

## Charter School Annual Review Form

**Charter School: Soldotna Montessori Charter School    Year: 2025-2026**

**Purpose of this Form:** Pursuant to the State of Alaska Charter School law (AS 14.03.255(b) (4)), the Academic Policy Committee shall meet with administration at least six times annually to monitor progress in achieving the committee's policies and goals in accordance with Kenai Peninsula Borough School District AR 6187. Pursuant to Kenai Peninsula School Board Policy 6187: this report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the local School Board.

**Use of this Form:** This form should be filled out first by the Charter School's Academic Policy Committee during their annual review meeting. This form will then be signed by the APC chair and the administrator and sent to the KPBSD Board President, the Superintendent and the KPBSD Charter School Committee Chair.

Once signed by the KPBSD Charter School Committee Chair, a copy will be provided to the Charter School Administrator, Board President, and Superintendent. All Charter School Annual Review Forms submitted by KPBSD Charter Schools will be provided to the Board as a general information packet item.

### Section 1: Breach of Contract

Examples of breach of contract include but are not limited to:

- failure to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the contract,
- failure to meet generally accepted standards of fiscal management
- violating any provision of law from which the charter school was not specifically exempted.

Describe any possible Breach of Contract Concerns that have been brought forward this school year:

→ *No Breach of Contract concerns were raised in the 2025-2026 school year.*

Remedies for the possible Breach of Contracts described above:

→ *None.*

## Section 2: Charter School Review by APC

### Meeting Dates

- *APC Meeting Dates this school year:*
- *August 28, 2025*
  - *September 25, 2025 (General Assembly)*
  - *October 16, 2025*
  - *November 13, 2025*
  - *December 11, 2025 (Principal Eval.)*
  - *January 15, 2026 (Policy Sub-Committee Meeting)*
  - *January 22, 2026*
  - *April 23, 2026*
  - *May 13, 2026 (Year-End)*

### Policies and Goals:

Reflections on the committee's policies and goals:

- **Current Goal:** *By May 2026, the APC will review and update all SMCS Policies.*
- *Reflection – The APC held a policy review sub-committee meeting on January 15, 2026 and made recommendations to the full committee at the January 22, 2026 APC meeting. The recommendations were the first reading. All policies were reviewed. 3 policies were recommended for update. Policies went through a first and second reading process and were adopted by the APC at the April 23, 2026 meeting. The APC achieved the goal set for the year.*

#### **APC Role & Responsibilities:**

- *The APC conducted an annual review of the administrator in coordination with the KPBSD Superintendent evaluation of the administrator, and voted to retain the administrator.*
- *Reviewed APC goal and determined APC successful achievement of goal by hearing statements from APC members at May 13, 2026 meeting.*
- *An ongoing practice of the APC is to financially support staff in Montessori certification. The APC has authorized use of school funds to pay for two staff members to gain their Montessori certification in the past three years. The APC is pleased to note that Rachel DeRaeve completed her Montessori certification through the Center For Guided Montessori Studies, achieving a MACTE (Montessori Accreditation Council for Teacher Education) accreditation recognized by the American Montessori Society.*

Recommendations for next year:

- *The APC will be using the May APC meeting to discuss possible future APC goals. Some options for considerations are:*
- ◆ *SMCS Bylaws Review*
  - ◆ *Develop an APC New Member Orientation*
  - ◆ *Develop an APC Annual Training Schedule*
  - ◆ *Improve principal annual review process to include a measurable goal.*

Budget: KPBSD Charter school budgets are developed using the Average Daily Membership (ADM) of the school entered into the State of Alaska foundation formula to

determine that amount of funding. The Finance department reviews all finance transactions. The Charter schools budgets are developed during the preliminary budget process based on projected enrollment and then adjusted after the 20 day student count that takes place in the Fall of each year.

