MI Student VOICE™

Student Perception Survey

Raising voices to drive school quality

2024-2025

Domain: District Level

Carney-Nadeau Public Schools

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We are excited to share with you the results of the *MI Student Voice Perception Survey* that was recently administered in your district. The purpose of the survey is to measure student perceptions based on your district selections in the domains of social and emotional learning, engagement, and belonging.

This report provides an overview of results across your district.

We thank you for your partnership and shared belief that students who are engaged, feel a connection and belonging in school and have social-emotional needs that are being met, is crucial to creating a supportive school culture that promotes academic success and overall well-being.

Our team looks forward to working with you to elevate student voice to support the success and well-being of students across the state.

Understanding the Survey

Domains

The MI Student Voice Perception Survey consists of three domains that districts could choose from: Social-Emotional Learning, Student Engagement, and Belonging.

The Domain-level report shows an overview of domain responses categorized by grade, gender identity, and race/ethnicity.

The Question-level report breaks down each domain into their subdomains as shown below. Responses are then categorized by grade, gender identity, and race/ethnicity.

Social-Emotional Learning

- Relationship skills
- Responsible decision-making
- Self-Awareness
- Self-Management
- Social-Awareness

Student Engagement

- Classroom climate
- Classroom rigor
- Growth mindset
- Teacher relationships
- Valuing the subject

Belonging

- Cultural awareness
- Fairness
- Inclusive environment

Social-Emotional Learning

Social-Emotional Learning (SEL) is the "process through which students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2022). A focus on SEL helps cultivate skills in five interrelated areas (henceforth titled the "CASEL 5"), including: self-awareness, self-management, social awareness, relationship skills, and responsive decision-making (CASEL, 2022). The CASEL 5 "can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts. Many school districts, states, and countries have used the CASEL 5 to establish preschool to high school learning standards and competencies that articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers" (CASEL, 2022).

Implementing SEL programs is associated with improvements in students' social and emotional competence, academic performance, and well-being (Taylor et al., 2017). Students are also better positioned for future success and civic engagement when districts and schools purposefully implement and reinforce skills associated with social and emotional competency (Jagers et al., 2019). Finally, the need for implementing SEL programs has grown in light of recent research indicating that students who attended school remotely amid the pandemic reported lower levels of social and emotional well-being as compared to peers who attended school in person (Duckworth et al., 2021).

Given the (a) adverse effects of the pandemic on students' social and emotional well-being and (b) importance of SEL development on short- and long-term outcomes, the MI Student Voice Perception Survey has SEL-focused questions to gauge students' development of SEL knowledge, skills, and attitudes.

Student Engagement

Student Engagement (SE) comprises of intellectual urgency, emotional resonance, perspective bending, and sense of the aesthetic. The Kent Intermediate School District (Kent ISD) Teaching and Learning Department defines these four components as follows:

- Engagement is born of intellectual urgency. Engaged children often tell us through talk and action that they "have to know more about" a topic. They are willing to put time and considerable effort into learning more. They drive the learning with their own questions. Often, conflict is embedded in the experiences, concepts, and stories in which children are deeply engaged. We're drawn to conflict and lean toward a resolution. Children are intrigued by conflict and may want to act to mitigate a problem in their community or the world. They believe that they just have to apply more attention to this text or idea.

- Engagement is often born of an emotional resonance to ideas—engaged children can describe experiences when a concept is imprinted in the heart as well as the mind. They are far more likely to remember the idea when a strong emotion is tied to a concept they're learning or a text they're reading. They may want to share their emotional reactions through writing, conversation, or art.

- Engagement is deepened by perspective bending—engaged children are aware of how others' knowledge, emotions, and beliefs shape their own. When children talk and write about their beliefs, they are more engaged; they have a stake in the learning. They may be open to changing their thinking or beliefs when challenged and particularly relish the idea that their ideas can impact other learners. Their beliefs may bend, but rarely break.

- Engagement is often connected to a learner's sense of the aesthetic—engaged children can describe moments when they find something beautiful or extraordinary, captivating, hilarious, or unusually meaningful. They may speak of a book or illustration, a painting, or an idea in science or math that seems to have been created just for them. They are drawn back to view it, discuss it, read it again and again. They claim the idea as somehow their own.

Students who are more motivated to learn and engaged in school have higher academic achievement and drop out at lower rates as compared to students who are less engaged in school (Klem & Connell, 2004). In light of the relationship between SE and academic achievement, creating a more positive, engaging experience for students is a promising approach to improving the academic performance of all learners (Appleton et al. 2008).

Given the importance of SE on short- and long-term outcomes, the MI Student Voice Perception Survey has SE-focused questions. The questions solicit students' perceptions of student-teacher relationships, teacher encouragement, personal motivation, and growth mindset.

