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## School Annual Education Report (AER) Cover Letter

January 8, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 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 web site [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 2023-24 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 2022-23. 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 2022-2023

\*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 06/09/2023 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 06/09/2023 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 06/09/2023 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 06/09/2023 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 06/09/2023 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 assessment tasks that allow students to demonstrate learning and provide comprehensive information about student thinking and needs.

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

\*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 06/09/2023 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 06/09/2023 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 06/09/2023 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 06/09/2023 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 06/09/2023 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 to 75 minutes every day. In addition, teachers will communicate the learning

target(s) through verbal and visual strategies, check for student understanding of the learning target(s), and reference the learning target(s) throughout instruction (1.P.4).

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, Truancy, Technology Enhanced Instruction

\*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 06/09/2023 as measured by their semester report cards. 25% of fifth grade students will demonstrate a proficiency in achievement in science by 06/09/2023 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

\*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 06/09/2023 as measured by their semester report cards.

20% of fifth grade students will demonstrate a proficiency in achievement in social studies by 06/09/2023 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)

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

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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

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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

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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: 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

As seen above, the school improvement plan focus for the previous school year (2021-2022) was very similar to the focus for the 2022-2023 school year.

### 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, 2022-2023

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 continues to be 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.

New this school year was the implementation of a social emotional learning curriculum called TRAILS. TRAILS stands for **T**ransforming **R**esearch into **A**ction to **I**mprove the **L**ives of **S**tudents. This curriculum equipped classroom teachers to deliver 20 brief, developmentally-appropriate lessons which align with Michigan's focus on student safety, health, and wellness.

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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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.

As seen above, the core curriculum focus for the previous school year (2021-2022) was very similar to the focus for the 2022-2023 school year.

The main difference to note is the mention of the social emotional learning curriculum TRAILS (included above in paragraph 5 of the 2022-2023 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 2022/2023	Average N.W.E.A. Reading RIT Score 2021/2022
1 <sup>st</sup> Grade	176.2 (Norm - 171.4)	178.0 (Norm - 171.4)
2 <sup>nd</sup> Grade	184.8 (Norm - 185.6)	183.7 (Norm - 185.6)
3 <sup>rd</sup> Grade	199.6 (Norm - 197.1)	195.3 (Norm - 197.1)
4 <sup>th</sup> Grade	199.9 (Norm - 204.8)	207.7 (Norm - 204.8)
5 <sup>th</sup> Grade	212.2 (Norm - 211.0)	211.7 (Norm - 211.0)

AGGREGATE STUDENT ACHIEVEMENT RESULTS ON  
NATIONALLY NORMED MATH ACHIEVEMENT TESTS NEAR  
THE END OF THE SCHOOL YEAR

	Average N.W.E.A. Math RIT Score 2022/2023	Average N.W.E.A. Math RIT Score 2021/2022
1 <sup>st</sup> Grade	181.8 (Norm - 176.4)	180.4 (Norm - 176.4)
2 <sup>nd</sup> Grade	192.9	194.3

	(Norm – 189.4)	(Norm – 189.4)
3 <sup>rd</sup> Grade	201.6 (Norm – 201.1)	198.8 (Norm – 201.1)
4 <sup>th</sup> Grade	199.9 (Norm – 210.5)	206.5 (Norm – 210.5)
5 <sup>th</sup> Grade	214.0 (Norm – 218.7)	215.8 (Norm – 218.7)

As seen above, the aggregate student reading and math achievement data for the end of the 2022-2023 school year (as measured by the N.W.E.A.) was pretty comparable to the data for the end of the 2021/2020 school year (as measured by the N.W.E.A.). It is worth noting that in reading, student achievement at three out of five grade levels (not including first grade and fourth grade) at the end of 2022-2023 school year was higher than that at the end of the 2021-2022 school year. A similar trend is seen in math achievement as well as two out of five grade levels (not including second grade, fourth grade, and fifth grade) at the end of the 2022-2023 school year was higher than that at the end of the 2021-2022 school year.