Any Budget Concerns from APC:

→ *There were no budgetary concerns raised by APC or by members of the public in APC meetings.*

Enrollment:

→ *Enrollment this Year: 164 maintaining 100% capacity over multiple years*

Enrollment Concerns:

→ *Our waitlist is larger than our enrollment capacity. We continue to be concerned that we are turning families away from a school of choice that serves district families. Our waitlist increased again this year from 235 to 250. It is possible that we could double our school size and have waitlist numbers persist, but we lack space to grow.*

Curricula:

Curriculum Concerns:

→ *DEED has approved the SMCS Core reading program, through the MTSS process (which includes Montessori materials) for the 3rd straight year, SMCS continues complimentary programming that is not inherent in the Montessori materials. Teachers are piloting complimentary supporting materials and are preparing to make program recommendations to the APC who will choose to adopt or not adopt developing Montessori, language arts complementary components. Also, Saxon Math is our approved program for math. The program is potentially going out of print. SMCS will continue to evaluate the use of the Saxon Math program and may consider other programs to replace Saxon if it becomes necessary.*

Activities:

Co-Curricular Activities:

- *International Day of Peace Night*
- *School Garden & Farmers Market*
- *Craft Night*
- *Winter Program Concert*
- *Concert Band & Choir Concert*
- *Community Service Outreach*
  - ◆ *4<sup>th</sup> Grade Kindness Brigade - Positive Community Messages*
  - ◆ *5<sup>th</sup> Grade Visits to the Food Bank*
  - ◆ *6<sup>th</sup> Grade Heritage Place Visits*
- *Food Pantry*
- *Lego Robotics*
- *Battle of the Books*

- Scripps Spelling Bee
- School level Forensics Competition
- Modern Band Concert
- School Family Field Day/Picnic
- Art Night

#### Reflections on Activities:

- The school held its annual International Day of Peace night, which provided an opportunity for students, together with their parents, to choose the flag of a country, color it, and write a message of peace for display in our hallway. We also shared a meal and sang our traditional "One Voice" song together.
- The school participated in Lego Robotics. Approximately 30 students attended the after school robotics club. SMCS had a school winning team compete at the Kenai Qualifier who placed high enough to go to State. The team, although they did not place at state, scored the highest score by any SMCS team before them.
- SMCS held Battle of the Books sessions for students in grades 1-6. We had 40 students participate. Our grades 3-4 team and grade 5-6 team participated in the district Battle of the Books competition. Liam Toews won the school spelling bee, and qualified for the state spelling bee competition by making it through the regional qualifier for the 2nd year in a row.
- SMCS had 11 students recognized from our school-level Forensics competition. Due to the canceled district competition, we were only able to hold a school level event. Students who were place winners / recognized from the competition: Grade 4: 1st - Chloe P.; 2nd - Styer C.; 3rd - Ender N.; Grade 5: 1st - Brooklyn B.; 2nd - Simon W.; 3rd - Libby T.; Grade 6: 1st - Quinn R.; 2nd - Dylan D.; 3rd - Colin P.; Honorable Mentions - Multiples Storytelling: Liam T. & Cooper F.
- The SMCS garden was maintained over the summer and resulted in a harvest that provided for the school Farmers' Market, which is open to the public. The market was carried out by students in Mrs. Dixon's class in October. The garden will be renewed this summer in preparation for the 26-27 school year.
- SMCS Intermediate students carried out their annual 3<sup>rd</sup> quarter community outreach efforts. This year the 4<sup>th</sup> grade students continued as a "Kindness Brigade" providing positive/encouraging messages in the community by decorating and sharing positive messages; this year they continued this effort on insulated coffee sleeves that were supplied to area coffee vendors. The 5<sup>th</sup> grade students visited and volunteered at the Food Bank in support for lunch service or stocking food. The 6<sup>th</sup> grade students visited Heritage Place and spent time with residents there.
- The SMCS food pantry continues to operate, and is filled daily by SMCS students. The students have placed 1510.4 lbs. of food in the food pantry to feed community members in need this school year from August 25 to May 4.
- The SMCS Quest students participated in the Mind-a-Mazes competition, the Film Festival, and TriMathlon. Gemma W., Lola M., Alaska H., Amabel T. Placed 1st in the Junior Division for the Mind-a-Mazes competition and Mira G., Finn D., Etta K., and Brooklynn B. won the "Judges Choice" Award also at the Mind-a-Mazes
- This was our 2nd year having a Student Leadership Committee. The committee was made up of one 3, 4, 5, and 6th grader from each class for a total of 12 students. The committee met monthly. The SLC organized school spirit days, two whole-school movie viewing events, assisted with the kindergarten balloon parade, and developed a plan for class pets in the intermediate grades.

