

Summary of the Nixon Site Council Parent Survey Results (April 2004)

The response to our first on-line survey was overwhelming! Most of the survey questions elicited 145-150 responses, which represents approximately 50% of our parent community. We are pleased to report that the prevailing sentiment is one of overall satisfaction with the academic and social environment at Nixon. However, we are also pleased to report that the raw data revealed some issues to be considered and perhaps acted upon by Site Council and the community at large – parents, teachers, staff, students, and administrators.

Please take some time to review this Summary of the Survey Results. We need your continuing input on the next steps to take. **Given the sentiments of our Nixon parent community, and your own interests and concerns, tell us what reactions you have to the results and what courses of action you think are appropriate for our Nixon community.** Based on all of your input, Site Council will create and implement specific plans of action. The ultimate goal, of course, is to continue to improve the wonderful school environment that we, together, have already created for our children.

Your comments, questions, concerns, input should be sent to either **Jan Rossi (janrossi@megapathdsl.net)** or **Barbara Sih Klausner (barbsih@yahoo.com)**. Comments can also always be dropped off in the front office, care of **Nixon Site Council**. Thank you again for all of the time and effort you put into your responses.

How to Read these Survey Results:

This Survey Summary is divided into nine sections:

- I. Learning Environment
- II. Homework
- III. Social/Emotional Environment
- IV. Communication
- V. Safety and Security
- VI. Spending Priorities and Fundraising
- VII. Aspects of Nixon Most Valued
- VIII. Priorities for Improvement
- IX. Profile of Families Who Responded

Each section includes: (1) a handful of tables summarizing the raw data; (2) a comment or two on each table; and (3) a brief written summary of the many comments submitted by individual respondents. The tables include the **percent** of respondents in the grids and the **actual number** of respondents in parentheses. It is often useful to note the total number of respondents. **Arrows** indicate significant issues.

I. LEARNING ENVIRONMENT

SUMMARY OF THE RAW DATA

Question 1: Is your child acquiring **essential** knowledge, skills, and concepts in grade level curricula? Answered for child’s current grade level.

Grade/ (respondents)	Consistently	Often	Sometimes	Rarely	No Opinion
Kinder (37)	62%	27%	5%	3%	3%
1 st grade (37)	54%	35%	8%	3%	0
2 nd grade (30)	73%	23%	0	0	3%
3 rd grade (57)	68%	21%	7%	0	4%
4 th grade (35)	60%	29%	2.9%	0	8.6%
5 th grade (33)	39%	42%	12%	0	6%

Across all grades, a range of 39-73% of respondents felt that their child was “Consistently” acquiring “essential” grade-level knowledge, skills, and concepts. At the top end, 73% of 2nd grade respondents felt that such learning occurs “Consistently.” Fifth grade respondents were at the bottom end, with 39 percent.

– **How do we define “essential” learning? What is the appropriate standard for acquiring “essential” grade-level knowledge, skills, and concepts? How do we evaluate whether we are meeting our own standards?**

Question 2: (162 respondents)

	Consistently	Often	Sometimes	Rarely	No Opinion
Is your child supported when he needs academic challenge ?	39%	31%	19%	5%	6%
Is your child supported when he/she needs academic help ?	43%	31%	17%	3%	6%
Does your child have a positive attitude about learning at school?	60%	31%	8%	0.6%	0

Approximately 40% of respondents felt that their child was “Consistently” supported when either academic help or academic challenge was needed. The flip side is that 60% felt that their child is not “Consistently” supported. When “Consistently” and “Often” are combined, the range increases to 70-75%.

– **What kinds of support have been provided for students needing academic help or academic challenge? Is there a way to increase or modify this support to more consistently accommodate students?**

Question 3: Rate your level of satisfaction with the school’s **academic program** in the curriculum areas listed. (151-159 respondents)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Reading	54%	42%	4%	0
Writing	43%	45%	11%	0.6%
Math concepts	45%	43%	11%	1%
Math computation	42%	46%	10%	1%
Science	33%	57%	10%	0.7%
Social studies	38%	58%	3%	0.7%
Visual and performing arts	24%	60%	14%	1%
Music	36%	48%	14%	2%
PE	36%	49%	13%	2%

The majority (83-96%) of respondents were “Very Satisfied” or “Satisfied” with the academic program in the nine listed curricular areas.

