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PREVENTING INVOLVEMENT IN YOUTH GANG CRIME

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Executive Summary and Recommendations

While our National Youth Gang Research and Development Program has been primarily concerned with developing promising models of suppression and intervention, we attempt in this analysis to clarify the relation between prevention and intervention, especially early intervention. This has been done through a brief review of the theoretical and delinquency prevention literature as well as a further analysis of data on a cohort of Hispanic and African American middle school youth in four high gang crime communities in Chicago.

Our review of the literature suggests a lack of clarity in the distinction between primary and secondary delinquency prevention or early intervention, particularly if focus on primary prevention is on environmental or institutional change. Both in terms of a theory of cause and strategies of intervention the two levels of prevention must interact. Our analysis of the available Socialization to Gangs data set was guided by the assumption of the interaction of individual and environmental influences in the determination and prevention or early intervention into the youth gang problem.

We analyzed a large number of variables in an effort to find predictors of youth gang delinquency among inner-city minority male adolescents. Particularly important to our analysis were variables associated with the major institutions of young adolescence -- the family, the school, and the peer group. Throughout, we have struggled to distinguish non-gang and gang delinquency. The differences between African-American and

Hispanic, i.e., Puerto Rican and Mexican-American youth gang subcultures also become apparent to us.

In order to measure gang involvement, we used our GANGIT measure developed in earlier works (Spergel and Curry 1988; Curry and Spergel 1990). Using Rasch modeling in the present analysis, we also developed a comparable scale for measuring delinquency. A product of the present study is not only the testing of these predictive scales but additional information on the differences in patterns of gang and non-gang delinquency between Hispanic and African American adolescents.

For the two ethnic subpopulations, we found that gang involvement and delinquency are significantly and positively correlated. Patterns of relationships between our independent variables and delinquency and gang involvement, however, vary considerably. For example, family structure is related to delinquency for African-Americans but not for Hispanics. Family structure (pre   ? of a father figure) is not related to gang involvement fc   :her African Americans or Hispanics. Patterns of family relationships similarly present no consistent patterns. Only the presence of a gang member in the family is invariably related to delinquency and gang involvement for both ethnic groups.

In our analysis, we found the school to be a uniquely important institution. The school functions as a generator of social control and, by virtue of its record system, a contributor to the measurement of delinquency. The school indicates a complex set of variables related to abstinence or participation in gang involvement and delinquency by ethnic subpopulation.

Negative relationship to the school learning environment is productive of gang involvement and delinquency particularly for Hispanic youth. Only the presence of youth gangs as recognizable features of the social environment of the school are consistently related to both gang involvement and delinquency in both subpopulations.

Variations in the impact of the peer group on respondents are also evident by ethnicity in relation to gang involvement versus delinquency. Descriptions of friends and different types of peer groups are particularly and significantly associated with gang involvement and delinquency. The presence of gangs in the community is a uniformly significant predictor of gang involvement and delinquency for both Hispanic and African American respondents.

While there is a significant relationship between age and gang involvement for Hispanic respondents, there is an absence of such relationship for African American respondents. For Hispanic youth, gang involvement suggests a time limited or adolescent period function. For African Americans gang involvement may start earlier, but be more pervasive and have a different social meaning.

Instead of one measure of self-esteem, we have three measures each associated with a major sphere of the adolescent's social world -- the family, the school, and the peer group respectively. As they should be, the three measures are positively and significantly correlated. When considered in their relationships to delinquency and gang involvement, these measures of self-esteem indicate conflicting spheres of influence

within the social world of the adolescent. Positive relationships with the peer group and the youth's involvement in the gang stands in opposition to the adolescent's negative self-esteem as it is manifested and developed in the family and school.

Exploratory multiple regression analyses of gang involvement reveal major differences in the determinants of gang involvement for Hispanic and African American respondents. Diminished self-esteem at school and enhanced self-esteem among peers dominate the regression model for Hispanic gang involvement. Additional components of the model are related to drug trafficking and disappointment with the educational system (anomie). A comparable model for African Americans is governed by the primacy of drug trafficking and youth gangs.

Based on the cross-sectional nature of the data and in the community context in which our data has been gathered, it is impossible to predict delinquency outside of the gang and its activity. For Hispanic respondents, the best-fitting model of delinquency is a function of personal gang involvement and the presence of gangs in the school setting. For African American respondents, the best-fitting model of delinquency is a function of personal gang involvement and the presence of gangs in the family setting.

We also constructed an ideal typical categorical structure for the relationship between gang involvement and delinquency. Of the ideal types that we hypothesize, the status of non-gang, non-delinquent adolescent male is a more common occurrence among Hispanics. On the other hand, the non-gang delinquent is more

prevalent among African American, youth. Exploratory discriminant analyses of the five hypothetical categories of youth gang delinquency for both ethnic subpopulations reveal that relatively efficient predictive models can be constructed from complicated combinations of the variable contained in the Socialization to Gangs data set. That a majority of gang delinquents for our Hispanic and African American subpopulations can be identified from social indicators is a promising outcome for our search for potentially successful youth gang prevention programs.

Finally in a series of path models, we were able to further clarify the importance and distinctive contribution of factors determining gang involvement in the Hispanic and African-American inner city youth populations of our study. For Hispanics, these factors included age; anomie or social disjunction between school achievement, aspirations, and expectations; peer group associations; a sense of school failure; and hanging out with drug dealers. For African Americans, these factors emphasized the presence and influence of significant others in the environment who were gang involved or delinquent, including female and male class members, drug dealers, and junky friends as well as gang members in the family.

Conclusion and Recommendations

We believe this analysis of data bearing on the conditions and processes by which inner city youth become socialized to gangs has provided the basis for future policy, program, research and development. It has contributed to the reconceptualization

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and clarification of ideas of primary and secondary prevention in regard to the youth gang problem. If we mean respectively, emphasis on organizational or institutional change and emphasis on changing individual behavior of youth at risk in the effective reduction of the gang problem in the real world, then the two notions strategically and operationally cannot and should not be separated.

The ideas of gang involvement, delinquency, and non-delinquency have to be distinguished in addressing the role and status of the youth gang member. Furthermore, our findings suggest not only that there are different gang subcultures in the inner city related to distinctive social conditions of ethnicity but that schools and peer groups are strong and consistent underlying factors which contribute to the problem and must be addressed directly or indirectly.

Therefore we recommend the following:

1. **Treat gang delinquency as a social problem.** Our findings show that institutional and ecological factors are especially important in the etiology of gang delinquency. This is found to be especially true among our African American respondents. Adolescents' social bonds to school and family are especially important in the face of the gang as an alternative source of status and self-esteem. Programs that enhance the positive role of the school and family or household unit in the lives of adolescents are recommended. At the same time, gang prevention must retain some of its historical attachment to the "area" approach and

emphasis on social change at an ecological, community
interpersonal, and interorganizational level.

2. **Differences in gang delinquency associated with
ethnicity must be taken into account in the development of
gang delinquency prevention programs.** Most immediately,
inroads into curbing gang delinquency in the African
American community must focus very broadly on a variety of
institutions in the community. The development and
involvement of non-criminal elements of the community must
be encouraged in an effort to override the current
pervasiveness of illegitimately organized activity, e.g.,
the evident interaction of of organized drug distribution
and youth gang activity. Among Hispanics, programs must
focus on building ties to the school. In Chicago, where
this research has been conducted, the disillusionment of
Hispanic students with the operation of schools and the
failure of schools to meet the emotional, social, and
educational needs of Hispanic students have gone hand-in-
hand to produce an environment conducive to the growth of
youth gangs as social alternatives to traditionally
legitimate forms of social organization.

The issue of institutional racism must be raised
especially in regard to the African American community. It
is entirely likely that many of the problems of the
breakdown of legitimate institutions and the construction of
illegitimate institutions, such as the youth gang and drug
trafficking, can be traced to a history and current
experience of massive unemployment or underemployment,

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family breakdown, and defective acculturation. These conditions appear to stem directly and indirectly from racial discrimination and segregation in American society, even during times of rapid social change.

3. **Distinguish between non-gang and gang delinquency.**
Though a relatively rare occurrence among Hispanics, non-gang delinquency is much more common among our African American respondents. Our examination of the delinquency prevention literature reveals a model of delinquency prevention that does not take into account differences between non-gang and gang delinquency that emerge from our empirical investigations. Attempting to use prevention techniques tailored for gang delinquency in an effort to quell non-gang delinquency or vice versa may prove uninformed and unfruitful.

4. **Distinguish between gang involvement, delinquency, and non-delinquent gang.** Regardless of ethnic community, we have identified portions of the gang-involved community of adolescents who are not involved in delinquency. The existence of this group of youths has long been hypothesized by theorists and researchers on youth gangs. Their existence lends credence to the possibility of channeling the energies of gang oriented or even gang member youth into constructive youthful participation for the good of the greater community. It is likely that existing gang structures cannot be modified or used per se for this purpose. Alternate group oriented conventional structures

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and processes must be found to meet the social needs of many of these youth.

5. **Develop and test procedures for measuring gang involvement.** Finally our GANGIT measure may serve to screen and identify at an early point many of these youth, point out those who require extra social support and social control. In fact, GANGIT can, with relative ease, be transformed from a self report instrument into an informant scale. Parents, teachers, and other significant observers of the lives of adolescents can generate GANGIT scores.

But focus on the individual at risk is insufficient, unless institutional and organizational changes also occur to improve the youth's milieu, i.e., his context of social control and social opportunity. If gang prevention efforts emphasize only individual screening assessment, and individual change, a so-called preventive strategy may make the social problem worse. Enhanced labelling and ultimately greater incarceration of gang prone and gang member youth will result.

Introduction

Our National Youth Gang Suppression and Intervention Program, in cooperation with the Office of Juvenile Justice and Delinquency Prevention, is an effort to discover and test policies and procedures which serve to reduce gang delinquency and crime. It is a research and development effort to be implemented in four stages: Assessment of the problem; development of intervention and suppression models; creation of technical assistance materials which indicate how to implement models; and finally testing of the models to determine whether the youth gang problem is reduced as a consequence of the application of the models in field demonstrations.

Prevention

The general belief is that a preventive strategy makes more sense and is more cost effective than intervention or suppression, i.e., presumably action taken after the problem or the social or personal disease, so to speak, has begun its course. However, these terms, particularly prevention and intervention are not clearly distinguished conceptually or empirically, either at the individual or institutional level. Furthermore, practitioners and theorists have used the term prevention to encompass notions of intervention and suppression.

The issue of prevention confused since it refers both to a point in time at which some action has to be taken as well as to a strategy or manner in which the action is taken. In other words, action to do something about delinquent behavior can occur before it arises as well as after it occurs (or at least is recognized and officially reacted to). Also, such reactions, before or after the occurrence of delinquent behavior, may involve measures either of social intervention or rehabilitation on the one hand, or suppression, including punishment, arrest, and incarceration, or supervision, on the other.

These types of action or reaction -- prevention, intervention, or suppression -- may be at the individual and institutional or environmental level at a time, before or after the delinquent act occurs. For example, suppression measures, such as close supervision and building more jails; intervention and prevention measures, such as special information and training to parents and youth as well as an increase in resources to schools, job and training opportunities for youth may be developed before or after delinquent activity takes place. Such measures, furthermore, can be applied at various stages of justice system processing, arrest, detention, pre-adjudicatory and post-adjudicatory court action.

Bartollas (1990) lists three types or levels of delinquency prevention and control, correlative with disease

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prevention and control. Primary strategies modify conditions in the physical and social environment that lead to delinquency. Weis and Sederstrom (1981) refer to this strategy as "preclusive," which occurs well before risks of delinquency or the onset of such behavior occurs. Secondary strategies are relevant to a later point in the lives of juveniles or groups identified as being at risk. Such youth may have begun to act in certain ways associated with illicit or delinquent behavior, or who actively are committing delinquent acts but have not yet been caught or officially reacted to as delinquents. Tertiary strategies seek to prevent recidivism or the reoccurrence of delinquent behavior, after it has once been usually officially recognized.

According to Lundman (1984), our prevention interests would probably fall into the category of secondary strategies for preventing criminal activity, i.e., predelinquent intervention. We prefer the definition of prevention of Johnson et al. (1979) would furthermore suggest that prevention be "taken to refer to activities designed (as distinct from intended or hoped) to reduce the incidence of delinquent acts (as distinct from arrests), and directed to youth who are not being dealt with as a result of contact with the juvenile justice system (thus excluding activities that are very clearly reactions to trouble)." However, we will demonstrate that, theoretically and

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empirically, the distinctions between primary prevention, especially at the institutional level and secondary prevention, especially at the individual level cannot be readily made.

Johnson et al. also state that "delinquency prevention should be taken as an inherently experimental venture, in which one systematically reviews current theory, research evidence, and experience to select a few promising options, each of which can be implemented and evaluated with sufficient rigor to increase understanding of what works." We attempt to follow this advice in dealing with youth gang prevention.

Definition of Youth Gang Crime

We use the definition of youth gang delinquency or crime from Curry and Spergel (1988). "We define gang delinquency or crime as law-violating behavior committed both by juveniles and adults in or related to groups that are complexly organized although sometimes diffuse, sometimes cohesive with established leadership and rules. The gang also engages in a range of crime but significantly more violence within a framework of communal values in respect to mutual support, conflict relations with other gangs, and a tradition often of turf, colors, signs, and symbols. Subgroups of the gang may be differentially committed to various delinquent or criminal patterns, such as drug trafficking, gang fighting, or burglary. The

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concepts of delinquent group and youth gang are not exclusive of each other but represent distinctive social phenomena."

We also prefer the term youth gang to street gang, the term favored by police. The notion of youth gang focuses on youth and is not restricted to gang behavior which is necessarily street based. We feel that youth gang is an appropriate usage since most members of such gangs are in the age range, 12 to years -- essentially an adolescent period. Furthermore, certain youth gang activity may be centered in housing projects, emphasize home burglary, business extortion or other sophisticated criminal activity.

Theories of Cause as a Basis for Prevention

Overviews of the delinquency prevention literature have generally failed to make a distinction between gang and non-gang delinquency. This error of omission is to be found especially in the theoretical writings on delinquency in the 1940's and 1950's. The literature of that period reveals a general divergence in theories of the etiology of delinquency and the process of gang involvement. However, Malcom Klein (1967) clearly makes this distinction: "It is my conviction that the urban gang delinquent is different in kind from the urban non-gang delinquent. One must come to grips with the fact that only a portion of the many adolescents dwelling in an 'inner-city' area who participate

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in antisocial behaviors become identified as gang members."
Our review of a selected literature on prevention as well as
our analysis of the Socialization to Gangs data set will
emphasize this distinction.

Ecology and Social Disorganization

A subset of delinquency theory that is particularly
associated with the literature on youth or street gangs is
ecological and social disorganization based theories. Whyte
(1943) selected his Cornerville neighborhood because he felt
it "looked" like a slum. For Thrasher (1927), the gang is a
social phenomenon that draws its existence from the social
conditions that prevail in particular "interstitial" areas
of the city. From their studies of the communities of
Chicago inhabited by Polish immigrants, W.I. Thomas and
Florian Znaniecki (1927) are credited with originating what
is generally referred to as social disorganization theory.
The two social researchers whose work is most identified
with ecological research, Shaw and McKay (1972) frequently
substitute "differential social organization" for "social
disorganization."

Sutherland (1947: 9) states, "The term 'social
disorganization' is not entirely satisfactory and it seems
preferable to substitute for it the term 'differential
social organization.' A community and its groups may be
organized for criminal behavior or organized against
criminal behavior. Most communities are organized both for

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criminal and anti-criminal behavior and in that sense the crime rate is an expression of the differential group organization" (See also Kobrin 1959).

Thrasher (1927) emphasized the distinctive characteristics of the gang while Shaw and McKay (1942) were more inclusive in their definition of the delinquent group in low income areas. Nevertheless, these authors focussed on the failures and utility of particular institutions in the generation of the gang and delinquent group problem in certain areas. These institutions were the family, school, and local peer group, usually the street corner group.

According to Shaw and McKay (1972) a central aspect of community social organization is the strength of its fundamental institutions, especially the family. Yet, a good deal of controversy exists about the degree to which "broken" family structure per se accounts for delinquent behavior. Some researchers associate "broken" families with the generation of delinquency by numerous researchers (Reckless and Dinitz 1972; Fattah 1981; Kurz 1970). Tennyson (1967) suggests that relationships between delinquency and family structure must be examined in the context of differences across ethnic groups. Spergel (1990) has questioned the relationship between gang involvement and family structure.

According to Shaw and McKay (1972), schools "may be actually quite different institutions in different parts of

the city." The isolation of schools from the community can be a source of youthful alienation from school and separation from wider community values. A link between such alienation and gang involvement is argued by Hagedorn (1988) in the Milwaukee school system. Contrasting images of the level of gang delinquency in Chicago public schools are found in Spergel (1985) and Hutchinson and Kyle (1990). Spergel and Curry (1988) suggest the school as the ideal base for community gang prevention programs.

Social Control Theories

Travis Hirschi (1969) notes that the important question of social control theories is not "Why do they do it?" but "Why don't they do it" As constructed by Hirschi, social control theory is a search for social bonds to legitimate others that prevent the youth from engaging in delinquency. Among these social bonds are attachments, commitments, and involvement. Hirschi considers involvement or "engrossment in conventional activities" a part of control theory. However, he does not distinguish the gang from the delinquent group. It is not clear to what extent and in what way the gang may be less or differently bonded to conventional adults in society.

Psychological Theories of Delinquency

A National Institute for Juvenile Justice and Delinquency Prevention report (1977) examined the relevance of social psychological theories, including the works of

Freud, Mead, and Cooley, to delinquency prevention. The resultant recommendation for prevention efforts emphasized strengthening family ties, making mental health services available, supporting creative opportunities for youth, and reorienting school programs. The report also placed social learning theories under the heading of psychological theories.

Increased self-esteem of delinquent or delinquency prone youth have been at the heart of efforts to change attitudes and behaviors. However, there has been little effort to distinguish the problem or parameters for delinquent gang and delinquent non-gang youth. The relationship between self esteem and gang membership has been a particular source of disagreement among researchers. The research on self-esteem and gang involvement may not be conclusive due to the way in which self-esteem is measured. (Cartwright, Tomson, Shwartz 1976; Short and Strodtbeck 1965)

Subcultural Theories of Delinquency

In one set of culture oriented theories, Cohen (1958) describes the juvenile gang as a social manifestation of a "non-utilitarian, malicious, and negativistic" youth subculture. This subculture constitutes mainstream cultural values "turned upside down." Status within the gang serves as a substitute for status in the non-delinquent community. The gang is portrayed as outside the middle class structure.

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However, Miller (1958) offers an alternative view. He argues that delinquent gang members "seek to achieve states, conditions, or qualities valued within the actor's most significant cultural milieu." That milieu is the social world of the lower class.

Cohen and Short (1958) conceptualize a "core" delinquent youth subculture that would precede more community specific collective delinquency specializations. Cloward and Ohlin (1960) hypothesize that communities with different social or criminal opportunity systems generate different kinds of delinquent subcultures, specifically conflict-oriented, criminal, or drug-using subcultures. Spergel (1964) elaborates the concept of criminal subculture into racket and theft oriented subcultures. He observes further (1967) that ethnicity may not be a critical factor. He sees two types of delinquent subcultures in two different low income African American communities.

Anomie and Opportunity Theories

Merton's (1938) model of social structure attributes delinquent behavior to anomie or the condition of social disjunction that emerges when youths adapt culturally approved goals (such as the pursuit of wealth and material possessions) but lack access to culturally approved means for attaining such goals. Cloward and Ohlin (1960) elaborate anomie theory. They propose that different types of opportunity systems -- criminal and conventional -- exist

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and that anomie or the disjunction between cultural approved goals and lack of conventional means may be mitigated by the availability of criminal learning and performance structures. Also relevant is Sutherland's (1947) differential association theory which is integrated into Cloward and Ohlin's notion of criminal opportunity systems. The applicability of differential group access theories to delinquency and particularly gang delinquency is particularly salient to our ent discussion.

Biologically Based Theories of elinquency

Since its earliest days, biological theories of criminal and delinquent behavior have maintained a place in the theoretical literature on crime and delinquency. At the turn of the century, Lombroso (1972) concluded that atavistic human brain formation and epilepsy were associated with criminal behavior. Sheldon (1949) relates somatotypes, a theory of human physique to delinquent behavior. His ideas have been at least partially acceptable to Cortes (1972) and Wilson and Herrnstein (1985). In a frequently cited delinquency prevention proposal, Cortes proposed that the "wickedest" precinct in Washington, D.C., be screened for male mesomorphs under age seven. If further assessment did not reveal their families capable of controlling them, Cortes recommended that the Child mesomorphs be taken from their families and placed in foster care. In a more sophisticated application of body type theory, Wilson and

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Herrnstein advocate early identification of potential criminals and delinquents by electronic skin conductance tests, in addition to use of IQ tests and body shape.

Bartollas (1990) questions such biologically based early-identification prevention approaches. He expresses his concern for the social damage that labeling and increased social control of juveniles can produce. The National Institute for Juvenile Justice and Delinquency Prevention (1977) report concludes that "most of the biologically oriented research reviewed...is methodologically poor" and "most of the findings are indeterminate." No biologically based theory has been seriously proposed in the literature on youth gang involvement. For this reason and due to the nature of our data in the Socialization to Gangs data set, we do not examine biologically based hypotheses in this further analysis of that study.

Strategies of Prevention

Reckless and Dinitz (1972) believe, "It would be fair and accurate to say that the United States has tried harder than any other country in the world to implement two types of programs for the prevention of juvenile delinquency. Both have been well intentioned but operationally ineffective." The first of these types include settlement houses and other programs designed to attract youths to

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alternative life styles, and the second type includes
efforts to identify delinquent youth and youth groups and
more directly divert them from anti-social activities. The
prototypical example is the detached worker. Reckless and
Dinitz (1972: 44) cite a third type of prevention effort in
the large community-based programs that were characteristic
of the sixties.

Lundman states that the most common procedure employed
in predelinquent intervention is the identification and
treatment of individual juveniles who were believed headed
for trouble with the law. An alternative procedure is to
identify high-delinquency neighborhoods and then alter some
of the social forces thought supportive of delinquency.
Lundman labels the two strategies that grow out of these
procedures "individual treatment" and "area projects."
Hawkins and Weis (1985), as suggested above, divide
categories of prevention into early intervention or
secondary prevention and primary prevention. "Early
intervention seeks to identify predelinquents or youths who
are high risks for delinquency and to correct their
behavioral tendencies or criminogenic circumstances before
delinquency results. In contrast, primary prevention does
not seek to 'correct' individuals who are identified as on
the path to delinquency. Rather, it attempts to preclude
the initial occurrence of delinquency, primarily at
organizational, institutional, social structural, and

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cultural levels. Thus, it also has been called preclusive prevention."

In our discussion of delinquency and our focus on gang-related crime, the distinction between primary and secondary prevention or intervention cannot be readily made, since at both causal and intervention levels, attention must or should be directed simultaneously to the individual and the institutional dimension. Effective prevention or intervention cannot occur expect as both individual and institutional or organizational change are managed together. Our analysis, consistent with classic theory, centers attention on two major institutions -- the family and the school, but it also deals with the peer group and the community setting. Somewhere at the intersection of these social institutions and the ecological context the individual youth's involvement in youth gang activity occurs.

Measuring Gang Involvement

Ecological variables related to schools in the Socialization to Gangs data set include number of absences and tardy reports, scores on math and reading achievement tests, and free lunch eligibility based on official school records. The student survey in the study elicited estimates of number of gangs in the school and the number of gang classmates. Additional interview items ask about the

availability of community centers and opportunities for good jobs in the respondent's community. Perceived fairness of police in the community and how minorities are treated in the community are also considered potentially relevant measure of community relations or ecological context, if not community organization.

We measure social control of the individual through the number of self-reported activities with family and self-reported school activities. Attachment to family is measured by indicated willingness to turn to family members for help, admiration for parents, and perceptions of how parents might react to problems at school. Willingness to turn to school staff for help is likewise considered such an attachment. General commitment to school is solicited by asking youth reactions to descriptions of school.

We use variables of self-esteem that measure relationships in terms of family, school, and peers. Two additional measure of attitude toward school are perceived fairness of principals and teachers.

Furthermore, we measure subcultural involvement by whether another family member is involved in gang activity and whether the youth is willing to turn to peers -- gang or non-gang -- for help. Another assessment of subcultural involvement depends on the youth's description of the type of friends he has. Commitment to subcultural values is also gauged by the importance of grades to friends and family.

We use Spergel's (1964; 1967) measure of anomie.
Comparisons are made of educational expectations,
aspirations, and assessments. Differential association is
measured by types of people who hang out where the
respondent hangs out. Victimization is also considered as a
possible measure of exposure to criminal behaviors.

The GANGIT Measure

Two separate seven-item scales for measuring gang
involvement (GANGIT) have been developed (Spergel and Curry
1988; Curry and Spergel 1990). The scale has been shaped
and tested by the logit-based procedures of Rasch modeling.
Table 2 presents the gang involvement scale or GANGIT items
with each item's frequency by ethnicity. Table 2[*] presents
the gang involvement scale for GANGIT items with each item's

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[*]Tables and figures not in the text are to be found in
Appendix C.

Table 2. Frequency of Gang Involvement Scale Elements by Ethnicity.		
	Hispanic	Black
Advantage in Gang Membership	37 (26.6%)	104 (34.7%)
Hangout with Gang Members	38 (27.3%)	112 (37.3%) *
Gang Member Friends	22 (15.8%)	46 (15.3%)
Flash Gang Signs	11 (7.9%)	54 (18.0%) **
Wear Gang Colors	43 (30.9%)	82 (27.3%)
Deviancy with Gang Members	22 (15.8%)	66 (22.0%)
Attacked in Gang Incident	1 (0.7%)	20 (6.7%) ***
Attacker in Gang Incident	4 (2.9%)	11 (3.7%)

Note: Chi-square Test of Homogeneity Significance * -.05   ** -.01
*** Fisher's Exact Test Significant at 0.01 level.

frequency by ethnicity. The results of fitting a Rasch model onto these items is shown in Table 3. The Rasch modeling procedure provided us with the rationale for dropping one item from each set of measures. The extended legitimation of this scale is presented in the manuscript attached as Appendix C. Our decision to use these items to measure gang involvement is theoretical and based in the research literature on youth gangs. Also, because of prior analysis, we know that it is legitimate to treat the GANGIT items as additive on the basis of empirical and mathematical analysis.

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Table 3. Rasch Modeling Results for Gang Involvement Scale Items by Ethnicity.

Hispanics		Blacks	
Gang Involvement Item	Calibration	Gang Involvement Item	Calibration
Wear Gang Colors	-1.52	Hangout with Gang Members	-1.27
Hangout with Gang Members	-1.29	Wear Gang Colors	- .67
Advantage in Gang Membership	-1.24	Deviancy with Gang Members	- .32
Gang Member Friends	- .43	Gang Member Friends	- .02
Deviancy with Gang Members	- .43	Flash Gang Signs	.21
Flash Gang Signs	.45	Attacked in Gang Incident	1.24
Attacker in Gang Incident	1.54	Attacker in Gang Incident	1.94
Attacked in Gang Incident	Dropped	Advantage in Gang Membership	Dropped

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Table 4. Statistics on 20 Youths Identifying Themselves as
Gang Members

| Hispanic | 6 | 30% |
| Black | 14 | 70% |

Gang Involvement Score

| Zero | 2 | 10% | 3 | 6 | 30% | 5 | 2 | 10% |
| 1 | 2 | 10% | 4 | 7 | 35% | 6 | 1 | 5% |

| Mean | 3.2 | Mean Hispanics | 3.67 |
| Median | 3.5 | Mean Blacks | 3.00 |

Length of Gang Membership

No Answer	5
Maximum	36 Months
Mean	6.07 Months
Median	4 Months

Type of Member

Regular	10	50%
Leader	2	10%
Only for Certain Things	1	5%
Just Say Hello and Talk	4	20%
Other	2	10%

Member of Another Gang before Current One

Yes	8	40%
No	10	50%
No Answer	2	10%

Parents Know about Membership?

| Yes | 2 | 10% |

Self-Reported Gang Membership

In our survey of students, we asked if each were a member of a gang. Only twenty of the 439 respondents answered affirmatively. Table 4 shows selected statistics on these twenty respondents. Four of them have gang involvement scores that are below the average for the total population of youths. As a group, these twenty self-identified gang members display relatively high gang involvement scores. The average gang involvement for the six Hispanics is slightly higher than the

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average for the fourteen blacks. Only one of the respondents claimed to have been a gang member for three years. The average is about six months; the median, even less. While half of these twenty respondents claim to be "regular" members, two claim leadership status in the gang. Of the seven others who answered this item, the answers are divided between "only for certain things," "just say hello and talk," and "other." For eight of these self-identified gang members, previous membership in another gang is also claimed. Two of the twenty answer that their parents know about their gang membership.

Measuring Delinquency

Officially Recorded Delinquency: Police

A subset of our middle school students were found to have arrest records with the Chicago Police Department Youth Crimes Unit. These 58 respondents are divided into two subgroups -- those who have only one arrest and those who have two or more arrests. As Table 5 shows, proportionally more black than Hispanic respondents fall into both categories of arrested juveniles. Very few members of either ethnic subpopulation have arrests for violent offenses. A much larger proportion of black than Hispanic respondents have property crime arrests. Only one black respondent has an arrest for an illegal substance violation. The average number of total arrests per 100 respondents and number of arrests by type are comparable for the two ethnic subpopulations.

Table 5. Youth Crime Unit Records on Respondents.		
Arrest History	Hispanic	Black
No Arrests	130 (93.5%)	251 (83.7%)
Only One	5 (3.6%)	32 (10.7%)
Two or More	4 (2.9%)	17 (5.7%)
With Violent Arrest	4 (2.9%)	11 (3.7%)
With Property Arrest	3 (2.2%)	27 (9.0%)
With Drug/Alcohol Arrest	0	1 (0.3%)
With Trespass Arrest	2 (1.4%)	6 (2.0%)
With Vandalism Arrest	1 (0.7%)	3 (1.0%)
Mean Total Arrests Per 100 Respondents	22.3	24.7
Mean Violent Arrests per 100 Respondents	4.3	4.7
Mean Property Arrests per 100 Respondents	7.9	10.0

Arrest History and Gang Involvement

Level of gang involvement, based on the Gangit Scale, is significantly related to total arrests, violence arrests, property arrests, and writ violations (Table 6). As Table 7 and Figure 1 show, arrest history and being arrested for specific types of offenses are all associated with gang involvement.

Gangit and delinquency scores are correlated by age and grade, as expected. However, the differences by age and grade are less marked for African American than Hispanic respondents. Gangit and delinquency scores appear to be relatively equivalent for African American respondents across grades 6 through 8 and

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ages 11 through 15. They escalate more sharply by grade and age for Hispanic respondents (See Figures 2-5, Appendix E).

Table 8 shows selected statistics from the youth crime arrest histories for the five of the twenty self-reported gang members who have them.

Table 6. Pearson's Correlation between Gang Involvement (GANGIT) and Police Measures of Delinquency.			
Total Arrests	Violence Arrests	Property Arrests	Writ Violations
0.139 **	0.132 **	0.115 **	0.109 **

Table 7. Selected Measures of Gang Involvement by Arrest Record Categories.

	Mean Level of Gang Involvement
No Arrests	1.22
Only One Arrest	1.62
Two or More Arrests	2.14
With Violence Arrest	2.33
With Property Arrest	1.77
With Violence and Property Arrest	3.25
With Drug/Alcohol ^ Arrest	1.00
^ Only one respondent.	

