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**Safe Travel To and From School:
A Problem-Oriented
Policing Approach**

By:

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June, 1996

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As is perhaps always the case, action-research projects require the coordinated efforts of individuals and organizations to reach fruition. This study of travel to and from school is no exception to this observation.

This project benefitted from the work of several organizations and individuals. The School District of Philadelphia, the Philadelphia Police Department, Temple University's Department of Security and Protection, the Philadelphia Housing Authority Police Department, and the leadership of the FitzSimons, Strawberry Mansion, Vaux and Wanamaker Middle Schools all contributed to the evaluation of this safe corridor program. The spirit of collaboration and willingness to work toward a common goal — making children safe as they travel to and from school — exhibited by all the project participants is truly a model worthy of replication. as one of the goals of this effort was to forge a new alliance between the Philadelphia Police Department and others, we are deeply appreciative of the model created by this effort. Long after this project is closed, the collaborations continue.

We are also deeply indebted to the individuals who supported this effort. Mr. Harvey Ukins, Harold Adams, Karen Delguerico, Tom Kinning, and Sharon Seeney representing the middle schools participating in this project provided our efforts with the clarity of context necessary to understand the internal workings of middle schools in Philadelphia. Captains Melvin Blake, William Markert and Arthur Durant of the Philadelphia Police Department greatly assisted the conceptualization of this problem-solving effort and provided the continuity of service necessary to "test" this intervention. Captain L. J. Williams of the Housing Authority Police and Lieutenants Charles Leone and Robert Lowell of Temple's Department of Security and Protection were also instrumental in defining and operationalizing this effort. Special appreciation is also extended to Mr. John McLees, Executive Director for School Safety for the School District of Philadelphia, and Captain Maurice Tunstall and Lieutenant Howard Hall also of the School District Police, for their support of this project.

At the street level, where the "rubber meets the road" the work and commitment of several Philadelphia, Housing Authority and Temple University police officers took this effort from the drawing board to the real world. Philadelphia police officers Jackie Carter of the 22nd District, Darrell Sampson of the 23rd District and Patricia Gentile of the 26th District, working with Sergeant Williams of Temple University's Police and Sergeant Stones from the Housing Authority Police formed the core police response for this effort. Their efforts gave life to this project.

Finally, several members of the Center for Public Policy at Temple University participated in this effort. Ms. Tonia Trodahl and Ms. Ellen Kurtz helped to design and initiate this effort. They were joined by Mr. Neil Donahue, Eric Hoffman and Ken Gross, who provided analytic support to this project. Finally, the efforts of Ms. Nancy Nunez and Ms. B. J. Urso turned the project into a readable manuscript. The support of this staff was invaluable to completing what turned out to be a complex process.

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INTRODUCTION

The following is a report on the project funded by the National Institute of Justice titled "Safe Travel To and From School: A Problem-Oriented Policing Approach" (Award #94-IJ-CX-K015), and referred to throughout this report as the "Safe Corridor". This project was designed and implemented by a group of educators, police and researchers around the John Wanamaker Middle School in North Philadelphia during the Spring of 1995. The project's objective was to use problem-oriented policing as a method to design an effective intervention to address the problem of safe travel to and from school. The Safe Corridor was in effect for six weeks, from April 17, 1995 to May 26, 1995, and was intended to serve as a model for future efforts aimed at protecting children as they travel to and from school in Philadelphia. The project also serves as a model of community policing and problem solving.

School Violence in Philadelphia

As one of the nation's largest cities, Philadelphia experiences daily incidents of school-related violence. While this pilot project did not aspire to solve this complex problem in its entirety, it did address one important aspect of it: the safety of children as they travel to and from school. Children can not be expected to learn if they are:

1. too fearful to leave their homes and make the journey to school; or
2. if the school environment is so intimidating that it becomes impossible to concentrate on learning while in the classroom.

Thus, finding ways to insure that children can travel to and from school without being harassed or harmed is of paramount concern to parents, police and educators.

It was anticipated that, by applying a problem-oriented approach to this issue, police would gain an understanding of the underlying causes and conditions that lead to attacks on children traveling to and from school. Instead of emphasizing incidents of school children being attacked on a case by case basis, the police learned to view these incidents as symptoms of a much deeper problem. Once the connection is made between symptom and cause, the police are able to devote more resources to solving the problem. Thus, the problem-oriented strategy allows the police to reduce the number of incidents because they are focused on the underlying cause.

Problem-Oriented Policing and the Philadelphia Police Department

The Philadelphia Police Department is currently pursuing the principles of problem-oriented policing. The Safe Corridor project detailed in this report was a pilot project. The primary goal of the project was to employ problem-oriented policing strategies to insure the safety of school-aged children as they traveled to and from the

selected test site. A secondary goal of the project was to increase the capacity of the Philadelphia Police Department to use problem-oriented policing strategies by establishing this effort as a model to be emulated throughout the remaining twenty-two police districts in Philadelphia. By using problem-oriented policing to understand and confront attacks on school children, police officers can learn the skills that will enable them to apply this strategy to a variety of other issues.

North Central Philadelphia and the Center for Public Policy: A Partnership

The North Central Division of the Philadelphia Police Department and the Center for Public Policy at Temple University worked in partnership toward the development of a Safe Corridor for area school children. The North Central Division is located in North Philadelphia and is one of the poorest and most crime ridden districts in the City. It is comprised of two police districts, the twenty-second and the twenty-third, which share the same headquarters. There are 282 police officers in the Division, which covers roughly four square miles and encompasses 81,091 residents (see Figure 1).

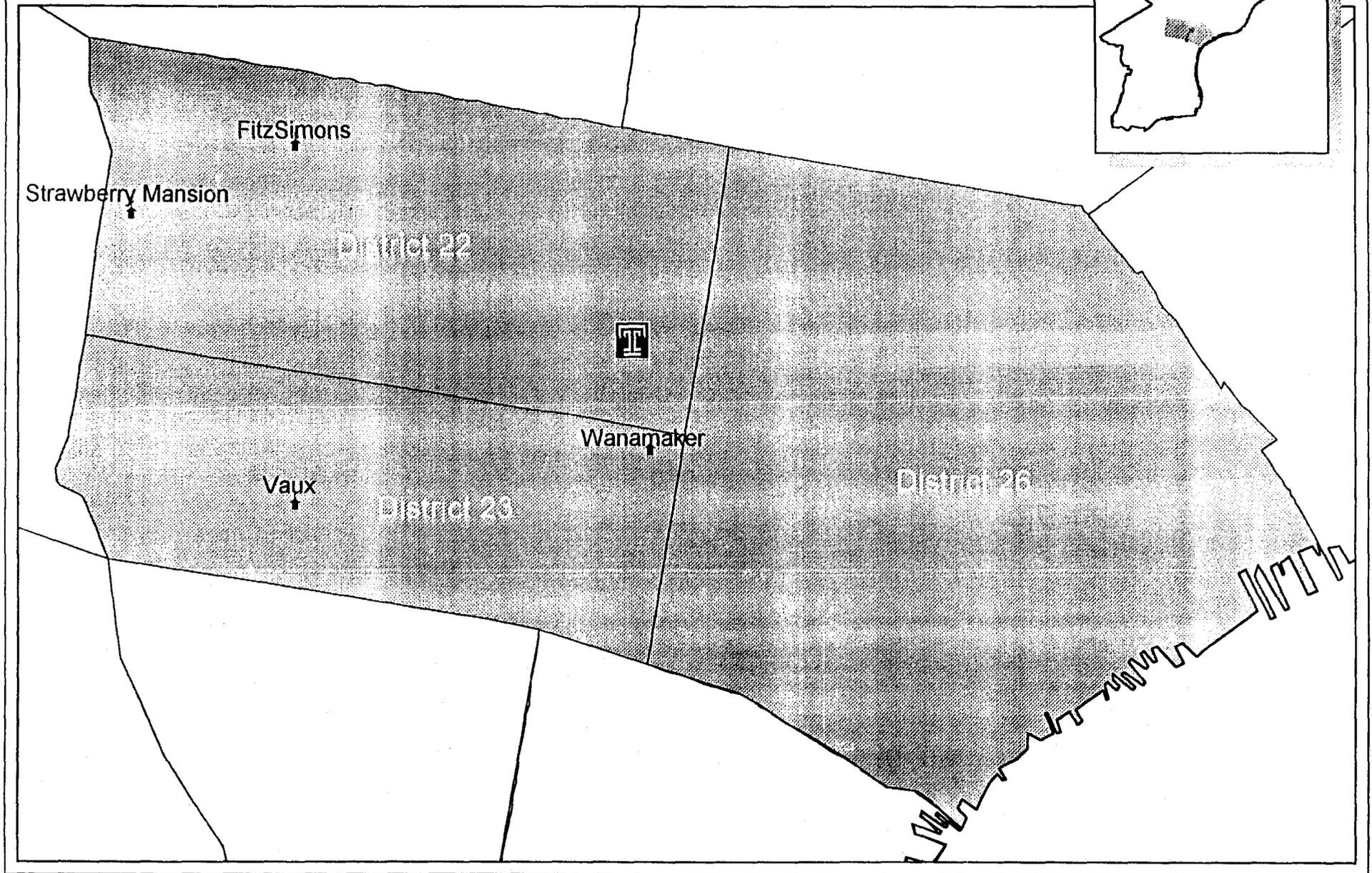
The North Central Division and the Center for Public Policy have worked together in the past. The most recent collaboration has been on a project sponsored by the U. S. Department of Education, titled "Urban Initiatives". One component of the Urban Initiatives project, like the Safe Corridor project, focused on increasing the ability of the North Central Division to work with the community on public safety issues. Specifically, this aspect involved the training of police officers in the use of computers for analytic purposes (one such program used in this capacity is MapInfo, a mapping software package). The Safe Corridor project built upon the strong relationship that had already been established between the Center for Public Policy and the North Central Division.

In addition to the two police districts represented by the North Central Division, a third district — the twenty-sixth — was added as the project progressed. The support of the twenty-sixth district was solicited as we discovered that many of the students who attended the test school, Wanamaker Middle School, resided within the boundaries of the twenty-sixth district.

The remainder of this report is broken down into three sections:

1. a discussion of problem-oriented policing as the guiding philosophy of this project;
2. the methodology employed during the life of this project; and
3. a discussion of the results from the victimization survey, both as a device to describe the extent of the problem and to measure the impact of the intervention.

Figure 1
**Philadelphia Police Districts and Middle Schools
Participating in Safe Corridor Program**



THE PHILOSOPHY BEHIND THE PROJECT

A Discussion of Problem-Oriented Policing

This project utilized problem-oriented policing to address the safety of middle school students as they traveled to and from school. Problem-oriented policing is an attempt to break with traditional police response, which has been described as reactive (Goldstein, 1990). There are three main themes to problem-oriented policing:

1. an emphasis on the underlying problems that create the myriad of incidents to which police traditionally have been trained to respond;
2. employing the experience and creativity of front-line officers to study these underlying problems and to develop responses and solutions; and
3. a strong reliance upon community support in the work of the front-line officer.

The Center for Public Policy at Temple University, the Philadelphia Police Department and four participant middle schools worked together to implement this approach in order to achieve the primary goal of this project: the protection of students as they travel to and from school. The design of this project was experimental in nature, utilizing one school as the test group and the remaining three schools as the control group. While the ideas behind problem-oriented policing were utilized to analyze the extent of the problem across all four middle schools, only one school actually received the intervention. The three remaining schools making up the control group — Robert Vaux Middle School, Thomas FitzSimons Middle School and Strawberry Mansion Middle School — continued to receive the conventional responses to school safety. A student-wide victimization survey was completed pre- and post-intervention. The survey conducted pre-intervention was used to collect data to help design the intervention itself and to collect baseline data to compare to the findings of the survey conducted post-intervention. The survey conducted post-intervention was used to measure the impact of the intervention.

A secondary goal of this project was to increase the capacity of the Philadelphia Police Department to use problem-oriented policing strategies throughout the City by establishing this effort as a model. The hope is that by using problem-oriented policing to understand and confront attacks on school children, police officers learn the skills that will enable them to apply this strategy to a variety of other crime and order maintenance issues.

The Philosophy Behind Problem-Oriented Policing: The Cause Not the Symptom

Problem-oriented policing is an approach to policing where the central focus of police work is a concern for eliminating the deep-seated social and economic conditions which give rise to crime. Proponents of problem-oriented policing believe that many of the crimes that plague this country (assault, theft, drugs, shootings, etc.) are actually expressions of a complicated set of social and economic problems. This understanding must guide the design and implementation of police interventions if police are to have any impact on the incidence of crime.

Many of the changes recommended by law enforcement experts in past decades have focused on organizational and operational proficiency, addressing how effectively police respond to calls for assistance. However, these reforms have not addressed the effectiveness of the police response to the persistent community problems which give rise to those calls for assistance and, therefore, are limited in their potential to decrease the incidence of crime (Goldstein, 1990). These reforms have worked to limit police work to its largely reactive function: police respond to a specific incident, control the situation, process the paperwork and move on to the next call (Goldstein, 1990). As a key component of this reactive function, the police officer's role is essentially limited to crisis intervention. Though police officers may temporarily suspend the crisis, they are neither expected nor required to address the underlying condition which gave rise to the crisis for which they were summoned. Because police officers use all of their energy jumping from one crisis to the next, after the incident has occurred, their creative and intellectual insights garnered through their experience as patrol officers in the community are wasted.

As a means of remedying this shortfall in traditional policing practice advocates of problem-oriented policing recommend a proactive approach to police work. Front-line officers are expected to deal with a variety of problems affecting the quality of life within the community including, but not limited to, crime. According to this strategy, police aim to solve persistent community problems by applying problem solving techniques in order to identify, analyze and respond to the underlying conditions that plague crime ridden communities. The application of problem solving techniques is based on two basic philosophical premises. First, basic problem-oriented policing strategies can be applied by officers as part of their daily work. Second, these routine problem solving efforts can be an effective way to reduce or resolve persistent problems (Eck and Spelman, 1989).

A basic element of problem-oriented policing is grouping related incidents into problem sets in order to more efficiently address crime. In addition to focusing on groups of frequently recurring incidents, or substantive problems, problem-oriented policing encourages law enforcement to look towards the community to help define problems of concern and help fashion responses to those problems. By encouraging the police to turn to the community to help design a response to crime, a more cooperative relationship between the police and community is fostered (Goldstein, 1990). The need for this relationship recognizes the complex nature of problems affecting these communities; problems which require a more comprehensive, coordinated and long-term effort. While not only an effective means of addressing these underlying problems, a joint police-community effort goes a long way towards improving interpersonal relationships between police officers and individual citizens (Goldstein, 1990).

The Four Stages of Problem-Oriented Policing

Problem-oriented policing is guided by a four-stage process of systematic inquiry: 1) scanning, 2) analysis, 3) response, and 4) assessment. These four stages are discussed below.

Scanning

During the scanning stage, individual incidents are grouped together in the hope of uncovering trends, relationships and common causes among the individual incidents. Once these incidents are linked together in meaningful categories and groups, the officer is able to identify the larger problems that give rise to the myriad of incidents they respond to on a daily basis. By moving from the particular to the general, the officer is not only able to uncover important trends in criminal activity, but is able to understand the larger problem in a more precise and useful manner (Spelman and Eck, 1987). For example, an incident in which police are summoned to respond to a call involving young people hanging out on the streets creating a nuisance may emanate from the fact that a local recreation center has just closed (leaving local youth with no constructive outlets for recreation) and not from some mysterious increase in juvenile crime in general.

Analysis

Described as the heart of the problem solving process, the analysis stage involves the systematic collection of information relating to the larger problem in question (Spelman and Eck, 1987). In addition to traditional means of data collection, such as patrol logs or local crime statistics, problem-oriented policing encourages the discovery of non-traditional data sources for police. Surveys, maps, focus groups and personal relationships can and should be utilized. As part of this stage, a given problem is broken down into three separate components: *actors; incidents; and responses.*

The *actors* are those people who are implicated, at some level, in the incident itself. The officer tries to gather as much information as possible on the victim, the offender, or any other person involved in the incident. Next, the officer moves to the *incident* itself, the sequence of events, the social context, the physical and temporal setting, and a general description of the immediate outcomes from the incident. The final component on which the officer must focus is the *response* of the community. How do the individual residents, as well as the public and private institutions that represent them, respond to the given incident? When all three components are effectively explored, the officer is left with a detailed narrative of the incident and the ramifications of that incident to the community.

Response

The response stage involves the design and implementation of a program of action. In fashioning a response, the police should not only respect the interests and needs of the community but should solicit and encourage active community participation. This participation should include as many key members of the community as possible

(ministers, school officials and parents) and should be part of the design and implementation of the intervention. An important characteristic of the response stage is the use and development of innovative responses to problems. Examples of this response include:

1. the development of working coalitions with other government and private service providers who work in the community;
2. concentrating attention on those individuals who account for a disproportionate share of the problem;
3. working to mobilize as many members of the community as possible to assist in the implementation of the intervention;
4. if necessary, altering the physical environment to reduce the opportunities for crime-related activities (Goldstein, 1990).

Assessment

The final stage, assessment, should measure the impact and effectiveness of the efforts to see if the problem was solved or eliminated. Once the effectiveness of the response has been evaluated, the results may be used to revise the response, collect more data, or even redefine the problem itself. As the backbone of the problem-oriented approach, these four stages cover the range of activities defined by problem-oriented policing.

METHODOLOGY

The Problem-Oriented Approach to Research Design

In formulating a methodological approach to this project, we relied on the four stage process outlined above as a guide. This section details how each stage was actualized in the formation of the Safe Corridor project. As we see below, the method, while at times eclectic, was always driven by new sources of information which developed during the course of the project. The collaborative efforts between police, researchers and school officials yielded a number of exciting new sources of data and is a real testament to the community policing process.

