Great Schools for All (GS4A)
Student Survey
Summary Report

August 2021

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1. Background/Introduction

Great Schools for All (GS4A) is a community-based coalition of Monroe County city and suburban residents who believe that all children, regardless of where they live, should have guaranteed access to an excellent public school. GS4A proposes the creation of voluntary, racially and socio-economically diverse, cross-district primary and secondary magnet schools in Monroe County, offering thematic programming that no single school district can afford to offer on its own, thereby benefitting both urban and suburban residents. Each of these so-called "Breakthrough Schools" would be socio-economically diverse, with no more than 50% of students in poverty attending any one school. There are many research studies that show both short and long-term academic and social growth of students in such economically diverse schools.

In May of 2016, working closely with Metrix Matrix, GS4A surveyed over 600 City and suburban parents about the possibilities of economically diverse magnet schools. As part of its commitment to provide high quality education throughout the county, with particular focus on improving outcomes for students in schools with high concentrations of poverty, Great Schools for All sought to measure parental attitudes toward some of the key components of the magnet school model and gain insight on how to better position their Breakthrough Schools initiative. In both city and suburbs, and across all racial and economic subgroups, between 70% and 80% or more of all respondents supported the concept of such schools. A full report on the 2016 survey is available at (http://gs4a.org/wp-content/uploads/2016/05/GS4A-Summary-Survey-2016-FINAL-B.pdf).

In 2021, GS4A sought to conduct a similar survey of students to determine potential student interest in diverse cross-district magnet schools. Student perspectives are critical to understand, as they are of course the ones who will ultimately determine whether cross-district schools should be part of the answer to the current—and historic—racial and economic segregation in Monroe County. GS4A was able to help design a student survey in conjunction with student leaders and faculty advisors engaged in planning the May 2021 Roc2Change[1] virtual event. The student voice and leadership were instrumental in assuring that questions of concern to them, as well as to GS4A, were included in the survey.

Although student participation was reduced because of the virtual nature of the event, and scheduling complications for many city students, 230 surveys were completed during the Roc2Change summit and through a follow-up process in regular school classrooms with students unable to attend the actual event. While the students involved in the process represent a self-selected group interested in, and knowledgeable about, educational issues, and thus are not a fully representative cross-section of all county students, they do include representation from almost every school district, parochial and private high school in the county.

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[1] Roc2Change is a program started in 2016 that brings high school students from across Monroe County together to address race relations in their community. The largest gathering to date (2016) included more than 500 students from 38 schools across 25 school districts. Roc2Change is student-driven, student-planned, and student-led. It is the largest cross-district student forum in Monroe County.

2. Executive Summary

For this survey, a Magnet School was defined as a public school offering specialized instruction and programs often not available elsewhere and designed to attract a more diverse student body. Choosing to attend a Magnet School would be voluntary and at no additional cost to the parent or guardian.

Summary in Total

What's important to you in a school?

Students were asked to rate the value of specific school features from 1 to 5, with 1 being "not at all important" and 5 being "very important.":

A culturally, socio-economically and racially diverse student body
- The overwhelming majority (88%) valued a culturally, socio-economically, and racially diverse student body. The average level of importance rating was 4.5-out-of-5.

Curricula based on solving real problems
- Nearly all (93%) valued a curriculum based on solving real problems. The average level of importance rating was 4.6-out-of-5.

A talented, diverse faculty
- Most students (89%) valued a talented and diverse faculty. The average level of importance rating was 4.5-out-of-5.

Access to a curriculum where racial, ethnic and cultural themes are embraced
- Nine-out-of-ten students (90%) valued access to a curriculum where racial, ethnic, and cultural themes are embraced. The average level of importance rating was 4.6-out-of-5.

Do you believe that attending a school where students are from different ethnic, racial and socio-economic backgrounds will better prepare you for college or work?
- Overall, nine-out-of-ten students (90%) said attending a school where students are from different ethnic, racial, and socio-economic backgrounds will better prepare them for college or work, 3% said No, while 7% were Unsure.

Would you like to see your school be more or less diverse?
- Nearly three-fourths of students (72%) indicated they'd like their school to be more diverse. About one-in-five said they'd like it to stay the same, and very few (1%) said they'd like their school to be less diverse. Overall, about one-in-twelve students were unsure about their response.

Would you consider enrolling in a Magnet School, possibly located outside your current district, if that school had a unique academic program?

