



Belding Area Schools

The right size. The right choice.

February 5, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 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 accountability, student assessment, 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 website: [Belding Middle School Annual Education Report](#), or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

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, composed of several building stakeholders, has written a comprehensive school improvement plan focused 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.

Belding Area Schools

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Superintendent

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Board of Education

Mike Baker
Terry Boni
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Keven Krieger
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Home of the Black Knights

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 cross categorical, 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

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 2024-2025, Belding Middle School continued implementation of a digital Math and Reading assessment tool (NWEA-MAP) to determine student progress in grades 6 & 7. The data below shows the growth in MEAN RIT scores of the students in the Math and ELA assessments. (Fall 2024-Spring 2025)

Math 2024-2025 Grade Level	Fall test Mean RIT score	Number of students tested	Spring test Mean RIT score	Number of students tested	Change
6 th	210.6	102	221.9	102	11
7 th	214.2	101	220.2	101	6

Reading 2024-2025 Grade Level	Fall test Mean RIT score	Number of students tested	Spring test Mean RIT score	Number of students tested	Change
6 th	207.3	100	217.2	100	10
7 th	211.4	110	218.3	110	7

*denotes that advanced and accelerated students were not tested.

Students in Grade 8 are assessed using the PSAT 8/9 Assessment. The growth information is below:

ERW 2024- 2025 Grade Level	Fall test Mean score	Number of students tested	Spring test Mean score	Number of students tested	Change
8th	373	110	399	107	26
Math 2024- 2025 Grade Level	Fall test Mean score	Number of students tested	Spring test Mean score	Number of students tested	Change
8th	370	110	377	107	7

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

School year	Count	Fall #/%	Spring #/%
2024-2025	385	205/53%	180/46%
2023-2024	450	196/44%	106/24%
2022-2023	475	168/35%	137/29%
2021-2022	360	163/33%	134/27%
2020-2021	350	160/45%	100/28%
2019-2020	402	155/37%	106/24%
2018-2019	405	130/32%	100/25%
2017-2018	419	155/37%	140/33%
2016-2017	405	129/32%	103/26%

POINTS OF PRIDE

Students have:

- 96% Highly Qualified Staff
- Curriculum Based on National Common Core State Standards
- Physical Education, Technology, Art, Music, Foreign Language, and STEM Opportunities
- IXL Individualized Diagnostic Growth Plans
- Educational Field Trips and Assemblies
- Student Activity Nights to Increase Engagement
- Book Fairs
- National School Breakfast and Lunch Programs
- Social Worker and Speech Therapist
- Certified Mental Health Clinician
- A Dedicated Reading Intervention Teacher
- Math Interventionist
- Library Access with Updated Titles
- Districtwide Nationally Normed Assessment (NWEA)
- Accelerated Reading Program
- Renaissance Programming

In conclusion, the achievements of the school are truly commendable, reflecting the dedication, hard work, and passion of both students and staff. The progress made in fostering an environment of growth, creativity, and academic excellence is a testament to the collective effort of the entire school community. Congratulations on all that has been accomplished, and here's to even more remarkable achievements in the future!

Sincerely,

Joseph Barron

Joseph Barron, Principal
Belding Middle School