

# COOPER SCHOOL

## 2006-2007 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/School Leader)	
School Year (06-07)	RICHARD COHN
School Year (07-08)	RICHARD COHN
06-07 Administrator Years at Site	5

Board Member	DIRECTOR FALK
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Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	04-05	05-06	06-07
<b>Total</b>	<b>324</b>	<b>358</b>	<b>370</b>
Pre-Kindergarten	27	31	51
Kindergarten	31	31	30
Grade 1	31	34	31
Grade 2	42	30	35
Grade 3	31	39	30
Grade 4	37	36	35
Grade 5	49	35	34
Grade 6	44	53	45
Grade 7	32	39	41
Grade 8	N/A	30	38

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	53%	53%	51%
	Female	47%	47%	49%
Ethnicity	Asian	4%	4%	4%
	Native American	1%	2%	1%
	African American	16%	13%	11%
	Hispanic	20%	19%	19%
	White	53%	56%	57%
Groups	Special Education	23%	23%	24%
	English Language Learners	2%	1%	2%
	Free/Reduced Lunch	47%	49%	46%

Student Movement		04-05	05-06	06-07
	Mobility Rate	8%	6%	3%
	Stability Rate	74%	76%	83%

### School Profile

Cooper School serves students from early childhood through eighth grade. Cooper students acquire a solid academic foundation through a traditional program enhanced by differentiation of instructional activities and strategies. Cooper School promotes positive attitudes toward life, learning and living through authentic learning experiences, community service, and student council. Physical education, music, extra-curricular sports and whole child wellness and well-being support the success of our K-8 program.

**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. Glencoe Math & McDougal Littell Middle School Math (2005) are used in grades 6 - 8. Classrooms also utilize Daily Oral Math.

**Science:** Children experience labs and other hands-on science activities guided by the inquiry method of science. Community and corporate resources are utilized to support this learning. Cooper School is an official Weathernet Station with weather monitoring equipment that students can access. It is also the only school in SE Wisconsin which uses solar energy. Students have access to equipment to monitor and track conversion of solar energy to electricity.

**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. Houghton Mifflin (K through 5<sup>th</sup>) and McDougall Littell (6 through 8) are the reading series in use. 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.

# 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	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
		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%	
		06-07	32	100%	81%	62%	91%	74%	67%	100%	72%	71%	N/A	60%	57%	67%	63%	58%	82%	86%	81%	100%	77%	57%	94%	85%	67%	86%	
3	Math	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%	
		06-07	32	100%	74%	46%	88%	71%	59%	100%	62%	56%	N/A	42%	36%	67%	57%	49%	82%	81%	67%	94%	75%	46%	94%	73%	45%	79%	
4	Reading	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%	
		06-07	35	100%	82%	62%	89%	73%	69%	N/A	75%	83%	100%	60%	57%	33%	64%	61%	100%	87%	79%	91%	79%	60%	83%	84%	64%	94%	
4	Language	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%	
		06-07	35	100%	77%	58%	91%	72%	68%	N/A	68%	80%	100%	53%	52%	33%	61%	58%	100%	83%	76%	96%	72%	53%	83%	81%	63%	100%	
4	Math	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%	
		06-07	35	100%	78%	52%	86%	77%	72%	N/A	70%	70%	100%	47%	42%	33%	62%	57%	88%	84%	72%	91%	78%	53%	94%	77%	50%	76%	
4	Science	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%	
		06-07	35	100%	77%	49%	91%	70%	66%	N/A	66%	76%	100%	44%	39%	67%	57%	53%	100%	85%	74%	91%	78%	50%	89%	77%	49%	94%	
4	Social Studies	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%	
		06-07	35	100%	91%	78%	94%	85%	83%	N/A	87%	93%	100%	76%	74%	100%	80%	78%	100%	95%	89%	91%	91%	76%	89%	92%	79%	100%	
5	Reading	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%	
		06-07	34	100%	84%	64%	82%	76%	71%	50%	77%	68%	N/A	62%	59%	75%	68%	63%	86%	90%	82%	86%	81%	62%	83%	86%	67%	82%	
5	Language	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	
		06-07	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	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%	
		06-07	34	100%	75%	46%	79%	74%	63%	50%	65%	49%	N/A	43%	37%	75%	56%	49%	100%	82%	68%	76%	75%	46%	75%	74%	46%	82%	

