YOUTH OPPORTUNITIES UNITED
MIDDLE SCHOOL/JUNIOR HIGH
STUDENT SURVEY – 2000

RESULTS VOLUME 2

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The 1999-2000, Youth Opportunities United grant designed to provide after-school programs at five middle/junior high schools contained an evaluation plan. The plan called for the creation, administration, and analysis of a student survey. The survey was to be used in a pre- and post-test evaluation design to search for changes as a result of the after-school program. Due to the delays in obtaining permission from the State to begin the program, the after-school program did not start until mid-way through the second half of the school year. The late start also meant that the survey instrument design was not completed until April 2000. Therefore, the pre- and post-test evaluation design could not be used with the survey instrument.

However, the survey instrument was designed to support the collection of data for the analysis of juvenile delinquency risk factors in Nueces County in accordance with the YOU Comprehensive Plan. The first report, Volume 1 provided the initial, descriptive analysis of the results of the student survey. The analysis is linked to the risk factors as discussed in the YOU Comprehensive Plan, June 26, 1999, Section II., A. Data Collection and Analysis Work Group, Risk Factor Data and Trend Analysis. This report, Volume 2 examines the relationship between the Priority Risk Factors and problem behaviors as well as victimization. Also, the survey permits analysis of student responses in connection with protective factors.

ADMINISTRATION OF THE SURVEY

The YOU Middle/Junior High Student Survey--2000 was administered at Seale Junior High, Tom Browne Middle School, West Oso Junior High, the Juvenile Probation Department’s Boot Camp and the Student Learning Guidance Center (SLGC). The survey was designed by the project staff and was modified after review by the YOU Steering Committee and school principals. The survey instrument (See Volume 1) was designed and printed so that the completed surveys could be scanned into a data file. Survey forms and parental permission forms were delivered to each site. The administration and teachers of each school distributed the surveys and collected those completed. Administration of the survey occurred in May of 2000. Of 1,128 survey forms delivered to the campuses, 789 were completed and returned for a response rate of 70.0%.

RESPONDENT DEMOGRAPHICS

The majority of the respondents 57.7% were from Seale Junior High, with 15.7% from Tom Browne Middle School, 23.2% West Oso, 3.0% Boot Camp, and 0.4 %
SLGC. At Browne, only students in the eighth grade were included. All grades were included at Seale and West Oso.

Of the respondents, 53.6% were female (420) and 46.4% male (363) with 6 not indicating gender. The students were predominantly 13 and 14 years of age. Students age 13 comprised 41.4% with 14 year olds comprising 40.4%, 12 year olds 9.5%, 15 year olds 7.7%, and 16 year olds only 0.9%. The students were predominantly Hispanic, 87.4% with only 6.2% African-American, 4.0% Anglo, 0.3 Asian American, 0.5% Native American, and 1.7% Other.

INTRODUCTION

The YOU steering committee confirmed six risk factors that are present in Corpus Christi and Nueces County. These six risk factors were adopted as the Priority Risk Factors for the community. Two pairs of risk factors are linked so closely in their affects and the data indicators that support them that they are reported as sets. The four risk factor sets for Nueces County-Corpus Christi are:

1. Family Management Problems and Family Conflict
2. Extreme Economic Deprivation
3. Early Academic Failure and Lack of Commitment to School, and
4. Early Initiation of the Problem Behavior

These risk factors are those which are clearly indicative of problems for Corpus Christi and Nueces County. They form an integrated cluster, related by cause and effect with each risk factor serving to compound the effects of the others (See Figure 1). All of the priority risk factors are related to the five problem behaviors: delinquency, drug abuse, teen pregnancy, violence, and dropout.

