

# COOPER SCHOOL

## 2005-2006 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	5143 S 21 ST
Phone	414-304-6300
Fax	414-304-6315
Site Number	0117
School Operation	7:45 - 2:30

Administration	
Principal (05-06)	RICHARD COHN
Principal (06-07)	RICHARD COHN
05-06 Principal Years at Site	4
Board Member	DIRECTOR DANNECKER

Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	03-04	04-05	05-06
<b>Total</b>	<b>311</b>	<b>324</b>	<b>358</b>
Pre-Kindergarten	34	27	31
Kindergarten	33	31	31
Grade 1	38	31	34
Grade 2	37	42	30
Grade 3	33	31	39
Grade 4	56	37	36
Grade 5	42	49	35
Grade 6	38	44	53
Grade 7	N/A	32	39
Grade 8	N/A	N/A	30

Student Enrollment				
Student Groups		03-04	04-05	05-06
Gender	Male	54%	53%	53%
	Female	46%	47%	47%
Ethnicity	Asian	4%	4%	4%
	Native American	2%	1%	2%
	African American	16%	16%	13%
	Hispanic	17%	20%	19%
	White	54%	53%	56%
Groups	Special Education	21%	23%	23%
	English Language Learners	1%	2%	1%
	Free/Reduced Lunch	50%	47%	49%

Student Movement		03-04	04-05	05-06
	Mobility Rate	10%	8%	6%
	Stability Rate	71%	74%	76%

### School Profile

Cooper School serves students from early childhood through eighth grade. Students at Cooper acquire a solid academic foundation through a traditional program enhanced by consistency of curriculum and differentiation of instructional activities and strategies.

**Math:** Students learn depth in math thinking and application of math reasoning skills through meaningful math experiences. Houghton Mifflin Math (2005) is used through grade 5. McDougal Littell Middle School Math (2005) is used in grades 6 and 7. Classrooms also utilize Daily Oral Math.

**Science:** Children experience science through a hands-on approach. Classroom teachers guide and facilitate exploration and inquiry following the scientific method and utilize community and corporate resources. Cooper School is an official Weathernet Station with weather monitoring equipment that students can access.

**Reading:** All children have the opportunity to become competent readers. Differentiated instruction based on the Balanced Literacy Framework addresses different learning styles and diverse learning needs. This includes Direct Instruction (SRA), Cunningham Model, and D.E.A.R. Block literacy time is part of the day for each classroom. School wide participation in the reading program includes the use of non-classroom teachers, paraprofessionals, and reading buddies.

**Communication:** Students express knowledge, ideas, thoughts, feelings, concepts, beliefs, and needs effectively and creatively for various purposes through verbal and non-verbal forms of communication. School wide prompts include instruction and practice of the six Traits of Writing. Students make P.A. announcements and create flyers and advertisements. Oral speaking skills also develop through class and large group presentations.

**Arts:** Students at Cooper School are exposed to visual and performing arts in school performances, artists in residence and school wide field trips to cultural centers. Students develop art skills while being a presenter, performer or audience member. Our integrated arts program promotes appreciation for the creation and analysis of the arts.

**Technology:** Students at Cooper School utilize technology in classrooms and in the updated computer lab. Learning activities are supported by word processing, spreadsheet graphing and PowerPoint. Other technology includes educational software programs, multimedia for presentations, and Internet research. Cooper is a networked school.

**Physical Education:** Cooper students learn team sports, cooperation and healthy living habits in our physical education program. This is supplemented by extra-curricular seasonal sports throughout the year including soccer, basketball, volleyball, T-ball and softball. Cooper School is part of the Physical Education Program (PEP) grant that integrates healthy child activities with student learning and achievement.

**Community Membership:** Students participate in activities and service projects that develop and enhance their membership in school, neighborhood and global communities. Through service projects, children explore their roles and responsibilities within a community. Cooper School has a very active Student Council.

**Parent Involvement:** Parents and staff work together to promote the success of Cooper students. The Parent Teacher Organization and School Governance Council have regular meetings and activities. The parents, community members and staff on the School Governance Council actively participate in developing the budget, reviewing the educational plan and discussing/modifying policies and programming. Our Tuesday folder, voice mail system, and Internet web site support school to home communication.

**Comprehensive School Reform:** The Cooper School community selected the School Development Program—developed by Dr. James Comer—as an organizational and educational model that best fits the needs of the school community. Staff and parents have been participating in training to implement the model through consensus decision-making, collaboration and no-fault problem-solving.