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

2022-2023 School Year

October 2022	% Attendance	# Students	March 2023	% Attendance	# Students
Kinderstart	100	14		100	14
Kindergarten A	100	22		96	23

Kindergarten B	100	20		91	22
1 <sup>st</sup> Grade A	96	28		100	28
1 <sup>st</sup> Grade B	100	25		100	26
2 <sup>nd</sup> Grade A	100	26		100	26
2 <sup>nd</sup> Grade B	100	25		100	24
3 <sup>rd</sup> Grade A	100	28		100	28
3 <sup>rd</sup> Grade B	96	26		100	26
4 <sup>th</sup> Grade A	90	29		84	31
4 <sup>th</sup> Grade B	93	29		94	31
5 <sup>th</sup> Grade A	96	24		96	23
5 <sup>th</sup> Grade B	92	24		100	23
Resource Room	93	14		85	20
Total Students		320			325

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

Overall Percentages for Parent/Teacher Conferences:

	<u>October 2022</u>	<u>March 2023</u>
Number of Students	320	325
Number of Conferences	310	314
Percentage Attending	96.88	96.62

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

As seen above, parent attendance at October parent-teacher conferences for the 2022-2023 school year was slightly lower (1.47% less) than parent attendance at October parent-teacher conferences for the 2021-2022 school year. In addition, parent attendance at March parent-teacher conferences for the 2022-2023 school year was slightly lower (0.43% less) than parent attendance at March parent-teacher conferences for the 2021-2022 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 2023-2024 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

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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	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	All Students	2022-23	40.9%	40,362	33.7%	63	44.4%	24	22.2%	12	22.2%	12	37.0%	20	18.5%	10
ELA	3rd Grade Content	Hispanic of Any Race	2021-22	29.5%	2,495	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2022-23	30.9%	2,680	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2021-22	39.7%	2,105	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2022-23	38.9%	2,245	*	*	*	*	*	*	*	*	*	*	*	*
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
ELA	3rd Grade Content	White	2022-23	48.5%	29,987	35.9%	56	45.8%	22	22.9%	11	22.9%	11	37.5%	18	16.7%	8
ELA	3rd Grade Content	Female	2021-22	44.4%	21,135	48.2%	53	53.3%	16	<=20%	5	*	11	*	10	<=20%	4

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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Female	2022-23	43.1%	20,946	35.2%	37	36.7%	11	<=20%	5	<=20%	6	36.7%	11	26.7%	8
ELA	3rd Grade Content	Male	2021-22	38.9%	19,241	26.3%	25	35.0%	7	<=20%	<3	*	*	*	9	<=20%	4
ELA	3rd Grade Content	Male	2022-23	38.7%	19,416	31.7%	26	54.2%	13	29.2%	7	25.0%	6	*	*	<=20%	2
ELA	3rd Grade Content	Economically Disadvantaged	2021-22	27.8%	15,778	36.2%	50	50.0%	15	<=20%	5	*	10	*	12	<=20%	3
ELA	3rd Grade Content	Economically Disadvantaged	2022-23	27.6%	15,804	26.5%	30	<=20%	5	<=20%	<3	<=20%	*	*	15	*	7
ELA	3rd Grade Content	English Learners	2021-22	26.4%	2,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	English Learners	2022-23	26.1%	2,201	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2021-22	17.5%	2,165	*	*	*	*	*	*	*	*	*	*	*	*



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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Students With Disabilities	2022-23	17.1%	2,263	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2022-23	16.9%	347	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Military Connected	2021-22	51.4%	199	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2021-22	43.4%	42,079	37.6%	73	51.1%	23	17.8%	8	33.3%	15	33.3%	15	15.6%	7
ELA	4th Grade Content	All Students	2022-23	44.3%	43,415	28.0%	58	29.8%	17	12.3%	7	17.5%	10	31.6%	18	38.6%	22
ELA	4th Grade Content	Black or African American	2021-22	16.4%	2,867	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2022-23	19.8%	3,521	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2021-22	32.6%	2,756	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2022-23	33.3%	2,882	*	*	*	*	*	*	*	*	*	*	*	*

