

80 American Schools Student Survey

Analysis of Findings

December 2022

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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 13 appended sets of select graphs, detailing distinctions across sub-groupings.
11. Review the 24 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 24.0% to 26.1%.
2. 50.5% of respondents identify as male, 46.1% as female.
3. 19.4% identify as members of the LGBTQ2S+ community.
4. From a provided list, 62.7% identify as White, 12.3% as Asian, 8.3% as Black. No other category holds more than 6.2%.
5. Students reported spending a weighted average 2.1 hours on homework on school days, with 19.3% indicating more than 3 hours per day.
6. Students reported spending a weighted average 2.4 hours on social media on school days, with 27.5% indicating more than 3 hours per day.
7. 19.1% report receiving outside tutoring support other than extra help provided by the school.
8. 21.5% indicated that they sleep less than 6 hours on average on school nights. Only 10.4% reported attaining more than 8 hours of sleep on school nights.
9. Students rated their *general satisfaction* 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: *The school encourages a love of learning in me* (3.5); *I feel encouraged to express my opinion* (3.6); and *I feel capable of handling the day-to-day academic workload* (3.6).
11. Asked to rate their own preparedness across a series of skills, students rated themselves best prepared for *working independently* (4.3). Low scores from this list went to *organizing time effectively* (3.5), *handling stressful situations* (3.6), and *making choices that support my emotional well-being* (3.7).
12. 21.6% reported having, personally, been affected by experiences of discrimination at school. From a provided list, students identified *race* (10.3%) and *politics* (6.3%) most frequently as the types of discrimination they experienced. 46.2% named more than one type of experienced discrimination.

Highlights from the Cross-tabulations

Varied General Satisfaction

1. Greater satisfied respondents are significantly 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 students lesser satisfied overall are more likely than the counterpart to spend, on average, more than 3 hours each day 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 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 six 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 that I gain meaningful positive value from being a member of the school community; I feel respected and valued at school; and I feel emotionally safe while 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; organizing time effectively; handling stressful situations; conducting myself with confidence; and approaching life with intellectual curiosity.*
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. Greater satisfied 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 both *I feel emotionally safe while at school* and *I feel a strong sense of belonging at the school*, and greater 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 been affected by experiences of discrimination at school and in lesser proportion indicating only one type of discrimination experienced.
14. 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.
 15. 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.
 16. Respondents who agreed with the statement "I am passionate about the study of at least one subject" also spend less time on social media.
 17. 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 lesser proportion identifying as members of the LGBTQ2S+ community, lesser time spent on homework, in lesser proportion receiving outside tutoring support other than extra help provided by the school, in lesser proportion sleeping *less than 6 hours* on school nights, and in lesser proportion having been affected by experiences of discrimination at school.
 18. Respondents who agreed with the statement "I feel emotionally safe while at school" also report in greater proportion as males and in lesser proportion having been affected by experiences of discrimination at school.
 19. Respondents who agreed with the statement "I feel respected and valued at school" also report in lesser proportion identifying as members of the LGBTQ2S+ community and in lesser proportion sleeping *less than 6 hours* on school nights.
 20. 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 been affected by experiences of discrimination at school.
 21. 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.
 22. 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.

23. Respondents who agreed with the statement "I feel well supported at school as I strive to meet my potential" also report in lesser proportion identifying as members of the LGBTQ2S+ community, in lesser proportion having been affected by experiences of discrimination at school, and in greater proportion indicating only *I* type of discrimination experienced.
24. Respondents who agreed with the statement "My school experience has helped me learn to engage constructively with people holding different perspectives from my own" also report in lesser proportion sleeping *less than 6 hours* on school nights, in lesser proportion identifying as members of the LGBTQ2S+ community, and in lesser proportion having been affected by experiences of discrimination at school.
25. Respondents who report greater self-appraised preparedness for *handling stressful situations* also report in greater proportion as males and in lesser proportion sleeping *less than 6 hours* on school nights.
26. Those who have been affected by experiences of discrimination also report in lesser proportion as *White*, in greater proportion sleeping *less than 6 hours* on school nights, and greater agreement with each of: *I feel emotionally safe while at school*; *I feel respected and valued at school*; *I feel a strong sense of belonging at the school*; *I feel encouraged to express my opinion*; and *I feel that I gain meaningful positive value from being a member of the school community*.
27. A full set of graphs was prepared, crossed by current grade of enrollment at the school. As is often the case, those in Grade 9 offer numerous higher ratings. Highlighted distinctions with progression through the grades include greater time spent on homework, greater agreement with both *I am passionate about the study of at least one subject* and *There is at least one trusted adult I can talk to at school*, and greater self-appraised preparedness for both *adapting to face new challenges* and *assuming a leadership role*. Those in the upper grades, however, also report lesser self-appraised preparedness for *interacting in a diverse environment* and in greater proportion having been personally affected by experiences of discrimination at school, particularly on the basis of *race, ethnic origin, politics, and/or socio-economic status*. See the appended select graphs for detail.
28. A full set of graphs was prepared, crossed by gender (male/female/other). Expectedly, those who identified their gender as *other* reported significantly lower ratings throughout (with the single exception of greater agreement with: *I am passionate about the study of at least one subject*). The *other* group also reports in greater proportion having been affected by experiences of discrimination, in greater proportion sleeping less than 6 hours on school nights, and greater time spent on social media. See the appended select graphs for detail.
29. A full set of graphs was prepared, crossed by racial/cultural identity. Review of these graphs should be undertaken with some caution with respect to smaller cell sizes for some of the sub-groupings (not highlighted here; see the appended select graphs for detail). Aside from this caution, ratings by those identifying themselves as *Black* or *Multi-racial* were often notably lower than those who identified themselves as *Asian* or *White*. *Black* students were most likely to indicate having

experienced discrimination on the basis of *race* and *Middle Eastern/West Asian* students on the basis of *religion*.

30. 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. See the appended select graphs for detail.
31. 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*. See the appended select graphs for detail.
32. 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). Distinctions for those who sleep more include: in greater proportion enrolled in the lower grades, less time spent on homework, and in lesser proportion having experienced discrimination on the basis of *race*, *ethnic origin*, *gender identity*, *sexual orientation*, and/or *socio-economic status*.
33. A full set of graphs is appended, crossed by discrimination type. There are a number of lower ratings in this series, including for those who experienced discrimination on the basis of *gender identity* and/or *sexual orientation*, or on the basis of *politics* or *socio-economic status*. See the appended select graphs for detail.
34. 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:

35. The top five statistically significant predictors of general satisfaction (collectively explaining 43.3% of the variability in this measure) are: *I feel a strong sense of belonging at the school*; *I feel well supported at school as I strive to meet my potential*; *The school encourages a love of learning in me*; *I feel that I gain meaningful positive value from being a member of the school community*; and *Hours of Sleep*.
36. The top five statistically significant predictors of “I feel a strong sense of belonging at the school” (collectively explaining 55.8% 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 am enthusiastically involved in out-of-classroom activities.*
37. The top five statistically significant predictors of “I feel respected and valued at school” (collectively explaining 67.0% 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 encouraged to express my opinion; I feel treated as an individual with unique needs, interests, and talents; and I feel a strong sense of belonging at the school.*
38. The top six statistically significant predictors of “I feel emotionally safe while at school” (collectively explaining 55.0% of the variability in this measure) are: *I feel respected and valued at school; I feel a strong sense of belonging at the school; self-appraised preparedness: making choices that support my emotional well-being; I feel well supported at school as I strive to meet my potential; I feel capable of handling the day-to-day academic workload; and I feel encouraged to express my opinion.*
39. The top five statistically significant predictors of “I feel that I gain meaningful positive value from being a member of the school community” (collectively explaining 65.2% 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; I feel well supported at school as I strive to meet my potential; and The school encourages a love of learning in me.*

80 American Schools

Student Survey

December 2022

Introduction

Between October 28 and December 6, an anonymous questionnaire was completed by 17,816 students at 80 American independent schools enrolled in Grades 9 through 12. With an estimated 300,000 high schoolers attending accredited independent schools in the United States, this sample provides for a confidence level of greater than 99%, +/- 1%.

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, supported by close to 1,000 pages of data and more than 800 graphs, constitutes the interpretive analysis of aggregated American results. A separate report has been prepared for the aggregated Canadian findings, involving 4,481 students at 16 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 American and Canadian 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 American and Canadian 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 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 Discrimination Type, by Number of Types of Discrimination Experienced, 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, by Geographic Region, by School Type, by Proportion of Schools' Students Indicating LGBTQ2S+ Community Membership, Proportion of Schools' Students Experiencing Discrimination, 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 the United States and Canada, contributed to the review and revision of the questionnaire. John Gulla reached out to 17 Executive Directors at regional associations of independent schools across the country. Fourteen of these supported the project in communication with their member schools. For this support, we are grateful.

The analytics team, aside from Kevin Graham:

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

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

Alana Graham, BA (Psychology), Research Associate

Alexander 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	4245	24.3%
10	4563	26.1%
11	4466	25.6%
12	4193	24.0%
Total Answers	17467	

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

2. How many years have you attended the school?

Year		Per Cent
1	3637	20.6%
2	3394	19.3%
3	3040	17.3%
4+	7548	42.8%
Total Answers	17619	2.8 years average

A full set of graphs, crossed by gender of respondents, is appended. The Canadian version of this survey included a 'prefer not to answer' option to the answer series.

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

		Per Cent
male	8888	50.5%
female	8121	46.1%
other	594	3.4%
Total Answers	17603	

19.4% identify as members of the LGBTQ2S+ community. Note that 848 respondents chose not to answer this question.

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

		Per Cent
Yes	3285	19.4%
No	13683	80.6%
Total Answers	16968	

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 Canadian students, yielding meaningfully different results.

5. How would you identify yourself racially/culturally?

		Per Cent
Asian	2184	12.3%
Black	1472	8.3%
Hispanic/Latinx	1097	6.2%
Indigenous	32	0.2%
International	135	0.8%
Middle Eastern	280	1.6%
Multi-racial	1071	6.0%
Pacific Islander	57	0.3%
White	11110	62.7%
Other	294	1.7%
Total Answers	17732	

Students reported spending a weighted average 2.1 hours on homework on school days, with 19.3% indicating more than 3 hours per day.

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

		Per Cent
less than 1 hour	1726	9.8%
between 1-2 hours	6821	38.6%
between 2-3 hours	5704	32.3%
more than 3 hours	3407	19.3%
Total Answers	17658	2.1 hours average

Students reported spending a weighted average 2.4 hours on social media on school days, with 27.5% 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	2650	15.0%
between 1-2 hours	5768	32.6%
between 2-3 hours	4409	24.9%
between 3-4 hours	2555	14.4%
between 4-5 hours	1193	6.7%
more than 5 hours	1110	6.3%
Total Answers	17685	2.4 hours average

19.1% report receiving outside 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	3244	19.1%
No	13734	80.9%
Total Answers	16978	

21.5% indicated that they sleep less than 6 hours on average on school nights, with just 10.4% 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	3793	21.5%
between 6-8 hours	12036	68.1%
more than 8 hours	1839	10.4%
Total Answers	17668	

General Satisfaction

Students rated their general satisfaction (Question B) with 'the school' at 3.7 on the scale of 1 to 5 (*very low to very high*).

1752 students (10%) reported their general satisfaction with their school below the score of 3 on this scale. 66.5% 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			
441	1311	4135	8417	3257	17561	3.7	66.5%
2.5%	7.5%	23.5%	47.9%	18.5%			

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 14.4:1.

