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ABSTRACT

Using survey questionnaires and interviews, researchers studied student and teacher victimization in the Chicago (Illinois) Public Schools in 1979-80. Survey samples included 94 to 600 principals and 1,413 of 24,000 teachers in the school system and 12,882 of the 240,000 students in grades 7-12; 600 of the students were also interviewed. Data were gathered on assaults, thefts, and robberies; problems involving street gangs; attitudes and perceptions about school crime; and recommended solutions. Variables covered included age, sex, race, grade level, victim or nonvictim status, location and other characteristics of crime, reporting of crimes, feelings of safety, expectations of criminal incidents at school, unsafe areas, weapons in school, and school or district attended within the school system. Volume I of this two-volume report describes the survey and presents data, conclusions, comparisons with the National Safe School Study, and recommendations. Among its findings are that thefts hit one-quarter of the students and teachers and that assaults victimize 3 percent of students and 2 percent of teachers. Respondents' recommendations center on a firm and consistent disciplinary policy. Volume II of the document discusses the methodology and provides copies of the questionnaires and data from pretest, absentee, and interviewee samples. (Author/RW)

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**A REPORT TO THE
GENERAL SUPERINTENDENT
OF SCHOOLS**

**the
CHICAGO
SAFE SCHOOL
STUDY**



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Board of Education
City of Chicago
CENTER FOR URBAN EDUCATION
160 E. Wendell

August, 1981

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THE CHICAGO SAFE SCHOOL STUDY

A REPORT TO THE GENERAL SUPERINTENDENT OF SCHOOLS

The content of this report was developed under a grant from the National Institute of Education, a part of the U.S. Education Department (Grant Number NIE-G-79-0048). However, contents of the report do not necessarily represent the policy of that agency, and no endorsement by the Federal Government should be assumed.

Center for Urban Education
160 West Wendell
Chicago, Illinois

AUGUST, 1981

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ABSTRACT

The Chicago Safe School Study was undertaken at the request of the General Superintendent of Schools, and supported by Grant Number NIE-G-79-0048 of the National Institute of Education, Department of Health, Education, and Welfare. The study began in the summer of 1979 and data collection was completed in the summer of 1980. Analysis of the data was completed in the Spring of 1981.

The Chicago study was modeled after the National Safe School Study done by the National Institute of Education and completed in 1978. Modifications in the model were made on the basis of particular needs and interests of the local school district. Basically, the study is a victimization survey of students and teachers in the school system. Respondents were asked to describe in detail specific incidents of crime where they were the victims.

Based on survey results, it is estimated that about 62,500 students (25%) in grades 7 through 12 have something stolen from them in a two-month period. It is also estimated that about 8250 students are physically attacked (3.3%) and 6250 students are robbed (2.5%) in these same grade levels in a two-month period. It is further estimated that 6750 teachers (27%) have something stolen from them; 443 teachers (1.77%) are physically attacked; and 100 teachers are robbed (0.4%) in a two-month period. These estimates are projections from a sample of 12,882 students out of a population of approximately 250,000, and a sample of 1413 teachers out of a population of 24,000 classroom teachers.

In spite of these large rates of victimization, in comparing the Chicago schools with other large urban school systems, the Chicago victimization rates for both students and teachers are below national averages for cities over 250,000 population as determined by the 1978 NIE study.

The Chicago survey also determined that (a) many students bring some form of weapon to school for self-protection at least part of the time, (b) many students avoid certain places in and around the school, and certain places on the way to or from school because of fear, and (c) the presence of street gangs and the fear of personal safety because of their presence is felt throughout the entire school system.

Students, teachers, and principals who were respondents in the survey all recommend a firm and consistent disciplinary policy more often

than anything else as the best way to deal with the problems of crime and violence in the Chicago schools. These recommendations are consistent with those made by students and teachers in the NIE national study.

With rare exceptions, the findings of the Chicago survey are not inconsistent with national findings, especially as the national findings have to do with large urban school systems.

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Edward Tromanhauser and Thomas Corcoran

The Chicago Safe School Study Staff

Edward Tromanhauser
Principal Investigator

Thomas Corcoran
Project Manager

Anna Marie Lollino
Staff Coordinator

Gary Andres
Robert Barnett
Molly Bartlett
Deborah Bell
Sandra Bell
Lewis Berry
Linda Cesserini
John Cline
Amparo Gonzales

James Grandfield
Mercedes Hoover
William Langtim
Theresa Miller
Marion Owens
Rosa Romero
Gwen Smith
Bessie Vlahiatis
Horatio Watson

Social Science Consultants

George Balch, Associate
Professor of Political Science
University of Illinois at Chicago

Pierre DeVise, Assistant
Professor of Urban Sciences
University of Illinois at Chicago

James Carey, Professor of
Sociology, University of Illinois
at Chicago

Bryant Feather, Professor of
Psychology, Chicago State
University

Ron Czaja, Assistant Director
Survey Research Laboratory,
University of Illinois at Chicago

John Vidmar
Projects Director
Marketfacts, Inc.

Special Consultants

Micheal Mahoney, Executive
Director, John Howard
Association

Harold Thomas, Assistant
Superintendent, Chicago
Police Department

Dennis Nowicki, Commander
Youth Division, Chicago
Police Department

Arthur Tomar, Executive
Director, Institute for
Social Adjustment

Citizens Advisory Committee

Seymour Adler, Executive
Director, Methodist Youth
Services

Jewel Armstrong, Pupil
Service Center 2, Chicago
Board of Education

Alan Berger, Assistant
Director, Division of
Youth and Correctional
Services, Department of
Human Services, City of
Chicago

Cecilio Berrios, Executive
Director, Casa Nuestra

Judy Estrada, Teacher,
Austin High School

Robert Ferry, Professor of
Education, City Colleges of
Chicago

Donald Hallberg, Director,
Lutheran Social Services
of Illinois

Judson Hixson, Educational
Director, Chicago Urban
League

Henry Martinez, Community
Worker, Illinois Commission
on Delinquency Prevention

Harriet O'Donell, President,
Chicago Region PTA

Harry Searles, Parent and
School Community Volunteer

Charles Thomason, Coordinator,
Career Development Center

Carol Zientek, Educational
Advocate, Juvenile Court of
Cook County

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OVERVIEW AND HIGHLIGHTS OF THE FINDINGS

Growing public concern about crime in the schools in the early 1970's culminated in hearings of the Senate Subcommittee to Investigate Juvenile Delinquency and the House Committee on Elementary, Secondary, and Vocational Education. As a result of these hearings, a number of national studies were undertaken to fill the information gap regarding school crime and violence

The study of school-related crime is relatively new, and nationally aggregated data have only been available for the last few years. Crime data is usually generated as a by-product of the administration of criminal justice agencies, the most obvious example being the Uniform Crime Reports of the Federal Bureau of Investigation. School systems have generally handled all but the most serious incidents internally, and the majority of incidents which may be classified as crime have not even been brought to the attention of the police. Officially collected crime statistics, whether from the police, juvenile courts, or the schools, have not shed much light on the problem of school-related crime since the information has not been readily available and the information available has not come even close to assaying the problem.

For these and other reasons, most of the data collected in recent years have come from survey research--the use of interviews and questionnaires--and the source of information has been the victims--students and teachers. The most significant of these survey studies with respect to schools was the survey conducted by the National Institute of Education (NIE) in 1976-77. This survey involved over 30,000 students in

642 public high schools. According to this study the risk of personal violence for both student and teacher is greatest in large urban school systems, and steadily decreases as one moves to suburbs, small towns, and finally to rural areas. This finding is not surprising, since all measures of crime which we have, ranging from the Uniform Crime Reports to national victimization survey data obtained in National Crime Surveys (Law Enforcement Assistance Administration and the U.S. Bureau of the Census) indicate that serious crime occurs much more frequently in large urban areas.

In 1979 the Chicago Board of Education decided to conduct a study of school-related crime and violence--modeled largely after the NIE national survey--within the schools of Chicago. The Chicago study was not undertaken without trepidation. The NIE study showed that school-related crime rates were often three to four times higher than the national average in large metropolitan school systems, and it was expected that victimization rates in Chicago schools would prove to be both shocking and embarrassing. Such did not prove to be the case. While Chicago victimization rates were in some cases higher than the national averages, they were substantially lower than the rates for large urban school systems nationally, as determined in the NIE study. A major finding of the Chicago study was that, in comparison with the victimization rates for other large urban systems, Chicago rates were lower.

Since we do not have data from a prior victimization study of the Chicago schools, we have no comparison data and cannot state that school-related crime and violence has gone down. All we can say is that in comparing 1977 data for large urban school systems nationally, with 1980

data from the Chicago study, we find less crime being reported by students and teachers than could have been expected if the 1977 national data were relied upon.

One explanation for the lower rates in Chicago may be simply that the Chicago survey was done about three years after the national study. The NIE national study report stated that school-related crime appeared to have leveled off, and was decreasing. Perhaps the Chicago data is confirmation of the NIE prediction. Another explanation for the lower rates in Chicago may have to do with the different populations sampled (small samples in a large number of urban school systems versus a large sample in one urban school system) and the different ways in which the two studies were conducted.

Other than the victimization rates, the Chicago study findings are very similar to those of the national study. Throughout this report we will compare the findings of the two studies and show striking similarities. These similarities add to the validity of the findings for both studies.

CONCEPTUAL FRAMEWORK

The Chicago study was designed to provide guidance for the development of policy and program initiatives formulated to reduce crime and violence directed against the person. The Chicago system has an adequate approach to the prevention, monitoring, and evaluation of crimes against school property, but, like most school systems, it finds it difficult to obtain an adequate picture of the extent and nature of crimes against persons. The Chicago study was designed not only to provide information about the frequency of such incidents, but also to answer the following

questions concerning the incidents:

- * Who are the victims?
- * Who are the offenders?
- * What is the extent of injury involved?
- * To what extent are weapons used?
- * When are the incidents occurring?
- * Where are the incidents occurring?
- * What proportion of the incidents is reported?
- * What are the perceptions and feelings of students and teachers regarding crime and violence in and around the school?

To some extent the Chicago victimization survey has found answers to all of these questions.

Measures of School Crime and Violence

To measure school-related crime and violence, information was collected about four types of crimes: theft, assault, robbery, and rape. There were too few valid cases of rape reported for analysis or meaningful comment. Thus, all of the information about specific incidents in this report deals with three types of crimes: theft, assault, and robbery.

The survey was conducted during the months of March, April and May, and the first week of June, 1980. Respondents were given questionnaires which asked them, among other things, to describe in detail any incident of theft, assault, robbery, or rape in which they were victims in the last two months. Successive waves of students and teachers were given the questionnaire each week during the survey period. With a two-month recall period, the survey measured incidents over a 5 month period.

The study should shed some light on little known facets of school-related crime as it affects the Chicago schools. Some of the information is system-specific and may not prove useful to other school systems, except as a model for analysis. This is another way of saying that the findings, or portions of it, may not be generalizable to other large school systems which have their own set of unique problems. Of interest to administrators of other school systems may be Volume II of the report, which concerns the methodology of the study, and a third document entitled Conducting a Victimization Study in Your School. Both may be obtained by writing to the Center for Urban Education, 160 West Wendell, Chicago, Illinois 60610.

The information presented here is based on sample data. Estimations and projections from a sample always contain some error. In addition to possible error found in any survey sample, it must be kept in mind that the present survey concerns crime, and estimates of crime, regardless of the measurement approach, are especially difficult to make with confidence. Finally, the student respondents are individuals between the ages of 12 and 18 years for the most part. The age of many of the respondents, especially students in the lower grades, introduces another error source. While the questionnaire was constructed with the youthfulness of some of the respondents in mind, it cannot be assumed that all of the students understood all of the questions or that the incidents reported by students would in all cases be ordinarily regarded as reportable crimes.

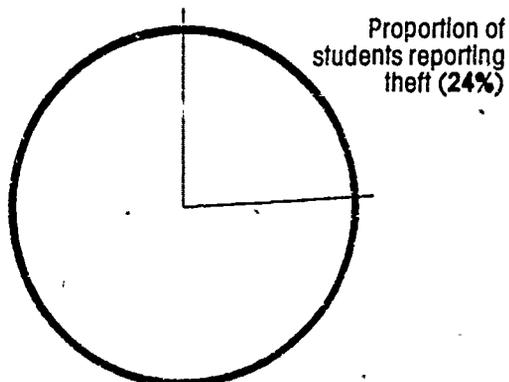
In this overview section of the report the major findings concerning incidents of theft, assault and robbery are reported as well as a brief comparison of the Chicago data with national data. The national

data are taken primarily from a National Institute of Education report entitled Violent Schools - Safe Schools: The Safe School Study Report to the Congress which was published in 1978. For details of the Chicago study, readers are referred to the Introduction and subsequent chapters of Volume I of the report. In the next several pages we have attempted to summarize a large amount of information for quick perusal. This overview, therefore, contains only the barest highlights of the findings.

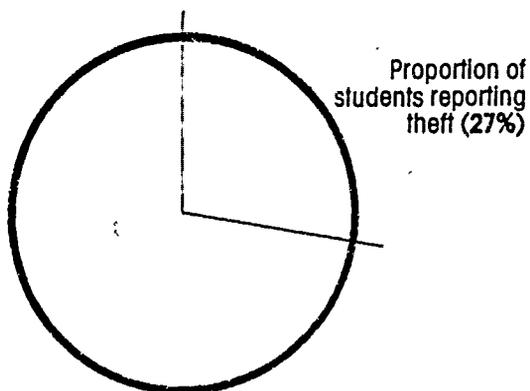
HIGHLIGHTS OF THE FINDINGS

Students and Teachers as Victims of THEFT..... Theft of personal property is an everyday occurrence in almost all of the schools, although the vast majority of such incidents involve loss of such items as pencils, notebooks, and other kinds of school supplies and books. Among the major findings regarding theft are the following:

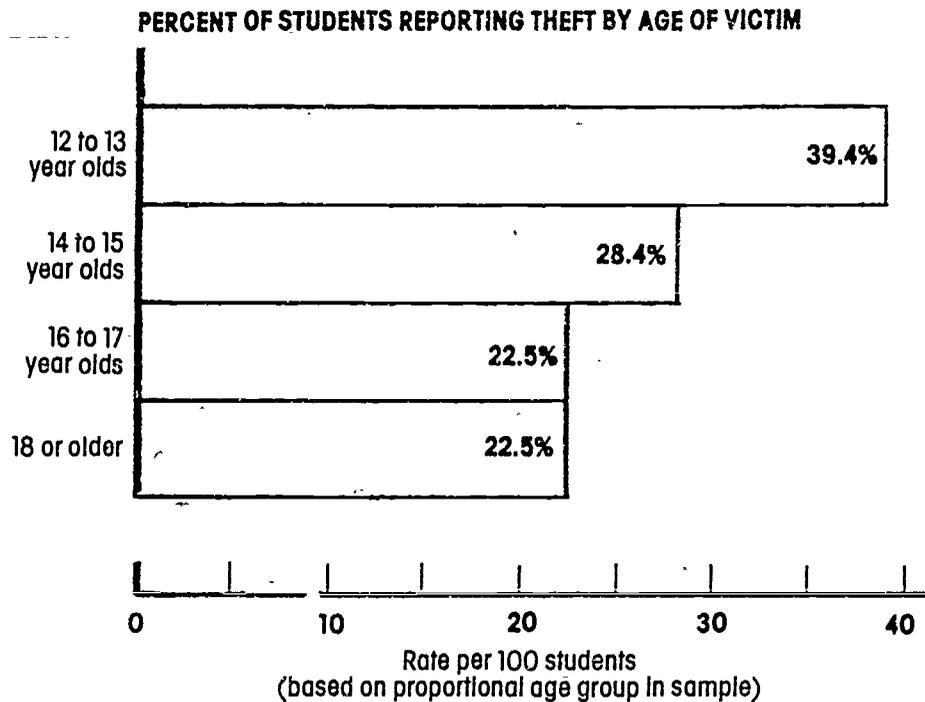
* About 24 out of every hundred students in grades 7 through 12 report having something worth more than one dollar stolen from them in a two-month period.



* About 27 out of every 100 classroom teachers report having something stolen from them in a two-month period

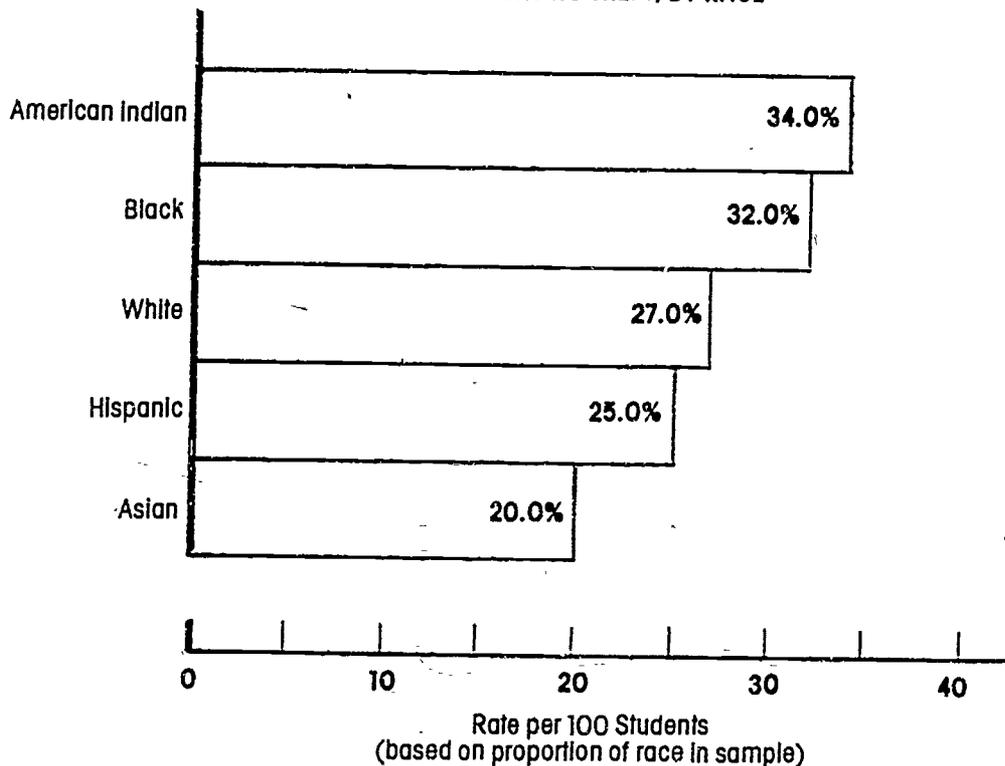


* The likelihood of a student becoming a victim of theft is a function of age in grades 7 through 12. Students who are 12 to 13 years of age are almost twice as likely to report a theft as students 16 years of age or older.



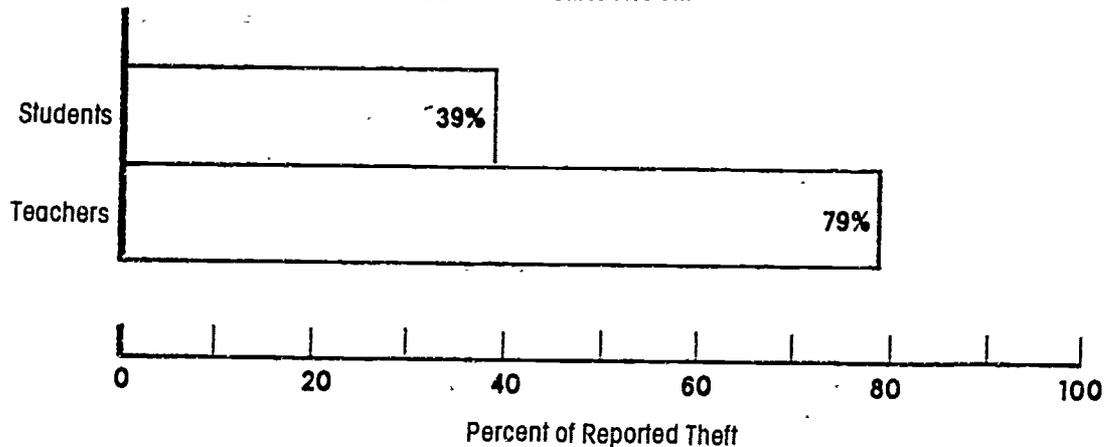
* The likelihood of a student becoming a victim of theft is related to race (in grades 7 through 12). While American Indian students represent the smallest racial minority identified in the survey, as a proportion of their race in the sample, these students report the most incidents of theft, followed by blacks, whites, Hispanics and Asians in that order.

