



# Belding Area Schools

*The right size. The right choice.*

January 24, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Belding High 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 Principal Michael Ostrander for assistance.

The AER is available for you to review electronically by visiting the following website [Belding High School Annual Education Report](#), 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 2022-23. 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 2022-23. 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.

Belding High School is always striving to increase student achievement and is working to ensure that students are either college or career ready. We are undertaking a large effort to ensure that our school climate and culture continue to be welcoming as well as an inviting learning environment. We are continuing to focus on improving our achievement in all core academic areas by ensuring that students are writing and reading in all classes. We are also focusing on our math scores and instituting strategies and structures to increase achievement not only at the high school but district wide.

Another area that we will continue to focus on improving is closing the achievement gap between our top-achieving students and our bottom 30% achieving students. We are addressing this issue by offering several team-taught classes that have co-teachers who can offer extra assistance during the class period.

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## **Belding Area Schools**

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## **Superintendent**

Brent R. Noskey

## **Board of Education**

Mike Baker

Terry Boni

Shannon Hummel

Keven Krieger

Jennifer Lien

Doug Lamborne

Candy Straubel-Sower



*Home of the Black Knights*

State law requires that we also report additional information:

1. Students are assigned or enrolled in Belding High School based on their residential requirements; if they live in the Belding Area Schools school district then they are guaranteed enrollment. We also look at Schools of Choice students as well.
2. The School Improvement Plan is an ever-evolving, fluid document. We are maintaining all our previous academic goals within each department along with our district-wide goals surrounding social-emotional learning.
3. Within Belding High School, we also house a fully virtual program comprised of almost exclusively online learning through Edgenuity and/or Michigan Virtual. We also offer an Early Middle College program through Montcalm Community College where students can receive both a high school diploma and an Associate's Degree in five years.
4. The curriculum being taught at Belding High School can be accessed by requesting a copy from the high school office. The staff at Belding High School has worked very hard over the past four years to construct and implement the curriculum that is being followed. This is slightly different from the state's model in the fact that we are preparing for full implementation of the Common Core State Standards which requires more rigor than had previously been asked for.
5. Students at Belding High School took the SAT, PSAT 10, PSAT 8/9, or M-STEP tests during the 2022-2023 school year. Our test results are largely impacted by two cycles of missed testing and COVID-learning models. We are viewing the 2022-2023 results as year two of new testing data and look to build on those results now that we are back to a normal testing schedule. We continue to improve and make strong progress academically. Our M-STEP scores were impacted in the same manner. We are eager to see the shifts and changes in our testing data.
6. We held quarterly parent-teacher conferences due to our quarter-model of instruction. The change resulted in more frequent and ongoing communication between teachers and parents. Attendance at each session was between 30% and 35% of all parents. During the final quarter, we held a Freshman Orientation Night for incoming students and parents. Attendance was over 80% and the event was well-received.
7. FOR HIGH SCHOOLS ONLY, ALSO REPORT ON THE FOLLOWING:
  - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (Dual Enrollment)
    - 2019-20: 3 students (<1%)
    - 2020-21: 1 student (<1%)
    - 2021-22: 71 students (13%)
    - 2022-23: 83 students (15%)
  - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
    - 2019-20: 8 whole courses
    - 2020-21: 9 whole courses
    - 2021-22: 8 whole courses
    - 2022-23: 9 whole courses

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

2020: 215 students (38%)

2021: 115 students (21%)

2022: 74 students (13%)

2023: 120 students (22%)

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

2020: 70 students (44%)

2021: 32 students (28%)

2022: 37 students (50%)

2023: 40 students (33%)

The pandemic caused a dip in our AP course numbers, but we are rebounding quickly. The dual enrollment partnership with Montcalm Community College has led to a massive increase in numbers for 2022-23 and an even bigger projected increase in 2023-24. We are excited about the future of advanced learning opportunities at Belding High School!

It is a good sign that we are continuing to make improvements in most areas, but we still need to make sure that our gains are significant and relevant in comparison to the scores of schools across the state of Michigan. We have a couple of areas that need improvement, and those areas are being addressed in the ways mentioned above. It is a good time to be a member of the Belding High School family and the community of Belding.

Sincerely,

*Michael Ostrander*

Michael Ostrander  
Belding High School