In Chicago, police are asked to indicate if an arrest is gang-related on the incident report. Only one of our respondents has such an indication on an arrest report. He has three arrests and a GANGIT score of 4 (out of a possible maximum of 7). Spergel and Curry (1988) classified additional arrest reports as

being gang-like in nature. The average gang involvement score of those respondents arrested in gang-like incidents is 2.13, higher than the 1.76 average for other arrested respondents. Their average number of arrests is slightly higher than the average for other arrested respondents (Table 9). Two of the respondents

Table 8. Self-Reported Gang Membership and Youth Crimes Records.	
	Self-Reported Gang Membership
Arrests Reported	5 (25%)
Only One Arrest	4
Three Arrests	1
Violence Arrests	2
Property Arrests	2
Drug/Alcohol Arrests	0
Writ Violations	1

involved in gang-like arrest incidents also identified themselves as gang members on the survey. One respondent, a twelve-year-old Hispanic in the sixth grade, has 19 recorded arrests for many differing kinds of crimes. He also has a gang involvement score of 3. There is apparently not a perfect relationship between a high score on the Gangit Scale and number of arrest for all types of delinquency.

Table 9. Identification of Gang Membership from Police Records			
	n	Mean Level of Gang Involvement	Average # Arrests
Police Identification	1	4.00	3.00
Gang-Like Arrest Record	8	2.13	1.88
All Other Arrestees	50	1.76	1.78
	Police^ ID	Gang-Like Arrest	
Self-Identified Membership	0	2	
Hispanic	0	3	
Black	1	5	
Age 12	0	1	
Age 13	0	1	
Age 14	1	6	
Grade 7	0	2	
Grade 8	1	6	
Violent Arrest	1	6	
Property Arrest	1	2	
Writ Violation	1	2 !	
Drug/Alcohol Arrest	0	0	

Characteristics of Case with 19 Arrests

Hispanic youth, 6th Grade, Age 12

Arrests by Type
Violent   3   Property   8   Writ Violations 4
Trespass   3   Vandalism   1

Gang-Involvement Score = 3

^ Only one respondent.   ! One has 4 writ violations.

Officially Recorded Delinquency: School

Chicago Public Schools maintain standardized disciplinary records on all students. Analysis of school discipline records revealed reports on 80 of our 439 students. Table 16 shows that black respondents are significantly more likely to have a school discipline record than Hispanic respondents. Only one Hispanic youth and one black youth have Level 5 (the most serious) discipline reports for violent offenses. There are no Level 5 property-related reports, no drug-related discipline reports, only one vandalism report, and only one disorderly conduct report.

Table 16. School Discipline Records for Respondents.						
	Hispanic			Black		
	n with 1 or More	%	Mean per 100	n with 1 or More	%	Mean per 100
Discipline Reports	13	9.4	17.9	67	22.3 **	35.3 *
Violence						
Level 3	5	3.6	4.3	25	8.3	9.0
Level 4	1	0.7	0.7	6	2.0	2.0
Level 5	1	0.7	0.7	1	0.3	0.3
Property						
Level 4	0	0	0	3	1.0	1.0

The two youths identified by school officials as being involved in gang-related incidents are both black and both thirteen years-old. One is a seventh grader; the other an eighth grader. The seventh grader has no arrest record. He has a gang involvement score of 1. His school-recorded gang-related incident is the youth's only school discipline report. The other

youth with a school-recorded gang-related offense has a somewhat more serious delinquency record. He has five discipline reports in all, and he has a record with the youth crime unit of one arrest. His gang involvement score is 5.

Self-Reported Property Delinquency

Respondents were given a list of ten delinquent acts. For each they were asked to report how many times that they had committed the act in the last two months, how many others were involved with them in committing the offense, and whether any of those involved were gang members. Five offenses -- writing graffiti on school property, stealing, receiving stolen property, breaking into a building, and breaking into an automobile -- are classified by us as property crimes. In Table 17, it can be seen that black respondents are significantly more likely to report writing graffiti than Hispanic respondents. Breaking into automobiles appears to be the most often repeated crime when it is committed, followed somewhat distantly by writing graffiti. Breaking into automobiles for theft is significantly related to number of arrest records and gang involvement score (Table 18). It is also the only self-reported property crime that is significantly related to age and grade. From Table 19, we see that writing graffiti is the most group-oriented of the self-reported property delinquency followed by breaking into automobiles. More than half of those reporting committing every type of property offense except for receiving stolen goods indicate that gang members were present. The GANGIT scores of

offenders for every type of property delinquency are significantly higher than the GANGIT scores of non-offenders.

Table 17. Self-Reported Delinquency by Ethnicity					
Behavior	Hispanic			Black		
	n	%	Average	n	%	Average
Written Graffiti	3	2.2	4.67	22 *	7.3	6.77
Stolen Something	15	10.8	1.13	25	8.3	2.52
Received Stolen Goods	12	8.6	1.17	36	12.0	1.17
Breaking/Entering	2	1.4	1.00	9	3.0	1.44
Auto Breakin for Theft	4	2.9	24.75	9	3.0	12.33
Punched with Fists	48	34.5	8.35	135 *	45.0	12.12
Gang Fight	10	7.2	1.40	26	8.7	2.73
Used Knife	1	0.7	1.00	20 **	6.7	6.95
Used Gun	1	0.7	1.00	11	3.7	2.73
Arson	2	1.4	1.00	14	4.7	2.21

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

Self-Reported Violent Delinquency

Four of the self-reported delinquent offenses are violent -- punching someone with fists, gang fighting, using a knife in a fight, and using a gun in a fight. Without question, punching another with fists is the most commonly reported and reoccurring self-reported delinquency among both Hispanic and black youths (Table 17). Black youths are significantly more likely to report engaging in such behavior than Hispanics. Only one Hispanic youth reports using each kind of weapon in a fight. In each case, the number of times that the act is committed is once.

Black youths on the other hand are significantly more likely to
report using a knife. The average frequency of weapon use

Table 18. Pearson Correlations between Number of Self-Reported Delinquent
Acts in Last Two Months and Selected Variables

	# of Arrests	Gang Involvement	Age	Grade	School Discipline Reports
Written Graffiti	-0.006	-0.026	0.045	0.067	-0.018
Stolen Something	-0.009	0.187 ***	0.063	0.070	-0.009
Received Stolen Goods	0.361	0.301 ***	-0.035	-0.010	0.105 **
Breaking/Entering	-0.014	0.258 ***	0.020	0.019	-0.042
Auto Breakin for Theft	0.174 **	0.190 ***	0.096 *	0.081 *	0.018
Punched with Fists	0.068	0.160 ***	0.058	0.076	0.007
Gang Fight	0.069	0.240 ***	0.067	0.057	0.028
Used Knife	0.120 **	0.114 **	0.057	0.053	0.053
Used Gun	0.004	0.029	-0.006	0.009	-0.008
Arson	0.008	0.211 ***	0.010	0.023	0.030

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

among black youths is also appreciably higher. Table 18 shows
that only the times of using a knife in a fight is significantly
related to number of arrests recorded with the Youth Crimes Unit.
The number of times that all of the violent forms of delinquency
except for using a gun are reported as being committed is
significantly related to GANGIT score. All forms of violent
delinquent behavior are committed in more of a group setting than
forms of property delinquency except for using a knife. Only for
punching with fists is the presence of gang members indicated in
less than fifty percent of cases. For every violent form of
delinquency the average GANGIT score of offenders is

significantly higher than the average GANGIT score of non-offenders.

Though arson or "setting fires to destroy property" can be viewed as a property or a violent crime, we treat it separately from either here. Only sixteen respondents -- two Hispanics and fourteen blacks -- indicate

Table 19. Social Circumstances of Self-Reported Delinquency				
	Average # Others Involved	Gang Members Involved	Gang Involvement Score by Act Reported	
			Reported	Not Reported
Written Graffiti	1.68	13 (52.0%)	2.32	1.23 ***
Stolen Something	0.58	20 (50.0%)	2.25	1.17 ***
Received Stolen Goods	0.31	19 (39.6%)	2.54	1.14 ***
Breaking/Entering	0.91	6 (54.5%)	3.64	1.23 ***
Auto Breakin for Theft	1.15	7 (53.8%)	3.31	1.23 ***
Punched with Fists	5.14	61 (33.3%)	1.85	0.89 ***
Gang Fight	7.39	23 (63.9%)	3.06	1.14 ***
Used Knife	1.52	12 (57.1%)	3.14	1.20 ***
Used Gun	10.58	7 (58.3%)	2.83	1.25 ***
Arson	2.13	7 (43.8%)	3.00	1.23 ***

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

committing this kind of delinquent act. This is almost five percent of all black respondents. The number of times committing arson is related to GANGIT score, and self-identified offenders have significantly higher GANGIT scores than non-offenders.

Seven or 43.8 percent of those self-reporting arson state that gang members were with them (Table 19).

Table 20. Self-Reported Substance Abuse by Ethnicity, Average Age of First Use, and Gang Guys Started Respondent on Substance						
	Hispanic		Black		Average Age Began	Gang Members Involved
	n	%	n	%		
Cigarettes	7	5.0	11	3.7	n.a.	n.a.
Beer/Wine	31	22.3	60	20.0	11.5	4 (4.4%)
Hard Liquor	7	5.0	16	5.3	12.1	2 (8.7%)
Marijuana	5	3.6	9	3.0	11.6	3 (21.4%)
Happy Stick	4	2.9	0	0	12.0	1 (25%)
Cocaine	1	0.7	0	0	10.0	1 (100%)
Crack	2	1.4	0	0	11.5	1 (50%)
Heroin	1	0.7	0	0	10.0	1 (100%)
Pills	2	1.4	1	0.3	10.0	1 (33%)
Other Drugs	2	1.4	2	0.7	13.0	1 (25%)

Self-Reported Substance Abuse

Respondents were asked to indicate whether or not they used a number of substances including cigarettes, alcohol, and illegal drugs. Use of any of these substances by minors constitutes a violation of Illinois law. In general, the numbers of youths using any of these substances is low (Table 20). It appears that substance abuse is a behavior that comes later than eighth grade in the delinquent careers of these youths. Only for the one or two Hispanic respondents using very serious addictive drugs do gang members appear to be a factor in the initiation of use.

Table 21. Self-Reported Substance Abuse by Officially Recorded Delinquency								
	No Arrests		One Arrest		Two or More Arrests		School Discipline	
	n	%	n	%	n	%	n	%
Cigarettes	15	83.3	1	5.6	2	11.1	1	5.6
Beer/Wine	75	82.4	9	9.9	7	7.7	16	17.6
Hard Liquor	18	78.3	2	8.7	3	13.0	8	34.8
Marijuana	8	57.1	3	21.4	3	21.4	4	28.6
Happy Stick	3	75.0	1	25.0	0	0	3	75.0
Cocaine	0	0	1	0	0	0	0	0
Crack	1	50.0	1	50.0	0	0	1	50.0
Heroin	0	0	1	0	0	0	0	0
Pills	2	66.7	1	33.3	0	0	1	33.3
Other Drugs	2	50.0	1	25.0	1	25.0	1	25.0

Table 21 indicates a relatively low association between substance use and officially recorded delinquency. On the other hand, Table 22 displays a tendency for some substance abusers to have engaged in violent delinquency, but not property delinquency. For the more commonly abused substances, there are significantly higher GANGIT scores for offenders than for non-offenders.

Table 22. Self-Reported Substance Abuse by Self-Reported Delinquency
and Gang Involvement Scale

	Self-Reported Violence		Self-Reported Property		Gang Involvement	
	n	%	n	%	User	Non-User
Cigarettes	12	66.7	8	44.4	2.28	1.25 **
Beer/Wine	58	63.7	31	34.1	1.87	1.15 ***
Hard Liquor	15	65.2	8	34.8	2.22	1.25 ***
Marijuana	10	71.4	6	42.9	3.07	1.24 **
Happy Stick	2	50.0	0	0	3.00	1.30
Cocaine	0	0	0	0	1.00	1.30
Crack	1	50.0	0	0	3.00	1.29
Heroin	0	0	0	0	1.00	1.30
Pills	2	66.7	1	33.3	1.67	1.29
Other Drugs	2	50.0	1	25.0	1.75	1.29

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

Developing a Delinquency Scale

Just as we developed a measure for gang involvement, we can
use our official and self-reported measures for delinquency to
generate a single interval-level measure. We enter the values
one or zero for each of the six variables arrested once, arrested
twice or more, any school discipline report, any self-reported
violence, any self-reported property offense, and any self-
reported substance abuse. The frequencies of each item by
ethnicity are shown in Table 23. African American youths are
significantly more likely to have a single arrest and
significantly more likely to have a school discipline record.
The computerized modeling procedure reveals that all of the six
variables can be regarded as fitting a Rasch model and can
therefore be summed to form a delinquency scale. Table 24

presents the Rasch modeling results and the mean scores on our delinquency scale by ethnicity. The different ordering of the items for the two subpopulations is indicative of different patterns of delinquency. In a within-ethnic-group comparative

Table 23. Delinquency Scale Items by Ethnicity.

	Hispanic	African American
Multiple Arrests	4 (2.9%)	17 (5.7%)
One Arrest	9 (6.5%)	49 (16.3%) **
School Discipline	13 (9.4%)	67 (22.3%) ***
Self-Reported Property	27 (19.4%)	69 (23.0%)
Self-Reported Substance Abuse	32 (23.0%)	62 (20.7%)
Self-Reported Violence	53 (38.1%)	142 (47.3%)

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

Table 24. Rasch Modeling Results for Delinquency Items by Ethnicity.

	Hispanic	African American
Multiple Arrests	2.14	1.90
One Arrest	1.10	.39
School Discipline	.58	-.14
Self-Reported Property	-.60	-.19
Self-Reported Substance Abuse	-.94	.00
Self-Reported Violence	-2.28	-1.94
Mean Delinquency Score	0.99	1.35 **
Correlation with GANGIT	0.62 ***	0.48 ***

**   Significant at 0.01 level.

ranking, substance abuse is more common among Hispanic youths than is property crime or school discipline problems. As measured here, delinquency is significantly higher among early adolescent African American males than early adolescent Hispanic males. The correlation between delinquency and gang involvement

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is highly significant for both Hispanics and African Americans, though the relationship is somewhat stronger among Hispanic youths. We will return to the relationship between gang involvement and delinquency below, but first it is important to examine the relationship between each of these behaviors and other theoretically important variables. We group these variables under the headings of family, school, peer group, and community. Extensive treatment of these variables including relationships with different kinds of delinquency is provided in Appendix C. Here we will only examine those variables that are significantly related to either gang involvement or delinquency.

Table 25. Selected Family Structure Variables, Mean Gang Involvement Score and Mean Delinquency Score.

	Hispanics	
	Gang Involvement	Delinquency
Two Natural Parents	1.14	0.84
1 Natural/1 Step Parent	1.50	1.25
1 Natural Parent	1.50	1.26
Other	1.29	1.00
Father Not Present	1.37	1.18
Father Present	1.21	0.87

Table 25 (Continued). Selected Family Structure Variables, Mean Gang Involvement Score, and Mean Delinquency Score.		
African Americans		
	Gang Involvement	Delinquency
Two Natural Parents	1.24	1.07 **
1 Natural/1 Step Parent	1.17	1.37
1 Natural Parent	1.34	1.50
Other	1.64	1.82
Father Not Present	1.39	1.52
Father Present	1.16	1.09 ++

** Analysis of Variance for Four Category Family Structure Significant at 0.01 level.
++ t-test for Father Present Significant at 0.01 level.

Family

We found no significant relationships between any of our family structure variables and gang involvement for Hispanics or African Americans. As Table 25 shows, there are significant relationships between certain aspects of family structure and delinquency for African American adolescents, in particular the presence of a father figure in the household. The relationship between family structure and delinquency is noted in the literature (Reckless and Dinitz 1972; Fattah 1981; Kurz 1970). The absence of a relationship between gang involvement and family structure lends credence to the doubts expressed by Spergel (1964; 1990). The difference between Hispanics and African Americans in the relationship between delinquency and family structure supports the suggestion of Tennyson (1967) that the relationship between delinquency and family structure be examined in the context of differences across ethnic groups.

Table 26. Pearson Correlations of Gang Involvement and Delinquency with Family-Related Self-Esteem			
	Hispanic	Black	
Family Self-Esteem Measure & Gang Involvement	-0.178 *	-0.169 **	
Family Self-Esteem Measure & Delinquency	-0.196 **	-0.129 *	
* Significant at 0.05 level. ** Significant at 0.01 level.			

The family-related portion of our measure of self-esteem is, however, significantly negatively related to level of gang involvement and delinquency for youths from both ethnic backgrounds (Table 26). In Table 27, we see that for Hispanic youths attending church with their families gang-involvement is significantly lower than those attending alone or not attending. Church attendance pattern is not significantly related to gang involvement for African Americans. Curiously though, the highest average level of gang involvement is found among African Americans youths who attend church with their families. Delinquency is not significantly related to church attendance for either Hispanic or African Americans.

Table 28 presents mean gang involvement scores on the basis of expressed relationships with family members. Several of these variables are related to either gang involvement or delinquency. Willingness to turn to parents for help is associated with significantly lower averages for gang involvement and delinquency. Of the parental reactions to a youth's getting in "serious trouble" at school, two

Table 27. Gang Involvement and Delinquency Scores by Church Attendance.		
	Hispanics	
	Gang Involvement	Delinquency
Doesn't Attend Church	1.55	1.12
Attends Church Without Family	1.40	0.83
Attends Church With Family	0.83 *	1.00
	African Americans	
	Gang Involvement	Delinquency
Doesn't Attend Church	1.32	1.36
Attends Church Without Family	1.11	1.28
Attends Church With Family	1.40	1.40
* Significantly different from each of preceding groups at 0.05 level.		

significant results emerge for only black respondents. Black respondents who anticipate their parents support in agreement or more openly coming to school to take the student's side have higher average GANGIT scores. These relationships do not hold for delinquency. Admiring ones mother is significantly related to lower gang involvement for Hispanics and admiring ones father is significantly related to lower gang involvement for blacks. Neither of these variables is related to delinquency involvement. A variable that is significantly related to gang involvement and delinquency for both Hispanics and blacks is having someone who has been a gang member in the family (Table 28). This last finding makes an important point about the complexity of the relationship between the family, the gang, and delinquency.

Table 28. Gang Involvement and Delinquency Score by Family Relationship Variables.			
Hispanics			
		Gang Involvement	Delinquency
Go to Parents for Help	Yes	1.01	0.72
	No	1.47 *	1.21 **
Reaction to School Problem			
Agree with Him	Yes	1.50	1.00
	No	1.27	0.75
Come to School to Take Side	Yes	1.60	1.00
	No	1.23	0.99
Family Member in Gang	Yes	1.83	1.45
	No	1.00 **	0.81 **
Admire Mother	Yes	1.02	0.72
	No	1.49 *	1.23 **
Admire Father	Yes	1.05	0.82
	No	1.42	1.11
African Americans			
		Gang Involvement	Delinquency
Go to Parents for Help	Yes	1.04	1.19
	No	1.57 ***	1.52 *
Reaction to School Problem			
Agree with Him	Yes	2.60	2.20
	No	1.28 *	1.34
Come to School to Take Side	Yes	1.96	1.25
	No	1.23 **	1.36
Family Member in Gang	Yes	1.75	1.79
	No	0.91 ***	1.04 ***

Table 28. (Continued) Gang Involvement and Delinquency Score by Family Relationship Variables.			
Admire Mother	Yes	1.21	1.29
	No	1.43	1.40
Admire Father	Yes	1.08	1.35
	No	1.44 *	1.36
* Significant at 0.05 level.			
** Significant at 0.01 level.			
*** Significant at 0.001 level.			

On the one hand, stronger family relationships may play a positive role in the reduction of gang involvement and delinquency. On the other hand, family relationships also appear to play an important role in promoting such involvement when the primary ties of gang involvement and family are intertwined.

Table 29. Correlation of Gang Involvement and Delinquency with Selected School Variables		
	Hispanics	
	Gang Involvement	Delinquency
Absences 1986/87	.0162	-.0023
School Activities	-.0533	.0230
School Esteem	-.4060 ***	-.2771 ***
	African Americans	
	Gang Involvement	Delinquency
Absences 1986/87	-.0485	.1698 **
School Activities	.1055 *	.0505
School Esteem	-.2162 ***	-.0664
* Significant at 0.05 level.		
** Significant at 0.01 level.		
*** Significant at 0.001 level.		

School

None of the school record variables, Math and Reading scores, absences, tardiness are significantly related to gang involvement as measured by our GANGIT scale for either ethnic group. Number of absences is significantly related to delinquency level for African American respondents. As Table 29 shows there is a moderately significant positive relationship between the number of extracurricular activities in which black students are involved and their level of gang involvement. Surprisingly, non-gang youth are involved in fewer school activities. Only this unexpected difference in gang involvement between band/choir participants and non-participants for African Americans is significant at the 0.05 level (Table 32).

Table 30. Correlations of Gang Involvement and Delinquency and Educational Expectations and Aspirations.

	Hispanics	
	Gang Involvement	Delinquency
Aspiration Minus Expectation (High School)	0.138 *	.0348
Aspiration Minus Expectation (College)	0.144 *	.1093
	African Americans	
	Gang Involvement	Delinquency
Aspiration Minus Expectation (High School)	0.028	.0658
Aspiration Minus Expectation (College)	-0.136 **	-.0717

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

School-related self-esteem is negatively and significantly related to gang involvement for both Hispanic and African American respondents (Table 29). While this portion of our general self-esteem measure is significantly related to delinquency for Hispanics, it is not significantly related to delinquency for African American respondents.

Table 30 illustrates that differences in educational aspirations and expectations are significantly related to gang involvement for Hispanics. The greater the gap between aspiration and expectation, the greater is level of gang involvement. A stronger and more perplexing relationship also appears in Table 30. The greater the gap between aspiration and expectation for college completion for blacks, the lower is gang involvement.

Table 31. Correlations of Gang Involvement and Delinquency and Fair Treatment by Teachers

	Hispanic	African American
Students Treated Fairly by Teachers & GANGIT	-.1838 *	-.0483
Students Treated Fairly by Teachers & Delinquency	-.2452 **	-.1086 *
* Significant at 0.05 level.		
** Significant at 0.01 level.		

In Table 31, Hispanic attitudes toward the fairness of teachers is found to be significantly negatively related to gang involvement and delinquency. That is the more students perceive their teachers to be fair, the less likely they are to be involved in youth gangs or delinquency. A similar relationship

holds between perceived teacher fairness and delinquency involvement for African American students.

Two of the descriptions of school are shown to be significant for Hispanics in Table 32. Hispanic students who describe their school as interesting have significantly lower GANGIT scores. Hispanic students who describe their school as boring have significantly higher gang involvement scores.

Table 32. Gang Involvement and Delinquency by Selected School Variables				
Hispanics				
	Gang Involvement		Delinquency	
	Yes	No	Yes	No
Band/Choir	1.40	1.26	0.70	1.02
School Interesting	0.88 ***	1.66	0.75	1.23 **
School Boring	2.03 **	1.06	1.27	0.92
African Americans				
	Gang Involvement		Delinquency	
	Yes	No	Yes	No
Band/Choir	1.84	1.25 *	1.85	1.20
School Interesting	1.20	1.43	1.26	1.46
School Boring	1.38	1.28	1.30	1.37
* Significant at 0.05 level. ** Significant at 0.01 level. *** Significant at 0.001 level.				

The presence of gang members in the school and classroom are demonstrated to be significantly related to individual levels of gang involvement and delinquency in Tables 33 and 34. The number of gangs in the respondent's school and the number of male classmates who are gang members is positively related to respondent's level of gang involvement and delinquency for both Hispanics and blacks. The number of girl gang members in a

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Hispanic student's class is, however, not related to individual levels of male gang involvement or delinquency, although it is in an African American student's class.

Table 33. Correlations of Gang Involvement and School Related Gang Members

	Hispanic	Black
Number of Gangs in School	.2348 **	.2721 ***
Number of Male Classmates in Gang	.2282 **	.3189 ***
Number of Female Classmates in Gang	.0070	.2993 ***

Table 34. Correlations of Delinquency and School Related Gang Numbers

	Hispanic	Black
Number of Gangs in School	.2582 ***	.1787 **
Number of Male Classmates in Gang	.3017 ***	.2165 ***
Number of Female Classmates in Gang	.0266	.2266 ***

| * Significant at 0.05 level. |
| ** Significant at 0.01 level. |
| *** Significant at 0.001 level. |

Peers

Tables 35 and 36 show that several of the description of friends are significantly related to level of gang involvement and delinquency. Hispanics with friends who are described as good students have significantly lower gang involvement and delinquency scores than other Hispanic respondents. Hispanics with friends who are described as hard workers have significantly lower gang involvement scores than other Hispanic respondents. Hispanics and African Americans with friends who are described as trouble makers and friends who are described as delinquents have significantly higher gang involvement scores than other

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respondents, but there is not a comparably significant difference in the case of delinquency. African American respondents reporting junkie friends have significantly higher gang involvement but not for delinquency.

Table 35. Means for Gang Involvement by Descriptions of Friends.

		Hispanics	African Americans
Good Students	Yes	0.93	1.17
	No	1.75 ***	1.44
Trouble Makers	Yes	1.71	1.74
	No	1.09 **	1.08 ***
Hard Workers	Yes	0.98	1.16
	No	1.44 *	1.45
Delinquents	Yes	2.17	2.16
	No	1.19 *	1.20 **
Junkies	Yes	1.64	2.86
	No	1.24	1.14 ***

Table 36. Means for Delinquency by Descriptions of Friends.

		Hispanics	African Americans
Good Students	Yes	0.71	1.35
	No	1.37 ***	1.36
Trouble Makers	Yes	1.32	1.61
	No	0.86 *	1.22 *
Hard Workers	Yes	0.76	1.20
	No	1.12	1.39
Delinquents	Yes	1.50	1.75
	No	0.94	1.31
Junkies	Yes	0.82	1.72
	No	1.01	1.31

```
*    Significant at 0.05 level.
**   Significant at 0.01 level.
***  Significant at 0.001 level.
```

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Peer-related self-esteem is positively and significantly related to gang involvement and delinquency for Hispanic youths (Table 37), but is not related to either for African Americans. In other words, high scores on peer-related esteem, i.e., high regard or respect from peers, is associated with high scores on gang involvement and delinquency for Hispanic but not for African American youth.

Table 37 does show that the number of gangs reported in the community is significantly related to level of gang involvement and delinquency for both Hispanic and African American respondents.

Table 37. Pearson Correlations for Additional Peer Group Variables and Gang Involvement and Delinquency.

	Hispanics	
	Gang Involvement	Delinquency
Peer-Related Self-Esteem	0.227 **	0.253 **
Number of Gangs in Community	0.137 *	0.227 **
	African Americans	
	Gang Involvement	Delinquency
Peer-Related Self-Esteem	0.104	0.089
Number of Gangs in Community	0.280 ***	0.212 ***

*	Significant at 0.05 level.
**	Significant at 0.01 level.
***	Significant at 0.001 level.

Community

Table 38 reveals that Hispanic and African American respondents who are exposed to drug dealers have significantly higher gang involvement scores. Only African American youth who report hanging out where drug dealers hang out show a significantly higher delinquency score. On the other hand,

Hispanic and African American respondents who simply hang out in community locations where other neighborhood youth hang out have significantly lower GANGIT scores. But, African American youths who are exposed to junkies have significantly higher GANGIT scores. The difference in GANGIT score is just as great for Hispanics but is not significant.

Table 38. Types of People who Hang Out in Community Where Respondents and Friends Hangout and Mean Gang Involvement

| | Hispanics | | Blacks | |
	Yes	No	Yes	No
Drug Dealers	2.05	1.14 **	1.83	1.07 ***
Neighborhood Youth	1.05	1.52 *	1.03	1.64 ***
Junkies	1.75	1.24	1.71	1.22 *

Table 39. Types of People who Hang Out in Community Where Respondents and Friends Hangout and Mean Delinquency Involvement

| | Hispanics | | Blacks | |
	Yes	No	Yes	No
Drug Dealers	1.35	0.93	1.63	1.23 **
Neighborhood Youth	1.01	0.97	1.30	1.41
Junkies	1.25	0.98	1.51	1.32

*	Significant at 0.05 level.
**	Significant at 0.01 level.
***	Significant at 0.001 level.

As seen in Tables 40 and 41, Hispanic youths who feel that youth-serving institutions are available in their community and Hispanics who feel that police are fair to youth in their community have significantly lower gang involvement and delinquency scores. Blacks who feel that police are fair to youth in their community have significantly lower GANGIT and delinquency scores. Hispanics who feel that in their communities blacks and Hispanics are treated unfairly are more likely to be involved in gang activity. There is a negative relationship for

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blacks between gang involvement and perception that Hispanics are treated fairly in their community.

Table 40. Pearson Correlations of Level of Agreement with Descriptions of Community and Gang Involvement.		
	Hispanics	Blacks
Community Centers Available	-0.145 *	-0.042
Police Fair	-0.405 ***	-0.198 ***
Fair to Blacks	-0.197 **	-0.081
Fair to Hispanics	-0.155 *	-0.098 *
Table 41. Pearson Correlations of Level of Agreement with Descriptions of Community and Delinquency.		
	Hispanics	Blacks
Community Centers Available	-0.232 **	0.020
Police Fair	-0.166 *	-0.185 ***
Fair to Blacks	-0.007	-0.012
Fair to Hispanics	-0.066	-0.080
* Significant at 0.05 level. ** Significant at 0.01 level. *** Significant at 0.001 level.		

Gang Involvement and Delinquency

An important question is which behavior comes first delinquency or gang involvement. Most authors concur that the process must to some degree be reciprocal. However, there is also some evidence that delinquent involvement in property crime comes before violence-related gang activity (Spergel 1990). We do not have in the data being analyzed here the kind of longitudinal information necessary to test this hypothesis. In several of the analyses below, we use recursive regression models to predict delinquency while controlling for gang involvement. Our purpose is to use the strength of regression to control for

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the institutional or quasi-institutional role of the gang as an intervening variable between other social variables and delinquency. We do not assume that gang involvement (especially as measured here) always precedes involvement in delinquency. The chronological sequence of gang involvement and delinquency is a process that we hope to investigate as longitudinal data becomes available.

Age, Gang Involvement, and Delinquency

Among differences between Hispanic and African American youth in patterns of gang involvement, one that is particularly noteworthy is the relationship between gang involvement and age. Spergel and Curry (1988) reported that while gang involvement is significantly related to age and grade in school for Hispanics, there is no statistically significant relationship evident in these data for African American youths. Figures 2 and 3 and Table 42 show the patterns of involvement for our subpopulations of youths by grade and age respectively. While the pattern of increases per grade in gang involvement for African Americans is in the same direction as that for Hispanics, the differences over the years are not statistically significant. One possibility is that gang involvement begins earlier for African Americans, and another is that gang involvement is an entirely different process for the two subpopulations of youths. The pattern of increase in delinquency by grade is statistically significant for both groups.

Table 42. Mean Gang Involvement and Delinquency by Age and Grade by Ethnicity.

