



Student Perception Survey

Raising voices to drive school quality

2024-2025

Question: District Level



Carney-Nadeau Public Schools





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Belonging

Cultural Awareness

Fairness

Inclusive Environment





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 a question-level breakdown 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).
- **% Positive:** The percent of positive responses (any student who answered 4 or 5) are added together.





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%

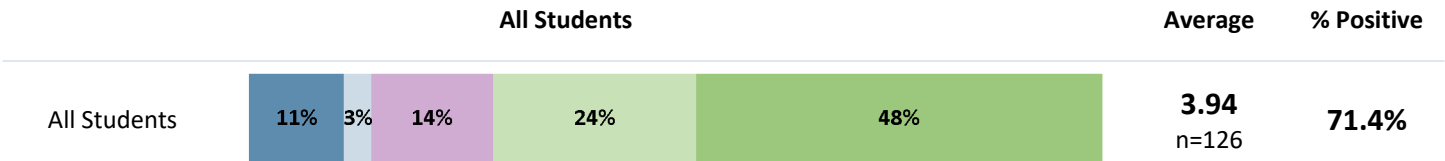




Do you feel like you have a connection with at least one adult at your school?

Social-Emotional Learning - Relationship Skills

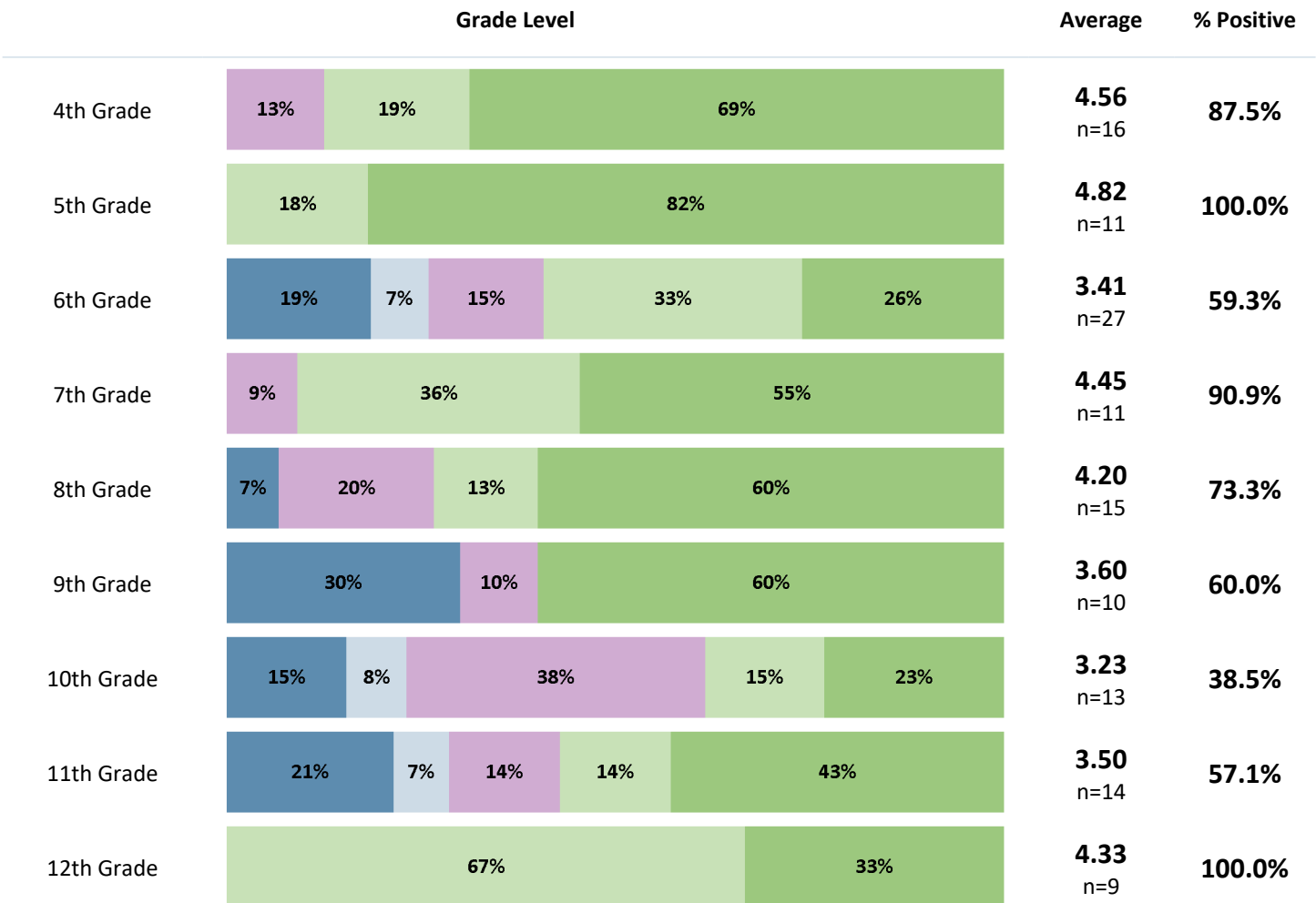
Almost Never Rarely Sometimes Often Almost Always



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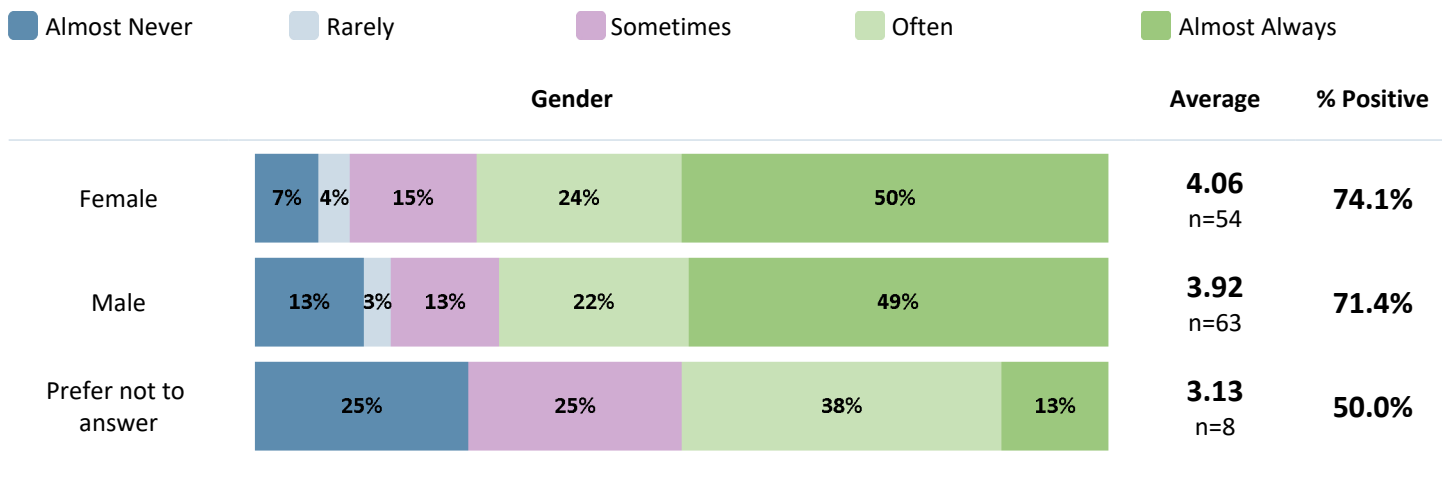
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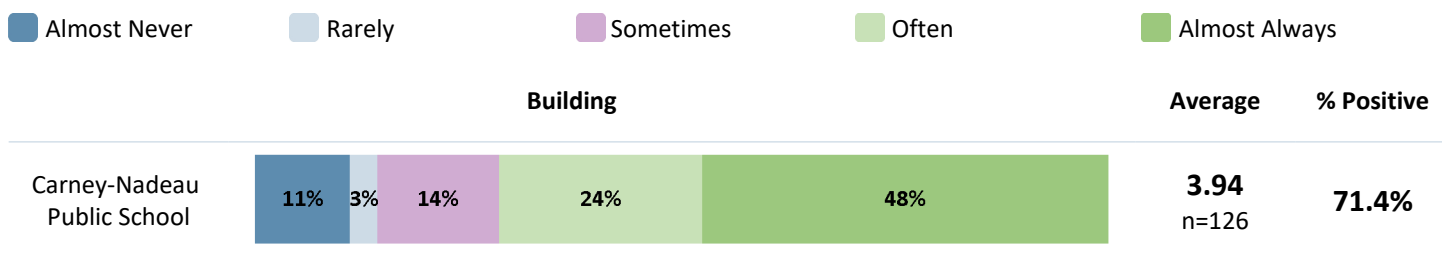
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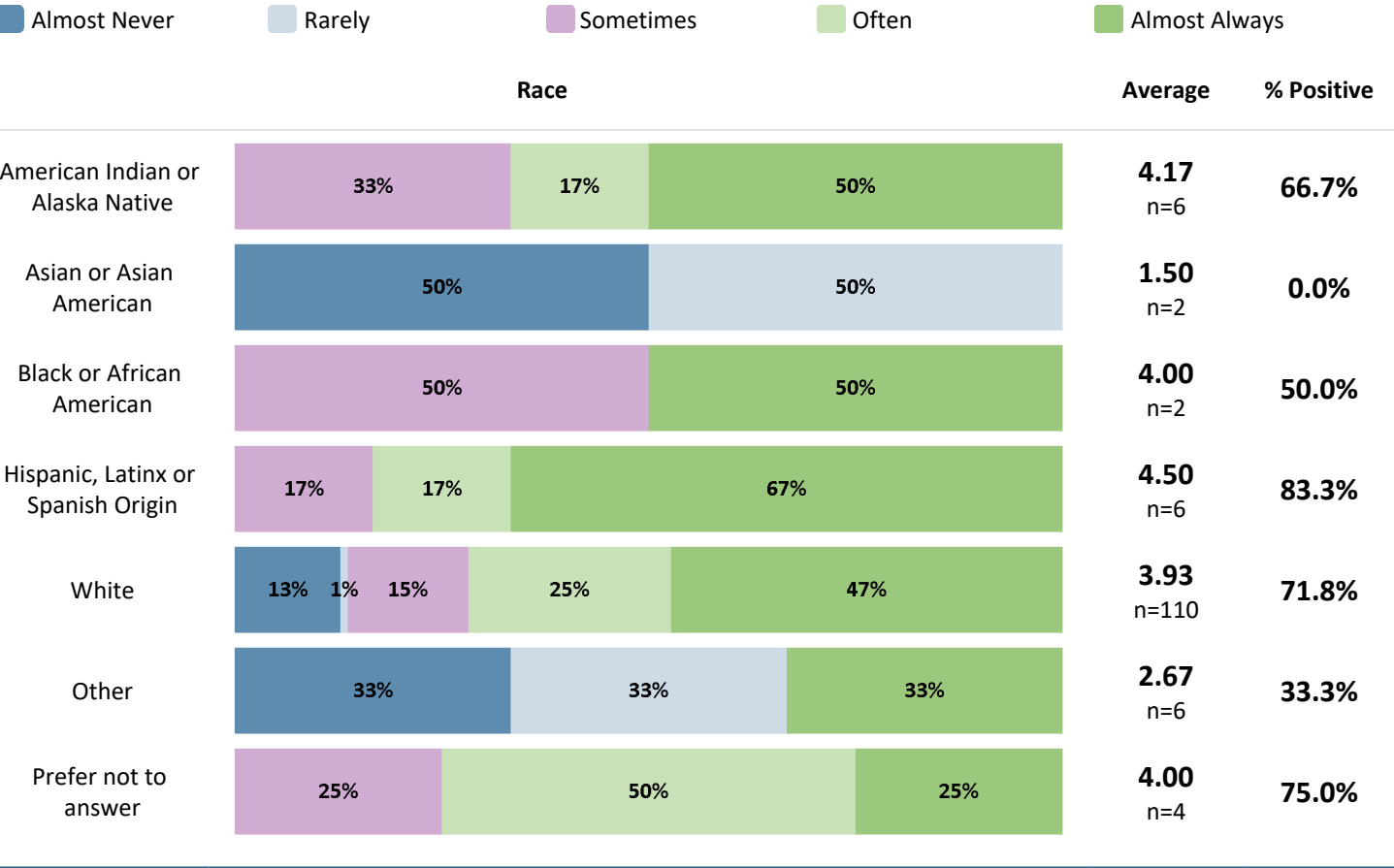
Social-Emotional Learning - Relationship Skills





Do you feel like you have a connection with at least one adult at your school?

Social-Emotional Learning - Relationship Skills





Do you feel like you belong at your school?

Social-Emotional Learning - Relationship Skills

Almost Never Rarely Sometimes Often Almost Always

All Students						Average	% Positive
All Students	12%	16%	23%	24%	25%	3.35 n=127	49.6%

Do you feel like you belong at your school?

Social-Emotional Learning - Relationship Skills

Almost Never Rarely Sometimes Often Almost Always

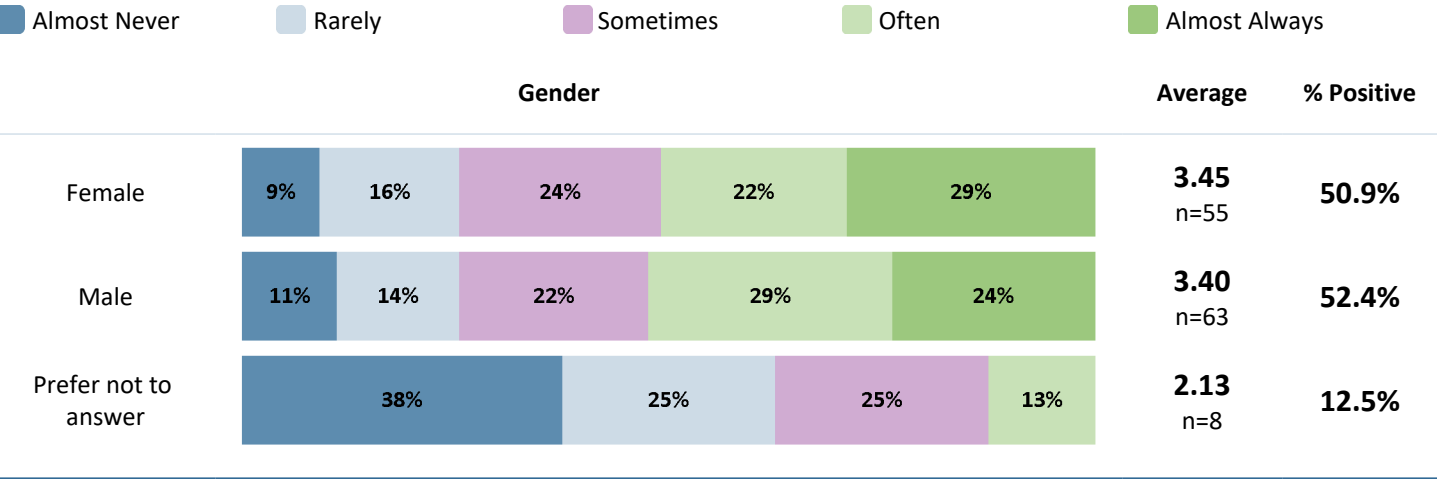
Grade Level					Average	% Positive	
4th Grade	<div><div>25%</div><div>38%</div><div>38%</div></div>					4.13 n=16	75.0%
5th Grade	<div><div>9%</div><div>9%</div><div>9%</div><div>9%</div><div>64%</div></div>					4.09 n=11	72.7%
6th Grade	<div><div>11%</div><div>19%</div><div>33%</div><div>26%</div><div>11%</div></div>					3.07 n=27	37.0%
7th Grade	<div><div>9%</div><div>18%</div><div>27%</div><div>18%</div><div>27%</div></div>					3.36 n=11	45.5%
8th Grade	<div><div>13%</div><div>13%</div><div>20%</div><div>40%</div><div>13%</div></div>					3.27 n=15	53.3%
9th Grade	<div><div>10%</div><div>20%</div><div>10%</div><div>20%</div><div>40%</div></div>					3.60 n=10	60.0%
10th Grade	<div><div>23%</div><div>23%</div><div>23%</div><div>15%</div><div>15%</div></div>					2.77 n=13	30.8%
11th Grade	<div><div>27%</div><div>27%</div><div>20%</div><div>13%</div><div>13%</div></div>					2.60 n=15	26.7%
12th Grade	<div><div>11%</div><div>22%</div><div>33%</div><div>33%</div></div>					3.89 n=9	66.7%





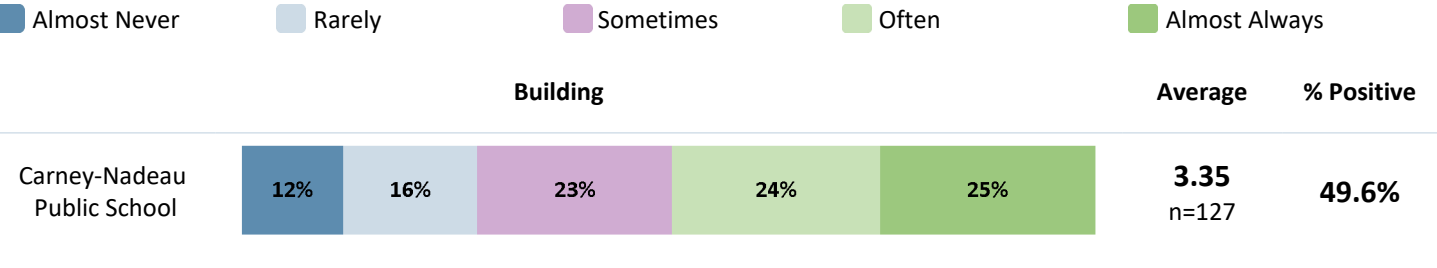
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Social-Emotional Learning - Relationship Skills



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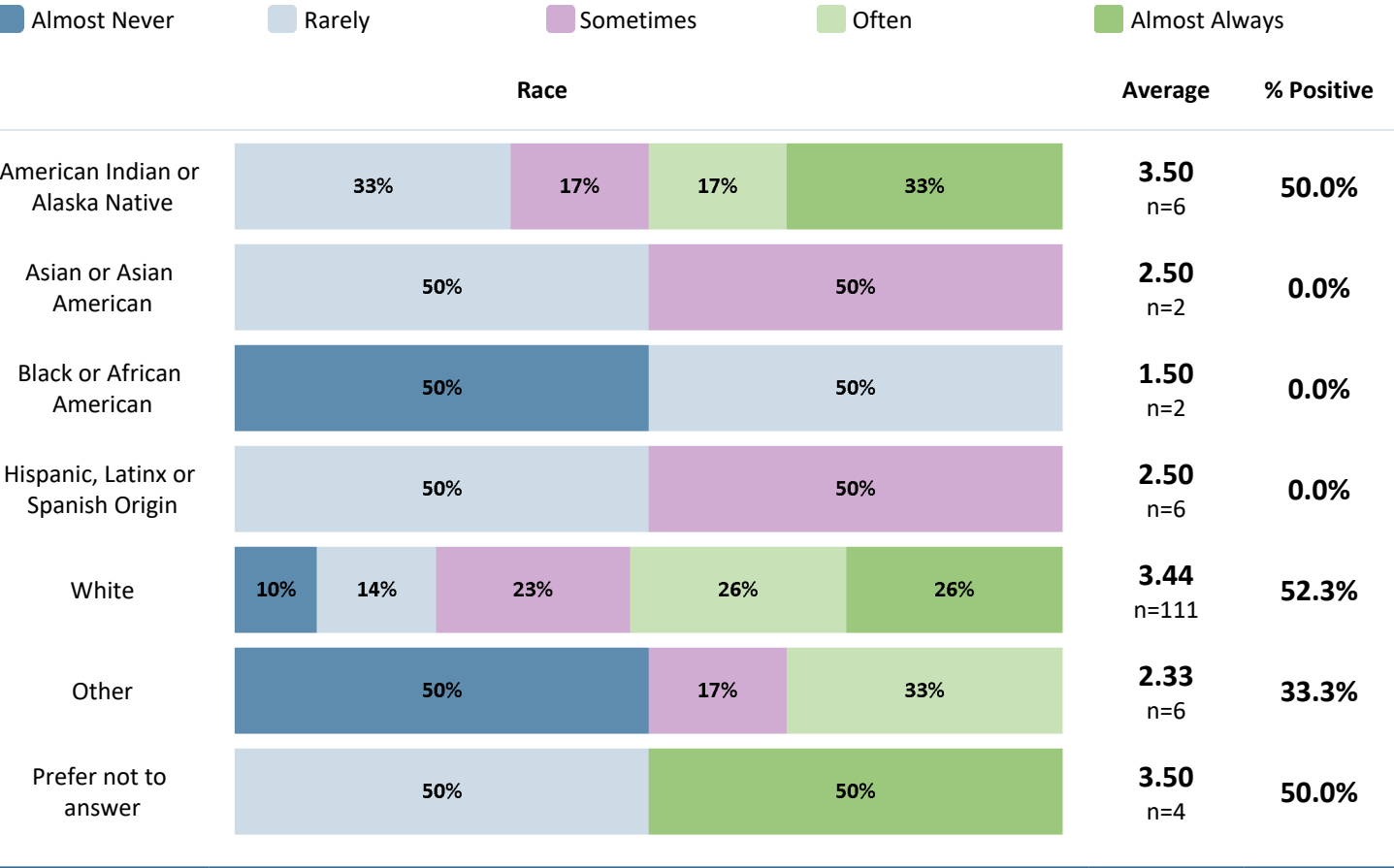
Social-Emotional Learning - Relationship Skills





Do you feel like you belong at your school?

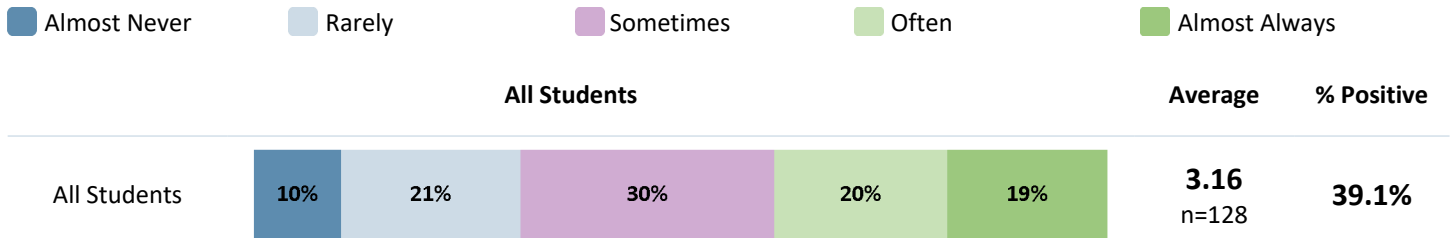
Social-Emotional Learning - Relationship Skills





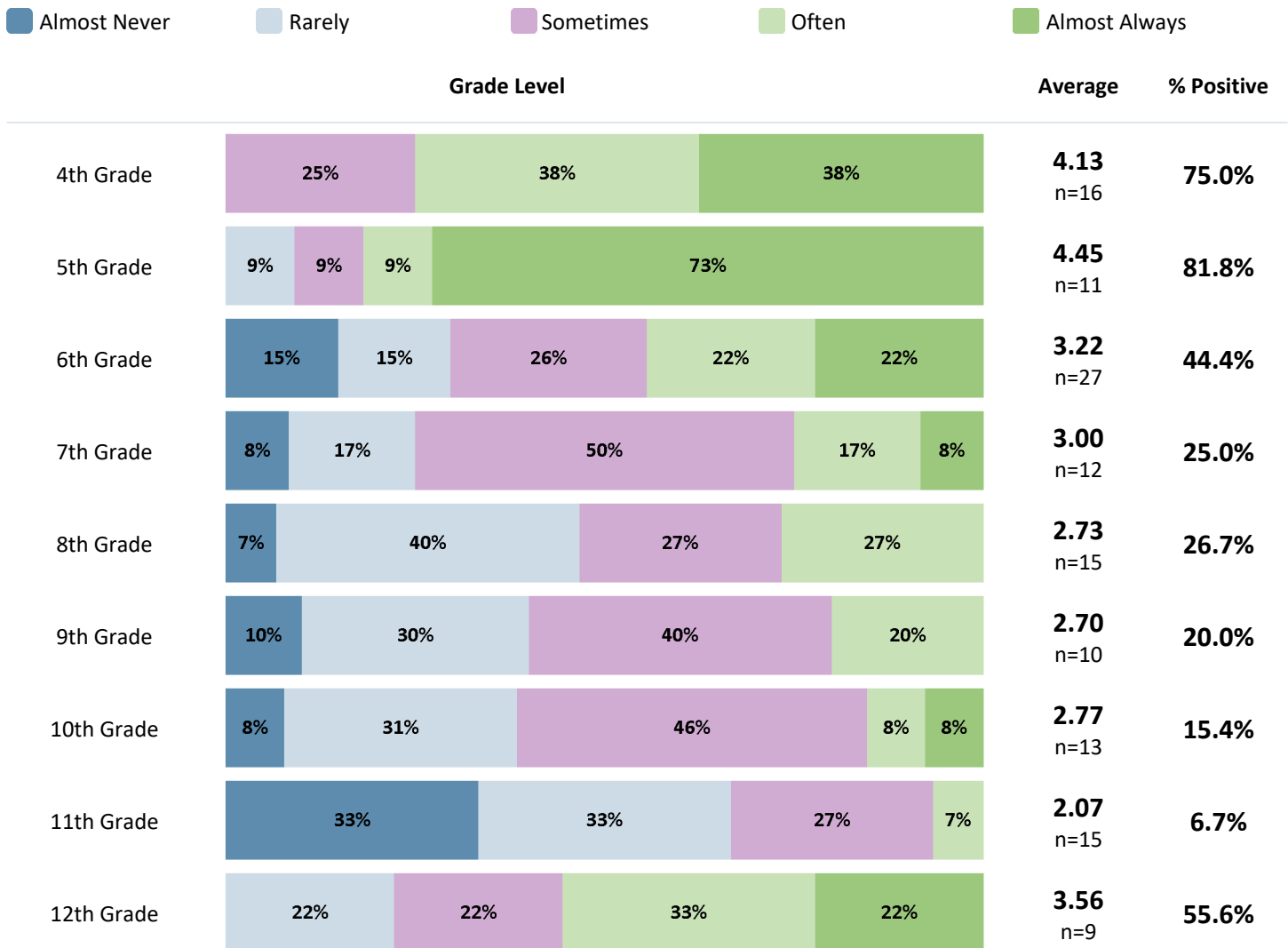
Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills



Do people in your school understand you as a person?

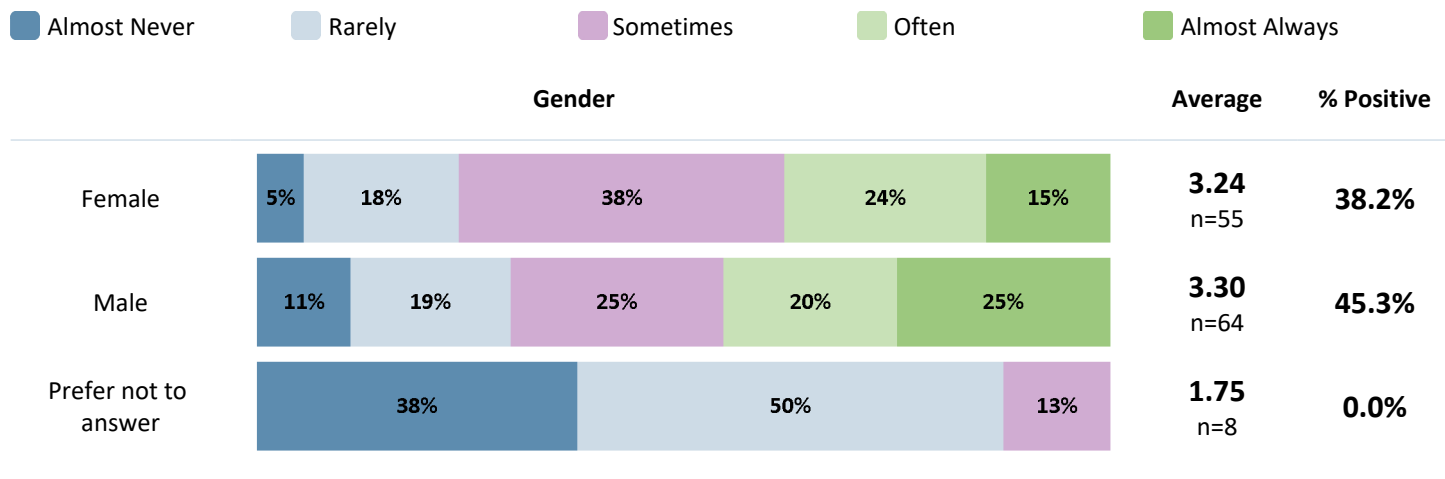
Social-Emotional Learning - Relationship Skills





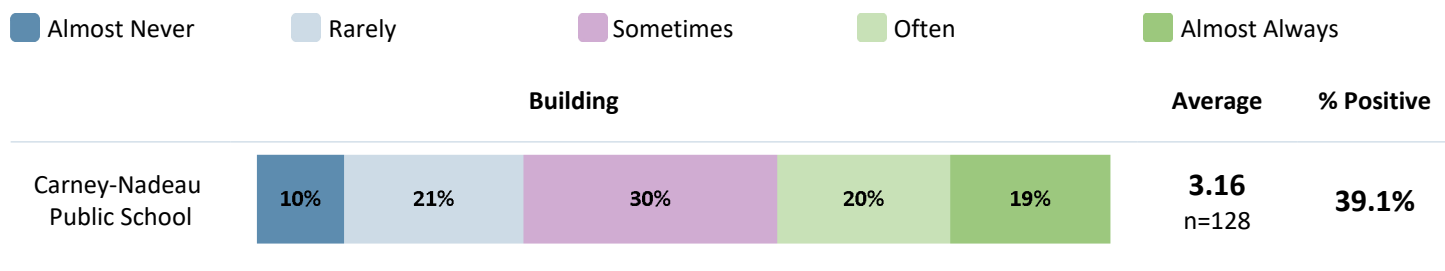
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Social-Emotional Learning - Relationship Skills



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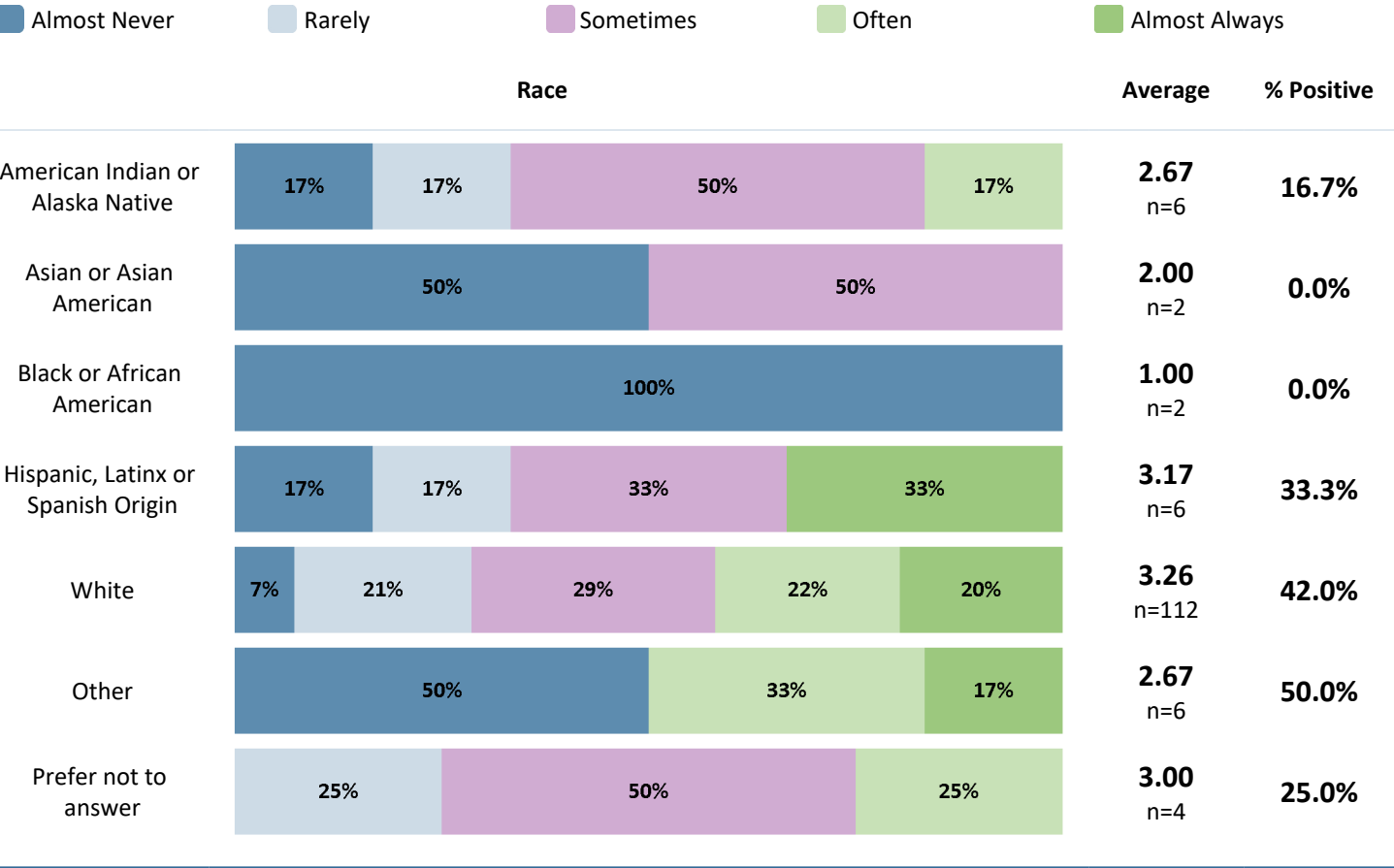
Social-Emotional Learning - Relationship Skills





Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills





Do you feel connected to the students at your school?

Social-Emotional Learning - Relationship Skills

Almost Never Rarely Sometimes Often Almost Always

All Students						Average	% Positive
All Students	8%	16%	24%	24%	29%	3.49 n=126	52.4%

Do you feel connected to the students at your school?

Social-Emotional Learning - Relationship Skills

Almost Never Rarely Sometimes Often Almost Always

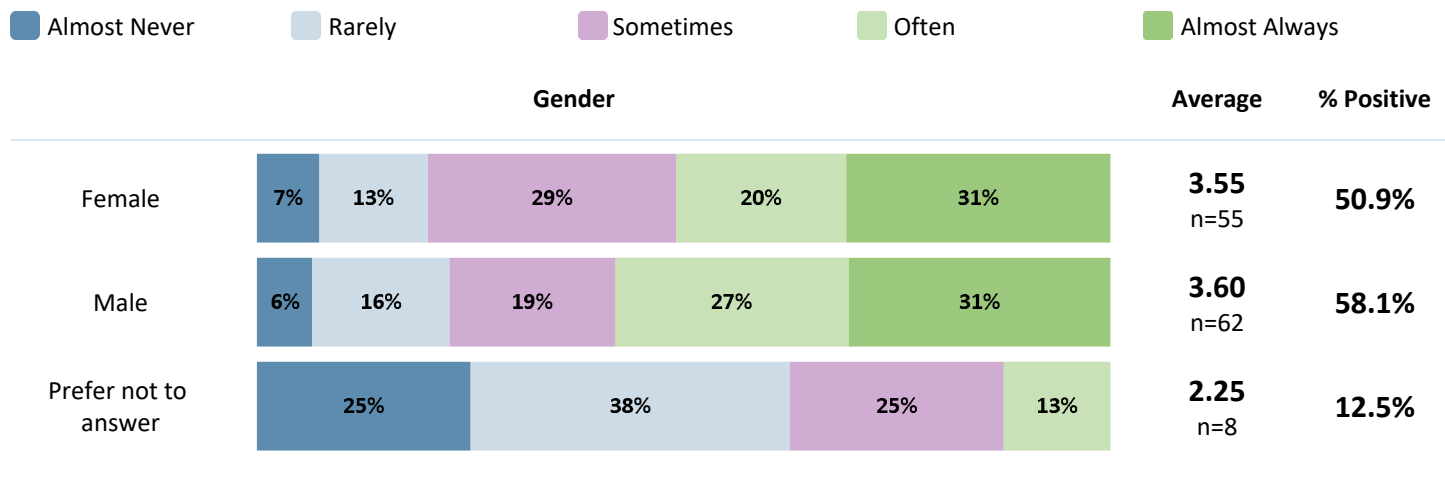
Grade Level					Average	% Positive	
4th Grade	6%	25%	69%			4.63 n=16	93.8%
5th Grade	9%	36%	55%			4.45 n=11	90.9%
6th Grade	4%	15%	23%	35%	23%	3.58 n=26	57.7%
7th Grade	9%	18%	45%	9%	18%	3.09 n=11	27.3%
8th Grade	13%	20%	27%	27%	13%	3.07 n=15	40.0%
9th Grade	10%	20%	20%	20%	30%	3.40 n=10	50.0%
10th Grade	15%	23%	31%	15%	15%	2.92 n=13	30.8%
11th Grade	20%	27%	40%	7%	7%	2.53 n=15	13.3%
12th Grade	22%	11%	33%	33%		3.78 n=9	66.7%





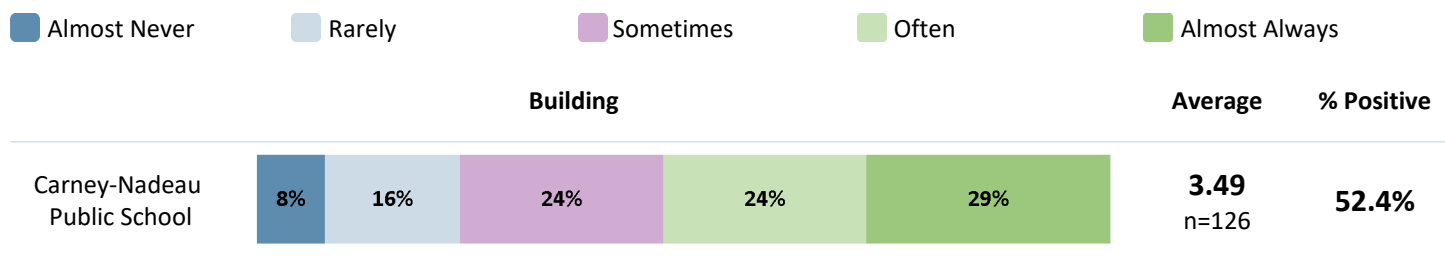
Do you feel connected to the students at your school?

Social-Emotional Learning - Relationship Skills



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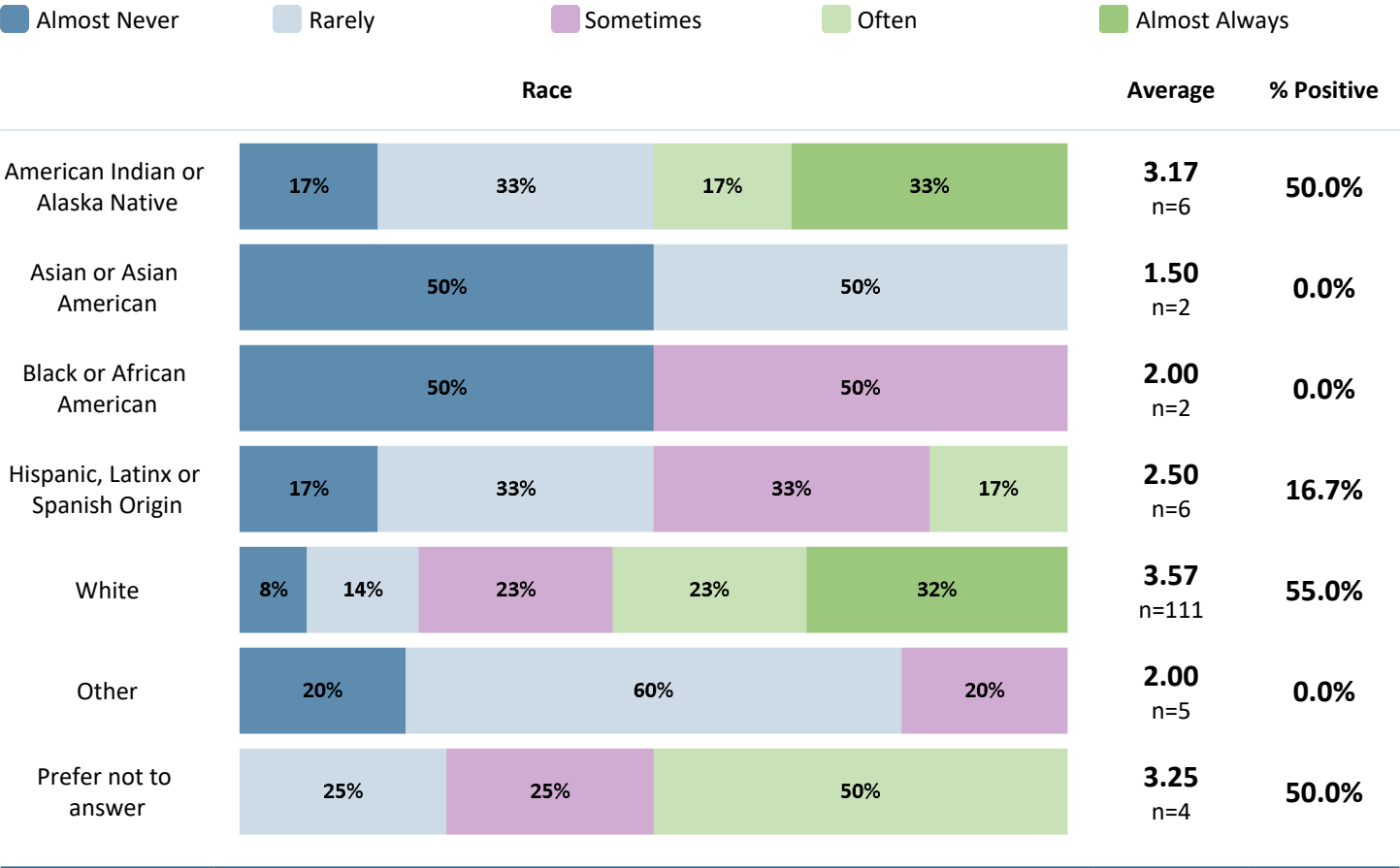
Social-Emotional Learning - Relationship Skills





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Social-Emotional Learning - Relationship Skills

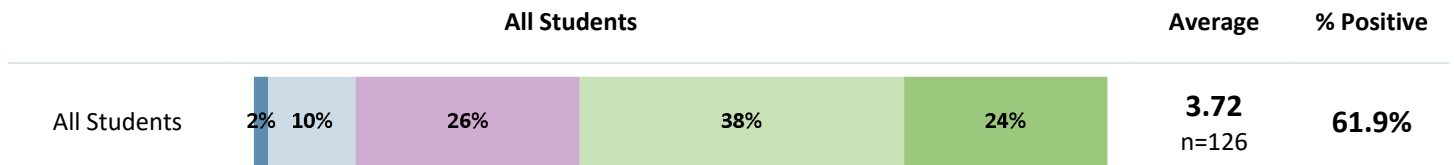




Do you think about how your actions affect others?

