

BELDING AREA SCHOOLS

DISTRICT ANNUAL REPORT

School Year 2006-2007



in accordance with

**Michigan Revised School Code, Education Yes! and
No Child Left Behind**

I. OVERVIEW OF SCHOOLS

Belding Area School District

1975 Orchard St.
Belding, MI 48809
(616) 794-4700

Fall 2006 FTE Count: 2,418
Economically Disadvantaged: 48%
Special Education: 16.9%

Superintendent: Mr. Charles Barker
Assistant Superintendent: Mrs. Leslie Mount
Facilities Director: Mr. Bill Helmer
Finance Director: Ms. Mary Beth Cluley
Special Education Director: Mrs. Kathi Senita
Technology Director: Mr. Raymond Meyer
Transportation Director: Mr. Richard Brondsema
Athletic Director: Mr. Wes Cummings

Belding High School

850 Hall Street
Belding, MI 48809
(616) 794-4900

Fall 2006 FTE Count: 721

Principal: Mr. Aaron West
Assistant Principal: Mr. Joel Olson

Belding Middle School

410 Ionia Street
Belding, MI 48809
(616) 794-4400

Fall 2006 FTE Count: 529

Principal: Dr. John Deiter
Assistant Principal: Mr. Andrew Feuerstein

Ellis Elementary School

100 West Ellis Avenue
Belding, MI 48809
(616) 794-4100

Fall 2006 FTE Count: 539

Principal: Mrs. Christine Mickelson

Woodview Elementary School

450 Orchard Street
Belding, MI 48809
(616) 794-4750

Fall 2006 FTE Count: 511

Principal: Mr. Mike Burde

Alternative, Adult & Community Education Fall 2006 FTE Count: 85

315 W. Washington Street
Belding, MI 48809
(616) 794-4646

Administrator: Mrs. Ann VanDusen

A. Accreditation

Belding Area Schools is proud to have Belding High School endorsed by the North Central Association of Schools and Colleges. Using a similar school improvement model, each building in the district has determined target areas on which to focus their efforts.

The Belding Area School District met AYP targets for the 2006-2007 school year. Individually, Belding High School, Belding Middle School, Woodview Elementary School and Ellis Elementary School each met all AYP targets for the 2006-2007 school year as well as receiving a passing letter grade under Michigan’s Education Yes! as required by the Federal Government’s No Child Left Behind. Belding Alternative High School did not meet AYP targets during the 2006-2007 school year.

BHS Education Yes! letter grade 2004-2005: B	Met AYP
BHS Education Yes! letter grade 2005-2006: B	Met AYP
BHS Education Yes! letter grade 2006-2007: C	Met AYP

BMS Education Yes! letter grade 2004-2005: B	Met AYP
BMS Education Yes! letter grade 2005-2006: B	Met AYP
BMS Education Yes! letter grade 2006-2007: B	Met AYP

Woodview Elementary School Education Yes! letter grade 2004-2005: B	Met AYP
Woodview Elementary School Education Yes! letter grade 2005-2006: B	Met AYP
Woodview Elementary School Education Yes! letter grade 2006-2007: B	Met AYP

Ellis Elementary School Education Yes! letter grade 2004-2005: NA	NA
Ellis Elementary School Education Yes! letter grade 2005-2006: B	Met AYP
Ellis Elementary School Education Yes! letter grade 2006-2007: B	Met AYP

Alternative High School Education Yes! letter grade 2004-2005: D	Did not meet AYP
Alternative High School Education Yes! letter grade 2005-2006: D	Did not meet AYP
Alternative High School Education Yes! letter grade 2006-2007: D	Did not meet AYP

Belding High School: The North Central Association of Colleges and Schools has continuously accredited Belding Area High School since the year 1916-1917. In addition to the NCA accreditation, Belding High School was fully accredited through the North Central Outcomes Accreditation for the first time in the spring of 1994. Goals and outcomes were revised and a second cycle of NCA-OA accreditation began during the 1995-1996 school year.

In June 1999, the Michigan Committee of the NCA recognized Belding High School as one of only five schools in Michigan that had completed the NCA’s rigorous Outcomes Endorsement (OE) cycle for the second time.

During the 2000-2001 school year, the Belding High School staff made the decision to work towards the newest of NCA’s three endorsements called Transitions Endorsement. The Transitions Endorsement resembles the Outcomes Endorsement but is based on the credentialing of individual students, which implies readiness in both academic and career interest areas.

Unlike the Outcomes Endorsement process where goals focus on such things as reading, writing, and problem solving, the Transitions Endorsement focuses on two overarching goals: an entrance and an exit goal. A successful Transitions process begins when schools are prepared for all

entering students. The exit goal is that an increasing percentage of students will be prepared to be successful at their next school or ultimately in a work area consistent with their career interests.

On May 31, 2003, an NCA committee conducted their first visit and evaluation of the Transitions process. Dr. Raymond W. Francis from Central Michigan University chaired the team. Their written report stated, "The team was very impressed with how well the students understood Pathways and their focus on their education as it related to their career. The staff seemed very knowledgeable about what was to occur in the Career Pathways program and I would say met the general expectations of the Transitions Process. We believe that they have a strong building leader who is well respected among the staff and overall school operations and instruction are very organized."

The final recommendation from the NCA Transitions Team was that, "Belding High School continue their work in all areas of instruction and prepare for a NCA-CASI Endorsement Team Visit during spring 2005."

The NCA endorsement team carried out their final visit during the spring of 2005. This group conducted a comprehensive assessment of the BHS Transitions model and data. Upon completion of their review, the endorsement team made the recommendation that BHS be awarded the NCA Transitions Endorsement. During the spring of 2006 the North Central Association recognized Belding High School as a Transitions School for achieving exemplary capacity for school improvement.

B. Specialized Schools

Belding Area Schools: The Belding school system utilizes a Career Pathways Program of Studies. Our mission is that students graduate with academic, social, aesthetic, and career related skills, which will provide for their successful postgraduate transitions.

The world of work is rapidly changing as existing jobs become more complex and new jobs demand increased levels of education. Students must acquire increased academic competencies, advanced technical skills, and greater problem solving abilities in order to become productive citizens in a highly competitive global economy. It is the goal of Belding Area Schools to create a climate where expectations are high, individual differences are nurtured, global awareness is promoted, lifelong learning is valued, self-esteem is enhanced, and all Belding students have an opportunity to experience success.

The high school program of Belding Area Schools offers a challenging course of study, designed for students to recognize and achieve their academic and career potential. Through a coordinated sequence of academic and technical courses, all students will be better prepared to see their post high school experience as an opportunity for continuing their education. As lifelong learners, Belding High School graduates may continue their education at four-year universities, community colleges, technical institutions, the military, an apprenticeship/training program, or in the world of work as they strive to reach their own individual academic and career goals.

