



Prairie Elementary School
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School Annual Education Report (AER)

January 30, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2018-2019 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, Carl Lewandowski, the building principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [AER Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

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

School Background:

For the 2019/20 school year Prairie continues to strive for improvement in the educational success of all our learners. This year we have taken on the process of becoming a more mindful school. In other words we are learning about our students and their background. Our school is made up of 87% free and reduced qualifiers, this means we have over 210 children that live in poverty and at times school provides the only meals and safe place for them. We want to support the qualities



of good character but also want to help children learn to regulate their social and emotional well-being through becoming more mindful. We know that if children feel better inside and we support good character they will be in a calmer place internally to receive instruction.

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 same process used in the prior 2017-2018 school year.

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

2018-2019 School Improvement

We are going into our 4th year of our school Improvement plan and as we reflect on this plan we are becoming increasingly aware that poverty has an impact on the child and learning. We knew this but we would benefit from learning a lot more about it. We want to become familiar with poverty by learning how it impacts children in school through reading the book "Understanding Poverty" by Ruby Payne. We will learn how being homeless impacts learning through PD with APS Homeless Liaison.

We Know so much more about the brain and what happens to it when children live and endure and cope with trauma. We want to become more familiar with the science behind this and how trauma has impact the child. We will build our capacity on the effects trauma has on a child's brain through PD ongoing Social/Emotional Learning. From our new found knowledge and understanding that we will find new ideas of how we can help our students learn to regulate their emotions in a more healthier manner. We hope we can provide them with models of how to regulate



emotionality.

We will learn the strategies around dispute & resolution training to help our staff assist learners navigate through disagreements versus fighting and arguing. We know that arguing and fighting floods the system with stress hormones and chemicals. We know it takes 30 seconds for these hormones to exit the body. By using dispute resolution protocols students will learn to resolve conflicts sooner and be able to receive instruction quicker.

We will incorporate breathing and stretching into morning and after lunch recess routines. Through a local yoga instructor with training in working with children living with trauma, we will learn this skill.

We will learn how binaural beats...music, wavelengths, that connect within our brains how these can help us to focus.

We will train Upper Elementary students who will help provide added breathing and stretching for classrooms. In addition to the daily routine of breathing and stretching before the day starts and after lunch recess this group will provide an added time for classrooms to reset and refocus throughout the day.

We have a team of teachers that will gain more knowledge about mindful classrooms and will lead the charge of cultivating a more mindful school. They will attend classes, one day professional developments to gain more knowledge about how we can further advance our plan to become a more mindful school.

2017-2018 School Improvement

We are in the 3rd year of the school improvement plan. During the 2017-2018 school year, our School Improvement Team met periodically to review our School Improvement Plan and goals established for our building. For 2017-2018, 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 2017-2018 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 2017-2018 school year.



2019-20 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. Zero students from Adrian Public Schools attended LISD classroom programs during the 2018-19 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. Less than 19 students from Adrian Public Schools attended Laura Haviland during the 2018-19 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. 12 students from Adrian Public Schools attended these programs during the 2018-19 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. Less than 10 students from Adrian Public Schools attended the LISD PREP Academy during the 2018-19 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 140 students from Adrian Public Schools attended the LISD TECH Center or participated in the co-op/work experience program during 2018-19. This equals 31.6% of the junior and senior population for this school district.

The most recent follow-up of LISD TECH Center students (a 2018 study of 2017 graduates) showed 69.4% were continuing their education. Of those continuing their education, 76.6% were continuing in a field related to their LISD TECH Center program. In addition, 92.8% were working (full-time or part-time) with 6.1% reporting they were unemployed/seeking employment. Of those working full-time, 69.4% were in a field related to their LISD TECH Center program.



2018-19 Specialized Schools Annual Report

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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. Zero students from Adrian Public Schools attended LISD classroom programs during the 2017-18 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 2017-18 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. 23 students from Adrian Public Schools attended these programs during the 2017-18 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. 7 students from Adrian Public Schools attended the LISD PREP Academy during the 2017-18 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 176 students from Adrian Public Schools attended the LISD TECH Center or participated in the co-op/work experience program during 2017-18. This equals 34% 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.