Grade in School	Hispanics		African Americans	
	GANGIT	Delinquency	GANGIT	Delinquency
6	0.86	0.69	1.19	1.18
7	1.18	1.07	1.27	1.25
8	1.79 **	1.27 *	1.45	1.56 *
Age	GANGIT	Delinquency	GANGIT	Delinquency
11	0.83	0.48	1.21	1.13
12	0.98	0.83	1.22	1.26
13	1.54	1.24	1.33	1.33
14	1.67	1.20	1.54	1.75
15	2.00 *	3.00 **	0.75	1.50 * +

*   Significant at 0.05 level.
** Significant at 0.01 level.
+ Significant only if 15-yr.-olds (n=4) excluded.

When age is substituted for grade, the statistical relationships remain in the same direction. We, however, must note an anomaly in the data for the four African American fifteen-year-olds included in the study. Whereas the two fifteen-year-olds in the Hispanic data are both more involved in youth gangs and more delinquent than their fourteen-year-old counterparts, the four fifteen-year-old African American respondents show lower rates of gang involvement than any other age group of Hispanic or African American respondents. The average delinquency involvement for this small group is lower than that of the African American fourteen-year-olds.

Gang Involvement and Self-Esteem

We employed a three part measure of self-esteem that is a modified version of a set of items widely used in the research literature on self-esteem. The selection of the instrument is described in Spergel and Curry (1988). The individual items are found in the questionnaire included as Appendix B, and a more detailed information on the results pertaining to these items are

found in the text and additional tables in Appendix C. Table 43

presents means for each ethnic group and the correlation matrix

for the three dimensions of our self-esteem instrument.

Table 43. Components of Self-Esteem Instrument.		
Basis for	Means	
Self-Esteem	Hispanics	African Americans
Family	3.18	3.28
School	2.78	2.84
Peer Group	2.74	2.81
Pearson Correlations		
	Hispanics	African Americans
	Family School	Family School
School	0.462 ***	0.470 ***
Peer Group	0.291 *** 0.243 **	0.284 *** 0.333 ***
	GANGIT Delinquency	GANGIT Delinquency
Family	-0.213 * -0.230 **	-0.190 *** -0.132 *
School	-0.403 *** -0.297 ***	-0.236 *** -0.075
Peer Group	0.193 * 0.227 **	0.105 * 0.113 *
* Significant at 0.05 level. ** Significant at 0.01 level. *** Significant at 0.001 level.		

There are no significant differences between Hispanics and

African Americans for mean scores on the three components of

self-esteem. This is as it should be. There are positive

significant relationships between the three measures of self-

esteem. This is, again, as would be expected. The tie between

peer self-esteem and school self-esteem for Hispanics is

significant at a lower probability level than the relationship

for African Americans.

The relationships between our measures of self-esteem and

gang involvement and delinquency are, however, more complex and

more interesting. There are significant negative relationships

between family self-esteem and gang involvement and delinquency for both Hispanic and African American youths. The negative relationships between school self-esteem and gang involvement is very significant for both Hispanics and African Americans. The negative relationship between school self-esteem and delinquency for Hispanics is statistically significant. The correlation between school self-esteem and delinquency are not significantly different from zero for African Americans. Of special importance and concern are the significant positive relationships between peer self-esteem and gang involvement and delinquency.

Table 44. Regression of Delinquency on Self-Esteem Measures Controlling for Gang Involvement.		
	Hispanics	African Americans
Independent Variable	Beta Coefficient	Beta Coefficient
Gang Involvement	0.545 ***	0.427 ***
School Self-Esteem	-0.056	0.055
Peer Self-Esteem	0.177	0.070
Family Self-Esteem	-0.139	-0.088
* Significant at 0.05 level. ** Significant at 0.01 level. *** Significant at 0.001 level.		

A multi-variable question that emerges from examining the results in Table 44 is to what degree are the relationships between self-esteem and delinquency a function of a youth's involvement in gang activity? When each self-esteem variable is entered in a regression model predicting delinquency for either Hispanic or African American respondents, the regression coefficient is not significantly different from zero when gang involvement is controlled. Table 44 displays the standardized partial regression (beta) coefficients for models for delinquency controlling for gang involvement. The implication of this

finding is that the gang is an important mediating institution .
(or quasi-institution) between other social forms and delinquency
in both the Hispanic and African American communities.

Another concern is what is the relationship between each
measure of component of self-esteem and gang involvement when
other measures of self-esteem are controlled. Table 45 displays
the results of regressing gang involvement on the three measures
of self-esteem for each population of respondents. The negative
effects of school self-esteem and the positive effects of peer
self-esteem on gang involvement far outweigh the effects of
family self-esteem in the prediction of gang involvement for
Hispanic respondents. While the negative impact of school self-
esteem and the positive impact of peer self-esteem on gang
involvement is statistically significant for African American
respondents, the negative relationship between family self-esteem
and gang involvement remains significant at the 0.05 level when
the other sources of self-esteem are controlled. This finding
suggests that strong ties to school may overcome weak ties to

Table 45. Regression of Gang Involvement on Self-Esteem Controlling for Bases of Self-Esteem.		
	Hispanics	African Americans
Independent Variable	Beta Coefficient	Beta Coefficient
School Self-Esteem Peer Self-Esteem Family Self-Esteem	-0.433 *** 0.329 *** -0.109	-0.246 *** 0.226 *** -0.368 *
* Significant at 0.05 level. ** Significant at 0.01 level. *** Significant at 0.001 level.		

family in inhibiting gang involvement among Hispanic youth, but
not among African American youth. Of theoretical importance also
is the finding that when self-esteem is broken down by its

source, we note very different relationships between the kinds of self-esteem and gang involvement.

Predicting Gang Involvement

In the two preceding sections, multiple regression analysis has been used to test specific hypotheses concerning the relationships between variables. Another use of multiple regression is the construction of exploratory models from large sets of variables to produce "best" models for explaining the variation in some dependent variable. Such a use of multiple regression modeling is subject to problems with probabilistic inflation of significance results and reductions in the number of cases due to missing values. With these cautions in mind, we have constructed exploratory multiple regression models for each of our ethnic subpopulations. Our goal is to derive the most parsimonious model with the largest proportion of variation explained as measured by the multiple correlation coefficient (R squared) under the condition that all the t statistics for individual independent variables in the model be significant at the 0.05 level.

Table 46. Exploratory Multiple Regression Model of Gang Involvement for Hispanic Respondents (n = 109)

Independent Variable	B Coefficient	Beta Coefficient
School Self-Esteem	-1.283 ***	-0.422
Peer Self-Esteem	1.103 ***	0.350
Hangout Drug Dealers	1.244 ***	0.318
College Anomie	0.412 **	2.881
Multiple R Squared = 0.380		

*   Significant at 0.05 level.
**   Significant at 0.01 level.
***   Significant at 0.001 level.

Table 46 presents the exploratory regression results for gang involvement among Hispanic respondents. We explicitly did

not enter delinquency into this model as a predictor of gang involvement. The model explains 38 percent of the variation in gang involvement for the 108 Hispanic respondents who did not have missing values on any of the four independent variables in the model.

The two most powerful predictors are the measures examined above for school self-esteem and for peer self-esteem. It is not clear whether we should regard this finding as supportive of social bonding theory, peer-based subculture, or psychological theories of delinquency.

The presence of drug dealers in the community setting where the youth and his friends hangout remains a significant predictor of drug involvement even when other variables are controlled. This finding can be regarded as supporting ecological, opportunity, or subcultural theories of delinquency. It is also indicative of the need to further explore hypothesized relationships between youth gangs and organized drug sales.

A youth's aspiration minus his expectation with respect to completing college is also a weaker, but significant, predictor of gang involvement when other variables are controlled. Spergel (1964; 1967) has used this variable as a measure of anomie (Merton 1938).

Table 47 presents the results of constructing a similar multiple regression model of gang involvement for African American respondents. Immediately noticeable is the absence of any of our self-esteem measures in the model. Two drug-related variables appear in this model. One is having friends who are recognized by adults as drug users, and the other is the same

variable concerning the presence of drug dealers in the youth's environment that is a significant predictor of gang involvement for Hispanic youth. Together these two variables can be regarded as exposure to drug culture.

Table 47. Exploratory Multiple Regression Model of Gang Involvement for Black Respondents (n = 287)

Independent Variable	B Coefficient	Beta Coefficient
Junkie Friends	1.484 ***	0.305
Hang Out Drug Dealers	0.456 **	0.150
Girl Gang Classmates	0.149 ***	0.193
Guy Gang Classmates	0.133 ***	0.188
Family Gang Member	0.531 ***	0.188

Multiple R Squared = 0.318

* Significant at 0.05 level.
** Significant at 0.01 level.
*** Significant at 0.001 level.

The other three variables in the model can be regarded as exposure to gang culture. The presence in the model of the number of male gang classmates <u>and</u> the number of female gang members is indicative of the power of the presence of gang members in the school as a predictor of gang involvement. The additional impact of the family as a carrier of ties to gang culture is revealed in the significance of a family gang member as a predictor of gang

Table 48. Exploratory Multiple Regression Model of Delinquency for Hispanic Respondents (n = 136)

Independent Variable	B Coefficient	Beta Coefficient
Gang Involvement	0.452 ***	0.538
Male Gang Classmates	0.141 **	0.179

Multiple R Squared = 0.365

* Significant at 0.05 level.
** Significant at 0.01 level.
*** Significant at 0.001 level.

involvement. As a group, these three variables provide support for differential association theory (Sutherland 1947) and more

specifically for differential opportunity theory (Cloward and Ohlin 1960).

Predicting Delinquency

An exploratory multiple regression analysis of delinquency reveals the magnitude of the relationship between gang involvement and delinquency for the youths in the community where our data were gathered. No other independent variable from our study produces a regression coefficient in predicting delinquency that is significantly different from zero when gang involvement and number of male gang classmates are controlled. Table 48 shows that together these two variables account for 36.5 percent of the variation in delinquency among Hispanic respondents.

Table 49. Exploratory Multiple Regression Model of Delinquency for Black Respondents (n = 299)		
Independent Variable	B Coefficient	Beta Coefficient
Gang Involvement	0.387 ***	0.433
Family Gang Member	0.445 ***	0.177
Multiple R Squared = 0.261		
* Significant at 0.05 level. ** Significant at 0.01 level. *** Significant at 0.001 level.		

The comparable analysis of delinquency for African Americans also illustrates the connection gang involvement and delinquency for our respondents. No other independent variable from our study produces a regression coefficient in predicting delinquency that is significantly different from zero when gang involvement and having a gang member in ones family are controlled. Table 49 shows that together these two variables account for 26.1 percent of the variation in delinquency among African American respondents.

Patterns of Gang Involvement and Delinquency

Let us now examine more closely the nature of the relationship between gang involvement and delinquency. Table 50 presents our gang involvement and delinquency measures for Hispanic and African American respondents. If we ignore those respondents who have no gang involvement and no delinquency, the modal category for each measure for each subpopulation is 1.

Table 50. Distribution of Respondents on Gang Involvement and Delinquency Scales.				
	Hispanic		African American	
Score	GANGIT	Delinquency	GANGIT	Delinquency
0	50 (36.0%)	62 (44.6%)	108 (36.0%)	91 (30.3%)
1	37 (26.6%)	35 (25.2%)	85 (28.3%)	86 (28.7%)
2	30 (21.6%)	27 (19.4%)	53 (17.7%)	73 (24.3%)
3	14 (10.1%)	13 (9.4%)	29 (9.7%)	33 (11.0%)
4	4 (2.9%)	0 (0.0%)	16 (5.3%)	11 (3.7%)
5	2 (1.4%)	2 (1.4%)	7 (2.3%)	5 (1.7%)
6	2 (1.4%)	0 (0.0%)	0 (0.0%)	1 (0.3%)
7	0 (0.0%)	---	2 (0.7%)	---
Mean	1.27	0.99	1.30	1.35
Standard Deviation	1.33	1.12	1.39	1.24

Using this finding, we generate the three-fold table that is Table 51. Our respondents are classified as having some gang activity if they have a score of one on our GANGIT measure. Our respondents are classified as having high gang activity if they have a score of two or more on the GANGIT measure. Respondents with a score of one on our delinquency scale are classified as displaying some delinquency. Respondents with a score of two or more on the delinquency are classified as displaying a comparatively high level of delinquency.

Table 51. Categorical Structure for Analyzing Relationship Between Gang Involvement and Delinquency.

	No Delinquency	Some Delinquency	High Delinquency
No Gang Activity	A	B	C
Some Gang Activity	D	E	F
High Gang Activity	G	H	I

Table 52 collapses subsets of the theoretical categories in Table 51. Categories B and C constitute a category of special interest in that they are youths who are delinquent but have no gang involvement. We label them non-gang delinquents in Table 52. Given the correlations between gang involvement and delinquency noted above, categories D and G are also of special interest.

Table 52. Breakdown of Respondents by Involvement in Gang Delinquency.

	Hispanics	African Americans	Total
None	42 (30.2%)	49 (16.3%)	91 (20.7%)
Non-Gang Delinquents	8 (5.8%)	59 (19.7%)	67 (15.3%)
Gang Non-Delinquents	20 (14.4%)	42 (14.0%)	62 (14.1%)
Some Gang Delinquency	41 (29.5%)	82 (27.3%)	123 (28.0%)
Gang Delinquents	28 (20.1%)	68 (22.7%)	96 (21.9%)

These youths are involved in gang activity but not in delinquency. We label them gang non-delinquents. Category I, respondents with high delinquency and high gang involvement, are the central targets of our analysis. We feel that we can safely label them gang delinquents. Categories E, F, and H constitute intermediate classifications of respondents whom we lump into a

group of youths with moderate degrees of involvement in gang delinquency.

An examination of Table 52 reveals only two major differences across our ethnic subpopulations. First, there are nearly twice as many Hispanic respondents as African Americans proportionately who have neither gang involvement nor delinquency scores. Second, delinquents who are not involved in gangs are much more rare among Hispanic respondents. Approximately 14 percent of respondents of both ethnic subpopulations show some involvement in youth gangs but no delinquency.

Table 53. Exploratory Discriminant Analysis Results for Five Gang Delinquency Categories	
Hispanics (n = 111)	African Americans (n = 203)
Hang Out Drug Dealers	Family Gang Member
Friends Delinquents	Number of Girl Gang Classmates
Admire Mother	Grade
Family Gang Member	Number of Male Gang Classmates
Age	Hang Out Drug Dealers
Job Opportunities	Number Gangs in School
Hang Out Junkies	Number Gangs in Community
Father Present	Friends Good Students
Blacks Treated Fairly	Friends Trouble Makers
Head of House Employed	Someone Close Use Drugs
Family Self-Esteem	School Fun
Admire Father	Number Family Activities
Hang Out Neighborhood Youths	Blacks Treated Fairly
School Boring	Job Opportunities
Someone Close Uses Drugs	Police Fair
Parents Take Side at School	High School Anomie
Number Girl Gang Classmates	Family Self-Esteem
School Fun	Math Achievement Score
Number of Family Activities	Father Present
School Absences	School Self-Esteem
Reading Achievement Score	Admire Father
High School Anomie	Peer Self-Esteem
Friends Junkies	Friends Hard Workers
College Anomie	College Anomie
Grade in School	Agree with against School
Number Male Gang Classmates	Reading Achievement Score
Police Fair	Hang Out Neighborhood Youths
School Interesting	# Addresses in Last 5 Years
Community Centers Available	Friends Junkies
Hang Out Neighborhood Adults	Age
School Friendly	Friends Talented
Friends Trouble Makers	Hang Out Neighborhood Adults
School Self-Esteem	Come School/Take Side
Friends Good Students	Someone Close Sell Drugs
Hispanics Treated Fairly	Band/Choir Participation
Someone Close Sell Drugs	School Friendly
Number of Gangs in School	Hispanics Treated Fairly
Peer Self-Esteem	Friends Delinquents
Number of Gangs in Community	School Interesting
Friends Hard Workers	Admire Mother
School Unfriendly	School Absences
Friends Talented	Hang Out Junkies
# Addresses in Last 5 Years	Community Centers Available
Band/Choir Participation	Head House Employed
Math Achievement Score	School Boring
	School Unfriendly

Predicting Gang Involvement and Delinquency

Using discriminant analysis as an exploratory tool, we have derived subsets of the Socialization to Gangs variables that maximize the differences between the five groups of respondents for each ethnic group. There are 45 variables for Hispanic respondents and 46 variables for African American respondents. Here we do not attempt to interpret the specific sets of variables that are generated in this exploratory discriminant analysis so much as note that such functions can be derived. In this light, the important outcomes are the results shown in Table 54. Over 50 percent of all respondents for both subpopulations can be correctly classified from the generated set of discriminant functions. The potential for classifying gang delinquents is especially promising with results of 76 percent for Hispanics, but somewhat less, 51.1 percent for African Americans.

Table 54. Classification Analysis Results.		
	Hispanics	African Americans
None	50.0%	54.3%
Non-Gang Delinquents	50.0%	48.7%
Gang Non-Delinquents	37.5%	51.6%
Some Gang Delinquency	47.1%	64.7%
Gang Delinquents	76.0%	51.1%
Total	53.2%	54.7%

Path Models of Gang Involvement and Delinquency

The LISREL computer program (Joreskog and Sorbom 1988) is used to construct a fitted two-stage least squares model of gang involvement (as measured by GANGIT) and delinquency (as measured by the Delinquency Scale developed in this report) and subsets of our predictor variables.

Hispanic Respondents. Figure 1 shows the model for 107 of our 139 Hispanic respondents (with cases with missing values removed). The parameter values shown are standardized partial regression coefficients (betas). As we have noted, age is significantly related to gang involvement and especially delinquency for the Hispanic respondents in our study.

The variable named ANOMIE2 in the figure is the difference between aspirations and expectations with respect to completing college. Its salience in the model in the absence of the comparable variable for completing high school may represent the deflated career importance of a high school diploma even in a city where only half of all youths graduate from high school.

The two measures of self-esteem hold a uniquely important place in the model. School-based self-esteem is positively related to gang involvement and delinquency. The final important variable that drug dealers hang out in the community in places where the youth hangs out underscores the link between the visibility of drug trafficking in the community environment and both gang involvement and delinquency.

The chi-square goodness of fit is a measure of whether a comparison of the variance-covariance matrix for the complete set of variables in the model as a generated by the structure of the

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model is significantly different from the observed variance-covariance matrix generated by the data. If the probability of the chi-square statistic were less than 0.05, it would have been necessary to reject the hypothetical model in Figure 1 at the 0.05 level of statistical significance. Our result that the probability of our model is 0.486 indicates that our model cannot be rejected at the 0.10 level of statistical significance and shows it to fit the data relatively well.

It is important that we were not able to fit a model that contains a reciprocal effect of delinquency on gang involvement that cannot be rejected at the 0.10 level of statistical significance. Not only is the fit of the model statistically supportable, but the parameters included account for 38.8 percent of the variation in gang involvement and 37.7 percent of the variation in delinquency.

African American Respondents. A comparable model is constructed for 291 of our 300 African American respondents in Figure 2. Two variables measuring numbers of gang members in a youth's school class reflect the ecological context of gang visibility especially as manifested in the school environment. Their role in the model are indicative of the collective power of ganging as an epidemiological phenomenon in the milieu of the African American youth's social setting. The link between the presence of a drug-using subculture and gang involvement among African American youths is shown by the appearance in the model of drug dealers' hanging out in the youth's setting and perception of friends who are drug users.

The final variable that is completely absent in the model of gang involvement in the Hispanic community is the tie to gangs through the youth's family. Such ties are important predictors of both gang involvement and level of delinquency even when level of gang involvement is controlled.

The fit of the model is quite good in a statistical sense. Also, there is no room in the model for a reciprocal effect of delinquency on gang involvement. The level of predictability of the two endogenous variables is relatively good. The R squared statistics for gang involvement and delinquency respectively account for 32.3 percent and 27 percent of their variation.

Finally, we must caution the reader again that our data are cross-sectional and do not necessarily indicate relationships over time. While our findings indicate that within a given time period gang involvement is a better predictor of delinquency than vice versa, we could not address the question of whether over time gang involvement is a precursor of delinquency or whether the reverse was the stronger relationship. In other words, based on our data, it is quite clear that a gang member is far more likely to be a delinquent than that a delinquent is likely to be a gang member.

Figure 1. Structural Equation Model of Gang Involvement and Delinquency for Hispanic Respondents (n = 108)
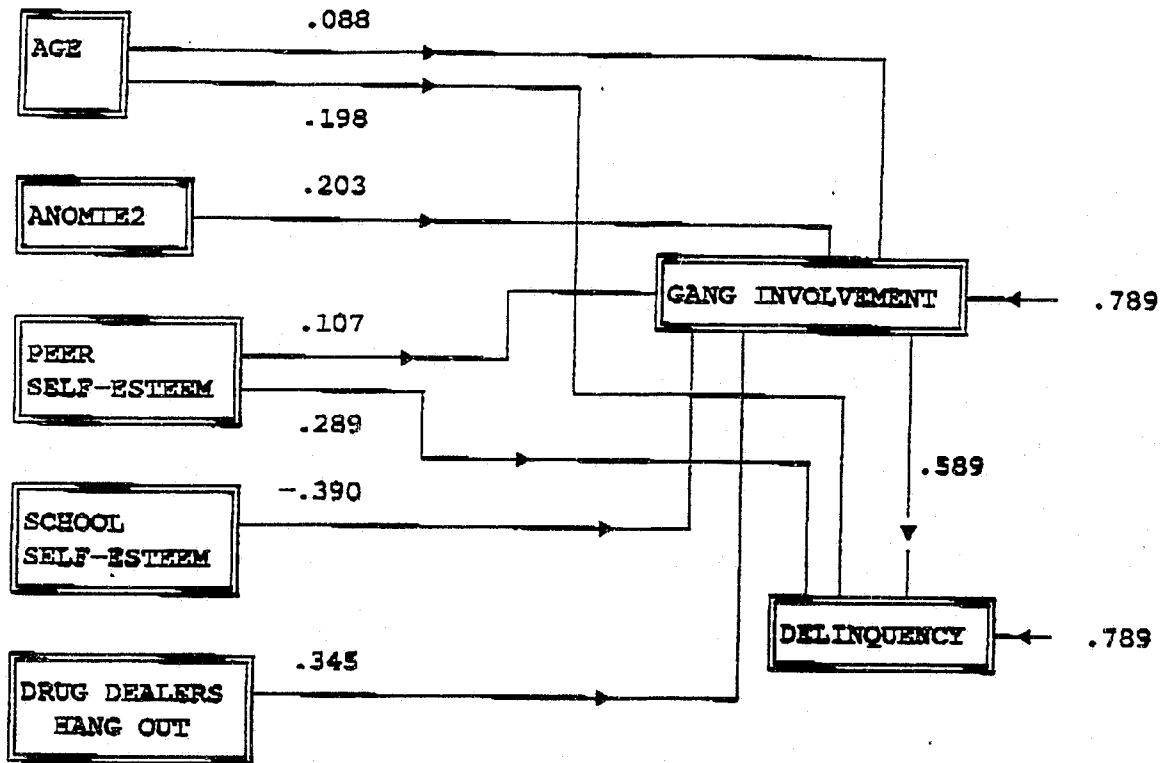
Chi-Square Measure of Goodness of Fit = 2.39   Probability = 0.49

Endogenous Variable	R-Square
Gang Involvement	0.388
Delinquency	0.377

Figure 2. Structural Equation Model of Gang Involvement and Delinquency for African American Respondents (n = 291)
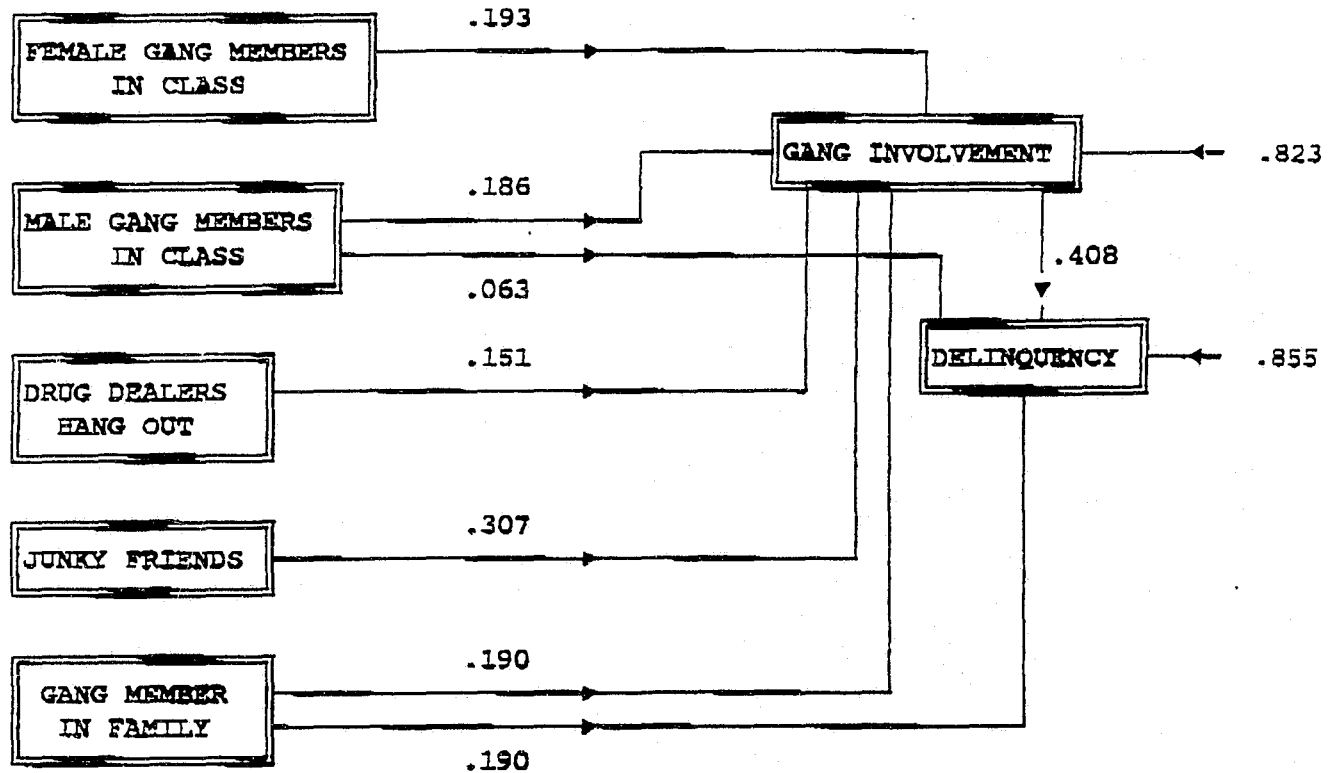
Chi-Square Measure of Goodness of Fit = 3.04   Probability = 0.385

Endogenous Variable	R-Square
Gang Involvement	0.323
Delinquency	0.270

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APPENDIX A

APPENDIX A

THEORETICAL CATEGORIZATION OF GANG VARIABLES

Theory	Variable
1) Ecological	

> **Family Structure**

-Father Present
-Father Present and Employed Full-Time
-At Least One Parent Employed Full-Time

> **School Variables**

-Average Number of Absences 1986/87
-Average Number of Times Tardy 1986/87
-Average Score on Math Acheivement Test
-Average Score on Reading Acheivement Test
-Free Lunch Recipient 1986/87
-Number of Gangs in School
-Number of Male Classmates in Gang
-Number of Female Classmates in Gang

> **Community Attitudes**

-Community Centers Available
-Opportunites for Good Jobs
-Police Fair
-Fair to Blacks
-Fair to Hispanics

2) Social Control

> **Social Bonds to Family**

-Number Family Activities
-Church Attendance
-Turn to Parents for Help
-Turn to Sibling for Help
-Admire Mother
-Admire Father
-Average Number Persons Admired

> **Parent's Reaction To Serious Trouble at School**

-Listen to His Side
-Agree with Him
-Come to School to Take Side
-Punish Him
-Do Nothing

> **Social Bonds to School**

-Turn to School Staff for Help

> **School Activities**

-Number of School Activities
-Athletic/Sports
-Band/Choir
-School Clubs
-School Government
-Other Activity

2) Social Control (Continued)

```
┌─────────────────────┐
│ School Descriptions │
└─────────────────────┘
```

-School Fun
-School Interesting
-School Friendly
-School Boring
-School Unfriendly

3) Attitudinal-Psychological

```
┌─────────────┐
│ Self-Esteem │
└─────────────┘
```

-School Related Self-Esteem Rating
-Peer-Related Self-Esteem
-Family-Related Self-Esteem

```
┌──────────────────┐
│ School Attitudes │
└──────────────────┘
```

-Teachers Fair
-Principal Fair

4) Subcultural

```
┌───────────────────────┐
│ Subculture Involvement │
└───────────────────────┘
```

-Gang Member in Family
-Turn to Nongang Peers
-Turn to Gang Peers

```
┌─────────────────────┐
│ Friend Descriptions │
└─────────────────────┘
```

-Good Students
-Trouble Makers
-Talented
-Hard Workers
-Delinquents
-Junkies

5) Opportunity

```
┌──────────────────────────────────────┐
│ Comparisons of Educational Expectations, │
│ Aspirations, and Assessments            │
└──────────────────────────────────────┘
```

-Average Aspiration Minus Expectation (H.S.)
-Average Aspiration Minus Expectation (Co.)
-Average Self-Assessment Minus Expectation (H.S.)
-Average Self-Assessment Minus Expectation (Co.)
-Average Aspiration Minus Self-Assessment (H.S.)
-Average Aspiration Minus Self-Assessment (Co.)

```
┌────────────────────────┐
│ Educational Encourament │
└────────────────────────┘
```

-Grades Important to Friends
-Grades Important to Family

```
┌──────────────────────┐
│ Types of People Who Hang │
│ Out in Community        │
└──────────────────────┘
```

-Drug Dealers
-Neighborhood Adults
-Neighborhood Youth
-Junkies

5) Opportunity (Continued)

| Victimization |

-Fear at School
-Victim of Robbery
-Victim of Assault
-Victim Locations

6) Demographic

-Age
-Grade

APPENDIX B

APPENDIX B : Sample of student questionnaire.

. STUDENT QUESTIONNAIRE
(11/16/87)

The School of Social Service Administration
The University of Chicago
969 East 60th Street
Chicago, IL 60637

School Name: *Piccolo*
_____
(ID)

Irving Spergel: Principal Investigator
Telephone: (312) 702-1134

This questionnaire is part of a study being conducted by the University of Chicago to find out how safe people feel in their community, and to learn about the problem of gangs. All of the individual information will be kept strictly confidential and will not be available to the school or any other agency. Our research report will deal with groups of people and not individuals. Your name should not appear on this questionnaire, but we do need your school identification number to check additional information at school and elsewhere. The school and other agencies will not know your answers. Your cooperation will be of great help in understanding the gang and safety problems at school and in the neighbor-hood and in providing more effective programs. But you are free not to participate in this research.

        Thank you very much!

STUDENT I.D. NO._____   Grade_____   ROOM NO._____
          (STID)   (GRADE)   (ROOM)

PLEASE CHECK THE ANSWER WHICH BEST DESCRIBES HOW YOU FEEL ABOUT THE SENTENCE.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I have as many friends as other people my age. (ATT01)	___	___	___	___
2. I am NOT as popular as others my age. (ATT02)	___	___	___	___
3. In the kinds of things people my age do, I am as good as others. (ATT03)	___	___	___	___
4. People my age pick on me. (ATT04)	___	___	___	___
5. Other people think I am fun to be with. (ATT05)	___	___	___	___
6. I keep to myself because I'm NOT like others my age. (ATT06)	___	___	___	___

PLEASE CHECK THE ANSWER WHICH BEST DESCRIBES HOW YOU FEEL ABOUT THE SENTENCE.

