



# 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 Middle 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 Joseph Barron, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website [Belding Middle 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 2021-22. 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 2021-22. 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.

Through data analysis, Belding Middle School discovered achievement gaps for our students with specific learning disabilities and our economically disadvantaged students. To close the achievement gap, we placed students with specific learning disabilities in a general education setting with special education support to ensure the core content was delivered and accommodations were met. Based on need, students were assigned an academic support class during non-core academic time to reinforce the core content. Belding Middle School also placed at-risk students in additional core content classes in the areas of Math and English Language Arts.

## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Belding students come to us by virtue of living within the boundaries of Belding Area Schools. In addition to resident students, we open our enrollment to school of choice students with different windows throughout the school year at grade levels where it is determined that there is room for additional students.

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### **Belding Area Schools**

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[www.bas-k12.org](http://www.bas-k12.org)

### **Superintendent**

Brent R. Noskey

### **Board of Education**

Mike Baker

Terry Boni

Shannon Hummel

Keven Krieger

Doug Lamborne

Jennifer Lien

Candy Straubel-Sower



*Home of the Black Knights*

**2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

The Belding Middle School Improvement Team, compiled of several building stakeholders, has written a comprehensive school improvement plan focused on raising the achievement of all students in reading, writing, and math. The plan is also focused on closing the achievement gap for our special education students and economically disadvantaged students. Belding Middle School’s goals, objectives, strategies, and activities are based on data and research.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

The philosophy of Belding Area Schools is to serve each individual with special needs in the least restrictive environment. A continuum of educational placement options is offered to individuals with mild to severe special needs from birth to age 26. Supportive services and vocational training programs are designed to meet their needs. Placement options are provided through the cooperative efforts of Belding Area Schools and the Ionia County Intermediate School District (ICISD). Small districts by themselves cannot financially support a complete continuum of services for those with special needs. The ICISD and the local school districts combine to operate programs for low-incidence populations. Likewise, pre-primary programs for impaired individuals serve many districts as a whole. It is the goal of the ICISD and Belding Area Schools to provide a complete continuum of services to be made available in an efficient and cost-effective manner regardless of district size. Belding Middle School has the following programs in-house for students with special needs: inclusion and co-teaching services, a cross-categorical special education room, academic support classes at each grade level, and direct contact with the ICISD for students with Autism Spectrum Disorder.

**4. 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**

A copy of Belding Middle School’s core curriculum is available through the principal’s office and on the district website at <http://curriculum.bas-k12.org/>. The curriculum is aligned with the Michigan Standards. Local assessments are designed to assess these content expectations. Additionally, large-scale assessments are analyzed to determine the need, and adjustments are made to the curriculum accordingly.

**5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

In 2022-2023, Belding Middle School continued the implementation of a digital Math and Reading assessment tool (NWEA-MAP) to determine progress for students in grades 6 and 7. The data below shows the growth in MEAN RIT scores of the students in the Math and ELA assessment. (Fall 2022-Spring 2023)

Math 2022-2023 Grade Level	Fall test Mean RIT score	Number of students tested	Spring test Mean RIT score	Number of students tested	Change
6 <sup>th</sup>	207.3	98	217.2	98	10
7 <sup>th</sup>	215	92	223.3	92	8

Reading 2022-2023 Grade Level	Fall test Mean RIT score	Number of students tested	Spring test Mean RIT score	Number of students tested	Change
<b>6<sup>th</sup></b>	203.9	97	212.3	97	8
<b>7<sup>th*</sup></b>	210.6	105	218.5	105	8

\*denotes that advanced and accelerated students were not tested.

Students in Grade 8 are assessed using the PSAT 8/9 Assessment. Growth information is below:

ERW 2022-2023 Grade Level	Fall test Mean score	Number of students tested	Spring test Mean score	Number of students tested	Change
<b>8<sup>th</sup></b>	391	81	411	81	20

  

Math 2022-2023 Grade Level	Fall test Mean score	Number of students tested	Spring test Mean score	Number of students tested	Change
<b>8<sup>th</sup></b>	401	81	413	81	12

**6. NUMBER AND PERCENTAGE OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES ARE BELOW.**

School year	Count	Fall #/%	Spring #/%
<b>2022-2023</b>	<b>319</b>	127/40%	92/29%
<b>2021-2022</b>	360	163/33%	134/27%
<b>2020-2021</b>	350	160/45%	100/28%
<b>2019-2020</b>	402	155/37%	106/24%
<b>2018-2019</b>	405	130/32%	100/25%
<b>2017-2018</b>	419	155/37%	140/33%
<b>2016-2017</b>	405	129/32%	103/26%

## **POINTS OF PRIDE**

### Students have:

- 95% Highly Qualified Staff
- Curriculum Based on National Common Core State Standards
- Physical Education, Technology, Art, Music, Foreign Language and STEM Opportunities
- IXL Individualized Diagnostic Growth Plans
- Educational Field Trips and Assemblies
- Student Activity Nights to Increase Engagement
- Book Fairs
- National Junior Honors Society
- Student Council
- Drama and Art Clubs
- Band and Choir Programming
- National School Breakfast and Lunch Programs
- Social Worker and Speech Therapist
- Certified Mental Health Clinician
- A Dedicated Reading Intervention Teacher
- Math Interventionist
- Library Access with Updated Titles
- Districtwide Nationally Normed Assessment (NWEA)
- Accelerated Reading Program
- Renaissance Programming

The team at Belding Middle School is dedicated to ensuring that we are providing the best possible environment and education for each student who walks through our doors. We will continue to adjust our instruction, practices, and procedures to ensure that our students are emotionally and academically prepared for the rigors of the high school curriculum.

Sincerely,

*Joseph Barron*

Joseph Barron, Principal  
Belding Middle School