

Technical Appendix

Voices of New Orleans Youth: How do New Orleans young people feel about their schools, neighborhoods, mental health, and future lives?

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Technical Appendix

Overview and Key Findings

This Technical Appendix accompanies the report *Voices of New Orleans Youth: How do New Orleans young people feel about their schools, neighborhoods, mental health and future lives?* This document summarizes results from the third New Orleans Citywide Youth Survey conducted during the 2024-25 school year, providing detailed information about the survey design, administration, analyses, and results.

The key findings, as reported in the report, are below:

Key Conclusions by Topic

Supporting Youth in Schools

- Students' **Growth Mindset Beliefs** have been consistently high, but their other **Academic Beliefs & Behaviors** remain lower than before the COVID-19 pandemic.
- New Orleans students consistently report lower **Teaching Quality** than students nationally, especially in **Caring and Classroom Management**.
- Black students have consistently reported worse **School Climate** than White students.

Preparing Youth for the Future

- About 70% of New Orleans youth plan to graduate from college and middle school students have less uncertainty in their **Educational Expectations** than they did immediately after the COVID-19 pandemic.
- New Orleans youth have **Career Aspirations** for professional jobs that require high levels of education, many in the growing area of healthcare. The other top industries in New Orleans do not align with the industries New Orleans youth aspire to.
- New Orleans youth have **Plans** to attend college and work at high rates, and have higher rates of wanting to start a business than students nationally, especially for Black youth. However, they perceive their own motivation and academic achievement as **Challenges** to reaching their goals.
- New Orleans high school students have similar, and in some cases higher, **Career Preparation** opportunities than reported by high school students across the country. However, New Orleans middle school students report lower job preparation experiences than students nationally.

Youth Experiences in their Communities

- New Orleans youth have reported gradually improving **Perceptions of Neighborhoods**, but opinions differ based on where they live and their racial/ethnic background.
- Measures of **Youth Well-being** suggest that about one-third of New Orleans youth struggle with their mental health and many do not have the support they need, especially among Black youth.
- Youth in New Orleans have high **Social Media** usage and often turn to it for mental health support, especially among Black youth. They do not trust it as a source of **Information**.

The remainder of the Technical Appendix provides details on the survey design, administration, and analysis, as well as additional data and results not included in the report.

Survey Design

This appendix provides information on the third New Orleans Citywide Youth Survey. The first survey, administered during the 2018-2019 school year, was initiated in response to local organizations' requests for data on students' school experiences beyond traditional measures like test scores. To design a survey that meets community needs, Education Research Alliance for New Orleans (ERA-New Orleans) convened a Steering Committee consisting of a wide range of members—including educators, public health organizations, and other local non-profit groups and government organizations—in 2016. The original survey was designed to address stakeholders' key concerns: teaching quality, school climate, academic beliefs and behaviors, transportation and attendance, and out-of-school experiences such as neighborhood safety. In 2021, ERA-New Orleans reconvened the Steering Committee to design the second New Orleans Citywide Youth Survey, which was administered during the 2021-2022 school year. Questions that were unreliable or no longer needed were replaced with new topics of interest, including experiences with COVID-19 and Hurricane Ida and student well-being.

For the third New Orleans Citywide Youth Survey, ERA-New Orleans reconvened the Steering Committee, and added new partner organizations. The Steering Committee decided to remove questions related to COVID-19 and Hurricane Ida to allow for additional questions about student well-being and mental health and new topics, including career preparation and social media. ERA-New Orleans staff and interns pulled questions covering these topics from existing surveys, prioritizing survey questions where there might be a relevant comparison group, and presented an initial list of recommendations to the Steering Committee. The Steering Committee helped to refine the list and made recommendations for modifications/additions. From the list modified by the Steering Committee, ERA-New Orleans staff created a pilot survey and administered it to two groups of students (students from the Mayor's Youth Advisory Council and a middle school ineligible for the survey). The final survey question list contained the most relevant questions based on Steering Committee and student feedback.

Below we detail the motivations for asking about each of the topics, and the survey sources from which each of the items were drawn. A complete list of all items included in the survey is included at the end of this appendix.

Academic Beliefs and Behaviors

Questions about students' academic beliefs and behaviors were drawn from multiple sources including Tripod (Now Education Elements), Chicago Youth Survey, and longitudinal surveys from the National Center for Education Statistics (NCES). These survey items include questions about whether students value their education, as well as students' growth mindset beliefs, academic behaviors, self-control, and attendance, as outlined below:

- **Value of Education:** Students who see the value of what they are learning in school for their future schooling and their future lives are more engaged, have higher educational aspirations, and higher academic achievement (Yeager et al., 2014; Hulleman & Harackiewicz, 2009).

- **Growth Mindset:** Studies have shown that students who exhibit a growth mindset, the idea that intelligence is malleable and can be improved, see gains in grades and on test scores, and report more enjoyment and engagement in school (Aronson et al., 2002; Clara & Loeb, 2019; Dweck, 2006). There is evidence that growth mindset beliefs can be cultivated in students, but they only translate into higher academic achievement in contexts that support growth mindset beliefs (Yeager et al., 2019).
- **Academic Behavior:** Research indicates that students' academic behaviors and ability to persevere lead to higher academic achievement (Farrington et al., 2012; Allensworth et al., 2007). Positive academic mindsets have also been correlated with closing achievement gaps (Cohen et al., 2009).
- **Self-Control:** In the classroom, students need to regulate their impulses, thoughts, feelings and actions to be fully engaged in the learning process. Outside of the classroom, students who can focus on their long-term educational goals instead of shorter-term social goals do more homework, study more, and have higher academic achievement (Duckworth et al., 2019).
- **Attendance:** Research shows that attendance behaviors can have an impact on student outcomes. Chronic absenteeism—defined as missing 10% or more of school days—has negative impacts on student achievement and social engagement (Gottfried, 2014). Since the COVID-19 pandemic, attendance has become an even larger issue (Sparks, 2022; Chang, 2022) and there is little evidence of improvement.

Although not the focus of this report, we also included questions about transportation that were drafted by the Youth Survey Steering Committee for the 2019 survey. Research has shown that long travel times have a negative impact on academic performance (Edwards, 2012) as well as things like hours of sleep and exercising habits (Voulgaris et al., 2019). The types of transportation available to parents and students can play a role in commute times, schooling decisions, attendance, and academic achievement (Lincove & Valant, 2018; Schwartz & Cordes, 2026).

Perceptions of Teaching Quality

Teaching quality is the strongest predictor of student achievement (Darling-Hammond, 2000; Chetty, Friedman, & Rockoff, 2011). We measured teaching quality using [the 7Cs Student Survey®](#), developed by Education Elements. The 7Cs refer to students' perceptions about the following attributes of teaching quality:

- **Care:** The student believes that their teacher shows concern for their emotional and academic well-being.
- **Confer:** The student perceives that their teacher encourages and values their ideas and views.
- **Captivate:** The student believes their teacher sparks and maintains their interest in learning.
- **Clarify:** The student feels that their teacher helps them understand content and resolve confusion.
- **Consolidate:** The student agrees that their teacher helps students integrate and synthesize ideas.

- **Challenge:** The student feels that their teacher insists they persevere and do their best work.
- **Classroom Management:** The student perceives that their teacher fosters orderly, respectful, and on-task classroom behavior.

Because teaching quality was just one topic on a larger survey, Education Elements reduced the number of questions for each component for our 2019 administration and we kept the same items in the 2022 and 2025 surveys. Research finds that 7Cs survey scores are reliable and correlated with teaching quality, as measured by classroom observation ratings and teacher value-added scores, and more importantly, that teachers' 7Cs survey scores predict student achievement gains (Gates Foundation, 2010; Gates Foundation, 2012; Kuhfeld, 2017; Rowley et al., 2019; Wallace et al., 2016).

School Climate

School climate refers to the quality and character of school life and captures aspects of students' schooling experiences that go beyond academics and test scores. A positive school climate is shown to be associated with academic achievement and school success, as well as effective violence prevention, students' healthy development, and teacher retention (Cohen et al., 2009).

To measure school climate, we drew questions from the [U.S. Department of Education School Climate Survey](#) and asked students about their experiences related to bullying, general school safety, discipline practices, emotional safety, and equitable treatment. For 2025, our Steering Committee recommended adding questions about students' personal experiences with bullying from the Centers for Disease Control and Prevention (CDC) to help understand the relationship between perceptions of a climate of bullying and actual experiences with bullying. These aspects of school climate can affect students' levels of academic engagement, achievement, and overall well-being, as outlined below:

- **School safety:** Feeling unsafe in school is significantly related to suicidal ideation or attempts (Jiang et al., 2010). Students who do not feel safe in school cannot concentrate on their learning and growth.
- **School discipline:** Inclusionary disciplinary policies are positively associated with higher school connectedness (McNeely et al., 2002). In contrast, higher rates of exclusionary discipline are linked to increases in both juvenile and adult criminal activity (Bacher-Hicks, Billings, & Deming, 2019; Monahan, et al., 2014).
- **Emotional safety:** The sense of school cohesion, also known as belonging, perceived by students, teachers, and administrators is positively associated with students' grades (Stewart, 2008).
- **Perception of Equitable Treatment:** When schools have cultural awareness and respect for diversity, they provide opportunities for students from different backgrounds to voice their opinions and be successful in the classroom (Chang & Le, 2010; Wang & Degol, 2016).
- **Climate of Bullying:** Students' perceptions of their likelihood of being bullied can impact their educational experiences. Witnessing bullying and having friends who have been victims of bullying contribute to the climate of bullying.

- **Bullying:** Roughly one fifth of middle- and high-school students have experienced bullying (CDC, 2017; US DOJ, 2017), and experiences of bullying are linked to dropping out of school (Cornell et al., 2013).

Educational Expectations

Whether students plan to attend college can drive many of the decisions they make heading into and through secondary school. Students’ experiences in schools can also shape whether they plan to go to college. According to a recent national survey, about 72% of students nationally expect to go to college, an increase of almost 10 percentage points since 2020 (Blake, 2026). Teens who are uncertain about their educational attainment are less likely to go to college than those who have clear expectations early in high school (Freelin & Staff, 2020). After the COVID-19 pandemic, there was an increase nationally in students being unsure about their educational expectations. In addition, there is an aspiration-attainment gap in college-going—a gap between the number of students who expect to attend and graduate from college and the number of students who ultimately receive a college degree (Goyette, 2021).

Career Aspirations

Similar to educational expectations, career aspirations are a key driver of the choices students make in school. They are also shaped by society, schools, communities, and the labor market in ways that mirror broad dimensions of inequality. Students tend to aspire to careers that align with the educational attainment, income, and status of their parents, and their career aspirations are part of the intergenerational transmission of inequality (Abrahams, 2024). Gender and race/ethnicity also relate to the kinds of careers students think are available to them. For this survey round, we added a question drawn from an international Ipsos survey conducted on behalf of the Gates Foundation that allowed students to write in their career aspirations: “If you could have any job in the world, what would it be?”.

Plans & Challenges

While the topics above address students’ long-term goals, we also wanted to get a sense of their pathways to those goals. We added two questions drawn from the Walton Family Foundation-Gallup Voices of Gen Z Survey:

- **Plans for after high school:** Understanding what students plan to do in the year after high school can help determine the best supports for their long-term goals. Students who enter college in the first year after high school are more likely to persist and graduate with a degree than those who delay college entry (Bozick & DeLuca, 2005). However, students may need to work to earn money to afford school or have other obligations that make entering college after high school challenging.
- **Perceived challenges to reaching goals:** In addition, there may be perceived or actual barriers preventing students from reaching their goals. These barriers can be internal—things the students have control over—and external—structural factors that can derail students.

Career Preparation

Schools in New Orleans and across the country have long prioritized college preparation, but there has been growing momentum in recent years behind career readiness as an equally important goal. Career & Technical Education has had a resurgence to ensure students can gain credentials and take coursework that allows them to participate in the workforce immediately. We drew questions from the Gallup-Walton Gen Z Survey and a Boys & Girls Club of America (BGCA) survey to ask about the following elements of career preparation:

- **Career Preparation Opportunities:** Secondary schools tend to focus on academic preparation but may also offer opportunities for students to learn skills that are important in the workplace.
- **Employability Skills:** Employers look for certain soft skills in students that ensure they can perform essential job duties, including timeliness, being able to understand instructions, etc. While these skills overlap with those expected in school, they focus more on what's needed to be a good employee.

Perceptions of Neighborhoods

Questions about students' experiences in their neighborhoods were drawn from a variety of surveys, including the Individual Protective Factors Index, the Joyce Survey, and the Youth Inventory of Involvement. While it is important to understand students' experiences in their school, it is also important to acknowledge that what happens outside of school can impact students' academic experiences. The neighborhood in which one lives is linked to academic gains (Chetty et al., 2016), and engagement in community activities can have a positive impact on academic outcomes and college-going behaviors. Research also shows that there is a positive association between social support systems and both academic outcomes and self-reported stress levels. Since there are no geographically assigned traditional public schools in New Orleans, students' diverse neighborhood communities are even more important to understand. Below we describe several motivators behind understanding students' neighborhood experiences:

- **Social support:** Whether students feel they have people who care about them and who they can turn to if they are having an issue or need advice is important for students' development. Social support is related to academic achievement as well as student engagement and well-being (Ahmed et al., 2010; Wang & Holcombe, 2010).
- **Neighborhood safety:** Students exposed to violence in their neighborhoods have lower academic achievement gains (Burdick-Will, 2018), whereas students who perceive they are safe in their schools and communities learn more during the school year (Milam et al., 2010).
- **Police safety:** Due to the history of police brutality against people of color, we also asked students whether they feel safer in the presence of police, a question designed by our Steering Committee during the first round of the survey.
- **Civic engagement:** Civic engagement is linked to greater academic progress and higher likelihood of graduating from college (Dávila & Mora, 2007). We separate civic engagement into social activities (such as participating in protest marches and church-related groups) and service activities (such as helping other families in need and fundraising) because participation in these activities has different implications for students' leadership development and civic engagement later in life.

To allow for a deeper understanding of youth experiences in their communities, we also asked students to report where they live from a series of maps of New Orleans Planning Districts and Neighborhoods. We defined these geographies based on maps and information provided by The Data Center.

Youth Well-being

Youth experiences with depression, anxiety, and other mental health issues have increased in recent years, drawing concern about whether we are effectively meeting the needs of youth. In previous survey rounds, we included questions about students' anxious behaviors drawn from the Strengths and Difficulties Questionnaire (SDQ) and their mental health resources drawn from the New Orleans Youth Alliance. This survey, we added more questions drawn from the CDC, the Mayor's Youth Advisory Council, and other sources to help ascertain citywide levels of mental health issues and potential barriers to receiving necessary support. Below we describe several reasons why we decided to include each element of youth well-being:

- **Anxious Behaviors:** Adolescents who exhibit internalizing behaviors, such as being nervous and worrying a lot, have a harder time concentrating in school and performing well in stressful situations. There is some evidence that adolescents' anxiety and depression worsened during the COVID-19 pandemic (Bera et al., 2021). This is the only mental health component that was also asked during the 2018-2019 survey administration.
- **Mental Health Supports:** Students who are struggling with a mental health issue, such as depression, stress, or anxiety, are more likely to get the support they need if they have access to mental health services and adults they feel comfortable with (Radez et al., 2021). Understanding students' perceptions of social support in school and barriers to getting help is essential to designing effective intervention strategies.
- **Mental Health Needs:** Students struggling with depression or bad mental health are the most at risk of poor outcomes and need the most support. While self-reported measures of mental health need may indicate a higher level of need than actual diagnoses, they remove the social, financial, and other barriers that can limit the ability of students to get such diagnoses.

Social Media & Information

Social media is increasingly driving the lives of youth, and our Steering Committee was interested this survey round to learn more about how youth engage with social media and at what frequency. We drew questions from two international Gallup surveys and the CDC to address the following topics:

- **Social Media Usage:** New laws no longer allow students to use their phones during the school day, which could mean lower social media usage. There is also evidence that higher social media usage can contribute to poor mental health (Keles et al., 2020). We ask students to report how often they use social media.
- **Accessing Support:** While social media is often considered to have a negative effect on mental health, often people turn to it for information and support. We asked youth about ways they interact with people to get help, including in-person, over the phone, and through social media.

- **Trusting Sources:** Another area of concern around social media is its role as a source of information in place of more vetted and reliable sources. We asked students to rate how much they trust different sources of information, including social media, in their own lives.

Student Background Questions

We also asked students a set of background questions, drawn from other established youth surveys, to build a richer picture of who New Orleans youth are (see more at the end of this appendix). These include:

- **Racial/Ethnic Identity:** Students reported on their racial/ethnic identity through two questions: one that asked students to select which race(s) they identify as, and another that asked them to report whether they are Hispanic or Latino.
- **Mother's Education:** As an indicator of students' social status background, we asked students the highest level of education their mother received.
- **Gender Identity:** We asked students to report both their sex assigned at birth (male/female) and their current gender identity (male, female, transgender, etc.) to determine the prevalence of non-binary and transgender identities among New Orleans youth.
- **Living Arrangements:** We asked students to report on who they live with and where they live most of the time.
- **Disability Status:** We asked students to report whether they had a physical, sensory, learning or emotional condition that limits their abilities and, if so, to describe the condition and whether they receive support for it. These questions were adapted from questions created by the National Center for Education Statistics and the National Longitudinal Survey.

Recruitment and Administration

Recruitment

For the first time, we invited both public and private schools within Orleans Parish that served students in the surveyed grades to participate through multiple written, phone, and in-person communications. This report only includes information from the public schools that participated because we did not receive enough interest among private schools. Ultimately, 16 of the 66 eligible public schools participated in the 2025 survey, and we thank them for their efforts. Participating schools were asked to administer the survey to all of their 6th-11th grade students present on the day of administration.

Administration

We sent schools a link to a Qualtrics survey to administer to their 6th-11th grade students between March and May 2025. We did not survey younger students because our pilot surveys indicated

that the questions would have been difficult for them to answer in 20 minutes or less. We also excluded 12th graders, as higher dropout rates make 12th-graders less representative of high school students broadly.

All the surveys were administered in school during regular school hours. Survey versions were available in English and Spanish. We also created a version that read the questions aloud to students who may struggle with reading. Once the students opened the survey link, they saw a welcome message informing them that their answers are anonymous and no one at their school will see their answers. Teachers were asked to reiterate that message when introducing the survey. For a variety of reasons, discussed in more detail in the Methodology section, there were multiple survey versions for both middle and high school students. The four versions of the survey were randomly distributed to students in each classroom. The number of students who completed each version of the survey is listed in Table 1.

Survey Participants and Sample Representativeness

Student Characteristics. In total, the 2024-25 survey was administered to 2,349 students (1,606 middle school students, 743 high school students). However, 360 students were not included in the analysis sample because they listed a grade out of the target range (i.e., 5th or 12th), they did not complete the survey, or they attended a private school. As a result, the analytic sample included here is 1,989 students. In Table 2, we display school-level enrollment numbers and demographic breakdowns from Louisiana Department of Education (LDOE) administrative data for eligible public schools in New Orleans overall, and for the schools that participated in the survey. For surveyed schools, we report race and gender breakdowns from both administrative data and student self-reported data gathered from the survey. Our survey allows for more detailed measures of both, including multiple races and ethnicities and nonbinary gender identities. For purposes of comparing with administrative data, we classify students to match LDOE categories.

The schools that participated in the survey had a lower percentage of Black students (62% versus 71%), a higher percentage of White students (15% versus 10%), and a lower percentage of students from economically disadvantaged families (75% versus 81%) than schools in New Orleans overall. The final column of Table 2 displays how our weights (described in more detail below) account for differences in our survey sample and the population of 6th – 11th grade students in publicly funded schools in New Orleans.

School Characteristics. The survey was administered to students in 16 schools (11 middle schools, 5 high schools) throughout the city. These schools represent a variety of School Performance Scores (SPS), which are the letter grade that the state assigns to schools based on test scores, graduation rates, and other metrics, and New Orleans neighborhoods (indicated by NOLA-PS geographic zones), as shown in Tables 3 & 4, respectively. Though these schools represent a range of school types and performance scores, they are not necessarily a representative sample of New Orleans schools, as their participation was self-selected, rather than randomly sampled. As shown in Table 3, our survey included fewer A, B, and C rated schools and more D or F rated schools than schools in the city overall. Our weighting procedure,

described below, accounts for these differences to ensure our survey analyses align with the distribution of schools by letter grade in the city.

Within-School Response Rates. Participation rates varied by school, but approximately 47% of all 6th-11th grade students at the participating schools took the survey, as shown in Table 5. Within-school response rates were calculated by dividing the number of survey respondents in the grade level by LDOE’s record of the grade-level enrollment on February 1, 2025. A few schools chose to administer the survey only to certain grade levels, so we calculate the response rates only for the grades that the survey was administered to (i.e., School 11). Some response rates exceed 100% due to discrepancies between February enrollment records and actual students present during survey administration.

Neighborhood Characteristics. For the first time, we asked students to report on the neighborhood they live in, based on the 13 planning district and 70 neighborhood boundaries as defined by The Data Center. The survey displayed the planning districts in New Orleans on a map and asked students to select where they live and then asked them to select their neighborhood within their planning district in a separate page. If students were not able to select their neighborhood, we asked them to describe where they live. Overall, 1,832 students were able to select their planning district from the maps, and we were able to accurately place another 72 students in their planning district based on their response above. Table 8 displays the percent of respondents living in each planning district, compared with the population of 10 to 17 year olds living in each planning district, as compiled by the Data Center. Overall, the spread of students participating in the survey matches the spread of youth across New Orleans, except we have a higher share of respondents in Algiers/the West Bank. Table 9 displays the percentage of respondents within each planning district by race/ethnicity and compares that to percentages calculated by the Data Center. The percentage of students within each planning district by race/ethnicity is similar on average in our survey as in the data provided by the Data Center. We do have a slightly higher percentage of Hispanic students, but that is likely due to differences in definitions of race and ethnicity across data sets.

Item-level Missingness. Item-level missingness was low on the majority of questions, with 9% missing responses, on average, across all questions.

Data Suppression: We do not report any cell sizes that are less than three to protect student identities.

Methodology

Survey Versions

In an effort to minimize the burden on schools, and the time commitment for students, our aim was to limit the survey to 20 minutes. To accomplish this, we ultimately created eight versions of the survey: four for middle school students and four for high school students. Each version had a slightly different set of questions; the majority of questions were asked on multiple versions of each survey in an effort to be representative at the school level. A smaller set of questions was

asked on only one or two of the versions for analysis at the city level. Due to this survey design, most questions were answered by approximately half of participating students, and some questions were answered by a smaller citywide sample.

For questions on teaching quality, students were randomly assigned to answer survey questions about their math, English, social studies, or science teacher to ensure we collected information across all core subjects. We combine responses across all subject areas in this report.

Analysis

Weighting. Though our survey sample is similar to the district population, as shown in Table 2, it is still important to note that our sample does not include the entire set of New Orleans publicly funded schools. Therefore, we ran analyses using survey weights that adjust for differences between our sample and the school district’s population of 6th-11th-graders. These weights adjusted our survey sample to be representative of this population by race/ethnicity (Black, White, Hispanic, Asian, and other races), gender (male and female), grade level, and SPS letter grade (A/B, C, or D/F). Although our survey allows for more detailed measures of race/ethnicity and gender identity, we classify students to match administrative data categories for weighting purposes.

Weights were calculated separately for middle and high school students, to be representative of students and schools at both levels. For each characteristic, a survey weight was calculated by dividing the number of students with that given characteristic (e.g., male) by the number of students who responded to the survey. Each individual weight (for race, gender, grade level, and SPS) was then multiplied and adjusted using a raking method (Kolenikov, 2014) to create one survey weight for each student that maintained the population proportion of each characteristic. The effect of these calculations is to increase the weight of a student’s responses if their particular group is underrepresented in our survey sample, and to decrease the weight of a student’s responses if their group is overrepresented in our survey sample. The final weights ranged from 2.63 to 49.04, with an average of 10.82, meaning that some students’ answers in the weighted results counted as representing three students, while other students’ answers counted as representing 11 students.

Unweighted results were generally very similar, but we report only the weighted results in the corresponding report to help draw conclusions between the 2019, 2022, and 2025 survey responses. Results for both weighted and unweighted analyses are included in the appendix tables.

Item Coding. Because questions came from a range of sources, the response scales were not consistent across survey items and domains. For example, some items were rated on a 1-4 scale, and others on a 1-5 scale. In the report we report the percentage of responses that were affirmative, or positive, for a given domain, i.e., the percentage of answers that were “agree” and “strongly agree.” However, survey questions were not always positively framed. For example, one survey item asked students to respond to the following statement: “Students at this school fight a lot.” Their options ranged from “strongly agree” to “strongly disagree.” For these items, “disagree” and “strongly disagree” were coded as affirmative responses. Additionally, in some

analyses described below, we calculated means for each item. To calculate these means, we reverse-coded negatively worded items, flipping the scale so that an answer of “strongly disagree” was assigned a score of 4 and an answer of “strongly agree” was assigned a score of 1. As a result, higher scores on each item always corresponded to more positive perceptions of that item. We note which items are reverse-coded in the table at the end of this appendix.

Combining Likert Scale Responses. This analysis calculates the extent to which students’ answers were positive for each survey domain. For items where responses were scaled (i.e. “strongly disagree” to “strongly agree”), we calculate the percent of student *responses* where students agreed with each of a set of items within that given domain. For example, students had four response options to each question (item) within the domain relating to fairness of discipline at their school: “strongly disagree,” “disagree,” “agree,” and “strongly agree.” Looking at all responses to every item about the fairness of school discipline, we calculate how often students agreed with the statements (or disagreed with negative statements) by selecting either “agree” or “strongly agree” (70.5% of the time).

For survey items where response options were binary (i.e., yes or no), we report the percent of students who respond “yes” to that survey item. Responses to questions about mental health are mainly reported in this way.

For survey items that allow students to check all the items that apply to them, we present the percent of students who selected each item. These items include questions about transportation, mental health support, plans for after high school, potential challenges to reaching goals, and career preparation opportunities in schools.

For survey items about students’ civic engagement, we examine whether students reported consistently participating in select activities. Results display the percent of activities students said they participated in “a fair bit” or “a lot.” We separate activities into service (helping people who were sick, taking care of other families, helped clean your neighborhood, helping out friends and classmates, fundraising) and social (participated in church, social, political, cultural, or charity organization, joined a protest march or demonstration) civic engagement.

For survey items on student anxious behaviors drawn from the Strengths and Difficulties Questionnaire (SDQ), we calculate student scores based on whether they selected “not true” (0), “somewhat true” (1), or “certainly true” (2) and sum the responses to determine whether students exhibited clinical levels of anxiety (value greater than 5).

To capture students’ career aspirations, we asked them to write in their responses. We then coded these open-ended responses to allow for easier interpretation. First, we cleaned each response to isolate the occupation listed. Then, we classified responses into specific career categories (e.g., doctor, teacher, engineer, athlete) and a set of thematic categories that captured motivations or non-occupational aspirations, rather than specific jobs (e.g., financial stability, helping others, following in a parent’s footsteps). Classification was initially based on pattern matching against a curated list of keywords and phrases for each category, accommodating common misspellings, synonyms, and Spanish-language responses. We followed up with a manual review process to resolve ambiguous or multi-job responses. Finally, we combined closely related categories where

appropriate. For example, students interested in being an actor, comedian, or visual artist were grouped into a single “artist” category, while students interested in being a musician or dancer were grouped into a single “performer” category.

While this process helped us understand the similarities in students’ responses, it still created challenges in understanding how the careers connect to the broader labor market context in New Orleans. Our second strategy was to code student careers into the Standard Occupation Classification (SOC) system and student industries into the North American Industry Classification System (NAICS). For both classification systems, we used the broadest category (2-digit codes). For this process, we used three coders (two student interns and Chat GPT) to initially code 50 of the same student responses so we could align coding decisions. Then we split the remaining items between the two student interns, meeting weekly to ask questions and confirm coding decisions. There were about 12% of responses that could not be coded within each system because students did not provide enough information in their responses. Student interns examined these responses to find patterns in what students looked for in jobs, even if we could not assign them to specific careers or industries.

A new section to the survey asks students to report how much (“not at all”, “a little”, or “a lot”) they trust different sources of information. We focus on what percent of students selected “a lot” for each item.

For some items, we combine categories for ease of interpretation or due to few students responding to specific answer options. We describe these items and decisions in the following sections.

Response Differences by Survey Year. One of the goals of the New Orleans Citywide Youth Surveys is to compare how student responses have changed over time. Although we cannot make claims about *why* these changes occurred, we can offer a snapshot on how the experiences of New Orleans students differ in 2025 compared with 2019 and 2022. As a first step, we examined differences in the characteristics of the schools and students who responded in 2019, 2022, and 2025 surveys. Table 6 displays information from administrative records about New Orleans publicly funded middle and high schools overall, as well as those that participated in the survey in 2019, 2022, and 2025. Since our first survey administration during the 2018-19 school year, the percentage of Black students has declined by about 10 percentage points, the percentage of Hispanic students has increased by about 5 percentage points, and the percentage of White students has increased by about 3 percentage points in New Orleans schools overall. The composition of economically disadvantaged students in schools has also changed; it was 86% in 2019, 89% in 2022, and 81% in 2025.

We display student characteristics from the surveys in Table 7 and see similar differences between 2019, 2022, and 2025. Our 2025 survey has a lower percentage of Black students, and a higher percentage of White students, than previous survey rounds. In addition, the 2025 survey had fewer ninth grade student responses than in prior years. Although the survey weights address some of these disparities, they do not account for differences in the population of New Orleans students between 2019, 2022, and 2025.

To examine differences in students' responses by survey year, we combine responses from the 2025 survey with responses from prior surveys and run a series of regression analyses. We predict the mean score for each domain of student i in school j as a function of whether they responded to the 2025 survey, controlling for whether the student was in high school or middle school, with standard errors clustered by school (Equation 1). We run these regressions separately, first examining differences between 2025 and 2022, then examining differences between 2025 and 2019.

$$Y_{ij} = \beta_0 + \beta_1(\text{year}_{ij}) + \beta_2(\text{HS}_{ij}) + e_{ij} \quad (1)$$

We run an additional model (Equation 2) that controls on student race/ethnicity, SPS, and the percent of the students in the school that are economically disadvantaged to isolate the association between survey year and student responses from other differences in the survey population. We note in the results in this Technical Appendix when the differences between 2025 responses and those from prior years are explained by these student- and school-level controls.

$$Y_{ij} = \beta_0 + \beta_1(\text{year}_{ij}) + \beta_2(\text{race}_{ij}) + \beta_3(\text{HS}_{ij}) + \beta_4(\text{SPS}_j) + \beta_5(\%ED_j) + e_{ij} \quad (2)$$

While we use these results as the main indicator of whether the student responses from 2025 differ significantly from the student responses in prior years, we also perform supplemental analyses to ensure differences are meaningful and not driven by which schools participated in the survey. Specifically, we compare the percentage of affirmative responses for each item in 2025 and prior years and only consider them as meaningful differences if they meet the following criteria:

- The difference between the weighted percentage of affirmative responses in 2025 and prior years is at least three percentage points.
- The overall 2025 responses for the item are similar to the 2025 responses among only students in the schools that participated in all three survey rounds.
- The differences between the 2025 survey responses and those in prior years are similar when we only look at students in schools that participated in all three survey rounds.

In the tables below, we include the weighted percentage of affirmative responses from the overall school sample and the sample of schools that participated in all three survey rounds, along with the weighted and unweighted regression results. We note where the regression results presented here differ from separate regression models that only include students in schools that participated in all survey rounds.

Response Differences by Race. To examine differences in students' responses by race, we compared the responses of students who self-identified as Black alone (no other races or ethnicities checked) to those who identified as (1) White alone, (2) Hispanic, (3) Asian, and (4) any other race (all other racial groups were too small to compare as separate groups). This comparison was conducted as a series of regression analyses, predicting the mean score for each domain of student i in school j as a function of their race (Black as the reference group), controlling for whether the student was in middle or high school, with standard errors clustered by school (Equation 3). We also indicate when coefficients for White students are significantly different from those for Hispanic students, Asian students or students from another racial group.

$$Y_{ij} = \beta_0 + \beta_1(\text{race}_{ij}) + \beta_2(\text{HS}_{ij}) + e_{ij} \quad (3)$$

A second series of regression analyses (Equation 4) examined whether the differences in students' responses by race were due to the types of schools students attend. In this second set of regressions, we adjust for SPS and the percentage of economically disadvantaged students in the school. We note in the results in this Technical Appendix when racial/ethnic differences in responses are explained by these school-level controls.

$$Y_{ij} = \beta_0 + \beta_1(\text{race}_{ij}) + \beta_2(\text{HS}_{ij}) + \beta_3(\text{SPS}_j) + \beta_4(\%ED_j) + e_{ij} \quad (4)$$

Survey Results

In the sections below, we briefly describe the results tables and expand on information presented in the report when appropriate. We also describe results to items that we chose not to include in the report.

Academic Beliefs and Behaviors

Here, we expand upon information provided in the report about students' academic beliefs and behaviors. We provide the mean for each of the academic belief scale items (Table 10) as well as the percentage of affirmative responses from the 2019, 2022, and 2025 surveys for all respondents (Table 11a) and for respondents in schools that participated in all rounds of the survey (Table 11b). Table 13 displays the percentage of affirmative responses from the 2025 survey by race/ethnicity.