# COOPER SCHOOL

## Ethnicity and Gender

WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																									
					Total			Ethnicity															Gender							
								Asian			Native American			African American			Hispanic			White			Male			Female				
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School		
3	Reading	03-04	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	37	100%	80%	61%	86%	73%	66%	N/A	75%	70%	0%	58%	55%	50%	65%	61%	100%	86%	77%	91%	77%	57%	80%	85%	65%	94%		
3	Math	03-04	30	100%	N/A	52%	90%	N/A	66%	N/A	N/A	62%	N/A	N/A	44%	100%	N/A	54%	100%	N/A	74%	85%	N/A	52%	100%	N/A	52%	85%		
		04-05	31	100%	N/A	53%	87%	N/A	66%	67%	N/A	65%	100%	N/A	44%	75%	N/A	58%	100%	N/A	69%	89%	N/A	53%	75%	N/A	52%	95%		
		05-06	37	100%	73%	43%	84%	71%	60%	N/A	62%	48%	0%	37%	32%	25%	55%	50%	100%	79%	65%	91%	74%	44%	85%	70%	42%	82%		
4	Reading	03-04	54	98%	82%	67%	78%	75%	75%	67%	74%	71%	50%	64%	62%	58%	69%	64%	67%	87%	83%	90%	78%	62%	77%	86%	72%	79%		
		04-05	37	100%	82%	62%	95%	74%	64%	N/A	76%	80%	N/A	60%	57%	88%	65%	62%	100%	87%	79%	95%	78%	56%	86%	86%	69%	100%		
		05-06	37	100%	82%	61%	76%	72%	66%	50%	74%	72%	100%	59%	54%	20%	68%	63%	86%	88%	79%	86%	80%	60%	69%	84%	62%	81%		
4	Language	03-04	54	98%	79%	64%	80%	73%	72%	67%	70%	64%	50%	60%	59%	67%	65%	62%	67%	85%	83%	90%	76%	60%	81%	83%	69%	79%		
		04-05	37	100%	79%	59%	92%	72%	64%	N/A	71%	73%	N/A	56%	53%	100%	64%	61%	100%	85%	77%	86%	76%	53%	93%	83%	65%	91%		
		05-06	37	100%	79%	58%	76%	70%	62%	100%	70%	66%	100%	54%	50%	60%	65%	62%	57%	85%	78%	82%	76%	54%	81%	83%	62%	71%		
4	Math	03-04	54	98%	74%	53%	61%	72%	67%	33%	62%	44%	50%	46%	45%	33%	58%	55%	17%	81%	73%	84%	74%	53%	58%	73%	52%	64%		
		04-05	37	100%	72%	46%	70%	73%	61%	N/A	59%	55%	N/A	41%	38%	50%	56%	49%	86%	79%	66%	73%	73%	46%	64%	71%	45%	74%		
		05-06	37	100%	73%	44%	70%	68%	55%	50%	59%	52%	100%	39%	34%	40%	56%	47%	71%	80%	67%	77%	73%	45%	69%	70%	42%	71%		
4	Science	03-04	54	98%	80%	57%	72%	71%	67%	67%	74%	62%	50%	50%	47%	33%	64%	63%	67%	88%	80%	90%	81%	57%	81%	81%	56%	64%		
		04-05	37	100%	78%	47%	78%	65%	52%	N/A	69%	63%	N/A	41%	37%	63%	54%	51%	86%	86%	74%	82%	79%	47%	79%	76%	46%	78%		
		05-06	37	100%	77%	49%	76%	67%	56%	50%	66%	51%	100%	45%	39%	40%	60%	56%	86%	85%	72%	82%	78%	50%	81%	78%	48%	71%		
4	Social Studies	03-04	54	98%	90%	76%	87%	87%	86%	100%	84%	80%	50%	73%	71%	75%	79%	78%	83%	95%	91%	94%	89%	75%	88%	90%	77%	86%		
		04-05	37	100%	91%	76%	92%	86%	81%	N/A	89%	90%	N/A	74%	70%	88%	83%	79%	100%	95%	90%	91%	90%	75%	86%	97%	77%	96%		
		05-06	37	100%	91%	77%	100%	86%	83%	100%	88%	85%	100%	75%	71%	100%	82%	80%	100%	94%	89%	100%	90%	76%	100%	92%	79%	100%		
5	Reading	03-04	41	100%	N/A	63%	83%	N/A	67%	100%	N/A	74%	N/A	N/A	59%	75%	N/A	63%	86%	N/A	80%	82%	N/A	58%	87%	N/A	68%	78%		
		04-05	49	100%	N/A	57%	78%	N/A	59%	100%	N/A	51%	N/A	N/A	51%	40%	N/A	54%	88%	N/A	79%	86%	N/A	53%	74%	N/A	60%	82%		
		05-06	33	100%	83%	61%	73%	77%	68%	N/A	75%	78%	N/A	59%	54%	25%	67%	64%	63%	89%	82%	86%	81%	58%	64%	84%	65%	79%		
5	Language	03-04	41	100%	N/A	50%	85%	N/A	56%	100%	N/A	60%	N/A	N/A	45%	75%	N/A	52%	100%	N/A	70%	86%	N/A	45%	78%	N/A	56%	94%		
		04-05	49	100%	N/A	42%	59%	N/A	52%	100%	N/A	43%	N/A	N/A	35%	30%	N/A	40%	38%	N/A	66%	71%	N/A	37%	44%	N/A	47%	77%		
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
5	Math	03-04	41	100%	N/A	54%	85%	N/A	71%	100%	N/A	58%	N/A	N/A	45%	50%	N/A	58%	100%	N/A	77%	91%	N/A	54%	83%	N/A	54%	89%		
		04-05	49	100%	N/A	50%	65%	N/A	67%	100%	N/A	46%	N/A	N/A	41%	30%	N/A	52%	38%	N/A	75%	82%	N/A	51%	63%	N/A	49%	68%		
		05-06	33	100%	72%	40%	79%	69%	56%	N/A	60%	53%	N/A	37%	32%	100%	52%	43%	75%	80%	65%	76%	72%	40%	64%	72%	41%	89%		

**Note:** The percent of students enrolled scoring at/above proficient for the 2005-06 school year in grades 3, 5, 6, and 7 CANNOT be compared with 2003-04 and 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2003-04 and 2004-05.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.

State targets for meeting adequate yearly progress for 2005-06 = 67.5% for Reading and 47.5% for Mathematics.

