



*Eagle Peak
Montessori School
Annual Report
2024-2025*

Prepared by Executive Director, Michelle Hammons, Ed.D.

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1.Administrative Summary

After the last few years of Post Pandemic's slow return to normal, 2024-2025 felt like a comparatively "normal" year. Our events were solid, our students attended local and overnight field trips, parent volunteer numbers were on track and we had over 125 of our families participate in our Parent Survey.

Academically there was a lack of continuity for two of our classrooms as there were staffing changes after school had begun. This resulted in a disruption for those classes in the structure and curriculum. Both classes which were impacted received additional academic support, but we recognize that these types of changes can impact the classrooms as a whole.

At the national level there were changes made to the Department of Education which resulted in some funding insecurities as well as overall confusion. We also saw some changes in the level of participation in the enrollment numbers. Prior to the pandemic we had started a fourth Lower Elementary (grade 1-3) class in the hopes of adding buildings to the campus. Once the pandemic hit and the fundraising campaign needed to finance those buildings did not materialize, we knew we would need to roll back enrollment. We closed the fourth Lower Elementary classroom in 2023-2024. We also saw less applicants in the lotter than in previous years. We do not know if this is an anomaly or a trend as of this time.

2. Achievement of Academic Goals

Eagle Peak continues to administer the Renaissance STAR test to students in grades 1-8 twice each year. We use this as a gauge of where each child is at the start of the year and then again at the end of the academic year to measure growth. In addition to the Renaissance, we administer the state assessment the CAASPP (California Assessment of Student Performance and Progress).

For the past two years, our 8th grade English Language Arts and Math scores have not only been higher than the district and state results, but they have been higher than both similar schools (Foothill being the consistent other school). That being said, in the grades leading up to 8th, we see improvement in some areas, but the overall percentage of students passing are slightly lower than the comparison schools and, in some cases, the larger, district and state comparisons. Currently, the “similar schools” are determined by the number of students in those grades who attend which schools. For example, some years the predominance of our elementary students have had Highlands as their home school, whereas this year, the greater number of students have Woodside as their home school. Walnut Acres does seem to be relatively consistent with the number of students for whom that would be their home school. This keeps it as one of the two schools we use for comparison purposes.

It should also be noted, that the comparison of passing rates between Eagle Peak and MDUSD as a whole district are probably a closer comparison since our student body is comprised of students from across the district and not one specific school.

2a. Statewide Testing:

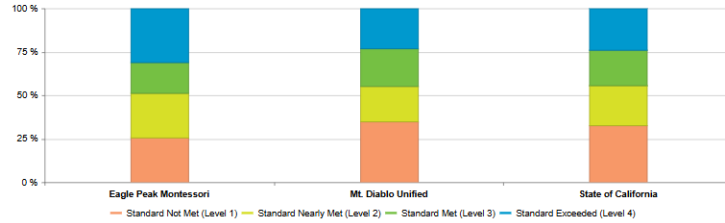
The CAASPP was administered in the spring of 2025. On the following pages are the comparisons of how Eagle Peak Montessori compared with other entities. For each grade level there is a screen shot of the comparison of Eagle Peak, California as a whole, Mt. Diablo Unified School District as a whole, and then a comparison with similar schools, which as stated above are used based on the district school with the largest numbers of Eagle Peak students who would have that as their home school.

English Language Arts (ELA) comparison: Grade 3 School-District-State

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 3



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2431.8	2408.5	2414.3
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	30.77 %	23.04 %	23.98 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	17.95 %	21.85 %	20.23 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	25.64 %	20.32 %	23.15 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	25.64 %	34.80 %	32.64 %

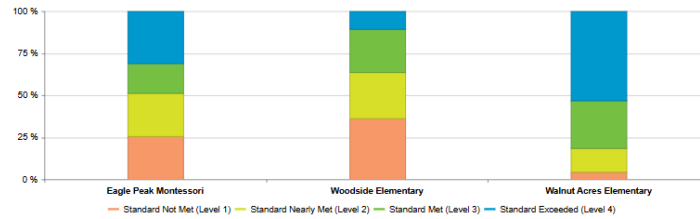
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 3 Similar Schools

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 3



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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Woodside Elementary	Walnut Acres Elementary
Mean Scale Score	2431.8	2390.3	2498.7
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	30.77 %	10.64 %	52.99 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	17.95 %	25.53 %	28.21 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	25.64 %	27.66 %	14.53 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	25.64 %	36.17 %	4.27 %

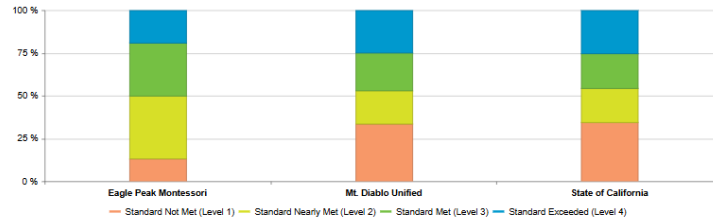
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 4 School-District-State

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 4



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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2485.0	2456.3	2457.4
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	19.23 %	24.80 %	25.32 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	30.77 %	22.22 %	20.38 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	36.54 %	19.51 %	19.59 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	13.46 %	33.46 %	34.70 %

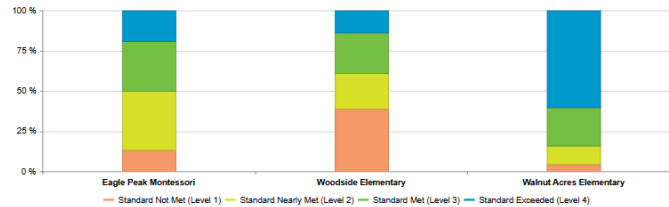
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Grade 4 Similar Schools

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 4



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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Woodside Elementary	Walnut Acres Elementary
Mean Scale Score	2485.0	2449.9	2550.6
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	19.23 %	13.89 %	60.00 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	30.77 %	25.00 %	24.21 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	36.54 %	22.22 %	11.58 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	13.46 %	38.89 %	4.21 %

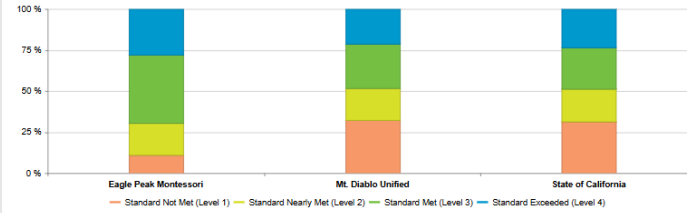
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Grade 5 School -District-State

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 5



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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2535.5	2490.0	2495.7
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	27.78 %	21.46 %	23.25 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	41.67 %	26.67 %	25.55 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	19.44 %	19.39 %	19.68 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	11.11 %	32.49 %	31.52 %

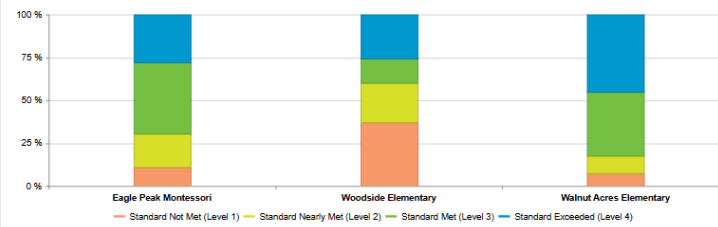
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Grade 5 Similar Schools