- Overall, 81% of the students either said Yes, they would consider enrolling in a Magnet School, possibly located outside their current district, if that school had a unique academic program (33%) or were not certain if they'd consider this arrangement (48%) -- Only one-fifth (20%) were against the idea.

I would consider enrolling in a magnet school outside my home district on a voluntary basis at no additional cost to my family if that school offered programs not available in my home district and it met transportation and safety concerns.

- Asked about support for cross-district magnet schools from a slightly different perspective, just under half of the students (45%) said they would consider enrolling in a magnet school outside their home district on a voluntary basis at no additional cost to their family if the school offered programs not available at their home district and it met transportation and security concerns. Almost as many students (39%) were unsure, and relatively few (16%) were opposed to the idea. The average rating of 3.4 is above the midpoint of 3-out-of-5, suggesting above average interest in the idea.

I would consider attending a magnet school that offered programs not available elsewhere even if I would be in the racial minority.

- Overall, just under half of students (47%) would likely consider attending a magnet school that offered programs not available elsewhere even if they were in the racial minority. About a third (32%) were in the middle, and one-in-five (21%) were not likely to consider the idea. The average rating is 3.3-out-of-5, suggesting overall students lean slightly more likely towards considering the idea.

Differences by Subgroups

The following is a list of questions for each subgroup that appear to have differences worth noting. These are not statistical test results, rather, simply differences that appear to be relatively large compared with other subgroups and the results for all students overall.

Grade
Younger students, with more time to consider school choices in their future, were generally more likely to rate higher levels of importance and be more likely to consider Magnet Schools.

- A culturally, socio-economically and racially diverse student body
  - 9th grade students indicated the strongest level of importance (4.9-out-of-5 average rating), compared with the overall average level of importance of 4.5.

- A talented, diverse faculty
  - 9th and 10th grade students had slightly higher average ratings than 11th and 12th grade students (average level of importance of 4.7 vs 4.4, respectively).

- Would you like to see your school be more or less diverse?
  - 9th and 10th grade students were considerably more likely to say More diverse than 11th and 12th grade students (88% vs 64%, respectively).

- Would you consider enrolling in a Magnet School, possibly located outside your current district, if that school had a unique academic program?
  - 9th and 10th grade students were more likely to consider the idea than 11th and 12th grade students (43%/47% vs 29%/23% Yes, respectively)

- I would consider enrolling in a magnet school outside my home district on a voluntary basis at no additional cost to my family if that school offered programs not available in my home district and it met transportation and safety concerns.
  - 9th and 10th grade students were more likely to consider the idea than 11th and 12th grade students (3.8/3.7 vs 3.3/3.1 average rating, respectively)

- I would consider attending a magnet school that offered programs not available elsewhere even if I would be in the racial minority.
  - 9th and 10th grade students were more likely to consider the idea than 11th and 12th grade students (3.7/3.7 vs 3.3/2.9 average rating, respectively)

Gender
Female students rated generally higher levels of importance and were somewhat more likely to consider a Magnet School.

- A culturally, socio-economically and racially diverse student body
  - Female students rated a slightly higher level of importance than males (average of 4.6 vs 4.3), though both genders rated high levels of importance overall.

- Access to a curriculum where racial, ethnic and cultural themes are embraced
  - Female students had a higher average importance rating than males (4.7 vs 4.3)

- Would you like to see your school be more or less diverse?
  - Female students were more likely to say More than males (78% vs 56%).

- I would consider enrolling in a magnet school outside my home district on a voluntary basis at no additional cost to my family if that school offered programs not available in my home district and it met transportation and safety concerns.
  - Female students had a higher average rating than males (3.5 vs 3.1).

Race
Note: references to Asian students are based on a total of only 21 students in that subgroup.

There were relatively similar levels of importance and likelihood of considering Magnet Schools across racial subgroups, except among the Asian students where higher levels of importance and likelihood of considering Magnet schools were found.

- A culturally, socio-economically and racially diverse student body
    - Students who identified as Asian had a 4.9-out-of-5 average, compared with an overall 4.5 rating among all students, while students who identified as Latinx had a 4.3 average rating.

- A talented, diverse faculty
    - Students who identified as Asian had a 4.9-out-of-5 average, compared with a 4.5 rating across all students.

- Would you like to see your school be more or less diverse?
    - Students who identified as Asian were much more likely than all other groups to say More (90%), compared with Latinx (62%), Black (67%), and White (74%).