Social-Emotional Learning - Responsible Decision-Making

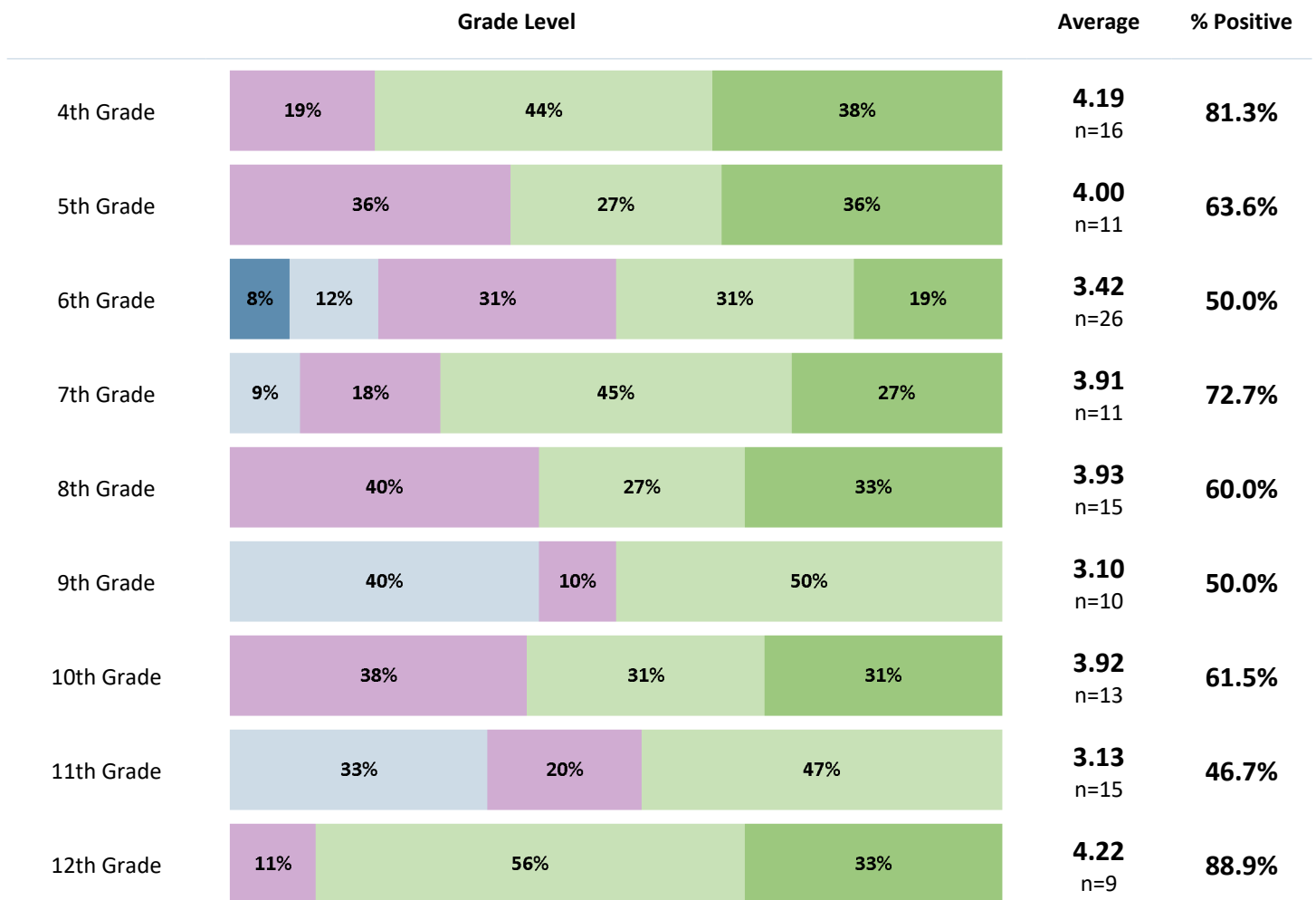
Almost Never Rarely Sometimes Often Almost Always



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Social-Emotional Learning - Responsible Decision-Making

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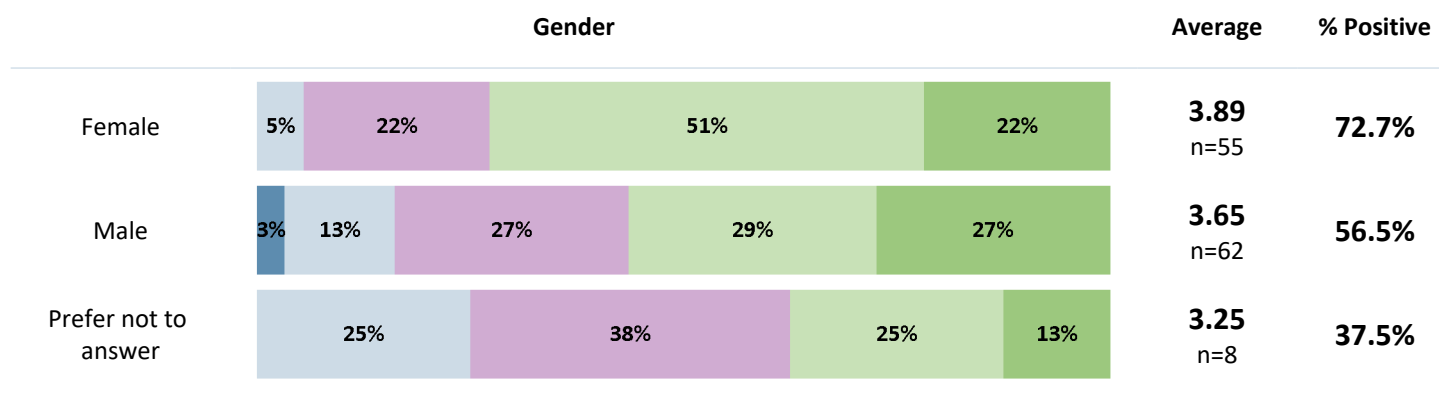




Do you think about how your actions affect others?

Social-Emotional Learning - Responsible Decision-Making

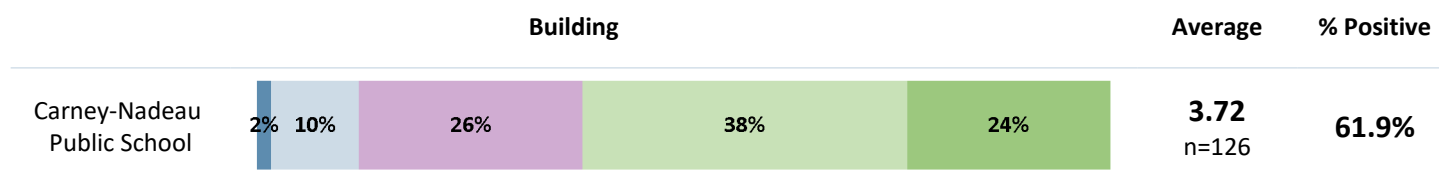
Almost Never Rarely Sometimes Often Almost Always



Do you think about how your actions affect others?

Social-Emotional Learning - Responsible Decision-Making

Almost Never Rarely Sometimes Often Almost Always





Do you think about how your actions affect others?

Social-Emotional Learning - Responsible Decision-Making





Do you look at information and facts before forming an opinion about something?

Social-Emotional Learning - Responsible Decision-Making

Almost Never Rarely Sometimes Often Almost Always

All Students						Average	% Positive
All Students	6%	14%	33%	30%	17%	3.36 n=127	46.5%

Do you look at information and facts before forming an opinion about something?

Social-Emotional Learning - Responsible Decision-Making

Almost Never Rarely Sometimes Often Almost Always

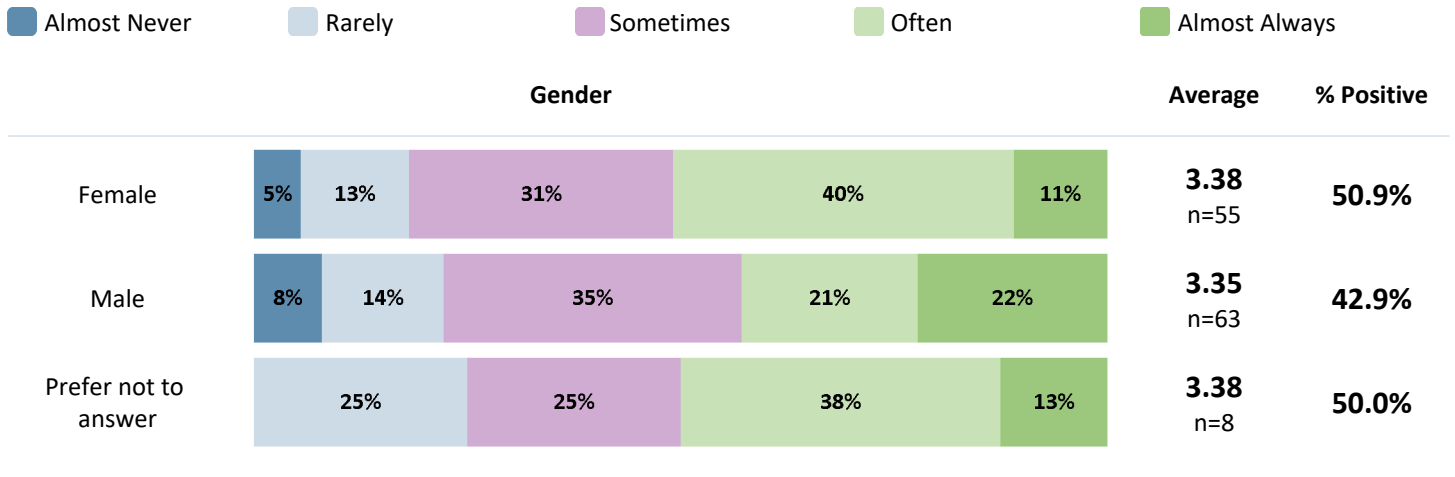
Grade Level					Average	% Positive
4th Grade	<div><div>31%</div><div>44%</div><div>25%</div></div>				3.94 n=16	68.8%
5th Grade	<div><div>18%</div><div>9%</div><div>27%</div><div>18%</div><div>27%</div></div>				3.27 n=11	45.5%
6th Grade	<div><div>7%</div><div>22%</div><div>44%</div><div>19%</div><div>7%</div></div>				2.96 n=27	25.9%
7th Grade	<div><div>9%</div><div>18%</div><div>27%</div><div>36%</div><div>9%</div></div>				3.18 n=11	45.5%
8th Grade	<div><div>7%</div><div>7%</div><div>40%</div><div>20%</div><div>27%</div></div>				3.53 n=15	46.7%
9th Grade	<div><div>20%</div><div>20%</div><div>50%</div><div>10%</div></div>				3.50 n=10	60.0%
10th Grade	<div><div>8%</div><div>15%</div><div>31%</div><div>23%</div><div>23%</div></div>				3.38 n=13	46.2%
11th Grade	<div><div>7%</div><div>27%</div><div>47%</div><div>20%</div></div>				2.80 n=15	20.0%
12th Grade	<div><div>67%</div><div>33%</div></div>				4.33 n=9	100.0%





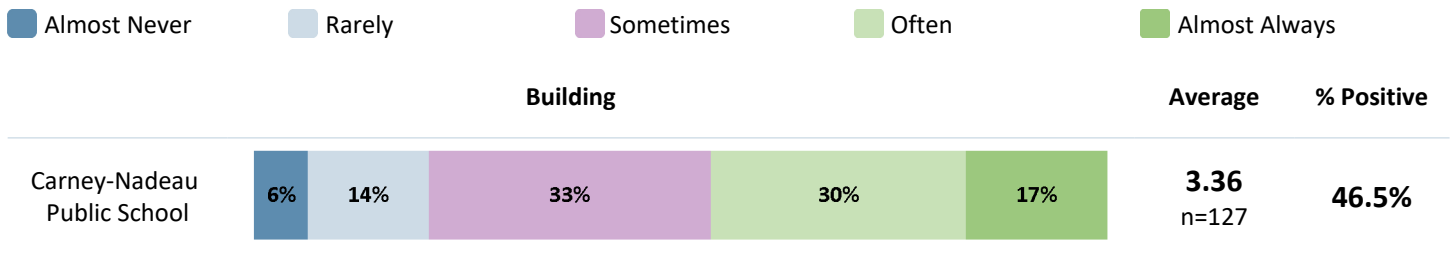
Do you look at information and facts before forming an opinion about something?

Social-Emotional Learning - Responsible Decision-Making



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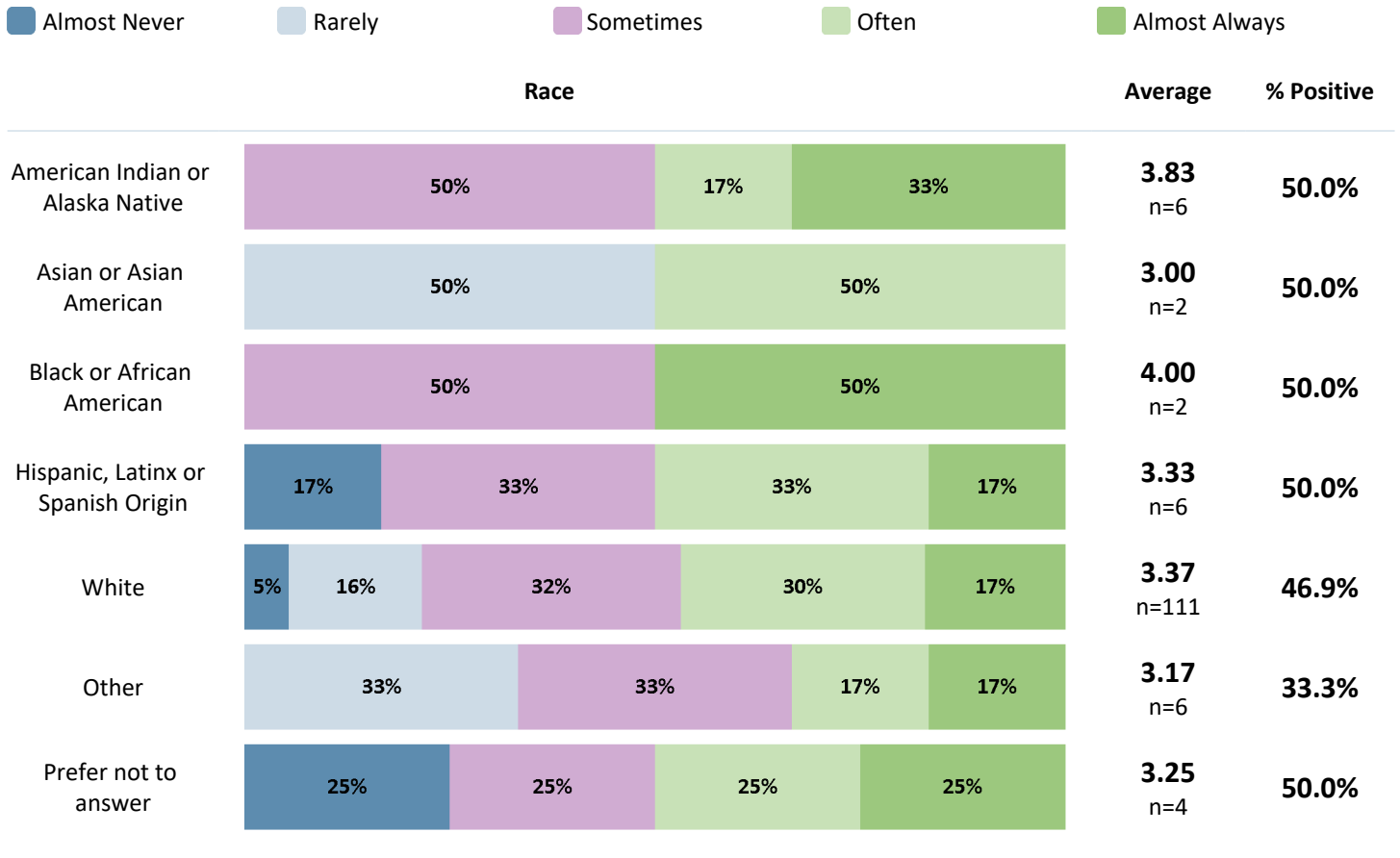
Social-Emotional Learning - Responsible Decision-Making





Do you look at information and facts before forming an opinion about something?

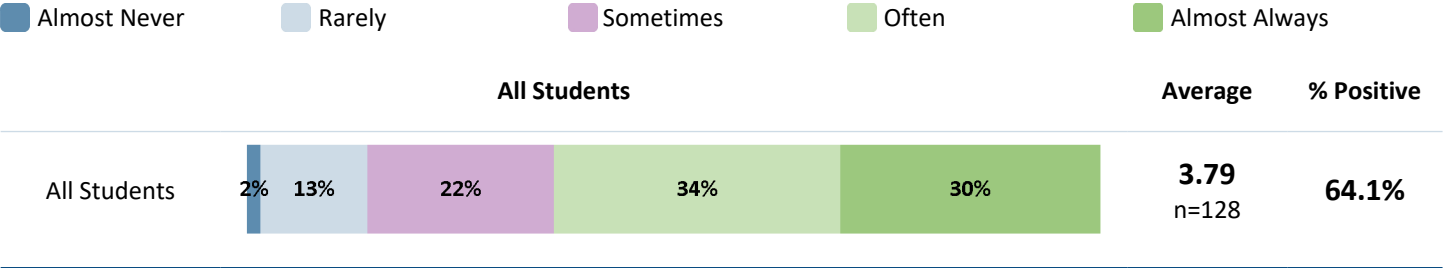
Social-Emotional Learning - Responsible Decision-Making





Are you able to recognize signals from your body that help you understand how you feel?
For example, butterflies in your stomach signals that you may be nervous.

Social-Emotional Learning - Self-Awareness





Are you able to recognize signals from your body that help you understand how you feel? For example, butterflies in your stomach signals that you may be nervous.

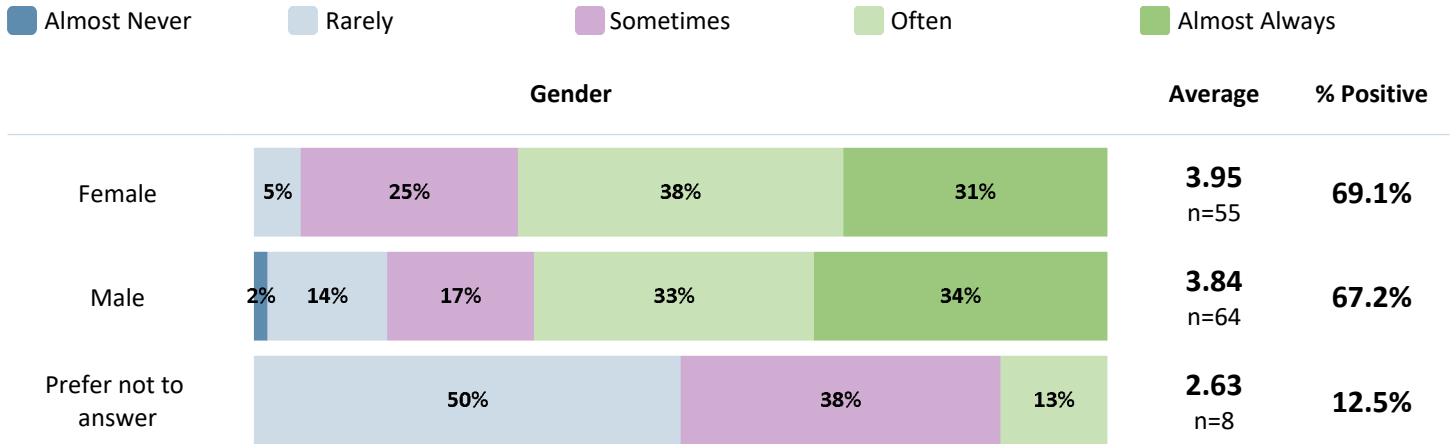
Social-Emotional Learning - Self-Awareness





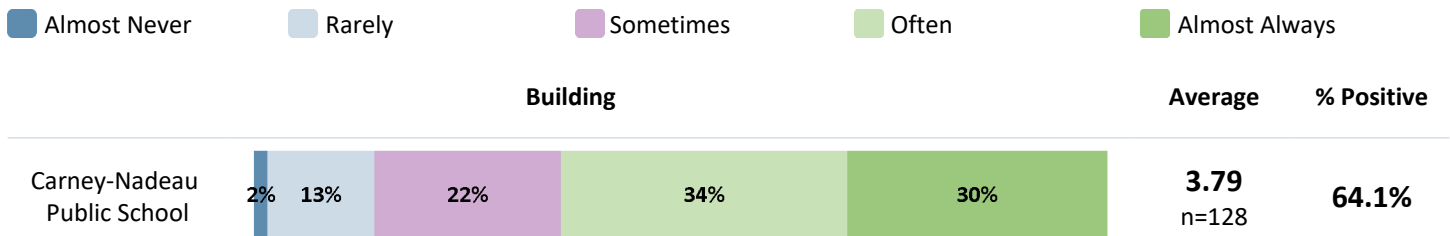
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Social-Emotional Learning - Self-Awareness



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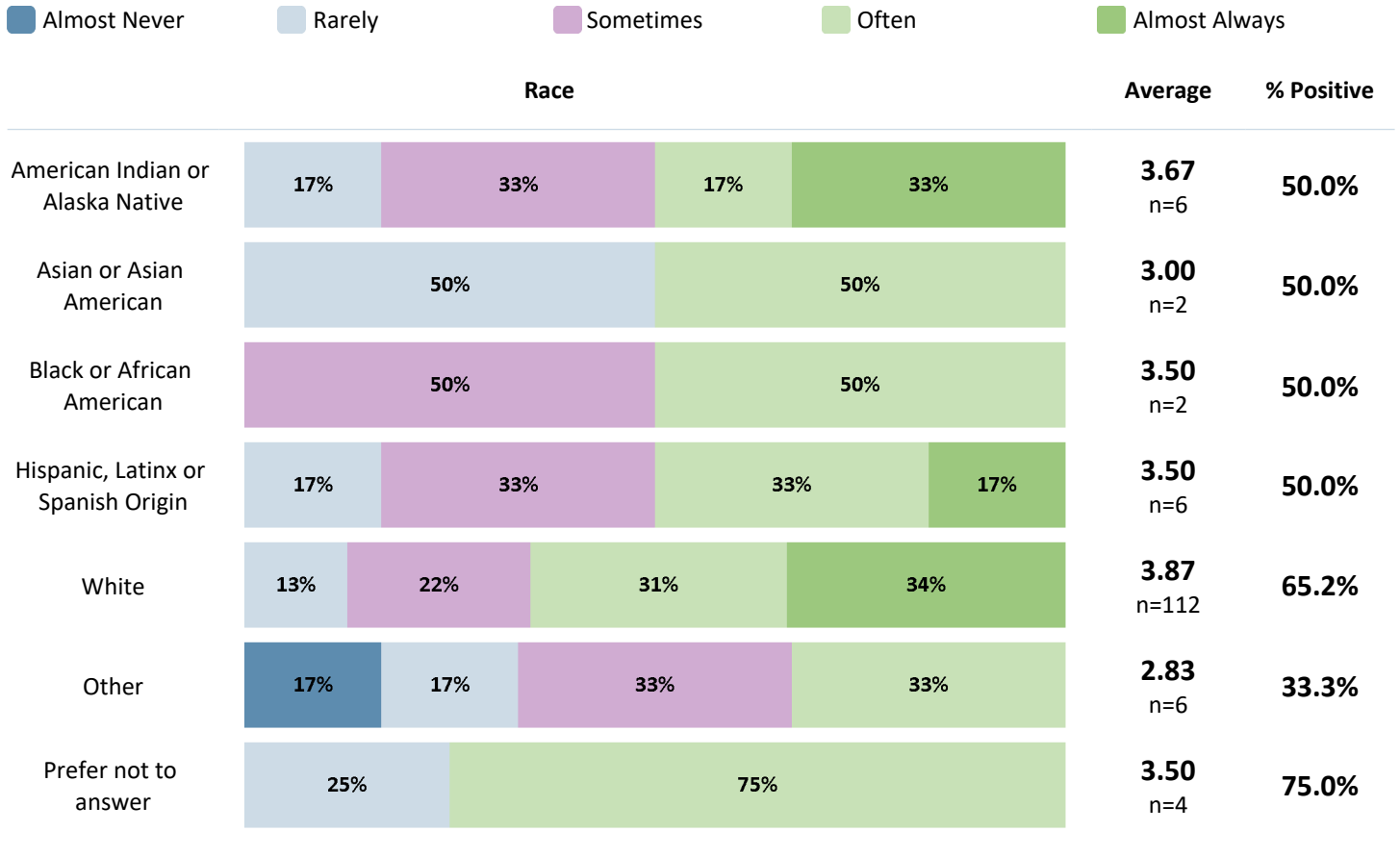
Social-Emotional Learning - Self-Awareness





Are you able to recognize signals from your body that help you understand how you feel? For example, butterflies in your stomach signals that you may be nervous.

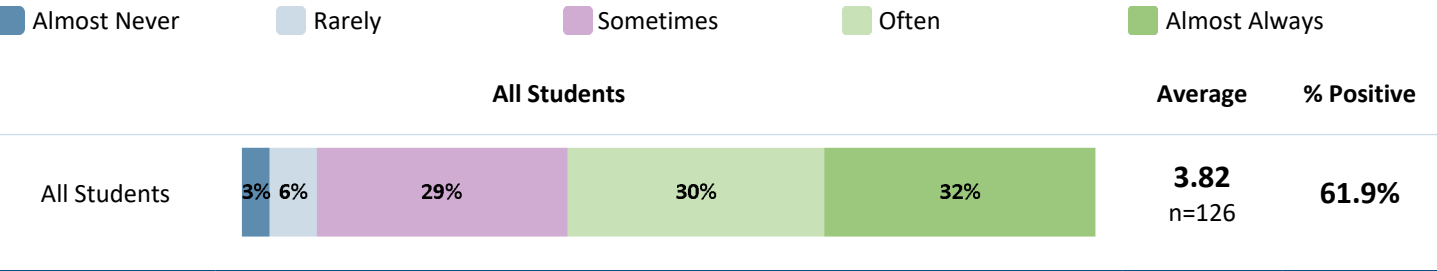
Social-Emotional Learning - Self-Awareness





Are you able to tell the difference between your thoughts on something and how you feel about it?

Social-Emotional Learning - Self-Awareness





Are you able to tell the difference between your thoughts on something and how you feel about it?

Social-Emotional Learning - Self-Awareness

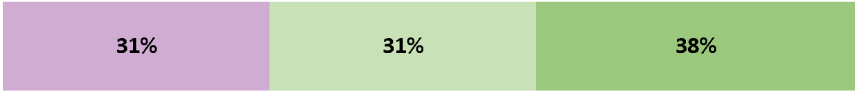


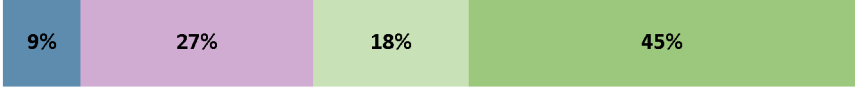

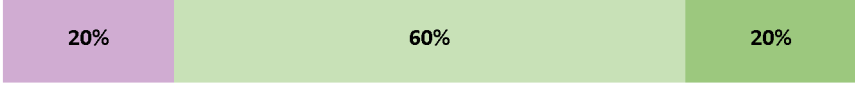

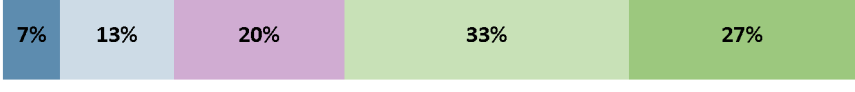

Almost Never

Rarely

Sometimes

Often

Almost Always

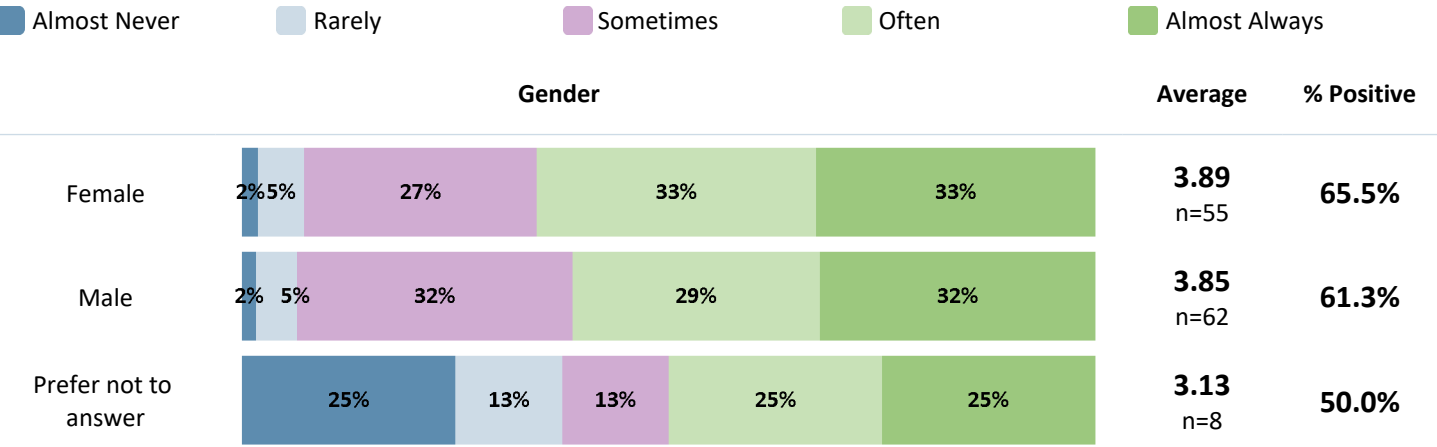
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6th Grade				3.59 n=27	48.2%
7th Grade				3.91 n=11	63.6%
8th Grade				3.60 n=15	53.3%
9th Grade				4.00 n=10	80.0%
10th Grade				3.62 n=13	53.9%
11th Grade				3.60 n=15	60.0%
12th Grade				4.33 n=9	77.8%





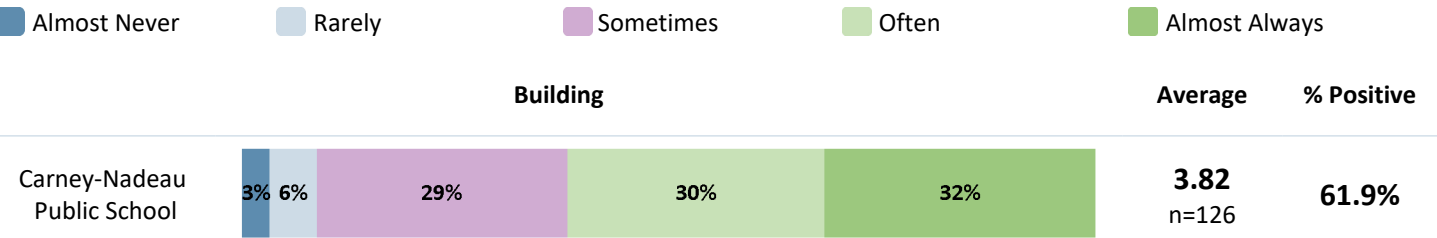
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Social-Emotional Learning - Self-Awareness



Are you able to tell the difference between your thoughts on something and how you feel about it?

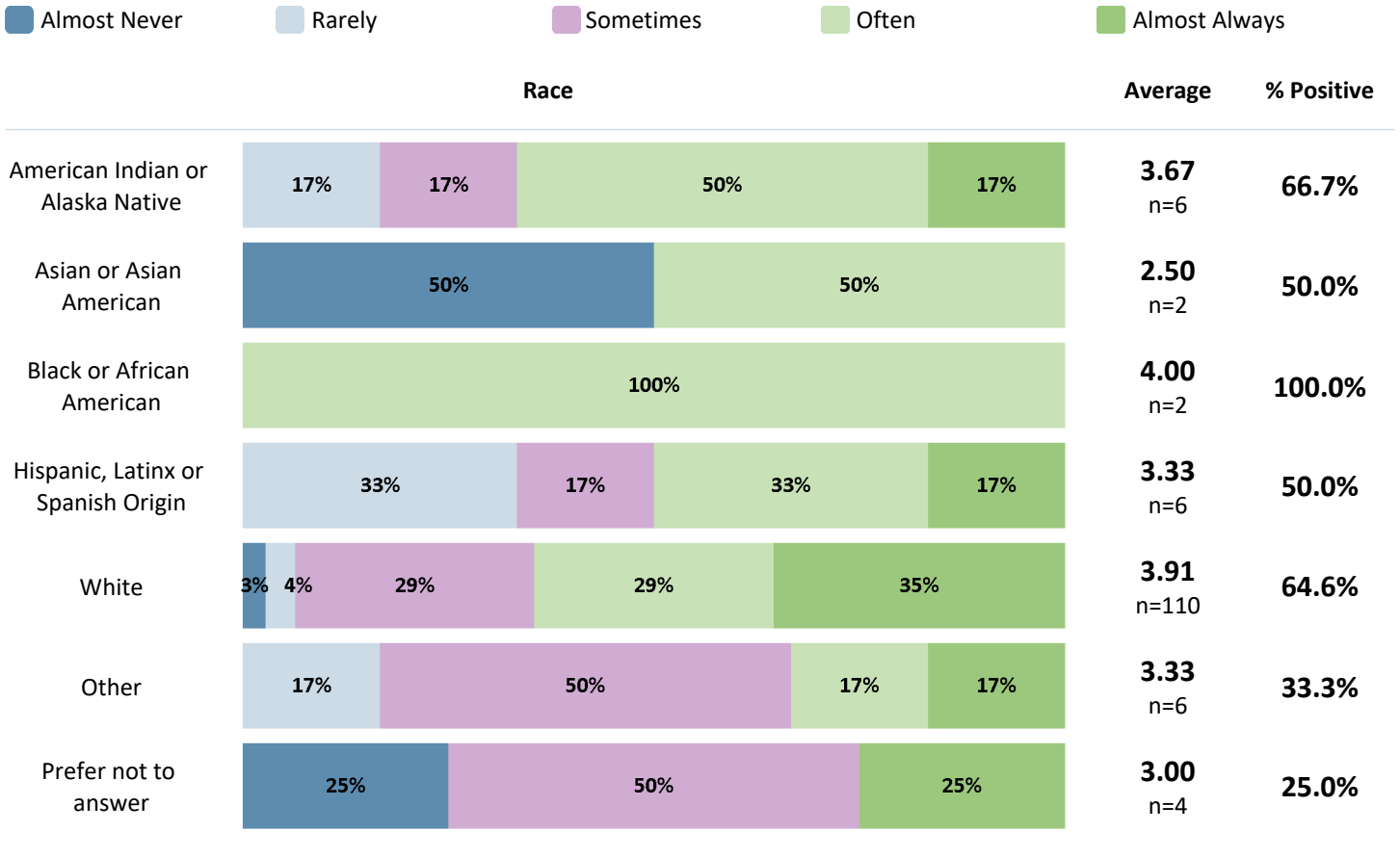
Social-Emotional Learning - Self-Awareness





Are you able to tell the difference between your thoughts on something and how you feel about it?