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.	17571	4.4	14.4
2.	I am passionate about the study of at least one subject.	17569	4.2	12.0
15.	There is at least one trusted adult I can talk to at school.	17619	4.0	6.2
11.	I feel well supported at school as I strive to meet my potential.	17603	3.9	8.8
13.	My school experience has helped me learn to engage constructively with people holding different perspectives from my own.	17552	3.9	8.9
1.	I am enthusiastically involved in out-of-classroom activities.	17661	3.9	7.3
9.	I feel that I make a meaningful positive contribution to the experience of others within the school community.	17610	3.9	9.0
10.	I feel treated as an individual with unique needs, interests, and talents.	17606	3.8	6.5
8.	I feel that I gain meaningful positive value from being a member of the school community.	17575	3.8	6.4
5.	I feel emotionally safe while at school.	17606	3.8	4.9
7.	I feel respected and valued at school.	16937	3.8	5.6
3.	I feel a strong sense of belonging at the school.	17508	3.7	4.4
4.	I feel capable of handling the day-to-day academic workload.	17571	3.6	4.1
6.	I feel encouraged to express my opinion.	17615	3.6	3.7
14.	The school encourages a love of learning in me.	17582	3.5	3.0
Average for this series			3.9	7.0

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	17546	4.3	85.4%
11. setting high expectations for myself	17615	4.1	77.3%
13. thinking critically	17583	4.1	79.4%
8. interacting in a diverse environment	17562	4.1	76.9%
3. approaching life with intellectual curiosity	17544	4.1	77.1%
14. working cooperatively in a group	17590	4.1	77.3%
12. thinking creatively	17597	4.0	75.7%
1. adapting to face new challenges	17680	4.0	74.7%
2. advocating for myself	17611	3.9	71.1%
4. assuming a leadership role	17572	3.9	68.5%
6. coping with peer pressure	17618	3.8	66.7%
5. conducting myself with confidence	17602	3.8	66.4%
9. making choices that support my emotional well-being	17578	3.7	61.4%
7. handling stressful situations	17624	3.6	59.2%
10. organizing time effectively	17589	3.5	55.4%
Average for this series		3.9	71.5%

Experiences of Discrimination at School

21.6% reported having, personally, been affected by experiences of discrimination at school.

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

		Per Cent
Yes	3677	21.6%
No	13340	78.4%
Total Answers	17017	

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

	Number	Per Cent Respondents
1. race	1831	10.3%
6. politics	1131	6.3%
5. sexual orientation	967	5.4%
3. religion	861	4.8%
4. gender identity	816	4.6%
2. ethnic origin	785	4.4%
7. socio-economic status	670	3.8%
8. other	497	2.8%

Coded or Calculated Macro Measures

A full set of graphs, crossed by region, is appended.

Region

		Per Cent
West	963	5.4%
Midwest	2337	13.1%
South	6241	35.0%
Northeast	8275	46.4%
Total Answers	17816	

A full set of graphs, crossed by school type, is appended.

School Type

		Per Cent
Coed	14368	80.6%
Single Sex Boys	1664	9.3%
Single Sex Girls	1784	10.0%
Total Answers	17816	

Later in this report, distinctions are detailed between those students attending Day-only schools and those attending Boarding or Day-Boarding schools.

Students Attending Schools by Day/Boarding Type

		Per Cent
Day	12128	68.1%
Boarding	350	2.0%
Both	5338	30.0%
Total Answers	17816	

14 schools identified themselves as specializing in serving students with learning differences. A cross-tabulated report for this group of schools is appended.

Students Attending Schools Specializing in Learning Differences

		Per Cent
Yes	1164	6.5%
No	16652	93.5%
Total Answers	17816	

A full set of graphs, crossed by population (total number of students in Grades 9-12 at each school), is appended.

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

		Per Cent
<100	611	3.4%
100-249	3873	21.7%
250-399	4656	26.1%
400-499	4511	25.3%
500+	4165	23.4%
Total Answers	17816	

A full set of graphs, crossed by proportion of schools' students indicating LGBTQ2S+ community membership, is appended.

Proportion of Schools' Students Indicating LGBTQ2S+ Community Membership

		Per Cent
<13.3%	3908	21.9%
13.3-17.7%	5862	32.9%
17.8-25.9%	4894	27.5%
26%+	3152	17.7%
Total Answers	17816	

A full set of graphs, crossed by proportion of schools' students experiencing discrimination, is appended.

Proportion of Schools' Students Experiencing Discrimination

		Per Cent
<20%	6476	36.3%
20-24.9%	4896	27.5%
25-42.1%	6444	36.2%
Total Answers	17816	

A full set of graphs, crossed by the number of types of discrimination experienced, is appended.

Number of Types of Discrimination Experienced

		Per Cent
1	2224	53.8%
2	1062	25.7%
3	522	12.6%
4	172	4.2%
5	66	1.6%
6+	90	2.2%
Total Answers	4136	

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.

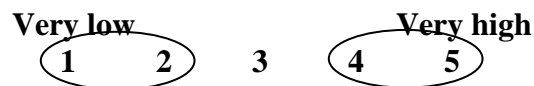
The task of this section of the cross-tabulating exercise is to measure the gaps between lesser satisfied and greater satisfied respondents. This gap is expressed in the appended tables (Comparative Cross-tabulated Reports) as a percentage ratio, one of the other. The lower the percentage, the greater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

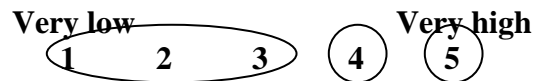
B. In general terms, how would you rate your satisfaction with the school?



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	17.1%	26.0%	32.3%	53%	80%
10	27.3%	25.8%	25.0%	109%	103%
11	27.2%	25.7%	22.5%	121%	114%
12	28.4%	22.5%	20.1%	141%	112%

The number of years spent at a 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	13.4%	22.1%	29.8%	45%	74%
2	20.0%	19.1%	18.3%	109%	105%
3	18.3%	18.0%	14.0%	130%	128%
4+	48.3%	40.8%	37.9%	127%	108%
	3.0 years average	2.8 years average	2.6 years average	116%	107%

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	46.2%	50.7%	57.6%	80%	88%
female	49.5%	46.4%	39.5%	125%	117%
other	4.3%	2.9%	2.9%	148%	100%

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	22.2%	18.9%	15.4%	144%	123%
No	77.8%	81.1%	84.6%	92%	96%

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

5. How would you identify yourself racially/culturally?

	B123	B4	B5	B123/B5	B4/B5
Asian	11.5%	13.5%	10.6%	108%	128%
Black	11.6%	7.1%	5.3%	218%	134%
Hispanic/Latinx	6.0%	6.3%	6.3%	95%	100%
Indigenous	0.2%	0.1%	0.3%	55%	47%
International	0.8%	0.7%	0.6%	124%	112%
Middle Eastern	1.6%	1.5%	1.5%	109%	102%
Multi-racial	6.6%	5.9%	5.1%	128%	115%
Pacific Islander	0.4%	0.3%	0.4%	97%	71%
White	59.3%	63.1%	68.6%	86%	92%
Other	2.2%	1.4%	1.4%	161%	102%

Those students lesser satisfied overall are more likely than the counterpart to 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?

	B123	B4	B5	B123/B5	B4/B5
less than 1 hour	10.3%	9.0%	10.6%	97%	85%
between 1-2 hours	33.6%	39.9%	44.5%	75%	90%
between 2-3 hours	31.0%	34.0%	30.3%	102%	112%
more than 3 hours	25.1%	17.0%	14.6%	172%	117%
	2.1 hours average	2.1 hours average	2.0 hours average	108%	104%

Those students greater satisfied overall 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	13.4%	14.1%	19.7%	68%	72%
between 1-2 hours	29.6%	34.2%	33.6%	88%	102%
between 2-3 hours	24.5%	26.3%	22.4%	109%	117%
between 3-4 hours	15.9%	13.9%	13.1%	122%	107%
between 4-5 hours	7.9%	6.2%	6.2%	126%	100%
more than 5 hours	8.6%	5.1%	5.0%	173%	103%
	2.5 hours average	2.3 hours average	2.2 hours average	113%	104%

A typical finding, those lesser satisfied with their student experience are more likely to receive outside tutoring support.

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

	B123	B4	B5	B123/B5	B4/B5
Yes	22.5%	18.4%	14.7%	153%	125%
No	77.5%	81.6%	85.3%	91%	96%

Those reporting lower overall satisfaction are much more likely to indicate that they sleep less than six 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	32.0%	17.4%	12.7%	251%	137%
between 6-8 hours	61.1%	72.7%	69.1%	88%	105%
more than 8 hours	6.9%	9.8%	18.2%	38%	54%

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	3.7	4.3	64%	85%
3. <i>I feel a strong sense of belonging at the school.</i>	3.0	3.9	4.4	67%	87%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.1	4.0	4.5	69%	88%
7. <i>I feel respected and valued at school.</i>	3.1	3.9	4.5	69%	88%
5. <i>I feel emotionally safe while at school.</i>	3.1	3.9	4.5	70%	88%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.8	4.3	71%	88%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.3	4.1	4.6	72%	89%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	4.0	4.5	72%	89%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.2	3.7	4.2	76%	89%
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	4.4	77%	91%
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	4.4	78%	90%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.5	4.0	4.3	81%	92%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.6	4.1	4.5	81%	92%
2. <i>I am passionate about the study of at least one subject.</i>	3.8	4.3	4.6	83%	94%
12. <i>I have at least one close friend at school.</i>	4.2	4.5	4.7	89%	97%
Average for this series	3.3	4.0	4.4	75%	90%

From the table, below, students lesser satisfied with their school experience 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>	3.2	3.8	4.3	76%	88%
10. <i>organizing time effectively</i>	3.2	3.6	4.1	78%	88%
7. <i>handling stressful situations</i>	3.2	3.7	4.1	78%	89%
5. <i>conducting myself with confidence</i>	3.5	3.9	4.3	81%	90%
3. <i>approaching life with intellectual curiosity</i>	3.7	4.2	4.5	82%	92%
6. <i>coping with peer pressure</i>	3.5	3.9	4.3	83%	91%
1. <i>adapting to face new challenges</i>	3.6	4.0	4.4	83%	92%
4. <i>assuming a leadership role</i>	3.6	3.9	4.3	84%	91%
12. <i>thinking creatively</i>	3.7	4.1	4.4	84%	93%
13. <i>thinking critically</i>	3.8	4.2	4.5	84%	92%
2. <i>advocating for myself</i>	3.6	4.0	4.3	84%	92%
14. <i>working cooperatively in a group</i>	3.8	4.1	4.5	84%	93%
11. <i>setting high expectations for myself</i>	3.8	4.2	4.5	85%	93%
8. <i>interacting in a diverse environment</i>	3.8	4.2	4.5	85%	93%
15. <i>working independently</i>	4.1	4.4	4.6	87%	94%
Average for this series	3.6	4.0	4.4	83%	92%

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	32.7%	17.9%	11.3%	289%	158%
No	67.3%	82.1%	88.7%	76%	93%

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

	B123	B4	B5	B123/B5	B4/B5
3. <i>religion</i>	7.1%	3.8%	3.1%	228%	122%
5. <i>sexual orientation</i>	8.6%	4.2%	3.0%	286%	139%
8. <i>other</i>	4.4%	2.2%	1.5%	290%	145%
4. <i>gender identity</i>	7.2%	3.6%	2.4%	306%	151%
2. <i>ethnic origin</i>	6.9%	3.4%	2.2%	316%	157%
6. <i>politics</i>	10.5%	4.6%	3.3%	318%	139%
1. <i>race</i>	16.1%	8.3%	4.6%	349%	180%
7. <i>socio-economic status</i>	6.7%	2.5%	1.7%	404%	150%

Among those who report having experienced any discrimination at school, those in the lesser satisfied group (overall) are more likely to indicate more than one type of discrimination experience. To compare those who have experienced any type of discrimination with the counterpart, see that cross-tabulation section later on in this report.

