

**School Adjustment - Child**  
*Grade 6 /Year 7*

**Fast Track Project Technical Report**  
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SAS program to create derived variable dataset

Citation

*Instrument*

Conduct Problems Prevention Research Group (CPPRG). (1997). *School Adjustment – Child*. Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>

*Report*

Maumary-Gremaud, A. (2000). School Adjustment - Child Grade 6/Year 7 (Fast Track Project Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

Data Sources

*Raw:* c7y

*Scored:* sac7

**I. Scale Description:**

The School Adjustment - Child Report measure is a 20-item instrument designed by the Fast Track project. This measure was designed to evaluate the transition from elementary to middle school. The child is asked to evaluate the past school year with respect to academic performances, disciplinary problems and contact with other students and staff. The questions are rated on a 5-point scale (never true, seldom true, sometimes true, usually true, always true). 12 items were recoded for consistency of interpretation. The parent and the child version of the measure have 12 common items. This instrument was first administered in the spring of 1997 to cohort 1.

**II. Report Sample:**

Preliminary analyses were conducted on the normative sample (N=387) and high-risk control sample (N=155) combined (overlap =79). 67 students (14%) had missing data for all the variables, including 59 (15%) from the normative sample and 18 (12%) from the control sample. 13 of the non-respondent were from the Durham site, 14 from the Nashville site, 14 from Pennstate and 26 from Seattle. 31 of the non-respondent were girls and 36 boys, 25 were African-American and 34 Caucasian.

### **III. Scaling :**

The analyses were conducted on the normative sample for year 7, cohort 1. Examination of frequency tables showed that most of the items were skewed towards the positive end of the scales. Items 4, 8, 9, 13, 17 and 19 were severely skewed, with more about 90% in the last two values of the scales. Items 1, 2 and 7 were reasonably distributed. The items were subjected to a principal factor analyses with varimax rotation. Six eigenvalues greater than the commonly used cutoff of 1.0 were found. The 3-factor solution was found to have the best fit with respect to factor loading and the best conceptual sense. Items 3,4,8,9,13 and 14 loaded primarily on the first factor, describing the relationship the child had with other students. Items 1,2,5,10,12 and 15 loaded primarily on the second factor, describing the academic and disciplinary difficulties the child encountered during the year. Finally, items 6,11,17,18 and 20 loaded on the third factor, describing the general aspects about the school and teachers. Items 7 and 19 loaded on both factors 1 and 2. It made more sense conceptually to include them in the second factor. Item 16 did not load on any of the factor, therefore, it was excluded from the analyses. The internal consistency of the factors were the following; factor 1: 0.77, factor 2: 0.76, factor 3: 0.69. The inter-subscale correlations were:

	fact 1	fact 2	fact 3
fact 1		0.45	0.25
fact 2			0.39

### **IV. Differences between groups**

T-tests of mean differences between normative (non-high-risk) and control groups were conducted for the items and subscales. Eleven of the items showed a significant difference in means between the high-risk control group and the normative (non-high-risk) group ("year difficult", "other kids hit", "stayed out of trouble", "school work hard", "other kids made do bad things", "got into trouble", "not do well academically", "other kids bothered", "teachers were on me because broke rules", "teacher not care about kids", "bad things happen to me").

The students in the control group showed more problems in adjusting to the transition to middle school than the non-high risk students in the normative sample. The means for the scales "difficulties to adjust" and "friends problems" differed significantly between the high-risk control and the normative (non-high-risk) group also.

### **V. Recommendations for Use:**

It is recommended that the three scales (relationship with other students, academic and disciplinary difficulties, general aspects about the school and teachers) are used for analyses, as they evidence a good conceptual sense, high reliability and are moderately correlated.