C. Student Retention Rates

	1998	1999	2000	2001	2002	2003	2004	2005	2006
BHS Annual Retention Rate	91.9%	94.2%	96.2%	95.9%	98.0%	96.7%	96.33%	97.27%	97.59%
BHS Annual Dropout Rate	8.1%	5.8%	3.8%	4.1%	2.0%	3.3%	3.67%	2.73%	2.41%
BHS Graduation Rate	69.8%	78.3%	85.5%	84.8%	92.1%	87.5%	85.72%	89.20%	90.26%

D. Other Information

Belding High School: Points of Pride

Art: Two Belding High School students earned the opportunity to display a sculpture they created in Governor Jennifer Granholm’s residence during the holiday season. This item eventually became a part of the Governor’s archives.

Creative Writing Club: This group was active throughout the school year. They were involved with the sponsorship of a literary contest, which recognized a significant number of students for their efforts and contributions. During the third term, this group of students attended a one-day writer’s workshop at Calvin College. Those who were involved thoroughly enjoyed the experience.

Mathematics: As a result of the Trimester schedule model that was recently implemented, the Mathematics Department was able to increase the number of elective math courses, beyond Geometry, that are currently offered.

Music Department: In the Band there were several highlights. The “Marching Redskins” found themselves competing in the MCBA for the fourth time. This is the state association of competitive marching bands. They finished the season at Ford Field competing for a state title. This is the second time in school history that a group has obtained this honor. Prior to the championship event in Detroit, the band traveled from Hudsonville to Jenison to Plymouth-Canton Educational Park, and Durand. The “Marching Redskins” were once again a part of the Coast Guard Festival Parade in Grand Haven, to the delight of a very enthusiastic crowd.

Band Follies were a huge success again this year. The band ended the concert season with a very memorable Band-O-Rama performance that featured the entire band, one last time. To conclude the season the district hosted a Division I Drum Corps International Drum Corps Show (Silk City Rhythms) at Rudness Field. This event featured the World Champion Cavaliers, who simply delighted the crowd. This is an excellent source of entertainment for our community and an educational tool for the band students.

National Honor Society: The 2006-07 Belding Chapter of the National Honor Society had a very active year. In addition to exceptional academic achievement, strong participation in extra-curricular activities and being models of appropriate student behavior at B.H.S., each member earned community service credit in excess of 20 hours for the school year. NHS community service projects included holiday visits to the elderly care facility in Belding, special events workers at the Belding Museum, a Trivia Challenge to benefit St. Jude Children’s Hospital, Shamrock sales to benefit the Muscular Dystrophy Association, elementary school field day workers, first grade camp counselors, and PTO babysitters. NHS members also make themselves available on a weekly basis to tutor other members of the student body who may be in need of

academic support. This outstanding group of high school students understands the rewards of volunteering and selflessly “gave back” to the community in a big way!

Parent Safety Night: The BHS Guidance Department, in conjunction with Ionia County Community Mental Health, and the Ionia County Sheriff’s Department, hosted the first annual event to inform parents of the dangers that their children may be exposed to. Experts from the surrounding area presented useful information that was intended to raise awareness, while also offering strategies that might ultimately counteract negative influences.

Renaissance: By achieving academic excellence, having exemplary attendance, and combining this with appropriate citizenship, several dozen students earned a trip to the Van Andel Arena during the school day. During this time, students were able to attend a career fair and then watch a matinee hockey game involving the Grand Rapids Griffins. All of the individuals involved enjoyed themselves during the “Renaissance to the Rink” experience.

Robotics: Belding High School, in partnership with Stahlin Enclosures, fielded the first ever Robotics team. A grant was secured from the Michigan Department of Education that made this endeavor possible. During the regional competition, at Grand Valley State University, the team earned a trophy for being the highest seeded rookie team after the preliminary rounds of competition had concluded.

Science: An entire charter bus full of upper level science students traveled to the Museum of Science and Industry in Chicago. These individuals spent an entire day experiencing the Body Worlds 2 exhibit. This was a truly fascinating and memorable experience for those who were fortunate enough to be involved.

Service Learning: Students involved with Microsoft Applications classes combined their efforts with members of BHS Student Council, to take part in “Make a Difference Day” in our community. Many students enjoyed the opportunity and truly found value in assisting others. It was also valuable for them to see how they could make a difference in their own neighborhoods.

Social Studies: Advance Placement United States History students were able to be involved in a “teen court” experience within the confines of their own auditorium. Many students were active participants, while others were direct observers. Community members were on trial for allegedly being involved in illegal activity. The verdict that the student jurors rendered was final and binding.

Student Council: Every year in December the Belding High School Student Council sponsors a canned food drive. This year the student body responded with a great holiday effort and brought in several thousand non-perishable food items. With the help of the Belding/Ionia Masonic Lodge and the Enrich program, more than one hundred families in the Belding Area School District received a donation. The Student Council is very proud of how the student body and staff reached out to help others in our community, this past Holiday Season!

Belding Middle School:

Belding Middle School is involved in numerous activities that inspire and enhance student learning including: offering a number of after-school student clubs and activities, organizing a number of service learning projects involving community groups and agencies, conducting food drives for local agencies that help feed needy families, adopting needy families at Christmas to help ensure area families have a joyous holiday season, building a successful Science Olympiad

team that has fared very well at local and state competitions for the last several years, and holding an annual career fair in which many speakers from local businesses participate. Belding Middle School has a chapter of the National Junior Honor Society, which began in 2005. Belding Middle School is beginning to gain statewide recognition for our many and elaborate service learning projects. Service learning calls for students to identify needs in their community and state and enact service projects designed to address these needs. The process they follow to address these needs builds writing, reasoning, and verbal skills. The projects also give the students a sense of purpose and belonging.

II. SCHOOL IMPROVEMENT PLANNING

Belding High School: Belding High School utilizes a process of school improvement that is effective in meeting the needs of all students. An outside consultant has been enlisted to oversee the process. The school improvement plan addresses the shortcomings the building has experienced in core academic areas. The plan is cyclical in nature, with regular review and assessment, and targets specific goal areas in each subject. In addition, there will be a very specific plan to provide teachers with the support they need in their classrooms as they strive to meet the needs of each individual student. Belding High School boasts a staff in which every teacher is highly qualified according to federal guidelines. There is an active school improvement team of 13 members who meets a minimum of once a month to forge ahead in the planning and implementation of policies and procedures. Moreover, the staff is uniquely willing to "go the extra mile" where the best interest of students is at stake.

Belding Middle School: Belding Middle School uses MEAP test results, along with other test measures such as the Star Reading test, grade level exams, etc., to establish building school improvement goals. Building staff break down and analyze MEAP test results as well as Star test results to establish school improvement goals in reading, writing, math and science. After goals are selected, strategies are devised to improve student performance in each of these areas.

The district has invested time working with Milt Collins, who is an educational consultant who specializes in helping schools develop quality school improvement plans. The plan that the middle school developed with Mr. Collins is a comprehensive plan that encompasses goals and objectives for several curricular areas. Each goal is measured on a yearly basis by either external or internal testing of the students. Each core department has set a goal to increase student achievement as gauged on the MEAP test. Increased student proficiency in reading and writing has been a school wide goal for the past three years. The use of the Accelerated Reader program and the 6+1 Traits of Writing have been important tools in striving to meet these goals.

