

School Adjustment – Child (Revised)

Grade 10 /Year 11

Fast Track Project Technical Report

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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 10 /Year 11* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>¹

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>²

Data Sources

Unscored: C11AY

Scored: SAC11

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,

¹ This report.

² 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 11. 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-seven of the 463 are missing responses for the entire School Adjustment – Child questionnaire, including 102 from the normative group (17 from Durham, 26 from Washington, 31 from Pennsylvania, and 28 from Nashville), and 45 from the control group (including 8 from Durham, 12 from Nashville, 14 from Pennsylvania, and 11 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 11 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	0.69	0.61
Academic and Disciplinary Difficulties	0.73	0.72
General Aspects / School and Teachers	0.74	0.78

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	4.52	0.49	4.42	0.51	333	-1.69	0.09
Academic and Disciplinary Difficulties	3.85	0.58	3.55	0.64	333	-4.27	<.0001
General Aspects / School and Teachers	3.71	0.71	3.62	0.83	333	-1.08	0.28

A t-test value of -4.27 with $p < .0001$ for the Academic / Disciplinary Difficulties subscale indicates a significant difference between the normative and control groups for Year 11.

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, 1999 or 1998. Frequency analysis of respondents who left school during the 2000-2001 school year include records that contain:

- A date between 8/2000 and 7/2001 (inclusive) for Item 29.
- A “Yes” response for Item 27 (Did you attend school during at least a part of the school year?).

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 ² Value	Prob
No (0)	98 92.45	220 95.24	318 94.36	1	1.06	0.3033
Yes (1)	8 7.55	11 4.76	19 5.64			
Total	106	231	337			
Frequency Missing = 120						

For Item 28 (“Did you quit school last year?”) with $\chi^2 (1, N = 337) = 1.06, p = 0.30$, the hypothesis of independence between risk category (Normative or High-Risk Control) and quitting school cannot be rejected for Year 11 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 7/2001 in Item 29 for last attending school.

For students who left school before or during Year 11, 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 ² Value	Prob
No (0)	4 33.33	2 12.50	6 21.43	1	1.77	0.18
Yes (1)	8 66.67	14 87.50	22 78.57			
Total	12	16	28			
Frequency Missing = 590						

For Item 32 (“Are you planning to go back to school?”) with $\chi^2 (1, N = 28) = 1.77, p = .18$, the hypothesis of independence between risk category (Normative or Control) and quitting school cannot be rejected for Year 11.

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	χ^2 Value	Prob
No (0)	9	14	23	1	0.73	0.39
	75.00	87.50	82.14			
Yes (1)	3	2	5			
	25.00	12.50	17.86			
Total	12	16	28			
Frequency Missing = 590						

For Item 33 (“Are you in a GED program?”) with $\chi^2 (1, N = 28) = 0.73, p = 0.39$, the hypothesis of independence between risk category (Normative or High-Risk Control) and attending a GED program cannot be rejected for Year 11.

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.

Normative Group					
What is the MAIN reason you left school?	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Expelled/suspended	2	4	20.00	4	20.00
Pregnant	4	2	10.00	6	30.00
School was too dangerous	5	1	5.00	7	35.00
Poor grades	6	1	5.00	8	40.00
Did not like school	7	4	20.00	12	60.00
Didn't get along with other students	14	2	10.00	14	70.00
Other	19	6	30.00	20	100.00
Frequency Missing = 367					

Control Group					
What is the MAIN reason you left school?	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Expelled/suspended	2	1	8.33	1	8.33
Pregnant	4	1	8.33	2	16.67
Poor grades	6	1	8.33	3	25.00
Did not like school	7	1	8.33	4	33.33
Offered job	8	1	8.33	5	41.67
Financial difficulties - couldn't afford to go	10	2	16.67	7	58.33
Other	19	5	41.67	12	100.00
Frequency Missing = 143					

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 solicits a write-in response for participation in any program type not listed in the other questions. In Year 11, Item 48 had one response from a student who had participated in cooperative/technical programs (or possibly a single program combining both). This student had also answered "Yes" to both items 42 and 44.

Each item has a sample size of 344. Chi-square test results for each type of program (and Item 46 "None") are listed in the tables below, 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 11 data.

