



Prairie Elementary School

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### **School Annual Education Report (AER) Cover Letter**

March 13<sup>th</sup>, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Prairie Elementary School. The AER addresses the complex reporting information required by federal and 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, Michael Perez, the building principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.theadrianmaples.com](http://www.theadrianmaples.com), or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Prairie Elementary School has NOT be given one of these labels.

Each year Prairie strives to improve the education success of its students. For 2015-2016 Prairie focused on the following: In ELA (Reading) we continued work in reading fluency, identifying supporting details in text, and being able to cite where main ideas occurred in print. Writing was similar with focus on adding detail to student writing along with making sure pieces of writing had identifiable beginning, middle, and end as well as smooth transitions. Mathematics concentration always involves having students learn basic operations, yet we focused students on

improving their ability to solve word problems, and gain a better grasp on basic algebraic operations. In addition, student attendance at school could be a challenge. Our building sent attendance letters, met with parents, made daily calls, and as needed referred specific cases to the truancy officer to facilitate better attendance of our students.

#### Process for Assigning Pupils to the School:

Prairie Elementary School, as part of the Adrian Public School System, participates in a school of choice cooperative agreement with other schools in the county in accordance with Sections 105 and 105c of the State School Aid Act. School of Choice applications are handled through the board office and are handled individually based upon available spots at every grade level. This process is delineated below.

This same process used in the prior 2014-2015 school year.

#### ADRIAN PUBLIC SCHOOLS Policies and Regulations In-District Schools of Choice:

Following are the guidelines for the Adrian Public Schools In-District Schools of Choice Plan. This policy and plan will be the responsibility of the Superintendent or his/her designee.

1. All students will be registered in their "school attendance area" based on geographic lines.
2. Any parent interested in selecting a different school in the Adrian Public School District must complete an In-District Schools of Choice application for the new school year. The applications are available in all school buildings and at the Administrative Offices. Applications must be returned to the Administrative Offices by the second Friday in May.
3. Transportation will not be provided to those students approved for schools of choice.
4. All applications will receive consideration. Students will be assigned to their school of choice based on the following:
  - a. Available seats in the grade level in that school building.
  - b. If there are more applicants for seats in a grade level than are seats available, selection will be made based on application filing date.
  - c. When a student is approved for their school of choice, siblings will be given priority for placement in the same school.
  - d. Students will agree to stay a minimum of one year in their chosen school, unless a change is mutually agreed upon by administrator and parent/guardian.
  - e. Notification of placement in schools of choice will be provided in writing by the third Friday in June.
- 5.

A request for an assignment to a particular school may be denied in the event it is determined that granting the assignment will adversely affect the district's commitment of seeking racial and ethnic integration and balance in the schools.

#### Admission of Nonresident Students:

Nonresident students may be accepted on a full or part-time basis in the Adrian Public Schools on the recommendation of the Superintendent as follows.

#### Out of District School of Choice:

1. Acceptance on Out of District Schools of Choice in accordance with Sections 105 and 105c of the State School Aid Act. The district shall determine prior to the start of the next school year prior to the commencement of the second Trimester, if it will accept applications for enrollment of nonresident students. The district shall publish the grades, schools, and special programs, if any for which enrollment may be available and provide notice to the general public that applications will be taken for a 15-day period from nonresidents. Students may only be accepted under Out of District Schools of Choice during the open application period.

2. An application must be completed by the parent/guardian and submitted to the Superintendent's office prior to the expiration date of the application period.

3. Applications will be reviewed by the Superintendent or designee. The parent/guardian and the appropriate school personnel will be notified within 15 days after the end of the application process or as otherwise stated by law whether or not the applicant may enroll in the district.

4. A nonresident applicant shall not be granted or refused enrollment based upon intellectual, academic, artistic, or other ability, talent or accomplishment or lack thereof, or based on a mental or physical disability, except that the district may refuse to admit a nonresident applicant if the applicant does not meet the same criteria that a resident of the district must meet to be accepted for enrollment in a grade or specialized, magnet, or intra-district choice school or program to which the applicant applies. A nonresident applicant shall not be granted or refused enrollments based on age, except that the district may refuse to admit a nonresident applicant applying for a program that is not appropriate for the age of the applicant. A nonresident applicant shall not be granted or refused enrollment based upon religion, race, color, national origin, sex, height, weight, marital status, or athletic ability, or generally, in violation of any state or federal law prohibiting discrimination.