Each goal is supported by strategies to help enhance student achievement in the specified areas. The Middle School Staff implements these strategies and monitors student progress in the area. Records of each strategy implementation are kept on file and maintained by the staff throughout the duration of the goal. Each year students are tested to determine building wide success of the overall goals achievement.

The middle school staff believes that the school improvement plan accomplishes its objective. Student test scores and MEAP results have increased in every core area. The most dramatic increase in 2006 was 13% in social studies where 81 % of students were deemed proficient by the state. That was up from 68% in 2005. There has been seen steady growth in every other subject area over the past several years. Belding Middle School is at or above the state average in all but

one category of the MEAP test. The building continues to make AYP in all areas and within all subgroups.

Scores have increased as the result of building teams and departmental committees that have analyzed the results of students' test data to determine core curricular goals. These committees also disaggregated the individual student data to determine appropriate strategies to implement to improve overall school-wide goals. These strategies were selected based on the data disaggregation that took place over both building wide and individual test results. Belding Middle School is using the KC4 curriculum in the areas of math, social studies and language arts.

Student achievement has increased dramatically over the past 5 years and more strategies are being implemented each year to ensure that this progress is sustained. Some of these strategies include the setting of very specific achievement goals based on assessments, the adoption of the KC4 curriculum which is aligned to the State's grade level content expectations, and the school-wide commitment to reading and writing. To help at-risk students, an after school study hall program which was introduced in the spring of 2005 will become mandatory for students who have fallen behind in their course work. Belding Middle School will also offer a guided academic class for students at risk of failing that will reinforce the work being done in core classes. Sixth grade students in this class will use the Read Naturally program to further develop their reading skills. A sports literature and learning class for 8th graders who are not proficient on the ELA and math portions of the MEAP, but are not at risk of failing has also been implemented. BMS is also continuing to move forward in the area of technology by updating our writing lab to include Internet access. The building now has five full computer labs for student use. One of those labs consists of Macintosh computers, which are used for multimedia productions.

Belding Elementary schools (K-5): MEAP scores, Adequate Yearly Progress scores, Star Reading test scores (2-5), report card grades, grade-level common assessment scores, DIBELS scores (K-1) and attendance records are continually examined to obtain information in setting appropriate goals for elementary school improvement.

The most recent data illustrated that the areas of high need were reading and writing. Scores have increased with implementation of programs targeting these areas. Specific program implementation includes the following: realignment of schools into a K-2 and 3-5 configuration in order to facilitate collaboration on curriculum implementation and design; teacher Balanced Literacy I and II certification (K-3); professional development of Six Traits Writing training (K-5); literature based gifted and talent program (2-5); implementation, review and adaptation of Kent County Core Collaborative Curriculum (KC4) grades K-5; development of ELA and math scope and sequence to accompany new curriculum (K-5); addition of K-5 literacy-trained paraprofessionals; implementation of a K-5 writing coach; parent information night to review State of Michigan outcomes (K-2); expanded early morning "clubs" (skill building) for students' not reaching objectives (2-3); developmental kindergarten program for five year olds not ready for all day, every day kindergarten; and review of, and input on, all plans by parents.

III. STUDENT ASSESSMENT DATA

STUDENT ASSESSMENT DATA											
3RD GRADE ENGLISH LANGUAGE ARTS											
2005-2006					2006-2007						
		Percent at Level						Percent at Level			
Groups		1	2	3	4	Groups		1	2	3	4
All	Woodview	16	60	21	3	All	Woodview	14	60	21	5
	State	13	65	19	3		State	20	59	16	4
GENDER: Male	Woodview	9	58	31	2	GENDER: Male	Woodview	8	61	24	7
	State	11	64	21	4		State	17	59	19	6
GENDER: Female	Woodview	20	61	14	4	GENDER: Female	Woodview	20	58	18	4
	State	16	65	16	3		State	24	59	13	3
RACE/ETHNICITY: White	Woodview	18	59	19	4	RACE/ETHNICITY: White	Woodview	15	59	21	5
	State	15	68	15	2		State	24	60	13	3
ECONOMICALLY DISADVANTAGED	Woodview	10	59	28	3	ECONOMICALLY DISADVANTAGED	Woodview	10	56	24	9
	State	6	60	28	6		State	10	58	24	8
STUDENTS WITH DISABILITIES	Woodview	3	45	38	14	STUDENTS WITH DISABILITIES	Woodview	8	25	46	21
	State	4	47	37	12		State	7	43	33	17

STUDENT ASSESSMENT DATA											
3RD GRADE MATHEMATICS											
2005-2006					2006-2007						
		Percent at Level						Percent at Level			
Groups		1	2	3	4	Groups		1	2	3	4
All	Woodview	50	34	14	2	All	Woodview	47	39	13	1
	State	48	39	12	1		State	51	37	11	1
GENDER: Male	Woodview	47	34	17	2	GENDER: Male	Woodview	44	43	12	1
	State	51	36	11	1		State	53	35	11	1
GENDER: Female	Woodview	52	33	13	2	GENDER: Female	Woodview	49	35	14	1
	State	45	42	12	1		State	49	39	12	1
RACE/ETHNICITY: White	Woodview	22	50	28	0	RACE/ETHNICITY: White	Woodview	46	41	12	1
	State	56	36	7	1		State	59	34	7	0
ECONOMICALLY DISADVANTAGED	Woodview	42	39	17	2	ECONOMICALLY DISADVANTAGED	Woodview	39	40	19	2
	State	31	47	19	2		State	34	46	19	1
STUDENTS WITH DISABILITIES	Woodview	31	38	28	3	STUDENTS WITH DISABILITIES	Woodview	21	33	38	8
	State	28	44	25	3		State	30	43	25	2

STUDENT ASSESSMENT DATA 4TH GRADE ENGLISH LANGUAGE ARTS

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Woodview	3	68	25	3	All	Woodview	15	65	26	3
	State	8	68	22	3		State	13	65	20	2
GENDER: Male	Woodview	1	60	35	4	GENDER: Male	Woodview	5	59	31	5
	State	6	65	25	3		State	10	63	23	3
GENDER: Female	Woodview	4	76	16	3	GENDER: Female	Woodview	6	69	23	2
	State	9	70	19	2		State	15	66	17	1
RACE/ETHNICITY: White	Woodview	3	71	23	4	RACE/ETHNICITY: White	Woodview	6	64	27	4
	State	9	72	17	2		State	15	67	16	2
ECONOMICALLY DISADVANTAGED	Woodview	0	64	32	4	ECONOMICALLY DISADVANTAGED	Woodview	1	61	33	5
	State	3	60	33	5		State	5	60	31	4
STUDENTS WITH DISABILITIES	Woodview	0	32	50	18	STUDENTS WITH DISABILITIES	Woodview	3	46	40	11
	State	2	41	46	11		State	4	41	45	10