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**Figure 1: INTEGRATED CLUSTER OF CAUSES**

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Economic Deprivation  Academic Failure

Family Conflict  Early Initiation
  Drug Abuse, Pregnancy, Delinquency
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This report demonstrates and confirms how the Priority Risk Factors are related by cause and effect with each risk factor contributing to the others. A select group of questions relating to problem behaviors were used to show the relationship among the risk factors. The following questions are related to problem behaviors:

1. Have you ever used alcohol?
2. Have you ever used drugs?
3. Since school began in the Fall, on how many days (if any) have you attended at least once class while “high” or “stoned?”
4. How old were you when you first used alcohol or drugs?
5. Since school began in the Fall, how many days (if any) have you missed a whole day of school because you “skipped” or “cut?”
6. During the last four weeks, on how many days (if any) did you carry a knife to school?
7. During the last four weeks, on how many days (if any) did you carry a gun to school?

Another set of questions dealing with victimization was also used to show the relationship among the risk factors. The following questions are related to victimization:

1. Have you ever been forced or coerced to engage in unwanted sexual activity by (a) someone you didn’t know, (b) a casual acquaintance, (c) someone you knew well.
2. During the past six months, did anyone physically attack you?
3. Did any incidents of bullying happen to you this school year?
4. During the past six months, has a student (from this school) threatened to injure you?

Each set of questions was examined with each of the Priority Risk Factors in order to determine if a relationship existed. In most instances, a relationship did exist among the Priority Risk Factors and the problem behaviors and victimization. Only significant relationships were reported.

**GENDER**

**PROBLEM BEHAVIORS**

The survey results found significant differences among the male and female students when looking at their delinquent behaviors. It appears that in most instances, the male students were more likely to engage in delinquent behaviors than the female students.

The survey results showed that the male students ($F = 7.21, p = .007$) were more likely to engage in drug use than the female students. The male students were more likely to attend class “high” or “stoned” ($F = 18.87, p = .001$), as well as “skip” school one or more days ($F = 4.47, p = .035$). The male students were also more likely to carry
weapons to school such as a gun ($F = 8.89, p = .003$) and/or a knife at least one or more days ($F = 17.19, p = .001$). Chart 1 demonstrates the percentages of males and females engaged in the problem behaviors.

**VICTIMIZATION**

The results demonstrated that no significant differences existed between the male and female students in experience of sexual victimization.

There were significant differences between the males and females and their experiences of victimization at school. The male students were more likely to report being threatened ($F = 8.10, p = .005$) at school than the females. The male students were also more likely to report being physically attacked ($F = 11.30, p = .001$). Chart 2 shows the percentages of males and females that reported victimization at school.
ETHNICITY

The survey also attempted to determine if there were any significant differences among African American/Other, Hispanic, and Anglo students in regards to their involvement in delinquent behaviors. The survey results showed that there were no significant differences when examining delinquent behaviors among the ethnic groups.

There were significant differences among the ethnic groups when examining sexual victimization. Hispanics accounted for the majority of those that experienced sexual abuse because they represented a majority (87.4%) of the sample. However, proportionately the African American/Other students were more likely to report sexual abuse than the Anglo and Hispanic students (See Chart 3).

![Chart 3: Ethnicity and % of Students That Reported Sexual Abuse](chart.png)

The results were not as significant when looking at the students’ experience of victimization at school. The only significant difference among the ethnic groups were the Anglo (F = 3.97, p = .019) students were more likely to report being threatened at school than the African American/Other or Hispanic students.

EXTREME ECONOMIC DEPRIVATION

The survey results confirmed that a majority of the students or 62.1% reported qualifying for the free or reduced lunch program. The survey attempted to determine if there was an association between poverty and delinquent behaviors. No association was found between poverty and delinquent behaviors and victimization. This may be due to the inaccuracy in the youth’s responses on this question.

Nonetheless, Extreme Economic Deprivation very clearly remains a significant risk factor for Nueces County. The data indicators clearly demonstrate that Nueces County’s economic conditions are worse than the nation or the State.
EARLY INITIATION OF THE PROBLEM BEHAVIOR

AGE OF 1ST USE OF ALCOHOL OR DRUGS & PROBLEM BEHAVIORS

A significant number of students reported that they did not use alcohol or drugs when asked to identify their age of first use. Nonetheless, 34.1% indicated that they began their first use of alcohol or drugs at 13 years of age or younger, of those students 16% reported their use at 10 years of age or younger. The survey results confirmed that those students that began their use of alcohol or drugs at an early age where more likely to report involvement in delinquent acts.

