



February 20, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2025-26 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 guimont@charlottenet.org or via phone at 517-541-5700.

The AER is available for you to review electronically by clicking this link: <https://bit.ly/4rqeCcl>

You can also access our reports by navigating to the Charlotte Middle School website, or you may review a copy in the Charlotte Middle School main office.

For the 2025-26 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 previously 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 to 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.
- Two periods of Study Skills are 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. These classes are based around direct instruction that relates directly to IEP goals.
- Professional development has been designed and implemented based around utilizing data to help improve and align MTSS Tier 1 instruction and supports.
- For the 2025-26 school year, 7th and 8th grade co-taught classrooms has been scheduled in a manner that allows for additional individualized instruction and supports. Students with IEPs have been scheduled intentionally and purposefully to ensure students are grouped appropriately in classes with special education supports. This includes improving our ratio of general education students to special education students in classrooms along with providing additional co-teaching opportunities in ELA and Math classrooms.
- For the 2026-27 school year, we are transitioning the 6th grade class to Charlotte Middle School. Therefore, while we used to house the 7th and 8th grades, we will begin housing our 6th, 7th, and 8th grades starting in the 2026-27 school year. The purpose of this transition is to provide a more comprehensive and aligned education across three grade levels while ensuring that we have highly qualified teachers educating our students.

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

2023-24 (All Students)

Assessment	% Proficient
M-STEP ELA (7th grade)	40.87%
M-STEP Math (7th grade)	15.36%
M-STEP Science (8th grade)	33.11%
M-STEP Social Studies (8th grade)	18.24%

2024-25 (All Students)

Assessment	% Proficient
M-STEP ELA (7th grade)	52.71%
M-STEP Math (7th grade)	20.16%
M-STEP Science (8th grade)	42.65%
M-STEP Social Studies (8th grade)	44.12%

When looking at all students in our school building, the data above shows an increase in the percent of students scoring at the "Proficient" level in each of the four core subject areas when comparing 2023-24 and 2024-25 assessment data.

2023-24 (Students with Disabilities)

Assessment	% Proficient
M-STEP ELA (7th grade)	3.33%
M-STEP Math (7th grade)	0%
M-STEP Science (8th grade)	8.33%
M-STEP Social Studies (8th grade)	0%

2024-25 (Students with Disabilities)

Assessment	% Proficient
M-STEP ELA (7th grade)	9.09%
M-STEP Math (7th grade)	3.03%
M-STEP Science (8th grade)	10.53%
M-STEP Social Studies (8th grade)	15.79%

When focusing on our students with disabilities, the data above shows an increase in the percent of students scoring at the “Proficient” level in each of the four core subject areas when comparing 2023-24 and 2024-25 assessment data.

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. By June 2026, Charlotte Middle School staff will work within departments to improve organization of curriculum, standards, and scales.
- b. By June 2026, Charlotte Middle School's daily instructional methods will meet standards of rigor, follow research-based methods, promote deep thinking, promote engagement, be differentiated, and be continually assessed and adjusted all while following identified state standards.
- c. By June 2026, Charlotte Middle School will provide specific socio-emotional support to students identified as being in need. Student needs and the effectiveness of the intervention will be monitored by a Multi-Tiered System of Supports (MTSS) team.

3. Charlotte Middle School has a population of 390 students in grades 7 and 8. The community itself has been growing in risk over the past five years and about 38% of all students in our school building qualify for free or reduced lunch (note: this information is based on families that returned the necessary paperwork to calculate this information). About 97% of our students are Caucasian with many of our students having a long tradition of relatives that have also attended Charlotte schools. Our school is a diverse community of learners, with about 12% of the students receiving special education services in the areas of learning, behavior, and autism support. Charlotte Middle School has one principal, one Dean of Students, two paraprofessionals, one school 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. The following is in place at Charlotte Middle School to create a student-centered learning environment that promotes learning and engagement:

- We have a dedicated Enrichment period that allows us to use Second Step curriculum materials to address some of our social/emotional/behavioral needs.
- Students in both 7th and 8th grade that qualify for MTSS Tier 2 support in the area of mathematics engage in mini-units of intensive mathematics instruction in a given mathematics standard of need (determined by a screener assessment and NWEA scores).
- CMS has 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.
- Students that have an Individualized Education Program (IEP) also have the opportunity to participate in a Study Skills block to allow for additional instruction per their IEP.
- Multiple LINKS classes are offered for students to provide social supports to students that require that specific type of support. These classes also provide grade level students the opportunity to assist their peers in a social capacity.

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). 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 "K-12 Grade Landing Page" 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 given the opportunity to be successful both in and out of the classroom. We continue to look for and research additional opportunities to offer our students that will provide them with a more comprehensive, effective educational experience consisting of both academic and extra-curricular opportunities.

While we are encouraged by the student growth we have seen in the data previously noted in this report, we strive to continuously improve our procedures and instruction when it comes to how we educate our students at Charlotte Middle School.

Ryan Guimont

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Principal
Charlotte Middle School