STUDENT ASSESSMENT DATA 4TH GRADE MATHEMATICS

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Woodview	39	44	11	5	All	Woodview	26	59	11	4
	State	36	45	14	4		State	34	50	13	3
GENDER: Male	Woodview	33	49	14	4	GENDER: Male	Woodview	30	53	13	5
	State	37	44	14	4		State	36	49	13	3
GENDER: Female	Woodview	45	40	9	7	GENDER: Female	Woodview	24	63	10	3
	State	35	46	15	4		State	33	51	13	2
RACE/ETHNICITY: White	Woodview	41	44	10	4	RACE/ETHNICITY: White	Woodview	28	58	9	4
	State	43	45	10	2		State	40	49	9	1
ECONOMICALLY DISADVANTAGED	Woodview	33	49	12	6	ECONOMICALLY DISADVANTAGED	Woodview	20	63	11	6
	State	20	50	23	7		State	20	55	20	5
STUDENTS WITH DISABILITIES	Woodview	13	39	22	26	STUDENTS WITH DISABILITIES	Woodview	23	46	23	9
	State	17	42	27	13		State	16	48	27	8

STUDENT ASSESSMENT DATA 5TH GRADE ENGLISH LANGUAGE ARTS

2005-2006						2006-2007					
Groups	Percent at Level					Groups	Percent at Level				
	1	2	3	4	1		2	3	4		
All	Woodview	3	67	23	7	All	Woodview	12	63	19	6
	State	10	65	21	4		State	15	62	18	4
GENDER: Male	Woodview	2	62	28	7	GENDER: Male	Woodview	5	62	25	8
	State	8	63	24	6		State	13	61	21	5
GENDER: Female	Woodview	4	73	18	6	GENDER: Female	Woodview	17	64	14	4
	State	12	68	18	3		State	18	64	16	3
RACE/ETHNICITY: White	Woodview	3	67	23	7	RACE/ETHNICITY: White	Woodview	13	64	20	4
	State	11	69	17	3		State	18	65	14	3
ECONOMICALLY DISADVANTAGED	Woodview	1	65	27	7	ECONOMICALLY DISADVANTAGED	Woodview	5	63	26	7
	State	4	58	31	7		State	7	58	28	7
STUDENTS WITH DISABILITIES	Woodview	0	37	40	23	STUDENTS WITH DISABILITIES	Woodview	3	41	31	24
	State	3	38	41	18		State	4	38	41	18

STUDENT ASSESSMENT DATA 5TH GRADE MATHEMATICS

2005-2006						2006-2007					
Groups	Percent at Level					Groups	Percent at Level				
	1	2	3	4	1		2	3	4		
All	Woodview	26	53	16	5	All	Woodview	38	43	16	3
	State	32	42	21	5		State	36	40	20	4
GENDER: Male	Woodview	23	55	18	3	GENDER: Male	Woodview	32	45	18	5
	State	33	41	20	6		State	39	39	19	4
GENDER: Female	Woodview	29	51	14	6	GENDER: Female	Woodview	43	41	14	2
	State	30	43	22	5		State	33	42	21	4
RACE/ETHNICITY: White	Woodview	29	52	15	5	RACE/ETHNICITY: White	Woodview	39	43	16	2
	State	37	44	16	3		State	41	41	15	2
ECONOMICALLY DISADVANTAGED	Woodview	24	48	22	6	ECONOMICALLY DISADVANTAGED	Woodview	33	52	11	4
	State	17	42	32	10		State	20	42	31	7
STUDENTS WITH DISABILITIES	Woodview	9	41	38	12	STUDENTS WITH DISABILITIES	Woodview	10	34	45	10
	State	13	33	36	17		State	14	32	40	13

STUDENT ASSESSMENT DATA 5TH GRADE SCIENCE

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Woodview	22	54	21	2	All	Woodview	40	47	9	3
	State	29	47	20	4		State	37	46	14	3
GENDER: Male	Woodview	27	52	19	2	GENDER: Male	Woodview	37	47	13	3
	State	32	46	19	4		State	40	43	14	4
GENDER: Female	Woodview	17	56	24	2	GENDER: Female	Woodview	43	47	6	3
	State	27	49	21	4		State	34	49	14	3
RACE/ETHNICITY: White	Woodview	23	55	19	3	RACE/ETHNICITY: White	Woodview	42	47	9	2
	State	36	49	13	2		State	40	45	9	2
ECONOMICALLY DISADVANTAGED	Woodview	15	52	30	3	ECONOMICALLY DISADVANTAGED	Woodview	33	52	11	4
	State	15	47	31	6		State	20	51	23	6
STUDENTS WITH DISABILITIES	Woodview	5	51	38	5	STUDENTS WITH DISABILITIES	Woodview	9	55	27	9
	State	15	45	32	9		State	19	48	26	8

STUDENT ASSESSMENT DATA 6TH GRADE ENGLISH LANGUAGE ARTS

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding Middle	4	72	19	5	All	Belding Middle	10	67	18	4
	State	12	65	19	5		State	15	63	18	4
GENDER: Male	Belding Middle	2	63	26	9	GENDER: Male	Belding Middle	12	63	21	5
	State	9	62	22	6		State	12	62	20	6
GENDER: Female	Belding Middle	6	81	12	1	GENDER: Female	Belding Middle	9	72	15	4
	State	15	67	15	3		State	18	64	15	3
RACE/ETHNICITY: White	Belding Middle	4	73	18	5	RACE/ETHNICITY: White	Belding Middle	11	68	17	4
	State	15	68	14	3		State	18	68	13	3
ECONOMICALLY DISADVANTAGED	Belding Middle	0	69	25	6	ECONOMICALLY DISADVANTAGED	Belding Middle	7	67	22	4
	State	5	59	28	8		State	6	59	27	8
STUDENTS WITH DISABILITIES	Belding Middle	0	50	39	11	STUDENTS WITH DISABILITIES	Belding Middle	0	41	41	19
	State	2	36	42	20		State	3	37	41	20

STUDENT ASSESSMENT DATA 6TH GRADE MATHEMATICS

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding Middle	21	44	24	11	All	Belding Middle	29	43	25	3
	State	29	36	25	10		State	34	35	23	8
GENDER: Male	Belding Middle	20	47	22	11	GENDER: Male	Belding Middle	34	41	21	3
	State	30	35	24	12		State	35	34	23	8
GENDER: Female	Belding Middle	23	41	26	10	GENDER: Female	Belding Middle	23	45	29	3
	State	28	38	25	9		State	33	36	24	7
RACE/ETHNICITY: White	Belding Middle	22	45	23	9	RACE/ETHNICITY: White	Belding Middle	30	42	25	3
	State	35	39	20	6		State	41	36	18	5
ECONOMICALLY DISADVANTAGED	Belding Middle	0	69	25	6	ECONOMICALLY DISADVANTAGED	Belding Middle	25	42	33	4
	State	14	33	35	18		State	18	34	34	13
STUDENTS WITH DISABILITIES	Belding Middle	5	30	30	35	STUDENTS WITH DISABILITIES	Belding Middle	11	29	46	14
	State	8	21	37	34		State	10	23	41	27