The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

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WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																							
					Total			Ethnicity															Gender					
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Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
6	Reading	03-04	37	100%	N/A	65%	68%	N/A	76%	100%	N/A	75%	100%	N/A	60%	55%	N/A	64%	67%	N/A	84%	69%	N/A	60%	64%	N/A	71%	73%
		04-05	43	100%	N/A	51%	72%	N/A	59%	N/A	N/A	66%	N/A	N/A	45%	60%	N/A	55%	67%	N/A	71%	82%	N/A	45%	75%	N/A	57%	67%
		05-06	52	100%	83%	57%	81%	73%	63%	100%	73%	62%	0%	56%	51%	50%	67%	59%	100%	88%	79%	91%	81%	53%	86%	85%	62%	77%
6	Language	03-04	37	100%	N/A	46%	62%	N/A	57%	100%	N/A	57%	100%	N/A	40%	27%	N/A	44%	33%	N/A	70%	88%	N/A	40%	55%	N/A	53%	73%
		04-05	43	100%	N/A	41%	53%	N/A	49%	N/A	N/A	47%	N/A	N/A	33%	27%	N/A	45%	67%	N/A	64%	68%	N/A	36%	50%	N/A	46%	60%
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	03-04	37	100%	N/A	38%	46%	N/A	55%	0%	N/A	50%	100%	N/A	29%	9%	N/A	44%	33%	N/A	67%	69%	N/A	37%	45%	N/A	39%	47%
		04-05	43	100%	N/A	39%	49%	N/A	57%	N/A	N/A	43%	N/A	N/A	30%	20%	N/A	47%	83%	N/A	65%	59%	N/A	39%	43%	N/A	39%	60%
		05-06	52	100%	72%	38%	60%	69%	54%	100%	60%	41%	100%	37%	29%	42%	55%	41%	20%	79%	62%	70%	72%	37%	55%	74%	39%	63%
7	Reading	03-04	N/A	N/A	N/A	52%	N/A	N/A	60%	N/A	N/A	68%	N/A	N/A	46%	N/A	N/A	52%	N/A	N/A	78%	N/A	N/A	46%	N/A	N/A	58%	N/A
		04-05	32	100%	N/A	60%	59%	N/A	71%	100%	N/A	68%	100%	N/A	54%	38%	N/A	63%	43%	N/A	78%	71%	N/A	54%	59%	N/A	66%	60%
		05-06	39	100%	84%	59%	72%	74%	66%	N/A	77%	70%	N/A	56%	52%	55%	66%	64%	67%	89%	80%	82%	81%	54%	71%	86%	64%	73%
7	Language	03-04	N/A	N/A	N/A	46%	N/A	N/A	62%	N/A	N/A	50%	N/A	N/A	39%	N/A	N/A	47%	N/A	N/A	72%	N/A	N/A	40%	N/A	N/A	52%	N/A
		04-05	32	100%	N/A	41%	53%	N/A	58%	100%	N/A	47%	100%	N/A	34%	25%	N/A	46%	43%	N/A	63%	64%	N/A	34%	47%	N/A	48%	60%
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	03-04	N/A	N/A	N/A	39%	N/A	N/A	61%	N/A	N/A	48%	N/A	N/A	29%	N/A	N/A	46%	N/A	N/A	71%	N/A	N/A	39%	N/A	N/A	40%	N/A
		04-05	32	100%	N/A	38%	53%	N/A	62%	100%	N/A	62%	100%	N/A	28%	13%	N/A	48%	43%	N/A	66%	71%	N/A	37%	59%	N/A	40%	47%
		05-06	39	100%	73%	37%	36%	69%	55%	N/A	58%	41%	N/A	35%	26%	18%	55%	49%	50%	81%	64%	41%	73%	37%	33%	73%	36%	40%
8	Reading	03-04	N/A	N/A	79%	52%	N/A	62%	56%	N/A	69%	63%	N/A	50%	47%	N/A	59%	55%	N/A	85%	74%	N/A	77%	46%	N/A	83%	58%	N/A
		04-05	N/A	N/A	85%	59%	N/A	74%	69%	N/A	76%	69%	N/A	56%	52%	N/A	65%	62%	N/A	89%	83%	N/A	81%	53%	N/A	87%	65%	N/A
		05-06	29	100%	84%	58%	55%	77%	70%	100%	75%	77%	100%	56%	51%	25%	68%	62%	50%	89%	78%	42%	82%	53%	58%	86%	62%	50%
8	Language	03-04	N/A	N/A	67%	42%	N/A	56%	53%	N/A	52%	47%	N/A	37%	36%	N/A	45%	44%	N/A	74%	64%	N/A	62%	35%	N/A	74%	50%	N/A
		04-05	N/A	N/A	65%	37%	N/A	51%	47%	N/A	46%	47%	N/A	32%	29%	N/A	40%	38%	N/A	71%	65%	N/A	59%	32%	N/A	70%	42%	N/A
		05-06	29	100%	66%	37%	41%	49%	48%	100%	47%	43%	50%	36%	32%	25%	43%	36%	33%	72%	60%	33%	61%	32%	42%	70%	42%	40%
8	Math	03-04	N/A	N/A	65%	29%	N/A	57%	46%	N/A	46%	31%	N/A	25%	21%	N/A	42%	35%	N/A	73%	53%	N/A	66%	28%	N/A	66%	30%	N/A
		04-05	N/A	N/A	73%	36%	N/A	68%	58%	N/A	55%	50%	N/A	32%	26%	N/A	53%	41%	N/A	81%	65%	N/A	72%	36%	N/A	73%	36%	N/A
		05-06	29	100%	73%	37%	45%	72%	58%	100%	56%	41%	50%	38%	29%	0%	52%	44%	50%	81%	62%	42%	74%	36%	47%	74%	39%	40%
8	Science	03-04	N/A	N/A	69%	29%	N/A	48%	41%	N/A	52%	40%	N/A	26%	20%	N/A	41%	34%	N/A	78%	60%	N/A	70%	29%	N/A	69%	29%	N/A
		04-05	N/A	N/A	73%	32%	N/A	54%	41%	N/A	57%	50%	N/A	30%	23%	N/A	48%	35%	N/A	82%	66%	N/A	75%	33%	N/A	72%	32%	N/A
		05-06	29	100%	73%	36%	52%	61%	52%	67%	56%	54%	75%	34%	27%	50%	51%	39%	50%	81%	65%	42%	74%	36%	58%	73%	36%	40%
8	Social Studies	03-04	N/A	N/A	84%	52%	N/A	74%	67%	N/A	71%	60%	N/A	50%	44%	N/A	66%	60%	N/A	90%	76%	N/A	82%	50%	N/A	84%	54%	N/A
		04-05	N/A	N/A	83%	50%	N/A	75%	65%	N/A	70%	65%	N/A	49%	41%	N/A	66%	56%	N/A	89%	78%	N/A	82%	49%	N/A	84%	52%	N/A
		05-06	29	100%	84%	52%	72%	80%	69%	100%	71%	61%	100%	50%	44%	50%	68%	57%	50%	89%	77%	75%	82%	49%	84%	84%	55%	50%

**Note: The percent of students enrolled scoring at/above proficient for the 2005-06 school year in grades 3, 5, 6, and 7 CANNOT be compared with 2003-04 and 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2003-04 and 2004-05.**

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.  
 State targets for meeting adequate yearly progress for 2005-06 = 67.5% for Reading and 47.5% for Mathematics.  
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