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 5



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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Woodside Elementary	Walnut Acres Elementary
Mean Scale Score	2535.5	2474.8	2568.4
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	27.78 %	25.71 %	45.19 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	41.67 %	14.29 %	37.04 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	19.44 %	22.86 %	10.37 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	11.11 %	37.14 %	7.41 %

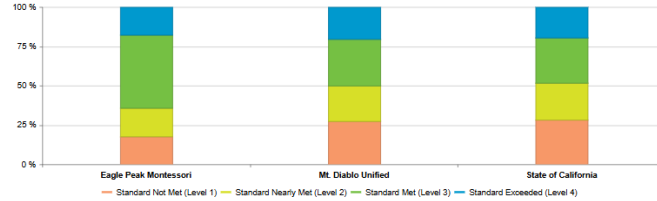
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Grade 6 ELA School-District-State

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 6



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[English Language Arts/Literacy Achievement Level Descriptors](#)
[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2553.1	2521.0	2520.6
Standard Exceeded (Level 4) ¹	17.86 %	20.14 %	19.63 %
Percentage of students by grade for level			
Standard Met (Level 3) ¹	46.43 %	29.84 %	28.43 %
Percentage of students by grade for level			
Standard Nearly Met (Level 2) ¹	17.86 %	22.40 %	23.64 %
Percentage of students by grade for level			
Standard Not Met (Level 1) ¹	17.86 %	27.62 %	28.30 %
Percentage of students by grade for level			

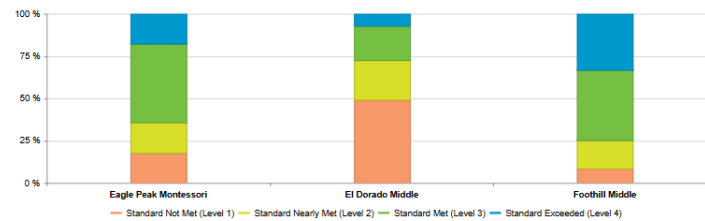
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 6 Similar Schools

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 6



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[English Language Arts/Literacy Achievement Level Descriptors](#)
[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	El Dorado Middle	Foothill Middle
Mean Scale Score	2553.1	2462.9	2582.9
Standard Exceeded (Level 4) ¹	17.86 %	7.21 %	33.33 %
Percentage of students by grade for level			
Standard Met (Level 3) ¹	46.43 %	20.33 %	41.59 %
Percentage of students by grade for level			
Standard Nearly Met (Level 2) ¹	17.86 %	23.28 %	16.83 %
Percentage of students by grade for level			
Standard Not Met (Level 1) ¹	17.86 %	49.18 %	8.25 %
Percentage of students by grade for level			

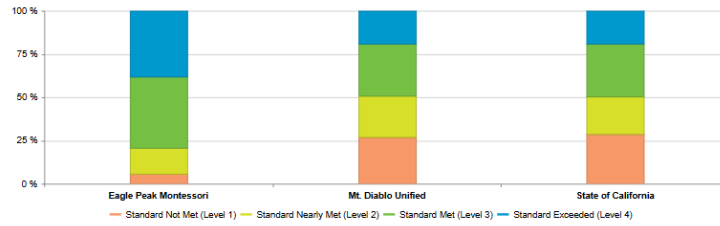
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Grade 7 ELA School -District-State

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 7



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[English Language Arts/Literacy Achievement Level Descriptors](#)
[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2625.0	2544.2	2542.9
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	38.24 %	19.24 %	18.92 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	41.18 %	30.06 %	30.73 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	14.71 %	23.80 %	21.80 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	5.88 %	26.89 %	28.55 %

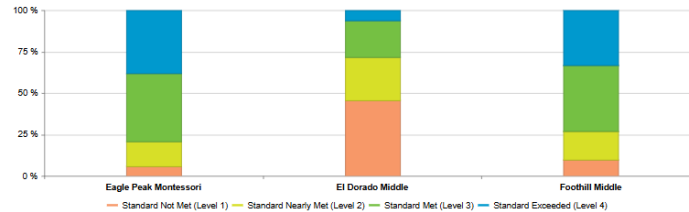
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 7 Similar Schools

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 7



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[English Language Arts/Literacy Achievement Level Descriptors](#)
[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	El Dorado Middle	Foothill Middle
Mean Scale Score	2625.0	2492.5	2602.8
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	38.24 %	5.98 %	33.23 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	41.18 %	22.31 %	40.00 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	14.71 %	26.29 %	17.23 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	5.88 %	45.42 %	9.54 %

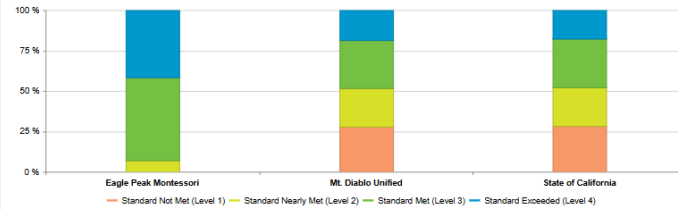
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 8 ELA School -District-State

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 8



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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2658.2	2556.0	2554.6
Standard Exceeded (Level 4)	41.38 %	18.71 %	17.61 %
Standard Met (Level 3)	51.72 %	29.45 %	30.23 %
Standard Nearly Met (Level 2)	6.90 %	23.86 %	23.90 %
Standard Not Met (Level 1)	0.00 %	27.99 %	28.27 %

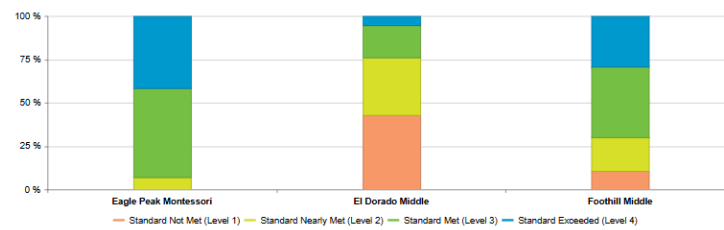
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 8 Similar Schools

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 8



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[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