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>

Aggregated 2018-2019 M-Step Data

<u>Prairie</u>	<u>M-STEP</u>	<u>NWEA</u>
ELA (3)	21.20%	34%
Math (3)	18.20%	17%
ELA (4)	53.10%	50%
MATH (4)	37.50%	32%
ELA (5)	29%	24%
MATH (5)	21.90%	30%

Aggregated 2017-2018 M-Step Data

<u>Prairie</u>	<u>2017-2018</u>
3rd ELA	56.4
4th ELA	34.3
5th ELA	39.4



Prairie	<u>2017-2018</u>
3rd Math	38.5
4th Math	31.4
5th Math	12.1

Prairie	<u>2017-2018</u>	<u>2017-2018 LISD</u>	<u>2016-2017</u>
5th	0	13	7.4

Students Represented at Parent Conferences:

2018-2019 Fall 93%

2018-2019 Spring 81%

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 2017-2018, our Prairie enrollment was 264 students. Fall conference attendance revealed that 94% of 265 students were represented by parents at conference time. In the Spring of 2017-2018, our Prairie enrollment was 256 students. Spring conference attendance revealed that 87% of 256 students were represented by parents at conference time.

I am excited about this school year and everything I have come to learn about the children at Prairie Elementary School. Since joining APS I have met so many parents both younger ones and parents that have been parenting for a long time! Everyone I have met are excited, happy, concerned, and interested in the education of the children. I want to assure you that the professionals working here at Prairie and throughout APS are highly qualified and dedicated to teaching and learning! I have seen how the teachers provide reading instruction, math instruction, Art, Music, PE, Spanish, Science and Social Studies. The strategies they use are effective in helping your children learn! I have observed how our Special Education staff, Para Professionals and LISD Itinerants work together in an effort to provide the best support for our students that need this service. It is of the highest standard and quality. I look forward to incorporating our goal of becoming a more "mindful" school.

This is my 2nd year as principal of Prairie Elementary School as we have worked 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 2018-2019 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 2018-2019 school year.

Sincerely

Carl A. Lewandowski

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	47.2%	100	56.4%	22	25.6%	10	30.8%	12	17.9%	7	25.6%	10
ELA	3rd Grade Content	All Students	2018-19	45.1%	45,457	27.6%	56	21.2%	7	10%	<3	*	*	36.4%	12	42.4%	14
ELA	3rd Grade Content	Black or African American	2018-19	19.9%	3,772	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	50%	23	50%	7	50%	<3	50%	*	50%	*	50%	2
ELA	3rd Grade Content	Hispanic of Any Race	2018-19	34.1%	2,873	50%	14	50%	4	50%	<3	50%	*	50%	4	50%	6
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2018-19	44.0%	2,157	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	53.7%	65	60.0%	12	35.0%	7	25.0%	5	20%	3	*	5
ELA	3rd Grade Content	White	2018-19	53.1%	34,149	50%	36	50%	3	50%	<3	50%	<3	50%	5	50%	7

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ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	45.2%	52	61.1%	11	22.2%	4	38.9%	7	20%	3	*	4
ELA	3rd Grade Content	Female	2018-19	48.3%	23,876	30.2%	26	20%	4	20%	<3	20%	*	*	11	*	5
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	49.5%	48	52.4%	11	28.6%	6	23.8%	5	20%	4	*	6
ELA	3rd Grade Content	Male	2018-19	42.0%	21,581	50%	30	50%	3	50%	<3	50%	<3	50%	<3	50%	9
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	43.5%	70	54.3%	19	25.7%	9	28.6%	10	17.1%	6	28.6%	10
ELA	3rd Grade Content	Economically Disadvantaged	2018-19	31.3%	17,711	24.1%	38	19.4%	6	10%	<3	*	*	38.7%	12	41.9%	13
ELA	3rd Grade Content	English Learners	2017-18	33.2%	3,359	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	English Learners	2018-19	33.3%	3,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Students With Disabilities	2018-19	19.5%	2,328	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2018-19	23.4%	489	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	35.1%	71	34.3%	12	11.4%	4	22.9%	8	22.9%	8	42.9%	15
ELA	4th Grade Content	All Students	2018-19	45.8%	46,892	41.4%	87	53.1%	17	18.8%	6	34.4%	11	28.1%	9	18.8%	6
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	50%	21	50%	3	50%	<3	50%	*	50%	3	50%	7
ELA	4th Grade Content	Hispanic of Any Race	2018-19	34.8%	2,902	50%	14	50%	4	50%	<3	50%	*	50%	*	50%	2
ELA	4th Grade Content	Two or More Races	2017-18	42.4%	2,001	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Two or More Races	2018-19	43.4%	2,046	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2017-18	52.5%	35,934	40.0%	46	47.4%	9	21.1%	4	26.3%	5	26.3%	5	26.3%	5
ELA	4th Grade Content	White	2018-19	53.4%	35,331	50.4%	61	62.5%	10	25.0%	4	37.5%	6	20%	3	20%	3
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	28.7%	29	20%	3	20%	<3	20%	<3	*	7	*	7
ELA	4th Grade Content	Female	2018-19	48.8%	24,513	40.0%	46	56.3%	9	20%	3	*	6	*	4	20%	3
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	41.6%	42	50.0%	9	20%	3	*	6	20%	<3	*	8
ELA	4th Grade Content	Male	2018-19	42.9%	22,379	43.2%	41	50.0%	8	20%	3	*	5	*	5	20%	3
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	30.9%	43	29.6%	8	20%	3	20%	5	20%	5	*	14
ELA	4th Grade Content	Economically Disadvantaged	2018-19	31.6%	17,865	36.8%	57	56.0%	14	20%	3	*	11	*	6	20%	5

