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

January 20, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Rather 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 Rather Principal Darin Magley (616-527-1720) for assistance.

The AER is available for you to review electronically by visiting the following website [RATHER ELEMENTARY SCHOOL'S COMBINED ANNUAL EDUCATION REPORT](#), or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

One of the key challenges for Rather Elementary School, as evidenced by the data contained in this report, is to accelerate the growth of our economically disadvantaged student subgroup in math, reading, science, and social studies. This school year we will again be using our Title 1 resources to help provide differentiated reading instruction to all students for at least thirty minutes each day in an attempt to help accelerate student achievement and close persistent gaps in achievement.

State law requires that we also report additional information.

## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Ionia Public Schools has five neighborhood elementary schools. Student assignment is based primarily upon geographic location. Class size, special education needs, and transportation availability are other factors that are also considered when students are placed at district elementary schools by Central Office personnel. This process is consistent from year to year and has been in place for several years.

## 2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

### School Improvement Goals, Objectives, Strategies, and Activities for 2021-2022

\*Student Goal Statement #1: All students at Rather Elementary School will be proficient in English Language Arts.

Measurable Objective Statements to Support Goal: A 50% increase of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency as shown by improvement from the at-risk category to the some-risk or no-risk categories in English Language Arts by 06/07/2022 as measured by the Acadience Composite. 60% of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency on the NWEA Reading Test by 06/07/2022 as measured by meeting or exceeding their RIT growth projection. 70% of third, fourth, and fifth grade students will demonstrate a proficiency in achievement in English Language Arts by 06/07/2022 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests. 70% of third, fourth, and fifth grade economically disadvantaged students will demonstrate a proficiency in achievement in English Language Arts by 06/07/2022 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests. 70% of third, fourth, and fifth grade students with disabilities will demonstrate a proficiency in achievement in English Language Arts

by 06/07/2022 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests.

Strategy Statement: Instructional staff will provide English Language Arts instruction to all students for at least 150 minutes every day using the Reading Wonders program and differentiated reading instruction/activities to all students for at least 30 minutes every day. In addition, teachers will make intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks that teachers use will align with students' levels of challenge.

Activities: Elementary Intervention System, Career Day Speakers to Talk About Reading, Expanded Use of Informational Text, Family Accelerated Reader Nights, Double Immersion of Individual Education Plan Students, Title 1 Paraeducators and/or Title 1 Teacher Interventionists, Utilization of NWEA Reports to Individualize Instruction, High-Yield Strategies for Low-Income Students, Reading Wonders Materials/Resources, Older Students Tutoring Younger Students, Summer Reading Challenge, MTSS PBIS Tier 1, Tier 2, and Tier 3, Reading During Transitional Times, Individual Reading Plans for K – 5, MTSS Reading Tier 1, Tier 2, and Tier 3, Enhanced Core Reading Instruction Program and Heggerty Phonemic Awareness Program, Learning A To Z, Professional Learning Communities, Reading Wonders Program, Enhanced Core Reading Instruction Program, and Heggerty Phonemic Awareness Program Training, Staff Meeting Time for Reading Wonders Discussions

\*Student Goal Statement #2: All students at Rather Elementary School will be proficient in math.

Measurable Objective Statements to Support Goal: 80% of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency by scoring at an average of at least 70% or above in mathematics by 06/07/2022 as measured by the Unit Math Tests. 60% of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency on the NWEA Math Test by 06/07/2022 as measured by meeting or exceeding their RIT growth projection. 57% of third, fourth, and fifth grade students will demonstrate a proficiency in achievement in mathematics by 06/07/2022 as measured by the Third, Fourth, and Fifth Grade M-STEP Math Tests. 57% of third, fourth, and fifth grade economically disadvantaged students will demonstrate a proficiency in achievement in mathematics by 06/07/2022 as measured by the Third, Fourth, and Fifth Grade M-STEP Math Tests. 57% of third, fourth, and fifth grade students with disabilities will demonstrate a proficiency in achievement in mathematics by 06/07/2022 as measured by the Third, Fourth, and Fifth Grade M-STEP Math Tests.

Strategy Statement: Teachers will use the Bridges math program and resources to teach the math curriculum in a more conceptual manner to all students for at least 60 minutes every day. In addition, teachers will align the daily learning target(s) to standards, help students rephrase the learning target(s) in their own words, and

give students opportunities to explain why the learning target(s) are important.

Activities: Career Day Speakers to Talk About Math, Recess Math Club, Title 1 Paraeducators and/or Title 1 Teacher Interventionists, Double Immersion of Individual Education Plan Students, Utilization of NWEA Reports to Individualize Instruction, High-Yield Strategies for Low-Income Students, Number Talks, Bridges Math Materials/Resources, Fall Parent/Teacher Information Night, Truancy, Technology Enhanced Instruction, Conceptual Math Training, Professional Learning Communities, High Quality Math Instructional Labs, Math Lesson Study, Staff Meeting Time for Math Expressions Discussions

\*Student Goal Statement #3: All students at Rather Elementary School will be proficient in science.

Measurable Objective Statements to Support Goal: 80% of Fourth and Fifth grade students will demonstrate a proficiency by earning an A, B, or C in Science by 06/07/2022 as measured by their semester report cards. 25% of fifth grade students will demonstrate a proficiency in achievement in science by 06/07/2022 as measured by the Fifth Grade M-STEP Science Test.

Strategy Statement: Teachers will use the Mystery Science program to teach the Next Generation Science Standards core ideas, incorporating the Science and Engineering Practices and cross-cutting concepts as appropriate.

Activities: Science Curriculum Committee, Writing to Learn in Science, Title 1 Family Fun Science Night, Expanded Use of Informational Text (Reading Wonders), Science Materials/Resources, Mystery Science Program, Science Curriculum/Lesson Development – Professional Learning, Classroom Learning Labs, Coaching

\*Student Goal Statement #4: All students at Rather Elementary School will be proficient in social studies.

Measurable Objective Statements to Support Goal: 80% of Fourth and Fifth grade students will demonstrate a proficiency by earning an A, B, or C in Social Studies by 06/07/2022 as measured by their semester report cards. 25% of fifth grade students will demonstrate a proficiency in achievement in social studies by 06/07/2022 as measured by the Fifth Grade M-STEP Social Studies Test.

Strategy Statement: Teachers will use the Studies Weekly program and district-provided materials/resources to teach the social studies curriculum.

Activities: Social Studies Curriculum Committee, Writing to Learn in Social Studies, Expanded Use of Informational Text (Reading Wonders), Studies Weekly Social Studies Program Training

## School Improvement Goals, Objectives, Strategies, and Activities for 2020-2021

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Measurable Objective Statements to Support Goal: A 50% increase of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency as shown by improvement from the at-risk category to the some-risk or no-risk categories in English Language Arts by 06/04/2021 as measured by the DIBELS Composite. 60% of kindergarten, first, second, third, fourth, and fifth grade students will demonstrate a proficiency on the NWEA Reading Test by 06/04/2021 as measured by meeting or exceeding their RIT growth projection. 75% of third, fourth, and fifth grade students will demonstrate a proficiency in achievement in English Language Arts by 06/04/2021 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests. 75% of third, fourth, and fifth grade economically disadvantaged students will demonstrate a proficiency in achievement in English Language Arts by 06/04/2021 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests. 75% of third, fourth, and fifth grade students with disabilities will demonstrate a proficiency in achievement in English Language Arts by 06/04/2021 as measured by the Third, Fourth, and Fifth Grade M-STEP ELA Tests.

