



**MI Student  
VOICE**

**Student Perception Survey**

*Raising voices to drive school quality*

**Spring 2026**

**Question: School Level**



**Tawas Area High School**





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## Table of Contents

Opening Letter

Understanding the Survey

Participation Rates

### **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 of Subject

### **Belonging**

Cultural Awareness

Fairness

Inclusive Environment



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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 final report provides a question-level breakdown of results across the school.

We thank you for your partnership and shared belief that student engagement, connection, belonging, and social-emotional development are crucial to creating a supportive school culture that promotes academic success and overall wellbeing

Our team looks forward to working with you to elevate student voice to support the success and wellbeing 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 of 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) is comprised 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 students 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. This domain is also designed to help districts understand how students develop a sense of belonging through promoting an inclusive environment, and learning about diverse perspectives and experiences related to cultural awareness and fairness.

Belonging refers to the extent to which students personally feel accepted, included, and supported at school - as valued members of the school community. A sense of belonging includes overall feelings of connectedness, 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 to perform well academically.

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.
- **District Avg.:** The mean of responses for the entire district is calculated by adding all student responses in the district and dividing by the total number of respondents in the district ( $n$ ).





## Participation Rates

Grade Level	Responses	Student Count	Participation Rate
9th Grade	91	100	91.0%
10th Grade	83	95	87.4%
11th Grade	77	83	92.8%
12th Grade	73	76	96.1%
<b>Total</b>	<b>324</b>	<b>354</b>	<b>91.5%</b>

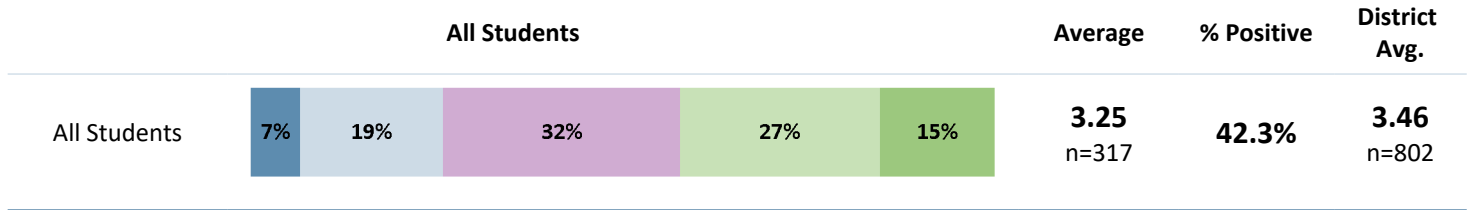




## Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills

Almost Never   Rarely   Sometimes   Often   Almost Always



## Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills

Almost Never   Rarely   Sometimes   Often   Almost Always





# Do people in your school understand you as a person?

Social-Emotional Learning - Relationship Skills

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	8%	19%	32%	24%	18%	3.25 n=130	41.5%	3.49 n=368
Male	5%	19%	31%	30%	15%	3.33 n=162	45.7%	3.52 n=362
Prefer not to answer	7%	20%	40%	27%	7%	3.07 n=15	33.3%	2.89 n=54





## 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	District Avg.
All Students	9%	15%	29%	29%	18%	3.31 n=317	47.0%	3.51 n=802

## 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	District Avg.
9th Grade	7%	16%	29%	34%	14%	3.34 n=90	48.9%	3.34 n=90
10th Grade	10%	12%	26%	35%	17%	3.36 n=77	51.9%	3.36 n=77
11th Grade	5%	16%	35%	25%	19%	3.38 n=77	44.2%	3.38 n=77
12th Grade	15%	18%	25%	22%	21%	3.15 n=73	42.5%	3.15 n=73





# Do you feel connected to the students at your school?

Social-Emotional Learning - Relationship Skills

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	Gender					Average	% Positive	District Avg.
Female	11%	13%	36%	21%	19%	3.25 n=129	40.3%	3.48 n=368
Male	7%	17%	22%	36%	18%	3.41 n=163	54.0%	3.62 n=363
Prefer not to answer	20%	7%	33%	27%	13%	3.07 n=15	40.0%	3.09 n=53

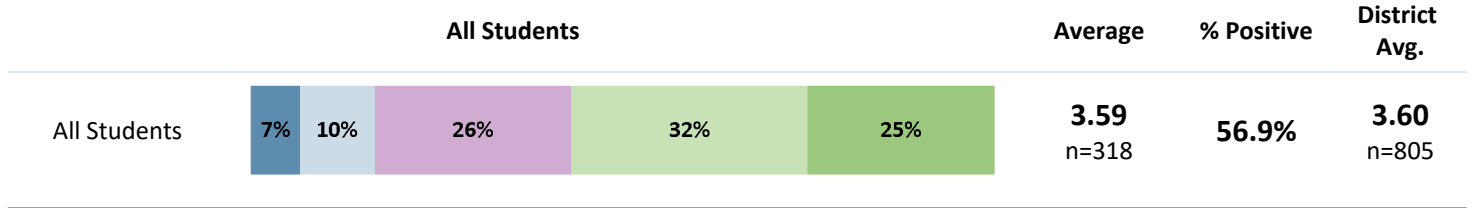




## Do you feel like you belong at your school?

Social-Emotional Learning - Relationship Skills

Almost Never Rarely Sometimes Often Almost Always



## Do you feel like you belong at your school?

Social-Emotional Learning - Relationship Skills

Almost Never Rarely Sometimes Often Almost Always





## Do you feel like you belong at your school?

Social-Emotional Learning - Relationship Skills

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	Gender					Average	% Positive	District Avg.
Female	8%	8%	28%	31%	25%	3.55 n=130	55.4%	3.58 n=369
Male	5%	11%	23%	34%	28%	3.68 n=163	61.3%	3.73 n=364
Prefer not to answer	7%	13%	40%	33%	7%	3.20 n=15	40.0%	3.07 n=54





## Are you usually happy with the choices you make?

Social-Emotional Learning - Responsible Decision-Making

Almost Never Rarely Sometimes Often Almost Always

	All Students					Average	% Positive	District Avg.
All Students	1%	4%	26%	46%	23%	3.85 n=317	69.1%	3.73 n=804

## Are you usually happy with the choices you make?

Social-Emotional Learning - Responsible Decision-Making

Almost Never Rarely Sometimes Often Almost Always

	Grade Level					Average	% Positive	District Avg.
9th Grade	2%	2%	22%	57%	17%	3.83 n=90	73.3%	3.83 n=90
10th Grade	1%	3%	26%	44%	26%	3.91 n=77	70.1%	3.91 n=77
11th Grade	4%	34%	45%	17%		3.75 n=77	62.3%	3.75 n=77
12th Grade	1%	8%	21%	37%	33%	3.92 n=73	69.9%	3.92 n=73





## Are you usually happy with the choices you make?

Social-Emotional Learning - Responsible Decision-Making

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	2%	2%	32%	38%	26%	<b>3.85</b> n=130	<b>64.6%</b>	<b>3.76</b> n=369
Male	1%	5%	20%	52%	21%	<b>3.88</b> n=163	<b>73.6%</b>	<b>3.75</b> n=364
Prefer not to answer	7%		33%	47%	13%	<b>3.67</b> n=15	<b>60.0%</b>	<b>3.41</b> n=54

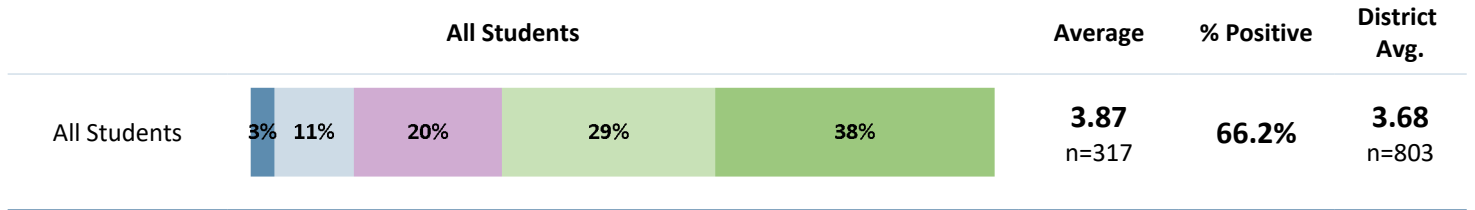




## Do you usually plan ahead for important things?

Social-Emotional Learning - Responsible Decision-Making

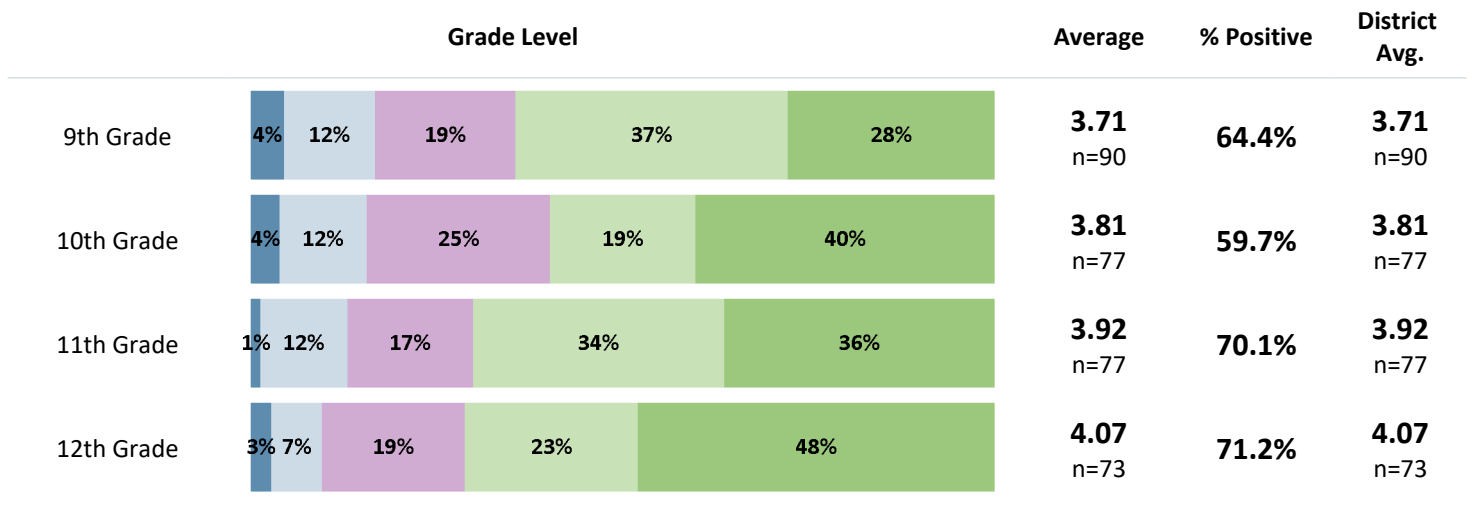
Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)



## Do you usually plan ahead for important things?

Social-Emotional Learning - Responsible Decision-Making

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)





# Do you usually plan ahead for important things?

Social-Emotional Learning - Responsible Decision-Making

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	2%	6%	19%	29%	44%	4.08 n=130	73.1%	3.88 n=369
Male	4%	13%	18%	29%	35%	3.77 n=163	64.4%	3.51 n=363
Prefer not to answer	7%	13%	47%	20%	13%	3.20 n=15	33.3%	3.48 n=54





## Do you usually behave like the kind of person you want to be?

Social-Emotional Learning - Responsible Decision-Making

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	All Students					Average	% Positive	District Avg.
All Students	2%	3%	21%	38%	36%	4.03 n=316	74.1%	3.97 n=799

## Do you usually behave like the kind of person you want to be?

Social-Emotional Learning - Responsible Decision-Making

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Grade Level					Average	% Positive	District Avg.
9th Grade	6%	1%	21%	37%	36%	3.96 n=90	72.2%	3.96 n=90
10th Grade	1%	1%	16%	46%	36%	4.13 n=76	81.6%	4.13 n=76
11th Grade	3%		30%	39%	29%	3.94 n=77	67.5%	3.94 n=77
12th Grade	1%	7%	16%	30%	45%	4.11 n=73	75.3%	4.11 n=73





# Do you usually behave like the kind of person you want to be?

Social-Emotional Learning - Responsible Decision-Making

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	3%	2%	20%	35%	41%	4.08 n=130	75.4%	4.05 n=367
Male	2%	4%	19%	42%	33%	4.01 n=162	75.3%	3.93 n=361
Prefer not to answer			33%	33%	33%	4.00 n=15	66.7%	3.83 n=54





## When you are upset, do you take time to figure out what you're really feeling?

Social-Emotional Learning - Self-Awareness

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	All Students					Average	% Positive	District Avg.
All Students	10%	16%	32%	24%	18%	3.24 n=319	42.0%	3.09 n=806

## When you are upset, do you take time to figure out what you're really feeling?

Social-Emotional Learning - Self-Awareness

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	Grade Level					Average	% Positive	District Avg.
9th Grade	9%	18%	36%	29%	9%	3.11 n=91	37.4%	3.11 n=91
10th Grade	12%	15%	37%	17%	19%	3.17 n=78	35.9%	3.17 n=78
11th Grade	10%	13%	34%	29%	14%	3.23 n=77	42.9%	3.23 n=77
12th Grade	10%	16%	21%	22%	32%	3.49 n=73	53.4%	3.49 n=73





## When you are upset, do you take time to figure out what you're really feeling?

Social-Emotional Learning - Self-Awareness

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

	Gender					Average	% Positive	District Avg.
Female	12%	12%	35%	23%	18%	<b>3.25</b> n=130	<b>41.5%</b>	<b>3.16</b> n=367
Male	8%	18%	29%	26%	18%	<b>3.29</b> n=163	<b>44.8%</b>	<b>3.07</b> n=364
Prefer not to answer	13%		53%	20%	13%	<b>3.20</b> n=15	<b>33.3%</b>	<b>2.89</b> n=53

