



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 Woodview Elementary 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 Kristen Larson, Principal, for assistance.

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

Woodview staff analyzed our state and local student achievement data and found there were a few areas identified as needs, such as bigger gaps between our students with disabilities and economically disadvantaged students compared to their counterparts. To help close the gaps, students with identified disabilities have an opportunity to be placed in inclusion classrooms where they will have the support of another teacher in the general education setting. To support our economically disadvantaged students or any other at-risk children, staff have created a system for RtI/MTSS and a summer course. The staff will monitor needs for RtI/MTSS through the use of NWEA/MAP assessments and other local assessments. Early release days are provided for staff to analyze and reflect on the student data to adjust RtI/MTSS groups and instruction. Students are also fortunate to have additional paraprofessional support in the classrooms.

State law requires that we also report additional information.

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 throughout the school year at grade levels where it is determined that there is room for additional students.

Belding Area Schools

850 Hall Street
Belding, MI 48809
616.794.4700
www.bas-k12.org

Superintendent

Brent R. Noskey

Board of Education

Mike Baker
Terry Boni
Sarah Foss
Shannon Hummel

Keven Krieger
Doug Lamborne
Jennifer Lien



Home of the Black Knights

2. STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Woodview Elementary School Improvement Team and several building stakeholders have written a comprehensive school improvement plan focused on raising achievement for all students in reading, writing, math, science, and social studies. The plan also focuses on closing the achievement gap for our special education students and economically disadvantaged students. The Woodview Elementary goals, objectives, strategies, and activities are based on data and research. The team also worked closely with our Literacy Coach and Child Study Team members to design an improvement plan to raise achievement for all students at Woodview.

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 Areas Schools to provide a complete continuum of services to be made available in an efficient and cost-effective manner regardless of district size. Woodview Elementary has the following programs in-house for students with special needs: Paraprofessional, an Inclusion program with a Special education teacher at each grade level, and direct contact with the ICISD for students with Autism Spectrum Disorder.

4. 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 the Woodview Elementary core curriculum is available on the Belding Area Schools website. The curriculum is aligned with the National Common Core State Standards and Michigan Content Expectations. Local assessments are designed to assess these content expectations. Larger scale assessments are analyzed as well to determine need, and adjustments are made to the curriculum accordingly.

5. AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS DISTRICT ASSESSMENT DATA FOR MATH AND ELA

Woodview Elementary 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 assessments.

Math 2023-24	Fall Test MEAN RIT Score	Number of Students Tested	Spring Test MEAM RIT Score	Number of Students Tested	Change
3rd	181.2	112	203.3	114	+22.1
4th	194.6	110	213	113	+18.4
5th	201.7	108	218.8	106	+17.1

Math 2024-25	Fall Test MEAN RIT Score	Number of Students Tested	Spring Test MEAM RIT Score	Number of Students Tested	Change
3rd	181.2	132	202	131	+20.8
4th	195.1	116	211.7	119	+16.6
5th	201.8	119	219.1	113	+17.3

Reading 2023-24	Fall Test MEAN RIT Score	Number of Students Tested	Spring Test MEAM RIT Score	Number of Students Tested	Change
3rd	180.9	110	194.4	113	+13.5
4th	192.1	110	201.3	112	+9.2
5th	198.9	114	210.0	112	+11.2
Reading 2024- 25	Fall Test MEAN RIT Score	Number of Students Tested	Spring Test MEAM RIT Score	Number of Students Tested	Change
3rd	180.1	132	194.5	131	+14.4
4th	192.2	116	201.8	120	+9.6
5th	200.4	119	210.6	113	+10.2

6. NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

In 2023-2024, Woodview Elementary had 350 students in the fall. Of those 350 students, 318 parents attended the parent/teacher conferences which equate to 90%. Woodview Elementary had 344 students in the spring. Of those 344 students, 310 parents attended the parent/teacher conferences which equate to 90%.

In 2024-2025, Woodview Elementary had 367 students in the fall. Of those 367 students, 333 parents attended the parent/teacher conferences which equate to 91%. Woodview Elementary had 364 students in the spring. Of those 364, 330 parents attended the parent/teacher conferences which equates to 90%.

POINTS OF PRIDE

Staff believe:

- All students need to feel safe, successful, cared for, and valued.
- Students learn when their emotional, social, and instructional needs are met.
- Student achievement is a collaboration of efforts between school, home, and community.
- Discovering and developing the talents of students to increase achievement.

Students have:

- 100% Highly Qualified Staff
- Curriculum based on National Common Core State Standards
- Physical education, technology, STEAM, and music opportunities
- Educational field trips and assemblies
- Family Activity Nights for each core curriculum area
- Book Fairs
- National School Breakfast and Lunch Programs
- Grade-level Core Curriculum Interventionists
- Social Worker, Counselor, Speech Therapist, Intervention and Support Specialist

- Child study team
- District-wide nationally normed assessment (NWEA)
- Accelerated Reading and IXL program
- Title Ia and 31a support

The staff at Woodview work diligently to ensure that all children are successful. Teachers utilize programs such as research-based resource Leveled Literacy, IXL (math and reading), and Literacy Interventionists to carry out the goals of the school's comprehensive school improvement plan. Woodview Elementary cares about the needs of all its students. Therefore, we work closely with community organizations to ensure that kids have what they need to be successful. Woodview Elementary truly is "The Right Size. The Right Choice."

Sincerely,

Kristen Larson

Kristen Larson, Principal
Woodview Elementary