Strategy Statement: Instructional staff will provide English Language Arts instruction to all students for at least 150 minutes every day using the Reading Wonders program and differentiated reading instruction/activities to all students for at least 30 minutes every day. In addition, teachers will use formative assessments to modify future lessons, make in-the-moment instructional adjustments based on student understanding, and give general feedback aligned with the learning target(s).

Activities: Elementary Intervention System, Career Day Speakers to Talk About Reading, Expanded Use of Informational Text, Family Accelerated Reader Nights, Double Immersion of Individual Education Plan Students, Title 1 Paraeducators and/or Title 1 Teacher Interventionists, Utilization of NWEA Reports to Individualize Instruction, High-Yield Strategies for Low-Income Students, Reading Wonders Materials/Resources, Older Students Tutoring Younger Students, Summer Reading Challenge, MTSS PBIS Tier 1, Tier 2, and Tier 3, Reading During Transitional Times, Individual Reading Plans for K – 5, MTSS Reading Tier 1, Tier 2, and Tier 3, Enhanced Core Reading Instruction Program and Heggerty Phonemic Awareness Program, Learning A To Z, Professional Learning Communities, Reading Wonders Program, Enhanced Core Reading Instruction Program, and Heggerty Phonemic Awareness Program Training, Staff Meeting Time for Reading Wonders Discussions

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Strategy Statement: Teachers will continue the use of the Math Expressions program and resources to teach the math curriculum in a more conceptual manner to all students for at least 60 minutes every day and ask questions to probe and deepen student understanding or uncover misconceptions and assist students in clarifying their thinking with one another.

Activities: Career Day Speakers to Talk About Math, Recess Math Club, Title 1 Paraeducators and/or Title 1 Teacher Interventionists, Double Immersion of Individual Education Plan Students, Utilization of NWEA Reports to Individualize Instruction, High-Yield Strategies for Low-Income Students, Number Talks, Math Expressions Materials/Resources, Fall Parent/Teacher Information Night, Truancy, Technology Enhanced Instruction, Conceptual Math Training, Professional Learning Communities, High Quality Math Instructional Labs, Math Lesson Study, Staff Meeting Time for Math Expressions Discussions

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Strategy Statement: Teachers will use the Mystery Science Program to teach the Next Generation Science Standards core ideas, incorporating the Science and Engineering Practices and cross-cutting concepts as appropriate.

Activities: Science Curriculum Committee, Writing to Learn in Science, Title 1 Family Fun Science Night, Expanded Use of Informational Text (Reading Wonders), Science Materials/Resources, Mystery Science Program, Science Curriculum/Lesson Development – Professional Learning, Classroom Learning Labs, Coaching

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Strategy Statement: All grade level teachers will begin implementing the Studies Weekly Social Studies Curriculum using the district-provided materials/resources.

Activities: Social Studies Curriculum Committee, Writing to Learn in Social Studies, Expanded Use of Informational Text (Reading Wonders), Studies Weekly Social Studies Program Training

As seen above, the school improvement plan for the previous school year (2020-2021) contained the four same goals as the school improvement plan for 2021-2022. When the plan was updated for 2021-2022 (in February/March, 2021), some of the objectives, strategies, and activities were adjusted slightly but most remained the same.

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

While in past years Rather Elementary School has housed a district-wide preschool program called Bulldog Beginnings and a county-wide Severely Cognitively Impaired classroom, it has primarily been a kindergarten (or kinderstart) through fifth grade elementary school, not a specialized school.

### 4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

#### Curriculum Development at Ionia Public Schools – Elementary Schools, 2021-2022

Curriculum development at Ionia Public Schools is a process that requires a large commitment from the teachers and administrators involved. These stakeholders must accept the responsibility for interpreting and aligning the Michigan Standards. They are developing or have developed essential component curriculum maps and

learning targets from these standards in math and ELA. These stakeholders were also involved in researching and recommending materials.

The district continues to commit to the process of installing a Multi-Tiered System of Support. The research that supports this process shows that the achievement of all students increases. Also, the research shows that the greatest gains are for at-risk students. The district has committed to continuing to expect high achievement for all while closing the existing achievement gaps. We have established minimum instructional time expectations for math, English Language Arts, science, and social studies.

The curriculum focus continues to be the implementation of Reading Wonders and the integration of the Literacy Essentials. Data shows that the skills of our students are increasing. We have continued supporting grade-level problem solving for reading and behavior. Elementary teachers are working hard to support students with the five essential reading components (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension).

Bridges Math was purchased and implemented by all kindergarten through fifth grade teachers. This curriculum will equip teachers to fully address state standards in a rigorous, engaging, and accessible manner. It will help students gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems. The curriculum is composed of three distinct but integrated components: Problems & Investigations, Work Places, and Number Corner.

Academic success and improvement are of vital importance at Ionia Public Schools. Through continuous reflection and professional development, our teachers work to improve learning for all students.

To access a copy of the Ionia Public Schools' Core Curriculum, please contact Associate Superintendent of Student Achievement and Human Resources, Wayne Piercefield, at 616-527-9280.

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The district continues to commit to the process of installing a Multi-Tiered System of Support. The research that supports this process shows that the achievement of all students increases. Also, the research shows that the greatest gains are for at-risk students. The district has committed to continuing to expect high achievement for all while closing the existing achievement gaps. We have established minimum



instructional time expectations for English Language Arts, math, science, and social studies.

The curriculum focus continues to be the implementation of Reading Wonders and the integration of the Literacy Essentials. Data shows that the skills of our students are increasing. We have continued supporting grade-level problem solving for reading and behavior. Elementary teachers are working hard to support students with the five essential reading components (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension).

Into Math was piloted by all teachers during this school year because of its high level of compatibility with virtual instruction which did occur for an extensive period of time (approximately nine weeks) during November, December, and the first half of January. A much smaller period of virtual instruction (about a week and a half) was held in April shortly after spring break.

Academic success and improvement are of vital importance at Ionia Public Schools. Through continuous reflection and professional development, our teachers work to improve learning for all students.

To access a copy of the Ionia Public Schools' Core Curriculum, please contact Associate Superintendent of Student Achievement and Human Resources, Wayne Piercefield, at 616-527-9280.

As seen above, the core curriculum focus for the previous school year (2020-2021) was very similar to the focus for the 2021-2022 school year.

The main difference to note is the mention of Bridges Math (included above in paragraph 4 of the 2021-2022 curriculum development section).

#### 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

AGGREGATE STUDENT ACHIEVEMENT RESULTS ON NATIONALLY NORMED READING ACHIEVEMENT TESTS NEAR THE END OF THE SCHOOL YEAR		
	Average N.W.E.A. Reading RIT Score	Average N.W.E.A. Reading RIT Score
	2021/2022	2020/2021

1 <sup>st</sup> Grade	178.0 (Norm – 171.4)	176.7 (Norm – 171.4)
2 <sup>nd</sup> Grade	183.7 (Norm – 185.6)	180.7 (Norm – 185.6)
3 <sup>rd</sup> Grade	195.3 (Norm – 197.1)	200.7 (Norm – 197.1)
4 <sup>th</sup> Grade	207.7 (Norm – 204.8)	207.5 (Norm – 204.8)
5 <sup>th</sup> Grade	211.7 (Norm – 211.0)	206.9 (Norm – 211.0)
<p>AGGREGATE STUDENT ACHIEVEMENT RESULTS ON  NATIONALLY NORMED MATH ACHIEVEMENT TESTS NEAR  THE END OF THE SCHOOL YEAR</p>		
	Average N.W.E.A. Math RIT Score 2021/2022	Average N.W.E.A. Math RIT Score 2020/2021
1 <sup>st</sup> Grade	180.4 (Norm – 176.4)	179.0 (Norm – 176.4)
2 <sup>nd</sup> Grade	194.3 (Norm – 189.4)	183.3 (Norm – 189.4)
3 <sup>rd</sup> Grade	198.8 (Norm – 201.1)	197.1 (Norm – 201.1)
4 <sup>th</sup> Grade	206.5 (Norm – 210.5)	207.2 (Norm – 210.5)
5 <sup>th</sup> Grade	215.8	211.2

	(Norm – 218.8)	(Norm – 218.8)
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As seen above, the aggregate student reading and math achievement data for the end of the 2021-2022 school year (as measured by the N.W.E.A.) was pretty comparable to the data for the 2020/2021 school year (as measured by the N.W.E.A.). It is worth noting that in reading, student achievement at four out of five grade levels (all except third grade) at the end of 2021-2022 school year was higher than that at the end of the 2020-2021 school year. The same trend is seen in math achievement as well as four out of five grade levels (all except fourth grade) at the end of the 2021-2022 school year was higher than that at the end of the 2020-2021 school year.