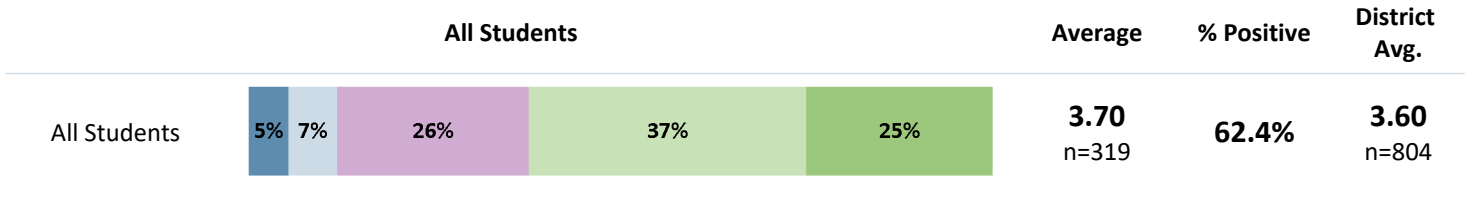




## Are you able to tell the difference between your thoughts on something and how you feel about it?

Social-Emotional Learning - Self-Awareness

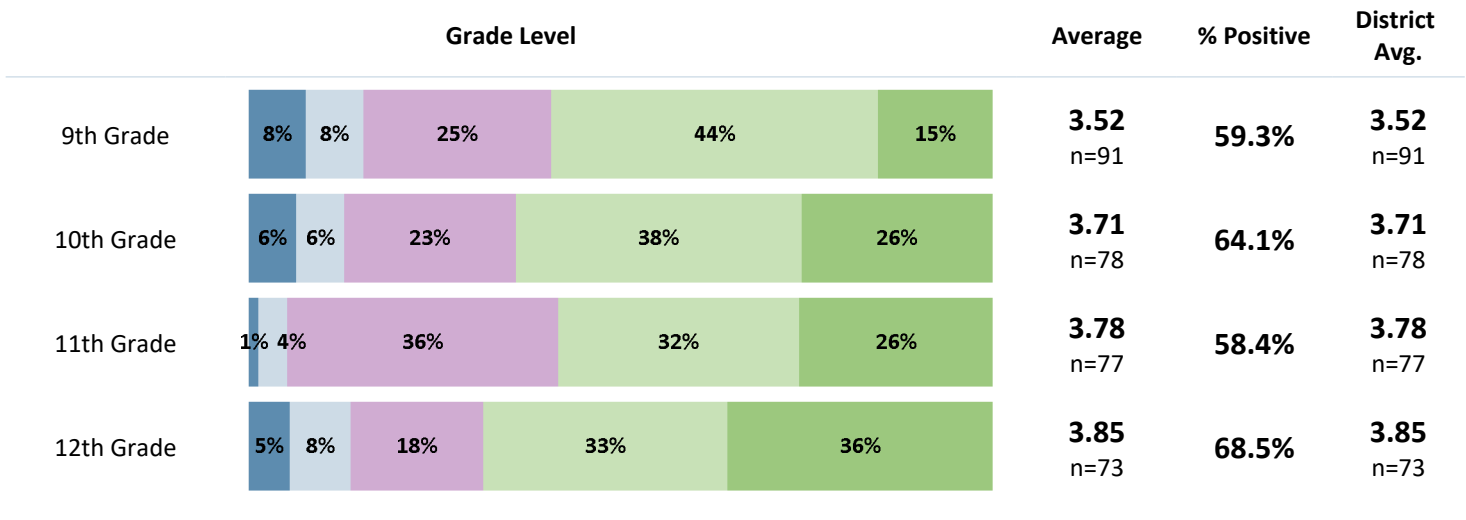
■ Almost Never   
 ■ Rarely   
 ■ Sometimes   
 ■ Often   
 ■ Almost Always



## 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





## 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

	Gender					Average	% Positive	District Avg.
Female	6%	5%	34%	28%	27%	<b>3.65</b> n=130	<b>55.4%</b>	<b>3.56</b> n=366
Male	4%	7%	20%	43%	25%	<b>3.77</b> n=163	<b>68.1%</b>	<b>3.67</b> n=363
Prefer not to answer	13%	7%	7%	60%	13%	<b>3.53</b> n=15	<b>73.3%</b>	<b>3.53</b> n=53

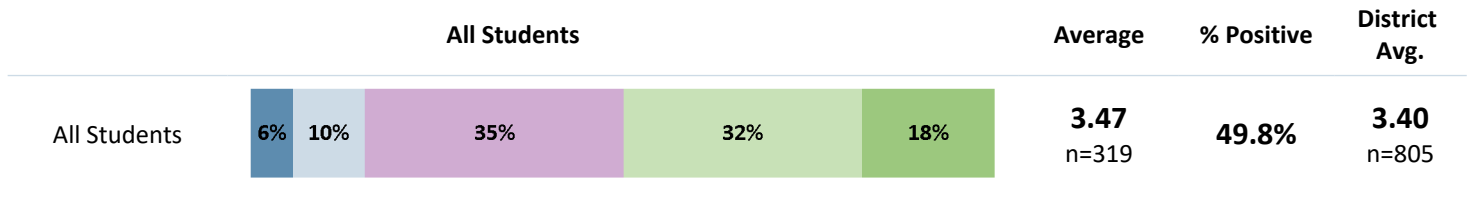




## Are your thoughts mostly helpful? For example, thoughts that make you feel confident and happy, instead of thoughts that make you feel worried and sad.

Social-Emotional Learning - Self-Awareness

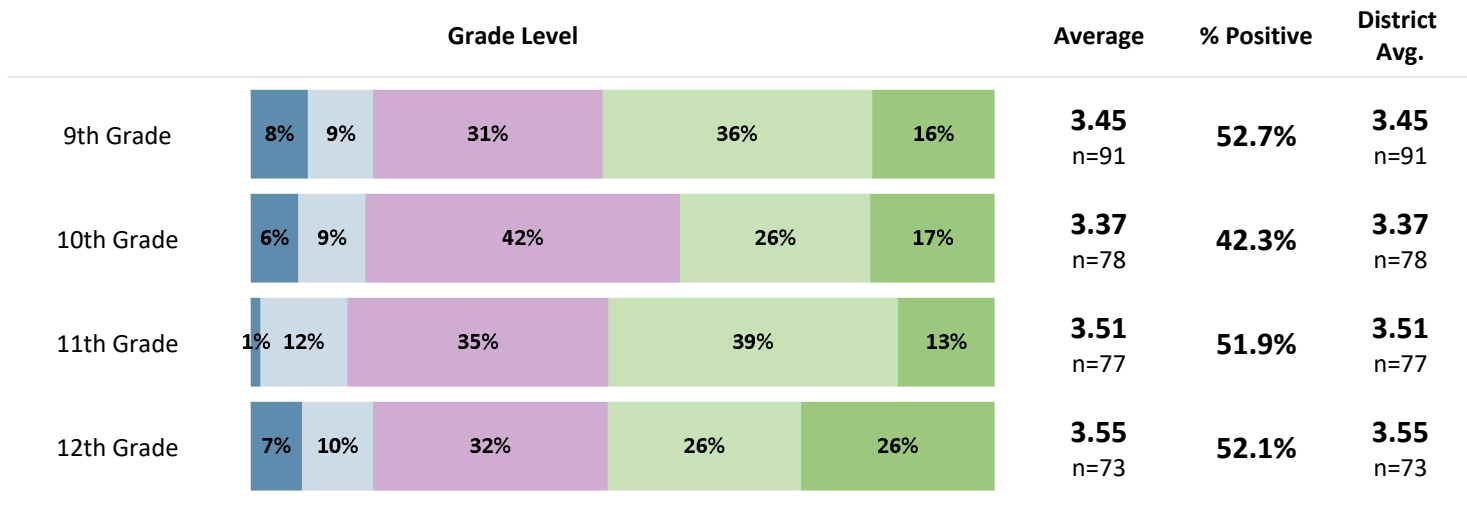
■ Almost Never   
 ■ Rarely   
 ■ Sometimes   
 ■ Often   
 ■ Almost Always



## 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

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





## 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

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

	Gender					Average	% Positive	District Avg.
Female	6%	13%	34%	28%	19%	<b>3.41</b> n=130	<b>46.9%</b>	<b>3.36</b> n=369
Male	6%	7%	35%	34%	17%	<b>3.49</b> n=163	<b>51.5%</b>	<b>3.45</b> n=362
Prefer not to answer	7%		33%	40%	20%	<b>3.73</b> n=15	<b>60.0%</b>	<b>3.40</b> n=52

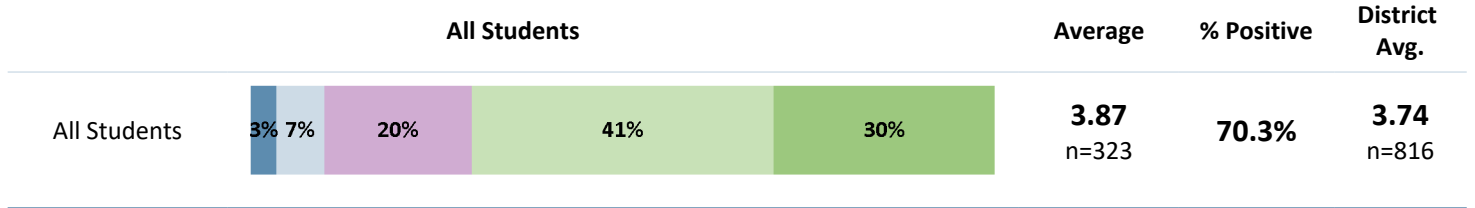




## Are you able to stay calm when things are going wrong for you?

Social-Emotional Learning - Self-Management

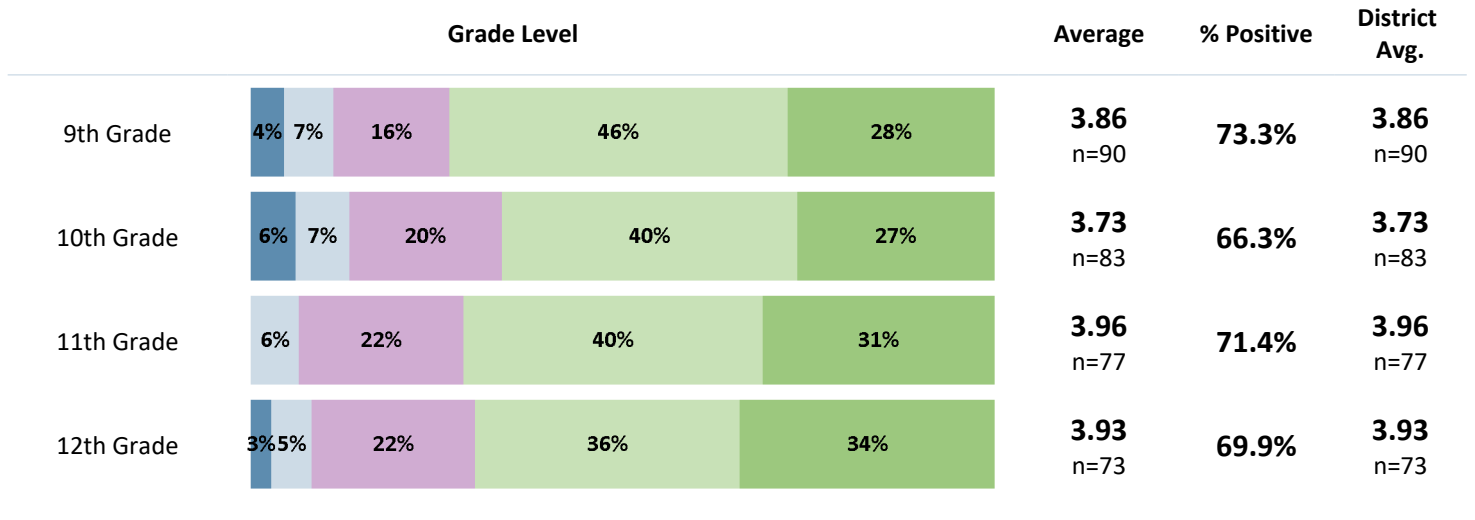
Almost Never Rarely Sometimes Often Almost Always



## 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





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

Social-Emotional Learning - Self-Management

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	Gender					Average	% Positive	District Avg.
Female	5%	9%	28%	37%	21%	3.58 n=130	57.7%	3.61 n=370
Male	2%	4%	15%	43%	36%	4.06 n=162	78.4%	3.86 n=363
Prefer not to answer	7%	7%	53%	33%		4.13 n=15	86.7%	3.75 n=53

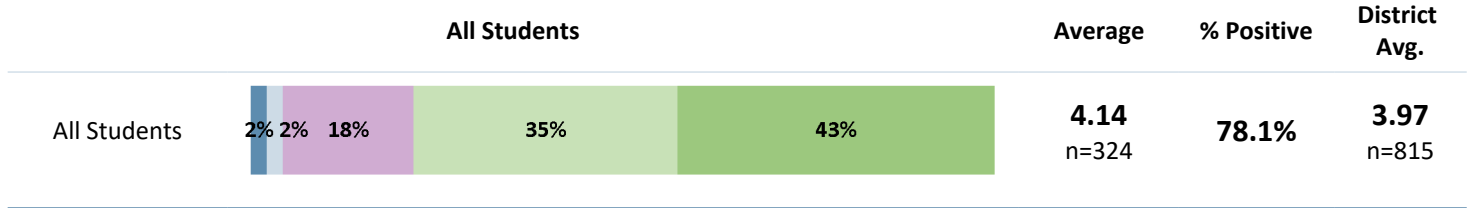




## Are you able to control your emotions when you need to?

Social-Emotional Learning - Self-Management

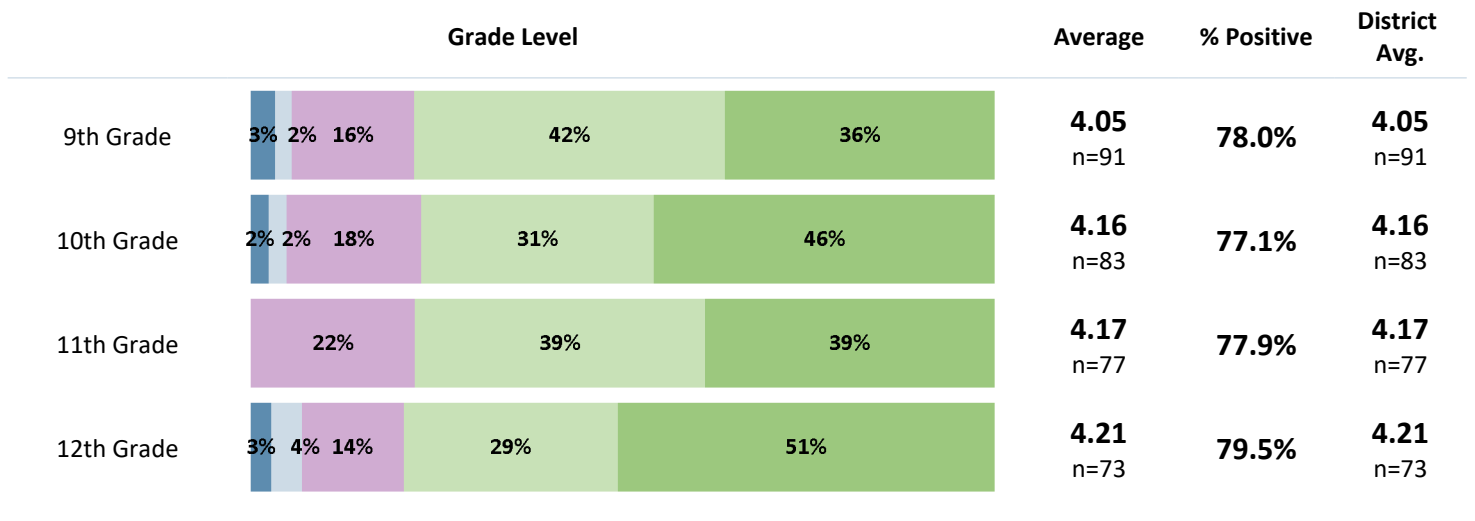
Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)



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

Social-Emotional Learning - Self-Management

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)





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

Social-Emotional Learning - Self-Management

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	Gender					Average	% Positive	District Avg.
Female	3%	4%	23%	32%	38%	<b>3.98</b> n=130	<b>70.0%</b>	<b>3.83</b> n=369
Male	2%	1%	13%	39%	45%	<b>4.26</b> n=163	<b>84.7%</b>	<b>4.12</b> n=363
Prefer not to answer			20%	33%	47%	<b>4.27</b> n=15	<b>80.0%</b>	<b>3.98</b> n=53





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

Social-Emotional Learning - Self-Management

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	All Students					Average	% Positive	District Avg.
All Students	2%	7%	19%	30%	42%	<b>4.03</b> n=323	<b>72.1%</b>	<b>3.96</b> n=813

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

Social-Emotional Learning - Self-Management

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	Grade Level					Average	% Positive	District Avg.
9th Grade	2%	8%	21%	29%	40%	<b>3.97</b> n=90	<b>68.9%</b>	<b>3.97</b> n=90
10th Grade	2%	10%	13%	34%	41%	<b>4.01</b> n=83	<b>74.7%</b>	<b>4.01</b> n=83
11th Grade	1%	5%	23%	27%	43%	<b>4.05</b> n=77	<b>70.1%</b>	<b>4.05</b> n=77
12th Grade	1%	7%	16%	29%	47%	<b>4.12</b> n=73	<b>75.3%</b>	<b>4.12</b> n=73





