and handwriting. The reading program will be discussed at length in the next section of the document. The Harcourt Basal Reading series is used at all grade levels. The corresponding Harcourt Language Program is used for language instruction. The D’Nealian handwriting system is used for manuscript and cursive instruction. Cursive instruction begins in the second grade. Workbooks are used for all sections of the language arts.

Mathematics: The Scott Foresman Math program is utilized in grades K-5. Math Our Way is taught in the primary grades as a supplement. Hands-on and manipulative methods are used at all levels. Teachers utilize the Problem of the Day to start each school day. STAR Math is used to assess students at the beginning of the year. All students use the computer lab for Math Facts in a Flash.

Science: The Scott Foresman Science series is used as the text for this area. It is supplemented with many science kits, supplies, and classroom lab activities. The fourth grade visits the local Indiana Dunes State Park three times during the school year. The fifth grade attends the Challenger Learning Center Program at Purdue University Calumet.

Health: The McGraw Hill Health series is utilized for all grades. This program is supplemented with a personal safety unit for all grades, BABES in the second grade, Challenge Education in the fourth grade, and a maturation unit at the fifth grade level. This includes state required AIDS instruction.

Social Studies: All grades utilize a text for this area. The primary grade use McGraw Hill and the upper grades Scott Foresman. All grades take local field trips. Weekly news magazines are used in grades 1-5 for current events. Many thematic units are used at various grade levels. Students are instructed in cooperative groups to complete their learning.

Technology: Integration of technology into all disciplines is stressed. There is a Valparaiso Community Schools Technology curriculum. It is taught in the context of regular computer laboratory visits for word processing, presentation preparation, and Internet research. Students and teachers are supported by parents and instructional assistants who help in the lab.

Physical Education: Students work twice a week with a half time special instructor. There is a state and local curriculum. In addition to regular physical activity, students are tested on game rules. The President’s Physical Fitness test is given to all students in May. There is a city wide Fit City Program and Cooks Corners students have been honored by the mayor for their level of participation.

Music: Students meet with a special music teacher twice a week. The new McGraw Hill Music series is used. It is supplemented with guitar, piano, CD, and computer programs. There is a fourth and fifth grade choir that performs twice year at a holiday concert, “This Is Our Story”, and a fifth grade recognition program at the end of the year.

Art: Visual arts are taught weekly by a special teacher to all grade levels. The program is supplemented by an art textbook and a PTA sponsored art appreciation program. There are art shows in community locations three times a year.

Learning Disability Resource Room: Students who are identified with learning disabilities have a resource room that is staffed by a part time special education teacher and a paraprofessional. Students receive direct and support services as prescribed in the state and federal special education laws.

Least Restrictive Environment Room: Students that are identified with a moderate mental handicap are taught by a full time teacher and three paraprofessionals.

Speech Therapy Room: A fully qualified part-time speech therapist works with identified students.

FROG Room: Fluent Reading is Our Goal is a remedial reading program. A part time teacher provides instruction to identified students. Cooks Corners does not qualify for Title I funds. This is a locally funded program.

2. Reading Curriculum:

The core of reading instruction is a basal reading series, Harcourt Collections. However, the Indiana Academic Standards determine the use of the basal and other supplementary activities. Daily lesson plans include instruction in phonemic awareness, phonics, vocabulary, and reading comprehension. Regular oral reading and listening are also a part of this instruction.

Writing application is an important part of the ISTEP+. As a result, many reading assignments are followed by coordinated writing assignments. There is a system-wide applied skills writing sample taken twice a year and reported to the central administration office. The integration of reading, writing, spelling, and handwriting is included in all lesson plans.

Supplementary programs strengthen the basal program. The Renaissance Learning STAR Reading test is used to test students in the fall as a baseline. As the year progresses, students participate in the Accelerated Reading Program to strengthen their reading comprehension. All classes have a weekly subscription to current events magazine and this is read and discussed together. Young Hoosier Books are evaluated by all students. The PTA sponsors an annual Book Club where students can earn more books by reading so many hours. Many classes utilize the Pizza Hut Book It! Program to encourage outside reading as well.

Remedial reading is taught in many ways. There is a part-time reading specialist who works with kindergarten and first graders. She presents phonemic awareness to the entire class. She works with individual students from the kindergarten and first grade to strengthen their reading skills. Valparaiso University has provided reading tutors for the past two years. These trained education students work with identified second and third graders during the school day. The State of Indiana under Project Primetime has also funded Instructional Assistants for the primary classrooms for one-on-one instruction.