**Note:** The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6, and 7 CANNOT be compared with 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 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 2006-07 = 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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					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	
6	Reading	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%	
		06-07	45	100%	85%	62%	84%	75%	64%	N/A	78%	75%	N/A	61%	57%	83%	68%	64%	78%	91%	79%	87%	82%	56%	75%	87%	68%	92%	
6	Language	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	
		06-07	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	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%	
		06-07	45	100%	76%	40%	73%	76%	62%	N/A	61%	60%	N/A	40%	31%	83%	57%	44%	89%	82%	63%	67%	76%	39%	80%	76%	42%	68%	
7	Reading	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%	
		06-07	43	100%	85%	58%	84%	74%	69%	N/A	77%	58%	100%	58%	51%	55%	66%	60%	100%	89%	82%	92%	82%	55%	87%	86%	61%	80%	
7	Language	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	
		06-07	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	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%	
		06-07	43	100%	78%	44%	67%	75%	60%	N/A	69%	58%	0%	43%	34%	45%	61%	53%	50%	86%	70%	84%	79%	45%	70%	79%	44%	65%	
8	Reading	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%	
		06-07	37	100%	84%	62%	73%	79%	76%	100%	76%	65%	N/A	62%	57%	86%	67%	63%	80%	88%	79%	65%	82%	57%	64%	87%	68%	87%	
8	Language	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%	
		06-07	37	100%	62%	35%	57%	48%	40%	50%	42%	33%	N/A	33%	29%	57%	40%	37%	40%	69%	59%	61%	56%	30%	45%	67%	41%	73%	
8	Math	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%	
		06-07	37	100%	74%	40%	46%	74%	57%	50%	59%	52%	N/A	39%	31%	57%	55%	49%	40%	81%	65%	43%	76%	41%	41%	74%	39%	53%	
8	Science	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%	
		06-07	37	100%	74%	39%	62%	62%	50%	50%	60%	56%	N/A	37%	31%	71%	51%	43%	100%	82%	68%	52%	74%	39%	55%	75%	39%	73%	
8	Social Studies	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	54%	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%	
		06-07	37	100%	82%	52%	81%	78%	71%	100%	72%	69%	N/A	52%	45%	71%	65%	56%	100%	89%	74%	78%	82%	50%	82%	84%	54%	80%	

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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						
					SPED			Non-SPED			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	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
		05-06	37	100%	50%	30%	88%	86%	66%	86%	57%	52%	N/A	82%	62%	86%	65%	56%	82%	88%	76%	88%	
		06-07	32	100%	50%	31%	100%	86%	68%	87%	55%	48%	100%	82%	64%	90%	67%	57%	81%	89%	82%	100%	
3	Math	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%	
		06-07	32	100%	53%	28%	89%	77%	49%	87%	56%	46%	100%	75%	45%	87%	57%	41%	81%	82%	68%	94%	
4	Reading	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%	
		06-07	35	100%	52%	32%	67%	87%	68%	96%	55%	47%	100%	83%	64%	88%	67%	58%	83%	89%	81%	91%	
4	Language	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%	
		06-07	35	100%	56%	35%	89%	80%	63%	92%	54%	47%	100%	78%	60%	91%	62%	54%	83%	85%	77%	96%	
4	Math	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%	
		06-07	35	100%	54%	30%	89%	81%	56%	85%	60%	52%	100%	79%	52%	85%	61%	47%	92%	85%	72%	83%	
4	Science	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%	
		06-07	35	100%	58%	29%	100%	81%	53%	88%	51%	45%	100%	78%	50%	91%	60%	44%	83%	86%	73%	96%	
4	Social Studies	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%	
		06-07	35	100%	81%	58%	89%	93%	82%	96%	75%	69%	100%	92%	79%	94%	84%	75%	92%	95%	91%	96%	
5	Reading	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%	
		06-07	34	100%	53%	33%	50%	89%	71%	92%	58%	43%	0%	86%	67%	85%	69%	60%	71%	91%	83%	90%	
5	Language	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	
		06-07	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	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%	
		06-07	34	100%	46%	26%	50%	80%	50%	88%	53%	37%	100%	77%	47%	79%	57%	41%	57%	84%	67%	95%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	463
		06-07	459	437	467
3	Math	04-05	N/A	585	621
		05-06	431	398	443
		06-07	434	401	452
4	Reading	04-05	646	623	645
		05-06	477	446	463
		06-07	477	450	482
4	Language	04-05	646	626	652
		05-06	298	279	291
		06-07	296	281	304
4	Math	04-05	633	610	625
		05-06	463	428	456
		06-07	466	435	471
4	Science	04-05	637	609	638
		05-06	300	276	293
		06-07	300	277	305
4	Social Studies	04-05	646	629	644
		05-06	298	280	298
		06-07	298	281	302
5	Reading	04-05	N/A	641	654
		05-06	485	452	477
		06-07	485	453	477
5	Language	04-05	N/A	643	653
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	640
		05-06	484	449	487
		06-07	489	455	486

