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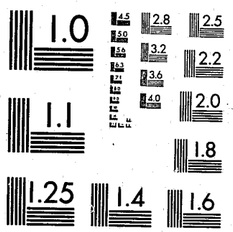

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SCHOOL CRIME AND STUDENT MISBEHAVIOR PROJECT

FINAL EVALUATION REPORT

SUBMITTED TO
THE NATIONAL INSTITUTE OF JUSTICE
JANUARY 15, 1986

U.S. Department of Justice
National Institute of Justice

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SCHOOL CRIME AND STUDENT MISBEHAVIOR PROJECT

FINAL EVALUATION REPORT

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ASSISTED BY
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SUBMITTED TO
THE NATIONAL INSTITUTE OF JUSTICE
JANUARY 15, 1986

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CHAPTER 1: INTRODUCTION

This introduction describes the origins and design of the project, the methodology of its associated evaluation, and characteristics of the participating sites. The Project Origins section traces evolution of the project from its genesis in a series of recommendations by prestigious national panels, through the collaborative process that resulted in the Departments of Justice and Education agreeing to co-sponsor the project, and on to formulation of objectives and strategies. The Project Design section outlines the major methodologies chosen for implementation. More extensive discussion of each project element is left to Chapter 3. The Evaluation Methodology section describes all aspects of the evaluation, including rationale, structure, and implementation. That section also describes the interactive linkages between evaluation and project activities. The final section on site characteristics and selection recounts how the sites were selected and provides information about pertinent characteristics of the three participating communities.

PROJECT OVERVIEW

This section discusses the background for the School Crime and Student Misbehavior Project. It begins by describing the factors that motivated personnel in the federal Departments of Justice and Education to sponsor an initiative addressing the problem of school disorder. It then describes the goals that evolved and the approaches taken to achieve those goals.

Project Origins

The School Crime and Student Misbehavior Project originated in response to the perceived national need to improve school safety. A 1976 National

Institute of Education survey of 6,700 schools reported a serious crime problem. The "Safe Schools Study" report from that research reported the following statistics for a one-month period.

- One-fourth of all schools were vandalized and 10 percent were burglarized.
- Approximately 2.4 million secondary school students had something stolen and about 282,000 students reported being attacked.
- 120,000 secondary teachers had something stolen at school and 6,000 had something taken by force, weapons, or threat.
- 5,200 secondary teachers were physically attacked, 1,000 of whom were injured seriously enough to require medical attention.
- 525,000 attacks, shakedowns and robberies occurred in public secondary schools, a figure 22 times larger than that recorded by the schools.

The report also concluded that the risk of violence to teenagers was greater in schools than elsewhere, and that an average of 21 percent of all secondary students stated they avoided restrooms and feared being bothered or hurt at school. Teachers shared students concerns for safety, with 12 percent of them hesitating to confront misbehaving students because of fear.

Following upon the Safe Schools Study, findings issued by several national panels in the early 1980s heightened public concern about school safety and focused the federal government's attention on the issue. Three of these major reports were especially influential in giving rise to a concerted federal effort leading to this project. In 1983, shortly before the project began, the much heralded Commission on Excellence in Education

report deplored the negative impact of school crime on the quality of education. A year prior to release of that report, the President's Task Force on Victims of Crime found the problem of campus disorder serious enough to warrant issuing a set of four recommendations specifically for schools. The explicit call for action in both of those reports also was manifest in the 1981 final report of the United States Attorney General's Task Force on Violent Crime. In words that would be reprinted in various materials for this project, the Task Force report strongly recommended:

> ...the Attorney General should seek to build a national consensus that drug abuse, crime, and violence have no rightful place in the schools and, when these conditions are found to exist, vigorous criminal law enforcement should ensue.

These various recommendations took on added significance when President Reagan, in a keynote speech to the National Education Association and several radio broadcasts, pledged his commitment to safer schools. With this background, National Institute of Justice (NIJ) personnel began exploring the prospects of exercising greater federal leadership to reduce school crime. Discussions with staff members in other divisions of Justice and Education resulted in the signing of a "Memorandum of Understanding" that pledged interdepartmental cooperation to combat school crime. To put that agreement into action, three divisions pledged funds for a pilot project. Two of those sponsors--NIJ and the Office of Juvenile Justice and Delinquency Prevention (OJJDP)--represented the Justice Department; the third--the Office of Educational Research and Instructional Improvement--represented Education. By the summer of 1983,

the various agencies were committed to undertaking an initiative commencing in the 1983-84 school year, with NIJ acting as the lead agency.

In deciding how to proceed on a short timeline, NIJ personnel drew heavily upon documents prepared previously for the agency by the National Alliance for Safe Schools (NASS), based in Austin, Texas. The NASS "Source Book" and "Policy Brief," synthesizing research from the 1978 Safe Schools Study and a wide range of other sources, described the status of crime in American schools, explained how schools had become havens for crime, and recommended strategies for giving school administrators more control over their campuses. The empirical propositions about schools and school administrators set forth in those NASS documents are very significant because they provided the factual basis for selecting the methodology that was eventually implemented. Findings that are most clearly reflected in the project methodology are summarized here.

- Most crimes in schools are not reported to the police. For several reasons, educators are reluctant to involve law enforcement officers in all but the most serious offenses. Calling the police might bring the school adverse publicity. It might also result in the school forfeiting its opportunity to improve the behavior of the offending student whom educators generally are committed to helping.

- School administrators do not have a comprehensive awareness of anti-social incidents occurring on their campuses. Although they may know a great deal about their schools, they typically do not organize their information systematically enough to detect patterns amidst the detail. This inability to detect patterns is largely attributable to the structure of discipline files. Since discipline records are

filed by name of offender rather than type of offense, administrators cannot easily determine whether incidents are occurring in recognizable patterns. They could quickly find out how many times John Jones has been brought to the office for fighting, but not how many times fights have occurred in the east stairwell.

- School administrators do not distinguish very carefully between some types of crimes and violations of school rules. Physical altercations between two students may be categorized routinely as fights even if one student is clearly an aggressor and the other a victim. Since criminality is not noted, the response probably will be inappropriate.

- School administrators lack specific information they need to maintain safe campuses. They need more information about laws that affect how they respond to offenders and about interventions they could use to reduce particular types of crimes.

- Crime and victimization are greater in junior high schools than in senior high schools.

- Drug dealing on campus is associated with robbery, extortion, and other forms of serious victimization.

After presenting these factual assertions, as well as others that did not become embodied in the project, the background materials recommended a course of action with multiple elements. The points most clearly reflected in the project design are listed below.

- Formulating school district guidelines specifying the principal's responsibility to ensure safe and effective centers of learning.
- Developing a school safety plan for each school in the district.
- Preparing codified rules specifying activities permitted and prohibited on school grounds.
- Coordinating with local police to improve understanding about when and how the police will respond to calls from school personnel.
- Developing an incident analysis system that enables school building and district administrators to profile the critical characteristics of each type of offense.
- Improving neighborhood police patrols before and after school hours for schools located in areas students report to be fear-inducing.

Although the background materials also contained specific recommendations for changing school environments to be less alienating and potentially delinquency promoting, the project design minimized those approaches in favor of more security-oriented measures. The focus was to be squarely on interdicting crime by identifying problem areas and implementing short-term response strategies. This approach was thought appropriate because it would provide school administrators with alternatives they probably had not been offered through school climate improvement programs.

Goals

Project goals were tailored to the characteristics of schools and school administrators enumerated in the background materials. In recognition of the inevitable limitations on changing school environments in a two-year period, goal statements were oriented more toward improvement rather than complete solution of school crime problems. The following goal statement

appears in the seminal program design document and in materials distributed to the sites.

> The goal of this demonstration is to provide a safer school learning environment by:
>
> - Identifying school crime and student misbehavior--who, what, when, where;
> - Preventing and/or intervening, when feasible; and
> - Providing vigorous criminal law enforcement against school crime, and firm and fair application of school disciplinary rules, when appropriate.

In addition to the local-level objectives captured in this goal statement the project was undertaken with one major overarching objective in mind. In this regard, the design document echoed the Attorney General's Task Force recommendation for the Justice Department to develop a national consensus that school crime is unacceptable and law enforcement intervention is an appropriate response. The example of coordination at the federal level between Justice and Education was to be mirrored at the state and local levels. Moreover, interactions between state and local personnel were to increase. In the process, community sentiment would develop in favor of intervening strongly to suppress school crime.

Implementation Strategy

Inventiveness in devising a strategy to achieve the stated objectives was necessary because the project broke new ground in several ares. First, it was to be an uncommon, if not unprecedented, venture by NIJ into the public schools. Second, it was innovative in drawing upon the resources of three federal divisions within two departments. Third, it was to be

initiated very shortly after it was approved. Fourth, no federal funds were to be supplied to the participating sites.

For these reasons, among others, NIJ chose not to constrain the project by requiring it to conform to the rigid procedures for an established implementation model such as the NIJ field test program. Rather, it was denominated a "program experiment" that would involve piloting certain ideas in several localities to assess their worth. Flexibility was to be maintained throughout the project's duration so that unsatisfactory elements could be modified or eliminated and additional ideas could be incorporated. Local sites would be permitted to adapt the basic methodology as needed to suit their circumstances. The process was then to be assessed to determine how much value the localities had derived and whether particular elements warranted replication.

With implementation scheduled for the 1983-84 school year, selecting three sites had to begin immediately after the project was authorized in the late summer of 1983. Training was to begin as soon as possible in the fall, with implementation to continue through the end of the 1984-85 academic year. After completion of the pilot period, the funding agencies could decide on the appropriate next step.

To implement the project, NIJ awarded a grant to the National Alliance for Safe Schools (NASS). Under its grant, NASS was to provide training and technical assistance, but not to administer the project directly at the site level; local personnel were to have control over that aspect of the project. The overall project design also included an evaluation component that was to be integrated with the project so the federal monitors and NASS staff could draw upon evaluation findings in fine tuning the project.

The American Justice Institute, and later URSA Institute, both independent third parties, were selected to conduct the evaluation.

Project Design

The methodology chosen for this joint Justice and Education effort was designed by the National Alliance for Safe Schools (NASS). Its major features are described here, with detailed discussion in Chapter 3. In a nutshell, the project was designed to focus school administrators' attention on crime and discipline problems and offer them tools to use in devising their own responses. Administrators first would be encouraged to become more aware of specific crime and discipline problems at their schools. This grater awareness, in turn, would lead to heightened interest in taking corrective action. Thereafter, the project could assist them in choosing appropriate measures to address the problems they identified.

To drive that entire process, NASS would train administrators to use a system that would require them to routinely differentiate between criminal and noncriminal acts. That feature, as well as the remainder of the project design, was intended to improve circumstances the NASS background materials cited as fostering unacceptable levels of crime in schools. The following list of major demonstration elements tie directly to the conclusions of the background materials.

- Clearly differentiating between disciplinary infractions and criminal acts within schools, including consequences of criminal violations;
- Clarifying the legal rights and responsibilities of school officials when handling criminal incidents (such as the legal procedures which

must be followed when conducting investigations that may lead to prosecution);

- Applying the incident profiling system techniques of collecting and analyzing information on school-related incidents and then using that information both to investigate and to intervene in similar situations;
- Promoting a "team approach" to solving problems of crime and student misbehavior; and
- Developing coordinated policies and procedures between education and criminal justice personnel.

As shown in Figure 1, these elements formed two major program components, one based at the school level and the other primarily at the district level. The district-level component, scheduled primarily for the second year, concerned interagency coordination. The school-based component, which was to begin immediately, consisted of two functionally distinct parts: incident profiling and action planning for offense-specific interventions. Incident profiling was to be the key element, fueling action planning by identifying problems and fostering interagency coordination by familiarizing school administrators with criminal justice concepts and procedures.

Incident profiling, also called "incident monitoring" and "incident reporting," is a structured system for collecting and analyzing information about school crime and student misbehavior. It is based technology upon the crime analysis process developed for law enforcement in the last decade. As modified for schools, the system provides principals with

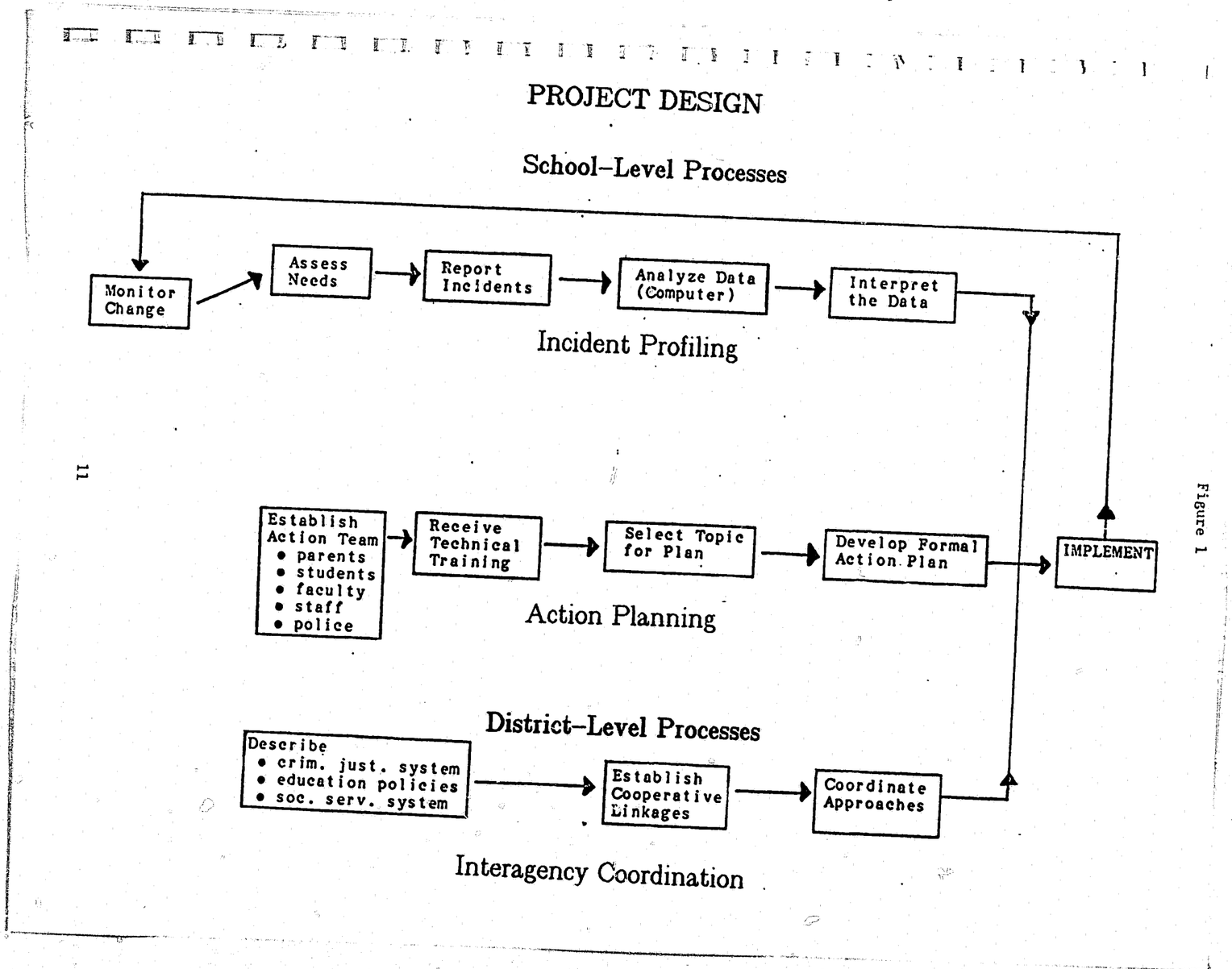

PROJECT DESIGN
School–Level Processes
Monitor Change
Assess Needs
Report Incidents
Analyze Data (Computer)
Interpret the Data
Incident Profiling
Establish Action Team
• parents
• students
• faculty
• staff
• police
Receive Technical Training
Select Topic for Plan
Develop Formal Action Plan
IMPLEMENT
Action Planning
District–Level Processes
Describe
• crim. just. system
• education policies
• soc. serv. system
Establish Cooperative Linkages
Coordinate Approaches
Interagency Coordination

Figure 1

PROJECT DESIGN

School–Level Processes

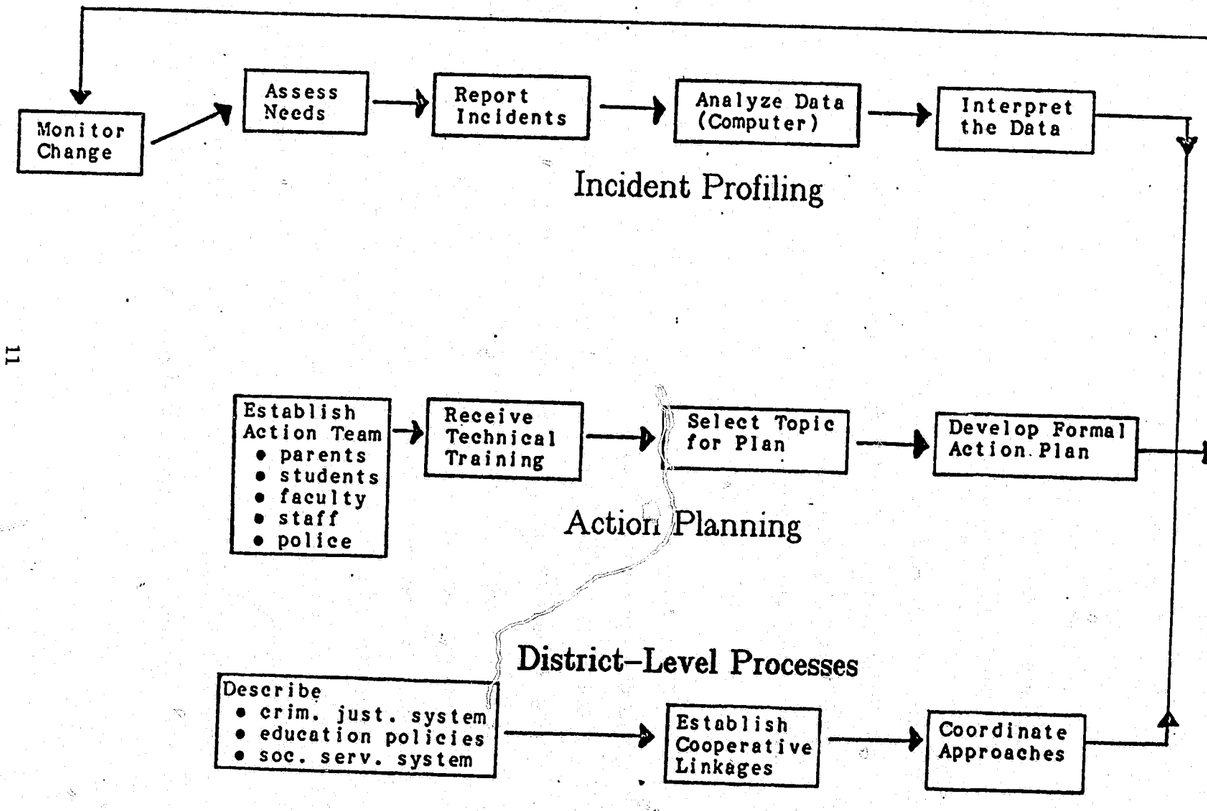


Figure 1

aggregate data for the following characteristics of incidents (i.e. any crime or discipline infraction a principal has chosen to monitor):

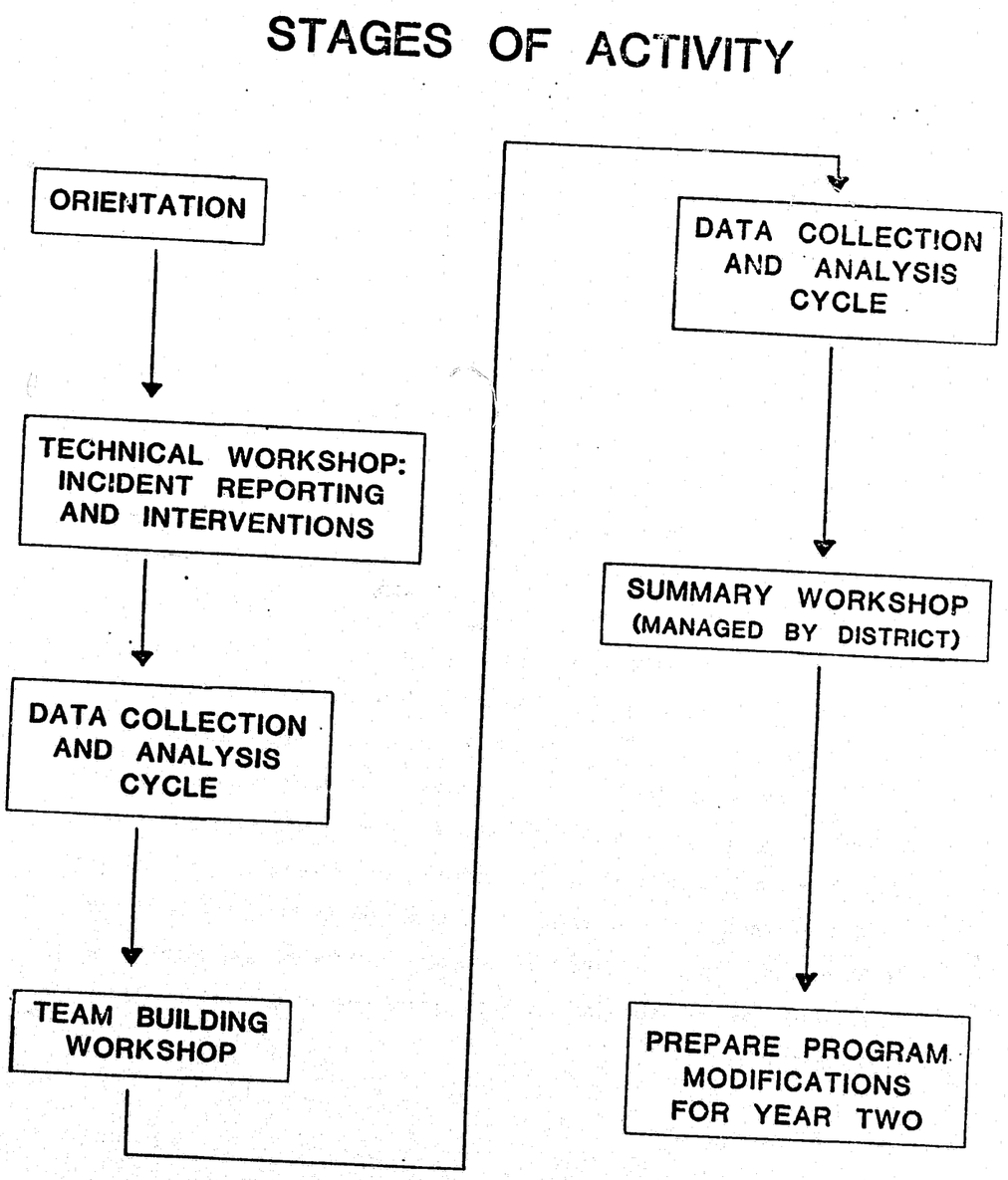
- incident type, e.g., theft, arson, smoking;
- incident subtype, e.g, theft from student, theft from teacher;
- zone (area) of the school;
- class period (time) of day;
- day of week; and
- victim and offender characteristics, e.g., race, sex, and grade.

With this information, principals would be able to more easily detect recurring patterns of crime and misbehavior. For example, analysis of theft report data might reveal a substantial number of incidents involving tenth grade girls' lockers located in the hallways outside the gymnasium and broken into twelfth grade boys.

To complement this ability to pinpoint both "hot spots" on campus and potential intergroup friction, school administrators would be introduced to an action planning process for developing and implementing effective interventions (Figure 2). This process optionally included forming school teams composed of administrators, custodians, students, teachers, counselors, security officers, and parents. The teams were to brainstorm ideas for resolving whatever problem the incident profiling system identified as being significant. For the locker theft example, the team might suggest patrolling the gymnasium corridor more frequently or encouraging senior boys to have more respect for the sophomore girls.

The district level component was to involve reviewing and revising policies pertaining to interactions among members of education, law enforce-

Figure 2



ment, social services, and the judiciary. Meetings with other agency administrators were to result in formal agreements that would enable each agency to make a greater contribution to maintaining safe schools. Cooperation between the federal justice and education departments was to set an example for cooperation at the state and local levels.

All parts of the project would be interconnected to promote school safety. With firm but fair policies to enforce, and assistance from other agencies, school principals would have an optimal support structure for implementing school-specific interventions. The district office in turn would have the aggregate information from the incident profiling system to monitor the effectiveness of measures taken in the schools.

EVALUATION METHODOLOGY

The purpose of the evaluation was to determine how well the project methodologies, which were drawn mainly from law enforcement and community development models, would function in a school setting. The evaluation design developed for this purpose was structured around several operating principles. First, assessing process was to take precedent over measuring final results. Second, the evaluation was to be integrated with the project to facilitate in-course modifications. Third, in keeping with the federal objective of promoting cooperation among project participants, evaluation activities were to be coordinated whenever possible with district research office assessments. Fourth, though the local level was to be the primary focus, federal and state activities were also to be noted, with special attention given to interactions among the levels of government.

These principles significantly affected the structure and integrity of the evaluation. Most notably, intertwining the evaluation with the project sacrificed a certain degree of objectivity in exchange for facilitating rapid feedback. This tradeoff was acceptable because the project was a pilot study rather than a finalized program demonstration. Using the evaluation as an ancillary source of ideas for testing was more important at this stage than maintaining absolute impartiality.

In keeping with the formative posture of the evaluation, the design called for a series of monthly evaluation reports. The reports were to provide the project director and federal monitors with preliminary findings, critiques, and recommendations.

Above all, the evaluation was to flow with the project, recording what occurred and, to the extent possible, determining why. Accordingly, the evaluation methodology was extremely flexible. Of primary importance was collecting information to address the following five major questions.

- How effective was the training NASS provided?
- How did the schools, districts, and communities adapt the project methodologies to suit their circumstances?
- What characteristics distinguished schools, districts, and communities that differentially implemented project methodologies?
- What elements of the project became institutionalized?
- How much value did administrators derive from various aspects of the project?

To gather the necessary information, the evaluation design called for a diverse mix of measures. Some were to be developed in advance to assess

characteristics relevant to project implementation. Others were to be devised interactively during the project in response to specific developments. The confluence of measures was expected to support interim determinations of project efficacy and provide a partial indication of its value. The evaluation design called for the following seven data collection methods:

- obtaining existing materials;
- gathering materials generated for the project;
- directly observing project activities;
- interviewing project participants;
- administering respondent-identified questionnaires
- anonymously surveying students' perceptions of school climate; and
- anonymously surveying participants' opinions of the project, their schools, and related matters.

The various measures developed for each of these data collection methods are discussed below. An annotated list of the evaluation instruments, arranged chronologically according to date of administration, is provided in Table 1. Copies of all instruments are included in Appendix A.

Obtaining Existing Materials

Existing documentary materials provided an important source of baseline information about the three districts and the participating schools. Due to their value in establishing a baseline, they were requested during initial contacts with district personnel and obtained either by mail or during the first evaluation site visit. Materials available from each

Table 1
Evaluation Instruments

Instrument	Date	Content	Subjects
School Baseline Information	Fall 1983	general and security-related aspects of school and administration, including problems, policies, and procedures	principals
School Safety Checklist (anon.)	Fall & Spring 1983-1985	feelings of safety at various campus locations and particular types of victimization	10% student sample
Incident Profiling Workshop Questionnaire (anon.)	Fall 1983	perceptions and attitudes about school crime problems, policies, and procedures	principals and assistant principals
Incident Profiling Workshop Evaluation Form (anon.)	Fall 1983	assessment of workshop quality and appropriateness	principals and assistant principals
Safe Schools Milestones	Fall 1983	attendance at training workshops and initiation of project activities	principals and assistant principals
Incident Profiling Workshop Follow-Up Telephone Interview	Fall 1983	initial experiences with incident monitoring, satisfaction with project, and involvement of nonadministrators	principals
Anaheim Schools Live-on Questionnaire	Winter 1984	security activities and observations of crime	Anaheim live-on security residents
Program Implmentation Survey (anon.)	Winter 1984	use of incident monitoring and actions taken in accord with project objectives	principals and assistant principals
Intervention Strategies Workshop Evaluation Form (anon.)	Winter 1984	assessment of workshop quality and appropriateness	workshop attendees

Table 1 (con't)
Evaluation Instruments

Intervenion Strategies Workshop Follow-up Interview	Winter 1984	progress toward developing and implementing plan, status of incidient monitoring, and nonadministrators' awareness of project	principals
Action Plan Interview Protocol	Spring 1984	development--especially team involvement, implementation, and monitoring of response strategies	selected team members
Anaheim Cluster Conference Evaluation Form	Summer 1984	utility of cluster conference components and value of participation	cluster conference attendees
Implementation Interview	Fall 1984	experiences with project reorientation, incident monitoring, and intervention	principals and assistant principals
Interfaces with Other Agencies Telephone Survey	Fall 1984	information exchange with law enforcement, probation, custodial corrections, and social services	principals or their designees
Status Check Telephone Interview Protocol	Winter 1984	second year experiences with all aspects of project	principals or their designees
Final Interview Protocol	Spring 1985	second year experiences with all aspects of project, recommendations for continuing and replicating project, and satisfaction with results	principals and assistant principals
Final Evaluation Survey (anon.)	Spring 1985	value of particular project elements, results of participation, changes in attitudes and procedures	principals and assistant principals

site included descriptive information about the communities and schools; enrollment figures; community, student body, and staff compositions; budget information; and estimates of crime rates and associated crime-related costs. In addition, written discipline and crime policies and forms used in recording infractions were available from each district and all the schools. Items unique to one site included a press clipping file in Rockford; security office statistics in Jacksonville; and student, teacher, and parent survey results in Anaheim. These materials served to describe important features of each district and provided a basis for developing profiles of the three sites prior to undertaking the project.

Other descriptive materials were gathered from the schools and their district offices over the course of the project. Updates of the Anaheim surveys and Jacksonville security statistics were obtained each year. Articles about the project appearing in the Jacksonville newsletter and local newspapers also were obtained.

Gathering Materials Generated for the Project

Requests were made for virtually every documentary product participants created for the project. One category of such items encompassed written project communications such as: memoranda from the district offices to schools; notices schools distributed to teachers and parents; narratives the schools prepared for NASS; materials developed by the districts; district interagency memoranda, and letters of agreement.

Another major category of documentary items consisted of artifacts from using project methodologies. These included incident profiling items--completed incident report forms prior to inclusion of student identification on those forms, and printouts of the summary charts--and the written

action plans. These materials were valuable in establishing how schools were implementing incident profiling and action planning. They also were to be used in combination with other evaluation data to develop a sense of problem areas of interest in particular schools.

Directly Observing Project Activities

The technique of direct observation, rooted in ethnographic research traditions, was used to supplement second hand information sources. The evaluators task in direct observation was to to act as a participant in the events being studied while maintaining a critical distance necessary to allow for their interpretation and assessment. In the evaluation of this project, a strategy of informal observations was employed. That is, formal observational protocols or checklists were not used; rather, evaluation team members recorded their impressions of events as they unfolded. Consonant with the overall strategy of eliminating unnecessary structure, guiding principles were established rather than predetermining observation categories.

Evaluation team members had the opportunity to observe directly the activities and interactions of school administrators, school teams, district personnel, and representatives of other local agencies during five visits to each site. Among the activities observed directly were: Illinois and California site selection meetings, all training workshops, team meetings, all cluster conferences, all first year wrap-up sessions, and interagency group meetings.

These observational data served several purposes. First, they complemented the information generated by interviews and anonymous surveys by providing a context within which to interpret the numeric results.

Second, they enriched the evaluators' understanding of nuances that objective measures detected only poorly. Third, the direct observations of workshops and cluster conferences allowed for immediate feedback to the project director so that he could make changes before the next scheduled event.

Interviews

In-person and telephone interviews were the primary source of evaluation information on project activities and accomplishments. Depending on the subjects and the extensiveness of the inquiry structured and informal formats were used. Interviews with district-level and interagency personnel were invariably informal. They ranged from frequent telephone questions of the district liaison to lengthier in-person discussions with superintendents, police chiefs, and agency directors. Interviews with school personnel were conducted in cycles that originally included all participating schools and later targeted specific schools. Eight formal interview protocols were developed for school-based interviews. The administration and purpose of each is described below.

School Baseline Information Collection Form

A baseline assessment was conducted for two reasons. It was needed initially to learn about site characteristics so that both the project and the evaluation could be tailored appropriately. Beyond that, it was needed to establish a baseline against which changes occurring throughout the project could be measured. With the evaluation commencing at the same time as the project, it was possible to gather timely information about the status quo.

Baseline assessment interviews were conducted in-person with 47 principals from the participating schools. Lasting one to two hours and using a 90 item protocol, these interviews were extremely comprehensive. The primary topics of inquiry were administrative organization (e.g., administrators' areas of functional responsibility, number of years at school and in district); school characteristics (e.g., use of academic tracts, special classes or services, open/closed campuses); crime and discipline policies (e.g., formal policies for responding to crime or discipline problems, use of corporal punishment, procedures for interacting with other relevant district or community agencies); perceptions of and attitudes about school crime and discipline problems; security measures used and impressions of their effectiveness; relations with law enforcement; community relations--particularly the involvement of parents in school affairs; and prior involvement in other special programs.

Incident Profiling Workshop Follow-Up Telephone Interview

In fall 1983, approximately one month after the incident profiling workshops, principals or their designated representatives were interviewed by telephone. The interview protocol consisted of 16 items and took about 15 minutes to complete. A total of 46 follow-up telephone interviews were conducted.

The purpose of the follow-up telephone interviews was to gauge administrators' impressions of the first workshop and project start-up activities. Questions were designed to ascertain the school's progress in implementing the incident profiling system, whether there were any problems in using the system, the amount of administrative time spent on incident profiling, and whether administrators could detect any patterns

from the incident profiling system data. Principals were also asked if they either had already or intended to notify teachers, students, and the community about the project.

Intervention Strategies Workshop Follow-Up Interview

Shortly after the intervention strategies workshops, 42 principals, or at their option, assistant principals, were interviewed by telephone. Lasting about 15 minutes, the 13 question interview guide was designed to elicit impressions about the workshop, student and community awareness of the project, team activities and progress in formulating action plans, and ongoing use of the incident profiling system.

School Team/Action Plan Interviews

About one month after the spring 1984 intervention strategies workshops, school team members were interviewed during evaluation site visits. Unique interview protocols were developed for principals, assistant principals, teachers, custodians or other school staff, parents, and students. The interviews required an average of 20 minutes to complete and consisted of 20 to 34 items, depending on the category of respondent. Eighty-one in-person interviews were conducted, representing 21 principals, 44 assistant principals, 8 teachers, 6 other school staff, 8 students, and 4 parents.

Although the interview protocols were tailored to the particular roles of the different respondents, several general themes were explored in all the interviews. These themes included: problems selected for action planning; action team activities; usefulness of and satisfaction with technical assistance NASS provided to teams; individual responsibilities vis-a-vis the project; expectations held for other team members;

expectations for the remainder of the year; and effects of project participation on individual attitudes and activities. Items tapping these general themes were supplemented by questions specific to particular categories of respondents. For example, principals were asked about the costs and benefits to their schools of the different project elements. Respondents who had not been interviewed previously were asked about their perceptions of the workshops. The interview protocols for teachers, other school staff, parents, and students also asked these respondents about their understanding of the project and how they were recruited and selected for the teams.

Implementation Interviews

During fall 1984 evaluation site visits, meetings were held with principals and assistant principals at the participating schools. Based on a 14 question interview protocol, and lasting approximately one hour, 29 joint principal/assistant principal interviews were conducted. The questions pertained primarily to their first year experiences with the project methodologies.

The interview protocol called for six major types of responses: summing up the previous year's experience in using the project elements; identifying any local changes that might affect second year implementation; expectations and objectives for the coming school year; assessing the efficacy of technical assistance from NASS; usefulness of information generated by the incident profiling system; and composition and plans of the school team.

Interfaces with Other Agencies Interview

In October 1984, evaluation staff conducted a telephone interview with the principals, or their designated representatives. The survey contained 48 questions and took 10 to 15 minutes to administer. Information was obtained from 42 respondents. Need for these interviews arose because of the emphasis in Jacksonville on interagency information sharing.

Although the baseline interview had included general questions about relations with other agencies, the resulting data was insufficient. Items eliciting more specific information about interactions with local law enforcement, juvenile probation, juvenile corrections, and social services were included in this protocol. The protocols included questions about information schools provided to and received from other agencies. Parallel to these items was a set of questions regarding their preferences in supplying and receiving information.

Status Check Telephone Interview

Mid-way through the second project year, telephone interviews were conducted with principals or, as appropriate, assistant principals, to determine activities and progress along each of the three major project elements: incident profiling, action planning, and interagency coordination. The protocol contained 15 questions, which were grouped according to issue area. Each telephone interview lasted about 15 minutes. In total, 42 status check interviews were completed.

The interview data provided process information regarding second year status of project elements across schools. Some items were designed to determine whether schools had modified or abandoned any of the activities they had begun in the first year and planned to continue through the

second. Prior to asking the questions of each school, the interviewer referred to notes from previous occasions so that respondents' answers could be compared instantly and discrepancies could be explored.

Final Interview

The evaluation director made "close-out" site visits to each of the three communities during late spring, 1985. At that time, final in-person interviews were conducted with the participating school principals and, to the extent possible, assistant principals. Covering all major aspects of the project, the final interview consisted of 42 questions. The focus of the interview was on identifying the value participants had obtained from various aspects of the project. Each interview lasted approximately one hour. A total of 64 interviews were completed (12 in Rockford, 21 in Anaheim, and 31 in Jacksonville).

The major portion of the protocol was devoted to questions about various aspects of the project. That part was divided into four sections for incident profiling; school teams and intervention development; intervention implementation and monitoring; and interagency coordination. Within each of these sections respondents were asked to summarize their experiences, especially during the second year; describe costs and benefits for them personally and for the school generally; and discuss their plans and preferences for future involvement.

The other part of the protocol was designed to explore attitudes and perceptions about crime and discipline issues too broad to fit within any of the preceding categories. For example, administrators were asked to compare current crime and student misbehavior problems with those experienced two years ago. Other items asked for administrators'

perceptions about the safety of their campuses, factors that influence their ability to maintain safe campuses, and community attitudes, especially of parents, toward school safety.

The information gathered from this interview fulfilled both process and outcome functions. It provided a "final installment" for developing an assessment of how the project was implemented at each site. The data also provided narrative outcome indicators of project effects at every school within each school.

Administering Respondent-Identified Questionnaires

Two respondent-identified questionnaires were administered as part of the evaluation. Because the information requested could have been obtained from other sources, there was no need for anonymity. Soliciting the information from the respondents was merely a quick way to obtain it.

Anaheim Schools Live-On Questionnaire

The development of the Anaheim Schools Live-On questionnaire exemplifies evaluation responsiveness to local conditions. Prior to conducting the baseline interviews in Anaheim, evaluation staff had no reason to believe any of the districts used a "trailer watch" program for school security. Upon learning that each Anaheim campus has a trailer with a resident responsible for monitoring the grounds nights and weekends, staff developed a simple 10-item questionnaire and administered it during the next site visit. The questionnaire asked whether the residents had ever directly observed or had discovered evidence of six different illegal acts. The questionnaire also included items concerning who was to be notified of an incident and the approximate number of incidents since the project began.

Safe School Milestones

A series of checklists documenting attainment of project milestones was developed for principals, assistant principals, and district liaisons. These one page forms were distributed at the fall 1983 incident profiling workshops. Respondents were asked to return the completed forms via the district liaison upon reaching the last milestone on the list, which was expected to occur within a month. Sixty-three safe school milestone forms were returned.

Each questionnaire listed role-specific milestones. Respondents were simply to record the date they attained each milestone. For example, principals were to indicate the dates when they attended the workshop, marked zones on their school maps, recorded the first incident on the incident profiling forms, set up incident profiling report files, "spread" incident data on the summary charts, and analyzed the summary data.

The safe schools milestones forms provided valuable process documentation of the start-up implementation activities at each school. The information acquired through this questionnaire also fulfilled formative evaluation purposes. The reporting format highlighted any delays or difficulties a particular school experienced in reaching the specified milestones. Technical assistance and support, therefore, could be targeted quickly and appropriately.

Anonymously Surveying Students' Perceptions of School Climate

The most massive evaluation undertaking was anonymously surveying student victimization and fear of crime. The School Safety Checklist, developed for this purpose, was administered to a sample of students in all schools

four times during the project period: fall 1983, spring 1984, fall 1984, and spring 1985.

The survey instrument was developed collaboratively with Dr. Ralph Earle, a former Department of Education expert in conducting studies of school climate and student victimization. The Checklist was adapted from instruments he had used previously in what were thought at the time to be similar schools. Dr. Earle was also consulted in devising a sampling strategy. Also taken into account, however, were the preferences of the district liaisons to minimize schedule disruption and of the Anaheim and Jacksonville research offices to coordinate with their activities. Compromising among the various considerations, a 20 percent sample of classes in grades 8, 10, and 12 were drawn in Rockford and Anaheim. In Jacksonville, a 30 percent sample of grades 9 and 11 classrooms was chosen. In Anaheim and Jacksonville, classrooms were randomly selected by the districts. In Rockford, the principals randomly chose classes.

Responsibility for administering the surveys rested with the sites. In Anaheim and Jacksonville, the districts' research offices performed this task. The Rockford site liaison directed survey administration in that district. Administering the surveys was on several occasions coordinated with other district testing. The fall 1983 administration in Anaheim, for example, was conducted simultaneously with a district-wide drug use survey. While such accommodations may have compromised the integrity of the results, they were essential to maintaining a working relationship with the districts.

A total of 22,626 surveys were received: 6,059 in fall 1983; 6,267 in spring 1984; 5,244 in fall 1984; and 5,056 in spring 1985. The fall 1983

survey provided an additional source of baseline data. Spring 1984 data served as both a baseline for comparison with future spring results and a source for comparison with incident profiling statistics. The second year surveys could be compared with the first year statistics and the incident profiling results. The full dataset would contribute to national school safety assessments.

Since the School Safety Checklist was designed to be self-administered by the students, a simple, straight-forward format developed. Students were asked to circle their grade and sex, then answer 23 questions in two formats. The first 13 items asked students to describe how safe they felt from personal threats and attacks in various locations in and near their schools. These items directed students to mark their response on a five point rating scale ranging from "very safe" to "very unsafe." The second part of the survey asked students to indicate whether they had been the victim of or witnessed any of 10 specified crimes during the preceding four weeks.

Anonymously Surveying Participants' Opinions

To establish a sufficiently rich information base for the evaluation, questions needed to be asked about participants' impressions, attitudes, beliefs, and experiences. Because collecting this type of personal information may be sensitive or threatening for some individuals, the evaluation adopted a survey approach to preserve respondents' anonymity. By using forms with no identifying information or codes, respondents would be freer to answer the questions accurately and honestly. Analyzing these data by subgroups was not hampered by this approach since respondents were

asked to indicate their roles and school levels (e.g., principal, junior high school).

Incident Profiling Workshop Questionnaire

The Incident Profiling Workshop Questionnaire was the first to be distributed. Attendees at the first workshop were asked to complete it at the very beginning of the session so that their answers would be unaffected by the training. A total of 103 questionnaires were completed.

The primary purpose of the instrument was to obtain baseline data on school crime and discipline problems. Consisting of 65 closed-ended and open-ended items, the questionnaire tapped several dimensions of interest. It gave a measure of administrators perceptions of incident frequency for comparison with objective measures. The form also contained several attitudinal and opinion questions. For example, administrators were asked to rate how much support they received in handling crime and discipline problems from parents, police, probation and the school board. Similarly, to develop a sense of how administrators differentiated crime and discipline problems, they were asked to indicate for each of eight hypothetical situations whether the circumstances warranted contacting the police. These measures served descriptive purposes and also provided a baseline for comparing attitudes expressed at the projects' completion.

Incident Profiling Workshop Evaluation Form

A 35 item workshop evaluation form was distributed near the conclusion of incident profiling workshops. Ninety respondents completed the forms. The instrument consisted of formative evaluation measures and assessed various aspects of the workshop. Participants were asked to rate the general style of presentation as well as the following elements: specific

presentational methods, the explanations and instructions offered for incident profiling processes, and the sufficiency of the workshop in preparing them to implement the incident profiling system. Comments and suggestions for improving the workshop were elicited and administrators were asked to project how different members of their schools would react to the incident profiling system. The results of the workshop evaluation forms were disseminated to the NASS project director, who used them to modify subsequent workshop presentations. This feedback exemplifies the rapid processing and communication of evaluation measures to facilitate project refinement.

Program Implementation Survey

Like the first project workshops, the winter 1984 intervention strategies workshops provided an excellent opportunity to gather evaluation information quickly from many participants. Mostly as preparation for subsequent interviews, a brief, five item open-ended survey was distributed to administrators to complete during their lunch break. The Program Implementation Survey was designed to capture process data on respondents' satisfaction with using incident profiling and noticeable consequences to date. Administrators' responses were used both by NASS during the workshop in addressing matters survey responses suggested called for attention and by the evaluation staff to get a sense of implementation status. A total of 48 surveys were returned by workshop attendees.

Intervention Strategies Workshops Evaluation Form

The second anonymous survey distributed at the intervention strategies workshops was a formative evaluation instrument. Similar to the Incident Profiling Workshop Evaluation form, the Intervention Strategies Workshop

Evaluation form was designed to measure participants' impressions of the workshop's effectiveness, utility, and suitability. Consisting of 22 closed-ended items, the form asked participants to rate various aspects of the training process and workshop content.

Since school teams (teachers, administrators, staff, parents, students) were to attend the training, participants' roles were recorded on the forms and were subsequently used as a control in data aggregation. Role identification permitted analysis of aggregate results as well as providing the only source of anonymous answers to identical questions for team members. Intervention Strategies Workshop Evaluation forms were received from 265 participants: 34 principals, 42 assistant principals, 60 teachers, 48 other school staff, 43 students, and 38 parents. Repeating the feedback process of the previous workshop evaluation, results were provided to the project director, who used them to modify subsequent workshop designs.

Anaheim Cluster Conference Evaluation

An eight item evaluation questionnaire was distributed at the first Cluster Conference, held in Anaheim. As with the evaluation forms developed for the two workshops, this instrument was designed to obtain formative information on participants' assessments of the conference's effectiveness, utility, and suitability. Because attendees represented a variety of agencies that work with youth, the form requested respondents to indicate their affiliation (education, law enforcement, community services, courts). Twenty-nine evaluation forms were returned.

Final Survey

A 34-question, one-page, double-sided anonymous survey instrument was distributed during the final evaluation site visits in spring 1985. The form was given to all principals and assistant principals in Rockford and Anaheim and those Jacksonville principals, vice principals, and assistant principals who were identified by the project director and evaluator as active participants in the project. These individuals were asked to mail the completed survey to the evaluator in a stamped, pre-addressed enveloped provided for this purpose. In total, 123 surveys were distributed and 107 were returned, representing an 87 percent response rate over all: 90 for Anaheim, 96 percent for Jacksonville, and 72 percent for Rockford.

The instrument was divided into four sections. The first asked administrators to rate various aspects of the project as having "great value", "some value," or "minimal value" for them. The next series of items explored the effects of project participation on prevalence of and responses to school crime and student misbehavior. The third section probed opinions of such overarching issues as cost/benefit ratios for participating in the project. The form concluded with three items about project continuation.

The data captured by this survey offer measures of the project's outcomes and future directions at each of the three sites. They complement the evaluation's process indicators collected during the two year project period and provide additional documentation on participants' experiences with using the project elements.

SITES

Drawing upon the National Institute of Justice field test model, the federal sponsors for this project sought a nationwide distribution of sites. Three sites were considered sufficient to test the project methodologies in diverse settings while still allowing NASS to provide adequate assistance to each site. Geographic dispersion would be achieved by locating project sites in Florida, Illinois, and California.

The following characteristics were used for identifying suitable sites:

- ten or more secondary schools in a community with a population of at least 125,000 people;
- strong desire among key administrators to control school crime;
- especially capable district administrators;
- existence of or willingness of school personnel to develop close working relations with criminal justice agencies;
- keen interest in the project; and
- no severe school crime problems or interracial tensions.

The first five criteria reflect consensus about necessary or desirable conditions for a school crime project. The rationale for the last item, however, is less readily apparent and warrants explanation. The project director, in accord with the federal monitors, felt that piloting the project in schools without serious crime problems was sensible for two major reasons. First, the novel aspects of the project could be more easily examined in a district with strong administration and few serious problems. Creating an appropriate natural laboratory was an important aspect of the project since no one knew at the outset how well school administrators would be able to use the methodologies to be tested.

Implementing them under favorable circumstances would reveal more about the methodologies and afford more flexibility in modifying them than would starting out amid the confusion of a school district in crisis.

Second, the project methodology is essentially preventive. One of the assumptions underlying incident profiling is that with accurate and timely information, school administrators will be better able to develop appropriate policies and procedures to deter future problems. An analogy the project director offered captured this notion: "Selecting a high crime district would be like putting a fire alarm in a burning building." The methodology would be tried first almost exclusively as a preventive measure. Its utility for "putting out a fire" would be assessed later in other sites only if it passed the initial test.

