

# List Elementary School

## 2014–2015 Annual Education Report

Adele Martin, Principal

### 2014–2015 Annual Education Report

March 23, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for List 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 List Elementary School at 989.652.6187 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.frankenmuth.k12.mi.us>, or you may review a copy in the List Elementary Office.

We are very pleased with our student's performance on the first administration of the M-Step in spring 2015. List Elementary students scored well above the state average in all tested grade levels and curricular areas except fourth grade science (scoring less than two percentage points below the state average). Although List students tend to score at or above the state and national average on standardized assessments, in-house analysis of NWEA data points to areas for us to concentrate on with students and professional development. This year, our staff spent time working on vocabulary growth, grammar and numbers and operations based on this data.

On the following pages you will find information regarding:

- A description of our school
- Student enrollment and assignment to our building(s)
- The core curriculum
- The status of our school improvement plan
- 2014-15 Student achievement data
- Parent-Teacher conference statistics
- College Credit/Enrollment \*High Schools only\*

# List Elementary School

## 2014–2015 Annual Education Report

Adele Martin, Principal

### A BRIEF DESCRIPTION OF OUR SCHOOL

List Elementary serves 448 students in preschool through fourth grade. We have 23 teaching staff, overall 68 staff members. Many comment on our warm, caring environment.

### PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All district pupils in preschool through fourth grade are assigned to List Elementary School since there is only one building in this district that serves this grade span of pupils.

### CORE CURRICULUM

The Frankenmuth School District offers a core academic curriculum as defined by the State of Michigan. To learn more about the core academic curriculum taught at List Elementary School, you can contact Adele Martin or visit the Michigan Department of Education website at <http://www.michigan.gov/mde>. The educators at List Elementary review, evaluate, develop and write curriculum and assessments. This on-going, cyclical process includes research, analysis of current practice, and selection of appropriate materials, resources and implementation.

#### **English Language Arts**

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators follow the MAISA reading and writing units of study.

#### **Mathematics**

The Mathematics curriculum follows Michigan approved Common Core State Standards. Our textbook is Marshall Cavendish's Math in Focus/Singapore Math Instructional Program.

#### **Science**

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. In addition to the GLCE, teachers are working to implement the newly adopted Next Generation Michigan State Standards. These standards provide a road map to future science instruction.

#### **Social Studies**

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's Board of Education.

Ongoing professional development is a critical part of the formula for increasing the capacity with our instructional staff.

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## THE STATUS OF THE 3–5 YEAR SCHOOL IMPROVEMENT PLAN

Goals	Progress		
	Getting Started	Implementation	Monitoring
<b>Goal 1: Proficiency in mathematical skills</b>			
Strategies: Classroom Practices, Interventions, and Professional Development. Activities: <ul style="list-style-type: none"> <li>● Blended Learning</li> <li>● Vocabulary Instruction</li> <li>● Math Across the Curriculum</li> <li>● Flexible Grouping-Base Camps/Differentiated Instruction</li> <li>● Problem Solving Skills</li> <li>● Summer Wonders</li> <li>● Early Math Support</li> </ul>			X
<b>Goal 2: Improving reading comprehension in a variety of contexts</b>			
Strategies: Classroom Practices, Interventions, and Professional Development. Activities: <ul style="list-style-type: none"> <li>● Vocabulary Instruction</li> <li>● Text Sets</li> <li>● Summer Reading</li> <li>● Flexible Grouping-Base Camps/Differentiated Instruction</li> <li>● Blended Learning</li> <li>● Reading Month</li> <li>● Title 1 Support</li> </ul>			X
<b>Goal 3: Improving writing skills</b>			
Strategies: Classroom Practices, Interventions, and Professional Development. Activities: <ul style="list-style-type: none"> <li>● Text Sets</li> <li>● MAISA Writing Units</li> <li>● Note-Taking</li> <li>● Author Celebrations</li> <li>● Grammar</li> </ul>		X	

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<ul style="list-style-type: none"><li>• Flexible Grouping-Base Camps/Differentiated Instruction</li></ul>			
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### AGGREGATE STUDENT ACHIEVEMENT RESULTS

<https://www.mischooldata.org/NewAer/CombinedReport2.aspx>

### PARENT–TEACHER CONFERENCES

Parent participation at List Elementary is exceptional. Attendance at our before school “Meet & Greet” exemplifies this with 99% of our families attending that evening or stopping in during the day. Skyward, our web-based student progress program, allows families to access grades, attendance, teacher information and lunch accounts. There are many opportunities for families to volunteer in our rooms and with events that happen throughout the school year. Close cooperation between home and school is essential to promote the best interest of the child. Parents are encouraged to visit and are always welcome at List.

