While several risk factors concerning mental health for the general population have been extensively studied, less is known about the relationship between mental health and immigrant youth. Despite increasing numbers of the second-generation immigrant population, many studies focus on first-generation immigrants only, creating a significant gap in research that makes it difficult to understand the unique challenges affecting immigrant youth’s mental health. The present study aimed to examine how association with American identity and English proficiency are related to immigrant youth’s mental health by analyzing secondary data from the Children of Immigrants Longitudinal Study (CILS). The current study utilizes data from the second measurement point of the CILS (N=4,288). Participants were high school students who had at least one immigrant parent. Data collection utilized self-administered questionnaires conducted in participants’ schools and homes. Scales measuring participants’ mental health, association with American identity, and English proficiency were created to assess their correlations. Results of the study indicated that a higher association with American identity was related to the better mental health of immigrant youth. However, English proficiency was not associated with mental health. Additionally, in the multivariate model, gender and family’s economic status significantly predicted participants’ mental health. More specifically, being female and having a lower economic status were related to worse mental health scores. These findings highlight factors that increase and decrease immigrant youth’s mental health, which can be used in the field of social work to identify protective and risk factors to better support immigrant youth’s mental health.