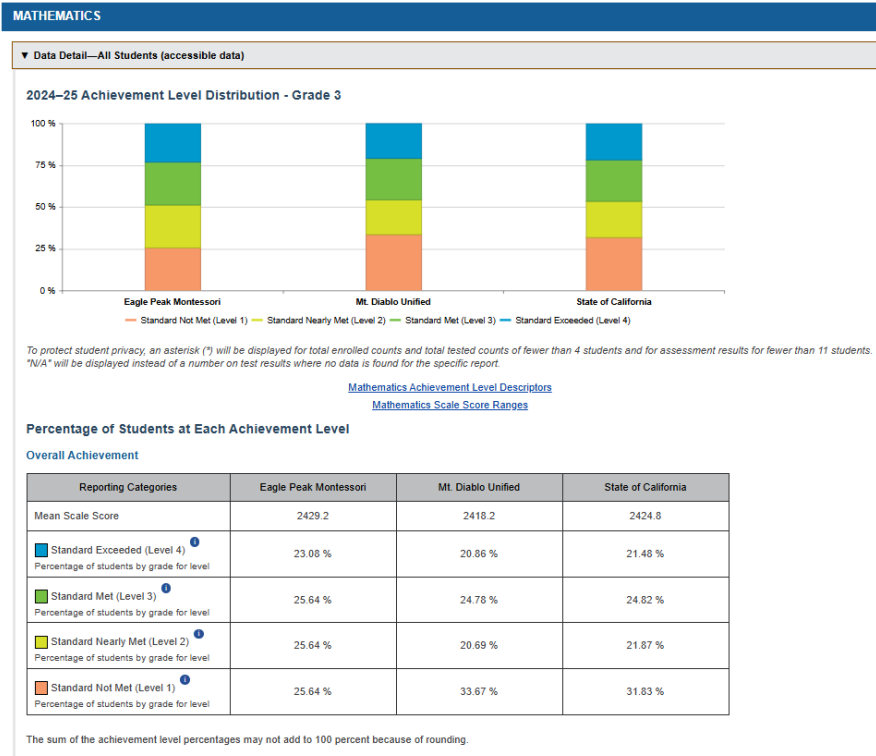
Overall Achievement

Reporting Categories	Eagle Peak Montessori	El Dorado Middle	Foothill Middle
Mean Scale Score	2658.2	2501.1	2611.0
Standard Exceeded (Level 4)	41.38 %	5.45 %	29.36 %
Standard Met (Level 3)	51.72 %	18.55 %	40.41 %
Standard Nearly Met (Level 2)	6.90 %	33.09 %	19.48 %
Standard Not Met (Level 1)	0.00 %	42.91 %	10.76 %

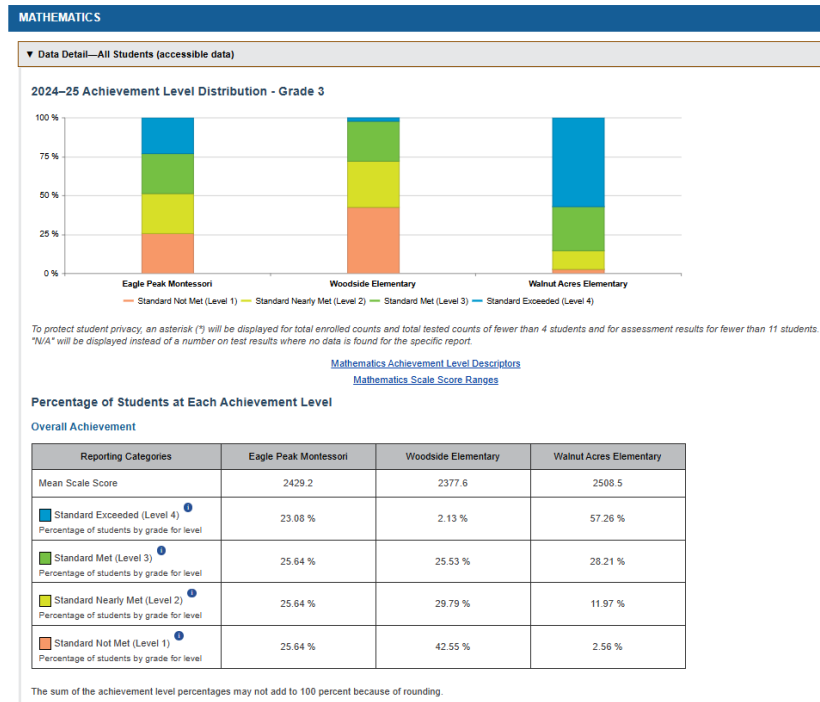
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Math Grades 3-8 comparison:

Grade 3 School -District-State



Grade 3 Similar Schools

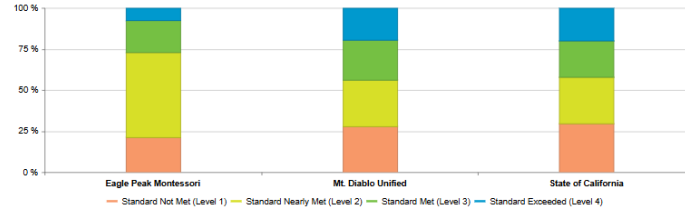


Grade 4 School -District-State

MATHEMATICS

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 4



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[Mathematics Achievement Level Descriptors](#)
[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2459.8	2466.0	2464.3
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	7.69 %	19.41 %	19.86 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	19.23 %	24.24 %	22.39 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	51.92 %	28.59 %	28.20 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	21.15 %	27.76 %	29.54 %

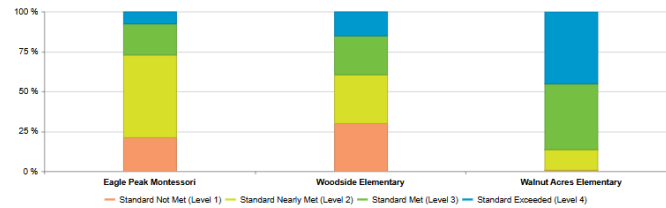
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 4 Similar Schools

MATHEMATICS

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 4



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[Mathematics Achievement Level Descriptors](#)
[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Woodside Elementary	Walnut Acres Elementary
Mean Scale Score	2459.8	2465.5	2550.9
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	7.69 %	15.15 %	45.26 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	19.23 %	24.24 %	41.05 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	51.92 %	30.30 %	12.63 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	21.15 %	30.30 %	1.05 %

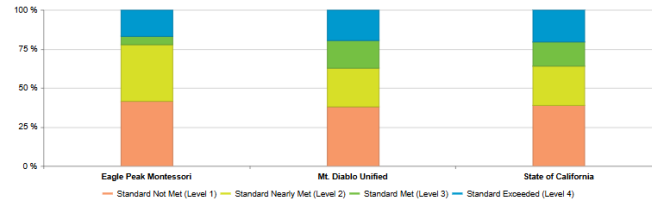
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 5 School-District-State

MATHEMATICS

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 5



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[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2492.2	2485.4	2486.5
Standard Exceeded (Level 4)	16.67 %	19.44 %	20.38 %
Standard Met (Level 3)	5.56 %	17.81 %	15.65 %
Standard Nearly Met (Level 2)	36.11 %	24.86 %	24.82 %
Standard Not Met (Level 1)	41.67 %	37.89 %	39.15 %

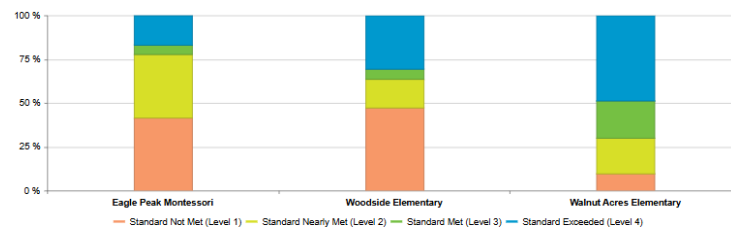
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 5 Similar Schools

MATHEMATICS

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 5



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[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Woodside Elementary	Walnut Acres Elementary
Mean Scale Score	2492.2	2479.4	2564.7
Standard Exceeded (Level 4)	16.67 %	30.56 %	48.87 %
Standard Met (Level 3)	5.56 %	5.56 %	21.05 %
Standard Nearly Met (Level 2)	36.11 %	16.67 %	20.30 %
Standard Not Met (Level 1)	41.67 %	47.22 %	9.77 %