**6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

**2021-2022 School Year**

October 2021	% Attendance	# Students	March 2022	% Attendance	# Students
Kinderstart	100	10		100	10
Kindergarten A	100	23		100	23
Kindergarten B	100	22		100	23
1 <sup>st</sup> Grade A	100	22		100	22
1 <sup>st</sup> Grade B	100	25		96	24
2 <sup>nd</sup> Grade A	100	24		100	26
2 <sup>nd</sup> Grade B	100	27		100	26
3 <sup>rd</sup> Grade A	100	26		100	27
3 <sup>rd</sup> Grade B	100	26		92	26
4 <sup>th</sup> Grade A	95	21		91	22

4 <sup>th</sup> Grade B	100	23		91	23
5 <sup>th</sup> Grade A	93	27		100	26
5 <sup>th</sup> Grade B	93	27		93	27
Resource Room	100	10		100	12
Total Students		303			305

2020-2021 School Year

October 2020	% Attendance	# Students	March 2021	% Attendance	# Students
Kindergarten A	100	25		100	22
Kindergarten B	100	24		100	21
1 <sup>st</sup> Grade A	96	26		100	24
1 <sup>st</sup> Grade B	100	28		96	25
2 <sup>nd</sup> Grade A	96	26		96	24
2 <sup>nd</sup> Grade B	100	26		100	25
3 <sup>rd</sup> Grade A	96	26		100	20
3 <sup>rd</sup> Grade B	96	25		91	22
4 <sup>th</sup> Grade A	100	25		100	20
4 <sup>th</sup> Grade B	96	27		92	24
5 <sup>th</sup> Grade A	100	29		100	29
5 <sup>th</sup> Grade B	80	30		68	28

Resource Room	100	10		82	11
Total Students		317			284

Overall Percentages for Parent/Teacher Conferences:

	<u>October 2021</u>	<u>March 2022</u>
Number of Students	303	305
Number of Conferences	298	296
Percentage Attending	98.35	97.05

	<u>October 2020</u>	<u>March 2021</u>
Number of Students	317	284
Number of Conferences	306	269
Percentage Attending	96.53	94.72

As seen above, parent attendance at October (fall) parent-teacher conferences for the 2021-2022 school year was slightly higher (1.82% more) than parent attendance at October (fall) parent-teacher conferences for the 2020-2021 school year. In addition, parent attendance at March parent-teacher conferences for the 2021-2022 school year was higher (2.33% more) than parent attendance at October (fall) parent-teacher conferences for the 2020-2021 school year.

Many congratulations to the hard-working students, parents, and staff of Rather Elementary School. The most recent test results show that Rather students are doing a solid job learning the taught curriculum. While achievement levels are very good, there is still room for much improvement. I look forward to the 2022-2023 school year as we implement the strategies and activities of our School Improvement Plan and continue to work together to inspire our students to even greater levels of achievement.

Sincerely,

*Darin W. Magley*

Darin W. Magley

FREQUENTLY ASKED QUESTIONS  
REGARDING THE ANNUAL EDUCATION REPORT (AER)  
\*\*Updated 11/29/22\*\*

**Q.1 What is the Annual Education Report (AER)?**

A.1 The Annual Education Report (AER) is a report designed to meet federal requirements of the Every Student Succeeds Act (ESSA) for reporting on performance for the most recently completed school year to parents and communities. The 2022-23 AERs are based on data from the 2021-22 school year.

**Q.2 Who is required to produce the Annual Education Report (AER), and what is its purpose?**

A.2 All local educational agencies (LEAs), including public districts, public school academies (PSAs), and intermediate school districts (ISDs) or regional education service agencies (RESAs), are required to report their 2021-22 performance. If used as designed, this is how Michigan schools and LEAs will meet the requirement of the Every Student Succeeds Act (ESSA) and State law, Act 451, P.A. 1976 (and P.A. 25).

<p><b>NOTE:</b> If there is an 'Annual Education Report' found at MI School Data, then an AER cover letter is required to be prepared and posted along with the 'Annual Education Report.'</p>
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**Q.3 What is required of each LEA and each school to meet reporting requirements?**

A.3 Each LEA must:

- Save the final district 'Annual Education Report' and post it to the district website or provide a link to the report on the [MI School Data website](#).
- Edit the current district template cover letter addressing all the requirements and post this with the district AER. The letter should be dated to include when the AER was posted/sent <Month/Day/Year>. (See Q.6/A.6 below for the location of the cover letter templates.)
- Make paper copies of the 'Annual Education Report' and the cover letter available to parents and members of the community that do not have internet access.
- Announce to the parents and community that both the district and the school AERs are available and how to access them.

Each school must:

- Save the final school 'Annual Education Report' and post it to the school website. If the school does not have its own website, these must be posted to the district website.
- Edit the current school template cover letter addressing all the requirements and post this with the school 'Annual Education Report'. The letter should be dated to include when the AER was posted/sent

<Month/Day/Year>. (See Q.6 and A.6 below for the location of the cover letter templates.)

- Make paper copies of both documents available to parents and the school community members that do not have internet access.
- Notify parents that the AERs are available and how to access them.

#### **Q.4 What are the components of the AER that LEAs and schools must use? Where is the information found?**

##### **A.4 LEA Required Components:**

- The 'Annual Education Report' for the District, and
- A cover letter using the content outlined in the district template cover letter.
  - Designation of schools identified as TSI, ATS, CSI, or No Label (See Q.5/A.5 for definition of status designations.)

##### **School Required Components:**

- The 'Annual Education Report' for the School, and
- A cover letter using the content outlined in the school template cover letter.
  - Designation of schools identified as TSI, ATS, CSI, or No Label (See Q.5/A.5 for definition of status designations)

##### **Location of Data for AERs**

Both the 'Annual Education Report' and the cover letter templates provide information unique to the LEA or school and can be found on the [MI School Data website](#):

- The 'Annual Education Report' is different for each LEA or school. See A.14 below for a description of the content.
- Login to the secure [MI School Data website](#) is required to access the templates. (See Q.6/A.6 below.)

#### **Q.5 How do districts and schools report status designations of Targeted Support and Improvement (TSI), Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), and those identified as (Universal Supports) No Label in cover letters?**

- A.5 For the 2021-22 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 student subgroup performing in the bottom 25% within each applicable accountability index component.
  - An Additional Targeted Support (ATS) school has at least one subgroup performing at the same level as a lowest-performing 5% school.
  - A Comprehensive Support and Improvement (CSI) school is one whose performance is 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, a "Universal Supports" label is given.



For TSI schools – schools are identified every year. It is up to the local district to determine how and when its school(s) exit TSI status. MDE last identified a group of TSI schools for 2021-22. If your school was included in this identification group and was not exited by your district after being identified in 2018-19, you must continue to report your school with a TSI status. ATS schools were last identified for 2021-22 based on federal requirements. CSI schools were last identified in 2021-22. CSI and ATS schools that have not been exited by MDE must continue to be reported with that status for the AER.