3. Additional Curriculum Area: Mathematics

The Cooks Corners staff recognizes that in today's world communication and problem solving are essential to success. As a result, in order to prepare students to be contributing members of a dynamic society another essential curriculum area is mathematics. The State of Indiana also recognizes this need and includes math computation and problem solving in the ISTEP+.

The core of math instruction is a mathematics series, Scott Foresman Math. However, the Indiana Academic Standards determine the use of this series and other supplementary instruction. Daily lesson plans include instruction in number sense, computation, and problem solving.

Supplementary instruction takes many forms. Each class uses an introductory Problem of the Day when students arrive at school. STAR Math is used to determine a math baseline. Math Facts in a Flash, another Renaissance Learning Program, is used to strengthen the learning of math computational facts. A teacher video training program, Mastery Math Facts, was used to train all classroom teachers in the latest research and methods for teaching math facts. Several teachers have been trained in the Discrete Math Method at nearby Valparaiso University.

Remedial instruction is accomplished by using the Instructional Assistants for one-on-one help. Two teachers are piloting the Accelerated Math computer program for possible use for remediation. Several teacher meetings have been devoted to problem solving strategies and Indiana Math standards.

4. Instructional Methods:

Classroom instruction is traditional and research based. The classroom teachers utilize best practices and methods based on brain-based learning and framed in Indiana Academic Standards. Teachers utilize visual, auditory, kinesthetic, and tactile techniques that are integrated to ensure that all children are reached. All teachers are trained in cooperative learning techniques. Large group, small group, one-on-one, and programmed learning sessions are held every day.

Other methods are used in addition to traditional instruction. Field trips are scheduled throughout the year. The fourth grade does a two day overnight camping trip to Camp Tecumseh in Brookston, Indiana. The students study pioneer living. The fifth grade has a special trip to the Challenger Space Center at Purdue University Calumet in Hammond, Indiana. The students take part in a simulated space journey while acting as control center personnel and astronauts. Cooks Corners has a video/data connection in each classroom making it possible to utilize Internet programs like United Streaming for standard based videos. A thirty computer laboratory is utilized by all classes to integrate technology with instruction.

Individualized plans assist students as they learn. Valparaiso University Tutors visit the school. Student teachers from many universities work with teachers as supervisors. High school exploratory teachers help for a semester as part of a high school class. Parents help in all of the classrooms. They act as tutors, small group instructors, and special topic instructors. Identified students visit special education classrooms for assistance or direct instruction. Instructional assistants work with "English a New Language" (ENL) students. A specially trained General Education Intervention Team meets regularly to plan for instruction for students who need help.

Lastly, students help other students. Peer tutoring is encouraged. Cross grade buddies meet regularly to read and share special projects.

5. Professional Development:

The Indiana Department of Education directs annual professional development in compliance with Public Law 221. The Valparaiso Community Schools set aside four or five days every year for staff development. Students are dismissed early. System wide or building level meetings are held with school improvement plans or North Central accreditation as the direction. At Cooks Corners, professional development efforts have been directed toward creating a safe school, math problem solving, and writing development.

Recent professional development activities at Cooks Corners have included:

- Regularly scheduled teacher release time at all grade levels to review math standards
- Training for all teachers in the Grade Quick electronic grading program
- Video training for all classroom teachers in “Mastery of Math Facts”
- Attending a “6+1 For Writing” training workshop
- Attending the Indiana Computer Educators Conference in Indianapolis
- “Discrete Math Training” at Valparaiso University
- Special training for mentors and new intern teachers
- Renaissance Learning training sessions for Accelerated Reader and STAR
- Attendance at planning meetings for the new standard based reporting system

State funding is used to pay for professional development training. As such, the annual plan is reviewed every spring and a new plan is submitted to the Department of Education. Since professional development is the energy behind school improvement every effort is made to make time and resources available.

PART VI - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

ISTEP+ (Indiana Statewide Testing of Educational Progress-Plus) was created by the Indiana General Assembly in 1987 and was administered for the first time in 1988. In its original form, ISTEP consisted of a multiple choice component administered in March and a writing component administered in December. ISTEP originally was given to grades 1, 2, 3, 6, 8, 9, and 11. The General Assembly eliminated the writing portion of the test and also testing in grades 1 and 11. Minor changes were made in test forms between 1987 and 1995, but the general structure and content of ISTEP did not change prior to passage of new legislation in 1995.