Number of Types of Discrimination Experienced

	B123	B4	B5	B123/B5	B4/B5
1	49.9%	57.8%	57.9%	86%	100%
2	26.1%	25.6%	24.1%	108%	106%
3	13.2%	12.0%	11.3%	117%	106%
4	5.5%	2.9%	3.4%	159%	83%
5	2.4%	0.9%	0.7%	321%	124%
6+	3.0%	0.9%	2.5%	120%	37%

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 3285 respondents who report identifying as members of the LGBTQ2S+ community and the 13683 who do not. Those who identify as members of this community also report:

1. in greater proportion as females (61.4% vs. 42.5%)
2. in greater proportion sleeping *less than 6 hours* (on average) on school nights (30.8% vs. 19.1%)
3. lesser agreement with the statement: *I feel a strong sense of belonging at the school* (3.4 vs. 3.8)
4. lesser agreement with the statement: *I feel emotionally safe while at school* (3.3 vs. 3.9)
5. lesser self-appraised preparedness for *conducting myself with confidence* (3.5 vs. 3.9)
6. lesser self-appraised preparedness for *organizing time effectively* (3.2 vs. 3.6)
7. lesser self-appraised preparedness for *handling stressful situations* (3.3 vs. 3.7)
8. lesser self-appraised preparedness for *making choices that support my emotional well-being* (3.3 vs. 3.8)
9. in greater proportion having, personally, been affected by experiences of discrimination at school (38.9% vs. 17.4%)

10. in greater proportion having experienced discrimination based on *sexual orientation* (23.5% vs. 1.1%)
11. in lesser proportion indicating only one type of discrimination experienced (41.4% vs. 60.3%)

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

A comparison was drawn between the 12285 respondents who agreed with the statement "I am enthusiastically involved in out-of-classroom activities" and the 1679 who disagreed. Those who agreed also report:

1. greater overall satisfaction with the school (3.9 vs. 3.1)
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:

	Disagree	Agree	Ratio
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	1.7	4.5	38%
3. <i>I feel a strong sense of belonging at the school.</i>	2.7	3.9	69%
14. <i>The school encourages a love of learning in me.</i>	2.6	3.7	69%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.8	4.0	70%
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%
7. <i>I feel respected and valued at school.</i>	2.9	4.0	74%
6. <i>I feel encouraged to express my opinion.</i>	2.8	3.8	74%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.0	4.0	74%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.1	4.1	76%
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	76%
5. <i>I feel emotionally safe while at school.</i>	3.0	4.0	76%
2. <i>I am passionate about the study of at least one subject.</i>	3.4	4.4	78%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.2	78%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.1	3.8	81%
12. <i>I have at least one close friend at school.</i>	3.8	4.6	82%
Average for this series	2.9	4.1	72%

3. 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>	3.1	4.1	75%
10. <i>organizing time effectively</i>	2.9	3.7	78%
5. <i>conducting myself with confidence</i>	3.2	4.0	79%
14. <i>working cooperatively in a group</i>	3.4	4.2	81%
11. <i>setting high expectations for myself</i>	3.5	4.3	81%
9. <i>making choices that support my emotional well-being</i>	3.1	3.8	81%
7. <i>handling stressful situations</i>	3.1	3.8	82%
1. <i>adapting to face new challenges</i>	3.4	4.1	82%
2. <i>advocating for myself</i>	3.4	4.1	82%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.2	83%
12. <i>thinking creatively</i>	3.5	4.2	84%
13. <i>thinking critically</i>	3.6	4.3	85%
8. <i>interacting in a diverse environment</i>	3.6	4.2	85%
6. <i>coping with peer pressure</i>	3.4	4.0	86%
15. <i>working independently</i>	3.9	4.4	89%
Average for this series	3.4	4.1	82%

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

A comparison was drawn between the 14013 respondents who agreed with the statement "I am passionate about the study of at least one subject" and the 1169 who disagreed. Those who agreed also report:

1. lesser time spent on social media (2.3 vs. 2.7 hours)
2. greater overall satisfaction with the school (3.8 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
2. <i>I am passionate about the study of at least one subject.</i>	1.7	4.6	37%
14. <i>The school encourages a love of learning in me.</i>	2.2	3.7	59%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.7	3.9	70%
3. <i>I feel a strong sense of belonging at the school.</i>	2.7	3.8	71%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	2.9	4.0	71%

11.	<i>I feel well supported at school as I strive to meet my potential.</i>	2.9	4.1	71%
10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.8	3.9	72%
7.	<i>I feel respected and valued at school.</i>	2.9	3.9	73%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.0	4.0	73%
4.	<i>I feel capable of handling the day-to-day academic workload.</i>	2.8	3.8	74%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.0	4.0	74%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.1	4.2	74%
6.	<i>I feel encouraged to express my opinion.</i>	2.8	3.7	74%
5.	<i>I feel emotionally safe while at school.</i>	3.0	3.9	77%
12.	<i>I have at least one close friend at school.</i>	3.7	4.6	82%
Average for this series		2.8	4.0	70%

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
3. <i>approaching life with intellectual curiosity</i>	3.2	4.2	76%
10. <i>organizing time effectively</i>	2.9	3.6	80%
4. <i>assuming a leadership role</i>	3.2	4.0	81%
1. <i>adapting to face new challenges</i>	3.3	4.1	81%
11. <i>setting high expectations for myself</i>	3.4	4.3	81%
12. <i>thinking creatively</i>	3.4	4.2	81%
13. <i>thinking critically</i>	3.4	4.2	81%
5. <i>conducting myself with confidence</i>	3.2	3.9	81%
9. <i>making choices that support my emotional well-being</i>	3.1	3.8	82%
7. <i>handling stressful situations</i>	3.1	3.7	83%
14. <i>working cooperatively in a group</i>	3.5	4.2	83%
2. <i>advocating for myself</i>	3.4	4.0	84%
8. <i>interacting in a diverse environment</i>	3.6	4.2	85%
15. <i>working independently</i>	3.8	4.4	85%
6. <i>coping with peer pressure</i>	3.4	3.9	86%
Average for this series	3.3	4.1	82%

I feel a strong sense of belonging at the school.

A comparison was drawn between the 10748 respondents who agreed with the statement "I feel a strong sense of belonging at the school" and the 2448 who disagreed. Those who agreed also report:

1. in lesser proportion identifying as members of the LGBTQ2S+ community (15.6% vs. 30.9%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (17.0% vs. 35.3%)
3. greater overall satisfaction with the school (4.1 vs. 2.7)
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
3. <i>I feel a strong sense of belonging at the school.</i>	1.7	4.4	39%
7. <i>I feel respected and valued at school.</i>	2.5	4.2	59%
5. <i>I feel emotionally safe while at school.</i>	2.5	4.2	61%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.6	4.2	61%
6. <i>I feel encouraged to express my opinion.</i>	2.5	4.0	63%
14. <i>The school encourages a love of learning in me.</i>	2.5	3.9	64%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.8	4.2	67%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.0	4.3	69%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.0	4.2	71%
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%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.2	4.2	76%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.9	77%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.3	77%
12. <i>I have at least one close friend at school.</i>	3.7	4.7	79%
2. <i>I am passionate about the study of at least one subject.</i>	3.6	4.4	83%
Average for this series	2.9	4.2	68%

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>	2.9	4.0	74%
5. <i>conducting myself with confidence</i>	3.2	4.1	77%
7. <i>handling stressful situations</i>	3.0	3.9	78%
10. <i>organizing time effectively</i>	3.0	3.8	78%
4. <i>assuming a leadership role</i>	3.4	4.1	82%
14. <i>working cooperatively in a group</i>	3.5	4.3	82%
6. <i>coping with peer pressure</i>	3.3	4.1	82%
2. <i>advocating for myself</i>	3.4	4.1	83%
1. <i>adapting to face new challenges</i>	3.5	4.2	84%
8. <i>interacting in a diverse environment</i>	3.6	4.3	84%
3. <i>approaching life with intellectual curiosity</i>	3.6	4.3	84%
12. <i>thinking creatively</i>	3.6	4.2	85%
11. <i>setting high expectations for myself</i>	3.7	4.3	85%
13. <i>thinking critically</i>	3.7	4.3	86%
15. <i>working independently</i>	4.0	4.5	91%
Average for this series	3.4	4.2	82%

6. in lesser proportion having, personally, been affected by experiences of discrimination at school (15.7% vs. 42.7%)
7. in lesser proportion having experienced discrimination based on *race* (7.7% vs. 19.2%)

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

A comparison was drawn between the 10531 respondents who agreed with the statement "I feel capable of handling the day-to-day academic workload" and the 2557 who disagreed. Those who agreed also report:

1. in greater proportion as males (56.2% vs. 35.8%)
2. in lesser proportion identifying as members of the LGBTQ2S+ community (16.5% vs. 28.0%)
3. lesser time spent on homework (1.9 vs. 2.3 hours)
4. in lesser proportion receiving outside tutoring support other than extra help provided by the school (16.3% vs. 25.0%)
5. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (14.5% vs. 41.5%)
6. greater overall satisfaction with the school (4.0 vs. 3.1)

7. 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>	1.8	4.4	41%
14. <i>The school encourages a love of learning in me.</i>	2.6	3.8	67%
5. <i>I feel emotionally safe while at school.</i>	2.9	4.1	71%
3. <i>I feel a strong sense of belonging at the school.</i>	2.9	3.9	74%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.1	4.2	74%
7. <i>I feel respected and valued at school.</i>	3.0	4.0	75%
6. <i>I feel encouraged to express my opinion.</i>	2.9	3.9	76%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.1	4.1	76%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.1	4.0	76%
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	81%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	4.1	81%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.5	4.2	83%
2. <i>I am passionate about the study of at least one subject.</i>	3.6	4.4	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	4.6	91%
Average for this series	3.1	4.1	76%

8. 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	3.9	71%
7. <i>handling stressful situations</i>	2.9	3.9	73%
9. <i>making choices that support my emotional well-being</i>	2.9	4.0	73%
5. <i>conducting myself with confidence</i>	3.3	4.1	80%
1. <i>adapting to face new challenges</i>	3.4	4.2	82%
6. <i>coping with peer pressure</i>	3.4	4.1	83%

3.	<i>approaching life with intellectual curiosity</i>	3.6	4.3	83%
4.	<i>assuming a leadership role</i>	3.4	4.1	84%
2.	<i>advocating for myself</i>	3.5	4.1	84%
11.	<i>setting high expectations for myself</i>	3.7	4.3	85%
13.	<i>thinking critically</i>	3.7	4.3	85%
12.	<i>thinking creatively</i>	3.6	4.2	86%
14.	<i>working cooperatively in a group</i>	3.7	4.2	87%
15.	<i>working independently</i>	3.9	4.5	87%
8.	<i>interacting in a diverse environment</i>	3.7	4.3	87%
Average for this series		3.4	4.2	82%
9.	in lesser proportion having, personally, been affected by experiences of discrimination at school (17.9% vs. 31.7%)			

I feel emotionally safe while at school.

A comparison was drawn between the 11422 respondents who agreed with the statement "I feel emotionally safe while at school" and the 2328 who disagreed. Those who agreed also report:

1. in greater proportion as males (56.0% vs. 35.2%)
2. in lesser proportion identifying as members of the LGBTQ2S+ community (14.1% vs. 34.6%)
3. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (16.2% vs. 38.1%)
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
5. <i>I feel emotionally safe while at school.</i>	1.7	4.5	38%
7. <i>I feel respected and valued at school.</i>	2.4	4.2	58%
3. <i>I feel a strong sense of belonging at the school.</i>	2.4	4.1	60%
6. <i>I feel encouraged to express my opinion.</i>	2.5	4.0	61%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.7	4.2	64%
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>	2.8	4.1	67%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.9	4.3	67%

4.	<i>I feel capable of handling the day-to-day academic workload.</i>	2.8	3.9	72%
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	74%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.1	4.2	75%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.3	77%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.3	4.1	81%
12.	<i>I have at least one close friend at school.</i>	3.9	4.6	84%
2.	<i>I am passionate about the study of at least one subject.</i>	3.8	4.3	87%
Average for this series		2.9	4.2	69%

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	4.0	70%
7. <i>handling stressful situations</i>	2.9	3.9	74%
5. <i>conducting myself with confidence</i>	3.1	4.1	77%
10. <i>organizing time effectively</i>	2.9	3.8	77%
6. <i>coping with peer pressure</i>	3.2	4.1	79%
14. <i>working cooperatively in a group</i>	3.5	4.3	82%
2. <i>advocating for myself</i>	3.4	4.1	83%
1. <i>adapting to face new challenges</i>	3.5	4.2	84%
4. <i>assuming a leadership role</i>	3.4	4.1	84%
8. <i>interacting in a diverse environment</i>	3.6	4.3	84%
3. <i>approaching life with intellectual curiosity</i>	3.6	4.3	85%
11. <i>setting high expectations for myself</i>	3.7	4.3	85%
12. <i>thinking creatively</i>	3.6	4.2	86%
13. <i>thinking critically</i>	3.7	4.3	86%
15. <i>working independently</i>	4.0	4.5	91%
Average for this series	3.4	4.2	82%

7. in lesser proportion having, personally, been affected by experiences of discrimination at school (14.4% vs. 47.1%)

8. in lesser proportion having experienced discrimination based on *race* (7.1% vs. 20.7%)

9. in greater proportion indicating only one type of discrimination experienced (60.9% vs. 42.5%)

I feel encouraged to express my opinion.

