

Analysis of West Valley City Comprehensive Gang Model Survey Results

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BACKGROUND

The West Valley City Comprehensive Gang Model Steering Committee (WVC Steering Committee) is currently in the process of implementing the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) Comprehensive Gang Model.

The Criminal and Juvenile Justice Consortium (CJJC) at the College of Social Work at the University of Utah was asked by the Utah Board of Juvenile Justice (UBJJ) to assist the WVC Steering Committee in the analysis and summary of surveys obtained during the assessment phase. Through ongoing collaboration with UBJJ and the Commission on Criminal and Juvenile Justice (CCJJ), CJJC conducts scientifically based research and evaluations on existing and potential criminal and juvenile justice policies and programs to move research and evaluation in Utah to a new level. Partnership with the WVC Steering Committee during the assessment phase of the Comprehensive Gang Model exemplifies CJJC's purpose and mission.

OJJDP's Comprehensive Gang Model is based on research conducted by Dr. Irving Spergel at the University of Chicago in the early 1990's (Office of Juvenile Justice and Delinquency Prevention [OJJDP], 2002). Five core strategies have emerged from this empirically tested research. They are: 1) community mobilization, 2) social intervention, including street outreach, 3) provision of opportunities, 4) suppression, and 5) organizational change. The implementation of these strategies must be based on "a thorough assessment of the current gang problem in the community, its potential causes, and contributing factors." The initial step in a community's implementation of the Gang Model includes the formation of a steering committee that includes members from law enforcement, youth corrections and courts, schools, youth and family agencies, business leaders, the faith community, grass-roots representatives and residents. Next, the steering committee needs to conduct a thorough assessment to "identify the most serious and prevalent gang-related problems" and "target group(s) for prevention, intervention, and suppression efforts." The Gang Model includes the following tools for communities to utilize in their assessment phase: Student Surveys, School Staff Perceptions Interviews (can also be conducted as surveys), Community Leader Interviews (can also be conducted as surveys), and Community Resident Surveys (OJJDP, 2002). This report presents the results obtained from those four surveys conducted by the WVC Steering Committee.

METHODS

Analysis Procedures

Quantitative Data

Quantitative items from the student and community resident surveys were transferred from the paper surveys into electronic databases and analyzed using SPSS 13.0. Both descriptive and comparative analyses were run. Pearson's chi-square tests for independent samples were conducted comparing gang and non-gang youth on a number of survey items with discrete response categories. This test was selected as the most appropriate based on the features of the data: dichotomous independent variable (gang, non-gang), categorical dependent variables (mutually exclusive response categories from survey items), and sample size greater than 20, with no more than 20% of the cells having expected frequencies of less than 5. Two follow-up statistics to the chi-square, the phi coefficient and Cramer's V, were also included to examine the strength of relationship between the items identified as statistically significant in the chi-square tests. The phi coefficient was run if the dependent variable in the chi-square had two mutually exclusive categories; Cramer's V was used when the dependent variable had more than two categories. Both the phi coefficient and Cramer's V can be interpreted similarly to Pearson *r*. Scores ranging from 0 to .49 indicate a weak or low relationship, .50 to .69 is moderate, .70 to .89 is strong, and .90 to 1.00 indicate a very strong relationship between the items (Pett, 1997).

Qualitative Data

The qualitative analyses were conducted using Atlas-ti 4.2, a qualitative computer software program based on the principles of grounded theory. Grounded Theory is an approach to qualitative research analysis where responses are classified into themes and then organized into families (Strauss & Corbin, 1998).

CJJC research assistants transferred the qualitative responses from the school staff, community resident, and community leader surveys into computer files. Those files were then loaded into Atlas-ti for analysis. The first step of analysis was open coding. All responses were read and given an initial code. The codes were then analyzed in terms of their relation to other codes and organized into analytic and thematic categories. In the last step, selective coding, categories and codes were integrated and polished to form an overarching theoretical scheme.

Reliability

To assess the reliability of data transfer from the paper surveys to the electronic files, a random 5% sub-sample of student surveys was independently re-entered. Reliability was calculated by dividing the number of agreements over the number of agreements plus disagreements multiplied by 100. Agreement was 99.03%. Because some agreement between the two independent data entries could be due to chance, kappa coefficients were run on several key items on the gang survey (such as "Have you ever belonged to a gang?") to determine if the high level of agreement was due purely to chance. The kappa coefficients were statistically significant and above .80 on all of the comparisons (above .75 is considered excellent agreement (Pett, 1997)),

indicating that agreement between the two independent data entries was not due purely to chance.

Validity

External Validity

External validity depends on how well the study's results can be extended beyond the limited research sample. In the case of the Gang Model student survey, external validity is based on how well the responses from those students surveyed generalize to all students in the schools. One threat to external validity in this study is the small number of students who were surveyed in each building. Only 51 students at Hunter Junior High were surveyed, 100 at Kennedy Junior High, 34 at Valley Junior High, 98 at Westlake Junior High, 39 at Granger High School, and 46 at Hunter High School. Although a representative sample can be obtained from surveying only a few students from each school, this requires the use of specialized sampling procedures, such as various forms of random sampling, to ensure the smaller group represents the larger population it comes from (in terms of demographics or other salient characteristics, such as delinquency and/or gang membership). However, convenience sampling was employed for the distribution of the Gang Model student surveys. Surveys were distributed to students from the "general" population at all schools, except Granger High where the surveys were distributed in the law enforcement class. Surveys were returned only from those students who 1) received signed parental permission and 2) elected to complete them. Therefore, the results of the Gang Model student surveys should be viewed with some caution, as it is not known how well they represent the larger population of students from those schools.

In order to help gauge the external reliability of the Gang Model student survey findings, Prevention Needs Assessment (PNA) surveys were obtained for Westlake and Kennedy Junior High Schools. These surveys were given to more students at Westlake (318, 32% of the students) and Kennedy (560, 50%) than the Gang Model student surveys. Although the PNA also relied upon convenience sampling, it can be used as a yardstick to see how the gang survey sample compares to a larger group of students from those schools who were surveyed in the same school year (2003-2004). The PNA survey includes several of the same items as the Gang Model student surveys; however, the PNA does not contain the items required to calculate the majority of the community and family domain risk and protective factors. Student samples from the two surveys were compared on several individual items, as well as on the following risk and protective factors:

- Perceived Availability of Handguns
- Academic Failure
- Early Initiation of Drug Use
- Attitudes Favorable to Antisocial Behavior
- Interaction with Antisocial Peers
- School Rewards for Prosocial Involvement

Westlake Junior High Comparisons

Westlake students who completed the Gang Model student survey and PNA survey were compared on several characteristics. Those two groups did not differ significantly on parent education or grades in school; however, they did differ statistically significantly on primary language spoken at home, with gang survey students less likely than PNA students to speak English at home ($\chi^2 = 9.243$, $p < .05$). On items concerning delinquency and violence, the two groups were equally likely to find it difficult to obtain a handgun or wrong to take a handgun to school. The Westlake students completing the gang survey were more likely than the PNA survey students to think it was okay to beat someone up if they start the fight ($\chi^2 = 15.554$, $p < .05$). Additionally, a greater percentage of gang survey students indicated that they had belonged to a gang ($\chi^2 = 5.138$, $p < .05$). Nonetheless, both groups were equally likely to feel safe at school. The two groups differed on two of the six risk and protective factor comparisons: Early Initiation of Drug Use and Attitudes Favorable to Antisocial Behavior, where a larger percentage of gang survey students met risk criteria. Based on these few items that could be compared between the Gang Model student survey and PNA survey, some differences do exist between the two groups, with the gang survey sample including more delinquent youth than the PNA survey sample.

Kennedy Junior High Comparisons

Kennedy students given the Gang Model student survey and those given the PNA survey did not differ significantly on parent education level, grades in school, or primary language at home. They were also equally likely to find it difficult to obtain a handgun, wrong to take a handgun to school, wrong to attack someone, and not okay to beat someone up even if they start the fight. The two samples did not differ on the percent of students who indicated gang involvement, nor did they differ on the percentage of students who felt safe at school. The two groups did differ on two of the six risk and protective factors, with more students who took the PNA survey meeting risk criteria on the Perceived Availability of Handguns and Interaction with Antisocial Peers. Based on these items, it can be seen that the two survey samples are very similar. If any differences do exist, it is probably due to the PNA sample including more delinquent students.

Although the comparison of students' responses on the gang and PNA surveys do provide some information on the extent to which Gang Model student survey results can be generalized to the broader school populations, the external validity of the gang survey results cannot be assessed based on this information alone. *Therefore, results presented in this report should be interpreted with some caution, as they may not accurately represent the entire student populations of the six schools.*

Internal Validity

Internal validity refers to how well a survey measures what it intends to measure. For example, the Gang Model student survey includes measures of self-reported delinquency and risk and protective factors. Research has been conducted that supports the validity of self-reported delinquency items and risk and protective factors from the student surveys.

The validity of self-reported delinquency, such as self-reports on the Gang Model student surveys, has been well established through comparisons with external criterion of offending (such as official arrests and court records) (Farrington, 1973; Huizinga & Elliott, 1986; Thornberry & Krohn, 2000). Research has supported the concurrent validity (self-reports are compared to official records of offending at the same time) and predictive validity (self-reports of offending by persons with no recorded offenses predict their future recorded offenses) of self-reported involvement in a number of criminal activities (including robbery, assault, drug use, and drug selling). However, some comparisons of self-reported delinquency have shown that retrospective information is not always accurate (Jolliffe et al., 2003). In light of this research, West Valley City student responses on the survey can be considered accurate; however, some caution should be used when interpreting the results of items asking the students about past behavior, such as “how old were you when you first” smoked marijuana, got suspended, attacked someone, etc.

The student surveys contain several items that allow for the calculation and identification of risk factors, that may make it more likely that a youth will develop problem behaviors, and protective factors, which may moderate the risk factors for gang membership or increase resistance to them (OJJDP, 2002). These factors have been developed and refined by several researchers studying preventive community interventions (Hawkins, Catalano, & Miller, 1992; Hawkins et al., 1998; Pollard, Hawkins, & Arthur, 1999). Most of the risk and protective factor scales have been shown to have internal consistency coefficients greater than .70 and have statistically significant relationships with outcome measures of delinquency and substance use, indicating the construct validity of the risk and protective factors included in the Gang Model student survey (Arthur, Hawkins, Pollard, Catalano, & Baglioni, 2002).

Another feature of the student survey is the inclusion of gang items that allows for the calculation of Degree of Gang Bonding of gang-involved youth. By calculating the Degree of Gang Bonding among gang-involved youth, the steering committee can assess the breadth and depth of gang problems in the community. The degree of gang bonding measure has also been tested for internal validity. Research by Esbensen and colleagues found that each level of gang bonding was associated with “progressively more frequent involvement in serious and violent delinquency, drug use, and drug trafficking” (Esbensen, Winfree, He, & Taylor, 2001; OJJDP, 2002). The six levels of gang bonding constructed from student survey items are:

Level 1: Ever belonged to a gang

Level 2: Ever belonged to a gang that had a name

Level 3: Currently a gang member

Level 4: Currently a member of a delinquent gang (defined as engaging in at least one of the following behaviors: get in fights with other gangs, steal things, rob other people, steal cars, sell marijuana, sell other illegal drugs, or damage/destroy property)

Level 5: Currently a member of a delinquent gang that is organized (meets all Level 4 criteria, plus gang has initiation rights, established leaders, *and* symbols/colors)

Level 6: Currently a core member of a delinquent gang that is organized (meets all Level 5 criteria, plus student indicates “core” membership by marking one of the two innermost circles on item 89 of the student survey)

Research has consistently demonstrated the internal validity of the Gang Model student survey items covering self-reported delinquency and the validity of the risk and protective factors and Degree of Gang Bonding measures calculated from student survey items.

RESULTS

Student Surveys

School Profiles: Hunter Junior High

Demographics

Hunter Junior High had 51 respondents to the student survey. Table 1 contains demographic information for the Hunter Junior High respondents. A majority (60.8%) identified their race as White. Of the 10 students who self-identified themselves as Hispanic, six indicated Mexican/Mexican American descent, while 4 indicated other Spanish/Hispanic/Latino. Most respondents (78.4%) spoke English as the primary language at home, while 11.8% spoke Spanish at home, and one student each spoke Lao, Samoan, Somalian, Tongan, and Vietnamese as their primary language at home.

Table 1 Hunter Junior High Demographic Profile

Demographics					
	N	%		N	%
Gender			Grade		
Male	24	47.1%	7th	22	43.1%
Female	27	52.9%	8th	13	25.5%
			9th	16	31.4%
Age			Race/Ethnicity		
12	11	21.6%	White	31	60.8%
13	15	29.4%	African American	3	5.9%
14	17	33.3%	Hispanic	10	19.6%
15	8	15.7%	Native American	1	2.0%
			Asian	1	2.0%
			Pacific Islander	4	7.8%
			Other	1	2.0%

The majority of respondents lived with both their mother and father (70.6%), while four (7.8%) lived with their mother only, and three (5.9%) lived with their mother and stepfather. Two each (3.9%) lived with their father only or their mother and other relatives. One student lived with her father and stepmother; the remaining three lived in some other extended family configuration. The majority (72.0%) had at least one older sibling; additionally 80.4% had at least one younger sibling. As shown in Table 2, most Hunter Junior High students' parents have at least a high school education.

Table 2 Hunter Junior High Student-Reported Parent Education

	Parent Education			
	Father		Mother	
	N	%	N	%
Less than High School Completion	11	21.6%	7	13.7%
Completed High School	7	13.7%	9	17.6%
Higher Education	21	41.2%	26	51.0%
Don't Know/ Doesn't Apply/ Missing	12	23.5%	9	17.6%

Risk and Protective Factors

The risk and protective factor scale distributions for Hunter Junior High compared to the other junior high schools are shown in Appendix B, Graphs 3 (risk) and 4 (protective). An overall profile for all junior high students who responded to the student survey is provided in Appendix B, Graphs 1 and 2.

More Hunter students were at risk for all of the risk factor scales than the Utah state average, except the Early Initiation of Drug Use scale where they were near the state average. The greatest problem areas for Hunter students, as defined by having the largest percentage of students “at risk” were: Transitions and Mobility (60.8% at risk), Family Conflict (58.8%), and Academic Failure (54.9%). The items comprising the Transition and Mobility scale ask the students how frequently they have moved or changed schools in the last year and over their lifetime. 41.2% of Hunter students have changed homes 1 or 2 times in their lifetime, 13.7% have changed homes 3 or 4 times, and 25.5% have changed homes 5 or more times. Similar numbers of students have changed schools 1 or 2 times in their lifetime (39.2%), 3 or 4 times (35.3%), and 5 or more times (17.6%). Additionally, nearly half of the respondents had changed schools in the last year (49.0%). This is most likely due to 43.1% of the respondents being 7th graders who had just transitioned to junior high. Nonetheless, frequent moves and school changes have been noted as risk factors for substance abuse, delinquency, and school dropout.

Hunter Junior High respondents were more protected compared to the Utah state average on three scales: Family Attachment, Family Opportunities for Prosocial Involvement, and School Rewards for Prosocial Involvement. Over two-thirds of the Hunter Junior High youth met protective criteria on these three factors. The greatest problem areas for Hunter respondents indicated within the protective scales by the least percentage of students meeting protective criteria were: Community Rewards for Prosocial Involvement (37.3% protected), Community Opportunities for Prosocial Involvement (52.9%), Family Rewards for Prosocial Involvement (60.8%) and Belief in the Moral Order (60.8%). Responses to the items comprising the Community Rewards for Prosocial Involvement Scale (Table 3) indicate that many students do not feel acknowledged or rewarded by their neighbors for their accomplishments.

Table 3 Community Rewards for Prosocial Involvement Protective Factor Items

Student Survey Item	Response			
	NO!	no	yes	YES!
My neighbors notice when I am doing a good job and let me know.	39.2%	33.3%	13.7%	13.7%
There are people in my neighborhood who are proud of me.	25.5%	31.4%	31.4%	11.8%
There are people in my neighborhood who encourage me.	27.5%	29.4%	21.6%	21.6%

Community and Family

Although Community Opportunities and Rewards for Prosocial Involvement are low, the majority of students felt safe in their community (80.4%) and thought it would be very hard (60.8%) or sort of hard (9.8%) to get a handgun. However, a substantial number of students responded it would be sort of easy (15.7%) or very easy (13.7%) to get a handgun. Similarly, over half (54.0%) thought police would not catch them if they carried a handgun. Furthermore, several students answered “yes” or “YES!” to items describing problems in their neighborhoods: crime and/or drug selling, 19.6%; fights, 25.5%; lots of empty or abandoned buildings, 3.9%; and lots of graffiti, 11.7%. Nonetheless, the majority (68.6%) answered “no” or “NO!” when asked if they would like to get out of their neighborhood. The majority also recognized that sports teams (92.2%), scouting (86.3%), boys and girls clubs (58.8%), and service clubs (54.9%) were available for youth in their community. A quarter of the students said 4-H clubs (25.5%) were available in their community.

Hunter Junior High respondents had higher than average protection on three of the four family protective factors, but also had higher than average risk on all four of the family risk factors, with nearly 60% of students being “at risk” on the Family Conflict scale. A substantial percentage of students answered “yes” or “YES!” when asked if people in their family insult or yell at each other (56.9%), fight about the same things over and over (49.0%), and have serious arguments (37.3%) (the three items that comprise the Family Conflict scale). However, for the items comprising the Family Attachment and Family Opportunities for Prosocial Involvement, several students indicated positive interactions with their families, such as: feeling close to their mother (90.0%) and father (76.0%), being involved in family decisions (73.5%), and having chances to do fun things with their parents (78.5%). The majority (90.2%) of students indicated that the rules in their families were clear and that their families had clear rules about alcohol and drug use (also 90.2%). Most students (96.1%) said their parents know where they are when they’re not at home, while similar numbers reported they would be caught by their parents if they carried a gun without permission (84.3%), skipped school (76.5%), or didn’t come home on time (86.3%).

Gang Involvement

Nine Hunter students admitted being in a gang, of those 3 said they were currently in a gang. The following table (Table 4) represents the demographic profile of the 9 students who reported ever being in a gang. Just over half (55.6%) lived with their mother and father, two lived with their mother and other relatives, and one each lived with their mother and stepfather and in an extended family configuration. Over half (62.5%) did not have any older siblings, while the majority (88.8%) had younger siblings. English was the primary language in two-thirds of the gang-involved students’ homes, while one gang-involved student each spoke Samoan, Somalian, and Vietnamese in their home. Range of parental education varied greatly, with a few students reporting each of the education levels for their parents from less than a grade school education to a college degree.

Table 4 Hunter Gang Member Demographics

Demographics - Gang Members					
	N	%		N	%
Gender			Grade		
Male	4	44.4%	7th	5	55.6%
Female	5	55.6%	8th	3	33.3%
			9th	1	11.1%
Age			Race/Ethnicity		
12	5	55.6%	White	5	55.6%
13	0	0.0%	African American	2	22.2%
14	4	44.4%	Native American	1	11.1%
			Pacific Islander	1	11.1%

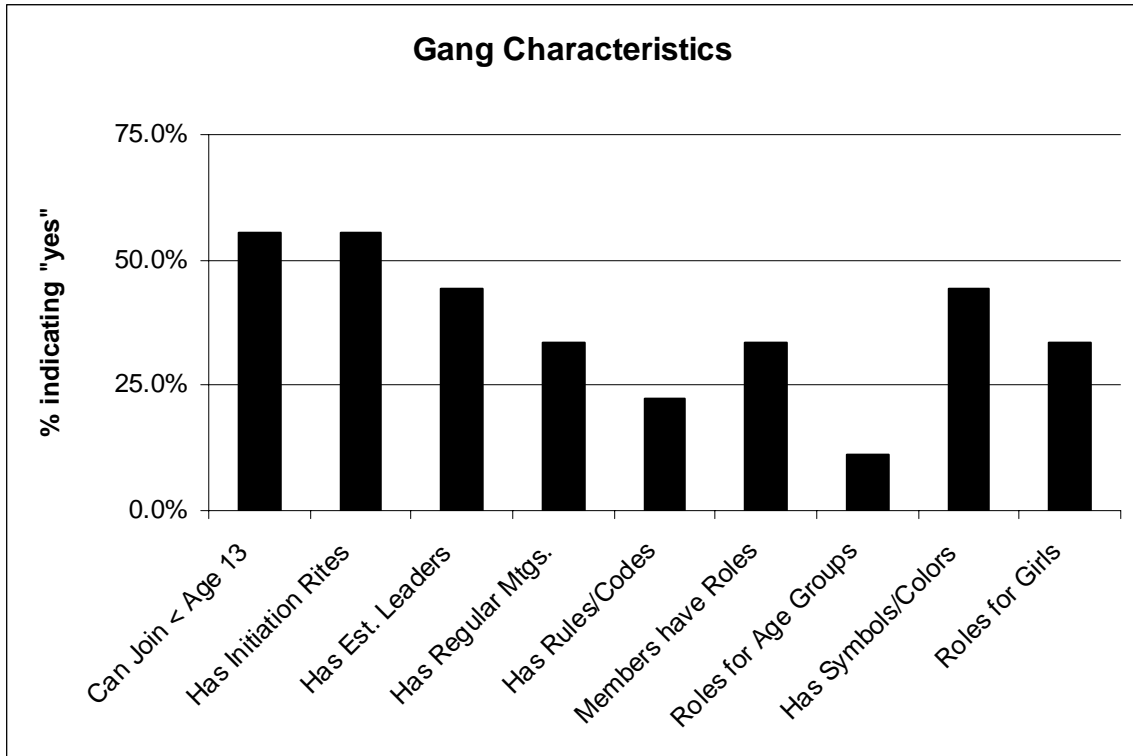
The following table shows the size and gender make-up of the gangs as indicated by each of the 8 gang-involved youth who answered the questions in this section. One student, although indicating gang membership, checked “no boys” and “no girls” on the questions concerning gang size and gender make-up. Two students each were in girls-only gangs and boys-only gangs of 6 to 10 members. The remaining three were in mixed-gender gangs.