Those students that reported their alcohol or drug use at an early age (10 to 12) were more likely to engage in a variety of alcohol (F = 96.01, p = .001) and/or drug (F = 17.67, p = .001) use than those students that indicated their age of first use at 13 years of age or older. Chart 4 specifically looks at the mean scores for the questions relating to alcohol and drug use. Scales were created based on the number of types of alcohol or drugs used. The lowest score for alcohol use was 4.00 (indicating using no alcoholic beverages) the highest score for alcohol use was 16.00 (indicating using all types of alcoholic beverages). The lowest score for drug use was 11.00 (indicating never using any drugs) the highest score for drug use was 44.00 (indicating using all types of drugs).

Those students that reported attending class “high” or “stoned” (F = 23.94, p = .001) were more likely to report their age of first use at an early age compared to those students who indicated that they had never used alcohol or drugs or started their use at a later age. A significant proportion of 68% of those students that reported attending class “high” or “stoned” also reported that they had begun their first use of alcohol or drugs at 12 years or younger (See Chart 5).
The results from the survey also showed that those students who reported their age of first use at an early age were more likely to report “skipping” (F = 18.27, p = .001) school than those students who began their use of alcohol or drugs at a later age. A significant proportion or 56% of those students that reported “skipping” one or more days of school also reported that they had begun their first use of alcohol or drugs at 12 years or younger (See Chart 6).

The students who reported their age of first use of alcohol or drugs at an early age were more likely to report carrying a knife (F = 9.29, p = .001) to school than the students that started at a later age. A significant proportion or 65.3% of those students that reported carrying a knife to school also reported their age of first use at 12 years or younger.

Students were asked a set of questions in reference to how often in the past six months did they get into trouble/difficulties with their friends, teachers and the police because of their alcohol or drug use. In most instances the students who reported their
age of first use of alcohol or drugs at an early age (12 or younger) were more likely to report trouble with their friends, teachers, and the police than those whose use started at 13 years or older (See Charts 7 & 8).

When examining the age the students first used alcohol and/or drugs and sexual victimization, a significant association exists. However, a pattern does not emerge. Those students that began their use of alcohol or drugs at ages 10 or younger, 12, and 14 years old were more likely to report unwanted sexual activity by a casual acquaintance than those students ages 11, 13, or 15 years and older ($F = 2.41, p = .026$). The students
that began their use at ages 10 or younger, 13, and 14 years old were also more likely to report unwanted sexual activity by someone they knew than those who started their use at 11, 12, and 15 years and older (F = 4.41, p = .001).

A significant association exists between the age of first use of alcohol or drugs and the likelihood of the students being victimized at school. The students that began their use at 10 years or younger, 11, and 13 years were more likely to report an incident of someone physically attacking them than those students that began their use at 12, 14, and 15 years or older (F = 3.39, p = .003).

The students that began their use of alcohol or drugs at 12 years or younger were more likely to report incidents of bullying (F = 2.36, p = .029) than those students who began their use at 13 years or older. The students that began their use between 11 and 13 years old were more likely to report being threatened (F = 3.12, p = .005) at school than the students that began at 10 or younger and 14 years or older.

AGE OF STUDENTS & PROBLEM BEHAVIORS

The students were predominantly 13 and 14 years of age. Students age 13 comprised 41.4% with 14-year-olds comprising 40.4%, 12 year olds 9.5%, and 15 years old and older only 8.6%. The survey confirmed that the older the students (14 years and older) the more likely to engage in delinquent behaviors. This pattern was seen through all the delinquent behaviors the survey examined.

The survey results confirmed (See Chart 9) that older students were more likely to engage in alcohol (F = 10.64, p = .001) and/or drug use (F = 7.98, p = .001).
The results also showed that the older the students, the younger they began their first use of alcohol or drugs (F = 21.99, p = .001). For example when examining those students that reported their age of first use of alcohol or drugs at 10 years or younger a majority of those were 14 year-olds (See Chart 10).

