

# Cooper Upper Elementary School

<http://livoniapublicschools.org/cooper>



## 2019-2020 Annual Education Report



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Dr. Shalonda Owens, Principal  
Kimberly Samouelian, Assistant Principal



January 29, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Cooper Upper Elementary School based on 2019-2020 assessment results. The AER addresses the complex reporting information required by federal law and some requirements of state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me, Shalonda Owens, Principal of Cooper Upper Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://cooper.livoniapublicschools.org> or you may review a copy in the main office of our school.

For the 2019-2020 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2018-2019 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm-referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format.

Based on this data, our school has identified underperforming subgroups of students, including economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas. In order to accelerate student achievement, Cooper Upper Elementary has put in place a multi-tiered system of support that provides supplemental instruction to our most at-risk students through Title I Literacy and Math support groups throughout the school year, which also includes before school math club. In addition, we will be addressing the achievement gap for our economically disadvantaged students by providing ongoing professional development on Guaranteed and Viable Tier I Instruction, engaging in teaching for mastery and creating an environment in which all students excel. Finally, teachers will engage in the PLC process which includes the analysis of common summative assessments to determine the effectiveness of our teaching and how to best meet the academic needs of all students. Our intent is to take a close examination of our instructional practices and Tier I instruction while continuously using student achievement data to provide the right fit interventions to improve the academic achievement of all students.

State law requires that we also report additional information as found on the following pages.

Sincerely,

Dr. Shalonda Owens, Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501) . The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

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## **MISSION STATEMENT**

Empower-Achieve-Succeed

## **VISION**

We strive to provide a safe environment where students feel empowered to take risks in learning and achieve their personal best. We will provide students with knowledge, skills, and strategies necessary to become positive contributors to our community.

## **SCHOOL PROFILE**

Cooper Upper Elementary School serves 710 students in grades 5 and 6. The principal of Cooper Upper Elementary School is Dr. Shalonda Owens and the assistant principal is Kimberly Samouelian. There are 26 classroom teachers, 4 resource room teachers, 2 physical wellness, 2 music, 2 art, 1 library media specialist, 1 technology and 2 interventionists. Cooper also has a professional diagnostic staff to provide student support which include a school psychologist, social worker, speech and language therapist and 2 Elementary Student Assistance Provider.

***State law requires that we report the following additional information.***

## ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Cooper Upper Elementary School based upon residence within the geographic boundaries of the school, as well as school of choice students who transfer to Cooper based on space availability.

## SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on parents, staff, and students participating in collaborative decision making. The goals are determined through an analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our goals for the 2019-20 school year are:

1. All students will read, comprehend, and draw inferences from the text; students will be able to explain their understanding of the text verbally, written or through other performance task.
2. All students will effectively quote from the text using facts and details to write informative and opinion pieces.
3. All students will solve real world math problems within all mathematical operations.
4. All students will experience a positive, safe and welcoming environment where both students and adults respect and value one another.
5. All students will demonstrate proficiency in effectively integrating knowledge and skills across multiple disciplines.

Our goals for the 2018-19 school year are:

1. All students will be proficient readers of grade level content.
2. All Cooper students will be proficient writers in all content areas.
3. All students will be proficient in Mathematics
4. All students will experience a positive, safe, and welcoming environment, where both students and adults respect and value one another.
5. All students will be proficient in science

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Cooper Upper Elementary School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school-level improvement efforts.

## SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Kennedy, Randolph and Webster. A preschool is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at Roosevelt Elementary and Jackson Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at [www.livoniapublicschools.org](http://www.livoniapublicschools.org).

## CORE CURRICULUM

The core curriculum at Cooper Upper Elementary provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, instrumental music, vocal music, library/research skills and enrichment activities. The core curriculum is based on the Common Core State Standards for Mathematics and English Language Arts.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well-defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

## STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

### DISTRICT LITERACY ASSESSMENTS

Students in grades 5-6 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one a minimum of two times each year. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

<b>FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS GRADES 5-6 Percent of Students that Performed At or Above Grade Level</b>		
<b>Spring 2019</b>	<b>Grade 5</b>	<b>Grade 6</b>
Cooper	43.0%	36.2%
District	46.0%	38.6%
<b>Spring 2018</b>	<b>Grade 5</b>	<b>Grade 6</b>
Cooper	49.5%	48.9%
District	65.7%	58.4%

Beginning in 2016-17 all students in grades 1-6 were assessed on their attainment of grade-level reading standards three times during the school year using the i-Ready Reading Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

<b>i-READY READING</b>		
<b>Percent of Students At or Above Grade Level</b>		
<b>Spring 2019</b>	<b>Grade 5</b>	<b>Grade 6</b>
Cooper	21.0%	26.0%
District	34.0%	38.0%
<b>Spring 2018</b>	<b>Grade 5</b>	<b>Grade 6</b>
Cooper	13.0%	29.0%
District	24.0%	35.0%

### **DISTRICT MATHEMATICS ASSESSMENTS**

Students in grades 1-6 were assessed on their attainment of grade level mathematics standards three times during the school year using the i-Ready Math Diagnostic Assessment.

The following chart shows the percentage of students who were on or above grade level on the spring i-Ready Diagnostic Assessment.

<b>i-READY MATHEMATICS</b>		
<b>Percent of Students At or Above Grade Level</b>		
<b>Spring 2019</b>	<b>Grade 5</b>	<b>Grade 6</b>
Cooper	28.0%	17.0%
District	37.0%	28.0%
<b>Spring 2018</b>	<b>Grade 5</b>	<b>Grade 6</b>
Cooper	27.0%	23.0%
District	34.0%	27.0%

### **NORM REFERENCED ASSESSMENT**

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to sixth grade students.

<b>CogAT</b>				
<b>GRADE 6</b>				
<b>Age Percentiles</b>				
<b>2018-2019</b>	<b>Verbal</b>	<b>Quantitative</b>	<b>Nonverbal</b>	<b>Composite</b>
Cooper	49	48	52	49
District	59	60	59	60
<b>2017-2018</b>	<b>Verbal</b>	<b>Quantitative</b>	<b>Nonverbal</b>	<b>Composite</b>
Cooper	52	52	61	55
District	60	63	67	64

## **PARENT TEACHER CONFERENCES**

One of the most important factors in success in school for a child is the involvement of the parent or guardian in the educational process. Parent-teacher conferences were attended by 94% of parents (667 conferences) during the fall conferences of 2019-20 and 90% of our parents (632 conferences) during 2018-19. Cooper Upper Elementary parental involvement also includes attendance at our Curriculum Nights, Art Fair, Vocal and Instrumental Music Concerts, and Title I Family Night. Open House attendance was 87% during 2019-20 and % 91% during 2018-19.

## **PARENT INVOLVEMENT**

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

# **BOARD POLICY**

**IDD**

**INSTRUCTIONAL PROGRAM  
PARENT INVOLVEMENT**

**JUNE 20, 2011  
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.



## DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

### **Student Assessment Data**

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

### **Accountability – Detail Data and Status**

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

### **Teacher Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

### **NAEP Data (National Assessment of Educational Progress)**

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

### **Civil Rights Data**

- Provides information on school quality, climate and safety.

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The link <http://bit.ly/2Hfnte2> will take you to the reports provided by the Michigan Department of Education for Cooper Upper Elementary School.