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

Social-Emotional Learning - Self-Management

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	2%	9%	23%	28%	38%	<b>3.92</b> n=130	<b>66.2%</b>	<b>3.89</b> n=369
Male	2%	6%	16%	30%	46%	<b>4.12</b> n=162	<b>75.9%</b>	<b>4.05</b> n=362
Prefer not to answer	7%		20%	27%	47%	<b>4.07</b> n=15	<b>73.3%</b>	<b>4.00</b> n=53





## Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness

Almost Never Rarely Sometimes Often Almost Always

	All Students					Average	% Positive	District Avg.
All Students	3%	6%	15%	25%	51%	4.16 n=323	76.8%	4.29 n=813

## Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness

Almost Never Rarely Sometimes Often Almost Always

	Grade Level					Average	% Positive	District Avg.
9th Grade	3%	7%	13%	20%	57%	4.21 n=91	76.9%	4.21 n=91
10th Grade	1%	6%	9%	33%	51%	4.27 n=82	84.1%	4.27 n=82
11th Grade	3%	19%	32%	45%		4.21 n=77	77.9%	4.21 n=77
12th Grade	8%	7%	18%	16%	51%	3.95 n=73	67.1%	3.95 n=73





# Do you care about other people's feelings?

Social-Emotional Learning - Social Awareness

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	3%	2%	16%	25%	65%	<b>4.46</b> n=130	<b>89.2%</b>	<b>4.52</b> n=369
Male	4%	9%	18%	26%	44%	<b>3.97</b> n=163	<b>69.3%</b>	<b>4.07</b> n=363
Prefer not to answer	7%		33%	13%	47%	<b>4.00</b> n=15	<b>60.0%</b>	<b>4.25</b> n=53





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

Social-Emotional Learning - Social Awareness

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	All Students					Average	% Positive	District Avg.
All Students	3%	3%	15%	39%	41%	4.12 n=323	79.6%	4.03 n=811

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

Social-Emotional Learning - Social Awareness

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	Grade Level					Average	% Positive	District Avg.
9th Grade	5%	2%	13%	41%	38%	4.04 n=91	79.1%	4.04 n=91
10th Grade	4%		17%	39%	40%	4.16 n=82	79.3%	4.16 n=82
11th Grade	1%		19%	40%	39%	4.17 n=77	79.2%	4.17 n=77
12th Grade	5%	4%	10%	34%	47%	4.12 n=73	80.8%	4.12 n=73





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

Social-Emotional Learning - Social Awareness

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	2%	2%	11%	41%	45%	<b>4.24</b> n=130	<b>85.4%</b>	<b>4.15</b> n=369
Male	4%	4%	17%	39%	37%	<b>4.02</b> n=163	<b>76.1%</b>	<b>3.93</b> n=362
Prefer not to answer			27%	40%	33%	<b>4.07</b> n=15	<b>73.3%</b>	<b>4.00</b> n=52





## Do you think about how your actions affect others?

Social-Emotional Learning - Social Awareness

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	All Students					Average	% Positive	District Avg.
All Students	3%	5%	17%	38%	37%	4.02 n=323	75.5%	4.01 n=811

## Do you think about how your actions affect others?

Social-Emotional Learning - Social Awareness

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Grade Level					Average	% Positive	District Avg.
9th Grade	3%	8%	18%	38%	33%	3.90 n=91	71.4%	3.90 n=91
10th Grade	2%	4%	23%	32%	39%	4.01 n=82	70.7%	4.01 n=82
11th Grade	1%	16%	49%	34%		4.16 n=77	83.1%	4.16 n=77
12th Grade	5%	7%	10%	33%	45%	4.05 n=73	78.1%	4.05 n=73





# Do you think about how your actions affect others?

Social-Emotional Learning - Social Awareness

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	3%	3%	12%	35%	47%	4.19 n=130	81.5%	4.12 n=368
Male	2%	6%	18%	41%	32%	3.94 n=163	73.0%	3.93 n=363
Prefer not to answer	7%		20%	53%	20%	3.80 n=15	73.3%	3.98 n=52





## Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	All Students					Average	% Positive	District Avg.
All Students	14%	18%	32%	26%	9%	2.99 n=316	35.4%	3.26 n=802

## Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	Grade Level					Average	% Positive	District Avg.
9th Grade	11%	20%	31%	30%	8%	3.03 n=90	37.8%	3.03 n=90
10th Grade	18%	14%	33%	24%	11%	2.93 n=76	34.2%	2.93 n=76
11th Grade	12%	16%	36%	35%	1%	2.99 n=77	36.4%	2.99 n=77
12th Grade	15%	23%	29%	14%	19%	2.99 n=73	32.9%	2.99 n=73





## Do your teachers talk about how your actions affect others?

Student Engagement - Classroom Climate

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	Gender					Average	% Positive	District Avg.
Female	13%	20%	32%	22%	13%	3.02 n=130	34.6%	3.25 n=367
Male	15%	17%	33%	28%	7%	2.96 n=162	35.2%	3.29 n=364
Prefer not to answer	20%	13%	27%	27%	13%	3.00 n=15	40.0%	3.04 n=54

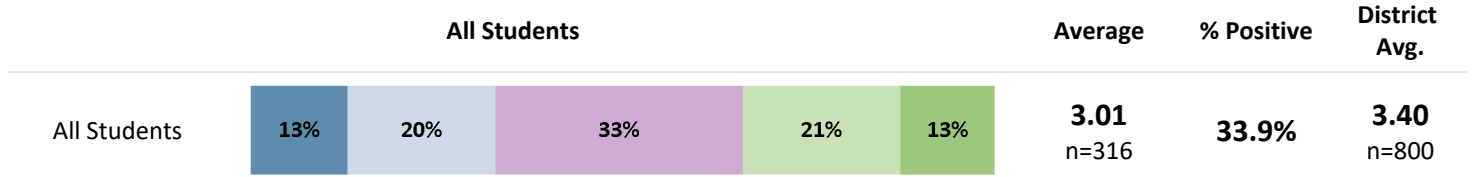




## Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate

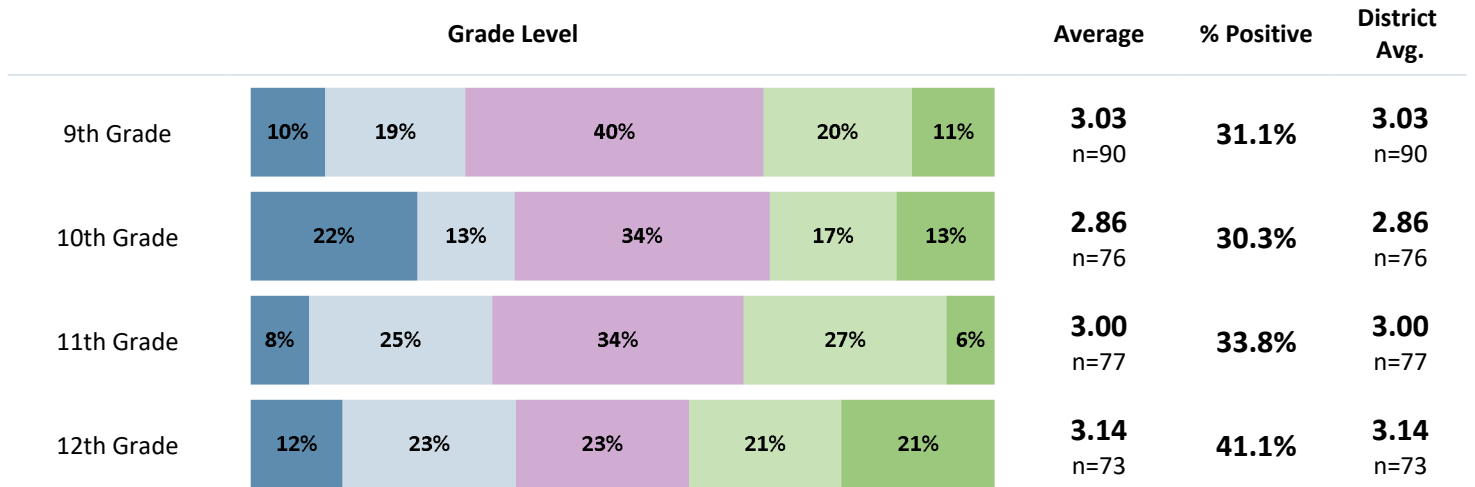
Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)



## Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)





## Do your teachers talk about ways to resolve disagreements?

Student Engagement - Classroom Climate

Legend: Almost Never (Dark Blue), Rarely (Light Blue), Sometimes (Purple), Often (Light Green), Almost Always (Dark Green)

	Gender					Average	% Positive	District Avg.
Female	12%	20%	32%	20%	16%	3.08 n=130	36.2%	3.45 n=366
Male	14%	20%	35%	22%	10%	2.96 n=162	32.1%	3.37 n=363
Prefer not to answer	20%	7%	33%	27%	13%	3.07 n=15	40.0%	3.22 n=54

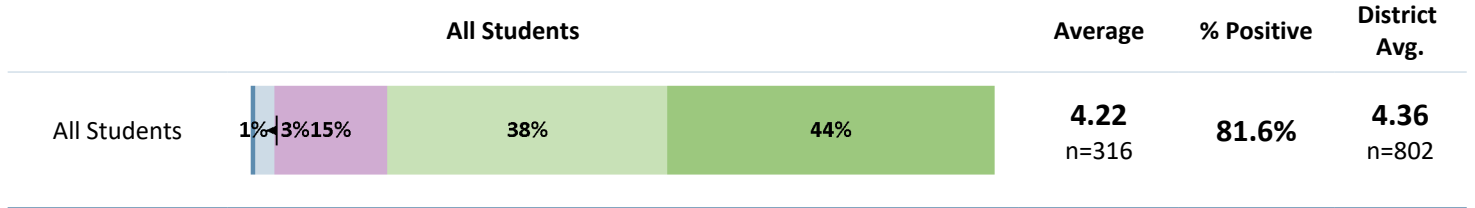




## Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor

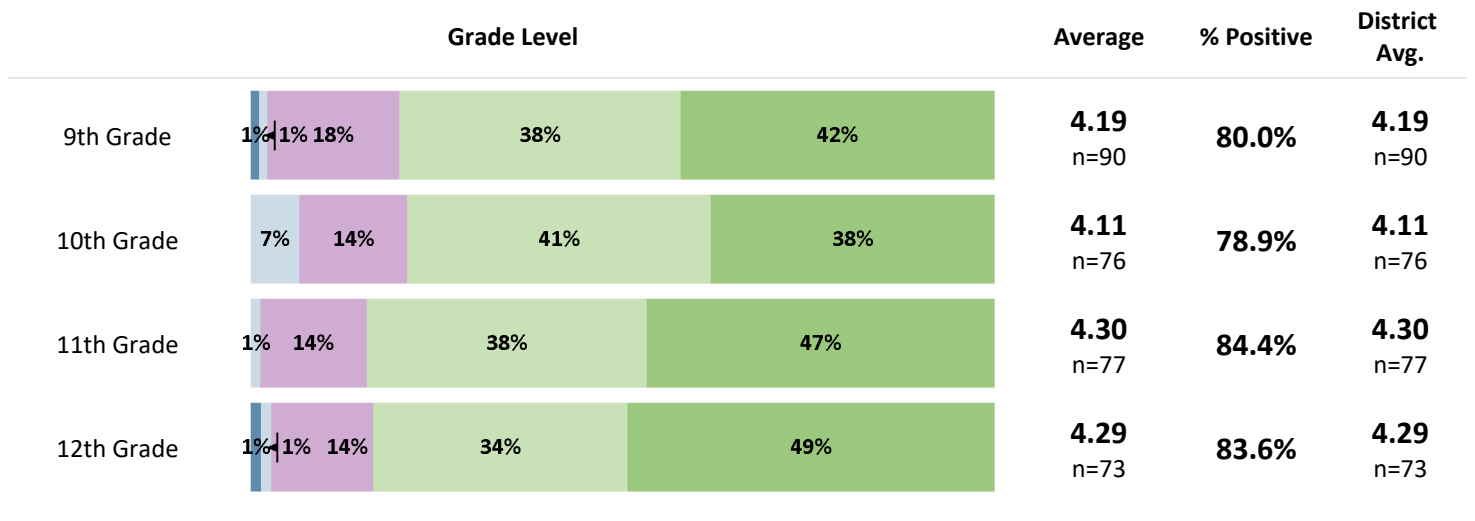
Almost never Rarely Sometimes Often Almost Always



## Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor

Almost never Rarely Sometimes Often Almost Always





# Do your teachers encourage you to do your best?

Student Engagement - Classroom Rigor

Legend: Almost never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	1%	3%	15%	34%	47%	<b>4.23</b> n=130	<b>80.8%</b>	<b>4.46</b> n=369
Male	1%	2%	13%	42%	43%	<b>4.25</b> n=163	<b>84.7%</b>	<b>4.34</b> n=363
Prefer not to answer	7%		33%	33%	27%	<b>3.80</b> n=15	<b>60.0%</b>	<b>3.87</b> n=54

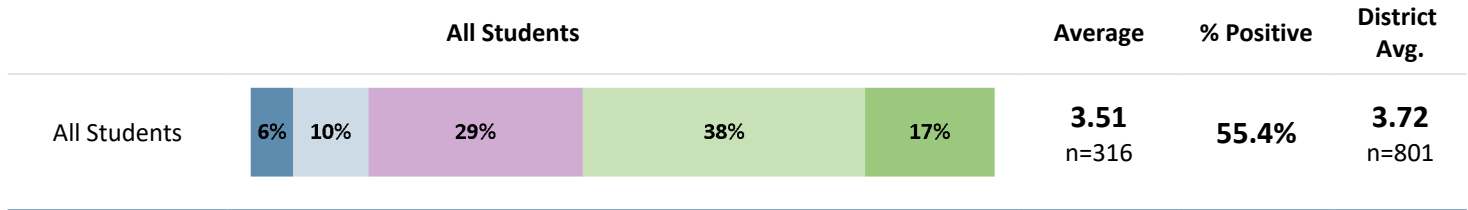




## Do your teachers take time to make sure you understand the lesson?

Student Engagement - Classroom Rigor

Almost never   Rarely   Sometimes   Often   Almost Always



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

Student Engagement - Classroom Rigor

Almost never   Rarely   Sometimes   Often   Almost Always





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

Student Engagement - Classroom Rigor

Almost never   Rarely   Sometimes   Often   Almost Always

	Gender					Average	% Positive	District Avg.
Female	9%	7%	30%	32%	22%	3.50 n=130	53.8%	3.81 n=368
Male	4%	12%	26%	44%	15%	3.55 n=163	58.9%	3.73 n=363
Prefer not to answer		13%	33%	40%	13%	3.53 n=15	53.3%	3.26 n=54





## 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	District Avg.
All Students	4%	7%	20%	30%	39%	3.92 n=313	68.4%	3.82 n=799

## 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	District Avg.
9th Grade	4%	8%	13%	38%	37%	3.94 n=90	74.4%	3.94 n=90
10th Grade	7%	8%	19%	30%	36%	3.81 n=74	66.2%	3.81 n=74
11th Grade	5%		24%	30%	41%	4.07 n=76	71.1%	4.07 n=76
12th Grade	5%	7%	27%	19%	41%	3.84 n=73	60.3%	3.84 n=73