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	English Learners	2018-19	29.1%	2,630	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2018-19	17.5%	2,130	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	40.3%	91	39.4%	13	10%	<3	*	*	39.4%	13	21.2%	7
ELA	5th Grade Content	All Students	2018-19	46.2%	48,528	32.9%	68	29.0%	9	10%	<3	*	*	16.1%	5	54.8%	17
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	50%	17	50%	6	50%	<3	50%	*	50%	3	50%	3
ELA	5th Grade Content	Hispanic of Any Race	2018-19	35.7%	3,119	50%	19	50%	3	50%	<3	50%	*	50%	<3	50%	10

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2018-19	43.5%	2,088	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2017-18	53.8%	38,604	42.9%	60	33.3%	6	20%	<3	*	*	44.4%	8	22.2%	4
ELA	5th Grade Content	White	2018-19	53.3%	36,534	50%	44	50%	6	50%	<3	50%	*	50%	3	50%	5
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	42.7%	44	31.3%	5	20%	<3	*	*	37.5%	6	31.3%	5
ELA	5th Grade Content	Female	2018-19	50.2%	25,866	28.3%	30	20%	3	20%	<3	20%	*	*	5	*	10
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	38.2%	47	47.1%	8	20%	<3	*	*	*	*	20%	2
ELA	5th Grade Content	Male	2018-19	42.3%	22,662	50%	38	50%	6	50%	<3	50%	*	50%	<3	50%	7
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	34.4%	55	40.0%	10	20%	<3	*	*	36.0%	9	24.0%	6

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Economically Disadvantaged	2018-19	31.6%	17,978	29.8%	42	33.3%	9	20%	<3	*	*	20%	3	*	15
ELA	5th Grade Content	English Learners	2017-18	20.8%	1,576	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	English Learners	2018-19	21.9%	1,708	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2018-19	15.0%	1,885	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2018-19	24.1%	480	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	42.5%	91	38.5%	15	10.3%	4	28.2%	11	23.1%	9	38.5%	15
Mathematics	3rd Grade Content	All Students	2018-19	46.7%	47,210	39.6%	80	18.2%	6	10%	3	10%	3	33.3%	11	48.5%	16

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Black or African American	2018-19	20.5%	3,884	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	50%	23	50%	3	50%	<3	50%	<3	50%	4	50%	5
Mathematics	3rd Grade Content	Hispanic of Any Race	2018-19	35.4%	2,994	50%	20	50%	3	50%	<3	50%	<3	50%	4	50%	7
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2018-19	43.7%	2,140	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	46.3%	56	50.0%	10	20%	<3	*	*	20%	4	*	6
Mathematics	3rd Grade Content	White	2018-19	54.8%	35,297	50%	50	50%	3	50%	<3	50%	<3	50%	5	50%	7
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	39.3%	46	27.8%	5	20%	<3	20%	*	27.8%	5	44.4%	8
Mathematics	3rd Grade Content	Female	2018-19	44.3%	21,930	34.1%	29	25.0%	5	20%	<3	20%	*	45.0%	9	30.0%	6