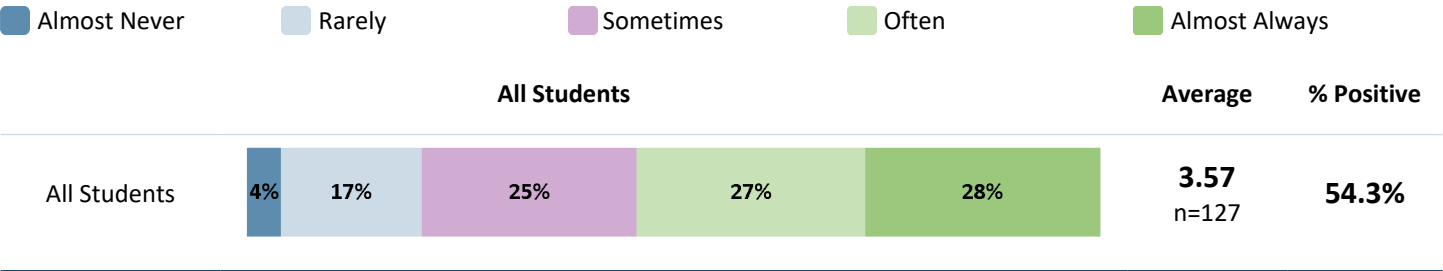
Social-Emotional Learning - Self-Awareness





Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

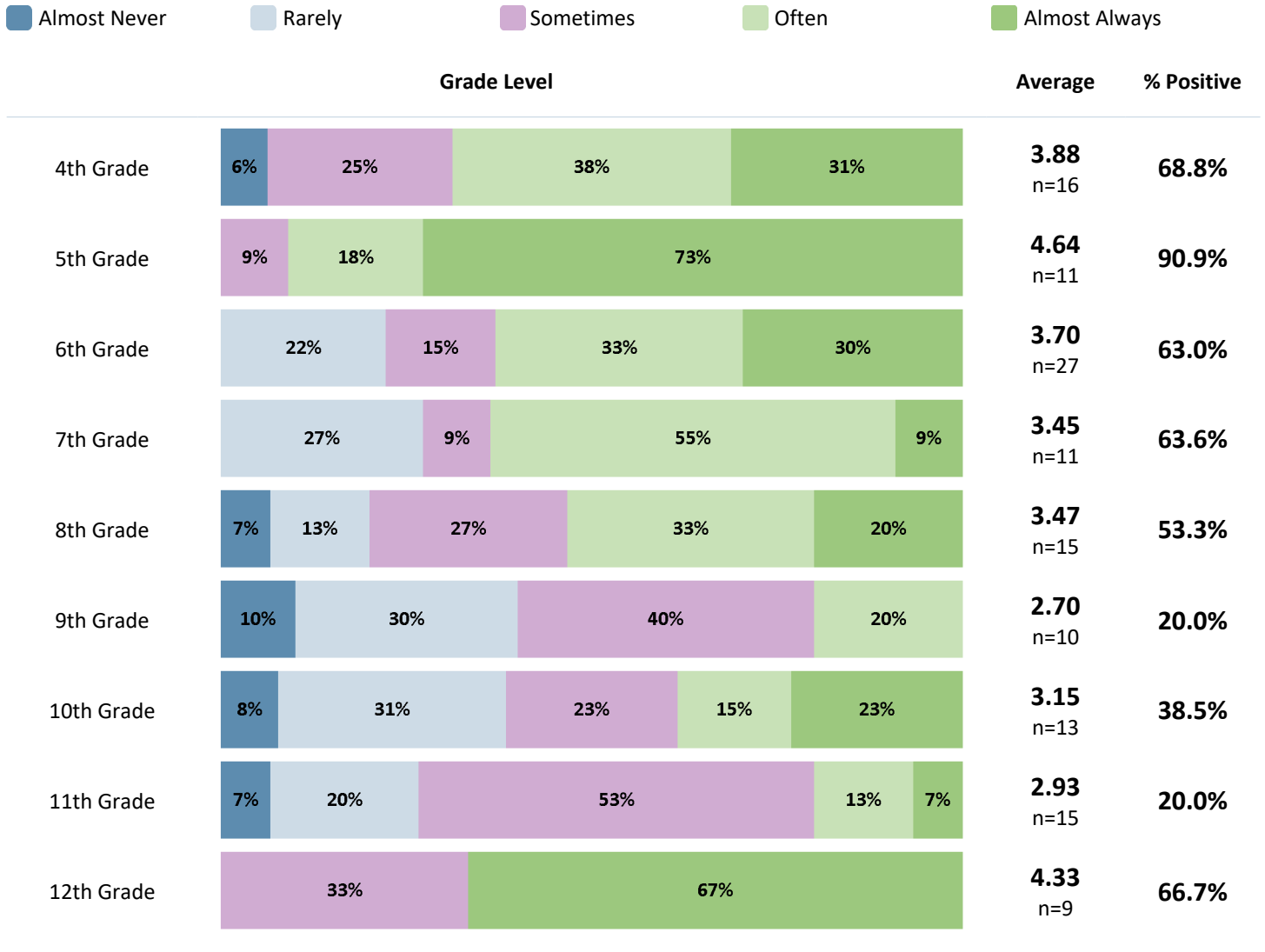
Social-Emotional Learning - Self-Awareness





Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

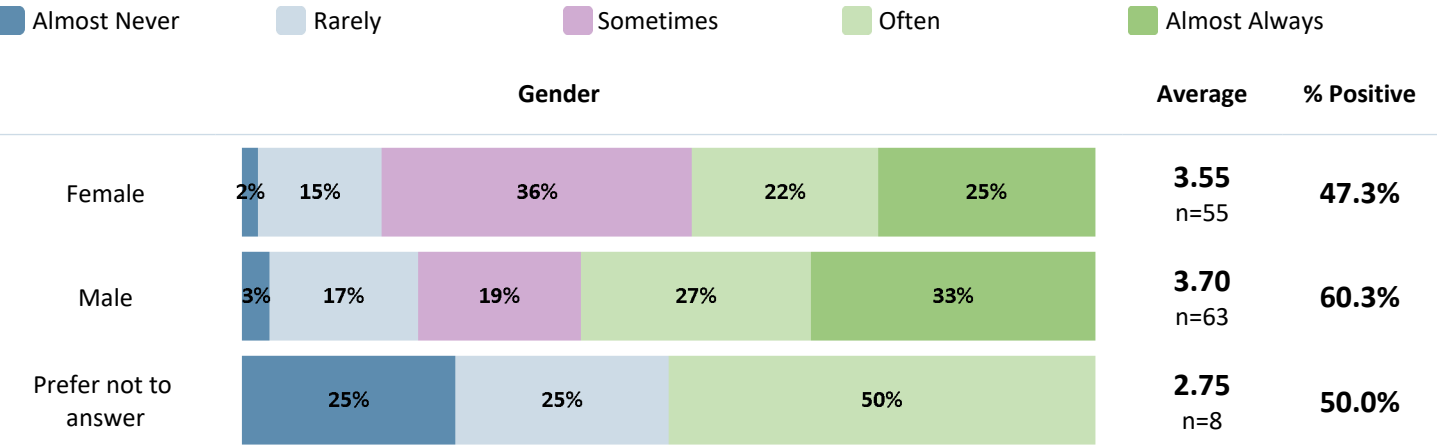
Social-Emotional Learning - Self-Awareness





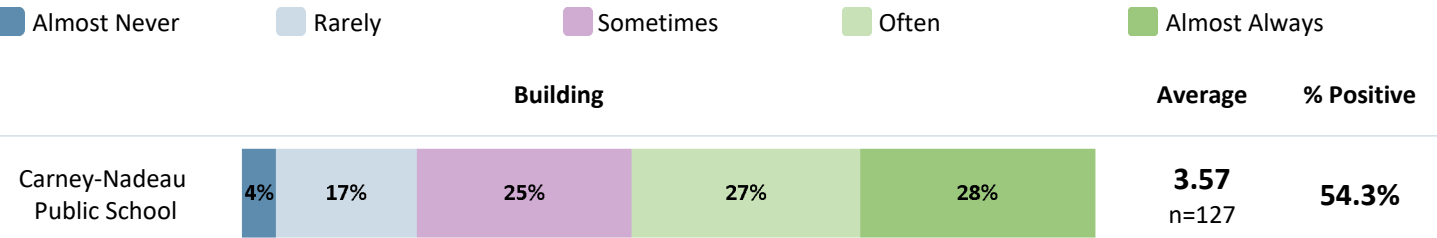
Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

Social-Emotional Learning - Self-Awareness



Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

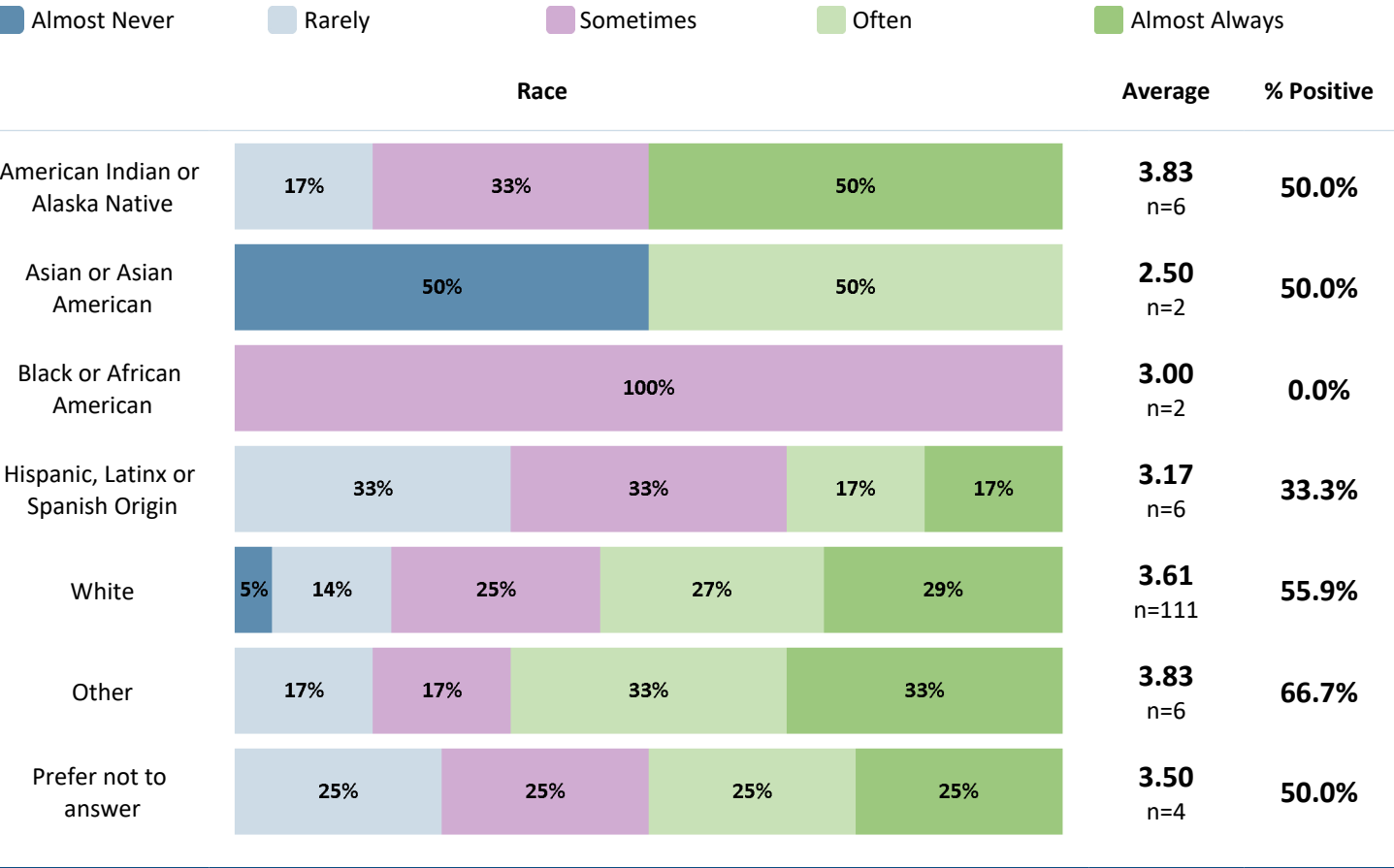
Social-Emotional Learning - Self-Awareness





Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

Social-Emotional Learning - Self-Awareness





Are you able to stay calm when things are going wrong for you?

Social-Emotional Learning - Self-Management

Almost Never Rarely Sometimes Often Almost Always

All Students						Average	% Positive
All Students	6%	10%	40%	30%	13%	3.34 n=127	43.3%

Are you able to stay calm when things are going wrong for you?

Social-Emotional Learning - Self-Management

Almost Never Rarely Sometimes Often Almost Always

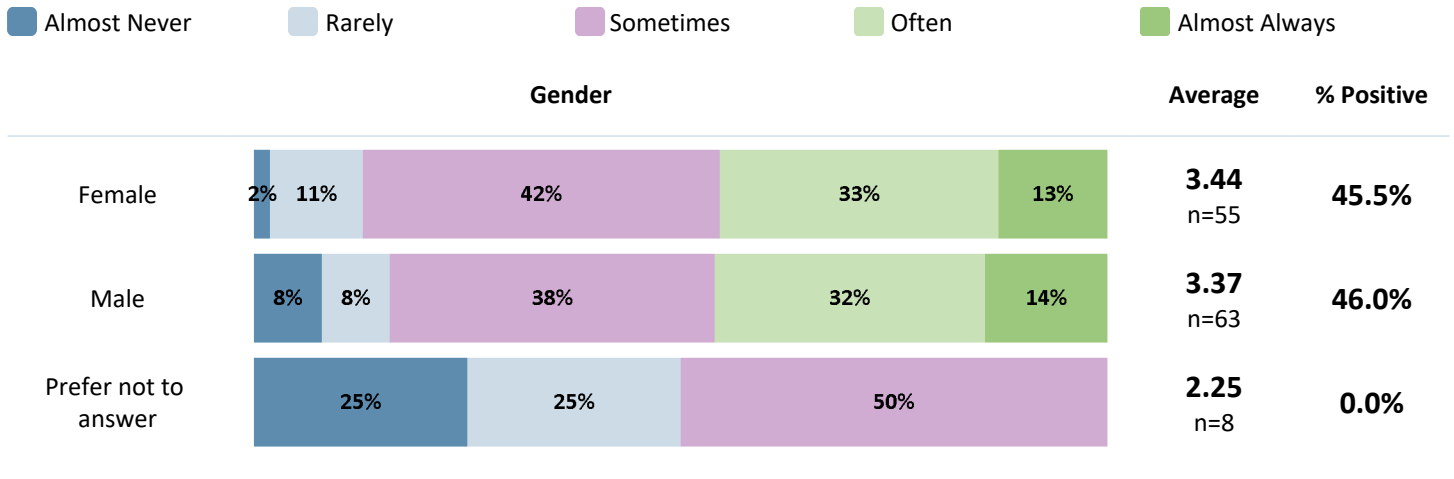
Grade Level					Average	% Positive		
4th Grade	6%	56%			38%	3.31 n=16	37.5%	
5th Grade	27%		45%		9%	18%	2.91 n=11	27.3%
6th Grade	4%	19%	33%	41%		4%	3.22 n=27	44.4%
7th Grade	9%	9%	36%	36%		9%	3.27 n=11	45.5%
8th Grade	7%	47%		20%	27%		3.60 n=15	46.7%
9th Grade	10%	20%	60%			10%	3.70 n=10	70.0%
10th Grade	23%		54%		8%	15%	3.15 n=13	23.1%
11th Grade	13%	13%	33%	20%	20%		3.20 n=15	40.0%
12th Grade	33%		33%		33%		4.00 n=9	66.7%





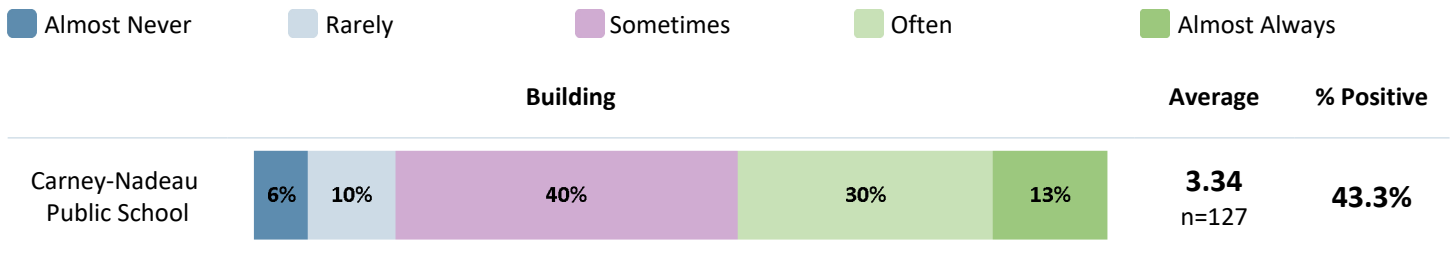
Are you able to stay calm when things are going wrong for you?

Social-Emotional Learning - Self-Management



Are you able to stay calm when things are going wrong for you?

Social-Emotional Learning - Self-Management





Are you able to stay calm when things are going wrong for you?

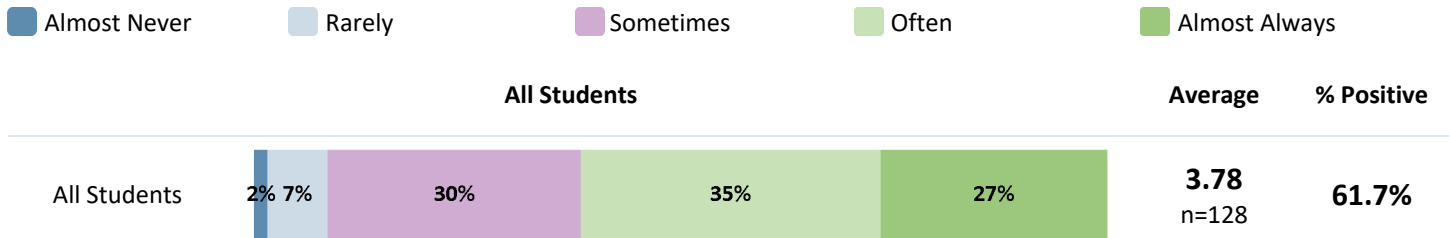
Social-Emotional Learning - Self-Management





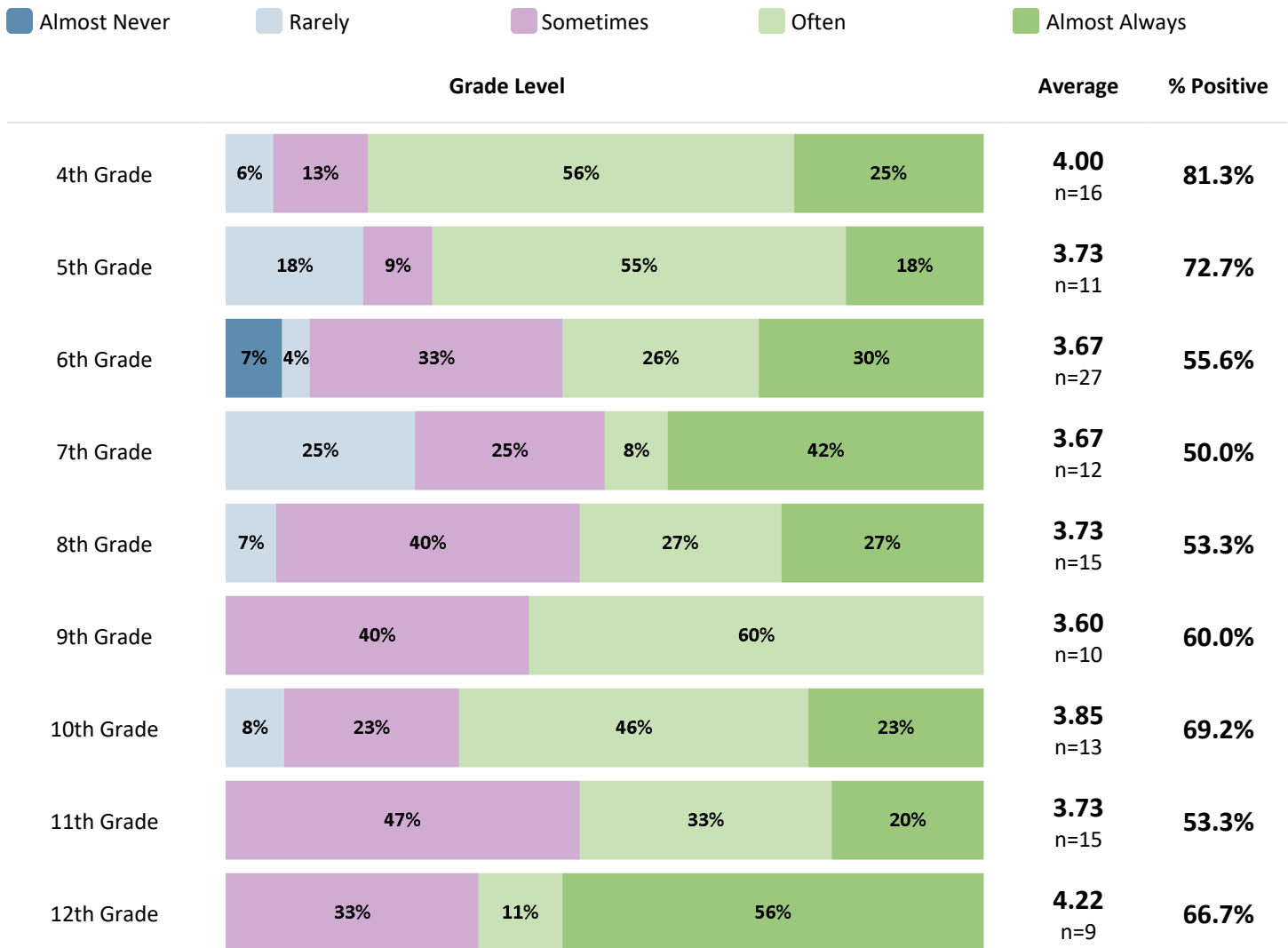
Are you able to control your emotions when you need to?

Social-Emotional Learning - Self-Management



Are you able to control your emotions when you need to?

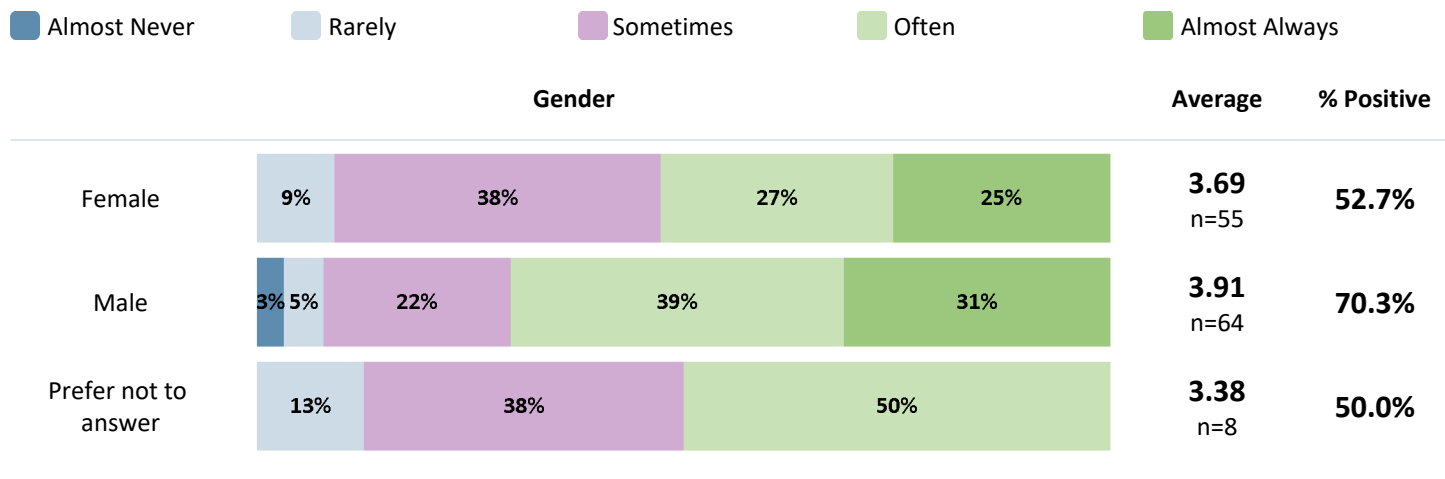
Social-Emotional Learning - Self-Management





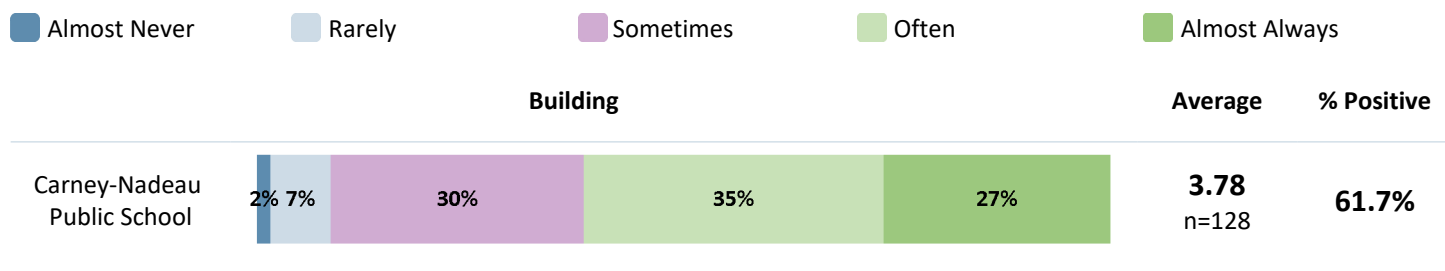
Are you able to control your emotions when you need to?

Social-Emotional Learning - Self-Management



Are you able to control your emotions when you need to?

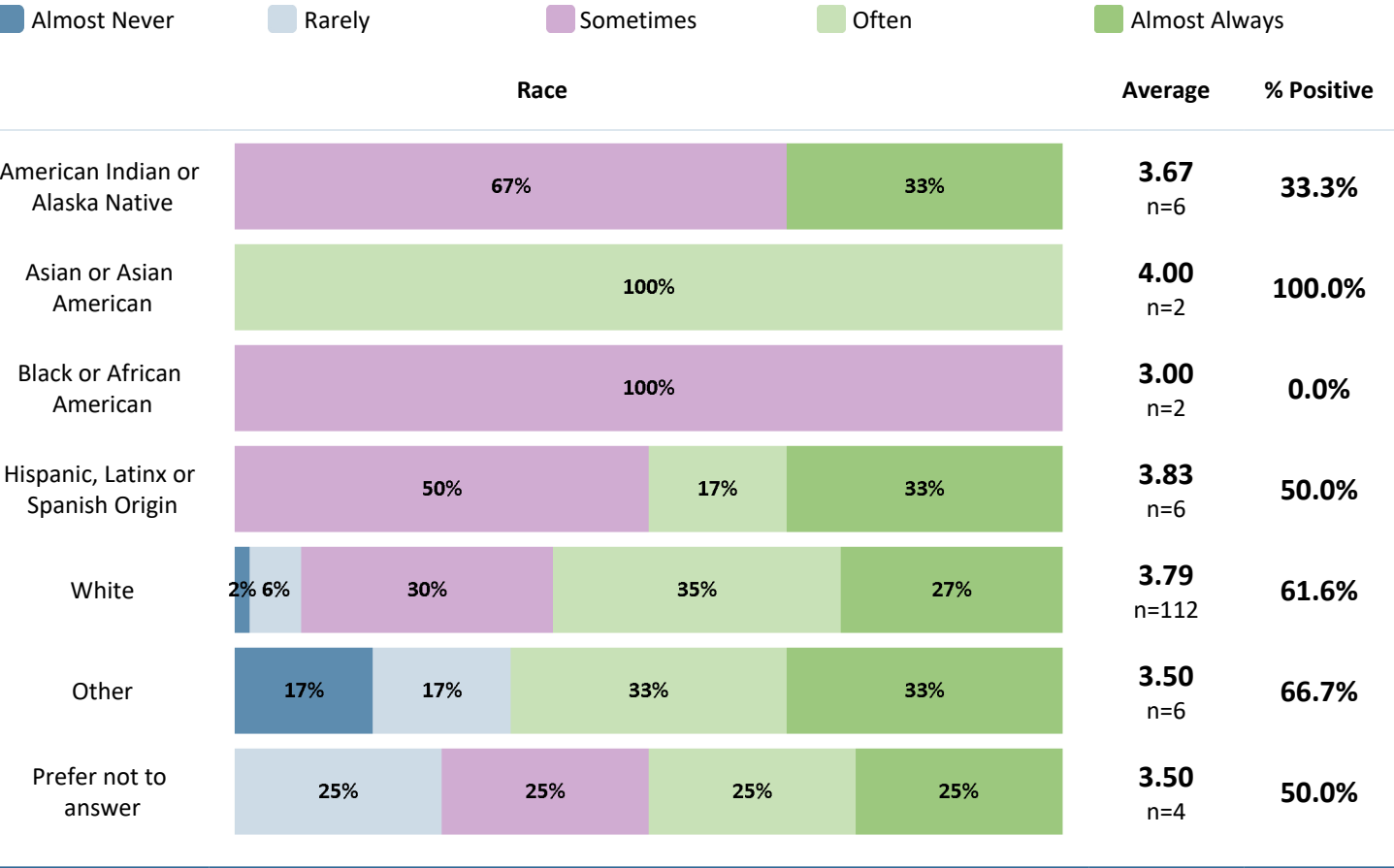
Social-Emotional Learning - Self-Management





Are you able to control your emotions when you need to?

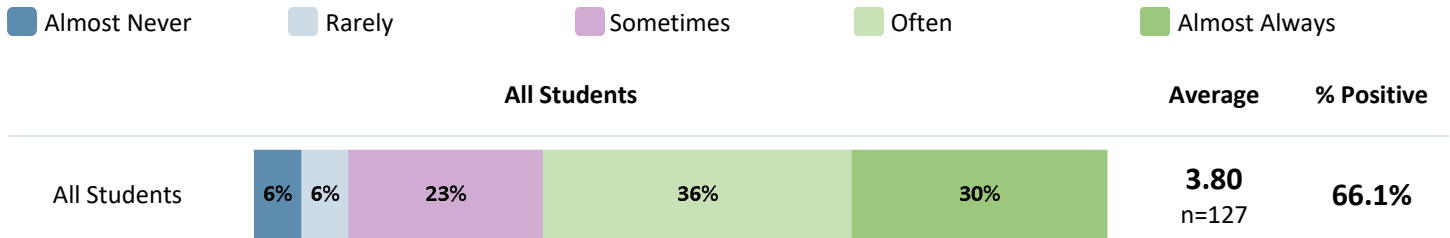
Social-Emotional Learning - Self-Management





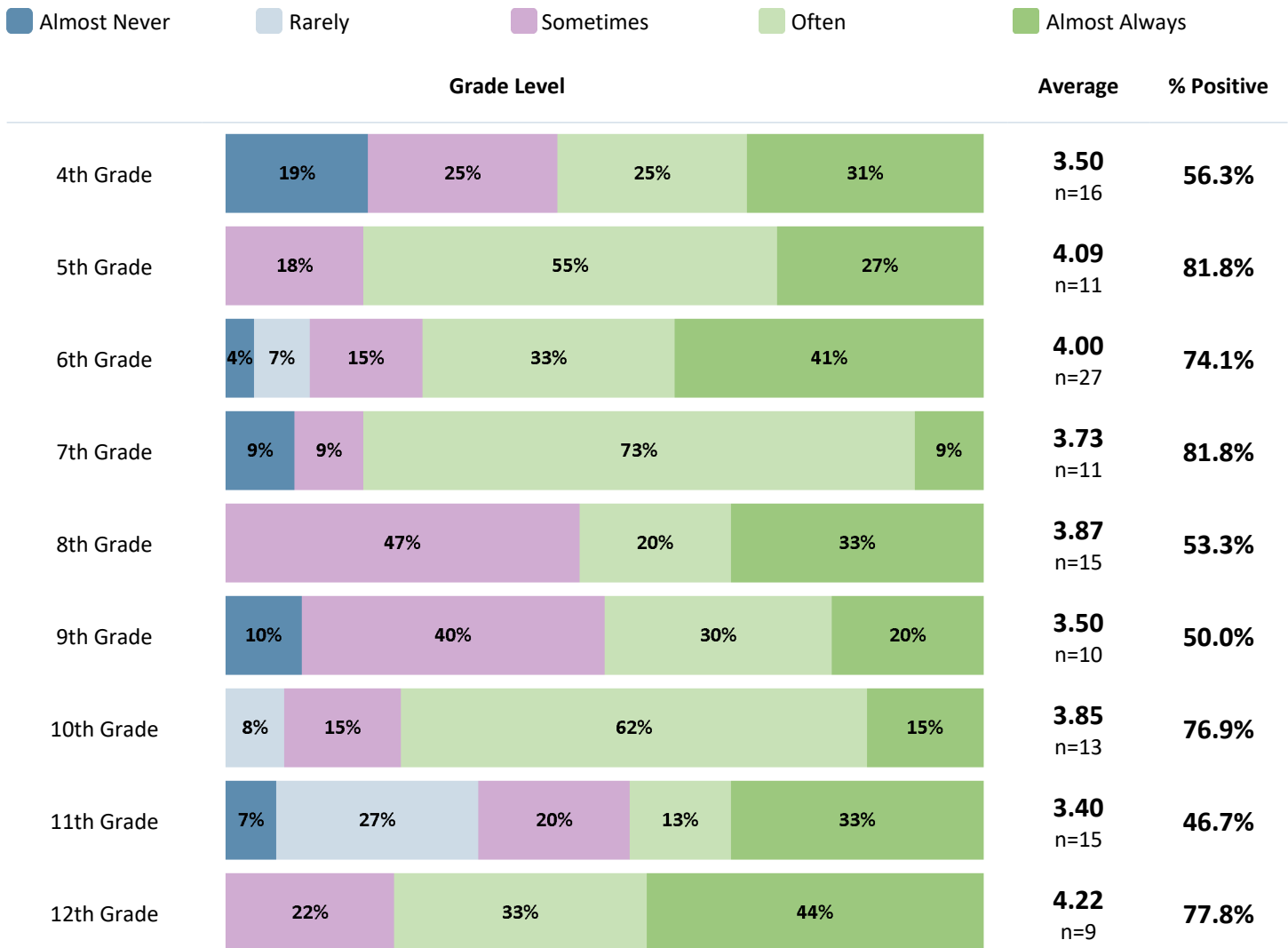
Are you able to stay calm when people around you are angry?

Social-Emotional Learning - Self-Management



Are you able to stay calm when people around you are angry?

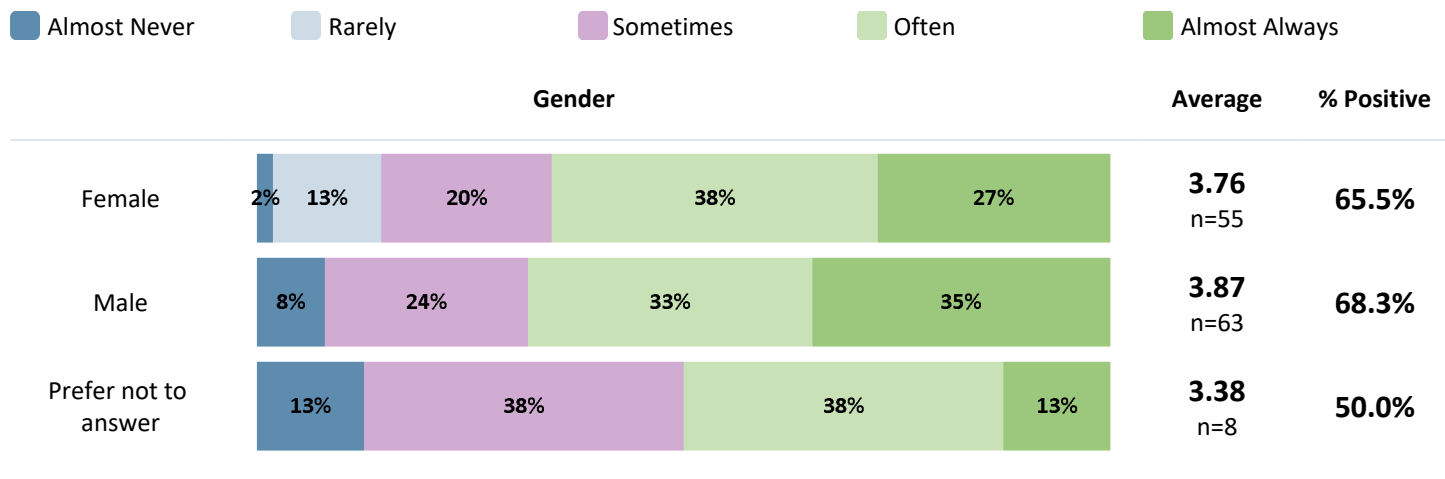
Social-Emotional Learning - Self-Management





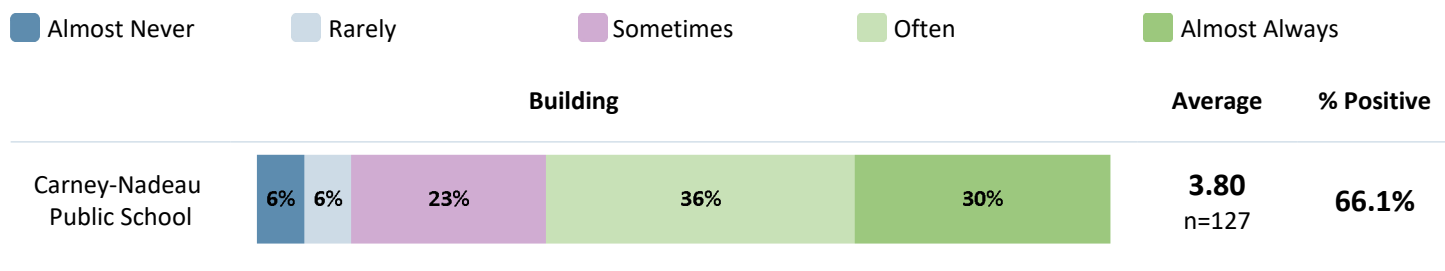
Are you able to stay calm when people around you are angry?

Social-Emotional Learning - Self-Management



Are you able to stay calm when people around you are angry?

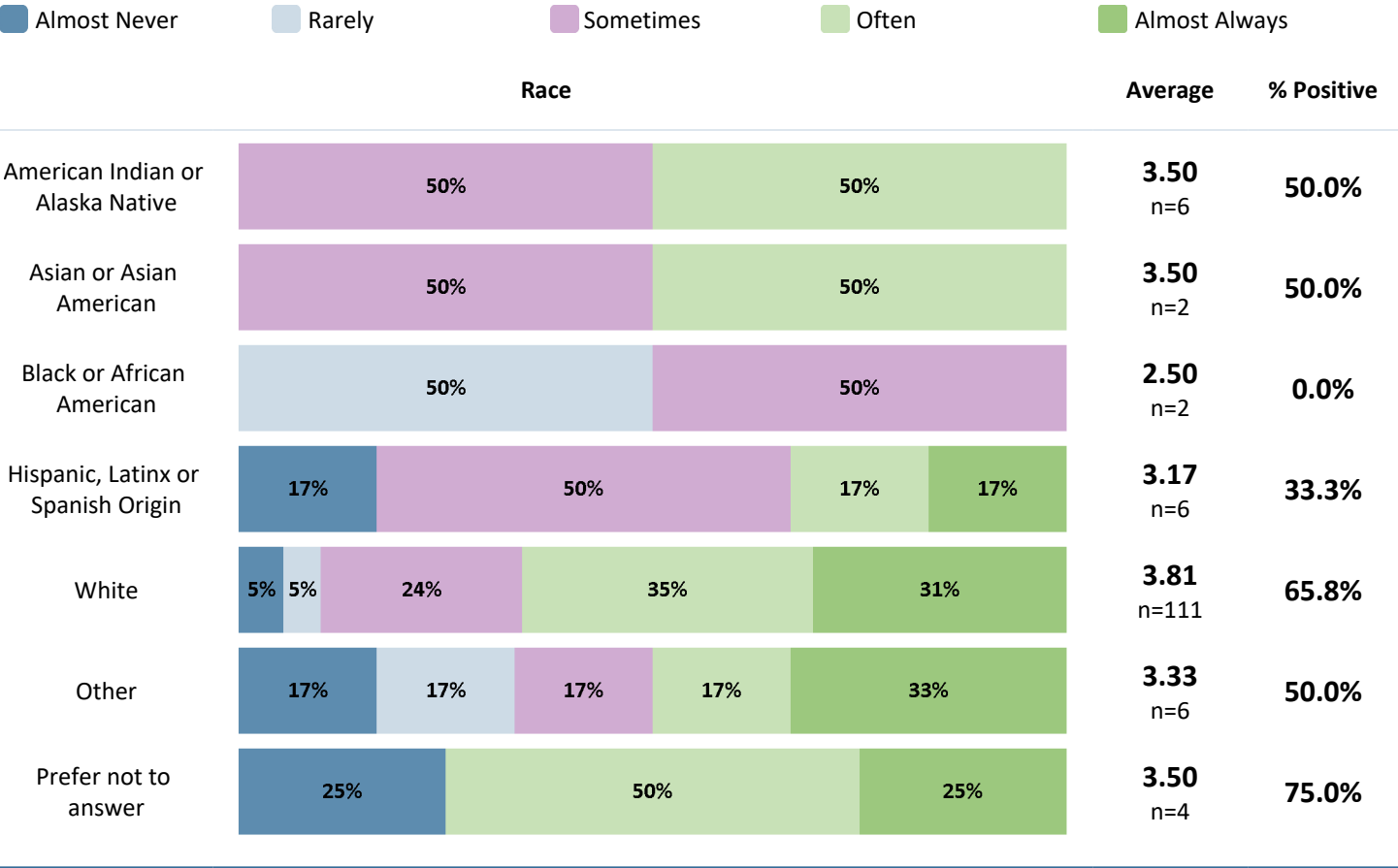
Social-Emotional Learning - Self-Management





Are you able to stay calm when people around you are angry?