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

Student Engagement - Growth Mindset

Not At All   Slightly   Somewhat   Quite   Extremely

	Gender					Average	% Positive	District Avg.
Female	5%	5%	27%	27%	36%	3.85 n=130	63.1%	3.84 n=369
Male	4%	7%	16%	30%	42%	3.98 n=162	72.2%	3.85 n=365
Prefer not to answer		20%	13%	33%	33%	3.80 n=15	66.7%	3.41 n=54

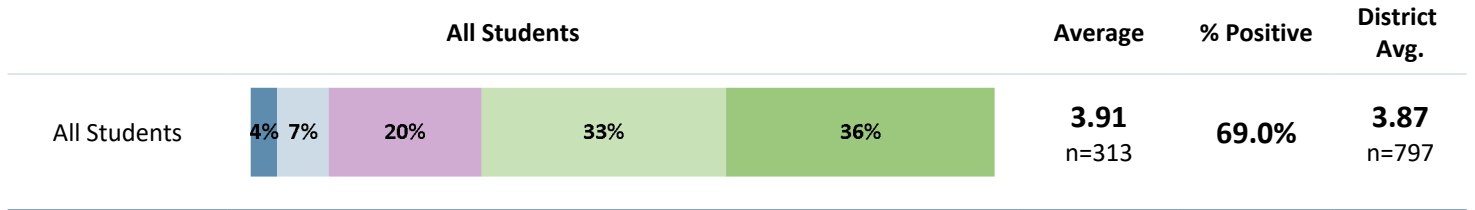




## Do you feel like you are capable of learning anything?

Student Engagement - Growth Mindset

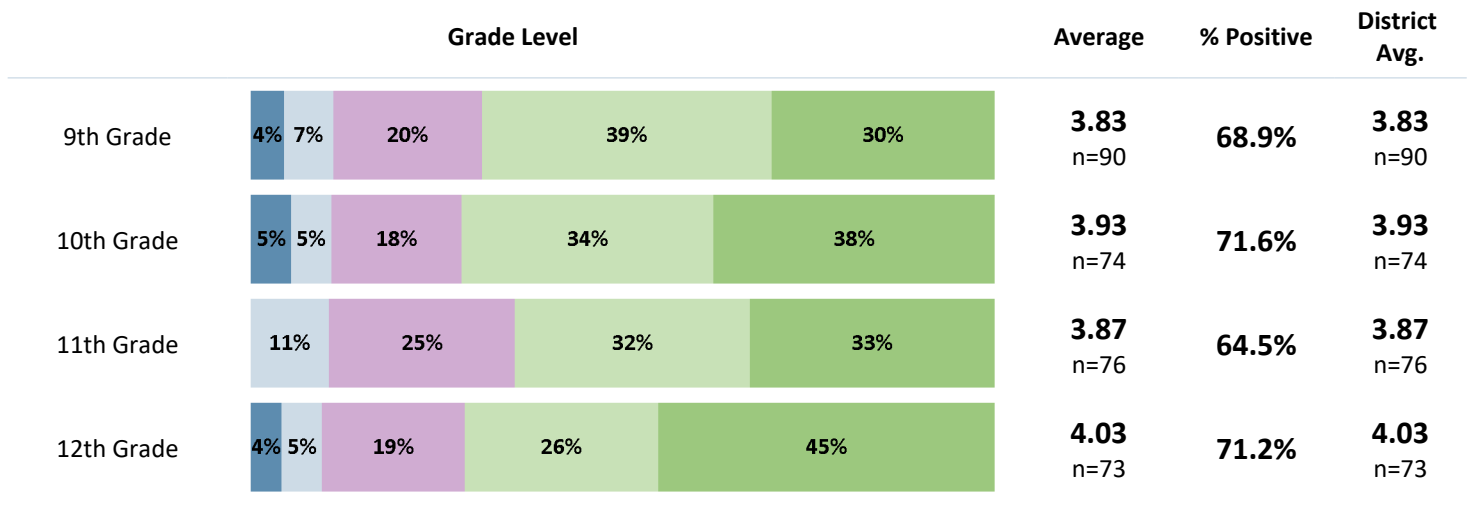
Not At All   Slightly   Somewhat   Quite   Extremely



## 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

Not At All      Slightly      Somewhat      Quite      Extremely

	Gender					Average	% Positive	District Avg.
Female	4%	9%	23%	32%	32%	<b>3.79</b> n=130	<b>63.8%</b>	<b>3.83</b> n=367
Male	3%	5%	17%	34%	41%	<b>4.04</b> n=162	<b>74.7%</b>	<b>3.99</b> n=365
Prefer not to answer		13%	33%	27%	27%	<b>3.67</b> n=15	<b>53.3%</b>	<b>3.41</b> n=54





## 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

	All Students					Average	% Positive	District Avg.
All Students	8%	10%	30%	29%	22%	3.47 n=313	51.8%	3.49 n=798

## 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

	Grade Level					Average	% Positive	District Avg.
9th Grade	8%	8%	30%	34%	20%	3.51 n=90	54.4%	3.51 n=90
10th Grade	12%	15%	23%	24%	26%	3.36 n=74	50.0%	3.36 n=74
11th Grade	7%	11%	43%	25%	14%	3.30 n=76	39.5%	3.30 n=76
12th Grade	7%	8%	22%	33%	30%	3.71 n=73	63.0%	3.71 n=73





# 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

	Gender					Average	% Positive	District Avg.
Female	7%	14%	39%	22%	18%	3.31 n=130	40.0%	3.42 n=368
Male	7%	9%	22%	35%	27%	3.66 n=162	62.3%	3.65 n=365
Prefer not to answer	27%		33%	33%	7%	2.93 n=15	40.0%	2.85 n=54

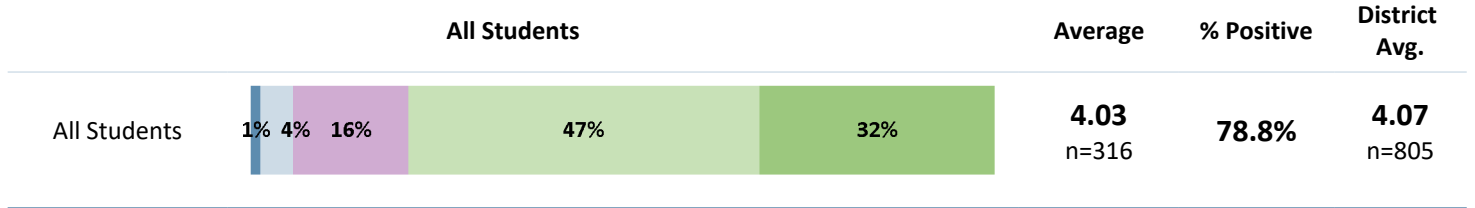




## Do your teachers respect you?

Student Engagement - Teacher Relationships

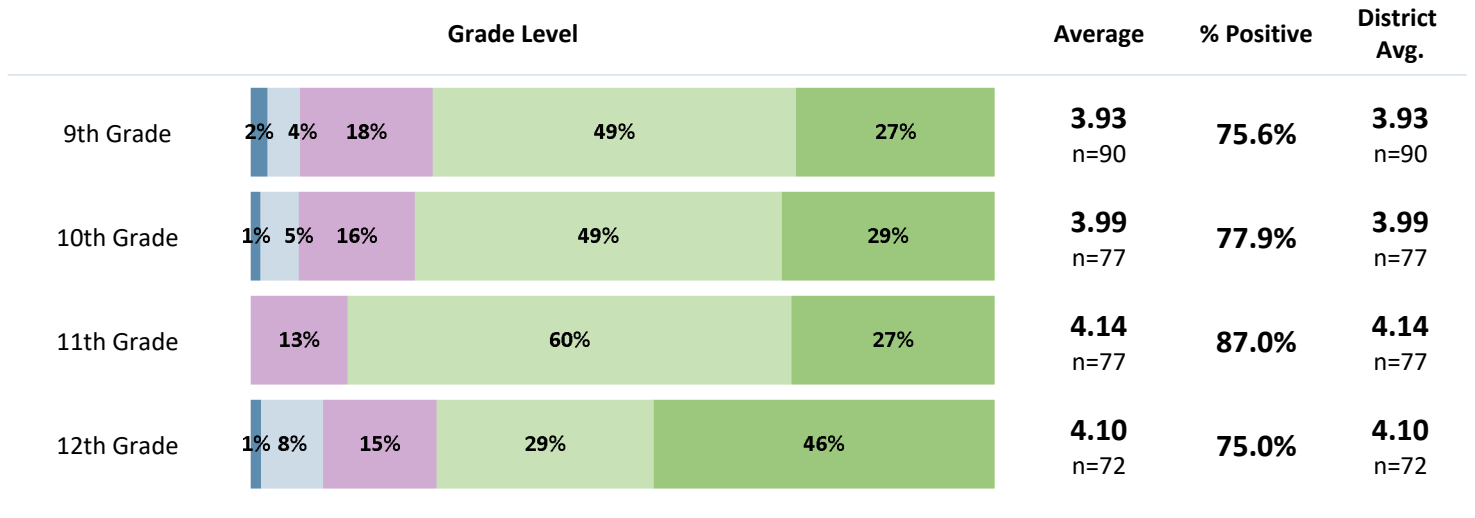
Not At All   Slightly   Somewhat   Quite   Extremely



## 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

Not At All   Slightly   Somewhat   Quite   Extremely

	Gender					Average	% Positive	District Avg.
Female	2%	4%	22%	41%	31%	<b>3.94</b> n=130	<b>71.5%</b>	<b>4.15</b> n=370
Male	1%	4%	10%	51%	34%	<b>4.14</b> n=162	<b>85.2%</b>	<b>4.06</b> n=364
Prefer not to answer			13%	67%	20%	<b>4.07</b> n=15	<b>86.7%</b>	<b>3.70</b> n=54

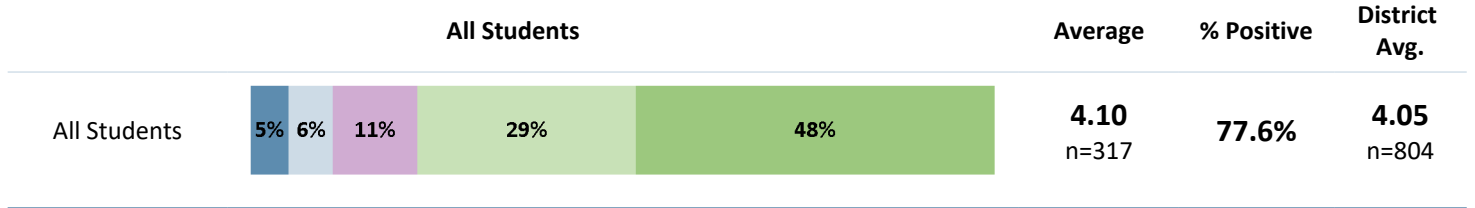




## Do you feel like you have a connection with at least one adult at your school?

Student Engagement - Teacher Relationships

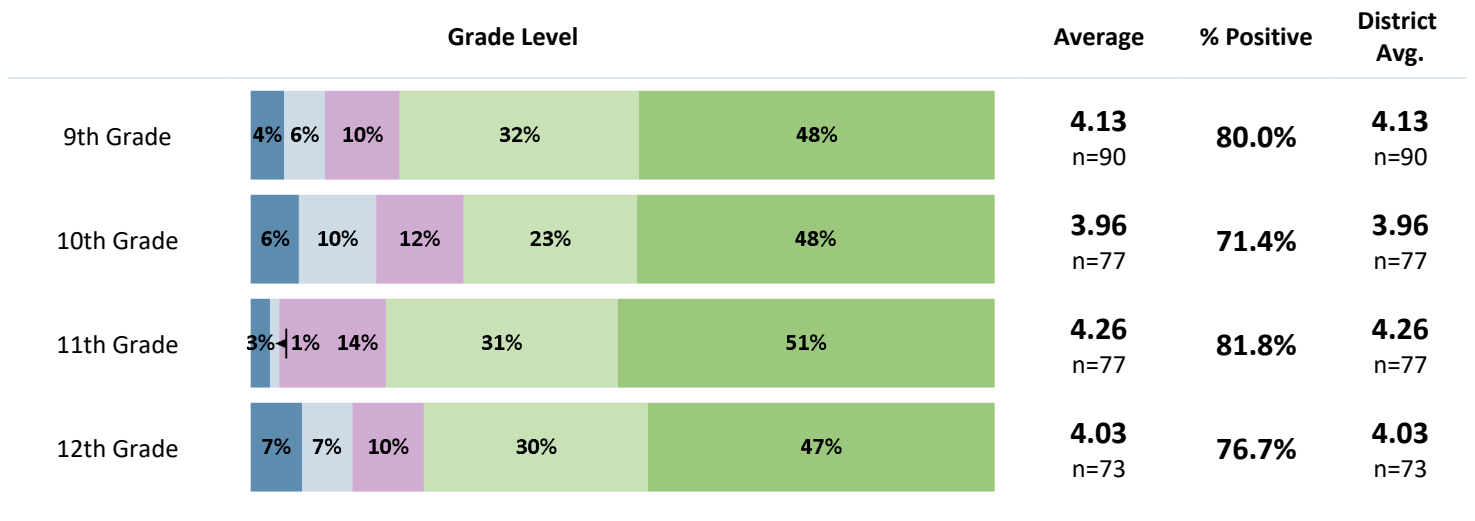
Not At All   Slightly   Somewhat   Quite   Extremely



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

Student Engagement - Teacher Relationships

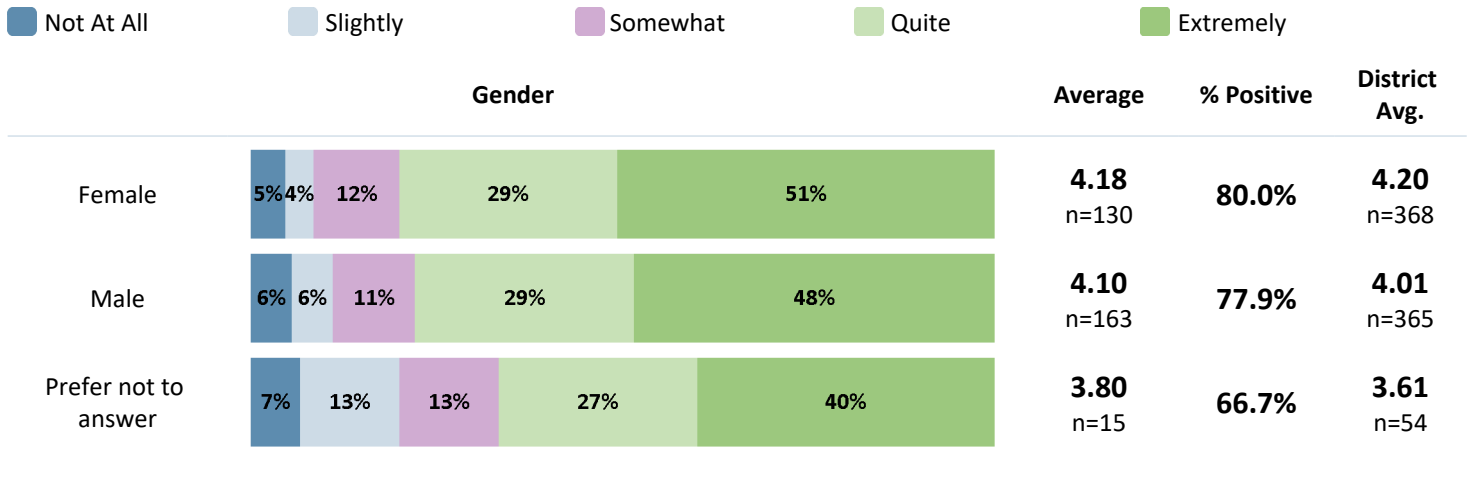
Not At All   Slightly   Somewhat   Quite   Extremely





