

## **School Adjustment – Child (Revised)**

*Grade 11 /Year 12*

### **Fast Track Project Technical Report**

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**July 28, 2003**

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#### **Citation**

##### *Instrument*

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

##### *Reports*

Corrigan, A. (2003). *School Adjustment – Child (Revised), Grade 11 /Year 12* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org/><sup>1</sup>

Maumary-Gremaud, A. (2000). *School Adjustment – Child, Grade 6 /Year 7* (Fast Track Technical Report) Available from the Fast Track Project Web site, <http://www.fasttrackproject.org/><sup>2</sup>

#### **Data Sources**

*Unscored:* C12AY

*Scored:* SAR12

#### **I. Scale Description**

The School Adjustment – Child questionnaire (revised) was created for the Fast Track project and contains two sets of items:

- A 20-item scored scale that evaluates children's perceptions of their current adjustment to school.
- A set of 13 questions (described below) that elicit detailed information from respondents who dropped out of school and respondents who did not drop out.

Each item on the 20-item scale is a statement about a school experience; for example, "I stayed out of trouble with teachers and disciplinarians at school." The respondent selects the answer that estimates how true each statement is for the past school year. Items on the scale include statements about academic performance, discipline problems, and interactions with other students and staff. Response choices include: "Never True" (1), "Seldom True" (2), "Sometimes True" (3), "Usually True" (4), and "Always True" (5).

Detailed-information items ask if the respondent attended school for at least part of the year, whether the school was a new school (i.e., a change of schools), the name of the school, and the type of school: Private, Public, Religious,

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<sup>1</sup> This report.

<sup>2</sup> The Year 7 report.

Technical/Vocational, Alternative, or Other (with a fill-in answer for Other). Items also ask for the respondent's grade level for the coming school year, and overall grades in the previous year, with response choices that include: "Mostly A's," "About half A's and B's," "Mostly B's," "About half B's and C's" . . . "Mostly below D's," and "Other."

For respondents who are not in school, items ask when the respondents were last enrolled, their reasons for leaving school, if they plan to go back, and if they are in a program that leads to a GED.

Several questions also inquire if respondents have ever participated in a special program such as Mentoring, Job Shadowing, Apprenticeships, and others; which program the student participated in most recently, and how long (number of days) the student was a participant.

A parent version of the School Adjustment questionnaire was also administered to parents of children involved in the Fast Track Project. (See the separate technical report for School Adjustment – Parent.) The parent version and the child version have 12 of the scored items in common.

## II. Report Sample

This report contains data collected on Cohort 1, Year 12. The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap. One hundred forty-eight of the 463 are missing responses for the entire School Adjustment – Child questionnaire, including 105 from the normative group (14 from Durham, 29 from Washington, 23 from Pennsylvania, and 39 from Nashville), and 43 from the control group (including 5 from Durham, 17 from Nashville, 9 from Pennsylvania, and 12 from Washington), with overlap between the normative and control groups. These measures are not included in the analyses.

## III. Scaling

For the 20-item scored measure, a previous study (Maumary-Gremaud, 2000) identified three subscales: Relationships with Other Students (containing items 9, 10, 14, 15, 19 and 20), Academic and Disciplinary Difficulties (items 7, 8, 11, 13, 16, 18, 21, and 25), and General Aspects about the School and Teachers (items 12, 17, 23, 24 and 26). Results of the study also suggested that Item 16 ("I got into some trouble this year by breaking school rules.") does not belong on any subscale; therefore, this item is not included in the Year 12 analyses. The ordering of responses in items 7, 10, 13, 14, 15, 16, 18, 19, 20, 21, 23, and 25 was reversed before scoring to provide consistency among all the item responses. Higher scores indicate better school adjustment; lower scores indicate poorer adjustment.