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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Two or More Races	2021-22	41.4%	2,133	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2022-23	41.0%	2,223	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2022-23	52.0%	32,175	29.1%	52	33.3%	17	13.7%	7	19.6%	10	29.4%	15	37.3%	19
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	Female	2022-23	46.6%	22,418	33.6%	39	37.1%	13	14.3%	5	22.9%	8	28.6%	10	34.3%	12
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	Male	2022-23	42.2%	20,997	20.9%	19	<=20%	4	<=20%	<3	<=20%	<3	*	8	*	10
ELA	4th Grade Content	Economically Disadvantaged	2021-22	28.9%	16,041	31.5%	41	35.0%	7	<=20%	<3	*	*	*	10	<=20%	3

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 Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Economically Disadvantaged	2022-23	30.3%	16,964	27.3%	38	30.0%	12	15.0%	6	15.0%	6	32.5%	13	37.5%	15
ELA	4th Grade Content	English Learners	2022-23	27.3%	2,274	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2021-22	17.1%	2,117	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2022-23	18.0%	2,420	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2021-22	18.9%	294	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2022-23	19.5%	372	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Military Connected	2022-23	51.4%	207	*	*	*	*	*	*	*	*	*	*	*	*
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	All Students	2022-23	43.9%	43,225	32.3%	62	41.3%	19	17.4%	8	23.9%	11	39.1%	18	19.6%	9

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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Hispanic of Any Race	2021-22	33.4%	2,917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2022-23	34.2%	2,975	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Native Hawaiian or Other Pacific Islander	2022-23	41.5%	34	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2022-23	42.3%	2,224	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2022-23	51.1%	31,924	34.0%	54	44.2%	19	18.6%	8	25.6%	11	37.2%	16	18.6%	8
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	Female	2022-23	46.7%	22,443	32.3%	31	41.4%	12	<=20%	4	*	8	34.5%	10	24.1%	7
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

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 Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Male	2022-23	41.2%	20,782	32.3%	31	41.2%	7	*	4	<=20%	3	*	*	<=20%	2
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	Economically Disadvantaged	2022-23	29.7%	16,451	26.4%	32	36.0%	9	<=20%	3	*	6	28.0%	7	36.0%	9
ELA	5th Grade Content	Students With Disabilities	2021-22	14.6%	1,804	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2022-23	14.9%	1,907	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2021-22	17.6%	274	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2022-23	18.9%	344	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2021-22	41.5%	40,445	32.0%	66	30.0%	15	<=10%	3	*	12	34.0%	17	36.0%	18

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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	All Students	2022-23	42.9%	42,519	36.2%	68	51.9%	28	14.8%	8	37.0%	20	27.8%	15	20.4%	11
Mathematics	3rd Grade Content	Hispanic of Any Race	2021-22	28.2%	2,401	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2022-23	30.7%	2,705	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2021-22	38.3%	2,033	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2022-23	38.0%	2,193	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2022-23	51.6%	31,991	39.1%	61	52.1%	25	16.7%	8	35.4%	17	25.0%	12	22.9%	11
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	Female	2022-23	39.0%	19,044	34.3%	36	46.7%	14	<=20%	4	*	10	23.3%	7	30.0%	9

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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	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	Male	2022-23	46.6%	23,475	38.6%	32	58.3%	14	<=20%	4	*	10	*	*	<=20%	2
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	Economically Disadvantaged	2022-23	28.6%	16,431	26.3%	30	29.6%	8	<=20%	<3	*	*	37.0%	10	33.3%	9
Mathematics	3rd Grade Content	English Learners	2021-22	32.6%	2,828	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	English Learners	2022-23	33.5%	2,945	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2021-22	19.3%	2,405	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2022-23	20.0%	2,651	*	*	*	*	*	*	*	*	*	*	*	*