A comparison was drawn between the 10454 respondents who agreed with the statement "I feel encouraged to express my opinion" and the 2825 who disagreed. Those who agreed also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (17.5% vs. 33.3%)
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	4.4	38%
7. <i>I feel respected and valued at school.</i>	2.6	4.2	62%
5. <i>I feel emotionally safe while at school.</i>	2.8	4.2	66%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.8	4.2	66%
14. <i>The school encourages a love of learning in me.</i>	2.6	3.9	67%
3. <i>I feel a strong sense of belonging at the school.</i>	2.7	4.1	67%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.8	4.2	68%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.0	4.3	71%
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	74%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.2	4.2	76%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.1	3.9	80%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.4	4.3	80%
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	4.6	88%
Average for this series	3.0	4.2	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>	3.1	4.0	78%
7. <i>handling stressful situations</i>	3.1	3.9	81%
5. <i>conducting myself with confidence</i>	3.3	4.1	81%
10. <i>organizing time effectively</i>	3.1	3.8	81%
2. <i>advocating for myself</i>	3.5	4.2	83%
3. <i>approaching life with intellectual curiosity</i>	3.6	4.3	85%
14. <i>working cooperatively in a group</i>	3.6	4.3	85%
6. <i>coping with peer pressure</i>	3.4	4.1	85%
4. <i>assuming a leadership role</i>	3.5	4.1	85%
8. <i>interacting in a diverse environment</i>	3.7	4.3	85%
12. <i>thinking creatively</i>	3.6	4.3	86%
1. <i>adapting to face new challenges</i>	3.6	4.2	86%
13. <i>thinking critically</i>	3.8	4.3	87%
11. <i>setting high expectations for myself</i>	3.8	4.3	87%
15. <i>working independently</i>	4.1	4.5	91%
Average for this series	3.5	4.2	84%

5. in lesser proportion having, personally, been affected by experiences of discrimination at school (16.1% vs. 39.8%)
6. in lesser proportion having experienced discrimination based on *politics* (3.5% vs. 17.6%)

I feel respected and valued at school.

A comparison was drawn between the 11124 respondents who agreed with the statement "I feel respected and valued at school" and the 1996 who disagreed. Those who agreed also report:

1. in lesser proportion identifying as members of the LGBTQ2S+ community (16.1% vs. 29.4%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (16.7% vs. 34.1%)
3. greater overall satisfaction with the school (4.0 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
7. <i>I feel respected and valued at school.</i>	1.7	4.4	39%
6. <i>I feel encouraged to express my opinion.</i>	2.2	4.1	55%
5. <i>I feel emotionally safe while at school.</i>	2.4	4.2	56%
3. <i>I feel a strong sense of belonging at the school.</i>	2.3	4.1	56%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.4	4.2	57%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.5	4.2	60%
14. <i>The school encourages a love of learning in me.</i>	2.4	3.9	63%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.8	4.3	64%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.9	4.2	69%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.0	4.2	71%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.9	76%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.3	77%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.3	4.1	79%
12. <i>I have at least one close friend at school.</i>	3.8	4.7	81%
2. <i>I am passionate about the study of at least one subject.</i>	3.6	4.3	84%
Average for this series	2.8	4.2	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>	2.9	4.0	73%
7. <i>handling stressful situations</i>	3.0	3.9	77%
5. <i>conducting myself with confidence</i>	3.2	4.1	78%
10. <i>organizing time effectively</i>	2.9	3.8	78%
6. <i>coping with peer pressure</i>	3.3	4.1	81%
14. <i>working cooperatively in a group</i>	3.5	4.3	81%

2.	<i>advocating for myself</i>	3.4	4.1	82%
8.	<i>interacting in a diverse environment</i>	3.5	4.3	82%
4.	<i>assuming a leadership role</i>	3.4	4.1	83%
1.	<i>adapting to face new challenges</i>	3.4	4.2	83%
3.	<i>approaching life with intellectual curiosity</i>	3.6	4.3	84%
11.	<i>setting high expectations for myself</i>	3.6	4.3	84%
12.	<i>thinking creatively</i>	3.6	4.2	85%
13.	<i>thinking critically</i>	3.6	4.3	85%
15.	<i>working independently</i>	4.0	4.5	89%
Average for this series		3.4	4.1	82%
6.	in lesser proportion having, personally, been affected by experiences of discrimination at school (14.2% vs. 46.3%)			
7.	in lesser proportion having experienced discrimination based on <i>race</i> (7.2% vs. 19.8%)			
8.	in lesser proportion having experienced discrimination based on <i>politics</i> (3.7% vs. 17.4%)			
9.	in greater proportion indicating only <i>1</i> type of discrimination experienced (61.0% vs. 44.5%)			

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

A comparison was drawn between the 11434 respondents who agreed with the statement "I feel that I gain meaningful positive value from being a member of the school community" and the 1786 who disagreed. Those who agreed also report:

1. in lesser proportion identifying as members of the LGBTQ2S+ community (16.5% vs. 29.6%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (17.4% vs. 36.0%)
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	4.4	38%
7. <i>I feel respected and valued at school.</i>	2.3	4.2	53%
3. <i>I feel a strong sense of belonging at the school.</i>	2.2	4.1	54%
14. <i>The school encourages a love of learning in me.</i>	2.2	3.9	56%
6. <i>I feel encouraged to express my opinion.</i>	2.3	4.0	58%

5.	<i>I feel emotionally safe while at school.</i>	2.5	4.2	59%
10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.5	4.2	60%
11.	<i>I feel well supported at school as I strive to meet my potential.</i>	2.7	4.3	62%
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	64%
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%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.1	4.3	73%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.1	4.2	74%
4.	<i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.9	75%
12.	<i>I have at least one close friend at school.</i>	3.7	4.7	79%
2.	<i>I am passionate about the study of at least one subject.</i>	3.5	4.4	80%
Average for this series		2.7	4.2	64%
5. greater self-appraised preparedness for all listed skills				
<i>D. Please indicate how well prepared you feel for each of the following:</i>				
		Disagree	Agree	Ratio
9.	<i>making choices that support my emotional well-being</i>	2.9	4.0	72%
10.	<i>organizing time effectively</i>	2.9	3.8	76%
7.	<i>handling stressful situations</i>	3.0	3.9	76%
5.	<i>conducting myself with confidence</i>	3.1	4.1	77%
4.	<i>assuming a leadership role</i>	3.3	4.1	79%
14.	<i>working cooperatively in a group</i>	3.4	4.3	79%
3.	<i>approaching life with intellectual curiosity</i>	3.5	4.3	81%
1.	<i>adapting to face new challenges</i>	3.4	4.2	81%
11.	<i>setting high expectations for myself</i>	3.5	4.4	81%
2.	<i>advocating for myself</i>	3.4	4.1	82%
8.	<i>interacting in a diverse environment</i>	3.5	4.3	82%
6.	<i>coping with peer pressure</i>	3.3	4.1	82%
12.	<i>thinking creatively</i>	3.5	4.3	82%
13.	<i>thinking critically</i>	3.6	4.3	83%
15.	<i>working independently</i>	3.9	4.5	87%
Average for this series		3.3	4.2	80%

6. in lesser proportion having, personally, been affected by experiences of discrimination at school (16.8% vs. 41.9%)
7. in lesser proportion having experienced discrimination based on *race* (8.1% vs. 19.4%)

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

A comparison was drawn between the 12148 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 1357 who disagreed. Those who agreed also report:

1. in lesser proportion identifying as members of the LGBTQ2S+ community (17.0% vs. 29.7%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (18.6% vs. 33.9%)
3. greater overall satisfaction with the school (3.9 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
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	1.7	4.4	39%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.3	4.1	56%
7. <i>I feel respected and valued at school.</i>	2.4	4.1	59%
3. <i>I feel a strong sense of belonging at the school.</i>	2.4	4.0	59%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.5	4.1	61%
14. <i>The school encourages a love of learning in me.</i>	2.3	3.8	62%
6. <i>I feel encouraged to express my opinion.</i>	2.4	3.9	63%
5. <i>I feel emotionally safe while at school.</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	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%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	2.9	4.1	69%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.0	4.3	71%
12. <i>I have at least one close friend at school.</i>	3.5	4.7	74%

4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.8	75%
2. <i>I am passionate about the study of at least one subject.</i>	3.4	4.4	78%
Average for this series	2.7	4.1	64%

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
5. <i>conducting myself with confidence</i>	2.9	4.1	71%
4. <i>assuming a leadership role</i>	3.0	4.2	71%
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	75%
10. <i>organizing time effectively</i>	2.8	3.7	75%
14. <i>working cooperatively in a group</i>	3.2	4.3	75%
2. <i>advocating for myself</i>	3.2	4.1	77%
11. <i>setting high expectations for myself</i>	3.4	4.3	78%
6. <i>coping with peer pressure</i>	3.2	4.0	78%
3. <i>approaching life with intellectual curiosity</i>	3.4	4.3	78%
1. <i>adapting to face new challenges</i>	3.3	4.2	79%
8. <i>interacting in a diverse environment</i>	3.4	4.3	80%
13. <i>thinking critically</i>	3.5	4.3	80%
12. <i>thinking creatively</i>	3.4	4.2	81%
15. <i>working independently</i>	3.9	4.5	87%
Average for this series	3.2	4.2	77%

6. in lesser proportion having, personally, been affected by experiences of discrimination at school (19.4% vs. 32.9%)

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

A comparison was drawn between the 11726 respondents who agreed with the statement "I feel treated as an individual with unique needs, interests, and talents" and the 1814 who disagreed. Those who agreed also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (17.8% vs. 34.2%)
2. greater overall satisfaction with the school (4.0 vs. 2.8)

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	4.4	38%
7. <i>I feel respected and valued at school.</i>	2.4	4.2	57%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.5	4.3	58%
6. <i>I feel encouraged to express my opinion.</i>	2.3	4.0	58%
14. <i>The school encourages a love of learning in me.</i>	2.3	3.9	60%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.5	4.2	61%
3. <i>I feel a strong sense of belonging at the school.</i>	2.5	4.0	61%
5. <i>I feel emotionally safe while at school.</i>	2.5	4.1	62%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.9	4.2	69%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	2.9	4.2	70%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.2	4.3	75%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	2.9	3.9	75%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.2	4.1	77%
2. <i>I am passionate about the study of at least one subject.</i>	3.6	4.4	82%
12. <i>I have at least one close friend at school.</i>	3.8	4.6	83%
Average for this series	2.7	4.2	66%

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	73%
5. <i>conducting myself with confidence</i>	3.1	4.1	77%
7. <i>handling stressful situations</i>	3.0	3.8	78%
10. <i>organizing time effectively</i>	2.9	3.8	78%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.3	81%
12. <i>thinking creatively</i>	3.4	4.3	81%

6.	<i>coping with peer pressure</i>	3.3	4.0	81%
4.	<i>assuming a leadership role</i>	3.3	4.1	81%
14.	<i>working cooperatively in a group</i>	3.5	4.3	81%
2.	<i>advocating for myself</i>	3.4	4.1	82%
1.	<i>adapting to face new challenges</i>	3.4	4.2	82%
8.	<i>interacting in a diverse environment</i>	3.5	4.3	82%
13.	<i>thinking critically</i>	3.6	4.3	83%
11.	<i>setting high expectations for myself</i>	3.6	4.3	84%
15.	<i>working independently</i>	3.9	4.5	87%
Average for this series		3.4	4.1	81%
5.	in lesser proportion having, personally, been affected by experiences of discrimination at school (17.2% vs. 41.4%)			
6.	in lesser proportion having experienced discrimination based on <i>race</i> (8.3% vs. 18.6%)			

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

A comparison was drawn between the 12717 respondents who agreed with the statement "I feel well supported at school as I strive to meet my potential" and the 1451 who disagreed. Those who agreed also report:

1. in greater proportion in *Grade 9* (26.1% vs. 17.3%)
2. in lesser proportion identifying as members of the LGBTQ2S+ community (17.1% vs. 28.0%)
3. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (17.5% vs. 38.9%)
4. greater overall satisfaction with the school (4.0 vs. 2.6)
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
11. <i>I feel well supported at school as I strive to meet my potential.</i>	1.7	4.4	38%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.3	4.1	54%
14. <i>The school encourages a love of learning in me.</i>	2.1	3.8	55%
7. <i>I feel respected and valued at school.</i>	2.3	4.1	57%
5. <i>I feel emotionally safe while at school.</i>	2.4	4.1	58%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.4	4.1	59%
6. <i>I feel encouraged to express my opinion.</i>	2.3	3.9	59%

3.	<i>I feel a strong sense of belonging at the school.</i>	2.4	4.0	60%
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>	2.7	3.9	69%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	2.8	4.1	69%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.0	4.3	70%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.1	4.1	77%
2.	<i>I am passionate about the study of at least one subject.</i>	3.4	4.4	78%
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%
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	71%
7. <i>handling stressful situations</i>	2.9	3.8	76%
10. <i>organizing time effectively</i>	2.8	3.7	76%
5. <i>conducting myself with confidence</i>	3.1	4.0	77%
3. <i>approaching life with intellectual curiosity</i>	3.4	4.3	79%
14. <i>working cooperatively in a group</i>	3.4	4.2	80%
6. <i>coping with peer pressure</i>	3.2	4.0	81%
4. <i>assuming a leadership role</i>	3.3	4.1	81%
1. <i>adapting to face new challenges</i>	3.3	4.1	81%
12. <i>thinking creatively</i>	3.4	4.2	81%
2. <i>advocating for myself</i>	3.3	4.1	82%
13. <i>thinking critically</i>	3.5	4.3	82%
11. <i>setting high expectations for myself</i>	3.5	4.3	82%
8. <i>interacting in a diverse environment</i>	3.5	4.3	82%
15. <i>working independently</i>	3.8	4.5	86%
Average for this series	3.3	4.1	80%

7. in lesser proportion having, personally, been affected by experiences of discrimination at school (17.4% vs. 41.5%)

8. in lesser proportion having experienced discrimination based on *race* (8.4% vs. 20.4%)
9. in greater proportion indicating only *1* type of discrimination experienced (58.8% vs. 41.7%)

I have at least one close friend at school.