The alpha coefficients for the normative sample and control sample are:

	Normative Sample	Control Sample
Relationships with Other Students	0.74	0.72
Academic and Disciplinary Difficulties	0.73	0.75
General Aspects / School and Teachers	0.73	0.77

## IV. Differences Between Groups

T-tests of means for the normative sample and the high-risk control sample yielded the following results for subscales:

	Normative Sample		Control Sample		DF	t Value	Pr >  t
	Mean	SD	Mean	SD			
Relationships with Other Students	4.50	0.52	4.37	0.60	319	-1.99	0.0479
Academic and Disciplinary Difficulties	3.85	0.53	3.61	0.68	319	-3.40	0.0008
General Aspects / School and Teachers	3.72	0.64	3.68	0.79	319	-0.53	0.5960

Frequencies and tests for the detailed-information items are in the following sections.

**Did you quit school this year?**

Some ambiguities exist in responses to Item 28 (Did you quit school last year?) compared to Item 29 (When were you last enrolled in school?) and Item 27 (“Did you attend school at least part of the year?”) Some respondents answered “Yes” to item 28, and “Yes” to Item 27, but were last enrolled in school during a previous school year, for example, 2000 or 1999. Frequency analysis of respondents who left school during the 2001-2002 school year include records that contain:

- A date between 8/2001 and 7/2002 (inclusive) for Item 29.
- A “Yes” response for Item 27 (Did you attend school during at least a part of the school year?).

Two uninterpretable responses for Item 29 were excluded.

The frequency of responses to Item 28 “Did you quit school last year?” for the normative and control groups is in the following table.

Did you quit school last year? (Item 28)						
Frequency Col Pct	Control	Normative	Total	DF	X <sup>2</sup> Value	Prob
No (0)	93 93.94	196 90.32	289 91.46	1	1.14	0.29
Yes (1)	6 6.06	21 9.68	27 8.54			
Total	99	217	316			
Frequency Missing = 112						

For Item 28 (“Did you quit school last year?”) with  $\chi^2 (1, N = 316) = 1.14, p < 0.29$ , the hypothesis of independence between risk category (Normative or High-Risk Control) and quitting school cannot be rejected for Year 12 data.

**Are you planning to go back to school?**

**Are you in a GED program?**

Analysis of frequencies for Item 32 (“Are you planning to go back to school?”) and Item 33 (“Are you in a program outside of regular school that will help you get a GED?”) include all respondents who indicated a date through 7/2002 in Item 29 for last attending school. (Two uninterpretable responses to Item 29 were not included.)

For students who left school before or during Year 12, the frequency of responses to Item 32 is in the following table:

Are you planning to go back? (Item 32)						
Frequency Col Pct	Control	Normative	Total	DF	X <sup>2</sup> Value	Prob
<b>No (0)</b>	10 55.56	9 25.00	19 35.19	1	4.91	0.03
<b>Yes (1)</b>	8 44.44	27 75.00	35 64.81			
<b>Total</b>	18	36	54			
<b>Frequency Missing = 562</b>						

For Item 32 (“Are you planning to go back to school?”) with  $\chi^2 (1, N = 54) = 4.91, p < .03$ , the hypothesis of independence between risk category (Normative or High-Risk Control) and quitting school can be rejected for Year 12. A larger percentage of normative respondents (75%) compared to control respondents (41%) plan to return to school.

The frequency of responses to Item 33 is in the following table:

Are you in a GED Program (Item 33)						
Frequency Col Pct	Control	Normative	Total	DF	X <sup>2</sup> Value	Prob
<b>No (0)</b>	10 55.56	22 59.46	32 58.18	1	0.08	0.78
<b>Yes (1)</b>	8 44.44	15 40.54	23 41.82			
<b>Total</b>	18	37	55			
<b>Frequency Missing = 561</b>						

For Item 33 (“Are you in a GED program?”) with  $\chi^2 (1, N = 55) = 0.08, p < 0.78$ , the hypothesis of independence between risk category (Normative or High-Risk Control) and attending a GED program cannot be rejected for Year 12.

### **Why did you leave school?**

Below is a summary of response frequencies to Item 30 “What is the main reason you left school?” for the normative and control groups.