Job sharing (Item 40)						
Frequency Col Pct	Control	Normative	Total	DF	X ² Value	Prob
No (0)	101 91.82	201 85.90	302 87.79	1	2.45	0.12
Yes (1)	9 8.18	33 14.10	42 12.21			
Total	110	234	344			
Frequency Missing = 274						

Mentoring (Item 41)						
Frequency Col Pct	Control	Normative	Total	DF	X ² Value	Prob
No (0)	98 89.09	219 93.59	317 92.15	1	2.09	0.15
Yes (1)	12 10.91	15 6.41	27 7.85			
Total	110	234	344			
Frequency Missing = 274						

Cooperative Education (Item 42)						
Frequency Col Pct	Control	Normative	Total	DF	X² Value	Prob
No (0)	104 94.55	212 90.60	316 91.86	1	1.56	0.21
Yes (1)	6 5.45	22 9.40	28 8.14			
Total	110	234	344			
Frequency Missing = 274						

School-Sponsored Enterprise (Item 43)						
Frequency Col Pct	Control	Normative	Total	DF	X² Value	Prob
No (0)	106 96.36	219 93.59	325 94.48	1	1.10	0.29
Yes (1)	4 3.64	15 6.41	19 5.52			
Total	110	234	344			
Frequency Missing = 274						

Tech Group (Item 44)						
Frequency Col Pct	Control	Normative	Total	DF	X² Value	Prob
No (0)	98 89.09	209 89.32	307 89.24	1	0.0040	0.95
Yes (1)	12 10.91	25 10.68	37 10.76			
Total	110	234	344			
Frequency Missing = 274						

Internship or Apprenticeship (Item 45)						
Frequency Col Pct	Control	Normative	Total	DF	X² Value	Prob
No (0)	103 93.64	222 94.87	325 94.48	1	0.22	0.64
Yes (1)	7 6.36	12 5.13	19 5.52			
Total	110	234	344			
Frequency Missing = 274						

None (Item 46)						
Frequency Col Pct	Control	Normative	Total	DF	X ² Value	Prob
No (0)	32 29.09	72 30.77	104 30.23	1	0.10	0.75
Yes (1)	78 70.91	162 69.23	240 69.77			
Total	110	234	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 ² Value	Prob
No (0)	68 64.76	167 72.29	235 69.94	1	1.95	0.16
Yes (1)	37 35.24	64 27.71	101 30.06			
Total	105	231	336			
Frequency Missing = 282						

With χ^2 (1, N = 336) = 1.95, $p < 0.16$, the hypothesis of independence between risk category (Normative or High-Risk Control) and entering a new school cannot be rejected for Year 11 data.

Did you attend school at least part of the year? (2000-2001)

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.

Did you attend school during at least part of the school year? (Item 27)						
Frequency Col Pct	Control	Normative	Total	DF	X ² Value	Prob
No (0)	4 3.64	3 1.28	7 2.03	1	2.10	0.15
Yes (1)	106 96.36	232 98.72	338 97.97			
Total	110	235	345			
Frequency Missing = 273						

With χ^2 (1, N = 345) = 2.10, $p = 15$, 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 ² Value	Prob
All other types of schools (0)	89 92.71	215 97.73	304 96.20	1	4.61	0.03
“Alternative school” (1)	7 7.29	5 2.27	12 3.80			
Total	96	220	316			
Frequency Missing = 302						

More normative students than control students attend all other types of schools, except “Alternative” schools, and the difference is significant. With $\chi^2 (1, N = 316) = 4.61, p = 0.03$, the hypothesis of independence between risk category (Normative or High-Risk Control) and attending an alternative or regular school can 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 11 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			
Year 11 grades	5.34	1.71	4.97	1.83	298	-1.71	0.0882

V. Recommendations for Use

All three scored subscales have moderate internal consistency and are correlated with each other, although the correlations are modest. T-tests of means for the Academic / Disciplinary Difficulties subscales shows significant differences between the normative and control groups. The distribution of the Relationships with Other Students subscale shows a ceiling effect in the normative group.

Among the detailed-information items, chi-square tests for Items 5, 27, 28, 32, 33, 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 35 (“What kind of school was it?”) for Year 11 indicates a larger percentage of normative than control respondents attending all types of schools, except for