- I would consider attending a magnet school that offered programs not available elsewhere even if I would be in the racial minority.
    - Students who identified as Asian (3.8) and White (3.7) were more likely to consider a Magnet School than students who identified as Latinx (3.2) and Black (3.1).

School District (Urban vs Suburban & Rural)
Although urban students typically indicated a lower level of importance and lower likelihood of considering a Magnet School, most students generally rated high levels of importance and high likelihood of considering a Magnet School.

- A culturally, socio-economically and racially diverse student body
    - High levels of importance across both subgroups, though students in suburban & rural districts rated higher levels of importance than urban students (99% overall support vs. 80%, and average of 4.8 vs 4.3, respectively).

- A talented, diverse faculty
    - Students in urban districts had a lower average rating than students in suburban & rural districts (4.3 vs 4.8).

- Do you believe that attending a school where students are from different ethnic, racial and socio-economic backgrounds will better prepare you for college or work?
  - Nearly all students from suburban & rural districts said Yes (98%) compared to 84% of students from urban districts.

- Would you like to see your school be more or less diverse?
  - Students in urban districts were much less likely than students in suburban & rural districts to say More (57% vs 92%) and much more likely to say Stay the same (30% vs 5%).

- I would consider attending a magnet school that offered programs not available elsewhere even if I would be in the racial minority.
  - Students in urban districts provided a lower likelihood of considering a Magnet School than students in suburban & rural districts (3.1 vs 3.6).
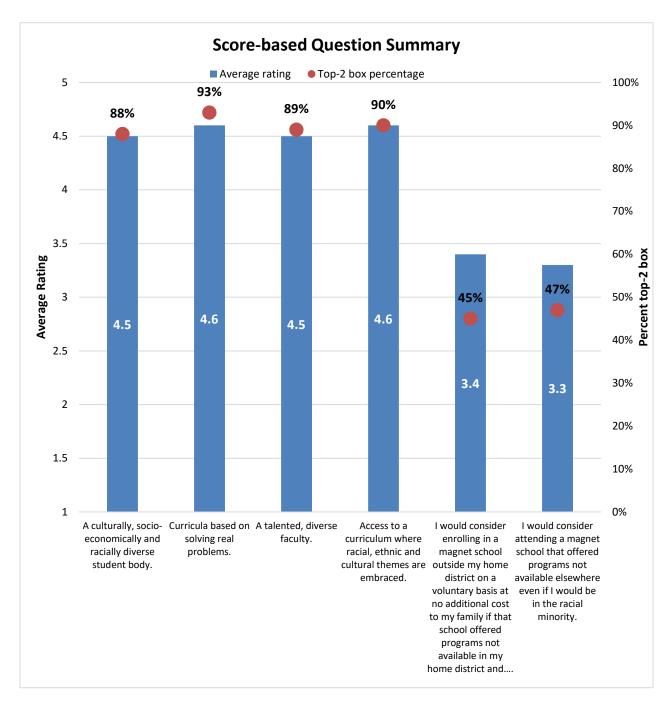
School District (Public vs Private)
Note: references to Private school students are based on a total of only 17 students in that subgroup.

There were relatively similar levels across private and public school subgroups for most issues.

- Would you like to see your school be more or less diverse?
  - Students at private schools were more likely to say More (94% vs 70%), and students at public schools were more likely to say Stay the same (21% vs 0%).

Score-based Question Summary

The six survey questions that used a 5-point scale are presented here for simplicity of comparing the ratings within a single chart.

Score-based Question Summary

Question	Average rating	Top-2 box percentage
A culturally, socio-economically and racially diverse student body.	4.5	88%
Curricula based on solving real problems.	4.6	93%
A talented, diverse faculty.	4.5	89%
Access to a curriculum where racial, ethnic and cultural themes are embraced.	4.6	90%
I would consider enrolling in a magnet school outside my home district on a voluntary basis at no additional cost to my family if that school offered programs not available in my home district and….	3.4	45%
I would consider attending a magnet school that offered programs not available elsewhere even if I would be in the racial minority.	3.3	47%

3. Detailed Results

A culturally, socio-economically and racially diverse student body

The overwhelming majority (88%) valued a culturally, socio-economically, and racially diverse student body. The average level of importance was 4.5-out-of-5.