Site Selection

Selecting appropriate school districts was somewhat difficult, not because such districts are uncommon, but because administrators of potential host districts were understandably apprehensive about how their participation would be perceived. The media might portray involvement in a federal school crime as a sign of serious crime problems in the local schools. To counter such an interpretation, federal spokesmen addressed the media at press conferences to announce site selection and commend the local district superintendents for their commitment to school safety and the fine job they were already doing.

Site selection spanned the period from mid-summer until early November, 1983. The selection process itself reflected the partnership approach which the project sought to foster. The assigned representative from the Department of Education worked with NIJ and NASS staffs to identify potential host school districts. These individuals, in turn, coordinated with state-level education and justice personnel. The information sharing and ongoing discussions between these partners allowed for the expertise of each to be incorporated into the site selection process, thereby enhancing and strengthening the selection methods employed and increasing the likelihood that suitable sites would be chosen.

Because the project needed to start quickly, sites were added one at a time until three had been chosen. First to be selected was the site for California. Upon receiving an invitation from project personnel, State Superintendent of Public Instruction William Honig sent letters to prospective districts inviting them to volunteer for participation. A team consisting of Honig's project representative, the project director, and a federal monitor, then visited half a dozen of the most qualified sites. Anaheim emerged as the top choice from those visits because of the district's excellent leadership, the interest of other agency administrators, and the superintendent's willingness to make this project a high priority.

Discussions between NIJ and the governors' offices in Illinois and Florida quickly narrowed the search for appropriate sites in those states. Because Chicago was too big, Rockford, the second largest city in the state, was considered for the Illinois site. Based on its urban characteristics similar to many communities in the northeast and midwest, Rockford was chosen for the project. In Florida, one school district and the community it serves gained immediate favor. The Duval County (Jacksonville) Unified School District's reputation as the nation's "Model Urban School District," and the developing linkages between the district

and the Duval County Sheriff's Office propelled Jacksonville past other cities that might have been chosen in Florida.

Site Characteristics

Though each of the sites selected is unique in certain aspects, they share some general characteristics. As partilly indicated by Tables 2 and 3, all sites meet the criteria established for project participation. What the tables do not show is that in none of the school districts do administrators report facing serious crime problems. Each of the school districts has explicit policies and procedures for documenting and handling crime and misbehavior incidents. Moreover, these policies are far more detailed and sophisticated than the norm throughout the country. Developing relationships with other agencies, particularly law enforcement, also were evidenced at all three sites.

Administrators in the three host districts also shared a commitment to maintaining school safety, and believed efforts to control school crime and misbehavior were essential to insuring an effective learning environment. However at the beginning of this project, school personnel from these sites did not uniformly use precise definitions to differentiate crime and discipline incidents. For example, certain behaviors, including some forms of theft and vandalism, might be labelled as either criminal or disciplinary depending upon the context of the act and the value of the property. In addition, the majority of administrators at the three sites said their primary crime and discipline concern involved attendance, including class cutting and truancy, ironically, a matter beyond the scope of the original project design.

Table 2
Community Characteristics

	Anaheim (City)	Rockford (City)	Jacksonville (Duval County)
Location	25 miles S of Los Angeles	80 miles NW of Chicago	NE Coast of Florida
Population	219,311	139,712	571,003
% Change 1970-80	+32	-5	+8
% White	86	84	74
% Black	1	13	25
% Other	12	1	1
Education: % Age 25 or Older with 12 or More Years Schooling	75.6	66.8	66.8
Standard of Living			
Median Household Income	$20,026	$18,419	$14,938
% Households below $10,000	21	26	33
% Households above $40,000	13	8	7
% Children Below Poverty Level	10	14	22
% Unemployment (1982)	8	31	7
Employment Sector			
% Manufacturing	29	38	11
% Wholesale/Retail	23	20	24
% Prof. & Related Services	14	18	19
% Government	11	11	18
% Finance, Insurance, Real Estate	7	5	11
% Self Employed	6	5	5
Serious Crime Rate per 100,000 Population*	7,760	9,150	7,865

Source: Unless otherwise indicated, 1980 statistics are from U.S. Census Bureau, 1982 City and County Data Book.
* FBI, Uniform Crime Reports, 1982.

Table 3
School District Characteristics

	Anaheim	Rockford	Jacksonville
Number of Schools	19	52	140
Secondary Schools	19	11	37
Schools in Project	19	11	16
Enrollment	23,711	28,564	98,595
White	16,647	21,067	63,275
Black	389	6,003	35,320
Hispanic	4,569	--	--
Other	2,106	1,494	--
Enrollment of Schools in Project	23,711	13,283	22,766
Operating Budget	$85,000,000	$96,000,000	$242,000,000
Expenditures per Pupil*	$2,300	$2,900	$2,300
Annual Property Loss*	$8,000	$96,000	$295,000

Source: District statistics.
* May not be computed identically by each district.

Rockford

Rockford, Illinois, located 85 miles northwest of Chicago near the Wisconsin border, is in the heart of the industrial Midwest. With a population of 140,000, it is the smallest site in the project, although it is the state's second largest city. Demographically, the Rockford population is about 84 percent white and 13 percent black, with the remainder scattered among other racial groups.

The Rockford economy is based primarily on heavy industry, with agriculture predominant in surrounding areas of the county. With both manufacturing and farming experiencing hard times in the early 1980's, the Rockford economy suffered and has yet to fully recover. Shortly before this project began, Rockford had the highest unemployment rate of any metropolitan area in the country. The official Labor Department measurement of that rate tripled from 7 percent in 1980 to 21 percent in 1982.

Accompanying these bleak economic statistics for Rockford are other indicators of urban deterioration. Between 1970 and 1980, Rockford's population decreased and the number of year-round housing units increased only slightly. The serious crime rate, which represents all Uniform Crime Reports (UCR) index offenses except arson, reached 9,150 per 100,000 population in 1981, a rate substantially higher than that reported for either of the other two project sites.

The economic misfortunes of Rockford also have affected its school district. In fall of 1983, just as this project began, the district had a major bond issue on the ballot. The voters, repeating their previous rejections of funding requests, chose not to provide more money for the schools.

During the November balloting, Rockford voters also elected five new members to the seven member board of education. Colleen Holmbach, one of the two remaining members, became board president. This change in leadership came at a particularly critical time for Rockford because Art Johnson, the superintendent since 1973, was retiring. In the spring, the new board picked former Sioux City superintendent Millard Grell as Johnson's successor.

The Rockford school district had a total enrollment of 28,564 at the beginning of the 1983-84 school year. Almost 15,000 of those students were in its eleven secondary schools (including the regional vocational center), and therefore involved directly in this project. Rockford high schools house grades nine through twelve; middle schools have grades seven and eight. School sizes range from middle schools with fewer than 1,000 students to 2,200-student Jefferson High School occupying 310,000 square feet of the Rockford countryside. The older schools are located in the urban core of the city. Several of the newer school, like Jefferson, serve suburban populations and are located in rural settings.

During initial interviews in the fall of 1983, none of the school administrators reported particularly serious crime problems. In general, they felt their security problems were less severe than they had been during the successful but turbulent integration process a decade earlier. Though students were free to leave and return to high school campuses throughout the school day, this open campus policy had not been associated with any unacceptable disruption. Moreover, most administrators did not believe that this open campus policy was exploited by non-students who wished to gain access to school.

When asked why they have quieter campuses now than they once did, administrators tended to cite two factors. First, the training they received during desegregation heightened their awareness of potential trouble, enabled them to avoid creating dangers by taking ill-considered actions, and provided them with effective techniques for responding to incidents when they do occur. The administrators, all of whom have at least ten years of experience, continue to apply the lessons learned from their experiences with desegregation and approach their responsibilities with a sense of confidence gained from those prior events.

The second factor administrators cited is the existence of their police liaison program. Established during the desegregation period, the police liaison program offers administrators a valuable resource for maintaining campus security. Under this program, subsidized equally by the city and the district, five officers of the Rockford Police Department work consistently with the schools. Each officer serves one senior high school and its feeder junior high school, along with several elementary schools. Dressed in civilian clothes, the officers spend most of their day at one or the other of the secondary schools counseling students, conducting investigations, discussing campus safety with administrators, and arresting offenders when other measures fail. An indication of the value the district assigns to this program is summed up by the observation of the assistant superintendent: "Most principals would give up teachers before they would give up their liaison officer."

Although Rockford administrators do not cite serious crime as a problem for their campuses, the majority do report disciplinary problems such as insubordination, tardiness, and truancy. These situations routinely are

handled by the school's administrators, most often the assistant principals. Administrators report that they try to involve a youth's parents whenever there is an ongoing problem or when disciplinary action is to be taken. By involving the family, a consistent message can be offered to the youth. These family contacts are viewed as an important source of support for the school's actions. Parental involvement is usually sought, for example, before administering corporal punishment. The majority of administrators indicate,however, that they do not use corporal punishment in their schools. Those who do employ it report that it is infrequently invoked.

In the spring of 1984, faced with eliminating extracurricular programs as had been done in 1980-1981, the board of education again put the issue to a vote. This time the bond issue passed, giving the district enough revenue not merely to continue existing programs, but also to add one class period to the school day.

Anaheim

The City of Anaheim is a geopolitical entity typical of California. It is one of dozens of independent governmental units in Orange County, the metropolitan area contiguous to the southern border of Los Angeles. Each Orange County municipality blends into the others with little apparent demarcation. Despite its large population of 219,311, the city is commonly considered a suburb of its enormous northern neighbor. It distinguishes itself in the public mind principally as the home of Disneyland.

Over the past decade, the city's demographics changed for the first time since the World War II boom brought millions of white middle-class

Americans to the region. Between 1970 and 1980, Anaheim experienced substantial population growth. Yet, despite the almost 32 percent population increase in that decade, school enrollment decreased slightly.

The city is not only growing rapidly, in the process, it is becoming a true melting pot. Its already sizable Hispanic population is increasing, black families are relocating to the area from Los Angeles, and thousands of Asian immigrants are making the region their new American home. According to the 1980 census, the population of Anaheim is 86 percent white and 4 percent Asian/Pacific Islander. Only approximately 1 percent of the population is black. Almost a fifth (17 percent) of the population is of Spanish origin.

The city is also maturing, with a subsequent aging of its housing stock and deterioration of its infrastructure put in place thirty or more years ago. Renovation, from sewers to shopping malls, has begun. Corresponding to the population increase of the past decade is an almost 48 percent rise in the number of year-round housing units. However even with this large percentage change, the vacancy rate remains fairly low, at 3.5 percent.

The Anaheim area has a diversified economy. The two major employment sectors are manufacturing, primarily light industry, and wholesale/retail sales, serving in large measure the tourist trade. Several amusement attractions have grown up around Disneyland to make the city a powerful lure for the millions of visitors to California each year. Employment opportunities also exist in the surrounding communities and many Anaheim residents routinely commute to work in Los Angeles. Employment statistics provide an indication of Anaheim's economic stability. Between 1980 and 1982 unemployment remained below the national average, although it did

increase from almost 5 percent to 8 percent. Moreover, only 6 percent of all families were reported to be below the poverty level in 1979.

The public organizations serving the Anaheim area, although common in California, are unusually configured for the rest of the country. The entire city of Anaheim is served by the Anaheim Union High School District. The district boundary is not coterminous, however, with the city. The district also enrolls students from six other nearby communities that are smaller than Anaheim. School buildings are located in four cities.

Not only does the school district enroll students from cities other than Anaheim, it also receives services from each of the governments of the cities where the schools are sited. One school has a city boundary running through its campus. Another is located in Anaheim, but borders two other cities. The principal jokes that he must know which way a suspect is running before he can contact the proper police department.

Because so many communities interact within the Anaheim site, there is a great need for interagency cooperation and some forms of coordination have become standard practice. Local governments belong to formal umbrella organizations and participate in ad hoc working groups to solve problems requiring coordinated efforts. Moreover, some government functions, such as social services, corrections and administration of justice, are administered principally at the county level rather than by each city.

Together with the community, the school district has been changing in the past decade. Since reaching its maximum enrollment in 1974, it has become smaller. The school board closed several campuses in the 1980's and a few

others were lost to redistricting. In 1983-84 it enrolled approximately 24,000 students in its 20 secondary schools. The percentage of white students in the district has decreased from the high nineties at one time to 70 percent in 1983-84. A recent district survey found over 60 languages spoken in students' homes. Responding to this new diversity, the district administration has committed to serve its students with multilingual and multicultural instruction, ethnic diversification of its teaching staff, and expanded educational options. The district public information brochure proudly proclaims: "The strength of the Anaheim Union High School District program is based upon our recognition of the uniqueness of each individual student."

The district is composed of eight senior high schools, eight junior high schools, a continuation high school and a special education school. The high schools serve grades 9-12 and the junior high schools have grades 7 and 8. These schools exhibit a relative uniformity in terms of their sizes, ethnic compositions, and campus attractiveness.

The Anaheim district administration endorses the official California state government goal of providing quality education in a safe learning environment. California's Departments of Education and Justice have formed a task force specifically to work on the topic of school crime. The governor, too, supports school safety efforts and has a representative from his Office of Criminal Justice Planning on the state task force. Administrators at the state and local level agree that they have an obligation to provide safe schools as a minimal requisite for public education.

Anaheim school administrators express the opinion that their schools have fewer crime problems, or at least no more, than they did five years ago. Gangs and drugs may exist in the community, they concede, but students rarely conduct their illegal activities on campus. Administrators attribute this relative calm to students being a little more obedient than they were previously, strict adherence to the district's assertive discipline policy, and clear communication to parents and students that misbehavior will not be tolerated.

Assertive discipline is most often credited with reducing disruptive behavior. As described in district materials, assertive discipline: "(is) a behavioral management system that is used on the site and classroom level. The following are the basic attributes of assertive discipline: there is a limited number of rules; the rules are clearly communicated strictly enforced; misbehavior is punished without exception; good behavior brings rewards." Administrators are very pleased with the management control which the escalating schedule of sanctions of assertive discipline gives them. For example, detention might be mandated for a first, minor offense, suspension for a second, Saturday work detail for a third, and transfer to a continuation school for a fourth.

Vandalism has been minimized by the 1982-83 painting of all the schools and by the district's "live-on" program. At all but one school, adults live in mobile homes located on campus. The "live-on" residents monitor school buildings on nights and weekends. If an incident occurs, the "live-on" residents can call for police assistance and, by their own admissions, often do. In addition to reducing vandalism, the "live-on" program is credited with discouraging burglaries.

With minor exceptions, the Anaheim schools typically do not maintain open-campuses. The majority of school administrators indicate that students may leave at lunch if they live close-by and their parents notify the school. A greater problem exists with non-students coming on campus than with students coming and going. Although incidents are infrequent, principals complain that they have almost no authority under the California trespassing law to protect their campuses from intruders.

A few years ago, the district abolished corporal punishment. The loss of this disciplinary method appears to be felt most strongly by junior high school administrators. While a few administrators would like to see corporal punishment reinstated, the majority agree that the district's policy of assertive discipline provides them with a sufficient range of sanctions for behavioral control.

Jacksonville

Jacksonville boasts the distinction of being selected by the United States Department of Education as the "Nation's Model Urban School District." In addition to being well regarded, it is also big, ranking among the twenty largest school districts in the United States. The city of Jacksonville, consolidated since 1968 with surrounding Duval County, has the largest land mass of any American city. Its 776 square miles in northern Florida extend along the banks of the St. Johns River from the Atlantic Ocean, through tropical terrain, to the metropolitan inner city.

The population of Jacksonville is rapidly growing from its 1980 total of almost 600,000. The city at that time was about three quarters white and one quarter black. Census reports classify less than three percent of the

)elonging to other racial groups. Less than two percent of is of Spanish origin.

Jacksonville make their livings mostly in trade and service nsurance, banking, and transportation company headquarters ı the downtown skyline. Jacksonville/Duval County has irly low, stable unemployment rate, rising only about one ı 1980 and 1982 to 7 percent.

of Jacksonville includes substantial poverty, both in its ı in the inner city. The county had the lowest 1979 median ne of the three project sites. At that time, almost 13 families in the county were living below the poverty level ercent of all female-headed families were below the poverty one child in four below the age of 18 lived in a family below the poverty level.

rida consolidated government provisions, virtually every vice for the entire city and county has been unified. ıval County has a single school district, sheriff's office, rnment, and human resources department. All of these ırge.

strict had a 1983-84 enrollment of just under 100,000 ; 140 schools. About 42,000 of those students attended the chools. The secondary schools include junior and senior ıith grade levels differing somewhat from one school to the schools include all tenth, eleventh, and twelfth grade junior highs have the eighth graders and most of the ninth

graders. Some also include seventh grade. The largest school building is Sandalwood, a mammoth structure covering six and a half acres for 3200 junior and senior high school students.

District administrators point with pride both to the high standards of their regular curriculum and to the excellence of their alternative programs. The academic rigors of the district led its students to four straight "Academic Super Bowl" championships since 1981 and a host of individual honors. Passing rates on standardized state test scores attest to the improvement in curriculum and instruction since Herb Sang became superintendent in 1976. Duval County math test results jumped from a 55 percent passing rate in 1977 to 83 percent in 1983. The passing rate for communications increased from 86 to 97 percent during that time.

Among the Jacksonville alternatives of particular importance to this project are the programs of two special secondary schools for students whose misbehavior requires their temporary or permanent removal from their home schools. Students who commit certain proscribed acts can be transferred to Darnell Cookman School until they are ready to reenter the regular classroom. Students committing more egregious offenses may be enrolled at the John E. Ford campus as an alternative to expulsion. Placement of students in these two schools is so effective that the district expels only a handful of students from the system each year.

Rules governing student behavior are contained in the "Code of Student Conduct," a document administrators almost universally regard as the key to school safety. Many administrators translate the "Code of Student Conduct" to mean strict discipline and swift enforcement, such as the frequent use of corporal punishment. At the beginning of each school

year, all students and parents receive a 23 page booklet explaining the code. The booklet is easy to read and unequivocal about the consequences of misbehavior. A Jacksonville brochure credits application of the discipline code with reducing major offenses by 53 percent between 1981 and 1983.

The orderliness of most campuses is epitomized at junior high schools with regimented lunchtime procedures. When the lunch bell rings, students quietly form lines at the classroom door. They then proceed to the cafeteria, through the serving line to assigned seats at a table monitored by a teacher. The students remain there until the end of the lunch period unless the teacher grants them permission to leave early. When the bell rings to return to class, they form another line and file back to their classroom.

To assist in handling serious incidents at the schools, the district maintains a security staff. The director, a retired law enforcement officer, commands an eighteen-person force. Five of these individuals are from the Duval County Sheriff's office. They work together with five district employees with law enforcement credentials to perform the following major functions: conduct investigations and compile information about incidents occurring in the schools; investigate the background of district job applicants; and collect restitution from the families of students who damage school property. The other eight staff members of the security office are assigned to the burglar alarm system. Some of them monitor alarm reports from the schools and dispatch the others to respond. Total budget for the office is approximately $700,000, or one fourth of one percent of the district's total budget.

In addition to the district's security office, Sheriff's officers are available to respond to school incidents. District policies specify that Sheriff's officers are to be contacted in the event of Class III (mostly criminal) offenses. School administrators generally are satisfied with the level of cooperation which exists between their schools and law enforcement. Sheriff's officers are viewed as responsive to the needs of the schools and only periodic difficulties caused by the officers changing shifts at about the same time the school day ends.

As with the other two project sites, Jacksonville administrators note a decline in serious school crimes over the past decade. They typically cite strict enforcement of the district's "Code of Conduct" as the major reason for this decrease, with the emphasis on involving parents often mentioned as an important secondary factor. Conferences with parents may be initiated by either teachers or administrators, depending upon the school. Typically, parents are contacted for serious incidents, repeated misbehavior or frequent truancy. Some administrators report that they contact parents frequently, only to discover the parents cannot or will not control their children.

Resources for the Jacksonville school district to sustain its school safety efforts were enhanced in 1984 by an appropriations bill passed by the Florida state legislature. That act earmarked several million dollars for school districts to use on school safety programs. Passage of the legislation reflected agreement in the state capital that the time had come to address the problems of school crime and violence.

CHAPTER 2: HISTORY

This chapter presents the project history. Although much of the material is repeated in the analysis of Chapter 3, the chronological orientation serves the formative purpose of the evaluation by recounted what happened at each step. The chapter is organized in two large sections. The first deals with project-wide implementation, focusing primarily on what NASS did to launch the project and assist the sites. It also describes activities common to all three sites. The second major section describes site-specific aspects of implementation. Since the project design provided for local options, differences across sites were substantial enough to require separate presentation. The first section is organized chronologically; the second, presents chronologically for each site. The major project activities are listed in Table 4, with attention given to timing variations across sites.

PROJECT-WIDE IMPLEMENTATION

Initiation

The project started officially in Fall 1983 with a letter from the National Institute of Justice notifying the Anaheim, Rockford, and Jacksonville superintendents of selection. Very shortly thereafter, NIJ representatives visited the sites to participate in "kick-off" ceremonies. These included meetings with heads of community agencies to encourage cooperation, and sessions with the local media to foster clear communication about the project's purpose. The initiation day in each district set a positive tone for the project and underscored federal government commitment to forming partnerships with local communities to address the problem of school crime.

Table 4
Project Chronology

Events	Anaheim	Rockford	Jacksonville	Project
Site Selection Meetings	8/19/83	9/21--23/83	8/23--25/83	
Official Notice of Site Acceptance	9/15/83	10/4/83	11/1/83	
Kick Off Meetings	9/15--16/83	10/4/83	11/14--18/83	
Incident Profiling Workshop	10/17/83	10/24/83	11/17/83	
Project Director Site Visit	10/18--19/83	10/24--25/83	11/15--17/83	
Project Director Site Visit	12/11--16/83	12/5--9/83	1/9--12/84	
Interventions Strategies Workshop	2/7--8/84	2/19--22/84	3/5--6/84	
Project Director Site Visit	4/8--12/84	3/12--14/84	4/30--5/3/84	
Wrap Up Meeting	6/25/84	6/14/84	6/15/84	
Anaheim Cluster Conference				7/8--10/84
Year 2 Kick Off Meeting and Project Director Site Visit	10/7--12/84	10/14--19/84	9/23--28/84	
Jacksonville Cluster Conference				12/9--11/84
Project Director Final Site Visit	4/25--5/3/85	5/14--22/85	3/25--29/8	
Rockford Cluster Conference				5/19--22/85

To get the project started, each superintendent assigned one district administrator to serve as the district liaison. Through the remainder of the project, these liaisons served as contact people at each site for the project director Robert Rubel of the National Alliance for Safe Schools (NASS). The liaisons, in turn, communicated with their school principals, and the principals carried messages back to the schools. The district liaisons also had responsibility for monitoring implementation of the incident profiling system, assisting principals to develop interventions, and revising district policies and procedures.

In each district, the superintendent chose an assistant superintendent to serve as liaison. According to project plans, these individuals were expected to devote one-third to one-half their time to project-related activities. Because the designated administrators had many responsibilities other than those associated with this project, and because the work required for incident profiling was reduced when the system was computerized in each district, their time spent on this project turned out to be much less than had been anticipated.

Incident Profiling

School administrators received their first training for the project during the fall incident profiling workshops. These half-day workshops introduced principals and assistant principals to the project goals, trained them to use incident profiling, and informed them of the tentative agenda for the remainder of the year. The workshops were held in each district shortly after site selection.

During the orientation portion of the workshop, the project was described as a school crime management effort, designed to improve responses to

crime and reduce the threat of crime on campus. Discipline was a subsidiary concern and attendance was explicitly omitted since truants generally do not threaten the school, nor could incident profiling be used to analyze truancy data.

Though the workshops did not convince all administrators that incident profiling would benefit their schools, they did teach most administrators how to use incident profiling procedures. In Rockford and Anaheim, using the system meant recording each disruptive incident on a special form NASS provided; indexing those forms according to type of incident; and then aggregating categories of information by hand at the end of each month to determine whether characteristics of the incidents, victims, or offenders formed patterns. The process in Jacksonville was identical except for computer processing of the data.

Most administrators quickly grasped the objectives and methodology of incident profiling. Those experiencing difficulties received extra assistance so that in short order everyone was skilled in the procedures. Despite their ability, some were reluctant to proceed because the information gathering process proved time consuming. Many assistant principals estimated they originally spent more than an hour each day filling out the forms. A few reported staying late in the evenings and coming to school on weekends to finish their work. By the end of the first project year, however, almost no assistant principals estimated spending more than half an hour per day doing the paperwork. Not only had they become more proficient at the process, most had reduced their workload by no longer recording minor discipline infractions.

Once assistant principals had done their work recording incidents, principals were provided with aggregate results. At first, Anaheim and Rockford principals received stacks of reports at the end of the month and had the job of tabulating them on charts NASS provided. In Jacksonville from the beginning, and in the other districts since at least February 1984, principals received computerized facsimiles of the charts with the tabulations already completed. They could use the charts to determine whether characteristics of incidents formed distinguishable patterns. For example, locker thefts might be occurring predominately in the east corridor, or twelfth grade white males might be assaulting tenth grade hispanic males on Friday afternoons. Until principals received further instruction at the winter intervention strategies workshops, they were only to note the patterns and not necessarily to do anything about them.

Throughout this incident profiling period, the NASS project director worked with local personnel to adapt the methodology to their circumstances. As part of this technical assistance, Rubel visited each site one month to six weeks after the first workshop. During the visits, he met with all the principals at their own campuses to discuss the project. He also conferred with district staffs working to create the necessary computer programs. From these interactions, Rubel not only dispensed advice, he also received suggestions. Most significantly, the district liaisons encouraged him to focus more on student discipline rather than almost exclusively on school crime. They were reluctant to devote substantial resources to a project focused almost exclusively on a problem they did not consider chronic in their districts.

On the basis of these meetings, as well as other interactions, several measures were devised to reduce administrators' objections to the workload. First, the project began to place greater emphasis on noncriminal student misbehavior. Second, some revisions of the reporting form made it somewhat easier to use. Third, as previously mentioned, Rockford and Anaheim computerized their systems. Finally, the Rockford district office eliminated some of the reporting duplication by discontinuing its requirement of a separate monthly report on certain incidents.

Though what has been called here the "incident profiling phase" ended early in 1984, incident profiling did not end. Instead it became less prominent as emphasis shifted to action planning based on incident profiling data. As discussed below, the action planning process led to further refinement of incident profiling.

Action Planning

During the second project phase, beginning in winter, 1984, action planning became the primary focus. This was the last major school-level implementation phase. Both action planning and incident profiling would continue thereafter, but the major training activities were over.

Like the incident profiling phase, the action planning phase began with a workshop in each district. This time, entire school teams of principals, assistant principals, teachers, staff, students, and parents attended. They received instruction in responding to particular types of crime and in working together to develop action plans to address school-specific problems by devising interventions suited to their circumstances. By the

end of the workshop, most schools had selected an action plan target and begun to devise interventions.

Following the action planning/interventions strategies workshops, school personnel began to implement their action plans. With the incident profiling system established as a tool to identify and monitor problems, schools concentrated on completing and then implementing the action plans they had begun drafting at the winter workshops. If they succeeded in reaching their objectives, they were to select a second problem to address.

During the action planning and intervention phase, principals had to decide what role their teams would play. A diversity of team-use patterns emerged in response to local needs and conditions. The following three general categories of teams evolved: participatory teams, which had some decision-making authority and were active in their schools' security efforts; advisory teams, which met a few times during the year to discuss problems and offer suggestions on possible remedies; and dormant teams, which did not function at all except for ceremonial purposes.

As schools concentrated on problems of interest to them, the project shifted increasingly from crime to discipline concerns. Since the intervention strategies workshops had dealt almost exclusively with crime, however, school administrators and teams were initially on their own to develop disciplinary interventions. They were assisted somewhat by special materials from NASS, including a booklet of suggestions for reducing class cuts. School administrators and teams also received technical assistance in developing and implementing their action plans during spring site visits by the project director and Ed Dews, the

Washington, D.C. school security chief. Moreover, the action planning process--identifying problems, formulating solutions, and taking action--could be used for either discipline or crime problems. In short order, the schools had generated some highly original ideas. For example, action plans for fighting included student seminars on why fights happen and how they can be avoided, better surveillance of areas where fights frequently occur, a classroom management workshop to help teachers intervene before fights begin, and a student "fight team" to counsel fighters and potential fighters.

At the end of the first year, each district held a wrap-up session to put the project in perspective and prepare for the July cluster conference. Principals and some assistant principals gathered to hear the district liaisons' impressions and offer their observations. Those sessions revealed that opinion had become more favorable toward the project throughout the year. Administrators offered suggestions for modifying project methodologies in the second year and expressed their expectations of definite benefits from continued participation.

First Cluster Conference

Plans for a cluster conference bringing together representatives from each of the sites were under consideration since the beginning of the project. The schedule called for three cluster conferences, one at each site. Upon request from NIJ, the Anaheim superintendent graciously agreed to host the first conference on July 9 and 10. The cluster conferences were a cross-fertilization in two senses. First, representatives from each site exchanged ideas and insights about similar experiences in different settings. Second, each site brought together representatives from various

community agencies involved with youth crime. These community groups became task forces to coordinate services and improve interagency communication.

Acting upon NIJ and NASS recommendations, each district liaison invited a variety of district and local agency representatives. Summer scheduling conflicts limited participation, though, and Cynthia Grennan of Anaheim was the only superintendent to attend. Other attendees included all of the district liaisons, selected school principals, directors of social service agencies, police chiefs, judges, and human services personnel. The conference ran very smoothly and furthered the cross-fertilization objective.

Participants' responses to a written evaluation administered at the end of the conference and informal comments reflected their satisfaction with the event. Representatives of the community agencies agreed the cluster conference provided them with a valuable opportunity they otherwise would not have had. Several site representatives commented they made more progress than anticipated. They also expressed their satisfaction in accelerating an interagency dialog they had begun or revitalized in the past year. The groups from each site took steps toward establishing an agenda for the coming year.

Since the cluster conference was held in Anaheim, the local community was able to have twice as many participants attend as the other sites. They took advantage of this planning opportunity to forge several tentative interagency agreements and to schedule additional meetings. Among ideas discussed for implementation in the second year were cross-training of law enforcement officers and educators (perhaps creating video tapes for this

purpose); improving information exchange about policies, procedures, and personnel; holding meetings for school principals with area police commanders; and increasing community visibility of these efforts. While Anaheim community representatives discussed several forms of collaboration, Rockford attendees chose to target attendance and Jacksonville participants decided to explore processes for sharing information about serious offenders. These different foci for interagency activities offer another example of how the districts tailored the project element to meet the needs they defined as priorities.

Interagency Coordination

The first cluster conference boosted sites' progress toward improving interagency relations. Efforts in this regard, begun during the first year, became the major project focus in the second. With the groundwork laid at the first cluster conference, district personnel at each site explored ways of improving interagency linkages with members of their own communities. For each site, a primary task involved cementing relationships with local law enforcement personnel. These actions represented an attempt to replicate at the site level the model of interagency partnership for promoting effective interventions in school crime and misbehavior problems the federal project sponsors demonstrated. District personnel sought to foster communications and information sharing between their agencies and other community agencies, most notably law enforcement, that interact with "problem" youth.

The numbers and types of local agencies that became involved varied from district to district. In addition to law enforcement agencies, juvenile courts, juvenile probation, community substance abuse treatment programs,

child abuse/neglect treatment programs, and community mental health providers participated.

During the second project year, members of these multiagency groups established much better informal relations and sought to coordinate their agencies to improve services that might reduce school crime. To a great extent, the process became the outcome; i.e., coming together to discuss lack of communication increased communication. Agreements to achieve that objective would have been superfluous.

Second Year School Activities

While interagency cooperation occupied district personnel during the project's second year, school administrators continued with what they had begun the year before. All who previously used incident profiling continued it in the second year. School administrators also continued with action planning, devising and implementing new interventions or continuing with old ones as appropriate. To a great extent, administrators viewed the first year as a training period in using project methodologies, while seeing the second year as a true test of the project's worth. Since the administrators were familiar with the methods to be used, the second year involved fewer on-site visits, trainings, and meetings.

The project's second year formally began in Fall 1984 with week-long NASS site visits. At each site, Rubel and trainer Hollins met with school administrators, district personnel, and community agency directors. These visits fulfilled multiple purposes. First, they regenerated a measure of enthusiasm for continuing to use incident profiling and action planning. Second, they strengthened team unity and encouraged principals to involve

their teams in action planning. Third, they demonstrated to community agency personnel that the federal government was committed to the project and interested in their plans.

During the site visits, school principals attended a brief second year orientation meeting at the district office. School teams met with Rubel, Hollins, and the district liaison in separate meetings at the campuses. As had been done during previous site visits, Anaheim and Rockford teams met in feeder school pairs. In Jacksonville, an individual meeting was held with school team. The objectives of these sessions were to review any difficulties from the previous year and, if possible, suggest ways to mitigate such problems; to discuss the "high points" of the first year's activities; to determine if there had been any changes in interactions with criminal justice system personnel; and to assist participants in getting their teams functioning and active as quickly as possible.

About the time of these site visits sessions, district liaisons conducted in-service training for newly appointed principals and assistant principals on the project's methodology. These trainings used materials developed by NASS to quickly familiarize new personnel with the project's goals, objectives, and techniques.

For the remainder of the year, school activities differed little from what they had been during the last few months of the previous year. Using incident profiling data or other sources, administrators had to decide whether to continue with the action plans developed during the previous school year, modify them, or adopt new targets or interventions. As in the first year, the level of team participation in formulating action plans varied between districts and between schools within each district.

Although a few principals added new members to their teams, many allowed the teams to disintegrate after one or two meetings at the beginning of the year.

School-based activities culminated in spring 1985 with a series of "wrap up" site visits by the project director. Beginning with Jacksonville in the last week of March, the project director spent a week at each site. During the site visits, he met individually with school administrators to ascertain their impressions of project benefits and to obtain their suggestions for transferring the project to other schools. These sessions were held to give the project director first hand feedback about satisfaction with project methodologies. As part of these on-site visits, Rubel also met with district personnel to discuss progress they had made in developing interagency agreements and to gain their their perspectives on the school-based activities.

Second Cluster Conference

Midway through the year the second cluster conference was held, this time in Jacksonville. The conference focused on ways to promote and enhance interagency coordination and provided participants with a forum to review their accomplishments to date. Many of the participants in the first cluster conference returned for the second. Those who did not attend generally sent a representative. In addition, observers from the Louisiana State Department of Education and the Milwaukee Public School System attended. These jurisdictions were sufficiently interested in the project to have representatives observe the conference first hand.

The notion of cross-fertilization, expressed at the first cluster conference, continued to be prominent. Participants not only shared their

local experiences with the entire group, representatives of comparable agencies also shared their ideas with their counterparts as well as with school personnel from other sites. Small group sessions were used to promote such information exchange. These sessions were complemented by formal presentations and full group discussions. Key agency actors from the Jacksonville site profiled their unique procedures for the other conference attendees.

The importance of this conference was underscored by NIJ's video taping portions of it for use in dissemination. By creating a video tape of conference activities, school personnel from other districts interested in replicating the project could watch their peers describe what the project meant to them and, thus, readily acquire a sense of its worth.

Final Cluster Conference

Rockford hosted the third, final cluster conference. The conference offered those who had participated in the two year project an opportunity to summarize and share their observations and experiences. It was not, however, solely an occasion for reminiscence; participants also discussed their plans for continuation beyond official project termination.

The structure of the final cluster conference was similar to that of the previous conferences, with small group sessions, formal presentations, and full group reporting and discussions. Presentations were delivered on effective interagency coordination strategies and the Rockford experience in combatting youth gangs in the public schools. A full group discussion of future directions focused on the plans of each district and potential dissemination strategies, including the possibility of holding state-wide

conferences. The conference concluded with each liaison summarizing their sites' major accomplishments.

Closure and Continuity

At the final cluster conference, as well as during other discussions with project personnel, representatives from all three sites expressed their interest in retaining particular project elements. As the project ended, key district administrators were in the process of assessing what they gained from project participation and whether school administrators found it worthwhile. This analysis, in turn, will form the basis for their decisions about what to do next. Already the Anaheim and Jacksonville district liaisons have indicated their intentions to retain some form of incident profiling, action planning, and interagency cooperation. How Rockford will proceed is less clear, in part because the assistant superintendent who served as district liaison has been reassigned.

SITE-SPECIFIC IMPLEMENTATION

All three host sites implemented each of the major project elements, but the availability of local options enabled them to do so with considerable variability. At each site, project implementation was directly or indirectly affected by characteristics of the community, the school district, and the individual schools. The rich variations in how the three sites operationalized project elements is reviewed in this section.

Anaheim

The project began in Anaheim with the strong support of district superintendent, Cynthia Grennan, and liaison, Lee Kellogg, who clearly communicated their endorsement to school administrators. Grennan's initial enthusiasm and capable administration contributed substantially to

choosing Anaheim from the several California districts that wanted to participate. The superintendent demonstrated her continued commitment to the project by attending each of the workshops and the "wrap-up" session.

The decision to choose Anaheim was made in conjunction with the California Department of Education, which has taken a more active role than agencies in other states. Because the Department's School Climate Division places a major emphasis on school security, the Division's Director assigned a liaison to work with this project. The state liaison was present at an Anaheim news conference which announced the project and subsequently visited the district several times.

Anaheim became the first site officially accepted for the project on September 16, 1983. One month later, Anaheim administrators attended the incident profiling workshop. To avoid removing all administrators from the schools at the same time, NASS conducted two workshops on October 17. Principals attended the morning session and assistant principals attended in the afternoon. Because programs to computerize incident profiling had not yet been developed, principals were taught how to tabulate the reports manually on NASS aggregating charts. Everyone at both workshops received instruction about how to define and categorize incidents, as well as an overview of school crime and project objectives.

Initially, few school administrators were receptive to the project. They believed they had few problems warranting a crime project and thought they were handling the problems that did occur quite well. Most expressed more interest in addressing bothersome discipline problems, especially class cutting and truancy, than in keeping additional records about campus crimes. Administrators already were required to keep records and recommend more cases for expulsion because of a law passed by the California legislature's previous session.

Throughout the fall, assistant principals filed reports and principals tallied them as each month ended. The district liaison received copies of all incident reports as well as the month-end chart. By February, though, the system was computerized. Assistant principals were then able to give completed reports to clerical staff for entry on computer terminals at each school. Principals thereafter could generate reports on the schools' own computer printer at any time. They did not receive regular printouts.

Though the computer system still had a few "bugs," its printouts became more useful to administrators following the winter intervention strategies workshop. At that workshop. most schools were represented by the principal and at least one assistant principal, teacher, parent, secretary, and custodian. The high school teams had students, although all but one junior high team did not. Notably absent from the teams were many assistant principals, the administrators performing the bulk of the work for the project. Because the workshop could be held only once, and its two-day format precluded having it on a Saturday, some assistant principals had to remain on campus so the principals could attend.

Absence of assistant principals at the workshop may have adversely affected subsequent use of teams. Repeatedly during interviews, principals and assistant principals noted that not having the assistant principals at the workshop reduced the value of the team that was formed. For whatever reason, few school teams were very active after the workshop.

About half of the schools emerged from the intervention strategies workshop with action plans for some aspect of attendance. The district office decided to make this a focus for all schools by instructing every principal to concentrate on class cuts for the remainder of the year, although they were free to address other problems as well.

Since the project had not been conceptualized specifically with Anaheim's class cut goal in mind, the project director made some adjustments. Together with the superintendent and liaison, he modified the incident profiling system for Anaheim so that it would yield information useful to documenting class cuts. He also created a pamphlet containing suggested strategies for reducing class cuts. He then worked with the district administrators to reduce the paperwork problem which recording every class cut would create. They decided to include only the most essential information categories from the original form and to require intensive monitoring for only a two-week period. After the two weeks, school administrators were to implement interventions, then monitor again and study the results. That cycle would be repeated three times before the school year ended.

In the second year, documenting and monitoring class cutting again was made a district-wide priority. As in the first year, a two-week-on/two-week-off reporting cycle was used. Interventions designed to reduce class cuts were introduced during the two-week-off portion of the cycle and their effects were monitored over the next two weeks' reporting.

On the district-level, periodic interagency meetings took place during the second project year. Representatives of the school district, the four police departments which interact with district schools, juvenile proba-

tion, juvenile court, the county Department of Human Services, the city Community Services Department,and private, youth-serving organizations such as the Girl Scouts, and the YMCA attended. Given the range of municipal and county agencies that interact with the Anaheim site, a primary purpose of these meetings was to acquaint key actors with their counterparts in other agencies. The interagency group also developed a "Letter of Agreement" specifying purposes and obligations including clarification of perceptions and expectations regarding services to youth; quarterly meetings, at minimum; key staff to serve as the interagency contact; data sharing where permissible; and priority setting for interagency projects.

Rockford

The project had a particularly difficult start in Rockford because administrators suffered from the cumulative effect of repeated funding cuts and the economic adversity that had beset their community. Though superintendent Art Johnson and district liaison George Aschenbrenner were enthusiastic about prospects for the project to make good schools better, site administrators did not initially share that enthusiasm. Their initial alienation may have been exacerbated because scheduling conflicts prevented the superintendent and liaison from introducing the project at the fall incident profiling workshop. For the first few months, many school administrators saw the project as a lot of extra work producing few tangible rewards. With the hardships they feared would follow if voters continued to defeat bond issues, administrators had difficulty envisioning benefits of a new undertaking. Only after Rockford voters passed the spring bond issue assuring adequate funding for the next year did administrators begin to tap the potential the project offered.

CONTINUED

1 OF 6

The Rockford version of the incident profiling system was identical to the version implemented in Anaheim: assistant principals filled out report forms and principals tabulated them each month. From the beginning, though, the superintendent intended to use the district's computer for tabulation and have it generate reports for each school. The district data processing department put the computer system into operation in January 1984. Since that time, assistant principals complete reports for clerical assistants to enter into the computer system. Principals receive monthly printouts very similar to the format NASS provided.

The project began to gain acceptance in many schools only after the spring workshop and the subsequent visit to each school by Rubel and Dews. Once the purpose of collecting information for incident profiling became clear and administrators could see some results for their efforts, assistant principals became less mechanistic in filing report forms. A few of the project's most diligent assistant principals, completing the most incident profiling reports of any project participant, came from Rockford. Perhaps because district support for incident profiling was equivocal, Rockford schools implemented incident profiling with more variation than in the other districts.

Team use also varied across schools, but overall receiving more support from principals than in the other districts. Several administrators also tended to respond favorably to having teams assist them with the project. Some teams formed at the intervention strategies workshop generated ideas for improving their schools and undertook a great deal of work to implement them.

One school principal, who had good informal relations with his student body, originally doubted the value of a structured team approach but decided to try it. To conduct a fair test of the team, he gave it substantial autonomy and authority. The team used that grant of power to select vandalism for their action plan even though the the principal preferred a different target. During a brainstorming session to think of ways to reduce vandalism, one of the team members observed that the hallway beautifully painted with the school colors and murals of student activities had never been defaced. From that realization came a plan to replace the battered main entrance doors to the school with art work created by students. To implement this plan, art classes were commissioned to propose designs and a student body vote selected the winners. Following selection of the winning designs, art classes did the painting just before the school year ended. The principal commented that the team came up with an idea he had not imagined, and he was eager to see the results during the following year.

Another school had immediate results from a simple plan. Based on the incident profiling system printouts, the team selected locker theft as its target. The charts showed that a high proportion of locker thefts occurred toward the end of the school day. This observation led to the idea that having more adult supervision at that time might be an effective strategy. The chief custodian then devised a plan to have half his staff start their shifts in the afternoon rather than the evening and to reassign their work areas to provide custodial presence in the locker areas at the end of the school day. Custodians were not to intervene if they witnessed a crime; they were to deter crime by their presence. After adopting the plan and monitoring results for several months with the

incident profiling system, the team determined it worked very well. Locker thefts dropped almost to zero. As an added bonus, the shift change reduced overtime pay.

Although there were no changes in Rockford's school administrators, the project's second year brought with it a new district superintendent and a 28-day teachers strike. These events, however, did not affect the project in any significant way. In addition, the district experienced several other changes. With the money secured by passage of the bond issue in spring 1984, the school board decided to expand the school day by adding one class period. It also decided to close the Rockford school campuses so that students could not leave and return during the day. It was expected that closed campuses would allow more careful attendance monitoring since students had to be enrolled in some class every period. Consequently, school administrators now had the option of effectively employing the project's methodology to monitor tardiness or class cutting. None of these items, however, noticeably affected the project.

Interagency coordination activities in Rockford were the least expansive of the three sites. In part, this may be attributable to the fact that a formal relationship between the school district and the police department has existed for almost a decade. As described earlier in the site characteristics descriptions, police liaison program assigns officers permanently to specific schools where they spend most of their on-duty time. Rockford school administrators place a high value on this relationship and, because of their ongoing interactions with these law enforcement officers, are capable of facilitating interagency communications at the individual school-level.

Jacksonville

Jacksonville officially adopted the project in late October 1983 to complement its other efforts to maintain one of the nation's finest school districts. At the project's inception, Superintendent Herb Sang informed district personnel that he was giving the project his full support. Together with district liaison Don Roberson, he coordinated local media exposure to reassure the community that participation reflected the district's commitment to maintaining safe schools and should not be interpreted as signifying serious existing crime problems.

District security office reports indicate the district had drastically reduced crime over the past few years. The major continuing crime problem, burglary, was being addressed through another measure--a modernized alarm system. Although some Jacksonville campuses had trailers with residents who monitored the buildings nights and weekends, most campuses were vulnerable to break-ins.

Because of Jacksonville's size, only a portion of the secondary schools could participate in the project. After consulting with NIJ and NASS, the liaison agreed to pick about 15 schools. For the selection process, he relied upon three indicators of schools' crime problems: security office reports, suspensions from school, and incidents for which the Sheriff's Office had arrested students from the schools. The schools appearing on at least two of the three lists were selected, numbering 16 in all.

Since the school year was underway before Jacksonville was approved as a project site, there was little time to notify school administrators before the first workshop. Consequently, the November incident profiling workshop had to double as an introduction to the project. This dual purpose

placed an extra strain on the workshop that already was compressed from three hours to less than an hour and a half to accommodate district scheduling. In planning for the workshop, Rubel attempted to abbreviate some of his presentations because Jacksonville would be using the district computer from the very beginning to tabulate incident reports. Principals, therefore, would not need to know how to do the tabulating by hand.

Once the workshop started, however, the anticipated time savings did not materialize. For administrators to develop an understanding of how the system worked, the mechanics of the process required about as lengthy an explanation as had been given in Anaheim and Rockford. Minor delays and unexpected developments conspired to reduce the effectiveness of the presentations. On the evaluation forms attendees completed at the end of the workshop, 55 percent of the school administrators agreed the workshop might not have been sufficient to enable them to implement the project at their schools.

Responding to such concerns, the district liaison instructed personnel from his office to hold individual training sessions at each school in subsequent weeks. Those sessions not only answered questions regarding project methodology, but also demonstrated the high level of support the district office was prepared to render. Following the meetings with district staff, school administrators began using the incident profiling system. Aside from minor problems with properly entering the reports on the computer terminals, the process went smoothly.

Just after the school year resumed in January 1984, the project received a boost from a site visit by the project director and federal representatives. National Institute of Justice Assistant Director Paul Cascarano,

project monitor Tom Albrecht, Department of Education liaison Sandra Garcia, and NASS's Bob Rubel spent two days in the district. The site visit helped convince administrators of the project's importance to the federal government as well as to the district. Such high project visibility may have helped motivate busy administrators to devote more attention to it.

The intervention strategies workshop, convened March 5 and 6, was a shortened version of the format used in Anaheim and Rockford. Two days were reduced to one-and-a-half to minimize the amount of time administrators would be away from their schools and students would be out of class. Most school principals were able to attend at least a portion of the workshop. In addition to the principals, school teams included assistant principals, teachers, support staff, students, and parents.

In another departure from arrangements for any previous workshop, the sessions were held at the Sheriff's Office. The Jacksonville liaison felt that holding the meeting "across the river" would be a symbolic step toward achieving the project goal of improving relations between schools and law enforcement.

For this workshop, Rubel and Hollins, the team building specialist, drew upon the critiques of all five previous workshops, together with the knowledge gained about Jacksonville from five months of involvement in the district, to tailor the presentations specifically to the audience. The resulting workshop was lively, on-target, and well received.

About the time of the workshop, the district liaison was able to secure state funding to hire a special assistant on a trial basis for the

project. The assistant initially was requested to learn about the project and then assist the liaison in monitoring principals' responses to it. Upon conclusion of the trial period, the liaison decided he and his permanent staff could do the necessary work without additional assistance.

In the remainder of the first year, a few administrators began working with their teams and implementing their action plans, but most of the teams dissolved. The late project start in Jacksonville, combined with academic testing during most of May, limited the time available for new activities.

Some administrators, however, did act within the limited time available and made substantial progress. At one school, the principal modified the reporting process slightly to target areas of interest and instructed his assistants to plot the data on line graphs so he could see clearly whether offense totals were increasing or decreasing from month to month. Another principal learned from the computer printouts that most of his locker thefts were occurring at lunch. He then worked with his team to devise new lunch-time procedures. Now students cannot reach the locker areas during the lunch periods and teachers are present during the times when students may go to their lockers.