**Note:** The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6 and 7 **CANNOT** be compared with 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 2004-05.

The 2005-06 and 2006-07 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2004-05. The state modified the scaling for the WKCE-CRT assessment in grades 3-8 and 10 in 2005-06 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 2006-07 = 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						
					SPED			Non-SPED			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	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%	
		06-07	45	100%	51%	24%	60%	91%	71%	91%	57%	39%	N/A	86%	64%	84%	71%	58%	83%	91%	78%	86%	
6	Language	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	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
		06-07	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	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%	
		06-07	45	100%	43%	18%	50%	81%	45%	80%	55%	35%	N/A	78%	41%	73%	58%	36%	75%	84%	58%	71%	
7	Reading	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%	
		06-07	43	100%	49%	23%	63%	91%	66%	89%	56%	35%	100%	86%	60%	83%	70%	54%	74%	91%	77%	100%	
7	Language	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	N/A
		06-07	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	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%	
		06-07	43	100%	42%	20%	38%	85%	50%	74%	58%	40%	0%	79%	45%	71%	62%	40%	56%	87%	62%	88%	
8	Reading	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%	
		06-07	37	100%	49%	26%	50%	90%	70%	81%	56%	32%	N/A	86%	64%	73%	71%	59%	75%	89%	76%	71%	
8	Language	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%	
		06-07	37	100%	26%	15%	40%	69%	40%	63%	25%	15%	N/A	64%	37%	57%	42%	31%	50%	71%	52%	62%	
8	Math	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%	
		06-07	37	100%	37%	19%	20%	81%	45%	56%	53%	35%	N/A	75%	41%	46%	56%	36%	25%	84%	58%	62%	
8	Science	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%	
		06-07	37	100%	40%	17%	30%	81%	44%	74%	37%	17%	N/A	76%	41%	62%	55%	34%	56%	84%	60%	67%	
8	Social Studies	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%	
		06-07	37	100%	52%	25%	50%	88%	58%	93%	57%	28%	N/A	83%	54%	81%	67%	48%	81%	90%	69%	81%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	647
		05-06	501	462	487
		06-07	503	465	493
6	Language	04-05	N/A	645	653
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	648
		05-06	508	470	488
		06-07	513	472	505
7	Reading	04-05	N/A	650	655
		05-06	511	474	486
		06-07	513	474	492
7	Language	04-05	N/A	648	654
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	658
		05-06	528	486	493
		06-07	535	495	515
8	Reading	04-05	689	661	N/A
		05-06	526	484	485
		06-07	527	490	502
8	Language	04-05	680	657	N/A
		05-06	397	372	377
		06-07	395	371	389
8	Math	04-05	704	668	N/A
		05-06	540	495	499
		06-07	543	501	504
8	Science	04-05	699	666	N/A
		05-06	398	362	373
		06-07	398	363	383
8	Social Studies	04-05	687	662	N/A
		05-06	398	363	380
		06-07	397	367	383

**Note:** The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6 and 7 **CANNOT** be compared with 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 2004-05.