We display the number of days students reported being absent or late from school within the four weeks preceding the survey for 2019, 2022, and 2025 surveys for all respondents (Table 12a) and for respondents in schools that participated in all rounds of the survey (Table 12b). Responses for 2025 by race/ethnicity are in Table 14. We do not include students' responses about tardiness in the corresponding report because they are very similar to the patterns observed among student absences.

Among students that selected being late or tardy in the four weeks before the survey, we also provide information about their reasons for being late or tardy in Table 35. Students could select all that apply. The top response, selected by 48% of respondents, was being late or tardy because they were sick or had a doctor's appointment. About one third of students claimed that they missed the bus (32%) or the bus or other source of transportation was late (29%). Another 24% of students said they missed school due to bad weather. About one fifth of students said they were too tired (22%) or didn't want to go (22%).

We provide unweighted and weighted regression results on each of the academic beliefs and behaviors domains by survey year (Tables 15-18) and race (Tables 19 & 20), consistent with the methods described above.

There are a few items related to transportation that we do not discuss in the main Youth Survey report but summarize here. The majority of students report that their commute to school takes less than 30 minutes, as shown in Table 31. About 13% of students claim their commute takes 31-45 minutes. Differences by race/ethnicity are in Table 32, and show some interesting patterns. While White students are the most likely to report the shortest commute (< 15 minutes) they are also almost twice as likely as Black students to report a commute taking 31-45 minutes. The majority of Black, Hispanic, and Asian students report commutes that are 16-30 minutes. Table 33 displays student responses about the types of transportation they take to school (students could select all that apply). Most students have their parent/guardian drive them (60%) followed by 51% taking the school bus. Few students selected other modes of transportation. Table 34 displays differences by race/ethnicity in the types of transportation they take. White and multiracial/other students report higher rates of being driven by parents (70%), whereas the other students are more split between taking the bus and having a parent drive them.

Perceptions of Teaching Quality

All of the teaching quality questions reported in the appendix tables were drawn from Education Elements' 7Cs Teacher Survey. Overall weighted and unweighted means for each dimension are displayed in Table 21.

In the corresponding report, we present these results in terms of the percent of affirmative responses. In Table 22a, we show the percent of affirmative responses in 2019, 2022, and 2025 for all students and in Table 22b we show the percent of affirmative responses for students in schools that participated in all survey rounds. Note that classroom management is higher among schools that participated in all survey rounds in 2019 than among all participants in 2019 and the difference is about five percentage points in 2025.

We also provide the percent of affirmative responses for students' perceptions of teaching quality in 2025 by race/ethnicity in Table 23.

Regression analyses, as described above, examine potential differences on each of these teacher quality domains by survey year and race/ethnicity. Results for differences between the 2025 and 2022 surveys are reported in Tables 24 and 25 and results for differences between 2019 and 2025 are reported in Tables 26 and 27. For each of these regression tables, we show the results of regressing the outcome on survey year and controlling for whether the student was in middle or high school, followed by the results of regressing the outcome on survey year, race, middle/high school enrollment, SPS, and the percent of economically disadvantaged students in the school. Overall, student responses to these items have been consistent over time. While there is some evidence that students' perceptions of challenge and consolidate declined between 2022 and 2025, this decline is not consistent across methods. The only robust finding is that student perceptions of confer was higher in 2025 than in 2019, showing a consistent improvement in that area.

Results for differences by race/ethnicity are reported in Table 28 (unweighted) and Table 29 (weighted). For each of these regression tables, we show the results of regressing the outcome on race and controlling for whether the student was in middle or high school, followed by the results

of regressing the outcome on race, middle/high school enrollment, SPS, and the percent of economically disadvantaged students in the school. The main results focus on differences between Black students and other racial/ethnic groups, but we also performed separate analyses to indicate whether White students differ significantly from Hispanic, Asian, and other race students. We find very few significant differences by race/ethnicity in the ratings of teaching quality, except for in classroom management. White and Hispanic students report higher classroom management than Black students. However, the difference between Black and White students is explained by school context; the difference reduces and is no longer significant once we control for school letter grade and the economic disadvantaged status of students in schools.

We also collaborated with Education Elements to compare results from New Orleans students on the teaching quality items to students in districts that used the 7Cs survey nationally. The percent of affirmative responses for each item in the national comparison data is presented in Table 30 for three time periods, 2015-19, 2021-22 and 2023-24. The last column is what we focus on in the report, to compare the most recent responses across our survey and Education Elements surveys. The first column presents the data we included in our first Youth Survey report for 2018-19. These data suggest that the national trends in teaching perceptions align with what we saw in New Orleans; after COVID-19, in 2021-22, there was an increase in teaching perceptions, but that has since declined somewhat.

One important consideration is how aligned the schools in the Education Elements sample are with the demographic composition of schools in New Orleans. Overall, the national sample of students has more White students and fewer Black students than in New Orleans schools. We asked Education Elements to share the teaching perceptions among a group of schools with a more similar demographic composition of schools in New Orleans. There are few differences between Education Elements' reports of teaching perceptions among schools nationally and among schools that have a similar racial/ethnic composition as school in New Orleans. This evidence suggests that the difference in teaching perceptions among schools in New Orleans and those nationally is not driven by racial/ethnic differences in these schools.

School Climate

School climate questions were drawn from the U.S. Department of Education School Climate Survey (EDSCLS). Means for each item from the New Orleans survey are included in Table 36. We also provide the percentage of affirmative responses for each item from the 2019, 2022, and 2025 surveys, among students overall (Table 37a) and among those in schools that participated in both survey years (Table 37b). Table 38 displays the percentage of affirmative responses by race/ethnicity. Note that perception of equitable treatment was only asked to high school students.

We also display student reports of bullying and cyberbullying in Table 39, separated by school level. As we describe in the report middle school students have higher rates of bullying than high school students. Here we show that the gap is smaller for cyberbullying than in-person bullying. Among high school students, rates of in-person and cyberbullying are similar, but rates of cyberbullying for middle school students are 10 percentage points less than in-person bullying. We display gaps in the types of bullying by race/ethnicity in Table 40. Black students report the

highest rate of cyberbullying (15%), but White students report the highest rate of in-person bullying. Hispanic and Asian students reported the lowest levels of bullying.

The unweighted and weighted regression results on each of the school climate domains to determine differences by survey year and race/ethnicity are in Tables 41-46. As reported in the report the only school climate item with significant differences over time is in the absence of bullying, which has declined. We focus on differences between Black, Hispanic, and White students in the main report but here, in Table 46, we summarize additional gaps. Asian students report higher school safety, feelings of emotional safety, and perceptions of equitable treatment than Black students. Asian students report lower levels of equitable treatment than White students. This table also shows that the significant differences between White and Black students in their reports of absence of bullying, sense of school safety, and feelings of emotional safety are explained by the school letter-grade and percent of economically disadvantaged students in the school.

Students were asked additional questions about the activities they participate in at their school and outside their school. Those responses, though not included in the report, are included in Table 47. Sports and music are the activities with the highest rates of participation both inside and outside of school. Among those who participate in activities outside of school, we also asked students to select the modes of transportation they use to get there. As shown in Table 48, students largely rely on parents to drive them to activities outside of school.

Educational Expectations

We display student reports of the highest level of education they expect to earn among middle school students in 2019, 2022, and 2025 in Table 49a, and among students in schools that participated in all survey years in Table 49b. We do not show similar trends for high school students because they were not asked about educational expectations in 2022. Table 50 displays student reports of educational expectations in 2025, separated by middle and high school. Overall, high school students are less uncertain about their educational expectations and expect to earn a graduate degree at higher rates than middle school students.

We display racial/ethnic differences in educational expectations overall in Table 51, among middle school students in Table 52 and among high school students in Table 53. We combine categories below college because few students selected these items. We do not have enough responses from Asian students to accurately assess their educational expectations, but on average they appear to be high overall.

The unweighted and weighted regression results to examine differences over time in Educational Expectations are in Tables 54-57, only for middle school students. Tables 58 and 59 display the unweighted and weighted regression results to examine differences by race/ethnicity for middle school students. Tables 60 and 61 show the same for high school students. We find that Hispanic students are less likely to expect a graduate degree than White students and Black students are more likely to expect not to earn a bachelor's degree than White students, but these differences are explained by school context.

Career Aspirations

We display youth career aspirations, categorized by Standard Occupation Code (SOC) in Table 62 and by the North American Industry Classification System (NAICS) in Table 63. As mentioned in the report, we focus on the first occupation listed; 23% of youth listed more than one occupation. We were unable to classify 11.4% of student career aspirations into SOC categories and 12.8% into NAICS categories. These numbers are not identical because in some cases we had enough information for the occupation, but not the industry, or vice versa.

Tables 64 and 65 display the top five occupations and industries students aspire to enter by race/ethnicity, respectively. The patterns mostly align across students from different racial/ethnic backgrounds, except that Black and Hispanic students aspire to healthcare professions at higher rates than White students, and White students aspire to scientific occupations more than Black and Hispanic students.

Plans & Challenges

Students could select all that applied among the options for what they plan to do in their first year after high school, as displayed in Table 66 overall, and Table 67 by race/ethnicity. Tables 68 & 69 show the results for unweighted and weighted regressions to determine whether there are significant racial/ethnic differences in the plans for after high school. We find that Black students are more likely to say they want to start their own business after high school than White students and White students are more likely to say they will enter a 4-year college than Black students. In addition, high school students are more likely to say they would enter a 4-year college and less likely to say they would enter the military after high school than middle school students.

We next display student responses overall, and by race/ethnicity, for perceived challenges to reaching their goals in Tables 70 and 71. As with the previous question, students could select all that apply. We display the unweighted and weighted regression results to examine differences by race/ethnicity in Tables 72 and 73. Black students selected their grades as a barrier more often than both White and Hispanic students. White and Asian students were more concerned about their own motivation than Black students.

Career Preparation

To understand students' employability skills, we include four questions gauging the kinds of workplace skills they feel they have. Descriptive statistics are in Table 74, the percent of affirmative responses overall is in Table 75, and responses by race/ethnicity are in Table 76. Unweighted and weighted regression results to determine differences by race/ethnicity are in Tables 77 and 78.

The last set of questions in this section asks students to report the opportunities their schools provide for career preparation. We display the overall results in Table 79, by middle and high school in Table 80, and by race/ethnicity in Table 81. As noted in the report there are big differences in the availability of job preparation in middle and high schools. Black students

reported having opportunities to learn how to interview for a job at higher rates than all other students. Hispanic students report the highest level of opportunity to earn an industry certificate. White and Asian students report more opportunities to earn college credit.

Perceptions of Neighborhoods

Questions about students' experiences outside of school were drawn from various survey sources. Overall means for each item are included in Table 82. In the corresponding report we present the following results in terms of percent of affirmative responses. Note that questions about civic engagement were only asked to high school students. In Table 83a, we show the percent of affirmative responses for all schools participating in the 2019, 2022, and 2025 surveys. Table 83b displays affirmative responses for schools that participated in all three survey rounds. We do not focus on civic engagement in the brief, as it was asked to a smaller group of students, but there is some evidence that civic engagement improved since 2021-22, but has not returned to pre-pandemic levels.

We also provide responses about neighborhood experiences for students, by race/ethnicity, in Table 84, and by planning district in Table 85.

Unweighted and weighted regression results on each of the neighborhood domains to determine differences by survey year (Tables 86-89) and race/ethnicity (Tables 90 & 91) are included as well. We performed additional analyses to understand whether the racial/ethnic gaps we observe are explained by students living in different planning districts. We do not find this to be the case. Even when looking within the same planning district, Black students report worse neighborhood safety than White students.

Personal Well-being

In Table 92, we display and weighted and unweighted means for the scaled survey items on student well-being. We present the percentage of affirmative responses for these items, as well as the "yes" or "no" questions about well-being in Table 93. In Table 94a, we display the responses over time among the items included in more than one survey round. Anxious behaviors has been asked in every survey round and whether teachers understand students' mental health needs was asked in the last two. We display the percentage of students selecting which people they would speak with if feeling overwhelmed, stressed, or depressed overall in Table 95a, and among schools that participated in all survey years in Table 95b. Tables 97 and 98 display these items by race/ethnicity.

Table 96 shows results from a series of questions that asked how often students feel different emotions, presenting the percent of students who claimed they feel these emotions never/rarely.

Unweighted and weighted regression results on the items we included in 2022 and 2025 are in Tables 99 and 100. Unweighted and weighted regressions to determine differences by race/ethnicity in students' well-being are in Tables 101 and 102.

Social Media & Information

Descriptive statistics for survey items regarding students' usage of social media and trust in information are in Table 103. In Table 104, we display the percentage of students who report they trust each source of information "a lot." Tables 105 and 106 show student rates of social media usage and the ways they interact with people for support or help (students could select all that apply). These items by race/ethnicity are in Tables 107 through 109. Unweighted and weighted regressions to determine differences by race/ethnicity are in Tables 110 & 111.

Other Questions

The 2025 survey also included questions about students' gender identity, disability status, and home life that we did not include in the report. Table 112 displays students' responses to a question about their gender identity and shows that about 5% of students reported having a trans, non-binary, or other gender identity. We also found that 16% of students reported having a disability, as shown in Table 113. We also show students' responses to questions about their living arrangements in Tables 114 & 115. Overall, 92% of students report living with a parent and 98% report living in a house or apartment.

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Technical Report Tables

TABLE 1: *Survey Participants by Survey Version and School Type*

Version	Middle School		High School	
	Number	Percent	Number	Percent
1	300	23.8%	172	25.7%
2	324	25.7%	176	26.3%
3	311	24.7%	161	24.1%
4	326	25.8%	160	23.9%
Total	1,261	100.0%	669	100.0%

TABLE 2: *Student Demographics*

	Administrative Records for New Orleans Schools	Administrative Records for Surveyed Schools	Survey Participants (self-reported, unweighted)	Survey Participants (self-reported, weighted)
Enrollment	21,377	4,670	1,989	1,963
% Black	71.2%	62.2%	57.8%	71.4%
% Hispanic	14.4%	15.1%	17.6%	14.2%
% White	9.6%	15.2%	13.6%	9.6%
% Asian	1.7%	3.1%	3.0%	1.6%
% Male	50.8%	50.4%	49.6%	50.7%
% Disadvantaged	81.1%	74.9%	n/a	n/a
% Limited English Proficiency	8.3%	9.2%	n/a	n/a

TABLE 3: *Distribution of Schools by SPS Score*

	City	Surveyed Schools
A/B	29.4%	25.0%
C	50.0%	43.8%
D/F	20.6%	31.3%
Total	100.0%	100.0%

Note: Letter grades are from 2024. If unavailable, then we use the 2023 SPS scores.

TABLE 4: *Distribution of Students by Geographic Zone*

	City	Survey Participants
Zone 1	8.8%	12.5%
Zone 2	14.7%	18.8%
Zone 3	5.9%	0.0%
Zone 4	17.6%	18.8%
Zone 5	20.6%	18.8%
Zone 6	19.1%	6.3%
Zone 7	13.2%	25.0%
Total	100.0%	100.0%

TABLE 5: *Student Response Rates, by School and Grade*

	Overall	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
School 1	8.5%	4.8%	19.4%				
School 2	16.4%	11.6%	35.9%	0.9%			
School 3	108.4%	93.3%	100.0%	130.5%			
School 4	68.3%	63.0%	58.2%	81.7%			
School 5	61.7%	33.3%	100.0%	63.6%			
School 6	85.7%	110.3%	78.9%	68.5%			
School 7	86.1%	88.4%	87.5%	81.8%			
School 8	53.2%	73.2%	28.2%	60.3%			
School 9	50.7%	36.7%	36.4%	77.7%			
School 10	20.3%	5.3%	35.0%	20.0%			
School 11	25.3%		21.0%	54.4%			
School 12	21.7%			40.0%	34.8%	11.1%	21.4%
School 13	37.9%				37.5%	50.0%	17.9%
School 14	55.3%				9.5%	68.7%	68.3%
School 15	44.2%				26.4%	49.4%	57.5%
School 16	18.3%				26.7%	19.0%	10.6%
Overall	47.4%	48.4%	52.4%	59.4%	25.2%	44.8%	45.7%

Note: Response rates are calculated by dividing the number of survey respondents in each grade within each school by the February 2025 enrollment numbers for each grade within each school. For schools that only administered the survey to specific grade levels, we calculate response rates only among students in those grades.

TABLE 6: *Student Characteristics for New Orleans Schools Overall and Surveyed Schools in 2019, 2022, and 2025*

	2019		2022		2025	
	Administrative Records for New Orleans Schools	Administrative Records for Surveyed Schools	Administrative Records for New Orleans Schools	Administrative Records for Surveyed Schools	Administrative Records for New Orleans Schools	Administrative Records for Surveyed Schools
Enrollment	21,851	6,181	22,138	7,146	21,377	4,670
% Black	81%	77%	77%	74%	71%	62%
% Hispanic	9%	11%	13%	17%	14%	15%
% White	7%	9%	7%	5%	10%	15%
% Male	51%	50%	51%	52%	51%	50%
% Disadvantaged	86%	83%	89%	91%	81%	75%
% Limited English Proficiency	6%	6%	9%	12%	8%	9%
School Letter Grade						
A/B	25%	26%	25%	11%	29%	25%
C	39%	42%	34%	46%	50%	44%
D/F	35%	32%	40%	43%	21%	31%
Geographic Zone						
Zone 1	13%	14%	12%	11%	9%	13%
Zone 2	11%	19%	11%	14%	15%	19%
Zone 3	11%	14%	9%	11%	6%	0%
Zone 4	19%	19%	20%	25%	18%	19%
Zone 5	16%	14%	14%	11%	21%	19%
Zone 6	15%	5%	19%	14%	19%	6%
Zone 7	16%	14%	15%	14%	13%	25%

TABLE 7: *Characteristics of Students in 2019, 2022, and 2025 Surveys, Weighted and Unweighted*

	2019		2022		2025	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
Race/Ethnicity						
Black	66.0%	79.1%	67.0%	74.5%	57.8%	71.4%
Hispanic	12.5%	8.4%	16.6%	11.9%	17.6%	14.2%
White	10.0%	8.8%	6.2%	9.4%	13.6%	9.6%
Asian	3.7%	1.2%	3.9%	1.9%	3.0%	1.6%
Other	7.9%	2.6%	6.3%	2.2%	7.9%	3.1%
Sex						
Female	52.6%	49.3%	50.3%	49.5%	50.4%	49.3%
Male	47.4%	50.7%	49.7%	50.5%	49.6%	50.7%
Grade Level						
6th	18.8%	17.2%	23.2%	15.6%	20.4%	15.4%
7th	17.5%	16.7%	21.4%	16.7%	21.1%	15.1%
8th	14.8%	15.5%	24.2%	16.4%	23.8%	15.4%
9th	18.1%	18.1%	15.1%	18.9%	6.9%	18.0%
10th	15.3%	16.9%	8.6%	16.7%	14.0%	18.6%
11th	15.5%	15.7%	7.4%	15.8%	13.7%	17.5%
Mother's Education						
Less than Bachelor's	39.1%	40.6%	32.3%	34.6%	28.1%	30.1%
Bachelor's or Above	42.5%	41.6%	34.9%	37.0%	37.9%	37.5%
Don't Know	18.3%	17.8%	32.9%	28.4%	34.0%	32.5%

TABLE 8: *Survey Responses by Planning District*

Planning District #	Planning District Name	Survey Participants		Citywide
		Unweighted	Weighted	Unweighted
1	CBD/French Quarter	0.7%	0.6%	0.4%
2	Central City/Garden District	3.8%	4.9%	8.4%
3	Uptown/Carrollton	11.4%	11.3%	12.8%
4	Mid-City	8.1%	7.6%	12.6%
5	Lakeview	3.7%	3.2%	5.8%
6	Gentilly	9.3%	10.9%	9.7%
7	Marigny/Bywater	5.0%	4.6%	6.8%
8	Lower 9th Ward/Holy Cross	2.3%	2.3%	2.7%
9	New Orleans East	19.8%	20.0%	24.2%
10	Village De L'Est	1.4%	1.3%	2.7%
11	Viavant/Venetian Isles	0.6%	0.5%	0.7%
12	Algiers/West Bank	28.1%	28.1%	11.8%
13	English Turn	1.0%	1.1%	1.5%
14	Could Not Be Placed	4.9%	3.5%	n/a

Note: Citywide data comes from the Data Center's 2024 Neighborhood Statistical Area Data Profiles for New Orleans.

TABLE 9: *Student Characteristics by Planning District*

Planning District #	Planning District Name	Survey Participants				Citywide			
		Black	Hispanic	White	Asian	Black	Hispanic	White	Asian
1	CBD/French Quarter	28.6%	28.6%	42.9%	n/a	15.5%	5.5%	69.1%	5.5%
2	Central City/Garden District	51.9%	13.9%	27.8%	n/a	53.8%	10.0%	30.7%	2.0%
3	Uptown/Carrollton	47.0%	12.4%	35.7%	2.0%	35.6%	10.2%	46.4%	2.8%
4	Mid-City	45.2%	24.1%	27.7%	n/a	61.4%	7.7%	24.5%	0.9%
5	Lakeview	20.7%	13.4%	53.7%	8.5%	4.7%	14.9%	74.8%	2.0%
6	Gentilly	70.2%	14.7%	10.5%	n/a	65.9%	5.4%	19.7%	2.2%
7	Marigny/Bywater	60.0%	13.0%	27.0%	n/a	63.1%	6.8%	24.4%	0.4%
8	Lower 9th Ward/Holy Cross	80.4%	15.2%	n/a	n/a	84.7%	2.6%	10.3%	0.0%
9	New Orleans East	72.1%	19.7%	1.9%	4.6%	89.2%	3.6%	2.5%	1.3%
10	Village De L'Est	28.6%	17.9%	n/a	50.0%	49.0%	12.8%	1.2%	35.0%
11	Viavant/Venetian Isles	21.4%	42.9%	n/a	n/a	53.2%	10.0%	29.4%	5.6%
12	Algiers/West Bank	77.8%	15.1%	4.6%	1.1%	68.9%	9.4%	16.2%	1.9%
13	English Turn	52.2%	21.7%	13.0%	n/a	69.0%	8.5%	13.2%	8.0%

Note: Cells with less than 3 respondents are suppressed. Totals are unweighted. Citywide data comes from the Data Center's 2024 Neighborhood Statistical Area Data Profiles for New Orleans. We aligned racial/ethnic categories between the survey and the citywide data.

TABLE 10: *Descriptive Statistics for Academic Beliefs and Behaviors Domains*

Domain	Example Question	Source	Least	Most	Unweighted Survey			Weighted Survey		
			Positive Rating	Positive Rating	Mean			Mean		
					N	Mean	S.D.	N	Mean	S.D.
Value of Education	What I learn in my classes is necessary for my success in the future.	Chicago	1	4	899	3.70	0.87	886	3.63	0.88
Growth Mindset	Working harder will make me smarter.	Tripod	1	4	904	3.89	0.77	891	3.90	0.75
Academic Behavior	If I need to study, I don't go out with my friends.	Chicago	1	4	916	3.34	0.88	903	3.32	0.88
Self-Control	I often yell out answers before my teacher calls on me.	Tripod	1	4	462	3.26	0.72	454	3.27	0.71

TABLE 11a: *Percentage of Affirmative Responses for Academic Beliefs and Behaviors by Survey Year*

	2019	2022	2025
Value of Education	69.1%	57.2%	56.7%
Growth Mindset	72.1%	66.3%	67.0%
Academic Behavior	54.2%	46.6%	46.8%
Self-Control	50.9%	37.8%	44.3%

Note: Weighted.

TABLE 11b: *Percentage of Affirmative Responses for Academic Beliefs and Behaviors by Survey Year among Schools that Participated in All Survey Years*

	2019 All	2022 All	2025 All
Value of Education	74.6%	58.8%	56.6%
Growth Mindset	73.9%	66.3%	68.3%
Academic Behavior	57.7%	50.4%	48.2%
Self-Control	51.9%	40.2%	44.7%

Note: Weighted.

TABLE 12a: *Students' Attendance by Survey Year*

	2019	2022	2025
Absent from School			
0 days	45.3%	35.8%	38.5%
1 day	18.3%	17.7%	17.6%
2-3 days	19.3%	25.6%	24.9%
4-7 days	6.0%	11.0%	9.9%
8+ days	2.6%	6.9%	5.8%
Did not respond	8.6%	3.0%	3.3%
Late to School			
0 days	44.7%	41.8%	40.7%
1 day	19.1%	15.8%	13.9%
2-3 days	17.0%	20.3%	23.4%
4-7 days	6.2%	7.8%	8.5%
8+ days	4.2%	10.6%	9.7%
Did not respond	8.9%	3.6%	3.8%

Note: Weighted.

TABLE 12b: *Students' Attendance by Survey Year among Schools that Participated in All Survey Years*

	2019 All	2022 All	2025 All
Absent from School			
0 days	47.0%	39.2%	40.0%
1 day	22.2%	15.7%	15.3%
2-3 days	16.9%	22.5%	23.8%
4-7 days	5.7%	12.0%	10.6%
8+ days	1.6%	6.8%	5.8%
Did not respond	6.6%	3.7%	4.4%
Late to School			
0 days	46.8%	43.4%	41.0%
1 day	18.6%	17.0%	14.4%
2-3 days	18.8%	20.4%	20.7%
4-7 days	5.6%	5.4%	9.0%
8+ days	3.6%	9.7%	10.4%
Did not respond	6.7%	4.2%	4.6%

Note: Weighted.

TABLE 13: *Percentage of Affirmative Responses for Academic Beliefs and Behaviors by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/Other
Value of Education	55.3%	61.0%	60.5%	50.1%	57.3%
Growth Mindset	66.9%	64.1%	72.5%	61.3%	67.7%
Academic Behavior	45.6%	46.3%	52.0%	62.5%	49.1%
Self-Control	43.0%	45.1%	48.1%	54.8%	49.0%

Note: Weighted

TABLE 14: *Attendance Behaviors by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/Other
Absent from School					
0 days	38.4%	35.9%	34.9%	60.2%	43.9%
1 day	15.5%	19.0%	31.2%	25.5%	14.6%
2-3 days	25.3%	29.9%	19.3%	14.3%	22.0%
4-7 days	10.7%	8.3%	8.4%	n/a	9.8%
8+ days	6.8%	2.3%	4.7%	n/a	7.3%
Did not respond	3.4%	4.6%	1.4%	n/a	2.4%
Late to School					
0 days	39.7%	44.5%	38.9%	57.6%	43.9%
1 day	10.7%	20.4%	29.6%	7.3%	7.3%
2-3 days	26.4%	16.9%	14.4%	17.1%	17.1%
4-7 days	7.9%	9.8%	8.0%	18.0%	19.5%
8+ days	11.4%	3.0%	7.5%	n/a	9.8%
Did not respond	3.9%	5.4%	1.4%	n/a	2.4%

Note: Weighted

TABLE 15: *Unweighted Regression Models for Academic Beliefs and Behaviors Domains to Determine Differences Between the 2022 and 2025 Surveys*

	Value of Education		Growth Mindset		Academic Behaviors		Self-Control		Days Absent	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.017	0.032	-0.004	-0.002	-0.027	-0.036	0.104 *	0.120 **	-0.064	-0.017
[ref. 2022]	(0.060)	(0.052)	(0.039)	(0.038)	(0.049)	(0.049)	(0.043)	(0.042)	(0.073)	(0.071)
High School Student	-0.372 ***	-0.299 **	-0.108 **	-0.085	-0.045	0.006	-0.005	0.055	-0.050	0.129
	(0.074)	(0.092)	(0.037)	(0.042)	(0.082)	(0.049)	(0.048)	(0.066)	(0.125)	(0.100)
Race										
[ref. Black]										
White		-0.109		-0.078		-0.001		0.174		-0.147
		(0.103)		(0.065)		(0.073)		(0.107)		(0.214)
Hispanic		-0.035		-0.215 ***		-0.003		0.043		-0.237 *
		(0.074)		(0.048)		(0.088)		(0.062)		(0.105)
Asian		-0.348 **		-0.226 ***		0.063		0.222 **		-0.760 ***
		(0.098)		(0.060)		(0.117)		(0.067)		(0.149)
Other/Multi		-0.156		-0.024		-0.026		0.114		-0.013
		(0.106)		(0.069)		(0.078)		(0.059)		(0.129)
Letter-Grade										
[ref. A/B]										
C School		0.086		0.074 *		0.139 *		0.089		0.060
		(0.090)		(0.036)		(0.061)		(0.093)		(0.116)
D/F School		0.250 *		0.108		0.258 ***		0.034		0.192
		(0.112)		(0.059)		(0.069)		(0.097)		(0.137)
% Econ. Dis.		-0.433 **		-0.214 *		-0.503 **		0.337		0.278
		(0.132)		(0.097)		(0.141)		(0.195)		(0.369)
Constant	3.813 ***	4.062 ***	3.932 ***	4.090 ***	3.381 ***	3.641 ***	3.157 ***	2.761 ***	2.328 ***	2.010 ***
	(0.050)	(0.141)	(0.035)	(0.101)	(0.038)	(0.134)	(0.033)	(0.172)	(0.083)	(0.361)
Observations	2,325	2,307	2,388	2,369	2,399	2,380	1,204	1,194	1,230	1,220

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001

TABLE 16: *Weighted Regression Models for Academic Beliefs and Behaviors Domains to Determine Differences Between the 2022 and 2025 Surveys*

	Value of Education		Growth Mindset		Academic Behaviors		Self-Control		Days Absent	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.022	0.013	0.020	0.017	-0.023	-0.053	0.108 *	0.131 *	-0.083	-0.026
[ref. 2022]	(0.055)	(0.046)	(0.048)	(0.044)	(0.059)	(0.034)	(0.053)	(0.051)	(0.057)	(0.067)
High School Student	-0.384 ***	-0.332 ***	-0.082	-0.046	-0.059	0.007	0.014	0.065	-0.044	0.112
	(0.063)	(0.066)	(0.043)	(0.062)	(0.082)	(0.059)	(0.052)	(0.079)	(0.127)	(0.092)
Race										
[ref. Black]										
White		-0.073		-0.120		-0.010		0.135		-0.087
		(0.128)		(0.066)		(0.080)		(0.087)		(0.247)
Hispanic		0.014		-0.192 ***		0.033		0.062		-0.194
		(0.077)		(0.052)		(0.078)		(0.053)		(0.135)
Asian		-0.241 *		-0.225 **		0.118		0.198		-0.668 ***
		(0.108)		(0.081)		(0.110)		(0.114)		(0.140)
Other/Multi		-0.071		-0.013		-0.034		0.128		-0.115
		(0.134)		(0.054)		(0.106)		(0.087)		(0.154)
Letter-Grade										
[ref. A/B]										
C School		0.049		0.049		0.169 **		0.099		0.155
		(0.057)		(0.047)		(0.054)		(0.104)		(0.120)
D/F School		0.236 **		0.164		0.314 ***		0.002		0.138
		(0.072)		(0.087)		(0.064)		(0.113)		(0.121)
% Econ. Dis.		-0.395 ***		-0.276 **		-0.667 ***		0.257		0.569
		(0.086)		(0.082)		(0.111)		(0.151)		(0.338)
Constant	3.816 ***	4.047 ***	3.927 ***	4.114 ***	3.377 ***	3.755 ***	3.155 ***	2.841 ***	2.358 ***	1.730 ***
	(0.048)	(0.108)	(0.036)	(0.117)	(0.043)	(0.122)	(0.035)	(0.137)	(0.067)	(0.344)
Observations	2,293	2,293	2,355	2,355	2,366	2,366	1,185	1,185	1,209	1,209

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 17: *Unweighted Regression Models for Academic Beliefs and Behaviors Domains to Determine Differences Between the 2019 and 2025 Surveys*

	Value of Education		Growth Mindset		Academic Behaviors		Self-Control		Days Absent	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	-0.226 **	-0.232 ***	-0.094	-0.084	-0.158 *	-0.193 **	-0.103	-0.025	0.337 ***	0.352 ***
[ref. 2019]	(0.069)	(0.057)	(0.051)	(0.052)	(0.062)	(0.067)	(0.071)	(0.049)	(0.061)	(0.062)
High School Student	-0.303 ***	-0.306 *	-0.097	-0.083	0.017	-0.143 *	-0.033	-0.209	-0.073	0.013
	(0.074)	(0.111)	(0.054)	(0.073)	(0.125)	(0.063)	(0.076)	(0.149)	(0.151)	(0.107)
Race										
[ref. Black]										
White		-0.059		0.019		0.056		0.120		-0.059
		(0.072)		(0.067)		(0.050)		(0.111)		(0.101)
Hispanic		-0.116		-0.172 ***		-0.007		0.001		-0.054
		(0.091)		(0.047)		(0.055)		(0.051)		(0.073)
Asian		-0.117		-0.200 ***		0.122		0.299		-0.370 **
		(0.125)		(0.040)		(0.062)		(0.184)		(0.125)
Other/Multi		0.044		-0.026		-0.053		-0.057		0.035
		(0.126)		(0.053)		(0.077)		(0.077)		(0.071)
Letter-Grade										
[ref. A/B]										
C School		0.082		-0.004		0.016		-0.295		-0.061
		(0.122)		(0.084)		(0.084)		(0.153)		(0.209)
D/F School		0.241 *		-0.007		0.059		-0.400 **		0.124
		(0.109)		(0.106)		(0.088)		(0.141)		(0.263)
% Econ. Dis.		-0.317 *		0.108		-0.806 ***		0.410 *		0.637
		(0.143)		(0.149)		(0.174)		(0.148)		(0.409)
Constant	4.031 ***	4.225 ***	4.019 ***	3.960 ***	3.490 ***	4.183 ***	3.374 ***	3.248 ***	1.935 ***	1.417 ***
	(0.061)	(0.160)	(0.037)	(0.120)	(0.050)	(0.142)	(0.067)	(0.108)	(0.053)	(0.210)
Observations	1,446	1,421	3,178	3,109	3,342	3,268	724	709	2,856	2,785