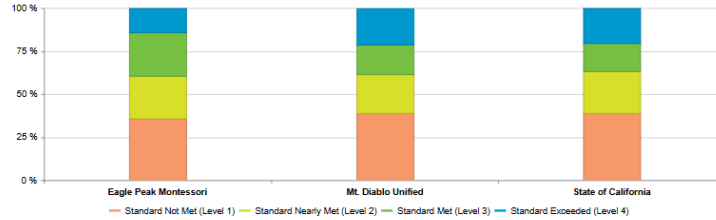
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 6 Math School -District-State

MATHEMATICS

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 6



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2518.2	2503.1	2506.0
Standard Exceeded (Level 4)	14.29 %	21.20 %	20.45 %
Standard Met (Level 3)	25.00 %	17.31 %	16.15 %
Standard Nearly Met (Level 2)	25.00 %	22.53 %	24.47 %
Standard Not Met (Level 1)	35.71 %	38.96 %	38.93 %

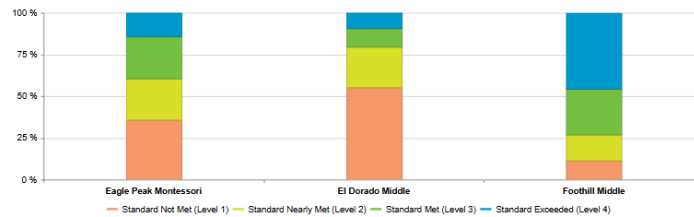
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 6 Similar Schools

MATHEMATICS

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 6



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	El Dorado Middle	Foothill Middle
Mean Scale Score	2518.2	2454.2	2596.3
Standard Exceeded (Level 4)	14.29 %	9.18 %	45.69 %
Standard Met (Level 3)	25.00 %	11.15 %	27.16 %
Standard Nearly Met (Level 2)	25.00 %	24.26 %	15.65 %
Standard Not Met (Level 1)	35.71 %	55.41 %	11.50 %

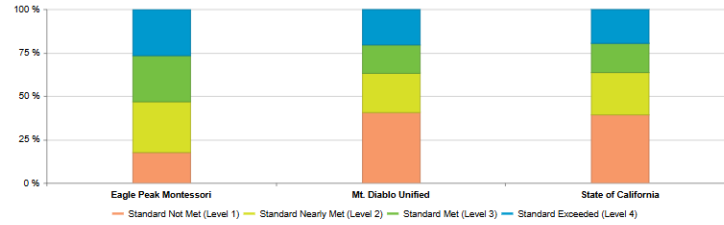
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 7 School-District– State

MATHEMATICS

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 7



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)
[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2575.4	2515.6	2520.2
Standard Exceeded (Level 4) Percentage of students by grade for level	26.47 %	20.31 %	19.38 %
Standard Met (Level 3) Percentage of students by grade for level	26.47 %	16.24 %	16.70 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	29.41 %	22.55 %	24.34 %
Standard Not Met (Level 1) Percentage of students by grade for level	17.65 %	40.90 %	39.58 %

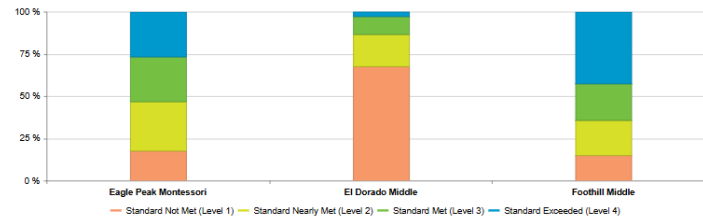
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 7 School Level Comparison

MATHEMATICS

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 7



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)
[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	El Dorado Middle	Foothill Middle
Mean Scale Score	2575.4	2440.1	2604.2
Standard Exceeded (Level 4) Percentage of students by grade for level	26.47 %	2.81 %	42.41 %
Standard Met (Level 3) Percentage of students by grade for level	26.47 %	10.44 %	21.67 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	29.41 %	18.88 %	21.05 %
Standard Not Met (Level 1) Percentage of students by grade for level	17.65 %	67.87 %	14.86 %

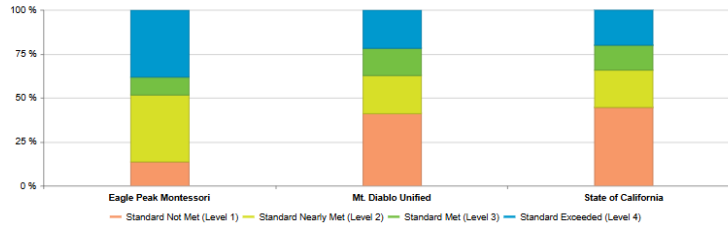
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 8 Math School -District-State

MATHEMATICS

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 8



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)
[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	Mt. Diablo Unified	State of California
Mean Scale Score	2624.6	2537.0	2531.2
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	37.93 %	21.59 %	20.02 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	10.34 %	15.69 %	13.92 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	37.93 %	21.46 %	21.57 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	13.79 %	41.26 %	44.50 %

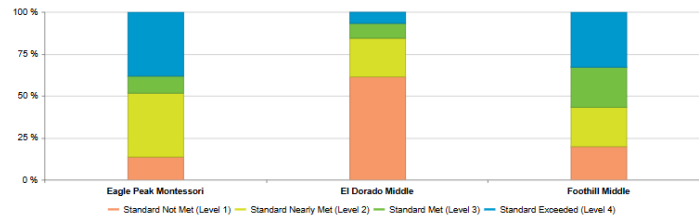
The sum of the achievement level percentages may not add to 100 percent because of rounding.

Grade 8 School Level Comparison

MATHEMATICS

▼ Data Detail—All Students (accessible data)

2024–25 Achievement Level Distribution - Grade 8



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)
[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Eagle Peak Montessori	El Dorado Middle	Foothill Middle
Mean Scale Score	2624.6	2466.3	2595.3
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	37.93 %	6.55 %	32.95 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	10.34 %	8.73 %	23.70 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	37.93 %	23.27 %	23.41 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	13.79 %	61.45 %	19.94 %

The sum of the achievement level percentages may not add to 100 percent because of rounding.

2b. Local Assessments:

We have been using the Renaissance STAR test as a campus level assessment to determine the needs of our students and to look for yearly progress. It is important to note that the way this test is administered is intended to not interrupt the daily work or lessons in a classroom. Therefore, each student tests individually at a computer while the remainder of the classroom is working and having lessons. The student who is testing is not isolated and so therefore, is open to more distraction than during a state testing protocol. We are considering the possibility of changing this process.

However, because we do not have a set computer lab, we do not have a way to do this testing twice a year as a full group without disrupting the classroom process.

The charts on the next several pages show the groups by co-hort as to how they have measured year to year overall. Through this we see a trend, while there may be a year or two where cohorts drop slightly, most grade levels improve over time showing an increase from their starting level to when they complete 8th grade in both Reading and Math. In 2024-2025, 100% of students were higher than the 40th percentile in Reading and 90% of students were higher than the 40th percentile in Math. This is the measure as to how they do for students in their age group as compared to others across the country. For Renaissance data this 40th percentile indicates grade level competency.