PERCENT OF STUDENTS REPORTING THEFT, BY RACE

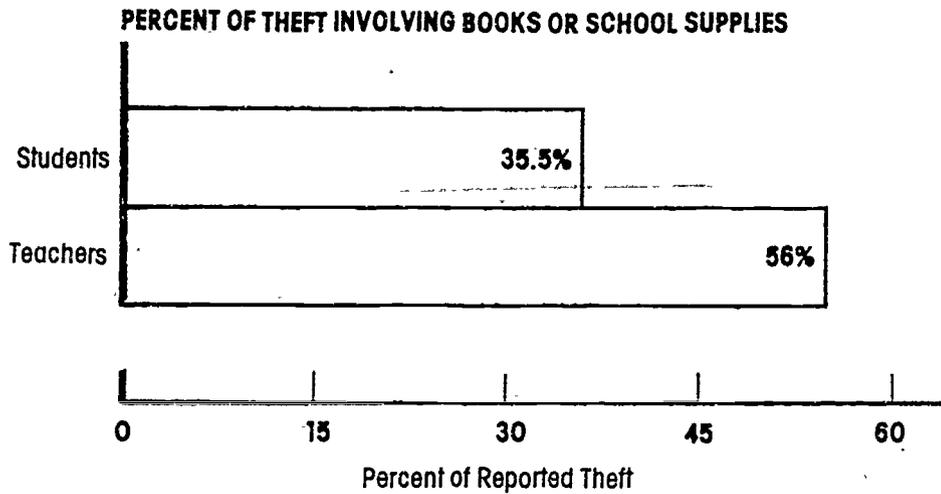


* The classroom is the most likely place for theft to occur, regardless of the sex, age, or race of the victim, and regardless of whether the victim is a student or a teacher.

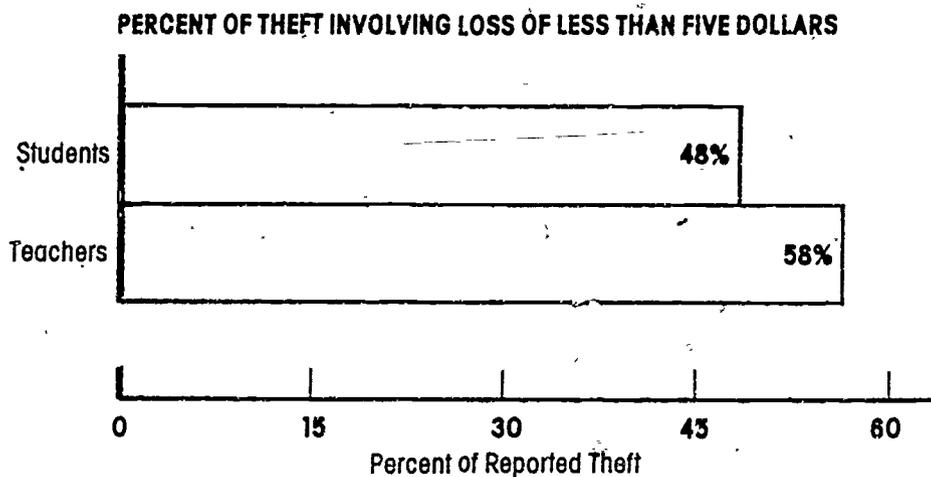
PERCENT OF THEFT WHICH OCCURS IN CLASSROOM



* Over one-third of theft from students and two-thirds of theft from teachers involve the loss of school books and supplies.

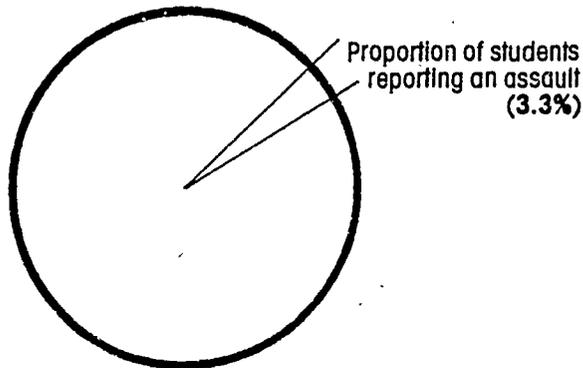


* For both students and teachers, a large proportion of the thefts involve losses of less than five dollars in replacement cost.

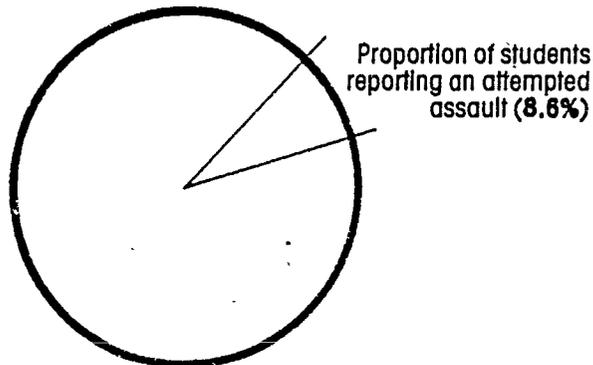


Students and Teachers as Victims of ASSAULT..... A large proportion of both students and teachers report being physically attacked in a two-month period, with an even larger proportion reporting attempted or threatened assaults. Among the major findings about assault are the following:

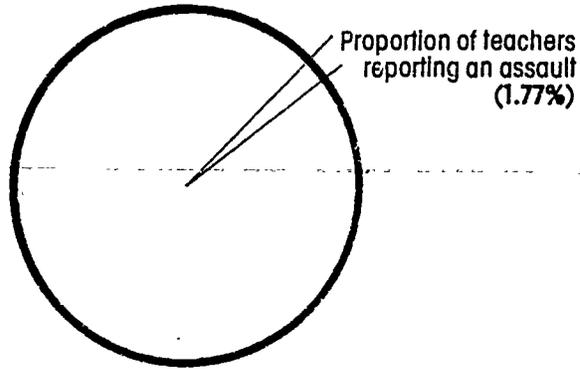
* Just over 3 out of every 100 students in grades 7 through 12 report being physically attacked in a two-month period, either in the school environment or on the way to or from school.



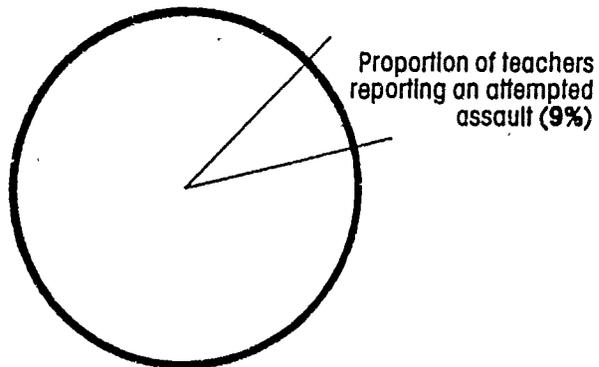
* About 8.6 percent of the students report an attempt being made to attack them in a two-month period, either in the school environment or on the way to or from school.



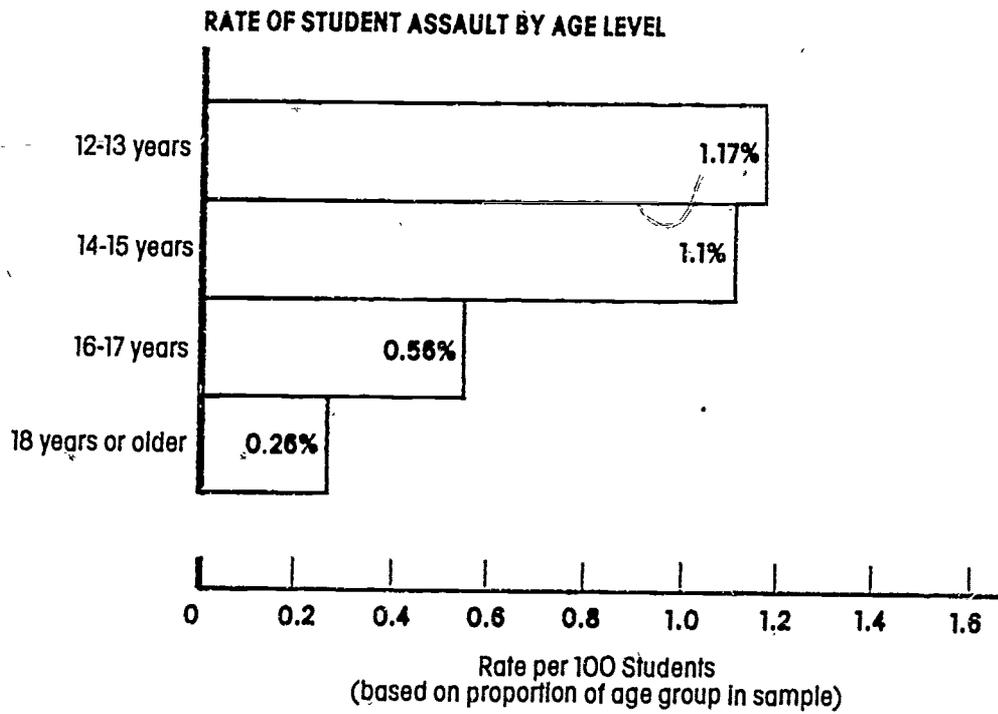
* Almost 2 out of every 100 teachers report being physically attacked in the school in a two-month period



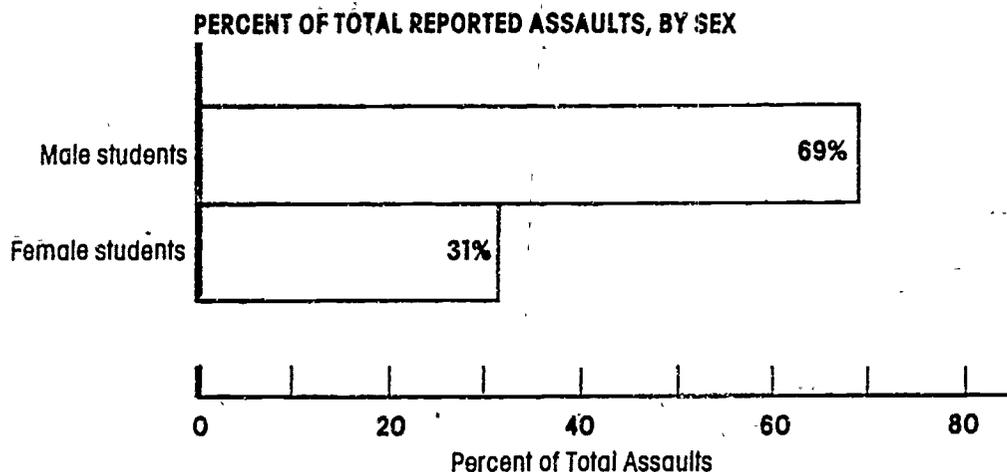
* About 9 out of every 100 teachers report being threatened with an assault or an attempt being made to assault them in the school in a two-month period.



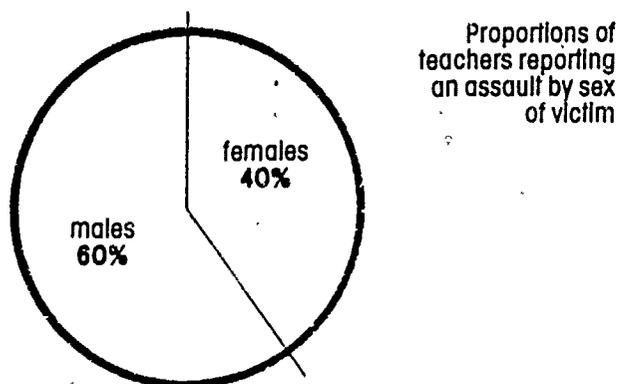
* The likelihood of assault is greatest for 12 and 13 year old students and steadily decreases with age (18 year olds are victims of an assault about one-fourth as often as 12 to 13 year olds)



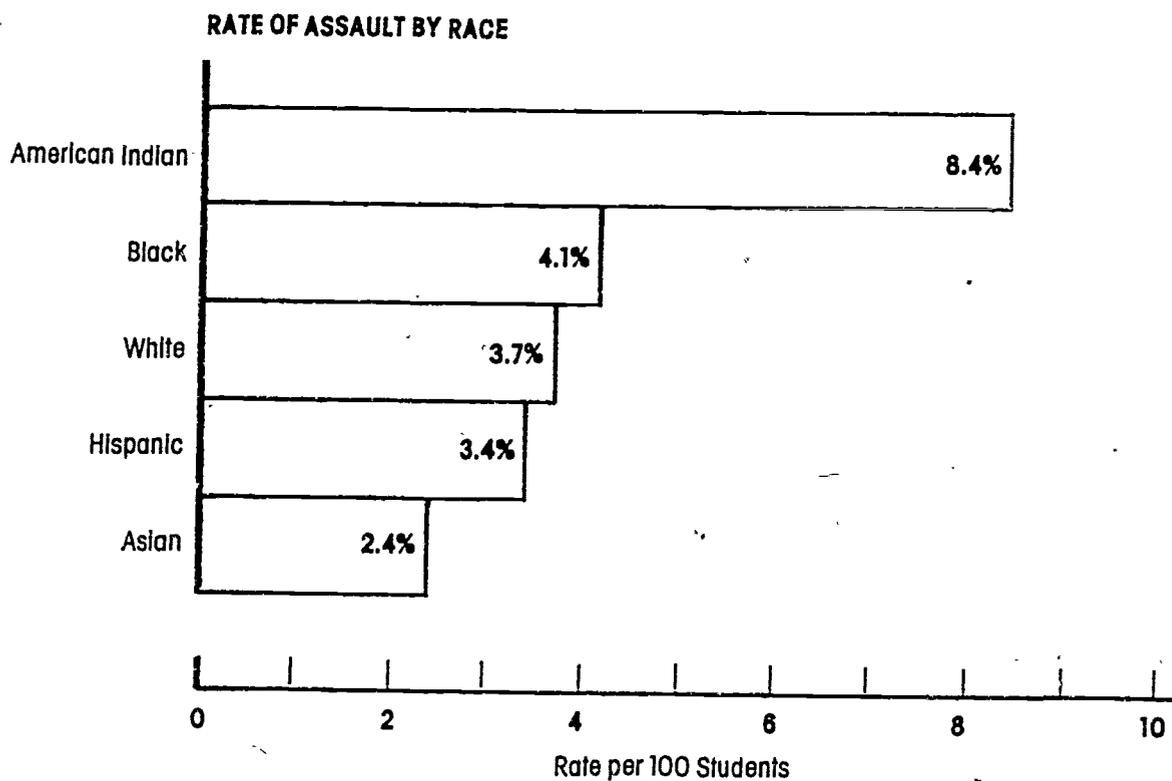
* Male students are almost twice as likely to become victims of an assault as are female students



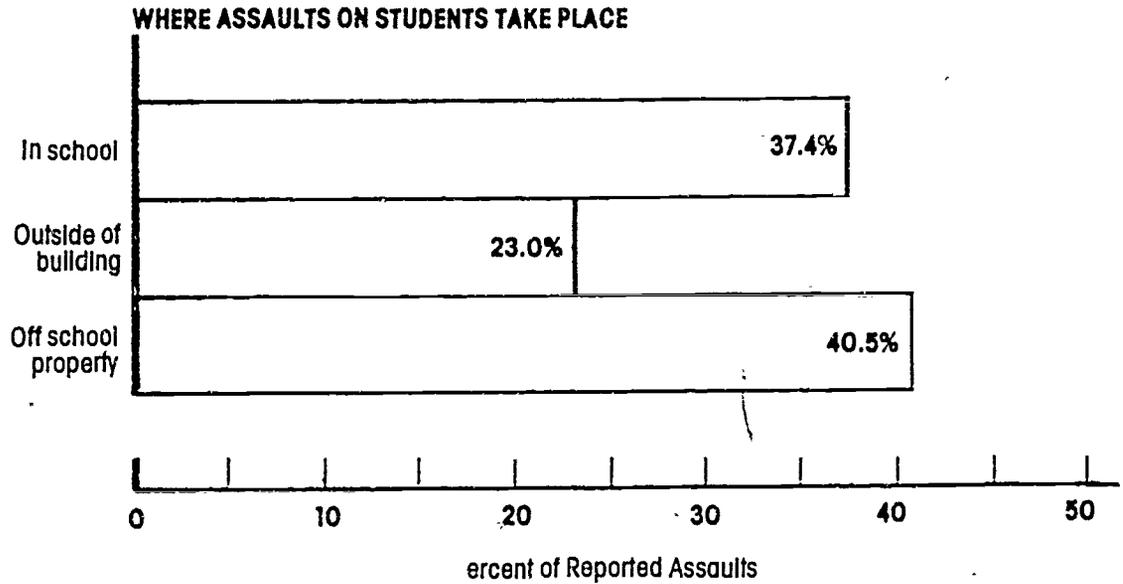
* As a proportion of the sample, male teachers are more likely to report an assault than female teachers, even though there are far more female teachers in the system than males.



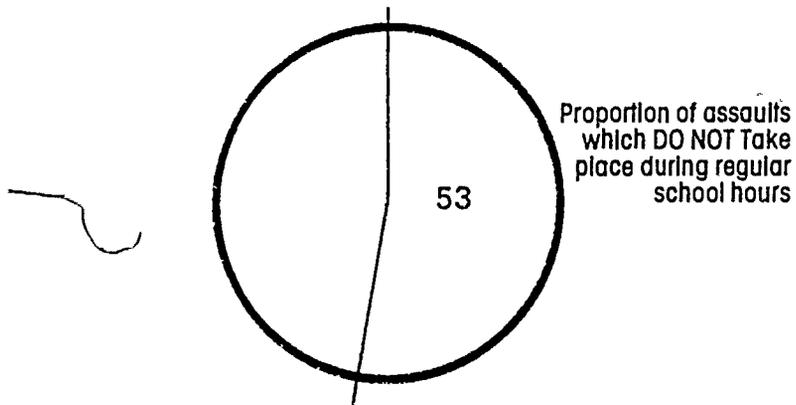
* The likelihood of assault on students is linked to race. American Indian students experience the highest victimization, followed by Asians, blacks, Hispanics, and whites, in that order.



* About 4 in 10 assaults on students take place off school property, usually while on the way to or from school.

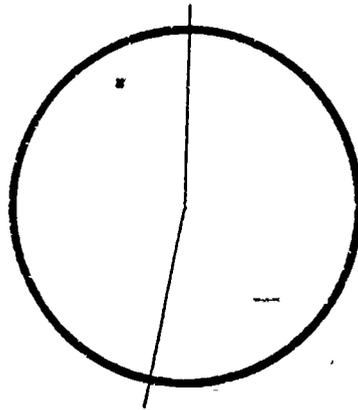


* Over half the assaults on students take place before or after regular school hours.



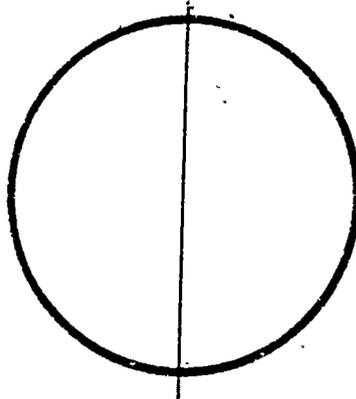
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* In about half of the assaults on students the victim report being injured.



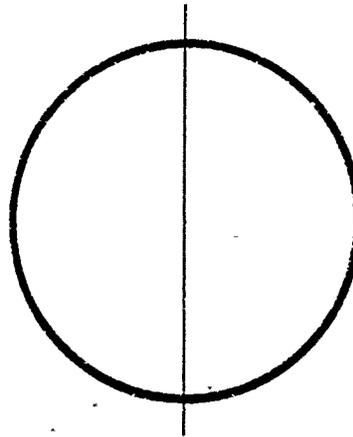
Proportion of student assaults in which an injury was reported (53%)

* In about half of the assaults on teachers, the victim report being injured.