#### Academic Performance:

### Review of Academic Performance:

- *SMCS staff reviewed our 24-25 STAR, MAPS, and mClass academic data and Hanover SEL data during the August 18, 2025 in-service, and again at a September 18, 2025 School Development Plan Meeting. Staff consider the following questions during the review:*
  - ◆ *Data may provide obvious focus area(s)*
  - ◆ *What observed needs might be goals that can be simply addressed, monitored, and measured?*
  - ◆ *Can we target goals to mesh with school direction? (Conscious/Positive Discipline, Montessori Growth, Community Outreach, Science of Reading, Etc.)*
- *The results of this data review led the staff to develop a School Development Plan goal for both language arts and math:*
  - ◆ *By May 2026, All students who are at or below grade level proficiency in Language Arts as measured by the MAP Language Arts assessment, in grade 3 & 4, will meet or exceed their projected Language Arts growth RIT score as measured by the Winter or Spring MAP Language Arts assessment.*
    - **Results: 92% of students met this Language Arts goal.**
  - ◆ *By May 2026, All students who are at or below grade level proficiency in Math as measured by the MAP Math assessment, in grades 3 & 4, will meet or exceed their projected Math growth RIT score as measured by the Winter or Spring MAP Math assessment.*
    - **Results: 94% of students met this Math goal.**
- *Staff engaged in review of student benchmark and academic performance during the following Data Days, September 9, 2025 and January 13, 2026. Staff reviewed mClass (reading), AimsWeb (math) and MAPS (reading, language arts, and math) data and student performance to establish instructional decisions for Quest, Intervention and Special Services. Students received updated instructional plans because of this review.*
- *Staff also reviewed student performance data for in-class work at monthly team collaboration days, weekly during PLC meeting times.*
- *The APC reviewed school academic performance data at the May 2025 and October 2025 APC meetings. They also reviewed principal survey data at the December 2025 APC meeting. Additionally, they will review Spring Benchmark Academic Performance Data and Hanover SEL data at the May 2026 APC meeting.*
- *Attached to this document is a summary of the school data for the year for academics as well as the data provided by the 24-25 Hanover survey. The data was reviewed and shared with the APC at the May 2026 APC meeting.*

### List Academic Performance Concerns:

- *Based on the data, our academic concerns are in various areas. We have relative strengths and weaknesses among every grade. Noteworthy is that Grade 3 is the first time students take the MAPS benchmark battery and the assessment format is novel, lengthy, and rigorous. For our data, the school will use the intervention target of the 25th percentile as a proficiency standard, but will be using the 40th percentile starting in 2026-2027.*
- *Reading is an overall strength with the highest proficiency performance across all grades.*
  - 79% - K-2 (mClass)
  - 92% - Grade 3 (MAP)

92% - Grades 4-6 (MAP)

Reading growth for grades 3-6 overall was calculated at the 54th Percentile for fall to spring.

81% of SMCS 3-6 grade students met their MAP growth goal at the winter or spring benchmark.

PERFORMANCE CONCERN - Grade K-2 was the lowest scoring group & Low Growth percentile performance for grade 3-6.

- Math is an overall strength with high proficiency performance across grades 3-6 and high growth.

70% - K-2 (AimsWeb)

88% - Grade 3 (MAP)

88% - Grades 4-6 (MAP)

Math growth for grades 3-6 overall was calculated at the 71st Percentile for fall to spring.

90% of SMCS 3-6 grade students met their MAP growth goal at the winter or spring benchmark.

PERFORMANCE CONCERN - Grade K-2 was the lowest scoring group.

- Language Arts is an overall strength with high proficiency performance across all grades and high growth.