<b>Normative Group</b>					
<b>What is the MAIN reason you left school?</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>	
<b>Received degree/completed courses</b>	<b>1</b>	2	4.55	2	4.55
<b>Expelled/suspended</b>	<b>2</b>	3	6.82	5	11.36
<b>Pregnant</b>	<b>4</b>	7	15.91	12	27.27
<b>Poor grades</b>	<b>6</b>	2	4.55	14	31.82
<b>Did not like school</b>	<b>7</b>	10	22.73	24	54.55
<b>Offered job</b>	<b>8</b>	1	2.27	25	56.82
<b>Financial difficulties/couldn't afford to go</b>	<b>10</b>	1	2.27	26	59.09
<b>Child care responsibilities</b>	<b>11</b>	3	6.82	29	65.91
<b>Moved away from school</b>	<b>13</b>	3	6.82	32	72.73
<b>Became the father/mother of a baby</b>	<b>17</b>	1	2.27	33	75.00
<b>Other</b>	<b>19</b>	11	25.00	44	100.00
<b>Frequency Missing = 343</b>					

<b>Control Group</b>					
<b>What is the MAIN reason you left school?</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>	
<b>Received degree/completed courses</b>	<b>1</b>	1	5.26	1	5.26
<b>Expelled/suspended</b>	<b>2</b>	3	15.79	4	21.05
<b>Did not like school</b>	<b>7</b>	6	31.58	10	52.63
<b>Didn't get along with other students</b>	<b>14</b>	1	5.26	11	57.89
<b>Other</b>	<b>19</b>	8	42.11	19	100.00
<b>Frequency Missing = 136</b>					

### **Special job training items**

Below are summaries of responses to Items 40 through 46. Each item asks if respondents have participated in a special job-training program. Item 48, which solicits a write-in response for participation in any program type not listed in the questions had no responses. Each item has a sample size of 344. Chi-square test results for each type of program (and Item 46 "None") are listed in each table, along with the associated probability. None of the chi-square results is significant. The hypothesis of independence between risk category (Normative or High-Risk Control) and each type of program cannot be rejected for Year 12 data.

<b>Job sharing (Item 40)</b>						
<b>Frequency Col Pct</b>	<b>Control</b>	<b>Normative</b>	<b>Total</b>	<b>DF</b>	<b>X<sup>2</sup> Value</b>	<b>Prob</b>
<b>No (0)</b>	92 82.14	178 76.72	270 78.49	1	1.31	0.25
<b>Yes (1)</b>	20 17.86	54 23.28	74 21.51			
<b>Total</b>	112	232	344			
<b>Frequency Missing = 274</b>						

<b>Mentoring (Item 41)</b>						
<b>Frequency Col Pct</b>	<b>Control</b>	<b>Normative</b>	<b>Total</b>	<b>DF</b>	<b>X<sup>2</sup> Value</b>	<b>Prob</b>
<b>No (0)</b>	104 92.86	210 90.52	314 91.28	1	0.52	0.47
<b>Yes (1)</b>	8 7.14	22 9.48	30 8.72			
<b>Total</b>	112 32.56	232 67.44	344 100.00			
<b>Frequency Missing = 274</b>						

<b>Cooperative Education (Item 42)</b>						
<b>Frequency Col Pct</b>	<b>Control</b>	<b>Normative</b>	<b>Total</b>	<b>DF</b>	<b>X<sup>2</sup> Value</b>	<b>Prob</b>
<b>No (0)</b>	101 90.18	213 91.81	314 91.28	1	0.25	0.62
<b>Yes (1)</b>	11 9.82	19 8.19	30 8.72			
<b>Total</b>	112	232	344			
<b>Frequency Missing = 274</b>						

<b>School-Sponsored Enterprise (Item 43)</b>						
<b>Frequency Col Pct</b>	<b>Control</b>	<b>Normative</b>	<b>Total</b>	<b>DF</b>	<b>X<sup>2</sup> Value</b>	<b>Prob</b>
<b>No (0)</b>	108 96.43	215 92.67	323 93.90	1	1.86	0.17
<b>Yes (1)</b>	4 3.57	17 7.33	21 6.10			
<b>Total</b>	112	232	344			
<b>Frequency Missing = 274</b>						