Table 5 Gang Size and Gender Composition

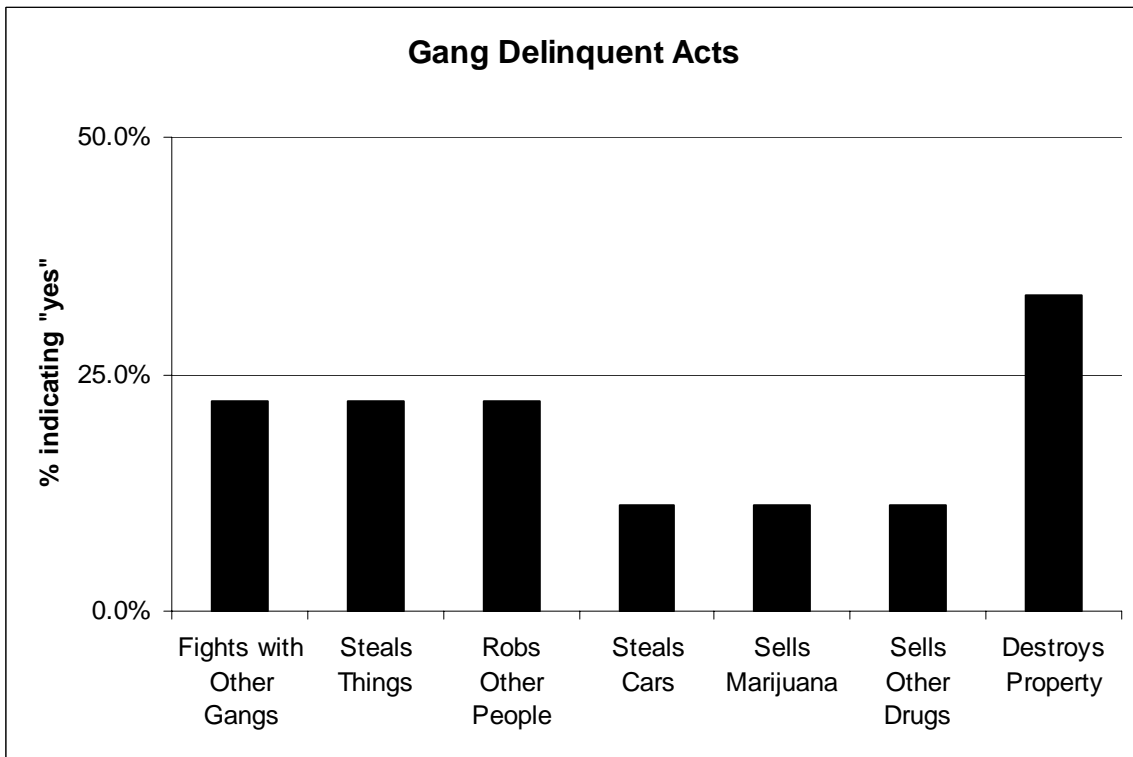
Gang Composition				
Number Boys in Gang	Number Girls in Gang			
	0	1 to 5	6 to 10	Total
0	1	0	2	3
1 to 5	0	1	0	1
6 to 10	2	0	0	2
11 to 20	0	1	1	2
Total	3	2	3	8

The most common reason given for joining the gang was for fun (5 respondents). Students also said they joined a gang for protection (1 student), because a friend was in the gang (2), for respect (1) and because a sibling was in the gang (1). No gang members said they were forced to join. Graph 1a contains student responses to questions concerning gang characteristics. Few students reported their gang having the common characteristics of established gangs. Additionally, few reported their gang being involved in delinquent activities. Student gang involvement with delinquent acts is summarized in Graph 1b. Although, five of the nine youth who were ever in a gang said their gang “provides protection for each other,” it seems that most of the gangs reported by Hunter Junior High respondents are not delinquent gangs, but rather groups of friends. One respondent said, “It is [a] crew not really a gang,” while another noted, “it’s a friend gang.”

Graph 1a Hunter Junior High Gang Characteristics



Graph 1b Hunter Junior High Gang Delinquent Acts



As explained in the methods section, gang questions on the student survey allow for the identification of the degree of gang bonding among youth who indicate gang involvement. Nine Hunter students met Level One criteria (ever belonged to a gang). Of those, 3 met Level Two (belong to a gang with a name). Two of the three students meeting Level Two also met Level Three criteria (currently active in a gang). Of the two students that met Level Three, one met Level Four (member of a delinquent gang, one that committed at least one crime). The student who met Level Four criteria did not meet Level Five (organized gang). Although his gang had initiation rites and leaders, it did not have colors or symbols.

The student survey also contained several questions to gauge students' perceptions of gang presence and activity in their school and community. The percentage of students who recognized gangs in their school differed by whether the student self-identified as a gang member or not, with a greater percentage of gang-involved students indicating gang presence and activity in the school on many of the items. However, a high percentage of youth who reported ever being in a gang, as well as non-gang-involved students (approximately 60% of non-gang students answered the questions in this section), indicated a variety of gang activities occurring in or around the school, such as gangs getting into fights with other gangs, gangs providing protection for each other, and gangs stealing things and destroying property. Although the students who took the survey and indicated gang involvement did not mention much delinquent activity occurring in their gangs or "friend gangs," there seems to be the perception among most Hunter Junior High respondents that gangs are present in their school and community.

Table 6 Gang Presence and Activities in the School

Gang Presence and Activities in the School	% Gang-involved students responding "yes"	% Non-gang students responding "yes"
Students at school belong to gang	66.7%	45.2%
Non-student gangs come to school	22.2%	23.8%
Gang fights/violence in school	57.2%	29.2%
Gangs sold drugs in school	57.1%	26.1%
Gangs brought guns to school	14.3%	8.0%
Gangs help out in community	12.5%	7.7%
Gangs get in fights with other gangs	100.0%	92.3%
Gangs provide protection for each other	75.0%	69.2%
Gangs steal things	100.0%	80.8%
Gangs rob other people	62.5%	76.9%
Gangs steal cars	62.5%	57.7%
Gangs sell marijuana	87.5%	61.5%
Gangs sell other drugs	87.5%	61.5%
Gangs destroy property	75.0%	76.9%

School Profiles: Kennedy Junior High

Demographics

Kennedy Junior High had 100 respondents to the student survey. Demographic information for Kennedy respondents is presented in the following table (Table 7). Of those students who self-identified themselves as Hispanic, students indicated Mexican, Puerto Rican, Guatemalteco, and other Spanish descent. Other ethnicities represented in the Kennedy Junior High respondents were Cambodian, Hawaiian, and Tongan. Most students (83.0%) spoke English as the primary language at home, while 12.0% spoke Spanish at home and the remainder some other language (including Bosnian, Dutch, Khmer, Samoan, and Vietnamese). One student did not have a valid response to the question concerning grade in school.

Table 7 Kennedy Junior High Demographic Profile

Demographics					
	N	%		N	%
Gender			Grade		
Male	43	43.0%	7th	71	71.0%
Female	57	57.0%	8th	20	20.0%
			9th	8	8.0%
Age			Race/Ethnicity		
12	43	43.0%	White	67	67.0%
13	38	38.0%	African American	2	2.0%
14	15	15.0%	Hispanic	23	23.0%
15	3	3.0%	Native American	0	0.0%
16	1	1.0%	Asian	5	5.0%
			Pacific Islander	3	3.0%

Over half lived with both their mother and father (64 students), while 12 each lived with their mother only and their mother and stepfather. Six students lived with their mother and other relatives (no father or stepfather), two lived with their father and stepmother, and one each lived with their dad only, grandparents only, aunt and uncle only, and aunt only. The majority (59.0%) had at least one older sibling, additionally 76.0% had at least one younger sibling. Table 8 shows parents' education level. Several students reported their parents having advanced degrees.

Table 8 Kennedy Junior High Student-Reported Parent Education

Parent Education					
	Father		Mother		
	N	%	N	%	
Less than High School Completion	6	6.0%	10	10.0%	
Completed High School	27	27.0%	23	23.0%	
Higher Education	40	40.0%	48	48.0%	
Don't Know/ Doesn't Apply/ Missing	27	27.0%	19	19.0%	

Risk and Protective Factors

The risk and protective factor scale distributions for Kennedy Junior High compared to the other junior high schools are shown in Appendix B, Graphs 3 (risk) and 4 (protective). An overall profile for all junior high students who responded to the student survey is provided in Appendix B, Graphs 1 and 2.

Kennedy student respondents were below the Utah state average on several risk factors, including Perceived Availability of Handguns, where 22.9% of Kennedy respondents were at risk compared to 33.0% of youth statewide. However more Kennedy students were at risk than the state average on the risk scale Community Disorganization and several other scales. Community Disorganization was the greatest problem area for Kennedy students, as defined by having the largest percentage of students “at risk” (53.1%). The other two top problem areas were: Low Neighborhood Attachment (46.5% at risk) and Academic Failure (44.0%). The following table (Table 9) contains the items comprising the Community Disorganization risk factor. Several students indicated the presence of fights and graffiti in their neighborhood.

Table 9 Community Disorganization Risk Factor Items

Student Survey Item	Response			
	NO!	no	yes	YES!
<i>How much do each of the following statements describe your neighborhood:</i>				
Crime and/or drug selling	56.1%	29.6%	11.2%	3.1%
Fights	47.4%	28.9%	19.6%	4.1%
Lots of empty or abandoned buildings	58.2%	36.7%	2.0%	3.1%
Lots of graffiti	45.9%	37.8%	13.3%	3.1%
I feel safe in my neighborhood	6.1%	13.1%	44.4%	36.4%

Kennedy students who responded to the gang survey were less likely to be “protected” on all of the protective factors than the Utah state norm, except on Family Attachment and Family Opportunities for Prosocial Involvement (where Kennedy respondents were slightly above the state norm). The protective scales with the fewest Kennedy students reaching the criteria for high protection were School Rewards for Prosocial Involvement (only 53.0% “protected”), Community Rewards for Prosocial Involvement (53.1%), and Family Rewards for Prosocial Involvement (54.1%). Table 10 contains the items that make up the School Rewards scale. Several students did not feel that their teachers praised them or let their parents know when they have done something well. Furthermore, 26 students said they did not feel safe at school.

Table 10 School Rewards for Prosocial Involvement Protective Factor Items

Student Survey Item	Response			
	NO!	no	yes	YES!
My teacher(s) notices when I am doing a good job and lets me know about it.	11.0%	30.0%	42.0%	17.0%
The school lets my parents know when I have done something well.	17.0%	37.0%	33.0%	13.0%
I feel safe at my school.	7.0%	19.0%	50.0%	24.0%
My teacher(s) praise me when I work hard in school.	11.0%	34.0%	44.0%	11.0%

Community and Family

Community Disorganization and Low Neighborhood Attachment risk factors and Community Rewards for Prosocial Involvement protective factor were all areas of concern for Kennedy Junior High School respondents. However, student respondents also noted several positive things about their communities. The majority recognized activities available in the community for youth, such as sports teams (78.6%) and scouting (84.5%). Approximately half also acknowledged the presence of boys and girls clubs (47.4%) and service clubs (50.5%), while slightly fewer (28.7%) said 4-H clubs were available in the community. Most students said it would be very hard (77.1%) or sort of hard (14.6%) to get a handgun. Furthermore, the majority (74.8%) answered “no” or “NO!” when asked if they would like to get out of their neighborhood.

The majority (86.9%) of students indicated that the rules in their families are clear and said their families have clear rules about alcohol and drug use (85.9%). Most students (89.8%) said their parents know where they are when they’re not at home, while similar numbers report they would be caught by their parents if they carried a gun without permission (86.8%), skipped school (83.6%), or didn’t come home on time (83.7%). Most students (88.8%) answered “yes” or “YES!” to the question “Do you feel very close to your mother?” while 78.6% answered the same on the item for fathers. The Family Rewards for Prosocial Involvement protective factor was one of the scales where fewer Kennedy Junior High respondents met protective criteria. On the items comprising that scale, a majority of students said they enjoyed spending time with their mother (90.8%) and father (84.7%); yet several students said their parents never (12.2%) or only sometimes (21.4%) notice when they’re doing a good job or tell them they’re proud of them (never, 7.1%; only sometimes, 28.6%).

Gang Involvement

Seven Kennedy students admitted being in a gang, of those 5 said they were currently in a gang. The following table (Table 11) represents the demographic profile of the 7 students who reported ever being in a gang. Most of the self-reported gang members were female and 7th graders. Grade information was only available for 6 of the 7 students. Four (57.1%) of the gang-involved students lived with both their mother and father, two lived with their mother only, and one lived with her father and stepmother. Two-thirds had at least one older sibling, while 71.4% had at least one younger sibling. English is the primary language spoken at home for all of the gang-involved respondents, except one who spoke Spanish at home. The lowest reported education level for these students’ fathers was some high school (one student reporting). The highest reported education level for fathers was graduate school (one student). For mothers the lowest education level reported by students was high school completion (2 students); the highest was college completion (2 students).

Table 11 Kennedy Gang Member Demographics

Demographics - Gang Members					
	N	%		N	%
Gender			Grade		
Male	2	28.6%	7th	5	71.4%
Female	5	71.4%	8th	1	14.3%
			9th	0	0.0%
Age			Race/Ethnicity		
12	3	42.9%	White	3	42.9%
13	3	42.9%	Hispanic	2	28.6%
14	0	0.0%	Asian	2	28.6%
15	0	0.0%			
16	1	14.3%			

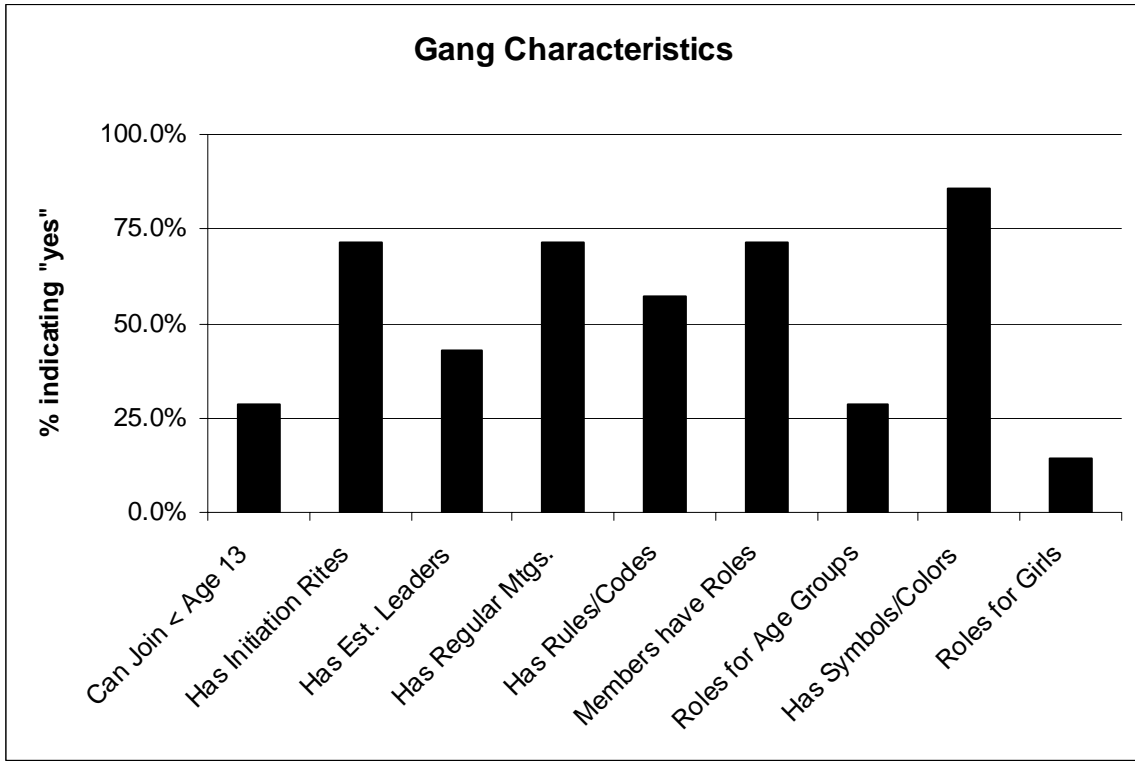
The following table shows the size and gender make up of the gangs as indicated by each of the 7 youth who were ever in a gang. One youth was in a boys-only gang, the rest were in mixed-gender gangs. One student indicated that her gang has more than 30 male and more than 30 female members.

Table 12 Gang Size and Gender Composition

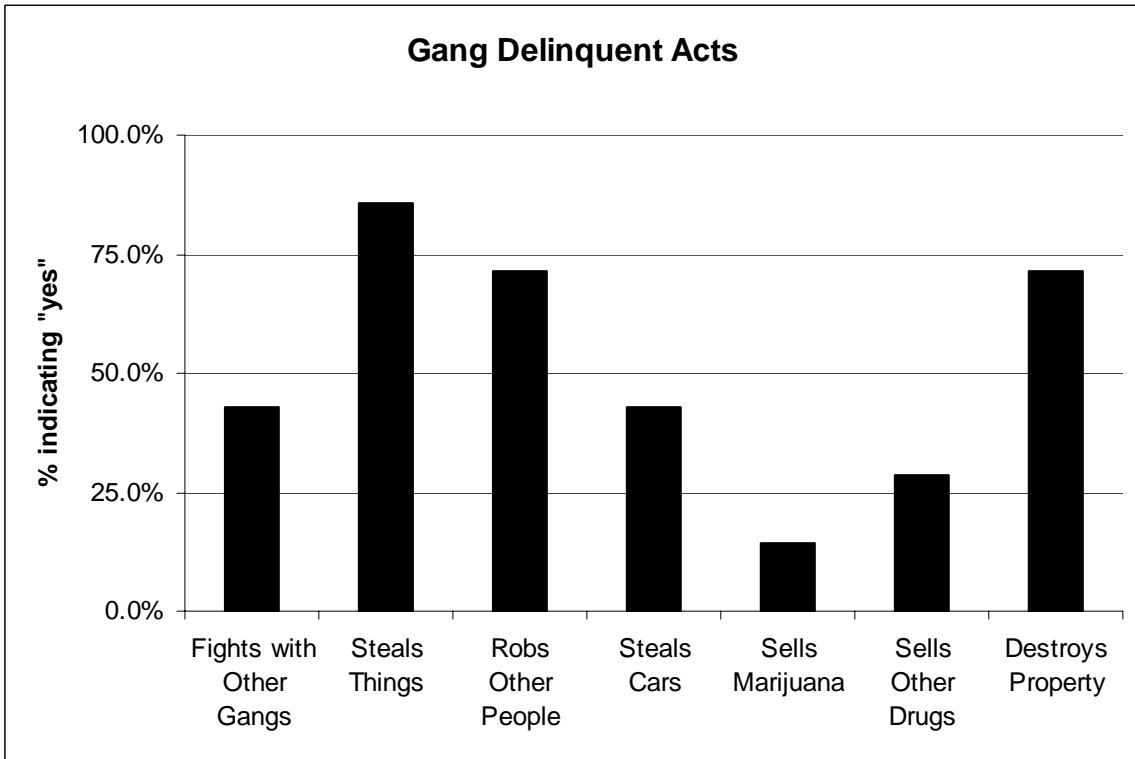
Gang Composition					
Number Boys in Gang	Number Girls in Gang				Total
	0	1 to 5	21 to 30	More than 30	
1 to 5	0	3	1	0	4
6 to 10	1	0	0	0	1
11 to 20	0	1	0	0	1
More than 30	0	0	0	1	1
Total	1	4	1	1	7

Over half (57.1%) of the students who had ever belonged to a gang joined their gang for fun. Three (42.9%) had joined because a friend was in the gang, and two each (28.6%) had joined the gang for protection, because a sibling was in the gang, and to fit in better. One youth said he was forced to join the gang. This student also said he joined the gang for every reason listed on the survey, except because a sibling was a member of the gang. As shown in the following graph (Graph 2a), five of the seven gang-involved students said their gang had initiation rites, regular meetings, and roles for members, while six of seven said their gang had symbols or colors. Similarly, several gang members indicated that their gang is involved in delinquent acts. Graph 2b shows the delinquent acts committed by their gangs. Five of seven gang-involved youth said their gang robs other people and destroys property, while six of seven said their gang steals things. Only two youth said their gang “helps out in the community.” Five youth (71.4%) who were ever in a gang said their gang “provides protection for each other.”

Graph 2a Kennedy Junior High Gang Characteristics



Graph 2b Kennedy Junior High Gang Delinquent Acts



As explained in the methods section, gang questions on the student survey allow for the identification of the degree of gang bonding among youth who indicate gang involvement. Seven Kennedy students met Level One criteria (ever belonged to a gang). Of those, all seven also met Level Two (belong to a gang with a name). Of the seven who met Level Two, five also met Level Three (currently active in a gang). All five youth who met Level Three also met Level Four criteria (member of a delinquent gang, one that committed at least one crime). Two of the five Kennedy students who met Level Four also met Level Five (gang is organized: has initiation rites, leaders, and colors/symbols). Lastly, one of the two students who met Level Five also met Level Six (met all other criteria plus student indicates “core” status in gang).

The student survey also contained several questions to gauge students’ perception of gang presence and activity in their school and community. The percentage of students who recognized gangs in their school differed by whether the student self-identified as a gang member or not. On most of the items concerning gang activity in schools, more gang-involved youth indicated that the activities were happening compared to non-gang youth; however, this did not hold true for all of the items. Table 13 compares gang-involved and non-gang students’ perceptions of gang activity in their school. Just over half of non-gang students answered the questions in Table 13. One gang-involved youth and two non-gang youth indicated that gangs brought guns to school in the last six months, although this was the least frequently reported gang behavior.

Table 13 Gang Presence and Activities in the School

Gang Presence and Activities in the School	% Gang-involved students responding "yes"	% Non-gang students responding "yes"
Students at school belong to gang	100.0%	34.4%
Non-student gangs come to school	71.4%	14.0%
Gang fights/violence in school	85.7%	69.8%
Gangs sold drugs in school	42.9%	18.6%
Gangs brought guns to school	14.3%	3.6%
Gangs help out in community	14.3%	17.0%
Gangs get in fights with other gangs	85.7%	78.8%
Gangs provide protection for each other	57.1%	51.9%
Gangs steal things	85.7%	73.1%
Gangs rob other people	85.7%	61.5%
Gangs steal cars	71.4%	46.2%
Gangs sell marijuana	85.7%	47.1%
Gangs sell other drugs	28.6%	41.2%
Gangs destroy property	100.0%	78.8%

School Profiles: Valley Junior High

Demographics

Valley Junior High had 34 respondents to the student survey. Nearly two-thirds were female, half were 8th graders and half were 9th graders, and just over half were 14 years old. A slight majority identified their race as White. Of those students who self-identified themselves as Hispanic, students indicated Mexican, Puerto Rican, and other Spanish descent. Most respondents (79.4%) spoke English as the primary language at home, while 14.7% spoke Spanish at home, and one student each spoke Bosnian and French as their primary language at home.

Table 14 Valley Junior High Demographic Profile

Demographics					
	N	%		N	%
Gender			Grade		
Male	12	35.3%	7th	0	0.0%
Female	22	64.7%	8th	17	50.0%
			9th	17	50.0%
Age			Race/Ethnicity		
13	7	20.6%	White	19	55.9%
14	19	55.9%	African American	1	2.9%
15	7	20.6%	Hispanic	11	32.4%
16	1	2.9%	Native American	2	5.9%
			Asian	1	2.9%
			Pacific Islander	0	0.0%

Over half (61.8%, 21) of the students lived with both their mother and father. Four students (11.8%) each lived with their mother only or their mother and other relatives (no father or stepfather). Two students lived with their mother and other adults, and one student each reported living with their mother and stepfather, father and stepmother, and foster parents. The majority (62.8%) had at least one older sibling; additionally 59.8% had at least one younger sibling. As shown in Table 15, most students' parents had at least a high school education, although approximately a quarter of students didn't know their parents' education level.

Table 15 Valley Junior High Student-Reported Parent Education

Parent Education					
	N	%		N	%
	Father			Mother	
Less than High School Completion	6	17.6%		4	11.8%
Completed High School	10	29.4%		15	44.1%
Higher Education	9	26.5%		8	23.5%
Don't Know/ Doesn't Apply/ Missing	9	26.5%		7	20.6%

Risk and Protective Factors

The risk and protective factor scale distributions for Valley Junior High compared to the other junior high schools are shown in Appendix B, Graphs 3 (risk) and 4 (protective). An overall profile for all junior high students who responded to the student survey is provided in Appendix B, Graphs 1 and 2.

More Valley students were at risk for all of the risk factor scales than the Utah state average, except the Parent Attitudes Favorable to Antisocial Behavior scale (where Valley youth were near the state norm) and Low Neighborhood Attachment and Transitions and Mobility (where Valley youth were actually well below the state norm on both, indicating that these are not high areas of concern for this population). The greatest problem areas for Valley students, as defined by having the largest percentage of students “at risk” were: Family Conflict (54.5% at risk), Community Disorganization (53.1%), and Attitudes Favorable to Antisocial Behavior (52.9). As indicated in the following table (Table 16) showing the items that comprise the Family Conflict scale, several students answered “yes” when asked if their family argued or yelled at one another.