No Data - K-2

84% - Grade 3 (MAP)

89% - Grades 4-6 (MAP)

Language Arts growth for grades 3-6 overall was calculated at the 58th Percentile for fall to spring.

80% of SMCS 3-6 grade students met their MAP growth goal at the winter or spring benchmark.

PERFORMANCE CONCERN - Low growth percentile performance in grades 3-6.

- Overall - K-2 Reading and Math are areas for possible focus due to the lower percentage of students meeting performance criteria. Also Grade 3-6 Language Arts and Reading are areas for possible focus due to MAP growth percentiles being somewhat low.

The staff will review the data in the fall and determine School Development Plan targets based on this data.

In 2026-27 the school will begin using the 40th percentile as a new proficiency standard. It is hoped our current proficiency metrics will be the same for the 40th percentile as it was the 25th percentile.

### Stakeholder Feedback:

#### Review of Feedback:

- Feedback was gained through three sources. The principal evaluation survey prepared and evaluated by the APC using a Google form; a school survey prepared and shared by the principal using a Google form, and the 2024-25 Hanover student survey (grade 3-6), prepared by the district and delivered by teachers. Additionally, a separate special school survey was prepared and delivered to SMCS parents in the Sterling area regarding district transportation preferences.
- The APC reviewed the Principal Evaluation survey at the December 2025 APC meeting. The School Survey data and 24-25 Hanover data is reviewed at the May

2026 APC meeting.

*Principal Evaluation Review:*

- *The data reviewed by the APC in December resulted in issuing a contract to the principal. Survey results regarding the principal performance were positive.*
- *School Survey Review:*
- *Community - 0 Responses*
- *Comments: The school received zero submissions from the community on this survey. Informal communications from community members are positive and express a favorable view of the school.*

*Parents - 30 Responses*

- *Comments: When asked how often they participate/communicate with the school each month 67% reported 1-5 times, 20% reported 6-10 times, 7% reported 11-15 times, 0% reported 16-20 times, and 7% reported 21+ times. Of those reporters, 100% stated they are greeted, 100% stated staff listens to their concerns, and 100% indicated that their student has had a positive learning experience. 87% stated that communication from the school is "Great," 13% said it was "Okay," and 0% said "Could be better."*
- *The bulk of open-ended comments expresses that parents like the caring and phenomenal staff, the family-type feeling within the school, and the atmosphere of kindness and compassion. Families highly value the Montessori approach (specifically the tactile, hands-on learning over worksheets), the multi-grade classrooms where students mentor one another, and the focus on social-emotional learning (SEL). Other comments included an appreciation for the small school size, the positive learning environment, the high level of parent involvement, and the way staff take the time to know each student's individual needs.*
- *Open-ended recommendations for improvement by the state and district were: Increased and proactive school funding (specifically at the state level) and equity in teacher salaries compared to other districts. There was significant interest in regulatory changes to allow charter schools to expand, specifically to allow Montessori education to continue through middle and high school. Other improvements included increased funding for facilities, reducing standardized testing, increasing recess time, adding practical life skills and financial literacy to the curriculum, and providing bus transportation directly to and from students' homes.*
- *Open-ended recommendations for improvement specific to the school were: Expanding the grade levels to include middle and high school, providing more art and additional language opportunities for all students, and addressing facility constraints (specifically small classrooms and hallways). Regarding communication, some parents requested printed newsletters or more frequent emailed letters to reduce the need for parents to seek out information on social media or the website. Additionally, there was a request for more individualized learning plans and allowing students to attempt more challenging coursework when they show a desire for growth.*

*Hanover Student Survey Review:*

- *The 2024-25 Hanover data reviewed by the APC in May resulted in noting areas of*

*school strength and areas for possible focus for improvement.*

Other Areas of Discussion:

- *The school was recognized as a 2026 U.S. News & World Report Best Elementary Schools Public & Charter, demonstrating that the school continues to thrive and performs at a high level, garnering recognition from entities that monitor school performance. This is the third year in a row for this recognition.*
- *As noted in the APC Policies & Goals section, Rachel DeRaeve completed her Montessori certification through the Center For Guided Montessori Studies, achieving a MACTE (Montessori Accreditation Council for Teacher Education) accreditation recognized by the American Montessori Society.*
- *The Soldotna Montessori Charter School Special Services Team—Rachel DeRaeve, Maria Johnson, Mrs. Lewis, and Julia Johnson—was recognized by the State of Alaska for Inclusive Practices. This recognition is granted by the Governor’s Council on Disabilities and Special Education within the Department of Health.*
- *Sarah Miller was recognized for the 2026 Alaska Science of Reading Ambassador Award, which was presented at the 2026 AK Science of Reading Symposium awards ceremony in Anchorage.*
- *Clara N. (Grade 3) was recognized by the Veterans of Foreign Wars (VFW) Post 10046 as the first-place winner of their essay competition. Clara’s winning piece reflected on the upcoming 250th Anniversary of the Signing of the Declaration of Independence.*
- *Sophia McA. took First Place in the 43rd Annual UAA/Anchorage Daily News Creative Writing Contest. Sophia topped the Grade 6–8 Nonfiction category with her winning entry, "Snow."*
- *The school will be affected by the consolidation of Sterling into the SOEL building. The result is loss of gym and music space. The school is concerned that equitable access to space is not being maintained by the district. Additionally, the school community continues to be discouraged by the extensive delay in gaining a new facility location as part of the 2022 bond initiative that was passed by voters. There is limited transparency about why this process is so delayed and gives the appearance that the bond, and more specifically Soldotna Montessori Charter School is not a priority, despite a steering committee development. It is hoped that definitive direction and action is confirmed and shared publicly so that future facility placement is established and secure.*

→ SMCS continues to enjoy high demand from the community as evident by the growing waitlist. We have grown from a waitlist of 235 in 2025 to a waitlist of 250 in 2026, while maintaining our current enrollment of 164 students. The SMCS APC continues to urge the KPBSD school board and leadership to consider options for allowing the school to expand due to demand. The APC is disappointed that many families are turned away from a school of choice due to limitation of space allocated to the school. Additionally, the school is looking into the feasibility of adding middle school grades (7<sup>th</sup> & 8<sup>th</sup> grades).



APC Chair Signature:

Date: 5/13/2026



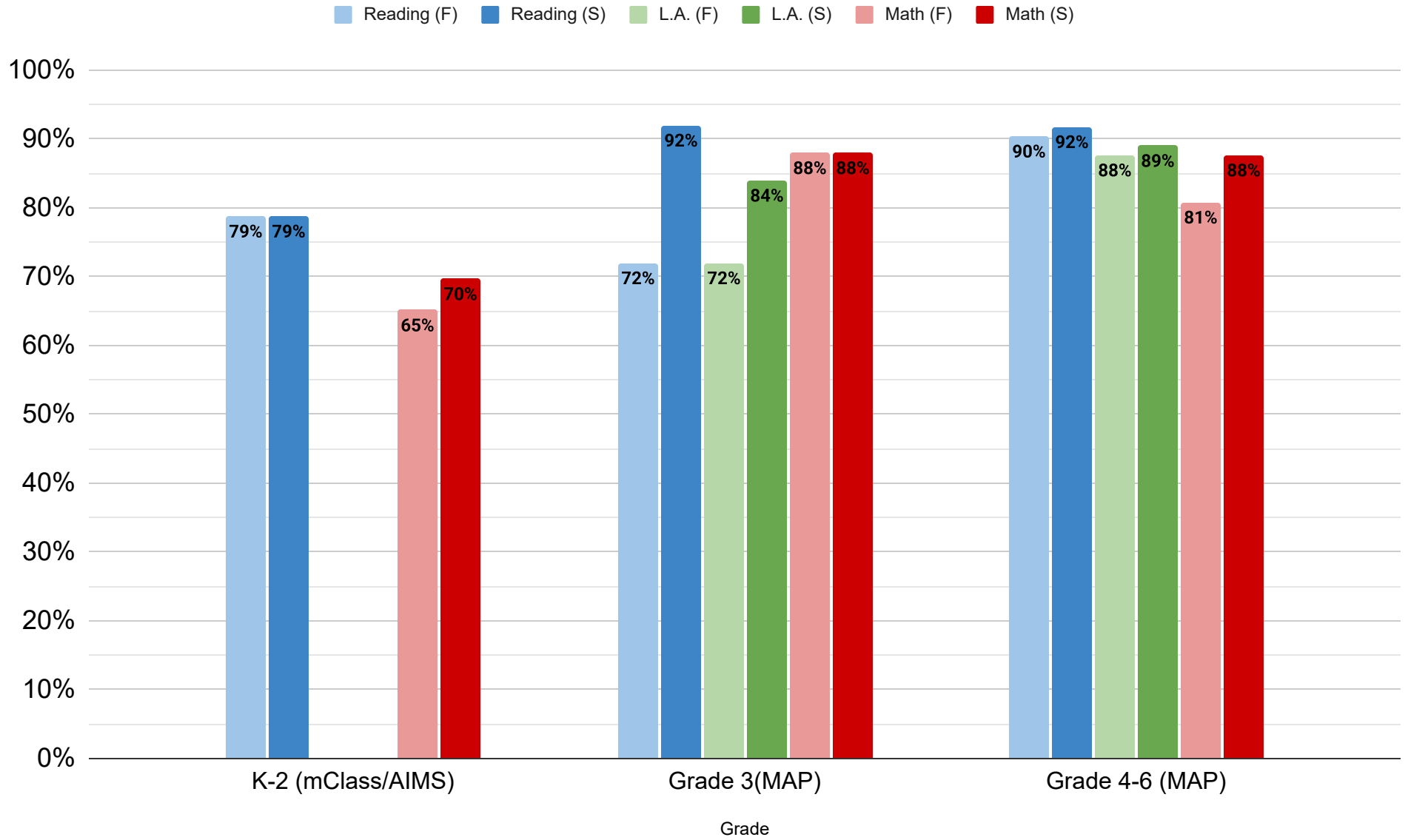
Charter School Administrator Signature

Date: 5/13/26

\_\_\_\_\_  
KPBSD Charter School Committee Chair Signature:

Date: \_\_\_\_\_

## 25-26 - APC Annual Review - Data Proficiency Summary (25%)



## 2025 KPBSD Student Climate and Mindset Survey Results

### Soldotna Montessori Charter - Grades 3-5

Total Grades 3-5 Respondents 2024: 61

Total Grades 3-5 Respondents 2025: 52

<b>Overall Community and Connectedness Items (1-5 Agreement Scale)</b>				
Item	Percent Agree 2024	Mean Score 2024	Percent Agree 2025	Mean Score 2025
I care about my community.	98%	4.86	96%	4.80
At this school, students are encouraged to do their very best.	92%	4.67	94%	4.82
My teachers care about my health and well-being.	97%	4.74	94%	4.76
The principal [frequently] asks students about their ideas.	63%	3.79	90%	4.45
I care about my school.	97%	4.81	88%	4.55
I have at least one teacher who makes me excited about the future	91%	4.58	84%	4.46
I think it is important to participate in community service.	90%	4.60	81%	4.38
Students in this school help each other, even if they are not friends.	82%	4.34	77%	4.13
I believe that I can personally make a difference in my community.	79%	4.10	75%	3.92
It is easy to talk to adults at this school about things that are bothering me.	63%	3.71	73%	3.90
I am actively involved in clubs, athletics, and school activities.	69%	3.87	64%	3.60
It is easy to talk to adults outside of school about things that are bothering me.	52%	3.32	59%	3.53

<b>Overall School Climate Items (1-5 Agreement Scale)</b>				
Item	Percent Agree 2024	Mean Score 2024	Percent Agree 2025	Mean Score 2025
The school is a welcoming place for students and families like mine.	95%	4.70	96%	4.77
Adults at my school treat students with respect.	93%	4.66	92%	4.73
My teachers are fair.	82%	4.38	90%	4.59
I feel safe at school.	92%	4.62	90%	4.65
When students see another student being picked on, they try to stop it.	76%	4.11	81%	4.13
I have fun at school.	82%	4.23	78%	4.20