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Students Proficient	District Percent Student Proficient	District Number Students Proficient	School Percent Student Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	46.4%	45	47.6%	10	20%	<3	*	*	20%	4	*	7
Mathematics	3rd Grade Content	Male	2018-19	49.1%	25,280	50%	*	50%	*	50%	<3	50%	<3	<3	<3	*	10
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	38.3%	62	37.1%	13	10%	3	*	10	20.0%	7	42.9%	15
Mathematics	3rd Grade Content	Economically Disadvantaged	2018-19	32.6%	18,495	34.2%	54	16.1%	5	10%	<3	10%	*	35.5%	11	48.4%	15
Mathematics	3rd Grade Content	English Learners	2017-18	39.1%	4,061	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	English Learners	2018-19	41.3%	4,076	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2018-19	20.9%	2,504	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2018-19	22.4%	469	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	24.3%	49	31.4%	11	10%	3	*	8	28.6%	10	40.0%	14
Mathematics	4th Grade Content	All Students	2018-19	41.8%	42,898	29.7%	62	37.5%	12	12.5%	4	25.0%	8	37.5%	12	25.0%	8
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	50%	13	50%	3	50%	<3	50%	<3	50%	3	50%	7
Mathematics	4th Grade Content	Hispanic of Any Race	2018-19	29.4%	2,469	50%	13	50%	3	50%	<3	50%	*	50%	4	50%	4
Mathematics	4th Grade Content	Two or More Races	2017-18	37.3%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2018-19	38.1%	1,795	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	31.3%	36	42.1%	8	20%	<3	*	*	31.6%	6	26.3%	5
Mathematics	4th Grade Content	White	2018-19	49.6%	32,851	35.8%	43	43.8%	7	20%	3	*	4	*	6	20%	3
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	20%	*	20%	*	20%	<3	20%	<3	*	6	*	9
Mathematics	4th Grade Content	Female	2018-19	39.0%	19,618	24.6%	28	20%	3	20%	<3	20%	<3	*	9	*	4
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	34.7%	35	50.0%	9	20%	<3	*	*	22.2%	4	27.8%	5
Mathematics	4th Grade Content	Male	2018-19	44.5%	23,280	35.8%	34	56.3%	9	20%	<3	*	*	20%	3	*	4
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	20%	27	29.6%	8	20%	3	20%	5	*	8	*	11
Mathematics	4th Grade Content	Economically Disadvantaged	2018-19	27.0%	15,316	23.2%	36	32.0%	8	20%	3	20%	5	40.0%	10	28.0%	7
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	English Learners	2018-19	29.9%	2,776	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2018-19	16.0%	1,955	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	15.9%	36	12.1%	4	10%	<3	10%	*	30.3%	10	57.6%	19
Mathematics	5th Grade Content	All Students	2018-19	34.8%	36,649	19.8%	41	21.9%	7	*	4	10%	3	21.9%	7	56.3%	18
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	50%	*	50%	*	50%	<3	50%	<3	*	3	*	7
Mathematics	5th Grade Content	Hispanic of Any Race	2018-19	22.6%	1,992	50%	7	50%	3	50%	<3	50%	<3	50%	<3	50%	10
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Two or More Races	2018-19	30.7%	1,473	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	20%	*	20%	*	20%	<3	20%	<3	*	7	*	9
Mathematics	5th Grade Content	White	2018-19	41.6%	28,567	50%	33	50%	4	50%	*	50%	<3	50%	5	50%	6
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	20%	*	20%	<3	20%	<3	20%	<3	*	4	*	12
Mathematics	5th Grade Content	Female	2018-19	31.7%	16,346	20%	*	20%	*	20%	<3	20%	<3	*	3	*	14
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	21.0%	26	23.5%	4	20%	<3	20%	*	35.3%	6	41.2%	7
Mathematics	5th Grade Content	Male	2018-19	37.8%	20,303	50%	26	50%	5	50%	*	50%	<3	50%	4	50%	4
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	20%	15	20%	3	20%	<3	20%	<3	*	7	*	15
Mathematics	5th Grade Content	Economically Disadvantaged	2018-19	20.2%	11,502	20%	20	25.0%	7	20%	4	20%	3	*	6	*	15