Tech Group (Item 44)						
Frequency Col Pct	Control	Normative	Total	DF	X <sup>2</sup> Value	Prob
No (0)	99 88.39	205 88.36	304 88.37	1	0.0001	0.99
Yes (1)	13 11.61	27 11.64	40 11.63			
Total	112	232	344			
Frequency Missing = 274						

Internship or Apprenticeship (Item 45)						
Frequency Col Pct	Control	Normative	Total	DF	X <sup>2</sup> Value	Prob
No (0)	107 95.54	220 94.83	327 95.06	1	0.08	0.78
Yes (1)	5 4.46	12 5.17	17 4.94			
Total	112	232	344			
Frequency Missing = 274						

None (Item 46)						
Frequency Col Pct	Control	Normative	Total	DF	X <sup>2</sup> Value	Prob
No (0)	38 33.93	90 38.79	128 37.21	1	0.77	0.38
Yes (1)	74 66.07	142 61.21	216 62.79			
Total	112	232	344			
Frequency Missing = 274						

**Did you enter a new school this year?**

The following table shows the frequency of responses in normative and control groups to Item 5 (“Did you enter a new school this year?”), the chi-square value, and the associated probability.

Did you enter a new school this year? (Item 5)						
Frequency Col Pct	Control	Normative	Total	DF	X <sup>2</sup> Value	Prob
No (0)	79 78.22	184 83.26	263 81.68	1	1.18	0.28
Yes (1)	22 21.78	37 16.74	59 18.32			
Total	101	221	322			
Frequency Missing = 296						

With  $\chi^2 (1, N = 322) = 1.18$ ,  $p < 0.28$ , the hypothesis of independence between risk category (Normative or High-Risk Control) and entering a new school cannot be rejected for Year 12 data.

**Did you attend school at least part of the year? (2001-2002)**

Below is a table containing the frequency of responses in normative and control groups to Item 27 (“Did you attend school during at least a part of the last school year?”), the chi-square value, and the associated probability.

<b>Did you attend school during at least part of the school year? (Item 27)</b>						
<b>Frequency Col Pct</b>	<b>Control</b>	<b>Normative</b>	<b>Total</b>	<b>DF</b>	<b>X<sup>2</sup> Value</b>	<b>Prob</b>
<b>No (0)</b>	11 9.82	11 4.74	22 6.40	1	3.26	0.07
<b>Yes (1)</b>	101 90.18	221 95.26	322 93.60			
<b>Total</b>	112	232	344			
<b>Frequency Missing = 274</b>						

With  $\chi^2 (1, N = 344) = 3.26$ ,  $p < .07$ , the hypothesis of independence between risk category (Normative or High-Risk Control) and attending school during at least part of the year cannot be rejected.



### Type of School Attended

The following table contains the frequency of responses in normative and control groups to Item 35 (“What kind of school was it?”), the chi-square value, and the associated probability. The table compares respondents attending an “alternative school” (1) and those attending all other types of schools (0).

What kind of school was it? (Item 35)						
Frequency Col Pct	Control	Normative	Total	DF	X <sup>2</sup> Value	Prob
All other types of schools (0)	86 92.47	188 96.41	274 95.14	1	2.11	0.15
“Alternative school” (1)	7 7.53	7 3.59	14 4.86			
<b>Total</b>	93	195	288			
<b>Frequency Missing = 330</b>						

With  $\chi^2(1, N = 288) = 2.11, p < .15$ , the hypothesis of independence between risk category (Normative or High-Risk Control) and attending an alternative school cannot be rejected.

### What Grades Did You Receive Last Year?

Item 38 asks respondents to select the overall grades they received during the previous school year. The choices are:

- 8 – Mostly A’s
- 7 – About half A’s and half B’s
- 6 – Mostly B’s
- 5 – About half B’s and half C’s
- 4 – Mostly C’s
- 3 – About half C’s and half D’s
- 2 – Mostly D’s
- 1 – Mostly below D’s
- 9 – Other.