	Strongly Disagree	Disagree	Agree	Strongly Agree
7. Others wish that they were like me. (ATT07)	—	—	—	—
8. I wish I were different so I'd have more friends. (ATT08)	—	—	—	—
9. If my friends voted for leaders, I'd get a lot of votes. (ATT09)	—	—	—	—
10. When things get tough, others turn to me for help. (ATT10)	—	—	—	—
11. My family is proud of me. (ATT11)	—	—	—	—
12. No one pays attention to me at home. (ATT12)	—	—	—	—
13. My family feels I can be depended on. (ATT13)	—	—	—	—
14. My family tries to understand me. (ATT14)	—	—	—	—
15. My family expects too much of me. (ATT15)	—	—	—	—
16. I am important to my family. (ATT16)	—	—	—	—
17. I feel unwanted at home. (ATT17)	—	—	—	—
18. My family believes I will be a success in the future. (ATT18)	—	—	—	—
19. My teachers expect too much of me. (ATT19)	—	—	—	—
20. In school things, I'm as good as others in my classes. (ATT20)	—	—	—	—
21. I feel worthless in school. (ATT21)	—	—	—	—
22. I am proud of my report card. (ATT22)	—	—	—	—

PLEASE CHECK THE ANSWER WHICH BEST DESCRIBES HOW YOU FEEL ABOUT THE SENTENCE.

		Strongly Disagree	Disagree	Agree	Strongly Agree
23. (ATT23)	School is harder for me than most others.	—	—	—	—
24. (ATT24)	My teachers are usually happy with my work.	—	—	—	—
25. (ATT25)	Most of my teachers do NOT understand me.	—	—	—	—
26. (ATT26)	I am an important person in my classes.	—	—	—	—
27. (ATT27)	No matter how I try, I never get the grades I deserve.	—	—	—	—
28. (ATT28)	I've been fortunate in the teachers I've had in school.	—	—	—	—
29. (ATT29)	I would like to complete high school.	—	—	—	—
30. (ATT30)	I expect to complete high school.	—	—	—	—
31. (ATT31)	I have the ability to complete high school.	—	—	—	—
32. (ATT32)	I would like to complete college.	—	—	—	—
33. (ATT33)	I expect to complete college.	—	—	—	—
34. (ATT34)	I have the ability to complete college.	—	—	—	—
35. (ATT35)	At my school, all students are treated fairly by teachers.	—	—	—	—
36. (ATT36)	Rules are enforced fairly by the principal.	—	—	—	—
37. (ATT37)	Getting good grades is important to my friends.	—	—	—	—
38. (ATT38)	My getting good grades is important to my family.	—	—	—	—

39. Which words best describe your school? (Check all that apply)

_____ 01. Fun   (DES1)
_____ 02. Interesting (DES2)
_____ 03. Boring   (DES3)
_____ 04. Friendly   (DES4)
_____ 05. Unfriendly   (DES5)

PLEASE CHECK THE ANSWER WHICH BEST DESCRIBES HOW YOU FEEL ABOUT THE SENTENCE.
IN MY COMMUNITY:

	Yes, Very Much	Yes, Somewhat	Yes, Very Little	No, None At All
40. there are community centers, youth agencies, or sports clubs I can go to. (COM01)	—	—	—	—
41. there are opportunities for good jobs in my community. (COM02)	—	—	—	—
42. police treat young people fairly. (COM03)	—	—	—	—
43. Black people are treated fairly. (COM04)	—	—	—	—
44. Latino people are treated fairly. (COM05)	—	—	—	—

45. Which words do adults use to describe your friends?
    (Check all that apply)

(FD1)   _____ 01. Good Students
(FD2)   _____ 02. Trouble Makers
(FD3)   _____ 03. Talented
X (FD4)   _____ 04. Gang Members
(FD5)   _____ 05. Hard Workers
X (FD6)   _____ 06. Delinquents
X (FD7)   _____ 07. Junkies

46. In general, are there any advantages to someone being in a gang?
    (Circle one item only)

(GANGADV) X 1. yes, many   3. maybe a few
             2. yes, some   4. no, none at all

47. If you think there are advantages, please list them.

(ADV01)   1. _____ .

(ADV02)   2. _____ .

(ADV03)   3. _____ .

(ADV04)   4. _____ .

48. Please list all the gangs in your <u>neighborhood</u> that you know:

(COMGNO)   _____ (CG1)

                 _____ (CG2)

                 _____ (CG3)

                 _____ (CG4)

                 _____ (CG5)

                 _____ (CG6)

                 _____ (CG7)

49. Please list all the gangs in your <u>school</u> that you know:

(SCHGNO)   _____ (SG1)

                 _____ (SG2)

                 _____ (SG3)

                 _____ (SG4)

                 _____ (SG5)

                 _____ (SG6)

                 _____ (SG7)

50. How many of the guys in your class do you think are in a gang?

                 _____ (Number)

(CLASGNO)

51. How many of the girls in your class do you think are in a gang, or related
to a.gang? _____ (Number)

(CLASGGNO)

52. Are you a member of a gang? (Circle one)

             Yes   No

(MEMBER)   (1)   (2)

If no, go to question 62.

53. If yes, which one?

(GANGNAME)   _____

54. If so, how long have you been a member? _____ (Number in months)

(LONGGANG)

55. What kind of a member are you now? (Check one number only)
(MEMTYPE)

          ____01.   Regular
          ____02.   Leader
          ____03.   Only in the gang for certain things
          ____04.   Just say hello and talk for a little while
          ____05.   Other (List)_____

56. Were you a member of a gang before the one you're in now? (Circle one)
               Yes   No
(OLDMEM)   . (1)   (2)

57. If yes, what was its name?

(LASTGANG) _____

58. List the names of all the other gangs (starting with the first one) that you
    were a member of:

(GANG1)   1. _____

(GANG2)   2. _____

(CANG3)   3. _____

(GANG4)   4. _____

(GAMG5) . 5. _____

59. List the reasons you joined.

(GREAS1)   Reason 1: _____

(GREAS2)   Reason 2: _____

(GREAS3)   Reason 3: _____

60. Which of these reasons is most important? (Check one item only)
(MOSTIMP)   Reason 1 ____   Reason 2 ____   Reason 3 ____

61. Do your parents know you are a gang member? (Circle one)
               Yes   No
(PARKNOW)   (1)   (2)

62. Has anyone in your family ever been a gang member? (Circle one)
               Yes   No
(FAMMEM)   (1)   (2)

63. Among the places around here, what are the places where you and your friends
    hang out most of the time? (Give exact location, if possible)

(PLACE1)   _____

(PLACE2)   _____

(PLACE3)   _____

(PLACE4)

64. What kind of people mainly hang around there?
    (Check all that apply)

    X ____01. Gang member   (PLACTYP1)
    X ____02. Drug dealers   (PLACTYP2)
      ____03. Neighborhood adults   (PLACTYP3)
      ____04. Neighborhood youths   (PLACTYP4)
    ____05. Junkies   (PLACTYP5)
      ____06. Other (Specify)

    _____ (PLACTYP6) (PT6SPEC)

65. Who would you go to FIRST if you needed help with a personal problem?
    (Check one number only)

(HELP)

    ____01. A school counselor/social worker
    ____02. A teacher
    ____03. Parents
    ____04. Brother or sister
    ____05. Friend (not in a gang)
    ____06. Friend (in a gang)
    ____07. Someone else (Who?) _____ (HELPWHO)

66. If you got into serious trouble at school with the teachers, what would your
    parents do? (Check all that apply)

    ____01. Listen to your side   (TPAR1)
    ____02. Agree with you   (TPAR2)
    ____03. Come to school to take your side   (TPAR3)
    ____04. Punish you   (TPAR4)
    ____05. Do nothing   (TPAR5)
    ____06. Other (List)

    _____ (TPAR6) (TOAROTH1) (TPAROTH2)

67. Think of three people who are important in your life, people you admire.
    Indicate what they do and the possible relationship of each of them to you
    (for example, brother, teacher, movie star, gang leader, etc.).

(RELAT1)   _____

(RELAT2)   _____

(RELAT3)   _____

68. Do you take part in any of the following school activities?
    (Check all that apply)

(SCHACT1)   ____01.   Athletics / sports teams
(SCHACT2)   ____02.   Band, orchestra, or choir
(SCHACT3)   ____03.   School clubs
(SCHACT4)   ____04.   School government
(SCHACT5)   ____05.   Other activities not part of class work

69. Do you go to church? (Circle one answer)

      Yes   No
      (1)   (2)   _____ (CHURCHID)

(JRCH)

    If yes, which one

70. What kind of activities do you do with your family on a regular basis?
    (Check all that apply)

        ____01. Sit around and talk   (FAMACT1)
        ____02. Watch TV together   (FAMACT2)
        ____03. Go to a movie   (FAMACT3)
        ____04. Travel   (FAMACT4)
        ____05. Go to church   (FAMACT5)
        ____06. Visit family   (FAMACT6)
        ____07. None of these   (FAMACT7)
        ____10. Other (List) _____ (FAMACT10)   (FAMWHAT)

71. How often are you afraid that someone will hurt or bother you at
    school? (Check one number)

(FEAR)

        ____01. Most of the time
        ____02. Sometimes
        ____03. Almost never
        ____04. Never

72. In the neighborhood in the last 2 months, did anyone attack or
    threaten to attack you or hurt you? (List where)

(LOC1)   1. _____
(LOC2)   2. _____
(LOC3)   3. _____
(LOC4)   4. _____

73. What was the reason for this attack or threat?.
    (Check all that apply)

                     A grudge ____   (KATT2)
    Argument ____   (KATT4)
                    Drug related ____
(KATT1)   Gang related ____   (KATT5LIS)

(KATT3)   Other (List) _____

(KATT5)

74. At school in the past two months, has someone taken money or other
    things from you? (Circle one answer)

75. At school, in the last 2 months, did you threaten or hurt someone in any of the following places?
(Check all that apply)

(CLSAM)	Classroom ____	Washroom ____	(WASHRM)
(HALST)	Hall or stairs ____	Parking lot ____	(PARKLOT)
(GYMLOK)	Gym or locker ____	School social event ____	(SCHSOC)
(CAFET)	Cafeteria ____	School athletic event ____	(SCHATH)
(PLAGRND)	Playground ____	On street next to school ____	(STRTSCHL)
(SCHLBUS)	School bus ____	Other (List)	

(OSCHLHUR) (OSCHLST)

If no, go to question 77.

76. What was the reason for this attack or threat?
(Check all that apply.)

(SRATT1)	Argument ____	A grudge ____	(SRATT3)
(SRATT2)	X Gang related ____	✗ Drug related ____	(SRATT4)
	Other (List) _____		(SRATT5) (SRATT5WH)

NOTE: IT IS NOT INTENDED THAT STUDENTS SHOULD PARTICIPATE IN ANY OF THE FOLLOWING ACTIVITIES.

HOW MANY TIMES IN THE LAST TWO MONTHS HAVE YOU ...

		Number of Times	How Many People Were With You?	Were They Members of A Gang? (Circle one)	
(077NO)	77. been sent to a discipline room at school?	____	____	Yes No	(077WITH)(077G)
(078NO) X 78.	written graffiti on school property?	____	____	Yes No	(078WITH)(078G)
X 79.	stolen something at school?	____			
	If yes, what was it?				
(0791WHAT)	1. _____ .		____	Yes No	(0791WITH)(0791
(0792WHAT)	2. _____ .		____	Yes No	(0792WITH)(0792
(0793WHAT)	3. _____ .		____	Yes No	(0793WITH)(0793
(080NO) X 80.	stolen something outside of school?	____	____	Yes No	(080WITH)(080G)
X 81. (081NO)	bought or received anything in your neighborhood that you knew was stolen?	____	____	Yes No	(081WITH)(081G)
(082NO) 82.	worn gang colors at school?	____	____	Yes No	(082WITH)(082G)

NOTE: IT IS NOT INTENDED THAT STUDENTS SHOULD PARTICIPATE IN ANY OF THE FOLLOWING ACTIVITIES.

HOW MANY TIMES IN THE LAST TWO MONTHS HAVE YOU ...

			Number of Times	How Many People Were With You?	Were They Members of A Gang? (Circle one)
(083NO) ✗	83.	flashed gang signs at school?	_____	_____	Yes No (083WITH)(083G)
(084NO) ✗	84.	been involved in a gang fight?	_____	_____	Yes No (084WITH)(084G)
(085NO) ✗	85.	broken into a building or home?	_____	_____	Yes No (085WITH)(085G)
(086NO) ✗	86.	broken into a car to steal something, (for example, a battery or stereo)?	_____	_____	Yes No (086WITH)(086G)
(087NO)	87.	set fires to destroy property?	_____	_____	Yes No (087WITH)(087G)
(088NO) ✗	88.	punched someone using your fists?	_____	_____	Yes No (088WITH)(088G)
(089REAS)	89.	if yes, what was the reason? _____ _____ _____			
(090NO) ✗	90.	been in a fight and used a knife?	_____	_____	Yes No (090WITH)(090G)
(091REAS)	91.	if yes, what was the reason? _____ _____ _____			
(092NO) ✗	92.	been in a fight and used a gun?	_____	_____	Yes No (092WITH)(092G)
(093REAS)	93.	If yes, what was the reason? _____ _____ _____			

(SMOKE) ✗ 94. Do you smoke cigarettes? (Circle one)   Yes   No

(SMOKENO) 95. If yes, how many cigarettes a week do you smoke?
            _____ (Number)

82 83 84
    86 90 92

97. Did you _ever_ use any of these substances?

		Yes	No	How old were you when you started? (years)	Did guys start you on it who were in a gang? Yes	No	
(BWUSE)(BWSAGE)	Beer/Wine						(BWGNG)
(HLUSE)(HLSAGE)	Hard Liquor						(ALSGNG)
(MARUSE)(MARSAGE)	Marijuana (Yerbar/Pot)						(MARSGNG)
(COKUSE)(COKSAGE)	Cocaine (Perico/Girl)						(COKSGNG)
(CRAKUSE)(CRAKSAGE)	Crack						(CRAKSGNG
(HERUSE)(HERSAGE)	Heroin (Mud/Boy)						(HERSGNG)
(STIKUSE)(STIKSAGE)	"Happy Stick" (Wickets)						(STIKSGNG
(PILLUSE)(PILLSAGE)	Pills						(PILLSGNG
(ODUSE)(ODSAGE)	Other Drugs						(ODSGNG)

98. If you use or ever used drugs, why?

(YUSEDRG1) _____

(YUSEDRG2) _____

(YUAWSEG3) _____

99. If you sell or ever sold drugs, why?

(YSELDRG1) _____

(YSELDRG2) _____

(YSELDRG3) _____

(CLUSDRG) 100. Did anyone close to you use drugs?   Yes ____   No ____

101. If yes, indicate relationship, but not name.

(DRGUREL1) _____

(DRGUREL2) _____

(DRGUREL3) _____

X AMY

(CLSDRG) 102. Did anyone close to you sell drugs?   Yes _____   No _____

103. If yes, indicate relationship, but not name.

(DRGSELR1) _____

(DRGSELR2) _____

(DRGSELR3) _____

X AMY

HOW MANY TIMES IN THE LAST TWO MONTHS HAVE YOU ...

		Number of Times?	How Many People Were With You?	Were They Members of A Gang? (Circle one)
(PSTOPNUM)(PSTOPWHO)	104. been stopped by the police?	_____	_____	Yes No (PSTOPGAN)
(PSTATNUM)(PSTATWHO)	105. been taken into the police station?	_____	_____	Yes No (PSTATGAN)
(DETFNUM)(DETFWHO)	106. been in a detention facility?	_____	_____	Yes No (DETFGAN)

107. At how many different addresses have you lived in the last 5 years?

(ADDNUM) _____ (List number of addresses)

108. Who do you live with now? (Check all that apply)

(LIVMOM) ___ Mother	___ Sister(s) How many? _____	(LIVSIS)(SISNUM)
(LIVSTOM) ___ Stepmother	___ Brother(s) How many? _____	(LIVBRO)(BRONUM)
(LIVFATH) ___ Father	___ Grandmother(s) How many? _____	(LIVGRM)(GRMNUM)
(LIVSTFAH) ___ Stepfather	___ Grandfather(s) How many? _____	(LIVGRF)(G__NUM)
(LIVMAL) ___ Other male relative(s) How many ?_____		(OMALNUM)
(LIVFEM) ___ Other female relative(s) How many? _____		(OFEMNUM)
(LIVOTH) ___ Others (Please list) _____ How many? _____		(OTHNUM)

109. Is your mother: (Check one)

(MOMEMP)   ____Employed full time ____Employed part time _____Unemployed

110. Is your father: (Check one)

(POPEMP)   ____Employed full time ____Employed part time _____Unemployed

(MOTHEDUC) 111. How far in school did your mother go? (Check one)

    ____01. 5th grade or less
    ____02. 7th or 8th grade
    ____03. Some high school
    ____04. Finished high school
    ____05. Some college
    ____06. Finished college
    ____07. Don't know

(FATHEDUC) 112. How far in school did your father go? (Check one)

    ____01. 5th grade or less
    ____02. 7th or 8th grade
    ____03. Some high school
    ____04. Finished high school
    ____05. Some college
    ____06. Finished college
    ____07. Don't know

(HOMELANG) 113. What language is spoken in your home?
(Check as many as apply)

    ____01. English
    ____02. Spanish
(LANGOTH)   ____03. Other (which one?) _____

(AGE) 114. How old are you? _____
    (years)

(BTHDAT) 115. What is your birthdate? ____/____/____/
    DAY/MONTH/YEAR

AGAIN, THANK YOU VERY MUCH!

(CODER) Coder Name: _____

APPENDIX C

APPENDIX C

Purpose of this Appendix

This appendix presents a complete set of bivariate relationships for the Socialization to Gangs data. Though some of these findings can be found in tables presented in the text of the report, most of them are not. Specifically included here are variables not related to gang involvement or delinquency and relationships between social context variables and specific components of our delinquency measure derived in the text of the report. Appendix D summarizes the significant bivariate relationships found in the data in tabular form.

Variables Not Related to Gang Involvement and Delinquency

While every item in the baseline questionnaire had an important theoretical derivation, it is possible that the wording of some of the items did not effectively measure the theoretical concept that we hoped to measure. Hence, certain variables have been pulled out and place in this appendix. In particular, these variables represent concepts that, as we measured them are not related in any way to gang-involvement or delinquency. Discarding these variables will allow us to focus on the variables that are in fact related at a bivariate level to our selected measures of gang-involvement and delinquency.

Relationships with Specific Components of Delinquency

The main body of our report has dealt with the relationship between gang involvement and delinquency. In order to make the presentation relatively parsimonious and straightforward, we used

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a generalized measure of delinquency developed through an application of Rasch modeling techniques to five kinds of delinquency -- officially recorded arrest history, officially recorded school discipline reports, self-reported violence, self-reported property crime, and self-reported substance abuse. This appendix treats each of these types of delinquency separately.

OFFICIALLY RECORDED DELINQUENCY: SCHOOL

Chicago Public Schools maintain standardized disciplinary records on all students. Analysis of school discipline records revealed reports on 80 of our 439 students. Table A1 shows that black respondents are significantly more likely to have a school discipline record than Hispanic respondents. Only one Hispanic youth and one black youth have Level 5 (the most serious) discipline reports for violent offenses. There are no Level 5 property-related reports, no drug-related discipline reports, only one vandalism report, and only one disorderly conduct report.

The two youths identified by school officials as being involved in gang-related incidents are both black and both thirteen years-old. One is a seventh grader; the other an eighth grader. The seventh grader has no arrest record. He has a gang involvement score of 1. His school-recorded gang-related incident is the youth's only school discipline report. The other youth with a school-recorded gang-related offense has a somewhat more serious delinquency record. He has five discipline reports

in all, and he has a record with the youth crime unit of one arrest. His gang involvement score is 5.

As with police contact, respondents were given an opportunity to self-report school discipline contact by stating the number of times that they had been taken to the discipline room at school in the past two months. Tables A2 and A3 show selected statistics on self-reported school discipline contacts. Fewer students (67) reported being sent to the discipline room than school records showed had an official discipline report (80 from Table A1). Respondents who reported being sent to the discipline room had significantly higher GANGIT scores than those who do not report being sent. The number of self-reported times sent to the school discipline room is significantly related to gang involvement but not to arrest history, age, or grade. Black respondents report being sent to the discipline room in somewhat larger groups and are somewhat more likely to report being sent to the discipline room with a gang member. A comparison of average reported group size for respondents reporting a gang member present shows that groups of disciplined youth including gang members are actually a little smaller than such groups not including gang members.

SELF-REPORTED DELINQUENCY

Self-Reported School Assault

Respondents were asked if they had attacked, hurt, or threatened anyone at school in the last two months to indicate where the attacks had occurred from a list of locations and

reasons for the attacks from a list of reasons. As Table A4 shows, 116 of our 439 respondents report engaging in such an assault on another person. While the percentage of black respondents reporting committing such assaults and the average number of locations given for such assaults are higher for black respondents, neither difference is statistically significant. Table A5 indicates relationships between reporting such an assault and number of arrests, number of school discipline reports, and level of gang involvement.

Self-Reported Property Delinquency

Respondents were given a list of ten delinquent acts. For each they were asked to report how many times that they had committed the act in the last two months, how many others were involved with them in committing the offense, and whether any of those involved were gang members. Five offenses -- writing graffiti on school property, stealing, receiving stolen property, breaking into a building, and breaking into an automobile -- are classified by us as property crimes. In Table A6, it can be seen that black respondents are significantly more likely to report writing graffiti than Hispanic respondents. Breaking into automobiles appears to be the most often repeated crime when it is committed, followed somewhat distantly by writing graffiti. Breaking into automobiles for theft is significantly related to number of arrest records and gang involvement score (Table A7). It is also the only self-reported property crime that is significantly related to age and grade. From Table A8, we see

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that writing graffiti is the most group-oriented of the self-reported property delinquency followed by breaking into automobiles. More than half of those reporting committing every type of property offense except for receiving stolen goods indicate that gang members were present. The GANGIT scores of offenders for every type of property delinquency are significantly higher than the GANGIT scores of non-offenders.

Self-Reported Violent Delinquency

Four of the self-reported delinquent offenses are violent -- punching someone with fists, gang fighting, using a knife in a fight, and using a gun in a fight. Without question, punching another with fists is the most commonly reported and reoccurring self-reported delinquency among both Hispanic and black youths (Table A6). Black youths are significantly more likely to report engaging in such behavior than Hispanics. Only one Hispanic youth reports using each kind of weapon in a fight. In each case, the number of times that the act is committed is once. Black youths on the other hand are significantly more likely to report using a knife. The average frequency of weapon use among black youths is also appreciably higher.

Table A7 shows that only the times of using a knife in a fight is significantly related to number of arrests recorded with the Youth Crimes Unit. The number of times that all of the violent forms of delinquency except for using a gun are reported as being committed is significantly related to GANGIT score. All forms of violent delinquent behavior are committed in more of a

group setting than forms of property delinquency except for using a knife. Only for punching with fists is the presence of gang members indicated in less than fifty percent of cases. For every violent form of delinquency the average GANGIT score of offenders is significantly higher than the average GANGIT score of non-offenders.

Though arson or "setting fires to destroy property" can be viewed as a property or a violent crime, we treat it separately from either here. Only sixteen respondents -- two Hispanics and fourteen blacks -- indicate committing this kind of delinquent act. This is almost five percent of all black respondents. The number of times committing arson is related to GANGIT score, and self-identified offenders have significantly higher GANGIT scores than non-offenders. Seven or 43.8 percent of those self-reporting arson state that gang members were with them.

Self-Reported Substance Abuse

Respondents were asked to indicate whether or not they used a number of substances including cigarettes, alcohol, and illegal drugs. Use of any of these substances by minors constitutes a violation of Illinois law. In general, the numbers of youths using any of these substances is low. It appears that substance abuse is a behavior that comes later in the delinquent careers of these youths than eighth grade. Only for the one or two Hispanic respondents using very serious addictive drugs do gang members appear to be a factor in the initiation of use. Table A10 indicates a relatively low association between substance use and

officially recorded delinquency. On the other hand, Table A11
displays a tendency for some substance abusers to have engaged in
violent delinquency, but not property delinquency. For the more
commonly abused substances, there are significantly higher GANGIT
scores for offenders than for non-offenders.

Victimization, Gang Involvement, and Delinquency

The survey asked respondents to report if they had been
robbed at school or attacked or threatened in the community in
the last two months. As Table A12 shows, fewer youths of each
ethnic group report being robbed than report being assaulted.
Only sixteen of the youths identify their assaults as gang
related. While the relationship between arrest history and being
victimized is not significant, individuals who report being
victims show somewhat higher levels of gang involvement.

THE FAMILY

FAMILY-RELATED VARIABLES

Family Structure

From survey items, we have constructed several measures of family structure. The first, used in Spergel and Curry (1988), breaks respondent families down into four groups -- those with two natural parents, those with one natural parent and one step parent, those with only one natural parent, and all other family structures. A majority of the Hispanic families have two natural parents present (Table A14). The largest grouping of black families is one natural parent present. Though having the natural father present in the home is substantially higher for Hispanic youths, black youths are almost as likely to have their fathers present and employed full-time. When we look at having at least one parent, mother or father, employed full-time, there are no significant differences between Hispanic and black respondents.

Family Activities

Table A15 displays the results from asking each respondent to indicate if he did certain activities with his family on a regular basis. There are no significant differences between Hispanic and black youths on the incidence of any of these activities or in the average number of activities reported. Using two questions on church attendance, we constructed three categories of church attendance for respondents -- doesn't attend church, attends church alone, and attends church with family.

Again none of the differences between Hispanics and blacks on this variable are significant.

Family-Related Self-Esteem

Respondents were administered a self-esteem inventory used in previous research. A component of the self-esteem index focuses on family relations. The responses to the eight family-related items are reported in Table A16 and Table A17. There are no significant differences between Hispanic and black respondents on these items. The answers to each item are coded 1 through 4 with 4 indicating the highest level of self-esteem and averaged to form a family-related self-esteem score. The average family-related self-esteem ratings of 3.18 for Hispanics and 3.28 for blacks are not significantly different.

Family Relationships

Several items on the survey were intended to capture the nature of respondents' relationships with family members. One question asked who a respondent would turn to if he had a serious problem. Two of the multiple choice answers designated family members -- parents and brother or sister. As Table A18 shows, substantial numbers of both Hispanics and blacks indicate that they would turn to parents. Fewer numbers select brothers or sisters. Still, siblings rank third in being selected among Hispanics and second among blacks. Another item asked respondents how their parents would react if the youth got in serious trouble at school. The five answers, from which students

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could select all that applied, are shown in Table A19. There are no significant differences between Hispanic and black respondents in their responses to this item.

"Has any member of your family ever been a gang member?" asks one item. As Table A20 demonstrates, blacks are significantly more likely than Hispanics to answer this question affirmatively. Forty-two percent of all black respondents report that at least one family member has been a member of a gang as compared to 28.8 percent of Hispanic respondents.

Respondents were asked to list three people "who are important in your life, people you admire. Indicate what they do and the possible relationship of each of them to you. While several youths named professional athletes, entertainers, and other public figures, a majority of the respondents listed at least one family member (Table A21). The most frequently named person is respondent's mother. Black respondents are significantly more likely than Hispanic respondents to express admiration for their mothers in responding to this item. The next most frequently named person is respondent's father. This indicated admiration for father is even more common among respondents when the father is present in the home, but as can be seen in Table A21, 51 black youths name their father even when the father is not present in the home.

FAMILY VARIABLES AND GANG INVOLVEMENT

Table A22 shows that there are no significant differences
between any of our family structure variables and gang
involvement. Correlation coefficients between the number of
named family activities and number of admired persons named and
GANGIT are found not to be significant in Table A23. Family
self-esteem is significantly negatively related level of gang
involvement. In Table A24, we see that for Hispanic youths
attending church with their families gang-involvement is
significantly lower than attending alone or not attending.
Church attendance pattern is not significantly related to gang
involvement for blacks. Curiously though, the highest average
level of gang involvement is found among black youths who attend
church with their families.

Table A25 presents mean gang involvement scores on the basis
of expressed relationships with family members. Several of these
variables related to level of gang involvement. Willingness to
turn to parents for help is associated with significantly lower
averages for GANGIT. While the differences are in the right
direction for willingness to turn to siblings, they are not
significant at the 0.05 level. Of the parental reactions to a
youth's getting in "serious trouble" at school, two significant
results emerge for only black respondents. Black respondents who
anticipate their parents support in agreement or more openly
coming to school to take the student's side have higher average

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GANGIT scores. The directions of the relationships among Hispanic youths for these variables is similar, but the results are not significant. Admiring ones mother is significantly related to lower gang involvement for Hispanics and admiring ones father is significantly related to lower gang involvement for blacks.

A variable that is significantly related to gang involvement for both Hispanics and blacks is having a someone who has been a gang member in the family (Table A25).

FAMILY VARIABLES AND ARREST HISTORY

Tables A26 through A31 show the relationship between our family variables and arrest history. None of these relationships are significant.

FAMILY VARIABLES AND SCHOOL DELINQUENCY

Tables A32 through A35 report relationships between family variables and school recorded delinquency. Family structure (Table A32) and church attendance (Table A33) are not significantly related to having a school discipline report.

Among the family relationship variables, only having a gang member in the family for black students is significantly related to getting into official trouble at school. Almost twice as many black students reporting a gang member in their family have a record of school delinquency. The proportions are comparable among Hispanic respondents but the numbers are not great enough to be statistically significant.

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The only other family variable that is significantly related to officially reported school delinquency is family-related self-esteem for black respondents (Table A35).

FAMILY VARIABLES AND SELF-REPORTED DELINQUENCY

Self-Reported Property Delinquency

Neither family structure (Table A36) nor church attendance
(Table A37) are significantly related to self-reported property
delinquency. A limited number of significant relationships exist
between our indicators of family relationships and self-reported
property delinquency.

Among Hispanic youths, willingness to turn to parents for
help is significantly related to an absence of self-reported
property delinquency (Table A38). Expressing admiration for
one's mother or any family member is also significantly related
to the absence of self-reported property delinquency for
Hispanics (Table A38). Table A39 shows that average family-
related self-esteem is significantly higher for Hispanic
respondents with no self-reported property crime.

For black respondents, only parents' support through
agreement in the case of a serious problem at school is
significantly related to the incidence of self-reported property
delinquency (Table A38).

For both Hispanic and black respondents, the presence of
gang members in the family is significantly related to self-
reported property crime (Table A38).

Self-Reported Violent Delinquency

Tables A40, A41, and A43 reveal that there is no significant
relationship between self-reported property crime and family

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structure, church attendance, family-related self-esteem, number of family activities, or number of persons admired.

The only two significant relationships for self-reported violent delinquency and our family variables are found in Table A42. For both Hispanic and black youths, a willingness to go to a parent for help with a problem is associated with an absence of violent delinquency. As for other self-reported property delinquency, the presence of a gang member in the family is significantly related to self-reported violent delinquent acts.

Self-Reported Substance Abuse

That family structure variables are not significantly related to self-reported substance use among Hispanic respondents can be seen in Table A44. Table A42 does show that family structure is significantly related to substance abuse among black respondents in two ways. First, significantly higher rates of reported substance abuse occur among blacks living in families with one natural parent and "other" family structures. (It should be noted how different the pattern of substance abuse occurs across families among Hispanic respondents.) Second and perhaps a reflection of the same process, substance abuse is significantly higher in families where a father is not present among black families.