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001

TABLE 18: *Weighted Regression Models for Academic Beliefs and Behaviors Domains to Determine Differences Between the 2019 and 2025 Surveys*

	Value of Education		Growth Mindset		Academic Behaviors		Self-Control		Days Absent	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	-0.231 **	-0.237 ***	-0.093	-0.086	-0.154 *	-0.171 **	-0.142	-0.109	0.322 ***	0.340 ***
[ref. 2019]	(0.071)	(0.058)	(0.051)	(0.050)	(0.067)	(0.058)	(0.071)	(0.068)	(0.078)	(0.070)
High School Student	-0.334 ***	-0.349 **	-0.063	-0.052	-0.031	-0.133 *	0.017	0.006	-0.029	0.084
	(0.079)	(0.107)	(0.057)	(0.083)	(0.096)	(0.059)	(0.079)	(0.152)	(0.134)	(0.108)
Race										
[ref. Black]										
White		-0.020		0.024		0.069		0.112		0.018
		(0.087)		(0.097)		(0.055)		(0.125)		(0.111)
Hispanic		-0.007		-0.150 **		0.022		0.027		-0.016
		(0.101)		(0.046)		(0.056)		(0.043)		(0.081)
Asian		-0.068		-0.201		0.157 *		0.294		-0.393 **
		(0.135)		(0.100)		(0.071)		(0.264)		(0.124)
Other/Multi		0.140		0.009		-0.027		0.097		-0.060
		(0.151)		(0.045)		(0.090)		(0.103)		(0.080)
Letter-Grade										
[ref. A/B]										
C School		0.025		0.029		0.035		-0.059		0.047
		(0.115)		(0.090)		(0.070)		(0.177)		(0.178)
D/F School		0.246 **		0.096		0.139		-0.229		0.142
		(0.082)		(0.114)		(0.079)		(0.111)		(0.220)
% Econ. Dis.		-0.275 *		-0.038		-0.791 ***		0.297 *		0.648
		(0.106)		(0.133)		(0.117)		(0.120)		(0.318)
Constant	4.043 ***	4.206 ***	4.030 ***	4.036 ***	3.493 ***	4.128 ***	3.403 ***	3.196 ***	1.944 ***	1.318 ***
	(0.071)	(0.135)	(0.035)	(0.124)	(0.052)	(0.101)	(0.067)	(0.139)	(0.043)	(0.193)
Observations	1,407	1,407	3,069	3,069	3,222	3,222	700	700	2,742	2,742

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 19: *Unweighted Regression Models for Academic Beliefs and Behaviors Domains to Determine Racial/Ethnic Differences*

	Value of Education		Growth Mindset		Academic Behaviors		Self-Control		Days Absent	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	0.021 (0.142)	-0.050 (0.127)	0.036 (0.067)	0.034 (0.080)	0.063 (0.078)	-0.059 (0.049)	-0.047 (0.110)	0.074 (0.118)	-0.145 (0.187)	-0.059 (0.307)
Hispanic	-0.105 (0.123)	-0.127 (0.127)	-0.234 * (0.083)	-0.238 * (0.088)	0.014 (0.151)	-0.013 (0.153)	0.093 (0.065)	0.124 (0.062)	-0.201 * (0.085)	-0.181 (0.103)
Asian	-0.067 (0.141)	-0.145 (0.143)	-0.118 (0.138)	-0.118 (0.159)	0.254 * (0.113)	0.128 (0.122)	0.225 (0.161)	0.337 (0.173)	-0.657 *** (0.158)	-0.577 * (0.259)
Other/Multi	-0.002 (0.170)	-0.024 (0.161)	0.019 (0.079)	0.020 (0.083)	0.051 (0.116)	0.003 (0.111)	0.074 (0.081)	0.109 (0.079)	-0.126 (0.188)	-0.095 (0.207)
High School Student	-0.329 ** (0.103)	-0.300 (0.248)	-0.086 (0.072)	0.081 (0.157)	0.002 (0.104)	0.117 (0.096)	-0.013 (0.080)	0.066 (0.148)	-0.004 (0.085)	0.120 (0.146)
Letter-Grade										
[ref. A/B]										
C School		0.115 (0.262)		0.251 (0.169)		0.296 * (0.107)		0.001 (0.162)		0.103 (0.162)
D/F School		0.227 (0.222)		0.308 (0.150)		0.324 ** (0.107)		-0.112 (0.140)		0.089 (0.131)
% Econ. Dis.		-0.362 * (0.164)		-0.184 (0.155)		-0.571 *** (0.138)		0.441 ** (0.138)		0.209 (0.380)
Constant	3.836 *** (0.058)	4.022 *** (0.323)	3.962 *** (0.034)	3.861 *** (0.201)	3.311 *** (0.050)	3.536 *** (0.134)	3.240 *** (0.032)	2.865 *** (0.183)	2.327 *** (0.048)	2.031 *** (0.400)
Observations	890	890	895	895	907	907	457	457	459	459

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 20: *Weighted Regression Models for Academic Beliefs and Behaviors Domains to Determine Racial/Ethnic Differences*

	Value of Education		Growth Mindset		Academic Behaviors		Self-Control		Days Absent	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	0.037 (0.148)	-0.010 (0.129)	-0.001 (0.076)	-0.021 (0.107)	0.099 (0.082)	-0.052 (0.054)	-0.084 (0.125)	0.011 (0.113)	-0.168 (0.205)	0.098 (0.316)
Hispanic	0.040 (0.120)	0.014 (0.131)	-0.163 ^W (0.077)	-0.178 (0.087)	0.088 (0.108)	0.032 (0.116)	0.042 (0.066)	0.082 (0.056)	-0.135 (0.125)	-0.015 (0.146)
Asian	0.000 (0.154)	-0.047 (0.164)	-0.108 (0.179)	-0.127 (0.211)	0.375 * (0.147)	0.226 (0.162)	0.258 (0.278)	0.315 (0.269)	-0.761 ** ^W (0.210)	-0.566 (0.313)
Other/Multi	0.132 (0.186)	0.114 (0.175)	0.054 (0.063)	0.053 (0.080)	0.099 (0.147)	0.032 (0.142)	0.158 (0.096)	0.194 (0.092)	-0.338 (0.185)	-0.233 (0.217)
High School Student	-0.366 *** (0.087)	-0.385 * (0.145)	-0.034 (0.085)	0.027 (0.149)	-0.023 (0.110)	0.058 (0.096)	0.023 (0.078)	0.134 (0.136)	-0.056 (0.117)	0.322 * (0.117)
Letter-Grade										
[ref. A/B]										
C School		0.011 (0.154)		0.120 (0.166)		0.277 * (0.100)		0.108 (0.150)		0.411 ** (0.129)
D/F School		0.196 (0.099)		0.293 * (0.126)		0.391 *** (0.090)		-0.119 (0.126)		0.241 * (0.102)
% Econ. Dis.		-0.272 * (0.116)		-0.263 (0.149)		-0.721 *** (0.140)		0.348 ** (0.096)		0.571 (0.274)
Constant	3.815 *** (0.060)	3.999 *** (0.197)	3.944 *** (0.035)	4.011 *** (0.203)	3.303 *** (0.051)	3.660 *** (0.138)	3.252 *** (0.031)	2.890 *** (0.149)	2.336 *** (0.054)	1.428 *** (0.312)
Observations	886	886	891	891	903	903	454	454	456	456

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001. ^W indicates that the value is statistically significantly different from values for white students.

TABLE 21: *Descriptive Statistics for Teacher Quality Domains*

Domain	Example Question	Source	Least	Most	Unweighted Survey			Weighted Survey		
			Positive	Positive	Mean			Mean		
			Rating	Rating	N	Mean	S.D.	N	Mean	S.D.
Care	My teacher seems to know if something is bothering me.	7Cs ¹	1	5	837	3.39	1.09	828	3.36	1.10
Confer	My teacher gives us time to explain our ideas.	7Cs	1	5	835	3.83	0.97	826	3.83	0.99
Captivate	My teacher makes learning enjoyable.	7Cs	1	5	822	3.40	1.16	813	3.39	1.15
Clarify	My teacher explains difficult things clearly	7Cs	1	5	840	3.70	1.05	831	3.70	1.07
Consolidate	My teacher takes the time to summarize what we learn in class each day.	7Cs	1	5	835	3.78	0.98	826	3.78	0.98
Challenge	In this class, my teacher accepts nothing less than our full effort.	7Cs	1	5	836	3.97	0.95	827	3.94	0.97
Classroom Management	My classmates behave the way my teacher wants them to.	7Cs	1	5	839	3.13	1.05	830	3.23	1.05

Note: ¹ For more information on this framework for measuring the quality of teaching, visit

<https://www.edelements.com/the-7cs-framework-of-effective-teaching>

TABLE 22a: *Percentage of Affirmative Responses for Teacher Quality Domains By Survey Year*

	2019	2022	2025
Care	49.4%	49.6%	47.6%
Confer	59.2%	65.5%	65.4%
Captivate	47.0%	50.3%	48.1%
Clarify	58.1%	63.5%	60.1%
Consolidate	62.7%	68.5%	62.9%
Challenge	70.9%	74.6%	69.1%
Classroom Management	37.8%	42.7%	42.2%

Note: Weighted.

TABLE 22b: *Percentage of Affirmative Responses for Teacher Quality Domains By Survey Year among Schools that Participated in All Survey Years*

	2019 All	2022 All	2025 All
Care	50.5%	53.0%	51.6%
Confer	64.7%	69.7%	69.6%
Captivate	50.1%	56.1%	52.4%
Clarify	60.9%	64.3%	63.5%
Consolidate	66.2%	65.3%	66.0%
Challenge	73.2%	72.3%	70.5%
Classroom Management	45.3%	44.1%	47.5%

Note: Weighted.

TABLE 23: *Percentage of Affirmative Responses for Teacher Quality Domains by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/Other
Care	45.4%	51.8%	55.5%	49.8%	50.7%
Confer	64.3%	68.7%	67.7%	69.1%	62.4%
Captivate	45.1%	56.2%	53.8%	59.2%	52.2%
Clarify	58.4%	64.2%	60.7%	73.1%	65.7%
Consolidate	63.8%	61.9%	57.8%	61.9%	63.8%
Challenge	69.4%	70.7%	66.2%	67.2%	67.6%
Classroom Management	38.6%	51.0%	50.6%	59.1%	40.1%

Note: Weighted.

TABLE 24: *Unweighted Regression Models for Teacher Quality Domains to Determine Differences Between the 2022 and 2025 Surveys*

	Care		Confer		Captivate		Clarify		Consolidate		Challenge		Classroom Management	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	-0.042	-0.055	-0.022	-0.060	-0.060	-0.064	-0.103	-0.088	-0.152 *	-0.130	-0.098	-0.101	-0.058	-0.081
[ref. 2022]	(0.080)	(0.074)	(0.076)	(0.058)	(0.076)	(0.068)	(0.065)	(0.057)	(0.071)	(0.069)	(0.062)	(0.066)	(0.063)	(0.059)
High School Student	-0.010	-0.001	0.052	0.036	-0.025	0.082	-0.035	0.063	-0.067	0.041	-0.122 *	-0.110	0.596 ***	0.552 ***
	(0.074)	(0.075)	(0.083)	(0.049)	(0.074)	(0.069)	(0.055)	(0.063)	(0.058)	(0.058)	(0.057)	(0.060)	(0.104)	(0.085)
Race														
[ref. Black]														
White		0.039		-0.160		0.044		-0.070		-0.245 ***		-0.181 **		-0.136 *
		(0.080)		(0.081)		(0.068)		(0.064)		(0.054)		(0.063)		(0.060)
Hispanic		0.037		-0.009		0.105		0.090		-0.039		-0.091		0.026
		(0.082)		(0.065)		(0.086)		(0.060)		(0.054)		(0.054)		(0.061)
Asian		-0.069		-0.219 **		-0.008		-0.041		-0.264 **		-0.190 *		-0.104
		(0.094)		(0.075)		(0.054)		(0.078)		(0.086)		(0.083)		(0.106)
Other/Multi		-0.114		-0.076		-0.064		-0.001		-0.068		-0.168 *		-0.057
		(0.076)		(0.058)		(0.111)		(0.075)		(0.069)		(0.069)		(0.076)
Letter-Grade														
[ref. A/B]														
C School		0.044		0.078		0.219		0.114		0.125		0.032		-0.015
		(0.137)		(0.100)		(0.129)		(0.112)		(0.115)		(0.112)		(0.142)
D/F School		0.117		0.181		0.350 *		0.240		0.244		0.101		0.106
		(0.164)		(0.119)		(0.152)		(0.124)		(0.128)		(0.124)		(0.155)
% Econ. Dis.		-0.330		-0.816 ***		-0.498		-0.242		-0.285		-0.349		-0.648 *
		(0.283)		(0.211)		(0.254)		(0.215)		(0.233)		(0.234)		(0.258)
Constant	3.432 ***	3.652 ***	3.833 ***	4.471 ***	3.473 ***	3.628 ***	3.815 ***	3.838 ***	3.953 ***	4.053 ***	4.112 ***	4.402 ***	2.982 ***	3.535 ***
	(0.057)	(0.206)	(0.047)	(0.141)	(0.056)	(0.176)	(0.044)	(0.157)	(0.035)	(0.150)	(0.028)	(0.160)	(0.045)	(0.166)
Observations	2,265	2,250	2,261	2,248	2,246	2,232	2,276	2,261	2,270	2,255	2,270	2,255	2,271	2,257

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001

TABLE 25: *Weighted Regression Models for Teacher Quality Domains to Determine Differences Between the 2022 and 2025 Surveys*

	Care		Confer		Captivate		Clarify		Consolidate		Challenge		Classroom Management	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	-0.077	-0.095	-0.027	-0.097	-0.082	-0.102	-0.104	-0.115	-0.143	-0.157	-0.125	-0.162 *	-0.081	-0.129
[ref. 2022]	(0.080)	(0.073)	(0.107)	(0.070)	(0.091)	(0.070)	(0.066)	(0.057)	(0.089)	(0.079)	(0.077)	(0.068)	(0.078)	(0.069)
High School Student	-0.030	-0.006	0.044	0.005	-0.025	0.110	-0.001	0.066	-0.049	0.027	-0.136	-0.161 **	0.609 ***	0.552 ***
	(0.070)	(0.069)	(0.097)	(0.043)	(0.086)	(0.060)	(0.060)	(0.069)	(0.073)	(0.054)	(0.072)	(0.055)	(0.096)	(0.070)
Race														
[ref. Black]														
White		0.058		-0.194 *		0.064		-0.085		-0.306 ***		-0.247 ***		-0.097
		(0.073)		(0.080)		(0.060)		(0.056)		(0.050)		(0.060)		(0.080)
Hispanic		0.144		0.064		0.200		0.154 *		-0.022		-0.028		0.074
		(0.089)		(0.077)		(0.101)		(0.063)		(0.055)		(0.053)		(0.058)
Asian		0.029		-0.212 *		0.082		0.048		-0.268 ***		-0.172 *		-0.003
		(0.086)		(0.082)		(0.084)		(0.103)		(0.057)		(0.064)		(0.129)
Other/Multi		-0.043		-0.078		-0.061		0.032		-0.065		-0.202 *		0.018
		(0.093)		(0.062)		(0.124)		(0.086)		(0.080)		(0.074)		(0.074)
Letter-Grade														
[ref. A/B]														
C School		0.049		0.063		0.273 *		0.108		0.154		0.033		-0.072
		(0.123)		(0.105)		(0.125)		(0.115)		(0.133)		(0.110)		(0.128)
D/F School		0.130		0.171		0.417 **		0.226		0.286		0.102		0.070
		(0.141)		(0.121)		(0.144)		(0.127)		(0.149)		(0.125)		(0.140)
% Econ. Dis.		-0.264		-0.930 ***		-0.563 *		-0.284		-0.466		-0.545 *		-0.561 *
		(0.241)		(0.208)		(0.225)		(0.189)		(0.247)		(0.207)		(0.240)
Constant	3.451 ***	3.586 ***	3.837 ***	4.604 ***	3.489 ***	3.641 ***	3.808 ***	3.895 ***	3.951 ***	4.203 ***	4.137 ***	4.613 ***	2.984 ***	3.508 ***
	(0.056)	(0.173)	(0.059)	(0.129)	(0.060)	(0.149)	(0.046)	(0.130)	(0.048)	(0.141)	(0.040)	(0.133)	(0.050)	(0.153)
Observations	2,240	2,240	2,237	2,237	2,221	2,221	2,250	2,250	2,244	2,244	2,244	2,244	2,246	2,246

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 26: Unweighted Regression Models for Teacher Quality Domains to Determine Differences Between the 2019 and 2025 Surveys

	Care		Confer		Captivate		Clarify		Consolidate		Challenge		Classroom Management	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.000	-0.019	0.145 *	0.119 *	0.058	0.029	0.024	0.011	0.015	0.009	-0.028	-0.040	0.097	0.057
[ref. 2019]	(0.070)	(0.048)	(0.069)	(0.044)	(0.081)	(0.062)	(0.065)	(0.053)	(0.076)	(0.065)	(0.062)	(0.051)	(0.076)	(0.065)
High School Student	-0.002	-0.060	0.038	-0.045	0.032	-0.071	-0.079	-0.137	-0.004	-0.011	-0.148 *	-0.202 ***	0.559 **	0.330 **
	(0.072)	(0.070)	(0.100)	(0.074)	(0.093)	(0.088)	(0.063)	(0.071)	(0.064)	(0.067)	(0.065)	(0.055)	(0.166)	(0.110)
Race														
[ref. Black]														
White		0.129		0.061		0.048		-0.003		-0.110		-0.100		0.038
		(0.065)		(0.053)		(0.067)		(0.049)		(0.054)		(0.049)		(0.081)
Hispanic		-0.053		-0.111 *		0.014		-0.051		-0.122		-0.139 *		0.012
		(0.066)		(0.049)		(0.078)		(0.064)		(0.063)		(0.055)		(0.048)
Asian		-0.038		0.008		0.027		-0.024		-0.200 **		-0.094		-0.017
		(0.070)		(0.083)		(0.076)		(0.074)		(0.067)		(0.067)		(0.051)
Other/Multi		0.099		-0.063		0.015		0.062		-0.017		-0.086		0.059
		(0.056)		(0.057)		(0.058)		(0.058)		(0.051)		(0.062)		(0.043)
Letter-Grade														
[ref. A/B]														
C School		0.075		0.132		0.058		-0.011		0.071		0.074		0.026
		(0.100)		(0.095)		(0.125)		(0.093)		(0.102)		(0.072)		(0.141)
D/F School		0.316 **		0.307 ***		0.381 **		0.246 *		0.319 **		0.264 ***		0.326 *
		(0.106)		(0.073)		(0.132)		(0.097)		(0.102)		(0.072)		(0.143)
% Econ. Dis.		-0.472 *		-0.740 ***		-0.663 **		-0.319		-0.369		-0.543 **		-1.230 ***
		(0.186)		(0.171)		(0.210)		(0.158)		(0.190)		(0.161)		(0.242)
Constant	3.388 ***	3.672 ***	3.670 ***	4.186 ***	3.336 ***	3.793 ***	3.703 ***	3.935 ***	3.764 ***	3.995 ***	4.051 ***	4.455 ***	2.839 ***	3.829 ***
	(0.050)	(0.136)	(0.041)	(0.147)	(0.063)	(0.140)	(0.053)	(0.117)	(0.044)	(0.130)	(0.029)	(0.124)	(0.070)	(0.196)
Observations	3,096	3,038	3,094	3,034	3,095	3,037	3,109	3,051	3,091	3,031	3,105	3,048	3,100	3,041

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001

TABLE 27: *Weighted Regression Models for Teacher Quality Domains to Determine Differences Between the 2019 and 2025 Surveys*

	Care		Confer		Captivate		Clarify		Consolidate		Challenge		Classroom Management	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	-0.021	-0.034	0.155	0.135 **	0.050	0.027	0.042	0.032	0.015	0.010	-0.030	-0.039	0.112	0.088
[ref. 2019]	(0.068)	(0.046)	(0.088)	(0.044)	(0.090)	(0.062)	(0.064)	(0.047)	(0.084)	(0.059)	(0.067)	(0.045)	(0.079)	(0.064)
High School Student	-0.018	-0.059	0.013	-0.066	0.016	-0.008	-0.051	-0.086	-0.002	0.008	-0.164 *	-0.230 ***	0.548 ***	0.374 ***
	(0.076)	(0.068)	(0.116)	(0.078)	(0.101)	(0.097)	(0.065)	(0.084)	(0.081)	(0.077)	(0.076)	(0.060)	(0.142)	(0.098)
Race														
[ref. Black]														
White		0.144 *		-0.019		0.085		0.003		-0.150 **		-0.168 **		0.095
		(0.057)		(0.049)		(0.075)		(0.045)		(0.052)		(0.047)		(0.068)
Hispanic		0.074		-0.001		0.130		0.054		-0.067		-0.053		0.091
		(0.086)		(0.064)		(0.110)		(0.074)		(0.064)		(0.056)		(0.055)
Asian		0.026		-0.096		0.120		0.036		-0.245 ***		-0.155 *		0.047
		(0.044)		(0.083)		(0.076)		(0.098)		(0.056)		(0.067)		(0.078)
Other/Multi		0.151 *		-0.039		0.049		0.118 *		0.014		-0.122		0.107 **
		(0.059)		(0.051)		(0.066)		(0.046)		(0.048)		(0.066)		(0.031)
Letter-Grade														
[ref. A/B]														
C School		0.061		0.137		0.171		0.054		0.168		0.080		-0.026
		(0.101)		(0.095)		(0.140)		(0.112)		(0.121)		(0.067)		(0.121)
D/F School		0.282 *		0.341 ***		0.460 **		0.275 **		0.408 **		0.279 ***		0.242
		(0.103)		(0.073)		(0.129)		(0.089)		(0.114)		(0.059)		(0.125)
% Econ. Dis.		-0.455 *		-1.000 ***		-0.737 **		-0.409 **		-0.596 **		-0.729 ***		-0.981 ***
		(0.183)		(0.171)		(0.202)		(0.134)		(0.202)		(0.130)		(0.190)
Constant	3.388 ***	3.659 ***	3.672 ***	4.388 ***	3.335 ***	3.745 ***	3.689 ***	3.941 ***	3.768 ***	4.104 ***	4.057 ***	4.606 ***	2.824 ***	3.634 ***
	(0.054)	(0.133)	(0.049)	(0.150)	(0.068)	(0.143)	(0.054)	(0.110)	(0.051)	(0.132)	(0.034)	(0.111)	(0.068)	(0.169)
Observations	3,003	3,003	2,999	2,999	3,001	3,001	3,014	3,014	2,997	2,997	3,011	3,011	3,005	3,005

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 28: *Unweighted Regression Models for Teacher Quality Domains to Determine Racial/Ethnic Differences*

	Care		Confer		Captivate		Clarify		Consolidate		Challenge		Classroom Management	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race														
[ref. Black]														
White	0.212 (0.121)	0.121 (0.106)	0.056 (0.111)	-0.181 * (0.083)	0.056 (0.139)	-0.018 (0.114)	-0.017 (0.075)	-0.015 (0.086)	-0.179 (0.096)	-0.227 * (0.084)	-0.108 (0.102)	-0.212 * (0.094)	0.197 (0.110)	0.019 (0.094)
Hispanic	-0.006 (0.133)	-0.037 (0.135)	-0.007 (0.095)	-0.051 (0.092)	0.009 (0.135)	-0.020 (0.132)	0.028 (0.081)	0.014 (0.083)	-0.116 (0.060)	-0.142 (0.077)	-0.112 (0.070)	-0.140 (0.081)	0.147 (0.085)	0.112 (0.085)
Asian	0.216 (0.113)	0.084 (0.082)	0.109 (0.195)	-0.204 (0.135)	0.298 (0.191)	0.184 (0.154)	0.055 (0.137)	0.042 (0.148)	-0.240 (0.148)	-0.323 ** (0.099)	-0.159 (0.139)	-0.307 * (0.119)	0.123 (0.092)	-0.114 (0.110)
Other/Multi	0.099 (0.116)	0.097 (0.107)	-0.018 (0.077)	-0.079 (0.077)	0.046 (0.112)	0.066 (0.109)	0.109 (0.071)	0.137 * (0.062)	-0.031 (0.110)	-0.007 (0.107)	-0.155 * (0.066)	-0.162 * (0.058)	0.105 (0.069)	0.065 (0.076)
High School Student	-0.122 (0.145)	-0.065 (0.121)	0.015 (0.194)	-0.034 (0.154)	-0.179 (0.158)	0.073 (0.079)	-0.142 (0.104)	0.051 (0.105)	-0.104 (0.148)	0.078 (0.124)	-0.193 (0.150)	-0.169 (0.186)	0.548 ** (0.145)	0.525 * (0.179)
Letter-Grade														
[ref. A/B]														
C School	0.201 (0.133)		0.194 (0.163)		0.462 *** (0.076)		0.290 * (0.112)		0.337 * (0.125)		0.155 (0.182)		0.168 (0.198)	
D/F School	0.445 ** (0.135)		0.360 * (0.142)		0.797 *** (0.082)		0.506 *** (0.114)		0.644 *** (0.134)		0.392 * (0.179)		0.339 (0.169)	
% Econ. Dis.	-0.647 ** (0.188)		-1.098 *** (0.170)		-0.798 *** (0.154)		-0.329 (0.179)		-0.621 ** (0.163)		-0.655 ** (0.219)		-0.881 *** (0.180)	
Constant	3.384 *** (0.062)	3.696 *** (0.209)	3.810 *** (0.056)	4.572 *** (0.234)	3.442 *** (0.069)	3.595 *** (0.173)	3.731 *** (0.058)	3.669 *** (0.190)	3.865 *** (0.084)	3.993 *** (0.194)	4.086 *** (0.076)	4.453 *** (0.311)	2.877 *** (0.052)	3.462 *** (0.247)
Observations	832	832	830	830	817	817	835	835	830	830	831	831	834	834

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 29: *Weighted Regression Models for Teacher Quality Domains to Determine Racial/Ethnic Differences*

	Care		Confer		Captivate		Clarify		Consolidate		Challenge		Classroom Management	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race														
[ref. Black]														
White	0.203 (0.106)	0.139 (0.088)	0.102 (0.113)	-0.172 * (0.073)	0.097 (0.154)	0.028 (0.124)	0.008 (0.076)	-0.022 (0.063)	-0.159 (0.098)	-0.247 ** (0.074)	-0.094 (0.102)	-0.256 ** (0.079)	0.255 * (0.117)	0.110 (0.087)
Hispanic	0.218 (0.175)	0.193 (0.170)	0.199 (0.142)	0.127 (0.119)	0.247 (0.187)	0.223 (0.186)	0.194 (0.105)	0.181 (0.108)	0.010 (0.079)	-0.020 (0.083)	0.080 (0.089)	0.035 (0.086)	0.241 * (0.093)	0.201 * (0.083)
Asian	0.250 ** (0.079)	0.162 ** (0.045)	0.138 (0.207)	-0.219 (0.146)	0.396 (0.201)	0.304 (0.168)	0.209 (0.171)	0.165 (0.175)	-0.174 (0.143)	-0.294 *** (0.062)	-0.016 (0.169)	-0.225 (0.116)	0.267 (0.148)	0.080 (0.150)
Other/Multi	0.193 (0.145)	0.189 (0.132)	0.044 (0.108)	-0.049 (0.075)	0.102 (0.157)	0.124 (0.132)	0.188 * (0.084)	0.202 * (0.074)	0.027 (0.127)	0.030 (0.102)	-0.181 * (0.085)	-0.227 ** (0.075)	0.183 * (0.076)	0.139 * (0.063)
High School Student	-0.093 (0.114)	-0.070 (0.086)	0.024 (0.188)	-0.086 (0.113)	-0.115 (0.158)	0.124 (0.071)	-0.058 (0.106)	0.080 (0.114)	-0.084 (0.160)	0.066 (0.121)	-0.213 (0.145)	-0.264 (0.131)	0.588 *** (0.129)	0.522 *** (0.118)
Letter-Grade														
[ref. A/B]														
C School	0.126 (0.119)		0.122 (0.129)		0.499 *** (0.059)		0.279 * (0.119)		0.373 ** (0.123)		0.101 (0.112)		0.055 (0.161)	
D/F School	0.313 * (0.135)		0.331 ** (0.100)		0.763 *** (0.059)		0.421 ** (0.120)		0.612 *** (0.126)		0.314 * (0.108)		0.233 (0.142)	
% Econ. Dis.	-0.479 * (0.208)		-1.228 *** (0.139)		-0.826 *** (0.069)		-0.428 ** (0.127)		-0.791 *** (0.135)		-0.826 *** (0.126)		-0.707 ** (0.213)	
Constant	3.345 *** (0.063)	3.597 *** (0.160)	3.776 *** (0.059)	4.718 *** (0.158)	3.398 *** (0.072)	3.563 *** (0.113)	3.695 *** (0.062)	3.759 *** (0.147)	3.843 *** (0.085)	4.113 *** (0.150)	4.056 *** (0.079)	4.645 *** (0.199)	2.843 *** (0.049)	3.381 *** (0.170)
Observations	828	828	826	826	813	813	831	831	826	826	827	827	830	830

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 30: *National Trends in Teaching Quality Items from Education Elements*

	National Comparison 2015-19	National Comparison 2021-22	National Comparison 2023-24
Care	63%	69%	67%
Confer	66%	76%	72%
Captivate	63%	70%	66%
Clarify	69%	76%	74%
Consolidate	69%	76%	74%
Challenge	73%	78%	75%
Classroom Management	58%	66%	63%

TABLE 31: *Percentage of Student Responses for Travel Times to School*

How long does it take you to get to school in the morning?

<15 minutes	26.6%
16-30 minutes	35.4%
31-45 minutes	13.3%
46-60 minutes	7.0%
1-1.5 hours	4.4%
1.5-2 hours	1.7%
>2 hours	0.5%
Did not respond	11.2%

Note: Weighted.

TABLE 32: *Percentage of Student Responses for Travel Times to School by Race/Ethnicity*

How long does it take you to get to school in the morning?					
	Black	Hispanic	White	Asian	Multi/Other
<15 minutes	25.6%	27.4%	32.5%	21.8%	29.3%
16-30 minutes	36.5%	33.9%	29.6%	53.7%	26.8%
31-45 minutes	11.9%	15.3%	22.2%	17.6%	9.8%
46-60 minutes	6.1%	11.2%	4.2%	7.0%	12.2%
1-1.5 hours	5.1%	2.5%	2.0%	n/a	4.9%
1.5-2 hours	2.0%	n/a	n/a	n/a	4.9%
>2 hours	0.5%	n/a	1.4%	n/a	n/a
Did not respond	12.2%	9.6%	8.0%	n/a	12.2%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 33: *Percentage of Student Responses for Transportation Mode*

How do you get to school? (Check all that apply.)

Bike	1.7%
Carpool/ride with a friend	8.2%
City bus	5.9%
Drive myself	4.8%
Parent/guardian drives	60.0%
School bus	51.4%
Walk	8.9%
Did not respond	4.1%

Note: Weighted.

TABLE 34: *Percentage of Student Responses for Transportation Mode by Race/Ethnicity*

How do you get to school? (Check all that apply.)					
	Black	Hispanic	White	Asian	Multi/Other
Bike	0.9%	3.5%	6.6%	n/a	n/a
Carpool/ride with a friend	5.3%	8.2%	22.7%	17.1%	15.0%
City bus	6.8%	5.4%	3.4%	n/a	n/a
Drive myself	2.7%	8.9%	13.7%	10.7%	7.5%
Parent/guardian drives	58.5%	55.3%	70.5%	57.2%	75.0%
School bus	54.3%	58.9%	18.4%	25.2%	57.5%
Walk	8.7%	13.0%	7.9%	n/a	2.5%
Did not respond	4.1%	5.1%	4.3%	n/a	2.4%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 35: *Percentage of Student Responses About Their Reasons for Being Absent/Tardy*

Check the reasons that you have been late or absent for school over the past 4 weeks. (Check all that apply.)

Afraid of someone at school	0.2%
Bad weather	24.2%
Bus/ride was late	28.7%
Didn't have a ride	12.0%
Didn't want to go	21.5%
Had to work	0.9%
Hadn't finished assignment/didn't want to take a test	4.0%
Missed the bus	32.1%
Sick/had a doctor's appointment	47.8%
Skipped school/stopped somewhere on the way	3.1%
Stayed home to take care of someone	8.5%
Suspended/sent home for behavior	10.6%
Too tired	21.8%
Other	17.2%
Did not respond	25.8%

Note: Weighted.

