

S2 Table. Main school- and individual-level characteristics of the study sample by the median of street-outdoor average noise levels at school (LAeq, dB).

Variables	LAeq < p50 ^a	LAeq ≥ p50 ^a	p-value ^b
	Median (IQR) or %	Median (IQR) or %	
School-level variables (n=38)			
Type of school, public	55%	44.4%	0.516
School socioeconomic vulnerability index (n)	0.5 (0.5)	0.4 (0.3)	0.076
School education quality (PISA 2012, n)	5.0 (3.0)	3.0 (2.0)	< 0.001
Individual-level variables (n=2680)			
2-back number stimuli (d') ^c	220.9 (261.1)	205.1 (231.9)	0.127
3-back number stimuli (d') ^d	111.8 (131.0)	111.8 (125.0)	0.087
ANT (HRT-SE) ^e	262.3 (134.5)	271.9 (142.1)	0.012
Age (years)	8.5 (1.5)	8.5 (1.4)	0.194
Girls	49.6%	50.3%	0.731
Maternal education, university	62.9%	54.1%	< 0.001
Paternal education, university	57.1%	48.7%	< 0.001
Foreign origin (non-Spanish)	10.5%	19.6%	< 0.001
Marital status, married	86.7%	83.3%	0.015
Overweight, Yes	25.7%	29.7%	0.026
Computer games weekend, > 1h	68.5%	72.5%	0.032
Siblings, Yes	82.1%	75.8%	< 0.001
Adopted child, Yes	4.3%	3.5%	0.276
Smoking during pregnancy, Yes	10.9%	9.4%	0.197
Birth ≥ 37 weeks	92.2%	92%	0.882
Birth weight ≥ 2.5 kg	90.2%	89.8%	0.736
Breastfeeding, Yes	82.5%	81.4%	0.478
Behavioural problems (SDQ)	7.0 (7.0)	8.0 (7.0)	< 0.001
Home socioeconomic vulnerability index (n)	0.4 (0.4)	0.5 (0.3)	< 0.001

^aMedian Street LAeq, dB = 63.5 dB. LAeq: A-weighted equivalent noise levels. ^bKruskal Wallis test for continuous variables or Chi² test for categorical variables. PISA: Programme for International Student Assessment. ^cWorking memory, ^dComplex working memory. d': detectability, a higher value indicates better working memory, ^eInattentiveness: Hit Reaction Time Standard Error (HRT-SE, ms) of the Attention Network Task, a higher value indicates greater inattentiveness. SDQ: Strengths and Difficulties Questionnaire.