

16 Canadian Schools Community and Belonging Survey of Students

Analysis of Findings

December 2022

Contents

Recommendations.....	3
Highlights from the Total Response Group.....	4
Highlights from the Cross-tabulations.....	5
Introduction.....	10
Who created this project?.....	12
Overview of the Total Response Group.....	13
Demographics.....	13
General Satisfaction.....	16
Attitudinal Measures of Agreement.....	16
Self-reported Preparedness.....	17
Experiences of Discrimination at School.....	18
Coded or Calculated Macro Measures.....	18
Cross-tabulations.....	20
Varied General Satisfaction.....	21
A note on distinctions in the cross-tabulation sub-sections.....	27
Do you identify as a member of the LGBTQ2S+ community?.....	27
Do you receive outside tutoring support other than extra help provided by the school?	28
I am enthusiastically involved in out-of-classroom activities.....	29
I am passionate about the study of at least one subject.....	30
I feel a strong sense of belonging at the school.....	32
I feel capable of handling the day-to-day academic workload.....	34
I feel emotionally safe while at school.....	36
I feel encouraged to express my opinion.....	38
I feel respected and valued at school.....	39
I feel that I gain meaningful positive value from being a member of the school community.....	41
I feel that I make a meaningful positive contribution to the experience of others within the school community.....	43
I feel treated as an individual with unique needs, interests, and talents.....	44
I feel well supported at school as I strive to meet my potential.....	46
I have at least one close friend at school.....	48
My school experience has helped me learn to engage constructively with people holding different perspectives from my own.....	49
The school encourages a love of learning in me.....	51
There is at least one trusted adult I can talk to at school.....	53
Adapting to Face New Challenges.....	54
Advocating for Myself.....	56
Approaching Life with Intellectual Curiosity.....	57
Assuming a Leadership Role.....	59
Conducting Myself with Confidence.....	60
Coping with Peer Pressure.....	62
Handling Stressful Situations.....	63
Interacting in a Diverse Environment.....	65
Making Choices that Support my Emotional Well-being.....	66

Organizing Time Effectively	68
Setting High Expectations for Myself.....	69
Thinking Creatively	71
Thinking Critically.....	72
Working Cooperatively in a Group.....	74
Working Independently	75
Have you, personally, been affected by experiences of discrimination at school?.....	77
Grade of Enrolment (graphs)	78
Tenure with the School (graphs).....	78
Gender of Respondents (graphs).....	78
Identification as a member of the LGBTQ2S+ Community (graphs)	78
Racial/Cultural Identity (graphs)	78
Number of Hours Spent on Homework (graphs).....	79
Number of Hours Spent on Social Media (graphs).....	79
Hours of Sleep (graphs)	79
Discrimination Type (graphs).....	80
Population (graphs).....	80
Number of Types of Discrimination Experienced (graphs).....	80
Proportion of Schools' Students Experiencing Discrimination (graphs).....	80
Linear Regression	81
General Satisfaction	81
Sense of Belonging	81
Feeling Respected and Valued.....	81
Emotional Safety.....	82
Gaining Value from the Community	82

Appendices:

Tabular Report – Total Response Group
Cross-tabulated Reports
Comparative Cross-tabulated Reports
Correlation Coefficient Tables
Best Scores Report
Graphs

Recommendations

Schools should:

1. Broadly share an overview of this survey's results within their communities. These results should inform and advance many important conversations over the coming year.
2. Advance conversation with students, parents, and teachers on the topic of attaining adequate sleep. Associations with inadequate sleep are both wide-sweeping and profoundly negative.
3. Engage with students and families in an effort to reduce time spent on social media. From all measures in this survey, there are no positive associations, only negative.
4. Intentionally create opportunity to nurture in students curiosity, passion, and engagement. These three are key correlates to sense of belonging, time and stress management, and facing challenges with confidence.
5. Intentionally create opportunity for students to become better decision makers. Making choices that lead to emotional well-being and time management skills should be prominent in this effort. Students who rate themselves well prepared on these fronts offer consistently stronger ratings throughout the entire survey.
6. Study the key correlates to reported overall satisfaction in the student experience. This exploration should include attention to both workload stress and the numerous survey elements reflecting the social-emotional student experience.
7. Study the very strong positive associations between feeling 'respected and valued' and virtually every other measure in the survey.
8. Advance conversation on the role of discrimination experiences as they relate to (but not only to) sense of belonging and derived value from being a member of the school community.
9. Closely review the many lower ratings coming from those who identify as members of the LGBTQ2S+ community.
10. Review the 12 appended sets of select graphs, detailing distinctions across sub-groupings.
11. Review the 22 appended PowerPoint presentations, each briefly detailing ranked correlations among the 5-point rating-type measures.
12. Refer to the appended Best Scores Report, cross-tabulations, and comparative cross-tabulations as points of reference.

Highlights from the Total Response Group

1. Respondents were roughly split among the four grades (9-12), ranging from 23.1% to 26.8%.
2. 54.7% of respondents identify as male, 41.7% as female.
3. 10.3% identify as members of the LGBTQ2S+ community.
4. From a provided list, 43.2% identify as White, 32.1% as East and Southeast Asian. No other category holds more than 5.4%.
5. Students reported spending a weighted average 2.1 hours on homework on school days, with 21.5% indicating more than 3 hours per day.
6. Students reported spending a weighted average 2.4 hours on social media on school days, with 27.1% indicating more than 3 hours per day.
7. 33.8% reported that they receive tutoring support other than extra help provided by the school.
8. 17.1% indicated that they sleep less than 6 hours on average on school nights. Only 13.1% indicated more than 8 hours of sleep on school nights.
9. Students rate their *general satisfaction* with the school at 3.7 on the five-point scale.
10. Students reported greatest agreement with the statement: *I have at least one close friend at school* (4.4), followed by *I am passionate about the study of at least one subject* (4.2). Lowest agreement in the series of 15 attitudinal measures was for the statements: *I feel capable of handling the day-to-day academic workload* (3.4); *The school encourages a love of learning in me* (3.4); and *I feel encouraged to express my opinion* (3.5).
11. Asked to rate their own preparedness across a series of 15 skills, students rated themselves best prepared for *working independently* (4.2) and *setting high expectations for myself* (4.1). Low scores from this list went to *organizing time effectively* (3.5), *handling stressful situations* (3.5), and *making choices that support my emotional well-being* (3.6).
12. 22.6% reported having, personally, been affected by experiences of discrimination at school. From a provided list, students identified *race* (11.7%) and *ethnic origin* (6.1%) most frequently as the types of discrimination they experienced. 45% named more than one type of experienced discrimination.

Highlights from the Cross-tabulations

Varied General Satisfaction

1. Greater satisfied respondents are more likely to be in Grade 9 and less likely to be in Grades 11 or 12.
2. The number of years at a school is inversely associated with reported overall satisfaction. This is skewed by grade level (and not an unusual distinction).
3. Those reporting greater general satisfaction are more likely to be male.
4. Those reporting lesser general satisfaction are more likely to identify as members of the LGBTQ2S+ community.
5. Those who are greater satisfied are more likely to report that they spend between 1-2 hours on homework.
6. Those greater satisfied in their school experience, on average, spend less time on social media.
7. Those who are lesser satisfied, overall, are meaningfully more likely to receive tutoring from outside of school.
8. A universal finding in student surveys conducted by LMI, those who report lesser overall satisfaction indicate in much greater proportion that they sleep less than 6 hours on school nights.
9. Comparing lesser to greater satisfied students in attitudinal agreement reveals meaningful distinctions throughout the series of 15 measures, most pointedly for each of: *The school encourages a love of learning in me; I feel a strong sense of belonging at the school; I feel emotionally safe while at school; I feel that I gain meaningful positive value from being a member of the school community; and I feel respected and valued at school.*
10. Lesser satisfied students are distinguished by lower self-appraised preparedness throughout the series of 15 measures, most pointedly for each of: *making choices that support my emotional well-being; handling stressful situations; organizing time effectively; conducting myself with confidence; and adapting to face new challenges.*
11. Expectedly, those least satisfied with their school experience report in greater proportion having been affected by experiences of discrimination at school. This distinction is consistent across all listed types of discrimination.
12. The most satisfied of respondents report fewer types of discrimination experienced (of those who experienced any discrimination).

Other highlights:

13. Those who identify as members of the LGBTQ2S+ community also report in greater proportion as females. They also indicate lesser agreement with each of: *I feel a strong sense of belonging at the school; I feel respected and valued at school; I feel capable of handling the day-to-day academic workload; and I feel emotionally safe while at school.* This group reports lesser self-appraised preparedness for each of: *making choices that support my emotional well-being; handling stressful situations; and organizing time effectively.* They also report in greater proportion having personally been affected by experiences of discrimination at school.
14. Respondents who report receiving outside tutoring support report in greater proportion as *East and Southeast Asian* and in lesser proportion as *White*.
15. Each of 15 attitudinal measures were assessed in great detail, comparing those who agree with those who disagree, across all other survey questions. In each case, all other 5-point measures in the survey display significant distinction between the two groups in comparison. For ease of review, the ranking of these differences (for each measure) is detailed, in the body of this report. Varied agreement with each measure is also presented in appended ranked tables of correlation coefficients, including a number of brief PowerPoint presentations.
16. Each of 15 measures of self-appraised preparedness were assessed in great detail, comparing those who rate their preparedness higher versus lower, across all other survey questions. In each case, all other 5-point measures in the survey display significant distinction between the two groups in comparison. For ease of review, the ranking of these differences (for each measure) is detailed, in the body of this report. Varied self-appraised preparedness for each measure is also presented in appended ranked tables of correlation coefficients, including a number of brief PowerPoint presentations.
17. Respondents who agreed with the statement "I am enthusiastically involved in out-of-classroom activities" also get more sleep and spend less time on social media.
18. Respondents who agreed with the statement "I am passionate about the study of at least one subject" also get more sleep and spend less time on social media.
19. Respondents who agreed with the statement "I feel a strong sense of belonging at the school" also report in greater proportion as males.
20. Respondents who agreed with the statement "I feel capable of handling the day-to-day academic workload" also report in greater proportion as males, in greater proportion as *East and Southeast Asian*, in lesser proportion sleeping *less than 6 hours* on school nights, and in greater proportion indicating only *1* type of discrimination experienced.
21. Respondents who agreed with the statement "I feel emotionally safe while at school" also report in greater proportion as males, lesser time spent on social media, in lesser proportion having been affected by experiences of discrimination at school, and in greater proportion indicating only *1* type of discrimination experienced.

22. Respondents who agreed with the statement "I feel encouraged to express my opinion" also report in lesser proportion having been affected by experiences of discrimination at school.
23. Respondents who agreed with the statement "I feel respected and valued at school" also report in lesser proportion having been affected by experiences of discrimination at school.
24. Respondents who agreed with the statement "I feel that I gain meaningful positive value from being a member of the school community" also report in lesser proportion identifying as members of the LGBTQ2S+ community and in lesser proportion having personally been affected by experiences of discrimination at school.
25. Respondents who agreed with the statement "I feel that I make a meaningful positive contribution to the experience of others within the school community" also report in lesser proportion as members of the LGBTQ2S+ community and lesser time spent on social media.
26. Respondents who agreed with the statement "I feel treated as an individual with unique needs, interests, and talents" also report in lesser proportion having been affected by experiences of discrimination at school.
27. Respondents who agreed with the statement "I feel well supported at school as I strive to meet my potential" also report in lesser proportion having been affected by experiences of discrimination at school.
28. Respondents who agreed with the statement "I have at least one close friend at school" also report in greater proportion indicating only *1* type of discrimination experienced.
29. Respondents who agreed with the statement "The school encourages a love of learning in me" also report in greater proportion as *East and Southeast Asian*.
30. Respondents who report greater self-appraised preparedness for *handling stressful situations* also report in greater proportion as males.
31. Respondents who report greater self-appraised preparedness for *making choices that support my emotional well-being* also report in greater proportion as males and in lesser proportion having been affected by experiences of discrimination at school.
32. Those who have been affected by experiences of discrimination also report in greater proportion identifying as members of the LGBTQ2S+ community, in lesser proportion as *White*, and in greater proportion sleeping *less than 6 hours* on school nights.
33. A full set of 52 graphs was prepared, crossed by current grade of enrolment at the school. Highlighted distinctions with progression through the grades include more time spent on homework, greater agreement with both *I feel that I make a meaningful positive contribution to the experience of others within the school community* and *There is at least one trusted adult I can talk to at school*. Progression through the grades also brings with it greater self-appraised

- preparedness for each of: *assuming a leadership role; handling stressful situations; interacting in a diverse environment; setting high expectations for myself; and thinking critically.*
34. A full set of graphs was prepared, crossed by gender (male; female; other; prefer not to answer). *Male* respondents reported higher ratings throughout much of the questionnaire, including in comparison to *female* respondents. Expectedly, those who identified their gender as *other* or *prefer not to answer* reported significantly lower ratings throughout. See the appended select graphs for detail.
 35. A full set of graphs is appended, crossed by identification as a member of the LGBTQ2S+ community. Notably, the *yes* answer is closely shadowed by the *prefer not to answer* response in their lower ratings throughout the survey. Of interest, those who *prefer not to answer* are less likely to report discrimination based on *gender identity* or *sexual orientation*. It may be that the *prefer not to answer* response reflects an undeclared (but existing) identity with this community.
 36. A full set of graphs was prepared, crossed by racial/cultural identity. Ratings vary significantly across sub-groupings. With caution related to some smaller cell sizes, refer to the appended select graphs for detail.
 37. A full set of graphs was prepared, crossed by the number of hours spent on homework. While one would expect numerous lower scores from those spending 3 or more hours on homework each day (and there are), there are often corresponding lower scores from those spending less than 1 hour. It may be reasonable to speculate that the lower ratings from those who spend less time on homework reflect lesser engagement in the community by choice, and for those spending more than 3 hours on homework by an inability to engage. Greater time spent on homework is also linked to greater enrolment in the higher grades, greater identification as female, greater time spent on social media, greater prevalence in receiving outside tutoring support, and in greater proportion sleeping less than 6 hours on school nights. See the appended select graphs for detail.
 38. A full set of graphs is appended, crossed by the number of hours spent daily on social media. Those who spend more time on social media (most pointedly for those spending 5 or more hours each day) offer lower ratings throughout the attitudinal and preparedness measures. Those who spend more time on social media are also more likely to indicate that they have been affected by experiences of discrimination at school; in particular, based on *race* or *gender identity*.
 39. A full set of graphs was prepared, crossed by hours of sleep. There were expectedly many lower scores throughout the attitudinal and preparedness measures for those who sleep less, especially for those who sleep less than six hours on school nights (see the appended select graphs for detail). Other highlighted distinctions for those who sleep less include: in greater proportion identifying as a member of the LGBTQ2S+ community; more time spent on homework and social media; and in greater proportion having been affected by experiences of discrimination.
 40. A full set of graphs is appended, crossed by discrimination type. There are meaningfully lower ratings in this series, including a number for those who

experienced discrimination on the basis of *gender identity* and/or *sexual orientation* or *politics* or *socio-economic status*. See the appended select graphs for detail.

41. A full set of graphs is appended, crossed by the number of types of discrimination experienced (1, 2, 3, 4+). As expected, with increasing number of types of discrimination, ratings of other measures consistently decline, often with strong linearity. See the appended select graphs for detail.