Renaissance Reading Assessment by Grade Level Cohort Three Year Longitudinal Data

RENAISSANCE® Star Longitudinal Report Star Reading Enterprise

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School
All Schools
Eagle Peak Montessori School

Grades
Eight Grades
All Demographics

Demographics
All Demographics

District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

School
Eagle Peak Montessori School

Grade
1st Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	1st Grade		0	0%	5	13%	6	16%	27	71%	38

School
Eagle Peak Montessori School

Grade
2nd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	2nd Grade		2	5%	7	17%	1	2%	31	76%	41
2023 - 2024	1st Grade		6	18%	2	6%	0	0%	26	76%	34

School
Eagle Peak Montessori School

Grade
3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	3rd Grade		4	10%	4	10%	7	18%	25	63%	40
2023 - 2024	2nd Grade		6	15%	3	8%	3	8%	27	69%	39
2022 - 2023	1st Grade		8	28%	2	7%	5	17%	14	48%	29

School
Eagle Peak Montessori School

Grade
4th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	4th Grade		1	2%	4	8%	6	12%	41	79%	52
2023 - 2024	3rd Grade		2	4%	6	12%	6	12%	37	73%	51
2022 - 2023	2nd Grade		0	0%	9	17%	3	6%	42	78%	54

School
Eagle Peak Montessori School

Grade
5th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	5th Grade		2	6%	1	3%	3	8%	30	83%	36
2023 - 2024	4th Grade		3	8%	1	3%	4	10%	32	80%	40
2022 - 2023	3rd Grade		1	3%	3	8%	2	5%	33	85%	39

School Grade
Eagle Peak Montessori School 6th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	6th Grade		0	0%	2	7%	4	14%	22	79%	28
2023 - 2024	5th Grade		0	0%	5	18%	2	7%	21	75%	28
2022 - 2023	4th Grade		2	7%	2	7%	2	7%	22	79%	28

School Grade
Eagle Peak Montessori School 7th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	7th Grade		0	0%	2	6%	2	6%	30	88%	34
2023 - 2024	6th Grade		1	3%	4	12%	2	6%	27	79%	34
2022 - 2023	5th Grade		1	3%	3	9%	7	20%	24	69%	35

School Grade
Eagle Peak Montessori School 8th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	8th Grade		0	0%	0	0%	0	0%	29	100%	29
2023 - 2024	7th Grade		0	0%	1	3%	4	13%	25	83%	30
2022 - 2023	6th Grade		0	0%	3	10%	5	17%	22	73%	30

Renaissance Math Grade by Grade Level Cohort Three Year Longitudinal Data

RENAISSANCE[®] Star Longitudinal Report
Star Math Enterprise

Generated Jun 11, 2025, 3:47 PM

School
All Schools
Eagle Peak Montessori School

Grades
Eight Grades

Demographics
All Demographics

District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

School
Eagle Peak Montessori School

Grade
1st Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	1st Grade		5	12%	4	10%	6	14%	27	64%	42

School
Eagle Peak Montessori School

Grade
2nd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	2nd Grade		5	12%	9	21%	8	19%	20	48%	42
2023 - 2024	1st Grade		4	10%	5	13%	2	5%	28	72%	39

School
Eagle Peak Montessori School

Grade
3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	3rd Grade		5	13%	6	15%	5	13%	24	60%	40
2023 - 2024	2nd Grade		6	15%	2	5%	6	15%	26	65%	40
2022 - 2023	1st Grade		1	3%	6	18%	4	12%	22	67%	33

School
Eagle Peak Montessori School

Grade
4th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	4th Grade		1	2%	7	14%	12	24%	31	61%	51
2023 - 2024	3rd Grade		2	4%	2	4%	10	19%	38	73%	52
2022 - 2023	2nd Grade		4	7%	9	16%	13	23%	31	54%	57

School Grade
Eagle Peak Montessori School 5th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	5th Grade		2	6%	4	11%	7	19%	23	64%	36
2023 - 2024	4th Grade		1	3%	7	18%	7	18%	25	63%	40
2022 - 2023	3rd Grade		1	3%	4	10%	4	10%	30	77%	39

School Grade
Eagle Peak Montessori School 6th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	6th Grade		2	7%	4	14%	4	14%	18	64%	28
2023 - 2024	5th Grade		3	11%	3	11%	5	18%	17	61%	28
2022 - 2023	4th Grade		2	7%	4	14%	1	4%	21	75%	28

School Grade
Eagle Peak Montessori School 7th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	7th Grade		1	3%	1	3%	4	12%	28	82%	34
2023 - 2024	6th Grade		5	15%	1	3%	4	12%	24	71%	34
2022 - 2023	5th Grade		2	6%	7	20%	2	6%	24	69%	35

School Grade
Eagle Peak Montessori School 8th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024 - 2025	8th Grade		0	0%	1	3%	2	7%	26	90%	29
2023 - 2024	7th Grade		1	3%	0	0%	5	17%	24	80%	30
2022 - 2023	6th Grade		2	7%	1	3%	6	20%	21	70%	30

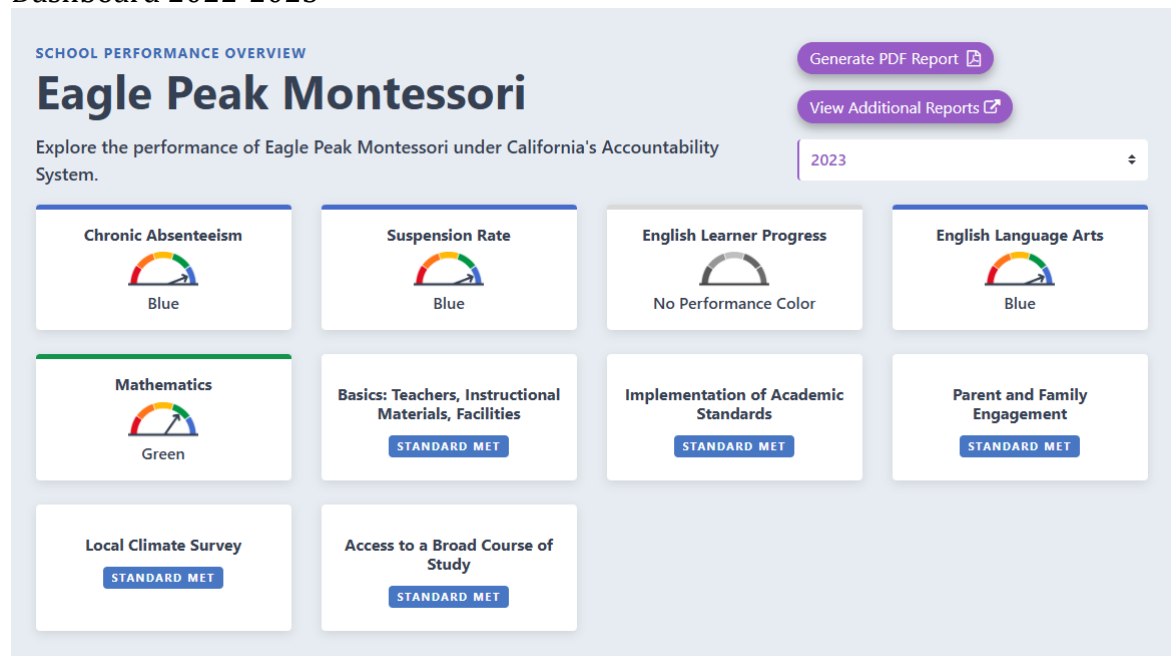
2 c. California Dashboard

The State of California, in the effort to demonstrate accountability of schools, created a Dashboard to demonstrate the level of progress overtime in a variety of areas. In addition to Language and Math scores, schools are held accountable for student attendance, school discipline, qualified teachers, physical conditions of the school, as well as having a full curriculum, and parent involvement.

