

Peak To Peak K-12 Charter School

Accountability Committee 2006 – 2007 Peak to Peak Parent Survey Report



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PREFACE – 2006-2007 Parent Survey Report

The Peak to Peak Accountability Committee conducted a parent/guardian survey during the second semester of the 2006-07 school year. This report contains the detailed quantitative analysis of the returned surveys. In addition to the numerical section, the returned surveys contained detailed comments and questions regarding particular aspects of the School. These comments were compiled and forwarded to the President of the Board of Directors who will redistribute them to the appropriate individuals. Responses to the survey and comments are expected from the Board of Directors and School staff over the course of the next year (2007-08). Our School undergoes continual change and improvement. Some of the improvements will take time but stay tuned to the various communication methods (e.g. *Speak to Peak*, community-wide email, Board meeting minutes, Friday folders, website, et cetera) for information.

Additional information for each of the School levels (K-5/Elementary School, 6-8/Middle School, and 9-12/High School) is available at several websites. If you are interested in additional accountability information please follow one of the links listed below. We appreciate your participation and interest in these results.

Additional information:

www.cde.state.co.us (School Report cards)

www.bvsd.org (Links for Community, Annual School Reports)

ACKNOWLEDGEMENTS

Special thanks to Cyndi Baird, Susan Bird, Dara Blanchette, Tim Carrig, Caroline Clark, Lisa Gaskins, Aaron Harber, David Hazen, Renata Nadolski, Allison O’Dowd, Noelle Roni, and Bill Shaver for serving on the Accountability Committee, designing surveys, compiling the surveys, and reviewing the data.

Special thanks to Aaron Harber for leading the parent survey effort and the considerable number of hours he spent completing the quantitative analysis used in the final report.

Special thanks to the Peak to Peak Board of Directors for their energy and time focused on making Peak to Peak the best it can be.

Special thanks to the Peak to Peak teachers and staff for providing an exceptional educational opportunity for our students. Special thanks to the parents who spent the time to provide meaningful feedback which will help the school continue to improve.

Sincerely,
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1. INTRODUCTION.

The Peak to Peak Accountability Committee conducted a survey of the School's parents during the first quarter of 2007. It made a commitment to share the results with the parents of the School as well as with the School's Board of Directors, faculty, and staff. This report serves as that response and as the Committee's way of honoring its commitment to the Peak to Peak community.

Almost 650 responses were received, of which 633 were received in time to be coded and analyzed for this report. The Committee was pleased at this very high response rate for a mail survey. This rate easily was twice what normally would be expected for a mail survey. Knowing how busy everyone is these days, the Committee would like to thank all the parents who took the time out to complete the survey.

This report has been prepared for the entire community and includes an exhaustive amount of data so parents, teachers, and staff can take their time to examine the issues and areas which interest them the most. The Accountability Committee reviewed every individual survey and recorded all the individual comments as well as the numeric answers given to the primary set of questions.

As a result, the report is quite lengthy but it can be skimmed quickly for whatever information interests the reader the most. The more detailed breakdowns of the data may be of interest to only those focused on a particular subject. In the spirit of thoroughness, all of the data is presented as a single reference source for ease of access.

For each question, the report first presents the overall totals and a corresponding bar chart to pictorially illustrate the results. These usually are followed by breakdowns of the data according to the gender of each parent's student (i.e., female for girls and male for boys). In this manner, a comparison can be made between the answers for each question given by parents of girls versus the answers given by parents of boys.

The next breakdown of the data is to examine the answers according to whether the parent's child was in the Elementary School (Kindergarten through 5th Grade), the Middle School (6th through 8th Grades), or the High School (9th through 12th Grades). Summary tables and bar charts also illustrate the differences in the answers given by the parents from each of the three schools.

The final and most detailed breakdown goes all the way to the individual Grade level. In these analyses, the answers to questions are provided for each of the School's thirteen grades (i.e., Kindergarten through 12th Grade). In this manner, one can examine the answers by all the parents within a particular Grade and compare those answers to the parents in other Grades.

While the Grade-by-Grade breakdowns present some of the most interesting and compelling information, the small sample size means the statistical reliability of these answers is much lower

than that for the entire survey. With this in mind, readers should be careful to not draw hard conclusions.¹

In this survey, parents tended to answer all the questions with a high degree of participation. This meant most surveys were completed in full. In cases where the parent responding to a question left the answer blank, had an answer which was unintelligible, or noted his or her response was “Not Applicable,” all such the responses were coded as “Missing.” As a result, there occasionally were more than one “Missing Data” categories for a given question, as some of the charts show.

The Committee guaranteed parents their answers would be kept confidential. As a result, no individual is identified in any way in this report. Many parents, however, took the time to write extensive comments and some even attached multi-page, single-spaced letters to their survey forms. These comments, along with the others taken from the survey forms themselves, were aggregated and summarized where necessary, assuring that any details that could connect the comment to the author were eliminated.

In all, parents submitted 532 comments, both positive and negative, on a wide range of subjects. These comments came from approximately 304 different people. Most had a single comment but many had two. One person made comments about 12 different issues while another had something to say about 10 matters. These were the exceptions.

The final section of this report is dedicated to organizing those comments from a numerical, School-wide perspective so one can get a sense of what issues rose to the surface and how many people made a comment about them.

Please note that some of the tables and charts, as initially presented herein, have had their font or type sizes reduced so as to fit on an 8½” X 11” paper. Anyone wishing to increase the size of the font or type to make a particular table or chart easier to read can do so by changing the zoom setting (e.g. 200%).

¹ The statistical accuracy and reliability of any survey is dependent, to a varying extent, on the size of the sample (the number of people asked to respond) and the actual number of people who responded. Overall, the results of this survey are accurate and reliable because almost half of the School’s parents participated in the survey. With 633 respondents, one can conclude with relatively high confidence the information is accurate. When one examines the same questions on a Grade-by-Grade basis, even though the proportion of some of the Grades which responded is equal to or higher than the School-wide total, in many cases, the participation by parents in certain Grades was quite low. The results, therefore, for these Grades, may not accurately reflect what would be the case if all the parents in those particular Grades responded. Therefore, the Grade-by-Grade analyses should be viewed cautiously.

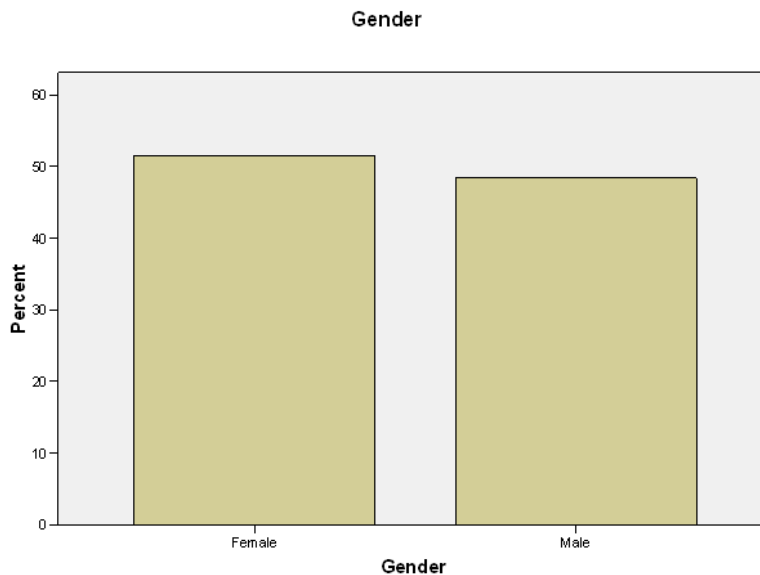
2. DEMOGRAPHIC DATA.

The Committee asked only two demographic questions -- the Grade level and the gender of each student. This was done to avoid asking for or collecting any personal information. As the first table and bar chart show, the split between questionnaires completed for girls (51.6%) and boys (48.4%) was almost equal. These numbers match up with the figures for the entire school (i.e., 48.7% of Peak to Peak students are boys and 51.3% are girls). These parallel sets of numbers reinforce the likely accuracy of the survey.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	306	48.3	51.6	51.6
	Male	287	45.3	48.4	100.0
	Total	593	93.7	100.0	
Missing	Missing	38	6.0		
	Missing	2	.3		
	Total	40	6.3		
Total		633	100.0		

In the preceding table, the key column is the one labeled “Valid Percent.” This shows that 51.6% of the students were girls and 48.4% of the students were boys.

The same information is presented in the bar chart, below, which graphically illustrates the almost perfect split between parents answering questionnaires for girls versus those answering them for boys.



The next table shows the distribution of respondents from all the Grade levels was fairly representative of the School, with the smallest number of responses coming from the Senior Class (12th Grade), with only 33 responses, and from Kindergarten, with 37 responses.

The School's total enrollment of 1,271 students includes all of the Grade levels -- Kindergarten through 12th Grade. The Accountability Committee received 633 returned questionnaires in time for this analysis and received several others which were not included when this report was written. This means that over half of the theoretically possible response total was received.

In a limited number of cases, the Grade level of a questionnaire could not be determined. The table below gives an overall yield figure of 47% based on the surveys which indicated a Grade level and an overall yield of 50% for all the surveys included in this report. The final yield figure is approximately 51% but, given the fact these few surveys would not have any effect on the data analysis of the conclusions being drawn, it is unlikely the entire analysis which has been performed will be done over.

In all of the tables and charts, the final numbers are rounded either to the nearest whole integer or to the nearest decimal place (i.e., the nearest tenth). As a result, some columns or rows do not always appear to add up to 100%. They actually do, however, because the data analysis program used for this report retains each calculation to multiple decimal places. All of the rounding is insignificant and does not affect the conclusions drawn from the data.

Parent Responses as Percentage of Student Enrollment at P2P

P2P Grade Level	2006-2007 Academic Year Enrollment	Number of 2007 Parent Survey Responses	Overall (Percentage of Grade Participating in the Survey)
Kindergarten	72	37	51%
First	70	40	57%
Second	72	38	53%
Third	75	41	55%
Fourth	75	46	61%
Fifth	78	40	51%
Sixth	131	66	50%
Seventh	132	54	41%
Eighth	135	61	45%
Ninth	135	55	41%
Tenth	110	46	42%
Eleventh	106	43	41%
Twelfth	80	33	41%
ALL GRADES...	1,271	600	47%
ALL SURVEYS...	1,271	633	50%

In the table below, the “Frequency” indicates the number of questionnaires returned from each Grade.

In the bar chart, each Grade is shown by the percentage of the entire survey it represents. Therefore, parents of the Sixth Grade represent the largest single group (at 10.4%) in the survey when measured by Grade level.

There were some responses which indicated the student was in one of Peak to Peak’s three schools -- i.e., the Elementary School, the Middle School, or the High School -- but parent did not note in which specific Grade his or her child belonged. In these instances, the Grade level was coded for the school level rather than the Grade.

Overall, the distribution ranged from a minimum of 33 responses to a maximum of 66. Given the fact there were 13 possible categories (i.e., from Kindergarten to 12th Grade), this kind of distribution is reasonable. What it does mean, however, is when the data is examined on a Grade-by-Grade basis, the accuracy of the data from responses for a Grade with a larger number of cases (such as 6th, 8th, and 9th Grades) is likely to be higher than the data from responses for a Grade with a smaller number of cases (such as 12th, Kindergarten, or 2nd Grades).

Therefore, as mentioned previously, while the total number of responses allows for what should be accurate conclusions about the entire School and even about each of the three schools, there may not be enough responses in some Grades to come to conclusions which are just as accurate.

School Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kindergarten	37	5.8	6.0	6.0
	First Grade	40	6.3	6.5	12.6
	Second Grade	38	6.0	6.2	18.8
	Third Grade	41	6.5	6.7	25.5
	Fourth Grade	46	7.3	7.5	33.0
	Fifth Grade	40	6.3	6.5	39.5
	Sixth Grade	66	10.4	10.8	50.3
	Seventh Grade	54	8.5	8.8	59.2
	Eighth Grade	61	9.6	10.0	69.1
	Ninth Grade	55	8.7	9.0	78.1
	Tenth Grade	46	7.3	7.5	85.6
	11th Grade	43	6.8	7.0	92.6
	12th Grade	33	5.2	5.4	98.0
	Elementary School	1	.2	.2	98.2
	Middle School	4	.6	.7	98.9
High School	7	1.1	1.1	100.0	
	Total	612	96.7	100.0	
Missing	Missing	21	3.3		
	Total	633	100.0		

A frequency table, such as the one above, typically has five columns or rows. In the case of the “School Grade” table, above, the first column describes each value of the variable. The variable, in this case, is “School Grade.” The values of that variable are each of the 13 Grades and they are listed by name -- from Kindergarten to 12th Grade. For the several surveys where parents did not indicate a specific Grade but alluded to one of the three schools at Peak to peak (i.e., the Elementary School, the Middle School, or the High School), the survey was coded accordingly and used in later analyses.

The second column is the “Frequency” or the actual number of occurrences or number of cases for each particular value. In the “School Grade” table, the numbers show us there were 37 parents who completed a survey form for Kindergarten students, 40 who completed them for First Grade students, and so on, until all 633 responses (100%) are accounted for.

The third column details the percentage of all respondents each Grade represents out of the entire survey. In this illustration, Kindergarten parents represented 5.8% of all 633 responses, First Grade parents represented 6.3%, and so on, until all 633 responses (100%) are accounted for.

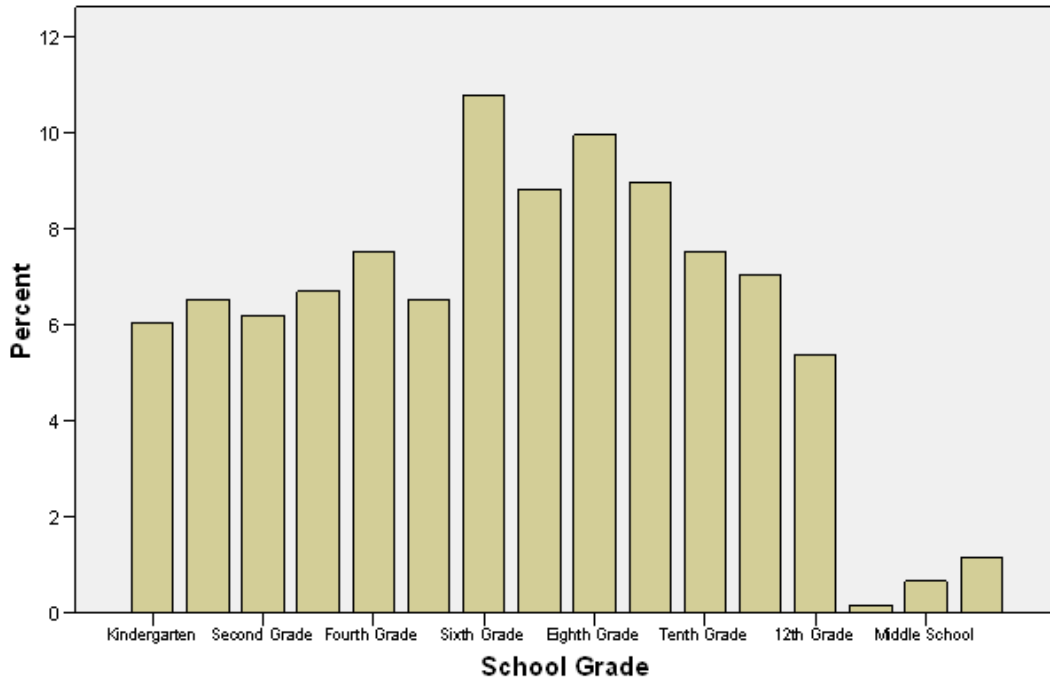
The fourth column is entitled “Valid Percent” and represents the same percentage as the previous column except it has been adjusted to take out the missing data or missing cases. As a result, the “Valid Percent” column typically is the more accurate of the two and typically is the one used for inputting data into bar charts and pie charts.

It should be noted the two percentages (“Percent” and “Valid Percent”) are very similar because there is so little missing data. Hence, the number of responses with missing data is statistically insignificant.

The fifth column is labeled “Cumulative Percent.” This often can be one of the most interesting sets of data because it cumulatively totals the Valid Percentage numbers. In this example, the Kindergarten Valid Percentage of 6.0%, when added to the First Grade Valid Percentage of 6.5% cumulatively adds up to 12.6% (the one-tenth of a percentage point difference is due to rounding).

If you continue adding each Grade’s Valid Percentage, you can see the Elementary School reaches 39.5% of the total School when all the Grades through 5th Grade are added together.

School Grade

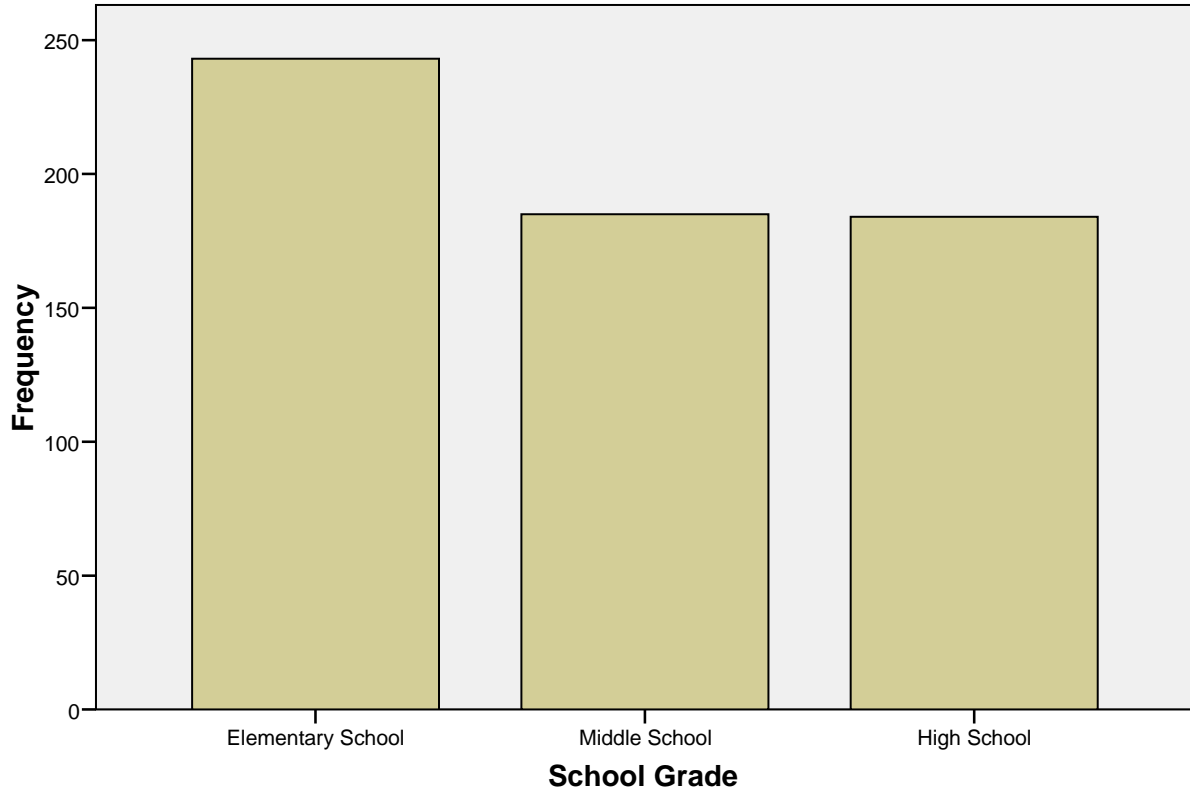


When the Grades are grouped into schools, the following results occur -- with Kindergarten through 5th Grades constituting the Elementary School, 6th through 8th Grades constituting the Middle School, and 9th through 12th Grades constituting the High School.

School Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary School	243	38.4	39.7	39.7
	Middle School	185	29.2	30.2	69.9
	High School	184	29.1	30.1	100.0
	Total	612	96.7	100.0	
Missing	Missing	21	3.3		
Total		633	100.0		

School Grade



The numbers show a good distribution of students across all three schools and approximate the School's enrollments in each of the three schools.

3. OVERALL QUESTION RATINGS.

The majority of the questions posed by the Committee asked participants to respond to a statement by indicating how much or how little they agreed with the statement. Parents could select from any of the following responses:

- 1 = Strongly disagree with the statement
- 2 = Disagree with the statement
- 3 = Uncertain about or neutral on the statement
- 4 = Agree with the statement
- 5 = Strongly agree with the statement

In the summary table, below, three types of results are presented for each question. The first is the “mean” or the straight arithmetic average of all the responses. This entails adding up all the values of the responses and simply dividing by the number of responses. In this case, the mean probably is the most valuable information in the table.

The second result category is the “median.” The median is the number at which half the responses are lower than that number and half are higher. The median often helps indicate where most of the answers are clustered as extreme answers tend to be blunted when looking at the median.

The third result category is the “mode.” This simply reveals the most frequent answer given by respondents.

The questions are labeled with their same alphabetical reference as was used in the survey questionnaire. Questions C through P all provided the same range of possible answers.

QUESTION	MEAN	MEDIAN	MODE
C. “My student receives the teacher and tutoring help necessary to master the required coursework.”	4.24	4	5
D. “Peak to Peak” has prepared my student well for his or her current level of coursework.”	4.26	4	5
E. “The Peak to Peak campus and physical facilities are adequate for learning.”	4.18	4	4
F. “The School’s available technology (computers and audio-visual equipment) is adequate for learning.”	3.65	4	4
G. “I provide financial support directly to the School at a level which is significant for my family.”	4.04	4	4

H. "I am involved in meaningful ways in terms of volunteering at the School."	3.90	4	4
I. "I would encourage my friends and family to seriously consider enrolling their children at Peak to Peak.:	4.43	5	5
J. I am familiar with and understand the School's Communications Pathways process."	4.16	4	5
K. "When I have used the School's Communications Pathways, the process has been effective in handling problems and addressing concerns."	3.84	4	4
L. "I am well-informed about School events and activities."	4.24	4	4
M. "Peak to Peak prepares my student so he or she scores to the best of his or her ability on State tests (CSAP's), college entrance exams, and/or Advanced Placement tests." NOTE: This question was asked only of parents with students in 4th through 12th Grades.	4.02	4	4
N. "The community service participation by my student had (or is having) a positive impact on my student and on the community." NOTE: This question was asked only of parents with students in 6th through 12th Grades (i.e., secondary school students).	3.89	4	4
O. "My student has ample opportunities for positive extracurricular involvement through the School."	3.87	4	4
P. "My student is receiving adequate guidance through the School to choose a college that best fits him or her." NOTE: This question was asked only of parents with High School students.	3.67	4	4

Overall, the numbers are quite positive. The highest rated question was the one asking whether or not parents would recommend Peak to Peak to others. With a rating of 4.43 on a scale of "1" to "5," and a median of 5 (i.e., at least half the answers were a 5) and a mode of 5 (i.e., more people answered with a rating of 5 than any other number), this ultimate grading of the School by its parents is quite high. Any average rating in the area of 4.5 (i.e., between "Agree" and "Strongly Agree") has to be construed as a very positive result, especially given the number of respondents participating in the survey.

At the other end, the lowest score for the set of questions answered by all Grade levels was in regard to the adequacy of the School's technology. With a mean score of 3.65, this question scored lower than any other on the survey. The median of 4 and the mode of 4 indicate a

relatively positive level of satisfaction but the overall average indicates the School may need to pay attention to this area, based on parents' perceptions of where the School is today.

Areas which were highly rated included how well Peak to Peak prepares its students for the next level of coursework (4.26, 4, and 5), the ongoing performance of the teaching staff (4.24, 5, and 5), and how well-informed parents are about School events and activities (4.24, 4, and 4).

Parents seemed to be very familiar with the School's Communications Pathways process (with an average rating of 4.16, a median of 4, and a mode of 5) but were not quite as positive about its effectiveness (3.84, 4, and 4, respectively). This demonstrates an opportunity for improving the process itself and, perhaps, better communication at the end of each usage.

For secondary school (Middle School and High School) parents, the overall perception regarding extracurricular activities is positive but clearly indicates it could be better.

These same parents were similarly positive about their child's community service work while, at the same time, indicating the School could do a better job.

For High School parents, the rating about college guidance, while positive, also demonstrates an opportunity for improvement.

4. INDIVIDUAL QUESTION ANALYSES.

For each question, an overall result was generated, as described in the preceding section. The Committee also examined the results for each question by gender. Breakdowns for how parents of boys and parents of girls answered each question are provided to see if there are any significant differences in opinions based on whether or not a parent has a girl or boy at Peak to Peak.

A similar analysis was done for Grade level. The responses to each question were broken down into the 13 individual grades at Peak to Peak -- from Kindergarten to 12th Grade. Again, because the number of responses in each Grade varies significantly, some Grades probably more accurately reflect the sentiment of all parents in that Grade than others.

For example, a Grade which had 66 responses (as was the case for 6th Grade) is likely to have data which is far more accurate than a Grade which has only half that many responses (as was the case with 12th Grade, where only 33 parents responded). Of course, each Grade has a different number of students so that will affect accuracy as well.

Analysis also was done on a school-by-school basis. This was accomplished by collapsing the Grades into their respective schools. The Elementary School consists of the responses from parents with children in Kindergarten through the 5th Grade. The Middle School group consists of parents with 6th, 7th, and/or 8th Grade students. And the High School contingent consists of those responses from parents with students in 9th, 10th, 11th, and/or 12th Grades.

Because the Grade-by-Grade analyses can be overwhelming, the school-by-school tables and bar charts are presented first. The Grade-by-Grade analyses are presented last, within each section discussing a particular question, for those readers who are interested in examining the responses from a particular Grade. Please do keep in mind, however, that these smaller respondent numbers may not as accurately reflect the opinions of a particular Grade as well as the larger respondent numbers do for the entire school.

For all of the questions, there usually are two kinds of presentations of the data. First, a table of the actual numerical responses is presented. That details how many parents responded in each category and shows the percentage represented by each set of responses. The tables present the hard data so the reader can see how many people responded to each possible answer for a question.

One of the highlights of the tables is the provision of “Cumulative Percent” figures for each question when broken down by gender, Grade or school (Elementary School, Middle School or High School). Again, all the questions were answered by selecting one of the following answers:

- 1 = Strongly disagree with the statement
- 2 = Disagree with the statement
- 3 = Uncertain about or neutral on the statement

- 4 = Agree with the statement
- 5 = Strongly agree with the statement

This means a Cumulative Percent allows one to easily calculate what the numbers would be like of simply collapsed or combined into a single positive category (all the “Agree” and “Strongly Agree” responses for each question) and into a single negative category (all the “Disagree” and “Strongly Disagree”).

The “Cumulative Percentage” columns or rows, therefore, can be used to give an overall indication of the total positive and total negative responses to any of the statements listed on the survey.

Second, and in addition to the tables, a bar chart also is provided. This typically is done immediately after a table is presented. These charts visually depict the impact of the numbers by presenting each subset as a percentage of the total.

The bar charts usually are a good way of getting an overall sense of what is happening. After looking at a bar chart and coming to some general conclusions, it often is helpful to then go back to the tables and looking for additional or background information.

What follows is the breakdown of the answers parents gave to questions by the gender and by the Grade of their children as well as by the school that Grade is in (i.e., Elementary School, Middle School or High School). In all cases, the actual question is presented first. It has been highlighted to confirm it has been taken *verbatim* from the parent survey form.

The letter preceding the question is the same letter which was on the survey form. Question A on the survey asked each parent for the child’s Grade and Question B asked for each child’s gender. The data generated for these two questions is presented in the preceding section. As a result, the data analysis for these questions begins with Question C.

C. “My student receives the teacher and tutoring help necessary to master the required coursework.”

Perhaps the most surprising result of this question is the low number of parents (5 parents representing less than 1% of the respondents or the School) who are highly critical (i.e., in the “Strongly Disagree” category) of the School.

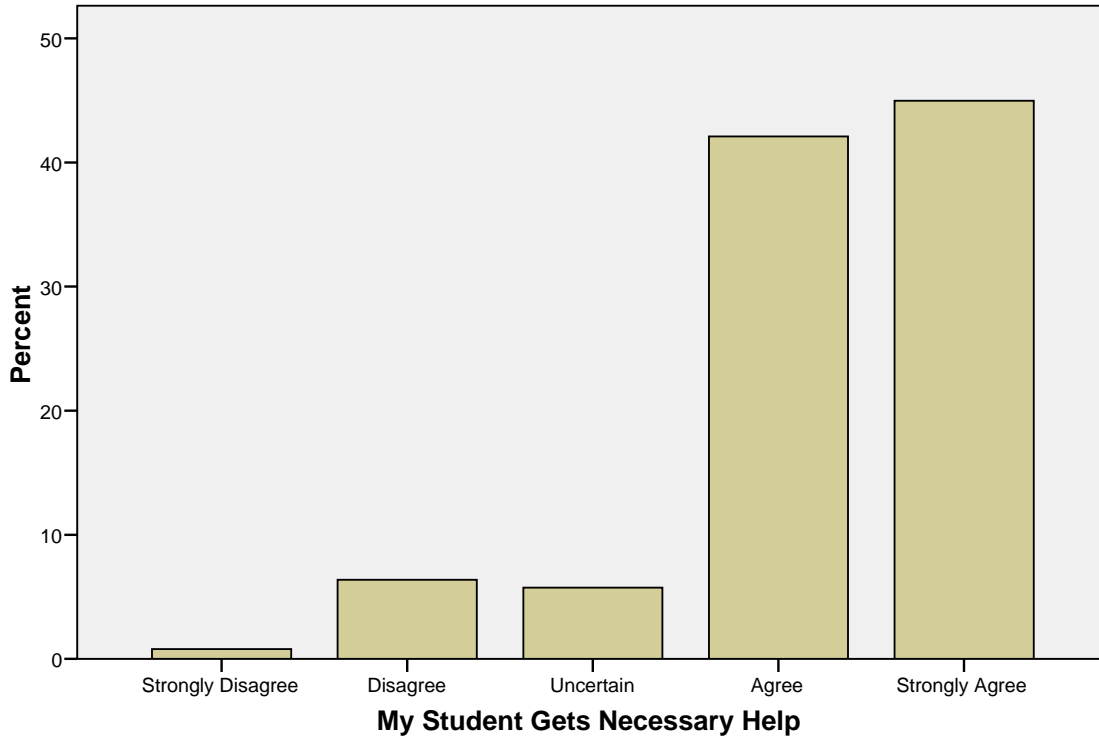
Using the Cumulative Percentage column, however, one can see that for 13% or more than one out of every eight students, parents either believed their students did not get the help they needed or simply didn’t know if the statement about getting adequate assistance was true.

At the same time, 87% expressed some level of satisfaction -- i.e., they either agreed or strongly agreed with the statement about how P2P provides teaching and tutoring instruction.

My Student Gets Necessary Help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	.8	.8	.8
	Disagree	40	3.3	6.4	7.2
	Uncertain	36	5.7	5.7	12.9
	Agree	264	41.7	42.1	55.0
	Strongly Agree	282	44.5	45.0	100.0
	Total	627	93.1	100.0	
Missing	Missing	1	.2		
	Missing	5	.8		
	Total	6	.9		
Total		633	100.0		

My Student Gets Necessary Help



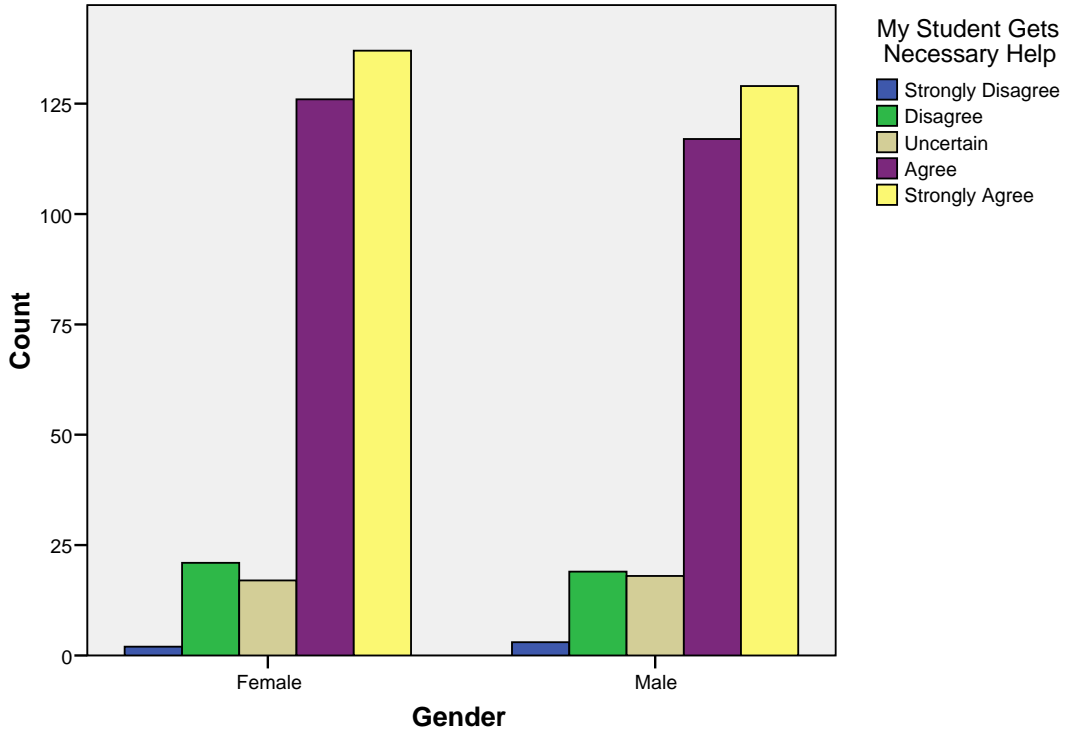
As the next frequency table illustrates, when the answers of parents of girls and parents of boys are contrasted, their evaluation of the teaching and tutoring of their children is statistically identical.

The bar chart demonstrates the accuracy of this conclusion by showing the two sets of responses for parents of girls and for parents of boys. Again, they match up almost identically.

Gender * My Student Gets Necessary Help Crosstabulation

			My Student Gets Necessary Help					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	2	21	17	126	137	303
		% within Gender	.7%	6.9%	5.6%	41.6%	45.2%	100.0%
	Male	Count	3	19	18	117	129	286
		% within Gender	1.0%	6.6%	6.3%	40.9%	45.1%	100.0%
Total		Count	5	40	35	243	266	589
		% within Gender	.8%	6.8%	5.9%	41.3%	45.2%	100.0%

Bar Chart

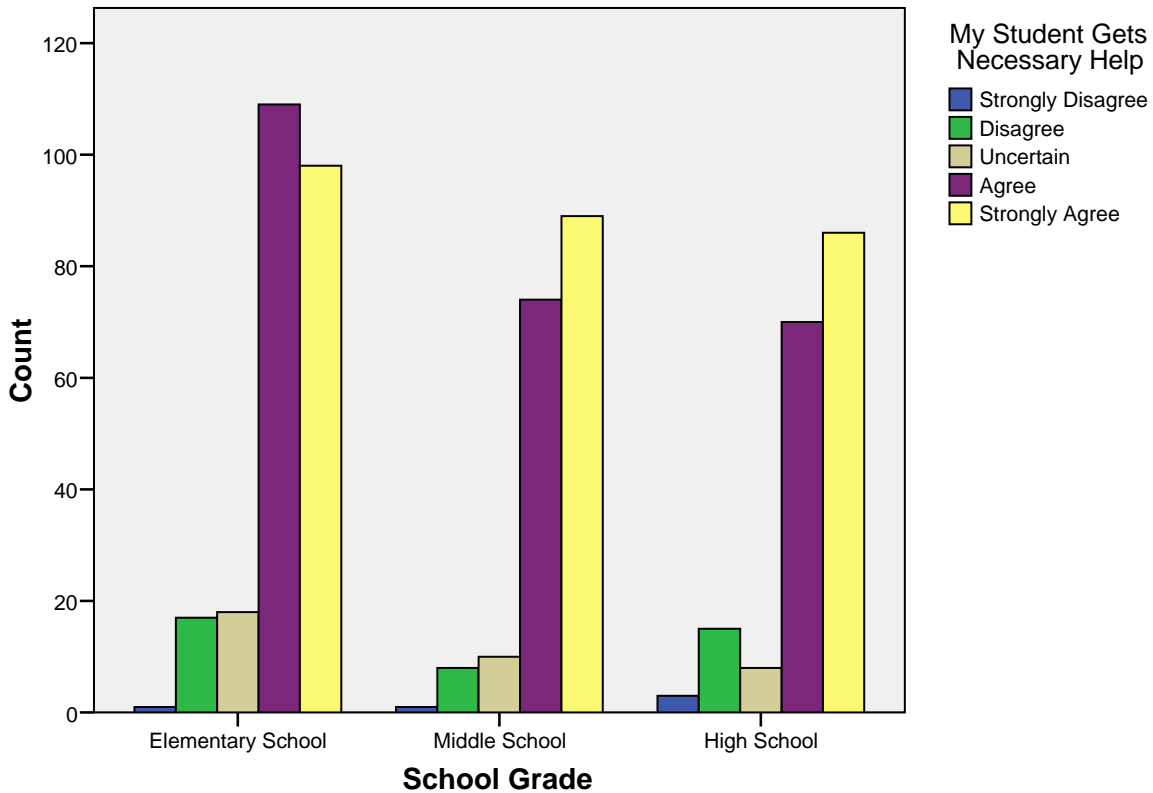


When the data is analyzed by dividing the responses into the three schools which constitute Peak to Peak -- the Elementary School, the Middle School, and the High School -- there are some subtle but statistically insignificant differences. The overall level of satisfaction across all three schools is almost identical.

School Grade * My Student Gets Necessary Help Crosstabulation

			My Student Gets Necessary Help					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	1	17	18	109	98	243
		% within School Grade	.4%	7.0%	7.4%	44.9%	40.3%	100.0%
	Middle School	Count	1	8	10	74	89	182
		% within School Grade	.5%	4.4%	5.5%	40.7%	48.9%	100.0%
	High School	Count	3	15	8	70	86	182
		% within School Grade	1.6%	8.2%	4.4%	38.5%	47.3%	100.0%
Total		Count	5	40	36	253	273	607
		% within School Grade	.8%	6.6%	5.9%	41.7%	45.0%	100.0%

Bar Chart



The next breakdown of the data is more complicated because it involves looking at the responses to the statement on a Grade-by-Grade basis. Again, although the rate of participation is quite high in most Grades, some Grades had significantly fewer participants than other Grades. As a result, definitive conclusions should not be drawn when examining Grade-by-Grade data.

The accuracy of a survey depends on a number of factors. These can include the quality of its sample. In this case the entire universe of parents was sampled so the survey results should be accurate from that perspective.

Another factor is the yield of participants. The yield in this case is the number of questionnaires which were completed (633) divided by the number of students at the School (1,271). This yield of almost 50% is quite high by any measure and also should contribute to the accuracy of the data.

A third factor is the quality of the questionnaire, the elimination of biased or leading questions, and the ordering of the questions so as to avoid bias. The Accountability Committee invested a significant amount of time reviewing and rewriting questions as well as redesigning the entire

survey in an effort to eliminate bias. This does not mean, however, that all bias was removed but there certainly was none which was intentional.

A fourth factor is the combination of both the randomness and the representativeness of the survey. In this case, random factors were eliminated by asking every parent. The demographic data shows the returned surveys were representative of the School in many respects. There could be demographic gaps, however. This is especially likely to be true for any particular Grade (as opposed to the results for the entire School).

The fifth factor is the actual total number of responses. When examining opinions of the entire School, the fact that half answered is quite good. With 633 responses, data analysts can be confident the answers are likely to be representative of the entire School.

At the same time, there are two caveats. First, it is not known if particular demographic groups did not participate in the process. For example, if students have parents who cannot read or write English, it is likely this demographic participated far less than others. This would mean the opinions of this group, if monolithic, would be missing from the survey.

Second, when sample or respondent numbers get small, the results from subgroups (such as individual Grade level) can be unreliable. For this reason alone, individual Grade-by-Grade analyses contained in this report should be considered carefully. They should not be seen as conclusive in any sense of the word but, at best, should be a starting point for discussion.

The next frequency table breaks down the responses by individual Grade level to the statement, *“My student receives the teacher and tutoring help necessary to master the required coursework.”*

These tables are presented for each of the questions asked on the survey with the five-point (“1” through “5”) answer range of “Strongly Disagree” to “Disagree” to “Uncertain” to “Agree” to “Strongly Agree.”

Because these and some of the other tables and bar charts presented in this report often have been reduced to fit on an 8½” X 11” page, they often are difficult to read. To overcome this, highlight the table or chart which interests you and increase the font size so the tables or chart becomes easy to read.

Also, when interpreting the data for Grade-by-Grade results, please always remember the individual numbers of responses for each Grade often are small and, therefore, the results are likely to not be as accurate as the overall survey results. The small numbers also are volatile and could change dramatically (1) if only a small number of parents changed their answers and/or (2) if only a small number of parents who failed to respond but had different opinions elected to respond.

School Grade * My Student Gets Necessary Help Crosstabulation

			My Student Gets Necessary Help					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	0	0	4	18	15	37
		% within School Grade	.0%	.0%	10.8%	48.6%	40.5%	100.0%
	First Grade	Count	0	4	3	16	17	40
		% within School Grade	.0%	10.0%	7.5%	40.0%	42.5%	100.0%
	Second Grade	Count	0	3	4	10	21	38
		% within School Grade	.0%	7.9%	10.5%	26.3%	55.3%	100.0%
	Third Grade	Count	1	1	3	21	15	41
		% within School Grade	2.4%	2.4%	7.3%	51.2%	36.6%	100.0%
	Fourth Grade	Count	0	7	3	24	12	46
		% within School Grade	.0%	15.2%	6.5%	52.2%	26.1%	100.0%
	Fifth Grade	Count	0	2	1	20	17	40
		% within School Grade	.0%	5.0%	2.5%	50.0%	42.5%	100.0%
	Sixth Grade	Count	0	3	3	23	35	64
		% within School Grade	.0%	4.7%	4.7%	35.9%	54.7%	100.0%
	Seventh Grade	Count	1	4	3	24	21	53
		% within School Grade	1.9%	7.5%	5.7%	45.3%	39.6%	100.0%
	Eighth Grade	Count	0	1	4	23	33	61
		% within School Grade	.0%	1.6%	6.6%	37.7%	54.1%	100.0%
	Ninth Grade	Count	0	4	3	19	29	55
		% within School Grade	.0%	7.3%	5.5%	34.5%	52.7%	100.0%
	Tenth Grade	Count	3	6	3	22	11	45
		% within School Grade	6.7%	13.3%	6.7%	48.9%	24.4%	100.0%
	11th Grade	Count	0	4	0	14	25	43
		% within School Grade	.0%	9.3%	.0%	32.6%	58.1%	100.0%
	12th Grade	Count	0	1	1	12	19	33
		% within School Grade	.0%	3.0%	3.0%	36.4%	57.6%	100.0%
	Elementary School	Count	0	0	0	0	1	1
		% within School Grade	.0%	.0%	.0%	.0%	100.0%	100.0%
	Middle School	Count	0	0	0	4	0	4
		% within School Grade	.0%	.0%	.0%	100.0%	.0%	100.0%
	High School	Count	0	0	1	3	2	6
		% within School Grade	.0%	.0%	16.7%	50.0%	33.3%	100.0%
Total		Count	5	40	36	253	273	607
		% within School Grade	.8%	6.6%	5.9%	41.7%	45.0%	100.0%

The results also are presented graphically in the bar chart, below. The frequency table, above, presents both the numerical counts as well as the percentage those counts represent from all the answers within each Grade.

For example, the Fourth Grade had no parents who said they “Strongly Disagree” with the statement yet 7 of them (15%) said they “Disagree” with the statement. This was the highest number and percentage of respondents who indicated they “disagreed” with the statement.

If one examines both negative categories -- “Strongly Disagree” and “Disagree” -- by combining them, the Tenth Grade registers one out of five parents being dissatisfied (6.7% plus 13.3% = 20%) while, using the same approach, the Fourth Grade would still come in at one out of seven or 15%.

Frequency tables usually are presented so the reader can see what the numerical responses represent for each category. So, for example, looking at the Seventh Grade numbers by reading across the Seventh Grade lines, we see the “Count” numbers being 1 – 4 – 3 – 24 – 21 - 53.

These 53 responses from 7th Grade parents also are examined to determine what each set of answers represents out of the entire group of 7th Grade parents answering the questionnaire. The numerical answers and the percentages of the group they represent are presented below.

NUMERICAL ANSWER	DESCRIPTION OF THE PARENT’S RESPONSE TO THE STATEMENT	NUMBER OF RESPONSES	PERCENTAGE OF RESPONSES
1	= Strongly disagree with the statement	1	1.9%
2	= Disagree with the statement	4	7.5%
3	= Uncertain about or neutral on the statement	3	5.7%
4	= Agree with the statement	24	45.3%
5	= Strongly agree with the statement	<u>21</u>	<u>39.6%</u>
TOTAL NUMBER OF RESPONSES		53	100.0%

In the previous analysis, “1’s” and “2’s” were combined for a negative rating of 9.4% and, as an illustration of how it might be appropriate for certain questions, the respondents who circled “3” could be added -- resulting in a total of 15.2% who failed to agree in any manner with the statement.

What the table also illustrates is that a single opinion equals almost 2 percentage points (1.9%). This shows the power and influence of a single opinion in the survey when it is broken down into its 13 Grade components.

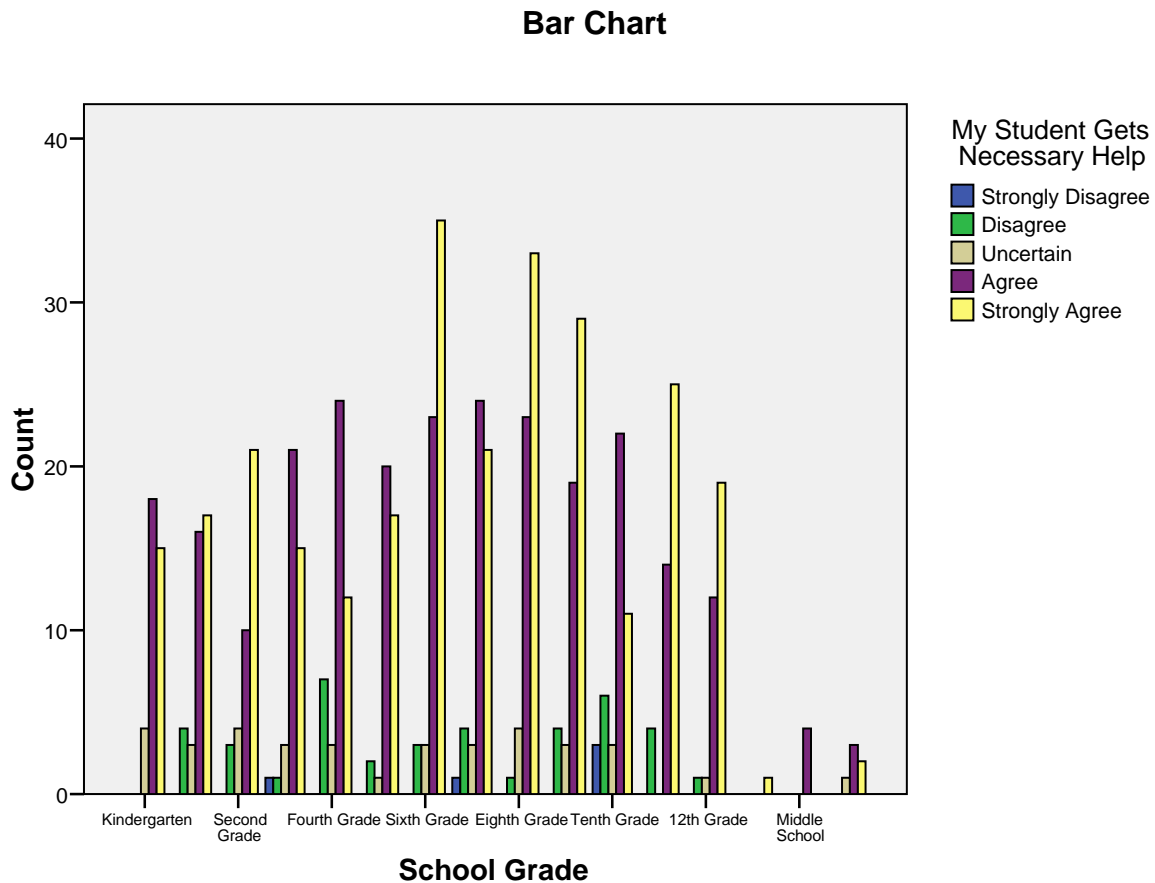
If the two “positive” categories of responses are combined (i.e., the “4’s” and “5’s”), the Grades garnering the highest combined positive ratings of 90% or more are

- (a) the 12th Grade at... 94.0%
- (b) the 5th Grade at... 92.5%
- (c) the 8th Grade at... 91.8%
- (d) the 11th Grade at... 90.7%
- (e) the 6th Grade at... 90.6%.

Of course, the level of satisfaction parents have is likely to be a function of a number of factors including, but not limited to, the quality of the instructional staff, various aspects of their own

children, the developmental period at which instruction is occurring, the resources available to teachers for a particular Grade, and the unique mix of students in a particular class.

In the bar chart, below, the Grades are detailed with each one showing its five response categories. This is a chart which should be increased in size to be more easily read. It also requires the reader to interpolate or insert the odd-numbered Grades because the chart only labels the even-numbered Grades on the horizontal axis.



In the following sections, usually the same frequency tables, crosstabulations, and bar charts are presented for each of the questions answered by parents. Because this section was used to explain how to use the tables and charts, and to keep this report from being even longer, the information is presented with only a summary of the analysis. Most of the results are self-explanatory so readers should be able to accurately draw their own conclusions.

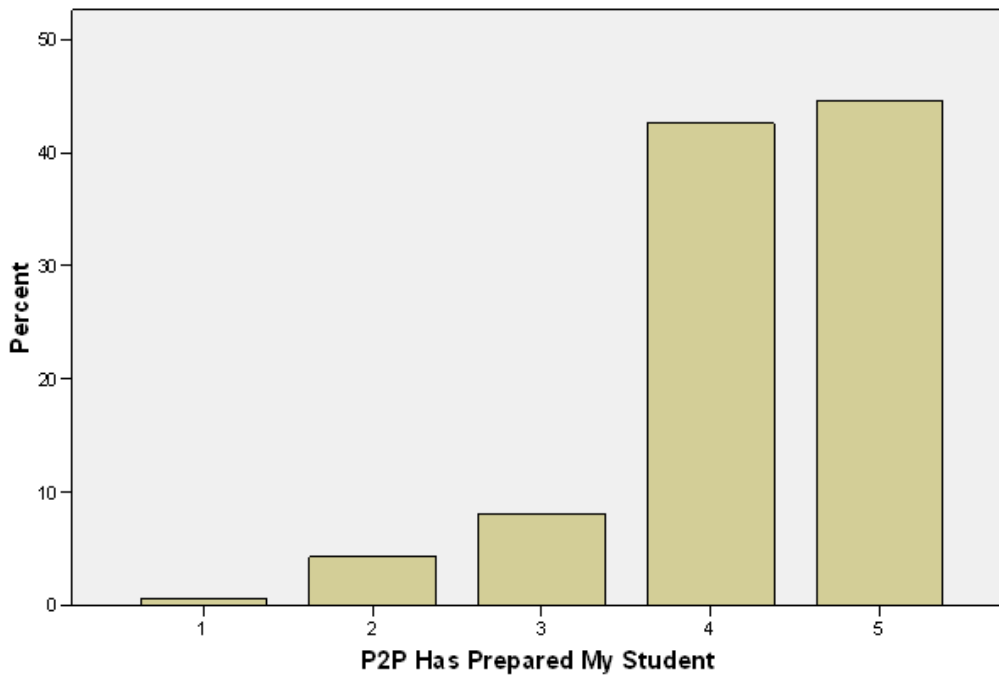
D. “Peak to Peak” has prepared my student well for his or her current level of coursework.”

The frequency table, below, shows most parents agree Peak to Peak prepares students for their level of coursework. Almost 9 out of 10 parents (87.2%) agreed with the statement. Only half of one percent (0.5%) strongly disagreed with the statement.

P2P Has Prepared My Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	.5	.5	.5
	2	26	4.1	4.3	4.8
	3	49	7.7	8.1	12.8
	4	259	40.9	42.6	55.4
	5	271	42.8	44.6	100.0
	Total	608	96.1	100.0	
Missing	Missing	2	.3		
	Missing	22	3.5		
	Missing	1	.2		
	Total	25	3.9		
Total		633	100.0		

P2P Has Prepared My Student



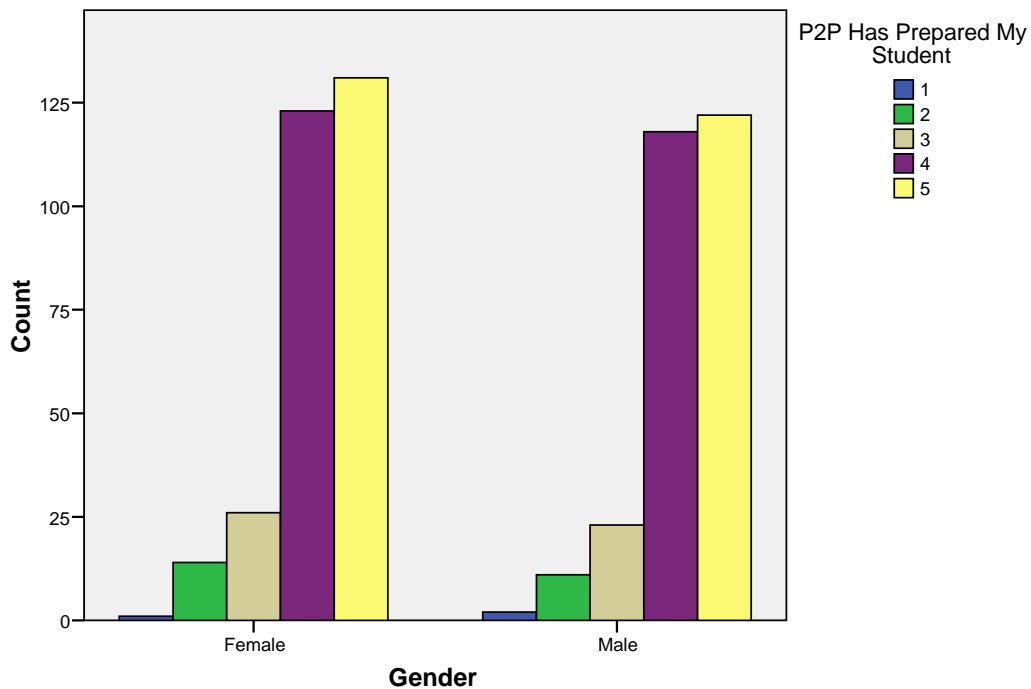
The next table is a crosstabulation of how parents felt about the School's preparation of students broken down by the gender of the student.

As both the table and the bar chart which follows it show, the opinions of parents of girls and the opinions of parents of boys on this issue do not differ in a meaningful way. In fact they track so closely, there is no statistically significant difference.