STUDENT ASSESSMENT DATA 6TH GRADE SOCIAL STUDIES

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding Middle	42	37	12	8	All	Belding Middle	28	47	15	10
	State	50	28	13	9		State	40	34	16	9
GENDER: Male	Belding Middle	40	36	13	11	GENDER: Male	Belding Middle	34	42	14	10
	State	50	27	13	11		State	41	33	16	10
GENDER: Female	Belding Middle	45	38	12	5	GENDER: Female	Belding Middle	21	53	16	10
	State	50	30	13	7		State	39	37	17	8
RACE/ETHNICITY: White	Belding Middle	44	38	11	8	RACE/ETHNICITY: White	Belding Middle	29	47	15	9
	State	59	26	9	5		State	48	35	12	5
ECONOMICALLY DISADVANTAGED	Belding Middle	30	45	16	10	ECONOMICALLY DISADVANTAGED	Belding Middle	20	48	21	12
	State	30	34	20	15		State	18	32	24	26
STUDENTS WITH DISABILITIES	Belding Middle	24	34	21	21	STUDENTS WITH DISABILITIES	Belding Middle	21	37	25	16
	State	22	30	24	25		State	15	31	29	25

STUDENT ASSESSMENT DATA 7TH GRADE ENGLISH LANGUAGE ARTS

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding Middle	2	72	17	9	All	Belding Middle	9	68	15	9
	State	7	66	19	8		State	9	66	17	7
GENDER: Male	Belding Middle	0	70	23	7	GENDER: Male	Belding Middle	2	66	19	13
	State	5	62	22	11		State	7	64	19	10
GENDER: Female	Belding Middle	4	74	12	10	GENDER: Female	Belding Middle	15	70	11	4
	State	9	70	16	5		State	12	69	14	5
RACE/ETHNICITY: White	Belding Middle	2	74	17	7	RACE/ETHNICITY: White	Belding Middle	9	69	15	6
	State	8	71	15	5		State	11	71	13	5
ECONOMICALLY DISADVANTAGED	Belding Middle	1	67	19	13	ECONOMICALLY DISADVANTAGED	Belding Middle	2	65	22	10
	State	2	55	28	14		State	3	58	26	13
STUDENTS WITH DISABILITIES	Belding Middle	5	19	43	33	STUDENTS WITH DISABILITIES	Belding Middle	0	39	31	31
	State	1	30	35	34		State	1	32	37	31

STUDENT ASSESSMENT DATA 7TH GRADE MATHEMATICS

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding Middle	16	44	29	11	All	Belding Middle	38	30	26	6
	State	27	33	30	11		State	34	30	29	7
GENDER: Male	Belding Middle	19	49	23	8	GENDER: Male	Belding Middle	38	32	23	8
	State	28	32	28	12		State	35	29	28	8
GENDER: Female	Belding Middle	13	41	34	13	GENDER: Female	Belding Middle	38	28	29	5
	State	26	34	31	9		State	33	32	29	6
RACE/ETHNICITY: White	Belding Middle	16	44	30	10	RACE/ETHNICITY: White	Belding Middle	40	30	25	5
	State	33	37	24	6		State	41	32	23	4
ECONOMICALLY DISADVANTAGED	Belding Middle	9	37	37	17	ECONOMICALLY DISADVANTAGED	Belding Middle	26	33	33	9
	State	12	28	41	19		State	17	29	41	12
STUDENTS WITH DISABILITIES	Belding Middle	5	19	43	33	STUDENTS WITH DISABILITIES	Belding Middle	19	14	30	31
	State	6	15	41	38		State	8	17	50	25

STUDENT ASSESSMENT DATA 8TH GRADE ENGLISH LANGUAGE ARTS

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding Middle	6	64	22	8	All	Belding Middle	7	70	11	11
	State	10	59	21	10		State	18	53	19	9
GENDER: Male	Belding Middle	4	59	25	12	GENDER: Male	Belding Middle	4	68	14	15
	State	7	56	23	13		State	14	51	22	13
GENDER: Female	Belding Middle	9	69	18	4	GENDER: Female	Belding Middle	10	73	9	8
	State	13	63	18	6		State	23	55	16	6
RACE/ETHNICITY: White	Belding Middle	7	64	21	8	RACE/ETHNICITY: White	Belding Middle	8	71	11	10
	State	12	64	17	7		State	22	56	15	8
ECONOMICALLY DISADVANTAGED	Belding Middle	4	62	22	12	ECONOMICALLY DISADVANTAGED	Belding Middle	4	63	13	21
	State	3	50	29	17		State	8	48	29	16
STUDENTS WITH DISABILITIES	Belding Middle	0	29	29	42	STUDENTS WITH DISABILITIES	Belding Middle	4	26	22	48
	State	1	25	35	39		State	2	25	35	38

STUDENT ASSESSMENT DATA 8TH GRADE MATHEMATICS

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding Middle	32	37	23	8	All	Belding Middle	29	48	17	6
	State	31	33	23	14		State	29	39	25	7
GENDER: Male	Belding Middle	32	35	26	8	GENDER: Male	Belding Middle	34	43	16	7
	State	32	32	22	15		State	30	38	25	7
GENDER: Female	Belding Middle	33	40	19	8	GENDER: Female	Belding Middle	25	51	18	6
	State	29	34	24	13		State	27	41	25	6
RACE/ETHNICITY: White	Belding Middle	34	39	20	8	RACE/ETHNICITY: White	Belding Middle	29	47	18	6
	State	37	35	19	9		State	35	41	20	4
ECONOMICALLY DISADVANTAGED	Belding Middle	27	37	25	11	ECONOMICALLY DISADVANTAGED	Belding Middle	21	39	29	11
	State	14	31	31	24		State	13	38	37	12
STUDENTS WITH DISABILITIES	Belding Middle	4	21	46	29	STUDENTS WITH DISABILITIES	Belding Middle	9	23	50	18
	State	6	18	32	44		State	6	24	48	22

STUDENT ASSESSMENT DATA 8TH GRADE SCIENCE

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding Middle	28	53	12	8	All	Belding Middle	36	44	15	5
	State	33	44	16	7		State	32	43	17	8
GENDER: Male	Belding Middle	36	40	13	11	GENDER: Male	Belding Middle	39	43	14	4
	State	35	41	16	8		State	33	41	17	9
GENDER: Female	Belding Middle	19	67	11	3	GENDER: Female	Belding Middle	33	46	16	6
	State	30	47	17	6		State	31	45	17	7
RACE/ETHNICITY: White	Belding Middle	30	52	11	8	RACE/ETHNICITY: White	Belding Middle	36	44	15	4
	State	40	45	11	4		State	39	45	12	4
ECONOMICALLY DISADVANTAGED	Belding Middle	22	50	17	11	ECONOMICALLY DISADVANTAGED	Belding Middle	30	38	22	9
	State	16	46	25	13		State	15	43	27	15
STUDENTS WITH DISABILITIES	Belding Middle	7	39	25	29	STUDENTS WITH DISABILITIES	Belding Middle	7	26	52	15
	State	9	36	32	23		State	8	34	32	26