Regression analysis has been applied for better understanding of how survey measures connect to one another. In order of predictive value:

42. The top four statistically significant predictors of general satisfaction (collectively explaining 40.0% of the variability in this measure) are: *I feel a strong sense of belonging at the school; I feel that I gain meaningful positive value from being a member of the school community; The school encourages a love of learning in me; and Hours of Sleep.*
43. The top five statistically significant predictors of “I feel a strong sense of belonging at the school” (collectively explaining 56.1% of the variability in this measure) are: *I feel that I gain meaningful positive value from being a member of the school community; I feel respected and valued at school; I feel emotionally safe while at school; I have at least one close friend at school; and I feel that I make a meaningful positive contribution to the experience of others within the school community.*
44. The top five statistically significant predictors of “I feel respected and valued at school” (collectively explaining 62.9% of the variability in this measure) are: *I feel that I gain meaningful positive value from being a member of the school community; I feel emotionally safe while at school; I feel a strong sense of belonging at the school; I feel treated as an individual with unique needs, interests, and talents; and I feel encouraged to express my opinion.*
45. The top five statistically significant predictors of “I feel emotionally safe while at school” (collectively explaining 55.6% of the variability in this measure) are: *I feel a strong sense of belonging at the school; I feel capable of handling the day-to-day academic workload; I feel encouraged to express my opinion; I feel respected and valued at school; and making choices that support my emotional well-being.*
46. The top six statistically significant predictors of “I feel that I gain meaningful positive value from being a member of the school community” (collectively explaining 64.5% of the variability in this measure) are: *I feel respected and valued at school; I feel that I make a meaningful positive contribution to the experience of others within the school community; I feel a strong sense of belonging at the school; The school encourages a love of learning in me; I feel well supported at school as I strive to meet my potential; and My school experience has helped me learn to engage constructively with people holding different perspectives from my own.*

16 Canadian Schools

Community and Belonging Survey

December 2022

Introduction

Between October 24 and December 6, an anonymous questionnaire was completed by 4,481 students at 16 Canadian independent schools enrolled in Grades 9 through 12. With an estimated 22,300 high schoolers attending accredited independent schools in Canada, this sample (1 in 5) provides for a confidence level of greater than 99.5%, +/- 2%.

The purpose of the survey was to study the student experience with focus on community and belonging. Measure was taken of relationships, engagement, emotional safety, self-appraised preparedness across a list of skills, discrimination experience, and time spent on each of: sleep; homework; and social media. The survey included 42 closed-ended measures and three open-ended comment boxes.

The open questions were:

- What part of your experience most supports your sense of belonging at the school?
- If you could identify one change that could improve your sense of belonging at the school, what would it be?
- Please feel free to share any other comments in the space below.

While approximately 85% of students added comments to their survey forms, no interpretive analysis was applied to the open section. Comments were returned to the individual schools, along with a Total Response Group Tabular Report of all school-specific closed-ended answers. These two files were provided to all schools within 24 hours of their individual administration of the survey. As pledged to participating students, no raw data files were provided to the schools, and no efforts were made to identify individuals.

This report, informed by close to 1,000 pages of data and more than 800 graphs, constitutes the interpretive analysis of aggregated Canadian results. A separate report has been prepared for the aggregated American findings, involving 17,816 students at 80 schools. No individual schools are identified in these reports. Moreover, care was taken in selecting cross-tabulated sub-groups for comparisons so as not to jeopardize the anonymity of any individual schools. No raw data from this project will ever be released outside of the 5-person analytics team of Lookout Management Inc.

Three of nine 'demographic' questions differed between the Canadian and American surveys. All 33 rating-type measures were identical. The differing demographic questions necessitated separate analysis of results between the two sets of aggregated data.

Of interest, results from the rating-type measures do not meaningfully differ between the Canadian and American surveys. Moreover, when results were dissected to understand the associations between and among these rating-type measures, the results were all but

identical between the two projects. Correlates to the key barometer ratings match in both measure and rank between the two countries. As is the case for most dissections of data, skew in sampling diminishes or disappears altogether.

Quantitative analysis of results has taken a number of forms:

- A summary report of the aggregated Total Response Group (the TRG) displays a distribution of all answers to closed-ended questions, including percentages, weighted averages, and ratios of those who agree with a statement to those who disagree (the plus/minus ratio). This TRG report is appended.
- More than 100 subsidiary reports of the same TRG format are also appended, detailing answers, for example, just for Grade 9 students, or just for those who agree with the statement, *There is at least one trusted adult I can talk to at school*.
- 44 additional reports make comparisons across sub-groupings, for example, those who agree with the statement, *I feel emotionally safe while at school*, compared to those who disagree.
- The 31 rating-type measures (using the 5-point scale) were all correlated each to one another, generating 465 unique correlation coefficients. In turn, tables were prepared ranking correlation coefficients for each measure against 30 other measures. From these ranked tables, where any correlates were above 0.5000, mini PowerPoint presentations were prepared, enabling the review of each measure's strongest correlates, as well as where that measure ranks in the corresponding tables for its correlates. A narrated tutorial on the review of these presentations is appended.
- For this analysis report, all distinctions highlighted across sub-groupings have been subjected, where applicable, to t-tests, z-tests, ANOVA, or chi-square exercises.
- Regression analysis (aided by factor analysis) has been applied for better understanding of how survey measures connect to one another. For example, this tool was applied to ascertain 'how much do other survey measures explain variability in *sense of belonging*?' It should be acknowledged, tempting though it may be, that 'explain variability' does not imply direction of cause and effect.

Appended are: Cross-tabulations, presenting the full distributions of various sub-groupings; Comparative Cross-tabulated Reports; complete sets of Graphs, crossed by Identity as a Member of the LGBTQ2S+ Community, by Discrimination Type, by Number of Types of Discrimination Experienced, by Proportion of Schools' Students Experiencing Discrimination, by Gender of Respondents, by Grade of Enrolment, by Hours of Sleep, by Number of Hours Spent on Homework, by Number of Hours Spent on Social Media, by Grade 9-12 Population, by Racial or Cultural Identity, and by Tenure with the School. Also appended are Select Graphs for these categories, including only those comparisons yielding statistically significant distinctions (as detailed in the 'notes' section for each individual graph).

Appended is a set of correlation coefficient tables, comparing every 5-point rating type question to every other 5-point rating type question. These correlation tables should be reviewed only with the guidance of someone well versed in understanding of this material.

Appended are a number of narrated tutorials, providing guidance on how best to review all materials related to this project.

Appended is a Best Scores Report (with no named schools), detailing comparative scores across schools for all rating-type measures in this survey. This report includes high scores, low scores, average scores, median scores, and standard deviations for each measure.

Who created this project?

This survey was conceived and developed by three longstanding friends, known to each other professionally for many years. The topic is one that both interests and connects them.

They are:

Steve Piltch (former Head of School, The Shipley School)
Director, School Leadership Program
Graduate School of Education
University of Pennsylvania

John Gulla (former Head of School, The Blake School)
Executive Director
The Edward E. Ford Foundation

Kevin Graham
President
Lookout Management Inc.

No money exchanged hands on this project. No school paid to participate and none of the three creators was compensated for their efforts. For the creators, this was a personal project, seen as ‘the right thing to do’. It was felt that the collection of skills, connections, and experience enabled this small group, with the help of other key players, to make it a successful reality. In the end, the hope was to add value to conversations in education management.

Approximately 15 Heads of School and School Counselors from independent schools, in Canada and the United States, contributed to the review and revision of the questionnaire. Two Canadian Heads (Anne-Marie Kee and Innes van Nostrand) worked closely with Kevin Graham to ensure that a particularly Canadian experience was reflected in three amended demographic questions (including racial/cultural identity). Anne-Marie and Innes also assumed advocacy roles, promoting participation in the project to their counterparts at other Canadian schools. For their efforts, we are grateful.

The analytics team at Lookout Management Inc., aside from Kevin Graham:

Olga Graham, BA (Education), Vice-president of Research

Ivan (Vanya) Shogin, Master’s Degree (Civil Engineering), Director of Data Management

Alana Graham, BA (Psychology), Research Associate

Alexander (Sasha) Graham, PhD candidate (Sociology), Research Associate

Overview of the Total Response Group

Demographics

A full set of graphs was developed, detailing comparisons for all answers in the survey, crossed by current grade.

A. 1. What is your current grade?

Grade		Per Cent
9	1028	23.7%
10	1148	26.4%
11	1165	26.8%
12	1003	23.1%
Total Answers	4344	

With results from the question, below, a full set of graphs was developed, detailing comparisons for all answers in the survey, crossed by tenure.

2. How many years have you attended the school?

Year		Per Cent
1	920	20.7%
2	793	17.9%
3	775	17.5%
4+	1948	43.9%
Total Answers	4436	2.8 years average

Comparisons crossed by gender are presented later in this report and in the appended set of graphs. The 'prefer not to answer' option is one of the three distinctions with the American version of this survey.

3. Please indicate the gender with which you most identify:

		Per Cent
male	2435	54.7%
female	1858	41.7%
other	61	1.4%
prefer not to answer	97	2.2%
Total Answers	4451	

A full set of graphs, crossed by identity as a member of the LGBTQ2S+ community, is appended. The ‘Prefer not to answer’ option is the second distinction with the American version of this survey. Note that 526 did not respond to this question at all.

4. Do you identify as a member of the LGBTQ2S+ community?

		Per Cent
Yes	406	10.3%
No	3268	82.6%
Prefer not to answer	281	7.1%
Total Answers	3955	

Noting the small cell size caution for some of the sub-groupings, a full set of graphs, crossed by racial/cultural identity, is appended. This list is different from that offered to American students, yielding meaningfully different results.

5. How would you identify yourself racially/culturally?

		Per Cent
Black	117	2.6%
East and Southeast Asian	1427	32.1%
Latin American	121	2.7%
Middle Eastern/West Asian	117	2.6%
Multi-racial	239	5.4%
North American Indigenous	42	0.9%
South Asian	234	5.3%
White	1918	43.2%
Other	113	2.5%
Prefer not to answer	112	2.5%
Total Answers	4440	

Students reported spending a weighted average 2.1 hours on homework on school days, with 21.5% indicating that they spend more than 3 hours each day on homework.

6. How many hours do you spend on homework, on average, each day during the school week?

		Per Cent
less than 1 hour	414	9.4%
between 1-2 hours	1690	38.5%
between 2-3 hours	1343	30.6%
more than 3 hours	944	21.5%
Total Answers	4391	2.1 hours average

Students reported spending a weighted average of 2.4 hours on social media on school days, with 27.1% indicating more than 3 hours per day.

7. How many hours do you spend on social media, on average, each day during the school week?

		Per Cent
less than 1 hour	639	14.5%
between 1-2 hours	1454	33.1%
between 2-3 hours	1114	25.3%
between 3-4 hours	608	13.8%
between 4-5 hours	306	7.0%
more than 5 hours	276	6.3%
Total Answers	4397	2.4 hours average

33.8% reported that they receive tutoring support other than extra help provided by the school.

8. Do you receive outside tutoring support other than extra help provided by the school?

		Per Cent
Yes	1405	33.8%
No	2756	66.2%
Total Answers	4161	

17.1% indicated that they sleep less than 6 hours on average on school nights, with just 13.1% reporting more than 8 hours of sleep.

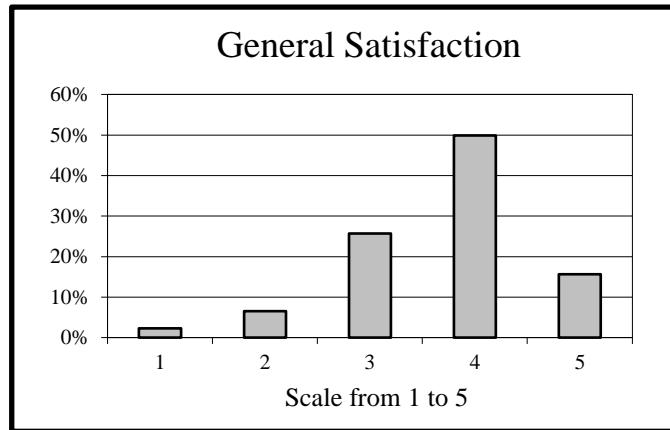
9. How many hours do you sleep, on average, on school nights?

		Per Cent
less than 6 hours	753	17.1%
between 6-8 hours	3063	69.7%
more than 8 hours	577	13.1%
Total Answers	4393	

General Satisfaction

Students rated their general satisfaction with ‘the school’ at a weighted average of 3.7 on the scale of 1 to 5 (*very low to very high*).

389 students (8.8%) reported their general satisfaction with their school below the score of 3 on this scale. 65.5% rated their general satisfaction at 4 or 5 on the scale.



B. In general terms, how would you rate your satisfaction with the school?

Very low				Very high	Total Answers	Weighted Average	Per Cent 4 or 5
1	2	3	4	5			
100	289	1138	2208	691	4426	3.7	65.5%
2.3%	6.5%	25.7%	49.9%	15.6%			

Attitudinal Measures of Agreement

Students indicated their level of agreement with 15 attitudinal statements in Section C (1 = strongly disagree; 5 = strongly agree). Weighted average scores are shown appearing in rank order, in the table below. To the far right in this table, the ratio score represents the sum of the positive answers divided by the sum of the negative answers. To read the first entry in this table, for example, students who *agree* or *strongly agree* with the statement, *I have at least one close friend at school* outnumber those students who *disagree* or *strongly disagree* by a ratio of 16.3:1.

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Total Answers	Weighted Average	Ratio Plus/Minus
12. I have at least one close friend at school.	4425	4.4	16.3
2. I am passionate about the study of at least one subject.	4421	4.2	15.1
1. I am enthusiastically involved in out-of-classroom activities.	4151	3.9	7.6
13. My school experience has helped me learn to engage constructively with people holding different perspectives from my own.	4408	3.8	9.3
11. I feel well supported at school as I strive to meet my potential.	4426	3.8	8.5
15. There is at least one trusted adult I can talk to at school.	4418	3.8	4.1

9.	I feel that I make a meaningful positive contribution to the experience of others within the school community.	4423	3.8	8.4
8.	I feel that I gain meaningful positive value from being a member of the school community.	4409	3.7	6.3
7.	I feel respected and valued at school.	4422	3.7	5.5
10.	I feel treated as an individual with unique needs, interests, and talents.	4427	3.7	5.2
5.	I feel emotionally safe while at school.	4424	3.6	4.3
3.	I feel a strong sense of belonging at the school.	4397	3.6	4.2
6.	I feel encouraged to express my opinion.	4422	3.5	3.5
14.	The school encourages a love of learning in me.	4420	3.4	2.8
4.	I feel capable of handling the day-to-day academic workload.	4418	3.4	2.5
Average for this series			3.8	6.9

Self-reported Preparedness

This section asked students to indicate how well prepared they felt across a series of skills. Results are presented in rank order in the table, below:

D. Please indicate how well prepared you feel for each of the following:

	Total Answers	Weighted Average	Per Cent 4 or 5	
15.	working independently	4393	4.2	81.9%
11.	setting high expectations for myself	4386	4.1	77.1%
14.	working cooperatively in a group	4393	4.0	74.9%
13.	thinking critically	4393	4.0	75.0%
8.	interacting in a diverse environment	4385	4.0	73.6%
3.	approaching life with intellectual curiosity	4385	3.9	72.3%
12.	thinking creatively	4399	3.9	70.8%
1.	adapting to face new challenges	4413	3.9	70.7%
4.	assuming a leadership role	4404	3.8	67.1%
6.	coping with peer pressure	4403	3.8	64.6%
2.	advocating for myself	4405	3.8	64.2%
5.	conducting myself with confidence	4408	3.7	63.5%
9.	making choices that support my emotional well-being	4405	3.6	57.3%
7.	handling stressful situations	4402	3.5	56.4%
10.	organizing time effectively	4391	3.5	53.0%
Average for this series		3.8	68.2%	

Experiences of Discrimination at School

22.6% reported having been affected by experiences of discrimination at school.

E. 1. Have you, personally, been affected by experiences of discrimination at school?

		Per Cent
Yes	957	22.6%
No	3281	77.4%
Total Answers	4238	

2. If yes, on what basis have you, personally, experienced discrimination at school?

	Number	Per Cent Respondents
1. race	525	11.7%
2. ethnic origin	273	6.1%
6. politics	189	4.2%
5. sexual orientation	187	4.2%
3. religion	185	4.1%
4. gender identity	180	4.0%
8. other	148	3.3%
7. socio-economic status	142	3.2%

Coded or Calculated Macro Measures

To protect the anonymity of individual schools, participants were grouped regionally, West (BC to Manitoba) and East (all other provinces).

Region

		Per Cent
West	1864	41.6%
East	2617	58.4%
Total Answers	4481	

A majority of participating schools offer both day and boarding options for students.

Students Attending Schools by Day/Boarding Type

		Per Cent
Day	1294	28.9%
Boarding	460	10.3%
Both	2727	60.9%
Total Answers	4481	

Populations of Grade 9-12 students were grouped to enable meaningful comparisons. This distribution is markedly different from the American counterpart. Fourteen of 17 regional independent school associations in the United States promoted participation to their member schools. As a result, a number of smaller schools (11 with fewer than 100 students) were made aware of this project, and signed up to participate. No participating Canadian schools have fewer than 100 students in Grades 9-12).