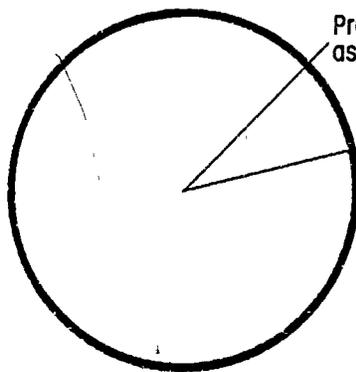
Proportion of assaults on teachers in which an injury was reported (50%)

* In about half of the assaults on students, the attackers were probably other students at the school.



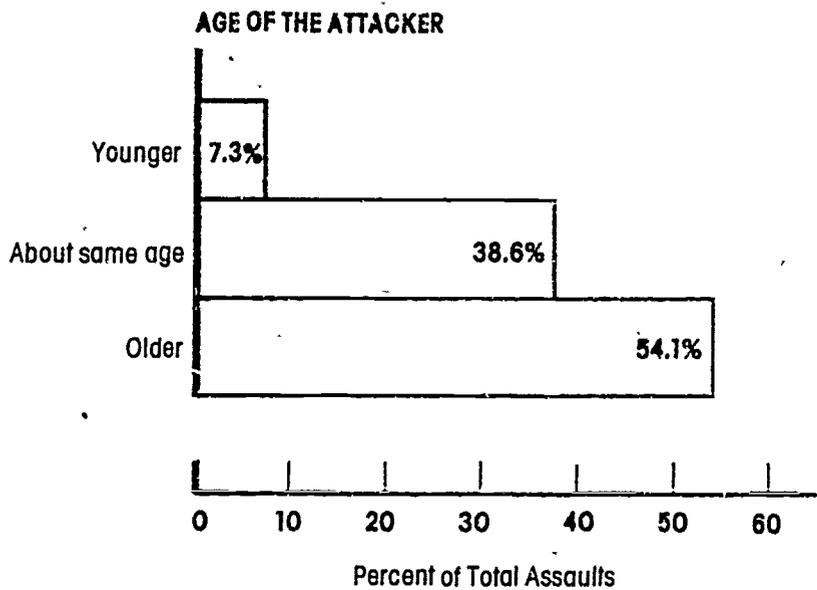
Proportion of student assaults where the attackers were probably students (50%)

* In about 9 out of 10 assaults on students the attacker was of the same sex as the victim.

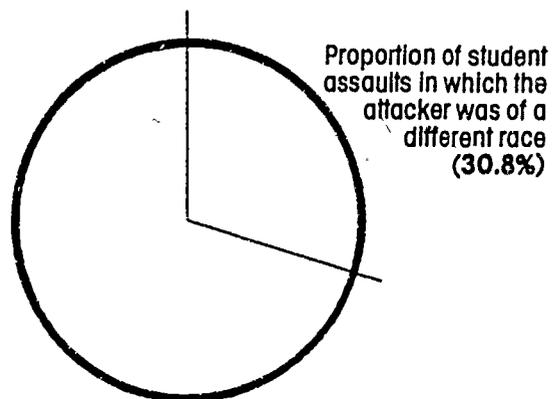


Proportion of student assaults in which the attacker was of a different sex than the victim (9.1%)

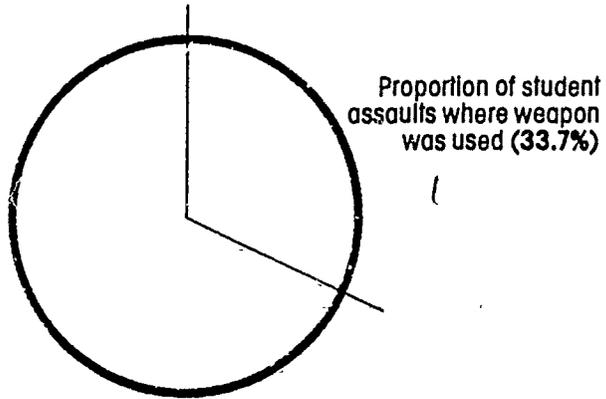
* Over half of the assaults on students involved attackers who were older than the victim.



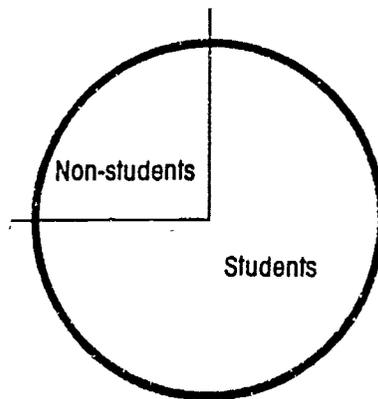
* In 7 out of 10 assaults on students, the attackers were of the same race as the victim.



* In about 2 out of 3 assaults on students, no weapon was involved.

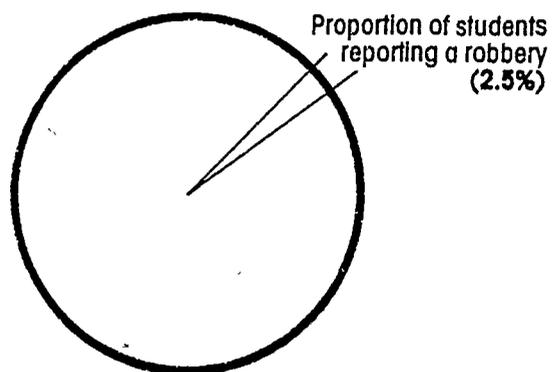


* In over 3 out of 4 assaults on teachers, the attackers were identified as students at the school.

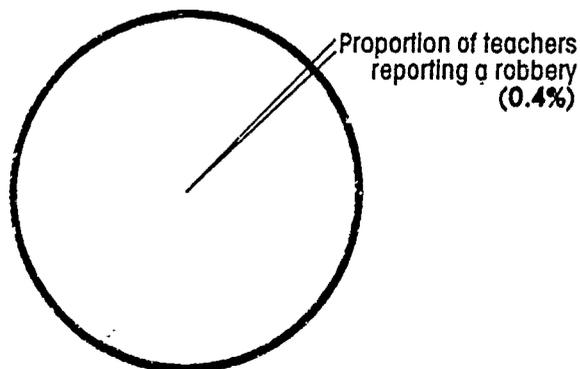


Students and Teachers as Victims of ROBBERY..... Just over 2 out of every 100 students reported being robbed and an even larger proportion reported that an attempt was made to rob them in a two month period, although a portion of these incidents were cases of extortion of money from younger students by older students. Less than 1 in 200 teachers reported a robbery. Among the major findings regarding robbery are the following:

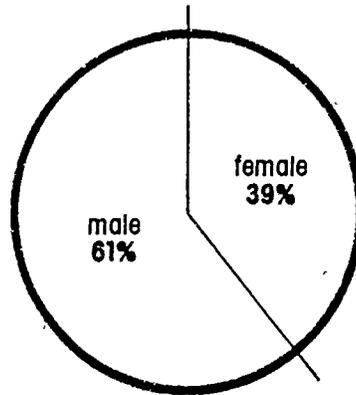
* Approximately 2.5 percent of students in grades 7 through 12 report being robbed in a two month period.



*Approximately 1 out of 200 classroom teachers report being robbed in a two month period.

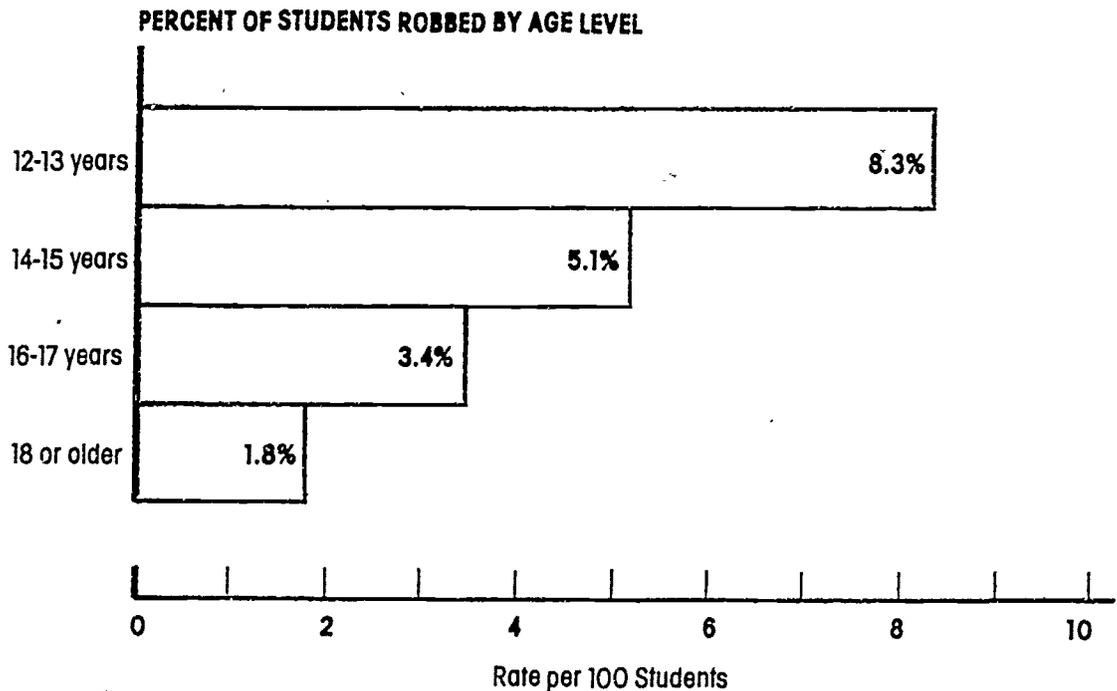


* Male students are almost twice as likely to report being robbed as are female students



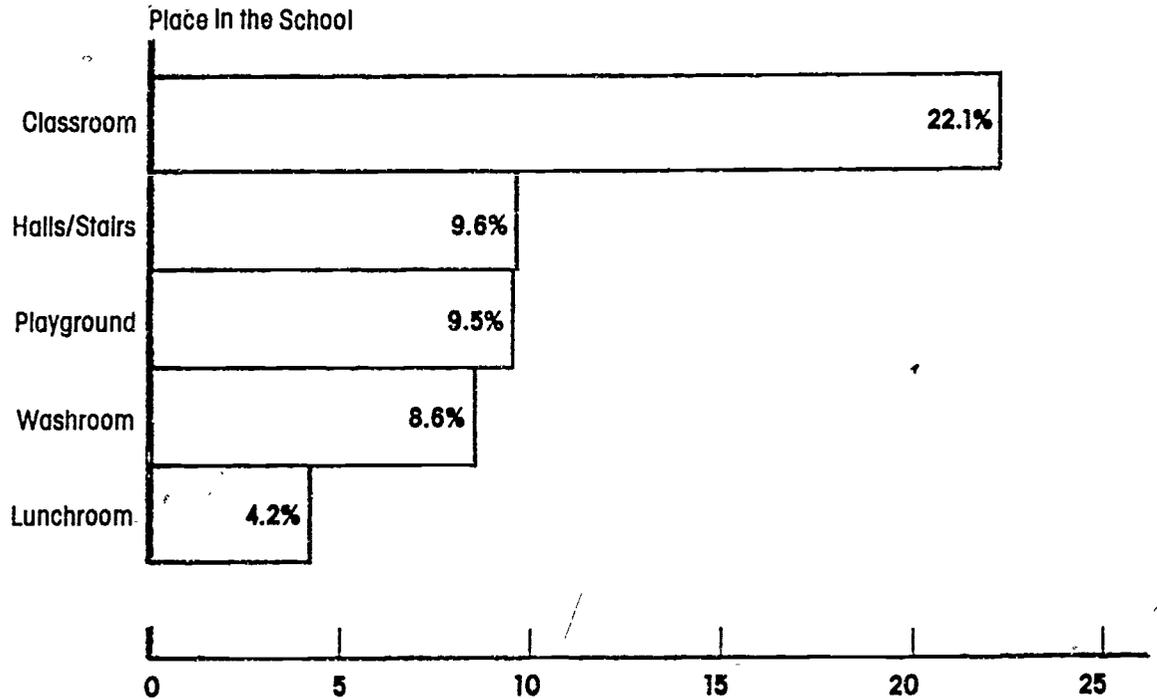
Proportions of male and female students reporting a robbery

* The likelihood of a student being robbed is greatest for 12 and 13 year olds and steadily decreases with age (18 year olds report being robbed only one-fourth as often as 12 to 13 year olds).

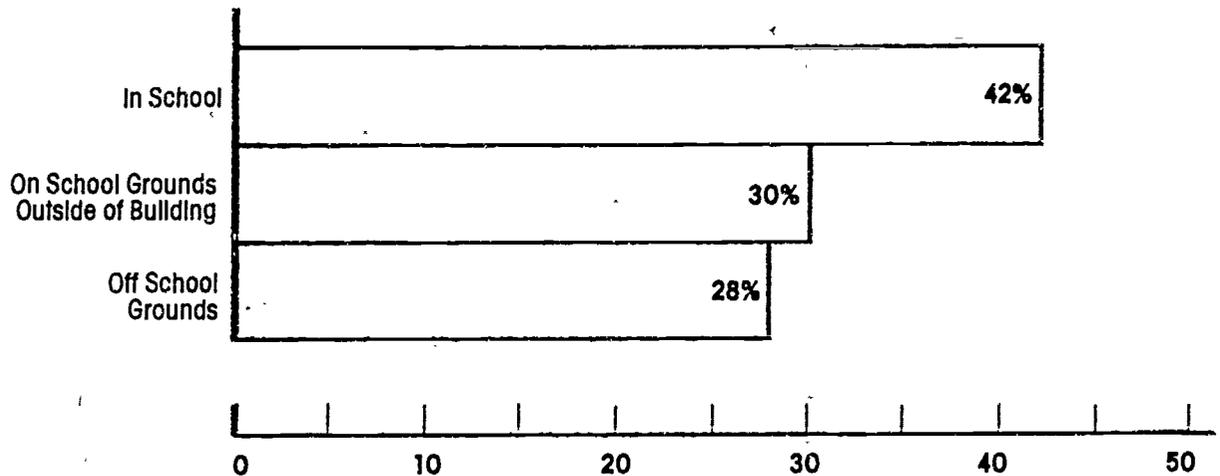


* In school, the most likely place for a student to be robbed is in the classroom.

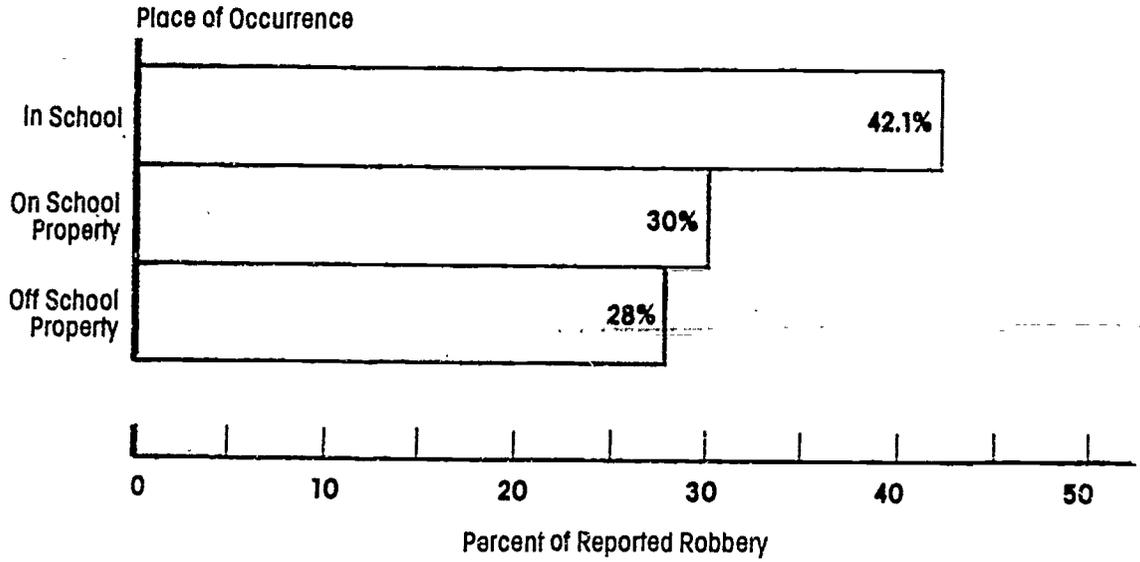
STUDENT ROBBERY BY PLACE OF OCCURRENCE



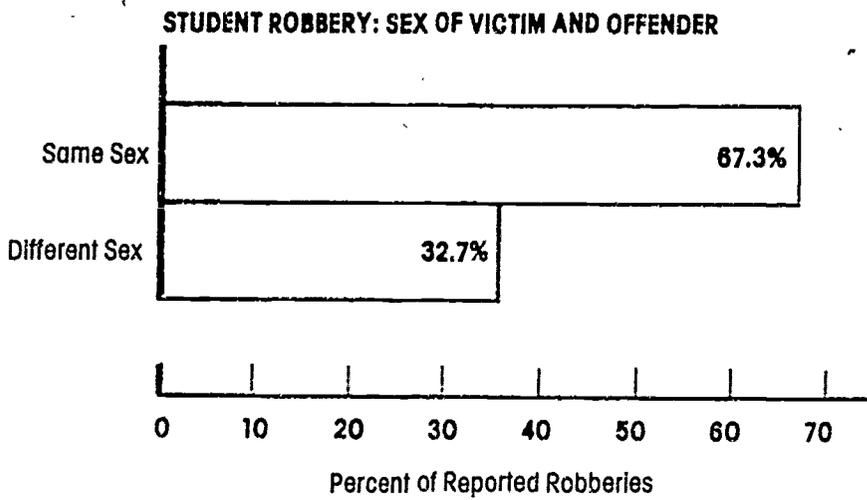
* Outside of school, about equal numbers of robberies take place on school grounds and while on the way to or from school.



* Less than half of student robberies take place inside the school.

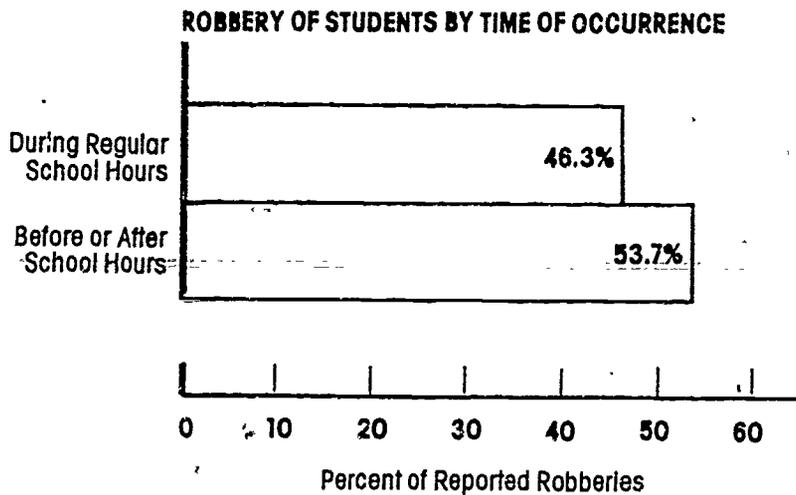


* In 2 out of 3 cases of student robbery, the victim and the offender are of the same sex.