![Chart 10: Age of Students &% of Students That Reported Their Age of 1st Use of Alcohol or Drugs](chart10)

Also, the older the students were, the more likely they reported attending school “high” or “stoned” (F = 15.60, p = .001). A significant proportion or 65% of those students that reported attending class “high” or “stoned” were 14 years or older (See Chart 11).

![Chart 11: Age of Students and % of Students Attending Class “High” or “Stoned”](chart11)

A significant association between the age of the students and truancy exists. The older the students the more likely they were to report “skipping” one or more days of
School (F = 14.14, p = .001). Of those students that reported “skipping” school a significant proportion or 68% were 14 years or older (See Chart 12).

The survey results also confirmed that the older the students were, the more likely they were to carry weapons to school at least one or more days during the last month. A significant association exists between the age of the students and carrying a knife (F = 4.26, p = .005) and/or a gun to school (F = 6.11, p = .001). Chart 13 shows that a majority of the students that reported taking either a knife or gun to school were 14 years or older.
AGE OF STUDENTS & VICTIMIZATION

The only area that showed statistical significance was that the older the students were the greater the likelihood that they had been forced to engage in unwanted sexual activity by someone they knew well (F = 6.84, p = .001). Of those students that reported unwanted sexual activity by someone they knew well a significant proportion or 72% were 14 years or older.

EARLY ACADEMIC FAILURE & LACK OF COMMITMENT TO SCHOOL

STUDENT PERFORMANCE & PROBLEM BEHAVIORS

The students were asked to provide a self-report of their grades “on average.” A majority or 52.2% report mostly B’s, 29.1% mostly C’s, D’s, and F’s, and only 18.6% report mostly A’s. It appears from the survey results that the students who earned C’s, D’s, and F’s were more likely to be involved in delinquent behaviors than those students who earned A’s and B’s.

The students earning C’s, D’s, and F’s” were more likely to engage in alcohol use (F = 5.38, p = .001) and/or drug use (F = 13.46, p = .001) than those students who reported earning A’s and B’s (See Chart 14). Chart 14 shows that the lower the grades the students reported the more likely they were to use a variety of alcoholic beverages and/or drugs. The survey also confirmed that those students who reported earning C’s, D’s and F’s were more likely to begin their use of alcohol and/or drugs at an earlier age (F = 8.61, p = .001) than those students who reported earning A’s and B’s.

The students earning C’s, D’s, and F’s were more likely to report attending class “high” or “stoned” at least one or more days than those students that earned A’s and B’s (F = 15.25, p = .001). A significant proportion (50.4%) of those students that reported

![Chart 14: Grades Earned and Students’ Usage of Alcohol & Drugs](image-url)
attending class “high” or “stoned” also reported earning C’s, D’s, and F’s (See Chart 15).

The students that reported earning C’s, D’s and F’s were more likely to have missed a whole day of school because they “skipped” or “cut” than those students who earned A’s or B’s ($F = 17.03, \ p = .001$). A significant proportion or 49% of those students that reported “skipping” school also reported earning C’s, D’s, and F’s (See Chart 15).

In regards to carrying weapons, a significant difference exists between those students earning C’s, D’s, and F’s and those students earning A’s or B’s. The students earning C’s, D’s and F’s were more likely to report carrying a knife ($F = 4.16, \ p = .006$). However, when examining those students taking a gun ($F = 3.51, \ p = .015$) those earning B’s were more likely to report carrying a gun to school (See Chart 16).
STUDENT PERFORMANCE & VICTIMIZATION

The survey also attempted to determine if relationships existed between the grades students earned and sexual victimization and victimization at school. Those students that reported earning C’s, D’s, and F’s were more likely to report sexual abuse than those students who earned A’s and B’s. The students who earned C’s, D’s, and F’s were more likely to report being forced or coerced to engage in unwanted sexual activity by someone they didn’t know (F = 4.11, p = .007) and/or someone they knew well (F = 5.25, p = .001) than those students who earned A’s and B’s. Chart 17 shows that a significant proportion of those students that reported sexual abuse also reported earning C’s, D’s and F’s.