Question 4: Rate your satisfaction with **technology education** at Nixon. (125-133 respondents)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Keyboarding	33%	58%	9%	0
Word processing	33%	61%	5%	0
Presentation skills	37%	59%	4%	0
Research skills	32%	62%	6%	0

Question 5: Do the children or adults in your household find the Nixon computer lab **webpage** a useful educational tool? (154 respondents)

Not useful	2%
Somewhat useful	8%
Useful	21%
Very useful	17%
Useful + very useful of those w/ opinion	79%
No opinion	52%

Whereas 90-96% of respondents were “Very Satisfied” or “Satisfied” with the technology skills taught in the Computer Lab, over half of the respondents had “No Opinion” about the Computer Lab webpage as a useful educational tool.

– **Parents are not aware of the Nixon Computer Lab web page as an educational resource.**

Question 6: The progress report provides **sufficient** information about my child’s academic progress and social emotional development. (150-151 respondents)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Academic progress	31%	45%	21%	3%
Social emotional development	25%	51%	21%	3%

About three out of four (76%) of respondents “Strongly Agree” or “Agree” that the Progress Reports provide sufficient information. Again, the flip side is that 24% do not feel that the Progress Reports provide sufficient information about their child’s academic and/or social development.

– **Is there a way to improve the use (i.e., not the format, which is mandated) of the district-wide Progress Report so that it provides better information about a child’s academic and/or social development?**

Question 7: Rate the value of the **assessment measures:** (138-144 respondents)

	1	2	3	4	Not knowl edgeable about this assess ment
CAT Calif. achievement test (Gr. 2-5)	18%	30%	13%	4%	35%
CST Calif. standards test (Gr. 2-5)	16%	30%	14%	4%	36%
ERB Wrap Writing assessment (Gr. 4-5)	21%	23%	9%	7%	39%
MARS Math Assessment (Gr. 3,5)	20%	26%	12%	4%	37%
PAUSD Literacy portfolio (Gr. K-5)	18%	26%	5%	1%	49%
PAUSD Grade level math tests (Gr. 3-5)	19%	22%	7%	4%	49%
Student portfolios for spring confs.	40%	29%	8%	8%	15%

A significant percent of respondents (35-49%) were not knowledgeable about the six assessments used district-wide for the core academic subjects. Of the respondents who were knowledgeable, about 75-80% rated each of the assessments to be either 1 (“Very Valuable”) or 2. The only assessment known to most respondents is the Student Portfolios for spring conferences. This is the only assessment that directly involves parents. All others are administered by the classroom teachers during the regular school day. Some assessments have their results sent home with explanations; others do not.

- **Parents need more access to and education about the various PAUSD assessments used by teachers to track student progress and inform teaching.**

SUMMARY OF RESPONDENT COMMENTS: LEARNING ENVIRONMENT (52 comments on Question 13)

The majority of comments were extremely positive, using words such as: wonderful; excellent; compassionate, fair, organized and supportive; a joy; a source of knowledge and inspiration. Some quotes: “My kids love to go to school...” and “...teaching students how to think as opposed to just teaching them facts.”

Listed below are some of the issues that were mentioned by at least a handful of respondents:

- **The most frequently cited issue was the inadequacy of the current learning environment in providing appropriate academic challenges for all students. One respondent observed that classes often progress at the pace of the weakest students. Comments from a variety of grade levels opined that the curriculum is not always sufficiently challenging, with math mentioned more often than any other subject. Questions were raised about the GATE program. There were suggestions for tracking, ability grouping within a class, more attention to individual students, hiring additional part-time staff, accelerating the curriculum, or letting students move to higher grade classes for certain subjects.**
- **A few respondents commented on the limitations of the current format of the Progress Reports, and on the apparent inconsistent manner in which they are filled out. The primary concern was whether the scope (“depth or volume”) of student performance beyond grade level standards was accurately reflected.**
- **Other than GATE/challenge issues, writing was the only other curricular area mentioned by more than one respondent, although there was a range of concerns. They included: the need to teach more specific skills; more rote practice of grammar and conventions; and more detailed, specific, timely teacher feedback on written student work.**
- **There were a few comments about specific classroom management issues, such as noisy learning environments and disruptive students.**
- **Specific compliments and/or comments have been reported directly to the individuals named.**

II. HOMEWORK

SUMMARY OF THE RAW DATA

Question 8: In addition to reading, how much time does your child spend on homework per night?

