



Belding Area Schools

The right size. The right choice.

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



Brent R. Noskey • Superintendent

January 17, 2020

Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for the Belding Area Schools district and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Brent Noskey, Superintendent, for help if you need assistance.

The district AER is available for you to review at <http://bit.ly/30i50Vk>. You may also view the report electronically by visiting the Belding Area Schools web site at www.bas-k12.org or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly. These reports contain the following information:

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Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

850 Hall St • Belding MI 48809

Phone: 616.794.4700

Fax: 616.794.4730

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NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

For the 2018-19 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no status label is given.

None of the schools in the Belding Area Schools district received one of these labels.

Belding Area Schools continues to strive to be the best educational program for all students. With the implementation of our multi-tiered system of supports, use of technology to continually engage students in the learning process, PK-12 grade and vertical aligning of instructional practices and assessments, staff continue to see increased achievement. Our NWEA MAP scores continue to see improved growth throughout the district. By reducing the gaps between our subgroups, as well as raising achievement for all students, staff are striving for all buildings to receive Reward Status from the Michigan Department of Education in the near future. Ellis and Woodview Elementary have been receiving professional development with their new *Wonders* reading program and with their new social emotional learning curriculum. This professional development will lead to better implementation of reading and social emotional curriculum, which will lead to higher achievement in all academic areas. Our secondary staff have been receiving professional development in Kagan Strategies, which leads to better teaching strategies in the classroom and, eventually, higher student achievement. We have parents involved as members of our school improvement team. We also offer many parent information nights at all of our buildings to help them become better partners in their children's learning process. Great things are happening at Belding Area Schools!

Sincerely,



Brent R. Noskey, Superintendent
Belding Area Schools

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