A comparison was drawn between the 15217 respondents who agreed with the statement "I have at least one close friend at school" and the 1055 who disagreed. Those who agreed also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (20.4% vs. 31.0%)
2. greater overall satisfaction with the school (3.8 vs. 3.1)
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	4.8	31%
3. <i>I feel a strong sense of belonging at the school.</i>	2.4	3.8	63%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.7	3.9	68%
7. <i>I feel respected and valued at school.</i>	2.7	3.9	70%
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%
5. <i>I feel emotionally safe while at school.</i>	2.7	3.9	71%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	2.9	4.0	72%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.8	3.9	73%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.9	4.0	73%
6. <i>I feel encouraged to express my opinion.</i>	2.7	3.7	74%
14. <i>The school encourages a love of learning in me.</i>	2.7	3.6	75%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.0	4.0	75%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.2	4.1	76%
2. <i>I am passionate about the study of at least one subject.</i>	3.5	4.3	81%

4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.7	82%
Average for this series	2.8	4.0	70%

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>	3.1	3.9	80%
9. <i>making choices that support my emotional well-being</i>	3.1	3.8	81%
14. <i>working cooperatively in a group</i>	3.4	4.2	81%
7. <i>handling stressful situations</i>	3.1	3.7	83%
4. <i>assuming a leadership role</i>	3.3	4.0	84%
6. <i>coping with peer pressure</i>	3.3	3.9	84%
2. <i>advocating for myself</i>	3.4	4.0	85%
10. <i>organizing time effectively</i>	3.1	3.6	86%
1. <i>adapting to face new challenges</i>	3.5	4.0	86%
8. <i>interacting in a diverse environment</i>	3.6	4.2	87%
11. <i>setting high expectations for myself</i>	3.7	4.2	87%
3. <i>approaching life with intellectual curiosity</i>	3.6	4.1	88%
12. <i>thinking creatively</i>	3.6	4.1	89%
13. <i>thinking critically</i>	3.7	4.2	89%
15. <i>working independently</i>	4.0	4.4	90%
Average for this series	3.4	4.0	85%

5. in lesser proportion having, personally, been affected by experiences of discrimination at school (20.6% vs. 32.3%)

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

A comparison was drawn between the 12303 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 1386 who disagreed. Those who agreed also report:

1. in lesser proportion identifying as members of the LGBTQ2S+ community (17.7% vs. 27.0%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (19.0% vs. 32.7%)
3. greater overall satisfaction with the school (3.9 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
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	1.7	4.4	38%
14. <i>The school encourages a love of learning in me.</i>	2.2	3.8	58%
6. <i>I feel encouraged to express my opinion.</i>	2.5	3.9	63%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.6	4.1	63%
3. <i>I feel a strong sense of belonging at the school.</i>	2.5	4.0	64%
7. <i>I feel respected and valued at school.</i>	2.6	4.1	65%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.7	4.1	66%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	2.8	4.2	66%
5. <i>I feel emotionally safe while at school.</i>	2.7	4.0	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	70%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.1	4.3	74%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.1	4.1	77%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.8	78%
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	80%
Average for this series	2.8	4.1	67%

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>	3.0	3.9	76%
10. <i>organizing time effectively</i>	2.9	3.7	77%
7. <i>handling stressful situations</i>	3.0	3.8	78%
14. <i>working cooperatively in a group</i>	3.3	4.3	78%
8. <i>interacting in a diverse environment</i>	3.4	4.3	79%
5. <i>conducting myself with confidence</i>	3.2	4.0	79%

4.	<i>assuming a leadership role</i>	3.3	4.1	80%
3.	<i>approaching life with intellectual curiosity</i>	3.4	4.3	80%
1.	<i>adapting to face new challenges</i>	3.4	4.2	81%
2.	<i>advocating for myself</i>	3.3	4.1	81%
6.	<i>coping with peer pressure</i>	3.3	4.0	82%
11.	<i>setting high expectations for myself</i>	3.5	4.3	82%
12.	<i>thinking creatively</i>	3.5	4.2	83%
13.	<i>thinking critically</i>	3.6	4.3	84%
15.	<i>working independently</i>	3.9	4.5	87%
Average for this series		3.3	4.1	81%
6.	in lesser proportion having, personally, been affected by experiences of discrimination at school (18.2% vs. 40.2%)			
7.	in lesser proportion having experienced discrimination based on <i>race</i> (8.8% vs. 18.8%)			
8.	in lesser proportion having experienced discrimination based on <i>politics</i> (4.9% vs. 17.2%)			

The school encourages a love of learning in me.

A comparison was drawn between the 9317 respondents who agreed with the statement "The school encourages a love of learning in me" and the 3152 who disagreed. Those who agreed also report:

1. in greater proportion in *Grade 9* (26.8% vs. 17.4%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (16.3% vs. 34.3%)
3. greater overall satisfaction with the school (4.1 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
14. <i>The school encourages a love of learning in me.</i>	1.6	4.4	37%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	2.8	4.3	67%
3. <i>I feel a strong sense of belonging at the school.</i>	2.8	4.1	69%
6. <i>I feel encouraged to express my opinion.</i>	2.8	4.0	69%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.0	4.4	69%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	2.9	4.2	69%
7. <i>I feel respected and valued at school.</i>	2.9	4.2	69%

5.	<i>I feel emotionally safe while at school.</i>	3.0	4.2	71%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.1	4.3	72%
4.	<i>I feel capable of handling the day-to-day academic workload.</i>	2.9	4.0	73%
9.	<i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.2	4.2	76%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.3	4.4	76%
2.	<i>I am passionate about the study of at least one subject.</i>	3.5	4.5	78%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.3	4.2	79%
12.	<i>I have at least one close friend at school.</i>	4.1	4.6	90%
Average for this series		3.0	4.3	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>	2.9	3.9	73%
9. <i>making choices that support my emotional well-being</i>	3.0	4.0	74%
7. <i>handling stressful situations</i>	3.0	3.9	77%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.4	78%
5. <i>conducting myself with confidence</i>	3.3	4.1	79%
4. <i>assuming a leadership role</i>	3.4	4.2	81%
12. <i>thinking creatively</i>	3.5	4.3	81%
1. <i>adapting to face new challenges</i>	3.5	4.2	82%
11. <i>setting high expectations for myself</i>	3.6	4.4	83%
13. <i>thinking critically</i>	3.6	4.4	83%
2. <i>advocating for myself</i>	3.5	4.2	83%
6. <i>coping with peer pressure</i>	3.4	4.1	84%
14. <i>working cooperatively in a group</i>	3.6	4.3	84%
8. <i>interacting in a diverse environment</i>	3.7	4.3	85%
15. <i>working independently</i>	4.0	4.5	87%
Average for this series	3.4	4.2	81%

6. in lesser proportion having, personally, been affected by experiences of discrimination at school (17.7% vs. 32.9%)

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

A comparison was drawn between the 12926 respondents who agreed with the statement "There is at least one trusted adult I can talk to at school" and the 2072 who disagreed. Those who agreed also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (19.3% vs. 32.7%)
2. greater overall satisfaction with the school (3.9 vs. 3.1)
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	34%
14. <i>The school encourages a love of learning in me.</i>	2.6	3.7	69%
3. <i>I feel a strong sense of belonging at the school.</i>	2.9	3.9	74%
5. <i>I feel emotionally safe while at school.</i>	2.9	4.0	74%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.0	4.0	74%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.1	4.1	75%
6. <i>I feel encouraged to express my opinion.</i>	2.8	3.8	75%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.0	4.0	75%
7. <i>I feel respected and valued at school.</i>	3.0	4.0	75%
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	78%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.2	4.1	78%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.1	3.8	81%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.3	4.0	82%
2. <i>I am passionate about the study of at least one subject.</i>	3.6	4.3	84%
12. <i>I have at least one close friend at school.</i>	3.9	4.6	86%
Average for this series	3.0	4.1	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>	3.1	3.8	80%
5. <i>conducting myself with confidence</i>	3.3	4.0	82%
10. <i>organizing time effectively</i>	3.0	3.7	82%
7. <i>handling stressful situations</i>	3.1	3.7	84%
2. <i>advocating for myself</i>	3.4	4.1	84%
4. <i>assuming a leadership role</i>	3.4	4.0	84%
3. <i>approaching life with intellectual curiosity</i>	3.6	4.2	85%
12. <i>thinking creatively</i>	3.6	4.2	85%
6. <i>coping with peer pressure</i>	3.4	4.0	86%
1. <i>adapting to face new challenges</i>	3.5	4.1	86%
14. <i>working cooperatively in a group</i>	3.6	4.2	86%
13. <i>thinking critically</i>	3.7	4.2	87%
11. <i>setting high expectations for myself</i>	3.7	4.3	87%
8. <i>interacting in a diverse environment</i>	3.7	4.2	88%
15. <i>working independently</i>	4.0	4.4	91%
Average for this series	3.5	4.1	85%

5. in lesser proportion having, personally, been affected by experiences of discrimination at school (20.5% vs. 31.7%)

Adapting to Face New Challenges

A comparison was drawn between the 13210 respondents who report greater preparedness (answering 4 or 5 on the 5-point scale) for *adapting to face new challenges* and the 4470 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.1.123	D.1.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.8	3.7	76%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.2	4.0	80%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.1	3.8	80%
5. <i>I feel emotionally safe while at school.</i>	3.2	4.0	81%
3. <i>I feel a strong sense of belonging at the school.</i>	3.1	3.9	81%

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%
10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.3	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%
11.	<i>I feel well supported at school as I strive to meet my potential.</i>	3.4	4.1	82%
13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	4.1	82%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.1	83%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.5	4.2	85%
2.	<i>I am passionate about the study of at least one subject.</i>	3.7	4.3	86%
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	82%

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>	2.7	4.4	63%
7. <i>handling stressful situations</i>	2.8	3.9	72%
10. <i>organizing time effectively</i>	2.8	3.8	75%
5. <i>conducting myself with confidence</i>	3.1	4.1	75%
4. <i>assuming a leadership role</i>	3.1	4.1	76%
2. <i>advocating for myself</i>	3.2	4.2	76%
9. <i>making choices that support my emotional well-being</i>	3.0	3.9	77%
3. <i>approaching life with intellectual curiosity</i>	3.4	4.3	78%
6. <i>coping with peer pressure</i>	3.2	4.1	79%
11. <i>setting high expectations for myself</i>	3.5	4.4	80%
13. <i>thinking critically</i>	3.5	4.3	80%
12. <i>thinking creatively</i>	3.5	4.2	81%
14. <i>working cooperatively in a group</i>	3.5	4.3	82%
8. <i>interacting in a diverse environment</i>	3.5	4.3	82%
15. <i>working independently</i>	3.8	4.5	84%
Average for this series	3.2	4.2	77%

Advocating for Myself

A comparison was drawn between the 12529 respondents who report greater self-appraised preparedness for *advocating for myself* and the 5082 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>	3.0	3.7	82%
6. <i>I feel encouraged to express my opinion.</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>	3.4	4.1	83%
5. <i>I feel emotionally safe while 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	84%
7. <i>I feel respected and valued at school.</i>	3.3	4.0	84%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.3	4.0	84%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</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%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.6	4.2	85%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.5	4.1	85%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.2	3.8	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	4.3	90%
12. <i>I have at least one close friend at school.</i>	4.2	4.6	92%
Average for this series	3.4	4.0	85%