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

Student Engagement - Teacher Relationships





## 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	District Avg.
All Students	9%	16%	26%	32%	19%	3.36 n=317	50.2%	3.53 n=803

## 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	District Avg.
9th Grade	9%	17%	27%	40%	8%	3.21 n=90	47.8%	3.21 n=90
10th Grade	12%	21%	26%	23%	18%	3.16 n=77	41.6%	3.16 n=77
11th Grade	9%	9%	23%	38%	21%	3.52 n=77	58.4%	3.52 n=77
12th Grade	4%	16%	26%	23%	30%	3.59 n=73	53.4%	3.59 n=73





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

Student Engagement - Teacher Relationships

Not At All      Slightly      Somewhat      Quite      Extremely

	Gender					Average	% Positive	District Avg.
Female	6%	16%	24%	35%	18%	<b>3.44</b> n=130	<b>53.8%</b>	<b>3.66</b> n=368
Male	9%	15%	27%	29%	20%	<b>3.34</b> n=163	<b>48.5%</b>	<b>3.49</b> n=364
Prefer not to answer	20%	13%	20%	33%	13%	<b>3.07</b> n=15	<b>46.7%</b>	<b>3.00</b> n=54

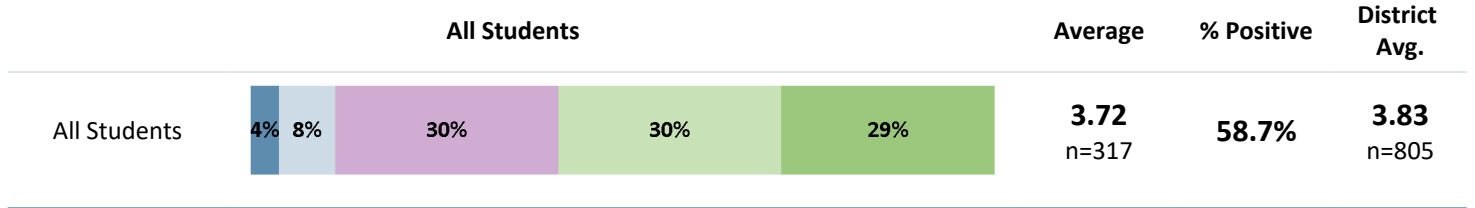




## Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships

Not At All   Slightly   Somewhat   Quite   Extremely



## Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships

Not At All   Slightly   Somewhat   Quite   Extremely





# Would you be excited to have your teachers again?

Student Engagement - Teacher Relationships

Not At All   Slightly   Somewhat   Quite   Extremely

	Gender					Average	% Positive	District Avg.
Female	5%	6%	31%	30%	28%	3.68 n=130	57.7%	3.97 n=369
Male	2%	7%	29%	31%	30%	3.79 n=163	61.3%	3.76 n=365
Prefer not to answer		13%	40%	27%	20%	3.53 n=15	46.7%	3.52 n=54

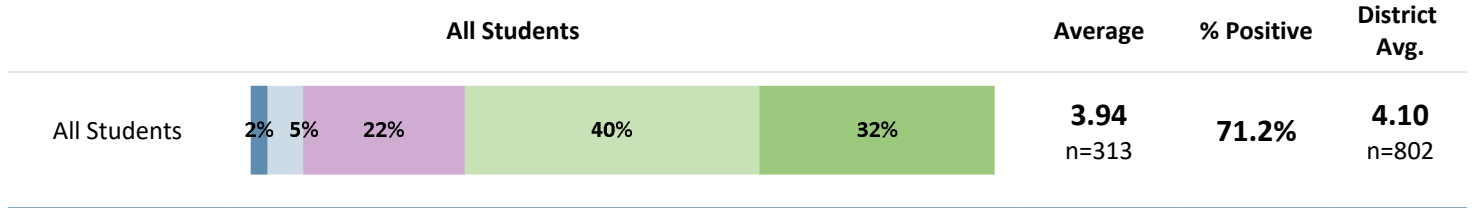




## Do you put effort into paying attention in class?

Student Engagement - Valuing of Subject

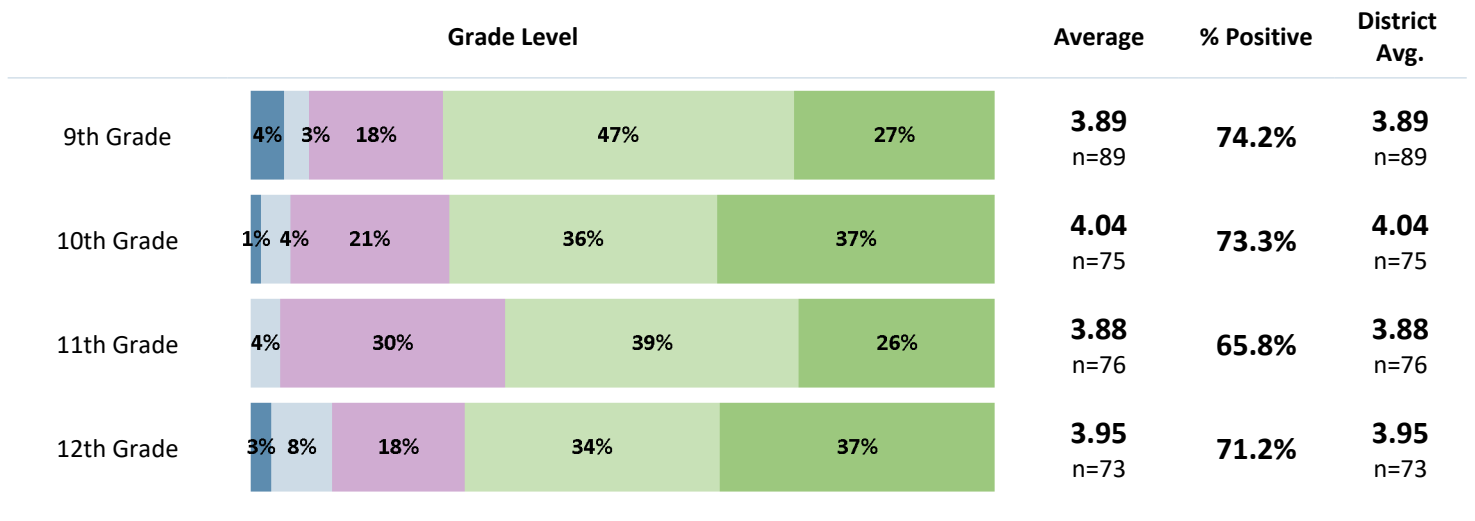
Almost Never   Rarely   Sometimes   Often   Almost Always



## Do you put effort into paying attention in class?

Student Engagement - Valuing of Subject

Almost Never   Rarely   Sometimes   Often   Almost Always





## Do you put effort into paying attention in class?

Student Engagement - Valuing of Subject

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	2%	5%	17%	37%	39%	<b>4.05</b> n=129	<b>76.0%</b>	<b>4.26</b> n=368
Male	2%	4%	26%	40%	28%	<b>3.87</b> n=163	<b>67.5%</b>	<b>3.97</b> n=366
Prefer not to answer	7%	20%	53%	20%		<b>3.87</b> n=15	<b>73.3%</b>	<b>4.04</b> n=54

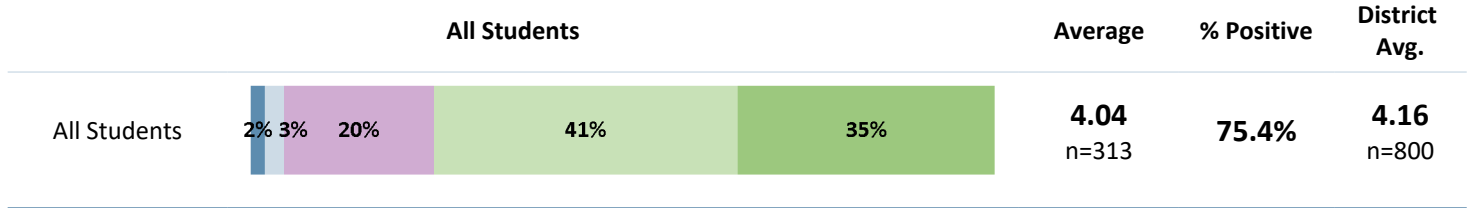




## Do you put effort into learning at school?

Student Engagement - Valuing of Subject

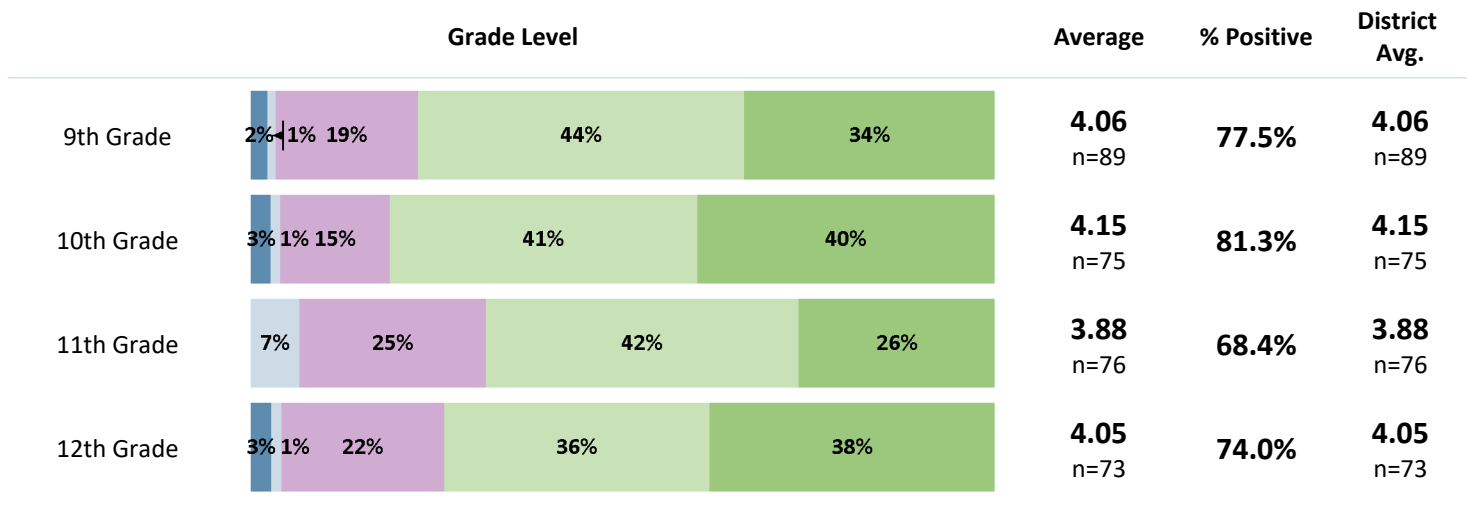
Almost Never Rarely Sometimes Often Almost Always



## Do you put effort into learning at school?

Student Engagement - Valuing of Subject

Almost Never Rarely Sometimes Often Almost Always





# Do you put effort into learning at school?

Student Engagement - Valuing of Subject

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	2%	2%	18%	40%	39%	4.11 n=129	78.3%	4.32 n=367
Male	2%	4%	22%	40%	32%	3.97 n=163	72.4%	4.04 n=365
Prefer not to answer			13%	60%	27%	4.13 n=15	86.7%	4.04 n=54





## Do you find it helpful to have classes with students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.)?

*Belonging - Cultural Awareness*

■ Not At All    
 ■ Slightly    
 ■ Somewhat    
 ■ Quite    
 ■ Extremely

	All Students					Average	% Positive	District Avg.
All Students	7%	7%	28%	29%	28%	<b>3.64</b> n=310	<b>57.4%</b>	<b>3.74</b> n=792

## Do you find it helpful to have classes with students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.)?

*Belonging - Cultural Awareness*

■ Not At All    
 ■ Slightly    
 ■ Somewhat    
 ■ Quite    
 ■ Extremely

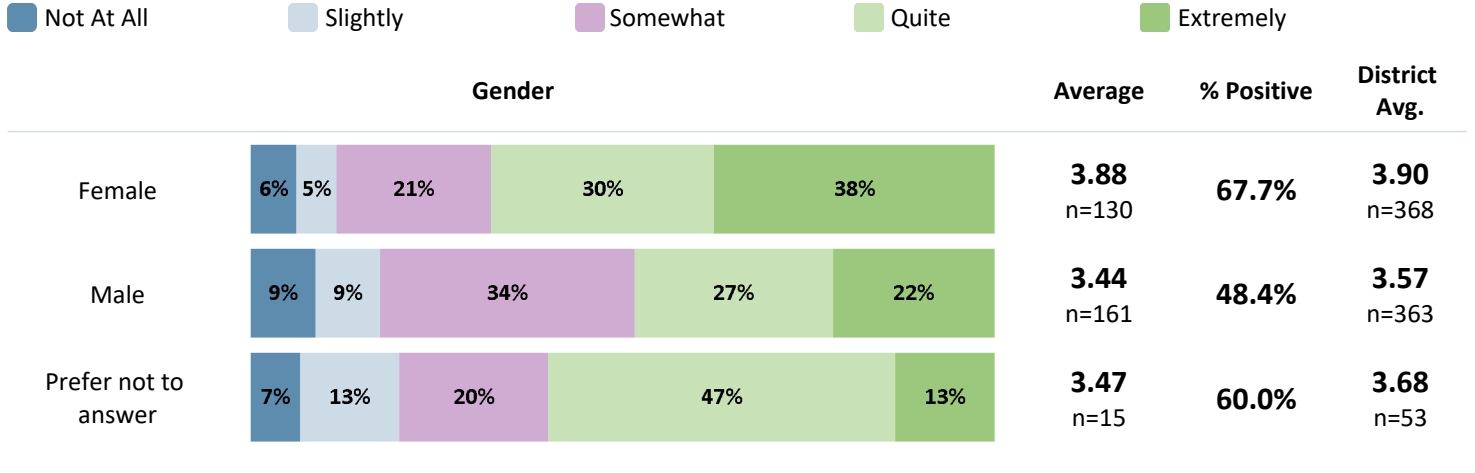
	Grade Level					Average	% Positive	District Avg.
9th Grade	6%	7%	22%	42%	23%	<b>3.71</b> n=90	<b>65.6%</b>	<b>3.71</b> n=90
10th Grade	8%	11%	32%	18%	32%	<b>3.53</b> n=73	<b>49.3%</b>	<b>3.53</b> n=73
11th Grade	4%	8%	36%	28%	24%	<b>3.60</b> n=75	<b>52.0%</b>	<b>3.60</b> n=75
12th Grade	13%	4%	22%	25%	36%	<b>3.68</b> n=72	<b>61.1%</b>	<b>3.68</b> n=72