Jacksonville made perhaps the greatest progress of the three sites in developing formalized interagency arrangements. Initiated in the first project year, meetings were scheduled regularly throughout the second project year with representatives of the district, Health and Rehabilitative Services (HRS), the juvenile probation agency, and the Sheriff's office. A juvenile court judge also participated in these sessions. Convened monthly, the meetings fulfilled two primary functions: information sharing; and service coordination. An indication of the success of these sessions was the decision to facilitate "get acquainted" meetings between school administrators and their law enforcement counterparts.

CHAPTER 3: PROJECT ANALYSIS

As designed and implemented, the project was comprised of three major components: incident profiling, action planning, and interagency coordination. Because each of these is entirely separable and could be undertaken independently of the other two, each is analyzed separately in this chapter. Observations that pertain to more than one of the major components are discussed in the final chapter.

INCIDENT PROFILING SYSTEM

The incident profiling system anchored the project. It was the first element designed and the one the project director expected to contribute most to improving the way school administrators respond to school crime and student misbehavior.

Purpose

Incident profiling was intended to accomplish one direct objective and, in the process, produce several valuable byproducts. Its clear direct objective was to provide school administrators with precise information about patterns of crime and misbehavior incidents on their campuses. In addition, having administrators use the system might produce instrumental effects. Using the system might heighten administrators' sensitivity to school crime problem and improve their ability to coordinate with juvenile justice system personnel.

Better Information

The project design posited that school administrators need reliable, systematic information about disruptive incidents. The more they know about what types of incidents occur at various locations during particular

times of the day and days of the week, the better they will be able to allocate their resources to "hot" locations, times, and days. In so doing, they can both reduce the likelihood that an incident will occur and increase the likelihood that if an incident does occur, the offender will be apprehended.

Incident profiling was developed to provide school administrators with a superior method of synthesizing information about crime and misbehavior patterns. The advantages of the system must be examined relative to the way school administrators normally do their jobs. If a school has three assistant principals and each of them responds independently to particular incidents, none of them may have a complete picture of victimization patterns. Incident profiling was designed to fill that need by centralizing storage of key data about each incident in one repository and analyzing the complete data set to identify common characteristics. For example, the three assistant principals each may have investigated two bicycle thefts from the south parking lot that probably occurred during fifth period. To the individual assistant principals, each aware of only two thefts, no pattern would be apparent. The incident profiling system, however, might show that six bicycle thefts had occurred from the same place at the same time of day. Attending to that synthesized information would both heighten the assistant principals awareness of a problem and suggest how they should address it.

Motivation for Action To Improve School Climate

In addition to producing direct information management benefits, actively participating in the incident profiling process was thought likely to increase administrators' motivation to respond to unsatisfactory condi-

tions and to give them a better understanding of the specific problems they should address. This motivational purpose would be served if principals came to understand the significance of the data. Being presented with a chart that might show a total of five assaults on campus during the previous might to spur action. The ready availability of such statistics confronts principals in a way that is more difficult to ignore or downplay than if their only source of information is verbal accounts from teachers and staff.

Once a principal does decide to take action, the incident profiling emphasis on separating criminal from noncriminal acts and categorizing the specific types of each could reduce feelings of inadequacy to deal with the problem. The charts might show that the nugget of a school's heretofore amorphous "crime problem" might be limited to a single offense type. Devising interventions for that particular problem, vandalism, for example, would be a much less intimidating proposition than trying to reduce crime generally.

Improved Coordination with Juvenile Justice Agencies

Additionally, incident profiling could facilitate interagency cooperation. By becoming more familiar with juvenile justice system concepts and terminology, school administrators might break down the psychological barrier between education and law enforcement. To record incidents in the system, assistant principals use terms such as "burglary" in their legal rather than their ordinary sense. In so doing, could become more sensitive to the characteristics of campus incidents that meet the definition of some type of crime. Not only could this familiarity with the justice system lexicon enable school administrators to communicate

more easily and accurately with police and probation officers, it might also lead to increased prosecution of students who commit crimes at school. Recognizing an incident as a crime, and not only a violation of school rules, is a necessary first step to summoning the police.

Features

Incident profiling is an information management system designed to identify patterns of crime and misbehavior on a school campus. It may function as an integral part of the school planning process in that it can be used both to conduct a needs assessment of sorts and to monitor the effectiveness of intervention strategies that are implemented to address those needs.

Development of the Incident Profiling System

Incident profiling is described in the chief design document NASS submitted to NIJ as "simply another term for 'Crime Specific Planning' that was developed by the Law Enforcement Assistance Administration in the early 1970s and promoted nationally to law enforcement agencies." Crime Specific Planning, or crime analysis has been a boon to metropolitan police departments because it provides decision makers with useful information they previously lacked. Because the parallels to the incident profiling system developed for schools are very strong, its major features are reviewed here.

Crime analysis is usually conducted by a special unit of a police department. Staff members extract several crucial data items from the narrative reports officers file. For each report, the analysis unit enters the following items into a computer: type of crime, time of day, day of week, date, and location within general areas of the city. They

may also include physical characteristics of offenders and other items that might help identify patterns in a series of offenses. A familiar variation of this process is the "pin map" of the city in which different color pins are placed to represent categories of offenses. The purpose of these procedures is to generate a composite picture of crime patterns so that supervisors can allocate resources, such as patrol units, when and where they are most needed.

Based on a review of school crime and school climate research, the director of NASS found sufficient similarities between the information needs of school principals and police chiefs to warrant adapting crime analysis to the schools. Knowing about incident patterns could be as useful to the one as the other. Moreover, both are at least one step removed from the personnel who have first hand knowledge of most incidents, i.e., the patrol officer and the school disciplinarian, usually the assistant principal. Police chiefs and principals need some method of knowing about what transpires within their jurisdiction.

Adapting crime analysis to the schools required very few modifications in terms of the information processing aspects of the system. A map of the school, marked with zones for identifiable areas, e.g., gymnasium, main hallway, and student parking lot, was substituted for the map of the city. The list of offense categories was supplemented to add certain discipline incidents to the FBI crime categories.

Like patrol officers, school administrators already collect much of the necessary information needed for recognizing incident patterns. The contribution of incident profiling is in providing a different way to organize that information and, in some important ways, to think about it.

Assistant principals typically maintain a discipline file on each student that contains the date of every referral, nature of the incident, and disposition. For any student, an assistant principals can quickly refer to their files and count the number of referrals for various types of incidents. They cannot, however, turn to those files, or generally to any other source, to find out how many incidents of a given type occurred at the school in the previous month or year. For that purpose they need a filing system organized by offense rather than offender. Incident profiling gives them such a system.

Recording Incidents

The major operational difference between crime analysis and incident profiling is that the law enforcement version requires virtually no extra effort from front line officers whereas the school version places substantial extra requirements on assistant principals. First, they must develop the habit of distinguishing among types of incidents. Busy or lazy assistant principals may tend to label almost every incident "insubordination" and mete out some penalty. To properly record an incident in the new system, assistant principals must stop and think about the proper category. Was the incident a crime or only a violation of school rules; an assault or a fight? While that extra cogitation is a fully intended consequence of having assistant principals do incident profiling, it does constitute an extra burden. Having chosen the proper classification, assistant principals must then do the paperwork.

The incident report form

The recording form designed for incident profiling resulted from the compromise necessitated by the desire for brevity conflicting with the

Figure 3

School No. _____
Police No. _____
Security No. _____

INCIDENT REPORT FORM

023355

Incident _____ Sub-1 _____ Sub-2 _____

Date _____ Day _____ Period _____ Zone _____

What happened? _____

Offender/Victim	Sex	Grade	Race	Group Affiliation	School No.

Offender's parents' reaction: _____

Victim's parents' reaction: _____

Administrative action: _____

Police/security action: _____

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Initials _____

need for complete information (see Figure 3). The standard form in use during most of the project has three data fields types: identification, coding, and narration. The identification fields facilitate referencing to the incident report from other sources. The coding fields supply the basis for aggregating information. The narration items supply detail.

Included in the identification fields is one that comes preprinted on the form. Each slip of paper bears a unique sequence number printed in red. These numbers make cross-referencing of the report form into other systems possible. Conversely, the spaces provided for police and security report numbers enable the filer of the form to note the involvement of another entity in disposition of the incident. Those numbers give school administrators the reference point they need in subsequent communications about the incident with police or security officers.

The coding items are the heart of the system. Use of standard codes permits rapid aggregation of all incidents bearing the same code. Primary among the coding items are three fields regarding the nature of the incident. Codes are entered for the offense category and each of two subcategories. For example, theft of a teacher's pocket calculator would be coded as 11-2-3: 11 for theft, 2 for private property, and 3 for value less than $50.00. Other fields are provided for the school number, date, day, period of the school day, zone of the school, and six items about each offender and victim: student ID number, race, sex, grade, group affiliation, and home school number, if different. Lists of group affiliation codes, either gangs or informal social groups such as "punks" and "preppies," are dependent upon the social milieu of the school district. They are included in the system to facilitate identification of

intergroup friction that might underlie attacks and retaliation among groups.

The form also includes several lines for narrative about the incident and the responses of the administration, parents, and other agencies that have become involved. Although these details are not aggregated, they are available for subsequent review. If a principal decides to target one type of offense, a logical first step would be to review all of the report forms filed for that category. They may reveal commonalities that the aggregate figures masked or indicate that the responses in individual cases have been unsatisfactory.

Filling out the reports

Filling out the incident profiling form is the job of the school disciplinarian, commonly the assistant principal. NASS provides each assistant principal with pads of report forms, manuals for their use, and a filing box with special dividers in which to place the completed forms.

For each incident to be recorded, the assistant principal should complete two steps. The first, and most laborious, is to fill out the form. Because that task requires discretion and expertise, it cannot be delegated. The assistant principal must decide what category and subcategory codes to assign the incident, and record those as well as the remaining items. Most of these items are readily available and would be recorded in the assistant principal's own discipline incident records. A few data items, however, would not be noted in the normal course of affairs. Where and when the incident occurred, the grade level, sex, and race of the offender and victim, ordinarily would not be recorded. The location must then be pinpointed on the school map to determine the proper

zone. If the student is from another campus, the district's code number for that school should be obtained. Depending on the particulars of the system and the incident, the assistant principal may also need to retrieve an identification number for the student and a teacher.

The second step in the process requires the assistant principal to route the form for aggregating and filing. Those tasks fall to either a clerk for entry into the computer system if the district is using one, or to the principal. Filing is done in a box according to offense category. This is the major distinction between the disposition of the incident report and the standard discipline report. With the incident reports grouped by offense rather than offender, the assistant principal can easily review the details of all report forms for any offense category.

Almost all of this work is additional to whatever the assistant principal had done previously to maintain incident records. The offender-based discipline file must still be updated; discipline referral forms might still need to be completed so that complaining teachers will know the disposition of incidents they refer; and, if the student is suspended or recommended for expulsion, the assistant principal might also need to write an account of the incident on a standardized form for the district.

Some of the extra workload could be shifted from assistant principals to clerical staff. For example, if the assistant principal noted the students' and teacher's names, a clerk could look up the associated identification numbers. They might also be able to fill out much of the form based on the assistant principal's separate discipline report.

Synthesized Data from Incident Profiling

Once assistant principals record incidents on the standardized forms, common characteristics of the incidents must be aggregated. How many thefts occurred? Where were they most prevalent? During what period in the school day did they occur? Three incident summary charts display the aggregates in a useful form. Each chart is formatted to present a different aspect of the information.

Incident profiling summary charts

The first level summary chart tallies type of offense by day of week and total for the reporting period encompassed by the chart (see Figure 4). Reviewing the chart quickly reveals the volume of incidents by offense type and the prevalence of individual categories of offenses as well as all offenses on the several days of the week. Although the chart separates criminal and noncriminal incidents, the daily totals are for all incidents. That feature is somewhat anomalous since the training stresses the difference in significance of incidents recorded "above the line" [separating criminal and noncriminal incident categories] and those "below the line."

For any offense category with a substantial number of incidents, a principal might wish to refer to the second level chart to check for patterns according to time or place of incident (see Figure 5). If the principal is interested in five offense categories, five separate versions of the chart must be generated and examined. Structurally, the chart is a two dimensional representation of a three dimensional data matrix. To represent that construct on one sheet of paper, the class period axis is collapsed to allow all of its points to be displayed within a cell at the

Figure 4

CHART I : SECURITY INCIDENT SUMMARIES

Frequency of Incidents According to Day of Week

INCIDENT	SUBCATEGORY 1	MON	TUES	WED	THURS	FRI	WKND	TTL
ALCOHOL	use							
	possession							
	sale/distribution							
	intoxication							
ARSON	actual							
	attempted							
ASSAULT	against student							
	against teacher							
	against admin.							
	against secty off.							
BOMBS	threat							
	device found							
	explosion							
BURGLARY	actual							
	attempted							
DISORDERLY CONDUCT	involving student							
	involving outsider							
DRUGS	use							
	possession							
	sale/distribution							
	overdose							
	found							
	suspicion							
EXTORTION	actual							
	attempted							
ROBBERY	actual							
	attempted							
SEX OFFENSES	actual							
	attempted							
THEFT	school property							
	private property							
	inventory loss							
TRESPASSING	suspended student							
	outsider							
VANDALISM	school property							
	private property							
VEHICLES	student's vehicle							
	staff's vehicle							
	other							
WEAPONS	gun							
	club							
	knife							
	other							
MISCELLANEOUS	kidnapping							
	gambling							
	forgery							
	firecrackers							
	other							
class cutting								
cheating								
disruption								
fighting								
insubordination								
loitering								
smoking								
tardiness								
TOTALS								

NOTE: Fear-inducing crimes are printed in **BOLD.** School Number_____

Figure 5

CHART II: INCIDENT PROFILE WORKSHEET

Frequency Of Incidents By Day, Period, and Zone

Primary Offense:_____ **Reporting Period**_____

Directions:

1. **Separate charts must be filled out with data for separate types of crimes. That is, one chart for your assaults, another for your thefts.**
2. **Write the number of the period each incident occurred in the box that corresponds to the day of the week and the zone where it happened.**

Zones	DAY OF WEEK						Total
	Mon.	Tues.	Wed.	Thurs.	Fri.	Weekend	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
Total							
%							100%

CHART III: VICTIM AND OFFENDER DATA SHEET *

(Race/Subgroup, Sex, Grade, Victim and Offender Variables)

Incident:_____ Subcategory-1:_____

FIRST PART: VICTIMS ONLY

Grade	GROUP AFFILIATIONS								RACE*									
									White		Black		Brown		Asian		Other	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
—																		
—																		
—																		

SECOND PART: OFFENDERS ONLY

Grade	GROUP AFFILIATIONS								RACE*									
									White		Black		Brown		Asian		Other	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
—																		
—																		
—																		

*Notes: A) "Group Affiliation" categories are listed in your Process Guide Supplement. You will have to fill these in as necessary; they are bound to change with time.

B) "Race" groupings, like group affiliation titles, change somewhat from one community to another. These terms have been provided by your own school district, but may change with time.

C) "Grade" has been left blank to avoid creating six lines (grades 7-12); please fill in, as appropriate.

SCHOOL NUMBER:_____

Figure 6

intersection of a day of week column and zone of school row. A principal can use the chart in making supervision assignments or taking other preventive steps that require targeting particular times and places.

The third level chart is actually a set of multidimensional charts for combinations of offender/victim characteristics (see Figure 6). Like the second level analysis, this one must be conducted separately for each offense of interest, and if desired, further limited to one subcategory of the offense. Despite this complexity, the chart does not reliably serve the function for which it was designed because information for the offender is entered independently of information for the victim. A chart for assaults may show five white tenth grade boys and five black eleventh grade boys as offenders and equal numbers of white tenth grade boys and black ninth grade boys as victims. Who was picking on whom? Tenth grade white boys on their classmates or on ninth grade blacks? Eleventh grade black boys exclusively on either of the two groups or on a few of each? At a minimum, the chart shows which groups within the school tend to be involved in various types of incidents.

Tallying the incident reports

One way or another, the information collected on individual incident report forms needs to be aggregated onto the several charts. Two methods are available for that task. One uses a computer to tabulate the data and the other relies upon human effort.

The hand-managed system was designed to be handled exclusively by the school principal. At the end of a week or month, the principal gathers the incident reports from the assistant principals and sits down with them and blank copies of the charts. For Chart 1, all that is required is to

make a hash mark in the cell corresponding to a particular category and subcategory of incident on the proper day of the week. Once the principal has marked the chart for each report, he or she would tally the rows and columns to produce aggregate figures for numbers of incidents of each type and frequency according to day of the week.

The process for the other two charts is similar. Completing these second and third level charts, however, is discretionary, They are to be filled in only if the volume of incidents for a single offense category suggests the need for closer scrutiny. For Chart 2, the principal would enter the class period of the incident in the cell where the zone of school and day of week for the incident intersect. For Chart 3, the principal might make up to four hash marks, each representing three bits of information.

If a computer is going to do the aggregation, the reports must be converted from written to electronic form. That may be accomplished, as it was by all three project sites, through entry from computer terminals located on all campuses and linked to the school district's central computer. Alternatively, the paper reports could be sent to the district office for entry, or the aggregating program could be written for microcomputers at the school site, eliminating the need to route data through the district office.

The major advantages of the computer, are the reduced workload on the school principal and the reduced likelihood of error. Other advantages not realized to date, but possible, include reformatting the data output to produce summary reports for the entire district and integrating the incident profiling system with other school records systems. Once the information is put into a computer, it can be extracted in many different

ways. This multiple indexing capability could eliminate the need to operate the incident profiling system in parallel with assistant principals' discipline files. Since much of the information for one is used for the other, it could be entered once and output in formats appropriate for both.

Training and Technical Assistance

The training for incident profiling had to do more than just teach school administrators how to use a new information management system. It also had to persuade them that they should distinguish between crime and violations of school rules, acquaint them with the conceptual underpinning of crime analysis, teach them the legal definitions of key terms such as "assault," and motivate them to undertake the project. Although a graduated training cycle would have offered substantial advantages in trying to achieve these objectives, time constraints and other considerations necessitated a single, short, training session for accomplishing all of the above. To resolve technical issues after the training, administrators could refer to written materials or call upon NASS for consultation.

Incident Profiling Workshop

NASS provided the primary training for incident profiling during a workshop conducted at each district shortly after the project began. Since there was little time between site selection and the first training session, NASS had little opportunity to develop a training design specifically for these workshops. Consequently, the training was essentially unchanged from what had been used prior to this project for somewhat different purposes. One consequence of beginning the training before learning much about the school or communities was that the presen-

tations did not address the concerns of the participants. The workshops had a tone appropriate for waging war against serious campus crime; a fight in which few administrators believed they were engaged. Moreover, the lack of time for site specific preparation foreclosed the possibility of tailoring the presentations to the specific characteristics of the audience. Generalities about "laws in most states" and "the way some districts handle that" had to suffice in place of specific instructions that would have given the participants clear guidance about what they were to do.

The sessions in Anaheim and Rockford each lasted half a day. Because Jacksonville administrators could not be released from their buildings to attend a workshop during the school day and a Saturday date was not feasible, their training was held during a two and a half hour workshop after school. In all three districts, at least one administrator from every participating school attended. Most schools sent their principal and all of their assistant principals with responsibility for discipline. Upon arriving, participants received all the materials (forms, file boxes for indexing completed forms, and manuals) they would need for incident profiling.

NASS director Rubel conducted the sessions himself. He began each workshop with an introduction to the project, followed by a presentation of national research findings about school crime and, for the bulk of the session, instruction in the incident profiling techniques of systematically collecting and analyzing information about disruptive incidents. He relied almost exclusively on a lecture format, supplemented by typed or block lettered lists of key points placed on an overhead projector. The

only other instructional method was conducting exercises to simulate recording and analyzing incident data.

The training itself was fairly well received. On an evaluation questionnaire administered at the end of the workshop, a majority of respondents in each district rated most of the training elements either "excellent" or "good" (Table 5). In response to a question asking for an overall rating of the workshop, 20-30 percent of the attendees in each district gave a rating of "excellent," 50-65 percent "good," and 10-20 percent "fair" or "poor." Perhaps because of the compressed duration of the session in

Table 5
Incident Profiling Workshop Overall Rating
(Percentages of Respondents)

	Excellent	Good	Fair	Poor
Anaheim	30	60	10	0
Rockford	24	64	4	8
Jacksonville	25	55	20	0

N = Anaheim--40; Rockford--18; Jacksonville--32
Source: Incident Profiling Workshop Evaluation

Jacksonville, responses for that district ran somewhat lower. The potential adverse implications of that difference were apparent from responses to one item in particular on the evaluation form. Fewer than half of the Jacksonville respondents agreed that the training had been sufficient for them to implement incident profiling. The corresponding figures for Anaheim and Rockford were 95 percent and 78 percent respectively.

Training Conducted by District Personnel

In Anaheim and Rockford, the single workshop was all the training administrators received during the first few months of the project. In Jacksonville, however, because of the workshop's brevity and the uncertainty many administrators expressed about its adequacy, the district liaison had his staff conducted additional training at each school. That extra training was completed in the weeks immediately after the workshop, using materials supplied by NASS.

In each district, for the remainder of the project, the liaisons assumed the role of on-site trainers, acting essentially as agents of NASS for several purposes. First, they had to instruct their staffs regarding modifications NASS made to the incident profiling process during the course of the project. While these were minor, they did require some instruction. To convey word of the changes, Rockford and Anaheim liaisons talked with principals during regular meetings. Communication between the Jacksonville liaison and the schools was more often written.

Liaisons also needed to train administrators who joined the project after the workshop. With one exception, that training consisted of referring the new staff to the NASS Process Guide and related materials and extending an offer of assistance to answer unresolved questions. The one exception occurred in Anaheim at the beginning of the second school year. Because several new principals and assistant principals joined the project at the same time, the district liaison conducted a special training seminar for them, using materials NASS developed for that purpose.

Written Materials from NASS

Aside from calling upon the district liaison, who, if necessary, could turn to NASS, school administrators with incident profiling questions or problems could refer to written materials from NASS. At the workshop, they received a "Process Guide," its supplement, and a reminder sheet of offense category definitions and codes attached to each incident report pad.

Undoubtedly, the reminder sheet was used most often. Until assistant principals became familiar with the system, they needed to refer to the reminder for almost every incident they recorded. Even after they memorized the code numbers for common incidents, they still referred to the definitions when uncertain of the proper code for an unusual or equivocal incident.

The "Process Guide Supplement" also gave practitioners a ready reference to information they might need for incident profiling. Each page contains concise instructions or other material pertaining to a single point. NASS created a separate supplement for each district so that it could be specific to local circumstances. For example, group affiliation categories were unique in each supplement.

The main manual, titled "Process Guide for Collecting and Analyzing Information About Disruptive Acts in Schools" is a 45 page document containing a great deal more than instructions on how to do incident profiling. The manual truly is a "Process Guide" for someone interested in learning the process form A to Z. That is, its organization is well suited for a reader who begins with the general concepts of school crime and data management discussed in Section I and proceeds sequentially

through the entire manual. Such a reader would learn about the theory and rationale of each part of the system as well as how to actually use it. The infusion of material extraneous to incident profiling mechanics, however, makes the manual very difficult to use as a reference volume, a problem compounded by its lack of a table of contents or index.

To help administrators with any problems, and discover if they were conducting incident profiling correctly, Rubel visited each school several times during the course of the project. The first visit after the incident profiling workshop, approximately three months later, gave him an opportunity to resolve most issues that had arisen during the start-up period. During each subsequent visit he also offered assistance as needed.

Implementation

In all but one of the project schools, incident profiling was implemented very similarly to the way it was designed. Although there was some initial resistance, in the large majority of schools the process got underway without substantial difficulty. The process began with assistant principals filling out the report forms. Later, came the summary charts, generated either manually by the principal, or automatically by inputting the data to the district's computer. Principals then reviewed the charts to glean insights into incident patterns. Based on their experiences with these procedures, they made recommendations to NASS for refining the systems and made some modifications on their own.

Getting Started

As the project centerpiece, incident profiling was implemented first. Training workshops were held as soon as possible after notification of

site acceptance. The only activity occurring before the workshop was identification of names of gangs and social groups found in the schools. For that purpose, the district liaisons polled the site administrators, either during a meeting or by exchanging memoranda.

Following the workshop, school administrators began the project at each school. In terms of implementing the mechanics of incident profiling, nearly everyone proceeded quite well. Perhaps because data collection and analysis are integral to modern education, the system struck administrators as neither unusual nor complicated.

In contrast to their rapid development of proficiency in the rudiments of incident profiling, administrators did not form positive opinions of the project very quickly. While few openly opposed participation, neither did they heartily endorse it. The predominant approach was marked by a "wait and see" attitude.

Equivocal support at the outset was apparent from workshop attendees' responses to a question on the evaluation form about the probable utility of incident profiling for their schools. Agreement with the statement, "The incident profiling system probably will be a useful management tool for monitoring school crime," was 62% in Anaheim, 65% in Jacksonville, and 33% in Rockford. Particularly in Rockford, the training had not convinced administrators of incident profiling's value. Administrators who could not see substantial advantages in using incident profiling were not likely to devote the time and effort needed to make it work properly.

Subsequent telephone and on-site interviews identified several sources of dissatisfaction with introduction of the project. The following reasons

were cited most frequently for lack of enthusiasm toward the project generally and incident profiling in particular.

- The workshop dealt almost exclusively with crime, while administrators did not regard that as a major problem on their campuses.
- The project was introduced after the beginning of the school year, confounding their expectations and preparations.
- Filling out incident reports would require a lot of extra work.
- Parties outside the project might get a negative impression from the statistics
- School administrators were apprehensive about the district office, federal government, or local media drawing incorrect conclusions from or taking ill-advised actions based on the data.

Recording Incidents

Recording incidents on the report forms was a fairly straight-forward process. Assistant principals, the disciplinarians in all of the project schools, began filling out the forms as early as the next school day following the training. While the task was not difficult, it was quite time consuming at first. Since the assistant principals were unfamiliar with the forms, definitions, codes, and associated procedures, they had to stop frequently to refer to their reference materials. That presented a problem if they were to fill out the forms during the course of their normal day's work. Circumstances often required that the report wait until other matters were finished. When assistant principals were able to finish the report, later in the day, week, or month, they sometimes lacked one or more pieces of information.

In the first few months, over half the assistant principals reported working extra hours to complete the work for the project. Several went to their offices on Saturday when they would not be disrupted so they could concentrate on finishing the reports properly. Considering the disparity in the volume of incidents recorded from school to school, some administrators were undoubtedly working harder than others (see Appendix B). In January, 1985, the first month of complete data for all three districts, the number of incidents ranged from 934 in Anaheim to 575 in Rockford and 380 in Jacksonville. Table 6 shows the total number of crime and discipline incidents per year by district. As will be explained below, these figures indicate level of effort more than actual incident volume. The adjustment for "Miscellaneous" crimes was made because of inconsistent use of that category.

Misuse of the "Miscellaneous" category was one of the few pervasive and ongoing implementation errors. Although "Miscellaneous" was designated as a crime category, assistant principals persisted into the second year using it for noncriminal incidents that did not fit other definitions. One school in Anaheim, for example, reported 76 "Miscellaneous" incidents among its 108 second year crime total. As the Table 6 figures show, removing the "Miscellaneous" codes markedly changes crime incident totals.

The major decision school administrators had to make about incident profiling was which incidents to report. Although the training sessions had made clear that the system could be used to track all crime and discipline incidents, instructions about which ones were supposed to be recorded had been equivocal. As a practical matter, almost no assistant principal was

Table 6
Incident Profiling Totals

	District Total		School Average	
Anaheim	1983-84	1984-85	1983-84	1984-85
Crime Incidents	674	946	42	59
without Misc. Category	489	413	31	26
Discipline Incidents	13,338	8,454	834	528
without Attendance*	3,528	5,037	220	315
Rockford				
Crime Incidents	923	836	103	93
without Misc. Category	848	760	94	84
Discipline Incidents	2,783	2,500	309	278
Jacksonville				
Crime Incidents	423	290	26	18
without Misc. Category	369	244	23	15
Discipline Incidents	841	623	53	39

* Attendance omitted because computerized attendance systems in two schools accounting for 7,881 incidents distort the figures.

willing to file a report on every incident. They did not want to bother with the paperwork for minor infractions of school rules.

Lack of clarity about which incidents to record produced tension among administrators who were unsure whether they were meeting the needs and expectations of the project director and their own superintendent. In that sense, the recording issue was a manifestation of a deeper tension associated with the nature of the project. Some administrators developed a misimpression of their role in conducting an experiment for NASS and the federal government. Particularly in Rockford, they saw the purpose of data gathering primarily as contributing to a national study of school crime rather than as a tool for their own schools. That impression was

strongly reinforced by "outsiders" having access to the incident reports. For every form filled out in Rockford and Anaheim, one copy went to the district office and another went to NASS. Computer printouts were likewise available to the district and NASS. Both systems gave the impression that someone else was going to use the data, and quite possibly to the detriment of the person who recorded it.

The way in which assistant principals went about deciding which incidents to record had implications for the integrity of the incident profiling system. If they did not record any incidents of certain categories, such as smoking, data for other categories remained valid. On busy days, however, assistant principals might simply skip the reports on all incidents, regardless of category. They also tended to skip any incident for which they had not identified an offender. As nonrecording occurred, administrators tended to lose faith in the system's validity because they knew its figures were incomplete.

The magnitude of underreporting is extremely difficult to determine. Indeed, one of the rationales for the project was based on the premise that schools do not have a comprehensive source of information about all incidents that should be recorded in the incident profiling system. All available indicators, however, including interview responses, suggest that assistant principals omitted many incidents.

One indicator of nonrecording is provided by comparing numbers of incidents reported at different schools (Appendix B). Excluding the huge incident volume produced by attendance reporting in Anaheim, some schools still generated nearly 1000 reports per year. At the other extreme, five schools reported no more than 10 incidents during the second year. Though

most of this variation is due to different levels of discipline reports, figures for crimes, which all schools were to report consistently, also varied much more widely than can be accounted for by differing numbers of incidents. A rough indication of variation is available from the figures in Table 7. Columns 1 and 3 present annual incident profiling crime totals, excluding incidents coded "Miscellaneous," which may have included noncriminal incidents. The figures show the following ranges among schools using incident profiling: Anaheim, 0-119; Rockford, 22-224; and Jacksonville, 5-70. The high and low for Jacksonville further suggest that factors other than incident volume account for variation: the same school reported 70 incidents the first year and 5 the next.

To account for differences in student body size, the second and fourth columns of Table 7 present annual crime incident rates per 1000 students. This statistical adjustment does reduce the magnitude of disparity somewhat, producing the following ranges: Anaheim, 0-78; Rockford, 14-147; and Jacksonville, 3-57. These figures are also more suitable for comparison with the School Safety Checklist, a victimization measure independent of administrator intervention (see Appendix D). The last two columns of Table 7 display the average number of students who reported being victimized in one of the ways captured by the survey (see form in Appendix A). The reported figures represent an unweighted average of the percentages for the fall and spring administrations for each school year. Although methodological limitations would undermine more sophisticated statistical analyses, simply comparing the self-report data with the incident profiling totals suggests substantial reporting variation among otherwise similar schools (see also Appendix C for school characteristics). The

Table 7: Part 1
Incident Profiling and Self-Report Victimization Comparisons

	Incident Profiling Crime Reports 1983-84		1984-85		School Safety Checklist Avg. % Victimized	
Anaheim	Number	per 1000	Number	per 1000	1983-84	1984-85
Anaheim HS	74	37	41	27	44	47
Cypress HS	67	31	32	21	31	29
Katella HS	21	11	0	0	35	22
Kennedy HS	81	37	17	11	29	30
Loara HS	31	16	6	4	36	40
Magnolia HS	13	9	23	15	42*	37
Savanna HS	22	13	17	11	33	37
Western HS	19	11	20	13	28*	34*
Ball JH	60	67	119	78	48	52
Brookhurst JH	39	39	33	22	60*	37*
Dale JH	7	8	71	47	53	50
Lexington JH	13	17	0	0	41	30
Orangeview JH	13	13	20	13	43	34
South JH	12	12	9	6	60	52
Sycamore JH	14	18	4	3	37*	29
Walker JH	39	39	26	17	42*	48
Rockford						
Auburn HS	97	64	33	22	39	33
East HS	43	21	29	19	36	34*
Guilford HS	112	63	180	118	36	43*
Jefferson HS	243	111	224	147	27	40*
West HS	55	38	121	80	40*	37*
Eisenhower MS	75	70	49	32	51	38*
Flinn MS	30	25	29	19	40	33
Kennedy MS	158	157	83	55	57	48*
Lincoln MS	0	0	0	0	0*	0*
Wilson MS	56	57	22	14	52	37

Incident profiling "Crime" figures exclude "Miscellaneous" category.
* Data unreliable: fewer than 50 surveys returned per grade level. See Appendix D.

Table 7: Part 2
Incident Profiling and Self-Report Victimization Comparisons

	Incident Profiling Crime Reports 1983-84		1984-85		School Safety Checklist Avg. % Victimized	
Anaheim	Number	per 1000	Number	per 1000	1983-84	1984-85
Englewood HS	13	11	5	3	37*	31*
Forrest HS	43	27	30	20	38	31*
Jackson HS	42	24	28	18	47	40*
Lee HS	7	6	14	9	32	33
Parker HS	18	10	18	12	42	30*
Paxon HS	20	19	15	10	46	25*
Ribault HS	28	19	15	10	42	43
Raines HS	12	9	8	5	46*	28*
Sandalwood JS**	69	42	55	36	--	--
Arlington JH	10	13	9	6	44	50
Davis JH	34	30	32	21	53	50*
Highlands JH	32	18	24	16	42	42
Kirby-Smith JH	5	5	6	4	48	56
Northwestern	14	16	8	5	53	65*
Paxon JH	70	57	5	3	56	55*
Ribault JH	21	20	27	18	41	43

Incident profiling "Crime" figures exclude "Miscellaneous" category.

* Data unreliable: fewer than 50 surveys returned per grade level. See Appendix D.

** Junior and senior high school campus submitted combined incident profiling reports. Averaging survey data for junior and senior high students would be misleading.

confluence of indicators supports an inference that number of incident profiling reports was not strongly associated with actual incident volume.

Aggregating the Incident Report Data into Summary Charts

During the first few months of the project in Rockford and Anaheim, principals tallied the reports at the end of the month. Later in those

districts, and from the beginning in Jacksonville, they received printouts from the computer. The difference among the districts in manual versus computer aggregation developed because use of a computer was one of the project's local options. The unanimous choice to computerized reflects the clear superiority of that approach. Whichever way the data were tallied, principals were to carefully review the summary charts.

The one advantage of having the principals aggregate the incidents by hand temporarily--an advantage that no one had anticipated--was that the principals became immersed in the project. They gained a thorough understanding of what each chart signified and what types of details were inevitably lost in the aggregating process. After they had begun using the computer system, several principals noted they were less involved in the project as a whole because they no longer had responsibility for a concrete task that forced them to scrutinize the data.

Deciding to use the school district computer meant that special programs had to be written. Although NASS did not offer technical assistance for this task, the project direct did describe what the computer system should do. Based on those guidelines, staff for each district developed their own versions of an incident profiling computer program. Since the programmers all had essentially the same task, the resulting systems are quite similar. Each is written in COBOL to run on a mainframe computer. Clerks at the individual schools enter reports into the system via terminals in each school that were already in place for other purposes. For the data entry process, the programmers designed a special input screen that resembles the layout of the paper incident profiling form.

Despite similarities across sites, the systems are not identical. The major difference is format and availability of the printouts. The objective in this regard was to replicate the three charts NASS had developed for manual tallying (see Appendix D). While the Rockford and Jacksonville programs produce close approximations of those charts, the Anaheim system splits the second level chart into two parts. According to the NASS director, that conversion reduces the utility of the chart since patterns among combinations of days, times, and places are harder to detect.

Another difference among the districts is in the availability of the printouts to school principals. In Rockford and Jacksonville, the printouts are generated at the central facility and sent to the schools. Rockford principals receive printouts once a month and their counterparts in Jacksonville receive them biweekly. Anaheim principals can retrieve the charts or a facsimile of any incident report anytime they want by requesting a printout on the printer each school has next to its terminal. Since the other districts lack that interactive feature, their computers automatically print a standard batch of materials for the preceding time period. In addition to Chart 1, the stack of material includes Charts 2 and 3 for each offense category with at least one incident recorded. The Jacksonville system also prints a copy of every incident report. The resulting paper can become voluminous, sometimes exceeding 50 pages.

As is common for complex computer programs, implementation was accompanied by a few "glitches." The most commonly noted problem was the one clerks encountered trying to enter reports into the district computer from the schools' terminals. Sometimes, the computer screen needed for input was

unavailable. Other times, the computer would not accept the data that the operator entered. Also, since the clerks had not attended the training workshop, they did not all understand the process well enough to notice and correct mistakes on the forms they received from the assistant principals or that they made themselves.

A more serious problem was caused by "bugs" in the computer programs. Both the Anaheim and Jacksonville programs had "bugs" that were not corrected for some time. For example, the Jacksonville system printed some of the figures one line too low on Chart 1, resulting in the charts showing several "kidnappings" and other incidents that never occurred. Until participants at the interventions workshop were instructed to review their printouts, no one had reported the mistake. Problems were also introduced when NASS changed some of the codes and assistant principals continued to use references to an earlier version of the codes. While such errors are common during project start-ups, they were peculiarly damaging in this context because many school administrators suspected that someone with access to the printouts would get the wrong impression of their school. To avoid the risk of being misperceived, some principals made a point of having the incident reports checked against the computer printouts to insure they were not displaying excess incidents or incidents more serious than had occurred.

Analyzing the Results

Having seen to it that incidents were reported into the system, principals generally were interested in examining the aggregate charts that the system generated. Especially in the first months of the project, they

were regularly encouraged to review the results. What they learned from reviewing the data varied widely from school to school.

The primary reason principals cited for looking at the charts was to see how many incidents of various types had occurred on campus, which they could determine from Chart 1 alone. With very few exceptions, they described the data as being "pretty much as expected." The results did, however, serve to draw attention to problems the principals may have known about already. An Anaheim principal decided to start a tardiness reduction program once the figures focused his attention on the magnitude of tardy incidents his assistant principals were dealing with each day.

Occasionally, too, the charts sparked inquiries that led to action. One Anaheim principal expressed his concern about the theft totals during a staff meeting. When one of his assistant principals mentioned several bicycle thefts contributed to that total, the other assistant principals chorused that they had also received several stolen bicycle reports. Thus, prompted by the most general level results from the incident profiling system, but without reference to detailed records, the administrators had identified a specific problem they could address.

Also from looking at Chart 1, principals tended to note the days of the week with the highest volume of incidents. Among principals who mentioned paying attention to the day of week information, about half felt it confirmed what they had expected, generally that more incidents occur on Friday than on other days. Another third expressed surprise that most incidents had not occurred when they thought they did, and the few remaining principals claimed they had not formed any opinion on the matter prior to seeing the data.

The number of principals who examined Chart 2 for time of day and zone of school in which incidents occurred was much smaller than the number who reviewed the totals on Chart 1, particularly during the second year. At the beginning of the project, though, almost all principals examined this chart at least once. Two predominant opinions characterized principals who did not continue using the chart. One was that the patterns on the chart "confirmed what we already knew." Having a printout showing that thefts occurred in the locker rooms and fights occurred in the cafeteria added nothing to principals' knowledge about their schools. The other predominant opinion, especially prevalent at schools with few recorded incidents, was that the chart simply did not show any patterns at all. For a school with 10 zones and six class periods, Chart 2 would have 60 cells. Adding the five days of the week increases the number of combinations to 300. Although an interested principal certainly could sift through this minutiae to discern patterns, many may have been discouraged by the apparent complexity of the task.

Some principals who did look carefully at Chart 2 gleaned very useful information from it. In two of the most notable examples, the principals' focus was on locker thefts. At Jacksonville's Forrest High School, reviewing the printouts drew the principal's attention to the prevalence of locker thefts during lunch time. Further analysis revealed that other types of incidents also occurred disproportionately during lunch and tended to be clustered in the hallways where the lockers are located. The chart for Guilford High School in Rockford revealed that thefts from lockers, other than those in the gymnasium locker room, tended to occur during the last two periods of the day. In both schools, corrective actions ensued.

Reference to Chart 3, designed to show intergroup tensions, was much less frequent than to either of the other charts. None of the principals reported using it regularly to check for conflict between races, sexes, gangs, or social groups. Almost universally, participants objected to the requirement of formally identifying students as group members. To the extent any of them acknowledged intergroup tension in their schools, they also expressed the belief that they were as aware of that tension as they could possibly become from studying a chart.

Refining the System

Although implementation of incident profiling in schools during this project was one of the first times it had been used in education, the experience of police departments in using its precursor, crime analysis, enabled NASS to design a system that required very few modifications. The changes NASS made during the project responded to opportunities for improvement that largely could not have been forseen prior to the project.

The most substantial change NASS initiated involved modification of the basic report form. Originally, the form was printed on four part paper so all interested parties could receive a copy. With conversion to computer systems, the four duplicates were replaced by a single five by eight inch form.

Printing new forms allowed NASS to modify the format slightly to incorporate ideas generated during the first months of the project. Most significant of those was inclusion of a space for recording victims' and offenders' student identification numbers. With those numbers, the forms could be used to keep track of infractions by individual students. That prospect caused suspicion among some administrators who were concerned

about who would have access to discipline records that previously had been available only in the assistant principals' offices.

Aside from changes NASS initiated, users of the system also suggested modification. The most significant of these was augmenting the zone identification concept to identify individual teachers. As originally designed, incident profiling permitted an administrator to note the zone of the school where an incident occurred. While that was useful for some purposes, for others it was unsuitable because it masked important variations among teachers' classrooms within a zone. For problems due to poor classroom management rather than inadequate hall monitoring, the zone system was of little use. By recording teachers' identification numbers for each incident occurring in or near a classroom, though, assistant principals could determine which teachers needed the most assistance in handling students.

Another modification involved adapting the system for a use the project director originally considered unsuitable. Anaheim's Superintendent Grennan was especially concerned about reducing class cuts. Believing that all types of misbehavior would be minimized if students attend class as required, she wanted a way to focus school principals' attention on class cutting. One way to do that was to use incident profiling to record the class cuts. Since the volume of cuts would make this a very time consuming process, the superintendent decided to have intensive monitoring for two week cycles.

With assistance from NASS, Anaheim modified incident profiling for that purpose and coordinated it with the computerized class period attendance systems available at some of the schools. The two-week intensive

monitoring periods did lead to much higher reports of class cutting and contributed to the district's overall effort to reduce the number of students out of class.

Like the Anaheim district, several schools adapted the incident profiling methodology for their particular purposes. The assistant principals Anaheim's Cypress and Loara High Schools substituted their own designations for the group affiliation categories so they could learn more about aggregate characteristics of the offenders. The extra items allowed them to determine the number of offenders and the types of incidents according to students' academic levels and special programs. The detailed data gathering facilitated coordination with counselors and other specialists dealing with "high risk" students' behavioral problems.

Ribault High School in Jacksonville pioneered longitudinal charting of incident totals to produce a better picture of the ever-changing school environment. The computer printouts themselves do not provide any indication of whether incidents are increasing or decreasing. For that purpose, one of the Ribault assistant principals draws line charts of the number of incidents each month in key categories, such as fighting.

Seeing the value of having longitudinal data for all principals, the project director suggested the each district's computer program be modified to produce a time series chart. Though there was general agreement among district liaisons that the extra chart might be useful, none of the systems were modified to produce it.

Benefits

While some incident profiling benefits were similar across sites, others differed substantially among the three districts and their individual schools. At least some school principals in each district realized the primary direct benefit of the process, i.e., availability of better information about campus incidents. This section goes beyond discussion of those benefits to examine characteristics distinguishing between schools and administrators deriving substantial benefits from incident profiling and those that did not. The major attribute associated with success was clearly the predisposition of the principal. Conscientious principals who favor using data and are willing to experiment reported much greater satisfaction than did others.

As indicated by the survey results presented in Table 8, most administrators reported benefiting from incident profiling. Forty to fifty percent of the participants indicated the printouts were of "some value." The percentages of respondents indicating "great value" were more varied, ranging from nine percent in Rockford to 26 percent in Jacksonville.

Direct Benefits From Incident Profiling

In several schools, incident profiling produced exactly the sort of results originally envisioned as the primary direct benefits of incident profiling. That is, it revealed a previously unnoticed incident pattern and prompted ameliorative action by the principals. Those principals report they were unlikely to have taken the interventions if the incident profiling printouts had not made them aware of the pattern.

Table 8
Incident Profiling Value
(Percentages of Respondents)

How much value has recording incidents in the computer system had for you?

	Great Value	Some Value	Minimal Value	NA
Anaheim	14	42	42	2
Rockford	14	33	48	5
Jacksonville	26	40	26	7

How much value has reviewing incident reporting printouts had for you?

	Great Value	Some Value	Minimal Value	NA
Anaheim	23	44	38	5
Rockford	9	43	43	5
Jacksonville	26	48	24	2

Source: Final Survey
N = Anaheim--43; Rockford--21; Jacksonville--43

In Jacksonville's Forrest High School, for example, reviewing the printouts drew the principal's attention to the prevalence of locker thefts during lunch time. While not entirely unexpected, the finding increased the principal's awareness of the problem's magnitude. Based on this knowledge, he restricted student access to the locker areas except for a few minutes at the beginning and end of each lunch period. Subsequent incident report printouts indicated locker thefts and other incidents during lunch decreased.

Similarly, the printouts for Guilford High School in Rockford were enlightening to the principal. Locker thefts in that school tended to occur during the last two periods of the day. Again, while that finding

could have been anticipated, since some students who were dismissed prior to the end of the day remained on campus, nonetheless, the administrators had not been aware of the pattern. Once the incident profiling system indicated when thefts were occurring, preventive actions were taken.

These two schools that did benefit directly from incident profiling's capacity to pinpoint campus trouble spots are among a handful of exceptions in this respect. A majority of principals and almost all assistant principals reported they received little benefit for one of two reasons: either they found no patterns in the data, or they already knew when and where incidents occurred most frequently. Those observations are capsulized by survey results showing administrators' limited agreement with the statement that incident profiling made them more aware of "hot spots." Table 9 shows 57 percent agreement in Jacksonville, 37 percent in Anaheim, and 33 percent in Rockford. Much lower percentages for an item about the system's ability to detect potential intergroup conflicts indicate it was less useful for that purpose.

Whatever their opinion incident profiling's value for themselves, almost all administrators agreed the system could be very valuable at other schools. Larger schools and schools with a greater volume of serious incidents were thought most likely to benefit from using the system.

Instrumental, Ancillary, and Unanticipated Benefits

Perhaps the most important benefit from using incident profiling was not derived from its results but from the process itself. To record incidents and interpret the charts, school administrators had to understand clearly distinctions between crime and discipline and among different criminal

Table 9
Incident Profiling Utility
(Percentages of Respondents)

The incident profiling printouts have made me more aware of "hot spots" on campus.

	Totally Agree		Neutral		Totally Disagree
Anaheim	9	28	23	28	12
Rockford	14	19	19	9	38
Jacksonville	33	24	19	12	12

The incident profiling printouts have made me more aware of potential conflicts between student groups.

	Totally Agree		Neutral		Totally Disagree
Anaheim	0	12	35	19	35
Rockford	9	9	19	24	38
Jacksonville	14	14	29	17	26

Source: Final Survey
N = Anaheim--43; Rockford--21; Jacksonville--43

offenses. Even in Rockford, where administrators had been consulting with on-campus police liaisons for nearly fifteen years, there was an increased awareness of these distinctions and of their implications for appropriate responses. One administrator observed, "it used to be that any time I caught two kids in a scrape, I would suspend them both for fighting. Now I try to figure out whether this was a fight or if we had an assault." Using the system opened the eyes of this administrator and many of his colleagues to the criminal nature of some misbehavior. This increased sensitivity is especially valued by Anaheim administrators for its preventive potential. They see it as enabling them to prevent serious

problems that might be coming to their previously tranquil suburban campuses from surrounding metropolitan areas.

A substantial ancillary benefit of incident profiling for principals was the availability of the printouts for communication with other groups. Rather than telling teachers they needed to be in the halls between classes to fights, a principal could inform the teachers nineteen fights occurred last month and exactly how many were within twenty-five feet of their classroom doors. Principals who used the data in this way felt the extra specificity enhanced their credibility with teachers and helped convey their message.

Variations on this type of benefit were common. Some principals cited the statistics in letters sent to parents and community groups. A few used them in requests for action from the district office. In Jacksonville's Sandalwood Junior/Senior High School, for example, the staff had been trying for years to persuade district personnel to replace the school's locker bays with lockers mounted along hallway walls. The obstructed vision caused by the bays' design provided havens for theft, drug dealing, and other misbehavior. Upon presenting the district office with one year of incident profiling data, the change was authorized.