The 1995 law change required a norm-referenced test to allow comparisons of Indiana student achievement with national norms as well as a criterion-referenced component. The criterion-referenced component included a basic skills assessment with multiple-choice questions and an applied skills assessment containing short answer or essay questions along with the solving of mathematical problems.

The law required that the new ISTEP+ must provide criterion-referenced scores based on questions that measure student achievement relative to the academic standards established by the State Board of Education. The criterion-referenced component has always been by far the most important part of ISTEP+. Today, it is the ONLY component.

The State Board established in 1995, that beginning with the 1996-97 school year ISTEP+ would be administered to grades 3, 6, 8, and 10 in the fall rather than the spring. The State Board enacted this change to enable schools to implement more flexible instructional approaches and programs to remediate students during the school year in which ISTEP+ is administered as well as the summer.

In November 2000, the State Board adopted the Indiana Academic Standards that represent learning outcomes deemed necessary for successful performances in school, at work, and in the community. In 2002, the ISTEP+ Grades 3, 6, 8, Tests were modified to reflect these new standards. National norms and the ability section of the test were dropped. The standards were incorporated into new Grade 4, 5, and 9 Tests in the fall of 2003. In fall, 2004, the Grade 10 Graduation Qualifying Examination was revised to also reflect the new standards. The latest test still includes multiple choice and applied skills sections.

Students receive three scoring designations: Did Not Pass, Pass, or Pass +. Values are not computed for groups with fewer than ten students. The only Cooks Corners measurable subgroup is gender.

Moderately mentally handicapped children at Cooks Corners are tested using the Indiana Standards Tool for Alternate Reporting (ISTAR). The ISTAR is an individualized assessment of academic and life skills that is aligned with Indiana Academic Standards. It is completed by the special education teacher.

ISTEP Avg Pct Pass - All Tested Grades English/LA and Math

Year	95th Percentile	State Average (Public and Nonpublic)	Cooks Corners Elementary School
2006-07	93%	73%	90%
2005-06	93%	73%	94%
2004-05	93%	72%	93%
2003-04	92%	71%	92%

Subject English/Language Arts Grade 3 Test ISTEP+

Edition/Publication Year Same year as test administered Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	September	September	September	September
SCHOOL SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	86	91	93	94
% "Exceeding" State Standards (Pass+)	20	25	11	16
Number of students tested	56	57	44	52
Percent of total students tested	98	100	98	100
Number of students alternatively assessed	1	0	1	0
Percent of students alternatively assessed	2	0	2	0
SUBGROUP SCORES				
1. Gender : Male				
% "Meeting" (Pass) and "Exceeding" State Standards	86	88	100	91
% "Exceeding" State Standards (Pass+)	17	32	14	29
Number of students tested	29	25	22	34
2. Gender : Female	85	94	86	100
% "Meeting" (Pass) and "Exceeding" State Standards	22	19	9	33
% "Exceeding" State Standards (Pass+)	27	32	22	18
Number of students tested				
STATE SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	75	76	76	75
% "Exceeding" State Standards (Pass+)	12	12	12	13

Subject Mathematics Grade 3 Test ISTEP+

Edition/Publication Year Same year as test administered Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	September	September	September	September
SCHOOL SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	88	91	84	90
% "Exceeding" State Standards (Pass+)	46	42	20	31
Number of students tested	56	57	44	52
Percent of total students tested	98	100	98	100
Number of students alternatively assessed	1	0	1	0
Percent of students alternatively assessed	2	0	2	0
SUBGROUP SCORES				
1. Gender : Male				
% "Meeting" (Pass) and "Exceeding" State Standards	97	96	91	91
% "Exceeding" State Standards (Pass+)	48	60	27	32
Number of students tested	29	25	22	34
2. Gender : Female				
% "Meeting" (Pass) and "Exceeding" State Standards	78	88	77	89
% "Exceeding" State Standards (Pass+)	44	28	14	28
Number of students tested	27	32	22	18
STATE SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	73	74	74	72
% "Exceeding" State Standards (Pass+)	13	13	13	13