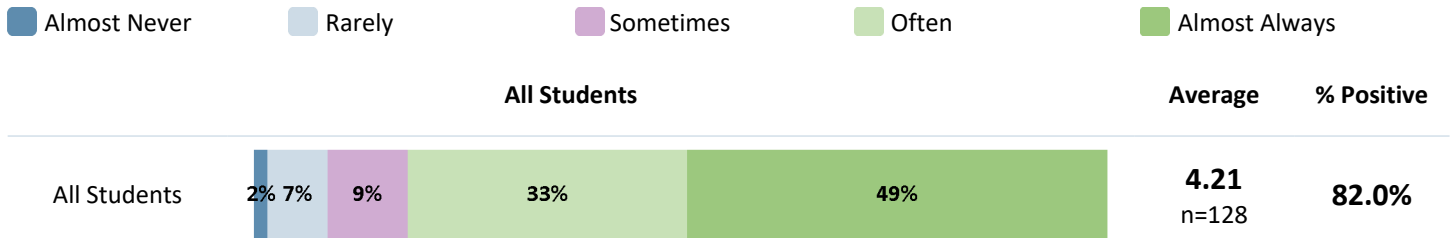
Social-Emotional Learning - Self-Management





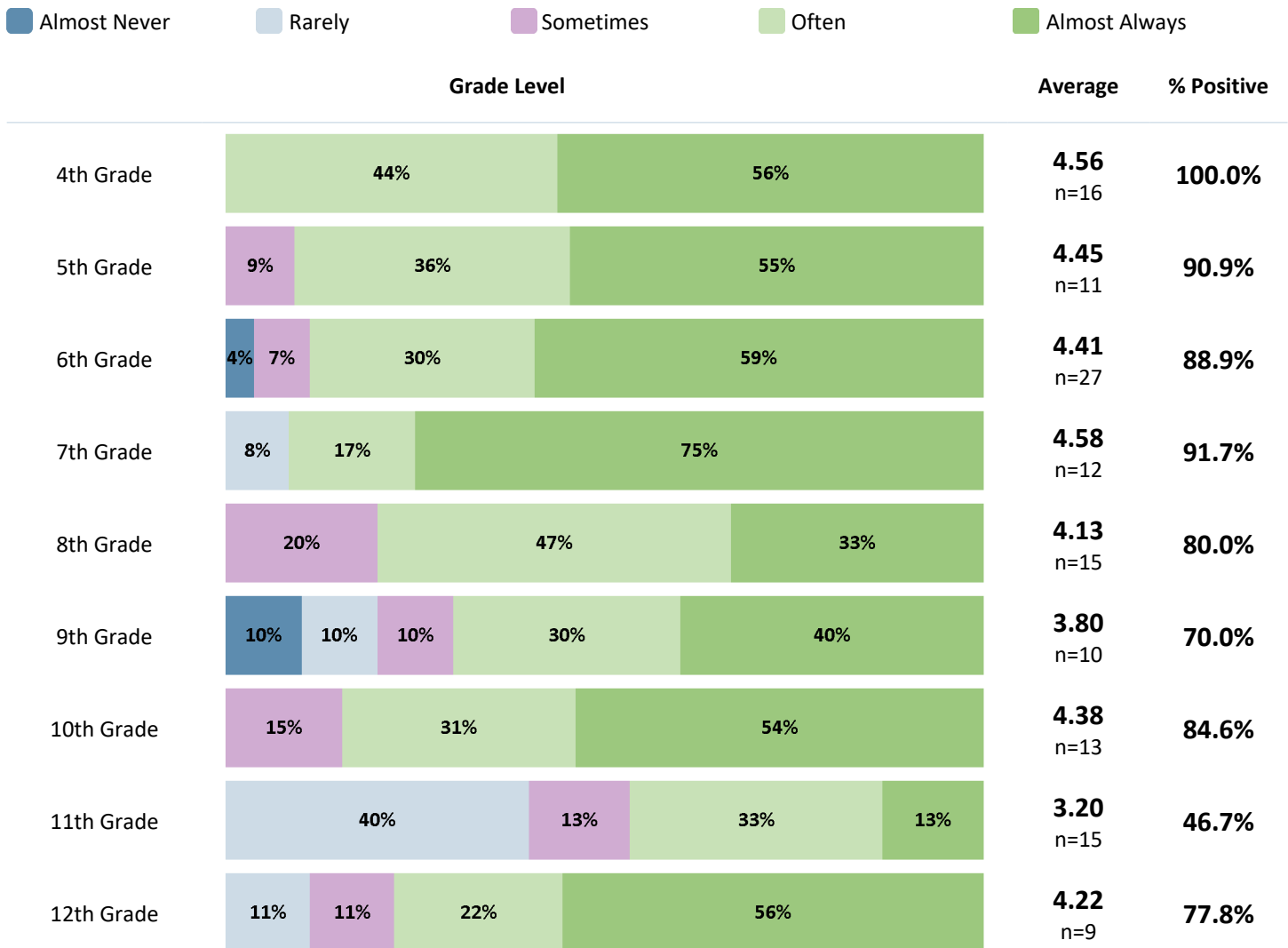
Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness



Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness





Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness

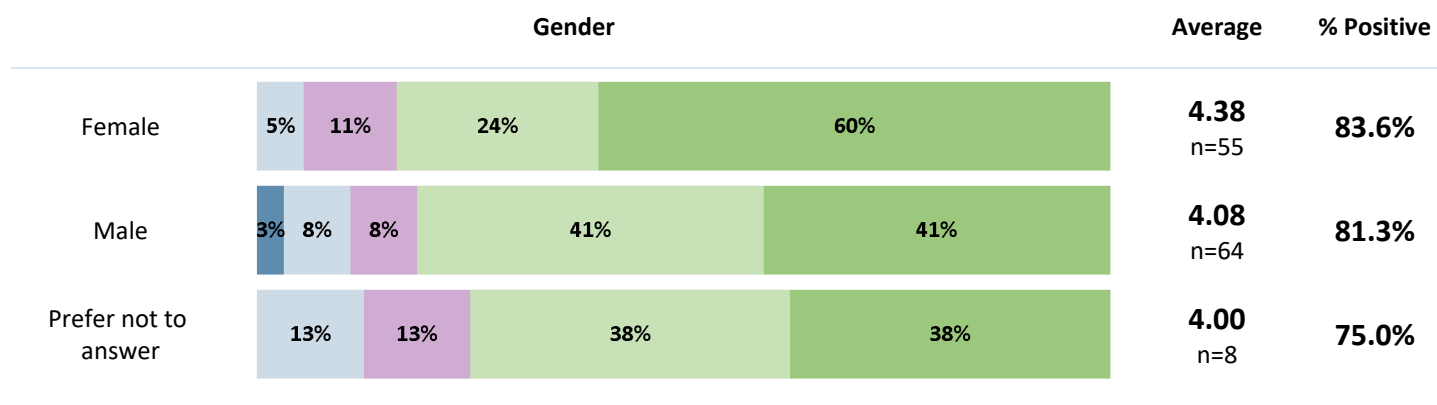
Almost Never

Rarely

Sometimes

Often

Almost Always



Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness

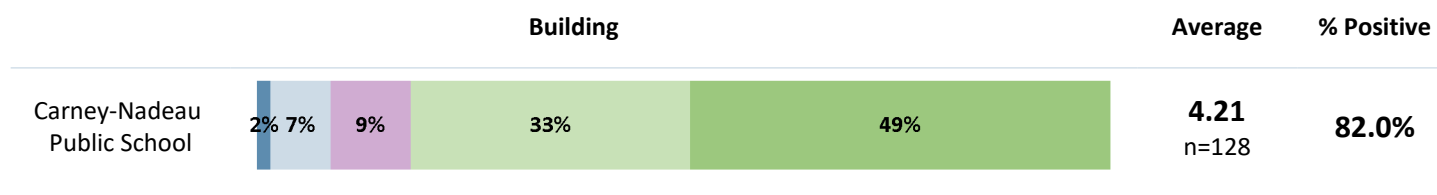
Almost Never

Rarely

Sometimes

Often

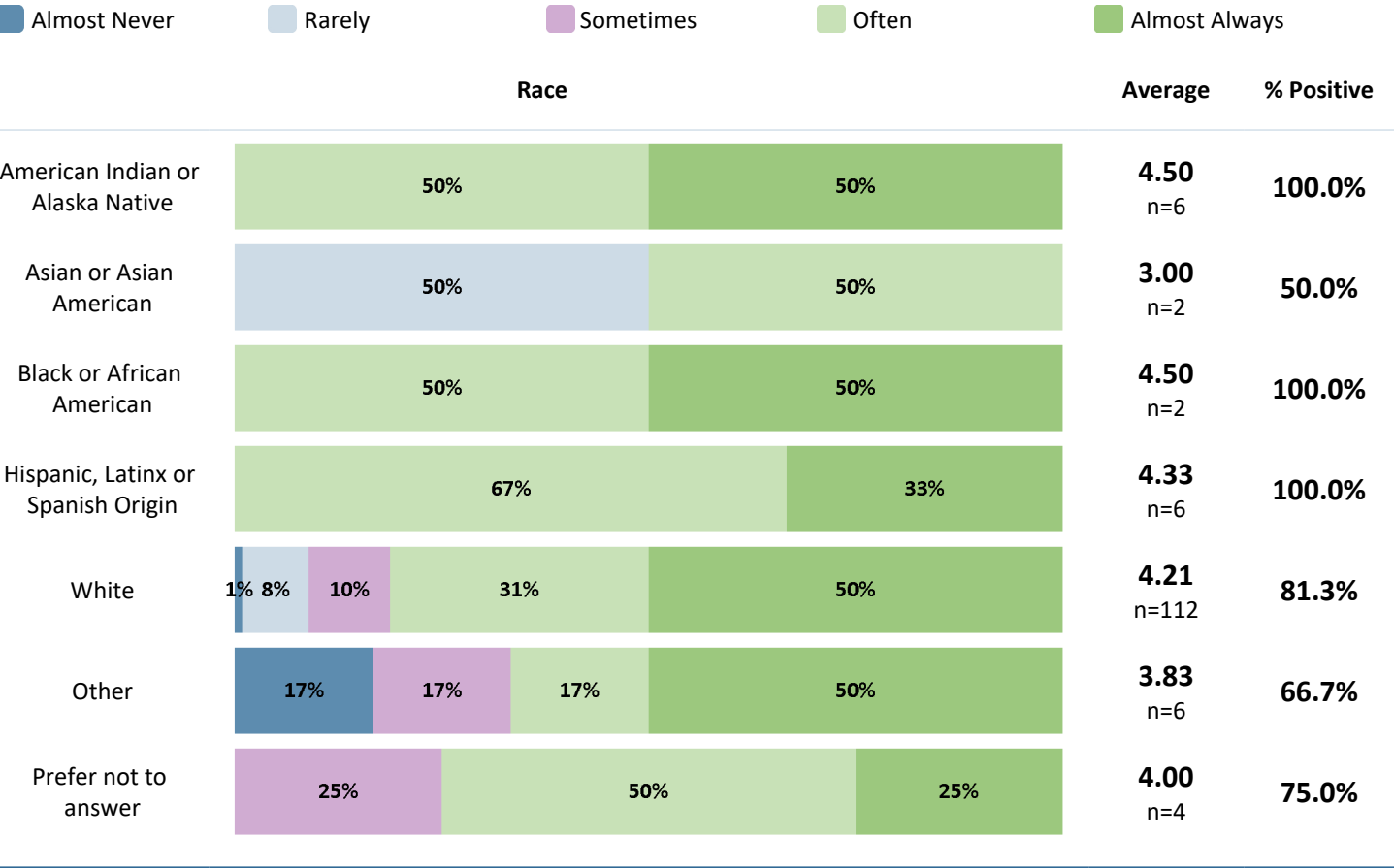
Almost Always





Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness





Do you respect other people's point of view, even if they disagree with you?

Social-Emotional Learning - Social Awareness

Almost Never Rarely Sometimes Often Almost Always

All Students					Average	% Positive
All Students	6%	31%	36%	26%	3.82 n=127	62.2%

Do you respect other people's point of view, even if they disagree with you?

Social-Emotional Learning - Social Awareness

Almost Never Rarely Sometimes Often Almost Always

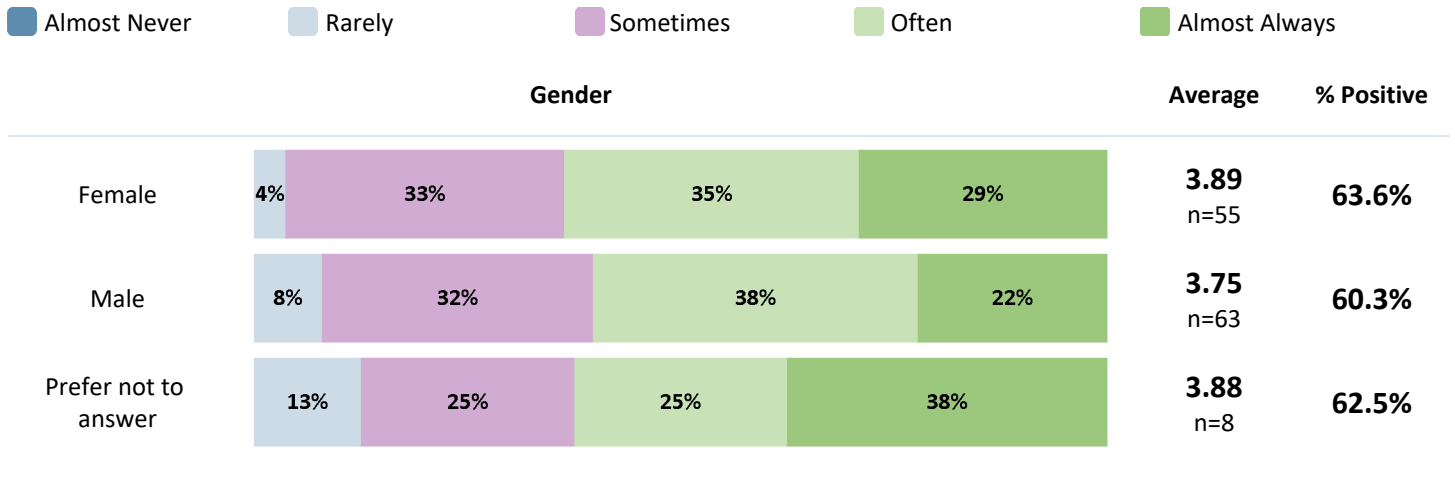
Grade Level					Average	% Positive
4th Grade		38%	44%	19%	3.81 n=16	62.5%
5th Grade		27%	18%	55%	4.27 n=11	72.7%
6th Grade	15%	33%	30%	22%	3.59 n=27	51.9%
7th Grade		45%	18%	36%	3.91 n=11	54.6%
8th Grade	7%	27%	47%	20%	3.80 n=15	66.7%
9th Grade		50%	10%	40%	3.90 n=10	50.0%
10th Grade	8%		69%	23%	4.15 n=13	92.3%
11th Grade	20%	47%	27%	7%	3.20 n=15	33.3%
12th Grade			67%	33%	4.33 n=9	100.0%





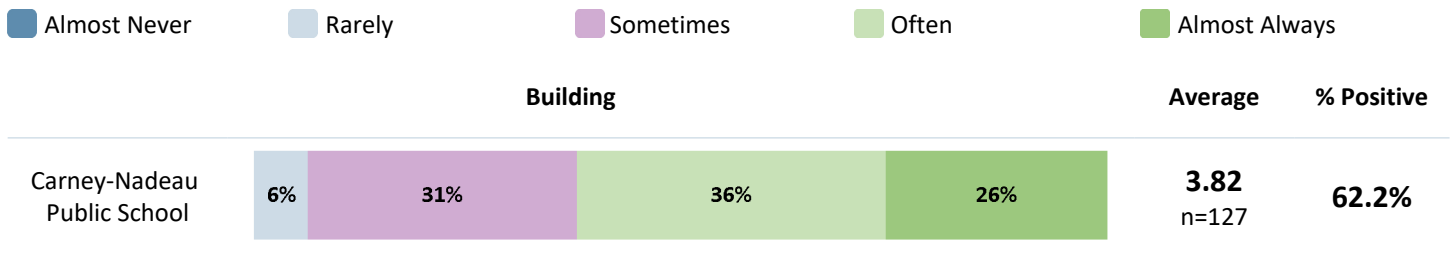
Do you respect other people's point of view, even if they disagree with you?

Social-Emotional Learning - Social Awareness



Do you respect other people's point of view, even if they disagree with you?

Social-Emotional Learning - Social Awareness





Do you respect other people's point of view, even if they disagree with you?

Social-Emotional Learning - Social Awareness

Almost Never Rarely Sometimes Often Almost Always

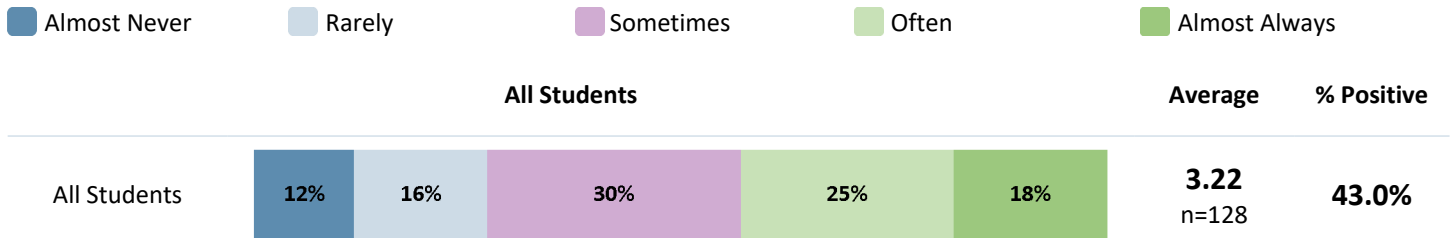
	Race				Average	% Positive
American Indian or Alaska Native	<div><div>17%</div><div>83%</div></div>				4.67 n=6	83.3%
Asian or Asian American	<div><div>50%</div><div>50%</div></div>				3.00 n=2	50.0%
Black or African American	<div><div>100%</div></div>				5.00 n=2	100.0%
Hispanic, Latinx or Spanish Origin	<div><div>100%</div></div>				5.00 n=6	100.0%
White	<div><div>6%</div><div>34%</div><div>38%</div><div>22%</div></div>				3.75 n=111	59.5%
Other	<div><div>33%</div><div>33%</div><div>17%</div><div>17%</div></div>				3.17 n=6	33.3%
Prefer not to answer	<div><div>25%</div><div>50%</div><div>25%</div></div>				4.00 n=4	75.0%





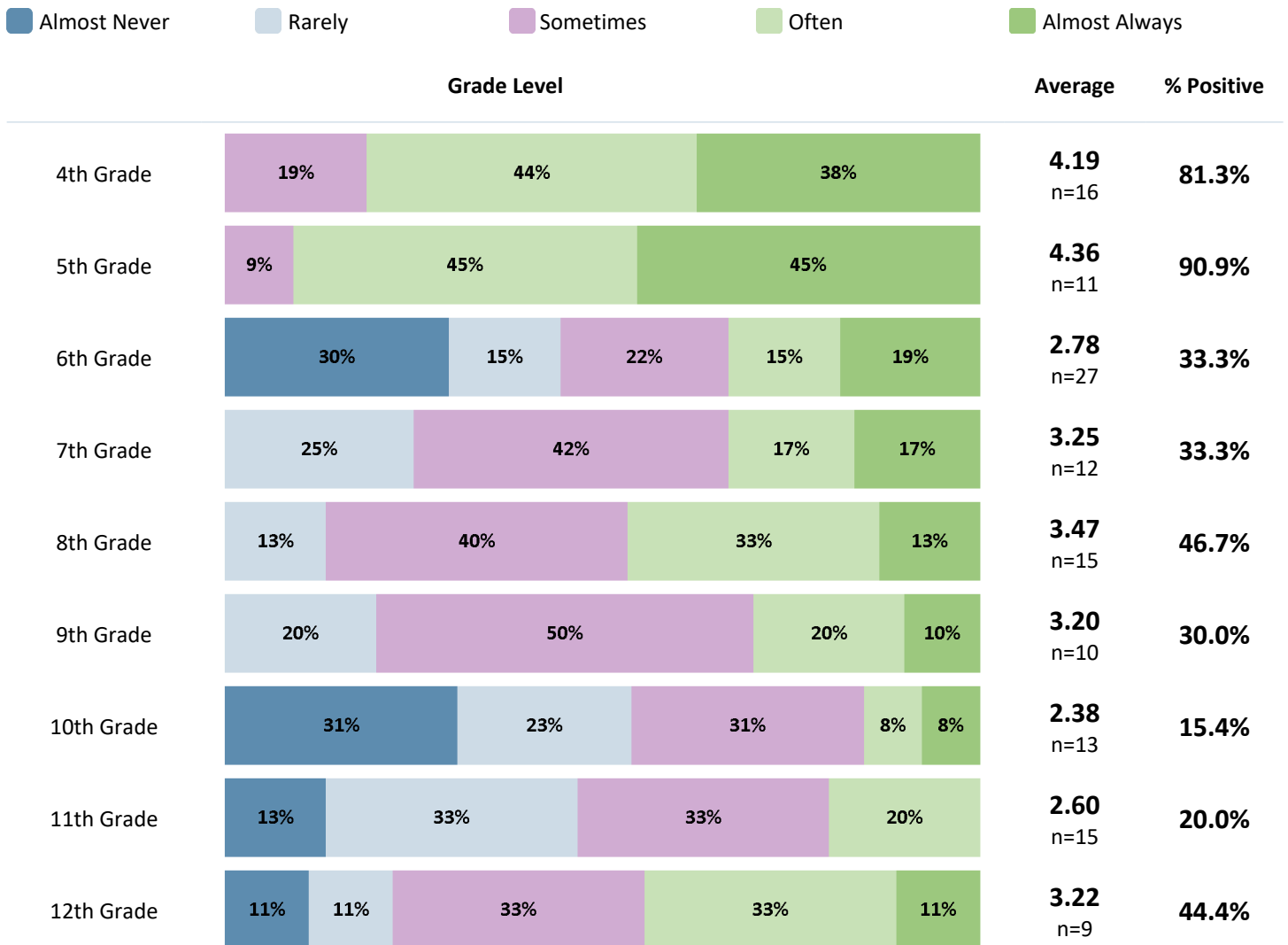
Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate



Do your teachers talk about how your actions affect others?

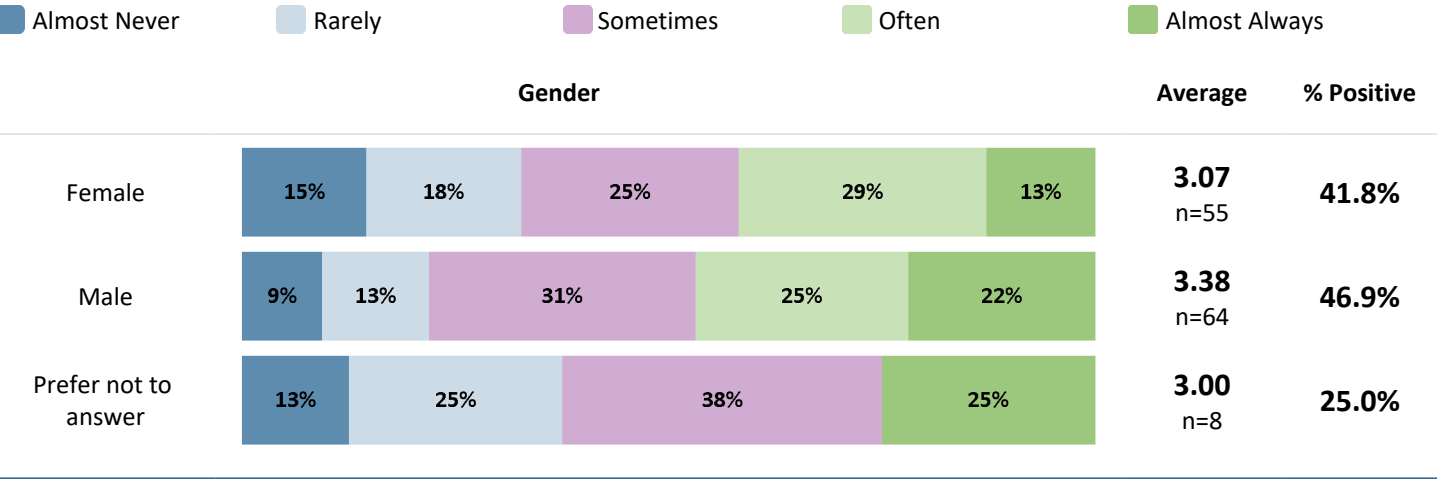
Student Engagement - Classroom Climate





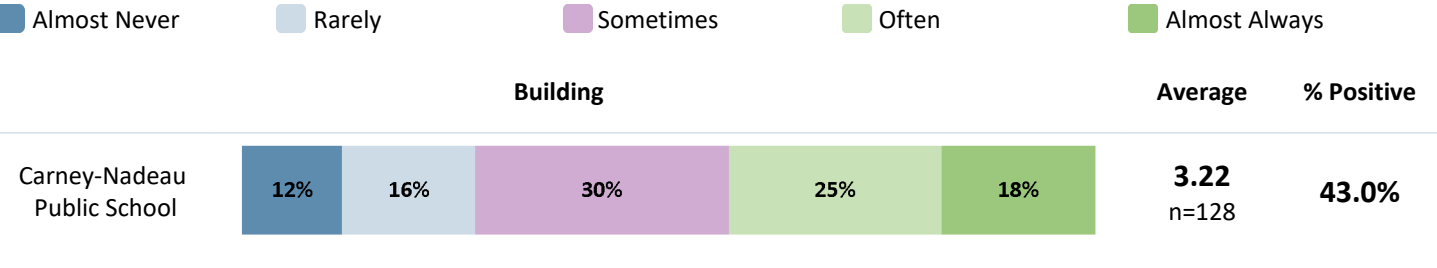
Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate



Do your teachers talk about how your actions affect others?

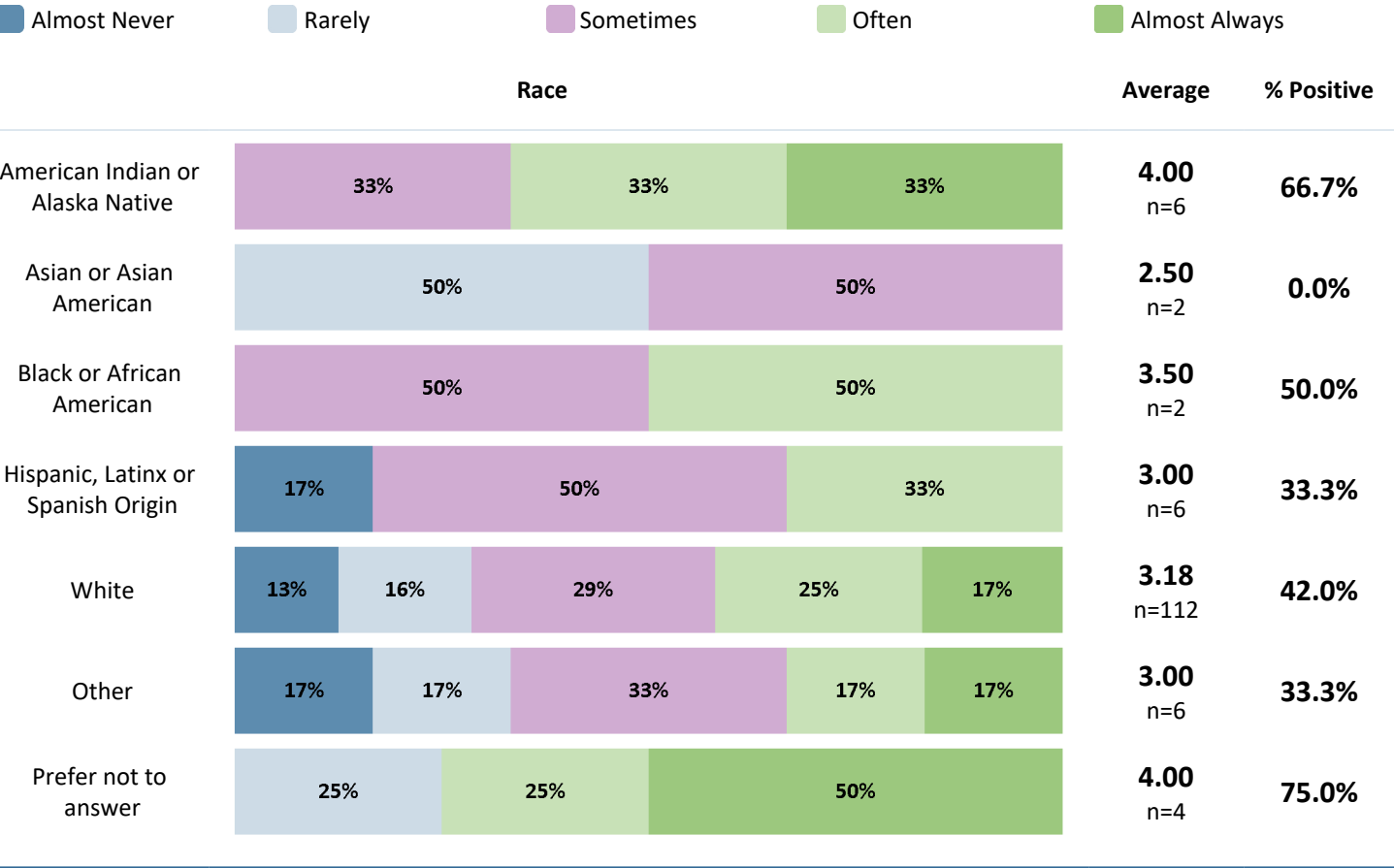
Student Engagement - Classroom Climate





Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate





Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate

Almost Never Rarely Sometimes Often Almost Always

All Students						Average	% Positive
All Students	12%	20%	30%	25%	14%	3.10 n=128	39.1%

Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate

Almost Never Rarely Sometimes Often Almost Always

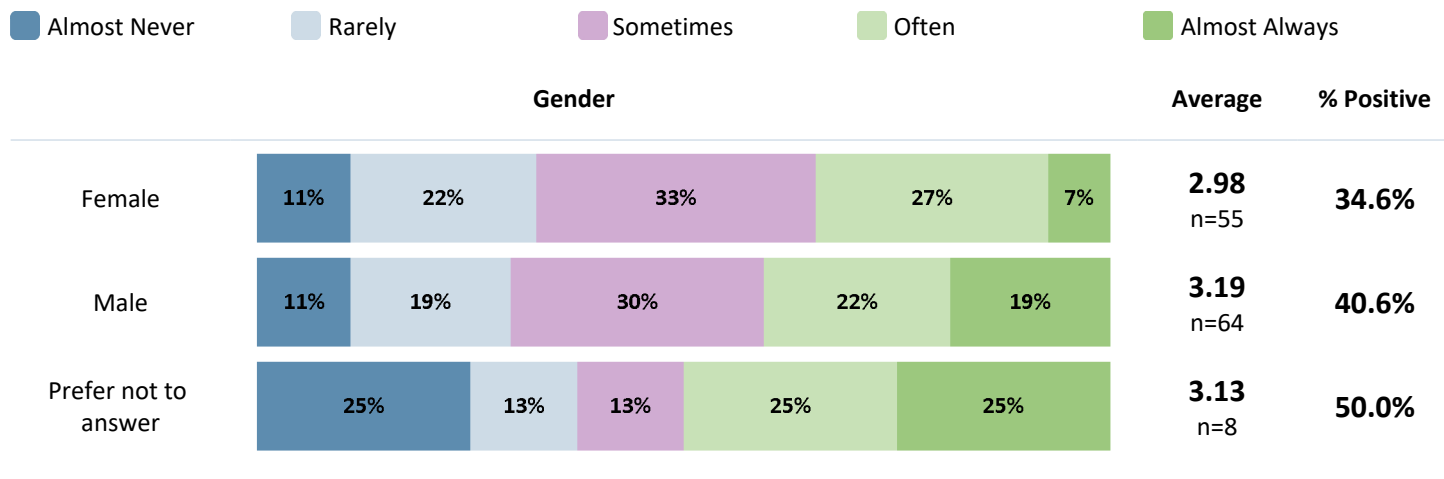
	Grade Level					Average	% Positive
4th Grade	6%	13%	38%	44%		4.19 n=16	81.3%
5th Grade	55%				45%	4.45 n=11	100.0%
6th Grade	15%	37%	33%	7%	7%	2.56 n=27	14.8%
7th Grade	17%	8%	8%	50%	17%	3.42 n=12	66.7%
8th Grade	13%	7%	33%	33%	13%	3.27 n=15	46.7%
9th Grade	10%	10%	60%	20%		2.90 n=10	20.0%
10th Grade	31%	31%	23%	15%		2.23 n=13	15.4%
11th Grade	13%	27%	53%	7%		2.53 n=15	6.7%
12th Grade	33%	44%	22%			2.89 n=9	22.2%





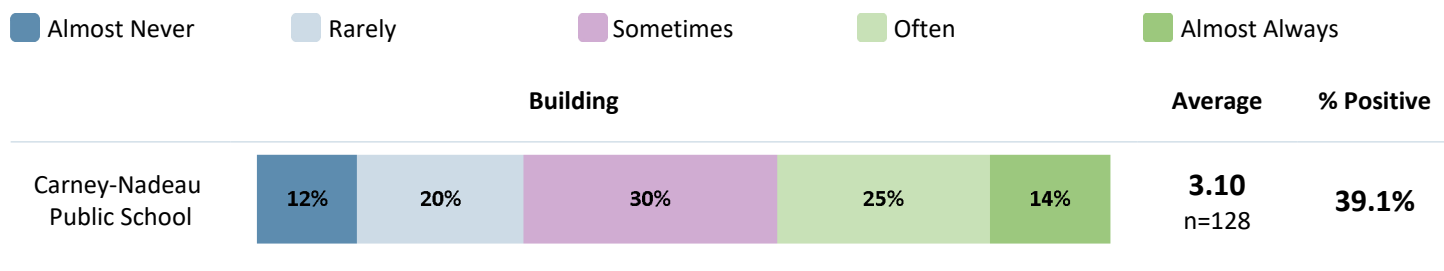
Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate



Do your teachers talk about ways to resolve disagreements?

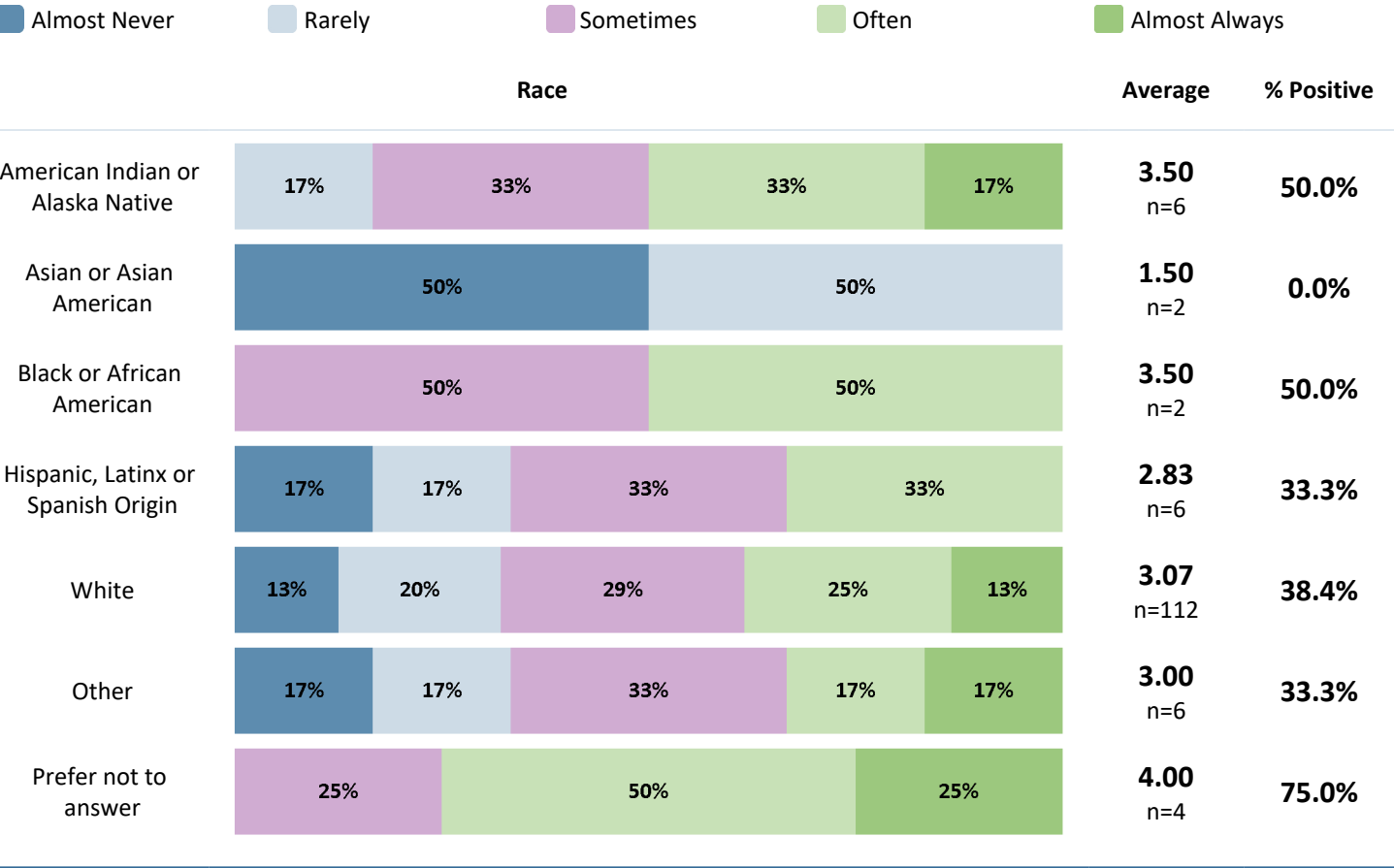
Student Engagement - Classroom Climate





Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate





Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor

Almost never Rarely Sometimes Often Almost Always

All Students					Average	% Positive	
All Students	2%	6%	17%	29%	45%	4.09 n=128	74.2%

Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor

Almost never Rarely Sometimes Often Almost Always

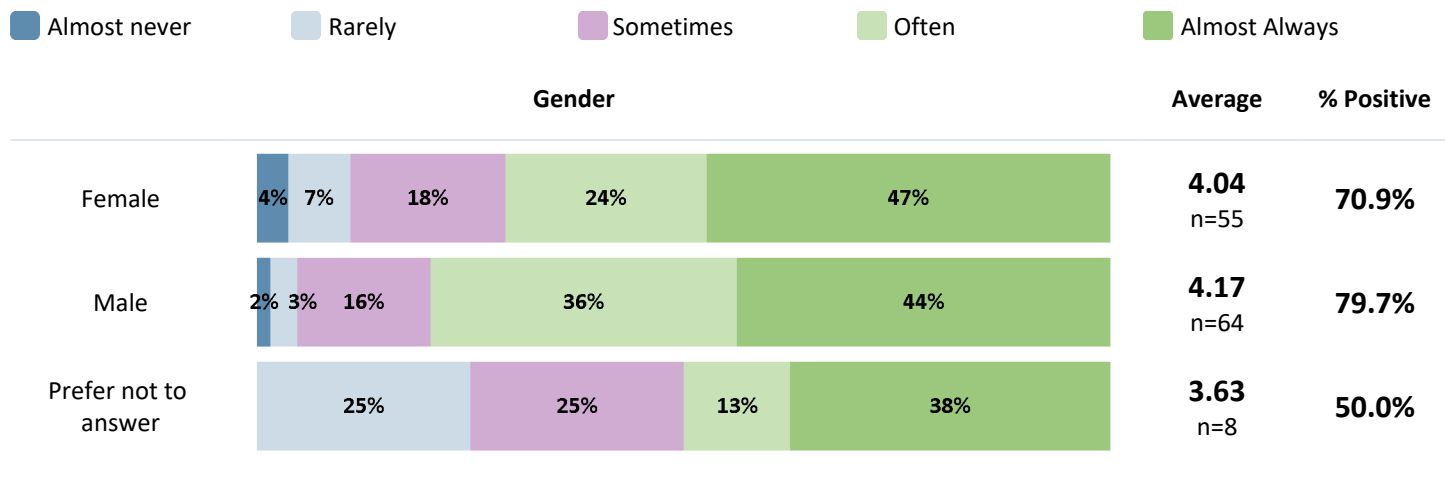
Grade Level					Average	% Positive
4th Grade	<div><div>13%</div><div>88%</div></div>				4.88 n=16	100.0%
5th Grade	<div><div>9%</div><div>91%</div></div>				4.73 n=11	90.9%
6th Grade	<div><div>4%</div><div>11%</div><div>15%</div><div>30%</div><div>41%</div></div>				3.93 n=27	70.4%
7th Grade	<div><div>8%</div><div>42%</div><div>50%</div></div>				4.42 n=12	91.7%
8th Grade	<div><div>27%</div><div>40%</div><div>33%</div></div>				4.07 n=15	73.3%
9th Grade	<div><div>10%</div><div>50%</div><div>40%</div></div>				4.30 n=10	90.0%
10th Grade	<div><div>8%</div><div>46%</div><div>46%</div></div>				3.31 n=13	46.2%
11th Grade	<div><div>7%</div><div>27%</div><div>33%</div><div>7%</div><div>27%</div></div>				3.20 n=15	33.3%
12th Grade	<div><div>11%</div><div>44%</div><div>44%</div></div>				4.33 n=9	88.9%





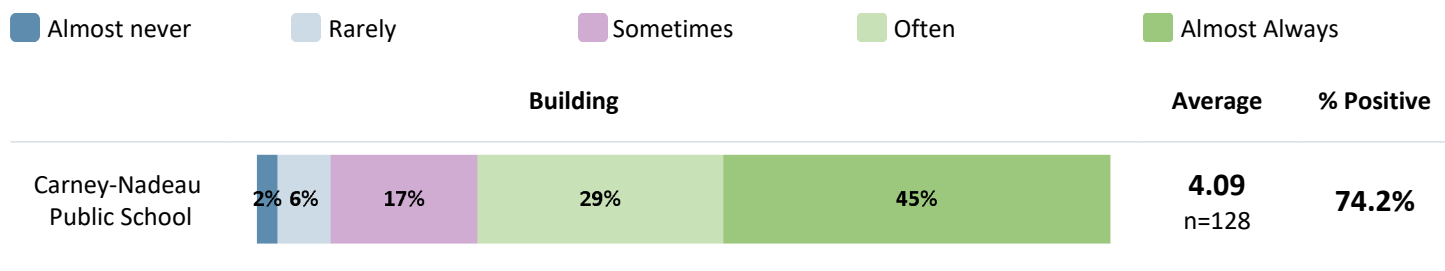
Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor



Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor





Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor





Do your teachers take time to make sure you understand the lesson?

Student Engagement - Classroom Rigor

Almost never Rarely Sometimes Often Almost Always

All Students						Average	% Positive
All Students	7%	9%	27%	22%	35%	3.69 n=128	57.0%

Do your teachers take time to make sure you understand the lesson?

Student Engagement - Classroom Rigor

Almost never Rarely Sometimes Often Almost Always

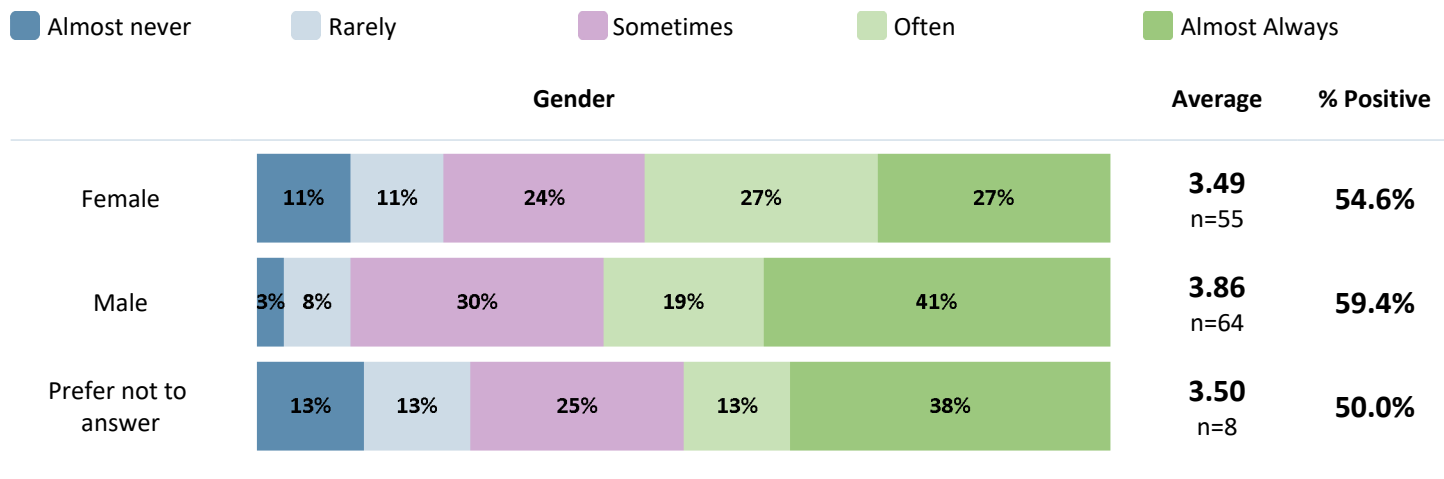
Grade Level		Average	% Positive
4th Grade	<div><div>6%</div><div>19%</div><div>75%</div></div>	4.69 n=16	93.8%
5th Grade	<div><div>18%</div><div>82%</div></div>	4.82 n=11	100.0%
6th Grade	<div><div>11%</div><div>4%</div><div>22%</div><div>19%</div><div>44%</div></div>	3.81 n=27	63.0%
7th Grade	<div><div>25%</div><div>8%</div><div>67%</div></div>	4.42 n=12	75.0%
8th Grade	<div><div>7%</div><div>47%</div><div>27%</div><div>20%</div></div>	3.60 n=15	46.7%
9th Grade	<div><div>30%</div><div>40%</div><div>30%</div></div>	3.00 n=10	30.0%
10th Grade	<div><div>8%</div><div>38%</div><div>38%</div><div>15%</div></div>	2.62 n=13	15.4%
11th Grade	<div><div>33%</div><div>13%</div><div>33%</div><div>20%</div></div>	2.40 n=15	20.0%
12th Grade	<div><div>33%</div><div>56%</div><div>11%</div></div>	3.78 n=9	66.7%





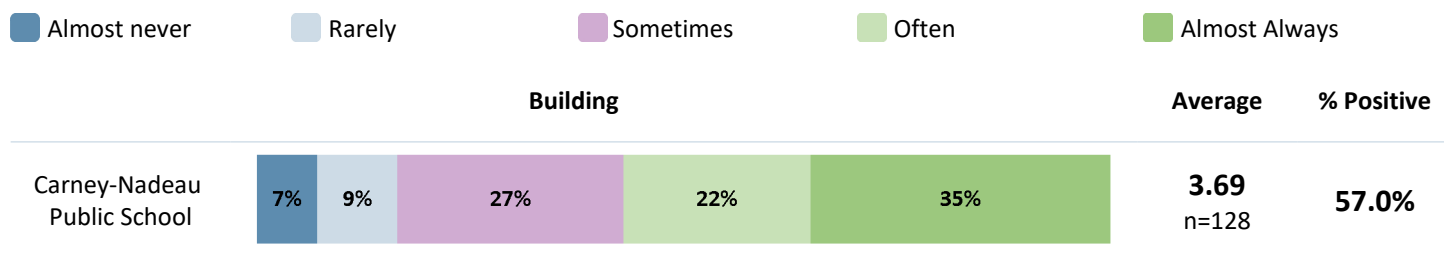
Do your teachers take time to make sure you understand the lesson?

