

August 16, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the 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, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Joel Olson for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.bas-k12.org/index.php/news/article/middleschoolaer/> or you may review a copy from the principal's office at your child's school.

For 2009-2010, Belding Middle School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

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 throughout the school year at grade-levels where it is determined that there is room for additional students.

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 and on raising the achievement for 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: self-contained EI, self-contained LD, Resource Room 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://www.bas-k12.org/index.php/academics/middle-school/>. The curriculum is aligned to the Michigan Grade Level Content Expectations. Local assessments are designed to assess these content expectations. Additionally, large-scale assessments are analyzed to determine 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

Data is collected at the building level for locally developed assessments. The district is currently working in conjunction with the Kent Intermediate School District to create a data warehouse making this data more accessible.

Belding Middle School Students continue to achieve above the AYP target by subject as determined by the MEAP test. Scores are as follows:

ELA MEAP Percent Proficient

	Fall 2008	Fall 2009
6 th grade –	76.9%	90.4%
7 th grade –	84.3%	73.7%
8 th grade –	74.1%	87.4%

Math MEAP Percent Proficient

	Fall 2008	Fall 2009
6 th grade –	72.3%	83.3%
7 th grade –	83.7%	74.7%
8 th grade –	79.3%	66.1%

Science MEAP Percent Proficient (only tested at 8th grade)

	Fall 2008	Fall 2009
8 th grade –	82.8%	83.1%

8th grade students participate in the EXPLOR test, a precursor to the ACT.

	Spring 2009	Spring 2010
ELA	14.2	14.5
Math	15.3	15.5
Reading	14.5	15.0
Science	16.5	17.0
Overall	15.3	15.7

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During the 2009-2010 school year Belding Middle School had 509 students. Of those 509 students, 218 parents attended fall parent/teacher conferences equating to 43% and 186 parents attended winter parent/teacher conferences equating to 36%.

In 2010 Belding Middle School was honored for its math program enhancements by receiving the Excellence in Education award. The staff works diligently to ensure the success of all students. Strategies and technologies such as formative assessments in the form of handheld white boards and the Classroom Performance System (Clickers) are utilized. Afterschool study hall for students is also offered and prescriptively assigned. Belding Middle School is also one of Michigan's Schools to Watch. Key characteristics that were evaluated in the selection process include: academic excellence, developmental responsiveness, social equity, and organizational support. Belding Middle Schools support system for students was

critical in receiving this achievement. Staff members works closely with the school counselor, social worker, and administrators to provide assistance to meet the needs of all students. As the staff at Belding Middle School partners with parents and the community, while focusing on the academic, social, and personal growth of all students, we look forward to each becoming a contributing member of our society.