Gender * P2P Has Prepared My Student Crosstabulation

		P2P Has Prepared My Student					Total	
		1	2	3	4	5		
Gender	Female	Count	1	14	26	123	131	295
		% within Gender	.3%	4.7%	8.8%	41.7%	44.4%	100.0%
	Male	Count	2	11	23	118	122	276
		% within Gender	.7%	4.0%	8.3%	42.8%	44.2%	100.0%
Total		Count	3	25	49	241	253	571
		% within Gender	.5%	4.4%	8.6%	42.2%	44.3%	100.0%

Bar Chart

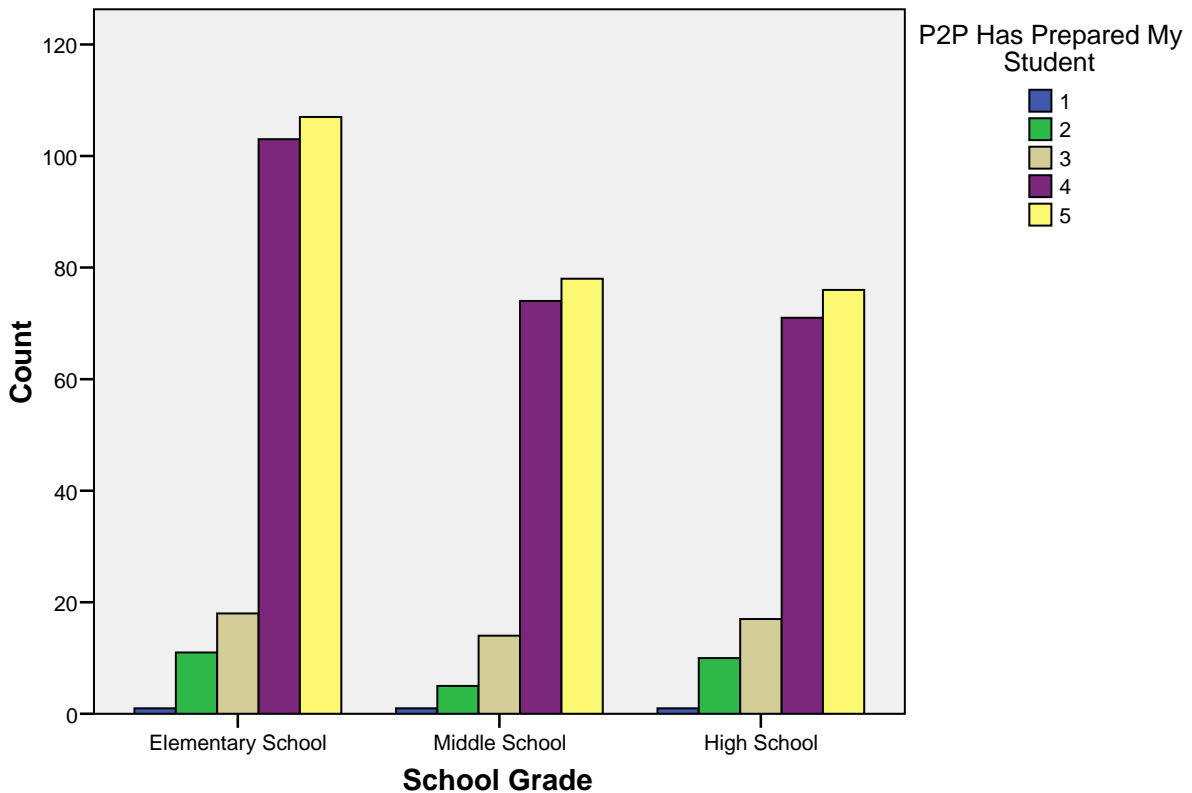


The next set of a crosstabulation table and a bar chart combine the answers for the Grades so their answers can be examined on a school-by-school basis rather than a Grade-by-Grade basis. Please note the bar chart is based on the actual count of responses rather than the percentage of responses for each response category.

School Grade * P2P Has Prepared My Student Crosstabulation

			P2P Has Prepared My Student					Total
			1	2	3	4	5	
School Grade	Elementary School	Count	1	11	18	103	107	240
		% within School Grade	.4%	4.6%	7.5%	42.9%	44.6%	100.0%
	Middle School	Count	1	5	14	74	78	172
		% within School Grade	.6%	2.9%	8.1%	43.0%	45.3%	100.0%
	High School	Count	1	10	17	71	76	175
		% within School Grade	.6%	5.7%	9.7%	40.6%	43.4%	100.0%
Total		Count	3	26	49	248	261	587
		% within School Grade	.5%	4.4%	8.3%	42.2%	44.5%	100.0%

Bar Chart

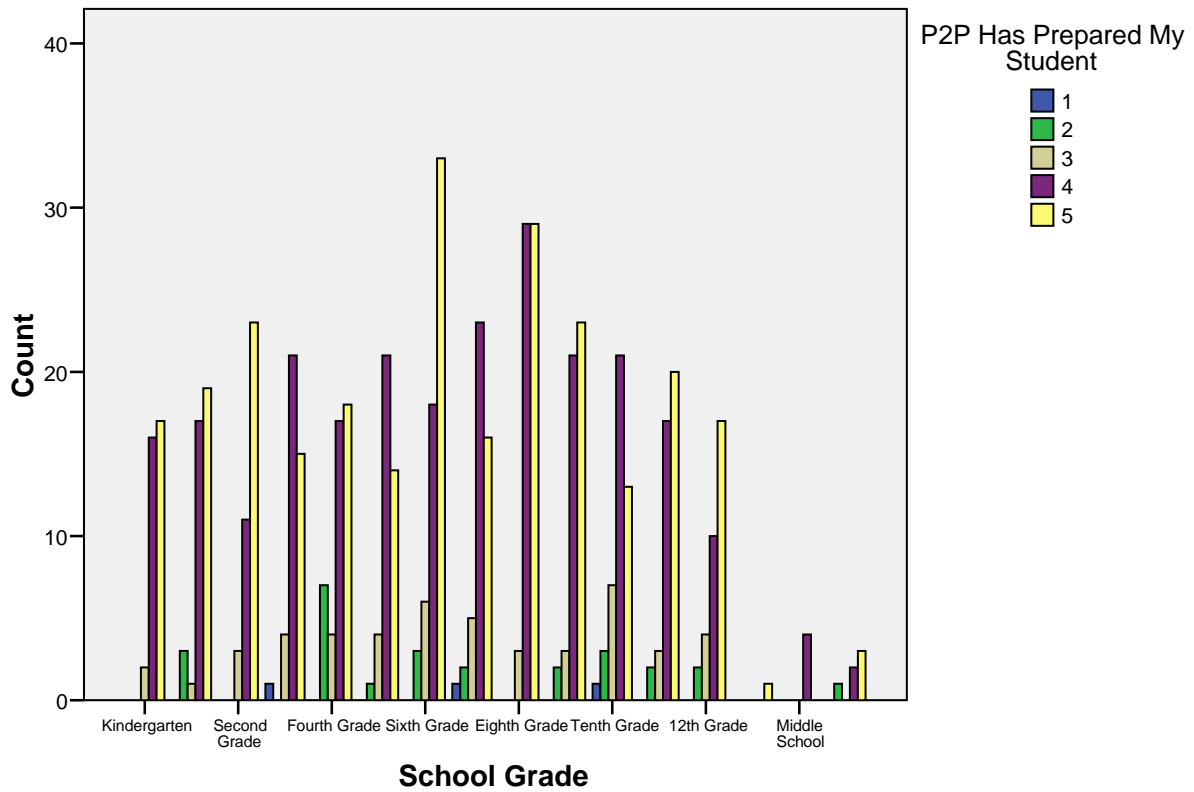


The legend for the tables and charts remains the same throughout this report, to wit:

- 1 = Strongly disagree with the statement
- 2 = Disagree with the statement
- 3 = Uncertain about or neutral on the statement
- 4 = Agree with the statement
- 5 = Strongly agree with the statement

In some instances, to save space, the number is presented on the table or chart but the actual label (e.g., 1 = “Strongly Disagree”) has not been included.

Bar Chart



School Grade * P2P Has Prepared My Student Crosstabulation

			P2P Has Prepared My Student					Total
			1	2	3	4	5	
School Grade	Kindergarten	Count	0	0	2	16	17	35
		% within School Grade	.0%	.0%	5.7%	45.7%	48.6%	100.0%
	First Grade	Count	0	3	1	17	19	40
		% within School Grade	.0%	7.5%	2.5%	42.5%	47.5%	100.0%
	Second Grade	Count	0	0	3	11	23	37
		% within School Grade	.0%	.0%	8.1%	29.7%	62.2%	100.0%
	Third Grade	Count	1	0	4	21	15	41
		% within School Grade	2.4%	.0%	9.8%	51.2%	36.6%	100.0%
	Fourth Grade	Count	0	7	4	17	18	46
		% within School Grade	.0%	15.2%	8.7%	37.0%	39.1%	100.0%
	Fifth Grade	Count	0	1	4	21	14	40
		% within School Grade	.0%	2.5%	10.0%	52.5%	35.0%	100.0%
	Sixth Grade	Count	0	3	6	18	33	60
		% within School Grade	.0%	5.0%	10.0%	30.0%	55.0%	100.0%
	Seventh Grade	Count	1	2	5	23	16	47
		% within School Grade	2.1%	4.3%	10.6%	48.9%	34.0%	100.0%
	Eighth Grade	Count	0	0	3	29	29	61
		% within School Grade	.0%	.0%	4.9%	47.5%	47.5%	100.0%
	Ninth Grade	Count	0	2	3	21	23	49
		% within School Grade	.0%	4.1%	6.1%	42.9%	46.9%	100.0%
	Tenth Grade	Count	1	3	7	21	13	45
		% within School Grade	2.2%	6.7%	15.6%	46.7%	28.9%	100.0%
	11th Grade	Count	0	2	3	17	20	42
		% within School Grade	.0%	4.8%	7.1%	40.5%	47.6%	100.0%
	12th Grade	Count	0	2	4	10	17	33
		% within School Grade	.0%	6.1%	12.1%	30.3%	51.5%	100.0%
	Elementary School	Count	0	0	0	0	1	1
		% within School Grade	.0%	.0%	.0%	.0%	100.0%	100.0%
	Middle School	Count	0	0	0	4	0	4
		% within School Grade	.0%	.0%	.0%	100.0%	.0%	100.0%
	High School	Count	0	1	0	2	3	6
		% within School Grade	.0%	16.7%	.0%	33.3%	50.0%	100.0%
Total		Count	3	26	49	248	261	587
		% within School Grade	.5%	4.4%	8.3%	42.2%	44.5%	100.0%

In the last table, above, the answers to the preparation adequacy question are broken down by each individual Grade level. To examine a particular Grade's rating, simply read the first line across to see the number of parents who responded in each of the five rating categories and consider those numbers in light of the total number of parents with children in that Grade who responded. Please keep in mind that every Grade has multiple classes so the ratings are not of a particular class or teacher.

The second line for each Grade is the percentage the number above it on the first line represents out of all the parents in that Grade who responded.

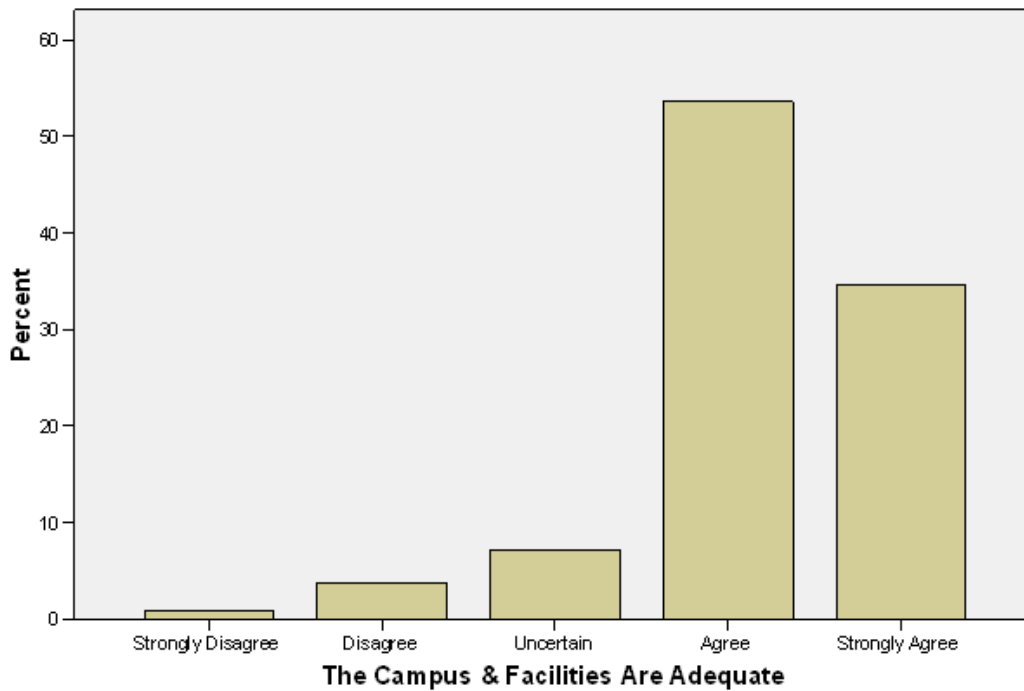
The bottom set of rows gives the numbers and percentages for all parents from all Grades who responded to this question on the survey. This is a good basis of comparison to see if a Grade is above or below the School-wide average.

E. “The Peak to Peak campus and physical facilities are adequate for learning.”

The Campus & Facilities Are Adequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	.8	.8	.8
	Disagree	24	3.8	3.8	4.6
	Uncertain	45	7.1	7.1	11.7
	Agree	339	53.6	53.6	65.3
	Strongly Agree	219	34.6	34.7	100.0
	Total	632	99.8	100.0	
Missing	Missing	1	.2		
Total		633	100.0		

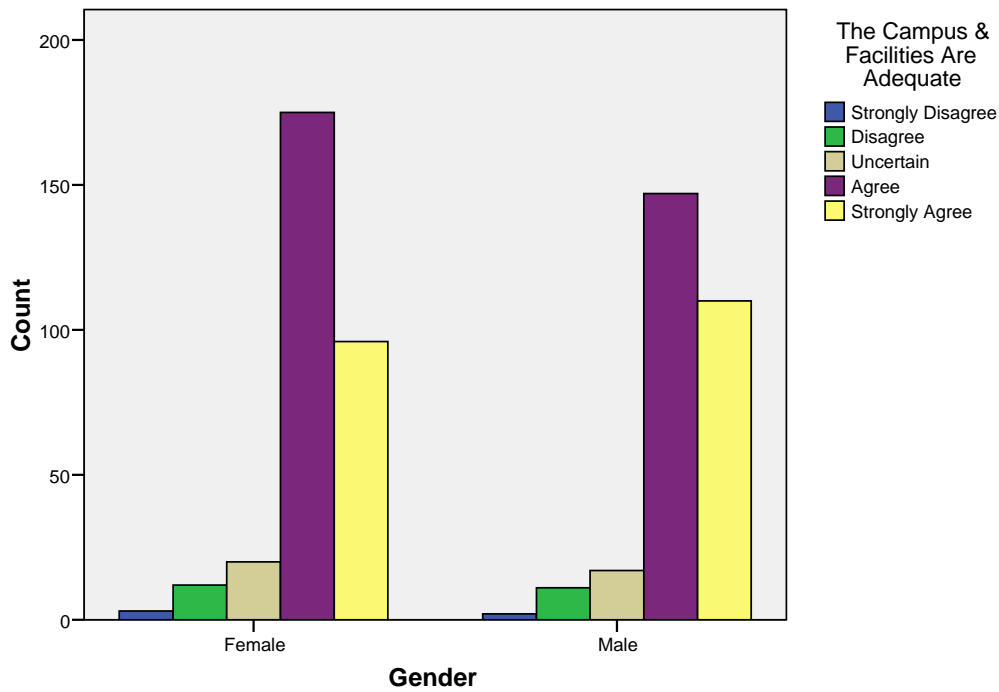
The Campus & Facilities Are Adequate



Gender * The Campus & Facilities Are Adequate Crosstabulation

			The Campus & Facilities Are Adequate					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	3	12	20	175	96	306
		% within Gender	1.0%	3.9%	6.5%	57.2%	31.4%	100.0%
	Male	Count	2	11	17	147	110	287
		% within Gender	.7%	3.8%	5.9%	51.2%	38.3%	100.0%
Total		Count	5	23	37	322	206	593
		% within Gender	.8%	3.9%	6.2%	54.3%	34.7%	100.0%

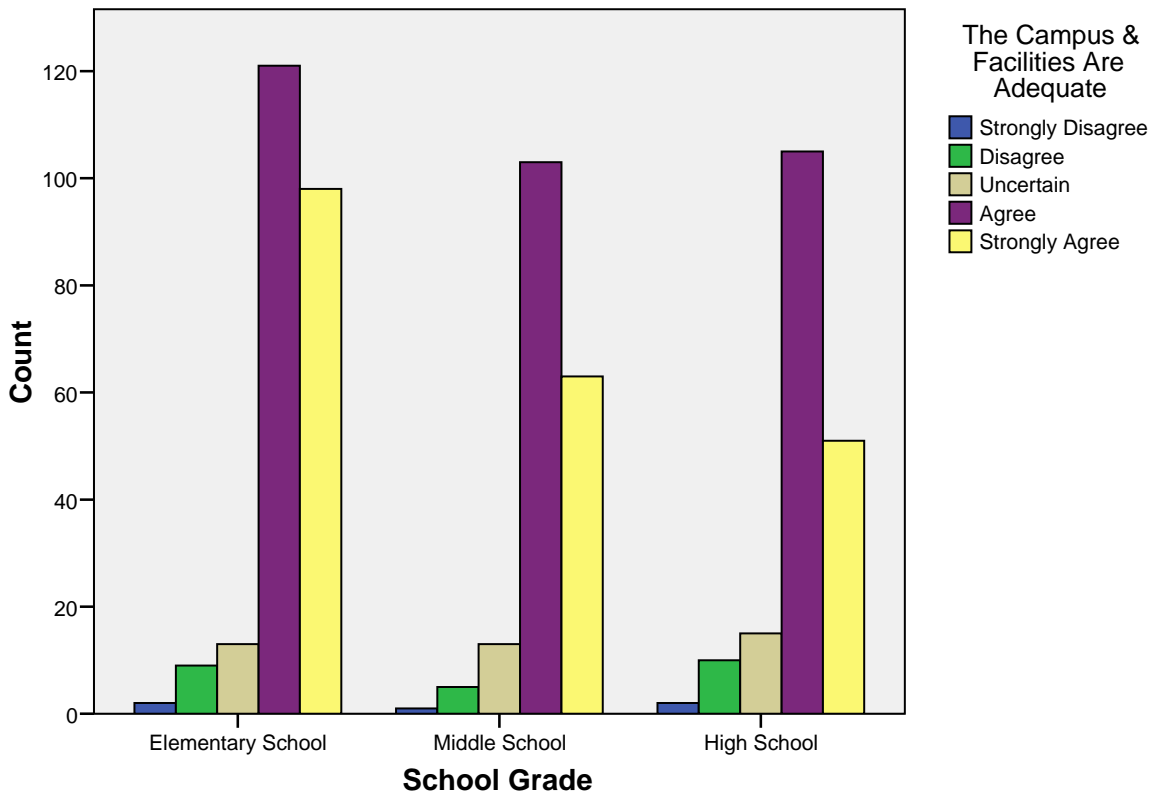
Bar Chart



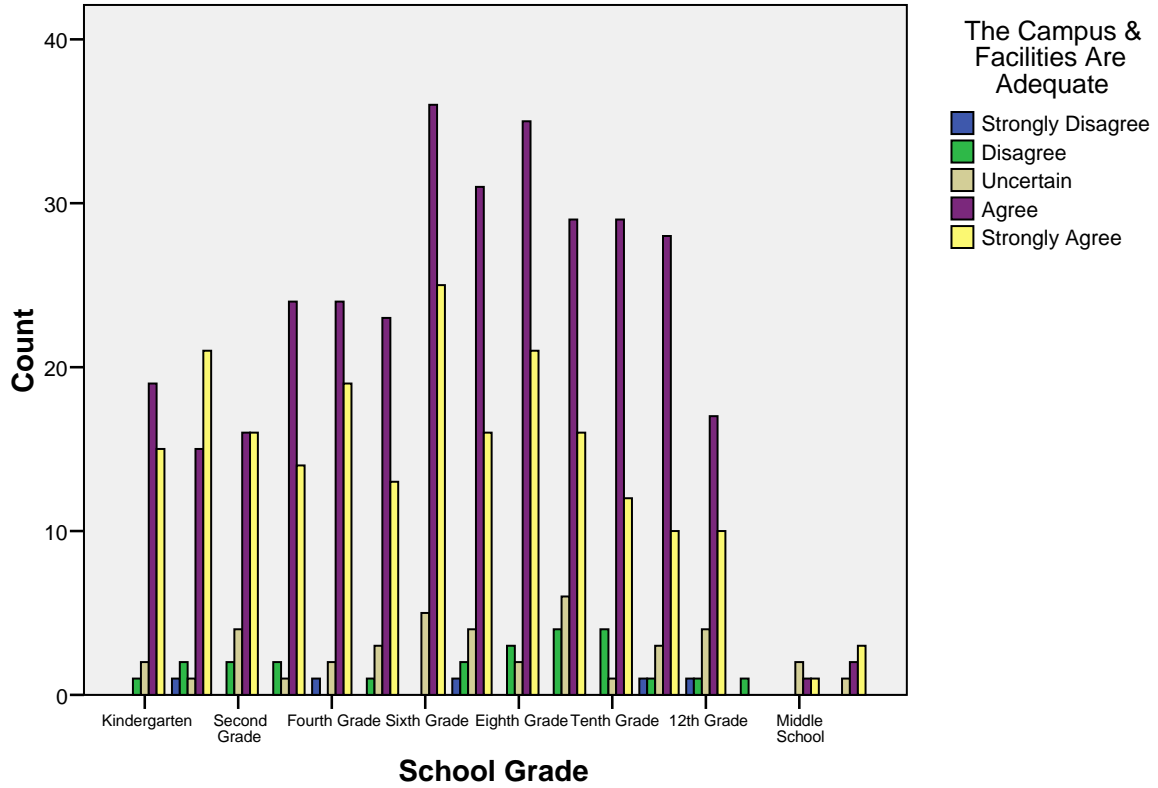
School Grade * The Campus & Facilities Are Adequate Crosstabulation

			The Campus & Facilities Are Adequate					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	2	9	13	121	98	243
		% within School Grade	.8%	3.7%	5.3%	49.8%	40.3%	100.0%
	Middle School	Count	1	5	13	103	63	185
		% within School Grade	.5%	2.7%	7.0%	55.7%	34.1%	100.0%
	High School	Count	2	10	15	105	51	183
		% within School Grade	1.1%	5.5%	8.2%	57.4%	27.9%	100.0%
Total	Count	5	24	41	329	212	611	
	% within School Grade	.8%	3.9%	6.7%	53.8%	34.7%	100.0%	

Bar Chart



Bar Chart



School Grade * The Campus & Facilities Are Adequate Crosstabulation

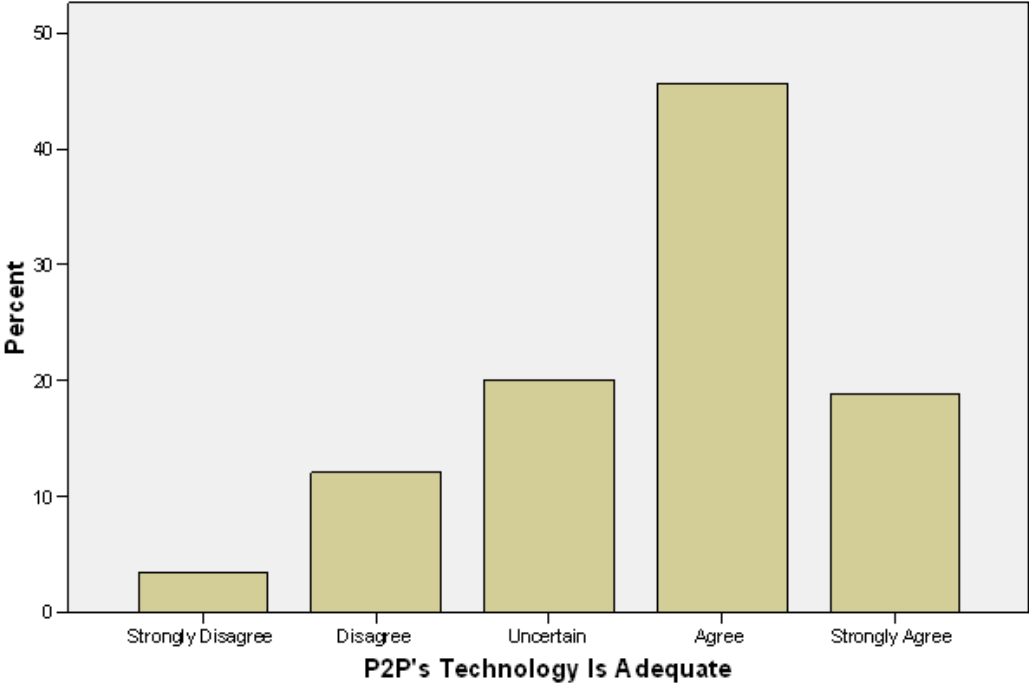
			The Campus & Facilities Are Adequate					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	0	1	2	19	15	37
		% within School Grade	.0%	2.7%	5.4%	51.4%	40.5%	100.0%
	First Grade	Count	1	2	1	15	21	40
		% within School Grade	2.5%	5.0%	2.5%	37.5%	52.5%	100.0%
	Second Grade	Count	0	2	4	16	16	38
		% within School Grade	.0%	5.3%	10.5%	42.1%	42.1%	100.0%
	Third Grade	Count	0	2	1	24	14	41
		% within School Grade	.0%	4.9%	2.4%	58.5%	34.1%	100.0%
	Fourth Grade	Count	1	0	2	24	19	46
		% within School Grade	2.2%	.0%	4.3%	52.2%	41.3%	100.0%
	Fifth Grade	Count	0	1	3	23	13	40
		% within School Grade	.0%	2.5%	7.5%	57.5%	32.5%	100.0%
	Sixth Grade	Count	0	0	5	36	25	66
		% within School Grade	.0%	.0%	7.6%	54.5%	37.9%	100.0%
	Seventh Grade	Count	1	2	4	31	16	54
		% within School Grade	1.9%	3.7%	7.4%	57.4%	29.6%	100.0%
	Eighth Grade	Count	0	3	2	35	21	61
		% within School Grade	.0%	4.9%	3.3%	57.4%	34.4%	100.0%
	Ninth Grade	Count	0	4	6	29	16	55
		% within School Grade	.0%	7.3%	10.9%	52.7%	29.1%	100.0%
	Tenth Grade	Count	0	4	1	29	12	46
		% within School Grade	.0%	8.7%	2.2%	63.0%	26.1%	100.0%
	11th Grade	Count	1	1	3	28	10	43
		% within School Grade	2.3%	2.3%	7.0%	65.1%	23.3%	100.0%
	12th Grade	Count	1	1	4	17	10	33
		% within School Grade	3.0%	3.0%	12.1%	51.5%	30.3%	100.0%
	Elementary School	Count	0	1	0	0	0	1
		% within School Grade	.0%	100.0%	.0%	.0%	.0%	100.0%
	Middle School	Count	0	0	2	1	1	4
		% within School Grade	.0%	.0%	50.0%	25.0%	25.0%	100.0%
	High School	Count	0	0	1	2	3	6
		% within School Grade	.0%	.0%	16.7%	33.3%	50.0%	100.0%
Total		Count	5	24	41	329	212	611
		% within School Grade	.8%	3.9%	6.7%	53.8%	34.7%	100.0%

F. “The School’s available technology (computers and audio-visual equipment) is adequate for learning.”

P2P’s Technology Is Adequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	3.3	3.4	3.4
	Disagree	74	11.7	12.0	15.4
	Uncertain	123	19.4	20.0	35.4
	Agree	281	44.4	45.7	81.1
	Strongly Agree	116	18.3	18.9	100.0
	Total	615	97.2	100.0	
Missing	Missing	2	.3		
	Missing	15	2.4		
	Missing	1	.2		
	Total	18	2.8		
Total		633	100.0		

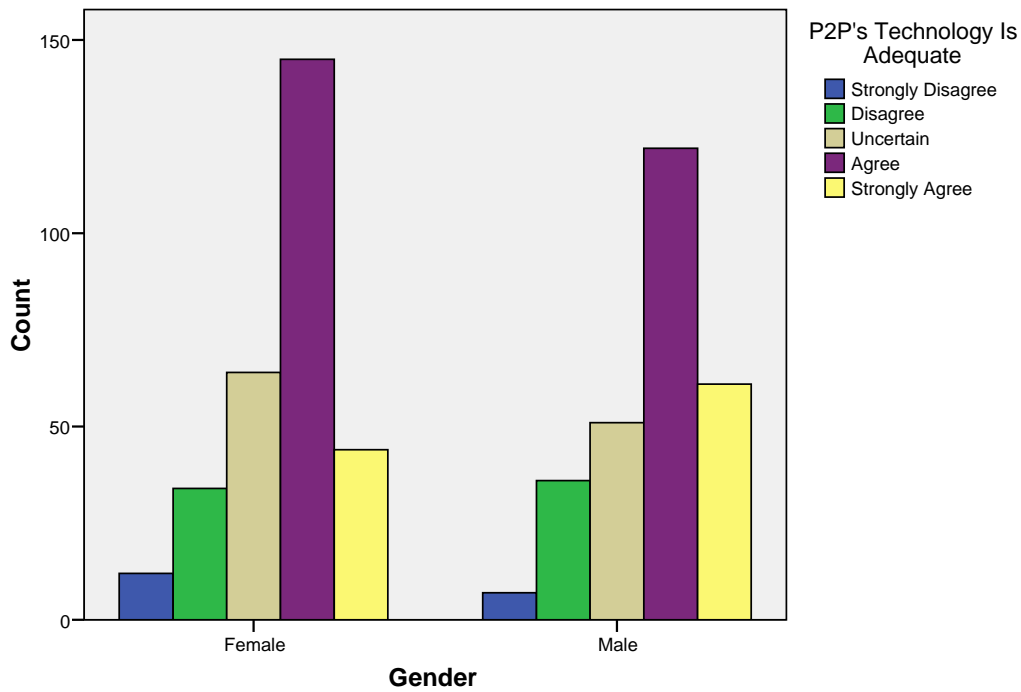
P2P’s Technology Is Adequate



Gender * P2P's Technology Is Adequate Crosstabulation

			P2P's Technology Is Adequate					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	12	34	64	145	44	299
		% within Gender	4.0%	11.4%	21.4%	48.5%	14.7%	100.0%
	Male	Count	7	36	51	122	61	277
		% within Gender	2.5%	13.0%	18.4%	44.0%	22.0%	100.0%
Total		Count	19	70	115	267	105	576
		% within Gender	3.3%	12.2%	20.0%	46.4%	18.2%	100.0%

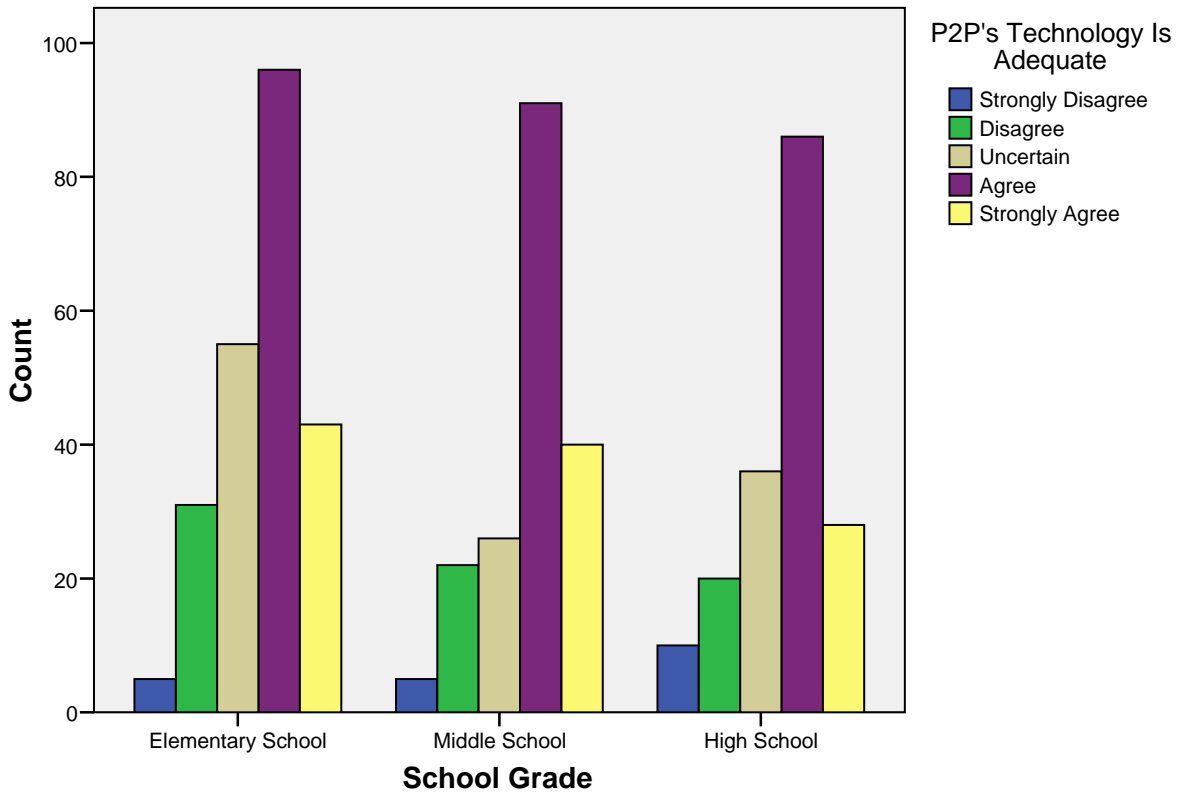
Bar Chart



School Grade * P2P's Technology Is Adequate Crosstabulation

			P2P's Technology Is Adequate					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	5	31	55	96	43	230
		% within School Grade	2.2%	13.5%	23.9%	41.7%	18.7%	100.0%
	Middle School	Count	5	22	26	91	40	184
		% within School Grade	2.7%	12.0%	14.1%	49.5%	21.7%	100.0%
	High School	Count	10	20	36	86	28	180
		% within School Grade	5.6%	11.1%	20.0%	47.8%	15.6%	100.0%
Total	Count	20	73	117	273	111	594	
	% within School Grade	3.4%	12.3%	19.7%	46.0%	18.7%	100.0%	

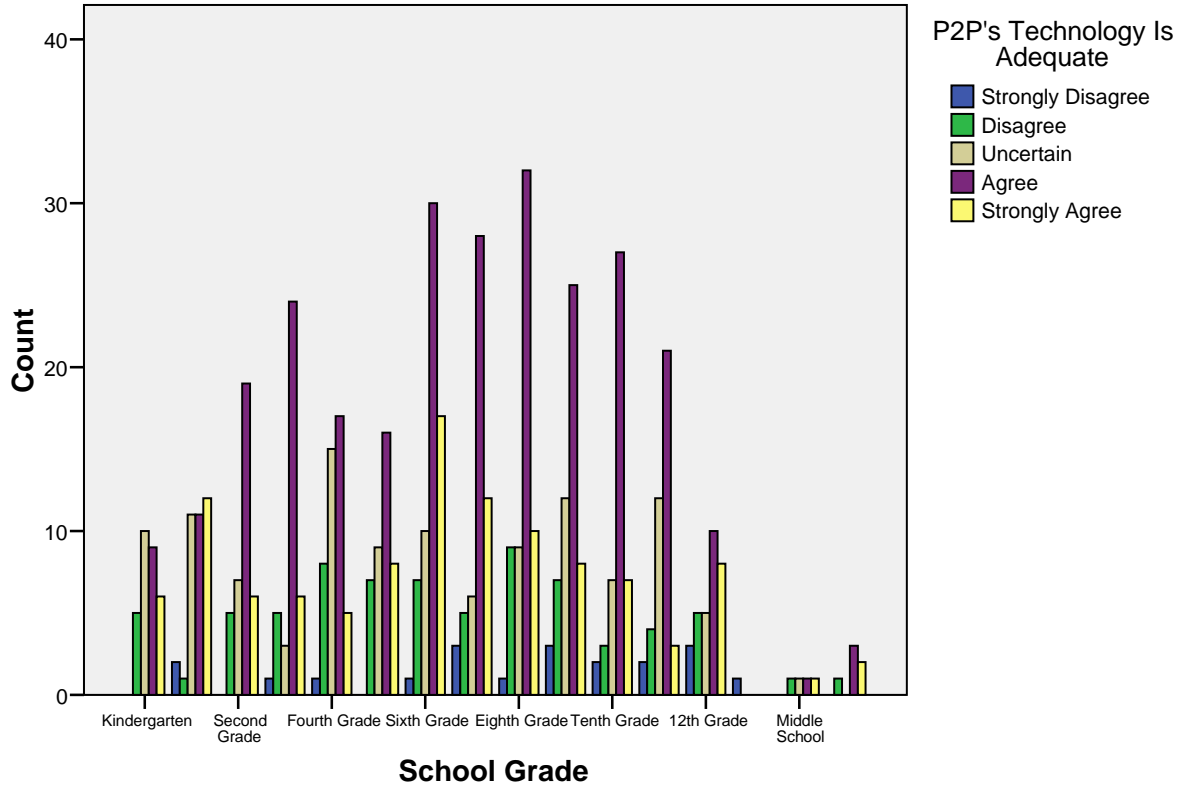
Bar Chart



School Grade * P2P's Technology Is Adequate Crosstabulation

			P2P's Technology Is Adequate					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	0	5	10	9	6	30
		% within School Grade	.0%	16.7%	33.3%	30.0%	20.0%	100.0%
	First Grade	Count	2	1	11	11	12	37
		% within School Grade	5.4%	2.7%	29.7%	29.7%	32.4%	100.0%
	Second Grade	Count	0	5	7	19	6	37
		% within School Grade	.0%	13.5%	18.9%	51.4%	16.2%	100.0%
	Third Grade	Count	1	5	3	24	6	39
		% within School Grade	2.6%	12.8%	7.7%	61.5%	15.4%	100.0%
	Fourth Grade	Count	1	8	15	17	5	46
		% within School Grade	2.2%	17.4%	32.6%	37.0%	10.9%	100.0%
	Fifth Grade	Count	0	7	9	16	8	40
		% within School Grade	.0%	17.5%	22.5%	40.0%	20.0%	100.0%
	Sixth Grade	Count	1	7	10	30	17	65
		% within School Grade	1.5%	10.8%	15.4%	46.2%	26.2%	100.0%
	Seventh Grade	Count	3	5	6	28	12	54
		% within School Grade	5.6%	9.3%	11.1%	51.9%	22.2%	100.0%
	Eighth Grade	Count	1	9	9	32	10	61
		% within School Grade	1.6%	14.8%	14.8%	52.5%	16.4%	100.0%
	Ninth Grade	Count	3	7	12	25	8	55
		% within School Grade	5.5%	12.7%	21.8%	45.5%	14.5%	100.0%
	Tenth Grade	Count	2	3	7	27	7	46
		% within School Grade	4.3%	6.5%	15.2%	58.7%	15.2%	100.0%
	11th Grade	Count	2	4	12	21	3	42
		% within School Grade	4.8%	9.5%	28.6%	50.0%	7.1%	100.0%
	12th Grade	Count	3	5	5	10	8	31
		% within School Grade	9.7%	16.1%	16.1%	32.3%	25.8%	100.0%
	Elementary School	Count	1	0	0	0	0	1
		% within School Grade	100.0%	.0%	.0%	.0%	.0%	100.0%
	Middle School	Count	0	1	1	1	1	4
		% within School Grade	.0%	25.0%	25.0%	25.0%	25.0%	100.0%
	High School	Count	0	1	0	3	2	6
		% within School Grade	.0%	16.7%	.0%	50.0%	33.3%	100.0%
Total		Count	20	73	117	273	111	594
		% within School Grade	3.4%	12.3%	19.7%	46.0%	18.7%	100.0%

Bar Chart

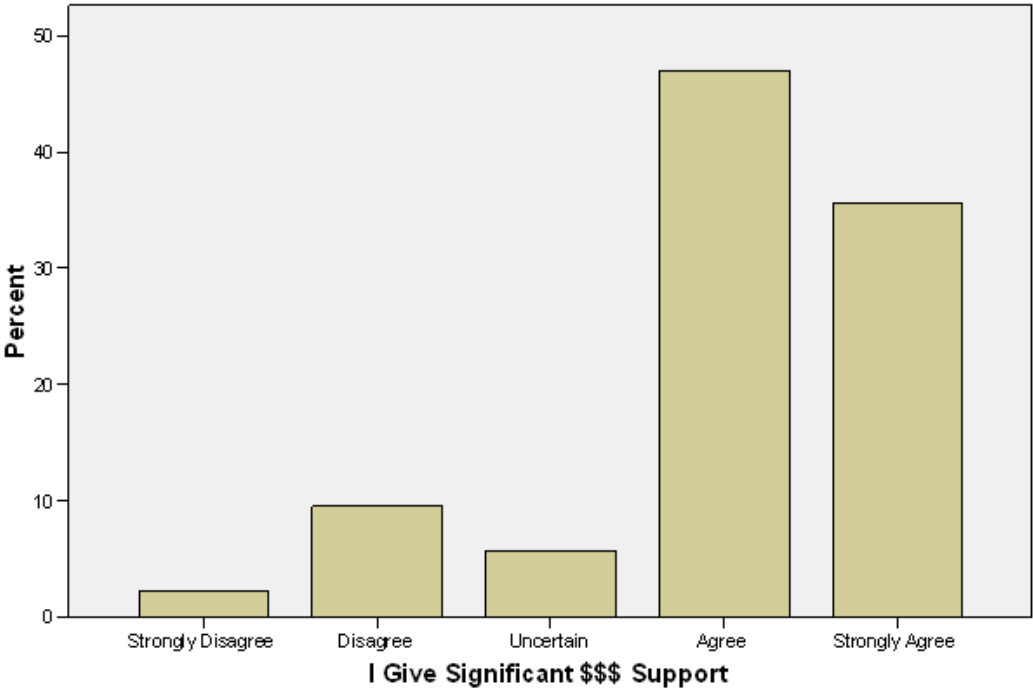


G. “I provide financial support directly to the School at a level which is significant for my family.”

I Give Significant \$\$\$ Support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	2.2	2.2	2.2
	Disagree	59	9.3	9.5	11.7
	Uncertain	35	5.5	5.6	17.3
	Agree	293	46.3	47.0	64.4
	Strongly Agree	222	35.1	35.6	100.0
	Total	623	98.4	100.0	
Missing	Missing	3	.5		
	Missing	7	1.1		
	Total	10	1.6		
Total		633	100.0		

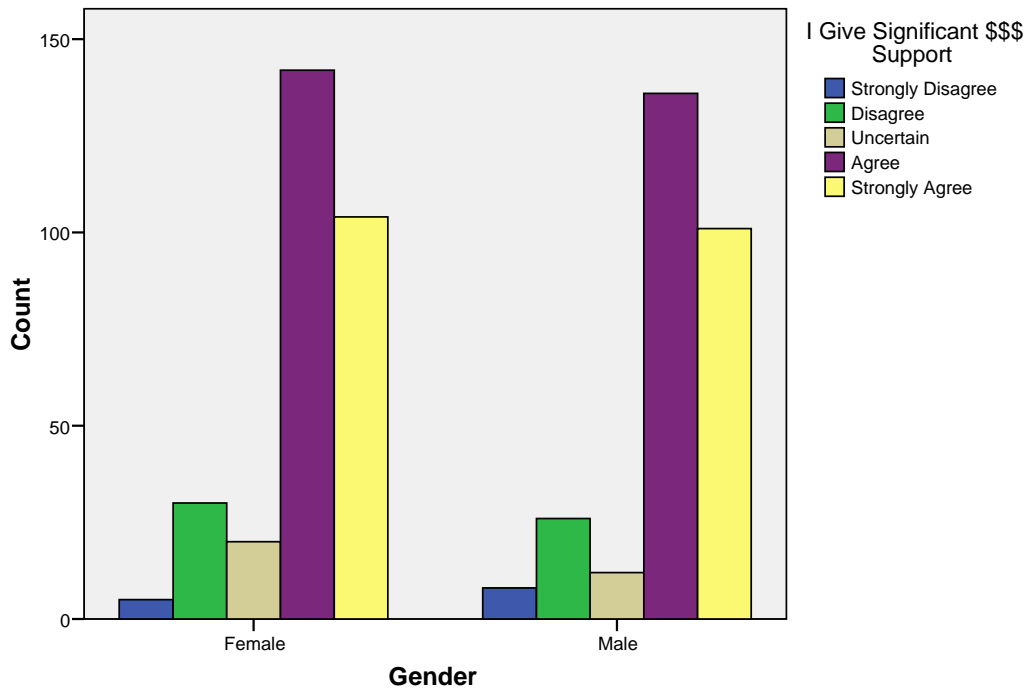
I Give Significant \$\$\$ Support



Gender * I Give Significant \$\$\$ Support Crosstabulation

			I Give Significant \$\$\$ Support					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	5	30	20	142	104	301
		% within Gender	1.7%	10.0%	6.6%	47.2%	34.6%	100.0%
	Male	Count	8	26	12	136	101	283
		% within Gender	2.8%	9.2%	4.2%	48.1%	35.7%	100.0%
Total		Count	13	56	32	278	205	584
		% within Gender	2.2%	9.6%	5.5%	47.6%	35.1%	100.0%

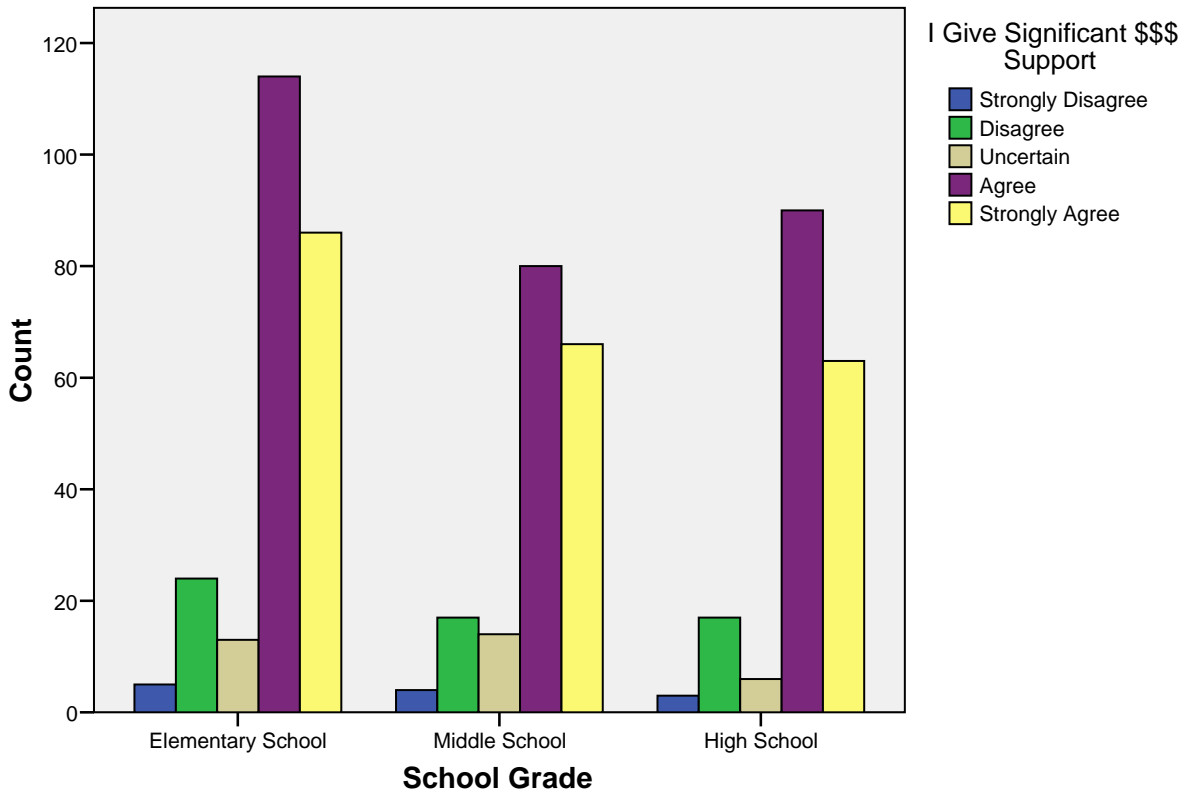
Bar Chart



School Grade * I Give Significant \$\$\$ Support Crosstabulation

			I Give Significant \$\$\$ Support					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	5	24	13	114	86	242
		% within School Grade	2.1%	9.9%	5.4%	47.1%	35.5%	100.0%
	Middle School	Count	4	17	14	80	66	181
		% within School Grade	2.2%	9.4%	7.7%	44.2%	36.5%	100.0%
	High School	Count	3	17	6	90	63	179
		% within School Grade	1.7%	9.5%	3.4%	50.3%	35.2%	100.0%
Total	Count	12	58	33	284	215	602	
	% within School Grade	2.0%	9.6%	5.5%	47.2%	35.7%	100.0%	

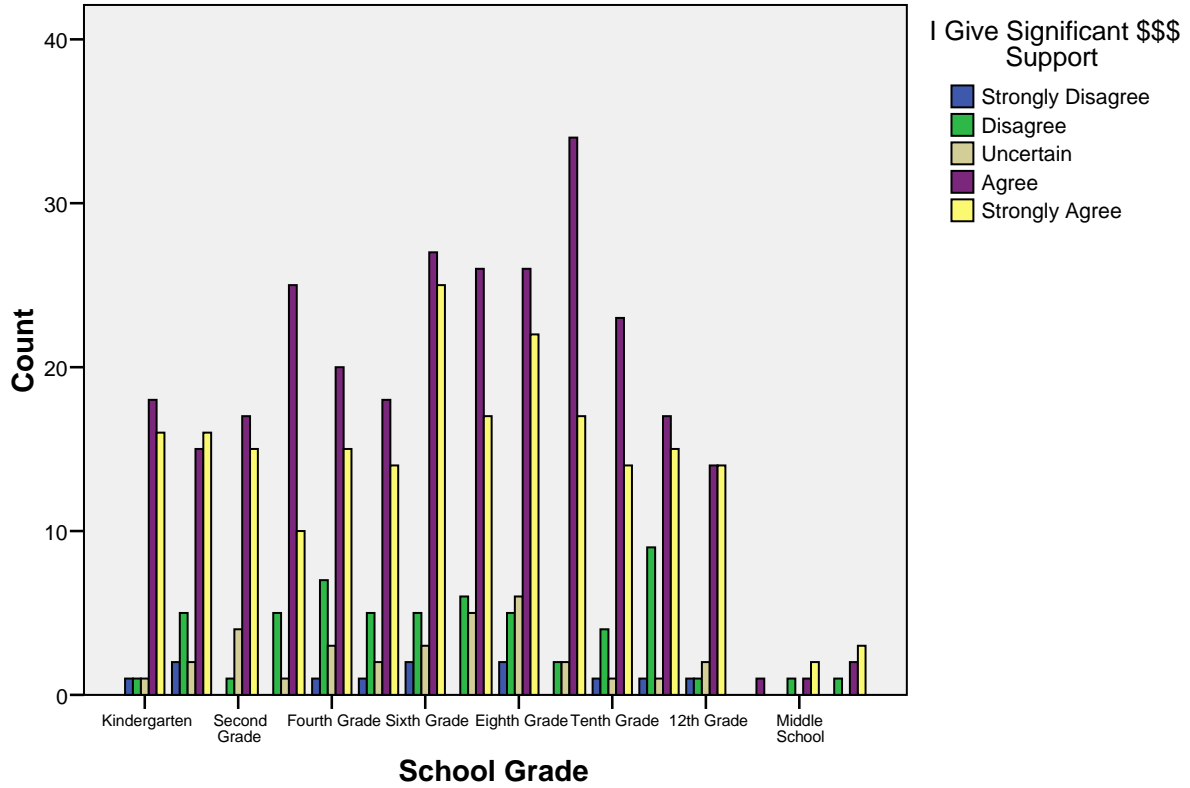
Bar Chart



School Grade * I Give Significant \$\$\$ Support Crosstabulation

			I Give Significant \$\$\$ Support					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	1	1	1	18	16	37
		% within School Grade	2.7%	2.7%	2.7%	48.6%	43.2%	100.0%
	First Grade	Count	2	5	2	15	16	40
		% within School Grade	5.0%	12.5%	5.0%	37.5%	40.0%	100.0%
	Second Grade	Count	0	1	4	17	15	37
		% within School Grade	.0%	2.7%	10.8%	45.9%	40.5%	100.0%
	Third Grade	Count	0	5	1	25	10	41
		% within School Grade	.0%	12.2%	2.4%	61.0%	24.4%	100.0%
	Fourth Grade	Count	1	7	3	20	15	46
		% within School Grade	2.2%	15.2%	6.5%	43.5%	32.6%	100.0%
	Fifth Grade	Count	1	5	2	18	14	40
		% within School Grade	2.5%	12.5%	5.0%	45.0%	35.0%	100.0%
	Sixth Grade	Count	2	5	3	27	25	62
		% within School Grade	3.2%	8.1%	4.8%	43.5%	40.3%	100.0%
	Seventh Grade	Count	0	6	5	26	17	54
		% within School Grade	.0%	11.1%	9.3%	48.1%	31.5%	100.0%
	Eighth Grade	Count	2	5	6	26	22	61
		% within School Grade	3.3%	8.2%	9.8%	42.6%	36.1%	100.0%
	Ninth Grade	Count	0	2	2	34	17	55
		% within School Grade	.0%	3.6%	3.6%	61.8%	30.9%	100.0%
	Tenth Grade	Count	1	4	1	23	14	43
		% within School Grade	2.3%	9.3%	2.3%	53.5%	32.6%	100.0%
	11th Grade	Count	1	9	1	17	15	43
		% within School Grade	2.3%	20.9%	2.3%	39.5%	34.9%	100.0%
	12th Grade	Count	1	1	2	14	14	32
		% within School Grade	3.1%	3.1%	6.3%	43.8%	43.8%	100.0%
	Elementary School	Count	0	0	0	1	0	1
		% within School Grade	.0%	.0%	.0%	100.0%	.0%	100.0%
	Middle School	Count	0	1	0	1	2	4
		% within School Grade	.0%	25.0%	.0%	25.0%	50.0%	100.0%
	High School	Count	0	1	0	2	3	6
		% within School Grade	.0%	16.7%	.0%	33.3%	50.0%	100.0%
Total		Count	12	58	33	284	215	602
		% within School Grade	2.0%	9.6%	5.5%	47.2%	35.7%	100.0%