Although there are a few differences between subgroups, all subgroups provided an average level of importance rating of at least 4.3-out-of-5. The lowest ratings (though a high level of importance was 4.3-out-of-5) were for Male students, students who identified as Latinx, and Urban students. The highest ratings, with students providing a 4.8 or 4.9 average level of importance rating, were 9th grade students, Asian students, and Private and suburban/rural school students.

	Total	Grade				Class Status		Gender	
	Total	9th	10th	11th	12th	Underclass (9-10th)	Upperclass (11-12th)	Female	Male
Base	228	30	43	98	55	73	153	138	75
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	4.5	4.9	4.6	4.4	4.5	4.7	4.4	4.6	4.3
Top 2 box (4,5)	200	30	39	83	46	69	129	125	60
	88%	100%	91%	85%	84%	95%	84%	91%	80%
Middle rating (3)	23	-	4	11	8	4	19	11	12
	10%	-	9%	11%	15%	5%	12%	8%	16%
Bottom 2 box (1,2)	5	-	-	4	1	-	5	2	3
	2%	-	-	4%	2%	-	3%	1%	4%

	Total	Race (multiple select)				School District		School District	
	Total	Black	White	Latinx	Asian	Urban	Suburban + Rural	Public school	Private school
Base	228	122	86	42	21	128	97	208	17
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	4.5	4.5	4.6	4.3	4.9	4.3	4.8	4.5	4.8
Top 2 box (4,5)	200	104	80	33	21	102	96	181	17
	88%	85%	93%	79%	100%	80%	99%	87%	100%
Middle rating (3)	23	15	3	7	-	21	1	22	-
	10%	12%	3%	17%	-	16%	1%	11%	-
Bottom 2 box (1,2)	5	3	3	2	-	5	-	5	-
	2%	2%	3%	5%	-	4%	-	2%	-

Curricula based on solving real problems

Nearly all (93%) valued a curriculum based on solving real problems. The average level of importance rating was 4.6-out-of-5.

Again, there are few differences between subgroups, as all subgroups provided an average rating between 4.3 and 4.7-out-of-5. The only subgroup with an average rating below 4.5 was students who identified as Latinx (4.3). The subgroups with the highest average ratings (4.7-out-of-5) were 9th graders, suburban and rural students, and private school students.

	Total	Grade				Class Status		Gender	
	Total	9th	10th	11th	12th	Underclass (9-10th)	Upperclass (11-12th)	Female	Male
Base	226	30	43	98	53	73	151	137	74
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	4.6	4.7	4.6	4.6	4.5	4.6	4.6	4.6	4.5
Top 2 box (4,5)	210	29	39	93	47	68	140	128	67
	93%	97%	91%	95%	89%	93%	93%	93%	91%
Middle rating (3)	14	1	4	3	6	5	9	8	6
	6%	3%	9%	3%	11%	7%	6%	6%	8%
Bottom 2 box (1,2)	2	-	-	2	-	-	2	1	1
	1%	-	-	2%	-	-	1%	1%	1%

	Total	Race (multiple select)				School District		School District	
	Total	Black	White	Latinx	Asian	Urban	Suburban + Rural	Public school	Private school
Base	226	122	86	41	21	126	97	206	17
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	4.6	4.6	4.5	4.3	4.6	4.5	4.7	4.6	4.7
Top 2 box (4,5)	210	114	80	34	20	114	93	190	17
	93%	93%	93%	83%	95%	90%	96%	92%	100%
Middle rating (3)	14	7	5	6	1	10	4	14	-
	6%	6%	6%	15%	5%	8%	4%	7%	-
Bottom 2 box (1,2)	2	1	1	1	-	2	-	2	-
	1%	1%	1%	2%	-	2%	-	1%	-

A talented, diverse faculty

Most students (89%) valued a talented and diverse faculty. The average level of importance rating was 4.5-out-of-5.

All subgroups provided an average rating of at least 4.3-out-of-5. Students who identified as Latinx and urban students had the lowest average ratings, 4.3-out-of-5. On the other hand, all 9th grade students and Asian students indicated top-level of importance (a top two box level of importance rating of 100%) leading to very high average ratings. Suburban and rural students and students who attend private school were not far behind, with very high top-2 box ratings, and 4.8-out-of-5 average ratings.