Belonging

The Belonging domain is designed to help school districts develop a robust understanding of supportive learning environments and students' sense of belonging through learning about their diverse perspectives and experiences related to cultural awareness, fairness, promoting an inclusive environment, and policies and procedures within the school.

Belonging refers to the extent in which students personally feel accepted, included, and supported at school - a valued member of the school community. A sense of belonging includes overall feelings, a connectedness of mattering and membership in school-based experiences and relationships with teachers and peers. "Belonging is a universal human need that is fundamentally linked to learning and well-being" (Healey & Stroman, 2021, as cited in Baumeister & Leary, 1995). A student's learning environment and their confidence about performing in that environment are connected (Blad, 2017). Research states that students with a strong sense of belonging are more likely to feel understood, supported in their learning environments, respected, engaged in school, and academically perform well.

Given the importance of these topics for school improvement plans, it is crucial for stakeholders to continually monitor the implementation of inclusion efforts in local districts and schools. Focusing on implementation will provide stakeholders with insight into why differences might exist between districts and schools, where application deviates from expectations, and what barriers may impede local implementation. Understanding implementation challenges and barriers will provide stakeholders with useful data that could be used to inform how resources and supports are used to successfully apply these efforts in local districts and schools. According to Panorama, without this data, schools cannot truly benchmark their progress towards ensuring that each and every student feels included and equipped to succeed (Panorama Education, 2022).

Participation Rates

Participation rates are provided based on Responses compared to Student Count. This is the total percentage of students in the school/district that participated in the survey.

- **Responses:** The total number of students who participated in the survey.

- **Student Count:** The total number of students in the school/district according to the audited Fall Count in *mischooldata.org*.

- **Participation Rate:** Responses ÷ Student Count

Survey accuracy increases as participation rates increase. Rates around 50% are considered good whereas rates below 30% are not as reliable.

Scale

Students answered questions using two different scales: Frequency Scale and Perception Scale.

A frequency scale measures the rate at which something occurs. The five-point scale is associated with a numerical value in order to find the average response to each question and domain. The higher the average, the better the student experience.

(1) Almost Never	(2) Rarely	(3) Sometimes
(4) Often	(5) Almost Always	

A perception scale measures how a student feels about a subject. The five-point scale is associated with a numerical value in order to find the average response to each question and domain. The higher the average, the better the student experience.

(1) Not At All	(2) Slightly	(3) Somewhat
(4) Quite	(5) Extremely	

Next to each bar chart are several key insights.

- **Average:** The mean of responses for the school/district is calculated by adding all student responses for the question/domain and dividing by the total number of respondents (*n*).

- **2023-24 % Positive:** If 2023-24 data is available for this question, then the percent of positive responses (any student who answered 4 or 5) are added together.

- **2024-25 % Positive:** Using the 2024-25 data, the percent of positive responses (any student who answered 4 or 5) are added together.

- **Change:** The percent change between 2023-24% Positive and 2024-25% Positive. A negative percentage shows a decrease in student experience in this subject. A positive percentage shows an increase in student experience.

Participation Rates

Grade Level	Responses	Student Count	Participation Rate
4th Grade	16	21	76.2%
5th Grade	11	13	84.6%
6th Grade	27	27	100.0%
7th Grade	12	16	75.0%
8th Grade	15	19	78.9%
9th Grade	10	18	55.6%
10th Grade	13	20	65.0%
11th Grade	15	21	71.4%
12th Grade	9	41	22.0%
Total	**128**	**196**	**65.3%**

Social-Emotional Learning

■ Almost Never ■ Rarely ■ Sometimes ■ Often ■ Almost Always

All Students					Average	2023-24 % Positive	2024-25 % Positive	Change
All Students	5%	11%	26%	30%	28%	**3.65** n=128	**55.1%** n=107	**58.3%**	**3.2%**

Social-Emotional Learning

■ Almost Never ■ Rarely ■ Sometimes ■ Often ■ Almost Always

Grade Level					Average	2023-24 % Positive	2024-25 % Positive	Change
4th Grade	2% 2%	23%	38%	36%		**4.03** n=16		**73.2%**	
5th Grade	4% 3%	18%	26%	49%		**4.13** n=11	**63.2%** n=21	**75.2%**	**12.0%**
6th Grade	6%	14%	27%	30%	24%	**3.52** n=27	**56.2%** n=10	**53.7%**	**-2.4%**
7th Grade	4%	11%	25%	29%	30%	**3.70** n=12	**50.0%** n=16	**59.5%**	**9.5%**
8th Grade	5%	9%	31%	30%	25%	**3.61** n=15	**46.4%** n=12	**55.2%**	**8.8%**
9th Grade	6%	14%	29%	31%	20%	**3.45** n=10	**47.2%** n=15	**51.4%**	**4.3%**
10th Grade	6%	13%	29%	31%	21%	**3.49** n=13	**37.8%** n=12	**52.2%**	**14.4%**
11th Grade	10%	22%	30%	23%	15%	**3.12** n=15	**72.7%** n=9	**38.3%**	**-34.4%**
12th Grade		6%	15%	34%	44%	**4.17** n=9	**69.9%** n=12	**78.6%**	**8.7%**