“Alternative” schools, with significant chi-square results ($\chi^2 = 4.61, p = .03$). For Item 38 (“What grades did you receive?”), a t-test of mean grades (on a 8-point scale) for Year 11 students indicates no significant difference between normative and control students. Among the detailed-information items, Item 35 (type of school) may provide a useful point 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 11, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rc11ay7	School year difficult	3.64	278	0.98	1.00	5.00
C11AY8	Easy time handling academic demands	3.33	278	1.05	1.00	5.00
C11AY9	Got along with friends	4.15	278	0.94	1.00	5.00
rc11ay10	Other kids hit/made fun of me	4.61	278	0.75	1.00	5.00
C11AY11	Stayed out of trouble	3.78	278	1.20	1.00	5.00
C11AY12	I had a good year at school	3.81	278	1.02	1.00	5.00
rc11ay13	School work was really hard	3.48	278	0.88	1.00	5.00
rc11ay14	I had a hard time making friends	4.61	278	0.65	1.00	5.00
rc11ay15	Other kids tried to make me do bad thing	4.60	278	0.78	1.00	5.00
rc11ay16	I got into trouble this year	4.18	278	1.07	1.00	5.00
C11AY17	I liked the new things about school	3.12	278	1.11	1.00	5.00
rc11ay18	I did not do well in academics	3.32	278	1.11	1.00	5.00
rc11ay19	I did not have many friends	4.54	278	0.85	1.00	5.00
rc11ay20	Other kids bothered me this year	4.38	278	0.90	1.00	5.00
rc11ay21	Teachers were on me because I broke rule	4.19	278	1.07	1.00	5.00
rc11ay23	Teachers do not care about kids	4.29	278	0.87	1.00	5.00
C11AY24	Kids will succeed at my school	3.89	277	0.98	1.00	5.00
rc11ay25	Bad things happen to me at school	4.59	278	0.65	1.00	5.00
C11AY26	School is fun	3.31	278	1.13	1.00	5.00

**Item Means and Standard Deviations for Scored Items – School Adjustment Questionnaire
Control Sample, Year 11, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rc11ay7	School year difficult	3.56	105	1.06	1.00	5.00
C11AY8	Easy time handling academic demands	3.23	105	1.07	1.00	5.00
C11AY9	Got along with friends	4.15	104	1.03	1.00	5.00
rc11ay10	Other kids hit/made fun of me	4.58	104	0.78	1.00	5.00
C11AY11	Stayed out of trouble	3.40	104	1.19	1.00	5.00
C11AY12	I had a good year at school	3.65	105	1.18	1.00	5.00
rc11ay13	School work was really hard	3.41	105	1.00	1.00	5.00
rc11ay14	I had a hard time making friends	4.54	104	0.75	1.00	5.00
rc11ay15	Other kids tried to make me do bad thing	4.50	104	0.82	1.00	5.00
rc11ay16	I got into trouble this year	3.70	105	1.16	1.00	5.00
C11AY17	I liked the new things about school	3.12	105	1.21	1.00	5.00
rc11ay18	I did not do well in academics	3.12	105	1.22	1.00	5.00
rc11ay19	I did not have many friends	4.48	104	0.90	1.00	5.00
rc11ay20	Other kids bothered me this year	4.29	104	0.94	1.00	5.00
rc11ay21	Teachers were on me because I broke rule	3.70	105	1.18	1.00	5.00
rc11ay23	Teachers do not care about kids	4.30	105	0.87	1.00	5.00
C11AY24	Kids will succeed at my school	3.77	105	1.12	1.00	5.00
rc11ay25	Bad things happen to me at school	4.32	105	0.81	1.00	5.00
C11AY26	School is fun	3.24	105	1.26	1.00	5.00

**Subscale Means and Standard Deviations for Scored Items – School Adjustment Questionnaire
Normative Sample, Year 11, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sac11frd	School adj child: Friends Problems Yr 11	4.48	278	0.51	1.83	5.00
sac11dif	School adj child: Acad. and Discip. Difficulties Yr 11	3.82	278	0.60	2.13	5.00
sac11gen	School adj child: General Aspects Yr 11	3.68	277	0.72	1.60	5.00

**Subscale Means and Standard Deviations for Scored Items – School Adjustment Questionnaire
Control Sample, Year 11, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sac11frd	School adj child: Friends Problems Yr 11	4.42	104	0.51	2.67	5.00
sac11dif	School adj child: Acad. and Discip. Difficulties Yr 11	3.55	104	0.64	2.13	5.00
sac11gen	School adj child: General Aspects Yr 11	3.62	105	0.83	1.60	5.00

VII. Item and Scale Correlations

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

Pearson Correlation Coefficients, N = 334 Prob > r under H0: Rho=0			
	sac11frd	sac11dif	sac11gen
sac11frd School adj child: Friends Problems Yr 11	1.000	0.355 0.000	0.412 0.000
sac11dif School adj child: Acad. and Discip. Difficulties Yr 11	0.355 0.000	1.000	0.554 0.000
sac11gen School adj child: General Aspects Yr 11	0.412 0.000	0.554 0.000	1.000