School statuses for 2021-22 can be found by checking your schools' [index report](#) on MI School Data or the 2021-22 Accountability Master Results File on the [MDE Accountability](#) page. Additionally, CSI, TSI, and ATS statuses can be found in the Comprehensive Support and Improvement School Identification List for 2021-22, Targeted Support and Improvement School Identification List for 2021-22, and Additional Targeted Support School Identification List for 2021-22 on the [MDE Accountability](#) page.

## **Q.6 Where will I find the cover letter templates to be used?**

### **A.6 The cover letter templates are updated yearly. Please do not use a template from a previous year.**

The templates are available only to secure users on [MI School Data](#).

- If you do not have a secure login and require one, or if you do not remember your username/password, please contact the [Technical Contact for your ISD](#) for assistance. (For access issues, refer to A.10 below.)
- Once logged in:
  - Click on the 'K-12 Grade' tab in the top navigation.
  - Click on 'School Accountability' within the drop down.
  - Click on 'Annual Education Report'.
  - Click on the 'Cover Letters' tab.
  - Click on the link to the appropriate cover letter:
    - 'Click here to download the District template in English'
    - 'Click here to download the School template in English'
  
    - 'Click here to download the District template in Spanish'
    - 'Click here to download the School template in Spanish'
  
    - 'Click here to download the District template in Arabic'
    - 'Click here to download the School template in Arabic'
  - Retrieve the appropriate cover letter template.
  - Save the letter to your hard drive, then edit your letter.

NOTE: The district letter is used for districts with more than one school. The school letter is used for all schools and used for single building school districts.

**Q.7 Linking the 'Annual Education Report' to the district's or school's website was prohibited in the past. We've heard that a direct link is now acceptable.**

A.7 Districts and schools can now provide a link to their specific 'Annual Education Report' on the [MI School Data website](#).

**DISTRICT AER COMBINED REPORT**

- Log in at [MI School Data website](#).
- Click on the 'K-12 Grade' tab in the top navigation.
- Click on 'School Accountability' within the drop down.
- Click on 'Annual Education Report'.
- Click on the 'Annual Education Report' tab. You will see the 'Location and Report Settings' box.
- Using the ISD dropdown menu, choose your ISD.
- Using the District dropdown menu, choose your district.
- For the District report, leave 'School' dropdown at 'All Schools in District.'
- Click 'Update Report.' This is your District report.
  - TO LINK REPORT:  
Click the 'Share' button. Copy and paste the link into the District cover letter.
  - TO POST PDF REPORT:  
Click "Download/Print." Click on 'As a PDF' and open District Annual Education Report. Save PDF with the specific name of the district. Link report into District cover letter.

**SCHOOL AER COMBINED REPORT**

- Log in at [MI School Data website](#).
- Click on the 'K-12 Grade' tab in the top navigation.
- Click on 'School Accountability' within the drop down.
- Click on 'Annual Education Report'.
- Click on the 'Annual Education Report' tab. You will see the 'Location and Report Settings' box.
- Using the ISD dropdown menu, choose your ISD.
- Using the District dropdown menu, choose your district.
- Using the School dropdown menu, choose the appropriate school name.
- Click 'Update Report.' This is your School Combined Report.
  - TO LINK REPORT:
    - Click the 'Share' button. Copy and paste link into appropriate School cover letter.
  - TO POST PDF REPORT:  
Click "Download/Print." Click on 'As a PDF' and open School Combined Report. Save PDF with the specific name of the school. Link report into the letter.

Reminder: Linking ensures the most current data are reflected. A PDF copy may become outdated since it is current only as of the date the report was retrieved and saved.

The data are important to provide parents and the public with detailed information that is easy to find and compliant with AER requirements. It also

helps school districts package all the required data elements needed for federal reporting in one location, saving valuable time and resources.

**Q.8 Can we retrieve our 'Annual Education Report', save it as a PDF copy, and then post it to our website as in the past?**

A.8 Yes, that is still possible. We are attempting to make it easier for schools to post their AERs by allowing you to **link** directly to your own unique 'Annual Education Report' on the [MI School Data website](#), BUT if you prefer a static PDF copy, you may use that method (see A.7 above).

**Q.9 When must the 'Annual Education Reports' and cover letters be posted and available?**

A.9 LEAs and schools must post and make copies available no sooner than December 22, 2022, but no later than February 15, 2023. Providing this information may help parents work with teachers, principals, and administrators to better meet the unique needs of their children. This information should remain available on the website(s) until the next year's report is prepared.

**Q.10 If my staff does not have a log-in name and password to the MI School Data website, how do I establish one for them?**

A.10 [Contact your ISD/RESA](#). For a list of these contacts, find the Technical Contact for your specific ISD. The Technical Contact listed will be able to create new accounts and reset passwords.

**Q.11 How will the state monitor implementation of the reporting requirements?**

A.11 Both the state and the federal government will be monitoring district and school websites for 'Annual Education Reports' and cover letters.

**Q.12 How do school staff members PREVIEW the AER to help prepare the template cover letters?**

A.12 **Expect to have the embargoed data available to prepare your cover letters beginning December 14, 2022, but please do not link or post any 'Annual Education Reports' prior to December 22, 2022.**

MDE will provide early access to the 'Annual Education Reports' so that LEAs can **PREVIEW** their embargoed data at the [MI School Data website](#) beginning December 14, 2021, as the assigned district and school staff members responsible for these reports prepare the cover letters.

The cover letter templates reflect specific data used to complete the 2022-23 AERs (based on data from the 2021-22 school year).

**The 'Annual Education Reports' linked into the letter must be final data. Final data becomes available as of December 22, 2022.**

**Q.13 Where do I find the embargoed data during the PREVIEW time**

- A.13 During the embargoed period, users can access the AER from the 'K-12 Grade > School Accountability > Annual Education Report' navigation menu.  
**Annual Education Report tab** - remember, the data are embargoed and just available for review/preview. Do not save and post these data as changes could occur during this time.

**Q.14 What will we find in the 'Annual Education Report' on the MI School Data website?**

- A.14 The content of the report is presented in several sections:

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

**Student Assessment:** Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools and to make comparisons to district, state, and national achievement benchmarks.

**NAEP Report:** Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8. The NAEP (National Assessment of Educational Progress), commonly referred to as 'the Nation's Report Card,' is another important assessment tool used to determine student progress. NAEP results cannot be directly compared with M-STEP results for the same grade. There are no national standards. NAEP uses a different assessment framework from Michigan. NAEP and M-STEP define their performance level descriptions differently, and performance levels do not correspond between the two assessments. NAEP is given in the winter, M-STEP is given in the spring.

**Accountability:** The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale. Here you can identify how well the school and district are serving the overall academic needs of students. More information is available at [MDE Accountability](#).

**Civil Rights:** Information is available through a linked data file and covers school environment areas like discipline, safety, and chronic absenteeism.

**\*NOTE\***

The AER has been developed to prevent the display of data that might allow for the identification of individual student-level information. The report utilizes two sets of suppression rules.

**Assessment Data** – If there is a subgroup that has less than ten students, the entire row will show asterisks. Additional suppression is applied; for further details, please see the AER M-STEP, PSAT, SAT, and MI-ACCESS suppression rules documentation.

**Accountability Data** – If there is a subgroup that has less than ten students, you will see a label of <10 in place of the data.

