

Peak to Peak Charter School

2025-2026 Annual Family Survey Results

2026 ANNUAL ***FAMILY SURVEY***

Information collected and analyzed
by the school's Accountability
Committee

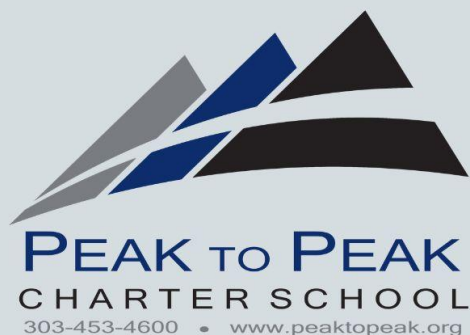


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Peak to Peak Charter School

2025–2026 Annual Family Survey

Executive Summary

Purpose

The Annual Family Survey is the Accountability Committee’s primary instrument for gathering structured feedback on the school’s progress toward its mission and vision. Results are provided to the Peak to Peak Board of Directors, the Executive Leadership Team, and the broader school community.

The 2025–2026 survey was conducted anonymously from January 12 through February 9, 2026, using the Qualtrics platform. All responses were collected anonymously. The Accountability Committee will forward this report to the Board of Directors and both Executive Directors, and will issue a follow-up report in fall 2026 documenting the school’s actions in response to these findings.

This cycle also marks the completion of a comprehensive revision of the survey instrument. Key changes include streamlined question language, a revised 5-point Likert scale, new skip logic for multi-student families, the addition of an overall school satisfaction item, and a structural separation of leadership feedback from recognition comments. The narrative prompt for open-ended items was revised to invite families to explain disagreement, which means the comment dataset is structurally weighted toward concerns. High positive survey scores coexist with a higher volume of critical open-ended responses, and both are valid reflections of family experience.

Participation

The 2025–2026 survey received completed responses representing 570 students, an increase of 48 students from the prior year. This reflects 39.8% of the total student population, which remains below the 60% target. Response rates varied by school level:

School Level	Students Represented	Key Note
Elementary School	Highest participation tier	Strong engagement from ES families

Middle School	Moderate participation	Participation lower than ES
High School	Moderate participation	Participation lower than ES
Total (All Levels)	570 students — 39.8% of enrollment	Below 60% target; up 48 from prior year

Through the survey, families submitted a total of 955 open-ended comments distributed across ten categories: Quality of Instruction (170), Quality of Relationships (116), Quality of Operations (140), Quality of Opportunities (84), Volunteering Comments (76), Giving Obstacles (20), Digest and Website (71), Comments for Leadership (93), Satisfaction (109), and Something You Love (135).

Volunteering data showed strong engagement, with 219 families reporting participation averaging just over 10 volunteer instances per year. Engagement is highest at the elementary level (122 families), followed by high school (53) and middle school (46).

Key Findings

Across 955 comments and quantitative satisfaction data from all three school levels, overall satisfaction stands at 89%. The findings below are organized by areas of strength and areas of opportunity. Quantitative scores are noted where available; qualitative themes reflect the most frequently cited topics across the comment set.

Areas of Strength

- Overall satisfaction: 89%. Counseling receives the highest satisfaction ratings across all three school levels, with families describing counselors as trusted, proactive, and meaningfully present in students' lives.
- Elementary families in particular report high satisfaction across nearly every category, with several items at or above 95%.
- Families give the strongest marks to creative and collaborative work (91%), adequate facilities (91%), necessary instructional support (90%).
- Teacher quality is a top-rated category, with dozens of educators named specifically for their care, high standards, and responsiveness.
- Academic rigor and college preparation are recognized as core strengths; alumni families report graduates were well prepared for post-secondary demands.

- Communication has improved measurably: 93% of families read the Weekly Digest regularly and 94% find it helpful. The new website format receives positive recognition.
- Peak Week and the small school community are frequently cited as distinctive features that set Peak to Peak apart.

Areas of Opportunity

- Food service scores 69% overall and is the most consistently cited operational concern across all three school levels.
- Standards-based grading draws feedback about inconsistent implementation and concerns about college preparedness.
- Support for students with IEPs and 504 plans shows a reversal of prior improvement trends, with general education teachers cited as inconsistent in implementation.
- Athletics scores 63%, the lowest satisfaction rating in the survey, with the most notable gap at the elementary level (59%).
- Activities and Clubs scores 68%, with relatively consistent dissatisfaction across levels.
- Board of Directors scores 59%, the single lowest result in the entire survey, across all levels.

Multi-Year Trend Notes

The Accountability Committee tracks several recurring comment themes longitudinally. The following trends are notable in this cycle:

- Electric bus concerns have stabilized (10 comments in 2026, consistent with 9 in 2025), with the character of complaints shifting from safety concerns to service gaps, particularly the cancellation of the Broomfield route.
- Izze drink concerns have fully resolved (0 comments in 2026, down from 18 in 2025), reflecting successful leadership action.
- Staffing concerns re-emerged this cycle (11 comments) after being absent last year.
- Students with identified needs concerns have reversed course, rising from 4 comments in 2025 to 12 in 2026, with concentration at the middle school level.
- Athletics concerns declined from a peak of 30 comments in 2025 to 10 in 2026, but remain substantive in both volume and intensity, particularly in the Satisfaction section.

Prepared by the Peak to Peak Accountability Committee • Spring 2026 • Submitted to the Board of Directors and Executive Leadership Team

What Is the Peak to Peak Annual Family Survey?

The Annual Family Survey is the Accountability Committee's tool through which to gather and analyze data to assess the school's progress toward its mission and vision and to provide results of that analysis to the Peak to Peak Board of Directors, the administration and the rest of the Peak to Peak Community.

The Accountability Committee conducted the Family Survey from January 12 through February 9, 2026.

- The survey was conducted anonymously; all answers to the survey were collected anonymously.
- The Accountability Committee will forward the report to the Board of Directors, the Executive Director of Education, and the Executive Director of Operations.
- The Accountability Committee together with the Executive Leadership Team will provide a follow-up report in the fall of 2026 on what actions the school has taken in response to these survey results.
- Data was collected using the Qualtrics platform. This cloud-based software provides increased flexibility and analytical capabilities for our volunteers.

The Accountability Committee would like to thank Peak to Peak families for completing the survey and providing meaningful comments. This input helps Peak to Peak to continue to evolve and improve. We are so grateful for the assistance of the Board of Directors, the Executive Leadership Team, James Fuller, and Tracy Durland.

School Year Setting

- In the 2025–2026 school year, Jennie Klein is in her fourth year as Executive Director of Education and Jennifer Douglas is in her third year as Executive Director of Operations.
- The Visual and Performing Arts Center, opened in spring 2025, is now in its first full year of student use.

- Peak to Peak's electric buses are in their fourth year of operation. The Broomfield route was discontinued ahead of this school year; remaining routes serve morning pickup, field trips, and athletic events.
- Peak Week is in its fourth year as a high school requirement. Although the Peak Week section of the survey was retired this cycle, comments referencing Peak Week appear throughout the qualitative data.
- During the 2025-2026 school year, the school launched a facility expansion project focused on a new middle school building, elementary gym and cafeteria expansion, as well as site improvements to improve safety and operability.

2025-2026 Revisions

This year the Accountability Committee completed a comprehensive review of the 2024–2025 survey instrument and implemented several revisions aimed at improving clarity, reducing redundancy, and better aligning results with strategic priorities.

Structurally, the Financial Documents and Peak Week sections were removed, grade-level communication questions were consolidated into a single item, and the open-ended leadership question was separated from the recognition prompt to clarify intent.

On the measurement side, the satisfaction scale was updated to a standard 5-point Likert format, the narrative prompt was revised to focus on disagreement explanation, and key instructional and operational items were simplified.

New additions include an overall school satisfaction item, a question exploring giving obstacles, and a public commitment that the Executive Leadership Team will read all narrative responses.

Survey functionality was also improved through skip logic for multi-student families, expanded volunteering response options, and the inclusion of the "I don't have enough information to answer" option in analysis.

Together, these changes strengthen the survey's reliability, reduce respondent fatigue, and improve the continuity of longitudinal data. A full history of survey changes is available in the Appendix.

Methodology

The Annual Family Survey provides the school administration and the Board of Directors with an understanding of the parent/guardian view of how successfully Peak to Peak is achieving its mission.

Results from prior years have led to improvements in areas such as technology, transportation, facilities, gifted and talented programming, and communication channels to name a few. Two areas that rose to the level of major themes over the last four years have seen **consistent improvement trends**:

- Electric buses
- Izze drinks (for more information, please see the [2024-2025 Leadership Response](#))

Theme	2023	2024	2025	Now
Electric busses	30	29	9	10
Izze drinks	N/A	32	18	0

For 17 years, the Accountability Committee has used the Annual Family Survey to collect feedback relevant to the school's Mission and Strategic Plan. The 2026 survey categories and questions reflect language changes on most questions to provide clarity as well as brevity to the survey. This was done to encourage higher participation rates. More information is available in the Appendix.

Though the process for surveying our families has not changed over the last 17 years, we acknowledge that this survey is what is known as an "opt-in" survey. Respondents are not part of a random sample. This creates selection bias; respondents are frequently either very happy or very unhappy with their student's experience at Peak to Peak. This emotion tends to cause swings in positivity rates, depending on the events surrounding the survey collection dates. While the scientific analysis measures are slightly different based on this acknowledgment, the value of the candid feedback is no less diminished.

Because the narrative prompt for all comment options was changed to: "If you disagreed... please explain why you disagreed...", the comment dataset is structurally skewed toward concerns. That doesn't mean families are unhappy overall; it means the open text fields were designed to capture disagreement rationale. In addition, because the narrative

prompts asked respondents to explain disagreement, most comments fall into “Mixed/Neutral” (analytical explanations rather than praise).

Quantitative Reporting

The survey uses a 5-point Likert scale with the following response options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. For questions in the Instruction, Relationships, Operations, and Opportunities sections, a sixth option — “I don't have enough information to answer” — is also available and is treated as a neutral response in analysis. The Satisfaction section uses only the standard 5-point scale.

Each category of response is assigned a number.

• Strongly Disagree=1 • Disagree=2 • Neither Agree nor Disagree=3 • Agree=4 • Strongly Agree=5 • <i>I don't have enough information = not included in the equation</i>
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Data is presented as a Percent Positive figure. Percent Positive is calculated as the percentage of respondents who selected either Agree or Strongly Agree out of all respondents. Consistent with the 2024–2025 report, the Accountability Committee defines a school strength as a question on which 85% or more of respondents provided a positive response, and an area of concern as a question that falls below the 80% threshold or has shown five years of continuous decline.