TABLE 36: *Descriptive Statistics for School Climate Domains*

Domain	Example Question	Source	Least	Most	Unweighted Survey			Weighted Survey		
			Positive Rating	Positive Rating	Mean			Mean		
					N	Mean	S.D.	N	Mean	S.D.
Absence of Bullying	Students at this school are teased or picked on about their race or ethnicity.	EDSCLS	1	4	882	2.56	0.66	873	2.57	0.65
Sense of School Safety	I feel safe at this school.	EDSCLS	1	4	882	2.81	0.54	873	2.78	0.54
Fairness of Discipline	School rules are applied equally to all students.	EDSCLS	1	4	894	2.79	0.61	884	2.77	0.62
Feelings of Emotional Safety	I feel like I am part of this school.	EDSCLS	1	4	903	2.56	0.64	889	2.55	0.65
Perception of Equitable Treatment	Adults working at this school treat all students respectfully.	EDSCLS	1	4	314	2.90	0.65	310	2.83	0.64

TABLE 37a: *Percentage of Affirmative Responses for School Climate Domains by Survey Year*

	2019	2022	2025
Absence of Bullying	63.1%	60.1%	56.0%
Sense of School Safety	68.6%	67.4%	66.2%
Fairness of Discipline	67.9%	70.5%	67.7%
Feelings of Emotional Safety	58.3%	60.7%	57.2%
Perception of Equitable Treatment ^H	68.8%	77.7%	70.7%

Note: Weighted. ^H indicates the question was only asked to high school students.

TABLE 37b: *Percentage of Affirmative Responses for School Climate Domains by Survey Year among Schools that Participated in All Survey Years*

	2019 All	2022 All	2025 All
Absence of Bullying	65.7%	64.6%	58.7%
Sense of School Safety	71.3%	71.1%	69.3%
Fairness of Discipline	68.7%	73.2%	70.8%
Feelings of Emotional Safety	63.5%	65.3%	60.4%
Perception of Equitable Treatment ^H	69.3%	83.0%	76.1%

Note: Weighted. ^H indicates the question was only asked to high school students.

TABLE 38: *Percentage of Affirmative Responses for School Climate Domains by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/Other
Absence of Bullying	54.7%	56.4%	64.0%	58.7%	54.4%
Sense of School Safety	63.4%	68.7%	80.0%	75.8%	66.3%
Fairness of Discipline	66.6%	67.6%	72.7%	80.3%	70.1%
Feelings of Emotional Safety	53.7%	63.2%	69.2%	71.7%	59.2%
Perception of Equitable Treatment ^H	66.8%	77.1%	88.1%	79.3%	78.0%

Note: Weighted. ^H indicates the question was only asked to high school students.

TABLE 39: *Percentage of Students Reporting Bullying by School Level*

	Middle School	High School
Personal Experience of Bullying	26.3%	10.7%
Personal Experience of Cyberbullying	16.5%	10.2%

Note: Weighted.

TABLE 40: *Percentage of Students Reporting Bullying by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/Other
Personal Experience of Bullying	17.8%	13.8%	24.6%	13.3%	22.8%
Personal Experience of Cyberbullying	15.0%	5.3%	12.0%	4.9%	15.5%

Note: Weighted.

TABLE 41: *Unweighted Regression Models for School Climate Domains to Determine Differences Between the 2022 and 2025 Surveys*

	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perceptions of Equitable Treatment ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	-0.662 ***	-0.722 ***	0.020	-0.062	-0.032	-0.056	-0.022	-0.100 *	-0.033	-0.205 *
[ref. 2022]	(0.044)	(0.029)	(0.080)	(0.047)	(0.045)	(0.032)	(0.061)	(0.041)	(0.165)	(0.071)
High School Student	0.264 **	0.196 ***	0.127	0.024	-0.101	-0.091 *	0.159	0.058		
	(0.091)	(0.030)	(0.137)	(0.065)	(0.067)	(0.044)	(0.115)	(0.044)		
Race										
[ref. Black]										
White		0.016		0.042		-0.021		-0.001		0.168 ***
		(0.045)		(0.062)		(0.036)		(0.037)		(0.020)
Hispanic		0.005		0.053		-0.011		0.070 *		0.028
		(0.040)		(0.042)		(0.030)		(0.030)		(0.023)
Asian		-0.017		-0.030		0.027		-0.046		-0.102
		(0.040)		(0.042)		(0.036)		(0.073)		(0.054)
Other/Multi		-0.061		-0.054		-0.057		-0.054		-0.178
		(0.046)		(0.038)		(0.044)		(0.057)		(0.125)
Letter-Grade										
[ref. A/B]										
C School		0.083		0.107		0.116		0.047		0.063
		(0.041)		(0.075)		(0.061)		(0.045)		(0.065)
D/F School		0.085		0.104		0.174 *		0.084		0.086
		(0.049)		(0.094)		(0.068)		(0.061)		(0.072)
% Econ. Dis.		-0.673 ***		-0.945 ***		-0.503 ***		-0.896 ***		-0.792 ***
		(0.080)		(0.147)		(0.123)		(0.080)		(0.115)
Constant	2.550 ***	3.102 ***	2.745 ***	3.520 ***	2.862 ***	3.189 ***	2.522 ***	3.285 ***	2.929 ***	3.547 ***
	(0.032)	(0.052)	(0.043)	(0.119)	(0.028)	(0.081)	(0.034)	(0.073)	(0.059)	(0.083)
Observations	2,360	2,345	2,356	2,341	2,387	2,371	2,405	2,385	743	743

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001. ^H indicates question was only asked to high school students.

TABLE 42: *Weighted Regression Models for School Climate Domains to Determine Differences Between the 2022 and 2025 Surveys*

	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perceptions of Equitable Treatment ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	-0.691 ***	-0.740 ***	-0.013	-0.093	-0.042	-0.068	-0.053	-0.122 **	-0.121	-0.207 **
[ref. 2022]	(0.050)	(0.025)	(0.094)	(0.052)	(0.060)	(0.040)	(0.068)	(0.039)	(0.131)	(0.048)
High School Student	0.243 **	0.196 ***	0.085	-0.003	-0.109	-0.098 *	0.134	0.054		
	(0.079)	(0.030)	(0.125)	(0.054)	(0.066)	(0.039)	(0.106)	(0.049)		
Race										
[ref. Black]										
White		0.046		0.062		0.001		0.040		0.161 **
		(0.053)		(0.069)		(0.048)		(0.040)		(0.048)
Hispanic		-0.022		0.047		-0.021		0.069		0.062
		(0.039)		(0.049)		(0.035)		(0.038)		(0.048)
Asian		0.002		0.011		0.060		0.021		-0.036
		(0.044)		(0.050)		(0.049)		(0.070)		(0.048)
Other/Multi		-0.030		-0.032		-0.008		0.017		-0.136
		(0.061)		(0.045)		(0.049)		(0.069)		(0.143)
Letter-Grade										
[ref. A/B]										
C School		0.071		0.061		0.098		0.002		0.119 *
		(0.039)		(0.068)		(0.064)		(0.054)		(0.049)
D/F School		0.052		0.070		0.144 *		0.065		0.058
		(0.045)		(0.071)		(0.069)		(0.062)		(0.051)
% Econ. Dis.		-0.601 ***		-0.940 ***		-0.476 **		-0.838 ***		-0.753 ***
		(0.069)		(0.128)		(0.141)		(0.081)		(0.094)
Constant	2.558 ***	3.061 ***	2.749 ***	3.556 ***	2.868 ***	3.195 ***	2.533 ***	3.270 ***	2.950 ***	3.511 ***
	(0.035)	(0.050)	(0.052)	(0.096)	(0.033)	(0.093)	(0.039)	(0.076)	(0.055)	(0.079)
Observations	2,331	2,331	2,327	2,327	2,357	2,357	2,369	2,369	738	738

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001. ^H indicates question was only asked to high school students.

TABLE 43: *Unweighted Regression Models for School Climate Domains to Determine Differences Between the 2019 and 2025 Surveys*

	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perceptions of Equitable Treatment ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	-0.169 **	-0.197 ***	-0.039	-0.080	-0.008	-0.023	-0.003	-0.036	0.098	0.070
[ref. 2019]	(0.060)	(0.038)	(0.077)	(0.043)	(0.052)	(0.040)	(0.061)	(0.033)	(0.179)	(0.126)
High School Student	0.217 *	0.091	0.090	-0.044	-0.147 *	-0.194 ***	0.139	0.026		
	(0.093)	(0.047)	(0.139)	(0.061)	(0.056)	(0.039)	(0.115)	(0.079)		
Race										
[ref. Black]										
White		0.140 **		0.118 **		0.014		0.076		0.170 *
		(0.046)		(0.032)		(0.043)		(0.050)		(0.070)
Hispanic		-0.001		0.020		-0.063		0.015		-0.008
		(0.043)		(0.043)		(0.051)		(0.049)		(0.053)
Asian		0.003		-0.012		0.053		0.027		-0.023
		(0.030)		(0.045)		(0.056)		(0.052)		(0.063)
Other/Multi		0.005		0.014		-0.036		-0.057		-0.081
		(0.052)		(0.034)		(0.038)		(0.050)		(0.062)
Letter-Grade										
[ref. A/B]										
C School		-0.001		0.091		0.055		0.097		0.030
		(0.063)		(0.091)		(0.059)		(0.107)		(0.055)
D/F School		0.057		0.101		0.098		0.113		0.220 *
		(0.058)		(0.070)		(0.065)		(0.088)		(0.095)
% Econ. Dis.		-0.572 ***		-0.911 ***		-0.366 **		-0.800 ***		-0.532 *
		(0.067)		(0.152)		(0.115)		(0.139)		(0.189)
Constant	2.650 ***	3.136 ***	2.817 ***	3.533 ***	2.853 ***	3.131 ***	2.510 ***	3.125 ***	2.797 ***	3.094 ***
	(0.036)	(0.045)	(0.041)	(0.101)	(0.037)	(0.070)	(0.040)	(0.101)	(0.029)	(0.156)
Observations	3,265	3,204	3,289	3,224	3,174	3,107	3,039	2,974	1,362	1,342

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001. ^H indicates question was only asked to high school students.

TABLE 44: *Weighted Regression Models for School Climate Domains to Determine Differences Between the 2019 and 2025 Surveys*

	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perceptions of Equitable Treatment ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	-0.191 **	-0.206 ***	-0.067	-0.095 *	-0.013	-0.017	-0.030	-0.044	0.031	0.021
[ref. 2019]	(0.058)	(0.038)	(0.079)	(0.043)	(0.060)	(0.042)	(0.065)	(0.038)	(0.141)	(0.096)
High School Student	0.203 *	0.110 *	0.051	-0.085	-0.143 *	-0.183 ***	0.118	0.008		
	(0.082)	(0.042)	(0.129)	(0.069)	(0.060)	(0.037)	(0.104)	(0.083)		
Race										
[ref. Black]										
White		0.116 *		0.095 **		-0.000		0.076		0.172 *
		(0.055)		(0.034)		(0.047)		(0.045)		(0.060)
Hispanic		-0.021		0.026		-0.055		0.051		0.053
		(0.053)		(0.040)		(0.044)		(0.044)		(0.048)
Asian		-0.003		0.015		0.049		0.044		-0.021
		(0.055)		(0.060)		(0.062)		(0.051)		(0.056)
Other/Multi		0.033		0.025		-0.007		0.007		-0.007
		(0.064)		(0.031)		(0.048)		(0.060)		(0.068)
Letter-Grade										
[ref. A/B]										
C School		0.002		0.017		0.041		0.015		0.077
		(0.056)		(0.096)		(0.072)		(0.101)		(0.063)
D/F School		0.034		0.065		0.094		0.062		0.189 *
		(0.051)		(0.071)		(0.078)		(0.085)		(0.071)
% Econ. Dis.		-0.579 ***		-0.908 ***		-0.416 *		-0.739 ***		-0.649 ***
		(0.080)		(0.157)		(0.155)		(0.114)		(0.119)
Constant	2.651 ***	3.149 ***	2.822 ***	3.594 ***	2.858 ***	3.180 ***	2.518 ***	3.135 ***	2.798 ***	3.191 ***
	(0.036)	(0.059)	(0.042)	(0.112)	(0.041)	(0.094)	(0.044)	(0.099)	(0.023)	(0.122)
Observations	3,166	3,166	3,183	3,183	3,064	3,064	2,936	2,936	1,322	1,322

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001. ^H indicates question was only asked to high school students.

TABLE 45: *Unweighted Regression Models for School Climate Domains to Determine Racial/Ethnic Differences*

	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perceptions of Equitable Treatment ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	0.205 ** (0.065)	0.058 (0.038)	0.357 ** (0.118)	0.086 (0.042)	0.081 (0.073)	-0.045 (0.031)	0.283 ** (0.089)	0.008 (0.059)	0.586 ** (0.107)	0.231 ** (0.039)
Hispanic	0.065 (0.059)	0.046 (0.058)	0.111 * (0.045)	0.076 (0.041)	-0.034 (0.071)	-0.048 (0.069)	0.218 *** (0.033)	0.172 *** (0.030)	0.178 (0.087)	0.094 (0.047)
Asian	0.151 (0.078)	-0.025 (0.047)	0.315 * (0.137)	-0.011 (0.074)	0.200 (0.109)	0.044 (0.085)	0.364 ** (0.093)	0.085 (0.058)	0.337 (0.127)	-0.026 (0.031)
Other/Multi	0.112 (0.070)	0.057 (0.062)	0.124 (0.066)	0.025 (0.045)	0.076 (0.061)	0.031 (0.059)	0.120 (0.133)	0.002 (0.116)	0.204 (0.129)	0.064 (0.101)
High School Student	0.272 * (0.101)	0.111 * (0.048)	0.158 (0.189)	-0.175 (0.132)	-0.129 (0.117)	-0.189 (0.118)	0.171 (0.135)	0.007 (0.151)		
Letter-Grade										
[ref. A/B]										
C School		-0.054 (0.075)		-0.153 (0.171)		0.068 (0.149)		0.062 (0.167)		0.106 * (0.024)
D/F School		-0.025 (0.074)		-0.074 (0.166)		0.124 (0.141)		0.046 (0.143)		0.158 * (0.036)
% Econ. Dis.		-0.547 *** (0.118)		-1.000 *** (0.206)		-0.561 ** (0.177)		-0.949 *** (0.100)		-0.950 *** (0.082)
Constant	1.830 *** (0.026)	2.380 *** (0.077)	2.667 *** (0.038)	3.718 *** (0.153)	2.820 *** (0.039)	3.250 *** (0.147)	2.394 *** (0.048)	3.219 *** (0.150)	2.716 *** (0.127)	3.387 *** (0.055)
Observations	877	877	877	877	888	888	893	893	314	314

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001. ^H indicates question was only asked to high school students.

TABLE 46: *Weighted Regression Models for School Climate Domains to Determine Racial/Ethnic Differences*

	Absence of Bullying		Sense of School Safety		Fairness of Discipline		Feelings of Emotional Safety		Perceptions of Equitable Treatment ^H	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	0.209 *	0.058	0.372 **	0.094	0.074	-0.046	0.283 **	0.021	0.555 **	0.259 **
	(0.071)	(0.056)	(0.122)	(0.060)	(0.069)	(0.033)	(0.083)	(0.050)	(0.066)	(0.047)
Hispanic	-0.000	-0.020	0.089	0.046	-0.025	-0.037	0.214 ***	0.162 *** ^W	0.204	0.121 ^W
	(0.074)	(0.068)	(0.070)	(0.054)	(0.061)	(0.057)	(0.046)	(0.037)	(0.115)	(0.080)
Asian	0.153	-0.001	0.333 **	0.051	0.216	0.089	0.343 **	0.131	0.403 * ^W	0.093 * ^W
	(0.099)	(0.087)	(0.099)	(0.079)	(0.103)	(0.100)	(0.092)	(0.078)	(0.104)	(0.029)
Other/Multi	0.140	0.061	0.153	0.022	0.113	0.054	0.195	0.068	0.245	0.120
	(0.100)	(0.083)	(0.100)	(0.051)	(0.079)	(0.069)	(0.134)	(0.106)	(0.122)	(0.103)
High School Student	0.259 *	0.154 **	0.114	-0.188	-0.108	-0.177 *	0.165	-0.017		
	(0.092)	(0.038)	(0.173)	(0.120)	(0.107)	(0.062)	(0.127)	(0.146)		
Letter-Grade										
[ref. A/B]										
C School		-0.001		-0.179		0.026		-0.046		0.158 **
		(0.057)		(0.147)		(0.120)		(0.167)		(0.025)
D/F School		-0.015		-0.053		0.100		0.003		0.101 *
		(0.060)		(0.135)		(0.128)		(0.134)		(0.035)
% Econ. Dis.		-0.531 ***		-0.985 ***		-0.522 *		-0.837 ***		-0.823 ***
		(0.102)		(0.158)		(0.204)		(0.094)		(0.080)
Constant	1.831 ***	2.327 ***	2.661 ***	3.711 ***	2.816 ***	3.246 ***	2.393 ***	3.203 ***	2.738 ***	3.315 ***
	(0.029)	(0.063)	(0.039)	(0.129)	(0.036)	(0.097)	(0.049)	(0.143)	(0.104)	(0.051)
Observations	873	873	873	873	884	884	889	889	310	310

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001. ^W indicates that the value is statistically significantly different from values for white students (p<0.05). ^H indicates question was only asked to high school students.

TABLE 47: *Percentage of Student Responses for Participation in Programs and Activities*

	In the past 2 weeks, which of these activities did you participate in <u>at your school</u> ? (Check all that apply.)	In the past 2 weeks, which of these activities did you participate in <u>outside of school</u> ? (Check all that apply.)
Dance	9.0%	10.4%
Debate/Academic Team	3.7%	0.4%
Music	19.4%	16.1%
Physical Education	31.5%	7.8%
Service Organization	4.1%	5.0%
Social Club	5.1%	4.6%
Sports	34.0%	26.3%
Student Government	2.7%	1.2%
Theater/Drama	7.7%	3.1%
Visual Arts	14.5%	3.8%
Other	10.3%	7.6%
Did Not Participate	5.5%	9.9%

Note: Weighted.

TABLE 48: *Percentage of Student Responses for Transportation to Activities Outside of School*

How do you get to activities outside of school? (Select all that apply.)

City bus	9.1%
My parent/guardian drives me	70.3%
Car pool or ride with a friend	16.6%
Walk	14.9%
Bike	4.6%
I drive myself	5.3%
I don't participate in any activities outside of school	19.5%

Note: Weighted.

TABLE 49a: *Educational Expectations for Middle School Students by Survey Year*

	2019	2022	2025
Less than HS	2.7%	2.6%	2.0%
HS Degree	8.5%	10.7%	12.5%
2-year Degree	6.7%	5.1%	6.8%
College Degree	38.3%	36.0%	40.4%
Graduate or Professional Degree	27.4%	21.3%	23.1%
Don't Know	16.6%	24.3%	15.1%

Note: Weighted.

TABLE 49b: *Educational Expectations for Middle School Students by Survey Year among Schools that Participated in All Survey Years*

	2019 All	2022 All	2025 All
Less than HS	2.9%	3.2%	2.4%
HS Degree	9.9%	10.1%	12.6%
2-year Degree	6.4%	3.9%	6.7%
College Degree	39.7%	34.7%	38.8%
Graduate or Professional Degree	27.1%	17.6%	23.3%
Don't Know	14.0%	30.6%	16.2%

Note: Weighted.

TABLE 50: *Educational Expectations by School Level*

	Middle School	High School
Less than HS	2.0%	1.5%
HS Degree	12.5%	8.2%
2-year Degree	6.8%	4.6%
College Degree	40.4%	40.3%
Graduate or Professional Degree	23.1%	34.5%
Don't Know	15.1%	10.8%

Note: Weighted.

TABLE 51: *Educational Expectations by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/Other
Less than College	19.8%	15.7%	7.8%	n/a	21.4%
College Degree	40.8%	40.7%	39.4%	26.8%	38.9%
Graduate or Professional Degree	27.9%	24.5%	37.7%	64.7%	31.6%
Don't Know	11.5%	19.2%	15.1%	8.5%	8.1%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 52: *Educational Expectations by Race/Ethnicity among Middle School Students*

	Black	Hispanic	White	Asian	Multi/Other
Less than College	22.5%	21.2%	14.6%	n/a	23.8%
College Degree	42.0%	35.1%	40.7%	n/a	41.4%
Graduate or Professional Degree	23.8%	15.2%	22.2%	n/a	23.3%
Don't Know	11.8%	28.6%	22.5%	n/a	11.4%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 53: *Educational Expectations by Race/Ethnicity among High School Students*

	Black	Hispanic	White	Asian	Multi/Other
Less than College	17.3%	10.9%	n/a	n/a	19.0%
College Degree	39.8%	45.6%	38.4%	36.0%	36.3%
Graduate or Professional Degree	31.6%	32.5%	49.6%	52.6%	40.1%
Don't Know	11.3%	11.1%	9.4%	n/a	n/a

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 54: *Unweighted Regression Models for Educational Expectations among Middle School Students to Determine Differences Between the 2022 and 2025 Surveys*

	Expect Less than Bachelor's Degree		Expect Bachelor's Degree		Expect Master's or Professional Degree		Don't Know	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.032	0.033	0.042	0.063	0.018	0.002	-0.092 **	-0.098 **
[ref. 2022]	(0.026)	(0.030)	(0.037)	(0.042)	(0.029)	(0.033)	(0.028)	(0.029)
Race [ref. Black]								
White		0.023		-0.069		-0.078 *		0.124 ***
		(0.026)		(0.050)		(0.036)		(0.032)
Hispanic		0.024		-0.147 ***		-0.069		0.191 ***
		(0.025)		(0.027)		(0.039)		(0.035)
Asian		-0.118 ***		-0.169 **		0.027		0.260 **
		(0.019)		(0.052)		(0.149)		(0.089)
Other/Multi		-0.013		0.027		-0.020		0.007
		(0.041)		(0.070)		(0.052)		(0.034)
Letter-Grade [ref. A/B]								
C School		0.045		-0.183 ***		0.136		0.003
		(0.030)		(0.048)		(0.090)		(0.065)
D/F School		0.052		-0.189 *		0.137		-0.000
		(0.047)		(0.067)		(0.091)		(0.069)
% Econ. Dis.		0.101		0.220		-0.345		0.024
		(0.121)		(0.191)		(0.267)		(0.201)
Constant	0.181 ***	0.042	0.356 ***	0.360 **	0.211 ***	0.418 *	0.251 ***	0.180
	(0.011)	(0.078)	(0.018)	(0.123)	(0.016)	(0.168)	(0.023)	(0.124)
Observations	1,628	1,610	1,628	1,610	1,628	1,610	1,628	1,610

Note: Sample includes students with non-missing on educational expectations. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 55: *Weighted Regression Models for Educational Expectations among Middle School Students to Determine Differences Between the 2022 and 2025 Surveys*

	Expect Less than Bachelor's Degree		Expect Bachelor's Degree		Expect Master's or Professional Degree		Don't Know	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.029	0.032	0.044	0.055	0.018	0.007	-0.091 **	-0.094 **
[ref. 2022]	(0.028)	(0.031)	(0.041)	(0.044)	(0.030)	(0.034)	(0.026)	(0.029)
Race [ref. Black]								
White		0.027		-0.083		-0.070		0.126 ***
		(0.031)		(0.052)		(0.036)		(0.031)
Hispanic		0.020		-0.134 ***		-0.072		0.186 ***
		(0.024)		(0.031)		(0.041)		(0.032)
Asian		-0.140 ***		-0.239 *		0.243		0.136
		(0.027)		(0.093)		(0.253)		(0.137)
Other/Multi		-0.005		0.018		-0.019		0.006
		(0.048)		(0.080)		(0.051)		(0.031)
Letter-Grade [ref. A/B]								
C School		0.046		-0.192 **		0.133		0.013
		(0.030)		(0.054)		(0.077)		(0.058)
D/F School		0.050		-0.208 **		0.147		0.011
		(0.050)		(0.073)		(0.082)		(0.064)
% Econ. Dis.		0.171		0.179		-0.350		-0.001
		(0.133)		(0.209)		(0.244)		(0.192)
Constant	0.184 ***	-0.020	0.361 ***	0.414 **	0.213 ***	0.413 *	0.242 ***	0.194
	(0.014)	(0.088)	(0.020)	(0.137)	(0.016)	(0.154)	(0.021)	(0.122)
Observations	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599

Note: Sample includes students with non-missing on educational expectations. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 56: *Unweighted Regression Models for Educational Expectations among Middle School Students to Determine Differences Between the 2019 and 2025 Surveys*

	Expect Less than Bachelor's Degree		Expect Bachelor's Degree		Expect Master's or Professional Degree		Don't Know	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.023	0.040 *	0.032	0.048	-0.044	-0.084 **	-0.011	-0.004
[ref. 2019]	(0.022)	(0.019)	(0.025)	(0.030)	(0.024)	(0.023)	(0.019)	(0.015)
Race [ref. Black]								
White		-0.045		-0.047		0.018		0.075
		(0.024)		(0.031)		(0.044)		(0.038)
Hispanic		0.026		-0.084 *		-0.035		0.093 **
		(0.024)		(0.032)		(0.033)		(0.027)
Asian		-0.101		-0.251 *		0.270		0.082
		(0.068)		(0.116)		(0.132)		(0.124)
Other/Multi		0.006		-0.030		0.044		-0.020
		(0.028)		(0.043)		(0.043)		(0.023)
Letter-Grade [ref. A/B]								
C School		-0.087		-0.096		0.246		-0.063
		(0.061)		(0.140)		(0.146)		(0.062)
D/F School		-0.050		-0.139		0.262		-0.074
		(0.074)		(0.160)		(0.159)		(0.068)
% Econ. Dis.		0.297		0.191		-0.537		0.048
		(0.153)		(0.333)		(0.330)		(0.161)
Constant	0.190 ***	-0.013	0.366 ***	0.315	0.273 ***	0.536 **	0.171 ***	0.161
	(0.012)	(0.082)	(0.010)	(0.168)	(0.011)	(0.162)	(0.011)	(0.092)
Observations	2,523	2,277	2,523	2,277	2,523	2,277	2,523	2,277

Note: Sample includes students with non-missing on educational expectations. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 57: *Weighted Regression Models for Educational Expectations among Middle School Students to Determine Differences Between the 2019 and 2025 Surveys*

	Expect Less than Bachelor's Degree		Expect Bachelor's Degree		Expect Master's or Professional Degree		Don't Know	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.035	0.039	0.022	0.041	-0.043	-0.065 *	-0.014	-0.016
[ref. 2019]	(0.023)	(0.019)	(0.027)	(0.034)	(0.024)	(0.026)	(0.018)	(0.015)
Race [ref. Black]								
White		-0.031		-0.047		-0.013		0.090 *
		(0.025)		(0.033)		(0.044)		(0.038)
Hispanic		0.023		-0.085 *		-0.047		0.109 **
		(0.025)		(0.035)		(0.036)		(0.029)
Asian		-0.143 **		-0.369 ***		0.552 ***		-0.040
		(0.042)		(0.061)		(0.115)		(0.068)
Other/Multi		0.012		-0.035		0.037		-0.014
		(0.030)		(0.048)		(0.040)		(0.024)
Letter-Grade [ref. A/B]								
C School		-0.086		-0.031		0.160		-0.043
		(0.068)		(0.144)		(0.144)		(0.064)
D/F School		-0.047		-0.089		0.182		-0.046
		(0.080)		(0.169)		(0.159)		(0.072)
% Econ. Dis.		0.351		0.065		-0.436		0.020
		(0.173)		(0.347)		(0.330)		(0.166)
Constant	0.178 ***	-0.063	0.383 ***	0.376 *	0.274 ***	0.518 **	0.166 ***	0.169
	(0.015)	(0.094)	(0.011)	(0.175)	(0.013)	(0.164)	(0.011)	(0.096)
Observations	2,245	2,245	2,245	2,245	2,245	2,245	2,245	2,245

Note: Sample includes students with non-missing on educational expectations. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 58: *Unweighted Regression Models for Educational Expectations among Middle School Students to Determine Racial/Ethnic Differences*

	Expect Less than Bachelor's Degree		Expect Bachelor's Degree		Expect Master's or Professional Degree		Don't Know	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]								
White	-0.076 (0.035)	-0.033 (0.051)	-0.009 (0.050)	0.009 (0.048)	-0.021 (0.039)	-0.079 * (0.030)	0.106 * (0.037)	0.102 * (0.044)
Hispanic	-0.006 (0.034)	-0.001 (0.036)	-0.070 (0.070)	-0.066 (0.069)	-0.090 (0.065)	-0.103 (0.067)	0.166 ** (0.043)	0.170 ** (0.044)
Asian	-0.224 *** (0.022)	-0.196 *** (0.040)	-0.416 *** (0.039)	-0.414 *** (0.046)	0.756 *** (0.032)	0.732 *** (0.033)	-0.116 *** (0.019)	-0.122 *** (0.023)
Other/Multi	0.015 (0.082)	0.034 (0.089)	-0.003 (0.116)	-0.000 (0.118)	-0.004 (0.082)	-0.026 (0.072)	-0.007 (0.037)	-0.008 (0.035)
Letter-Grade [ref. A/B]								
C School		-0.106 (0.096)		0.065 (0.187)		0.179 (0.196)		-0.138 (0.111)
D/F School		-0.091 (0.110)		0.044 (0.214)		0.230 (0.206)		-0.183 (0.122)
% Econ. Dis.		0.309 (0.223)		0.131 (0.394)		-0.565 (0.368)		0.125 (0.243)
Constant	0.224 *** (0.022)	0.045 (0.107)	0.416 *** (0.039)	0.240 (0.165)	0.244 *** (0.032)	0.559 ** (0.150)	0.116 *** (0.019)	0.156 (0.116)
Observations	581	581	581	581	581	581	581	581

Note: Sample includes students with non-missing on educational expectations. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 59: *Weighted Regression Models for Educational Expectations among Middle School Students to Determine Racial/Ethnic Differences*

	Expect Less than Bachelor's Degree		Expect Bachelor's Degree		Expect Master's or Professional Degree		Don't Know	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]								
White	-0.079 *	-0.032	-0.012	-0.018	-0.016	-0.050	0.108 *	0.100
	(0.033)	(0.049)	(0.048)	(0.039)	(0.040)	(0.027)	(0.039)	(0.048)
Hispanic	-0.013	-0.008	-0.069	-0.066	-0.086	-0.096	0.168 **	0.170 **
	(0.032)	(0.034)	(0.069)	(0.067)	(0.065)	(0.065)	(0.044)	(0.047)
Asian	-0.225 ***	-0.197 ***	-0.420 ***	-0.436 ***	0.762 ***	0.756 ***	-0.118 ***	-0.122 ***
	(0.021)	(0.041)	(0.038)	(0.043)	(0.031)	(0.028)	(0.018)	(0.023)
Other/Multi	0.013	0.032	-0.006	-0.014	-0.004	-0.014	-0.003	-0.004
	(0.081)	(0.088)	(0.121)	(0.123)	(0.083)	(0.077)	(0.038)	(0.035)
Letter-Grade [ref. A/B]								
C School		-0.068		0.109		0.073		-0.114
		(0.106)		(0.179)		(0.166)		(0.105)
D/F School		-0.057		0.063		0.138		-0.144
		(0.124)		(0.216)		(0.180)		(0.119)
% Econ. Dis.		0.330		-0.007		-0.383		0.060
		(0.247)		(0.393)		(0.316)		(0.234)
Constant	0.225 ***	-0.010	0.420 ***	0.333	0.238 ***	0.490 **	0.118 ***	0.186
	(0.021)	(0.115)	(0.038)	(0.160)	(0.031)	(0.125)	(0.018)	(0.113)
Observations	580	580	580	580	580	580	580	580

Note: Sample includes students with non-missing on educational expectations. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 60: *Unweighted Regression Models for Educational Expectations among High School Students to Determine Racial/Ethnic Differences*

	Expect Less than Bachelor's Degree		Expect Bachelor's Degree		Expect Master's or Professional Degree		Don't Know	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]								
White	-0.128 *	-0.006	-0.033	-0.006	0.199 *	0.012	-0.038	0.000
	(0.034)	(0.055)	(0.038)	(0.019)	(0.062)	(0.023)	(0.022)	(0.025)
Hispanic	0.033	0.063	0.005	0.010	-0.046	-0.090 *	0.008	0.017
	(0.063)	(0.060)	(0.078)	(0.072)	(0.049)	(0.031)	(0.038)	(0.038)
Asian	-0.154 *	-0.035	-0.041	-0.016	0.233 **	0.050	-0.037	0.001
	(0.034)	(0.038)	(0.034)	(0.042)	(0.031)	(0.029)	(0.022)	(0.025)
Other/Multi	0.004	0.077	-0.033	-0.019	0.094	-0.014	-0.065	-0.044
	(0.092)	(0.090)	(0.075)	(0.071)	(0.098)	(0.062)	(0.038)	(0.052)
Letter-Grade [ref. A/B]								
C School		0.048 ***		0.032		-0.131 ***		0.051
		(0.002)		(0.023)		(0.006)		(0.019)
D/F School		-0.051 **		-0.096 *		0.181 ***		-0.035
		(0.007)		(0.032)		(0.010)		(0.027)
% Econ. Dis.		0.287 **		0.088		-0.466 ***		0.091
		(0.055)		(0.063)		(0.024)		(0.055)
Constant	0.154 *	-0.065	0.401 ***	0.345 ***	0.327 **	0.672 ***	0.117 **	0.048
	(0.034)	(0.058)	(0.037)	(0.032)	(0.064)	(0.024)	(0.019)	(0.035)
Observations	314	314	314	314	314	314	314	314

Note: Sample includes students with non-missing on educational expectations. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 61: *Weighted Regression Models for Educational Expectations among High School Students to Determine Racial/Ethnic Differences*