Scanning

The objective of this stage was to identify the scope of the underlying problem causing crime and to coordinate the resources necessary for further analysis. In order to begin to understand the problem, the project focused on four middle schools in the School District of Philadelphia's North Central Division in North Philadelphia. Two middle schools were chosen within each of the two police districts represented by the North Central Division: Wanamaker Middle School and Vaux Middle School in the 23rd District; and FitzSimons Middle School and Strawberry Mansion Middle School in the 22nd District. The Captain from each District contacted the principal of each school, described the purpose of the project, and solicited their participation. The cooperation of the

school officials and police provided a vehicle through which to explore the extent of violence against children traveling to and from school and had thus accomplished an important objective of the scanning phase.

In this project stage, individual attacks on school children were understood to be more than separate, disconnected incidents. Officers, briefed by the staff of the Center for Public Policy as well as their own Captains, were encouraged to think about these incidents as part of a larger problem and offer their insights as to what they thought the underlying source was. Concurrently, staff from the Center for Public Policy attempted to identify and understand the scope of the attacks on school children based on available data sources. In addition to the actual rates of the attacks, staff sought to understand the context of the attacks as well. The context is critical because the rates alone did not provide a full account of the nature of the incident. But by understanding the context — identifying who, where, when and how — we obtained more pertinent information about the general problem which led to the incident in the first place.

Gathering data on the range of incidents proved to be a difficult task. No one single agency collects information strictly on children who are attacked on their way to and from school. Not only are some very serious attacks not reported to police but, even when captured by police, there was no specification that the incident was school related. Conversely, if an incident was reported to a school official, generally there were no formal records kept. So, in either case, there was insufficient data to provide a complete picture of student victimization to and from school.

Another important aspect of this phase was the formation of a project team to effectively coordinate the project. This team would meet on a regular basis to oversee the project as it progressed. The team consisted of:

1. a liaison from the Center for Public Policy to oversee the daily management of the project and to coordinate all correspondence with the team;
2. a police officer from each District who would be the point person, charged with coordinating the activities of the personnel within their district;
3. the Captain of each District, who would provide the necessary support to the officer assigned to work on the project; and
4. A Vice-Principal from each of the four participating middle schools.

This group met regularly throughout the project to discuss and refine the approach to developing a safe corridor.

Analysis

Once the problem was identified, the group searched for alternative and creative means to collect reliable information to better understand the full nature of the problem. This involved gathering data on the three components of the problem: actors, incidents and responses. Three methods were employed to collect and

analyze this information: 1) focus groups at all four schools; 2) a victimization survey; and 3) the collection and analysis of police and school data.

Focus Groups

In order to begin to paint a picture of the actors, incidents and responses which make up the larger problem, the members of the project staff conducted a focus group at each of the four participating schools. The focus groups consisted of no more than ten individuals and included representatives from the student body, Parent-Teacher Association, non-teaching assistants, teachers, school security and a local beat officer from the Philadelphia Police Department. Members of the school administration were not included in these groups as some project staff felt that their presence (because of the authority they would have implied) might impede an open and honest dialogue.

Victimization Survey

The victimization survey was designed to: 1) collect concrete information about school-related incidents of violence; and 2) collect baseline and post-intervention data to measure the impact of the intervention.

The survey instrument (see Appendix A) consisted of two parts. The first part had fifty-five general, descriptive questions as well as specific questions related to school security. The questions in Part I were divided into seven different subsections:

1. mode of travel to and from school;
2. the regularity of travel times to and from school;
3. the student's perceptions of danger;
4. the geographic location of "dangerous" places;
5. the level of reporting of victimization by frequency and location;
6. the precise nature of the victimization reported; and
7. the degree to which students reported victimization to others.

The second part of the survey consisted of one question asking students to identify three places where they felt "unsafe" as they traveled to and from school. This question was designed specifically to help project staff,