## Do you find it helpful to have classes with students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.)?

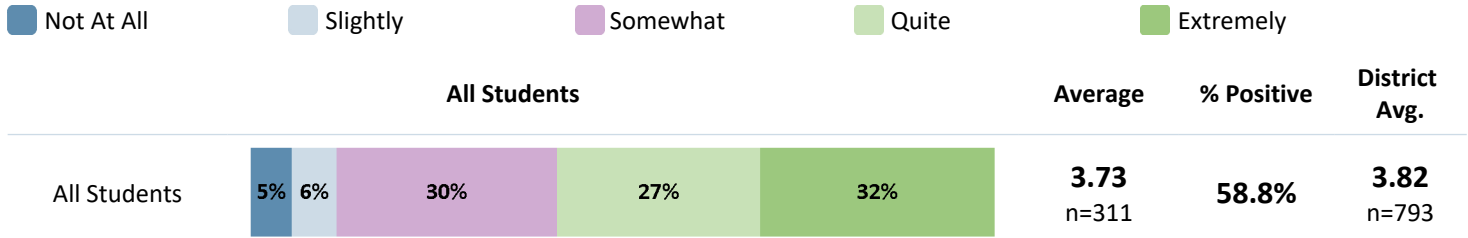
*Belonging - Cultural Awareness*





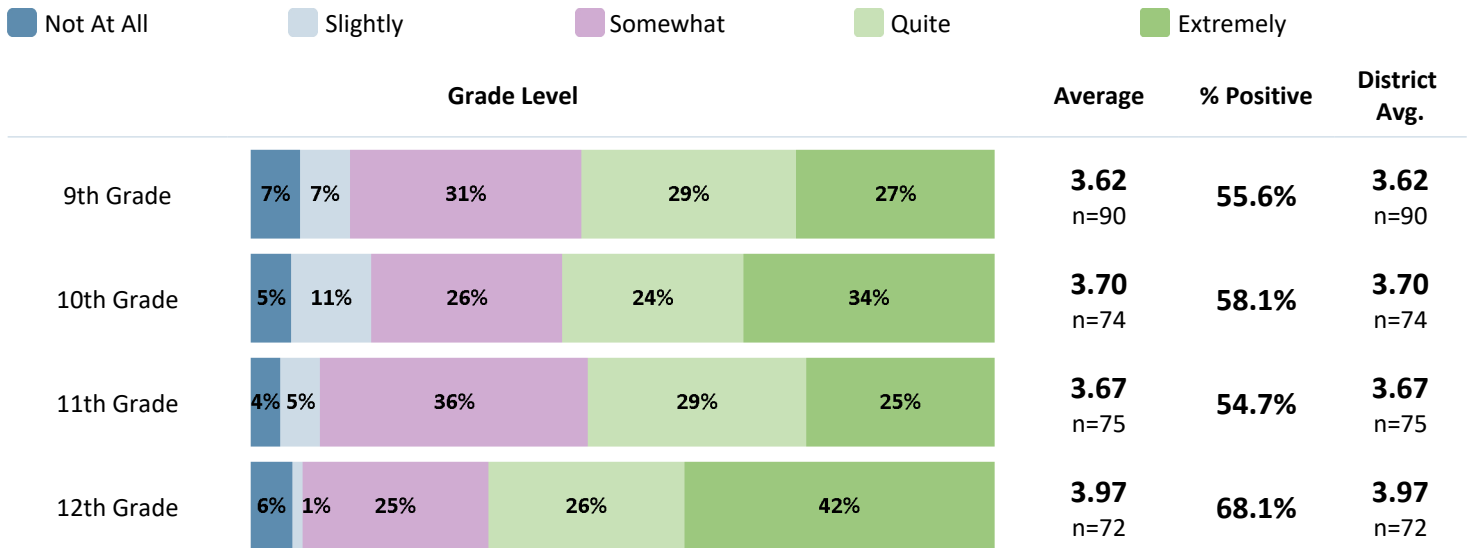
## Do you find it helpful to hang out with students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.) at school or school-related events?

*Belonging - Cultural Awareness*



## Do you find it helpful to hang out with students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.) at school or school-related events?

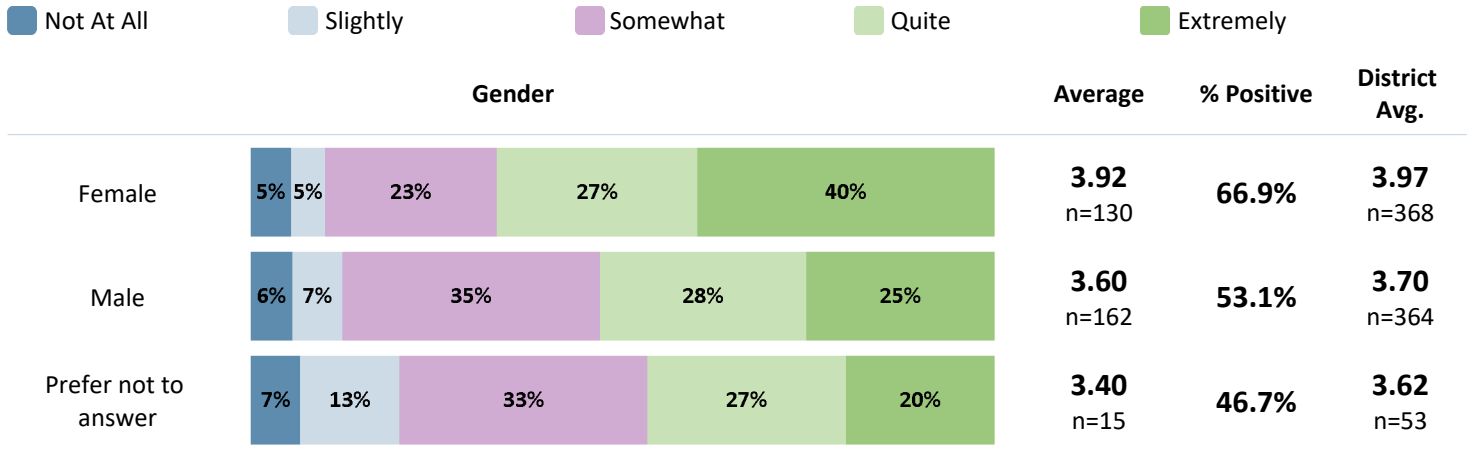
*Belonging - Cultural Awareness*





## Do you find it helpful to hang out with students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.) at school or school-related events?

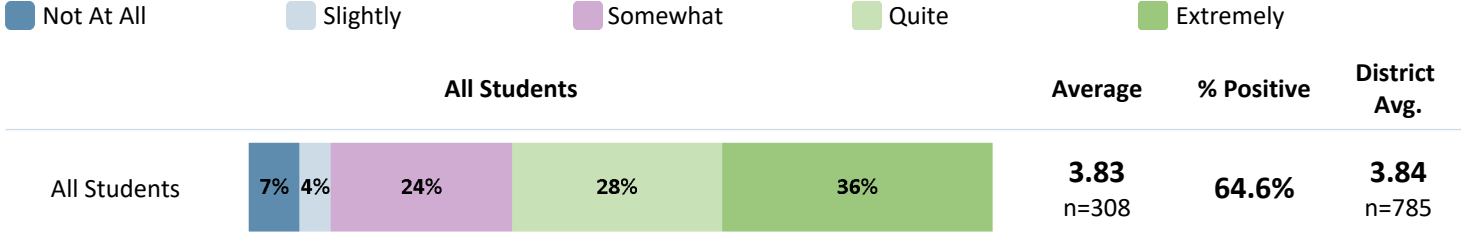
*Belonging - Cultural Awareness*





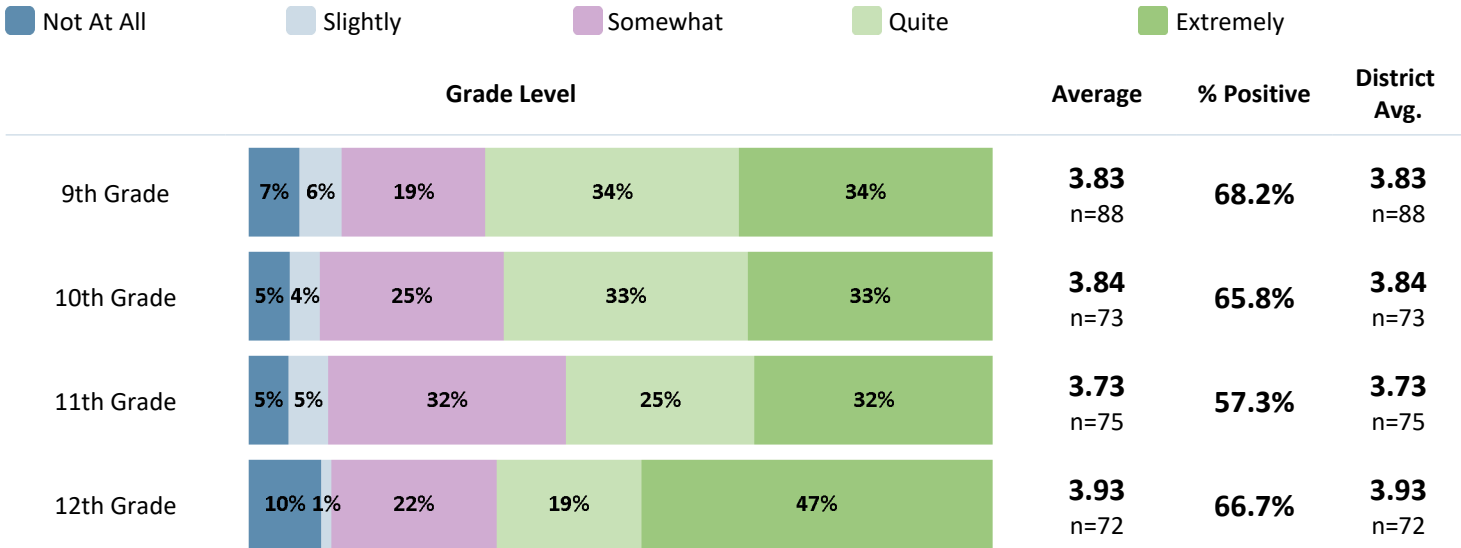
## Do you find it helpful to have honest conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

*Belonging - Cultural Awareness*



## Do you find it helpful to have honest conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

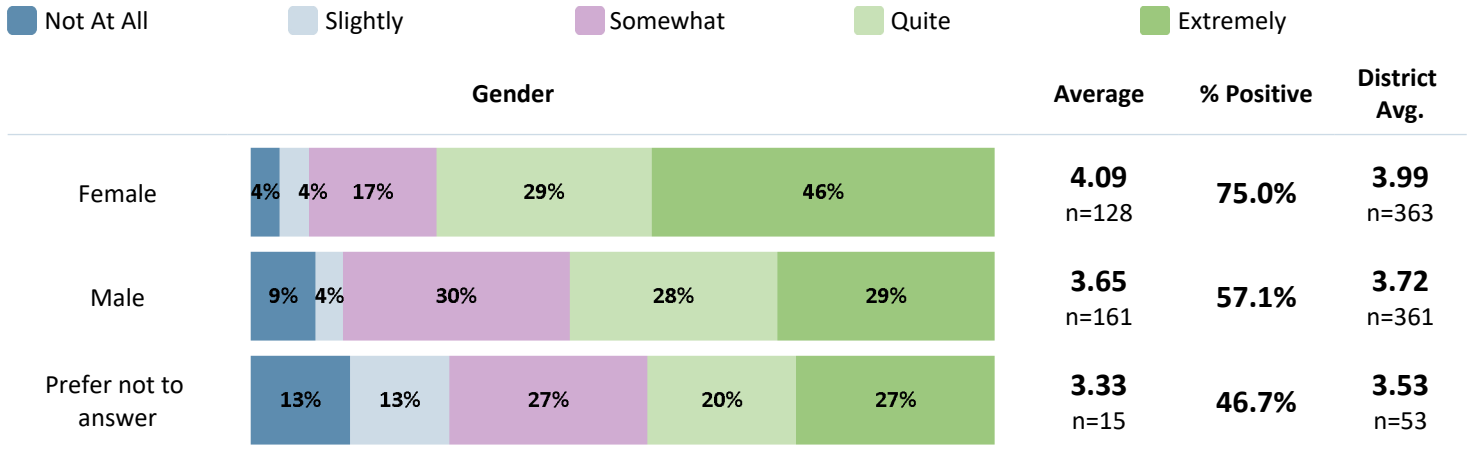
*Belonging - Cultural Awareness*





## Do you find it helpful to have honest conversations with other students about different cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

*Belonging - Cultural Awareness*





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

*Belonging - Fairness*

■ Not At All    
 ■ Slightly    
 ■ Somewhat    
 ■ Quite    
 ■ Extremely

	All Students					Average	% Positive	District Avg.
All Students	12%	17%	25%	27%	20%	<b>3.27</b> n=310	<b>47.1%</b>	<b>3.35</b> n=793

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

*Belonging - Fairness*

■ Not At All    
 ■ Slightly    
 ■ Somewhat    
 ■ Quite    
 ■ Extremely

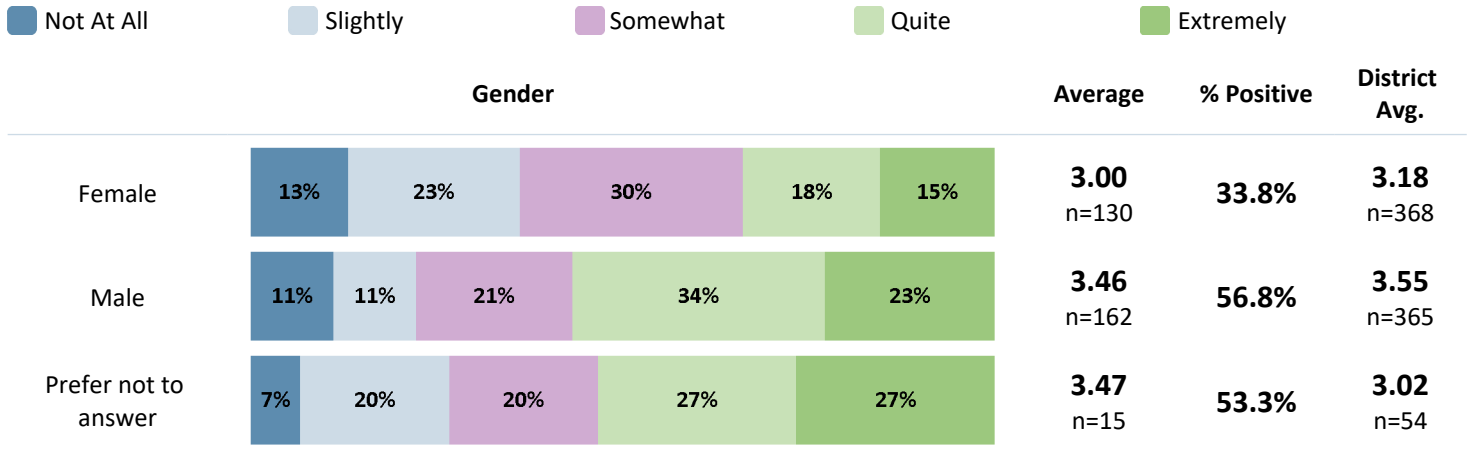
	Grade Level					Average	% Positive	District Avg.
9th Grade	4%	23%	23%	31%	18%	<b>3.34</b> n=90	<b>48.9%</b>	<b>3.34</b> n=90
10th Grade	18%	19%	19%	29%	15%	<b>3.04</b> n=73	<b>43.8%</b>	<b>3.04</b> n=73
11th Grade	11%	12%	30%	27%	20%	<b>3.34</b> n=74	<b>47.3%</b>	<b>3.34</b> n=74
12th Grade	15%	11%	26%	19%	29%	<b>3.36</b> n=73	<b>47.9%</b>	<b>3.36</b> n=73