Bar Chart

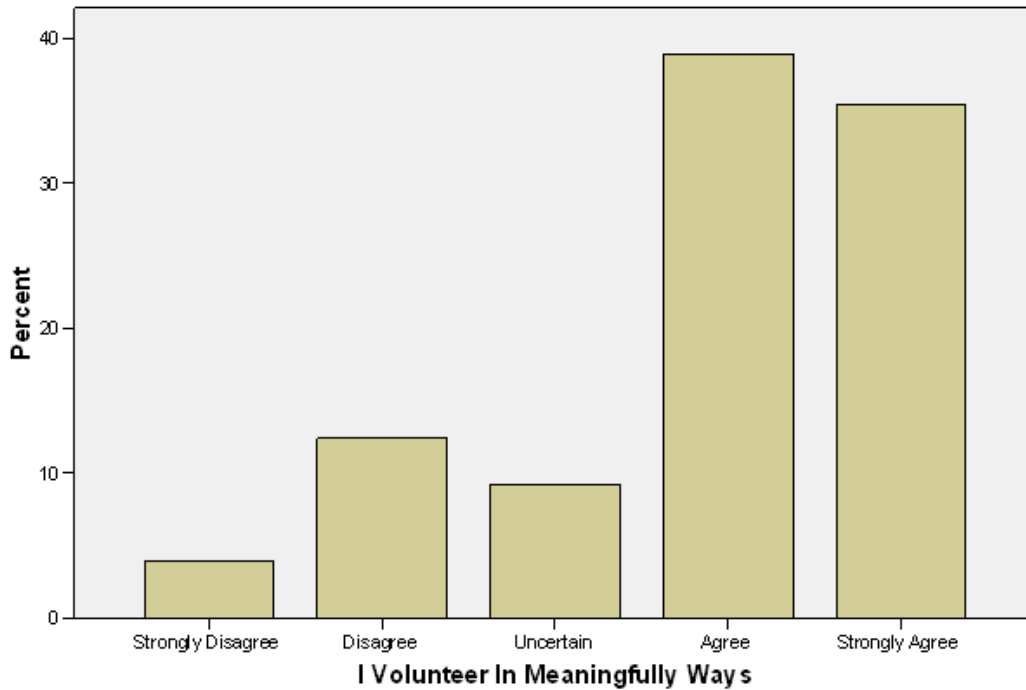


H. “I am involved in meaningful ways in terms of volunteering at the School.”

I Volunteer In Meaningfully Ways

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	3.8	4.0	4.0
	Disagree	75	11.8	12.4	16.3
	Uncertain	56	8.8	9.2	25.6
	Agree	236	37.3	38.9	64.5
	Strongly Agree	215	34.0	35.5	100.0
	Total	606	95.7	100.0	
Missing	Missing	4	.6		
	Missing	1	.2		
	Missing	22	3.5		
	Total	27	4.3		
Total		633	100.0		

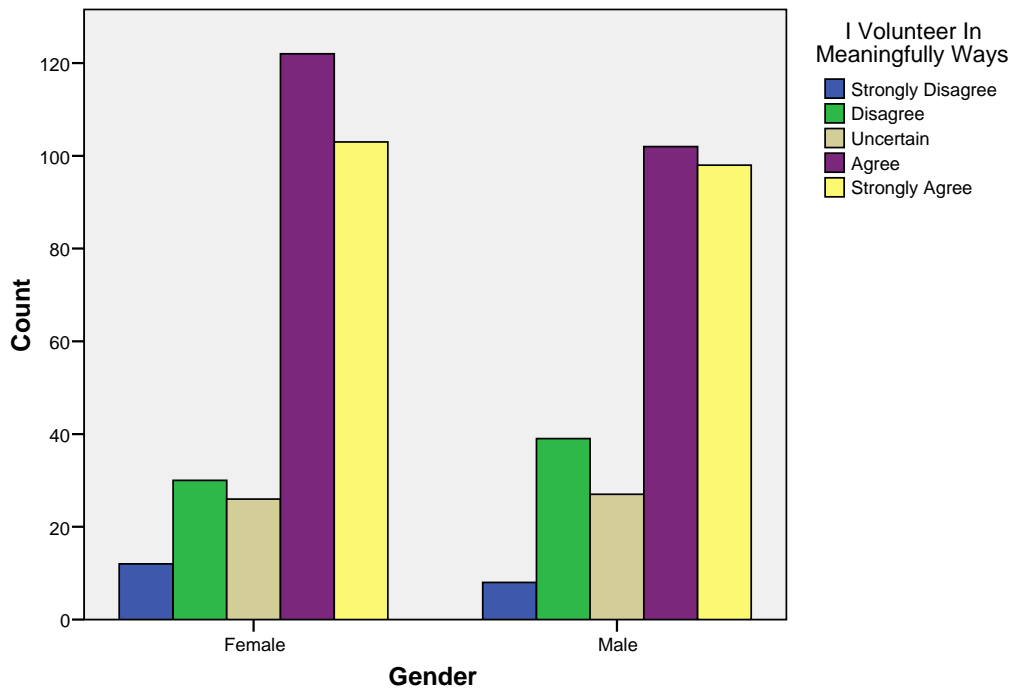
I Volunteer In Meaningfully Ways



Gender * I Volunteer In Meaningfully Ways Crosstabulation

			I Volunteer In Meaningfully Ways					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	12	30	26	122	103	293
		% within Gender	4.1%	10.2%	8.9%	41.6%	35.2%	100.0%
	Male	Count	8	39	27	102	98	274
		% within Gender	2.9%	14.2%	9.9%	37.2%	35.8%	100.0%
Total		Count	20	69	53	224	201	567
		% within Gender	3.5%	12.2%	9.3%	39.5%	35.4%	100.0%

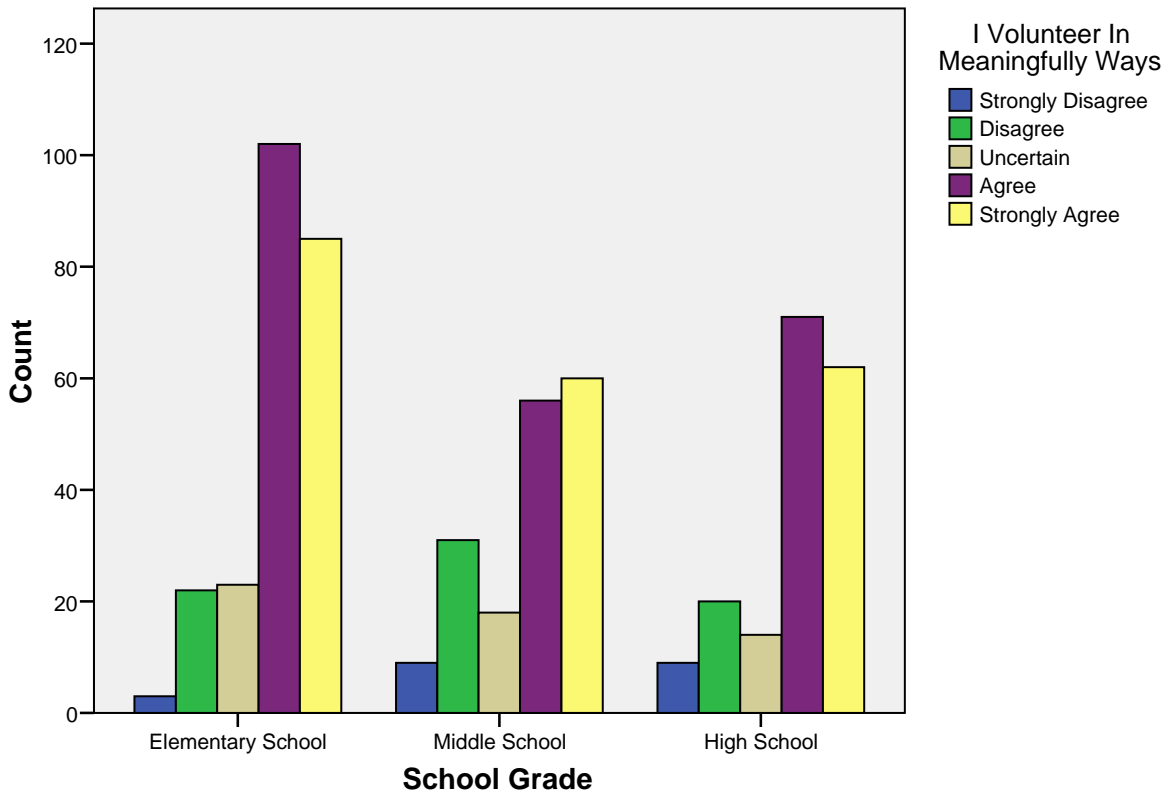
Bar Chart



School Grade * I Volunteer In Meaningfully Ways Crosstabulation

			I Volunteer In Meaningfully Ways					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	3	22	23	102	85	235
		% within School Grade	1.3%	9.4%	9.8%	43.4%	36.2%	100.0%
	Middle School	Count	9	31	18	56	60	174
		% within School Grade	5.2%	17.8%	10.3%	32.2%	34.5%	100.0%
	High School	Count	9	20	14	71	62	176
		% within School Grade	5.1%	11.4%	8.0%	40.3%	35.2%	100.0%
Total	Count	21	73	55	229	207	585	
	% within School Grade	3.6%	12.5%	9.4%	39.1%	35.4%	100.0%	

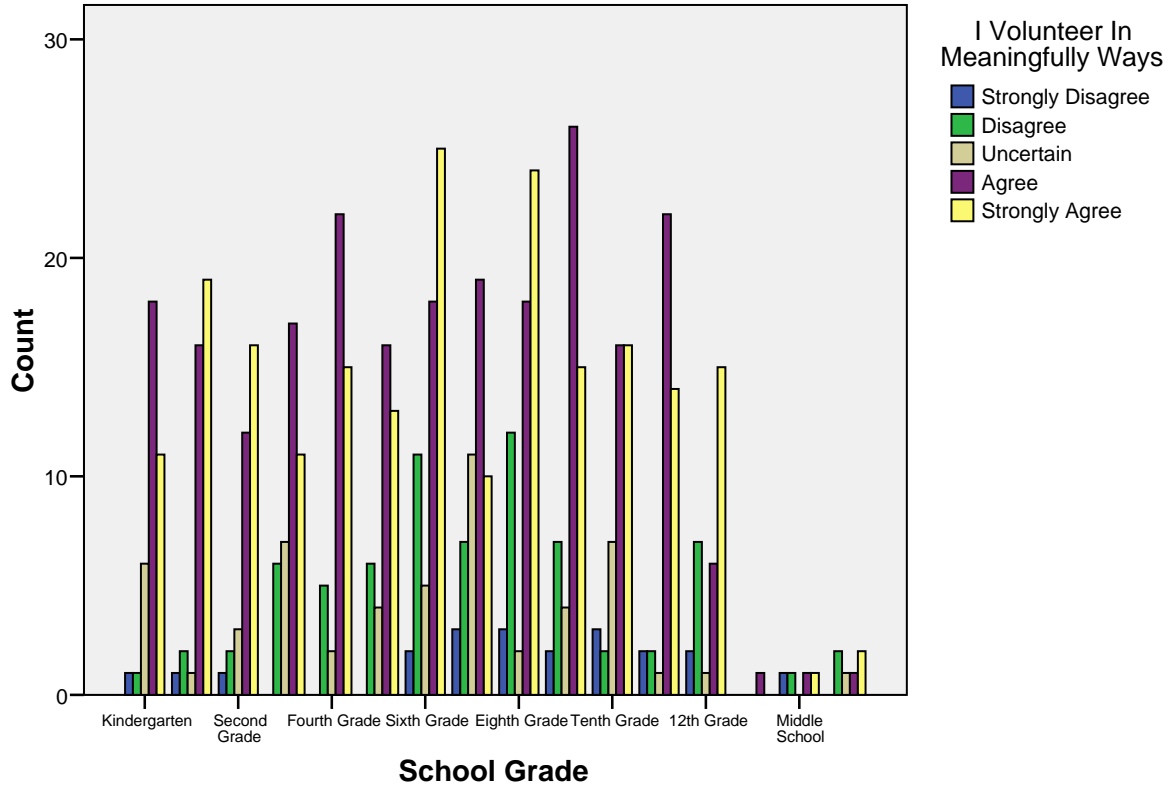
Bar Chart



School Grade * I Volunteer In Meaningfully Ways Crosstabulation

			I Volunteer In Meaningfully Ways					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	1	1	6	18	11	37
		% within School Grade	2.7%	2.7%	16.2%	48.6%	29.7%	100.0%
	First Grade	Count	1	2	1	16	19	39
		% within School Grade	2.6%	5.1%	2.6%	41.0%	48.7%	100.0%
	Second Grade	Count	1	2	3	12	16	34
		% within School Grade	2.9%	5.9%	8.8%	35.3%	47.1%	100.0%
	Third Grade	Count	0	6	7	17	11	41
		% within School Grade	.0%	14.6%	17.1%	41.5%	26.8%	100.0%
	Fourth Grade	Count	0	5	2	22	15	44
		% within School Grade	.0%	11.4%	4.5%	50.0%	34.1%	100.0%
	Fifth Grade	Count	0	6	4	16	13	39
		% within School Grade	.0%	15.4%	10.3%	41.0%	33.3%	100.0%
	Sixth Grade	Count	2	11	5	18	25	61
		% within School Grade	3.3%	18.0%	8.2%	29.5%	41.0%	100.0%
	Seventh Grade	Count	3	7	11	19	10	50
		% within School Grade	6.0%	14.0%	22.0%	38.0%	20.0%	100.0%
	Eighth Grade	Count	3	12	2	18	24	59
		% within School Grade	5.1%	20.3%	3.4%	30.5%	40.7%	100.0%
	Ninth Grade	Count	2	7	4	26	15	54
		% within School Grade	3.7%	13.0%	7.4%	48.1%	27.8%	100.0%
	Tenth Grade	Count	3	2	7	16	16	44
		% within School Grade	6.8%	4.5%	15.9%	36.4%	36.4%	100.0%
	11th Grade	Count	2	2	1	22	14	41
		% within School Grade	4.9%	4.9%	2.4%	53.7%	34.1%	100.0%
	12th Grade	Count	2	7	1	6	15	31
		% within School Grade	6.5%	22.6%	3.2%	19.4%	48.4%	100.0%
	Elementary School	Count	0	0	0	1	0	1
		% within School Grade	.0%	.0%	.0%	100.0%	.0%	100.0%
	Middle School	Count	1	1	0	1	1	4
		% within School Grade	25.0%	25.0%	.0%	25.0%	25.0%	100.0%
	High School	Count	0	2	1	1	2	6
		% within School Grade	.0%	33.3%	16.7%	16.7%	33.3%	100.0%
Total		Count	21	73	55	229	207	585
		% within School Grade	3.6%	12.5%	9.4%	39.1%	35.4%	100.0%

Bar Chart

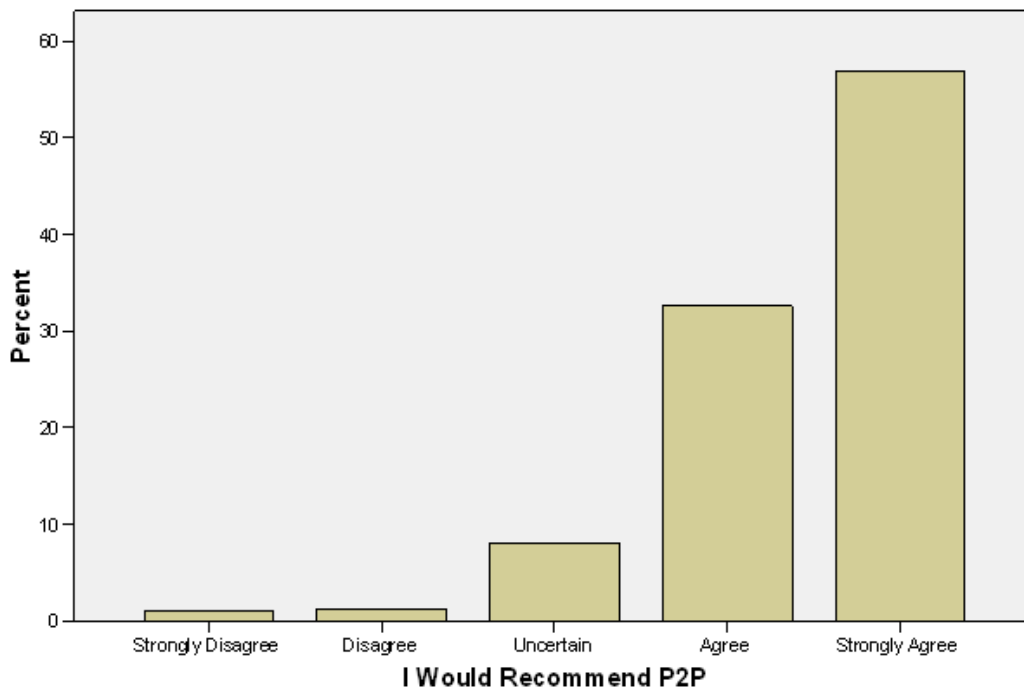


I. “I would encourage my friends and family to seriously consider enrolling their children at Peak to Peak.:

I Would Recommend P2P

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	1.1	1.1	1.1
	Disagree	8	1.3	1.3	2.4
	Uncertain	51	8.1	8.1	10.4
	Agree	206	32.5	32.6	43.0
	Strongly Agree	360	56.9	57.0	100.0
Total		632	99.8	100.0	
Missing	Missing	1	.2		
Total		633	100.0		

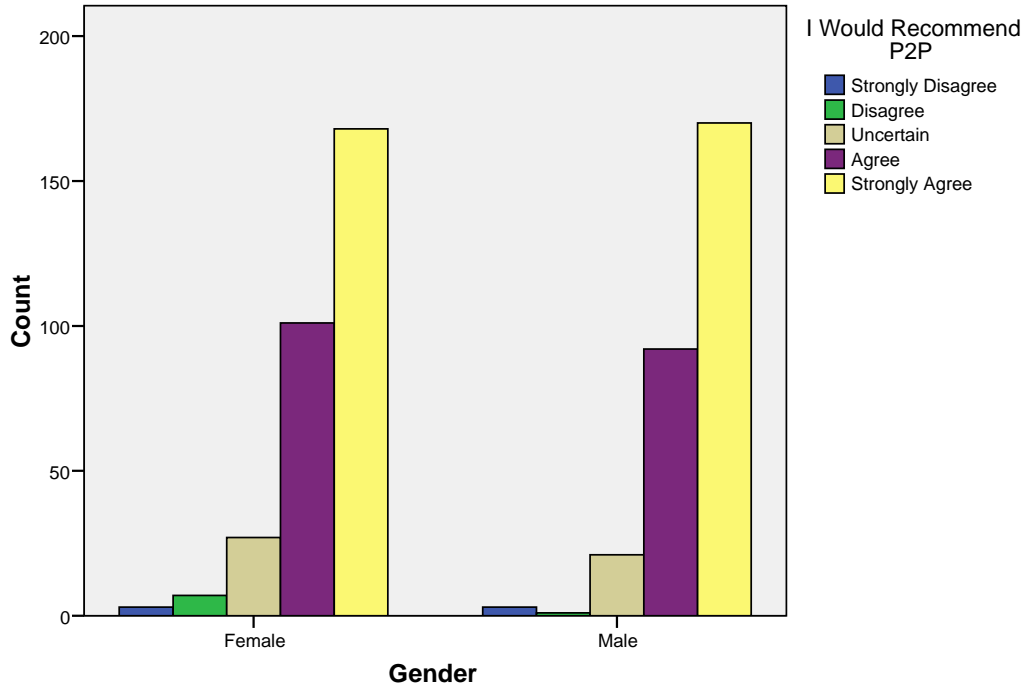
I Would Recommend P2P



Gender * I Would Recommend P2P Crosstabulation

			I Would Recommend P2P					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	3	7	27	101	168	306
		% within Gender	1.0%	2.3%	8.8%	33.0%	54.9%	100.0%
	Male	Count	3	1	21	92	170	287
		% within Gender	1.0%	.3%	7.3%	32.1%	59.2%	100.0%
Total		Count	6	8	48	193	338	593
		% within Gender	1.0%	1.3%	8.1%	32.5%	57.0%	100.0%

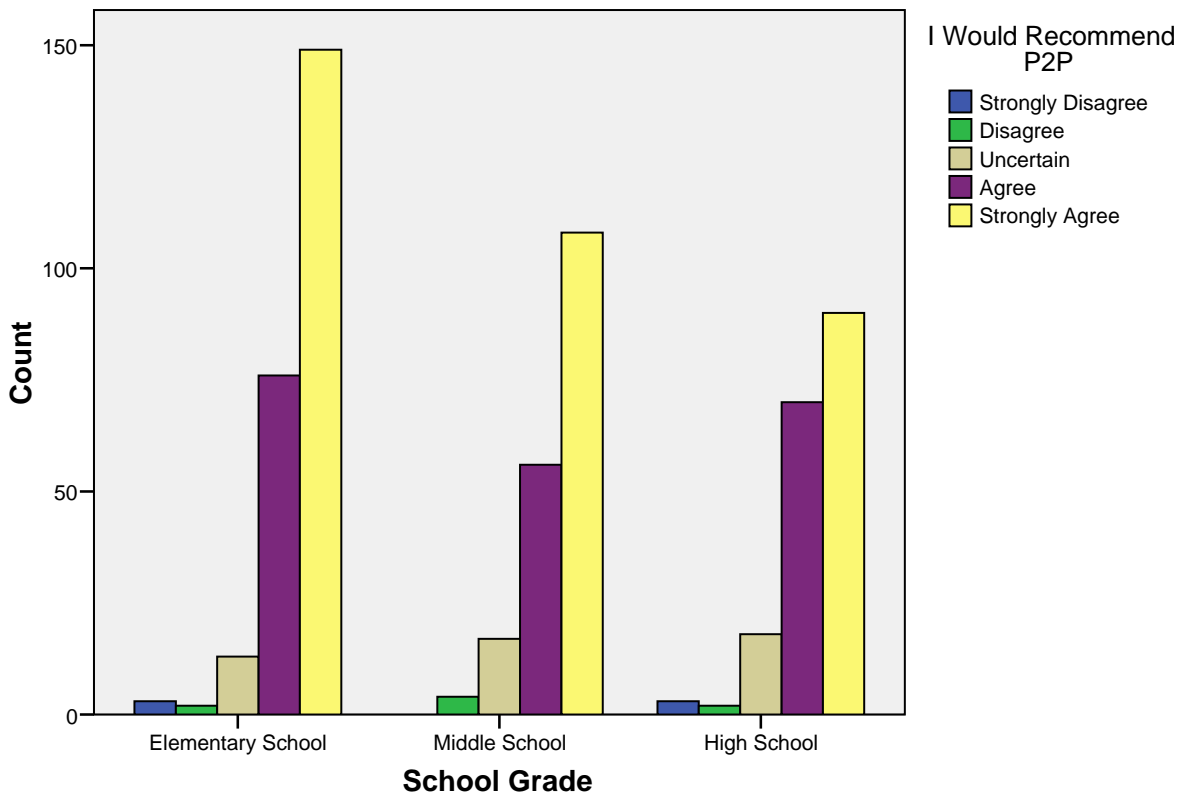
Bar Chart



School Grade * I Would Recommend P2P Crosstabulation

			I Would Recommend P2P					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	3	2	13	76	149	243
		% within School Grade	1.2%	.8%	5.3%	31.3%	61.3%	100.0%
	Middle School	Count	0	4	17	56	108	185
		% within School Grade	.0%	2.2%	9.2%	30.3%	58.4%	100.0%
	High School	Count	3	2	18	70	90	183
		% within School Grade	1.6%	1.1%	9.8%	38.3%	49.2%	100.0%
Total		Count	6	8	48	202	347	611
		% within School Grade	1.0%	1.3%	7.9%	33.1%	56.8%	100.0%

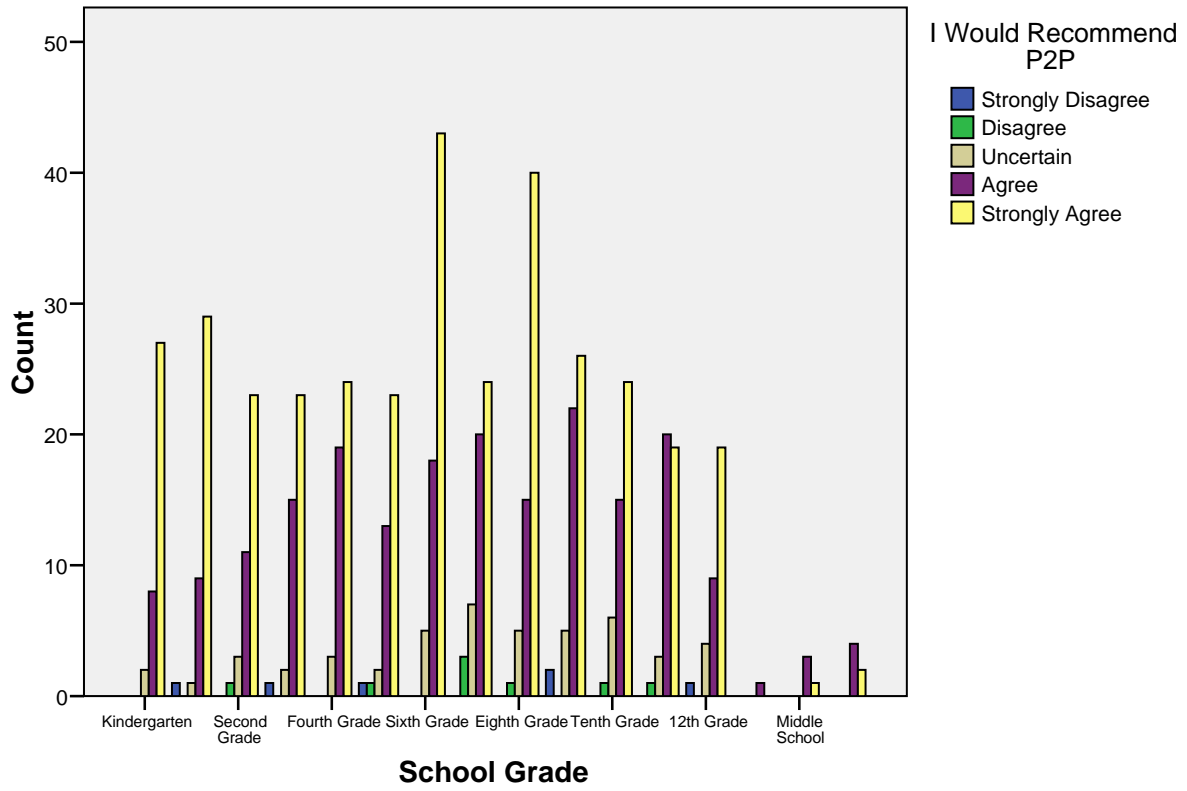
Bar Chart



School Grade * I Would Recommend P2P Crosstabulation

			I Would Recommend P2P					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	0	0	2	8	27	37
		% within School Grade	.0%	.0%	5.4%	21.6%	73.0%	100.0%
	First Grade	Count	1	0	1	9	29	40
		% within School Grade	2.5%	.0%	2.5%	22.5%	72.5%	100.0%
	Second Grade	Count	0	1	3	11	23	38
		% within School Grade	.0%	2.6%	7.9%	28.9%	60.5%	100.0%
	Third Grade	Count	1	0	2	15	23	41
		% within School Grade	2.4%	.0%	4.9%	36.6%	56.1%	100.0%
	Fourth Grade	Count	0	0	3	19	24	46
		% within School Grade	.0%	.0%	6.5%	41.3%	52.2%	100.0%
	Fifth Grade	Count	1	1	2	13	23	40
		% within School Grade	2.5%	2.5%	5.0%	32.5%	57.5%	100.0%
	Sixth Grade	Count	0	0	5	18	43	66
		% within School Grade	.0%	.0%	7.6%	27.3%	65.2%	100.0%
	Seventh Grade	Count	0	3	7	20	24	54
		% within School Grade	.0%	5.6%	13.0%	37.0%	44.4%	100.0%
	Eighth Grade	Count	0	1	5	15	40	61
		% within School Grade	.0%	1.6%	8.2%	24.6%	65.6%	100.0%
	Ninth Grade	Count	2	0	5	22	26	55
		% within School Grade	3.6%	.0%	9.1%	40.0%	47.3%	100.0%
	Tenth Grade	Count	0	1	6	15	24	46
		% within School Grade	.0%	2.2%	13.0%	32.6%	52.2%	100.0%
	11th Grade	Count	0	1	3	20	19	43
		% within School Grade	.0%	2.3%	7.0%	46.5%	44.2%	100.0%
	12th Grade	Count	1	0	4	9	19	33
		% within School Grade	3.0%	.0%	12.1%	27.3%	57.6%	100.0%
	Elementary School	Count	0	0	0	1	0	1
		% within School Grade	.0%	.0%	.0%	100.0%	.0%	100.0%
	Middle School	Count	0	0	0	3	1	4
		% within School Grade	.0%	.0%	.0%	75.0%	25.0%	100.0%
	High School	Count	0	0	0	4	2	6
		% within School Grade	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total		Count	6	8	48	202	347	611
		% within School Grade	1.0%	1.3%	7.9%	33.1%	56.8%	100.0%

Bar Chart

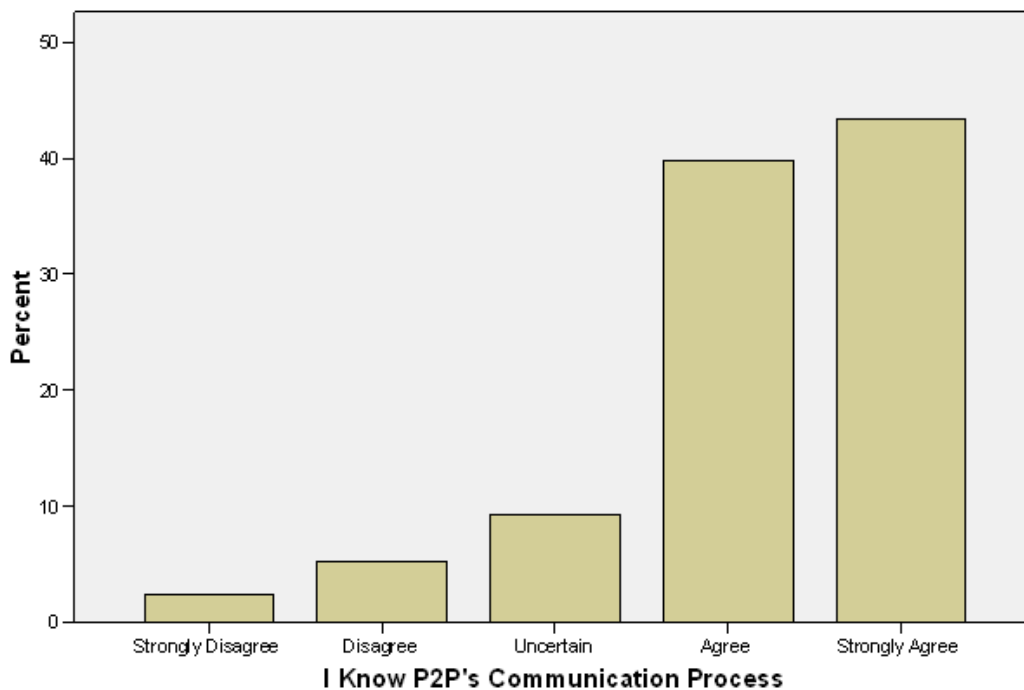


J. I am familiar with and understand the School's Communications Pathways process."

I Know P2P's Communication Process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	2.4	2.4	2.4
	Disagree	33	5.2	5.3	7.6
	Uncertain	58	9.2	9.2	16.9
	Agree	250	39.5	39.8	56.7
	Strongly Agree	272	43.0	43.3	100.0
	Total	628	99.2	100.0	
Missing	Missing	1	.2		
	Missing	4	.6		
	Total	5	.8		
Total		633	100.0		

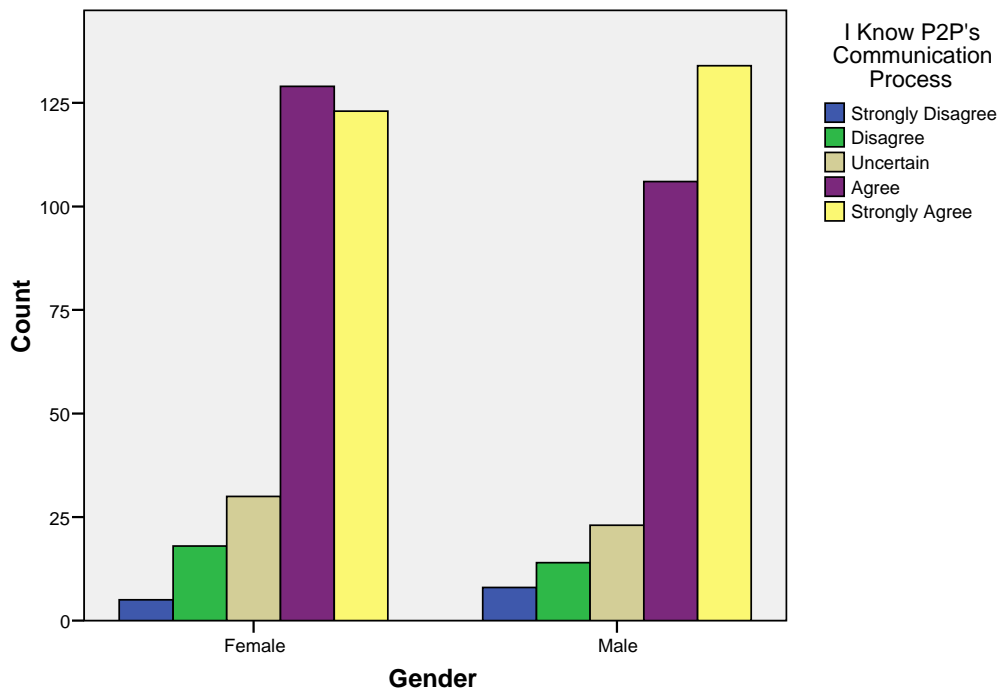
I Know P2P's Communication Process



Gender * I Know P2P's Communication Process Crosstabulation

			I Know P2P's Communication Process					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	5	18	30	129	123	305
		% within Gender	1.6%	5.9%	9.8%	42.3%	40.3%	100.0%
	Male	Count	8	14	23	106	134	285
		% within Gender	2.8%	4.9%	8.1%	37.2%	47.0%	100.0%
Total		Count	13	32	53	235	257	590
		% within Gender	2.2%	5.4%	9.0%	39.8%	43.6%	100.0%

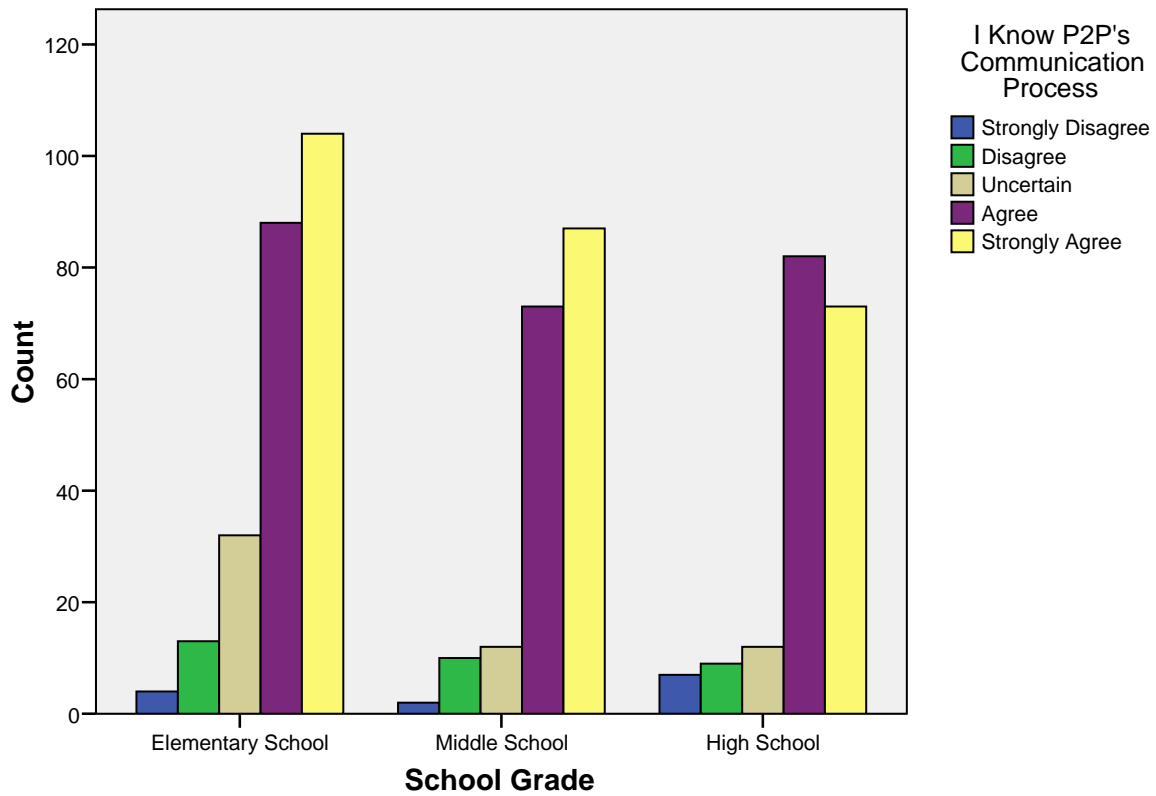
Bar Chart



School Grade * I Know P2P's Communication Process Crosstabulation

			I Know P2P's Communication Process					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	4	13	32	88	104	241
		% within School Grade	1.7%	5.4%	13.3%	36.5%	43.2%	100.0%
	Middle School	Count	2	10	12	73	87	184
		% within School Grade	1.1%	5.4%	6.5%	39.7%	47.3%	100.0%
	High School	Count	7	9	12	82	73	183
		% within School Grade	3.8%	4.9%	6.6%	44.8%	39.9%	100.0%
Total	Count	13	32	56	243	264	608	
	% within School Grade	2.1%	5.3%	9.2%	40.0%	43.4%	100.0%	

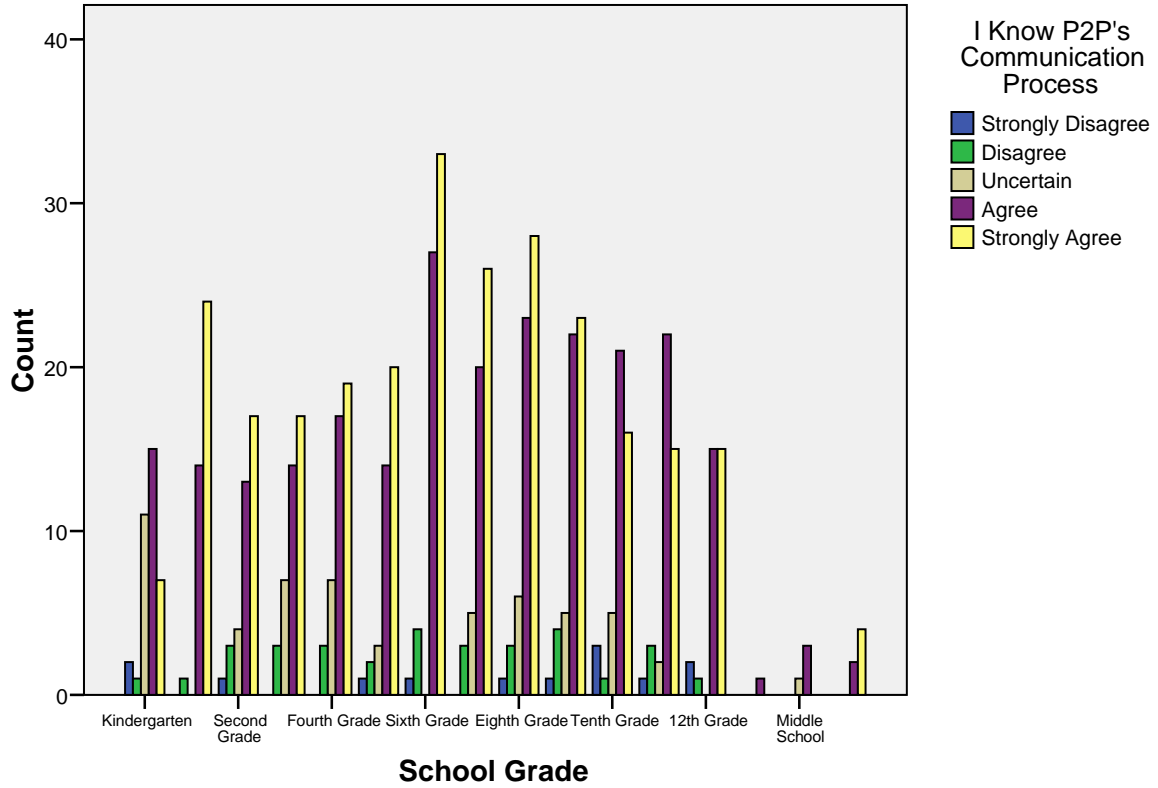
Bar Chart



School Grade * I Know P2P's Communication Process Crosstabulation

			I Know P2P's Communication Process					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	2	1	11	15	7	36
		% within School Grade	5.6%	2.8%	30.6%	41.7%	19.4%	100.0%
	First Grade	Count	0	1	0	14	24	39
		% within School Grade	.0%	2.6%	.0%	35.9%	61.5%	100.0%
	Second Grade	Count	1	3	4	13	17	38
		% within School Grade	2.6%	7.9%	10.5%	34.2%	44.7%	100.0%
	Third Grade	Count	0	3	7	14	17	41
		% within School Grade	.0%	7.3%	17.1%	34.1%	41.5%	100.0%
	Fourth Grade	Count	0	3	7	17	19	46
		% within School Grade	.0%	6.5%	15.2%	37.0%	41.3%	100.0%
	Fifth Grade	Count	1	2	3	14	20	40
		% within School Grade	2.5%	5.0%	7.5%	35.0%	50.0%	100.0%
	Sixth Grade	Count	1	4	0	27	33	65
		% within School Grade	1.5%	6.2%	.0%	41.5%	50.8%	100.0%
	Seventh Grade	Count	0	3	5	20	26	54
		% within School Grade	.0%	5.6%	9.3%	37.0%	48.1%	100.0%
	Eighth Grade	Count	1	3	6	23	28	61
		% within School Grade	1.6%	4.9%	9.8%	37.7%	45.9%	100.0%
	Ninth Grade	Count	1	4	5	22	23	55
		% within School Grade	1.8%	7.3%	9.1%	40.0%	41.8%	100.0%
	Tenth Grade	Count	3	1	5	21	16	46
		% within School Grade	6.5%	2.2%	10.9%	45.7%	34.8%	100.0%
	11th Grade	Count	1	3	2	22	15	43
		% within School Grade	2.3%	7.0%	4.7%	51.2%	34.9%	100.0%
	12th Grade	Count	2	1	0	15	15	33
		% within School Grade	6.1%	3.0%	.0%	45.5%	45.5%	100.0%
	Elementary School	Count	0	0	0	1	0	1
		% within School Grade	.0%	.0%	.0%	100.0%	.0%	100.0%
	Middle School	Count	0	0	1	3	0	4
		% within School Grade	.0%	.0%	25.0%	75.0%	.0%	100.0%
	High School	Count	0	0	0	2	4	6
		% within School Grade	.0%	.0%	.0%	33.3%	66.7%	100.0%
Total		Count	13	32	56	243	264	608
		% within School Grade	2.1%	5.3%	9.2%	40.0%	43.4%	100.0%

Bar Chart

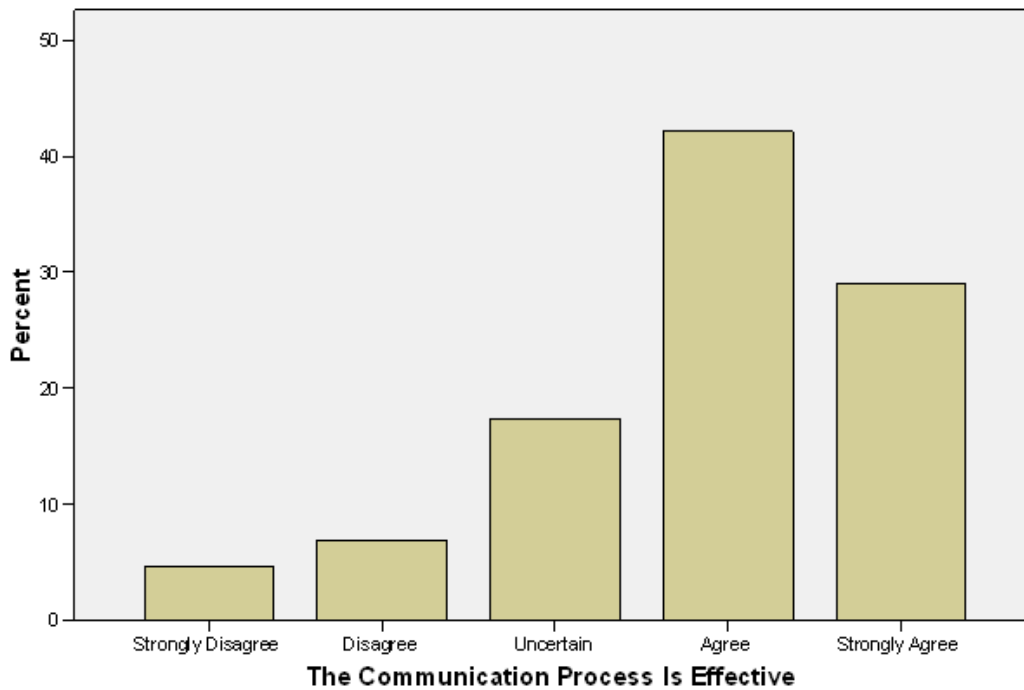


K. “When I have used the School’s Communications Pathways, the process has been effective in handling problems and addressing concerns.”

The Communication Process Is Effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	3.3	4.7	4.7
	Disagree	31	4.9	6.9	11.5
	Uncertain	78	12.3	17.3	28.8
	Agree	190	30.0	42.1	71.0
	Strongly Agree	131	20.7	29.0	100.0
	Total	451	71.2	100.0	
Missing	Missing	2	.3		
	Missing	179	28.3		
	Missing	1	.2		
	Total	182	28.8		
Total		633	100.0		

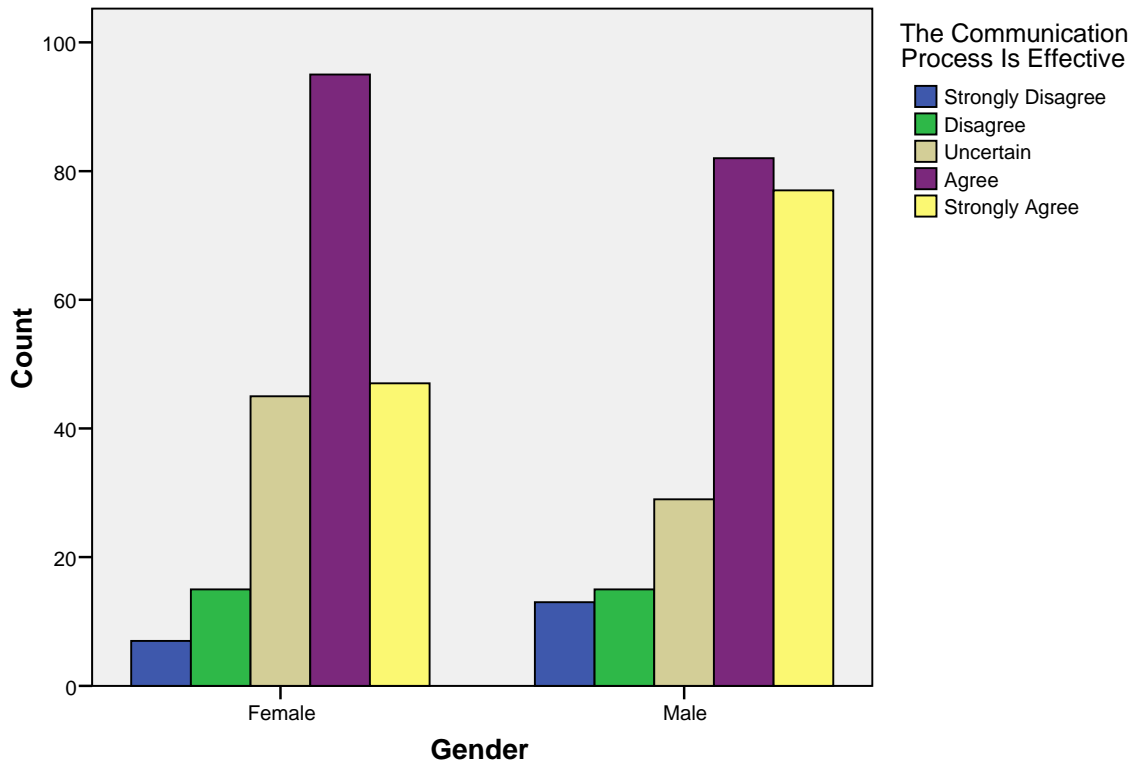
The Communication Process Is Effective



Gender * The Communication Process Is Effective Crosstabulation

			The Communication Process Is Effective					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	7	15	45	95	47	209
		% within Gender	3.3%	7.2%	21.5%	45.5%	22.5%	100.0%
	Male	Count	13	15	29	82	77	216
		% within Gender	6.0%	6.9%	13.4%	38.0%	35.6%	100.0%
Total		Count	20	30	74	177	124	425
		% within Gender	4.7%	7.1%	17.4%	41.6%	29.2%	100.0%

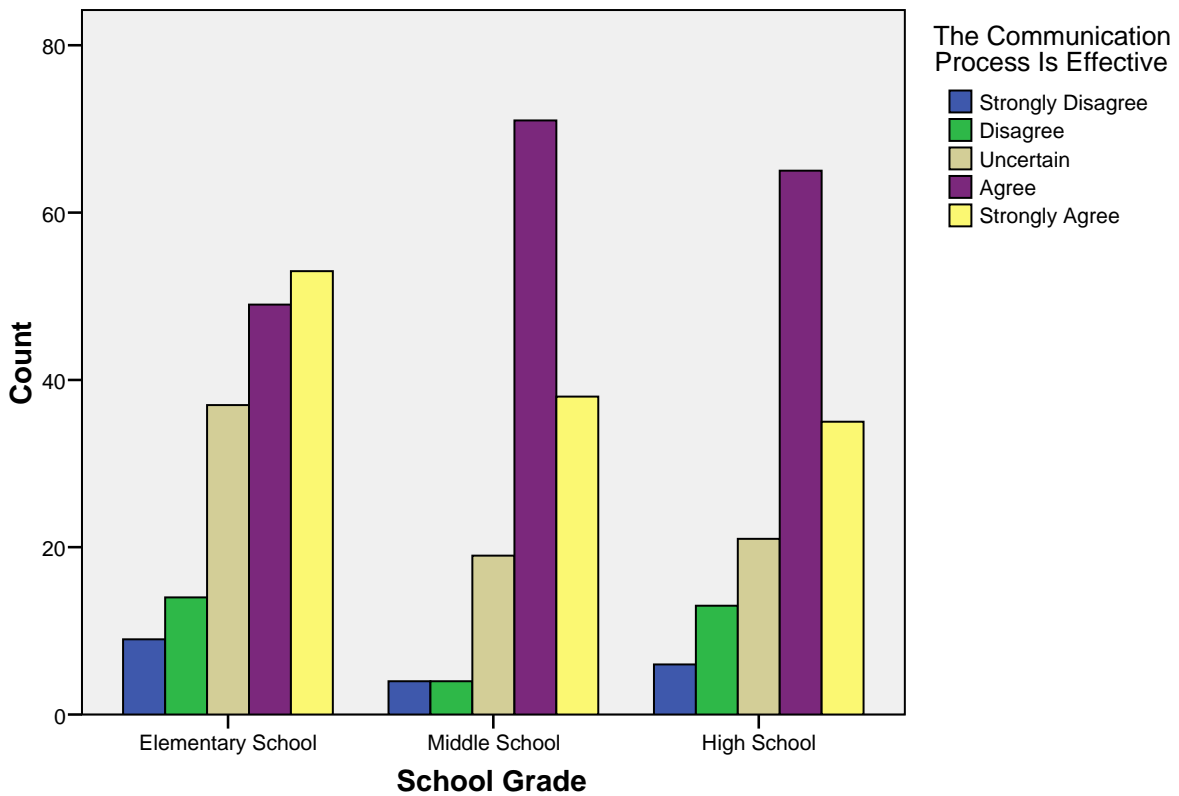
Bar Chart



School Grade * The Communication Process Is Effective Crosstabulation

			The Communication Process Is Effective					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	9	14	37	49	53	162
		% within School Grade	5.6%	8.6%	22.8%	30.2%	32.7%	100.0%
	Middle School	Count	4	4	19	71	38	136
		% within School Grade	2.9%	2.9%	14.0%	52.2%	27.9%	100.0%
	High School	Count	6	13	21	65	35	140
		% within School Grade	4.3%	9.3%	15.0%	46.4%	25.0%	100.0%
Total		Count	19	31	77	185	126	438
		% within School Grade	4.3%	7.1%	17.6%	42.2%	28.8%	100.0%

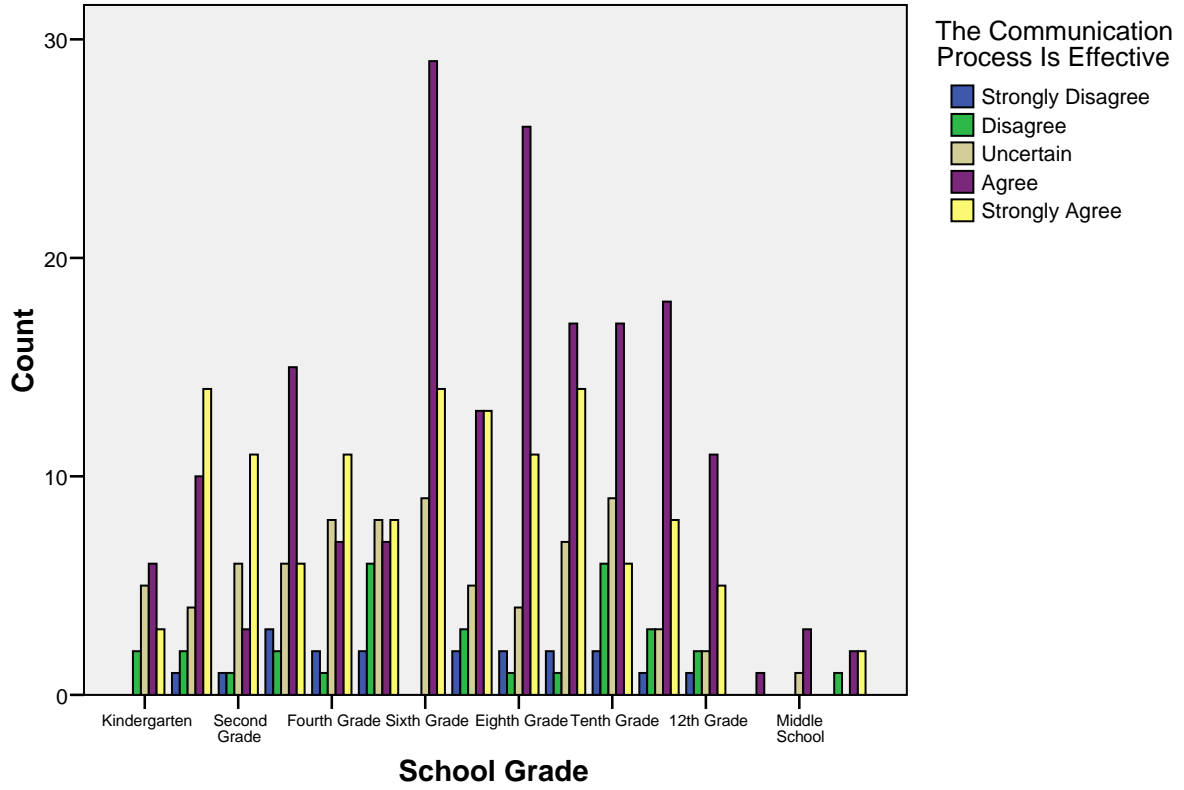
Bar Chart



School Grade * The Communication Process Is Effective Crosstabulation

			The Communication Process Is Effective					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	0	2	5	6	3	16
		% within School Grade	.0%	12.5%	31.3%	37.5%	18.8%	100.0%
	First Grade	Count	1	2	4	10	14	31
		% within School Grade	3.2%	6.5%	12.9%	32.3%	45.2%	100.0%
	Second Grade	Count	1	1	6	3	11	22
		% within School Grade	4.5%	4.5%	27.3%	13.6%	50.0%	100.0%
	Third Grade	Count	3	2	6	15	6	32
		% within School Grade	9.4%	6.3%	18.8%	46.9%	18.8%	100.0%
	Fourth Grade	Count	2	1	8	7	11	29
		% within School Grade	6.9%	3.4%	27.6%	24.1%	37.9%	100.0%
	Fifth Grade	Count	2	6	8	7	8	31
		% within School Grade	6.5%	19.4%	25.8%	22.6%	25.8%	100.0%
	Sixth Grade	Count	0	0	9	29	14	52
		% within School Grade	.0%	.0%	17.3%	55.8%	26.9%	100.0%
	Seventh Grade	Count	2	3	5	13	13	36
		% within School Grade	5.6%	8.3%	13.9%	36.1%	36.1%	100.0%
	Eighth Grade	Count	2	1	4	26	11	44
		% within School Grade	4.5%	2.3%	9.1%	59.1%	25.0%	100.0%
	Ninth Grade	Count	2	1	7	17	14	41
		% within School Grade	4.9%	2.4%	17.1%	41.5%	34.1%	100.0%
	Tenth Grade	Count	2	6	9	17	6	40
		% within School Grade	5.0%	15.0%	22.5%	42.5%	15.0%	100.0%
	11th Grade	Count	1	3	3	18	8	33
		% within School Grade	3.0%	9.1%	9.1%	54.5%	24.2%	100.0%
	12th Grade	Count	1	2	2	11	5	21
		% within School Grade	4.8%	9.5%	9.5%	52.4%	23.8%	100.0%
	Elementary School	Count	0	0	0	1	0	1
		% within School Grade	.0%	.0%	.0%	100.0%	.0%	100.0%
	Middle School	Count	0	0	1	3	0	4
		% within School Grade	.0%	.0%	25.0%	75.0%	.0%	100.0%
	High School	Count	0	1	0	2	2	5
		% within School Grade	.0%	20.0%	.0%	40.0%	40.0%	100.0%
Total		Count	19	31	77	185	126	438
		% within School Grade	4.3%	7.1%	17.6%	42.2%	28.8%	100.0%