Figure 2
**Police Identified Hot Spots
Wanamaker Middle School**



Figure 3
Unsafe Places
Wanamaker Middle School



Figure 4

Unsafe Places Strawberry Mansion Middle School



Figure 5
Unsafe Places
FitzSimons Middle School



Figure 6
Unsafe Places
Vaux Middle School



Figure 7

Addresses of Students Wanamaker Middle School

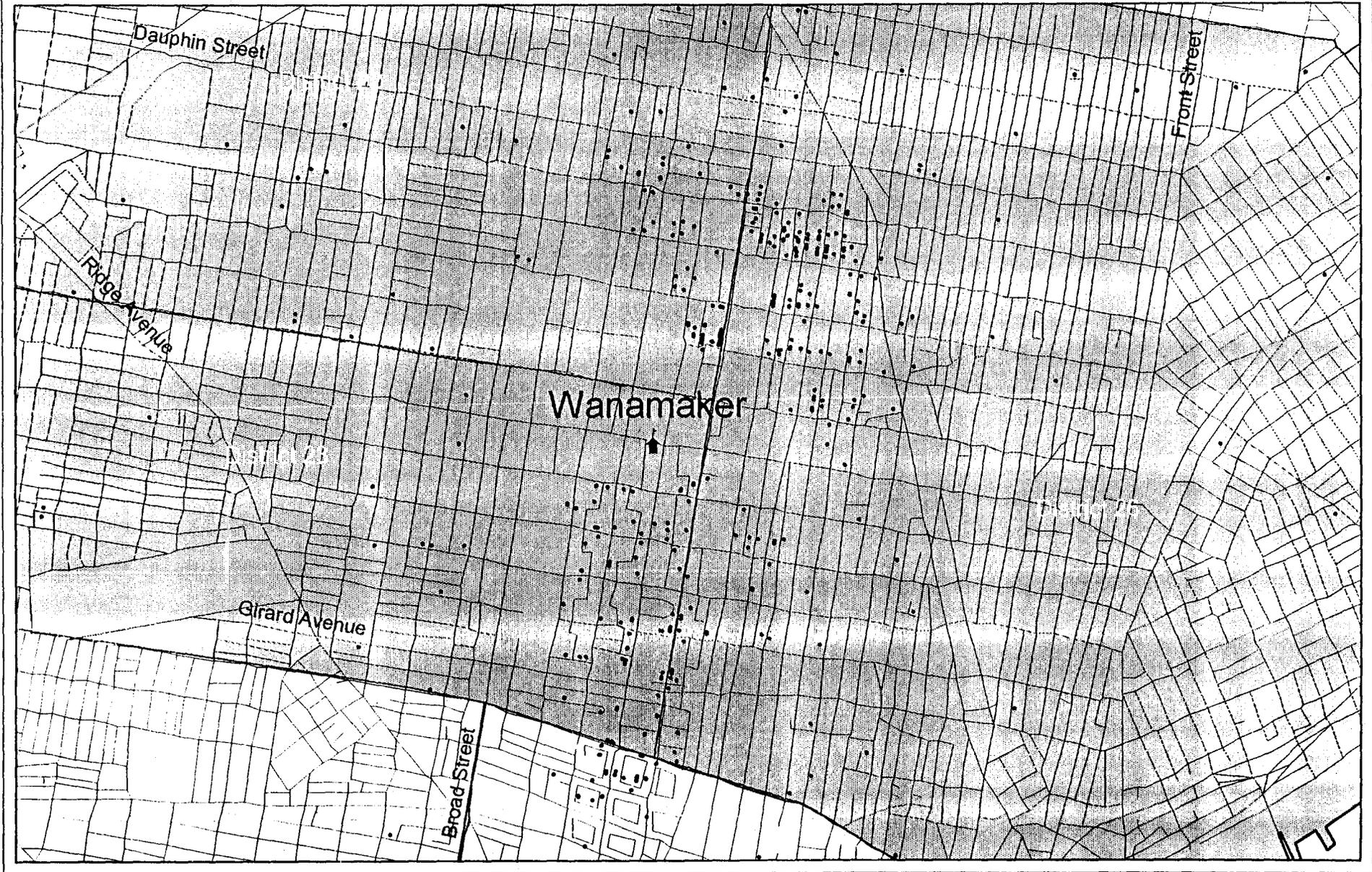


Figure 8
Addresses of Students
Strawberry Mansion Middle School

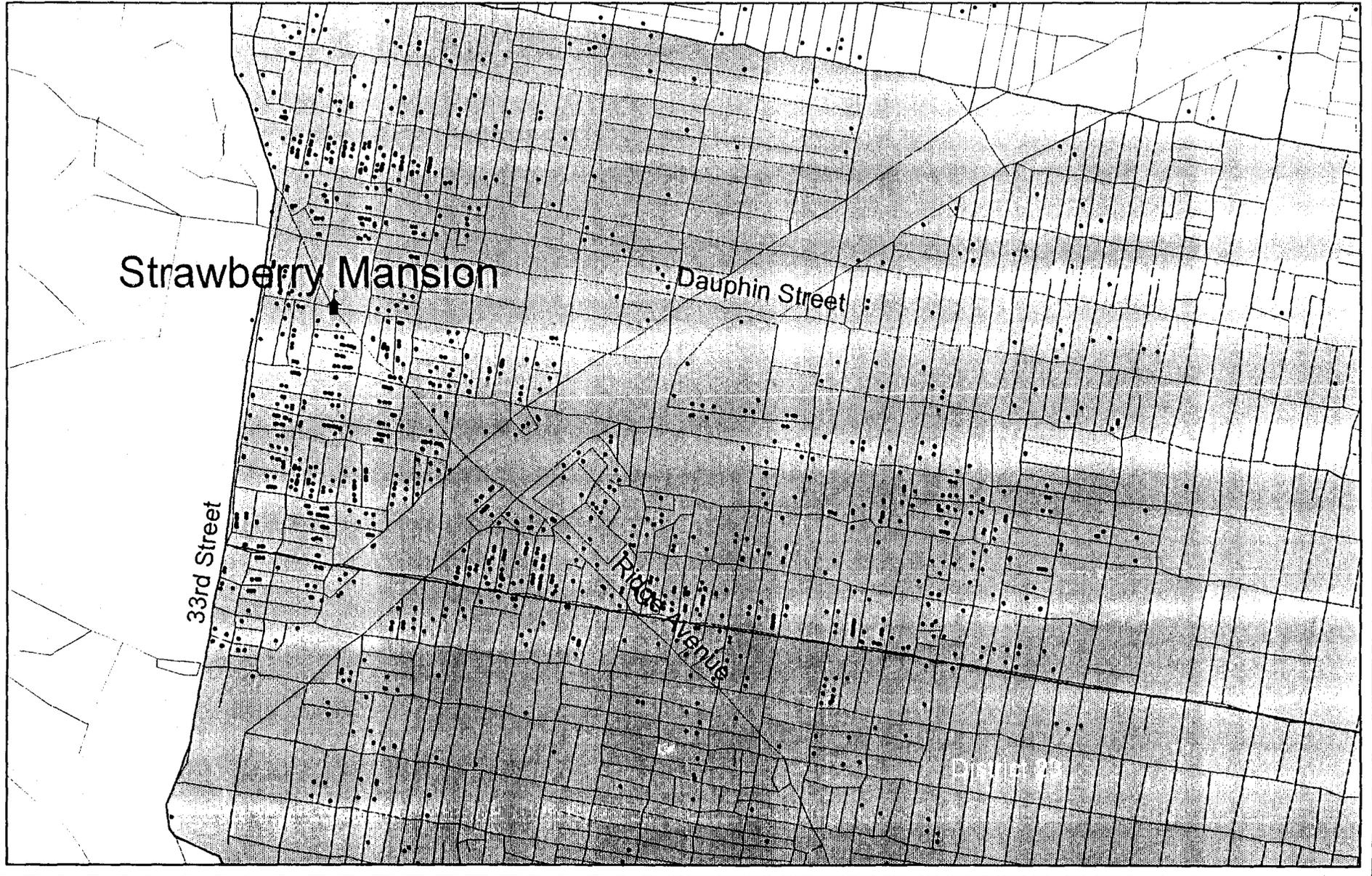


Figure 9

**Addresses of Students
FitzSimons Middle School**



Figure 10
Addresses of Students
Vaux Middle School

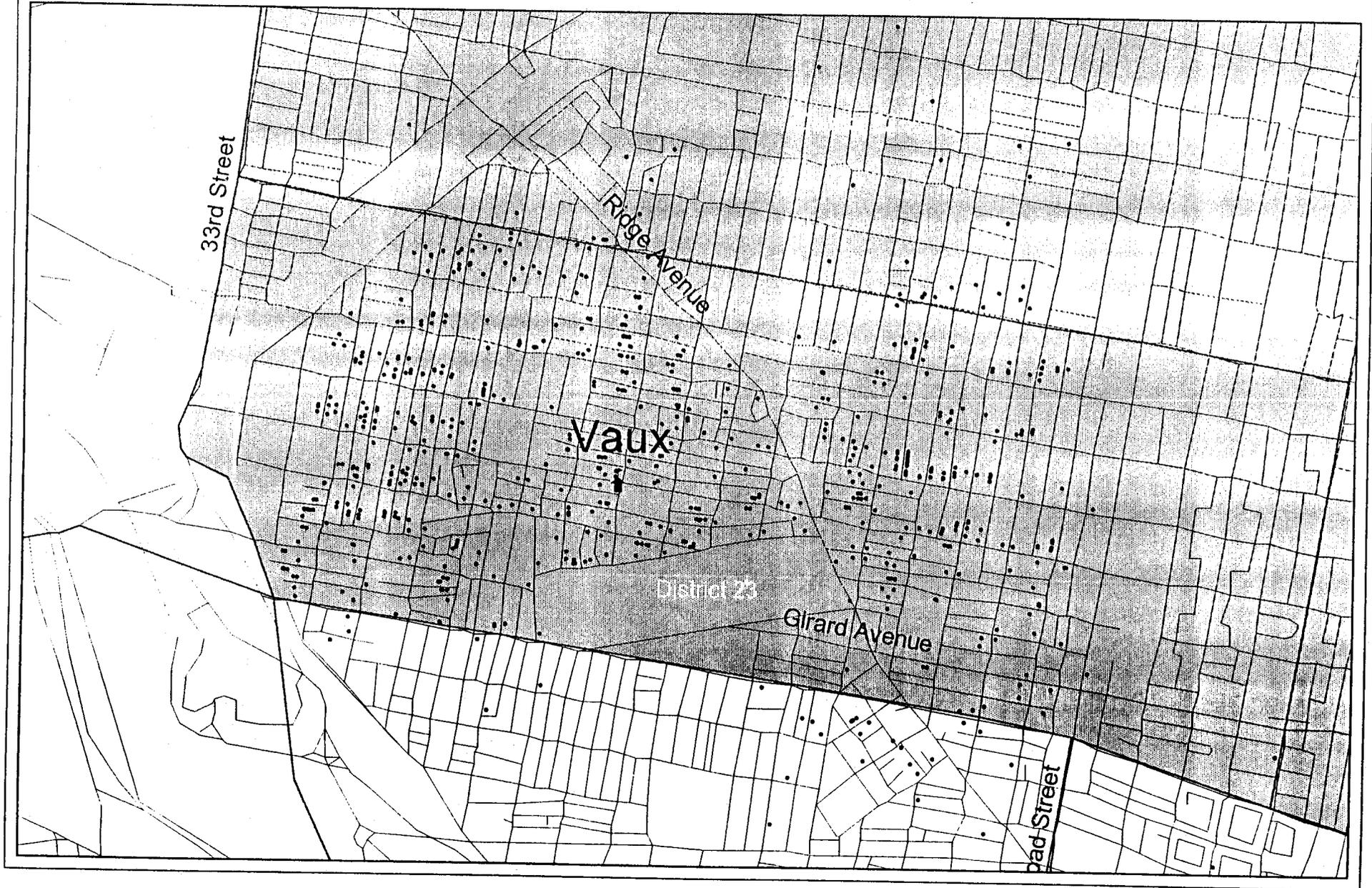


Figure 11

Student Addresses and Unsafe Places Wanamaker Middle School

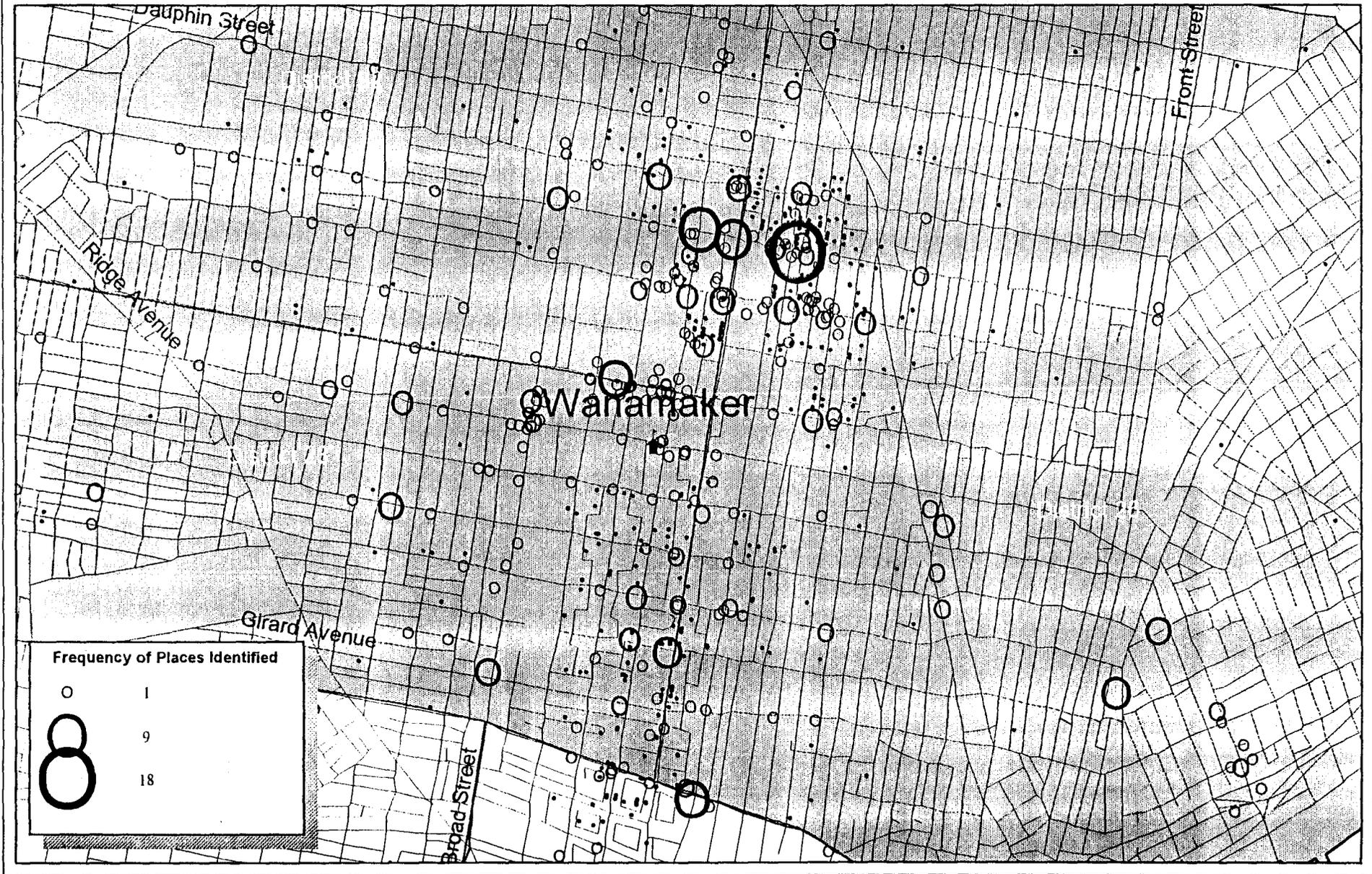


Figure 12

Student Addresses and Unsafe Places Strawberry Mansion Middle School

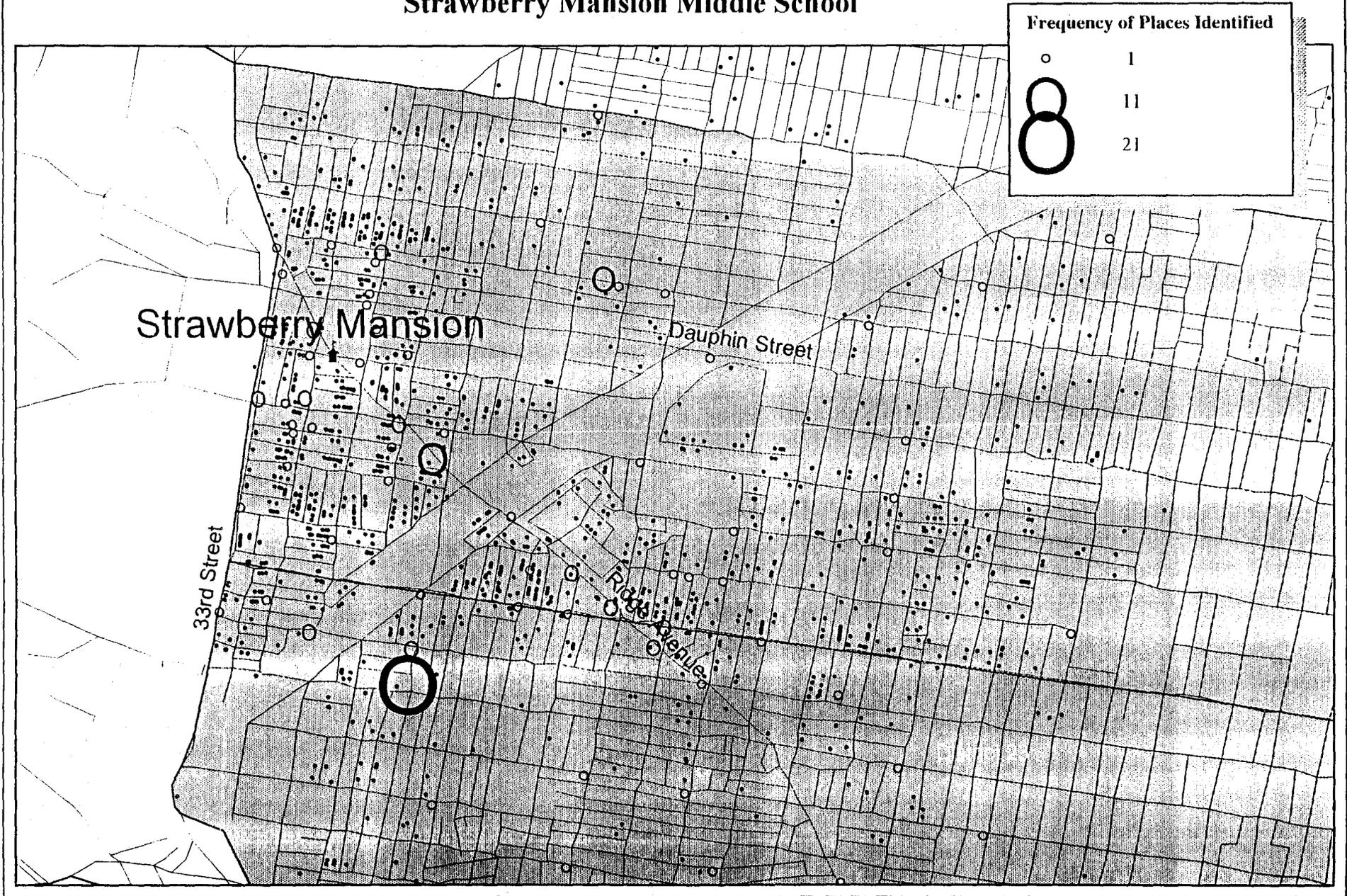


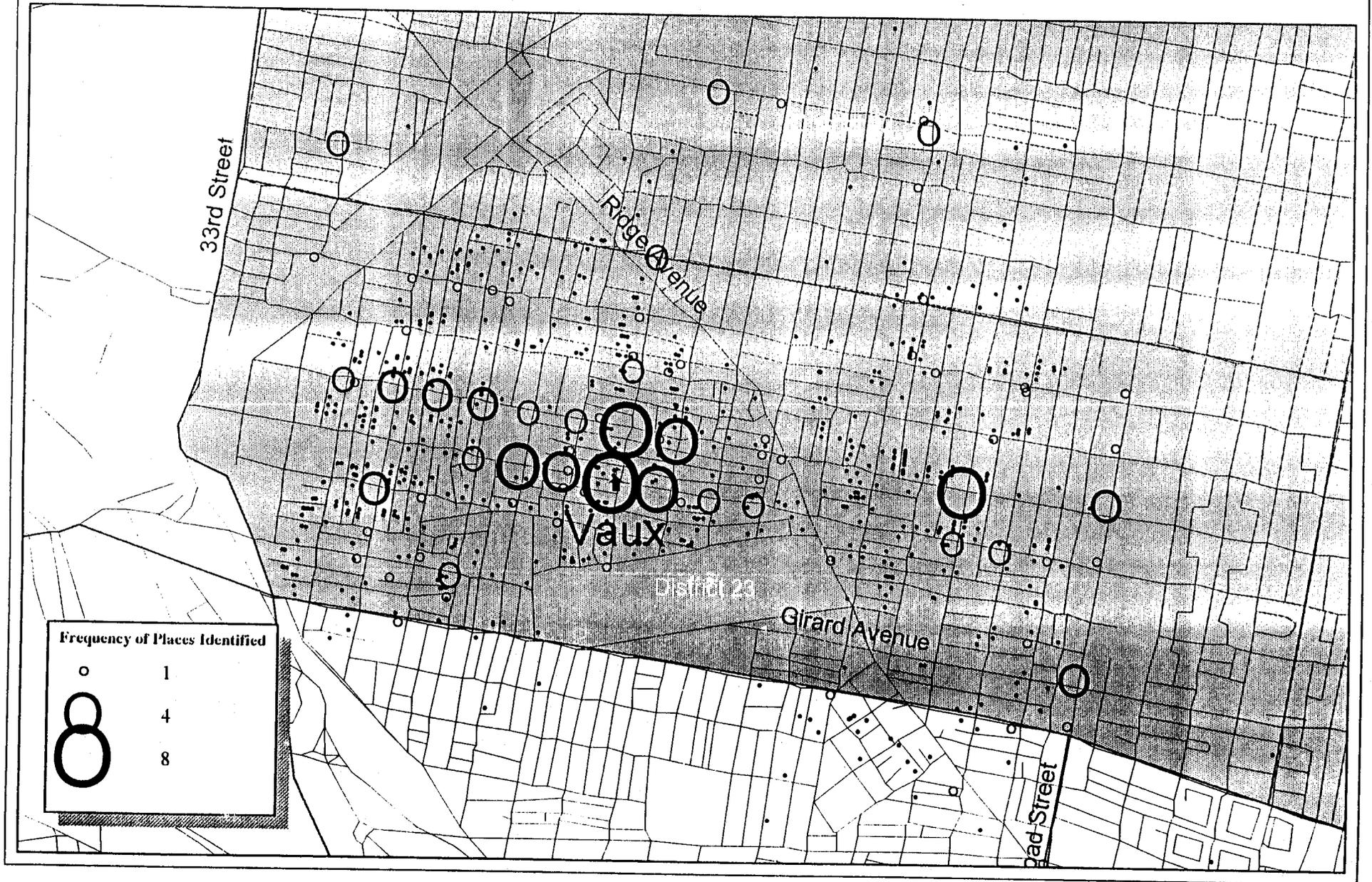
Figure 13

Student Addresses and Unsafe Places FitzSimons Middle School



Figure 14

Student Addresses and Unsafe Places Vaux Middle School



working with the Police Department, to develop maps showing where these "unsafe" places were in relation to school and home, thus assisting in the identification of safe travel routes to and from school (see Figures 2 through 14).

Mapping

A computer mapping program was used to compare the location-based data gathered from the students' responses on the second part of the victimization survey to the students' home addresses obtained through the participant schools. Once completed, these maps became a critical component of the design process as a visual tool, to assist in the identification of police identified "hot spots," student identified "hot spots," and student home addresses.

It was possible to identify the locations where reported incidents most frequently occurred by mapping police data gathered by the Police District. The identification of these "hot spots" made it possible to determine problem areas. This map was specifically created in and around the vicinity of the test school, Wanamaker, as a means to assist in the development of an actual safe corridor of travel (see Figure 2).

Maps were also developed that identified responses to the survey item asking students to identify locations they felt were unsafe. Mapping these responses made it possible to identify common areas, locations or routes where students felt threatened. Taken together with the police-identified "hot spots," we developed a clear picture, with the aid of computer mapping, of where actual incidents occurred and where students felt unsafe (see Figures 3-6).

A list of students' home addresses were also mapped out for each of the four schools. These maps allowed us to estimate several likely routes that students could use on their way to and from school (see Figures 7-10).

These three sets of maps were then individually overlaid on top of each other. This, in turn, generated a map for each school which provided a visual representation of crime in and around students' homes and their schools (see Figures 11-14). This allowed us to determine whether these unsafe places were located on or around the probable travel routes used by students to get to and from school. Not surprisingly, those areas identified as unsafe were often in close proximity to either the home or the school and, thus, were amenable to being treated by a location-based intervention such as a Safe Corridor.

Response

Once the information gathered in the previous two stages had been analyzed by the project team, the next stage was to design an appropriate response tailored to particulars of the underlying problem. A number of meetings were held to discuss the findings from the first survey, the different maps which were created using MapInfo, and the results of the focus group meetings. The group decided that a police-secured corridor would be the most effective form of intervention. Police assigned to the Safe Corridor would control and secure the geographic area where students traveled to and from school on a daily basis. By securing this space, we hoped to eliminate (or at

the very least, diminish) the proliferation of attacks and harassment and reduce the overall perception of fear felt by certain students. The project team was then charged with selecting both a test school from the four in the project, as well as designing a specific route or zone that would be targeted for a concentrated intervention.

Choosing a Test School

As mentioned above, all four middle schools, Wanamaker, Vaux, FitzSimons and Strawberry Mansion are all located in highly distressed North Philadelphia neighborhoods. The newest of the four schools, Strawberry Mansion, built in 1964 and located at Ridge and Susquehanna Avenues is unique in that it also serves as a high school, thus serving students in grades 6-12. In the 1990-91 school year the school had 755 students in middle school grades 6-8 and 1,624 students overall. The student body at Strawberry Mansion is 99% African American. The John Wanamaker Middle School was constructed in 1959 and is located at 11th and Cecil B. Moore Avenues. Wanamaker had 846 student during the 1990-1991 school year, with 90% of the student body being African-American, and the remainder (10%) being comprised of Hispanic students. The Robert Vaux Middle School was constructed in 1937 and is located at 24th and Master Streets. It had 839 students in 1990-91 school year, with 99% of the students being African-American. Lastly, the Thomas FitzSimons Middle School is the oldest of the four, being constructed in 1927. The school, located at 26th and Cumberland Streets, had a student population of 1024 during the 1990-91 school year, 99% of whom are African-American.

Initially, the project had hoped to implement the chosen treatment at two of these middle schools. However, due to time and personnel restrictions, the group decided to concentrate efforts and resources on one school. These restrictions were due, in large part, to the experimental nature of the project. Because the process was so new, additional energy had to be expended to bring everyone on board and up-to-date on the problem-oriented process and, in particular, the development and use of mapping strategies. Coordinating the meetings, explaining the project, and training the appropriate personnel took a great deal of time and energy — leaving less time and energy to devote to the actual intervention period.

Once the analysis stage had been completed and all the relevant data had been analyzed and/or mapped, the group chose Wanamaker Middle School as the test site. The choice of Wanamaker as the site of the Safe Corridor hinged on three distinct reasons:

1. the existence of population "clusters" around Wanamaker Middle School;
2. the concentration of student identified "unsafe" places; and
3. Wanamaker's location with respect to law enforcement.

Existence of population clusters: An analysis of the map containing Wanamaker student addresses demonstrated two distinct population "clusters." Wanamaker students, compared to the other three schools, lived in relative

proximity to one another. These two clusters made the approximation of travel routes more reliable and thus, assisted in identifying a travel corridor (see Figure 7).

Student identified "unsafe" places were concentrated in four locations: Unlike the other three schools, where these "unsafe" places were more evenly dispersed across the surrounding neighborhoods of the school, the map of Wanamaker "unsafe" places showed a much higher concentration of these places in four distinct locations. Again, this made it easier to focus police personnel in these designated problem areas, thus increasing the chance of success of the project.

Wanamaker's strategic location: Wanamaker is located in a zone patrolled by three different law enforcement agencies. Located near Temple University, two public housing developments, and sitting at the intersection of three different police districts, Wanamaker offered the opportunity to utilize the concentrated efforts of a number of different law enforcement agencies. These agencies included the Temple University Police, the Philadelphia Housing Authority (PHA) Police, and the Philadelphia Police Department. Initially, the project was meant to involve only the 22nd and 23rd Police Districts; however, because many Wanamaker students live outside both the 22nd and 23rd Districts, the 26th District (covering the area east of 11th Street) was involved in the project.

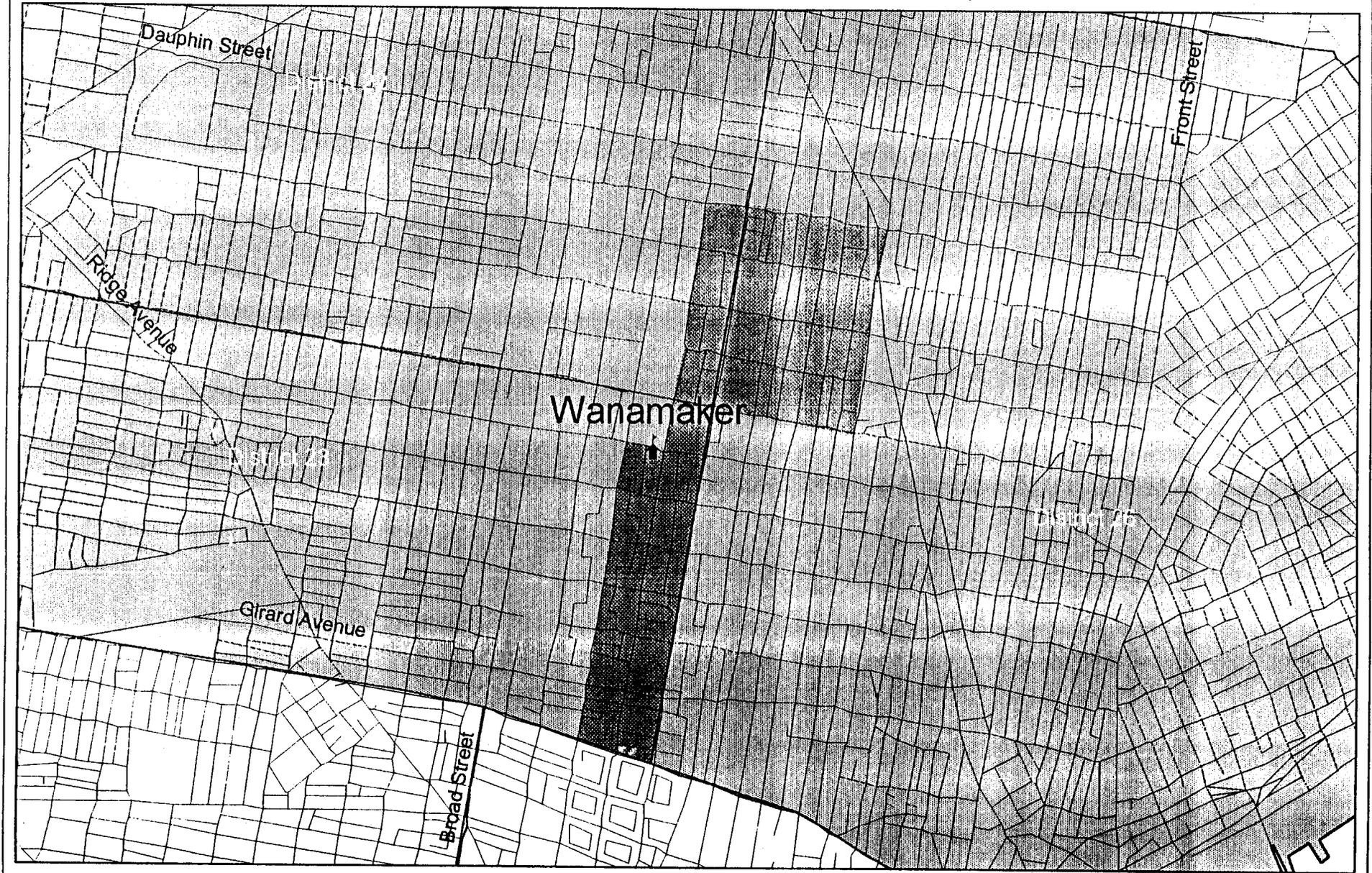
Developing a Core Team

At this stage of the process, the coordinating team was altered to include those groups directly involved with the implementation of the Safe Corridor. These groups were comprised of representatives from the Center for Public Policy, the 22nd, 23rd and 26th Districts of the Philadelphia Police Department, Temple University Police, Philadelphia Housing Authority Police and Wanamaker Middle School. The different law enforcement agencies required that officers be experienced in patrolling the area around the school in order to attend the weekly meetings. In addition, one officer from within the coordinating team was chosen to act as a link between the different officers involved in the project and as a liaison with the Center for Public Policy throughout the implementation phase. This group, meeting throughout the six weeks that the Safe Corridor was in operation, held weekly meetings to both assess and deal with questions or problems arising from the process. The meetings were helpful in hammering out the details of how to best secure the area while taking into account the strengths and limitations of each law enforcement agency participating in the project.