	0-15min	15-30min	30-45min	45-60min	Over 60min
Grade 1 (34)	35%	44%	21%	0	0
Grade 2 (27)	19%	70%	7%	4%	0
Grade 3 (53)	11%	38%	34%	17%	0
Grade 4 (36)	0	22%	39%	19%	19%
Grade 5 (28)	0	14%	21%	46%	18%

As expected, time spent on homework rises gradually from 0-30 minutes for 79% of 1st graders to 30 or more minutes for 85% of 5th graders.

Question 9: Do you believe the amount of homework is appropriate?

	Yes	No, Too Much	No, Too Little	No Opinion
Grade 1 (35)	63%	17%	17%	3%
Grade 2 (27)	78%	4%	19%	0
Grade 3 (53)	72%	9%	17%	2%
Grade 4 (36)	72%	25%	3%	0
Grade 5 (28)	68%	25%	7%	0

Across grades, 62-77% of respondents thought the amount of homework appropriate. For Grades 2-3, more respondents (14) thought there was not enough homework than too much (6 respondents). The opposite was true for Grades 4-5, where 16 respondents felt there was too much homework and only 3 felt that there was too little. In 1st grade, there was an even split between too much and too little (6 respondents each).

- **Is it appropriate to adjust the quantity of homework up or down, particularly in Grades 4 and 5?**

Question 10: How much of your child’s homework can be done independently?

	0-25%	25-50%	50-75%	75-100%
Grade 1 (35)	14%	29%	26%	31%
Grade 2 (27)	0	19%	30%	52%
Grade 3 (52)	2%	10%	42%	46%
Grade 4 (36)	3%	8%	42%	47%
Grade 5 (28)	4%	7%	29%	61%

- Do these trends match the expectations of teachers and parents? Would it be helpful to clarify what type of homework might need parent involvement?

Question 11: Rate your level of satisfaction with the **quality of the homework** assignments. (151 respondents)

Very satisfied	15%
Satisfied	64%
Dissatisfied	17%
Very dissatisfied	0
No opinion	3%

Of those expressing an opinion, 82% were “Very Satisfied” or “Satisfied” with the quality of the homework.

SUMMARY OF RESPONDENT COMMENTS: HOMEWORK
(56 comments on Question 12)

Of the many positive comments, longer-term projects and nightly reading were mentioned as homework that develops good time-management skills and habits. Of the various issues raised, the following were mentioned:

- Fifteen respondents commented that there was **too much** homework. It appears that over half of those comments focused on the lower grades – 1st grade in particular.
- Almost as many respondents complained that the homework was too repetitive, “banal,” and **not challenging enough** for their children. Several comments suggested differentiating homework so that, as appropriate, skills review could be replaced with more challenging homework such as “math/logic.”
- A number of comments focused on the need for **more teacher guidance** or direction. Math homework was mentioned several times as confusing and ambiguous, including worksheets from the textbook. Some homework assignments needed more teaching of concepts in class first and/or examples included in the packet so that parents can help at home. Some assignments were simply illegible or missing pages.
- Within particular curricular areas, several respondents requested more **writing** assignments and several others requested more **science** homework.
- Several respondents felt that the **biography reports** in 3rd grade were not developmentally appropriate and required too much adult assistance.
- Suggestions were made to put **differentiated homework assignments on-line** – both additional drills on core skills for children who need more practice, and more challenging homework.

III. SOCIAL/EMOTIONAL ENVIRONMENT

SUMMARY OF THE RAW DATA

Question 14: Does your child have a sense of belonging at Nixon? (148-152 respondents)

	Consistently	Often	Sometimes	Rarely	No Opinion
Classroom	81%	15%	3%	0.7%	0.7%
Recess/lunch	68%	20%	9%	15	2%
At school events, (evening or weekend PTA programs)	53%	22%	15%	3%	6%

In the classroom, 81% of respondents “Consistently” felt a “sense of belonging.” This number decreases as the child moves away from the classroom environment.

Question 15: Do you as a parent feel welcome and sufficiently connected when you visit Nixon? (150-151 respondents)

	Consistently	Often	Sometimes	Rarely	No Opinion
With the school as a whole	65%	23%	10%	2%	0
With your child’s classroom	72%	19%	9%	1%	0
With parent community	50%	27%	17%	4%	2%
With principal, front office and support staff	59%	23%	11%	5%	2%

Again, the connection to the classroom is the strongest.