Qualitative Reporting

We analyzed a total of 955 comments as follows

Topic	Number of comments
Quality of Instruction	170
Quality of Relationships	116
Quality of Operations	140
Quality of Opportunities	84

Topic	Number of comments
Volunteering Comments	76
Giving Obstacles	20
Digest & Website	71
Comments for Leadership	93
Satisfaction	109
Something You Love	135

Response Rates

The 2025-2026 survey responses from completed surveys represented 570 students (an increase of 48 students from last year), which reflects 39.8% of our total student population, well below our target of 60%. Below are the responses by school level.

Thematic Areas of Discussion

The Family Survey has historically been built around four categories: **Instruction, Operations, Opportunities, Relationships**. These categories contain information per student. Each of the categories is analyzed at the school level (elementary, middle school and high school). Three-year comparisons are found in the Dashboard and summarized below. The percentages displayed were derived by adding Strongly Agree and Agree responses together as a portion of the total responses.

Common survey areas capture information per household and included:

- Digest and website
- Volunteering
- Giving obstacles
- Comments for leadership
- Satisfaction
- Praise

The qualitative survey tool (the comment boxes) collected information analyzed by the Accountability Committee. Most comments fall under one of **four thematic areas**, which remain consistent with those observed last year.

Instruction and Testing: Feedback centers on academic rigor, assessment practices, differentiation for different learners, instructional methods, and preparation for future academic demands.

Facilities and Operations: Feedback focuses on the physical environment, food services, technology infrastructure, transportation, and logistical aspects of the school day.

Communication: Feedback addresses how information is shared between the school and families, including the clarity, timeliness, and accessibility of communications across channels such as the Weekly Digest, the school website, and direct outreach from teachers and staff.

School Climate: Feedback reflects the social and emotional environment of the school, including peer relationships, belonging, character development, student wellbeing, and the quality of connections between students and the adults who support them.

The Thematic Observations do not represent a comprehensive list of all comments; rather they highlight prevalent themes. Comments specific to individuals, have been removed from this analysis and will be provided directly to Executive Leadership Team (ELT) members. A full list of questions included in the survey as well as historical data can be found in the Appendix of this report.

Survey Results Overview

The 2025–2026 Annual Family Survey collected 372 completed family responses representing 570 students, or 39.8% of the 1,433-student enrollment. Participation was strongest at the elementary level and tapered through middle and high school. Overall satisfaction with Peak to Peak Charter School is 89% and is consistent across school levels (Elementary 88%, Middle 90%, High 89%). The “Would recommend” item — the survey’s clearest measure of family loyalty — is at 87% K–12, reaching 91% at the elementary level.

School Level	Student Represented	Participation Rate
Elementary School	217 of 444	48.9%
Middle School	162 of 399	40.6%

High School	191 of 590	32.4%
Total (All Levels)	570 of 1,433	39.8%

Areas of Strength

Communication and family-facing systems lead this year's results. The Weekly Digest is read regularly by 93% of families and rated effective and helpful by 94%, the highest-scoring item on the survey. General communication satisfaction is 90%. In the classroom, families gave the strongest marks to opportunities for creative and collaborative work (91%), having at least one trusted adult on staff (91%), adequate facilities (91%), and instructional support sufficient to master coursework (90%). Elementary School families were notably positive across nearly every item, with eight indicators at 90% or higher.

Areas of Opportunity

Six instructional or operational items fell below the 80% threshold K-12: preparedness for standardized tests (73%), innovative techniques and learning opportunities (77%), food service meeting nutritional needs (69%), bus service (66%), participation in the annual fund (69%), and effective use of financial resources (78%). The healthy academic balance item, asked only at high school, sits at 67%. It is important to note that the Satisfaction section is excluded from these summaries because it does not include an "I don't have enough information to respond" option that is available in the other Likert-scale sections of the survey; Satisfaction results are reported in the Areas Peak to Peak Does Well / Needs Improvement section instead.

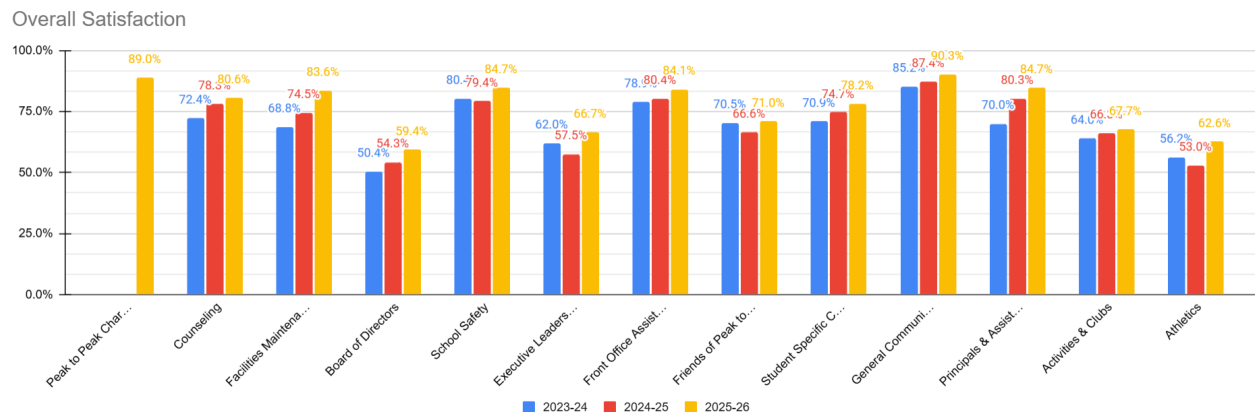
Patterns by School Level

Elementary results are uniformly strong; the only items below 80% are food service (70%), bus service (65%), and the annual fund (72%). Middle School shows the most variability among the academic items, with materials and methods meeting student needs (68%) and varied assessments (74%) trailing other categories. High School pairs strong relational and communication scores (at least one trusted adult on staff at 90%, would recommend Peak to Peak at 85%, and the Weekly Digest read regularly by 90% of HS families and rated effective by 92%) with the survey's lowest operational ratings on bus service (63%) and the lowest healthy-balance score (67%).

Three-Year Comparison

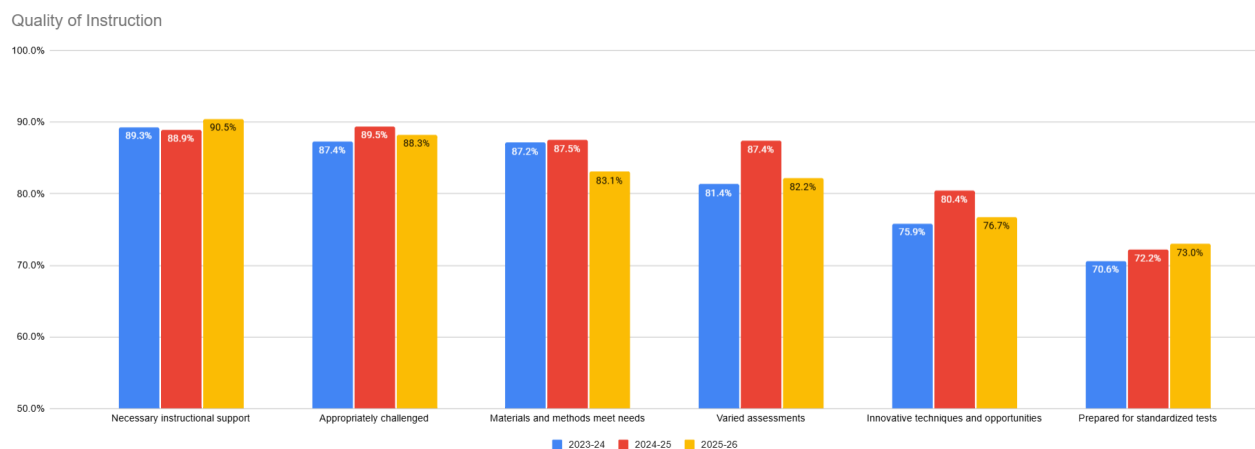
Overall satisfaction with P2P was overwhelmingly positive across all school levels, as was satisfaction with the educators. Parents consistently praised the school's academic rigor, strong sense of community, and commitment to student well-being, with many expressing deep gratitude for the staff and describing P2P as an exceptional place to learn and grow.

Overall Satisfaction



Across all three school levels, overall satisfaction remains high in 2025–2026, with K–12 satisfaction at 89% positive. Year-over-year movement is modest, and the differences between school levels (Elementary 88%, Middle 90%, High 89%) are within a few points.

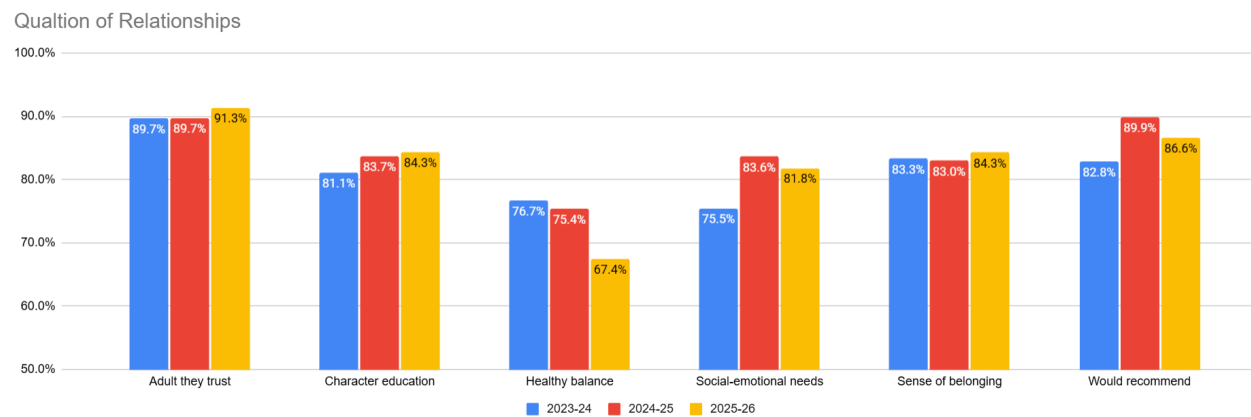
Quality of Instruction



Elementary instruction scores rose this year — particularly necessary instructional support (88% → 95%) and standardized test preparation (71% → 79%). Middle School showed the most movement in the other direction, with materials and methods (86% → 68%) and

