



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 Area Schools district and our schools. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, please contact Brent Noskey, Superintendent, for assistance.

The district AER is available for you to review electronically by visiting the following website: [Belding District Annual Education Report](#). You may also 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:

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 5, 8, and 11, compared to state averages for all students as well as subgroups of students

National Assessment of Educational Progress (NAEP) Data

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

Educator 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

Belding Area Schools

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Superintendent

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Board of Education

Mike Baker
Terry Boni
Sarah Foss
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Doug Lamborne
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Home of the Black Knights



Civil Rights Data

- Provides information on school quality, climate, and safety

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.

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

Belding Area Schools continues to strive to provide the highest-quality educational experience for *all* students. Through the implementation of a Multi-Tiered System of Support (MTSS), the strategic use of technology to actively engage learners, accelerated coursework for advanced students, and strong vertical alignment of instructional practices and assessments, we are seeing meaningful academic growth across the district.

We have been impressed with the way our staff has stepped up to meet the academic, social, and emotional needs of every student. NWEA MAP data shows continued improvement throughout the district, with some areas demonstrating growth in the top 5% nationally. By reducing achievement gaps among student subgroups while simultaneously raising overall achievement, our staff remains focused on moving NWEA, PSAT, and SAT performance above the national average in all buildings.

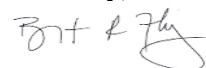
Both our elementary and secondary staff continue to participate in professional development focused on artificial intelligence (AI). We believe this emerging technology will increase instructional efficiency while also supporting improved student achievement. This summer, leaders from each elementary grade level met to review our English Language Arts (ELA) curriculum and instructional tools, ensuring alignment across grade levels and with Michigan state standards. Grade-level teams then met this fall to map out ELA instruction for the school year. We are confident this collaborative work will lead to increased student success.

Since the COVID-19 pandemic, we have recognized a growing need for social-emotional and mental health support. In response, we have added elementary counselors at Woodview Elementary and Ellis Elementary, as well as two Pine Rest counselors who support students across all buildings. When students' mental health needs are addressed, they are better positioned to succeed academically.

We value strong partnerships with families and are grateful to have parents serving on our School Improvement Teams. We also offer a variety of parent information nights across the district to support families as active partners in their children's education.

Despite the many challenges of recent years, our staff and students have persevered and accomplished remarkable things. Belding Area Schools truly is a great place to learn, grow, and succeed.

Sincerely,



Brent R. Noskey, Superintendent
Belding Area Schools