

Livonia Public Schools

Cooper Upper Elementary

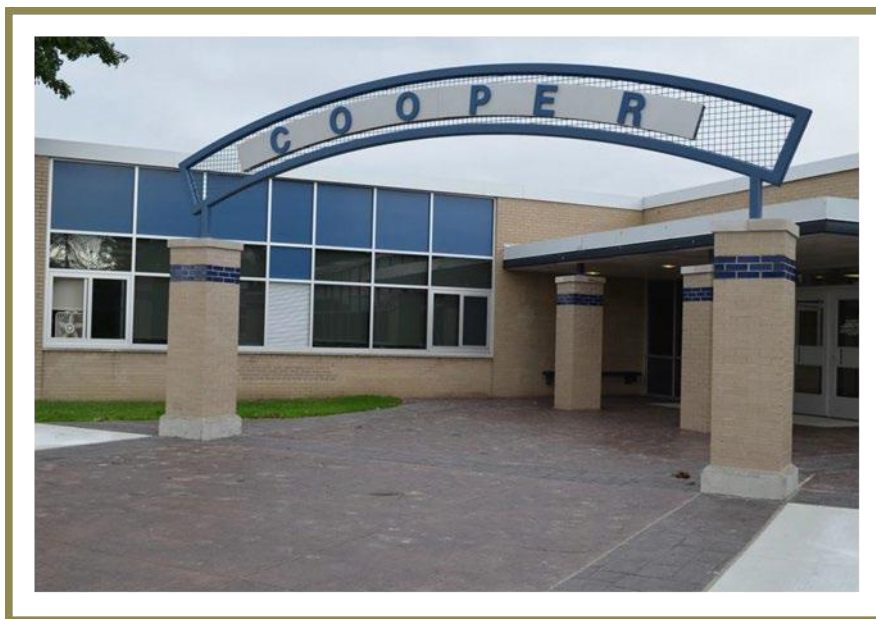


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2025-2026 Annual Education Report



Cooper Upper Elementary School
28550 Ann Arbor Trail
Westland, MI 48185
734 744-2795
Rob Witherspoon, Principal



February 1, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Cooper Upper Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Rob Witherspoon, Principal of Cooper Upper Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site [Cooper Website](#) or you may review a copy by contacting the Cooper Upper Elementary School office.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of those 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 normed 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

Local assessment and i-Ready data from the 2024–25 school year indicate strong student growth in both English Language Arts and Mathematics, while also identifying persistent achievement gaps in overall proficiency. Although Progress to Annual Typical Growth reached 100% in Grades 5 and 6 in both areas, proficiency levels remain below desired benchmarks, particularly among economically disadvantaged students and those in the

bottom 30% of achievement. In ELA, data revealed increases in reading proficiency and significant reductions in the percentage of students performing significantly below grade level; however, a slight increase in students performing below grade level and skill-level analysis in opinion/argumentative writing (W.5.1 and W.6.1) identified ongoing needs in organization, use of evidence, and concluding statements. In mathematics, growth and improved placement data were observed, yet overall achievement remains below 60%, with data pointing to challenges in solving complex, multi-step problems aligned to key grade-level standards.

These challenges were identified through a comprehensive review of multiple data sources, including i-Ready diagnostics, local pre- and post-assessments, writing rubrics, and classroom-based formative and summative assessments conducted within Professional Learning Teams. In response, the school is implementing a coordinated, intervention aligned improvement approach that emphasizes data-driven instruction, embedded professional development through coaching cycles, and targeted small-group intervention during W.I.N. (What I Need) time within the MTSS framework. Instructional strategies include explicit teaching of opinion/argumentative writing, mathematical reasoning, and productive struggle, as well as regular progress monitoring and goal setting. By prioritizing economically disadvantaged students and those in the bottom 30% of achievement, and by aligning instructional practices to identify standards and student needs, the school is working to accelerate learning, close achievement gaps, and improve outcomes for all learners.

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

The progress outlined in this report reflects the shared commitment and hard work of our entire learning community (staff, students, and families) working together to support student success. When these three essential partners are aligned, we create the conditions necessary for meaningful learning, growth, and resilience. We commend our students for their perseverance and willingness to take academic risks, our staff for their dedication to continuous improvement and high-quality instruction, and our families for their ongoing partnership and support. Together, this “three-legged stool” strengthens our school community and ensures we remain focused on maximizing the learning potential of every student. We are proud of the progress made and remain committed to building on this momentum as we continue striving for excellence for all learners.

Sincerely,

Rob Witherspoon,
Cooper 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:(734)744-2501). 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:(734)744-2524).

MISSION STATEMENT

The Cooper Upper Elementary School Community is dedicated to meeting the individual needs of every child, every day with desire, dedication, and determination.

VISION

The Cooper Upper Elementary School community believes that it is our responsibility to foster the development of independent, lifelong learners in a safe nurturing environment. The collaboration within our learning community will provide educational and social opportunities that will instill the desire for students to achieve learning goals. We are dedicated to the success of every child, every day as we provide students with authentic learning that will prepare students for a diverse world. The Cooper community will stand determined that every child, regardless of ability, socio-economic status, or family dynamics will be afforded the opportunity for educational success and a passion for life-long learning.