Table 16 Family Conflict Risk Factor Items

Student Survey Item	Response			
	NO!	no	yes	YES!
People in my family often insult or yell at each other.	24.2%	36.4%	30.3%	9.1%
We argue about the same things in my family over and over.	15.2%	33.3%	33.3%	18.2%
People in my family have serious arguments.	21.2%	30.3%	30.3%	18.2%

Valley students were below the state average for most of the protective factor items (indicating less protection); however, they had approximately the same protection as the state average on two items: Family Attachment and Family Opportunities for Prosocial Involvement. On the items comprising these two scales, the majority of students said they felt close to and shared their thoughts with their mothers (90.9% and 81.9%) and fathers (66.7% and 54.6%), could ask them for help (87.9%), and had lots of chances to do fun things with them (84.8%). The greatest problem areas indicated within the protective scales by the least percentage of students meeting protective criteria were: Community Rewards for Prosocial Involvement (40.6% protected), Community Opportunities for Prosocial Involvement (45.2%), and School Rewards for Prosocial Involvement (47.1%). Responses to the items comprising the Community Rewards for Prosocial Involvement Scale (Table 17) indicate that many students do not feel acknowledged or rewarded by their neighbors for their accomplishments.

Table 17 Community Rewards for Prosocial Involvement Protective Factor Items

Student Survey Item	Response			
	NO!	no	yes	YES!
My neighbors notice when I am doing a good job and let me know.	40.0%	33.3%	10.0%	16.7%
There are people in my neighborhood who are proud of me.	18.8%	37.5%	25.0%	18.8%
There are people in my neighborhood who encourage me.	12.5%	31.3%	34.4%	21.9%

Community and Family

Although Community Opportunities and Rewards for Prosocial Involvement were low, the majority of students felt safe in their community (78.8%) and thought it would be very hard (62.5%) or hard (18.8%) to get a handgun. In contrast, only half (50.0%) thought they would be caught by the police if they carried a handgun. Furthermore, several students answered “yes” or “YES!” to items describing problems in their neighborhoods: crime and/or drug selling, 21.9%; fights, 31.2%; lots of empty or abandoned buildings, 18.8%; and lots of graffiti, 18.8%. Nonetheless, the majority (69.7%) answered “no” or “NO!” when asked if they would like to get out of their neighborhood. The majority also recognized that sports teams (65.6%) and scouting (71.9%) are available for youth in their community. Under half of the students said 4-H clubs (16.7%), boys and girls clubs (48.4%), or service clubs (36.7%) were available in their community.

Family issues for Valley Junior High respondents were quite dynamic, with Family Conflict rating high, while Family Attachment and Opportunities for Prosocial Involvement were also high (individual item responses discussed in preceding Risk and Protective Factors section). The majority (78.2%) of students indicated that the rules in their families are clear, while even more (84.8%) said their families have clear rules about alcohol and drug use. Most students (81.8%) said their parents know where they are when they’re not at home, while similar numbers report they would be caught by their parents if they carried a gun without permission (84.9%), skipped school (81.8%), or didn’t come home on time (84.8%).

Gang Involvement

Six Valley students admitted being in a gang, of those 3 said they were currently in a gang. The following table (Table 18) represents the demographic profile of the 6 students who reported ever being in a gang. Half lived with both their mother and father, while one each lived with their mother and stepfather, mother and other relatives (no father or stepfather), and mother and other adults (no father or stepfather). Two-thirds (66.7%) did not have any older siblings, while half (50.0%) didn’t have any younger siblings. English was the primary language in all of the gang-involved students’ homes. Five students said their mothers completed high school, while one said his mother had completed college. Two students each said his or her father completed high school and college, while one student said his father completed grade school or less (the remaining student marked “does not apply”).

Table 18 Valley Gang Member Demographics

Demographics - Gang Members					
	N		%		
Gender			Grade		
Male	4	66.7%	8th	2	33.3%
Female	2	33.3%	9th	4	66.7%
Age			Race/Ethnicity		
14	3	50.0%	White	3	50.0%
15	3	50.0%	Hispanic	3	50.0%

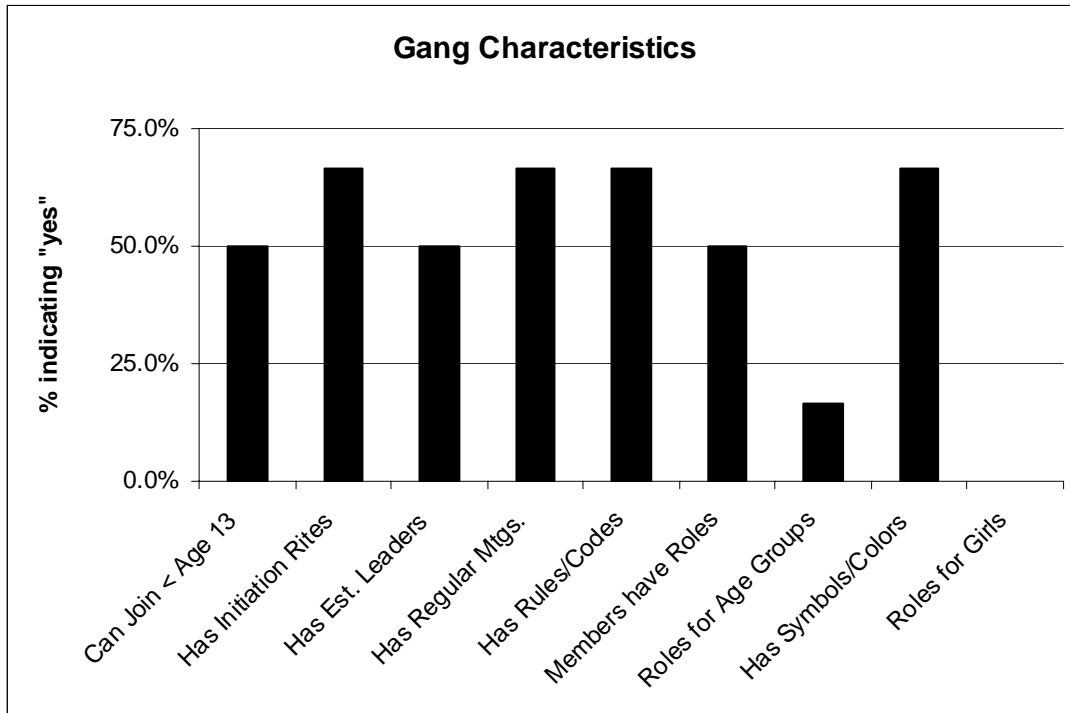
The following table shows the size and gender make-up of the gangs as indicated by each of the 5 youth who answered the questions in this section. Two respondents were in boys-only gangs with six to ten members. The other three respondents were in mixed-gender gangs ranging in size from 1-5 people to 17-30 people.

Table 19 Gang Size and Gender Composition

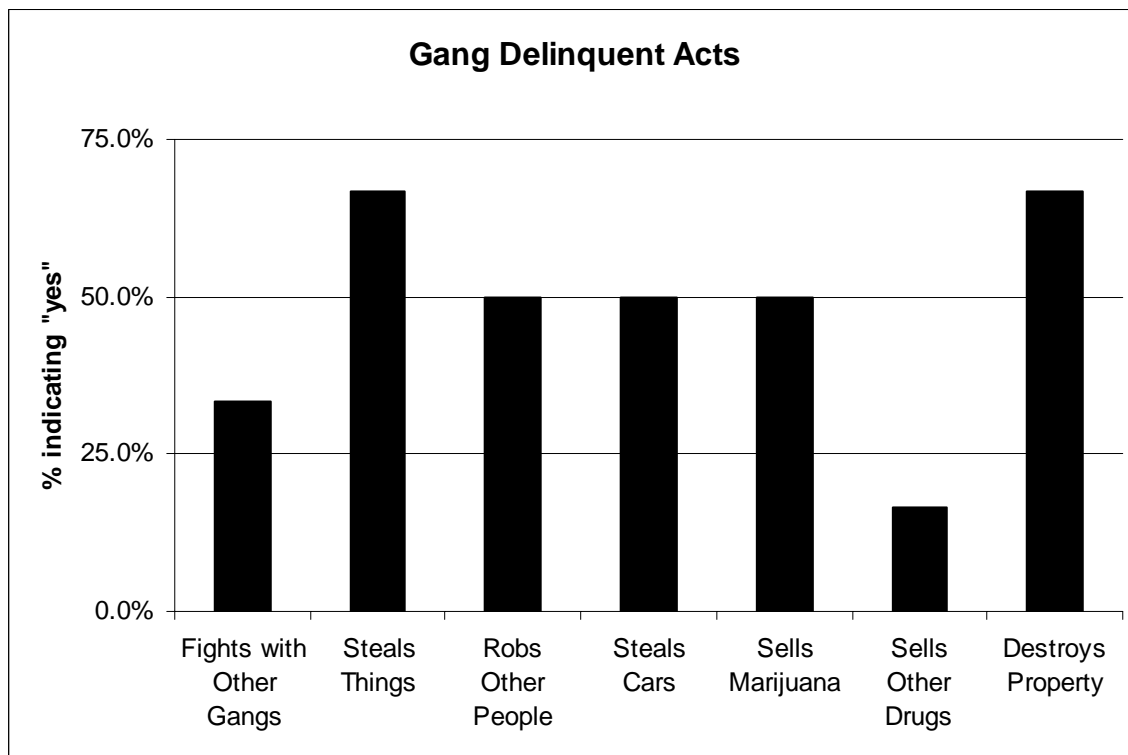
Gang Composition				
Number Boys in Gang	Number Girls in Gang			Total
	0	1 to 5	6 to 10	
1 to 5	0	1	0	1
6 to 10	2	0	1	3
11 to 20	0	0	1	1
Total	2	1	2	5

The most common reason given for joining the gang was for fun (4 respondents). Students also said they joined a gang for protection (2 students), because a friend was in the gang (2), for respect (1) and for money (1). No gang members said they were forced to join. At least half of the youth indicated that their gang had established rules, roles, initiation rites, and leaders. Graph 3a contains student responses to questions concerning gang characteristics. Student gang involvement with delinquent acts is summarized in Graph 3b The gangs that Valley Junior High students have participated in were involved in a variety of delinquent acts, including property destruction, theft, and robbery. Additionally, five of the six youth who were ever in a gang said their gang “provides protection for each other.”

Graph 3a Valley Junior High Gang Characteristics



Graph 3b Valley Junior High Gang Delinquent Acts



As explained in the methods section, gang questions on the student survey allow for the identification of the degree of gang bonding among youth who indicate gang involvement. Six Valley students met Level One criteria (ever belonged to a gang). Of those, 3 met Level Two

(belong to a gang with a name) and Level Three (currently active in a gang). Of those 3 who met Level Three, 2 met Level Four (member of a delinquent gang, one that committed at least one crime). One of the Valley students who met Level Four also met Level Five by being a member of an organized gang (has initiation rites, leaders, and colors/symbols), while the other student who met Level Four had a gang with initiation rites and colors/symbols, but no established leaders. The student who met Level Five criteria did not meet Level Six (met all other criteria plus student indicates “core” status in gang), as he indicated being in the third tier, rather than in the top two tiers, of his gang.

The student survey also contained several questions to gauge students’ perception of gang presence and activity in their school and community. The percentage of students who recognized gangs in their school differed by whether the student self-identified as a gang member or not, with a greater percentage of gang-involved students indicating gang presence and activity in the school. As shown in Table 20, all of the gang-involved students indicated that gangs in their school got into fights with other gangs, stole things, robbed other people, sold marijuana and other drugs, and destroyed property. Approximately 60% of non-gang youth who took the survey answered the questions in Table 20. The non-gang student response percentages reported in Table 20 are out of those students who responded to the items. One gang-involved student said gangs brought guns to school (the rest said “don’t know”), three non-gang students said gangs had *not* brought guns to school (the rest said “don’t know”).

Table 20 Gang Presence and Activities in the School

Gang Presence and Activities in the School	% Gang-involved students responding "yes"	% Non-gang students responding "yes"
Students at school belong to gang	50.0%	35.7%
Non-student gangs come to school	50.0%	14.8%
Gang fights/violence in school	66.7%	21.1%
Gangs sold drugs in school	50.0%	36.8%
Gangs brought guns to school	16.7%	0.0%
Gangs help out in community	50.0%	17.6%
Gangs get in fights with other gangs	100.0%	75.0%
Gangs provide protection for each other	83.3%	52.9%
Gangs steal things	100.0%	82.4%
Gangs rob other people	100.0%	70.6%
Gangs steal cars	83.3%	68.8%
Gangs sell marijuana	100.0%	88.2%
Gangs sell other drugs	100.0%	68.8%
Gangs destroy property	100.0%	76.5%

School Profiles: Westlake Junior High

Demographics

Westlake Junior High had 98 respondents to the student survey. As shown in the following table, most of the respondents were female; the majority were 7th graders, and Hispanic was the most frequently identified ethnicity. Two students were missing valid grade responses. Of those students who self-identified themselves as Hispanic, students indicated Mexican, Puerto Rican, Cuban, and other Spanish descent. Other ethnicities represented in the Westlake Junior High respondents were Chinese, Filipino, Vietnamese, Samoan, Japanese, Tongan, Cambodian, Laotian, and Bosnian. Just over half (55.1%) spoke English as the primary language at home, while 27.6% spoke Spanish at home and the remainder some other language (including Bosnian, Cambodian, Laotian, Samoan, Tongan, and Vietnamese).

Table 21 Westlake Junior High Demographic Profile

Demographics					
	N	%		N	%
Gender			Grade		
Male	39	39.8%	7th	52	53.6%
Female	59	60.2%	8th	30	30.9%
			9th	14	14.4%
Age			Race/Ethnicity		
12	27	27.6%	White	32	31.7%
13	38	38.8%	African American	3	3.0%
14	25	25.5%	Hispanic	39	38.6%
15	8	8.2%	Native American	4	4.0%
			Asian	13	12.9%
			Pacific Islander	10	9.9%

Nearly half (49.0%) of the student respondents lived with both their mother and father, 21.4% lived with their mother only, 10.2% lived with their mother and other relatives (no father or stepfather), 9.2% lived with their mother and stepfather, with the remainder living in some other family configuration. The majority (71.1%) had at least one older sibling, additionally 74.2% had at least one younger sibling. Approximately a quarter (24.5%) of fathers had less than a high school diploma (26.6% of mothers) and a quarter (24.5%) completed high school (18.4% of mothers). More students reported their mothers having education beyond high school completion (35.1%) than their fathers (20.4%). The remainder was answered “don’t know” or left blank by students.

Risk and Protective Factors

The risk and protective factor scale distributions for Westlake Junior High compared to the other junior high schools are shown in Appendix B, Graphs 3 (risk) and 4 (protective). An overall profile for all junior high students who responded to the student survey is provided in Appendix B, Graphs 1 and 2.

More Westlake students were at risk for all of the risk factor scales than the Utah state average, except the Academic Failure scale (where Westlake youth were near the state norm) and Perceived Availability of Handguns (where Westlake youth were below the state norm). The greatest problem areas for Westlake students, as defined by having the largest percentage of students “at risk,” were Transition and Mobility (69.1% at risk), Community Disorganization (54.6%), and Interaction with Antisocial Peers (50.5%). The items that comprise the risk factor Transition and Mobility ask the students about how often they’ve changed homes and schools. Nearly half (41.8%) of Westlake respondents have changed homes 3 or more times in their lives; 35.0% changed homes in the last year. Additionally, 47.0% have changed schools 3 or more times in their lives, while over two-thirds (67.7%) changed schools in the last year (this was due to the fact that most respondents were 7th graders, who changed from elementary to junior high school that year). As shown in Table 49 in the discussion section, children who experience frequent residential moves and stressful life transitions, and thus score “at risk” on the Transitions and Mobility scale, have higher risk for school failure, delinquency, and drug use.

Westlake students who responded to the gang survey were less likely to be “protected” on all of the protective factors than the Utah state norm. The protective scales with the fewest Westlake students reaching the criteria for high protection were Community Rewards for Prosocial Involvement (only 34.0% “protected”), Family Rewards for Prosocial Involvement (45.4%), and Community Opportunities for Prosocial Involvement (49.0%). As shown in Table 22, the majority of students answered “NO!” or “no” to the questions comprising the Community Rewards for Prosocial Involvement scale. The response rates to items comprising the Family Rewards for Prosocial Involvement scale are shown in Table 23. Although a majority of students said they enjoyed spending time with their mother and father and that their parents tell them they’re proud of them, enough students indicated that they did not enjoy spending time with their parents and were not praised frequently to put the Westlake Junior High respondents at increased risk.

Table 22 Community Rewards for Prosocial Involvement Protective Factor Items

Student Survey Item	Response			
	NO!	no	yes	YES!
My neighbors notice when I am doing a good job and let me know.	33.7%	39.8%	16.3%	10.2%
There are people in my neighborhood who are proud of me.	25.5%	30.6%	30.6%	13.3%
There are people in my neighborhood who encourage me.	25.5%	30.6%	27.6%	16.3%

Table 23 Family Rewards for Prosocial Involvement Protective Factor Items

Student Survey Item	Response			
	never or almost never	sometimes	often	all the time
My parents notice when I am doing a good job and let me know.	11.2%	27.6%	25.5%	35.7%
How often do your parents tell you they're proud of you?	8.2%	27.6%	30.6%	33.7%
	NO!	no	yes	YES!
Do you enjoy spending time with your mother?	6.1%	3.1%	30.6%	60.2%
Do you enjoy spending time with your father?	17.5%	8.2%	38.1%	36.1%

Community and Family

Several questions on the student survey asked students about their perceptions of the community. The majority of students (77.5%) responded “yes” or “YES!” to the item “I feel safe in my neighborhood.” Additionally, three-quarters (74.7%) said it would be “very hard” to get a handgun and 61.9% said the police would catch them if they carried one. However, several students answered “yes” or “YES!” to items describing problems in their neighborhoods: crime and/or drug selling, 18.3%; fights, 26.5%; lots of empty or abandoned buildings, 12.3%; and lots of graffiti, 22.6%. Nonetheless, the majority answered “no” or “NO!” when asked if they would like to get out of their neighborhood. The majority also recognized activities available in the community for youth: sports teams, 74.5%; scouting, 60.8%; and boys and girls clubs, 56.7%. Under half of the students said 4-H clubs (28.7%) or service clubs (41.1%) were available in their community.

The majority (84.7%) of students also indicated that the rules in their families are clear, even more (90.8%) said their families have clear rules about alcohol and drug use. Most students (85.7%) said their parents know where they are when they’re not at home, while similar numbers report they would be caught by their parents if they carried a gun without permission (89.8%), skipped school (80.7%), or didn’t come home on time (84.6%). Most students (84.7%) answered “yes” or “YES!” to the question “Do you feel very close to your mother?” while only 60.5% answered the same on the item for fathers. Furthermore, 27.1% answered “NO!” when asked if they feel very close to their father (almost four times as many students as answered “NO!” for mothers). It should be noted that approximately one-third (32.6%) of students reported living in a household without a father or stepfather.

Gang Involvement

Fifteen Westlake students admitted being in a gang, of those 3 said they were currently in a gang. The following table (Table 24) represents the demographic profile of the 15 students who reported ever being in a gang. Mirroring the overall sample for the student survey, there were more females, Hispanics, and 7th graders indicating gang involvement. One student was missing a valid grade response. Just under half (46.7%) lived with both their mother and father, 3 (20.0%) lived with their mother and other relatives (no father or stepfather), and one each lived with mother only, father only, mother and stepfather, father and stepmother, and father and grandmother. Nearly all (86.7%) had younger siblings, while 57.1% said they had older siblings. Approximately a quarter (26.7%) said their father graduated high school (20.0% for mothers). An additional 6.7% reported their father completed college (6.7% for mothers also, with an additional 26.7% having some college).

Table 24 Westlake Gang Member Demographics

Demographics - Gang Members					
	N	%		N	%
Gender			Grade		
Male	4	26.7%	7th	9	64.3%
Female	11	73.3%	8th	2	14.3%
			9th	3	21.4%
Age			Race/Ethnicity		
12	2	13.3%	White	3	20.0%
13	7	46.7%	African American	1	6.7%
14	3	20.0%	Hispanic	6	40.0%
15	3	20.0%	Native American	1	6.7%
			Asian	2	13.3%
			Pacific Islander	2	13.3%

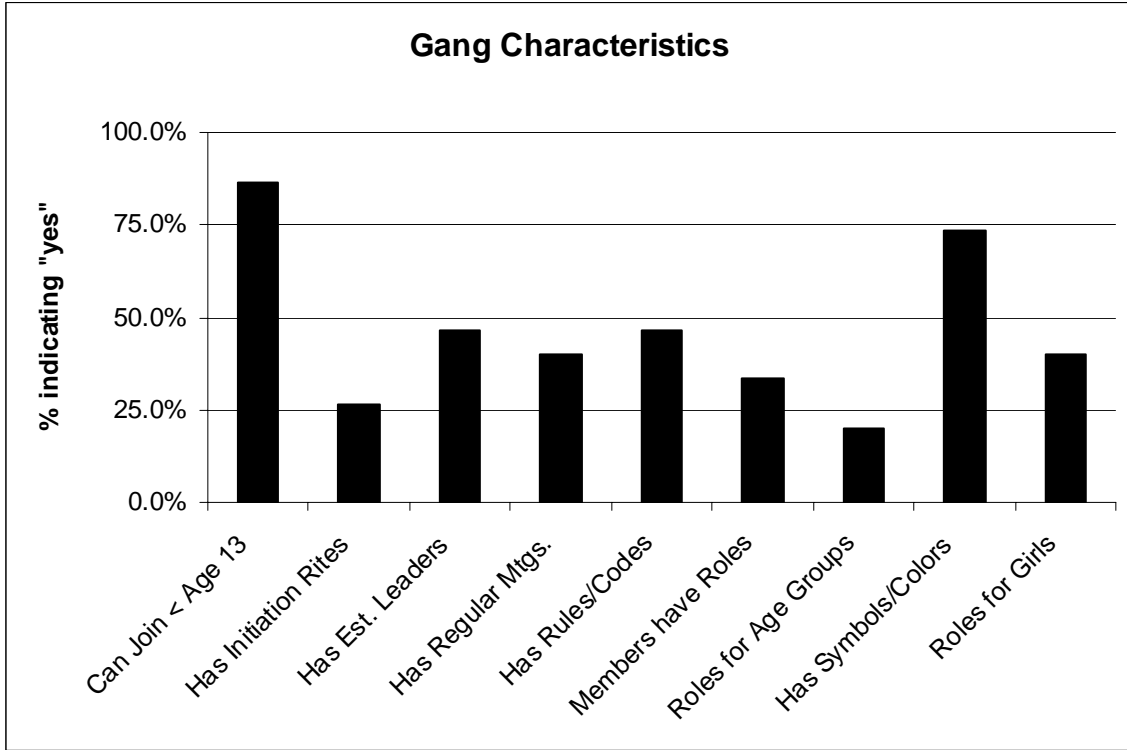
The following table shows the size and gender make up of the gangs as indicated by each of the 15 youth who were ever in a gang. Four respondents were in gangs comprised solely of females, while one respondent was in a boys-only gang. One student, although indicating gang membership, checked “no boys” and “no girls” on the questions concerning gang size and gender make-up.