5. Upon acceptance of a nonresident pupil who is eligible for special education program and services according to statute or rule, or who is a child with disabilities, the district shall be considered the pupils resident district for the purpose of providing the pupil with a free appropriate public education.

6. The district may refuse to enroll a nonresident applicant if any of the following are met: a. The applicant is, or has been suspended from another school within the preceding two years. b. The applicant, at any time before enrolling under Out of District Schools of Choice, has been expelled from another school district. c. The applicant, at any time before enrolling under Out of District Schools of Choice, has been convicted of a felony.

7. If the district counted a pupil for the membership count day or the supplemental count day, the district shall not refuse to enroll or continue to enroll that pupil for a reason stated in Section 6. However, this does not prohibit the district from expelling a pupil.

8. The district shall continue to allow a pupil who was enrolled in and attend the district under Out of District Schools of Choice to continue enrollment in the district until the pupil graduates from high school.

9. The district shall give preference for enrollment under this section over all other nonresident applicants to other school-age children who reside in the same household as a pupil described in Section 8.

10. Qualified nonresident applicants eligible for acceptance under Out of District Schools of Choice shall be placed in compliance with Sub Section 14 of Sections 105 and 105c of the State School Aid Act.

11. Homeless students will be admitted into the district under this section in accordance with the guidelines established in the McKinney-Vento Act.

12. The district is not required to provide transportation of nonresident students to and from school. However, at the time of enrollment any information on available transportation must be provided to the pupil's parent or legal guardian.

13. The athletic eligibility status of nonresident student will be established by the Michigan High School Athletic Association.

#### Resident School Releases:

1. After expiration of the deadline for acceptance of students under Out of District Schools of Choice, a student may be accepted if the student's district of residence releases the student and the Adrian Public Schools receives membership aid by virtue of the student's enrollment. Students will be accepted at the discretion of the Superintendent or designee.

2. Only the Superintendent shall authorize the acceptance of nonresident release students after the state student count(s) has taken place.

3. Transportation to and from school shall be provided the by the parent/guardian.

4. The athletic eligibility status of release students will be established by the Michigan High School Athletic Association.

#### The Status of the 3-5 Year School Improvement Plan:

During the 2015-2016 school year, our School Improvement Team met periodically to review our School Improvement Plan and goals established for our building. For 2015-2016 our focus continued in the content areas of Reading, Writing, and Math. On a periodic basis we met to analyze our achievement data to determine progress made toward the achievement of building goals and increased student academic achievement, with a focus on the bottom 30% of learners. During the 2015-2016 academic year our building worked to increase our students Literacy proficiency by concentration on Reading for accuracy, comprehension, and detail. In writing, our teachers worked with students on writing with elaboration on specific details and staying on topic. Additionally, our district teachers will continue to work with Instructional Coaches to improve Mathematics instructional strategies and delivery. Our Math curriculum, Engage NY, provides a structured, information building base for students that will increase their understanding of more complex Mathematical concepts during their academic careers. The district adopted Atlas Rubicon, which is the K-12 curriculum warehouse for Adrian Public Schools.

During the 2014-2015 school year, our School Improvement Team met periodically to review our School Improvement Plan and goals established for our Reading, Writing, and Math.

On a periodic basis we met to analyze our achievement data to determine progress made toward the achievement of building goals and increased student academic achievement, with a focus on the bottom 30% of learners. During the 2014-2015 academic year our building worked to increase our students Literacy proficiency by concentration on Reading for accuracy, comprehension, and detail. In writing, our teachers worked with students on writing with elaboration on specific details and staying on topic. Additionally, our district teachers will continue to work with Instructional Coaches to improve Mathematics instructional strategies and delivery. Our Math curriculum, Engage NY, provides a structured, information building base for students that will increase their understanding of more complex Mathematical concepts during their academic career.