Question 16: Do you feel that your input is valued? Answer for each of the following areas: (146-150 respondents)

	Consistently	Often	Sometimes	Rarely	No Opinion
About your child’s needs	55%	27%	9%	2%	7%
About school programs and policies	34%	24%	17%	1%	23%
About PTA activities	29%	21%	10%	1%	39%

A significant number of respondents had “No Opinion” about whether their input was valued on school programs and policies or on PTA activities. Of those with an opinion, only 44-59% felt that their input was “Consistently” valued.

– **Why do some parents feel that their input is not valued?**

Question 17: Do you feel that your child is experiencing **undue pressure** in any of the following areas? (148-149 respondents)

	Consistently	Often	Sometimes	Rarely	No Opinion
Academically	1%	4%	24%	68%	3%
Socially	1%	7%	21%	67%	4%
Extracurricular	0.7%	2%	13%	76%	8%

Question 18: On a scale of 1 (strongly agree) to a 4 (strongly disagree), rate your level of agreement with the following statements: (150 respondents)

	1 Strongly Agree	2	3	4 strongly Disagree	No Opinion	Of those with an opinion- 1 & 2
Nixon has the necessary supports if my child is struggling socially	14%	37%	13%	8%	28%	71%
There are avenues at Nixon for my child to feel successful outside of the academic curriculum	18%	33%	25%	3%	21%	65%

A significant number of respondents had “No Opinion.” Of those with an opinion, 29% of respondents felt that Nixon does not have enough support for children who are struggling socially (choosing “3” or “4/Strongly Disagree”). Thirty-five percent felt similarly that Nixon does not have avenues for children to feel successful outside of the academic curriculum.

– **Can Nixon provide additional support for children who are struggling socially?**

– **Are there other avenues for success that Nixon can acknowledge within the school community? What would they look like?**

SUMMARY OF RESPONDENT COMMENTS: SOCIAL AND EMOTIONAL ENVIRONMENT (37 comments on Question 19)

Many respondents were pleased with the “school’s efforts to minimize bullying, foster respect, and channel playground energy as constructively as possible.” Specific kudos went to Noon basketball, music, library, computer lab, Noon Art, and Noon Science as school initiatives to help provide alternative activities during recess and lunch. Our front office staff was applauded for being “incredible...so helpful and always smiling.”

– **There were at least as many critical comments as praise. Of those comments, most focused on playground interactions that create a “rough” social environment, such as bullying and cliques. Suggestions were made for more programs on socially appropriate behavior for students in order to cope with unkind, cruel, and bullying behavior. One respondent noted that both students and parents should be educated on these issues.**

IV. COMMUNICATION

SUMMARY OF THE RAW DATA

Question 20: On a scale of 1 to 4, please rate the following forms of school to home **communication**. When considering each item listed below, think about its usefulness to you as a parent. You do not need to compare items, rate each on its own. (143-148 respondents)

	1 Very Important	2	3	4 Not Very Important	No Opinion
Class newsletter	82%	14%	1%	1%	0
Nixon news	63%	27%	10%	0.7%	0.7%
Nixon enews	54%	30%	7%	2%	7%
Nixon webpage	24%	27%	21%	14%	15%
Nixonnames	67%	16%	7%	3%	7%
Coffee with principal	7%	16%	27%	20%	30%
Nixon handbook	23%	18%	31%	19%	10%
Back to school night	53%	32%	10%	3%	2%

V. SAFETY AND SECURITY

SUMMARY OF THE RAW DATA

Question 21: Do you as a parent feel **sufficiently informed** about: (146-148 respondents)

	Consistently	Often	Sometimes	Rarely	No Opinion

Parent volunteer activities	73%	21%	4%	0.7%	1%
Parent education events	57%	30%	8%	2%	3%
Opportunities for parents to provide input regarding school Issues	42%	36%	13%	5%	3%

Question 22: Do you feel the current safety and security procedures are adequate regarding: (144-146 respondents)

	Consistently	Often	Sometimes	Rarely	No Opinion
Safety of playground equipment	58%	27%	3%	0.7%	12%
Campus security	37%	28%	14%	5%	15%
Playground supervision	38%	26%	16%	7%	13%
Pedestrian safety	43%	29%	13%	1%	14%
Traffic safety	39%	33%	12%	1%	14%
Dismissal procedure	50%	24%	8%	2%	16%
Emergency procedures	44%	23%	7%	0	26%

Less than half of the respondents felt that our current procedures are “Consistently” adequate.