Table 25 Gang Size and Gender Composition

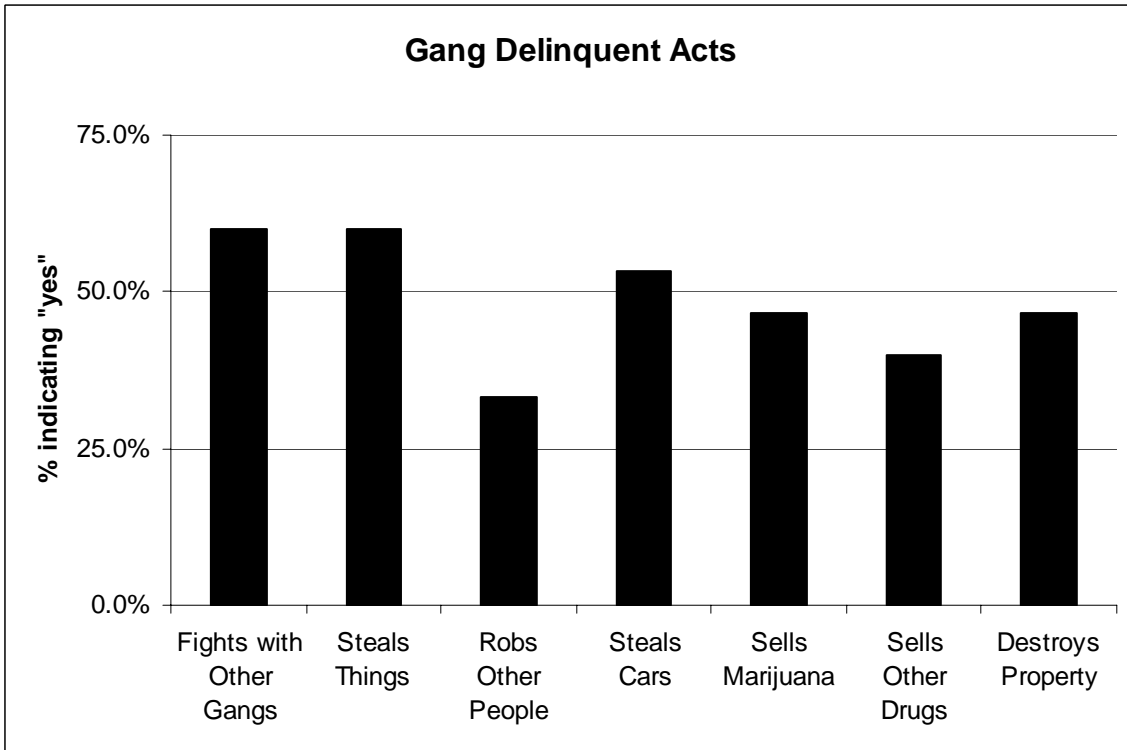
Gang Composition					
Number Boys in Gang	Number Girls in Gang				Total
	0	1 to 5	6 to 10	11 to 20	
0	1	3	0	1	5
1 to 5	1	0	1	0	2
6 to 10	0	1	1	1	3
11 to 20	0	2	0	0	2
21 to 30	0	0	1	1	2
More than 30	0	0	0	1	1
Total	2	6	3	4	15

The most common reasons given for joining the gang were because a friend or sibling was in the gang (3 respondents each) or for fun, respect, or protection (2 respondents each). No gang members said they were forced to join. As shown in the following graph, many of the gang-involved youth indicated that their gang has established rules and structure. One youth said “yes” to every item in Graph 4a, while 7 more said “yes” to over half of them. Similarly, several gang members indicated that their gang is involved in delinquent acts. Graph 4b shows the delinquent acts committed by their gangs. Four of the 15 gang-involved respondents indicated that their gang is involved with every delinquent act listed in Graph 4b, an additional 3 indicated involvement in 5 of the 7 acts. However, nearly half (40.0%, 6 youth) said their gang “helps out in the community.” Every youth who was ever in a gang said their gang “provides protection for each other.”

Graph 4a Westlake Junior High Gang Characteristics



Graph 4b Westlake Junior High Gang Delinquent Acts



As explained in the methods section, gang questions on the student survey allow for the identification of the degree of gang bonding among youth who indicate gang involvement. Fifteen Westlake students met Level One criteria (ever belonged to a gang). Of those, nine met Level Two (belong to a gang with a name). Of the nine who met Level Two, three also met Level Three (currently active in a gang). Lastly two students who met Level Three also met Level Four criteria (member of a delinquent gang, one that committed at least one crime). No Westlake students met Level Five (gang is organized: has initiation rites, leaders, and colors/symbols) or Six (met all other criteria plus student indicates “core” status in gang).

The student survey also contained several questions to gauge students’ perception of gang presence and activity in their school and community. The percentage of students who recognized gangs in their school differed by whether the student self-identified as a gang member or not. For example, of the 15 students who said they were ever in a gang, nine (60.0%) said there were gangs at their school, the remainder (6, 40.0%) answered “don’t know.” Of Westlake students who were not gang-involved, 44.6% said “yes,” while 55.4% said “no.” The percent of non-gang students responding “yes” to the questions reported in Table 26 is based on those students who answered the questions in that section of the survey. Approximately three-fourths of non-gang students responded to these questions. On several items a similar proportion of non-gang and gang-involved students indicated gang activity in their school.

Table 26 Gang Presence and Activities in the School

Gang Presence and Activities in the School	% Gang-involved students responding "yes"	% Non-gang students responding "yes"
Students at school belong to gang	66.7%	50.6%
Non-student gangs come to school	46.7%	45.1%
Gang fights/violence in school	67.7%	44.4%
Gangs sold drugs in school	25.0%	11.5%
Gangs brought guns to school	50.0%	45.3%
Gangs help out in community	20.0%	20.6%
Gangs get in fights with other gangs	80.0%	81.3%
Gangs provide protection for each other	73.3%	63.5%
Gangs steal things	73.3%	71.4%
Gangs rob other people	66.7%	57.1%
Gangs steal cars	66.7%	41.3%
Gangs sell marijuana	66.7%	42.9%
Gangs sell other drugs	60.0%	44.4%
Gangs destroy property	66.7%	65.6%

School Profiles: Granger High

Demographics

Granger High had 39 respondents to the student survey. Demographics for Granger High respondents are shown in Table 27. The majority of respondents were White, 12th graders, and 17 or 18 years old. The students who self-identified as Hispanic indicated Mexican, other Spanish, and Puerto Rican descent. Other ethnicities identified by students were Laotian, Tongan, and Bosnian. The majority of students (92.3%) indicated English as their primary language at home, while one student each said Bosnian, Spanish, and Tongan were their primary language at home.

Table 27 Granger High Demographic Profile

Demographics					
	N	%		N	%
Gender			Grade		
Male	21	53.8%	10th	5	12.8%
Female	18	46.2%	11th	11	28.2%
			12th	23	59.0%
Age			Race/Ethnicity		
15	4	10.3%	White	31	79.5%
16	7	17.9%	African American	0	0.0%
17	14	35.9%	Hispanic	5	12.8%
18	14	35.9%	Native American	0	0.0%
			Asian	1	2.6%
			Pacific Islander	2	5.1%

Nearly half (41.0%) lived with both their mother and father, while 17.9% lived with their mother and stepfather, 12.8% lived with their mother only, and 7.7% lived with their mother and other adults (no father or stepfather). One student each lived with their father only, grandparents only, foster parents only, aunt and uncle only, mother and other relatives (no father or stepfather), grandparents and aunt and uncle, sister only, and with other children (not siblings). The majority (84.6%) had at least one older sibling. Just over half (61.5%) had at least one younger sibling. As shown in the following table (Table 28), nearly half of the students reported both their mother and father having at least some higher education.

Table 28 Granger High Student-Reported Parent Education

Parent Education					
	N	%	N	%	
	Father		Mother		
Less than High School Completion	6	15.4%	3	7.7%	
Completed High School	8	20.5%	15	38.5%	
Higher Education	16	41.0%	16	41.0%	
Don't Know/ Doesn't Apply/ Missing	9	23.1%	5	12.8%	

Risk and Protective Factors

The risk and protective factor scale distributions for Granger High compared to Hunter High are shown in Appendix B, Graphs 7 (risk) and 8 (protective). An overall profile for all high school students who responded to the student survey is provided in Appendix B, Graphs 5 and 6.

Granger High students were above the state norm on all of the risk factors except Perceived Availability of Handguns where 29.7% of Granger students were at risk compared to 33.0% for the Utah state norm. The greatest problem areas for Granger students, as defined by having the largest percentage of students “at risk” were Community Disorganization (76.9% at risk), Academic Failure (71.1%), and Parent Attitudes Favorable to Antisocial Behavior (61.5%). The following table shows the items comprising the Community Disorganization scale. As shown in Table 29, although the majority of Granger respondents feel safe in their neighborhoods, approximately a quarter said crime and/or drug selling and fights occur in their community.

Table 29 Community Disorganization Risk Factor Items

Student Survey Item	Response			
	NO!	no	yes	YES!
<i>How much do each of the following statements describe your neighborhood:</i>				
Crime and/or drug selling	25.6%	51.3%	20.5%	2.6%
Fights	28.2%	46.2%	25.6%	0.0%
Lots of empty or abandoned buildings	35.9%	61.5%	2.6%	0.0%
Lots of graffiti	46.2%	46.2%	7.7%	0.0%
I feel safe in my neighborhood	2.6%	10.3%	66.7%	20.5%

Granger students are below the state norm on all of the protective factors (indicating less protection). The greatest problem areas indicated within the protective scales by the least percentage of students meeting protective criteria are Family Rewards for Prosocial Involvement (36.8% protected), Belief in the Moral Order (43.6%), and Family Opportunities for Prosocial Involvement (also 43.6%). The following Table (Table 30) displays the items that comprise the Family Rewards for Prosocial Involvement scale. Although most students enjoy spending time with both their mother and father, only about half report being praised often or all the time.

Table 30 Family Rewards for Prosocial Involvement Protective Factor Items

Student Survey Item	Response			
	never or almost never	sometimes	often	all the time
My parents notice when I am doing a good job and let me know.	5.1%	51.3%	30.8%	12.8%
How often do your parents tell you they're proud of you?	10.3%	35.9%	38.5%	15.4%
	NO!	no	yes	YES!
Do you enjoy spending time with your mother?	2.8%	13.9%	50.0%	33.3%
Do you enjoy spending time with your father?	13.2%	23.7%	44.7%	18.4%

Community and Family

As reported in the Community Disorganization Risk Factor Items, the majority of Granger High respondents felt safe in their community. Furthermore, most students thought it would be very hard (37.8%) or hard (32.4%) to get a handgun. However, only 34.2% thought the police would

catch them if they carried a handgun. Furthermore, over half knew at least one adult who used marijuana, crack or cocaine (59.0%) in the last year or sold or dealt drugs in the last year (53.8%). Nevertheless, two-thirds (66.7%) answered “no” or “NO!” when asked if they would like to get out of their neighborhood. Although several students noted problems in their community (crime, drug selling, fights, etc.), a good percentage also recognized that sports teams (76.9%), scouting (74.4%), boys and girls clubs (51.3%), service clubs (39.5%), and 4-H clubs (23.7%) are available for youth in their community.

Two scales in the family domain came up as areas of concern for Granger students in the risk and protective factors: Family Opportunities for Prosocial Involvement (protective) and Parent Attitudes Favorable to Antisocial Behavior (risk). The high percentage of students at risk on the Parent Attitudes Favorable to Antisocial Behavior scale is most likely due to a few students indicating that their parents would only think it “a little wrong” or “not wrong at all” if they picked a fight. Having so few students participate in the survey at Granger High inflated the impact of these few students’ responses. Out of those who did take the survey, most said that the rules in their families are clear (76.9%) and that their families have clear rules about alcohol and drug use (74.3%). Most students (76.9%) said their parents know where they are when they’re not at home. However, fewer reported that their parents would catch them if they didn’t come home on time (63.1%), carried a gun without permission (53.8%), or skipped school (41.0%). 79.5% feel close to their mothers, while only 51.2% feel close to their fathers (at least one-third of respondents live in a household without a father, stepfather, or foster father).

Gang Involvement

Seven Granger students admitted being in a gang, of those three said they were currently in a gang. The following table (Table 31) represents the demographic profile of the seven students who reported ever being in a gang. Three lived with both their mother and father, and one each lived with mother only, mother and stepfather, foster parents, and mom and other relatives. All but one had older siblings (with one having five older siblings) and all but two had younger siblings. English was the primary language at home in all of their households. The highest level of education reported for fathers ranged from some high school to some college (with two students answering “don’t know”). Mothers’ highest education ranged from some high school to college completion (all mothers but one at least completed high school).

Table 31 Granger Gang Member Demographics

Demographics - Gang Members					
	N	%		N	%
Gender			Grade		
Male	3	42.9%	10th	1	14.3%
Female	4	57.1%	11th	2	28.6%
			12th	4	57.1%
Age			Race/Ethnicity		
15	1	14.3%	White	5	71.4%
16	2	28.6%	Hispanic	2	28.6%
17	1	14.3%			
18	3	42.9%			

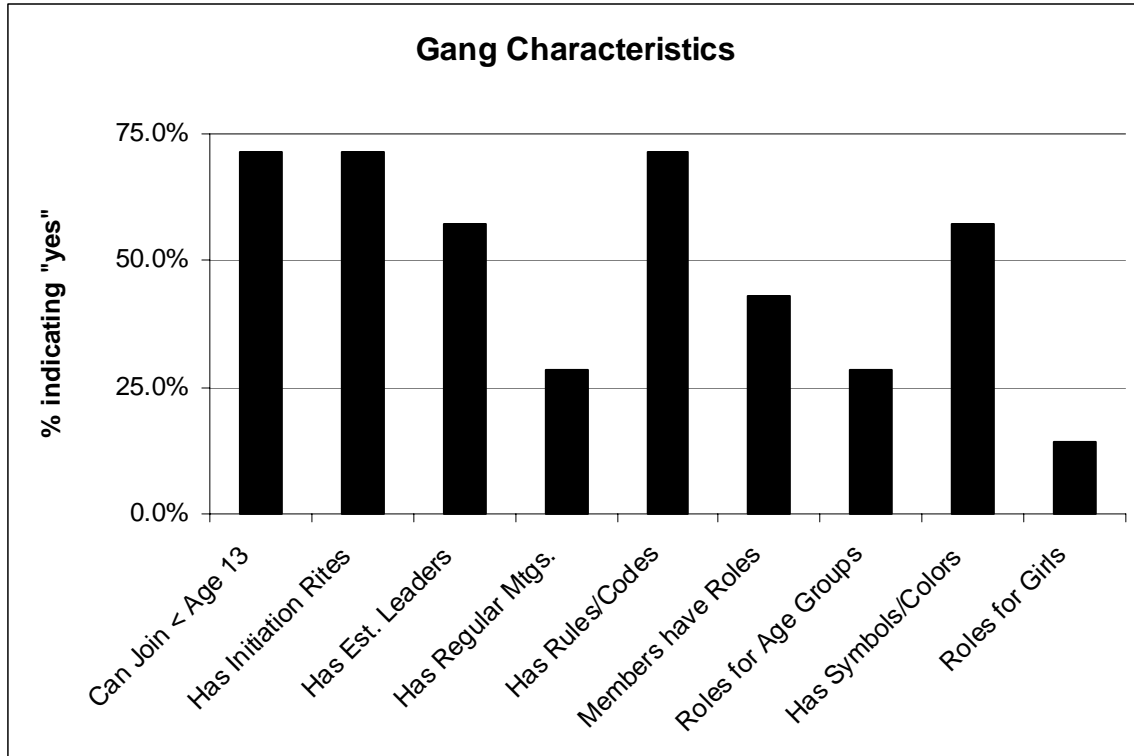
The following table shows the size and gender make-up of the gangs as indicated by each of the gang-involved youth. Most of the youth reported being in mixed-gender gangs (only one youth was in a boys-only gang) of fairly large membership (two indicated being in a gang with 50 or more members).

Table 32 Gang Size and Gender Composition

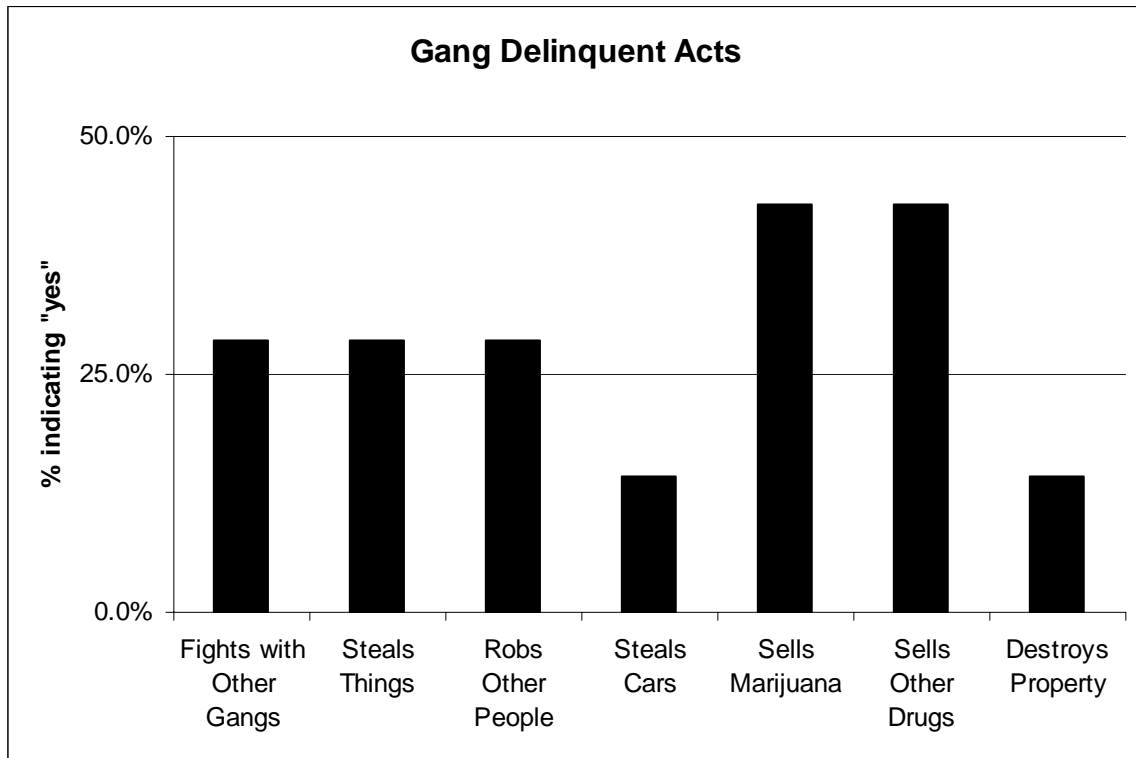
		Gang Composition				
Number Boys in Gang	Number Girls in Gang					
	0	1 to 5	11 to 20	More than 30	Total	
6 to 10	0	2	0	0	2	
11 to 20	0	0	1	0	1	
21 to 30	0	0	1	1	2	
More than 30	1	0	0	1	2	
Total	1	2	2	2	7	

The most common reasons for joining a gang were for fun and because a friend was in the gang (3 people each). One person each said they joined a gang because a sibling was in the gang and because they were forced to join. No students reporting joining a gang for money, respect, or to fit in better. As shown in Graph 5a, several students said their gangs have initiation rites and rules. Graph 5b shows that few students' gangs were involved in delinquent acts.

Graph 5a Granger High Gang Characteristics



Graph 5b Granger High Gang Delinquent Acts



One of the seven youth who were ever in a gang said her gang was involved in every delinquent activity except selling other drugs. Two youth indicated that their gangs were not involved in any of the delinquent activities. One of those youth said that his gang is “just a group of friends, we’re a good ‘gang’.” Furthermore, three of seven youth who were ever in a gang said their gang helps out in the community. Three youth said their gang “provides protection for each other.”

As explained in the methods section, gang questions on the student survey allow for the identification of the degree of gang bonding among youth who indicate gang involvement. Seven Granger students met Level One criteria (ever belonged to a gang). Of those, six met Level Two (belong to a gang with a name). Of those six, two met Level Three (currently active in a gang). Neither of those 2 met Level Four (member of a delinquent gang, one that committed at least one crime), Level Five (has initiation rites, leaders, and colors/symbols), or Level Six (met all other criteria plus student indicates “core” status in gang).

The student survey also contained several questions to gauge students’ perception of gang presence and activity in their school and community. Table 33 compares gang-involved and non-gang youth perceptions of gang presence and activity in their school and community. Approximately three-quarters of non-gang youth who took the survey answered the questions in Table 33; the non-gang student response percentages reported in Table 33 are out of those students who responded to the items. Similarly, the gang-involved student responses presented in Table 33 are out of those gang-involved students who answered the question (for example, only two gang-involved students answered the question about gangs selling drugs at school, but both indicated “yes”). Both gang-involved and non-gang students are aware of gang activity at

Granger High. Five non-gang students said gangs have brought guns to school in the last six months, as well as three gang-involved students reporting that gangs have brought guns to school in the last six months.

Table 33 Gang Presence and Activities in the School

Gang Presence and Activities in the School	% Gang-involved students responding "yes"	% Non-gang students responding "yes"
Students at school belong to gang	66.7%	40.6%
Non-student gangs come to school	16.7%	34.4%
Gang fights/violence in school	50.0%	20.0%
Gangs sold drugs in school	100.0%	31.6%
Gangs brought guns to school	60.0%	19.2%
Gangs help out in community	25.0%	4.2%
Gangs get in fights with other gangs	60.0%	83.3%
Gangs provide protection for each other	50.0%	73.9%
Gangs steal things	75.0%	79.2%
Gangs rob other people	50.0%	75.0%
Gangs steal cars	75.0%	70.8%
Gangs sell marijuana	50.0%	87.5%
Gangs sell other drugs	66.7%	82.6%
Gangs destroy property	75.0%	82.6%

School Profiles: Hunter High

Demographics

Hunter High had 46 respondents to the student survey. Demographics for Hunter High respondents are shown in Table 34. Most of the respondents were White, 12th graders, and 17 or 18 years old. The students who self-identified as Hispanic indicated Mexican and other Spanish descent. Five students self-identified as Tongan. Most students (73.9%) spoke English as the primary language at home; however, seven (15.6%) spoke Spanish at home and four (8.9%) spoke Tongan primarily at home.

Table 34 Hunter High Demographic Profile

Demographics					
	N	%		N	%
Gender			Grade		
Male	21	45.7%	10th	7	15.2%
Female	25	54.3%	11th	7	15.2%
			12th	32	69.6%
Age			Race/Ethnicity		
15	4	8.7%	White	28	60.9%
16	5	10.9%	African American	1	2.2%
17	21	45.7%	Hispanic	11	23.9%
18	16	34.8%	Pacific Islander	6	13.0%

Just over half (54.3%) lived with both their mother and father, 19.6% lived with their mother only, and 6.5% lived with their mother and other relatives. Two students lived with their father and stepmother. One each lived with their father only, mother and stepfather, grandparents only, mom and other adults, stepfather only, father and other relatives, and other children. Most (78.3%) had at least one older sibling, and approximately two-thirds (67.4%) had at least one younger sibling. Parent education as reported by the students is presented in Table 35.