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

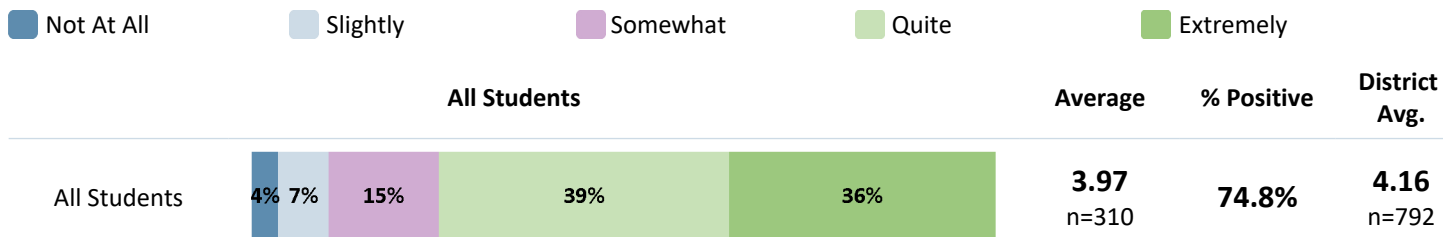
*Belonging - Fairness*





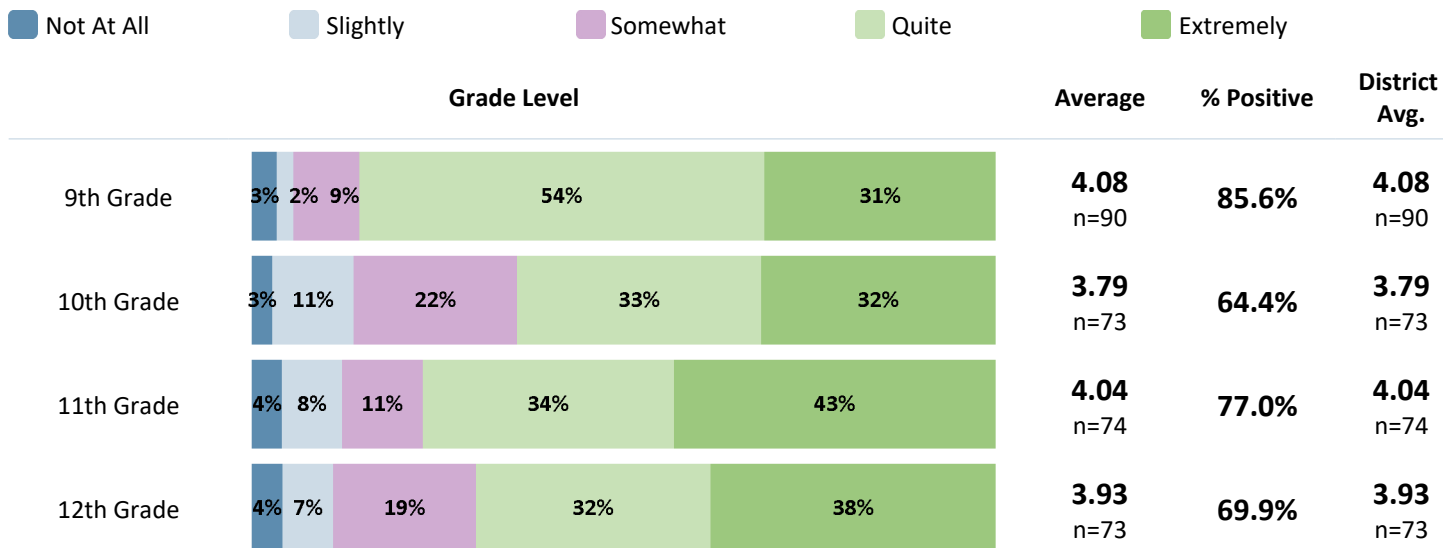
## Do adults at your school treat people from all backgrounds fairly? (This includes people from all cultures, races/ethnicities, religions, abilities, etc.)

*Belonging - Fairness*



## Do adults at your school treat people from all backgrounds fairly? (This includes people from all cultures, races/ethnicities, religions, abilities, etc.)

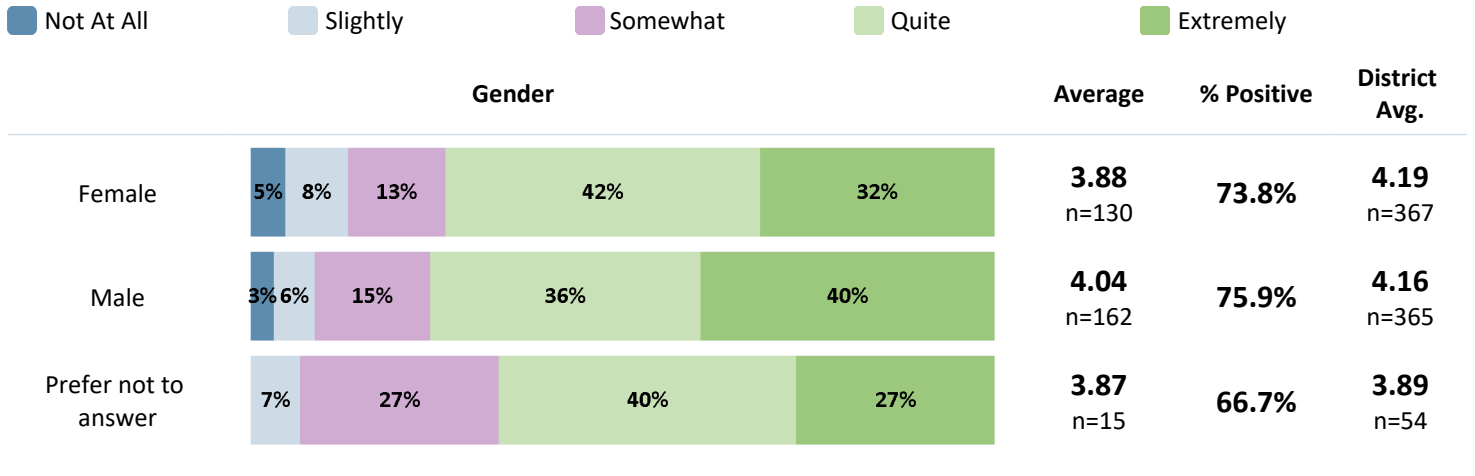
*Belonging - Fairness*





## Do adults at your school treat people from all backgrounds fairly? (This includes people from all cultures, races/ethnicities, religions, abilities, etc.)

*Belonging - Fairness*

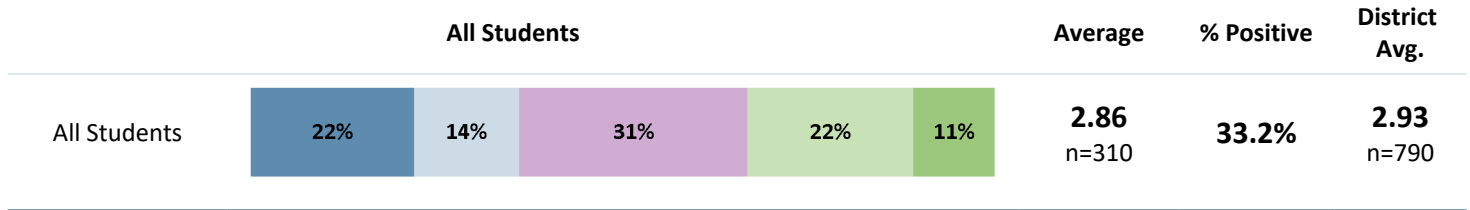




## Are you satisfied with how discipline is handled at your school?

*Belonging - Fairness*

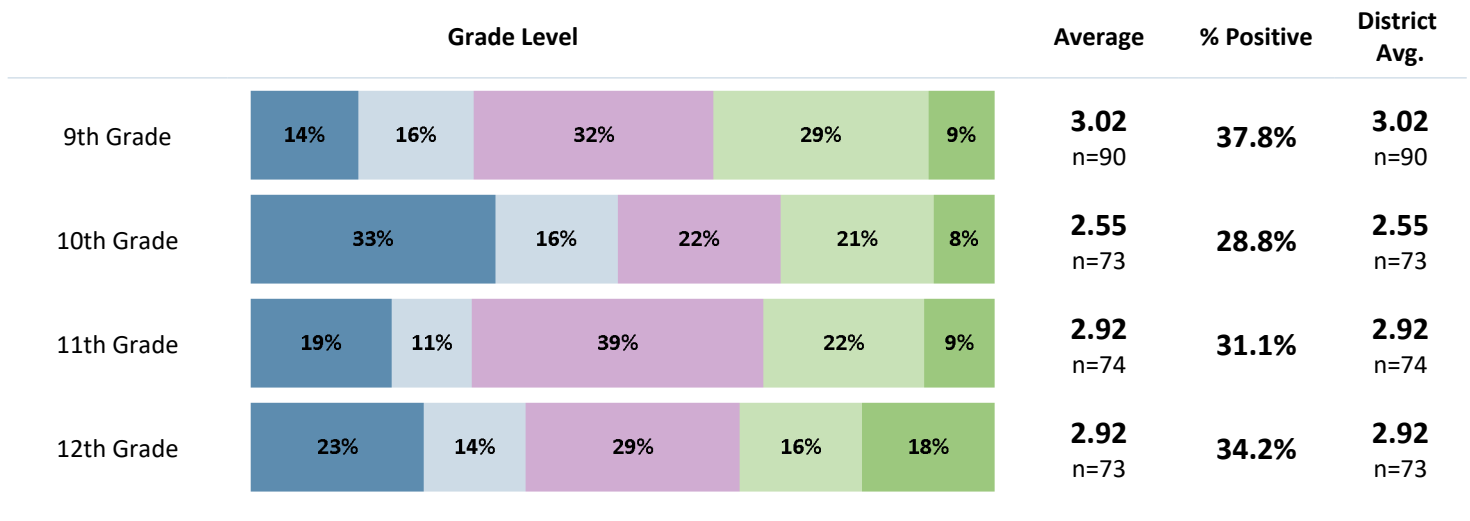
Not At All   Slightly   Somewhat   Quite   Extremely



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

*Belonging - Fairness*

Not At All   Slightly   Somewhat   Quite   Extremely





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

Belonging - Fairness

Not At All      Slightly      Somewhat      Quite      Extremely

	Gender					Average	% Positive	District Avg.
Female	16%	17%	34%	23%	10%	2.94 n=130	33.1%	3.01 n=368
Male	25%	13%	30%	22%	10%	2.79 n=162	32.1%	2.89 n=363
Prefer not to answer	33%	7%	13%	27%	20%	2.93 n=15	46.7%	2.55 n=53

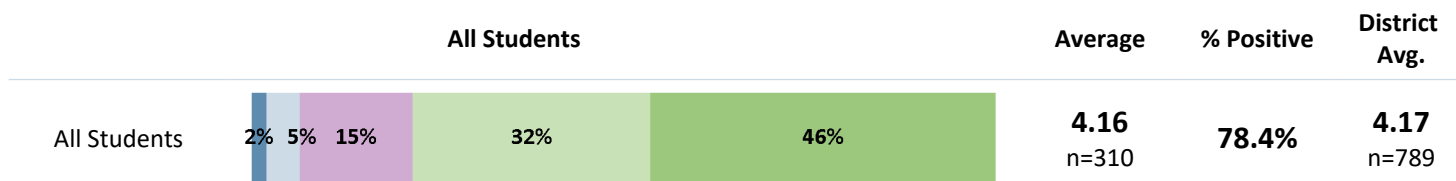




## Are you given the same chances to do well in school as students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities etc.)?

Belonging - Fairness

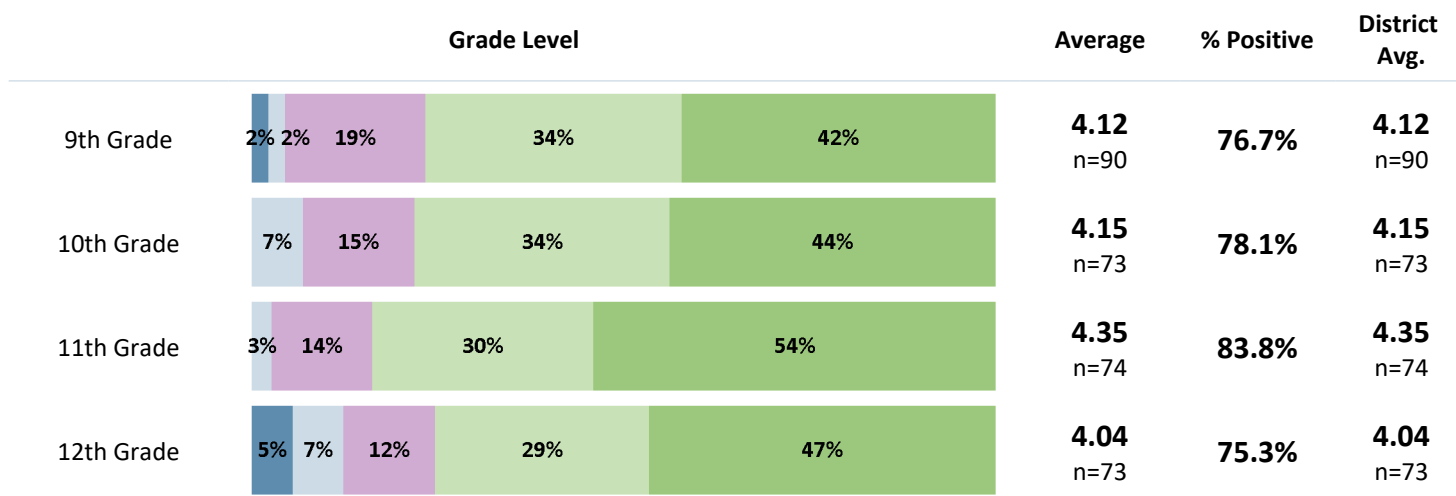
■ Almost Never   
 ■ Rarely   
 ■ Sometimes   
 ■ Often   
 ■ Almost Always



## Are you given the same chances to do well in school as students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities etc.)?

Belonging - Fairness

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





## Are you given the same chances to do well in school as students from different backgrounds (e.g., cultures, races/ethnicities, religions, abilities etc.)?