Table A45 reveals that substance abuse is not related to church attendance.

From Table A46, we see that willingness to turn to parents for help among Hispanics is significantly related to a reduced

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likelihood to report substance abuse. Choosing one's mother as an admired and important person in one's life is also significantly associated with reduced reporting of substance abuse.

Table A46 also discloses the recurring significance of the presence of a gang member in a juvenile's family for predicting higher incidence of delinquency. This significant relationship between having a gang member in the family and substance abuse holds for both Hispanics and blacks.

Number of reported family activities, level of family-related self-esteem, and number of admired persons are shown in Table A47 to not be significantly related to substance abuse.

THE SCHOOL

SCHOOL-RELATED VARIABLES

Information from School Records

From official school records, we obtained each respondent's number of absences, times tardy, score on a mathematics achievement test, score on a reading achievement test, and free lunch eligibility. Table A48 shows descriptive statistics for these variables broken down by respondent ethnicity. Black students exhibit a significantly higher average number of tardy reports, and Hispanic students have significantly higher mathematics achievement scores. Eligibility for free lunch is, in fact, a measure of poverty. Though both of our subpopulations of respondents are extremely poor in comparison to the general U.S. population, black respondents are still significantly more likely to be eligible for free lunches.

School Activities

The survey solicited information on student participation in five kinds of extracurricular school activities. The numbers and participants in each kind of activity are shown in Table A49. The only significant difference between the two ethnic groups in school activity participation is that black respondents are much more likely to be involved in athletics and sports than Hispanic students.

School-Related Self-Esteem

Ten school-related items from the same self-esteem scale that we used earlier were administered to our survey respondents.

Table A49 shows the frequency distributions for the Hispanic respondents' answers, and Table A50 shows the comparable answers for black respondents. Hispanics and blacks differ in their answers to four of the school items, but when the items are collapsed into an average measure of school-related self-esteem the two subpopulations are not significantly different.

Educational Aspirations, Expectations, and Self-Assessments

Each respondent was asked six questions concerning educational outcomes. Three items asked respectively if the respondent would like, expected, and had the ability to graduate from high school. Three more items pursued the same orientations toward completing college. The allowed answers to each item ranged from "strongly agree" (scored 4) to "strongly disagree" (scored 1). In order to measure gaps between aspirations, expectations, and self-assessments, each pair of high school variables and each pair of college variables were converted into a mathematical difference between two responses. A difference of zero indicates total harmony of the two measures involved. The averages of each difference are shown in Table A50. The only significant difference between our two ethnic subpopulations occurs for the difference between wanting to complete college and self-perception of the ability to complete college. The gap is significantly greater for Hispanics.

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Additional School-Related Attitudes

Four attitudes about school were elicited in the survey.
One concerned the fairness of teachers, and another the fairness
of principals. The other two concerned the importance of good
grades respectively to peer group and family. Possible scores on
the variables ranged from 4 for strongly agree to 1 for strongly
disagree. The only significant difference between blacks and
Hispanics occurs for the item about the fairness of the
respondent's principal. Blacks are significantly more likely to
consider their principal fair in enforcing rules.

Descriptions of School

Respondents were asked to select as many of five adjectives
about their schools. The selected responses by ethnicity are
contained in Table A55.

SCHOOL VARIABLES AND GANG INVOLVEMENT

Table A56 shows that none of the school record variables are
significantly related to gang involvement as measured by our
GANGIT scale. There is a positive significant relationship
between the number of extracurricular activities in which black
students are involved and their level of gang involvement. Only
the difference in gang involvement between band/choir
participants and non-participants is significant (Table A58).
Tables A57 and A58 show that involvement in school clubs and

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student government is associated with lower gang activity for both Hispanics and blacks.

School-related self-esteem is negatively and significantly related to gang involvement for both Hispanic and black respondents (Table A56).

Table A59 illustrates that differences in aspirations and expectations are significantly related to gang involvement for Hispanics. The greater the gap between aspiration and expectation, the greater is level of gang involvement. A stronger and more perplexing relationship also appears in Table A59. The greater the gap between aspiration and expectation for college completion for blacks, the lower is gang involvement.

In Table A60, only Hispanic attitudes toward the fairness of teachers is found to be significantly negatively related to gang involvement.

Two of the descriptions of school are shown to be significant for Hispanics in Table A61. Hispanic students who describe their school as interesting have significantly lower GANGIT scores. Hispanic students who describe their school as boring have significantly higher gang involvement scores. Choosing none of the school descriptions is significantly related to gang involvement at the 0.05 level for black respondents.

Table A62 shows that going to school staff for help with a problem is not significantly related to gang involement for either ethnic subpopulation.

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The presence of gang members in the school and classroom are demonstrated to be significantly related to individual levels of gang involvement in Table A63. The number of gangs in the respondent's school and the number of male classmates who are gang members is positively related to respondent's level of gang involvement for both Hispanics and blacks. The number of girl gang members in a Hispanic student's class is, however, not related to individual levels of male gang involvement.

SCHOOL VARIABLES AND ARREST HISTORY

Tables A64 to A79 examine the relationships between our school variables and arrest history. Earlier we found that none of the family variables are significantly related to arrest history. Several of the school variables are significantly related to arrest history.

Two variables are related to arrest history for Hispanics. The difference between high school aspiration and expectation is significantly related to arrest record. Hispanic respondents with two or more arrests have much higher gaps between their aspirations and expectations in terms of completing high school (Table A70). The average number of gangs in Hispanic respondents' school is significantly and positively related to number of arrests recorded in the Youth Crime Unit (Table A78).

Five school variables are significantly related to arrest history for black respondents. Black students with one arrest have significantly higher numbers of reported school activities than respondents with no arrests or two or more arrests (Table

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A67). In Table A69, we see that this curious outcome may come -
from the significant relationship between arrest history and
involvement in "other" school activities. Table A79 reveals that
black respondents who have one arrest and two or more arrests
report significantly larger numbers of gangs in their schools.
Also from that table, we see that number of arrests for black
respondents increase linearly with the number of male classmates
who are gang members.

SCHOOL VARIABLES AND SCHOOL DELINQUENCY

Tables A80 to A95 display bivariate statistical
relationships between our school variables and officially
recorded school delinquency as preserved in the uniform
discipline reports maintained in Chicago public schools.

From Tables A80 and A81, we see that the only school record
variable related to having a school discipline report is number
of absences for black respondents. Black respondents with
discipline reports have on the average four more absence reports
than those without discipline reports.

The absence of relationships between participation in school
activities and school discipline reports or school-related self-
esteem and school discipline reports can be seen in Tables A82
through A85. Tables A86 to A89 and Tables A92 and A93 show a
similar lack of significant relationships between school and
education related attitudes and officially recorded school
delinquency. The one significant relationship (between school
being described as "fun" and school discipline reports for black

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youths) in Tables A90 and A91 could have easily occurred by chance given its level of significance.

Tables A94 and A95 indicate no significant relationships between reported numbers of gangs in respondent's school, numbers of male gang member classmates, or numbers of female gang member classmates and school discipline reports for either Hispanic or black respondents.

SCHOOL VARIABLES AND SELF-REPORTED

Property Delinquency

Statistical relationships between our school variables and self-reported property delinquency are presented in Tables A96 through A111. None of our variables constructed from school records are significantly related to self-reported property delinquency. A limited number of attitudinal and school activity items produce significant relationships with property delinquency. Significant relationships for both Hispanic and black respondents emerge for selected measures of gang presence in the respondent's school context.

Average school-related self-esteem (Table A98) is significantly higher for Hispanic respondents without self-reported property crimes. Hispanics with no self-reported property offenses also demonstrate a greater level of agreement with teachers' fair treatment of students than those respondents with no self-reported property crime (Table A104).

Among black students, Table A101 reveals that a significantly greater percentage of band/choir members report committing property delinquency.

Tables A110 and A111 show that the number of perceived gangs and gang members in a respondent's school environment for both Hispanics and blacks is related to the incidence of self-reported property delinquency. For Hispanics, the reported number of gangs in the respondent's school and the number of male gang members in the respondent's class are significantly related to the incidence of self-reported property delinquency. For blacks, these two measures plus the number of female gang members in the respondent's class are significantly related to the incidence of self-reported property delinquency.

Violent Delinquency

The relationships between our school variables and self-reported violent offenses are presented in Tables A112 to A127. Very few school variables are significantly related to self-reported violent delinquency.

Hispanic members of student government report committing no violent acts in the last two months (Table A116). Such a finding is always significant. Hispanic students who self-report no violent delinquency are more likely to feel that their principal enforces school rules fairly (Table A120).

The number of male classmates belonging to a gang is significantly related to the incidence of self-reported violent delinquency among Hispanics (Table A126). The number of male

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classmates in gangs and the number of female classmates in gangs is significantly related to self-reported violence among black respondents (Table A127).

Substance Abuse

Tables A128 to A143 contain statistical relationships between our school variables and self-reported substance abuse. While only a few school variables are significantly related to self-reported substance abuse, more school variables are related to this form of delinquency than any of our others.

Hispanic respondents who feel that teachers treat students fairly at their school are significantly less likely to self-report substance abuse (Table A136). For black respondents, lower academic achievement scores on both mathematics and reading are associated with self-reported substance abuse (Table A129). The difference between educational aspiration and expectation for college is also associated with substance abuse at the 0.05 level. So is the difference between aspiration and self-assesment for college (Table A135). Curiously, black respondents who feel that grades are more important to their families are more likely to self-report substance abuse (Table A137). Two descriptions of school are also significantly related to substance abuse among black respondents (Table A139). Black students who describe their school as friendly are less likely to self-report substance abuse. Black students who describe their

school as interesting are more likely to self-report substance abuse.

Tables A142 and A143 reveal that at least some level of gang activity in the school environment is significantly related to the incidence of substance abuse for each ethnic subpopulation. For Hispanic respondents, average number of gangs in school and average number of male gang members in the respondent's class are significantly higher for those reporting substance abuse. For black respondents, only the number of female gang members in the respondent's class is significantly related to the incidence of substance abuse.

PEERS

Respondents were asked to select from among the list of items in Table A144 as many of the items as adults use to describe their friends. There are no significant differences between Hispanic and black respondents.

Tables A145 and A146 present the respondents' answers to ten self-esteem items related to peers. These items were averaged in the same manner as the self-esteem items for family and school to produce a peer-related self-esteem score.

Two of the options for the item about to whom youths would turn for help are reported in Table A147. Hispanics are significantly more likely to say that they would turn to non-gang friends for help with a problem. Two Hispanics and seven blacks say they would turn to gang members for help.

Respondents were asked to list all the gangs in their community. As Table A148 shows black respondents listed significantly more gangs in their communities than Hispanic respondents.

PEER VARIABLES AND GANG INVOLVEMENT

Table A149 shows that several of the description of friends are significantly related to level of gang involvement. Hispanics with friends who are described as good students and Hispanics with friends who are described as hard workers have significantly lower gang involvement scores than other Hispanic respondents. Hispanics with friends who are described as trouble makers and Hispanics with friends who are described as delinquents have significantly higher gang involvement scores than other Hispanic respondents.

The result in Table A150 that those respondents who express willingness to turn to gang members for help with a problem have significantly higher gang involvement scores.

Peer-related self-esteem is significantly related to gang involvement for Hispanic gang members (Table A151).

Table A151 also shows that the number of gangs reported in the community are significantly related to level of gang involvement for both Hispanic and black respondents.

PEER VARIABLES AND ARREST HISTORY

Tables A152 to A157 indicate no significant relationships between any of our peer variables and arrest history.

PEER VARIABLES AND SCHOOL DELINQUENCY

Only one significant relationship occurs in Tables A158 through A163 which presents statistical comparison for youths with a school discipline record. Black respondents whose friends are described as delinquents are significantly more likely to have a school discipline report.

PEER VARIABLES AND SELF-REPORTED DELINQUENCY

Property Delinquency

Tables A164 to A169 present statistical relationships between peer variables and self-reported property delinquency.

Hispanic youths who associate with good students have a significantly lower incidence of self-reported property delinquency.

Average number of gangs in the community is significantly related to the incidence of property delinquency for both Hispanic and black respondents.

Violent Delinquency

The statistical relationships between self-reported violent offenses and peer variables are presented in Table A170 to A175.

For Hispanics, violent delinquency is significantly higher for those who associate with trouble makers and significantly lower for those who associate with good students (Table A170). Peer-related self-esteem is significantly related to the incidence of violent delinquency for Hispanic respondents.

For black respondents, the only peer variable that is significantly related to self-reported violent delinquency is the

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number of gangs that the respondent reports as being present in his community (Table A175).

SUBSTANCE ABUSE

Tables A176 to A181 report statistical relations between our peer variables and substance abuse.

Hispanic students who would turn to a peer with a problem are significantly more likely to self-report substance abuse (Table A178). Table A180 shows that both peer-related self-esteem and number of gangs in the community are significantly related to self-reported substance abuse.

COMMUNITY

Table A182 contains the results of several items in which respondents were asked to identify the people who hang around where they and their friends hang out. Black respondents are significantly more likely to be exposed to drug dealers and junkies than are Hispanics. Table A183 presents the mean level of agreement with five attitudinal items about their communities where 4 represents total agreement and 1 represents disagreement. Blacks are significantly more likely to feel that their communities have centers, youth agencies, and sports clubs to attend.

COMMUNITY VARIABLES AND GANG INVOLVEMENT

Table A184 reveals that Hispanic and black respondents who are exposed to drug dealers have significantly higher gang involvement scores. Hispanic and black respondents who hang out in community locations where other neighborhood youth hang out have significantly lower GANGIT scores. Black youths who are

exposed to junkies have significantly higher GANGIT scores. The difference in GANGIT score is just as great for Hispanics but not significant.

Hispanic youths who feel that youth-serving institutions are available in their community and Hispanics who feel that police are fair to youth in their community have significantly lower gang involvement scores. Blacks who feel that police are fair to youth in their community have significantly lower GANGIT scores. Hispanics who feel that in their communities blacks and Hispanics are treated unfairly are more likely to be involved in gang activity. There is a negative relationship for blacks between gang involvement and perception that Hispanics are treated fairly in their community (Table 185).

COMMUNITY VARIABLES AND ARREST HISTORY

There is no relationship between the kinds of people a respondent is exposed to in his community and arrest history (Table A186). Hispanic respondents with two or more arrests feel that there communities offer no recreational or job opportunities (Table A187).

COMMUNITY VARIABLES AND SCHOOL DELINQUENCY

Only one of the statistical relationships presented in Tables A188 and A189 is significant. Hispanic respondents who feel that their community has youth-serving institutions are more likely to feel that community centers are available to them.

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COMMUNITY VARIABLES AND SELF-REPORTED DELINQUENCY

Property Delinquency

Table A190 shows that the percentage of black youths who report being exposed to drug dealers and the percentage of black youths who report being exposed to junkies have a significantly higher incidence of self-reported property delinquency.

Hispanics who self-report property delinquency are less likely to agree that community centers and youth agencies are available in their communities (Table A191). In the same table, we see that Hispanics who believe that the police are unfair have more reported property delinquency. Blacks who agree that Hispanics are treated fairly are more likely to commit property delinquency.

Violent Delinquency

Table A192 shows that exposure to different kinds of people in their communities is not significantly related to respondents' self-reported violent delinquency. Believing police treat youth unfairly is significantly associated with the incidence of self-reported violent delinquency.

Substance Abuse

Only one significant relationship is found in Tables A194 and A195 examining the association between community variables and self-reported substance abuse. Perception of police

unfairness in dealing with youths is significantly related to the incidence of self-reported substance abuse for black respondents.

Table A1. School Discipline Records for Respondents.

	Hispanic			Black		
	n with 1 or More	%	Mean per 100	n with 1 or More	%	Mean per 100
Discipline Reports	13	9.4	17.9	67	22.3 ***	35.3 *
Violence						
Level 3	5	3.6	4.3	25	8.3	9.0
Level 4	1	0.7	0.7	6	2.0	2.0
Level 5	1	0.7	0.7	1	0.3	0.3
Property						
Level 4	0	0	0	3	1.0	1.0

Table A2. Self-Reported School Discipline Room Experience in Last 2 Months

	n Sent	%	Mean per 100	Mean # Times Sent
Hispanic	17	12.2	25.2	2.05
Black	50	16.7	48.0	2.88

Number of Times Sent to Discipline Room (Self-Report) by Arrest Record

	n	Average
No Reported Arrests	381	0.305
Only One Arrest	37	1.135
Two or More Arrests	21	1.000

Selected Variables by Sent to School Discipline Room in Last Two Months

Involvement Measure	Arrests for Those with Arrest History		Gang Involvement	
	n	Mean	n	Mean
Not Sent to Discipline	36	1.81	372	1.145
Sent to Discipline Room	22	1.82	67	2.119 ***

Pearson Correlations between Times in a Detention Facility (Self-Report) and Selected Variables

# of Arrests	Gang Involvement	Age	Grade	School Discipline Reports
0.060	0.1504 **	0.039	-0.016	.0536

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*     Significant at 0.05 level.
**    Significant at 0.01 level.
***   Significant at 0.001 level.
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Table A3. Social Circumstances of Being In a Detention Facility (Self-Report).

Number of People with Respondent When Sent to a Detention Facility

	n	%	Mean	Gang Members in Group	
Hispanic	17	12.2	1.24	2	(11.8%)
Black	50	16.7	1.52	11	(22.0%)

Number in Group with Respondent When Sent to School Discipline Room
by Gang Members Present

	n	Mean
Gang Members Present	13	1.08
No Gang Members	54	1.53

Number in Group with Respondent When In a Detention Facility by Respondent's Arrest History

	n	Average
No Reported Arrests	45	1.600
Only One Arrest	11	1.000
Two or More Arrests	11	1.273

Table A4. Respondents' Self-Report of Threat or Injury to Someone at School Location

	Hispanic	Black
Reporting Committing An Assault	31 (22.3%)	85 (28.3%)
Number of Assault Locations Reported per 100 Respondents	51.1	81.3
Average Number of Assault Locations Reported per Offender	2.3	2.9

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Table A5. Comparison of Respondents Reporting School Assaults with
Other Respondents on Selected Variables

	School Assaults	No School Assaults
Average # of Arrest Reports per 100 Youths	45.7	16.1
Average # of ** School Discipline Reports per 100 Youths	52.6	21.7
Average Gang *** Involvement Score	1.0	2.1

Table A6. Self-Reported Delinquency by Ethnicity

Behavior	Hispanic			Black		
	n	%	Average	n	%	Average
Written Graffiti	3	2.2	4.67	22 *	7.3	6.77
Stolen Something	15	10.8	1.13	25	8.3	2.52
Received Stolen Goods	12	8.6	1.17	36	12.0	1.17
Breaking/Entering	2	1.4	1.00	9	3.0	1.44
Auto Breakin for Theft	4	2.9	24.75	9	3.0	12.33
Punched with Fists	48	34.5	8.35	135 *	45.0	12.12
Gang Fight	10	7.2	1.40	26	8.7	2.73
Used Knife	1	0.7	1.00	20 **	6.7	6.95
Used Gun	1	0.7	1.00	11	3.7	2.73
Arson	2	1.4	1.00	14	4.7	2.21

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

Table A7. Pearson Correlations between Number of Self-Reported - Delinquent
Acts in Last Two Months and Selected Variables

	# of Arrests	Gang Involvement	Age	Grade	School Discipline Reports
Written Graffiti	-0.006	-0.026	0.045	0.067	-0.018
Stolen Something	-0.009	0.187 ***	0.063	0.070	-0.009
Received Stolen Goods	0.361	0.301 ***	-0.035	-0.010	0.105 **
Breaking/Entering	-0.014	0.258 ***	0.020	0.019	-0.042
Auto Breakin for Theft	0.174 ***	0.190 ***	0.096 *	0.081 *	0.018
Punched with Fists	0.068	0.160 ***	0.058	0.076	0.007
Gang Fight	0.069	0.240 ***	0.067	0.057	0.028
Used Knife	0.120 **	0.114 **	0.057	0.053	0.053
Used Gun	0.004	0.029	-0.006	0.009	-0.008
Arson	0.008	0.211 ***	0.010	0.023	0.030

*   Significant at 0.05 level.
**   Significant at 0.01 level.
***   Significant at 0.001 level.

Table A8. Social Circumstances of Self-Reported Delinquency

Involvement Reported Not Reported	Average # Others Involved	Gang Members Involved	Gang Score by Act Reported
Written Graffiti 1.23 ***	1.68	13 (52.0%)	2.32
Stolen Something 1.17 ***	0.58	20 (50.0%)	2.25
Received Stolen 1.14 *** Goods	0.31	19 (39.6%)	2.54
Breaking/Entering 1.23 ***	0.91	6 (54.5%)	3.64
Auto Breakin 1.23 *** for Theft	1.15	7 (53.8%)	3.31
Punched with 0.89 *** Fists	5.14	61 (33.3%)	1.85
Gang Fight 1.14 ***	7.39	23 (63.9%)	3.06
Used Knife 1.20 ***	1.52	12 (57.1%)	3.14
Used Gun 1.25 ***	10.58	7 (58.3%)	2.83
Arson 1.23 ***	2.13	7 (43.8%)	3.00

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

Table A9. Self-Reported Substance Abuse by Ethnicity, Average Age of First Use, and Gang Guys Started Respondent on Substance

Members Involved	Hispanic		Black		Average Age Began	Gang
	n	%	n	%		
Cigarettes n.a.	7	5.0	11	3.7	n.a.	
Beer/Wine (4.4%)	31	22.5	60	20.0	11.5	4
Hard Liquor (8.7%)	7	5.0	16	5.3	12.1	2
Marijuana (21.4%)	5	3.6	9	3.0	11.6	3
Happy Stick (25%)	4	2.9	0	0	12.0	1
Cocaine (100%)	1	0.7	0	0	10.0	1
Crack (50%)	2	1.4	0	0	11.5	1
Heroin (100%)	1	0.7	0	0	10.0	1
Pills (33%)	2	1.4	1	0.3	10.0	1
Other Drugs (25%)	2	1.4	2	0.7	13.0	1

Table A10. Self-Reported Substance Abuse by Officially Recorded Delinquency.

Discipline	No Arrests		One Arrest		Two or More Arrests		School	
	n	%	n	%	n	%	n	%
Cigarettes	15	83.3	1	5.6	2	11.1	1	5.6
Beer/Wine	75	82.4	9	9.9	7	7.7	16	17.6
Hard Liquor	18	78.3	2	8.7	3	13.0	8	34.8
Marijuana	8	57.1	3	21.4	3	21.4	4	28.6
Happy Stick	3	75.0	1	25.0	0	0	3	75.0
Cocaine	0	0	1	0	0	0	0	0
Crack	1	50.0	1	50.0	0	0	1	50.0
Heroin	0	0	1	0	0	0	0	0
Pills	2	66.7	1	33.3	0	0	1	33.3
Other Drugs	2	50.0	1	25.0	1	25.0	1	25.0

Table A11. Self-Reported Substance Abuse by Self-Reported Delinquency
and Gang Involvement Scale

Involvement Non-User	Self-Reported Violence		Self-Reported Property		Gang User
	n	%	n	%	
Cigarettes 1.25 **	12	66.7	8	44.4	2.28
Beer/Wine 1.15 ***	58	63.7	31	34.1	1.87
Hard Liquor 1.25 ***	15	65.2	8	34.8	2.22
Marijuana 1.24 **	10	71.4	6	42.9	3.07
Happy Stick 1.30	2	50.0	0	0	3.00
Cocaine 1.30	0	0	0	0	1.00
Crack 1.29	1	50.0	0	0	3.00
Heroin 1.30	0	0	0	0	1.00
Pills 1.29	2	66.7	1	33.3	1.67
Other Drugs 1.29	2	50.0	1	25.0	1.75

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

Table A12. Patterns of Victimization among Respondents

	Hispanic		Black	
	n	%	n	%
Victim of Robbery	11	7.9	33	11.0
Victim of Assault	52	37.4	135	45.0
Assaulted 4 or More Times	11	7.9	17	5.7

Mean Number of Attack Locations (All Respondents Reporting Being Attacked)	1.51

Type of Victimization

	n	%
Robbed Only	20	9.7
Assault Only	163	78.7
Robbed and Assaulted	24	11.6

Reason for Attack

	n	%
Argument	36	19.3
Grudge	14	7.5
Gang-Related	16	8.6
Drug-Related	3	1.6
Other	23	12.3

Table A13. Victimization and Measures of Delinquency

Arrest History of Assault Victims	n	%
No Arrests	156	83.4
Only One Arrest	19	10.2
Two or More Arrests	12	6.4
School Discipline Record	44	23.5
Self-Reported Property Delinquency	42	22.5
Self-Reported Violence Delinquency	83	44.4
Substance Abuse Reported	56	29.9

Level of Gang Involvement Score

	No Victimization	Victimization
Robbery	1.27	1.47
Assault	1.17	1.45 *

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

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Table A14. Family Structure Variables by Ethnicity

	Hispanic		Black	
	n	%	n	%
Two Natural Parents	79	56.8	106	35.3
1 Natural/1 Step Parent	8	5.8	35	11.7
1 Natural Parent	38	27.3	137	45.7
Other	14	10.1	22	7.3
Father Present	82	59.0	118	39.3
Father Present and Employed Full-Time	51	36.7	77	25.7
At Least One Parent Employed Full-Time	71	51.1	152	50.7

Table A15. Reported Family Activities by Ethnicity

	Hispanic		Black	
	n	%	n	%
Family Sits Around & Talks	56	40.3	142	47.3
Family Watches TV Together	83	59.7	183	61.0
Family Goes to Movies Together	33	23.7	97	32.3
Family Travels	41	29.5	106	35.3
Family Visit Other Family Together	79	56.8	147	49.0
Other Activities Not Listed Above	13	9.4	26	8.7
None of the Above Activities with Family	15	10.8	19	6.3
Doesn't Attend Church	47	33.8	131	43.7
Attends Church Without Family	47	33.8	74	24.7
Attends Church With Family	41	29.5	90	30.0
Didn't Answer Church Questions	4	2.9	5	1.7
Average Number of Kinds of Activities with Family Reported	2.50		2.61	

Table A16. Family-Related Measures of Self-Esteem: Hispanics.

Missing	Strongly Disagree		Disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%
Family Proud of Me 2	7	5.0	10	7.2	62	44.6	58	41.7
No Attention at Home 2	64	46.0	48	34.5	11	7.9	14	10.1
Can Be Depended On 0	8	5.8	15	10.8	71	51.1	45	32.4
Tries to Understand 1	11	7.9	10	7.2	71	51.1	46	33.1
Expects Too Much 0	33	23.7	64	46.0	20	14.4	22	15.8
Important 2	7	5.0	10	7.2	51	36.7	69	49.6
Unwanted at Home 3	83	59.7	36	25.9	8	5.8	9	6.5
Believes Successful 2	8	5.8	14	10.1	62	44.6	53	38.1

Average Family Self-Esteem Rating   3.18   (Higher Score = Higher Esteem)

Table A17. Family-Related Measures of Self-Esteem: Blacks.

	Missing	Strongly Disagree		Disagree		Agree		Strongly Agree	
		n	%	n	%	n	%	n	%
Family Proud of Me	3	14	4.7	20	6.7	124	41.3	139	46.3
No Attention at Home	4	179	59.7	80	26.7	22	7.3	15	5.0
Can Be Depended On	6	18	6.0	31	10.3	138	46.0	107	35.7
Tries to Understand	4	18	6.0	34	11.3	136	45.3	108	36.0
Expects Too Much	5	88	29.3	139	46.3	37	12.3	31	10.3
Important	1	16	5.3	20	6.7	105	35.0	158	52.7
Unwanted at Home	2	196	65.3	76	25.3	14	4.7	12	4.0
Believes Successful	5	13	4.3	27	9.0	122	40.7	133	44.3

Average Family Self-Esteem Rating   3.28

Table A18. Respondents Who Would Turn to Family Member First for Help with a Personal Problem

	Rank	Hispanic		Rank	Black	
		n	%		n	%
Go to Parents	1	61	43.9	1	153	51.0
Go to Sibling	2	10	7.2	3	26	8.7

Table A19. How Parents Would React if Respondent Got into Serious Trouble at School

	Hispanic		Black	
	n	%	n	%
Listen to His Side	43	30.9	118	39.3
Agree with Him	4	2.9	5	1.7
Come to School to Take Side	15	10.8	27	9.0
Punish Him	79	56.8	166	55.3
Do Nothing	4	2.9	11	3.7

Table A20. Reported Gang Membership of Someone from Respondent's Family

	Hispanic		Black	
	n	%	n	%
Yes	40	28.8	126	42.0
No	95	68.3	160	53.3
No Answer	4	2.9	14	4.7

Chi-square Statistic = 8.82
Significance Level = 0.01

Table A21. Respondents Selecting a Family Member as One of the Most
Important People (People They Admire) in Their Lives

	Hispanic		Black		
	n	%	n	%	
Mother	64	46.0	169	56.3	*
Father	55	39.6	112	37.3	
Father (Father or Step-Father Present in Home)	43	52.4	61	51.7	
Any Family Member	95	68.3	230	76.7	

* Significant at 0.05 level.

Table A22. Family Structure and Mean Gang Involvement Score

	Mean Gang Involvement Score	
	Hispanic	Black
Two Natural Parents	1.14	1.24
1 Natural/1 Step Parent	1.50	1.17
1 Natural Parent	1.50	1.34
Other	1.29	1.64
Father Not Present	1.37	1.39
Father Present	1.21	1.16
Father Present and Employed Full-Time	1.12	1.26
Other	1.36	1.31
At Least One Parent Employed Full-Time	1.23	1.34
Other	1.32	1.26

Table A23. Pearson Correlations of Gang Involvement with Selected
Family-Related Variables

	Hispanic	Black
Types of Family Activity	-0.130	0.090
Family Self-Esteem Measure	-0.178 *	-0.169 **
Number Persons Admired	-0.083	-0.722

Table A24. Gang Involvement Score by Church Attendance.

| | Mean Gang Involvement Score | |
	Hispanic	Black
Doesn't Attend Church	1.55	1.32
Attends Church Without Family	1.40	1.11
Attends Church With Family	0.83 *	1.40

Significantly different from each of preceding groups at 0.05 level.

Table A25. Gang Involvement Score by Family Relationship
Variables.

