

Prairie Elementary School

Shanan Henline, Principal

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Adrian, Michigan 49221

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School Annual Education Report (AER)

April 19th, 2018

Dear Parents and Community Members:

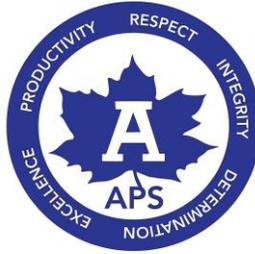
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2016-17 educational progress for the Prairie Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact, Shanan Henline, the building principal, for assistance.

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

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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 2016-2017 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 2015-2016 school year.

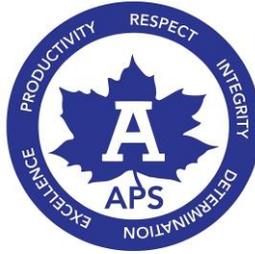
The Status of the 3-5 Year School Improvement Plan:

We are in the 3rd year of the school improvement plan. During the 2016-2017 school year, our School Improvement Team met periodically to review our School Improvement Plan and goals established for our building. For 2016-2017, 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 2016-2017 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 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. PBIS was introduced to the building in the 2016-2017 school year.

It was reported in the 2015-2016 school year it was reported to be in the 2nd year.
[2016-2017](#)

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 who 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 2016-17 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. 11 students from Adrian Public Schools attended Laura Haviland during the 2016-17 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

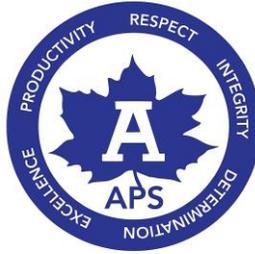
LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. Students from Adrian Public Schools attended these programs during the 2016-17 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. Students from Adrian Public Schools attended the LISD PREP Academy during the 2016-17 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 163 students from Adrian Public Schools attended the LISD TECH Center or participated in the co-op/work experience program during 2016-17. This equals 33% of the junior and senior population for this school district.

The most recent follow-up of LISD TECH Center students (a 2017 study of 2016 graduates) showed 67.5% were continuing their education. Of those continuing their education, 86.0% were continuing in a field related to their LISD TECH Center program. In addition, 98.6% were working (full-time or part-time) with 1.7% reporting they were unemployed/seeking employment. Of those working full-time, 72.7% were in a field related to their LISD TECH Center program.

Local districts operate special education classrooms open to students from other districts. Adrian Public Schools placed students at JC/LISD academy, Severe Multi Impaired Program at Porter Center, 12 Students at Cognitive Impaired Program at Sutton Elementary, Students at Madison Hearing and Impaired program students during the 2015-16 school year.



2016-2017 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.

Prairie Elementary houses the Lower and Upper Cognitive Impaired Programs for elementary students for Adrian Public Schools. In 2016-2017 school years, Prairie enrolled an average of 19 students in this program.

To Access a Copy of the State Curriculum

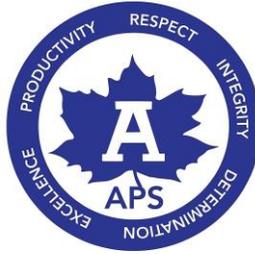
Our core curriculum follows the Michigan Common Core State Standards. Teachers are working to develop deep understanding of the Common Core State Standards. A copy of the core curriculum is available for your review in the Prairie Elementary School Office. Michigan's Common Core State Standards can be viewed on the Michigan Department of Education's website. You can view the curriculum at our Prairie Elementary's office or on this website: <https://theadrianmaples-public.rubiconatlas.org>

2016-2017 M-Step Data

	<u>Prairie</u>	State	ISD	District
ELA (3)	26.8	44.10%	47.50%	38.60%
Math (3)	22	46.80%	47.10%	35.70%
ELA (4)	46.9	44%	44.80%	40.20%
MATH (4)	18.8	42.60%	40%	29%
SCIENCE	1.5	14.60%	13.20%	10%
ELA (5)	27.8	51.10%	47.70%	34.3
MATH (5)	9.3	35.00%	25.40%	13.4
Social Studies	7.4	21.6	17.5	8.1

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 2016-2017, our Prairie enrollment was 264 students. Fall conference attendance revealed that 94% of 264 students were represented by parents at conference time. In the Spring of 2016-2017, our Prairie enrollment was 261 students. Spring conference attendance revealed that 97% of 261 students were represented by parents at conference time.