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	English Learners	2017-18	15.8%	1,233	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	English Learners	2018-19	18.1%	1,448	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2018-19	10.3%	1,300	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2018-19	12.4%	248	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Foster Care	2018-19	11.1%	57	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	10%	*	10%	<3	10%	<3	10%	<3	*	27	*	6
Social Studies	5th Grade Content	All Students	2018-19	17.4%	18,265	10%	*	10%	*	10%	<3	10%	<3	*	20	*	10
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student s Proficient	State Number Student s Proficient	District Percent Student s Proficient	District Number Student s Proficient	School Percent Student s Proficient	School Number Student s Proficient	Percent Advanc ed	Number Advanc ed	Percent Proficie nt	Number Proficie nt	Percent Partiall y Proficie nt	Number Partiall y Proficie nt	Percent Not Proficie nt	Number Not Proficie nt
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	50%	<3	50%	<3	50%	<3	50%	<3	*	*	*	1
Social Studies	5th Grade Content	Hispanic of Any Race	2018-19	8.8%	776	50%	<3	50%	<3	50%	<3	50%	<3	*	9	*	6
Social Studies	5th Grade Content	Two or More Races	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2018-19	14.6%	698	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	20%	*	20%	<3	20%	<3	20%	<3	*	14	*	4
Social Studies	5th Grade Content	White	2018-19	21.5%	14,719	50%	*	50%	*	50%	<3	50%	<3	*	9	*	4
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	20%	*	20%	<3	20%	<3	20%	<3	*	12	*	4
Social Studies	5th Grade Content	Female	2018-19	15.3%	7,868	20%	*	20%	*	20%	<3	20%	<3	*	10	*	8
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	20%	*	20%	<3	20%	<3	20%	<3	*	*	*	2

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Male	2018-19	19.4%	10,397	50%	*	50%	*	50%	<3	50%	<3	*	*	*	2
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	20%	*	20%	<3	20%	<3	20%	<3	*	20	*	5
Social Studies	5th Grade Content	Economically Disadvantaged	2018-19	8.1%	4,614	20%	*	20%	*	20%	<3	20%	<3	*	18	*	8
Social Studies	5th Grade Content	English Learners	2017-18	4.0%	310	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	English Learners	2018-19	4.3%	344	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2018-19	5.0%	632	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2018-19	4.5%	89	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Foster Care	2018-19	4.9%	25	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

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

Annual Education Report Prairie Elementary School (09675)

MI -Access Functional Independence

Subject	Grade	Student 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	2017-18	63.9%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	54.0%	*	*	*	*	*
ELA	3rd Grade Content	White	2017-18	66.7%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	55.1%	*	*	*	*	*
ELA	3rd Grade Content	Female	2017-18	68.6%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2017-18	51.8%	*	*	*	*	*
ELA	3rd Grade Content	Male	2017-18	61.5%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2017-18	55.2%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	64.3%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	55.7%	*	*	*	*	*
ELA	4th Grade Content	All Students	2017-18	81.4%	*	*	*	*	*
ELA	4th Grade Content	All Students	2018-19	76.0%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2017-18	66.7%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2018-19	60.8%	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI -Access Functional Independence

Subject	Grade	Student 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	2017-18	48.5%	*	*	*	*	*
Science	4th Grade Content	All Students	2018-19	49.1%	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2017-18	76.3%	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2017-18	60.4%	*	*	*	*	*
Science	4th Grade Content	Black or African American	2017-18	38.0%	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2017-18	78.3%	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2018-19	73.2%	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	69.0%	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2018-19	62.0%	*	*	*	*	*
Science	4th Grade Content	Hispanic of Any Race	2017-18	40.6%	*	*	*	*	*
Science	4th Grade Content	Hispanic of Any Race	2018-19	44.6%	*	*	*	*	*
ELA	4th Grade Content	White	2018-19	77.7%	*	*	*	*	*
Mathematics	4th Grade Content	White	2018-19	63.3%	*	*	*	*	*
Science	4th Grade Content	White	2018-19	54.4%	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI -Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	Female	2018-19	78.2%	*	*	*	*	*
Mathematics	4th Grade Content	Female	2018-19	60.7%	*	*	*	*	*
Science	4th Grade Content	Female	2018-19	48.9%	*	*	*	*	*
ELA	4th Grade Content	Male	2017-18	81.1%	*	*	*	*	*
ELA	4th Grade Content	Male	2018-19	74.8%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2017-18	68.4%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2018-19	60.8%	*	*	*	*	*
Science	4th Grade Content	Male	2017-18	48.9%	*	*	*	*	*
Science	4th Grade Content	Male	2018-19	49.2%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2017-18	81.7%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2018-19	77.8%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	67.3%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2018-19	62.4%	*	*	*	*	*
Science	4th Grade Content	Economically Disadvantaged	2017-18	49.7%	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI -Access Functional Independence