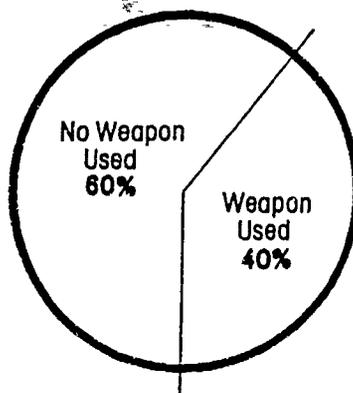


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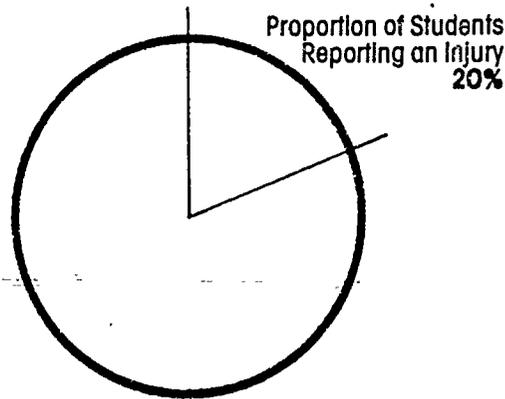
* Over half of the student robberies took place either before or after regular school hours



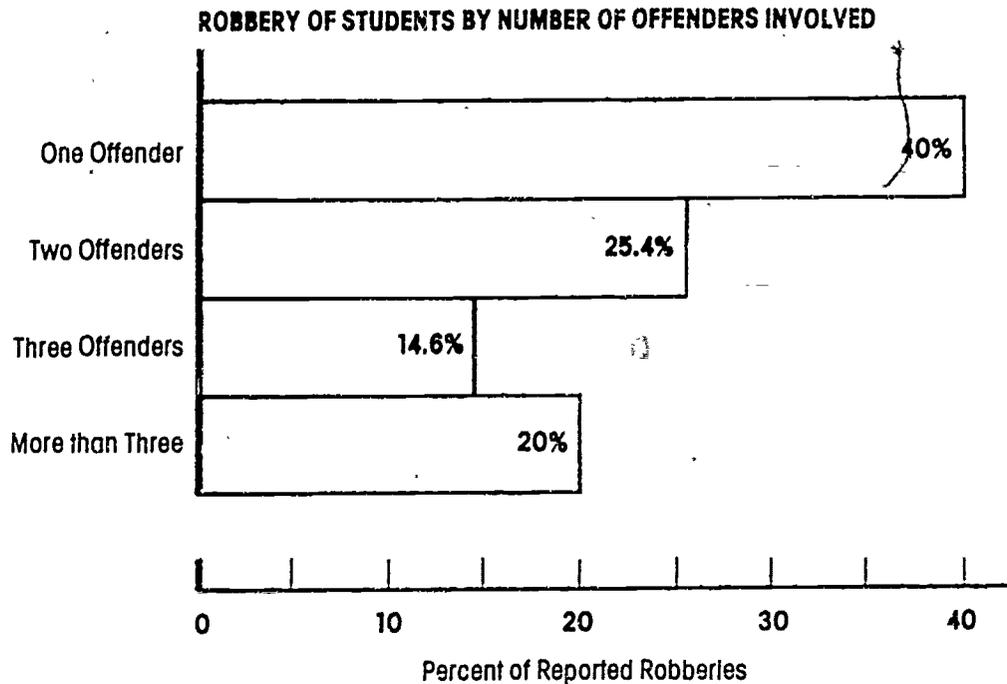
* In over half the cases of student robbery, no weapon was involved.



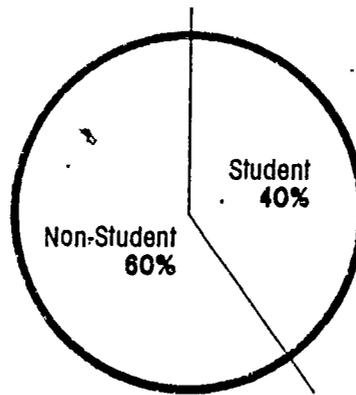
* In 1 out of 5 cases of student robbery, the victim reported an injury.



* In more than half the cases of student robbery, the victim was robbed by more than one offender.



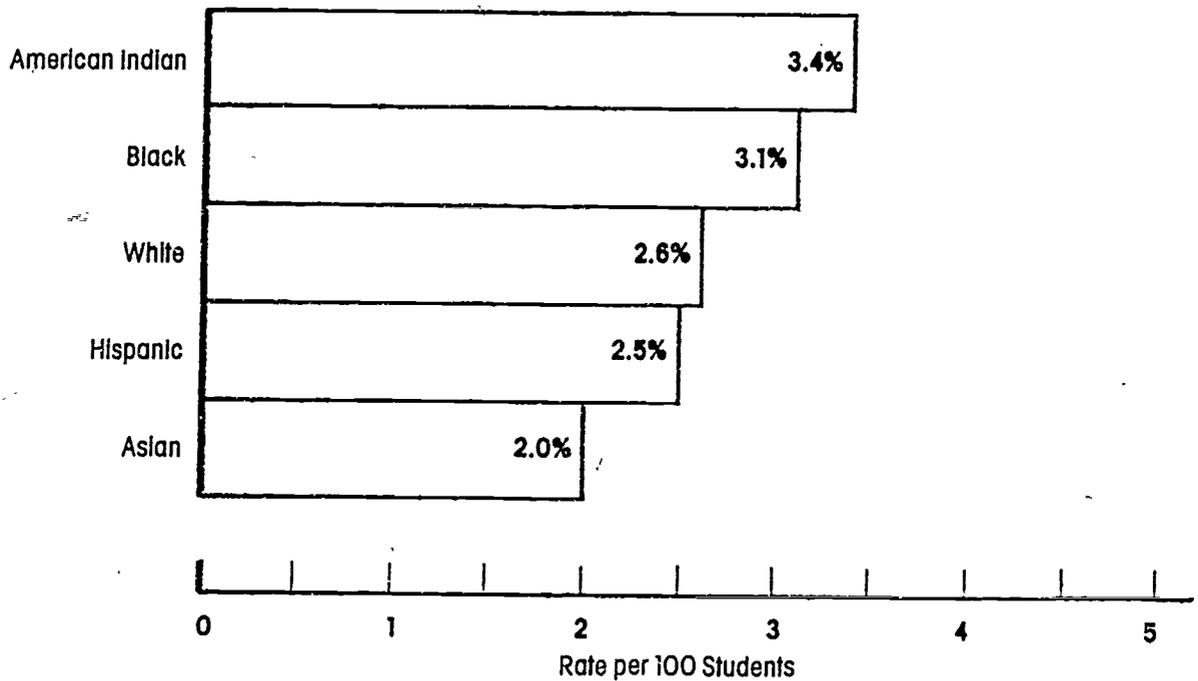
* In 4 out of 10 cases of student robbery, the offender was probably another student at the school.



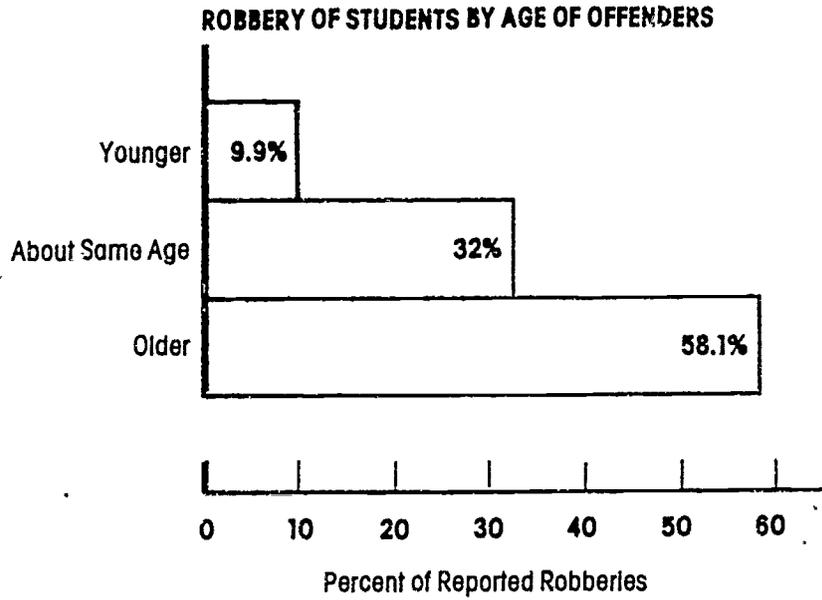
Proportion of Robberies of Students where Offender was probably another Student

* The likelihood of being robbed is related to race. As with theft and assault, American Indian students have the highest victimization rate, followed by black, white, hispanic and asian students, in that order.

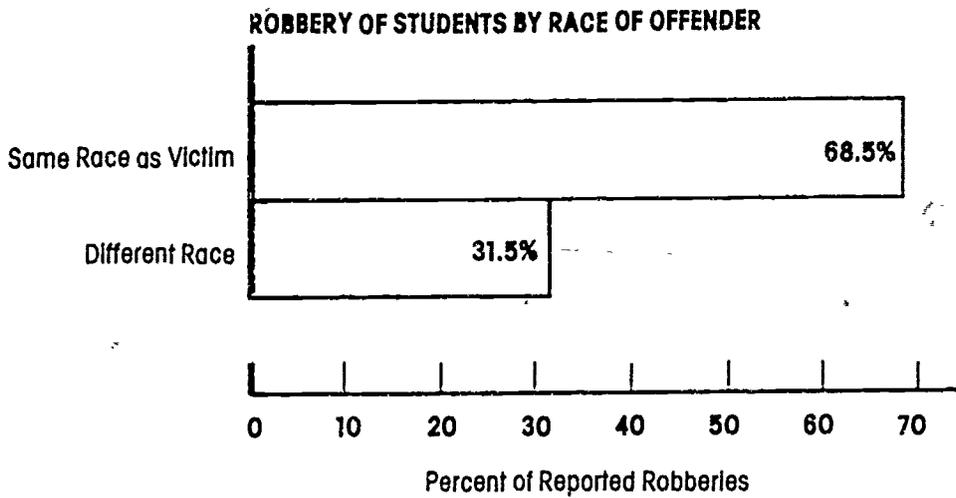
PERCENT OF STUDENTS ROBBED BY RACE



* In over half the cases of student robbery, the offenders were older than the victim.



* In over half the cases of student robbery, the offender and the victim were of the same race.

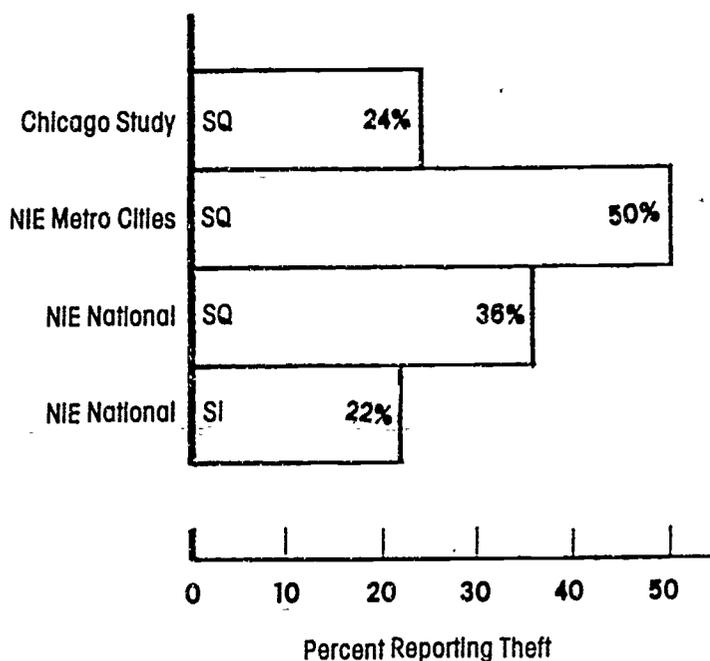


COMPARISON OF CHICAGO STUDY DATA WITH NATIONAL DATA

THEFT from Students. . . . Theft from students is a common occurrence in the nation's schools. An estimated 24 out of 100 Chicago school students in grades 7 through 12 have something stolen from them worth more than one dollar in a two-month period. According to the national (NIE) data, about 11 out of 100 secondary school students (junior and senior high school) have something worth more than one dollar stolen from them in a one-month period (or 22 percent in a two-month period). The 22 percent rate is based on student interview information. If the information obtained from student questionnaires is used, 36 out of 100 students throughout the country experience theft in a two-month period. If only data from metro cities (over 250,000 population) is used, about half of secondary school students are victims of theft in a two-month period. This information is illustrated on the next page.

Reported theft by Chicago students using questionnaire data is lower than theft reported nationally by students who filled out similar questionnaires. Reported theft by Chicago students is significantly lower than theft reported by students in metro cities. The National Institute of Education also obtained information on thefts from students using interviews, and the theft rate for students nationally, according to interview data is slightly lower than the reported Chicago rate based on questionnaire data. In its report to the Congress, NIE chose to use interview data in reporting student victimization rates for theft, assault, and robbery, because they felt the rates obtained from questionnaires were too high.

**INCIDENCE OF THEFT FROM STUDENTS IN A TWO MONTH PERIOD:
A COMPARISON OF CHICAGO AND NATIONAL DATA**

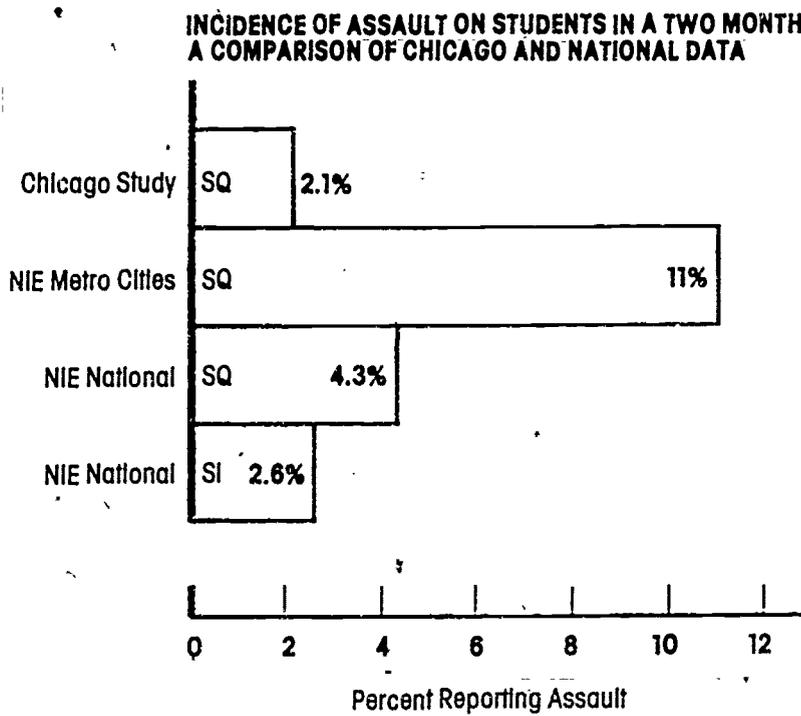


SQ=Student Questionnaire

SI=Student Interview

ASSAULT Upon Students... Approximately 3 out of 100 (3.3%) of Chicago students in grades 7 through 12 reported being physically attacked either in school or on school grounds, or on the way to or from school. in a two month period. Since over 1 in 3 of the reported assaults took place outside of the school environment, primarily while on the way to or from school, the actual student assault rate in the school environment is about 2 out of 100 students (2.1%). According to the national (NIE) study, about 1.3 percent of secondary school students nationally reported being attacked at school in a typical month or 2.6 percent in a two-month period. The NIE rate is based on student interviews. If the national rate of student assault is based on information obtained from

questionnaires, about 4.3 percent of secondary school students report such attacks. If questionnaire data from metro cities is used, about 11 percent of students nationally, who attend large urban schools, are attacked in a two-month period. This information is illustrated below.

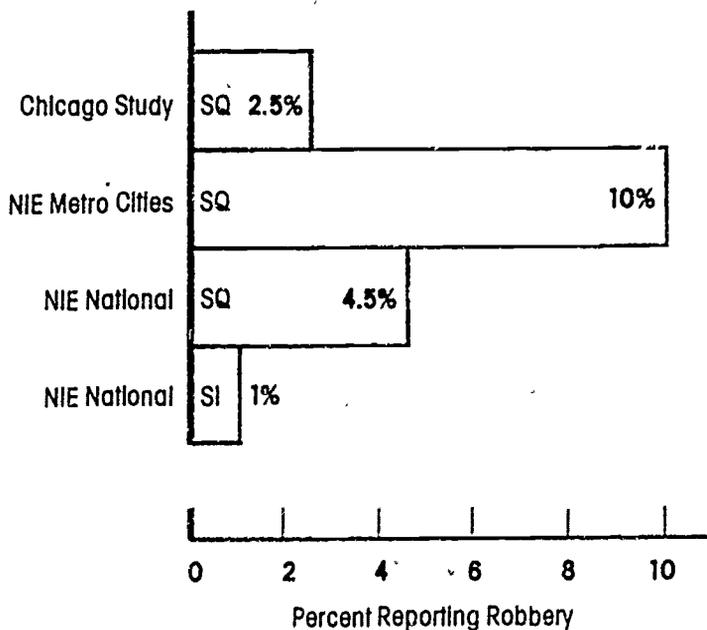


SQ=Student Questionnaire

SI=Student Interview

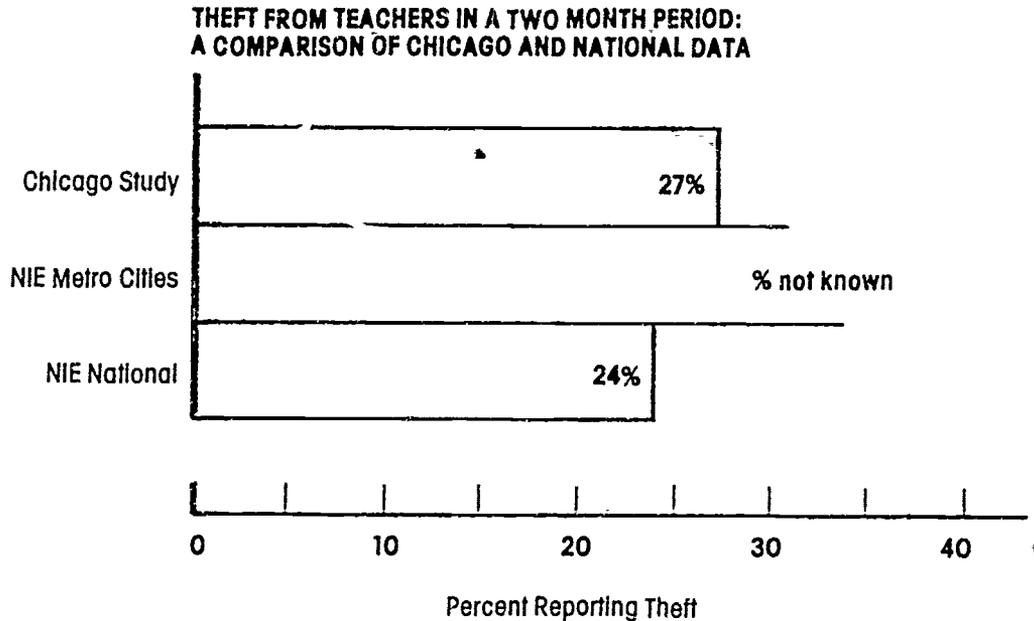
ROBBERY of Students... Approximately 2.5 percent of student in grades 7 through 12 in the Chicago schools reported being robbed during a two-month period. The national (NIE) study found that about one half of one percent of secondary school students across the nation are robbed during a one-month period, or 1 percent in a two-month period. This student robbery rate is based on information from interviews. If information obtained from questionnaires is used, about 4.5 percent of students in secondary schools nationwide reported being robbed in the same time period. If questionnaire data is used to compute robbery rates only for metro cities, about 10 percent of students reported being robbed. This information is illustrated below.

