



Garden City Public Schools

Administrative Service Center

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Superintendent

School Annual Education Report (AER) Cover Letter

February 5, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 educational progress for Lathers PreK-K Campus. 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 Alex McNeece for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.gardencityschools.com/district.cfm?subpage=1332831> 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.

Lathers' students are assessed and the data from those assessments are used to inform our decision.

State law requires that we also report additional information.

Assigning and Enrolling Students: The following address how one may enroll in Garden City Schools and how a parent or legal guardian may see how their

student(s) are assigned to specific schools: Students are assigned to schools based on their grade.

Lathers Pre-K and Kindergarten	Kindergarten
Memorial 1-2 Campus	Grades 1 and 2
Douglas 3-4 Campus	Grades 3 and 4
Farmington 5-6 Campus	Grades 5 and 6
Garden City Middle School	Grades 7 and 8
Garden City High School	Grades 9 thru 12

To register a student, parent/legal guardian must bring into our Board of Education office the following three items: 1) Their Garden City Proof of Residency, 2) Student's Birth Certificate, and 3) Student's Immunization Records. Parent/Legal guardian must fill out a Registration Form and Request for Records form at that time.

Status of the School Improvement Plan: All Garden City's School Improvement Plans and the District's School Improvement Plans have been accepted by the State of Michigan.

A Brief Description of Each Specialized School:

There are no specialized schools in the district.

Access to Core Curriculum: Parents and community members may access Garden City's Curriculum at:

<http://www.gardencityschools.com/departments/curriculum/index.php>

Garden City is devoted to the implementation of a guaranteed and viable curriculum. The Professional Learning Community process that Garden City uses is constantly evaluating and revising our curriculum to help serve our students.

Aggregate Student Achievement: Below is aggregate data from our NWEA assessment.

Lathers - Fall 2023 Reading NWEA - RIT %iles					
	Lo	Lo Avg	Avg	Hi Avg	Hi
Overall	8%	21%	38%	27%	5%
Gender					
Female	8%	18%	33%	36%	5%
Male	8%	25%	44%	18%	5%
Ethnicity					
African American	9%	27%	36%	21%	6%
Caucasian	7%	19%	39%	30%	5%
Hispanic	10%	25%	35%	25%	5%

Lathers - Fall 2023 Math NWEA RIT %iles					
	Lo	Lo Avg	Avg	Hi Avg	Hi
Overall	14%	16%	28%	28%	15%
Gender					
Female	15%	16%	27%	29%	13%
Male	13%	15%	29%	27%	16%
Ethnicity					
African American	16%	23%	32%	19%	10%
Caucasian	11%	14%	28%	31%	15%
Hispanic	20%	20%	20%	25%	15%

Percentage of Students Represented at Parent-Teacher Conferences: 86% in 2020-21, 88% in 2021-22, 67% in 2022-2023, 80% in 2023-2024

Sincerely,

Susan Ford, Principal

Annual Education Report Lathers Early Childhood and Kindergarten Center (00516)

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
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No Data to Display

Annual Education Report Lathers Early Childhood and Kindergarten Center (00516)

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 Lathers Early Childhood and Kindergarten Center (00516)

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 Lathers Early Childhood and Kindergarten Center (00516)

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
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No Data to Display

Annual Education Report Lathers Early Childhood and Kindergarten Center (00516)

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 Lathers Early Childhood and Kindergarten Center (00516)

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 Lathers Early Childhood and Kindergarten Center (00516)

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
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No Data to Display

Annual Education Report Lathers Early Childhood and Kindergarten Center (00516)
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 Lathers Early Childhood and Kindergarten Center (00516)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	69.16%	N/A	39.74%

* 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
Lathers Early Childhood and Kindergarten Center (00516)	17.00	3.00	17.7%	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
Lathers Early Childhood and Kindergarten Center (00516)	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
Lathers Early Childhood and Kindergarten Center (00516)	17.00	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
Lathers Early Childhood and Kindergarten Center (00516)	17.00	0.00	0.0%	N/A	N/A	N/A	N/A

Annual Education Report Lathers Early Childhood and Kindergarten Center (00516)

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 Lathers Early Childhood and Kindergarten Center (00516)

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.

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Annual Education Report Lathers Early Childhood and Kindergarten Center (00516)

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 Lathers Early Childhood and Kindergarten Center (00516)

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.

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Annual Education Report Lathers Early Childhood and Kindergarten Center (00516)
 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 Lathers Early Childhood and Kindergarten Center (00516)
Sec. 1003 School Improvement Fund

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