The students that reported earning C’s, D’s, and F’s were more likely to be physically attacked (F = 4.16, p = .006) at school than those students who earned A’s and B’s. Of those students that reported being physically attacked, 47.7% reported earning C’s, D’s and F’s.

TRUANCY & PROBLEM BEHAVIORS

The survey also attempted to determine whether a relationship existed between students’ lack of commitment to school (truancy) and the likelihood of their involvement in other delinquent behaviors. A significant proportion or 22.6% of the students reported “skipping” one or more days of school.

The survey results confirmed a strong correlation between those students “skipping” school and their involvement in other delinquent behaviors. The students that reported “skipping” school were more likely to be involved in the use of alcohol
(F = 150.05, p = .001) and/or drugs (F = 91.67, p = .001) than those students that indicated they had not been truant.

There was also a strong association between those students “skipping” school and those students attending class “high” or “stoned.” The students who reported “skipping” school were more likely to report attending class “high” or “stoned” (F = 167.96, p = .001) at least one or more days during the school year. Of those students that reported attending class high, 60.6% also report “skipping” one or more days of school (See Chart 18).

There was a significant association when examining truancy and the age students reported their first use of alcohol or drugs. Those students who reported being truant were more likely to begin their use of alcohol or drugs at an earlier age (F = 40.59, p = .001) than those students who reported they had not been truant to school (See Chart 19).
The survey results also confirmed that those students who reported being truant were more likely to report carrying weapons to school such as a gun (F = 29.94, p = .001) and/or knife (F = 40.57, p = .001) than those students who did not report “skipping” school. Of those students who reported carrying a gun to school, 65.4% reported “skipping” school one or more days.

TRUANCY & VICTIMIZATION

The survey results also confirmed that a relationship exists between truancy and students experiencing sexual victimization and incidents of victimization at school. The students that reported “skipping” school were more likely to report incidents of sexual victimization than those students who did not report “skipping” school. Those students that “skipped” school were more likely to report unwanted sexual behavior than those students who were not truant (See Chart 20).

![Chart 20: Truancy & % Reporting Unwanted Sexual Behavior](image)

When looking at incidents of victimization at school, no significant association was found in relation to incidents of bullying. However, significant differences were found when looking at incidents of physical attacks or being threatened at school.

The students who were truant were more likely to report incidents of physical attacks (F = 8.65, p = .003) at school than those students who did not report “skipping” school. The results were similar when examining incidents of threats to cause injury (F = 8.60, p = .003) (See Chart 21).
FAMILY MANAGEMENT PROBLEMS AND FAMILY CONFLICT

Probably the most significant of Nueces County’s risk factor sets is family conflict and family management problems. The literature on juvenile delinquency indicates that physical punishment and violence in the home are highly correlated with delinquency. The more serious and the more frequent the physical punishment of children the more likely it is that they will become delinquent.

PHYSICAL PUNISHMENT & PROBLEM BEHAVIORS

The results from the survey confirmed an association between physical punishment and delinquent behavior among the students. When analyzing the age students first used alcohol and/or drugs and physical discipline, a pattern emerged. The more severe the punishment, the younger the age students reported their first use of alcohol and/or drugs. The survey conveys a significant relationship whether the physical punishment is inflicted by the female parent (\( \Phi = .215 \), Contingency Coefficient = .210, \( p = .034 \)) or male parent (\( \Phi = .231 \), Contingency Coefficient = .225, \( p = .012 \)).

The survey also confirmed a relationship between physical punishment and the use of alcohol and/or drugs. The survey found the more severe the punishment the male parents inflicted on the students the more likely they were to use drugs (\( F = 4.54, p = .004 \)). The results are similar for alcohol use. The more severe the physical punishment the male parent (\( F = 3.91, p = .009 \)) and/or the female parent (\( F = 3.76, p = .011 \)) inflicted on the student the more likely the student engaged in the use of alcoholic beverages.
Another area that demonstrated a significant relationship between physical punishment and juvenile delinquent behavior was the percent (17.8%) of students that reported attending school “high” or “stoned” at least once in the school year. Those students who reported physical punishment by their female parent (Phi = .197, Contingency Coefficient = .194, p = .001) were more likely to attend school “high” or “stoned” (See Chart 22). The results were similar for the male parent (Phi = .113, Contingency Coefficient = .112, p = .039).