**INCIDENCE OF ROBBERY FROM STUDENTS IN A TWO MONTH PERIOD:
A COMPARISON OF CHICAGO AND NATIONAL DATA**



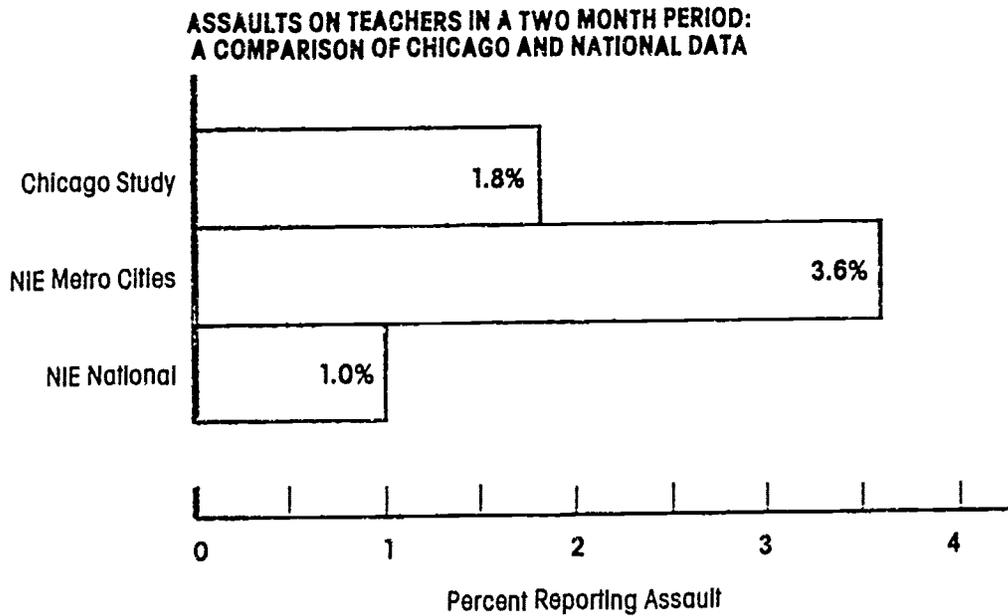
SQ=Student Questionnaire
SI=Student Interview

THEFT from Teachers....Chicago school teachers reported having something stolen from them at a slightly higher rate than Chicago students. About 27 out of 100 teachers (26.8%) reported having something stolen from them in a two-month period. Nationally, according to the NIE study, about 12 percent of secondary school teachers reported theft in a one-month period, or 24 percent over two months. Also, the NIE study reported that teachers have higher risks of becoming victims of theft in larger cities. This information is illustrated below.



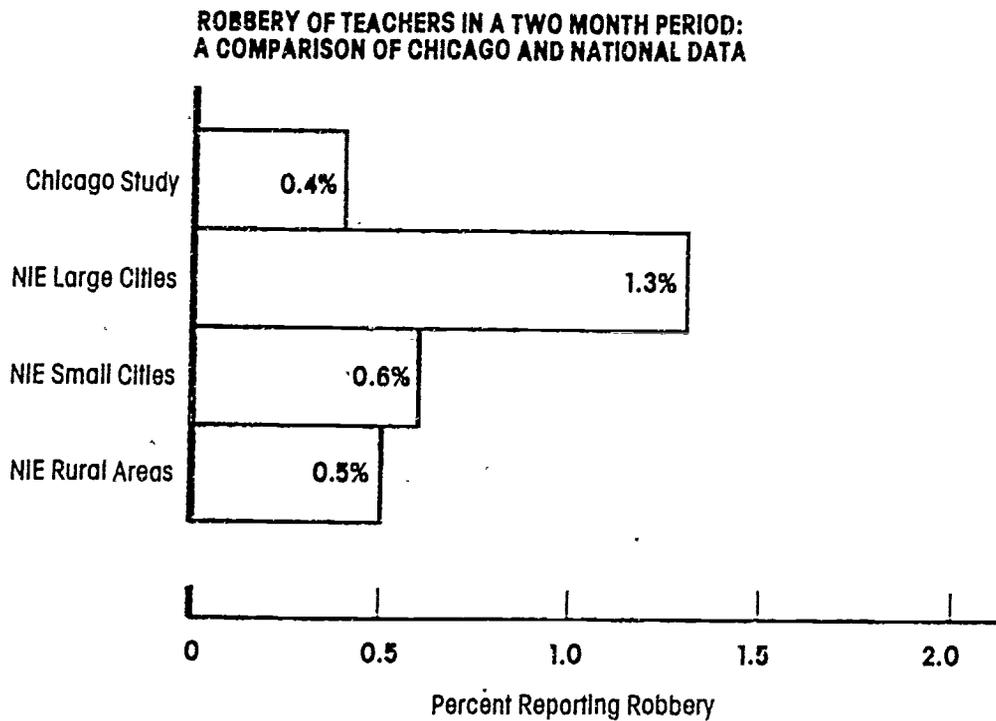
All data from Questionnaires

ASSAULT Upon Teachers...Approximately 2 out of 100 (1.77%) Chicago teachers reported being victims of an assault in a two-month period. The NIE national study found that about one-half of one percent of secondary school teachers across the country are physically attacked in school in a one-month period, or 1 percent in two months. The NIE study also found that assaults upon teachers increase with the size of the community, being highest for large metro cities. This information is illustrated below.



All data from questionnaires

ROBBERY of Teachers... A little less than one-half of one percent of Chicago teachers (0.4%) reported being robbed in school during a two-month period. Nationally, the NIE study found that a little more than one-half of one percent of secondary school teachers nationwide were victims of a robbery in a one-month period, or just over 1 percent in a two-month period. Once again, the NIE study found that robbery rates for teachers are a function of the size of the community, with the highest rates in large urban areas and the lowest rates in rural areas. This information is illustrated below.



RECOMMENDATIONS

The Recommendations of STUDENTS...

Students involved in the survey were asked to make recommendations in response to the question, "What can be done to reduce school-related crime and violence?" Regardless of grade level, the most frequent student responses had to do with more supervision and strict discipline. This included strict enforcement of rules and regulations, increased use of suspension, expulsion, and prosecution, and the placement of "troublemakers" in special classes or special schools.

The Recommendations of TEACHERS...

Teachers involved in the survey, whether teaching in elementary or high school, also recommended stricter discipline and firmness as the best response to school-related crime and violence. The teachers were more likely to criticize both the school system and the criminal justice system than were the students.

The Recommendations of PRINCIPALS...

Principals involved in the survey were in agreement with students and teachers in stressing strict discipline and rule enforcement. The principals frequently emphasized the importance of strong support and a clear cut discipline policy from the Board of Education. A large percentage of the principals recommended more autonomy for principals with respect to disciplinary actions, coupled with firmer support from the Board of Education and the central office.

The Recommendations Chapter...

Chapter VII of the Chicago Safe School Study report is concerned with the recommendations of students, teachers, and principals, as well as recommendations from the Safe School Study Citizens Advisory Commit-

tee, and the principal investigator. Interested readers are referred to this section of the report.

SUMMARY

The Chicago Safe School Study report summarizes the salient findings of a crime victimization study involving students and teachers. It focuses on personal crimes such as theft, assault, and robbery which take place in and around the school. Students in grades 7 through 12, and teachers at all grade levels are victims of personal theft with great frequency. Based on the survey it is estimated that about 62,000 students and 6700 teachers have something stolen from them in a two-month period. It is also estimated that about 8200 students and 440 teachers are physically attacked in a two-month period, and that about 6200 students and 100 teachers are robbed in a two-month period.

There is a subjective dimension to school-related crime--fear and anxiety. Almost 3 out of 100 students say they are concerned with their personal safety all of the time, and 9 out of 100 students say that they rarely or never feel safe in school. Based on student responses, it appears that street gangs contribute substantially to student fears.

With some exceptions the younger the student the more likely he or she is to report both victimization and fear of being victimized. Both males and females experience theft with equal frequency, but males are much more likely to report being physically attacked or robbed. Race is also a factor. American Indian students report the most victimization and the most fear of being victimized. Black students are more likely to report being robbed than white or hispanic students, but Asian and Hispanic students are more likely to report being assaulted

than black or white students. Other factors which influence the likelihood of victimization are the time the student has been attending the school, the size of the school, and the location of the school.

Most major urban school systems find crime to be a problem. But in comparing 1980 student victimization rates with 1976-77 rates as determined by a national survey, Chicago students appear to be victims of crime less often than students in other large urban school systems.

Any crime in our schools is "too much" crime. The incident rates obtained from this study should send a clear signal to the community and to policymakers. A safe and secure environment is a prerequisite to learning, and cannot be dismissed as a side issue or a minor problem when it involves such large numbers of students and teachers.

INTRODUCTION AND METHODOLOGY

In recent years public attention has been focused on crime and violence in schools. Parents, teachers, students, and school administrators have all voiced concern. The human, social, and economic costs are enormous, and most of these costs can only be estimated. People who deal with students are not the only ones who have become aware of the problem. The media has focused considerable attention on school crime and violence in the past decade, as have state legislatures and the U.S. Congress.

A requirement for learning is an environment conducive to learning. It must be one in which students and teachers feel comfortable and anxiety-free. It is extremely difficult to learn in an atmosphere of fear.

Though distributed throughout the nation, problems of school crime and violence are especially serious in urban school systems. The Chicago school system is one of the largest in the nation, consisting of over 600 schools, 24,000 classroom teachers, and 450,000 students. In one recent year, there were over 1000 officially reported assaults on teachers in the Chicago system, and research by the Institute of Juvenile Research of the Illinois Department of Mental Health determined that about two-thirds of the Chicago school-age population had something stolen from them at least once in a school year.¹

According to a national victimization study of students and teachers, school crime and violence increased dramatically in the 1960's, leveled off in the early 1970's, and appeared to have declined in the late 1970's.² The first national assessment of the problem was done by the National Institute of Education (NIE) in 1976-77. At that

time it was said that school crime and violence in the nation had assumed almost crisis proportion, with the most serious problem appearing in large urban areas. Chicago cannot be viewed as typical of large urban cities with respect to levels of school crime, but if it could, the amount of such activity, as represented by theft, assault, and robbery, has decreased in urban schools between the time of the 1977 NIE survey and the Chicago survey, since Chicago figures in 1980 are lower than NIE 1977 figures for large urban systems.

Various forms of student misbehavior, disruption, and delinquency have always been a part of the American school environment. In the last few decades however, the form of student antisocial behavior has been altered. It seems to involve a quantum jump from minor vandalism, schoolboy fights, and simple theft, to incidents of a more serious nature, including aggravated assault, armed robbery, rape, and even murder. This drastic alteration in the form and seriousness of crime and violence in the schools did not pass unnoticed. Long before the attention of the media and our political representatives focused on the issue of school crime, school administrators, especially in urban areas, began to address the problem in a number of ways, from requests for armed and uniformed guards and police to locking entrances and using various entry control devices.

Prior to the 1970's most of the information available concerning school-related crime was in one of two forms: (a) official records of schools, police, and juvenile courts, or (b) assessments based on the working experience of teachers and school administrators. With respect to students as victims of crime, all of these sources are unreliable, since the vast majority of crimes in which young persons are

involved as victims, are never reported.

The Ninety-third Congress, as part of the Educational amendments of 1974 (Public law 93-380) mandated a study to determine the extent and seriousness of school-related crime in the U.S., and in response to the mandate the National Institute of Education (NIE) conducted a National Safe School Study which was published in 1978 under the title Violent Schools - Safe Schools: The Safe School Study Report to the Congress. This study remains today, the largest survey ever conducted regarding students and teachers as victims of crime.³

In 1977, the Superintendent of the Chicago Board of Education selected a staff person to begin a long range assessment of the requirements for a major attack on the problems of school safety and security. In 1978, a working paper was developed calling for a two stage project. Since it was evident that there was a lot going on "out there" in the system that decision-makers did not know about, it was decided that the first step should involve the building of an adequate data base for decision making. To create this data base, and knowing the small proportion of crime and violence which actually become a part of official school or police statistics, it was decided that the best approach would be to conduct a victimization study. In this way, the principal targets of school-related crime and violence--students and teachers--could be asked about their own experiences, feelings, and perceptions.

Under a 1979 grant from NIE, the Chicago Board of Education began its own victimization study of students in grades 7 through 12 of the Chicago public schools. Teachers and administrators were also involved in the Chicago study. Using questionnaires modeled after those used by NIE, but altered to fit local school system needs, the Chicago Safe

School Study involved a sample of 12882 of the 240,000 students in grades 7 through 12, 1413 of the 24,000 classroom teachers in all grades, and 94 of the approximately 600 principals. Follow-up interviews were conducted with 600 students who received questionnaires, and a follow-up questionnaire was given to 250 students who were absent at the time the questionnaire was administered to their classroom. The originally drawn samples included 15,000 students, 2,000 teachers, and 100 principals. The difference between the originally drawn samples and the actual samples are accounted for by respondents who did not return mailed instruments (in the case of teachers and principals) and by students who declined to fill out the questionnaire, or who failed to answer key questions, or who provided answers outside of certain range and consistency checks.

CONCEPTUAL FRAMEWORK

The survey was developed as part of a broadly conceived effort to create a safer environment within the Chicago schools. This effort would be two-staged. In the first, the frequency and seriousness of the problem would be assessed and the information obtained used to develop policy and program efforts. In the second, pilot programs would be implemented at selected schools.

The survey was primarily a victimization study of personal crime, and the information would be collected directly from the victim population--students and teachers.

Four types of incidents would be examined in the victimization study: theft, assault, robbery, and rape. These incidents or offenses are all directed against the person (respondents in the study). Offenses directed against the school itself, such as vandalism, destruction of property, and school burglary, would not be of direct concern to survey staff

because (a) these incidents are accurately recorded by the school system, involving as they do dollar losses, (b) it would not be possible to include an adequate set of questions concerning these incidents on the questionnaire and still be able to collect the information during one classroom period, and (c) students and teachers were unlikely to know about a great deal of these incidents, even if they knew about isolated ones. The largest target group in the survey, the students, would not be able to add much in the way of new information about such incidents unless the questionnaire asked them if they had been responsible for such incidents. The survey would then involve student responses about self-reported acts of delinquency, which was to be avoided as too threatening to respondents. Student hesitancy about answering questions concerning their own delinquency might carry over to questions about victimization and introduce additional problems of error.

RESPONDENTS AS RAPE VICTIMS

According to all measures of crime, from police reports to victimization studies, the crime of rape occurs far less frequently than other crimes of personal violence, such as assault and robbery. Furthermore, according to the National Crime Survey data, only about 1 percent of rape of individuals between the ages of 12 and 19 years occurs in the school setting. In a sample of respondents which includes less than about 30,000 females, it cannot be expected that much in the way of meaningful information about rape can be acquired. Since the Chicago study included less than 6300 female students and 1000 female teachers, few cases of rape were expected to be reported. None of the teachers in the survey reported being raped, but 21 out of 6252 female students re-

ported being victims of rape. This rate of about 3 in 1000 students is higher than had been anticipated. Of those incidents which were reported, 14, or two-thirds of the cases, took place outside of the school environment, so that the school-related victimization rate was 1 in 1000 students. The victimization rate would have been higher had not range and consistency checks by coders eliminated some cases of obvious fabrication. The questions of misunderstanding, misinterpretation, and fabrication of answers is always present in crime victimization studies, and especially so when the respondents are young. Because of these factors, and because a decision was made not to probe student answers concerning the question of rape when followup interviews were conducted, we do not place much confidence in the rape victimization rate determined in this study. Not only are incidents based on fewer than 50 sample cases likely to be statistically unreliable, but the small number of cases precludes meaningful analysis. For these reasons, a detailed discussion of the incidence of rape will not be included in this report.

HOW SERIOUS IS THE PROBLEM OF CRIME AND VIOLENCE IN THE SCHOOLS?

The problem can be analyzed in different ways. However, one must first ask the question, "Compared to what?" One can compare the survey data with the NIE national data, with data from other victimization studies, or with Chicago community crime data. All three approaches will be used. In one sense, any amount of crime is "serious." But realistically, crime is a function of the social group, and wherever there is a social community you will find behavior defined as criminal. Thus, comparing the Chicago survey data with other crime data seems to be

the best way to address the question of seriousness.

This report will sometimes also compare the survey data with information officially collected by the school system. However, in so doing, it must be kept in mind that there is always a wide magnitude of difference between officially reported crime and the actual extent of crime. For a variety of reasons, a large amount of crime is never brought to the attention of those authorities who keep statistics. For example, some theft is not reported because the individual is not aware of the loss. In other cases, the individual is not certain whether the items have been lost, misplaced, or stolen. And, in still other cases, the loss is considered to be too small to bother reporting. Finally, as victimization surveys have shown, a large portion of the general public do not report theft because they believe that nothing can be done about recovering the items anyway.

MEASURING CRIME IN THE SCHOOLS

There are three basic approaches to measuring the extent and seriousness of school-related crime. The first, and oldest approach, is to rely on official statistics, in this case, police data and school data. Official statistics have certain advantages such as (a) exclusion of trivia found in the other two approaches (self-reports and victimization studies), (b) reduction in ambiguity in interpretation, and (c) continuity over time. The major problem with officially reported school-related crime is under-reporting. Whereas, it is estimated that at least half of all total crime goes unreported, or at least, fails to appear in such official statistics as the Uniform Crime Reports (not reported to police), the amount of unreported crime involving youth as victims is even greater.

The second basic approach, and a relatively recent one, is self-reporting. In these studies, individuals are asked to tell (usually anonymously, via questionnaires) about crimes they have committed. While such self-report studies usually uncover more offenses per capita than do official statistics, they also have problems ranging from failure on the part of respondents to report criminal acts for fear of discovery, to the difficulty, from a logistical point of view, of ever using self-reports on a large enough segment of the population to make the approach viable.

The third basic approach, also a fairly recent one, is the use of victimization studies. As the name implies, victimization studies are sample surveys of the population designed to identify and obtain information from persons who have been victims of crime.

VICTIMIZATION STUDIES

The first victimization surveys of any magnitude were done for the President's Commission on Law Enforcement and Administration of Justice in 1965-1966. While there have been local studies of limited magnitude since that time, most of our present day victimization data derives from studies carried out in the early and mid seventies, by the Law Enforcement Assistance Administration of the U.S. Department of Justice in conjunction with the U.S. Bureau of the Census, and called the National Crime Survey (NCS). The most well-known of these studies was the survey of 10,000 households in each of 26 cities.⁴

The NCS reported an estimated 37 million victimizations for Part I (Index crimes) in 1973. In that same year, approximately nine million Part I crimes were officially reported to police. The data indicated that the amount of victimizations not reported to police range from 31

percent for auto theft to 76 percent for personal theft. Obviously, victimization studies have the potential for exploring what some writers have referred to as the "dark figure of crime," that is not found in officially collected statistics.

However, victimization studies are not without problems, and a major one is that victimization statistics are, in general, not readily comparable with official crime statistics. In effect, each of these approaches is sampling the amount of "crime out there," but are using different reporting systems, and different ways of compiling the data.

Another problem has to do with the validity of the data collected. Victimization surveys have been around long enough so that most of the validity problems have at least been examined, and methods devised to reduce the magnitude of error. Some studies have found that respondents fail to report victimizations which have occurred in the past, even though the crimes were reported to police. Some idea of the amount of error such "forgetting" produces, has been obtained by so-called reverse record checks (involving respondents in a victimization sample who have been found, by examination of police records, to have reported crimes officially). Another source of error has been "time telescoping" which refers to respondents reporting victimizations outside of the specified recall period. Victimization surveys ask respondents to recall all criminal victimizations which have occurred within a specified past period, usually six months or one year. Some respondents move incidents which occurred outside of the recall period into that period, thus, in a survey involving criminal victimization that occurred within the last six months, some respondents report incidents that happened seven or eight months previously. One way of addressing this problem,

is to shorten the time recall period. In the Chicago study, the recall period is only two months, and yet, some time telescoping is bound to have occurred.

Other factors which also may operate in producing over-reporting in victimization surveys, can be illustrated by example. In the case of assaults, respondents may have been the real offenders instead of the victims, or they may classify noncrimes as crimes. They may also exaggerate or magnify and report a simple assault as a more serious aggravated assault, or they may completely misclassify a crime, calling a larceny-theft a robbery. Skillfully written interview schedules and well trained interviewers can reduce such sources of error.

Some respondents, for a variety of reasons, ranging from an attempt to obtain the sympathy of an interviewer to the development of role expectations for themselves as reporters, may completely fabricate crimes. Such cases may be difficult to screen out, and lead to exaggerated victimization figures.

While there are probably just as many factors which may operate to produce under-reporting as over-reporting, they are generally even more difficult to detect. In the case of minor crimes which had no lasting traumatic affect upon the victim, forgetting or memory failure, becomes a major factor in under-reporting. Then again, some victims of crimes are unaware that they were, indeed, victims, ranging from the individual who thinks that something has been misplaced or lost when it was really stolen, to individuals who have been "technically speaking," assaulted or raped by close friends or relatives but who are not aware that the incident was, indeed, a crime.