	Expect Less than Bachelor's Degree		Expect Bachelor's Degree		Expect Master's or Professional Degree		Don't Know	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race [ref. Black]								
White	-0.148 *	-0.064	-0.014	0.004	0.180 *	0.023	-0.019	0.037
	(0.034)	(0.033)	(0.051)	(0.026)	(0.059)	(0.017)	(0.022)	(0.016)
Hispanic	-0.064	-0.046	0.057	0.066	0.009	-0.035	-0.002	0.015
	(0.042)	(0.045)	(0.104)	(0.102)	(0.053)	(0.044)	(0.039)	(0.035)
Asian	-0.173 **	-0.093 **	-0.038	-0.021	0.210 **	0.058	0.002	0.056 *
	(0.031)	(0.015)	(0.050)	(0.041)	(0.037)	(0.026)	(0.024)	(0.015)
Other/Multi	0.016	0.074	-0.036	-0.044	0.085	0.013	-0.066	-0.043
	(0.120)	(0.113)	(0.107)	(0.089)	(0.133)	(0.092)	(0.039)	(0.054)
Letter-Grade [ref. A/B]								
C School		-0.087 ***		0.136 **		-0.119 ***		0.070 *
		(0.007)		(0.026)		(0.008)		(0.022)
D/F School		-0.011		-0.147 **		0.218 ***		-0.059
		(0.014)		(0.025)		(0.008)		(0.031)
% Econ. Dis.		0.207 **		0.074		-0.417 ***		0.135
		(0.030)		(0.040)		(0.014)		(0.053)
Constant	0.173 **	0.021	0.398 **	0.355 ***	0.316 **	0.613 ***	0.113 **	0.011
	(0.031)	(0.025)	(0.051)	(0.032)	(0.063)	(0.020)	(0.020)	(0.025)
Observations	312	312	312	312	312	312	312	312

Note: Sample includes students with non-missing on educational expectations. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 62: *Percentage of Youth Aspiring to Different Career Aspirations*

Standard Occupation Code (SOC) Category		
11	Management Occupations	3.8%
13	Business and Financial Operations Occupations	4.3%
15	Computer and Mathematical Occupations	2.3%
17	Architecture and Engineering Occupations	3.9%
19	Life, Physical, and Social Science Occupations	4.2%
21	Community and Social Service Occupations	n/a
23	Legal Occupations	3.1%
25	Educational Instruction and Library Occupations	1.2%
27	Arts, Design, Entertainment, Sports, and Media Occupations	26.2%
29	Healthcare Practitioners and Technical Occupations	21.1%
31	Healthcare Support Occupations	0.6%
33	Protective Service Occupations	2.0%
35	Food Preparation and Serving Related Occupations	1.0%
37	Building and Grounds Cleaning and Maintenance Occupations	n/a
39	Personal Care and Service Occupations	4.7%
41	Sales and Related Occupations	3.6%
43	Office and Administrative Support Occupations	0.2%
45	Farming, Fishing, and Forestry Occupations	n/a
47	Construction and Extraction Occupations	0.5%
51	Production Occupations	1.1%
53	Transportation and Material Moving Occupations	2.9%
Military	Military	1.3%
NA	Uncodable	11.4%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 63: *Percentage of Youth Aspiring to Different Industry Categories*

North American Industry Classification System (NAICS) Category		
11	Agriculture, Forestry, Fishing and Hunting	n/a
23	Construction	0.3%
31-33	Manufacturing	2.7%
44-45	Retail Trade	1.9%
48-49	Transportation and Warehousing	3.5%
51	Information	2.1%
52	Finance and Insurance	1.3%
53	Real Estate Rental and Leasing	2.7%
54	Professional, Scientific, and Technical Services	15.1%
55	Management of Companies and Enterprises	0.8%
56	Administrative and Support and Waste... Services	0.4%
61	Educational Services	1.4%
62	Health Care and Social Assistance	20.6%
71	Arts, Entertainment, and Recreation	23.5%
72	Accommodation and Food Services	1.2%
81	Other Services (except Public Administration)	4.9%
92	Public Administration	4.4%
NA	Uncodable	12.8%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 64: *Percentage of Youth Aspiring to Top Five Career Categories by Race/Ethnicity*

Standard Occupation Code (SOC) Category					
	Black	Hispanic	White	Asian	Multi/Other
Arts, Design, Entertainment, Sports, and Media Occupations	24.6%	25.1%	33.4%	44.9%	27.5%
Healthcare Practitioners and Technical Occupations	21.5%	26.0%	15.1%	29.0%	13.0%
Personal Care and Service Occupations	5.8%	2.5%	2.6%	n/a	n/a
Business and Financial Operations Occupations	5.3%	3.6%	n/a	n/a	4.8%
Life, Physical, and Social Science Occupations	2.4%	1.7%	16.6%	n/a	5.7%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 65: *Percentage of Youth Aspiring to Top Five Industry Categories by Race/Ethnicity*

North American Industry Classification System (NAICS) Category					
	Black	Hispanic	White	Asian	Multi/Other
Arts, Entertainment, and Recreation	21.1%	25.0%	31.5%	41.8%	24.8%
Health Care and Social Assistance	20.6%	24.7%	16.9%	20.0%	13.0%
Professional, Scientific, and Technical Services	13.9%	10.5%	25.4%	10.3%	27.8%
Other Services (except Public Administration)	6.4%	1.2%	2.6%	n/a	n/a
Public Administration	3.5%	9.3%	3.5%	n/a	3.5%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 66: *Percentage of Student Responses for Plans after High School*

Which of the following best describes what you would like to do in the first year after you finish high school? Select all that apply.

Enroll in an apprenticeship/internship	16.3%
Enroll in a technical training program	11.5%
Enroll in a 2-year college for an associate's degree	15.7%
Enroll in a 4-year college for a bachelor's degree	53.5%
Be a parent	12.1%
Enlist in the military	9.1%
Work at a paid job	50.7%
Volunteer or serve on a mission	4.5%
Take time off to travel or pursue other interests	21.4%
Start your own business	34.8%
Work in a family business	8.1%
Other (please specify)	7.4%
Don't know	0.6%

Note: Weighted.

TABLE 67: *Percentage of Student Responses for Plans after High School by Race/Ethnicity*

Which of the following best describes what you would like to do in the first year after you finish high school? Select all that apply.

	Black	Hispanic	White	Asian	Multi/ Other
Enroll in an apprenticeship/internship	13.9%	25.3%	16.8%	27.8%	25.0%
Enroll in a technical training program	11.8%	12.9%	6.9%	17.9%	10.0%
Enroll in a 2-year college for an associate's degree	17.7%	13.1%	6.6%	n/a	21.7%
Enroll in a 4-year college for a bachelor's degree	49.8%	53.2%	72.1%	81.2%	53.3%
Be a parent	12.6%	8.6%	12.2%	9.7%	18.3%
Enlist in the military	9.0%	11.1%	n/a	9.8%	18.3%
Work at a paid job	49.1%	54.1%	52.7%	61.5%	61.7%
Volunteer or serve on a mission	4.0%	4.5%	5.4%	11.0%	8.3%
Take time off to travel or pursue other interests	21.7%	21.8%	18.6%	24.7%	18.3%
Start your own business	39.3%	31.6%	14.0%	23.5%	26.7%
Work in a family business	8.6%	7.7%	n/a	6.1%	13.3%
Other (please specify)	8.1%	6.0%	6.3%	n/a	n/a
Don't know	n/a	3.0%	n/a	n/a	n/a

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 68: *Unweighted Regression Models for Plans after High School to Determine Racial/Ethnic Differences*

	Internship		Technical Training		2-year College		4-year College		Be a Parent		Military	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race												
[ref. Black]												
White	0.026 (0.058)	0.007 (0.080)	-0.030 (0.038)	0.021 (0.045)	-0.118 *** (0.017)	-0.059 * (0.027)	0.185 * (0.075)	0.036 (0.036)	-0.002 (0.025)	0.033 (0.028)	-0.028 (0.019)	0.006 (0.020)
Hispanic	0.056 (0.037)	0.054 (0.037)	-0.023 (0.027)	-0.014 (0.029)	-0.052 (0.037)	-0.047 (0.039)	-0.060 (0.039)	-0.097 ** (0.024)	-0.053 (0.027)	-0.044 (0.027)	0.068 * (0.024)	0.070 * (0.027)
Asian	0.120 (0.086)	0.101 (0.109)	0.058 (0.084)	0.113 (0.101)	-0.139 ** (0.039)	-0.079 (0.045)	0.231 *** (0.053)	0.062 (0.084)	-0.027 (0.033)	0.012 (0.035)	0.010 (0.031)	0.044 (0.026)
Other/Multi	0.111 (0.061)	0.100 (0.069)	-0.011 (0.040)	0.010 (0.039)	0.037 (0.039)	0.065 (0.040)	0.053 (0.092)	0.007 (0.089)	0.057 (0.058)	0.068 (0.059)	0.087 (0.046)	0.104 * (0.043)
High School Student	0.046 (0.027)	0.078 ** (0.021)	-0.047 (0.027)	-0.021 (0.058)	-0.008 (0.039)	0.023 (0.026)	0.262 * (0.101)	-0.025 (0.084)	-0.050 (0.029)	0.015 (0.027)	-0.063 ** (0.020)	-0.046 (0.040)
Letter-Grade												
[ref. A/B]												
C School		0.063 * (0.025)		-0.015 (0.062)		-0.020 (0.032)		-0.249 * (0.105)		0.056 (0.037)		-0.012 (0.043)
D/F School		0.055 * (0.022)		-0.028 (0.061)		0.030 (0.033)		-0.095 (0.086)		0.020 (0.037)		0.039 (0.043)
% Econ. Dis.		-0.086 (0.084)		0.193 ** (0.062)		0.181 * (0.064)		-0.515 *** (0.115)		0.121 (0.067)		0.089 * (0.033)
Constant	0.125 *** (0.020)	0.145 (0.078)	0.125 *** (0.009)	-0.035 (0.074)	0.182 *** (0.014)	0.017 (0.057)	0.402 *** (0.038)	1.082 *** (0.110)	0.141 *** (0.021)	-0.016 (0.050)	0.115 *** (0.020)	0.028 (0.040)
Observations	810	810	810	810	810	810	810	810	810	810	810	810

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 68: *Unweighted Regression Models for Plans after High School to Determine Racial/Ethnic Differences, Continued*

	Work at a Job		Volunteer/Mission		Travel		Start your own Business		Family Business		Other	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race												
[ref. Black]												
White	0.009 (0.041)	0.034 (0.044)	0.023 (0.015)	0.009 (0.016)	-0.015 (0.029)	0.017 (0.039)	-0.234 *** (0.040)	-0.135 ** (0.038)	-0.021 (0.024)	-0.002 (0.040)	-0.018 (0.035)	0.029 (0.046)
Hispanic	-0.015 (0.037)	-0.011 (0.039)	0.013 (0.020)	0.011 (0.020)	-0.024 (0.022)	-0.016 (0.025)	-0.108 ** (0.032)	-0.091 * (0.035)	0.021 (0.032)	0.026 (0.034)	0.006 (0.040)	0.012 (0.038)
Asian	0.153 ** (0.042)	0.179 ** (0.048)	0.056 (0.041)	0.041 (0.047)	0.008 (0.047)	0.044 (0.065)	-0.142 * (0.053)	-0.036 (0.070)	-0.019 (0.046)	0.003 (0.058)	-0.065 (0.033)	-0.016 (0.033)
Other/Multi	0.108 (0.068)	0.119 (0.069)	0.045 (0.045)	0.039 (0.047)	-0.031 (0.066)	-0.018 (0.069)	-0.132 (0.087)	-0.090 (0.092)	0.046 (0.055)	0.050 (0.054)	-0.023 (0.020)	-0.000 (0.021)
High School Student	-0.033 (0.028)	-0.020 (0.026)	0.024 (0.011)	0.015 (0.039)	-0.014 (0.025)	-0.000 (0.075)	-0.076 (0.055)	-0.044 * (0.019)	-0.059 ** (0.017)	-0.007 (0.022)	-0.044 (0.031)	-0.051 (0.029)
Letter-Grade												
[ref. A/B]												
C School		-0.007 (0.043)		0.002 (0.039)		-0.014 (0.074)		-0.057 (0.029)		0.054 (0.030)		-0.059 (0.038)
D/F School		0.002 (0.038)		0.001 (0.039)		-0.045 (0.075)		-0.065 (0.032)		0.030 (0.022)		-0.040 (0.036)
% Econ. Dis.		0.082 (0.071)		-0.048 (0.026)		0.140 * (0.060)		0.374 *** (0.061)		0.058 (0.060)		0.177 * (0.068)
Constant	0.518 *** (0.017)	0.446 *** (0.055)	0.031 *** (0.007)	0.074 (0.044)	0.218 *** (0.018)	0.112 (0.101)	0.422 *** (0.026)	0.134 * (0.046)	0.105 *** (0.014)	0.004 (0.052)	0.103 *** (0.014)	-0.008 (0.061)
Observations	810	810	810	810	810	810	810	810	810	810	810	810

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 69: *Weighted Regression Models for Plans after High School to Determine Racial/Ethnic Differences*

	Internship		Technical Training		2-year College		4-year College		Be a Parent		Military	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race												
[ref. Black]												
White	0.029 (0.055)	-0.003 (0.076)	-0.050 (0.043)	0.006 (0.039)	-0.111 *** (0.017)	-0.042 (0.030)	0.220 * (0.087)	0.063 (0.038)	-0.003 (0.030)	0.055 * (0.025)	-0.046 (0.022)	-0.016 (0.018)
Hispanic	0.114 (0.057)	0.107 (0.056)	0.010 (0.047)	0.025 (0.046)	-0.046 (0.049)	-0.035 (0.048)	0.034 (0.058)	-0.015 (0.060)	-0.040 (0.040)	-0.027 (0.039)	0.022 (0.030)	0.025 (0.032)
Asian	0.131 (0.114)	0.098 (0.133)	0.062 (0.118)	0.120 (0.118)	-0.142 ** (0.037)	-0.073 (0.049)	0.271 ** (0.078)	0.108 (0.115)	-0.023 (0.062)	0.036 (0.060)	0.021 (0.056)	0.051 (0.051)
Other/Multi	0.083 (0.055)	0.067 (0.067)	-0.025 (0.033)	0.002 (0.032)	0.011 (0.037)	0.047 (0.035)	0.111 (0.083)	0.048 (0.072)	0.043 (0.064)	0.071 (0.061)	0.066 (0.040)	0.085 * (0.033)
High School Student	0.044 (0.024)	0.042 (0.021)	-0.008 (0.034)	0.018 (0.058)	-0.012 (0.035)	0.020 (0.017)	0.208 * (0.094)	-0.047 (0.082)	-0.032 (0.033)	0.014 (0.027)	-0.061 * (0.027)	-0.078 (0.050)
Letter-Grade												
[ref. A/B]												
C School		0.023 (0.023)		-0.007 (0.075)		-0.011 (0.022)		-0.253 * (0.097)		0.020 (0.037)		-0.052 (0.066)
D/F School		0.036 * (0.013)		-0.061 (0.066)		0.032 (0.021)		-0.049 (0.067)		0.009 (0.036)		-0.020 (0.063)
% Econ. Dis.		-0.123 * (0.057)		0.223 ** (0.073)		0.199 ** (0.052)		-0.521 *** (0.072)		0.186 ** (0.048)		0.103 (0.078)
Constant	0.116 *** (0.020)	0.203 ** (0.058)	0.123 *** (0.013)	-0.060 (0.061)	0.183 *** (0.015)	-0.005 (0.047)	0.387 *** (0.040)	1.064 *** (0.101)	0.143 *** (0.023)	-0.047 (0.032)	0.122 *** (0.021)	0.069 (0.055)
Observations	808	808	808	808	808	808	808	808	808	808	808	808

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 69: *Weighted Regression Models for Plans after High School to Determine Racial/Ethnic Differences, Continued*

	Work at a Job		Volunteer/Mission		Travel		Start your own Business		Family Business		Other	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race												
[ref. Black]												
White	0.036 (0.034)	0.078 (0.037)	0.014 (0.014)	-0.004 (0.012)	-0.031 (0.037)	-0.008 (0.045)	-0.252 *** (0.041)	-0.127 ** (0.037)	-0.038 (0.024)	-0.009 (0.030)	-0.017 (0.036)	0.023 (0.039)
Hispanic	0.050 (0.050)	0.058 (0.055)	0.005 (0.021)	0.001 (0.020)	0.001 (0.041)	0.007 (0.043)	-0.076 (0.063)	-0.051 (0.065)	-0.009 (0.031)	-0.002 (0.029)	-0.021 (0.038)	-0.014 (0.037)
Asian	0.130 * (0.051)	0.172 ** (0.049)	0.066 (0.070)	0.048 (0.075)	0.029 (0.068)	0.054 (0.077)	-0.147 (0.082)	-0.021 (0.085)	-0.016 (0.071)	0.013 (0.075)	-0.071 * (0.032)	-0.031 (0.030)
Other/Multi	0.111 (0.082)	0.134 (0.082)	0.033 (0.045)	0.025 (0.048)	-0.032 (0.099)	-0.017 (0.103)	-0.161 * (0.068)	-0.096 (0.071)	0.022 (0.053)	0.033 (0.049)	-0.021 (0.016)	0.002 (0.020)
High School Student	-0.026 (0.029)	-0.030 (0.029)	0.016 (0.013)	-0.010 (0.023)	0.003 (0.031)	-0.045 (0.027)	-0.053 (0.061)	-0.017 (0.035)	-0.045 (0.024)	0.016 (0.044)	-0.044 (0.031)	-0.069 * (0.024)
Letter-Grade												
[ref. A/B]												
C School		-0.042 (0.049)		-0.024 (0.026)		-0.092 ** (0.027)		-0.049 (0.045)		0.069 (0.051)		-0.071 (0.038)
D/F School		-0.032 (0.049)		-0.025 (0.024)		-0.128 *** (0.024)		-0.046 (0.040)		0.070 (0.040)		-0.063 (0.037)
% Econ. Dis.		0.150 (0.084)		-0.045 (0.024)		0.151 ** (0.044)		0.428 *** (0.062)		0.055 (0.041)		0.162 * (0.056)
Constant	0.504 *** (0.017)	0.404 *** (0.050)	0.031 *** (0.007)	0.097 ** (0.028)	0.215 *** (0.020)	0.179 ** (0.060)	0.421 *** (0.028)	0.071 (0.046)	0.110 *** (0.014)	-0.011 (0.046)	0.104 *** (0.013)	0.023 (0.040)
Observations	808	808	808	808	808	808	808	808	808	808	808	808

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 70: *Percentage of Student Responses for Challenges*

What challenges, if any, do you currently face to achieving any of your goals/aspirations? Select all that apply.

Cost of education (tuition, student loan debt, etc.)	32.3%
Cost of living (cost of housing, food, need to save money, etc.)	29.1%
Lack of information about career or educational options	23.7%
Your grades or academic achievement	33.6%
Lack of preparation provided by your school	13.6%
Lack of mentorship or advice	13.9%
Learning loss due to COVID-19	12.9%
Lack of exposure to work or careers	14.9%
Lack of motivation	33.8%
Family obligations or responsibilities	9.6%
Physical or mental health	25.5%
Racism, sexism, or another form of discrimination	7.4%
Unsure about the best path for the future	33.5%
Other (please specify)	4.5%

Note: Weighted.

Table 71: *Percentage of Student Responses for Challenges by Race/Ethnicity*

What challenges, if any, do you currently face to achieving any of your goals/aspirations? Select all that apply.					
	Black	Hispanic	White	Asian	Multi/ Other
Cost of education (tuition, student loan debt, etc.)	30.0%	32.9%	45.1%	55.2%	18.5%
Cost of living (cost of housing, food, need to save money, etc.)	27.5%	34.0%	35.3%	25.8%	18.5%
Lack of information about career or educational options	22.7%	26.3%	21.4%	47.9%	22.2%
Your grades or academic achievement	38.0%	25.2%	18.9%	28.1%	33.3%
Lack of preparation provided by your school	13.3%	14.1%	13.2%	23.4%	14.8%
Lack of mentorship or advice	14.1%	14.5%	10.1%	17.4%	14.8%
Learning loss due to COVID-19	11.9%	15.4%	12.8%	19.7%	14.8%
Lack of exposure to work or careers	12.1%	21.3%	20.5%	30.8%	16.7%
Lack of motivation	29.8%	41.3%	42.3%	55.9%	35.2%
Family obligations or responsibilities	8.0%	18.2%	5.8%	23.3%	7.4%
Physical or mental health	25.1%	23.7%	29.4%	30.8%	27.8%
Racism, sexism, or another form of discrimination	5.8%	12.7%	9.0%	16.2%	n/a
Unsure about the best path for the future	29.1%	43.3%	41.5%	60.8%	33.3%
Other (please specify)	4.5%	5.6%	4.2%	n/a	n/a

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 72: *Unweighted Regression Models for Challenges to Determine Racial/Ethnic Differences*

	Cost of Education		Cost of Living		Lack of Information		Your Grades		Lack of Preparation	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	0.145 *	-0.013	0.086 *	0.035	-0.020	0.002	-0.158 ***	-0.121 **	-0.025	0.015
	(0.061)	(0.071)	(0.035)	(0.031)	(0.031)	(0.036)	(0.027)	(0.034)	(0.032)	(0.046)
Hispanic	0.047	0.019	0.001	-0.005	0.062	0.067	-0.090 **	-0.085 *	0.019	0.024
	(0.029)	(0.031)	(0.060)	(0.059)	(0.045)	(0.045)	(0.028)	(0.030)	(0.036)	(0.038)
Asian	0.208	0.031	0.026	-0.028	0.255 **	0.281 **	-0.015	0.024	0.143 ***	0.185 **
	(0.107)	(0.100)	(0.062)	(0.053)	(0.072)	(0.074)	(0.048)	(0.052)	(0.031)	(0.052)
Other/Multi	-0.082	-0.142 *	-0.071	-0.092	0.016	0.020	-0.027	-0.005	0.012	0.028
	(0.049)	(0.065)	(0.051)	(0.055)	(0.054)	(0.058)	(0.064)	(0.071)	(0.041)	(0.037)
High School Student	0.193	0.141 *	0.082	0.051	0.034	0.087	-0.020	-0.089	0.029	0.058
	(0.097)	(0.063)	(0.040)	(0.029)	(0.032)	(0.052)	(0.033)	(0.073)	(0.034)	(0.046)
Letter-Grade										
[ref. A/B]										
C School		0.082		0.009		0.053		-0.134		-0.001
		(0.066)		(0.042)		(0.059)		(0.085)		(0.058)
D/F School		0.123		-0.011		0.019		-0.096		0.012
		(0.059)		(0.043)		(0.057)		(0.073)		(0.061)
% Econ. Dis.		-0.596 ***		-0.163 *		0.074		0.158 *		0.127
		(0.114)		(0.062)		(0.048)		(0.065)		(0.095)
Constant	0.206 ***	0.662 ***	0.231 ***	0.380 ***	0.196 ***	0.086	0.367 ***	0.342 **	0.127 ***	0.005
	(0.024)	(0.127)	(0.032)	(0.052)	(0.026)	(0.043)	(0.027)	(0.084)	(0.011)	(0.078)
Observations	741	741	741	741	741	741	741	741	741	741

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 72: *Unweighted Regression Models for Challenges to Determine Racial/Ethnic Differences, Continued*

	Lack of Mentorship		COVID-19 Learning Loss		Lack of Exposure		Lack of Motivation	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race								
[ref. Black]								
White	-0.045 (0.027)	-0.041 (0.040)	0.016 (0.020)	0.009 (0.023)	0.067 (0.036)	0.001 (0.029)	0.115 *** (0.026)	0.048 (0.025)
Hispanic	0.005 (0.036)	0.010 (0.035)	0.043 (0.031)	0.044 (0.027)	0.049 (0.026)	0.038 (0.027)	0.094 * (0.041)	0.086 (0.042)
Asian	0.059 (0.037)	0.067 (0.055)	0.107 * (0.047)	0.101 (0.060)	0.182 ** (0.048)	0.109 * (0.042)	0.254 *** (0.057)	0.184 ** (0.046)
Other/Multi	0.033 (0.055)	0.033 (0.053)	0.039 (0.060)	0.028 (0.055)	0.059 (0.037)	0.038 (0.041)	0.045 (0.064)	0.014 (0.069)
High School Student	0.077 ** (0.023)	0.046 (0.039)	0.009 (0.026)	0.090 * (0.037)	0.132 ** (0.036)	0.056 (0.066)	-0.009 (0.045)	-0.006 (0.022)
Letter-Grade								
[ref. A/B]								
C School		-0.044 (0.047)		0.121 * (0.046)		-0.042 (0.074)		0.072 * (0.034)
D/F School		-0.091 * (0.038)		0.072 (0.043)		-0.018 (0.063)		0.027 (0.035)
% Econ. Dis.		0.062 (0.065)		-0.048 (0.067)		-0.218 *** (0.054)		-0.229 ** (0.063)
Constant	0.091 *** (0.018)	0.093 (0.070)	0.106 *** (0.015)	0.045 (0.058)	0.066 *** (0.011)	0.302 ** (0.079)	0.309 *** (0.019)	0.464 *** (0.048)
Observations	741	741	741	741	741	741	741	741

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 72: *Unweighted Regression Models for Challenges to Determine Racial/Ethnic Differences, Continued*

	Family Obligations		Physical/Mental Health		Discrimination		Unsure of Best Path	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race								
[ref. Black]								
White	-0.019 (0.021)	-0.010 (0.021)	0.054 (0.050)	0.073 (0.059)	0.040 * (0.017)	0.000 (0.024)	0.084 (0.051)	-0.026 (0.086)
Hispanic	0.074 * (0.027)	0.073 ** (0.023)	-0.054 (0.046)	-0.051 (0.047)	0.053 * (0.023)	0.047 (0.024)	0.061 (0.058)	0.045 (0.056)
Asian	0.090 * (0.040)	0.098 (0.053)	0.081 (0.049)	0.101 (0.058)	0.085 (0.051)	0.040 (0.059)	0.286 *** (0.067)	0.167 * (0.069)
Other/Multi	-0.006 (0.048)	0.002 (0.049)	0.040 (0.056)	0.043 (0.055)	-0.024 (0.015)	-0.036 * (0.015)	0.058 (0.082)	0.019 (0.091)
High School Student	0.025 (0.020)	-0.001 (0.055)	0.024 (0.034)	0.091 (0.067)	0.005 (0.025)	-0.063 *** (0.012)	0.111 (0.062)	-0.011 (0.027)
Letter-Grade								
[ref. A/B]								
C School		-0.047 (0.061)		0.075 (0.075)		-0.053 ** (0.016)		-0.058 (0.044)
D/F School		-0.007 (0.059)		0.067 (0.066)		-0.045 ** (0.015)		-0.068 (0.036)
% Econ. Dis.		0.027 (0.058)		0.036 (0.070)		-0.120 ** (0.038)		-0.340 * (0.127)
Constant	0.072 ** (0.019)	0.081 (0.064)	0.231 *** (0.033)	0.125 (0.078)	0.059 *** (0.008)	0.221 *** (0.032)	0.241 *** (0.021)	0.617 *** (0.111)
Observations	741	741	741	741	741	741	741	741

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 73: *Weighted Regression Models for Challenges to Determine Racial/Ethnic Differences*

	Cost of Education		Cost of Living		Lack of Information		Your Grades		Lack of Preparation	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	0.142 *	-0.038	0.074 *	0.049	-0.016	0.020	-0.191 ***	-0.147 ***	-0.002	0.041
	(0.050)	(0.063)	(0.031)	(0.028)	(0.030)	(0.034)	(0.018)	(0.023)	(0.036)	(0.051)
Hispanic	0.029	-0.014	0.065	0.061	0.036	0.044	-0.128 **	-0.120 **	0.008	0.016
	(0.051)	(0.048)	(0.079)	(0.077)	(0.057)	(0.054)	(0.037)	(0.035)	(0.057)	(0.057)
Asian	0.199	-0.000	-0.045	-0.070	0.236 *	0.274 *	-0.101	-0.054	0.095 *	0.140 *
	(0.110)	(0.116)	(0.062)	(0.054)	(0.099)	(0.099)	(0.061)	(0.064)	(0.037)	(0.054)
Other/Multi	-0.099 *	-0.179 *	-0.076	-0.088	0.027	0.035	-0.046	-0.023	-0.008	0.011
	(0.038)	(0.061)	(0.062)	(0.069)	(0.063)	(0.070)	(0.069)	(0.072)	(0.037)	(0.036)
High School Student	0.168	0.124 **	0.088 *	0.080 **	0.050	0.137 **	0.007	-0.005	0.017	0.037 *
	(0.088)	(0.042)	(0.036)	(0.025)	(0.037)	(0.038)	(0.029)	(0.042)	(0.032)	(0.014)
Letter-Grade										
[ref. A/B]										
C School		0.073		0.009		0.101 *		-0.053		-0.005
		(0.047)		(0.051)		(0.045)		(0.052)		(0.045)
D/F School		0.133 ***		-0.006		0.086 *		-0.037		0.015
		(0.031)		(0.050)		(0.039)		(0.035)		(0.053)
% Econ. Dis.		-0.639 ***		-0.071		0.069		0.155 **		0.123
		(0.087)		(0.081)		(0.036)		(0.039)		(0.104)
Constant	0.209 ***	0.710 ***	0.227 ***	0.290 ***	0.200 ***	0.040	0.377 ***	0.281 ***	0.124 ***	0.008
	(0.023)	(0.095)	(0.033)	(0.048)	(0.027)	(0.042)	(0.026)	(0.049)	(0.011)	(0.062)
Observations	739	739	739	739	739	739	739	739	739	739

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 73: *Weighted Regression Models for Challenges to Determine Racial/Ethnic Differences, Continued*

	Lack of Mentorship		COVID-19 Learning Loss		Lack of Exposure		Lack of Motivation	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race								
[ref. Black]								
White	-0.045 (0.038)	-0.067 (0.051)	0.007 (0.024)	0.009 (0.013)	0.078 * (0.036)	-0.012 (0.032)	0.126 *** (0.027)	0.026 (0.032)
Hispanic	0.004 (0.055)	0.003 (0.059)	0.035 (0.033)	0.037 (0.030)	0.092 * (0.038)	0.072 (0.038)	0.115 (0.092)	0.096 (0.093)
Asian	0.005 (0.047)	-0.016 (0.062)	0.071 (0.055)	0.074 (0.057)	0.150 ** (0.040)	0.053 (0.040)	0.265 ** (0.066)	0.159 * (0.059)
Other/Multi	0.048 (0.084)	0.042 (0.088)	0.082 (0.089)	0.075 (0.085)	0.064 (0.030)	0.029 (0.035)	0.119 (0.098)	0.068 (0.107)
High School Student	0.088 ** (0.030)	0.015 (0.027)	0.021 (0.030)	0.084 *** (0.017)	0.115 * (0.041)	0.029 (0.039)	-0.013 (0.048)	-0.005 (0.033)
Letter-Grade								
[ref. A/B]								
C School		-0.087 * (0.036)		0.094 (0.048)		-0.057 (0.056)		0.092 * (0.037)
D/F School		-0.127 *** (0.028)		0.051 (0.052)		-0.035 (0.051)		0.048 (0.030)
% Econ. Dis.		0.001 (0.062)		-0.015 (0.088)		-0.266 ** (0.080)		-0.330 *** (0.044)
Constant	0.094 *** (0.021)	0.194 * (0.072)	0.108 *** (0.015)	0.041 (0.037)	0.059 *** (0.012)	0.356 *** (0.061)	0.305 *** (0.023)	0.533 *** (0.048)
Observations	739	739	739	739	739	739	739	739

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 73: *Weighted Regression Models for Challenges to Determine Racial/Ethnic Differences, Continued*

	Family Obligations		Physical/Mental Health		Discrimination		Unsure of Best Path	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race								
[ref. Black]								
White	-0.024 (0.021)	-0.057 * (0.026)	0.041 (0.061)	0.050 (0.069)	0.032 (0.017)	-0.022 (0.027)	0.117 (0.055)	-0.048 (0.074)
Hispanic	0.102 * (0.035)	0.094 ** (0.032)	-0.014 (0.055)	-0.011 (0.054)	0.069 * (0.025)	0.057 * (0.026)	0.142 (0.080)	0.109 (0.071)
Asian	0.147 (0.076)	0.111 (0.088)	0.044 (0.069)	0.054 (0.078)	0.105 (0.089)	0.047 (0.099)	0.278 ** (0.085)	0.101 (0.074)
Other/Multi	-0.010 (0.054)	-0.021 (0.058)	0.005 (0.063)	0.003 (0.064)	-0.025 (0.012)	-0.045 * (0.019)	0.076 (0.103)	0.000 (0.122)
High School Student	0.017 (0.029)	-0.032 (0.055)	0.041 (0.034)	0.088 (0.081)	-0.006 (0.027)	-0.068 *** (0.013)	0.123 (0.075)	0.064 (0.055)
Letter-Grade								
[ref. A/B]								
C School		-0.048 (0.065)		0.064 (0.095)		-0.050 * (0.019)		0.044 (0.069)
D/F School		-0.029 (0.056)		0.034 (0.069)		-0.044 * (0.017)		0.000 (0.054)
% Econ. Dis.		-0.090 (0.061)		0.013 (0.059)		-0.146 ** (0.041)		-0.511 *** (0.080)
Constant	0.071 ** (0.018)	0.197 * (0.069)	0.228 *** (0.034)	0.162 (0.079)	0.062 *** (0.009)	0.245 *** (0.035)	0.225 *** (0.023)	0.669 *** (0.080)
Observations	739	739	739	739	739	739	739	739

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 74: *Descriptive Statistics for Career Preparation*

Domain	Question	Source	Least	Most	Unweighted Survey			Weighted Survey		
			Positive	Positive	Mean			Mean		
			Rating	Rating	N	Mean	S.D.	N	Mean	S.D.
Employability Skills	I feel like I have the skills needed to be successful in a job.	BGCA	1	4	878	3.32	0.76	866	3.35	0.77
Employability Skills	I can express my thoughts and ideas clearly.	BGCA	1	4	875	2.95	0.88	864	2.95	0.88
Employability Skills	I can work with people who are different than me.	BGCA	1	4	866	3.33	0.83	855	3.36	0.82
Employability Skills	I feel comfortable asking questions when I don't understand something.	BGCA	1	4	874	2.94	0.96	863	2.97	0.96
Employability Skills	I finish things on time.	BGCA	1	4	869	2.83	0.88	858	2.87	0.85

TABLE 75: *Percentage of Affirmative Responses for Career Preparation*

I feel like I have the skills needed to be successful in a job.	87.5%
I can express my thoughts and ideas clearly.	72.4%
I can work with people who are different than me.	87.0%
I feel comfortable asking questions when I don't understand something.	71.2%
I finish things on time.	73.0%

Note: Weighted.