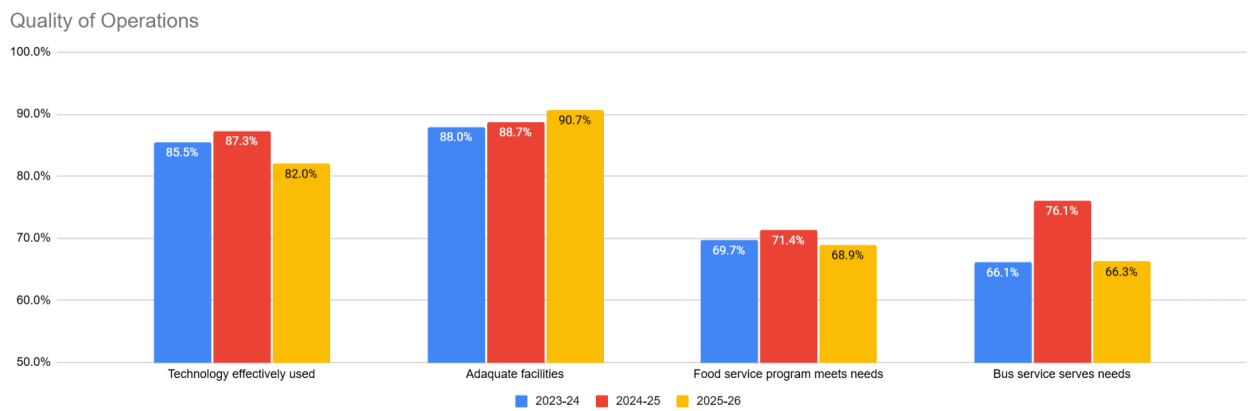
varied assessments (85% → 74%) declining noticeably. High School instruction scores were largely stable.

Quality of Relationships



Relationships and culture indicators remain among the strongest in the survey. Elementary scores hold above 88% across all items. Middle School trust in adults rose 5.5 points (82% → 88%), while the recommendation rate at the Middle School level fell 5.9 points (88% → 82%). High School belonging improved 5.0 points (77% → 82%).

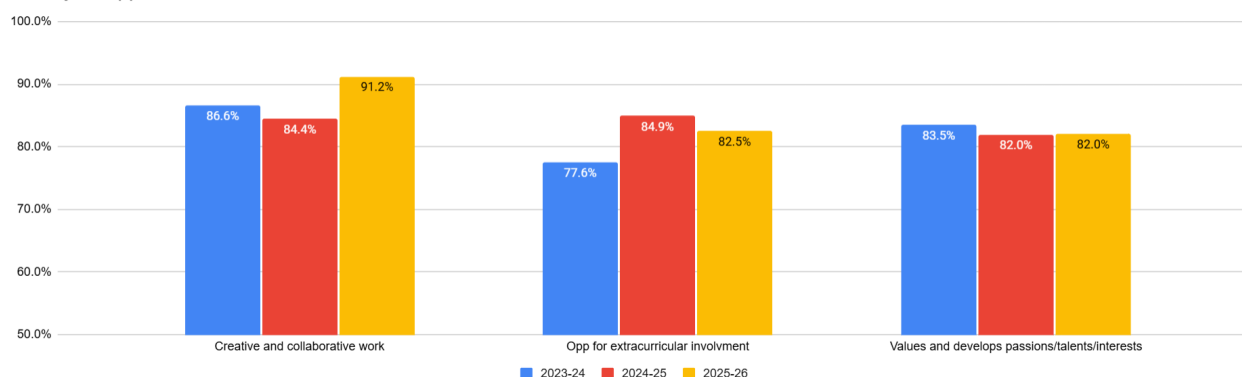
Quality of Operations



Operations remain the weakest quality area. Bus service declined at the Elementary (77% → 65%) and Middle School (82% → 71%) levels (this could be due to how the language in the question was streamlined), with food service continuing to score in the high 60s/low 70s across all levels. Facilities ratings improved at the Middle and High School levels, reflecting recent campus investments.

Quality of Opportunities

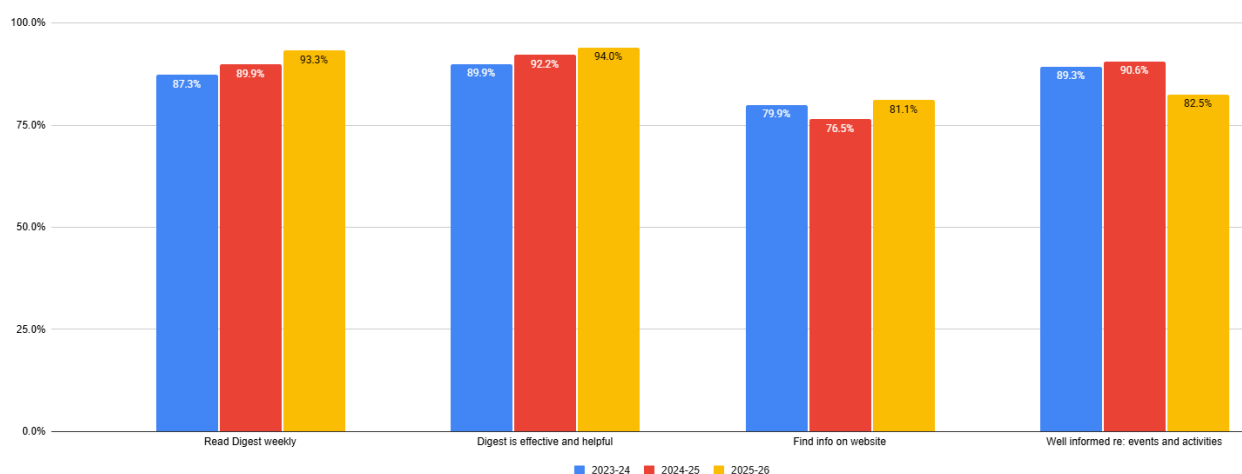
Quality of Opportunities



Opportunities ratings strengthened year over year, with Elementary creative and collaborative work climbing to 96% and Middle School equivalent items rising more than 10 points (noting that the 2025–26 question wording was revised, so comparisons are approximate). High School opportunity scores edged up modestly, including extracurricular involvement (83% → 84%) and creative and collaborative work (85% → 88%).

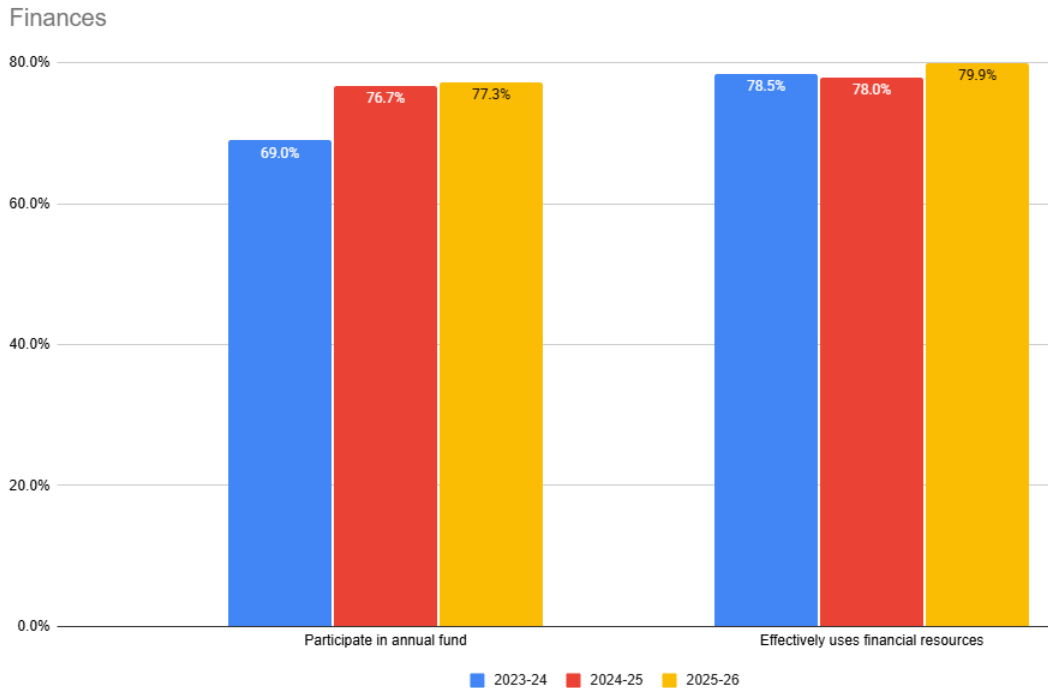
Communications

Communication



The Weekly Digest is the highest-scoring item on the survey this year (94% effective and helpful, 93% read regularly), and general communication satisfaction is at 90%. Website navigation lags behind at 81%, and information about events and activities sits at 82% — both below the strength threshold.

Finances



Note: The section about Financial Documents was retired this year as part of the comprehensive survey revision (see 2025–2026 Revisions). The 2025–2026 report instead asks a new “reasons families choose not to give” question, reported in the Giving Obstacles section.

Elementary School Report

Overview

At the elementary level, comments address interactions with teachers, counselors, and administrators, student wellbeing, belonging, space, food, and support for students with identified needs.

Quantitative Results

The tables below show this year’s percent positive results for each item, last year’s comparable percentage, and the change. Items marked with * had material wording changes this cycle; their year-over-year comparisons are approximate.

Quality of Instruction

Question	% Positive (2025–26)	% Positive (2024–25)	Change
Necessary instructional support	95.3%	88.4%	+6.9pt
Appropriately challenged	89.2%	91.2%	-2.0pt
Materials and methods meet needs	91.0%	87.3%	+3.7pt
Varied assessments	86.9%	88.4%	-1.5pt
Innovative techniques and opportunities	82.4%	82.5%	-0.1pt
Prepared for standardized tests	78.6%	71.1%	+7.5pt

Quality of Relationships

Question	% Positive (2025–26)	% Positive (2024–25)	Change
At least one trusted adult	95.7%	94.2%	+1.5pt
Character education	90.6%	93.4%	-2.8pt
Social-emotional needs	88.6%	91.7%	-3.1pt
Sense of belonging	89.2%	90.8%	-1.6pt
Would recommend Peak to Peak	91.0%	92.4%	-1.4pt

Quality of Operations

Question	% Positive (2025–26)	% Positive (2024–25)	Change
Technology effectively used*	88.7%	89.9%	-1.2pt
Adequate facilities	94.1%	95.3%	-1.2pt
Food service meets needs	70.2%	72.3%	-2.0pt
Bus service meets needs*	65.1%	76.7%	-11.6pt

Quality of Opportunities

Question	% Positive (2025–26)	% Positive (2024–25)	Change
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Creative and collaborative work*	95.5%	86.6%	+8.9pt
Values and develops passions	85.9%	87.8%	-1.9pt

Elementary School quantitative results suggest strong satisfaction across core domains, particularly in areas related to relationships and school culture. While most measures meet or exceed percent-positive thresholds, select operational and instructional support items fall closer to opportunity benchmarks, signaling areas where targeted improvement may yield meaningful gains.