Bar Chart

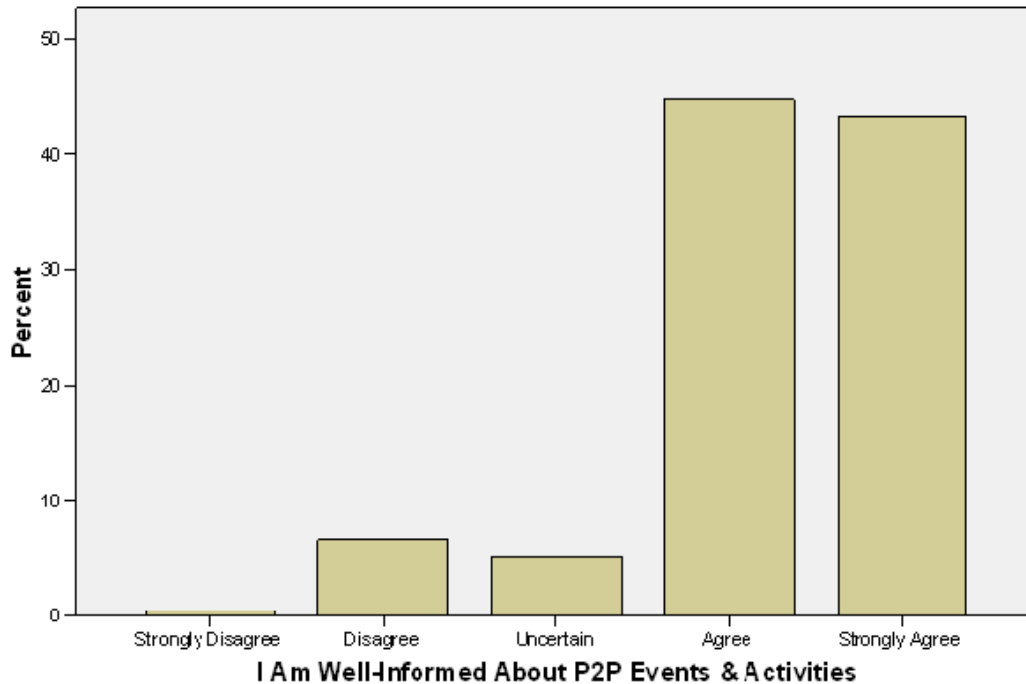


L. *“I am well-informed about School events and activities.”*

I Am Well-Informed About P2P Events & Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.5	.5	.5
	Disagree	41	6.5	6.5	7.0
	Uncertain	32	5.1	5.1	12.1
	Agree	280	44.2	44.7	56.8
	Strongly Agree	271	42.8	43.2	100.0
	Total	627	99.1	100.0	
Missing	Missing	4	.6		
	Missing	2	.3		
	Total	6	.9		
Total		633	100.0		

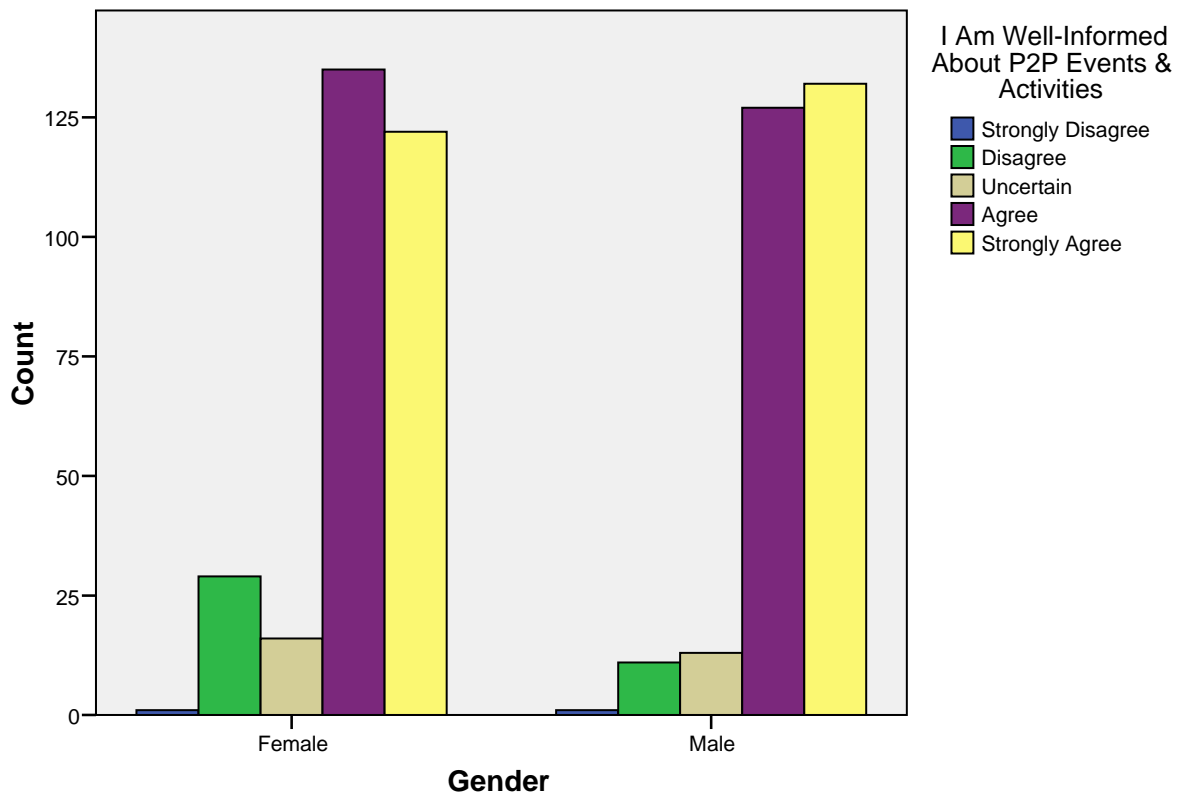
I Am Well-Informed About P2P Events & Activities



Gender * I Am Well-Informed About P2P Events & Activities Crosstabulation

			I Am Well-Informed About P2P Events & Activities					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	1	29	16	135	122	303
		% within Gender	.3%	9.6%	5.3%	44.6%	40.3%	100.0%
	Male	Count	1	11	13	127	132	284
		% within Gender	.4%	3.9%	4.6%	44.7%	46.5%	100.0%
Total		Count	2	40	29	262	254	587
		% within Gender	.3%	6.8%	4.9%	44.6%	43.3%	100.0%

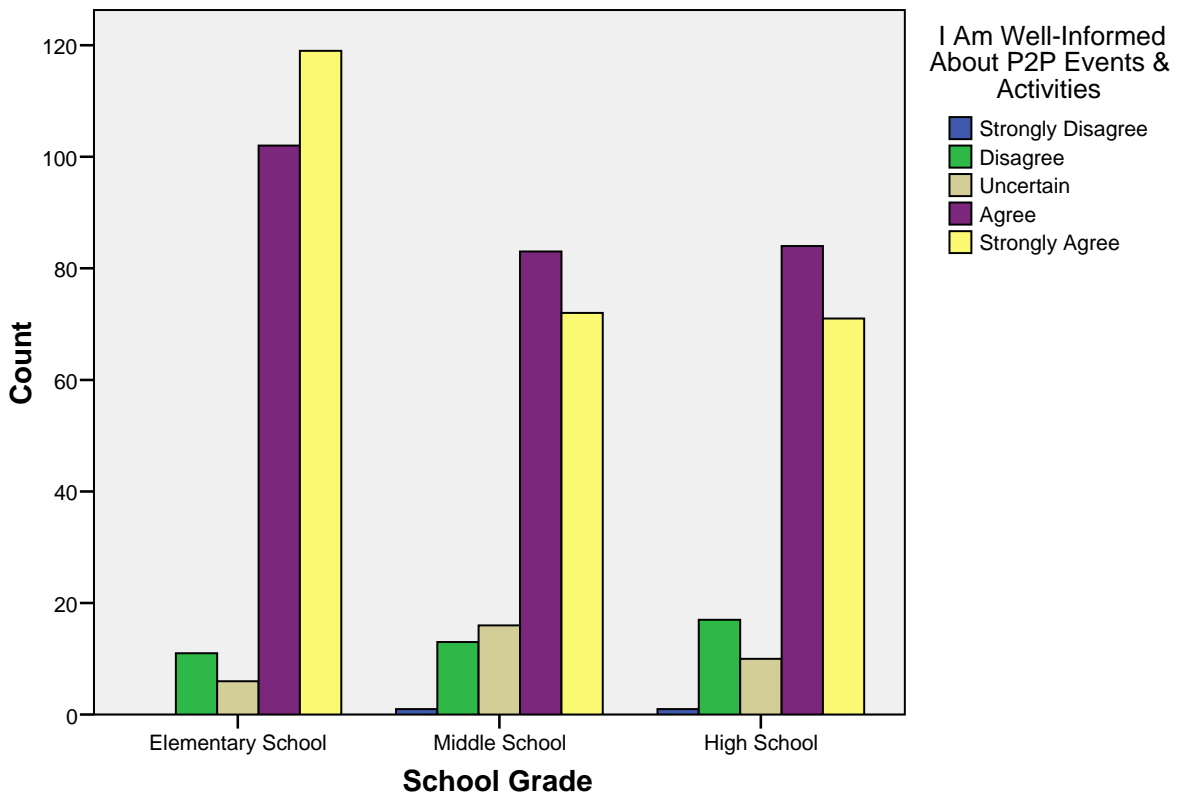
Bar Chart



School Grade * I Am Well-Informed About P2P Events & Activities Crosstabulation

			I Am Well-Informed About P2P Events & Activities					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	0	11	6	102	119	238
		% within School Grade	.0%	4.6%	2.5%	42.9%	50.0%	100.0%
	Middle School	Count	1	13	16	83	72	185
		% within School Grade	.5%	7.0%	8.6%	44.9%	38.9%	100.0%
	High School	Count	1	17	10	84	71	183
		% within School Grade	.5%	9.3%	5.5%	45.9%	38.8%	100.0%
Total	Count	2	41	32	269	262	606	
	% within School Grade	.3%	6.8%	5.3%	44.4%	43.2%	100.0%	

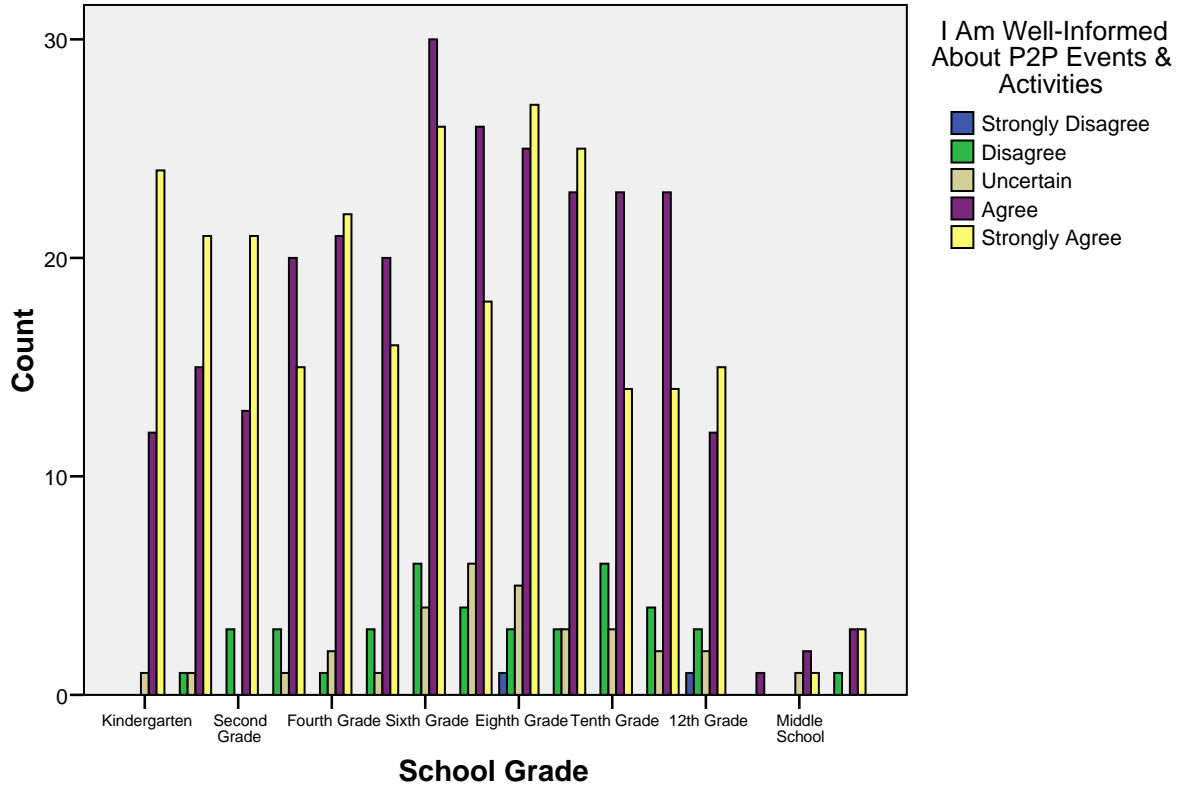
Bar Chart



School Grade * I Am Well-Informed About P2P Events & Activities Crosstabulation

			I Am Well-Informed About P2P Events & Activities					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	0	0	1	12	24	37
		% within School Grade	.0%	.0%	2.7%	32.4%	64.9%	100.0%
	First Grade	Count	0	1	1	15	21	38
		% within School Grade	.0%	2.6%	2.6%	39.5%	55.3%	100.0%
	Second Grade	Count	0	3	0	13	21	37
		% within School Grade	.0%	8.1%	.0%	35.1%	56.8%	100.0%
	Third Grade	Count	0	3	1	20	15	39
		% within School Grade	.0%	7.7%	2.6%	51.3%	38.5%	100.0%
	Fourth Grade	Count	0	1	2	21	22	46
		% within School Grade	.0%	2.2%	4.3%	45.7%	47.8%	100.0%
	Fifth Grade	Count	0	3	1	20	16	40
		% within School Grade	.0%	7.5%	2.5%	50.0%	40.0%	100.0%
	Sixth Grade	Count	0	6	4	30	26	66
		% within School Grade	.0%	9.1%	6.1%	45.5%	39.4%	100.0%
	Seventh Grade	Count	0	4	6	26	18	54
		% within School Grade	.0%	7.4%	11.1%	48.1%	33.3%	100.0%
	Eighth Grade	Count	1	3	5	25	27	61
		% within School Grade	1.6%	4.9%	8.2%	41.0%	44.3%	100.0%
	Ninth Grade	Count	0	3	3	23	25	54
		% within School Grade	.0%	5.6%	5.6%	42.6%	46.3%	100.0%
	Tenth Grade	Count	0	6	3	23	14	46
		% within School Grade	.0%	13.0%	6.5%	50.0%	30.4%	100.0%
	11th Grade	Count	0	4	2	23	14	43
		% within School Grade	.0%	9.3%	4.7%	53.5%	32.6%	100.0%
	12th Grade	Count	1	3	2	12	15	33
		% within School Grade	3.0%	9.1%	6.1%	36.4%	45.5%	100.0%
	Elementary School	Count	0	0	0	1	0	1
		% within School Grade	.0%	.0%	.0%	100.0%	.0%	100.0%
	Middle School	Count	0	0	1	2	1	4
		% within School Grade	.0%	.0%	25.0%	50.0%	25.0%	100.0%
	High School	Count	0	1	0	3	3	7
		% within School Grade	.0%	14.3%	.0%	42.9%	42.9%	100.0%
Total		Count	2	41	32	269	262	606
		% within School Grade	.3%	6.8%	5.3%	44.4%	43.2%	100.0%

Bar Chart



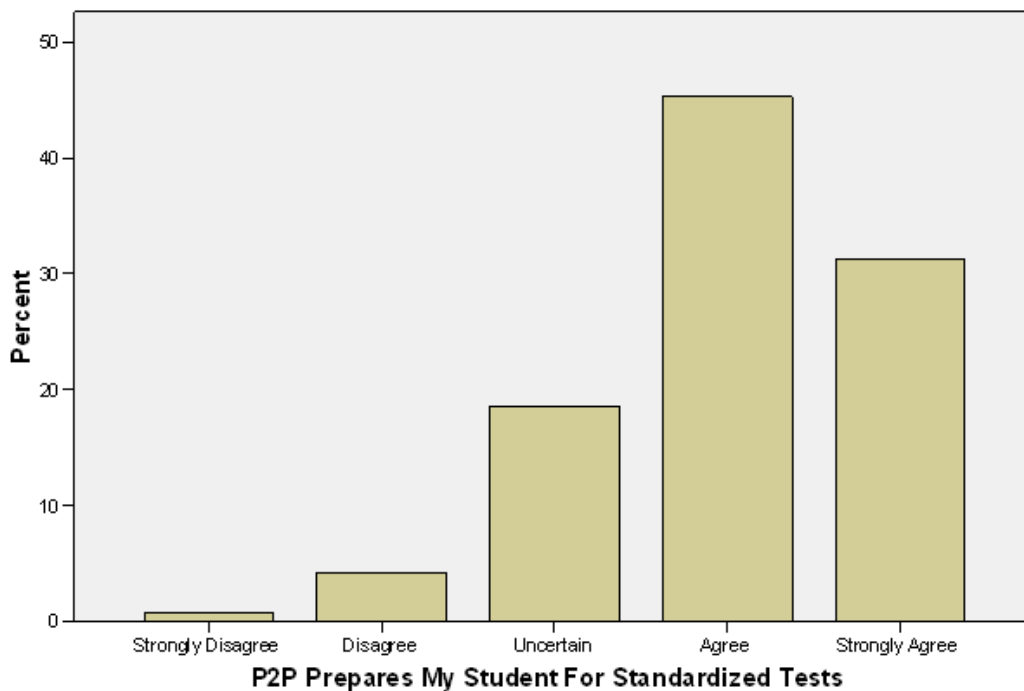
M. “Peak to Peak prepares my student so he or she scores to the best of his or her ability on State tests (CSAP’s), college entrance exams, and/or Advanced Placement tests.”

NOTE: This question was asked only of parents with students in 4th through 12th Grades.

P2P Prepares My Student For Standardized Tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	.5	.7	.7
	Disagree	19	3.0	4.2	4.8
	Uncertain	85	13.4	18.6	23.4
	Agree	207	32.7	45.3	68.7
	Strongly Agree	143	22.6	31.3	100.0
	Total	457	72.2	100.0	
Missing	Missing	144	22.7		
	Missing	28	4.4		
	Missing	4	.6		
	Total	176	27.8		
Total		633	100.0		

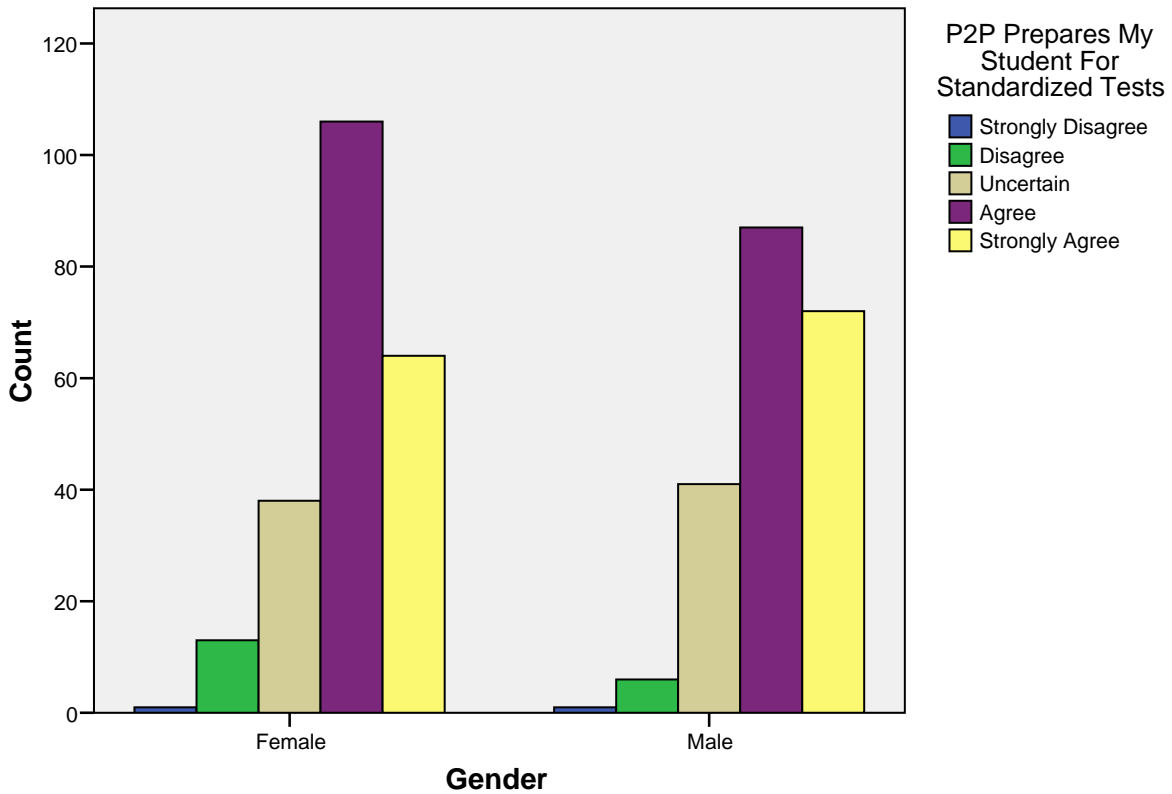
P2P Prepares My Student For Standardized Tests



Gender * P2P Prepares My Student For Standardized Tests Crosstabulation

			P2P Prepares My Student For Standardized Tests					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	1	13	38	106	64	222
		% within Gender	.5%	5.9%	17.1%	47.7%	28.8%	100.0%
	Male	Count	1	6	41	87	72	207
		% within Gender	.5%	2.9%	19.8%	42.0%	34.8%	100.0%
Total		Count	2	19	79	193	136	429
		% within Gender	.5%	4.4%	18.4%	45.0%	31.7%	100.0%

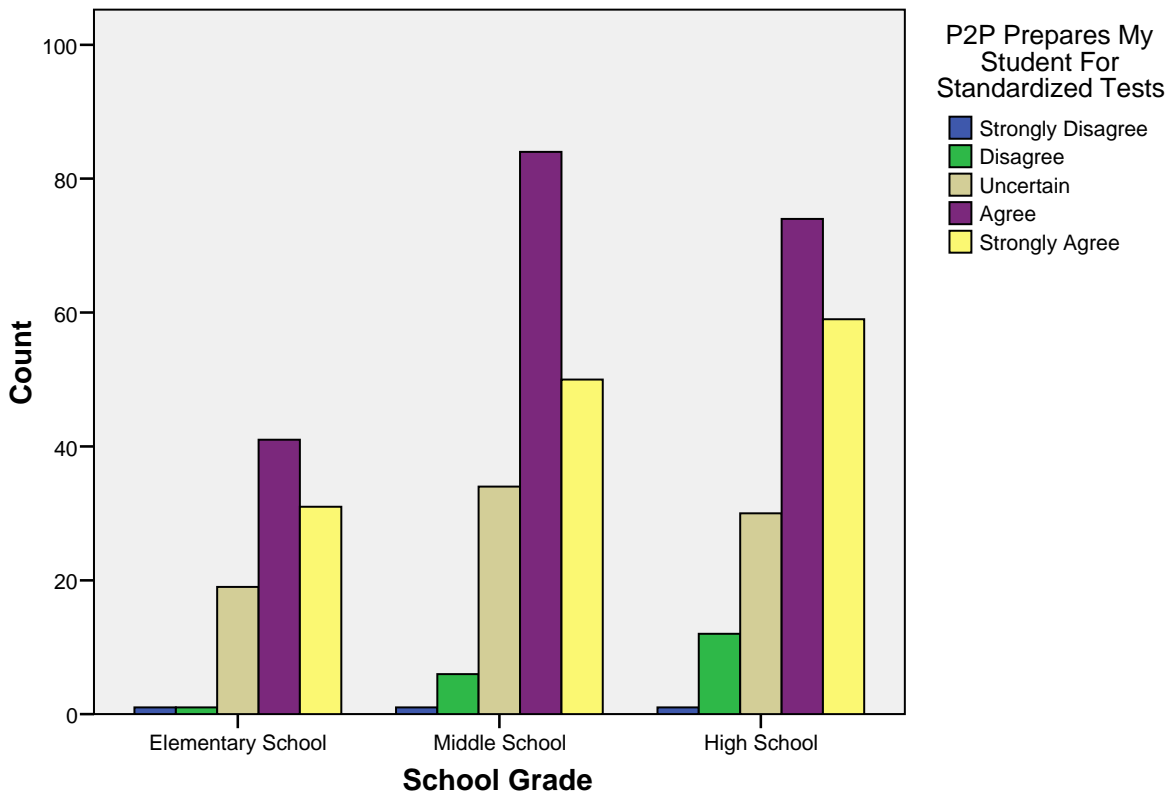
Bar Chart



School Grade * P2P Prepares My Student For Standardized Tests Crosstabulation

			P2P Prepares My Student For Standardized Tests					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	1	1	19	41	31	93
		% within School Grade	1.1%	1.1%	20.4%	44.1%	33.3%	100.0%
	Middle School	Count	1	6	34	84	50	175
		% within School Grade	.6%	3.4%	19.4%	48.0%	28.6%	100.0%
	High School	Count	1	12	30	74	59	176
		% within School Grade	.6%	6.8%	17.0%	42.0%	33.5%	100.0%
Total		Count	3	19	83	199	140	444
		% within School Grade	.7%	4.3%	18.7%	44.8%	31.5%	100.0%

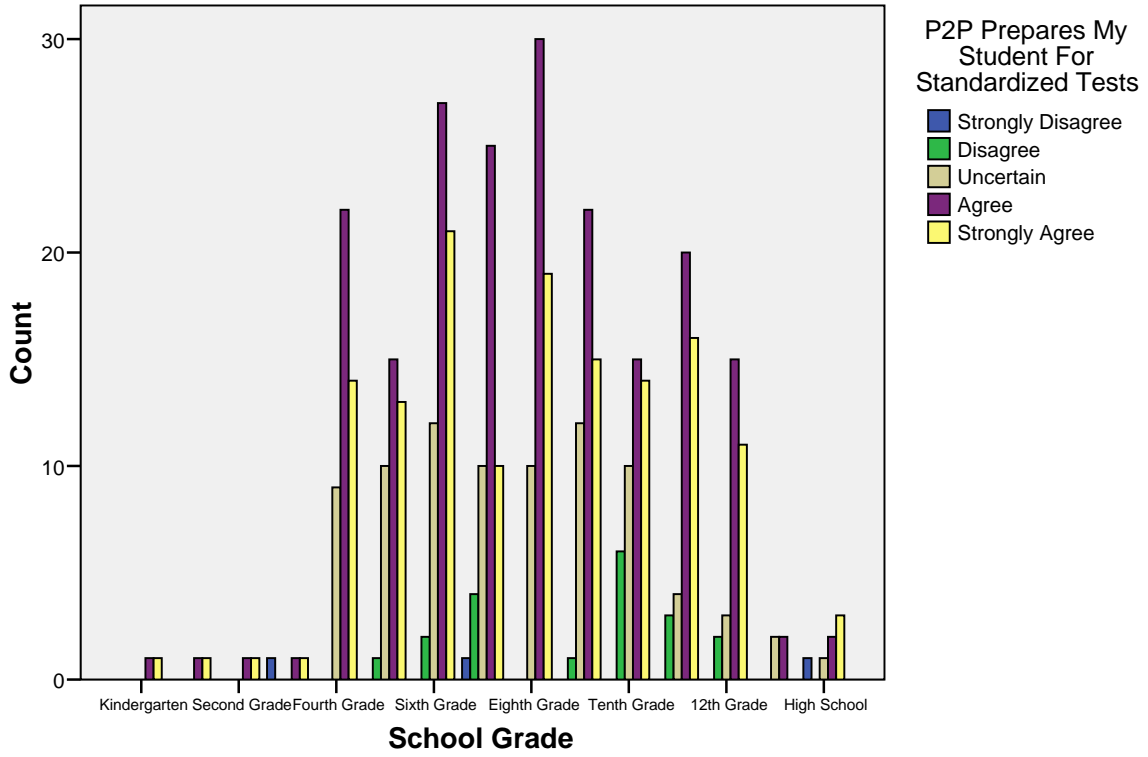
Bar Chart



School Grade * P2P Prepares My Student For Standardized Tests Crosstabulation

			P2P Prepares My Student For Standardized Tests					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	0	0	0	1	1	2
		% within School Grade	.0%	.0%	.0%	50.0%	50.0%	100.0%
	First Grade	Count	0	0	0	1	1	2
		% within School Grade	.0%	.0%	.0%	50.0%	50.0%	100.0%
	Second Grade	Count	0	0	0	1	1	2
		% within School Grade	.0%	.0%	.0%	50.0%	50.0%	100.0%
	Third Grade	Count	1	0	0	1	1	3
		% within School Grade	33.3%	.0%	.0%	33.3%	33.3%	100.0%
	Fourth Grade	Count	0	0	9	22	14	45
		% within School Grade	.0%	.0%	20.0%	48.9%	31.1%	100.0%
	Fifth Grade	Count	0	1	10	15	13	39
		% within School Grade	.0%	2.6%	25.6%	38.5%	33.3%	100.0%
	Sixth Grade	Count	0	2	12	27	21	62
		% within School Grade	.0%	3.2%	19.4%	43.5%	33.9%	100.0%
	Seventh Grade	Count	1	4	10	25	10	50
		% within School Grade	2.0%	8.0%	20.0%	50.0%	20.0%	100.0%
	Eighth Grade	Count	0	0	10	30	19	59
		% within School Grade	.0%	.0%	16.9%	50.8%	32.2%	100.0%
	Ninth Grade	Count	0	1	12	22	15	50
		% within School Grade	.0%	2.0%	24.0%	44.0%	30.0%	100.0%
	Tenth Grade	Count	0	6	10	15	14	45
		% within School Grade	.0%	13.3%	22.2%	33.3%	31.1%	100.0%
	11th Grade	Count	0	3	4	20	16	43
		% within School Grade	.0%	7.0%	9.3%	46.5%	37.2%	100.0%
	12th Grade	Count	0	2	3	15	11	31
		% within School Grade	.0%	6.5%	9.7%	48.4%	35.5%	100.0%
	Middle School	Count	0	0	2	2	0	4
		% within School Grade	.0%	.0%	50.0%	50.0%	.0%	100.0%
	High School	Count	1	0	1	2	3	7
		% within School Grade	14.3%	.0%	14.3%	28.6%	42.9%	100.0%
Total		Count	3	19	83	199	140	444
		% within School Grade	.7%	4.3%	18.7%	44.8%	31.5%	100.0%

Bar Chart



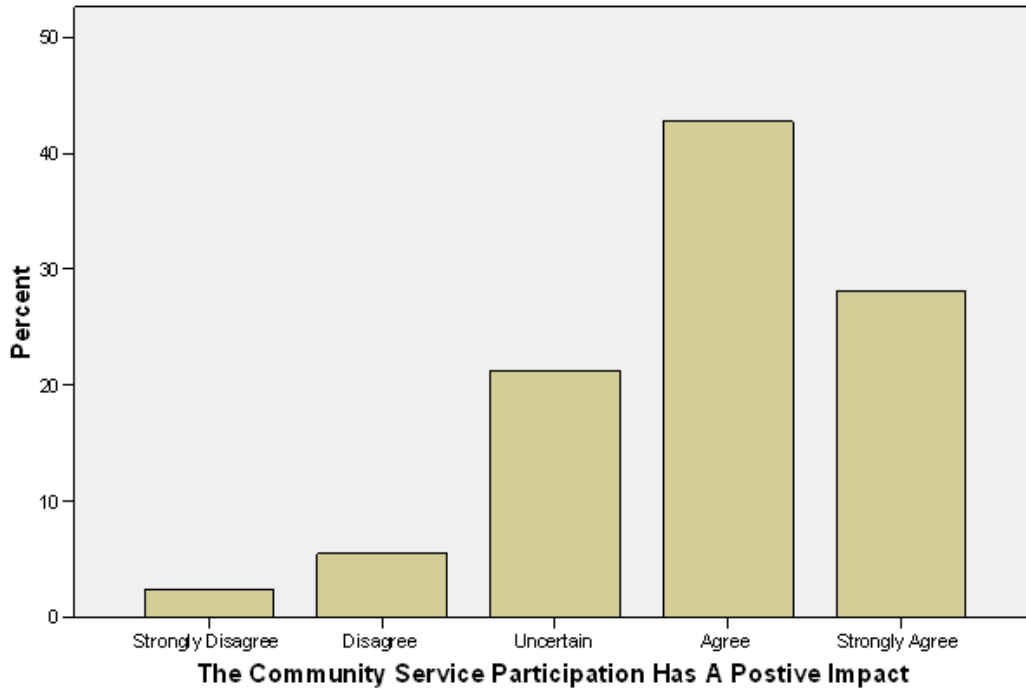
N. “The community service participation by my student had (or is having) a positive impact on my student and on the community.”

NOTE: This question was asked only of parents with students in 6th through 12th Grades (i.e., secondary school students).

The Community Service Participation Has A Postive Impact

		Frequency	Percent	Val d Percent	Cumulative Percent
Valid	Strongly Disagree	8	1.3	2.4	2.4
	Disagree	18	2.8	5.5	7.9
	Uncertain	70	11.1	21.2	29.1
	Agree	141	22.3	42.7	71.8
	Strongly Agree	93	14.7	28.2	100.0
	Total	330	52.1	100.0	
Missing	Missing	232	36.7		
	Missing	65	10.3		
	Missing	5	.8		
	System	1	.2		
	Total	303	47.9		
Total		633	100.0		

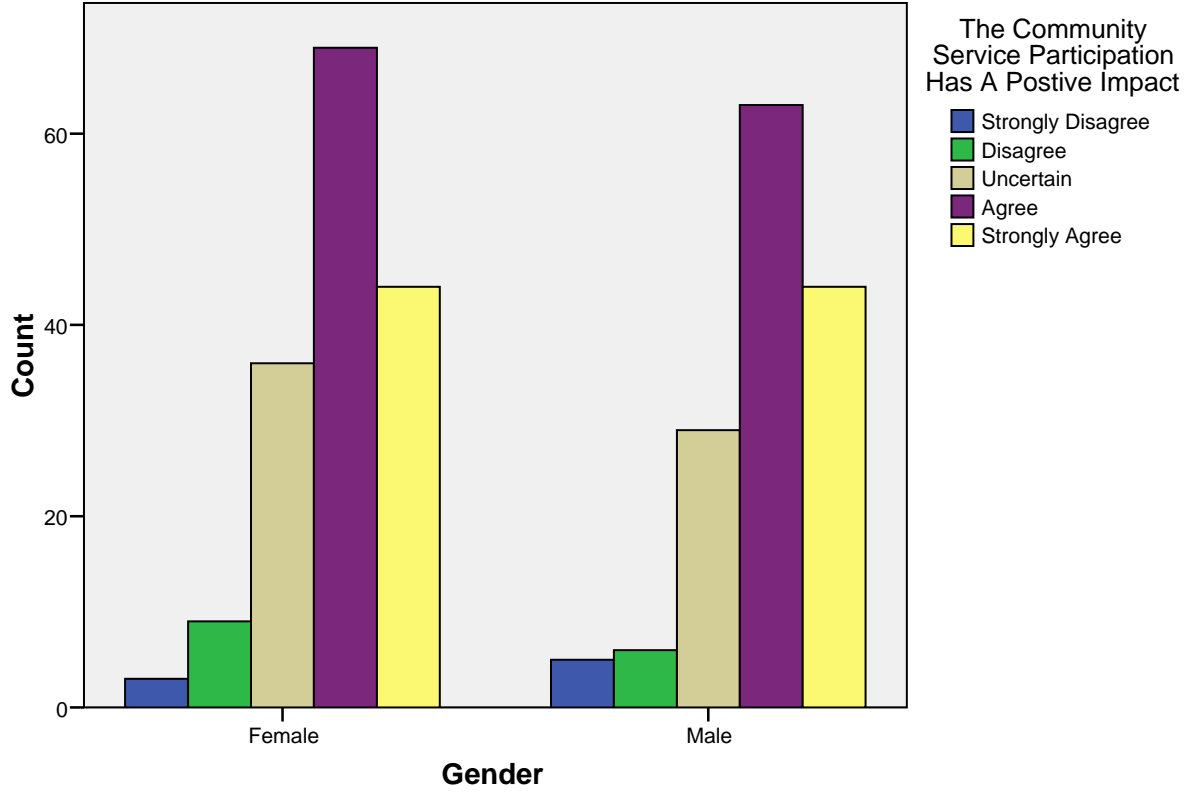
The Community Service Participation Has A Postive Impact



Gender * The Community Service Participation Has A Postive Impact Crosstabulation

		The Community Service Participation Has A Postive Impact					Total	
		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree		
Gender	Female	Count	3	9	36	69	44	161
		% within Gender	1.9%	5.6%	22.4%	42.9%	27.3%	100.0%
	Male	Count	5	6	29	63	44	147
		% within Gender	3.4%	4.1%	19.7%	42.9%	29.9%	100.0%
Total		Count	8	15	65	132	88	308
		% within Gender	2.6%	4.9%	21.1%	42.9%	28.6%	100.0%

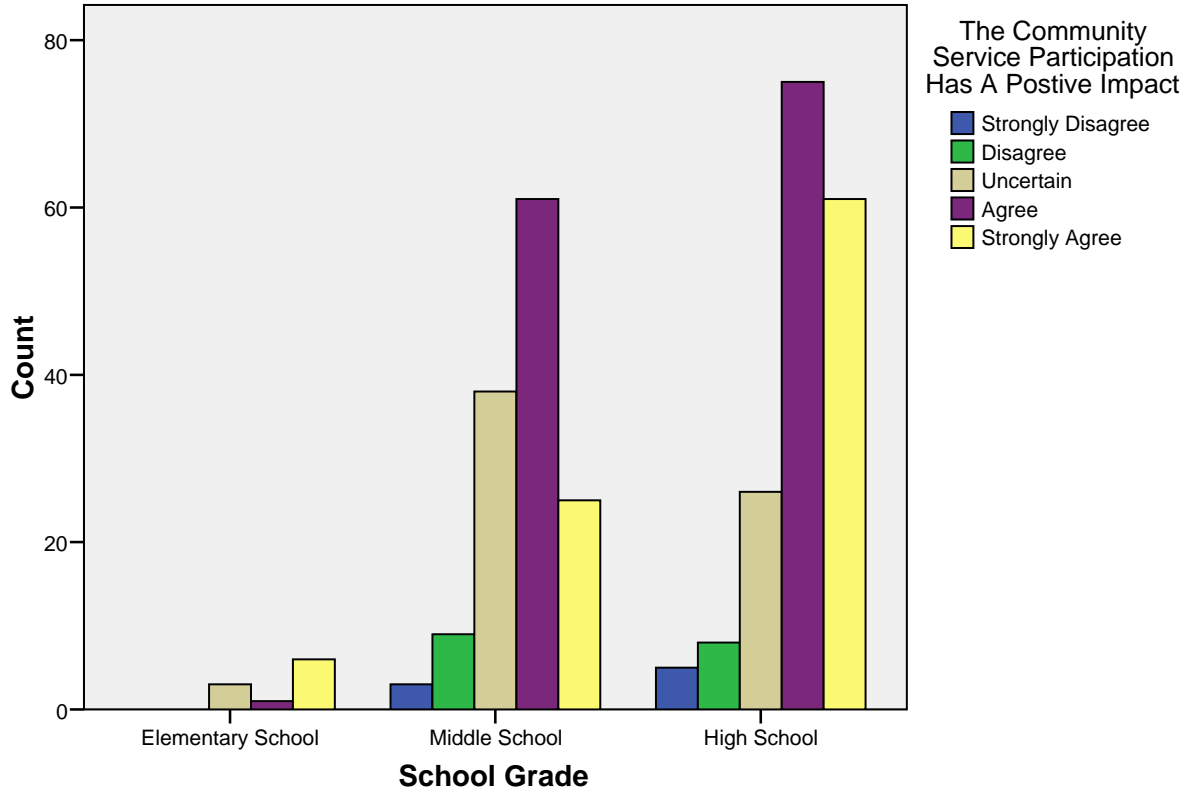
Bar Chart



School Grade * The Community Service Participation Has A Postive Impact Crosstabulation

			The Community Service Participation Has A Postive Impact					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	0	0	3	1	6	10
		% within School Grade	.0%	.0%	30.0%	10.0%	60.0%	100.0%
	Middle School	Count	3	9	38	61	25	136
		% within School Grade	2.2%	6.6%	27.9%	44.9%	18.4%	100.0%
	High School	Count	5	8	26	75	61	175
		% within School Grade	2.9%	4.6%	14.9%	42.9%	34.9%	100.0%
Total	Count	8	17	67	137	92	321	
	% within School Grade	2.5%	5.3%	20.9%	42.7%	28.7%	100.0%	

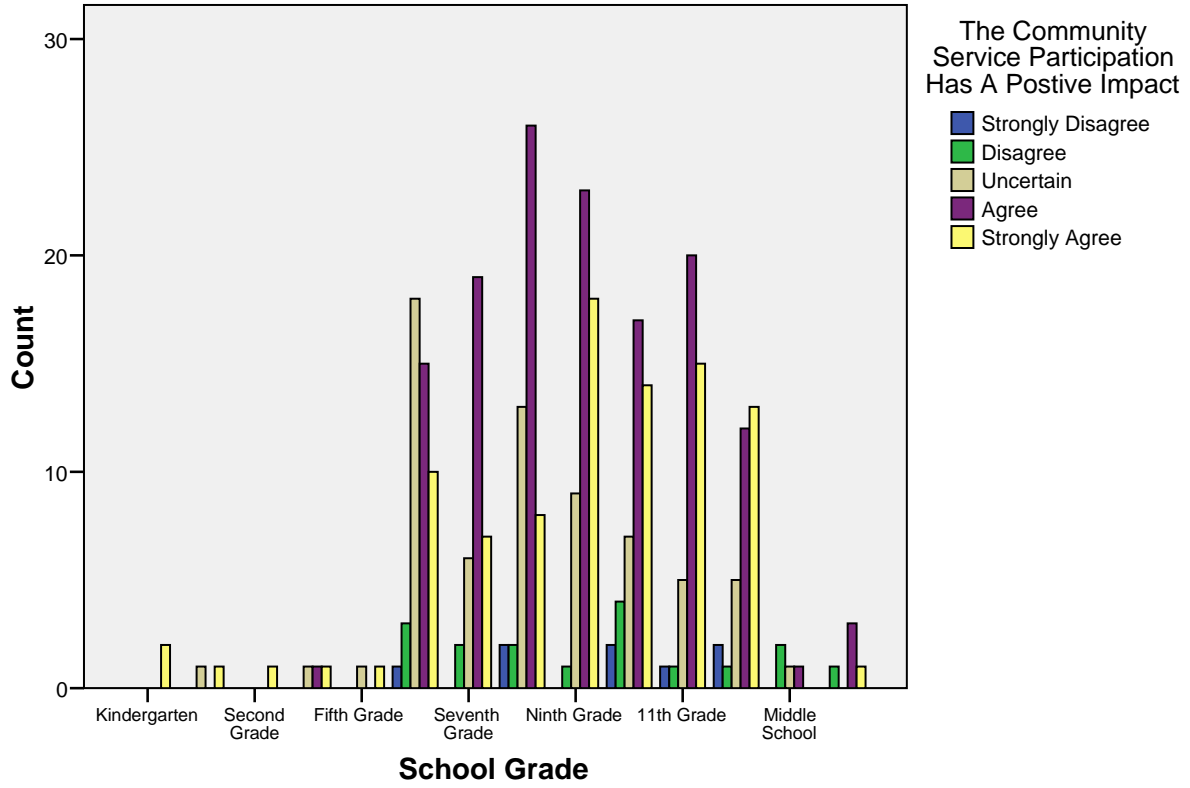
Bar Chart



School Grade * The Community Service Participation Has A Postive Impact Crosstabulation

			The Community Service Participation Has A Postive Impact					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	0	0	0	0	2	2
		% within School Grade	.0%	.0%	.0%	.0%	100.0%	100.0%
	First Grade	Count	0	0	1	0	1	2
		% within School Grade	.0%	.0%	50.0%	.0%	50.0%	100.0%
	Second Grade	Count	0	0	0	0	1	1
		% within School Grade	.0%	.0%	.0%	.0%	100.0%	100.0%
	Fourth Grade	Count	0	0	1	1	1	3
		% within School Grade	.0%	.0%	33.3%	33.3%	33.3%	100.0%
	Fifth Grade	Count	0	0	1	0	1	2
		% within School Grade	.0%	.0%	50.0%	.0%	50.0%	100.0%
	Sixth Grade	Count	1	3	18	15	10	47
		% within School Grade	2.1%	6.4%	38.3%	31.9%	21.3%	100.0%
	Seventh Grade	Count	0	2	6	19	7	34
		% within School Grade	.0%	5.9%	17.6%	55.9%	20.6%	100.0%
	Eighth Grade	Count	2	2	13	26	8	51
		% within School Grade	3.9%	3.9%	25.5%	51.0%	15.7%	100.0%
	Ninth Grade	Count	0	1	9	23	18	51
		% within School Grade	.0%	2.0%	17.6%	45.1%	35.3%	100.0%
	Tenth Grade	Count	2	4	7	17	14	44
		% within School Grade	4.5%	9.1%	15.9%	38.6%	31.8%	100.0%
	11th Grade	Count	1	1	5	20	15	42
		% within School Grade	2.4%	2.4%	11.9%	47.6%	35.7%	100.0%
	12th Grade	Count	2	1	5	12	13	33
		% within School Grade	6.1%	3.0%	15.2%	36.4%	39.4%	100.0%
	Middle School	Count	0	2	1	1	0	4
		% within School Grade	.0%	50.0%	25.0%	25.0%	.0%	100.0%
	High School	Count	0	1	0	3	1	5
		% within School Grade	.0%	20.0%	.0%	60.0%	20.0%	100.0%
Total		Count	8	17	67	137	92	321
		% within School Grade	2.5%	5.3%	20.9%	42.7%	28.7%	100.0%

Bar Chart



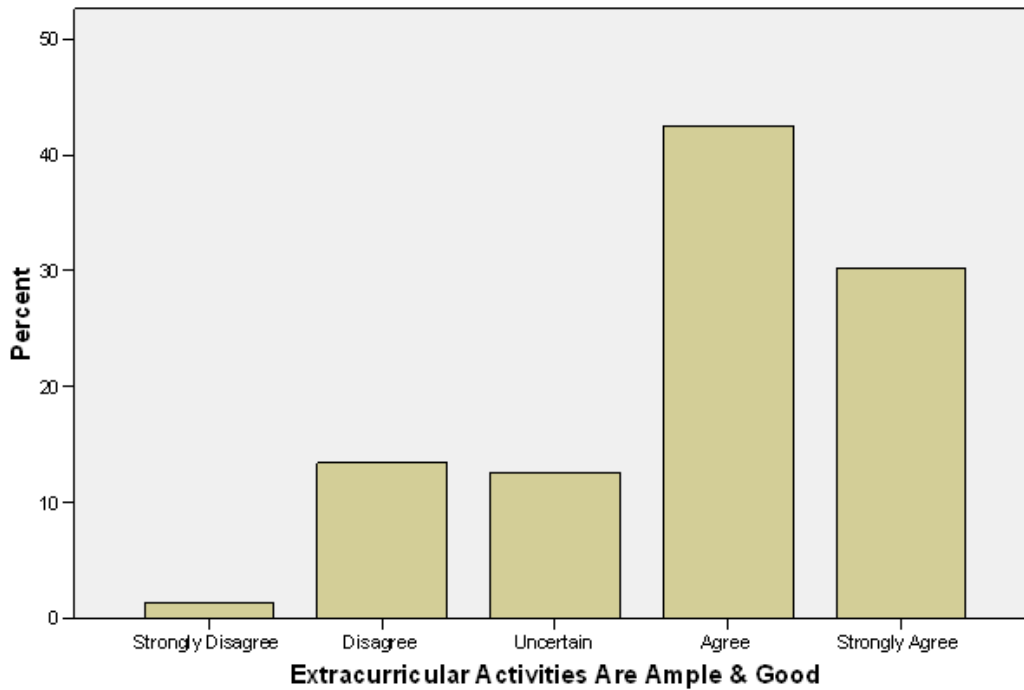
O. “My student has ample opportunities for positive extracurricular involvement through the School.”

NOTE: This question was asked only of parents with students in 6th through 12th Grades (i.e., secondary school students).