#### IV. Subscale Means and SD's

Normative sample:

##### Item means

Variable	Label	N	Mean	Std Dev
C7Y1	School year difficult	328	2.7103659	1.1217679
C7Y2	Easy time handling academic demands	328	3.2865854	1.0272450
C7Y3	Got along with friends	327	4.2691131	0.9404314
C7Y4	Other kids hit/made fun of me	328	1.8323171	1.1883448
C7Y5	Stayed out of trouble	327	3.5565749	1.2318665
C7Y6	I had a good year at school	328	4.0518293	1.0435749
C7Y7	School work was really hard	328	2.7500000	1.1299373
C7Y8	I had a hard time making friends	327	1.6238532	1.0163298
C7Y9	Other kids tried to make me do bad thing	327	1.4281346	0.9815181
C7Y10	I got into trouble this year	327	1.9755352	1.1320814
C7Y11	I liked the new things about school	328	3.7103659	1.1108098
C7Y12	I did not do well in academics	328	2.5030488	1.2291029
C7Y13	I did not have many friends	327	1.5168196	0.9871218
C7Y14	Other kids bothered my this year	327	1.9908257	1.1497832
C7Y15	Teachers were on me because I broke rule	327	1.9694190	1.2698657
C7Y16	People treat me well at my school	327	2.2538226	1.5187304
C7Y17	Teachers do not care about kids	327	1.3944954	0.8653346
C7Y18	Kids will succeed at my school	327	4.1192661	1.0307372
C7Y19	Bad things happen to me at school	328	1.7439024	1.0586585
C7Y20	School is fun	328	3.7926829	1.1961999

##### Scale means:

Variable	Label	N	Mean	Std Dev
SAC7DIF	School adj child: difficulties Yr 7	328	3.5945122	0.6933334
SAC7FRD	School adj child: friends problems Yr 7	327	4.3455657	0.7204316
SAC7GEN	School adj child: general facts Yr 7	328	4.0563008	0.7114717

Control sample:

Variable	Label	N	Mean	Std Dev
C7Y1	School year difficult	137	2.9343066	1.0375620
C7Y2	Easy time handling academic demands	137	3.1532847	1.1107133
C7Y3	Got along with friends	137	4.2189781	0.9449193
C7Y4	Other kids hit/made fun of me	137	2.1532847	1.3979529
C7Y5	Stayed out of trouble	137	3.1678832	1.1978494
C7Y6	I had a good year at school	137	3.9270073	1.1481125
C7Y7	School work was really hard	137	2.9343066	1.1389132
C7Y8	I had a hard time making friends	137	1.7080292	1.0372516
C7Y9	Other kids tried to make me do bad thing	137	1.6277372	1.1246392
C7Y10	I got into trouble this year	137	2.6204380	1.3565277
C7Y11	I liked the new things about school	137	3.6569343	1.1596016
C7Y12	I did not do well in academics	137	2.8759124	1.3308846
C7Y13	I did not have many friends	137	1.6277372	1.1048509
C7Y14	Other kids bothered my this year	137	2.2189781	1.2048635
C7Y15	Teachers were on me because I broke rule	137	2.5474453	1.4244235
C7Y16	People treat me well at my school	137	2.2773723	1.5374249
C7Y17	Teachers do not care about kids	137	1.5693431	1.0487781
C7Y18	Kids will succeed at my school	137	4.1751825	1.0494943
C7Y19	Bad things happen to me at school	137	1.9562044	1.1105683
C7Y20	School is fun	137	3.8102190	1.2219370

Scale means

Variable	Label	N	Mean	Std Dev
SAC7DIF	School adj child: difficulties Yr 7	137	3.2857143	0.6747460
SAC7FRD	School adj child: friends problems Yr 7	137	4.1824818	0.7342110
SAC7GEN	School adj child: general facts Yr 7	137	4.0000000	0.7328430

**VII. Scale Correlations**

Normative sample:

	SAC7DIF	SAC7FRD	SAC7GEN
SAC7DIF	1.00000	0.43161	0.36684
School adj child: difficulties Yr 7		<.0001	<.0001
	328	327	328
SAC7FRD	0.43161	1.00000	0.24706
School adj child: friends problems Yr 7	<.0001		<.0001
	327	327	327
SAC7GEN	0.36684	0.24706	1.00000
School adj child: general facts Yr 7	<.0001	<.0001	
	328	327	328

control sample:

	SAC7DIF	SAC7FRD	SAC7GEN
SAC7DIF	1.00000	0.49085	0.31142
School adj child: difficulties Yr 7		<.0001	0.0002
SAC7FRD	0.49085	1.00000	0.12982
School adj child: friends problems Yr 7	<.0001		0.1305
SAC7GEN	0.31142	0.12982	1.00000
School adj child: general facts Yr 7	0.0002	0.1305	

**Appendix – SAS Scoring Program**  
[\(See Instrument Summary\)](#)