Instruction	Relationships & Culture	Operations	Opportunities
Necessary instructional support — 95% Appropriately challenged — 89% Materials and methods meet needs — 91% Varied assessments — 87% Innovative techniques and opportunities — 82% Prepared for standardized tests — 79%	Adult they trust — 96% Character education — 91% Social-emotional needs — 89% Sense of belonging — 89% Would recommend — 91%	Technology effectively used — 89% Adequate facilities — 94% Food service program meets needs — 70% Bus service serves needs — 65%	Creative and collaborative work — 96% Values and develops passions/talents — 86%

While the survey instrument was revised this year to improve clarity and measurement reliability, the overall pattern of results remains consistent with prior years. Elementary responses continue to show very strong agreement in relationships and instructional support, with most indicators ranging between 89% and 96%. Several indicators show modest improvement compared with the prior year, including necessary instructional support (from 88% to 95%), materials and methods meeting student needs (from 87% to 91%), and preparedness for standardized tests (from 72% to 79%). Adequate facilities also increased slightly (from 91% to 94%). One area that declined was bus service meeting family needs (from 79% to 65%). Overall, operational results remain largely stable, with food service (70%) and transportation (65%) continuing to receive the lowest ratings among operational items.

Qualitative Themes

Out of 58 elementary instruction-related comments, the themes below were identified..

Quality of Instruction

Positive comments in the Elementary School that appear in the **Instruction and Testing** thematic category center primarily on specific teacher appreciation, with several educators named for their individualized approach, high expectations, and ability to make learning engaging. Academic support programs receive genuine praise, with families noting visible student progress and growth. A smaller number of comments highlight the strength of the new curricula, and several families report overall academic improvement in their students this year.

Negative comments in the Elementary School also appear in the **Instruction and Testing** thematic category and cluster around several topics. Standardized testing overemphasis and insufficient challenge or differentiation are the most prevalent concerns, each raised by approximately 8 respondents. Additional topics include dissatisfaction with the class size, frustration with standards-based grading, and inadequate individual and IEP support.

Quality of Relationships

The **School Climate** thematic cluster appears to have the most positive and negative comments. The strongest and most consistent *positive* signal across all four categories is specific appreciation for a trusted adult. Several teachers are noted as exhibiting the same depth of care and emotional responsiveness as support staff and counselors.

Student behavior and peer dynamics are mentioned in several *negative* comments in reference to cliques, mean behavior, and bullying. Families appreciate the counseling lessons in theory but question their real-world impact, noting that kindness taught in the classroom isn't translating to the playground or peer interactions.

Quality of Operations

Positive comments center around **Facilities and Operations**, with families expressing genuine gratitude for the free breakfast and lunch program, and several specifically thanking food service staff for their efforts. The removal of Izze drinks from the cafeteria is called out as a welcome change. At the elementary level, bus comments are minimal and mostly neutral, despite the decline in ratings noted by the quantitative data analysis.

Negative comments cluster around **Facilities and Operations** with the majority of *negative* comments addressing: nutritional quality, portion sizes, options for dietary restrictions (gluten-free, dairy-free, halal, vegetarian).

Quality of Opportunities

Instruction and Testing received most *positive* comments, with families appreciating the variety of after-school clubs and special interest programs, the art program, PE, and the music program.

Most *negative* comments focus on the theme of **School Climate**. Several families express concern that the school does not equally value or engage all students, with comments noting that opportunities feel unevenly distributed.

A detailed count of comments is available in the Appendix.

Middle School Report

Overview

Family feedback at the middle school level reflects a period of developmental transition, where students’ needs for movement, structure, belonging, and challenge are changing rapidly. Families express appreciation for efforts to build community and provide academic rigor, while also raising consistent concerns about whether current systems (particularly schedules, technology use, and instructional consistency) support adolescents.

Quantitative Results

The tables below show this year’s percent positive results for each item, last year’s comparable percentage, and the change. Items marked with * had material wording changes this cycle; their year-over-year comparisons are approximate.

Quality of Instruction

Question	% Positive (2025–26)	% Positive (2024–25)	Change
Necessary instructional support	85.4%	87.2%	-1.8pt
Appropriately challenged	86.5%	88.5%	-2.0pt

Materials and methods meet needs	67.5%	86.2%	-18.7pt
Varied assessments	74.2%	84.6%	-10.4pt
Innovative techniques and opportunities	71.5%	74.5%	-3.0pt
Prepared for standardized tests	68.1%	74.2%	-6.1pt

Quality of Relationships

Question	% Positive (2025–26)	% Positive (2024–25)	Change
At least one trusted adult	87.5%	82.0%	+5.5pt
Character education	81.3%	79.1%	+2.2pt
Social-emotional needs	77.7%	79.2%	-1.5pt
Sense of belonging	80.3%	80.4%	-0.1pt
Would recommend Peak to Peak	82.3%	88.2%	-5.9pt

Quality of Operations

Question	% Positive (2025–26)	% Positive (2024–25)	Change
Technology effectively used*	74.8%	87.2%	-12.4pt
Adequate facilities	89.9%	86.5%	+3.4pt
Food service meets needs	69.6%	73.2%	-3.5pt
Bus service meets needs*	71.4%	82.3%	-10.8pt

Quality of Opportunities

Question	% Positive (2025–26)	% Positive (2024–25)	Change
Creative and collaborative work*	88.9%	78.4%	+10.5pt
Adequate extracurricular involvement	80.6%	82.3%	-1.8pt
Values and develops passions	77.8%	74.8%	+3.0pt

Middle School results indicate generally positive satisfaction across domains, with several measures approaching or meeting established percent-positive thresholds. However, compared to elementary results, responses reflect greater variability, particularly in areas connected to daily structure, instructional consistency, and student experience.

Instruction	Relationships & Culture	Operations	Opportunities
•Necessary instructional support — 85% •Appropriately challenged — 87% •Materials and methods meet needs — 68% •Varied assessments — 74% •Innovative techniques and opportunities — 72% •Prepared for standardized tests — 68%	•Adult they trust — 88% •Character education — 81% •Social-emotional needs — 78% •Sense of belonging — 80% •Would recommend — 82%	•Technology effectively used — 75% •Adequate facilities — 90% •Food service program meets needs — 70% •Bus service serves needs — 71%	•Creative and collaborative work — 89% •Extra-curricular involvement — 81% •Values and develops passions/talents — 78%

Middle school results remain generally positive across most categories, with several indicators showing improvement compared with the prior year. Creative and collaborative work increased from 78% to 89%, and ratings for adequate facilities rose from 86% to 90%. Trust in adults also improved modestly. At the same time, several instructional indicators declined, most notably materials and methods meeting student needs (from 88% to 68%) and varied assessments (from 86% to 74%). Operational indicators were mixed, with technology use and transportation ratings decreasing while facilities improved. Overall, most middle school indicators remain between 70% and 90%.

Qualitative Themes

Out of 163 middle school comments across quality of instruction, relationships, operations, and opportunities, the below themes were noted.

Quality of Instruction

Positive comments in the Middle School appear primarily in the **Instruction and Testing** thematic category and center on specific teacher appreciation, with several educators named for their responsiveness, high standards, and ability to challenge students. Families

also express appreciation for honors and accelerated course options, and academic support staff are recognized for their dedication and professionalism.

Negative comments in the Middle School are also concentrated in the **Instruction and Testing** category. Excessive technology and screen use is the most prevalent concern. Inadequate support for students with identified needs, including IEPs and 504 plans which are not consistently implemented by general education teachers is raised by multiple respondents. Additional concerns include over-reliance on video instruction, inconsistent teacher responsiveness to emails, and standards-based grading not preparing students for college-level academics.

Quality of Relationships

The **School Climate** thematic cluster contains both the most positive and negative comments at the middle school level. *Positive* comments highlight students finding trusted adults and friend groups, and several families describe the overall school environment as safe and academically strong. Specific appreciation is expressed for the counseling team transition and for staff who go above and beyond to support individual students.

Negative comments in this category address bullying (including racial slurs, homophobic language, and physical intimidation); several families comment that this behavior is inadequately addressed. Several respondents note that quieter, less visible students fall through the cracks socially and emotionally. The middle school counseling model also draws criticism, with families observing that counselors are more transactional than relationally engaged. In the area of **Communications**, families list unanswered emails and no proactive outreach when students fall behind.

Quality of Operations

Positive comments in the **Facilities and Operations** thematic cluster center on families appreciating the free lunch and breakfast program, noting some improvement in food service this year, and expressing excitement about upcoming facility upgrades.

Negative comments cluster in **Facilities and Operations** as well. Food service concerns mirror the elementary pattern: poor nutritional quality, small portions, limited variety, and inadequate options for vegetarians and students with dietary restrictions. Inadequate physical space, including cramped hallways and classrooms, is also raised by multiple families.

Quality of Opportunities

Positive comments center on **Instruction and Testing**, and include references to the theater program, middle school athletics, student council, and the variety of clubs available. Several families appreciate the school's encouragement of students to explore broadly at the middle school level.

Negative comments focus also on the same thematic category, primarily on insufficient extracurricular offerings, particularly non-athletic clubs, and scheduling conflicts that prevent students from participating in activities they want to join. Athletics concerns persist, with families noting poor communication and inconsistent coaching.

A detailed count of comments is available in the Appendix.

High School Report

Overview

High school family feedback includes many references to academic rigor, advanced coursework, and preparation for postsecondary pathways. Comments also reference teacher commitment, counseling support, and signature academic programs. At the same time, a substantial portion of responses address workload intensity, student stress, sleep, and consistency in daily student experience. Across comments, recurring topics include academic expectations, scheduling, and the balance between rigorous coursework and student wellbeing.

Quantitative Results

The tables below show this year's percent positive results for each item, last year's comparable percentage, and the change. Items marked with * had material wording changes this cycle; their year-over-year comparisons are approximate.