Accounting for Differential Benefits

Accounting for differing levels of benefits administrators derived from incident profiling cannot be done unequivocally, but interviews and analysis of school characteristics supports some inferences. Interestingly, factors administrators cited as likely to affect incident profiling's utility were not associated with varying levels of satisfaction among principals in the project schools. Though administrators

conjectured that size of the school building, its surrounding campus, and its student enrollment would account for differences, those factors had no influence on the value principals ascribed to incident profiling (see Appendix C).

Whether the number of incidents occurring on campus was related to appraisals of the system's value is harder to determine because no accurate measure of the actual number of incidents is available. In schools with few recorded incidents, administrators tended to see little value in the system. Since number of incidents recorded does not correlate strongly with other measures of incident volume, however, the low volume of recorded incidents may be better understood as a result of low regard for the system rather than a cause of it.

How useful the system would be in large schools with high incident volume cannot be determined from the data collected during this project because the participating districts had no schools with acknowledged chronic crime problems. In Jacksonville, the largest, most urban district, where police report frequent violent and property crime in the neighborhoods surrounding some schools, the greatest number of incidents reported to the district security office during the first project year was XX. Consequently, the "laboratories" for testing the value of incident profiling in seriously troubled schools were not available.

Costs, Limitations, and Trade-Offs

Time Requirements

The major objection to incident profiling was that it required too much of assistant principals' time. Filling out an incident report form takes two minutes at the very minimum. It can take a good deal longer if the administrator must look up student and teacher identification numbers, as well as identify the code numbers for the type of incident and zone of school. Since an assistant principal may handle 30 or more students a day, even two minutes per form represents a substantial investment of time.

Staff time must also be allocated to have clerks enter the incidents at the computer terminal for each school. Since those terminals were already used heavily for other purposes, availability for entering report forms sometimes became a problem. Since timeliness of the data is important, delays in entry hurt the system.

On a one-time basis, labor was expended to put the system into place. Administrators had to be instructed in how to record and interpret the data and computer programmers had to design and test the system. In addition to the personnel cost, resource allocation of computer access and processing time added not only to the start-up costs, but also to the costs of operating the system.

Insensitivity of Incident Profiling To School Climate Nuances

Many administrators doubted the utility of incident profiling because the system is not sensitive to the nuances they regard as critical indicators of emerging problems. One assistant principal elaborated this point as follows, "If I first realized I had a drug problem because the printout showed five incidents in the boys' restroom, I would probably get fired for not doing my job. I can't wait for an incident to occur, get recorded in the system and show up on a printout. I have to respond to tips, suspicions, and anything else I have to go on." Another assistant principal gave the following example. He had recently observed cigarette butts outside the door of the industrial arts room. Upon investigation, he

learned the room was in use all but one period each day. He then arranged for surveillance of the area during that time and caught the smokers. His detective work is the daily routine of an assistant principal, yet, the incident profiling system contains none of the information he used. Several administrators related similar stories, particularly regarding use or sale of drugs on campus. Incident profiling lacks sufficient sensitivity to aid school administrators in pinpointing many crime and discipline problems.

Insensitivity of the system to nuance could be expected because of the differences between the school environment and the community environs for which the incident profiling methodology was originally developed. For the system to provide a police captain with the datum that ten car thefts occurred in one neighborhood would be about as much detail as needed to allocate departmental resources. School administrators' information needs more closely resemble those of police officers on patrol than of chiefs. They are much more likely to have dealt with the incidents initially, or at least to have received first hand accounts of them, and to be involved directly in implementing whatever interventions they choose.

Sufficiency of the Status Quo

Perhaps the greatest single reason for the lackluster response to incident profiling is that administrators in most project schools already had as much information as they wanted of the type incident profiling could provide. Particularly in junior high schools, most of which had only one assistant principal responsible for handling all on-campus student violations of school rules and state laws, the requisite information was already consolidated in a single source. Although incident profiling

might organize that information in a more systematic fashion and produce charts that could be used in communication with anyone who lacked the assistant principal's knowledge base, it could not contribute much to identifying incident patterns.

Institutionaliztion

Steps taken to make incident profiling a permanent system range from minimal in Rockford to all but completed in Anaheim. The Anaheim superintendent has expressed unwavering commitment to the system and has authorized her staff to take the necessary steps for its continuity. Since all schools are already using the methodology, little needs to be done except to train new administrators in the fall. At least one modification of the system will be made, though, and the status of another is pending.

The planned modification in Anaheim addresses the most frequently voiced complaint about incident profiling--that it takes too long. To substantially reduce the time needed, the district liaison has worked with NASS director Rubel to design a form similar to a standardized test form that could be fed directly into an optical sensor for computer input. Adopting this system would reduce the assistant principals' workload by eliminating the need to write out the reports and would virtually eliminate the work a clerk must do to enter the incidents into the computer. It will also enable the computer to generate new varieties of analyses, such as checking the consistency of administrative responses to various types of incidents.

Personnel in Jacksonville have indicated a desire to extend incident profiling to all district secondary schools. The necessary precursor to

doing that is consolidating the three report forms assistant principals would be required to file for a single incident: one for the student records system, another for the security office, and the third for incident profiling. Since all three forms require much of the same information, they logically could be combined into one. At the time of this writing, the decision had not yet been made as to whether the reports would be combined and the incident profiling process continued.

A determination in Rockford was also pending at the time this report was submitted. Replacement of the district administrator who had served as project liaison removed the strongest proponent of the system at the district level. Other district administrators have talked of making incident profiling optional for each school.

Conclusion

Operationally, incident profiling worked essentially as it had been designed. Its value to many school administrators, however, differed from what had been envisioned. Rather than providing principals with new insights into incident patterns on their campuses, the major function of incident profiling was as a catalyst to take action addressing problems that had been recognized previously.

Perhaps because the training had touted the value of the system as lying in its capacity to reveal undetected patterns, or because the recording process was time consuming for already busy assistant principals, most administrators did not feel that they derived sufficient benefits from the process to compensate for the time they spent on it. As indicated in Table 10, the greatest satisfaction was reported in Jacksonville, where 48 percent of the administrators responding to the anonymous final evaluation

survey agreed that benefits exceeded cost. The corresponding figure in Anaheim was 30 percent and in Rockford, 29 percent.

Regardless of their satisfaction with incident profiling benefits, school administrators almost universally wanted the system modified if they are to continue using it. Fewer than one in ten respondents to the final anonymous survey of administrators wanted the system continued next year unless it is modified. Between one fifth and one half of the respondents

Table 10
Incident Profiling Assessments
(Percentages of Respondents)

Incident profiling benefits (for R's school) were worth the time expended.

All Respondents	Totally Agree		Neutral		Totally Disagree
Anaheim	7	23	14	28	28
Rockford	5	24	9	19	43
Jacksonville	24	24	20	14	26
Principal/Assistant Principal					
Anaheim	13/4	33/18	20/11	20/32	13/36
Rockford	11/0	33/17	0/17	22/17	33/50
Jacksonville	29/24	43/16	7/16	14/12	7/32

Incident profiling should be:

	Continued As Is	Continued with Modifications	Discontinued
Anaheim	7	56	37
Rockford	5	48	48
Jacksonville	9	69	21

Source: Final Survey
N = Anaheim--43; Rockford--21; Jacksonville--43

in each district preferred to have the system discontinued. The modification they mentioned most frequently during interviews was reducing the paperwork incident profiling requires. The lower figures in Table 10 for assistant principals than for principals judging the utility of the system may owe in part to the greater paperwork required of the former.

Two observations about the suitability of incident profiling for schools surfaced repeatedly during interviews with project participants. First, satisfaction with the system increases the further away the administrator is from handling disruptive incidents. District administrators spoke much more favorably about incident profiling than did school principals, and principals were somewhat more pleased with it than were assistant principals. The final survey results substantiate that finding, at least for principals and assistants. One implication of this finding is the potential it suggests for using the incident profiling results more extensively to work with personnel located away from the school sites. Indeed, early versions of the system in New York City and Prince George's County, Maryland were instituted primarily to provide district security offices with better information.

The second major observation presents a paradox. Poorly administered, disorderly schools stand to benefit most from using the system. Administrators who are not sensitive to the "what, when, and where" of disorder on their campuses certainly could learn a lot from reviewing printouts. Such administrators, however, are not likely to exert the necessary additional effort to use incident profiling properly. If they are already failing to keep up with their workload or lack the desire to learn about their campuses through other means, nothing suggests they would respond

differently to incident profiling data. Perhaps the most suitable use of the system is for a dynamic new administrator to become familiar with campus problems. Veronica Valentine and Frank Castellano, who both joined the project in Jacksonville at the beginning of the second school year, found the reports from the past years very helpful.

While the project schools demonstrated incident profiling can be operated in its current form, a few modifications will substantially enhance its value. First is integration of the incident profiling system with other reporting systems. Ideally, the same report form used by a teacher to make what is commonly called a "discipline referral" could pass through each phase of the system, with more pieces of information being added at each step. The data on that form could then be entered once into a centralized computer data bank that would maintain all misbehavior records and could generate summary reports for each student, category of incident, or other variable. Speaking ideally again, assistant principals would have computer terminals in their offices so they could refer to the records they need with minimal delay.

While similar systems are currently the norm for stock brokerages, travel agencies, and catalog showrooms, the necessary technology has not yet spread to all school districts. Until it does, the extra work required for incident profiling and the selective reporting that results will detract from the system's value.

ACTION PLANNING AND INTERVENTIONS

Purpose

Action planning was to empower participants to target their unique problems and devise strategies suited to their own goals and resources. Each school was to select its own crime or other misbehavior problem and use techniques the project offered or other measures to address that problem. This localized targeting was to invest participants with a sense of "owning" the project.

Features

Action planning complements incident profiling by devising interventions to reduce the problems incident profiling identifies. The statistical information from incident profiling reveals what type of incidents occur frequently, as well as where and when they occur. Action planning, however, is not tied inextricably to incident profiling. Schools can use action planning process for problems they select without reference to incident profiling data.

For action planning, participants were introduced to the concept of school "action teams." Administrators were informed these teams could be useful in choosing an action plan target, devising intervention strategies, and perhaps even implementing those strategies. Action teams were to draw upon school and community resources beyond the school administrative staff. Teachers, students, parents, custodians, and other members of the school community were to join administrators on the team. They would provide information and offer perspectives otherwise unavailable t principals and assistant principals trying to maintain campus safety.

While maintaining school administrators' ultimate authority, the teams could generate new ideas and supply additional resources.

The action planning and interventions component was designed as a recursive loop. Completing the last step was linked back to the first by providing a basis for making changes before starting the process over. The following steps comprised the process as generally implemented.

1. Assemble action plan team (either school-wide or administrators only)
2. Select target (refer to incident profiling data)
3. Develop formal, written action plan
4. Implement interventions
5. Monitor results (refer again to incident profiling data)
6. Determine whether intervention is working
   -- If so, select another target (return to step 2)
   -- If not, revise action plan (return to step 3)

As this process outline suggests, the action team was to use the incident profiling data in selecting a target problem. The team then would develop an action plan that would specify interventions, goals, and timelines. During this planning process, the team would consider drawing upon the full range of resources available to the school and not be limited to interventions administrators could implement alone. The chosen strategy would then be implemented and its effects monitored, ideally by using the incident profiling system. If the intervention appeared to be achieving positive results, a new target problem was to be selected and the planning, implementation and monitoring steps repeated. If the

intervention strategy was not working, the action plan was to be revised and a new strategy implemented and monitored.

The action planning and interventions phase originally was expected to deal with crime problems. Accordingly, the design features for this part of the project were heavily oriented toward crimes and crime prevention. Since schools were free to use the action planning process for almost any purpose, reflecting the project's emphasis on local options, adjustments were made in-course to assist schools that chose noncrime targets.

Training and Technical Assistance

The cycle of intervention strategies workshops, one per site, occurred in winter 1984. For these workshops, project director Rubel enlisted the assistance of Peter Blauvelt, security chief for the Prince George's County, Maryland school system, and Walter Hollins, a group dynamics and motivation expert. Together, they developed a training design with four major elements: presentations on the nature and extent of school crime, instruction in using crime-specific intervention methods that had been tested elsewhere, team-building exercises, and audience participation activities to stimulate thinking about crime solutions.

Action Planning/Intervention Strategies Workshop

In contrast to the limited time before the first incident profiling workshops, the months prior to the intervention strategies workshop afforded the project director sufficient time to prepare a detailed training design and draw upon the expertise of a professional trainer. Moreover, the scheduling of the workshops allowed modifying the training curriculum from one site to the next. This greater attention to preparation meant the workshops could be more appropriately tailored to

the site-specific conditions of each district. As discussed below, this extra preparation resulted in better participant appraisals of the workshops.

Prior to the workshops, the project director asked each district liaison to have school principals select a team to attend with them. Suggested team members included principals, assistant principals, teachers, counselors, custodians, parents, students, and security personnel. Team member attendance varied among districts and among schools within each district, although some nonadministrative personnel attended from every school. Because the workshops were scheduled during the school day, district requirements of having one administrator on campus at all times prevented some assistant principals from attended. That created a small problem because assistant principals were most heavily involved in the project.

Uncertainty evident at the first workshop, held in Rockford, about whether the teams were to have a continuing function after the workshop led the program director to emphasize the team concept in his pre-workshop communications with Anaheim and Jacksonville. Those districts received a clear message that the workshop would lay a foundation for ongoing team involvement in school crime management. School principals, however, would sole authority for deciding how active their teams would be.

Upon arriving at the workshop, each team received copies of Blauvelt's book Effective Strategies for School Security, workbooks outlining major points covered in the workshop, and several other handouts on crime intervention. The day and a half to two day sessions were divided into roughly three parts. The largest portion of time was devoted to presen-

tations emphasizing distinctions between types of crimes and describing crime prevention measures. Another block of the time was spent in group exercises that encouraged interaction and bonding. These team building exercises were intended to increase the likelihood that school administrators would include the other team members in the action planning process. Most of the remaining time was spent with the participants clustering by school to work collectively on exercises or on plans for implementing what they were learning.

The presentations gave the audience very practical pointers for maintaining safe schools. For example, the importance of proper search and seizure was communicated by a demonstration using a plainclothes sheriff's deputy loaded with contraband as a "suspect." The audience enjoyed watching one of their own assistant principals discover a gun, knife, and drugs as he searched the "suspect." When Blauvelt followed up by uncovering a razor blade taped to the "suspect's" back, he dramatically illustrated the effectiveness of his techniques.

During the concluding workshop session, school teams met to begin working on their action plans. Their first task in these meetings was to select a target for their planning. For this purpose, they were encouraged to use incident profiling printouts, but were free to base their choice on other indicators of problems. After choosing a target, they were to either outline their plan or, since time was short, schedule their next meeting.

Responses to the formal evaluation administered at the end of the workshops attested to their quality. In contrast to the fall workshop (see Table 5), their overall ratings, displayed in Table 11, were almost uniformly positive. Furthermore, almost ninety percent of the respon-

Table 11
Action Planning/Intervention Strategies Workshop Overall Rating
(Percentages of Respondents)

	Excellent	Good	Fair	Poor
Anaheim	60	40	0	0
Rockford	25	65	9	1
Jacksonville	79	21	0	0

Source: Intervention Strategies Workshop Evaluation
N = Anaheim--110; Rockford--66; Jacksonville--89

dents agreed the workshop provided useful ideas for solving problems at their schools and that the team building exercises created a cooperative spirit among team members. About three quarters of the respondents agreed that the workshop sufficiently prepared them to conduct the next phase of the project.

While the intervention strategies workshop achieved its major objective of motivating school personnel to take action to make their schools safer, it had two unsatisfactory features for the audiences attending. First, the workshop dealt almost exclusively with crime. Since the project's school districts had few serious crime problems, attendees were interested in less serious forms of student misbehavior as well as crime.

The second deficiency noted was lack of uniquely educational responses to crime. The recommended intervention strategies consisted almost exclusively of surveillance, target hardening, and apprehension. School personnel attending the workshops expressed at least equal interest in teaching youths to avoid becoming victims and offering potential offenders alternatives to crime.

NASS Site Visits

Although the workshops were the primary source of training for action planning, they did not stand alone. Subsequently, NASS provided technical assistance through site visits and the dissemination of special materials. Rubel and Washington, D.C. school security chief Ed Dews visited each district in spring 1984. Together with the district liaisons, Rubel and Dews met representatives of all schools. In Rockford and Anaheim, they met with school teams paired in feeder patterns. Both of those districts match one high school with one junior high for attendance. Pairing them for the spring meetings created interactions among the school teams as well as with the technical assistance providers. In Jacksonville, pairing was impractical because the feeder patterns overlap among schools and only some of the schools are participating in the project. Rubel, Dews, and the Jacksonville district liaison, therefore, met with administrators at each campus.

After it became apparent that many schools were using action planning for discipline problems, NASS provided information about intervention strategies suitable for class cutting and other noncriminal matters. Since the general approach to designing and implementing interventions is no different for misbehavior problems than for crime problems, no further advice on the problem-solving process was necessary. More focused technical assistance NASS provided to schools that selected misbehavior problems included a booklet on class cutting developed at the request of the Anaheim superintendent.

NASS also delivered technical assistance during fall 1984 "kick off" site visits. During those visits, the project director met with school

personnel and discussed ways to re-energize their teams upon their return from summer vacation. He also reviewed their progress with interventions during the first year and suggested action plan modifications for the coming school year.

Implementation

Action planning implementation followed immediately after the training workshops. Administrators were to reassemble their teams, complete their actions plans, and begin implementing their interventions as soon as possible. The process would continue through the remainder of the project, with modification of plans and interventions as needed.

School Teams

A major issue during implementation regarded the role of teams. The winter workshop had promoted teams representing all portions of the school population as an effective way to approach crime problems. Though participating principals were not told explicitly they could disband their teams if they preferred not to use them, they implicitly had that authority. As the project progressed, three major team-use patterns developed.

- Participatory teams. Teams were very active in a few schools. Non-administrative members not only contributed their observations and ideas, they also shared decision-making authority and sometimes assisted with implementing interventions.
- Advisory teams. In most schools, the teams functioned at a low level. They assembled a few times during the year to discuss problems, but had no authority. The principal, assistant principals, and, less commonly, counselors were the functional team. This core

group drew upon the other members occasionally for information or suggestions.

- Inactive teams. In the remaining schools, the teams did not operate at all except for ceremonial purposes such as attending meetings during NASS site visits.

The major impediment principals cited to involving teams effectively was scheduling. Finding a single time when all members could meet proved very difficult. Principals who surmounted that impediment, however, agreed that holding the group together required a lot of creativity and good will among the members.

Action Plans

In selecting action plan targets, some school teams referred to the incident profiling data, but most placed the highest priority on a topic of interest to team members. This informal selection process may partially explain why so many teams picked noncriminal topics. As Table 12 shows, only three schools in Anaheim and four in Jacksonville chose a criminal problem. Theft, alcohol, and drugs were the major criminal categories drawing attention. Discipline problems selected for school action plans ran the gamut from attendance to insubordination. Additionally, the Anaheim superintendent designated class cutting as a district-wide target. Provided teams devoted attention to that problem, they could also select other targets.

After returning to their schools, some teams decided to select different problems from what they had chosen at the workshop. These decisions reflect better understanding of what they were to do and additional consideration of what they would like to accomplish.

Table 12
Initial Action Plan Topics

Crime Topics	Anaheim	Rockford	Jacksonville	Total
Theft	1	4	2	7
Drugs/Alcohol	2	2	1	5
Vandalism		1		1
Trespassing			1	1
Crime Total	3	7	4	14
Student Misbehavior Topics				
Class Cutting*	8*	.	1	9
Insubordination	1	1	3	5
Tardiness	1		3	4
Fighting		1	3	4
Truancy	3			3
Disruption			2	2
Loitering	2			2
Intimidation		1		1
Misbehavior Total	15	3	12	30

* Schools selecting classs cutting at the workshop. Later, all Anaheim schools were instructed to target at least class cutting.

Depending upon the progress they made during the first year, teams were to retain the same target for the second project year or select a different one. Schools that changed targets did so for a variety of reasons. Some had reached their goals and were ready to work on something new. In others, the teams realized the problem selected was not amenable to amelioration within the project time-span or was too difficult for them to undertake. Several teams abandoned substance abuse plans for these reasons; although, curiously, a few others changed their topic in the second year to substance abuse. Other schools changed their targets simply because a different problem had become more pressing.

Four schools in Anaheim, seven in Jacksonville, and three in Rockford reported working on the same target problem during both project years. Most teams, however, selected a different target in the second year (Anaheim, 10; Rockford, 5; and Jacksonville, 7). A few schools selected three or more different issues to work on during the project period (Anaheim, 4; Rockford, 2; and Jacksonville, 1).

Although individual schools changed action plan targets, the overall distribution of targets remained about the same from the first year to the second (see Table 13). As in the first year, discipline problems remained most prevalent. The "other" category of student misbehavior problems listed in Table 13 includes primarily process issues, such as team building, improving communications, and identifying high-risk students. Within the "insubordination" category are such issues as failure to attend detention. This problem especially concerned principals, who felt a need for sanctions other than corporal punishment to deal with petty misbehavior.

Table 13
Second Year Action Plan Topics

	Anaheim	Rockford	Jacksonville	Total
Crime Topics				
Theft	3	2	1	6
Drugs/Alcohol	1	1	2	4
Vandalism		2	1	2
Trespassing	1		1	2
Assault	2			2
Crime Total	7	5	5	17
Student Misbehavior Topics				
Class Cutting	5*		1	6
Insubordination	2		2	4
Tardiness			3	3
Fighting	2	1	2	5
Truancy	4		1	5
Disruption			2	2
Loitering	2	1		3
Other	1	4	1	6
Misbehavior Total	16	6	12	34

* Schools that did not select a second year plan in addition to Anaheim's district-wide class cutting target.

Interventions

Interventions chosen for action plan targets differed widely among the schools. This variation followed logically from each principal proceeding autonomously. Truly, no two schools implemented the same interventions; few were even similar, as suggested by the sampling of interventions listed in Table 14. The major source of commonality was the Anaheim directive for all schools to target class cutting. Even then, teams developed different methods for achieving that goal and about half of them decided no additional measures were required. Those teams chose alternative topics, and, accordingly, other interventions.

The eight schools targeting locker thefts produced eight different intervention strategies. On the basis of the incident profiling information, one Rockford high school team determined that a disproportionate number of locker thefts were occurring late in the school day and immediately after school. To increase adult presence in the halls during those times, the chief custodian suggested modifying the work shifts of his staff. Custodial work schedules were changed from night to afternoon hours to provide coverage of the hall and locker areas. The resulting benefits of this intervention included a sharp decrease in locker thefts, a ten percent salary reduction by eliminating the night differential custodians had received under the former schedule, less debris in the halls at the end of the day, and improved custodial staff morale.

A Jacksonville high school employed a quite different strategy for dealing with locker thefts. In this school, the incident profiling data indicated a surge of theft at lunch time from lockers in areas where students congregate after eating. In response, the school team devised a plan

Table 14
Selected Action Plan Topics and Interventions

Topic	Intervention Strategy
Theft	Required students to park bicycles in a single lot visible throughout the day from several classrooms
Drugs	Worked with police department to disperse suspected drug dealers operating on campus periphery
Theft	Limited student access to locker areas during lunch
Vandalism	Placed student artwork on previously defaced main entrance doors
Drugs	Started drug counseling program
Theft	Rescheduled custodians from evenings to afternoons and assigned them to locker areas, where their presence would deter theft
Fighting	Created student team to counsel fighters and potential fighters
Tardies	Locked all classroom doors when the tardy bell rang and penalized students who remained outside
Fighting	Conducted seminar for students on ways to avoid fighting
General	Reduced time allowed for changing classes
General	Offered cash rewards to students providing information about the "Crime of the Week"

whereby students were fed sequentially rather than all at once. Locker access was reduced and supervision increased. Again, thefts declined.

Action planning in a Rockford junior high school produced an elaborate fight reduction strategy. Using data from the incident profiling system, the school team found that 62 fights had occurred in a 54 day period, more than one fight per day. The action plan called for a two-pronged intervention approach. First, staff were to become more visible whenever students were out of class. Second, this increased adult presence was complemented by fight reduction seminars for all students. Seminar topics included why people fight, and how to avoid fights, deal with anger, exercise self-control, and handle emotions in a positive way. School administrators felt so positive about the results of this intervention that they approached elementary school principals to discuss holding the seminars for younger students.

Fighting was also the topic of a Jacksonville plan that took a more direct approach. A student fight team was assembled to intervene with fighters and potential fighters. Team members, working under a counselor's supervision, encouraged their peers to settle their differences without throwing punches. SInce this strategy was not devised until the second year and training the fight team took time, results were not clear by year-end.

One other plan illustrates the potential for using the action planning process to involve off-campus resource people. A Sheriff's officer helped a Jacksonville team reduce drug sales in campus parking lots. School personnel agreed to report suspicious activity and to put parking lot gates in working order to keep cars in or out as needed. The officer

alerted his colleagues of the problem and arranged for patrols to be ready when the principal reported trouble. Their concerted effort quickly drove the suspected drug sellers from the area.

Experiences with implementing and monitoring interventions varied as much as the interventions themselves. Participants in schools with specific and concrete problems tended to have more positive experiences with their interventions. Locker theft, for example, could be monitored reasonably well. Thus, administrators could discern whether their actions were having the desired effect and, if not, could modify their plans accordingly.

The importance of monitoring was especially evident in the Anaheim schools that targeted class cutting. Schools using computerized attendance systems developed more sophisticated strategies and used them longer than did other schools. Anaheim High School, one of two using the computer attendance system, had extremely positive results. After monitoring class cuts, the principal instituted a "lock-out" policy. Once class periods began, teachers closed their classroom doors so that tardy students could not enter. Staff then "swept" the campus to find students out of class. Offenders were taken to a detention area where they spent the remainder of the class period writing essays about punctuality.

When the new tardiness policy first took effect, the three assistant principals alone conducted the "sweeps" at the beginning of each class period and monitored the detention area. They could not continue that practice for long, however, because it required too much time. A few weeks into the project, though, enough classroom teachers volunteered for those duties so that the "lock out" could continue. The teachers decided they

were receiving enough benefit in being able to conduct their classes without interruption from tardy students that they could spend some of their free time making the program work.

Benefits

The value administrators assigned to involving teams varied among districts and among schools within each district. Not surprisingly, administrators with active teams were most positive about the benefits they received. Involving the teams allowed them to share some of their administrative burdens, while simultaneously familiarizing participating teachers and students with the scope and magnitude of a principal's job.

The teams also offered administrators fresh perspectives on school crime and disciple problems. The variety of relevant school stakeholders who comprised the school teams brought new ideas and approaches about school safety to the group discussions. One administrator, who had an active team that included the full range of possible participants, remarked "... team brainstorming was the most valuable part of the project."

An additional benefit of team participation involves teams' contribution not only in developing action plans but also in implementing the plans' interventions. Schools with active teams tended to involve team members in the intervention process. This was particularly true in schools that incorporated a peer component in their intervention strategies. Referring to students acting as positive role models under auspices of the project, one assistant principal observed, "involvement of students made our 'crime stoppers' intervention very effective."

Regardless of team participation, administrators generally regarded the action planning process as a valuable contribution to school administration. In discussing action planning process, one administrator remarked that "(it) forces us to acknowledge a range of problems and select among them." Another said "(we) refer to the plan to keep us on track and it provides us with a basis for modifying what we are doing." Many simply, though succinctly, described the action plans as "worthwhile."

Developing formal, written plans forced administrators to examine their current practices and think about what they might do differently. By its very design, the process encouraged administrators to explore a range of options, set priorities, and develop intervention plans uniquely suited to their needs. By devising their own plans rather than choosing an intervention "off the shelf" administrators were able to claim ownership of the action plans, the attendant intervention strategies, and any successes they achieved. In this regard, action planning stimulated administrators to implement measures that were needed but had been neglected due to lack of time or motivation. Action planning removed them from the day-to-day events of their schools long enough for them to do some strategic planning. Instead of constantly "putting out fires," they took the necessary time to explore, design, and test proactive interventions.

Administrators' responses to the final, anonymous evaluation survey tended to confirm, although in somewhat less positive terms, statements they made during interviews. Respondents' ratings of the value they derived from each of the following items are displayed in Table 15: "involving administrative teams in the project," "involving full school teams in the

Table 15
Action Planning Assessments
(Percentages of Respondents)

	Great Value	Some Value	Minimal Value	NA
Developing a written action plan.				
Anaheim	26	37	35	2
Rockford	19	48	38	0
Jacksonville	38	33	21	5
Involving full school teams.				
Anaheim	16	30	49	5
Rockford	14	48	33	5
Jacksonville	38	33	19	9
Involving administrative teams.				
Anaheim	30	42	26	2
Rockford	14	43	38	5
Jacksonville	40	43	17	0
Implementing new strategies to reduce target offenses.				
Anaheim	33	47	19	2
Rockford	14	48	38	0
Jacksonville	45	29	37	5

Source: Final Survey
N = Anaheim--43; Rockford--21; Jacksonville--43

project," "developing written 'action plans," and "implementing new strategies to reduce target offenses."

According to the survey, most administrators derived some value, but not a lot, from involving teams in the project. Half the respondents in Anaheim, a third in Rockford, and a fifth in Jacksonville, though, indicated only minimal value from involving full school teams. In Anaheim, administrators clearly preferred administrative teams to the full school variety. Whereas 72 percent regarded full teams as having at least "some value," only 48 percent had the same opinion for school-wide teams. The Anaheim administrators simply may have been more action oriented than their counterparts in the other sites. Over 80 percent of them reported deriving "some" or "great value" from implementing interventions, more than the the 74 percent in Jacksonville and 62 percent in Rockford.

Costs, Limitations, and Trade-offs

Administrators indicated three major factors limited team involvement: scheduling, lack of motivation for involvement, and some principals' reluctance to share or appear to share their authority. Of these, scheduling seemed the most genuinely troubling. With team members generally having myriad other responsibilities, they could not always select a mutually agreeable meeting time. Parents and custodians usually could not attend daytime meetings and the other members generally could not attend at night. Principals and assistant principals often did not know in advance when they could be free at the same time for a meeting. If the assistant principal did not attend, the team would lack the school's chief disciplinarian. Having assistant principals attend in place of the principal was less than ideal, though, because assistant

principals did not all attend the winter workshop when the team was formed and did not have authority to take action without the principals' approval.

Other limitations on team use stemmed mainly from principals' lack of interest in having a team. Teams did not remain active for long without the principal's endorsement and expressed willingness to consider the team's ideas. Teams that disbanded despite their principal's support tended to do so because their schools did not have serious enough problems to give team members a sense of purpose. As one administrator summed up the school's experience "(the) team was good while it lasted. Without a pressing need, however, interest waned."

Even without a full team, action planning was a time consuming process. Although the brainstorming aspects were viewed positively, some administrators regarded developing a written plan as "overkill." Producing a written document was perceived as an unnecessary burden by administrators who felt their limited time and resources could have been put to better use. Others indicated the process of developing written plans was too rigid for fluid crime and discipline problems.

In contrast, several administrators reported that the project's action planning process did not differ from what their normal procedures. These administrators tended to view the requirements of action planning as unneeded overlays to their satisfactory problem-solving methods. Similarly, some administrators indicated the planning and interventions process created an artificial emphasis on a problem that may not have warranted such a substantial infusion of time and effort. The benefits likely to flow from action planning were regarded as insufficient to

justify full-scale planning. Additionally, some felt they had already implemented all interventions within their means. A version of this observation was expressed by one administrator who concluded "...[there is] not much point in developing a plan that can't be implemented because of lack of resources."

Institutionalization

In general, participants at all three sites expressed some satisfaction with developing action plans and implementing interventions. That satisfaction suggests the action planning process will continue in some form at many of the schools.

For example, in the final evaluation interviews, principals at several schools indicated their intentions to continue using some sort of team approach in the future. In these cases, administrators indicated the teams might be combined with other, ongoing school groups. One Anaheim administrator intended to combine the action planning team with the school's assertive discipline committee. While the action planning teams may not continue in a "pure" form, their value and potential contribution to the schools was sufficient to ensure a continued role for them. Moreover by blending them with other school groups having slightly different purposes, their possible contributions may be enlarged.

At the district level, the Anaheim superintendent has proposed formal continuation of the full action planning component. The district office has indicated it intends to require action plans as part of principals' regular planning for the coming year. There will be no requirement, however, of involving teams.

Conclusion

Several conclusions can be drawn from the year and a half experience with action planning and interventions. First, despite initial reticence, administrators who permitted their teams to take an active role and exercise some authority in the planning process were most pleased with the results. These administrators became supporters of the team approach and almost uniformly said they plan to continue using teams in their schools after the project officially ends.

Second, plans administrators judged as especially good tended to have an "attackable" target problem that could be monitored for progress. For example, locker thefts offer a clearly defined problem. Progress toward solving that problem can be easily and reasonably accurately measured by tallying the number of locker thefts each week or month. Alternatively, problems like drug abuse tend to be less amenable to intervention and more difficult to monitor. Designing and implementing school-based intervention strategies for intractable problems can prove very frustrating since evidence of results is often difficult to obtain and, when acquired, may not be as positive because so few of the contributing factors are within the control of school personnel.

Finally, action planning is judged most useful in schools that have a fairly serious problem to address. In other schools, the level of interest and potential benefits tend to be too low to warrant expending the energy action planning requires. Where the effort is warranted, school personnel can use the action planning process effectively to either devise novel interventions or adapt techniques pioneered elsewhere.

INTERAGENCY COORDINATION

Purpose

One of the essential precepts underlying the project design is that organizations other than the schools should be involved in responding to campus crime. Law enforcement, corrections, and community services all provide functions beyond those appropriate for the schools, but no less vital for dealing effectively with crime. To achieve a suitable level of interaction between schools and other youth-involved organizations, developing interagency linkages was one of the main project goals.

Fostering interagency cooperation was envisioned as essential to bringing school crime under control. According to the research analysis NASS conducted prior to this project, schools are havens for criminally inclined youths because students risk less punishment for crimes committed at school than for the same crimes committed off-campus. That insularity was thought to have resulted from many factors, such as school administrators' concern about adverse publicity from having students arrested, mutual mistrust between educators and law enforcement officers, and organizational obstacles that invariably impede interagency cooperation. If members of the various organizations could increase their interactions, schools might be made safer.

The project design materials characterized the project's role in facilitating interagency cooperation as essentially assisting local actors to accomplish whatever they deem worthwhile. The key statement in the project design and other overview materials is that cooperation ought to result in "vigorous criminal law enforcement against school crime." Presumably, then, the policies and procedures to be developed would

pertain to the circumstances in which law enforcement officers would be summoned to school and in which cases the district attorney would file charges.

More generally, the process of bringing agency representatives together to work on policies and procedures might foster greater understanding of and respect for each others' roles. Coordinated activities, especially with human services agencies, could lead to prevention programs to reduce crime not only in the schools, but in the community as well. School principals also might find ways to do more for their students without extra funding for the schools themselves.

Features

The design for the interagency cooperation component was very loosely structured. What might be accomplished in each community and the steps needed to reach that goal would be almost wholly dependent on local circumstances. Therefore, project design materials contain minimal mention of either process or outcomes.

The major objective of bringing agency representatives together was to be development of formal, written policies and procedures regarding school crime. These arrangements were to provide for the fair but firm handling of on-campus incidents and address any other matters of interest to the local participants. Recognizing that policy-making requires assent of agency heads, the intention was to have directors themselves, rather than their representatives, participate in the intergroup sessions. School superintendents, police chiefs, and probation department directors were to be the chief actors.

Training and Technical Assistance

In keeping with the intended reliance upon local initiative for the interagency element of the project, NASS did not provide formal training. Instead, participants were given an opportunity to learn from each other at three cluster conferences.

The cluster conferences, a feature borrowed from multi-site NIJ Field Tests, brought representatives from Anaheim, Jacksonville, and Rockford together serially at conference facilities in each of the three cities. The first conference, held at Anaheim in July 1984, gave personnel from the various agencies a chance to get acquainted and to plan for what they would like to accomplish. The next conference took participants to Jacksonville in December to reflect upon the progress they had made, exchange ideas with their counterparts in the other communities, and recommit to achieving the objectives they established at the summer meeting. Finally, the Rockford cluster conference in May 1985, provided a chance to discuss outcomes. The agenda for each conference consisted of several plenary sessions with presentations by special speakers and representatives of each community. A large portion of the time was reserved for small group meetings. During some of those, attendees from the three sites met together according to their role, e.g., education or law enforcement. The remainder of the small group sessions had representatives meeting with the other attendees from their own communities.

The NASS role at the cluster conferences was minimal to avoid interfering with the courses the localities wished to take. For the first conference, the director developed a set of materials titled "Guidelines for Discussions of Policies and Procedures," which were used in the small group

sessions. Except for that input from NASS, participants were left to interact however they chose.

Aside from the cluster conferences, NASS consulted with district administrators about their existing discipline codes and offered suggestions for interagency agreements. During the first year, the NASS director collected discipline codes and related materials for all districts. His comments were especially timely in Jacksonville and Anaheim where some of those materials were being revised irrespective of this project. Because the codes already contained most of the features that NASS would recommend, little technical assistance was necessary.

Implementation

More than with either of the other two major project elements, interagency cooperation varied among the districts. Local circumstances, from the number of agencies that might potentially be involved to the interest of the key actors in undertaking the process, were extremely different. The most common outcome was the realization that educators could collaborate with other agency personnel to the benefit of all.

The Status Quo

The structure of local government differed among the sites in ways bearing directly on interagency workings. Jacksonville has one of the nation's most unitary county government arrangements. In sharp contrast, the territory bounded by the Anaheim school district perimeter contains an amalgam of small, mostly autonomous governmental agencies. In Rockford, as in Jacksonville, boundaries of the city and school district are coterminous, but some services are duplicated at the city and county levels.

As the project began, Rockford's police liaison program gave that site a head start in the interagency cooperation area. For the previous thirteen years, the school district and police department had split the salaries of five patrol officers. These men have the schools as their primary beat, spending most of their shifts on secondary school campuses. Since four of the officers have held their positions for a decade, they have established very good rapport with school administrators.

The Jacksonville district also had an arrangement with their Sheriff's Office whereby deputies were assigned to the district. Unlike the Rockford program, however, the deputies do not spend much time at the schools and the only nexus to the police department is through the district security office where the officers work.

In addition to these cooperative arrangements, each district had at least one multiagency board that met regularly for some purpose. The Anaheim School Attendance Review Board, mandated by state law, brought together executives of agencies that could act to keep students in school. The districts also had more or less formal multiagency groups assembled to deal with students having disabilities or other special needs.

At the school level, relations with agencies were remarkably similar across the districts. Almost all school principals and assistant principals reported good relations with police and only fair or poor relations with other agencies. The results of an anonymous survey administered at the beginning of the project show that pattern very distinctly. As shown in Table 16, ratings for "much" support from the police ranged between 88 percent in Rockford to 59 percent in Jacksonville. For no other agency

Table 16
School Administrators' Baseline Opinions of Support in Handling Campus Crime Problems (Percentages of Respondents)

	Little or None	Some	Much
Anaheim			
Police	7	20	73
Courts	54	37	10
Community Agencies	51	39	10
Probation	67	26	7
Rockford			
Police	0	12	88
Courts	53	44	4
Community Agencies	58	38	4
Probation	62	27	12
Jacksonville			
Police	4	37	59
Courts	32	52	16
Community Agencies	21	75	4
Probation	44	52	4

Source: Incident Profiling Workshop Questionnaire
N = Anaheim--51; Rockford--27; Jacksonville--28;

did more than 16 percent of the administrators in any of the sites give that highest rating.

Interview responses substantiated the impression that school administrators enjoyed fairly good relations with police, especially as compared to relations with other agencies. Far from being averse to interacting with the police, as had been imagined, administrators saw police as their closest allies in maintaining campus safety.

The major dissatisfactions with other agencies were their unwillingness to release information about students and a general perception that they were ineffectual. The data in Table 17 show the tremendous disparity between information administrators would like to receive from other agencies and what they get. They are particularly disgruntled because other agency personnel request information about students but refuse to share their own records. The following account one assistant principal gave of a recent visit from a probation officer was typical. "He comes to my office and wants to know if Billy has been in any trouble recently. Before answering, I ask why he wants to know, and he tells me he's not allowed to say. Then he tells me he has authority to get Billy's school records and would appreciate my cooperation. I could have a thief or rapist in my school and this guy won't tell me." This assistant principal, and a great many of his colleagues, could see little reason for probation officers to know more about their students than they know themselves.

Where good relationships do exist, they are usually based on personal characteristics of the people involved. One principal whose son is a police officer in the city and another whose father had recently retired from the force enjoy good service from law enforcement because they understand how the department operates and are acquainted with the officers. Agency personnel who are graduates of local schools provide a solid link in some instances.

Less commonly, strong relationships have been established between positions independently of personalities, and all of those are with law enforcement. The police liaison program has done that in Rockford. In Anaheim, Cypress High School has developed strong ties with the Cypress

Table 17
Information Exchange between Schools and Agencies
(Percentages of Responses)

	Do Receive Regularly	Want To Receive Regularly
Court/Probation Information		
Which students have delinquency records	2	51
Which students are on probation	20	83
The terms of individual students' probation orders	5	61
What services individual students are receiving from the probation department	2	44
Law Enforcement Information		
Which students have been arrested	14	63
Offenses for which students have been arrested	7	56
Which students are suspects in ongoing investigations	5	22
Custodial Corrections Information		
Which students have just been released from incarceration	32	88
Which students have been incarcerated previously	5	61
Social Services Information		
Which students have been runaways	15	55
Which students have suffered child abuse at home	20	56
Which students are in foster placements	51	71
What assistance Social Services is providing students	5	34

Source: Interfaces With Other Agencies Survey
N = 41

Police Department which have multiple manifestations on campus. In addicion to regular meetings between the police chief and principal, the department has an officer teaching several classes on a regular basis.

Bringing Agency Representatives Together

Although each community had some sort of interagency group, none of them had the requisite membership for this project. Accordingly, the first step toward involvement was inviting various agencies to participate. At each site, that initial communication took the form of a letter from the superintendent describing the project and requesting participation. Jacksonville began earliest by inviting agency heads or their representatives to a meeting at which they could begin planning their collaborative endeavor. In Anaheim and Rockford, the first communication requesting action was an invitation to the first cluster conference. That occasion brought together many of the key actors for Anaheim, which was the host site, and a lesser number from Rockford and Jacksonville.

The composition of the working group in Anaheim came to be the largest. Because of the multiple jurisdictions within the school district boundaries, simply involving all the relevant governmental agencies produced a large group. To these members, Anaheim added private youth serving agencies such as the YMCA, and the Scouts. In contrast, the Jacksonville group had few institutional members. The tremendous authority of those members--the Duval County School District, Sheriff's Office, juvenile court, State's Attorney, and Department of Health and Rehabilitative Services-- however, make the group more comprehensive and influential than its size might suggest.

The Jacksonville effort was fueled by strong interest within the Sheriff's Office, which had received an unrelated federal grant to target serious juvenile offenders. Since the officer in charge of that project intended to involve the schools, courts, and probation department, he was extremely receptive to the district's invitation. With impetus coming from two sources, collaboration in Jacksonville proceeded rapidly.

The Networking Process

Once the various agency representatives had been brought into the project, they had to decide what they should do as a multiagency group. Each community proceeded differently in this respect. The Rockford contingent pledged to work on school attendance. Anaheim and Jacksonville adopted very broad statements of their objectives, choosing specific goals within that spectrum to focus on sequentially. Materials developed by the Anaheim group list eleven areas for potential coordination, adding such topics as child abuse, latch key children, and drug use to Rockford's focus on attendance. Jacksonville's goal statements for the interagency group are all-encompassing. Reflecting the influence of the Sheriff's Office on the process, their crime reduction objective extends beyond the campus to "reducing school and community criminal activity."

The process by which the interagency groups undertook to define and achieve their objectives also differed across sites. In Jacksonville, the working group provided an official mechanism for bringing together agency members who were already meeting in pairs because of the Sheriff's Office project. The group started meeting regularly in fall 1984 and continued throughout the first half of 1985. The meetings took the form of roundtable discussions with one member of the group moderating.

One of the keys to Anaheim's approach lay in participation by agency representatives with strong interests in the schools independent of their assignment to attend an interagency meeting. The enthusiasm of those members, who were the first to become involved, supplied some cohesiveness as the group expanded to include other agencies that had not sought contact with the schools. Another method Anaheim used to focus the group's divergent interests was to employ a group facilitator during its March 1985 meeting. The facilitator helped extract ideas from group members and encouraged them to set priorities so they would not become mired in the enormity of their task.

Participants from all three sites credit the cluster conferences with accelerating the interaction process. The school district members of the interagency groups, who had attended the team building sessions of the intervention strategies workshops, stressed how valuable the cluster conferences were for drawing the representatives together as a single unit. Traveling together and functioning as a team in quasi-competition with the other sites bonded the members in a way that might not have occurred had they remained in their own communities.

Once the various agency representatives were working together, they undertook a variety of projects. To date, the Jacksonville contingent has been the most active. Their first priority has been developing a system whereby they can share information about students the Sheriff's Office places on its list of serious offenders. The process works by the project leader in the Sheriff's Office circulating the offender list to designated high-level recipients in the school district office, State's Attorney's Office, and Department of Health and Rehabilitative Services. Each agency

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in turn provides the Sheriff with excerpts from its files on the named individuals. All parties involved in this sharing process agree it poses risks to the privacy rights of Jacksonville youths, but believe their procedures to be within the bounds of the law.

In addition to its information sharing function, the Jacksonville group took on at least two other ventures. The first extended the networking concept to the schools. In winter 1985, the group of upper level multi-agency participants selected eight project schools for coordination with other agencies. Meetings were held on school campuses with agency heads, or chief deputies, and the personnel assigned to the neighborhood surrounding the schools represented at the meeting. In this way, the agency supervisors set an example of cooperation and encouraged their subordinates to emulate them. Having the individuals become acquainted, exchange telephone numbers, and familiarize each other with some of their basic procedures was seen as a worthwhile first step in fostering cooperation. At these meetings, discussions turned to how the individuals present might team up to combat specific problems, such as suspected drug dealing just beyond the campus perimeter.

On another score, the Jacksonville group decided to seek funding to support its coordinated activities. In the summer of 1985, members of the group were in the process of submitting a proposal to the state of Florida for a Multi Agency Coordinating Council grant. They regarded their prospects in the funding competition as quite good since they had the nucleus of a council in place.

Anaheim too decided to seek funding from its state government. As in Jacksonville, having a group functioning prior to submitting the

application was seen as a major advantage. The Anaheim group intends to use the grant to hire a coordinator for the group and reduce service overlap.

Agreements and Other Results

The interagency groups have all chosen objectives other than writing detailed formal agreements. In fact, each time the idea has been raised, opposition to drafting specific agreements regarding procedures has been sufficiently virulent to squelch any further consideration. Many reasons have been cited for avoiding formal agreements. The pessimistic view holds that they will not reduce disparities from one situation to the next because the personnel who implement them will interpret them to allow whatever they want to do. Another commonly cited drawback is that outsiders may use the agreements to hold the agencies accountable unfairly if practice ever differs from the outsiders' interpretation of what the agencies have put into writing.

Despite the general suspicion of formal agreements, the Jacksonville and Anaheim groups issued broadly worded memoranda of understanding to loosely govern their activities. More than being specific agreements, the statements proclaim the intent to cooperate for the good of the community. The Anaheim memorandum lists among the groups purposes: "Improve communication, coordination, and cooperation . . .; Provide a forum for clarifying perceptions and expectations among agencies and the community . . .; and Set priorities for interagency projects." Signers of the Jacksonville pact "agree and commit to reducing school and community criminal activity through continuing effective dialogue among our agencies, sharing informa-

tion, investigating data integration potential, and developing a school-based network model for dissemination purposes."

At least three policies regarding interactions among agencies have changed in Jacksonville, all of which differ somewhat from the type of policy revision posited by the model for this project. In one instance, the Department of Health and Rehabilitative Services Director issued a memorandum to intake screening officers instructing them to detain any juvenile identified by the arresting officer as being on the Sheriff's serious offender list. Although that agreement does not relate directly to school crime, it was reached as part of the interagency process this project fostered. The other two changes were effectuated solely within the district, but, again, resulted from the interagency meetings. One of those changes involved quicker notification to the home school of a student placed in temporary custody. The district's court liaison officer had not been providing notice until the court acted on the case. Discussions during interagency meetings indicated principals would appreciate immediate notice with a subsequent update. The other Jacksonville district policy change regards streamlined processing of attendance cases.

In Anaheim, collaboration between the district and the several police departments serving it has led to development of training materials, including a videotape, to educate officers about proper procedures for responding to calls from a school. Arrangements are in progress to add the training segment to the curriculum of the Criminal Justice Training Center in Orange County and to distribute the videotape.

Aside from these easily identifiable results, the interagency groups have made a great deal of less tangible progress. Participants note they are

now much more likely to telephone the individuals they have come to know through the meetings to resolve a problem quickly. They also point to the benefits of becoming more sensitive to the operating constraints of other agencies and to learning from one another. On the latter point, a conference in Jacksonville resulted in the Sheriff's representative finding out from a school principal that the Florida legislature had recently changed the trespassing law. Officers could now arrest a trespasser without having first escorted the person off campus and issued a warning not to return. Notice of that change in the law was then relayed to all officers on the force at their roll call the next day.