Selecting a Safe Corridor

Once a Safe Corridor was agreed upon as an intervention, the next stage required the selection of the area that would be designated as a Safe Corridor. Utilizing MapInfo, the maps where were used to select Wanamaker as the test site were used to select the Safe Corridor. A map of Wanamaker students' addresses was overlaid on top of a map of student-identified unsafe places, with the frequency of reported unsafe places represented (see Figure 11). By comparing these two maps, we were able to see the more dangerous areas in relationship to where

Figure 15
Safe Corridor Area
Wanamaker Middle School



students lived. The project team chose an area approximately ten blocks long and three blocks wide (see Figure 15) as the target area for the Safe Corridor, based upon the information contained in the maps and the personnel available.

Devising a Plan to Patrol the Safe Corridor

A six week period, from April 17, 1995 to May 26, 1995, was selected as the target period for the implementation of the Safe Corridor. Two time periods were chosen during which a coordinated and integrated response from the three different law enforcement agencies were in operation. The time periods chosen were 8:00 a.m. to 9:00 a.m. for the travel *to* school, and 2:30 p.m. to 4:00 p.m. for the travel *from* school. Once the corridor was selected and time periods were chosen, a strategy was developed for patrolling the area using the available personnel. The participation of three different law enforcement agencies allowed for some flexibility in developing a number of different methods for patrolling the area.

Working collaboratively, the law enforcement agencies divided the Corridor into overlapping zones of coverage, with each Department taking responsibility to patrol certain zones at certain times. Each police agency was assigned the following areas within the corridor:

- ◆ A sector car from the *22nd District* patrolled 10th and 11th Streets, between Susquehanna Avenue to the North, and Montgomery Avenue to the South.
- ◆ A beat officer from the *23rd District*, assigned to Wanamaker Middle School, covered the area directly around the school.
- ◆ The *PHA Housing Police* bike patrol concentrated their efforts on the area between Cecil B. Moore Avenue to the North and Poplar Street to the South during the afternoon hours of operation for the Corridor. This patrol did not come on duty until 12:00 p.m.
- ◆ A beat officer from *Temple University Police* was assigned to cover Berks Street between 10th and 12th Streets. There was also a bike patrol which concentrated its efforts in the North section of the Corridor around Norris Street.

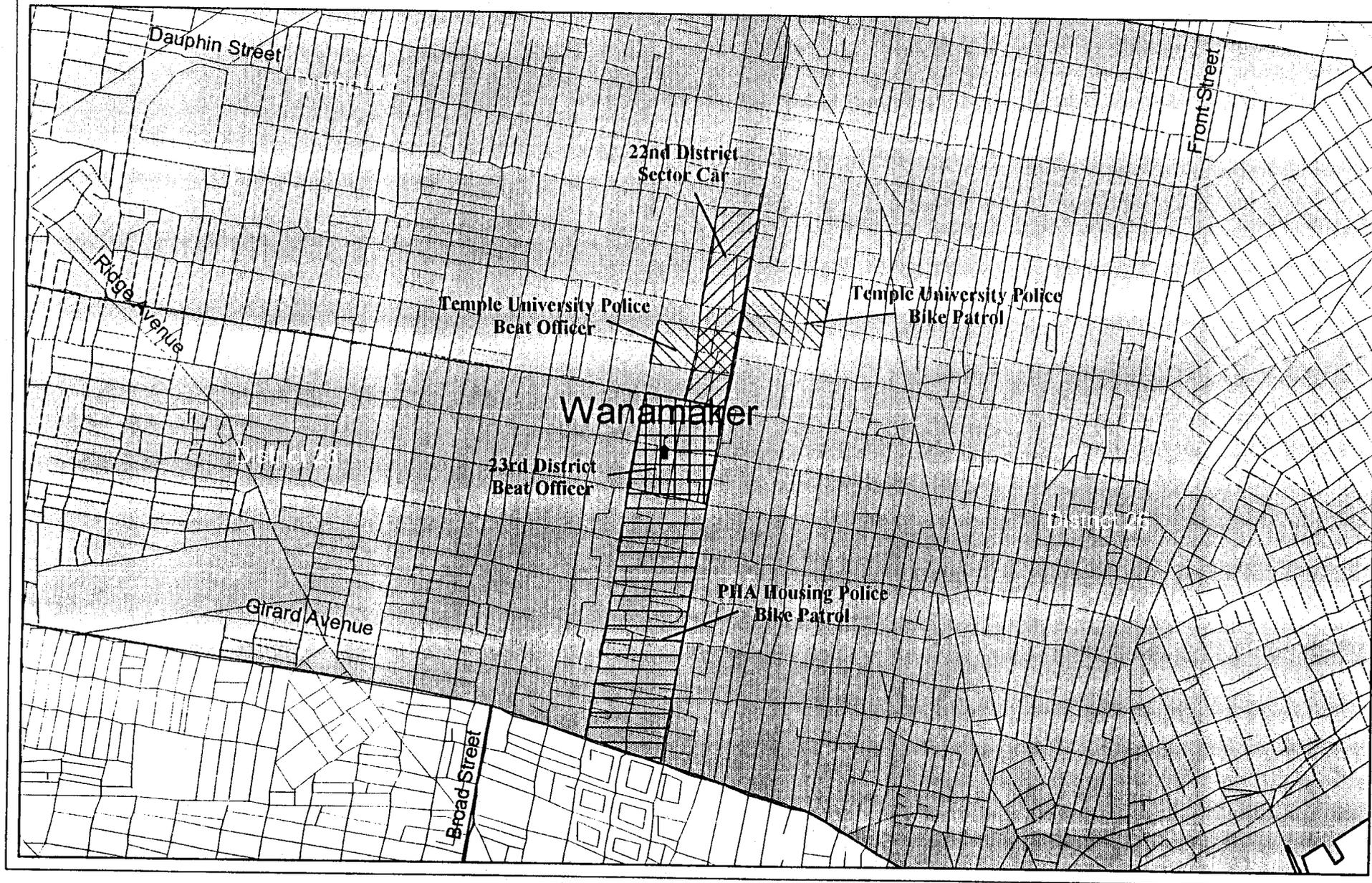
Figure 16 presents the safe corridor area coverage for Wanamaker Middle School.

Spreading the Word

As the use of the Safe Corridor relied on knowledge of its existence, efforts were made to make parents and students aware of its implementation. The week before the start of the program, the Assistant Principal of Wanamaker Middle School, Harvey Uknis, distributed an information packet to all students and parents who attended parent-teacher conferences. The packet consisted of a letter describing the Safe Corridor program and a map depicting the areas of coverage and the times of operation. In addition, each officer was provided with a one-page handout describing the Safe Corridor and soliciting community participation. These were distributed as

Figure 16

Safe Corridor Area Coverage Wanamaker Middle School



these officers had contact with community members throughout the course of their shift. A number of people involved in different tenant organizations in the public housing projects were also directly contacted by the Housing Police and were made aware of the program.

Assessment

The assessment stage had two distinct components. The first component, based on the experiences of the initial six week intervention was a description and evaluation of the response. This component of the assessment stage sought to describe the pedestrian activity during the Corridor's peak hours, while assessing the response of the police. The second component, a second victimization survey, attempted to provide a more scientific based evaluation of the impact of the Corridor. The results of the second victimization survey are explored in a separate section of this report.

In an effort to measure and evaluate the response of law enforcement, two methods were employed. First, the daily log sheets kept by officers assigned to the Safe Corridor were submitted to the Center for Public Policy (CPP) for review. Second, staff from CPP participated in direct observation by accompanying officers as they patrolled their given area. A total of six observations were recorded by CPP staff — three in the morning and three in the afternoon. Of the six observations, four were made by CPP staff while sitting alongside an officer in a squad car; the remaining two were made while accompanying foot patrol officers. The findings from these observation sessions were recorded by CPP and divided into two separate categories — Corridor activity and law enforcement response.

Measuring Corridor Activity

The most concentrated period of student travel was after the afternoon dismissal. Unlike the mornings, when students typically travel alone or in very small groups, in the afternoon larger groups of children leave school at more or less the same time. Because of the more crowded afternoon travel, the general level of physical and verbal activity was higher in the afternoon than in the morning. The morning travel to school was tranquil in comparison to the afternoon. In the morning, the streets had a greater adult presence, as people walked to work, waited for the bus, parked their cars and got off the train on their way to Temple University. The afternoon had less adults and college students roaming the streets and, therefore, was less supervised than the morning.

Another important distinction between the morning and afternoon is implicit in the travel destination. In the morning, students walked to school in a more direct and purposeful fashion as they attempted to beat the school bell. By contrast, students leaving school, many of whom may not be expected anywhere at any particular time, simply had more time to make trouble.

Law Enforcement Response

Increased police presence during Corridor times was facilitated by police patrolling the area in successive loops within their assigned sector. Officers were especially tuned to the general traffic patterns of children as they made their way to and from school. As it turned out, many routes could not be patrolled effectively because students frequently took routes that cut through abandoned lots, backyards and courtyards. Ironically, according to the first victimization survey, many students identified such areas as "unsafe" places, yet, according to these observations, it seemed that many students continued to use these more risky routes.

The foot patrol officer, stationed directly outside the school during the morning and afternoon, was accompanied by a CPP staff member during one morning and one afternoon shift. The officer seemed to have a rapport with the children and knew many of them on a first name basis. The students generally like him and treated him in a familiar manner. Despite this familiarity, he seemed to have control over the students and they appeared to respect his authority. A number of incidents were witnessed where his intervention worked to diffuse an altercation.

A key finding from the observations and the collection and analysis of patrol logs is the distinction between the morning and the afternoon patrolling of the Corridor. For a variety of reasons, the afternoon is the more active time period with respect to the likelihood of incidents. However, due to a logistical factor endemic to the Philadelphia Police Department, the afternoon was also the more difficult time period to supervise. In assessing the response from law enforcement, we have divided this section into a discussion of the morning and the afternoon time periods separately.

The mornings - 8:00am to 9:00am: According to the patrol logs collected and analyzed by CPP staff, there was a maximum of seven officers on the street at any given time, broken down as follows: four patrol cars, two bike patrols, and one foot patrol. Each of the three Philadelphia Police Districts allotted one sector car for the project. Both morning bike patrols came from the Temple University Police. The foot patrol was an officer from the 23rd District assigned to Wanamaker Middle School. In terms of personnel allotment, the morning was clearly the more robust of the two shifts.

The afternoons - 2:30pm to 4:00pm: The afternoons had as many as nine officers assigned to the Safe Corridor including four patrol cars, four bike patrols and the same foot patrol as the morning shift. The two new patrols came from the addition of two PHA bike patrols. While the mornings were generally less active, the afternoon saw a high incidence of outside calls which pulled officers away from the Corridor. This meant that officers tended to be concentrated on the Corridor in the morning. In particular, Philadelphia Police Officers were often called off the Corridor in the afternoon by a number of assist calls, traffic related incidents and misdemeanors.

To further complicate matters, the afternoon patrol of the Corridor also fell in the middle of a shift change for the Philadelphia Police Department at 3:00 p.m., resulting in a lapse before the next patrol was able to be on the streets. Fortunately, because of the Temple University Police, PHA Police and the foot patrol for the 23rd District, the Corridor was left with adequate coverage to accommodate for this shortage of personnel.

Victimization Survey

In order to assess the impact and effectiveness of the Safe Corridor for students, a post-test was administered to students in the form of a second victimization survey after the six week intervention was completed. The survey consisted of the same fifty-five closed-ended response questions and the same open-ended questions covering student perceived unsafe locations.

The second survey differed from the first survey as it related to the test group, who were asked questions specifically with respect to the actual treatment (see Appendix A). This supplement asked Wanamaker students whether they knew about the existence of the Safe Corridor, if they used the Corridor and whether or not they felt safer when they used the Corridor. Since the surveys, for the most part, were identical, it was possible to compare students' responses before and after the treatment. Both surveys were administered to all four schools in order to compare the test results. Wanamaker's student responses were compared to the control group — Vaux, Strawberry Mansion and FitzSimons' student responses. The results of these surveys are discussed later in this report.

PROCESS ANALYSIS

Driving the development of the Safe Corridor program were two important process related activities, the *focus groups* held at all four schools and the *mapping of data* obtained through the initial survey and from student addresses. Below we discuss the types of incidents and their perpetrators and the general location of these incidents. These findings are explained below.

Focus Groups

A set of questions was developed (see Appendix A) to guide focus group discussions. These questions were designed to tap the central issues related to the safe travel of school children. These included:

- ◆ the types of incidents focus group members were aware of;
- ◆ an idea of who the perpetrators and the victims are;
- ◆ the location of these incidents;
- ◆ whether or not these incidents are being reported; and
- ◆ the response to these incidents from students, police and school officials.

Three distinct types of incidents emerged from the discussions within the focus groups.

Students Being "Picked-On"

Students were bullied, either physically or verbally, for no apparent reason other than that they appeared weaker and more vulnerable to attack. Very often these students were smaller, socially isolated and generally known to be outcasts by the student body. Very often these students knew their victimizer, and often the victimizer was a student either from the same school or from a local high school.

Students Fighting

Members of the focus groups indicated that students were fighting with other students. Most often, these students attended the same school. In addition, many of the fights among students were frequently carried over from an event that took place at the neighborhood level. Again, generally both parties knew each other and had some sort of shared history.

Stealing or an Assault with the Intention to Steal

Offenses ranged from getting one's lunch money stolen to getting a piece of jewelry stripped off one's body. Though there were some cases reported in which the assailant was an unknown adult, the overwhelming majority of cases were students stealing from other students.

Further Findings from the Focus Groups

A clear pattern emerges from the focus groups with respect to the "actors" and "incidents." Based on these discussions, most of the incidents reported by students were perpetrated by their peers and not by adults. With respect to location, most of these incidents occurred within a few blocks of the school grounds as children traveled to and from school. While isolated locations, such as bridges and overpasses, were often reported as problem sites, popular student hang-outs (e.g., street corners, school yards, storefronts) seemed to emerge as the most problematic for certain students. While many students feel fearful in desolate areas, it would seem that they are, in fact, most threatened in densely populated areas. These findings raise an interesting question regarding the perception of fear versus the reality of harassment and will be explored later in this report.

In terms of reporting incidents to authorities, many problems, especially those involving bullying, name calling or threats, go unreported to school authorities. This response was consistent across all four focus groups. Students usually do not report these incidents due to fear of retaliation from other students. When students did tell someone, it was usually a friend or family member. When problems were reported to a teacher or school staff, they usually were dealt with through programs such as Peer Mediation or Conflict Resolution. Both of these programs are designed to diffuse tension through an open dialogue. There were some cases, however, in which the police were called in to help resolve the situation. When police were called, it was more often than not

because a parent or teacher felt the situation warranted police attention.

Responses from the focus groups were used to develop the survey on victimization. The survey would be administered to all students in the four schools and be used as a tool to both design and measure the impact of a safe corridor. Moreover, the survey data were used to design and implement the Safe Corridor. The results from the victimization survey are discussed in detail under the "Outcome Results" section of this report.

Mapping

A fundamental advantage to this project was the utilization of the mapping software, MapInfo. As part of the project, two separate police districts — the 22nd and 23rd Districts of the Philadelphia Police Department — were trained in the use of MapInfo. The goal, as defined by the Center for Public Policy, was to encourage the Philadelphia Police Department to use thematic maps in the development of problem-oriented approaches to policing. MapInfo was found to be one of the most basic and effective mapping programs on the market. While maps were used throughout the project as a means to divide up patrol areas, the project went a step further to take advantage of the thematic map which not only represented geographic boundaries, but could portray socially relevant data, such as crime statistics.

As mentioned earlier in this report, maps were used to guide the selection of the test school. Four separate maps were made showing student home addresses, represented by circles, overlaid on top of a map of student identified unsafe places. Once Wanamaker was selected as the test site, this map was used to design the intervention. The Safe Corridor was guided by the location of the students' homes and the problem areas. Travel patterns were surmised from the map. The police personnel were then dispatched to see that students were safely moving from their home to school. It is important to note that the effectiveness of the map as a way of determining traffic routes decreases in the afternoon since one can not safely assume that the students' home addresses are their actual destinations. As previously mentioned, student travel behavior is generally more predictable and orderly in the mornings than in the afternoons.

RESULTS FROM THE FIRST SURVEY

The first survey, administered in January, 1995, included fifty-four closed ended and one open ended question soliciting problem locations from students. The identical survey was given to all four schools. This section takes the responses from all four schools and attempts to portray them as a whole. The objective is to paint a picture of the travel habits, perceptions and activities of students as they travel to and from all four schools.

A total of 2502 surveys were collected. The following table gives the distribution of respondents across the four participating schools.