Chart 22 describes the degree of physical punishment inflicted on the student. Zero means that no type of physical punishment was inflicted, 1 indicates that the student was either (a) pushed or shoved, (b) punch or kicked, or (c) hit with an object, 2 indicates that the student experienced 2 out of the 3 physical punishments, and 3 indicates that the student experienced all three types of physical punishment.

The correlation between physical punishment and delinquent behavior was further confirmed when examining truancy. The students who reported physical punishment by their female parent (Phi = .158, Contingency Coefficient = .156, p = .001) were more likely to report “skipping” school than those who were not physically punished by their female parent. A significant relationship was not found between physical punishment and truancy by the male parent behavior.

A significant relationship also exists between physical punishment and students carrying weapons to school such as a knife and/or gun (See Chart 23). The more severe the punishment by the female parent the more likely the student carried a gun (Phi = .307, Contingency Coefficient = .294, p = .001) and/or knife (Phi = .185, Contingency Coefficient = .182, p = .001) to school. The results were similar when examining the male parent. The survey confirmed the relationship between the physical punishment inflicted by the male parent and carrying a gun (Phi = .329, Contingency
Coefficient = .312, p = .001) and/or knife (Phi = .194, Contingency Coefficient = .191, p = .001) to school.

**PHYSICAL PUNISHMENT & VICTIMIZATION**

The survey also attempted to determine if relationships existed between the students experiencing physical punishment by both their female and/or male parent and sexual victimization and victimization at school. No significant outcomes were found when looking at physical punishment by the male parent and victimization.

When examining physical punishment by the female parent and sexual victimization, no significant outcomes were found. However, when looking at physical punishment by the female parent and peer victimization, a significant outcome was found. A significant relationship (F = 5.32, p = .001) was found between those students reporting physical punishment and being bullied at school. Those students who reported physical punishment by their female parent were more likely to report being physically attacked at school (F = 3.56, p = .014).

**PARENTAL PRESENCE & PROBLEM BEHAVIORS**

The data from the survey confirmed an association between students living with either one or both parents and delinquent behavior. Those students (39.3%) that reported living with only one of their parents were more likely to engage in delinquent behaviors than those who lived with both parents.
The data showed that those students who reported not living with both their parents were more likely to start their alcohol and/or drug (Phi = .134, Contingency Coefficient = .132, p = .042) use at an earlier age than those who lived with both parents (See Chart 24).

![Chart 24: % of Students Reporting Parental Presence and Indicating Age of 1st Use of Alcohol or Drugs](image)

The survey also showed a significant relationship between not living with both their parents and the use of alcohol and/or drugs. These students were more likely to use alcohol (F = 4.477, p = .035) and/or drugs (F = 6.133, p = .014) than those students who lived with both parents.

Another area examined were students attending school “high” or “stoned.” Students not living with both their parents were more likely to attend school “high” or “stoned” (Phi = .089, Contingency Coefficient = .089, p = .015) than those students that lived with both parents (See Chart 25).

![Chart 25: % of Students Reporting Parental Presence and Engaging in the Problem Behavior](image)
The survey results confirmed a relationship between those students not living with both their parents and truancy. These students were more likely to “skip” (\(\Phi = .139\), Contingency Coefficient = .137, \(p = .001\)) school than those who lived with both parents (See Chart 25).

**PARENTAL PRESENCE & VICTIMZATION**

Another area that was examined was whether or not relationships existed between students living with both parents and sexual victimization and victimization at school. Those students who reported not living with both their parents were more likely to report having engaged in unwanted sexual activity by an acquaintance (\(F = 3.96, p = .047\)) and/or someone they know well (\(F = 4.86, p = .028\)) than those who lived with both parents (See Chart 26).

