

Northshore School District

Enrollment and Demographics Community Input Survey: Elementary School Families October 26, 2026

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1. Background

Community members expressed a desire to better understand how families with elementary school children responded to the survey. The previously shared report did not provide results focusing specifically on these families.

Northshore appreciates this feedback and recognizes the value associated with this type of analysis. This supplementary report compares families with students in pre-kindergarten or elementary school to families who reported only having students in secondary school.

2. Methodology and Results

The survey methodology was described in the original report and will not be reviewed here.

Elementary School Families and Secondary Only Families

There are three groups to consider when focusing on the experiences of families who are connected to elementary school: (1) Families with students only in pre-kindergarten or elementary grade levels, (2) Families with students in elementary (or pre-kindergarten) *and* secondary grade levels, and (3) Families with students only in secondary grade levels. The broad concern is that school boundary changes could have a unique impact on families connected to elementary school. Hence, I created two groups, families with students in pre-kindergarten or elementary grade levels and families with students only in secondary grade levels. To streamline this report, I refer to these groups as *Elementary-Affiliated* and *Secondary-Affiliated* even though the elementary group includes families that are simultaneously affiliated with

elementary and secondary schools. Respondents included 811 Elementary-Affiliated family members (58.6%) and 574 Secondary-Affiliated family members (41.4%).

Demographics. I began by examining whether Elementary-Affiliated respondents differed demographically from Secondary-Affiliated respondents. The results did not reveal meaningful differences between the groups.

Table 1 shows the percentages of respondents identifying with the federal government's seven ethnicity categories disaggregated by elementary school affiliation. The percentages do not sum to 100% because some respondents self-identified their ethnicity or indicated that they preferred not to respond. The percentages show that the two groups reported relatively similar proportions regarding ethnicity identification.

Group	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or More
Elementary-Affiliated	0.1%	26.4%	1.1%	4.3%	0.5%	54.5%	7.8%
Secondary-Affiliated	0.3%	18.6%	1.2%	2.6%	0.3%	63.8%	6.1%

Both groups predominately reported English as their home language (Elementary-Affiliated = 75.3%; Secondary-Affiliated = 82.6%). Differences in programs and services were attributable to differences that occur between elementary school and secondary school generally. For instance, English Language Learner services are more common at the elementary school level than the secondary school level.

Outcome Importance Ratings. The next step involved comparing the ratings of importance attached to seven different outcomes (scale ranged from 1 to 5). Table 2 shows the average ratings for Elementary-Affiliated and Secondary-Affiliated family members. Table 2 shows that Elementary-Affiliated family members, relative to Secondary-Affiliated family members, attached substantially greater importance to walking distance and travel time and to keeping neighborhoods together. Other differences were smaller and possibly attributable to Elementary-Affiliated respondents tending to report greater levels of importance generally.

Table 2: Mean Importance Ratings for Elementary-Affiliated and Secondary-Affiliated Family Members		
Outcome	Elementary-Affiliated	Secondary-Affiliated
Walking Distance and Travel Time	3.56	3.29
Building Condition and Facilities	4.04	4.05
Specific Program Offerings	4.40	4.30
Student Neighborhoods Together	3.71	3.49
Student Body Diversity	3.50	3.40
Smaller School Community Feel	3.33	3.22
Larger School More Programs	3.20	3.24

Outcome Prioritization Ratings. The importance of different outcomes was then examined using the question that asked respondents to identify their top four outcomes from nine outcomes. Table 3 shows that Elementary-Affiliated and Secondary-Affiliated respondents responded similarly. Both groups prioritized four outcomes in the following order: (1) Reasonable Travel Time; (2) Access to Programs and Services; (3) Minimizing Students Changing Schools; and (4) Stable Boundaries.

Table 3: Percentage Respondents Who Identified the Outcome as a Top Four Priority		
Outcome	Elementary-Affiliated	Secondary-Affiliated
Walkability	16.5%	11.1%
Reasonable Travel Time	63.6%	63.9%
Building Condition	33.5%	32.9%
Smaller School Community Feel	19.6%	14.8%
Larger School More Programs	21.2%	26.0%
Minimizing Students Changing Schools	45.6%	42.5%
Keeping Neighborhoods Together	32.3%	30.7%
Stable Boundaries	41.3%	41.3%
Cost and Operational Efficiency	16.5%	26.0%
Access to Programs and Services	51.0%	47.4%
Minimizing Portable Classroom Use	20.6%	19.3%

3. Summary

The purpose of the community survey was to gather community feedback that can guide district decision making. The supplemental analyses provided in this report show that families have varied opinions, regardless of whether those families have students that are in or about to enter elementary school. The results also show the stability of what is most important to our families broadly regarding school boundaries – travel time, access to programs and

services, minimizing students changing schools and stable boundaries. These themes remain consistent across Elementary-Affiliated and Secondary-Affiliated groups.