Benefits

When interagency participants speak of benefits, they most often mention improved informal relations among the individuals who have taken an active part in the process. Trust and admiration have begun to replace inappropriate, but nonetheless common, low regard and suspicion. Whether at the district or school level, better informal relations among administrators are regarded as vital.

Since the interagency activities are still in their early phases, the participants see the importance of what they have done so far primarily as laying a firm foundation for what they may choose to do in the future. Lucy Hadi, director of the Jacksonville social services department, captured this sentiment well with her observation at the winter cluster conference, "We may not have won the war, but we have decided to fight on the same side."

In Jacksonville, the major weapon the group has fashioned for fighting the war is coordinated information about serious juvenile lawbreakers. By

sharing their information, the agencies will be able to respond in concert to high risk youths. All agencies stand to benefit from targeting these youths since a disproportionate share of their individual resources are allocated to them. Coordinating responses may improve efficiency at the same time it reduces the threat these youths pose to the school and community.

The Anaheim focus on improving a broad range of youth services in hopes of reducing delinquency could produce substantial benefits over the next few years. The steps taken so far to forge a working whole out of disparate parts evince a willingness to proceed toward reaching the objectives the group has established.

As yet, the benefits of interagency cooperation have not been very substantial at the school level. On the final survey, few principals or assistant principals indicated improvement in relations with other agencies (Table 18). The desire for improvement, however, is very strong. Seventy-one percent of the respondents in Jacksonville and 60 percent in Anaheim designated coordinating more closely with other agencies as a high priority. Only in Rockford did a majority of administrators not share this view. In all districts, the school administrators are generally receptive to better coordination with other agencies. In Jacksonville, where the greatest efforts have been made to involve the schools in the interagency process, satisfaction with progress made during the project is much higher than elsewhere.

Costs, Limitations, and Trade-offs

Assessment of the interagency coordination process has identified few costs. The primary cost is investment of time by high level officials to

Table 18
Coordination with Other Agencies Assessments
(Percentages of Respondents)

Value of the project (for R) in coordinating with other agencies.

	Great Value	Some Value	Minimal Value	NA
Anaheim	27	21	44	10
Rockford	14	24	57	5
Jacksonville	43	43	21	5

Relations with law enforcement are better than when project began.

	Totally Agree		Neutral		Totally Disgree
Anaheim	5	12	42	17	24
Rockford	5	14	24	5	52
Jacksonville	33	24	17	12	19

Relations with probation are better than when project began.

	Totally Agree		Neutral		Totally Agree
Anaheim	5	9	19	17	50
Rockford	0	24	24	14	38
Jacksonville	29	24	17	12	19

Importance of better coordination with other agencies.

	High Priority	Needed, But Not Critical	Not Necessary At This Time
Anaheim	60	35	5
Jacksonville	71	29	0
Rockford	33	48	19

Source: Final Survey
N = Anaheim--43; Rockford--21; Jacksonville--43

attend meetings. Actions each agency takes as a result of those meetings are within their individual purviews and not properly counted as costs of participation.

Limitations interagency groups encounter depend on what they set out to do and how they go about doing it. The most substantial impediment appears to be the one that stands in the way of getting started. Since this project did very little except supply the undertaking with the prestige of being a nationally showcased federal project, the means to interagency networking are surely within the grasp of all localities. Past the initial hurdle, the working groups have found some limits in terms of their own resources and legal constraints, but even in these regards, they are more greatly empowered than they would be if they did not pool their efforts.

As with the limitations on networking, the trade-offs attendant to it depend upon the group's focus. The premium Jacksonville places on sharing information conflicts with juveniles' interests in confidentiality. The importance of this trade-off triggered a vigorous debate at the Rockford cluster conference. Proponents of sharing stressed the increase in public safety they could achieve by pooling their information. Opponents voiced their concern that students would have little chance to reform if their misdeeds became widely known.

Institutionalization

Based on their declarations at the final cluster conference, Jacksonville and Anaheim interagency members are committed to working together indefinitely. Conference participants spent much more time planning for the future than they did reflecting upon what they have accomplished so far.

They voiced their expectation that regular interagency group meetings would continue and that they would adapt to whatever circumstances arise in the coming years.

The likely continuity of the Anaheim and Jacksonville interagency groups is strengthened by their submission of grants for state funding. The extra money, if awarded, will allow the groups to improve upon what they have begun. It will also serve to bind them closer together since continued existence of a multiagency group is a condition of both grants.

For Rockford, interagency cooperation appears likely to remain limited to the police liaison program. Some progress has been made toward working cooperatively with other agencies in the areas of attendance and gangs, but no definite plans have been drawn up. Coordination in Rockford has been hampered by the very limited involvement of the probation department. The next step in that community may be to expand the excellent working relationship between the schools and the police to include courts and probation.

Conclusion

The Jacksonville and Anaheim interagency groups are providing those communities with vehicles they can use in pursuing objectives they deem important. In the process, they are producing a myriad of incidental benefits. The members learn from each other about matters ranging from the general orientations of the agencies to specific identities of high risk youths. The increase in knowledge and the greater familiarity with personnel who previously thought to be "on the other side" expands the range of options available for maintaining campus safety.

While the groups have declined to draft formal agreements about how they will respond in specific circumstances, they may have reduced the need for such agreements in two ways. First, they have developed trust across agency boundaries so that members of one are no longer as likely to feel that members of the other do not care enough or know enough to respond appropriately. Second, they have opened the lines of communication so that problems that do arise can be resolved swiftly. In this way, they can minimize the damage that might occur if any staff member acts improperly. What will actually happen in a particular situation remains for resolution by the individuals involved, but each of them comes to understand that the complaints of others can reach their own supervisors. The increased accountability reduces the likelihood of poor response.

Maximal benefits are likely to await greater involvement of agency personnel who interact with the education system at the school-level. Jacksonville's pilot effort to extend its interagency process to the schools has begun pay dividends that may multiply as interaction increases.

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

The School Crime and Student Misbehavior Management Project yielded many useful insights into how school administrators can maintain safe campuses. The primary process question posed at the beginning of the project has been answered unequivocally. School administrators can use incident profiling to monitor the level of crime and discipline incidents on their campuses. With regard to outcomes, answers are less clear. The two-year time span and the evaluation emphasis on process precluded obtaining more definitive answers at this point. What is clear is that many of the participants regard the project as valuable and foresee substantial benefits flowing from it over the next few years.

The three participating communities and their individual schools each achieved somewhat different results. Since the problems and resources available to address them differed across sites and schools within sites, standardized results were not expected. Common across all sites, though, was agreement among school administrators that school safety is an essential goal they now have the means to reach. Not only do they share the belief that school safety is attainable, they have largely translated their beliefs into action. None of the schools ended the project with serious or chronic crime problems.

The project elements with which school administrators had the most experience, incident profiling and action planning, worked well on some campuses and were virtually ignored on others. Where they were effective, their primary value derived from their catalytic power. Participating in the project focused administrators' attention on specific problems and provided them with incentive to attempt solutions. Borrowing from the

project director's fire alarm analogy, one administrator credited the project for "letting us stop putting out fires long enough to think about what we should be doing. Maybe we could prevent some of the fires and do a better job of fighting the others."

CONCLUSIONS

This section discusses issues that overarch the separate project elements analyzed individually in the previous chapter. In contrast to the process orientation of that chapter, this section deals mainly with results. The major portion of the section is devoted to analyzing project impact. Separate discussions of overall impact, impact on school administration, and impact on the school environment are included. The other portion of this section compares the project's design to its actual implementation. Implications for replicating the project in other sites are suggested.

Project Impact

When the project began, project staff and the federal sponsors expected it to change how administrators think about and respond to crime on their campuses. That change might eventually reduce the number of school crimes, but that long-term result was not anticipated within the project period. Moreover, the difficulty of both measuring crime rates and associating changes in those rates with specific causes mitigated against trying to detect a decrease that might have been attributable to the project.

Several items on the final anonymous survey of administrators pertain to project outcomes. Since these survey outcomes mirror administrators' lengthier interview answers, they are used as the primary reference sources in the following discussion. Interview responses are mentioned as

needed to flesh out the discussion and add appropriate qualifications to interpretations of the survey results.

Overall Impact

The aspect of the project participants agreed had greatest potential for improving school safety--interagency cooperation--was the most difficult to assess. As the project concluded, cooperation was well underway in each community and had begun to produce results the local participants desired. Almost all of the activity to date, though, occurred at the district level. The process had not yet affected relationships between campus administrators and police officers, probation officers, and social workers. If improved coordination eventually produces better handling of the small number of problem youths who consume a disproportionate share of school and the agency resources, the project will have had a substantial impact.

Impact of other project elements varied widely. Some participating school administrators regarded their participation as extremely valuable. As the results presented in Table 19 show, however, not all administrators considered the value they derived from participation was worth the time and effort they expended. Variability among higher and lower ratings is apparent along at least three important dimensions. The overall appraisal of project worth, as well as almost all other survey responses, varied according to the following characteristics: site, administrative position, and attendance at the training workshops. The three factors discussed below are all independent of the others.

- Site. School administrators' were most satisfied with the project in Jacksonville and least satisfied in Rockford. Sixty-two percent of

Table 19
Overall Project Impact
(Percentages of Respondents)

Overall, participation in the project has been worth the time and effort.

	Totally Agree		Neutral		Totally Disagree
All Respondents					
Anaheim	14	21	21	23	21
Rockford	14	19	9	19	38
Jacksonville	31	31	17	2	19
Principals					
Anaheim	27	20	33	13	7
Rockford	22	22	11	11	33
Jacksonville	36	43	21	0	0
Assistant Principals					
Anaheim	7	21	14	29	29
Rockford	8	17	8	25	42
Jacksonville	32	28	12	4	24

Source: Final Survey
N = Anaheim--43; Rockford--21; Jacksonville--43

Jacksonville respondents agreed their project benefits exceeded costs. Corresponding figures for Anaheim and Rockford are 35 percent and 33 percent.

- Position. Principals derived more value from the project than did assistant principals. Between 44 and 79 percent of the principals across the sites agreed that benefits exceeded costs; only 25 to 60 percent of assistant principals concurred.
- Workshop Attendance. Administrators who attended the workshops appeared to be more satisfied with the project than did nonattendees. That relationship is suggested by the data for Anaheim, where a

number of administrators joined the project during the second year and several others did not attended the action planning workshop. Only one of the nine Anaheim survey respondents who marked "NA" for the question about workshops agreed that project benefits exceeded costs. The smaller number of nonattendees in the other two districts limits the inferences that can be drawn from this finding. It does accord, however, with sentiments expressed during interviews. The interviews also reveal that many of the nonattendees joined the project in the second year.

One other factor, junior versus senior high school level of administrator, appears to differentiate responses, but that apparent difference actually is attributable to the greater number of assistant principals in the high schools. Contrary to initial expectations, results did not differ noticeably for junior and senior high schools

Aside from the objective characteristics discussed above, less easily identifiable factors are also associated with administrators' opinions of the project. Administrators who indicated most strongly during interviews that the project benefits exceeded costs fall into two groups based on the reasons they gave for their opinions. Members of the first group cited substantial benefits from major undertakings they initiated because of the project. They might have reduced a nagging locker theft problem or gotten more students into drug prevention and treatment programs. Administrators in the second group noted fewer benefits, but also had not expended much effort. Participating in the project tended to make them feel better about what they were already doing and prompted them to make minor modifications.

The primary complaint of administrators who expressed dissatisfaction with the project was that it offered very little they could use, while requiring them to spend a lot of time on its essential tasks. Many of them also said it simply did not address their needs. Whereas they were particularly interested in improved discipline techniques, especially for classroom management, the project offered them methodologies better suited for crime and other serious incidents. Such administrators felt their schools either did not have enough serious incidents to justify spending a lot of time on them, or their current responses were adequate and the project offered nothing new.

Impact on School Administration

Multiple measures of school administrators' perceptions and orientations indicate some changes did occur and others can be anticipated beyond the official end of the project. Many principals and assistant principals expect they will further revise their approaches to campus security as they continue to use the project techniques. They see the greatest benefits resulting if they can improve relations with courts and probation departments.

The project was to affect administrator's practices primarily by having them differentiate clearly and regularly between criminal and noncriminal incidents. Prior to beginning the project, however, most Jacksonville and Anaheim administrators already placed a high value on making that distinction. How much the project swayed those who did not originally hold that view is difficult to assess, but the available measures suggest the effect was not very powerful.

Over half of the survey respondents in Anaheim and Rockford indicated the project emphasis on differentiating crime from other misbehavior had only "Minimal Value" for them (Table 20), giving that item higher negative percentages than for almost any other aspect of the project (see Appendix D). The low regard for project impact on this item especially peculiar because no more than 23 percent of the respondents in any district disagreed with the statement "Separating crime and discipline is critical for school safety." These survey results, taken together with interview responses suggest the project may have had only limited success changing the way school administrators think about crime and discipline.

Table 20
Differentiating betweeen Crime and Discipline
(Percentages of Respondents)

Separating crime and discipline is critical for school safety.

	Totally Agree		Neutral		Totally Disagree
Anaheim	33	27	19	21	2
Rockford	5	38	38	5	14
Jacksonville	50	17	17	12	5

Value of the project for R in routinely separating crime from other misbehavior.

	Great Value	Some Value	Minimal Value	NA
Anaheim	24	19	55	2
Rockford	10	29	62	0
Jacksonville	29	27	37	7

Source: Final Survey
N = Anaheim--43; Rockford--21; Jacksonville--43

Similarly, with regard to specific school administration practices, administrators felt they had benefited some, but not a lot, from participating in the project. As shown in Table 21, no more than one in seven respondents selected "A Lot" as best describing the contribution their participation in the project made to apprehending offenders or prosecuting law breakers. Only in Jacksonville did more than one in six respondents select "A Lot" for the remaining items: disciplining school rule violators, adopting better crime and discipline policies, and improving how staff responds to crime and misbehavior. Responses of "Little or None," on the other hand, ran as high as 70 percent in Anaheim, 65 percent in Rockford, and 55 percent in Jacksonville. Those lowest marks were given to the item about prosecuting law breakers, one of the explicit project goals.

The major reason administrators did not benefit more from project participation probably is that they had already done much of what NASS recommended. Jacksonville already had a "Student Code of Conduct" with clear distinctions between serious and petty violations. The Anaheim assertive discipline program, with its explicit rules and graduated system of penalties, had improved conduct in that district. Also, both Anaheim and Jacksonville were operating alternative schools for students who broke the rules at their home campuses. Finally, all three districts, and especially Rockford with its police liaison program, enjoyed good relations with law enforcement. With a few exceptions, crimes committed on campus were likely to receive the same or harsher response than they would if committed in the community.

Table 21
Impact on School Administration
(Percentages of Respondents)

How much has your personal participation in this project contributed to the following at your school?

	A Lot	Some	Little or None
Apprehending Offenders			
Anaheim	9	28	63
Rockford	14	24	62
Jacksonville	14	48	39
Disciplining School Rule Violators			
Anaheim	14	33	53
Rockford	14	24	62
Jacksonville	21	52	26
Prosecuting Law Breakers			
Anaheim	5	26	70
Rockford	10	25	65
Jacksonville	12	33	55
Adopting Better Crime and Discipline Policies			
Anaheim	16	46	37
Rockford	5	57	38
Jacksonville	21	45	33
Improving How Staff Responds to Crime and Misbehavior			
Anaheim	5	46	49
Rockford	9	24	67
Jacksonville	29	38	33

Source: Final Survey
N = Anaheim--43; Rockford--21; Jacksonville--43

Because policies and procedures were very good when the project began, little was left to improve. The mediocre ratings administrators assigned to the project's value may attest more to the high quality of the status quo than the limited value of the project.

Impact on School Climate

The project's full impact on school climate will not be measurable until sometime in the future when all the measures have had time to work. Since this ultimate test of project worth is of such interest, however, the evaluation included several assessments of school climate that might suggest whether progress had occurred.

The observers most familiar with school climate, principals and assistant principals, generally noted slight school climate improvement during the project's two year run, though generally not as much as had occurred in the previous three to five years. On the final survey, many administrators credited their participation in the project with having some, but not a lot, of impact on reducing crime and student misbehavior and creating a suitable learning environment (Table 22). Substantial numbers of them indicated the effect of their participation was best described as "Little or None." As high as 36 percent in Jacksonville, 40 percent in Anaheim, and 62 percent in Rockford assigned that ranking to at least one of the items. Again, it should be kept in mind that if a school experienced only a handful of incidents in the year before the project started, the project would not be likely to reduce that number. During interviews, a great many administrators referred to their satisfaction with the status quo in qualifying their statements that participating in the project had not helped them reduce crime or misbehavior.

Table 22
Impact on Schools
(Percentages of Respondents)

How much has your personal participation in this project contributed to the following at your school?

	A Lot	Some	Little or None
Reducing Crime			
Anaheim	12	49	40
Rockford	9	43	48
Jacksonville	31	33	36
Reducing Student Misbehavior			
Anaheim	16	47	37
Rockford	9	29	62
Jacksonville	29	38	33
Creating a Suitable Learning Environment			
Anaheim	21	42	37
Rockford	14	29	57
Jacksonville	19	52	29

Source: Final Survey
N = Anaheim--43; Rockford--21; Jacksonville--43

Results from the School Safety Checklist, administered anonymously to students each fall and spring during the project indicate minimal changes in student perceptions of crime and safety (Table 23, see also Appendix D). For example, the percentage of Anaheim high school students reporting being victimized at least once in the previous month was extraordinarily consistent: 33, 35, 33, 34. While other comparisons show more variability, no pattern emerges. This measure too suggests the number of incidents remained fairly constant throughout the project.

Table 23

School Safety Checklist: All Districts
Key and Composite Variables (Percentages of Respondents)

Fall 1983	N*	Total Victimization	Property Victimization	Personal Victimization	Multiple Victimization	Saw Drug Deal	Fought in Self Defense	Some Area of Campus Unsafe	Some Area of Campus Very Unsafe	N'borhood Near School Unsafe
Anaheim HS	587/ 713	33	30	10	13	37	10	40	16	13
Jacksonville HS	1272	41	38	11	16	23	10	44	22	19
Rockford HS	451/ 542	33	29	12	12	35	7	42	18	11
Anaheim JH	742	48	41	24	23	25	17	44	17	20
Jacksonville JH	979	44	41	12	18	17	15	44	16	18
Rockford MS	425	45	37	23	19	16	19	45	18	11
Spring 1984										
Anaheim HS	484/ 590	35	32	10	14	32	9	44	20	14
Jacksonville HS	751	41	39	11	17	26	11	47	23	21
Rockford HS	347/ 449	36	34	11	15	34	8	41	16	10
Anaheim JH	432	50	44	21	24	20	21	48	23	17
Jacksonville JH	815	53	50	14	24	18	17	49	24	20
Rockford MS	363	55	47	28	25	29	23	52	27	17

* Anaheim and Rockford high schools: grades 11/9 and junior highs: grade 7. Jacksonville high schools: grade 10 and junior highs: grade 8.

Table 23 (con't)
School Safety Checklist: All Districts
Key and Composite Variables (Percentages of Respondents)

Fall 1984	N*	Total Victimi-zation	Property Victimi-zation	Personal Victimi-zation	Multiple Victimi-zation	Saw Drug Deal	Fought in Self Defense	Some Area of Campus Unsafe	Some Area of Campus Very Unsafe	N'borhood Near School Unsafe
Anaheim HS	583/ 721	33	30	9	13	26	9	42	19	13
Jacksonville HS	967	33	29	9	11	19	8	40	18	17
Rockford HS	466/ 453	30	25	12	11	29	9	58	18	12
Anaheim JH	537	41	34	17	16	8	12	32	13	13
Jacksonville JH	763	47	43	15	21	13	15	50	24	25
Rockford MS	310	34	27	17	14	8	12	54	17	14
Spring 1985										
Anaheim HS	541/ 609	34	32	8	12	31	11	40	20	11
Jacksonville HS	704	34	32	10	16	21	11	43	19	18
Rockford HS	204/ 202	38	35	13	18	26	11	42	16	14
Anaheim JH	754	41	36	16	17	13	15	36	16	14
Jacksonville JH	864	52	47	17	23	15	16	47	26	20
Rockford MS	440	42	36	19	19	14	13	43	20	15

* Anaheim and Rockford high schools: grades 11/9 and junior highs: grade 7. Jacksonville high schools: grade 10 and junior highs: grade 8.

Relationship of Project Design to Implementation

The project's strengths and weaknesses upon implementation are evident, at least in hindsight, from the project design. The following analysis is provided to assist with modifying the design prior to implementing any aspects of the project in additional sites.

As discussed in the Project Design section of Chapter 1, few features were mandatory for implementation by the sites. This flexibility was undoubtedly the project's greatest asset, since it allowed the diverse sites to adapt the offered methodologies to their unique circumstances. In this way, they were able to derive value from participating, even though they may have been dissatisfied with some features of the initial design.

The major shortcoming participants found in the design as it was presented to them was its almost exclusive concentration on serious crime and security-oriented strategies for responding to it. Little in the design appeared to make it suitable for schools rather than police departments. The clear orientation of the "School Crime Project," as it was originally titled, toward interdicting criminal acts did not fit the school environment. Although certainly willing to employ tough sanctions as needed to curb lawlessness, educators in the project sites repeatedly expressed their desire to exhaust rehabilitative alternatives first.

The evident oversight of educators' unique potential for shaping youths' behavior is especially surprising since the background materials for the project contain lengthy discussions of research on the role schools play in contributing to delinquency, e.g. by creating environments of frustration and failure that encourage aggression, and what schools can do to

reduce misbehavior. The NASS "Source Book" presents the following list of school delinquency prevention strategies.

- Increasing attachment to teachers
- Increasing academic success experiences
- Increasing attachment to school
- Increasing commitment to education
- Increasing belief in the moral order

The project design did not expressly address any of these matters. Also, because the incident profiling technology is unsuited for truancy, the design omitted attendance entirely. Its importance to law enforcement officers an educators, who all want potential children in school and off the streets, made it too important for exclusion once the project began. Its initial absence, however, led some participants to wonder how sensitive the project would be to school concerns.

Because the design was flexible, NASS was able to work together with site personnel to adjust project methods to better suit their circumstances. Inappropriate portions of the design were eliminated or downplayed during implementation. Adaptations of remaining elements, such as as altering the incident profiling system in Anaheim to track class cuts, generally overcame design deficiencies.

RECOMMENDATIONS

Since the project was designed to evolve during its implementation, provisions were made for input from everyone involved. As anticipated, NASS received suggestions from all quarters and modified the project to incorporate many of them. Evaluation staff offered 71 specific, written

recommendations in monthly reports and many more verbally. Participants, federal agency representatives, and NASS consultants added other ideas. Recommendations distilled from those sources and potentially valuable for project replication are reported here. For easy reference, the recommendations are categorized by the aspect of the project to which they pertain: orientation and approach, training, incident profiling, action planning, and interagency coordination.

I PROJECT ORIENTATION AND APPROACH

I-1 The project should place a greater emphasis on interagency coordination. Participants in the project at both the district and school level regarded good relations with criminal justice system agencies as essential to campus safety. School principals may be able to identify precisely where crime occurs on their campuses and who is committing the offenses, but without cooperation from other agencies they will not be able to do much about their problems. Response by police to on-campus incidents, procedures for transferring students to and from correctional schools, and enforcement of probation orders head the list of matters school administrators cite as critical starting points for improved coordination.

I-2 The school district superintendent should be encouraged to convey clearly the priority assigned to the various project activities school administrators will be asked to undertake. The superintendent's level of expressed commitment to school safety strongly affects other administrators' involvement in the project. Support at the district level is critical regardless of whether individual principals favor the project. Principals who do not want to devote much effort are more li'ely to increase their commitment if motivated by their desire to satisfy the district office. Principals who favor involvement will be reluctant to shift resources from other priorities unless they believe the superintendent will regard their actions favorably.

I-3 Project staff should assess the status quo at a site prior to the first training session. Conducting a site assessment prior to initiating the training would produce several benefits. First, it would indicate to the participants that project staff are interested in their local circumstances. Second, it would allow the project director to adjust both the training and the methodology for the site. For example, depending on whether weapons possession on campus is prevalent, measures concerning weapons could be emphasized or minimized. Third, it would provide the project director with concrete information about the district's security problems and procedures. Since collecting accurate, detailed information and making decisions based upon data is a hallmark of the project, the director should set an example by collecting and using his own information.

The assessment should include the following areas of inquiry: prevalence of crime and misbehavior on campus, specific concerns of administrators, district policies and procedures for dealing with crime and misbehavior, administrators' satisfaction with criminal justice agencies, types of training administrators received previously in the area of campus safety, experiences during early years of desegregation, and prevalence of gangs on campus and in the community.

I-4 The project methodology should be better integrated with ongoing district and school security measures. Substantial advantages are lost by introducing the project as a separate undertaking only tangentially

related to what administrators are doing already. Educators have abundant experience with novel programs and know that most of them whither away within a few years. Innovations have a much better prospect of being accepted initially and enduring indefinitely if integrated into existing procedures.

I-5 The project should seek to increase school administrators' awareness of services available for misbehaving students and, where possible, increase the range of alternatives. Principals' and assistant principals' impressions that they have insufficient options in dealing with misbehaving students could be altered by informing them about available community services and encouraging them to use those services. If the perceived lack of alternatives is accurate, attempting to increase services, perhaps through district programs, will be necessary. Though the project design touched on service coordination, the topic was neglected during implementation.

I-6 The district administrator responsible for security or student services should have authority for the project. If possible, the project should be "housed" in the district administrative division with other crime and misbehavior responsibilities. One advantage of placement in the proper division is that personnel in that division are most likely to be aware of and able to integrate the project with appropriate ongoing measures, such as activities of an existing interagency council. Proper location will also send a message to school principals that the project clearly is intended to deal with crime and serious discipline problems, not to provide the district office with a new tool for monitoring administrators.

I-7 An evaluation of project outcomes should be conducted. While the process-oriented evaluation of the project's first two years supplied a great deal of information about its ultimate utility, conducting a tight summative evaluation will provide more complete answers. That evaluation should be undertaken simultaneously with introduction of the project to a new community so the evaluators can obtain adequate baseline measures.

II TRAINING

II-1 Training should be tailored to the circumstances of the schools and community. Conducting a preliminary assessment (see Recommendation I-3) would supply a basis for developing a training design that specifically addresses local needs. Based on the assessment, the design could take into account more of what administrators already know and whatever subjects they feel warrant the most attention. Moreover, the trainers would be able to refer to actual policies and practices rather than relying upon conjecture. In this way, the administrators attending the workshops will get a stronger impression they are receiving assistance rather than serving as subjects in an experiment.

II-2 A school principal or assistant principal should be added to the training team. Adding a principal or assistant principal to the training team would help reduce criticism that the trainers have little experience in schools and appear somewhat insensitive to the daily demands of school administration. Ideally, the new person will have been a participant during the pilot period. In addition, by discussing project methodologies from the perspective of a practitioner, such a person could offer a testimonial about benefits schools can derive from implementing the training. This new team member would also be a valuable addition during

the training design phase by critiquing the plans and offering suggestions about what might appeal to fellow school administrators.

II-3 The list of benefits should be more fully articulated and clearly communicated to the participants. The significance of project benefits needs to be stressed vigorously during the project introduction and training sessions. Several principals who became more positive during the second year noted that, at the beginning, they could see no value in the project. They later came to recognize benefits they had not imagined. Some of them cited the unanticipated advantage of using incident profiling printouts as documentation in discussions with teachers, district staff, parents, and community representatives as a benefit they had not foreseen. Others were grateful for better informal relations with police and probation officers. These benefits, and others, should be enumerated and presented in several forms to make a strong impression. Having a principal or assistant principal attest to them (see Recommendation II-2) would be one excellent way of giving them credibility.

II-4 The project elements should be presented as modifications of what administrators are already doing rather than new measures requiring additional effort. The training could be reoriented to present its material as incremental changes in ongoing procedures rather than entirely new ways of doing things (see Recommendation I-4). Incident profiling, for example, can be presented as a modification of how assistant principals currently record incidents. Implementation is likely to be more satisfactory for procedures presented as modifications than as additions or substitutions.

II-5 Participants should be informed in advance about expectations regarding their involvement with the project. During the pilot period, plans were often indefinite until very shortly before their implementation. Consequently, they could not have been communicated much earlier than they were to the participants. The resulting unprofessional impression that was sometimes conveyed, and the accompanying suspicion among administrators that no one knew where they were headed, could be eliminated by presenting a general timeline at the first session and referring to it thereafter.

II-6 Assistant principals, as well as principals, should be trained. Assistant principals perform most of the school-based project tasks. If arrangements are not made for their participation in all training sessions, they may develop resentment and a tendency to slight project requirements. Therefore, if at all possible, training should be scheduled so assistant principals can attend.

II-7 Workshops should be conducted at least once a year to gain the allegiance of new school administrators and to maintain support among those who were trained previously. The substantially lower ratings assigned to the project by participants who had not attended the training sessions suggests some form of training should be provided to give newcomers a sense of involvement. At the same time, ongoing participants could receive reinforcement.

III INCIDENT PROFILING

III-1 Incident profiling should be integrated with existing systems for crime and discipline reporting to eliminate duplication and increase

reliability. If incident profiling is to be an effective management information system, it must achieve a high ratio of value from its output to time spent on its input. This ratio can be increased by using available technology to integrate incident profiling with other record keeping systems. Although NASS designed a version of incident profiling for schools to use without a computer, that alternative is unrealistic on any campus with more than a handful of reportable incidents. If a computer is to be used, it should be used to its full advantage.

Output can be maximized and input minimized by using the same reporting form for the new monitoring system as for the crime and discipline recording systems the district already has in place. Utility of output will be increased because administrators will have greater confidence that the printouts reflect accurate and complete information. They will no longer wonder whether an incident recorded in one system had been re-entered in the other. Principals and assistant principals would be able to retrieve student-specific information and incident-specific data from the same source. Such a system could also generate reports required by the district and state. On the input side, data entry will be reduced by eliminating duplicative reporting. Much of the information on the incident reporting form is also included on other typical crime and discipline incident forms administrators routinely file. Further recommended refinements of the system include creating sensitized forms compatible with optical readers such as SCANTRON machines and designing a referral form that teachers will partially fill out in the first instance, then pass to an administrator for completion.

III-2 District computer programmers should carefully test the incident profiling program before putting it into use. In addition to causing confusion and frustration, "bugs" in the computer program hamper incident profiling implementation by undermining administrators confidence in the system. If they record a fight, only to have it appear on the printout as a knife assault, they risk undeserved reproach from the district office. Consequently, administrators may become suspicious of the system and either spend needless time verifying that each incident has been categorized correctly or minimize reporting lest an error slip through. Testing the system thoroughly in advance may delay implementation, but is well worth the time.

III-3 Full scale incident profiling should not be required for nonthreatening violations of school rules. Recording an incident takes time and effort that must be offset by benefits from the resulting output. Clogging the system with reports of petty incidents produces few benefits, while detracting from the seriousness of accurately reporting more significant events. Even if exact information about the zone of school, time of day, and day of week for minor incidents could be collected with minimal effort, it would be of little value. It would neither tell administrators much they did not know nor are these offenses serious enough to warrant spending additional time devising and implementing finely-drawn interventions.

III-4 A separate system should be used for monitoring class cuts. The incident profiling system is unsuited for monitoring class cuts for two reasons. First, the information included on the standard incident report form is far more than needed to monitor class cuts. Consequently, busy

administrators are unlikely to complete the forms. Second, notice of class cuts often does not reach the administrators who file the incident reports. In many schools, teachers do not report a student until he or she cuts the class three times.

A simple yet sufficient system would require teachers to submit a daily list of the number of students who skip each period. With this information alone, a computer program could generate output indicating numbers of class cuts by each teacher whose class was cut, day of week, period of day, and any combination of those three breakdowns. If necessary, hand tallying the number of class cuts for each teacher would be a manageable task in all but the largest schools. The resulting totals would provide the information most useful to administrators interested in reducing the number of cuts. If such a system is used, it need not be operated continuously. Maintaining the records for intermittent two week periods provides sufficient information for decision making.

III-5 A method should be developed for assuring that printouts come to the principal's attention. Principals will not realize any benefits of the incident profiling system unless they look at its printouts. For many reasons, though, a principal may not examine the printouts carefully enough to notice what they contain. Some method should be developed to encourage a close review of the data, at least occasionally. Having the principals hand tally the individual reports, as they did during the first few months of the project in Rockford and Anaheim, serves this function, but at too high a cost. Submitting written data summaries to the district office or project director would be another alternative, albeit one with disadvantages and limitations of its own.

III-6 Provisions for coding a student's presumed social group or gang affiliation should be eliminated. Identifying group affiliation is fraught with perils while offering few advantages. In theory, an assistant principal would benefit from having the identities of rival gang members available for analysis. In practice, however, this is problematic. An assistant principal would need to be extremely cautious about recording a suspected affiliation since the resultant records would be accessible to students under the Family Educational Rights and Privacy Act (Buckley Amendment). Incorrectly labeling someone as a gang member could lead to a defamation suit. This consideration, coupled with educators' reluctance to label students, vitiates the utility of group identification.

IV ACTION PLANS AND INTERVENTIONS

IV-1 Arrangements should be made for a local police officer or other "security expert" to visit each campus, review procedures, and offer recommendations. When asked what assistance a school crime and student misbehavior project might usefully provide them, several principals indicated they would appreciate having someone with expertise in crime and security assess their school. School administrators are not experts in these matters and would like to have someone with greater knowledge either make suggestions or assure them they are taking appropriate steps to protect their students, staff, and facilities. Arranging for a police officer from the local law enforcement agency to perform a "security audit" would provide the added potential benefit of improving relations between the schools and law enforcement.

IV-2 Visits by the project director to each campus should be discontinued or conducted with the objective of offering advice to campus administrators. Visits to school sites produced few noticeable benefits for school administrators and many of them resented the imposition. While these meetings may be valuable to the project director, they should be discontinued unless modified to provide more assistance to local personnel. The feelings of some administrators that they were supplying information to an outsider without getting anything in return could be reduced by providing more feedback. Administrators who develop extensive action plans might be offered comments on strengths and weaknesses of those plans. Commenting that other plans appear under-developed, accompanied by suggestions for elaboration, might spur additional effort.

V INTERAGENCY COORDINATION

V-1 The project should offer interagency working groups a clear focus for their initial meeting. The notion of interagency cooperation, while laudable (see Recommendation I-1), is too amorphous to serve as a focus for representatives of disparate organizations. Initial meetings were unnecessarily difficult because participants had no clear reason for their coming together. They need a concrete objective toward which they can work initially. Later, the bonds formed during the start-up period may be strong enough to permit groups to focus more broadly on cooperation. The superintendent should have one objective in mind before convening an interagency group. Even if the objective is eventually modified or another is substituted, it will have served its purpose by giving the group a subject around which to build consensus.

V-2 Interagency meetings should be held at the school level. While formal agreements and understandings among top administrators are important, school principals have observed that the greatest benefits to them flow from personal contact with other agency personnel. One way for the district to facilitate interaction is to hold meetings at a school site and have supervisors and staff attend. Principals and assistant principals from several surrounding schools, probation officers, police officers, and social workers should all be invited. The introductions and exchange of telephone numbers that can then occur are likely to lead to more satisfaction among all participants with the service they receive from the others.

V-3 The interagency group should be encouraged to develop standard procedures for common campus incidents. Many principals complain that the response they receive from other agencies depends to a great extent on who responds to their call. Some officers may routinely arrest a student caught with three marijuana cigarettes while others will chide the principal for wasting time on such a trivial incident. A year of working with an officer may produce a clear understanding, only to have the officer transferred to another area of the city. Greater uniformity of response would allow the principal to make better decisions about whether to contact another agency and will present students with a more uniform image of how justice is administered.

The list of incidents requiring a set of guidelines could be quite short. Law enforcement might be involved in developing guidelines for the following situations: trespassing; possession of marijuana (possession of hard drugs or any sale should be included if those matters are not

routinely handled by arrest); parking lot violations; and weapons possession. A short list for probation and court services would include the following: truancy; temporary detention of a student; transfer of students to and from court schools; and on-campus visits by probation officers. While the guidelines may need to be phrased in terms of options depending on the circumstances, they would provide more certainty than exists without them.

APPENDIX A

EVALUATION INSTRUMENTS

School Baseline Information A--2

School Safety Checklist A--9

Incident Profiling Workshop Questionnaire A--11

Incident Profiling Workshop Evaluation Form A--14

Safe Schools Milestones A--15

- Liaison A--14
- Principal A--16
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Incident Profiling Workshop Follow-up Telephone Interview A--18

Anaheim Schools Live-On Questionnaire A--19

Program Implementation Survey A--20

Invervention Strategies Workshops Evaluation Form A--21

Intervention Strategies Workshop Follow-up Interview A--23

Action Plan (School Team) Interview Protocol A--24

- Principals A--24
- Assistant Principals A--25
- Teachers A--26
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Anaheim Cluster Conference Evaluation A--29

Implementation Interview A--31

Interfaces wtih Other Agencies A--34

Winter 1985 (Status Check) Telephone Interview Protocol A--35

Final Interview Protocol A--36

Final Evaluation Survey A--39

SCHOOL BASELINE INFORMATION

School _____ Date of Visit _____

Administrators _____

Interviewee _____

A. ADMINISTRATIVE ORGANIZATION

1. How long have each of you been at this school? In the district?

2. Do you have an organizational chart for the school? If so, may we obtain a copy?

3. Who has primary responsibility for each of the following?

   a. Disciplining rule breaking students? _____
   b. Calling law enforcement to request assistance? _____
   c. Overseeing security personnel? _____
   d. Devising strategies to reduce crime? _____
   e. Authorizing actions intended to reduce crime? _____
   f. Compiling crime information for the district office? _____
   g. Conducting suspension hearings? _____

4. Do you have an appointed committee that reviews attendance, truancy, tardiness and/or misbehavior cases in your school? _____
   If so, could you tell me who is on it and describe how it works?

B. SCHOOL SETTING

1. At what time does the school day begin and end? _____

2. Are any students permitted to leave school regularly before dismissal? ___

3. Are all students released for lunch at the same time? _____

4. Are students allowed to leave the school grounds at lunch time? _____

5. How long is an individual student's lunch period? _____

6. What percent of students arrive/depart by bus? _____

6. Within a quarter mile from school, is there a place(s) where students frequently congregate? Specify kind of building. How far away is it? _____

_____

7. Within a quarter mile of the school, is there a place(s) where youthful nonstudents frequently congregate? Specify kind of building. How far away is it? _____

_____

8. Within a quarter mile of the school, is there a store that sells liquor (beer)? _____

C. SCHOOL CHARACTERISTICS

1. Does your school utilize academic tracts (e.g., college prep, vocational)?

2. Are classes in any subject area grouped according to academic capability?

3. Does your school offer these kinds of courses?

	NOT OFFERED	ELECTIVE	REQUIRED
a. Course that explains the law and the criminal justice system	____	____	____
b. Course on human relations	____	____	____

5. Do you offer any of the following special services at your school?

	YES	NO	DISTRICT
Bilingual classes (specific languages: _____)	____	____	_____
Emotionally handicapped	____	____	_____
Learning disabilities	____	____	_____
Speech and hearing handicapped	____	____	_____
Mentally impaired	____	____	_____
Federal-compensatory education	____	____	_____
School psychologist	____	____	_____
Gifted program	____	____	_____

D. SCHOOL POLICIES

1. Does your school have a printed student rights and responsibility code? _____ If so, may we obtain a copy?

2. Does the school have formally adopted policies on discipline problems? May we obtain a copy of any written procedures? What informal policies are used?

3. Do school rules permit corporal punishment? If so, how many times would you estimate it is used in a month?

4. Under what circumstances are parents called to school because of their child's misbehavior? What is the procedure for involving parents?

5. What are your school's formally adopted policies about criminal acts committed on school grounds? May we obtain a copy of any written procedures?

6. Does your school directly work with community youth serving agencies to coordinate recreational activities, counseling, or other services for youth? If so, in what capacity and for what purposes?

7. Do you have a rule of thumb for when to contact police? If so, what is it?

8. Do you have a rule of thumb for when to contact probation? If so, what is it?

9. What are your school's formal and informal policies and procedures regarding the district security office?

E. CRIME AND DISCIPLINE PERCEPTIONS PROCEDURES

1. In your opinion, what are the major disciplinary problems in your school?

2. In your opinion, what are the major criminal problems in your school?

3. Where do such criminal problems most commonly occur?

4. In your opinion, are gangs and gang related activities a problem in your school? Do you know of any gang members among your students?

5. How serious are the problems youthful nonstudents cause you?

	NONE	A LITTLE	MODERATE	FAIRLY SERIOUS	VERY SERIOUS
a. At school during the day	___	___	___	___	___
b. At school nights and weekends	___	___	___	___	___
c. Around school	___	___	___	___	___

6. In your opinion, when does most crime at your school occur?

a. During School ___
b. After school/nights ___
c. Weekends ___

F. LAW ENFORCEMENT RELATIONS

1. Are any law enforcement personnel assigned specifically to your school?

2. How does the sheriff's office respond to your calls for assistance?

3. Does your school have any formal agreements with local law enforcement agencies about responses to school crime? If so, may we obtain a copy? Does your school utilize informal agreements in such cases?

4. How would you describe the general level of cooperation between your school and law enforcement? Are you satisfied with the existing relationship or do you desire a better relationship?

3. How would you describe the general level of cooperation between your and law enforcement? Are you satisfied with the existing relationship or do you desire a better relationship?

G. SECURITY MEASURES

1. How are the school grounds protected?

	YES	NO
a. Completely fenced	___	___
b. Some sections completely fenced	___	___
c. Partially fenced	___	___
d. Security patrol	___	___
e. Teacher patrol	___	___
f. Student patrol	___	___
g. Police car patrol	___	___
h. School grounds lighted at night	___	___
i. School interiors lighted at night	___	___
j. Complete burglar alarm system	___	___
k. Burglar alarm on some areas	___	___

2. At your school, how strictly enforced is each of the following:

	LITTLE OR NO ENFORCEMENT	MODERATELY ENFORCED	STRICTLY ENFORCED	NO REGULATION
a. Students must show I.D. cards to authorized personnel when requested	___	___	___	___
b. Visitors must check in at office	___	___	___	___
c. Students must carry hall passes when out of class	___	___	___	___
d. Students must comply with smoking rules	___	___	___	___
e. Students who damage or destroy school property must repay school	___	___	___	___
f. Students must comply with dress code	___	___	___	___
g. Students may not display gang identification "colors" or insignia	___	___	___	___

3. Does your school use the following security procedures, and if so, do they seem to be effective?

NOT USED	STANDARD	SOMETIMES		EFFECTIVE	INEFFECTIVE
___	___	___	a. Locker checks	___	___
___	___	___	b. Key control systems (school keys in possession of authorized personnel only)	___	___
___	___	___	c. School keys marked or designed to prevent duplication	___	___
___	___	___	d. Outside locks replaced when key is missing	___	___
___	___	___	e. Other	___	___

4. Do you use any of the following for your school's security? If so, do they seem to be effective?

NOT USED	STANDARD	SOMETIMES		EFFECTIVE	INEFFECTIVE
___	___	___	a. Administrators and/or faculty members specifically responsible for security and discipline	___	___
___	___	___	b. Security guard(s) employed by school or school district	___	___
___	___	___	c. Police on regular patrol outside the school	___	___
___	___	___	d. Police on regular patrol outside the school	___	___
___	___	___	e. On-campus "live-in" security units	___	___
___	___	___	f. Other	___	___

H. COMMUNITY RELATIONS

1. How involved are the following in school affairs?

	NONE	LITTLE	SOME	VERY MUCH
a. Parents	___	___	___	___
b. Parent-teacher Association	___	___	___	___
c. Other (describe) _____	___	___	___	___

2. Does your school have a formally established parent advisory committee (not including PTA's)?

3. Does your school have a formally established student advisory committee?

4. During the school year, how often is your school open for educational, recreational, or other community uses during the following periods?

	NEVER	A FEW TIMES	HALF THE TIME	MOST OF THE TIME	ALWAYS
a. Afternoons after school hours	___	___	___	___	___
b. Evenings	___	___	___	___	___
c. Weekends (days or evenings)	___	___	___	___	___

I. OTHER PROGRAM INVOLVEMENT

1. Has your school ever participated in any government or voluntary programs involving school crime problems? If funding was necessary, what was the source? What were the origins, goals, and achievements of any program(s)?

2. Is your school currently participating in any other special programs which have began in the summer of 1982? Could you briefly describe those programs?

SCHOOL SAFETY CHECKLIST

PART I

Please circle your grade: 7 8 9 10 11 12

Please circle your sex: Male Female

During school days, how safe are you from personal threats and attacks in each of the following places?

	VERY SAFE	FAIRLY SAFE	AVERAGE	FAIRLY UNSAFE	VERY UNSAFE
1. Classrooms during classes	___	___	___	___	___
2. Classrooms between or after classes	___	___	___	___	___
3. Hallways and stairs	___	___	___	___	___
4. Cafeteria	___	___	___	___	___
5. Restrooms	___	___	___	___	___
6. Gym or gym locker room	___	___	___	___	___
7. Parking lot	___	___	___	___	___
8. Athletic fields	___	___	___	___	___
9. Outdoor athletic courts	___	___	___	___	___
10. School bus	___	___	___	___	___
11. School bus stops	___	___	___	___	___
12. Entrances to school	___	___	___	___	___
13. Neighborhood around school	___	___	___	___	___

PLEASE COMPLETE BOTH SIDES OF FORM

SCHOOL SAFETY CHECKLIST

PART II

Please indicate whether any of the following things have happened to you while you were in school or on school grounds during the last four weeks.

	YES	NO	
			In the last four weeks at school, have you:
1.	___	___	Had money stolen?
2.	___	___	Had clothes or other things stolen?
3.	___	___	Had anything taken from you by force or threat?
4.	___	___	Had to fight to protect yourself?
5.	___	___	Seen a teacher threatened by a student?
6.	___	___	Seen anyone purchase illegal drugs?
			In the last four weeks at school, has anyone intentionally:
7.	___	___	Damaged or destroyed anything of yours?
8.	___	___	Threatened you with a knife or gun?
9.	___	___	Hurt you so badly that you saw a nurse or doctor?
10.	___	___	Hurt you, but not so badly that you saw a nurse or doctor?

PLEASE COMPLETE BOTH SIDES OF FORM

INCIDENT PROFILING WORKSHOP QUESTIONNAIRE

1. Please circle your position.

   a. Principal Vice-Principal Assistant Principal Security Other

   b. High School Junior High School Other

2. In your opinion, which of the following incidents are problems at your school?

		BY STUDENTS		BY OUTSIDERS	
		YES	NO	YES	NO
a. Vandalism	a.	____	____	____	____
b. Personal attacks on students	b.	____	____	____	____
c. Personal attacks on teachers/staff	c.	____	____	____	____
d. Theft	d.	____	____	____	____
e. Alcohol (use, possession, sale)	e.	____	____	____	____
f. Drugs (use, possession, sale)	f.	____	____	____	____

3. How many of these incidents do you estimate occur in your school **monthly**; how many do you estimate are reported to the school's office? (Use fractions if needed: 1/9 = 1 incident per school year)

		ACTUAL	REPORTED
a. Vandalism	a.	____	____
b. Personal attacks on students	b.	____	____
c. Personal attacks on teachers/staff	c.	____	____
d. Theft over $20	d.	____	____
e. Theft under $20	e.	____	____

4. In your opinion, in which school locations do criminal incidents most often occur?

   a. Vandalism _____
   b. Personal attacks on students _____
   c. Personal attacks on teachers/staff _____
   d. Theft _____

5. In the handling of **discipline** problems at your school, how much support do you receive from each of the following?

   If you have no discipline problems, check here: ____

		NONE	LITTLE	SOME	VERY MUCH
a. Parents	a.	____	____	____	____
b. District Central Office	b.	____	____	____	____
c. School Board	c.	____	____	____	____
d. Community Agencies	d.	____	____	____	____

6. In handling **criminal** problems at your school, how much support do you receive from each of the following?

   If you have no crime problems, check here: ____

		NONE	LITTLE	SOME	VERY MUCH
a. Parents	a.	____	____	____	____
b. Local Police	b.	____	____	____	____
c. Local Courts	c.	____	____	____	____
d. School Board	d.	____	____	____	____
e. School System Central Office	e.	____	____	____	____
f. Community Agencies	f.	____	____	____	____
g. Probation	g.	____	____	____	____

7. In your school, do you differentiate between the following categories when recording incidents?

		YES	NO
a. Theft from vandalism	a.	____	____
b. Burglary from theft	b.	____	____
c. Assault from fighting	c.	____	____
d. Broken windows from vandalism	d.	____	____

8. In the last month, have you conferred with any of the following about a crime-related problem at your school?

		YES	NO
a. Police	a.	____	____
b. District Central Office	b.	____	____
c. School Board	c.	____	____
d. Probation	d.	____	____
e. Other (specify) _____	e.	____	____

9. Which of the following best expresses your opinion of current district-wide policies and procedures regarding the handling of youth who commit crimes on school grounds?

a. None exist	a. ____
b. Marginally adequate	b. ____
c. Adequate	c. ____
d. Generally successful	d. ____
e. Effective	e. ____
f. Extraordinarily effective	f. ____
g. Unfamiliar with them	g. ____

INCIDENT PROFILING WORKSHOP QUESTIONNAIRE

10. With which of the following statements about school crime do you agree?

		AGREE	DISAGREE
a.	Many students commit crimes as part of growing up, so they shouldn't be severely punished	a. ____	____
b.	Almost any crime at school is a serious threat to the school	b. ____	____
c.	Students who commit any criminal offense on campus should be handled by law enforcement	c. ____	____
d.	Students who commit a serious criminal offense on campus should be handled by law enforcement	d. ____	____
e.	Students who commit a criminal offense on or off campus should be expelled from school	e. ____	____

11. Regardless of official policy, which of the following incidents do you regard as serious enough to warrant contacting the police?