## 2015-2016 Specialized Schools Annual Report:

The students of Adrian Public Schools receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 that have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Students from Adrian Public Schools attended LISD classroom programs during the 2015-2016 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. Students from Adrian Public Schools, attended Laura Haviland during the 2015-2016 school year. In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus. Prairie Elementary did not have any students housed at Maurice Spear Campus for the 2015-2016 school year.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. Twenty four (24) students from Adrian Public Schools attended these programs during the 2015-2016 school year. 2014-2015 data showed 24 Adrian Public Schools students attended these classrooms.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. This section does not apply to Prairie Elementary. Students from Adrian Public Schools attended the LISD PREP Academy during the first, second and third trimesters of the 2014-2015 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. This section does not apply to Prairie Elementary. However, one hundred sixty nine (169) students from Adrian Public Schools attended the LISD TECH Center or participated in the co-op/work experience program during 2014- 2015. This equals 32% of the junior and senior population for this school district. In addition, the LISD partners in conjunction with Jackson Community College (located on the same grounds) and provides an academic academy for eligible students. Adrian Public Schools has 12 students participating in this program.

Prairie Elementary houses the Cognitive Impaired Program for elementary students for Adrian Public Schools. In 2015-2016 school years, Prairie enrolled an average of 19 students in this program.

### [To Access a Copy of the State Curriculum](#)

Prairie Elementary teachers follow the curriculum that has been approved by the Adrian Public Schools superintendent and Board of Education. Our core curriculum follows the Michigan Common Core State Standards. Teachers are working to develop deep understanding of the Common Core State Standards and our district goal is to align content vertically and horizontally across the grades. A copy of the core curriculum is available for your review in the Prairie Elementary

School Office. Michigan's Common Core State Standards can be viewed on the Michigan Department of Education's website. [Student Achievement:](#)

Please see the detailed informational report provided by MISCHOOOLDATA website that is attached to this report. This will include student achievement information from 2012-2013 through 2014-2015.

In 2014-2015, the state of Michigan provided a new version of state testing to our students called the M-Step. Following is information that demonstrates the trends in student achievement in literacy, math, and writing (not tested in 2014-2015) for Prairie based on the new proficiency standards.

**Reading Grade 3:**

% Proficient: 62 70.3 50  
 % Not Proficient: 37 29.7 50  
 Testing Year (fall): 12-13 13-14 14-15

**Reading Grade 4:**

% Proficient: 78 61.8 34.1  
 % Not Proficient: 22 38.2 65.9  
 Testing Year (fall): 12-13 13-14 14-15

**Writing Grade 4:** (This portion of test was not scored separately in 2014-2015)

% Proficient: 31 50 NA  
 % Not Proficient: 70 50 NA  
 Testing Year (fall): 12-13 13-14 14-15

**Mathematics Grade 3:**

% Proficient: 42 36.8 40.4 32.4  
 % Not Proficient: 58 63.2 59.6 38.2  
 Testing Year (fall); 12-13 13-14 14-15 15-16

**Mathematics Grade 4:**

% Proficient: 44 45.7 13.6  
 % Not Proficient: 56 54.3 86.4  
 Testing Year (fall); 12-13 13-14 14-15

The 2015-2016 M-Step results are now reflected in the following categories: Percent Adequate Progress, Percent Attention May be Indicated and Percent Most at Risk of Falling Behind.

The 2015-2016 M-Step reading subscores for grade 3 at Prairie school are as follows:

Statewide	Statewide	M-STEP	Reading Subscore Grade 3	All Students	% Adequate Progress	% Attention May Be Indicated	% Most at Risk of Falling Behind
ISD	Lenawee	M-STEP	Reading Subscore	All Students	27.5	45.3	27.2
District	Adrian	M-STEP	Reading Subscore	All Students	21.1	43.1	35.8
Prairie School	Adrian	M-STEP	Reading Subscore	All Students	17.1	45.7	37.1

The 2015-2016 M-Step mathematics subscores for grade 3 at Prairie school are as follows:

Statewide	Statewide	M-STEP	Math Subscore Grade 3	Percent Student Proficient	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ISD	Lenawee	M-STEP	Math Subscore Grade 3	48.5	34.1	31.6	19.9
District	Adrian	M-STEP	Math Subscore Grade 3	40.9	30.2	30.6	28.4
Prairie School	Adrian	M-STEP	Math Subscore Grade 3	32.4	29.4	29.4	38.2

The 2015-2016 M-Step reading subscores for grade 4 at Prairie school are as follows:

Statewide	Statewide	M-STEP	Reading Subscore Grade 4	All Students	% Adequate Progress	% Attention May Be Indicated	% Most at Risk of Falling Behind
ISD	Lenawee	M-STEP	Reading Subscore	All Students	22.7	51.7	25.6
District	Adrian	M-STEP	Reading Subscore	All Students	13.6	47.5	39.0
Prairie School	Adrian	M-STEP	Reading Subscore	All Students	15.4	59.6	25.0

The 2015-2016 M-Step mathematics subscores for grade 4 at Prairie school are as follows:

Statewide	Statewide	M-STEP	Math Subscore Grade 3	Percent Student Proficient	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ISD	Lenawee	M-STEP	Math Subscore Grade 4	39.9	28.6	42.2	17.9
District	Adrian	M-STEP	Math Subscore Grade 4	23.4	18.0	40.2	36.4
Prairie School	Adrian	M-STEP	Math Subscore Grade 4	22.6	18.9	37.7	39.6



The 2015-2016 M-Step science subscores for grade 4 at Prairie school are as follows:

Statewide	Statewide	M-STEP	Science Subscore Grade 4	Percent Student Proficient	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ISD	Lenawee	M-STEP	Science Subscore Grade 4	13.5	7.8	33.7	52.8
District	Adrian	M-STEP	Science Subscore Grade 4	9.7	<5	27.1	63.1
Prairie School	Adrian	M-STEP	Science Subscore Grade 4	<5	<5	34.6	61.5

Students Represented at Parent Conferences:

Prairie Elementary School strives to have 100% attendance at Parent Teacher Conferences. Our school community believes that communication between home and school is a key factor in a student's academic success.

In the Fall of 2015-2016, our Prairie enrollment was 246 students. Fall conference attendance revealed that 97% of 238 students were represented by parents at conference time.


In the Fall of 2014-2015, our Prairie enrollment was 246 students. Fall conference attendance revealed that 97% of 238 students were represented by parents at conference time.

In the Fall of 2013-2014, our student enrollment was 245 students. Fall conference attendance demonstrated that 97% of 237 students were represented by parents at conference time.

Prairie School's enrollment in 2015-2016 after the second count day was 241 students. Spring conference attendance data showed that 95% of 229 students were represented at conferences. Prairie Elementary School's enrollment in 2014-2015 after the second count day was 256 students. Attendance rate at Spring conferences was the equivalent of 93% of 238 students.

Prairie Elementary employees, students, families, and community take great pride in our school. We work together to build character and self-esteem in our students, and in conjunction, work to deliver instruction that will engage our students, provide challenge and rigor, and work to increase student achievement on state, local, and school assessments. We are enthusiastic about the onset of the 2016-2017 school year, and will continue our dedicated work to move our students and families in a positive direction together. At Prairie, we work to exhibit Prairie PRIDE daily in our words, actions and academic achievement.

Sincerely,



Michael Perez

02/28/2017

**M-STEP Grades 3-11**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	43.5%	50.0%	13.5%	36.5%	28.8%	21.2%
ELA	3rd Grade Content	All Students	2015-16	46.0%	44.4%	42.9%	11.4%	31.4%	25.7%	31.4%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	36.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	30.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	31.3%	46.7%	20.0%	26.7%	20.0%	33.3%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	34.4%	43.8%	6.3%	37.5%	12.5%	43.8%
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	28.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	50.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	52.7%	56.3%	12.5%	43.8%	28.1%	15.6%
ELA	3rd Grade Content	White	2015-16	53.9%	48.6%	35.7%	14.3%	21.4%	35.7%	28.6%
ELA	3rd Grade Content	Female	2014-15	54.7%	43.4%	61.1%	16.7%	44.4%	22.2%	16.7%
ELA	3rd Grade Content	Female	2015-16	49.5%	49.5%	29.4%	11.8%	17.6%	41.2%	29.4%