		Mean Gang Involvement Score	
		Hispanic	Black
Turning for Help with a Problem			
Go to Parents for Help	Yes	1.01	1.04
	No	1.47 *	1.58 ***
Go to Sibling for Help	Yes	0.90	1.23
	No	1.30	1.31
Reaction to School Problem			
Listen to His Side	Yes	1.47	1.32
	No	1.18	1.29
Agree with Him	Yes	1.50	2.60
	No	1.27	1.28 *
Come to School to Take Side	Yes	1.60	1.96
	No	1.23	1.23 **
Punish Him	Yes	1.14	1.31
	No	1.45	1.29
Do Nothing	Yes	2.00	1.82
	No	1.25	1.28
Family Member in Gang	Yes	1.83	1.75
	No	1.00 ***	0.91 ***
Admire Mother	Yes	1.02	1.21
	No	1.49 *	1.43
Admire Father	Yes	1.05	1.08
	No	1.42	1.44 *
Admire Family Member	Yes	1.21	1.24
	No	1.40	1.51

Table A26. Family Structure and Arrest History (Hispanic)

	No Arrests		Only One Arrest		Two or More Arrests	
	n	%	n	%	n	%
Two Natural Parents	76	96.2	3	3.8	0	0
1 Natural/1 Step Parent	8	100	0	0	0	0
1 Natural Parent	34	89.5	1	2.6	3	7.9
Other	12	85.7	1	7.1	1	7.1
Father Not Present	51	89.5	2	3.5	4	7.0
Father Present	79	96.3	3	3.7	0	0
Father Present and Employed Full-Time	50	98.0	1	2.0	0	0
Other	80	90.9	4	4.5	4	4.5
At Least One Parent Employed Full-Time	68	95.8	2	2.8	1	1.4
Other	62	91.2	3	4.4	3	4.4

Table A27. Family Structure and Arrest History (Black)

	No Arrests		Only One Arrest		Two or More Arrests	
%	n	%	n	%	n	%
Two Natural Parents	95	89.6	7	6.6	4	3.8
1 Natural/1 Step Parent	31	88.6	3	8.6	1	2.9
1 Natural Parent	110	80.3	17	12.4	10	7.3
Other	15	68.2	5	22.7	2	9.1
Father Not Present	144	79.1	25	13.7	13	7.1
Father Present	107	90.7	7	5.9	4	3.4
Father Present and Employed Full-Time	71	92.2	4	5.2	2	2.6
Other	180	80.7	28	12.6	15	6.7
At Least One Parent Employed Full-Time	128	86.5	11	7.4	9	6.1
Other	123	80.9	21	13.8	8	5.3

Table A28.   Church Attendance and Arrest Record

Hispanic	No Arrests		Only One Arrest		Two or More Arrests	
%	n	%	n	%	n	%
Doesn't Attend	43	91.5	2	4.3	2	4.3
Attends Alone	46	97.9	1	2.1	0	0
Attends with Family	37	90.2	2	4.9	2	4.9

Black	No Arrests		Only One Arrest		Two or More Arrests	
%	n	%	n	%	n	%
Doesn't Attend	111	84.7	13	9.9	7	5.3
Attends Alone	63	85.1	4	5.4	7	9.5
Attends with Family	73	81.1	14	15.6	3	3.3

Table A29. Family Relationship Variables and Arrest History (Hispanic).

		No Arrests		Only One Arrest		Two or More Arrests	
		n	%	n	%	n	%
Turning for Help with a Problem							
Go to Parents for Help	Yes	58	95.1	2	3.3	1	1.6
	No	72	92.3	3	3.8	3	3.8
Go to Sibling for Help	Yes	10	100	0	0	0	0
	No	120	93.0	5	3.9	4	3.1
Reaction to School Problem							
Listen to His Side	Yes	38	88.4	2	4.7	3	7.0
	No	92	95.8	3	3.1	1	1.0
Agree with Him	Yes	4	100	0	0	0	0
	No	126	93.3	5	3.7	4	3.0
Come to School to Take Side	Yes	14	93.3	0	0	1	6.7
	No	116	93.5	5	4.0	3	2.4
Punish Him	Yes	75	94.9	1	1.3	3	3.8
	No	55	91.7	4	6.7	1	1.7
Do Nothing	Yes	2	50.0	2	50.0	0	0
	No	128	94.8	3	2.2	4	3.0

Family Member in Gang	Yes	35	87.5	3	7.5	2	5.0
	No	91	95.8	2	2.1	2	2.1
Admire Mother	Yes	61	95.3	2	3.1	1	1.6
	No	69	92.0	3	4.0	3	4.0
Admire Father	Yes	52	94.5	2	3.6	1	1.8
	No	78	92.9	3	3.6	3	3.6
Admire Family Member	Yes	90	94.7	3	3.2	2	2.1
	No	40	90.9	2	4.5	2	4.5

Table A30. Family Relationship Variables and Arrest History (Black).

		No Arrests		Only One Arrest		Two or More Arrests
%		n	%	n	%	n
Turning for Help with a Problem						
Go to Parents 5.2	Yes	134	87.6	11	7.2	8
for Help 6.1	No	117	79.6	21	14.3	9
Go to Sibling 3.8	Yes	22	84.6	3	11.5	1
for Help 5.8	No	229	83.6	29	10.6	16
Reaction to School Problem						
Listen to His Side 5.1	Yes	100	84.7	12	10.2	6
6.0	No	151	83.0	20	11.0	11
Agree with Him 0	Yes	5	100	0	0	0
5.8	No	246	83.4	32	10.8	17
Come to School to 0	Yes	27	100	0	0	0
Take Side 6.2	No	224	82.1	32	11.7	17
Punish Him 6.6	Yes	133	80.1	22	13.3	11
4.5	No	118	88.1	10	7.5	6
Do Nothing 9.1	Yes	9	81.8	1	9.1	1
5.5	No	242	83.7	31	10.7	16

Family Member in 5.6	Yes	102	81.0	17	13.5	7
Gang 5.0	No	138	86.3	14	8.8	8
Admire Mother 6.5	Yes	141	83.4	17	10.1	11
4.6	No	110	84.0	15	11.5	6
Admire Father 6.3	Yes	94	83.9	11	9.8	7
5.3	No	157	83.5	21	11.2	10
Admire Family 5.7	Yes	193	83.9	24	10.4	13
Member 5.7	No	58	82.9	8	11.4	4

Table A31.   Selected Family-Related Variables by Arrest History

Hispanic	No Arrests	Only One Arrest	Two or More Arrests
Average Types of Family Activity	2.51	2.00	3.00
Average Family Self-Esteem Measure	3.21	2.95	2.75
Average Number Persons Admired	2.24	2.40	1.50

Black	No Arrests	Only One Arrest	Two or More Arrests
Average Types of Family Activity	2.58	2.97	2.47
Average Family Self-Esteem Measure	3.29	3.16	3.31
Average Number Persons Admired	2.43	2.28	2.17

Table A32. Family Structure and School Discipline Record

Respondent Has School Discipline Record

	Hispanic		Black	
	n	%	n	%
Two Natural Parents	8	10.1	21	19.8
1 Natural/1 Step Parent	1	12.5	10	28.6
1 Natural Parent	3	7.9	31	22.6
Other	1	7.1	5	22.7
Father Not Present	4	7.0	43	23.6
Father Present	9	11.0	24	20.3
Father Present and Employed Full-Time	6	11.8	17	22.1
Other	7	8.0	50	22.4
At Least One Parent Employed Full-Time	7	9.9	35	23.6
Other	6	8.8	32	21.1

Table A33. Church Attendance and School Discipline Record.

Respondent Has School Discipline Record

	Hispanic		Black	
	n	%	n	%
Doesn't Attend	8	17.0	11	14.9
Attends Alone	9	19.1	26	28.9
Attends with Family	8	19.5	66	22.4

Table A34. Family Relationship Variables and School Discipline Record.

Record		Respondent Has School Discipline			
		Hispanic		Black	
		n	%	n	%
Turning for Help with a Problem					
Go to Parents for Help	Yes	8	13.1	28	18.3
	No	5	6.4	39	26.5
Go to Sibling for Help	Yes	3	30.0	10	38.5
	No	10	7.8	57	20.8
Reaction to School Problem					
Listen to His Side	Yes	4	9.3	26	22.0
	No	9	9.4	41	22.5
Agree with Him	Yes	0	0	2	40.0
	No	13	9.6	65	22.0
Come to School to Take Side	Yes	2	13.3	8	29.6
	No	11	8.9	59	21.6
Punish Him	Yes	9	11.4	39	23.5
	No	4	6.7	28	20.9
Do Nothing	Yes	0	0	2	27.3
	No	13	9.6	64	22.1
Family Member in Gang	Yes	6	15.0	39	31.0
	No	7	7.4	25	15.6 **
Admire Mother	Yes	7	10.9	37	21.9
	No	6	8.0	30	22.9
Admire Father	Yes	6	10.9	27	24.1
	No	7	8.3	40	21.3
Admire Family Member	Yes	11	11.6	53	23.0
	No	2	4.5	14	20.0

* Significant at 0.05 level.
** Significant at 0.01 level.
*** Significant at 0.001 level.

Table A35. Selected Family-Related Variables by School Discipline Record.

Hispanic	School Discipline Record	No Record
Average Types of Family Activity	2.08	2.55
Average Family Self-Esteem Measure	3.11	3.19
Average Number Persons Admired	2.77	2.17

Black	School Discipline Record	No Record
Average Types of Family Activity	2.81	2.56
Average Family Self-Esteem Measure	3.11	3.33 **
Average Number Persons Admired	2.40	2.40

*   Significant at 0.05 level.
**   Significant at 0.01 level.
***   Significant at 0.001 level.

Table A36. Family Structure and Self-Reported Property Delinquency

	Property Delinquency			
	Hispanic		Black	
	n	%	n	%
Two Natural Parents	12	15.2	20	18.9
1 Natural/1 Step Parent	2	25.0	7	20.0
1 Natural Parent	9	23.7	37	27.0
Other	4	28.6	5	22.7
Father Not Present	14	24.6	46	25.3
Father Present	13	15.9	23	19.5
Father Present and Employed Full-Time	9	17.6	13	16.9
Other	18	20.5	56	25.1
At Least One Parent Employed Full-Time	15	21.1	28	18.9
Other	12	17.6	41	27.0

Table A37. Church Attendance and Self-Reported Property Delinquency.

	Property Delinquency			
	Hispanic		Black	
	n	%	n	%
Doesn't Attend	8	17.0	31	23.7
Attends Alone	9	19.1	17	23.0
Attends with Family	8	19.5	19	21.1

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Table A38. Family Relationship Variables and Self-Reported Property Delinquency.

		Property Delinquency			
		Hispanic		Black	
		n	%	n	%
Turning for Help with a Problem					
Go to Parents for Help	Yes	7	11.5	37	24.2
	No	20	25.6 *	32	21.8
Go to Sibling for Help	Yes	1	10.0	63	23.0
	No	26	20.2	6	23.1
Reaction to School Problem					
Listen to His Side	Yes	9	20.9	29	24.6
	No	18	18.8	40	22.0
Agree with Him	Yes	1	25.0	4	80.0
	No	26	19.3	65	22.0 *
Come to School to Take Side	Yes	4	26.7	8	29.6
	No	23	18.5	61	22.3
Punish Him	Yes	14	17.7	34	20.5
	No	13	21.7	35	26.1
Do Nothing	Yes	2	50.0	3	27.3
	No	25	18.5	66	22.8
Family Member in Gang ***	Yes	11	27.5	42	33.3
	No	13	13.7 *	22	13.8
Admire Mother	Yes	5	7.8	41	24.3
	No	22	29.3 ***	28	21.4
Admire Father	Yes	7	12.7	26	23.2
	No	20	23.8	43	22.9
Admire Family Member	Yes	14	14.7	57	24.8
	No	13	29.5 *	12	17.1

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

Table A39. Selected Family-Related Variables by Self-Reported
Property
Delinquency.

Hispanic	Self-Reported Property Delinquency	None
Average Types of Family Activity	2.85	2.42
Average Family Self-Esteem Measure	2.99	3.23 *
Average Number Persons Admired	2.31	1.85

Black	Self-Reported Property Delinquency	None
Average Types of Family Activity	2.65	2.60
Average Family Self-Esteem Measure	3.22	3.30
Average Number Persons Admired	2.48	2.38

*   Significant at 0.05 level.
**   Significant at 0.01 level.
***   Significant at 0.001 level.

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Table A40. Family Structure and Self-Reported Violent Delinquency

| | Violent Delinquency | | | |
| | Hispanic | | Black | |
	n	%	n	%
Two Natural Parents	26	32.9	44	41.5
1 Natural/1 Step Parent	4	50.0	20	57.1
1 Natural Parent	18	47.4	65	47.4
Other	5	35.7	13	59.1
Father Not Present	28	34.1	92	50.5
Father Present	25	43.9	50	42.4
Father Present and Employed Full-Time	18	35.3	31	40.3
Other	35	39.8	111	49.8
At Least One Parent Employed Full-Time	29	40.8	66	44.6
Other	24	35.3	76	50.0

Table A41. Church Attendance and Self-Reported Violent Delinquency.

| | Violent Delinquency | | | |
| | Hispanic | | Black | |
	n	%	n	%
Doesn't Attend	21	44.7	66	50.4
Attends Alone	14	29.8	31	41.9
Attends with Family	16	39.0	43	47.8

Table A42. Family Relationship Variables and Self-Reported Violent Delinquency.

		Violent Delinquency			
		Hispanic		Black	
		n	%	n	%
Turning for Help with a Problem					
Go to Parents for Help	Yes	17	27.9	64	41.8
	No	36	46.2 *	78	53.1 *
Go to Sibling for Help	Yes	2	20.0	14	53.8
	No	51	39.5	128	46.7
Reaction to School Problem					
Listen to His Side	Yes	15	34.9	57	48.3
	No	38	39.6	85	46.7
Agree with Him	Yes	2	50.0	4	80.0
	No	51	37.8	138	46.8
Come to School to Take Side	Yes	3	20.0	13	48.1
	No	50	40.3	129	47.3
Punish Him	Yes	30	38.0	84	50.6
	No	23	38.3	58	43.3
Do Nothing	Yes	3	75.0	5	45.5
	No	50	37.0	137	47.4
Family Member in Gang ***	Yes	20	50.0	74	58.7
	No	30	31.6 *	60	37.5
Admire Mother	Yes	21	32.8	82	48.5
	No	32	42.7	60	45.8
Admire Father	Yes	18	32.7	53	47.3
	No	35	41.7	89	47..3
Admire Family Member	Yes	34	35.8	118	51.3
	No	19	43.2	24	34.3

* Significant at 0.05 level.
** Significant at 0.01 level.
*** Significant at 0.001 level.

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Table A43. Selected Family-Related Variables by Self-Reported
Violent
Delinquency.

Hispanic	Self-Reported Violent Delinquency	None
Average Types of Family Activity	2.57	2.47
Average Family Self-Esteem Measure	3.15	3.20
Average Number Persons Admired	2.26	2.20

Black	Self-Reported Violent Delinquency	None
Average Types of Family Activity	2.73	2.51
Average Family Self-Esteem Measure	3.25	3.31
Average Number Persons Admired	2.51	2.31

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

Table A44. Family Structure and Self-Reported Substance Abuse

	Substance Abuse			
	Hispanic		Black	
	n	%	n	%
Two Natural Parents	17	21.5	13	12.3
1 Natural/1 Step Parent	3	37.5	6	17.1
1 Natural Parent	11	28.9	35	25.5
Other	1	7.1	8	36.4 *
Father Not Present	14	24.6	45	24.7
Father Present	18	22.0	17	14.4 *
Father Present and Employed Full-Time	13	25.5	14	18.2
Other	19	21.6	48	21.5
At Least One Parent Employed Full-Time	19	26.8	32	21.6
Other	13	19.1	30	19.7

Table A45. Church Attendance and Self-Reported Substance Abuse.

	Substance Abuse			
	Hispanic		Black	
	n	%	n	%
Doesn't Attend	11	23.4	26	19.8
Attends Alone	12	25.5	18	24.3
Attends with Family	8	19.5	18	20.0

Table A46. Family Relationship Variables and Self-Reported Substance Abuse.

| | | Substance Abuse | | | |
| | | Hispanic | | Black | |
		n	%	n	%
Turning for Help with a Problem					
Go to Parents for Help	Yes	8	13.1	26	17.0
	No	24	30.8 **	36	24.5
Go to Sibling for Help	Yes	4	40.0	4	15.4
	No	28	21.7	58	21.2
Reaction to School Problem					
Listen to His Side	Yes	10	23.3	30	25.4
	No	22	22.9	32	17.6
Agree with Him	Yes	0	0	1	20.0
	No	32	23.7	61	20.7
Come to School to Take Side	Yes	4	26.7	5	18.5
	No	28	22.6	57	20.9
Punish Him	Yes	20	25.3	33	19.9
	No	12	20.0	29	21.6
Do Nothing	Yes	0	0	3	27.3
	No	32	23.7	59	20.4
Family Member in Gang ***	Yes	14	35.0	39	31.0
	No	18	18.9 *	22	13.8
Admire Mother	Yes	9	14.1	38	22.5
	No	23	30.7 *.	24	18.3
Admire Father	Yes	10	18.2	20	17.9
	No	22	26.2	42	22.3
Admire Family Member	Yes	19	20.0	49	21.3
	No	13	29.5	13	18.6

*   Significant at 0.05 level.
**   Significant at 0.01 level.
*** Significant at 0.001 level.

Table A47. Selected Family-Related Variables by Self-Reported Substance Abuse.

Hispanic	Self-Reported Substance Abuse	None
Average Types of Family Activity	2.50	2.50
Average Family Self-Esteem Measure	3.13	3.20
Average Number Persons Admired	2.12	2.25

Black	Self-Reported Substance Abuse	None
Average Types of Family Activity	2.73	2.58
Average Family Self-Esteem Measure	3.26	3.29
Average Number Persons Admired	2.50	2.38

*   Significant at 0.05 level.
**   Significant at 0.01 level.
***   Significant at 0.001 level.

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Table A48. School Record Variables by Ethnicity

	Hispanic	Black
Average Number of Absences 1986/87	9.99	9.60
Average Number of Times Tardy 1986/87	2.04	3.50 **
Average Score on Math Acheivement Test	6.20	5.80 *
Average Score on Reading Acheivement Test	5.81	5.50

	n	%	n	%	
Free Lunch Recipient 1986/87	128	92.1	293	97.7	**

Table A49. School Activity by Ethnicity

	Hispanic		Black		
	n	%	n	%	
Athletic/Sports	50	36.0	161	53.7	***
Band/Choir	10	7.2	26	8.7	
School Clubs	19	13.7	46	15.3	
School Government	6	4.3	13	4.3	
Other Activity	55	39.6	95	31.7	

Table A50. School-Related Measures of Self-Esteem: Hispanics.

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%
Teachers Expect * Too Much of Me	16	11.9	34	25.2	61	45.2	24	17.8
Good as Others * in School/Class	4	2.9	41	29.7	62	44.9	31	22.5
Feel Worthless * in School	7	5.0	18	12.9	57	41.0	57	41.0
Proud of Report Card	23	16.7	35	25.4	52	37.7	28	20.3
School is Harder * for Me Than Others	5	3.6	35	25.2	67	48.2	32	23.0
Teachers Happy With My Work	8	5.8	28	20.4	79	57.7	22	16.1
Teachers Don't Understand Me	13	9.5	26	19.0	70	51.1	28	20.4
Am Important in Classes	21	15.3	55	40.1	45	32.8	16	11.7
Never Get Grades I Deserve	21	15.3	38	27.7	50	36.5	28	20.4
Fortunate With Teachers	9	6.6	24	17.5	84	61.3	20	14.6

Average School Self-Esteem Rating   2.78   (Higher Score = Higher Esteem)

Table A51. School-Related Measures of Self-Esteem: Blacks.

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%
Teachers Expect Me * Too Much of Me	26	8.8	45	15.2	148	49.8	78	26.3
Good as Others * in School/Class	33	11.1	85	28.5	118	39.6	62	20.8
Feel Worthless * in School	10	3.3	15	5.0	132	44.1	142	47.5
Proud of Report Card	46	15.5	70	23.6	117	39.5	63	21.3
School is Harder * for Me Than Others	26	8.7	46	15.3	145	48.3	83	27.7
Teachers Happy With My Work	21	7.0	68	22.7	169	56.5	41	13.7
Teachers Don't Understand Me	23	7.8	61	20.6	129	43.6	83	28.0
Am Important in Classes	39	13.1	115	38.6	106	35.6	38	12.8
Never Get Grades I Deserve	39	13.1	76	25.5	113	37.9	70	23.5
Fortunate With Teachers	24	8.2	70	24.1	147	50.5	50	17.2

Average School Self-Esteem Rating   2.84   (Higher Score = Higher Esteem)

Table A52. Comparisons of Educational Expectations, Aspirations, & Assessments: Hispanics.

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%
Like to Complete High School	7	5.1	3	2.2	34	24.6	94	68.1
Expect to Complete High School * in School/Class	33	11.1	85	28.5	118	39.6	62	20.8
Feel Worthless * in School	10	3.3	15	5.0	132	44.1	142	47.5
Proud of Report Card	46	15.5	70	23.6	117	39.5	63	21.3
School is Harder * for Me Than Others	26	8.7	46	15.3	145	48.3	83	27.7
Teachers Happy With My Work	21	7.0	68	22.7	169	56.5	41	13.7
Teachers Don't Understand Me	23	7.8	61	20.6	129	43.6	83	28.0
Am Important in Classes	39	13.1	115	38.6	106	35.6	38	12.8
Never Get Grades I Deserve	39	13.1	76	25.5	113	37.9	70	23.5
Fortunate With Teachers	24	8.2	70	24.1	147	50.5	50	17.2

Table A53. Comparisons of Educational Expectations, Aspirations, & Assessments

	Hispanic	Black
Average Aspiration Minus Expectation (High School)	0.146	0.111
Average Aspiration Minus Expectation (College)	0.269	0.146
Average Self-Assessment Minus Expectation (High School)	-0.185	-0.214
Average Self-Assessment Minus Expectation (College)	-0.044	-0.003
Average Aspiration Minus Self-Assessment (High School)	0.185	0.214
Average Aspiration Minus Self-Assessment (College)	0.349	0.152 *

Table A54. Attitudes Toward School by Ethnicity

	Hispanic	Black
Average Score Teachers Fair	2.68	2.67
Average Score Principal Fair	2.74	3.00 **
Grades Important To Friends	2.70	2.67
Grades Important To Family	3.50	3.57

Table A55. Descriptions of School by Ethnicity

	Hispanic		Black	
	n	%	n	%
School Fun	60	43.2	143	47.7
School Interesting	69	49.6	164	54.7
School Friendly	61	43.9	111	37.0
School Boring	30	21.6	66	22.0
School Unfriendly	20	14.4	35	11.7

Table A56. Correlation Matrix of Gang Involvement by Selected School Variables

	Hispanic		Black	
Absences 1986/87	.0162		-.0485	
Tardy 1986/87	.0517		.0036	
Math Acheivement Scores 1986/87	.0142		.0167	
Reading Acheivement Scores 1986/87	-.0011		.0037	
School Activities	-.0533		.1055	*
School Esteem	-.4060	***	-.2162	***

Table A57. Gang Involvement by Selected School Activities: Hispanics

	Yes	No
Free Lunch Reciepient 1986/87	1.27	1.27
Athletics	1.36	1.22
Band/Choir	1.40	1.26
Clubs	0.74	1.36
Government	0.50	1.31
Other Activity	1.29	1.26

Table A58. Gang Involvement by Selected School Activities: Blacks

	Yes	No
Free Lunch Recipient 1986/87	1.30	1.57
Athletics	1.39	1.21
Band/Choir	1.84	1.25 *
Clubs	1.24	1.32
Government	1.23	1.31
Other Activity	1.46	1.23

Table A59. Correlations of Gang Involvement and Educational Expectations, Aspirations, & Assessments

	Hispanic	Black
Average Aspiration Minus Expectation (High School)	0.138 *	0.028
Average Aspiration Minus Expectation (College)	0.144 *	-0.136 **
Average Self-Assessment Minus Expectation (High School)	-0.099	-0.038
Average Self-Assessment Minus Expectation (College)	-0.049	-0.092
Average Aspiration Minus Self-Assessment (High School)	0.099	0.038
Average Aspiration Minus Self-Assessment (College)	0.076	-0.026

Table A60. Correlations of Gang Involvement and Selected School Related Variables

	Hispanic	Black
Students Treated Fairly by Teachers	-.1838 *	-.0483
Rules are Enforced Fairly by Principal	-.0629	-.0851
Good Grades Important to Friends	-.1196	-.0917
Good Grades Important to Family	-.1274	.0626

Table A61. Descriptions of School and Gang Involvement

		Hispanic Mean	Black Mean
School Fun	Yes	1.07	1.44
	No	1.43	1.18
School Interesting	Yes	.88 ***	1.20
	No	1.66	1.43
School Friendly	Yes	1.07	1.32
	No	1.44	1.30
School Boring	Yes	2.03 **	1.38
	No	1.06	1.28
School Unfriendly	Yes	1.45	1.89
	No	1.24	1.23

Table A62. Gang Involvement by Seek School Help

	Hispanic	Black
Go to School for Help	1.30	1.30
Other	1.00	1.33

Table A63. Correlations of Gang Involvement and School Related Gang Numbers

	Hispanic	Black
Number of Gangs in School	.2348 **	.2721 ***
Number of Male Classmates in Gang	.2282 **	.3189 ***
Number of Female Classmates in Gang	.0070	.2993 ***

Table A64. School Record Variables and Arrest History (Hispanic)

	No Arrests	Only One Arrest	Two or More Arrests
Average Number of Absences 1986/87	10.18	5.00	10.00
Average Number of Times Tardy 1986/87	2.08	1.20	1.75
Average Score on Math Achievement Test	6.22	5.52	6.30
Average Score on Reading Achievement Test	5.90	4.92	4.45

Table A65. School Record Variables and Arrest History (Blacks)

	No Arrests	Only One Arrest	Two or More Arrests
Average Number of Absences 1986/87	9.04	12.03	12.47
Average Number of Times Tardy 1986/87	3.49	3.06	4.41
Average Score on Math Acheivement Test	5.80	5.69	5.71
Average Score on Reading Acheivement Test	5.49	5.60	5.03

Table A66. Select School Related Activities by Arrest History (Hispanic)

	No Arrests	Only One Arrest	Two or More Arrests
Number of School Activities	1.02	.60	1.25
School Related Self-Esteem	2.79	2.43	2.53

Table A67. Select School Related Activities by Arrest History (Blacks)

	No Arrests	Only One Arrest	Two or More Arrests
Average Number of * School Activities	1.10	1.44	1.12
Average School Related Self-Esteem	2.84	2.90	2.81

Table A68. Types of School Activities by Arrest History (Hispanics)

	No Arrests		Only One Arrest		Two or More Arrests	
	n	%	n	%	n	%
Athletics	46	92.0	1	2.0	3	6.0
Band/Choir	10	100.0	0	0	0	0
Clubs	18	94.7	0	0	1	5.3
Government	6	100.0	0	0	0	0
Other Activity	52	94.5	2	3.6	1	1.8

Table A69. Types of School Activities by Arrest History (Blacks)

	No Arrests		Only One Arrest		Two or More Arrests	
	n	%	n	%	n	%
Athletics	128	79.5	20	12.4	13	8.1
Band/Choir	21	80.8	2	7.7	3	11.5
Clubs	40	87.0	5	10.9	1	2.2
Government	10	76.9	3	23.1	0	0
Other Activity *	77	81.1	16	16.8	2	2.1

Table A70. Educational Expectations, Aspirations, & Assessments and
Arrest History (Hispanic)

	No Arrests	Only One Arrest	Two or More Arrests
Average Aspiration 1.25 ** Minus Expectation (High School)	.117	.000	
Average Aspiration .750 Minus Expectation (College)	.240	.600	
Average Self-Assessment -.500 Minus Expectation (High School)	-.165	-.500	
Average Self-Assessment -.250 Minus Expectation (College)	-.047	.200	
Average Aspiration .500 Minus Self-Assessment (High School)	.165	.500	
Average Aspiration 1.00 Minus Self-Assessment (College)	.325	.400	

Table A71. Educational Expectations, Aspirations, & Assessments and
Arrest History (Blacks)

	No Arrests	Only One Arrest	Two or More Arrests
Average Aspiration Minus Expectation (High School)	.105	.063	.294
Average Aspiration Minus Expectation (College)	.146	.129	.188
Average Self-Assessment Minus Expectation (High School)	-.208	-.188	-.353
Average Self-Assessment Minus Expectation (College)	-.020	.097	.063
Average Aspiration Minus Self-Assessment (High School)	.208	.188	.353
Average Aspiration Minus Self-Assessment (College)	.169	.032	.125

Table A72. Arrest History and Selected School Related Attitude Variables (Hispanics)

	No Arrests	Only One Arrest	Two or More Arrests
Students Treated Fairly by Teachers	2.69	2.80	2.25
Rules are Enforced Fairly by Principal	2.73	2.50	3.00
Good Grades Important to Friends	2.70	3.00	2.25
Good Grades Important to Family	3.51	3.20	3.50

Table A73. Arrest History and Selected School Related Attitude Variables (Blacks)

	No Arrests	Only One Arrest	Two or More Arrests
Students Treated Fairly by Teachers	2.69	2.59	2.47
Rules are Enforced Fairly by Principal	3.00	2.94	3.00
Good Grades Important to Friends	2.63	3.03	2.53
Good Grades Important to Family	3.55	3.66	3.59

Table A74. Descriptions of School and Arrest History
(Hispanics)

		No Arrests		Only One Arrests		Two or More Arrests	
		n	%	n	%	n	%
School Fun	Yes	55	91.7	4	6.7	1	1.7
	No	75	94.9	1	1.3	3	3.8
School Interesting	Yes	67	97.1	1	1.4	1	1.4
	No	63	90.0	4	5.7	3	4.3
School Friendly	Yes	58	95.1	1	1.6	2	3.3
	No	72	92.3	4	5.1	2	2.6
School Boring	Yes	27	90.0	1	3.3	2	6.7
	No	103	94.5	4	3.7	2	1.8
School Unfriendly	Yes	19	95.0	0	0	1	5.0
	No	111	93.3	5	4.2	3	2.5

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Table A75. Descriptions of School and Arrest History (Blacks)

		No Arrests		Only One Arrests		Two or More Arrests	
		n	%	n	%	n	%
School Fun	Yes	119	83.2	18	12.6	6	4.2
	No	132	84.1	14	8.9	11	7.0
School Interesting	Yes	137	83.5	18	11.0	9	5.5
	No	114	83.8	14	10.3	8	5.9
School Friendly	Yes	91	82.0	13	11.7	7	6.3
	No	160	84.7	19	10.1	.10	5.3
School Boring	Yes	60	90.9	4	6.1	2	3.0
	No	191	81.6	28	12.0	15	6.4
School Unfriendly	Yes	26	74.3	6	17.1	3	8.6
	No	225	84.9	26	9.8	14	5.3

Table A76. Seek School Help by Arrest History (Hispanics)

	No Arrests		Only One Arrests		Two or More Arrests	
	n	%	n	%	n	%
Go to School for Help	12	100.0	0	0	0	0
Other	118	92.9	5	3.9	4	3.1

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Table A77. Seek School Help by Arrest History (Blacks)

| | No Arrests | | Only One Arrests | | Two or More Arrests |
	n	%	n	%	n %
Go to School for Help	13	86.7	1	6.7	1 6.7
Other	238	83.5	31	10.9	16 5.6

Table A78. School Related Gang Numbers and Arrest History (Hispanics)

	No Arrests	Only One Arrests	Two or More Arrests
Average Number of Gangs in School	.754	1.00	2.25 *
Average Number of Male Classmates in Gang	.730	1.75	1.00
Average Number of Female Classmates in Gang	.453	0	0

Table A79. School Related Gang Numbers and Arrest History (Blacks)

	No Arrests	Only One Arrests	Two or More Arrests
Average Number of Gangs in School	1.10	1.79	1.67 *
Average Number of Male Classmates in Gang	.980	1.35	2.47 *
Average Number of Female Classmates in Gang	.783	.690	.650

Table A80. School Record Variables by School Discipline Report (Hispanics)

	Discipline Report	None
Average Number of Absences 1986/87	16.85	9.28
Average Number of Times Tardy 1986/87	4.23	1.81
Average Score on Math Achievement Test	6.22	5.91
Average Score on Reading Achievement Test	5.85	5.45

Table A81.   School Record Variables by School Discipline Report
(Blacks)