	Total	Grade				Class Status		Gender	
	Total	9th	10th	11th	12th	Underclass (9-10th)	Upperclass (11-12th)	Female	Male
Base	228	30	43	99	54	73	153	137	76
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	4.5	4.8	4.7	4.4	4.4	4.7	4.4	4.6	4.4
Top 2 box (4,5)	202	30	39	84	47	69	131	122	65
	89%	100%	91%	85%	87%	95%	86%	89%	86%
Middle rating (3)	20	-	4	12	4	4	16	12	8
	9%	-	9%	12%	7%	5%	10%	9%	11%
Bottom 2 box (1,2)	6	-	-	3	3	-	6	3	3
	3%	-	-	3%	6%	-	4%	2%	4%

	Total	Race (multiple select)				School District		School District	
	Total	Black	White	Latinx	Asian	Urban	Suburban + Rural	Public school	Private school
Base	228	123	86	42	21	128	97	208	17
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	4.5	4.4	4.7	4.3	4.9	4.3	4.8	4.5	4.8
Top 2 box (4,5)	202	105	81	34	21	105	95	184	16
	89%	85%	94%	81%	100%	82%	98%	88%	94%
Middle rating (3)	20	14	4	6	-	18	1	18	1
	9%	11%	5%	14%	-	14%	1%	9%	6%
Bottom 2 box (1,2)	6	4	1	2	-	5	1	6	-
	3%	3%	1%	5%	-	4%	1%	3%	-

Access to a curriculum where racial, ethnic and cultural themes are embraced

Nine-out-of-ten students (90%) valued access to a curriculum where racial, ethnic, and cultural themes are embraced. The average level of importance rating is 4.6-out-of-5.

There is little variation is responses between subgroups. The group showing the lowest level of importance ratings is male students, with an 81% top-2 box and 4.3-out-of-5 average rating. The highest-rated subgroups were students who identified as Asian (4.9 average rating), 9th grade students and Suburban and rural students (4.8 average ratings).

	Total	Grade				Class Status		Gender	
	Total	9th	10th	11th	12th	Underclass (9-10th)	Upperclass (11-12th)	Female	Male
Base	227	30	43	97	55	73	152	138	75
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	4.6	4.8	4.6	4.5	4.6	4.7	4.6	4.7	4.3
Top 2 box (4,5)	205	29	39	84	52	68	136	131	61
	90%	97%	91%	87%	95%	93%	89%	95%	81%
Middle rating (3)	20	1	4	11	3	5	14	6	13
	9%	3%	9%	11%	5%	7%	9%	4%	17%
Bottom 2 box (1,2)	2	-	-	2	-	-	2	1	1
	1%	-	-	2%	-	-	1%	1%	1%

	Total	Race (multiple select)				School District		School District	
	Total	Black	White	Latinx	Asian	Urban	Suburban + Rural	Public school	Private school
Base	227	123	85	42	21	128	96	207	17
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	4.6	4.5	4.6	4.6	4.9	4.5	4.8	4.6	4.6
Top 2 box (4,5)	205	110	75	39	20	112	90	187	15
	90%	89%	88%	93%	95%	88%	94%	90%	88%
Middle rating (3)	20	11	9	3	1	14	6	18	2
	9%	9%	11%	7%	5%	11%	6%	9%	12%
Bottom 2 box (1,2)	2	2	1	-	-	2	-	2	-
	1%	2%	1%	-	-	2%	-	1%	-

Do you believe that attending a school where students are from different ethnic, racial and socio-economic backgrounds will better prepare you for college or work?

Overall, nine-out-of-ten students (90%) said attending a school where students are from different ethnic, racial, and socio-economic backgrounds will better prepare them for college or work, 3% said No, while 7% were Unsure.

More than 80% of students in each subgroup agreed, with students who identified as Latinx and Urban students the least likely to agree, with 83% and 84%, respectively, saying Yes. On the other hand, all private school students (100%), and nearly all suburban and rural students (98%) and 9th grade students (97%) agreed Yes.

	Total	Grade				Class Status		Gender	
	Total	9th	10th	11th	12th	Underclass (9-10th)	Upperclass (11-12th)	Female	Male
Base	228	30	43	98	55	73	153	138	75
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	205	29	39	87	48	68	135	124	67
	90%	97%	91%	89%	87%	93%	88%	90%	89%
No	7	-	1	3	3	1	6	5	1
	3%	-	2%	3%	5%	1%	4%	4%	1%
Not sure	16	1	3	8	4	4	12	9	7
	7%	3%	7%	8%	7%	5%	8%	7%	9%

	Total	Race (multiple select)				School District		School District	
	Total	Black	White	Latinx	Asian	Urban	Suburban + Rural	Public school	Private school
Base	228	123	86	42	21	128	97	208	17
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	205	109	80	35	20	107	95	185	17
	90%	89%	93%	83%	95%	84%	98%	89%	100%
No	7	5	1	2	1	5	2	7	-
	3%	4%	1%	5%	5%	4%	2%	3%	-
Not sure	16	9	5	5	-	16	-	16	-
	7%	7%	6%	12%	-	12%	-	8%	-

Would you like to see your school be more or less diverse?