Quality of Instruction

Question	% Positive (2025-26)	% Positive (2024-25)	Change
Necessary instructional support	89.2%	88.8%	+0.4pt
Appropriately challenged	88.7%	87.3%	+1.4pt

Materials and methods meet needs	87.2%	87.0%	+0.2pt
Varied assessments	83.8%	86.9%	-3.1pt
Innovative techniques and opportunities	74.6%	76.4%	-1.8pt
Prepared for standardized tests	71.0%	70.7%	+0.3pt

Quality of Relationships

Question	% Positive (2025–26)	% Positive (2024–25)	Change
At least one trusted adult	89.6%	86.1%	+3.5pt
Character education	79.7%	75.3%	+4.4pt
Healthy balance (HS only)	67.4%	—	—
Social-emotional needs	77.5%	77.5%	0.0pt
Sense of belonging	82.0%	77.0%	+5.0pt
Would recommend Peak to Peak	85.2%	88.8%	-3.6pt

Quality of Operations

Question	% Positive (2025–26)	% Positive (2024–25)	Change
Technology effectively used*	81.1%	86.6%	-5.5pt
Adequate facilities	87.7%	85.8%	+1.9pt
Food service meets needs	66.9%	69.0%	-2.1pt
Bus service meets needs*	63.2%	69.0%	-5.8pt

Quality of Opportunities

Question	% Positive (2025–26)	% Positive (2024–25)	Change
Creative and collaborative work*	88.3%	85.1%	+3.2pt
Adequate extracurricular involvement	84.0%	82.9%	+1.1pt
Values and develops passions	81.3%	81.0%	+0.4pt

High School results indicate satisfaction, particularly in areas related to instructional quality, college preparation, and relationships with staff. However, compared to earlier grade levels, responses reveal heightened sensitivity to systemic pressures, including workload demands, schedule design, and policy consistency.

Instruction	Relationships & Culture	Operations	Opportunities
• Necessary instructional support — 89% • Appropriately challenged — 89% • Materials and methods meet needs — 87% • Varied assessments — 84% • Innovative techniques and opportunities — 75% • Prepared for standardized tests — 71%	• Adult they trust — 90% • Character education — 80% • Healthy balance — 67% • Social-emotional needs — 78% • Sense of belonging — 82% • Would recommend — 85%	• Technology effectively used — 81% • Adequate facilities — 88% • Food service program meets needs — 67% • Bus service serves needs — 63%	• Creative and collaborative work — 88% • Opportunity for extracurricular involvement — 84% • Values and develops passions/talents — 81%

While the survey instrument was revised this year to improve clarity and measurement reliability, high school results remain broadly consistent with the prior year. Several indicators show improvement, including varied assessments (from 84% to 87%), and opportunity for extracurricular involvement (from 84% to 87%). Ratings for a sense of belonging improved modestly (from 75% to 82%). At the same time, healthy balance declined from 75% to 67%, representing the largest decrease among relationship indicators. Operational results remain relatively stable overall, with food service (70%) and bus service (63%) continuing to receive the lowest ratings.

Qualitative Themes

Out of 184 high school comments across quality of instruction, relationships, operations, and opportunities, the following themes were noted.

Quality of Instruction

Positive comments in the High School appear primarily in the **Instruction and Testing** thematic category and reflect strong overall appreciation for the quality and dedication of

teachers. Multiple families describe teachers who present material in varied, engaging ways and hold students accountable. The reassessment model is viewed positively by some families as supporting a genuine focus on learning over performance.

Negative comments in the High School are also concentrated in the **Instruction and Testing** category and cluster around several recurring themes. Mid-year teacher departures and teacher hiring are the most specific and urgent concerns. Additional concerns include inconsistent instructional quality across teachers, overreliance on video lessons, lack of preparedness for AP exams, and insufficient SAT/ACT preparation.

Quality of Relationships

Positive comments in the **School Climate** thematic cluster are warm and specific. Families consistently praise the counseling team and describe teachers as mentors who go beyond their classroom role. Students are generally treated with kindness by peers and faculty.

Negative comments in this category center on two distinct themes. First, school belonging and social integration is a persistent challenge. Cliques, exclusion, and difficulty breaking into friend groups are raised by multiple families. Second, academic pressure and balance is a significant concern. Bullying (including racial slurs and peer exclusion) is also noted by several families.

Quality of Operations

Positive comments in the **Facilities and Operations** thematic cluster include appreciation for the new theater space, gratitude for transportation availability for athletics, and several families noting satisfaction with specific food offerings.

Negative comments cluster in **Facilities and Operations**, with food service generating the highest volume. Concerns center on insufficient portion sizes for high school students, poor nutritional quality, limited options for vegetarians and students with dietary restrictions (halal, dairy-free), long lunch lines, and items frequently sold out before students reach the front.

Quality of Opportunities

Positive comments center on **Instruction and Testing** thematic, with emphasis on Peak Week, athletics, theater, college counseling, and the overall variety of extracurricular offerings. Several families describe extracurriculars as a net positive and a defining feature of the high school experience.

Negative comments highlight the same thematic and focus primarily on athletics, followed by club sponsorship and access as growing concerns, with families noting that budget cuts have reduced faculty-sponsored clubs, limiting students' ability to connect around shared interests.

A detailed count of comments is available in the Appendix.

Would Recommend Peak to Peak

The Annual Family Survey has historically tracked the question “Based on this student’s experience, I would recommend Peak to Peak to my friends and family.” It serves as a single-question indicator of overall family loyalty and is reported by school level below.

School Level	% Positive (2025–26)	% Positive (2024–25)	Change
Elementary School	91.0%	92.4%	-1.4pt
Middle School	82.3%	88.2%	-5.9pt
High School	85.2%	88.8%	-3.6pt
K–12	86.6%	89.9%	-3.3pt

Recommendation rates remain at or above the 80% positive threshold at all three school levels, but each shows a year-over-year decline, with the largest at the middle school level. The qualitative comments most strongly associated with hesitation to recommend cluster around inconsistent implementation of supports for students with identified needs and around perceived gaps in academic balance and college preparation.

Digest & Website

Quantitative Results

The communication data suggests that the Weekly Digest is a strong and trusted channel for families. A large majority report reading it regularly (93%), and an even slightly higher percentage find it effective and helpful (94%), indicating that when families engage with this tool, it delivers value. However, the data also highlights friction points beyond the Digest.

81% report being able to find information easily on the website, and 82% feel well informed about events and activities.

FAMILY SURVEY	Agree/Strongly Agree	#	%
Read Digest weekly	347	372	93%
Digest is effective and helpful	347	369	94%
Find info on website	296	365	81%
Well informed re: events and activities	306	371	82%
Well informed re: events and activities - New	65	77	84%
Well informed re: events and activities - Returning	241	294	82%

Note about 2nd column first row: This (and all Family level Likert questions) is not a SUM of the level data because the question is asked once per survey rather than once per student. So a family with students in multiple levels will appear in each of the disaggregates but only once in the aggregate. Families with multiple students in one level only appear once in the disaggregates as well.

Qualitative Themes

Among 71 comments related to the Digest and website, approximately 39% reflect strength-based observations that fall in the **Communications** thematic. The strongest positive signal is genuine appreciation for the improved Weekly Digest format, with multiple families describing it as well-organized, efficient, and a go-to source for staying informed. A second positive theme is the overall trajectory of improvement; several families note that communications have improved dramatically over the past several years, and that the new website represents a significant upgrade over the previous version.

The most prevalent concern is information fragmentation; some families describe managing multiple sources of information simultaneously as challenging. Several families note that important items such as permission slips and sign-up deadlines get buried in the Digest and missed if a week is skipped. The second most prevalent concern is website navigation and advance notice, with families describing the website as difficult to navigate, and multiple respondents requesting more lead time on events,

VOLUNTEERING	Actual	Possible	Percentage
Volunteer	219	372	58.9%
Average # times per year	10.37		
Elementary School	122		
Middle School	46		
High School	53		
Friends of Peak to Peak 501c3	34		
Volunteering in the Classroom	34		
Field Trips	110		
Athletics	28		
Committees	28		
Focus Groups	10		
Other	2		

particularly athletics, college visits, and grade-level activities.

Volunteering

Quantitative Results

The volunteering data shows strong overall engagement, with 219 families reporting participation and an average of just over 10 volunteer instances per year. Engagement is highest at the Elementary School level (122), followed by High School (53) and Middle School (46), suggesting that participation tends to decrease as students get older. Field trips (110) represent the most common volunteer activity, indicating that families are especially willing to support event-based or time-bound opportunities. Classroom volunteering and involvement with Friends of Peak to Peak (the school's related fundraising organization) each show moderate participation (34), while athletics and committees (28 each) attract a smaller but steady group of contributors. Focus groups and other activities see limited engagement. Overall, the data suggests families are willing to volunteer, particularly for clearly defined, episodic opportunities, while sustained or governance-based roles may require additional support or capacity.

Qualitative Themes

On the positive side, families express genuine enthusiasm for the variety and accessibility of volunteering opportunities, particularly at the elementary level, describing classroom visits, field trips, Mystery Reader, and the Gala as meaningful ways to be involved. A second positive theme is the warm reception from teachers and students, with multiple families noting that when they do volunteer, the experience with staff and students is rewarding and appreciated.

The most prevalent concern is the fingerprinting and background check process, raised by a striking number of families who describe having to repeat the process multiple times over the years as burdensome enough to actively deter volunteering. The second concern is inconsistent volunteer appreciation and culture, particularly at the high school and athletics levels, where several families describe staff who are indifferent or outright rude to volunteers, and an organizational culture that does not consistently recognize the time families contribute.

Giving Obstacles

Quantitative Results

The “Why Not Give” data suggests that the primary barrier to donating is financial capacity. The most frequently cited reason is financial priorities or constraints (59), significantly outweighing other factors. A meaningful number of families also indicate they prefer to give their time instead of money (16) or donate primarily to other causes (13), reinforcing that limited resources may be distributed elsewhere rather than withheld entirely. Some families contribute financially through other Peak to Peak events (13), suggesting indirect support is occurring. A smaller group expresses concerns related to connection (6), school fees being too high (6), or expectations around donating to a public school (9). Very few respondents cite lack of clarity about how donations are used (1) or not knowing enough about the school (2), indicating transparency is not a major concern.

Why Not Give	# of Answers
Financial priorities or constraints	59
I'm not sure how donations are used	1
I don't feel connected to the school	6
The school hasn't asked me clearly or at the right time	2
I prefer to give my time, not money	16
I donate primarily to other causes	13
I didn't expect to be asked to donate to a public school	9
I don't know enough about the school	2
The school fees are too high	6
I participate financially through other P2P events	13
Other	21

Qualitative Themes

Among 20 comments related to giving, several families express a genuine desire to give and appreciation for what the school accomplishes on a tight budget. A second theme is a preference for directed giving: families who prefer to donate to specific teachers or programs (such as DonorsChoose or the Gala) rather than the annual fund.