Extracurricular Activities Are Ample & Good

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	.8	1.3	1.3
	Disagree	51	8.1	13.4	14.7
	Uncertain	48	7.6	12.6	27.3
	Agree	162	25.6	42.5	69.8
	Strongly Agree	115	18.2	30.2	100.0
	Total	381	60.2	100.0	
Missing	Missing	234	37.0		
	Missing	13	2.1		
	Missing	5	.8		
	Total	252	39.8		
Total		633	100.0		

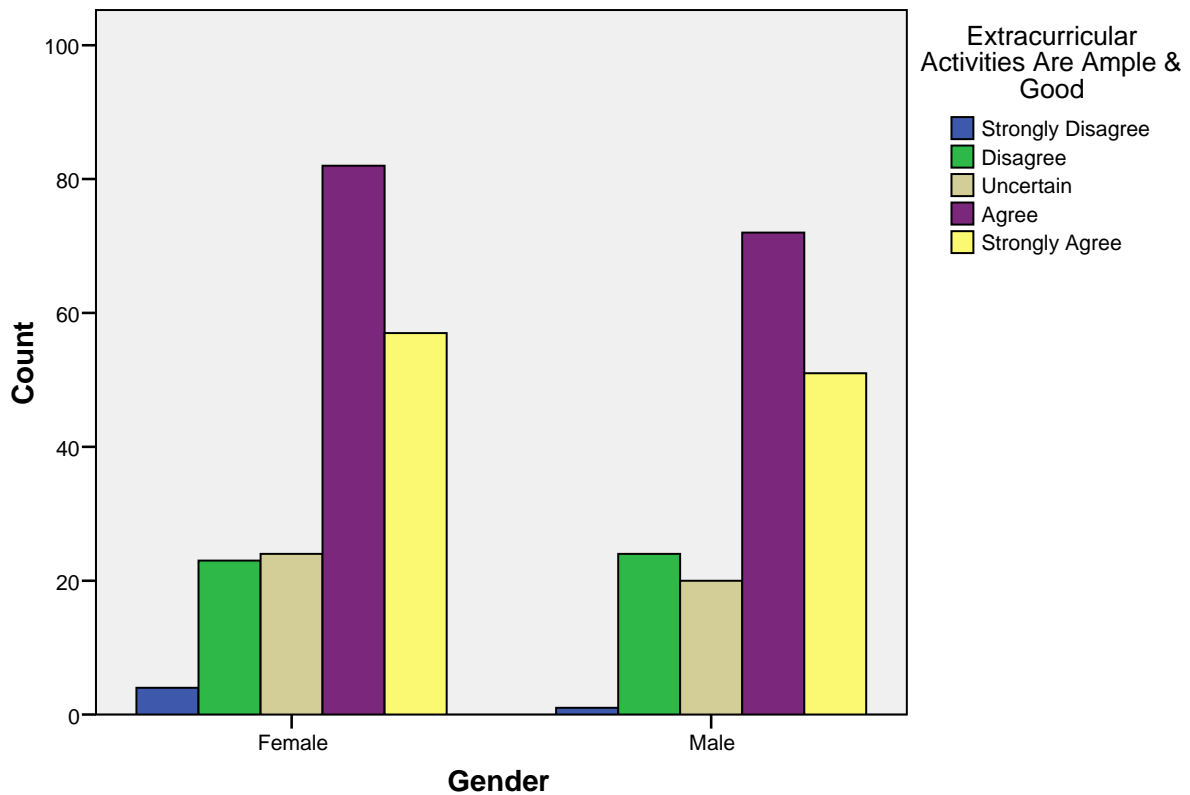
Extracurricular Activities Are Ample & Good



Gender * Extracurricular Activities Are Ample & Good Crosstabulation

			Extracurricular Activities Are Ample & Good					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	4	23	24	82	57	190
		% within Gender	2.1%	12.1%	12.6%	43.2%	30.0%	100.0%
	Male	Count	1	24	20	72	51	168
		% within Gender	.6%	14.3%	11.9%	42.9%	30.4%	100.0%
Total		Count	5	47	44	154	108	358
		% within Gender	1.4%	13.1%	12.3%	43.0%	30.2%	100.0%

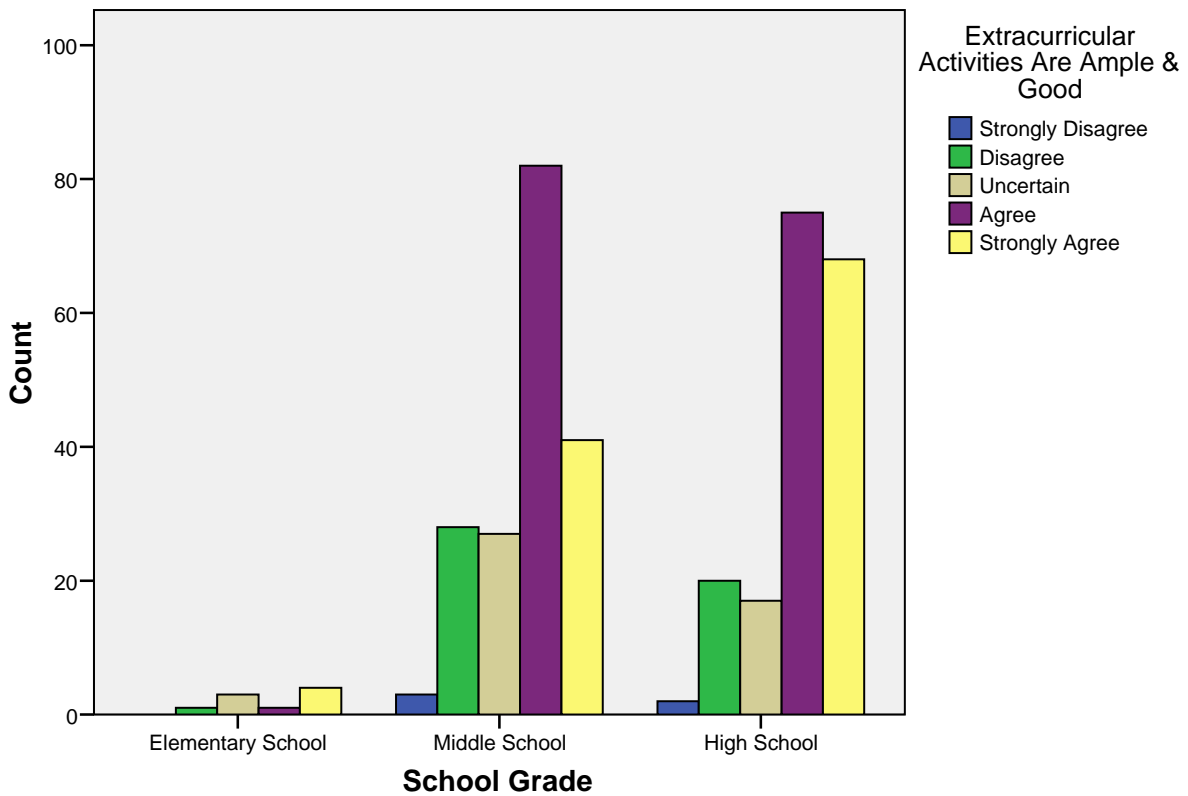
Bar Chart



School Grade * Extracurricular Activities Are Ample & Good Crosstabulation

			Extracurricular Activities Are Ample & Good					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	0	1	3	1	4	9
		% within School Grade	.0%	11.1%	33.3%	11.1%	44.4%	100.0%
	Middle School	Count	3	28	27	82	41	181
		% within School Grade	1.7%	15.5%	14.9%	45.3%	22.7%	100.0%
	High School	Count	2	20	17	75	68	182
		% within School Grade	1.1%	11.0%	9.3%	41.2%	37.4%	100.0%
Total	Count	5	49	47	158	113	372	
	% within School Grade	1.3%	13.2%	12.6%	42.5%	30.4%	100.0%	

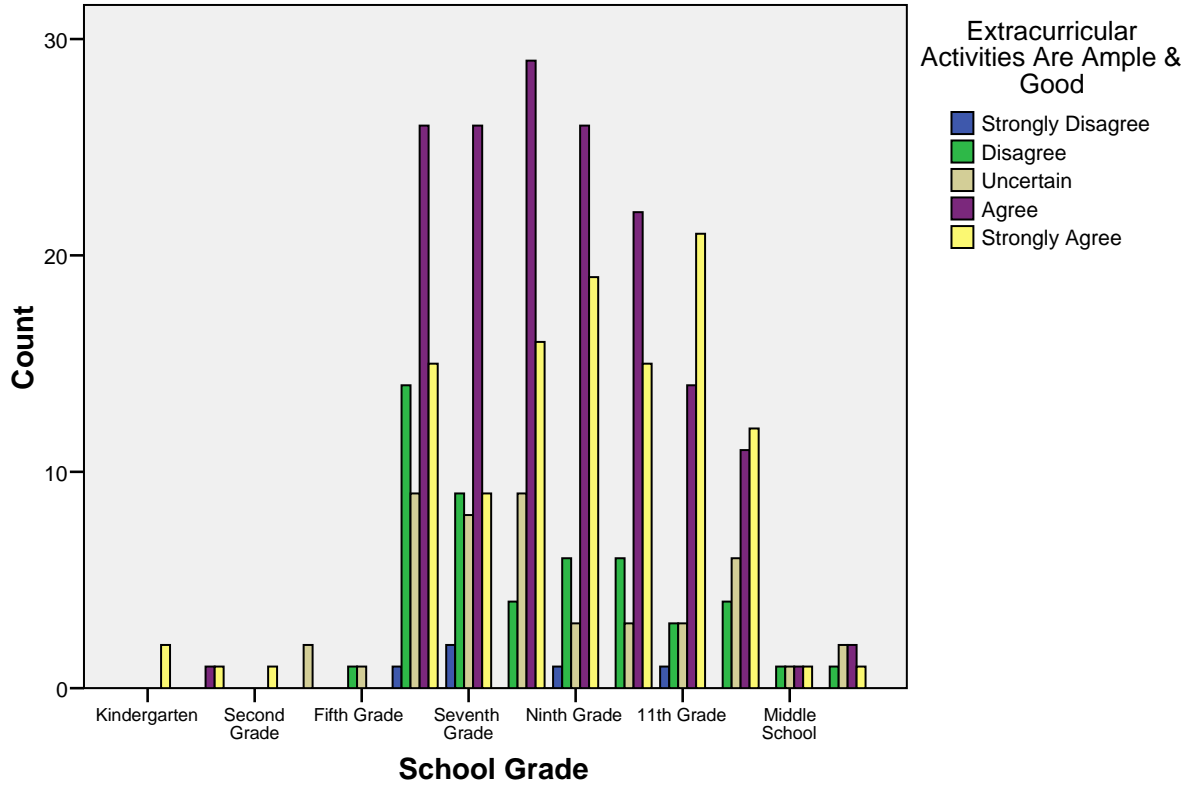
Bar Chart



School Grade * Extracurricular Activities Are Ample & Good Crosstabulation

			Extracurricular Activities Are Ample & Good					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	0	0	0	0	2	2
		% within School Grade	.0%	.0%	.0%	.0%	100.0%	100.0%
	First Grade	Count	0	0	0	1	1	2
		% within School Grade	.0%	.0%	.0%	50.0%	50.0%	100.0%
	Second Grade	Count	0	0	0	0	1	1
		% within School Grade	.0%	.0%	.0%	.0%	100.0%	100.0%
	Fourth Grade	Count	0	0	2	0	0	2
		% within School Grade	.0%	.0%	100.0%	.0%	.0%	100.0%
	Fifth Grade	Count	0	1	1	0	0	2
		% within School Grade	.0%	50.0%	50.0%	.0%	.0%	100.0%
	Sixth Grade	Count	1	14	9	26	15	65
		% within School Grade	1.5%	21.5%	13.8%	40.0%	23.1%	100.0%
	Seventh Grade	Count	2	9	8	26	9	54
		% within School Grade	3.7%	16.7%	14.8%	48.1%	16.7%	100.0%
	Eighth Grade	Count	0	4	9	29	16	58
		% within School Grade	.0%	6.9%	15.5%	50.0%	27.6%	100.0%
	Ninth Grade	Count	1	6	3	26	19	55
		% within School Grade	1.8%	10.9%	5.5%	47.3%	34.5%	100.0%
	Tenth Grade	Count	0	6	3	22	15	46
		% within School Grade	.0%	13.0%	6.5%	47.8%	32.6%	100.0%
	11th Grade	Count	1	3	3	14	21	42
		% within School Grade	2.4%	7.1%	7.1%	33.3%	50.0%	100.0%
	12th Grade	Count	0	4	6	11	12	33
		% within School Grade	.0%	12.1%	18.2%	33.3%	36.4%	100.0%
	Middle School	Count	0	1	1	1	1	4
		% within School Grade	.0%	25.0%	25.0%	25.0%	25.0%	100.0%
	High School	Count	0	1	2	2	1	6
		% within School Grade	.0%	16.7%	33.3%	33.3%	16.7%	100.0%
Total		Count	5	49	47	158	113	372
		% within School Grade	1.3%	13.2%	12.6%	42.5%	30.4%	100.0%

Bar Chart



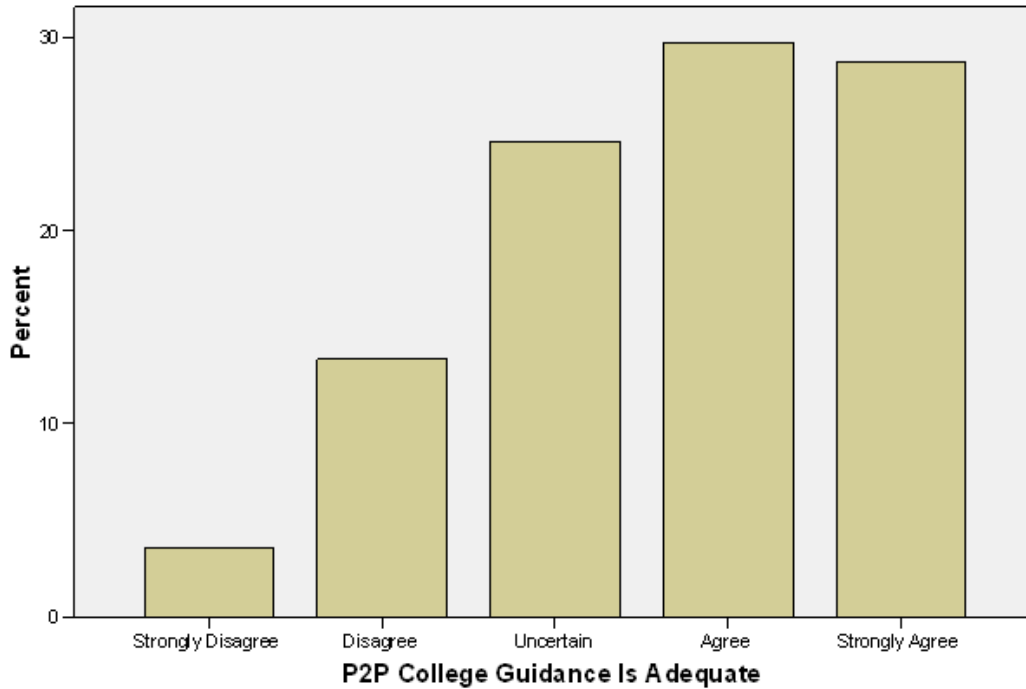
P. “My student is receiving adequate guidance through the School to choose a college that best fits him or her.”

NOTE: This question was asked only of parents with High School students.

P2P College Guidance Is Adequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	1.1	3.6	3.6
	Disagree	26	4.1	13.3	16.9
	Uncertain	48	7.6	24.6	41.5
	Agree	58	9.2	29.7	71.3
	Strongly Agree	56	8.8	23.7	100.0
	Total	195	30.8	100.0	
Missing	Missing	384	60.7		
	Missing	36	5.7		
	Missing	14	2.2		
	System	4	.6		
	Total	438	69.2		
Total		633	100.0		

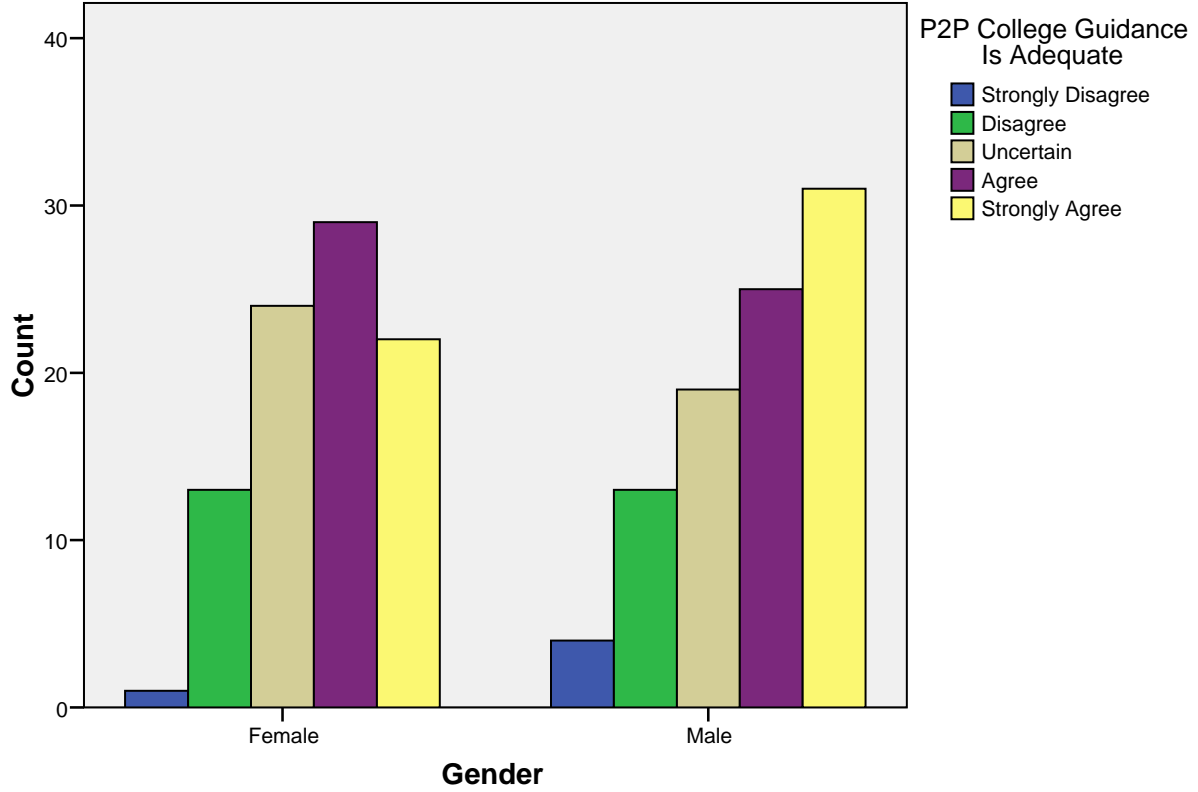
P2P College Guidance Is Adequate



Gender * P2P College Guidance Is Adequate Crosstabulation

			P2P College Guidance Is Adequate					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Gender	Female	Count	1	13	24	29	22	89
		% within Gender	1.1%	14.6%	27.0%	32.6%	24.7%	100.0%
	Male	Count	4	13	19	25	31	92
		% within Gender	4.3%	14.1%	20.7%	27.2%	33.7%	100.0%
Total		Count	5	26	43	54	53	181
		% within Gender	2.8%	14.4%	23.8%	29.8%	29.3%	100.0%

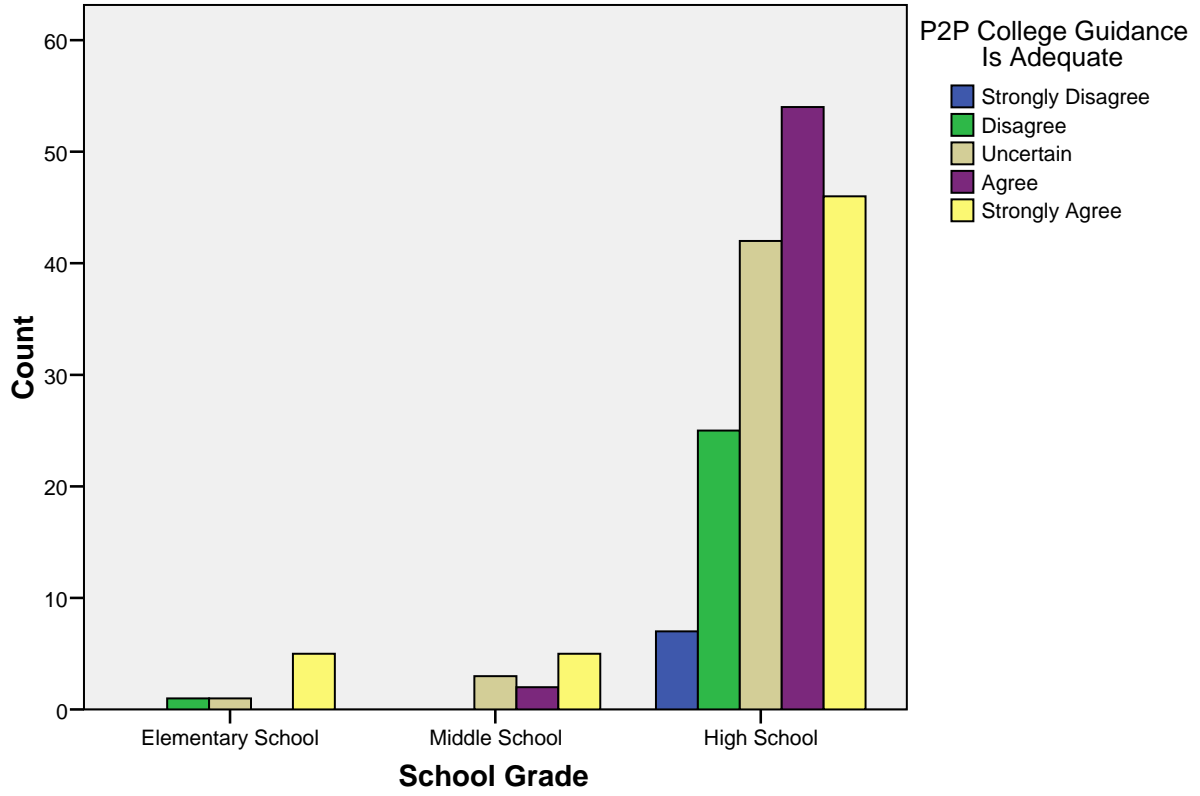
Bar Chart



School Grade * P2P College Guidance Is Adequate Crosstabulation

			P2P College Guidance Is Adequate					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Elementary School	Count	0	1	1	0	5	7
		% within School Grade	.0%	14.3%	14.3%	.0%	71.4%	100.0%
	Middle School	Count	0	0	3	2	5	10
		% within School Grade	.0%	.0%	30.0%	20.0%	50.0%	100.0%
	High School	Count	7	25	42	54	46	174
		% within School Grade	4.0%	14.4%	24.1%	31.0%	26.4%	100.0%
Total	Count	7	26	46	56	56	191	
	% within School Grade	3.7%	13.6%	24.1%	29.3%	29.3%	100.0%	

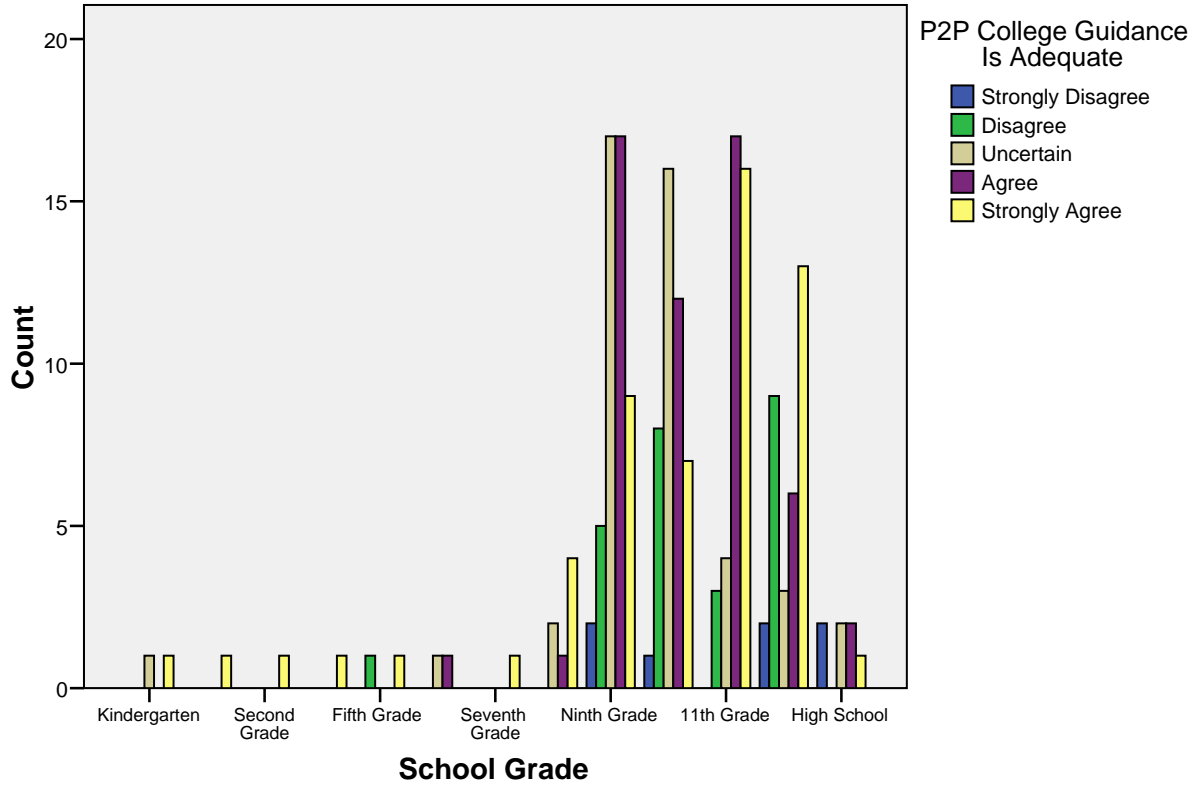
Bar Chart



School Grade * P2P College Guidance Is Adequate Crosstabulation

			P2P College Guidance Is Adequate					Total
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
School Grade	Kindergarten	Count	0	0	1	0	1	2
		% within School Grade	.0%	.0%	50.0%	.0%	50.0%	100.0%
	First Grade	Count	0	0	0	0	1	1
		% within School Grade	.0%	.0%	.0%	.0%	100.0%	100.0%
	Second Grade	Count	0	0	0	0	1	1
		% within School Grade	.0%	.0%	.0%	.0%	100.0%	100.0%
	Fourth Grade	Count	0	0	0	0	1	1
		% within School Grade	.0%	.0%	.0%	.0%	100.0%	100.0%
	Fifth Grade	Count	0	1	0	0	1	2
		% within School Grade	.0%	50.0%	.0%	.0%	50.0%	100.0%
	Sixth Grade	Count	0	0	1	1	0	2
		% within School Grade	.0%	.0%	50.0%	50.0%	.0%	100.0%
	Seventh Grade	Count	0	0	0	0	1	1
		% within School Grade	.0%	.0%	.0%	.0%	100.0%	100.0%
	Eighth Grade	Count	0	0	2	1	4	7
		% within School Grade	.0%	.0%	28.6%	14.3%	57.1%	100.0%
	Ninth Grade	Count	2	5	17	17	9	50
		% within School Grade	4.0%	10.0%	34.0%	34.0%	18.0%	100.0%
	Tenth Grade	Count	1	8	16	12	7	44
		% within School Grade	2.3%	18.2%	36.4%	27.3%	15.9%	100.0%
	11th Grade	Count	0	3	4	17	16	40
		% within School Grade	.0%	7.5%	10.0%	42.5%	40.0%	100.0%
	12th Grade	Count	2	9	3	6	13	33
		% within School Grade	6.1%	27.3%	9.1%	18.2%	39.4%	100.0%
	High School	Count	2	0	2	2	1	7
		% within School Grade	28.6%	.0%	28.6%	28.6%	14.3%	100.0%
Total		Count	7	26	46	56	56	191
		% within School Grade	3.7%	13.6%	24.1%	29.3%	29.3%	100.0%

Bar Chart



Q. “Do you have any additional comments to help Peak to Peak achieve its mission and goals? Also use this space to elaborate on your responses to any of the previous statements.”

Question Q generated a substantial number of comments -- a total of 532 comments from approximately 304 different parents. These comments were taken very seriously and reviewed carefully by the Accountability Committee. The Committee appreciated the fact so many parents took extra time to write comments and noted many were exhaustive in nature.

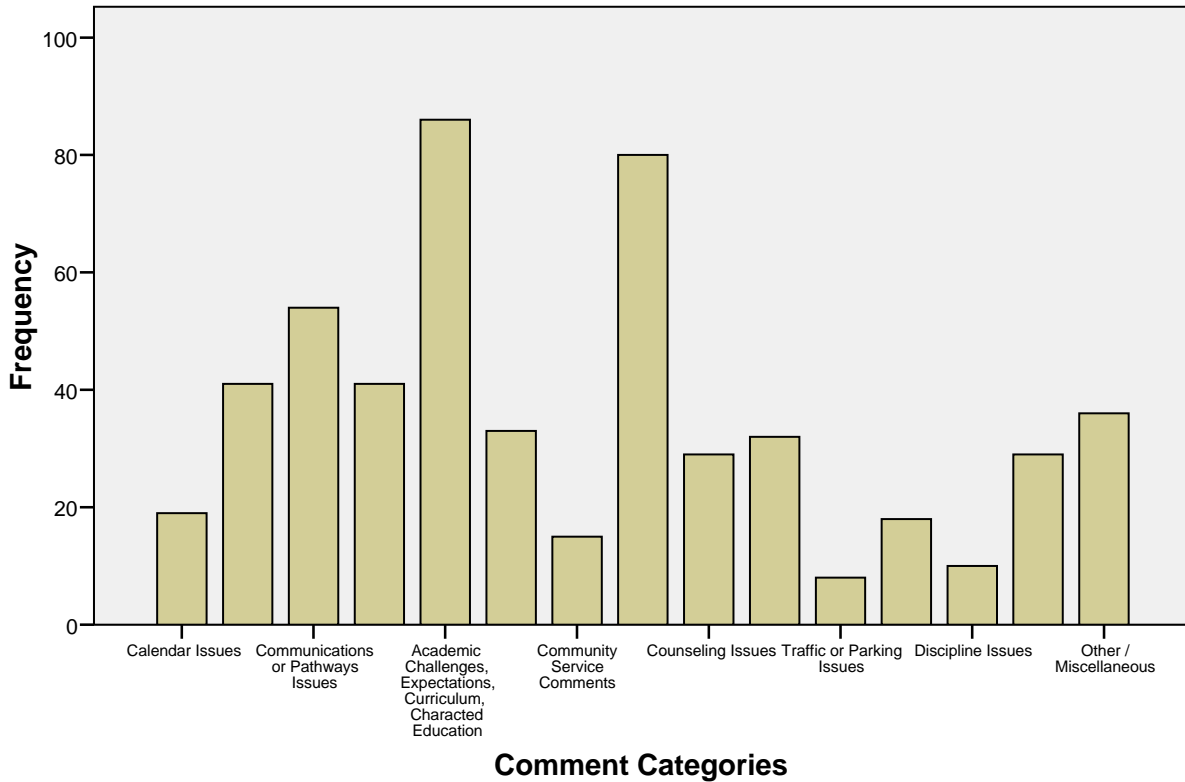
The total of 304 parents out of 633 respondents meant that almost half of the participants (48%) took the time to make some extra comment on their forms. The percentage of those responding in writing goes up significantly if the written comments from the final question are included.

The following table details the categories of the comments, loosely grouped by subject area, and the number of parents commenting on those matters.

Comment Categories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Calendar Issues	19	3.6	3.6	3.6
	Facility or Cleanliness Issues	41	7.7	7.7	11.3
	Communications or Pathways Issues	54	10.2	10.2	21.5
	Administration, Staff, or Board Comments	41	7.7	7.7	29.2
	Academic Challenges, Expectations, Curriculum, Characted Education	86	16.2	16.2	45.4
	Technology Issues	33	6.2	6.2	51.6
	Community Service Comments	15	2.8	2.8	54.4
	Teacher Comments	80	15.0	15.1	69.5
	Counseling Issues	29	5.5	5.5	75.0
	Extracurricular / Athletics	32	6.0	6.0	81.0
	Traffic or Parking Issues	8	1.5	1.5	82.5
	Schedule Issues / Course Offering Comments	18	3.4	3.4	85.9
	Discipline Issues	10	1.9	1.9	87.8
	Kudos (Positive Comments/Thanks)	29	5.5	5.5	93.2
	Other / Miscellaneous	36	6.8	6.8	100.0
	Total	531	99.8	100.0	
Missing	Missing	1	.2		
Total		532	100.0		

Comment Categories



This bar chart is difficult to read because the horizontal axis legend skips every other category due to space limitations. Use the table, above, to reference the categories in the missing intervals. The author apologizes for this inconvenience.

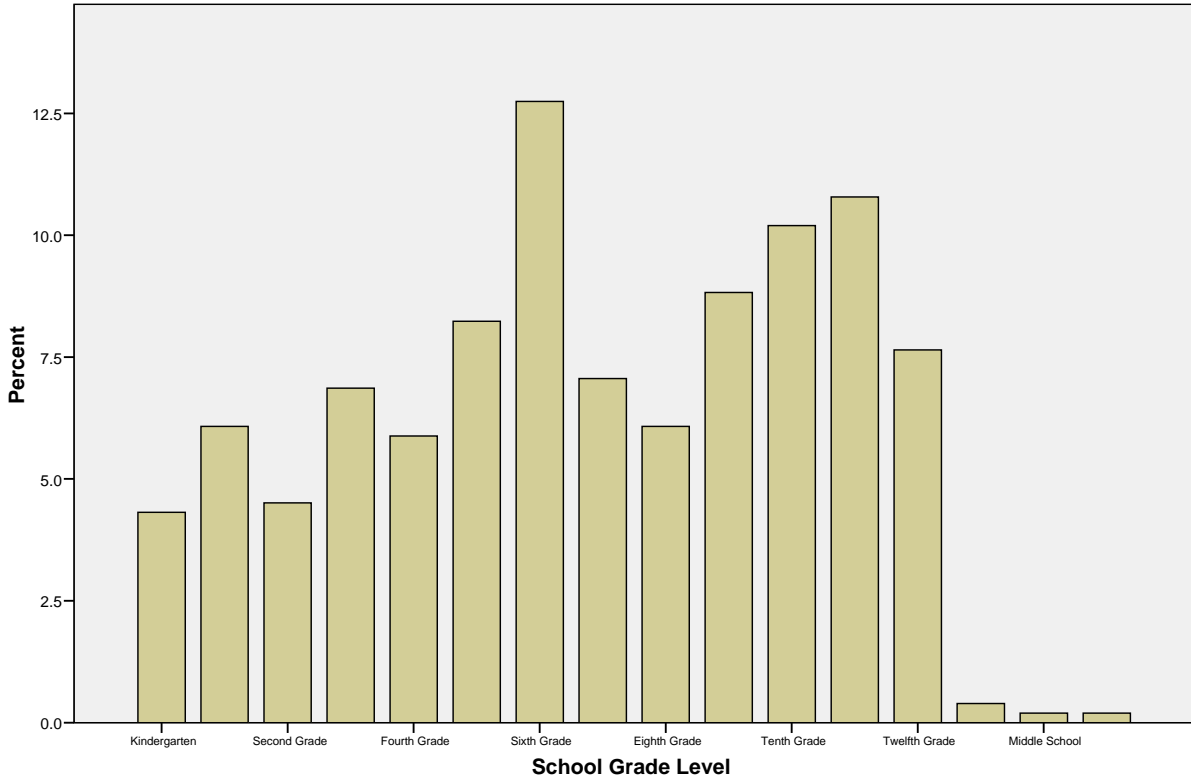
The next table details the number of comments received from parents in each Grade. This table breaks down the source of comments by Grade but does not do anything more than that.

The table shows there were many comments from parents of students in 6th Grade (65 comments or 12.7% of all comments made by all the parents participating in the survey), 11th Grade (55 comments or 10.8% of all comments made), and 10th Grade (52 comments or 10.2% of all comments made).

School Grade Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kindergarten	22	4.1	4.3	4.3
	First Grade	31	5.8	6.1	10.4
	Second Grade	23	4.3	4.5	14.9
	Third Grade	35	6.6	6.9	21.8
	Fourth Grade	30	5.6	5.9	27.6
	Fifth Grade	42	7.9	8.2	35.9
	Sixth Grade	65	12.2	12.7	48.6
	Seventh Grade	36	6.8	7.1	55.7
	Eighth Grade	31	5.8	6.1	61.8
	Ninth Grade	45	8.5	8.8	70.6
	Tenth Grade	52	9.8	10.2	80.8
	Eleventh Grade	55	10.3	10.8	91.6
	Twelfth Grade	39	7.3	7.6	99.2
	Elementary School	2	.4	.4	99.6
	Middle School	1	.2	.2	99.8
High School	1	.2	.2	100.0	
	Total	510	95.9	100.0	
Missing	Missing	22	4.1		
	Total	532	100.0		

Textbox
School Grade Level

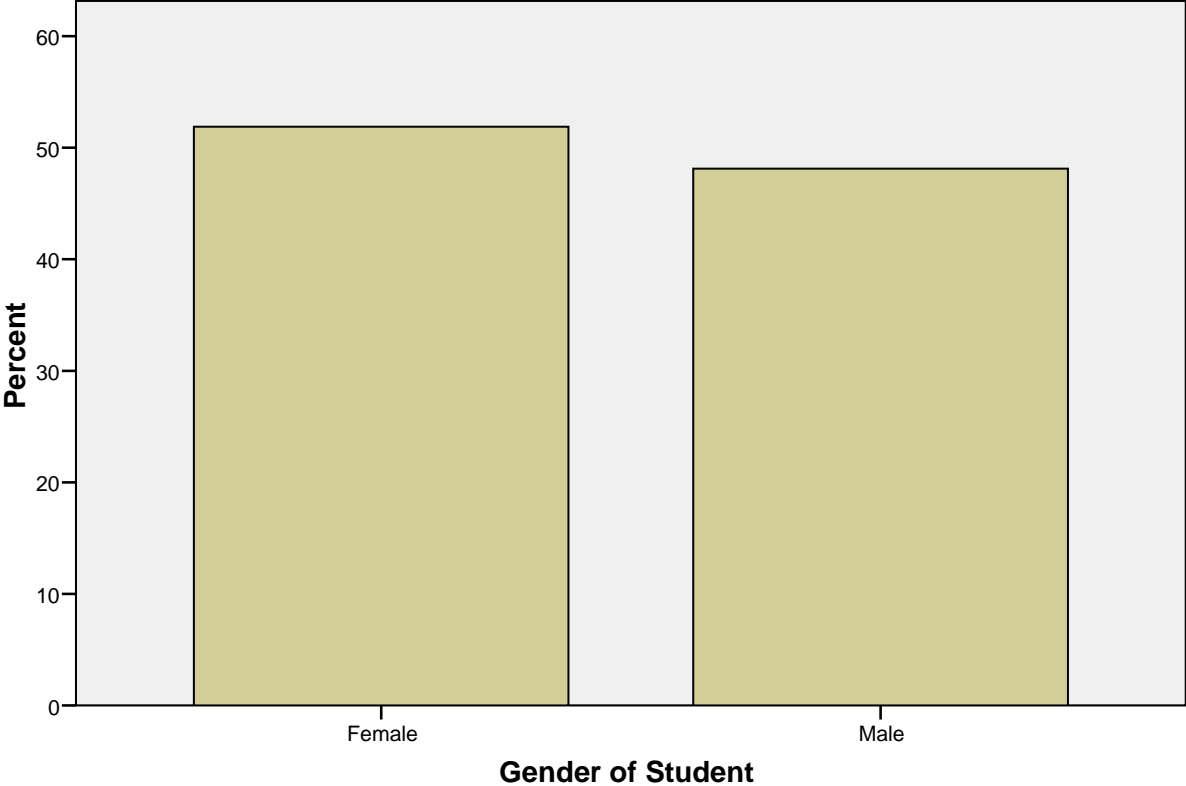


When examined by gender of their students, parents of girls and boys contributed equally in making comments.

Gender of Student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	262	49.2	51.9	51.9
	Male	243	45.7	48.1	100.0
	Total	505	94.9	100.0	
Missing	Missing	27	5.1		
Total		532	100.0		

Gender of Student



The next table breaks down the comments from parents based on whether or not their child is a girl or a boy. Again, there does not seem to be major statistically significant differences between the issues commented on by parents of girls versus the issues commented on by parents of boys.

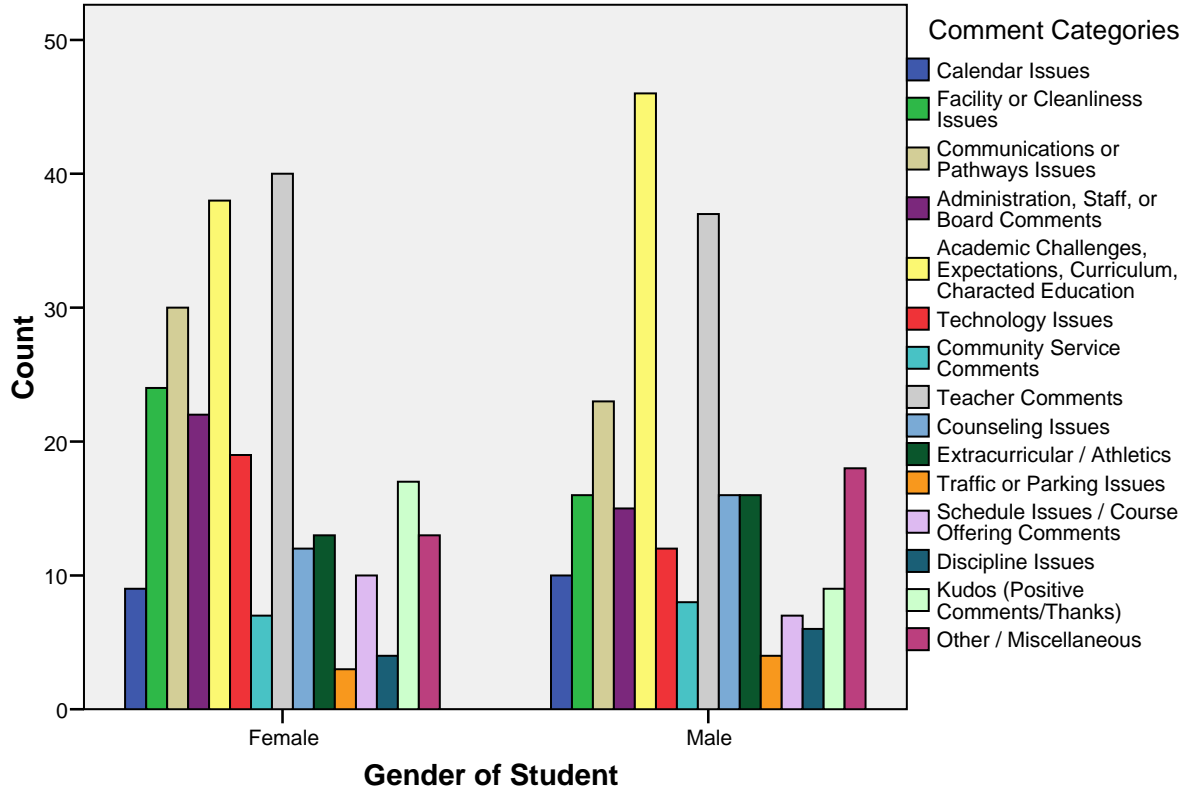
Some of the highlights in differences, however, include the parents of girls being slightly more interested or concerned about (a) facility and cleanliness issues and (b) technology issues.

The parents of boys appeared slightly more interested or concerned about (a) academic challenges and expectations, curriculum, and character education, and, to a lesser extent, (b) counseling issues. Again, overall, there were not significant differences.

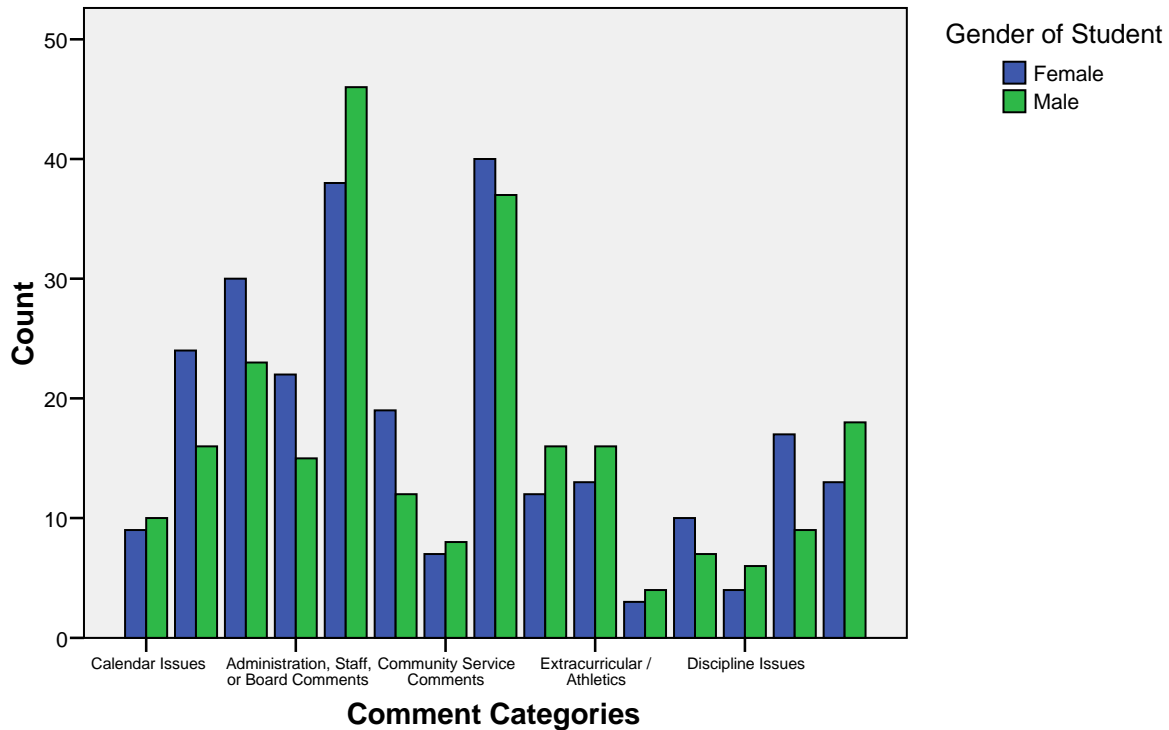
Comment Categories * Gender of Student Crosstabulation

			Gender of Student		Total
			Female	Male	
Comment Categories	Calendar Issues	Count % within Gender of Student	9 3.4%	10 4.1%	19 3.8%
	Facility or Cleanliness Issues	Count % within Gender of Student	24 9.2%	16 6.6%	40 7.9%
	Communications or Pathways Issues	Count % within Gender of Student	30 11.5%	23 9.5%	53 10.5%
	Administration, Staff, or Board Comments	Count % within Gender of Student	22 8.4%	15 6.2%	37 7.3%
	Academic Challenges, Expectations, Curriculum, Characted Education	Count % within Gender of Student	38 14.6%	46 18.9%	84 16.7%
	Technology Issues	Count % within Gender of Student	19 7.3%	12 4.9%	31 6.2%
	Community Service Comments	Count % within Gender of Student	7 2.7%	8 3.3%	15 3.0%
	Teacher Comments	Count % within Gender of Student	40 15.3%	37 15.2%	77 15.3%
	Counseling Issues	Count % within Gender of Student	12 4.6%	16 6.6%	28 5.6%
	Extracurricular / Athletics	Count % within Gender of Student	13 5.0%	16 6.6%	29 5.8%
	Traffic or Parking Issues	Count % within Gender of Student	3 1.1%	4 1.6%	7 1.4%
	Schedule Issues / Course Offering Comments	Count % within Gender of Student	10 3.8%	7 2.9%	17 3.4%
	Discipline Issues	Count % within Gender of Student	4 1.5%	6 2.5%	10 2.0%
	Kudos (Positive Comments/Thanks)	Count % within Gender of Student	17 6.5%	9 3.7%	26 5.2%
	Other / Miscellaneous	Count % within Gender of Student	13 5.0%	18 7.4%	31 6.2%
	Total	Count % within Gender of Student	261 100.0%	243 100.0%	504 100.0%

Bar Chart



Bar Chart



When the comments were grouped by school, there was a slight concentration of comments found in the High School (37.6% of all the comments came from High School parents) and the Elementary School (36.3% of all the comments came from Elementary School parents).

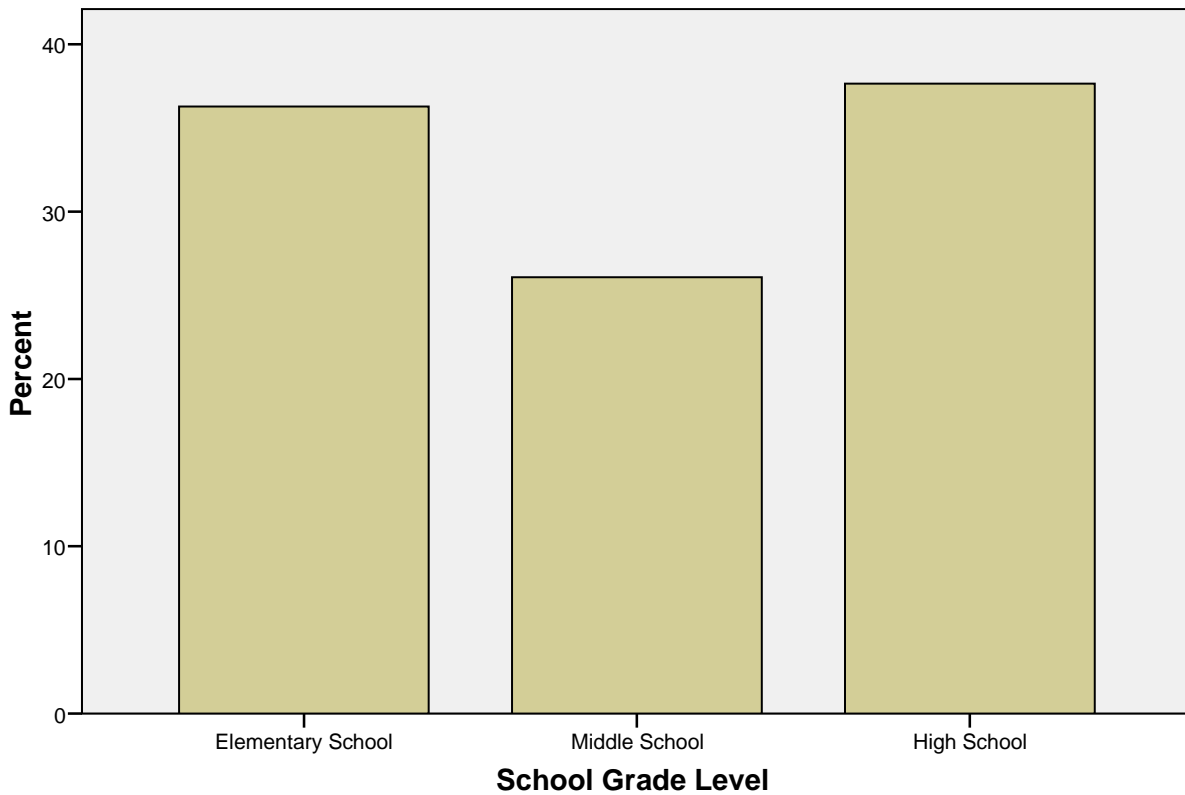
Middle School parents accounted for only 26.1% of the comments but the Middle School also has only three Grades (i.e., 6th, 7th, and 8th) and its parents provided 30.2% of the completed questionnaires so the 26.1% figure actually is reasonably representative of the student population.

In fact, the Elementary School parents represented 39.7% of the survey respondents and accounted for 36.3% of the comments while the High School parents represented 30.1% of the survey respondents but accounted for a higher proportion of the comments (37.6%).

School Grade Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary School	185	34.8	36.3	36.3
	Middle School	133	25.0	26.1	62.4
	High School	192	36.1	37.6	100.0
	Total	510	95.9	100.0	
Missing	Missing	22	4.1		
Total		532	100.0		

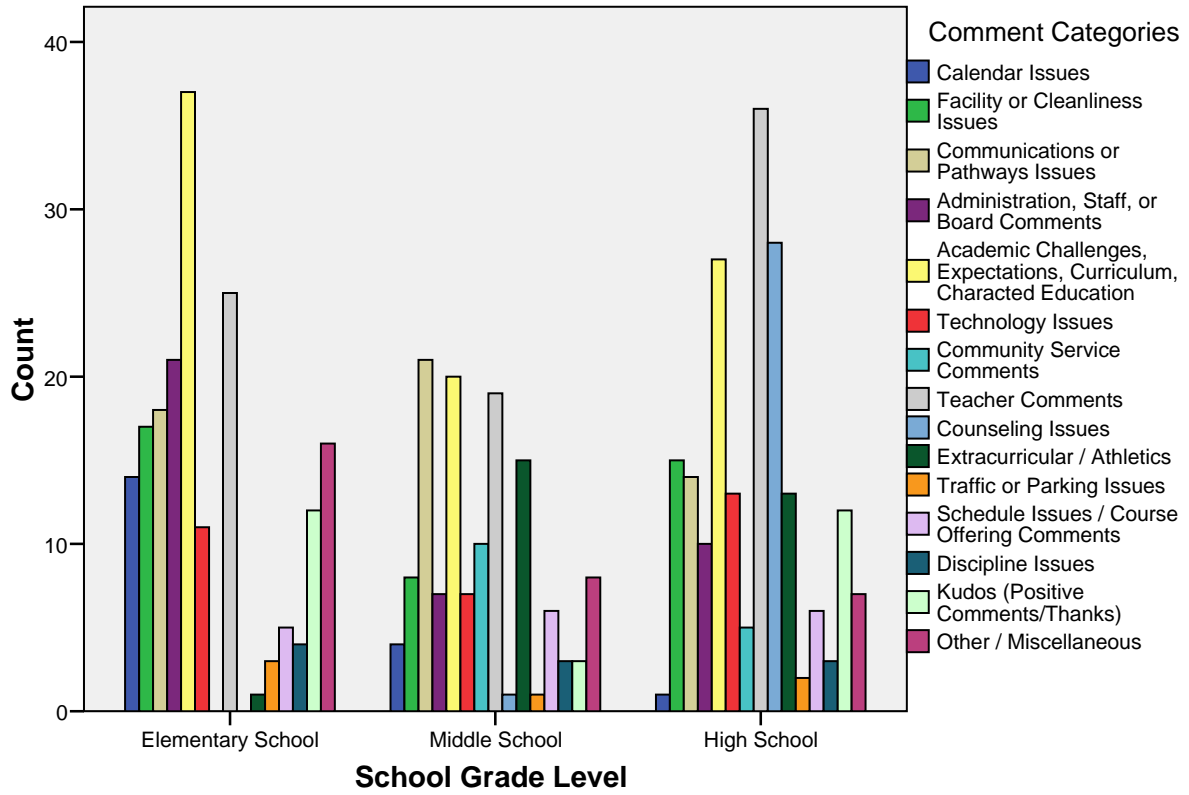
School Grade Level



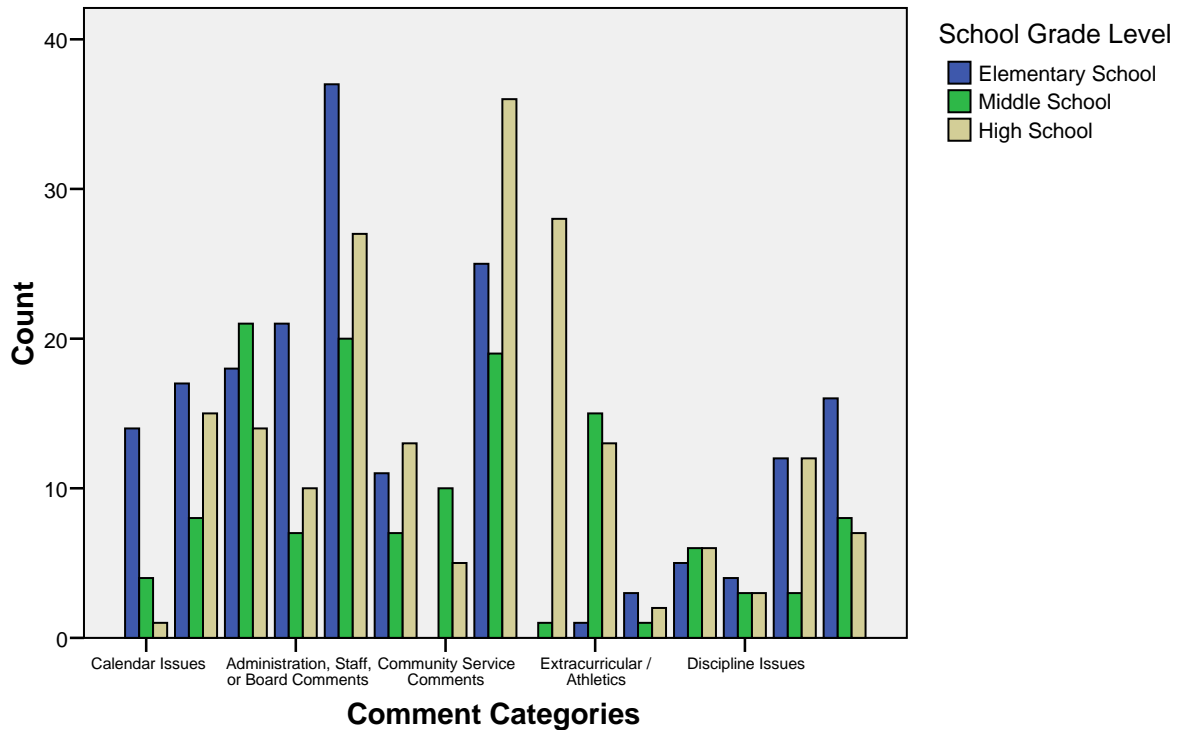
Comment Categories * School Grade Level Crosstabulation

			School Grade Level			Total
			Elementary School	Middle School	High School	
Comment Categories	Calendar Issues	Count	14	4	1	19
		% within School Grade Level	7.6%	3.0%	.5%	3.7%
	Facility or Cleanliness Issues	Count	17	8	15	40
		% within School Grade Level	9.2%	6.0%	7.8%	7.9%
	Communications or Pathways Issues	Count	18	21	14	53
		% within School Grade Level	9.8%	15.8%	7.3%	10.4%
	Administration, Staff, or Board Comments	Count	21	7	10	38
		% within School Grade Level	11.4%	5.3%	5.2%	7.5%
	Academic Challenges, Expectations, Curriculum, Characted Education	Count	37	20	27	84
		% within School Grade Level	20.1%	15.0%	14.1%	16.5%
	Technology Issues	Count	11	7	13	31
		% within School Grade Level	6.0%	5.3%	6.8%	6.1%
	Community Service Comments	Count	0	10	5	15
		% within School Grade Level	.0%	7.5%	2.6%	2.9%
	Teacher Comments	Count	25	19	36	80
		% within School Grade Level	13.6%	14.3%	18.8%	15.7%
	Counseling Issues	Count	0	1	28	29
		% within School Grade Level	.0%	.8%	14.6%	5.7%
	Extracurricular / Athletics	Count	1	15	13	29
		% within School Grade Level	.5%	11.3%	6.8%	5.7%
	Traffic or Parking Issues	Count	3	1	2	6
		% within School Grade Level	1.6%	.8%	1.0%	1.2%
	Schedule Issues / Course Offering Comments	Count	5	6	6	17
		% within School Grade Level	2.7%	4.5%	3.1%	3.3%
	Discipline Issues	Count	4	3	3	10
		% within School Grade Level	2.2%	2.3%	1.6%	2.0%
	Kudos (Positive Comments/Thanks)	Count	12	3	12	27
		% within School Grade Level	6.5%	2.3%	6.3%	5.3%
	Other / Miscellaneous	Count	16	8	7	31
		% within School Grade Level	8.7%	6.0%	3.6%	6.1%
Total		Count	184	133	192	509
		% within School Grade Level	100.0%	100.0%	100.0%	100.0%

Bar Chart



Bar Chart



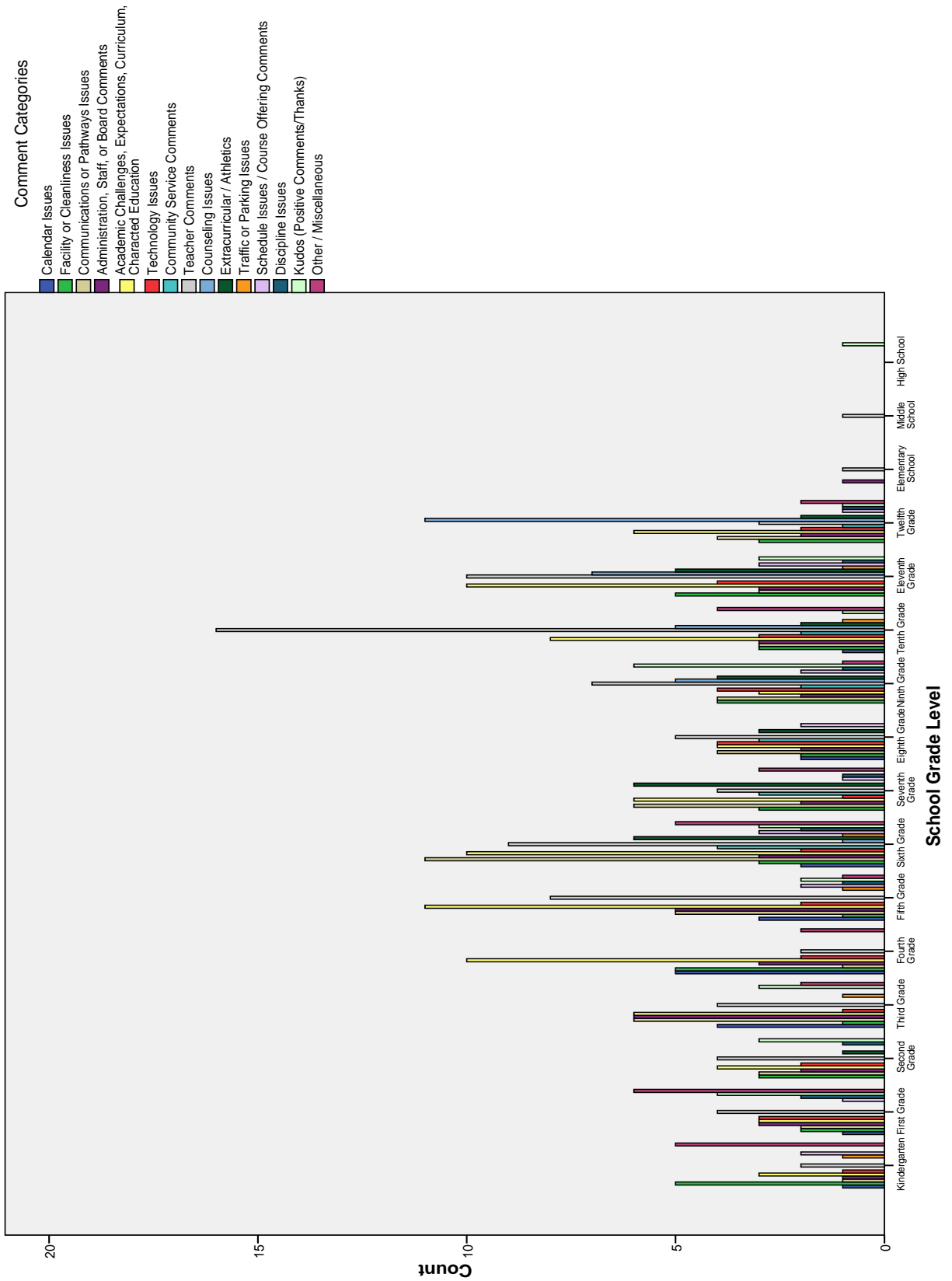
The bar chart, above, illustrates the breakdown by school for the comment categories but needs those categories interpolated for it to be as useful as it could be.