		YES	NO
a.	Possession of a bottle of whiskey	a. ____	____
b.	Possession of a can of beer	b. ____	____
c.	Possession of amphetamines	c. ____	____
d.	Possession of three marijuana cigarettes	d. ____	____
e.	Taking a calculator from a counselor's office at night	e. ____	____
f.	Spraypainting hate slogans on the school's exterior	f. ____	____
g.	Taking money from a student by suggesting he or she will be beaten up otherwise	g. ____	____
h.	Destroying a typewriter that had been in a locked office	h. ____	____

12. Have you noticed an increase or decrease in the seriousness of criminal incidents in schools over the last five years? To what do you attribute this change?

_____

_____

_____

_____

_____

INCIDENT PROFILING WORKSHOP EVALUATION FORM

1. Please circle your position.

   a. Principal Vice-Principal Assistant Principal Security Other

   b. High School Junior High School Other

2. How would you rate the effectiveness of the following instructional methods used in the workshop?

		excellent	good	fair	poor
a.	Overheads	a. ____	____	____	____
b.	Handouts	b. ____	____	____	____
c.	Simulation exercise	c. ____	____	____	____
d.	Discussion	d. ____	____	____	____
e.	Overall rating	e. ____	____	____	____

3. How would you rate the following workshop explanations and instructions?

		excellent	good	fair	poor
a.	Purpose of the entire project.	a. ____	____	____	____
b.	What the incident profiling system is designed to do.	b. ____	____	____	____
c.	Expected incident profiling benefits.	c. ____	____	____	____
d.	How to fill out incident report forms.	d. ____	____	____	____
e.	How to file incident report forms by offense category.	e. ____	____	____	____
f.	Process for routing the incident report forms from asst. principal to principal etc.	f. ____	____	____	____
g.	How to aggregate incident reports by type of offense.	g. ____	____	____	____
h.	How to aggregate incident reports by group identification.	h. ____	____	____	____
i.	How to aggregate incident reports by day of week, period of day, and zone of school.	i. ____	____	____	____

4. Would you describe the **quantity** of material presented as: (a) too much (b) about right (c) too little?

5. Would you describe the **pace** of the workshop as: (a) too fast (b) about right (c) too slow?

6. Would you describe the **clarity** of the material presented as: (a) very clear (b) somewhat clear (c) not at all clear?

SAFE SCHOOLS MILESTONES/LIAISON

FALL 1983

DISTRICT _____

SCHOOL _____

LIAISON _____

Milestone	Date Reached
Formally adopt safe school program	_____
Attend fall incident profiling workshop	_____
Receive first batch of incident reports from principals (Please indicate below any schools that submitted their initial reports more than one week after this date)	_____
Conduct first analysis of incident date by school	_____
Submit first bi-weekly report to NASS/AJI	_____
Make first conference call with superintendent and NASS	_____
Meet with area law enforcement officials to discuss program	_____
Provide NASS with crime and discipline policies and procedures	_____

SAFE SCHOOLS MILESTONES/PRINCIPAL

FALL 1983

DISTRICT _____

SCHOOL _____

PRINCIPAL _____

Milestone	Date Reached
Attend fall training workshop	_____
Mark zones on school map	_____
Record first incident on report form	_____
Set up incident report file in office	_____
"Spread" incident data on summary forms	_____
Analyze summary report of incidents	_____

SAFE SCHOOLS MILESTONES/ASSISTANT PRINCIPAL

FALL 1983

DISTRICT _____

SCHOOL _____

ASSISTANT PRINCIPAL _____

Milestone	Date Reached
Attend fall training workshop	_____
Mark zones on school map	_____
Record first incident on report form	_____

INCIDENT PROFILING WORKSHOP FOLLOW-UP TELEPHONE INTERVIEW

Workshop

Was the workshop adequate for you to successfully implement incident profiling?

Would you modify any part of the workshop?

Awareness

Are teachers aware of the project? How were they notified?

Are students aware of the project? How were they notified?

Is the community aware of the project? How were citizens notified?

Implementation

How much time did your assistant principals spend filling out incident reports during the first month? Did they have any problems?

How much time did you spend filling in the summary charts? Did you have any problems?

Have you called anyone at the district office for assistance? Who? What questions did you ask? Did you get satisfactory answers?

Do you have any suggestions for modifying the project at this point?

ANAHEIM SCHOOLS LIVE-ON QUESTIONNAIRE

Name _____

School _____

1. Who do you usually call to report an incident at the school?

   _____

2. Since school started, have you called the police to report an incident at the school? _____

   If so, how many times? _____

3. Since school started, have you called a school administrator to report an incident at the school? _____

   If so, how many times? _____

4. How many times per week (average) do you talk to the following individuals about your school's security?

   Principal _____
   Assistant principal _____
   Head custodian _____
   Law enforcement officer _____

5. Have you **directly observed** anyone illegally doing any of the following at your school since the beginning of the school year?

   _____ Breaking a window or door
   _____ Spraypainting
   _____ Stealing
   _____ Breaking into a building
   _____ Carrying a gun or knife
   _____ Smashing a bottle

PROGRAM IMPLEMENTATION SURVEY

Pleas circle your position and level.

Principal Assistant Principal High School Junior High School

1. Have you been able to use the incident profiling system productively? If so, how? If not, what problems hinder its use?

2. Does using the incident profiling system augment, hinder, or duplicate your standard monitoring procedures?

3. Has this project affected your awareness of criminal acts at your school? How have your perceptions changed?

4. Has this project helped you to coordinate with the police?

5. Do you have any suggestions for modifying incident profiling?

please continue answers on back

Intervention Strategies Workshop
Evaluation Form

Please circle your position and school level.

a. Principal Vice Principal Assistant Principal Custodian

Teacher Student Parent Counselor Other _____

b. High School Junior High District Other

1. How would you rate the effectiveness of the presentors in the following areas?

		excellent	good	fair	poor
a.	Preparedness	a. ____	____	____	____
b.	Presentation Style	b. ____	____	____	____
c.	Current Information	c. ____	____	____	____
d.	Audience Interaction	d. ____	____	____	____
e.	Knowledge about School Crime	e. ____	____	____	____
f.	Awareness of Local Problems	f. ____	____	____	____
g.	Awareness of Local Practices	g. ____	____	____	____
h.	Assistance in Developing Crime Responses	h. ____	____	____	____
i.	Overall Rating	i. ____	____	____	____

2. Do you agree or disagree with the following statements about the workshop?

	Agree	Disagree	Not Sure
a. The workshop provided useful ideas for solving problems at my school.	____	____	____
b. Most of the information repeated what I already know.	____	____	____
c. The team building exercises created a cooperative spirit among us.	____	____	____
d. The presentors concentrated on more serious problems than the ones at my school.	____	____	____
e. Most of the material pertained to my concerns.	____	____	____

3. Would you describe the quantity of material presented as:

(a) too much (b) about right (c) too little?

4. Would you describe the pace of the workshop as:

(a) too fast (b) about right (c) too slow?

5. Would you describe the clarity of the material presented as:

(a) very clear (b) clear (c) not at all clear?

6. Would you describe the use of school teams during the workshop as:

(a) very productive (b) productive (c) not productive?

7. Was the amount of time spent on team building:

(a) too much (b) about right (c) too little?

8. Did the workbook organize the material in a way you found:

(a) very helpful (b) helpful (c) not helpful?

9. For preparing you to develop school crime responses, would you describe the workshop presentations as:

(a) sufficient (b) nearly sufficient (c) not sufficient?

10. Your comments about improving the workshop are extremely important. What aspect of it was most useful to you? Least useful?

INTERVENTION STRATEGIES WORKSHOP FOLLOW-UP TELEPHONE INTERVIEW

A. Workshop

1. Was the workshop training sufficient for you to devise and implement an action plan?

2. Did the workshop meet your needs?

3. Was the workshop appropriate for your entire team? What, if anything was inappropriate, and for whom?

4. Would you modify any part of the workshop?

B. Awareness

1. Are teachers aware of the project? How were they notified?

2. Are students aware of the project? How were they notified?

3. Is the community aware of the project? How were citizens notified?

C. Implementation

1. Has the team met since the workshop?

2. Have you changed your action plan?

3. What interventions have you chosen to implement your action plan?

4. Who chairs your team meetings?

5. Do you see any advantages to involving a school team?

6. Do you have any suggestions for modifying the project at this point?

Action Plan Interview Protocol
Principals

Program involvement:
- Original information about the program
- Current understanding about the program
- Interest in program elements

Teamwork:
- Team meetings
- Meeting with Rubel and Dews
- Meetings with other team members
- Attitude toward use of team
- Effects on school administration

Individual activities:
- Responsibilities in the project
- Efforts to implement action plan
- Use of the incident profiling system

Responses by others:
- Initial/curent response from teachers/administrators/students
- Most positive/negative response

Expectations:
- Plans for remainder of year/next year
- Anticipated responses of school/district administration
- Expectations regarding actions of other team members
- Expectations regarding officers and students reactions to program

Value:
- Personal changes attributable to program
- Contribution to the program
- Role in improving the school
- Effects on the school
- Feelings of worth

Costs and benefits:
- Most beneficial element of the program
- Time/other school resources spent on program activities
- Correspondence between outcomes and expectations/hopes
- Likely benefits for other schools/districts

Other observations and suggestions

Action Plan Interview Protocol
Assistant Principals

Program involvement:
- Original information about the program
- Current understanding about the program
- Interest in program elements

Workshop:
- Days attended
- Enjoyment
- Best/Worst parts
- Learning
- Effects on thinking about school crime and responses to it
- Effects on thinking about school administration

Teamwork:
- Process of selecting problem
- Workshop activities
- Team meetings
- Meeting with Rubel and Dews
- Meetings with other team members
- Attitude toward use of team
- Effects of team on school administration

Individual activities:
- Responsibilities in the project
- Efforts to implement action plan
- Use of the incident profiling system

Responses by others:
- Initial/curent response from teachers/administrators/students
- Most positive/negative response

Expectations:
- Plans for remainder of year/next year
- Anticipated responses of school/district administration
- Expectations regarding actions of other team members
- Expectations regarding officers and students reactions to program

Value:
- Personal changes attributable to program
- Contribution to the program
- Role in improving the school
- Effects on the school
- Feelings of worth

Costs and benefits:
- Most beneficial element of the program
- Time/other school resources spent on program activities
- Correspondence between outcomes and expectations/hopes
- Likely benefits for other schools/districts

Other observations and suggestions

Action Plan Interview Protocol
Teachers

Name
Grade taught
Approximate age
Sex
Victimization

Program recruitment:
- Reason for participating
- How selected
- Original information about the program
- Current understanding about the program

Workshop:
- Days attended
- Enjoyment
- Best/Worst parts
- Learning
- Effects on thinking about school crime and responses to it
- Effects on thinking about school administration

Teamwork:
- Process of selecting problem
- Workshop activities
- Team meetings
- Meeting with Rubel and Dews
- Meetings with other team members

Individual activities:
- Interactions with other teachers
- Responsibilities in the project

Responses by others:
- Initial/curent response from teachers/administrators
- Most positive/negative response

Expectations:
- Plans for remainder of year/next year
- Anticipated responses of school administration
- Expectations regarding actions of other team members
- Expectations regarding teachers and students reactions to program

Value:
- Personal changes attributable to program
- Contribution to the program
- Role in improving the school
- Effects on the school
- Feelings of worth

Other observations and suggestions

Action Plan Interview Protocol
Custodians

Name
Approximate age
Sex
Victimization

Program recruitment:
- Reason for participating
- How selected
- Original information about the program
- Current understanding about the program

Workshop:
- Days attended
- Enjoyment
- Best/Worst parts
- Learning
- Effects on thinking about school crime and responses to it
- Effects on thinking about school administration

Teamwork:
- Process of selecting problem
- Workshop activities
- Team meetings
- Meeting with Rubel and Dews
- Meetings with other team members

Individual activities:
- Interactions with other custodians
- Responsibilities in the project

Responses by others:
- Initial/curent response from teachers/administrators/students
- Most positive/negative response

Expectations:
- Plans for remainder of year/next year
- Anticipated responses of school administration
- Expectations regarding actions of other team members
- Expectations regarding custodians and students reactions to program

Value:
- Personal changes attributable to program
- Contribution to the program
- Role in improving the school
- Effects on the school
- Feelings of worth

Other observations and suggestions

Action Plan Interview Protocol
Students

Name
Grade
Sex
School activities
Victimization

Program recruitment:
- Reason for participating
- How selected
- Original information about the program
- Current understanding about the program

Workshop:
- Days attended
- Enjoyment
- Best/Worst parts
- Learning
- Effects on thinking about school crime and responses to it
- Effects on thinking about school administration

Teamwork:
- Process of selecting problem
- Workshop activities
- Team meetings
- Meeting with Rubel and Dews
- Meetings with other team members

Individual activities:
- Interactions with other students
- Responsibilities in the project

Responses by others:
- Initial/curent response from peers/parents/teachers
- Most positive/negative response

Expectations:
- Plans for remainder of year/next year
- Expectations regarding actions of other team members
- Expectations regarding students reactions to program

Value:
- Personal changes attributable to program
- Contribution to the program
- Role in improving the school
- Effects on the school
- Feelings of worth

Other observations and suggestions

ANAHEIM CLUSTER CONFERENCE EVALUATION

Please circle your primary role: Education | Law Enforcement | Community Services | Courts

1. Please indicate the value for you of each conference activity listed below and include comments about changes you would suggest for the next cluster conference. (Circle the appropriate phrase).

a. Presentations to the group by project personnel — No Value | Some Value | Great Value

b. Reports to the group by community representatives — No Value | Some Value | Great Value

c. Meetings by community — No Value | Some Value | Great Value

d. Meetings by area of responsibility — No Value | Some Value | Great Value

2. How clear are you about your responsibilities during the next few months of this project? Not Clear | Fairly Clear | Very Clear

What steps do you suggest to make responsibilities clearer?

3. How much do you expect this project will help to improve interagency coordination? None | Some | A Lot

What steps do you suggest to improve the prospects of interagency cooperation?

4. Please include below any additional suggestions you have, especially for the next cluster conference.

5. Please use the yellow 5 x 7 card for your comments about assistance project personnel might provide your community in the next year. If you include your name on the card, someone will be able to contact you.

IMPLEMENTATION INTERVIEW

Subjects: Principals
Assistant Principals

Topics: Project Reorientation
Incident Profiling
School Teams
Interfaces with Other Agencies

Project Reorientation

1. Have there been changes at your school or in the district that you think might affect this project?

2. Do the students this year seem different in any way from the students last year?

3. Do you have any specific project-related objectives you hope to achieve this year?

4. Are you doing anything differently this year because of your participation in the project last year?

5. Did the principals' workshop with Bob Rubel and Walter Hollins contribute to your participation in the project.

6. Did the team sessions with Bob Rubel and Walter Hollins contribute to your participation in the project.

Incident Profiling

1. Has someone at your school been entering reports into the computer since school began?

2. Have you looked at any incident profiling printouts this year?

   2a. What have you learned from the printouts?

   2b. Have you tried to compare printouts from this year with last year?

School Teams

1. Have you replaced members of the school team lost to graduation etc.?

2. Has your school team met this year?

   2a. What did the team discuss?

   2b. Did the team make plans for the rest of the year?

3. What do you envision the team doing during the year?

7. Check the phrase that best describes your impression of the workshop presentations.

   ____ a. The presentations demonstrated **sensitivity** to the unique problems school administrators face in monitoring crime.

   ____ b. The presentations were **somewhat sensitive** to the unique problems school administrators face in monitoring crime.

   ____ c. The presentations demonstrated **little sensitivity** to the unique problems school administrators face in monitoring crime.

8. Check the phrase that best describes your overall appraisal of the workshop.

   ____ a. The workshop was **sufficient** to enable me to institute the incident profiling system to my school/district.

   ____ b. While some workshop information was useful, the training **may not be sufficient** to enable me to institute the incident profiling system in my school/district.

   ____ c. The workshop was **not sufficient** to enable me to institute the incident profiling system to my school/district.

9. Check the phrase that best describes your appraisal of the incident profiling system.

   ____ a. The incident profiling system probably will be a **useful** management tool for monitoring school crime.

   ____ b. While the incident profiling system may be a **fairly useful** management tool for monitoring school crime, it probably will not be more useful than our present system.

   ____ c. The incident profiling system probably will **not be useful** as a management tool for monitoring school crime.

10. What response to the incident profiling system do you expect from each of the following at your school.

	negative	neutral	positive	uncertain
a. Principal	____	____	____	____
b. Assistant principal	____	____	____	____
c. Teachers	____	____	____	____
d. Central office staff	____	____	____	____
e. Security staff	____	____	____	____
f. Custodians	____	____	____	____
g. Students	____	____	____	____

11. If any portion of the workshop was unclear, please describe on the back of this page what needs to be explained better.

12. Your comments about improving the workshop are extremely important. Please use the back of this page for your observations and suggestions.

6. Have you discovered evidence that anyone has illegally done any of the following at your school since the beginning of the school year?

   _____ Breaking a window or door
   _____ Spraypainting
   _____ Stealing
   _____ Breaking into a building
   _____ Carrying a gun or knife
   _____ Smashing a bottle

7. How many years have you lived at the school? _____

8. Are you or your spouse employed by Anaheim Union High School District?

   _____

9. How many people (if any) live with you? _____

10. What is your age?

    _____ 18 - 30
    _____ 31 - 45
    _____ 46 - 60
    _____ over 60

Interfaces with Other Agencies

What information do you currently receive from other agencies?
What information would you like to receive from other agencies?
With whom do you/would you share this information?

Law Enforcement

1. Which students have been arrested.
2. Offenses for which students have been arrested.
3. Which students are suspects in ongoing investigations.

Court/Probation

1. Which students have delinquency records.
2. Which students are on probation.
3. The terms of individual students' probation orders.
4. The total number of students at your school on probation.
5. What services individual students are receiving from the probation department.

Custodial Corrections

1. Which students have just been released from incarceration.
2. Which students have been previously incarcerated.

Social Services

1. Which students have been runaways.
2. Which students have suffered child abuse at home.
3. Which students are in foster placements.
4. What assistance Social Services is providing particular students.

What information does your school release to other agencies?
What information would your school release to other agencies?

	Law Enforcement	Court/ Probation	Custodial Corrections	Social Services
1. Academic records	_____	_____	_____	_____
2. Class schedules	_____	_____	_____	_____
3. Attendance records	_____	_____	_____	_____
4. Discipline records	_____	_____	_____	_____
5. Evaluative information	_____	_____	_____	_____

WINTER 1985 TELEPHONE INTERVIEW PROTOCOL

I-Incident Monitoring

(refer to printouts)
I-1 Has your use of the incident monitoring system changed from last school year? How?
I-2 Are you seeing any important patterns in the data? What?
I-3 Has use of the system changed what you do? How?
I-4 Have you taken any actions based on what you learned from the printouts? What actions?

II-School Teams (InterventionDevelopment Process)

(refer to action plans)
II-1 Has your school team assembled this school year? Since January 1st?
II-2 When the team meets, who chairs the meeting?
II-3 What decisions has the team made?
II-4 What actions has the team or any of its members taken?

III-Interventions (Implementation and Monitoring)

(refer to action plans)
III-1 Is _____ still the focus of your action plan? If not, what is?
III-2 Have you modified any element of the plan this year? How?
III-3 What have you done this year to achieve your goals?
III-4 Have you tried to determine whether the plan is working? How?

IV-Interagency Coordination

IV-1 Have you participated in any formal meetings with representatives of other agencies this year? What happened?
IV-2 Have you noticed any changes this year in relations with other agencies?
IV-3 Has the superintendent or district liaison discussed interagency coordination with you since January 1st? What was discussed?

FINAL INTERVIEW PROTOCOL

I-Incident Monitoring

1. How often do you look at incident reporting printouts? When was the last time you looked at one?
2. What have you concluded from looking at the printouts during the last two years?
3. Have you made any comparisons between the incident reporting statistics from last year and those for this year?
4. Have you ever looked at the printout for potential conflicts between student groups?
5. Has incident reporting led to any changes in policies or procedures at your school?
6. If a new principal/AP were coming to this school next year and had the option of continuing or ending incident reporting, what would you recommend?
7. If the system is to be continued, what changes would you like to see?
8. (Anaheim only) Has use of the system to track class cuts been worthwhile?
9. Have the benefits for you from incident reporting been worth the time and effort you put into it?
10. Have the benefits for the school been worth the time and effort of everyone involved in making the system work?

II-Intervention Development Process (Action Plans and School Teams)

1. How much value have you gotten from developing written action plans?
2. Do you have a school-wide or administrative team involved in the project?
3. Which type of team do you prefer?
4. How many times did the team meet this school year? Since Jan. 1?
5. How would you describe the purpose of the team?
6. Have you found the school team useful?
7. Do you expect to continue the team next year?

8. Have the benefits for you from creating action plans and working with the team been worth the time and effort you have expended?

9. Have the benefits for the school been worth the time and effort of everyone involved in action planning and team activities?

III. Interventions (Implementation and Monitoring)

1. Has participation in this project prompted you to implement interventions you might not have adopted otherwise?

2. Which problems have you chosen to address during the course of the project?

3. How have you monitored your intervention to determine if it has been effective?

4. Have you achieved the objective you established in your action plan?

5. (Anaheim only) Has concentrating intensively on class cuts last year and earlier this year been productive?

IV. Interagency Coordination

1. Since we talked in Feb/March, have you had any interactions, except for routine contacts, with personnel from other agencies?

2. Has anyone from the district office contacted you about cooperation with other agencies?

3. Since the project began, have you changed your policies or procedures regarding how you interact with other agencies?

4. How has the quality of your relations with representatives of other agencies changed during the past two years?

5. Do you have any special plans or ideas for next year with regard to other agencies?

V. Miscellaneous

1. How would you compare crime on your campus today with the way it was two years ago?

2. How would you compare student misbehavior on your campus today with the way it was two years ago?

3. To what extent do you attribute changes that occurred to participation in this project?

4. What are the major reasons you have a safe campus?

5. What, if anything, interferes with your ability to maintain a safe campus?

5a. How much does lack of alternatives or options for dealing with problem students hamper your ability to maintain a safe campus?

5b. How much does the threat of lawsuits by students who might accuse you of infringing their civil rights hamper your ability to maintain a safe campus?

6. Has the project emphasis on differentiating more clearly between crime and discipline helped at your school?

7. Has participation in the project increased your awareness of how students who commit serious offenses are handled at your school? by the district? by community agencies?

8. Have you noticed any change in community attitudes, especially of parents, toward the safety of your campus?

9. Do you think the approach of this project was the best that could have been taken in response to the goals you have for the school?

10. What might have been done differently?

11. Does continued emphasis on school crime and student misbehavior fit with your priorities for next year?

SCHOOL CRIME AND STUDENT MISBEHAVIOR PROJECT
FINAL EVALUATION SURVEY FOR district, level, position

Please complete this survey and return it in the accompanying envelope addressed to URSA Institute. Responses are anonymous: totals only will be reported.

I. How much value has each of the following project elements had for you:

	great value	some value	minimal value	NA	
1.	___	___	___	___	attending training workshops
2.	___	___	___	___	recording incidents in the computer system
3.	___	___	___	___	reviewing incident reporting printouts
4.	___	___	___	___	involving administrative teams in the project
5.	___	___	___	___	involving full school teams in the project
6.	___	___	___	___	developing a written "action plan"
7.	___	___	___	___	routinely separating crime from other misbehavior
8.	___	___	___	___	coordinating with other agencies
9.	___	___	___	___	holding in school meetings during Bob Rubel's visits
10.	___	___	___	___	implementing new strategies to reduce "target offenses"
11.	___	___	___	___	referring to guides, manuals, and other materials from NASS
A1.	___	___	___	___	using the incident reporting system to monitor class cuts
A2.	___	___	___	___	devising and implementing strategies to reduce class cuts

II. How much has your personal participation in this project contributed to the following?

	a lot	some	little or none	
12.	___	___	___	reducing crime at your school (theft, assault, drug use, etc.)
13.	___	___	___	reducing student misbehavior (class cuts, fights, disruption, etc.)
14.	___	___	___	apprehending offenders
15.	___	___	___	disciplining school rule violators
16.	___	___	___	prosecuting law breakers
17.	___	___	___	improving relations with other agencies
18.	___	___	___	creating a suitable learning environment
19.	___	___	___	adopting better crime and discipline policies
20.	___	___	___	improving how staff responds to crime and misbehavior

III. To what extent do you agree or disagree with the following statements for your school?

	Totally Agree 1	2	Neutral 3	4	Totally Disagree 5	
21.	___	___	___	___	___	Separating crime and discipline is critical for school safety.
22.	___	___	___	___	___	The incident reporting printouts have made me more aware of "hot spots" on campus.
23.	___	___	___	___	___	The incident reporting printouts have made me more aware of potential conflicts between student groups.
24.	___	___	___	___	___	The benefits from incident monitoring are worth the time needed to do it.
25.	___	___	___	___	___	Participating in the project has increased my awareness of how the criminal justice system handles lawbreakers.
26.	___	___	___	___	___	Relations with law enforcement are better now than they were two years ago.
27.	___	___	___	___	___	Relations with probation/HRS are better now than they were two years ago.
28.	___	___	___	___	___	Overall, participation in the project has been worth the time and effort.

IV. Below are three statements presenting various options for the future. For each item, please circle the letter that best expresses your opinion.

29. Incident monitoring should be:

(a) continued as is (b) continued with modifications (c) discontinued.

30. Training for new administrators would be accomplished best:

(a) by project trainers (b) by district personnel (c) by reading the manuals.

31. Efforts to coordinate more closely with other agencies are:

(a) a high priority (b) needed, but not critical (c) unnecessary at this time.

THANK YOU

URSA Institute
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San Francisco, CA 94111

APPENDIX B

INCIDENT PROFILING SUMMARIES

District High School/Junior High Totals for Crime and Discipline .. B--2

District High School/Junior High Totals by Offense Category B--5

School Totals by Offense Category B--11

INCIDENT PROFILING TOTALS FOR ANAHEIM

	1983-84							1984-85									
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	83-84 TOTAL	84-85 TOTAL
HIGH SCHOOLS																	
CRIME	39	121	45	67	83	93	34	49	130	79	65	72	83	97	50	482	625
DISCIPLINE	504	770	457	600	3226*	3157*	1172*	563*	1253*	891*	449	531	436	516	345	9886*	4984*
TOTAL	543	891	502	667	3309*	3250*	1206*	612*	1383*	970*	514	603	519	613	395	10368*	5609*
JUNIOR HIGH SCHOOLS																	
CRIME	32	30	10	26	38	50	6	10	51	59	40	37	30	59	35	192	321
DISCIPLINE	130	162	134	141	1267*	866*	60	112	639*	440*	162	508*	224	315	124	2760*	2524*
TOTAL	162	192	144	167	1305*	916*	66	122	690*	499*	202	545*	254	374	159	2952*	2845*

INCIDENT PROFILING SCHOOL AVERAGES FOR ANAHEIM

	1983-84							1984-85									
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	83-84 TOTAL	84-85 TOTAL
HIGH SCHOOLS																	
CRIME	5	15	6	8	10	12	4	6	16	10	8	9	10	12	6	60	77
DISCIPLINE	63	96	57	75	403*	395*	147*	70*	157*	111*	56	66	55	65	43	1236*	623*
TOTAL	68	111	63	83	413*	407*	151*	76*	173*	121*	64	75	65	77	49	1296*	700*
JUNIOR HIGH SCHOOLS																	
CRIME	4	4	1	3	5	6	1	1	6	7	5	5	4	7	4	24	39
DISCIPLINE	16	20	17	18	158*	108*	8	14	80*	55*	20	64*	28	39	16	345*	316*
TOTAL	20	24	18	21	163*	114*	9	15	86*	62*	25	69*	32	46	20	369*	355*

* Figures include data from computerized attendance monitoring system.

INCIDENT PROFILING TOTALS FOR ROCKFORD

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
HIGH SCHOOLS															
CRIME	96	83	52	87	96	113	107	102	65	96	73	100	45	527	588
DISCIPLINE	168	193	125	138	193	208	103	56	56	99	101	84	65	1025	564
TOTAL	264	276	177	225	289	321	210	158	121	195	174	184	110	1552	1152
JUNIOR HIGH SCHOOLS															
CRIME	92	69	77	35	80	43	42	44	33	45	24	32	28	396	248
DISCIPLINE	260	216	321	297	390	274	206	245	303	388	167	363	264	1758	1936
TOTAL	352	285	398	332	470	317	248	289	336	433	191	395	292	2154	2184

INCIDENT PROFILING SCHOOL AVERAGES FOR ROCKFORD

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
HIGH SCHOOLS															
CRIME	19	17	10	17	19	23	21	20	13	19	15	20	9	105	118
DISCIPLINE	34	39	25	28	39	42	21	11	11	20	20	17	13	205	113
TOTAL	53	55	35	45	58	64	42	32	24	39	35	37	22	310	230
JUNIOR HIGHS															
CRIME	23	17	19	9	20	11	11	11	8	11	6	8	7	99	62
DISCIPLINE	65	54	80	74	98	69	52	61	76	97	42	91	66	440	484
TOTAL	88	71	100	83	118	79	62	72	84	108	48	99	73	539	546

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

	1983-84						1984-85								
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	83-84 TOTAL	84-85 TOTAL
HIGH SCHOOLS															
CRIME	10	1	45	70	45	33	28	34	22	32	26	19	7	204	168
DISCIPLINE	65	32	135	75	54	39	75	65	39	67	56	58	44	400	404
TOTAL	75	33	180	145	99	72	103	99	61	99	82	77	51	604	572
JUNIOR HIGH SCHOOLS															
CRIME	11	27	38	41	82	20	19	20	6	26	12	19	20	219	122
DISCIPLINE	67	90	90	93	72	29	41	25	38	50	35	19	11	441	219
TOTAL	78	117	128	134	154	49	60	45	44	76	47	38	31	660	341

INCIDENT PROFILING SCHOOL AVERAGES FOR JACKSONVILLE

	1983-84						1984-85								
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	83-84 TOTAL	84-85 TOTAL
HIGH SCHOOLS															
CRIME	1	0	6	9	6	4	4	4	3	4	3	2	1	26	21
DISCIPLINE	8	4	17	9	7	5	9	8	5	8	7	7	6	50	51
TOTAL	9	4	23	18	12	9	13	12	8	12	10	10	6	76	72
JUNIOR HIGH SCHOOLS															
CRIME	2	4	5	6	12	3	3	3	1	4	2	3	3	31	17
DISCIPLINE	10	13	13	13	10	4	6	4	5	7	5	3	2	63	31
TOTAL	11	17	18	19	22	7	9	6	6	11	7	5	4	94	49

INCIDENT PROFILING TOTALS FOR ANAHEIM HIGH SCHOOLS

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	1	5	8	7	4	6	0	6	6	3	1	1	0	1	0	31	18
ARSON	0	0	0	0	0	2	0	0	2	0	0	0	0	0	0	2	2
ASSAULT	10	14	6	16	0	8	4	1	4	2	6	1	2	3	1	58	20
BOMBS	0	2	0	0	0	0	0	0	0	0	0	0	1	2	0	2	3
BURGLARY	2	2	0	0	0	3	0	0	0	0	0	0	1	0	0	7	1
DISORDERLY CONDUCT	2	4	6	2	2	2	0	0	4	0	1	1	7	0	0	18	13
DRUGS	4	12	2	8	5	10	3	1	9	7	6	3	3	4	5	44	38
EXTORTION	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0
ROBBERY	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
SEX OFFENSES	1	1	0	1	0	1	0	0	1	1	0	0	0	0	0	4	2
THEFT	7	23	14	12	16	3	2	3	9	5	5	1	3	9	5	77	40
TRESPASSING	3	6	2	0	0	1	0	1	0	2	0	0	2	0	0	12	5
VANDALISM	4	5	3	16	5	8	1	1	2	1	2	0	1	2	2	42	11
VEHICLES	2	6	1	1	0	6	0	1	0	0	2	0	1	0	1	16	5
WEAPONS	1	0	0	3	2	5	1	0	0	2	1	0	2	0	1	12	6
MISCELLANEOUS	2	40	2	0	49	38	23	35	93	56	41	65	60	76	35	154	461
CLASS CUT	227	334	190	150	2841	2652	1088	179	422	295	136	266	208	210	183	7482	1899
TARDY	44	50	35	104	45	86	15	18	123	90	33	51	31	53	23	379	422
LOITERING	7	5	4	1	6	11	0	5	7	2	3	0	1	2	1	34	21
DISRESPECT	15	46	24	27	23	40	7	72	31	21	16	13	30	19	8	182	210
INSUBORDINATION	133	167	131	194	195	220	51	199	506	370	192	143	100	176	104	1091	1790
DISRUPTION	39	80	14	48	51	65	4	31	72	36	22	17	17	22	8	301	225
FIGHTING	20	31	26	30	24	35	1	28	37	24	15	16	17	8	11	167	156
SMOKING	19	57	33	46	41	48	6	31	55	53	32	25	32	26	7	250	261
CRIME	39	121	45	67	83	93	34	49	130	79	65	72	83	97	50	482	625
DISCIPLINE	504	770	457	600	3226	3157	1172	563	1253	891	449	531	436	516	345	9886	4984
TOTAL	543	891	502	667	3309	3250	1206	612	1383	970	514	603	519	613	395	10368	5609
WITHOUT ATTENDANCE																	
DISCIPLINE	233	386	232	346	340	419	69	366	708	506	280	214	197	253	139	2025	2663
TOTAL	272	507	277	413	423	512	103	415	838	585	345	286	280	350	189	2507	3288

INCIDENT PROFILING TOTALS FOR ANAHEIM JUNIOR HIGH SCHOOLS

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	1	3	0	0	0	3	0	2	5	2	0	0	0	1	1	7	11
ARSON	0	1	0	1	1	0	0	0	0	0	0	0	0	1	0	3	1
ASSAULT	4	5	1	11	13	20	3	4	9	8	8	7	7	17	4	57	64
BOMBS	1	2	0	0	1	1	0	0	0	1	0	0	0	1	0	5	2
BURGLARY	0	0	0	0	0	1	0	0	0	0	0	2	2	0	0	1	4
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	1	6	4	0	1	3	1	0	16
DRUGS	8	2	2	2	1	5	0	0	3	6	2	2	0	2	2	20	17
EXTORTION	1	0	1	0	0	0	0	1	2	0	0	1	1	0	0	2	5
ROBBERY	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
SEX OFFENSES	0	1	0	0	1	0	0	0	0	0	0	6	0	0	2	2	8
THEFT	5	7	2	5	5	5	0	1	16	12	5	7	0	13	7	29	61
TRESPASSING	0	0	0	0	1	2	0	1	1	4	0	0	0	0	0	3	6
VANDALISM	4	6	3	4	6	2	0	1	5	8	3	5	5	5	5	25	37
VEHICLES	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
WEAPONS	1	0	1	3	0	0	0	0	0	4	4	0	2	3	4	5	17
MISCELLANEOUS	7	3	0	0	7	11	3	0	9	8	14	7	12	13	9	31	72
CLASS CUT	28	31	15	29	219	140	10	17	68	79	25	92	31	18	5	472	335
TARDY	15	12	5	0	924	519	2	1	312	162	6	253	2	13	12	1477	761
LOITERING	0	0	1	0	7	9	0	0	3	1	1	4	0	3	7	17	19
DISRESPECT	7	8	5	3	9	8	5	6	12	12	7	11	7	12	8	45	75
INSUBORDINATION	32	37	44	61	55	93	26	40	118	97	63	72	97	151	35	348	673
DISRUPTION	22	37	39	27	26	48	7	6	56	33	29	29	39	44	27	206	263
FIGHTING	23	34	21	21	19	36	8	32	45	31	22	32	38	46	23	162	269
SMOKING	3	3	4	0	8	13	2	10	25	25	9	15	10	28	7	33	129
CRIME	32	30	10	26	38	50	6	10	51	59	40	37	30	59	35	192	321
DISCIPLINE	130	162	134	141	1267	866	60	112	639	440	162	508	224	315	124	2760	2524
TOTAL	162	192	144	167	1305	916	66	122	690	499	202	545	254	374	159	2952	2845
WITHOUT ATTENDANCE																	
DISCIPLINE	87	119	114	112	124	207	48	94	259	199	131	163	191	284	107	811	1428
TOTAL	119	149	124	138	162	257	54	104	310	258	171	200	221	343	142	1003	1749

INCIDENT PROFILING TOTALS FOR ROCKFORD HIGH SCHOOLS

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	11	5	8	11	6	0	5	4	1	5	4	3	0	38	22
ARSON	2	0	0	1	1	0	1	0	0	0	1	0	0	4	2
ASSAULT	11	1	7	7	7	4	5	5	3	5	2	7	4	29	31
BOMBS	0	2	0	0	1	0	0	0	1	0	0	0	0	2	1
BURGLARY	0	3	0	0	2	0	1	0	1	0	2	3	0	4	7
DISORDERLY CONDUCT	6	1	8	9	12	5	2	4	1	5	4	5	0	28	22
DRUGS	7	13	10	7	19	4	4	10	4	4	7	5	5	53	38
EXTORTION	3	0	2	1	2	0	7	0	0	0	0	0	0	5	7
ROBBERY	4	0	0	0	0	0	0	0	0	0	0	0	0	2	0
SEX OFFENSE	2	0	0	2	1	0	0	0	0	0	0	0	0	3	0
THEFT	26	20	39	58	37	27	45	39	26	35	27	50	16	157	238
TRESPASSING	5	1	2	0	4	2	1	0	0	0	0	0	1	10	2
VANDALISM	12	1	13	13	14	31	28	36	25	35	21	23	14	48	182
VEHICLES	0	3	1	6	1	2	1	0	1	1	1	0	1	7	5
WEAPONS	3	2	2	2	14	1	7	4	2	5	4	4	4	18	30
MISCELLANEOUS	4	14	5	2	7	1	0	0	0	1	0	0	0	23	1
CLASS CUT	29	15	22	0	39	28	15	11	11	16	5	12	6	75	76
TARDY	6	27	12	77	51	3	0	0	0	1	4	2	2	144	9
LOITERING	14	0	5	19	3	0	1	4	2	8	5	2	5	41	25
DISRESPECT	19	9	15	1	12	2	3	8	4	5	9	6	3	51	40
INSUBORDINATION	62	59	67	11	96	29	24	6	20	24	23	13	16	276	126
DISRUPTION	25	8	6	71	16	17	16	7	9	23	15	15	9	124	94
FIGHTING	40	15	14	10	17	9	21	11	7	15	13	6	11	91	84
SMOKING	2	0	8	34	11	13	23	9	3	7	27	28	13	55	110
CRIME	96	83	52	87	96	113	107	102	65	96	73	100	45	431	588
DISCIPLINE	168	193	125	138	193	208	103	56	56	99	101	84	65	857	564
TOTAL	264	276	177	225	289	321	210	158	121	195	174	184	110	1288	1152

INCIDENT PROFILING TOTALS FOR ROCKFORD HIGH SCHOOLS

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	11	5	8	11	6	0	5	4	1	5	4	3	0	38	22
ARSON	2	0	0	1	1	0	1	0	0	0	1	0	0	4	2
ASSAULT	11	1	7	7	7	4	5	5	3	5	2	7	4	29	31
BOMBS	0	2	0	0	1	0	0	0	1	0	0	0	0	2	1
BURGLARY	0	3	0	0	2	0	1	0	1	0	2	3	0	4	7
DISORDERLY CONDUCT	6	1	8	9	12	5	2	4	1	5	4	5	0	28	22
DRUGS	7	13	10	7	19	4	4	10	4	4	7	5	5	53	38
EXTORTION	3	0	2	1	2	0	7	0	0	0	0	0	0	5	7
ROBBERY	4	0	0	0	0	0	0	0	0	0	0	0	0	2	0
SEX OFFENSE	2	0	0	2	1	0	0	0	0	0	0	0	0	3	0
THEFT	26	20	39	58	37	27	45	39	26	35	27	50	16	157	238
TRESPASSING	5	1	2	0	4	2	1	0	0	0	0	0	1	10	2
VANDALISM	12	1	13	13	14	31	28	36	25	35	21	23	14	48	182
VEHICLES	0	3	1	6	1	2	1	0	1	1	1	0	1	7	5
WEAPONS	3	2	2	2	14	1	7	4	2	5	4	4	4	18	30
MISCELLANEOUS	4	14	5	2	7	1	0	0	0	1	0	0	0	23	1
CLASS CUT	29	15	22	0	39	28	15	11	11	16	5	12	6	75	76
TARDY	6	27	12	77	51	3	0	0	0	1	4	2	2	144	9
LOITERING	14	0	5	19	3	0	1	4	2	8	5	2	5	41	25
DISRESPECT	19	9	15	1	12	2	3	8	4	5	9	6	3	51	40
INSUBORDINATION	62	59	67	11	96	29	24	6	20	24	23	13	16	276	126
DISRUPTION	25	8	6	71	16	17	16	7	9	23	15	15	9	124	94
FIGHTING	40	15	14	10	17	9	21	11	7	15	13	6	11	91	84
SMOKING	2	0	8	34	11	13	23	9	3	7	27	28	13	55	110
CRIME	96	83	52	87	96	113	107	102	65	96	73	100	45	431	588
DISCIPLINE	168	193	125	138	193	208	103	56	56	99	101	84	65	857	564
TOTAL	264	276	177	225	289	321	210	158	121	195	174	184	110	1288	1152

CONTINUED

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INCIDENT PROFILING TOTALS FOR ROCKFORD JUNIOR HIGH SCHOOLS

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	2	1	0	0	1	0	0	0	1	0	0	1	1	4	3
ARSON	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
ASSAULT	25	25	38	12	28	14	7	8	7	11	10	4	8	142	55
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1
DISORDERLY CONDUCT	2	0	3	1	2	0	3	0	0	2	0	0	0	8	5
DRUGS	4	2	5	5	2	1	0	2	2	1	3	2	0	19	10
EXTORTION	1	2	1	2	1	0	0	1	0	0	2	1	0	7	4
ROBBERY	1	0	0	1	0	0	0	0	1	0	0	0	0	2	1
SEX OFFENSE	0	0	1	0	4	1	0	4	1	2	0	0	3	6	10
THEFT	21	9	11	10	11	6	8	15	13	13	6	4	2	68	61
TRESPASSING	1	0	0	0	0	0	0	0	0	4	0	0	0	1	4
VANDALISM	7	9	4	1	16	4	2	5	0	1	1	4	2	41	15
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	5	3	3	2	3	2	4	2	4	0	2	1	1	18	14
MISCELLANEOUS	23	16	11	1	12	15	18	7	4	11	0	15	10	78	65
CLASS CUT	26	5	19	3	18	10	1	5	25	17	1	24	15	81	88
TARDY	11	8	10	19	13	19	8	12	13	22	8	30	16	80	109
LOITERING	0	0	0	10	0	0	1	0	0	2	0	0	0	10	3
DISRESPECT	35	23	29	0	37	30	28	35	32	60	14	55	31	154	255
INSUBORDINATION	59	44	52	34	84	69	27	36	72	71	29	87	62	342	384
DISRUPTION	80	111	164	68	183	108	94	117	126	172	83	124	113	714	829
FIGHTING	49	25	46	122	50	28	31	33	29	36	29	33	23	320	214
SMOKING	0	0	1	41	5	10	16	7	6	8	3	10	4	57	54
CRIME	92	69	77	35	80	43	42	44	33	45	24	32	28	396	248
DISCIPLINE	260	216	321	297	390	274	206	245	303	388	167	363	264	1758	1936
TOTAL	352	285	398	332	470	317	248	289	336	433	191	395	292	2154	2184

INCIDENT PROFILING TOTALS FOR JACKSONVILLE HIGH SCHOOLS

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	1	5	1	3	1	4	2	2	1	0	1	10	11
ARSON	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
ASSAULT	1	0	5	8	8	2	6	3	4	8	3	3	0	24	27
BOMBS	0	0	2	0	0	2	0	0	0	0	0	0	0	4	0
BURGLARY	0	1	4	11	2	6	0	1	0	0	1	3	0	24	5
DISORDERLY CONDUCT	1	0	4	7	5	2	2	0	0	0	2	0	0	19	4
DRUGS	1	0	7	6	8	1	6	1	6	2	4	1	2	23	22
EXTORTION	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1
ROBBERY	0	0	4	1	1	0	0	0	0	0	0	0	0	6	0
SEX OFFENSE	0	0	1	2	0	0	1	0	0	0	0	1	0	3	2
THEFT	4	0	8	10	4	3	8	5	1	2	7	2	2	29	27
TRESPASSING	1	0	1	3	3	1	1	2	0	5	2	1	1	9	12
VANDALISM	0	0	2	6	3	1	2	3	0	0	1	0	0	12	6
VEHICLES	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
WEAPONS	1	0	3	8	4	1	1	4	3	6	0	2	0	17	16
MISCELLANEOUS	1	0	3	2	4	11	0	11	6	6	5	6	1	21	35
CLASS CUT	16	2	14	12	8	9	24	19	18	21	22	16	13	61	133
TARDY	14	4	31	1	0	1	0	1	0	3	0	4	0	51	8
LOITERING	1	0	0	0	0	0	1	1	0	0	0	2	0	1	4
DISRESPECT	7	1	15	9	10	8	3	2	0	5	1	0	2	50	13
INSUBORDINATION	12	4	26	14	9	10	16	18	13	19	14	22	23	75	125
DISRUPTION	12	15	24	7	5	2	4	5	2	1	3	1	1	65	17
FIGHTING	0	6	24	30	20	7	18	10	4	14	12	9	3	87	70
SMOKING	3	0	1	2	2	2	9	9	2	4	4	4	2	10	34
CRIME	10	1	45	70	45	33	28	34	22	32	26	19	7	204	168
DISCIPLINE	65	32	135	75	54	39	75	65	39	67	56	58	44	400	404
TOTAL	75	33	180	145	99	72	103	99	61	99	82	77	51	604	572

INCIDENT PROFILING TOTALS FOR JACKSONVILLE JUNIOR HIGH SCHOOLS

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	3	4	3	1	0	1	1	2	0	0	0	0	0	12	3
ARSON	1	0	0	0	1	1	0	0	0	0	0	0	0	3	0
ASSAULT	3	1	11	8	6	1	4	8	3	9	5	7	4	30	40
BOMBS	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
BURGLARY	1	0	0	1	1	1	2	0	0	1	0	0	1	4	4
DISORDERLY CONDUCT	0	0	5	12	34	10	0	0	0	0	0	0	0	61	0
DRUGS	0	0	1	5	9	0	3	1	2	4	3	3	6	15	22
EXTORTION	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
ROBBERY	1	0	2	0	1	0	1	0	0	0	0	0	0	4	1
SEX OFFENSE	1	1	1	0	3	0	0	0	0	0	0	0	0	6	0
THEFT	0	2	2	4	11	2	6	2	0	4	2	2	1	21	17
TRESPASSING	0	0	2	1	0	0	0	1	0	3	1	0	0	3	5
VANDALISM	0	0	0	1	1	0	0	3	0	2	1	3	4	2	13
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
WEAPONS	1	1	6	4	10	2	0	1	0	1	0	0	2	24	4
MISCELLANEOUS	0	18	5	3	5	2	2	1	1	2	0	4	1	33	11
CLASS CUT	7	9	5	3	0	0	3	2	1	3	4	3	1	24	17
TARDY	13	28	14	6	6	0	0	1	0	1	0	0	0	67	2
LOITERING	0	0	2	2	0	0	0	0	0	0	0	0	0	4	0
DISRESPECT	13	5	18	12	17	7	4	2	7	8	3	1	0	72	25
INSUBORDINATION	6	21	9	7	7	1	1	2	2	4	3	0	1	51	13
DISRUPTION	1	12	12	2	9	3	1	0	0	6	2	0	1	39	10
FIGHTING	20	11	21	56	30	14	30	17	23	18	18	12	8	152	126
SMOKING	7	4	9	5	3	4	2	1	5	10	5	3	0	32	26
CRIME	11	27	38	41	82	20	19	20	6	26	12	19	20	219	122
DISCIPLINE	67	90	90	93	72	29	41	25	38	50	35	19	11	441	219
TOTAL	78	117	128	134	154	49	60	45	44	76	47	38	31	660	341