**M-STEP Grades 3-11**

ELA	3rd Grade Content	Male	2014-15	45.5%	43.5%	44.1%	11.8%	32.4%	32.4%	23.5%
ELA	3rd Grade Content	Male	2015-16	42.6%	40.0%	55.6%	11.1%	44.4%	11.1%	33.3%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	37.9%	44.2%	11.6%	32.6%	30.2%	25.6%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	40.5%	41.4%	6.9%	34.5%	24.1%	34.5%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	5.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	7.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	3.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	10.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	29.7%	34.1%	13.6%	20.5%	22.7%	43.2%
ELA	4th Grade Content	All Students	2015-16	46.3%	29.4%	38.5%	17.3%	21.2%	26.9%	34.6%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	20.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	15.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	30.3%	35.7%	14.3%	21.4%	28.6%	35.7%

02/28/2017

**M-STEP Grades 3-11**

ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	20.3%	35.7%	21.4%	14.3%	14.3%	50.0%
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	10.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	38.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	29.5%	37.0%	14.8%	22.2%	18.5%	44.4%
ELA	4th Grade Content	White	2015-16	53.9%	34.8%	41.9%	16.1%	25.8%	32.3%	25.8%
ELA	4th Grade Content	Female	2014-15	51.5%	35.1%	47.8%	26.1%	21.7%	21.7%	30.4%
ELA	4th Grade Content	Female	2015-16	50.9%	24.3%	31.6%	15.8%	15.8%	31.6%	36.8%
ELA	4th Grade Content	Male	2014-15	41.8%	24.1%	19.0%	0.0%	19.0%	23.8%	57.1%
ELA	4th Grade Content	Male	2015-16	41.8%	33.6%	42.4%	18.2%	24.2%	24.2%	33.3%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	26.9%	25.6%	7.7%	17.9%	25.6%	48.7%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	25.4%	34.1%	17.1%	17.1%	24.4%	41.5%
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	8.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	3.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	3.2%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	All Students	2014-15	48.8%	41.6%	40.4%	9.6%	30.8%	30.8%	28.8%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	40.9%	32.4%	2.9%	29.4%	29.4%	38.2%
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	45.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	20.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	33.3%	33.3%	13.3%	20.0%	33.3%	33.3%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	30.5%	20.0%	0.0%	20.0%	33.3%	46.7%
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	21.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	55.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	48.1%	43.8%	9.4%	34.4%	28.1%	28.1%
Mathematics	3rd Grade Content	White	2015-16	53.2%	44.3%	50.0%	7.1%	42.9%	21.4%	28.6%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	32.7%	27.8%	5.6%	22.2%	27.8%	44.4%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	43.5%	35.3%	0.0%	35.3%	23.5%	41.2%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	48.9%	47.1%	11.8%	35.3%	32.4%	20.6%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	38.7%	29.4%	5.9%	23.5%	35.3%	35.3%

**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	38.8%	39.5%	9.3%	30.2%	30.2%	30.2%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	33.8%	28.6%	3.6%	25.0%	28.6%	42.9%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	5.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	7.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	11.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	10.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	22.4%	13.6%	0.0%	13.6%	52.3%	34.1%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	23.4%	22.6%	3.8%	18.9%	37.7%	39.6%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	0.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	7.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	22.7%	14.3%	0.0%	14.3%	64.3%	21.4%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	20.0%	26.7%	0.0%	26.7%	26.7%	46.7%
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	20.0%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	15.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	22.5%	14.8%	0.0%	14.8%	44.4%	40.7%
Mathematics	4th Grade Content	White	2015-16	52.3%	27.3%	25.8%	6.5%	19.4%	38.7%	35.5%
Mathematics	4th Grade Content	Female	2014-15	40.3%	16.2%	8.7%	0.0%	8.7%	52.2%	39.1%
Mathematics	4th Grade Content	Female	2015-16	42.1%	12.1%	10.5%	0.0%	10.5%	42.1%	47.4%
Mathematics	4th Grade Content	Male	2014-15	42.4%	28.7%	19.0%	0.0%	19.0%	52.4%	28.6%
Mathematics	4th Grade Content	Male	2015-16	45.8%	32.6%	29.4%	5.9%	23.5%	35.3%	35.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	18.1%	12.8%	0.0%	12.8%	48.7%	38.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	20.8%	21.4%	4.8%	16.7%	33.3%	45.2%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	16.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	6.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	6.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	9.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	10.0%	0.0%	0.0%	0.0%	35.6%	64.4%