The next crosstabulation needs to be magnified -- unless the reader has extraordinary vision. It lists the parents' comment categories for each Grade level. The bar chart which follows it also needs to be magnified to be useful. It accomplishes the same objective as the table but is easier to use for purposes of Grade-by-Grade comparisons.

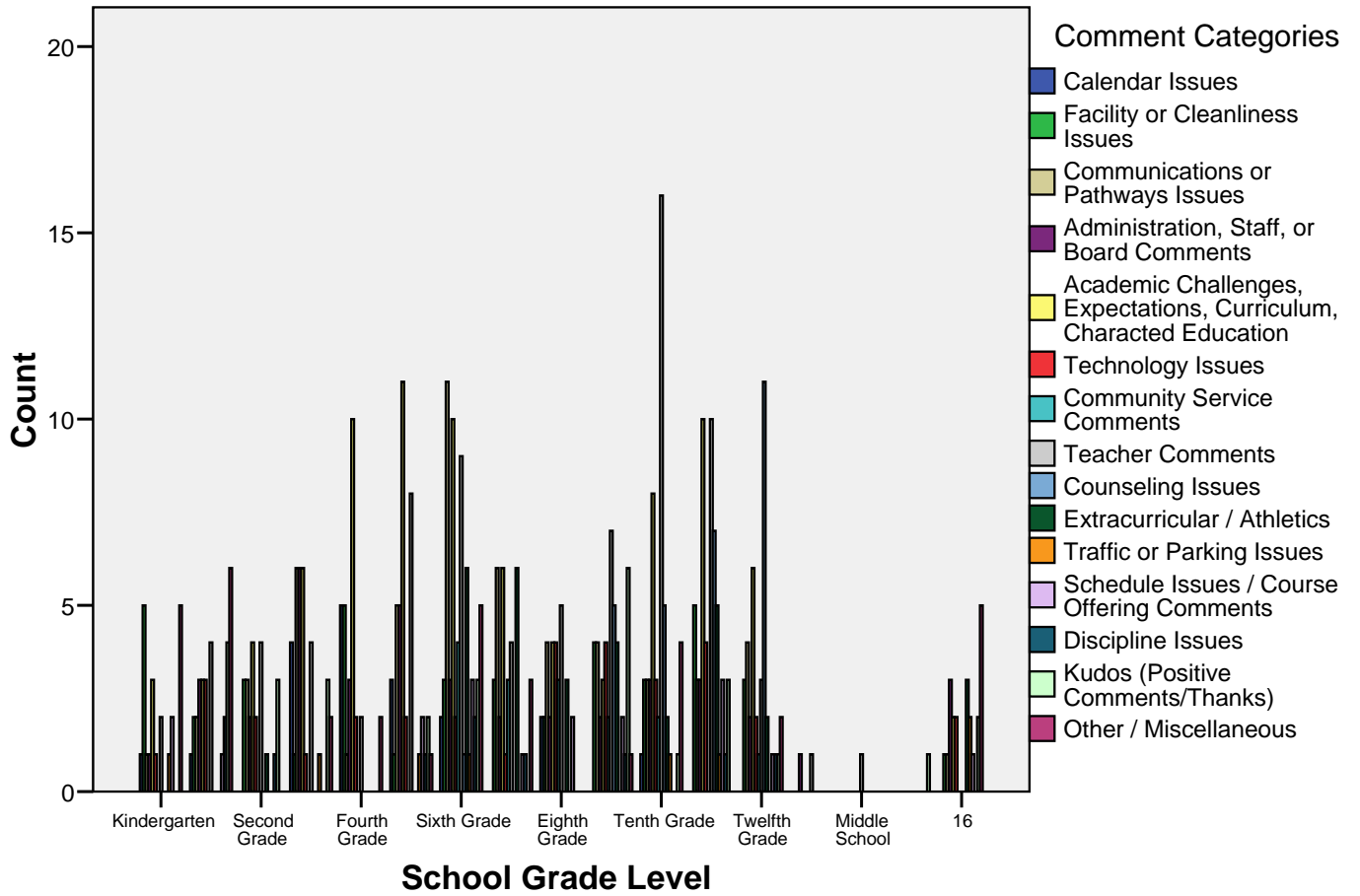
School Grade Level * Comment Categories Crosstabulation

School Grade Level		Comment Categories														Total	
		Calendar Issues	Facility or Cleanliness Issues	Communications or Pathways Issues	Administration, Staff, or Board Comments	Academic Challenges, Expectations, Curriculum, Character Education	Technology Issues	Community Service Comments	Teacher Comments	Counseling Issues	Extracurricular / Athletics	Traffic or Parking Issues	Schedule Issues / Course Offering Comments	Discipline Issues	Kudos (Positive Comments/Thanks)		Other / Miscellaneous
Kindergarten	Count	1	5	1	1	3	1	0	2	0	0	1	2	0	0	5	22
	% within School Grade Level	4.5%	22.7%	4.5%	4.5%	13.6%	4.5%	.0%	9.1%	.0%	.0%	4.5%	9.1%	.0%	.0%	22.7%	100.0%
First Grade	Count	1	2	2	3	3	3	0	4	0	0	1	2	4	6	31	
	% within School Grade Level	3.2%	6.5%	6.5%	9.7%	9.7%	9.7%	.0%	12.9%	.0%	.0%	3.2%	6.5%	12.9%	19.4%	100.0%	
Second Grade	Count	0	3	3	2	4	2	0	4	0	1	0	1	3	0	23	
	% within School Grade Level	.0%	13.0%	13.0%	8.7%	17.4%	8.7%	.0%	17.4%	.0%	4.3%	.0%	4.3%	13.0%	.0%	100.0%	
Third Grade	Count	4	1	6	6	6	1	0	4	0	1	0	0	3	2	34	
	% within School Grade Level	11.8%	2.9%	17.6%	17.6%	17.6%	2.9%	.0%	11.8%	.0%	2.9%	.0%	.0%	8.8%	5.9%	100.0%	
Fourth Grade	Count	5	5	1	3	10	2	0	2	0	0	0	0	0	2	30	
	% within School Grade Level	16.7%	16.7%	3.3%	10.0%	33.3%	6.7%	.0%	6.7%	.0%	.0%	.0%	.0%	.0%	6.7%	100.0%	
Fifth Grade	Count	3	1	5	5	11	2	0	8	0	1	2	1	2	1	42	
	% within School Grade Level	7.1%	2.4%	11.9%	11.9%	26.2%	4.8%	.0%	19.0%	.0%	2.4%	4.8%	2.4%	4.8%	2.4%	100.0%	
Sixth Grade	Count	2	3	11	3	10	2	4	9	1	6	1	3	2	3	65	
	% within School Grade Level	3.1%	4.6%	16.9%	4.6%	15.4%	3.1%	6.2%	13.8%	1.5%	9.2%	1.5%	4.6%	3.1%	4.6%	7.7%	100.0%
Seventh Grade	Count	0	3	6	2	6	1	3	4	0	6	0	1	1	0	36	
	% within School Grade Level	.0%	8.3%	16.7%	5.6%	16.7%	2.8%	8.3%	11.1%	.0%	16.7%	.0%	2.8%	2.8%	.0%	8.3%	100.0%
Eighth Grade	Count	2	2	4	2	4	4	3	5	0	3	0	2	0	0	31	
	% within School Grade Level	6.5%	6.5%	12.9%	6.5%	12.9%	12.9%	9.7%	16.1%	.0%	9.7%	.0%	6.5%	.0%	.0%	100.0%	
Ninth Grade	Count	0	4	4	2	3	4	2	7	5	4	0	2	1	6	45	
	% within School Grade Level	.0%	8.9%	8.9%	4.4%	6.7%	8.9%	4.4%	15.6%	11.1%	8.9%	.0%	4.4%	2.2%	13.3%	2.2%	100.0%
Tenth Grade	Count	1	3	3	3	8	3	2	16	5	2	1	0	0	1	4	52
	% within School Grade Level	1.9%	5.8%	5.8%	5.8%	15.4%	5.8%	3.8%	30.8%	9.6%	3.8%	1.9%	.0%	.0%	1.9%	7.7%	100.0%
Eleventh Grade	Count	0	5	3	3	10	4	0	10	7	5	1	3	1	3	55	
	% within School Grade Level	.0%	9.1%	5.5%	5.5%	18.2%	7.3%	.0%	18.2%	12.7%	9.1%	1.8%	5.5%	1.8%	5.5%	10.0%	100.0%
Twelfth Grade	Count	0	3	4	2	6	2	1	3	11	2	0	1	1	1	2	39
	% within School Grade Level	.0%	7.7%	10.3%	5.1%	15.4%	5.1%	2.6%	7.7%	28.2%	5.1%	.0%	2.6%	2.6%	2.6%	5.1%	100.0%
Elementary School	Count	0	0	0	1	0	0	0	1	0	0	0	0	0	0	2	
	% within School Grade Level	.0%	.0%	.0%	50.0%	.0%	.0%	.0%	50.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
Middle School	Count	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
	% within School Grade Level	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	
High School	Count	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
	% within School Grade Level	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
16	Count	0	1	1	3	2	2	0	0	0	3	2	1	0	2	5	22
	% within School Grade Level	.0%	4.5%	4.5%	13.6%	9.1%	9.1%	.0%	.0%	.0%	13.6%	9.1%	4.5%	.0%	9.1%	22.7%	100.0%
Total	Count	19	41	54	41	86	33	15	80	29	32	8	18	10	29	36	531
	% within School Grade Level	3.6%	7.7%	10.2%	7.7%	16.2%	6.2%	2.8%	15.1%	5.5%	6.0%	1.5%	3.4%	1.9%	5.5%	6.8%	100.0%

Bar Chart



Bar Chart



R-1 ---- NOT VOLUNTEERING. *“The School wants to better understand why everyone is not participating by volunteering or by giving financially directly to the School. If you are not currently volunteering at or for the School or if you are not giving financially directly to the School, could you share your reasons? Your answers will be kept totally confidential and no individual answers will be disclosed.”*

This was, perhaps, one of the survey’s most interesting questions because it asked parents to tell them why they did not volunteer at the School or why they did not make a separate financial contribution to the School. The analysis of this question is divided into two parts – R-1 deals with the non-volunteering issues and R-2 deals with the financial and non-contribution issues.

The first table gives five sets of reasons for why parents do not volunteer. Out of 633 responses, 491 (77.6%) did not answer this question because they either (a) did volunteer or (b) did not volunteer but did not want to explain why. Generally, there was no way to determine how many of the 491 parents not responding to the question did volunteer although a number of them mentioned they did on their survey forms.

Why I Do Not Volunteer At Peak To Peak

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Time limitations (job, kids, distance, timing)	80	12.6	56.3	56.3
	No follow-up, never asked, poor coordination	40	6.3	28.2	84.5
	I'm burned out, man...	5	.8	3.5	88.0
	I'm upset or angry with the School	13	2.1	9.2	97.2
	Other reasons not included above	4	.6	2.8	100.0
	Total	142	22.4	100.0	
Missing	Missing	491	77.6		
Total		633	100.0		

The overwhelming reason for not volunteering at or for the School was due to time limitations faced by parents. Almost 4 out of 7 parents (56.3%) said their jobs, obligations involving their children, living too long a distance from the School, or the scheduling of volunteer opportunities got in the way of their volunteering.

This means the School will have to develop thoughtful and creative approaches to developing volunteer opportunities for parents who are overwhelmed by time-related obligations.

A substantial number of the respondents (28.2%) blamed the School for their lack of involvement. These were parents who were willing to volunteer but claimed they volunteered and there was no follow-up request asking them for help. Others in this category said they were never asked or, if asked, encountered poor or nonfunctional coordination efforts on the part of the School which were so bad they ended up not volunteering.

Less than a tenth of these respondents (9.2%) said they were upset or angry with the School. While this still is a substantial number when extrapolated to the entire universe of parents who do not volunteer, it appears to be manageable in magnitude.

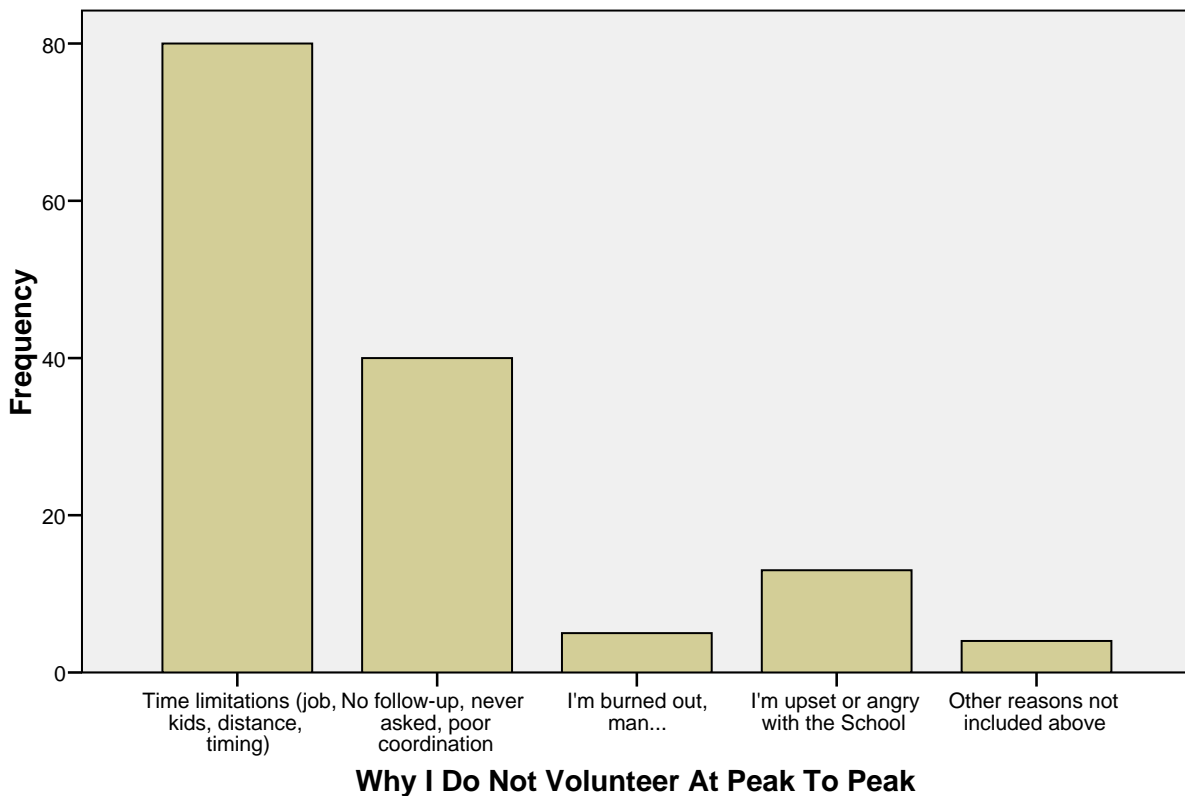
More surprising were the parents who were burned out (only 3.5%) or who gave other reasons (only 2.8%). This indicates the best way to get more parents involved is to find appropriate assignments and to better coordinate the entire volunteer process.

The next two bar charts illustrate why some parents do not volunteer at Peak to Peak. The first graphic charts parents' answers by the number of occurrences or frequency (the vertical axis).

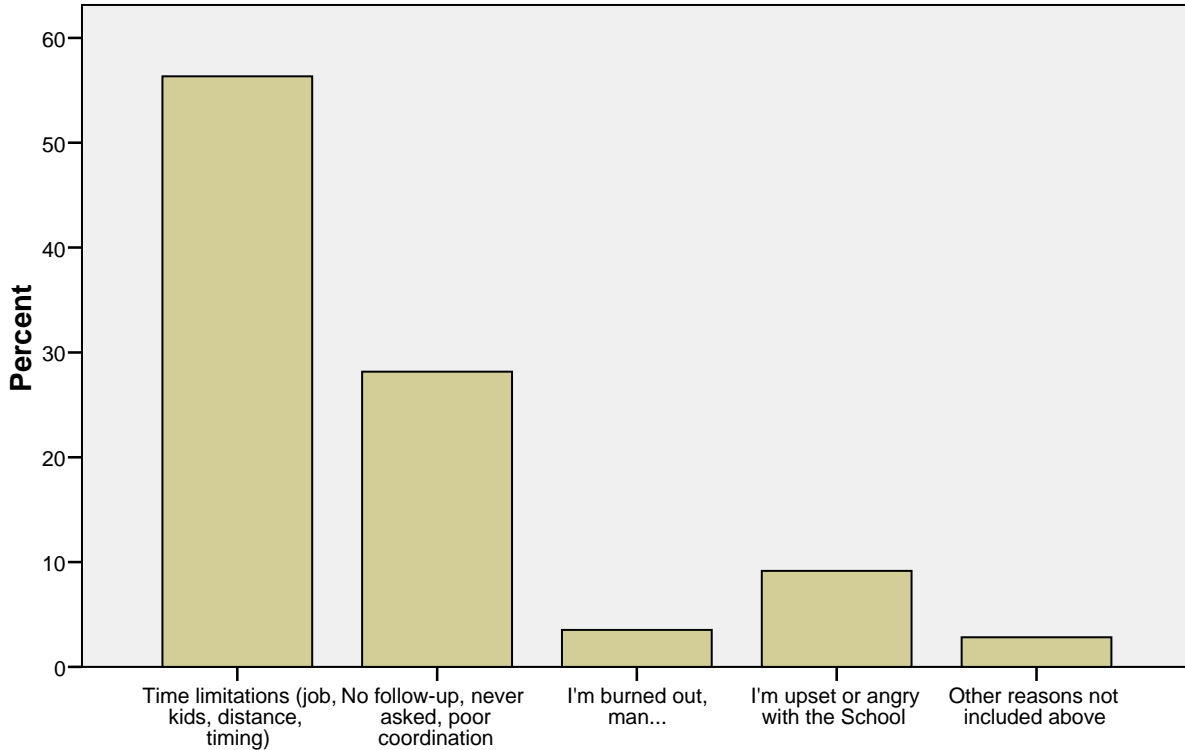
The second graphic chart charts parents' answers by the percentage each answer category represents out of the total number of responses given (again, the vertical axis).

As one can see, the two bar charts appear very similar as both are dominated by the time limitation issues.

Why I Do Not Volunteer At Peak To Peak



Why I Do Not Volunteer At Peak To Peak



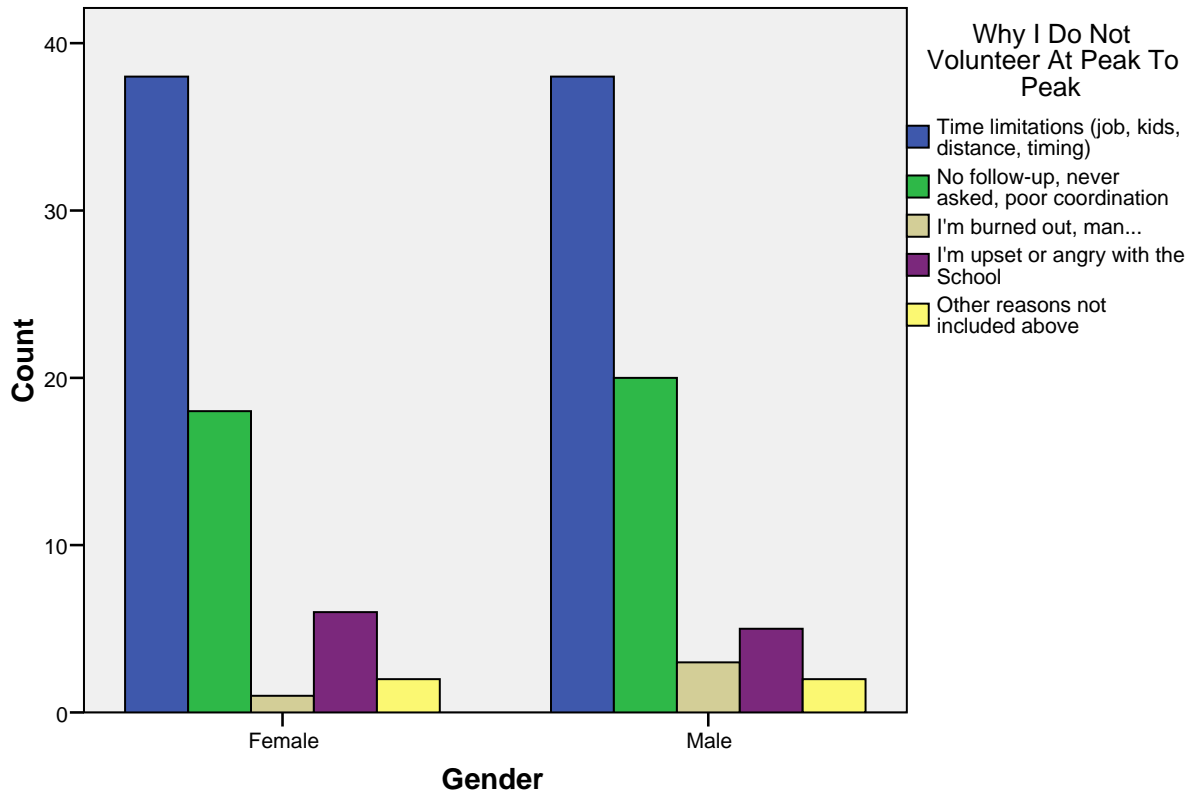
Why I Do Not Volunteer At Peak To Peak

When broken down according to the gender of the parents' students, the reasons for not volunteering do not change. And, as the crosstabulation and the bar charts show, there is no difference between what parents of girls and what parents of boys think.

Gender * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
Gender	Female	Count	38	18	1	6	2	65
		% within Gender	58.5%	27.7%	1.5%	9.2%	3.1%	100.0%
	Male	Count	38	20	3	5	2	68
		% within Gender	55.9%	29.4%	4.4%	7.4%	2.9%	100.0%
Total		Count	76	38	4	11	4	133
		% within Gender	57.1%	28.6%	3.0%	8.3%	3.0%	100.0%

Bar Chart



The next table and chart examine how the parents in each Grade who said they did not volunteer explain their reasons for not volunteering.

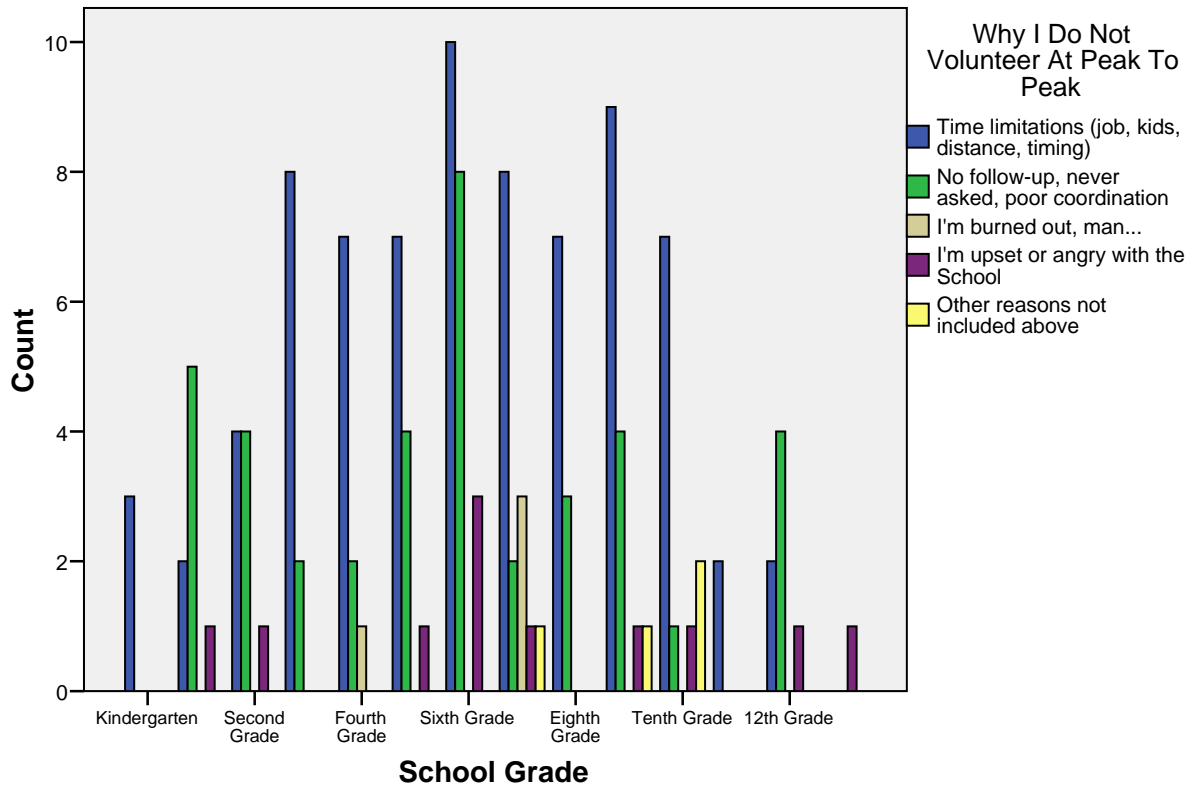
Please note that the sample sizes for individual Grades are so small (ranging from only 2 respondents in 11th Grade to 21 respondents in 6th Grade) that it could be dangerous and inaccurate to draw significant conclusions from these small numbers. They should be used only to provoke discussion and, if deemed appropriate, be part of the motivation for further exploration.

School Grade * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
School Grade	Kindergarten	Count	3	0	0	0	0	3
		% within School Grade	100.0%	.0%	.0%	.0%	.0%	100.0%
	First Grade	Count	2	5	0	1	0	8
		% within School Grade	25.0%	62.5%	.0%	12.5%	.0%	100.0%
	Second Grade	Count	4	4	0	1	0	9
		% within School Grade	44.4%	44.4%	.0%	11.1%	.0%	100.0%
	Third Grade	Count	8	2	0	0	0	10
		% within School Grade	80.0%	20.0%	.0%	.0%	.0%	100.0%
	Fourth Grade	Count	7	2	1	0	0	10
		% within School Grade	70.0%	20.0%	10.0%	.0%	.0%	100.0%
	Fifth Grade	Count	7	4	0	1	0	12
		% within School Grade	58.3%	33.3%	.0%	8.3%	.0%	100.0%
	Sixth Grade	Count	10	8	0	3	0	21
		% within School Grade	47.6%	38.1%	.0%	14.3%	.0%	100.0%
	Seventh Grade	Count	8	2	3	1	1	15
		% within School Grade	53.3%	13.3%	20.0%	6.7%	6.7%	100.0%
	Eighth Grade	Count	7	3	0	0	0	10
		% within School Grade	70.0%	30.0%	.0%	.0%	.0%	100.0%
	Ninth Grade	Count	9	4	0	1	1	15
		% within School Grade	60.0%	26.7%	.0%	6.7%	6.7%	100.0%
	Tenth Grade	Count	7	1	0	1	2	11
		% within School Grade	63.6%	9.1%	.0%	9.1%	18.2%	100.0%
	11th Grade	Count	2	0	0	0	0	2
		% within School Grade	100.0%	.0%	.0%	.0%	.0%	100.0%
	12th Grade	Count	2	4	0	1	0	7
		% within School Grade	28.6%	57.1%	.0%	14.3%	.0%	100.0%
	High School	Count	0	0	0	1	0	1
		% within School Grade	.0%	.0%	.0%	100.0%	.0%	100.0%
Total		Count	76	39	4	11	4	134
		% within School Grade	56.7%	29.1%	3.0%	8.2%	3.0%	100.0%

The next chart needs to be magnified so the results can be contrasted on a Grade-by-Grade basis. The chart does highlight the differences more noticeably than the preceding table but, again, the reader always should keep in mind the actual numbers within each Grade are quite small.

Bar Chart



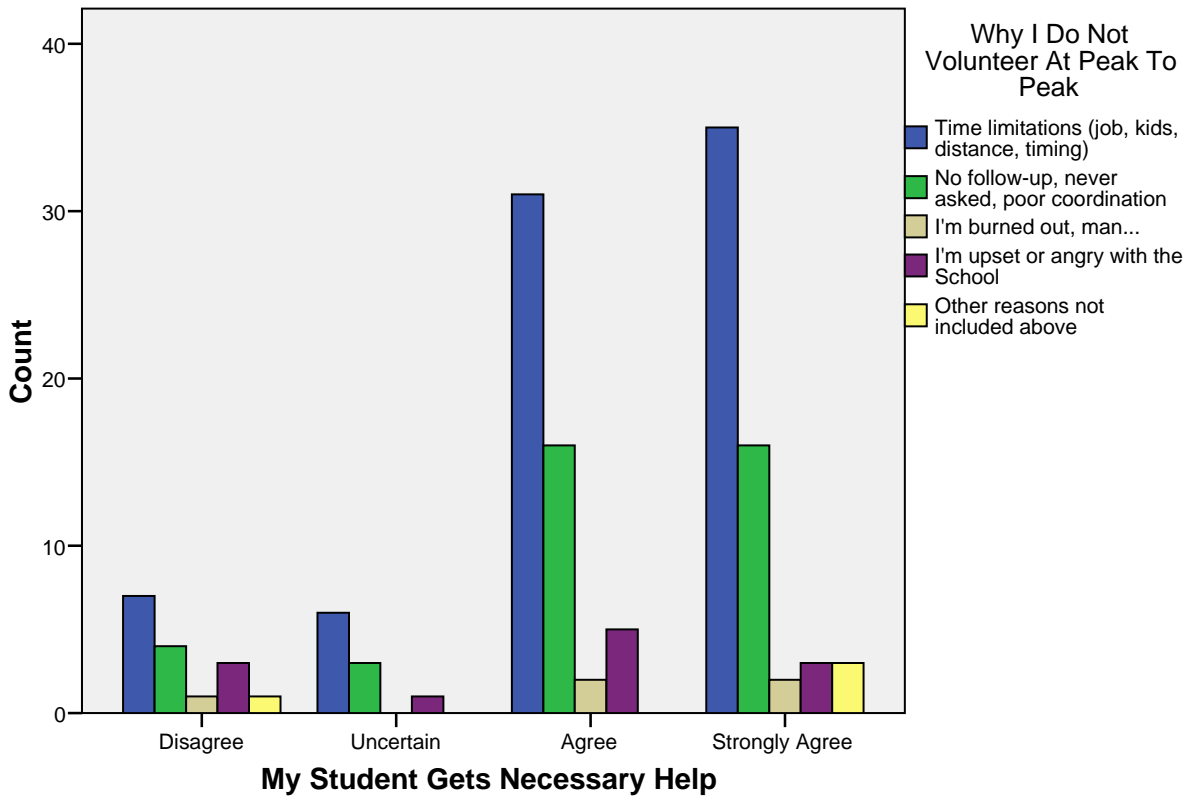
In most of the analyses done in this report, one or two additional breakdowns or crosstabulations are given. Because the involvement of parents is such a crucial issue and because Peak to Peak depends on families to supplement the per pupil revenue (State funding) and overrides, an examination of how those people who did not give answered the other questions on the survey is presented next.

This examination includes a long series of tables and charts so the reader not interested in this question can skip to the next section. The same examination will be done of those parents who took the time to explain why they do not give directly to Peak to Peak.

My Student Gets Necessary Help * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
My Student Gets Necessary Help	Disagree	Count	7	4	1	3	1	16
		% within My Student Gets Necessary Help	43.8%	25.0%	6.3%	18.8%	6.3%	100.0%
	Uncertain	Count	6	3	0	1	0	10
		% within My Student Gets Necessary Help	60.0%	30.0%	.0%	10.0%	.0%	100.0%
Agree	Count	31	16	2	5	0	54	
	% within My Student Gets Necessary Help	57.4%	29.6%	3.7%	9.3%	.0%	100.0%	
Strongly Agree	Count	35	16	2	3	3	59	
	% within My Student Gets Necessary Help	59.3%	27.1%	3.4%	5.1%	5.1%	100.0%	
Total	Count	79	39	5	12	4	139	
	% within My Student Gets Necessary Help	56.8%	28.1%	3.6%	8.6%	2.9%	100.0%	

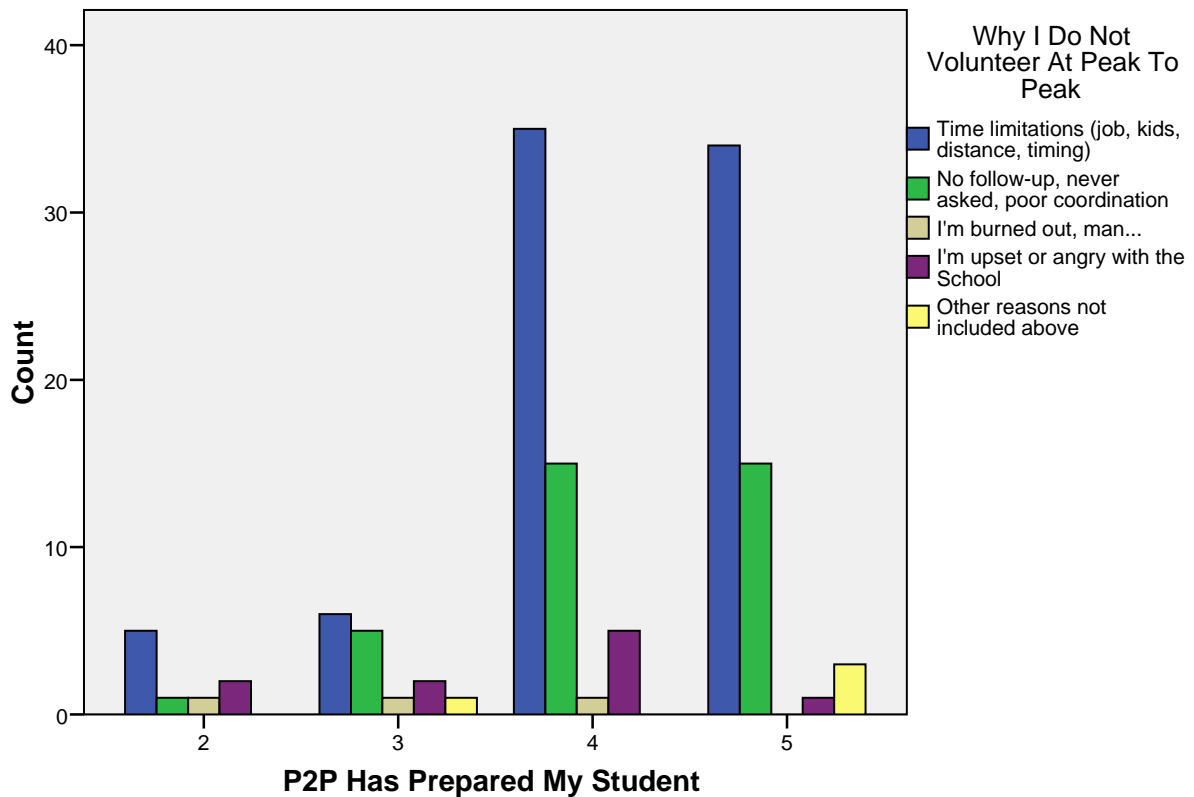
Bar Chart



P2P Has Prepared My Student * Why I Do Not Volunteer At Peak To Peak Crosstabulation

		Why I Do Not Volunteer At Peak To Peak					Total	
		Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above		
P2P Has Prepared My Student	2	Count	5	1	1	2	0	9
		% within P2P Has Prepared My Student	55.6%	11.1%	11.1%	22.2%	.0%	100.0%
	3	Count	6	5	1	2	1	15
		% within P2P Has Prepared My Student	40.0%	33.3%	6.7%	13.3%	6.7%	100.0%
	4	Count	35	15	1	5	0	56
		% within P2P Has Prepared My Student	62.5%	26.8%	1.8%	8.9%	.0%	100.0%
	5	Count	34	15	0	1	3	53
		% within P2P Has Prepared My Student	64.2%	28.3%	.0%	1.9%	5.7%	100.0%
Total	Count	80	36	3	10	4	133	
	% within P2P Has Prepared My Student	60.2%	27.1%	2.3%	7.5%	3.0%	100.0%	

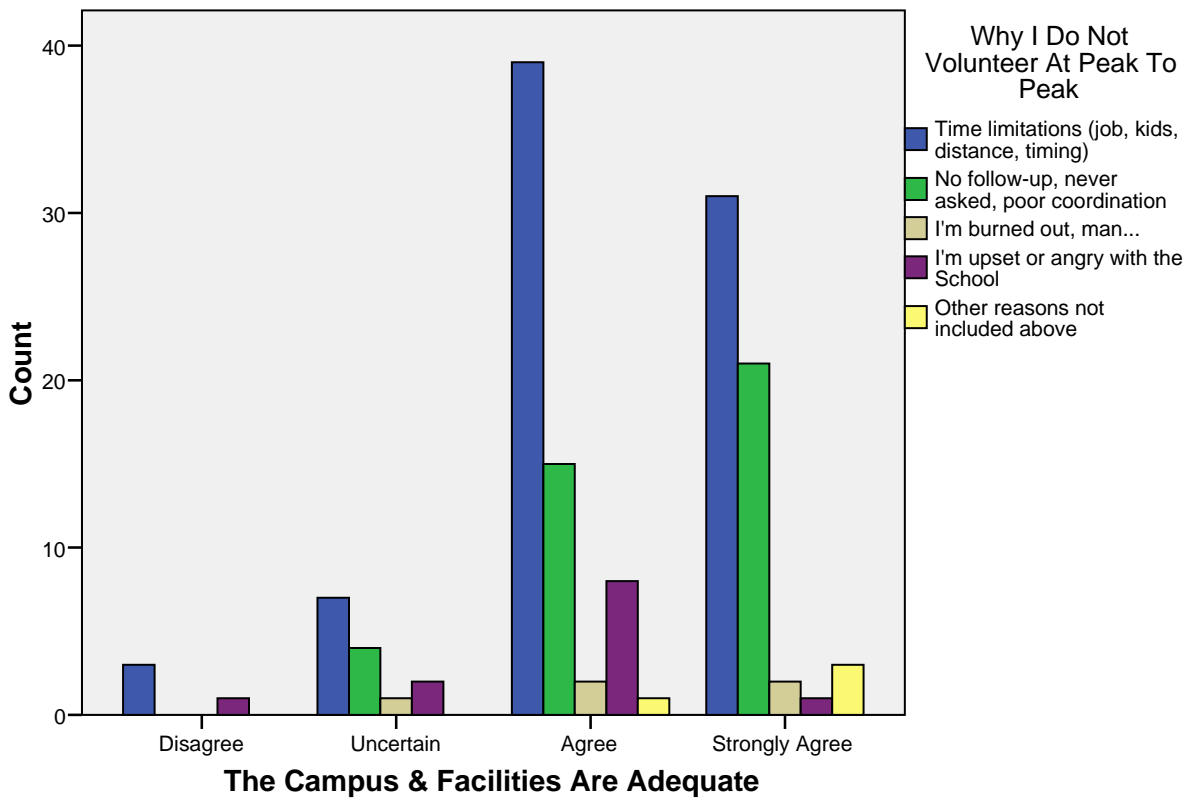
Bar Chart



The Campus & Facilities Are Adequate * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
The Campus & Facilities Are Adequate	Disagree	Count	3	0	0	1	0	4
		% within The Campus & Facilities Are Adequate	75.0%	.0%	.0%	25.0%	.0%	100.0%
	Uncertain	Count	7	4	1	2	0	14
		% within The Campus & Facilities Are Adequate	50.0%	28.6%	7.1%	14.3%	.0%	100.0%
	Agree	Count	39	15	2	8	1	65
		% within The Campus & Facilities Are Adequate	60.0%	23.1%	3.1%	12.3%	1.5%	100.0%
	Strongly Agree	Count	31	21	2	1	3	58
		% within The Campus & Facilities Are Adequate	53.4%	36.2%	3.4%	1.7%	5.2%	100.0%
Total		Count	80	40	5	12	4	141
		% within The Campus & Facilities Are Adequate	56.7%	28.4%	3.5%	8.5%	2.8%	100.0%

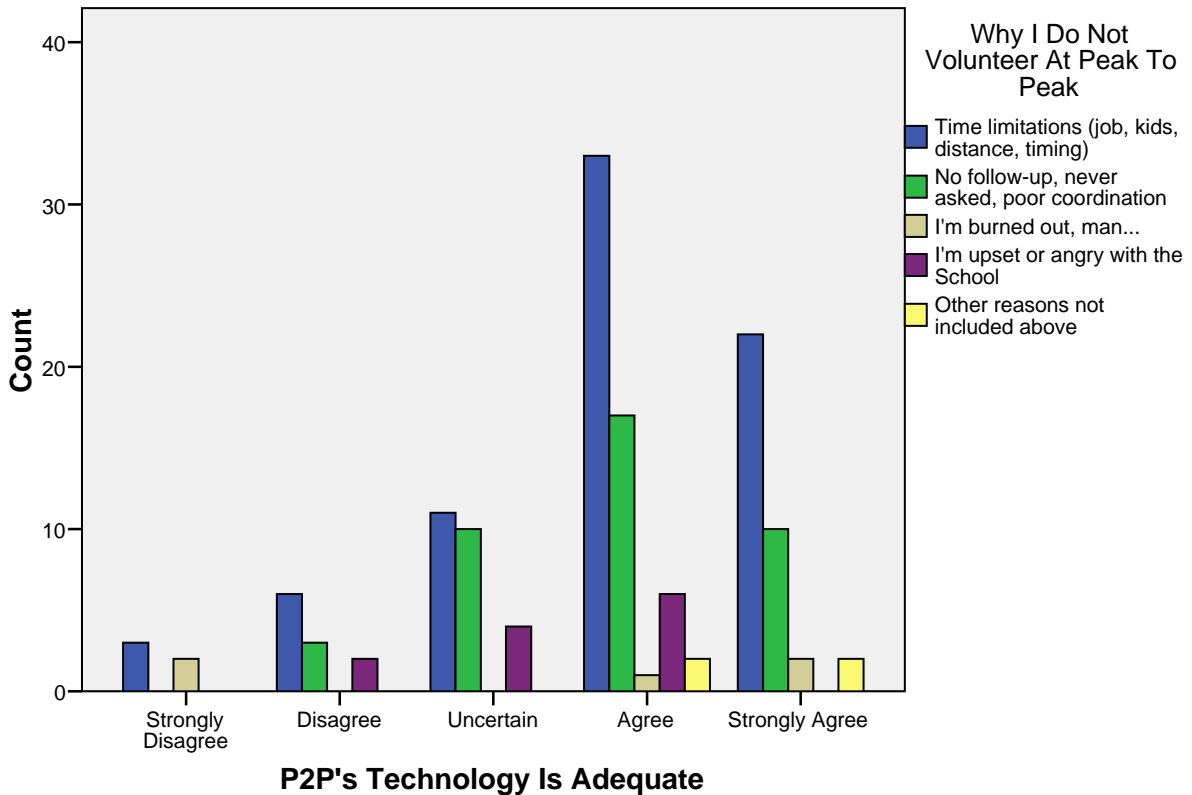
Bar Chart



P2P's Technology Is Adequate * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
P2P's Technology Is Adequate	Strongly Disagree	Count	3	0	2	0	0	5
		% within P2P's Technology Is Adequate	60.0%	.0%	40.0%	.0%	.0%	100.0%
	Disagree	Count	6	3	0	2	0	11
		% within P2P's Technology Is Adequate	54.5%	27.3%	.0%	18.2%	.0%	100.0%
	Uncertain	Count	11	10	0	4	0	25
		% within P2P's Technology Is Adequate	44.0%	40.0%	.0%	16.0%	.0%	100.0%
Agree	Count	33	17	1	6	2	59	
	% within P2P's Technology Is Adequate	55.9%	28.8%	1.7%	10.2%	3.4%	100.0%	
Strongly Agree	Count	22	10	2	0	2	36	
	% within P2P's Technology Is Adequate	61.1%	27.8%	5.6%	.0%	5.6%	100.0%	
Total	Count	75	40	5	12	4	136	
	% within P2P's Technology Is Adequate	55.1%	29.4%	3.7%	8.8%	2.9%	100.0%	

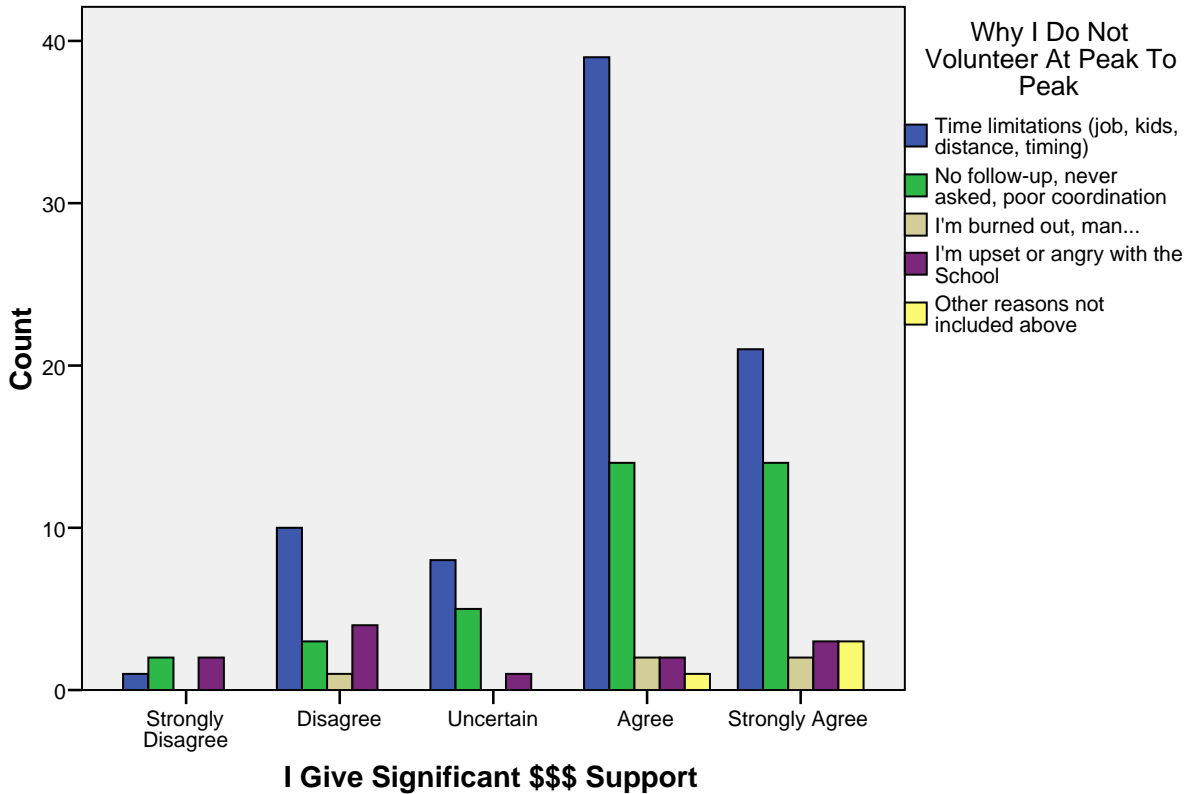
Bar Chart



I Give Significant \$\$\$ Support * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
I Give Significant \$\$\$ Support	Strongly Disagree	Count	1	2	0	2	0	5
		% within I Give Significant \$\$\$ Support	20.0%	40.0%	.0%	40.0%	.0%	100.0%
	Disagree	Count	10	3	1	4	0	18
		% within I Give Significant \$\$\$ Support	55.6%	16.7%	5.6%	22.2%	.0%	100.0%
	Uncertain	Count	8	5	0	1	0	14
	% within I Give Significant \$\$\$ Support	57.1%	35.7%	.0%	7.1%	.0%	100.0%	
	Agree	Count	39	14	2	2	1	58
	% within I Give Significant \$\$\$ Support	67.2%	24.1%	3.4%	3.4%	1.7%	100.0%	
	Strongly Agree	Count	21	14	2	3	3	43
	% within I Give Significant \$\$\$ Support	48.8%	32.6%	4.7%	7.0%	7.0%	100.0%	
Total		Count	79	38	5	12	4	138
		% within I Give Significant \$\$\$ Support	57.2%	27.5%	3.6%	8.7%	2.9%	100.0%

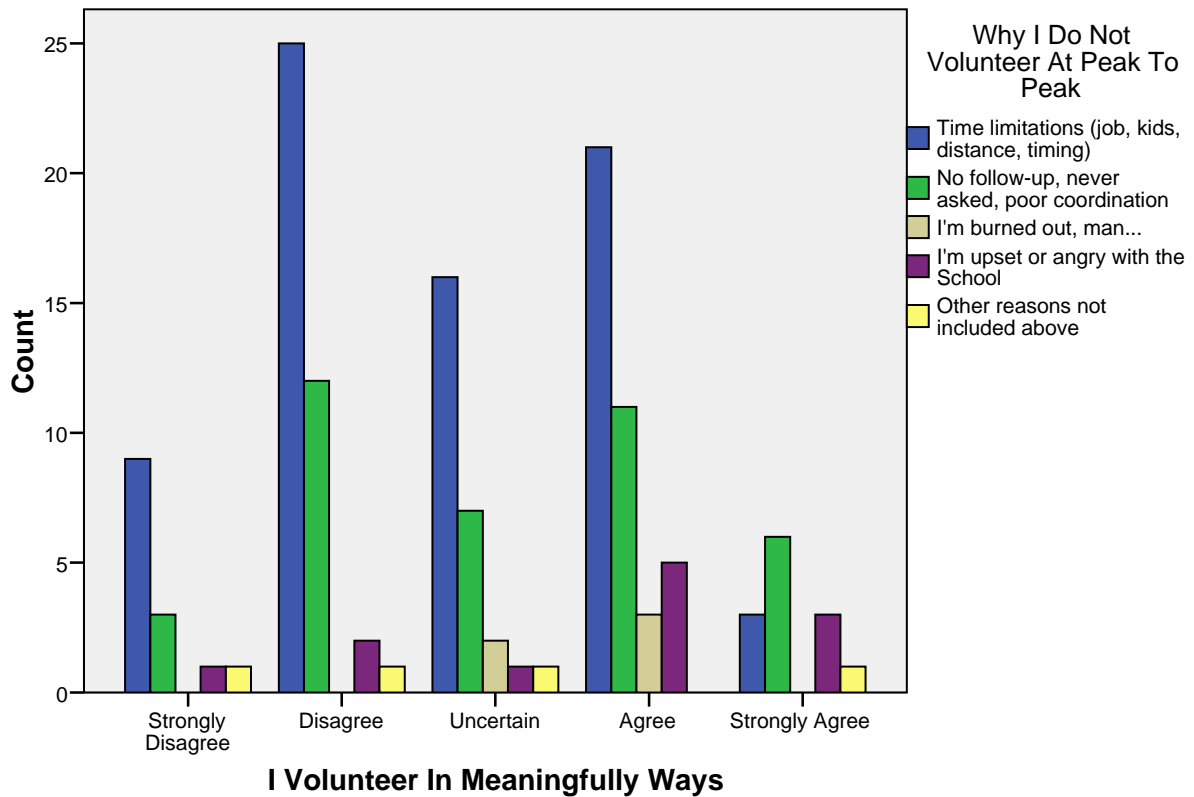
Bar Chart



I Volunteer In Meaningfully Ways * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
I Volunteer In Meaningfully Ways	Strongly Disagree	Count	9	3	0	1	1	14
		% within I Volunteer In Meaningfully Ways	64.3%	21.4%	.0%	7.1%	7.1%	100.0%
	Disagree	Count	25	12	0	2	1	40
		% within I Volunteer In Meaningfully Ways	62.5%	30.0%	.0%	5.0%	2.5%	100.0%
	Uncertain	Count	16	7	2	1	1	27
% within I Volunteer In Meaningfully Ways	59.3%	25.9%	7.4%	3.7%	3.7%	100.0%		
Agree	Count	21	11	3	5	0	40	
	% within I Volunteer In Meaningfully Ways	52.5%	27.5%	7.5%	12.5%	.0%	100.0%	
Strongly Agree	Count	3	6	0	3	1	13	
	% within I Volunteer In Meaningfully Ways	23.1%	46.2%	.0%	23.1%	7.7%	100.0%	
Total	Count	74	39	5	12	4	134	
	% within I Volunteer In Meaningfully Ways	55.2%	29.1%	3.7%	9.0%	3.0%	100.0%	