Population (total number of students in Grades 9-12)

		Per Cent
100-249	769	17.2%
250-399	1279	28.5%
400-499	1087	24.3%
500+	1346	30.0%
Total Answers	4481	

A Diversity Index was calculated based on the distribution across listed racial/cultural categories. (For those mathematically inclined, the calculation is the average of the absolute differences of each proportion with all other proportions, normalized to a scale from zero to 100.) An index score of 100 would indicate that all respondents from a particular school are from one racial/cultural category. An index score of zero would indicate that all categories are equal in proportion. In comparison to figures drawn from StatsCan, the population of Canadian independent schools is more diverse than the Canadian population in general.

Racial/Cultural Diversity Index Intervals (lower index score reflects greater diversity)

		Per Cent
<70%	1811	40.4%
70-74.99%	1848	41.2%
75-79.99%	822	18.3%
Total Answers	4481	

Three-quarters of students attend schools where 20% or more have experienced discrimination at school.

Proportion of Schools' Students Experiencing Discrimination

		Per Cent
<20%	1029	23.0%
20-24.9%	2250	50.2%
25-42.1%	1202	26.8%
Total Answers	4481	

A majority of students who have experienced discrimination reported having experienced only one of eight listed types of discrimination.

Number of Types of Discrimination Experienced

		Per Cent
1	542	55.0%
2	246	25.0%
3	105	10.7%
4	46	4.7%
5	14	1.4%
6+	32	3.2%
Total Answers	985	

Cross-tabulations

Broken apart into cross-tabulated reports, Question B, *In general terms, how would you rate your satisfaction with the school?* reveals how lesser satisfied respondents differ from greater satisfied respondents in their answers to all other questions.

Dissecting the overall satisfaction question is the pivot for a key portion of analysis applied to this survey. It is a central measure by which performance can be reviewed and improved. The objective of this section of the analysis, then, is to better understand why respondents answered Question B as they did.

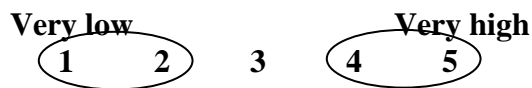
The task of this section of the cross-tabulating exercise is to measure the gaps between lesser satisfied and greater satisfied respondents. This gap is expressed in the appended tables (Comparative Cross-tabulated Reports) as a percentage ratio, one of the other. The lower the percentage, the greater the gap.

Where a distinction is not carried over into the final column in this table, it is suggested to indicate a marginalized gap for a disenchanted minority.

Normally in surveys, cross-tabulated comparisons would be made between those who report lesser satisfaction (answering 1 or 2) and those who report higher satisfaction (answering 4 or 5), as shown below:

Illustration 1

B. In general terms, how would you rate your satisfaction with the school?



Such a comparison is of no value for this survey (or for any student survey which LMI has conducted for an independent school), however, because such a small proportion of the students responding answered Question B as 1 or 2. When there are not many respondents reporting lower levels of satisfaction, a second choice of comparison involves grouping those who answered 1, 2, or 3, as shown below:

Illustration 2

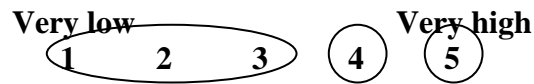
B. In general terms, how would you rate your satisfaction with the school?



Because of the right-leaning distribution of results for this question, cross-tabulations of this question are based on a third set of groupings, comparing those who answered Question B as 1, 2, or 3 (referred to hereafter as B123) with those who answered Question B as 4 (B4) and also with those who answered Question B as 5 (B5), as shown in Illustration 3, below:

Illustration 3

B. In general terms, how would you rate your satisfaction with the school?



It is useful to learn how these groupings compare in their answers to other questions. By comparing differences in general satisfaction levels (Question B) by specific element, as shown in the appended tables (found in **Comparative Cross-tabulated Reports**), an association can be suggested. Refer to the Comparative Cross-tabulated Report with the title page heading, **General Satisfaction**. For the cross-tabulated analysis of general satisfaction ratings, comparisons as represented by Illustration 3, above, have been utilized.

Varied General Satisfaction

Comparisons of lesser to greater satisfied students are presented below in order of questions as they appear in the questionnaire. Because of the very large number of participating students, additional statistical tests were enabled. Where note is made of ‘significant’ distinctions, such references reflect the application of t-tests for ranked measures and z tests for measures of proportions (in this section of the report, between the B123 group and the B4 and B5 groups combined).

Greater satisfied respondents are significantly more likely to be in Grade 9 and less likely to be in Grades 11 or 12.

A. 1. What is your current grade?

Grade	B123	B4	B5	B123/B5	B4/B5
9	20.0%	25.0%	28.0%	71%	89%
10	27.1%	26.0%	25.9%	105%	101%
11	27.7%	27.6%	23.2%	119%	119%
12	25.2%	21.4%	22.9%	110%	94%

The number of years spent at one's school is inversely associated with reported overall satisfaction. This is skewed by grade level (and not an unusual distinction).

2. How many years have you attended the school?

Year	B123	B4	B5	B123/B5	B4/B5
1	15.3%	21.5%	30.4%	50%	71%
2	18.1%	17.9%	16.9%	107%	106%
3	17.6%	17.5%	17.3%	101%	101%
4+	49.0%	43.0%	35.4%	138%	122%
	3.0 years average	2.8 years average	2.6 years average	117%	109%

Those reporting greater general satisfaction are more likely to be male.

3. Please indicate the gender with which you most identify:

	B123	B4	B5	B123/B5	B4/B5
male	47.5%	56.0%	65.8%	72%	85%
female	46.8%	41.3%	32.3%	145%	128%
other	1.9%	1.3%	0.4%	441%	304%
prefer not to answer	3.8%	1.4%	1.4%	260%	94%

Those reporting lesser general satisfaction are more likely to identify as members of the LGBTQ2S+ community.

4. Do you identify as a member of the LGBTQ2S+ community?

	B123	B4	B5	B123/B5	B4/B5
Yes	13.9%	9.7%	5.2%	269%	188%
No	77.0%	83.6%	90.5%	85%	92%
Prefer not to answer	9.1%	6.7%	4.4%	209%	153%

With caution related to small cell size, see the appended select set of graphs crossed by racial/cultural identity.

5. How would you identify yourself racially/culturally?

	B123	B4	B5	B123/B5	B4/B5
Black	3.9%	2.1%	1.5%	268%	144%
East and Southeast Asian	30.9%	34.6%	27.3%	113%	127%
Latin American	1.6%	2.9%	4.4%	36%	67%
Middle Eastern/West Asian	2.8%	2.5%	2.9%	98%	84%
Multi-racial	5.9%	5.2%	4.7%	126%	110%
North American Indigenous	1.1%	0.8%	1.0%	110%	80%
South Asian	5.0%	5.4%	5.5%	91%	98%
White	42.1%	42.5%	48.2%	87%	88%
Other	3.0%	2.1%	2.3%	130%	92%
Prefer not to answer	3.6%	1.9%	2.2%	163%	87%

Those who are greater satisfied (B4 or B5) are more likely to report that they spend between 1-2 hours on homework.

6. How many hours do you spend on homework, on average, each day during the school week?

	B123	B4	B5	B123/B5	B4/B5
less than 1 hour	10.9%	8.3%	10.4%	104%	79%
between 1-2 hours	33.6%	42.2%	38.1%	88%	111%
between 2-3 hours	29.9%	31.1%	30.7%	97%	101%
more than 3 hours	25.6%	18.5%	20.7%	124%	89%
	2.1 hours average	2.0 hours average	2.1 hours average	103%	99%

Those greater satisfied with their school experience are more likely to spend less time on social media.

7. How many hours do you spend on social media, on average, each day during the school week?

	B123	B4	B5	B123/B5	B4/B5
less than 1 hour	12.5%	14.6%	19.0%	66%	77%
between 1-2 hours	30.5%	34.1%	35.4%	86%	96%
between 2-3 hours	25.1%	25.7%	24.2%	104%	106%
between 3-4 hours	15.5%	13.6%	10.7%	145%	128%
between 4-5 hours	8.1%	6.9%	4.8%	167%	143%
more than 5 hours	8.4%	5.0%	5.9%	143%	86%
	2.5 hours average	2.3 hours average	2.2 hours average	115%	106%

Those who are lesser satisfied, overall, are more likely to receive tutoring outside of school.

8. Do you receive outside tutoring support other than extra help provided by the school?

	B123	B4	B5	B123/B5	B4/B5
Yes	37.0%	33.2%	29.0%	128%	114%
No	63.0%	66.8%	71.0%	89%	94%

A universal finding, those who report lesser overall satisfaction indicate in much greater proportion that they sleep less than 6 hours on school nights.

9. How many hours do you sleep, on average, on school nights?

	B123	B4	B5	B123/B5	B4/B5
less than 6 hours	26.6%	13.2%	9.6%	278%	137%
between 6-8 hours	63.8%	73.6%	69.9%	91%	105%
more than 8 hours	9.6%	13.3%	20.5%	47%	65%

Comparing lesser to greater satisfied students in attitudinal agreement reveals meaningful distinctions, throughout the series. Statistically significant distinctions are highlighted in italics.

C. Please indicate your level of agreement with each of the following statements about your school experience:

	B123	B4	B5	B123/B5	B4/B5
14. <i>The school encourages a love of learning in me.</i>	2.8	3.6	4.2	66%	86%
3. <i>I feel a strong sense of belonging at the school.</i>	2.9	3.8	4.4	67%	86%
5. <i>I feel emotionally safe while at school.</i>	3.0	3.8	4.4	69%	87%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.1	3.9	4.4	69%	87%
7. <i>I feel respected and valued at school.</i>	3.1	3.9	4.4	70%	88%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.7	4.2	71%	88%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.3	4.0	4.5	73%	89%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.5	4.0	73%	88%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.1	3.8	4.3	73%	90%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.3	3.9	4.4	75%	89%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.3	3.9	4.3	77%	90%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.4	3.9	4.3	78%	91%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	4.4	79%	92%
2. <i>I am passionate about the study of at least one subject.</i>	3.9	4.3	4.6	84%	94%
12. <i>I have at least one close friend at school.</i>	4.2	4.5	4.6	90%	97%
Average for this series	3.3	3.9	4.4	74%	89%

From the table, below, lesser satisfied students are distinguished by lower self-appraised preparedness, throughout the series.

D. Please indicate how well prepared you feel for each of the following:

	B123	B4	B5	B123/B5	B4/B5
9. <i>making choices that support my emotional well-being</i>	3.1	3.7	4.2	75%	88%
7. <i>handling stressful situations</i>	3.1	3.6	4.1	76%	89%
10. <i>organizing time effectively</i>	3.1	3.6	3.9	78%	90%
5. <i>conducting myself with confidence</i>	3.3	3.8	4.3	78%	90%
1. <i>adapting to face new challenges</i>	3.5	4.0	4.4	79%	91%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.0	4.5	80%	91%
6. <i>coping with peer pressure</i>	3.4	3.9	4.3	80%	91%
4. <i>assuming a leadership role</i>	3.5	3.9	4.3	81%	92%
2. <i>advocating for myself</i>	3.4	3.9	4.2	82%	92%
12. <i>thinking creatively</i>	3.6	4.0	4.3	82%	91%
13. <i>thinking critically</i>	3.7	4.1	4.4	83%	92%
8. <i>interacting in a diverse environment</i>	3.7	4.1	4.4	83%	92%
14. <i>working cooperatively in a group</i>	3.7	4.1	4.4	84%	93%
11. <i>setting high expectations for myself</i>	3.8	4.2	4.5	84%	93%
15. <i>working independently</i>	3.9	4.3	4.6	86%	93%
Average for this series	3.5	3.9	4.3	81%	91%

Expectedly, those least satisfied with their school experience report in greater proportion having been affected by experiences of discrimination at school. This distinction is consistent across all listed types of discrimination.

E. 1. Have you, personally, been affected by experiences of discrimination at school?

	B123	B4	B5	B123/B5	B4/B5
Yes	30.8%	20.1%	12.3%	251%	164%
No	69.2%	79.9%	87.7%	79%	91%

2. If yes, on what basis have you, personally, experienced discrimination at school?

	B123	B4	B5	B123/B5	B4/B5
8. <i>other</i>	4.5%	2.5%	2.7%	164%	91%
3. <i>religion</i>	5.8%	3.4%	3.2%	183%	105%
2. <i>ethnic origin</i>	8.1%	5.4%	3.9%	208%	138%
6. <i>politics</i>	6.5%	3.1%	2.6%	249%	120%
1. <i>race</i>	15.9%	10.6%	6.2%	256%	170%
7. <i>socio-economic status</i>	4.6%	2.7%	1.4%	321%	185%
4. <i>gender identity</i>	6.7%	2.9%	1.9%	355%	154%
5. <i>sexual orientation</i>	6.4%	3.6%	1.4%	439%	250%

Those more satisfied are more likely to attend a school with 400-499 students enrolled. See the appended select graphs crossed by Population for detail.

Population (total number of students in Grades 9-12)

	B123	B4	B5	B123/B5	B4/B5
100-249	19.5%	17.2%	11.9%	164%	145%
250-399	33.7%	26.5%	23.4%	144%	113%
400-499	18.2%	24.3%	37.9%	48%	64%
500+	28.6%	32.0%	26.8%	107%	119%

Expectedly, those who attend schools where 25-42.1% of students have experienced discrimination are disproportionately represented among those lesser satisfied with their school experience.

Proportion of Schools' Students Experiencing Discrimination

	B123	B4	B5	B123/B5	B4/B5
<20%	21.0%	24.6%	21.3%	99%	116%
20-24.9%	46.7%	50.1%	58.8%	79%	85%
25-42.1%	32.3%	25.2%	20.0%	162%	126%

Similarly, the most satisfied of respondents report fewer types of discrimination experienced (of those who experienced any discrimination). Due to small cell sizes for those experiencing 5 or 6+ types, a set of graphs was prepared, crossed by 1, 2, 3, and 4+ types of discrimination. To compare those who have experienced no discrimination with those who have experienced discrimination at school, see that cross-tabulations summary later in this report.

Number of Types of Discrimination Experienced

	B123	B4	B5	B123/B5	B4/B5
1	52.1%	56.3%	61.5%	85%	91%
2	24.1%	26.9%	22.0%	109%	122%
3	12.0%	9.7%	7.7%	156%	126%
4	5.8%	3.7%	4.4%	132%	84%
5	1.6%	1.6%	0.0%	N/A	N/A
6+	4.5%	1.9%	4.4%	101%	42%

A note on distinctions in the cross-tabulation sub-sections

All individually highlighted notes reflect statistically significant distinctions as revealed by the application of a t-test for comparison of ratings or a z-test for comparison of proportions (with $p < 0.05$). In cases where entire tables are shown, those measures highlighted in italics reflect statistical significance. Non-italicized measures do NOT display the same significance, but remain included for comparative contrast.

Do you identify as a member of the LGBTQ2S+ community?

A comparison was drawn between the 406 respondents who report identifying as members of the LGBTQ2S+ community and the 3268 who do not. Those who identify as members of the LGBTQ2S+ community also report:

1. in greater proportion as females (63.5% vs. 37.3%)
2. in greater proportion sleeping *less than 6 hours* (on average) on school nights (30.0% vs. 14.6%)
3. lesser agreement with the statement: *The school encourages a love of learning in me* (3.2 vs. 3.5)
4. lesser agreement with the statement: *I feel that I gain meaningful positive value from being a member of the school community* (3.4 vs. 3.8)
5. lesser agreement with the statement: *I feel respected and valued at school* (3.3 vs. 3.8)
6. lesser agreement with the statement: *I feel capable of handling the day-to-day academic workload* (3.0 vs. 3.5)
7. lesser agreement with the statement: *I feel emotionally safe while at school* (3.2 vs. 3.8)

8. lesser agreement with the statement: *I feel a strong sense of belonging at the school* (3.1 vs. 3.7)
9. lesser self-appraised preparedness for *coping with peer pressure* (3.5 vs. 3.8)
10. lesser self-appraised preparedness for *conducting myself with confidence* (3.4 vs. 3.8)
11. lesser self-appraised preparedness for *organizing time effectively* (3.0 vs. 3.5)
12. lesser self-appraised preparedness for *handling stressful situations* (3.1 vs. 3.6)
13. lesser self-appraised preparedness for *making choices that support my emotional well-being* (3.1 vs. 3.7)
14. in greater proportion having, personally, been affected by experiences of discrimination at school (44.5% vs. 19.5%)
15. in greater proportion having experienced discrimination based on *sexual orientation* (29.1% vs. 1.4%)
16. in greater proportion having experienced discrimination based on *gender identity* (19.5% vs. 2.3%)
17. in lesser proportion attending a *Single Sex Boys School* (2.7% vs. 20.3%)
18. in greater proportion attending *Day School* (40.6% vs. 21.6%)
19. in greater proportion attending a school with the total number of students enrolled in Grades 9-12 *100-249* (31.5% vs. 16.2%)
20. in lesser proportion attending a school with the total number of students enrolled in Grades 9-12 *500+* (17.0% vs. 34.4%)
21. in lesser proportion indicating only *1* type of discrimination experienced (40.1% vs. 59.2%)

Do you receive outside tutoring support other than extra help provided by the school?

