



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 Middle School

Joseph Barron • Principal

Rick Mason • Assistant Principal

May 25, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Belding Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Joseph Barron, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.belding-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 Middle School was identified as a Priority School in 2014, and was a Priority school for the 2015-2016 School Year. However, this label was removed in January of 2017 as our achievement levels in Math and Reading significantly grew on the M-STEP Statewide Assessment.

Through data analysis, Belding Middle School discovered achievement gaps for our students with specific learning disabilities and our economically disadvantaged students. To close the achievement gap, we placed students with specific learning disabilities in a general education setting with special education support to ensure the core content was delivered and accommodations were met. Based on need,

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students were assigned an academic support class during non-core academic time to reinforce the core content. Belding Middle School also placed at-risk students in additional core content classes in the areas of Math and English Language Arts.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

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: inclusion and co-teaching services, self-contained CI, academic support classes at each grade level, and direct contact with the ICISD for students with Autism Spectrum Disorder.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

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A copy of Belding Middle School's core curriculum is available through the principal's office and on the district website at <http://curriculum.bas-k12.org/>. The curriculum is aligned to the Michigan Standards. 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

In 2016-2017, Belding Middle School implemented a digital Math and Reading assessment tool (NWEA-MAP) to determine progress for all students. The data below shows the growth in MEAN RIT scores of the students in the Math and ELA assessment. There is only one year of data because the 2016-17 year was the first year this test has been implemented.

Math 2016-17 Grade Level	Fall test Mean RIT score	Number of students tested	Spring test Mean RIT score	Number of students tested	Change
6th	208.5	106	217.7	106	9.2
7th	216.0	132	225.6	132	9.6
8th	215.2	123	226.7	123	11.5

Reading 2016-2017 Grade Level	Fall test Mean RIT score	Number of students tested	Spring test Mean RIT score	Number of students tested	Change
6th	201.7	104	208.2	104	6.5
7th	210.2	131	218.2	131	8
8th	210.3	97*	213.1	97*	2.8

*denotes that advanced and accelerated students were not tested.

6. Number and percent of students represented by parents at parent-teacher conferences is below.

School year	Count	Fall #/%	Spring #/%
2016-2017	405	129/32%	103/26%
2015-2016	458	115/25%	166/36%
2014-2015	450	196/44%	106/24%
2013-2014	475	168/35%	137/29%
2012-2013	492	163/33%	134/27%
2011-2012	489	152/31%	152/31%

POINTS OF PRIDE

Students have:

- 100% Highly qualified staff
- Curriculum based on National Common Core State Standards
- Physical education, technology, art, Music, foreign language and health opportunities
- Educational field trips and assemblies
- Student Activity Nights to increase engagement
- Book Fairs
- National School Breakfast and Lunch Programs
- Social worker and speech therapist
- A dedicated Reading Intervention teacher and program (Read 180)
- District-wide nationally-normed assessment (NWEA)
- Accelerated Reading program

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

Sincerely,

Joseph Barron, Principal
Belding Middle School