# COOPER SCHOOL

## Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																			
					Special Education Status						English Language Learner Status						Economic Status							
					EEN			Non-EEN			ELL			Non-ELL			FRL			Non-FRL				
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School		
3	Reading	03-04	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	37	100%	50%	30%	88%	86%	66%	86%	57%	52%	N/A	82%	62%	86%	65%	56%	82%	88%	76%	88%		
3	Math	03-04	30	100%	N/A	28%	67%	N/A	57%	93%	N/A	53%	100%	N/A	52%	90%	N/A	49%	88%	N/A	66%	93%		
		04-05	31	100%	N/A	31%	71%	N/A	57%	92%	N/A	53%	50%	N/A	53%	90%	N/A	48%	87%	N/A	70%	88%		
		05-06	37	100%	48%	26%	88%	75%	46%	83%	54%	48%	N/A	73%	42%	84%	55%	39%	73%	80%	58%	88%		
4	Reading	03-04	54	98%	55%	34%	88%	87%	73%	76%	62%	57%	0%	84%	68%	81%	71%	63%	69%	89%	83%	91%		
		04-05	37	100%	53%	31%	86%	86%	69%	97%	59%	53%	100%	84%	63%	94%	68%	59%	95%	88%	80%	93%		
		05-06	37	100%	53%	34%	86%	87%	67%	73%	56%	45%	N/A	84%	63%	76%	69%	57%	70%	90%	76%	82%		
4	Language	03-04	54	98%	49%	31%	100%	84%	71%	76%	55%	53%	0%	81%	66%	83%	67%	60%	72%	85%	81%	91%		
		04-05	37	100%	48%	27%	71%	84%	66%	97%	55%	49%	100%	81%	61%	92%	66%	56%	91%	87%	77%	93%		
		05-06	37	100%	56%	35%	86%	83%	63%	73%	53%	43%	N/A	81%	60%	76%	64%	53%	70%	88%	74%	82%		
4	Math	03-04	54	98%	50%	31%	75%	78%	57%	59%	56%	53%	0%	75%	53%	63%	58%	49%	53%	81%	70%	73%		
		04-05	37	100%	49%	25%	57%	76%	50%	73%	56%	48%	100%	74%	46%	69%	55%	43%	64%	80%	64%	80%		
		05-06	37	100%	48%	28%	71%	76%	47%	70%	51%	38%	N/A	74%	44%	70%	54%	39%	60%	81%	60%	82%		
4	Science	03-04	54	98%	61%	34%	88%	85%	61%	70%	56%	58%	0%	82%	57%	75%	65%	52%	56%	88%	78%	95%		
		04-05	37	100%	56%	24%	71%	82%	52%	80%	47%	45%	100%	80%	47%	78%	59%	42%	73%	87%	73%	87%		
		05-06	37	100%	57%	32%	43%	81%	53%	83%	52%	43%	N/A	80%	50%	76%	61%	44%	60%	87%	65%	94%		
4	Social Studies	03-04	54	98%	78%	54%	100%	93%	81%	85%	74%	75%	50%	91%	76%	88%	82%	73%	81%	95%	88%	95%		
		04-05	37	100%	78%	53%	86%	93%	81%	93%	75%	72%	100%	92%	76%	92%	84%	74%	86%	95%	88%	100%		
		05-06	37	100%	80%	59%	100%	93%	81%	100%	76%	71%	N/A	92%	78%	100%	83%	74%	100%	95%	87%	100%		
5	Reading	03-04	41	100%	N/A	29%	58%	N/A	71%	93%	N/A	48%	N/A	N/A	65%	83%	N/A	60%	78%	N/A	78%	87%		
		04-05	49	100%	N/A	24%	88%	N/A	64%	76%	N/A	36%	0%	N/A	59%	79%	N/A	52%	65%	N/A	76%	88%		
		05-06	33	100%	50%	27%	40%	88%	69%	79%	58%	41%	N/A	85%	63%	73%	69%	58%	56%	90%	75%	88%		
5	Language	03-04	41	100%	N/A	21%	67%	N/A	57%	93%	N/A	36%	N/A	N/A	52%	85%	N/A	46%	83%	N/A	68%	87%		
		04-05	49	100%	N/A	15%	63%	N/A	47%	59%	N/A	25%	0%	N/A	44%	60%	N/A	36%	43%	N/A	63%	73%		
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
5	Math	03-04	41	100%	N/A	28%	75%	N/A	59%	90%	N/A	49%	N/A	N/A	54%	85%	N/A	50%	78%	N/A	69%	91%		
		04-05	49	100%	N/A	26%	63%	N/A	55%	66%	N/A	44%	0%	N/A	50%	67%	N/A	45%	48%	N/A	70%	81%		
		05-06	33	100%	43%	20%	40%	77%	45%	86%	51%	31%	N/A	74%	41%	79%	54%	36%	81%	81%	57%	76%		

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	03-04	N/A	N/A	N/A
		04-05	N/A	N/A	N/A
		05-06	458	436	463
3	Math	03-04	N/A	587	634
		04-05	N/A	585	621
		05-06	431	398	443
4	Reading	03-04	647	628	641
		04-05	646	623	645
		05-06	477	446	463
4	Language	03-04	648	633	643
		04-05	646	626	652
		05-06	298	279	291
4	Math	03-04	632	615	624
		04-05	633	610	625
		05-06	463	428	456
4	Science	03-04	640	619	631
		04-05	637	609	638
		05-06	300	276	293
4	Social Studies	03-04	648	632	642
		04-05	646	629	644
		05-06	298	280	298
5	Reading	03-04	N/A	649	670
		04-05	N/A	641	654
		05-06	485	452	477
5	Language	03-04	N/A	648	672
		04-05	N/A	643	653
		05-06	N/A	N/A	N/A
5	Math	03-04	N/A	629	662
		04-05	N/A	623	640
		05-06	484	449	487

**Note: The percent of students enrolled scoring at/above proficient for the 2005-06 school year in grades 3, 5, 6 and 7 CANNOT be compared with 2003-04 and 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2003-04 and 2004-05.**