A comparison was drawn between the 1405 respondents who report receiving outside tutoring support other than extra help provided by the school and the 2756 who do not. Those who receive outside tutoring also report:

1. in greater proportion as *East and Southeast Asian* (45.1% vs. 26.1%)
2. in lesser proportion as *White* (34.6% vs. 47.7%)

I am enthusiastically involved in out-of-classroom activities.

A comparison was drawn between the 2892 respondents who agreed with the statement "I am enthusiastically involved in out-of-classroom activities" and the 380 who disagreed. Those who agreed also report:

1. lesser time spent on social media (2.3 vs. 2.6 hours)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (14.5% vs. 28.9%)
3. greater overall satisfaction with the school (3.9 vs. 3.0)
4. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	1.7	4.4	38%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.7	4.0	69%
14. <i>The school encourages a love of learning in me.</i>	2.6	3.7	70%
3. <i>I feel a strong sense of belonging at the school.</i>	2.7	3.9	70%
6. <i>I feel encouraged to express my opinion.</i>	2.7	3.7	73%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.9	4.0	73%
5. <i>I feel emotionally safe while at school.</i>	2.9	3.9	74%
7. <i>I feel respected and valued at school.</i>	2.9	3.9	74%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.9	3.9	75%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.0	4.0	76%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.1	4.0	77%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.8	3.6	78%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.2	4.0	78%
2. <i>I am passionate about the study of at least one subject.</i>	3.6	4.4	81%
12. <i>I have at least one close friend at school.</i>	3.9	4.6	85%
Average for this series	2.9	4.0	73%

5. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
4. <i>assuming a leadership role</i>	3.0	4.1	74%
5. <i>conducting myself with confidence</i>	3.0	3.9	76%
10. <i>organizing time effectively</i>	2.8	3.6	78%
3. <i>approaching life with intellectual curiosity</i>	3.3	4.1	79%
2. <i>advocating for myself</i>	3.1	3.9	79%
1. <i>adapting to face new challenges</i>	3.2	4.0	79%
7. <i>handling stressful situations</i>	3.0	3.7	81%
14. <i>working cooperatively in a group</i>	3.4	4.2	82%
9. <i>making choices that support my emotional well-being</i>	3.0	3.7	82%
11. <i>setting high expectations for myself</i>	3.5	4.3	82%
12. <i>thinking creatively</i>	3.3	4.1	82%
8. <i>interacting in a diverse environment</i>	3.5	4.2	83%
6. <i>coping with peer pressure</i>	3.3	3.9	83%
13. <i>thinking critically</i>	3.5	4.1	85%
15. <i>working independently</i>	3.8	4.3	89%
Average for this series	3.3	4.0	81%

6. in lesser proportion having, personally, been affected by experiences of discrimination at school (20.7% vs. 31.4%)

7. in greater proportion attending a school with the total number of students enrolled in Grades 9-12 400-499 (28.2% vs. 17.6%)

I am passionate about the study of at least one subject.

A comparison was drawn between the 3637 respondents who agreed with the statement "I am passionate about the study of at least one subject" and the 241 who disagreed. Noting the relatively small proportion in the counterpart, those who agreed also report:

1. lesser time spent on social media (2.3 vs. 2.7 hours)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (15.9% vs. 27.9%)
3. greater overall satisfaction with the school (3.8 vs. 2.8)

4. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
2. <i>I am passionate about the study of at least one subject.</i>	1.6	4.6	36%
14. <i>The school encourages a love of learning in me.</i>	2.1	3.6	59%
15. <i>There is at least one trusted adult I can talk to at school.</i>	2.6	3.9	65%
3. <i>I feel a strong sense of belonging at the school.</i>	2.5	3.7	66%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.6	3.8	67%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.6	4.0	67%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.6	3.8	68%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.4	3.5	69%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	2.8	4.0	70%
6. <i>I feel encouraged to express my opinion.</i>	2.6	3.6	71%
5. <i>I feel emotionally safe while at school.</i>	2.7	3.8	71%
7. <i>I feel respected and valued at school.</i>	2.7	3.8	71%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	2.8	3.9	71%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.8	3.9	72%
12. <i>I have at least one close friend at school.</i>	3.5	4.5	78%
Average for this series	2.6	3.9	66%

5. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
3. <i>approaching life with intellectual curiosity</i>	2.9	4.1	71%
10. <i>organizing time effectively</i>	2.6	3.6	74%
1. <i>adapting to face new challenges</i>	3.0	4.0	75%
5. <i>conducting myself with confidence</i>	2.9	3.8	75%
2. <i>advocating for myself</i>	2.9	3.9	75%
4. <i>assuming a leadership role</i>	3.0	4.0	76%
12. <i>thinking creatively</i>	3.1	4.0	77%
11. <i>setting high expectations for myself</i>	3.3	4.2	78%
13. <i>thinking critically</i>	3.2	4.1	79%
7. <i>handling stressful situations</i>	2.9	3.6	79%
6. <i>coping with peer pressure</i>	3.1	3.9	80%
9. <i>making choices that support my emotional well-being</i>	2.9	3.7	80%
8. <i>interacting in a diverse environment</i>	3.3	4.1	80%
14. <i>working cooperatively in a group</i>	3.3	4.1	81%
15. <i>working independently</i>	3.6	4.3	83%
Average for this series	3.1	4.0	78%

6. in greater proportion attending a school with the total number of students enrolled in Grades 9-12 400-499 (25.2% vs. 16.6%)

I feel a strong sense of belonging at the school.

A comparison was drawn between the 2565 respondents who agreed with the statement "I feel a strong sense of belonging at the school" and the 609 who disagreed. Those who agreed also report:

1. in greater proportion as males (59.4% vs. 43.4%)
2. in lesser proportion identifying as members of the LGBTQ2S+ community (6.7% vs. 23.4%)
3. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (13.2% vs. 30.3%)
4. greater overall satisfaction with the school (4.0 vs. 2.8)

5. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
3. <i>I feel a strong sense of belonging at the school.</i>	1.7	4.3	39%
5. <i>I feel emotionally safe while at school.</i>	2.4	4.1	58%
7. <i>I feel respected and valued at school.</i>	2.5	4.2	60%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.6	4.1	62%
6. <i>I feel encouraged to express my opinion.</i>	2.4	3.9	62%
14. <i>The school encourages a love of learning in me.</i>	2.4	3.8	64%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.7	4.0	66%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.9	4.2	69%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.9	4.1	71%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.0	4.1	71%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.7	3.7	72%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.0	4.1	72%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.1	4.1	76%
12. <i>I have at least one close friend at school.</i>	3.7	4.7	78%
2. <i>I am passionate about the study of at least one subject.</i>	3.7	4.5	83%
Average for this series	2.8	4.1	67%

6. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
9. <i>making choices that support my emotional well-being</i>	2.8	3.9	73%
5. <i>conducting myself with confidence</i>	3.0	4.1	74%
7. <i>handling stressful situations</i>	2.8	3.8	75%
10. <i>organizing time effectively</i>	2.8	3.7	76%
2. <i>advocating for myself</i>	3.1	4.0	78%
4. <i>assuming a leadership role</i>	3.2	4.1	78%

6. <i> coping with peer pressure</i>	3.2	4.0	79%
1. <i> adapting to face new challenges</i>	3.2	4.1	79%
3. <i> approaching life with intellectual curiosity</i>	3.3	4.2	80%
14. <i> working cooperatively in a group</i>	3.4	4.2	80%
8. <i> interacting in a diverse environment</i>	3.5	4.2	82%
11. <i> setting high expectations for myself</i>	3.6	4.3	83%
12. <i> thinking creatively</i>	3.5	4.1	85%
13. <i> thinking critically</i>	3.6	4.2	85%
15. <i> working independently</i>	3.9	4.4	89%
Average for this series	3.3	4.1	80%

7. in lesser proportion having, personally, been affected by experiences of discrimination at school (17.8% vs. 40.6%)
8. in lesser proportion attending *Day School* (24.9% vs. 38.4%)
9. in greater proportion attending a school with the total number of students enrolled in Grades 9-12 400-499 (28.6% vs. 18.6%)

I feel capable of handling the day-to-day academic workload.

A comparison was drawn between the 2244 respondents who agreed with the statement "I feel capable of handling the day-to-day academic workload" and the 897 who disagreed. Those who agreed also report:

1. in greater proportion as males (61.1% vs. 40.1%)
2. in lesser proportion identifying as members of the LGBTQ2S+ community (7.5% vs. 18.2%)
3. in greater proportion as *East and Southeast Asian* (37.1% vs. 22.8%)
4. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (10.4% vs. 31.4%)
5. greater overall satisfaction with the school (4.0 vs. 3.2)
6. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
4. <i> I feel capable of handling the day-to-day academic workload.</i>	1.7	4.3	41%
14. <i> The school encourages a love of learning in me.</i>	2.7	3.9	69%
5. <i> I feel emotionally safe while at school.</i>	2.9	4.0	73%
6. <i> I feel encouraged to express my opinion.</i>	2.9	3.9	76%
3. <i> I feel a strong sense of belonging at the school.</i>	3.0	3.9	76%

8.	<i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.1	4.0	77%
7.	<i>I feel respected and valued at school.</i>	3.1	4.0	77%
10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.1	4.0	78%
11.	<i>I feel well supported at school as I strive to meet my potential.</i>	3.2	4.1	78%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.1	82%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.3	4.1	82%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.4	4.1	83%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.5	4.1	86%
2.	<i>I am passionate about the study of at least one subject.</i>	3.9	4.5	86%
12.	<i>I have at least one close friend at school.</i>	4.2	4.6	92%
Average for this series		3.2	4.1	77%

7. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
7. <i>handling stressful situations</i>	2.8	4.0	70%
10. <i>organizing time effectively</i>	2.7	3.9	71%
9. <i>making choices that support my emotional well-being</i>	2.9	3.9	75%
5. <i>conducting myself with confidence</i>	3.3	4.0	81%
6. <i>coping with peer pressure</i>	3.3	4.1	82%
1. <i>adapting to face new challenges</i>	3.4	4.1	82%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.2	83%
2. <i>advocating for myself</i>	3.4	4.0	84%
13. <i>thinking critically</i>	3.6	4.3	85%
4. <i>assuming a leadership role</i>	3.5	4.1	87%
15. <i>working independently</i>	3.9	4.4	88%
8. <i>interacting in a diverse environment</i>	3.7	4.2	88%
12. <i>thinking creatively</i>	3.6	4.1	88%
11. <i>setting high expectations for myself</i>	3.8	4.3	89%
14. <i>working cooperatively in a group</i>	3.7	4.2	89%
Average for this series	3.4	4.1	83%

8. in lesser proportion having, personally, been affected by experiences of discrimination at school (17.9% vs. 33.0%)
9. in greater proportion indicating only 1 type of discrimination experienced (60.8% vs. 47.1%)

I feel emotionally safe while at school.

A comparison was drawn between the 2669 respondents who agreed with the statement "I feel emotionally safe while at school" and the 616 who disagreed. Those who agreed also report:

1. in greater proportion as males (60.7% vs. 38.4%)
2. in lesser proportion identifying as members of the LGBTQ2S+ community (6.8% vs. 20.7%)
3. lesser time spent on social media (2.3 vs. 2.6 hours)
4. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (11.7% vs. 32.0%)
5. greater overall satisfaction with the school (4.0 vs. 2.9)
6. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
5. <i>I feel emotionally safe while at school.</i>	1.7	4.4	38%
6. <i>I feel encouraged to express my opinion.</i>	2.4	4.0	61%
3. <i>I feel a strong sense of belonging at the school.</i>	2.5	4.0	61%
7. <i>I feel respected and valued at school.</i>	2.5	4.1	61%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.7	4.1	65%
14. <i>The school encourages a love of learning in me.</i>	2.5	3.8	66%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.7	4.0	66%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.6	3.7	69%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.0	4.2	72%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.0	4.1	74%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.1	4.1	74%

13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.1	4.1	75%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.2	4.1	79%
12.	<i>I have at least one close friend at school.</i>	3.9	4.6	85%
2.	<i>I am passionate about the study of at least one subject.</i>	3.8	4.4	87%
Average for this series		2.8	4.1	69%

7. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio	
9.	<i>making choices that support my emotional well-being</i>	2.7	3.9	70%
7.	<i>handling stressful situations</i>	2.7	3.8	71%
5.	<i>conducting myself with confidence</i>	3.0	4.0	74%
10.	<i>organizing time effectively</i>	2.8	3.7	75%
6.	<i>coping with peer pressure</i>	3.1	4.0	77%
2.	<i>advocating for myself</i>	3.2	4.0	79%
1.	<i>adapting to face new challenges</i>	3.3	4.1	80%
4.	<i>assuming a leadership role</i>	3.3	4.1	81%
3.	<i>approaching life with intellectual curiosity</i>	3.4	4.2	82%
14.	<i>working cooperatively in a group</i>	3.5	4.2	82%
8.	<i>interacting in a diverse environment</i>	3.5	4.2	83%
13.	<i>thinking critically</i>	3.5	4.2	84%
12.	<i>thinking creatively</i>	3.5	4.1	85%
11.	<i>setting high expectations for myself</i>	3.7	4.3	86%
15.	<i>working independently</i>	3.8	4.4	88%
Average for this series		3.3	4.1	80%

8. in lesser proportion having, personally, been affected by experiences of discrimination at school (15.8% vs. 46.2%)
9. in lesser proportion having experienced discrimination based on *race* (8.7% vs. 20.9%)
10. in greater proportion indicating only *1* type of discrimination experienced (63.7% vs. 45.6%)

I feel encouraged to express my opinion.

A comparison was drawn between the 2495 respondents who agreed with the statement "I feel encouraged to express my opinion" and the 708 who disagreed. Those who agreed also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (14.0% vs. 28.2%)
2. greater overall satisfaction with the school (4.0 vs. 3.0)
3. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
6. <i>I feel encouraged to express my opinion.</i>	1.7	4.3	38%
5. <i>I feel emotionally safe while at school.</i>	2.6	4.1	63%
7. <i>I feel respected and valued at school.</i>	2.7	4.1	64%
14. <i>The school encourages a love of learning in me.</i>	2.5	3.8	65%
3. <i>I feel a strong sense of belonging at the school.</i>	2.7	4.0	67%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.8	4.1	68%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.8	4.1	68%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.1	4.2	73%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.0	4.1	73%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.1	4.2	73%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.8	3.7	75%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.1	4.1	76%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.3	4.1	81%
2. <i>I am passionate about the study of at least one subject.</i>	3.9	4.4	87%
12. <i>I have at least one close friend at school.</i>	4.0	4.6	88%
Average for this series	2.9	4.1	71%

4. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
9. <i>making choices that support my emotional well-being</i>	2.9	3.9	76%
7. <i>handling stressful situations</i>	3.0	3.8	78%
10. <i>organizing time effectively</i>	2.9	3.7	78%
2. <i>advocating for myself</i>	3.2	4.0	80%
5. <i>conducting myself with confidence</i>	3.2	4.1	80%
4. <i>assuming a leadership role</i>	3.4	4.1	82%
1. <i>adapting to face new challenges</i>	3.4	4.1	82%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.2	82%
6. <i>coping with peer pressure</i>	3.3	4.0	83%
14. <i>working cooperatively in a group</i>	3.6	4.3	84%
8. <i>interacting in a diverse environment</i>	3.6	4.2	84%
12. <i>thinking creatively</i>	3.5	4.1	84%
13. <i>thinking critically</i>	3.6	4.2	86%
11. <i>setting high expectations for myself</i>	3.8	4.3	87%
15. <i>working independently</i>	3.9	4.4	90%
Average for this series	3.4	4.1	82%

5. in lesser proportion having, personally, been affected by experiences of discrimination at school (16.6% vs. 41.0%)

I feel respected and valued at school.