The table below shows t-tests of means for the normative and control groups for Year 12 grades. For the purposes of analysis, numeric response choices are treated as continuous, and a response of 9 (Other) has been converted to “missing.”

	Normative Sample		Control Sample		DF	t Value	Pr >  t
	Mean	SD	Mean	SD			
<b>Year 12 grades</b>	5.49	1.50	4.90	1.58	276	-3.03	0.0027

### V. Recommendations for Use

All three scored subscales have good internal consistency and are correlated with each other, although the correlations are modest. T-tests of means for the Relationships with Other Students and the Academic / Disciplinary Difficulties subscales show significant differences between the normative and control groups. The Relationships with Other Students distribution has a slight negative skew in the control group, and a ceiling effect in the normative group with 52% of scores at or above 4.6.

Among the detailed-information items, chi-square tests for Items 5, 27, 28, 33, 35, and 40 through 46 do not allow rejection of the null hypothesis of independence between the type of response and the risk category of the respondent (normative or control.) However, frequency counts of responses to Item 32 (“Are you planning to go back to school?”) for Year 12 show a larger percentage of normative than control respondents planning to return to school, with

significant chi-square results ( $\chi^2 = 4.91, p < .03$ ). For Item 38 (“What grades did you receive?”), a t-test of mean grades (on a 8-point scale) for Year 12 students indicates a significant difference between normative and control students. Among the detailed-information items, Item 32 (intent to return to school) and Item 38 (overall grades) may provide useful points of comparison for groups sampled, depending on the construct of interest.

## VI. Item and Scale Means and SDs

### Item Means and Standard Deviations for Scored Items – School Adjustment Questionnaire Normative Sample, Year 12, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rc12ay7	School year difficult	3.53	268	0.93	1.00	5.00
C12AY8	Easy time handling academic demands	3.53	268	0.86	1.00	5.00
C12AY9	Got along with friends	4.13	268	0.96	1.00	5.00
rc12ay10	Other kids hit/made fun of me	4.63	268	0.78	1.00	5.00
C12AY11	Stayed out of trouble	3.68	268	1.28	1.00	5.00
C12AY12	I had a good year at school	3.91	268	0.96	1.00	5.00
rc12ay13	School work was really hard	3.41	268	0.87	1.00	5.00
rc12ay14	I had a hard time making friends	4.51	268	0.86	1.00	5.00
rc12ay15	Other kids tried to make me do bad things	4.53	268	0.79	1.00	5.00
rc12ay16	I got into trouble this year	4.20	269	1.07	1.00	5.00
C12AY17	I liked the new things about school	3.09	268	1.06	1.00	5.00
rc12ay18	I did not do well in academics	3.26	268	1.09	1.00	5.00
rc12ay19	I did not have many friends	4.54	268	0.80	1.00	5.00
rc12ay20	Other kids bothered me this year	4.40	268	0.91	1.00	5.00
rc12ay21	Teachers were on me because I broke rules	4.25	268	0.99	1.00	5.00
rc12ay23	Teachers do not care about kids	4.28	268	0.88	1.00	5.00
C12AY24	Kids will succeed at my school	3.93	268	0.92	1.00	5.00
rc12ay25	Bad things happen to me at school	4.51	268	0.77	1.00	5.00
C12AY26	School is fun	3.34	268	1.06	1.00	5.00