Some respondents will not even report a victimization on an

anonymous questionnaire, out of acute embarrassment or fear that someone they know will find out what they have reported.

In spite of the problems involved in collecting and interpreting data from victimization studies, such an approach to the gathering of information about crime is a valuable one. It is unrealistic to expect any measure of crime to be completely accurate. Victimization surveys and self-reports serve as vital checks on the degree of accuracy of officially collected data and vice versa.

VICTIMIZATION STUDIES INVOLVING YOUTH

It has already been noted that a large percentage of crime which occurs in the United States goes unreflected in officially collected statistics. But there are factors with respect to youth as victims of crime that increase the likelihood of under-reporting even more. First, many children and teenagers are not sophisticated enough to even realize that they have been victims of crimes, and fail to report them. Second, since a large percentage of crime against the young is committed by other youth that they know or at least recognize, the young are less likely to report such crimes because of fear of reprisal. Third, there is a tendency among youth to keep such information from the adult world. Perhaps, this is due to a combination of things ranging from a distrust of adults to peer group pressures, but whatever the reasons, it reduces the likelihood of victimization of youth appearing in official statistics.

Finally, with respect to school-related victimizations, we find a filter system in operation. If a student reports being victimized at all, it is generally to a teacher. Unless the student has been victimized inside the school or in the playground or athletic field, the incident will not even be brought to the attention of the teacher. And

unless the incident happens on school grounds and, in addition, either involves injury or a substantial loss in monetary terms, the incident will probably not be reported by the teacher to the principal. Generally only the most serious crimes involving students as victims on school grounds are thus brought to the attention of the school administration.

Of those incidents brought to the attention of school administration, only a portion result in the filing of official incident reports. Investigation of the incident and the filling out of long report forms act as disincentives to the official reporting of incidents to the central office. One final screening or filtering condition at work is the belief that the filing of large numbers of such reports make the school and its administration "look bad." For all of these reasons, a victimization survey appears to be the best way to "get a handle" on the amount of school-related crime in any school system.

THE SURVEY DESIGN

It was decided to focus primarily on students as victims. Thus, the largest sample of respondents would be students. It was also decided that only students in grades 7 through 12 would be in the sample for two reasons. First, previous studies had indicated that students in the lower elementary grades were not often victims of crime, other than theft. Second, the reading levels and levels of understanding of younger students would raise serious validity problems in a survey involving written questionnaires.

For students, the sampling element was the classroom. From a master list (tape) of all classrooms in the system, grades K through 6 were deleted. This left approximately 11,430 classrooms or elements. The desired sample size was 15,000 students. The average number of students present in a classroom on any given day was estimated to be 21 students. If 715

classrooms were selected, this would provide the 15,000 respondents ($715 \times 21 = 15,015$). Dividing the total number of classrooms in grades 7 through 12 by the required number of classrooms to obtain the sample ($11,430$ divided by $715 = 15.98$) the skip interval was determined to be 16. Beginning with a random start, every 16th classroom was selected to be included in the sample. This is known as a systematic sampling approach, and was used to draw the student, teacher, and principal samples.

Since there was no anticipated problem with reading abilities or level of understanding with respect to teachers, and since teachers at all grade levels are victims of school-related crime (although teachers in high schools are more likely to be victims) the teacher sample included teachers at all grade levels. The teacher sample was 2,000. From a master list (tape) of approximately 24,000 classroom teachers, and beginning with a random start point, every 12th teacher was selected to be included in the sample.

From a master list of all actively serving elementary and high school principals ($N=600$) beginning with a random start point, every 6th principal was selected to obtain the desired sample of 100 principals.

Because of budget limitations, the victimization survey could not be conducted using interviews. However, a small sample of students who had been given the questionnaire would be interviewed. The interviews would be used to assess the students understanding of the written questionnaire. Interviewers would try to determine (a) if the students understood the difference between such incidents as robbery and theft, (b) if there were words on the questionnaire which students did not understand, and (c) what type of incidents students were likely to classify as reportable as theft, assault, robbery, and rape. A sample of 600 students who had

previously taken the written questionnaire in the classroom were given follow-up interviews. The following procedure was used. From those classrooms included in the student sample, a random sample of 100 classrooms was selected. Official class rosters of each classroom were obtained, numbers assigned to each student on each roster, and 7 students in each of the 100 classrooms were selected randomly for follow-up interviews. Actually, the students were not selected completely randomly. Only 600 students were desired for the sample, but 700 names were selected to allow for absences when the field worker visited the school. If all 7 students were present, the field worker arbitrarily dropped one student from the interview list.

One additional sample was drawn, and that was of students who were absent from the classroom when the questionnaire was administered. As each classroom was visited by field workers, a list of absentees was obtained from the classroom teacher (not all absentees were not in the school, but were not present at the time the instrument was administered). Each student not physically present in a classroom when the class was given the questionnaire was added to an Absentee List, and from that list a sample of 250 students was randomly selected for questionnaire administration at a later time.

THE INSTRUMENTS

There were four instruments used in the survey. They were developed by project staff, the Department of Research and Evaluation of the Chicago Board of Education, and project consultants, and were based on NIE national study instruments, LEAA-Bureau of Census (NCS) instruments, and the special information requirements of the Chicago Board of Education. These four instruments were:

- a. A student questionnaire (Q1)
- b. A teacher questionnaire (Q2)
- c. A principal questionnaire (Q3)
- d. A student interview schedule (I-1)

The instruments, details concerning their drafting and pretesting, and their administration can be found in Volume II of this report, which is concerned with methodology.

INSTRUMENT ADMINISTRATION

The instruments given to students were administered by staff of the project. In 3 percent of the cases of student questionnaire administration, project staff were not able to administer the instrument. In those cases the classroom teacher was requested to administer the instrument. Whenever project staff administered the questionnaire, it was requested that classroom teachers not be present in order to avoid possible response bias due to the presence of the teacher. The survey staff was made up of students from local colleges and universities who were hired on a part-time basis. All of these students went through extensive training prior to going into the schools. In developing the survey design it was felt by local consultants and NIE staff that having outsiders administer the student questionnaire would reduce student fears that teachers would know what their responses had been.

The teacher questionnaires were sent to respondents through the school system mail service, delivered to the schools in plain envelopes, and put into teacher's mailboxes in school offices. Pre-addressed return envelopes and a cover letter were included with the questionnaire..

The principal questionnaires were also sent to respondents through the system mail service with pre-addressed return envelopes and cover letters.

RELIANCE ON SELF-ADMINISTERED QUESTIONNAIRES FOR DATA COLLECTION

In Phase II of the NIE study, questionnaires were administered to students and a total of about 31,000 students returned questionnaires for a response rate of 81 percent. In addition, some students at each school who had filled out questionnaires, were interviewed (N=6283). According to NIE, the decision to interview was based on a pilot study which indicated that responses on questionnaires yielded rates which were too high.

A pilot study was done for the Chicago study in the fall of 1979. Based on results of the pilot study, and pretesting of the instruments, both questionnaires and interview schedules, which involved over 1000 students, it was decided that reliance could be placed on self-administered student questionnaires, since the incident rates were not substantially higher on the questionnaires than on the interviews, and the questionnaire rates were not as high as NIE rates using questionnaires in large urban areas.

Questionnaires were administered to 14,051 students. All were returned, but only 12,882 were included in the study. Of those not used, 841 were returned blank (not filled out) or with no answers to the key questions. The rest were rejected following range and other consistency checks. A range check rejection was made if three or more of the key questions had answers outside of a designated range. For example, if a student indicated that he was attacked and injured by 20 offenders, was kicked, stabbed, and shot, and that this happened three times in the last two months, the questionnaire was discarded. If a student indicated that she was robbed of one thousand dollars, by twelve offenders, all of whom were identified as being ten years or younger, again, the

questionnaire was discarded. A consistency check rejection was made, for example, in the case of a student who indicated that he or she was both male and female, white and black, and had been shot but did not seek medical attention. While these are extreme examples, they are actual ones.

THE SURVEY RESPONDENTS

To provide the reader with information on the respondents involved in the survey, basic data about the students, teachers, and principals in the sample are presented in Tables 2-1 to 2-11 on the following pages. Further information can be found in Appendix B of the report. Each Table contains the number of respondents in the sample as a function of some particular characteristic, such as age, sex or grade level, and the percentage of respondents in the sample with that characteristic. In any survey sample there are nonresponses. Researchers attempt to keep the number of nonresponses to key questions as low as possible, but have no way to really control the problem. For example, in Table 2-1, we find that the percent of males and females in the sample are the same, but that the percentages do not total 100 percent because 3 percent of the students did not answer the question pertaining to their sex. An assumption is made here, and that is that the nonresponses are equally distributed among both sexes. We assume that among the 3 percent who did not indicate their sex, the majority were not of one particular sex. This assumption of equal distribution with respect to respondent characteristics is made for nonresponses to all questions asked in the survey, unless there is some reason for us to think otherwise.

The sampling approach used in the survey was designed to provide all members of the designated populations of students, teachers, and principals an equal chance of being in the sample. To a large extent this was achieved, and to the extent that it was not, the factors contributing to disproportions were beyond the control of the staff. Among these factors were such things as (a) incorrect class rosters, (b) disproportionately large amounts of absenteeism in particular schools, and (c) refusal to participate in the survey by a larger proportion of black students than by all other racial groups combined. In spite of these problems, sample proportions are fairly reflective of the population. For example, the 1979 student population census indicated a male/female ratio of 48:52 and the sample ratio was 50:50. And the racial ratio for the three dominant races of students in the schools (black/Hispanic/white) was 57:16:20 in the 1979 census and 52:18:19 in the sample. (Actual percentages and numbers are found in Appendix Tables B-32 to B36) The sample proportions assume that nonresponses to questions about sex, race, age, and grade are equally distributed.

TABLE 2-1 Students in the Sample
by Sex of Respondent

Sex	N	Percent of Sample
Male	6245	48.6
Female	6252	48.5

*Does not include 3 percent who did not answer question regarding sex

TABLE 2-2 Students in the Sample
by Age of Respondents*

Age	N	Percent of Sample
11 years	198	1.5
12-13 years	3674	28.5
14-15 years	3847	29.8
16-17 years	3257	25.3
18 years or older	1154	9.0

*Does not include 755 respondents,
(5.8%) who did not answer the
question pertaining to age.

TABLE 2-3 Students in the Sample
By Grade Level*

Grade	N	Percent of Sample
7th	2581	20.2
8th	2949	22.9
9th	1662	12.9
10th	1444	11.2
11th	1735	13.5
12th	1840	14.3

*Does not include 669 respondents,
(5.2%) who did not answer the
question pertaining to grade.

TABLE 2-4 Students in the Sample
by Race of Respondent*

Race	N	Percent of Sample
American Indian	203	1.6
Asian	293	2.3
Spanish	2286	18.0
Black	6616	52.1
White	2344	18.5

*Does not include respondents,
(7.5%) who did not answer the
question pertaining to race.

TABLE 2-5 Teachers in the Sample
by Sex of Respondent*

Sex	N	Percent of Sample
Male	388	28.8
Female	958	71.2

*Does not include 67 respondents,
(5%) who did not answer the question
concerning sex.

TABLE 2-6 Teachers in the Sample
by Age of Respondent*

Age	N	Percent of Sample
65 or older	19	1.5
55-64 years	179	14.4
45-54 years	313	25.2
35-44 years	377	30.3
25-34 years	354	28.5
under 25	4	0.3

*Does not include the 167 respondents, (12%) who did not answer the question concerning age.

TABLE 2-7 Teachers in the Sample
by Race of Respondent*

Race	N	Percent of Sample
American Indian	0	0
Asian	10	0.7
Spanish American	41	3.0
Black	565	40.0
White	738	52.2

*Does not include 59 respondents, (4.2%) who did not answer the question concerning race.

TABLE 2-8 Teachers in the Sample
by Grade Level currently
teaching*

Grade Teaching	Percent of Sample	Grade Teaching	Percent of Sample
K	4.0	7th	6.7
1st	5.7	8th	6.3
2nd	6.0	9th	9.1
3rd	6.0	10th	9.8
4th	6.3	11th	9.2
5th	6.2	12th	9.2
6th	6.6	Other	8.4

*Does not include 7 respondents (0.5%)
who did not answer question concerning
grade level taught.

TABLE 2-9 Principals in the Sample
by Sex of Respondent*

Sex	N	Percent of Sample
Male	52	55.3
Female	40	41.7

*Does not include 2 respondents (2.1%)
who did not answer question concerning
sex.

TABLE 2-10 Principals in the Sample
by Age of Respondent*

Age	N	Percent of Sample
Over 60	11	11.7
50-59 years	39	41.5
40-49 years	31	33.0
30-39 years	10	10.6
20-29 years	0	0

*Does not include 3 respondents, (3.2%) who did not answer question concerning age.

TABLE 2-11 Principals in the Sample
by Race of Respondent*

Race	N	Percent of Sample
American Indian	0	0
Asian	1	1.1
Spanish American	1	1.1
Black	28	30.0
White	54	57.4

*Does not include the 10 (10.6%) respondents who did not answer question concerning race.

COMPARISON OF THE CHICAGO STUDY WITH OTHER DATA

The Chicago study, officially called the Chicago Safe School Study, was modeled after the National Safe School Study done by the National Institute of Education in 1976-1977. In discussing the Chicago study findings, we will often compare these findings with the data found in the NIE national study report. Most of the Chicago study findings are similar to those of the national study, but in some instances, our findings diverge widely from those found by NIE. One reason for this is that in the NIE study many of the findings were based on information obtained from a limited number of student interviews. This is especially true for the victimization rates, since NIE felt that the rates obtained from the large number of student questionnaires was "too high." Since the Chicago study results are based on questionnaires, whenever possible we have attempted to compare NIE national study questionnaire data with Chicago study questionnaire data. When we compare Chicago questionnaire data with NIE interview data, this fact is noted for the reader.

THE ISSUE OF URBANITY

An even more important reason for some instance of divergence in findings has to do with the issue of urbanity. Less than 20 percent of the survey sample of schools in the NIE national study involved urban school systems. The great bulk of the schools involved in the sample were rural, small city, or suburban school systems. The result is that Chicago results are often being contrasted with the results obtained primarily from non-urban schools. Crime has long been associated with population density and urban areas, and urbanization has been viewed as one of the major factors responsible for fostering the conditions which

lead to criminal behavior. Large urban areas attract heterogeneous populations, a wide variety of subculture, and a substantial portion of the alienated, uprooted, and adventurous. They are generally characterized by high mobility and transiency, at least in comparison with other geographic areas, and the populace often lacks the communal bonds that exist in smaller cities or rural areas.

In the high density, central parts of large cities, there are large concentrations of low income groups, and racial or ethnic minorities. Such areas are frequently characterized as high in social disorganization, and it is commonly noted that high rates of the more serious crimes are concentrated in these areas. Thus, a proper comparison of the findings of the Chicago study would be with the NIE national study data for large urban school systems (SMSA over 250,000). This information is not always available from the published NIE reports. Secondary analysis of the NIE national data is going on at this time, and eventually, this information will be available. The Center for Social Organization of Schools, at the Johns Hopkins University, is one organization engaged in secondary analysis of the NIE data, and from the Center, we were able to obtain a limited amount of information on the victimization rates from the NIE study for large city school systems (SMSA over 250,000 population).⁵ This information will be used to compare Chicago student victimization rates with the NIE victimization rates for large cities. The question of seriousness of crime and violence in the Chicago school system can only be fairly assessed if comparisons are made with other urban school systems.

THE NIE NATIONAL STUDY

In the NIE national study, 833 schools were selected for participation. Some data was obtained from 642 schools. Thus, approximately 1 in 4 schools refused to participate. Such extensive refusal to participate, obviously raises a serious question about sample bias, and this must be taken into consideration when evaluating the national study data, especially since one assumption that will be raised concerns the extent of school-related crime and violence in the schools refusing to participate. One assumption is that in at least a portion of these schools, administrators felt the degree of crime and violence was too high, and they might be embarrassed by the study results. Let it be said that no empirical evidence supports this assumption.

In the national study, usable questionnaires were obtained from 31,373 students or 81 percent of those asked to complete them. In the Chicago study, usable questionnaires were obtained from 12,822 out of a sample of 14,051 for a 92 percent response rate.

The national study did not seek to obtain self-reported delinquency information nor did the Chicago study. It was felt that an attempt to seek self-reported delinquency information would contaminate what was essentially a victimization study, by introducing an unacceptably high rate of biased responses from students. Researchers in this type of study always have to content with respondent's perception of (a) who will see the individual respondent's completed questionnaire and (b) what will be done with the information. In order to ensure the maximum degree of honesty in responses, it was decided that no questions would be asked of respondents concerning their own role as offenders.

THE NATIONAL CRIME SURVEY

Comparisons will also be made between the Chicago study data and data collected by the National Crime Survey.

The National Crime Survey (NCS) refers to victimization surveys conducted by the Law Enforcement Assistance Administration (LEAA) and the U.S. Bureau of the Census. These surveys were started in 1972 and are composed of two sets of data, those conducted within selected large cities, and those conducted on a national basis. A total of 26 different cities were used in the NCS surveys between 1972 and 1975, and in each city, a representative sample of housing units and businesses were selected for inclusion in the sample. The national sample differed from the city sample in that both housing units and businesses were selected on the basis of stratified multistage cluster sampling. The cities samples included 10,000 households in each city or about 22,000 respondents per city who were 12 years of age or older. The national sample included about 60,000 households, or about 136,000 individuals. (For purposes of comparison with the Chicago study data, we are not concerned with the businesses surveyed in the NCS). The NCS surveys provide some data that permit examination of theft, assault and robbery which occur inside schools, since respondents were asked specific details about incidents, including the question "Where did this incident take place?" One of the places listed on the survey instrument which could be checked by interviewers was "inside school."⁶

In the LEAA-Census survey interviews, household members were asked about victimizations suffered during the past 12 months. Victimization for household members under the age of 12 years was determined by proxy, through older household members. Because the older household members

could not be expected to know about all in-school victimizations suffered by younger members of the household, the LEAA-Census survey data underestimates these victimization experiences. Unfortunately, there is no reliable way to ascertain the extent of these underestimations or under-reporting. However, for purposes of comparing the NCS data with the Chicago survey, underestimations in the lower age ranges must be considered.

In the cities survey, an estimated 3.3 million rapes, robberies, assaults, and larcenies were projected for the 26 cities based on the survey sample. Of this number, an estimated 270,000 or 8 percent, were reported to have occurred inside school. This 8 percent includes students, teachers, other school employees, and visitors to the schools. Both attempted and completed victimizations are included in the National Crime Survey data. An estimated 78 percent of the victimizations "in school" involved students, or 6.4 percent of total victimizations in the 26 cities.

The third major comparison will be made between the Chicago study data and officially collected crime data. There are, of course, major problems with such comparisons, which inevitably, reveal wide gaps between crime rates reflected in the two sources of data. It must be pointed out that neither victimization surveys or officially collected data, are actually measuring the "real" or "actual" amount of crime. Both methods are relatively crude ways in which one can sample the real or actual amount of crime. Not only are both methods crude measures of the actual amount of crime, but in addition, comparisons of data collected are extremely difficult to interpret, since each method is, in the words of Skogan, "shaped by the process which operationally de-

finer it, the procedures which capture it, and the organization which processes and interprets it." Nonetheless, these are the measures which we have at the present time, and we must do the best we can with what is available. ⁷

DEFINITIONS

In the survey, the crime categories (theft, assault, and robbery) of the Uniform Crime Reports were used but technical-legal definitions were avoided to the extent possible. This was felt to be especially important when considering the age range and reading level of a large percentage of the student respondents. Following discussions with students and teachers prior to creation of the questionnaires, the crime of larceny-theft was altered to a descriptive phrase, "something taken without permission or stolen," and the two categories of assault, simple and aggravated, were collapsed to the descriptive phrase, "attacked and hurt." The two categories of robbery, armed and unarmed, were collapsed to the descriptive phrase "something taken by force or threat of force."