A comparison was drawn between the 2809 respondents who agreed with the statement "I feel respected and valued at school" and the 514 who disagreed. Those who agreed also report:

1. in lesser proportion identifying as members of the LGBTQ2S+ community (7.8% vs. 21.1%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (12.9% vs. 32.9%)
3. greater overall satisfaction with the school (4.0 vs. 2.9)

4. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
7. <i>I feel respected and valued at school.</i>	1.7	4.3	40%
5. <i>I feel emotionally safe while at school.</i>	2.3	4.1	57%
6. <i>I feel encouraged to express my opinion.</i>	2.3	3.9	58%
3. <i>I feel a strong sense of belonging at the school.</i>	2.3	4.0	58%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.5	4.1	60%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.5	4.1	62%
14. <i>The school encourages a love of learning in me.</i>	2.4	3.8	63%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.8	4.2	68%
15. <i>There is at least one trusted adult I can talk to at school.</i>	2.9	4.1	70%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.6	3.7	71%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.9	4.1	71%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	2.9	4.1	72%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.3	4.1	80%
12. <i>I have at least one close friend at school.</i>	3.7	4.6	81%
2. <i>I am passionate about the study of at least one subject.</i>	3.7	4.4	84%
Average for this series	2.7	4.1	66%

5. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
9. <i>making choices that support my emotional well-being</i>	2.8	3.9	72%
7. <i>handling stressful situations</i>	2.8	3.8	72%
5. <i>conducting myself with confidence</i>	3.0	4.0	74%
10. <i>organizing time effectively</i>	2.8	3.7	75%
6. <i>coping with peer pressure</i>	3.1	4.0	77%
2. <i>advocating for myself</i>	3.1	4.0	78%

4. <i>assuming a leadership role</i>	3.2	4.1	79%
1. <i>adapting to face new challenges</i>	3.2	4.1	80%
3. <i>approaching life with intellectual curiosity</i>	3.3	4.2	80%
14. <i>working cooperatively in a group</i>	3.4	4.2	81%
8. <i>interacting in a diverse environment</i>	3.5	4.2	82%
13. <i>thinking critically</i>	3.5	4.2	83%
11. <i>setting high expectations for myself</i>	3.6	4.3	85%
12. <i>thinking creatively</i>	3.5	4.1	85%
15. <i>working independently</i>	3.8	4.4	86%
Average for this series	3.2	4.1	79%

6. in lesser proportion having, personally, been affected by experiences of discrimination at school (16.1% vs. 46.9%)
7. in lesser proportion having experienced discrimination based on *race* (9.0% vs. 23.3%)

I feel that I gain meaningful positive value from being a member of the school community.

A comparison was drawn between the 2730 respondents who agreed with the statement "I feel that I gain meaningful positive value from being a member of the school community" and the 436 who disagreed. Those who agreed also report:

1. in lesser proportion identifying as members of the LGBTQ2S+ community (8.0% vs. 18.6%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (13.4% vs. 31.8%)
3. greater overall satisfaction with the school (4.0 vs. 2.6)
4. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	1.7	4.3	40%
14. <i>The school encourages a love of learning in me.</i>	2.1	3.9	55%
3. <i>I feel a strong sense of belonging at the school.</i>	2.2	4.0	55%
7. <i>I feel respected and valued at school.</i>	2.3	4.1	55%
5. <i>I feel emotionally safe while at school.</i>	2.3	4.1	57%
6. <i>I feel encouraged to express my opinion.</i>	2.3	3.9	58%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.4	4.1	60%

11.	<i>I feel well supported at school as I strive to meet my potential.</i>	2.6	4.2	63%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	2.7	4.2	64%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.7	4.2	65%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	2.8	4.2	67%
4.	<i>I feel capable of handling the day-to-day academic workload.</i>	2.6	3.7	69%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.0	4.2	71%
2.	<i>I am passionate about the study of at least one subject.</i>	3.5	4.5	80%
12.	<i>I have at least one close friend at school.</i>	3.7	4.6	80%
Average for this series		2.6	4.1	63%

5. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
9. <i>making choices that support my emotional well-being</i>	2.7	3.9	70%
10. <i>organizing time effectively</i>	2.7	3.7	72%
5. <i>conducting myself with confidence</i>	2.9	4.0	73%
4. <i>assuming a leadership role</i>	3.0	4.1	73%
7. <i>handling stressful situations</i>	2.8	3.8	74%
3. <i>approaching life with intellectual curiosity</i>	3.2	4.2	76%
2. <i>advocating for myself</i>	3.0	4.0	76%
1. <i>adapting to face new challenges</i>	3.2	4.1	77%
8. <i>interacting in a diverse environment</i>	3.3	4.2	78%
6. <i>coping with peer pressure</i>	3.1	4.0	78%
14. <i>working cooperatively in a group</i>	3.3	4.2	78%
12. <i>thinking creatively</i>	3.3	4.1	79%
13. <i>thinking critically</i>	3.4	4.2	80%
11. <i>setting high expectations for myself</i>	3.5	4.3	81%
15. <i>working independently</i>	3.7	4.4	84%
Average for this series	3.1	4.1	77%

6. in lesser proportion having, personally, been affected by experiences of discrimination at school (17.8% vs. 39.8%)

7. in lesser proportion having experienced discrimination based on *race* (9.4% vs. 19.0%)

I feel that I make a meaningful positive contribution to the experience of others within the school community.

A comparison was drawn between the 2903 respondents who agreed with the statement "I feel that I make a meaningful positive contribution to the experience of others within the school community" and the 344 who disagreed. Those who agreed also report:

1. in lesser proportion as members of the LGBTQ2S+ community (8.4% vs. 17.8%)
2. lesser time spent on social media (2.3 vs. 2.7 hours)
3. in lesser proportion sleeping *less than 6 hours* on school nights (14.9% vs. 29.5%)
4. greater overall satisfaction with the school (3.9 vs. 2.9)
5. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	1.7	4.3	40%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.4	4.1	58%
3. <i>I feel a strong sense of belonging at the school.</i>	2.3	3.9	59%
14. <i>The school encourages a love of learning in me.</i>	2.2	3.7	60%
5. <i>I feel emotionally safe while at school.</i>	2.4	4.0	62%
6. <i>I feel encouraged to express my opinion.</i>	2.4	3.8	62%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.5	4.0	62%
7. <i>I feel respected and valued at school.</i>	2.5	4.0	62%
15. <i>There is at least one trusted adult I can talk to at school.</i>	2.7	4.1	66%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.8	4.1	68%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	2.8	4.1	69%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	2.8	4.1	69%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.6	3.6	72%
12. <i>I have at least one close friend at school.</i>	3.5	4.6	77%

2. <i>I am passionate about the study of at least one subject.</i>	3.4	4.4	78%
Average for this series	2.6	4.1	64%

6. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
5. <i>conducting myself with confidence</i>	2.8	4.0	69%
4. <i>assuming a leadership role</i>	2.9	4.1	69%
9. <i>making choices that support my emotional well-being</i>	2.7	3.8	71%
7. <i>handling stressful situations</i>	2.7	3.8	72%
10. <i>organizing time effectively</i>	2.7	3.7	73%
2. <i>advocating for myself</i>	3.0	4.0	74%
3. <i>approaching life with intellectual curiosity</i>	3.1	4.2	75%
1. <i>adapting to face new challenges</i>	3.1	4.1	75%
14. <i>working cooperatively in a group</i>	3.2	4.2	75%
8. <i>interacting in a diverse environment</i>	3.2	4.2	76%
6. <i>coping with peer pressure</i>	3.0	4.0	76%
12. <i>thinking creatively</i>	3.2	4.1	77%
11. <i>setting high expectations for myself</i>	3.4	4.3	78%
13. <i>thinking critically</i>	3.3	4.2	78%
15. <i>working independently</i>	3.6	4.4	83%
Average for this series	3.0	4.1	75%

7. in lesser proportion having, personally, been affected by experiences of discrimination at school (19.7% vs. 37.5%)

I feel treated as an individual with unique needs, interests, and talents.

A comparison was drawn between the 2724 respondents who agreed with the statement "I feel treated as an individual with unique needs, interests, and talents" and the 526 who disagreed. Those who agreed also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (13.4% vs. 30.5%)
2. greater overall satisfaction with the school (4.0 vs. 2.9)

3. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	1.7	4.3	40%
14. <i>The school encourages a love of learning in me.</i>	2.3	3.8	61%
7. <i>I feel respected and valued at school.</i>	2.5	4.1	62%
6. <i>I feel encouraged to express my opinion.</i>	2.4	3.9	62%
5. <i>I feel emotionally safe while at school.</i>	2.5	4.0	62%
3. <i>I feel a strong sense of belonging at the school.</i>	2.5	4.0	63%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.6	4.1	64%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.7	4.2	64%
15. <i>There is at least one trusted adult I can talk to at school.</i>	2.8	4.1	68%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.9	4.1	71%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.7	3.7	73%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.0	4.1	73%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.3	4.1	79%
2. <i>I am passionate about the study of at least one subject.</i>	3.7	4.5	83%
12. <i>I have at least one close friend at school.</i>	3.9	4.6	86%
Average for this series	2.8	4.1	68%

4. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
9. <i>making choices that support my emotional well-being</i>	2.8	3.9	72%
7. <i>handling stressful situations</i>	2.9	3.8	76%
10. <i>organizing time effectively</i>	2.8	3.7	77%
5. <i>conducting myself with confidence</i>	3.1	4.0	77%
6. <i>coping with peer pressure</i>	3.1	4.0	78%
2. <i>advocating for myself</i>	3.2	4.0	79%

3.	<i>approaching life with intellectual curiosity</i>	3.3	4.2	79%
4.	<i>assuming a leadership role</i>	3.2	4.1	79%
1.	<i>adapting to face new challenges</i>	3.3	4.1	80%
14.	<i>working cooperatively in a group</i>	3.5	4.2	82%
12.	<i>thinking creatively</i>	3.4	4.1	82%
8.	<i>interacting in a diverse environment</i>	3.5	4.2	82%
11.	<i>setting high expectations for myself</i>	3.6	4.3	84%
13.	<i>thinking critically</i>	3.5	4.2	84%
15.	<i>working independently</i>	3.8	4.4	87%
Average for this series		3.3	4.1	80%

5. in lesser proportion having, personally, been affected by experiences of discrimination at school (17.8% vs. 42.9%)
6. in lesser proportion having experienced discrimination based on *race* (9.6% vs. 19.8%)

I feel well supported at school as I strive to meet my potential.

A comparison was drawn between the 2989 respondents who agreed with the statement "I feel well supported at school as I strive to meet my potential" and the 353 who disagreed. Those who agreed also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (13.2% vs. 33.3%)
2. greater overall satisfaction with the school (4.0 vs. 2.7)
3. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
11. <i>I feel well supported at school as I strive to meet my potential.</i>	1.7	4.4	39%
14. <i>The school encourages a love of learning in me.</i>	2.1	3.8	54%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.3	4.0	56%
6. <i>I feel encouraged to express my opinion.</i>	2.3	3.9	60%
3. <i>I feel a strong sense of belonging at the school.</i>	2.4	3.9	60%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.4	4.0	60%
7. <i>I feel respected and valued at school.</i>	2.5	4.0	61%
5. <i>I feel emotionally safe while at school.</i>	2.4	4.0	61%
15. <i>There is at least one trusted adult I can talk to at school.</i>	2.6	4.1	64%

4.	<i>I feel capable of handling the day-to-day academic workload.</i>	2.5	3.7	67%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	2.8	4.1	69%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.9	4.1	72%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.1	4.1	76%
2.	<i>I am passionate about the study of at least one subject.</i>	3.4	4.5	77%
12.	<i>I have at least one close friend at school.</i>	3.7	4.6	81%
Average for this series		2.6	4.1	64%

4. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio	
9. <i>making choices that support my emotional well-being</i>	2.7	3.8	70%	
10. <i>organizing time effectively</i>	2.6	3.7	71%	
7. <i>handling stressful situations</i>	2.7	3.8	72%	
3. <i>approaching life with intellectual curiosity</i>	3.1	4.2	74%	
2. <i>advocating for myself</i>	3.0	4.0	75%	
5. <i>conducting myself with confidence</i>	3.0	4.0	75%	
1. <i>adapting to face new challenges</i>	3.1	4.1	75%	
6. <i>coping with peer pressure</i>	3.1	4.0	77%	
4. <i>assuming a leadership role</i>	3.2	4.1	78%	
12. <i>thinking creatively</i>	3.2	4.1	78%	
13. <i>thinking critically</i>	3.3	4.2	79%	
14. <i>working cooperatively in a group</i>	3.3	4.2	80%	
8. <i>interacting in a diverse environment</i>	3.4	4.2	80%	
11. <i>setting high expectations for myself</i>	3.5	4.3	81%	
15. <i>working independently</i>	3.6	4.4	83%	
Average for this series		3.1	4.1	77%

5. in lesser proportion having, personally, been affected by experiences of discrimination at school (18.8% vs. 41.9%)

6. in lesser proportion having experienced discrimination based on *race* (9.7% vs. 21.5%)

I have at least one close friend at school.

A comparison was drawn between the 3795 respondents who agreed with the statement "I have at least one close friend at school" and the 233 who disagreed. Noting the relatively small proportion in the counterpart, those who agreed also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (15.9% vs. 28.9%)
2. greater overall satisfaction with the school (3.8 vs. 3.0)
3. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
12. <i>I have at least one close friend at school.</i>	1.5	4.7	31%
3. <i>I feel a strong sense of belonging at the school.</i>	2.3	3.7	62%
5. <i>I feel emotionally safe while at school.</i>	2.6	3.8	69%
7. <i>I feel respected and valued at school.</i>	2.7	3.8	69%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.7	3.8	70%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	2.8	3.9	71%
6. <i>I feel encouraged to express my opinion.</i>	2.6	3.6	72%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.8	3.9	73%
15. <i>There is at least one trusted adult I can talk to at school.</i>	2.8	3.9	73%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.8	3.8	73%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.9	3.9	74%
14. <i>The school encourages a love of learning in me.</i>	2.6	3.5	75%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.0	4.0	76%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.7	3.5	79%
2. <i>I am passionate about the study of at least one subject.</i>	3.5	4.3	81%
Average for this series	2.7	3.9	69%

4. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
5. <i>conducting myself with confidence</i>	3.0	3.8	79%
9. <i>making choices that support my emotional well-being</i>	2.9	3.6	80%
4. <i>assuming a leadership role</i>	3.2	3.9	81%
7. <i>handling stressful situations</i>	2.9	3.6	81%
14. <i>working cooperatively in a group</i>	3.3	4.1	81%
2. <i>advocating for myself</i>	3.2	3.8	83%
3. <i>approaching life with intellectual curiosity</i>	3.3	4.0	83%
8. <i>interacting in a diverse environment</i>	3.4	4.1	84%
1. <i>adapting to face new challenges</i>	3.3	3.9	85%
11. <i>setting high expectations for myself</i>	3.6	4.2	86%
6. <i>coping with peer pressure</i>	3.3	3.8	86%
10. <i>organizing time effectively</i>	3.0	3.5	86%
12. <i>thinking creatively</i>	3.5	4.0	88%
13. <i>thinking critically</i>	3.6	4.0	88%
15. <i>working independently</i>	3.8	4.3	90%
Average for this series	3.3	3.9	84%

5. in lesser proportion having, personally, been affected by experiences of discrimination at school (21.2% vs. 37.6%)
6. in lesser proportion having experienced discrimination based on *race* (10.8% vs. 22.3%)
7. in greater proportion indicating only *1* type of discrimination experienced (56.3% vs. 39.8%)

My school experience has helped me learn to engage constructively with people holding different perspectives from my own.