When students break rules, they are treated and disciplined fairly.	68%	3.98	75%	4.06
Students at my school treat me with respect.	62%	3.79	74%	3.96

<b>Overall Social-Emotional Learning Items (1-5 Confidence Scale)</b>				
Item	Percent Confident 2024	Mean Score 2024	Percent Confident 2025	Mean Score 2025
Make ethical and constructive choices.	81%	4.41	90%	4.35
Work in a team with other students.	81%	4.21	90%	4.44
Recognize and compliment others' accomplishments.	90%	4.48	88%	4.46
Stand up for myself without putting other people down.	83%	4.47	87%	4.43
Respect other people's opinions, even if they are different from yours.	88%	4.53	86%	4.44
Get along with students who are different from you.	84%	4.36	85%	4.28
Disagree without starting a fight or argument.	72%	3.98	74%	3.96
Think about what may happen before making a decision.	67%	3.86	71%	3.98
Remain calm even when under stress.	70%	3.79	66%	3.56
Clearly describe your feelings.	55%	3.48	63%	3.67

<b>Overall Student Mindset Items (1-5 Agreement Scale)</b>				
Item	Percent Agree 2024	Mean Score 2024	Percent Agree 2025	Mean Score 2025
I know what I am good at.	95%	4.80	100%	4.75
I know what is hard for me to do.	91%	4.60	98%	4.70
I can learn how to solve tough problems.	82%	4.53	92%	4.41
I work hard to achieve my goals.	95%	4.58	90%	4.51
I come to class prepared.	91%	4.55	90%	4.47
I can finish tasks, even if they are tough.	88%	4.44	88%	4.39
I have a great future ahead of me.	79%	4.35	88%	4.35
I believe I will graduate from high school.	84%	4.49	87%	4.46
I can do well on tests, even if they are tough.	83%	4.31	87%	4.31
I have goals for my future.	85%	4.40	84%	4.35
I can find many ways around problems.	75%	4.14	83%	4.17
I meet the goals my teachers set for me.	79%	4.12	82%	4.00
I have goals for this school year.	82%	4.24	80%	4.30
I believe I can excel in all my classes.	83%	4.29	74%	3.98

<b>Overall Instructional Depth Items (1-10 Frequency Scale)</b>		
Item	Mean Score 2024	Mean Score 2025

...identify or define a problem?	3.87	3.98
...solve a new problem without help from your peers or teachers?	3.98	3.96
...develop multiple solutions to a problem?	3.89	3.84
...support facts or opinions with credible resources?	4.13	3.81
...consider multiple sources of information before making your own opinion?	3.75	3.72
...compare different ways of solving the same problem?	4.16	3.48
...seek out sources that go against your current knowledge or opinion?	3.39	3.38
...make connections between things you learned in different subjects or classes?	3.85	3.25

<b>Overall Wellness Items (1-5 Frequency Scale)</b>		
<b>Item</b>	<b>Mean Score 2024</b>	<b>Mean Score 2025</b>
I [got to move/had opportunities to be active] during the school day (e.g., recess, brain breaks).	4.10	4.16
I chose to eat healthy foods when given different options.	3.74	3.72

## 2025 KPBSD Student Climate and Mindset Survey Results

### Soldotna Montessori Charter - Grades 6-12

Total Grades 6-12 Respondents 2024: 22

Total Grades 6-12 Respondents 2025: 21

Overall Community and Connectedness Items (1-5 Agreement Scale)				
Item	Percent Agree 2024	Mean Score 2024	Percent Agree 2025	Mean Score 2025
At this school, students are encouraged to do their very best.	100%	4.91	95%	4.62
My teachers care about my health and well-being.	100%	4.86	95%	4.60
I have at least one teacher who makes me excited about the future	100%	4.86	95%	4.80
I think it is important to participate in community service.	95%	4.64	90%	4.48
I care about my community.	100%	4.95	90%	4.52
I care about my school.	95%	4.77	90%	4.55
The principal [frequently] asks students about their ideas.	90%	4.30	74%	3.95
I am actively involved in clubs, athletics, and school activities.	100%	4.72	71%	4.05
It is easy to talk to adults outside of school about things that are bothering me.	75%	4.00	70%	4.15
I believe that I can personally make a difference in my community.	95%	4.50	68%	3.79
Students in this school help each other, even if they are not friends.	86%	4.23	62%	3.81
It is easy to talk to adults at this school about things that are bothering me.	82%	4.27	53%	3.58