Table 1
Survey One: Number of Respondents by School

<i>School</i>	<i>Number of Respondents</i>	<i>Percentage of Total</i>
FitzSimons	698	27.9
Vaux	694	27.7
Strawberry Mansion	596	23.7
Wanamaker	514	20.5

As Table 1 demonstrates, the largest number of respondents came from FitzSimons Middle School, with the fewest number coming from Wanamaker Middle School, with a fairly even distribution across the four schools.

Mode of Travel: To and From School

The survey asked students how they normally traveled both to and from school during the school year. The first survey asked students to respond based on their actions since the beginning of the school year and, thus, encompassed the entire fall semester. Table 2 represents the responses to the questions regarding how students usually made their way to and from school.

Table 2
Survey One: Mode of Travel for All Respondents To and From School

<i>Mode of Travel</i>	<i>% To School</i>	<i>% From School</i>
Walked Alone	19.1	14.9
Walked with Friends	59.1	67.7
Walked with Parent or Adult	1.6	1.0
School Bus	1.1	1.1
Public Transportation	10.5	9.9
Automobile	7.6	4.2
Bicycle	1	.2
Some Other Way	1.0	.9

As shown in Table 2, a majority of students walk to and from school. Of those that walk, a majority of them walk with friends. There are no real significant changes in the mode of travel from the morning to the afternoon, with the exception of an increase in the number of students who walk with friends on their way home. This is more than likely to be a product of mass dismissal, which, unlike the morning travel, emanates from one central location.

Since concerns may exist for children who either travel home alone after school or are forced to travel later in the afternoon, the survey attempted to assess how many students traveled home at irregular hours. A majority of the students (62.4%) responded that they generally went directly home after school and a sizeable number (44.2%) responded that they never had any occasion to stay after school. It was unclear what activities, whether organized or unorganized, kept students after school. Generally, most students made their way home in a fairly direct fashion after dismissal. In line with this same logic, we looked at how many students routinely arrived late to school. We found that 10.3 percent responded that they were "often" late, while 70.7 percent responded that they were either "never" late, or "one or two times" late that semester. In general, students arrived to school on time.

Perception

The question regarding the students' perceptions of violence fall into two categories. One category asked students if they "felt" fear from harassment or attack, while another asked students how they would respond to that fear. With respect to the students' perceived fear, we asked how often students felt "someone would attack" them. The results are displayed in Table 3.

Table 3
Survey One: Students Who Felt Someone Would Attack Them

<i>How Often</i>	<i>% of Respondents</i>	<i>Number</i>
Never	69.2	1718
One or More Times	19.0	472
Several Times	6.2	153
Often	5.6	139

As Table 3 demonstrates, nearly 70 percent of the respondents never felt that they were in danger of being attacked, while less than six percent felt that they were often faced with that danger. These results would indicate a student body that, despite the high incidence of crime in the surrounding neighborhood, are not fearful of attack. This feeling of relative security may be related to the number of students who traveled with friends to and from school. Another encouraging result is the relatively small number of students who often felt they would be attacked. However small the percentage may appear, the fact that 139 students are in constant fear as they travel to and from school is a cause for some alarm.

The next set of questions dealt specifically with how students reacted to feeling threatened. These questions attempted to explore the lengths that students would go to protect themselves from potential attack. Table 4 shows how often students took a different route to school in order to avoid attack.

Table 4
Survey One: Students Who Took a Different Route
Because of Fear of Attack

<i>How Often</i>	<i>% of Respondents</i>	<i>Number</i>
Never	74.2	1838
One or More Times	16.5	408
Several Times	5.6	139
Often	3.8	93

Again, while an overwhelming majority indicated that they never felt sufficiently threatened to change their route to school, there was still a number of students who indicated that they often changed their route to school to avoid an attack. It is important to note with this scale that the terms "several" and "often" are not specifically defined anywhere in this survey, leaving such a determination as to what constitutes those categories to the respondents themselves.

The next question asked how many students felt fearful enough to avoid school altogether and stay home because they were afraid. Again, ambiguity among response categories still exists. Table 5 shows the results.

Table 5
Survey One: Student Who Stayed Home From School
Because of Fear of Attack

<i>How Often</i>	<i>% of Respondents</i>	<i>Number</i>
Never	90.3	2238
One or More Times	5.7	144
Several Times	2.5	61
Often	1.4	35

These responses would seem to confirm that, while a majority of the respondents do not experience a level of fear and intimidation that would keep them homebound, there are a core of students across the four schools who do lose school time due to fear. Taking the "several times" and the "often" responses together, we see that 96 students (3.9% of the total respondents) turn to truancy as a means of protecting themselves from school violence. When isolating that group of 35 students who responded that they had stayed home "often," 23 of them had actually been attacked. The remaining eight (excluding 4 missing responses) responded negative to the attacked question. These eight student responses may be the result of secondary fears, as they have witnessed friends or classmates being attacked or harassed, or this could be a group of students who had been attacked, but for some reason responded incorrectly to the survey.

Another serious consequence of fear is the number of students who chose to bring a weapon to school for protection from a potential attack. While the question did not specify the type of weapon, the possible ill effects of attacks certainly seem to increase as weapons are involved and thus should be given very serious consideration. Of the 2,402 students who responded to the first survey, 306 (12.8%) indicated that they had brought a weapon to school for protection. Of this group of 306 students, 283 individuals answering the attacked question, with 101 (35.7%) indicating that they had been attacked. The remaining 182 (64.3%) who brought weapons to school had never been attacked. This raises the question as to whether those who bring weapons to school are protecting themselves from attack or preying on other students. It is also difficult to ascertain causality in the relationship between weapons, attacks, and fear of future attacks. What this data does suggest rather convincingly, however, is that a vast majority of students are neither attacked nor fear being attacked.

The final factor relating to students' perceptions involves location. A series of questions were posed regarding the likely location of attacks. These responses did not indicate where actual attacks occurred, but rather reflected the dominant perceptions of where students felt attacks most likely occur.

These response categories, while reported together, were organized as separate questions on the survey. Since a student may answer all or none of the questions in the affirmative, these categories do not sum to 100%. Table 6 represents a ranked order of locations students felt were likely places for an attack to occur.

Table 6
Survey One: Students' Perceptions of Where Attacks
Are Most Likely to Occur

<i>Where Students Felt Likely To Be Attacked</i>	<i>% of Respondents</i>	<i>Number</i>
Near School	26.6	653
Around Neighborhood	25.2	616
At School Playground	22.6	547
In School	29.0	703

The data in Table 6 includes those students who identified themselves as non-victims as well as victims. Thus, the data are weighted in favor of negative responses, assuming that those students who had not been attacked may be inclined to answer negatively for all four areas.

Later, we selected out those students who identified themselves as victims with the idea that their perceptions of where they would most likely be attacked would be based on their past experiences of being attacked. The result of this analysis is that no one particular location jumps out as the most dangerous, with the four locations seen as more or less equally threatening. An interesting finding here, however, is that the majority of students chose the environment *within* the school as the most threatening — the one environment where there is constant adult supervision, large crowds of students and an absence of hostile adults.

DEFINING THE VICTIMS

At this point, we move to a discussion of those students who indicated on the survey that they had been victimized. The aim in this section is to identify what constitutes a "victim" and to profile what the salient characteristics of this group were with respect to travel habits and perceptions. In addition, we will offer a portrait of the incidents themselves based on the students responses.

A survey items asked the student, "Since the beginning of the school year (September 7, 1994), were you ever bothered or attacked on your way to or from school?" Those students that answered "yes" to this question were instructed to complete the remaining thirty-three questions about the details of the incident. Those students answering "no" were told they were finished and were not to continue answering any further questions. Despite these instructions, a number of students who answered "yes" did not continue answering the survey questions, while a number of students who answered "no" continued. In order to provide some degree of consistency and to avoid unreliable data, we eliminated any respondents who answered "no" to this question. Thus, only students answering "yes" to this question had their answers analyzed.

Comparing Victims to Non-Victims

The data was organized to create two groups of students: *victims*, those that had answered "yes" to question nineteen; and *non-victims*, those that had answered "no" to question nineteen. These two groups were compared based on their responses to the first eighteen questions which covered grade, mode of travel and perception of crime. The following section includes a discussion of this comparison.

Table 7 compares victims to non-victims by looking at the number of students who walk to school and whether they walk alone or with friends. It would be expected that those students who walk to school are more likely to be attacked than those that do not and those that walk alone even more likely than those that walk with friends.

Table 7
Comparison of Victims to Non-Victims:
Mode of Travel To and From School

Mode of Travel	% of	Number	% of Non-	Number
	Victims		Victims	
Total Who Walked to School	78.2	384	77.1	1435
Walked to School Alone	21.2	104	18.3	341
Walked to School w/Friends	57.0	280	58.8	1094
Total Who Walked to School	82.7	406	81.9	1525
Walked to School Alone	17.5	86	14.2	264
Walked to School w/Friends	65.2	320	68.3	1261

As Table 7 demonstrates there is a striking similarity between victims and non-victims in both the proportion of students who walked to and from school and the sub-groups who either walked alone or walked with friends. In fact, less than one percentage points separates the victims from the non-victims in the percentage walking to and from school. The percentage of victims who walk alone to school, however, is slightly higher than the non-victims but this difference is not significant.

In searching for factors which may explain why certain students are victimized and others are not, we decided to look at a comparison of victims to non-victims as they relate to the potential for students to be in isolated situations. These situations may occur after school when a student is leaving late, or before school if a student arrives late. Again, these factors are almost identical across the two cohorts. Of the victimized students, 64 percent (n = 314) go directly home after school while 62 percent (n = 1154) of the non-victimized students go directly home. With respect to staying after school, 43.4 percent (n = 213) of the victims indicated that they never stay after, while 44 percent (n = 819) of the non-victims said the same. Moreover, 13.4 percent (n = 66) of the victims responded that they were "often" late in arriving to school with 9.5 percent (n = 176) of the non-victims reporting they were "often" late. The similarity across these different variables rules out any relationship between students who travel alone or during off-hours and victimization.

Students who have been victimized would be expected to be more fearful than those students who had not been victimized. Table 8, again looking at percentages of each cohort, compares victims to non-victims in perception of fear.

Table 8
Comparison of Victims to Non-Victims:
Perception of Fear

Perceptions	% of	Number	% of Non-	Number
	Victims		Victims	
Felt someone would attack me(1 or more times)	51.3	251	25.8	470
Changed my route because of fear (1 or more times)	42.4	206	21.9	397
Stayed home because of fear (1 or more times)	19.3	93	7.0	125
Thought about bringing weapon	37.5	184	18.1	337
Brought weapon to school because of fear	20.6	101	9.8	182

While it is unclear from this table how victims differ from non-victims in how they travel to and from school, it is apparent that once a student has been attacked their general perception of fear increases, and quite often they take steps to remedy that fear. While only 25.8 percent of the non-victim group felt they would be attacked, 51.3 percent of the victimized group were fearful of additional attacks, with 9.8 percent "often" feeling fearful. Students who had been victimized also changed their route (42.4%) and/or stayed home (19.3%) to a much greater extent than those students who had not been victimized (21.9% and 7.0% respectively).

Perhaps the most alarming impact of victimization upon the students is the significantly higher percentage of the victimized students who thought about, or actually did bring weapons, to school for protection. In fact, one in five of all victims brought a weapon to school out of fear — twice as high as those students who had reported not having been attacked. This raises an interesting issue about the role that weapons may play as a means of recourse for those students who are picked on or harassed, suggesting that the reason students bring weapons to school is for protection.

Nature of Victimization

As mentioned above, if a student responded affirmatively to the "attacked" question, they were instructed to answer a series of questions designed to provide greater detail as to the nature of the victimization. In the following section, we will explore data from the first survey to develop a profile of the three following areas:

1. Attack type — what happened during the attack;
2. Instigator data — who attacked the student; and
3. Communication factors — to whom did the student report the attack.

Attack Type

In order to gain a better understanding of what types of things were being done against students, we asked a series of eight "yes" or "no" questions about harassment. No one category of harassment excluded the other so students were able to answer yes or no to as many questions as possible. In the case of students who had been attacked more than once, it would be likely that they would answer yes to more than one question.

Table 9 shows the percentage of victims who reported the given type of attack. The percentages in the table represent the valid percent and therefore do not include the missing cases as part of the overall number. Many students, though they answered yes to being attacked, chose not to complete the items on the survey which asked them to specify the type and frequency of attack(s) they suffered. In determining percentages, we have dropped those missing cases.

Table 9
Survey One: Nature of Victimization*

<i>Nature of Victimization</i>	<i>% of Students Responding Yes</i>	<i>Number</i>
Names	65.1	276
Threats	49.8	208
Pushed	46.9	197
Hit	41.7	172
Thrown	36.7	155
Theft	24.9	102
Weapon	21.3	88
Drugs	19.3	79

* Multiple Responses: Do Not Add Up to 100%

While categories such as "name calling" may not necessarily be construed as an "attack", rarely did students solely report such non-violent incidents apart from other, more violent forms of attacks. Of the 410 cases, only 29 were exclusive to name calling, 26 students reported name calling in conjunction with physical threats, seven were threatened exclusively, and five were offered drugs exclusively. The remainder of the students were those reporting physical attacks (assaulted, robbed, or threatened with a weapon), with more than half of the students who answered yes to being attacked reported that they had been physically hit.

Instigator Data

Like the survey item that dealt with the nature of the attack, the instigator section consisted of a series of "yes" and "no" questions and therefore did not exclude each other. A student's response may reflect a number of incidents. Table 10 describes who the instigators were and what their relationship was to the victim. This table illustrates the relationship between instigator and victim. The heading "% Strangers" refers to a negative response to the question, "Did you know the person?".

Table 10
Victimized Group: Instigator Data

Instigator	% of	Number	%	Number
	Victimized		Strangers	
	Group			
Student from School	57.8	256	30.1	77
Student from Another School	31.3	136	53.7	73
Adult from Neighborhood	17.8	77	37.1	28
Adult Not from Neighborhood	19.9	87	48.3	42

Again, remembering that these categories are not mutually exclusive, Table 10 shows a majority of the respondents (57.8%) indicate that they had been attacked by someone from their own school. The next most popular instigator was a student from another school (31.3%). Adults from the student's neighborhood and from another neighborhood were basically equal (17.8% and 19.9% respectively). The ratio of attackers who were strangers to those known to the students ranged somewhat across the different instigator types.

In conclusion, the most likely profile of an attacker, as would be expected, was a student from the victim's school. It should be stated that, although we asked the student if they "knew" their attacker, we can not be sure that each student understood this question the same way. More precise questions as to the relationship of the attacker to the victim could be a real benefit in designing any future intervention.

Locational Data

The next set of questions were designed to gauge the student's perceptions as to where attacks were most likely to occur. While this gives us an idea of the respondents' views, it does not necessarily relate to the location of the attacks. It is quite likely that students felt fear in certain areas but had never actually been attacked there. In order to get some idea of where the attacks took place, we decided to select for analysis those cases where a victimization was reported and relate the response patterns of these cases to location and fear variables. While this does not guarantee that we have captured actual locations of attacks, it is more reliable than those students who had never been attacked. For the sake of clarity, we have chosen to group the four responses into two separate groups with "agree" and "strongly agree" paired as an affirmative response, and "disagree" and "strongly disagree" paired as a negative response.

Table 11
Victimized Group:
Locational Data for Reported Victims

<i>Where are you most likely to be attacked?</i>	<i>% of Respondents</i>	<i>Number</i>
In School	45.8	222
Around School	44.7	218
Around Neighborhood	37.4	183
Playground	28.9	141

The school, in accordance with the responses regarding instigator data, would seem to be the most dangerous of the four locations. It is also interesting to note how many students felt threatened in school as compared to the playground. This may point to the difficulty in supervising hallways, locker rooms and bathrooms as compared with the open expanse of a playground.

In order to determine at what point in the student's day the majority of attacks occurred, three "yes" or "no" questions were posed addressing time and place. Students were asked if the attack occurred on the way to school, on the way home from school, or on the school grounds. There were three separate questions so answers were not exclusive of one another. Table 12 gives a breakdown of the three questions.

Table 12
Victimized Group:
Point of Day When Attacked

<i>When attacked?</i>	<i>% of Students</i>	<i>Number</i>
On the Way To School	25.1	123
On the Way From School	47.0	231
On School Grounds	20.1	148

The findings in Table 12 seem to contradict the dominant student perceptions of the most dangerous places. When students who chose only one of the three responses were selected for analysis, it was found that 112 respondents chose the trip home as the sole time of their attack, with 36 and 38 choosing the way to school and school grounds respectively. This reveals a tendency towards attacks occurring on the way home than does the perceptual question relating to most likely place of attack.

While more students indicated that attacks occurred on the way home from school than either their trip to school or the time in school itself, these same students, when asked to choose the places they were most likely to be attacked, more responded "yes" to the school as a probable site of attack than any other place. This may be an indication that, while certain students feel threatened during school and may well be the object of ridicule or harassment while inside the school, the actual attack may be happening after school hours away from adult supervision. In all likelihood, the school is often the environment where tension originates and later, spills out on to the streets. While intervention and supervision may curtail the incidence of street violence and inter-student conflict, a more thorough investigation into the culture of student behavior may prove more fruitful in assessing travel-related violence.

Students who reported that they had been attacked either on the way to or from school were then asked to indicate the location of the attack. A series of "yes" or "no" questions were posed, giving four possible locations. Table 13 gives the percentage of those students who had been attacked in each corresponding location.

Table 13
Victimized Group: Location of Attack*

<i>Location of Attack</i>	<i>% of Respondents</i>	<i>Number</i>
Attacked on Streets by School	37.1	182
Attacked on Streets by Home	27.9	137
Attacked while On Public Transportation	13.6	67
Attacked While on School Bus	5.5	27

* Multiple Responses: Do Not Add Up to 100%

More students responded yes to being attacked on streets near school than the other three locations, but streets near the student's home were not far behind. These findings, taken with the fact that the school is seen as the most likely site of attack, and the trip home as the most reported time attack, would seem to support the hypothesis that many conflicts originate within the school during school hours and spill out onto the streets after dismissal.