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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student s Proficient	State Number Student s Proficient	District Percent Student s Proficient	District Number Student s Proficient	School Percent Student s Proficient	School Number Student s Proficient	Percent Advanc ed	Number Advanc ed	Percent Proficie nt	Number Proficie nt	Percent Partially Proficie nt	Number Partially Proficie nt	Percent Not Proficie nt	Number Not Proficie nt
Mathem atics	3rd Grade Content	Homeless	2022-23	17.3%	358	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	3rd Grade Content	Military Connected	2021-22	46.2%	178	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	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
Mathem atics	4th Grade Content	All Students	2022-23	38.6%	37,873	24.6%	51	29.8%	17	<=10%	<3	*	*	26.3%	15	43.9%	25
Mathem atics	4th Grade Content	Black or African American	2021-22	9.2%	1,595	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	4th Grade Content	Black or African American	2022-23	11.9%	2,108	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	4th Grade Content	Hispanic of Any Race	2021-22	24.4%	2,068	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	4th Grade Content	Hispanic of Any Race	2022-23	26.3%	2,309	*	*	*	*	*	*	*	*	*	*	*	*
Mathem atics	4th Grade Content	Two or More Races	2021-22	31.6%	1,626	*	*	*	*	*	*	*	*	*	*	*	*



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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Two or More Races	2022-23	33.6%	1,821	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2021-22	44.9%	27,724	29.9%	49	33.3%	14	<=10%	3	*	11	42.9%	18	23.8%	10
Mathematics	4th Grade Content	White	2022-23	46.9%	29,028	26.8%	48	33.3%	17	<=10%	<3	*	*	25.5%	13	41.2%	21
Mathematics	4th Grade Content	Female	2021-22	33.0%	15,678	21.6%	21	28.6%	8	<=20%	<3	*	*	42.9%	12	28.6%	8
Mathematics	4th Grade Content	Female	2022-23	34.5%	16,629	19.8%	23	22.9%	8	<=10%	<3	*	*	34.3%	12	42.9%	15
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	Male	2022-23	42.5%	21,244	30.8%	28	40.9%	9	<=20%	<3	*	*	<=20%	3	*	10
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	Economically Disadvantaged	2022-23	24.3%	13,641	22.3%	31	27.5%	11	<=10%	<3	*	*	25.0%	10	47.5%	19

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 Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	English Learners	2022-23	26.0%	2,256	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2021-22	14.7%	1,811	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2022-23	15.6%	2,099	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2021-22	12.5%	194	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2022-23	13.0%	249	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Military Connected	2022-23	45.0%	182	*	*	*	*	*	*	*	*	*	*	*	*
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
Mathematics	5th Grade Content	All Students	2022-23	31.5%	31,126	27.6%	53	23.9%	11	10.9%	5	13.0%	6	37.0%	17	39.1%	18
Mathematics	5th Grade Content	Hispanic of Any Race	2021-22	18.5%	1,626	*	*	*	*	*	*	*	*	*	*	*	*

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

M-STEP Grades 3-11

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Mathematics	5th Grade Content	Hispanic of Any Race	2022-23	20.2%	1,778	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Native Hawaiian or Other Pacific Islander	2022-23	22.0%	18	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2022-23	28.3%	1,485	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2022-23	38.5%	24,081	28.3%	45	25.6%	11	11.6%	5	14.0%	6	34.9%	15	39.5%	17
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	Female	2022-23	27.2%	13,079	<=20%	16	<=20%	4	<=20%	<3	<=20%	*	*	12	*	13
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
Mathematics	5th Grade Content	Male	2022-23	35.7%	18,047	38.5%	37	41.2%	7	*	*	<=20%	<3	29.4%	5	29.4%	5

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

M-STEP Grades 3-11

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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	Economically Disadvantaged	2022-23	17.5%	9,720	22.3%	27	<=20%	5	<=20%	<3	<=20%	*	*	7	*	13
Mathematics	5th Grade Content	Students With Disabilities	2021-22	9.3%	1,149	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2022-23	10.2%	1,301	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2021-22	8.4%	130	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2022-23	9.8%	179	*	*	*	*	*	*	*	*	*	*	*	*
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	All Students	2022-23	38.9%	38,323	30.9%	59	41.3%	19	10.9%	5	30.4%	14	39.1%	18	19.6%	9