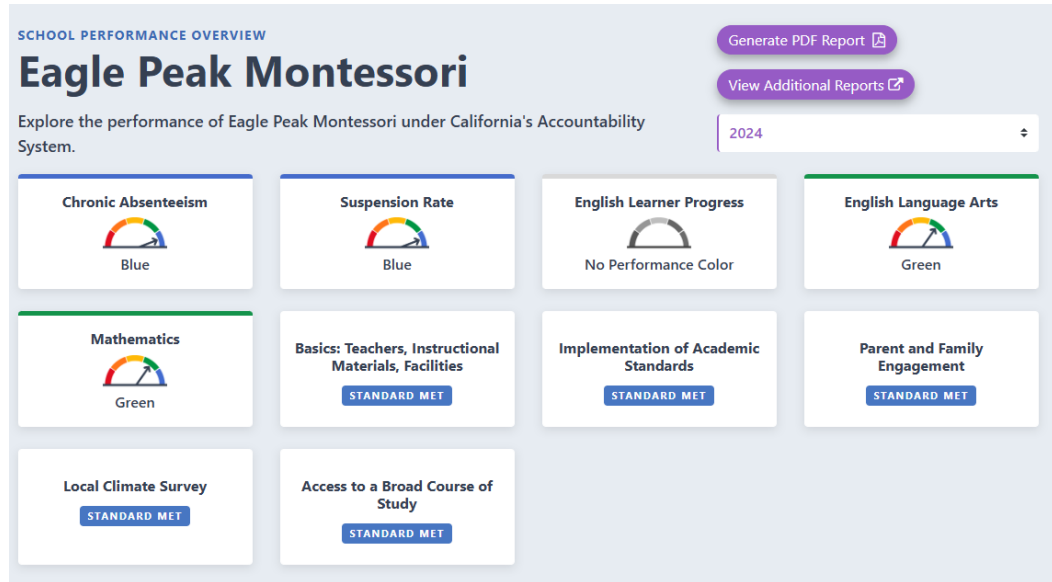
These dashboards will be used for charter schools when they come before their authorizer to request renewal. The State of California has created three tier levels that authorizers are to use when considering renewal for established charter schools. These are High, Middle, and Low. If you would like more information on the determination process for the tiers, please visit <https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf> . Eagle Peak's Tier for the 2024-2025 school was based on the previous two years' Dashboard and we were ranked as HIGH.

The next three figures show the Dashboard over the past three years.

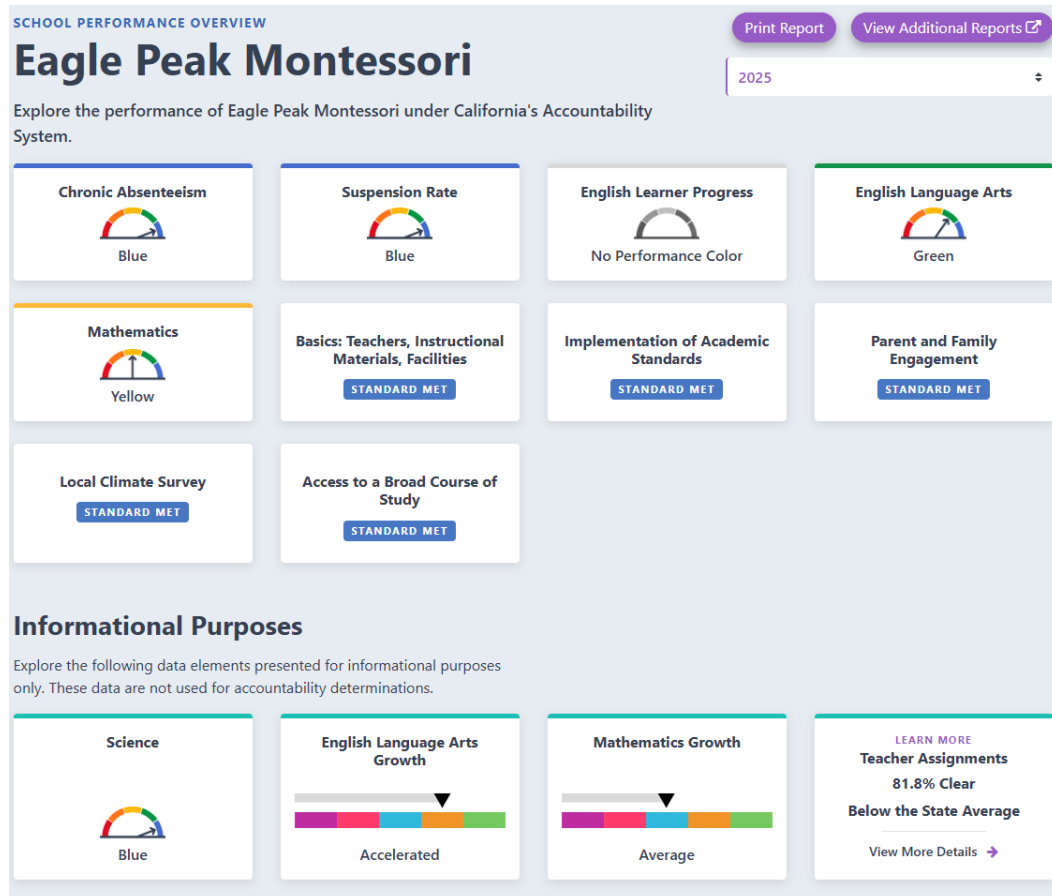
Dashboard 2022-2023



Dashboard 2023-2024



Dashboard 2024-2025



3. Development of Learning Attributes

Eagle Peak Montessori is dedicated to creating a learning environment where children work to develop independence, responsibility, self-respect, respect for others, and compassion. We believe that these values lead children to develop a greater self-confidence in all areas. The Montessori philosophy, which is our school's foundation, helps children to develop these attributes through their work in the classroom. Children are given freedom within limits, which is the basis for them becoming responsible and independent. Our classroom environments are also built on the concept of the students helping to develop the "rules" and expectations for each other. This aids the child in developing a true respect for other children, as well as compassion for those who have gifts and challenges different from their own.

Our charter defines the nine attributes that we consider essential for success, not only in the academic arena, but in life as a whole. These attributes are addressed through our Individual Learning Plan (See appendix A for an example of this document), which is developed in grades 1-3 in collaboration between parents and teachers. Students in grades 4-8 have input along with their parents and teachers in developing their goals for these attributes.

In addition to developing these skills, we believe that we need to address the needs of the whole child to help our students grow into successful adults. This includes working with the psyche or spirit. Students are able to work in the garden at least once a week with one of their classroom teachers. Each class is given time each week in the garden to tend and care for the environment as well as to use lessons on botany, biology, and earth science in practical application. Eagle Peak added a credentialed teacher to provide Physical Education as well as serve as a Reading Specialists on campus. This PE teacher also works with three P.E. assistants to provide various programs for all students. For example, our Adolescent Program students receive a combination of cardio and Tai-Chi, while elementary students participate in a more traditional experience of elementary

designed classes. We have also been fortunate to be able to continue to provide art class for all grade levels. Music is provided for grades 1-6.