![Chart 26: % of Students Reporting Parental Presence and Reporting Unwanted Sexual Behavior](image)

**PROTECTIVE FACTORS**

**EXTRACURRICULAR ACTIVITIES**

A majority or 58% of the students participate in athletics followed by other clubs (38.6%) and band/orchestra (25.9%). The survey results found that the females (\(F = 9.75, p = .002\)) participate in more extracurricular activities than the males. The survey found that students who participated in two or more extracurricular activities were less likely to participate in alcohol (Pearson r = -.118, with \(p = .004\)) and/or drug (Pearson r = -.144, with \(p = .001\)) use.
Students who participated in two or more extracurricular activities were more likely to earn higher grades than those who did not participate (Pearson r = .215, with p = .001). Also, the students who participated in two or more extracurricular activities were more likely to report attending family services or programs at their church or synagogue (Pearson r = .162, with p = .001).

PARENTS ATTENDING SCHOOL SPONSORED/PTA ACTIVITIES

The students who reported that their parents attend school-sponsored open houses or PTA meetings were less likely to participate in alcohol (F = 10.20, p = .001) and/or drug use (F = 6.64, p = .010) than those students whose parents did not attend. The students whose parents attend these activities were less likely to began their alcohol or drug use at an early age when compared to those students whose parents do not attend (F = 4.76, p = .029).

The students whose parents attend these activities were less likely to attend class “high” or “stoned” (F = 6.83, p = .009) when compared to those students whose parents do not attend (See Chart 27).

![Chart 27: Parental Involvement In School Sponsored Activities and % of Students That Reported Attending Class “High” or “Stoned”](chart27.png)

Students whose parents participated in these school sponsored activities were more likely to report earning higher grades (F = 6.38, p = .012) than those students whose parents do not attend. Also, the students whose parents participate in these activities were more likely to report attending family services or programs at their church or synagogue (F = 43.42, p = .001) (See Chart 28).
ATTENDING FAMILY SERVICES/PROGRAMS AT CHURCH/SYNAGOGUE

Students that reported attending family services or programs at their church or synagogue were less likely to engage in delinquent acts than those students who do not attend. These delinquent acts include truancy, use of marijuana, and attending school “high” or stoned” (See Chart 29).

Student who participated in these services or programs were more likely to earn higher grades ($F = 14.14, p = .001$) than those students who do not participate. In addition, it was less likely that the female parent ($F = 5.47, p = .020$) would use physical punishment on their child if they attend family services at a church or synagogue.
CONCLUSION

The results presented above permit a variety of conclusions to be made about juvenile behavior in Nueces County and the interactions of risk and protective factors. One caution should be noted before moving to these conclusions. The survey data are from one school in a predominately middle income area and two in predominately lower income areas. Thus, the results may be representative of youth from moderate to low income homes rather than of all youth in the County.

The survey results reinforce the conclusion that male juveniles are more involved in delinquency than females. Males were more likely to report the use of alcohol and drugs, attend school high or stoned, be truant, and carry weapons to school.

No significant differences were found among the respondents by ethnicity on any of the measures of delinquency.

Older students were more likely to report use of alcohol and drugs, to attend school high or stoned, to be truant, or to carry weapons to school.

Male and older students were also more likely to report experience with victimization. Male students were more likely than female students to report being threatened with violence or being physically attacked at school. Older students were more likely to report being sexually victimized by individuals that they knew well.

With victimization, some ethnic differences appeared. African American/Other students were more likely to report all sexual abuse of all types than Hispanic and Anglo students. Anglo students were more likely to report being threatened at school.

The integrated nature of the priority risk factors was well demonstrated in the survey results, as was their connection to Problem Behaviors. The students who began their drug and/or alcohol use (34.1%) at age 13 or younger reported greater involvement in delinquency when compared to those who started later or have not used drugs and/or alcohol. This Early Initiation of the Problem Behavior of substance abuse was significantly related to truancy demonstrating a link between early initiation and Lack of Commitment to School. Also, early drug use was related to the use of more types of alcohol and drugs, attending school high or stoned, and carrying weapons to school.