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**M-STEP Grades 3-11**

Science	4th Grade Content	All Students	2015-16	14.7%	9.7%	3.8%	1.9%	1.9%	34.6%	61.5%
Science	4th Grade Content	Black or African American	2014-15	2.0%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	6.1%	0.0%	0.0%	0.0%	28.6%	71.4%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	6.3%	7.1%	7.1%	0.0%	35.7%	57.1%
Science	4th Grade Content	Two or More Races	2014-15	11.8%	10.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	8.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	11.5%	0.0%	0.0%	0.0%	42.9%	57.1%
Science	4th Grade Content	White	2015-16	18.4%	12.2%	3.2%	0.0%	3.2%	38.7%	58.1%
Science	4th Grade Content	Female	2014-15	10.4%	7.1%	0.0%	0.0%	0.0%	33.3%	66.7%
Science	4th Grade Content	Female	2015-16	13.0%	3.8%	5.3%	5.3%	0.0%	21.1%	73.7%
Science	4th Grade Content	Male	2014-15	14.3%	13.0%	0.0%	0.0%	0.0%	38.1%	61.9%
Science	4th Grade Content	Male	2015-16	16.4%	14.6%	3.0%	0.0%	3.0%	42.4%	54.5%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	6.3%	0.0%	0.0%	0.0%	30.8%	69.2%



**M-STEP Grades 3-11**

Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	6.8%	2.4%	0.0%	2.4%	26.8%	70.7%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	2.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	3.2%	<10	<10	<10	<10	<10

**SAT**

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	65.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	85.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	71.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	65.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2014-15	71.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2014-15	80.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	80.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	71.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	50.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	64.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	69.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	53.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	51.0%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10	<10

**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

**MI-Access Participation**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display





# MI School Data

## Annual Education Report Prairie Elementary School

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### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	98.6%	61.5%	92.5%	63.4%
All Students	Mathematics	98.6%	62.1%	99.2%	50.7%	98.9%	47.2%
All Students	Science	98.1%	50.0%	98.6%	35.0%	96.4%	27.5%
All Students	Social Studies	98.1%	59.3%	98.2%	54.6%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	11.1%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	6.8%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	2.2%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	9.5%	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	N/A	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	N/A	N/A
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	<30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	97.1%	42.9%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	97.1%	34.9%	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	98.3%	52.1%	87.9%	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	99.4%	43.5%	100.0%	50.0%
Hispanic of Any Race	Science	98.1%	36.7%	99.5%	25.0%	<30	<30

**Accountability Details Subject Data**

Hispanic of Any Race	Social Studies	98.0%	47.7%	98.4%	48.5%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	97.9%	58.2%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	97.9%	52.8%	<30	<30
Two or More Races	Science	98.5%	45.2%	91.7%	36.4%	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	94.1%	65.6%	N/A	N/A
White	ELA	99.0%	75.6%	99.1%	67.9%	93.8%	68.2%
White	Mathematics	98.9%	68.4%	99.5%	55.0%	97.9%	47.8%
White	Science	98.6%	57.1%	99.2%	42.2%	96.9%	26.7%
White	Social Studies	98.5%	65.8%	99.2%	56.4%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	98.3%	54.0%	90.8%	60.0%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.2%	41.8%	98.7%	44.4%
Economically Disadvantaged	Science	97.5%	35.0%	98.5%	26.9%	95.5%	20.0%
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.6%	46.8%	N/A	N/A
English Language Learners	ELA	98.8%	49.5%	98.7%	31.8%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	98.7%	28.1%	<30	<30

**Accountability Details Subject Data**

English Language Learners	Science	98.5%	22.0%	96.9%	<30	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	94.3%	30.9%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	98.2%	27.1%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	96.8%	11.6%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	96.1%	27.1%	N/A	N/A

**Accountability Details Graduation Data**

Student Group	Statewide	District	School
All Students	79.79%	88.34%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	88.00%	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	87.23%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	81.13%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

\* All data based on students enrolled for a full academic year.



## MI School Data

### Annual Education Report Prairie Elementary School

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#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.79%	93.75%

\* All data based on students enrolled for a full academic year.

**Accountability Status District Data**

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

02/28/2017

**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Prairie Elementary School	Green	2	Green	2	Green	2			Yellow	24

**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	12	0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

**Teacher Quality - Class**

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	N/A

**Teacher Quality - Provisional**

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

**NAEP Grade 12 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



**NAEP Grade 12 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0