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	60%
5. <i>conducting myself with confidence</i>	3.1	4.1	74%
4. <i>assuming a leadership role</i>	3.2	4.2	76%
7. <i>handling stressful situations</i>	3.0	3.9	78%
9. <i>making choices that support my emotional well-being</i>	3.1	3.9	78%
10. <i>organizing time effectively</i>	3.0	3.8	79%
1. <i>adapting to face new challenges</i>	3.4	4.2	80%
6. <i>coping with peer pressure</i>	3.3	4.1	81%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.3	81%
11. <i>setting high expectations for myself</i>	3.6	4.3	84%
14. <i>working cooperatively in a group</i>	3.6	4.3	84%
13. <i>thinking critically</i>	3.6	4.3	84%
12. <i>thinking creatively</i>	3.6	4.2	84%
8. <i>interacting in a diverse environment</i>	3.6	4.3	85%
15. <i>working independently</i>	3.9	4.5	88%
Average for this series	3.3	4.2	80%

Approaching Life with Intellectual Curiosity

A comparison was drawn between the 13524 respondents who report greater self-appraised preparedness for *approaching life with intellectual curiosity* and the 4020 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.3.123	D.3.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.7	3.7	72%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.2	4.0	79%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.8	80%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	4.0	80%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.3	4.1	81%

13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	4.1	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	82%
7.	<i>I feel respected and valued at school.</i>	3.2	3.9	82%
2.	<i>I am passionate about the study of at least one subject.</i>	3.6	4.4	82%
5.	<i>I feel emotionally safe while at school.</i>	3.2	3.9	82%
4.	<i>I feel capable of handling the day-to-day academic workload.</i>	3.1	3.8	82%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	84%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.5	4.2	84%
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	82%

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	4.5	61%
4. <i>assuming a leadership role</i>	3.1	4.1	76%
5. <i>conducting myself with confidence</i>	3.1	4.0	77%
7. <i>handling stressful situations</i>	3.0	3.8	77%
1. <i>adapting to face new challenges</i>	3.2	4.2	77%
2. <i>advocating for myself</i>	3.2	4.1	78%
9. <i>making choices that support my emotional well-being</i>	3.0	3.9	78%
10. <i>organizing time effectively</i>	2.9	3.7	78%
13. <i>thinking critically</i>	3.4	4.3	78%
12. <i>thinking creatively</i>	3.3	4.3	78%
11. <i>setting high expectations for myself</i>	3.4	4.3	79%
6. <i>coping with peer pressure</i>	3.2	4.0	80%
8. <i>interacting in a diverse environment</i>	3.5	4.3	82%
14. <i>working cooperatively in a group</i>	3.5	4.2	82%
15. <i>working independently</i>	3.7	4.5	83%
Average for this series	3.2	4.2	78%

Assuming a Leadership Role

A comparison was drawn between the 12029 respondents who report greater self-appraised preparedness for *assuming a leadership role* and the 5543 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
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	81%
14. <i>The school encourages a love of learning in me.</i>	3.0	3.7	82%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.1	82%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.3	4.0	83%
3. <i>I feel a strong sense of belonging at the school.</i>	3.2	3.9	84%
6. <i>I feel encouraged to express my opinion.</i>	3.2	3.8	84%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.4	4.0	85%
7. <i>I feel respected and valued at school.</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	4.1	86%
5. <i>I feel emotionally safe while at school.</i>	3.4	3.9	86%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.5	4.1	86%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.3	3.8	86%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.6	4.2	86%
2. <i>I am passionate about the study of at least one subject.</i>	3.9	4.3	89%
12. <i>I have at least one close friend at school.</i>	4.2	4.6	92%
Average for this series	3.4	4.0	85%

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	4.5	58%
5. <i>conducting myself with confidence</i>	3.1	4.2	74%
2. <i>advocating for myself</i>	3.3	4.2	79%
7. <i>handling stressful situations</i>	3.1	3.9	79%
10. <i>organizing time effectively</i>	3.0	3.8	79%
1. <i>adapting to face new challenges</i>	3.4	4.2	81%
11. <i>setting high expectations for myself</i>	3.6	4.4	82%
6. <i>coping with peer pressure</i>	3.3	4.1	82%
9. <i>making choices that support my emotional well-being</i>	3.2	3.9	82%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.3	82%
14. <i>working cooperatively in a group</i>	3.5	4.3	82%
13. <i>thinking critically</i>	3.6	4.3	84%
12. <i>thinking creatively</i>	3.6	4.3	84%
8. <i>interacting in a diverse environment</i>	3.7	4.3	86%
15. <i>working independently</i>	3.9	4.5	88%
Average for this series	3.4	4.2	80%

Conducting Myself with Confidence

A comparison was drawn between the 11681 respondents who report greater self-appraised preparedness for *conducting myself with confidence* and the 5921 who report lesser preparedness. Those who report greater preparedness also report:

1. in lesser proportion identifying as members of the LGBTQ2S+ community (15.7% vs. 26.4%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (18.1% vs. 28.1%)
3. greater overall satisfaction with the school (3.9 vs. 3.4)

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:

	D.5.123	D.5.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	3.0	3.8	80%
3. <i>I feel a strong sense of belonging at the school.</i>	3.2	3.9	81%
5. <i>I feel emotionally safe while at school.</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>	3.4	4.1	82%
7. <i>I feel respected and valued at school.</i>	3.3	4.0	82%
6. <i>I feel encouraged to express my opinion.</i>	3.2	3.8	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%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.3	4.0	83%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.2	3.8	84%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.5	4.1	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>	3.5	4.1	86%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.6	4.2	86%
2. <i>I am passionate about the study of at least one subject.</i>	3.9	4.3	90%
12. <i>I have at least one close friend at school.</i>	4.2	4.6	91%
Average for this series	3.4	4.1	84%

5. 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	59%
7. <i>handling stressful situations</i>	2.9	4.0	74%
4. <i>assuming a leadership role</i>	3.2	4.3	74%
9. <i>making choices that support my emotional well-being</i>	3.1	4.0	76%
6. <i>coping with peer pressure</i>	3.2	4.2	77%
2. <i>advocating for myself</i>	3.3	4.3	77%

10.	<i>organizing time effectively</i>	3.0	3.8	78%
1.	<i>adapting to face new challenges</i>	3.4	4.2	81%
3.	<i>approaching life with intellectual curiosity</i>	3.6	4.3	83%
14.	<i>working cooperatively in a group</i>	3.6	4.3	83%
11.	<i>setting high expectations for myself</i>	3.7	4.4	84%
13.	<i>thinking critically</i>	3.7	4.4	84%
12.	<i>thinking creatively</i>	3.6	4.3	84%
8.	<i>interacting in a diverse environment</i>	3.7	4.3	85%
15.	<i>working independently</i>	4.0	4.5	88%
Average for this series		3.4	4.2	79%

Coping with Peer Pressure

A comparison was drawn between the 11743 respondents who report greater self-appraised preparedness for *coping with peer pressure* and the 5875 who report lesser preparedness. Those who report greater preparedness also report:

1. in lesser proportion identifying as members of the LGBTQ2S+ community (16.3% vs. 25.3%)
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.6.123	D.6.45	Ratio
5. <i>I feel emotionally safe while at school.</i>	3.3	4.0	82%
14. <i>The school encourages a love of learning in me.</i>	3.1	3.7	84%
7. <i>I feel respected and valued at school.</i>	3.3	4.0	84%
3. <i>I feel a strong sense of belonging at the school.</i>	3.3	3.9	84%
6. <i>I feel encouraged to express my opinion.</i>	3.2	3.8	85%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.4	4.0	85%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</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>	3.5	4.0	86%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.3	3.8	86%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.6	4.1	87%

13.	<i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.6	4.1	87%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.7	4.2	89%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.6	4.0	90%
2.	<i>I am passionate about the study of at least one subject.</i>	3.9	4.3	92%
12.	<i>I have at least one close friend at school.</i>	4.2	4.6	92%
Average for this series		3.5	4.0	87%

4. 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	4.5	58%
7. <i>handling stressful situations</i>	2.9	4.0	73%
9. <i>making choices that support my emotional well-being</i>	3.1	4.0	77%
5. <i>conducting myself with confidence</i>	3.2	4.1	77%
10. <i>organizing time effectively</i>	3.1	3.8	81%
4. <i>assuming a leadership role</i>	3.4	4.1	82%
2. <i>advocating for myself</i>	3.5	4.2	83%
8. <i>interacting in a diverse environment</i>	3.6	4.3	84%
1. <i>adapting to face new challenges</i>	3.5	4.2	84%
14. <i>working cooperatively in a group</i>	3.6	4.3	85%
3. <i>approaching life with intellectual curiosity</i>	3.7	4.3	85%
13. <i>thinking critically</i>	3.7	4.3	86%
12. <i>thinking creatively</i>	3.7	4.2	86%
11. <i>setting high expectations for myself</i>	3.7	4.3	86%
15. <i>working independently</i>	4.0	4.5	88%
Average for this series	3.4	4.2	81%

Handling Stressful Situations

A comparison was drawn between the 10438 respondents who report greater self-appraised preparedness for *handling stressful situations* and the 7186 who report lesser preparedness. Those who report greater preparedness also report:

1. in greater proportion as males (56.5% vs. 41.6%)
2. in lesser proportion identifying as members of the LGBTQ2S+ community (15.0% vs. 25.6%)
3. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (17.6% vs. 27.1%)
4. greater overall satisfaction with the school (3.9 vs. 3.4)
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:

	D.7.123	D.7.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	3.1	3.8	81%
5. <i>I feel emotionally safe while at school.</i>	3.3	4.1	82%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.2	3.9	82%
7. <i>I feel respected and valued at school.</i>	3.4	4.0	84%
3. <i>I feel a strong sense of belonging at the school.</i>	3.3	3.9	84%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.4	4.0	85%
6. <i>I feel encouraged to express my opinion.</i>	3.3	3.9	85%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.5	4.0	86%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.6	4.2	86%
9. <i>I feel that I make a meaningful positive contribution to the experience of others within the school community.</i>	3.5	4.1	86%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.6	4.1	87%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.6	4.1	89%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.8	4.2	90%
2. <i>I am passionate about the study of at least one subject.</i>	4.0	4.3	92%
12. <i>I have at least one close friend at school.</i>	4.3	4.6	94%
Average for this series	3.5	4.1	86%

6. 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	4.4	57%
10. <i>organizing time effectively</i>	3.0	3.9	76%
9. <i>making choices that support my emotional well-being</i>	3.1	4.1	76%
6. <i>coping with peer pressure</i>	3.3	4.2	77%
5. <i>conducting myself with confidence</i>	3.3	4.2	78%
1. <i>adapting to face new challenges</i>	3.5	4.3	82%
4. <i>assuming a leadership role</i>	3.5	4.2	82%
2. <i>advocating for myself</i>	3.5	4.2	83%
3. <i>approaching life with intellectual curiosity</i>	3.7	4.3	85%
8. <i>interacting in a diverse environment</i>	3.7	4.4	85%
13. <i>thinking critically</i>	3.7	4.4	85%
11. <i>setting high expectations for myself</i>	3.8	4.4	85%
14. <i>working cooperatively in a group</i>	3.7	4.3	86%
12. <i>thinking creatively</i>	3.7	4.3	87%
15. <i>working independently</i>	4.0	4.5	88%
Average for this series	3.5	4.3	81%

Interacting in a Diverse Environment

A comparison was drawn between the 13504 respondents who report greater self-appraised preparedness for *interacting in a diverse environment* and the 4058 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.8.123	D.8.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	3.0	3.7	80%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.3	4.1	82%
7. <i>I feel respected and valued at school.</i>	3.2	3.9	82%
6. <i>I feel encouraged to express my opinion.</i>	3.1	3.8	82%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.2	4.0	82%