In contrast, the most prevalent concerns are financial constraints and competing priorities, with families citing job uncertainty, the cost of living, college savings pressures, and unexpected school fees as barriers to giving.

Satisfaction

Quantitative Results

Overall satisfaction ratings show that 89% of respondents report satisfaction with Peak to Peak Charter School overall. The highest satisfaction rating is general communication at

90%. Several areas fall in the mid-80% range, including school safety (85%), principals and assistant principals (85%), front office assistance (84%), and facilities maintenance (84%). Counseling receives an 81% positive rating, while student-specific communication is rated at 78%. Additional areas include Friends of Peak to Peak (501c3) at 71%, activities and clubs at 68%, executive leadership at 67%, and athletics at 63%. The Board of Directors receives a 59% positive rating¹.

SATISFACTION	Agree/Strongly Agree	#	%
Peak to Peak Charter School Overall	331	372	89%
Counseling	300	372	81%
Facilities Maintenance	311	372	84%
Board of Directors	221	372	59%
School Safety	315	372	85%
Executive Leadership	248	372	67%
Front Office Assistance	313	372	84%
Friends of Peak to Peak 501c3	264	372	71%
Student Specific Communication	291	372	78%
General Communication	336	372	90%
Principals & Assistant Principals	315	372	85%
Activities & Clubs	252	372	68%
Athletics	233	372	63%

Qualitative Themes

Among the 105 satisfaction-related comments, the strongest positive feedback centers on counseling teams, praised consistently and enthusiastically across all school levels, with specific counselors named in multiple comments.

A second positive theme is overall pride in and gratitude for the school, with families describing Peak to Peak as exceptional, expressing deep loyalty to the community, and noting that the academic environment and staff dedication are meaningful differentiators from other options.

On the topic of adults they trust, positive comments were abundant, particularly at the elementary and high school levels. At the elementary level, shout-outs were frequent for classroom teachers, kindergarten teams, the principal and vice principal, counselors, and reading intervention and lit lab staff. At the high school level, the counseling team received the most enthusiastic and repeated praise, with multiple families citing their counselors' responsiveness, warmth, and investment in students' academic and emotional well-being, alongside recognition of specific teachers for going above and beyond. Middle school

¹ This section did not have a "I don't have enough information to respond" option.

families similarly highlighted teachers and the principal for their positive energy and dedication, and their impact on students' growth and engagement.

The most prevalent concern is about athletics, with multiple families citing lack of vision, lack of coaching support, and managing communications poorly. The second most prevalent concern is front office and administrative staff demeanor, with several families across all school levels describing specific front office staff as rude, unwelcoming, or cold, a concern that has appeared in prior years and does not appear to have fully resolved.

Comments Specifically for Leadership

Qualitative Themes

Positive comments directed at leadership highlight confidence in executive leadership, praised by multiple families for responsiveness, competence, and community presence. A second positive theme is appreciation for the school's academic mission and college preparatory culture, with families expressing gratitude for the rigor, the counseling support, Peak Week, and the overall environment that prepares students for life beyond high school.

The most prevalent concern directed at leadership is scheduling and calendar changes, including late-start Wednesdays, Peak Week timing, and Monday block structure.

Praise / "Something You Love"

Qualitative Themes

The dominant positive theme by a significant margin is specific staff and teacher appreciation, with dozens of educators, counselors, and administrators named with genuine warmth and detail across all three school levels. The second positive theme is community and belonging: families describe Peak to Peak as a place where children feel seen, safe, and valued, and where the small school environment enables meaningful relationships between students and adults.

Concerns embedded in this sheet are minimal by design, but one surfaced. Several families raise teacher compensation, hiring, and retention concerns, warning that the school risks

losing its best teachers if pay does not keep pace with the cost of living, and noting that newer hires are not always at the same caliber as long-tenured staff.

Areas Peak to Peak Does Well

Community feedback surfaced recurring topics across all school levels, which align with four thematic areas: Instruction and Testing, Facilities and Operations, Communication, and School Climate. Within each topic, comments included both positive feedback and areas where families would like to see improvement. The feedback tends to be split fairly evenly between positive and negative comments.

Instruction and Testing

- **Academic preparation** – Families credit Peak to Peak with preparing students well for college; graduates report feeling academically ready.
- **Teacher impact** – Many families praise specific teachers who know students well and support academic growth.
- **Differentiation/support** – Positive highlights include the gifted and talented program, literacy labs, and teacher support for struggling students.
- **Individualized attention** – Families frequently note that teachers and counselors know students personally and tailor support to individual need.

Communication

- **Communication** – Improvements in the Weekly Digest and communication systems are noted positively.

Facilities and Operations

- **Food service** – Families appreciate the free meal program as an equity-minded initiative benefiting the whole community.
- **Arts, music, and theatre** – The arts program, including music, orchestra, theatre, and visual arts, is frequently highlighted as a standout strength.
- **Athletics** – Specific coaches were praised for dedication and impact, and parents broadly affirm the value of athletics for student development.

School Climate

- **Community and belonging** – The sense of community, connection, and belonging at P2P is the single most frequently cited strength
- **Character and values** – Families appreciate the school's emphasis on character development, respect, and personal integrity

Areas That Need Improvement

Instruction and Testing

- **College prep and advanced coursework** – AP class access, college readiness, and preparation for standardized testing are also cited as areas for improvement
- **Technology use** – Over-reliance on Chromebooks and screens, with calls for more paper-based and hands-on learning

Communication

- **Communication** – Difficulty navigating multiple platforms, missed announcements, and inconsistent information flow

Facilities and Operations

- **Food service** – Nutritional quality, portion sizes, dietary restriction options
- **Clubs and extracurriculars** – While this theme appears also as highly appreciated, it also has negative comments regarding limited elective access, communication around club schedules and outcomes, and Peak Week logistics
- **Athletics** – Coaching quality, tryout communication, playing time equity, and sports program breadth

School Climate

- **Student wellbeing and mental health** – Student stress, anxiety, and the need for stronger mental health resources
- **Bullying and social exclusion** – Bullying, cliques, and reported use of derogatory language

Conclusion

The Accountability Committee would like to thank the teachers, counselors, facilities staff and school leadership for making Peak to Peak the wonderful school that it is. We appreciate the family commitment in this year's Family Survey and look forward to building on the improvements we saw this year. Like last year, the comments indicate the need to:

- Continue to address concerns with nutrition, portion, and time allotment for food service.
- Address concerns with technology overuse (screen time, Chromebooks).
- Continue to help families understand the benefits and challenges surrounding standardized grading processes, testing, and supports for students with identified needs.
- Continue the work to improve Peak to Peak's school climate, where all families and students feel they belong.

The Accountability Committee will continue to monitor and communicate progress on these and other benchmarks. In the fall of the 2026-2027 school year, the Committee will provide the community with the response from school leadership to the results of this year's survey. The Committee wants to thank the Peak to Peak Community for their continued participation in the Annual Family Survey.

Appendix

Survey History

Year	Changes or Additions
2025–2026	The Accountability Committee conducted a comprehensive review of the survey instrument to improve clarity, strengthen data quality, reduce redundancy, and align results with strategic priorities related to communication, school culture, and continuous improvement. Structural streamlining: Removed the section about Financial Documents and Peak Week section; removed grade-level communication questions from the student-level section; added a consolidated communication item (“I feel well informed about school events and activities.”); separated open-ended responses into two prompts—leadership feedback and recognition/praise. Language and measurement improvements: Streamlined introductory language; renamed <i>Quality of Relationships</i> to <i>Quality of Relationships and School Culture</i>; revised narrative prompts to focus on explaining disagreement; clarified instructional and operational items with emphasis on creative and collaborative work; refocused technology question on instructional effectiveness; cut extra language out of the bus service question; replaced the “Does Well / Needs Improvement / No Opinion” scale with a standard 5-point satisfaction Likert scale (Highly satisfied → Highly dissatisfied). New additions: Added “Peak to Peak Charter School Overall” to satisfaction measures; added a question exploring reasons families choose not to donate; added a public statement that the Executive Leadership Team will read all narrative responses. Survey functionality enhancements: Added skip logic for families with multiple students (“Same answers as child 1”); expanded volunteering options to capture type of activity and estimated hours; updated fundraising language to reference “Friends of Peak to Peak 501(c)(3) (fundraising and community events).” Measurement decisions: Made Likert-scale items required (except grade level and transportation); retained “I don’t have enough information to answer” and included it in analysis, effectively creating a 6-point analytic scale.

2024–2025	Added question about awareness of Friends of Peak to Peak events . Revised volunteering question to ask whether families shared time, expertise, or resources in the past 12 months. Revised Communication Pathways questions regarding knowing whom to contact with concerns and confidence that someone will respond collaboratively.
2023–2024	Paused Communication Pathways question. Added questions about food service and transportation under Quality of Operations. Added three questions related to Peak Week .
2022–2023	Added Athletics and Activities & Clubs as categories under the Does Well / Needs Improvement section. Survey promotion expanded via text, email, website, and QR codes on flyers .
2021–2022	First year using the Qualtrics platform to administer the survey. Introduced Likert 5-point scale , replacing the prior 4-point scale plus “Unsure.”
2020–2021	Added a distance learning effectiveness question under Quality of Instruction in response to COVID-19.
2019–2020	No change.
2018–2019	Removed question about whether Peak to Peak prepared students for their current coursework. Added questions about measuring student growth in multiple ways, innovative teaching techniques, social/emotional support, sense of belonging, and innovative/collaborative learning opportunities .

2025-2026 Survey Questions

1. How many students would you like to complete this survey for?

Individual Student

2. Is the student for whom you are completing this survey new to Peak to Peak this school year?

Yes

No

3. Which school level is the student in?

Elementary School (K-5)

Middle School (6-8)

High School (9-12)

4. What grade is the student in? [Optional]

Kindergarten

1st

2nd

3rd

4th

5th

5. What grade is the student in? [Optional]

6th

7th

8th

6. What grade is the student in? [Optional]

9th

10th

11th

12th

7. Please rate the following items related to Quality of Instruction with your student in mind.

- This student receives instructional support necessary to master the required coursework.
- Teachers keep this student appropriately challenged.
- Materials and methods used in the classroom meet the academic needs of this student.
- The student's growth and learning is assessed in a variety of ways.
- This student's abilities, curiosities, and passions are addressed using innovative techniques and learning opportunities.

8. If you disagreed with any of the statements above, please explain why you disagreed as the statements pertain to your student.