**Q.15 Where do the data come from? Will we have a chance to appeal the data presented?**

A.15 The data in the 'Annual Education Report' has been extracted directly from a variety of state databases. For example, the assessment data comes directly from the M-STEP, MI-Access, PSAT, SAT, and NAEP reports prepared by the MDE, Office of Educational Assessment and Accountability (OEAA). Educator Qualifications data comes from the Center for Educational Performance and Information (CEPI) as reported in the Registry for Educational Performance (REP). Some accountability data comes from OEAA, and some data comes from CEPI. Civil Rights data is submitted by schools and districts directly to the federal Office of Civil Rights.

LEAs and schools have had the opportunity to appeal this data during the appeal or correction windows of the source reports. For example, a district that wanted to appeal graduation rates or participation rates had the opportunity to do so during the appropriate appeals windows. Districts that wanted to correct the teacher quality data had the opportunity to do so shortly after submitting the REP data.

To appeal or correct next year's data, take full advantage of the assessment and accountability appeal or CEPI data correction opportunities. There are no appeals of data once it is part of the AER.

**Q.16 What can I do to prepare for the release of the 2022-23 AER (based on data from the 2021-22 school year) while the data is embargoed for preview?**

A.16 Go to the [MI School Data website](#) and log in as soon as they are available. (See Q.12.) Open the 'Annual Education Report' for your LEA or school. Familiarize yourself with the data from last year. Learn how to navigate the

reports. Identify how to print the 'Annual Education Report' and how to **link it** to your website.

Find the revised 2022-23 district and school cover letter templates on the secure [MI School Data website](#). When you have assessment and accountability results, you can begin drafting your AER cover letters using the templates found on the website. (See A.6 above.)

**Q.17 Does an LEA, PSA, or ISD/RESA that has ONLY ONE SCHOOL need to produce and distribute both district and school 'Annual Education Reports' and cover letters?**

A.17 No. If your LEA, PSA, or ISD/RESA is a single building school district, you only need to produce and distribute a school level 'Annual Education Report' and a school level cover letter. Do NOT produce, post, or distribute district-level reports or district cover letters. If there is any question, please contact Fred Williams [williamsf3@michigan.gov](mailto:williamsf3@michigan.gov), Michael Powell [powellm12@michigan.gov](mailto:powellm12@michigan.gov), or the MDE School Accountability team [mde-accountability@michigan.gov](mailto:mde-accountability@michigan.gov).

**Q.18 I'm new to the district. What are the necessary steps in the process?**

A.18 Once the determination has been made as to the staff member(s) responsible for preparing and posting the AER; these are the steps:

1. Provide access to MI School Data. A logon and password are required to access the AER cover letter templates at [MI School Data](#). If you do not have a secure login and require one, or if you do not remember your username/password, please contact the [Technical Contact for your ISD](#) for assistance. (For access issues, refer to A.10 above.)
2. Provide access to district and school data.
3. Log on to MI School Data to review the required information for the district and cover letter templates. These letters are updated annually. Do not use a cover letter from a previous year. The narrative on the cover letter page provides a good overview.
4. Retrieve a separate 'Annual Education Report' from MI School Data for the district and each of its schools. Either link the report into the cover letter (preferred) or save the report as a PDF. Linking ensures the most current data are reflected. A PDF copy may become outdated since it is current only as of the date the report was retrieved and saved. The Annual Education Report Help pages provide a good overview of the data contained in the Annual Education Report.
5. Prepare the district and school cover letters.
6. Post the AER for the district, including the district cover letter and the district 'Annual Education Report,' in a location that allows for easy access. NOTE: If the district is a single building district, use the school cover letter instead of the district letter for the district.
7. Post the AERs for each school, including the school cover letter and the school's 'Annual Education Report,' in a location that allows for easy access. It should follow a consistent pattern as the district's to allow for easy access.

8. Make available paper copies of the AER in the main office for parents and members of the community that do not have internet access.
9. Announce to parents and the community that both the district and the school AERs are available and how to access them.

**Q.19 Why are there two dates referenced in AERs? What date do we use when we post the AER to our website?**

A.19 2022-23 refers to the name of the current AER due by February 15, 2023. It reports on data results from 2021-22, the most recently completed school year. The AER should be posted on websites as the 2022-23 Annual Education Report.



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## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	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	2020-21	42.8%	31,066	26.9%	45	62.5%	25	20.0%	8	42.5%	17	*	*	<=10%	2
ELA	3rd Grade Content	All Students	2021-22	41.6%	40,376	38.0%	78	46.0%	23	14.0%	7	32.0%	16	38.0%	19	16.0%	8
ELA	3rd Grade Content	Black or African American	2020-21	15.4%	1,280	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2020-21	31.1%	1,693	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2021-22	29.5%	2,495	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2020-21	37.7%	1,393	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2021-22	39.7%	2,105	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2020-21	48.1%	25,066	29.3%	41	64.9%	24	21.6%	8	43.2%	16	*	*	<=10%	1
ELA	3rd Grade Content	White	2021-22	49.8%	30,533	39.1%	70	51.1%	23	15.6%	7	35.6%	16	35.6%	16	13.3%	6





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## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Female	2020-21	45.5%	16,164	27.1%	23	56.5%	13	<=20%	4	*	9	<=20%	1
ELA	3rd Grade Content	Female	2021-22	44.4%	21,135	48.2%	53	53.3%	16	<=20%	5	*	11	<=20%	4
ELA	3rd Grade Content	Male	2020-21	40.3%	14,902	26.8%	22	70.6%	12	23.5%	4	*	8	<=20%	1
ELA	3rd Grade Content	Male	2021-22	38.9%	19,241	26.3%	25	35.0%	7	<=20%	<3	*	*	<=20%	4
ELA	3rd Grade Content	Economically Disadvantaged	2020-21	27.6%	10,241	<=50%	19	>=50%	7	<=50%	<3	<=50%	*	<=50%	1
ELA	3rd Grade Content	Economically Disadvantaged	2021-22	27.8%	15,778	36.2%	50	50.0%	15	<=20%	5	*	10	<=20%	3
ELA	3rd Grade Content	English Learners	2021-22	26.4%	2,222	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2020-21	17.5%	1,578	*	*	*	*	*	*	*	*	*	*



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## Annual Education Report A.A. Rather School (000001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Students With Disabilities	2021-22	17.5%	2,165	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2020-21	19.3%	205	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Military Connected	2021-22	51.4%	199	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2020-21	44.2%	32,274	38.3%	72	48.9%	23	25.5%	12	23.4%	11	27.7%	13
ELA	4th Grade Content	All Students	2021-22	43.4%	42,079	37.6%	73	51.1%	23	17.8%	8	33.3%	15	15.6%	7
ELA	4th Grade Content	Black or African American	2021-22	16.4%	2,867	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2020-21	32.9%	1,848	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2021-22	32.6%	2,756	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2021-22	41.4%	2,133	*	*	*	*	*	*	*	*	*	*



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## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	White	2020-21	49.4%	25,863	41.3%	66	48.8%	21	25.6%	11	23.3%	10	25.6%	11	25.6%	11
ELA	4th Grade Content	White	2021-22	51.3%	31,695	40.9%	67	54.8%	23	19.0%	8	35.7%	15	31.0%	13	14.3%	6
ELA	4th Grade Content	Female	2020-21	46.0%	16,315	42.6%	40	48.1%	13	<=20%	5	*	8	25.9%	7	25.9%	7
ELA	4th Grade Content	Female	2021-22	45.5%	21,560	34.0%	33	53.6%	15	<=20%	4	*	11	*	9	<=20%	4
ELA	4th Grade Content	Male	2020-21	42.6%	15,959	34.0%	32	50.0%	10	*	7	<=20%	3	<=20%	4	*	6
ELA	4th Grade Content	Male	2021-22	41.4%	20,519	41.2%	40	47.1%	8	23.5%	4	23.5%	4	*	6	<=20%	3
ELA	4th Grade Content	Economically Disadvantaged	2020-21	28.9%	10,613	33.6%	44	40.9%	9	<=20%	3	*	6	22.7%	5	36.4%	8
ELA	4th Grade Content	Economically Disadvantaged	2021-22	28.9%	16,041	31.5%	41	35.0%	7	<=20%	<3	*	*	*	10	<=20%	3
ELA	4th Grade Content	Students With Disabilities	2020-21	15.7%	1,431	*	*	*	*	*	*	*	*	*	*	*	*

## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient	
ELA	4th Grade Content	Students With Disabilities	2021-22	17.1%	2,117	*	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2021-22	18.9%	294	*	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2020-21	43.7%	31,669	32.4%	61	40.4%	23	10.5%	6	29.8%	17	24.6%	14	35.1%	20	
ELA	5th Grade Content	All Students	2021-22	43.1%	42,365	35.7%	74	49.1%	26	18.9%	10	30.2%	16	28.3%	15	22.6%	12	
ELA	5th Grade Content	Asian	2020-21	67.4%	1,668	*	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2020-21	17.6%	1,502	*	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2020-21	33.4%	1,892	*	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2021-22	33.4%	2,917	*	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2020-21	48.4%	25,033	33.8%	53	36.0%	18	<=10%	5	*	13	26.0%	13	38.0%	19	



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## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficient	State Student Proficient	District Student Proficient	District Student Proficient	State Student Proficient	State Student Proficient	School Student Proficient	School Student 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	White	2021-22	50.7%	31,697	38.4%	68	49.0%	24	18.4%	9	30.6%	15	28.6%	14	22.4%	11		
ELA	5th Grade Content	Female	2020-21	47.0%	16,718	37.6%	35	53.6%	15	<=20%	4	*	11	*	8	<=20%	5		
ELA	5th Grade Content	Female	2021-22	45.7%	21,940	40.2%	43	50.0%	15	<=20%	5	*	10	26.7%	8	23.3%	7		
ELA	5th Grade Content	Male	2020-21	40.6%	14,951	27.4%	26	27.6%	8	<=20%	<3	*	*	20.7%	6	51.7%	15		
ELA	5th Grade Content	Male	2021-22	40.6%	20,425	31.0%	31	47.8%	11	21.7%	5	26.1%	6	30.4%	7	21.7%	5		
ELA	5th Grade Content	Economically Disadvantaged	2020-21	28.5%	10,326	25.2%	31	32.0%	8	<=20%	<3	*	*	<=20%	5	*	12		
ELA	5th Grade Content	Economically Disadvantaged	2021-22	29.0%	16,141	31.5%	45	38.5%	10	<=20%	3	*	7	23.1%	6	38.5%	10		
ELA	5th Grade Content	English Learners	2020-21	13.7%	593	*	*	*	*	*	*	*	*	*	*	*	*	*	
ELA	5th Grade Content	Students With Disabilities	2020-21	13.0%	1,138	*	*	*	*	*	*	*	*	*	*	*	*	*	



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## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Students With Disabilities	2021-22	14.6%	1,804	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2020-21	19.1%	199	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2021-22	17.6%	274	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Military Connected	2020-21	52.1%	170	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2020-21	42.3%	30,590	23.5%	39	30.0%	12	<=10%	<3	*	*	52.5%	21	17.5%	7
Mathematics	3rd Grade Content	All Students	2021-22	41.5%	40,445	32.0%	66	30.0%	15	<=10%	3	*	*	34.0%	17	36.0%	18
Mathematics	3rd Grade Content	Black or African American	2020-21	12.5%	1,022	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2020-21	28.3%	1,539	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2021-22	28.2%	2,401	*	*	*	*	*	*	*	*	*	*	*	*



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## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Two or More Races	2020-21	36.1%	1,320	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2021-22	38.3%	2,033	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2020-21	47.9%	24,910	25.2%	35	32.4%	12	<=10%	<3	*	*	51.4%	19	16.2%	6
Mathematics	3rd Grade Content	White	2021-22	50.2%	30,835	33.3%	60	31.1%	14	<=10%	3	*	11	35.6%	16	33.3%	15
Mathematics	3rd Grade Content	Female	2020-21	38.9%	13,785	<=20%	13	30.4%	7	<=20%	<3	*	*	*	11	*	5
Mathematics	3rd Grade Content	Female	2021-22	38.2%	18,249	32.7%	36	33.3%	10	<=20%	3	*	7	30.0%	9	36.7%	11
Mathematics	3rd Grade Content	Male	2020-21	45.6%	16,805	31.7%	26	29.4%	5	<=20%	<3	*	*	*	*	<=20%	2
Mathematics	3rd Grade Content	Male	2021-22	44.7%	22,196	31.3%	30	25.0%	5	<=20%	<3	*	*	40.0%	8	35.0%	7
Mathematics	3rd Grade Content	Economically Disadvantaged	2020-21	25.8%	9,511	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	6	*	5



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## Annual Education Report A.A. Rather School (000001)

### 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	Economically Disadvantaged	2021-22	27.1%	15,436	30.9%	43	30.0%	9	<=20%	<3	*	*	36.7%	11	33.3%	10
Mathematics	3rd Grade Content	English Learners	2021-22	32.6%	2,828	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2020-21	19.1%	1,711	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2021-22	19.3%	2,405	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2020-21	15.4%	163	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Military Connected	2021-22	46.2%	178	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2020-21	36.5%	26,524	17.0%	32	21.3%	10	<=10%	3	*	7	55.3%	26	23.4%	11
Mathematics	4th Grade Content	All Students	2021-22	36.7%	35,587	28.9%	56	31.1%	14	<=10%	3	*	11	46.7%	21	22.2%	10





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## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Student Proficiency	State Student Proficiency	District Student Proficiency	District Student Proficiency	District Student Proficiency	School Student Proficiency	School Student Proficiency	Number Advanced	Percent Advanced	Number Proficient	Percent Proficient	Number Partially Proficient	Percent Partially Proficient	Number Not Proficient	Percent Not Proficient	
Mathematics	4th Grade Content	Black or African American	2021-22	9.2%	1,595	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2020-21	23.9%	1,340	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2021-22	24.4%	2,068	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2021-22	31.6%	1,626	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2020-21	41.5%	21,680	16.3%	26	20.9%	9	20.9%	3	<=10%	6	58.1%	25	20.9%	9	20.9%	9	
Mathematics	4th Grade Content	White	2021-22	44.9%	27,724	29.9%	49	33.3%	14	33.3%	3	<=10%	11	42.9%	18	23.8%	10	23.8%	10	
Mathematics	4th Grade Content	Female	2020-21	32.4%	11,434	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	<=20%	21	*	*	4	*	
Mathematics	4th Grade Content	Female	2021-22	33.0%	15,678	21.6%	21	28.6%	8	28.6%	<3	<=20%	*	42.9%	12	28.6%	8	28.6%	8	
Mathematics	4th Grade Content	Male	2020-21	40.4%	15,090	23.4%	22	40.0%	8	40.0%	3	<=20%	5	25.0%	5	35.0%	7	35.0%	7	

## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Male	2021-22	40.1%	19,909	36.1%	35	35.3%	6	<=20%	3	<=20%	3	*	*	<=20%	2
Mathematics	4th Grade Content	Economically Disadvantaged	2020-21	20.7%	7,547	<=20%	20	<=20%	3	<=20%	<3	<=20%	*	*	11	*	8
Mathematics	4th Grade Content	Economically Disadvantaged	2021-22	21.7%	12,046	26.2%	34	<=20%	4	<=20%	<3	<=20%	*	*	11	*	5
Mathematics	4th Grade Content	Students With Disabilities	2020-21	13.5%	1,222	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2021-22	14.7%	1,811	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2021-22	12.5%	194	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2020-21	29.6%	21,274	13.5%	25	18.2%	10	<=10%	4	*	6	34.5%	19	47.3%	26
Mathematics	5th Grade Content	All Students	2021-22	30.0%	29,550	21.4%	44	22.6%	12	*	8	<=10%	4	49.1%	26	28.3%	15

## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Asian	2020-21	58.1%	1,443	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2020-21	17.4%	971	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2021-22	18.5%	1,626	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2020-21	33.8%	17,393	13.5%	21	14.3%	7	<=10%	3	<=10%	4	34.7%	17	51.0%	25
Mathematics	5th Grade Content	White	2021-22	37.1%	23,194	22.7%	40	24.5%	12	*	8	<=10%	4	49.0%	24	26.5%	13
Mathematics	5th Grade Content	Female	2020-21	25.2%	8,880	<=20%	11	<=20%	4	<=20%	<3	<=20%	*	*	15	*	7
Mathematics	5th Grade Content	Female	2021-22	25.9%	12,468	<=20%	14	<=20%	3	<=20%	<3	<=20%	<3	*	20	*	7
Mathematics	5th Grade Content	Male	2020-21	33.8%	12,394	<=20%	14	20.7%	6	<=20%	3	<=20%	3	<=20%	4	*	19
Mathematics	5th Grade Content	Male	2021-22	33.9%	17,082	30.3%	30	39.1%	9	*	6	<=20%	3	26.1%	6	34.8%	8



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## Annual Education Report A.A. Rather School (000001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Economically Disadvantaged	2020-21	15.5%	5,557	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	9	*	13
Mathematics	5th Grade Content	Economically Disadvantaged	2021-22	16.1%	8,978	<=20%	23	<=20%	3	<=20%	<3	<=20%	<3	*	9	*	14
Mathematics	5th Grade Content	English Learners	2020-21	9.4%	406	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2020-21	8.4%	728	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2021-22	9.3%	1,149	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2020-21	9.2%	94	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2021-22	8.4%	130	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Military Connected	2020-21	38.1%	125	*	*	*	*	*	*	*	*	*	*	*	*



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## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	5th Grade Content	All Students	2020-21	28.5%	20,119	17.4%	32	22.2%	12	<=10%	<3	*	*	42.6%	23	35.2%	19
Science	5th Grade Content	All Students	2021-22	38.2%	37,551	31.9%	66	43.4%	23	22.6%	12	20.8%	11	35.8%	19	20.8%	11
Science	5th Grade Content	Asian	2020-21	45.9%	1,124	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Hispanic of Any Race	2020-21	17.5%	958	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Hispanic of Any Race	2021-22	27.1%	2,378	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	White	2020-21	32.5%	16,483	18.7%	29	22.9%	11	<=10%	<3	*	*	39.6%	19	37.5%	18
Science	5th Grade Content	White	2021-22	46.5%	29,074	34.5%	61	42.9%	21	20.4%	10	22.4%	11	38.8%	19	18.4%	9
Science	5th Grade Content	Female	2020-21	27.5%	9,500	<=20%	18	26.9%	7	<=20%	<3	*	*	*	13	*	6
Science	5th Grade Content	Female	2021-22	37.4%	17,975	32.7%	35	36.7%	11	<=20%	4	*	7	*	13	<=20%	6

## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	5th Grade Content	Male	2020-21	29.6%	10,619	<=20%	14	<=20%	5	<=20%	<3	<=20%	*	10	*	13	
Science	5th Grade Content	Male	2021-22	39.0%	19,576	31.0%	31	52.2%	12	*	8	<=20%	4	6	21.7%	5	
Science	5th Grade Content	Economically Disadvantaged	2020-21	16.5%	5,761	<=20%	15	<=20%	4	<=20%	<3	<=20%	*	9	*	10	
Science	5th Grade Content	Economically Disadvantaged	2021-22	24.5%	13,592	25.2%	36	26.9%	7	<=20%	3	<=20%	4	11	30.8%	8	
Science	5th Grade Content	English Learners	2020-21	5.4%	230	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Students With Disabilities	2020-21	8.8%	748	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Students With Disabilities	2021-22	14.8%	1,826	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Homeless	2020-21	12.1%	120	*	*	*	*	*	*	*	*	*	*	*	*



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## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Student Proficiency	State Number of Students	District Student Proficiency	District Number of Students	School Student Proficiency	School Number of Students	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	5th Grade Content	Homeless	2021-22	16.8%	261	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Military Connected	2020-21	35.0%	103	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2020-21	15.6%	11,119	<=10%	15	15.1%	8	<=10%	<3	*	*	34	*	*	11
Social Studies	5th Grade Content	All Students	2021-22	15.5%	15,236	<=10%	13	11.3%	6	<=10%	<3	*	*	38	*	*	9
Social Studies	5th Grade Content	Asian	2020-21	29.8%	730	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2020-21	8.9%	489	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2021-22	8.4%	734	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2020-21	18.0%	9,158	<=10%	11	10.6%	5	<=10%	<3	*	*	32	*	*	10
Social Studies	5th Grade Content	White	2021-22	19.2%	12,027	<=10%	11	10.2%	5	<=10%	<3	*	*	37	*	*	7



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## Annual Education Report A.A. Rather School (00001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Students	District Percent Student Proficient	District Number Students	School Percent Student Proficient	School Number Students	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	Female	2020-21	13.4%	4,686	<=20%	8	<=20%	4	<=20%	<3	<=20%	*	*	*	<=20%	2
Social Studies	5th Grade Content	Female	2021-22	12.8%	6,153	<=20%	5	<=20%	3	<=20%	<3	<=20%	*	*	21	<=20%	6
Social Studies	5th Grade Content	Male	2020-21	17.8%	6,433	<=20%	7	<=20%	4	<=20%	<3	<=20%	*	*	14	*	9
Social Studies	5th Grade Content	Male	2021-22	18.1%	9,083	<=20%	8	<=20%	3	<=20%	<3	<=20%	*	*	17	<=20%	3
Social Studies	5th Grade Content	Economically Disadvantaged	2020-21	7.0%	2,478	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	17	*	4
Social Studies	5th Grade Content	Economically Disadvantaged	2021-22	7.2%	3,971	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	17	*	7
Social Studies	5th Grade Content	English Learners	2020-21	2.1%	89	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2020-21	4.2%	357	*	*	*	*	*	*	*	*	*	*	*	*





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## Annual Education Report A.A. Rather School (000001)

### M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Students	District Percent Student Proficient	District Number Students	School Percent Student Proficient	School Number Students	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	Students With Disabilities	2021-22	4.9%	608	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2020-21	3.9%	39	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2021-22	4.0%	62	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Military Connected	2020-21	18.5%	58	*	*	*	*	*	*	*	*	*	*	*	*



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## Annual Education Report A.A. Rather School (000001)

### PSAT

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
No Data to Display																	



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## Annual Education Report A.A. Rather School (000001)

### 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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**Annual Education Report A.A. Rather School (000001)**  
**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	2021-22	39.5%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2021-22	34.4%	*	*	*	*	*
ELA	3rd Grade Content	White	2021-22	42.2%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2021-22	36.8%	*	*	*	*	*
ELA	3rd Grade Content	Female	2021-22	39.0%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2021-22	28.4%	*	*	*	*	*
ELA	3rd Grade Content	Male	2021-22	39.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2021-22	37.2%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2021-22	39.2%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2021-22	35.2%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2020-21	38.5%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2020-21	19.8%	*	*	*	*	*
Mathematics	5th Grade Content	White	2020-21	40.5%	*	*	*	*	*
Social Studies	5th Grade Content	White	2020-21	21.9%	*	*	*	*	*