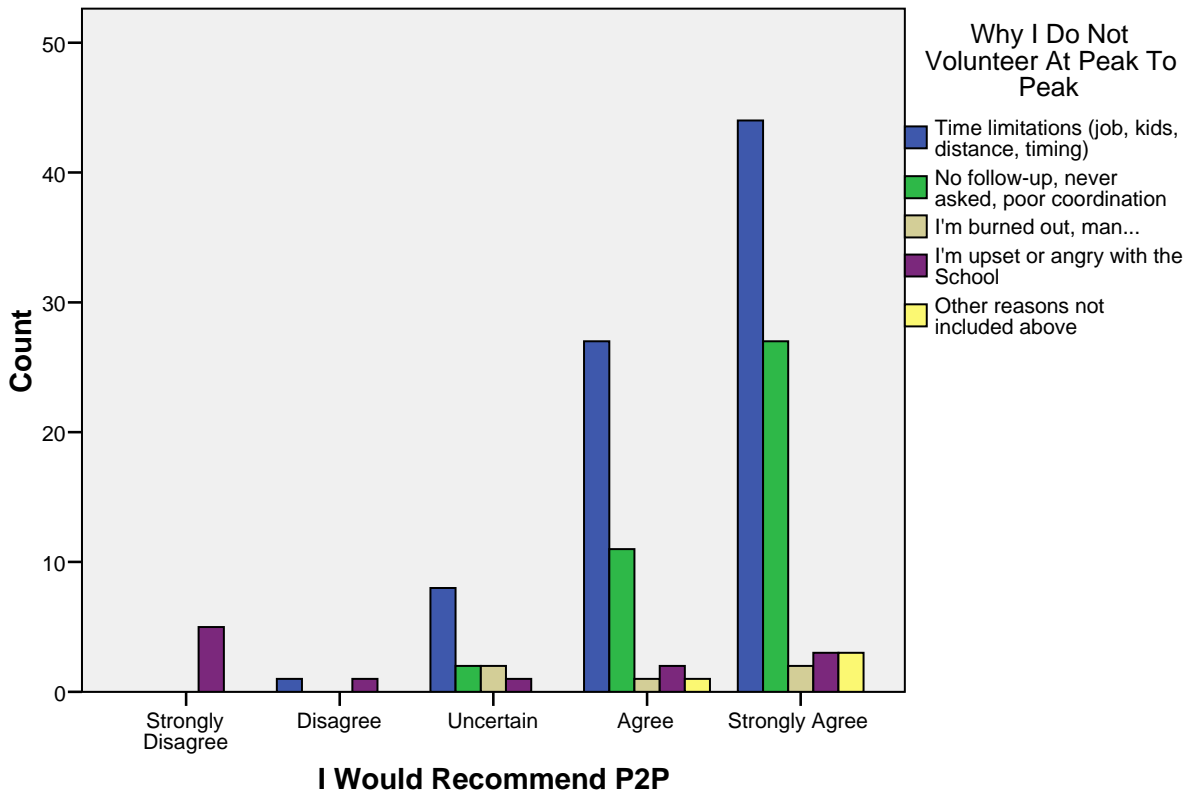
Bar Chart



I Would Recommend P2P * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
I Would Recommend P2P	Strongly Disagree	Count	0	0	0	5	0	5
		% within I Would Recommend P2P	.0%	.0%	.0%	100.0%	.0%	100.0%
	Disagree	Count	1	0	0	1	0	2
		% within I Would Recommend P2P	50.0%	.0%	.0%	50.0%	.0%	100.0%
	Uncertain	Count	8	2	2	1	0	13
	% within I Would Recommend P2P	61.5%	15.4%	15.4%	7.7%	.0%	100.0%	
	Agree	Count	27	11	1	2	1	42
	% within I Would Recommend P2P	64.3%	26.2%	2.4%	4.8%	2.4%	100.0%	
	Strongly Agree	Count	44	27	2	3	3	79
	% within I Would Recommend P2P	55.7%	34.2%	2.5%	3.8%	3.8%	100.0%	
Total	Count	80	40	5	12	4	141	
	% within I Would Recommend P2P	56.7%	28.4%	3.5%	8.5%	2.8%	100.0%	

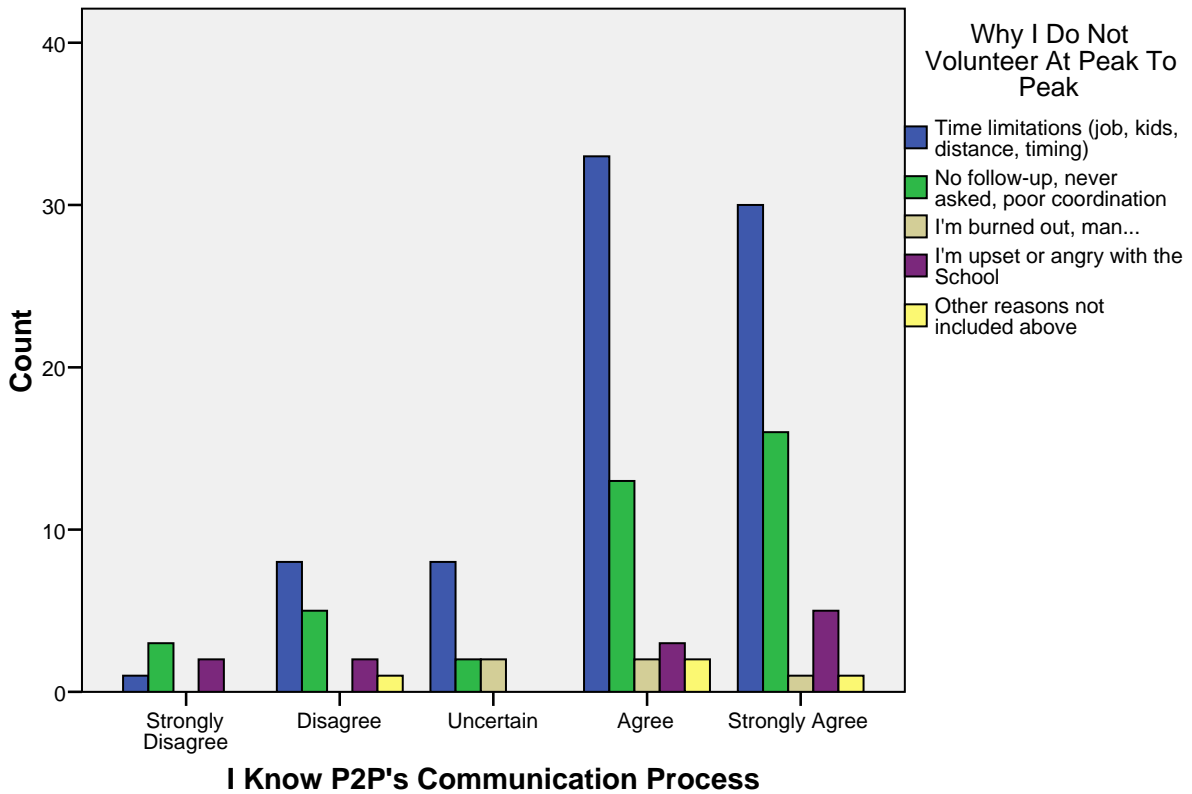
Bar Chart



I Know P2P's Communication Process * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
I Know P2P's Communication Process	Strongly Disagree	Count % within I Know P2P's Communication Process	1 16.7%	3 50.0%	0 .0%	2 33.3%	0 .0%	6 100.0%
	Disagree	Count % within I Know P2P's Communication Process	8 50.0%	5 31.3%	0 .0%	2 12.5%	1 6.3%	16 100.0%
	Uncertain	Count % within I Know P2P's Communication Process	8 66.7%	2 16.7%	2 16.7%	0 .0%	0 .0%	12 100.0%
	Agree	Count % within I Know P2P's Communication Process	33 62.3%	13 24.5%	2 3.8%	3 5.7%	2 3.8%	53 100.0%
	Strongly Agree	Count % within I Know P2P's Communication Process	30 56.6%	16 30.2%	1 1.9%	5 9.4%	1 1.9%	53 100.0%
Total	Count % within I Know P2P's Communication Process	80 57.1%	39 27.9%	5 3.6%	12 8.6%	4 2.9%	140 100.0%	

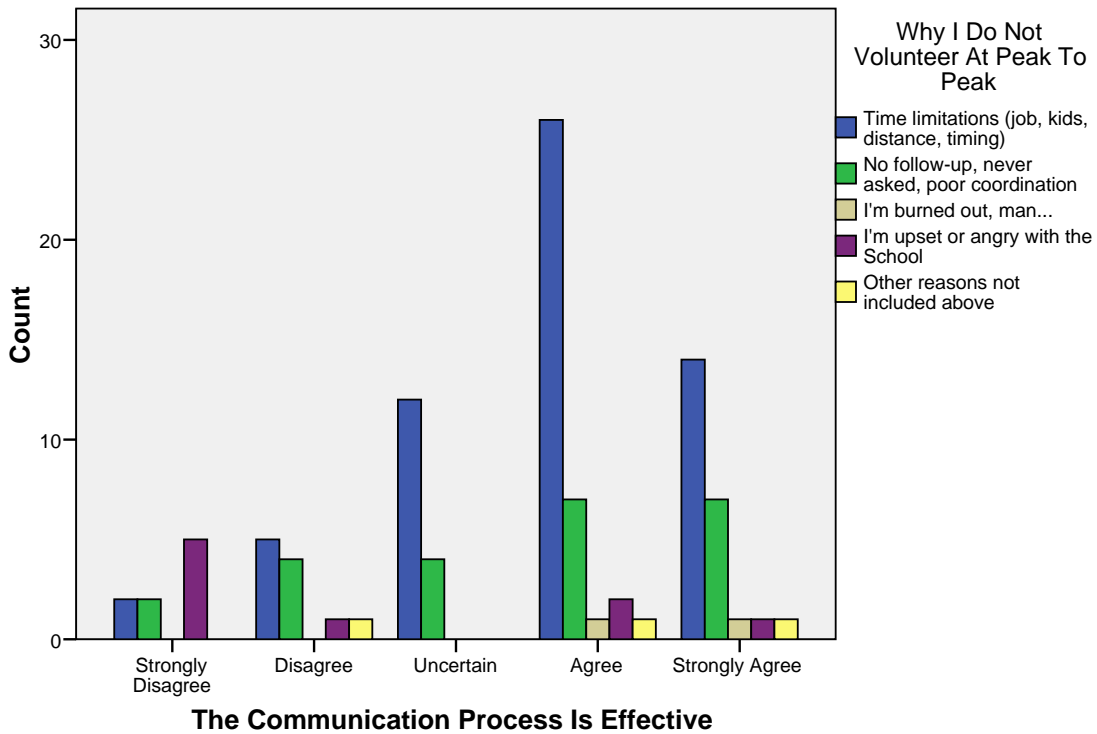
Bar Chart



The Communication Process Is Effective * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
The Communication Process Is Effective	Strongly Disagree	Count	2	2	0	5	0	9
		% within The Communication Process Is Effective	22.2%	22.2%	.0%	55.6%	.0%	100.0%
	Disagree	Count	5	4	0	1	1	11
		% within The Communication Process Is Effective	45.5%	36.4%	.0%	9.1%	9.1%	100.0%
	Uncertain	Count	12	4	0	0	0	16
	% within The Communication Process Is Effective	75.0%	25.0%	.0%	.0%	.0%	100.0%	
	Agree	Count	26	7	1	2	1	37
	% within The Communication Process Is Effective	70.3%	18.9%	2.7%	5.4%	2.7%	100.0%	
	Strongly Agree	Count	14	7	1	1	1	24
	% within The Communication Process Is Effective	58.3%	29.2%	4.2%	4.2%	4.2%	100.0%	
Total	Count	59	24	2	9	3	97	
	% within The Communication Process Is Effective	60.8%	24.7%	2.1%	9.3%	3.1%	100.0%	

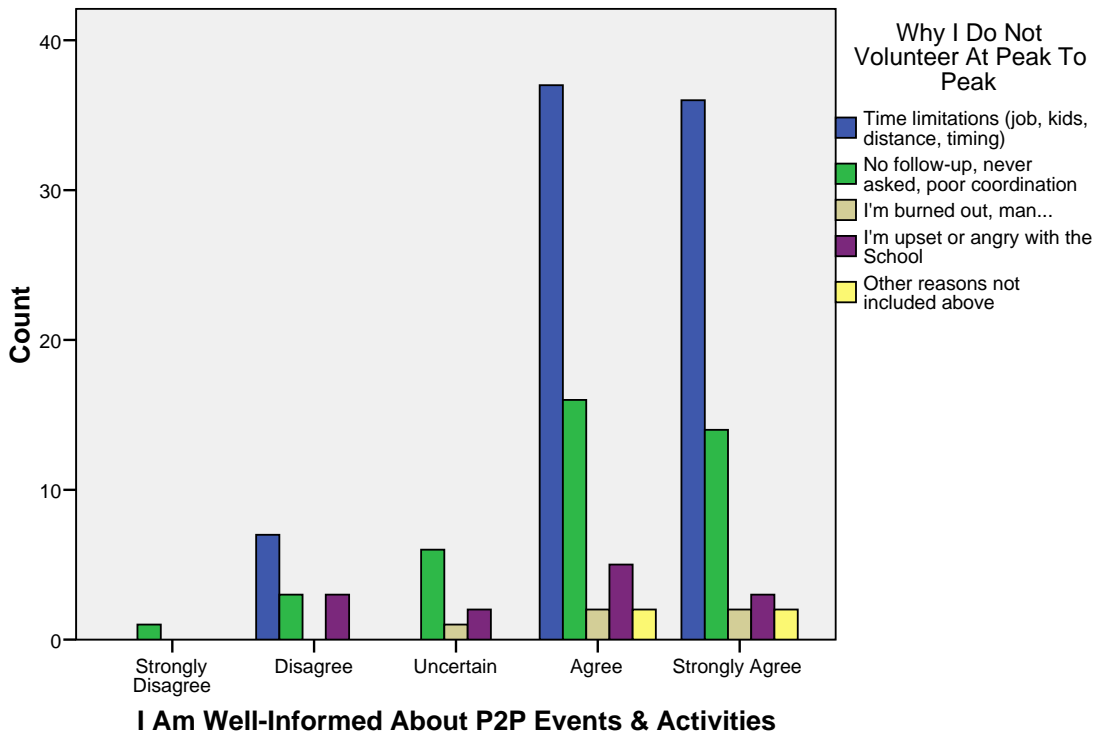
Bar Chart



I Am Well-Informed About P2P Events & Activities * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
I Am Well-Informed About P2P Events & Activities	Strongly Disagree	Count % within I Am Well-Informed About P2P Events & Activities	0 .0%	1 100.0%	0 .0%	0 .0%	0 .0%	1 100.0%
	Disagree	Count % within I Am Well-Informed About P2P Events & Activities	7 53.8%	3 23.1%	0 .0%	3 23.1%	0 .0%	13 100.0%
	Uncertain	Count % within I Am Well-Informed About P2P Events & Activities	0 .0%	6 66.7%	1 11.1%	2 22.2%	0 .0%	9 100.0%
	Agree	Count % within I Am Well-Informed About P2P Events & Activities	37 59.7%	16 25.8%	2 3.2%	5 8.1%	2 3.2%	62 100.0%
	Strongly Agree	Count % within I Am Well-Informed About P2P Events & Activities	36 63.2%	14 24.6%	2 3.5%	3 5.3%	2 3.5%	57 100.0%
Total	Count % within I Am Well-Informed About P2P Events & Activities	80 56.3%	40 28.2%	5 3.5%	13 9.2%	4 2.8%	142 100.0%	

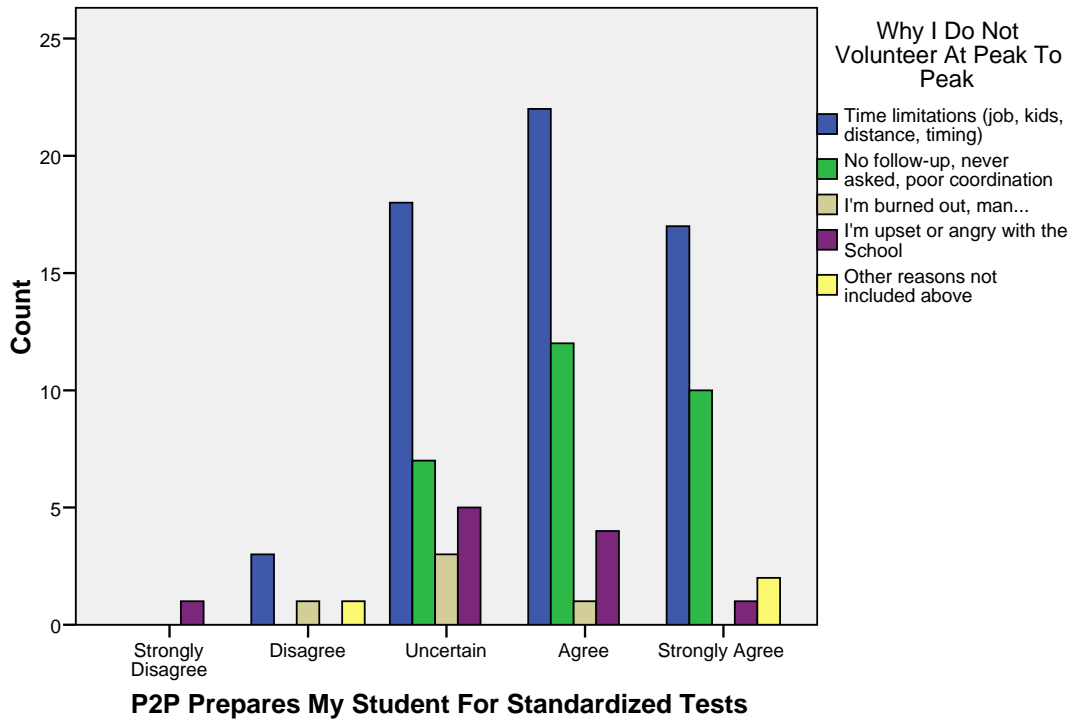
Bar Chart



P2P Prepares My Student For Standardized Tests * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
P2P Prepares My Student For Standardized Tests	Strongly Disagree	Count % within P2P Prepares My Student For Standardized Tests	0 .0%	0 .0%	0 .0%	1 100.0%	0 .0%	1 100.0%
	Disagree	Count % within P2P Prepares My Student For Standardized Tests	3 60.0%	0 .0%	1 20.0%	0 .0%	1 20.0%	5 100.0%
	Uncertain	Count % within P2P Prepares My Student For Standardized Tests	18 54.5%	7 21.2%	3 9.1%	5 15.2%	0 .0%	33 100.0%
	Agree	Count % within P2P Prepares My Student For Standardized Tests	22 56.4%	12 30.8%	1 2.6%	4 10.3%	0 .0%	39 100.0%
	Strongly Agree	Count % within P2P Prepares My Student For Standardized Tests	17 56.7%	10 33.3%	0 .0%	1 3.3%	2 6.7%	30 100.0%
Total	Count % within P2P Prepares My Student For Standardized Tests	60 55.6%	29 26.9%	5 4.6%	11 10.2%	3 2.8%	108 100.0%	

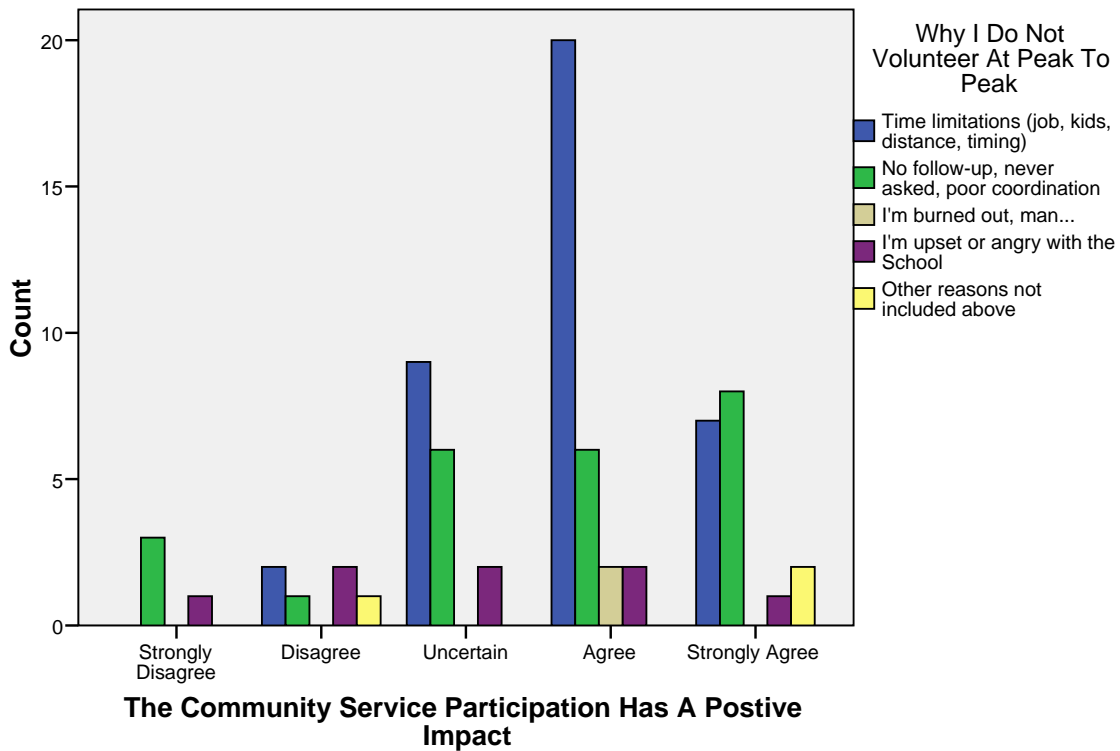
Bar Chart



The Community Service Participation Has A Postive Impact * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
The Community Service Participation Has A Postive Impact	Strongly Disagree	Count	0	3	0	1	0	4
		% within The Community Service Participation Has A Postive Impact	.0%	75.0%	.0%	25.0%	.0%	100.0%
	Disagree	Count	2	1	0	2	1	6
		% within The Community Service Participation Has A Postive Impact	33.3%	16.7%	.0%	33.3%	16.7%	100.0%
	Uncertain	Count	9	6	0	2	0	17
		% within The Community Service Participation Has A Postive Impact	52.9%	35.3%	.0%	11.8%	.0%	100.0%
Agree	Count	20	6	2	2	0	30	
	% within The Community Service Participation Has A Postive Impact	66.7%	20.0%	6.7%	6.7%	.0%	100.0%	
Strongly Agree	Count	7	8	0	1	2	18	
	% within The Community Service Participation Has A Postive Impact	38.9%	44.4%	.0%	5.6%	11.1%	100.0%	
Total		Count	38	24	2	8	3	75
		% within The Community Service Participation Has A Postive Impact	50.7%	32.0%	2.7%	10.7%	4.0%	100.0%

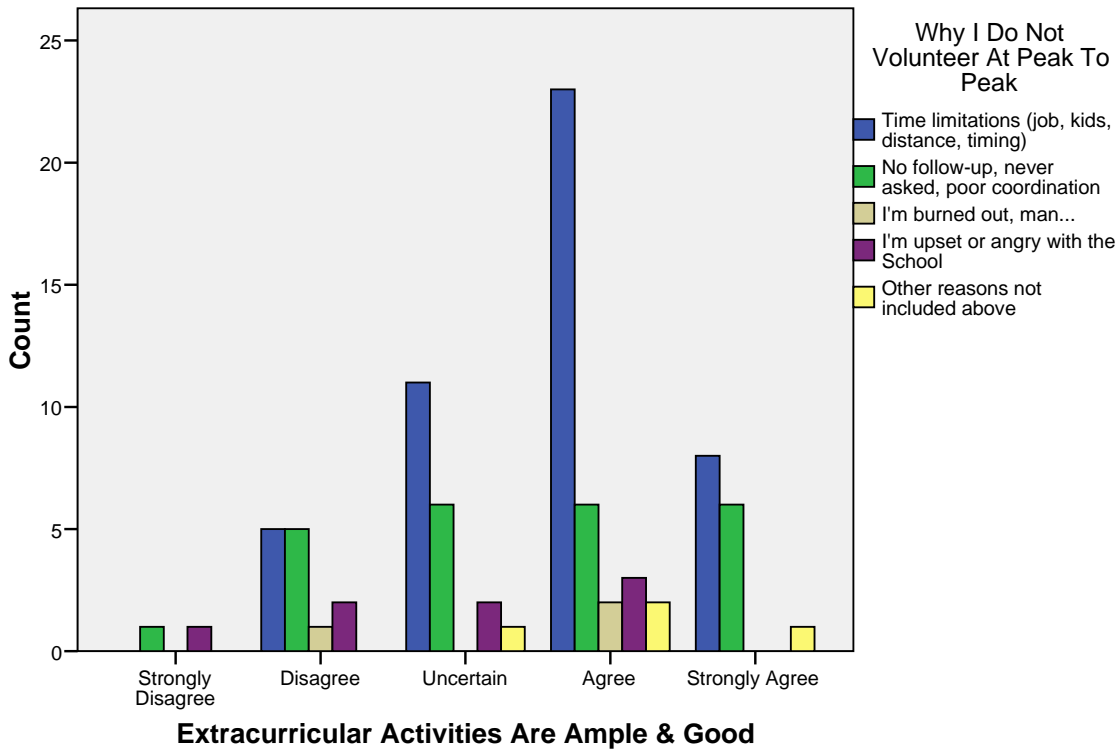
Bar Chart



Extracurricular Activities Are Ample & Good * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak					Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm burned out, man...	I'm upset or angry with the School	Other reasons not included above	
Extracurricular Activities Are Ample & Good	Strongly Disagree	Count	0	1	0	1	0	2
		% within Extracurricular Activities Are Ample & Good	.0%	50.0%	.0%	50.0%	.0%	100.0%
	Disagree	Count	5	5	1	2	0	13
		% within Extracurricular Activities Are Ample & Good	38.5%	38.5%	7.7%	15.4%	.0%	100.0%
	Uncertain	Count	11	6	0	2	1	20
	% within Extracurricular Activities Are Ample & Good	55.0%	30.0%	.0%	10.0%	5.0%	100.0%	
	Agree	Count	23	6	2	3	2	36
	% within Extracurricular Activities Are Ample & Good	63.9%	16.7%	5.6%	8.3%	5.6%	100.0%	
	Strongly Agree	Count	8	6	0	0	1	15
	% within Extracurricular Activities Are Ample & Good	53.3%	40.0%	.0%	.0%	6.7%	100.0%	
Total	Count	47	24	3	8	4	86	
	% within Extracurricular Activities Are Ample & Good	54.7%	27.9%	3.5%	9.3%	4.7%	100.0%	

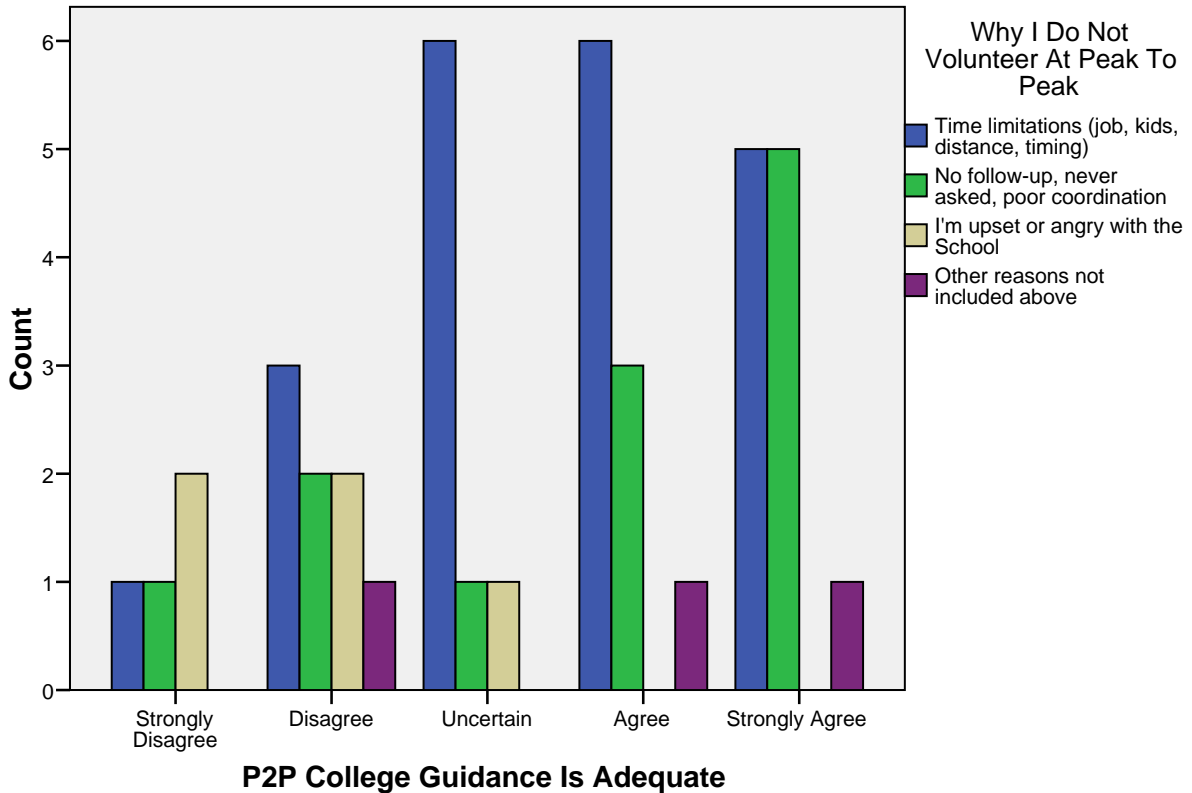
Bar Chart



P2P College Guidance Is Adequate * Why I Do Not Volunteer At Peak To Peak Crosstabulation

			Why I Do Not Volunteer At Peak To Peak				Total
			Time limitations (job, kids, distance, timing)	No follow-up, never asked, poor coordination	I'm upset or angry with the School	Other reasons not included above	
P2P College Guidance Is Adequate	Strongly Disagree	Count	1	1	2	0	4
		% within P2P College Guidance Is Adequate	25.0%	25.0%	50.0%	.0%	100.0%
	Disagree	Count	3	2	2	1	8
		% within P2P College Guidance Is Adequate	37.5%	25.0%	25.0%	12.5%	100.0%
	Uncertain	Count	6	1	1	0	8
	% within P2P College Guidance Is Adequate	75.0%	12.5%	12.5%	.0%	100.0%	
	Agree	Count	6	3	0	1	10
	% within P2P College Guidance Is Adequate	60.0%	30.0%	.0%	10.0%	100.0%	
	Strongly Agree	Count	5	5	0	1	11
	% within P2P College Guidance Is Adequate	45.5%	45.5%	.0%	9.1%	100.0%	
Total	Count		21	12	5	3	41
	% within P2P College Guidance Is Adequate		51.2%	29.3%	12.2%	7.3%	100.0%

Bar Chart



R-2 ---- NOT CONTRIBUTING FINANCIALLY. *“The School wants to better understand why everyone is not participating by volunteering or by giving financially directly to the School. If you are not currently volunteering at or for the School or if you are not giving financially directly to the School, could you share your reasons? Your answers will be kept totally confidential and no individual answers will be disclosed.”*

The second part of this questions deals with why some parents are not contributing dollars directly to Peak to Peak. Because the School does not have the same resources as other public schools and because it strives to have an exceptional educational offering, Peak to Peak must raise funds to pay for many of its expenses. A number of parents do not contribute and the answers to this question should shed some light on why they do not participate financially.

Out of 633 total respondents, 104 (16.4%) answered this question. That means the survey participants who did not answer the question (83.6%) either do give directly to the School or do not make any financial contribution but prefer to not explain why.

As was the case regarding the reasons why some parents did not volunteer (i.e., time limitations), there is a dominant reason for why some parents do not donate financially to the School. The primary reason seen in the table and bar chart, below, is simply personal financial limitations.

For many people, every dollar counts and there just aren’t any extra funds to spare. In this instance, slightly more than half the participating respondents (51.9%) cite their personal financial limitations as the reason why they do not give directly to the School.

The second largest group is represented by those parents who are upset with the School (26.9%) and, as a result, refuse to help financially. While this is a small number (28 parents or 4.4% of the total survey respondents), it is significant, especially when measured by the fact more than a quarter of those explaining themselves gave this reason.

Why I Am Not Giving To Peak To Peak

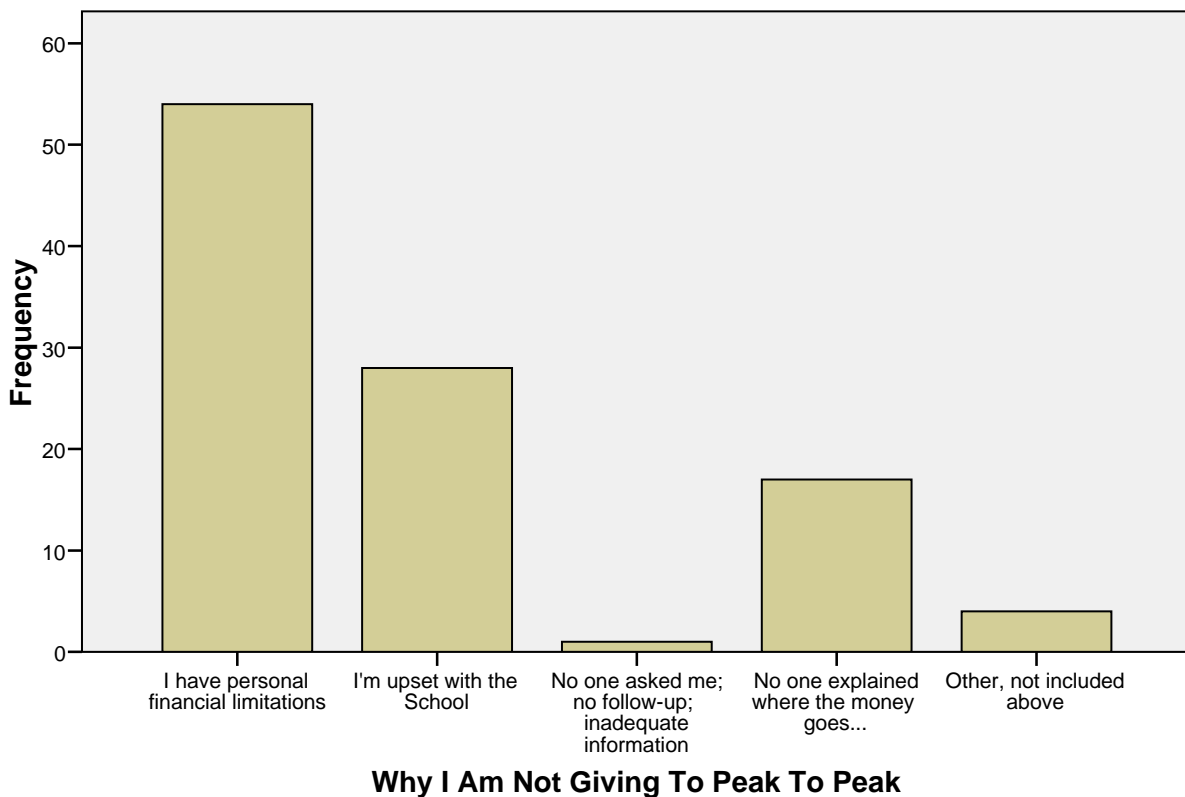
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have personal financial limitations	54	8.5	51.9	51.9
	I'm upset with the School	28	4.4	26.9	78.8
	No one asked me; no follow-up; inadequate information	1	.2	1.0	79.8
	No one explained where the money goes...	17	2.7	16.3	96.2
	Other, not included above	4	.6	3.8	100.0
	Total	104	16.4	100.0	
Missing	Missing	529	83.6		
Total		633	100.0		

A significant, albeit lower, percentage of respondents to the question stated they withheld their funds because they did not know what was done with donated money (16.3%) while few claimed to never have been asked (only 1.0% -- an indication people are aware the School wants their financial help). This indicates a better job could be done of explaining how donated funds are used but, again, the actual number of respondents claiming ignorance about this issue is small (17 parents or 2.7% of the survey total).

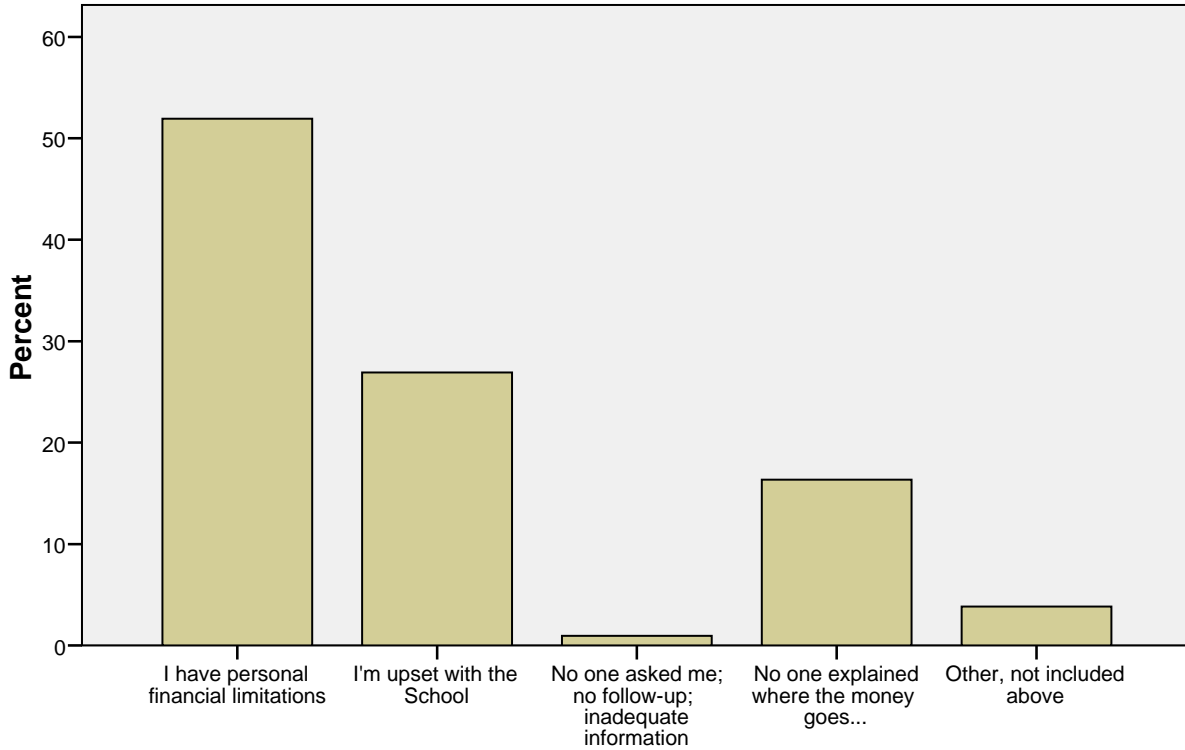
The negative responses should not be taken lightly for two reasons. First, Peak to Peak needs all the financial support it can get and losing possibly significant funding opportunities is a serious matter. Second, Peak to Peak is a community and it does not take a large number of dissatisfied members of a community to affect a significant portion of the entire community. For these two reasons alone, a vigorous effort to address these concerns should be made.

The next two bar charts illustrate the reasons why some families are not donating financially to Peak to Peak. The first chart uses the actual numbers (frequencies) on the vertical axis while the second chart uses the percentage of the responses on the vertical axis. Both show the two answers which dominate the responses of those 104 parents answering this question.

Why I Am Not Giving To Peak To Peak



Why I Am Not Giving To Peak To Peak

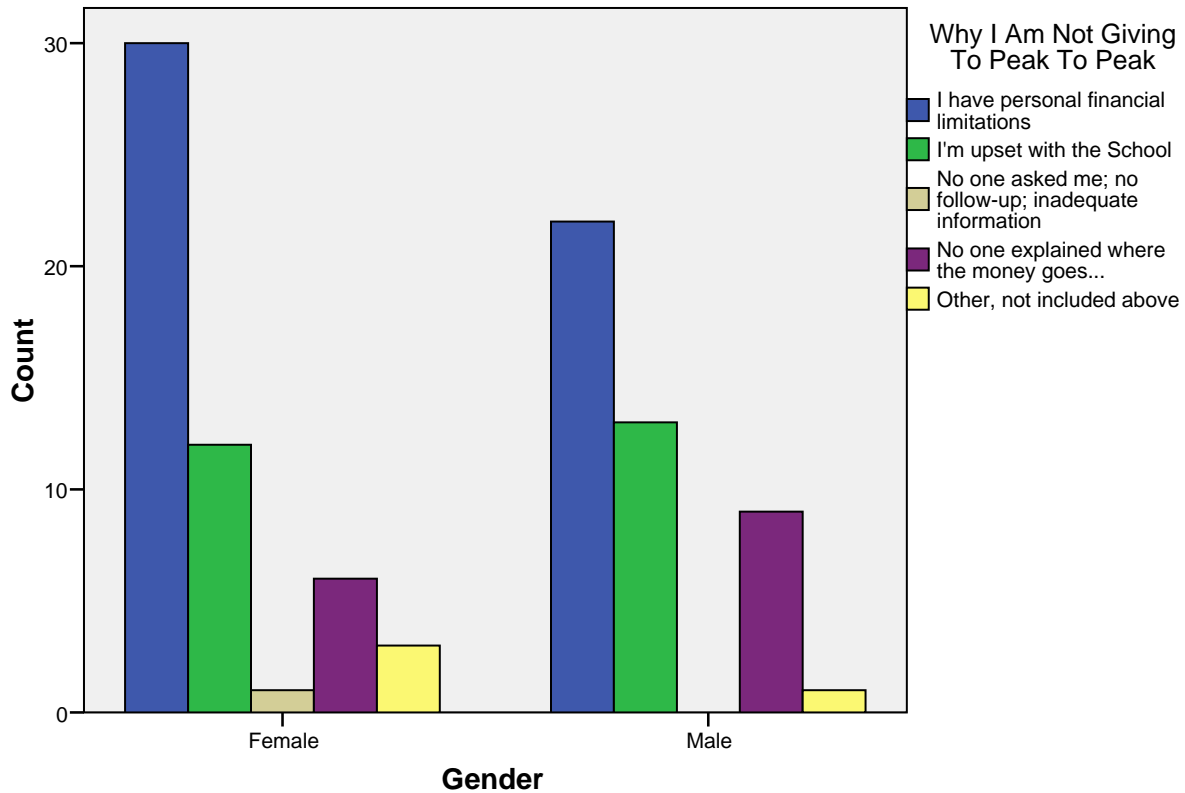


Why I Am Not Giving To Peak To Peak

Gender * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
Gender	Female	Count	30	12	1	6	3	52
		% within Gender	57.7%	23.1%	1.9%	11.5%	5.8%	100.0%
	Male	Count	22	13	0	9	1	45
		% within Gender	48.9%	28.9%	.0%	20.0%	2.2%	100.0%
Total		Count	52	25	1	15	4	97
		% within Gender	53.6%	25.8%	1.0%	15.5%	4.1%	100.0%

Bar Chart



Again, in most of the analyses done in this report, one or two additional breakdowns or crosstabulations are given. Special focus is given to financial participation of families contributing directly to the School because supplementing the per-pupil revenue (State funding) and overrides is critical for the School's success because the Schools' bond payments and commitment to academics (e.g., high quality teachers) create additional financial demands on Peak to Peak that most other schools do not have. An examination of how those people (who did not give financially to Peak to Peak) answered the other survey questions is presented next.

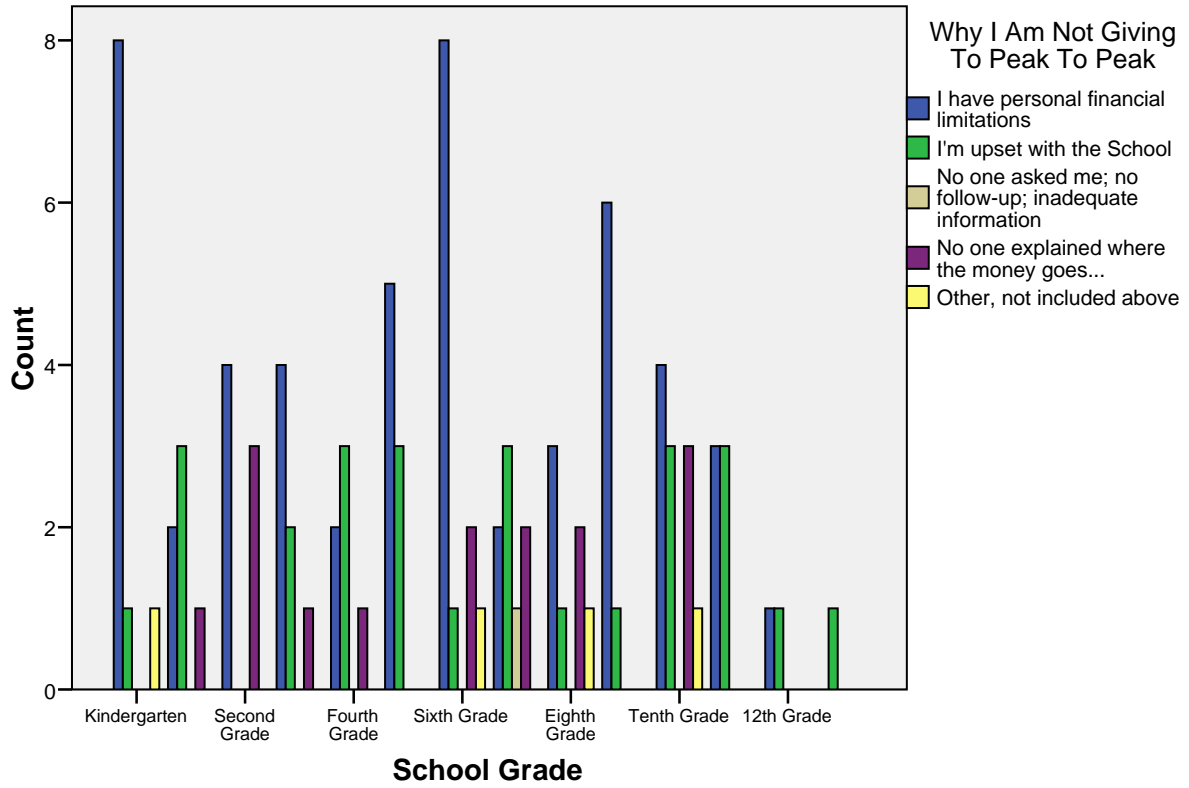
The answers of the 104 parents who were kind enough to take the time to explain why they do not participate financially in helping the School directly will be compared to how they and the rest of the survey participants answered all the other questions.

This examination includes a long series of tables and charts so the reader not interested in this question can skip to the Conclusion, which follows this section. This comprehensive and detailed look is the same as the examination previously done of those parents who took the time to explain why they do not volunteer their time at or for Peak to Peak.