The 2005-06 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2003-04 and 2004-05. The state modified the scaling for the 2005-06 WKCE-CRT assessment in grades 3-8 and 10, thereby preventing comparisons to previous years.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.  
 State targets for meeting adequate yearly progress for 2005-06 = 67.5% for Reading and 47.5% for Mathematics.  
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

# COOPER SCHOOL

## Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																	
					Special Education Status						English Language Learner Status						Economic Status					
					EEN			Non-EEN			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
6	Reading	03-04	37	100%	N/A	30%	64%	N/A	73%	69%	N/A	50%	0%	N/A	67%	69%	N/A	61%	65%	N/A	79%	73%
		04-05	43	100%	N/A	19%	50%	N/A	58%	81%	N/A	35%	0%	N/A	53%	74%	N/A	47%	71%	N/A	69%	73%
		05-06	52	100%	47%	21%	70%	89%	65%	83%	55%	33%	100%	85%	59%	80%	68%	53%	74%	90%	73%	90%
6	Language	03-04	37	100%	N/A	17%	36%	N/A	52%	73%	N/A	28%	100%	N/A	48%	61%	N/A	41%	54%	N/A	63%	82%
		04-05	43	100%	N/A	15%	17%	N/A	46%	68%	N/A	28%	0%	N/A	42%	55%	N/A	36%	38%	N/A	60%	68%
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	03-04	37	100%	N/A	19%	36%	N/A	42%	50%	N/A	34%	0%	N/A	39%	47%	N/A	34%	38%	N/A	53%	64%
		04-05	43	100%	N/A	23%	25%	N/A	43%	58%	N/A	35%	0%	N/A	40%	50%	N/A	35%	38%	N/A	59%	59%
		05-06	52	100%	37%	15%	30%	79%	43%	67%	50%	24%	0%	73%	39%	61%	53%	33%	52%	82%	54%	71%
7	Reading	03-04	N/A	N/A	N/A	18%	N/A	N/A	60%	N/A	N/A	34%	N/A	N/A	54%	N/A	N/A	48%	N/A	N/A	65%	N/A
		04-05	32	100%	N/A	24%	56%	N/A	68%	61%	N/A	45%	0%	N/A	61%	61%	N/A	56%	54%	N/A	74%	75%
		05-06	39	100%	47%	24%	40%	89%	67%	83%	52%	38%	N/A	85%	60%	72%	69%	55%	64%	90%	72%	82%
7	Language	03-04	N/A	N/A	N/A	15%	N/A	N/A	53%	N/A	N/A	31%	N/A	N/A	47%	N/A	N/A	42%	N/A	N/A	60%	N/A
		04-05	32	100%	N/A	14%	56%	N/A	47%	52%	N/A	31%	0%	N/A	42%	55%	N/A	37%	50%	N/A	58%	63%
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	03-04	N/A	N/A	N/A	19%	N/A	N/A	44%	N/A	N/A	39%	N/A	N/A	39%	N/A	N/A	35%	N/A	N/A	55%	N/A
		04-05	32	100%	N/A	16%	44%	N/A	44%	57%	N/A	34%	0%	N/A	39%	55%	N/A	34%	46%	N/A	55%	75%
		05-06	39	100%	35%	16%	10%	80%	41%	45%	48%	32%	N/A	74%	37%	36%	55%	32%	27%	82%	52%	47%
8	Reading	03-04	N/A	N/A	42%	18%	N/A	86%	60%	N/A	40%	37%	N/A	81%	54%	N/A	61%	48%	N/A	87%	70%	N/A
		04-05	N/A	N/A	50%	23%	N/A	91%	67%	N/A	50%	38%	N/A	86%	60%	N/A	67%	55%	N/A	91%	78%	N/A
		05-06	29	100%	50%	23%	40%	90%	66%	63%	55%	37%	0%	86%	59%	57%	69%	54%	52%	91%	68%	75%
8	Language	03-04	N/A	N/A	25%	13%	N/A	75%	49%	N/A	29%	27%	N/A	69%	43%	N/A	46%	38%	N/A	76%	60%	N/A
		04-05	N/A	N/A	24%	12%	N/A	71%	43%	N/A	26%	22%	N/A	67%	38%	N/A	42%	32%	N/A	74%	60%	N/A
		05-06	29	100%	26%	12%	30%	72%	43%	47%	30%	20%	0%	66%	38%	43%	44%	33%	40%	73%	48%	50%
8	Math	03-04	N/A	N/A	25%	13%	N/A	73%	32%	N/A	34%	29%	N/A	66%	29%	N/A	42%	25%	N/A	75%	45%	N/A
		04-05	N/A	N/A	34%	15%	N/A	80%	41%	N/A	49%	28%	N/A	75%	36%	N/A	51%	31%	N/A	82%	59%	N/A
		05-06	29	100%	35%	16%	20%	80%	43%	58%	53%	32%	100%	75%	38%	43%	56%	34%	44%	82%	48%	50%
8	Science	03-04	N/A	N/A	33%	12%	N/A	76%	33%	N/A	25%	22%	N/A	71%	30%	N/A	44%	24%	N/A	79%	50%	N/A
		04-05	N/A	N/A	39%	12%	N/A	80%	37%	N/A	34%	16%	N/A	75%	33%	N/A	50%	27%	N/A	83%	57%	N/A
		05-06	29	100%	40%	13%	50%	79%	41%	53%	40%	21%	0%	75%	37%	54%	54%	31%	52%	83%	50%	50%
8	Social Studies	03-04	N/A	N/A	53%	23%	N/A	89%	59%	N/A	53%	45%	N/A	85%	53%	N/A	66%	47%	N/A	91%	71%	N/A
		04-05	N/A	N/A	51%	20%	N/A	88%	58%	N/A	56%	40%	N/A	84%	51%	N/A	66%	46%	N/A	90%	72%	N/A
		05-06	29	100%	51%	19%	50%	88%	60%	84%	59%	28%	0%	85%	53%	75%	67%	47%	68%	90%	66%	100%

