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## **Race, Ethnicity and Youth Perceptions of Criminal Injustice**

John Hagan  
*Northwestern University*  
*American Bar Foundation*

Carla Shedd  
*Northwestern University*  
*American Bar Foundation*

Monique R. Payne  
*DePaul University*

**Table A.** Impact of School Racial Composition on Youth Perception of Injustice

Variable	(Original) Full Model	Two Race Model	Class Only Model	No Class Model
<b>Level One: Student</b>				
Black	2.465*** (.168)	1.976*** (.116)	.123*** (.024)	2.303*** (.140)
Asian	.288 (.204)	.471*** (.096)	-.036 (.038)	.306 (.162)
Latino	1.671*** (.140)	1.324*** (.098)	.168*** (.020)	1.504*** (.119)
American Indian/Alaskan Native	1.198** (.366)	.423* (.195)	.122 (.077)	.922** (.289)
<b>Controls</b>				
Male	-.044 (.055)	-.114*** (.028)	.044** (.013)	-.063 (.047)
Ninth grader	-.201*** (.048)	-.083** (.025)	-.017 (.014)	-.214*** (.039)
<b>Mom's education</b>				
High school graduate	-.072 (.063)	.022 (.029)	-.009 (.018)	.063 (.046)
Vocational/trade school	-.143 (.142)	.038 (.071)	.014 (.037)	-.027 (.113)
Some college	.163* (.076)	.109** (.041)	.049 (.025)	.230*** (.060)
College graduate	.005 (.076)	.027 (.039)	.030 (.019)	.091 (.062)
Advanced degree	.012 (.094)	.032 (.052)	.039 (.024)	.115 (.079)
Personal contact with police	.306*** (.012)	.115*** (.005)	.055*** (.003)	.253*** (.008)
Personal trouble in school	.013 (.009)	-.002 (.003)	.002 (.002)	.008 (.006)
<b>Level Two: School</b>				
Percent white	.036** (.013)	.019* (.007)	.008** (.003)	.024* (.010)
Percent white squared	-.0007* (.0003)	-.0004* (.0002)	-.0002** (.0001)	-.0005 (.0003)
<b>Controls</b>				
School 50%-80% low income	.127 (.139)	.146 (.080)	-.093* (.043)	.192 (.108)
School 80%-95% low income	-.055 (.130)	.089 (.072)	-.100* (.043)	.065 (.101)
Average student contact with police	-.210 (.111)	-.156* (.068)	-.011 (.031)	-.225* (.097)
Average student trouble in school	-.128* (.058)	-.057 (.032)	-.024 (.015)	-.092 (.049)
Constant	12.565*** (.272)	2.194*** (.179)	1.780*** (.058)	5.742*** (.230)
Level One Variance	7.900	2.088	.7144	5.281
Explained Variation	.146	.168	.056	.174
Level Two Variance	.090	.038	.006	.063
Explained Variation	.655	.739	.351	.725
Level One N	18251	21868	22493	21535
Level Two N	91	88	88	88

Note: Reference categories: race = white; mom's education = less than high school; school percent of low income students = less than 50%.

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$  (two-tailed).

**Table B.** Impact of School Racial Composition on White Youth Perception of Injustice

Variable	(Original)Full Model	Two Race Model	Class Only Model	No Class Model
Level One: Student				
Controls				
Male	.152 (.114)	.031 (.074)	.047 (.033)	.196* (.095)
Ninth grader	-.118 (.167)	-.080 (.097)	.003 (.038)	-.208 (.122)
Mom's education				
High school graduate	-.085 (.166)	-.061 (.070)	.008 (.040)	-.038 (.095)
Vocational/trade school	.154 (.275)	.119 (.179)	.054 (.067)	.104 (.228)
Some college	-.110 (.217)	-.085 (.085)	-.006 (.059)	-.072 (.125)
College graduate	-.047 (.149)	-.085 (.074)	.059 (.048)	-.130 (.083)
Advanced degree	-.022 (.209)	-.123 (.112)	.107 (.056)	-.062 (.154)
Personal contact with police	.339*** (.033)	.078*** (.016)	.076*** (.006)	.252*** (.021)
Personal trouble in school	.060** (.023)	.036*** (.007)	.007 (.004)	.055** (.012)
Level Two: School				
Racial composition: percent white	-.0007 (.019)	-.006 (.009)	.003 (.004)	-.010 (.015)
Racial composition: percent white squared	-.00008 (.0003)	-.00002 (.0001)	-.0001 (.0001)	-.0001 (.0002)
Controls				
School 50%-80% low income	.255 (.259)	.361* (.143)	-.134 (.076)	.407 (.244)
School 80%-95% low income	.104 (.243)	.321* (.150)	-.123 (.071)	.297 (.240)
Average student contact with police	-.224 (.141)	-.147 (.147)	-.044 (.068)	-.257 (.221)
Average student trouble in school	.074 (.141)	.075 (.079)	-.030 (.035)	.006 (.143)
Constant	12.170*** (.509)	2.009*** (.276)	1.866*** (.117)	5.685*** (.472)
Level One Variance	6.694	1.988	.6833	4.530
Explained Variation	.150	.056	.077	.149
Level Two Variance	.130	.047	.009	.104
Explained Variation	.198	.525	.301	.262
Level One N	2371	2762	2837	2728
Level Two N	45	41	41	41

Note: Reference categories: mom's education = less than high school; school percent of low income students = less than 50%.  
\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  (two-tailed).