Every Friday the entire school meets on the playground and forms a large circle and participates in our All School Gathering. The 5th and 6th grade students set up the audio system, the sixth grade students take turns leading the gathering and the fifth grade students share quotes with the theme rotating between the Eagle Peak Virtues.

For many years we have also created Family Groups for our students and teachers. Students “travel” with Family Groups during International Day. Our family groups consist of students from grades 1-8 and lead by a teacher.

We continue to look for and add new ways to gather as a full community allowing for interaction. Each year the 3rd year students visit Upper Elementary for their version of Bridge Week. This year 6th grade students also did “shadow visits” with Adolescent Program students. These visits and class time provide students with preparation for the level they will be moving to the next school year.

Eagle Peak Montessori Implements various learning activities to develop leadership as well. One aspect of leadership is public speaking. Students start in first grade to completed projects such as Historical Halloween and their Spring Science Project, which require students to present information. In the Upper Elementary Classrooms, the Spring Project also includes aspects of economics and marketing. They create products for a market place tied to the period of history they are studying. Our 6th grade students work on individual, year-long, research projects. These culminate in individual presentations to parents and peers. The 7th and 8th grade students add to these skills by giving back to the school community through acts of service, such as serving lunch. They also run a weekly marketplace and Holiday Boutique once a year. At the 8th grade matriculation ceremony every , 8th grade student prepares and delivers a speech.

4. Parent Involvement

The 2024-2025 academic year saw new opportunities for volunteer positions. One such new event started last year as a Fall Bingo & Game Day. This event was even larger this year, and we added swag sales and additional games and treats.

Each year we include a parent agreement form in the registration packet for all families. This document clarifies expectations for families and commitments. By signing they acknowledge these and agree to do their best to support them.

We also were able to hold off campus events for parents and families, which were organized and planned by volunteers. These include the Annual Auction, as well as monthly Dine and Donate.

4a. Support the development of their child's potential

- Ensuring the regular and punctual attendance of their child (being on time shows respect for the learning community as a whole).

In 2023-2024 we returned to pre-Covid attendance rates of 98% and we maintained that 98% for 2024-2025.

- Supporting the teachers and administration in helping their child understand rules and expectations of the school and the community.

We intentionally work to provide parents at every step of the enrollment process, exactly what Eagle Peak Montessori's vision and mission are. We want to make sure that they understand the expectations and goals of the school. This includes what we hope to provide and what we expect from families.

4b. Develop their potential as supportive parents:

Attending all Parent/Teacher Partnership Meetings.

- During the 2022-2023 year we changed the name of our ‘parent teacher conferences’ to ‘partnership meetings’. The change in the language we feel, more represents what these meetings are designed to achieve. We began holding our Parent Partnership meetings on ZOOM during the pandemic and have decided to make this a permanent part of our meetings. Due to the almost universality of smart phones, this seemed to become a more equitable way to hold parent partnership (conferences). Parents who worked, could simply log on through their phones and have a 20-minute meeting with their child’s teacher as opposed to having to miss work or ask for a schedule change.
- We continue to request that all families observe their children in class prior to the partnership meetings.

4c. Help the school community develop

- Reading, supporting, and understanding the goals and Montessori philosophy of the school.
- Participating in Parent Teacher Leadership Group activities, Community Foundation for Eagle Peak, Community Connection Committee, Parent Volunteer opportunities, and Parent Education.
- Completing a minimum of 40 volunteer hours (20 additional hours for additional students).

One of the ways we measure support from our families is through the percentage of families who find a way to volunteer at any level and the number of volunteer hours. In

2024-2025 we increased the total number of volunteer hours to 8383.8 and increased from 85% to 86% of families contributing to those numbers.

Parents were provided with many ways to serve the school in 2024-2025, some of which are listed below.

- Serving on the Board of Directors and other committees of the school and foundation
- Improving the school facility (painting, building shelves and gardens bins, maintaining landscaping and participating in clean up days)
- Helping in classrooms
- Preparing materials for the classrooms
- Raising funds for the school
- Helping with carpool

4d. Parent Education and School Social Events

We have returned to monthly Parent Teacher Leadership Meetings (PTLG), but our Community Connections Committee has not returned to meeting as of the end of 2025. We held half of the PTLG meetings in person and half online.

While PTLG is a parent run organization, the frequency of Parent Ed is somewhat dependent on what the group partners plan with administration to determine the topics and timing. This year, there were not the opportunities as there have been in the past for this collaboration. We hope to bring back different Parent Education topics next year.

5. Parent Satisfaction

5a. Enrollment Stability

We returned to in person, on campus meetings for the majority of our prospective parent meetings. In order to provide as many opportunities as possible for parents to attend, we held Saturday meetings on Zoom.

That being said, we started the 2024-2025 school year with 301 students and we had a few students move away. We brought in 3 students in 1st grade from the waiting list and ended the year with 300 students.

The lottery for the 2025-2026 school year, which is held in the 2024-2025 school year was particularly low. We had exactly 40 applicants for 1st grade. This creates a situation where late applicants might be able to attend Eagle Peak without going through the lottery because there are openings. This was not the case for Second, Third, or Fourth Grades.

In 2015, the Eagle Peak Board of Directors voted to freeze enrollment in 5th grade and above, until such time that we can work with the district on a format which would allow for more information on older students, to help determine the appropriateness of the program for the student.