Sincerely,

Joel Olson
Principal

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	68.7%	57.1%	57.1%	7.1%	50%	28.6%	14.3%
Hispanic or Latino	2009-10	100%	82.3%	91.7%	91.7%	0%	91.7%	0%	8.3%
White	2008-09	100%	85.7%	79.3%	79.3%	28.6%	50.7%	7.1%	13.6%
White	2009-10	100%	91.1%	90.8%	90.8%	19.9%	70.9%	9.2%	0%
Multiracial	2008-09	<10	79.8%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	87%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	51.2%	58.3%	58.3%	8.3%	50%	33.3%	8.3%
Limited English Proficient	2009-10	<10	70%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	44.7%	40%	40%	13.3%	26.7%	13.3%	46.7%
Students with Disabilities	2009-10	100%	59.9%	72.2%	72.2%	11.1%	61.1%	27.8%	0%
Economically Disadvantaged	2008-09	100%	69.2%	69.9%	69.9%	20.4%	49.5%	14%	16.1%
Economically Disadvantaged	2009-10	100%	81.1%	88%	88%	11%	77%	12%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Migrant	2008-09	<10	61.8%	<10	<10	<10	<10	<10	<10
Migrant	2009-10	<10	77.4%	<10	<10	<10	<10	<10	<10
Grade: 07									
All Students	2008-09	100%	79.6%	84.3%	84.3%	36%	48.3%	10.7%	5.1%
All Students	2009-10	100%	82%	73.7%	73.7%	37.5%	36.2%	19.7%	6.6%
Female	2008-09	100%	82.8%	86.3%	86.3%	32.6%	53.7%	10.5%	3.2%
Female	2009-10	100%	84.5%	78.4%	78.4%	37.8%	40.5%	17.6%	4.1%
Male	2008-09	100%	76.5%	81.9%	81.9%	39.8%	42.2%	10.8%	7.2%
Male	2009-10	100%	79.6%	69.2%	69.2%	37.2%	32.1%	21.8%	9%
Black or African American	2008-09	<10	61.6%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	64.4%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	79.2%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	89.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	69.9%	60%	60%	30%	30%	30%	10%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Hispanic or Latino	2009-10	100%	71.7%	57.1%	57.1%	0%	57.1%	28.6%	14.3%
White	2008-09	100%	84.7%	86.6%	86.6%	36.6%	50%	9.1%	4.3%
White	2009-10	100%	87.3%	76.1%	76.1%	41.8%	34.3%	18.7%	5.2%
Multiracial	2008-09	<10	78.3%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	77.4%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	52.3%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	100%	54.3%	58.3%	58.3%	0%	58.3%	25%	16.7%
Students with Disabilities	2008-09	100%	42.7%	45.8%	45.8%	4.2%	41.7%	29.2%	25%
Students with Disabilities	2009-10	100%	48%	48%	48%	12%	36%	28%	24%
Economically Disadvantaged	2008-09	100%	68.3%	76.7%	76.7%	24.4%	52.2%	16.7%	6.7%
Economically Disadvantaged	2009-10	100%	72.4%	71.1%	71.1%	27.8%	43.3%	19.6%	9.3%
Migrant	2008-09	<10	65.9%	<10	<10	<10	<10	<10	<10
Migrant	2009-10	<10	59.6%	<10	<10	<10	<10	<10	<10
Grade: 08									
All Students	2008-09	99.4%	75.5%	74.1%	74.1%	22.2%	51.9%	16%	9.9%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Proficient									
Limited English Proficient	2009-10	<10	61%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	35.1%	28.6%	28.6%	3.6%	25%	28.6%	42.9%
Students with Disabilities	2009-10	100%	48.6%	50%	50%	0%	50%	42.3%	7.7%
Economically Disadvantaged	2008-09	100%	62.7%	70%	70%	18.8%	51.2%	18.8%	11.3%
Economically Disadvantaged	2009-10	100%	75%	82.5%	82.5%	22.3%	60.2%	13.6%	3.9%
Migrant	2008-09	<10	54.2%	<10	<10	<10	<10	<10	<10
Migrant	2009-10	<10	70%	<10	<10	<10	<10	<10	<10
Mathematics									
Grade: 06									
All Students	2008-09	100%	79.9%	72.3%	72.3%	39.4%	32.9%	22.6%	5.2%
All Students	2009-10	100%	82%	83.3%	83.3%	42.3%	41%	16%	0.6%
Female	2008-09	100%	80.9%	73.1%	73.1%	37.2%	35.9%	24.4%	2.6%
Female	2009-10	100%	83%	80%	80%	37.6%	42.4%	20%	0%
Male	2008-09	100%	78.9%	71.4%	71.4%	41.6%	29.9%	20.8%	7.8%
Male	2009-10	100%	81.1%	87.3%	87.3%	47.9%	39.4%	11.3%	1.4%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2008-09	<10	61.2%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	100%	71.3%	57.1%	57.1%	28.6%	28.6%	42.9%	0%
Hispanic or Latino	2009-10	100%	75.6%	90.9%	90.9%	36.4%	54.5%	0%	9.1%
White	2008-09	100%	85.2%	74.1%	74.1%	41%	33.1%	20.1%	5.8%
White	2009-10	100%	87.5%	83.7%	83.7%	43.3%	40.4%	16.3%	0%
Multiracial	2008-09	<10	79.2%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	100%	62.3%	58.3%	58.3%	25%	33.3%	41.7%	0%
Limited English Proficient	2009-10	<10	68.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	45.5%	26.7%	26.7%	6.7%	20%	56.7%	16.7%
Students with Disabilities	2009-10	100%	52.3%	83.3%	83.3%	27.8%	55.6%	16.7%	0%
Economically	2008-09	100%	69%	64.1%	64.1%	27.2%	37%	29.3%	6.5%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Grade: 08									
All Students	2008-09	99.4%	74.5%	79.3%	79.3%	43.3%	36%	12.8%	7.9%
All Students	2009-10	100%	70.3%	66.1%	66.1%	40.2%	25.9%	22.8%	11.1%
Female	2008-09	98.7%	74.3%	75.3%	75.3%	36.4%	39%	15.6%	9.1%
Female	2009-10	100%	70.6%	65.7%	65.7%	34.3%	31.4%	25.7%	8.6%
Male	2008-09	100%	74.8%	82.8%	82.8%	49.4%	33.3%	10.3%	6.9%
Male	2009-10	100%	70%	66.7%	66.7%	47.6%	19%	19%	14.3%
Black or African American	2009-10	<10	44.7%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	89.4%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.7%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	64.5%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	100%	59.1%	42.9%	42.9%	7.1%	35.7%	42.9%	14.3%
White	2008-09	99.4%	80.8%	79.5%	79.5%	44.2%	35.3%	12.2%	8.3%
White	2009-10	100%	77.1%	67.8%	67.8%	42.7%	25.1%	21.6%	10.5%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Multiracial	2008-09	<10	70.4%	<10	<10	<10	<10	<10	<10
Multiracial	2009-10	<10	64.2%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	57.1%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	50.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	38.6%	51.7%	51.7%	10.3%	41.4%	20.7%	27.6%
Students with Disabilities	2009-10	100%	31.6%	20%	20%	8%	12%	48%	32%
Economically Disadvantaged	2008-09	100%	61.6%	71.6%	71.6%	34.6%	37%	14.8%	13.6%
Economically Disadvantaged	2009-10	100%	56.3%	58.8%	58.8%	34.3%	24.5%	25.5%	15.7%
Migrant	2008-09	<10	64%	<10	<10	<10	<10	<10	<10
Migrant	2009-10	<10	49.6%	<10	<10	<10	<10	<10	<10
Science									
Grade: 08									
All Students	2008-09	99.4%	76.3%	82.8%	82.8%	30.7%	52.1%	14.1%	3.1%
All Students	2009-10	100%	75.9%	83.1%	83.1%	25.9%	57.1%	15.3%	1.6%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Limited English Proficient	2009-10	<10	48.3%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	42.5%	41.4%	41.4%	13.8%	27.6%	48.3%	10.3%
Students with Disabilities	2009-10	100%	42.3%	42.3%	42.3%	3.8%	38.5%	53.8%	3.8%
Economically Disadvantaged	2008-09	100%	61.9%	77.5%	77.5%	26.3%	51.2%	17.5%	5%
Economically Disadvantaged	2009-10	100%	63.1%	77.2%	77.2%	20.8%	56.4%	20.8%	2%
Migrant	2008-09	<10	55.4%	<10	<10	<10	<10	<10	<10
Migrant	2009-10	<10	51.4%	<10	<10	<10	<10	<10	<10