10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.3	4.0	82%
3.	<i>I feel a strong sense of belonging at the school.</i>	3.2	3.8	83%
5.	<i>I feel emotionally safe while at school.</i>	3.3	3.9	83%
11.	<i>I feel well supported at school as I strive to meet my potential.</i>	3.4	4.1	84%
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%
4.	<i>I feel capable of handling the day-to-day academic workload.</i>	3.2	3.8	86%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.6	4.2	87%
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	4.3	89%
12.	<i>I have at least one close friend at school.</i>	4.1	4.5	91%
Average for this series		3.4	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.8.123	D.8.45	Ratio
8. <i>interacting in a diverse environment</i>	2.6	4.5	58%
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	78%
6. <i>coping with peer pressure</i>	3.2	4.0	79%
5. <i>conducting myself with confidence</i>	3.3	4.0	81%
14. <i>working cooperatively in a group</i>	3.5	4.2	81%
10. <i>organizing time effectively</i>	3.0	3.7	82%
1. <i>adapting to face new challenges</i>	3.4	4.1	82%
12. <i>thinking creatively</i>	3.5	4.2	82%
4. <i>assuming a leadership role</i>	3.3	4.1	83%
2. <i>advocating for myself</i>	3.4	4.1	83%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.2	83%
13. <i>thinking critically</i>	3.6	4.3	83%
11. <i>setting high expectations for myself</i>	3.6	4.3	84%
15. <i>working independently</i>	3.8	4.5	86%
Average for this series	3.3	4.1	80%

Making Choices that Support my Emotional Well-being

A comparison was drawn between the 10789 respondents who report greater self-appraised preparedness for *making choices that support my emotional well-being* and the 6789 who report lesser preparedness. Those who report greater preparedness also report:

1. in lesser proportion identifying as members of the LGBTQ2S+ community (14.5% vs. 27.0%)
2. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (15.3% vs. 31.2%)
3. greater overall satisfaction with the school (4.0 vs. 3.4)
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:

	D.9.123	D.9.45	Ratio
14. The school encourages a love of learning in me.	3.0	3.8	78%
5. I feel emotionally safe while at school.	3.2	4.1	78%
7. I feel respected and valued at school.	3.3	4.1	81%
3. I feel a strong sense of belonging at the school.	3.2	4.0	81%
8. I feel that I gain meaningful positive value from being a member of the school community.	3.3	4.1	81%
4. I feel capable of handling the day-to-day academic workload.	3.2	3.9	82%
6. I feel encouraged to express my opinion.	3.2	3.9	82%
10. I feel treated as an individual with unique needs, interests, and talents.	3.4	4.1	82%
11. I feel well supported at school as I strive to meet my potential.	3.5	4.2	82%
9. I feel that I make a meaningful positive contribution to the experience of others within the school community.	3.4	4.1	84%
13. My school experience has helped me learn to engage constructively with people holding different perspectives from my own.	3.5	4.1	85%
15. There is at least one trusted adult I can talk to at school.	3.7	4.3	86%
1. I am enthusiastically involved in out-of-classroom activities.	3.6	4.1	89%
2. I am passionate about the study of at least one subject.	3.9	4.3	91%
12. I have at least one close friend at school.	4.2	4.6	92%
Average for this series	3.4	4.1	84%

5. 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	4.4	57%
7. <i>handling stressful situations</i>	3.0	4.0	74%
10. <i>organizing time effectively</i>	2.9	3.9	74%
5. <i>conducting myself with confidence</i>	3.3	4.2	79%
6. <i>coping with peer pressure</i>	3.3	4.2	80%
2. <i>advocating for myself</i>	3.5	4.2	82%
8. <i>interacting in a diverse environment</i>	3.6	4.4	83%
4. <i>assuming a leadership role</i>	3.5	4.2	84%
1. <i>adapting to face new challenges</i>	3.5	4.2	84%
12. <i>thinking creatively</i>	3.6	4.3	84%
14. <i>working cooperatively in a group</i>	3.7	4.3	84%
3. <i>approaching life with intellectual curiosity</i>	3.7	4.3	85%
13. <i>thinking critically</i>	3.7	4.4	86%
11. <i>setting high expectations for myself</i>	3.8	4.4	86%
15. <i>working independently</i>	4.0	4.5	89%
Average for this series	3.4	4.3	81%

6. in lesser proportion having, personally, been affected by experiences of discrimination at school (17.2% vs. 28.7%)

Organizing Time Effectively

A comparison was drawn between the 9740 respondents who report greater self-appraised preparedness for *organizing time effectively* and the 7849 who report lesser preparedness. Those who report greater preparedness also report:

1. in lesser proportion sleeping *less than 6 hours* (on average) on school nights (15.8% vs. 28.4%)
2. greater overall satisfaction with the school (3.9 vs. 3.5)

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.10.123	D.10.45	Ratio
14. The school encourages a love of learning in me.	3.1	3.8	80%
4. I feel capable of handling the day-to-day academic workload.	3.2	3.9	82%
3. I feel a strong sense of belonging at the school.	3.4	3.9	86%
8. I feel that I gain meaningful positive value from being a member of the school community.	3.5	4.1	86%
5. I feel emotionally safe while at school.	3.5	4.0	86%
7. I feel respected and valued at school.	3.5	4.0	86%
6. I feel encouraged to express my opinion.	3.3	3.9	86%
11. I feel well supported at school as I strive to meet my potential.	3.6	4.2	87%
10. I feel treated as an individual with unique needs, interests, and talents.	3.5	4.0	87%
9. I feel that I make a meaningful positive contribution to the experience of others within the school community.	3.6	4.1	87%
13. My school experience has helped me learn to engage constructively with people holding different perspectives from my own.	3.6	4.1	88%
1. I am enthusiastically involved in out-of-classroom activities.	3.6	4.1	89%
15. There is at least one trusted adult I can talk to at school.	3.8	4.2	89%
2. I am passionate about the study of at least one subject.	4.0	4.3	91%
12. I have at least one close friend at school.	4.3	4.5	95%
Average for this series	3.6	4.1	87%

4. 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. organizing time effectively	2.5	4.4	56%
7. handling stressful situations	3.1	4.0	78%
9. making choices that support my emotional well-being	3.2	4.1	78%
5. conducting myself with confidence	3.4	4.2	82%
11. setting high expectations for myself	3.7	4.5	83%
4. assuming a leadership role	3.5	4.2	84%

1. <i>adapting to face new challenges</i>	3.6	4.3	84%
2. <i>advocating for myself</i>	3.6	4.2	85%
6. <i>coping with peer pressure</i>	3.5	4.1	85%
13. <i>thinking critically</i>	3.8	4.4	86%
3. <i>approaching life with intellectual curiosity</i>	3.8	4.3	87%
12. <i>thinking creatively</i>	3.7	4.3	87%
14. <i>working cooperatively in a group</i>	3.8	4.3	87%
15. <i>working independently</i>	4.0	4.6	88%
8. <i>interacting in a diverse environment</i>	3.8	4.3	89%
Average for this series	3.5	4.3	83%

Setting High Expectations for Myself

A comparison was drawn between the 13608 respondents who report greater self-appraised preparedness for *setting high expectations for myself* and the 4007 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.11.123	D.11.45	Ratio
14. <i>The school encourages a love of learning in me.</i>	2.9	3.7	78%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</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>	3.3	4.0	82%
7. <i>I feel respected and valued at school.</i>	3.2	3.9	83%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.4	4.1	83%
3. <i>I feel a strong sense of belonging at the school.</i>	3.2	3.8	83%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	83%
6. <i>I feel encouraged to express my opinion.</i>	3.1	3.8	83%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.3	4.0	83%
5. <i>I feel emotionally safe while at school.</i>	3.3	3.9	83%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.2	3.8	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%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.6	4.2	85%
2.	<i>I am passionate about the study of at least one subject.</i>	3.7	4.3	86%
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.11.123	D.11.45	Ratio
11. <i>setting high expectations for myself</i>	2.6	4.6	57%
10. <i>organizing time effectively</i>	2.7	3.8	72%
4. <i>assuming a leadership role</i>	3.2	4.1	77%
7. <i>handling stressful situations</i>	3.0	3.8	78%
5. <i>conducting myself with confidence</i>	3.2	4.0	78%
13. <i>thinking critically</i>	3.4	4.3	79%
9. <i>making choices that support my emotional well-being</i>	3.1	3.9	79%
3. <i>approaching life with intellectual curiosity</i>	3.4	4.3	80%
1. <i>adapting to face new challenges</i>	3.3	4.2	80%
2. <i>advocating for myself</i>	3.3	4.1	81%
12. <i>thinking creatively</i>	3.4	4.2	81%
6. <i>coping with peer pressure</i>	3.3	4.0	82%
14. <i>working cooperatively in a group</i>	3.5	4.2	82%
15. <i>working independently</i>	3.7	4.5	82%
8. <i>interacting in a diverse environment</i>	3.6	4.3	84%
Average for this series	3.2	4.2	78%

Thinking Creatively

A comparison was drawn between the 13315 respondents who report greater self-appraised preparedness for *thinking creatively* and the 4282 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	77%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	4.0	81%
6. <i>I feel encouraged to express my opinion.</i>	3.1	3.8	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%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.4	4.1	83%
7. <i>I feel respected and valued at school.</i>	3.3	3.9	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%
3. <i>I feel a strong sense of belonging at the school.</i>	3.2	3.8	84%
13. <i>My school experience has helped me learn to engage constructively with people holding different perspectives from my own.</i>	3.4	4.1	84%
5. <i>I feel emotionally safe while at school.</i>	3.3	3.9	84%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.5	4.2	85%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.2	3.8	85%
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>	3.7	4.3	86%
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	84%

- 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	4.5	60%
13. <i>thinking critically</i>	3.4	4.4	78%
9. <i>making choices that support my emotional well-being</i>	3.0	3.9	78%
10. <i>organizing time effectively</i>	3.0	3.7	79%
3. <i>approaching life with intellectual curiosity</i>	3.4	4.3	80%
5. <i>conducting myself with confidence</i>	3.2	4.0	80%
7. <i>handling stressful situations</i>	3.1	3.8	81%
4. <i>assuming a leadership role</i>	3.3	4.1	81%
14. <i>working cooperatively in a group</i>	3.5	4.3	82%
1. <i>adapting to face new challenges</i>	3.4	4.1	82%
2. <i>advocating for myself</i>	3.4	4.1	82%
11. <i>setting high expectations for myself</i>	3.6	4.3	83%
8. <i>interacting in a diverse environment</i>	3.5	4.3	83%
6. <i>coping with peer pressure</i>	3.3	4.0	83%
15. <i>working independently</i>	3.8	4.5	85%
Average for this series	3.3	4.2	80%

Thinking Critically

A comparison was drawn between the 13957 respondents who report greater self-appraised preparedness for *thinking critically* and the 3626 who report lesser preparedness. Those who report greater preparedness also report:

- greater overall satisfaction with the school (3.9 vs. 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>	2.7	3.7	74%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.1	4.0	79%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	4.0	80%
6. <i>I feel encouraged to express my opinion.</i>	3.0	3.8	81%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.3	4.1	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%
7.	<i>I feel respected and valued at school.</i>	3.2	3.9	81%
4.	<i>I feel capable of handling the day-to-day academic workload.</i>	3.1	3.8	82%
3.	<i>I feel a strong sense of belonging at the school.</i>	3.1	3.8	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%
5.	<i>I feel emotionally safe while at school.</i>	3.2	3.9	82%
2.	<i>I am passionate about the study of at least one subject.</i>	3.6	4.3	84%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.5	4.2	84%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	84%
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	82%

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	4.5	62%
10. <i>organizing time effectively</i>	2.8	3.7	74%
12. <i>thinking creatively</i>	3.2	4.3	75%
7. <i>handling stressful situations</i>	2.9	3.8	76%
11. <i>setting high expectations for myself</i>	3.3	4.4	76%
3. <i>approaching life with intellectual curiosity</i>	3.3	4.3	76%
5. <i>conducting myself with confidence</i>	3.1	4.0	77%
4. <i>assuming a leadership role</i>	3.2	4.1	77%
9. <i>making choices that support my emotional well-being</i>	3.0	3.9	77%
1. <i>adapting to face new challenges</i>	3.3	4.2	78%
6. <i>coping with peer pressure</i>	3.2	4.0	79%
2. <i>advocating for myself</i>	3.3	4.1	79%
14. <i>working cooperatively in a group</i>	3.4	4.2	80%
15. <i>working independently</i>	3.6	4.5	80%
8. <i>interacting in a diverse environment</i>	3.4	4.3	81%
Average for this series	3.2	4.1	76%