Fall Parent/Teacher Conference Attendance Data							
2012-2013		2013-2014		2014-2015		2015-2016	
Enrollment	Percentage of students represented	Enrollment	Percentage of students represented	Enrollment	Percentage of students represented	Enrollment	Percentage of students represented
373	99%	360	97%	363	99%	364	98%

With our staff’s commitment, the students’ tenacity and parents’ unwavering support, we are able to offer a fine academic program, rich in opportunities for all students. We are grateful for the support of the staff, parents and entire community for their dedication to raising student achievement and supporting positive student development in the elementary school. The long-standing success of our school district is the result of a community that values education. We pledge to continue this tradition.

Sincerely,

# List Elementary School

2014–2015 Annual Education Report

Adele Martin, Principal

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*Adele R. Martin*

Adele Martin  
Principal  
List Elementary School

## Annual Education Report

## Lorenz C. List School

## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	62.3%	62.3%	9.1%	53.2%	33.8%	3.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Asian	2013-14	76.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	62.3%	62.3%	10.1%	52.2%	34.8%	2.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	54.5%	54.5%	6.1%	48.5%	39.4%	6.1%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	68.2%	68.2%	11.4%	56.8%	29.5%	2.3%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	42.1%	42.1%	5.3%	36.8%	42.1%	15.8%

## Annual Education Report

## Lorenz C. List School

## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	English Language Learners	2013-14	37.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	71.2%	71.2%	34.2%	37%	21.9%	6.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	85.1%	85.1%	10.4%	74.6%	10.4%	4.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2013-14	81.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	71.7%	71.7%	36.7%	35%	23.3%	5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	83.3%	83.3%	11.7%	71.7%	11.7%	5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	76.9%	76.9%	43.6%	33.3%	20.5%	2.6%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	84.8%	84.8%	6.1%	78.8%	9.1%	6.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	64.7%	64.7%	23.5%	41.2%	23.5%	11.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	85.3%	85.3%	14.7%	70.6%	11.8%	2.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	60%	60%	20%	40%	30%	10%



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## Lorenz C. List School

## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	81.8%	81.8%	0%	81.8%	9.1%	9.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2014-15	34.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2013-14	42.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	63.6%	63.6%	18.2%	45.5%	27.3%	9.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	58.5%	58.5%	22%	36.6%	26.8%	14.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10

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## Lorenz C. List School

## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	56.9%	56.9%	23.6%	33.3%	27.8%	15.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	51.4%	51.4%	17.1%	34.3%	34.3%	14.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	63.8%	63.8%	25.5%	38.3%	21.3%	14.9%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	36.8%	36.8%	10.5%	26.3%	31.6%	31.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	English Language Learners	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	58.4%	58.4%	7.8%	50.6%	18.2%	23.4%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Asian	2013-14	66%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	58%	58%	8.7%	49.3%	20.3%	21.7%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	57.6%	57.6%	3%	54.5%	12.1%	30.3%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	59.1%	59.1%	11.4%	47.7%	22.7%	18.2%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	31.6%	31.6%	0%	31.6%	21.1%	47.4%
Mathematics	2nd Grade Content	English Language Learners	2013-14	26.4%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	54.1%	54.1%	21.6%	32.4%	33.8%	12.2%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	54.4%	54.4%	7.4%	47.1%	14.7%	30.9%
Mathematics	3rd Grade Content	African American	2014-15	20.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2013-14	69.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	57.4%	57.4%	19.7%	37.7%	29.5%	13.1%
Mathematics	3rd Grade Content	White	2013-14	52.9%	54.1%	54.1%	8.2%	45.9%	16.4%	29.5%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	53.8%	53.8%	15.4%	38.5%	38.5%	7.7%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	58.8%	58.8%	2.9%	55.9%	2.9%	38.2%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	54.3%	54.3%	28.6%	25.7%	28.6%	17.1%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	50%	50%	11.8%	38.2%	26.5%	23.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	35%	35%	5%	30%	45%	20%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	36.4%	36.4%	0%	36.4%	0%	63.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2013-14	23.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	36.4%	36.4%	9.1%	27.3%	27.3%	36.4%
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	48.8%	48.8%	13.4%	35.4%	41.5%	9.8%
Mathematics	4th Grade Content	African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	52.8%	52.8%	13.9%	38.9%	37.5%	9.7%
Mathematics	4th Grade Content	Female	2014-15	40.3%	37.1%	37.1%	8.6%	28.6%	45.7%	17.1%
Mathematics	4th Grade Content	Male	2014-15	42.4%	57.4%	57.4%	17%	40.4%	38.3%	4.3%

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	15.8%	15.8%	5.3%	10.5%	68.4%	15.8%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	9.9%	9.9%	2.5%	7.4%	35.8%	54.3%
Science	4th Grade Content	African American	2014-15	2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	9.9%	9.9%	2.8%	7%	39.4%	50.7%
Science	4th Grade Content	Female	2014-15	10.4%	8.8%	8.8%	2.9%	5.9%	35.3%	55.9%
Science	4th Grade Content	Male	2014-15	14.3%	10.6%	10.6%	2.1%	8.5%	36.2%	53.2%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	5.6%	5.6%	0%	5.6%	16.7%	77.8%

## Annual Education Report

## Lorenz C. List School

## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	English Language Learners	2014-15	2.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10