A comparison was drawn between the 3024 respondents who agreed with the statement "My school experience has helped me learn to engage constructively with people holding different perspectives from my own" and the 326 who disagreed. Those who agreed also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (14.8% vs. 30.2%)
2. greater overall satisfaction with the school (3.9 vs. 2.9)

3. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	1.7	4.3	39%
14. <i>The school encourages a love of learning in me.</i>	2.1	3.8	56%
6. <i>I feel encouraged to express my opinion.</i>	2.2	3.8	58%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.5	4.0	62%
3. <i>I feel a strong sense of belonging at the school.</i>	2.4	3.9	63%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.5	3.9	63%
7. <i>I feel respected and valued at school.</i>	2.5	4.0	63%
5. <i>I feel emotionally safe while at school.</i>	2.6	3.9	65%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.7	4.1	66%
15. <i>There is at least one trusted adult I can talk to at school.</i>	2.7	4.1	67%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.8	4.0	70%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.7	3.6	74%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.0	4.1	74%
12. <i>I have at least one close friend at school.</i>	3.6	4.6	78%
2. <i>I am passionate about the study of at least one subject.</i>	3.5	4.4	78%
Average for this series	2.6	4.0	65%

4. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
9. <i>making choices that support my emotional well-being</i>	2.8	3.8	73%
10. <i>organizing time effectively</i>	2.7	3.6	74%
14. <i>working cooperatively in a group</i>	3.2	4.2	76%
4. <i>assuming a leadership role</i>	3.1	4.0	76%
8. <i>interacting in a diverse environment</i>	3.2	4.2	77%
3. <i>approaching life with intellectual curiosity</i>	3.2	4.1	77%

5. <i>conducting myself with confidence</i>	3.0	4.0	77%
1. <i>adapting to face new challenges</i>	3.1	4.1	77%
2. <i>advocating for myself</i>	3.1	4.0	77%
7. <i>handling stressful situations</i>	2.9	3.7	78%
12. <i>thinking creatively</i>	3.3	4.1	80%
6. <i>coping with peer pressure</i>	3.2	4.0	80%
11. <i>setting high expectations for myself</i>	3.5	4.3	81%
13. <i>thinking critically</i>	3.4	4.2	82%
15. <i>working independently</i>	3.7	4.3	85%
Average for this series	3.1	4.0	78%

5. in lesser proportion having, personally, been affected by experiences of discrimination at school (19.7% vs. 41.3%)
6. in lesser proportion having experienced discrimination based on *race* (10.0% vs. 20.6%)

The school encourages a love of learning in me.

A comparison was drawn between the 2270 respondents who agreed with the statement "The school encourages a love of learning in me" and the 811 who disagreed. Those who agreed also report:

1. in greater proportion as *East and Southeast Asian* (34.9% vs. 22.6%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (12.3% vs. 28.6%)
3. greater overall satisfaction with the school (4.0 vs. 3.0)
4. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
14. <i>The school encourages a love of learning in me.</i>	1.6	4.3	38%
6. <i>I feel encouraged to express my opinion.</i>	2.6	4.0	67%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.8	4.2	67%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.8	4.1	68%
15. <i>There is at least one trusted adult I can talk to at school.</i>	2.9	4.2	69%
3. <i>I feel a strong sense of belonging at the school.</i>	2.8	4.0	69%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.0	4.3	69%

4.	<i>I feel capable of handling the day-to-day academic workload.</i>	2.7	3.8	70%
5.	<i>I feel emotionally safe while at school.</i>	2.8	4.1	70%
7.	<i>I feel respected and valued at school.</i>	2.9	4.1	70%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.1	4.2	73%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.1	4.1	76%
2.	<i>I am passionate about the study of at least one subject.</i>	3.7	4.5	81%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.2	81%
12.	<i>I have at least one close friend at school.</i>	4.1	4.6	91%
Average for this series		3.0	4.2	71%

5. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio	
10.	<i>organizing time effectively</i>	2.7	3.8	72%
9.	<i>making choices that support my emotional well-being</i>	2.9	3.9	74%
7.	<i>handling stressful situations</i>	2.9	3.9	75%
3.	<i>approaching life with intellectual curiosity</i>	3.3	4.3	77%
5.	<i>conducting myself with confidence</i>	3.2	4.1	77%
2.	<i>advocating for myself</i>	3.2	4.1	79%
1.	<i>adapting to face new challenges</i>	3.3	4.2	79%
4.	<i>assuming a leadership role</i>	3.3	4.1	80%
12.	<i>thinking creatively</i>	3.4	4.2	82%
13.	<i>thinking critically</i>	3.5	4.3	82%
6.	<i>coping with peer pressure</i>	3.3	4.0	82%
11.	<i>setting high expectations for myself</i>	3.6	4.4	83%
14.	<i>working cooperatively in a group</i>	3.6	4.3	83%
8.	<i>interacting in a diverse environment</i>	3.5	4.3	83%
15.	<i>working independently</i>	3.8	4.4	87%
Average for this series		3.3	4.1	80%

6. in lesser proportion having, personally, been affected by experiences of discrimination at school (17.7% vs. 34.9%)

There is at least one trusted adult I can talk to at school.

A comparison was drawn between the 2895 respondents who agreed with the statement "There is at least one trusted adult I can talk to at school" and the 701 who disagreed. Those who agreed also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (14.1% vs. 26.8%)
2. greater overall satisfaction with the school (3.9 vs. 3.2)
3. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	Disagree	Agree	Ratio
15. <i>There is at least one trusted adult I can talk to at school.</i>	1.6	4.6	35%
14. <i>The school encourages a love of learning in me.</i>	2.5	3.7	67%
6. <i>I feel encouraged to express my opinion.</i>	2.7	3.8	73%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.9	4.0	74%
3. <i>I feel a strong sense of belonging at the school.</i>	2.9	3.8	74%
7. <i>I feel respected and valued at school.</i>	2.9	3.9	75%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.9	3.9	75%
5. <i>I feel emotionally safe while at school.</i>	2.9	3.9	75%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.1	4.1	76%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.1	4.0	79%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.2	4.0	79%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.6	80%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	84%
2. <i>I am passionate about the study of at least one subject.</i>	3.8	4.4	86%
12. <i>I have at least one close friend at school.</i>	4.0	4.6	88%
Average for this series	3.0	4.0	74%

4. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	Disagree	Agree	Ratio
9. <i>making choices that support my emotional well-being</i>	3.0	3.8	79%
10. <i>organizing time effectively</i>	2.9	3.6	80%
7. <i>handling stressful situations</i>	3.0	3.7	81%
2. <i>advocating for myself</i>	3.2	4.0	82%
5. <i>conducting myself with confidence</i>	3.2	3.9	82%
4. <i>assuming a leadership role</i>	3.3	4.0	82%
6. <i>coping with peer pressure</i>	3.3	3.9	83%
3. <i>approaching life with intellectual curiosity</i>	3.4	4.1	84%
12. <i>thinking creatively</i>	3.4	4.1	85%
1. <i>adapting to face new challenges</i>	3.4	4.0	85%
14. <i>working cooperatively in a group</i>	3.6	4.2	85%
8. <i>interacting in a diverse environment</i>	3.6	4.2	86%
13. <i>thinking critically</i>	3.6	4.2	86%
11. <i>setting high expectations for myself</i>	3.7	4.3	87%
15. <i>working independently</i>	3.9	4.3	91%
Average for this series	3.4	4.0	84%

5. in lesser proportion having, personally, been affected by experiences of discrimination at school (20.3% vs. 33.1%)

Adapting to Face New Challenges

A comparison was drawn between the 3118 students who report greater preparedness (answering 4 or 5 on the 5-point scale) for *adapting to face new challenges* and the 1295 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.9 vs. 3.2)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.1.123	D.1.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.8	3.7	76%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.6	79%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.8	79%
5. <i>I feel emotionally safe while at school.</i>	3.1	3.9	79%
3. <i>I feel a strong sense of belonging at the school.</i>	3.0	3.8	79%

8.	<i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.1	3.9	80%
10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.1	3.9	80%
7.	<i>I feel respected and valued at school.</i>	3.2	3.9	80%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.0	81%
11.	<i>I feel well supported at school as I strive to meet my potential.</i>	3.3	4.0	81%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.2	4.0	81%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	4.0	83%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.1	83%
2.	<i>I am passionate about the study of at least one subject.</i>	3.8	4.4	86%
12.	<i>I have at least one close friend at school.</i>	4.1	4.5	91%
Average for this series		3.2	4.0	81%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.1.123	D.1.45	Ratio
1. <i>adapting to face new challenges</i>	2.8	4.3	64%
7. <i>handling stressful situations</i>	2.8	3.8	73%
5. <i>conducting myself with confidence</i>	3.0	4.0	76%
2. <i>advocating for myself</i>	3.1	4.0	76%
9. <i>making choices that support my emotional well-being</i>	2.9	3.8	77%
10. <i>organizing time effectively</i>	2.9	3.7	77%
4. <i>assuming a leadership role</i>	3.2	4.1	77%
3. <i>approaching life with intellectual curiosity</i>	3.3	4.2	78%
6. <i>coping with peer pressure</i>	3.2	4.0	78%
13. <i>thinking critically</i>	3.4	4.2	80%
12. <i>thinking creatively</i>	3.3	4.1	81%
8. <i>interacting in a diverse environment</i>	3.4	4.2	81%
11. <i>setting high expectations for myself</i>	3.6	4.3	82%
14. <i>working cooperatively in a group</i>	3.5	4.2	83%
15. <i>working independently</i>	3.7	4.4	84%
Average for this series	3.2	4.1	78%

Advocating for Myself

A comparison was drawn between the 2829 respondents who report greater self-appraised preparedness for *advocating for myself* and the 1576 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.9 vs. 3.4)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.2.123	D.2.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.9	3.7	79%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.8	80%
7. <i>I feel respected and valued at school.</i>	3.2	4.0	81%
5. <i>I feel emotionally safe while at school.</i>	3.2	3.9	81%
3. <i>I feel a strong sense of belonging at the school.</i>	3.1	3.9	81%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.2	4.0	82%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.1	82%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	3.9	82%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.3	4.0	82%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.4	4.1	83%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.6	84%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.4	4.0	85%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.5	4.1	86%
2. <i>I am passionate about the study of at least one subject.</i>	3.9	4.4	88%
12. <i>I have at least one close friend at school.</i>	4.2	4.5	91%
Average for this series	3.3	4.0	83%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.2.123	D.2.45	Ratio
2. <i>advocating for myself</i>	2.7	4.4	62%
5. <i>conducting myself with confidence</i>	3.1	4.1	75%
9. <i>making choices that support my emotional well-being</i>	3.0	3.9	77%
7. <i>handling stressful situations</i>	3.0	3.8	77%
4. <i>assuming a leadership role</i>	3.2	4.2	78%
10. <i>organizing time effectively</i>	3.0	3.7	79%
6. <i>coping with peer pressure</i>	3.2	4.1	80%
1. <i>adapting to face new challenges</i>	3.3	4.2	80%
3. <i>approaching life with intellectual curiosity</i>	3.4	4.2	81%
12. <i>thinking creatively</i>	3.4	4.2	83%
13. <i>thinking critically</i>	3.5	4.2	83%
8. <i>interacting in a diverse environment</i>	3.5	4.2	83%
14. <i>working cooperatively in a group</i>	3.5	4.3	83%
11. <i>setting high expectations for myself</i>	3.7	4.3	85%
15. <i>working independently</i>	3.8	4.4	87%
Average for this series	3.3	4.1	80%

Approaching Life with Intellectual Curiosity

A comparison was drawn between the 3169 respondents who report greater self-appraised preparedness for *approaching life with intellectual curiosity* and the 1216 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.9 vs. 3.3)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.3.123	D.3.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.7	3.7	74%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.1	3.9	79%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.7	80%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.6	80%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.1	3.9	80%

11.	<i>I feel well supported at school as I strive to meet my potential.</i>	3.2	4.0	80%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.2	4.0	80%
3.	<i>I feel a strong sense of belonging at the school.</i>	3.1	3.8	81%
7.	<i>I feel respected and valued at school.</i>	3.2	3.9	81%
5.	<i>I feel emotionally safe while at school.</i>	3.1	3.9	81%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.2	4.0	81%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	4.0	82%
2.	<i>I am passionate about the study of at least one subject.</i>	3.7	4.5	83%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.1	84%
12.	<i>I have at least one close friend at school.</i>	4.1	4.5	90%
Average for this series		3.2	4.0	81%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.3.123	D.3.45	Ratio	
3.	<i>approaching life with intellectual curiosity</i>	2.7	4.4	62%
7.	<i>handling stressful situations</i>	2.9	3.8	77%
1.	<i>adapting to face new challenges</i>	3.2	4.1	78%
4.	<i>assuming a leadership role</i>	3.2	4.1	78%
2.	<i>advocating for myself</i>	3.1	4.0	78%
10.	<i>organizing time effectively</i>	2.9	3.7	78%
9.	<i>making choices that support my emotional well-being</i>	3.0	3.8	78%
5.	<i>conducting myself with confidence</i>	3.1	4.0	79%
13.	<i>thinking critically</i>	3.3	4.2	79%
12.	<i>thinking creatively</i>	3.3	4.1	79%
6.	<i>coping with peer pressure</i>	3.2	4.0	80%
8.	<i>interacting in a diverse environment</i>	3.4	4.2	80%
11.	<i>setting high expectations for myself</i>	3.5	4.3	81%
14.	<i>working cooperatively in a group</i>	3.5	4.2	83%
15.	<i>working independently</i>	3.7	4.4	84%
Average for this series		3.2	4.1	78%

Assuming a Leadership Role

A comparison was drawn between the 2956 respondents who report greater self-appraised preparedness for *assuming a leadership role* and the 1448 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.9 vs. 3.4)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.4.123	D.4.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	3.0	3.7	81%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.3	4.0	81%
3. <i>I feel a strong sense of belonging at the school.</i>	3.1	3.8	81%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.2	3.9	82%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.1	82%
6. <i>I feel encouraged to express my opinion.</i>	3.1	3.8	82%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.0	82%
7. <i>I feel respected and valued at school.</i>	3.3	3.9	83%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	3.9	83%
5. <i>I feel emotionally safe while at school.</i>	3.2	3.9	84%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.4	4.0	85%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.4	4.0	85%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.1	3.6	86%
2. <i>I am passionate about the study of at least one subject.</i>	3.9	4.4	88%
12. <i>I have at least one close friend at school.</i>	4.1	4.5	91%
Average for this series	3.3	4.0	84%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.4.123	D.4.45	Ratio
4. <i>assuming a leadership role</i>	2.6	4.4	60%
5. <i>conducting myself with confidence</i>	3.0	4.1	75%
2. <i>advocating for myself</i>	3.2	4.0	78%
7. <i>handling stressful situations</i>	3.0	3.8	80%
10. <i>organizing time effectively</i>	3.0	3.7	80%
3. <i>approaching life with intellectual curiosity</i>	3.4	4.2	81%
1. <i>adapting to face new challenges</i>	3.3	4.1	81%
9. <i>making choices that support my emotional well-being</i>	3.1	3.8	82%
6. <i>coping with peer pressure</i>	3.3	4.0	82%
8. <i>interacting in a diverse environment</i>	3.5	4.2	83%
14. <i>working cooperatively in a group</i>	3.5	4.2	83%
11. <i>setting high expectations for myself</i>	3.6	4.3	83%
13. <i>thinking critically</i>	3.5	4.2	83%
12. <i>thinking creatively</i>	3.4	4.1	84%
15. <i>working independently</i>	3.8	4.4	87%
Average for this series	3.3	4.1	80%

Conducting Myself with Confidence

A comparison was drawn between the 2797 respondents who report greater self-appraised preparedness for *conducting myself with confidence* and the 1611 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.9 vs. 3.4)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.5.123	D.5.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	3.0	3.7	80%
5. <i>I feel emotionally safe while at school.</i>	3.1	3.9	80%
3. <i>I feel a strong sense of belonging at the school.</i>	3.1	3.9	80%
7. <i>I feel respected and valued at school.</i>	3.2	4.0	81%
6. <i>I feel encouraged to express my opinion.</i>	3.1	3.8	81%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.2	4.0	82%