Table 35 Hunter High Student-Reported Parent Education

Parent Education					
	N	%		N	%
	Father		Mother		
Less than High School Completion	9	19.6%		7	15.2%
Completed High School	10	21.7%		14	30.4%
Higher Education	17	37.0%		19	41.3%
Don't Know/ Doesn't Apply/ Missing	10	21.7%		6	13.0%

Risk and Protective Factors

The risk and protective factor scale distributions for Hunter High compared to Granger High are shown in Appendix B, Graphs 7 (risk) and 8 (protective). An overall profile for all high school students who responded to the student survey is provided in Appendix B, Graphs 5 and 6.

Hunter student respondents were more at risk on all of the risk scales than the Utah state norm, except Perceived Availability of Handguns and Parent Attitudes Favorable to Antisocial Behavior, where they were just below the state norm. The greatest problem areas for Hunter students, as defined by having the largest percentage of students “at risk” were Community Disorganization (71.7% at risk), Interaction with Antisocial Peers (65.2%), and Transitions and Mobility (54.3%). The following table shows the items comprising the Community Disorganization scale. Although three-fourths of students said they felt safe in their community, about a quarter said crime and/or drug selling and fights occur in their community as well.

Table 36 Community Disorganization Risk Factor Items

Student Survey Item	Response			
<i>How much do each of the following statements describe your neighborhood:</i>				
	NO!	no	yes	YES!
Crime and/or drug selling	30.4%	41.3%	23.9%	4.3%
Fights	32.6%	29.1%	21.7%	6.5%
Lots of empty or abandoned buildings	53.3%	35.6%	11.1%	0.0%
Lots of graffiti	47.8%	39.1%	10.9%	2.2%
I feel safe in my neighborhood	6.5%	15.2%	56.5%	21.7%

Hunter High students were below the state norm on all protective scales, indicating fewer students meeting protective criteria than average in Utah. The greatest problem areas indicated within the protective scales by the least percentage of students meeting protective criteria were Community Rewards for Prosocial Involvement (41.3% protected), Community Opportunities for Prosocial Involvement (45.2%), and Family Rewards for Prosocial Involvement (46.7%). The following table (Table 37) displays the items that comprise the Community Rewards for Prosocial Involvement scale. Few students said that people in their neighborhood encouraged them and let them know when they are doing a good job.

Table 37 Community Rewards for Prosocial Involvement Protective Factor Items

Student Survey Item	Response			
	NO!	no	yes	YES!
My neighbors notice when I am doing a good job and let me know.	34.8%	34.8%	17.4%	13.0%
There are people in my neighborhood who are proud of me.	32.6%	34.8%	19.6%	13.0%
There are people in my neighborhood who encourage me.	26.1%	34.8%	26.1%	13.0%

Community and Family

As reported in the Community Disorganization Risk Factor Items, most students felt safe in their community and thought it would be very hard (44.4%) or hard (24.4%) to get a handgun. However, only 32.6% thought the police would catch them if they carried a handgun. Furthermore, over half (65.2%) knew at least one adult who used marijuana, crack or cocaine in

the last year; and half (50.0%) knew at least one adult who stole and/or sold stolen goods in the last year. However, many recognized positive opportunities for youth in their community, such as sports teams (77.8%), scouting (79.5%), boys and girls clubs (50.0%), service clubs (57.1%), and 4-H clubs (24.4%). 69.6% answered “no” or “NO!” when asked if they would like to get out of their neighborhood.

Most Hunter High students said that the rules in their families are clear (89.2%) and that their families have clear rules about alcohol and drug use (91.3%). Most students (82.6%) said their parents know where they are when they’re not at home. Several also reported that their parents would know if they didn’t come home on time (71.1%), catch them if they carried a gun without permission (69.6%), or catch them if they skipped school (58.7%). 75.0% of Hunter High students feel close to their mothers, while 53.3% feel close to their fathers. Despite Hunter students reporting positive interactions with their families on several survey items, Family Rewards for Prosocial Involvement was one of the top three problem areas for these students.

Gang Involvement

Three Hunter students indicated that they had been in a gang, two of those three said they were currently in a gang. Two were 17-years-old, one was eighteen. One was an 11th grader; two were in 12th. All three were males. One each was White, Hispanic of Mexican descent, and Tongan. One gang-involved student each reported living with their mother and father, mother only, and father and stepmother. All three had both younger and older siblings. English was the primary language at home for two of the students; Tongan was the primary language at home for the other. The lowest education level reported for parents was some high school; the highest was graduate or professional school after college.

Two gang-involved students were in boys-only gangs with thirty or more members. One was in a mixed-gender gang with six to ten girls and eleven to twenty boys. The most common reasons for joining a gang were because a friend was in the gang (all three), for fun (2) and for protection (2). None of the three said they were forced to join a gang. All three said their gang had established leaders and symbols or colors. Two of the three were involved with gangs that had initiation rites, rules or codes, and roles for members. As shown in Graph 6 on the following page, the gangs that Hunter High youth were involved in were highly delinquent.

As explained in the methods section, gang questions on the student survey allow for the identification of the degree of gang bonding among youth who indicate gang involvement. Three Hunter students met Level One criteria (ever belonged to a gang) and Level Two (belong to a gang with a name). Of those three, two met Level Three (currently active in a gang) and Level Four (member of a delinquent gang, one that committed at least one crime). Of those two, one met Level Five (has initiation rites, leaders, and colors/symbols), but did not meet Level Six (the student did not indicate core status in the gang).

Graph 6 Hunter High Gang Delinquent Acts

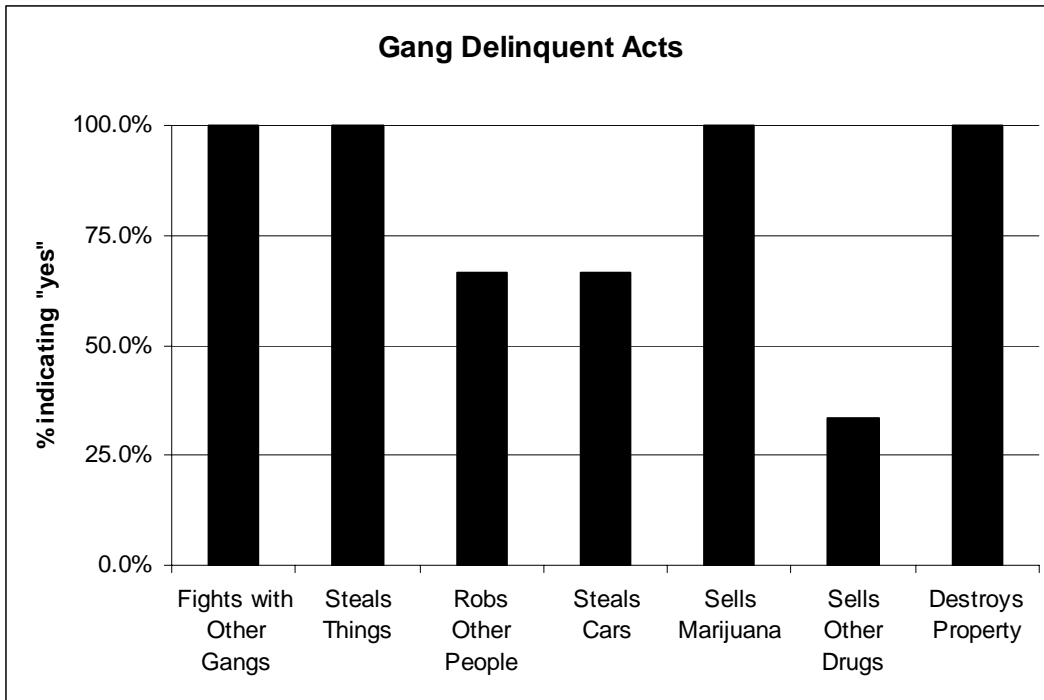


Table 38 compares gang-involved and non-gang youth perceptions of gang presence and activity in their school and community. Almost two-thirds of non-gang youth who took the survey answered the questions in Table 38; the non-gang student response percentages reported in Table 38 are out of those students who responded to the items. Both gang-involved and non-gang students are aware of gang activity at Hunter High. Furthermore, all three of the gang-involved students indicated most of the gang activities taking place at Hunter High.

Table 38 Gang Presence and Activities in the School

Gang Presence and Activities in the School	% Gang-involved students responding "yes"	% Non-gang students responding "yes"
Students at school belong to gang	100.0%	53.5%
Non-student gangs come to school	100.0%	16.3%
Gang fights/violence in school	66.7%	23.0%
Gangs sold drugs in school	100.0%	32.0%
Gangs brought guns to school	33.3%	11.1%
Gangs help out in community	0.0%	13.8%
Gangs get in fights with other gangs	100.0%	88.9%
Gangs provide protection for each other	100.0%	85.2%
Gangs steal things	100.0%	76.9%
Gangs rob other people	100.0%	73.1%
Gangs steal cars	100.0%	65.4%
Gangs sell marijuana	100.0%	81.5%
Gangs sell other drugs	66.7%	81.5%
Gangs destroy property	100.0%	66.7%

Gang Profile

Demographics

Of the 368 students surveyed across six schools, 47 (12.8%) reported that they had belonged to a gang at some point. The following table presents the demographic information for the 47 youth that indicated gang involvement. A higher percentage of young survey respondents indicated gang membership; however, more junior high than high school students were surveyed. Of the Pacific Islander youth, one was Polynesian, one was Samoan and two were Tongan. The primary language at home for most gang-involved students was English (74.5%); however, five (10.6%) spoke Spanish, three (5.4%) spoke Vietnamese, two (5.3%) spoke Tongan, and one each spoke Somalian (2.1%) and Samoan (2.1%).

Table 39 Gang Member Demographics

Demographics - Gang Members					
	N	%		N	%
Gender			Grade		
Male	20	42.6%	7th	19	40.4%
Female	27	57.4%	8th	8	17.0%
			9th	8	17.0%
			10th	2	4.3%
			11th	3	6.4%
			12th	6	12.8%
Age			Race/Ethnicity		
12	10	21.3%	White	20	42.6%
13	10	21.3%	African American	3	6.4%
14	10	21.3%	Hispanic	13	27.7%
15	7	14.9%	Native American	3	6.4%
16	3	6.4%	Asian	4	8.5%
17	3	6.4%	Pacific Islander	4	8.5%
18	4	8.5%			

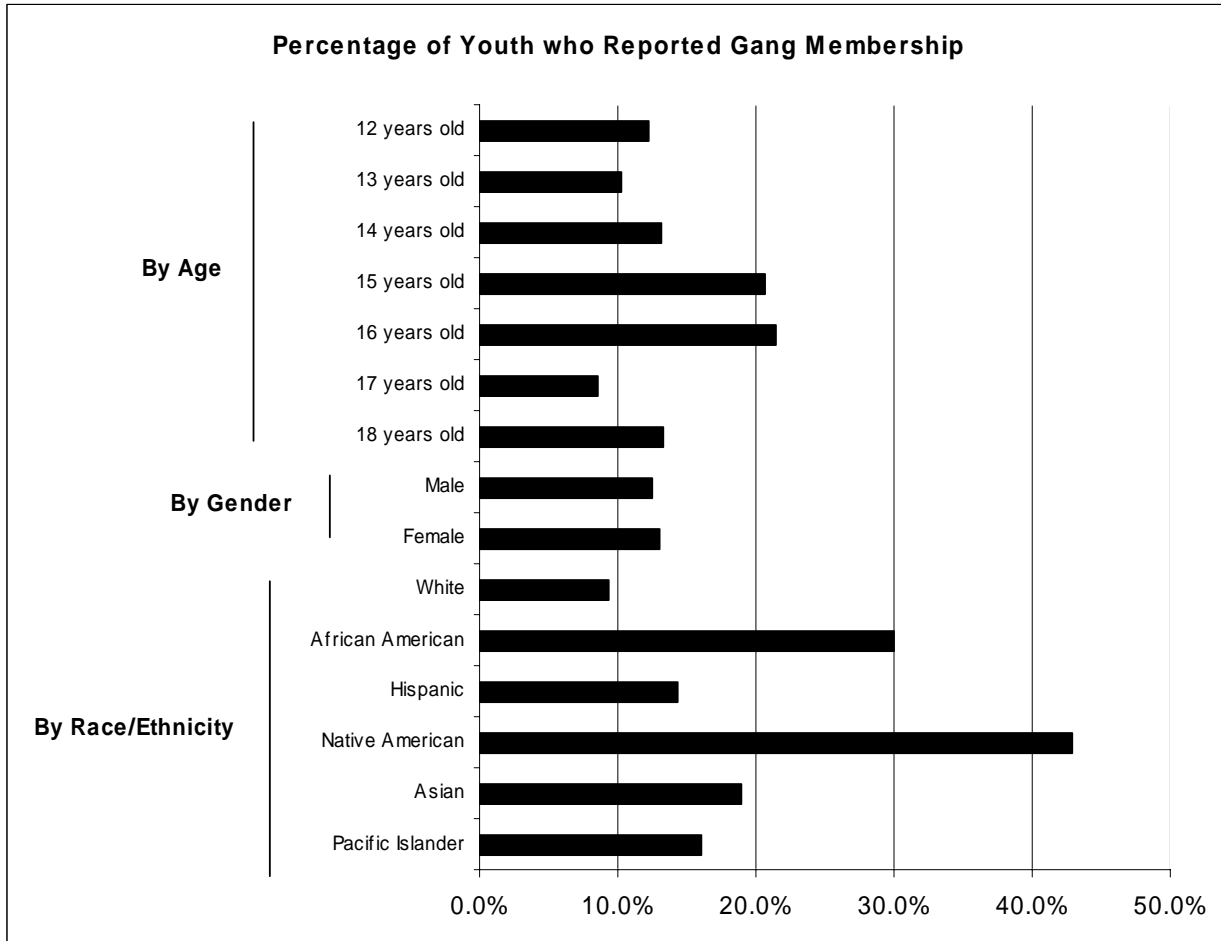
Almost half (48.9%) of the gang-involved youth lived with both their mother and father. Seven (14.9%) gang-involved students lived with their mother and other relatives (no father or stepfather), five (10.6%) lived with their mother only, four (8.5%) lived with their mother and stepfather, and three (6.4%) lived with their father and stepmother. One student each (2.1%) lived with their father only, foster parents, mother and other adults, aunt only, and grandmother and father. Seven (14.9%) had only older siblings, seventeen (36.2%) had only younger siblings, the remainder with siblings (19 respondents, 40.4%) had both younger and older siblings. Four students had no siblings. Parent education of gang-involved students varied from grade school or less to graduate or professional school after college for both mothers and fathers. The following table (Table 40) presents parent education as reported by the gang-involved youth. For those youth who knew their parents' education level, most had high school completion or beyond.

Table 40 Gang-Involved Student-Reported Parent Education

Parent Education				
	N	%	N	%
	<i>Father</i>		<i>Mother</i>	
Grade School or Less	3	6.4%	2	4.3%
Some High School	9	19.1%	6	12.8%
Completed High School	9	19.1%	17	36.2%
Some College	5	10.6%	7	14.9%
Completed College	7	14.9%	7	14.9%
Graduate or Professional School	1	2.1%	1	2.1%
Don't Know/ Doesn't Apply/ Missing	13	27.7%	7	14.9%

The following graph presents the percentage of youth who were ever in a gang by age, gender, and race/ethnicity. Males and females were equally likely to indicate gang membership (about 13% of each). Younger students (12 to 14-year-olds) were less likely than older (15 to 16-year-olds) students to indicate gang involvement (in proportion to the amount of students surveyed in each age group). Native and African Americans were disproportionately more likely to be gang involved than other races/ethnicities; however, very few Native Americans (7 students) and African Americans (10) were surveyed, thus increasing the risk that those youth may not be representative of all youth from those ethnic backgrounds in the population.

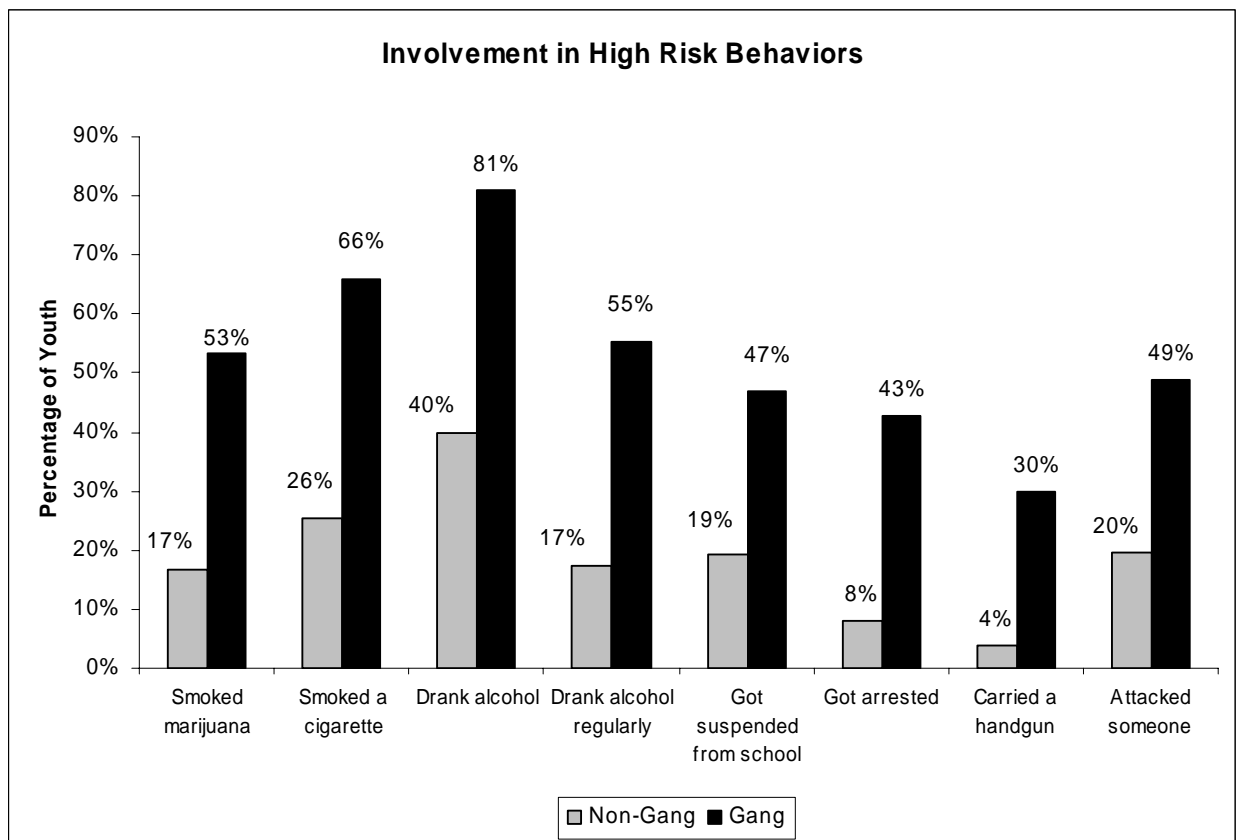
Graph 7 Percentage of Gang-Involved Youth by Age, Gender, and Race/Ethnicity



Delinquency

Several items on the student survey asked respondents about delinquent, antisocial, or high risk behaviors, such as the age when they first began those behaviors and how frequently they've done them in the last 12 months. Graph 8 compares the percentage of gang-involved and non-gang youth who report ever engaging in the following high risk behaviors. The percentage of youth who ever engaged in the following behaviors was calculated by recoding the questions about age when they first began those behaviors. All initiation age categories were recoded into "Yes" have engaged in the behavior and "Never have" remained the same. A higher percentage of gang-involved youth indicated engaging in all of the behaviors than the non-gang youth; however, at least some non-gang youth reported engaging in all of the behaviors as well, with thirteen non-gang students saying they have carried a handgun. Chi-square tests for independent samples revealed that the difference between gang and non-gang youth was statistically significant for every item in Graph 8; however, Phi coefficients were weak on all the items, indicating that other factors besides these high-risk behaviors are influencing gang membership.

Graph 8 Gang and Non-Gang Involvement in High Risk Behaviors



The student survey also included questions asking about gang delinquent activities, in addition to questions asking youth about their own personal involvement in delinquent and high-risk behaviors. One section of the survey asked students, "If you are in a gang, does your gang do the following things?" The items in the following table (Table 41) are the items listed for that

question. Of the 47 youth who were ever involved in a gang, about half were in gangs that fought other gangs, stole, and damaged or destroyed property. Fewer gang students said their gang robbed other people, stole cars, or sold illegal drugs. Gang activity and delinquency was examined by age, gender, and race/ethnicity. No differences were found between the groups on the type or amount of delinquent activities reported by the members.

Table 41 Gang Involvement in Delinquent Activities

Gang Delinquent Activities		
	N	%
Get in fights with other gangs	21	44.7%
Steal things	26	55.3%
Rob other people	19	40.4%
Steal cars	18	38.3%
Sell marijuana	18	38.3%
Sell other illegal drugs	14	29.8%
Damage or destroy property	23	48.9%

Risk and Protective Factors

The risk and protective factor scale distributions for gang-involved students (47) compared to non-gang students (321) are shown in Appendix B, Graphs 9 (risk) and 10 (protective). The greatest problem risk factors for gang-involved students, as defined by having the largest percentage of gang-involved students meet “risk” criteria, were: Attitudes Favorable to Antisocial Behavior (80.6% at risk), Interaction with Antisocial Peers (78.7%), and Community Disorganization (78.3%). Another way to identify key areas of concern among the risk factors for gang-involved youth is to focus on the factors where gang youth differ the most from non-gang respondents. The top three risk factors defined by greatest difference between gang and non-gang youth were: Early Initiation of Drug Use, Attitudes Favorable to Antisocial Behavior (which is also one of the top areas as defined by most gang youth reaching risk criteria), and Early Initiation of Antisocial Behavior.

The items that comprise the Early Initiation of Drug Use and the Early Initiation of Antisocial Behavior scales are the same ones that are presented in Graph 8 on the previous page. Graph 8 shows that a higher percentage of gang-involved youth indicated having engaged in those behaviors compared to non-gang youth, while Table 42 on the following page shows that the average age at initiation for youth who indicated those behaviors was younger for the gang-involved youth than for the non-gang respondents on most of the items. Although, on average, fewer non-gang youth were engaging in delinquent behaviors, both early initiation of drug use and antisocial behavior were still substantial problems for all youth surveyed.

Table 42 Gang and Non-Gang Age at Initiation of High Risk Behaviors

Average Age at Initiation of High Risk Behaviors		
	<i>Ave. Age at Initiation</i>	
	Non-Gang	Gang
Early Initiation of Drug Use Items		
Smoked marijuana	13.3	12.0
Smoked a cigarette, even just a puff	11.9	11.5
Had more than a sip or two of alcohol	12.5	11.8
Began drinking alcohol regularly	14.3	12.8
Early Initiation of Antisocial Behavior Items		
Got suspended from school	12.1	11.9
Got arrested	13.2	12.9
Carried a handgun	12.5	12.8
Attacked someone with the idea of seriously hurting	12.6	12.3

The items comprising the third risk factor with the greatest difference between non-gang and gang-involved youth at risk, Attitudes Favorable to Antisocial Behavior, show that fewer gang-involved youth thought it was “very wrong” to take a handgun to school, steal, pick a fight, attack someone, or skip school. Chi-square tests for independent samples showed that gang youth were statistically significantly more likely to find all of those behaviors acceptable, except taking a handgun to school. The item asking about taking a handgun to school could not be tested using a chi-square due to the small number of both gang and non-gang students who answered “a little bit wrong” or “not wrong at all.” The response rates to those items are presented in the following table (Table 43). Stealing and fighting are the behaviors that were viewed as most acceptable to both gang and non-gang youth.