## Annual Education Report

Lorenz C. List School

## MME

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



Annual Education Report  
Lorenz C. List School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	3rd	All Students	2013-14	61.9%	<10	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	66%	<10	<10	<10	<10	<10
Mathematics	3rd	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	4th	All Students	2013-14	55.3%	<10	<10	<10	<10	<10
Mathematics	4th	African American	2013-14	46.3%	<10	<10	<10	<10	<10
Mathematics	4th	White	2013-14	59.8%	<10	<10	<10	<10	<10
Mathematics	4th	Male	2013-14	56.2%	<10	<10	<10	<10	<10
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	38.7%	<10	<10	<10	<10	<10
Reading	3rd	White	2013-14	42.1%	<10	<10	<10	<10	<10
Reading	3rd	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	4th	All Students	2013-14	45.6%	50%	50%	25%	25%	50%
Reading	4th	African American	2013-14	35.2%	<10	<10	<10	<10	<10
Reading	4th	White	2013-14	50.1%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	4th	Female	2013-14	46.2%	<10	<10	<10	<10	<10
Reading	4th	Male	2013-14	45.4%	<10	<10	<10	<10	<10
Reading	4th	Economically Disadvantaged	2013-14	41.3%	<10	<10	<10	<10	<10

## Annual Education Report

## Lorenz C. List School

## MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	2nd Grade Content	All Students	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	77.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	72.1%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	White	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	70%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2013-14	81.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2013-14	83.6%	<10	<10	<10	<10	<10

## Annual Education Report

## Lorenz C. List School

## MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2013-14	77.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	64%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	<10	<10	<10	<10	<10

## Annual Education Report

## Lorenz C. List School

## MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10	<10

## Annual Education Report

## Lorenz C. List School

## MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	All Students	2013-14	87.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2013-14	80%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2013-14	88.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2013-14	80.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2013-14	87.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2013-14	79.5%	<10	<10	<10	<10	<10

## Annual Education Report

## Lorenz C. List School

## MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	All Students	2014-15	56.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2014-15	62.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	63.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	57.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	61.8%	<10	<10	<10	<10	<10

## Annual Education Report

## Lorenz C. List School

## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	99.7%	N/A	100%	N/A
All Students	ELA	98.1%	48.5%	99.5%	N/A	99.4%	N/A
All Students	Science	97.5%	22.2%	99.7%	N/A	100%	N/A
All Students	Social Studies	97.4%	31.8%	99.7%	N/A	N/A	N/A
American Indian	Mathematics	98.2%	27.8%	N/A	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	N/A	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	N/A	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	N/A	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	<30	N/A	<30	N/A
African American	ELA	96.5%	24.5%	<30	N/A	<30	N/A
African American	Science	95.4%	6.1%	<30	N/A	<30	N/A
African American	Social Studies	95.2%	11%	<30	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	<30	N/A
Asian	Science	99%	38%	<30	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	100%	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	100%	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	N/A	N/A

## Annual Education Report

## Lorenz C. List School

## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	< 30	N/A	< 30	N/A
Two or More Races	ELA	98.5%	46.9%	< 30	N/A	< 30	N/A
Two or More Races	Science	98.5%	20.1%	< 30	N/A	< 30	N/A
Two or More Races	Social Studies	98.1%	28.3%	< 30	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	99.7%	N/A	100%	N/A
White	ELA	98.5%	55%	99.5%	N/A	99.3%	N/A
White	Science	98.1%	26.6%	99.6%	N/A	100%	N/A
White	Social Studies	98%	37.3%	99.6%	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	100%	N/A	100%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	100%	N/A	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	100%	N/A	< 30	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	100%	N/A	N/A	N/A
English Language Learners	Mathematics	98.6%	20.3%	< 30	N/A	< 30	N/A
English Language Learners	ELA	98.2%	24%	< 30	N/A	< 30	N/A
English Language Learners	Science	98.2%	3.9%	< 30	N/A	< 30	N/A



## Annual Education Report

## Lorenz C. List School

## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	<30	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	100%	N/A	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	100%	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	<30	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	<30	N/A	N/A	N/A

Annual Education Report  
 Lorenz C. List School

## Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	94.4%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	96.6%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	N/A	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

## Annual Education Report

## Lorenz C. List School

## Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	96.9%	96.8%

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

## Annual Education Report

Lorenz C. List School

## Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



03/29/2016

Annual Education Report  
Lorenz C. List School

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Annual Education Report  
 Lorenz C. List School

## Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	10	11	0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

## Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

## Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

## Annual Education Report

### Lorenz C. List School

#### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

# Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

## Annual Education Report

### Lorenz C. List School

#### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



Annual Education Report  
 Lorenz C. List School

## NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

# 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) 2015 Mathematics Achievement.

## Annual Education Report

### Lorenz C. List School

#### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report  
 Lorenz C. List School

## NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	&#35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

## Annual Education Report

## Lorenz C. List School

## NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# 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), 2015 Reading Assessment.

## Annual Education Report

## Lorenz C. List School

## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0