Subject English/Language Arts Grade 4 Test ISTEP+

Edition/Publication Year Same year as test administered Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004*
Testing month	September	September	September	September
SCHOOL SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	95	98	96	95
% "Exceeding" State Standards (Pass+)	20	22	37	36
Number of students tested	60	45	52	42
Percent of total students tested	98	96	100	100
Number of students alternatively assessed	1	2	0	0
Percent of students alternatively assessed	2	4	0	0
SUBGROUP SCORES				
1. Gender : Male				
% "Meeting" (Pass) and "Exceeding" State Standards	96	100	94	95
% "Exceeding" State Standards (Pass+)	30	22	39	35
Number of students tested	27	23	31	20
2. Gender : Female				
% "Meeting" (Pass) and "Exceeding" State Standards	94	65	100	95
% "Exceeding" State Standards (Pass+)	12	23	33	36
Number of students tested	33	22	21	22
STATE SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	76	75	74	*
% "Exceeding" State Standards (Pass+)	11	11	11	*

*Denotes that this was a baseline/pilot year for Fourth Grade ISTEP+. As a result, all scores were considered to be unofficial.

Subject Mathematics Grade 4 Test ISTEP+

Edition/Publication Year Same year as test administered Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004*
Testing month	September	September	September	September
SCHOOL SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	92	91	96	98
% "Exceeding" State Standards (Pass+)	27	33	35	31
Number of students tested	60	45	52	42
Percent of total students tested	98	96	100	100
Number of students alternatively assessed	1	2	0	0
Percent of students alternatively assessed	2	4	0	0
SUBGROUP SCORES				
1. Gender : Male				
% "Meeting" (Pass) and "Exceeding" State Standards	96	96	97	95
% "Exceeding" State Standards (Pass+)	37	43	48	40
Number of students tested	27	23	31	20
2. Gender : Female				
% "Meeting" (Pass) and "Exceeding" State Standards	88	86	95	100
% "Exceeding" State Standards (Pass+)	18	23	14	23
Number of students tested	33	22	21	22
STATE SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	75	76	74	*
% "Exceeding" State Standards (Pass+)	14	15	13	*

*Denotes that this was a baseline/pilot year for Fourth Grade ISTEP+. As a result, all scores were considered to be unofficial.

Subject English/Language Arts Grade 5 Test ISTEP+

Edition/Publication Year Same year as test administered Publisher CTB McGraw-Hill

	2006-	2005-	2004-	2003-
Testing month	September	September	September	September
SCHOOL SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	91	94	92	89
% "Exceeding" State Standards (Pass+)	17	27	21	19
Number of students tested	46	52	52	54
Percent of total students tested	92	100	98	100
Number of students alternatively assessed	4	0	1	0
Percent of students alternatively assessed	8	0	2	0
SUBGROUP SCORES				
1. Gender : Male				
% "Meeting" (Pass) and "Exceeding" State Standards	93	91	87	93
% "Exceeding" State Standards (Pass+)	19	24	22	17
Number of students tested	27	33	23	30
2. Gender : Female				
% "Meeting" (Pass) and "Exceeding" State Standards	89	100	97	83
% "Exceeding" State Standards (Pass+)	16	32	21	21
Number of students tested	19	19	29	24
STATE SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	76	77	73	*
% "Exceeding" State Standards (Pass+)	9	18	12	*

*Denotes that this was a baseline/pilot year for Fifth Grade ISTEP+. As a result, all scores were considered to be unofficial.

Subject Mathematics Grade 5 Test ISTEP+

Edition/Publication Year Same year as test administered Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004*
Testing month	September	September	September	September
SCHOOL SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	87	98	92	875
% "Exceeding" State Standards (Pass+)	35	37	15	17
Number of students tested	46	52	52	54
Percent of total students tested	92	100	98	100
Number of students alternatively assessed	4	0	1	0
Percent of students alternatively assessed	8	0	2	0
SUBGROUP SCORES				
1. Gender : Male				
% "Meeting" (Pass) and "Exceeding" State Standards	93	97	91	90
% "Exceeding" State Standards (Pass+)	37	42	22	13
Number of students tested	27	33	23	30
2. Gender : Female				
% "Meeting" (Pass) and "Exceeding" State Standards	79	100	93	83
% "Exceeding" State Standards (Pass+)	32	26	10	21
Number of students tested	19	19	29	24
STATE SCORES				
% "Meeting" (Pass) and "Exceeding" State Standards	77	77	73	*
% "Exceeding" State Standards (Pass+)	15	18	12	*

*Denotes that this was a baseline/pilot year for Fifth Grade ISTEP+. As a result, all scores were considered to be unofficial.