



# Kenowa Hills Public Schools **Education inspired.**

## **2019 - 20 Zinser Elementary School Annual Education Report (AER) Cover Letter**

December 9, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Zinser Elementary. 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 your building principal for assistance.

The AER is available for you to review electronically by visiting the following web site [www.khps.org](http://www.khps.org), or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels, but like all schools challenges do exist at Zinser and continuous improvements are expected. One of our main challenges is getting our economically disadvantaged students to be a higher achieving subgroup, especially during a pandemic where some are choosing to learn from home. Other challenges include math and science achievement levels. District and school initiatives to accelerate achievement and close persistent gaps includes: targeted assistance with students through intervention (even if done virtually), instructional coaching, continued efforts towards our personal mastery initiative, an intentional focus on social emotional learning and positive behavior interventions and supports, a new math resource teachers rolled out this year, and an intentional focus surrounding Capturing Kids Hearts.

State law requires that we also report the following additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: Zinser Elementary assigns students to its school based on district geographic boundaries. The school also participates in the Kent Intermediate School District Schools of Choice Program, the State of Michigan Section 105c Schools of Choice Program, and Section 6 student transfer process.

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2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: Zinser Elementary participates in the Michigan Department of Education's continuous improvement process. The building has a representative stakeholder group responsible for various school improvement tasks throughout the school year. Our plan strives to provide a learning environment that follows our vision of being a high functioning learning community driven by a positive school culture. In addition, Zinser is in the process of looking to become a school-wide title building. The status of Zinser's 3-5 year school improvement plan can be found at:  
[https://www.khps.org/img/19-20\\_Zinser\\_SI\\_Plan.pdf](https://www.khps.org/img/19-20_Zinser_SI_Plan.pdf).
3. 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: An overview of the core curriculum can be found at: [www.khps.org/curriculum](http://www.khps.org/curriculum)
4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS: A comprehensive overview of Zinser's student achievement data can be found at <http://www.khps.org/district-reports> the past two years' School Data Profile Analysis which addresses local, state and nationally normed achievement data.
5. PARENT INVOLVEMENT: Parental Involvement is essential to the success of any school and student learning. During the 2019-20 school year, we had 97% of our parents attend parent teacher conferences. In 2018-2019 we had 96% of our parents attend parent teacher conferences, and during the 2017-2018 school year we had 97% of our parents attend parent teacher conferences.

We've always been proud of our efforts as a staff and community to meet the needs of students, we are even more so now during a pandemic. Learning is important, and the social emotional well being is more important than ever right now, and our school community continues to focus on both. As your principal, I will be committed to help build on the success we have achieved and strive to help this building continue to improve and grow in the future.

Sincerely,

Mr. Ross Willick, Principal  
Zinser Elementary

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## Annual Education Report Zinser Elementary School (04627)

## 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 Zinser Elementary School (04627)**
**Professional Qualifications of All Public Elementary and Secondary School Teachers**

	Other	B.A.	M.A.	Ph.D.
Zinser Elementary School (04627)	0	8	22	0

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

**Inexperienced Teachers**

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Zinser Elementary School (04627)	20.92	1.65	7.9%	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
Zinser Elementary School (04627)	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
Zinser Elementary School (04627)	20.92	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
Zinser Elementary School (04627)	20.92	0.00	0.0%	N/A	N/A	N/A	N/A

## Annual Education Report Zinser Elementary School (04627)

## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility					
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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

## Annual Education Report Zinser Elementary School (04627)

## NAEP Grade 8 Math

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

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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## Annual Education Report Zinser Elementary School (04627)

## NAEP Grade 4 Reading

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

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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## Annual Education Report Zinser Elementary School (04627)

## NAEP Grade 8 Reading

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

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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## Annual Education Report Zinser Elementary School (04627)

## NAEP Participation Data

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

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

## Annual Education Report Zinser Elementary School (04627)

## Sec. 1003 School Improvement Fund

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