Item Correlations – Scored Items
Combined Normative and Control Samples

Pearson Correlation Coefficients, N = 334 Prob > r under H0: Rho=0										
	rc11ay7	C11AY8	C11AY9	rc11ay10	C11AY11	C11AY12	rc11ay13	rc11ay14	rc11ay15	rc11ay16
rc11ay7 School year difficult	1.000	0.197 0.000	0.153 0.005	0.216 0.000	0.109 0.046	0.377 0.000	0.384 0.000	0.242 0.000	0.142 0.009	0.195 0.000
C11AY8 Easy time handling academic demands	0.197 0.000	1.000	0.108 0.048	0.025 0.655	0.241 0.000	0.282 0.000	0.215 0.000	0.040 0.463	0.114 0.037	0.183 0.001
C11AY9 Got along with friends	0.153 0.005	0.108 0.048	1.000	0.289 0.000	0.134 0.014	0.294 0.000	-0.018 0.743	0.178 0.001	0.104 0.057	0.246 0.000
rc11ay10 Other kids hit/made fun of me	0.216 0.000	0.025 0.655	0.289 0.000	1.000	0.082 0.133	0.223 0.000	0.093 0.091	0.220 0.000	0.162 0.003	0.260 0.000
C11AY11 Stayed out of trouble	0.109 0.046	0.241 0.000	0.134 0.014	0.082 0.133	1.000	0.326 0.000	-0.019 0.725	-0.031 0.567	0.158 0.004	0.520 0.000
C11AY12 I had a good year at school	0.377 0.000	0.282 0.000	0.294 0.000	0.223 0.000	0.326 0.000	1.000	0.096 0.080	0.132 0.016	0.079 0.150	0.450 0.000
rc11ay13 School work was really hard	0.384 0.000	0.215 0.000	-0.018 0.743	0.093 0.091	-0.019 0.725	0.096 0.080	1.000	0.078 0.154	0.017 0.754	0.087 0.113
rc11ay14 I had a hard time making friends	0.242 0.000	0.040 0.463	0.178 0.001	0.220 0.000	-0.031 0.567	0.132 0.016	0.078 0.154	1.000	0.106 0.053	0.019 0.734
rc11ay15 Other kids tried to make me do bad thing	0.142 0.009	0.114 0.037	0.104 0.057	0.162 0.003	0.158 0.004	0.079 0.150	0.017 0.754	0.106 0.053	1.000	0.272 0.000
rc11ay16 I got into trouble this year	0.195 0.000	0.183 0.001	0.246 0.000	0.260 0.000	0.520 0.000	0.450 0.000	0.087 0.113	0.019 0.734	0.272 0.000	1.000
C11AY17 I liked the new things about school	0.192 0.000	0.248 0.000	0.271 0.000	0.140 0.011	0.223 0.000	0.478 0.000	0.068 0.212	0.076 0.164	0.099 0.071	0.283 0.000
rc11ay18 I did not do well in academics	0.401 0.000	0.255 0.000	0.045 0.411	0.145 0.008	0.205 0.000	0.324 0.000	0.253 0.000	0.055 0.316	0.181 0.001	0.226 0.000
rc11ay19 I did not have many friends	0.175 0.001	-0.050 0.360	0.258 0.000	0.293 0.000	0.000 0.999	0.217 0.000	-0.000 0.999	0.398 0.000	0.116 0.034	0.125 0.022
rc11ay20 Other kids bothered me this year	0.269 0.000	-0.032 0.557	0.307 0.000	0.504 0.000	0.025 0.643	0.267 0.000	0.081 0.138	0.434 0.000	0.123 0.025	0.101 0.065
rc11ay21 Teachers were on me because I broke rule	0.205 0.000	0.129 0.018	0.207 0.000	0.207 0.000	0.547 0.000	0.421 0.000	0.057 0.299	0.026 0.633	0.277 0.000	0.726 0.000
rc11ay23 Teachers do not care about kids	0.191 0.000	0.093 0.090	0.169 0.002	0.214 0.000	0.233 0.000	0.254 0.000	0.187 0.001	0.089 0.106	0.268 0.000	0.355 0.000
C11AY24 Kids will succeed at my school	0.128 0.019	0.246 0.000	0.199 0.000	0.133 0.015	0.250 0.000	0.406 0.000	0.089 0.105	0.050 0.361	0.191 0.000	0.306 0.000
rc11ay25 Bad things happen to me at school	0.201 0.000	0.103 0.059	0.223 0.000	0.466 0.000	0.280 0.000	0.364 0.000	0.154 0.005	0.254 0.000	0.222 0.000	0.460 0.000
C11AY26 School is fun	0.180 0.001	0.252 0.000	0.264 0.000	0.156 0.004	0.215 0.000	0.494 0.000	0.055 0.317	0.091 0.095	0.138 0.012	0.305 0.000