INCIDENT PROFILING TOTALS FOR ANAHEIM

ANAHEIM HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	2	3	0	1	0	0	1	2	2	0	0	0	0	0	6	5
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	1	5	3	2	0	1	0	0	2	1	0	0	0	0	0	12	3
BOMBS	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
BURGLARY	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	1	0	7	0	0	0	8
DRUGS	0	0	2	0	1	0	0	0	3	2	0	1	1	1	2	3	10
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
THEFT	2	5	6	2	7	2	0	1	1	2	3	0	1	1	1	24	10
TRESPASSING	1	1	1	0	0	1	0	0	0	0	0	0	1	0	0	4	1
VANDALISM	0	0	2	4	4	4	0	0	0	0	1	0	0	0	0	14	1
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	1	0	0	0	1	3	0	0	0	0	1	0	2	0	0	5	3
MISCELLANEOUS	0	3	0	0	0	1	0	0	2	0	0	0	1	0	0	4	3
CLASS CUT	8	21	11	8	2431	2171	923	1	3	0	0	2	1	0	0	5573	7
TARDY	3	2	0	2	0	2	0	0	0	2	0	0	0	0	0	9	2
LOITERING	4	0	1	0	1	1	0	0	0	0	0	0	0	0	0	7	0
DISRESPECT	6	11	0	7	3	4	0	0	2	6	1	4	0	1	0	31	14
INSUBORDINATION	21	41	28	30	29	37	0	11	21	6	6	1	3	3	0	186	51
DISRUPTION	19	26	3	16	25	18	0	0	16	1	3	0	4	3	0	107	27
FIGHTING	0	5	14	4	3	3	0	4	4	7	1	3	2	0	1	29	22
SMOKING	0	10	3	6	16	7	0	9	5	4	6	3	1	1	0	42	29
CRIME	7	20	17	8	14	12	0	2	10	7	6	1	13	2	3	78	44
DISCIPLINE	61	116	60	73	2508	2243	923	25	51	26	17	13	11	8	1	5984	152
TOTAL	68	136	77	81	2522	2255	923	27	61	33	23	14	24	10	4	6062	196

INCIDENT PROFILING TOTALS FOR ANAHEIM

CYPRESS HIGH SCHOOL

	1983-84								1984-85							83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	1	0	0	0	0	1	0	0	2	1	0	1	0	1	0	2	5
ARSON	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
ASSAULT	1	2	2	5	0	1	1	1	0	0	0	0	0	0	0	12	1
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	3
BURGLARY	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	3	1
DISORDERLY CONDUCT	1	0	0	0	0	2	0	0	1	0	0	0	0	0	0	3	1
DRUGS	1	8	0	2	3	5	0	1	1	0	0	2	0	0	0	19	4
EXTORTION	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
THEFT	1	8	3	1	1	0	0	1	5	0	0	0	1	1	0	14	8
TRESPASSING	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	2
VANDALISM	1	0	0	5	1	2	0	0	0	0	0	0	0	1	0	9	1
VEHICLES	1	0	0	0	0	1	0	1	0	0	0	0	0	0	1	2	2
WEAPONS	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1
MISCELLANEOUS	0	0	2	0	17	15	5	4	20	9	9	17	6	10	1	39	76
CLASS CUT	71	75	53	0	40	24	1	20	136	87	24	40	20	17	5	264	349
TARDY	15	8	4	27	4	12	1	1	46	33	8	22	8	10	1	71	129
LOITERING	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
DISRESPECT	0	10	4	6	4	8	0	36	2	1	0	2	0	2	0	32	43
INSUBORDINATION	14	0	27	19	18	23	3	0	100	66	19	14	2	17	1	104	219
DISRUPTION	5	13	3	11	5	10	0	8	13	8	3	4	3	2	2	47	43
FIGHTING	6	4	1	10	0	5	0	7	7	1	1	3	3	0	0	26	22
SMOKING	0	0	1	0	3	19	0	0	15	5	2	3	3	1	0	23	29
CRIME	9	19	7	14	22	29	6	8	31	13	9	20	10	15	2	106	108
DISCIPLINE	112	110	93	73	74	101	5	72	319	201	57	88	40	49	9	568	835
TOTAL	121	129	100	87	96	130	11	80	350	214	66	108	50	64	11	674	943

INCIDENT PROFILING TOTALS FOR ANAHEIM

KENNEDY HIGH SCHOOL

	1983-84								1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR		TOTAL	TOTAL
ALCOHOL	0	0	5	3	0	0	0	0	0	0	1	0	0	0	0		8	1
ARSON	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0		1	0
ASSAULT	4	2	1	1	0	4	2	0	1	1	1	0	0	1	0		14	4
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
DISORDERLY CONDUCT	0	4	0	2	0	0	0	0	0	0	0	1	0	0	0		6	1
DRUGS	0	2	0	4	0	3	3	0	2	3	0	0	1	0	0		12	6
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
ROBBERY	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0		1	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
THEFT	2	4	4	6	3	1	1	1	0	3	0	0	0	0	0		21	4
TRESPASSING	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0		5	0
VANDALISM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
VEHICLES	1	6	1	1	0	2	0	0	0	0	1	0	0	0	0		11	1
WEAPONS	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0		2	0
MISCELLANEOUS	2	6	0	0	18	12	15	1	1	0	0	0	0	0	0		53	2
CLASS CUT	2	46	46	62	149	221	49	13	46	38	0	51	0	0	0		575	148
TARDY	1	18	14	40	14	3	3	0	2	1	0	3	0	0	0		93	6
LOITERING	0	5	1	1	0	1	0	1	1	0	0	0	0	0	0		8	2
DISRESPECT	0	7	7	4	1	4	1	2	4	1	0	2	0	0	0		24	9
INSUBORDINATION	4	44	27	72	42	64	25	37	83	30	0	11	0	0	0		278	161
DISRUPTION	0	4	2	4	2	7	2	5	3	0	0	3	0	0	0		21	11
FIGHTING	5	3	3	3	5	13	0	3	0	4	0	0	0	0	0		32	7
SMOKING	8	8	9	11	6	9	5	1	0	0	0	0	0	0	0		56	1
CRIME	9	29	12	18	21	24	21	2	4	7	3	1	1	1	0		134	19
DISCIPLINE	20	135	109	197	219	322	85	62	139	74	0	70	0	0	0		1087	345
TOTAL	29	164	121	215	240	346	106	64	143	81	3	71	1	1	0		1221	364

INCIDENT PROFILING TOTALS FOR ANAHEIM

KATELLA HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	3	0	3	0	0	0	0	0	0	0	0	1	0	1	6	2
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	6	0
DRUGS	0	0	0	1	0	0	0	0	1	0	0	0	0	2	0	1	3
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0
TRESPASSING	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
VANDALISM	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	2	1
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
MISCELLANEOUS	0	14	0	0	0	1	0	0	0	0	0	0	0	0	0	15	0
CLASS CUT	19	24	17	0	16	7	0	16	13	5	1	6	10	5	0	83	56
TARDY	1	3	3	0	0	0	0	0	0	0	0	0	0	0	0	7	0
LOITERING	1	0	0	0	0	0	0	1	0	0	2	0	0	0	0	1	3
DISRESPECT	2	4	5	7	2	7	0	21	2	1	4	1	17	9	0	27	55
INSUBORDINATION	21	7	3	3	3	1	0	12	3	4	0	1	7	7	0	38	34
DISRUPTION	6	23	2	5	0	3	0	0	6	1	0	2	1	0	0	39	10
FIGHTING	3	7	5	5	2	0	0	5	2	0	1	2	3	2	0	22	15
SMOKING	0	14	10	16	0	2	0	7	7	4	2	2	7	4	0	42	33
CRIME	3	20	6	6	0	1	0	0	2	0	0	0	2	2	2	36	8
DISCIPLINE	53	82	45	36	23	20	0	62	33	15	10	14	45	27	0	259	206
TOTAL	56	102	51	42	23	21	0	62	35	15	10	14	47	29	2	295	214

INCIDENT PROFILING TOTALS FOR ANAHEIM

LOARA HIGH SCHOOL

	1983-84								1984-85							83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	4	0	1	0	0	0	0	0	0	0	0	0	5	0
ARSON	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
ASSAULT	2	1	0	3	0	1	1	0	0	0	1	0	0	0	0	8	1
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
DRUGS	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3	2	3
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
THEFT	0	1	0	1	4	0	1	0	0	0	0	0	0	1	1	7	2
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
VEHICLES	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	3	0
WEAPONS	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
MISCELLANEOUS	0	17	0	0	0	5	3	0	0	0	0	0	0	0	0	25	0
CLASS CUT	32	33	13	8	38	12	9	8	28	6	1	8	3	4	0	145	58
TARDY	9	5	0	13	2	9	10	1	0	1	0	0	0	1	0	48	3
LOITERING	0	0	1	0	3	8	0	0	1	0	0	0	0	0	0	12	1
DISRESPECT	4	3	1	0	5	10	4	1	0	0	0	0	0	0	0	27	1
INSUBORDINATION	15	9	22	45	64	62	19	0	3	2	1	0	0	1	0	236	7
DISRUPTION	0	1	1	2	5	5	0	0	0	1	0	0	0	2	1	14	4
FIGHTING	1	0	0	2	8	6	1	1	2	2	0	0	2	0	0	18	7
SMOKING	0	12	10	13	12	3	1	1	2	1	1	0	2	5	0	51	12
CRIME	4	21	0	8	6	12	5	0	0	0	1	0	0	1	4	56	6
DISCIPLINE	61	63	48	83	137	115	44	12	36	13	3	8	7	13	1	551	93
TOTAL	65	84	48	91	143	127	49	12	36	13	4	8	7	14	5	607	99

INCIDENT PROFILING TOTALS FOR ANAHEIM

MAGNOLIA HIGH SCHOOL

	1983-84								1984-85								
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	83-84 TOTAL	84-85 TOTAL
ALCOHOL	0	0	0	0	0	2	0	0	1	0	0	0	0	0	0	2	1
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	2	0	0	2	0	1	0	0	0	0	2	1	0	0	0	5	3
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
DRUGS	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	2
EXTORTION	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	0	0	0	0	0	0	2	0	1	1	1	5	1	0	11
TRESPASSING	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
VANDALISM	1	0	1	0	0	0	1	0	0	1	1	0	0	1	0	3	3
VEHICLES	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	2
WEAPONS	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
MISCELLANEOUS	0	0	0	0	11	2	0	27	65	44	32	46	51	63	32	13	360
CLASS CUT	39	80	30	54	160	199	102	112	186	149	95	152	165	179	172	664	1210
TARDY	0	0	0	10	17	39	0	10	60	46	17	22	21	40	19	66	235
LOITERING	0	0	0	0	0	0	0	3	4	2	0	0	0	0	0	0	9
DISRESPECT	1	7	3	0	0	2	0	2	8	4	3	2	4	2	6	13	31
INSUBORDINATION	18	30	7	0	5	3	2	20	96	85	50	51	46	87	82	65	517
DISRUPTION	1	2	1	0	2	2	1	2	9	7	8	6	5	8	5	9	50
FIGHTING	4	7	1	2	1	1	0	1	12	4	6	3	2	2	10	16	40
SMOKING	9	12	0	0	1	0	0	1	2	15	9	9	14	12	7	22	69
CRIME	3	1	2	3	11	5	1	27	70	45	37	48	53	70	33	26	383
DISCIPLINE	72	138	42	66	186	246	105	151	377	312	188	245	257	330	301	855	2161
TOTAL	75	139	44	69	197	251	106	178	447	357	225	293	310	400	334	881	2544

INCIDENT PROFILING TOTALS FOR ANAHEIM

SAVANNA HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	1	0	0	0	2	0	2	0	0	0	0	0	0	0	3	2
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	1	0	0	0	0	0	0	0	0	2	0	0	2	0	1	4
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0
DISORDERLY CONDUCT	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1
DRUGS	2	1	0	0	0	0	0	0	0	1	3	0	0	0	0	3	4
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	1	2	1	0	0	0	0	0	1	0	0	1	0	4	2
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	0	4	0	4	0	0	0	1	2	0	0	0	0	0	0	8	3
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
MISCELLANEOUS	0	0	0	0	2	2	0	2	2	0	0	0	0	0	0	4	4
CLASS CUT	17	41	12	0	3	18	4	6	6	6	12	0	6	3	5	95	44
TARDY	10	11	14	12	7	21	1	6	14	6	5	0	1	1	2	76	35
LOITERING	0	0	1	0	1	1	0	0	1	0	1	0	0	2	1	3	5
DISRESPECT	2	4	4	3	8	5	2	9	8	3	6	0	7	4	1	28	38
INSUBORDINATION	8	12	11	15	26	30	2	97	58	30	37	0	21	20	8	104	271
DISRUPTION	5	9	2	10	12	20	1	14	12	13	6	0	4	5	0	59	54
FIGHTING	1	4	2	4	3	7	0	7	6	6	6	0	2	2	0	21	29
SMOKING	2	0	0	0	2	8	0	11	13	5	3	0	1	0	0	12	33
CRIME	3	7	1	6	3	6	0	5	5	2	6	0	0	3	0	26	21
DISCIPLINE	45	81	46	44	62	110	10	150	118	69	76	0	42	37	17	398	509
TOTAL	48	88	47	50	65	116	10	155	123	71	82	0	42	40	17	424	530

INCIDENT PROFILING TOTALS FOR ANAHEIM

WESTERN HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	2	0	0	3	0	0	3	0	0	0	0	0	0	0	5	3
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	2
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	1
DRUGS	0	0	0	1	1	2	0	0	1	1	3	0	1	0	0	4	6
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1
THEFT	0	2	0	0	0	0	0	0	1	0	0	0	0	0	2	2	3
TRESPASSING	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2
VANDALISM	1	0	0	1	0	2	0	0	0	0	0	0	0	0	2	4	2
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2	0
MISCELLANEOUS	0	0	0	0	1	0	0	1	3	3	0	2	2	3	2	1	16
CLASS CUT	39	14	8	18	4	0	0	3	4	4	3	7	3	2	1	83	27
TARDY	5	3	0	0	1	0	0	0	1	1	3	4	1	1	1	9	12
LOITERING	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0
DISRESPECT	0	0	0	0	0	0	0	1	5	5	2	2	2	1	1	0	19
INSUBORDINATION	32	24	6	10	8	0	0	22	142	147	79	65	21	41	13	80	530
DISRUPTION	3	2	0	0	0	0	0	2	13	5	2	2	0	2	0	5	26
FIGHTING	0	1	0	0	2	0	0	0	4	0	0	5	3	2	0	3	14
SMOKING	0	1	0	0	1	0	0	1	11	19	9	8	4	3	0	2	55
CRIME	1	4	0	4	6	4	1	5	8	5	3	2	4	3	6	20	36
DISCIPLINE	80	45	14	28	17	0	0	29	180	181	98	93	34	52	16	184	683
TOTAL	81	49	14	32	23	4	1	34	188	186	101	95	38	55	22	204	719

INCIDENT PROFILING TOTALS FOR ANAHEIM

BALL JUNIOR HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	3	0	0	0	1	0	0	1	2	0	0	0	0	0	4	3
ARSON	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
ASSAULT	0	1	1	2	7	11	1	1	7	6	2	2	0	0	0	23	18
BOMBS	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0
BURGLARY	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
DRUGS	4	0	0	0	0	2	0	0	0	5	2	2	0	0	0	6	9
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
ROBBERY	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
SEX OFFENSES	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
THEFT	3	0	0	2	3	3	0	0	13	4	3	0	0	0	0	11	20
TRESPASSING	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1
VANDALISM	0	3	2	0	4	0	0	0	4	6	3	2	0	0	0	9	15
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	0	0	0	0	0	0	2	3	0	0	0	0	0	5
MISCELLANEOUS	0	1	0	0	5	4	1	0	3	3	3	3	0	0	0	11	12
CLASS CUT	0	1	0	9	13	14	0	0	17	9	11	23	0	0	0	37	60
TARDY	8	3	2	0	3	8	0	1	15	6	4	12	0	0	0	24	38
LOITERING	0	0	0	0	0	0	0	0	3	1	1	3	0	0	0	0	8
DISRESPECT	0	0	0	0	1	0	0	2	4	5	5	3	0	0	0	1	19
INSUBORDINATION	13	1	2	0	2	0	0	0	12	5	12	11	0	0	0	18	40
DISRUPTION	1	9	16	15	7	16	1	2	41	18	23	13	0	0	0	65	97
FIGHTING	2	9	4	9	6	7	6	11	26	11	0	8	0	0	0	43	56
SMOKING	0	0	0	0	1	3	0	0	2	3	0	0	0	0	0	4	5
CRIME	8	8	3	4	23	23	2	1	30	28	16	10	0	0	0	71	85
DISCIPLINE	24	23	24	33	33	48	7	16	120	58	56	73	0	0	0	192	323
TOTAL	32	31	27	37	56	71	9	17	150	86	72	83	0	0	0	263	408

INCIDENT PROFILING TOTALS FOR ANAHEIM

BROOKHURST JUNIOR HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	1	3	0	1	0	4	2	0	0	0	0	0	2	1	0	11	3
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRUGS	0	1	1	0	1	3	0	1	0	1	0	0	0	1	0	6	3
EXTORTION	0	0	0	0	1	0	0	0	0	0	0	3	0	0	0	1	3
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	2
THEFT	0	5	3	1	3	4	0	1	1	0	6	1	0	1	3	16	13
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	1	1	1	0	0	0	0	0	0	0	3	0	0	2	0	3	5
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	1	0	0	0	0	0	0	0	0	1	3	0	1	4
MISCELLANEOUS	0	0	0	0	1	0	0	2	0	0	0	0	0	2	0	1	4
CLASS CUT	4	1	4	0	6	8	0	0	0	0	3	2	0	0	0	23	5
TARDY	0	0	0	0	0	0	0	0	1	0	0	1	0	2	0	0	4
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISRESPECT	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	2	0
INSUBORDINATION	3	2	2	1	2	6	4	0	0	0	0	0	0	0	0	20	0
DISRUPTION	0	0	1	0	0	0	3	0	5	1	0	0	0	0	0	4	6
FIGHTING	2	2	1	3	3	2	2	10	2	13	3	2	3	14	4	15	51
SMOKING	0	0	0	0	0	0	0	0	0	0	0	15	0	0	0	0	15
CRIME	2	10	5	4	6	11	2	5	1	1	9	5	3	10	3	40	37
DISCIPLINE	9	5	8	4	12	17	9	10	8	14	6	20	3	16	4	64	81
TOTAL	11	15	13	8	18	28	11	15	9	15	15	25	6	26	7	104	118

INCIDENT PROFILING TOTALS FOR ANAHEIM

DALE JUNIOR HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	2	0	2	4	0	0	0	0	0	1	2	7
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	0	0	0	0	0	3	1	2	5	2	4	6	3	0	26
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	4
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	5	4	0	0	1	0	0	10
DRUGS	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	1	2
EXTORTION	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	6
THEFT	0	0	0	0	0	0	0	0	0	1	0	0	0	5	0	0	6
TRESPASSING	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	1	2
VANDALISM	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	1	0	1	1	0	0	0	0	0	1	1	0	0	0	3	3	5
MISCELLANEOUS	0	0	0	0	0	0	0	0	4	3	9	3	3	1	1	0	24
CLASS CUT	8	6	1	10	2	0	0	0	0	2	1	0	0	0	0	27	3
TARDY	0	0	0	0	0	0	0	0	0	2	1	2	0	0	0	0	5
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	3
DISRESPECT	1	0	0	0	2	0	0	1	3	2	1	5	1	2	5	3	20
INSUBORDINATION	0	2	0	3	4	2	0	17	52	32	26	23	33	43	5	11	231
DISRUPTION	0	0	0	0	1	0	0	1	0	4	4	2	5	1	2	1	19
FIGHTING	1	3	2	0	2	5	0	7	6	9	9	2	6	7	2	13	48
SMOKING	0	0	1	0	1	0	0	2	9	5	5	1	3	8	3	2	36
CRIME	1	0	1	2	1	2	0	6	11	14	19	15	9	13	8	7	95
DISCIPLINE	10	11	4	13	12	7	0	28	70	56	47	35	48	64	17	57	365
TOTAL	11	11	5	15	13	9	0	34	81	70	66	50	57	77	25	64	460

INCIDENT PROFILING TOTALS FOR ANAHEIM

LEXINGTON JUNIOR HIGH SCHOOL

	1983-84								1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR		TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
ASSAULT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
BOMBS	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0		1	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
DRUGS	0	1	2	0	3	0	0	0	0	0	0	0	0	0	0		6	0
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
THEFT	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0		4	0
TRESPASSING	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0		1	0
VANDALISM	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0		1	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
WEAPONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
MISCELLANEOUS	0	0	0	0	3	0	1	0	0	0	0	0	0	0	0		4	0
CLASS CUT	3	1	0	1	9	5	3	2	1	0	0	0	0	0	0		22	3
TARDY	1	3	0	0	2	3	1	2	14	2	0	0	0	0	0		10	18
LOITERING	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0		8	0
DISRESPECT	0	0	0	0	1	1	1	3	1	0	0	0	0	0	0		3	4
INSUBORDINATION	1	0	0	4	1	7	3	3	0	0	0	0	0	0	0		16	3
DISRUPTION	1	1	0	0	2	7	4	4	0	0	0	0	0	0	0		15	4
FIGHTING	1	2	2	3	3	5	0	2	9	5	0	0	4	8	6		16	34
SMOKING	0	0	0	0	1	0	1	1	2	1	0	0	0	0	0		2	4
CRIME	1	3	3	1	7	0	2	0	0	0	0	0	0	0	0		17	0
DISCIPLINE	7	7	2	8	19	36	13	17	27	8	0	0	4	8	6		92	70
TOTAL	8	10	5	9	26	36	15	17	27	8	0	0	4	8	6		109	70

INCIDENT PROFILING TOTALS FOR ANAHEIM

ORANGEVIEW JUNIOR HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	1	0	0	5	0	0	0	0	1	0	0	0	0	1	0	6	2
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
DRUGS	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	1	0	0	0	1	0	0	1	0	1	1	5	0	0	2	2	10
TRESPASSING	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
VANDALISM	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3	0
VEHICLES	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
WEAPONS	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	4
MISCELLANEOUS	3	1	0	0	1	3	0	0	0	0	0	0	5	1	0	8	6
CLASS CUT	2	9	1	10	68	64	0	0	0	31	0	43	0	1	0	154	75
TARDY	0	0	0	0	14	3	0	0	0	0	0	0	0	0	0	17	0
LOITERING	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
DISRESPECT	1	2	4	0	0	0	0	0	0	0	0	0	0	0	0	7	0
INSUBORDINATION	0	8	10	13	10	20	0	11	10	18	0	1	9	5	6	61	60
DISRUPTION	0	2	0	1	1	1	0	0	0	0	0	0	0	0	0	5	0
FIGHTING	1	3	2	10	4	7	0	4	0	4	0	3	6	10	5	27	32
SMOKING	0	0	0	0	0	0	0	1	1	3	1	3	1	13	1	0	24
CRIME	6	1	0	8	3	3	0	2	2	1	1	5	8	4	3	21	26
DISCIPLINE	4	24	17	34	98	95	0	16	11	56	1	50	16	29	12	272	191
TOTAL	10	25	17	42	101	98	0	18	13	57	2	55	24	33	15	293	217

INCIDENT PROFILING TOTALS FOR ANAHEIM

SOUTH JUNIOR HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	2	0	0	2	0	1	0	0	0	0	1	0	0	0	0	5	1
BOMBS	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRUGS	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	1
EXTORTION	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
THEFT	0	1	0	0	1	0	0	0	1	1	0	0	0	1	1	2	4
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
MISCELLANEOUS	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	4
CLASS CUT	0	0	0	0	93	40	0	0	29	21	0	9	0	0	0	133	59
TARDY	5	0	0	0	903	507	1	0	295	153	0	234	0	0	0	1416	682
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISRESPECT	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	1	2
INSUBORDINATION	6	1	2	0	1	0	0	0	0	0	0	0	0	0	0	10	0
DISRUPTION	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
FIGHTING	8	7	1	2	0	0	0	5	7	3	5	5	5	1	3	18	34
SMOKING	1	0	0	0	3	2	0	6	13	4	2	2	2	1	0	6	30
CRIME	3	3	1	2	2	1	0	0	3	7	1	0	0	1	1	12	13
DISCIPLINE	22	9	3	2	1000	549	1	11	345	181	7	250	7	3	3	1586	807
TOTAL	25	12	4	4	1002	550	1	11	348	188	8	250	7	4	4	1598	820

INCIDENT PROFILING TOTALS FOR ANAHEIM

SYCAMORE JUNIOR HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BOMBS	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	1
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRUGS	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	2	0	0	2	0	0	1	0	0	0	0	0	0	4	1
TRESPASSING	0	0	0	0	0	1	0	0	0	2	0	0	0	0	0	1	2
VANDALISM	1	2	1	1	0	1	0	0	0	0	0	0	0	0	0	6	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MISCELLANEOUS	4	1	0	0	0	3	1	0	0	0	2	1	0	0	0	9	3
CLASS CUT	7	4	13	0	18	17	1	6	12	8	4	11	3	5	0	60	49
TARDY	1	6	0	0	0	1	1	0	1	1	0	1	0	0	0	9	3
LOITERING	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1
DISRESPECT	5	3	0	0	0	2	1	3	0	0	1	0	0	0	0	11	4
INSUBORDINATION	9	15	17	0	0	8	1	3	0	0	2	2	2	2	5	50	16
DISRUPTION	17	24	19	0	1	6	1	1	3	3	0	0	0	1	1	68	9
FIGHTING	3	4	9	0	5	13	0	5	2	1	0	2	2	2	6	34	20
SMOKING	0	0	0	0	0	5	0	0	0	0	1	5	1	1	2	5	10
CRIME	5	3	5	1	0	8	1	0	1	2	2	1	0	1	0	23	7
DISCIPLINE	42	56	59	0	24	52	5	18	18	13	8	22	8	11	14	238	112
TOTAL	47	59	64	1	24	60	6	18	19	15	10	23	8	12	14	261	119

INCIDENT PROFILING TOTALS FOR ANAHEIM

WALKER JUNIOR HIGH SCHOOL

	1983-84							1984-85								83-84	84-85
	OCT	NOV	DEC	JAN	FEB	MAR	APR	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARSON	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0
ASSAULT	0	1	0	2	6	8	2	0	0	0	0	3	0	2	0	19	5
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
DRUGS	4	0	0	1	0	3	0	0	0	0	0	0	0	0	0	8	0
EXTORTION	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	0	3	0	0	0	0	1	5	1	2	0	0	0	3	9
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	2	0	0	0	2	1	0	1	1	1	0	1	2	2	0	5	8
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	2	0	0	0	0	0	0	0	0	0	1	0	2	1
MISCELLANEOUS	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	3	0
CLASS CUT	4	9	0	0	25	5	9	11	10	8	9	6	13	4	2	52	63
TARDY	0	0	3	0	4	0	0	0	1	0	1	4	0	0	0	7	6
LOITERING	0	0	0	0	6	9	0	0	0	0	0	0	0	0	0	15	0
DISRESPECT	0	2	1	3	6	6	4	0	4	5	0	3	4	1	0	22	17
INSUBORDINATION	0	8	13	45	38	63	25	9	44	42	23	35	40	83	5	192	281
DISRUPTION	1	1	4	11	16	25	5	2	12	8	2	14	5	4	3	63	50
FIGHTING	5	4	3	0	2	4	2	0	4	3	8	12	6	10	2	20	45
SMOKING	2	3	3	0	3	3	2	1	0	10	0	4	3	2	0	16	20
CRIME	6	2	0	9	9	13	3	1	4	7	1	6	2	5	0	42	26
DISCIPLINE	12	27	27	59	100	115	47	23	75	76	43	78	71	104	12	387	482
TOTAL	18	29	27	68	109	128	50	24	79	83	44	84	73	109	12	429	508

INCIDENT PROFILING TOTALS FOR ROCKFORD

AUBURN HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	2	1	2	1	2	0	0	2	0	0	0	0	0	8	2
ARSON	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
ASSAULT	2	0	1	1	2	1	0	1	0	0	0	4	1	7	6
BOMBS	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
BURGLARY	0	3	0	0	1	0	0	0	0	0	1	0	0	4	1
DISORDERLY CONDUCT	1	0	3	1	4	1	0	0	0	1	0	1	0	10	2
DRUGS	1	3	1	2	1	0	1	6	0	0	1	0	0	8	8
EXTORTION	1	0	1	0	1	0	0	0	0	0	0	0	0	3	0
ROBBERY	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0
SEX OFFENSES	1	0	0	1	0	0	0	0	0	0	0	0	0	2	0
THEFT	3	4	1	16	3	1	0	0	1	0	0	2	0	28	3
TRESPASSING	1	0	1	0	0	0	0	0	0	0	0	0	0	2	0
VANDALISM	1	1	2	1	2	2	0	0	0	0	0	1	1	9	2
VEHICLES	0	1	0	3	0	0	0	0	0	0	1	0	0	4	1
WEAPONS	1	1	1	1	4	0	2	0	0	1	1	2	2	8	8
MISCELLANEOUS	2	4	1	1	1	0	0	0	0	0	0	0	0	9	0
CLASS CUT	3	7	5	0	15	5	1	1	1	0	0	1	1	35	5
TARDY	1	0	0	28	0	0	0	0	0	1	0	0	0	29	1
LOITERING	0	0	0	0	0	0	0	4	2	3	0	0	1	0	10
DISRESPECT	1	2	3	1	2	0	2	3	1	1	2	2	2	9	13
INSUBORDINATION	1	1	1	1	17	5	2	1	10	11	5	6	7	26	42
DISRUPTION	6	1	0	2	3	3	11	5	6	10	5	13	7	15	57
FIGHTING	11	5	2	5	3	2	5	4	3	7	5	3	2	28	29
SMOKING	0	0	2	3	2	1	13	7	2	6	7	10	9	8	54
CRIME	19	19	14	28	21	5	3	9	1	2	4	10	4	106	33
DISCIPLINE	23	16	13	40	42	16	34	25	25	39	24	35	29	150	211
TOTAL	42	35	27	68	63	21	37	34	26	41	28	45	33	256	244

INCIDENT PROFILING TOTALS FOR ROCKFORD

EAST HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	4	1	2	1	1	0	0	0	0	0	1	1	0	9	2
ARSON	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
ASSAULT	2	0	1	0	0	0	0	0	0	0	0	0	0	3	0
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRUGS	1	3	1	1	1	0	1	1	0	2	1	3	1	7	9
EXTORTION	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
ROBBERY	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0
SEX OFFENSES	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
THEFT	3	4	0	0	2	1	0	2	0	3	1	2	0	10	8
TRESPASSING	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
VANDALISM	1	0	0	0	0	2	0	1	0	0	0	1	0	3	2
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	1	4	0	1	2	0	1	1	2	0	5	7
MISCELLANEOUS	2	4	1	1	0	0	0	0	0	0	0	0	0	8	0
CLASS CUT	3	0	0	0	0	0	0	0	0	0	0	0	0	3	0
TARDY	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
LOITERING	0	0	0	0	0	0	0	0	0	1	1	0	0	0	2
DISRESPECT	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
INSUBORDINATION	3	1	1	1	0	0	0	0	0	0	0	0	0	6	0
DISRUPTION	5	1	0	2	0	0	0	0	0	0	0	0	0	8	0
FIGHTING	5	1	2	0	3	2	4	2	0	1	0	0	0	13	7
SMOKING	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
CRIME	19	12	5	4	8	3	2	6	0	6	5	9	1	51	29
DISCIPLINE	18	3	3	4	3	2	4	2	0	2	1	0	0	33	9
TOTAL	37	15	8	8	11	5	6	8	0	8	6	9	1	84	38

INCIDENT PROFILING TOTALS FOR ROCKFORD

GUILFORD HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	3	1	5	1	0	2	2	0	2	2	1	0	10	9
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	1	0	2	1	2	1	0	2	1	3	1	1	2	7	10
BOMBS	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
BURGLARY	0	0	0	0	1	0	1	0	0	0	0	3	0	1	4
DISORDERLY CONDUCT	2	0	3	1	4	0	1	4	1	4	1	2	0	10	13
DRUGS	0	2	1	1	3	0	0	0	3	1	0	1	3	7	8
EXTORTION	1	0	1	0	1	0	0	0	0	0	0	0	0	3	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
THEFT	0	0	7	16	18	11	20	13	9	11	11	24	12	52	100
TRESPASSING	0	0	1	0	0	0	1	0	0	0	0	0	1	1	2
VANDALISM	0	0	2	0	2	3	6	4	6	2	1	2	2	7	23
VEHICLES	0	1	0	3	0	0	0	0	0	0	0	0	0	4	0
WEAPONS	1	1	1	0	5	0	2	2	1	2	2	0	2	8	11
MISCELLANEOUS	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1
CLASS CUT	6	7	5	0	15	5	9	10	8	8	0	5	3	38	43
TARDY	0	0	0	28	0	0	0	0	0	0	0	0	1	28	1
LOITERING	0	0		0	0	0	0	0	0	0	0	0	0	0	0
DISRESPECT	0	2	3	0	2	0	0	4	3	2	0	2	1	7	12
INSUBORDINATION	16	2	17	1	17	5	7	2	5	7	4	1	3	58	29
DISRUPTION	3	2	0	4	1	3	0	2	2	1	1	0	1	13	7
FIGHTING	4	3	1	0	1	1	4	2	0	1	3	0	2	10	12
SMOKING	0	0	1	3	0	0	1	2	1	0	1	1	0	4	6
CRIME	5	8	19	28	38	15	33	27	21	26	18	34	22	113	181
DISCIPLINE	29	16	27	36	36	14	21	22	19	19	9	9	11	158	110
TOTAL	34	24	46	64	74	29	54	49	40	45	27	43	33	271	291

INCIDENT PROFILING TOTALS FOR ROCKFORD

JEFFERSON HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	1	0	3	3	1	0	2	0	1	2	1	1	0	8	7
ARSON	0	0	0	1	1	0	0	0	0	0	0	0	0	2	0
ASSAULT	5	1	3	4	1	1	4	1	2	2	1	2	1	15	13
BOMBS	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
BURGLARY	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
DISORDERLY CONDUCT	3	1	2	6	2	2	0	0	0	0	3	2	0	16	5
DRUGS	5	5	7	1	12	2	2	3	1	1	5	1	0	32	13
EXTORTION	0	0	0	0	0	0	7	0	0	0	0	0	0	0	7
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	19	12	31	23	12	14	24	24	16	21	15	22	4	111	126
TRESPASSING	3	1	0	0	3	1	0	0	0	0	0	0	0	8	0
VANDALISM	10	0	9	11	8	7	6	7	4	10	5	13	0	45	45
VEHICLES	0	1	1	0	1	2	0	0	1	1	0	0	1	5	3
WEAPONS	1	0	0	0	0	0	2	0	0	1	0	0	0	1	3
MISCELLANEOUS	0	6	3	0	5	0	0	0	0	0	0	0	0	14	0
CLASS CUT	17	1	10	0	9	10	1	0	2	8	5	6	2	47	24
TARDY	4	27	12	15	51	2	0	0	0	0	4	2	1	111	7
LOITERING	1	0	0	19	2	0	0	0	0	4	4	2	4	22	14
DISRESPECT	12	5	8	0	2	1	1	1	0	2	7	2	0	28	13
INSUBORDINATION	40	55	47	8	58	19	13	3	5	6	14	6	6	227	53
DISRUPTION	6	4	5	62	8	9	5	0	1	11	9	2	1	94	29
FIGHTING	11	6	2	4	3	3	5	3	4	6	4	2	2	29	26
SMOKING	0	0	1	8	1	2	3	0	0	1	19	15	4	12	42
CRIME	47	27	59	49	46	29	47	35	27	38	30	41	6	257	224
DISCIPLINE	91	98	85	116	134	46	28	7	12	38	66	37	20	570	208
TOTAL	138	125	144	165	180	75	75	42	39	76	96	78	26	827	432

INCIDENT PROFILING TOTALS FOR ROCKFORD

WEST HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	4	0	0	1	1	0	1	0	0	1	0	0	0	6	2
ARSON	0	0	0	0	0	0	1	0	0	0	1	0	0	0	2
ASSAULT	1	0	0	1	2	1	1	1	0	0	0	0	0	5	2
BOMBS	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	1	2	2	1	0	0	0	0	0	0	5	1
DRUGS	0	0	0	2	2	2	0	0	0	0	0	0	1	6	1
EXTORTION	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
THEFT	1	0	0	3	2	0	1	0	0	0	0	0	0	6	1
TRESPASSING	0	0	0	0	1	1	0	0	0	0	0	0	0	2	0
VANDALISM	0	0	0	1	2	17	16	24	15	23	15	6	11	20	110
VEHICLES	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
WEAPONS	0	0	0	0	1	1	0	0	1	0	0	0	0	2	1
MISCELLANEOUS	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
CLASS CUT	0	0	2	0	0	8	4	0	0	0	0	0	0	10	4
TARDY	0	0	0	6	0	1	0	0	0	0	0	0	0	7	0
LOITERING	13	0	5	0	1	0	1	0	0	0	0	0	0	19	1
DISRESPECT	5	0	1	0	6	1	0	0	0	0	0	0	0	13	0
INSUBORDINATION	2	0	1	0	4	0	2	0	0	0	0	0	0	7	2
DISRUPTION	5	0	1	1	4	2	0	0	0	1	0	0	0	13	1
FIGHTING	9	0	7	1	7	1	3	0	0	0	1	1	5	25	10
SMOKING	2	0	4	19	8	10	6	0	0	0	0	2	0	43	8
CRIME	6	0	0	10	15	25	22	25	16	24	16	6	12	56	121
DISCIPLINE	36	0	21	27	30	23	16	0	0	1	1	3	5	137	26
TOTAL	42	0	21	37	45	48	38	25	16	25	17	9	17	193	147

INCIDENT PROFILING TOTALS FOR ROCKFORD

EISENHOWER MIDDLE SCHOOL

	1983-84						1984-85						83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	5	0	17	4	8	2	1	4	0	0	5	1	1	36	12
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
DISORDERLY CONDUCT	0	0	1	0	0	0	2	0	0	2	0	0	0	1	4
DRUGS	0	1	0	4	0	0	0	0	0	0	2	0	0	5	2
EXTORTION	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1
ROBBERY	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
SEX OFFENSES	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
THEFT	5	5	1	2	1	0	1	7	8	3	2	0	0	14	21
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	1	3	2	1	6	1	2	1	0	0	1	0	0	14	4
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	1	2	0	0	0	0	1	0	1	0	1	0	0	3	3
MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLASS CUT	14	0	15	0	8	8	0	3	2	0	1	0	3	45	9
TARDY	2	1	0	7	10	10	6	7	12	10	8	17	10	30	70
LOITERING	0	0	0	3	0	0	1	0	0	1	0	0	0	3	2
DISRESPECT	3	0	5	0	7	8	12	8	6	9	12	16	1	23	64
INSUBORDINATION	35	24	38	6	50	49	14	19	41	35	25	37	30	202	201
DISRUPTION	52	71	113	35	142	73	55	69	77	89	75	66	44	486	475
FIGHTING	10	9	7	84	8	7	5	8	9	9	11	8	2	125	52
SMOKING	0	0	0	10	0	0	0	0	0	0	0	0	0	10	0
CRIME	12	11	23	11	15	3	7	12	10	5	12	1	2	75	49
DISCIPLINE	116	105	178	145	225	155	93	114	147	153	132	144	90	924	873
TOTAL	128	116	201	156	240	158	100	126	157	158	144	145	92	999	922

INCIDENT PROFILING TOTALS FOR ROCKFORD

FLINN MIDDLE SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	2	3	2	1	5	2	2	1	3	1	0	0	2	15	9
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	1	2	0	0	0	0	0	0	0	0	3	0
DRUGS	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
EXTORTION	0	0	0	0	1	0	0	1	0	0	0	1	0	1	2
ROBBERY	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	1	0	4	0	2	1	1	5	1	5	4	0	0	8	16
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
MISCELLANEOUS	0	0	1	0	0	0	2	0	0	0	0	0	0	1	2
CLASS CUT	0	1	1	0	0	0	0	0	3	0	0	0	0	2	3
TARDY	0	3	0	3	1	1	2	0	0	1	0	0	0	8	3
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISRESPECT	3	5	3	0	5	3	6	8	8	14	2	9	11	19	58
INSUBORDINATION	4	10	5	3	10	8	4	6	16	11	4	16	9	40	66
DISRUPTION	0	1	3	17	11	8	1	13	11	15	8	10	20	40	78
FIGHTING	6	3	13	6	7	10	10	13	13	14	17	11	4	45	82
SMOKING	0	0	1	1	2	4	9	3	3	3	3	6	1	8	28
CRIME	3	3	8	3	10	4	5	7	4	6	5	2	2	31	31
DISCIPLINE	13	23	26	30	36	34	32	43	54	58	34	52	45	162	318
TOTAL	16	26	34	33	46	38	37	50	58	64	39	54	47	193	349

INCIDENT PROFILING TOTALS FOR ROCKFORD

KENNEDY MIDDLE SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	2	1	0	0	1	0	0	0	1	0	0	0	1	4	2
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	16	14	17	4	10	7	3	3	4	5	0	3	5	68	23
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	1	0	0	0	0	0	1	0	0	0	0	0	0	1	1
DRUGS	2	1	4	1	0	1	0	2	2	1	0	2	0	9	7
EXTORTION	1	2	0	2	0	0	0	0	0	0	0	0	0	5	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	4	1	0	4	1	2	0	0	3	5	10
THEFT	14	2	5	4	4	2	2	3	2	4	0	4	2	31	17
TRESPASSING	1	0	0	0	0	0	0	0	0	4	0	0	0	1	4
VANDALISM	6	6	1	0	8	3	0	4	0	0	0	4	2	24	10
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	2	0	1	2	3	1	2	2	3	0	0	1	1	9	9
MISCELLANEOUS	23	16	10	1	12	15	16	7	4	11	0	15	10	77	63
CLASS CUT	12	3	3	3	10	2	1	2	20	17	0	24	12	33	76
TARDY	9	4	10	9	2	8	0	5	1	11	0	13	6	42	36
LOITERING	0	0	0	7	0	0	0	0	0	0	0	0	0	7	0
DISRESPECT	29	18	21	0	25	19	10	19	18	37	0	30	19	112	133
INSUBORDINATION	20	8	9	25	24	12	9	11	15	25	0	34	23	98	117
DISRUPTION	28	37	48	15	30	27	38	35	38	68	0	48	49	185	276
FIGHTING	26	9	22	32	31	11	16	12	6	13	0	14	17	131	78
SMOKING	0	0	0	29	3	6	7	4	3	5	0	4	3	38	26
CRIME	68	42	38	14	42	30	24	25	17	27	0	29	24	234	146
DISCIPLINE	124	79	113	120	125	85	81	88	101	176	0	167	129	646	742
TOTAL	192	121	151	134	167	115	105	113	118	203	0	196	153	880	888

INCIDENT PROFILING TOTALS FOR ROCKFORD

WILSON MIDDLE SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARSON	0	1	0	0	0	0	0	0		0	0	0	0	1	0
ASSAULT	2	8	2	3	5	3	1	0	0	5	5	0	0	23	11
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
DISORDERLY CONDUCT	1	0	2	0	0	0	0	0	0	0	0	0	0	3	0
DRUGS	2	0	1	0	2	0	0	0	0	0	0	0	0	5	0
EXTORTION	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
ROBBERY	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	1	2	1	4	4	3	4	0	2	1	0	0	0	15	7
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	0	0	0	0	2	0	0	0	0	1	0	0	0	2	1
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	2	1	2	0	0	0	1	0	0	0	1	0	0	5	2
MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLASS CUT	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
TARDY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOITERING	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
DISRESPECT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSUBORDINATION	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0
DISRUPTION	0	2	0	1	0	0	0	0	0	0	0	0	0	3	0
FIGHTING	7	4	4	0	4	0	0	0	1	0	1	0	0	19	2
SMOKING	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
CRIME	9	13	8	7	13	6	6	0	2	7	7	0	0	56	22
DISCIPLINE	7	9	4	2	4	0	0	0	1	1	1	0	0	26	3
TOTAL	16	22	12	9	17	6	6	0	3	8	8	0	0	82	25

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

ENGLEWOOD HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
BOMBS	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
BURGLARY	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRUGS	0	0	0	0	2	0	0	1	1	0	0	0	0	2	2
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	2	0	0	0	0	0	0	0	0	0	0	2	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	1	0	1	0	0	1	0	1	0	0	0	2	2
TRESPASSING	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
VANDALISM	0	0	0	0	1	1	0	0	0	0	0	0	0	2	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLASS CUT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TARDY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSUBORDINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISRUPTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FIGHTING	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
SMOKING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRIME	0	0	6	0	4	3	0	2	1	2	0	0	0	13	5
DISCIPLINE	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
TOTAL	0	0	6	1	4	3	0	2	1	2	0	0	0	14	5

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

FORREST HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	1	0	1	0	1	1	3	1	1	1	1	0	0	4	7
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	1	1	4	0	1	0	0	0	0	0	0	6	1
DRUGS	0	0	0	4	2	0	2	0	5	0	0	0	0	6	7
EXTORTION	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
THEFT	2	0	6	5	0	0	0	1	1	1	1	0	0	13	4
TRESPASSING	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2
VANDALISM	0	0	1	5	2	0	1	1	0	0	1	0	0	8	3
VEHICLES	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
WEAPONS	0	0	0	4	0	0	0	1	1	2	0	0	0	4	4
MISCELLANEOUS	1	0	2	2	4	8	0	9	6	4	5	6	1	17	31
CLASS CUT	6	0	11	7	8	9	23	19	16	21	22	16	13	41	130
TARDY	6	1	28	1	0	1	0	1	0	3	0	3	0	37	7
LOITERING	0	0	0	0	0	0	0	1	0	0	0	2	0	0	3
DISPRESPECT	0	0	4	5	6	5	2	2	0	1	1	0	2	20	8
INSUBORDINATION	1	0	6	8	9	4	6	5	2	5	3	6	1	28	28
DISRUPTION	0	0	1	0	5	1	3	4	1	1	3	1	1	7	14
FIGHTING	0	0	10	8	5	1	15	6	2	3	0	0	1	24	27
SMOKING	3	0	0	2	0	0	8	5	2	3	3	2	2	5	25
CRIME	4	0	11	23	13	9	8	14	14	9	9	6	1	60	61
DISCIPLINE	16	1	60	31	33	21	57	43	23	37	32	30	20	162	242
TOTAL	20	1	71	54	46	30	65	57	37	46	41	36	21	222	303

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

JACKSON HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	1	1	1	0	0	0	3
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	1	2	3	0	0	0	0	2	0	0	0	6	2
BOMBS	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0
BURGLARY	0	1	0	9	1	4	0	1	0	0	0	0	0	15	1
DISORDERLY CONDUCT	0	0	1	0	0	1	0	0	0	0	0	0	0	2	0
DRUGS	0	0	1	0	0	1	4	0	0	1	1	0	0	2	6
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	2	1	1	0	0	0	0	0	0	0	0	4	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	1	5	0	2	5	3	0	0	3	0	0	8	11
TRESPASSING	0	0	0	1	0	0	1	1	0	1	0	0	0	1	3
VANDALISM	0	0	1	0	0	0	1	0	0	0	0	0	0	1	1
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1
MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLASS CUT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TARDY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSUBORDINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISRUPTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FIGHTING	0	0	0	6	2	1	0	1	0	1	0	0	0	9	2
SMOKING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRIME	0	1	7	19	5	10	11	6	1	5	5	0	0	42	28
DISCIPLINE	0	0	0	6	2	1	0	1	0	1	0	0	0	9	2
TOTAL	0	1	7	25	7	11	11	7	1	6	5	0	0	51	30

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

LEE HIGH SCHOOL

	1983-84						1984-85								
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	83-84 TOTAL	84-85 TOTAL
ALCOHOL	0	0	0	1	0	1	0	0	0	1	0	0	1	2	2
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	0	1	0	0	0	2	0	0	1	1	0	1	4
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRUGS	0	0	0	0	0	0	0	0	0	0	1	1	1	0	3
EXTORTION	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
TRESPASSING	0	0	0	0	1	0	0	0	0	1	0	0	1	1	2
VANDALISM	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLASS CUT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TARDY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSUBORDINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISRUPTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FIGHTING	0	0	0	4	4	4	1	0	0	2	3	3	0	12	9
SMOKING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRIME	0	0	0	4	2	1	0	2	0	2	3	4	3	7	14
DISCIPLINE	0	0	0	4	4	4	1	0	0	2	3	3	0	12	9
TOTAL	0	0	0	8	6	5	1	2	0	4	6	7	3	19	23

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

PARKER HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	1	1	0	0	0	0	1	0	0	0	0	2	1
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	1	0	0	0	2	0	0	0	0	0	0	1	2
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	1	0	1	0	0	0	2	0	0	1	3
DRUGS	0	0	4	2	2	0	0	0	0	0	1	0	1	8	2
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	1	0	0	0	1	0	0	0	0	1	0	1	2
THEFT	0	0	0	0	1	1	3	0	0	0	2	0	2	2	7
TRESPASSING	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
VANDALISM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	2	1	0	0	0	0	0	0	0	0	3	0
MISCELLANEOUS	0	0	0	0	0	3	0	2	0	2	0	0	0	3	4
CLASS CUT	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
TARDY	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
LOITERING	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
DISPRESPECT	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2
INSUBORDINATION	0	0	7	0	0	4	8	9	11	12	11	16	22	11	89
DISRUPTION	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
FIGHTING	0	0	5	0	0	0	1	3	2	6	4	0	2	5	18
SMOKING	0	0	1	0	2	2	1	4	0	1	1	2	0	5	9
CRIME	0	0	7	5	5	4	7	2	1	2	6	1	3	21	22
DISCIPLINE	0	0	14	0	2	6	11	17	13	21	16	19	24	22	121
TOTAL	0	0	21	5	7	10	18	19	14	23	22	20	27	43	143