### Item Means and Standard Deviations for Scored Items – School Adjustment Questionnaire Control Sample, Year 12, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rc12ay7	School year difficult	3.45	101	1.10	1.00	5.00
C12AY8	Easy time handling academic demands	3.44	101	1.01	1.00	5.00
C12AY9	Got along with friends	4.02	100	1.11	1.00	5.00
rc12ay10	Other kids hit/made fun of me	4.55	100	0.88	1.00	5.00
C12AY11	Stayed out of trouble	3.50	100	1.30	1.00	5.00
C12AY12	I had a good year at school	3.77	101	1.13	1.00	5.00
rc12ay13	School work was really hard	3.42	101	0.98	1.00	5.00
rc12ay14	I had a hard time making friends	4.41	100	0.90	1.00	5.00
rc12ay15	Other kids tried to make me do bad things	4.54	100	0.70	2.00	5.00
rc12ay16	I got into trouble this year	3.90	101	1.23	1.00	5.00
C12AY17	I liked the new things about school	3.12	100	1.10	1.00	5.00
rc12ay18	I did not do well in academics	3.03	100	1.16	1.00	5.00
rc12ay19	I did not have many friends	4.46	100	0.93	1.00	5.00
rc12ay20	Other kids bothered me this year	4.23	100	0.97	1.00	5.00
rc12ay21	Teachers were on me because I broke rules	3.85	100	1.24	1.00	5.00
rc12ay23	Teachers do not care about kids	4.10	101	1.06	1.00	5.00
C12AY24	Kids will succeed at my school	3.96	100	0.95	1.00	5.00
rc12ay25	Bad things happen to me at school	4.35	100	0.95	1.00	5.00
C12AY26	School is fun	3.40	101	1.27	1.00	5.00

**Subscale Means and Standard Deviations for Scored Items – School Adjustment Questionnaire  
Normative Sample, Year 12, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sac12frd	School adj child: Friends Problems Yr 12	4.46	268	0.57	2.00	5.00
sac12dif	School adj child: Acad. and Discip. Difficulties Yr 12	3.80	268	0.59	1.75	5.00
sac12gen	School adj child: General Aspects Yr 12	3.71	268	0.68	1.00	5.00

**Subscale Means and Standard Deviations for Scored Items – School Adjustment Questionnaire  
Control Sample, Year 12, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sac12frd	School adj child: Friends Problems Yr 12	4.37	100	0.60	2.17	5.00
sac12dif	School adj child: Acad. and Discip. Difficulties Yr 12	3.61	100	0.68	1.75	5.00
sac12gen	School adj child: General Aspects Yr 12	3.68	100	0.79	1.00	5.00

**VII. Item and Scale Correlations**

**All Subscales – Scored Items  
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 321 Prob >  r  under H0: Rho=0			
	sac12frd	sac12dif	sac12gen
<b>sac12frd</b> School adj child: Friends Problems Yr 12	1.000	0.409 0.000	0.349 0.000
<b>sac12dif</b> School adj child: Acad. and Discip. Difficulties Yr 12	0.409 0.000	1.000	0.456 0.000
<b>sac12gen</b> School adj child: General Aspects Yr 12	0.349 0.000	0.456 0.000	1.000