Subject	Grade	Student 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	Economically Disadvantaged	2018-19	50.5%	*	*	*	*	*
ELA	5th Grade Content	All Students	2017-18	80.3%	*	*	*	*	*
ELA	5th Grade Content	All Students	2018-19	74.9%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	48.3%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2018-19	51.1%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2018-19	32.7%	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2017-18	77.8%	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2018-19	75.0%	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	50.4%	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2018-19	52.8%	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2018-19	31.4%	*	*	*	*	*
ELA	5th Grade Content	Female	2017-18	82.8%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2017-18	45.0%	*	*	*	*	*
ELA	5th Grade Content	Male	2017-18	78.9%	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI -Access Functional Independence

Subject	Grade	Student 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	Male	2018-19	74.2%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2017-18	50.1%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2018-19	54.0%	*	*	*	*	*
Social Studies	5th Grade Content	Male	2018-19	32.7%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2017-18	80.8%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2018-19	76.4%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	48.3%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2018-19	51.8%	*	*	*	*	*
Social Studies	5th Grade Content	Economically Disadvantaged	2018-19	33.6%	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI -Access Supported Independence

Subject	Grade	Student 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)

MI -Access Participation

Subject	Grade	Student 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)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	119	12	10.1%	12	10.1%	<10	*	<10	*
ELA	All Grades (Combined)	All Students	2018-19	99	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	42	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2018-19	42	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2018-19	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2018-19	46	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	63	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	54	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2018-19	55	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2018-19	44	<10	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Male	2017-18	65	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2018-19	86	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	98	11	11.2%	11	11.2%	<10	*	<10	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	21	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2018-19	13	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2018-19	94	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	114	12	10.5%	12	10.5%	<10	*	<10	*
ELA	All Grades (Combined)	Not Migrant	2018-19	99	<10	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Migrant	2017-18	119	12	10.1%	12	10.1%	<10	*	<10	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	30	12	40.0%	12	40.0%	<10	*	<10	*
ELA	All Grades (Combined)	Students With Disabilities	2018-19	21	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	89	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2018-19	78	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2018-19	92	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	114	11	9.6%	11	9.6%	<10	*	<10	*
ELA	All Grades (Combined)	Not Foster Care	2018-19	99	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	119	12	10.1%	12	10.1%	<10	*	<10	*
ELA	All Grades (Combined)	Not Military Connected	2018-19	99	<10	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Military Connected	2017-18	119	12	10.1%	12	10.1%	<10	*	<10	*
Mathematics	All Grades (Combined)	All Students	2017-18	119	12	10.1%	12	10.1%	<10	*	<10	*
Mathematics	All Grades (Combined)	All Students	2018-19	100	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	42	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2018-19	42	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	10	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2018-19	10	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2018-19	47	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	63	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2018-19	56	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	54	<10	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Male	2018-19	44	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	65	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2018-19	87	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	98	11	11.2%	11	11.2%	<10	*	<10	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	21	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2018-19	13	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	114	12	10.5%	12	10.5%	<10	*	<10	*
Mathematics	All Grades (Combined)	Not English Learners	2018-19	95	<10	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not Migrant	2017-18	119	12	10.1%	12	10.1%	<10	*	<10	*
Mathematics	All Grades (Combined)	Not Migrant	2018-19	100	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2018-19	21	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	30	12	40.0%	12	40.0%	<10	*	<10	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2018-19	79	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	89	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2018-19	93	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	114	11	9.6%	11	9.6%	<10	*	<10	*
Mathematics	All Grades (Combined)	Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	119	12	10.1%	12	10.1%	<10	*	<10	*

Annual Education Report Prairie Elementary School (09675)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not Foster Care	2018-19	99	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	119	12	10.1%	12	10.1%	<10	*	<10	*
Mathematics	All Grades (Combined)	Not Military Connected	2018-19	100	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2017-18	<10	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2018-19	<10	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Not Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2018-19	33	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	33	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	12	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2018-19	16	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2018-19	15	<10	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	White	2017-18	18	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2018-19	19	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	16	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	17	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2018-19	14	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	25	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2018-19	29	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2018-19	<10	*	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	30	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2018-19	32	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2018-19	33	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	33	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2018-19	25	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	28	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2018-19	29	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	33	<10	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	33	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2018-19	32	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	33	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2018-19	33	<10	*	*	*	*	*	*	*