Student Engagement - Classroom Rigor



Do your teachers take time to make sure you understand the lesson?

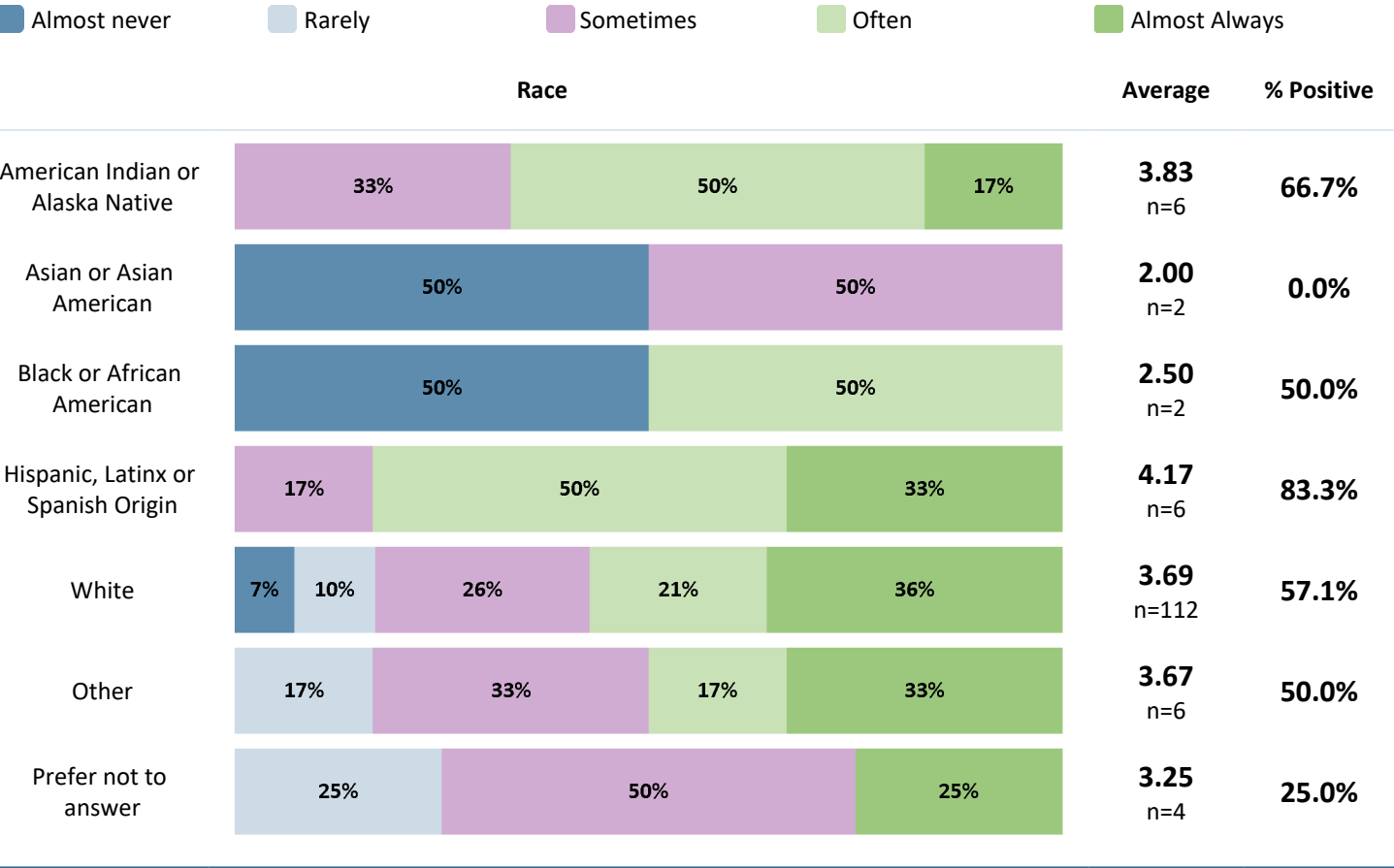
Student Engagement - Classroom Rigor





Do your teachers take time to make sure you understand the lesson?

Student Engagement - Classroom Rigor





Do you feel like you can get smarter with hard work?

Student Engagement - Growth Mindset

Not At All Slightly Somewhat Quite Extremely

All Students						Average	% Positive
All Students	4%	12%	27%	24%	33%	3.70 n=128	57.0%

Do you feel like you can get smarter with hard work?

Student Engagement - Growth Mindset

Not At All Slightly Somewhat Quite Extremely

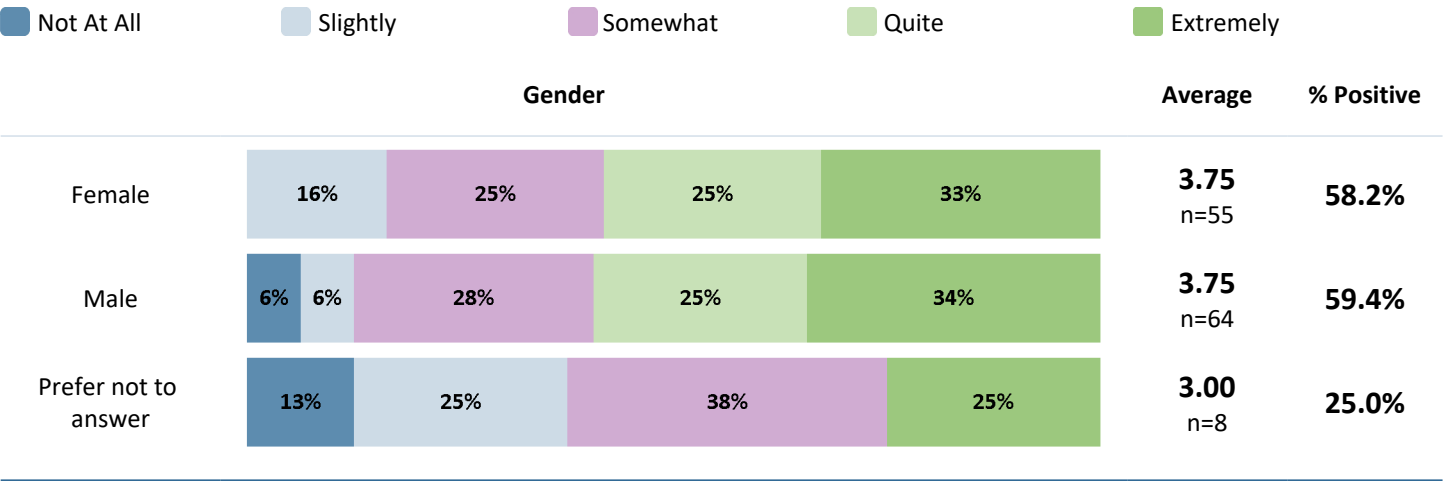
Grade Level					Average	% Positive	
4th Grade	6%	31%	25%	38%	3.88 n=16	62.5%	
5th Grade		36%	64%		4.64 n=11	100.0%	
6th Grade	7%	26%	30%	7%	30%	3.26 n=27	37.0%
7th Grade	8%	25%	33%	33%	3.83 n=12	66.7%	
8th Grade	7%	20%	13%	33%	27%	3.53 n=15	60.0%
9th Grade		50%	30%	20%	3.70 n=10	50.0%	
10th Grade	15%	23%	15%	46%	3.92 n=13	61.5%	
11th Grade	20%	47%	7%	27%	3.40 n=15	33.3%	
12th Grade	22%	67%	11%		3.89 n=9	77.8%	





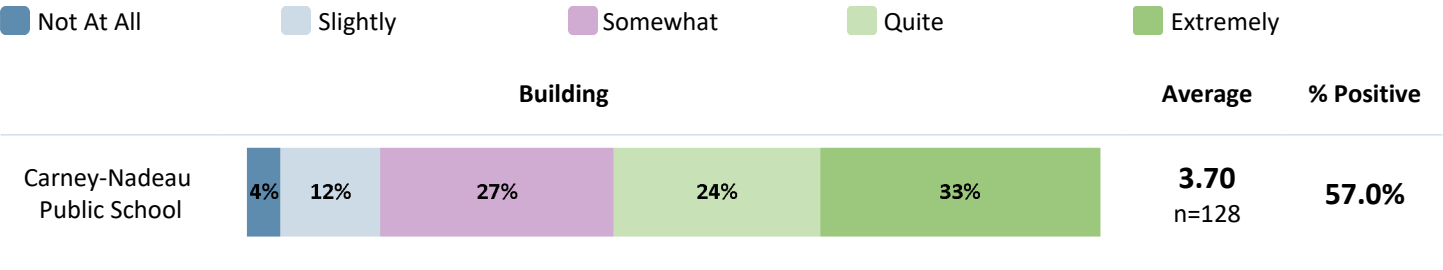
Do you feel like you can get smarter with hard work?

Student Engagement - Growth Mindset



Do you feel like you can get smarter with hard work?

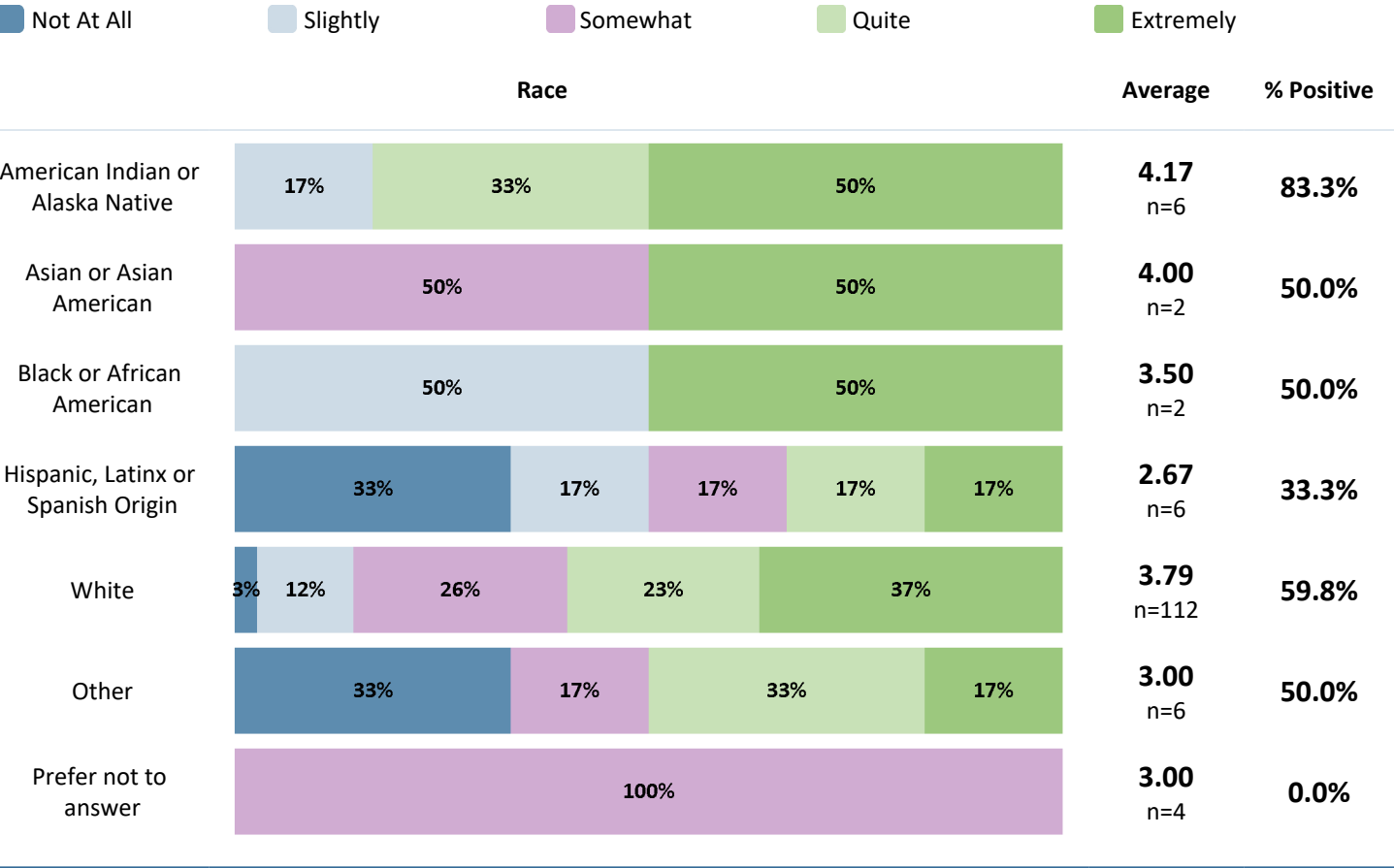
Student Engagement - Growth Mindset





Do you feel like you can get smarter with hard work?

Student Engagement - Growth Mindset

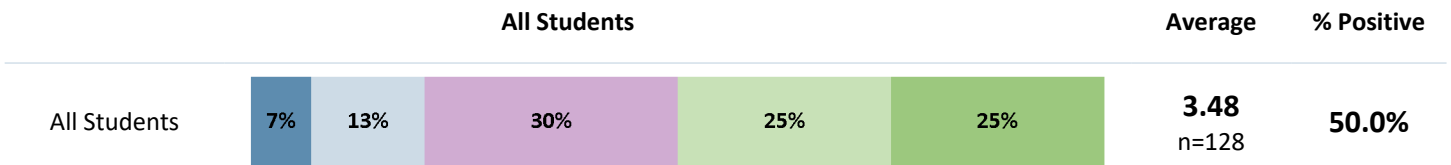




Do you feel like you can do well on all your tests, even if they are hard?

Student Engagement - Growth Mindset

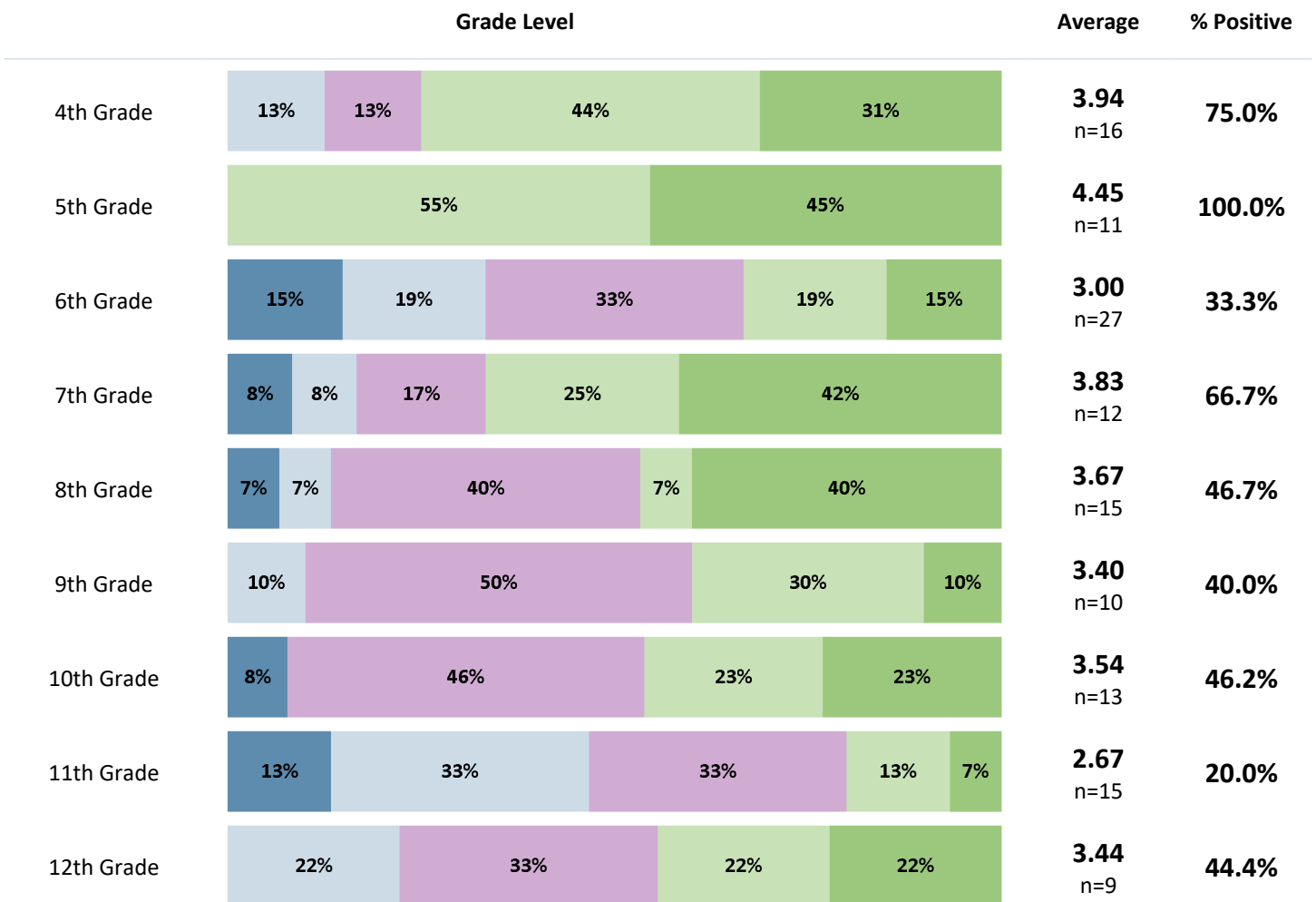
Not At All Slightly Somewhat Quite Extremely



Do you feel like you can do well on all your tests, even if they are hard?

Student Engagement - Growth Mindset

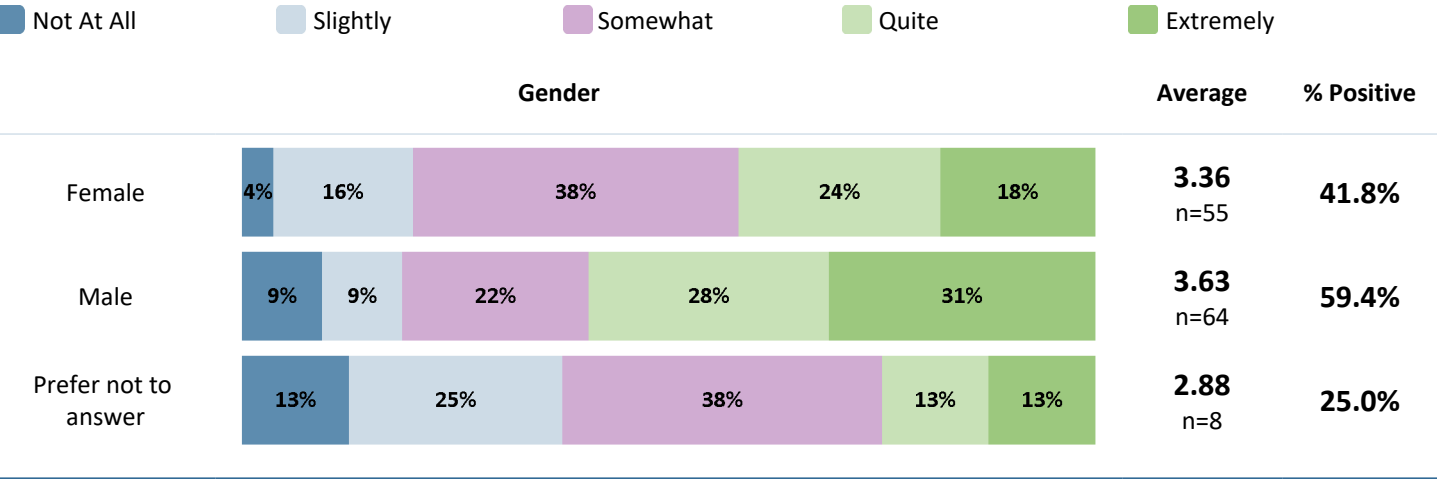
Not At All Slightly Somewhat Quite Extremely





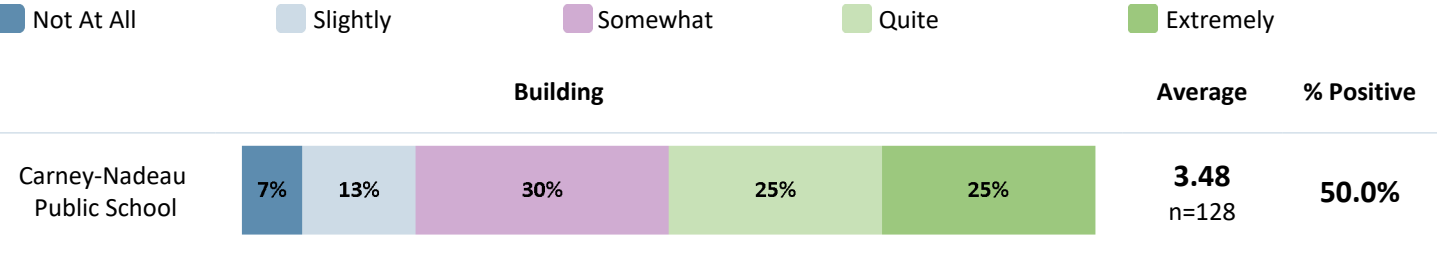
Do you feel like you can do well on all your tests, even if they are hard?

Student Engagement - Growth Mindset



Do you feel like you can do well on all your tests, even if they are hard?

Student Engagement - Growth Mindset





Do you feel like you can do well on all your tests, even if they are hard?

Student Engagement - Growth Mindset

Not At All Slightly Somewhat Quite Extremely

Race						Average	% Positive
American Indian or Alaska Native	<div><div>33%</div><div>33%</div><div>33%</div></div>					4.00 n=6	66.7%
Asian or Asian American	<div><div>50%</div><div>50%</div></div>					3.50 n=2	50.0%
Black or African American	<div><div>50%</div><div>50%</div></div>					3.50 n=2	50.0%
Hispanic, Latinx or Spanish Origin	<div><div>17%</div><div>50%</div><div>33%</div></div>					3.50 n=6	33.3%
White	<div><div>6%</div><div>14%</div><div>29%</div><div>25%</div><div>25%</div></div>					3.48 n=112	50.0%
Other	<div><div>33%</div><div>33%</div><div>17%</div><div>17%</div></div>					2.17 n=6	16.7%
Prefer not to answer	<div><div>50%</div><div>50%</div></div>					4.00 n=4	50.0%





Do you feel like you are capable of learning anything?

Student Engagement - Growth Mindset

Not At All Slightly Somewhat Quite Extremely

All Students					Average	% Positive	
All Students	2%	14%	24%	28%	32%	3.75 n=128	60.2%

Do you feel like you are capable of learning anything?

Student Engagement - Growth Mindset

Not At All Slightly Somewhat Quite Extremely

Grade Level					Average	% Positive	
4th Grade	6%	25%	38%	31%	3.94 n=16	68.8%	
5th Grade	18%	18%	64%		4.45 n=11	81.8%	
6th Grade	4%	22%	19%	22%	33%	3.59 n=27	55.6%
7th Grade	8%	25%	42%	25%	3.83 n=12	66.7%	
8th Grade	13%	40%	27%	20%	3.53 n=15	46.7%	
9th Grade	20%	30%	10%	40%	3.70 n=10	50.0%	
10th Grade	8%	8%	23%	15%	46%	3.85 n=13	61.5%
11th Grade	33%	20%	27%	20%	3.33 n=15	46.7%	
12th Grade	22%	67%	11%		3.89 n=9	77.8%	

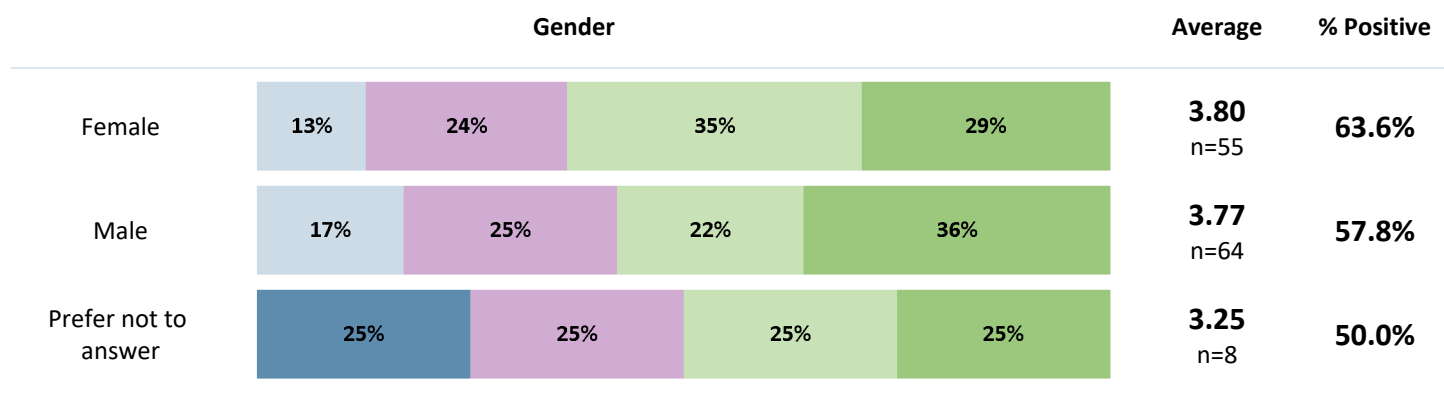




Do you feel like you are capable of learning anything?

Student Engagement - Growth Mindset

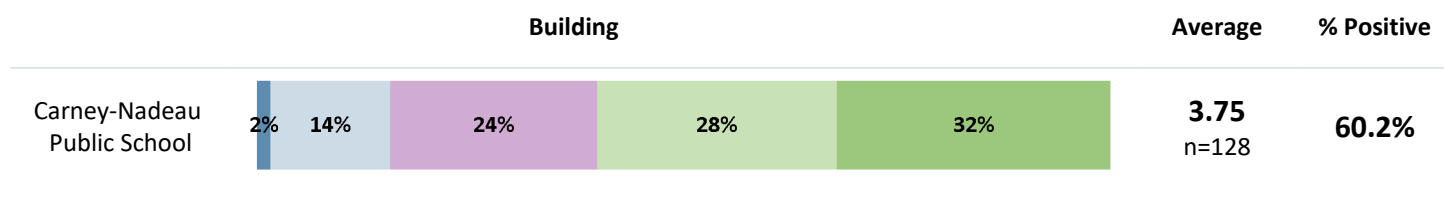
Not At All Slightly Somewhat Quite Extremely



Do you feel like you are capable of learning anything?

Student Engagement - Growth Mindset

Not At All Slightly Somewhat Quite Extremely





Do you feel like you are capable of learning anything?

Student Engagement - Growth Mindset





Would your teachers be concerned if you walked into your class upset?

Student Engagement - Teacher Relationships

Not At All Slightly Somewhat Quite Extremely

All Students						Average	% Positive
All Students	12%	16%	25%	31%	16%	3.25 n=128	47.7%

Would your teachers be concerned if you walked into your class upset?

Student Engagement - Teacher Relationships

Not At All Slightly Somewhat Quite Extremely

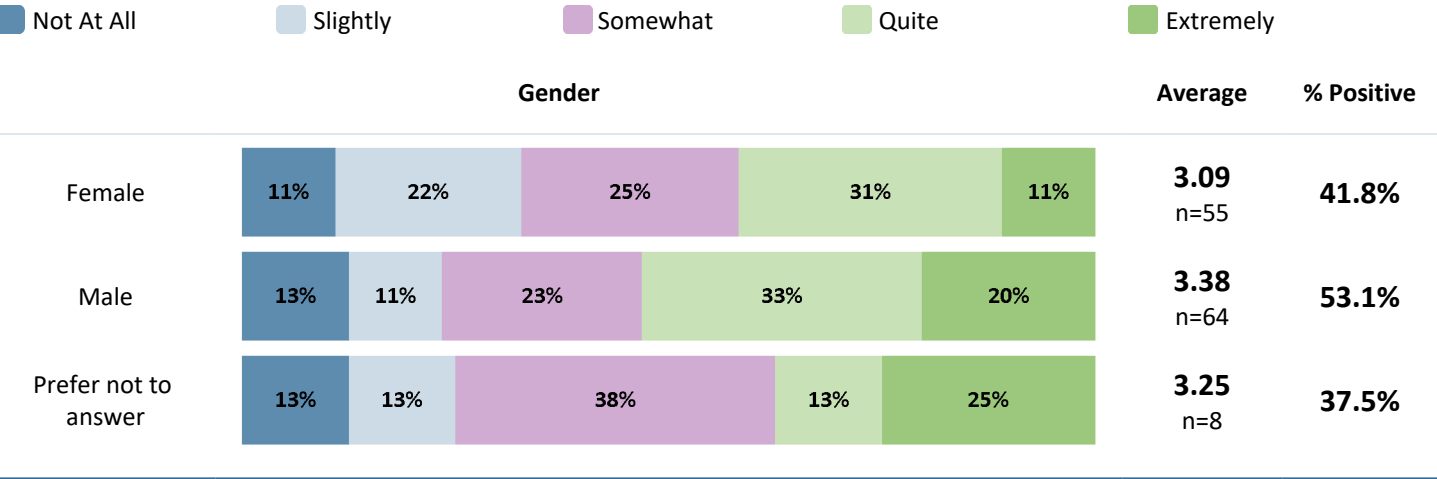
Grade Level					Average	% Positive
4th Grade	<div><div>19%</div><div>50%</div><div>31%</div></div>				4.13 n=16	81.3%
5th Grade	<div><div>9%</div><div>9%</div><div>36%</div><div>45%</div></div>				4.18 n=11	81.8%
6th Grade	<div><div>19%</div><div>7%</div><div>37%</div><div>19%</div><div>19%</div></div>				3.11 n=27	37.0%
7th Grade	<div><div>8%</div><div>8%</div><div>17%</div><div>42%</div><div>25%</div></div>				3.67 n=12	66.7%
8th Grade	<div><div>13%</div><div>27%</div><div>60%</div></div>				3.47 n=15	60.0%
9th Grade	<div><div>30%</div><div>10%</div><div>20%</div><div>30%</div><div>10%</div></div>				2.80 n=10	40.0%
10th Grade	<div><div>15%</div><div>31%</div><div>31%</div><div>23%</div></div>				2.62 n=13	23.1%
11th Grade	<div><div>27%</div><div>53%</div><div>7%</div><div>7%</div><div>7%</div></div>				2.13 n=15	13.3%
12th Grade	<div><div>11%</div><div>56%</div><div>22%</div><div>11%</div></div>				3.33 n=9	33.3%





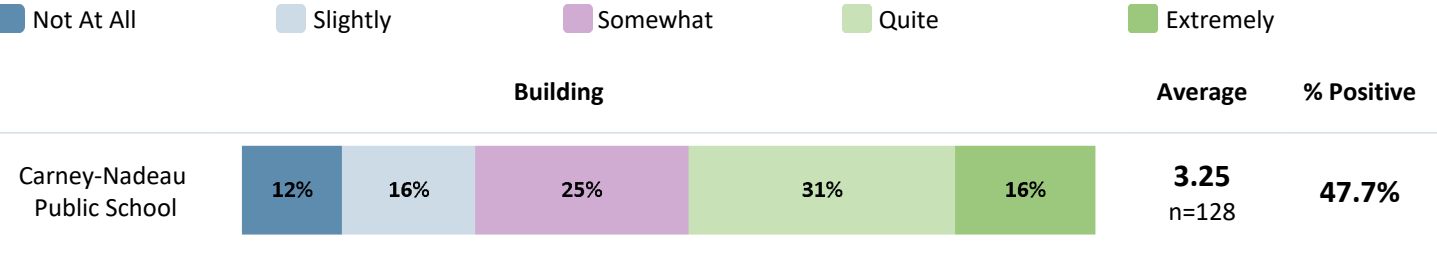
Would your teachers be concerned if you walked into your class upset?

Student Engagement - Teacher Relationships



Would your teachers be concerned if you walked into your class upset?

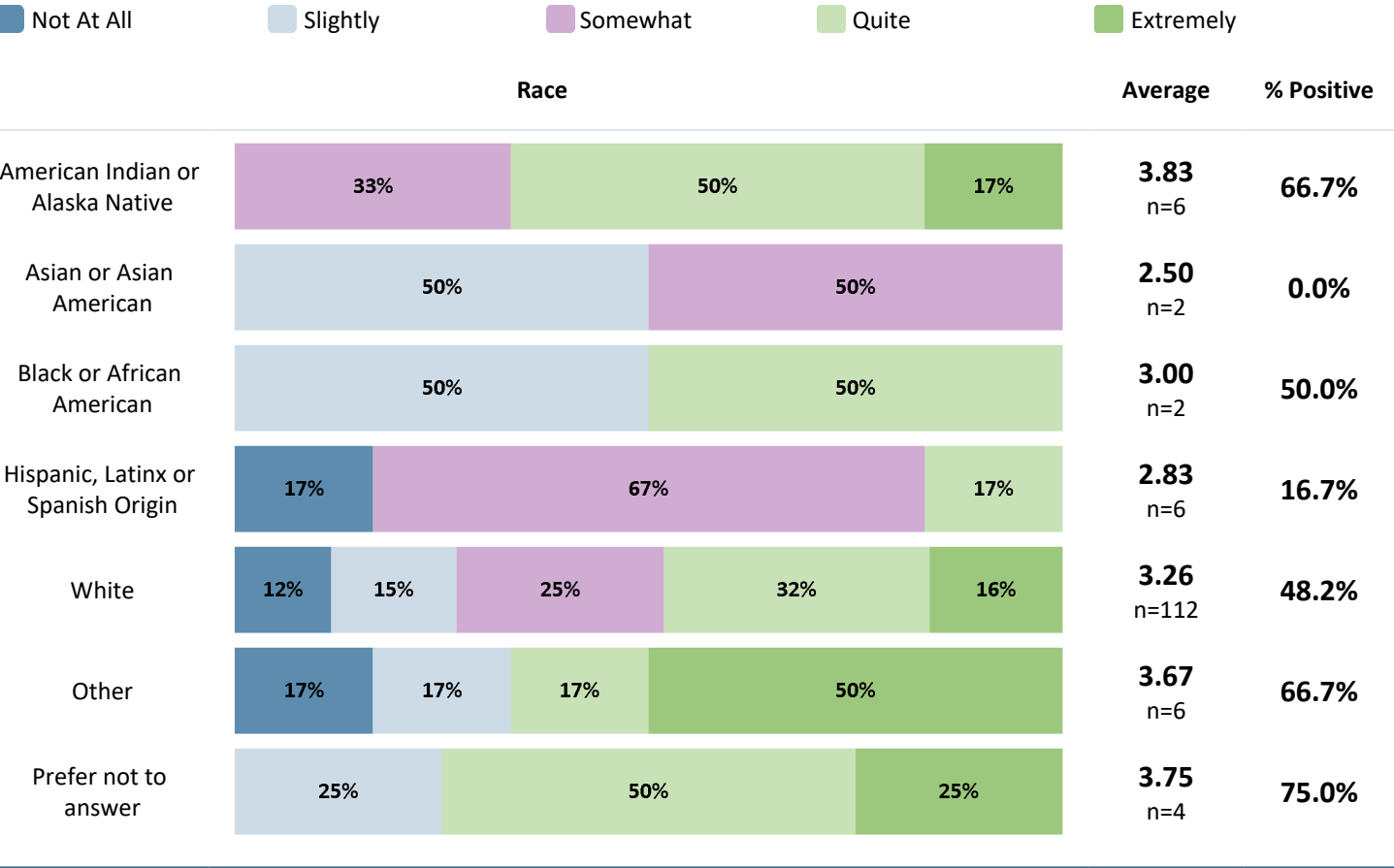
Student Engagement - Teacher Relationships





Would your teachers be concerned if you walked into your class upset?

Student Engagement - Teacher Relationships

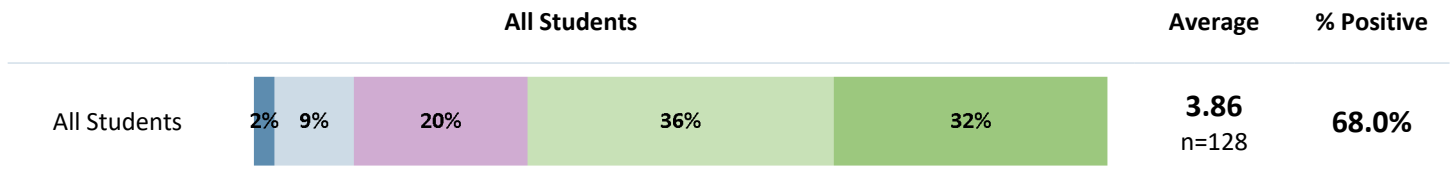




Do your teachers respect you?

Student Engagement - Teacher Relationships

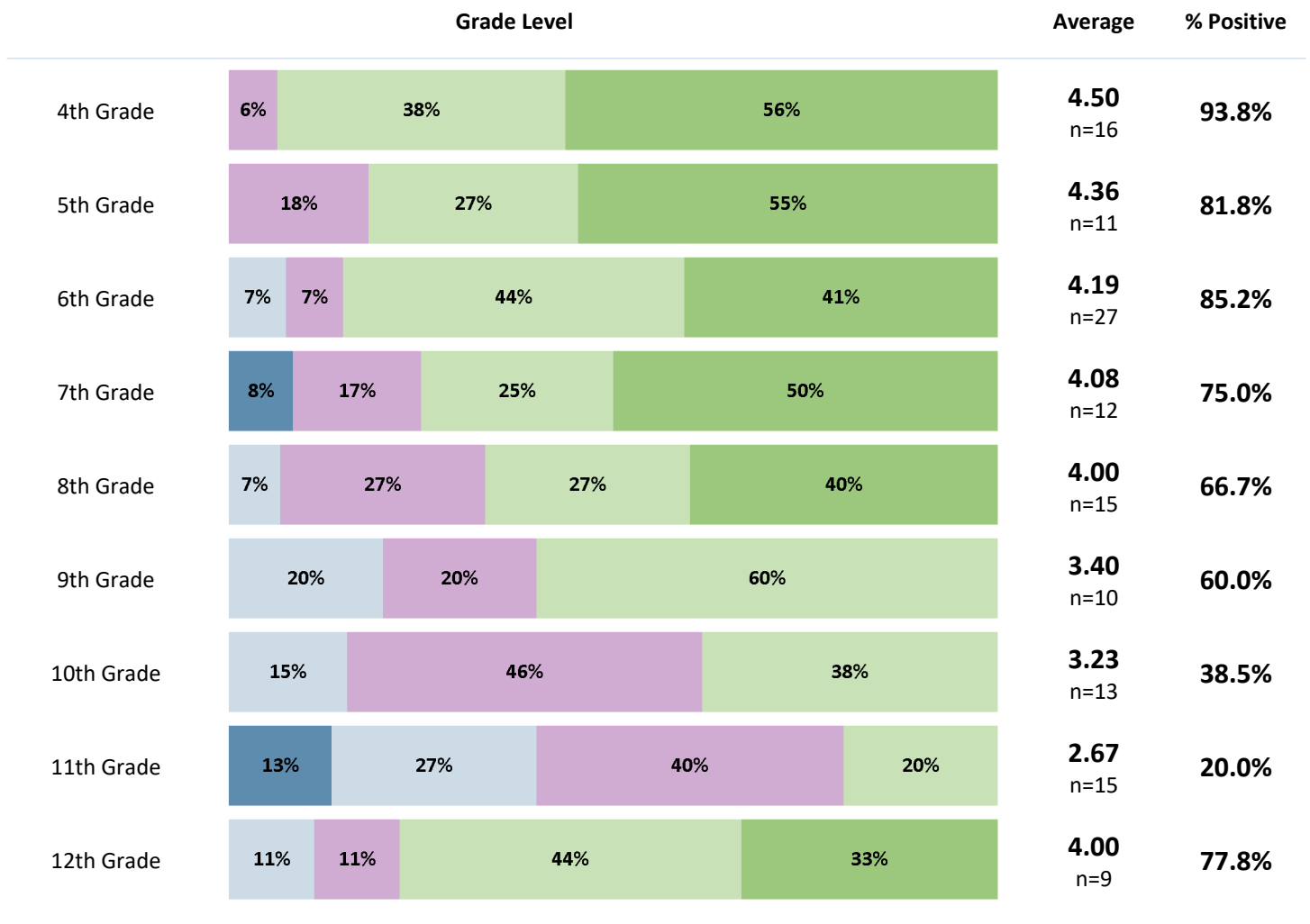
Not At All Slightly Somewhat Quite Extremely



Do your teachers respect you?