Table 43 Attitudes Favorable to Antisocial Behavior Risk Factor Items

Items Comprising Attitudes Favorable to Antisocial Behavior Risk Factor					
		<i>% students responding</i>			
		very wrong	wrong	a little bit wrong	not wrong at all
Take a handgun to school	non-gang	88.8%	8.4%	2.2%	0.6%
	gang	59.6%	29.8%	10.6%	0.0%
Steal anything > \$5	non-gang	52.8%	32.1%	11.0%	4.1%
	gang	25.5%	27.7%	31.9%	14.9%
Pick a fight with someone	non-gang	34.8%	34.8%	24.5%	6.0%
	gang	19.6%	17.4%	39.1%	23.9%
Attack someone with the idea of seriously hurting	non-gang	69.1%	17.8%	11.3%	1.9%
	gang	34.0%	34.0%	14.9%	17.0%
Stay away from school without parents knowing	non-gang	54.2%	26.2%	16.2%	3.4%
	gang	36.2%	14.9%	38.3%	10.6%

The protective factor scales with the fewest gang-involved youth meeting protective criteria were: Belief in the Moral Order (29.8% “protected”), Community Rewards for Prosocial Involvement (34.0%), and School Rewards for Prosocial Involvement (36.2%). The three protective factor scales with the greatest discrepancy between percentage of gang-involved youth and non-gang youth that meet protective criteria were: Belief in the Moral Order (also the protective factor scale where fewest gang youth met protective criteria), Family Attachment, and School Rewards for Prosocial Involvement (also one of the scales where the fewest percentage of gang youth were protected).

Gang-involved youth were more likely than non-gang youth to indicate acceptance of cheating in school, beating up others, and taking things if they can get away with it. Table 44 shows the differences between gang and non-gang youth on the items comprising the Belief in the Moral Order protective factor scale. Gang-involved youth were significantly more likely to think it is okay to beat up people ($\chi^2 = 32.266$, $p < .01$) or cheat at school ($\chi^2 = 24.581$, $p < .01$) than non-gang youth; however, the relationship between these items and gang membership was weak. The other two items in Table 44 could not be tested using a chi-square due to small sample sizes in some of the response categories.

Table 44 Belief in the Moral Order Protective Factor Items

Items Comprising Belief in the Moral Order Protective Factor		% students responding			
		NO!	no	yes	YES!
I think it is okay to take something without asking if you can get away with it.	non-gang	52.0%	37.7%	7.5%	2.8%
	gang	21.3%	40.4%	19.1%	19.1%
It is alright to beat up people if they start the fight.	non-gang	23.8%	31.6%	28.4%	16.3%
	gang	10.6%	12.8%	25.5%	51.1%
It is important to be honest with your parents, even if they become upset or you get punished.	non-gang	4.0%	8.1%	36.1%	51.7%
	gang	10.6%	17.0%	31.9%	40.4%
I think sometimes it's okay to cheat at school.	non-gang	31.8%	35.8%	27.1%	5.3%
	gang	13.0%	28.3%	34.8%	23.9%

On the items comprising the Family Attachment protective scale, gang and non-gang youth were equally likely to report feeling close to their mothers and sharing thoughts and feelings with them, but gang-involved youth were less likely to report feeling close to their fathers or sharing thoughts and feelings with them. Furthermore, the difference between gang and non-gang youth on the “Do you feel very close to your father?” item was statistically significant ($\chi^2 = 11.781$, $p < .01$); however, the relationship between respondents’ answers on that item and likelihood of also indicating gang membership was weak (Cramer’s $V = .181$), indicating that other factors are contributing to gang membership. Student response rate to the four items comprising the Family Attachment scale are presented in Table 45. Both gang and non-gang youth reported closer relationships with their mothers than with their fathers.

Table 45 Family Attachment Protective Factor Items

Items Comprising Family Attachment Protective Factor		% students responding			
		NO!	no	yes	YES!
Do you feel very close to your mother?	non-gang	4.4%	10.2%	28.6%	56.8%
	gang	8.5%	6.4%	31.9%	53.2%
Do you share your thoughts and feelings with your mother?	non-gang	8.5%	15.8%	35.1%	40.5%
	gang	14.9%	17.0%	29.8%	38.3%
Do you share your thoughts and feelings with your father?	non-gang	22.0%	23.2%	33.4%	21.3%
	gang	37.0%	26.1%	28.3%	8.7%
Do you feel very close to your father?	non-gang	14.6%	16.5%	27.8%	41.1%
	gang	33.3%	20.0%	22.2%	24.4%

The following table (Table 46) presents the responses for gang-involved and non-gang youth on the items comprising the School Rewards for Prosocial Involvement scale. Over half of both

gang and non-gang students said their teachers notice when they are doing a good job and let them know about it and said that they felt safe at school. However, the difference between gang and non-gang youth on feeling safe at school was statistically significant ($\chi^2 = 8.034$, $p < .05$) with fewer gang students reporting that they felt safe. Gang and non-gang students also differed significantly ($\chi^2 = 8.248$, $p < .05$) on their responses to the “My teacher(s) praise me when I work hard in school” item, with fewer gang students reporting praise. However, the relationship between both of these questions and gang membership was weak.

Table 46 School Rewards for Prosocial Involvement Protective Factor Items

Items Comprising School Rewards for Prosocial Involvement Protective Factor		% students responding			
		NO!	no	yes	YES!
My teacher(s) notices when I am doing a good job and lets me know about it.	non-gang	7.5%	26.6%	46.9%	19.1%
	gang	8.5%	25.5%	51.1%	14.9%
The school lets my parents know when I have done something well.	non-gang	18.4%	43.9%	27.7%	10.0%
	gang	25.5%	44.7%	19.1%	10.6%
I feel safe at my school.	non-gang	5.6%	18.1%	55.1%	21.2%
	gang	14.9%	25.5%	44.7%	14.9%
My teacher(s) praise me when I work hard in school.	non-gang	9.1%	35.6%	47.2%	8.1%
	gang	21.3%	40.4%	31.9%	6.4%

Gang Characteristics

Degree of gang bonding was examined by age, gender, and race/ethnicity and no substantial differences were found between the groups past Level One (youth ever belonged to a gang). Differences on percent of youth ever reporting gang membership by age, gender, and race/ethnicity is presented in Graph 7 on page 42. Table 47 below presents the number and percentage of youth who met each of the levels of gang bonding among all youth who ever admitted gang membership. For example, 47 students indicated gang membership at some time in their lives; this is 12.8% of the total survey sample (368). Thirty-one students indicated that their gang had/has a name (Level Two criteria); this is 66.0% of the 47 who met Level One criteria. Regardless of age, gender, or ethnicity, fewer students met each of the subsequent levels of gang bonding (Level Three: currently a gang member; Level Four: gang is involved in at least one delinquent act; Level Five: gang has initiation rites, established leaders, and colors/symbols), with only two youth out of the entire sample reaching Level Six (met all other criteria plus indicated “core” status in the gang).

Table 47 Gang Bonding for All Gang-Involved Youth

	Gang Bonding					
	Level of Gang Bonding					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Number of youth who met criteria	47	31	16	12	4	2
Percent of youth who met current criteria out of previous criteria	12.8%	66.0%	51.6%	75.0%	33.3%	50.0%
Percent of youth who met criteria out of all gang youth	100.0%	66.0%	34.0%	25.5%	8.5%	4.3%

Reasons given for joining a gang were not substantially different among the different age groups, racial/ethnic groups, or between males and females. Across all groups, the most common reasons for joining a gang were for fun or because a friend was in the gang. Across the age groups (12 to 18 years old), the third most common reason for joining a gang was because a sibling was in the gang. A few minority youth said they joined a gang to get respect or to fit in better (no White youth reported either as a reason); however, this slight difference could not be statistically tested due to the small number of gang-involved youth, especially those of racial and ethnic minorities.

Academic Success and Commitment

As covered in *Delinquency and Risk and Protective Factors* sections of this gang profile, more gang members than non-members had been suspended from school, thought it was less wrong to skip school, and thought it was less wrong to cheat in school. Furthermore, of students who reported a suspension, gang members on average were younger than non-members at the age of their first suspension. Other survey items pertaining to students' academic success and commitment to school are presented in the following two tables, Table 48a and 48b. Gang and non-gang students did not differ statistically significantly on grades in school; however, gang-involved students were significantly less likely to report that their grades were better than those of their classmates ($\chi^2 = 13.783, p < .01$). Gang-involved youth were also significantly more likely to find their courses dull ($\chi^2 = 24.628, p < .01$) and think the things they are learning in school are slightly or not at all important for their later lives ($\chi^2 = 16.364, p < .01$).

Table 48a Gang and Non-Gang Students' Academic Success and Commitment Part 1

		<i>% students responding</i>				
		Mostly F's	Mostly D's	Mostly C's	Mostly B's	Mostly A's
What were your grades like last year?	non-gang	2.5%	6.9%	16.5%	36.4%	37.7%
	gang	8.5%	6.4%	17.0%	38.3%	29.8%
How interesting are most of your courses to you?		Very Dull	Slightly Dull	Fairly Interesting	Quite Interesting	Very Interesting
	non-gang	5.6%	12.2%	42.6%	25.7%	13.8%
	gang	12.8%	34.0%	19.1%	14.9%	19.1%
How important do you think the things you are learning in school are going to be for your later life?		Not at all Important	Slightly Important	Fairly Important	Quite Important	Very Important
	non-gang	2.2%	8.4%	20.6%	19.6%	49.2%
	gang	8.5%	21.3%	25.5%	12.8%	31.9%

For the items presented in Table 48b, gang and non-gang youth did not differ statistically significantly on the belief that their schoolwork was meaningful and important, nor did they differ on how often they hated being in school. However, there was a statistically significant difference between gang and non-gang youth on how often they enjoyed being in school ($\chi^2 = 13.686, p < .01$), with a much greater percentage of gang-involved youth saying “never.” Regardless of statistical significance, it can be seen in Table 48b that a higher percentage of gang-involved youth said that they “never” enjoyed being in school and “almost always” hated being in school. Gang youth were also significantly more likely to report that they “never” tried their best in school ($\chi^2 = 25.234, p < .01$). It should be noted that the strength of relationship between all of the statistically significant academic items and gang membership was weak.

Table 48b Gang and Non-Gang Students' Academic Success and Commitment Part 2

		Academic Success and Commitment - Part 2				
		% students responding				
		Never	Seldom	Sometimes	Often	Always
How often do you feel that the school work you are assigned is meaningful and important?	non-gang	4.0%	14.0%	32.1%	31.8%	18.1%
	gang	8.5%	19.1%	31.9%	21.3%	19.1%
How often did you enjoy being in school?	non-gang	6.3%	10.3%	35.9%	25.0%	22.5%
	gang	21.3%	12.8%	23.4%	21.3%	21.3%
How often did you hate being in school?	non-gang	9.1%	25.3%	40.0%	14.1%	11.6%
	gang	12.8%	14.9%	36.2%	10.6%	25.5%
How often did you try to do your best work in school?	non-gang	0.6%	5.0%	17.1%	26.8%	50.5%
	gang	10.6%	10.6%	17.0%	21.3%	40.4%

Summary

Overall gang youth were statistically significantly different than non-gang youth on a number of measures, including involvement in delinquent and high-risk behaviors, attitudes favorable to antisocial behaviors, and relationships with parents and teachers. Furthermore, a greater percentage of gang-involved youth than non-gang youth scored “at risk” on all of the risk factors, and a lower percentage of gang-involved youth than non-gang youth reached protective criteria on all of the protective factors. On the other hand, all youth who were surveyed, regardless of gang affiliation, scored below the state average on percent of students meeting protective criteria on all of the protective factors, while they also were more at risk than the state average on most of the risk factors. The greatest areas of concern for gang-involved youth, such as family relationships and engagement at school, are also items where non-gang youth indicated problems. Approaches taken to increase protection for West Valley City students on the protective factors and decrease risk for WVC students on the risk factors will likely benefit both gang and non-gang youth alike.

School Staff Surveys

The school staff surveys covered staff's perceptions about gang presence and activities in their school, what issues contribute to gang activity, and the level of gang activity compared to past years. Several staff participated in the survey from each of the six schools. The number of staff participating at each of the buildings follows.

School	# Respondents
Hunter Junior High	16
Kennedy Junior High	38
Valley Junior High	16
Westlake Junior High	29
Granger High	30
Hunter High	29

Gang Presence

The first item on the survey asked staff if they believed gangs were a problem in their schools. The majority (126) of respondents indicated, yes, gangs are a problem in their school. However, several said gangs were not a problem at their school (17 respondents) or that they did not know (16) if gangs were a problem. Of those who said gangs were not a problem in their school, the group was evenly split between respondents who did not elaborate at all on this and did not complete much of the survey and respondents who admitted that gangs were present in their schools, but they did not feel they constituted a "problem." Even though they did not feel gangs were a problem, these respondents indicated several of the same things on subsequent survey items as the majority of respondents who thought gangs were a problem. For example, many who said gangs were not a problem still identified evidence of gang presence in their school (gang clothing/colors, flashing signs) and problems in their schools caused by gangs (intimidation, fights, skipping classes). The percent of staff who said gangs were a problem in their schools did vary by building. The school with the lowest percentage of staff who identified gangs as a problem was Hunter Junior High (62.5% thought gangs were a problem, 37.5% said "no"). The school with the greatest percentage of staff unsure about gang presence in their school was Valley Junior High (25.0% answered "don't know," 6.3% answered "no," and 68.8% answered "yes"). The majority of respondents from all the schools thought gangs were a problem; however, Kennedy Junior High had the greatest percent of respondents indicating that gangs were a problem (89.5%).

For the majority who indicated gangs were a problem at their school, several things were mentioned that led them to believe their school had a gang problem. The most commonly cited signs of gang presence were: gang clothing (84 respondents), information provided by students directly to the staff or staff overhearing student conversations (40), gang symbols or signs (38), graffiti/tagging (34), and gang colors (30). Styles of clothing cited as gang-wear included bandanas, gloves, and cuffed pants. Colors were often mentioned in conjunction with clothes, as several respondents noted that youth wore gang colors on

t-shirts, belts, and shoelaces, even at those schools that have dress codes or uniforms. Of those who mentioned the presence of gang signs or symbols at school, many noted hand gestures or “flashing signs” as a common occurrence, although symbols worn on clothing or drawn on notebooks were also mentioned. Although fewer respondents noted violence/fights (12), threats/bullying (8), and intolerance between/separation of ethnic groups (5) as evidence of gangs in their schools, it is important to make note of them due to their serious nature.

Most respondents to the school staff survey have been aware of the gang problem at their schools since “day one.” Of those staff that indicated that they have always been aware of gang presence, some specified the length of time (36 respondents) and others simply responded with “When I first started here,” or “When it opened” (38 respondents). The greatest number of those who gave a time period indicated that they have been aware of gangs for ten or more years (34 respondents). Other respondents did not provide a temporal answer, but rather indicated when they saw the first signs of a gang problem in their students (13) or were informed of the problem by the administration, colleagues, or law enforcement (18). For some it was witnessing common gang characteristics (“Noticing gang writing on inside brick,” “When I saw boys in solid colors who looked mean”), for others it was the first instance of gang violence that brought the problem to their attention (“Student was shot outside of school by rival gang (Asian gang),” “First year. Student arrested for shooting someone”). A few respondents did say that they hadn’t noticed a gang problem yet (3) or just assumed there was one (2) although they had not witnessed any evidence.

Common answers to the survey item “When and where are the gang activities occurring...” included: after school (66 respondents), at lunch (36), between classes (26), before school (24), outside classrooms (28), in the hallways (26), outside the building (22), in the parking lot (12), and in the surrounding neighborhood (11). Not surprisingly, the common thread between the “when” and “where” responses were times and places where supervision of students is the least. Some more specific locations were noted by staff from each of the schools and are presented in the following list.

School	Location(s) of Gang Activity
Hunter Junior High	Commons Area, Restrooms, North/Downstairs Hall
Kennedy Junior High	Locker Room, Restrooms, 9 th Grade Hall, By Boys’ Gym, 4800 S. (North of School), Library, PE Class
Valley Junior High	No specific places mentioned.
Westlake Junior High	Hall/Steps by B-39, Hall by Cloward’s Room, Restrooms, Outside Mower Shed, On PE Fields
Granger High	At Park by School, Pavilion
Hunter High	“A” Hall, By Flagpole, By Northeast Doors, Restrooms, At Park by School, Commons Area

Gang Problems

Intimidation (threats, bullying, fear; 77 respondents) and violence (fights; 51) were the two most commonly cited problems caused by gangs at school (they were also mentioned as evidence of gangs in schools, but not as often as other signs of gang presence). Respondents indicated that perceived and real violence made many students feel afraid and threatened the safety of the school. The following comments were made by staff who noted intimidation as a major problem caused by gangs in the school:

“Students fear what will happen if they go against anything gang members support. Students are afraid for their safety.”

“There seems to be some competition and intimidation on-going between certain groups of kids.”

“They intimidate younger students to and from school. They travel the halls in "groups" and give other[s] the "eye" trying to start something.”

“I think the biggest problem is intimidation. Those who are truly gang involved don't attend much, but the fence sitters intimidate other students and I think they intimidate the administration as well.”

The next most commonly mentioned gang problem at schools is graffiti/vandalism (40 respondents). Writing on walls, tagging on the outside of buildings, and vandalism of cars were all noted. Twenty-three respondents noted that gangs also present a problem by either discouraging school participation of gang-involved youth or by disrupting classes, interfering with the education of both gang-involved and non-gang students. One respondent summed up this theme by noting that gang members have a “don't care attitude that rubs off to other students.” Similarly, 20 respondents said that the defiance towards authority or disrespect by gang members was a problem gangs present at school. Some other problems at schools caused by gangs included drugs (24 respondents), truancy (10), and theft (9). For the most part staff from every school listed the same gang problems; however, sexual violence was a problem mentioned only by Hunter Junior High staff (2 respondents).

Gang-related Issues

Nearly every school staff respondent (93) mentioned one or more family issue as contributing to gang activity. Family issues included everything from having a family member in a gang (16) to lack of parental support (27) to working parents (5), single-parent families (8), lack of parental supervision (12), and family problems in general (30). Another large body of response themes centered around the students' desire to belong (43 respondents), be cool/fit in (10), and have respect and power (8). Similarly, several staff noted that students having a lack of friends (5 respondents), low self-esteem (16), and poor social skills (4) contribute to the gang problem. Peer pressure (20) was also commonly mentioned. Other key issues cited numerous times were race, ethnicity,

and discrimination (28 respondents); socioeconomic concerns (25); lack of supervision in general (19); drugs (14); academic problems (11); and the media (10).

A few respondents also identified things their school was not doing that contributed to the gang problem, including not enforcing the dress code (7 respondents from Kennedy Junior, Granger High, and Hunter High), lack of hall patrol (3 from Granger and Hunter High), not enforcing attendance policy (2 from Granger and Hunter High), lack of police in school (1 from Granger), and lack of awareness by teachers (1 from Westlake).

Level of Gang Activity

Despite the evidence mentioned by staff of gang presence in their schools and the abundance of problems caused by gangs, most staff felt gang activity was staying the same (68 respondents), while 24 even felt it was decreasing. Not surprisingly, a good proportion (45 respondents) felt it was increasing. Eleven respondents said they did not know.

Of those who provided reasons why they thought gang activity was decreasing, most (8 respondents) simply said they saw less evidence of gangs (fights, weapons, etc.). Seven respondents from Westlake, Hunter, and Kennedy Junior Highs said gang activity was decreasing due to the schools' response to the problem. For example, one noted, "Our dress code is helpful. Administration/Cop always out in halls/lunchroom."

For the majority who felt gang activity was remaining at the same level, few provided reasons why they felt that way. Of those who provided reasons, four respondents said gang activity appears to be staying the same because it is moving underground. Another four thought gang activity remained level because the gang cycle continues with new members replacing those who leave. Three respondents from Kennedy felt that actions taken by the school (dress code, increased awareness, and police presence) have helped level off gang activity.

Of the respondents who felt gang activity is increasing and provided a reason for the increase, most (11 respondents) simply saw more evidence of gang activity, such as younger students involved, increased violence, and increased recruiting of gang members. Other reasons cited for the increase in gang activity were increased racial/ethnic tensions (5), family disintegration (4), and more gang-involved youth moving into the area (4).

Community Resident Surveys

Demographics

Twenty-nine community members completed the community resident survey. Most were female (64.3%), married (82.1%), and White (82.1%). Three respondents (10.7%) considered themselves to be Hispanic/Spanish and one (3.6%) identified himself as Native American. Every respondent had at least a high school education, with 28.6% also having some college, 10.7% having completed college, 7.1% with some graduate or professional school, and 17.9% with some vocational/technical training. Respondents were asked to give the intersection nearest to their residence. Responses to this question formed three geographic areas: 1) between 3200-3600 West and 3500-3700 South; 2) 4800-5200 West around 4100 South; and 3) along 6000 West.

Gang Presence

Most (69.0%) community residents thought there were gangs in their community. Four (13.8%) did not think that there were gangs in their community (five, 17.2%, did not answer that question). Only one respondent said his child(ren) is in a gang or at risk of being in one.

Gang Problems

When asked to pick the top three problems gangs present in the community, respondents most frequently marked “increase in drug crimes” (17 respondents), “increase in violent crime” (16), and “increase fear for safety” (11). Two respondents said gangs are not a problem in their community.

Gang-related Issues

Respondents who indicated that gangs are a problem in their community believe gang activity exists for the following reasons: power (15 respondents), gang members move from other areas (14), family problems (13), family/friends in gangs (8), boredom (8), to feel love/sense of belonging (7), and school problems (4). Two people indicated protection as a top reason gangs exist in their community. One person each identified poverty, police labeling, and lack of activities as causes of gang problems.

Level of Gang Activity

The largest group of respondents (48.3%) felt that gang activity had remained about the same in the last year, while 20.7% felt it had increased and 17.2% thought it had decreased. Four (13.8%) community residents did not answer this question.

About half (48.3%) said they feel safer in their community than they did two years ago. 41.4% of respondents felt less safe than they did two years ago. However, three of the 12 who marked “no” when asked if they feel safer in the community now than two years

ago, actually explained that they feel about the same. One person who did not answer the yes/no portion of the question and one who answered “yes” each explained that they also felt about the same as they did two years ago. Three did not answer this question. Reasons explaining why residents feel less safe now included lack of police follow-up, no neighborhood watch, theft, and too many kids in the neighborhood during school hours. Two of those who said they felt safer now credited their neighborhood watch.

Community’s Role

The top concerns community residents have about their community are gang activity (17 respondents), unkempt property (15), burglary or robbery (13), and low police activity (9). Most think that the best way to address gang activity in the community would be more programs/recreation (18), police protection (16), mentoring (16), and job provisions and/or training (12). Only two respondents indicated tutoring as one of the top things that should be done to decrease gangs. Other ideas written in by respondents included increasing detention and letting younger youth work if they want.

Community residents were asked to rank a list of agencies from (1) who is the most responsible for dealing with gangs and gang activity to (12) who is the least responsible. The agencies with the lowest median rankings (indicating most responsibility) were police (median rank of 1), family (median rank of 2), court/criminal justice system (median rank of 4), office of juvenile affairs (median rank of 5), office of youth and family services (median rank of 6), and church (median rank of 6). School had a median rank of 7; although five respondents marked school as 3 or lower in importance of dealing with gangs, eight respondents ranked it 8 or higher. Few respondents felt that treatment providers, community residents, service providers, or the housing authority had primary responsibility for addressing gang problems in the community.