Annual Education Report Prairie Elementary School (09675)
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.8%	1.2%	49.69%	99.7%	0.3%	N/A	99.0%	1.0%	35.00%
All Students	Mathematics	98.9%	1.1%	39.95%	99.7%	0.3%	N/A	100.0%	0.0%	26.00%
All Students	Science	98.1%	1.9%	N/A	99.0%	1.0%	N/A	97.0%	3.0%	N/A
All Students	Social Studies	98.0%	2.0%	31.23%	99.2%	0.8%	N/A	100.0%	0.0%	6.25%
American Indian or Alaska Native	ELA	98.2%	1.8%	41.43%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.3%	1.7%	29.62%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Science	97.4%	2.6%	N/A	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.4%	2.6%	25.66%	<10	<10	<10	N/A	N/A	N/A
Asian	ELA	99.3%	0.7%	71.37%	100.0%	0.0%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.5%	0.5%	70.67%	100.0%	0.0%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	0.7%	N/A	<10	<10	<10	N/A	N/A	N/A
Asian	Social Studies	99.3%	0.7%	50.38%	<10	<10	<10	N/A	N/A	N/A
Black or African American	ELA	98.0%	2.0%	25.07%	100.0%	0.0%	N/A	<10	<10	<10
Black or African American	Mathematics	98.0%	2.0%	14.94%	100.0%	0.0%	N/A	<10	<10	<10
Black or African American	Science	96.7%	3.3%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	3.4%	10.83%	100.0%	0.0%	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	1.3%	38.01%	100.0%	0.0%	N/A	100.0%	0.0%	28.57%

Annual Education Report Prairie Elementary School (09675)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	26.94%	99.8%	0.2%	N/A	100.0%	0.0%	23.81%
Hispanic of Any Race	Science	98.0%	2.0%	N/A	98.9%	1.1%	N/A	93.8%	6.3%	N/A
Hispanic of Any Race	Social Studies	98.0%	2.0%	19.37%	99.5%	0.5%	N/A	100.0%	0.0%	0.00%
Native Hawaiian or Other Pacific Islander	ELA	99.5%	0.5%	50.95%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.5%	0.5%	37.78%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.2%	0.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.2%	0.8%	24.67%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	1.3%	47.09%	99.0%	1.0%	N/A	100.0%	0.0%	30.00%
Two or More Races	Mathematics	98.7%	1.3%	35.98%	99.0%	1.0%	N/A	100.0%	0.0%	20.00%
Two or More Races	Science	97.9%	2.1%	N/A	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Social Studies	97.9%	2.1%	27.34%	100.0%	0.0%	N/A	<10	<10	<10
White	ELA	99.0%	1.0%	56.44%	99.5%	0.5%	N/A	97.9%	2.1%	42.55%
White	Mathematics	99.1%	0.9%	46.59%	99.6%	0.4%	N/A	100.0%	0.0%	29.79%
White	Science	98.4%	1.6%	N/A	98.8%	1.2%	N/A	100.0%	0.0%	N/A
White	Social Studies	98.4%	1.6%	36.71%	98.8%	1.2%	N/A	100.0%	0.0%	14.29%
Female	ELA	98.9%	1.1%	53.92%	99.9%	0.1%	N/A	98.2%	1.8%	30.36%