STUDENT ASSESSMENT DATA 9TH GRADE SOCIAL STUDIES

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding High	19	48	29	5	All	Belding High	26	53	16	6
	State	31	43	20	5		State	29	45	20	6
GENDER: Male	Belding High	17	44	35	3	GENDER: Male	Belding High	30	47	16	7
	State	32	41	21	7		State	32	42	20	7
GENDER: Female	Belding High	20	51	22	7	GENDER: Female	Belding High	20	59	17	4
	State	31	46	18	4		State	27	48	20	5
RACE/ETHNICITY: White	Belding High	20	47	29	4	RACE/ETHNICITY: White	Belding High	27	51	17	5
	State	38	43	15	4		State	36	45	14	4
ECONOMICALLY DISADVANTAGED	Belding High	11	48	35	6	ECONOMICALLY DISADVANTAGED	Belding High	25	51	16	8
	State	16	46	30	9		State	14	45	30	11
STUDENTS WITH DISABILITIES	Belding High	4	38	47	11	STUDENTS WITH DISABILITIES	Belding High	4	42	25	29
	State	7	34	42	16		State	7	33	41	19

STUDENT ASSESSMENT DATA

HIGH SCHOOL ENGLISH LANGUAGE ARTS

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding High	0	38	50	12	All	Belding High	0	42	46	12
	Belding Alternative	0	0	37	63		Belding Alternative	0	10	50	40
	State	1	51	39	9		State	2	49	37	12
GENDER: Male	Belding High	0	20	62	18	GENDER: Male	Belding High	0	31	53	17
	Belding Alternative	0	0	27	73		Belding Alternative	NA	NA	NA	NA
	State	1	45	42	13		State	2	45	37	16
GENDER: Female	Belding High	0	61	35	4	GENDER: Female	Belding High	0	52	40	7
	Belding Alternative	NA	NA	NA	NA		Belding Alternative	NA	NA	NA	NA
	State	1	57	36	6		State	2	53	36	9
RACE/ETHNICITY: White	Belding High	0	37	50	12	RACE/ETHNICITY: White	Belding High	0	41	46	13
	Belding Alternative	0	0	39	61		Belding Alternative	NA	NA	NA	NA
	State	1	56	36	8		State	2	55	34	9
ECONOMICALLY DISADVANTAGED	Belding High	0	30	51	19	ECONOMICALLY DISADVANTAGED	Belding High	0	31	57	12
	Belding Alternative	0	0	10	90		Belding Alternative	NA	NA	NA	NA
	State	0	33	51	16		State	0	29	48	23
STUDENTS WITH DISABILITIES	Belding High	0	0	60	40	STUDENTS WITH DISABILITIES	Belding High	NA	NA	NA	NA
	Belding Alternative	NA	NA	NA	NA		Belding Alternative	NA	NA	NA	NA
	State	0	10	50	39		State	0	11	35	54

STUDENT ASSESSMENT DATA

HIGH SCHOOL MATHEMATICS

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding High	0	26	25	49	All	Belding High	3	41	19	37
	Belding Alternative	0	5	5	90		Belding Alternative	0	0	8	92
	State	9	37	16	38		State	10	37	16	38
GENDER: Male	Belding High	0	28	28	44	GENDER: Male	Belding High	4	38	17	41
	Belding Alternative	0	0	8	92		Belding Alternative	NA	NA	NA	NA
	State	11	36	15	38		State	12	37	15	36
GENDER: Female	Belding High	0	24	21	55	GENDER: Female	Belding High	2	43	22	33
	Belding Alternative	NA	NA	NA	NA		Belding Alternative	NA	NA	NA	NA
	State	8	38	17	38		State	8	37	17	39
RACE/ETHNICITY: White	Belding High	0	27	26	48	RACE/ETHNICITY: White	Belding High	3	41	18	38
	Belding Alternative	0	5	5	90		Belding Alternative	NA	NA	NA	NA
	State	11	42	17	31		State	11	42	16	31
ECONOMICALLY DISADVANTAGED	Belding High	0	31	14	55	ECONOMICALLY DISADVANTAGED	Belding High	3	31	22	45
	Belding Alternative	0	0	0	100		Belding Alternative	NA	NA	NA	NA
	State	3	23	16	58		State	2	22	16	60
STUDENTS WITH DISABILITIES	Belding High	0	0	27	73	STUDENTS WITH DISABILITIES	Belding High	NA	NA	NA	NA
	Belding Alternative	NA	NA	NA	NA		Belding Alternative	NA	NA	NA	NA
	State	1	9	9	81		State	1	8	8	83

STUDENT ASSESSMENT DATA

HIGH SCHOOL SCIENCE

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding High	0	32	23	45	All	Belding High	2	49	19	29
	Belding Alternative	0	9	9	83		Belding Alternative	0	8	8	83
	State	5	47	18	30		State	6	50	16	28
GENDER: Male	Belding High	0	32	20	47	GENDER: Male	Belding High	4	47	18	31
	Belding Alternative	0	8	8	83		Belding Alternative	NA	NA	NA	NA
	State	7	49	16	29		State	7	49	14	29
GENDER: Female	Belding High	0	32	25	42	GENDER: Female	Belding High	0	51	21	28
	Belding Alternative	0	9	9	82		Belding Alternative	NA	NA	NA	NA
	State	4	46	20	30		State	4	51	18	27
RACE/ETHNICITY: White	Belding High	0	33	22	45	RACE/ETHNICITY: White	Belding High	2	51	18	30
	Belding Alternative	0	9	9	82		Belding Alternative	NA	NA	NA	NA
	State	6	53	17	23		State	6	56	15	22
ECONOMICALLY DISADVANTAGED	Belding High	0	30	23	47	ECONOMICALLY DISADVANTAGED	Belding High	0	40	22	38
	Belding Alternative	0	15	0	85		Belding Alternative	NA	NA	NA	NA
	State	1	31	20	48		State	1	32	19	47
STUDENTS WITH DISABILITIES	Belding High	0	0	25	75	STUDENTS WITH DISABILITIES	Belding High	NA	NA	NA	NA
	Belding Alternative	NA	NA	NA	NA		Belding Alternative	NA	NA	NA	NA
	State	1	17	15	67		State	1	15	12	73