When asked what the community has already done to respond to gangs, the largest number of residents (9) admitted that they did not know. Of those who knew what the community has done to address gang problems, most (6 respondents) said their community responded to gang activity through neighborhood associations/watches. Three listed police as a community response to gangs, while two noted increased awareness/involvement in general. Three respondents felt that the community response to gangs has not been adequate and two said the community response has been fear.

Seven community residents were satisfied with their community’s response to gang activity, while an equal number were dissatisfied. Four respondents weren’t sure, three of which also indicated that they did not know what their community had done to respond to gangs. Surprisingly, three of the seven who were satisfied with their community’s response to gangs also said they didn’t know what that response was. All but one of those who were dissatisfied with what has been done listed things that the community has done in response to gangs. This indicates that those who are dissatisfied are not merely dissatisfied because they don’t know what is happening. For those who were dissatisfied, only a few provided a reason. Two respondents were dissatisfied because they felt that

courts and sentences were too lenient and gang members knew it. One respondent was dissatisfied because the community was “cutting back on police forces.”

Lastly, community residents were asked what they were willing to do themselves to help deal with gangs and gang activity in their community. Respondents were most willing to participate in neighborhood outreach (13 respondents), teach skills (such as auto mechanics, crafts, computers, etc.) (6), mentor (5), and tutor (5). However, it should be noted that only two respondents felt tutoring was one of the top things that should be done to decrease gangs. Three said they were willing to become a youth group leader, while only two indicated interest in forming sports leagues/teams. One person each said they were willing to call the police and participate in a neighborhood watch/patrol. Four respondents said they weren't willing to do anything, with two more stating that they were elderly and had health problems and therefore could not participate in any of the listed activities.

Community Leader Surveys

Gang Presence

All five of the community leader respondents believe gangs are a problem in their community. However, none have had any personal experiences with a gang member.

Gang Problems

Most respondents (4 out of 5) indicated that increased violent crime against persons and increased drug crimes were problems that gangs present in their communities.

Respondents also noted that increased property crime (2 respondents), fear in the community (1), and weapon crimes (1) are problems caused by gangs.

Gang-related Issues

When asked why they believe there is gang activity in their community, every respondent felt that family problems contributed to gang activity. Respondents also indicated that youths' need to feel loved/sense of belonging (3 respondents), poverty (2), gang members moving into the community (2), prejudice (1), and family/friends in gangs (1) contribute to the gang problem.

Community's Role

Community leaders were asked to indicate what they think should be done to address gang problems from a list of possible responses. All of the community leaders felt that more parental involvement was necessary. Other frequent suggestions were mentoring (4 respondents), more police presence (3), jobs and job training (2), and tutoring (1). None of the community leaders indicated that recreation programs, school programs, or new laws/ordinances were one of their top three choices in addressing the gang problem.

So far, community leaders feel the community's response to the gang problem has been reactive (1 respondent), and through the police (2) and government (1). For example, one respondent noted, "reliance on PD to solve the problem, and interestingly, my perception is that this reliance even exists amongst the families when the problems start," while another said, "the community looks to the government to solve the problem." One respondent each said the community's response has been uncertainty and has been inadequate. One community leader did not provide an answer to this question.

Three of the five community leaders are satisfied with the current response to gangs by community agencies, specifically law enforcement and schools. One satisfied respondent noted that as more resources become available, more effort should be placed in prevention. Two respondents are dissatisfied with the current response. One noted the need for more parental involvement, while the other admitted they didn't know about all of the community's efforts, but in general felt it was inadequate.

To help improve the community's response to gangs, community leaders said increasing awareness/education of the gang problem and possible solutions were important (3 respondents), as well as supporting the police (2), schools (1), and families (1). One respondent said it would be important to change the environmental conditions that are conducive to gang activity and to convey community pride.

DISCUSSION

Results from the student, school staff, community leader, and community resident surveys demonstrate the complexity of the gang problem in West Valley City. Several issues surfaced from each of the surveys that help to provide a more complete picture of the issues surrounding gang activity in these communities. For example, risk and protective factor calculations from student survey responses indicate that interaction with antisocial peers is an area of concern for gang-involved youth. Similarly, several school staff indicated that having delinquent peers and peer pressure contributed to the gang problem. Similarities and differences exist between the various groups surveyed on what they identified as problems caused by gangs and reasons for gang activity. A brief comparison of survey results follows.

A majority of community leaders, residents, and school staff all believe that there is a gang problem in their community. Furthermore, they largely agree on the major problems caused by gangs. Violence, intimidation, and fear were in the top three problems mentioned by all three groups. Drugs were the top issue of concern from residents, second most important for community leaders, and in the top five for school staff. A consensus exists among community residents and school staff on changes in gang activity in the past few years. The largest proportion of both groups felt gang activity stayed the same, with fewer thinking it had either increased or decreased. About 10% of both groups were not sure about the changes in gang activity.

When asked what should be done in the community to address gang problems, community residents and leaders agreed that police, mentoring, and jobs/job training were all important. The most important solution mentioned by leaders (increased parental involvement) was not a choice on the community resident survey. The most important solution noted by residents (programs/recreation) was a choice on the leader survey, yet none of the leaders indicated that as one of their top three choices for addressing gang problems. The majority of community resident respondents indicated that they did not know what had been done in their community to address gang problems. Similarly, no clear theme resulted when the same question was asked of community leaders. This indicates that neither group is very informed about their community's efforts to combat gang activity. Nevertheless, both groups were equally split between those who were dissatisfied and satisfied with their community's response so far.

A couple of schools stood out due to a high percentage of both school staff and students reporting gang presence at the schools. Hunter High had the largest percent of non-gang students indicating gangs at their school, and the second largest percentage of staff who said gangs were a problem at their school. Westlake Junior High had the second largest percentage of non-gang students who said gangs were present at their school, and the third largest percentage of staff. The school with the highest percentage of staff indicating that gangs were a problem (Kennedy Junior High) actually had the lowest percentage of non-gang students who said gangs were present at their school. It should be noted that across all of the school buildings there were a much larger proportion of staff who said gangs were a problem (percents ranged from 62.5% to 89.5%), than the percentage of non-gang students from each school who said gangs were at their school (percents ranged from 34.4% to 53.5%).

Across all of the schools, staff consistently listed intimidation/fear, violence/fights, and graffiti/vandalism as major problems caused in schools by gang members. Although the student survey did not ask students about fear caused by or bullying from gang members, it did ask students if gangs got into fights or destroyed property at school. Many gang and non-gang students said gang fights or violence happen at school (67.5% of gang-involved youth said yes, 40.5% of non-gang) and gangs damage or destroy property at school (81.4% gang, 73.2% non-gang).

The community leader, resident, and school staff surveys all included items asking respondents what issues they felt contributed to gang activity. From the respondents of these three surveys a few key issues that contribute to the gang problem emerged: family problems, youth desire for belonging, family members in gangs, and poverty. Community leaders and residents felt that outside gang members moving into the area contributed to gang problems; only a few school staff listed this as a reason. Both community leaders and school staff mentioned discrimination and racial issues as contributing to the gang problem; this was not a choice on the community resident survey. The risk and protective factor profile comparing gang and non-gang youth across all the schools supported these concerns raised by the community leaders, residents, and school staff. For example, a greater percentage of gang-involved youth were at risk on the Poor Family Management and Family Conflict scales than non-gang youth, indicating the presence of more family problems in that group. A greater percentage of gang youth were also at risk on Family History of Antisocial Behavior and Parent Attitudes Favorable to Antisocial Behavior. These risk factors could be expected in families that have a history of gang involvement. Furthermore, more gang than non-gang youth met risk criteria on the Interaction with Antisocial Peers scale. A strong desire to fit in or be cool could make youth more likely to associate with delinquent friends.

Risk and protective factors indicated that the greatest areas of concern for West Valley City youth were in the community domain. The risk factor with the highest percentage of West Valley City youth, regardless of age or gang affiliation, meeting risk criteria was Community Disorganization. Items comprising this scale ask youth about the presence of crime, drug sales, fights, empty buildings, and graffiti in their neighborhood. One of the community leader respondents underscored the importance of addressing the items that make up the Community Disorganization risk factor by saying the community's response to gangs can be improved by, "Doing more in my neighborhood to improve conditions which are conducive to criminal activity. Sending signals that I care about my neighborhood and my property etc."

The two protective factors with the smallest percentage of youth meeting protective criteria are Community Opportunities for Prosocial Involvement and Community Rewards for Prosocial Involvement. The items comprising the opportunity scale ask youth about the availability of adults they can talk to, sports teams, scouts, service clubs, and boys and girls clubs. Community residents selected "programs/recreation" as the most important thing that should be done to address gang activity in the community, indicating that this is probably an area that is lacking in the community. A few school staff also said that lack of activities contributes to the gang problem. The items on the rewards scale ask youth if neighbors notice when they are doing a good job, are proud of them when they do well, and encourage them to do their best. Mentoring was selected by both community residents and leaders as way to address gangs; however, neither

said that this has been part of the community’s response so far. Furthermore, when asked what they would be willing to do to deal with the gang problem, none of the leaders indicated mentoring or helping with youth recreation, and only a few of the residents were willing to form sports leagues/teams (2 respondents), become a youth group leader (3), or mentor (5). Six community residents said they were willing to do nothing to help deal with gangs or did not check any of the programs/activities. When asked to rank a list of organizations on level of responsibility for dealing with gangs, nearly every community resident ranked “community residents” as either the least or second least responsible group. Although it cannot be said that the community residents or the students who completed these surveys are representative of all residents or students in West Valley City, it should be noted that community issues have been identified as an area in need of improvement.

Next Steps

As previously discussed in the methods section, the risk and protective factors imbedded in the student survey are scientifically based constructs used in violence and delinquency prevention. Items comprising the factors were included in the gang survey to allow for the use of that prevention research in developing a comprehensive strategy to address gang activity and risk for gang involvement in the community’s youth. The following table (Table 49), originally compiled by Bach Harrison, L.L.C. and Social Development Research Group (SDRG), shows the links between the risk factors and five problem behaviors. Check marks indicate that at least two well-designed, published research studies have shown a link between the risk factor and problem behavior.

Table 49 Risk Factors and Related Problem Behaviors

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Firearms					✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment	✓	✓			✓
Family					
Family History of Antisocial Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Academic Failure	✓	✓	✓	✓	✓
Individual/Peer					
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Because the Gang Model student survey allows for the calculation of risk and protective factors, several years of prevention and intervention research can be utilized in decision-making and planning after obtaining student survey results. Many agencies, including OJJDP, the Center for Substance Abuse Prevention (CSAP), and the Center for the Study and Prevention of Violence (CSPV), provide resources on empirically tested and proven programs for communities and groups who are working to implement prevention and early intervention to address risk and protective factors. The following three websites provide information on suggested programs organized by the risk and protective factors they address:

- CSAP's
<http://casat.unr.edu/bestpractices/search.php>
- OJJDP's Model Programs Guide
www.dsgonline.com/Model_Programs_Guide/Web/mpg_index_flash.htm
- OJJDP's Strategic Planning Tool
<http://www.iir.com/nygc/tool/>

For example, the student survey results indicated that gang-involved students were at risk on Early Initiation of Antisocial Behavior and Early Initiation of Drug Use, checking those boxes on the CSAP website would yield the following suggested programs: Mentoring: Big Brothers/Big Sisters (indicated as a "Best" program, considered scientifically defensible) and Project Venture (also a "Best" program). Clicking on the name of the suggested program will take the user to another page that describes the program and provides information about implementing it in the community.

The Gang Model surveys were developed through years of research on youth gangs and risk and protective factors. The use of these research-based surveys allows the steering committee to interpret the results and use that information to implement components of the Comprehensive Gang Model tailored specifically to their community's needs.

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Appendix A

Office of Juvenile Justice and Delinquency Prevention Comprehensive Gang Model Program Surveys

- Survey 1. Student Survey
- Survey 2. School Staff Perceptions
- Survey 3. Community Resident Survey
- Survey 4. Community Leader Survey

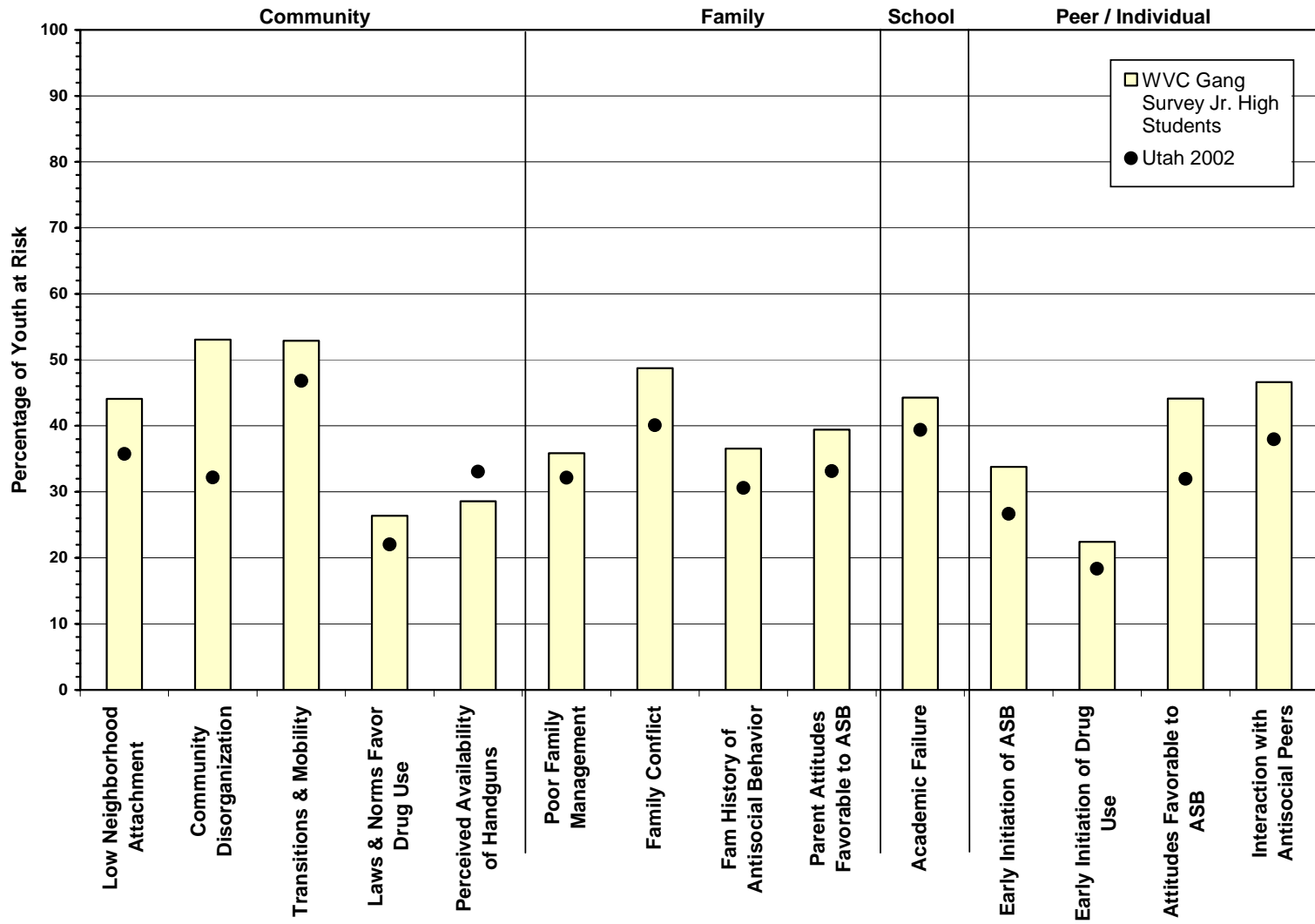
Copies of the OJJDP Gang Model Surveys are not included in the electronic version of this report. They are, however, available in OJJDP's "A Guide to Assessing Your Community's Youth Problem" PDF document available on the web at http://criminaljustice.state.ny.us/ops/docs/training/pubs/in-service/gangs/ojjdp_compmodel.pdf

Appendix B

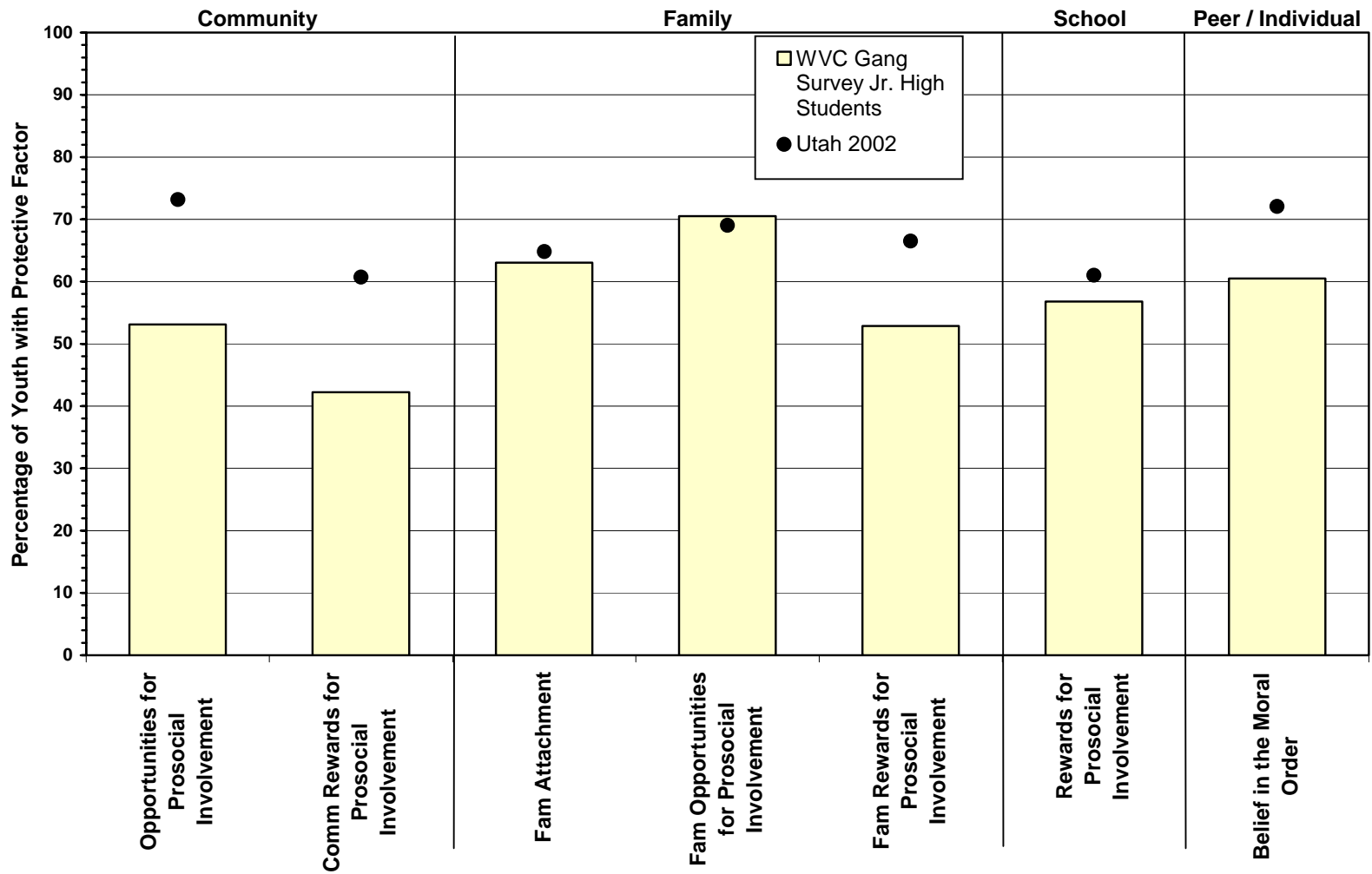
Risk and Protective Factor Graphs

- Graph 1. Overall Junior High Students Risk Profile
- Graph 2. Overall Junior High Students Protective Profile
- Graph 3. Comparing Junior High Schools Risk Profile
- Graph 4. Comparing Junior High Schools Protective Profile
- Graph 5. Overall High School Students Risk Profile
- Graph 6. Overall High School Students Protective Profile
- Graph 7. Comparing High Schools Risk Profile
- Graph 8. Comparing High Schools Protective Profile
- Graph 9. Comparing Gang and Non-gang Youth Risk Profile
- Graph 10. Comparing Gang and Non-gang Youth Protective Profile

