



“Raising the Standards of Education”
Nate Seiferlein, Principal
Tracy Cohrs, Assistant Principal
Stephanie D’Agostin, K-5 Associate Principal
Kendra Kneer, 6-12 Dean of Students
Aaron Rockensuess, Athletic Director



January 18, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2020-21 educational progress for Merritt Academy. 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 Tracy Cohrs for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3INpH1s> (SEE Q.7 AND Q.8 OF THE 2021-22 AER FAQ DOCUMENT FOR DIRECTIONS>, or you may review a copy in the main office at your child’s school.

For the 2020-21 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as not having one of the identifying labels.

Based on review of the combined reports Merritt Academy needs to work on fourth grade math were 61% of students were below level. In middle school 68% of seventh graders were below level. The data supports that there are large gaps of curriculum at all grade levels due to the closures of schools and virtual learning.

In reading, 60% of our third grade students were below level. We have returned out MTSS program to small group pullouts in hopes to address the additional gaps created to do school closures and virtual learning. 51% of our eighth graders were

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below-level grade level. The students are now in block ELA classes to help address the gaps in ELA.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

For school years 2019-2020 and 2020-2021 students must complete an enrollment packet before being accepted to the school. They must also have their prior discipline report verified from their previous school before final acceptance is granted.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The School Improvement team has developed goals for both 2019-2020 and 2020-2021 school years, which are listed below. Measurement will be based on M-step results for students in grades 3-8 and 11, PSAT for students in grades 8-10, and SAT for students in grade 11. NWEA results will also be used for students in grades K-10. The school continues to make progress towards the established goals. The strategies were not changed much this time due to COVID and the earlier closure of schools.

Strategy 1- Remediation for students below grade level and showing a great loss of learning

Strategy 2- Closing learning gaps with interactive resources and materials that are both print and digital and can be used in any learning environment

Strategy 3- Support students’ emotional needs so they do not impede their ability to learn by providing social/emotional support through peer interaction and professional support. People involved would be teachers, the school counselor and social worker and would take place throughout the year

NWEA growth targets will be used to measure growth along the way to our end goal. We will monitor that the percentage of students meeting their growth goals at the end of the 2021/22 (60%), 2022/23 (70%) school years will be used for progress monitoring. At the end of the 2023/24 school year at least 80% of students should be meeting their NWEA growth targets.

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DESCRIPTION OF EACH SPECIALIZED SCHOOL

During the 2019-2020 and 2020-2021 school years, Merritt Academy did not have any specialized schools.

ACCESSING A COPY OF THE CORE CURRICULUM

The core curriculum is available on each teacher’s website. The curriculum is fully implemented and did not vary from the state’s model in 2019-2020 and 2020-2021. However during the closure in 2019-2020 not all standards were taught to the fullest extent as schools were 100% virtual and not all students were participating in education.

AGGREGATE STUDENT ACHIEVEMENT RESULTS

The table below shows the percentage of students that met their personal growth goal in NWEA. The table shows NWEA for the 2018-2019 and 2020-2021 school years in both reading and math. Students did not take the end of year NWEA for the 2019-2020 school year due to the COVID closure.

	Math	Reading	Math	Reading
	18/19	18/19	20/21	20/21
Kdg.	92%	81%	65%	49%
First	72%	63%	76%	69%
Second	69%	77%	61%	58%
Third	72%	86%	63%	46%
Fourth	88%	65%	53%	48%
Fifth	90%	84%	61%	59%
Sixth	65%	65%	32%	62%
Seventh	80%	68%	37%	53%
Eighth	67%	69%	70%	42%
Ninth	69%	56%	50%	35%
Tenth	69%	44%	50%	50%
Eleventh	N/A	N/A	N/A	N/A
Twelfth	N/A	N/A	N/A	N/A

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PARENT-TEACHER CONFERENCES

In 2019-2020 Merritt Academy had 445 parents attend conferences. That is 80% of the parents. In 2020-2021 Merritt Academy had 475 parents attend conferences. That is 85%. Merritt Academy 445 had parents attend conferences.

HIGH SCHOOLS INFORMATION

- a. In 2019-2020 Merritt Academy had 12 students participate in dual enrollment taking a total of 40 classes. That is 7% of the high school. In 2020-2021 Merritt Academy had 18 students participate in dual enrollment taking a total of 28 classes. That is 9% of the high school.
- b. The school does not offer college equivalent classes (AP/IB)
- c. There are not any students enrolled in college equivalent classes (AP/IB)
- d. No students received a score to earn college credit because we do not have college equivalent classes.

Merritt Academy continues to adapt to the pandemic learning situation. The school offered both face-to-face instruction as well as virtual learning for all students based upon preference. It was extremely challenging for both staff and students as many switches between virtual and face-to-face happened throughout the year. Our sports teams remained competitive as much as they were able to participate.

Sincerely,

Nathan Seiferlein
Principal

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