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	03-04	N/A	651	651
		04-05	N/A	637	647
		05-06	501	462	487
6	Language	03-04	N/A	650	652
		04-05	N/A	645	653
		05-06	N/A	N/A	N/A
6	Math	03-04	N/A	633	642
		04-05	N/A	634	648
		05-06	508	470	488
7	Reading	03-04	N/A	647	N/A
		04-05	N/A	650	655
		05-06	511	474	486
7	Language	03-04	N/A	653	N/A
		04-05	N/A	648	654
		05-06	N/A	N/A	N/A
7	Math	03-04	N/A	649	N/A
		04-05	N/A	647	658
		05-06	528	486	493
8	Reading	03-04	682	654	N/A
		04-05	689	661	N/A
		05-06	526	484	485
8	Language	03-04	683	659	N/A
		04-05	680	657	N/A
		05-06	397	372	377
8	Math	03-04	697	659	N/A
		04-05	704	668	N/A
		05-06	540	495	499
8	Science	03-04	695	663	N/A
		04-05	699	666	N/A
		05-06	398	362	373
8	Social Studies	03-04	689	662	N/A
		04-05	687	662	N/A
		05-06	398	363	380

**Note:** The percent of students enrolled scoring at/above proficient for the 2005-06 school year in grades 3, 5, 6 and 7 **CANNOT** be compared with 2003-04 and 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2003-04 and 2004-05.

The 2005-06 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2003-04 and 2004-05. The state modified the scaling for the 2005-06 WKCE-CRT assessment in grades 3-8 and 10, thereby preventing comparisons to previous years.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.  
 State targets for meeting adequate yearly progress for 2005-06 = 67.5% for Reading and 47.5% for Mathematics.  
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

N/A indicates: Not available / Not applicable

# COOPER SCHOOL

## Ethnicity and Gender

Grade Point Average				Cumulative (full year) Grade Point Average															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	03-04		2.29	N/A	3.12	N/A	2.06	N/A	2.09	N/A	2.36	N/A	2.82	N/A	2.08	N/A	2.50	N/A
		04-05		2.30	3.09	3.07	3.11	2.25	3.15	2.10	2.96	2.37	3.01	2.77	3.15	2.08	2.97	2.52	3.29
		05-06		2.30	2.79	3.03	3.50	1.97	2.00	2.13	2.28	2.34	2.81	2.75	2.98	2.11	2.54	2.50	3.10

## Other Student Groups

Grade Point Average				Cumulative (full year) Grade Point Average											
				Special Education Status				English Lang. Learner Status				Economic Status			
				EEN		Non-EEN		ELL		Non-ELL		FRL		Non-FRL	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	03-04		1.98	N/A	2.36	N/A	2.41	N/A	2.28	N/A	2.19	N/A	2.65	N/A
		04-05		1.94	2.86	2.38	3.18	2.38	2.94	2.29	3.09	2.26	3.04	2.30	3.09
		05-06		1.94	2.27	2.38	2.97	2.26	3.00	2.30	2.79	2.21	2.54	2.66	3.25

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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## Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																							
				Total			Ethnicity															Gender					
							Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
ES	Attend Rate	03-04		96%	93%	95%	97%	96%	96%	93%	92%	92%	93%	92%	94%	95%	94%	94%	96%	95%	96%	96%	93%	95%	96%	94%	96%
		04-05		95%	93%	95%	96%	96%	96%	93%	91%	98%	93%	92%	93%	94%	94%	95%	96%	94%	96%	95%	93%	95%	95%	93%	95%
	State Target = 85%	05-06		N/A	93%	95%	N/A	96%	94%	N/A	92%	97%	N/A	92%	92%	N/A	93%	93%	N/A	94%	96%	N/A	92%	94%	N/A	93%	95%

\* State target for meeting annual yearly progress in student attendance is 85% in 2004-05.

## Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				EEN			Non-EEN			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year		State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
ES	Attend Rate	03-04		N/A	91%	94%	N/A	94%	96%	N/A	95%	94%	N/A	93%	95%	N/A	93%	94%	N/A	96%	97%
		04-05		N/A	91%	95%	N/A	93%	95%	N/A	95%	92%	N/A	93%	95%	N/A	93%	95%	N/A	93%	95%
		05-06		N/A	91%	93%	N/A	93%	95%	N/A	94%	89%	N/A	92%	95%	N/A	92%	93%	N/A	95%	96%

## Ethnicity and Gender

Promotion from Grade 4 to Grade 5				Percent Promoted From Grade 4 to 5																	
				Total				Ethnicity										Gender			
								Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School				
Promotion Rate		03-04	45	96%	98%	99%	100%	92%	100%	95%	88%	97%	100%	98%	100%	96%	96%	97%	100%		
		04-05	25	97%	100%	99%	N/A	97%	N/A	96%	100%	97%	100%	99%	100%	96%	100%	97%	100%		
		05-06	31	97%	100%	96%	100%	100%	N/A	96%	100%	97%	100%	99%	100%	96%	100%	97%	100%		

## Other Student Groups

Promotion from Grade 4 to Grade 5				Percent Promoted From Grade 4 to 5											
				Special Education Status				English Lang. Learner Status				Economic Status			
				EEN		Non-EEN		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate		03-04	45	98%	100%	96%	97%	97%	100%	96%	98%	96%	95%	97%	100%
		04-05	25	98%	100%	97%	100%	97%	100%	97%	100%	97%	100%	98%	100%
		05-06	31	98%	100%	96%	100%	96%	N/A	97%	100%	96%	100%	99%	100%

ES indicates Elementary grade students.

N/A indicates: Not available / Not applicable

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## Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																						
				Total			Ethnicity												Gender							
							Asian			Native American			African American			Hispanic			White		Male			Female		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School			
MS	03-04		95%	88%	93%	97%	94%	93%	91%	83%	90%	89%	87%	91%	92%	89%	94%	96%	91%	93%	95%	87%	92%	95%	89%	94%
	04-05		95%	89%	90%	97%	95%	93%	91%	87%	93%	90%	89%	85%	93%	90%	91%	95%	91%	93%	95%	89%	90%	95%	90%	91%
	05-06		N/A	89%	91%	N/A	94%	94%	N/A	86%	87%	N/A	88%	88%	N/A	90%	93%	N/A	92%	92%	N/A	88%	90%	N/A	90%	93%

\* State target for meeting annual yearly progress in student attendance is 85% in 2004-05.

## Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																
				Special Education Status			English Language Learner Status						Economic Status							
				EEN		Non-EEN	ELL		Non-ELL		FRL		Non-FRL							
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
MS	03-04		N/A	85%	93%	N/A	89%	93%	N/A	91%	95%	N/A	88%	93%	N/A	88%	93%	N/A	91%	93%
	04-05		N/A	86%	90%	N/A	90%	90%	N/A	91%	89%	N/A	89%	90%	N/A	89%	92%	N/A	89%	90%
	05-06		N/A	85%	89%	N/A	90%	92%	N/A	91%	91%	N/A	89%	91%	N/A	88%	89%	N/A	92%	95%

## Ethnicity and Gender

Promotion from Grade 8 to Grade 9			Percent Promoted From Grade 8 to 9															
			Total		Ethnicity								Gender					
					Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	03-04	N/A	96%	N/A	97%	N/A	98%	N/A	96%	N/A	95%	N/A	98%	N/A	95%	N/A	96%	N/A
	04-05	N/A	95%	N/A	97%	N/A	96%	N/A	95%	N/A	94%	N/A	98%	N/A	94%	N/A	96%	N/A
	05-06	22	95%	100%	97%	100%	100%	100%	95%	100%	96%	100%	97%	100%	95%	100%	96%	100%

## Other Student Groups

Promotion from Grade 8 to Grade 9			Percent Promoted From Grade 8 to 9											
			Special Education Status				English Lang. Learner Status				Economic Status			
			EEN		Non-EEN		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	03-04	N/A	97%	N/A	96%	N/A	94%	N/A	96%	N/A	96%	N/A	97%	N/A
	04-05	N/A	97%	N/A	95%	N/A	93%	N/A	95%	N/A	95%	N/A	96%	N/A
	05-06	22	98%	100%	95%	100%	94%	100%	96%	100%	95%	100%	96%	100%

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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# COOPER SCHOOL

## Wisconsin Alternate Assessment - English Language Learners Number Assessed - Performance by Subject (2005-2006)

Gr.	Reading		Language Arts		Math		Science		Social Studies	
	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Student Suspension Rate

# of Students Suspended 05-06	Percent of Total Enrolled			
	03-04	04-05	05-06	
Total	8	1%	5%	4%

### Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	N/A	N/A	N/A
1	N/A	N/A	N/A
2	3%	N/A	N/A
3	3%	3%	3%
4	2%	N/A	N/A
5	N/A	N/A	3%
Total	1%	0%	1%

### Student Participation Rate on WKCE + WAA Grade 4, 2005-2006 In Reading and Math

Student Groups	Enrolled	Participation Rate	
		Reading	Math
Asian	2	100%	100%
Native American	1	100%	100%
African American	5	100%	100%
Hispanic	7	100%	100%
White	22	100%	100%
English Lang. Learners	N/A	N/A	N/A
Students w/ Disabilities	7	100%	100%
Free/Red. Lunch	20	100%	100%
Total School	37	100%	100%

### Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
K5	9%	6%	N/A
1	13%	3%	12%
2	11%	12%	20%
3	12%	6%	8%
4	13%	16%	3%
5	26%	16%	20%
Total	14%	11%	10%

## School Climate Survey

Area	Group	No. of Surveys Returned (05-06)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (05-06)							
			03-04		04-05		05-06		Sample Question	Group	Percent Answering Each Possible Response					
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	127	2.0	1.7	1.6	1.7	1.8	1.8	Students at my school are given challenging work.	ES/MS Students	19.7%	55.9%	10.2%	2.4%	11.8%	0.0%
	Staff	25	1.6	1.9	1.4	1.9	1.7	1.9		Staff	32.0%	56.0%	0.0%	0.0%	4.0%	8.0%
	Parents	51	1.4	1.5	1.3	1.6	1.6	1.6		Parents	41.2%	49.0%	7.8%	2.0%	0.0%	0.0%
Safety	ES/MS Students	127	2.0	1.8	1.2	1.8	1.7	1.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	40.9%	53.5%	0.8%	1.6%	2.4%	0.8%
	Staff	25	1.3	1.8	1.5	1.8	1.7	1.9		Staff	36.0%	60.0%	4.0%	0.0%	0.0%	0.0%
	Parents	51	1.4	1.5	1.2	1.6	1.6	1.6		Parents	51.0%	43.1%	5.9%	0.0%	0.0%	0.0%
Environment	ES/MS Students	127	2.0	1.9	1.6	1.9	1.8	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	19.7%	63.0%	5.5%	0.8%	10.2%	0.8%
	Staff	25	1.3	1.8	1.3	1.8	1.6	1.8		Staff	40.0%	56.0%	0.0%	4.0%	0.0%	0.0%
	Parents	51	1.3	1.5	1.1	1.6	1.5	1.6		Parents	68.6%	23.5%	5.9%	0.0%	0.0%	2.0%
Governance	ES/MS Students	127	2.3	2.2	1.7	2.2	2.1	2.3	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	18.1%	48.0%	19.7%	3.1%	10.2%	0.8%
	Staff	25	1.6	1.9	1.4	1.9	1.6	1.9		Staff	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%
	Parents	51	1.5	1.6	1.2	1.6	1.7	1.7		Parents	47.1%	43.1%	9.8%	0.0%	0.0%	0.0%

The **Mean Score** is calculated on a 4 point scale. Lower Mean scores indicate approval, whereas higher Mean scores indicate disapproval.