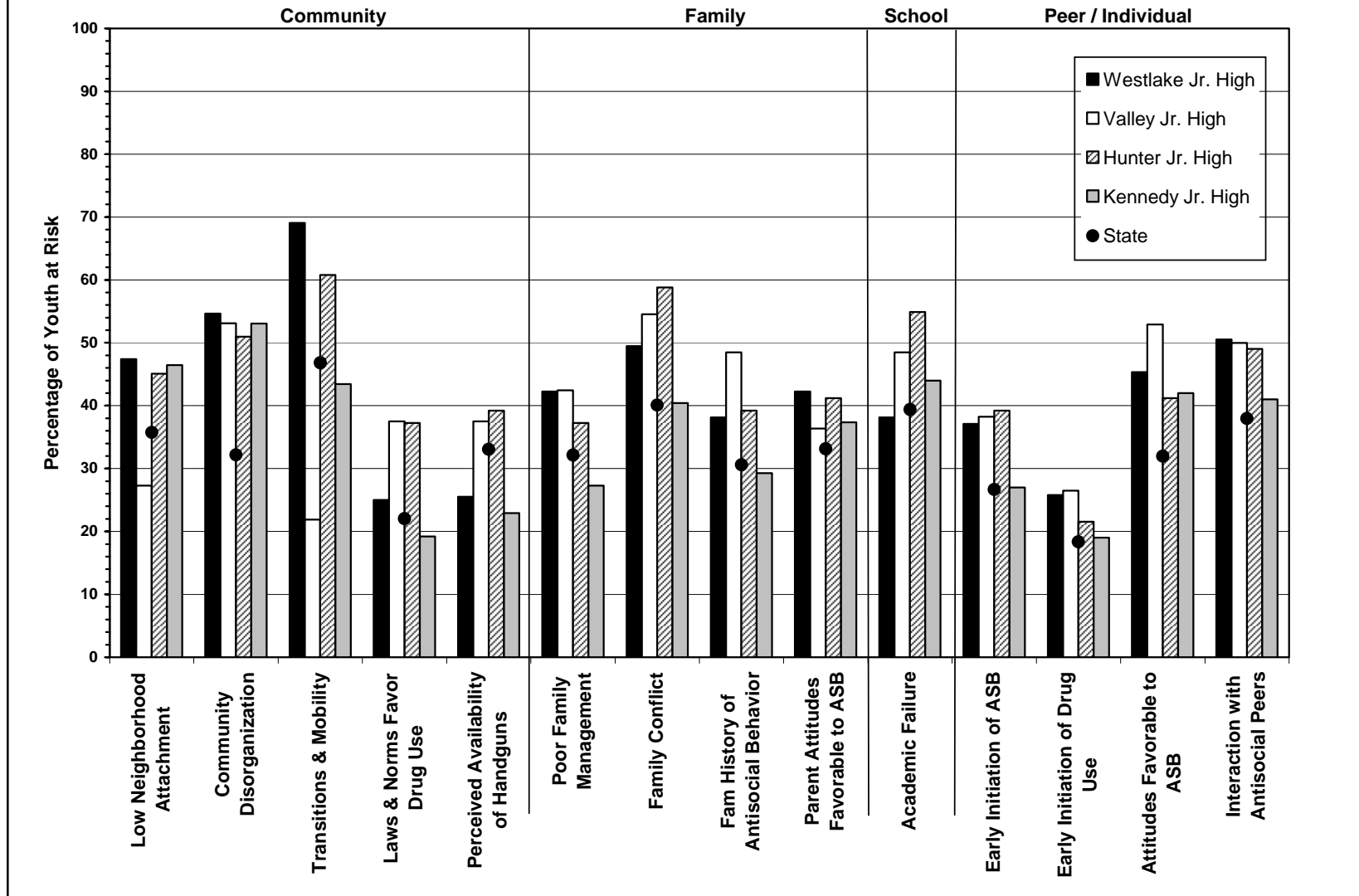
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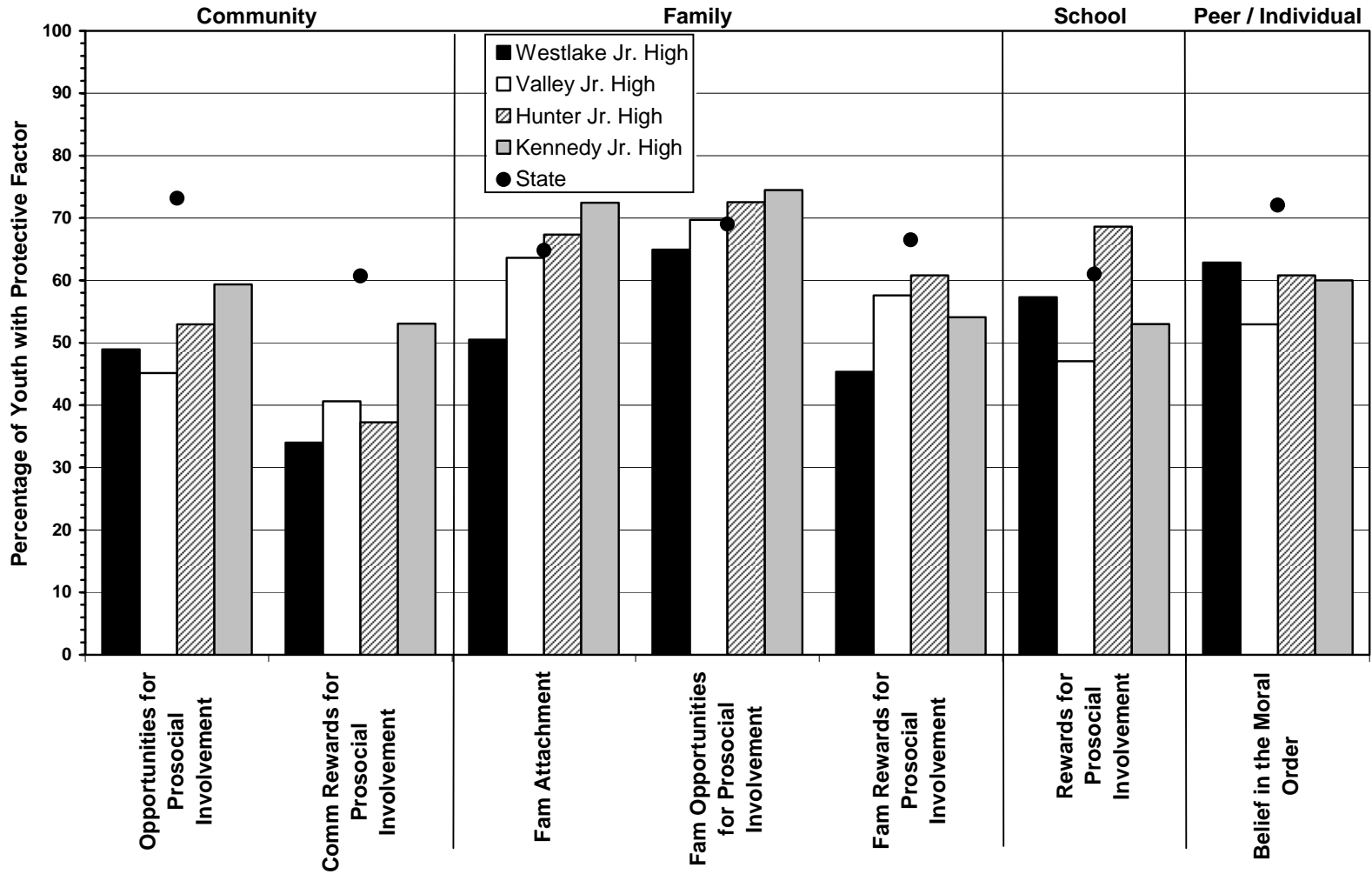
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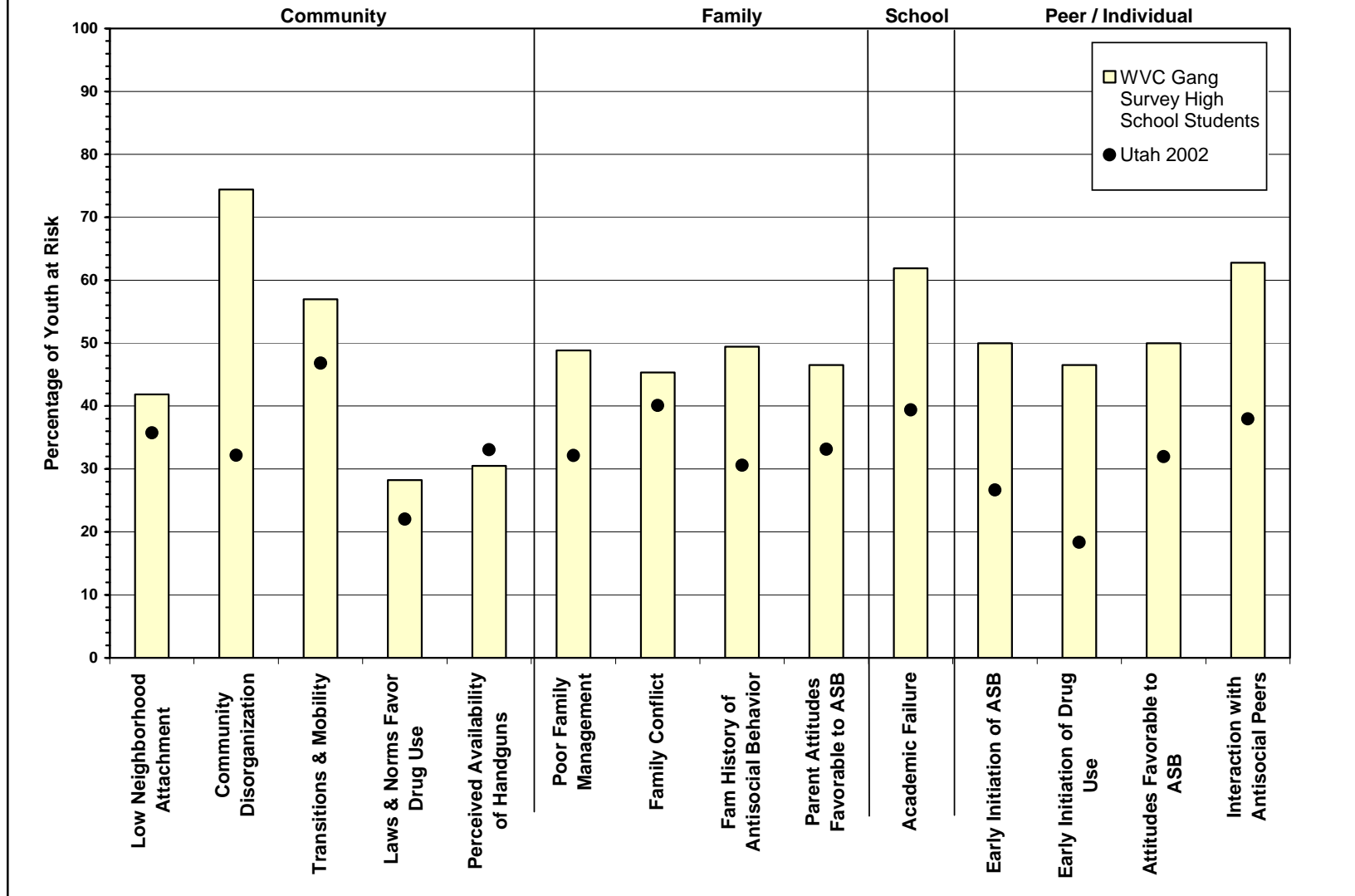
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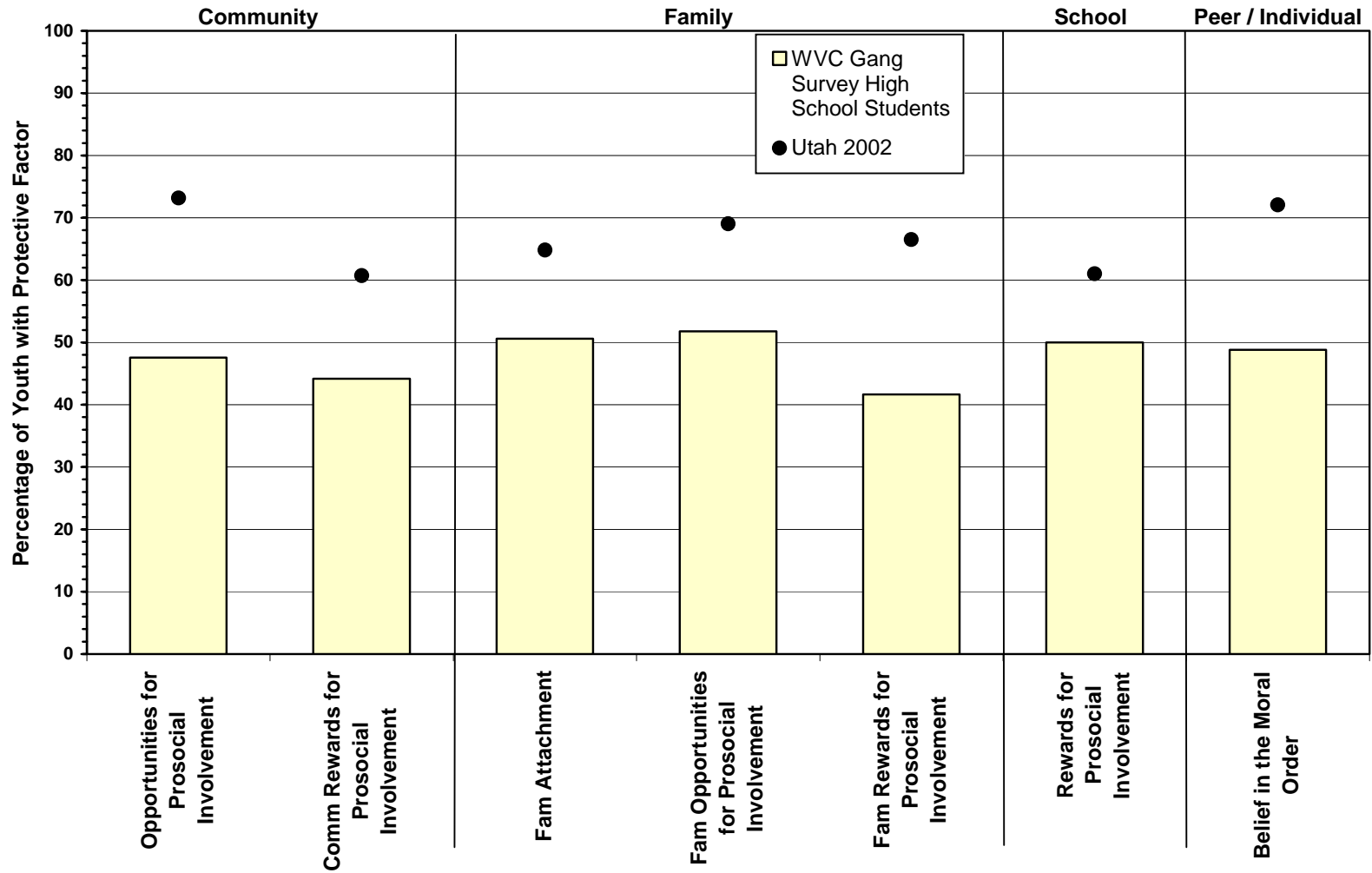
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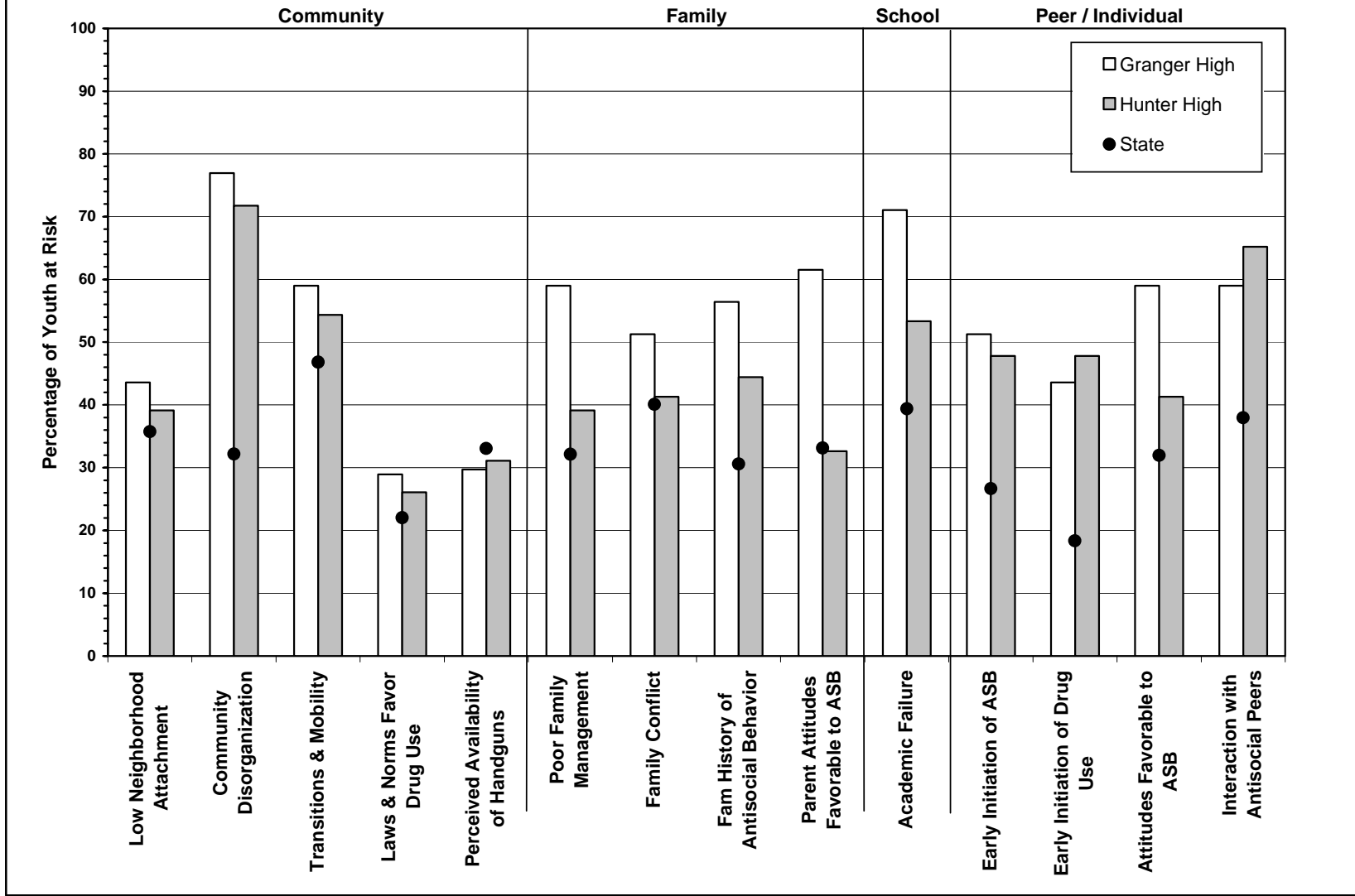
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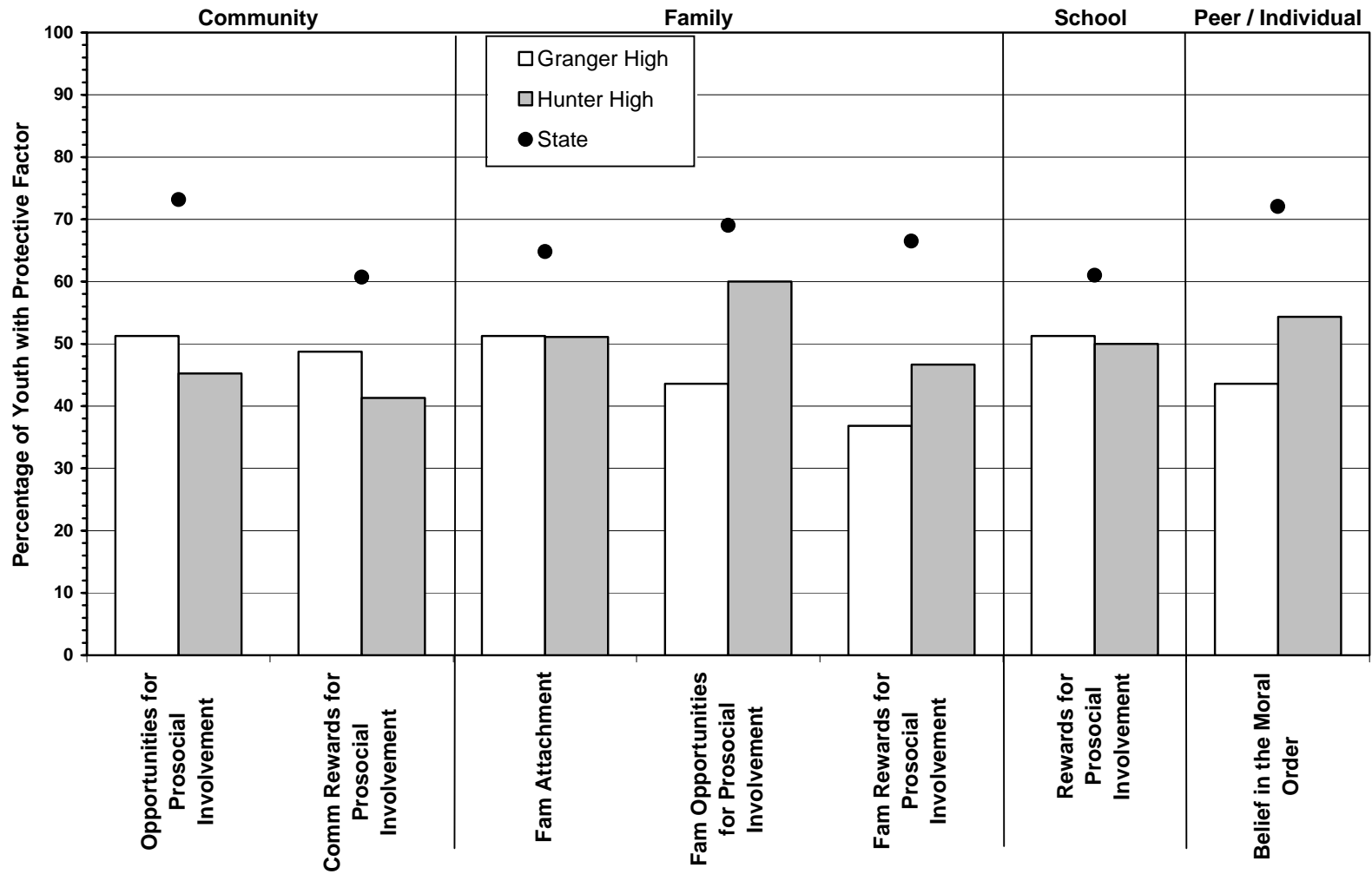
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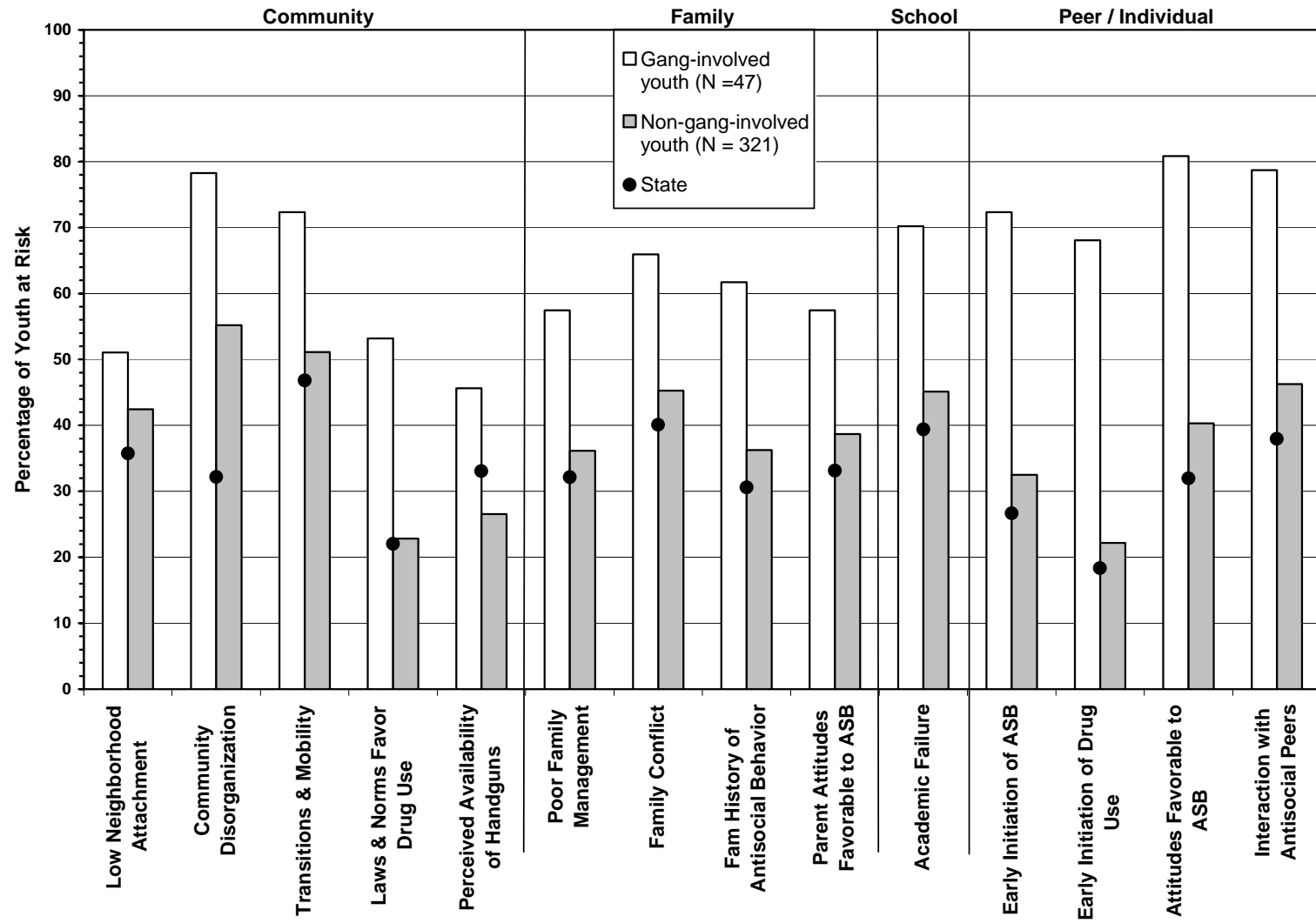
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