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

PAXON HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	1	0	2	0	0	0	0	1	0	1	0	3	2
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	1	1	2	0	0	0	0	1	3	0	4	4
DISORDERLY CONDUCT	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
DRUGS	0	0	0	0	0	0	0	0	0	1	1	0	0	0	2
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
THEFT	2	0	0	0	2	0	0	0	0	0	0	1	0	4	1
TRESPASSING	1	0	1	0	2	1	0	0	0	1	0	1	0	5	2
VANDALISM	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	1	0	0	0	0	0	0	1	0	2	0	0	0	1	3
MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLASS CUT	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
TARDY	7	2	0	0	0	0	0	0	0	0	0	0	0	9	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	3	0	0	3	3	1	0	0	0	0	0	0	0	10	0
INSUBORDINATION	3	0	4	3	0	1	0	1	0	0	0	0	0	11	1
DISRUPTION	1	0	2	0	0	1	0	0	0	0	0	0	0	4	0
FIGHTING	0	6	3	3	2	0	1	0	0	0	0	0	0	14	1
SMOKING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRIME	4	0	2	2	7	5	0	2	0	5	2	6	0	20	15
DISCIPLINE	15	8	9	9	5	3	1	1	0	0	0	0	0	49	2
TOTAL	19	8	11	11	12	8	1	3	0	5	2	6	0	69	17

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

RIBAULT HIGH SCHOOL

	1983-84						1984-85								
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	83-84 TOTAL	84-85 TOTAL
ALCOHOL	0	0	0	3	0	0	0	0	0	0	0	0	0	3	0
ARSON	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
ASSAULT	0	0	0	4	1	0	1	0	3	4	1	1	0	5	10
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	3	0	0	0	0	0	0	0	0	0	0	3	0
DISORDERLY CONDUCT	0	0	2	6	0	0	0	0	0	0	0	0	0	8	0
DRUGS	0	0	2	0	2	0	0	0	0	0	0	0	0	4	0
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRESPASSING	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1
VANDALISM	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	1	0	1	1	1	0	1	0	0	1	0	3	3
MISCELLANEOUS	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
CLASS CUT	4	2	2	5	0	0	1	0	2	0	0	0	0	13	3
TARDY	1	1	3	0	0	0	0	0	0	0	0	0	0	5	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	4	1	11	1	1	2	1	0	0	2	0	0	0	20	3
INSUBORDINATION	8	4	9	3	0	1	2	3	0	2	0	0	0	25	7
DISRUPTION	9	15	21	7	0	0	1	0	1	0	0	0	0	52	2
FIGHTING	0	0	4	8	7	1	0	0	0	2	5	6	0	20	13
SMOKING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRIME	0	0	9	14	5	1	2	1	4	5	1	2	0	29	15
DISCIPLINE	26	23	50	24	8	4	5	3	3	6	5	6	0	135	28
TOTAL	26	23	59	38	13	5	7	4	7	11	6	8	0	164	43

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

RAINES HIGH SCHOOL

	1983-84							1984-85						83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	1	0	0	4	0	0	0	0	0	1	4
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	1	1	1	0	0	0	0	0	0	0	0	3	0
BOMBS	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
DRUGS	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TRESPASSING	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
VANDALISM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	1	1	2	0	0	1	1	2	0	0	0	4	4
MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLASS CUT	5	0	0	0	0	0	0	0	0	0	0	0	0	5	0
TARDY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOITERING	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
DISPRESPECT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSUBORDINATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISRUPTION	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0
FIGHTING	0	0	2	0	0	0	0	0	0	0	0	0	0	2	0
SMOKING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRIME	2	0	3	3	4	0	0	5	1	2	0	0	0	12	8
DISCIPLINE	8	0	2	0	0	0	0	0	0	0	0	0	0	10	0
TOTAL	10	0	5	3	4	0	0	5	1	2	0	0	0	22	8

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

ARLINGTON JUNIOR HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	1	0	0	0	0	1	0	0	0	0	0	1	1
ARSON	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
ASSAULT	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRUGS	0	0	0	2	1	0	1	0	0	0	3	3	0	3	7
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	1	0	1	0	0	0	0	0	0	0	0	2	0
THEFT	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	1	0	0	1	0	0	0	0	0	0	0	0	0	2	0
MISCELLANEOUS	0	0	2	0	0	0	0	0	0	0	0	0	0	2	0
CLASS CUT	4	0	0	0	0	0	0	0	0	0	0	0	0	4	0
TARDY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSUBORDINATION	1	0	4	0	0	0	0	0	0	0	0	0	0	5	0
DISRUPTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FIGHTING	0	0	2	0	0	0	0	0	0	0	0	0	0	2	0
SMOKING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRIME	1	0	4	3	3	1	1	2	0	0	3	3	0	12	9
DISCIPLINE	5	0	6	0	0	0	0	0	0	0	0	0	0	11	0
TOTAL	6	0	10	3	3	1	1	2	0	0	3	3	0	23	9

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

DAVIS JUNIOR HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	4	2	1	0	0	0	0	0	0	0	0	0	7	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	1	2	2	1	0	0	1	0	0	0	0	6	1
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	1	0	0	1	1	0	2	0	0	0	0	0	0	3	2
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRUGS	0	0	0	1	2	0	0	0	0	0	0	0	4	3	4
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	1	1	3	0	6	1	0	3	1	1	0	5	12
TRESPASSING	0	0	2	1	0	0	0	0	0	2	1	0	0	3	3
VANDALISM	0	0	0	1	0	0	0	3	0	1	1	1	3	1	9
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
WEAPONS	0	1	2	1	1	0	0	0	0	0	0	0	0	5	0
MISCELLANEOUS	0	0	1	1	0	0	1	1	0	1	0	0	0	2	3
CLASS CUT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TARDY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INSUBORDINATION	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0
DISRUPTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FIGHTING	3	0	0	2	0	0	1	0	0	1	4	0	0	5	6
SMOKING	3	2	3	1	0	0	0	0	0	0	0	0	0	9	0
CRIME	2	5	9	10	9	1	9	5	1	7	3	2	8	36	35
DISCIPLINE	6	4	3	3	0	0	1	0	0	1	4	0	0	16	6
TOTAL	8	9	12	13	9	1	10	5	1	8	7	2	8	52	41

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

HIGHLANDS JUNIOR HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARSON	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
ASSAULT	1	0	9	1	1	0	4	2	2	2	2	5	0	12	17
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
DISORDERLY CONDUCT	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
DRUGS	0	0	1	0	1	0	0	0	0	1	0	0	0	2	1
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	2	0	0	0	1	0	0	0	0	0	0	2	1
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	1	1	1	2	0	0	0	0	0	1	0	5	1
TRESPASSING	0	0	0	0	0	0	0	1	0	1	0	0	0	0	2
VANDALISM	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	1	1	5	1	0	0	0	1	0	0	0	8	1
MISCELLANEOUS	0	0	2	1	5	1	0	0	1	0	0	0	1	9	2
CLASS CUT	2	0	3	2	0	0	1	1	1	0	4	2	0	7	9
TARDY	2	0	0	6	6	0	0	1	0	1	0	0	0	14	2
LOITERING	0	0	2	2	0	0	0	0	0	0	0	0	0	4	0
DISPRESPECT	12	3	18	7	6	5	1	1	6	5	1	0	0	51	14
INSUBORDINATION	5	0	4	4	4	1	1	2	2	4	3	0	0	18	12
DISRUPTION	1	0	2	1	2	0	0	0	0	2	1	0	1	6	4
FIGHTING	10	2	6	11	5	5	9	3	20	6	2	0	1	39	41
SMOKING	4	2	6	4	3	4	2	1	5	6	5	2	0	23	21
CRIME	1	0	16	5	15	4	5	3	3	6	2	6	1	41	26
DISCIPLINE	36	7	41	37	26	15	14	9	34	24	16	4	2	162	103
TOTAL	37	7	57	42	41	19	19	12	37	30	18	10	3	203	129

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

KIRBY SMITH JUNIOR HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	1	0	0	0	0	0	0	0	4	0	0	0	1	4
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRUGS	0	0	0	0	0	0	1	0	0	1	0	0	0	0	2
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	1	0	0	1	0	0	0	0	0	0	0	0	2	0
THEFT	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MISCELLANEOUS	0	18	0	0	0	0	0	0	0	0	0	0	0	18	0
CLASS CUT	0	8	1	0	0	0	0	0	0	0	0	0	0	9	0
TARDY	0	24	3	0	0	0	0	0	0	0	0	0	0	27	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
INSUBORDINATION	0	17	1	3	0	0	0	0	0	0	0	0	0	21	0
DISRUPTION	0	10	0	0	0	0	0	0	0	0	0	0	0	10	0
FIGHTING	0	3	2	7	1	0	0	0	0	0	4	0	0	13	4
SMOKING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRIME	0	21	0	1	1	0	1	0	0	5	0	0	0	23	6
DISCIPLINE	0	63	7	10	1	0	0	0	0	0	4	0	0	81	4
TOTAL	0	84	7	11	2	0	1	0	0	5	4	0	0	104	10

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

NORTHWESTERN JUNIOR HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	0	2	2	0	0	2	0	0	0	0	0	4	2
BOMBS	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	0	0	2	0	0	0	0	0	0	0	0	2	0
DRUGS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	3	0	2	0	0	0	0	0	0	0	2	5	2
MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLASS CUT	1	1	0	1	0	0	0	0	0	0	0	0	0	3	0
TARDY	11	4	11	0	0	0	0	0	0	0	0	0	0	26	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	1	1	0	3	5	2	1	0	0	0	0	1	0	12	2
INSUBORDINATION	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0
DISRUPTION	0	2	10	1	7	3	1	0	0	0	0	0	0	23	1
FIGHTING	7	2	10	18	10	6	16	12	3	0	1	5	2	53	39
SMOKING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRIME	0	1	3	2	7	1	0	5	0	0	0	1	2	14	8
DISCIPLINE	20	12	31	23	22	11	18	12	3	0	1	6	2	119	42
TOTAL	20	13	34	25	29	12	18	17	3	0	1	7	4	133	50

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

PAXON JUNIOR HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ARSON	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASSAULT	0	0	0	1	1	0	0	0	0	1	0	0	0	2	1
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISORDERLY CONDUCT	0	0	5	11	32	10	0	0	0	0	0	0	0	58	0
DRUGS	0	0	0	0	2	0	1	0	2	1	0	0	0	2	4
EXTORTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
THEFT	0	0	0	0	6	0	0	0	0	0	0	0	0	6	0
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	0	2	0	0	0	0	0	0	0	0	2	0
MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLASS CUT	0	0	1	0	0	0	2	0	0	0	0	0	0	1	2
TARDY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	0	0	0	2	6	0	2	1	1	3	1	0	0	8	8
INSUBORDINATION	0	0	0	0	2	0	0	0	0	0	0	0	0	2	0
DISRUPTION	0	0	0	0	0	0	0	0	0	4	0	0	0	0	4
FIGHTING	0	0	0	6	8	0	4	0	0	3	1	0	0	14	8
SMOKING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CRIME	0	0	5	12	43	10	1	0	2	2	0	0	0	70	5
DISCIPLINE	0	0	1	8	16	0	8	1	1	10	2	0	0	25	22
TOTAL	0	0	6	20	59	10	9	1	3	12	2	0	0	95	27

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

RIBAULT JUNIOR HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	3	0	0	0	0	0	1	0	0	0	0	0	0	3	1
ARSON	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
ASSAULT	2	0	1	2	0	0	0	3	0	2	3	2	4	5	14
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DRUGS	0	0	0	2	3	0	0	1	0	1	0	0	2	5	4
EXTORTION	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	1	0	0	0	1	0	0	0	0	0	0	0	0	2	0
THEFT	0	0	0	1	0	0	0	0	0	1	1	0	1	1	3
TRESPASSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANDALISM	0	0	0	0	0	0	0	0	0	1	0	1	1	0	3
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	1	0	1	0	1	0	0	0	0	0	2	1
MISCELLANEOUS	0	0	0	1	0	1	1	0	0	1	0	4	0	2	6
CLASS CUT	0	0	0	0	0	0	0	1	0	3	0	1	1	0	6
TARDY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
INSUBORDINATION	0	0	0	0	1	0	0	0	0	0	0	0	1	1	1
DISRUPTION	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
FIGHTING	0	4	1	12	6	3	0	2	0	8	6	7	5	26	28
SMOKING	0	0	0	0	0	0	0	0	0	4	0	1	0	0	5
CRIME	7	0	1	8	4	3	2	5	0	6	4	7	9	23	33
DISCIPLINE	0	4	1	12	7	3	0	3	0	15	8	9	7	27	42
TOTAL	7	4	2	20	11	6	2	8	0	21	12	16	16	50	75

INCIDENT PROFILING TOTALS FOR JACKSONVILLE

SANDALWOOD JUNIOR/SENIOR HIGH SCHOOL

	1983-84						1984-85							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
ALCOHOL	1	1	0	0	0	0	0	1	0	0	0	0	0	2	1
ARSON	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
ASSAULT	0	2	2	0	2	1	0	2	2	2	0	3	0	7	9
BOMBS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURGLARY	6	4	0	0	0	0	0	0	0	0	0	0	0	10	0
DISORDERLY CONDUCT	0	0	0	0	0	0	0	0	2	0	1	0	0	0	3
DRUGS	0	0	6	0	0	1	2	0	0	0	1	0	0	7	3
EXTORTION	0	0	1	0	1	0	0	0	0	0	0	0	0	2	0
ROBBERY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEX OFFENSES	0	0	0	0	0	0	3	1	0	0	1	0	0	0	5
THEFT	2	0	7	14	12	2	4	9	5	6	2	2	0	37	28
TRESPASSING	0	0	0	1	0	3	0	0	0	0	0	0	0	4	0
VANDALISM	0	0	0	0	0	0	0	4	0	0	0	0	0	0	4
VEHICLES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WEAPONS	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
MISCELLANEOUS	2	0	0	1	0	0	1	2	0	0	0	0	0	3	3
CLASS CUT	1	8	1	0	0	0	8	5	9	15	5	7	0	10	49
TARDY	9	0	13	0	0	0	8	20	13	17	2	2	0	22	62
LOITERING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DISPRESPECT	1	0	1	0	0	0	4	3	1	1	1	2	0	2	12
INSUBORDINATION	2	4	0	0	0	0	6	23	12	14	12	11	0	6	78
DISRUPTION	0	0	0	0	0	0	5	6	3	15	2	11	0	0	42
FIGHTING	8	3	0	2	0	0	9	15	2	8	3	4	0	13	41
SMOKING	7	0	0	2	0	0	12	4	3	3	5	2	0	9	29
CRIME	11	7	16	16	15	7	10	19	9	8	7	5	0	72	58
DISCIPLINE	28	15	15	4	0	0	52	76	43	73	30	39	0	62	313
TOTAL	39	22	31	20	15	7	62	95	52	81	37	44	0	134	371

APPENDIX C

SCHOOL CHARACTERISTICS

Anaheim C--3

Rockford C--4

Jacksonville C--5

The following descriptions correspond to the school characteristics codes used in the tables on the next three pages. All items reflect schools' status as of fall, 1983.

% Nonwhite: Nonwhite racial groups and hispanic.

Campus Condition: Physical condition of buildings and grounds.

5-Immaculate, bright, no graffiti or breakage, well landscaped, fresh or clean paint, seasonal decorations.
4-
3-Clean, minor graffiti or breakage, mostly good repair, attractive appearance, some landscaping.
2-
1-Dirty, dingy, graffiti, breakage, faded and pealing paint, boarded-up windows, unpleasant design, litter, substantial deterioration, potholes in parking lots.

Location: Site environs.

C-Central city
U-Urban area outside central city
S-Suburb, housing tract area
R-Rural, farmland

Students' SES: Socio-economic status of substantially represented groups.

5-Upper: Wealthy businesspeople, established professionals, social elite.
4-Upper middle: Junior professionals, small business owners, upper level management, white collar.
3-Middle: Staff managerial, union labor, craftspeople, blue collar.
2-Lower middle: Unskilled labor, service workers, pink collar (sole provider).
1-Unemployed, odd jobs.

Orderliness: Prevalent student behavior.

5-Tranquil, extremely well-mannered students, calm, everyone where they should be when they should be there.
4-
3-Generally quiet and orderly, few students out of class, little physical contact between students, some commotion during lunch and between classes.
2-
1-Chaotic, considerable noise and disruption during lunch and between classes, tussling, students roaming grounds during class.

APPENDIX C

SCHOOL CHARACTERISTICS

Anaheim C--3

Rockford C--4

Jacksonville C--5

The following descriptions correspond to the school characteristics codes used in the tables on the next three pages. All items reflect schools' status as of fall, 1983.

% Nonwhite: Nonwhite racial groups and hispanic.

Campus Condition: Physical condition of buildings and grounds.

5-Immaculate, bright, no graffiti or breakage, well landscaped, fresh or clean paint, seasonal decorations.
4-
3-Clean, minor graffiti or breakage, mostly good repair, attractive appearance, some landscaping.
2-
1-Dirty, dingy, graffiti, breakage, faded and pealing paint, boarded-up windows, unpleasant design, litter, substantial deterioration, potholes in parking lots.

Location: Site environs.

C-Central city
U-Urban area outside central city
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Students' SES: Socio-economic status of substantially represented groups.

5-Upper: Wealthy businesspeople, established professionals, social elite.
4-Upper middle: Junior professionals, small business owners, upper level management, white collar.
3-Middle: Staff managerial, union labor, craftspeople, blue collar.
2-Lower middle: Unskilled labor, service workers, pink collar (sole provider).
1-Unemployed, odd jobs.

Orderliness: Prevalent student behavior.

5-Tranquil, extremely well-mannered students, calm, everyone where they should be when they should be there.
4-
3-Generally quiet and orderly, few students out of class, little physical contact between students, some commotion during lunch and between classes.
2-
1-Chaotic, considerable noise and disruption during lunch and between classes, tussling, students roaming grounds during class.

Anaheim School Characteristics

School	Level	Enrollment	% Non-white	Campus Cond.	Location	Students' SES	Orderliness
Anaheim	HS	2001	60	3	U	3,2,1	3
Cypress	HS	2191	25	5	S	5,4	5
Katella	HS	1888	27	4	S	4,3,2	4
Kennedy	HS	2188	27	5	S	4,3,2	4
Loara	HS	1953	26	4	S	4,3,2	4
Magnolia	HS	1429	36	4	S	4,3,2	4
Savanna	HS	1658	28	4	S	3,2	4
Western	HS	1683	29	4	S	4,3,2	4
Ball	JH	896	32	4	S	4,3,2	4
Brookhurst	JH	988	39	4	S	4,3,2	4
Dale	JH	921	35	4	S	4,3,2	4
Lexington	JH	771	25	5	S	5,4	5
Orangeview	JH	987	28	3	S	3,2	4
South	JH	962	35	4	U	3,2,1	4
Sycamore	JH	776	58	4	U	3,2,1	4
Walker	JH	1002	15	4	S	4,3,2	4

Two additional schools participated:

Gilbert Continuation High School with two small campuses: Gilbert East adjacent to the district office building, and Gilbert West near Savannah High School.

Hope School for Special Education, sharing a campus with Gilbert West.

Please see page C-2 for a description of each category.

Rockford School Characteristics

School	Level	Enrollment	% Non-white	Campus Cond.	Location	Students' SES	Orderliness
Auburn	HS	1519	36	3	S	4,3,2,1	4
East	HS	2051	26	3	U	4,3,2	4
Guilford	HS	1776	17	4	S	5,4,3,2	4
Jefferson	HS	2195	11	3	R	4,3,2	3
West	HS	1458	33	2	U	4,3,2,1	3
Eisenhower	MS	1068	18	4	S	5,4,3,2	4
Flinn	MS	1182	9	3	U	4,3,2	4
Kennedy	MS	1004	31	3	R	4,3,2	4
Lincoln	MS	994	41	3	U	3,2,1	4
Wilson	MS	979	31	3	S	3,2,1	4

The Rockford Area Vocational Center also participated in some aspects of the project. This school is located on the Jefferson High School Campus and enrolls students from Rockford and surrounding school districts.

Please see page C-2 for a description of each category.

Jacksonville School Characteristics

School	Level	Enroll-ment	% Non-white	Campus Cond.	Loca-tion	Students' SES	Order-liness
Englewood	HS	1190	34	4	S	4,3,2	4
Forrest	HS	1600	23	4	S	4,3,2	4
Jackson	HS	1773	44	3	U	3,2,1	3
Lee	HS	1173	50	3	U	4,3,2,1	3
Parker	HS	1752	13	4	S	4,3	4
Paxon	HS	1049	58	3	S	3,2	3
Ribault	HS	1489	99	4	S	3,2	4
Raines	HS	1333	96	4	S	3,2	3
Sandalwood	HS	1644	21	4	S	4,3	4
Arlington	JH	750	21	3	S	4,3	4
Davis	JH	1132	32	3	S	3,2	3
Highlands	JH	1769	42	3	S	3,2	3
Kirby-Smith	JH	956	72	3	C	2,1	2
Northwestern	JH	895	99	3	S	3,2,1	2
Paxon	JH	1235	53	4	S	3,2	3
Ribault	JH	1055	68	3	S	3,2	4
Sandalwood	JH	1520	14	4	S	4,3	3

Please see page C-2 for a description of each category.

APPENDIX D

SURVEY RESULTS

School Safety Checklist D--2

All Districts D--3

Anaheim D--5

Rockford D--7

Jacksonville D--9

Final Survey D--11

Anaheim D--12

Rockford D--14

Jacksonville D--16

CONTINUED

5 OF 6

Jacksonville School Characteristics

School	Level	Enrollment	% Non-white	Campus Cond.	Location	Students' SES	Orderliness
Englewood	HS	1190	34	4	S	4,3,2	4
Forrest	HS	1600	23	4	S	4,3,2	4
Jackson	HS	1773	44	3	U	3,2,1	3
Lee	HS	1173	50	3	U	4,3,2,1	3
Parker	HS	1752	13	4	S	4,3	4
Paxon	HS	1049	58	3	S	3,2	3
Ribault	HS	1489	99	4	S	3,2	4
Raines	HS	1333	96	4	S	3,2	3
Sandalwood	HS	1644	21	4	S	4,3	4
Arlington	JH	750	21	3	S	4,3	4
Davis	JH	1132	32	3	S	3,2	3
Highlands	JH	1769	42	3	S	3,2	3
Kirby-Smith	JH	956	72	3	C	2,1	2
Northwestern	JH	895	99	3	S	3,2,1	2
Paxon	JH	1235	53	4	S	3,2	3
Ribault	JH	1055	68	3	S	3,2	4
Sandalwood	JH	1520	14	4	S	4,3	3

Please see page C-2 for a description of each category.

APPENDIX D

SURVEY RESULTS

School Safety Checklist D--2

All Districts D--3

Anaheim D--5

Rockford D--7

Jacksonville D--9

Final Survey D--11

Anaheim D--12

Rockford D--14

Jacksonville D--16

SCHOOL SAFETY CHECKLIST

The next pages present results for key and composite variables of the School Safety Checklist. The following description references each item to questions on the survey form from which it was derived (Appendix A, p. A--9-10). The denominator for calculating percentages of composite items is the largest number of total respondents to any of the questions comprising the item.

Total Victimization "Yes" for Part II questions 1, 2, 3, 7, 8, 9, or 10.

Property Victimization "Yes" for Part II questions 1, or 2.

Personal Victimization "Yes" for Part II questions 3, 7, 8, 9, or 10.

Multiple Victimization "Yes" for more than one Part II of the questios included in Total Victimization.

Saw Drug Deal "Yes" for Part II question 6.

Fought in Self Defense "Yes" for Part II question 4.

Some Area of Campus Unsafe "Fairly Unsafe" or "Very Unsafe" for Part I questions 1 through 9, or 12.

Some Area of Campus Very Unsafe "Very Unsafe" for Part I questions 1 through 9, or 12.

Some Area of Campus Unsafe "Fairly Unsafe" or "Very Unsafe" for Part I question 13.

School Safety Checklist: All Districts
Key and Composite Variables (Percentages of Respondents)

Fall 1983	N*	Total Victimization	Property Victimization	Personal Victimization	Multiple Victimization	Saw Drug Deal	Fought in Self Defense	Some Area of Campus Unsafe	Some Area of Campus Very Unsafe	N'borhood Near School Unsafe
Anaheim HS	587/ 713	33	30	10	13	37	10	40	16	13
Jacksonville HS	1272	41	38	11	16	23	10	44	22	19
Rockford HS	451/ 542	33	29	12	12	35	7	42	18	11
Anaheim JH	742	48	41	24	23	25	17	44	17	20
Jacksonville JH	979	44	41	12	18	17	15	44	16	18
Rockford MS	425	45	37	23	19	16	19	45	18	11
Spring 1984										
Anaheim HS	484/ 590	35	32	10	14	32	9	44	20	14
Jacksonville HS	751	41	39	11	17	26	11	47	23	21
Rockford HS	347/ 449	36	34	11	15	34	8	41	16	10
Anaheim JH	432	50	44	21	24	20	21	48	23	17
Jacksonville JH	815	53	50	14	24	18	17	49	24	20
Rockford MS	363	55	47	28	25	29	23	52	27	17

* Anaheim and Rockford high schools: grades 11/9 and junior highs: grade 7. Jacksonville high schools: grade 10 and junior highs: grade 8.

School Safety Checklist: All Districts
Key and Composite Variables (Percentages of Respondents)

Fall 1984	N*	Total Victimi-zation	Property Victimi-zation	Personal Victimi-zation	Multiple Victimi-zation	Saw Drug Deal	Fought in Self Defense	Some Area of Campus Unsafe	Some Area of Campus Very Unsafe	N'borhood Near School Unsafe
Anaheim HS	583/ 721	33	30	9	13	26	9	42	19	13
Jacksonville HS	967	33	29	9	11	19	8	40	18	17
Rockford HS	466/ 453	30	25	12	11	29	9	58	18	12
Anaheim JH	537	41	34	17	16	8	12	32	13	13
Jacksonville JH	763	47	43	15	21	13	15	50	24	25
Rockford MS	310	34	27	17	14	8	12	54	17	14
Spring 1985										
Anaheim HS	541/ 609	34	32	8	12	31	11	40	20	11
Jacksonville HS	704	34	32	10	16	21	11	43	19	18
Rockford HS	204/ 202	38	35	13	18	26	11	42	16	14
Anaheim JH	754	41	36	16	17	13	15	36	16	14
Jacksonville JH	864	52	47	17	23	15	16	47	26	20
Rockford MS	440	42	36	19	19	14	13	43	20	15

* Anaheim and Rockford high schools: grades 11/9 and junior highs: grade 7. Jacksonville high schools: grade 10 and junior highs: grade 8.

School Safety Checklist: Anaheim
Key and Composite Variables (Percentages of Respondents)

Fall 1983	N*	Total Victimization	Property Victimization	Personal Victimization	Multiple Victimization	Saw Drug Deal	Fought in Self Defense	Some Area of Campus Unsafe	Some Area of Campus Very Unsafe	N'borhood Near School Unsafe
Anaheim HS	103/ 73	41	38	15	20	41	16	45	20	16
Cypress HS	106/ 92	33	30	14	14	35	5	31	14	10
Kennedy HS	117/ 85	28	26	9	12	49	12	35	14	14
Katella HS	92/ 65	37	32	10	13	26	12	37	14	11
Loara HS	86/ 86	32	30	7	13	40	7	42	16	8
Magnolia HS	76/ 63	45	42	12	19	39	12	47	18	21
Savanna HS	59/ 57	27	26	5	6	27	8	42	18	9
Western HS	74/ 66	21	17	8	8	35	8	47	17	14
Ball JH	87	41	35	17	16	33	16	43	15	21
Brookhurst JH	112	63	54	39	39	39	29	53	24	16
Dale JH	83	52	44	26	24	31	23	42	23	28
Lexington JH	79	41	37	18	18	10	9	33	9	10
Orangeview JH	93	44	37	18	22	24	11	45	15	25
South JH	93	54	47	25	24	25	19	46	20	22
Sycamore JH	94	54	47	23	23	24	15	48	12	30
Walker JH	101	33	23	21	15	12	15	37	15	8
Spring 1984										
Anaheim HS	143/ 34	46	44	12	17	32	15	42	21	19
Cypress HS	79/ 116	28	26	4	12	27	4	27	6	4
Kennedy HS	82/ 54	29	26	10	13	41	6	51	25	12
Katella HS	84/ 46	33	31	9	13	30	9	62	35	26
Loara HS	77/ 94	40	38	12	23	28	9	44	19	10
Magnolia HS	13/ 55	39	35	12	13	30	11	54	25	17
Savanna HS	78/ 33	38	34	14	14	30	12	46	19	15
Western HS	34/ 52	35	32	8	11	38	9	46	28	14
Ball JH	54	54	50	22	26	22	22	41	15	13
Brookhurst JH	45	56	47	24	27	13	18	36	20	22
Dale JH	55	53	44	26	29	22	26	64	16	20
Lexington JH	73	40	36	16	18	6	14	40	22	10
Orangeview JH	64	41	33	22	17	33	24	73	36	25
South JH	86	65	59	26	30	24	27	48	23	20
Sycamore JH	21	19	19	0	10	5	0	5	0	0
Walker JH	34	50	47	18	32	24	18	53	35	12

* High schools--grades 11/9 and junior highs: grade 7.

School Safety Checklist: Anaheim
Key and Composite Variables (Percentages of Respondents)

Fall 1984	N*	Total Victimization	Property Victimization	Personal Victimization	Multiple Victimization	Saw Drug Deal	Fought in Self Defense	Some Area of Campus Unsafe	Some Area of Campus Very Unsafe	N'borhood Near School Unsafe
Anaheim HS	109/ 73	40	38	9	17	26	12	50	28	31
Cypress HS	97/ 87	31	28	7	13	15	7	30	9	4
Kennedy HS	140/ 94	26	23	8	9	28	8	39	14	11
Katella HS	62/ 84	20	19	4	4	26	7	37	16	9
Loara HS	85/ 85	44	42	11	18	28	9	48	24	11
Magnolia HS	90/ 46	37	32	12	18	24	9	43	18	14
Savanna HS	84/ 53	42	39	12	13	39	13	40	22	12
Western HS	54/ 61	23	22	10	10	29	9	49	18	13
Ball JH	81	52	43	22	24	13	20	42	19	23
Brookhurst JH	56	30	25	9	11	14	9	25	11	15
Dale JH	55	55	49	22	22	15	15	49	22	30
Lexington JH	52	19	14	10	4	0	4	31	4	6
Orangeview JH	61	31	23	13	8	10	13	43	26	15
South JH	60	60	48	32	28	8	8	27	13	5
Sycamore JH	84	26	23	5	6	1	6	10	1	3
Walker JH	88	51	41	24	25	6	15	34	10	11
Spring 1985										
Anaheim HS	66/ 58	53	49	11	20	32	17	42	24	24
Cypress HS	104/ 64	26	23	8	10	34	10	37	17	11
Kennedy HS	68/ 98	34	31	7	10	36	11	35	18	10
Katella HS	85/ 79	24	22	7	9	24	7	33	13	2
Loara HS	97/ 73	36	34	8	11	27	9	40	20	11
Magnolia HS	68/ 46	36	36	7	15	32	15	48	22	16
Savanna HS	58/ 79	32	30	7	11	33	8	41	20	10
Western HS	63/ 44	44	41	10	14	26	14	43	24	9
Ball JH	73	51	44	18	19	13	28	45	23	23
Brookhurst JH	99	44	35	23	22	8	13	36	12	15
Dale JH	65	45	40	19	19	20	17	48	23	22
Lexington JH	75	41	33	20	16	8	11	31	13	11
Orangeview JH	62	37	28	18	18	15	16	37	19	21
South JH	82	43	39	19	21	11	23	43	22	11
Sycamore JH	156	31	28	6	7	3	8	12	1	6
Walker JH	142	45	43	17	19	25	15	48	25	16

* High schools--grades 10 and junior highs: grade 8.

School Safety Checklist: Rockford
Key and Composite Variables (Percentages of Respondents)

Fall 1983	N*	Total Victimization	Property Victimization	Personal Victimization	Multiple Victimization	Saw Drug Deal	Fought in Self Defense	Some Area of Campus Unsafe	Some Area of Campus Very Unsafe	N'borhood Near School Unsafe
Auburn HS	106/ 84	34	29	11	11	36	11	45	22	27
East HS	127/ 115	36	34	14	13	47	9	39	14	11
Guilford HS	106/ 82	32	30	9	13	20	4	34	10	3
Jefferson HS	98/ 103	26	22	10	9	41	6	44	21	4
West HS	105/ 67	38	34	14	13	27	8	51	22	12
Eisenhower MS	109	48	39	23	15	6	17	39	18	5
Flinn MS	75	31	24	15	13	16	15	41	15	10
Kennedy MS	65	51	43	19	19	19	22	62	20	3
Lincoln MS	86	49	35	29	24	24	24	41	15	10
Wilson MS	90	48	42	28	26	17	21	49	20	28
Spring 1984										
Auburn HS	85/ 54	44	40	16	23	30	9	44	16	29
East HS	112/ 94	36	33	10	11	40	10	33	12	5
Guilford HS	80/ 118	39	37	9	18	25	7	34	12	5
Jefferson HS	102/ 80	28	23	10	10	39	7	54	24	7
West HS	70	41	37	10	17	33	9	47	20	10
Eisenhower MS	107	54	45	33	26	22	16	52	23	8
Flinn MS	83	48	41	21	19	37	21	52	33	16
Kennedy MS	82	62	53	32	28	21	34	60	29	13
Wilson MS	91	55	50	24	26	37	23	46	24	31

* High schools--grades 11/9 and junior highs: grade 7.

School Safety Checklist: Rockford
Key and Composite Variables (Percentages of Respondents)

Fall 1984	N*	Total Victimization	Property Victimization	Personal Victimization	Multiple Victimization	Saw Drug Deal	Fought in Self Defense	Some Area of Campus Unsafe	Some Area of Campus Very Unsafe	N'borhood Near School Unsafe
Auburn HS	94/ 97	30	26	16	14	30	11	55	18	21
East HS	91/ 89	28	25	10	10	32	6	56	16	13
West HS	86/ 92	32	26	12	11	32	12	66	19	14
Other HS	182/ 188	29	25	11	11	25	7	57	18	7
Flinn MS	113	30	20	15	10	7	12	52	12	12
Wilson MS	109	30	26	15	11	3	12	51	16	20
Other JH	88	44	38	21	22	15	13	59	24	9
Spring 1985										
Auburn HS	90/ 64	36	33	13	16	29	13	44	17	18
East HS	44/ 37	40	34	12	20	31	9	38	19	12
Guilford HS	21/ 24	43	35	18	25	24	7	47	24	4
Jefferson HS	2/ 36	40	40	31	33	61	56	46	31	31
West HS	45/ 43	41	37	10	17	17	10	40	13	16
Eisenhower MS	137	38	32	22	22	13	13	55	26	10
Flinn MS	76	36	32	18	20	16	8	43	25	8
Lincoln MS	127	48	42	18	15	17	17	24	8	9
Wilson MS	100	43	37	18	19	12	13	51	23	37

* High schools--grades 11/9 and junior highs: grade 7.

School Safety Checklist: Jacksonville
Key and Composite Variables (Percentages of Respondents)

Fall 1983	N*	Total Victimi-zation	Property Victimi-zation	Personal Victimi-zation	Multiple Victimi-zation	Saw Drug Deal	Fought in Self Defense	Some Area of Campus Unsafe	Some Area of Campus Very Unsafe	N'borhood Near School Unsafe
Englewood HS	94	39	37	9	17	27	5	29	12	11
Forrest HS	135	39	38	9	17	28	15	50	25	15
Jackson HS	188	49	46	12	20	26	13	54	28	34
Lee HS	114	26	24	4	11	25	12	44	22	27
Parker HS	172	42	40	9	16	16	5	33	11	8
Paxon HS	87	44	40	23	21	37	15	60	37	26
Ribault HS	194	44	41	9	12	12	9	33	17	10
Raines HS	168	41	36	12	14	26	10	51	32	27
Sandalwood HS	120	40	35	15	15	16	9	40	13	13
Arlington JH	119	41	40	11	15	14	15	44	18	14
Davis JH	127	54	50	24	25	28	16	48	22	18
Highlands JH	159	34	32	7	11	11	10	33	6	14
Kirby-Smith JH	84	48	42	12	25	10	17	50	25	32
Norhtwestern JH	90	37	32	10	16	17	18	47	17	27
Paxon JH	124	52	44	19	18	23	23	52	22	19
Ribault JH	143	39	38	6	15	5	5	39	8	14
Sandalwood JH	133	53	51	12	26	33	17	47	16	16
Spring 1984										
Englewood HS	48	35	35	4	10	13	15	44	17	19
Forrest HS	93	37	34	11	15	31	12	46	27	19
Jackson HS	193	44	41	13	19	29	9	55	28	37
Lee HS	94	37	34	12	18	39	14	53	30	13
Parker HS	126	41	39	9	15	17	10	35	10	15
Paxon HS	57	47	46	16	23	34	16	61	35	25
Ribault HS	102	40	36	12	19	19	9	36	20	8
Raines HS	37	51	53	9	16	18	9	43	19	11
Arlington JH	115	47	43	16	22	17	15	43	19	10
Davis JH	73	52	43	24	23	17	10	66	41	19
Highlands JH	121	49	48	10	19	25	15	47	20	16
Kirby-Smith JH	83	48	48	6	29	16	19	43	28	22
Norhtwestern JH	118	69	67	20	38	17	28	59	35	39
Paxon JH	130	59	54	19	29	20	16	55	27	21
Ribault JH	86	42	41	2	12	4	8	34	9	17
Sandalwood JH	89	53	51	16	20	25	19	43	12	12

* High schools--grade 10 and junior highs: grade 8.

School Safety Checklist: Jacksonville
Key and Composite Variables (Percentages of Respondents)

Fall 1984	N*	Total Victimization	Property Victimization	Personal Victimization	Multiple Victimization	Saw Drug Deal	Fought in Self Defense	Some Area of Campus Unsafe	Some Area of Campus Very Unsafe	N'borhood Near School Unsafe
Englewood HS	12	25	18	9	0	18	0	8	0	25
Forrest HS	31	39	39	3	19	19	7	48	23	10
Lee HS	89	33	30	12	14	21	8	48	24	18
Parker HS	20	25	5	26	5	0	0	15	15	15
Ribault HS	94	46	40	11	11	11	11	51	20	17
Raines HS	81	31	32	7	12	20	7	37	14	19
Other HS	640	31	27	9	11	21	9	38	17	16
Arlington JH	120	46	42	20	25	19	14	49	21	18
Highlands JH	175	43	37	17	15	11	14	42	15	21
Kirby-Smith JH	120	55	53	11	27	9	19	63	33	40
Ribault JH	97	38	36	3	14	9	8	40	7	22
Other JH	251	49	45	17	24	15	17	54	33	26
Spring 1985										
Englewood HS	70	36	29	14	10	11	14	26	14	7
Forrest HS	53	23	21	6	6	13	10	43	23	18
Jackson HS	125	40	38	9	18	33	12	53	30	32
Lee HS	63	33	32	5	10	18	18	40	21	11
Parker HS	160	34	31	13	21	19	5	40	12	10
Paxon HS	71	25	25	7	14	21	10	38	11	17
Ribault HS	56	39	36	14	20	21	16	61	29	36
Raines HS	36	25	26	0	8	29	3	39	22	17
Sandalwood HS	70	43	41	16	23	19	15	43	17	12
Arlington JH	87	54	48	22	29	17	8	49	31	13
Davis JH	117	50	43	15	14	16	9	52	23	22
Highlands JH	103	41	36	16	17	14	15	48	19	8
Kirby-Smith JH	115	57	53	22	31	10	22	60	45	30
Norhtwestern JH	105	65	60	22	32	20	25	68	41	48
Paxon JH	108	55	51	17	25	12	25	52	24	24
Ribault JH	114	47	47	7	19	10	9	14	6	6
Sandalwood JH	115	45	41	16	17	20	17	38	16	9

* High schools--grade 10 and junior highs: grade 8.

FINAL SURVEY

The following pages present results for the final anonymous survey of administrators. The results are expressed as percentages of responses to each question. To faciliate proper interpretation, the percentages are displayed on replicas of the actual survey form.

ANAHEIM ADMINISTRATORS' FINAL EVALUATION SURVEY RESULTS

(Percentages of Responses)

I. How much value has each of the following project elements had <u>for you</u>:

	great value	some value	minimal value	NA	
1.	12	56	12	21	attending training workshops
2.	14	42	42	2	recording incidents in the computer system
3.	23	44	28	5	reviewing incident reporting printouts
4.	30	42	26	2	involving administrative teams in the project
5.	16	30	49	5	involving full school teams in the project
6.	26	37	35	2	developing a written "action plan"
7.	24	19	55	2	routinely separating crime from other misbehavior
8.	27	21	44	10	coordinating with other agencies
9.	5	42	49	5	holding in-school meetings during Bob Rubel's visits
10.	33	47	19	2	implementing new strategies to reduce "target offenses"
11.	5	27	58	12	referring to guides, manuals, and other materials from NASS
A1.	12	30	49	9	using the incident reporting system to monitor class cuts
A2.	23	44	28	5	devising and implementing strategies to reduce class cuts

II. How much has <u>your personal participation in this project</u> contributed to the following?

	a lot	some	little or none	
12.	12	49	40	reducing crime at your school (theft, assault, drug use, etc.)
13.	16	47	37	reducing student misbehavior (class cuts, fights, disruption, etc.)
14.	9	28	63	apprehending offenders
15.	14	33	53	disciplining school rule violators
16.	5	26	70	prosecuting law breakers
17.	16	40	44	improving relations with other agencies
18.	21	42	37	creating a suitable learning environment
19.	16	46	37	adopting better crime and discipline policies
20.	5	46	49	improving how staff responds to crime and misbehavior

III. To what extent do you agree or disagree with the following statements for your school?

	Totally Agree 1	2	Neutral 3	4	Totally Disagree 5	
21.	33	27	19	21	2	Separating crime and discipline is critical for school safety.
22.	9	28	23	28	12	The incident reporting printouts have made me more aware of "hot spots" on campus.
23.	0	12	35	19	35	The incident reporting printouts have made me more aware of potential conflicts between student groups.
24.	7	23	14	28	28	The benefits from incident monitoring are worth the time needed to do it.
25.	2	16	19	16	46	Participating in the project has increased my awareness of how the criminal justice system handles lawbreakers.
26.	5	12	42	17	24	Relations with law enforcement are better now than they were two years ago.
27.	5	9	19	17	50	Relations with probation are better now than they were two years ago.
28.	14	21	21	23	21	Overall, participation in the project has been worth the time and effort.

IV. Below are three statements presenting various options for the future. For each item, please circle the letter that best expresses your opinion.

29. Incident monitoring should be:

(a) continued as is (b) continued with modifications (c) discontinued.

7 56 37

30. Training for new administrators would be accomplished best:

(a) by project trainers (b) by district personnel (c) by reading the manuals.

34 61 5

31. Efforts to coordinate more closely with other agencies are:

(a) a high priority (b) needed, but not critical (c) unnecessary at this time.

60 35 5

N=43 (of 48 distributed: 90 percent return rate)

JACKSONVILLE ADMINISTRATORS' FINAL EVALUATION SURVEY RESULTS

(Percentages of Responses)

I. How much value has each of the following project elements had for you:

	great value	some value	minimal value	NA	
1.	38	36	14	12	attending training workshops
2.	26	40	26	7	recording incidents in the computer system
3.	26	48	24	2	reviewing incident reporting printouts
4.	40	43	17	0	involving administrative teams in the project
5.	38	33	19	9	involving full school teams in the project
6.	38	33	21	5	developing a written "action plan"
7.	29	27	37	7	routinely separating crime from other misbehavior
8.	43	31	21	5	coordinating with other agencies
9.	21	40	38	0	holding in-school meetings during Bob Rubel's visits
10.	45	29	37	5	implementing new strategies to reduce "target offenses"
11.	12	46	37	5	referring to guides, manuals, and other materials from NASS

II. How much has your personal participation in this project contributed to the following?

	a lot	some	little or none	
12.	31	33	36	reducing crime at your school (theft, assault, drug use, etc.)
13.	29	38	33	reducing student misbehavior (class cuts, fights, disruption, etc.)
14.	14	48	39	apprehending offenders
15.	21	52	26	disciplining school rule violators
16.	12	33	55	prosecuting law breakers
17.	39	39	22	improving relations with other agencies
18.	19	52	29	creating a suitable learning environment
19.	21	45	33	adopting better crime and discipline policies
20.	29	38	33	improving how staff responds to crime and misbehavior

III. To what extent do you agree or disagree with the following statements for your school?

Totally Agree 1	2	Neutral 3	4	Totally Disagree 5	
21. 50	17	17	12	5	Separating crime and discipline is critical for school safety.
22. 33	24	19	12	12	The incident reporting printouts have made me more aware of "hot spots" on campus.
23. 14	14	29	17	26	The incident reporting printouts have made me more aware of potential conflicts between student groups.
24. 24	24	20	14	26	The benefits from incident monitoring are worth the time needed to do it.
25. 14	31	17	21	17	Participating in the project has increased my awareness of how the criminal justice system handles lawbreakers.
26. 33	24	17	7	19	Relations with law enforcement are better now than they were two years ago.
27. 29	24	17	12	19	Relations with HRS are better now than they were two years ago.
28. 31	31	17	2	19	Overall, participation in the project has been worth the time and effort.

IV. Below are three statements presenting various options for the future. For each item, please circle the letter that best expresses your opinion.

29. Incident monitoring should be:

(a) continued as is (b) continued with modifications (c) discontinued.

9 69 21

30. Training for new administrators would be accomplished best:

(a) by project trainers (b) by district personnel (c) by reading the manuals.

56 37 7

31. Efforts to coordinate more closely with other agencies are:

(a) a high priority (b) needed, but not critical (c) unnecessary at this time.

71 29 0

N=43 (of 46 distributed: 96 percent return rate)

ROCKFORD ADMINISTRATORS' FINAL EVALUATION SURVEY RESULTS

(Percentages of Responses)

I. How much value has each of the following project elements had for you:

great value	some value	minimal value	NA	
1. 14	48	24	14	attending training workshops
2. 14	33	48	5	recording incidents in the computer system
3. 9	43	43	5	reviewing incident reporting printouts
4. 14	43	38	5	involving administrative teams in the project
5. 14	48	33	5	involving full school teams in the project
6. 19	48	29	5	developing a written "action plan"
7. 10	29	62	0	routinely separating crime from other misbehavior
8. 14	24	57	5	coordinating with other agencies
9. 0	48	48	5	holding in-school meetings during Bob Rubel's visits
10. 14	48	38	0	implementing new strategies to reduce "target offenses"
11. 5	33	62	0	referring to guides, manuals, and other materials from NASS

II. How much has your personal participation in this project contributed to the following?

a lot	some	little or none	
12. 9	43	48	reducing crime at your school (theft, assault, drug use, etc.)
13. 9	29	62	reducing student misbehavior (class cuts, fights, disruption, etc.)
14. 14	24	62	apprehending offenders
15. 14	24	62	disciplining school rule violators
16. 10	25	65	prosecuting law breakers
17. 19	22	48	improving relations with other agencies
18. 14	29	57	creating a suitable learning environment
19. 5	24	67	adopting better crime and discipline policies
20. 9	24	67	improving how staff responds to crime and misbehavior

III. To what extent do you agree or disagree with the following statements for your school?

	Totally Agree 1	2	Neutral 3	4	Totally Disagree 5	
21.	5	38	38	5	14	Separating crime and discipline is critical for school safety.
22.	14	19	19	9	38	The incident reporting printouts have made me more aware of "hot spots" on campus.
23.	9	9	19	24	38	The incident reporting printouts have made me more aware of potential conflicts between student groups.
24.	5	24	9	19	43	The benefits from incident monitoring are worth the time needed to do it.
25.	0	19	9	19	52	Participating in the project has increased my awareness of how the criminal justice system handles lawbreakers.
26.	5	14	24	14	38	Relations with law enforcement are better now than they were two years ago.
27.	0	24	24	14	38	Relations with probation are better now than they were two years ago.
28.	14	19	9	19	38	Overall, participation in the project has been worth the time and effort.

IV. Below are three statements presenting various options for the future. For each item, please circle the letter that best expresses your opinion.

29. Incident monitoring should be:

(a) continued as is (b) continued with modifications (c) discontinued.

5 48 48

30. Training for new administrators would be accomplished best:

(a) by project trainers (b) by district personnel (c) by reading the manuals.

44 50 6

31. Efforts to coordinate more closely with other agencies are:

(a) a high priority (b) needed, but not critical (c) unnecessary at this time.

33 48 19

N=21 (of 29 distributed: 72 percent return rate)

END

CONTINUED

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