Cooper Priorities

1. **Safety** – Staff and students will help create and maintain a teaching and learning environment that is physically and emotionally safe for all.
2. **Climate** – Staff and students will promote a school environment that is both positive and supportive.
3. **Expectations** – Staff and students will work together to foster a growth mindset and apply expectations that are continually discussed, modeled, and practiced.
4. **Authentic Learning** – Staff and students will engage in learning that has a clear purpose and builds a foundation for college and career readiness.
5. **Focused Goals and Curriculum** – Staff and students will focus on prioritized standards that encourage deep understanding and application of higher-level skills in context.

SCHOOL PROFILE

Cooper Upper Elementary School serves 638 students in grades 5 and 6. The principal of Cooper Upper Elementary School is Rob Witherspoon, and the assistant principal is Rachel Dzikowski. There are 25 classroom teachers, 4 resource room teachers, 1 Physical Education educator, 1 Music educator, 1 Art educator, 1 Library Media Specialist, 1 Project Lead the Way educator (STEAM), and 3 Learning Interventionists. Cooper also has a professional diagnostic staff to provide student support which includes a School Psychologist, Social Worker, Speech and Language Therapist, and 2 Elementary Student Assistance Providers.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Cooper Upper Elementary School based on eligibility criteria identified for entry into each program. Grades 1-6 students reside in the Livonia Public School district, as well as other Wayne County districts. Students in the Primary/Intermediate program reside in one of 13 local districts in the northwest and southwest regions.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school, work cooperatively to improve student achievement. An analysis of student achievement data led Cooper Upper Elementary Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

Our goals for the 2025-28 school year are:

ELA School Improvement Goal/s:

- All students will be proficient in reading and writing, with an improvement of 3% on MSTEP each year for the next three years.
- The Students at Cooper will have a proficiency rate of 65% by 2028 (iReady).
- *Increase student proficiency in opinion/argument writing by 65% (W.5.1 and W.6.1) based on the SI Writing Performance Task*

Math School Improvement Goal/s:

- All students will be proficient in math with an improvement of 3% on the math MSTEP each year for the next three years.
- Increase student proficiency by 55% in solving complex, multi-step math problems by emphasizing mathematical practices, Common Core State Standards, reasoning, and perseverance on our local School Improvement Assessment.
- The Students at Cooper will have a proficiency rate of 65% by 2028 (iReady).

Climate-Culture Improvement Goal(s):

- All students will experience a positive, safe, and welcoming environment where both students and adults respect and value one another as indicated by a decrease in out-of-school suspensions.

Our goals for the 2022-25 school year* were:

ELA: Increase student proficiency in opinion/argument writing (W.5.1 and W.6.1)

Math: Improve student proficiency in solving complex, multi-step math problems by emphasizing mathematical practices, Common Core State Standards, reasoning, and perseverance.

Climate-Culture: All students will experience a positive, safe, and welcoming environment where both students and adults respect and value one another.

All students will demonstrate proficiency in effectively integrating knowledge and skills across multiple disciplines.

**Goal was revised during the 2024-25 school year to reflect a more targeted and measurable goal.*

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, Randolph and Webster. A preschool and a Great Start Readiness Program (GSRP) are operated at the Livonia Early Childhood Center, and preschool special education programs are located at Roosevelt Elementary and Livonia Early Childhood 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.

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

The following tables show the results of local testing for the district. Students are assessed using district created benchmark assessments, I Ready Diagnostic Assessment and the Cognitive Ability Test (CogAT).

DISTRICT LITERACY ASSESSMENTS

The following charts show the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year. This diagnostic is administered three times a year in reading and math.

i-READY READING Percent of Students Mid or Above Grade Level		
Spring 2025	Grade 5	Grade 6
Cooper	24%	31%
District	44.2%	52.2%
Spring 2024	Grade 5	Grade 6
Cooper	28%	26%
District	28%	40%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics Percent of Students Mid or Above Grade Level		
Spring 2025	Grade 5	Grade 6
Cooper	31%	27%
District	52.2%	46.8%
Spring 2024	Grade 5	Grade 6
Cooper	28%	16%
District	33%	32%

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT®) from Riverside Publishing is administered to sixth grade students. CogAT® is a nationally normed test and is generally considered an aptitude test.

CogAT - GRADE 6 Average Age Percentiles				
2024-2025	Verbal	Quantitative	Nonverbal	Composite
Cooper	47.6%	51.9%	55.3%	51.4%
District	61.3%	65.5%	66.9%	66%
2023-2024	Verbal	Quantitative	Nonverbal	Composite
Cooper	43%	48%	54%	48%
District	54%	60%	65%	61%

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. During the 2025-2026 fall conferences, 98% of our families attended. Of that 98%, 16% of our parents chose an alternative to an in-person conference (virtual, phone, etc.). During the 2024-2025 fall conferences, 98% of our families attended. Of that 98%, 21% of our parents chose an alternative to an in-person conference.

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

FAMILY ENGAGEMENT

September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members 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. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

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.

This link: [MiSchool Data-Cooper](#) will take you to the reports provided by the Michigan Department of Education for Cooper Upper Elementary School.