	Discipline Report	None
Average Number of Absences 1986/87	13.12	8.52 **
Average Number of Times Tardy 1986/87	4.43	3.23
Average Score on Math Achievement Test	5.56	5.85
Average Score on Reading Achievement Test	4.89	5.64

Table A82.   Select School Related Activities by School Discipline
Report
(Hispanics)

	Discipline Report	None
Average Number of School Activities	.92	1.02
Average School Related Self-Esteem	2.67	2.78

Table A83.   Select School Related Activities by School Discipline
Report
(Hispanics)

	Discipline Report	None
Average Number of School Activities	1.22	1.11
Average School Related Self-Esteem	2.83	2.84

Table A84. Types of School Activities by School Discipline
Report (Hispanics)

	Discipline Report		None	
	n	%	n	%
Athletics	5	10.0	45	90.0
Band/Choir	2	20.0	8	80.0
Clubs	3	15.8	16	84.2
Government	0	0	6	100.0
Other Activity	2	3.6	53	96.4

Table A85. Types of School Activities by School Discipline
Report (Blacks)

	Discipline Report		None	
	n	%	n	%
Athletics	40	24.8	121	75.2
Band/Choir	9	34.6	17	65.4
Clubs	10	21.7	36	78.3
Government	3	23.1	10	76.9
Other Activity	20	21.1	75	78.9

Table A86. Educational Expectations, Aspirations, & Assessments and
School Discipline Report (Hispanics)

	Discipline Report	None
Average Aspiration Minus Expectation (High School)	.38	.12
Average Aspiration Minus Expectation (College)	.33	.26
Average Self-Assessment Minus Expectation (High School)	-.09	-.19
Average Self-Assessment Minus Expectation (College)	.15	-.06
Average Aspiration Minus Self-Assessment (High School)	.09	.19
Average Aspiration Minus Self-Assessment (College)	.42	.34

Table A87. Educational Expectations, Aspirations, & Assessments
and
School Discipline Report (Blacks)

	Discipline Report	None
Average Aspiration Minus Expectation (High School)	.18	.09
Average Aspiration Minus Expectation (College)	.16	.14
Average Self-Assessment Minus Expectation (High School)	-.21	-.21
Average Self-Assessment Minus Expectation (College)	.08	-.03
Average Aspiration Minus Self-Assessment (High School)	.21	.21
Average Aspiration Minus Self-Assessment (College)	.08	.17

Table A88. School Discipline Reports and Selected School
Related Variables (Hispanics)

	Discipline Report	None
Students Treated Fairly by Teachers	2.38	2.71
Rules are Enforced Fairly by Principal	2.77	2.73
Good Grades Important to Friends	3.00	2.67
Good Grades Important to Family	3.46	3.50

Table A89. School Discipline Reports and Selected School Related Variables (Blacks)

	Discipline Report	None
Students Treated Fairly by Teachers	2.70	2.66
Rules are Enforced Fairly by Principal	2.94	3.01
Good Grades Important to Friends	2.65	2.68
Good Grades Important to Family	3.48	3.59

Table A90. Descriptions of School and School Discipline Reports (Hispanics)

		Discipline Report		None	
		n	%	n	%
School	Yes	4	6.7	56	93.3
Fun	No	9	11.4	70	88.6
School	Yes	4	5.8	65	94.2
Interesting	No	9	12.9	61	87.1
School	Yes	5	8.2	56	91.8
Friendly	No	8	10.3	70	89.7
School	Yes	3	10.0	27	90.0
Boring	No	10	9.2	99	90.8
School	Yes	1	5.0	19	95.0
Unfriendly	No	12	10.1	107	89.9

Table A91. Descriptions of School and School Discipline Reports (Blacks)

		Discipline Report		None	
		n	%	n	%
School	Yes	39	27.3	104	72.7
*					
Fun	No	28	17.8	129	82.2
School	Yes	36	22.0	128	78.0
Interesting	No	31	22.8	105	77.2
School	Yes	29	26.1	82	73.9
Friendly	No	38	20.1	151	79.9
School	Yes	11	16.7	55	83.3
Boring	No	56	23.9	178	76.1
School	Yes	7	20.0	28	80.0
Unfriendly	No	60	22.6	205	77.4

Table A92. Seek School Help by School Discipline Reports (Blacks)

	Discipline Report		None	
	n	%	n	%
Go to School for Help	0	0	12	100.0
Other	13	10.2	114	89.8

Table A93. Seek School Help by School Discipline Reports (Blacks)

	Discipline Report		None	
	n	%	n	%
Go to School for Help	6	40.0	9	60.0
Other	61	24.4	224	78.6

Table A94. School Related Gang Numbers and School Discipline Reports (Hispanics)

	Discipline Report	None
Average Number of Gangs in School	0.85	0.80
Average Number of Male Classmates in Gang	1.08	0.74
Average Number of Female Classmates in Gang	0.42	0.43

Table A95. School Related Gang Numbers and School Discipline Reports (Blacks)

	Discipline Report	None
Average Number of Gangs in School	1.46	1.14
Average Number of Male Classmates in Gang	1.47	1.00
Average Number of Female Classmates in Gang	1.06	.68

Table A96. School Record Variables by Self-Reported Property Offense (Hispanics)

	Self-Reported Property Offense	None
Average Number of Absences 1986/87	9.37	10.13
Average Number of Times Tardy 1986/87	2.62	1.89
Average Score on Math Achievement Test	6.13	6.21
Average Score on Reading Achievement Test	5.94	5.77

Table A97. School Record Variables by Self-Reported Property
Offense
(Blacks)

	Self-Reported Property Offense	None
Average Number of Absences 1986/87	11.71	8.90
Average Number of Times Tardy 1986/87	4.10	3.32
Average Score on Math Acheivement Test	5.75	5.79
Average Score on Reading Acheivement Test	5.42	5.50

Table A98. Select School Related Activities by Self-Reported
Property
Offense (Hispanics)

	Self-Reported Property Offense	None	
Average Number of School Activities	1.15	.97	
Average School Related Self-Esteem	2.45	2.85	***

Table A99. Select School Related Activities by Self-Reported
Property
Offense (Blacks)

	Self-Reported Property Offense	None
Average Number of School Activities	1.19	1.12
Average School Related Self-Esteem	2.80	2.86

Table A100. Types of School Activities by Self-Reported Property Offense (Hispanics)

	Self-Reported Property Offense		None	
	n	%	n	%
Athletics	11	22.0	39	78.0
Band/Choir	3	30.0	7	70.0
Clubs	2	10.5	17	89.5
Government	1	16.7	5	83.3
Other Activity	14	25.5	41	74.5

Table A101. Types of School Activities by Self-Reported Property Offense (Blacks)

	Self-Reported Property Offense		None	
	n	%	n	%
Athletics	40	24.8	121	75.2
Band/Choir **	12	46.2	14	53.8
Clubs	11	23.9	35	76.1
Government	2	15.4	11	84.6
Other Activity	17	17.9	78	82.1

Table A102. Educational Expectations, Aspirations, & Assessments and
Self-Reported Property Offense (Hispanics)

	Self-Reported Property Offense	None
Average Aspiration Minus Expectation (High School)	.08	.16
Average Aspiration Minus Expectation (College)	.52	.21
Average Self-Assessment Minus Expectation (High School)	-.20	-.18
Average Self-Assessment Minus Expectation (College)	.11	-.08
Average Aspiration Minus Self-Assessment (High School)	.20	.18
Average Aspiration Minus Self-Assessment (College)	.41	.33

Table A103. Educational Expectations, Aspirations, & Assessments and
Self-Reported Property Offense (Blacks)

	Self-Reported Property Offense	None
Average Aspiration Minus Expectation (High School)	.22	.08
Average Aspiration Minus Expectation (College)	.08	.17
Average Self-Assessment Minus Expectation (High School)	-.29	-.19
Average Self-Assessment Minus Expectation (College)	-.05	.01
Average Aspiration Minus Self-Assessment (High School)	.29	.19
Average Aspiration Minus Self-Assessment (College)	.13	.16

Table A104. Self-Reported Property Offenses and Selected School Related Attitude Variables (Hispanics)

	Self-Reported Property Offense	None
Students Treated Fairly by Teachers	2.33	2.76 *
Rules are Enforced Fairly by Principal	2.73	2.74
Good Grades Important to Friends	2.59	2.72
Good Grades Important to Family	3.56	3.48

Table A105. Self-Reported Property Offenses and Selected School Related Variables (Blacks)

	Self-Reported Property Offense	None
Students Treated Fairly by Teachers	2.57	2.70
Rules are Enforced Fairly by Principal	2.90	3.03
Good Grades Important to Friends	2.55	2.71
Good Grades Important to Family	3.49	3.59

Table A106. Descriptions of School and Self-Rerported Property Offenses (Hispanics)

		Self-Reported Property Offense		None	
		n	%	n	%
School	Yes	10	16.7	50	83.3
Fun	No	17	21.5	62	78.5
School	Yes	10	14.5	59	85.5
Interesting	No	17	24.3	53	75.7
School	Yes	14	23.0	47	77.0
Friendly	No	13	16.7	65	83.3
School	Yes	8	26.7	22	73.3
Boring	No	19	17.4	90	82.6
School	Yes	4	20.0	16	80.0
Unfriendly	No	23	19.3	96	80.7

Table A107. Descriptions of School and Self-Rerported Property Offenses (Blacks)

		Self-Reported Property Offense		None	
		n	%	n	%
School	Yes	28	19.6	115	80.4
Fun	No	41	26.1	116	73.9
School	Yes	37	22.6	127	77.4
Interesting	No	32	23.5	104	76.5
School	Yes	22	19.8	89	80.2
Friendly	No	47	24.9	142	75.1
School	Yes	12	18.2	54	81.8
Boring	No	57	24.4	177	75.6
School	Yes	11	31.4	24	68.6
Unfriendly	No	58	21.9	207	78.1

Table A108. Seek School Help by Self-Reported Property Offenses (Hispanics)

	Self-Reported Property Offense		None	
	n	%	n	%
Go to School for Help	2	16.7	10	83.3
Other	25	19.7	102	80.3

Table A109. Seek School Help by Self-Reported Property Offenses (Blacks)

| | Self-Reported Property Offense | | None | |
	n	%	n	%
Go to School for Help	4	26.7	11	73.3
Other	65	22.8	220	77.2

Table A110. School Related Gang Numbers and Self-Reported Property Offenses (Hispanic)

	Self-Reported Property Offense	None
Average Number of Gangs in School	.67	1.37 *
Average Number of Male Classmates in Gang	1.27	.65 *
Average Number of Female Classmates in Gang	.40	.44

Table A111. School Related Gang Numbers and Self-Reported Property Offenses (Blacks)

	Self-Reported Property Offense	None
Average Number of Gangs in School	1.80	1.03 **
Average Number of Male Classmates in Gang	1.72	.93 *
Average Number of Female Classmates in Gang	1.60	.53 **

Table A112. School Record Variables by Self-Reported Violent Offenses
(Hispanics)

	Self-Reported Violent Offense	None
Average Number of Absences 1986/87	9.42	10.34
Average Number of Times Tardy 1986/87	1.75	2.21
Average Score on Math Acheivement Test	6.25	6.16
Average Score on Reading Acheivement Test	6.04	5.66

Table A113. School Record Variables by Self-Reported Violent Offenses
(Blacks)

	Self-Reported Violent Offense	None
Average Number of Absences 1986/87	10.20	8.96
Average Number of Times Tardy 1986/87	3.98	3.06
Average Score on Math Acheivement Test	5.86	5.71
Average Score on Reading Acheivement Test	5.63	5.34

Table A114. Selected School Related Variables by Self-Reported
Violent
Offenses (Hispanics)

	Self-Reported Violent Offense	None
Average Number of School Activities	1.04	.99
Average School Related Self-Esteem	2.70	2.82

Table A115. Select School Related Activities by Self-Reported
Violent
Offense (Blacks)

	Self-Reported Violent Offense	None
Average Number of School Activities	1.15	1.12
Average School Related Self-Esteem	2.83	2.86

Table A116. Types of School Activities by Self-Reported Violent Offense (Hispanics)

	Self-Reported Violent Offense		None	
	n	%	n	%
Athletics	21	42.0	29	58.0
Band/Choir	2	20.0	8	80.0
Clubs	6	31.6	13	68.4
Government	0	0	6	100.0
Other Activity	26	47.3	29	52.7

Table A117. Types of School Activities by Self-Reported Violent Offense (Blacks).

	Self-Reported Violent Offense		None	
	n	%	n	%
Athletics	78	48.4	83	51.6
Band/Choir	15	57.7	11	42.3
Clubs	19	41.3	27	58.7
Government	6	46.2	7	53.8
Other Activity	46	48.4	49	51.6

Table A118. Educational Expectations, Aspirations, & Assessments and
Self-Reported Violent Offense (Hispanics)

	Self-Reported Violent Offense	None
Average Aspiration Minus Expectation (High School)	.06	.20
Average Aspiration Minus Expectation (College)	.22	.30
Average Self-Assessment Minus Expectation (High School)	-.08	-.25
Average Self-Assessment Minus Expectation (College)	.08	-.12
Average Aspiration Minus Self-Assessment (High School)	.08	.25
Average Aspiration Minus Self-Assessment (College)	.22	.43

Table A119. Educational Expectations, Aspirations, & Assessments and
Self-Reported Violent Offense (Blacks)

	Self-Reported Violent Offense	None
Average Aspiration Minus Expectation (High School)	.11	.11
Average Aspiration Minus Expectation (College)	.11	.18
Average Self-Assessment Minus Expectation (High School)	-.26	-.18
Average Self-Assessment Minus Expectation (College)	-.01	.00
Average Aspiration Minus Self-Assessment (High School)	.26	.18
Average Aspiration Minus Self-Assessment (College)	.13	.17

Table A120. Self-Reported Violent Offenses and Selected School Related Variables (Hispanics)

	Self-Reported Violent Offense	None	
Students Treated Fairly by Teachers	2.52	2.77	
Rules are Enforced Fairly by Principal	2.55	2.85	*
Good Grades Important to Friends	2.62	2.74	
Good Grades Important to Family	3.47	3.51	

Table A121. Self-Reported Violent Offenses and Selected School Related Variables (Blacks).

	Self-Reported Violent Offense	None
Students Treated Fairly by Teachers	2.58	2.75
Rules are Enforced Fairly by Principal	3.05	2.95
Good Grades Important to Friends	2.75	2.61
Good Grades Important to Family	3.56	3.57

Table A122. Descriptions of School and Self-Reported Violent Offenses (Hispanics).

		Self-Reported Violent Offense		None	
		n	%	n	%
School	Yes	22	36.7	38	63.3
Fun	No	31	39.2	48	60.8
School	Yes	22	31.9	47	68.1
Interesting	No	31	44.3	39	55.7
School	Yes	23	37.7	38	62.3
Friendly	No	30	38.5	48	61.5
School	Yes	14	46.7	16	53.3
Boring	No	39	35.8	70	64.2
School	Yes	6	30.0	14	70.0
Unfriendly	No	47	39.5	72	60.5

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Table A123. Descriptions of School and Self-Reported Violent -
Offenses (Blacks).

		Self-Reported Violent Offense		None	
		n	%	n	%
School	Yes	69	48.3	74	51.7
Fun	No	73	46.5	84	53.5
School	Yes	73	44.5	91	55.5
Interesting	No	69	50.7	67	49.3
School	Yes	53	47.7	58	52.3
Friendly	No	89	57.1	100	52.9
School	Yes	38	57.6	28	42.4
Boring	No	104	44.4	130	55.6
School	Yes	21	60.0	14	40.0
Unfriendly	No	121	45.7	144	54.3

Table A124. Seek School Help by Self-Reported Violent Offenses
(Hispanics)

	Self-Reported Violent Offense		None	
	n	%	n	%
Go to School for Help	5	41.7	7	58.3
Other	48	37.8	79	62.2

Table A125. Seek School Help by Self-Reported Violent Offenses
(Blacks)

	Self-Reported Violent Offense		None	
	n	%	n	%
Go to School for Help	8	53.3	7	46.7
Other	134	47.0	151	53.0

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Table A126. School Related Gang Numbers and Self-Reported Violent
Offenses (Hispanics)

	Self-Reported Property Offense	None
Average Number of Gangs in School	.96	.71
Average Number of Male Classmates in Gang	1.13	.54 *
Average Number of Female Classmates in Gang	.50	.39

Table A127. School Related Gang Numbers and Self-Reported Violent
Offenses (Blacks)

	Self-Reported Property Offense	None
Average Number of Gangs in School	1.36	1.06
Average Number of Male Classmates in Gang	1.38	.86 *
Average Number of Female Classmates in Gang	1.15	.42 ***

Table A128. School Record Variables by Substance Abuse Reported (Hispanics)

	Substance Abuse Reported	None
Average Number of Absences 1986/87	9.28	10.20
Average Number of Times Tardy 1986/87	2.63	1.86
Average Score on Math Acheivement Test	6.43	6.12
Average Score on Reading Acheivement Test	6.17	5.69

Table A129. School Record Variables by Substance Abuse Reported (Blacks)

	Substance Abuse Reported	None	
Average Number of Absences 1986/87	10.89	9.20	
Average Number of Times Tardy 1986/87	3.21	3.57	
Average Score on Math Acheivement Test	6.29	5.65	**
Average Score on Reading Acheivement Test	6.18	5.30	***

Table A130. Select School Related Activities by Substance Abuse Reported (Hispanics)

	Substance Abuse Reported	None
Average Number of School Activities	.97	1.02
Average School Related Self-Esteem	2.73	2.78

Table A131. Select School Related Activities by Substance Abuse
Reported
(Blacks)

	Substance Abuse Reported	None
Average Number of School Activities	1.06	1.16
Average School Related Self-Esteem	2.76	2.87

Table A132. Types of School Activities by Substance Abuse Reported (Hispanics)

	Substance Abuse Reported		None	
	n	%	n	%
Athletics	11	22.0	39	78.0
Band/Choir	0	0	10	100.0
Clubs	5	26.3	14	73.7
Government	1	16.7	5	83.3
Other Activity	14	25.5	41	74.5

Table A133. Types of School Activities by Substance Abuse Reported (Blacks)

	Substance Abuse Reported		None	
	n	%	n	%
Athletics	34	21.1	127	78.9
Band/Choir	4	15.4	22	84.6
Clubs	9	19.6	37	80.4
Government	2	15.4	11	84.6
Other Activity	17	17.9	78	82.1

Table A134. Educational Expectations, Aspirations, & Assessments and
Substance Abuse Reported (Hispanics)

	Substance Abuse Reported	None
Average Aspiration Minus Expectation (High School)	.13	.15
Average Aspiration Minus Expectation (College)	.33	.25
Average Self-Assessment Minus Expectation (High School)	-.32	-.14
Average Self-Assessment Minus Expectation (College)	-.16	-.01
Average Aspiration Minus Self-Assessment (High School)	.32	.14
Average Aspiration Minus Self-Assessment (College)	.66	.26

Table A135. Educational Expectations, Aspirations, & Assessments and
Substance Abuse Reported (Blacks)

	Substance Abuse Reported	None
Average Aspiration Minus Expectation (High School)	.10	.11
Average Aspiration Minus Expectation (College)	-.02	.19 *
Average Self-Assessment Minus Expectation (High School)	-.08	-.25
Average Self-Assessment Minus Expectation (College)	-.02	.00
Average Aspiration Minus Self-Assessment (High School)	.08	.25
Average Aspiration Minus Self-Assessment (College)	.00	.19 *

Table A136. Substance Abuse Reported and Selected School Related Variables
(Hispanics)

	Substance Abuse Reported	None
Students Treated Fairly by Teachers	2.31	2.79 **
Rules are Enforced Fairly by Principal	2.52	2.80
Good Grades Important to Friends	2.84	2.65
Good Grades Important to Family	3.44	3.51

Table A137. Substance Abuse Reported and Selected School Related Variables
(Blacks)

	Substance Abuse Reported	None	
Students Treated Fairly by Teachers	2.47	2.72	
Rules are Enforced Fairly by Principal	3.05	2.98	
Good Grades Important to Friends	2.75	2.65	
Good Grades Important to Family	3.77	3.51	**

Table A138. Descriptions of School and Substance Abuse Reported
(Hispanics)

		Substance Abuse Reported		None	
		n	%	n	%
School Fun	Yes	11	18.3	49	81.7
	No	21	26.6	58	73.4
School Interesting	Yes	13	18.8	56	81.2
	No	19	27.1	51	72.9
School Friendly	Yes	13	21.3	48	78.7
	No	19	24.4	59	75.6
School Boring	Yes	8	26.7	22	73.3
	No	24	22.0	85	78.0
School Unfriendly	Yes	6	30.0	14	70.0
	No	26	21.8	93	78.2

Table A139. Descriptions of School and Substance Abuse Reported
(Blacks)

		Substance Abuse Reported		None	
		n	%	n	%
School	Yes	32	22.4	111	77.6
Fun	No	30	19.1	127	80.9
School ******	Yes	25	15.2	139	84.8
Interesting	No	37	27.2	99	72.8
School ******	Yes	32	28.8	79	71.2
Friendly	No	30	15.9	159	84.1
School	Yes	17	25.8	49	74.2
Boring	No	45	19.2	189	80.8
School	Yes	10	28.6	25	71.4
Unfriendly	No	52	19.6	213	80.4

Table A140. Seek School Help by Substance Abuse Reported
(Hispanics)

	Substance Abuse Reported		None	
	n	%	n	%
Go to School for Help	3	25.0	9	75.0
Other	29	22.8	98	77.2

Table A141. Seek School Help by Substance Abuse Reported
(Blacks)

	Substance Abuse Reported		None	
	n	%	n	%
Go to School for Help	4	26.7	11	73.3
Other	58	20.4	227	79.6

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Table A142.   School Related Gang Numbers and Substance Abuse
Reported
(Hispanics)

	Substance Abuse Reported	None
Average Number of Gangs in School	1.47	.61 *
Average Number of Male Classmates in Gang	1.37	.60 *
Average Number of Female Classmates in Gang	.66	.37

Table A143.   School Related Gang Numbers and Substance Abuse
Reported
(Blacks)

	Substance Abuse Reported	None
Average Number of Gangs in School	1.15	1.22
Average Number of Male Classmates in Gang	1.23	1.07
Average Number of Female Classmates in Gang	1.18	.66 *

Table A144.   Descriptions of Friends by Ethnicity.

	Hispanics		Blacks	
	n	%	n	%
Good Students	80	57.6	155	51.7
Trouble Makers	41	29.5	100	33.3
Talented	43	30.9	98	32.7
Hard Workers	50	36.0	76	30.2
Delinquents	12	8.6	32	10.7
Junkies	11	7.9	29	9.7

Table A145. Peer-Related Self-Esteem Items (Hispanics).

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%
As Many Friends as Others	8	5.8	28	20.3	78	56.5	24	17.4
Not as Popular as Others	30	21.7	59	42.8	42	30.4	7	5.1
As Good at Things as Others	14	10.1	32	23.2	67	48.6	25	18.1
Others Pick on Me	48	35.3	53	39.0	20	14.7	15	11.0
Fun to Be With **	12	8.7	13	9.4	86	62.3	27	19.6
Not Like Others	40	29.2	41	29.9	42	30.7	14	10.2
Others Wish Were Like Me	30	21.7	67	48.6	33	23.9	8	5.8
Have More Friends	51	37.0	60	43.5	18	13.0	9	6.5
Leader of Friends	20	14.8	52	38.5	52	38.5	11	8.1
Others Turn to Me for Help	20	14.5	41	29.7	62	44.9	15	10.9

Average Peer-Related Self-Esteem   2.74

Table A146. Peer-Related Self-Esteem Items (Blacks).

	Strongly Disagree		Disagree		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%
As Many Friends as Others	27	9.0	58	19.4	146	48.8	68	22.7
Not as Popular as Others	88	29.3	124	41.3	67	22.3	21	7.0
As Good at Things as Others	28	9.4	90	30.2	127	42.6	53	17.8
Others Pick on Me	132	44.4	110	37.0	35	11.8	20	6.7
Fun to Be With **	8	2.7	25	8.4	174	58.4	91	30.5
Not Like Others	78	26.4	107	36.1	69	23.3	42	14.2
Others Wish Were Like Me	72	24.1	125	41.8	76	25.4	26	8.7
Have More Friends	139	46.6	120	40.3	21	7.0	18	6.0
Leader of Friends	39	13.1	105	35.2	118	39.6	36	12.1
Others Turn to Me for Help	40	13.4	118	39.6	101	33.9	39	13.1

Average Peer-Related Self-Esteem 2.81

Table A147. Willingness to Turn to Peers for Help by Ethnicity.

	Hispanics		Blacks	
	n	%	n	%
Turn to Nongang Peers	16	11.5	15	5.0 *
Turn to Gang Peers	2	1.4	7	2.3

Table A148. Average Number of Gangs in Community by Ethnicity.

Hispanic   1.75

Black   2.32 *

Table A149. Means for Gang Involvement by Descriptions of Friends.

		Hispanics	Blacks
Good Students	Yes	0.93	1.17
	No	1.75 ***	1.44
Trouble Makers	Yes	1.71	1.74
	No	1.09 **	1.08 ***
Talented	Yes	1.02	1.28
	No	1.39	1.32
Hard Workers	Yes	0.98	1.16
	No	1.44 *	1.45
Delinquents	Yes	2.17	2.16
	No	1.19 *	1.20 **
Junkies	Yes	1.64	2.86
	No	1.24	1.14 ***

Table A150. Means for Additional Peer Group Variables and Gang Involvement.

		Hispanics	Blacks
Turn to Nongang Peers	Yes	1.81	1.30
	No	1.20	1.40
Turn Gang Peers	Yes	3.00	3.86
	No	1.25	1.24 ***

Table A151. Pearson Correlations for Additional Peer Group Variables and Gang Involvement.

	Hispanics	Blacks
Peer-Related Self-Esteem	0.227 **	0.104
Number of Gangs in Community	0.137 *	0.280 ***

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Table A152. Description of Friends and Arrest History (Hispanics).

	No Arrests		Only One Arrest		Two or More Arrests	
	n	%	n	%	n	%
Good Students	75	93.8	4	5.0	1	1.3
Trouble Makers	37	90.2	2	4.9	2	4.9
Talented	40	93.0	2	4.7	1	2.3
Hard Workers	46	92.0	2	4.0	2	4.0
Delinquents	9	75.0	2	16.7	1	8.3
Junkies	10	90.9	1	9.1	0	0

Table A153. Description of Friends and Arrest History (Blacks).

	No Arrests		Only One Arrest		Two or More Arrests	
	n	%	n	%	n	%
Good Students	130	89.9	19	12.3	6	3.9
Trouble Makers	80	80.0	12	12.0	8	8.0
Talented	85	86.7	7	7.1	6	6.1
Hard Workers	64	84.2	7	9.2	5	6.6
Delinquents	24	75.0	6	18.8	2	10.7
Junkies	21	72.4	6	20.7	2	6.9

Table A154. Additional Peer Group Variables and Arrest History (Hispanics)

	No Arrests		Only One Arrest		Two or More Arrests
%	n	%	n	%	n
Turn to Nongang 0 Peers	16	100.0	0	0	0
Turn Gang 0 Peers	1	50.0	1	50.0	0

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Table A155. Additional Peer Group Variables and Arrest History (Blacks)

	No Arrests		Only One Arrest		Two or More Arrests	
	n	%	n	%	n	%
Turn to Nongang Peers	12	80.0	2	13.3	1	6.7
Turn Gang Peers	6	85.7	1	14.3	0	0

Table A156. Additional Peer Group Variables and Arrest History (Hispanics)

	No Arrests	Only One Arrest	Two or More Arrests
Peer-Related Self-Esteem	2.73	2.90	2.85
Number of Gangs in Community	1.72	1.80	2.75

Table A157. Additional Peer Group Variables and Arrest History (Blacks)

	No Arrests	Only One Arrest	Two or More Arrests
Peer-Related Self-Esteem	2.80	2.86	2.78
Number of Gangs in Community	2.19	2.97	3.06

Table A158. Description of Friends and School Discipline Report (Hispanics)

	Discipline Report		None	
	n	%	n	%
Good Students	5	6.3	75	93.8
Trouble Makers	4	9.8	37	90.2
Talented	2	4.7	41	95.3
Hard Workers	2	4.0	48	96.0
Delinquents	2	16.7	10	83.3
Junkies	1	9.1	10	90.9

Table A159. Description of Friends and School Discipline Report (Blacks)

	Discipline Report		None	
	n	%	n	%
Good Students	38	24.5	117	75.5
Trouble Makers	27	27.0	73	73.0
Talented	25	25.5	73	74.5
Hard Workers	16	21.1	60	78.9
Delinquents	12	37.5	20	62.5 *
Junkies	8	27.6	21	72.4

Table A160. Additional Peer Group Variables and School Discipline Report (Hispanics)

	Discipline Report		None	
	n	%	n	%
Turn to Nongang Peers	0	0	16	100.0
Turn Gang Peers	0	0	2	100.0

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Table A161. Additional Peer Group Variables and School
Discipline Report
(Blacks)

	Discipline Report		None	
	n	%	n	%
Turn to Nongang Peers	6	40.0	9	60.0
Turn Gang Peers	2	28.6	5	71.4

Table A162. Additional Peer Group Variables and School
Discipline Report
(Hispanics)

	Discipline Report	None
Average Peer-Related Self-Esteem	2.72	2.74
Average Number of Gangs in Community	1.38	1.79

Table A163. Additional Peer Group Variables and School
Discipline Report
(Blacks)

	Discipline Report	None
Average Peer-Related Self-Esteem	2.85	2.80
Average Number of Gangs in Community	2.63	2.23

Table A164. Description of Friends and Self-Reported Property
Offense
(Hispanics)

	Property Offense		None	
	n	%	n	%
Good Students	9	11.3	71	88.8 **
Trouble Makers	10	24.4	31	75.6
Talented	8	18.6	35	81.4
Hard Workers	7	14.0	43	86.0
Delinquents	3	25.0	9	75.0
Junkies	3	27.3	8	72.7

Table A165. Description of Friends and Self-Reported Property Offense (Blacks)

	Property Offense		None	
	n	%	n	%
Good Students	38	24.5	117	75.5
Trouble Makers	26	26.0	74	74.0
Talented	19	19.4	79	80.6
Hard Workers	15	19.7	61	80.3
Delinquents	10	31.3	22	68.8
Junkies	10	34.5	19	65.5

Table A166. Additional Peer Group Variables and Self-Reported Property Offense (Hispanics)

	Property Offense		None	
	n	%	n	%
Turn to Nongang Peers	5	31.3	11	68.8
Turn Gang Peers	1	50.0	1	50.0

Table A167. Additional Peer Group Variables and Self-Reported Property Offense (Blacks)

	Property Offense		None	
	n	%	n	%
Turn to Nongang Peers	1	6.7	14	93.3
Turn Gang Peers	5	71.4	2	28.6

Table A168. Additional Peer Group Variables and Self-Reported - Property
Offense (Hispanics)

	Property Offense	None
Average Peer-Related Self-Esteem	2.78	2.73
Average Number of Gangs in Community	2.63	1.54 *

Table A169. Additional Peer Group Variables and Self-Reported Property
Offense (Blacks)

	Property Offense	None
Average Peer-Related Self-Esteem	2.85	2.80
Average Number of Gangs in Community	2.20	2.34 ***

Table A170. Description of Friends and Self-Reported Violent Offenses
(Hispanics)

	Violent Offense		None		
	n	%	n	%	
Good Students	23	28.8	57	71.3	**
Trouble Makers	22	53.7	19	46.3	**
Talented	13	30.2	30	69.8	
Hard Workers	14	28.0	36	72.0	
Delinquents	6	50.0	6	50.0	
Junkies	3	27.3	8	72.7	

Table A171. Description of Friends and Self-Reported Violent Offenses
(Blacks)

	Violent Offense		None	
	n	%	n	%
Good Students	73	47.1	82	52.9
Trouble Makers	53	53.0	47	47.0
Talented	48	49.0	50	51.0
Hard Workers	32	42.1	44	57.9
Delinquents	18	56.3	14	43.8
Junkies	17	58.6	12	41.4

Table A172. Additional Peer Group Variables and Self-Reported Violent
Offenses (Hispanics)

	Violent Offense		None	
	n	%	n	%
Turn to Nongang Peers	9	56.3	7	43.8
Turn Gang Peers	2	100.0	0	0

Table A173. Additional Peer Group Variables and Self-Reported Violent
Offenses (Blacks)

	Violent Offense		None	
	n	%	n	%
Turn to Nongang Peers	8	53.3	7	46.7
Turn Gang Peers	6	85.7	1	14.3

Table A174. Additional Peer Group Variables and Self-Reported Violent
Offenses (Hispanics)

	Violent Offense	None	
Average Peer-Related Self-Esteem	2.86	2.66	**
Average Number of Gangs in Community	2.11	1.52	

Table A175. Additional Peer Group Variables and Self-Reported Violent
Offenses (Blacks)

	Violent Offense	None	
Average Peer-Related Self-Esteem	2.85	2.77	
Average Number of Gangs in Community	2.65	2.02	*

Table A176. Description of Friends and Substance Abuse Reported (Hispanics)

	Substance Abuse		None	
	n	%	n	%
Good Students	14	17.5	66	82.5
Trouble Makers	12	29.3	29	70.7
Talented	12	27.9	31	72.1
Hard Workers	9	18.0	41	82.0
Delinquents	3	25.0	9	75.0
Junkies	1	9.1	10	90.9

Table A177. Description of Friends and Substance Abuse Reported (Blacks)

	Substance Abuse		None	
	n	%	n	%
Good Students	29	18.7	126	81.3
Trouble Makers	27	27.0	73	73.0
Talented	19	19.4	79	80.6
Hard Workers	11	14.5	65	85.5
Delinquents	6	18.8	26	81.3
Junkies	5	17.2	24	82.8

Table A178. Additional Peer Group Variables and Substance Abuse Reported (Hispanics)

	Substance Abuse		None		
	n	%	n	%	
Turn to Nongang Peers	7	43.8	9	56.3	*
Turn Gang Peers	1	50.0	1	50.0	

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Table A179. Additional Peer Group Variables and Substance Abuse Reported
(Blacks)

	Substance Abuse		None	
	n	%	n	%
Turn to Nongang Peers	3	20.0	12	80.0
Turn Gang Peers	1	14.3	6	85.7

Table A180. Additional Peer Group Variables and Substance Abuse Reported (Hispanics)

	Substance Abuse	None
Average Peer-Related Self-Esteem	2.98	2.67 ***
Average Number of Gangs in Community	2.72	1.46 **

Table A181. Additional Peer Group Variables and Substance Abuse Reported (Blacks)

	Substance Abuse	None
Average Peer-Related Self-Esteem	2.83	2.80
Average Number of Gangs in Community	2.31	2.32

Table A182. Types of People who Hang Out in Community Where Respondents and Friends Hangout by Ethnicity.