9. Please rate the following items related to Quality of Relationships and School Culture with your student in mind.

- This student has at least one adult on staff whom they trust and can approach with issues or concerns.
- This student is positively impacted by efforts at their school level to teach about character.
- For this student, I am well informed about elementary school events and activities.
- For this student, I am well informed about middle school events and activities.
- For this student, I am well informed about high-school events and activities.
- Peak to Peak promotes a healthy balance between academic rigor and the other pressures of high school.
- Peak to Peak supports the social/emotional needs of the student.
- This student feels a sense of belonging in a supportive and inclusive school community.
- Based on this student's experience, I would recommend Peak to Peak to my friends and family.

10. If you disagreed with any of the statements above, please explain why you disagreed as the statements pertain to your student.

11. Please rate the following items related to Quality of Operations with your student in mind.

- Technology is effectively used to support student learning.
- This school level's facilities are adequate for learning.
- This school's food service program meets my student's nutritional needs during the school day.
- For families of students who have experience with the school's transportation program, either through morning routes and/or field trips and athletics events: The bus service serves my student's transportation needs in a safe and consistent manner.

12. If you disagreed with any of the statements above, please explain why you disagreed as the statements pertain to your student.

13. Please rate the following items related to Quality of Opportunities with your student in mind.

- In the classroom, this student has opportunities to take part in creative and collaborative work.

- This student has adequate opportunities for positive extracurricular involvement through the school.
- Peak to Peak values each student and encourages all students to develop their passions, talents, and interests.

14. If you disagreed with any of the statements above, please explain why you disagreed as the statements pertain to your student.

Questions for all K-12

15. Do you volunteer at Peak to Peak? This could include helping at the school from home or in the classroom, chaperoning field trips, bringing snacks or supplies, assisting with sports, events, or any activity for the school.

- Yes
- No

16. Please select the statement(s) that best describe the school level(s) where you volunteer. [Select all that apply]

- Elementary School (through teachers)
- Middle School
- High School
- K-12 (e.g. fundraising, copying) K-12 (e.g. committee activity, fundraising, copying, K-12 events)
- K-12 events such as wrapping and community events
- Reading in classroom
- Volunteer at a classroom party
- Field Trips
- Athletics
- Committees
- Focus Groups
- Other: _____

17. On average, how many times do you volunteer a year?

18. Please enter any comments specific to Volunteering at Peak to Peak.

19. Please rate the following items related to Communication. These materials are relevant when responding to this part of the survey: Weekly Digest, and school website.

- I read the Weekly Digest each week.
- I find information in the Weekly Digest effective and helpful.

- When I use the school website, I am able to find the information I need.
- I feel well informed about school events and activities.

20. Please explain your responses to help improve the quality of the Weekly Digest, and the school website.

21. Please rate the following items related to Peak to Peak finances.

I provide direct financial support by making a gift to the Annual Fund at a level which is meaningful to my family.

(If not sure, disagree, or strongly disagree are selected, the following question will appear:)

22. What factors, if any, make it difficult or prevent you from donating at a level which is meaningful to your family? Please keep in mind that a gift at any level is meaningful to the school. (Select all that apply)

- Financial priorities or constraints
- I'm not sure how donations are used
- I don't feel connected to the school
- The school hasn't asked me clearly or at the right time
- I prefer to give my time, not money
- I donate primarily to other causes
- I didn't expect to be asked to donate to a public school
- I don't know enough about the school
- The school fees are too high
- I participate financially through other P2P events
- Other (please explain): _____

23. The school effectively and efficiently uses its financial resources.

Please rate the following areas within Peak to Peak. (highly satisfied, satisfied, neutral, dissatisfied, highly dissatisfied)

- Peak to Peak Charter School Overall
- Counseling
- Facilities Maintenance
- Board of Directors
- School Safety
- Executive Leadership
- Front Office Assistance
- Friends of Peak to Peak 501c3 (fundraising and community events)

- Student Specific Communication
- General Communication
- Principals & Assistant Principals
- Activities & Clubs
- Athletics

24. If you are not satisfied with any of the areas above, please provide additional details.

25. Please provide any additional comments you would like to share with the school's leadership, Board of Directors, and the Accountability Committee.

26. If you would like, please share something you love about Peak to Peak and/or someone whom you would like to recognize and why.

Comment Totals by Themes

Elementary School Level

ES Quality of Instruction	Quantity
Positive Comments: - Necessary instructional support (11) - Appropriately challenged (4) - Materials and methods (3) - Prepared for standardized tests (1) - Other - content (3)	22
Negative Comments: - Necessary instructional support (12) - Appropriately challenged (9) - Materials and methods (7) - Varied assessments (2) - Prepared for standardized tests (7) - Other - content (5) - Other - 1:1 devices (6)	48

ES Quality of Relationships	Quantity
Positive Comments: - Adult they trust (15) - Character education (3) - Social-emotional needs (8) - Sense of belonging (6)	32
Negative Comments: - Adult they trust (7) - Character education (4) - Social-emotional needs (4) - Sense of belonging (10) - Other - relationships with teachers (1)	26
ES Quality of Operations	Quantity
Negative Comments: - Technology effectively used (2) - Adequate facilities (12) - Food service program meets needs (32) - Bus service serves needs (1) - Other - late start Wednesday (2)	49
ES Quality of Opportunities	Quantity
Negative Comments: - Creative and collaborative work (3) - Values and develops passions/talents (7)	10
ES Communication	Quantity
Positive Comments: - Reads Digest weekly (4) - Digest is effective and helpful (2) - Well informed re: events (1)	7

Negative Comments: - Reads Digest weekly (8) - Digest is effective and helpful (4) - Find info on website (3) - Well informed re: events (5) - Other - general communication (3) - Other - communication from educators (8)	31
ES Satisfaction	Quantity
Positive Comments: - Peak to Peak overall (23) - Counseling (13) - Board of Directors (2) - Executive leadership (2) - Friends of Peak to Peak 501c3 (1) - General communication (2) - Principals & assistant principals (7) - Activities & clubs (3) - Other - educators (26) - Other - volunteering program (7)	86
Negative Comments: - Peak to Peak overall (3) - Counseling (1) - Facilities maintenance (2) - School safety (7) - Executive leadership (4) - Front office assistance (6) - Friends of Peak to Peak 501c3 (1) - General communication (4) - Principals & assistant principals (3) - Activities & clubs (7) - Athletics (4) - Other - educators (4) - Other - volunteering program (11)	57

Neutral / Don't Know: - Peak to Peak overall (4) - Counseling (1) - Board of Directors (1) - Executive leadership (2) - General communication (1) - Activities & clubs (1) - Other - volunteering program (9)	19
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Middle School Level

MS Quality of Instruction	Quantity
Positive Comments: - Necessary instructional support (4) - Appropriately challenged (1) - Materials and methods (2) - Innovative techniques (1)	8
Negative Comments: - Necessary instructional support (15) - Appropriately challenged (9) - Materials and methods (12) - Varied assessments (9) - Innovative techniques (1) - Prepared for standardized tests (4) - Other - 1:1 devices (14)	64
MS Quality of Relationships	Quantity
Positive Comments: - Adult they trust (12) - Character education (1) - Social-emotional needs (1) - Sense of belonging (6) - Would recommend (3) - Other - relationships with teachers (1)	24

Negative Comments: - Adult they trust (10) - Character education (9) - Healthy balance (5) - Social-emotional needs (4) - Sense of belonging (6) - Would recommend (1) - Other - relationships with teachers (2)	37
MS Quality of Operations	Quantity
Negative Comments: - Technology effectively used (37) - Adequate facilities (12) - Food service program meets needs (18) - Bus service serves needs (6) - Other - late start Wednesday (3)	76
MS Quality of Opportunities	Quantity
Positive Comments: - Extracurricular involvement (11) - Values and develops passions/talents (6)	17
Negative Comments: - Extracurricular involvement (12) - Values and develops passions/talents (3) - Other (1)	16
MS Communication	Quantity
Negative Comments: - Reads Digest weekly (11) - Digest is effective and helpful (6) - Find info on website (7) - Well informed re: events (9) - Other - general communication (2) - Other - communication from educators (10)	45
MS Satisfaction	Quantity

Positive Comments: - Peak to Peak overall (29) - Counseling (9) - Facilities maintenance (1) - Board of Directors (1) - Executive leadership (4) - Front office assistance (1) - General communication (2) - Principals & assistant principals (4) - Activities & clubs (2) - Athletics (1) - Other - educators (20) - Other - volunteering program (12)	86
Negative Comments: - Peak to Peak overall (3) - Counseling (2) - Facilities maintenance (2) - Board of Directors (2) - School safety (6) - Executive leadership (5) - Front office assistance (5) - Student specific communication (2) - General communication (2) - Principals & assistant principals (1) - Activities & clubs (5) - Athletics (12) - Other - volunteering program (11)	58
Neutral / Don't Know: - Peak to Peak overall (1) - Executive leadership (2) - Other - volunteering program (6)	9

High School Level

HS Quality of Instruction	Quantity
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Positive Comments: - Necessary instructional support (8) - Appropriately challenged (1) - Materials and methods (4) - Varied assessments (1) - Innovative techniques (3) - Prepared for standardized tests (2)	19
Negative Comments: - Necessary instructional support (10) - Appropriately challenged (8) - Materials and methods (22) - Varied assessments (14) - Innovative techniques (3) - Prepared for standardized tests (12) - Other - content (6) - Other - 1:1 devices (2)	77
HS Quality of Relationships	Quantity
Positive Comments: - Adult they trust (18) - Healthy balance (1) - Social-emotional needs (1) - Sense of belonging (10) - Would recommend (1) - Other - relationships with teachers (2)	33
Negative Comments: - Adult they trust (2) - Character education (6) - Healthy balance (8) - Social-emotional needs (2) - Sense of belonging (7) - Other - relationships with teachers (3)	28
HS Quality of Operations	Quantity

Positive Comments: - Food service program meets needs (4) - Bus service serves needs (3)	7
Negative Comments: - Technology effectively used (10) - Adequate facilities (9) - Food service program meets needs (21) - Bus service serves needs (2) - Other - late start Wednesday (2)	44
HS Quality of Opportunities	Quantity
Positive Comments: - Extracurricular involvement (14) - Values and develops passions/talents (3)	17
Negative Comments: - Creative and collaborative work (1) - Extracurricular involvement (18) - Values and develops passions/talents (3) - Other (1)	23
HS Communication	Quantity
Positive Comments: - Reads Digest weekly (5) - Digest is effective and helpful (11) - Find info on website (4) - Other - communication from educators (1)	21
Negative Comments: - Reads Digest weekly (10) - Digest is effective and helpful (4) - Find info on website (5) - Well informed re: events (7) - Other - communication from educators (6)	32
HS Finances	Quantity