TABLE 76: *Percentage of Affirmative Responses for Career Preparation by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/ Other
I feel like I have the skills needed to be successful in a job.	87.6%	87.2%	91.8%	83.0%	78.3%
I can express my thoughts and ideas clearly.	71.7%	68.1%	82.4%	81.8%	72.9%
I can work with people who are different than me.	86.2%	83.8%	98.4%	87.3%	81.0%
I feel comfortable asking questions when I don't understand something.	71.1%	73.0%	74.8%	54.3%	64.4%
I finish things on time.	72.1%	71.2%	80.0%	87.9%	67.2%

Note: Weighted.

TABLE 77: *Unweighted Regression Models for Career Preparation to Determine Racial/Ethnic Differences*

	Skills Needed in a Job		Express Ideas Clearly		Work with Different People		Comfortable Asking Questions		Finish Things on Time	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	-0.006 (0.056)	0.049 (0.064)	0.239 (0.129)	0.244 (0.137)	0.358 *** (0.038)	0.357 *** (0.051)	0.139 (0.100)	0.209 (0.106)	0.247 *** (0.054)	0.272 ** (0.072)
Hispanic	-0.142 * (0.062)	-0.132 * (0.061)	-0.142 (0.091)	-0.138 (0.087)	-0.198 * (0.080)	-0.199 * (0.083)	-0.026 (0.108)	-0.019 (0.111)	0.058 (0.086)	0.049 (0.078)
Asian	-0.342 * (0.118)	-0.282 * (0.112)	0.091 (0.175)	0.091 (0.159)	-0.051 (0.174)	-0.056 (0.199)	-0.362 ** (0.116)	-0.289 * (0.130)	0.392 ** (0.123)	0.415 * (0.143)
Other/Multi	-0.209 (0.121)	-0.185 (0.128)	-0.071 (0.158)	-0.054 (0.148)	-0.095 (0.132)	-0.086 (0.140)	0.060 (0.120)	0.101 (0.118)	-0.003 (0.106)	0.022 (0.118)
High School Student	0.001 (0.056)	-0.036 (0.045)	0.076 (0.097)	-0.226 (0.170)	0.138 ** (0.045)	0.012 (0.110)	0.169 * (0.078)	0.072 (0.135)	0.221 ** (0.055)	0.263 ** (0.087)
Letter-Grade										
[ref. A/B]										
C School		-0.106 (0.058)		-0.436 * (0.187)		-0.177 (0.124)		-0.209 (0.143)		0.031 (0.091)
D/F School		-0.135 * (0.059)		-0.469 ** (0.156)		-0.160 (0.112)		-0.163 (0.139)		0.206 * (0.090)
% Econ. Dis.		0.252 * (0.099)		0.251 (0.143)		0.065 (0.143)		0.303 * (0.128)		-0.049 (0.103)
Constant	3.375 *** (0.034)	3.258 *** (0.099)	2.913 *** (0.036)	3.129 *** (0.220)	3.276 *** (0.041)	3.388 *** (0.154)	2.872 *** (0.046)	2.786 *** (0.208)	2.693 *** (0.054)	2.651 *** (0.128)
Observations	869	869	867	867	858	858	866	866	861	861

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 78: *Weighted Regression Models for Career Preparation to Determine Racial/Ethnic Differences*

	Skills Needed in a Job		Express Ideas Clearly		Work with Different People		Comfortable Asking Questions		Finish Things on Time	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	-0.015 (0.053)	0.067 (0.058)	0.238 (0.141)	0.296 (0.151)	0.353 *** (0.041)	0.360 *** (0.065)	0.125 (0.100)	0.193 (0.101)	0.209 ** (0.054)	0.295 *** (0.058)
Hispanic	-0.090 (0.101)	-0.079 (0.108)	-0.098 (0.104)	-0.095 (0.107)	-0.041 (0.101)	-0.046 (0.102)	0.021 (0.072)	0.027 (0.073)	0.061 (0.072)	0.069 (0.063)
Asian	-0.274 (0.157)	-0.190 (0.150)	0.183 (0.233)	0.239 (0.209)	-0.059 (0.292)	-0.053 (0.330)	-0.468 * (0.195)	-0.399 (0.204)	0.477 * (0.193)	0.566 * (0.201)
Other/Multi	-0.306 (0.160)	-0.254 (0.170)	-0.238 (0.283)	-0.183 (0.270)	-0.077 (0.115)	-0.050 (0.130)	-0.033 (0.213)	0.025 (0.198)	-0.039 (0.155)	0.010 (0.167)
High School Student	0.024 (0.059)	-0.028 (0.073)	0.078 (0.101)	-0.167 * (0.070)	0.173 ** (0.051)	0.023 (0.108)	0.192 * (0.081)	0.028 (0.092)	0.272 *** (0.066)	0.347 *** (0.048)
Letter-Grade										
[ref. A/B]										
C School		-0.146 (0.088)		-0.420 *** (0.079)		-0.233 (0.131)		-0.306 * (0.105)		0.042 (0.053)
D/F School		-0.110 (0.071)		-0.453 *** (0.055)		-0.163 (0.103)		-0.272 * (0.099)		0.221 *** (0.044)
% Econ. Dis.		0.314 ** (0.093)		0.442 *** (0.102)		0.101 (0.169)		0.363 * (0.130)		0.117 * (0.053)
Constant	3.367 *** (0.036)	3.211 *** (0.105)	2.897 *** (0.036)	2.923 *** (0.136)	3.244 *** (0.042)	3.362 *** (0.163)	2.861 *** (0.046)	2.822 *** (0.153)	2.685 *** (0.052)	2.475 *** (0.066)
Observations	866	866	864	864	855	855	863	863	858	858

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 79: *Percentage of Student Responses for Career Prep Opportunities*

Does your school offer any opportunities to...? Select all that apply.

Learn how to apply for a job	25.0%
Learn how to interview for a job	19.4%
Learn about different types of careers	53.3%
Learn from somebody who already has a job you want	29.6%
Learn skills relevant to a job you want	38.6%
Work on projects relevant to the job you want	23.2%
Earn college credit	47.5%
Earn an industry certificate	10.4%
Intern at a company	10.8%
None of the above	24.7%

Note: Weighted.

TABLE 80: *Percentage of Student Responses for Career Prep Opportunities by School Level*

Does your school offer any opportunities to...? Select all that apply.		
	Middle School	High School
Learn how to apply for a job	15.7%	33.4%
Learn how to interview for a job	13.2%	25.0%
Learn about different types of careers	37.7%	67.4%
Learn from somebody who already has a job you want	18.1%	40.0%
Learn skills relevant to a job you want	30.0%	46.5%
Work on projects relevant to the job you want	15.5%	30.2%
Earn college credit	15.0%	76.9%
Earn an industry certificate	5.3%	15.1%
Intern at a company	4.5%	16.6%
None of the above	41.7%	9.3%

Note: Weighted.

TABLE 81: *Percentage of Student Responses for Career Prep Opportunities by Race/Ethnicity*

Does your school offer any opportunities to...? Select all that apply.					
	Black	Hispanic	White	Asian	Multi/ Other
Learn how to apply for a job	26.7%	25.1%	14.6%	22.3%	22.2%
Learn how to interview for a job	21.3%	17.3%	10.3%	13.6%	21.1%
Learn about different types of careers	49.7%	55.6%	67.5%	83.5%	59.1%
Learn from somebody who already has a job you want	26.4%	26.9%	48.9%	56.6%	32.8%
Learn skills relevant to a job you want	37.4%	37.5%	44.7%	66.5%	33.7%
Work on projects relevant to the job you want	21.5%	27.2%	29.0%	26.1%	20.3%
Earn college credit	44.4%	49.9%	60.4%	69.7%	50.3%
Earn an industry certificate	9.7%	18.1%	6.7%	n/a	9.4%
Intern at a company	11.7%	11.9%	4.8%	9.6%	6.3%
None of the above	26.4%	26.0%	15.8%	4.4%	23.7%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 82: *Descriptive Statistics for Neighborhood Domains*

Domain	Example Question	Source	Least	Most	Unweighted Survey			Weighted Survey		
			Positive Rating	Positive Rating	Mean	S.D.	N	Mean	S.D.	N
Social Support	There are people I can depend on to help me if I really need it.	Individual Protective Factors Index	1	5	463	4.11	0.94	455	4.11	0.95
Neighborhood Safety	I live in a safe neighborhood.	Joyce	1	5	467	3.75	0.78	459	3.74	0.76
Police Safety	Do you feel safer in the presence of police?	N/A	1	4	455	2.47	0.88	448	2.41	0.86
Civic Engagement (Service)	How frequently in the last year did you give help (e.g. money, food, clothing, rides) to friends or classmates who needed it?	Youth Inventory of Involvement	1	5	149	2.33	0.89	148	2.42	0.91
Civic Engagement (Social)	How frequently in the last year did you participate in a church-connected group?	Youth Inventory of Involvement	1	5	148	2.15	0.90	147	2.15	0.96

TABLE 83a: *Percentage of Affirmative Responses for Neighborhood Domains by Survey Year*

	2019	2022	2025
Social Support	66.5%	72.3%	73.6%
Neighborhood Safety	68.3%	69.6%	74.2%
Police Safety	44.3%	46.2%	48.5%
Civic Engagement–Service ^H	29.0%	21.0%	23.9%
Civic Engagement–Social ^H	25.1%	15.4%	18.3%

Note: Weighted. ^H indicates question was only asked to high school students.

TABLE 83b: *Percentage of Affirmative Responses for Neighborhood Domains by Survey Year among Schools that Participated in All Survey Years*

	2019 All	2022 All	2025 All
Social Support	67.3%	74.7%	73.4%
Neighborhood Safety	69.7%	73.8%	75.7%
Police Safety	47.2%	42.4%	46.3%
Civic Engagement–Service ^H	25.7%	23.7%	19.4%
Civic Engagement–Social ^H	23.4%	18.9%	16.8%

Note: Weighted. ^H indicates question was only asked to high school students.

TABLE 84: *Percentage of Affirmative Responses for Neighborhood Domains by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/Other
Social Support	73.4%	67.5%	80.4%	69.8%	81.5%
Neighborhood Safety	72.3%	74.7%	85.7%	69.0%	80.7%
Police Safety	45.1%	54.3%	58.0%	82.4%	51.3%
Civic Engagement–Service ^H	24.1%	30.2%	19.8%	6.2%	20.0%
Civic Engagement–Social ^H	17.8%	19.4%	18.8%	18.2%	25.0%

Note: Weighted. ^H indicates question was only asked to high school students.

TABLE 85: *Percentage of Affirmative Responses for Neighborhood Domains by Planning District*

Planning District #	Planning District Name	Neighborhood		
		Social Support	Safety	Police Safety
1	CBD/French Quarter	n/a	n/a	n/a
2	Central City/Garden District	83.7%	77.2%	59.1%
3	Uptown/Carrollton	71.4%	72.6%	48.9%
4	Mid-City	72.9%	78.4%	49.1%
5	Lakeview	75.3%	89.0%	54.5%
6	Gentilly	66.9%	78.8%	51.1%
7	Marigny/Bywater	61.0%	61.0%	26.3%
8	Lower 9th Ward/Holy Cross	96.7%	66.2%	13.3%
9	New Orleans East	70.3%	68.7%	39.7%
10	Village De L'Est	55.2%	74.9%	28.7%
11	Viavant/Venetian Isles	n/a	n/a	n/a
12	Algiers/West Bank	79.4%	74.5%	57.1%
13	English Turn	59.9%	84.4%	77.7%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 86: *Unweighted Regression Models for Neighborhood Domains to Determine Differences Between the 2022 and 2025 Surveys*

	Social Support		Neighborhood Safety		Police Safety	
	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.043	-0.005	0.057	0.011	0.104	0.118
[ref. 2022]	(0.094)	(0.092)	(0.055)	(0.056)	(0.071)	(0.063)
High School	-0.001	-0.102	-0.088	-0.212 *	-0.101 *	-0.103
Student	(0.117)	(0.073)	(0.091)	(0.081)	(0.049)	(0.059)
Race						
[ref. Black]						
White		0.097		0.246 ***		0.326
		(0.063)		(0.066)		(0.164)
Hispanic		-0.253 **		0.163 *		0.098
		(0.076)		(0.066)		(0.081)
Asian		-0.415 *		0.165		0.766 ***
		(0.158)		(0.113)		(0.130)
Other/Multi		-0.077		0.094		-0.036
		(0.111)		(0.092)		(0.123)
Letter-Grade						
[ref. A/B]						
C School		-0.029		-0.171		0.051
		(0.098)		(0.087)		(0.083)
D/F School		0.040		-0.044		-0.018
		(0.120)		(0.094)		(0.093)
% Econ. Dis.		-0.596 **		-0.356 **		0.347 *
		(0.214)		(0.130)		(0.149)
Constant	4.066 ***	4.674 ***	3.723 ***	4.102 ***	2.404 ***	2.029 ***
	(0.048)	(0.159)	(0.040)	(0.123)	(0.040)	(0.120)
Observations	1,204	1,194	1,219	1,210	1,186	1,177

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 87: *Weighted Regression Models for Neighborhood Domains to Determine Differences Between the 2022 and 2025 Surveys*

	Social Support		Neighborhood Safety		Police Safety	
	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.018	-0.033	0.103	0.085	0.078	0.108 *
[ref. 2022]	(0.097)	(0.089)	(0.074)	(0.068)	(0.056)	(0.052)
High School Student	-0.044	-0.047	-0.102	-0.119	-0.181 ***	-0.164 **
	(0.121)	(0.116)	(0.075)	(0.083)	(0.040)	(0.052)
Race						
[ref. Black]						
White		0.097		0.313 ***		0.301
		(0.077)		(0.062)		(0.158)
Hispanic		-0.265 ***		0.103		0.113
		(0.072)		(0.066)		(0.081)
Asian		-0.507 *		0.114		0.836 ***
		(0.247)		(0.097)		(0.141)
Other/Multi		0.014		0.139		0.076
		(0.098)		(0.109)		(0.139)
Letter-Grade						
[ref. A/B]						
C School		0.055		-0.093		0.029
		(0.134)		(0.089)		(0.063)
D/F School		0.277		0.134		-0.054
		(0.168)		(0.105)		(0.069)
% Econ. Dis.		-0.849 ***		-0.332 **		0.346 **
		(0.194)		(0.113)		(0.117)
Constant	4.113 ***	4.776 ***	3.692 ***	3.932 ***	2.433 ***	2.071 ***
	(0.059)	(0.174)	(0.052)	(0.123)	(0.036)	(0.104)
Observations	1,187	1,187	1,203	1,203	1,170	1,170

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 88: *Unweighted Regression Models for Neighborhood Domains to Determine Differences Between the 2019 and 2025 Surveys*

	Social Support		Neighborhood Safety		Police Safety	
	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.226 *	0.225 *	0.080	0.072	0.081	0.077
[ref. 2019]	(0.107)	(0.090)	(0.065)	(0.053)	(0.096)	(0.102)
High School Student	0.036	-0.135	-0.107	-0.232 ***	-0.153	-0.119
	(0.110)	(0.081)	(0.110)	(0.054)	(0.112)	(0.107)
Race						
[ref. Black]						
White		-0.055		0.107		0.383 *
		(0.087)		(0.090)		(0.186)
Hispanic		-0.202		0.001		0.121
		(0.100)		(0.051)		(0.108)
Asian		-0.391 ***		0.072		0.617 ***
		(0.094)		(0.063)		(0.092)
Other/Multi		-0.096		0.038		-0.017
		(0.140)		(0.104)		(0.108)
Letter-Grade						
[ref. A/B]						
C School		-0.068		0.048		0.176
		(0.134)		(0.086)		(0.124)
D/F School		-0.105		-0.052		0.063
		(0.164)		(0.094)		(0.117)
% Econ. Dis.		-0.628 *		-0.691 **		-0.117
		(0.266)		(0.208)		(0.177)
Constant	3.869 ***	4.544 ***	3.707 ***	4.267 ***	2.446 ***	2.349 ***
	(0.064)	(0.182)	(0.062)	(0.154)	(0.070)	(0.202)
Observations	1,014	994	990	971	971	953

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 89: *Weighted Regression Models for Neighborhood Domains to Determine Differences Between the 2019 and 2025 Surveys*

	Social Support		Neighborhood Safety		Police Safety	
	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.207	0.191	0.116	0.106	0.107	0.105
[ref. 2019]	(0.121)	(0.102)	(0.084)	(0.075)	(0.094)	(0.091)
High School Student	-0.027 (0.123)	-0.123 (0.107)	-0.105 (0.074)	-0.147 * (0.059)	-0.251 *** (0.066)	-0.188 * (0.085)
Race						
[ref. Black]						
White		-0.020 (0.068)		0.203 ** (0.069)		0.405 (0.209)
Hispanic		-0.219 * (0.100)		-0.020 (0.055)		0.132 (0.118)
Asian		-0.503 (0.315)		0.007 (0.078)		0.723 *** (0.107)
Other/Multi		0.055 (0.115)		0.150 (0.104)		0.120 (0.147)
Letter-Grade						
[ref. A/B]						
C School		0.079 (0.141)		0.047 (0.060)		0.072 (0.094)
D/F School		0.253 (0.152)		0.078 (0.074)		-0.020 (0.086)
% Econ. Dis.		-0.894 *** (0.221)		-0.437 *** (0.106)		0.151 (0.154)
Constant	3.914 *** (0.081)	4.629 *** (0.163)	3.682 *** (0.065)	3.997 *** (0.121)	2.445 *** (0.070)	2.203 *** (0.166)
Observations	980	980	959	959	941	941

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 90: *Unweighted Regression Models for Neighborhood Domains to Determine Racial/Ethnic Differences*

	Social Support		Neighborhood Safety		Police Safety	
	b/se	b/se	b/se	b/se	b/se	b/se
Race						
[ref. Black]						
White	0.260 (0.133)	0.037 (0.100)	0.337 *** (0.070)	0.251 ** (0.084)	0.194 (0.223)	0.377 (0.255)
Hispanic	-0.353 * (0.150)	-0.404 * (0.153)	0.028 (0.097)	0.012 (0.102)	0.012 (0.138)	0.057 (0.149)
Asian	-0.127 (0.377)	-0.332 (0.362)	-0.110 * (0.051)	-0.190 * (0.082)	0.427 * (0.145)	0.600 ** (0.152)
Other/Multi	0.225 (0.160)	0.147 (0.144)	0.291 * (0.115)	0.259 * (0.117)	-0.064 (0.134)	0.003 (0.132)
High School Student	-0.066 (0.170)	-0.193 (0.173)	-0.020 (0.047)	-0.104 (0.136)	-0.221 * (0.103)	0.031 (0.119)
Letter-Grade						
[ref. A/B]						
C School		0.035 (0.196)		-0.044 (0.129)		0.217 (0.158)
D/F School		0.159 (0.213)		-0.045 (0.141)		0.246 (0.138)
% Econ. Dis.		-0.781 ** (0.249)		-0.233 (0.142)		0.396 * (0.180)
Constant	4.156 *** (0.104)	4.810 *** (0.201)	3.681 *** (0.030)	3.942 *** (0.218)	2.523 *** (0.078)	1.925 *** (0.213)
Observations	458	458	462	462	451	451

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 91: *Weighted Regression Models for Neighborhood Domains to Determine Racial/Ethnic Differences*

	Social Support		Neighborhood Safety		Police Safety	
	b/se	b/se	b/se	b/se	b/se	b/se
Race						
[ref. Black]						
White	0.264 (0.141)	0.031 (0.086)	0.315 *** (0.073)	0.292 *** (0.064)	0.166 (0.214)	0.299 (0.254)
Hispanic	-0.279 (0.154)	-0.349 * (0.155)	-0.021 (0.086)	-0.022 (0.087)	0.024 (0.117)	0.075 (0.138)
Asian	-0.393 (0.656)	-0.540 (0.593)	-0.157 (0.081)	-0.165 * (0.073)	0.601 * (0.224)	0.701 ** (0.190)
Other/Multi	0.326 * (0.153)	0.210 (0.109)	0.326 * (0.125)	0.313 * (0.117)	0.119 (0.164)	0.175 (0.178)
High School Student	-0.080 (0.184)	-0.121 (0.181)	-0.011 (0.068)	0.017 (0.113)	-0.266 ** (0.088)	-0.139 (0.085)
Letter-Grade						
[ref. A/B]						
C School		0.161 (0.194)		0.078 (0.108)		0.104 (0.094)
D/F School		0.553 * (0.194)		0.209 (0.116)		0.080 (0.088)
% Econ. Dis.		-1.062 *** (0.225)		-0.219 * (0.090)		0.321 * (0.127)
Constant	4.157 *** (0.104)	4.863 *** (0.212)	3.706 *** (0.034)	3.789 *** (0.148)	2.531 *** (0.080)	2.131 *** (0.151)
Observations	455	455	459	459	448	448

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 92: *Descriptive Statistics for Well-being Domains*

Domain	Question	Source	Least	Most	Unweighted Survey			Weighted Survey		
			Positive Rating	Positive Rating	Mean	S.D.	N	Mean	S.D.	N
Anxious Behaviors	I worry a lot. ¹	SDQ	0	10	446	4.00	2.62	439	3.99	2.60
Mental Health Not Good	During the past 30 days, how often was your mental health not good?	YRBS	1	5	872	3.47	1.20	864	3.43	1.19
Afraid to Seek Help	Have you ever been afraid to seek help for your mental health because of what others might think?	MYAC	0	2	863	0.76	0.78	854	0.78	0.79

Note: ¹ This is a sample question from a scale of 5 questions with three options (0-2) that is summed to form the anxious behavior scale. A score of 6 or above indicates clinically anxious behavior.

TABLE 93: *Percentage of Affirmative Responses for Well-Being Domains*

Anxious behaviors	32.2%
Mental health not good	22.0%
Depressive symptoms	40.7%
Teachers understand students' mental health needs	56.1%
Didn't know how to get help	26.0%
Afraid to seek help	22.6%

Note: Weighted.

TABLE 94a: *Percentage of Affirmative Responses for Well-Being Domains by Survey Year*

	2019	2022	2025
Anxious behaviors	29.3%	28.6%	32.2%
Teachers understand students' mental health needs		52.2%	56.1%

Note: Weighted.

TABLE 94b: *Percentage of Affirmative Responses for Well-Being Domains by Survey Year among Schools that Participated in All Survey Years*

	2019 All	2022 All	2025 All
Anxious behaviors	29.0%	26.1%	36.9%
Teachers understand students' mental health needs		59.3%	57.1%

Note: Weighted.

TABLE 95a: *Percentage of Students Selecting the People They are Most Likely to Talk to If Feeling Overwhelmed, Stressed, or Depressed (Select All That Apply) by Survey Year*

% of students that selected each person		
	2022	2025
A friend	59.4%	58.1%
A parent	43.1%	43.6%
A coach	9.5%	7.7%
A teacher	18.8%	13.7%
Someone from church	2.7%	5.3%
A school counselor	15.9%	9.5%
A therapist	7.9%	8.4%
An online community	5.3%	5.1%
A doctor	4.9%	4.2%
No one	17.7%	18.6%
Other	5.6%	6.0%

Note: Weighted. The "No one" category excludes students who selected that they would speak with any person.

TABLE 95b: *Percentage of Students Selecting the People They are Most Likely to Talk to If Feeling Overwhelmed, Stressed, or Depressed (Select All That Apply) by Survey Year among Schools that Participated in All Survey Years*

	% of students that selected each person	
	2022 All	2025 All
A friend	63.8%	58.8%
A parent	43.7%	43.2%
A coach	9.4%	6.0%
A teacher	17.5%	14.7%
Someone from church	3.4%	2.6%
A school counselor	18.4%	10.0%
A therapist	11.6%	8.1%
An online community	7.1%	5.0%
A doctor	6.6%	3.1%
No one	15.6%	17.6%
Other	6.1%	5.1%

Note: Weighted. The "No one" category excludes students who selected that they would speak with any person.

TABLE 96: *Percentage of Affirmative Responses for Emotions*

How often, if at all, would you say that you feel each of the emotions listed below?

Have tons of energy	18.5%
Anti-social/Do not want to be around people	27.3%
Have trouble concentrating	23.6%
Anxious or worried	36.3%
Easily frustrated	27.6%
Stressed out	26.3%
Overwhelmed	32.3%
Numb or just don't feel anything	53.0%
Angry	37.8%
Sad	38.5%

Note: Weighted.

TABLE 97: *Percentage of Affirmative Responses for Well-Being Domains by Race/Ethnicity*

	Black	Hispanic	White	Asian	Multi/Other
Anxious behaviors	32.4%	33.9%	29.0%	38.8%	28.0%
Mental health not good	22.6%	21.2%	18.5%	17.4%	25.0%
Depressive symptoms	42.1%	45.0%	25.7%	35.1%	48.3%
Teachers understand students' mental health needs	56.2%	52.5%	61.7%	69.8%	44.8%
Didn't know how to get help	28.4%	22.4%	15.5%	23.3%	23.3%
Afraid to seek help	25.4%	15.5%	15.7%	18.4%	13.6%

Note: Weighted.

TABLE 98: *Percentage of Students Selecting the People They are Most Likely to Talk to If Feeling Overwhelmed, Stressed, or Depressed (Select All That Apply) by Race/Ethnicity*

	% of students that selected each person				
	Black	Hispanic	White	Asian	Multi/Other
A friend	56.7%	56.4%	70.0%	76.5%	50.0%
A parent	44.7%	36.1%	50.9%	21.3%	40.0%
A coach	8.8%	6.2%	4.1%	n/a	3.3%
A teacher	14.0%	13.1%	12.3%	14.7%	13.3%
Someone from church	5.5%	8.2%	0.5%	n/a	3.3%
A school counselor	8.7%	5.3%	16.2%	7.5%	23.3%
A therapist	8.0%	7.6%	13.6%	4.9%	6.7%
An online community	5.5%	2.3%	3.7%	14.7%	10.0%
A doctor	4.1%	5.4%	4.1%	n/a	1.7%
No one	18.5%	25.0%	8.8%	11.1%	23.3%
Other	6.1%	4.7%	8.0%	n/a	8.3%

Note: Weighted. The "No one" category excludes students who selected that they would speak with any person. Cells with less than 3 respondents are suppressed.

TABLE 99: *Unweighted Regression Models for Well-being Domains to Determine Differences Between the 2022 and 2025 Surveys*

	Teachers Understand											
	Anxious Behaviors		Students' Mental Health		Talk to a Friend		Talk to a Parent		Talk to a Coach		Talk to a Teacher	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.037	-0.085	0.022	0.007	-0.002	-0.042	0.014	0.001	-0.019	-0.016	-0.053 **	-0.050 ***
[ref. 2022]	(0.163)	(0.160)	(0.027)	(0.022)	(0.029)	(0.024)	(0.027)	(0.029)	(0.012)	(0.011)	(0.015)	(0.014)
High School Student	0.483 *	0.433	-0.060	-0.067 *	0.063	-0.057 *	-0.070 *	-0.106 ***	-0.005	-0.019	-0.080 **	-0.095 ***
	(0.224)	(0.271)	(0.044)	(0.026)	(0.053)	(0.024)	(0.031)	(0.020)	(0.015)	(0.026)	(0.023)	(0.024)
Race												
[ref. Black]												
White		-0.021		0.063		0.075		0.080		-0.035 *		-0.012
		(0.336)		(0.037)		(0.038)		(0.042)		(0.014)		(0.033)
Hispanic		0.115		0.000		-0.005		-0.049		-0.037 *		-0.048 *
		(0.220)		(0.037)		(0.029)		(0.025)		(0.015)		(0.021)
Asian		0.213		0.086 *		0.079		-0.164 ***		-0.081 ***		-0.038
		(0.470)		(0.032)		(0.053)		(0.037)		(0.011)		(0.025)
Other/Multi		-0.118		-0.095 *		-0.056		0.000		-0.034		-0.010
		(0.246)		(0.036)		(0.045)		(0.040)		(0.021)		(0.026)
Letter-Grade												
[ref. A/B]												
C School		0.547		0.046		-0.108 **		-0.065		-0.047		-0.043
		(0.301)		(0.037)		(0.033)		(0.047)		(0.029)		(0.040)
D/F School		0.417		0.086		-0.126 **		-0.103		-0.046		-0.046
		(0.294)		(0.042)		(0.040)		(0.053)		(0.032)		(0.041)
% Econ. Dis.		-1.717 **		-0.257 ***		-0.244 ***		0.098		0.051		0.069
		(0.504)		(0.062)		(0.058)		(0.110)		(0.027)		(0.065)
Constant	3.792 ***	4.914 ***	0.559 ***	0.731 ***	0.559 ***	0.904 ***	0.452 ***	0.457 ***	0.089 ***	0.099 **	0.222 ***	0.214 ***
	(0.133)	(0.499)	(0.013)	(0.045)	(0.015)	(0.054)	(0.022)	(0.074)	(0.011)	(0.032)	(0.011)	(0.042)
Observations	1,177	1,167	2,329	2,314	2,366	2,351	2,366	2,351	2,366	2,351	2,366	2,351

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 99: *Unweighted Regression Models for Well-being Domains to Determine Differences Between the 2022 and 2025 Surveys, Continued*

	Talk to Someone from				Talk to an Online							
	Church		Talk to a School Counselor		Talk to a Therapist		Community		Talk to No One		Talk to Other	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.019	0.024 *	-0.041 *	-0.062 **	0.010	0.000	0.002	-0.006	0.003	0.032	0.001	0.006
[ref. 2022]	(0.013)	(0.012)	(0.019)	(0.018)	(0.011)	(0.012)	(0.009)	(0.009)	(0.021)	(0.016)	(0.011)	(0.013)
High School Student	-0.022 *	-0.028 ***	-0.026	-0.057 *	0.006	-0.010	0.007	-0.007	0.024	0.095 **	-0.029 ***	-0.021 *
	(0.009)	(0.006)	(0.034)	(0.025)	(0.012)	(0.017)	(0.011)	(0.016)	(0.037)	(0.028)	(0.008)	(0.009)
Race												
[ref. Black]												
White		-0.012		0.008		0.080 **		0.012		-0.019		0.024
		(0.009)		(0.038)		(0.028)		(0.026)		(0.032)		(0.023)
Hispanic		0.019		-0.075 ***		-0.001		-0.001		0.036		0.013
		(0.010)		(0.014)		(0.014)		(0.011)		(0.023)		(0.013)
Asian		-0.011		-0.096 ***		-0.038 **		0.011		0.040		0.002
		(0.011)		(0.017)		(0.012)		(0.018)		(0.072)		(0.018)
Other/Multi		0.016		0.031		0.000		0.011		0.092 **		0.026
		(0.015)		(0.042)		(0.020)		(0.021)		(0.033)		(0.024)
Letter-Grade												
[ref. A/B]												
C School		-0.037 **		-0.005		-0.013		-0.002		0.053		-0.011
		(0.014)		(0.028)		(0.019)		(0.021)		(0.041)		(0.009)
D/F School		-0.033		-0.013		-0.030		-0.013		0.080		-0.005
		(0.017)		(0.030)		(0.020)		(0.022)		(0.049)		(0.014)
% Econ. Dis.		0.067 *		-0.164 *		0.014		-0.041		0.163 *		0.070 **
		(0.027)		(0.077)		(0.034)		(0.038)		(0.074)		(0.023)
Constant	0.041 ***	0.008	0.163 ***	0.341 ***	0.073 ***	0.080 *	0.047 ***	0.093 *	0.171 ***	-0.065	0.076 ***	0.012
	(0.007)	(0.017)	(0.018)	(0.073)	(0.008)	(0.033)	(0.006)	(0.035)	(0.013)	(0.065)	(0.007)	(0.020)
Observations	2,366	2,351	2,366	2,351	2,366	2,351	2,366	2,351	2,366	2,351	2,366	2,351

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 100: *Weighted Regression Models for Well-being Domains to Determine Differences Between the 2022 and 2025 Surveys*