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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	5th Grade Content	Hispanic of Any Race	2021-22	27.1%	2,378	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Hispanic of Any Race	2022-23	27.2%	2,394	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Native Hawaiian or Other Pacific Islander	2022-23	32.5%	27	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Two or More Races	2022-23	35.2%	1,844	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2022-23	47.4%	29,633	31.6%	50	44.2%	19	11.6%	5	32.6%	14	37.2%	16	18.6%	8
Science	5th Grade Content	Female	2021-22	37.4%	17,975	32.7%	35	36.7%	11	<=20%	4	*	7	*	13	<=20%	6
Science	5th Grade Content	Female	2022-23	37.4%	18,015	25.0%	24	37.9%	11	<=20%	3	*	8	*	13	<=20%	5
Science	5th Grade Content	Male	2021-22	39.0%	19,576	31.0%	31	52.2%	12	*	8	<=20%	4	26.1%	6	21.7%	5

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 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
Science	5th Grade Content	Male	2022-23	40.2%	20,308	36.8%	35	47.1%	8	<=20%	<3	*	*	29.4%	5	23.5%	4
Science	5th Grade Content	Economically Disadvantaged	2021-22	24.5%	13,592	25.2%	36	26.9%	7	<=20%	3	<=20%	4	42.3%	11	30.8%	8
Science	5th Grade Content	Economically Disadvantaged	2022-23	24.4%	13,498	25.0%	30	28.0%	7	<=20%	<3	<=20%	*	40.0%	10	32.0%	8
Science	5th Grade Content	Students With Disabilities	2021-22	14.8%	1,826	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Students With Disabilities	2022-23	15.0%	1,916	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Homeless	2021-22	16.8%	261	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Homeless	2022-23	16.3%	297	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2021-22	15.5%	15,236	<=10%	13	11.3%	6	<=10%	<3	*	*	*	38	*	9

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

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	All Students	2022-23	18.6%	18,369	<=10%	18	13.0%	6	<=10%	<3	*	*	*	30	*	10
Social Studies	5th Grade Content	Hispanic of Any Race	2021-22	8.4%	734	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2022-23	10.8%	954	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Native Hawaiian or Other Pacific Islander	2022-23	18.1%	15	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2022-23	16.6%	869	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2021-22	19.2%	12,027	<=10%	11	10.2%	5	<=10%	<3	*	*	*	37	*	7
Social Studies	5th Grade Content	White	2022-23	23.0%	14,398	10.1%	16	14.0%	6	<=10%	<3	*	*	67.4%	29	18.6%	8
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	Female	2022-23	15.7%	7,554	<=20%	8	<=20%	3	<=20%	<3	<=20%	*	*	18	*	8

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

## M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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	Male	2022-23	21.4%	10,815	<=20%	10	<=20%	3	<=20%	<3	<=20%	*	*	*	<=20%	2
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	Economically Disadvantaged	2022-23	9.0%	4,964	<=20%	6	<=20%	3	<=20%	<3	<=20%	*	*	14	*	8
Social Studies	5th Grade Content	Students With Disabilities	2021-22	4.9%	608	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2022-23	6.2%	791	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2021-22	4.0%	62	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2022-23	5.7%	104	*	*	*	*	*	*	*	*	*	*	*	*



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

## PSAT

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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No Data to Display

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

## SAT

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

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

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%	*	*	*	*	*
ELA	3rd Grade Content	All Students	2022-23	37.4%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2021-22	34.4%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2022-23	31.2%	*	*	*	*	*
ELA	3rd Grade Content	White	2021-22	42.2%	*	*	*	*	*
ELA	3rd Grade Content	White	2022-23	39.8%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2021-22	36.8%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2022-23	32.5%	*	*	*	*	*
ELA	3rd Grade Content	Female	2021-22	39.0%	*	*	*	*	*
ELA	3rd Grade Content	Female	2022-23	42.3%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2021-22	28.4%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2022-23	26.6%	*	*	*	*	*
ELA	3rd Grade Content	Male	2021-22	39.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2021-22	37.2%	*	*	*	*	*