Academic Failure was linked to several Problem Behaviors. Students whose average grades were “C” or below were more likely to report alcohol and drug use, to start their drug/alcohol use at an early age, attend class high or stoned, be truant, and carry weapons to school. Lack of Commitment to School as demonstrated by truancy was also related to these Problem Behaviors. Truants were more likely to report use of alcohol and drugs, to attend school high or stoned, and to carry weapons to school.

Both Academic Failure and Lack of Commitment to School were associated with the probability of suffering victimization. Those with the lowest average grades
were more likely to report sexual victimization by strangers and those they knew well and were more likely to be physically attacked at school than those with higher average grades. Truants were more likely to report sexual victimization of all types and to report both threats of violence and physical attacks than those not truant.

**Family Management Problems** as measured by the use of physical punishment by the student’s guardian(s) was found to be associated with *Early initiation of the Problem Behavior, Lack of Commitment to School,* and *Academic Failure.* Students who experienced more and more frequent physical discipline were younger when they started their use of drugs and alcohol, they were more likely to be truant, and they reported lower average grades. The risk factor, *Family Management Problems,* was also related to *Problem Behaviors.* The students experiencing more physical discipline were more likely to report use of alcohol and drugs, more likely to report attending school high or stoned, and more likely to have carried weapons to school.

**Family Management Problems** as measured by the presence of only one parent (guardian) in the home was also found to be related to earlier drug/alcohol use and truancy. Students from single parent homes were also more likely to report *victimization* as measured by their being asked to engage in sexual practices by strangers, acquaintances, and people they knew well.

Reviewing the conclusions offered above, one can readily see the integrated nature of the cluster of *Family Management Problems, Early initiation of the Problem Behavior,* and *Academic Failure/Lack of Commitment to School.* Where data indicators are directly related to the risk factors, they demonstrate statistically significant relationships. Further, the data indicators for each of the risk factors demonstrate statistically significant relationships to the same indicators of the Problem Behaviors.

The survey results lend support for the effectiveness of *Protective Factors* in preventing the development of *Problem Behaviors.* The greater the student’s participation in extracurricular activities, the less likely they were to report use of alcohol or drugs and the more likely they were to report higher average grades.

Student whose parents participated in PTA were less likely to use alcohol and drugs, less likely to begin any use of alcohol or drugs at an early age, and less likely to attend class high or stoned. They were more likely to report higher average grades.

Those students who reported attending services at a church or synagogue were less likely to be truant, less likely to use marihuana, and less likely to attend school high or stoned. These students were more likely to report higher average grades. Students from these families were less likely to report physical discipline from their parent(s).

In review, the data indicators for *Protective Factors* demonstrate that they mitigate against the effects of *Family Management Problems, Early Initiation of the Problem Behavior, Academic Failure,* and *Lack of Commitment to School.* They
reduce the probability of the student’s participation in the **Problem Behaviors** of drug and alcohol use.

Volume I of the *YOU Middle School/Junior High Survey 2000* was useful in that it confirmed the presence of the priority risk factors in Nueces County from self-report data collected directly from students. It expanded the data indicators available to YOU and has improved the community’s understanding of juvenile delinquency in the County. The survey results permitted the comparison of the County to data already available from the State, but exclusive of the County. It added the voice of the County’s children to the data analysis.

This second volume has again offered an improved understanding of juvenile delinquency in Nueces County. The data and analysis reported here may be used to demonstrate the linkages between priority risk factors and problem behaviors. The analysis permits a clear explanation of the integrated nature of the priority risk factors selected by YOU. Finally, the survey permits for the first time, a data based examination of the effects of a few protective factors.

The importance of this report may be found in the previous paragraph. Now, YOU can with local data, collected from juveniles in the community, demonstrate that the theoretical perspectives underlying the comprehensive strategy are real. This report links the comprehensive strategy to Nueces County reality.