	Teachers Understand											
	Anxious Behaviors		Students' Mental Health		Talk to a Friend		Talk to a Parent		Talk to a Coach		Talk to a Teacher	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	-0.003	-0.119	0.041	0.035	-0.015	-0.045 *	0.007	0.003	-0.019	-0.016	-0.048 *	-0.046 *
[ref. 2022]	(0.259)	(0.149)	(0.035)	(0.030)	(0.024)	(0.021)	(0.027)	(0.027)	(0.014)	(0.013)	(0.023)	(0.021)
High School Student	0.377	0.430	-0.059	-0.041	0.052	-0.044	-0.079 **	-0.112 ***	0.003	-0.005	-0.076 **	-0.086 **
	(0.276)	(0.239)	(0.033)	(0.022)	(0.045)	(0.026)	(0.028)	(0.018)	(0.017)	(0.023)	(0.022)	(0.025)
Race												
[ref. Black]												
White		-0.526		0.086 *		0.081 *		0.059		-0.024		-0.017
		(0.411)		(0.039)		(0.030)		(0.036)		(0.015)		(0.027)
Hispanic		-0.060		-0.017		-0.016		-0.055		-0.041 **		-0.035
		(0.284)		(0.037)		(0.029)		(0.043)		(0.015)		(0.021)
Asian		0.089		0.115 **		0.077		-0.180 ***		-0.083 ***		-0.018
		(0.511)		(0.041)		(0.068)		(0.048)		(0.011)		(0.042)
Other/Multi		-0.417		-0.096 *		-0.067		-0.006		-0.028		0.007
		(0.236)		(0.039)		(0.044)		(0.066)		(0.021)		(0.032)
Letter-Grade												
[ref. A/B]												
C School		0.779 *		0.034		-0.107 ***		-0.054		-0.034		-0.028
		(0.294)		(0.041)		(0.024)		(0.044)		(0.027)		(0.047)
D/F School		0.624 *		0.092		-0.134 ***		-0.084		-0.027		-0.032
		(0.275)		(0.049)		(0.028)		(0.050)		(0.027)		(0.045)
% Econ. Dis.		-2.562 ***		-0.171 *		-0.185 ***		0.053		0.061		0.061
		(0.477)		(0.066)		(0.039)		(0.089)		(0.034)		(0.062)
Constant	3.795 ***	5.555 ***	0.553 ***	0.643 ***	0.568 ***	0.858 ***	0.471 ***	0.497 ***	0.094 ***	0.076 *	0.227 ***	0.207 ***
	(0.180)	(0.461)	(0.019)	(0.041)	(0.022)	(0.040)	(0.021)	(0.057)	(0.013)	(0.033)	(0.013)	(0.030)
Observations	1,159	1,159	2,301	2,301	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 100: *Weighted Regression Models for Well-being Domains to Determine Differences Between the 2022 and 2025 Surveys, Continued*

	Talk to Someone from Church		Talk to a School Counselor		Talk to a Therapist		Talk to an Online Community		Talk to No One		Talk to Other	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
2025	0.026	0.031 *	-0.063 **	-0.077 ***	0.005	0.002	-0.002	-0.008	0.008	0.026	0.005	0.011
[ref. 2022]	(0.018)	(0.014)	(0.020)	(0.020)	(0.014)	(0.014)	(0.011)	(0.010)	(0.022)	(0.017)	(0.013)	(0.012)
High School Student	-0.017	-0.029 ***	-0.036	-0.059 *	0.000	-0.004	0.008	0.003	0.034	0.085 **	-0.033 **	-0.027 *
	(0.015)	(0.006)	(0.028)	(0.025)	(0.013)	(0.021)	(0.012)	(0.016)	(0.028)	(0.025)	(0.011)	(0.011)
Race												
[ref. Black]												
White		-0.002		0.020		0.081 **		0.012		-0.016		0.038
		(0.013)		(0.024)		(0.027)		(0.027)		(0.026)		(0.025)
Hispanic		0.022 *		-0.070 ***		-0.004		-0.019		0.050 *		0.015
		(0.010)		(0.015)		(0.016)		(0.012)		(0.021)		(0.014)
Asian		-0.008		-0.094 ***		-0.040 **		0.027		0.048		0.012
		(0.013)		(0.022)		(0.013)		(0.032)		(0.078)		(0.020)
Other/Multi		0.008		0.076		0.014		0.005		0.087 *		0.028
		(0.015)		(0.067)		(0.023)		(0.020)		(0.042)		(0.025)
Letter-Grade												
[ref. A/B]												
C School		-0.044 *		-0.001		0.000		0.018		0.047		-0.013
		(0.020)		(0.031)		(0.017)		(0.020)		(0.030)		(0.010)
D/F School		-0.045		-0.017		-0.009		0.001		0.061		-0.007
		(0.023)		(0.028)		(0.025)		(0.020)		(0.041)		(0.017)
% Econ. Dis.		0.106 *		-0.135 *		-0.007		-0.067 *		0.147 **		0.084 **
		(0.039)		(0.056)		(0.025)		(0.028)		(0.051)		(0.024)
Constant	0.036 ***	-0.023	0.178 ***	0.321 ***	0.079 ***	0.084 *	0.048 ***	0.103 ***	0.160 ***	-0.041	0.073 ***	-0.002
	(0.010)	(0.022)	(0.016)	(0.056)	(0.011)	(0.031)	(0.007)	(0.027)	(0.015)	(0.046)	(0.008)	(0.019)
Observations	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338	2,338

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 101: *Unweighted Regression Models for Well-being Domains to Determine Racial/Ethnic Differences*

	Teachers Understand				Didn't Know How to Get							
	Anxious Behaviors		Students' Mental Health		Mental Health Not Good		Depressive Symptoms		Help		Afraid to Seek Help	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race												
[ref. Black]												
White	0.379	-0.130	0.065	0.034	-0.040	-0.006	-0.140 ***	-0.164 ***	-0.125 *	-0.149 *	-0.033	-0.136
	(0.209)	(0.301)	(0.043)	(0.050)	(0.079)	(0.094)	(0.027)	(0.038)	(0.053)	(0.063)	(0.128)	(0.161)
Hispanic	0.317	0.244	-0.037	-0.041	-0.004	0.000	0.060	0.057	-0.032	-0.034	0.023	0.010
	(0.225)	(0.207)	(0.044)	(0.041)	(0.094)	(0.094)	(0.037)	(0.040)	(0.045)	(0.045)	(0.065)	(0.071)
Asian	0.575	0.011	0.089	0.045	0.060	0.094	-0.007	-0.033	0.017	-0.007	0.005	-0.116
	(0.436)	(0.528)	(0.053)	(0.043)	(0.095)	(0.101)	(0.054)	(0.058)	(0.065)	(0.066)	(0.102)	(0.088)
Other/Multi	-0.126	-0.403	-0.115 *	-0.119 *	-0.013	0.010	0.084	0.071	-0.049	-0.067	-0.176	-0.221
	(0.347)	(0.378)	(0.051)	(0.054)	(0.166)	(0.158)	(0.092)	(0.095)	(0.051)	(0.053)	(0.131)	(0.145)
High School Student	0.536	0.250	-0.052	-0.068	-0.338 ***	-0.260 *	0.062 **	0.013	0.015	-0.016	0.066	-0.096
	(0.370)	(0.213)	(0.037)	(0.075)	(0.062)	(0.109)	(0.016)	(0.023)	(0.021)	(0.027)	(0.068)	(0.055)
Letter-Grade												
[ref. A/B]												
C School		0.205		0.021		0.082		-0.046		-0.020		-0.119
		(0.226)		(0.087)		(0.114)		(0.027)		(0.029)		(0.057)
D/F School		0.360		0.103		0.188		-0.096 **		-0.101 **		-0.184 *
		(0.237)		(0.070)		(0.114)		(0.026)		(0.026)		(0.063)
% Econ. Dis.		-2.093 **		-0.202 *		-0.013		-0.022		-0.011		-0.266
		(0.549)		(0.075)		(0.121)		(0.047)		(0.055)		(0.126)
Constant	3.690 ***	5.377 ***	0.579 ***	0.716 ***	3.598 ***	3.490 ***	0.380 ***	0.464 ***	0.278 ***	0.336 ***	0.749 ***	1.137 ***
	(0.079)	(0.493)	(0.024)	(0.095)	(0.051)	(0.123)	(0.017)	(0.051)	(0.024)	(0.060)	(0.055)	(0.144)
Observations	441	441	848	848	868	868	861	861	867	867	858	858

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 101: *Unweighted Regression Models for Well-being Domains to Determine Racial/Ethnic Differences, Continued*

	Talk to a Friend		Talk to a Parent		Talk to a Coach		Talk to a Teacher		Talk to Someone from Church	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	0.134 **	0.033	0.079	0.075	-0.054 *	-0.033	-0.020	-0.017	-0.049 **	-0.024
	(0.040)	(0.046)	(0.043)	(0.060)	(0.020)	(0.024)	(0.038)	(0.048)	(0.015)	(0.013)
Hispanic	-0.001	-0.013	-0.119	-0.120	-0.028	-0.026	-0.058	-0.056	0.019	0.021
	(0.051)	(0.052)	(0.061)	(0.061)	(0.015)	(0.016)	(0.035)	(0.036)	(0.013)	(0.013)
Asian	0.190 **	0.070	-0.208 **	-0.215 **	-0.086 ***	-0.061 ***	-0.040	-0.036	-0.055 **	-0.025 **
	(0.058)	(0.052)	(0.062)	(0.073)	(0.012)	(0.013)	(0.078)	(0.092)	(0.014)	(0.008)
Other/Multi	-0.057	-0.096	-0.069	-0.069	-0.053 *	-0.044	-0.029	-0.029	-0.026	-0.016
	(0.069)	(0.070)	(0.091)	(0.082)	(0.022)	(0.022)	(0.036)	(0.034)	(0.025)	(0.029)
High School Student	0.043	-0.097	-0.135 **	-0.167 ***	-0.001	0.001	-0.088 ***	-0.033	-0.008	-0.016
	(0.049)	(0.058)	(0.034)	(0.032)	(0.016)	(0.011)	(0.016)	(0.035)	(0.018)	(0.017)
Letter-Grade										
[ref. A/B]										
C School		-0.085		-0.041		-0.026		0.080 *		-0.044 *
		(0.069)		(0.046)		(0.016)		(0.033)		(0.020)
D/F School		-0.102		-0.024		-0.020		0.077 *		-0.044 *
		(0.071)		(0.044)		(0.017)		(0.036)		(0.020)
% Econ. Dis.		-0.320 **		-0.010		0.093 *		-0.032		0.121 ***
		(0.090)		(0.099)		(0.032)		(0.059)		(0.022)
Constant	0.544 ***	0.930 ***	0.510 ***	0.554 ***	0.087 ***	0.026	0.189 ***	0.138	0.062 ***	-0.005
	(0.044)	(0.095)	(0.033)	(0.080)	(0.012)	(0.030)	(0.015)	(0.068)	(0.012)	(0.018)
Observations	869	869	869	869	869	869	869	869	869	869

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 101: *Unweighted Regression Models for Well-being Domains to Determine Racial/Ethnic Differences, Continued*

	Talk to an Online									
	Talk to a School Counselor		Talk to a Therapist		Community		Talk to No One		Talk to Other	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	0.067 (0.041)	0.024 (0.052)	0.057 ** (0.016)	0.056 * (0.023)	-0.011 (0.020)	-0.024 (0.028)	-0.096 ** (0.032)	-0.028 (0.039)	0.009 (0.031)	0.022 (0.040)
Hispanic	-0.048 (0.025)	-0.053 * (0.023)	-0.009 (0.023)	-0.009 (0.023)	-0.009 (0.014)	-0.009 (0.015)	0.065 (0.041)	0.072 (0.041)	-0.013 (0.020)	-0.010 (0.020)
Asian	0.032 (0.026)	-0.019 (0.017)	-0.040 ** (0.010)	-0.040 ** (0.013)	0.062 (0.049)	0.049 (0.055)	-0.128 ** (0.043)	-0.046 (0.044)	-0.057 * (0.021)	-0.037 (0.027)
Other/Multi	0.130 (0.093)	0.112 (0.091)	-0.014 (0.026)	-0.017 (0.026)	0.051 (0.030)	0.042 (0.030)	0.051 (0.060)	0.078 (0.061)	0.014 (0.048)	0.012 (0.051)
High School Student	-0.040 (0.035)	-0.097 ** (0.027)	-0.005 (0.016)	0.011 (0.029)	0.009 (0.016)	0.022 (0.029)	0.044 (0.038)	0.109 (0.061)	-0.026 (0.021)	0.002 (0.043)
Letter-Grade										
[ref. A/B]										
C School		-0.032 (0.034)		0.026 (0.034)		0.035 (0.031)		0.012 (0.063)		0.023 (0.046)
D/F School		-0.047 (0.035)		0.007 (0.028)		0.001 (0.031)		0.023 (0.062)		-0.034 (0.043)
% Econ. Dis.		-0.133 (0.074)		-0.003 (0.050)		-0.040 (0.042)		0.243 *** (0.047)		0.086 * (0.032)
Constant	0.116 *** (0.013)	0.276 *** (0.061)	0.083 *** (0.017)	0.065 (0.051)	0.046 *** (0.010)	0.060 (0.046)	0.169 *** (0.024)	-0.071 (0.069)	0.077 ** (0.019)	-0.005 (0.048)
Observations	869	869	869	869	869	869	869	869	869	869

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 102: *Weighted Regression Models for Well-being Domains to Determine Racial/Ethnic Differences*

	Anxious Behaviors		Teachers Understand				Depressive Symptoms		Didn't Know How to Get		Afraid to Seek Help	
			Students' Mental Health		Mental Health Not Good				Help			
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race												
[ref. Black]												
White	0.241 (0.258)	-0.497 (0.393)	0.054 (0.049)	0.048 (0.049)	-0.075 (0.098)	-0.002 (0.105)	-0.162 *** (0.038)	-0.224 *** (0.051)	-0.129 * (0.060)	-0.181 * (0.066)	-0.036 (0.161)	-0.215 (0.190)
Hispanic	0.033 (0.447)	0.033 (0.397)	-0.037 (0.052)	-0.038 (0.048)	0.015 (0.131)	0.030 (0.126)	0.028 (0.056)	0.019 (0.054)	-0.060 (0.040)	-0.069 (0.038)	-0.014 (0.075)	-0.037 (0.091)
Asian	0.571 (0.616)	-0.065 (0.744)	0.139 (0.085)	0.131 (0.082)	0.042 (0.167)	0.116 (0.167)	-0.076 (0.082)	-0.140 (0.076)	-0.051 (0.091)	-0.104 (0.084)	-0.075 (0.182)	-0.260 (0.149)
Other/Multi	-0.167 (0.359)	-0.712 * (0.302)	-0.113 (0.067)	-0.106 (0.068)	-0.006 (0.144)	0.037 (0.130)	-0.016 (0.122)	-0.044 (0.128)	-0.061 (0.055)	-0.087 (0.057)	-0.267 (0.166)	-0.354 (0.181)
High School Student	0.323 (0.460)	0.185 (0.144)	-0.029 (0.033)	-0.070 (0.063)	-0.282 ** (0.070)	-0.209 (0.116)	0.065 (0.035)	-0.015 (0.022)	0.000 (0.030)	-0.061 (0.030)	0.064 (0.097)	-0.088 (0.053)
Letter-Grade												
[ref. A/B]												
C School		0.483 * (0.207)		-0.058 (0.071)		0.042 (0.121)		-0.061 * (0.026)		-0.042 (0.028)		-0.042 (0.061)
D/F School		0.735 ** (0.203)		0.041 (0.053)		0.210 (0.100)		-0.098 *** (0.023)		-0.115 *** (0.025)		-0.117 (0.066)
% Econ. Dis.		-2.981 *** (0.522)		-0.071 (0.040)		0.084 (0.063)		-0.156 ** (0.049)		-0.096 ** (0.032)		-0.565 *** (0.105)
Constant	3.783 *** (0.092)	5.970 *** (0.408)	0.578 *** (0.025)	0.669 *** (0.069)	3.592 *** (0.052)	3.414 *** (0.113)	0.385 *** (0.018)	0.603 *** (0.057)	0.284 *** (0.023)	0.441 *** (0.048)	0.756 *** (0.054)	1.345 *** (0.117)
Observations	439	439	844	844	864	864	857	857	863	863	854	854

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 102: *Weighted Regression Models for Well-being Domains to Determine Racial/Ethnic Differences, Continued*

	Talk to a Friend		Talk to a Parent		Talk to a Coach		Talk to a Teacher		Talk to Someone from Church	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	0.134 **	0.061	0.059	0.054	-0.047 *	-0.024	-0.019	-0.009	-0.050 *	-0.021
	(0.041)	(0.040)	(0.045)	(0.055)	(0.018)	(0.018)	(0.040)	(0.040)	(0.018)	(0.019)
Hispanic	-0.004	-0.017	-0.085	-0.086	-0.026	-0.026	-0.008	-0.002	0.026	0.024
	(0.046)	(0.047)	(0.076)	(0.075)	(0.017)	(0.016)	(0.039)	(0.041)	(0.015)	(0.013)
Asian	0.193 *	0.119	-0.223 *	-0.228 *	-0.088 ***	-0.065 ***	0.015	0.024	-0.055 **	-0.023
	(0.082)	(0.080)	(0.097)	(0.100)	(0.012)	(0.009)	(0.112)	(0.115)	(0.018)	(0.017)
Other/Multi	-0.069	-0.097	-0.044	-0.046	-0.050	-0.037	0.003	0.000	-0.032	-0.016
	(0.069)	(0.065)	(0.129)	(0.125)	(0.029)	(0.028)	(0.053)	(0.056)	(0.021)	(0.022)
High School Student	0.050	-0.072	-0.121 **	-0.135 **	0.005	0.001	-0.081 **	-0.016	-0.010	-0.020
	(0.051)	(0.042)	(0.031)	(0.042)	(0.020)	(0.010)	(0.021)	(0.037)	(0.028)	(0.015)
Letter-Grade										
[ref. A/B]										
C School		-0.119 *		-0.016		-0.033		0.097 *		-0.053 *
		(0.044)		(0.051)		(0.021)		(0.042)		(0.022)
D/F School		-0.128 **		-0.013		-0.025		0.074		-0.067 *
		(0.042)		(0.050)		(0.024)		(0.042)		(0.023)
% Econ. Dis.		-0.175 **		-0.011		0.100 *		-0.015		0.161 ***
		(0.056)		(0.078)		(0.039)		(0.038)		(0.034)
Constant	0.540 ***	0.826 ***	0.513 ***	0.539 ***	0.085 ***	0.024	0.184 ***	0.106 *	0.061 ***	-0.027
	(0.044)	(0.066)	(0.032)	(0.064)	(0.012)	(0.022)	(0.013)	(0.049)	(0.012)	(0.020)
Observations	865	865	865	865	865	865	865	865	865	865

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 102: *Weighted Regression Models for Well-being Domains to Determine Racial/Ethnic Differences, Continued*

	Talk to an Online									
	Talk to a School Counselor		Talk to a Therapist		Community		Talk to No One		Talk to Other	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	0.073 (0.035)	0.035 (0.039)	0.056 ** (0.018)	0.053 * (0.023)	-0.017 (0.021)	-0.040 (0.024)	-0.097 ** (0.030)	-0.044 (0.034)	0.018 (0.033)	0.040 (0.038)
Hispanic	-0.034 (0.020)	-0.041 (0.019)	-0.004 (0.020)	-0.003 (0.019)	-0.032 (0.020)	-0.033 (0.019)	0.065 (0.035)	0.068 (0.034)	-0.014 (0.013)	-0.014 (0.013)
Asian	-0.008 (0.040)	-0.047 (0.029)	-0.030 (0.022)	-0.034 * (0.014)	0.091 (0.078)	0.068 (0.079)	-0.077 (0.078)	-0.022 (0.076)	-0.059 * (0.021)	-0.036 (0.026)
Other/Multi	0.178 (0.114)	0.163 (0.108)	-0.011 (0.026)	-0.013 (0.023)	0.039 (0.029)	0.023 (0.031)	0.070 (0.076)	0.094 (0.071)	-0.003 (0.037)	0.005 (0.037)
High School Student	-0.047 (0.026)	-0.106 *** (0.021)	-0.003 (0.018)	0.005 (0.037)	0.013 (0.017)	0.019 (0.025)	0.029 (0.031)	0.069 * (0.030)	-0.027 (0.023)	-0.009 (0.039)
Letter-Grade										
[ref. A/B]										
C School		-0.054 (0.032)		0.017 (0.041)		0.036 (0.027)		0.002 (0.032)		0.004 (0.043)
D/F School		-0.062 (0.035)		0.019 (0.034)		-0.012 (0.025)		-0.006 (0.032)		-0.031 (0.038)
% Econ. Dis.		-0.096 (0.055)		-0.026 (0.039)		-0.066 * (0.024)		0.202 *** (0.032)		0.110 *** (0.026)
Constant	0.113 *** (0.012)	0.259 *** (0.035)	0.081 *** (0.016)	0.087 (0.046)	0.048 *** (0.010)	0.088 * (0.031)	0.169 *** (0.022)	-0.016 (0.040)	0.076 *** (0.019)	-0.017 (0.039)
Observations	865	865	865	865	865	865	865	865	865	865

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 103: *Descriptive Statistics for Social Media Domains*

Domain	Question	Source	Least Positive Rating	Most Positive Rating	Unweighted Survey			Weighted Survey		
					N	Mean	S.D.	N	Mean	S.D.
Trust	How much do you trust <u>doctors/healthcare workers</u> to provide you with accurate information?	UNICEF-Gallup	1	3	431	2.50	0.66	427	2.50	0.66
Trust	...scientists...	UNICEF-Gallup	1	3	425	2.20	0.75	421	2.18	0.76
Trust	...family and friends...	UNICEF-Gallup	1	3	434	2.52	0.62	430	2.50	0.62
Trust	...national news media...	UNICEF-Gallup	1	3	425	1.85	0.69	421	1.86	0.68
Trust	...religious organizations...	UNICEF-Gallup	1	3	428	1.84	0.73	424	1.81	0.70
Trust	...national government...	UNICEF-Gallup	1	3	427	1.74	0.71	423	1.71	0.69
Trust	...local government...	UNICEF-Gallup	1	3	428	1.72	0.67	424	1.70	0.66
Trust	...social media...	UNICEF-Gallup	1	3	429	1.70	0.69	425	1.71	0.69
Usage	How often do you use social media?	CDC YRBS	0	7	438	4.76	2.11	434	4.79	2.01

TABLE 104: *Percentage of Affirmative Responses for Trust*

How much do you trust each of the following sources to provide you with accurate information?

Doctors/healthcare workers	58.9%
Scientists	39.5%
Family and friends	56.9%
National news media	16.8%
Religious organizations	16.8%
National government	13.2%
Local government	11.0%
Social media	13.1%

Note: Weighted.

TABLE 105: *Percentage of Student Responses for Social Media Usage*

<u>How often do you use social media?</u>	
More than once an hour	6.2%
About once an hour	5.0%
Several times a day	2.3%
About once a day	7.4%
A few times a week	7.7%
About once a week	40.2%
A few times a month	3.1%
About once a month	28.2%

Note: Weighted.

TABLE 106: *Percentage of Student Responses for Interactions*

Did you interact with people through _____ to get support or help in the past 30 days? Select all that apply.

In-person interactions	51.0%
Phone/voice call	40.0%
Video call	28.1%
Social media	25.3%
Email	9.5%
Text message/instant message	42.3%
Other	6.4%
Not applicable	26.3%

Note: Weighted.

TABLE 107: *Percentage of Affirmative Responses for Trust by Race/Ethnicity*

How much do you trust each of the following sources to provide you with accurate information?

	Black	Hispanic	White	Asian	Multi/ Other
Doctors/healthcare workers	52.3%	74.0%	80.1%	n/a	56.8%
Scientists	30.0%	58.0%	72.5%	n/a	39.5%
Family and friends	60.4%	47.0%	52.9%	39.6%	47.3%
National news media	14.0%	27.9%	18.0%	28.4%	19.8%
Religious organizations	15.7%	26.6%	11.0%	n/a	15.7%
National government	11.4%	18.7%	11.6%	n/a	37.2%
Local government	8.1%	24.7%	9.7%	n/a	20.7%
Social media	13.5%	20.4%	1.9%	n/a	7.7%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 108: *Percentage of Student Responses for Social Media Usage by Race/Ethnicity*

How often do you use social media?					
	Black	Hispanic	White	Asian	Multi/ Other
Once or several times an hour	34.3%	22.6%	20.6%	34.7%	32.3%
Once or several times a day	47.5%	52.7%	43.4%	51.1%	43.7%
A few times a week or less	14.4%	13.4%	16.9%	n/a	20.5%
No social media usage	3.7%	11.2%	19.1%	n/a	n/a

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 109: *Percentage of Student Responses for Interactions by Race/Ethnicity*

Did you interact with people through _____ to get support or help in the past 30 days?
 Select all that apply.

	Black	Hispanic	White	Asian	Multi/ Other
In-person interactions	51.3%	44.2%	64.0%	47.0%	40.0%
Phone/voice call	42.7%	33.9%	35.2%	25.9%	28.6%
Video call	29.8%	22.6%	29.3%	n/a	28.6%
Social media	28.0%	22.0%	14.2%	n/a	25.7%
Email	7.2%	18.0%	15.8%	n/a	5.7%
Text message/instant message	43.5%	42.2%	40.7%	21.1%	31.4%
Other	6.9%	3.6%	5.3%	n/a	20.0%
Not applicable	24.4%	31.7%	25.6%	53.0%	25.7%

Note: Weighted. Cells with less than 3 respondents are suppressed.

TABLE 110: *Unweighted Regression Models for Social Media Domains to Determine Racial/Ethnic Differences*

	Interactions: In Person		Interactions: Phone Call		Interactions: Video Call		Interactions: Social Media		Interactions: Email		Interactions: Text Message	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race												
[ref. Black]												
White	0.131 *	0.093	-0.075	-0.015	-0.027	-0.006	-0.151 ***	-0.137 **	0.060 *	0.043	-0.025	0.005
	(0.061)	(0.072)	(0.052)	(0.059)	(0.057)	(0.069)	(0.037)	(0.043)	(0.028)	(0.039)	(0.045)	(0.049)
Hispanic	-0.014	-0.018	-0.065	-0.060	-0.018	-0.016	-0.028	-0.027	0.030	0.026	-0.013	-0.010
	(0.054)	(0.054)	(0.064)	(0.066)	(0.040)	(0.041)	(0.062)	(0.063)	(0.038)	(0.034)	(0.071)	(0.071)
Asian	-0.010	-0.050	-0.207 *	-0.133 *	-0.305 ***	-0.275 ***	-0.307 ***	-0.292 ***	-0.111 ***	-0.135 **	-0.315 **	-0.274 **
	(0.062)	(0.063)	(0.072)	(0.054)	(0.025)	(0.031)	(0.029)	(0.039)	(0.026)	(0.034)	(0.092)	(0.085)
Other/Multi	-0.100	-0.121	-0.134	-0.117	-0.008	-0.007	0.005	0.013	-0.006	-0.008	-0.081	-0.077
	(0.077)	(0.081)	(0.078)	(0.081)	(0.071)	(0.073)	(0.077)	(0.078)	(0.032)	(0.030)	(0.107)	(0.109)
High School Student	0.015	-0.078 *	0.002	0.030	0.017	-0.015	0.086 *	0.138 ***	0.076 **	0.031	0.100	0.092
	(0.041)	(0.035)	(0.058)	(0.057)	(0.042)	(0.034)	(0.029)	(0.032)	(0.021)	(0.039)	(0.059)	(0.051)
Letter-Grade												
[ref. A/B]												
C School		-0.107 *		-0.033		-0.083		0.069		-0.048		-0.056
		(0.044)		(0.071)		(0.040)		(0.039)		(0.041)		(0.075)
D/F School		-0.161 **		-0.006		-0.095 *		0.086		0.003		-0.081
		(0.046)		(0.069)		(0.042)		(0.045)		(0.044)		(0.080)
% Econ. Dis.		-0.017		0.229		0.152		-0.012		-0.073		0.178
		(0.082)		(0.115)		(0.083)		(0.076)		(0.058)		(0.130)
Constant	0.497 ***	0.640 ***	0.420 ***	0.235 *	0.290 ***	0.240 **	0.233 ***	0.169 *	0.045 ***	0.144 *	0.372 ***	0.275 **
	(0.026)	(0.077)	(0.042)	(0.093)	(0.030)	(0.077)	(0.032)	(0.067)	(0.010)	(0.062)	(0.042)	(0.075)
Observations	437	437	437	437	437	437	437	437	437	437	437	437

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 110: *Unweighted Regression Models for Social Media Domains to Determine Racial/Ethnic Differences, Continued*

	Interactions: Other		Interactions: Not Applicable		Trust: Doctors/Healthcare Workers		Trust: Scientists		Trust: Family and Friends		Trust: National News Media	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
	Race											
[ref. Black]												
White	-0.034 (0.023)	-0.013 (0.028)	0.033 (0.043)	0.032 (0.057)	0.310 ** (0.093)	0.203 (0.137)	0.614 *** (0.106)	0.366 * (0.129)	-0.035 (0.062)	-0.022 (0.079)	0.095 (0.056)	0.082 (0.080)
Hispanic	-0.016 (0.038)	-0.013 (0.040)	0.071 (0.065)	0.071 (0.064)	0.100 (0.085)	0.084 (0.083)	0.254 * (0.103)	0.226 * (0.102)	-0.116 (0.069)	-0.116 (0.066)	0.157 * (0.063)	0.155 * (0.064)
Asian	-0.059 * (0.026)	-0.031 (0.028)	0.237 ** (0.070)	0.231 ** (0.067)	0.469 *** (0.102)	0.345 * (0.133)	0.779 *** (0.165)	0.476 ** (0.157)	-0.161 * (0.057)	-0.147 * (0.068)	-0.040 (0.263)	-0.055 (0.301)
Other/Multi	0.119 (0.075)	0.124 (0.074)	0.038 (0.070)	0.045 (0.068)	0.071 (0.134)	0.024 (0.142)	0.112 (0.113)	0.022 (0.103)	-0.255 * (0.116)	-0.249 * (0.115)	0.134 (0.123)	0.126 (0.129)
High School Student	-0.036 (0.027)	0.000 (0.054)	0.070 (0.045)	0.131 * (0.047)	0.074 (0.088)	-0.163 * (0.070)	0.221 (0.148)	-0.105 * (0.046)	-0.240 *** (0.034)	-0.267 ** (0.068)	0.036 (0.056)	-0.002 (0.126)
Letter-Grade												
[ref. A/B]												
C School		0.028 (0.057)		0.105 (0.065)		-0.248 ** (0.081)		-0.198 ** (0.055)		-0.058 (0.078)		-0.046 (0.143)
D/F School		0.008 (0.059)		0.135 * (0.059)		-0.283 ** (0.080)		-0.238 *** (0.053)		-0.009 (0.074)		-0.060 (0.124)
% Econ. Dis.		0.078 (0.047)		-0.106 (0.117)		-0.190 (0.194)		-0.767 *** (0.162)		0.049 (0.102)		-0.005 (0.158)
Constant	0.089 *** (0.015)	-0.004 (0.059)	0.203 *** (0.024)	0.184 (0.093)	2.396 *** (0.036)	2.835 *** (0.202)	1.960 *** (0.027)	2.877 *** (0.158)	2.652 *** (0.027)	2.650 *** (0.098)	1.794 *** (0.027)	1.851 *** (0.211)
Observations	437	437	437	437	430	430	424	424	433	433	424	424

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 110: *Unweighted Regression Models for Social Media Domains to Determine Racial/Ethnic Differences, Continued*

	Trust: Religious Organizations		Trust: National Government		Trust: Local Government		Trust: Social Media		Social Media Usage	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	-0.214 *** (0.043)	-0.121 (0.061)	0.005 (0.106)	0.006 (0.132)	0.092 (0.089)	0.096 (0.117)	-0.231 ** (0.076)	-0.243 ** (0.079)	-0.937 * (0.324)	-0.812 * (0.356)
Hispanic	0.099 (0.093)	0.104 (0.094)	-0.044 (0.092)	-0.053 (0.093)	0.102 (0.084)	0.096 (0.083)	0.120 (0.079)	0.122 (0.079)	-0.703 * (0.276)	-0.681 * (0.258)
Asian	-0.201 (0.149)	-0.080 (0.193)	0.142 * (0.064)	0.150 * (0.067)	0.165 ** (0.052)	0.169 * (0.071)	-0.068 (0.079)	-0.080 (0.094)	0.409 (0.289)	0.586 * (0.246)
Other/Multi	-0.039 (0.106)	-0.019 (0.112)	0.182 (0.184)	0.166 (0.191)	0.000 (0.158)	-0.002 (0.162)	-0.156 (0.147)	-0.161 (0.151)	-0.087 (0.331)	-0.064 (0.342)
High School Student	-0.182 * (0.073)	-0.194 * (0.086)	-0.020 (0.070)	-0.220 ** (0.058)	0.008 (0.051)	-0.111 (0.080)	-0.034 (0.033)	-0.007 (0.079)	0.030 (0.148)	0.365 (0.284)
Letter-Grade										
[ref. A/B]										
C School		-0.143 (0.106)		-0.327 *** (0.058)		-0.193 (0.091)		0.055 (0.088)		0.360 (0.309)
D/F School		-0.146 (0.084)		-0.310 *** (0.068)		-0.123 (0.085)		-0.006 (0.077)		0.031 (0.309)
% Econ. Dis.		0.459 * (0.156)		0.229 (0.113)		0.094 (0.127)		-0.032 (0.088)		0.499 (0.451)
Constant	1.928 *** (0.050)	1.655 *** (0.157)	1.732 *** (0.037)	1.851 *** (0.143)	1.685 *** (0.036)	1.773 *** (0.151)	1.740 *** (0.036)	1.733 *** (0.120)	4.994 *** (0.126)	4.280 *** (0.492)
Observations	427	427	426	426	427	427	428	428	437	437