Pearson Correlation Coefficients, N = 334 Prob > r under H0: Rho=0									
	C11AY17	rc11ay18	rc11ay19	rc11ay20	rc11ay21	rc11ay23	C11AY24	rc11ay25	C11AY26
rc11ay7 School year difficult	0.192 0.000	0.401 0.000	0.175 0.001	0.269 0.000	0.205 0.000	0.191 0.000	0.128 0.019	0.201 0.000	0.180 0.001
C11AY8 Easy time handling academic demands	0.248 0.000	0.255 0.000	-0.050 0.360	-0.032 0.557	0.129 0.018	0.093 0.090	0.246 0.000	0.103 0.059	0.252 0.000
C11AY9 Got along with friends	0.271 0.000	0.045 0.411	0.258 0.000	0.307 0.000	0.207 0.000	0.169 0.002	0.199 0.000	0.223 0.000	0.264 0.000
rc11ay10 Other kids hit/made fun of me	0.140 0.011	0.145 0.008	0.293 0.000	0.504 0.000	0.207 0.000	0.214 0.000	0.133 0.015	0.466 0.000	0.156 0.004
C11AY11 Stayed out of trouble	0.223 0.000	0.205 0.000	0.000 0.999	0.025 0.643	0.547 0.000	0.233 0.000	0.250 0.000	0.280 0.000	0.215 0.000
C11AY12 I had a good year at school	0.478 0.000	0.324 0.000	0.217 0.000	0.267 0.000	0.421 0.000	0.254 0.000	0.406 0.000	0.364 0.000	0.494 0.000
rc11ay13 School work was really hard	0.068 0.212	0.253 0.000	-0.000 0.999	0.081 0.138	0.057 0.299	0.187 0.001	0.089 0.105	0.154 0.005	0.055 0.317
rc11ay14 I had a hard time making friends	0.076 0.164	0.055 0.316	0.398 0.000	0.434 0.000	0.026 0.633	0.089 0.106	0.050 0.361	0.254 0.000	0.091 0.095
rc11ay15 Other kids tried to make me do bad thing	0.099 0.071	0.181 0.001	0.116 0.034	0.123 0.025	0.277 0.000	0.268 0.000	0.191 0.000	0.222 0.000	0.138 0.012
rc11ay16 I got into trouble this year	0.283 0.000	0.226 0.000	0.125 0.022	0.101 0.065	0.726 0.000	0.355 0.000	0.306 0.000	0.460 0.000	0.305 0.000
C11AY17 I liked the new things about school	1.000	0.134 0.014	0.211 0.000	0.138 0.011	0.246 0.000	0.214 0.000	0.396 0.000	0.168 0.002	0.575 0.000
rc11ay18 I did not do well in academics	0.134 0.014	1.000	0.103 0.059	0.219 0.000	0.274 0.000	0.186 0.001	0.182 0.001	0.189 0.001	0.164 0.003
rc11ay19 I did not have many friends	0.211 0.000	0.103 0.059	1.000	0.407 0.000	0.122 0.025	0.180 0.001	0.238 0.000	0.278 0.000	0.250 0.000
rc11ay20 Other kids bothered me this year	0.138 0.011	0.219 0.000	0.407 0.000	1.000	0.180 0.001	0.154 0.005	0.159 0.004	0.373 0.000	0.260 0.000
rc11ay21 Teachers were on me because I broke rule	0.246 0.000	0.274 0.000	0.122 0.025	0.180 0.001	1.000	0.334 0.000	0.300 0.000	0.447 0.000	0.248 0.000
rc11ay23 Teachers do not care about kids	0.214 0.000	0.186 0.001	0.180 0.001	0.154 0.005	0.334 0.000	1.000	0.310 0.000	0.297 0.000	0.306 0.000
C11AY24 Kids will succeed at my school	0.396 0.000	0.182 0.001	0.238 0.000	0.159 0.004	0.300 0.000	0.310 0.000	1.000	0.258 0.000	0.411 0.000
rc11ay25 Bad things happen to me at school	0.168 0.002	0.189 0.001	0.278 0.000	0.373 0.000	0.447 0.000	0.297 0.000	0.258 0.000	1.000	0.231 0.000
C11AY26 School is fun	0.575 0.000	0.164 0.003	0.250 0.000	0.260 0.000	0.248 0.000	0.306 0.000	0.411 0.000	0.231 0.000	1.000