Annual Education Report Prairie Elementary School (09675)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	99.0%	1.0%	38.19%	99.9%	0.1%	N/A	100.0%	0.0%	17.86%
Female	Science	98.3%	1.7%	N/A	99.3%	0.7%	N/A	100.0%	0.0%	N/A
Female	Social Studies	98.2%	1.8%	28.84%	99.3%	0.7%	N/A	100.0%	0.0%	5.56%
Male	ELA	98.7%	1.3%	45.63%	99.5%	0.5%	N/A	100.0%	0.0%	40.91%
Male	Mathematics	98.7%	1.3%	41.64%	99.5%	0.5%	N/A	100.0%	0.0%	36.36%
Male	Science	97.9%	2.1%	N/A	98.7%	1.3%	N/A	92.9%	7.1%	N/A
Male	Social Studies	97.9%	2.1%	33.54%	99.0%	1.0%	N/A	100.0%	0.0%	7.14%
Economically Disadvantaged	ELA	98.4%	1.6%	34.98%	99.6%	0.4%	N/A	98.9%	1.1%	35.23%
Economically Disadvantaged	Mathematics	98.5%	1.5%	25.03%	99.7%	0.3%	N/A	100.0%	0.0%	23.86%
Economically Disadvantaged	Science	97.3%	2.7%	N/A	98.6%	1.4%	N/A	96.6%	3.4%	N/A
Economically Disadvantaged	Social Studies	97.2%	2.8%	17.58%	98.9%	1.1%	N/A	100.0%	0.0%	7.14%
English Learners	ELA	98.8%	1.2%	23.86%	100.0%	0.0%	N/A	<10	<10	<10
English Learners	Mathematics	99.1%	0.9%	22.89%	100.0%	0.0%	N/A	<10	<10	<10
English Learners	Science	98.2%	1.8%	N/A	100.0%	0.0%	N/A	<10	<10	<10
English Learners	Social Studies	98.3%	1.7%	6.54%	100.0%	0.0%	N/A	<10	<10	<10
Migrant	ELA	N/A	N/A	18.89%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	N/A	N/A	13.88%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	N/A	N/A	7.33%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Prairie Elementary School (09675)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.5%	2.5%	24.82%	99.1%	0.9%	N/A	100.0%	0.0%	9.09%
Students With Disabilities	Mathematics	97.9%	2.1%	18.51%	99.1%	0.9%	N/A	100.0%	0.0%	4.55%
Students With Disabilities	Science	95.3%	4.7%	N/A	98.7%	1.3%	N/A	<10	<10	<10
Students With Disabilities	Social Studies	95.8%	4.2%	11.95%	100.0%	0.0%	N/A	<10	<10	<10
Homeless	ELA	96.3%	3.7%	28.30%	100.0%	0.0%	N/A	<10	<10	<10
Homeless	Mathematics	96.5%	3.5%	18.28%	100.0%	0.0%	N/A	<10	<10	<10
Homeless	Science	94.1%	5.9%	N/A	100.0%	0.0%	N/A	<10	<10	<10
Homeless	Social Studies	94.1%	5.9%	13.17%	100.0%	0.0%	N/A	<10	<10	<10
Foster Care	ELA	N/A	N/A	27.54%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Mathematics	N/A	N/A	17.90%	N/A	N/A	N/A	N/A	N/A	0.00%
Foster Care	Social Studies	N/A	N/A	11.85%	N/A	N/A	N/A	N/A	N/A	0.00%
Military Connected	ELA	N/A	N/A	54.39%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	N/A	N/A	41.32%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	N/A	N/A	30.54%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Prairie Elementary School (09675)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Prairie Elementary School (09675)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	<10	52.12%	54.98%	59.26%

Annual Education Report Prairie Elementary School (09675)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.30%	N/A	76.92%

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

Annual Education Report Prairie Elementary School (09675)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	35.00%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	35.23%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	<10	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	9.09%	37.15%	46.29%	60.00%
Black or African American	ELA	23.26%	<10	39.59%	47.75%	60.00%
Hispanic of Any Race	ELA	36.15%	28.57%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	30.00%	52.64%	55.59%	60.00%
White	ELA	56.05%	42.55%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	26.00%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	23.86%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	<10	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	4.55%	29.78%	36.89%	47.55%
Black or African American	Mathematics	12.43%	<10	28.04%	35.85%	47.55%
Hispanic of Any Race	Mathematics	23.63%	23.81%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	20.00%	40.26%	43.17%	47.55%
White	Mathematics	43.95%	29.79%	45.55%	46.35%	47.55%

Annual Education Report Prairie Elementary School (09675)

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	Accountability Status	Reason for Identification
Prairie Elementary School	56.65	57.79	0.00	0.00	77.18	100.00	0.00	61.88	N/A	N/A

Annual Education Report Prairie Elementary School (09675)
Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Prairie Elementary School (09675)	0	9	14	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Prairie Elementary School (09675)	18.29	3.00	16.4%	3.00	16.4%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Prairie Elementary School (09675)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Prairie Elementary School (09675)	18.29	0.00	0.0%	0.00	0.0%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Prairie Elementary School (09675)	18.29	0.00	0.0%	0.00	0.0%	N/A	N/A

Annual Education Report Prairie Elementary School (09675)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display

Annual Education Report Prairie Elementary School (09675)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility					
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Prairie Elementary School (09675)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Prairie Elementary School (09675)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Prairie Elementary School (09675)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Prairie Elementary School (09675)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.