The 2005-06 and 2006-07 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2004-05. The state modified the scaling for the WKCE-CRT assessment in grades 3-8 and 10 in 2005-06 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 2006-07 = 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

## 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	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
		06-07		2.32	2.93	3.06	3.50	2.22	2.67	2.12	2.30	2.39	3.19	2.77	3.04	2.13	2.68	2.51	3.21

## Other Student Groups

Grade Point Average				Cumulative (full year) Grade Point Average											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	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
		06-07		1.96	2.29	2.40	3.12	2.37	2.17	2.31	2.94	2.23	2.64	2.71	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	Students	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	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%
		05-06		95%	93%	95%	97%	96%	94%	93%	92%	97%	92%	92%	92%	94%	93%	93%	96%	94%	96%	95%	92%	94%	95%	93%	95%
	State Target = 85%	06-07		N/A	93%	96%	N/A	96%	94%	N/A	91%	94%	N/A	91%	95%	N/A	94%	94%	N/A	94%	96%	N/A	92%	95%	N/A	93%	96%

\* State target for meeting annual yearly progress in student attendance is 85% in 2006-07.

## Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year	Students	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
ES	Attend Rate	04-05		94%	91%	95%	96%	93%	95%	N/A	95%	92%	N/A	93%	95%	N/A	93%	95%	N/A	93%	95%
		05-06		94%	91%	93%	96%	93%	95%	N/A	94%	89%	N/A	92%	95%	N/A	92%	93%	N/A	95%	96%
		06-07		N/A	90%	95%	N/A	93%	96%	N/A	95%	95%	N/A	92%	96%	N/A	92%	95%	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		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%		
		06-07	28	98%	100%	100%	N/A	100%	100%	97%	100%	97%	100%	98%	100%	97%	100%	98%	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			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate		04-05	25	98%	100%	97%	100%	97%	100%	97%	100%	98%	100%		
		05-06	31	98%	100%	96%	100%	96%	N/A	97%	100%	96%	100%		
		06-07	28	99%	100%	97%	100%	97%	100%	98%	100%	97%	100%		

ES indicates Elementary grade students.

# COOPER SCHOOL

## 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	State	MPS	School	
MS	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		95%	89%	91%	97%	94%	94%	91%	86%	87%	90%	88%	88%	92%	90%	93%	95%	92%	92%	95%	88%	90%	95%	90%	93%	
	06-07		N/A	89%	94%	N/A	95%	99%	N/A	87%	91%	N/A	88%	94%	N/A	90%	95%	N/A	92%	94%	N/A	88%	93%	N/A	90%	95%	

\* State target for meeting annual yearly progress in student attendance is 85% in 2006-07.

## Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			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	04-05		93%	86%	90%	95%	90%	90%	N/A	91%	89%	N/A	89%	90%	N/A	89%	92%	N/A	89%	90%	
	05-06		92%	85%	89%	95%	90%	92%	N/A	91%	91%	N/A	89%	91%	N/A	88%	89%	N/A	92%	95%	
	06-07		N/A	85%	92%	N/A	90%	95%	N/A	91%	93%	N/A	89%	94%	N/A	88%	93%	N/A	93%	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	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%	
	06-07	26	97%	100%	97%	100%	95%	N/A	97%	100%	98%	100%	100%	100%	97%	100%	98%	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			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	N/A	97%	N/A	95%	N/A	93%	N/A	95%	N/A	96%	N/A			
	05-06	22	98%	100%	95%	100%	94%	100%	96%	100%	95%	100%			
	06-07	26	98%	100%	97%	100%	95%	N/A	97%	100%	97%	100%			

MS indicates Middle grade students.

# COOPER SCHOOL

## Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	7	5%	4%	3%

## Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	0%	0%	0%
1	0%	0%	0%
2	0%	0%	0%
3	3%	3%	0%
4	0%	0%	0%
5	0%	3%	0%
Total	0%	1%	0%

## Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	6%	0%	7%
1	3%	12%	3%
2	12%	20%	3%
3	6%	8%	17%
4	16%	3%	0%
5	16%	20%	9%
Total	11%	10%	6%

\* A change in how suspension and retention rates are calculated in 2006-07 prevents direct comparisons with prior years.