*Belonging - Fairness*

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

	Gender					Average	% Positive	District Avg.
Female	2%	4%	16%	32%	46%	<b>4.15</b> n=130	<b>77.7%</b>	<b>4.24</b> n=367
Male	2%	5%	15%	32%	46%	<b>4.16</b> n=162	<b>78.4%</b>	<b>4.15</b> n=364
Prefer not to answer	7%	13%	33%	47%		<b>4.20</b> n=15	<b>80.0%</b>	<b>3.75</b> n=53





## Are resources at your school shared fairly across all students?

*Belonging - Fairness*

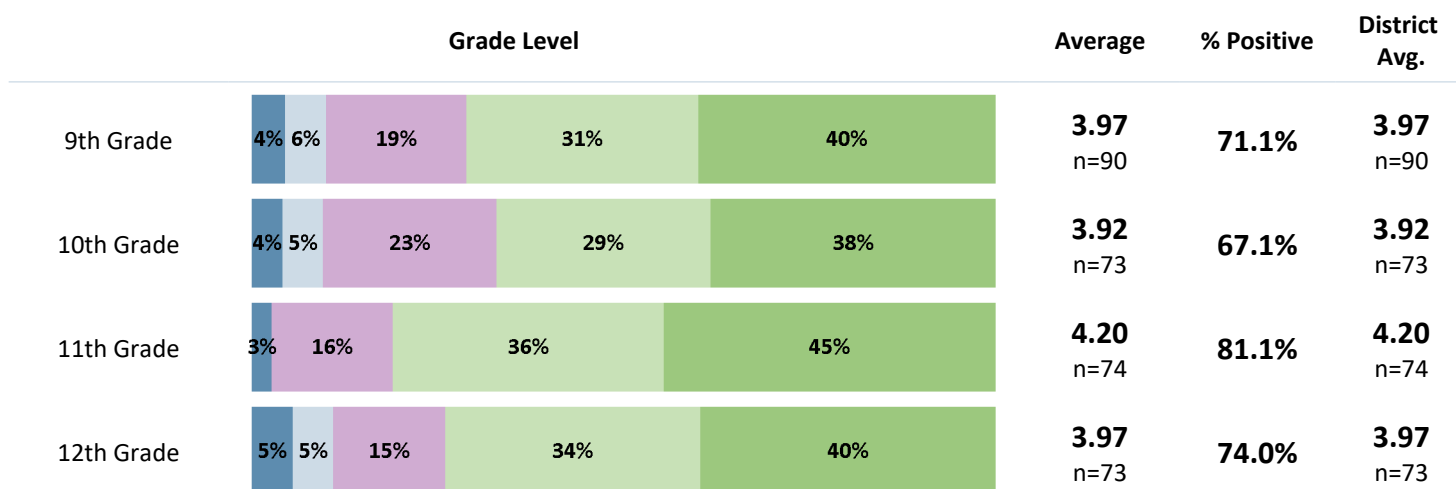
Almost Never Rarely Sometimes Often Almost Always



## Are resources at your school shared fairly across all students?

*Belonging - Fairness*

Almost Never Rarely Sometimes Often Almost Always





# Are resources at your school shared fairly across all students?

Belonging - Fairness

Legend: Almost Never (dark blue), Rarely (light blue), Sometimes (purple), Often (light green), Almost Always (dark green)

	Gender					Average	% Positive	District Avg.
Female	5%	2%	17%	38%	38%	4.00 n=130	75.4%	4.19 n=364
Male	2%	6%	19%	29%	43%	4.04 n=162	72.2%	4.10 n=364
Prefer not to answer	13%		27%	27%	33%	3.67 n=15	60.0%	3.49 n=53

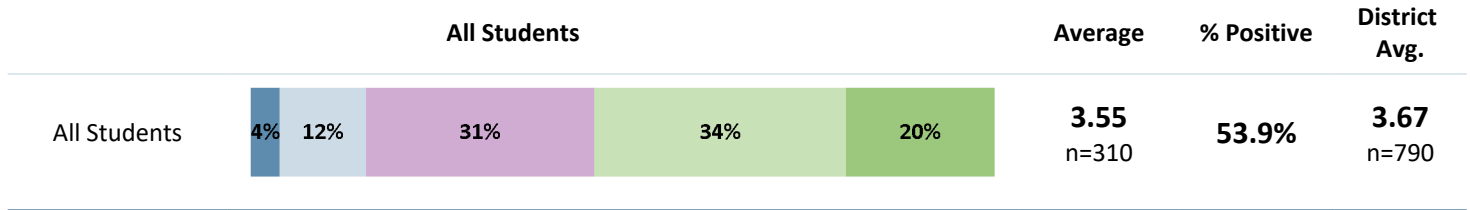




## Does your school feel like a place where you are able to try and do your best?

*Belonging - Inclusive Environment*

Not At All      Slightly      Somewhat      Quite      Extremely



## 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





# 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

	Gender					Average	% Positive	District Avg.
Female	5%	10%	35%	33%	18%	3.49 n=130	50.8%	3.75 n=366
Male	3%	12%	28%	34%	23%	3.62 n=162	56.8%	3.68 n=365
Prefer not to answer	7%	27%	27%	33%	7%	3.07 n=15	40.0%	3.00 n=54





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

*Belonging - Inclusive Environment*

Not At All      Slightly      Somewhat      Quite      Extremely

	All Students					Average	% Positive	District Avg.
All Students	9%	15%	28%	30%	18%	<b>3.34</b> n=309	<b>48.5%</b>	<b>3.68</b> n=791

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

*Belonging - Inclusive Environment*

Not At All      Slightly      Somewhat      Quite      Extremely

	Grade Level					Average	% Positive	District Avg.
9th Grade	7%	12%	30%	34%	17%	<b>3.42</b> n=90	<b>51.1%</b>	<b>3.42</b> n=90
10th Grade	14%	18%	23%	27%	18%	<b>3.18</b> n=73	<b>45.2%</b>	<b>3.18</b> n=73
11th Grade	5%	18%	28%	34%	15%	<b>3.35</b> n=74	<b>48.6%</b>	<b>3.35</b> n=74
12th Grade	10%	14%	28%	24%	25%	<b>3.40</b> n=72	<b>48.6%</b>	<b>3.40</b> n=72





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

*Belonging - Inclusive Environment*

Not At All      Slightly      Somewhat      Quite      Extremely

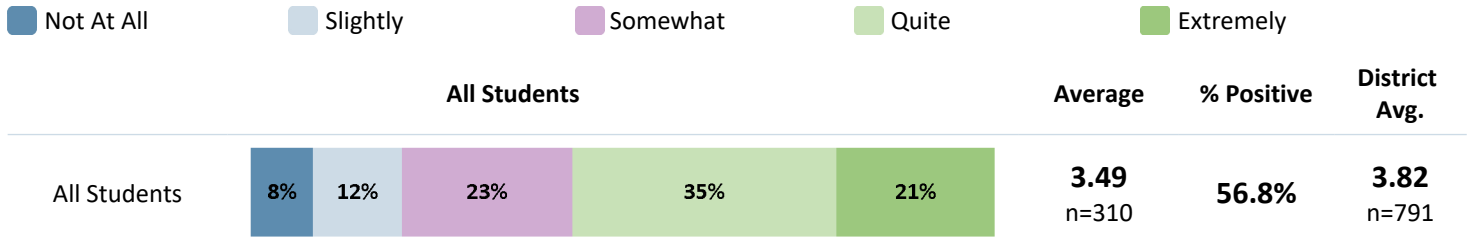
	Gender					Average	% Positive	District Avg.
Female	7%	20%	32%	24%	18%	3.25 n=130	41.5%	3.74 n=368
Male	9%	12%	25%	35%	19%	3.42 n=161	54.0%	3.67 n=364
Prefer not to answer	20%	13%	20%	27%	20%	3.13 n=15	46.7%	3.31 n=54





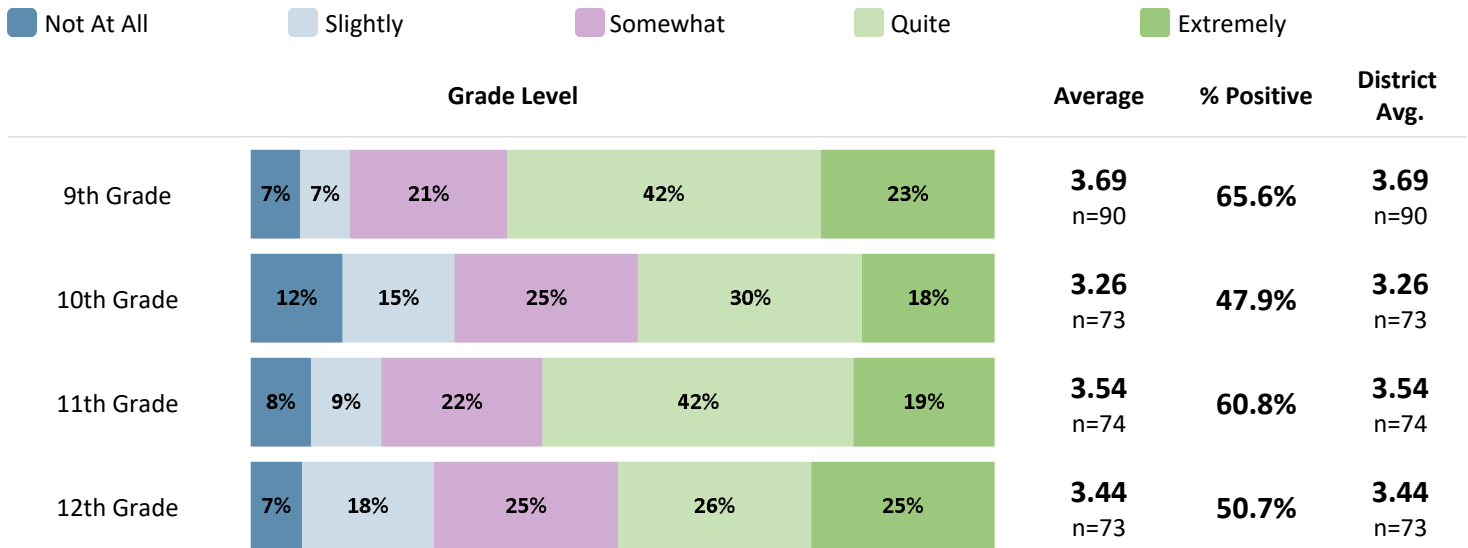
## Does your school prepare you to be respectful of different viewpoints from other cultures, backgrounds, races/ethnicities, religions, abilities, etc.?

*Belonging - Inclusive Environment*



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

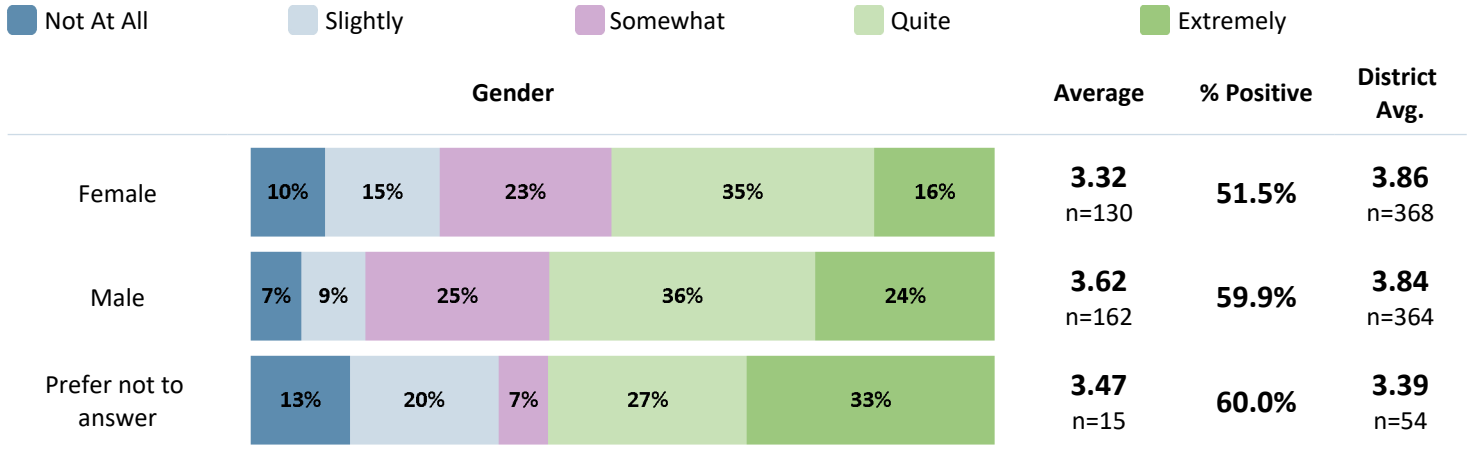
*Belonging - Inclusive Environment*





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

*Belonging - Inclusive Environment*

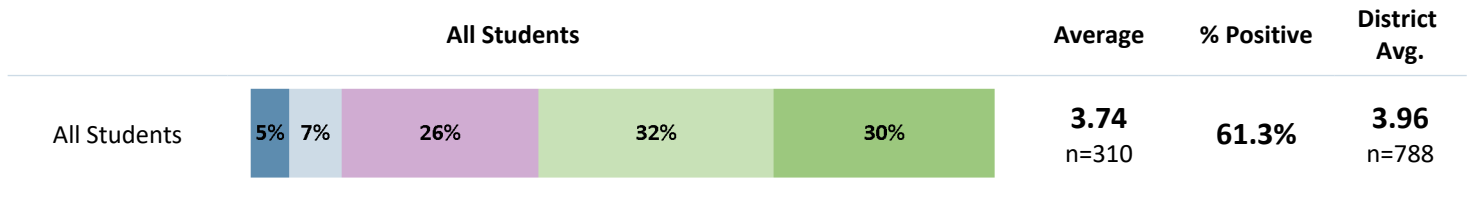




## Do you believe positive classroom experiences are provided to students from all backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.)?

*Belonging - Inclusive Environment*

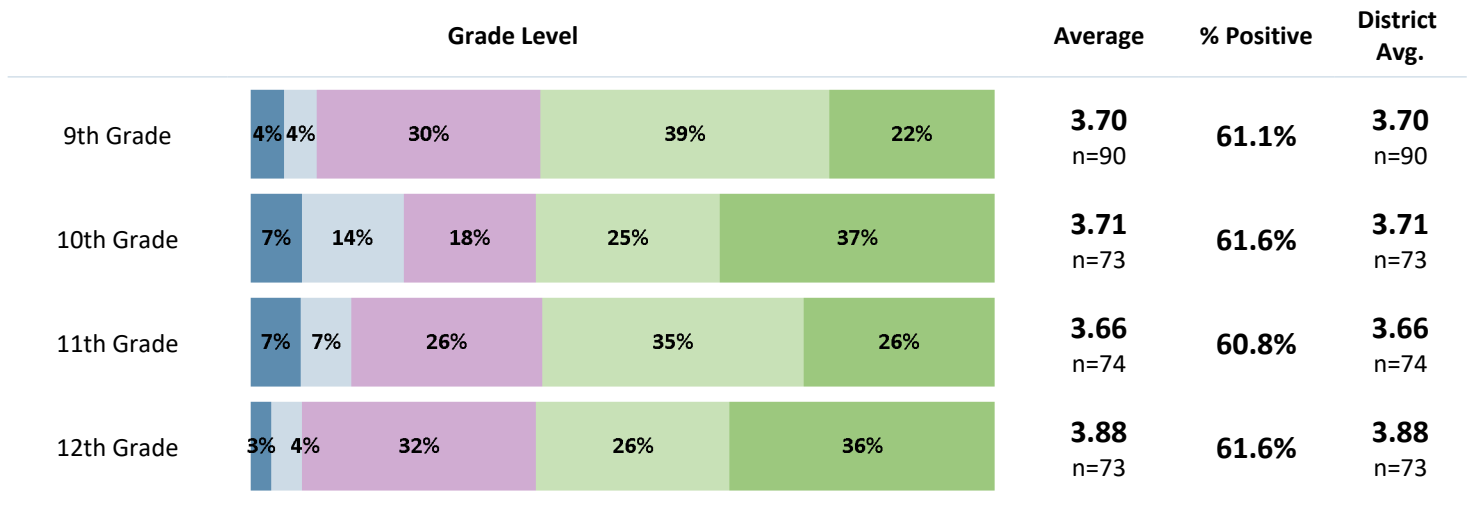
■ Not At All    
 ■ Slightly    
 ■ Somewhat    
 ■ Quite    
 ■ Extremely



## Do you believe positive classroom experiences are provided to students from all backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.)?

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■ Not At All    
 ■ Slightly    
 ■ Somewhat    
 ■ Quite    
 ■ Extremely





## Do you believe positive classroom experiences are provided to students from all backgrounds (e.g., cultures, races/ethnicities, religions, abilities, etc.)?

*Belonging - Inclusive Environment*

■ Not At All    
 ■ Slightly    
 ■ Somewhat    
 ■ Quite    
 ■ Extremely

	Gender					Average	% Positive	District Avg.
Female	6%	9%	26%	28%	31%	<b>3.68</b> n=130	<b>58.5%</b>	<b>4.07</b> n=365
Male	4%	5%	26%	35%	30%	<b>3.83</b> n=162	<b>65.4%</b>	<b>3.92</b> n=365
Prefer not to answer	13%	13%	33%	27%	13%	<b>3.13</b> n=15	<b>40.0%</b>	<b>3.43</b> n=53





*Raising voices to drive school quality*

Spring 2026

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