STUDENT ASSESSMENT DATA HIGH SCHOOL SOCIAL STUDIES

2005-2006						2006-2007					
Groups		Percent at Level				Groups		Percent at Level			
		1	2	3	4			1	2	3	4
All	Belding High	18	54	16	12	All	Belding High	28	55	11	6
	Belding Alternative	0	18	32	50		Belding Alternative	0	40	20	40
	State	39	41	12	8		State	41	42	9	7
GENDER: Male	Belding High	16	45	18	21	GENDER: Male	Belding High	26	55	12	8
	Belding Alternative	0	8	33	58		Belding Alternative	NA	NA	NA	NA
	State	41	36	13	10		State	43	39	9	9
GENDER: Female	Belding High	19	64	13	3	GENDER: Female	Belding High	30	55	11	4
	Belding Alternative	0	30	30	40		Belding Alternative	NA	NA	NA	NA
	State	36	46	12	6		State	40	45	9	6
RACE/ETHNICITY: White	Belding High	19	53	16	13	RACE/ETHNICITY: White	Belding High	28	55	11	6
	Belding Alternative	0	19	33	48		Belding Alternative	NA	NA	NA	NA
	State	44	39	10	7		State	47	40	7	5
ECONOMICALLY DISADVANTAGED	Belding High	13	53	23	11	ECONOMICALLY DISADVANTAGED	Belding High	21	59	14	7
	Belding Alternative	0	25	25	50		Belding Alternative	NA	NA	NA	NA
	State	21	47	19	13		State	21	48	16	14
STUDENTS WITH DISABILITIES	Belding High	0	44	25	31	STUDENTS WITH DISABILITIES	Belding High	NA	NA	NA	NA
	Belding Alternative	NA	NA	NA	NA		Belding Alternative	NA	NA	NA	NA
	State	10	33	28	29		State	8	35	25	32

STUDENT ASSESSMENT DATA PERCENT OF STUDENTS ASSESSED

2005-2006			2006-2007		
	ELA	Math		ELA	Math
Woodview Elementary	NA	NA	Woodview Elementary	99.2	99.4
Belding Middle	NA	NA	Belding Middle	100.4	100.4
Belding High	NA	NA	Belding High	97.6	97.6
Belding Alternative	NA	NA	Belding Alternative	58.8	70.6

Locally Administered Student Test Data

5TH & 8TH Grade TechPoint® Technology Literacy Testing		
Year	Grade	Percent Proficient
2005-2006	5 th	65%
2005-2006	8 th	41%
2006-2007	5 th	69%
2006-2007	8 th	82%

National Normed Achievement Test Data

AVERAGE ACT SCORES		
Belding High School	Number Tested	Average Composite Score
1998-1999	76	20.0
1999-2000	81	20.3
2000-2001	91	20.2
2001-2002	77	20.4
2002-2003	91	20.6
2003-2004	96	20.1
2004-2005	85	20.2
2005-2006	89	20.3
2006-2007	87	19.5
State of Michigan	Number Tested	Average Composite Score
1998-1999	70,669	21.3
1999-2000	73,918	21.3
2000-2001	72,450	21.3
2001-2002	71,882	21.3
2002-2003	75,127	21.3
2003-2004	73,434	21.4
2004-2005	74,307	21.4
2005-2006	72,751	21.5
2006-2007	78,135	21.5
National	Number Tested	Average Composite Score
1998-1999	1,019,053	21.0
1999-2000	1,065,138	21.0
2000-2001	1,069,772	21.0
2001-2002	1,116,082	20.8
2002-2003	1,175,059	20.8
2003-2004	1,171,460	20.9
2004-2005	1,186,251	20.9
2005-2006	1,206,455	21.1
2006-2007	1,300,599	21.2

IV. ADEQUATE YEARLY PROGRESS

Belding Area School District, Belding High School, Belding Middle School, Woodview Elementary and Ellis Elementary all met all requirements to make Adequate Yearly Progress under Education Yes! for the 2006-2007 school year.

ADEQUATE YEARLY PROGRESS DATA			
3RD GRADE ENGLISH LANGUAGE ARTS – ELLIS ELEMENTARY			
2005-2006		2006-2007	
State Target	48%	State Target	48%
All	84%	All	82%
White	84%	White	81%
Economically Disadvantaged	77%	Economically Disadvantaged	75%

ADEQUATE YEARLY PROGRESS DATA			
3RD GRADE MATH – ELLIS ELEMENTARY			
2005-2006		2006-2007	
State Target	56%	State Target	56%
All	93%	All	96%
White	93%	White	96%
Economically Disadvantaged	91%	Economically Disadvantaged	94%

ADEQUATE YEARLY PROGRESS DATA			
3RD - 6TH GRADE ENGLISH LANGUAGE ARTS – WOODVIEW ELEMENTARY			
2005-2006		2006-2007	
State Target	48%	State Target	48%
All	82%	All	84%
Hispanic	69%	Hispanic	NA
White	83%	White	85%
Students with Disabilities	48%	Students with Disabilities	55%
Limited English Proficiency	68%	Limited English Proficiency	NA
Economically Disadvantaged	75%	Economically Disadvantaged	78%

ADEQUATE YEARLY PROGRESS DATA
3RD - 6TH GRADE MATH – WOODVIEW ELEMENTARY

2005-2006		2006-2007	
State Target	56%	State Target	56%
All	87%	All	90%
Hispanic	75%	Hispanic	NA
White	88%	White	91%
Students with Disabilities	56%	Students with Disabilities	75%
Limited English Proficiency	77%	Limited English Proficiency	NA
Economically Disadvantaged	80%	Economically Disadvantaged	87%

ADEQUATE YEARLY PROGRESS DATA
6TH - 8TH GRADE ENGLISH LANGUAGE ARTS – BELDING MIDDLE SCHOOL

2005-2006		2006-2007	
State Target	43%	State Target	43%
All	83%	All	84%
White	84%	White	85%
Students with Disabilities	45%	Students with Disabilities	50%
Economically Disadvantaged	79%	Economically Disadvantaged	81%

ADEQUATE YEARLY PROGRESS DATA
6TH - 8TH GRADE MATH – BELDING MIDDLE SCHOOL

2005-2006		2006-2007	
State Target	43%	State Target	43%
All	86%	All	89%
White	86%	White	90%
Students with Disabilities	56%	Students with Disabilities	60%
Economically Disadvantaged	80%	Economically Disadvantaged	85%

ADEQUATE YEARLY PROGRESS DATA					
11TH GRADE ENGLISH LANGUAGE ARTS – BELDING HIGH SCHOOL					
2005-2006			2006-2007		
State Target	State Target	52%	State Target	State Target	52%
All	Belding High	85	All	Belding High	58%
RACE/ETHNICITY: White	Belding High	84	RACE/ETHNICITY: White	Belding High	57%
Economically Disadvantaged	Belding High	77	Economically Disadvantaged	Belding High	48%

ADEQUATE YEARLY PROGRESS DATA					
11TH GRADE MATH – BELDING HIGH SCHOOL					
2005-2006			2006-2007		
State Target	State Target	44%	State Target	State Target	44%
All	Belding High	73	All	Belding High	61%
RACE/ETHNICITY: White	Belding High	74	RACE/ETHNICITY: White	Belding High	60%
Economically Disadvantaged	Belding High	67	Economically Disadvantaged	Belding High	53%

Student Attendance Data			
2005-2006		2006-2007	
School	Daily Attendance Rate	School	Daily Attendance Rate
Ellis Elementary	95%	Ellis Elementary	96%
Woodview Elem.	96%	Woodview Elem.	97%
Belding Middle	93%	Belding Middle	94%
Belding High	91%	Belding High	91%
Alternative Ed.	75%	Alternative Ed.	92%

V. PARENT INVOLVEMENT

2005-2006		2006-2007	
School	Parent/Teacher Conference Attendance	School	Parent/Teacher Conference Attendance
Ellis Elementary	96%	Ellis Elementary	98%
Woodview Elem.	98%	Woodview Elem.	97%
Belding Middle	67%	Belding Middle	65%
Belding High	52%	Belding High	37%
Belding Alternative	NA	Belding Alternative	25%

Parental Involvement Policy

7175 Parent(s)/Guardian(s) Involvement Policy - Title I Programs

7175

In accordance with the requirement of the No Child Left Behind Act, the Belding Area Schools Board of Education encourages parent(s)/guardian(s) participation in Title I programs. Parent(s)/Guardian(s) must be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented to insure compliance with federal law:

- The involvement of parent(s)/guardian(s) in the planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
- Invitations to parent(s)/guardian(s) to attend at least an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable;
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by Title I staff at regularly scheduled parent(s)/guardian(s)-teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;

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- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s);
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc).