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 111: *Weighted Regression Models for Social Media Domains to Determine Racial/Ethnic Differences*

	Interactions: In Person		Interactions: Phone Call		Interactions: Video Call		Interactions: Social Media		Interactions: Email		Interactions: Text Message	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race												
[ref. Black]												
White	0.127 (0.069)	0.050 (0.076)	-0.075 (0.061)	-0.051 (0.060)	-0.004 (0.068)	-0.024 (0.079)	-0.135 * (0.050)	-0.166 * (0.061)	0.088 * (0.036)	0.071 (0.044)	-0.024 (0.056)	-0.048 (0.051)
Hispanic	-0.071 (0.076)	-0.088 (0.074)	-0.088 (0.118)	-0.084 (0.120)	-0.073 (0.048)	-0.079 (0.049)	-0.062 (0.059)	-0.067 (0.058)	0.106 (0.064)	0.103 (0.066)	-0.015 (0.136)	-0.023 (0.137)
Asian	-0.045 (0.112)	-0.127 (0.112)	-0.169 (0.128)	-0.141 (0.119)	-0.300 *** (0.027)	-0.319 *** (0.030)	-0.296 *** (0.041)	-0.332 *** (0.051)	-0.085 ** (0.027)	-0.105 ** (0.031)	-0.243 (0.165)	-0.264 (0.153)
Other/Multi	-0.123 (0.072)	-0.166 (0.079)	-0.135 (0.098)	-0.126 (0.097)	-0.026 (0.097)	-0.041 (0.102)	-0.025 (0.092)	-0.035 (0.099)	-0.001 (0.030)	-0.008 (0.029)	-0.107 (0.119)	-0.125 (0.119)
High School Student	0.008 (0.052)	-0.094 (0.046)	0.009 (0.051)	0.028 (0.064)	0.013 (0.038)	-0.044 (0.043)	0.090 * (0.035)	0.076 (0.045)	0.073 *** (0.017)	0.050 (0.032)	0.112 (0.061)	0.085 (0.073)
Letter-Grade												
[ref. A/B]												
C School		-0.100 (0.048)		0.002 (0.063)		-0.087 (0.041)		0.016 (0.048)		-0.020 (0.034)		-0.031 (0.097)
D/F School		-0.178 ** (0.050)		-0.012 (0.062)		-0.113 * (0.042)		0.022 (0.054)		-0.011 (0.037)		-0.127 (0.099)
% Econ. Dis.		-0.124 (0.059)		0.101 (0.059)		0.031 (0.046)		-0.134 (0.075)		-0.056 (0.042)		0.032 (0.131)
Constant	0.509 *** (0.027)	0.751 *** (0.060)	0.422 *** (0.044)	0.332 *** (0.071)	0.291 *** (0.031)	0.360 *** (0.060)	0.231 *** (0.031)	0.336 *** (0.065)	0.033 * (0.013)	0.101 (0.052)	0.374 *** (0.043)	0.408 *** (0.082)
Observations	434	434	434	434	434	434	434	434	434	434	434	434

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 111: *Weighted Regression Models for Social Media Domains to Determine Racial/Ethnic Differences, Continued*

	Interactions: Other		Interactions: Not Applicable		Trust: Doctors/Healthcare Workers		Trust: Scientists		Trust: Family and Friends		Trust: National News Media	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
	Race											
[ref. Black]												
White	-0.017 (0.032)	-0.005 (0.039)	0.015 (0.044)	0.051 (0.044)	0.338 ** (0.106)	0.162 (0.137)	0.635 *** (0.105)	0.391 ** (0.123)	-0.035 (0.063)	0.000 (0.068)	0.078 (0.059)	0.031 (0.079)
Hispanic	-0.032 (0.029)	-0.031 (0.031)	0.071 (0.118)	0.080 (0.120)	0.273 * (0.094)	0.216 * (0.086)	0.404 ** (0.118)	0.344 * (0.129)	-0.095 (0.099)	-0.088 (0.099)	0.248 * (0.085)	0.223 * (0.089)
Asian	-0.063 * (0.025)	-0.046 (0.031)	0.272 * (0.109)	0.309 * (0.108)	0.574 *** (0.105)	0.385 ** (0.122)	0.922 *** (0.135)	0.650 *** (0.155)	-0.093 (0.113)	-0.054 (0.112)	0.189 (0.400)	0.143 (0.428)
Other/Multi	0.101 (0.063)	0.104 (0.061)	0.081 (0.095)	0.103 (0.095)	0.086 (0.131)	-0.013 (0.126)	0.183 (0.129)	0.058 (0.098)	-0.245 * (0.108)	-0.229 * (0.107)	0.121 (0.105)	0.086 (0.111)
High School Student	-0.035 (0.025)	-0.016 (0.036)	0.079 (0.046)	0.119 (0.079)	0.079 (0.112)	-0.212 ** (0.052)	0.197 (0.133)	-0.113 (0.076)	-0.222 *** (0.038)	-0.207 *** (0.045)	0.061 (0.062)	-0.080 (0.083)
Letter-Grade												
[ref. A/B]												
C School		0.012 (0.038)		0.037 (0.087)		-0.312 *** (0.057)		-0.240 * (0.087)		-0.017 (0.047)		-0.203 (0.100)
D/F School		-0.032 (0.038)		0.118 (0.079)		-0.357 *** (0.053)		-0.254 ** (0.072)		0.026 (0.047)		-0.201 * (0.070)
% Econ. Dis.		0.079 * (0.037)		0.024 (0.066)		-0.331 * (0.141)		-0.693 *** (0.092)		0.108 (0.060)		0.011 (0.103)
Constant	0.088 *** (0.015)	0.017 (0.042)	0.201 *** (0.027)	0.114 (0.090)	2.370 *** (0.039)	3.012 *** (0.143)	1.937 *** (0.028)	2.826 *** (0.113)	2.648 *** (0.029)	2.552 *** (0.047)	1.777 *** (0.031)	1.976 *** (0.131)
Observations	434	434	434	434	427	427	421	421	430	430	421	421

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 111: *Weighted Regression Models for Social Media Domains to Determine Racial/Ethnic Differences, Continued*

	Trust: Religious Organizations		Trust: National Government		Trust: Local Government		Trust: Social Media		Social Media Usage	
	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se	b/se
Race										
[ref. Black]										
White	-0.170 *	-0.061	0.037	0.053	0.145	0.170	-0.226 *	-0.239 **	-1.013 **	-0.949 *
	(0.064)	(0.083)	(0.106)	(0.125)	(0.089)	(0.115)	(0.080)	(0.078)	(0.331)	(0.339)
Hispanic	0.101	0.104	0.106	0.074	0.247	0.222	0.090	0.091	-0.741 **	-0.733 **
	(0.100)	(0.093)	(0.151)	(0.148)	(0.131)	(0.126)	(0.060)	(0.067)	(0.201)	(0.194)
Asian	-0.095	0.035	0.261 ***	0.294 ***	0.285 ***	0.324 ***	-0.017	-0.032	0.191	0.270
	(0.259)	(0.279)	(0.056)	(0.046)	(0.049)	(0.046)	(0.114)	(0.124)	(0.546)	(0.510)
Other/Multi	0.052	0.086	0.264	0.238	0.116	0.103	-0.232	-0.234	-0.387	-0.361
	(0.110)	(0.115)	(0.202)	(0.216)	(0.184)	(0.192)	(0.159)	(0.165)	(0.572)	(0.575)
High School Student	-0.212 *	-0.236 *	-0.044	-0.238 ***	-0.012	-0.188 **	-0.026	-0.011	0.035	0.294
	(0.090)	(0.091)	(0.096)	(0.045)	(0.082)	(0.051)	(0.039)	(0.098)	(0.150)	(0.188)
Letter-Grade										
[ref. A/B]										
C School		-0.193		-0.399 ***		-0.366 ***		0.045		0.370
		(0.104)		(0.040)		(0.053)		(0.114)		(0.223)
D/F School		-0.144		-0.426 ***		-0.301 ***		0.034		0.019
		(0.079)		(0.043)		(0.044)		(0.094)		(0.247)
% Econ. Dis.		0.542 ***		0.457 ***		0.369 ***		-0.078		0.243
		(0.094)		(0.081)		(0.080)		(0.079)		(0.379)
Constant	1.927 ***	1.613 ***	1.703 ***	1.706 ***	1.652 ***	1.669 ***	1.737 ***	1.765 ***	4.986 ***	4.502 ***
	(0.056)	(0.132)	(0.041)	(0.101)	(0.038)	(0.100)	(0.031)	(0.116)	(0.124)	(0.334)
Observations	424	424	423	423	424	424	425	425	434	434

Note: Sample includes students with non-missing on domain of interest. * p<0.05, ** p<0.01, *** p<0.001.

TABLE 112: *Percentage of Student Responses About their Gender Identity*

How do you currently identify yourself?	
Selected Male or Female Gender	95.3%
Selected Non-binary, Trans, or Questioning	4.7%

Note: Weighted.

TABLE 113: *Percentage of Students Reporting to Have a Disability*

Have you ever had a physical, sensory, learning or emotional condition that has limited your ability to attend school regularly, do regular school work, or work at a job for pay?	
Yes	16.4%
No	83.6%

Note: Weighted.

TABLE 114: *Percentage of Student Responses About Who They Live With*

Who did you live with most of the time during the current school year? Select the option (or options) that best describes who you live with.

Parent(s), step-parent(s), or legal guardian	94.9%
Relatives (grandparent, aunt/uncle, an older brother/sister, but NOT your parents)	9.9%
Foster care parent(s)	0.5%
Adults who are NOT your parents, relatives, or foster parents	0.4%
Friends of yours with no adults present	0.5%
On your own	0.4%
Other	3.3%

Note: Weighted.

TABLE 115: *Percentage of Student Responses About their Living Arrangements*

Where did you live most of the time during the current school year?

In a house or apartment	97.5%
In a shelter	0.2%
In a car or RV, park, or campground	0.2%
In a motel/hotel	n/a
On the street	n/a
Moved from place to place	1.4%
Other	0.6%

Note: Weighted. Cells with less than 3 respondents are suppressed.

Full Set of Survey Questions

The table below includes the following information at the question-level:

- **Survey Domain:** The overarching concept that each question was intended to measure.
- **Survey Item:** The survey question, as taken from the source survey.
- **Response Options:** Item responses for each survey question.
- **Survey Source:** The original survey source from which the question was drawn.
- **Surveyed Students:** The count of students who saw each question. (NOTE: Overall, 1,989 students were surveyed. However, the ‘surveyed students’ count included here will differ based on the number of survey versions each question was included on.)
- **Percent Missing:** The number of students who saw the question and chose not to answer it. Questions that students did not see due to branching or skip-logic are not included in the percent missing calculation.
- **Reverse-Coded Items:** Negatively phrased items were reverse-coded so that higher values corresponded with more positive student perceptions of that item.
- **HS/MS Only:** Survey questions that were only asked of high school or middle school students.
- **City Only:** Survey questions that were included on a limited number of survey versions, and therefore are only representative at the city level.

Abbreviations and references for the survey question sources are detailed below:

Source	Abbreviation	Reference
Caring Communities Youth Survey	CCYS	https://picardcenter.louisiana.edu/research-areas/quality-life/caring-communities-youth-survey-ccys
Chicago Public Schools Student Survey	Chicago	https://www.5-essentials.org/cps/5e/2021/
ERA research team, Community Partners, & Steering Committee Members	N/A	These questions were drafted specifically for this survey, and were developed by the ERA research team, community partners, and the Steering Committee.
Individual Protective Factors Index	IPFI	https://www.drugsandalcohol.ie/26767/1/Self_efficacy_%26_self_control_tool.pdf
Joyce Foundation Youth Violence Survey	Joyce	https://stacks.cdc.gov/view/cdc/13367/cdc_13367_DS6.pdf
Strengths and Difficulties Questionnaire	SDQ	https://sdqinfo.org
Education Elements 7Cs Framework	7Cs	https://www.edelements.com/the-7cs-framework-of-effective-teaching
National Center for Education Statistics Survey Programs	NCES	https://nces.ed.gov
U.S. Department of Education School Climate Survey	EDSCLS	https://safesupportivelearning.ed.gov/edscls/administration
Youth Risk Behavior Survey	YRBS	https://www.cdc.gov/yrbs/index.html
Youth Inventory of Involvement	YII	https://doi.org/10.1002/jcop.20176
Walton Family Foundation and Gallup 2024 Voices of Gen Z Study	Gallup-Walton	https://nextgeninsights.waltonfamilyfoundation.org/resources/2024-voices-of-gen-z-study/
Boys & Girls Club of America Youth Right Now Survey	BGCA	https://www.bgca.org/wp-content/uploads/2024/09/Youth-Right-Now-2024_Full-Survey-Results_BGCA.pdf
New Orleans Youth Alliance Mental Health Survey	YMHS	https://www.surveymonkey.com/r/MM7GLJC
Healthy Youth Survey	HYS	https://www.seattleschools.org/departments/prevention-and-intervention/healthy-youth-survey/
Mayor's Youth Advisory Council Mental Health Survey	MYAC	https://datastudio.google.com/u/0/reporting/d93b2078-91eb-4f4c-9c05-6da75c772d03/page/p_ocw45wwo3c
Gallup-Meta Social Connections Survey	Gallup-Meta	https://ai.meta.com/ai-for-good/datasets/social-connections-survey/#methodology
The UNICEF and Gallup Changing Childhood Project	UNICEF	https://changingchildhood.unicef.org/about
National Health Interview Survey	NHIS	https://www.cdc.gov/nchs/nhis/index.html
Ipsos Goalkeepers Global Youth Outlook Poll	IPSOS	https://www.ipsos.com/en-us/news-polls/Gates-goalkeepers-youth-optimism
U.S. Bureau of Labor Statistics National Longitudinal Surveys	NLSY97	https://www.bls.gov/nls/

Question-level survey administration details are detailed below:

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Student background-age	How old are you?	8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 or older	adapted from CCYS	1,989	1%			
Student background-age	What grade are you in?	4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	adapted from CCYS	1,989	0%			
Student background-gender	What sex/gender were you at birth, even if you are not that gender today?	Male, Female	HYS	1,989	0%			
Student background-gender	How do you currently identify yourself?	Male, Female, Transgender, Non-binary, Questioning/ not sure of my identity, Something else fits better, I don't know what this question is asking, I prefer not to answer	HYS	1,989	1%			
Student background-race/Ethnicity	Are you Hispanic or Latino?	Yes, No	YRBS	1,989	3%			
Student background-race/Ethnicity	What is your race? (Select one or more responses.)	A. American Indian or Alaska Native B. Asian C. Black or African American D. Native Hawaiian or Other Pacific Islander E. White	YRBS	1,989	5%			
Student background-living arrangement	Who did you live with most of the time during the current school year? Select the option (or options) that best describes who you live with.	Parent(s), step-parent(s), or legal guardian; Relatives (grandparent, aunt/uncle, an older brother/sister, but NOT your parents); Foster care parent(s); Adults who are NOT your parents, relatives, or	NCES	1,989	0%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
		foster parents; Friends of yours with no adults present; On your own; Other						
Student background-living arrangement	Where did you live most of the time during the current school year?	In a house or apartment; In a shelter; In a car or RV, park, or campground; In a motel/hotel; On the street; Moved from place to place; Other	NCES	1,989	1%			
Student background - performance	What kind of grades have you been getting in school this year?	Mostly A's, mostly B's, mostly C's, mostly D's, mostly F's	YRBS	1,989	1%			
Student background-suspension/ expulsion	How many times this year have you been suspended from school?	Never, 1 time, 2 times, 3 times, 4 times, more than 4 times	N/A	1,989	1%			
Student background-mother's education	How far in school did your mother go? Indicate your mother's highest level of education.	Did not finish high school, Graduated from high school or got a GED, Graduated from a two-year school (such as a vocational or technical school, junior college, or a community college), Graduated from college, Completed a Master's degree, Ph.D., M.D., or other professional degree, Don't Know, Does Not Apply	NCES	1,989	0%			
Student background-Neighborhood	Please select the area below that best describes where you live. You may use the "BACK" button to navigate between the maps, but PLEASE only select one area as your answer choice. Once you select the area, you can choose	Planning Districts	N/A	1,989	1%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Student background-Neighborhood	your neighborhood. If you live outside of New Orleans, or aren't sure where you live, click the box in the upper left hand corner. Now, please select the neighborhood you live in. If you don't see it, click the "BACK" button.	Neighborhoods	N/A	1,989	5%			
Student background-Neighborhood	Please state what area you live in to the best of your ability. Feel free to include landmarks, nearby streets, monuments, parks or other neighborhood features.	Fill in the blank	N/A	1,989	1%			
Student background-Disability	Have you ever had a physical, sensory, learning or emotional condition that has limited your ability to attend school regularly, do regular school work, or work at a job for pay?		NLSY97	1,989	0%			
Student background-Disability	Please describe your condition(s)		NLSY97	335	30%			
Student background-Disability	Do you receive support for your condition(s) in school? Support includes extra time on tests, one-on-one tutoring, assistive technology, or other aspects of an Individualized Education Plan (IEP).	Yes, Maybe, No	NCES	335	2%			
Attendance/Transportation	How long does it take you to get to school in the morning?	A. <15 minutes B. < 30 minutes C. < 45 minutes D. < 60 minutes E. < 90 minutes F. < 2 hours G. More than 2 hours	N/A	472	12%			X
Attendance/Transportation	During the past 4 weeks, how many days were you absent from school?	A. 0 days B. 1 day C. 2-3 days	N/A	472	4%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Attendance/Transportation	During the past 4 weeks, how many days were you late for school?	D. 4-7 days E. 8 days or more A. 0 days B. 1 day C. 2-3 days D. 4-7 days E. 8 days or more	N/A	472	4%			X
Attendance/Transportation	Check the reasons that you have been late or absent from school in the last 4 weeks. [Among those who didn't select being absent/late zero days]	I missed the bus; the bus/my ride was late; bad weather; I didn't have a ride; I was sick or had a doctor's appointment; I didn't want to go; I was too tired; I was afraid of someone at school; I hadn't done my assignment or didn't want to take a test; I had to stay home to take care of someone; I skipped school or stopped somewhere on the way; I was at work; I was suspended or sent home for behavior; other(list)	N/A	472	4%			X
Attendance/Transportation	How do you get to school? (Select all that apply)	School bus; City bus; My parent/guardian drives me; Car pool or ride with a friend; Walk; Bike; I drive myself	N/A	472	4%			X
Safety - bullying (prompt)	(Directions: This question is about bullying. Bullying is when someone is being hurt on purpose by words or actions (for example, teasing, hitting, threatening), feels bad because of it, and has a hard time stopping what is	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	11%	X		

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
	happening to them. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over).							
	Students at this school are often bullied.							
Safety - bullying	Students at this school try to stop bullying.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	11%			
Safety - bullying	Students at this school are teased or picked on about their race or ethnicity.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	11%	X		
Safety - bullying	Students at this school are teased or picked on about their cultural background or religion.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	10%	X		
Safety - bullying	Students at this school are teased or picked on about their physical or mental disability.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	11%	X		
Safety - bullying	Students at this school are teased or picked on about their real or perceived sexual orientation.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	337	9%	X	HS	
Safety - bullying (prompt)	(Directions: This question is about cyberbullying. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.) Students often spread mean rumors or lies about others at this school on the internet (i.e., Facebook™, email, and instant message).	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	11%	X		

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Safety-bullying	During the past 12 months, have you ever been bullied on school property?	Yes; No	YRBS	972	10%			
Safety-bullying	During the past 12 months, have you ever been electronically bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)	Yes; No	YRBS	972	12%			
Safety - school	I feel safe at this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	11%			
Safety - school	I feel safe going to and from this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	11%			
Safety - school	Students at this school carry guns or knives to school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	11%	X		
Safety - school	Students at this school steal money, electronics, or other valuable things while at school.	Strongly Disagree; Disagree; Agree; Strongly Agree	EDSCLS	972	11%	X		
Safety - school	Students at this school fight a lot.	Strongly Disagree; Disagree; Agree; Strongly Agree	EDSCLS	972	11%	X		
Safety - school	If students hear about a threat to school or student safety, they would report it to someone in authority.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	11%			
Safety - school	You or someone close to you has been affected by violence at school.	Never Seldom Sometimes Often Always	Joyce	972	10%	X		
Future aspirations	As things stand now, how far in school do you think you will get? (MARK ONE RESPONSE)	Less than high school graduation, High school graduation or GED only, Complete a 2-year degree in a community college or vocational school, Graduate from college, Obtain a	NCES	989	9%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Career aspirations	Which of the following best describes what you would like to do in the first year after you finish high school? Select all that apply.	Master's degree, Ph.D., M.D., or other advanced degree, Don't know Enroll in an apprenticeship/internship Enroll in a technical training program Enroll in a 2-year college for an associate's degree. Enroll in a 4-year college for a bachelor's degree Be a parent Enlist in the military Work at a paid job Volunteer or serve on a mission Take time off to travel or pursue other interests Start your own business Work in a family business Other (please specify): None of the above Don't know	Gallup-Walton	986	17%			
Career aspirations	If you could have any job in the world, what would you want to do?	Short answer	IPSOS	986	12%			
Career aspirations	What challenges, if any, do you currently face to achieving any of your goals/aspirations? Select all that apply.	Cost of education (tuition, student loan debt, etc.) Cost of living (cost of housing, food, need to save money, etc.) Lack of information about career or educational options Your grades or academic achievement	Gallup-Walton	986	25%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
		Lack of preparation provided by your school Lack of mentorship or advice Learning loss due to COVID-19 Lack of exposure to work or careers Lack of motivation Family obligations or responsibilities Physical or mental health Racism, sexism or another form of discrimination Unsure about the best path for the future Other (please specify): None of the above						
Career Preparation	I feel like I have the skills needed to be successful in a job.	Very True; Sort Of True; Not Very True; Not True At All	BGCA	986	12%			
Career Preparation	I can express my thoughts and ideas clearly.	Very True; Sort Of True; Not Very True; Not True At All	BGCA	986	12%			
Career Preparation	I can work with people who are different than me.	Very True; Sort Of True; Not Very True; Not True At All	BGCA	986	13%			
Career Preparation	I feel comfortable asking questions when I don't understand something.	Very True; Sort Of True; Not Very True; Not True At All	BGCA	986	12%			
Career Preparation	I finish things on time.	Very True; Sort Of True; Not Very True; Not True At All	BGCA	986	12%			
Career Preparation	Does your school offer any opportunities to...? Select all that apply.	Learn how to apply for a job Learn how to interview for a job	Gallup-Walton	986	11%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
		Learn about different types of careers Learn from somebody who already has a job you want Learn skills relevant to a job you want Work on projects relevant to the job you want Earn college credit Earn an industry certificate Intern at a company None of the above						
Mindsets - academic behavior	I always study for tests.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	958	6%			
Mindsets - academic behavior	I set aside time to do my homework and study.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	958	6%			
Mindsets - academic behavior	I try to do well on my schoolwork even when it isn't interesting to me.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	958	6%			
Mindsets - academic behavior	If I need to study, I don't go out with my friends.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	958	6%			
Mindsets - growth	If I am not already doing well in a subject, I will never do well in it.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat	7Cs	958	7%	X		

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Mindsets - growth	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	4=Mostly True 5=Totally True 1=Totally Untrue 2=Mostly Untrue 3=Somewhat	7Cs	958	7%			
Mindsets - growth	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	4=Mostly True 5=Totally True 1=Totally Untrue 2=Mostly Untrue 3=Somewhat	7Cs	958	7%			
Mindsets - growth	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	4=Mostly True 5=Totally True 1=Totally Untrue 2=Mostly Untrue 3=Somewhat	7Cs	958	7%			
Mindsets - growth	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	4=Mostly True 5=Totally True 1=Totally Untrue 2=Mostly Untrue 3=Somewhat	7Cs	958	7%			
Mindsets - value	My classes are getting me ready for [high school, college].	5=Totally True 1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True	Chicago (modified)	958	7%			
Mindsets - value	My classes are teaching me valuable skills.	5=Totally True 1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True	Chicago (modified)	958	7%			
Mindsets - value	Working hard in school now will help me do well when I get to [high school, college].	5=Totally True 1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True	Chicago (modified)	958	8%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Mindsets - value	What I learn in my classes is necessary for my success in the future.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	958	7%			
Mindsets - value	What I am learning in school will help me make a difference in the world.	1=Totally Untrue 2=Mostly Untrue 3=Somewhat 4=Mostly True 5=Totally True	Chicago (modified)	958	7%			
Participation	In the last 2 months, did you participate weekly in any of the following activities or classes at your school (Select all that apply):	Sports, Visual Art, Dance, Music, Theater/Drama, Debate/Academic Team, Student Government, Social Club, Service Organization, Physical Education (P.E.), Other, I did not participate in any weekly activities in the last two months	N/A	472	6%			X
Participation	In the last 2 months, did you participate weekly in any of the following activities or classes at somewhere other than your school (Select all that apply.):	Sports, Visual Art, Dance, Music, Theater/Drama, Debate/Academic Team, Student Government, Social Club, Service Organization, Physical Education (P.E.), Other, I did not participate in any weekly activities in the last two months	N/A	472	10%			X
Participation-transportation	How do you get to activities outside of school? (Select all that apply)	City bus; My parent/guardian drives me; Car pool or ride with a friend; Walk; Bike; I drive myself; I don't participate in any	N/A	472	4%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
School climate - belonging	Students at this school get along well with each other.	activities outside of school Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	9%			
School climate - belonging	At this school, students talk about the importance of understanding their own feelings and the feelings of others.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	9%			
School climate - belonging	At this school, students work on listening to others to understand what they are trying to say.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	9%			
School climate - belonging	I am happy to be at this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	9%			
School climate - belonging	I feel like I am part of this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	9%			
School climate - belonging	I feel socially accepted.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	8%			
School climate - discipline	My teachers make it clear to me when I have misbehaved in class.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	9%			
School climate - discipline	Adults working at this school reward students for positive behavior.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	9%			
School climate - discipline	Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	9%			
School climate - discipline	School rules are applied equally to all students.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	9%			
School climate - discipline	Discipline is fair.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	972	11%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
School climate - equity	All students are treated the same, regardless of whether their parents are rich or poor.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	333	8%		HS	
School climate - equity	Boys and girls are treated equally well.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	333	8%		HS	
School climate - equity	This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	333	7%		HS	
School climate - equity	Adults working at this school treat all students respectfully.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	333	7%		HS	
School climate - equity	People of different cultural backgrounds, races, or ethnicities get along well at this school.	Strongly Agree, Agree, Disagree, Strongly Disagree	EDSCLS	333	7%		HS	
Captivate	I like the ways we learn in this class.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat True 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	15%			
Captivate	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat True 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	15%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Care	My teacher in this class makes me feel that s/he really cares about me.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Care	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Care	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Challenge	In this class, my teacher accepts nothing less than our full effort.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True	7Cs	958	13%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Challenge	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	5. Yes, Always/Totally True 1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Challenge	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Clarify	If you don't understand something, my teacher explains it another way.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Clarify	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat	7Cs	958	13%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Clarify	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	4. Mostly Yes/Mostly True 5. Yes, Always/Totally True 1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Classroom Management	My classmates behave the way my teacher wants them to.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Classroom Management	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Classroom Management	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue	7Cs	958	13%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Confer	7cs-framework-of-effective-teaching My teacher wants us to share our thoughts.	3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True 1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Confer	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	14%			
Confer	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Consolidate	My teacher asks questions to be sure we are following along when s/he is teaching.	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Consolidate	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Consolidate	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. No, Never/Totally Untrue 2. Mostly Not/Mostly Untrue 3. Maybe, Sometimes/Somewhat 4. Mostly Yes/Mostly True 5. Yes, Always/Totally True	7Cs	958	13%			
Mental health - social support	There are people I can depend on to help me if I really need it.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	IPFI	472	5%			X
Mental health - social support	There is an adult I could talk to about important decisions in my life.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes	IPFI	472	6%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Mental health - social support	There is a trustworthy adult I could turn to for advice if I were having problems.	4. Mostly True 5. Totally True 1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	IPFI	472	5%			X
Mental health - social support	There are people I can count on in an emergency.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	IPFI	472	5%			X
Mental health - social support	There is a special person in my life who cares about my feelings.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	IPFI	472	5%			X
Mental health - self-management (prompt)	How true are each of the following statements for you? I wait until the last minute to do my school work.	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	7Cs	472	5%	X		X
Mental health - self-control	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	7Cs	472	5%	X		X
Mental health - self-control	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	7Cs	472	5%	X		X
Mental health - self-control	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	7Cs	472	6%	X		X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Mental health - self-control	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	7Cs	472	5%	X		X
Mental health - self-control	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	7Cs	472	4%			X
Mental health - self-control	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	7Cs	472	6%			X
Mental health - self-control	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	7Cs	472	5%			X
Mental health - self-control	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	7Cs	472	4%			X
Mental health - self-control	For additional information on 7Cs questions, see: https://www.edelements.com/the-7cs-framework-of-effective-teaching	1. Totally Untrue 2. Mostly Untrue 3. Sometimes 4. Mostly True 5. Totally True	7Cs	472	6%			X
Mental health - internalizing	I get a lot of headaches, stomach-aches or sickness.	Not True, Somewhat True, Certainly True	SDQ	500	11%	X		X
Mental health - internalizing	I worry a lot.	Not True, Somewhat True, Certainly True	SDQ	500	11%	X		X
Mental health - internalizing	I am often unhappy, depressed or tearful.	Not True, Somewhat True, Certainly True	SDQ	500	11%	X		X
Mental health - internalizing	I am nervous in new situations. I easily lose confidence.	Not True, Somewhat True, Certainly True	SDQ	500	11%	X		X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Mental health - internalizing	I have many fears, I am easily scared.	Not True, Somewhat True, Certainly True	SDQ	500	11%	X		X
Civic Engagement (prompt)	(Instructions: The following is a list of school, community and political activities that people can get involved in. For each of these activities, please use the following scale to indicate whether, in the last year...) Visited or helped out people who were sick.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	160	9%		HS	X
Civic Engagement	Took care of other families' children (on an unpaid basis).	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	160	10%		HS	X
Civic Engagement	Participated in a church-connected group.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	160	11%		HS	X
Civic Engagement	Participated in a social, cultural, political or charity group or organization.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII (modified)	160	9%		HS	X
Civic Engagement	Helped with a fund-raising project.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	160	10%		HS	X
Civic Engagement	Did things to help improve your neighborhood (e.g., helped clean neighborhood).	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	160	9%		HS	X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Civic Engagement	Gave help (e.g., money, food, clothing, rides) to friends or classmates who needed it.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	160	10%		HS	X
Civic Engagement	Joined in a protest march, meeting or demonstration.	You never did this, You did this once or twice, You did this a few times, You did this a fair bit, You did this a lot	YII	160	10%		HS	X
Safety - neighborhood	You or someone close to you has been affected by violence outside of school.	Never, Seldom, Sometimes, Often, Always	Joyce	472	7%	X		X
Safety - neighborhood	I live in a safe neighborhood.	Strongly Disagree; Disagree; Agree; Strongly Agree	Joyce	472	7%			X
Safety - neighborhood	I see gang activity in my neighborhood.	Never, Seldom, Sometimes, Often, Always	Joyce	472	7%	X		X
Safety-interactions with police	Do you feel safer in the presence of police?	Strongly Agree, Agree, Disagree, Strongly Disagree	N/A	472	8%			X
Mental Health	During the past 30 days, how often was your mental health not good?	Never, Rarely, Sometimes, Most of the Time, Always	YRSB	972	11%			
	During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?	1 Yes 2 No Missing	YRBS	972	12%			
	How often, if at all, would you say that you feel each of the emotions listed below? Have tons of energy; Anti-social/Do not want to be around people; Have trouble concentrating; Anxious or worried; Easily frustrated; Stressed out; Overwhelmed;	All the time; Often; Sometimes; Rarely; Never; Prefer not to answer	IPSOS	972	12%			

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Well-being	Numb or just don't feel anything; Angry; Sad If you're feeling overwhelmed, stressed, or depressed, who are you most likely to talk to?	Friend; Parent; Coach; Teacher; Someone at church (pastor, youth leader, etc.); School counselor; Mental health therapist; Social media/online community; Doctor; No one; Other	YMHS	972	11%			
Well-being	Do you think teachers and other school employees understand the mental health needs of their students?	Yes; No	YMHS	972	11%			
Well-being	During the past 12 months, was there any time when you needed counseling or therapy from a mental health professional, but DID NOT GET IT because you didn't know where to go or how to get help?	Yes or no	NHIS	972	12%			
Well-being	Have you ever been afraid to seek help for your mental health because of what others might think?	Yes, currently; Yes, in the past; No, never	MYAC	972	11%			
Social Media	Did you interact with people through _____ to get support or help in the past 30 days? Select all that apply.	In-person interactions; Phone/ voice call; Video call; Social media; Email; text message/ instant message; Other; Not applicable	Gallup-Meta	472	9%			X
Social Media	How much do you trust each of the following sources to provide you with accurate information? A lot, a little, or not at all?	Doctors/healthcare workers; scientists; family and friends; national news media; religious organizations; national government;	UNICEF	472	11%			X

Survey Domain	Survey Item	Response Options	Source	Surveyed Students	Percent Missing	Reverse-Coded	HS/MS Only	City Only
Social Media	How often do you use social media?	local government; social media 1 I do not use social media 2 A few times a month 3 About once a week 4 A few times a week 5 About once a day 6 Several times a day 7 About once an hour 8 More than once an hour	YRBS	472	9%			X