**Item Correlations – Scored Items  
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 321 Prob >  r  under H0: Rho=0										
	rc12ay7	C12AY8	C12AY9	rc12ay10	C12AY11	C12AY12	rc12ay13	rc12ay14	rc12ay15	rc12ay16
<b>rc12ay7</b> School year difficult	1.000	0.289 0.000	0.209 0.000	0.115 0.039	0.228 0.000	0.357 0.000	0.466 0.000	0.146 0.009	0.123 0.027	0.217 0.000
<b>C12AY8</b> Easy time handling academic demands	0.289 0.000	1.000	0.185 0.001	0.087 0.120	0.223 0.000	0.309 0.000	0.246 0.000	0.206 0.000	0.000 0.995	0.206 0.000
<b>C12AY9</b> Got along with friends	0.209 0.000	0.185 0.001	1.000	0.283 0.000	0.227 0.000	0.345 0.000	0.028 0.614	0.277 0.000	0.119 0.033	0.165 0.003
<b>rc12ay10</b> Other kids hit/made fun of me	0.115 0.039	0.087 0.120	0.283 0.000	1.000	0.150 0.007	0.121 0.030	0.159 0.004	0.277 0.000	0.102 0.067	0.291 0.000
<b>C12AY11</b> Stayed out of trouble	0.228 0.000	0.223 0.000	0.227 0.000	0.150 0.007	1.000	0.329 0.000	0.091 0.102	0.034 0.546	0.050 0.371	0.474 0.000
<b>C12AY12</b> I had a good year at school	0.357 0.000	0.309 0.000	0.345 0.000	0.121 0.030	0.329 0.000	1.000	0.059 0.295	0.208 0.000	0.099 0.076	0.452 0.000
<b>rc12ay13</b> School work was really hard	0.466 0.000	0.246 0.000	0.028 0.614	0.159 0.004	0.091 0.102	0.059 0.295	1.000	0.108 0.054	0.036 0.518	0.033 0.551
<b>rc12ay14</b> I had a hard time making friends	0.146 0.009	0.206 0.000	0.277 0.000	0.277 0.000	0.034 0.546	0.208 0.000	0.108 0.054	1.000	0.266 0.000	0.196 0.000
<b>rc12ay15</b> Other kids tried to make me do bad things	0.123 0.027	0.000 0.995	0.119 0.033	0.102 0.067	0.050 0.371	0.099 0.076	0.036 0.518	0.266 0.000	1.000	0.295 0.000
<b>rc12ay16</b> I got into trouble this year	0.217 0.000	0.206 0.000	0.165 0.003	0.291 0.000	0.474 0.000	0.452 0.000	0.033 0.551	0.196 0.000	0.295 0.000	1.000
<b>C12AY17</b> I liked the new things about school	0.124 0.027	0.132 0.018	0.279 0.000	0.195 0.000	0.266 0.000	0.432 0.000	0.028 0.616	0.123 0.027	0.142 0.011	0.235 0.000
<b>rc12ay18</b> I did not do well in academics	0.281 0.000	0.143 0.011	0.064 0.250	0.120 0.032	0.201 0.000	0.249 0.000	0.157 0.005	0.093 0.097	0.204 0.000	0.306 0.000
<b>rc12ay19</b> I did not have many friends	0.219 0.000	0.085 0.130	0.450 0.000	0.377 0.000	0.055 0.328	0.318 0.000	0.164 0.003	0.533 0.000	0.314 0.000	0.199 0.000
<b>rc12ay20</b> Other kids bothered me this year	0.153 0.006	0.056 0.319	0.260 0.000	0.469 0.000	0.001 0.985	0.159 0.004	0.090 0.107	0.223 0.000	0.268 0.000	0.258 0.000
<b>rc12ay21</b> Teachers were on me because I broke rules	0.240 0.000	0.111 0.047	0.122 0.029	0.218 0.000	0.428 0.000	0.312 0.000	0.011 0.850	0.116 0.037	0.269 0.000	0.748 0.000
<b>rc12ay23</b> Teachers do not care about kids	0.091 0.102	0.130 0.019	0.152 0.006	0.208 0.000	0.279 0.000	0.322 0.000	-0.023 0.679	0.085 0.129	0.141 0.011	0.297 0.000
<b>C12AY24</b> Kids will succeed at my school	0.101 0.070	0.149 0.008	0.240 0.000	0.193 0.001	0.264 0.000	0.288 0.000	-0.005 0.931	0.051 0.364	-0.027 0.634	0.223 0.000
<b>rc12ay25</b> Bad things happen to me at school	0.232 0.000	0.114 0.041	0.222 0.000	0.384 0.000	0.168 0.003	0.284 0.000	0.157 0.005	0.256 0.000	0.355 0.000	0.372 0.000
<b>C12AY26</b> School is fun	0.125 0.025	0.168 0.002	0.270 0.000	0.117 0.035	0.204 0.000	0.481 0.000	0.020 0.725	0.080 0.151	0.118 0.034	0.255 0.000