9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.3	4.0	82%
10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	3.9	82%
4.	<i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.6	82%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.4	4.0	83%
11.	<i>I feel well supported at school as I strive to meet my potential.</i>	3.4	4.1	83%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.5	4.1	85%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.4	4.0	85%
2.	<i>I am passionate about the study of at least one subject.</i>	3.9	4.4	89%
12.	<i>I have at least one close friend at school.</i>	4.1	4.6	91%
Average for this series		3.3	4.0	83%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.5.123	D.5.45	Ratio	
5.	<i>conducting myself with confidence</i>	2.6	4.4	60%
7.	<i>handling stressful situations</i>	2.9	3.9	75%
4.	<i>assuming a leadership role</i>	3.2	4.2	76%
2.	<i>advocating for myself</i>	3.1	4.1	76%
9.	<i>making choices that support my emotional well-being</i>	3.0	3.9	77%
6.	<i>coping with peer pressure</i>	3.2	4.1	77%
10.	<i>organizing time effectively</i>	3.0	3.7	80%
1.	<i>adapting to face new challenges</i>	3.4	4.1	81%
3.	<i>approaching life with intellectual curiosity</i>	3.5	4.2	82%
12.	<i>thinking creatively</i>	3.5	4.2	83%
8.	<i>interacting in a diverse environment</i>	3.5	4.2	84%
13.	<i>thinking critically</i>	3.6	4.2	84%
14.	<i>working cooperatively in a group</i>	3.6	4.2	84%
11.	<i>setting high expectations for myself</i>	3.7	4.3	86%
15.	<i>working independently</i>	3.8	4.4	87%
Average for this series		3.3	4.2	79%

Coping with Peer Pressure

A comparison was drawn between the 2846 respondents who report greater self-appraised preparedness for *coping with peer pressure* and the 1557 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.9 vs. 3.4)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.6.123	D.6.45	Ratio
5. <i>I feel emotionally safe while at school.</i>	3.2	3.9	82%
7. <i>I feel respected and valued at school.</i>	3.3	3.9	83%
3. <i>I feel a strong sense of belonging at the school.</i>	3.2	3.8	83%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.6	83%
14. <i>The school encourages a love of learning in me.</i>	3.0	3.7	83%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.3	3.9	84%
6. <i>I feel encouraged to express my opinion.</i>	3.1	3.7	84%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.3	3.9	84%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.4	4.0	85%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.4	4.0	85%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.4	4.0	85%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.5	4.0	87%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.6	4.0	89%
2. <i>I am passionate about the study of at least one subject.</i>	4.0	4.4	91%
12. <i>I have at least one close friend at school.</i>	4.2	4.5	92%
Average for this series	3.4	4.0	86%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.6.123	D.6.45	Ratio
6. <i>coping with peer pressure</i>	2.6	4.4	59%
7. <i>handling stressful situations</i>	2.9	3.9	73%
5. <i>conducting myself with confidence</i>	3.1	4.1	77%
9. <i>making choices that support my emotional well-being</i>	3.0	3.9	77%
2. <i>advocating for myself</i>	3.3	4.0	81%
10. <i>organizing time effectively</i>	3.0	3.7	82%
8. <i>interacting in a diverse environment</i>	3.5	4.2	83%
1. <i>adapting to face new challenges</i>	3.4	4.1	83%
4. <i>assuming a leadership role</i>	3.4	4.1	83%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.2	84%
13. <i>thinking critically</i>	3.6	4.2	85%
12. <i>thinking creatively</i>	3.5	4.1	85%
14. <i>working cooperatively in a group</i>	3.6	4.2	86%
15. <i>working independently</i>	3.8	4.4	86%
11. <i>setting high expectations for myself</i>	3.7	4.3	87%
Average for this series	3.3	4.1	81%

Handling Stressful Situations

A comparison was drawn between the 2482 respondents who report greater self-appraised preparedness for *handling stressful situations* and the 1920 who report lesser preparedness. Those who report greater preparedness also report:

1. in greater proportion as males (61.5% vs. 45.5%)
2. greater overall satisfaction with the school (3.9 vs. 3.4)
3. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.7.123	D.7.45	Ratio
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.8	77%
5. <i>I feel emotionally safe while at school.</i>	3.2	4.0	81%
14. <i>The school encourages a love of learning in me.</i>	3.0	3.7	81%
6. <i>I feel encouraged to express my opinion.</i>	3.2	3.8	83%
7. <i>I feel respected and valued at school.</i>	3.3	4.0	83%
3. <i>I feel a strong sense of belonging at the school.</i>	3.2	3.9	83%

8.	<i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.4	4.0	84%
11.	<i>I feel well supported at school as I strive to meet my potential.</i>	3.5	4.1	85%
10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.3	3.9	85%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.5	4.0	86%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.5	4.0	86%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.5	4.0	87%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.6	4.1	89%
2.	<i>I am passionate about the study of at least one subject.</i>	4.0	4.4	90%
12.	<i>I have at least one close friend at school.</i>	4.2	4.5	93%
Average for this series		3.4	4.0	85%

4. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.7.123	D.7.45	Ratio	
7. <i>handling stressful situations</i>	2.5	4.3	57%	
9. <i>making choices that support my emotional well-being</i>	3.0	4.0	76%	
10. <i>organizing time effectively</i>	2.9	3.8	76%	
6. <i>coping with peer pressure</i>	3.2	4.2	77%	
5. <i>conducting myself with confidence</i>	3.2	4.1	78%	
1. <i>adapting to face new challenges</i>	3.4	4.2	81%	
2. <i>advocating for myself</i>	3.3	4.1	82%	
4. <i>assuming a leadership role</i>	3.4	4.1	83%	
8. <i>interacting in a diverse environment</i>	3.6	4.3	84%	
3. <i>approaching life with intellectual curiosity</i>	3.6	4.2	84%	
13. <i>thinking critically</i>	3.6	4.3	84%	
12. <i>thinking creatively</i>	3.6	4.2	86%	
14. <i>working cooperatively in a group</i>	3.7	4.2	87%	
11. <i>setting high expectations for myself</i>	3.8	4.4	87%	
15. <i>working independently</i>	3.9	4.4	87%	
Average for this series		3.4	4.2	81%

Interacting in a Diverse Environment

A comparison was drawn between the 3229 respondents who report greater self-appraised preparedness for *interacting in a diverse environment* and the 1156 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.8 vs. 3.3)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.8.123	D.8.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.9	3.6	79%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.7	79%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.1	3.9	80%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.1	3.9	81%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	4.0	81%
3. <i>I feel a strong sense of belonging at the school.</i>	3.1	3.8	81%
7. <i>I feel respected and valued at school.</i>	3.2	3.9	81%
5. <i>I feel emotionally safe while at school.</i>	3.1	3.8	82%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.2	4.0	82%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.0	82%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.3	4.0	82%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.6	83%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	86%
2. <i>I am passionate about the study of at least one subject.</i>	3.8	4.4	87%
12. <i>I have at least one close friend at school.</i>	4.1	4.5	90%
Average for this series	3.3	3.9	83%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.8.123	D.8.45	Ratio
8. <i>interacting in a diverse environment</i>	2.7	4.4	61%
7. <i>handling stressful situations</i>	2.9	3.8	77%
9. <i>making choices that support my emotional well-being</i>	2.9	3.8	77%
5. <i>conducting myself with confidence</i>	3.1	4.0	78%
6. <i>coping with peer pressure</i>	3.2	4.0	79%
4. <i>assuming a leadership role</i>	3.2	4.1	79%
12. <i>thinking creatively</i>	3.3	4.1	80%
14. <i>working cooperatively in a group</i>	3.4	4.2	80%
3. <i>approaching life with intellectual curiosity</i>	3.3	4.1	80%
2. <i>advocating for myself</i>	3.2	4.0	81%
10. <i>organizing time effectively</i>	2.9	3.6	81%
1. <i>adapting to face new challenges</i>	3.3	4.1	81%
13. <i>thinking critically</i>	3.4	4.2	82%
11. <i>setting high expectations for myself</i>	3.6	4.3	83%
15. <i>working independently</i>	3.7	4.4	84%
Average for this series	3.2	4.1	79%

Making Choices that Support my Emotional Well-being

A comparison was drawn between the 2522 respondents who report greater self-appraised preparedness for *making choices that support my emotional well-being* and the 1883 who report lesser preparedness. Those who report greater preparedness also report:

1. in greater proportion as males (60.2% vs. 46.8%)
2. greater overall satisfaction with the school (3.9 vs. 3.4)
3. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.9.123	D.9.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	3.0	3.8	79%
5. <i>I feel emotionally safe while at school.</i>	3.2	4.0	79%
6. <i>I feel encouraged to express my opinion.</i>	3.1	3.9	80%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.7	80%
7. <i>I feel respected and valued at school.</i>	3.3	4.0	81%

10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.3	4.0	82%
8.	<i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.3	4.0	82%
3.	<i>I feel a strong sense of belonging at the school.</i>	3.2	3.9	82%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.4	4.1	83%
11.	<i>I feel well supported at school as I strive to meet my potential.</i>	3.4	4.1	83%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.4	4.0	84%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.5	4.1	85%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.6	4.1	89%
2.	<i>I am passionate about the study of at least one subject.</i>	4.0	4.4	91%
12.	<i>I have at least one close friend at school.</i>	4.2	4.5	93%
Average for this series		3.4	4.0	84%

4. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.9.123	D.9.45	Ratio
9. <i>making choices that support my emotional well-being</i>	2.5	4.3	58%
7. <i>handling stressful situations</i>	3.0	4.0	75%
10. <i>organizing time effectively</i>	2.9	3.8	76%
5. <i>conducting myself with confidence</i>	3.2	4.1	79%
6. <i>coping with peer pressure</i>	3.3	4.1	80%
2. <i>advocating for myself</i>	3.3	4.1	82%
1. <i>adapting to face new challenges</i>	3.5	4.2	83%
8. <i>interacting in a diverse environment</i>	3.6	4.3	84%
3. <i>approaching life with intellectual curiosity</i>	3.6	4.2	84%
4. <i>assuming a leadership role</i>	3.5	4.1	85%
12. <i>thinking creatively</i>	3.5	4.2	85%
14. <i>working cooperatively in a group</i>	3.6	4.3	85%
13. <i>thinking critically</i>	3.6	4.2	86%
11. <i>setting high expectations for myself</i>	3.8	4.3	88%
15. <i>working independently</i>	3.9	4.4	89%
Average for this series	3.4	4.2	81%

5. in lesser proportion having, personally, been affected by experiences of discrimination at school (17.9% vs. 29.0%)
6. in greater proportion indicating only 1 type of discrimination experienced (60.7% vs. 51.1%)

Organizing Time Effectively

A comparison was drawn between the 2327 respondents who report greater self-appraised preparedness for *organizing time effectively* and the 2064 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.9 vs. 3.5)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.10.123	D.10.45	Ratio
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.8	79%
14. <i>The school encourages a love of learning in me.</i>	3.0	3.8	79%
5. <i>I feel emotionally safe while at school.</i>	3.3	4.0	84%
6. <i>I feel encouraged to express my opinion.</i>	3.2	3.8	84%
7. <i>I feel respected and valued at school.</i>	3.4	4.0	84%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.4	4.0	84%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.4	4.0	85%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.5	4.1	85%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.5	4.1	85%
3. <i>I feel a strong sense of belonging at the school.</i>	3.3	3.9	85%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.5	4.0	86%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.5	4.1	87%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.6	4.1	89%
2. <i>I am passionate about the study of at least one subject.</i>	4.0	4.4	90%
12. <i>I have at least one close friend at school.</i>	4.3	4.5	95%
Average for this series	3.5	4.0	86%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.10.123	D.10.45	Ratio
10. <i>organizing time effectively</i>	2.5	4.3	57%
7. <i>handling stressful situations</i>	3.1	4.0	77%
9. <i>making choices that support my emotional well-being</i>	3.1	4.0	78%
5. <i>conducting myself with confidence</i>	3.4	4.1	83%
2. <i>advocating for myself</i>	3.4	4.1	84%
4. <i>assuming a leadership role</i>	3.5	4.1	84%
1. <i>adapting to face new challenges</i>	3.5	4.2	84%
6. <i>coping with peer pressure</i>	3.4	4.1	85%
11. <i>setting high expectations for myself</i>	3.7	4.4	85%
13. <i>thinking critically</i>	3.7	4.3	85%
3. <i>approaching life with intellectual curiosity</i>	3.6	4.2	85%
12. <i>thinking creatively</i>	3.6	4.2	86%
14. <i>working cooperatively in a group</i>	3.7	4.3	87%
15. <i>working independently</i>	3.9	4.5	87%
8. <i>interacting in a diverse environment</i>	3.7	4.2	88%
Average for this series	3.5	4.2	82%

Setting High Expectations for Myself

A comparison was drawn between the 3382 respondents who report greater self-appraised preparedness for *setting high expectations for myself* and the 1004 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.8 vs. 3.3)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.11.123	D.11.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.8	3.6	77%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.2	3.9	82%
5. <i>I feel emotionally safe while at school.</i>	3.1	3.8	82%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.7	82%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.3	4.0	82%
7. <i>I feel respected and valued at school.</i>	3.2	3.9	83%

3.	<i>I feel a strong sense of belonging at the school.</i>	3.1	3.8	83%
10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	3.8	83%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.3	3.9	83%
4.	<i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.5	83%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	4.0	83%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.3	3.9	83%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	84%
2.	<i>I am passionate about the study of at least one subject.</i>	3.8	4.4	86%
12.	<i>I have at least one close friend at school.</i>	4.1	4.5	90%
Average for this series		3.3	3.9	83%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.11.123	D.11.45	Ratio	
11.	<i>setting high expectations for myself</i>	2.7	4.5	58%
10.	<i>organizing time effectively</i>	2.8	3.7	75%
4.	<i>assuming a leadership role</i>	3.2	4.0	79%
13.	<i>thinking critically</i>	3.3	4.2	79%
3.	<i>approaching life with intellectual curiosity</i>	3.3	4.1	80%
7.	<i>handling stressful situations</i>	3.0	3.7	80%
2.	<i>advocating for myself</i>	3.2	3.9	81%
5.	<i>conducting myself with confidence</i>	3.2	3.9	81%
12.	<i>thinking creatively</i>	3.3	4.1	81%
1.	<i>adapting to face new challenges</i>	3.3	4.0	81%
15.	<i>working independently</i>	3.6	4.4	81%
9.	<i>making choices that support my emotional well-being</i>	3.0	3.7	82%
8.	<i>interacting in a diverse environment</i>	3.4	4.2	82%
6.	<i>coping with peer pressure</i>	3.2	3.9	83%
14.	<i>working cooperatively in a group</i>	3.4	4.2	83%
Average for this series		3.2	4.0	79%

Thinking Creatively

A comparison was drawn between the 3115 respondents who report greater self-appraised preparedness for *thinking creatively* and the 1284 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.9 vs. 3.3)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.12.123	D.12.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.9	3.7	79%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.7	81%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	3.9	82%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.2	3.9	82%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.3	4.0	83%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.0	83%
5. <i>I feel emotionally safe while at school.</i>	3.2	3.8	84%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.3	4.0	84%
3. <i>I feel a strong sense of belonging at the school.</i>	3.2	3.8	84%
7. <i>I feel respected and valued at school.</i>	3.3	3.9	84%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.4	4.0	84%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.6	86%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.5	4.0	87%
2. <i>I am passionate about the study of at least one subject.</i>	3.8	4.4	87%
12. <i>I have at least one close friend at school.</i>	4.2	4.5	93%
Average for this series	3.3	3.9	84%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.12.123	D.12.45	Ratio
12. <i>thinking creatively</i>	2.7	4.4	61%
13. <i>thinking critically</i>	3.4	4.2	79%
5. <i>conducting myself with confidence</i>	3.2	4.0	80%
3. <i>approaching life with intellectual curiosity</i>	3.3	4.2	80%
9. <i>making choices that support my emotional well-being</i>	3.0	3.8	81%
10. <i>organizing time effectively</i>	3.0	3.7	81%
2. <i>advocating for myself</i>	3.2	4.0	81%
7. <i>handling stressful situations</i>	3.0	3.7	81%
8. <i>interacting in a diverse environment</i>	3.4	4.2	82%
4. <i>assuming a leadership role</i>	3.3	4.1	82%
1. <i>adapting to face new challenges</i>	3.3	4.1	82%
14. <i>working cooperatively in a group</i>	3.5	4.2	82%
6. <i>coping with peer pressure</i>	3.3	4.0	83%
11. <i>setting high expectations for myself</i>	3.6	4.3	84%
15. <i>working independently</i>	3.7	4.4	85%
Average for this series	3.3	4.1	80%