Social-Emotional Learning

Legend: ■ Almost Never ■ Rarely ■ Sometimes ■ Often ■ Almost Always

Gender		Average	2023-24 % Positive	2024-25 % Positive	Change
Female	3% 10% 28% 31% 29%	3.72 n=55		59.3%	
Male	6% 10% 24% 30% 30%	3.68 n=64		60.1%	
Prefer not to answer	15% 22% 26% 26% 11%	2.95 n=8		36.6%	

Social-Emotional Learning

Legend: ■ Almost Never ■ Rarely ■ Sometimes ■ Often ■ Almost Always

Building		Average	2023-24 % Positive	2024-25 % Positive	Change
Carney-Nadeau Public School	5% 11% 26% 30% 28%	3.65 n=128	55.1% n=107	58.3%	3.2%

Social-Emotional Learning

Legend: ■ Almost Never ■ Rarely ■ Sometimes ■ Often ■ Almost Always

Race		Average	2023-24 % Positive	2024-25 % Positive	Change
American Indian or Alaska Native	2% / 11% / 31% / 24% / 32%	3.73 n=6	51.3% n=6	56.0%	4.7%
Asian or Asian American	21% / 29% / 14% / 36%	2.64 n=2	61.5% n=1	35.7%	-25.8%
Black or African American	14% / 11% / 36% / 21% / 18%	3.18 n=2	40.4% n=4	39.3%	-1.1%
Hispanic, Latinx or Spanish Origin	5% / 17% / 27% / 25% / 26%	3.51 n=6	46.2% n=6	51.2%	5.0%
White	5% / 10% / 26% / 30% / 29%	3.68 n=112	55.3% n=89	59.0%	3.8%
Other	16% / 19% / 23% / 24% / 18%	3.10 n=6	62.3% n=6	42.2%	-20.2%
Prefer not to answer	5% / 14% / 27% / 30% / 23%	3.52 n=4	50.0% n=10	53.6%	3.6%

Student Engagement

Legend: Almost never / Not At All · Rarely / Slightly · Sometimes / Somewhat · Often / Quite · Almost Always / Extremely

All Students					Average	2023-24 % Positive	2024-25 % Positive	Change
All Students	6%	11%	24%	29%	30% → 3.67 n=128	55.5% n=107	59.4%	3.9%

Student Engagement

Legend: Almost never / Not At All · Rarely / Slightly · Sometimes / Somewhat · Often / Quite · Almost Always / Extremely

Grade Level						Average	2023-24 % Positive	2024-25 % Positive	Change
4th Grade	1%	2%	14%	38%	46%	4.27 n=16		83.9%	
5th Grade		2%	7%	27%	64%	4.55 n=11	69.2% n=21	91.7%	22.5%
6th Grade	10%	13%	23%	24%	30%	3.50 n=27	67.5% n=10	54.0%	-13.5%
7th Grade	5%	5%	19%	28%	44%	4.01 n=12	49.0% n=16	71.5%	22.6%
8th Grade	2%	8%	29%	33%	27%	3.74 n=15	45.0% n=12	60.0%	15.0%
9th Grade	3%	13%	36%	31%	18%	3.47 n=10	52.8% n=15	48.3%	-4.5%
10th Grade	11%	17%	34%	24%	15%	3.15 n=13	34.0% n=12	38.5%	4.4%
11th Grade	11%	28%	30%	22%	9%	2.91 n=15	70.4% n=9	31.1%	-39.3%
12th Grade	2%	7%	26%	43%	22%	3.76 n=9	55.6% n=12	64.8%	9.3%

Student Engagement

Legend: ■ Almost never / Not At All ■ Rarely / Slightly ■ Sometimes / Somewhat ■ Often / Quite ■ Almost Always / Extremely

Gender		Average	2023-24 % Positive	2024-25 % Positive	Change
Female	5% / 12% / 23% / 32% / 28%	3.64 n=55		59.4%	
Male	5% / 9% / 24% / 28% / 33%	3.75 n=64		61.2%	
Prefer not to answer	11% / 18% / 28% / 21% / 22%	3.24 n=8		42.7%	

Student Engagement

Legend: ■ Almost never / Not At All ■ Rarely / Slightly ■ Sometimes / Somewhat ■ Often / Quite ■ Almost Always / Extremely

Building		Average	2023-24 % Positive	2024-25 % Positive	Change
Carney-Nadeau Public School	6% / 11% / 24% / 29% / 30%	3.67 n=128	55.5% n=107	59.4%	3.9%

