

## Student Survey

Approximate length Goal for Main Study	20 minutes (part of 90 minute student assessment and survey)
Mode of administration	Computerized administration using Chromebooks, tablet-like computers with touchscreen capability and an attached keyboard, that will be brought in to the school by the study
Key constructs	<p>Demographics</p> <p>School experiences</p> <ul style="list-style-type: none"><li>• Conversations with teachers about math courses, jobs or careers, and going to college</li><li>• Student perspective of teacher support</li><li>• Perceptions of school climate (e.g., safety and rule fairness)</li><li>• Academic culture (e.g., high standards and expectations)</li><li>• Problems at school (e.g., student misconduct and bullying)</li></ul> <p>Activities</p> <ul style="list-style-type: none"><li>• Time use-structured activities: student employment; participating in activities (sports, clubs, etc.)</li><li>• Time use-unstructured or unsupervised activities (e.g., watching television, doing homework, or being with friends)</li><li>• Technology activities</li></ul> <p>Health</p> <ul style="list-style-type: none"><li>• Physical well-being</li></ul> <p>Peers</p> <ul style="list-style-type: none"><li>• Perception of peer social support</li><li>• Peer victimization</li><li>• Perception of peer values (importance of education, engagement in risky behaviors, peer pressure)</li><li>• Belongingness (a sense of belonging in school)</li><li>• Risk-taking (students' sensation seeking behaviors)</li></ul> <p>"Tell us about Yourself"</p> <ul style="list-style-type: none"><li>• Academic engagement (e.g., persistence)</li><li>• Identity formation (interests of students ("sparks"); ethnic identity; perceived social status)</li><li>• Socioemotional well-being</li></ul> <p>Home Life</p> <ul style="list-style-type: none"><li>• Conversations with parents about math courses, jobs or careers, and going to college</li><li>• Parental support to help child achieve</li><li>• Parent-child relationships (autonomy-granting, disclosure)</li><li>• Community perspectives</li></ul> <p>Future</p> <ul style="list-style-type: none"><li>• Aspirations and expectations (educational, career/life goals)</li></ul>