Communication Factors

The survey attempted to measure the extent to which students who have been attacked have communicated such incidents to friends, family or authority figures and, if they chose not to communicate these incidents to others, some of the reasons for withholding such information. While the survey itself cannot be expected to capture all incidents of violence aimed at students, it can give us some idea of the proportion of cases that go unreported.

Of the 386 victims who responded, 242 (62.7%) indicated that they had communicated their attack to someone else and 37.3% (n = 144) said that they had not. Table 14 gives the percentages of students who reported their attack to the particular individuals listed.

Table 14
Victimized Group: Communication Factors*
(Who Students Told)

<i>Person Told</i>	<i>% of Students</i>	<i>Number</i>
Parent	73.6	178
Friend	52.1	126
Sibling	48.8	118
Teacher	39.7	96
Other	37.6	91
Adult at School	35.5	86
Police	24.8	60

* *Multiple Responses: Do Not Add Up to 100%*

Students turn to parents at a greater rate than to any other member of the community. The fact that nearly three-quarters of all respondents indicated that they told their parents is an encouraging finding. The fact that under half of the students reported such incidents to teachers or adults at school, however, is less so. Many parents may not converse with school officials on a regular basis and those cases reported to parents will then escape the attention of the school. This may point to the issue that many students feel that their victimization is a personal affair and not the business of the school. It may reflect a certain fear of, or lack of faith in, the administration of the school to remedy the problem. The group that had the least amount of victims reporting to them were the police, with only about one in five students seeking them out.

As a means to better understand what inhibits students from communicating to others about their own victimization, we created a sub-group within the larger population of victims who did not tell anyone about their victimization. Those students who responded that they did not tell anyone about their attack were selected for analysis and their responses to why they did not tell are presented below. The question is somewhat limited in that it consists of a series of six "yes" or "no" questions where the student was given examples of reasons they did not tell and asked to respond in the affirmative or negative. Like many of the other tables, these questions were not mutually exclusive and thus gives a relative picture of excuses.

Table 15
Victimized Group: Communication Factors*

<i>Reasons for Not Telling</i>	<i>% of Students</i>	<i>Number</i>
Would Do No Good	38.9	56
No Big Deal	36.8	53
Fear of Retaliation	29.9	43
Other Reasons	29.1	43
No One Would Understand	27.8	40
Would Get In Trouble	21.5	31

* *Multiple Responses: Do Not Add Up to 100%*

As evidenced in Table 15, there are many reasons why students fail to report a victimization. The fact that "it would do no good" is the number one reason given by students failure to report a victimization does raise some questions as to whether or not students have any faith in the system of recourse available to them such as school, parents or police. It seems unclear why certain students, who had been subject to rather serious forms of harassment, did not tell. The very nature of this question, however, limits the range of responses, and the fact that the variable "other reasons" ranked high may point to a whole host of other factors not addressed by the closed-ended questions.

COMPARISON OF THE TEST AND CONTROL GROUPS

A second survey was administered after the six-week intervention period. This second survey was given to both the test school and the control group and was identical to the first survey with two slight exceptions. First, all of the questions ended with the qualifier, "since spring break" (April 11, 1995), as compared to the first survey where it indicated "since the beginning of the school year" (September 7, 1994). Second, the surveys given to the students at the test school included a set of questions specifically about the knowledge and use of the Safe Corridor. In comparing the control and test groups, we would expect that the intervention would have some positive impact on both perceptions and the rate of attacks at the test school (Wanamaker).

A total of 2101 surveys were collected. The following table gives the distribution of responses across the four participating schools.

Table 16
Survey Two: Number of Respondents by School

<i>School</i>	<i>Number of Respondents</i>	<i>Percentage of Total</i>
FitzSimons	591	28.2
Vaux	557	26.6
Strawberry Mansion	533	25.5
Wanamaker	414	19.8

Rate of Attacks

In comparing the attacked variable across both surveys and across the control group and Wanamaker, we found that while 19.4 percent (n = 96) of Wanamaker students reported being attacked in the first survey, 20.2 percent (n = 74) of the test students reported being attacked in the second survey. In the control group, the percentage decreased from 21.2 percent (n = 394) in the first survey to 15.2 percent (n = 220) in the second survey. In the case of Wanamaker, the number decreased, but the percentage increased. In terms of perception, Wanamaker went from 32.4 percent of the students responding that they felt that they would be picked on one or more times, to 33.4 percent in the second survey; while the control group changed from 30.4 percent to 28.4 percent from survey one to survey two. These changes were slight and do not reflect any significant change in the climate of violence around the school.

Table 17 displays the one-way analysis of variance (ANOVA) between survey 1 and survey 2 and the questions regarding the likelihood of being attacked and those who have already been attacked. In order to explore the significance of the variation of the mean score of each survey question by survey type we need to examine the variation between-groups (i.e., how much variation in the mean score for the variable can be attributed to the difference in surveys). The respective means for the attacked or bothered variable showed a slight increase from survey one (19.4%) to survey two (20.2%). In order to establish the significance of between-group variation we utilized the F ratio statistic. According to the following table, the F ratio statistic for the test school is insignificant for both variables.

Table 17
One-way Analysis of Variance
Of Those Bothered or Attacked
By Survey 1 (n= 2502) and Survey 2 (n=2094)

TEST SCHOOL

<i>Variable</i>	<i>F Ratio</i>	<i>Significance</i>
Bothered or Attacked	.0707	.7904
Felt That Someone Might Bother	.0740	.7857

*p < .05
**p < .01

A similar analysis was completed for the control schools. Based on a one-way ANOVA, a significant decrease was found for those students who indicated that they have been attacked or bothered from survey 1 to survey 2. While a decrease in attacks at the control school were not hypothesized, the following comparison of the test and control sites across both surveys will examine the possible factors of these differences.

Table 18
One-way Analysis of Variance
Of Those Bothered or Attacked
By Survey 1 (n=2502) and Survey 2 (n=2094)

CONTROL SCHOOLS

<i>Variable</i>	<i>F Ratio</i>	<i>Significance</i>
Bothered or Attacked	20.0775	.0000**
Felt That Someone Might Bother	.3702	.5429

* $p < .05$
 ** $p < .01$

Increase in Victimization at the Test School

In order to help explain the relative increase in victimization at Wanamaker, we compared 31 different variables between the test and the control schools, and between the first and second survey. It was hypothesized that an increase in the number of students who traveled by foot, or the number who stayed later after school, could account for an increased rate of victimization. Therefore, if Wanamaker showed increased rates in the number of students who walked to school during the period of the intervention, then this could account for the relative increase in victimization. In comparing the test to the control environment for these travel variables, we found no discernible difference between the first and second survey. The amount of students who walked home from Wanamaker actually decreased, thereby decreasing the potential for victimization, from 83.4 percent to 75.6 percent. In the control group, there was a slight decrease, from 83.4 percent to 82.5 percent. Those students who went directly home after school was nearly identical for both Wanamaker and the control environments, with the change in the test from 59.3 percent to 59.1 percent, and the change in the control from 64.3 percent to 63.3 percent. The final travel habit compared, those students who stayed after school one or more times, went from 58.0 percent to 57.4 percent at Wanamaker and from 54.9 percent to 52.0 percent for the control, refuting the hypothesis that increased levels of walking could explain for an increase in victimization at Wanamaker. In conclusion, a comparison of these variables across both environments show almost identical numbers with respect to how students travel to and from school.

In order to support these findings we ran a one-way ANOVA to determine whether the variation in the travel habits of students between the test and control schools differed significantly. Table 19 shows the findings for survey 1. Based on these results, a significant difference exists only between the test and control schools in regard to their students' participation in after-school activities.

Table 19
One-way Analysis of Variance
of Travel Habits To and From School
By School Type
(Wanamaker:n=514—Control:n=1988)
SURVEY 1

<i>Variable</i>	<i>F Ratio</i>	<i>Significance</i>
Travel To School	3.4355	.0639
Travel Home From School	2.5528	.1102
Participation in After-School Activities	6.7261	.0096**

*p<.05

**p<.01

Table 20 presents the one-way ANOVA for survey 2. The results indicate the existence of a significant difference between the test and the control schools for two variables (i.e., the mode of travel home from school and the amount of time students spend in after-school activities).

Table 20
One-way Analysis of Variance
of Travel Habits To and From School
By School Type
(Wanamaker:n=414—Control:n=1680)

SURVEY 2

<i>Variable</i>	<i>F Ratio</i>	<i>Significance</i>
Travel To School	2.0389	.1535
Travel Home From School	9.7511	.0018**
Participation in After-School Activities	3.9683	.0465*

*p<.05

**p<.01

Perception

One hypothesis that we set out to test was that by providing a safe corridor for students, their perception of their own safety would increase compared to those students who had received traditional forms of intervention. Our results show only a slight difference from the first to the second survey in both environments. At Wanamaker 32.4 percent of the respondents on the first survey were fearful of an attack while 33.4 percent were on the second survey, an *increase* of 1.0 percent; in the control environment, there was a *decrease* in fear from 30.4 percent to 28.9 percent. This suggests that either students were not aware of the Corridor or knew about it but did not feel that it secured their environment in any real way.

The following tables test whether a variation between scores on the variables measuring students' fear of being bothered or attacked vary significantly from survey 1 to survey 2. The data indicate that the differences are *not* significant for either the test school or the control schools. This finding questions the effect of the implementation of the corridor on the level of fear of students. Although we are unable to measure the actual influence of corridor on the level of fear, we can argue that no significant difference exists from survey 1 to survey 2 at the test school.

Table 21
One-way Analysis of Variance
For Fear of Being Bothered or Attacked
By Survey1 (n=2502) and Survey 2 (n=2094)

TEST SCHOOL

<i>Variable</i>	<i>F Ratio</i>	<i>Significance</i>
Fear of Being Bothered	.0740	.7857
Fear of Being Attacked	.8505	.3566

$p < .05$
 $**p < .01$

Table 22
One-way Analysis of Variance
For Fear of Being Bothered of Attacked
By Survey1 (n=2502) and Survey 2 (n=2094)

CONTROL SCHOOLS

<i>Variable</i>	<i>F Ratio</i>	<i>Significance</i>
Fear of Being Bothered	3702	.5429
Fear of Being Attacked	9313	.3346

**p* < .05

***p* < .01

Knowledge and Use of the Corridor

In a question posed to the students of the test school, we found that under one-third of the students even knew of the existence of the Corridor, and among those students who had been victimized, the number was even lower. Table 23 summarizes the knowledge and use of the Corridor by the students at Wanamaker. We compare the victims to the total population to see if there was increased awareness and use among those students who felt threatened.

Table 23
Survey Two:
Knowledge and Use of the Corridor
Among Students at Test School

<i>Variables</i>	<i>% of Total</i>	<i>Number</i>	<i>% of Victims</i>	<i>Number</i>
Knew About Corridor	27.4	93	24.3	18
Used the Corridor from School	25.3	85	25.4	15
Changed Way to School to Use Corridor	19.6	66	29.5	22
Changed Way Home to Use Corridor	19.9	63	36.5	23

Encouragingly, we found that of the 93 students who knew about the Corridor, 66 and 63 of them respectively changed their way to and from school in order to use the Corridor. This indicates a willingness from the students to use the Corridor if it is available. Despite indicating a relatively low awareness of the Corridor, these numbers are also somewhat contradictory and again may point to a problem of using this type of survey with this particular population. While only 18 of the victimized students said they knew about the Corridor, 22 of them said that they changed their way to school, and 23 their way home from school, on account of the Corridor.

One of the obvious explanations for such a low awareness of the Corridor would be a failure on the part of the school officials to alert their students of the existence of the Corridor. However, this was clearly not the case, as the administration of Wanamaker made numerous attempts to alert students. Wanamaker officials assured us that several announcements were made during school-wide assemblies, and letters were circulated to all students and their parents informing them and encouraging them to use the Corridor.

CONCLUSIONS AND IMPLICATIONS

The Safe Corridor project, as an exercise in problem-oriented policing, demonstrated the potential for different police agencies and civilian actors to work together on joint projects. In our pursuit of a problem-oriented approach we found the collective input and capacities from the different agencies involved impressive.

Despite the concentrated efforts of these agencies and individuals, however, it appeared that the Safe Corridor did not have the impact on student victimization that we had expected. A number of issues were raised during the course of the project which may help to shed light on the less than significant impact of the intervention.

Violence directed at students, because it is often from other students, may be more insidious — and less amenable to a “safe corridor” crime amelioration strategy — than we had anticipated. Though the first survey clearly showed that students were harming other students and that these victimizations took place in and around school, the ability to detect these incidents may require more than the mere presence of authority figures such as police. Specifically, students were reluctant to police themselves by reporting incidents to school authorities, parents and police, presumably because they feared retributive attacks — or, that reporting an attack would do nothing to solve the problem. Not so surprisingly, many victimizations took place in areas outside of the “safe corridor” designed to protect students on their trips to and from school, with many actually taking place within schools and on school grounds. This also held true for students’ perceptions of fear of victimization, with the majority of students choosing the school interior as the most likely place they felt an attack would take place.

The relative ineffectiveness of the safe corridor project in the test school may suggest that other factors are at play in the dynamics of student victimization and that investigations into the climate of schools and how community and socio-economic variables affect victimization and reporting patterns may prove beneficial. This points to a possible shortcoming in crime prevention strategies — like the safe corridor approach — that only account for the situational or locational elements of victimization.

In terms of evaluating the program itself, measures of the efficacy of the Safe Corridor were hampered somewhat by our survey instrument that proved to be not entirely suited to a young student population. A number of times the survey produced contradictory and confusing results which more than likely point to a lack of careful deliberation on the part of the students. Moreover, the study of victimization through survey methods is problematic due to the very small frequencies of victimization. Even in what can be considered a high crime area,

the small number of reported attacks makes analysis of victimization difficult. Aside from the large sampling errors associated with victimization surveys (in relation to small absolute measures of victimization) a number of non-sampling errors often arise that can further lead to different interpretations of survey data. Failure to recollect events in total or in the proper time period; different definitions of events; and the proper placement of events to a given space lead to questions surrounding the survey data. As touched on above, this may have been especially true for a young population sample.

Impact and instrumentation issues notwithstanding, this project demonstrates the efficacy of using an analytic, problem-focused approach to understanding and modifying police interventions. The use of the problem-solving approach outlined in this report afforded the opportunity to make explicit a model of crime causation, and then test whether or not the program was capable of intervening into this causal chain. This has been one of the important criticisms of both traditional and community-based policing (Greene and Taylor, 1988).

This project, in using locational and perception data from students, also provides a glimpse as to how police, working with school officials, can better understand the spatial and temporal factors that may affect student victimization. The process of building a police-school-university collaboration in this project also provides a "model" for future analytic interventions made by the police in concert with client and constituent groups.

Finally, this project has revealed some of the potential errors in conventional wisdom about the victimization of children as they travel to and from school. What is clear from this project is that at least three populations and two policy issues emerge from our analysis. With respect to population considerations, it is important to distinguish among students who are not victims or necessarily fearful from those who have been victimized and are fearful, even to the point of bringing weapons to school — presumably for self-protection. For example, programs focused on the victims may go a long way in reducing the availability of weapons at schools. A third sub-population warranting attention are students who are victimized, but by strangers. These students may also be victimized by more adults, something that should concern school and police officials.

With respect to policy issues it is clear from this study that student victimization is more likely to occur on or very near to school grounds, typically after school, and as the result of situations and or conflicts that begin in the school during the school day. Such information points to the very real need to effectively monitor schools paying special attention to the dynamics of the school and student interactions that may give rise to after school assaults and/or other victimizations. Here the focus should be on interventions that seek to preempt or resolve latent school conflict leading to after school victimization.

In conclusion, as this project had the principal goal of establishing a problem-oriented policing strategy, it could be considered a success. The relative ineffectiveness of the safe corridor concept itself points to both a need for more comprehensive crime and violence reduction solutions, as well as better evaluation tools to assess the real impacts of these strategies on younger, school-aged population types.

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APPENDIX A
INSTRUMENTATION

SAFE TRAVEL SURVEY

This survey asks you questions about how you get to school and home from school. This is not a test. There are no right or wrong answers. Please answer as honestly as you can. Your answers are very important because they will help us to understand more about any problems that students in your school may be having on their way to and from school. **YOUR NAME WILL NOT BE ON THE SURVEY SO NO ONE WILL KNOW YOUR ANSWERS.** Your participation is voluntary, and you do not have to answer particular questions if you do not want to. Please answer the following questions about this school year (September, 1994 through today) by marking the circle next to the response that you think best answers the question.

1. What school do you go to?
 - A) FitzSimons Middle School
 - B) Strawberry Mansion Middle School
 - C) Vaux Middle School
 - D) Wanamaker Middle School

2. What grade are you in at school?
 - A) 5th grade
 - B) 6th grade
 - C) 7th grade
 - D) 8th grade

3. During this school year, how do you usually get to school?
 - A) walk alone
 - B) walk with friends
 - C) walk with parents or other adults
 - D) school bus
 - E) public bus, subway or train
 - F) car
 - G) bicycle
 - H) some other way

4. During this school year, how do you usually get home from school?
 - A) walk alone
 - B) walk with friends
 - C) walk with parents or other adults
 - D) school bus
 - E) public bus, subway or train
 - F) car
 - G) bicycle
 - H) some other way

5. During this school year, do you usually go home right after school is over?

- A) yes
- B) no

6. During this school year, how often do you stay after school to participate in some extra-curricular activity?

- A) never
- B) one or two times
- C) several times
- D) often

7. During this school year, how often do you come to school late?

- A) never
- B) one or two times
- C) several times
- D) often

In questions #8-13, we would like to ask you about things that may have happened on your way to or from school.

8. Since the beginning of this school year, how often have you felt that someone might bother you or pick on you on your way to or from school?

- A) never
- B) one or two times
- C) several times
- D) often

9. Since the beginning of this school year, how often have you felt that someone might attack or hurt you on your way to or from school?

- A) never
- B) one or two times
- C) several times
- D) often

10. During this school year, how often did you take a different route to or from school because you felt that someone might bother or attack you?

- A) never
- B) one or two times
- C) several times
- D) often

11. During this school year, how often did you stay home from school because you felt that someone might bother you or attack you on your way to or from school?