**Table C.** Impact of School Racial Composition on Black Youth Perception of Injustice

Variable	(Original) Full Model	Two Race Model	Class Only Model	No Class Model
Level One: Student				
Controls				
Male	-.219** (.080)	-.275*** (.041)	.061** (.021)	-.303*** (.065)
Ninth grader	-.197** (.071)	-.074** (.037)	-.029 (.0016)	-.217** (.061)
Mom's education				
High school graduate	-.019 (.100)	.077 (.043)	.007 (.029)	.114 (.065)
Vocational/trade school	-.212 (.234)	.060 (.117)	-.014 (.056)	.004 (.199)
Some college	.444*** (.093)	.288*** (.042)	.091** (.027)	.476*** (.068)
College graduate	.164 (.131)	.138** (.059)	.034 (.030)	.272** (.092)
Advanced degree	.152 (.130)	.125 (.070)	.049 (.037)	.260* (.101)
Personal contact with police	.260*** (.014)	.103*** (.007)	.044*** (.004)	.216*** (.010)
Personal trouble in school	.000 (.013)	-.006 (.004)	-.001 (.003)	-.002 (.009)
Level Two: School				
Racial composition: percent white	.066*** (.017)	.029** (.010)	.009* (.005)	.042** (.013)
Racial composition: percent white squared	-.0014** (.0004)	-.0006** (.0002)	-.0001 (.0001)	-.0010** (.0003)
Controls				
School 50%-80% low income	-.058 (.179)	-.069 (.104)	-.069 (.049)	.009 (.135)
School 80%-95% low income	-.153 (.175)	-.078 (.101)	-.080 (.050)	-.074 (.132)
Average student contact with police	-.169 (.124)	-.222* (.099)	.014 (.039)	-.267 (.138)
Average student trouble in school	-.089 (.059)	-.039 (.043)	-.027 (.018)	-.061 (.065)
Constant	14.946*** (.272)	4.432*** (.176)	1.842*** (.080)	8.259*** (.256)
Level One Variance	8.827	2.244	.782	5.910
Explained Variation	.060	.050	.035	.082
Level Two Variance	.134	.060	.006	.090
Explained Variation	.435	.464	.500	.477
Level One N	8151	9428	9675	9262
Level Two N	80	76	76	76

Note: Reference categories: mom's education = less than high school; school percent of low income students = less than 50%.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  (two-tailed).

**Table D.** Impact of School Racial Composition on Latino Youth Perception of Injustice

Variable	(Original) Full Model	Two Race Model	Class Only Model	No Class Model
<b>Level One: Student</b>				
<b>Controls</b>				
Male	-.011 (.090)	-.059 (.041)	.025 (.021)	.018 (.074)
Ninth grader	-.262*** (.070)	-.116** (.033)	-.017 (.018)	-.243*** (.053)
<b>Mom's education</b>				
High school graduate	-.068 (.089)	.033 (.036)	-.026 (.024)	.093 (.171)
Vocational/trade school	-.083 (.203)	.042 (.086)	.044 (.073)	-.001 (.145)
Some college	-.205* (.089)	-.124** (.046)	-.003 (.039)	-.079 (.072)
College graduate	-.095 (.091)	-.012 (.047)	.018 (.026)	-.004 (.079)
Advanced degree	-.062 (.151)	.062 (.076)	.016 (.043)	.051 (.115)
Personal contact with police	.363*** (.013)	.143*** (.008)	.062*** (.004)	.300*** (.010)
Personal trouble in school	.002 (.011)	-.012* (.005)	.003 (.003)	-.000 (.008)
<b>Level Two: School</b>				
Racial composition: percent white	.044* (.018)	.017* (.008)	.006 (.005)	.028* (.013)
Racial composition: percent white squared	-.00099* (.00041)	-.0004* (.0002)	-.0001 (.0001)	-.0006* (.0003)
<b>Controls</b>				
School 50%-80% low income	-.272 (.200)	.018 (.105)	-.093 (.070)	-.035 (.168)
School 80%-95% low income	-.250 (.169)	-.017 (.087)	-.087 (.060)	-.062 (.159)
Average student contact with police	.093 (.135)	-.010 (.055)	-.059 (.041)	-.009 (.102)
Average student trouble in school	-.121 (.087)	-.087* (.040)	-.007 (.026)	-.143 (.069)
Constant	13.669*** (.378)	3.392*** (.154)	2.021*** (.101)	6.987*** (.263)
Level One Variance	7.124	1.913	.653	4.770
Explained Variation	.134	.079	.059	.148
Level Two Variance	.070	.019	.008	.055
Explained Variation	.400	.367	.200	.409
Level One N	6,815	8,514	8,770	8,399
Level Two N	71	70	70	70

Note: Reference categories: mom's education = less than high school; school percent of low income students = less than 50%.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  (two-tailed).

**Table E.** School Level Sensitivity Analysis of Percent White Effect on Perceptions of Criminal Injustice

Most Highly Integrated School Included (% White)	Black Subsample (% White Squared Effect)	Latino Subsample (% White Squared Effect)
44.47%	-.001** (.0004)	-.0010* (.0004)
41.85%	-.0015** (.0005)	-.0007 (.0005)
37.72%	-.0016* (.0006)	-.0012* (.0005)
33.08%	-.0013 (.0007)	-.0014* (.0005)
32.91%	-.0009 (.0008)	-.0012 (.0007)
30.43%	.0004 (.0008)	-.0002 (.0007)

*Note:* While only the percent white variable is reported, all equations are estimated with all variables included in Model 3 of Tables 5 and 6, respectively. The first line of this table represents our full sample.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  (two-tailed).