Nearly three-fourths of students (72%) indicated they'd like their school to be more diverse. About one-in-five said they'd like it to stay the same, and very few (1%) said they'd like their school to be less diverse. Overall, about one-in-twelve students were unsure about their response.

There is some variation between subgroups for this question. Male students and urban students were least likely to say they would like more diversity, with just over half saying More (56% and 57% respectively). In both groups, about a third of students said they'd like the level of diversity to stay the same.

On the other hand, nearly all private school students (94%), suburban and rural students (92%), and Asian students (90%) indicated they would like more diversity in their school. No students in these groups, and very few in any subgroup, said they would like their school to be less diverse.

	Total	Grade				Class Status		Gender	
	Total	9th	10th	11th	12th	Underclass (9-10th)	Upperclass (11-12th)	Female	Male
Base	228	30	43	98	55	73	153	138	75
	100%	100%	100%	100%	100%	100%	100%	100%	100%
More	164	26	38	63	35	64	98	108	42
	72%	87%	88%	64%	64%	88%	64%	78%	56%
Stay the same	43	2	4	24	13	6	37	20	23
	19%	7%	9%	24%	24%	8%	24%	14%	31%
Less	2	1	-	1	-	1	1	2	-
	1%	3%	-	1%	-	1%	1%	1%	-
Combine: (Not sure, Other)	19	1	1	10	7	2	17	8	10
	8%	3%	2%	10%	13%	3%	11%	6%	13%

	Total	Race (multiple select)				School District		School District	
	Total	Black	White	Latinx	Asian	Urban	Suburban + Rural	Public school	Private school
Base	228	123	86	42	21	128	97	208	17
	100%	100%	100%	100%	100%	100%	100%	100%	100%
More	164	82	64	26	19	73	89	146	16
	72%	67%	74%	62%	90%	57%	92%	70%	94%
Stay the same	43	27	15	9	1	38	5	43	-
	19%	22%	17%	21%	5%	30%	5%	21%	-
Less	2	2	1	1	-	1	-	1	-
	1%	2%	1%	2%	-	1%	-	*	-
Combine: (Not sure, Other)	19	12	6	6	1	16	3	18	1
	8%	10%	7%	14%	5%	12%	3%	9%	6%

Would you consider enrolling in a Magnet School, possibly located outside your current district, if that school had a unique academic program?

Overall, 81% of the students either said Yes, they would consider enrolling in a Magnet School, possibly located outside their current district, if that school had a unique academic program (33%), or were unsure if they'd consider this arrangement (48%). Only one-fifth (20%) were against the idea.

Consideration of this Magnet School concept varies by subgroups. Students in 12th grade are least likely to support this idea, with only 23% saying Yes. On the other hand, 9th and 10th grade students are most likely to consider this idea, with 43% and 47%, respectively, saying Yes.
There is a large difference in acceptance between underclass (9th & 10th) and upper-class (11th & 12th) students (45% vs 27% acceptance). There is also a large difference in consideration between suburban and rural students (40%) and urban students (27%). Roughly half of most subgroups indicated that they were not sure.

	Total	Grade				Class Status		Gender	
	Total	9th	10th	11th	12th	Underclass (9-10th)	Upperclass (11-12th)	Female	Male
Base	229	30	43	99	56	73	155	139	76
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	75	13	20	29	13	33	42	44	21
	33%	43%	47%	29%	23%	45%	27%	32%	28%
Not sure	109	15	18	46	29	33	75	70	35
	48%	50%	42%	46%	52%	45%	48%	50%	46%
No	45	2	5	24	14	7	38	25	20
	20%	7%	12%	24%	25%	10%	25%	18%	26%

	Total	Race (multiple select)				School District		School District	
	Total	Black	White	Latinx	Asian	Urban	Suburban + Rural	Public school	Private school
Base	229	123	86	42	21	129	97	209	17
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Yes	75	37	32	13	6	35	39	68	6
	33%	30%	37%	31%	29%	27%	40%	33%	35%
Not sure	109	59	41	19	12	66	42	103	5
	48%	48%	48%	45%	57%	51%	43%	49%	29%
No	45	27	13	10	3	28	16	38	6
	20%	22%	15%	24%	14%	22%	16%	18%	35%

What programs of study or areas of concentration would most interest you?