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 06								
All Students	2008-09	<10	87.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	88.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	90.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	91.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	86.6%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	89.5%	<10	<10	<10	<10	<10
White	2008-09	<10	89.4%	<10	<10	<10	<10	<10
White	2009-10	<10	90.5%	<10	<10	<10	<10	<10
Grade: 07								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	88.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	89%	<10	<10	<10	<10	<10
Female	2009-10	<10	90.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	86.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	86.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	87.9%	<10	<10	<10	<10	<10
White	2008-09	<10	89.5%	<10	<10	<10	<10	<10
White	2009-10	<10	90.2%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	91.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	91.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	92.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	90.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	90.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	91.8%	<10	<10	<10	<10	<10
White	2008-09	<10	93%	<10	<10	<10	<10	<10
White	2009-10	<10	93.5%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics								
Grade: 06								
All Students	2008-09	<10	83.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	81.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	84.1%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	89.5%	<10	<10	<10	<10	<10
White	2008-09	<10	85.6%	<10	<10	<10	<10	<10
White	2009-10	<10	83.9%	<10	<10	<10	<10	<10
Grade: 07								
All Students	2008-09	100%	72.7%	60%	60%	50%	10%	40%
All Students	2009-10	<10	70.9%	<10	<10	<10	<10	<10
Female	2008-09	<10	69.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	68.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	74.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	72.2%	<10	<10	<10	<10	<10
Asian, Native	2009-10	<10	83.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Hawaiian, or Pacific Islander								
Hispanic or Latino	2008-09	<10	76.4%	<10	<10	<10	<10	<10
White	2008-09	<10	76.5%	<10	<10	<10	<10	<10
White	2009-10	<10	74.9%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2008-09	<10	83.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	79.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	85.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	82.1%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	81.7%	<10	<10	<10	<10	<10
White	2008-09	<10	86.5%	<10	<10	<10	<10	<10
White	2009-10	<10	83.9%	<10	<10	<10	<10	<10
Science								
Grade: 08								
All Students	2008-09	<10	47.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	52.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2009-10	<10	50%	<10	<10	<10	<10	<10
Male	2008-09	<10	50.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	53.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	53.8%	<10	<10	<10	<10	<10
White	2008-09	<10	57.4%	<10	<10	<10	<10	<10
White	2009-10	<10	60.9%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 06								
All Students	2008-09	<10	84.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	80.9%	<10	<10	<10	<10	<10
Male	2008-09	<10	83%	<10	<10	<10	<10	<10
White	2008-09	<10	85.9%	<10	<10	<10	<10	<10
White	2009-10	<10	82%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Grade: 07								
All Students	2009-10	<10	81.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.1%	<10	<10	<10	<10	<10
White	2009-10	<10	82.3%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2009-10	<10	79.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.5%	<10	<10	<10	<10	<10
White	2009-10	<10	79.8%	<10	<10	<10	<10	<10
Mathematics								
Grade: 06								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	88.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	89%	<10	<10	<10	<10	<10
Male	2008-09	<10	86.8%	<10	<10	<10	<10	<10
White	2008-09	<10	90.5%	<10	<10	<10	<10	<10
White	2009-10	<10	90.3%	<10	<10	<10	<10	<10
Grade: 07								
All Students	2009-10	<10	87.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2009-10	<10	86.1%	<10	<10	<10	<10	<10
White	2009-10	<10	87.6%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2009-10	<10	87.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	89.3%	<10	<10	<10	<10	<10
White	2009-10	<10	87.9%	<10	<10	<10	<10	<10
Science								
Grade: 08								
All Students	2009-10	<10	74.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	82.1%	<10	<10	<10	<10	<10
White	2009-10	<10	74.8%	<10	<10	<10	<10	<10