Written Plans/Policies

The Belding Area School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the District;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;

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- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and

- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child’s placement in and information about the District’s LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Approved: June 21, 2004
 LEGAL REF: 20 USCA 6318 (No Child Left Behind Act)

VI. ADDITIONAL REQUIRED HIGH SCHOOL CRITERIA FOR CURRENT AND PREVIOUS YEAR

Number and percent of Belding High School students receiving college credit through dual enrollment			
2005-2006	13/166=7.8%	2006-2007	19/136=14%

*Percentage based on juniors and seniors eligible to enroll.

Belding High School offers three college equivalent courses:

Advanced Placement Literature and Composition

AP Literature and Composition can provide the student with college credit through the College Board Advanced Placement Test. The course will include the study of literature and the art and craft of writing.

Advanced Placement Calculus

Advanced Placement Calculus includes a brief review of functions, trigonometry, and geometry. The first block includes finding derivatives of functions, applying the derivative, continuity, and limits to the functions. The second block includes definite integrals, application of integration, and polar coordinates. Graphing calculators are required for this course. Students may earn college credit by attaining appropriate scores on the College Board Advanced Placement Test.

Advanced Placement U.S. History

Advanced Placement U.S. History is for juniors/seniors who want to receive credit for U.S. History and also be able to take the College Board Advanced Placement Test. Good to excellent scores on the College Board test will allow students to receive college credit for U.S. History introductory course work at many colleges and universities.

Number and percent of Belding High School students enrolled in college level equivalent courses				
	Freshman	Sophomores	Juniors	Seniors
2005-2006	0/203 = 0%	1/199 = .5%	14/168 = 8%	46/169 = 27%
2006-2007	0/186=0%	1/182=.5%	16/171=9%	28/148=19%

Number and percent of Belding High School students enrolled in college level equivalent courses who took a college level equivalency credit exam			
2005-2006	61/61=100%	2006-2007	57/62=92%

Number and percent of Belding High School students who took a college level equivalency exam and those who achieved a score to receive college credit			
2005-2006	27/76=36%	2006-2007	18/57=32%

VII. CORE CURRICULUM

The KC4 (Kent County Core Collaborative Curriculum) was unanimously adopted by the BAS School Board in the areas of math, ELA and social studies on January 28, 2005. This is the result of continual efforts to be proactive in the drive to raise student achievement and provide the best and most aligned curriculum to Belding Area Schools students after approximately one year of research into the project. Intense work on the part of BAS staff was reflected in the previous curriculum. Unfortunately, ever-changing State expectations make it almost impossible for one person or small group to any longer take on the daunting task of updating and rewriting curriculum. In Kent County, twenty districts provide teachers to collaborate on this enormous

task. They work collaboratively to constantly update core curriculum and assure that it is aligned with State standards, benchmarks and grade level content expectations. Many of the Kent districts utilizing KC4 experienced a high rate of success for the 2003-2004 school year with regards to district Adequate Yearly Progress. Many schools throughout the State are beginning to look to KC4 as a model for curriculum. It is one of the few on the market that is constantly updated and does align with current benchmarks, standards and grade level content expectations. Districts are finding that they can no longer go it alone when it comes to curriculum development. The State is referencing the KC4 as a model in their road show presentations on the new grade level expectations. The KC4 curriculum is a complete curriculum. It provides a sequence of instruction, vocabulary, resources, activities and assessments.

On January 24th, 2005 all BAS K-12 district teaching staff were inserviced on the KC4. Since then staff has spent two full inservice days working diligently to map out an implementation plan for their grade level or department.

The KC4 Project assists districts in bringing about systemic school reform. A model curriculum, KC4, integrates national/state standards and local expectations in creating high performance core academics standards to be achieved by all students in math, science, reading, history, geography, economics, American Government and writing at elementary, middle and secondary school levels. Development of assessments at a mastery level for exit, program, and unit standards are part of the process. The teacher-driven model curriculum is expanded, adapted, or adopted to meet local needs through classroom validation. Fundamental basics of KC4 implementation include: high expectations, clarity and focus of instruction, alignment of K-12 curriculum and expanded learning opportunities generating an opportunity for success for all.

VIII. TEACHER QUALIFICATION

Teaching Certificates and Advanced Degrees								
2005-2006								
	Provisional	Professional	Permanent	18 Hour Continuing	30 Hour Continuing	BA/BS	Masters	Ed. Specialist
Belding Area Schools	53%	45%	2%	21%	49%	3%	20%	7%

*There are currently no teachers in the district on emergency or provisional credentials.

Percentage of Classes NOT Taught by Highly Qualified Teachers		
	2005-2006	2006-2007
Ellis	0%	0%
Woodview	0%	0%
Belding Middle	9%	0%
Belding High	0%	0%
Belding Alternative High School	25%	0%

The plan set forth by Belding Area Schools to monitor highly qualified status follows:

- 2003-2004
 - Conduct needs assessment.
 - Inform and include teachers on highly qualified issues.
 - Decide how requirements will be met.
 - Hire only highly qualified individuals.
- 2004-2005
 - Monitor progress.
 - Hire only highly qualified individuals.
- 2005-2006
 - Final push to meet deadline of June 30, 2006.
 - Hire only highly qualified individuals.
- 2006-ongoing
 - Hire only highly qualified individuals.

Each year a letter is made available to parents in the district newsletter advising them of their right to know the particular teacher qualifications of their child's teacher(s). The assistant superintendent serves as the point of contact regarding such issues.

IX. OTHER INFORMATION

Right to know:

Ellis Elementary and Woodview Elementary receive funds from the Title I, Part A program. Title I, Part A is a federal supplemental program designed to help children reach high academic standards. In receiving funds from this program the district has a requirement to inform you, as parents of children attending a Title I school of information available to you regarding the professional qualifications of a child's classroom teacher(s). Information will be provided to you upon request and in a timely manner of the following:

- Whether the child's teacher has met Michigan qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the child's teacher is teaching under emergency or other provisional status through the Michigan qualification or licensing criteria have been waived.

- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

You may request additional information on the level of achievement of your child in each of Michigan's assessments. Michigan uses the Michigan Educational Assessment Program (MEAP) to determine levels of achievement.