Only asked of students that said "Yes" to the previous question:
(Would you consider enrolling in a Magnet School, possibly located outside your current district, if that school had a unique academic program?)

Responses along the lines of "None" or "Don't know" have been removed.

	What programs of study or areas of concentration would most interest you?
1	Aeronautics and acting.
2	Any law programs.
3	Anything surrounding Entrepreneurship or Creative writing and the publishing process.
4	Art.
5	Arts.
6	Arts and environmental science.
7	Business.
8	Business and financial programs.
9	Classical guitar and performing arts.
10	Computer science or home maintenance & repair.
11	Cosmetology.
12	CTE education
13	Dance and music.
14	Design.
15	Drama or Nursing.
16	Dual enrollment.
17	Education, culinary, or activism.
18	Engineering, arts, etc.
19	Engineering, Robotics, Mechanical Engineering.
20	Film/Video, the Arts.
21	Finance, swim team, cultural clubs, first generation support.
22	Global racism.
23	Higher Education, Business, Anthropology, Theology, African History.
24	How to actually prepare for life after graduating.
25	Humanities or social studies or something.
26	I could take a wide range of classes in all subjects, including less common classes such as those focused on politics and social justice.
27	I like the East High medical program but I also believe other students from other school should have the right to get in a program they are interested in.
28	I would love to focus around different kinds of music being cultural and diverse.
29	I'm willing to try anything new outside of my current area.
30	If they had Psychology or other languages besides Spanish I would consider it.
31	It would be for like prep school because they have more colleges look at them.
32	IT and Medical.
33	Lacrosse, football, swimming, wrestling, TLI, psychology, band.
34	Language.

	What programs of study or areas of concentration would most interest you?
35	Law practice.
36	Law, graphic design, clothing design.
37	Law, design, agriculture, self-defense.
38	Learning about and seeing how we can change current social problems.
39	Learning tech, cultural studies, and skilled labor.
40	Like programs that help introduce you to the career choice and what you like.
41	Math and science programs.
42	Medical and sciences.
43	Medical programs and languages.
44	Medicine science tech.
45	More advanced sciences.
46	More political and sciences.
47	More science-based.
48	Nursing / preparing use for real life skills.
49	Performing Arts and Culinary.
50	Physics.
51	Political Sciences, Foreign relations, Race Relations, Feminism and Race.
52	Psychology.
53	Psychology and human behavior studies.
54	Psychology/counseling (social sciences).
55	Racial inequalities studies and advocacy.
56	Schools that have a focus on music. At Athena there is a great music department that is viewed as the most competitive to others schools, so if I didn't go to Athena I would want to transfer here just for the music. Others may want to go to different schools for how many AP courses they offer or certain teachers that are more knowledgeable in their subjects.
57	Science: Biology, Chemistry, and Forensics.
58	Social Work and Environmental Science.
59	Socio-economic issues through history.
60	Something to do with health.
61	Sports.
62	Sports.
63	STEM programs.
64	STEM, arts, and business.
65	The arts.
66	The programs.
67	Things in the Medical field. Something along the lines of preparing students for the career they will pursue.
68	Vet Med, Arts, and Environmental.
69	Welding and Woodworking.

I would consider enrolling in a magnet school outside my home district on a voluntary basis at no additional cost to my family if that school offered programs not available in my home district and it met transportation and safety concerns.

Asked about support for cross-district magnet schools from a slightly different perspective, just under half of the students (45%) said they would consider enrolling in a magnet school outside their home district on a voluntary basis at no additional cost to their family if the school offered programs not available at their home district and it met transportation and security concerns. Almost as many students (39%) were unsure, and relatively few (16%) were opposed to the idea. The average rating of 3.4 is above the midpoint of 3-out-of-5, suggesting above average interest in the idea.

All subgroups lean more towards considering the idea than not considering, with all average ratings above 3-out-of-5. 12th grade students and male students (3.1 average ratings) were least keen on the idea. On the other hand, 9th graders (3.7) and 10th graders (3.8) were most open to the idea, leading to a large division between underclass (3.8) and upper-class (3.2) students. Between 35% and 40% of the students in most subgroups were not certain.