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading								
Grade: 06								
All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	49.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	39.1%	<10	<10	<10	<10	<10
White	2009-10	<10	52%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	42.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	44.3%	<10	<10	<10	<10	<10
Migrant	2009-10	<10	<10	<10	<10	<10	<10	<10
Grade: 07								
All Students	2009-10	<10	52.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	56.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Male	2009-10	<10	49.8%	<10	<10	<10	<10	<10
White	2009-10	<10	55.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48.7%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Male	2009-10	<10	54.2%	<10	<10	<10	<10	<10
White	2009-10	<10	61.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 06								
All Students	2009-10	<10	47.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	46.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	46.1%	<10	<10	<10	<10	<10
White	2009-10	<10	49%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	53.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48.1%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Migrant	2009-10	<10	<10	<10	<10	<10	<10	<10
Grade: 07								
All Students	2009-10	<10	47.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	43.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	49.6%	<10	<10	<10	<10	<10
White	2009-10	<10	50.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	46.1%	<10	<10	<10	<10	<10
Grade: 08								
All Students	2009-10	<10	37.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	36.8%	<10	<10	<10	<10	<10
White	2009-10	<10	37.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	35.2%	<10	<10	<10	<10	<10

2009-10 School-Level Accountability (AYP) Detail Reporting for Ionia ISD, Belding Area School District, Belding Middle

School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.9%	92.8%
Mathematics	99.9%	92.9%
School		
English Language Arts / Reading	100%	92.6%
Mathematics	100%	90.7%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	100%	94.7%
Mathematics	100%	84.2%
School		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	100%	93.3%
Mathematics	100%	80%
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.9%	92.5%
Mathematics	99.9%	93.1%
School		
English Language Arts / Reading	100%	92.4%
Mathematics	100%	91.1%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	116.3%	95.8%
Mathematics	116.3%	83.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	106.3%	71.6%
Mathematics	106.3%	74.2%
School		
English Language Arts / Reading	110.9%	67.7%
Mathematics	110.9%	66.1%
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	101.1%	90.8%
Mathematics	101.1%	91%
School		
English Language Arts / Reading	100.9%	89.9%
Mathematics	100.9%	87.2%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	69.15%
Black or African American	
State	
	56.59%
American Indian or Alaska Native	
State	
	65%
District	

Graduation Rate (High Schools only)
(Goal 80%)

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

<10

Hispanic or Latino

State

59.94%

District

<10

White

State

81.85%

Graduation Rate (High Schools only)
(Goal 80%)

District

70.05%

Multiracial

State

71.12%

District

<10

Limited English Proficient

State

65.51%

District

<10

Students with Disabilities

Graduation Rate (High Schools only)
(Goal 80%)

State

57.61%

District

34.78%

Economically Disadvantaged

State

59.8%

District

51.47%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

Attendance Rate (Goal 90%)	
	94.9%
School	
	95%
Black or African American	
State	
	91%
District	
	93.7%
School	
	97.3%
American Indian or Alaska Native	
State	
	93.7%
District	

Attendance Rate (Goal 90%)	
	90.5%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	89%
School	
	97.4%
Hispanic or Latino	
State	
	94.1%
District	
	95.2%
School	

Attendance Rate (Goal 90%)	
	95.2%
White	
State	
	95.7%
District	
	95%
School	
	95%
Multiracial	
State	
	94.8%
District	
	93.5%
School	

Attendance Rate (Goal 90%)	
	90.8%
Limited English Proficient	
State	
	94.6%
District	
	95.5%
School	
	95.2%
Students with Disabilities	
State	
	93.5%
District	
	93.4%
School	

Attendance Rate (Goal 90%)	
91.2%	
Economically Disadvantaged	
State	
94.8%	
District	
95.3%	
School	
95.3%	

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Ionia ISD, Belding Area School District, Belding Middle School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Met	Met	Met	B	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Ionia ISD, Belding Area School District, Belding Middle School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All	0	19	18	0

	Other	B.A.	M.A.	Ph.D
Public Elementary and Secondary School Teachers in the School				

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505