Working Cooperatively in a Group

A comparison was drawn between the 13593 respondents who report greater self-appraised preparedness for *working cooperatively in a group* and the 3997 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.14.123	D.14.45	Ratio
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</i>	3.2	4.0	80%
14. <i>The school encourages a love of learning in me.</i>	2.9	3.7	80%
3. <i>I feel a strong sense of belonging at the school.</i>	3.1	3.8	80%
7. <i>I feel respected and valued at school.</i>	3.2	3.9	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%
6. <i>I feel encouraged to express my opinion.</i>	3.1	3.8	81%
5. <i>I feel emotionally safe while at school.</i>	3.2	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	4.1	81%
10. <i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	4.0	82%
11. <i>I feel well supported at school as I strive to meet my potential.</i>	3.4	4.1	82%
1. <i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	84%
15. <i>There is at least one trusted adult I can talk to at school.</i>	3.6	4.2	86%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.2	3.8	86%
12. <i>I have at least one close friend at school.</i>	4.0	4.6	87%
2. <i>I am passionate about the study of at least one subject.</i>	3.8	4.3	89%
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.14.123	D.14.45	Ratio
14. <i>working cooperatively in a group</i>	2.7	4.5	60%
4. <i>assuming a leadership role</i>	3.2	4.1	77%
9. <i>making choices that support my emotional well-being</i>	3.0	3.9	78%
5. <i>conducting myself with confidence</i>	3.2	4.0	79%
10. <i>organizing time effectively</i>	2.9	3.7	79%
7. <i>handling stressful situations</i>	3.0	3.8	79%
6. <i>coping with peer pressure</i>	3.2	4.0	80%
2. <i>advocating for myself</i>	3.3	4.1	81%
8. <i>interacting in a diverse environment</i>	3.5	4.3	81%
12. <i>thinking creatively</i>	3.5	4.2	82%
13. <i>thinking critically</i>	3.5	4.3	82%
1. <i>adapting to face new challenges</i>	3.4	4.1	82%
11. <i>setting high expectations for myself</i>	3.6	4.3	83%
3. <i>approaching life with intellectual curiosity</i>	3.5	4.2	83%
15. <i>working independently</i>	3.8	4.5	86%
Average for this series	3.3	4.1	79%

Working Independently

A comparison was drawn between the 14985 respondents who report greater self-appraised preparedness for *working independently* and the 2561 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	76%
4. <i>I feel capable of handling the day-to-day academic workload.</i>	3.0	3.7	80%
8. <i>I feel that I gain meaningful positive value from being a member of the school community.</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%
7. <i>I feel respected and valued at school.</i>	3.1	3.9	81%

10.	<i>I feel treated as an individual with unique needs, interests, and talents.</i>	3.2	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	82%
6.	<i>I feel encouraged to express my opinion.</i>	3.0	3.7	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	83%
3.	<i>I feel a strong sense of belonging at the school.</i>	3.1	3.8	83%
5.	<i>I feel emotionally safe while at school.</i>	3.2	3.9	83%
2.	<i>I am passionate about the study of at least one subject.</i>	3.6	4.3	83%
15.	<i>There is at least one trusted adult I can talk to at school.</i>	3.5	4.1	84%
1.	<i>I am enthusiastically involved in out-of-classroom activities.</i>	3.4	4.0	84%
12.	<i>I have at least one close friend at school.</i>	4.0	4.5	88%
Average for this series		3.2	4.0	82%

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>	2.7	4.6	59%
10. <i>organizing time effectively</i>	2.7	3.7	74%
13. <i>thinking critically</i>	3.2	4.3	75%
11. <i>setting high expectations for myself</i>	3.2	4.3	76%
7. <i>handling stressful situations</i>	2.9	3.8	76%
3. <i>approaching life with intellectual curiosity</i>	3.3	4.2	77%
9. <i>making choices that support my emotional well-being</i>	3.0	3.8	77%
1. <i>adapting to face new challenges</i>	3.2	4.1	78%
12. <i>thinking creatively</i>	3.3	4.2	78%
4. <i>assuming a leadership role</i>	3.1	4.0	78%
5. <i>conducting myself with confidence</i>	3.1	3.9	79%
14. <i>working cooperatively in a group</i>	3.3	4.2	79%
6. <i>coping with peer pressure</i>	3.2	4.0	79%
2. <i>advocating for myself</i>	3.2	4.1	80%
8. <i>interacting in a diverse environment</i>	3.4	4.2	80%
Average for this series	3.1	4.1	76%

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

A comparison was drawn between the 3677 respondents who report having, personally, been affected by experiences of discrimination at school and the 13340 who have not. Those who have been affected by experiences of discrimination at school also report:

1. in greater proportion identifying as members of the LGBTQ2S+ community (34.6% vs. 14.9%)
2. in lesser proportion as *White* (46.6% vs. 67.3%)
3. in greater proportion sleeping *less than 6 hours* (on average) on school nights (31.0% vs. 18.8%)
4. lesser overall satisfaction with the school (3.4 vs. 3.8)
5. lesser agreement with the statement: *The school encourages a love of learning in me* (3.2 vs. 3.6)
6. lesser agreement with the statement: *I feel well supported at school as I strive to meet my potential* (3.6 vs. 4.0)
7. lesser agreement with the statement: *I feel treated as an individual with unique needs, interests, and talents* (3.5 vs. 3.9)
8. lesser agreement with the statement: *I feel that I gain meaningful positive value from being a member of the school community* (3.4 vs. 3.9)
9. lesser agreement with the statement: *I feel encouraged to express my opinion* (3.2 vs. 3.7)
10. lesser agreement with the statement: *I feel a strong sense of belonging at the school* (3.2 vs. 3.8)
11. lesser agreement with the statement: *I feel respected and valued at school* (3.2 vs. 3.9)
12. lesser agreement with the statement: *I feel emotionally safe while at school* (3.2 vs. 3.9)
13. lesser self-appraised preparedness for *handling stressful situations* (3.4 vs. 3.7)
14. lesser self-appraised preparedness for *making choices that support my emotional well-being* (3.4 vs. 3.8)

Students Attending Schools by Day/Boarding Type

A comparison was drawn between the 5688 respondents who attend schools offering either just Boarding or both Day and Boarding programs and the 12128 who attend Day schools. Those who attend Boarding or Day and Boarding schools also report:

1. shorter tenure with the school (2.3 vs. 3.1 years)
2. in lesser proportion attending a school located in the *South Region* (7.6% vs. 47.9%)
3. in greater proportion attending a school located in the *Northeast Region* (75.0% vs. 33.1%)
4. in greater proportion attending a school with 500+ students enrolled in Grades 9-12 (38.9% vs. 16.1%)

Grade of Enrollment (graphs)

A full set of graphs was prepared, crossed by current grade of enrollment at the school. As is often the case, those in Grade 9 offer numerous higher ratings. There is a dip in ratings for a number of measures coming from Grade 11 students (see the appended select graphs for detail).

Highlighted distinctions with progression through the grades include:

1. greater time spent on homework
2. lesser overall satisfaction with the school
3. greater agreement with both: *I am passionate about the study of at least one subject*; and *There is at least one trusted adult I can talk to at school*
4. lesser agreement with both: *I feel encouraged to express my opinion*; and *I feel that I gain meaningful positive value from being a member of the school community*
5. greater self-appraised preparedness for both: *adapting to face new challenges*; and *assuming a leadership role*
6. lesser self-appraised preparedness for: *interacting in a diverse environment*
7. in greater proportion having been personally affected by experiences of discrimination at school, particularly on the basis of *race, ethnic origin, politics, and/or socio-economic status*

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/female/other). *Male* respondents reported higher ratings throughout much of the questionnaire, including in comparison to *female* respondents. Expectedly, those who identified their gender as *other* reported significantly lower ratings throughout (with the single exception: greater agreement with: *I am passionate about the study of at least one subject*). The *other* group also reports in greater proportion having been affected by experiences of discrimination, in greater proportion sleeping less than 6 hours on school nights, and greater time spent on social media. See the appended select graphs for detail.

Racial/Cultural Identity (graphs)

A full set of graphs was prepared, crossed by racial/cultural identity. Ratings by those identifying themselves as *Black* or *Multi-racial* were often significantly lower than those who identified themselves as *Asian* or *White*. Those who identified themselves as *Hispanic/Latinx* demonstrated greater variability between higher and lower ratings throughout the survey. *Black* students were most likely to indicate having experienced discrimination on the basis of *race*, *Middle Eastern/West Asian* students on the basis of *religion*, and *Indigenous* students on the basis of *gender identity*. Exercise caution in reviewing the appended select graphs. Owing to small cell sizes, a number of visually apparent distinctions do not reflect statistical significance. 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 specific distinctions across racial/cultural categories. For reference, some of the categories have been short-handed, including *Hispanic* (Hispanic/Latinx), *ME* (Middle Eastern), *M-R* (Multi-racial), and *PI* (Pacific Islander).

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 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 receiving outside tutoring support other than extra help provided by the school
2. in greater proportion having been personally affected by experiences of discrimination at school, particularly based on *race*, *ethnic origin*, *gender identity*, and/or *socio-economic status*

Number of Hours Spent on Social Media (graphs)

A full set of graphs is appended, crossed by the number of hours spent on social media. Those who spend more time on social media (particularly 5 or more hours each day) offer lower ratings throughout the attitudinal and preparedness measures. The only higher ratings for those who spend more time on social media include a higher likelihood of sleeping less than 6 hours on school nights and having been personally affected by experiences of discrimination at school, particularly based on *race*.

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). Distinctions for those who sleep more include:

1. in greater proportion enrolled in the lower grades
2. lesser time spent on homework
3. in lesser proportion having experienced discrimination on the basis of *race*, *ethnic origin*, *gender identity*, *sexual orientation*, and/or *socio-economic status*

Types of Discrimination (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 identifying themselves as *male* and in greater proportion as *other*
2. expectedly, in greater proportion identifying as a member of the LGBTQ2S+ community
3. lesser agreement with each of: *I feel a strong sense of belonging at the school*; *I feel capable of handling the day-to-day academic workload*; *I feel emotionally safe while at school*; and *I feel respected and valued at school*
4. lesser self-appraised preparedness for: *assuming a leadership role*; *conducting myself with confidence*; *coping with peer pressure*; *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 each of: *I feel a strong sense of belonging at the school*; *I feel capable of handling the day-to-day academic workload*; *I feel emotionally safe while at school*; *I feel encouraged to express my opinion*; and *I feel respected and valued at school*

For those who experienced discrimination on the basis of *socio-economic status*:

6. lesser agreement with: *I feel treated as an individual with unique needs, interests, and talents*

Region (graphs)

A full set of graphs is appended, crossed by four regions (West; Midwest; South; and Northeast). To ensure an adequate cell size for this comparison, ‘West’ includes all states west of the Dakotas, Nebraska, and Kansas. See the appended select graphs for detail.

School Type (graphs)

A full set of graphs is appended, crossed by school type (co-ed; single-sex boys; single-sex girls). For a number of measures, students from single-sex boys schools offered higher ratings, while single sex girls schools offered the lowest scores of the three groups. Those in co-ed schools offer ratings roughly in the middle between the other two groups, supporting the notion that gender is a meaningful factor in creating these distinctions. These distinctions closely shadow those identified in the earlier comparison by gender. Other highlighted distinctions include:

For students from single sex boys schools:

1. in lesser proportion identifying as a member of the LGBTQ2S+ community
2. lesser time spent on homework
3. in greater proportion sleeping more than 8 hours on school nights
4. in lesser proportion having been personally affected by experiences of discrimination
5. in greater proportion (100%) being located in the Northeast
6. in greater proportion having 400+ students in Grade 9-12

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 less likely to attend a school located in the Northeast.

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 five statistically significant predictors of general satisfaction (collectively explaining 43.3% of the variability in this measure) are:

1. “I feel a strong sense of belonging at the school”
2. “I feel well supported at school as I strive to meet my potential”
3. “The school encourages a love of learning in me”
4. “I feel that I gain meaningful positive value from being a member of the school community”
5. 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 55.8% 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 am enthusiastically involved in out-of-classroom activities”

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 67.0% 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 encouraged to express my opinion”
4. “I feel treated as an individual with unique needs, interests, and talents”
5. “I feel a strong sense of belonging at the school”

Emotional Safety

In order of predictive value, the top six statistically significant predictors of “I feel emotionally safe while at school” (collectively explaining 55.0% of the variability in this measure) are:

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

Gaining Value from Community

In order of predictive value, the top five statistically significant predictors of “I feel that I gain meaningful positive value from being a member of the school community” (collectively explaining 65.2% 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. “I feel well supported at school as I strive to meet my potential”
5. “The school encourages a love of learning in me”