	Total	Grade				Class Status		Gender	
	Total	9th	10th	11th	12th	Underclass (9-10th)	Upperclass (11-12th)	Female	Male
Base	227	29	43	98	55	72	153	137	75
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	3.4	3.8	3.7	3.3	3.1	3.8	3.2	3.5	3.1
Top 2 box (4,5)	102	17	24	38	21	41	59	62	28
	45%	59%	56%	39%	38%	57%	39%	45%	37%
Middle rating (3)	88	11	16	42	19	27	61	58	28
	39%	38%	37%	43%	35%	38%	40%	42%	37%
Bottom 2 box (1,2)	37	1	3	18	15	4	33	17	19
	16%	3%	7%	18%	27%	6%	22%	12%	25%

	Total	Race (multiple select)				School District		School District	
	Total	Black	White	Latinx	Asian	Urban	Suburban + Rural	Public school	Private school
Base	227	122	85	42	21	129	96	209	16
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	3.4	3.3	3.5	3.5	3.5	3.3	3.6	3.4	3.2
Top 2 box (4,5)	102	54	41	18	8	50	52	93	9
	45%	44%	48%	43%	38%	39%	54%	44%	56%
Middle rating (3)	88	44	33	15	12	54	33	85	2
	39%	36%	39%	36%	57%	42%	34%	41%	12%
Bottom 2 box (1,2)	37	24	11	9	1	25	11	31	5
	16%	20%	13%	21%	5%	19%	11%	15%	31%

I would consider attending a magnet school that offered programs not available elsewhere even if I would be in the racial minority.

Overall, just under half of students (47%) would consider attending a magnet school that offered programs not available elsewhere even if they were in the racial minority. About a third (32%) were in the middle, and one-in-five (21%) were not likely to consider the idea. The average rating is 3.3-out-of-5, suggesting overall students lean slightly towards considering the idea.

Between subgroups, 12th grade students were the least likely to consider the idea, with a 2.9-out-of-5 average rating. This is the only subgroup with an average rating below the middle of the scale. On the other hand, students who identified as Asian (3.8), and as White (3.7), and 9th and 10th grade students (3.7) had the highest average ratings. There is a large difference in consideration between underclass (3.7) and upper-class (3.1) students.

	Total	Grade				Class Status		Gender	
	Total	9th	10th	11th	12th	Underclass (9-10th)	Upperclass (11-12th)	Female	Male
Base	224	29	42	97	54	71	151	135	74
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	3.3	3.7	3.7	3.3	2.9	3.7	3.1	3.3	3.2
Top 2 box (4,5)	105	17	28	39	19	45	58	63	30
	47%	59%	67%	40%	35%	63%	38%	47%	41%
Middle rating (3)	72	10	8	40	14	18	54	44	27
	32%	34%	19%	41%	26%	25%	36%	33%	36%
Bottom 2 box (1,2)	47	2	6	18	21	8	39	28	17
	21%	7%	14%	19%	39%	11%	26%	21%	23%

	Total	Race (multiple select)				School District		School District	
	Total	Black	White	Latinx	Asian	Urban	Suburban + Rural	Public school	Private school
Base	224	121	83	42	21	127	94	205	16
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average rating	3.3	3.1	3.7	3.2	3.8	3.1	3.6	3.3	3.6
Top 2 box (4,5)	105	50	47	15	13	49	54	95	8
	47%	41%	57%	36%	62%	39%	57%	46%	50%
Middle rating (3)	72	37	27	17	6	43	28	65	6
	32%	31%	33%	40%	29%	34%	30%	32%	38%
Bottom 2 box (1,2)	47	34	9	10	2	35	12	45	2
	21%	28%	11%	24%	10%	28%	13%	22%	12%

Demographics

Not every student had a response for every demographic question. Therefore, demographic totals may not sum to the same total.

School District (Geography)	Urban	130
		57%
	Suburban + Rural	97
		43%

School District (Public/Private)	Public school	210
		93%
	Private school	17
		7%

Grade	9th	30
		13%
	10th	43
		19%
	11th	99
		43%
	12th	56
		25%

Class Status	Underclass (9-10th)	73
		32%
	Upperclass (11-12th)	155
		68%

Gender	Female	139
		65%
	Male	76
		35%

Race (multiple select)	Black	124
		54%
	White	86
		37%
	Latinx	42
		18%
	Asian	21
		9%