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree

N/A indicates: Not available / Not applicable

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# COOPER SCHOOL

## Wisconsin Alternate Assessment - English Language Learners Number Assessed - Performance by Subject (2005-2006)

Gr.	Reading		Language Arts		Math		Science		Social Studies	
	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv	# Tested	% At/Abv
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Student Participation Rate on WKCE + WAA Grade 8, 2005-2006 In Reading and Math

Student Groups	Enrolled	Participation Rate	
		Reading	Math
Asian	3	100%	100%
Native American	4	100%	100%
African American	4	100%	100%
Hispanic	6	100%	100%
White	12	100%	100%
English Lang. Learners	1	100%	100%
Students w/ Disabilities	10	100%	100%
Free/Red. Lunch	25	100%	100%
Total School	29	100%	100%

### Student Suspension Rate

# of Students Suspended 05-06	Percent of Total Enrolled			
	03-04	04-05	05-06	
Total	35	16%	30%	29%

### Student Truancy Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
6	37%	36%	23%
7	N/A	44%	18%
8	N/A	N/A	47%
Total	37%	39%	27%

### Student Retention Rate

Gr.	Percent of Total Enrolled		
	03-04	04-05	05-06
6	N/A	N/A	N/A
7	N/A	N/A	N/A
8	N/A	N/A	N/A
Total	N/A	N/A	N/A

## School Climate Survey

Area	Group	No. of Surveys Returned (05-06)	Overall Mean Score (All Questions in each Area)						Sample Question	Group	Sample Questions - For School (05-06)					
			03-04		04-05		05-06				Percent Answering Each Possible Response					
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	127	2.0	1.7	1.6	1.7	1.8	1.8	Students at my school are given challenging work.	ES/MS Students	19.7%	55.9%	10.2%	2.4%	11.8%	0.0%
	Staff	25	1.6	1.9	1.4	1.9	1.7	1.9		Staff	32.0%	56.0%	0.0%	0.0%	4.0%	8.0%
	Parents	51	1.4	1.5	1.3	1.6	1.6	1.6		Parents	41.2%	49.0%	7.8%	2.0%	0.0%	0.0%
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	Staff	25	1.3	1.8	1.5	1.8	1.7	1.9		Staff	36.0%	60.0%	4.0%	0.0%	0.0%	0.0%
	Parents	51	1.4	1.5	1.2	1.6	1.6	1.6		Parents	51.0%	43.1%	5.9%	0.0%	0.0%	0.0%
Environment	ES/MS Students	127	2.0	1.9	1.6	1.9	1.8	2.0	My school has a friendly and welcoming atmosphere.	ES/MS Students	19.7%	63.0%	5.5%	0.8%	10.2%	0.8%
	Staff	25	1.3	1.8	1.3	1.8	1.6	1.8		Staff	40.0%	56.0%	0.0%	4.0%	0.0%	0.0%
	Parents	51	1.3	1.5	1.1	1.6	1.5	1.6		Parents	68.6%	23.5%	5.9%	0.0%	0.0%	2.0%
Governance	ES/MS Students	127	2.3	2.2	1.7	2.2	2.1	2.3	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	18.1%	48.0%	19.7%	3.1%	10.2%	0.8%
	Staff	25	1.6	1.9	1.4	1.9	1.6	1.9		Staff	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%
	Parents	51	1.5	1.6	1.2	1.6	1.7	1.7		Parents	47.1%	43.1%	9.8%	0.0%	0.0%	0.0%

The Mean Score is calculated on a 4 point scale. Lower Mean scores indicate approval, whereas higher Mean scores indicate disapproval.

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree

N/A indicates: Not available / Not applicable

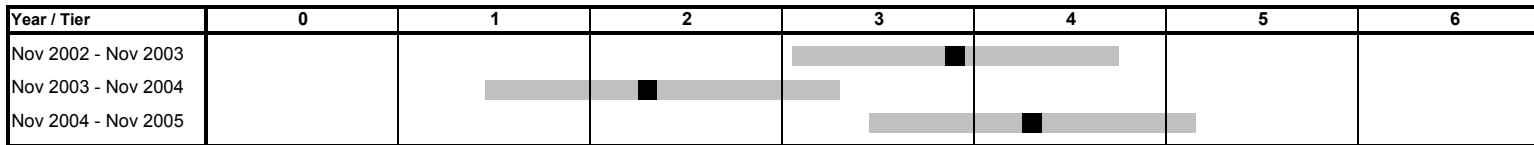
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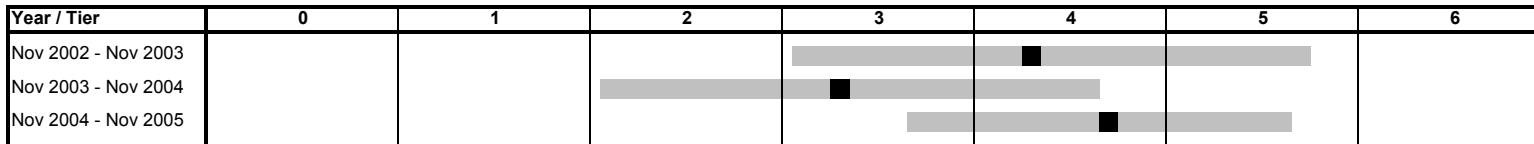
# COOPER SCHOOL

## Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	3.4
Nov 2003 - Nov 2004	N/A	1.8
Nov 2004 - Nov 2005	6.4	3.8



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	3.8
Nov 2003 - Nov 2004	N/A	2.8
Nov 2004 - Nov 2005	10.3	4.2



Data is based on WKCE and Terra Nova Scale Scores.

Tier 0 = Well below district average growth

Tier 3 = Average growth

Tier 6 = Well above district average growth

N/A indicates: Not available / Not applicable

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## Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	N/A
Nov 2003 - Nov 2004	N/A	3.3
Nov 2004 - Nov 2005	-5.8	2.3

Year / Tier	0	1	2	3	4	5	6
Nov 2002 - Nov 2003							
Nov 2003 - Nov 2004			■				
Nov 2004 - Nov 2005			■				

Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2002 - Nov 2003	N/A	N/A
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	1.4	3.2

Year / Tier	0	1	2	3	4	5	6
Nov 2002 - Nov 2003							
Nov 2003 - Nov 2004							
Nov 2004 - Nov 2005			■				

Data is based on WKCE and Terra Nova Scale Scores.

Tier 0 = Well below district average growth

Tier 3 = Average growth

Tier 6 = Well above district average growth

N/A indicates: Not available / Not applicable

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