## School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		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	114	1.6	1.7	1.8	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	23.7%	50.0%	13.2%	5.3%	6.1%	1.8%
	Staff	24	1.4	1.9	1.7	1.9	3.4	3.0		Staff	37.5%	50.0%	0.0%	0.0%	0.0%	12.5%
	Parents	39	1.3	1.6	1.6	1.6	3.4	3.3		Parents	46.2%	43.6%	7.7%	0.0%	2.6%	0.0%
Safety	ES/MS Students	114	1.2	1.8	1.7	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	33.3%	51.8%	5.3%	1.8%	7.9%	0.0%
	Staff	24	1.5	1.8	1.7	1.9	3.3	3.0		Staff	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%
	Parents	39	1.2	1.6	1.6	1.6	3.3	3.2		Parents	56.4%	38.5%	2.6%	0.0%	2.6%	0.0%
Environment	ES/MS Students	114	1.6	1.9	1.8	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	26.3%	64.0%	4.4%	1.8%	3.5%	0.0%
	Staff	24	1.3	1.8	1.6	1.8	3.4	3.1		Staff	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%
	Parents	39	1.1	1.6	1.5	1.6	3.5	3.3		Parents	69.2%	28.2%	0.0%	2.6%	0.0%	0.0%
Governance	ES/MS Students	114	1.7	2.2	2.1	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	10.5%	42.1%	18.4%	3.5%	21.9%	3.5%
	Staff	24	1.4	1.9	1.6	1.9	3.3	3.0		Staff	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%
	Parents	39	1.2	1.6	1.7	1.7	3.4	3.2		Parents	46.2%	41.0%	5.1%	0.0%	7.7%	0.0%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

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

\* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

# COOPER SCHOOL

## Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	26	30%	29%	20%

## Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	0%	0%	0%
7	0%	0%	0%
8	N/A	0%	0%
Total	0%	0%	0%

## Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	36%	23%	16%
7	44%	18%	7%
8	N/A	47%	11%
Total	39%	27%	11%

\* A change in how suspension and retention rates are calculated in 2006-07 prevents direct comparisons with prior years.

## School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		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	114	1.6	1.7	1.8	1.8	3.1	3.2	Students at my school are given challenging work.	ES/MS Students	23.7%	50.0%	13.2%	5.3%	6.1%	1.8%
	Staff	24	1.4	1.9	1.7	1.9	3.4	3.0		Staff	37.5%	50.0%	0.0%	0.0%	0.0%	12.5%
	Parents	39	1.3	1.6	1.6	1.6	3.4	3.3		Parents	46.2%	43.6%	7.7%	0.0%	2.6%	0.0%
Safety	ES/MS Students	114	1.2	1.8	1.7	1.9	3.0	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	33.3%	51.8%	5.3%	1.8%	7.9%	0.0%
	Staff	24	1.5	1.8	1.7	1.9	3.3	3.0		Staff	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%
	Parents	39	1.2	1.6	1.6	1.6	3.3	3.2		Parents	56.4%	38.5%	2.6%	0.0%	2.6%	0.0%
Environment	ES/MS Students	114	1.6	1.9	1.8	2.0	3.0	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	26.3%	64.0%	4.4%	1.8%	3.5%	0.0%
	Staff	24	1.3	1.8	1.6	1.8	3.4	3.1		Staff	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%
	Parents	39	1.1	1.6	1.5	1.6	3.5	3.3		Parents	69.2%	28.2%	0.0%	2.6%	0.0%	0.0%
Governance	ES/MS Students	114	1.7	2.2	2.1	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	10.5%	42.1%	18.4%	3.5%	21.9%	3.5%
	Staff	24	1.4	1.9	1.6	1.9	3.3	3.0		Staff	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%
	Parents	39	1.2	1.6	1.7	1.7	3.4	3.2		Parents	46.2%	41.0%	5.1%	0.0%	7.7%	0.0%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

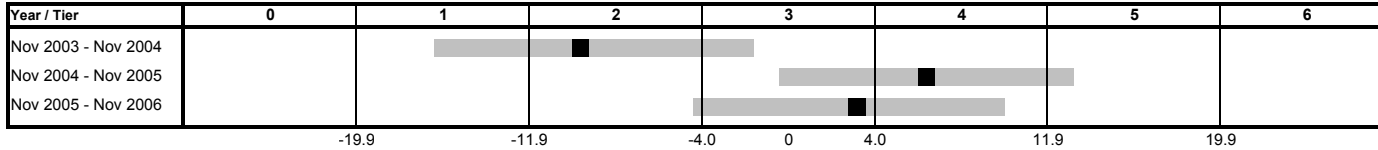
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- 1 = Strongly Disagree

\* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

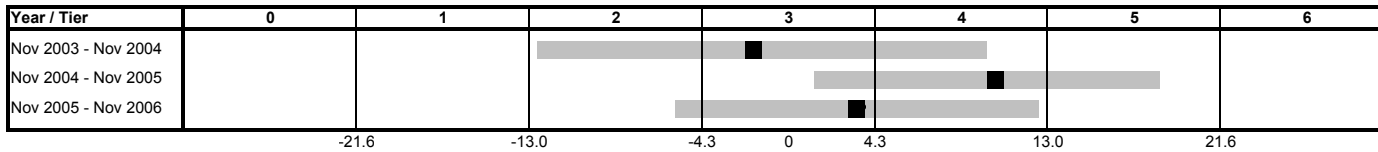
# COOPER SCHOOL

## Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	1.8
Nov 2004 - Nov 2005	6.4	3.8
Nov 2005 - Nov 2006	2.5	3.4



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.8
Nov 2004 - Nov 2005	10.3	4.2
Nov 2005 - Nov 2006	2.5	3.4



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

## Value-Added and Attainment Data Status Over Six Years

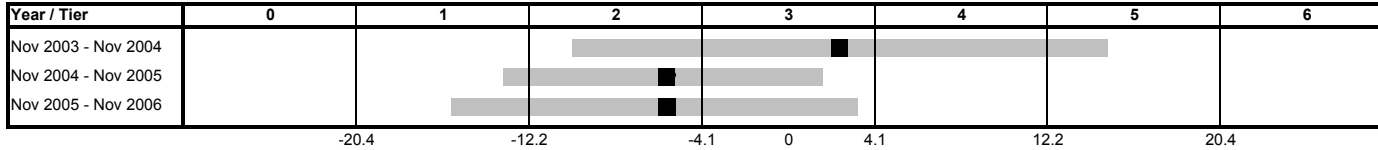
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	4.0	4.9	3.4	1.8	3.8	3.4	43%	44%	61%	70%	78%	84%	1	2	1	3	1	1
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%						
Reading	School	5.0	2.6	3.8	2.8	4.2	3.4	59%	60%	78%	95%	79%	87%	1	4	1	3	1	1
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	54%	62%	67%	62%	61%	63%						

Data Source: Value Added Quadrant Report for 2006-07

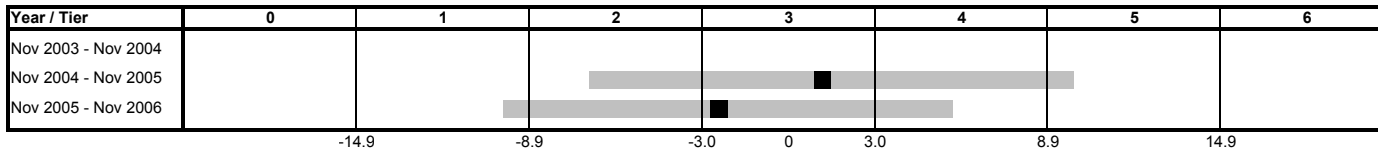
# COOPER SCHOOL

## Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.3
Nov 2004 - Nov 2005	-5.8	2.3
Nov 2005 - Nov 2006	-4.1	2.3



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	N/A
Nov 2004 - Nov 2005	1.4	3.2
Nov 2005 - Nov 2006	-2.2	2.6



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

## Value-Added and Attainment Data Status Over Six Years

Subject	MS Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						1 = High Value Added-High Attainment 2 = High Value Added-Low Attainment 3 = Low Value Added-High Attainment 4 = Low Value Added-Low Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	NA	NA	NA	NA	2.3	2.3	NA	NA	NA	NA	48%	63%	NA	NA	NA	NA	3	3
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	NA	NA	3.2	2.6	NA	NA	NA	NA	72%	81%	NA	NA	NA	NA	1	3
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	40%	55%	52%	59%	58%	61%						

Data Source: Value Added Quadrant Report for 2006-07