This year as the new principal at Prairie Elementary School we work together to build character and self-esteem in our students, build a safe and caring environment, we 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. Prairie Elementary employees, students, families, and community take great pride in our school. We are enthusiastic about the onset of the 2017-2018 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. The Positive Behavior Intervention and Support Program has provided us to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. I am looking forward to continue to see the progress our students continue to make in the 2017-2018 school year.

Sincerely,

Shanan Henline

Annual Education Report
Prairie Elementary School (09675)

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	2015-16	46.0%	44.4%	42.9%	11.4%	31.4%	25.7%	31.4%
ELA	3rd Grade Content	All Students	2016-17	44.1%	38.6%	26.8%	9.8%	17.1%	29.3%	43.9%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	30.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	16.7%	<10	<10	<10	<10	<10
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	Hispanic of Any Race	2016-17	32.0%	35.2%	23.5%	0.0%	23.5%	23.5%	52.9%
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	50.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
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	White	2016-17	51.7%	43.9%	36.8%	21.1%	15.8%	31.6%	31.6%
ELA	3rd Grade Content	Female	2015-16	49.5%	49.5%	29.4%	11.8%	17.6%	41.2%	29.4%
ELA	3rd Grade Content	Female	2016-17	47.7%	38.2%	13.6%	4.5%	9.1%	45.5%	40.9%

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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	Male	2015-16	42.6%	40.0%	55.6%	11.1%	44.4%	11.1%	33.3%
ELA	3rd Grade Content	Male	2016-17	40.7%	39.2%	42.1%	15.8%	26.3%	10.5%	47.4%
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	Economically Disadvantaged	2016-17	29.1%	33.3%	27.3%	12.1%	15.2%	24.2%	48.5%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	7.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2016-17	34.0%	25.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	10.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	24.0%	<10	<10	<10	<10	<10
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	All Students	2016-17	44.2%	40.2%	46.9%	6.3%	40.6%	21.9%	31.3%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	15.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	19.2%	36.4%	<10	<10	<10	<10	<10

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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	Hispanic of Any Race	2016-17	32.7%	29.6%	63.6%	0.0%	63.6%	9.1%	27.3%
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	38.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	45.0%	<10	<10	<10	<10	<10
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	White	2016-17	51.5%	43.4%	35.3%	5.9%	29.4%	23.5%	41.2%
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	Female	2016-17	48.6%	45.0%	47.1%	5.9%	41.2%	23.5%	29.4%
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	Male	2016-17	39.9%	35.8%	46.7%	6.7%	40.0%	20.0%	33.3%
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	Economically Disadvantaged	2016-17	28.6%	38.5%	53.8%	7.7%	46.2%	15.4%	30.8%
ELA	4th Grade Content	English Learners	2016-17	22.9%	18.2%	<10	<10	<10	<10	<10

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ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	3.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	10.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2016-17	51.1%	34.3%	27.8%	0.0%	27.8%	33.3%	38.9%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	23.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	27.0%	20.0%	0.0%	20.0%	20.0%	60.0%
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	14.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2016-17	58.6%	40.9%	33.3%	0.0%	33.3%	40.0%	26.7%
ELA	5th Grade Content	Female	2016-17	56.0%	34.0%	23.8%	0.0%	23.8%	28.6%	47.6%
ELA	5th Grade Content	Male	2016-17	46.2%	34.6%	30.3%	0.0%	30.3%	36.4%	33.3%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	29.9%	24.4%	0.0%	24.4%	33.3%	42.2%
ELA	5th Grade Content	English Learners	2016-17	24.5%	8.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	0.0%	<10	<10	<10	<10	<10

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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
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	All Students	2016-17	46.8%	35.7%	22.0%	12.2%	9.8%	26.8%	51.2%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	20.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	25.0%	<10	<10	<10	<10	<10
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	Hispanic of Any Race	2016-17	33.6%	31.0%	11.8%	5.9%	5.9%	17.6%	70.6%
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	55.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
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	White	2016-17	54.8%	41.2%	36.8%	21.1%	15.8%	36.8%	26.3%
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	Female	2016-17	45.0%	31.8%	4.5%	4.5%	0.0%	40.9%	54.5%