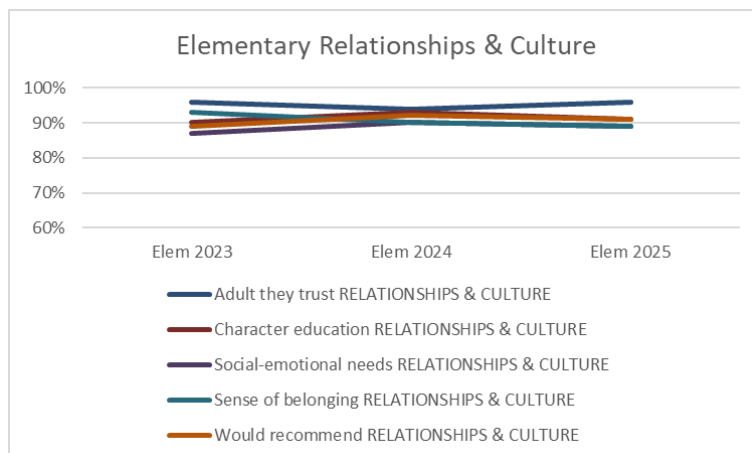
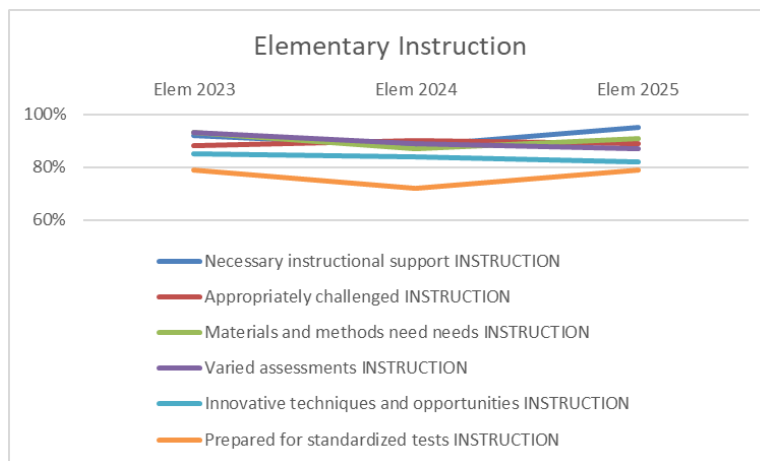
Negative Comments: - Participate in annual fund (5) - Effectively uses financial resources (2) - Other (1)	8
HS Satisfaction	Quantity
Positive Comments: - Peak to Peak overall (41) - Counseling (33) - Board of Directors (1) - Executive leadership (5) - Front office assistance (3) - Friends of Peak to Peak 501c3 (2) - Principals & assistant principals (3) - Athletics (2) - Other - educators (19) - Other - volunteering program (13)	122
Negative Comments: - Peak to Peak overall (2) - Counseling (3) - Facilities maintenance (2) - Board of Directors (4) - School safety (2) - Executive leadership (8) - Front office assistance (2) - Friends of Peak to Peak 501c3 (1) - Student specific communication (4) - General communication (3) - Principals & assistant principals (1) - Activities & clubs (6) - Athletics (10) - Other - educators (1) - Other - volunteering program (10)	59

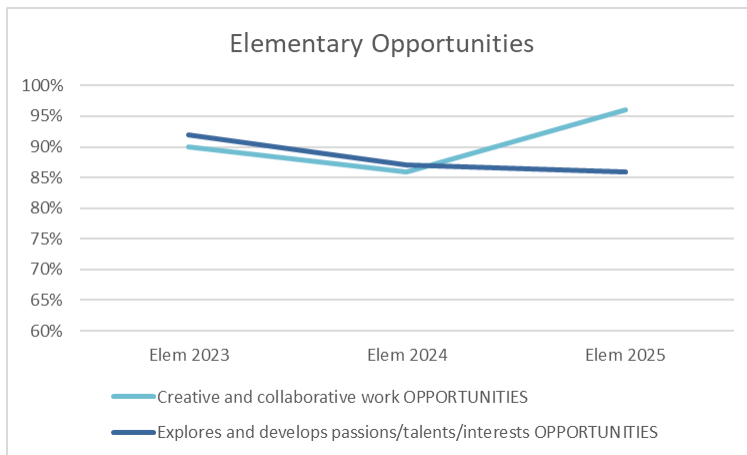
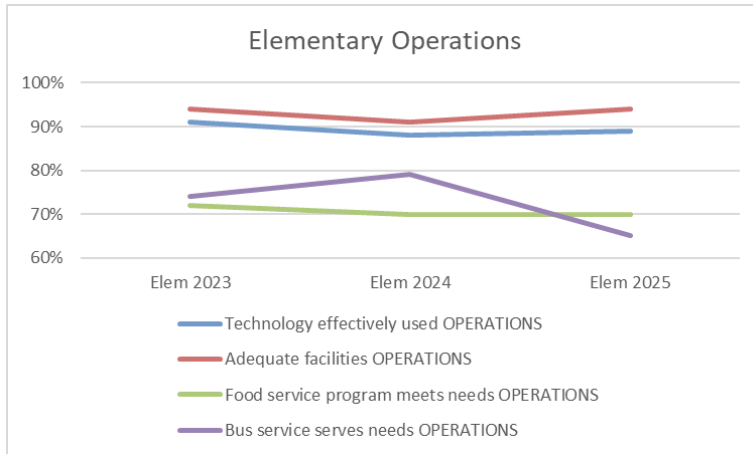
Neutral / Don't Know: - Peak to Peak overall (3) - Board of Directors (1) - Executive leadership (2) - Activities & clubs (1) - Other - volunteering program (7)	14
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Historical Data by Level*

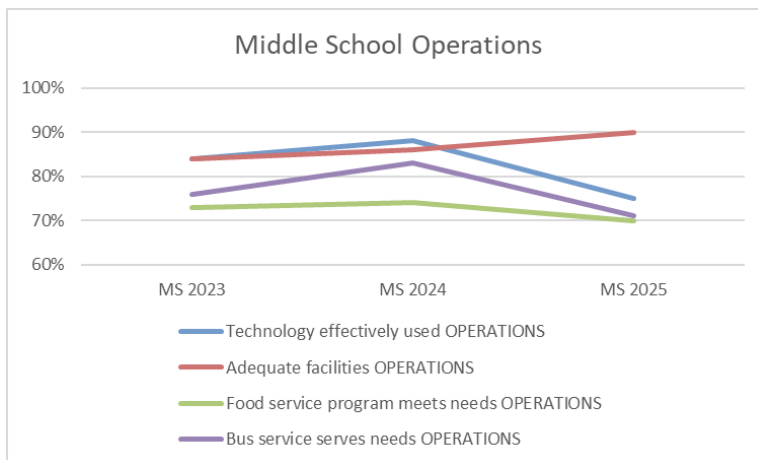
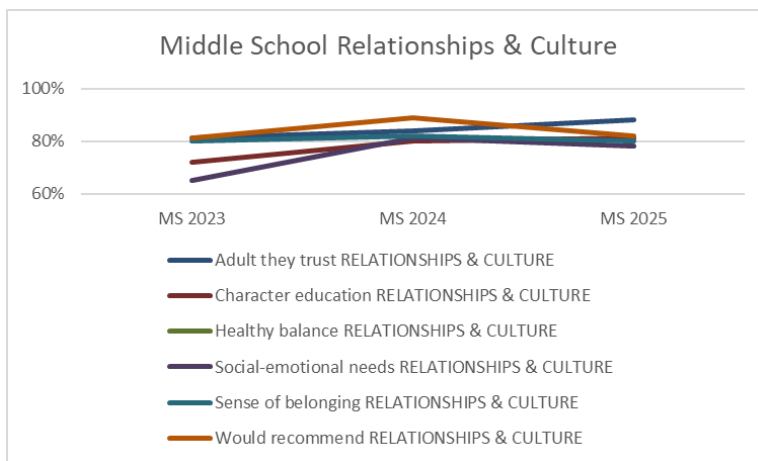
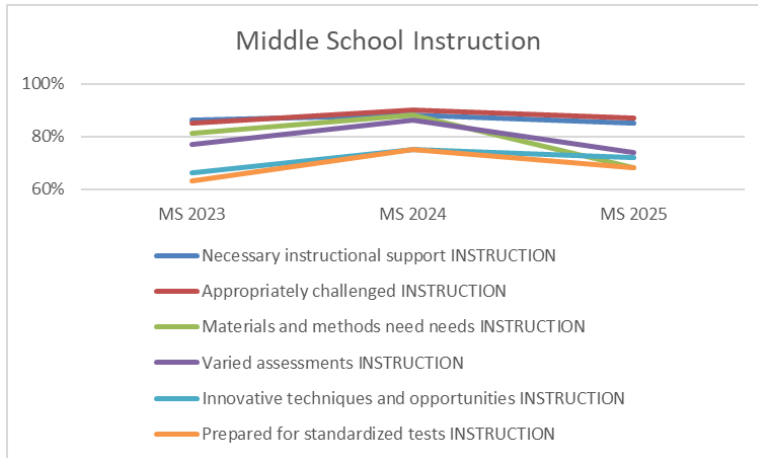
*The data represented in these charts represents survey results from the 23-24 (noted as 2023), 24-25 (noted as 2024), and 25-26 (noted as 2025) surveys.

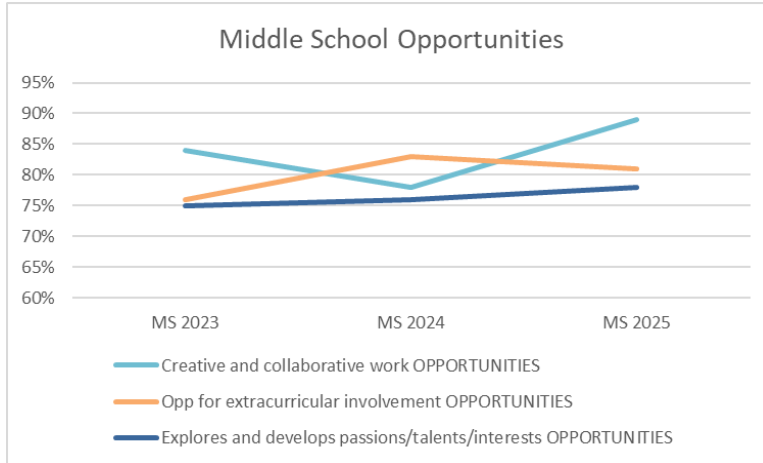
ELEMENTARY SCHOOL





MIDDLE SCHOOL





HIGH SCHOOL

