

February 15th, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Charlotte Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Ryan Guimont for assistance. He can be reached via email at guimonn@charlottenet.org or via phone at 517-541-5700.

The AER is available for you to review electronically by visiting [HERE](#). You can also access our reports by navigating to the Charlotte Middle School Website, or you may review a copy in the main office at CMS.

For the 2022-23 school year, schools were identified using definitions and labels as required in 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 three or more underperforming student subgroups. 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 label is given.

Charlotte Middle School has been identified in the Additional Targeted Support subgroup. Charlotte Middle School has been identified as being in the bottom 5% in the student subgroup of "Students with Disabilities." In order to address this identification and work to make improvements, the following is taking place:

- Co-taught classrooms (one general educator and one special educator) are in place in the areas of English Language Arts and Math for both 7th and 8th grades. Classes have been organized to maximize special education services and individualized supports.
- One period of Study Skills is in place for both 7th and 8th grade. This class allows for small group instruction to students based on their Individualized Education Program (IEP) needs. Instruction includes opportunities to work on and/or finish assignments/assessments from other classes, and to work on assignments that relate directly to IEP goals.
- Professional development has been designed and implemented based around Universal Supports versus Specialized Instruction (and the accompanying IEP accommodations and supports).
- For the 2023-24 school year, 7th and 8th grade co-taught classrooms will be scheduled in a manner (different than how they are currently designed for the 2022-23 school year) that allows for additional individualized instruction and supports. This includes improving our ration of general education students to special education students in classrooms along with providing additional co-teaching opportunities in ELA and Math classrooms.

Based on the information contained in this year's AER report, CMS has a few key areas of focus.

- On the M-STEP Science assessment for CMS 8th grade students, the percentage of students that scored "proficient" increased 12.5% from 2020-21 to 2021-22.
- On the M-STEP Social Studies assessment for CMS 8th grade students, the percentage of students that scored "proficient" increased 6.8% from 2020-21 to 2021-22.
- On the PSAT8 Evidence-Based Reading and Writing (EBRW) assessment, the percentage of students that scored "proficient" increased 8.2% from 2020-21 to 2021-22.
- On the PSAT 8 Mathematics assessment, the percentage of students that scored "proficient" increased 2.5% from 2020-21 to 2021-22.
- On the M-STEP ELA assessment for CMS 7th grade students, the percentage of students that scored "proficient" decreased 6.7% while statewide we saw a decrease of 3.0%.
- On the M-STEP Math assessment for CMS 7th grade students, the percentage of students that scored "proficient" decreased 0.9% while the statewide we saw a decrease of 2.1%.
- At CMS, in order to better educate our students and provide them opportunities to learn and grow, we are looking at acquiring new curriculum in the areas of Mathematics and Social Studies. We are also engaging in preliminary professional development sessions regarding NWEA data that allows us to determine both areas of strength and weakness, and use that data to help drive our instruction going forward.

State law requires that we also report additional information.

1. We are a Public School of Choice. When parents become interested in their child(ren) attending CMS, they work with our district registrar to complete the enrollment process. Once completed, CMS administrative assistants work with parents to communicate scheduling logistics and students begin school as soon as possible.

2. CMS School Improvement Goals

- a. 80% of All Students will demonstrate proficiency in reading in English Language Arts by 06/01/2023 as measured by established content standards.
- b. 80% of all students will demonstrate proficiency in Mathematics by 06/01/2023 as measured by established content standards.
- c. 80% of all students will demonstrate proficiency in their interpretation and application of data, through tables and graphs in Science by 06/01/2023 as measured by established content standards.
- d. 80% of all students will demonstrate proficiency in Social Studies by 06/01/2023 as measured by established content standards.

3. Charlotte Middle School has a population of 316 students in grades 7 and 8. The community itself has been growing in risk over the past five years and almost half of all students in our district qualify for free or reduced lunch. Over ninety percent of our students are Caucasian and have a long tradition of relatives that have also attended the Charlotte schools. Our school is a diverse community of learners, with about 10% of the students receiving special education services in the areas of learning, behavior, and autism support. The Middle School has one principal, one Dean of Students, two paraprofessionals, one counselor, and one Student Support Specialist.

Because we have two separate grade levels, Charlotte Middle School is able to take a focused approach to addressing the learning, social/emotional, and behavioral needs of our students. CMS educators work with our students daily to provide support in all of these areas. We have a dedicated Enrichment period that allows us to use Second Step programming to address some of these social/emotional/behavioral needs. CMS has installed a Positive Behavioral Interventions and Supports (PBIS) program to positively reinforce positive student behavior. This program has allowed for daily, weekly, and monthly celebrations of positive student behavior, and has allowed for positive school culture events, as well.

All students have access to core academic classes and curriculum (ELA, math, social studies, science) as well as a variety of encore classes (PE, art, STEM, band, choir, technology, foreign language). Students that have an Individualized Education Program (IEP) also have the opportunity to participate in a Study Skills block to allow for additional instruction and time to complete work. All of our classes are taught by Highly Qualified teachers. CMS provides students with 1-to-1 Chromebook access throughout their classrooms.

- A. To access a copy of our Core Curriculum, you can navigate to the CMS website and click on the “Curriculum Guide” link contained therein.
- B. For more information on Student Achievement results, please go to the “Parent Dashboard” on the MISchool Data website.
- C. CMS engages in a combination of in-person and virtual parent/teacher conferences to increase accessibility and flexibility for our families.

At Charlotte Middle School, we value the partnerships that have been formed with parents and the community and will work collaboratively with all stakeholders. Through these partnerships, we will continue to create a school where all students are successful.