Student Engagement - Teacher Relationships

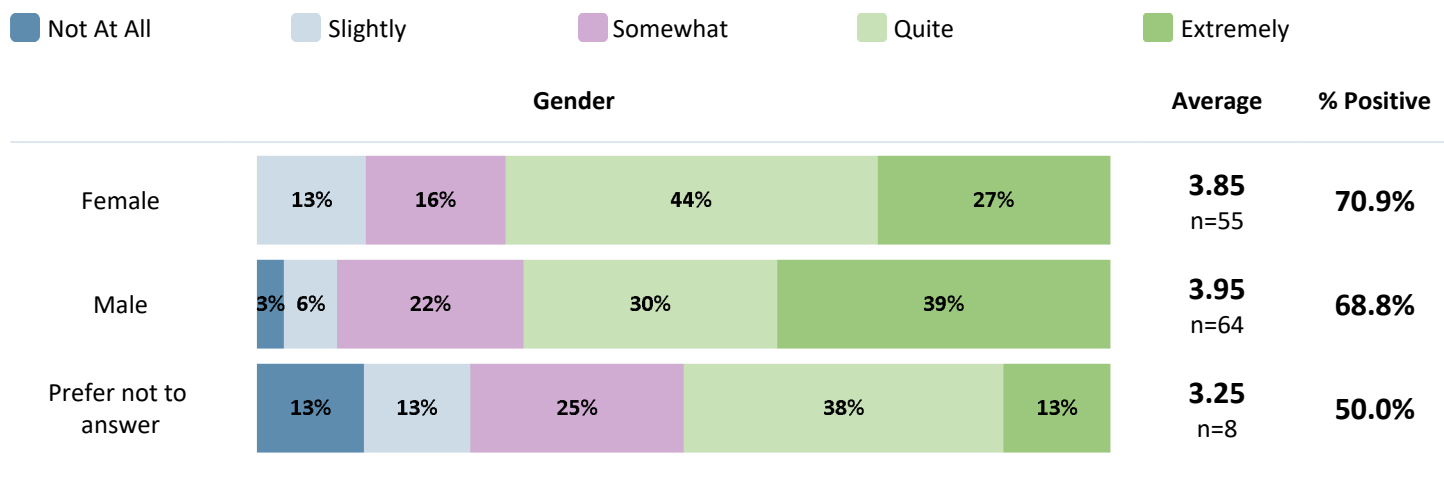
Not At All Slightly Somewhat Quite Extremely





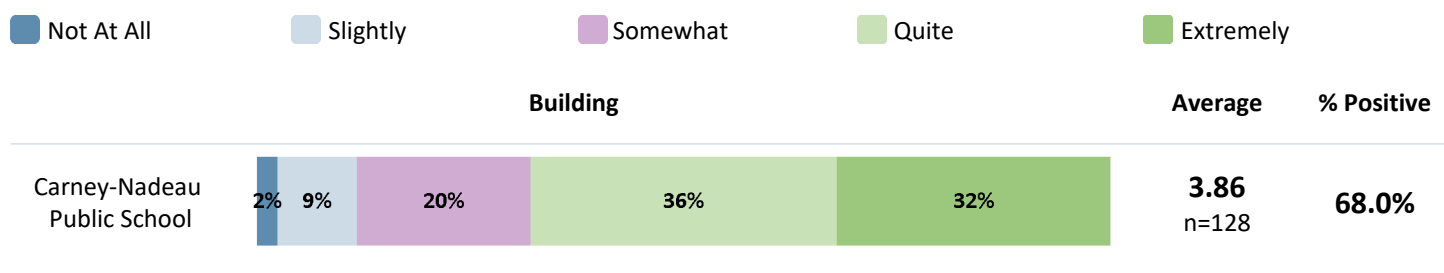
Do your teachers respect you?

Student Engagement - Teacher Relationships



Do your teachers respect you?

Student Engagement - Teacher Relationships





Do your teachers respect you?

Student Engagement - Teacher Relationships

Not At All Slightly Somewhat Quite Extremely

	Race				Average	% Positive
American Indian or Alaska Native	<div><div>17%</div><div>50%</div><div>33%</div></div>				4.17 n=6	83.3%
Asian or Asian American	<div><div>50%</div><div>50%</div></div>				2.00 n=2	0.0%
Black or African American	<div><div>50%</div><div>50%</div></div>				3.50 n=2	50.0%
Hispanic, Latinx or Spanish Origin	<div><div>33%</div><div>50%</div><div>17%</div></div>				3.83 n=6	66.7%
White	<div><div><div>3%</div><div>10%</div></div><div>17%</div><div>37%</div><div>34%</div></div>				3.89 n=112	70.5%
Other	<div><div>17%</div><div>17%</div><div>17%</div><div>50%</div></div>				4.00 n=6	66.7%
Prefer not to answer	<div><div>50%</div><div>25%</div><div>25%</div></div>				3.75 n=4	50.0%





Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships

Not At All Slightly Somewhat Quite Extremely

All Students						Average	% Positive
All Students	7%	9%	27%	23%	34%	3.68 n=128	57.0%

Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships

Not At All Slightly Somewhat Quite Extremely

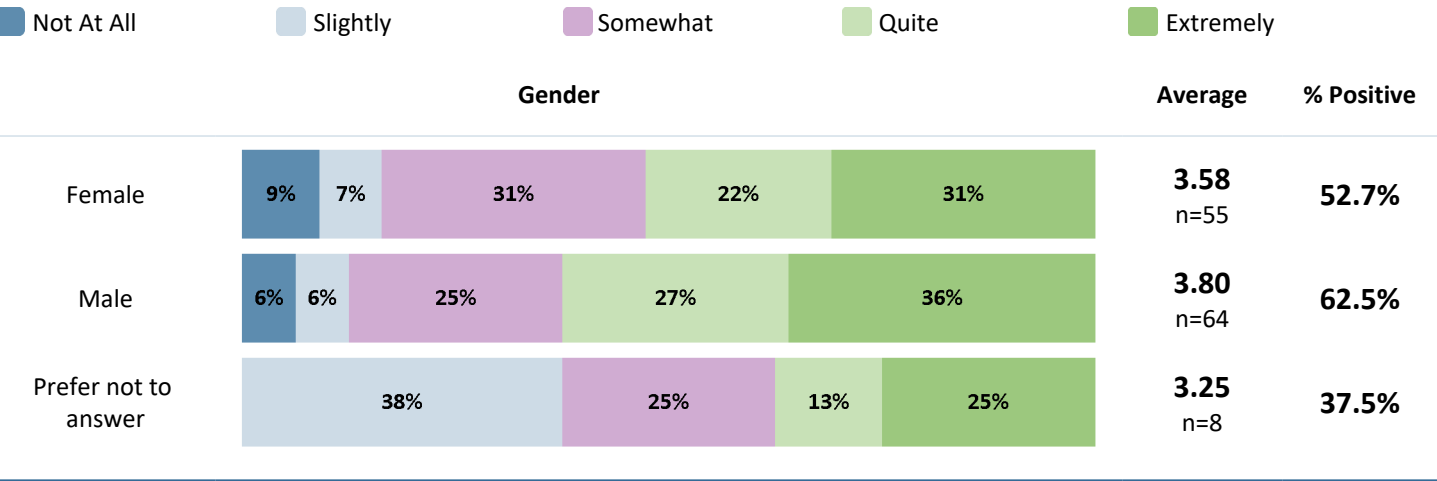
Grade Level					Average	% Positive
4th Grade	6%	31%	63%		4.56 n=16	93.8%
5th Grade	9%	9%	82%		4.73 n=11	90.9%
6th Grade	15%	19%	33%	33%	3.70 n=27	66.7%
7th Grade	8%	17%	25%	50%	4.08 n=12	75.0%
8th Grade	13%	40%	20%	27%	3.60 n=15	46.7%
9th Grade	20%	40%	20%	20%	3.40 n=10	40.0%
10th Grade	15%	23%	54%	8%	2.62 n=13	7.7%
11th Grade	7%	27%	47%	20%	2.80 n=15	20.0%
12th Grade	11%	22%	44%	22%	3.67 n=9	66.7%





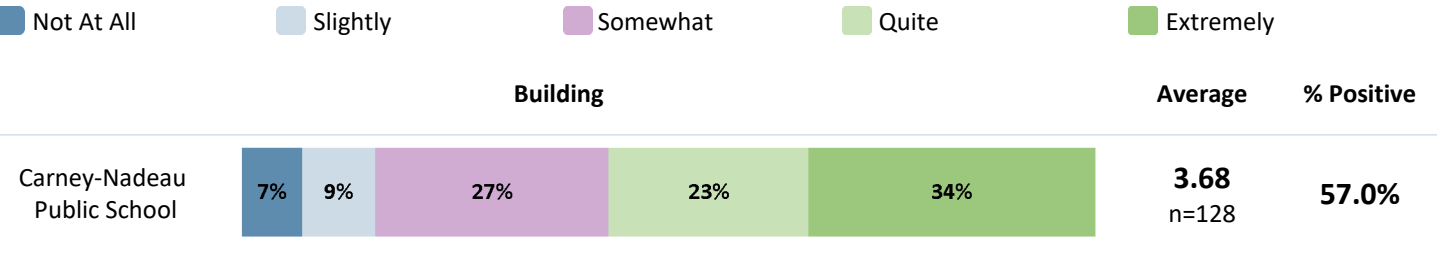
Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships



Would you be excited to have your teachers again?

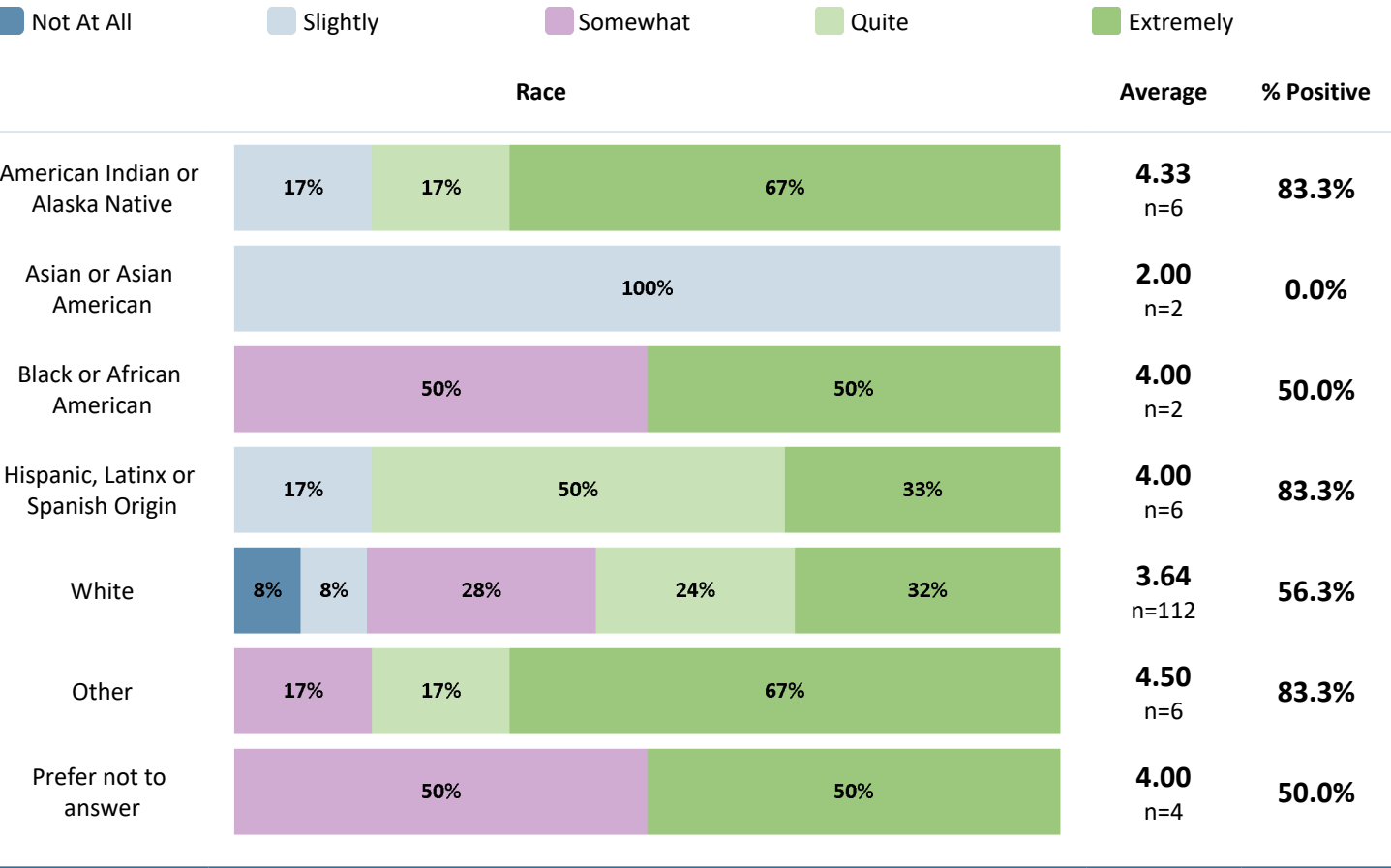
Student Engagement - Teacher Relationships





Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships





Do you put effort into paying attention in class?

Student Engagement - Valuing of Subject

Almost Never Rarely Sometimes Often Almost Always

All Students					Average	% Positive	
All Students	1%	4%	16%	41%	38%	4.13 n=128	79.7%

Do you put effort into paying attention in class?

Student Engagement - Valuing of Subject

Almost Never Rarely Sometimes Often Almost Always

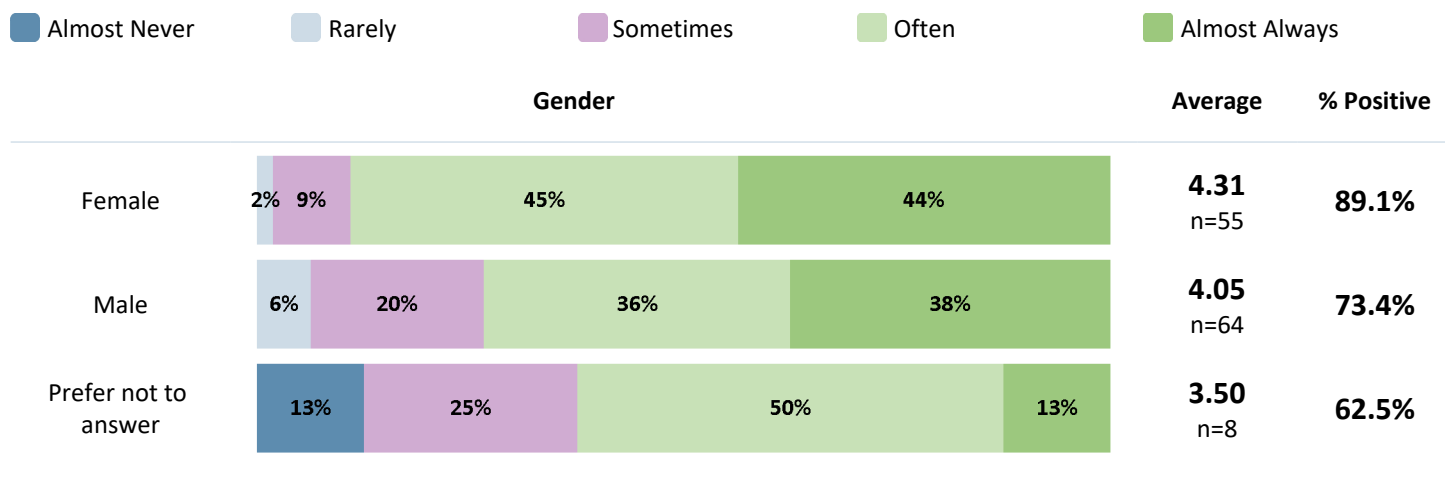
Grade Level					Average	% Positive
4th Grade	13%	75%	13%		4.00 n=16	87.5%
5th Grade	18%	82%			4.64 n=11	81.8%
6th Grade	4%	22%	37%	37%	4.07 n=27	74.1%
7th Grade	17%	83%			4.67 n=12	83.3%
8th Grade	7%	47%	47%		4.40 n=15	93.3%
9th Grade	10%	20%	50%	20%	3.80 n=10	70.0%
10th Grade	8%	23%	46%	23%	3.77 n=13	69.2%
11th Grade	20%	7%	60%	13%	3.67 n=15	73.3%
12th Grade	11%	44%	44%		4.33 n=9	88.9%





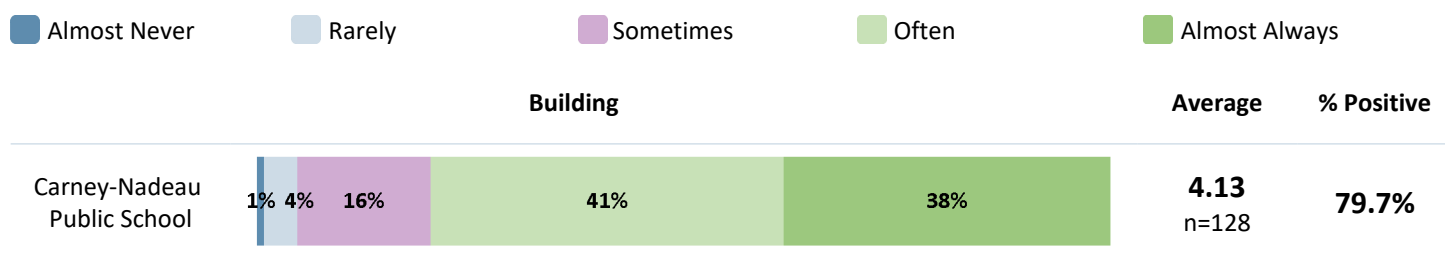
Do you put effort into paying attention in class?

Student Engagement - Valuing of Subject



Do you put effort into paying attention in class?

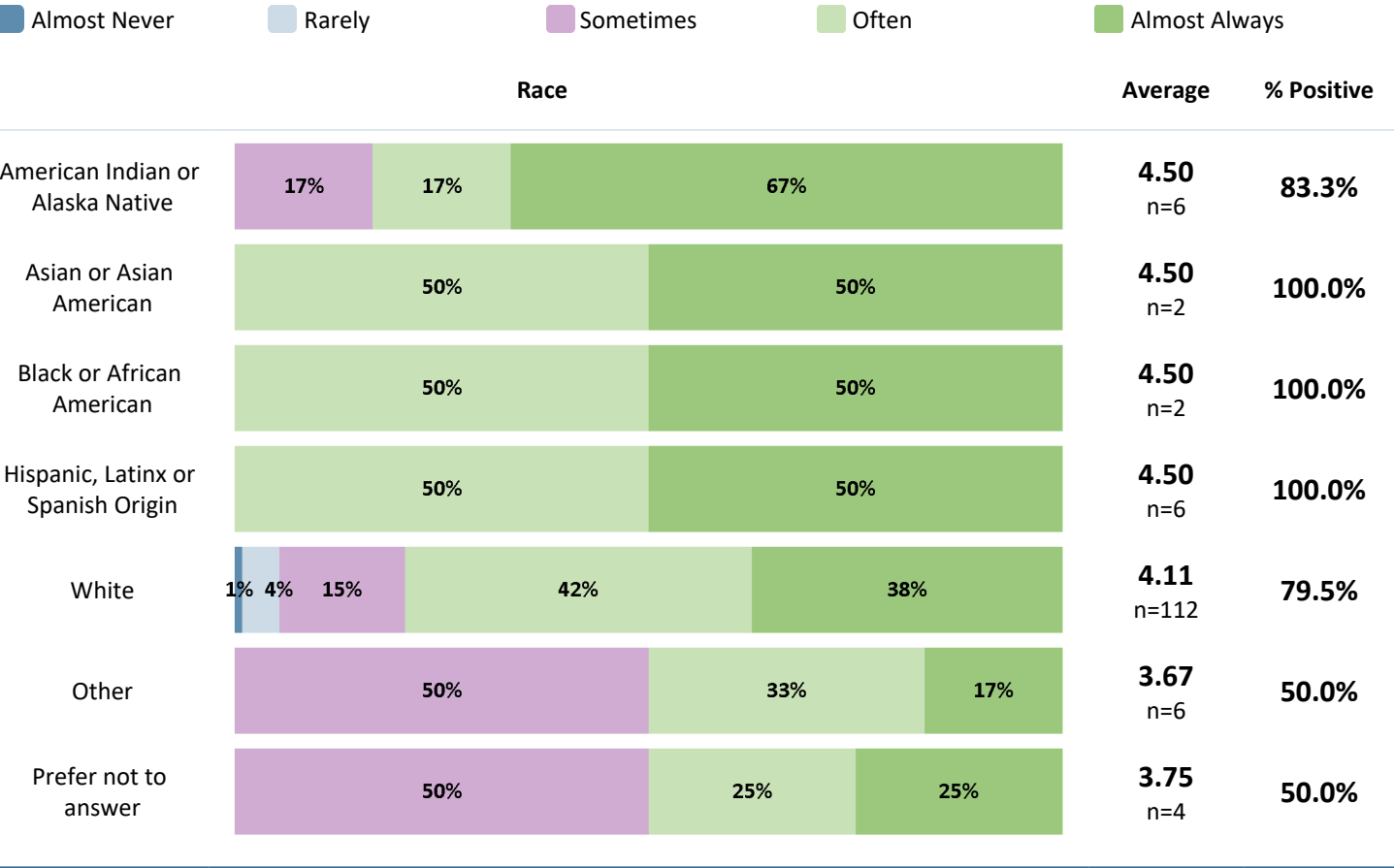
Student Engagement - Valuing of Subject





Do you put effort into paying attention in class?

Student Engagement - Valuing of Subject





Do you put effort into learning at school?

Student Engagement - Valuing of Subject

Almost Never Rarely Sometimes Often Almost Always

All Students					Average	% Positive	
All Students	1%	5%	14%	38%	41%	4.14 n=128	79.7%

Do you put effort into learning at school?

Student Engagement - Valuing of Subject

Almost Never Rarely Sometimes Often Almost Always

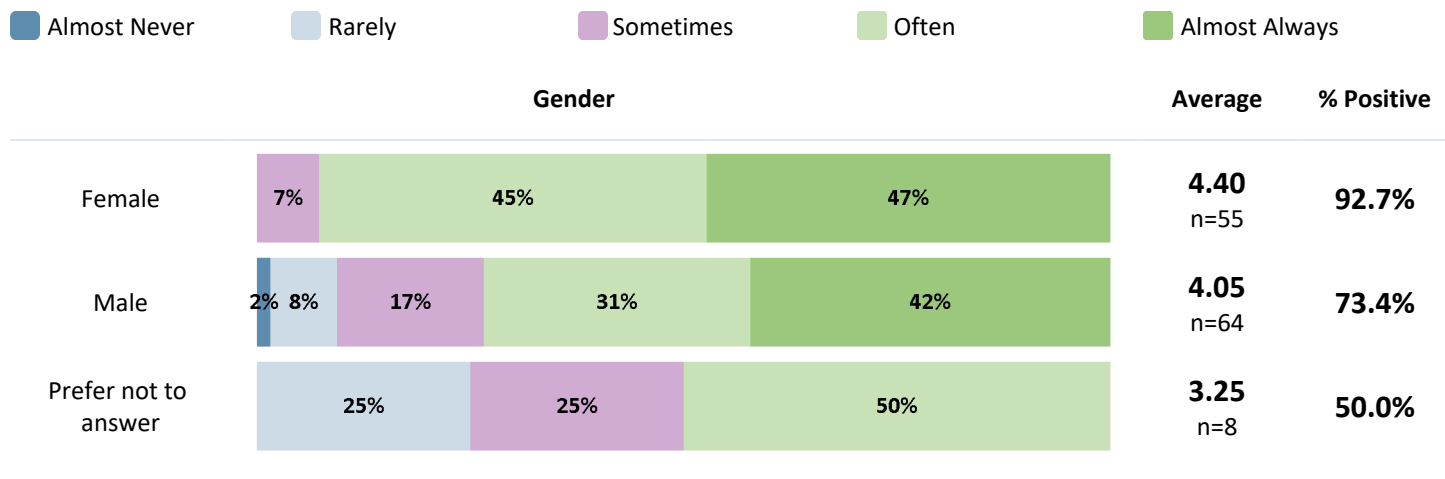
Grade Level				Average	% Positive
4th Grade	<div><div>13%</div><div>38%</div><div>50%</div></div>			4.38 n=16	87.5%
5th Grade	<div><div>27%</div><div>73%</div></div>			4.73 n=11	100.0%
6th Grade	<div><div><div>4%</div><div>4%</div></div><div>15%</div><div>41%</div><div>37%</div></div>			4.04 n=27	77.8%
7th Grade	<div><div>8%</div><div>25%</div><div>67%</div></div>			4.58 n=12	91.7%
8th Grade	<div><div>13%</div><div>40%</div><div>47%</div></div>			4.33 n=15	86.7%
9th Grade	<div><div>40%</div><div>20%</div><div>40%</div></div>			4.00 n=10	60.0%
10th Grade	<div><div>15%</div><div>23%</div><div>38%</div><div>23%</div></div>			3.69 n=13	61.5%
11th Grade	<div><div>27%</div><div>7%</div><div>60%</div><div>7%</div></div>			3.47 n=15	66.7%
12th Grade	<div><div>11%</div><div>44%</div><div>44%</div></div>			4.33 n=9	88.9%





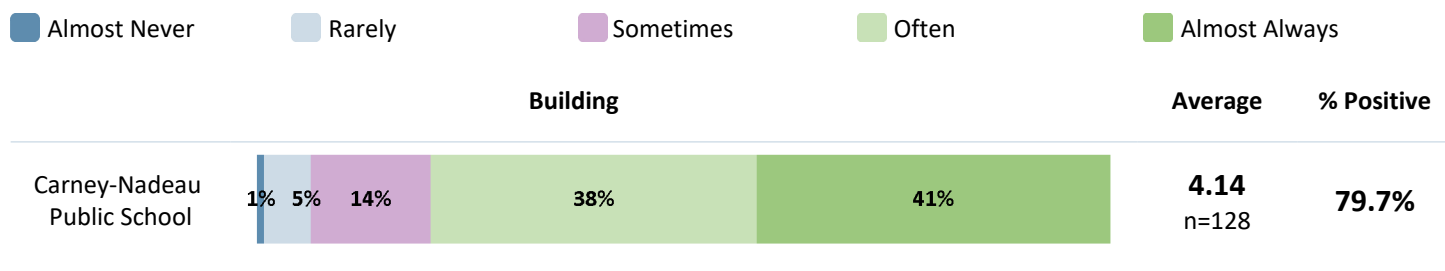
Do you put effort into learning at school?

Student Engagement - Valuing of Subject



Do you put effort into learning at school?

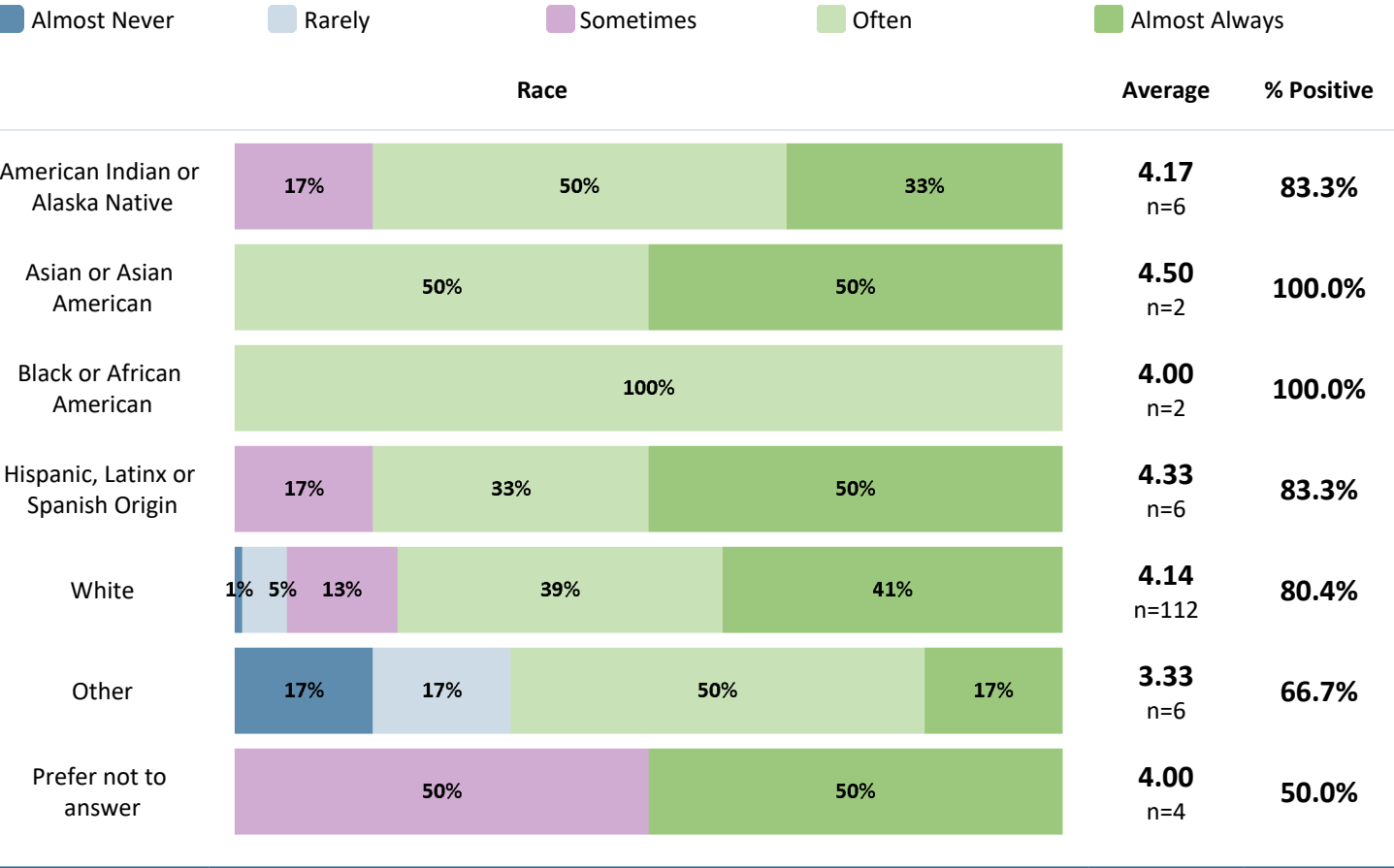
Student Engagement - Valuing of Subject





Do you put effort into learning at school?

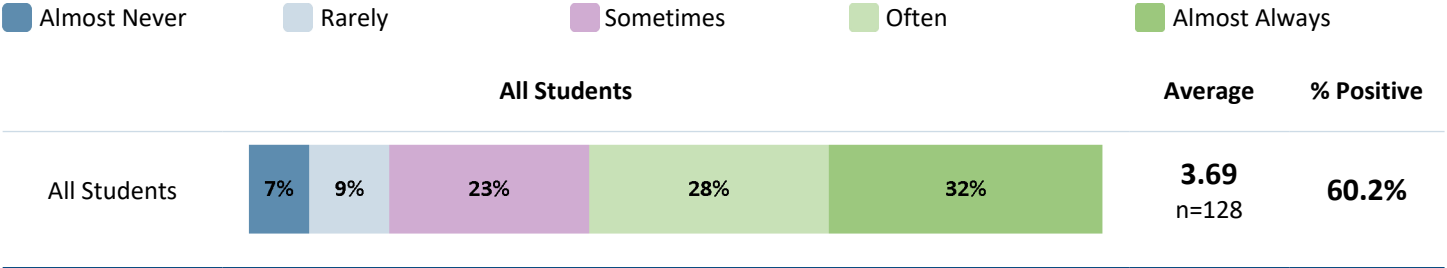
Student Engagement - Valuing of Subject





Do you hang out with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc. at school or school-related events?

Belonging - Cultural Awareness





Do you hang out with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc. at school or school-related events?

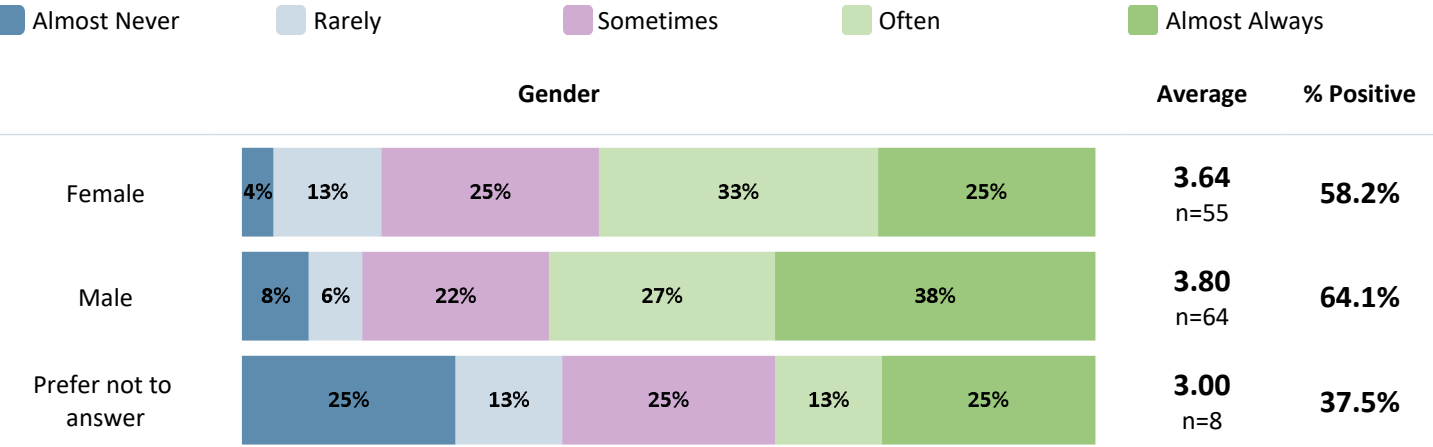
Belonging - Cultural Awareness





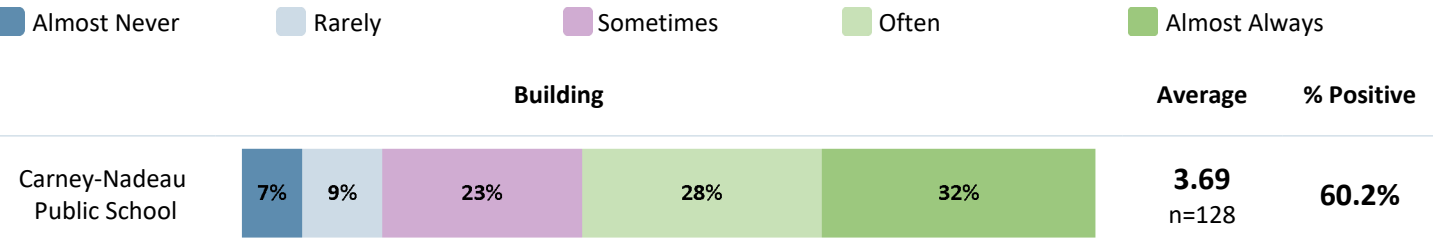
Do you hang out with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc. at school or school-related events?

Belonging - Cultural Awareness



Do you hang out with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc. at school or school-related events?

Belonging - Cultural Awareness





Do you hang out with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc. at school or school-related events?

Belonging - Cultural Awareness





Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Cultural Awareness

Almost Never Rarely Sometimes Often Almost Always

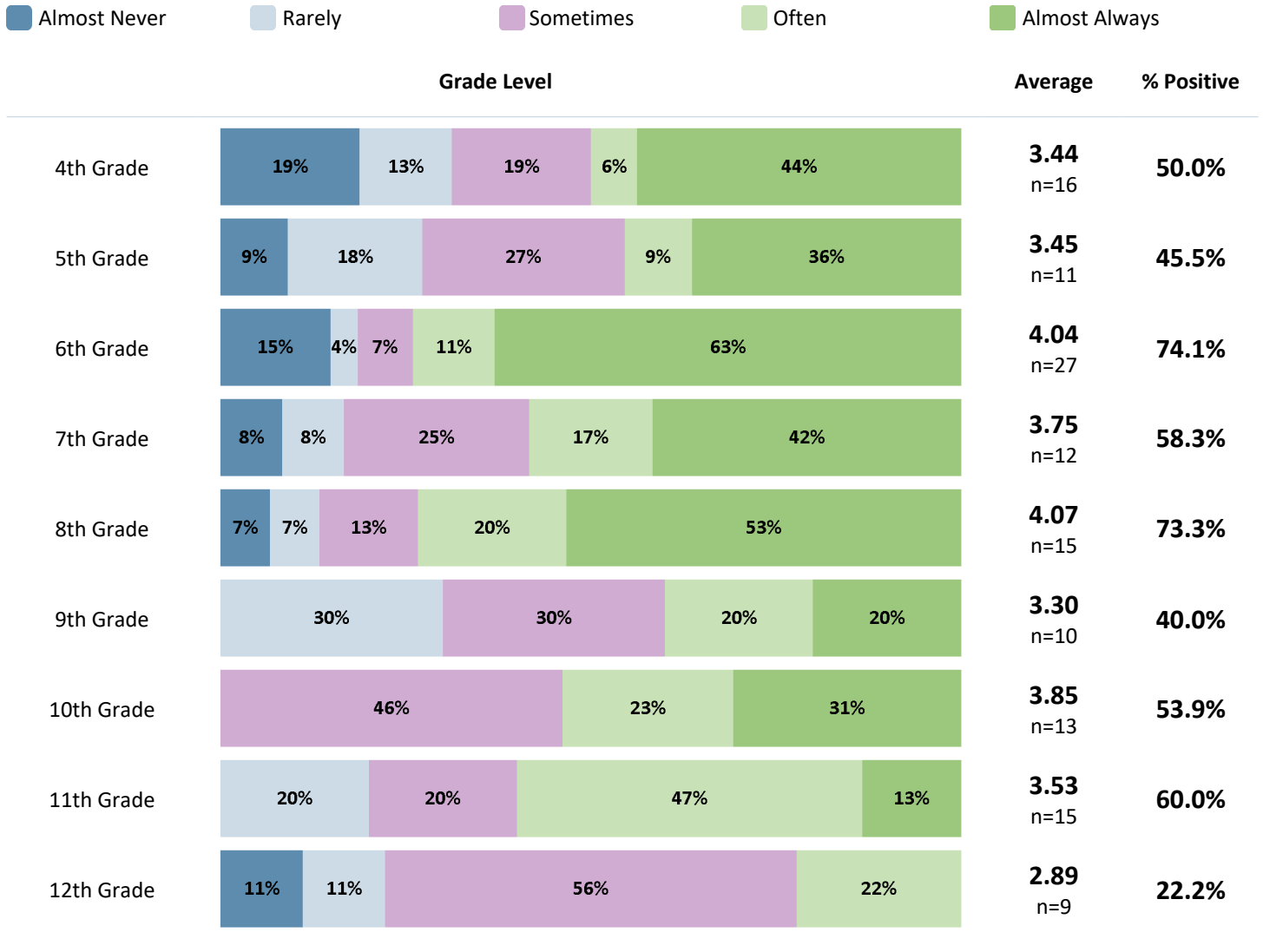
All Students					Average	% Positive	
All Students	9%	11%	23%	19%	38%	3.67 n=128	57.0%





Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

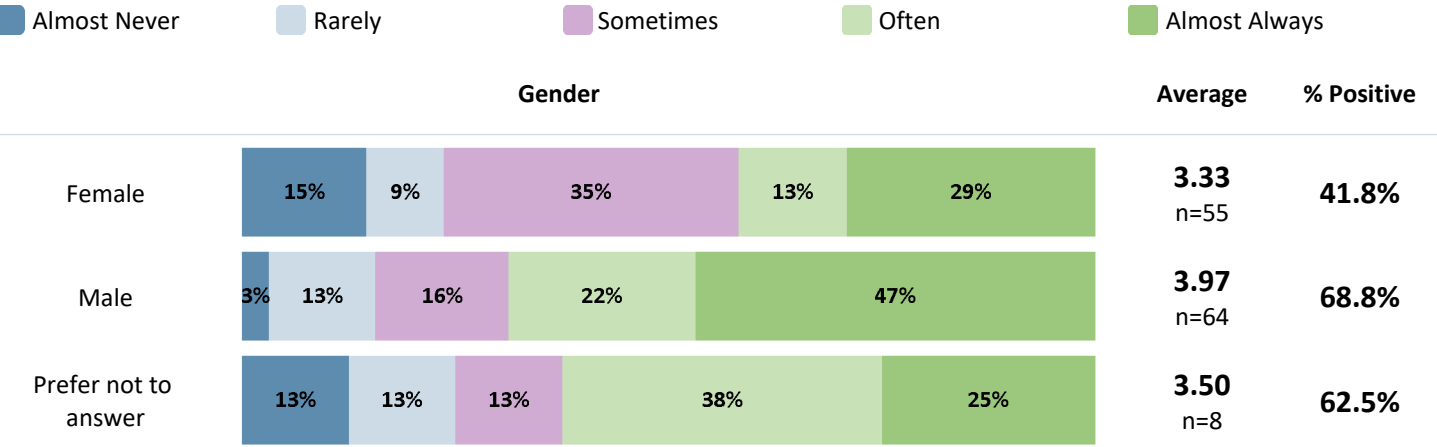
Belonging - Cultural Awareness





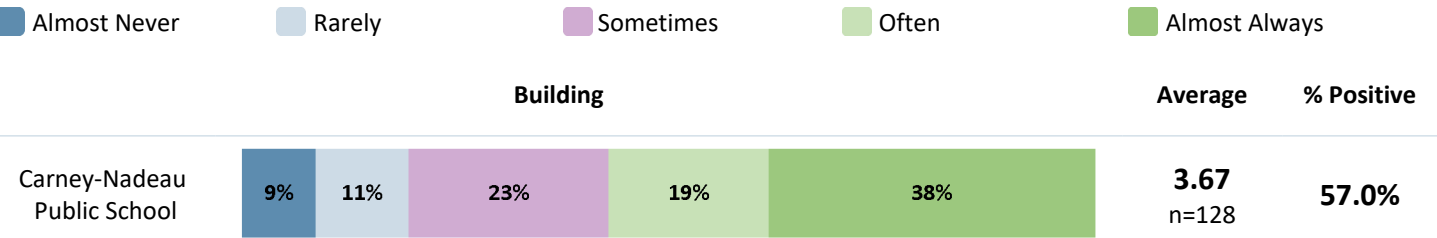
Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Cultural Awareness



Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

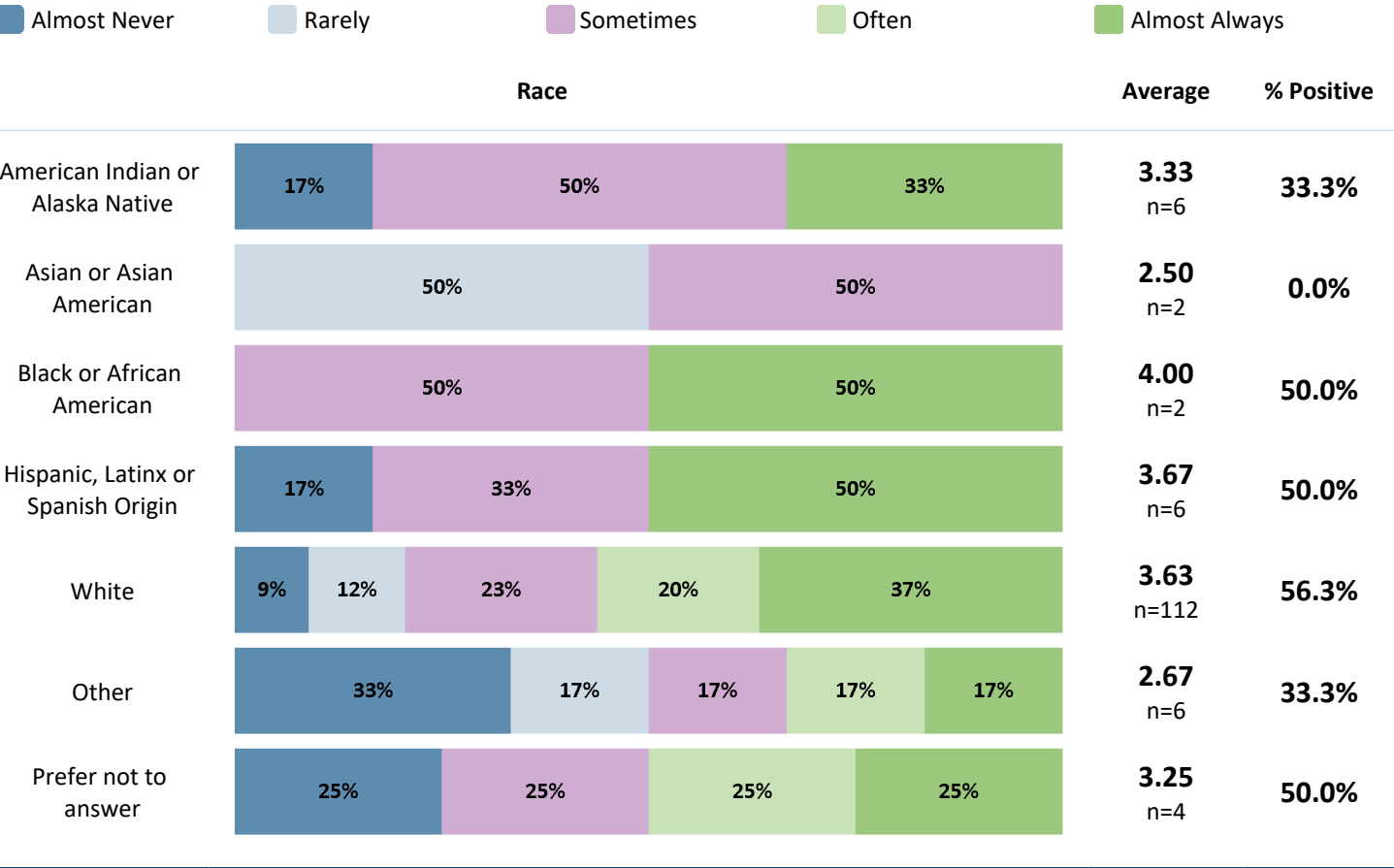
Belonging - Cultural Awareness





Do you have classes with students from different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

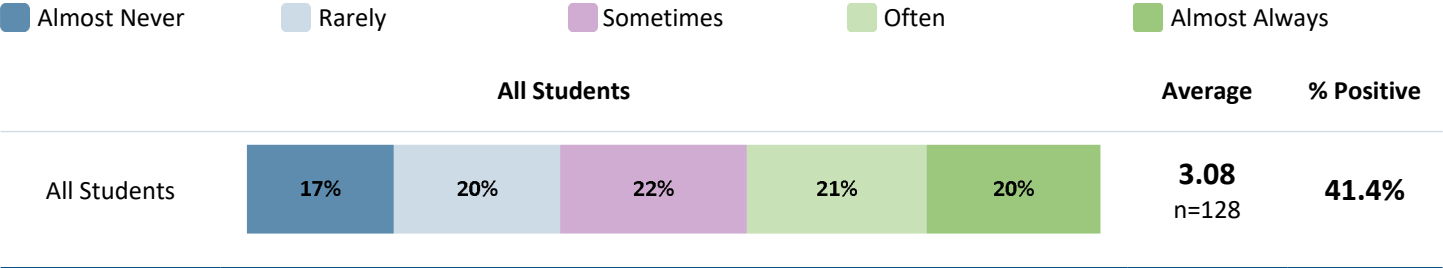
Belonging - Cultural Awareness





Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

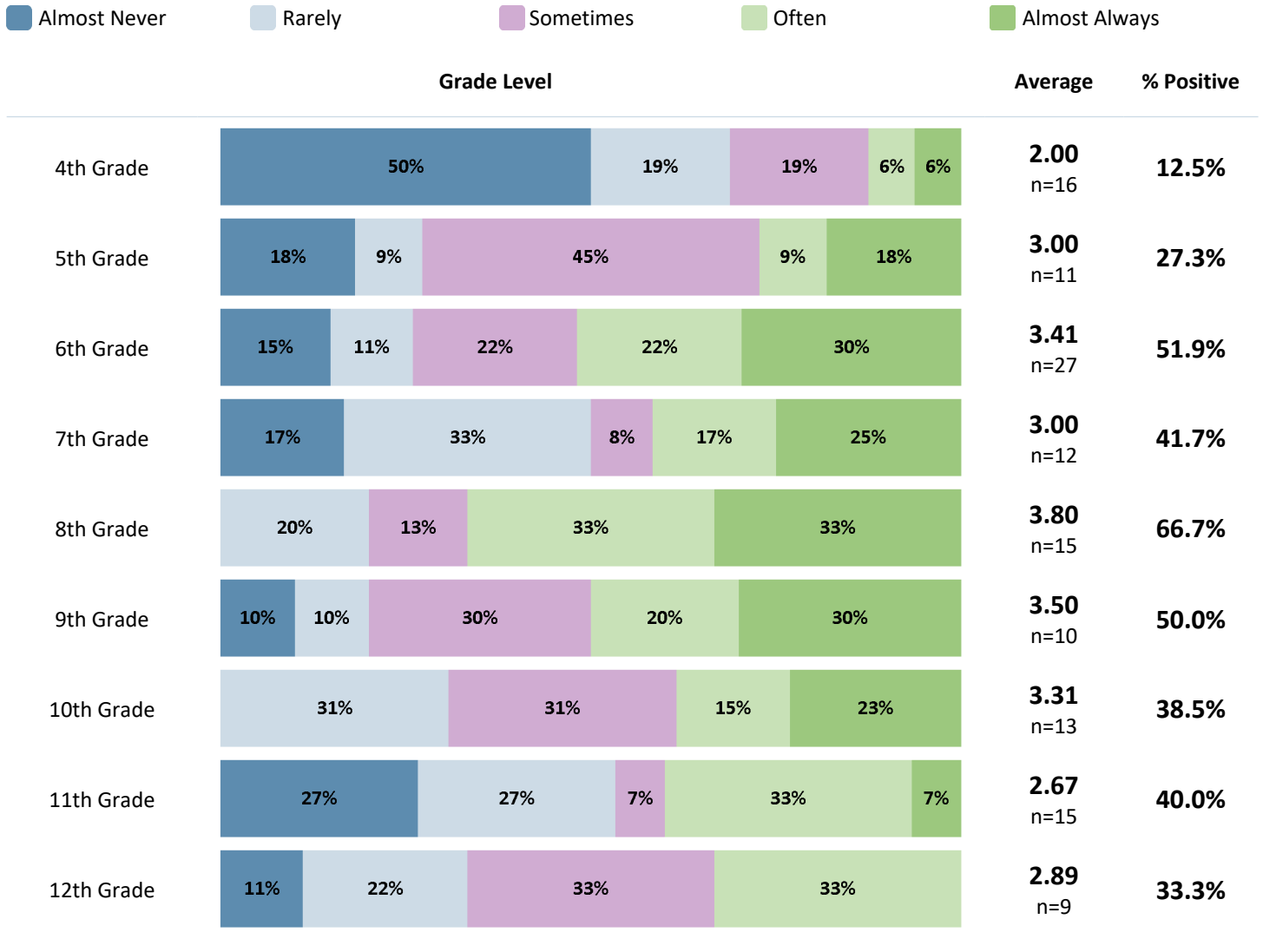
Belonging - Cultural Awareness





Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

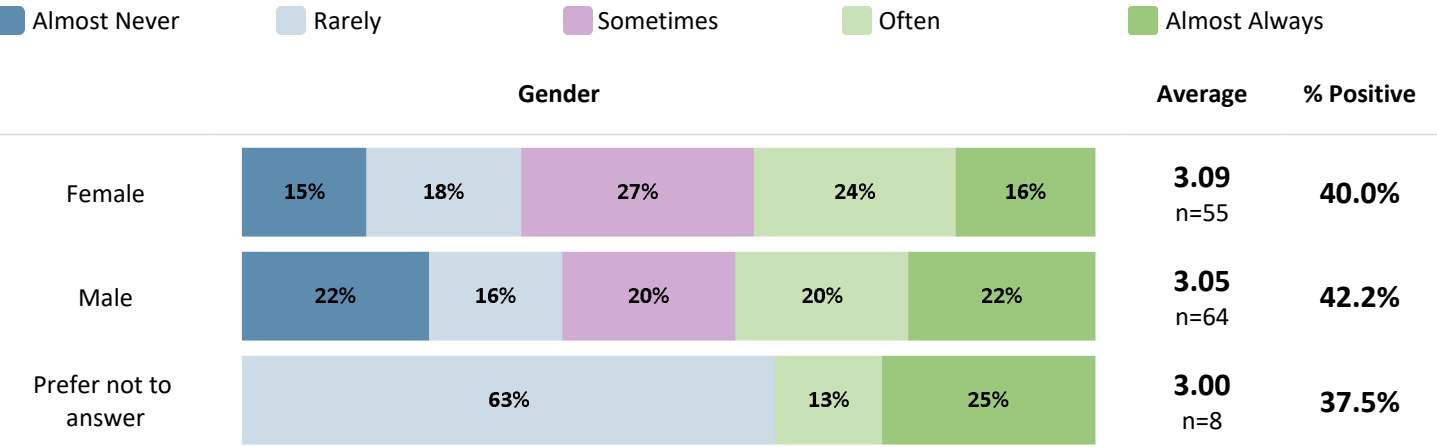
Belonging - Cultural Awareness





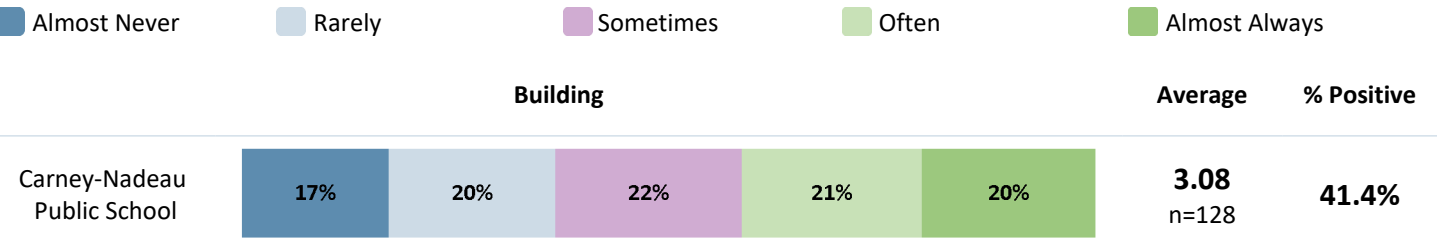
Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Cultural Awareness



Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Cultural Awareness





Do you have open conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Cultural Awareness





Are you satisfied with how discipline is handled at your school?

Belonging - Fairness

Not At All Slightly Somewhat Quite Extremely

All Students						Average	% Positive
All Students	22%	15%	30%	23%	11%	2.86 n=128	33.6%

Are you satisfied with how discipline is handled at your school?

Belonging - Fairness

Not At All Slightly Somewhat Quite Extremely

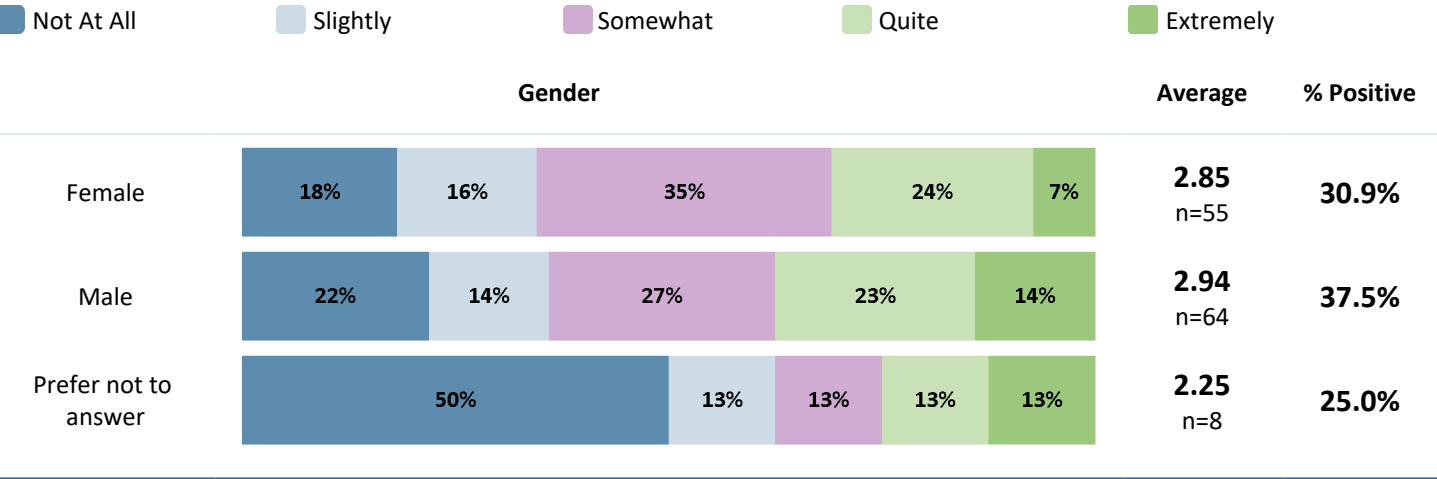
Grade Level					Average	% Positive	
4th Grade	6%	31%	50%	13%	3.69 n=16	62.5%	
5th Grade	9%	9%	18%	36%	27%	3.64 n=11	63.6%
6th Grade	37%	11%	33%	11%	7%	2.41 n=27	18.5%
7th Grade	17%	33%	42%	8%		3.42 n=12	50.0%
8th Grade	33%	27%	20%	13%	7%	2.33 n=15	20.0%
9th Grade	30%	20%	30%	20%		2.60 n=10	20.0%
10th Grade	38%	8%	46%	8%		2.31 n=13	7.7%
11th Grade	27%	27%	27%	20%		2.40 n=15	20.0%
12th Grade	11%	22%	44%	22%		3.78 n=9	66.7%





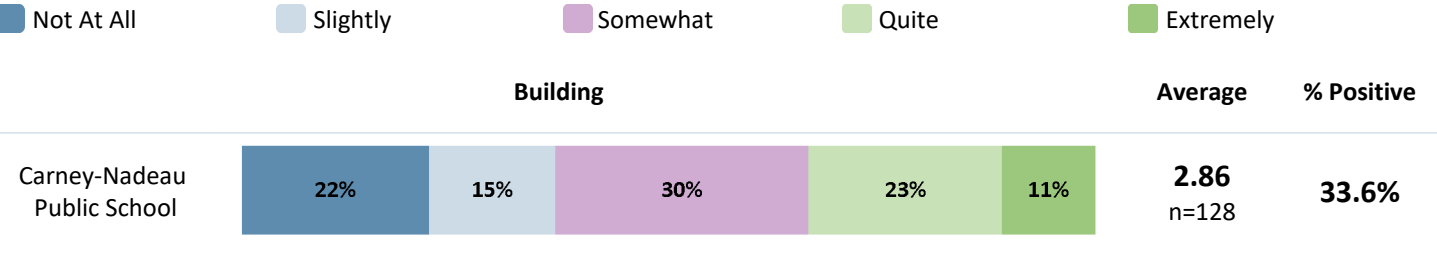
Are you satisfied with how discipline is handled at your school?

Belonging - Fairness



Are you satisfied with how discipline is handled at your school?

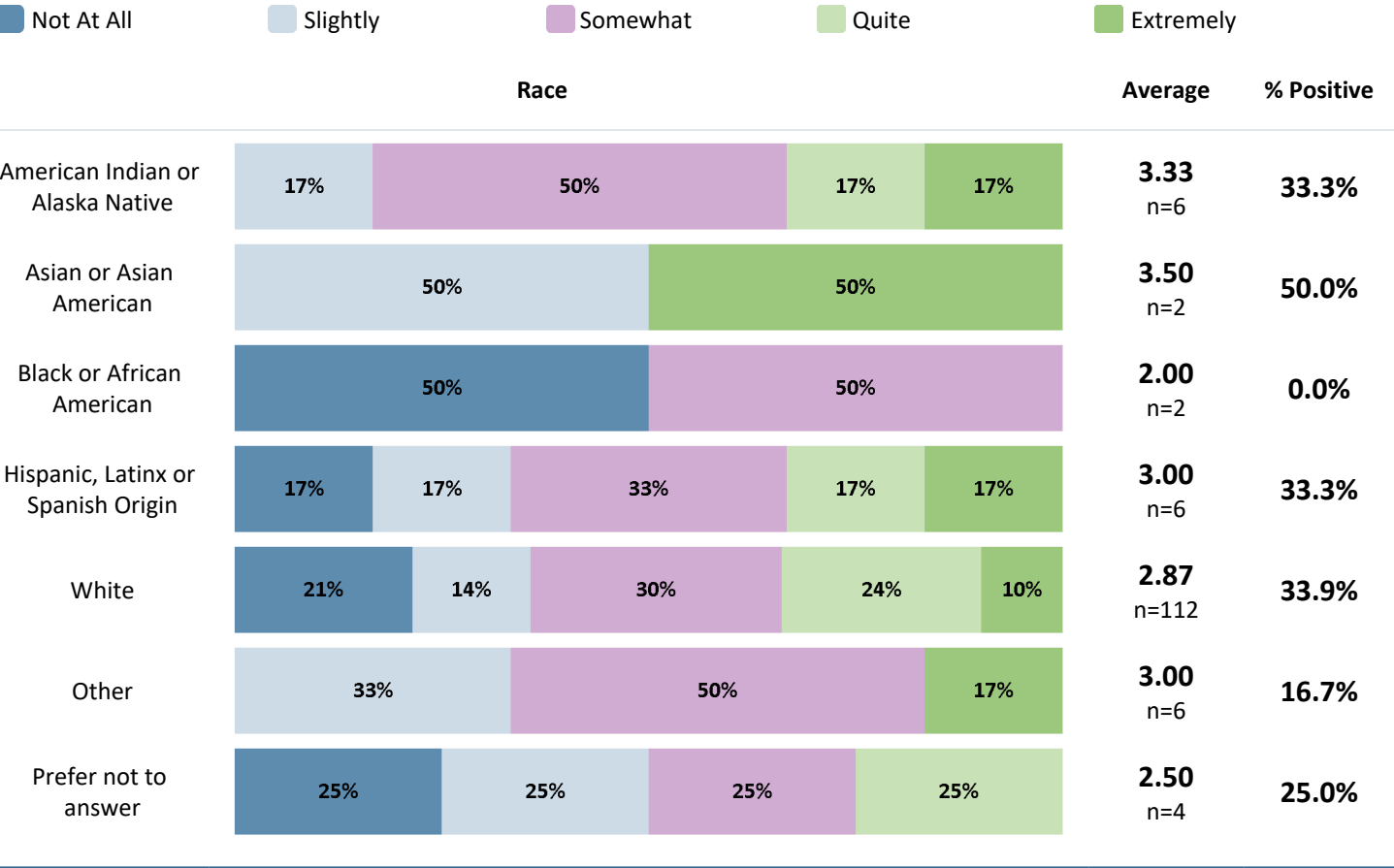
Belonging - Fairness





Are you satisfied with how discipline is handled at your school?

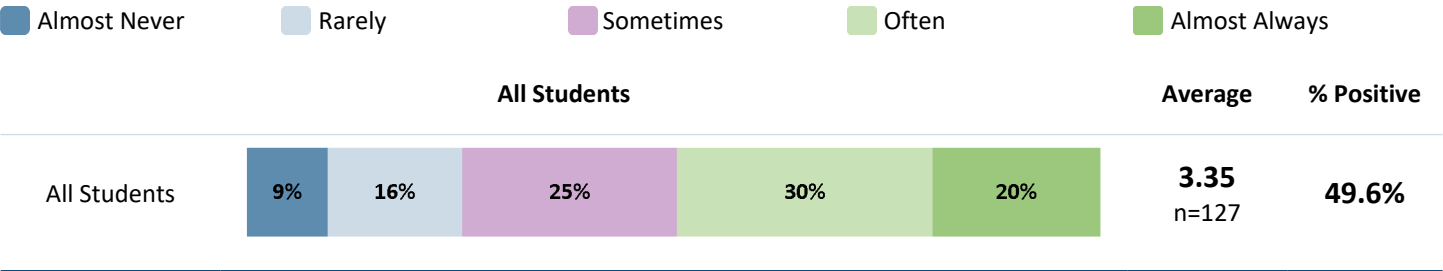
Belonging - Fairness





Do students at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

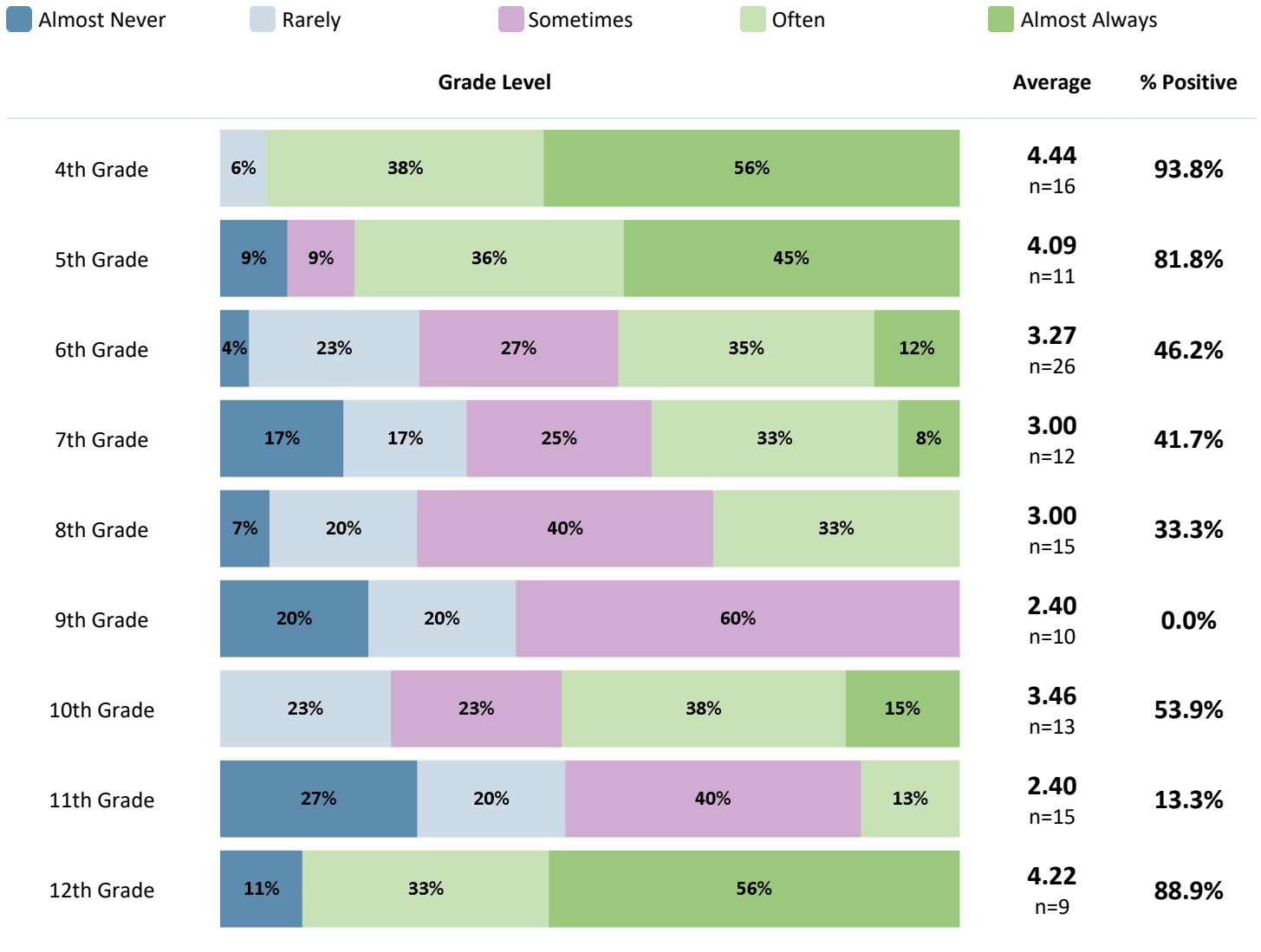
Belonging - Fairness





Do students at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

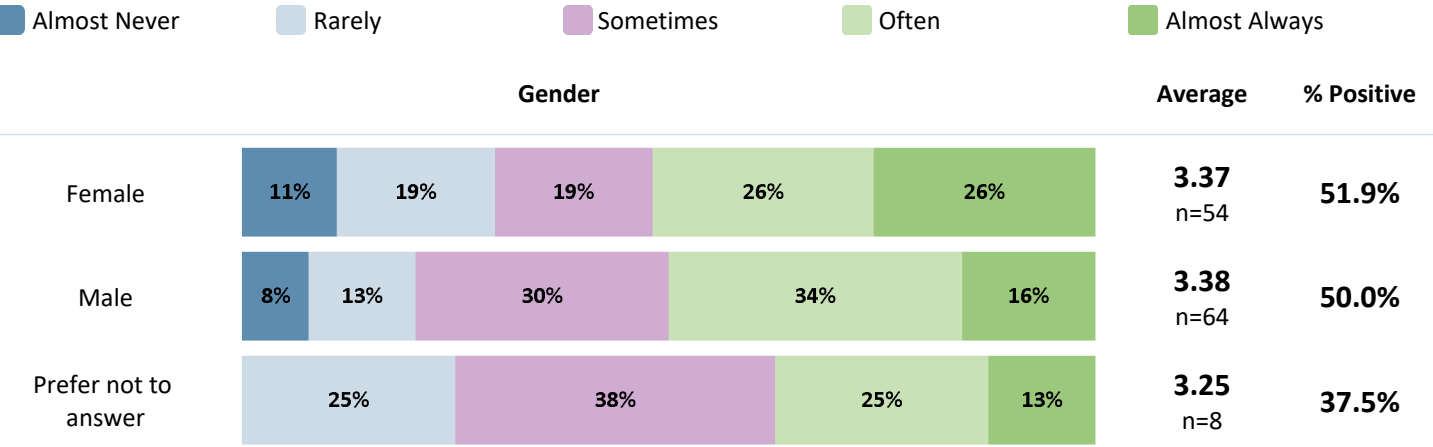
Belonging - Fairness





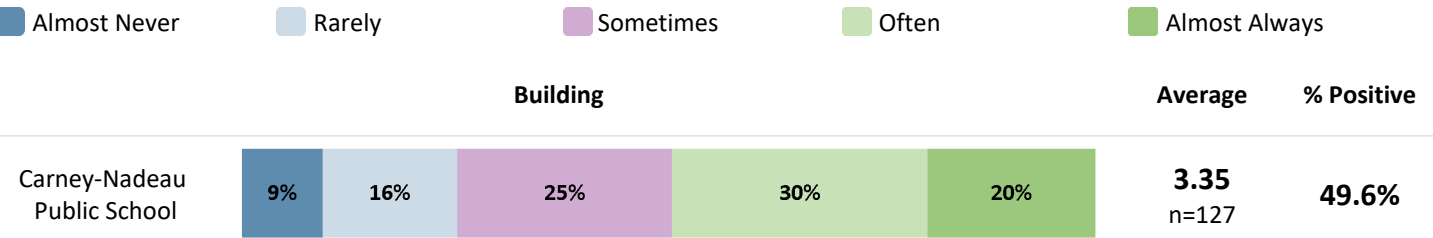
Do students at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

Belonging - Fairness



Do students at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

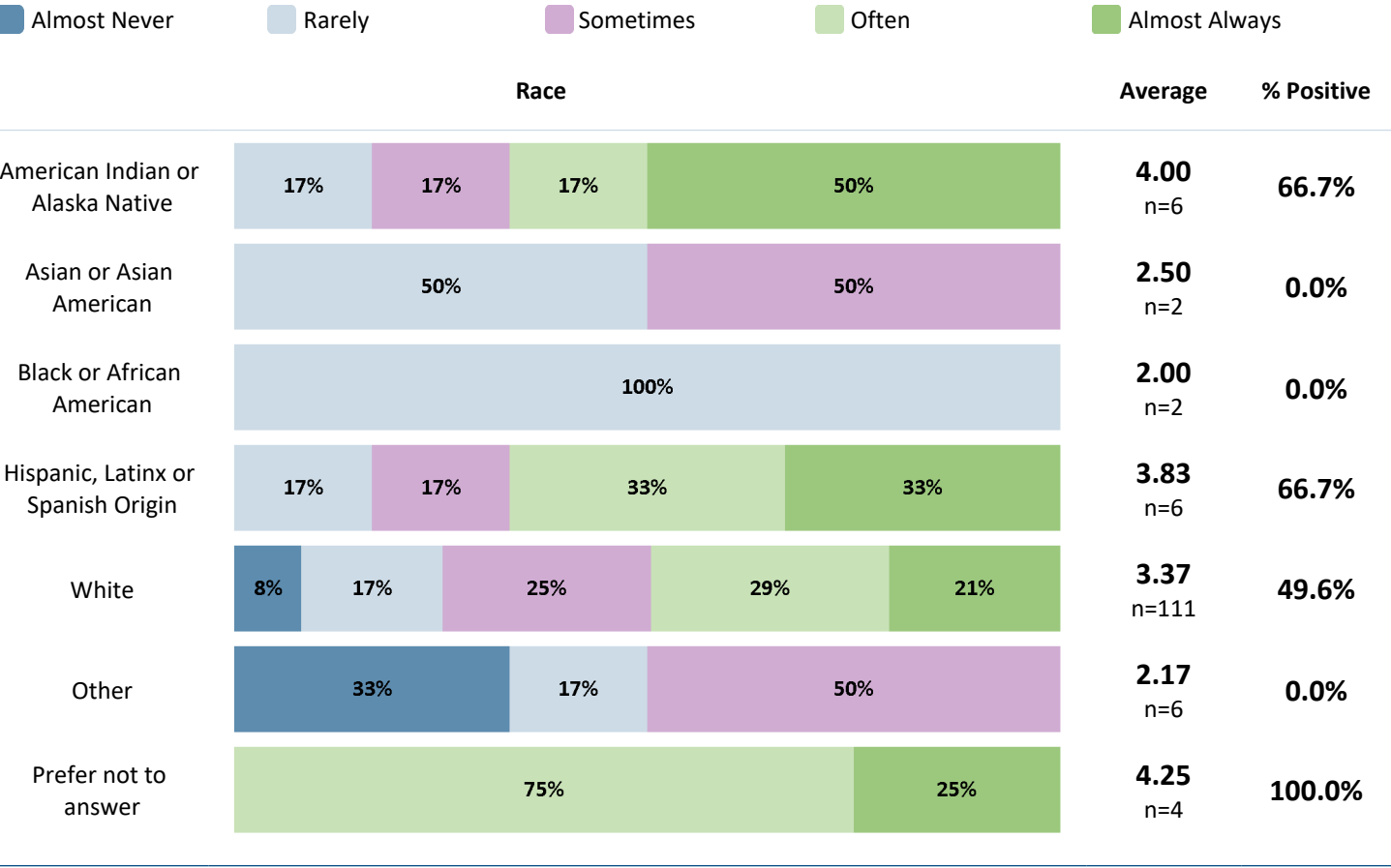
Belonging - Fairness





Do students at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

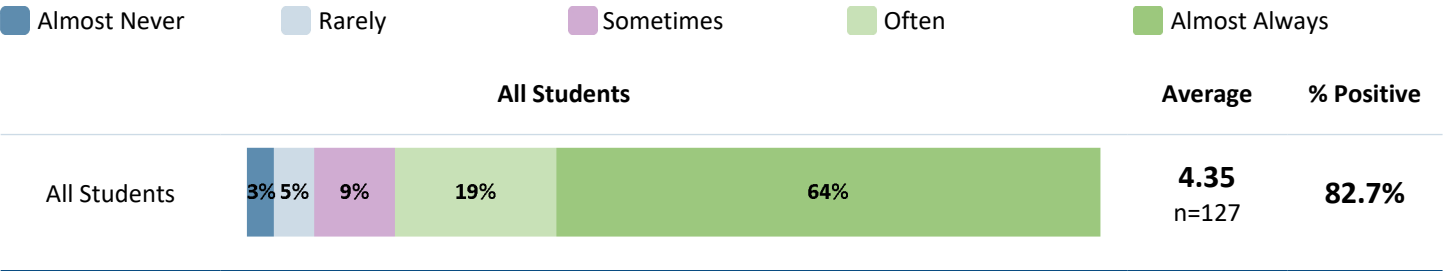
Belonging - Fairness





Do teachers at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

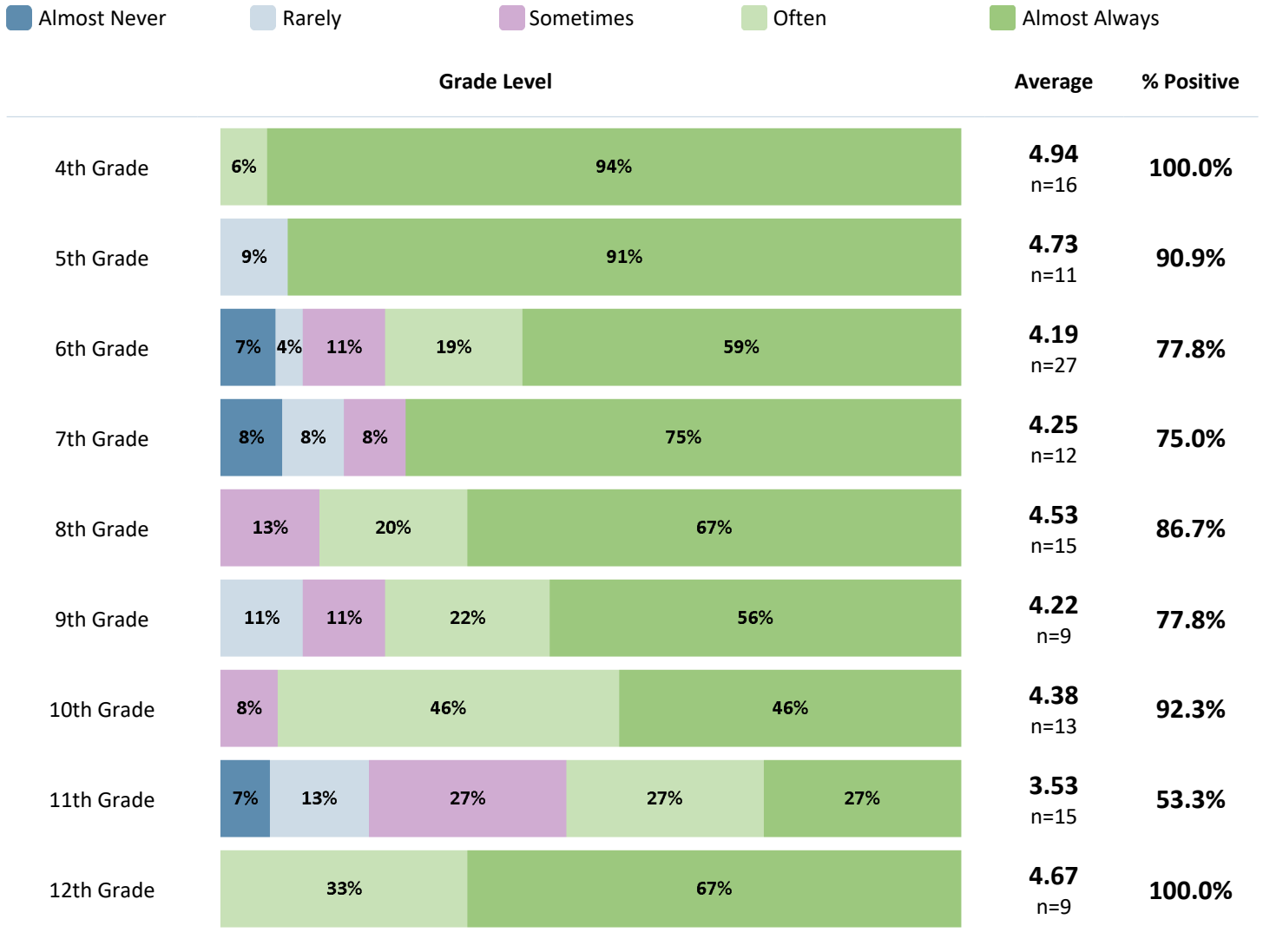
Belonging - Fairness





Do teachers at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

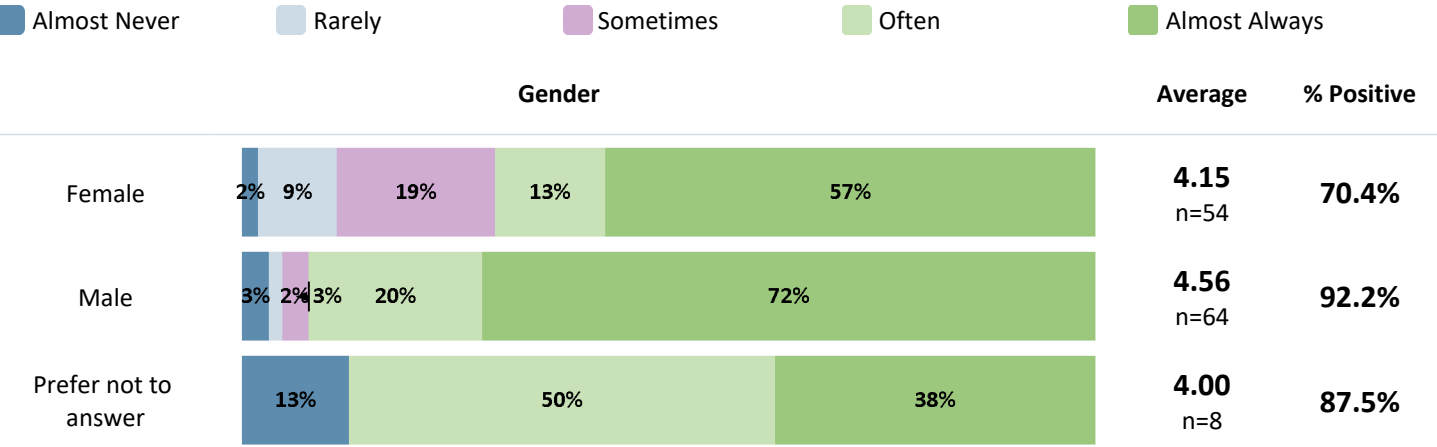
Belonging - Fairness





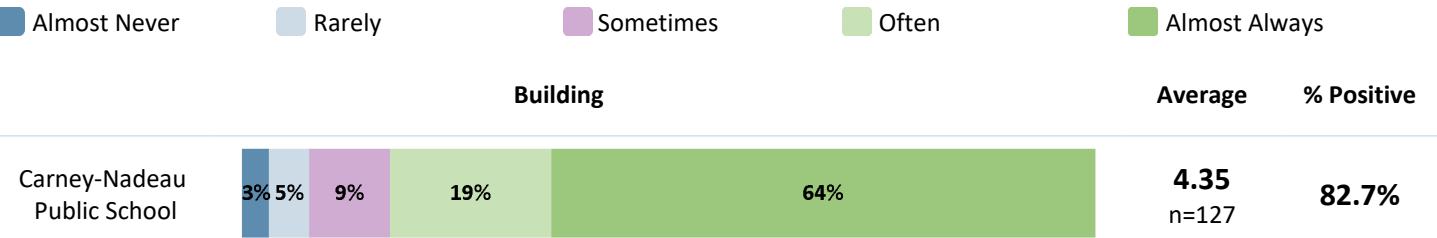
Do teachers at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

Belonging - Fairness



Do teachers at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

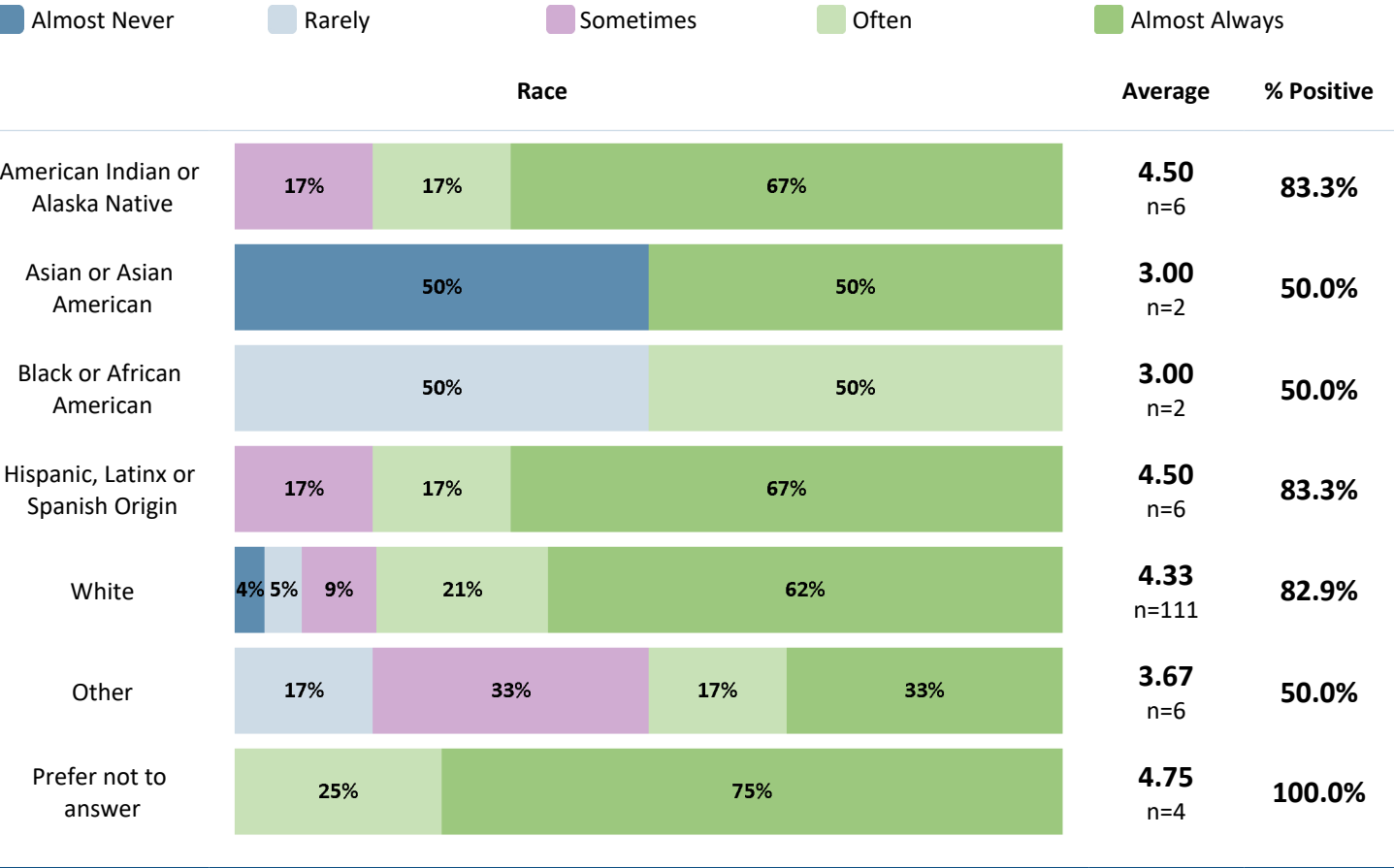
Belonging - Fairness





Do teachers at your school treat people from all cultures, backgrounds, races/ethnicities, religions, abilities, etc. fairly?

