



# 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 High 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 Principal Michael Ostrander for assistance.

The AER is available for you to review electronically by visiting the following website: [Belding High 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.

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 making a great effort to ensure that our school climate and culture continue 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 and structures 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 team-taught classes that have co-teachers who can offer 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 welcome Schools of Choice students as well.

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**Belding Area Schools**

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**Superintendent**

Brent R. Noskey

**Board of Education**

Mike Baker  
Terry Boni  
Sarah Foss  
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Jennifer Lien

*Home of the Black Knights*



2. The School Improvement Plan is an ever-evolving, fluid document. We are maintaining all our previous academic goals within each department, along with our district-wide goals surrounding social-emotional learning.
3. Within Belding High School, we also house a fully virtual program comprised of almost exclusively online learning through Edgenuity and/or Michigan Virtual. We also offer an Early 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. The staff at Belding High School have worked very hard over the past several 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 require more rigor than had previously been requested.
5. Students at Belding High School took the SAT, PSAT 10, PSAT 8/9, or M-STEP tests during the 2024-2025 school year. Our test results show signs that we are moving beyond the global pandemic of 2020. We are viewing the 2024-2025 results as year four of new testing data and look to build on those results now that we are back to a normal testing schedule. We continue to improve and make strong progress academically. Our PSAT 9 and PSAT 10 scores show significant gains – we are now meeting or exceeding state averages in many areas. Our M-STEP scores were impacted in the same manner. We are eager to see continued growth in our testing data.
6. We held quarterly parent-teacher conferences during our first quarter of the year. Like previous years, attendance was roughly 30%. During the next two quarters, we had our teachers reach out to every parent in the district by phone to discuss the progress of each student. We were able to reach over 90% of parents. This allows for more frequent and ongoing communication between teachers and parents. During the final quarter, we held a Freshman Orientation Night for incoming students and parents. Attendance was over 80%, and the event was well received.
7. FOR HIGH SCHOOLS ONLY, ALSO REPORT ON THE FOLLOWING:
  - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (Dual Enrollment)

2020-21:	1 student (<1%)
2021-22:	71 students (13%)
2022-23:	83 students (15%)
2023-24:	112 students (22%)
2024-25:	163 students (33%)
  - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

2020-21:	9 whole courses
2021-22:	8 whole courses
2022-23:	9 whole courses
2023-24:	10 whole courses
2024-25:	10 whole courses

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

2021: 115 students (21%)  
2022: 74 students (13%)  
2023: 120 students (22%)  
2024: 137 students (27%)  
2025: 79 students (16%)

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

2021: 32 students (28%)  
2022: 37 students (50%)  
2023: 40 students (33%)  
2024: 57 students (52%)  
2025: 62 students (78%)

We saw a significant decrease in the number of students taking Advanced Placement courses; however, those students were much more successful in receiving scores leading to college credit. The dual enrollment partnership with Montcalm Community College has led to a massive increase in numbers for 2024-25 and an even bigger projected increase in 2025-26. Our most recent graduating class earned 536 college credits through dual enrollment. The upcoming graduating class is projected to earn 636 credits. We are excited about the future of advanced learning opportunities at Belding High School!

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 of schools across the state of Michigan. We have a couple of 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,



Dr. Michael Ostrander  
Assistant Superintendent and High School Principal  
Belding Area Schools