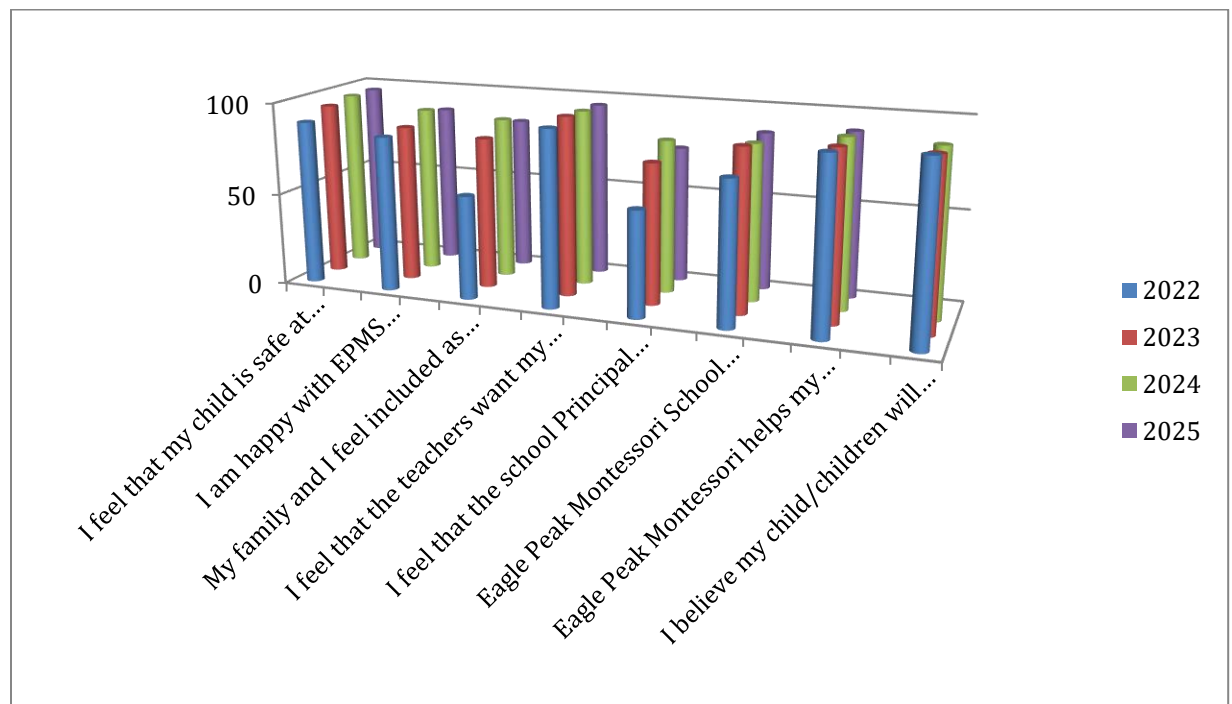
5b. Parent Satisfaction Survey

In keeping with California Dashboard and Local Indicator information, we revised our parent survey to reflect our LCAP goals and school safety. Parents were given statements with the choices of Strongly Agree/Agree/Neither Agree nor Disagree/Disagree/Strongly Disagree. The percentages below represent the parents who responded either Strongly Agree or Agree.

The results of this survey are below.

Questions:

- I feel that my child is safe at school.
- I am happy with EPMS communication and understand who to contact and how to contact them with any questions I may have.
- My family and I feel included as valued members of the EPMS community.
- I feel that the teachers want my child to be successful.
- I feel that the school Principal provides leadership that enables the school to meet its mission.
- Eagle Peak Montessori School promotes academic excellence for all students.
- Eagle Peak Montessori helps my child to develop the attributes of a successful learner.
- I believe my child/children will leave EPMS equipped with skills to participate meaningfully in our 21st century world.



6. Efforts to Become a Model Learning Community

6a. Relations with Organizations.

Eagle Peak Montessori School maintains good working relationships with the Mt. Diablo Unified School District and the California Department of Education. The school has complied with all federal, state and local laws, and regulations.

The school maintains membership with the Charter School Development Center (CSDC). Through this organization, we remain aware of legislation that affects charter schools. Eagle Peak sends representatives from the staff and the Board of Directors to the annual CSDC fall leadership conference. School leaders also collaborate with other charter schools around the state. EPMS' Executive Director participates as a mentor for the Charter School Development Center at their summer Leadership Intensive.

Eagle Peak maintains a relationship with the American Montessori Society, however, due to the cost of due, we did not join for the current year. Multiple teachers as well as the Executive Director have been trainers of adult learners in Montessori credentialing programs. Currently, the Executive Director works with Gulf Coast Montessori Training in their Administrative Credential program. One of the elementary teachers also is an instructor at an AMS credentialed Montessori training program in the area.

6b. Relations with Educators

Eagle Peak maintains a close relationship with other Montessori charter schools in the bay area. River Montessori School in Petaluma has worked with Eagle Peak through the years on various projects and professional development.

7. Staff Development

7a. Teacher Evaluation Process

In typical years, teachers meet with the Executive Director to set goals for their individual growth. This helps them set a strategy for their year. At the end of the year, they meet again to evaluate how they have progressed in accordance with those goals. For the 2024-2025 academic year, the Executive Director met with teachers to determine areas of strengths. Those teachers participating in Cal State TEACH, or the TIPS program did receive their evaluations from those programs.

7b. Conferences and In-Service Opportunities

Classroom teachers are provided with professional development through the school at the beginning of the academic year. They also are given a budget of up to \$1000 for professional development during the year.

Teaching assistants, part time credentialed teachers, and other staff are provided with a budget of up to \$500 each academic year.

If a staff member is pursuing their Montessori Teaching Credential, Eagle Peak Montessori contracts with them cover the expense of that training. In return they sign an agreement to remain at Eagle Peak for three years after that training has been completed.

7c. Certification and Credentialing Support

We continue to have teachers participate in the Cal State TEACH program. Once the teacher has completed the requirements for their state teaching credential, their pay is increased moving forward. As mentioned previously, teachers receive a stipend to help with the cost of the program.

Eagle Peak supports any of the teaching staff who are required to participate in the Teacher Induction Program.

MDUSD has partnered with us in allowing our teachers to participate in the TIPS program which is required for teachers to clear their credential once they have received their preliminary credential.

7d. Future Plans

Eagle Peak Montessori has been poised for growth for many years prior to the pandemic. We had moved forward with contacting an architect and finalizing approval from MDUSD to use the property beyond our fence to expand and add classrooms. However, in the years since that event, we have concentrating on supporting and restrengthening all of what we currently are. The time for a Capital Campaign through which to grow does not seem feasible in the current economic climate.

APPENDIX A

Individual Learning Plan

Student _____

Teachers: _____ Year: _____

Date of First Conference: _____

Date of Second Conference _____

Signatures _____

Signatures _____

OUTCOMES	PARENT INPUT	TEACHER INPUT	GOALS	PROGRESS TOWARDS GOAL
Academic Skills	See attached			
Work Habits/ Work Cycle	See attached			
Community	See attached			
Personal	See attached			

Individual Learning Plan

Parent Input Form

Student Name _____ Parent Name _____

Year (Grade) _____

PLEASE TURN IN FORM TO TEACHERS PRIOR TO YOUR CONFERENCE

OUTCOMES	PARENT INPUT
Academic Skills • Student demonstrates an awareness of order and sequence. • Student demonstrates the development of observation, questioning, and critical thinking skills. • Student demonstrates a variety of complex thinking processes to help resolve complex issues. • Student is able to access, evaluate, and integrate information from a variety of resources. • Student is able to reflect upon their learning and to transfer learning to new situations. In Montessori education the students are able to think for themselves, not merely learn what other people have thought. • Student demonstrates the ability to effectively use technology.	
Work Habits/Work Cycle • Student is capable of correcting own work upon observation, reflection, discussion, or completion of additional lessons. • Student manages the available array of information with a clear sense of purpose. • Student demonstrates the development of concentration, patience, and persistence. • Student is able to choose own work, apply energy to that work, complete it to agreed-upon criteria, and return material used to the place it is customarily kept in such a way that another child will be able to find and use it. • Students are able to locate resources to continue the self-chosen task, or are able to solicit help if necessary. • Student is capable to work independently or with a group without it being a distraction from work, and without it being a source of emotional stress.	
Community • Independent and autonomous persons are also always a part of a group and must attain independence and autonomy through participation in group activity. • Student is able to collaborate and work effectively with others in cooperative groups. • Student is respectful of others. • All children are part of both a world political reality and a world ecological system. Both systems have their constitutions and the citizen must learn to live within the spirit of the laws of man and nature. • Student demonstrates citizenship by planning and implementing a project in service to the school and/or the greater community. • Student demonstrates an understanding of the natural world, and their interconnectedness to it. • Student is able to accept the expectations of the group and abide by them.	
Personal • Student is drawn to continue working for the apparent pleasure of so doing. • Student, once having achieved competence, is interested in demonstrating knowledge to others. • Student, when distant from the teacher, is able to function as if the teacher were nearby. • Student is able to express feelings in a healthy manner. • Student demonstrates the ability to solve conflicts effectively and fairly using skills of active listening and negotiation. • Student demonstrates knowledge of pertinent issues of personal health.	