- It is unclear whether these safety and security concerns are based on our temporary Garland site or our permanent Stanford Avenue site.

Question 23: As a parent, do you know what procedures to follow in a school wide emergency? (148 respondents)

Yes- 57%

No- 43%

- Parents are not adequately informed about Nixon’s procedures in an emergency situation.

VI. SPENDING PRIORITIES AND FUNDRAISING

SUMMARY OF THE RAW DATA

Question 24: Consider the following areas of spending. Indicate their value to you on a scale of 1 (high) to 6(low). Attempt to rank them relative to one another. Please set your priorities based on creating the best educational outcomes across all grades. (142-146 respondents)

	1 High Value	2	3	4	5	6 Low Value	No Opinion
Classroom instructional aides	64%	17%	12%	1%	1%	3%	1%
Computer lab/tech specialist	47%	25%	12%	6%	1%	2%	5%
Instructional materials	44%	27%	17%	3%	4%	0	4%
Math specialist	49%	23%	14%	4%	3%	2%	5%
Reading specialist (K-2)	48%	28%	6%	7%	1%	2%	8%
YMCA noon activities	20%	15%	18%	12%	10%	13%	13%

Classroom aides received the highest ranking, both as the “1-High Value” choice and as the “1” and “2” combined choice. All three of the ASF-funded specialists were equally valued, along with Instructional Materials. YMCA Noon Activities had the lowest ranking.

Question 26: Has Nixon clearly communicated the goals and objectives of ASF? 144 responses

Yes- 78%

No- 22%

Question 27: Rank your preferred mode of financial giving with 1 (most preferred).

	1	2	3	4	5	6
Nixon direct appeal (140)	62%	12%	6%	5%	9%	4%
Nixon auction (137)	18%	31%	18%	20%	9%	4%
Gift wrap (135)	4%	12%	21%	24%	27%	12%
Book fair (139)	19%	22%	27%	19%	10%	2%
e-scrip (134)	19%	27%	21%	15%	17%	1%
Other (73)	3%	0	4%	7%	15%	71%

Direct Appeal is clearly the most favored form of giving.

SUMMARY OF RESPONDENT COMMENTS: SPENDING PRIORITIES AND FUNDRAISING (25 comments on Question 25)

The general sentiment was that all staff who work directly with children are highly valued and should not be cut back. Many commented on the importance of classroom aides, especially in the lower grades. The following specific issues were raised:

- Classroom aides should be working directly with students, not photocopying or performing menial tasks. Leave that to parent volunteers.
- There were several comments that revealed a lack of knowledge about the specialists (especially for math) and the scope of their job responsibility:
 - Computer – What are the skills and background of our specialist? What does the computer lab curriculum look like? How much is it integrated with the regular classroom curriculum?
 - Reading – Do “fundamental concepts” get taught by the specialist instead of the classroom teacher? Could the work be done by a volunteer (e.g., one on one tutoring) , or does it draw on the unique skills of the specialist?
 - Math – The same issues as for Reading, as well as: Does the specialist work with low achieving, high achieving, or all students?
 - There was a mix of comments about whether the specialists – math in particular – should be working with low versus high students.

VII. ASPECTS OF NIXON MOST VALUED

SUMMARY OF RESPONDENT COMMENTS (79 comments on Question 28)

Most valued are the quality of the people -- Teachers, Staff, Specialists, Parents, and Students – and the overall sense of Community. The following words were typical of the general sentiment: dedicated, friendly, excellent, supportive, cooperative, diversity, professionalism, well-rounded education. The following phrases capture the spirit of the comments:

- } “always go the extra mile”
- } “truly strive to do what is right and best for each child”
- } “the special extra things: math night, international night, etc...create a real sense of belonging for my family”
- } “very engaged parents”
- } “the kindness of students”
- } “my children’s peer group is inspiring to them”
- } “friendly encouraging teachers strong academic standards”
- } “teachers that genuinely care about who [our kids] become”
- } “The well coordinated system. Everybody knows their duties well and perform(s) them adequately.”
- } “a strong sense of community at Nixon...an asset to our children in such a disconnected society”

VIII. PRIORITIES FOR IMPROVEMENT

SUMMARY OF RESPONDENT COMMENTS (61 comments on Question 29, 14 comments on Question 30)

