



Belding Area Schools

The right size. The right choice.

Vision: All students who graduate from Belding Area Schools will be career and college ready.



Belding High School

Michael Ostrander • Principal

Joel Wilker • Assistant Principal

May 29, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Belding High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Michael Ostrander for assistance.

The AER is available for you to review electronically by visiting the following web site: www.bas-k12.org, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

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

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

State law requires that we also report additional information:

1. Students are assigned or enrolled in Belding High School based on their residential requirements, if they live in the Belding Area Schools school district then they are guaranteed enrollment. We do also look at Schools of Choice students as well.

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2. The School Improvement Plan is an ever evolving, fluid document. We are maintaining all of our previous academic goals within each department along with our district-wide goals of: Inclusion, Improving the use of 21st Century Technology, maintaining an Aligned Curriculum, Data progress monitoring and Discussions, Timely and Additional Assistance for Students, and Improving our Community Partnerships.
3. Within Belding High School, we also house our Alternative Education Program which is a program comprised of almost exclusively online learning through a program called Odysseyware. We also offer a Middle College program through Montcalm Community College where students can receive both a high school diploma and an Associate's Degree in five years.
4. The curriculum being taught at Belding High School can be accessed by requesting a copy from the high school office or by visiting the website: <http://curriculum.bas-k12.org>. The staff at Belding High School has worked very hard over the past four years to construct and implement the curriculum that is being followed. This is slightly different from the state's model in the fact that we are preparing for full implementation of the Common Core State Standards which requires more rigor than had previously been asked for.
5. Belding High School students were in the same situation that all high schools are in this year, new and updated testing. Our SAT average increased from 976 in 2015-2016 to 991 in 2016-2017. We continue to improve and make strong progress academically. Our M-Step scores in Reading Proficiency, Social Studies Proficiency, Science Proficiency remained about the same and above the state average, and Mathematics continues to be an area of focus for us with a Proficiency level of 35.4%, an increase of 4% from the previous year.
6. This year we had 48% of our parents attend Fall Conferences and 32% attend in the Spring. These are major increases over previous years due to a concerted effort to improve attendance. We will continue to seek growth in these areas.
7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
 - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (Dual Enrollment)
 - 2014-15: 22 students (3.6%)
 - 2015-16: 8 students (1%)
 - 2016-17: 8 students (1%)
 - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - 2014-15: 5 whole courses
 - 2015-16: 6 whole courses
 - 2016-17: 8 whole courses
 - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - 2015: 81 students (14%)
 - 2016: 119 students (20%)
 - 2017: 193 students (34%)

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

2015: 30 students (37%)

2016: 30 students (25%)

2017: Scores are released July 5 and July 6

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

Sincerely,

Michael Ostrander
Belding High School

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