



CARL T. RENTON JUNIOR HIGH SCHOOL

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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 the Carl T. Renton Junior High. 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 Kurt Mrocko, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/qhRCfH>, 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 new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

In the 2019-2020 school year, our school was not given any label.

The key challenges that we have identified at Renton include increasing scores on statewide math and science assessments, a growing special education population and issues with truancy. To address the math and science issues, the school has continued an additional Foundational Math course at each grade to supplement general math classes on a trimester basis. Students take the additional class to either address deficits in basic math skills or to enhance skills to assist in advancing through higher math courses. Renton also provided a Math Boost Camp for incoming sixth graders who were deemed at risk.

In the 2016-2017 year we planned and created an elective course to focus on STEM; science, technology, engineering, and math. This course continues to be offered to all grade levels on a trimester basis for the 2019-2020 school year. Science staff has continued with professional development in the Next Generation

Science Standards and Professional Learning Communities continue to develop a cohesive curriculum at each grade level.

We have fully implemented the use of NWEA data to assist in instruction. For example, our sixth grade teachers use the NWEA RIT scores to find students' Lexile levels. They have found supporting and common materials to use with the various Lexile levels.

To continue to support our students who are deemed at risk we continue to offer an Academic Transition course for 2019-2020 school year. Students that were identified as at risk at the end of the 2018-2019 school year were placed in the Academic Transition course. The students that were placed in this course will be assessed each trimester to determine necessity and/or success. Establishing a homework club is yet another tool we use to support the students that have been identified.

To combat truancy we have our counselors running groups with students who fall under this category giving them additional support academically as well as socially.

Special Education is an area that has been an area of focus throughout the years. This year we have added additional co-taught classes to give students the ability to get immediate support in the general education classrooms. Additional steps being addressed will be: working in a support group within the county, give additional support such as text to speech, and create an academic support hour.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Renton Junior High School served approximately 578 students in grades 6-8. We receive the bulk of our students from the two elementary schools located within the district. The remainder of the students may come from one of four places: our local Lutheran and Catholic schools, school of choice, and from growth in the community with new students moving in.

STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Renton continues to focus on areas of perceived weakness that were identified in the 2018-2019 NCA/Advanced Ed accreditation process. We continued to offer our Academic Support lunch program. Our counselor implemented a use of Goal Groups to address issues with students who were truant or struggling academically.

Our school improvement plan is analyzed annually. Our goals were created based on the data provided from M-STEP, focusing specifically on areas that identified us as a Focus School in the 2018-2019 school year. Using the data from the 18-19 academic year we will be identified as a targeted support and improvement school. This will be due to the fact that our Special Education students did not meet the growth standards. Data will be considered as we monitor these strategies and address the learning gaps. Our goals reflect a need to increase achievement in order to be in compliance with state minimums by the year 2020.

SPECIALIZED SCHOOL

Renton Junior High School hosts one special education classroom, Cognitive Impairment, as a part of a four district Special Education Consortium.

ACCESS TO CORE CURRICULUM

The staff has worked to align curriculum with the State of Michigan Grade Level Expectations and Next Generation Science Standards. Renton Junior High has continued to monitor what is new in the common core academic standards and are in the beginning stages of implementing the NGSS. We continue to use data informed decisions, such as the NWEA data, to drive our instructional practices. We continue to provide students with a rigorous and relevant curriculum while focusing on relationships within the community. Since the 2014-2015 school year, all students were provided with their own code to our MiStar Student Connect portal which affords them with access to their grades. This has allowed our students to keep track of where they fall academically in their classes.

AGGREGATE STUDENT ACHIEVEMENT RESULTS

Using NWEA as a guide to students' growth, Renton achieved growth at all levels. In the table below you will see the percentage of students who have met their targeted growth level in each of the grades.

Subject	Grade	Percentage of Student Who Meet Their Growth Target
Language	6	66%
	7	92%
	8	99%
Reading	6	83%
	7	43%
	8	93%
Math	6	68%
	7	97%
	8	63%
Science	6	86%
	7	99%
	8	86%

PARENT-TEACHER CONFERENCES

Fall parent / teacher conferences were attended by 51%. Our spring conferences had to be suspended due to Covid -19. For those parents that were unable to attend conferences we set up individual appointments to meet with their child's teachers.

MiStar student information system provides parents with access to school information related to grades, discipline, attendance, and food purchases via computer or smartphone. Parents pick up the protected access codes from the school office during our open house.

We, at Renton Junior High School, are proud of the progress that students, teachers, and parents have made. Our school culture has highlighted academics as our primary focus. We continue to encourage parents to be active in their child's education. Joint participation between the school and home will allow students to progress academically, socially, emotionally, and athletically to the best of their ability. Renton has a lot of reasons to be proud of its students and staff. Together we will work to generate more reasons for school pride.

With pride in our school,

Kurt Mrocko, Principal