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

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	Economically Disadvantaged	2021-22	39.2%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2022-23	38.5%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2021-22	35.2%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2022-23	33.4%	*	*	*	*	*
ELA	4th Grade Content	All Students	2022-23	59.3%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2022-23	44.0%	*	*	*	*	*
ELA	4th Grade Content	White	2022-23	60.3%	*	*	*	*	*
Mathematics	4th Grade Content	White	2022-23	47.4%	*	*	*	*	*
ELA	4th Grade Content	Female	2022-23	59.6%	*	*	*	*	*
Mathematics	4th Grade Content	Female	2022-23	38.9%	*	*	*	*	*
ELA	4th Grade Content	Male	2022-23	59.1%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2022-23	46.6%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2022-23	62.3%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2022-23	46.1%	*	*	*	*	*

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

## MI -Access Supported Independence

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

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

## MI -Access Participation

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

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

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	2022-23	161	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	All Students	2021-22	151	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2022-23	<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	2022-23	146	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2022-23	96	<10	*	*	*	*	*	*	*

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

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)	Female	2021-22	90	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2022-23	65	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2021-22	61	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2021-22	78	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2022-23	95	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2022-23	66	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2021-22	73	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2021-22	150	<10	*	*	*	*	*	*	*



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

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 English Learners	2022-23	159	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2022-23	161	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2021-22	151	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2022-23	22	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2021-22	14	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2022-23	139	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2021-22	137	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2021-22	149	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2022-23	155	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2022-23	161	<10	*	*	*	*	*	*	*

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

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 Foster Care	2021-22	151	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Military Connected	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Military Connected	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2022-23	160	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2021-22	150	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2021-22	151	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2022-23	161	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2022-23	<10	*	*	*	*	*	*	*	*

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

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)	Two or More Races	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2022-23	146	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2021-22	139	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2022-23	96	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2021-22	90	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2021-22	61	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2022-23	65	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2021-22	78	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2022-23	95	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2022-23	66	<10	*	*	*	*	*	*	*

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

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 Economically Disadvantaged	2021-22	73	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2021-22	150	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2022-23	159	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2022-23	161	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2021-22	151	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2021-22	14	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2022-23	22	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2022-23	139	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2021-22	137	<10	*	*	*	*	*	*	*

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

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)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2021-22	149	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2022-23	155	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2022-23	161	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2021-22	151	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Military Connected	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Military Connected	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2021-22	150	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2022-23	160	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2021-22	53	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2022-23	46	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*

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

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)	Hispanic of Any Race	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Two or More Races	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2022-23	43	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2021-22	49	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2022-23	29	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2021-22	30	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2022-23	17	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2021-22	23	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2022-23	25	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2021-22	26	<10	*	*	*	*	*	*	*

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

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 Economically Disadvantaged	2022-23	21	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2021-22	27	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2021-22	53	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2022-23	46	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2021-22	53	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2022-23	46	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2022-23	<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	2022-23	41	<10	*	*	*	*	*	*	*

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

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)	Homeless	2021-22	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2021-22	52	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2022-23	43	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2022-23	46	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2021-22	53	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2022-23	46	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2021-22	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2021-22	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2022-23	46	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2022-23	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2022-23	<10	*	*	*	*	*	*	*	*



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

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Two or More Races	2022-23	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2022-23	43	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2021-22	49	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2022-23	29	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2021-22	30	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2021-22	23	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2022-23	17	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2022-23	25	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2021-22	26	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2022-23	21	<10	*	*	*	*	*	*	*

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

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2021-22	27	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2021-22	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2022-23	46	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2022-23	46	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2021-22	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2022-23	<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	2022-23	41	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2021-22	<10	*	*	*	*	*	*	*	*

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

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Homeless	2021-22	52	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2022-23	43	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2021-22	53	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2022-23	46	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2022-23	46	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2021-22	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	69.16%	N/A	80.70%

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

\*\* Additional information for Michigan's School Index System, including the Student Growth component results and School Quality & Student Success component results, can be found at the following link: [School Index](#)

## 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)	16.65	1.68	10.1%	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)	16.65	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)	16.65	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