- A) never
- B) one or two times
- C) several times
- D) often

12. Have you ever thought about bringing a weapon to school to protect yourself because you thought that someone would bother or attack you?

- A) yes
- B) no

13. Have you ever brought a weapon to school to protect yourself because you thought that someone would bother or attack you?

- A) yes
- B) no

In #14-18, we would like to know how you feel about certain places. Please indicate how strongly you agree or disagree with the following statements.

14. I am likely to be attacked or bothered on the streets around school.

- A) strongly agree
- B) agree
- C) disagree
- D) strongly disagree

15. I am likely to be attacked or bothered in the streets in my neighborhood.

- A) strongly agree
- B) agree
- C) disagree
- D) strongly disagree

16. I am likely to be attacked or bothered in the playground.

- A) strongly agree
- B) agree
- C) disagree
- D) strongly disagree

17. I am likely to be attacked or bothered inside the school.

- A) strongly agree
- B) agree
- C) disagree
- D) strongly disagree

18. During which part of the week do you feel you are most likely to be bothered or attacked?
- A) beginning of the week
 - B) middle of the week
 - C) end of the week
 - D) all times are equally likely

In questions #19-24, we would like to know if there are places where students from your school hangout before and after school.

19. Do students from your school hang out on school grounds?
- A) yes
 - B) no
20. Do students from your school hang out at a nearby store?
- A) yes
 - B) no
21. Do students from your school hang out at a nearby fast-food place?
- A) yes
 - B) no
22. Do students from your school hang out on the streets around school?
- A) yes
 - B) no
23. Do students from your school hang out on the streets in your neighborhood?
- A) yes
 - B) no
24. Why do you think that most fights at school happen?
- A) because of things that happen at school
 - B) because of things that happen in my neighborhood

Now we would like to know more about what may have happened to you on your way to and home from school.

25. During this school year, were you ever bothered or attacked on your way to or from school?
- A) yes
 - B) no

If you answered no to #25 please go to the last page of the survey. If you answered yes to #25 please answer the rest of the questions.

26. During this school year, how often were you bothered or attacked?
- A) once
 - B) two or three times
 - C) four or five times
 - D) more than five times

In questions 27-31, we want to find out about who bothered or attacked you.

27. Did you know the person who bothered or attacked you?
- A) yes
 - B) no
28. Were you bothered or attacked by a student from your school?
- A) yes
 - B) no
29. Were you bothered or attacked by a student from another school?
- A) yes
 - B) no
30. Were you bothered or attacked by an adult that lives in your neighborhood?
- A) yes
 - B) no
31. Were you bothered or attacked by an adult from outside your neighborhood?
- A) yes
 - B) no

In questions 32-33, we want to find out about when you were bothered or attacked.

32. Were you bothered or attacked on your way to school?
- A) yes
 - B) no
33. Were you bothered or attacked on your way home from school?
- A) yes
 - B) no

In questions 34-38, we want to find out about where you were when you were bothered or attacked.

34. Were you bothered or attacked on your school's grounds?

- A) yes
- B) no

35. Were you bothered or attacked on the streets around your school?

- A) yes
- B) no

36. Were you bothered or attacked on the streets around your home?

- A) yes
- B) no

37. Were you bothered or attacked on the school bus?

- A) yes
- B) no

38. Were you bothered or attacked on the public bus, train or subway?

- A) yes
- B) no

In questions 39-46, we want to find out about what happened to you when you were bothered or attacked.

39. Did someone call you names?

- A) yes
- B) no

40. Did someone threaten you?

- A) yes
- B) no

41. Did someone push or shove you?

- A) yes
- B) no

42. Did someone throw something at you?

- A) yes
- B) no

43. Did someone hit, punch or kick you?

A) yes

B) no

44. Did someone use a weapon to threaten or hurt you?

A) yes

B) no

45. Did someone take personal property or money from you?

A) yes

B) no

46. Did someone offer you drugs?

A) yes

B) no

In questions 47-54, we want to find out if you told anyone about when you were bothered or attacked.

47. When you were bothered or attacked, did you tell anyone?

A) yes

B) no, skip to question #55

If you told someone, we would like to know who you told.

48. Did you tell a friend?

A) yes

B) no

49. Did you tell a parent?

A) yes

B) no

50. Did you tell your brother or sister?

A) yes

B) no

51. Did you tell a teacher?

A) yes

B) no

52. Did you tell another adult at school?

A) yes

B) no

53. Did you tell a police officer?

A) yes

B) no

54. Did you tell some other person?

A) yes

B) no

If you did not tell anyone, we would like to know why.

55. I did not tell anyone because I did not think it would do any good.

A) yes

B) no

56. I did not tell anyone because I thought it might get me in trouble.

A) yes

B) no

57. I did not tell anyone because I thought that no one would understand.

A) yes

B) no

58. I did not tell anyone because I thought that what happened was not a big deal.

A) yes

B) no

59. I did not tell anyone because I thought someone might try to get back at me for telling.

A) yes

B) no

60. Was there any other reason why you did not tell anybody?

A) yes

B) no

UNSAFE PLACES

Now we'd like you to pretend that you are going to design a program to help make kids safe as they travel to and from your school. Imagine that you are walking to or from school. As you make this trip, are there any places that you think are unsafe? Are there areas where you think you are likely to be bothered or attacked? Please list these places in the spaces below. Please be as specific as you can in your answers. For example: the corner of Broad Street and Diamond Street, Joe's Tavern, the empty lot next to the playground.

1) _____

2) _____

3) _____

Thank you for completing this survey. We greatly appreciate your help.

FOCUS GROUP DISCUSSION QUESTIONS:

- 1) What problems involving children travelling to and from school are you aware of at your school?
 - What happens in these incidents? Are some types of problems more common than others?

- 2) Who is usually involved in these incidents?
 - Try to identify both the victims and those who are doing the victimizing.

- 3) Where do these incidents occur?
 - Do these occur on school grounds or off school grounds?
 - Are problems more common in certain areas or locations?

- 4) Are these incidents usually reported?
 - How are they reported?
 - To whom are they reported?

- 5) How are incidents usually dealt with? What is the school currently trying to do about them? Are these efforts effective? What else should be done? Who are the relevant stakeholders in process?

Wanamaker Survey Supplement

We would like to ask you some questions about the Safe Corridor Program which was at your school between April 17 and May 26. Please answer the following questions on the red scantron sheet you used for the first part of the survey. Please fill in your answers beginning with #55.

55. Did you know that the area on 11th Street, between Poplar and Susquehanna, was made a Safe Corridor by your school and the police?

- A) yes
- B) no

56. Since your spring vacation, do you travel to school using the Safe Corridor?

- A) yes
- B) no

57. Did you change the way you used to travel to school in order to use the Safe Corridor?

- A) yes
- B) no

58. Since your spring vacation, do you travel home from school using the Safe Corridor?

- A) yes
- B) no

59. Did you change the way you used to travel home from school in order to use the Safe Corridor?

- A) yes
- B) no

If you do not travel to or from school using the Safe Corridor you have finished the survey.

If you do travel to or from school using the Safe Corridor, please answer questions 60-61.

60. When you use the Safe Corridor, how often have you felt that someone might bother you or pick on you on your way to or from school?

- A) never
- B) one or two times
- C) several times
- D) often

61. When you use the Safe Corridor, how often have you felt that someone might attack or hurt you on your way to or from school?

- A) never
- B) one or two times
- C) several times
- D) often

APPENDIX B
DATA DESCRIPTION

1--Safe Travel Survey Codebook

2--Safe Travel Survey Frequency Distributions

USSCBOTH	when using safe corridor, how often do you feel someone might	60
	Format: F1	
	Missing Values: 4 thru *	
	Value Label	
	0 never	
	1 one or two times	
	2 several times	
	3 often	
USSCHURT	how often do you feel someone might hurt you using the safe	61
	Format: F1	
	Missing Values: 4 thru *	
	Value Label	
	0 never	
	1 one or two times	
	2 several times	
	3 often	
SURVEY	* No label *	62
	Format: F8	
USESAFE	* No label *	63
	Format: F1	
KNOWCOR	* No label *	64
	Format: F1	
CHNGWAY	* No label *	65
	Format: F1	
DEPVAR1	* No label *	66
	Format: F1	
	Missing Values: 2 thru *	
FEARATAK	* No label *	67
	Format: F8.2	
S1CONT	* No label *	68
	Format: F2	
SUR1TRT	* No label *	69
	Format: F2	
S2CONT	* No label *	70
	Format: F2	
S2TRT	* No label *	71
	Format: F2	
YNGGRP	* No label *	72
	Format: F1	
SCHOOL2	* No label *	74
	Format: F8.4	

TLADDSL	told adult at school Format: F1 Missing Values: 2 thru *	46
	Value Label	
	0 yes	
	1 no	
TLDPOLIC	told police officer Format: F1 Missing Values: 2 thru *	47
	Value Label	
	0 yes	
	1 no	
TLDANPER	told other person Format: F1 Missing Values: 2 thru *	48
	Value Label	
	0 yes	
	1 no	
NTLDNOGD	not tell b/c do no good Format: F1 Missing Values: 2 thru *	49
	Value Label	
	0 yes	
	1 no	
NTLTRUB	not tell b/c get in trouble Format: F1 Missing Values: 2 thru *	50
	Value Label	
	0 yes	
	1 no	
NTLNUNSD	not tell b/c no one understand Format: F1 Missing Values: 2 thru *	51
	Value Label	
	0 yes	
	1 no	
NBGDEAL	not tell b/c not a big deal Format: F1 Missing Values: 2 thru *	52
	Value Label	
	0 yes	
	1 no	

THEFT	took personal property/money fr you Format: F1 Missing Values: 2 thru *	39
	Value Label	
	0 yes	
	1 no	
DRUGS	offered you drugs Format: F1 Missing Values: 2 thru *	40
	Value Label	
	0 yes	
	1 no	
TELL	tell anyone Format: F1 Missing Values: 2 thru *	41
	Value Label	
	0 yes	
	1 no	
TOLDFND	told friend Format: F1 Missing Values: 2 thru *	42
	Value Label	
	0 yes	
	1 no	
TOLDPAR	told parent Format: F1 Missing Values: 2 thru *	43
	Value Label	
	0 yes	
	1 no	
TOLDSIB	told bother/sister Format: F1 Missing Values: 2 thru *	44
	Value Label	
	0 yes	
	1 no	
TLDTEACH	told teacher Format: F1 Missing Values: 2 thru *	45
	Value Label	
	0 yes	
	1 no	

PUBTRANS	attacked on public trans. Format: F1 Missing Values: 2 thru *	32
	Value Label 0 yes 1 no	
NAMES	called names Format: F1 Missing Values: 2 thru *	33
	Value Label 0 yes 1 no	
THREAT	threatened you Format: F1 Missing Values: 2 thru *	34
	Value Label 0 yes 1 no	
PUSHED	pushed or shoved you Format: F1 Missing Values: 2 thru *	35
	Value Label 0 yes 1 no	
THROWN	threw something at you Format: F1 Missing Values: 2 thru *	36
	Value Label 0 yes 1 no	
HIT	hit,punched,kicked you Format: F1 Missing Values: 2 thru *	37
	Value Label 0 yes 1 no	
WEAPON	used weapon to threaten/hurt you Format: F1 Missing Values: 2 thru *	38
	Value Label 0 yes 1 no	

TMOFWEEK	part of week most likely bothered/attacked Format: F1 Missing Values: 4 thru *	18
	Value Label	
	0 beg. week	
	1 mid week	
	2 end week	
	3 all times week	
ATACKED	ever botherd/attacked Format: F1 Missing Values: 2 thru *	19
	Value Label	
	0 yes	
	1 no	
FRQATAK	how often bothered/attacked Format: F1 Missing Values: 4 thru *	20
	Value Label	
	0 1time	
	1 2 or 3 times	
	2 4 or 5 times	
	3 >5 times	
NEWPERSN	knew person who attacked Format: F1 Missing Values: 2 thru *	21
	Value Label	
	0 yes	
	1 no	
SCLSTUD	student from school who attacked Format: F1 Missing Values: 2 thru *	22
	Value Label	
	0 yes	
	1 no	
ANOTSTUD	student from another school who attacked Format: F1 Missing Values: 2 thru *	23
	Value Label	
	0 yes	
	1 no	
ADLTNGHD	adult fr neighborhood who attacked Format: F1 Missing Values: 2 thru *	24
	Value Label	
	0 yes	
	1 no	

FREQSTSC how often stay after school 6
Format: F1
Missing Values: 4 thru *

Value	Label
0	never
1	one or two times
2	several times
3	often

FREQLATE how often late to school 7
Format: F1
Missing Values: 4 thru *

Value	Label
0	never
1	one or two times
2	several times
3	often

FELTBTHR felt someone would bother/pick on me 8
Format: F1
Missing Values: 4 thru *

Value	Label
0	never
1	one or two times
2	several times
3	often

FELTATAK felt someone would attack me 9
Format: F1
Missing Values: 4 thru *

Value	Label
0	never
1	one or two times
2	several times
3	often

DIFROUTE took different route b/c afraid 10
Format: F1
Missing Values: 4 thru *

Value	Label
0	never
1	one or two times
2	several times
3	often

STAYHOME stayed home b/c afraid 11
Format: F1
Missing Values: 4 thru *

Value	Label
0	never
1	one or two times
2	several times
3	often

SAFE TRAVEL CODEBOOK

Variable Information:

Name		Position
SCHOOL	school Format: F1 Missing Values: 5 thru * Value Label 1 Strawberry Mansion 2 Vaux 3 Wanamaker 4 FtizSimons	1
GRADE	grade Format: F1 Missing Values: 4 thru * Value Label 0 5th 1 6th 2 7th 3 8th	2
GETSCHL	get to school Format: F1 Missing Values: 8 thru * Value Label 0 walk alone 1 walk w/friends 2 walk w/parent,adult 3 school bus 4 public trans. 5 car 6 bicycle 7 some other way	3
LVSCHL	get home fr. school Format: F1 Missing Values: 8 thru * Value Label 0 walk alone 1 walk w/friends 2 walk w\parent,adult 3 school bus 4 public trans. 5 car 6 bicycle 7 some other way	4
DIRECTHM	go home after school Format: F1 Missing Values: 2 thru * Value Label 0 yes 1 no	5

THAUTWPN	thought abt bring weapon to school Format: F1 Missing Values: 2 thru *	12
	Value Label	
	0 yes	
	1 no	
BRAUTWPN	brought a weapon to school Format: F1 Missing Values: 2 thru *	13
	Value Label	
	0 yes	
	1 no	
LKLYAKSL	likely to be attacked/bothered around school Format: F1 Missing Values: 4 thru *	14
	Value Label	
	0 strongly agree	
	1 agree	
	2 disagree	
	3 strongly disagree	
LKLYATND	likely be attacked/bothered neighborhood Format: F1 Missing Values: 4 thru *	15
	Value Label	
	0 strongly agree	
	1 agree	
	2 disagree	
	3 strongly disagree	
LKLYATPD	likely attacked/bothered at playground Format: F1 Missing Values: 4 thru *	16
	Value Label	
	0 strongly agree	
	1 agree	
	2 disagree	
	3 strongly disagree	
LKLYATIS	likely bothered/attacked in school Format: F1 Missing Values: 4 thru *	17
	Value Label	
	0 strongly agree	
	1 agree	
	2 disagree	
	3 strongly disagree	

ADLTNNHD	adult not fr neighborhood who attacked	25
	Format: F1	
	Missing Values: 2 thru *	
	Value Label	
	0 yes	
	1 no	
ATKTOSCL	attacked on way to school	26
	Format: F1	
	Missing Values: 2 thru *	
	Value Label	
	0 yes	
	1 no	
ATKFRMSL	attacked way home fr school	27
	Format: F1	
	Missing Values: 2 thru *	
	Value Label	
	0 yes	
	1 no	
ATKSLGND	attacked on school grounds	28
	Format: F1	
	Missing Values: 2 thru *	
	Value Label	
	0 yes	
	1 no	
SCHLSTRT	attacked on streets by school	29
	Format: F1	
	Missing Values: 2 thru *	
	Value Label	
	0 yes	
	1 no	
HMSTRTS	attacked street by home	30
	Format: F1	
	Missing Values: 2 thru *	
	Value Label	
	0 yes	
	1 no	
SCLBUS	attacked on school bus	31
	Format: F1	
	Missing Values: 2 thru *	
	Value Label	
	0 yes	
	1 no	

NTLRELT	not tell b/c of retaliation Format: F1 Missing Values: 2 thru *	53
	Value Label	
	0 yes	
	1 no	
NTLANYRN	any other reason not tell Format: F1 Missing Values: 2 thru *	54
	Value Label	
	0 yes	
	1 no	
KNWCORR	know corridor Format: F1 Missing Values: 2 thru *	55
	Value Label	
	0 Yes	
	1 No	
USECORR	use safe corridor? Format: F1 Missing Values: 2 thru *	56
	Value Label	
	0 Yes	
	1 No	
CHNGTRAV	change the way travelling to school Format: F1 Missing Values: 2 thru *	57
	Value Label	
	0 Yes	
	1 No	
USETOHM	use corridor on way to home Format: F1 Missing Values: 2 thru *	58
	Value Label	
	0 Yes	
	1 No	
CHNGHOME	change way home to use safe corridor Format: F1 Missing Values: 2 thru *	59
	Value Label	
	0 Yes	
	1 No	

SAFE TRAVEL

FREQUENCY DISTRIBUTIONS

SCHOOL school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Strawberry Mansion	1	1129	24.5	24.6	24.6
Vaux	2	1250	27.1	27.2	51.8
Wanamaker	3	928	20.1	20.2	72.0
FtizSimons	4	1289	28.0	28.0	100.0
.	.	11	.2	Missing	
Total		4607	100.0	100.0	

Valid cases 4596 Missing cases 11

GRADE grade

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
5th	0	143	3.1	3.1	3.1
6th	1	1620	35.2	35.4	38.5
7th	2	1391	30.2	30.4	68.9
8th	3	1423	30.9	31.1	100.0
.	.	30	.7	Missing	
Total		4607	100.0	100.0	