In the questionnaires, the three categories of crime were described in the following manner:

*During the last two months, did anyone steal anything from you or take something of yours without your permission, while you were in school or on the way to or from school? (theft)

*During the last two months, did anyone attack you or threaten to attack and injure you at school or on the way to or from school? (assault)

*During the last two months, did anyone take anything from you by force or threat of force or did anyone attempt to rob you while you were in school or on the way to or from school? (robbery)

Some problems of analysis resulted from the definitions, but it was felt that simple, non-legalistic definitions were definitely superior to the traditional ones, considering the sample population. For example, assaults are crimes in which the object is to do physical harm to the victim. Simple assaults do not involve the use of a weapon or serious injury to the victim. Aggravated assaults either involve a weapon or result in serious injury to the victim. It was decided to use just one definition for assault ("attack and injure"), and to sort out the simple and aggravated assaults in the data analysis by examining victim's reports of use of weapon and extent of injury.

Still further problems arose in the case of attempted assaults, which cover a wide range of behavior. For example, verbal threats may or may not be viewed by the individual as an attempted assault. The same thing can be said for threatening or menacing gestures. Whether one has been the victim of an attempted assault or not, is a perception of the recipient of the verbal threat or gestures. In spite of the fact that it could lead to over-reporting of attempted assaults, project staff decided to faithfully record each respondent's interpretation of an attempted assault.

And while attempted robbery is more clear cut, and less open to misconception, it is probably true that some respondents misinterpreted events and reported attempted robberies when this was actually not the case. The intent of offenders, obviously, cannot be measured in a victimization survey. Once again, it was decided to faithfully record each respondent's interpretation of an attempted robbery. One example of the difficulty in interpretation, both on the part of a respondent

and the project staff may help to point up the problem. In the follow-up interviews conducted with students who had taken the questionnaire, one student reported an attempted robbery. As he was going home from school three youths approached him. One of the youths shouted that he wanted to "see" the respondent's radio. Not waiting to find out the actual intentions of the youths, the respondent ran down an alley to get away from them. The respondent perceived this incident as an attempt to rob him, and it was so reported. It would be difficult to classify the incident as either an attempt to rob or as a case of misunderstanding. We were not there and the respondent was. It was classified as an attempt to rob.

GUIDES TO READING THE REPORT

In reading the report, and interpreting the tables and figures presented, the following information should be noted:

- a. In tables with statistically significant differences indicated by an asterick, the absence of an asterick indicates no significant difference.
- b. Due to time requirements for completion of the report, major cross tabulation analysis of variables are not included. They will be forthcoming as data analysis continues following release of the report.
- c. Statistically significant differences appear in tables of victimization rates considered of major importance, but are not included in most of the tables. While this may assault the sensibilities of some methodologists, the principal investigator does not believe they are important or required for all tables.
- d. Readers interested in confidence intervals for estimates are re-

ferred to Appendix B-1 and footnotes to the chapters on pages 231 and 232.

- e. The case numbers (N's) are presented in tables in the chapters concerned with theft, assault, and robbery, but are not always included in the chapters on Youth Gangs or Perceptions and Feelings.
- f. Reproductions of the instruments used in the survey as well as details of the technical design are found in Volume II of this report.

SUMMARY

This Introduction has been an attempt to acquaint the reader with the background of the study, the research methodology used, and the limitations of the study. It focuses on the experiences, attitudes, and perceptions of students and teachers in one of the largest urban school systems in the country concerning school-related crime. It focuses on the personal experiences of victims and not on what can be referred to as "crimes against the school," such as burglary, or vandalism. The study is primarily descriptive in nature, as are most forms of survey research, and especially as it deals with data collected at one point in time.

The reader is referred to Appendix B for supplementary tables and figures associated with chapters I through VI, which are presented in the Appendix without commentary, but deal with survey findings concerning theft, assault, and robbery of students and teachers, as well as the attitudes and feelings of respondents.

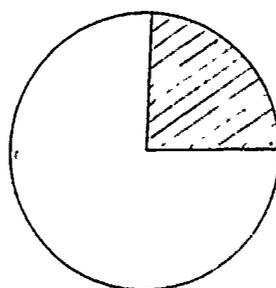
Finally, the reader is cautioned not to forget that estimations or projections made from samples contain error, and that the association of variables should not be equated with cause and effect.

CHAPTER I
STUDENTS AND TEACHERS AS VICTIMS OF THEFT

STUDENTS AS VICTIMS OF THEFT

A total of 3,133 out of 12,882 students, or approximately 24 percent, reported that they had something worth more than one dollar stolen from them in a two-month period between January and June of 1980. The majority of these thefts took place in school or on school grounds. If one projects the incidents reported in the sample to the entire population of students in grades 7 through 12, about 62,000 students were victims of theft during the period under examination. The amount of theft involving students as victims is illustrated in Figure 3-1.¹

FIGURE 3-1



Proportion of Students Reporting Theft (24%)

In interpreting these figures, several things should be kept in mind. First, items are sometimes believed stolen when they are only misplaced. Second, what constitutes a "reportable" theft is open to question. According to law enforcement agencies, which are responsible for collecting most crime statistics, losses in the one dollar to five dollar range are rarely reported. About 60 percent of thefts from students involve losses of less than ten dollars in value. Whether these losses are trivial or substantial as far as the victim is concerned, is a matter of both personal perspective and the economic status of the victim.

It can safely be assumed that such losses are less trivial for school age individuals than for adults.

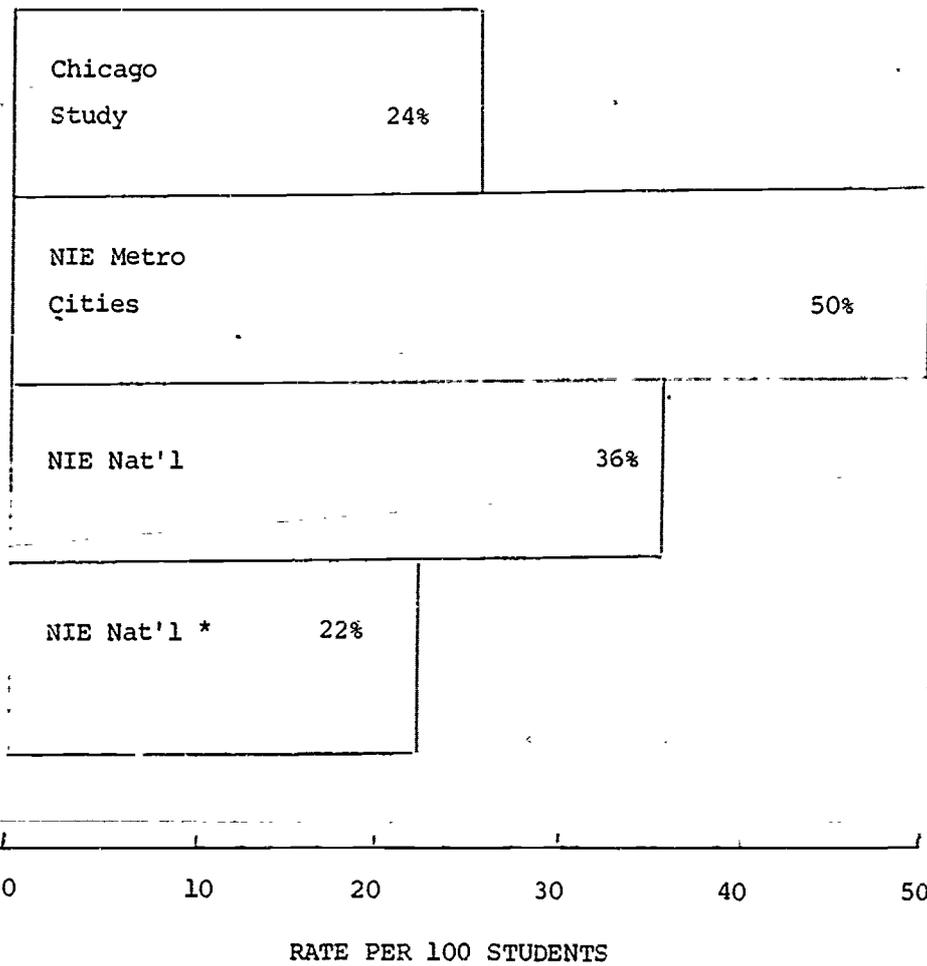
Personal theft from students, according to all available information, is not only a widespread phenomenon in the school setting, but also one which has existed for a long time. Parents of today's students had things stolen from them in school, as did the grandparents of students. But while theft from students is an age-old problem, there was no real attempt to measure it in the past, and, as with today's student, the student of the past probably did not bring minor thefts to the attention of either school authorities or the police.

How does the theft victimization rate of Chicago students compare with national rates? This information is illustrated in Figure 3-2 on the following page. Nationally, if student interviews are relied upon, about 22 out of 100 students have something stolen from them worth more than one dollar in a two month period (the NIE study used a one-month recall period, and the student victimization rate was 11 percent in one month). Nationally, if student questionnaires are relied upon, about 36 out of 100 students have something stolen from them in a two month period. If questionnaire results from large metropolitan school systems are relied upon, about half of the students experience theft in a two-month period.

If one compares the Chicago victimization rate based on questionnaires, with the national victimization rate for large cities, also based on questionnaire data, Chicago students are victims of theft about half as often as other students in large cities. Once more it must be pointed out that the national study was done in 1976-77 and the Chicago study was done in 1980.

FIGURE 3-2

Theft from Students: A Comparison
of Chicago and National (NIE) Data



* Rate based on interviews, all other rates based on questionnaire data

THEFT AND THE SEX OF THE VICTIM

About equal numbers of male and female students reported experiencing theft at least once, as indicated in Table 3-1.

Sex of Victim	Number of Victims	Percent of Victims	Percent of Sample (sex)
Male	1750	48.8	48.5
Female	1838	51.2	48.5
Total		100.0	97.0*

* 3% of students did not answer question about sex

Note: Victimization by sex not significantly different at .05 level (t test)

It appears that sex makes very little difference with respect to likelihood of being a victim of theft among the students in grades 7 through 12.

THEFT AND THE AGE OF THE VICTIM

Excluding students under the age of 12, of which there were a very small number in the sample, the likelihood of a student becoming a victim of theft appears to be inversely related to age, as shown in Table 3-2 on the following page. Students in the age range 12 to 13 years report about twice as much theft as students from 16 to 18 years of age or older. The rates in Table 3-2 are controlling for the percentage of each age group contained in the total student sample. All victimization rates by such variables as age and sex are per 100 students.

TABLE 3-2 Incidence of Student Theft
by Age of Victim
(Rate per 100 Students)

Age of Victim	Victimization Rate
11 years or younger	31.1
12-13 years	* 39.4
14-15 years	* 28.4
16-17 years	* 22.5
18 years or older	22.5

Note: Rate based on number of students reporting theft as percentage of age group in sample. (see table 2-2 for N's)

* Difference significant at .05 level
(t test)

These findings concerning age of victim accord with other data concerning youth as victims of crime. Both the NIE national study and National Crime Survey (NCS) data indicate that young teenagers report high victimization with regard to theft (and other more serious crimes such as assault and robbery) and that the victimization rates decrease with age. For example, NCS data indicates that 12 to 15 year olds are at least twice as likely to report being victims of theft as youth from 16 to 19 years of age, as illustrated in Table 3-3 on the following page. The NCS data is not school-specific, but concerns theft from individuals in these age groups regardless of where the theft took place.

TABLE 3-3 Victimization by age for the Crime of Larceny-theft (larceny with contact and without contact): NCS Data, 1977

Age Range of Victim	Larceny-theft	
	With Contact	Without Contact
12-15 years	27%	64%
16-19 years	10%	32%

Source: Criminal Victimization in Urban Schools, Report SD-VAD-8, U.S. Department of Justice, LEAA, NCJIS, 1979.

Among the possible explanations for the relationship between age and likelihood of victimization, two are regularly offered. First, older students may view younger ones as the most easy prey, and the least likely to retaliate or report the incident. Second, younger students may be more careless about their belongings than older students, who have learned through experience to guard their belongings. However, since a large amount of reported theft occurs in the classroom, the first explanation loses some of its power. When students have something stolen in the classroom, it is usually another student of about the same age who is the offender. Thus, a third explanation can be offered. The younger the student, the less likely that he or she possesses an internalized sense of morality which would prevent the theft from taking place. And, one must not forget that the younger the individual, the greater the likelihood that something misplaced may be reported stolen.

THEFT AND THE RACE OF THE VICTIM

From the survey results it appears that race plays a part in the likelihood of victimization, as indicated in Table 3-4. The victimization rate is highest for American Indian students and lowest for Asian students.

TABLE 3-4 Incidence of Student Theft by Race of Victim (Rate per 100 Students)		
Rank	Race of Victim	Victimization Rate
1	American Indian	34
2	Black	32
3	White	27
4	Spanish-American	25
5	Asian	20

Notes: Rates rounded to whole numbers.
See Table 2-4 for N's.

* Significant Difference at .05 level
(t test)

American Indian students report theft at a rate approaching twice that of Asian students. One explanation that can be ruled out is the size of the racial group in relation to the total school population, since American Indians are the smallest, and Asians the second smallest racial groups identified in the survey. The explanation most commonly offered would refer to socio-economic differences. Incidentally, most victimization studies find American Indians a highly victimized group.

The findings are not those originally anticipated. The anticipated rankings are shown in Table 3-5 below, and was based on information from other victimization studies.² The information indicated that American Indians were more likely than other racial or ethnic groups to be victims of crime. Thus, this racial group was placed in the first rank. Previous studies usually found that likelihood of victimization was a function of socio-economic factors in the urban setting, confounded by the size of a racial group within the general population. It was, thus, predicted that both Spanish American and black students would probably experience higher victimization rates for theft than white students.

TABLE 3-5 Originally Anticipated Ranking of Racial Groups with respect to Theft Victimization

Racial Group	Rank
American Indian	1
Spanish American	2
Black	3
White	4
Asian	5

This concludes the summary of theft victimization rates based on student characteristics. We will now examine theft rates based on the variables of place and time.

THEFT BY PLACE OF OCCURRENCE

The classroom is the most likely place for a student to become a victim of theft, regardless of age level, sex, or race. About 4 out of 10 thefts from students are reported to take place in this location, as shown in Table 3-6 on the following page. Next to the classroom, the most likely place listed in the table is "Gym or Locker Room." However, the responses to this question proved to be ambiguous, for in the follow-up interviews with students who had filled out the questionnaire it was discovered that many respondents checked "Gym or Locker Room" when they meant to indicate that the theft had been from their hall lockers and not the locker room associated with the gym. Other students reported that the theft had taken place in hall lockers by filling in the space following the "other" category on the questionnaire. Based on this information, one cannot draw the conclusion that the site "Gym or Locker Room" is the second most likely place for a student theft to occur.

If three sites: classroom, gym-locker room, or hall locker are considered, about 65 percent of thefts from students occur in these places. The proportion of student theft reported to occur in other places within the school are small in comparison with these three principal locations. In the "other" category, considering only places where theft occurs within the school, are such locations as library, auditorium, school office, and band room. However, none of these locations are reported as often as 1 percent of the time.

TABLE 3-6 Incidence of Student Theft:
Where do they occur?

Place of Occurrence	Percent of Reported Theft
Classroom	39.0
Gym/Locker Room	24.5
Hall-Stairs	5.0
Lunchroom	4.7
Washroom	2.9
Playground	4.7
School Bus	0.7
Public Transportation	2.5
Parking Lot	2.0
School Social or Athletic Event	2.8
Street Next to School	3.4
To or From School	3.8
Other Places	4.0
	100.0
N=3133	

If places where theft occur are grouped according to whether or not they are on school property, about 76 percent of student reported theft occurs inside the school, 9.5 percent on school property outside of school, such as playground, parking lot or athletic field, and 10.4

percent outside of school and off school property. This information is displayed in Table 3-7. In the "other" category of Table 3-7, the most frequently listed places are: restaurant, fast food store, park, and other public places not associated with the schools.

TABLE 3-7 Incidence of Student Theft:
Where does it occur?

Place of Occurrence	Percent of Reported Theft
In school	76.0
On school property, outside of school	9.5
Off school property	10.4
Other places	4.0
N=3130	

THEFT BY TIME OF OCCURRENCE

Perhaps a better picture of theft from students can be obtained by examining both place and time of occurrence. Table 3-7 on the following page, illustrates the frequency of occurrence by the time the incident took place. Over three out of four thefts were reported to occur during regular school hours, with the largest percentage of theft occurring in the morning hours, after school begins but before lunch. During this time period, 44 percent of all thefts were reported.

TABLE 3-8 Incidence of Student Theft
by Time of Occurrence

Time of Occurrence	Percent of Reported Theft
Before regular school hours	7.7
During regular school hours, before lunch	44.0
During lunch	11.7
During regular school hours, after lunch	21.1
After regular school hours	15.7

N=3133

As the Table indicates, 65 percent of thefts involving students as victims occur during regular classroom hours, not including lunch. Recall that in response to the previous question concerning where the theft occurred, 63.5 percent reported the incidents having taken place in the classroom or from a locker. Furthermore, when asked when the theft occurred, 76.8 percent of respondents indicated it took place during regular school hours, and when asked where the theft occurred, 76.0 percent of respondents indicated it took place inside the school building. Thus, the student responses to the "when," and "where" questions are in almost complete agreement.

THEFT AND TYPE OF PROPERTY TAKEN

According to student responses, the most frequent type of property taken was "books and school supplies," which accounted for 35.5 percent

of all reported thefts. Next in frequency of occurrence was "money," which accounted for 26.6 percent of all thefts. An itemization of the type of property lost by students is found in Table 3-9. In this Table, the most frequently reported items in the "other" category were: combs, cigarettes, carrying cases, gym shoes, gym clothing, calculators, toys and games, bicycles, and miscellaneous food items such as gum and candy.

TABLE 3-9 Incidence of Student Theft
Type of Items Taken

Items Taken	Percent of Reported Theft
Books/School Supplies	35.5
Money	26.6
Clothing	12.9
Jewelry	6.7
Purse/Wallet	6.3
Radio/Tape Player	3.2
Lunch	3.0
Other	5.9
	100.0
N=2941	

THEFT AND VALUE OF PROPERTY TAKEN

In approximately half of the cases of theft reported by students, the loss value was under five dollars, as shown in Table 3-10.

TABLE 3-10 Incidence of Student Theft and Value of Property Stolen	
Value of Items	Percent of Reported Theft
Less than \$1	13.0
\$1 to \$5	37.0
\$6 to \$10	17.1
\$11 to \$20	15.0
More than \$20	17.9

N=3378
Median value of loss: \$1 to \$5

Student reports of the value of stolen property seem to agree with responses to the question "what was taken?". Almost half of the thefts involved the loss of school supplies and books, or clothing. Both the student interviews and the open-ended responses to the question concerning what was taken confirm that a large proportion of student losses were small. Items mentioned with great frequency include pencils, pens, erasers, notebooks, paper, and other school supplies. Among personal items frequently reported stolen were food, cigarettes, and clothing.

In the "more than \$20" category, the largest reported loss was valued at \$250, with the average loss over twenty dollars being \$40. Most of these losses did not involve money, but the cost to replace such stolen items as bicycles, radios, tape players, and jewelry.

THEFT AND ITS REPORTING

Almost half of the students who stated that they had something stolen also said that they reported the theft to a teacher, and an additional one in ten students said the theft was reported to the school principal. An additional 18 percent reported the theft to other school personnel, thus, 68 percent of the thefts were brought to the attention of school personnel, primarily classroom teachers. Table 3-11, provides student responses to the question, "To whom did you report the theft?"

TABLE 3-11 Incidence of Student Theft
Which was Reported to Someone

Reported to:	Percent of Reported Theft*
Teacher	48.0
Principal	10.2
School Security	12.6
Counselor	2.5
Adjustment Teacher	1.2
Parent/Guardian	33.0
Other Family Member	10.5
Friend	38.8
Police	3.8
Other	2.0

*Percent of cases total greater than 100 percent. This was a multiple-response question.

N=3133

About 34 percent of students who reported being the victims of theft, did not report it to anyone. Table 3-12 summarizes the reasons why they did not report the incidents.