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Mathematics	3rd Grade Content	Male	2015-16	46.6%	38.7%	29.4%	5.9%	23.5%	35.3%	35.3%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	40.2%	42.1%	21.1%	21.1%	10.5%	47.4%
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	Economically Disadvantaged	2016-17	31.5%	32.4%	27.3%	15.2%	12.1%	21.2%	51.5%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	7.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	46.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	10.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	32.0%	<10	<10	<10	<10	<10
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	All Students	2016-17	42.0%	29.6%	18.8%	3.1%	15.6%	53.1%	28.1%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	7.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	27.3%	<10	<10	<10	<10	<10

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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	Hispanic of Any Race	2016-17	29.1%	18.5%	18.2%	0.0%	18.2%	45.5%	36.4%
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	15.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	40.0%	<10	<10	<10	<10	<10
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	White	2016-17	49.7%	31.9%	23.5%	5.9%	17.6%	47.1%	29.4%
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	Female	2016-17	39.6%	26.4%	5.9%	0.0%	5.9%	64.7%	29.4%
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	Male	2016-17	44.2%	32.5%	33.3%	6.7%	26.7%	40.0%	26.7%
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	Economically Disadvantaged	2016-17	25.8%	23.6%	19.2%	3.8%	15.4%	50.0%	30.8%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	6.7%	<10	<10	<10	<10	<10

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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
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	8.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	9.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	10.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2016-17	35.0%	13.4%	9.3%	1.9%	7.4%	35.2%	55.6%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	7.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	6.8%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	14.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2016-17	42.4%	16.9%	13.3%	3.3%	10.0%	46.7%	40.0%
Mathematics	5th Grade Content	Female	2016-17	32.6%	8.5%	0.0%	0.0%	0.0%	23.8%	76.2%
Mathematics	5th Grade Content	Male	2016-17	37.4%	17.4%	15.2%	3.0%	12.1%	42.4%	42.4%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10.2%	8.9%	2.2%	6.7%	33.3%	57.8%
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	0.0%	<10	<10	<10	<10	<10

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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
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	0.0%	<10	<10	<10	<10	<10
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	All Students	2016-17	14.6%	10.4%	9.4%	3.1%	6.3%	15.6%	75.0%
Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	2.8%	9.1%	<10	<10	<10	<10	<10
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	Hispanic of Any Race	2016-17	6.7%	3.7%	9.1%	0.0%	9.1%	18.2%	72.7%
Science	4th Grade Content	Two or More Races	2015-16	12.5%	8.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	20.0%	<10	<10	<10	<10	<10
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	White	2016-17	18.2%	11.1%	11.8%	5.9%	5.9%	11.8%	76.5%
Science	4th Grade Content	Female	2015-16	13.0%	3.8%	5.3%	5.3%	0.0%	21.1%	73.7%

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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
Science	4th Grade Content	Female	2016-17	12.6%	5.5%	0.0%	0.0%	0.0%	11.8%	88.2%
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	Male	2016-17	16.5%	15.0%	20.0%	6.7%	13.3%	20.0%	60.0%
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	Economically Disadvantaged	2016-17	6.8%	8.8%	11.5%	3.8%	7.7%	19.2%	69.2%
Science	4th Grade Content	English Learners	2016-17	4.3%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	3.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	10.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2016-17	21.6%	8.1%	7.4%	0.0%	7.4%	51.9%	40.7%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	0.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	4.1%	6.7%	0.0%	6.7%	40.0%	53.3%
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	7.1%	<10	<10	<10	<10	<10

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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
Social Studies	5th Grade Content	White	2016-17	26.7%	10.4%	10.0%	0.0%	10.0%	53.3%	36.7%
Social Studies	5th Grade Content	Female	2016-17	19.3%	6.7%	9.5%	0.0%	9.5%	47.6%	42.9%
Social Studies	5th Grade Content	Male	2016-17	23.9%	9.2%	6.1%	0.0%	6.1%	54.5%	39.4%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	4.3%	4.4%	0.0%	4.4%	53.3%	42.2%
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	0.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	0.0%	<10	<10	<10	<10	<10

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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

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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	2015-16	86.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	85.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	66.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	65.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	59.8%	<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	2015-16	85.4%	<10	<10	<10	<10	<10

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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
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2016-17	60.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10	<10

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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
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2016-17	54.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	80.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	85.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	71.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	67.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	50.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	54.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2016-17	84.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2016-17	71.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2016-17	59.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2016-17	85.8%	<10	<10	<10	<10	<10

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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
Mathematics	4th Grade Content	Female	2015-16	69.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2016-17	65.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	51.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2016-17	54.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2016-17	81.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2016-17	69.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2016-17	54.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	<10	<10	<10	<10	<10