Belonging - Fairness





Are resources at your school shared fairly across all students?

Belonging - Fairness

Almost Never Rarely Sometimes Often Almost Always

All Students						Average	% Positive
All Students	5%	9%	25%	33%	29%	3.73 n=128	61.7%

Are resources at your school shared fairly across all students?

Belonging - Fairness

Almost Never Rarely Sometimes Often Almost Always

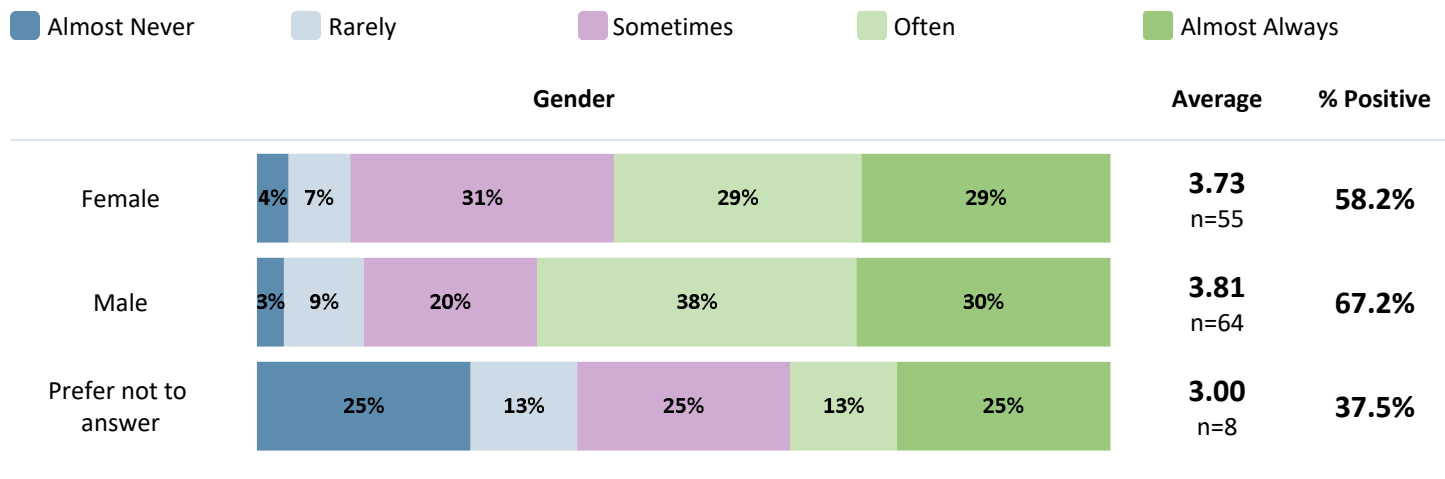
Grade Level					Average	% Positive	
4th Grade	6%	13%	19%	63%	4.38 n=16	81.3%	
5th Grade	9%		27%	64%	4.55 n=11	90.9%	
6th Grade	7%	11%	22%	26%	33%	3.67 n=27	59.3%
7th Grade			42%	33%	25%	3.83 n=12	58.3%
8th Grade	7%		33%	47%	13%	3.67 n=15	60.0%
9th Grade	10%		30%	40%	20%	3.70 n=10	60.0%
10th Grade		23%	15%	31%	31%	2.69 n=13	30.8%
11th Grade	7%	20%		27%	47%	3.13 n=15	46.7%
12th Grade		22%		33%	44%	4.22 n=9	77.8%





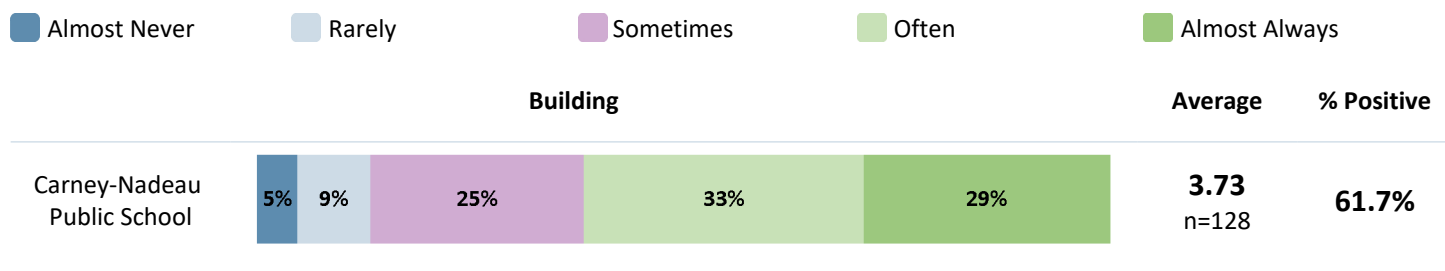
Are resources at your school shared fairly across all students?

Belonging - Fairness



Are resources at your school shared fairly across all students?

Belonging - Fairness





Are resources at your school shared fairly across all students?

Belonging - Fairness





Are you given the same chances as other students to do well in school?

Belonging - Fairness

Almost Never Rarely Sometimes Often Almost Always

All Students					Average	% Positive	
All Students	5%	9%	15%	38%	33%	3.84 n=128	71.1%

Are you given the same chances as other students to do well in school?

Belonging - Fairness

Almost Never Rarely Sometimes Often Almost Always

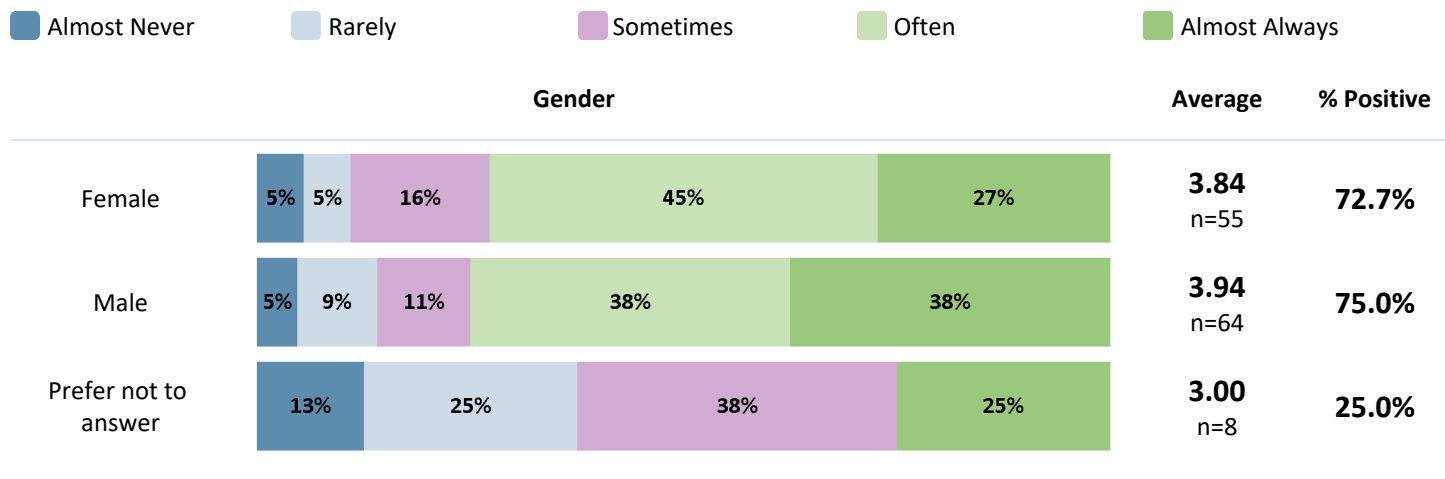
Grade Level		Average	% Positive
4th Grade	<div><div>13%</div><div>31%</div><div>56%</div></div>	4.44 n=16	87.5%
5th Grade	<div><div>9%</div><div>9%</div><div>82%</div></div>	4.73 n=11	90.9%
6th Grade	<div><div>7%</div><div>4%</div><div>19%</div><div>41%</div><div>30%</div></div>	3.81 n=27	70.4%
7th Grade	<div><div>8%</div><div>8%</div><div>8%</div><div>42%</div><div>33%</div></div>	3.83 n=12	75.0%
8th Grade	<div><div>7%</div><div>27%</div><div>40%</div><div>27%</div></div>	3.87 n=15	66.7%
9th Grade	<div><div>20%</div><div>50%</div><div>30%</div></div>	3.90 n=10	80.0%
10th Grade	<div><div>23%</div><div>15%</div><div>23%</div><div>38%</div></div>	2.77 n=13	38.5%
11th Grade	<div><div>7%</div><div>27%</div><div>13%</div><div>47%</div><div>7%</div></div>	3.20 n=15	53.3%
12th Grade	<div><div>11%</div><div>44%</div><div>44%</div></div>	4.33 n=9	88.9%





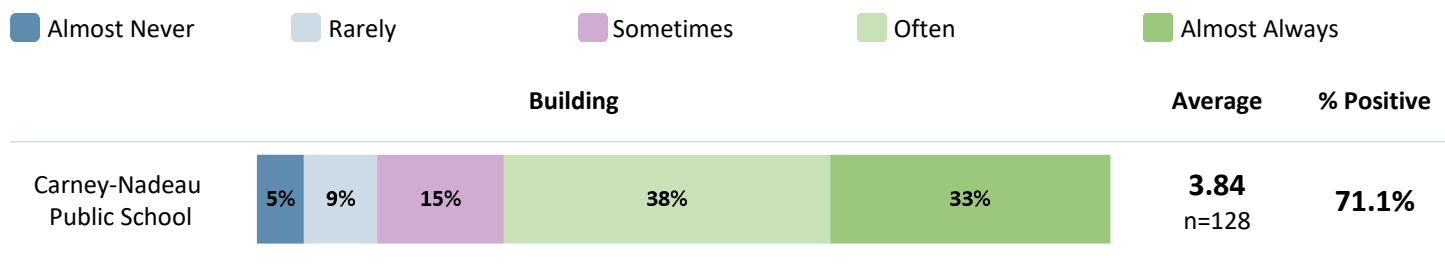
Are you given the same chances as other students to do well in school?

Belonging - Fairness



Are you given the same chances as other students to do well in school?

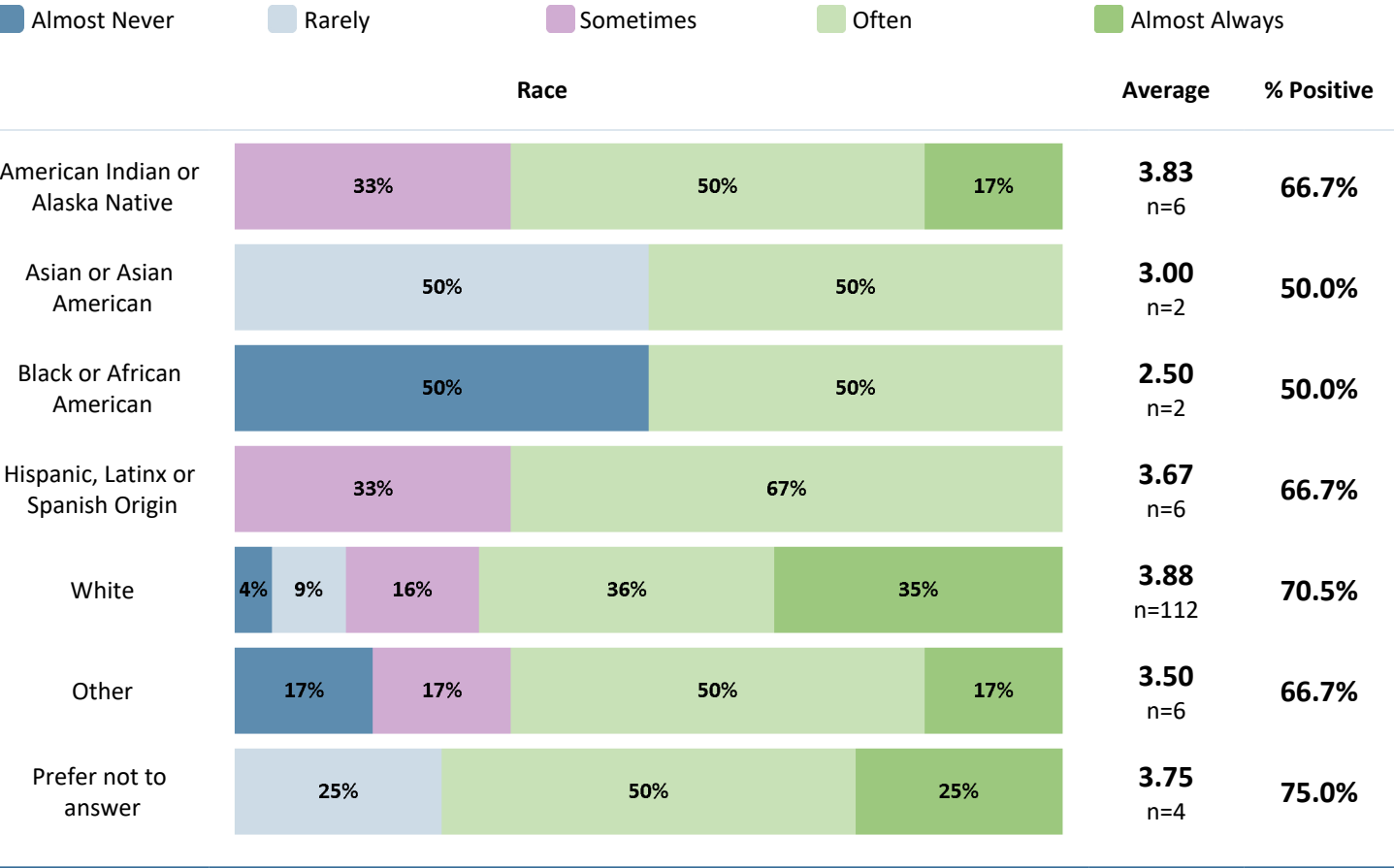
Belonging - Fairness





Are you given the same chances as other students to do well in school?

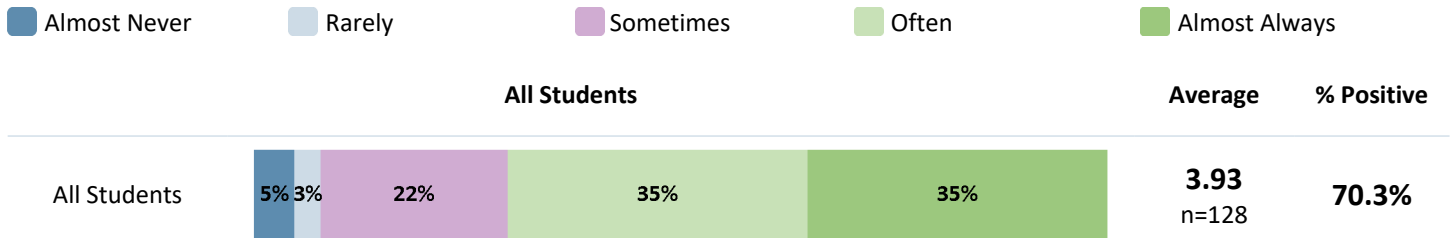
Belonging - Fairness





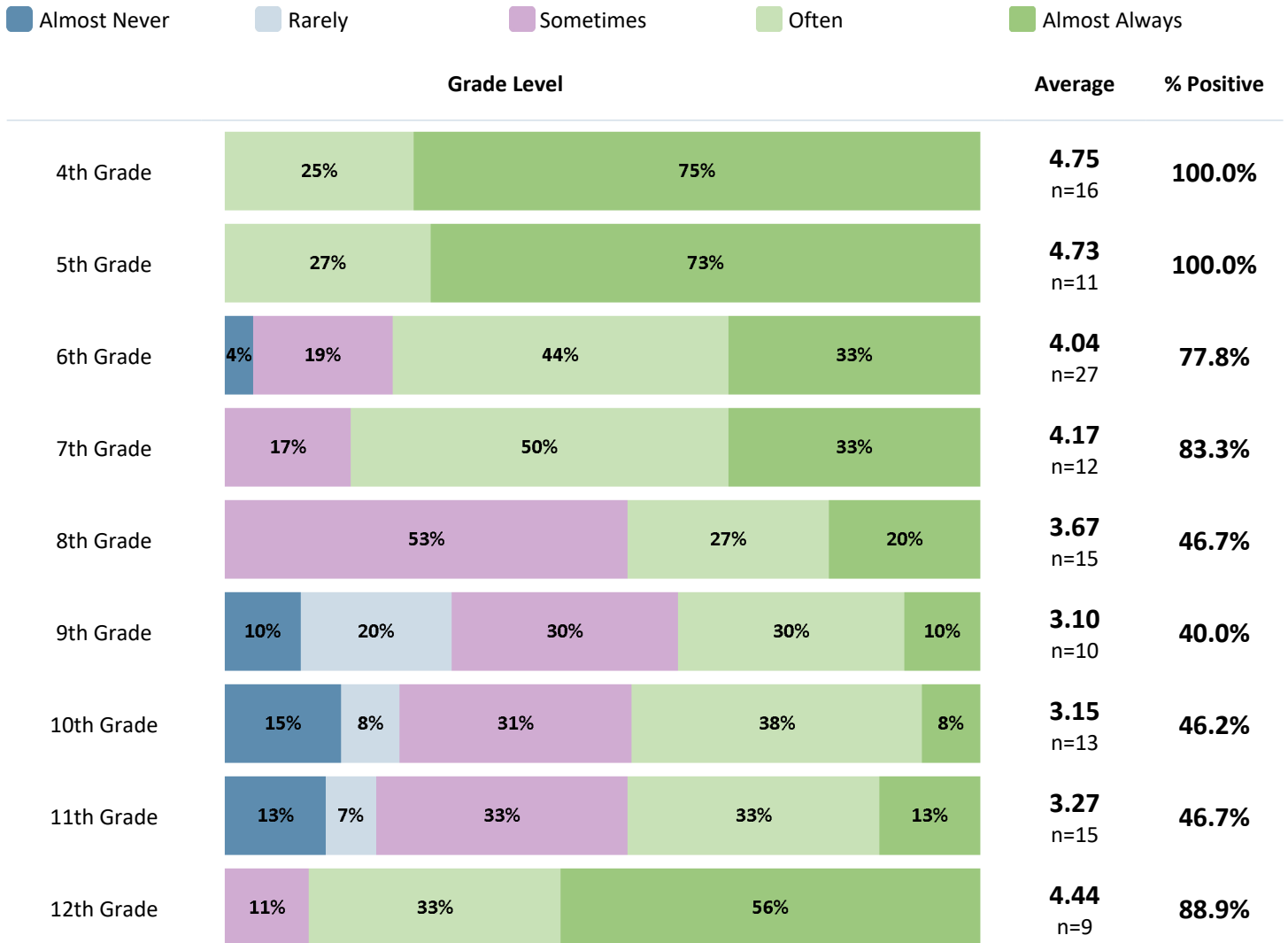
Does your school make all types of people feel welcomed and included?

Belonging - Inclusive Environment



Does your school make all types of people feel welcomed and included?

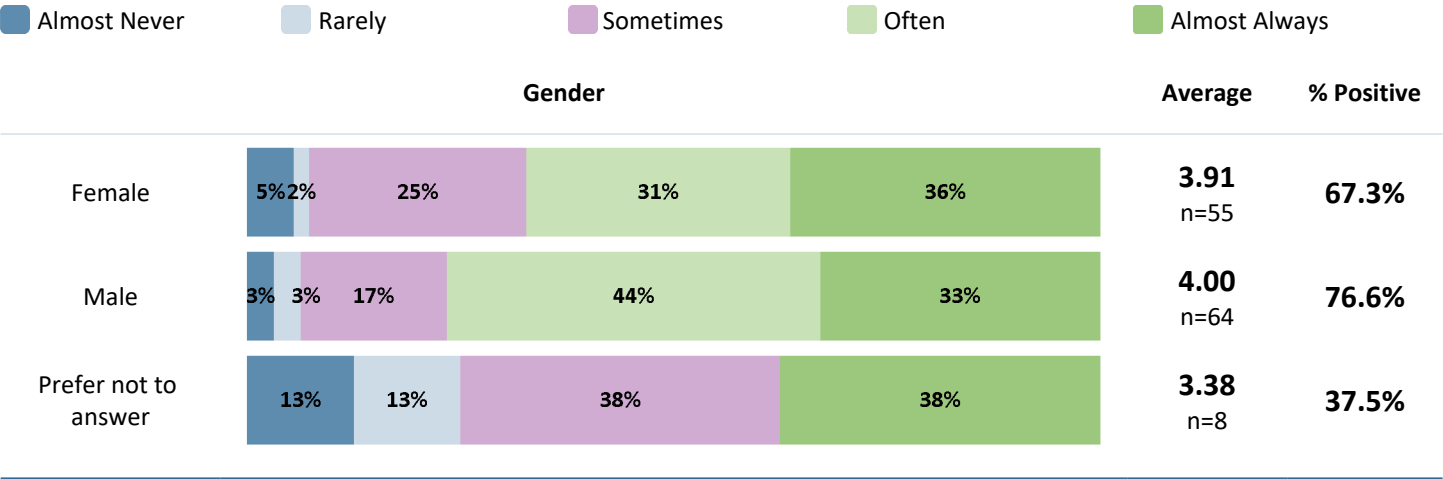
Belonging - Inclusive Environment





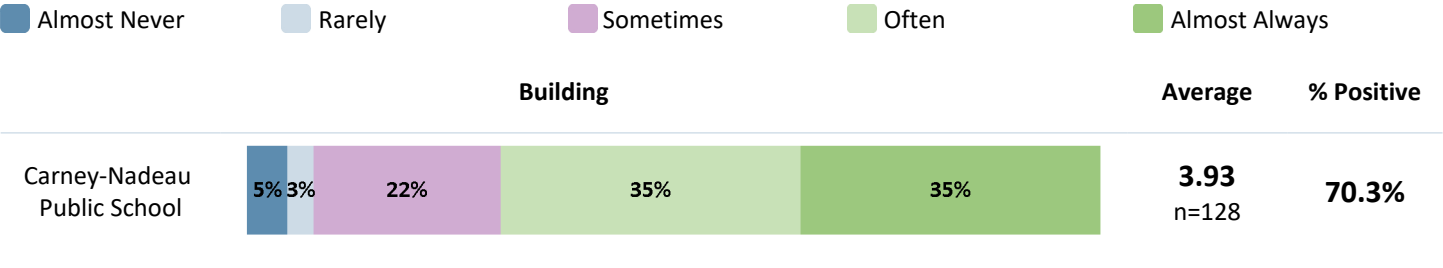
Does your school make all types of people feel welcomed and included?

Belonging - Inclusive Environment



Does your school make all types of people feel welcomed and included?

Belonging - Inclusive Environment





Does your school make all types of people feel welcomed and included?

Belonging - Inclusive Environment





Does your school feel like a place where you are able to try and do your best?

Belonging - Inclusive Environment

Not At All Slightly Somewhat Quite Extremely

All Students						Average	% Positive
All Students	7%	11%	32%	23%	27%	3.52 n=128	50.0%

Does your school feel like a place where you are able to try and do your best?

Belonging - Inclusive Environment

Not At All Slightly Somewhat Quite Extremely

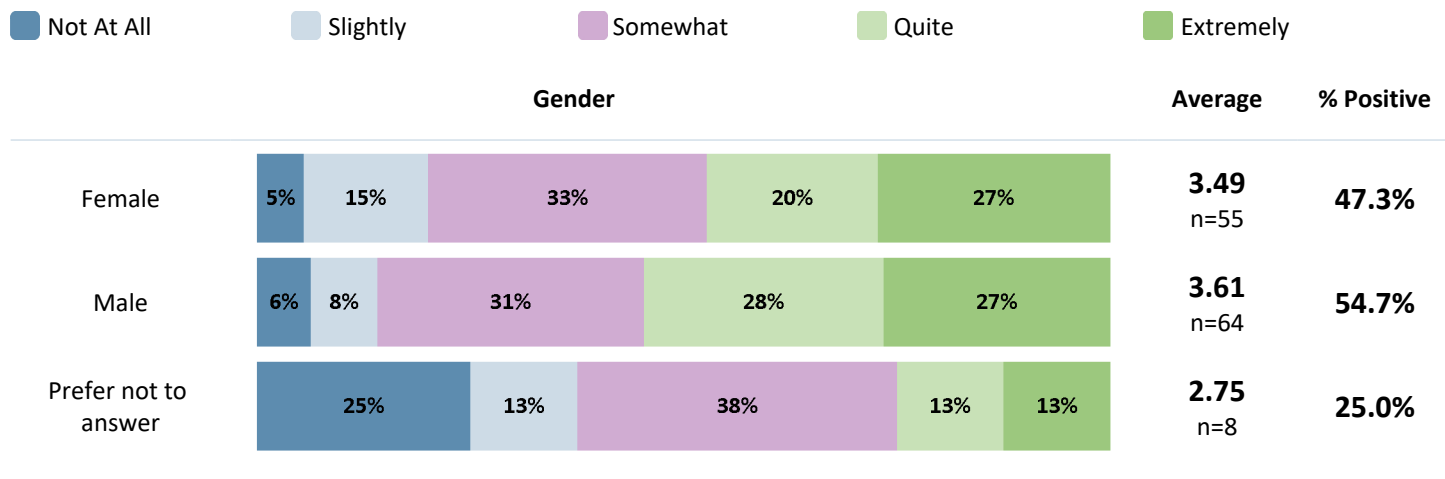
Grade Level		Average	% Positive
4th Grade	<div><div>6%</div><div>25%</div><div>69%</div></div>	4.63 n=16	93.8%
5th Grade	<div><div>9%</div><div>9%</div><div>82%</div></div>	4.73 n=11	90.9%
6th Grade	<div><div>4%</div><div>7%</div><div>44%</div><div>30%</div><div>15%</div></div>	3.44 n=27	44.4%
7th Grade	<div><div>25%</div><div>25%</div><div>25%</div><div>25%</div></div>	3.50 n=12	50.0%
8th Grade	<div><div>7%</div><div>53%</div><div>13%</div><div>27%</div></div>	3.60 n=15	40.0%
9th Grade	<div><div>20%</div><div>10%</div><div>30%</div><div>30%</div><div>10%</div></div>	3.00 n=10	40.0%
10th Grade	<div><div>31%</div><div>15%</div><div>31%</div><div>23%</div></div>	2.46 n=13	23.1%
11th Grade	<div><div>13%</div><div>27%</div><div>47%</div><div>13%</div></div>	2.60 n=15	13.3%
12th Grade	<div><div>11%</div><div>22%</div><div>44%</div><div>22%</div></div>	3.78 n=9	66.7%





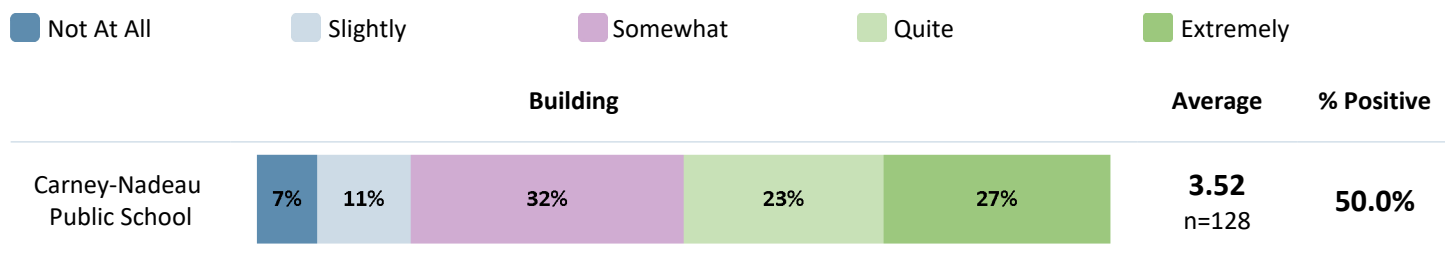
Does your school feel like a place where you are able to try and do your best?

Belonging - Inclusive Environment



Does your school feel like a place where you are able to try and do your best?

Belonging - Inclusive Environment





Does your school feel like a place where you are able to try and do your best?

Belonging - Inclusive Environment





Does your school prepare you to be open to different viewpoints from other cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Inclusive Environment

Not At All Slightly Somewhat Quite Extremely

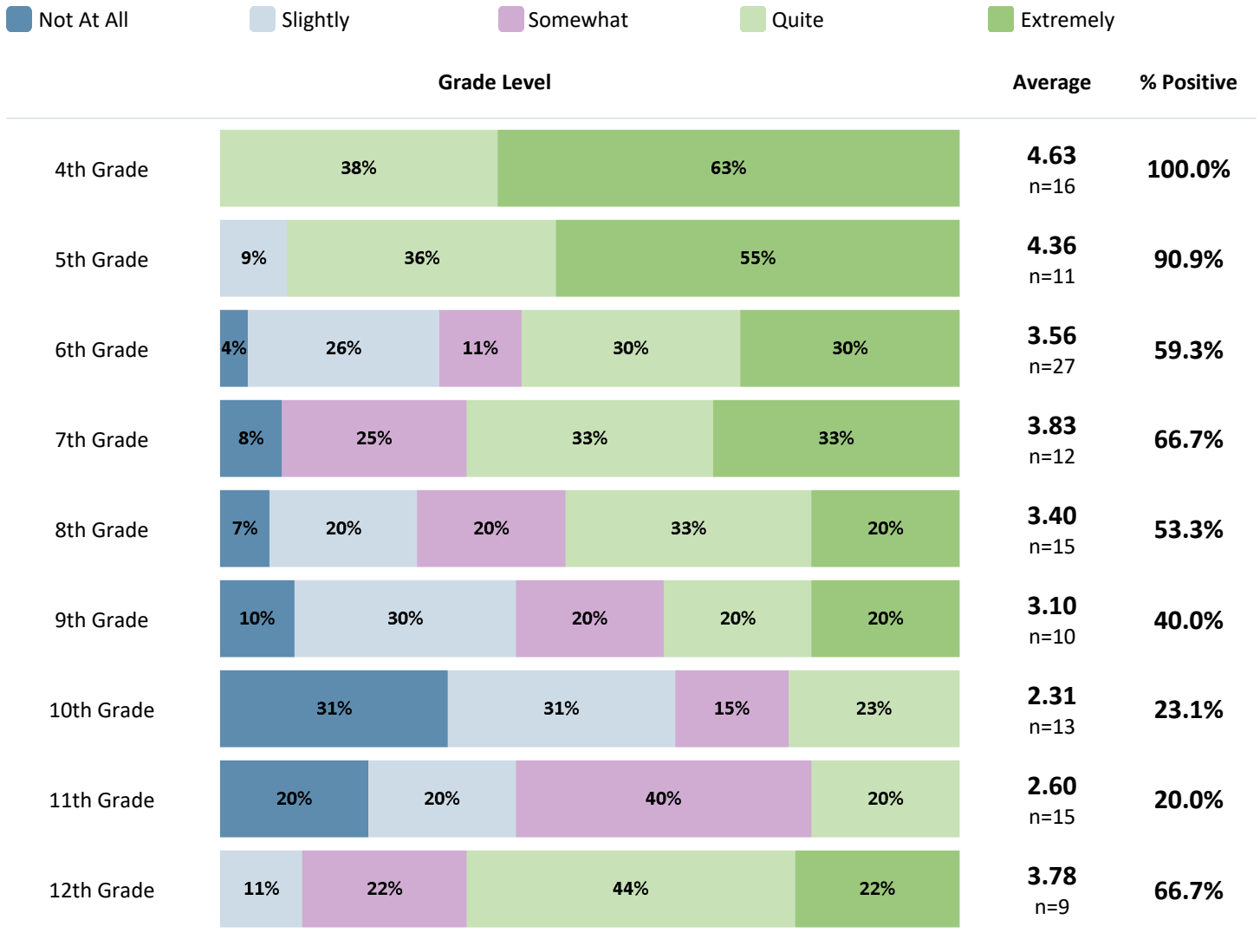
All Students					Average	% Positive	
All Students	9%	17%	16%	30%	27%	3.51 n=128	57.8%





Does your school prepare you to be open to different viewpoints from other cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

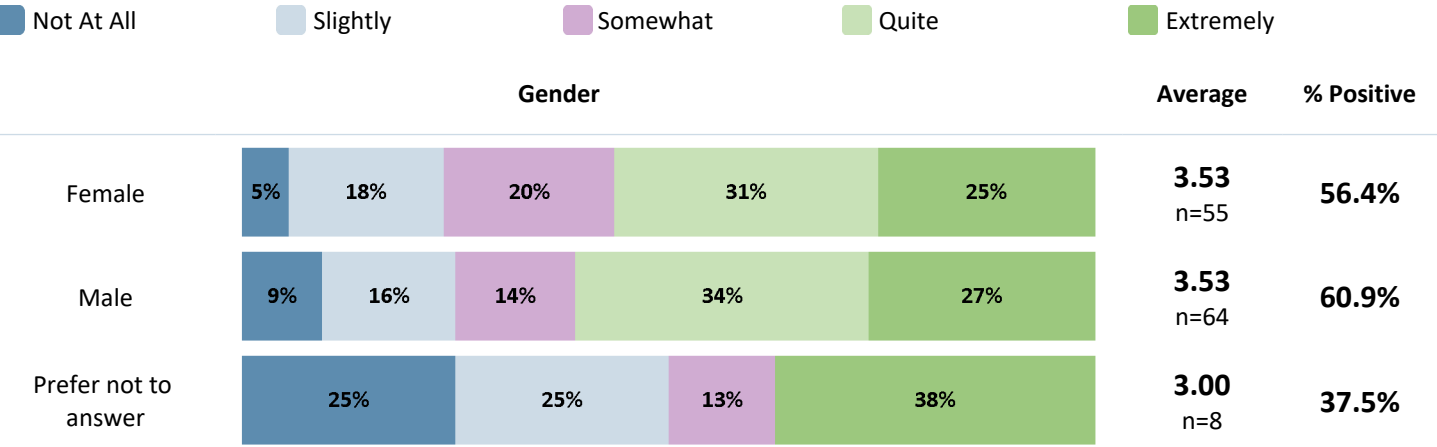
Belonging - Inclusive Environment





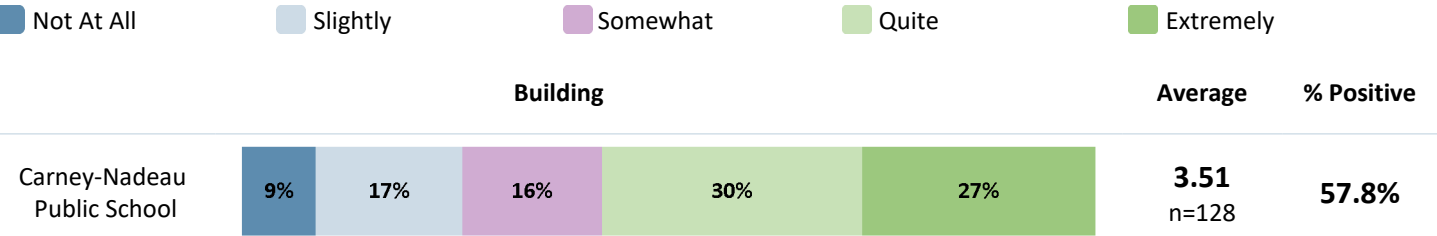
Does your school prepare you to be open to different viewpoints from other cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Inclusive Environment



Does your school prepare you to be open to different viewpoints from other cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

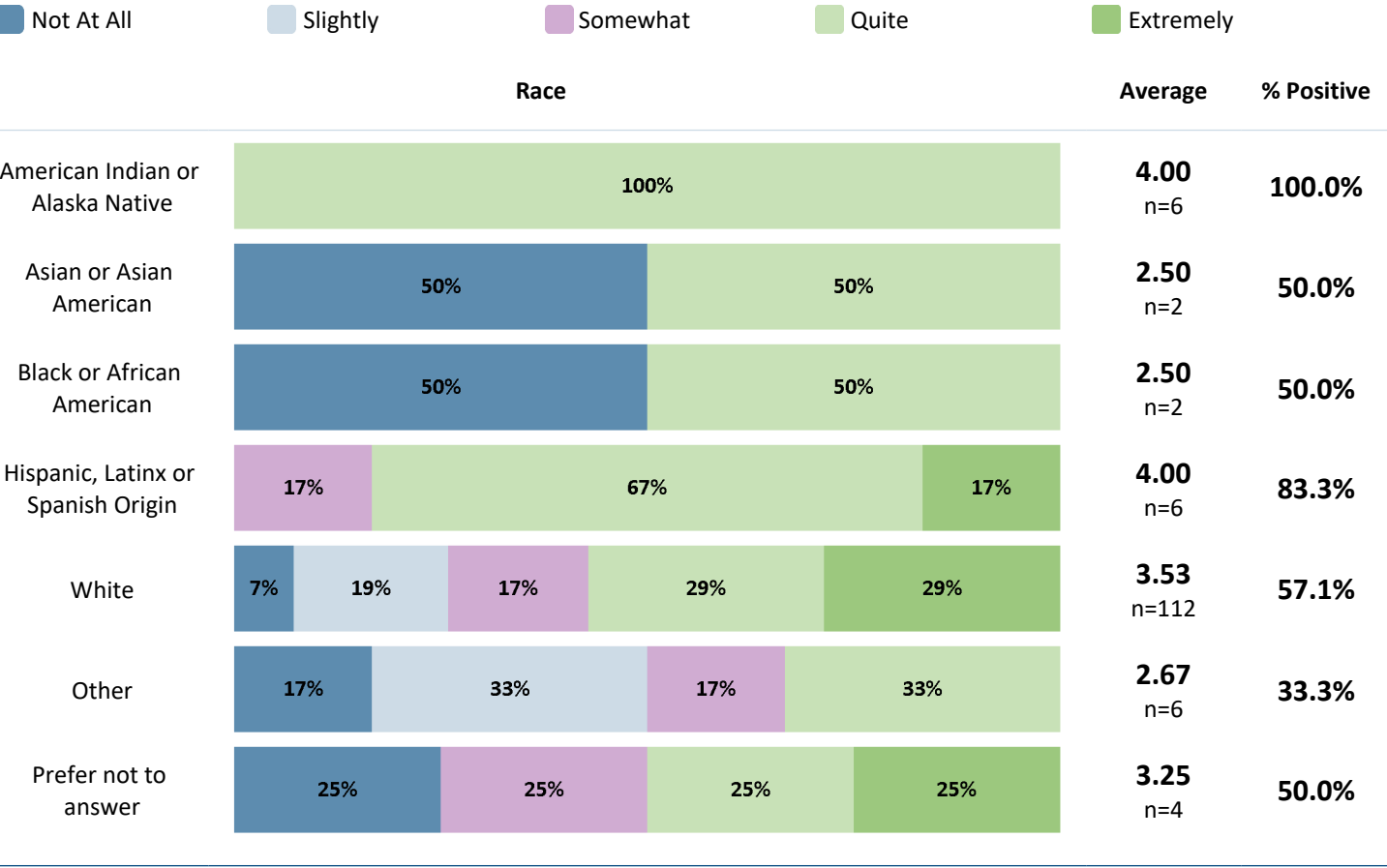
Belonging - Inclusive Environment





Does your school prepare you to be open to different viewpoints from other cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

Belonging - Inclusive Environment





MI Student VOICE

2024-2025

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