Pearson Correlation Coefficients, N = 321 Prob >  r  under H0: Rho=0									
	C12AY17	rc12ay18	rc12ay19	rc12ay20	rc12ay21	rc12ay23	C12AY24	rc12ay25	C12AY26
rc12ay7 School year difficult	0.124 0.027	0.281 0.000	0.219 0.000	0.153 0.006	0.240 0.000	0.091 0.102	0.101 0.070	0.232 0.000	0.125 0.025
C12AY8 Easy time handling academic demands	0.132 0.018	0.143 0.011	0.085 0.130	0.056 0.319	0.111 0.047	0.130 0.019	0.149 0.008	0.114 0.041	0.168 0.002
C12AY9 Got along with friends	0.279 0.000	0.064 0.250	0.450 0.000	0.260 0.000	0.122 0.029	0.152 0.006	0.240 0.000	0.222 0.000	0.270 0.000
rc12ay10 Other kids hit/made fun of me	0.195 0.000	0.120 0.032	0.377 0.000	0.469 0.000	0.218 0.000	0.208 0.000	0.193 0.001	0.384 0.000	0.117 0.035
C12AY11 Stayed out of trouble	0.266 0.000	0.201 0.000	0.055 0.328	0.001 0.985	0.428 0.000	0.279 0.000	0.264 0.000	0.168 0.003	0.204 0.000
C12AY12 I had a good year at school	0.432 0.000	0.249 0.000	0.318 0.000	0.159 0.004	0.312 0.000	0.322 0.000	0.288 0.000	0.284 0.000	0.481 0.000
rc12ay13 School work was really hard	0.028 0.616	0.157 0.005	0.164 0.003	0.090 0.107	0.011 0.850	-0.023 0.679	-0.005 0.931	0.157 0.005	0.020 0.725
rc12ay14 I had a hard time making friends	0.123 0.027	0.093 0.097	0.533 0.000	0.223 0.000	0.116 0.037	0.085 0.129	0.051 0.364	0.256 0.000	0.080 0.151
rc12ay15 Other kids tried to make me do bad things	0.142 0.011	0.204 0.000	0.314 0.000	0.268 0.000	0.269 0.000	0.141 0.011	-0.027 0.634	0.355 0.000	0.118 0.034
rc12ay16 I got into trouble this year	0.235 0.000	0.306 0.000	0.199 0.000	0.258 0.000	0.748 0.000	0.297 0.000	0.223 0.000	0.372 0.000	0.255 0.000
C12AY17 I liked the new things about school	1.000	0.131 0.019	0.133 0.017	0.163 0.003	0.151 0.007	0.272 0.000	0.332 0.000	0.212 0.000	0.476 0.000
rc12ay18 I did not do well in academics	0.131 0.019	1.000	0.177 0.001	0.121 0.030	0.292 0.000	0.161 0.004	-0.054 0.338	0.186 0.001	0.132 0.018
rc12ay19 I did not have many friends	0.133 0.017	0.177 0.001	1.000	0.492 0.000	0.163 0.003	0.108 0.054	0.112 0.045	0.401 0.000	0.234 0.000
rc12ay20 Other kids bothered me this year	0.163 0.003	0.121 0.030	0.492 0.000	1.000	0.194 0.000	0.100 0.074	0.099 0.077	0.351 0.000	0.106 0.057
rc12ay21 Teachers were on me because I broke rules	0.151 0.007	0.292 0.000	0.163 0.003	0.194 0.000	1.000	0.322 0.000	0.164 0.003	0.388 0.000	0.185 0.001
rc12ay23 Teachers do not care about kids	0.272 0.000	0.161 0.004	0.108 0.054	0.100 0.074	0.322 0.000	1.000	0.331 0.000	0.233 0.000	0.257 0.000
C12AY24 Kids will succeed at my school	0.332 0.000	-0.054 0.338	0.112 0.045	0.099 0.077	0.164 0.003	0.331 0.000	1.000	0.126 0.024	0.356 0.000
rc12ay25 Bad things happen to me at school	0.212 0.000	0.186 0.001	0.401 0.000	0.351 0.000	0.388 0.000	0.233 0.000	0.126 0.024	1.000	0.182 0.001
C12AY26 School is fun	0.476 0.000	0.132 0.018	0.234 0.000	0.106 0.057	0.185 0.001	0.257 0.000	0.356 0.000	0.182 0.001	1.000