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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	5th Grade Content	All Students	2016-17	81.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2016-17	57.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2016-17	38.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2016-17	78.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2016-17	47.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2016-17	31.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	79.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	54.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	37.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2016-17	84.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2016-17	53.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2016-17	37.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2016-17	80.4%	<10	<10	<10	<10	<10

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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
Mathematics	5th Grade Content	Male	2016-17	59.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2016-17	39.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	38.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Learners	2016-17	74.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Learners	2016-17	60.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Learners	2016-17	30.3%	<10	<10	<10	<10	<10

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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

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Prairie Elementary School (09675)

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

Annual Education Report Prairie Elementary School (09675)

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	98.6%	49.5%	99.5%	38.2%	99.3%	35.3%
All Students	Mathematics	98.7%	39.1%	99.5%	25.4%	99.3%	18.1%
All Students	Science	97.9%	24.9%	99.4%	16.8%	97.4%	10.8%
All Students	Social Studies	97.8%	33.7%	99.1%	24.2%	100.0%	10.9%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	<30
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	<30
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	N/A	N/A
Asian	ELA	99.1%	70.5%	<30	<30	N/A	N/A
Asian	Mathematics	99.3%	68.9%	<30	<30	N/A	N/A
Asian	Science	99.1%	41.4%	<30	<30	N/A	N/A
Asian	Social Studies	98.9%	51.9%	<30	<30	N/A	N/A
Black or African American	ELA	97.6%	25.0%	100.0%	23.1%	<30	<30
Black or African American	Mathematics	97.5%	14.2%	100.0%	11.5%	<30	<30
Black or African American	Science	96.0%	7.0%	100.0%	3.3%	<30	<30
Black or African American	Social Studies	95.9%	11.2%	100.0%	6.5%	<30	<30
Hispanic of Any Race	ELA	98.6%	36.9%	100.0%	29.6%	100.0%	36.0%
Hispanic of Any Race	Mathematics	98.7%	25.1%	100.0%	15.6%	100.0%	14.0%

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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**
Hispanic of Any Race	Science	97.7%	13.5%	100.0%	9.5%	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	99.5%	16.0%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	<30	<30	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	97.9%	32.2%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	97.9%	26.4%	<30	<30
Two or More Races	Science	97.7%	21.9%	96.4%	16.0%	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	94.6%	18.2%	<30	<30
White	ELA	98.9%	56.1%	99.3%	44.9%	98.5%	35.4%
White	Mathematics	99.0%	45.6%	99.3%	31.3%	98.5%	23.1%
White	Science	98.4%	29.7%	99.5%	21.9%	<30	<30
White	Social Studies	98.3%	39.7%	99.2%	30.6%	100.0%	<30
Economically Disadvantaged	ELA	98.2%	33.5%	99.5%	32.0%	100.0%	36.0%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.6%	19.4%	100.0%	19.8%
Economically Disadvantaged	Science	97.2%	13.0%	99.8%	11.4%	100.0%	12.9%
Economically Disadvantaged	Social Studies	97.0%	18.3%	99.3%	16.3%	100.0%	8.7%

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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**
English Learners	ELA	98.6%	24.0%	100.0%	12.5%	<30	<30
English Learners	Mathematics	99.0%	23.0%	100.0%	18.1%	<30	<30
English Learners	Science	98.4%	5.0%	100.0%	2.9%	<30	<30
English Learners	Social Studies	98.2%	7.8%	100.0%	16.7%	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	98.7%	16.3%	100.0%	25.8%
Students With Disabilities	Mathematics	97.9%	20.7%	99.6%	11.1%	100.0%	16.1%
Students With Disabilities	Science	96.9%	15.8%	99.0%	10.2%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	97.9%	13.3%	<30	<30

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	78.68%	N/A
American Indian or Alaska Native	66.57%	100.00%	N/A
Asian	90.20%	92.86%	N/A
Black or African American	67.36%	56.25%	N/A
Hispanic of Any Race	72.60%	78.21%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	100.00%	N/A
White	83.38%	79.45%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	70.25%	N/A
English Learners	72.11%	63.16%	N/A
Students With Disabilities	55.35%	48.00%	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	84.24%	75.44%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Prairie Elementary School	47.25	33.22	N/A	N/A	80.29	100.00	N/A	48.41

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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	7	15	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	9.1%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
Not ELL					

‡ 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) 2017 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	26	24	9

† 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) 2017 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Two or More Races	†	†	†	†	†
Islander	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9