Valid cases 4577 Missing cases 30

GETSCHL get to school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
walk alone	0	828	18.0	18.2	18.2
walk w/friends	1	2690	58.4	59.2	77.4
walk w/parent,adult	2	88	1.9	1.9	79.3
school bus	3	52	1.1	1.1	80.5
public trans.	4	481	10.4	10.6	91.0
car	5	347	7.5	7.6	98.7
bicycle	6	10	.2	.2	98.9
some other way	7	50	1.1	1.1	100.0
.	.	61	1.3	Missing	
Total		4607	100.0	100.0	

Valid cases 4546 Missing cases 61

LVSCHL get home fr. school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
walk alone	0	659	14.3	14.5	14.5
walk w/friends	1	3069	66.6	67.5	82.0
walk w\parent,adult	2	49	1.1	1.1	83.1
school bus	3	49	1.1	1.1	84.1
public trans.	4	472	10.2	10.4	94.5
car	5	193	4.2	4.2	98.8
bicycle	6	10	.2	.2	99.0
some other way	7	46	1.0	1.0	100.0
.	.	60	1.3	Missing	
Total		4607	100.0	100.0	

Valid cases 4547 Missing cases 60

DIRECTHM go home after school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	2838	61.6	63.0	63.0
no	1	1670	36.2	37.0	100.0
.	.	99	2.1	Missing	
Total		4607	100.0	100.0	

Valid cases 4508 Missing cases 99

FREQSTSC how often stay after school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
never	0	2083	45.2	45.6	45.6
one or two times	1	1276	27.7	28.0	73.6
several times	2	639	13.9	14.0	87.6
often	3	567	12.3	12.4	100.0
.	.	42	.9	Missing	
Total		4607	100.0	100.0	

Valid cases 4565 Missing cases 42

FREQLATE how often late to school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
never	0	1474	32.0	32.3	32.3
one or two times	1	1814	39.4	39.8	72.1
several times	2	836	18.1	18.3	90.5
often	3	434	9.4	9.5	100.0
.	.	49	1.1	Missing	
Total		4607	100.0	100.0	

Valid cases 4558 Missing cases 49

THAUTWPN thought abt bring weapon to school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	1005	21.8	22.6	22.6
no	1	3439	74.6	77.4	100.0
.	.	163	3.5	Missing	
Total		4607	100.0	100.0	

Valid cases 4444 Missing cases 163

BRAUTWPN brought a weapon to school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	591	12.8	13.7	13.7
no	1	3738	81.1	86.3	100.0
.	.	278	6.0	Missing	
Total		4607	100.0	100.0	

Valid cases 4329 Missing cases 278

LKLYAKSL likely to be attacked/bothered around school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
strongly agree	0	364	7.9	8.2	8.2
agree	1	843	18.3	18.9	27.1
disagree	2	2061	44.7	46.3	73.4
strongly disagree	3	1185	25.7	26.6	100.0
.	.	154	3.3	Missing	
Total		4607	100.0	100.0	

Valid cases 4453 Missing cases 154

LKLYATND likely be attacked/bothered neighborhood

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
strongly agree	0	390	8.5	8.8	8.8
agree	1	749	16.3	16.9	25.7
disagree	2	1854	40.2	41.9	67.6
strongly disagree	3	1437	31.2	32.4	100.0
.	.	177	3.8	Missing	
Total		4607	100.0	100.0	

Valid cases 4430 Missing cases 177

FELTBTHR felt someone would bother/pick on me

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
never	0	3101	67.3	68.0	68.0
one or two times	1	899	19.5	19.7	87.7
several times	2	290	6.3	6.4	94.0
often	3	272	5.9	5.9	100.0
.	.	45	1.0	Missing	
Total		4607	100.0	100.0	

Valid cases 4562 Missing cases 45

FELTATAK felt someone would attack me

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
never	0	3162	68.6	69.7	69.7
one or two times	1	850	18.5	18.7	88.4
several times	2	269	5.8	5.9	94.3
often	3	258	5.6	5.7	100.0
.	.	68	1.5	Missing	
Total		4607	100.0	100.0	

Valid cases 4539 Missing cases 68

DIFROUTE took different route b/c afraid

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
never	0	3342	72.5	73.6	73.6
one or two times	1	757	16.4	16.7	90.3
several times	2	262	5.7	5.8	96.1
often	3	178	3.9	3.9	100.0
.	.	68	1.5	Missing	
Total		4607	100.0	100.0	

Valid cases 4539 Missing cases 68

STAYHOME stayed home b/c afraid

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
never	0	4012	87.1	88.7	88.7
one or two times	1	304	6.6	6.7	95.4
several times	2	131	2.8	2.9	98.3
often	3	76	1.6	1.7	100.0
.	.	84	1.8	Missing	
Total		4607	100.0	100.0	

Valid cases 4523 Missing cases 84

LKLYATPD likely attacked/bothered at playground

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
strongly agree	0	334	7.2	7.6	7.6
agree	1	691	15.0	15.7	23.3
disagree	2	2007	43.6	45.6	68.9
strongly disagree	3	1370	29.7	31.1	100.0
.	.	205	4.4	Missing	
Total		4607	100.0	100.0	

Valid cases 4402 Missing cases 205

LKLYATIS likely bothered/attacked in school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
strongly agree	0	380	8.2	8.6	8.6
agree	1	920	20.0	20.9	29.5
disagree	2	1929	41.9	43.8	73.4
strongly disagree	3	1172	25.4	26.6	100.0
.	.	206	4.5	Missing	
Total		4607	100.0	100.0	

Valid cases 4401 Missing cases 206

TMOFWEEK part of week most likely bothered/attack

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
beg. week	0	608	13.2	17.5	17.5
mid week	1	661	14.3	19.0	36.5
end week	2	1295	28.1	37.3	73.8
all times week	3	912	19.8	26.2	100.0
.	.	1131	24.5	Missing	
Total		4607	100.0	100.0	

Valid cases 3476 Missing cases 1131

ATAKED ever botherd/attacked

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	785	17.0	18.8	18.8
no	1	3391	73.6	81.2	100.0
.	.	431	9.4	Missing	
Total		4607	100.0	100.0	

Valid cases 4176 Missing cases 431

FRQATAK how often bothered/attacked

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
1time	0	642	13.9	56.9	56.9
2 or 3 times	1	277	6.0	24.6	81.5
4 or 5 times	2	86	1.9	7.6	89.1
>5 times	3	123	2.7	10.9	100.0
.	.	3479	75.5	Missing	
Total		4607	100.0	100.0	

Valid cases 1128 Missing cases 3479

NEWPERSN knew person who attacked

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	574	12.5	49.1	49.1
no	1	595	12.9	50.9	100.0
.	.	3438	74.6	Missing	
Total		4607	100.0	100.0	

Valid cases 1169 Missing cases 3438

SCLSTUD student from school who attacked

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	576	12.5	47.3	47.3
no	1	643	14.0	52.7	100.0
.	.	3388	73.5	Missing	
Total		4607	100.0	100.0	

Valid cases 1219 Missing cases 3388

ANOTSTUD student from another school who attacked

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	318	6.9	26.5	26.5
no	1	884	19.2	73.5	100.0
.	.	3405	73.9	Missing	
Total		4607	100.0	100.0	

Valid cases 1202 Missing cases 3405

ADLTNGHD adult fr neighborhod who attacked

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	183	4.0	15.2	15.2
no	1	1024	22.2	84.8	100.0
.	.	3400	73.8	Missing	
	Total	4607	100.0	100.0	

Valid cases 1207 Missing cases 3400

ADLTNNHD adult not fr neighborhod who attacked

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	210	4.6	17.5	17.5
no	1	991	21.5	82.5	100.0
.	.	3406	73.9	Missing	
	Total	4607	100.0	100.0	

Valid cases 1201 Missing cases 3406

ATKTOSCL attacked on way to school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	257	5.6	21.0	21.0
no	1	969	21.0	79.0	100.0
.	.	3381	73.4	Missing	
	Total	4607	100.0	100.0	

Valid cases 1226 Missing cases 3381

ATKFRMSL attacked way home fr school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	449	9.7	37.2	37.2
no	1	758	16.5	62.8	100.0
.	.	3400	73.8	Missing	
	Total	4607	100.0	100.0	

Valid cases 1207 Missing cases 3400

ATKSLGND attacked on school grounds

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	325	7.1	27.3	27.3
no	1	866	18.8	72.7	100.0
	.	3416	74.1	Missing	
	Total	4607	100.0	100.0	

Valid cases 1191 Missing cases 3416

SCHLSTRT attacked on streets by school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	378	8.2	31.9	31.9
no	1	806	17.5	68.1	100.0
	.	3423	74.3	Missing	
	Total	4607	100.0	100.0	

Valid cases 1184 Missing cases 3423

HMSTRTS attacked street by home

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	311	6.8	26.4	26.4
no	1	869	18.9	73.6	100.0
	.	3427	74.4	Missing	
	Total	4607	100.0	100.0	

Valid cases 1180 Missing cases 3427

SCLBUS attacked on school bus

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	124	2.7	10.6	10.6
no	1	1046	22.7	89.4	100.0
	.	3437	74.6	Missing	
	Total	4607	100.0	100.0	

Valid cases 1170 Missing cases 3437

THROWN threw something at you

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	371	8.1	33.1	33.1
no	1	751	16.3	66.9	100.0
	.	3485	75.6	Missing	
	Total	4607	100.0	100.0	

Valid cases 1122 Missing cases 3485

HIT hit,punched,kicked you

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	401	8.7	35.8	35.8
no	1	718	15.6	64.2	100.0
	.	3488	75.7	Missing	
	Total	4607	100.0	100.0	

Valid cases 1119 Missing cases 3488

WEAPON used weapon to threaten/hurt you

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	199	4.3	18.0	18.0
no	1	908	19.7	82.0	100.0
	.	3500	76.0	Missing	
	Total	4607	100.0	100.0	

Valid cases 1107 Missing cases 3500

THEFT took personal property/money fr you

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	263	5.7	23.8	23.8
no	1	840	18.2	76.2	100.0
	.	3504	76.1	Missing	
	Total	4607	100.0	100.0	

Valid cases 1103 Missing cases 3504

PUBTRANS attacked on public trans.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	163	3.5	14.1	14.1
no	1	990	21.5	85.9	100.0
	.	3454	75.0	Missing	
	Total	4607	100.0	100.0	

Valid cases 1153 Missing cases 3454

NAMES called names

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	656	14.2	57.5	57.5
no	1	485	10.5	42.5	100.0
	.	3466	75.2	Missing	
	Total	4607	100.0	100.0	

Valid cases 1141 Missing cases 3466

THREAT threatened you

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	475	10.3	42.2	42.2
no	1	651	14.1	57.8	100.0
	.	3481	75.6	Missing	
	Total	4607	100.0	100.0	

Valid cases 1126 Missing cases 3481

PUSHED pushed or shoved you

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	437	9.5	38.8	38.8
no	1	688	14.9	61.2	100.0
	.	3482	75.6	Missing	
	Total	4607	100.0	100.0	

Valid cases 1125 Missing cases 3482

DRUGS offered you drugs

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	188	4.1	17.3	17.3
no	1	896	19.4	82.7	100.0
	.	3523	76.5	Missing	
	Total	4607	100.0	100.0	

Valid cases 1084 Missing cases 3523

TELL tell anyone

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	497	10.8	50.9	50.9
no	1	479	10.4	49.1	100.0
	.	3631	78.8	Missing	
	Total	4607	100.0	100.0	

Valid cases 976 Missing cases 3631

TOLDFND told friend

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	366	7.9	44.7	44.7
no	1	452	9.8	55.3	100.0
	.	3789	82.2	Missing	
	Total	4607	100.0	100.0	

Valid cases 818 Missing cases 3789

TOLDPAR told parent

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	419	9.1	55.6	55.6
no	1	335	7.3	44.4	100.0
	.	3853	83.6	Missing	
	Total	4607	100.0	100.0	

Valid cases 754 Missing cases 3853

TOLDSIB told bother/sister

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	298	6.5	40.5	40.5
no	1	437	9.5	59.5	100.0
	.	3872	84.0	Missing	
	Total	4607	100.0	100.0	

Valid cases 735 Missing cases 3872

TLDEACH told teacher

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	255	5.5	34.9	34.9
no	1	476	10.3	65.1	100.0
	.	3876	84.1	Missing	
	Total	4607	100.0	100.0	

Valid cases 731 Missing cases 3876

TLDADSL told adult at school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	228	4.9	31.2	31.2
no	1	502	10.9	68.8	100.0
	.	3877	84.2	Missing	
	Total	4607	100.0	100.0	

Valid cases 730 Missing cases 3877

TLDPOLIC told police officer

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	180	3.9	25.0	25.0
no	1	539	11.7	75.0	100.0
	.	3888	84.4	Missing	
	Total	4607	100.0	100.0	

Valid cases 719 Missing cases 3888

TLDANPER told other person

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	248	5.4	34.3	34.3
no	1	474	10.3	65.7	100.0
.	.	3885	84.3	Missing	
Total		4607	100.0	100.0	

Valid cases 722 Missing cases 3885

NTLDNOGD not tell b/c do no good

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	271	5.9	33.4	33.4
no	1	540	11.7	66.6	100.0
.	.	3796	82.4	Missing	
Total		4607	100.0	100.0	

Valid cases 811 Missing cases 3796

NTLTRUB not tell b/c get in trouble

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	201	4.4	24.3	24.3
no	1	626	13.6	75.7	100.0
.	.	3780	82.0	Missing	
Total		4607	100.0	100.0	

Valid cases 827 Missing cases 3780

NTLNUNSD not tell b/c no one understand

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	224	4.9	26.7	26.7
no	1	614	13.3	73.3	100.0
.	.	3769	81.8	Missing	
Total		4607	100.0	100.0	

Valid cases 838 Missing cases 3769

NBGDEAL not tell b/c not a big deal

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	240	5.2	29.5	29.5
no	1	574	12.5	70.5	100.0
	.	3793	82.3	Missing	
	Total	4607	100.0	100.0	

Valid cases 814 Missing cases 3793

NTLRELT not tell b/c of retaliation

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	241	5.2	29.7	29.7
no	1	571	12.4	70.3	100.0
	.	3795	82.4	Missing	
	Total	4607	100.0	100.0	

Valid cases 812 Missing cases 3795

NTLANYRN any other reason not tell

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
yes	0	204	4.4	25.4	25.4
no	1	598	13.0	74.6	100.0
	.	3805	82.6	Missing	
	Total	4607	100.0	100.0	

Valid cases 802 Missing cases 3805

KNWCORR know corridor

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	0	103	2.2	28.6	28.6
No	1	257	5.6	71.4	100.0
	.	4247	92.2	Missing	
	Total	4607	100.0	100.0	

Valid cases 360 Missing cases 4247

USECORR use safe corridor?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	0	93	2.0	26.2	26.2
No	1	262	5.7	73.8	100.0
	.	4252	92.3	Missing	
	Total	4607	100.0	100.0	

Valid cases 355 Missing cases 4252

CHNGTRAV change the way travelling to school

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	0	72	1.6	20.3	20.3
No	1	283	6.1	79.7	100.0
	.	4252	92.3	Missing	
	Total	4607	100.0	100.0	

Valid cases 355 Missing cases 4252

USETOHM use corridor on way to home

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	0	102	2.2	29.4	29.4
No	1	245	5.3	70.6	100.0
	.	4260	92.5	Missing	
	Total	4607	100.0	100.0	

Valid cases 347 Missing cases 4260

CHNGHOME change way home to use safe corridor

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Yes	0	73	1.6	21.7	21.7
No	1	264	5.7	78.3	100.0
	.	4270	92.7	Missing	
	Total	4607	100.0	100.0	

Valid cases 337 Missing cases 4270

USSCBOTH when using safe corridor, how often do you use it

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
never	0	149	3.2	68.0	68.0
one or two times	1	51	1.1	23.3	91.3
several times	2	8	.2	3.7	95.0
often	3	11	.2	5.0	100.0
.	.	4388	95.2	Missing	
Total		4607	100.0	100.0	

Valid cases 219 Missing cases 4388

 USSCHURT how often do you feel someone might hurt

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
never	0	121	2.6	72.0	72.0
one or two times	1	33	.7	19.6	91.7
several times	2	7	.2	4.2	95.8
often	3	7	.2	4.2	100.0
.	.	4439	96.4	Missing	
Total		4607	100.0	100.0	

Valid cases 168 Missing cases 4439

SURVEY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1	2506	54.4	54.4	54.4
	2	2101	45.6	45.6	100.0
Total		4607	100.0	100.0	

Valid cases 4607 Missing cases 0

 USESAFE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	93	2.0	25.1	25.1
	1	262	5.7	70.6	95.7
	99	16	.3	4.3	100.0
.	.	4236	91.9	Missing	
Total		4607	100.0	100.0	

Valid cases 371 Missing cases 4236

KNOWCOR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	103	2.2	27.4	27.4
	1	257	5.6	68.4	95.7
	99	16	.3	4.3	100.0
	.	4231	91.8	Missing	
	Total	4607	100.0	100.0	

Valid cases 376 Missing cases 4231

CHNGWAY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	44	1.0	14.9	14.9
	1	238	5.2	80.4	95.3
	99	14	.3	4.7	100.0
	.	4311	93.6	Missing	
	Total	4607	100.0	100.0	

Valid cases 296 Missing cases 4311

DEPVAR1

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	785	17.0	18.8	18.8
	1	3391	73.6	81.2	100.0
	.	431	9.4	Missing	
	Total	4607	100.0	100.0	

Valid cases 4176 Missing cases 431

FEARATAK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	1.00	346	7.5	7.7	7.7
	2.00	4137	89.8	92.3	100.0
	.	124	2.7	Missing	
	Total	4607	100.0	100.0	

Valid cases 4483 Missing cases 124

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YNGGRP

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1763	38.3	38.5	38.5
	1	2814	61.1	61.5	100.0
	.	30	.7	Missing	
	Total	4607	100.0	100.0	

Valid cases 4577 Missing cases 30