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**Annual Education Report A.A. Rather School (000001)**  
**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
Mathematics	5th Grade Content	Female	2020-21	33.5%	*	*	*	*	*
Social Studies	5th Grade Content	Female	2020-21	16.2%	*	*	*	*	*



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### Annual Education Report A.A. Rather School (000001) 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



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## Annual Education Report A.A. Rather School (000001) 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



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**Annual Education Report A.A. Rather School (000001)**  
**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	2021-22	151	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	All Students	2020-21	144	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2020-21	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2021-22	139	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2020-21	130	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2021-22	90	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2020-21	78	<10	*	*	*	*	*	*	*





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**Annual Education Report A.A. Rather School (000001)  
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	2020-21	66	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2021-22	61	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2020-21	60	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2021-22	78	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2020-21	84	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2021-22	73	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2021-22	150	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2020-21	143	<10	*	*	*	*	*	*	*



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## Annual Education Report A.A. Rather School (000001)

### 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	2021-22	151	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2020-21	144	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2020-21	16	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2021-22	14	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2021-22	137	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2020-21	128	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2021-22	149	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2020-21	142	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2020-21	144	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2021-22	151	<10	*	*	*	*	*	*	*



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### 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)	Military Connected	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Military Connected	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2021-22	150	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2020-21	143	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2020-21	143	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2021-22	151	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Asian	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2020-21	10	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2021-22	<10	*	*	*	*	*	*	*	*



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**Annual Education Report A.A. Rather School (000001)  
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)	White	2021-22	139	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2020-21	130	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2021-22	90	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2020-21	77	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2020-21	66	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2021-22	61	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2021-22	78	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2020-21	59	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2020-21	84	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2021-22	73	<10	*	*	*	*	*	*	*



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## Annual Education Report A.A. Rather School (000001)

### 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)	English Learners	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2020-21	142	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2021-22	150	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2021-22	151	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2020-21	143	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2021-22	14	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2020-21	16	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2020-21	127	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2021-22	137	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2021-22	<10	*	*	*	*	*	*	*	*



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## Annual Education Report A.A. Rather School (000001)

### 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 Homeless	2021-22	149	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2020-21	141	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2021-22	151	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2020-21	143	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Military Connected	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Military Connected	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2021-22	150	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2020-21	142	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2021-22	53	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2020-21	54	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Asian	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*



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**Annual Education Report A.A. Rather School (000001)  
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)	White	2021-22	49	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2020-21	48	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2021-22	30	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2020-21	26	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2021-22	23	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2020-21	28	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2020-21	23	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2021-22	26	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2021-22	27	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2020-21	31	<10	*	*	*	*	*	*	*



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**Annual Education Report A.A. Rather School (000001)  
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)	English Learners	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2020-21	53	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2021-22	53	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2020-21	54	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2021-22	53	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2021-22	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students Without Disabilities	2021-22	48	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students Without Disabilities	2020-21	47	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Homeless	2021-22	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Homeless	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2020-21	53	<10	*	*	*	*	*	*	*





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## Annual Education Report A.A. Rather School (000001)

### 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	2021-22	52	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2021-22	53	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2020-21	54	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Military Connected	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2021-22	53	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2020-21	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2020-21	54	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2021-22	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Asian	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2021-22	49	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2020-21	48	<10	*	*	*	*	*	*	*



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### Annual Education Report A.A. Rather School (000001)

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

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Social Studies	All Grades (Combined)	Female	2021-22	30	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2020-21	27	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2021-22	23	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2020-21	27	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2020-21	22	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2021-22	26	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2021-22	27	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2020-21	32	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2020-21	53	<10	*	*	*	*	*	*	*



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## Annual Education Report A.A. Rather School (000001)

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

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Social Studies	All Grades (Combined)	Not English Learners	2021-22	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2020-21	54	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2021-22	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2021-22	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2021-22	48	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2020-21	47	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2021-22	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2020-21	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2021-22	52	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2021-22	53	<10	*	*	*	*	*	*	*



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### Annual Education Report A.A. Rather School (000001)

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Social Studies	All Grades (Combined)	Not Foster Care	2020-21	54	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Military Connected	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2021-22	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2020-21	53	<10	*	*	*	*	*	*	*

**Annual Education Report A.A. Rather School (00001)****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 A.A. Rather School (00001)

### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	61.47%	N/A	70.74%

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

\*\* More information regarding the Michigan School Index System can be found at the following link:

### 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
A.A. Rather School (00001)	15.56	2.33	15.0%	N/A	N/A	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
A.A. Rather School (00001)	1.00	0.00	0.0%	N/A	N/A	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
A.A. Rather School (00001)	15.56	0.00	0.0%	N/A	N/A	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
A.A. Rather School (00001)	15.56	0.00	0.0%	N/A	N/A	N/A	N/A

**Annual Education Report A.A. Rather School (00001)**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	38	26	6
Male	51	26	38	28	8
Female	49	32	39	24	4
Eligible	54	42	40	16	2
Not Eligible	46	14	37	37	12
Info not available	‡	‡	‡	‡	‡
White	60	18	41	33	8
Black or African American	22	63	29	7	‡
Hispanic	8	28	46	22	4
Asian	3	8	27	37	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	31	40	24	5
Students With Disabilities	12	57	30	11	2
Students Without Disabilities	88	25	40	28	7
English Language Learners	9	32	45	21	2
Not English Language Learners	91	29	38	26	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) 2022 Mathematics Achievement.

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

**Annual Education Report A.A. Rather School (00001)**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	40	34	20	6
Male	50	39	33	21	7
Female	50	42	35	18	4
Eligible	48	55	32	11	2
Not Eligible	52	26	36	28	10
Info not available	‡	‡	‡	‡	‡
White	67	32	38	24	7
Black or African American	17	72	22	5	1
Hispanic	7	53	35	11	2
Asian	3	12	24	33	32
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	46	34	16	4
Students With Disabilities	12	77	18	4	1
Students Without Disabilities	88	35	37	22	6
English Language Learners	5	74	18	7	‡
Not English Language Learners	95	38	35	20	6

‡ 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) 2022 Mathematics Achievement.

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



**Annual Education Report A.A. Rather School (00001)**
**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	42	30	22	6
Male	51	44	29	22	5
Female	49	40	30	22	8
Eligible	57	56	28	14	2
Not Eligible	43	23	33	32	12
Info not available	‡	‡	‡	‡	‡
White	61	33	32	27	8
Black or African American	22	68	21	8	2
Hispanic	8	52	31	14	3
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	38	38	21	3
Students With Disabilities	12	73	18	8	1
Students Without Disabilities	88	38	31	24	7
English Language Learner	9	54	30	14	2
Not English Language Learner	91	41	30	23	7

# 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), 2022 Reading Assessment.

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

**Annual Education Report A.A. Rather School (00001)**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	25	3
Male	50	37	39	22	2
Female	50	28	40	28	4
Eligible	48	45	38	16	1
Not Eligible	52	21	41	33	5
Info not available	‡	‡	‡	‡	‡
White	68	26	41	30	4
Black or African American	17	55	35	9	1
Hispanic	7	40	42	17	1
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	37	40	22	1
Students With Disabilities	13	76	18	4	1
Students Without Disabilities	87	26	43	28	4
English Language Learner	6	65	32	3	‡
Not English Language Learner	94	30	40	26	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), 2022 Reading Assessment.

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

**Annual Education Report A.A. Rather School (00001)**
**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities Excluding Students with 504 Plans	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	80.7	4.04	95.0	2.55
		83.5	3.27	94	2.37
8	Math	86.9	1.98	95.0	2.21
		89.3	2.33	95.7	1.91

*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.*

**Annual Education Report A.A. Rather School (00001)****Sec. 1003 School Improvement Fund**

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