School Grade * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
School Grade	Kindergarten	Count	8	1	0	0	1	10
		% within School Grade	80.0%	10.0%	.0%	.0%	10.0%	100.0%
	First Grade	Count	2	3	0	1	0	6
		% within School Grade	33.3%	50.0%	.0%	16.7%	.0%	100.0%
	Second Grade	Count	4	0	0	3	0	7
		% within School Grade	57.1%	.0%	.0%	42.9%	.0%	100.0%
	Third Grade	Count	4	2	0	1	0	7
		% within School Grade	57.1%	28.6%	.0%	14.3%	.0%	100.0%
	Fourth Grade	Count	2	3	0	1	0	6
		% within School Grade	33.3%	50.0%	.0%	16.7%	.0%	100.0%
	Fifth Grade	Count	5	3	0	0	0	8
		% within School Grade	62.5%	37.5%	.0%	.0%	.0%	100.0%
	Sixth Grade	Count	8	1	0	2	1	12
		% within School Grade	66.7%	8.3%	.0%	16.7%	8.3%	100.0%
	Seventh Grade	Count	2	3	1	2	0	8
		% within School Grade	25.0%	37.5%	12.5%	25.0%	.0%	100.0%
	Eighth Grade	Count	3	1	0	2	1	7
		% within School Grade	42.9%	14.3%	.0%	28.6%	14.3%	100.0%
	Ninth Grade	Count	6	1	0	0	0	7
		% within School Grade	85.7%	14.3%	.0%	.0%	.0%	100.0%
	Tenth Grade	Count	4	3	0	3	1	11
		% within School Grade	36.4%	27.3%	.0%	27.3%	9.1%	100.0%
	11th Grade	Count	3	3	0	0	0	6
		% within School Grade	50.0%	50.0%	.0%	.0%	.0%	100.0%
	12th Grade	Count	1	1	0	0	0	2
		% within School Grade	50.0%	50.0%	.0%	.0%	.0%	100.0%
	High School	Count	0	1	0	0	0	1
		% within School Grade	.0%	100.0%	.0%	.0%	.0%	100.0%
Total		Count	52	26	1	15	4	98
		% within School Grade	53.1%	26.5%	1.0%	15.3%	4.1%	100.0%

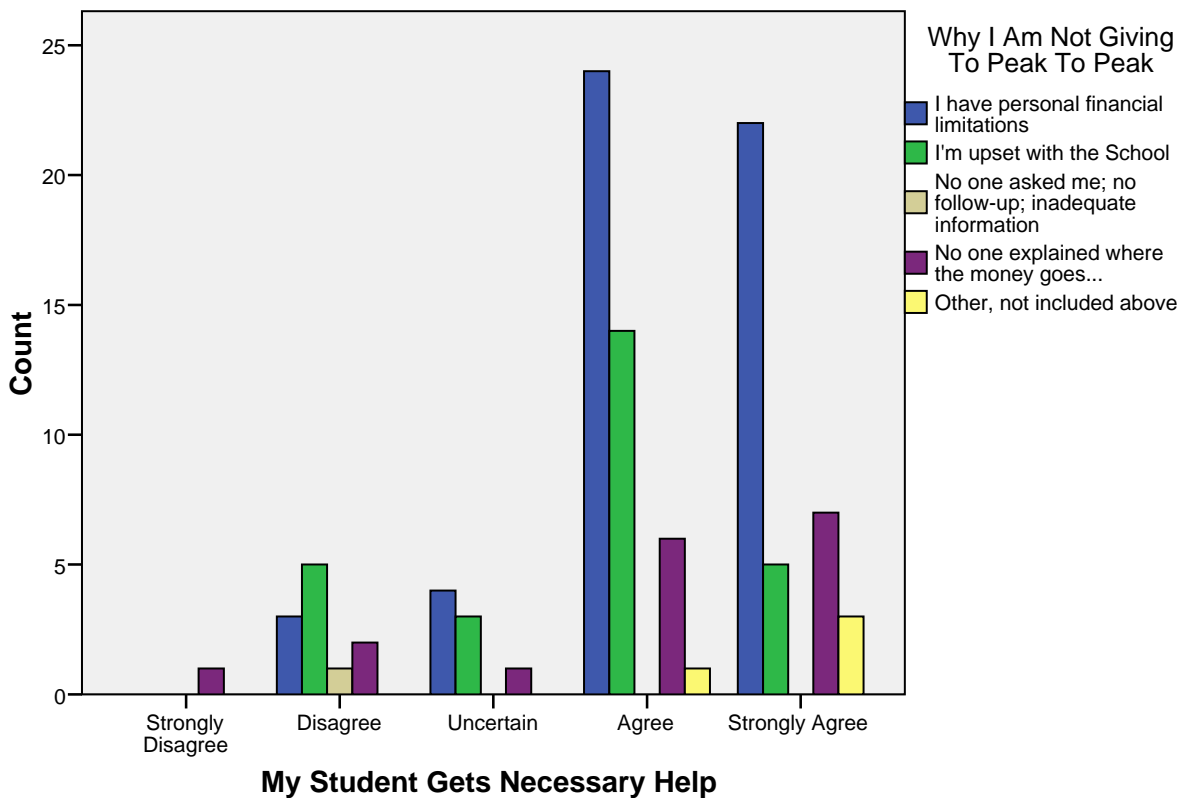
Bar Chart



My Student Gets Necessary Help * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
My Student Gets Necessary Help	Strongly Disagree	Count	0	0	0	1	0	1
		% within My Student Gets Necessary Help	.0%	.0%	.0%	100.0%	.0%	100.0%
	Disagree	Count	3	5	1	2	0	11
		% within My Student Gets Necessary Help	27.3%	45.5%	9.1%	18.2%	.0%	100.0%
	Uncertain	Count	4	3	0	1	0	8
	% within My Student Gets Necessary Help	50.0%	37.5%	.0%	12.5%	.0%	100.0%	
	Agree	Count	24	14	0	6	1	45
	% within My Student Gets Necessary Help	53.3%	31.1%	.0%	13.3%	2.2%	100.0%	
	Strongly Agree	Count	22	5	0	7	3	37
	% within My Student Gets Necessary Help	59.5%	13.5%	.0%	18.9%	8.1%	100.0%	
Total	Count	53	27	1	17	4	102	
	% within My Student Gets Necessary Help	52.0%	26.5%	1.0%	16.7%	3.9%	100.0%	

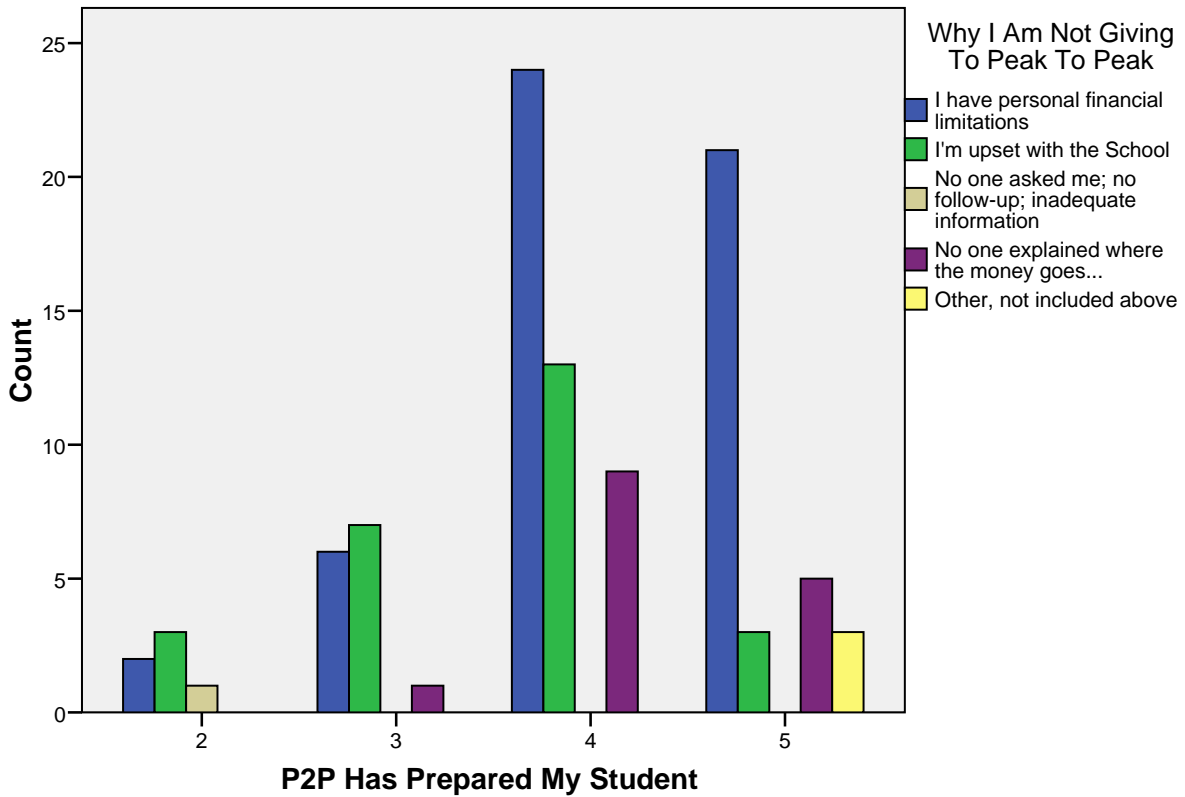
Bar Chart



P2P Has Prepared My Student * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
P2P Has Prepared My Student	2	Count	2	3	1	0	0	6
		% within P2P Has Prepared My Student	33.3%	50.0%	16.7%	.0%	.0%	100.0%
	3	Count	6	7	0	1	0	14
		% within P2P Has Prepared My Student	42.9%	50.0%	.0%	7.1%	.0%	100.0%
	4	Count	24	13	0	9	0	46
		% within P2P Has Prepared My Student	52.2%	28.3%	.0%	19.6%	.0%	100.0%
	5	Count	21	3	0	5	3	32
		% within P2P Has Prepared My Student	65.6%	9.4%	.0%	15.6%	9.4%	100.0%
Total		Count	53	26	1	15	3	98
		% within P2P Has Prepared My Student	54.1%	26.5%	1.0%	15.3%	3.1%	100.0%

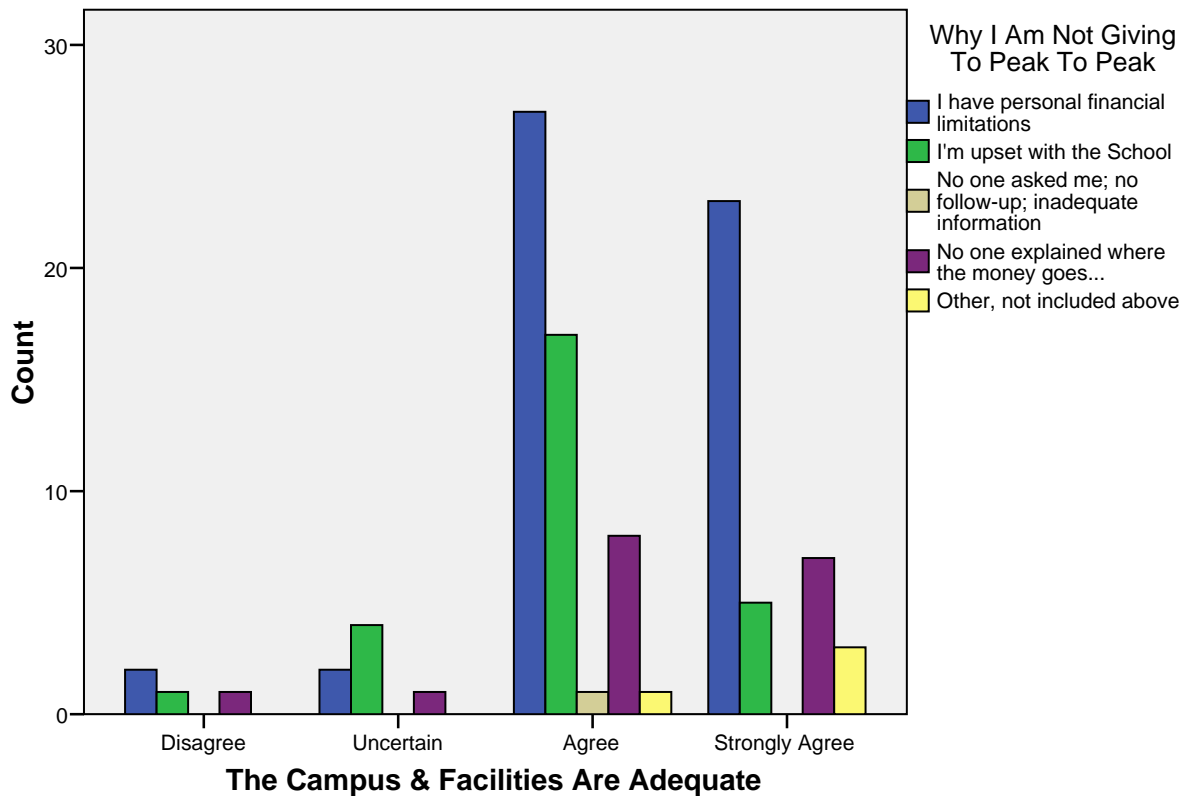
Bar Chart



The Campus & Facilities Are Adequate * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
The Campus & Facilities Are Adequate	Disagree	Count	2	1	0	1	0	4
		% within The Campus & Facilities Are Adequate	50.0%	25.0%	.0%	25.0%	.0%	100.0%
	Uncertain	Count	2	4	0	1	0	7
		% within The Campus & Facilities Are Adequate	28.6%	57.1%	.0%	14.3%	.0%	100.0%
Agree	Count	27	17	1	8	1	54	
	% within The Campus & Facilities Are Adequate	50.0%	31.5%	1.9%	14.8%	1.9%	100.0%	
Strongly Agree	Count	23	5	0	7	3	38	
	% within The Campus & Facilities Are Adequate	60.5%	13.2%	.0%	18.4%	7.9%	100.0%	
Total	Count	54	27	1	17	4	103	
	% within The Campus & Facilities Are Adequate	52.4%	26.2%	1.0%	16.5%	3.9%	100.0%	

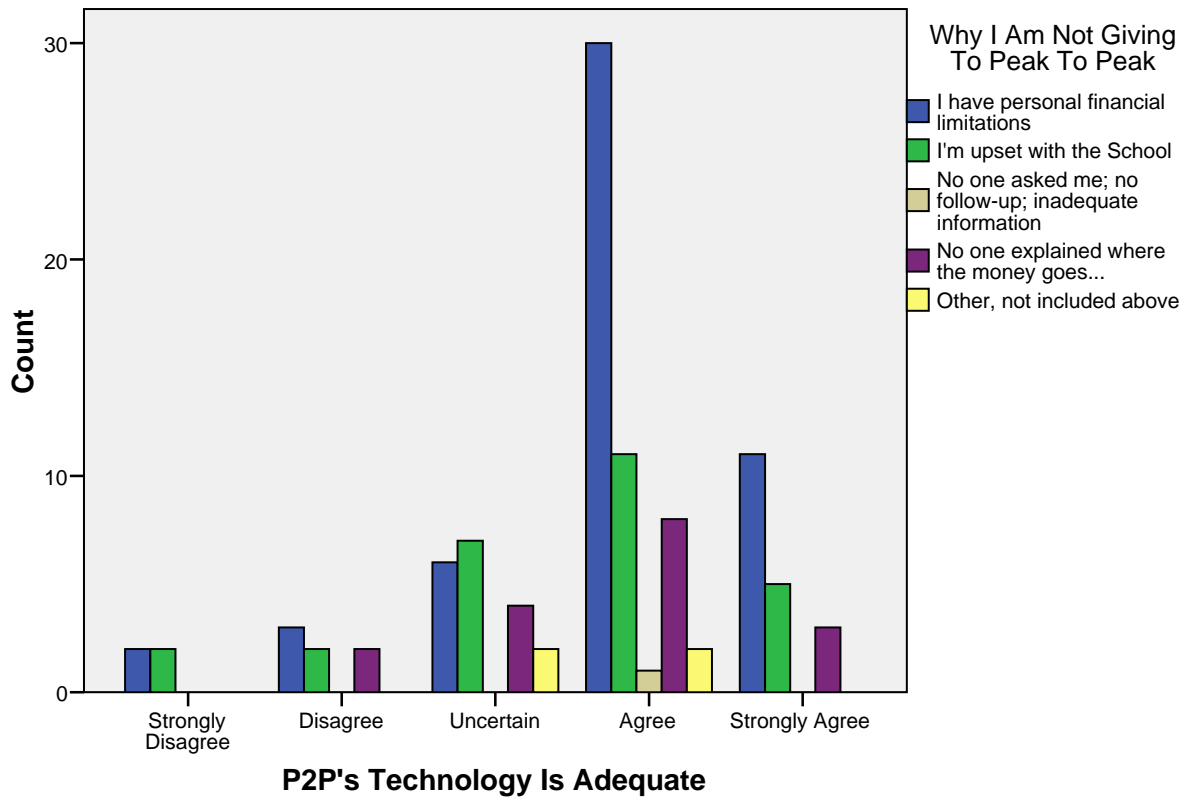
Bar Chart



P2P's Technology Is Adequate * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
P2P's Technology Is Adequate	Strongly Disagree	Count	2	2	0	0	0	4
		% within P2P's Technology Is Adequate	50.0%	50.0%	.0%	.0%	.0%	100.0%
	Disagree	Count	3	2	0	2	0	7
		% within P2P's Technology Is Adequate	42.9%	28.6%	.0%	28.6%	.0%	100.0%
	Uncertain	Count	6	7	0	4	2	19
	% within P2P's Technology Is Adequate	31.6%	36.8%	.0%	21.1%	10.5%	100.0%	
	Agree	Count	30	11	1	8	2	52
	% within P2P's Technology Is Adequate	57.7%	21.2%	1.9%	15.4%	3.8%	100.0%	
	Strongly Agree	Count	11	5	0	3	0	19
	% within P2P's Technology Is Adequate	57.9%	26.3%	.0%	15.8%	.0%	100.0%	
Total	Count	52	27	1	17	4	101	
	% within P2P's Technology Is Adequate	51.5%	26.7%	1.0%	16.8%	4.0%	100.0%	

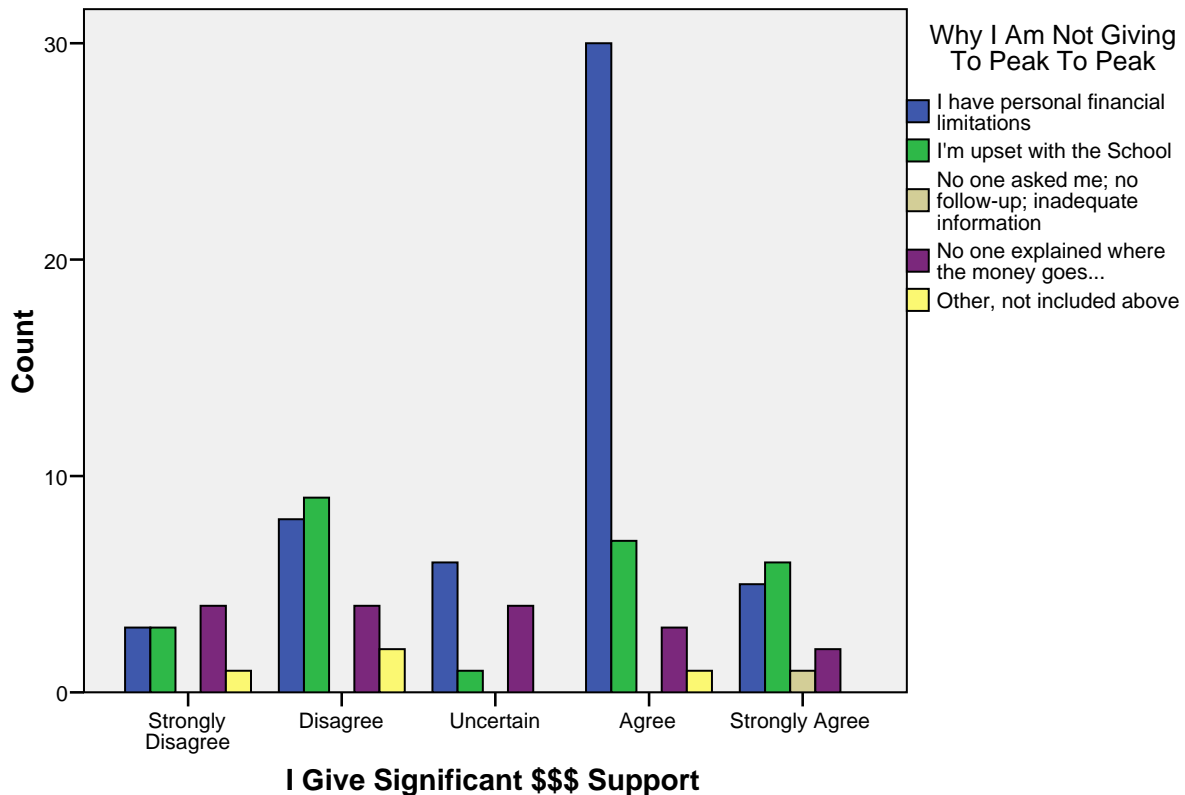
Bar Chart



I Give Significant \$\$\$ Support * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
I Give Significant \$\$\$ Support	Strongly Disagree	Count	3	3	0	4	1	11
		% within I Give Significant \$\$\$ Support	27.3%	27.3%	.0%	36.4%	9.1%	100.0%
	Disagree	Count	8	9	0	4	2	23
		% within I Give Significant \$\$\$ Support	34.8%	39.1%	.0%	17.4%	8.7%	100.0%
	Uncertain	Count	6	1	0	4	0	11
	% within I Give Significant \$\$\$ Support	54.5%	9.1%	.0%	36.4%	.0%	100.0%	
	Agree	Count	30	7	0	3	1	41
	% within I Give Significant \$\$\$ Support	73.2%	17.1%	.0%	7.3%	2.4%	100.0%	
	Strongly Agree	Count	5	6	1	2	0	14
	% within I Give Significant \$\$\$ Support	35.7%	42.9%	7.1%	14.3%	.0%	100.0%	
Total	Count	52	26	1	17	4	100	
	% within I Give Significant \$\$\$ Support	52.0%	26.0%	1.0%	17.0%	4.0%	100.0%	

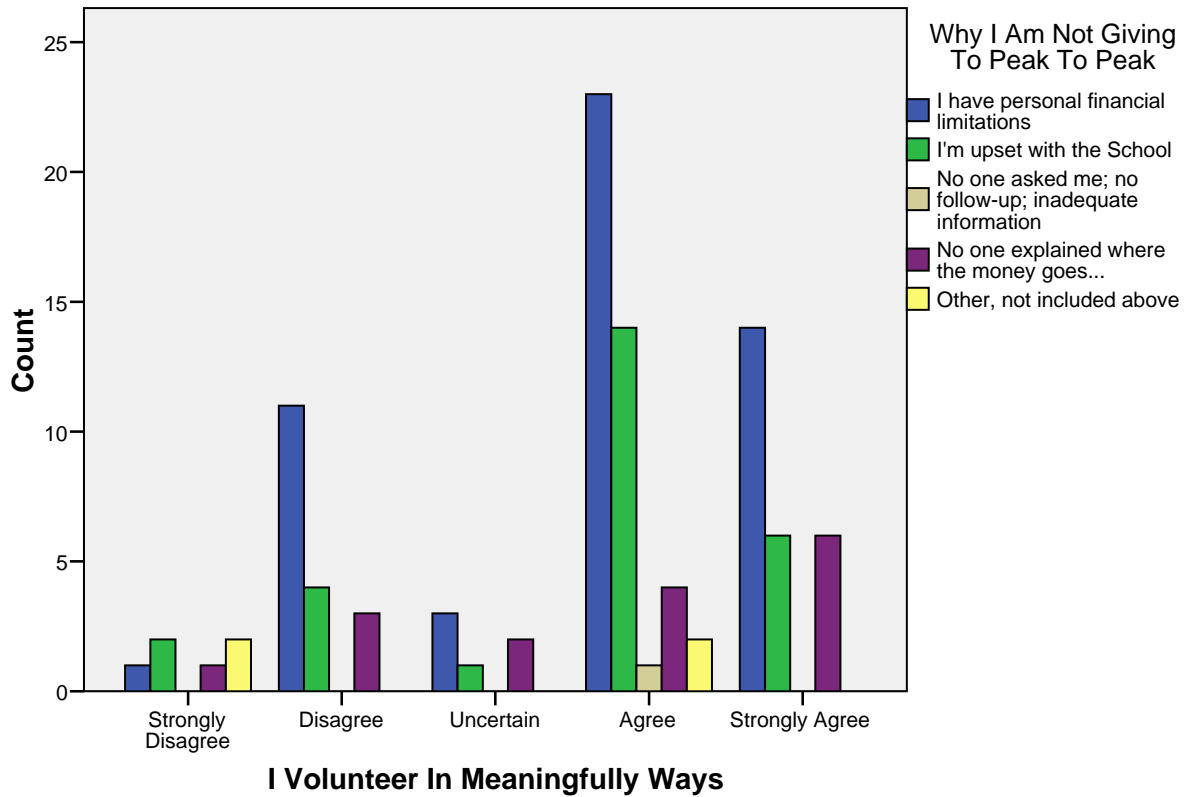
Bar Chart



I Volunteer In Meaningfully Ways * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
I Volunteer In Meaningfully Ways	Strongly Disagree	Count	1	2	0	1	2	6
		% within I Volunteer In Meaningfully Ways	16.7%	33.3%	.0%	16.7%	33.3%	100.0%
	Disagree	Count	11	4	0	3	0	18
		% within I Volunteer In Meaningfully Ways	61.1%	22.2%	.0%	16.7%	.0%	100.0%
	Uncertain	Count	3	1	0	2	0	6
	% within I Volunteer In Meaningfully Ways	50.0%	16.7%	.0%	33.3%	.0%	100.0%	
	Agree	Count	23	14	1	4	2	44
	% within I Volunteer In Meaningfully Ways	52.3%	31.8%	2.3%	9.1%	4.5%	100.0%	
	Strongly Agree	Count	14	6	0	6	0	26
	% within I Volunteer In Meaningfully Ways	53.8%	23.1%	.0%	23.1%	.0%	100.0%	
Total		Count	52	27	1	16	4	100
		% within I Volunteer In Meaningfully Ways	52.0%	27.0%	1.0%	16.0%	4.0%	100.0%

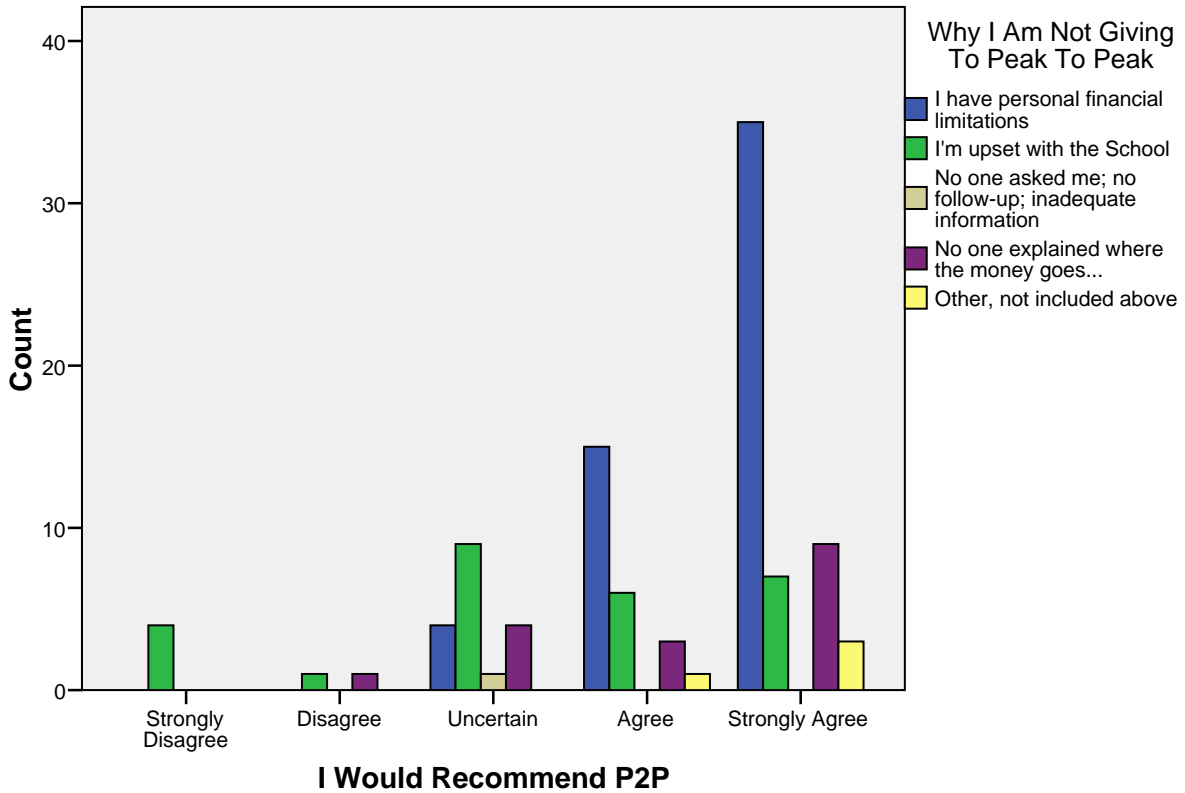
Bar Chart



I Would Recommend P2P * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
I Would Recommend P2P	Strongly Disagree	Count	0	4	0	0	0	4
		% within I Would Recommend P2P	.0%	100.0%	.0%	.0%	.0%	100.0%
	Disagree	Count	0	1	0	1	0	2
		% within I Would Recommend P2P	.0%	50.0%	.0%	50.0%	.0%	100.0%
	Uncertain	Count	4	9	1	4	0	18
% within I Would Recommend P2P		22.2%	50.0%	5.6%	22.2%	.0%	100.0%	
Agree	Count	15	6	0	3	1	25	
	% within I Would Recommend P2P	60.0%	24.0%	.0%	12.0%	4.0%	100.0%	
Strongly Agree	Count	35	7	0	9	3	54	
	% within I Would Recommend P2P	64.8%	13.0%	.0%	16.7%	5.6%	100.0%	
Total	Count	54	27	1	17	4	103	
	% within I Would Recommend P2P	52.4%	26.2%	1.0%	16.5%	3.9%	100.0%	

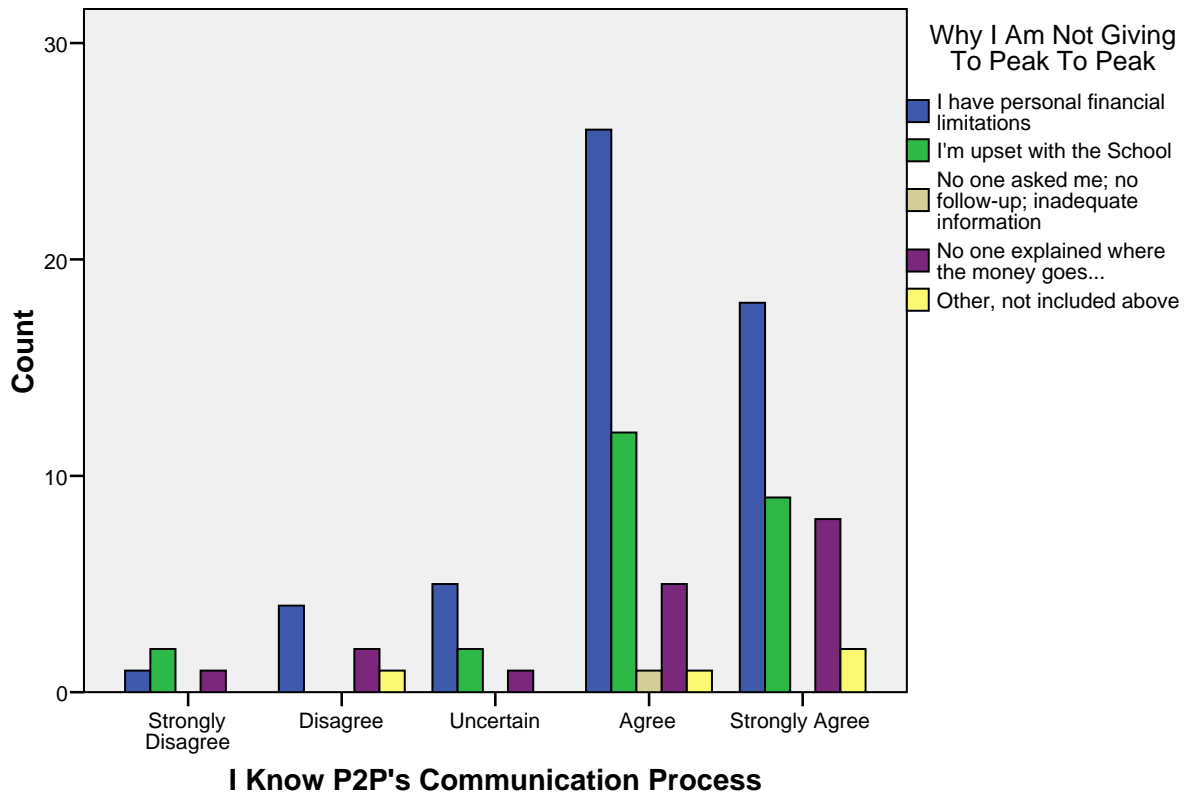
Bar Chart



I Know P2P's Communication Process * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
I Know P2P's Communication Process	Strongly Disagree	Count	1	2	0	1	0	4
		% within I Know P2P's Communication Process	25.0%	50.0%	.0%	25.0%	.0%	100.0%
	Disagree	Count	4	0	0	2	1	7
		% within I Know P2P's Communication Process	57.1%	.0%	.0%	28.6%	14.3%	100.0%
	Uncertain	Count	5	2	0	1	0	8
	% within I Know P2P's Communication Process	62.5%	25.0%	.0%	12.5%	.0%	100.0%	
	Agree	Count	26	12	1	5	1	45
	% within I Know P2P's Communication Process	57.8%	26.7%	2.2%	11.1%	2.2%	100.0%	
	Strongly Agree	Count	18	9	0	8	2	37
	% within I Know P2P's Communication Process	48.6%	24.3%	.0%	21.6%	5.4%	100.0%	
Total	Count		54	25	1	17	4	101
	% within I Know P2P's Communication Process		53.5%	24.8%	1.0%	16.8%	4.0%	100.0%

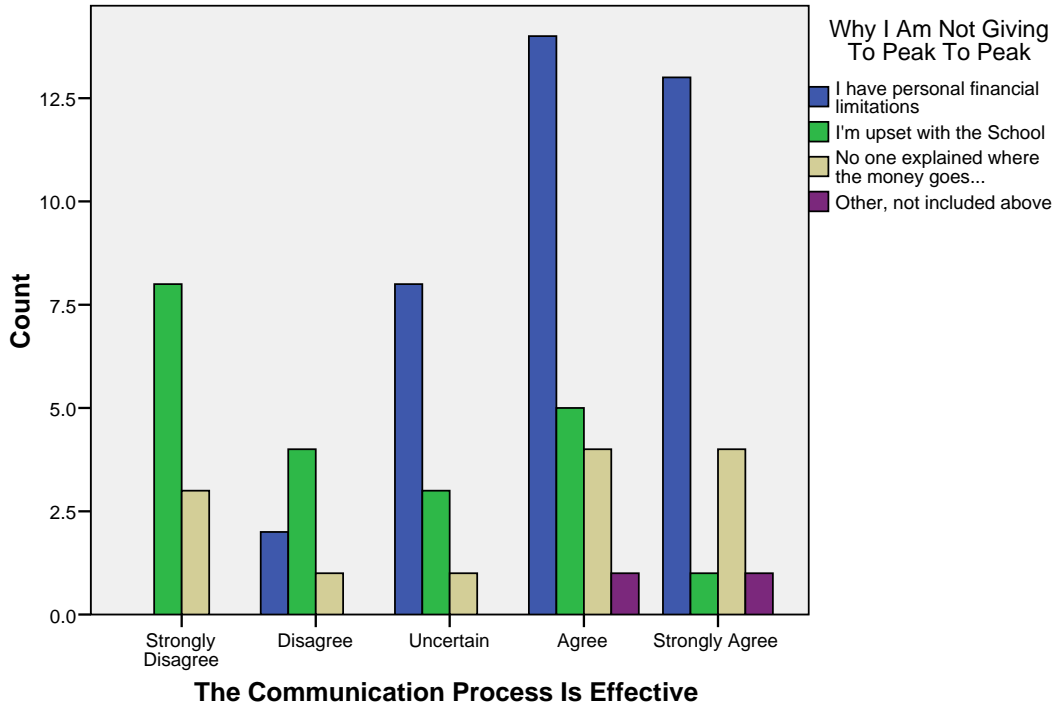
Bar Chart



The Communication Process Is Effective * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak				Total
			I have personal financial limitations	I'm upset with the School	No one explained where the money goes...	Other, not included above	
The Communication Process Is Effective	Strongly Disagree	Count % within The Communication Process Is Effective	0 .0%	8 72.7%	3 27.3%	0 .0%	11 100.0%
	Disagree	Count % within The Communication Process Is Effective	2 28.6%	4 57.1%	1 14.3%	0 .0%	7 100.0%
	Uncertain	Count % within The Communication Process Is Effective	8 66.7%	3 25.0%	1 8.3%	0 .0%	12 100.0%
	Agree	Count % within The Communication Process Is Effective	14 58.3%	5 20.8%	4 16.7%	1 4.2%	24 100.0%
	Strongly Agree	Count % within The Communication Process Is Effective	13 68.4%	1 5.3%	4 21.1%	1 5.3%	19 100.0%
Total		Count % within The Communication Process Is Effective	37 50.7%	21 28.8%	13 17.8%	2 2.7%	73 100.0%

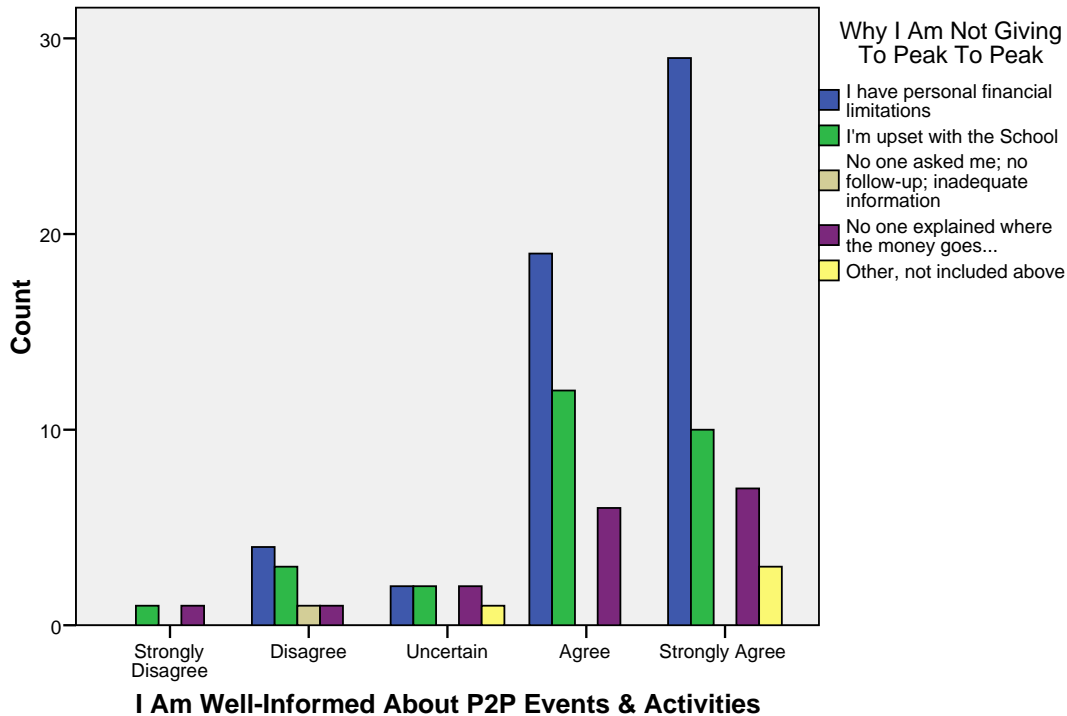
Bar Chart



I Am Well-Informed About P2P Events & Activities * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
I Am Well-Informed About P2P Events & Activities	Strongly Disagree	Count % within I Am Well-Informed About P2P Events & Activities	0 .0%	1 50.0%	0 .0%	1 50.0%	0 .0%	2 100.0%
	Disagree	Count % within I Am Well-Informed About P2P Events & Activities	4 44.4%	3 33.3%	1 11.1%	1 11.1%	0 .0%	9 100.0%
	Uncertain	Count % within I Am Well-Informed About P2P Events & Activities	2 28.6%	2 28.6%	0 .0%	2 28.6%	1 14.3%	7 100.0%
	Agree	Count % within I Am Well-Informed About P2P Events & Activities	19 51.4%	12 32.4%	0 .0%	6 16.2%	0 .0%	37 100.0%
	Strongly Agree	Count % within I Am Well-Informed About P2P Events & Activities	29 59.2%	10 20.4%	0 .0%	7 14.3%	3 6.1%	49 100.0%
Total		Count % within I Am Well-Informed About P2P Events & Activities	54 51.9%	28 26.9%	1 1.0%	17 16.3%	4 3.8%	104 100.0%

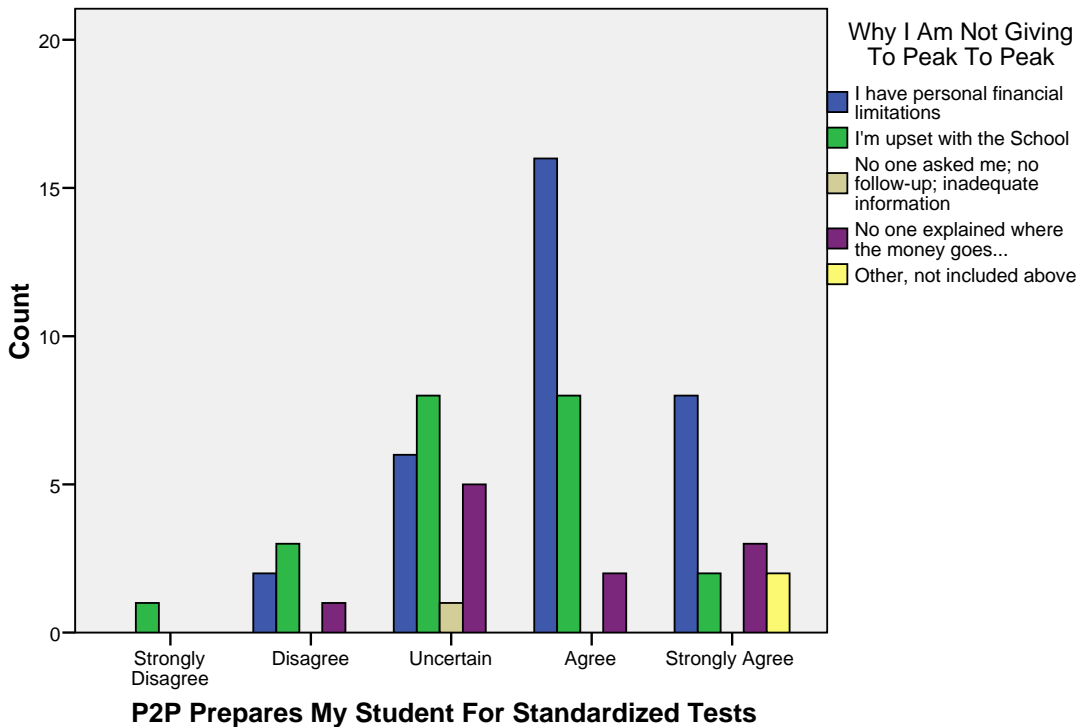
Bar Chart



P2P Prepares My Student For Standardized Tests * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
P2P Prepares My Student For Standardized Tests	Strongly Disagree	Count	0	1	0	0	0	1
		% within P2P Prepares My Student For Standardized Tests	.0%	100.0%	.0%	.0%	.0%	100.0%
	Disagree	Count	2	3	0	1	0	6
		% within P2P Prepares My Student For Standardized Tests	33.3%	50.0%	.0%	16.7%	.0%	100.0%
	Uncertain	Count	6	8	1	5	0	20
	% within P2P Prepares My Student For Standardized Tests	30.0%	40.0%	5.0%	25.0%	.0%	100.0%	
	Agree	Count	16	8	0	2	0	26
	% within P2P Prepares My Student For Standardized Tests	61.5%	30.8%	.0%	7.7%	.0%	100.0%	
	Strongly Agree	Count	8	2	0	3	2	15
	% within P2P Prepares My Student For Standardized Tests	53.3%	13.3%	.0%	20.0%	13.3%	100.0%	
Total	Count	32	22	1	11	2	68	
	% within P2P Prepares My Student For Standardized Tests	47.1%	32.4%	1.5%	16.2%	2.9%	100.0%	

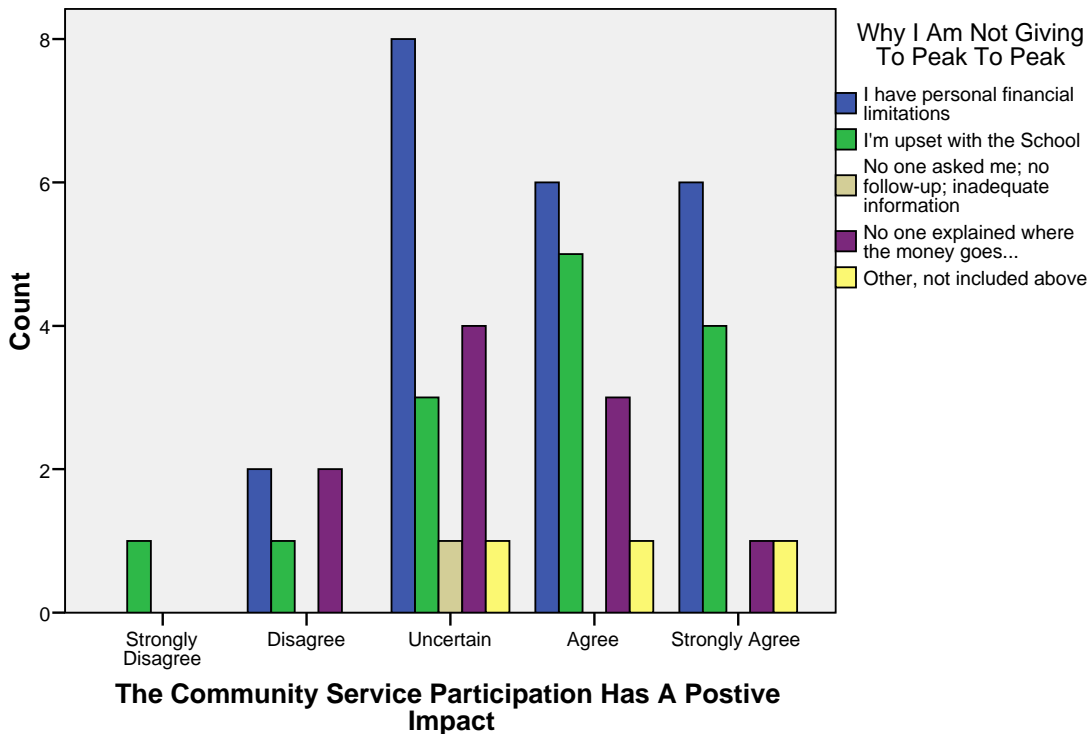
Bar Chart



The Community Service Participation Has A Postive Impact * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
The Community Service Participation Has A Postive Impact	Strongly Disagree	Count	0	1	0	0	0	1
		% within The Community Service Participation Has A Postive Impact	.0%	100.0%	.0%	.0%	.0%	100.0%
	Disagree	Count	2	1	0	2	0	5
		% within The Community Service Participation Has A Postive Impact	40.0%	20.0%	.0%	40.0%	.0%	100.0%
	Uncertain	Count	8	3	1	4	1	17
	% within The Community Service Participation Has A Postive Impact	47.1%	17.6%	5.9%	23.5%	5.9%	100.0%	
	Agree	Count	6	5	0	3	1	15
	% within The Community Service Participation Has A Postive Impact	40.0%	33.3%	.0%	20.0%	6.7%	100.0%	
	Strongly Agree	Count	6	4	0	1	1	12
	% within The Community Service Participation Has A Postive Impact	50.0%	33.3%	.0%	8.3%	8.3%	100.0%	
Total	Count		22	14	1	10	3	50
	% within The Community Service Participation Has A Postive Impact		44.0%	28.0%	2.0%	20.0%	6.0%	100.0%

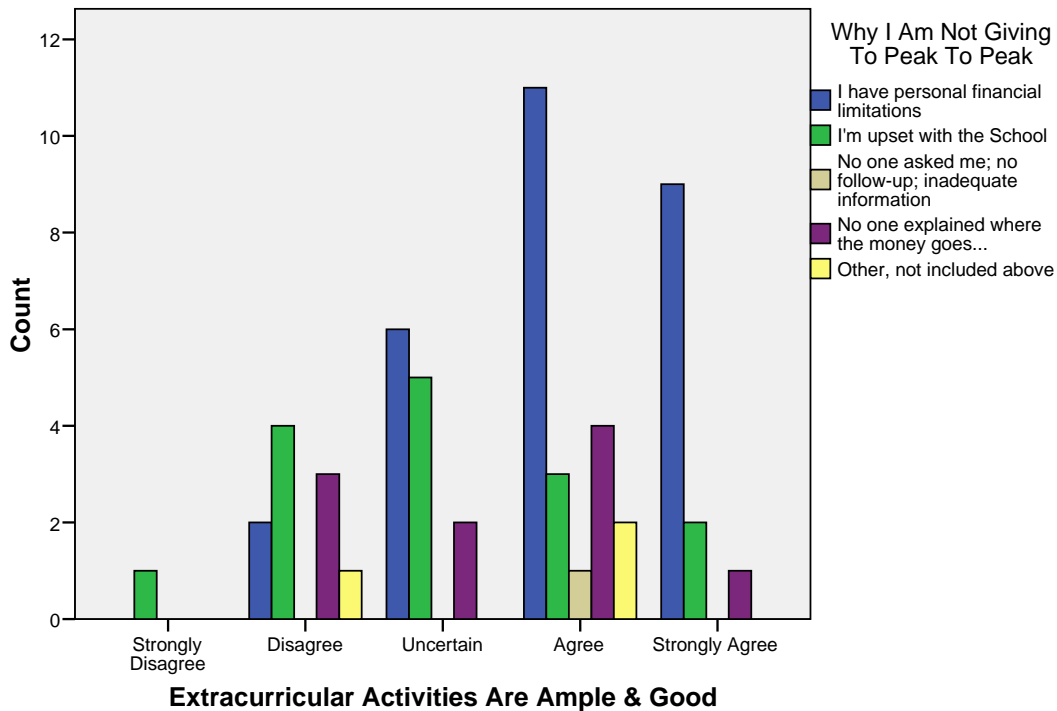
Bar Chart



Extracurricular Activities Are Ample & Good * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak					Total
			I have personal financial limitations	I'm upset with the School	No one asked me; no follow-up; inadequate information	No one explained where the money goes...	Other, not included above	
Extracurricular Activities Are Ample & Good	Strongly Disagree	Count % within Extracurricular Activities Are Ample & Good	0 .0%	1 100.0%	0 .0%	0 .0%	0 .0%	1 100.0%
	Disagree	Count % within Extracurricular Activities Are Ample & Good	2 20.0%	4 40.0%	0 .0%	3 30.0%	1 10.0%	10 100.0%
	Uncertain	Count % within Extracurricular Activities Are Ample & Good	6 46.2%	5 38.5%	0 .0%	2 15.4%	0 .0%	13 100.0%
	Agree	Count % within Extracurricular Activities Are Ample & Good	11 52.4%	3 14.3%	1 4.8%	4 19.0%	2 9.5%	21 100.0%
	Strongly Agree	Count % within Extracurricular Activities Are Ample & Good	9 75.0%	2 16.7%	0 .0%	1 8.3%	0 .0%	12 100.0%
Total		Count % within Extracurricular Activities Are Ample & Good	28 49.1%	15 26.3%	1 1.8%	10 17.5%	3 5.3%	57 100.0%

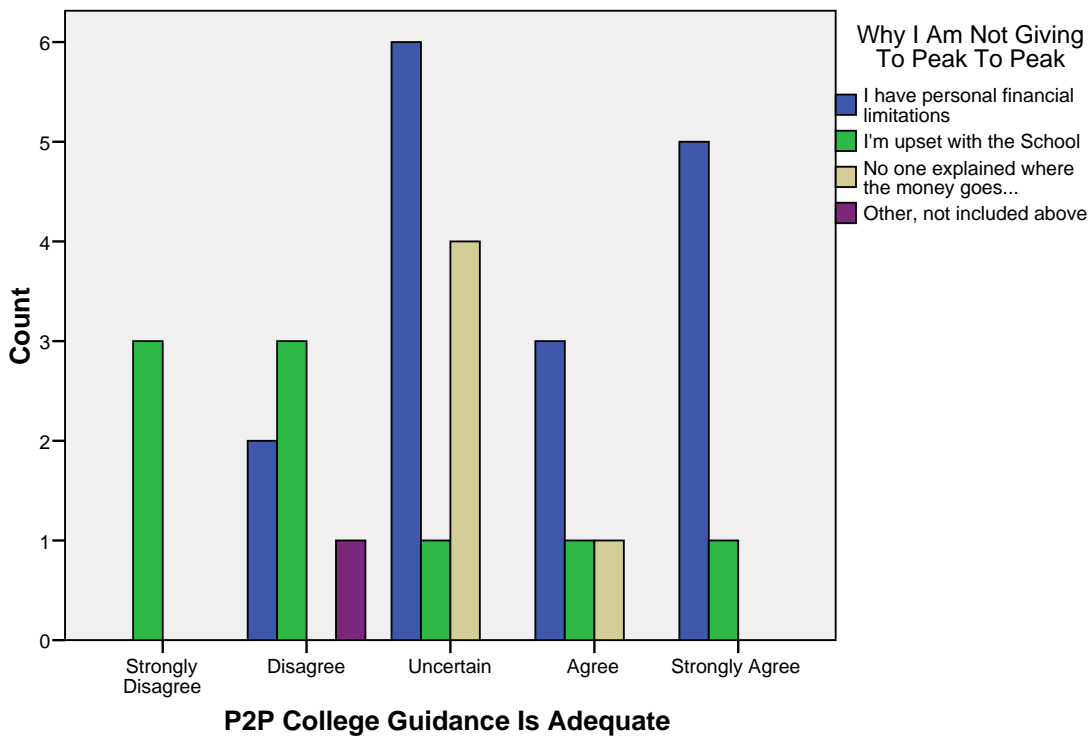
Bar Chart



P2P College Guidance Is Adequate * Why I Am Not Giving To Peak To Peak Crosstabulation

			Why I Am Not Giving To Peak To Peak				Total
			I have personal financial limitations	I'm upset with the School	No one explained where the money goes...	Other, not included above	
P2P College Guidance Is Adequate	Strongly Disagree	Count	0	3	0	0	3
		% within P2P College Guidance Is Adequate	.0%	100.0%	.0%	.0%	100.0%
	Disagree	Count	2	3	0	1	6
		% within P2P College Guidance Is Adequate	33.3%	50.0%	.0%	16.7%	100.0%
	Uncertain	Count	6	1	4	0	11
	% within P2P College Guidance Is Adequate	54.5%	9.1%	36.4%	.0%	100.0%	
	Agree	Count	3	1	1	0	5
	% within P2P College Guidance Is Adequate	60.0%	20.0%	20.0%	.0%	100.0%	
	Strongly Agree	Count	5	1	0	0	6
	% within P2P College Guidance Is Adequate	83.3%	16.7%	.0%	.0%	100.0%	
Total	Count	16	9	5	1	31	
	% within P2P College Guidance Is Adequate	51.6%	29.0%	16.1%	3.2%	100.0%	

Bar Chart



5. CONCLUSION.

Clearly from the results of the survey, the Peak to Peak community is generally very positive about its school. It is very open to encouraging others to join the school, well informed about what is happening at the school, feel that students are challenged and prepared and give financially to the operations of the school. Results indicate that Peak to Peak is an excellent school for students focused on academics. The community also has very high standards for Peak to Peak and the qualitative analysis and comments reflects the parents' expectation for Peak to Peak to meet these high standards.

There were few major differences between how parents viewed the school from the perspective of those who had boys versus girls as students. Of course, some parents had both at Peak to Peak but the surveys they completed were for each child so they were gender-specific.

Results also indicate there are opportunities to improve the established Communications Pathway process, establish a stronger college guidance experience, continue to expand and enhance the community service and extracurricular activities offered, and enhance educational technology. However, the allocation of resources to address these identified areas for improvement will need to be based on the priorities of the School's Strategic Plan. The Accountability Committee will continue to monitor and communicate progress made against these and other benchmarks set for Peak to Peak Charter School. Additional communication to the community is expected from the School Administration and Board of Directors.

The Accountability Committee will continue to communicate with the community and Board of Directors according to the committee's purpose. There will be additional opportunities for the community to provide feedback about their experiences at and expectations of Peak to Peak. We encourage you to participate in these opportunities and stay informed of the efforts related to these results. The Committee thanks the many parents who took the time to participate in the survey. It will make certain that the information contained herein, as well as other information provided by the surveys, will be brought to the attention of the appropriate members of the Peak to Peak community so our school can strive to be the best it can be.

Thank you for your participation in this survey. If you have any questions or comments, please contact one of the members of the Accountability Committee listed below:

Tahllee Baynard, Chairperson – Tahllee.Baynard@comcast.net

Lisa Gaskins, Vice-Chair, District Accountability Representative – lisa.gaskins@juno.com

Cyndi Baird, Secretary – baird_clan@msn.com

Susan Bird, District Parent Council Representative – BIRDMON96@msn.com

Appendix: Accountability Committee

Peak to Peak Charter School Accountability Committee

Rules of Operation

NAME

The name of this organization shall be the Peak to Peak Charter School Accountability Committee.

PURPOSE

The purpose of the Accountability Committee is to provide information and analysis to the Peak to Peak Community and use that data to assess the school's progress toward its mission.

RESPONSIBILITIES

1. To make recommendations to the administration and/or the Peak to Peak Board of Directors for the assessment of the educational program, student achievement, and staff, parent and student satisfaction.
2. To make recommendations to the administration and/or the Peak to Peak Board of Directors for establishing goals and a plan for improvement base on the needs assessment and consistent with the mission and goals of the school and strategic plan.
3. To monitor the progress made toward meeting the improvement goals and those of the strategic plan.
4. To solicit input from staff, parents and students during all phases of assessment, plan development, implementation and evaluation
5. To submit an annual report to the Board of Directors and the District, and make it available to the public.
6. To select from its members a chairperson, a vice-chairperson, and a secretary.
7. To recommend to the Executive Principal representatives from the school Accountability Committee, other than the principal, to serve on the District Accountability Committee and the District Parent Council.
8. Adopt goals, monitor progress, and report results in a manner consistent with Colorado Revised Statutes 22-7-101 through 107, additions to or revisions of state statutes, Colorado Department of Education regulations, and policies of the Board of Directors.
9. To determine a meeting schedule and publish time, date, and location of meetings with all meetings open to the public.
10. To nominate a budget sub-committee to review the annual school budget in terms of alignment with the strategic plan.

MEMBERSHIP

The Peak to Peak Charter School Accountability Committee shall have

1. At least two administrators, at least one of whom is a principal.
2. Three Board of Directors members who have been elected by the Peak to Peak community.
3. School community members with the objective of having a cross section of gender, ethnic and special populations represented.
4. At least one high school student who serves as a liaison between the committee and the student body.
5. Representatives and officers shall serve from June 1 through May 31.
6. Voting member status shall be attained by attending meetings, volunteering for a task and remaining in good standing.
7. Voting members shall consist of Peak to Peak Charter School Accountability Committee members in good standing.
8. A record of attendance will be kept for each meeting by the secretary.

POLICIES

1. The Peak to Peak Charter School Accountability Committee will communicate with other Peak to Peak organizations as appropriate. All subcommittees and representatives submit reports back to the entire Accountability Committee for appropriate action.
2. The Peak to Peak Charter School Accountability Committee will follow all policies and procedures established by the Peak to Peak Board of Directors concerning the accountability process.
3. All conduct at Accountability Committee meetings shall follow the Rules of Conduct established by the Peak to Peak Board of Directors.

OFFICERS

1. The officers of the Peak to Peak Charter School Accountability Committee shall consist of:
 - Chairperson
 - Vice-Chairperson
 - Secretary
2. The term of office shall be June 1 through May 31.

DUTIES OF OFFICERS

Chairperson: The Chairperson's duties shall include, but are not limited to

1. Presiding at all meetings.
2. Developing an agenda and posting it on the community bulletin board and/or the Peak to Peak website.
3. Schedule meetings.

Vice-Chairperson: The Vice-Chairperson shall assist the Chairperson and perform the above duties in absence of the Chairperson.

Secretary: The duties of the Secretary shall include, but are not limited to:

1. Keeping minutes of all meetings and maintaining an office notebook of meetings to be available to the public.
2. Maintaining attendance records.
3. Submitting attendance and minutes to the membership for approval, which can be done by email, and posting approved minutes on the community bulletin board, email it to the Peak to Peak community and/or posting it on the Peak to Peak website.

MEETINGS

1. The community shall be notified of scheduled meetings. All meetings of the Peak to Peak Accountability Committee shall be open to the community members.
2. Members shall be notified of any special meetings or schedule changes.
3. Regular meetings of the Peak to Peak Accountability Committee shall be held August through May for a minimum of eight meetings. The meeting dates and times shall be consistent and established by the committee prior to the publication of the calendar for the coming school year.
4. A quorum shall consist of the voting members present or a minimum of five.

ATTENDANCE

Attendance at all regularly scheduled meetings of the Peak to Peak Charter School Accountability Committee is expected in order to facilitate continuing conversations about ways to enhance the quality of education in the school, and avoid repetition in meetings.

COMMITTEES

Ad hoc committees shall be formed as necessary.

VOTING

1. The Peak to Peak Charter School Accountability Committee will operate by consensus with respect to most issues.
2. For issues requiring a vote, a two-thirds vote of the quorum shall govern the acceptance by the Peak to Peak Charter School Accountability Committee of its recommendations and actions.

CHANGES TO THE RULES OF OPERATION

Proposed changes in the rules of operation shall be submitted to the Chairperson at least two weeks prior to a regularly scheduled meeting. Proposed changes shall be presented at a regularly scheduled meeting and be voted upon at the next monthly meeting.

Submitted: December 13, 2005