Student Engagement

Legend:
- Almost never / Not At All
- Rarely / Slightly
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- Often / Quite
- Almost Always / Extremely

Race		Average	2023-24 % Positive	2024-25 % Positive	Change
American Indian or Alaska Native	4% / 22% / 33% / 40%	4.10 n=6	47.2% n=6	73.6%	26.4%
Asian or Asian American	13% / 25% / 33% / 13% / 17%	2.96 n=2	66.7% n=1	29.2%	-37.5%
Black or African American	4% / 21% / 17% / 38% / 21%	3.50 n=2	45.8% n=4	58.3%	12.5%
Hispanic, Latinx or Spanish Origin	7% / 7% / 28% / 32% / 26%	3.64 n=6	47.2% n=6	58.3%	11.1%
White	6% / 11% / 23% / 29% / 31%	3.68 n=112	54.1% n=89	59.8%	5.8%
Other	11% / 13% / 24% / 22% / 31%	3.49 n=6	77.5% n=6	52.8%	-24.7%
Prefer not to answer	8% / 35% / 27% / 29%	3.77 n=4	63.3% n=10	56.3%	-7.1%

Belonging

Legend:
- Almost Never / Not At All
- Rarely / Slightly
- Sometimes / Somewhat
- Often / Quite
- Almost Always / Extremely

All Students		Average	2023-24 % Positive	2024-25 % Positive	Change
All Students	9% | 11% | 22% | 27% | 31%	3.59 n=128	56.3% n=107	57.8%	1.4%

Belonging

Legend:
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Grade Level		Average	2023-24 % Positive	2024-25 % Positive	Change
4th Grade	6% | 5% | 11% | 26% | 53%	4.14 n=16		78.4%	
5th Grade	4% | 5% | 14% | 22% | 55%	4.18 n=11	68.2% n=21	76.9%	8.6%
6th Grade	10% | 9% | 22% | 26% | 33%	3.61 n=27	70.0% n=10	58.5%	-11.6%
7th Grade	6% | 13% | 21% | 29% | 31%	3.66 n=12	56.8% n=16	59.9%	3.1%
8th Grade	5% | 12% | 28% | 27% | 28%	3.63 n=15	49.3% n=12	55.8%	6.5%
9th Grade	9% | 17% | 28% | 23% | 23%	3.33 n=10	50.0% n=15	45.9%	-4.1%
10th Grade	15% | 15% | 28% | 29% | 13%	3.08 n=13	34.0% n=12	41.3%	7.2%
11th Grade	16% | 19% | 27% | 30% | 7%	2.92 n=15	64.8% n=9	37.0%	-27.8%
12th Grade	3% | 7% | 22% | 37% | 30%	3.85 n=9	55.6% n=12	67.7%	12.1%

Belonging

- ⬛ Almost Never / Not At All
- ⬛ Rarely / Slightly
- ⬛ Sometimes / Somewhat
- ⬛ Often / Quite
- ⬛ Almost Always / Extremely

Gender						Average	2023-24 % Positive	2024-25 % Positive	Change
Female	8%	12%	26%	26%	28%	3.54 n=55		54.1%	
Male	8%	10%	19%	30%	33%	3.69 n=64		62.6%	
Prefer not to answer	18%	19%	22%	16%	25%	3.10 n=8		40.9%	

Belonging

- ⬛ Almost Never / Not At All
- ⬛ Rarely / Slightly
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Building						Average	2023-24 % Positive	2024-25 % Positive	Change
Carney-Nadeau Public School	9%	11%	22%	27%	31%	3.59 n=128	56.3% n=107	57.8%	1.4%

Belonging

Legend:
- Almost Never / Not At All
- Rarely / Slightly
- Sometimes / Somewhat
- Often / Quite
- Almost Always / Extremely

Race	Distribution	Average	2023-24 % Positive	2024-25 % Positive	Change
American Indian or Alaska Native	2% 6% / 32% / 21% / 39%	3.91 n=6	58.3% n=6	60.6%	2.3%
Asian or Asian American	18% / 36% / 23% / 14% / 9%	2.59 n=2	75.0% n=1	22.7%	-52.3%
Black or African American	18% / 23% / 14% / 23% / 23%	3.09 n=2	41.7% n=4	45.5%	3.8%
Hispanic, Latinx or Spanish Origin	5% 8% / 24% / 29% / 35%	3.82 n=6	47.2% n=6	63.6%	16.4%
White	9% / 11% / 22% / 27% / 30%	3.59 n=112	56.2% n=89	57.6%	1.5%
Other	15% / 15% / 35% / 21% / 14%	3.03 n=6	76.4% n=6	34.9%	-41.5%
Prefer not to answer	11% / 9% / 20% / 34% / 25%	3.52 n=4	58.5% n=10	59.1%	0.6%

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Visit our Website

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