Thinking Critically

A comparison was drawn between the 3293 respondents who report greater self-appraised preparedness for *thinking critically* and the 1100 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.8 vs. 3.3)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.13.123	D.13.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.8	3.7	77%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.6	80%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.7	81%
5. <i>I feel emotionally safe while at school.</i>	3.1	3.8	81%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.2	3.9	81%

10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.1	3.9	81%
11.	<i>I feel well supported at school as I strive to meet my potential.</i>	3.3	4.0	82%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.0	82%
7.	<i>I feel respected and valued at school.</i>	3.2	3.9	82%
3.	<i>I feel a strong sense of belonging at the school.</i>	3.1	3.8	82%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.3	3.9	82%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	4.0	84%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	85%
2.	<i>I am passionate about the study of at least one subject.</i>	3.8	4.4	85%
12.	<i>I have at least one close friend at school.</i>	4.1	4.5	92%
Average for this series		3.2	3.9	83%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.13.123	D.13.45	Ratio
13. <i>thinking critically</i>	2.8	4.4	63%
7. <i>handling stressful situations</i>	2.8	3.8	75%
10. <i>organizing time effectively</i>	2.8	3.7	76%
12. <i>thinking creatively</i>	3.2	4.1	76%
5. <i>conducting myself with confidence</i>	3.1	4.0	77%
3. <i>approaching life with intellectual curiosity</i>	3.2	4.2	77%
1. <i>adapting to face new challenges</i>	3.2	4.1	79%
11. <i>setting high expectations for myself</i>	3.4	4.3	79%
4. <i>assuming a leadership role</i>	3.2	4.1	79%
2. <i>advocating for myself</i>	3.2	4.0	80%
9. <i>making choices that support my emotional well-being</i>	3.0	3.8	80%
15. <i>working independently</i>	3.5	4.4	80%
6. <i>coping with peer pressure</i>	3.2	4.0	80%
8. <i>interacting in a diverse environment</i>	3.4	4.2	81%
14. <i>working cooperatively in a group</i>	3.4	4.2	81%
Average for this series	3.2	4.1	77%

Working Cooperatively in a Group

A comparison was drawn between the 3292 respondents who report greater self-appraised preparedness for *working cooperatively in a group* and the 1101 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.8 vs. 3.3)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.14.123	D.14.45	Ratio
3. <i>I feel a strong sense of belonging at the school.</i>	3.0	3.8	79%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.7	79%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.1	3.9	80%
14. <i>The school encourages a love of learning in me.</i>	2.9	3.6	80%
5. <i>I feel emotionally safe while at school.</i>	3.1	3.8	80%
7. <i>I feel respected and valued at school.</i>	3.1	3.9	81%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.2	4.0	81%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.2	4.0	81%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.1	3.9	81%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.3	4.0	82%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	4.0	82%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	84%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.5	85%
2. <i>I am passionate about the study of at least one subject.</i>	3.8	4.4	88%
12. <i>I have at least one close friend at school.</i>	4.0	4.5	89%
Average for this series	3.2	3.9	82%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.14.123	D.14.45	Ratio
14. <i>working cooperatively in a group</i>	2.7	4.4	62%
9. <i>making choices that support my emotional well-being</i>	3.0	3.8	79%
5. <i>conducting myself with confidence</i>	3.1	4.0	79%
4. <i>assuming a leadership role</i>	3.2	4.1	79%
8. <i>interacting in a diverse environment</i>	3.3	4.2	80%
10. <i>organizing time effectively</i>	2.9	3.6	80%
2. <i>advocating for myself</i>	3.2	4.0	80%
7. <i>handling stressful situations</i>	3.0	3.7	81%
12. <i>thinking creatively</i>	3.3	4.1	81%
13. <i>thinking critically</i>	3.4	4.2	82%
6. <i>coping with peer pressure</i>	3.2	4.0	82%
1. <i>adapting to face new challenges</i>	3.3	4.0	82%
3. <i>approaching life with intellectual curiosity</i>	3.4	4.1	82%
11. <i>setting high expectations for myself</i>	3.6	4.3	84%
15. <i>working independently</i>	3.7	4.4	85%
Average for this series	3.2	4.0	80%

Working Independently

A comparison was drawn between the 3600 respondents who report greater self-appraised preparedness for *working independently* and the 793 who report lesser preparedness. Those who report greater preparedness also report:

1. greater overall satisfaction with the school (3.8 vs. 3.2)
2. greater agreement with all measures in the attitudinal series

C. Please indicate your level of agreement with each of the following statements about your school experience:

	D.15.123	D.15.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.8	3.6	79%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.8	3.5	80%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.2	4.0	81%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.1	3.8	81%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.7	81%

7.	<i>I feel respected and valued at school.</i>	3.1	3.8	81%
5.	<i>I feel emotionally safe while at school.</i>	3.1	3.8	82%
10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.1	3.8	82%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.2	3.9	82%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.2	3.9	83%
3.	<i>I feel a strong sense of belonging at the school.</i>	3.1	3.7	83%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	3.9	84%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	85%
2.	<i>I am passionate about the study of at least one subject.</i>	3.7	4.4	85%
12.	<i>I have at least one close friend at school.</i>	4.1	4.5	90%
Average for this series		3.2	3.9	83%

3. greater self-appraised preparedness for all listed skills

D. Please indicate how well prepared you feel for each of the following:

	D.15.123	D.15.45	Ratio	
15.	<i>working independently</i>	2.8	4.5	61%
10.	<i>organizing time effectively</i>	2.7	3.6	75%
13.	<i>thinking critically</i>	3.2	4.2	76%
11.	<i>setting high expectations for myself</i>	3.3	4.3	76%
7.	<i>handling stressful situations</i>	2.8	3.7	77%
6.	<i>coping with peer pressure</i>	3.1	3.9	78%
8.	<i>interacting in a diverse environment</i>	3.2	4.1	78%
3.	<i>approaching life with intellectual curiosity</i>	3.2	4.1	79%
1.	<i>adapting to face new challenges</i>	3.2	4.0	79%
4.	<i>assuming a leadership role</i>	3.2	4.0	79%
5.	<i>conducting myself with confidence</i>	3.1	3.9	79%
12.	<i>thinking creatively</i>	3.2	4.0	79%
2.	<i>advocating for myself</i>	3.1	3.9	80%
14.	<i>working cooperatively in a group</i>	3.3	4.1	80%
9.	<i>making choices that support my emotional well-being</i>	3.0	3.7	80%
Average for this series		3.1	4.0	77%

Have you, personally, been affected by experiences of discrimination at school?

A comparison was drawn between the 957 respondents who report having, personally, been affected by experiences of discrimination at school and the 3281 who have not. Those who have been affected by experiences of discrimination also report:

1. in greater proportion identifying as members of the LGBTQ2S+ community (20.3% vs. 7.3%)
2. in lesser proportion as *White* (30.8% vs. 47.3%)
3. in greater proportion sleeping *less than 6 hours* (on average) on school nights (26.1% vs. 14.3%)
4. lesser overall satisfaction with the school (3.4 vs. 3.8)
5. lesser agreement with the statement: *I feel well supported at school as I strive to meet my potential* (3.5 vs. 3.9)
6. lesser agreement with the statement: *I feel capable of handling the day-to-day academic workload* (3.1 vs. 3.5)
7. lesser agreement with the statement: *I feel that I gain meaningful positive value from being a member of the school community* (3.4 vs. 3.8)
8. lesser agreement with the statement: *The school encourages a love of learning in me* (3.1 vs. 3.5)
9. lesser agreement with the statement: *I feel a strong sense of belonging at the school* (3.3 vs. 3.7)
10. lesser agreement with the statement: *I feel treated as an individual with unique needs, interests, and talents* (3.3 vs. 3.8)
11. lesser agreement with the statement: *I feel encouraged to express my opinion* (3.1 vs. 3.7)
12. lesser agreement with the statement: *I feel respected and valued at school* (3.3 vs. 3.8)
13. lesser agreement with the statement: *I feel emotionally safe while at school* (3.2 vs. 3.8)
14. lesser self-appraised preparedness for *making choices that support my emotional well-being* (3.3 vs. 3.7)

Grade of Enrolment (graphs)

A full set of 52 graphs was prepared, crossed by current grade of enrolment at the school. Highlighted distinctions with progression through the grades include:

1. more time spent on homework
2. in greater proportion sleeping less than 6 hours on school nights
3. lesser overall satisfaction with their school
4. greater agreement with both: *I feel that I gain meaningful positive value from being a member of the school community*; and *There is at least one trusted adult I can talk to at school*
5. greater self-appraised preparedness for each of: *assuming a leadership role*; *handling stressful situations*; *interacting in a diverse environment*; *setting high expectations for myself*; and *thinking critically*

Tenure with the School (graphs)

A full set of graphs was prepared, crossed by tenure with the school. For some measures, these results closely shadow those crossed by grade of enrollment. See the appended select graphs for detail.

Gender of Respondents (graphs)

A full set of graphs was prepared, crossed by gender. *Male* respondents reported higher ratings throughout much of the questionnaire, including in comparison to *female* respondents. Expectedly, those who identified their gender as *other* or *prefer not to answer* reported significantly lower ratings throughout. See the appended select graphs for detail.

Identification as a member of the LGBTQ2S+ Community (graphs)

A full set of graphs is appended, crossed by identification as a member of the LGBTQ2S+ community. Notably, the *yes* answer is closely shadowed by the *prefer not to answer* response throughout the survey's other measures. Exceptions are fewer reported experiences of discrimination for the *prefer not to answer* group, with specifically fewer indications of discrimination on the basis of *gender identity* or *sexual orientation*.

Racial/Cultural Identity (graphs)

A full set of graphs was prepared, crossed by racial/cultural identity. Ratings by those identifying themselves as *East and Southeast Asian*, *Black*, *Latin American*, or *Middle Eastern/West Asian* varied significantly between and among each other. See the appended select graphs for detail. In performing z tests for comparisons of proportions, refer to the notes section (at the bottom of each graph, not visible in PowerPoint's presentation mode) for reference to specific distinctions between racial/cultural categories. Some of the categories have been short-handed, including *E and SE Asian* (East and Southeast Asian), *Latin* (Latin American), *ME* (Middle Eastern/West Asian), *M-R* (Multi-racial), *Indigenous* (North American Indigenous), and *SA* (South Asian).

Number of Hours Spent on Homework (graphs)

A full set of graphs was prepared, crossed by the number of hours spent on homework. While one would expect numerous lower scores from those spending 3 or more hours daily on homework during the school week (and there are), there are often corresponding lower scores from those spending less than 1 hour. This is termed the “saddle effect”. This effect has been observed in many prior comprehensive student surveys conducted by LMI. It may be reasonable to speculate that the lower ratings from those who spend less time on homework reflect lesser engagement in the community by choice, and for those spending more than 3 hours on homework an inability to engage. Other highlighted distinctions with progressively greater time spent on homework include:

1. in greater proportion being enrolled in the higher grades
2. in greater proportion as female
3. more time spent on social media
4. in greater proportion receiving tutoring support other than extra help provided by the school
5. in greater proportion sleeping less than 6 hours on school nights

Number of Hours Spent on Social Media (graphs)

A full set of graphs is appended, crossed by the number of hours spent daily on social media. Those who spend more time on social media (most pointedly for those spending 5 or more hours each day) offer lower ratings throughout the attitudinal and preparedness measures. Those who spend more time on social media are also more likely to indicate that they have been affected by experiences of discrimination at school; in particular, based on *race or gender identity*.

Hours of Sleep (graphs)

A full set of graphs was prepared, crossed by hours of sleep. There were expectedly many lower scores throughout the attitudinal and preparedness measures for those who sleep less, especially those who sleep less than six hours on school nights (see the appended select graphs for detail). Other highlighted distinctions for this group include:

1. in greater proportion identifying as a member of the LGBTQ2S+ community
2. more time spent on homework and social media
3. in greater proportion having been personally affected by experiences of discrimination, particularly based on *race, ethnic origin, gender identity, and/or sexual orientation*.

Discrimination Type (graphs)

A full set of graphs is appended, crossed by discrimination type. In reading the PPT notes concerning specific between-group differences, note the following shorthand terms: *EO* (ethnic origin), *GI* (gender identity), *SO* (sexual orientation), and *SES* (socio-economic status). Highlighted distinctions include:

For those who experienced discrimination on the basis of *gender identity* and/or *sexual orientation*:

1. in lesser proportion as male
2. expectedly, in greater proportion identifying as a member of the LGBTQ2S+ community
3. lesser agreement with both: *I feel a strong sense of belonging at the school*; and *I feel capable of handling the day-to-day academic workload*
4. lesser self-appraised preparedness for each of: *handling stressful situations*; *making choices that support my emotional well-being*; and *organizing time effectively*

For those who experienced discrimination on the basis of *politics*:

5. lesser agreement with both: *I feel encouraged to express my opinion*; and *My school experience has helped me learn to engage constructively with people holding different perspectives from my own*

Population (graphs)

A full set of graphs is appended, crossed by population (total number of students in Grades 9-12). Of interest, a number of measures reveal higher ratings from those attending schools with 400-499 students in Grade 9-12 (see the appended select graphs for detail). Other highlighted distinctions include:

1. students at smaller-population schools are more likely to identify as members of the LGBTQ2S+ community
2. larger-population schools report greater racial diversity

Number of Types of Discrimination Experienced (graphs)

A full set of graphs is appended, crossed by the number of types of discrimination experienced (1, 2, 3, 4+). As expected, with increasing number of types of discrimination, ratings of other measures consistently decline, often with strong linearity. See the appended select graphs for detail.

Proportion of Schools' Students Experiencing Discrimination (graphs)

A full set of graphs is appended, crossed by the proportion of students experiencing discrimination. As expected, schools at which more students experience discrimination fare more poorly on a majority of attitudinal measures, as well as on a number of self-appraised preparedness measures (see select graphs for detail). Students attending schools with greater proportions experiencing discrimination are also more likely to attend schools with greater racial diversity.

Linear Regression

Regression analysis (aided by factor analysis) has been applied for better understanding of how survey measures connect to one another. For example, this tool was applied to ascertain ‘how much do other survey measures explain variability in *sense of belonging*?’ It should be acknowledged, tempting though it may be, that ‘explain variability’ does not imply direction of cause and effect.

General Satisfaction

In order of predictive value, the top four statistically significant predictors of general satisfaction (collectively explaining 40.0% of the variability in this measure) are:

1. “I feel a strong sense of belonging at the school”
2. “I feel that I gain meaningful positive value from being a member of the school community”
3. “The school encourages a love of learning in me”
4. Hours of Sleep

Sense of Belonging

In order of predictive value, the top five statistically significant predictors of “I feel a strong sense of belonging at the school” (collectively explaining 56.1% of the variability in this measure) are:

1. “I feel that I gain meaningful positive value from being a member of the school community”
2. “I feel respected and valued at school”
3. “I feel emotionally safe while at school”
4. “I have at least one close friend at school”
5. “I feel that I make a meaningful positive contribution to the experience of others within the school community”

Feeling Respected and Valued

In order of predictive value, the top five statistically significant predictors of “I feel respected and valued at school” (collectively explaining 62.9% of the variability in this measure) are:

1. “I feel that I gain meaningful positive value from being a member of the school community”
2. “I feel emotionally safe while at school”
3. “I feel a strong sense of belonging at the school”
4. “I feel treated as an individual with unique needs, interests, and talents”
5. “I feel encouraged to express my opinion”

Emotional Safety

In order of predictive value, the top five statistically significant predictors of “I feel emotionally safe while at school” (collectively explaining 55.6% of the variability in this measure) are:

1. “I feel a strong sense of belonging at the school”
2. “I feel capable of handling the day-to-day academic workload”
3. “I feel encouraged to express my opinion”
4. “I feel respected and valued at school”
5. Preparedness: *making choices that support my emotional well-being*

Gaining Value from the Community

In order of predictive value, the top six statistically significant predictors of “I feel that I gain meaningful positive value from being a member of the school community” (collectively explaining 64.5% of the variability in this measure) are:

1. “I feel respected and valued at school”
2. “I feel that I make a meaningful positive contribution to the experience of others within the school community”
3. “I feel a strong sense of belonging at the school”
4. “The school encourages a love of learning in me”
5. “I feel well supported at school as I strive to meet my potential”
6. “My school experience has helped me learn to engage constructively with people holding different perspectives from my own”