Overall School Climate Items (1-5 Agreement Scale)				
Item	Percent Agree 2024	Mean Score 2024	Percent Agree 2025	Mean Score 2025
I feel safe at school.	100%	4.86	85%	4.20
The school is a welcoming place for students and families like mine.	100%	4.91	84%	4.42
Adults at my school treat students with respect.	100%	4.91	81%	4.19
I have fun at school.	82%	4.27	76%	3.95
My teachers are fair.	95%	4.73	75%	3.95

Students at my school treat me with respect.	73%	3.95	71%	3.81
When students break rules, they are treated and disciplined fairly.	86%	4.23	65%	3.75
When students see another student being picked on, they try to stop it.	81%	4.19	55%	3.70

<b>Overall Social-Emotional Learning Items (1-5 Confidence Scale)</b>				
Item	Percent Confident 2024	Mean Score 2024	Percent Confident 2025	Mean Score 2025
Make ethical and constructive choices.	100%	4.55	85%	4.15
Get along with students who are different from you.	75%	4.35	81%	4.24
Respect other people's opinions, even if they are different from yours.	82%	4.45	80%	4.05
Work in a team with other students.	95%	4.59	76%	4.05
Recognize and compliment others' accomplishments.	91%	4.64	76%	4.19
Stand up for myself without putting other people down.	91%	4.50	71%	3.90
Disagree without starting a fight or argument.	80%	4.10	70%	3.75
Clearly describe your feelings.	67%	3.57	70%	3.75
Think about what may happen before making a decision.	82%	4.14	63%	3.74
Remain calm even when under stress.	82%	3.91	55%	3.70

<b>Overall Student Mindset Items (1-5 Agreement Scale)</b>				
Item	Percent Agree 2024	Mean Score 2024	Percent Agree 2025	Mean Score 2025
I know what I am good at.	95%	4.82	100%	4.76
I believe I will graduate from high school.	95%	4.76	100%	4.79
I know what is hard for me to do.	95%	4.71	95%	4.67
I come to class prepared.	100%	4.64	85%	4.20
I can finish tasks, even if they are tough.	100%	4.67	85%	4.40
I meet the goals my teachers set for me.	95%	4.57	83%	4.22
I work hard to achieve my goals.	100%	4.77	81%	4.43
I can find many ways around problems.	100%	4.38	81%	4.29
I have goals for my future.	100%	4.82	76%	4.33
I can learn how to solve tough problems.	100%	4.68	76%	4.38
I have a great future ahead of me.	95%	4.68	75%	4.15
I can do well on tests, even if they are tough.	95%	4.45	71%	3.95
I have goals for this school year.	71%	4.29	70%	3.90
I believe I can excel in all my classes.	95%	4.64	67%	3.81

**Overall Instructional Depth Items (1-10 Frequency Scale)**

Item	Mean Score 2024	2025
...support facts or opinions with credible resources?	4.24	5.21
...identify or define a problem?	4.18	4.15
...consider multiple sources of information before making your own opinion?	3.70	4.00
...solve a new problem without help from your peers or teachers?	4.33	3.79
...develop multiple solutions to a problem?	4.00	3.65
...compare different ways of solving the same problem?	3.77	3.25
...seek out sources that go against your current knowledge or opinion?	3.32	2.76
...make connections between things you learned in different subjects or classes?	3.59	2.53

Overall Wellness Items (1-5 Frequency Scale)		
Item	Mean Score 2024	Mean Score 2025
I [got to move/had opportunities to be active] during the school day (e.g., recess, brain breaks).	4.59	4.55
I chose to eat healthy foods when given different options.	4.05	3.55