	Hispanics n	%	Blacks n	%
Drug Dealers	20	14.4	93	31.0 ***
Neighborhood Adults	33	23.7	69	23.0
Neighborhood Youth	73	52.5	165	55.0
Junkies.	8	5.8	49	16.3 **

Table A183. Average Level of Agreement with Descriptions of Community
by Ethnicity (Lower Number is Greater Agreement).

	Hispanics	Blacks
Community Centers Available	2.42	2.69 *
Opportunities for Good Jobs	2.59	2.74
Police Fair	2.65	2.62
Fair to Blacks	2.88	2.84
Fair to Hispanics	2.91	2.81

Table A184. Types of People who Hang Out in Community Where Respondents
and Friends Hangout and Mean Gang Involvement

| | Hispanics | | Blacks | |
	Yes	No	Yes	No
Drug Dealers ***	2.05	1.14 **	1.83	1.07
Neighborhood Adults	1.15	1.31	1.06	1.38
Neighborhood Youth ***	1.05	1.52 *	1.03	1.64
Junkies	1.75	1.24	1.71	1.22 *

Table A185. Pearson Correlations of Level of Agreement with Descriptions
of Community and Gang Involvement.

	Hispanics	Blacks
Community Centers Available	-0.145 *	-0.042
Opportunities for Good Jobs	0.011	-0.038
Police Fair	-0.405 ***	-0.198 ***
Fair to Blacks	-0.197 **	-0.081
Fair to Hispanics	-0.155 *	-0.098 *

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Table A186. Types of People who Hang Out in Community Where Respondents
and Friends Hangout and Arrest History.

Hispanic	No Arrests		Only One Arrest		Two or More Arrests
%	n	%	n	%	n
Drug Dealers 5.0	17	85.0	2	10.0	1
Neighborhood Adults 3.0	30	90.9	2	6.1	1
Neighborhood Youth 4.1	68	93.2	2	2.7	3
Junkies 0	7	87.5	1	12.5	0

Black	No Arrests		Only One Arrest		Two or More Arrests
%	n	%	n	%	n
Drug Dealers 8.6	72	77.4	13	14.0	8
Neighborhood Adults 8.7	52	75.4	11	15.9	6
Neighborhood Youth 3.6	142	86.1	17	10.3	6
Junkies 4.1	40	81.6	7	14.3	2

Table A187. Mean Level of Agreement with Descriptions of and
Arrest History.

Hispanic	No Arrests	Only One Arrest	Two or More Arrests
Community Centers * Available	2.47	2.40	1.00
Opportunities for * Good Jobs	2.61	3.00	1.25
Police Fair	2.68	2.40	2.00
Fair to Blacks	2.90	2.20	3.25
Fair to Hispanics	2.89	3.00	3.50

Black	No Arrests	Only One Arrest	Two or More Arrests
Community Centers Available	2.67	2.72	2.94
Opportunities for Good Jobs	2.74	2.77	2.64
Police Fair	2.63	2.41	2.81
Fair to Blacks	2.81	2.91	3.06
Fair to Hispanics	2.83	2.48	3.13

Table A188. Types of People who Hang Out in Community Where Respondents
and Friends Hangout and School Discipline Report.

	Hispanics		Blacks	
	n	%	n	%
Drug Dealers	5	25.0 **	23	34.7
Neighborhood Adults	3	9.1	10	14.5
Neighborhood Youth	5	6.8	40	24.2
Junkies	1	12.5	12	24.5

Table A189. Mean Level of Agreement with Descriptions of Community and
School Discipline Report.

	Hispanics	Blacks
Community Centers Available	1.77 *	2.77
Opportunities for Good Jobs	2.92	2.84
Police Fair	2.69	2.40
Fair to Blacks	2.69	2.79
Fair to Hispanics	2.69	2.65

Table A190. Types of People who Hang Out in Community Where Respondents
and Friends Hangout and Self-Reported Property Delinquency.

	Hispanics		Blacks	
	n	%	n	%
Drug Dealers	6	30.0	30	32.3 **
Neighborhood Adults	3	9.1	13	18.8
Neighborhood Youth	12	16.4	32	19.4
Junkies	2	25.0	17	34.7 *

Table A191. Mean Level of Agreement with Descriptions of Community and
Self-Reported Property Delinquency.

	Hispanics	Blacks
Community Centers Available	1.96 *	2.84
Opportunities for Good Jobs	2.56	2.69
Police Fair	2.11 **	2.49
Fair to Blacks	2.89	2.81
Fair to Hispanics	2.96	2.58 *

Table A192. Types of People who Hang Out in Community Where Respondents
and Friends Hangout and Self-Reported Violent Delinquency.

	Hispanics		Blacks	
	n	%	n	%
Drug Dealers	8	40.0	47	50.5
Neighborhood Adults	9	27.3	30	43.5
Neighborhood Youth	28	38.4	79	47.9
Junkies	5	62.5	24	49.0

Table A193. Mean Level of Agreement with Descriptions of Community and
Self-Reported Violent Delinquency.

	Hispanics	Blacks
Community Centers Available	2.29	2.60
Opportunities for Good Jobs	2.65	2.76
Police Fair	2.41 *	2.49 ***
Fair to Blacks	2.87	2.75
Fair to Hispanics	2.88	2.79

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Table A194. Types of People who Hang Out in Community Where Respondents and Friends Hangout and Self-Reported Substance Abuse.

	Hispanics		Blacks	
	n	%	n	%
Drug Dealers	4	20.0	23	24.7
Neighborhood Adults	10	30.3	13	18.8
Neighborhood Youth	21	28.8	35	21.2
Junkies	1	12.5	10	20.4

Table A195. Mean Level of Agreement with Descriptions of Community and
Self-Reported Substance Abuse.

	Hispanics	Blacks
Community Centers Available	2.41	2.61
Opportunities for Good Jobs	2.66	2.53
Police Fair	2.34	2.27 **
Fair to Blacks	2.63	2.86
Fair to Hispanics	2.81	2.79

APPENDIX D

APPENDIX D

Summary of Bivariate Relationships between
Gang Involvement, Individual Delinquency Measures,
and Selected Socialization to Gangs Variables

This appendix summarizes bivariate findings from the complete analysis

of the Socialization to Gangs data set. Bivariate relationships were derived

by use of t-tests and analysis of variance for the comparison of means for two

or more groups. Bivariate relationships for two interval level variables were

derived by Pearson's correlation coefficient. Bivariate relationships for two

categorical variables were derived by a chi-square test for homogeneity.

The tables should be read using the following guide to levels of

significance.

> blank   No significant relationship
>
> *   Significant at 0.05 level.
>
> **   Significant at 0.01 level.
>
> ***   Significant at 0.001 level.

Hispanic Respondents

	GANGIT	Arrest History	School Discipline	Self-Report Property	Self-Report Violence	Self-Report Substance Abuse
General Variables						
Age	***			**		
Grade	***			*		
Family Structure 1						
Father Present						
Father Present and Employed Full-Time						
At Least One Parent Employed Full-Time						
Number Family Activities						
Church Attendance	*					
Family-Related Self-Esteem	*			*		
Turn to Parents for Help	*			*	*	**
Turn to Sibling for Help						
Parents' Reaction to Serious Trouble at School						
Listen to His Side						
Agree with Him						
Come to School to Take Side						
Punish Him						
Do Nothing						
Gang Member in Family	**			*	*	*
Admire Mother	*			***		*
Admire Father						
Admire Any Family Member				*		
Average Number Persons Admired						
School Variables						
Average Number of Absences 1986/87						
Average Number of Times Tardy 1986/87						
Average Score on Math Acheivement Test						

Hispanic Respondents

	GANGIT	Arrest History	School Discipline	Self-Report Property	Self-Report Violence	Self-Report Substance Abuse
Average Score on Reading Acheivement Test						
Free Lunch Recipient 1986/87						
School Activities						
Number of Activities						
Athletic/Sports						
Band/Choir						
School Clubs						
School Government						
Other Activity						
School Self-Esteem Rating	***			***		
Comparisons of Educational Expectations, Aspirations, & Assessments.						a
Average Aspiration Minus Expectation (High School)	*	**				
Average Aspiration Minus Expectation (College)	*					
Average Self-Assessment Minus Expectation (High School)						
Average Self-Assessment Minus Expectation (College)						
Average Aspiration Minus Self-Assessment (High School)						
Average Aspiration Minus Self-Assessment (College)						
School Attitudes						
Teachers Fair	*			*		**
Principal Fair					*	
Grades Important To Friends						
Grades Important To Family						
School Descriptions						
School Fun						

Hispanic Respondents

	GANGIT	Arrest History	School Discipline	Self-Report Property	Self-Report Violence	Self-Report Substance Abuse
School Interesting	***					
School Friendly						
School Boring	**					
School Unfriendly						
Turn to School Staff for Help						
Number of Gangs in School	**	*		*		*
Number of Male Classmates in Gang	**			*	*	*
Number of Female Classmates in Gang						
Friend Descriptions						
Good Students	***			**	**	
Trouble Makers	**				**	
Talented						
Hard Workers	*					
Delinquents	*	*				
Junkies						
Peer-Related Self-Esteem	**				**	***
Turn to Nongang Peers						*
Turn to Gang Peers		**				
Number of Gangs in Community	*			*		**
Types of People who Hang Out in Community						
Drug Dealers	**		**			
Neighborhood Adults						
Neighborhood Youth	*					
Junkies					.	
Community Attitudes						
Community Centers Available	*	*	*	*		
Opportunities for Good Jobs		*				

Hispanic Respondents

	GANGIT	Arrest History	School Discipline	Self-Report Property	Self-Report Violence	Self-Report Substance Abuse
Police Fair	***			**	*	
Fair to Blacks	**					
Fair to Hispanics	*					

Black Respondents

	GANGIT	Arrest History	School Discipline	Self-Report Property	Self-Report Violence	Self-Report Substance Abuse
General Variables						
Age						*
Grade						*
Family Structure 1						*
Father Present						*
Father Present and Employed Full-Time						
At Least One Parent Employed Full-Time						
Number Family Activities						
Church Attendance						
Family-Related Self-Esteem	**		**			
Turn to Parents for Help	***				*	
Turn to Sibling for Help						
Parents' Reaction to Serious Trouble at School						
Listen to His Side						
Agree with Him	*				*	
Come to School to Take Side	**					
Punish Him						
Do Nothing						
Gang Member in Family	***		**	***	***	***
Admire Mother						
Admire Father	*					'
Admire Any Family Member						
Average Number Persons Admired						
School Variables						
Average Number of Absences 1986/87			**			
Average Number of Times Tardy 1986/87						
Average Score on Math Acheivement Test						**

Black Respondents

	GANGIT	Arrest History	School Discipline	Self-Report Property	Self-Report Violence	Self-Report Substance Abuse
Average Score on Reading Acheivement Test						***
Free Lunch Recipient 1986/87						
School Activities						
Number of Activities	*	*				
Athletic/Sports						
Band/Choir	*			**		
School Clubs						
School Government						
Other Activity		*				
School Self-Esteem Rating	***					
Comparisons of Educational Expectations, Aspirations, & Assessments.						
Average Aspiration Minus Expectation (High School)						
Average Aspiration Minus Expectation (College)	**					*
Average Self-Assessment Minus Expectation (High School)						
Average Self-Assessment Minus Expectation (College)						
Average Aspiration Minus Self-Assessment (High School)						
Average Aspiration Minus Self-Assessment (College)						*
School Attitudes						
Teachers Fair						
Principal Fair						
Grades Important To Friends		*				
Grades Important To Family						**
School Descriptions						
School Fun			*			
School Interesting						**

Black Respondents

	GANGIT	Arrest History	School Discipline	Self-Report Property	Self-Report Violence	Self-Report Substance Abuse
School Friendly						**
School Boring						
School Unfriendly						
Turn to School Staff for Help						
Number of Gangs in School	***	*		**		
Number of Male Classmates in Gang	***	*		*	*	
Number of Female Classmates in Gang	***			**	***	*
Friend Descriptions						
Good Students						
Trouble Makers	***					
Talented						
Hard Workers						
Delinquents	**		*			
Junkies	***					
Peer-Related Self-Esteem						
Turn to Nongang Peers						
Turn to Gang Peers	***			**		
Number of Gangs in Community	***			***	*	
Types of People who Hang Out in Community						
Drug Dealers	***			**		
Neighborhood Adults						
Neighborhood Youth	***					
Junkies	*			*		
Community Attitudes Community Centers Available						
Opportunities for Good Jobs						
Police Fair	***				***	**
Fair to Blacks						
Fair to Hispanics	*			*		

Figure 1

MEASURE OF GANG INVOLVEMENT BY SELECTED ARREST
RECORD CATEGORIES

Violence &
Property — 3.25

With Violence
Arrest — 2.33

With Property
Arrest — 1.77

Two or More
Arrests — 2.14

One Arrest — 1.62

No Arrests — 1.22

Arrest
Record
Categories

0   1   2   3   4

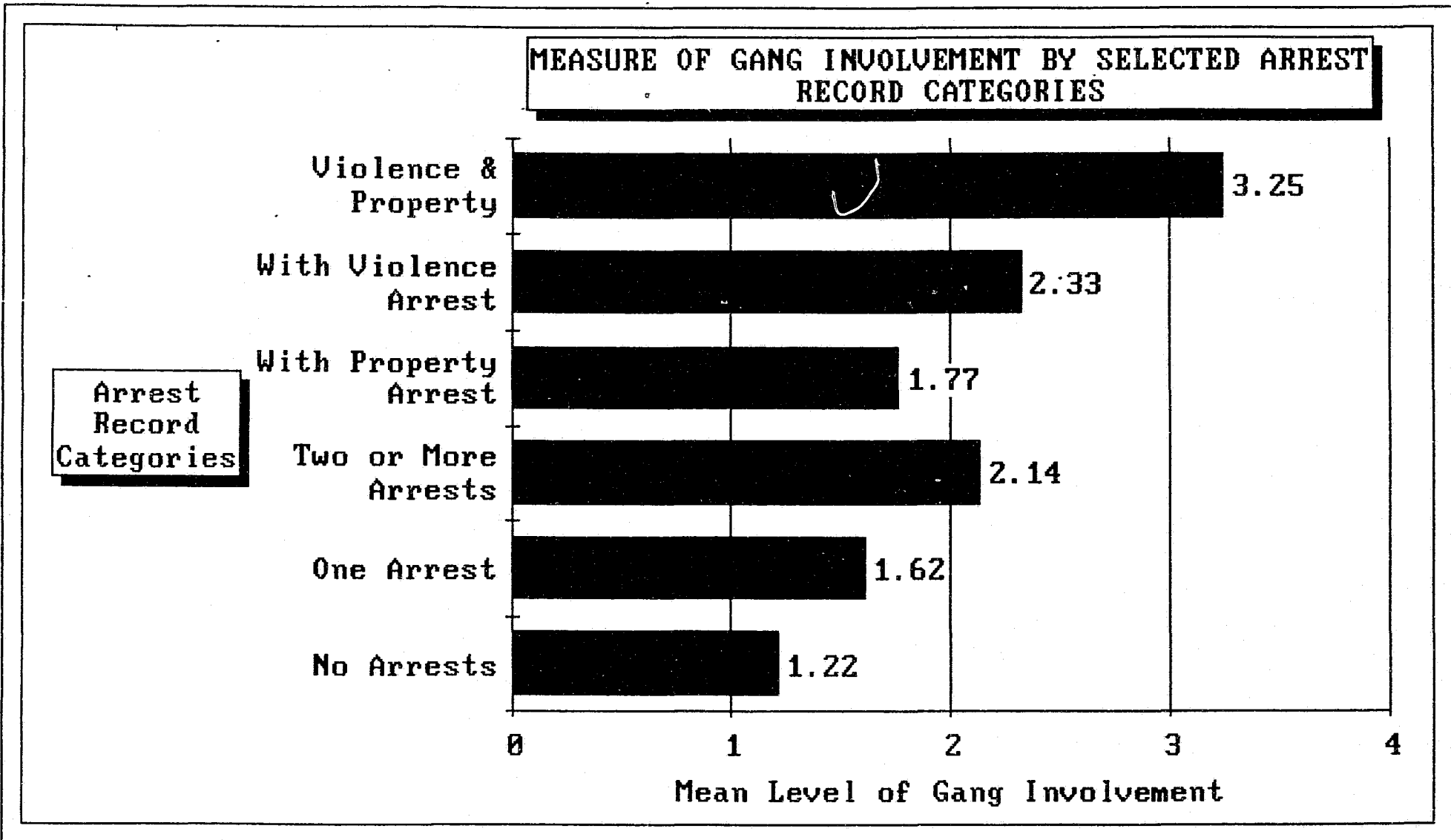Mean Level of Gang Involvement
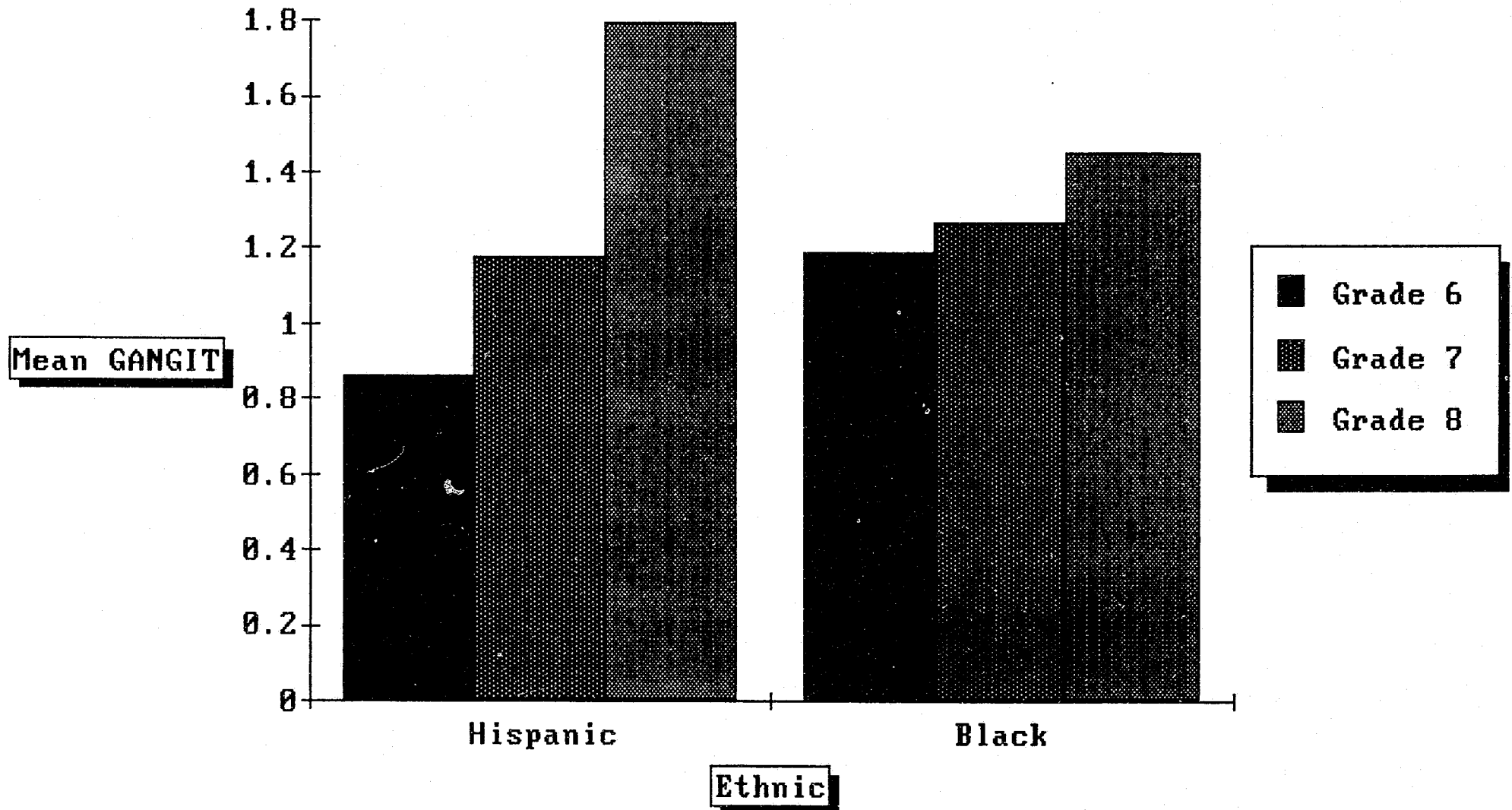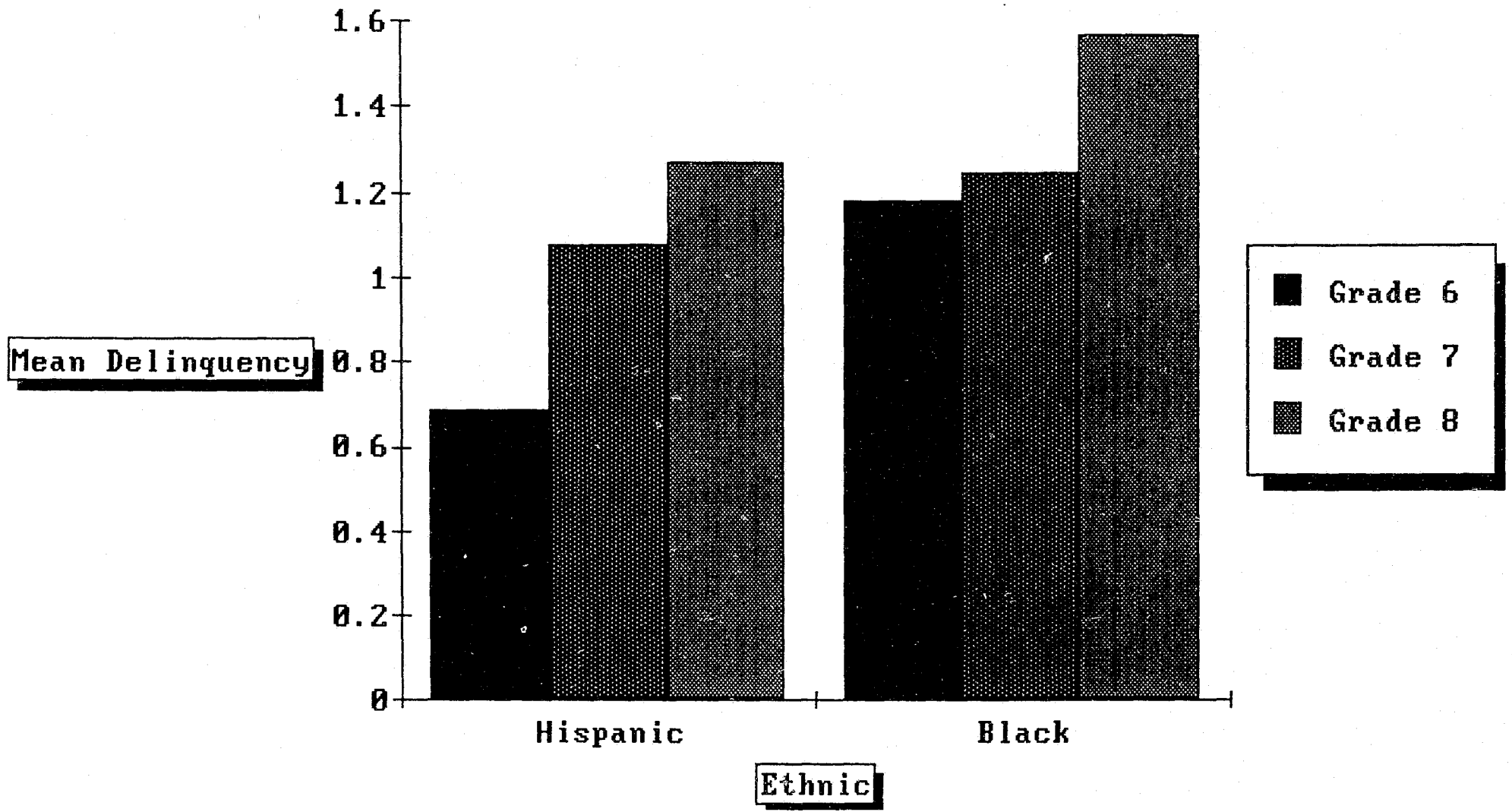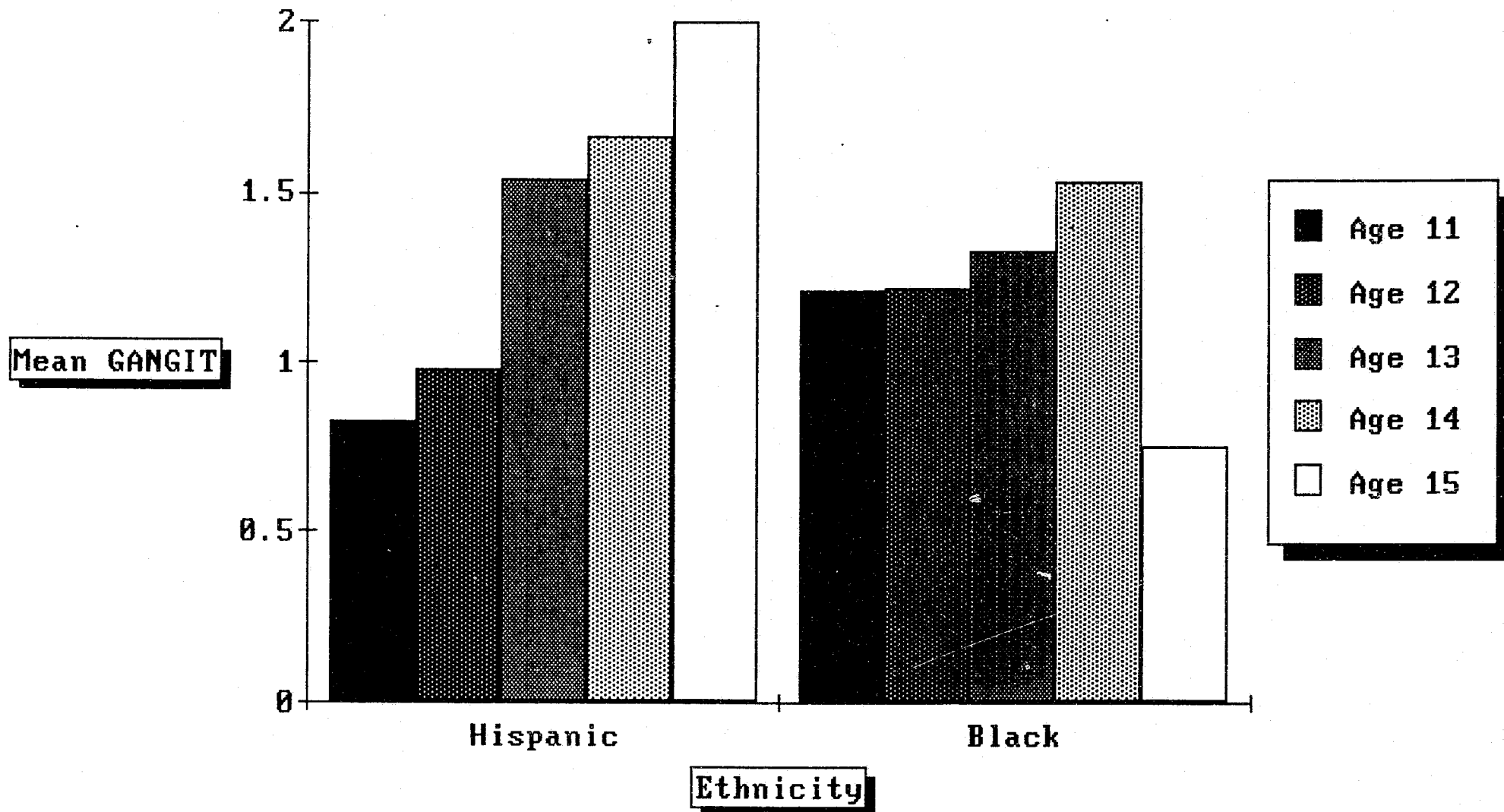
Figure 2. GANGIT by Grade

Figure 3. Delinquency by Grade

Figure 4. GANGIT by Age

Figure 5. Delinquency by Age