There is a broad range of comments. Listed below are the issues raised by more than one respondent, more or less in the order of the number of comments per issue:

- There were miscellaneous concerns about safety, security, and supervision involving recess supervision, playground equipment, traffic safety (particularly on Tolman Avenue), after-school/dismissal supervision.
- In addition to the comments under "Learning Environment" (Question 13), there were additional requests for more challenges "to meet the needs of advanced students," for "differentiated instruction in reading and math in all grades," and "not at the discretion of the individual teacher."
- Several respondents requested more music, theater, art, and PE. A related comment suggested "some kind of assembly that gives all kids a chance to perform."
- Improve, modify, or continue to support math: Differentiate instruction, aim higher with respect to math/logic skills; Keep the math specialist, add K-3 coverage and/or add math support for at-risk kids; More skills and conceptual review and practice.
- Improve the use of Progress Reports and Student-Led Conferences. Progress Reports do not provide enough "qualitative information" about how a child is doing during the year (not just year-end, grade-level expectations), as compared to his/her peers. Student-led conferences could be improved with complementary teacher input, including concerns or issues and/or agreement with the student's self-assessment.
- Whereas a few respondents requested more work on social and emotional learning, another respondent suggested that the school focus on the basics – math, reading, science, and relevant history – and "leave the social engineering to the home."
- Maintain and improve parent/family involvement. The recent International Day was mentioned as a wonderful vehicle for involving more families, especially those from other cultures. Broaden the core of parents who are actively involved in the school.
- There were several comments about the computer lab, including: More keyboarding; Have all students work on the same programs; More new computers. On the other hand, one respondent felt that "it's a waste of school money to teach kids applications on the computer during school hours."
- There were several comments about fundraising, covering a range of issues such as: no auction; better parent education about ASF and fundraising; more parent/family control over funds; more sensitivity when asking for funds from less wealthy families; charge families a monthly fee that can either be paid or worked off.
- Create a better writing program: more systematic approach to teaching writing; maybe hire a writing specialist.
- Improve lines of communication back and forth with the principal.

The following single comments raised some interesting issues:

- Put up a suggestion box outside the office, and/or provide some other vehicle for expressing opinions anonymously.
- Plan field trips so that they do a better job of enhancing the curriculum.
- Provide healthier lunch items, including organic food.
- Hold PTA meetings, events, principal coffees when working parents can attend.
- Hold a science fair.
- Provide tables and umbrellas for shade in the outdoor lunch areas.
- Streamline/consolidate all of the individual "items" to be paid at the beginning of the school year – PTA, NixonNames, T-shirts, classroom funds, Direct Appeal.
- Include some kind of landscaping/garden in Amy Malzbender's honor, even if it's not the full-blown memorial. (But another respondent worried about diverting funds away from academic needs.)

IX. PROFILES OF FAMILIES WHO RESPONDED

In which grade do you have children at Nixon? (147 respondents)

Kindergarten	19%	(28)	
1 st grade	19%	(28)	
2nd grade	18%	(27)	
3rd grade	35%	(51)	
4th grade	23%	(34)	
5th grade	21%	(31)	

Including the current year, how many years have you had children at Nixon? (148 respondents)

1 year	17%
2 years	14%
3 years	18%
4 years	12%
>5 years	40%

What is the primary language spoken by adults in your home? (142 respondents)

English	80%	(113)	
Mandarin Chinese	4%	(6)	
Spanish	1%	(1)	
Korean	5%	(7)	
Japanese	2%	(3)	
Punjabi/Hindi	0%	(0)	
Other	8%	(12)	

What is your child's ethnic background? (141 respondents)

African American	4%	(5)	
Chinese	14%	(20)	
Japanese	3%	(4)	
Korean	9%	(12)	
Asian Indian	6%	(3)	
Other Asian	2%	(3)	
White non Hispanic	69%	(97)	
Hispanic	2%	(3)	
Pacific Islander	0		
Other	4%	(5)	

CONCLUSION:

In conclusion, several respondents expressed gratitude for the chance to communicate their thoughts through the survey:

“Thank you for the survey, it is a very good idea. You need to track the data from year to year and show progress to the key areas of improvement. This should be shared at beginning and end of school year, every year and should be posted on web site.”

We on Nixon Site Council could not agree more! If you would like to view the raw data from the survey (graphs and most of the comments), please visit the Nixon web site at www.nixon.palo-alto.ca.us (click the parent survey link).