TABLE 3-12 Incidence of Student Theft Reasons Why Theft was Not Reported	
Did Not Report Incident Because:	Percent of Responses
Not Important	37.3
Nothing Would Be Done	36.9
Nobody Cares	12.4
Afraid To	3.6
Forgot	5.6
Other	4.1
N=1036 Valid Cases	
Note: multiple response question	

THEFT BY GEOGRAPHIC AREA (DISTRICT)

Based on student responses about theft, the likelihood of victimization varies as a function of such variables as age, grade level, and race. But it also depends on the location of the school. Table 3-13, on the following page, ranks the twenty districts in the Chicago public school system with respect to likelihood of victimization for theft. A cautionary note here. The actual victimization rate within a district may vary widely from school to school. Within one district it is possible to have a victimization rate of 12 percent in one school, and a

rate of 36 percent in another school just a mile away. The district rankings include only high schools in a district, not elementary schools.

TABLE 3-13 Incidence of Student Theft
by District (high schools only)*
(Rates Per 100 Students)

Rank	District	Victimization Rate(%)*
1	10, 12, 18	36
2	17	35
3	11, 13, 15 16, 19, 20	32
4	1, 14	31
5	7	30
6	3, 4, 9	27
7	2, 6	23
8	5	22
9	8	19

*Rates rounded to nearest whole number.

*63 High Schools - General and Vocational.

Contrary to the usual assumptions regarding the linkage between crime rates and socio-economic indicators, the districts which have the

highest victim-reported theft rates are not (a) predominantly minority, (b) the poorest areas of the city, (c) the areas with the highest officially recorded crime rates, or (d) the areas with the highest amount of population transiency.

THEFT BY TIME STUDENT ATTENDED THIS SCHOOL

The likelihood of a student being a victim of theft appears to be unaffected by the length of time the student has attended the school, with the exception of the first three months, as shown in Table 3-14.

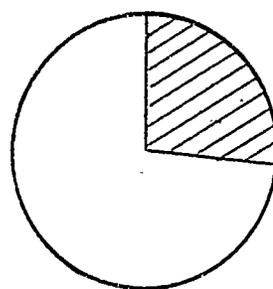
TABLE 3-14 Incidence of Student Theft by Time Student Attended the School (Rate per 100 Student's)	
Time Attended the School	Victimization Rate
Less than 3 months	20.2
3 to 6 months	28.6*
6 months to 1 year	27.6
1 to 2 years	28.1
More than 2 years	31.3
N=2638	
* Significant difference at .05 level (t test)	

New arrivals at a school appear to be less likely to experience theft than students who have been attending the school for more than three months. However, the number of students in the sample who had attended a school for less than three months was small (N=248).

TEACHERS AS VICTIMS OF THEFT

Of the 1413 teachers who returned valid questionnaires, 379, or 26.8 percent reported having something stolen from them in a two-month period between January and June of 1980, as indicated in Figure 3.3.³

FIGURE 3-3



Proportion of Teachers Reporting Theft (26.8%)

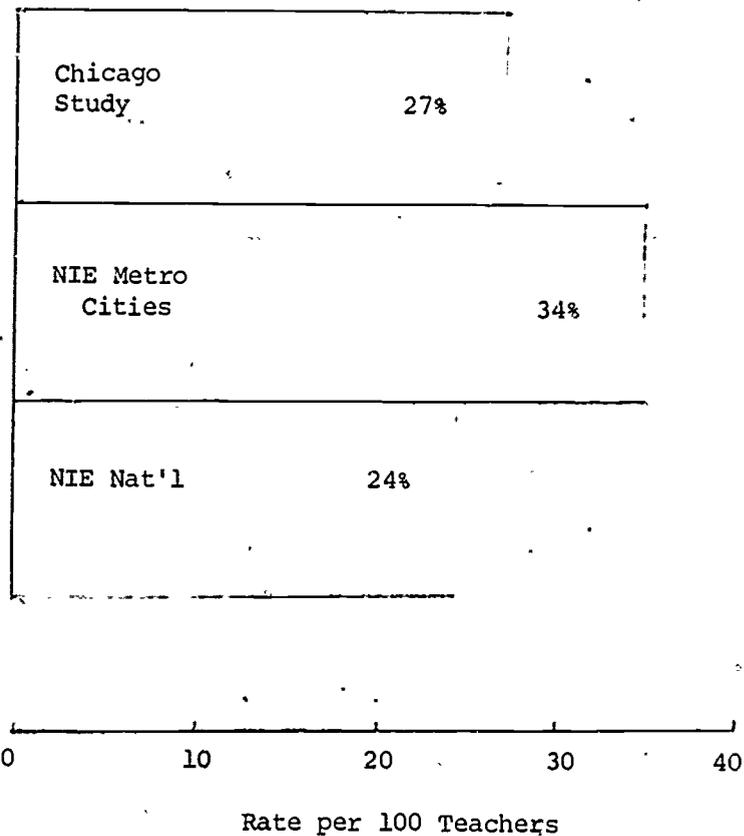
In addition, approximately 2 out of 3 teachers reported that this had occurred more than once in a two-month period, as shown in Table

3-15.

TABLE 3-15 Incidence of Theft from Teachers in a Two-month Period: Multiple Incidents	
Number of Times Victimized	Percent of Cases
Once	35.2
Twice	31.6
More than Twice	33.2
N=375	

FIGURE 3-4

Theft from Teachers: A Comparison
of Chicago and National Data



Nationally, about 24 out of 100 teachers have something stolen from them in school within a two-month period (the NIE teacher sample data was based on questionnaire responses as was the Chicago study). The victimization rate was substantially higher for urban school systems than the national rate. As pointed out earlier, the national study was done in 1976-77, and the Chicago study was done in 1980. This may, or may not account for the victimization rate differences.

THEFT AND THE SEX OF THE VICTIM

About 7 out of 10 cases of theft are reported by female teachers, but females represent a majority of the respondents in the sample. Adjusting for the proportion of males and females in the sample, the victimization rate for male teachers is 28 percent and the victimization rate for female teachers is 38 percent. This information is shown in Table 3-16.

TABLE 3-16 Incidence of Theft from Teachers by Sex of Victim (Rate per 100 Teachers)		
Sex of Victim	Percent of Cases	Rate for Sex
Male	29.6	28
Female	70.4	38

* Significant difference at .05 level (t test)

Note: Rates rounded to whole numbers

Both male and female students were victims of theft at the same rate, but female teachers, as a proportion of the sample, are more likely to report a theft than male teachers. Furthermore, female teachers are also more likely to report multiple victimizations than are male teachers. With respect to school supplies and books, female teachers may be more trusting than males, and more likely to leave things on her desk instead of locking them up. With respect to more personal losses, one explanation might be that females carry purses, and males do not.

THEFT BY PLACE OF OCCURRENCE

As would be expected, the majority of thefts from teachers take place in the classroom. Not only do about 8 out of 10 of these thefts take place in this location, but an additional 5.7 percent of theft included in the "other" category (an open-ended question) are associated with the classroom, since, in this category teachers listed such places as desk, locker, cabinet, supply room, and closet. This information is found in Table 3-17.

Place of Occurrence	Percent of Cases
Classroom	79.8
Lunchroom	0.3
Washroom	0.5
Hall or stairs	1.0
Parking lot	3.0
Playground	0.6
Gym or Locker	3.5
Other places	10.4

N=398

THEFT BY TIME OF OCCURRENCE

Approximately 6 out of 10 thefts from teachers occur during regular school hours, with most of the rest occurring after school hours, as indicated in Table 3-18 on the following page.

TABLE 3-18 Incidence of Teacher Theft
by Time of Occurrence

Time of Occurrence	Percent of Cases
Before regular classroom hours	5.0
During regular classroom hours, before lunch	34.5
During Lunch	7.4
During regular classroom hours, after lunch	23.4
After regular classroom hours	29.7
	100.0
N=380	

Actually, the first category, (before classroom hours) and the last category (after classroom hours) can be combined, since it would be difficult for most teachers to know whether or not something left in the classroom was taken after he or she left for the day or before he or she returned the next morning.

THEFT AND TYPE OF PROPERTY STOLEN

In over five out of ten cases of theft from teachers, the property taken can be classified as books and school supplies, as indicated in Table 3-19 on the following page. In probably a majority of these cases, the loss was to the school system and not personally to the teacher.

TABLE 3-19 Incidence of Teacher Theft
by Value of Property Stolen

Estimated Value	Percent of Cases
Less than \$1	24.3
\$1 to \$5	34.2
\$6 to \$10	26.3
\$11 to \$20	8.4
More than \$20	6.7

N=378

THEFT AND ITS REPORTING

In approximately eight out of ten cases (78.4 percent) teachers reported the theft to someone. However, of those who did tell someone about the incident, only 48 percent officially reported it to a principal or assistant principal, school security person, or school clerk. This information is displayed in Table 3-20 on the following page.

The most likely person to be told about a theft is another teacher, followed in turn by a principal or assistant principal, and then by a friend of the teacher. Recalling that a large proportion of theft from teachers involves losses of under ten dollars, and that the majority of losses involve such items as school supplies and books, it is surprising that almost half of the incidents are called to the attention of some school official, since minor thefts usually go unreported.

TABLE 3-20 Incidence of Teacher Theft
by Who was Informed of the
Incident

Reported To	Percent of Cases
Principal	20.4
Assistant Principal	18.4
School Security Person	7.3
School Clerk	1.9
Union Representative	4.7
Other Teacher	28.5
Friend	10.9
Police	5.6
Other	2.3
	100.0
N= 330	

Of those not officially reporting the incident, the major reason given for failing to report it was that "nothing would be done."

COMPARISON WITH OTHER DATA

According to the responses of teachers included in the survey, approximately 27 out of 100 teachers have something of value stolen from them in a two month period. If losses under one dollar are eliminated (in order to compare Chicago with the National NIE study), 24 out of

100 teachers have something stolen. In the National study involving rural, suburban, and urban school systems, approximately 12 out of 100 teachers in secondary schools reported having something worth more than one dollar stolen from them in a one month period, or 24 out of 100 for a two month period. Thus, it appears that the Chicago theft-from-teachers rate is the same as the National rate. In the National study, NIE researchers found no statistically significant difference between rate of theft from teachers as a function of geographic-population data, i.e., no real difference in rate of theft as a function of size of school system (rural, suburban, or urban).

CHAPTER II

STUDENTS AND TEACHERS AS VICTIMS OF ASSAULT

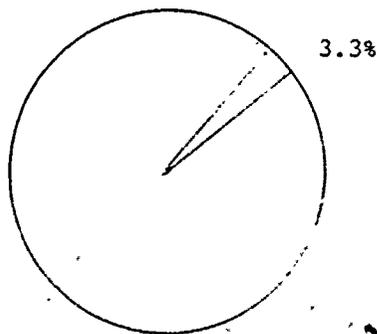
STUDENTS' AS VICTIMS OF ASSAULT

A total of 422 out of 12,882 students in grades 7 through 12, or 3.3 percent, reported that they had been physically attacked in a two month period between January and June of 1980. However, many of these attacks took place before or after school hours and while the students were on the way to or from school. To determine a school-related victimization rate, those attacks which did not take place in the school environment are subtracted from the total reported student assaults. Approximately 2.0 percent of the students reported an attack taking place in the school, or on school grounds.

Projecting the total reported assaults on students to the population of about 250,000 students in grades 7 through 12 in the 1979-80 school year, it is estimated that 8250 students in the system were physically attacked.¹

FIGURE 4-1

Proportion of Students Reporting Assault



In addition to the students who reported an actual physical attack, 1095 or 8.5 percent of the students in the sample reported that they were threatened with assault or an attempt was made to assault them.²

As with the incidence of theft, what constitutes an "assault" is open to interpretation. About one-third of those students reporting an attack or attempted attack stated that the incident arose out of an argument. In such cases it is difficult to determine, without interviewing each respondent, who was the instigator, or who struck the first blow. In the 600 followup interviews conducted with respondents who had taken the questionnaire, 1 in 4 indicated that they viewed being pushed or shoved as being serious enough to report as an "attack" on the questionnaire. The likelihood of reporting minor incidents or trivial "horseplay" as an attack appears to be high with younger students in the 7th and 8th grades, and steadily decreases with age of the respondent. Since fighting between male students is, and always has been commonplace, it would be overstating the case to merely say that 3 out of 100 students were assaulted (in the sense of the term used in criminal law) during any two month period.

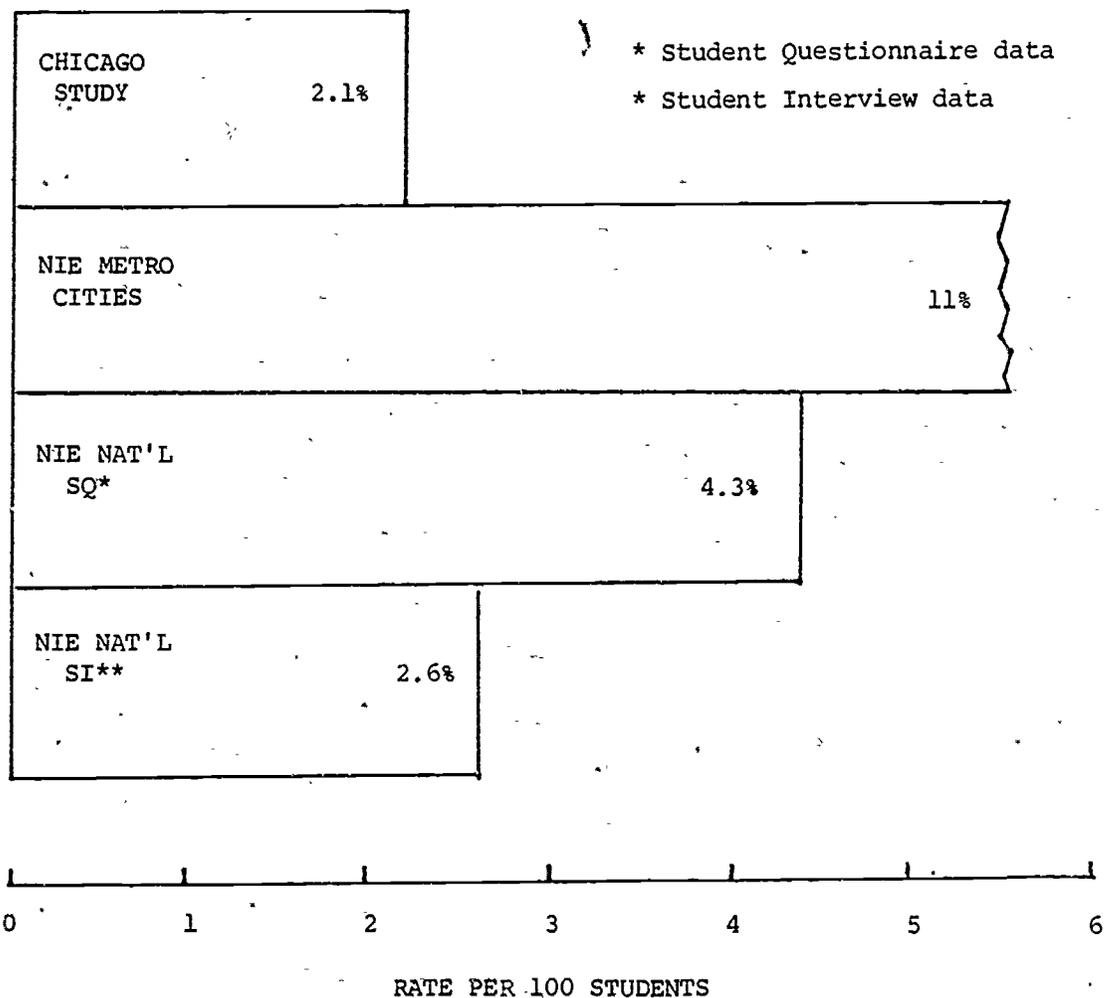
It is estimated that about 3 out of 4 simple assaults which occur in the U.S. never come to the attention of the police. It is the more serious type of assault, usually designated "aggravated assault," which is brought to the attention of the authorities. One indicator of the seriousness of an assault is the extent of injury reported. In 1 out of 3 cases of assault reported by students, the victim also said that he or she sought medical attention (saw a doctor or nurse, or went to a hospital). Using this criteria, about two-thirds of the assaults on students could be classified as simple assaults and one-third as aggravated assaults. However, these estimates are too high, although by how much we do not know. The question about extent of injury was a multiple

response question, and some respondents checked more than one response (i.e., saw doctor or nurse and went to hospital).

How serious is the incidence of assault on students in the Chicago schools? One answer can be found by comparing Chicago and national (NIE) data. This has been done in Figure 4-2. Since the national study rates are for school-related incidents, we will use the 2.1 percent Chicago rate which excludes all assaults which take place on the way to or from school.

FIGURE 4-2

Student Assaults: A Comparison of Chicago and National Data



Nationally, if student interviews are relied upon, 2.6 percent of students are assaulted during a two-month period. If information from student questionnaires is relied upon, about 4.3 percent of students nationwide are assaulted in the same time period. Victimization is lowest for rural areas and highest for large urban areas.

ASSAULT AND THE SEX OF THE VICTIM

Male students are almost twice as likely as females to be victims of assault as shown in Table 4-1

TABLE 4-1 Incidence of Student Assault by Sex of the Victim	
Sex of Victim	Percent of Cases
Male	69
Female	31
Total	100
* Significant difference at .05 level (t test)	
N=409	

This is not a surprising finding. According to our knowledge gained from officially collected crime statistics for simple and aggravated assault, males are about four times more likely to report an assault than are females. Furthermore, in analysis of assaults known to police by sex of victim, the sex difference holds for all age levels. In the national student victimization study conducted by NIE in over 600 junior and senior high schools it was found that males are between two

and three times more likely to be victims of an assault than are female students. Finally, National Crime Survey (NCS) data indicates that males in the age range 12 to 19 years are about twice as likely to be victims of an assault as females in the same age range.³

Males are reared in the society to be more combative and assertive than females, and are more likely to feel that they have to defend an image of "machismo" or manliness via combat than are females. In addition, males are more likely to be involved in "roughhouse" activities which lead to more serious altercations than are females. These are just a few of the factors which contribute to the higher rate of assault victimization for males.

Gang activity is often credited with a large proportion of violent crimes committed by youth, although most observers believe that it is directed at other gang members. However, a certain proportion of gang activity is always directed toward general intimidation and the recruitment of new members, both of which may contribute to youth victimization. In response to questions concerning the presence of street gangs in and around the schools, twice as many male students indicated that they had been attacked or threatened by street gangs as did female students. (See Chapter 4 which is concerned with the activities of street gangs in and around the Chicago schools). Also, male students said that they were recruited for gang membership, either in school, or outside of school, about twice as often as female students. While it is difficult to estimate just how much of the difference in assault victimization rates can be attributed to street gang activities, there does not appear to be much doubt that it is a contributing factor.

ASSAULT AND THE AGE OF THE VICTIM

The likelihood of a student becoming a victim of an assault or an attempted assault is a function of age. The relationship is shown in Table 4-3.

TABLE 4-3 Incidence of Student Assault by Age of the victim (rate per 100 students)		
Age of Victim	Actual Assaults	Actual and Attempted Assaults
11 years or younger	8.3	16.7
12-13 years	4.1	14.9
14-15 years	4.1	13.0
16-17 years	2.2	7.1
18 years or older	2.9	4.8

N=12,704

* Difference significant at .05 level (t tests)

With an increase in age there is a corresponding decrease in both actual and attempted assaults. This relationship is true for theft and robbery, as well as assault. The number of attempted assaults reported by students from 16 to 18 years of age or older is quite small when compared with attempts reported by younger students. This may be a function of interpretation, with younger students misinterpreting the actions of others, or, it may be explained by the conclusion that as students mature they are less likely to be seen as "easy" victims. It may also be the case that increase in physical size has something to do with the difference in reported victimizations.

ASSAULT AND THE RACE OF THE VICTIM

The likelihood of becoming a victim of assault is not the same for students of all races. This relationship is shown in Table 4-4.

TABLE 4-4 Incidence of Student Assault by Race of Victim (rate per 100 students)		
Race of Victim	Actual Assaults	Actual and Attempted Assaults
American Indian	8.4 *	21.7 *
Asian	4.1	9.9
Spanish American	3.4	10.0
Black	3.7 *	11.1 *
White	2.4	9.1

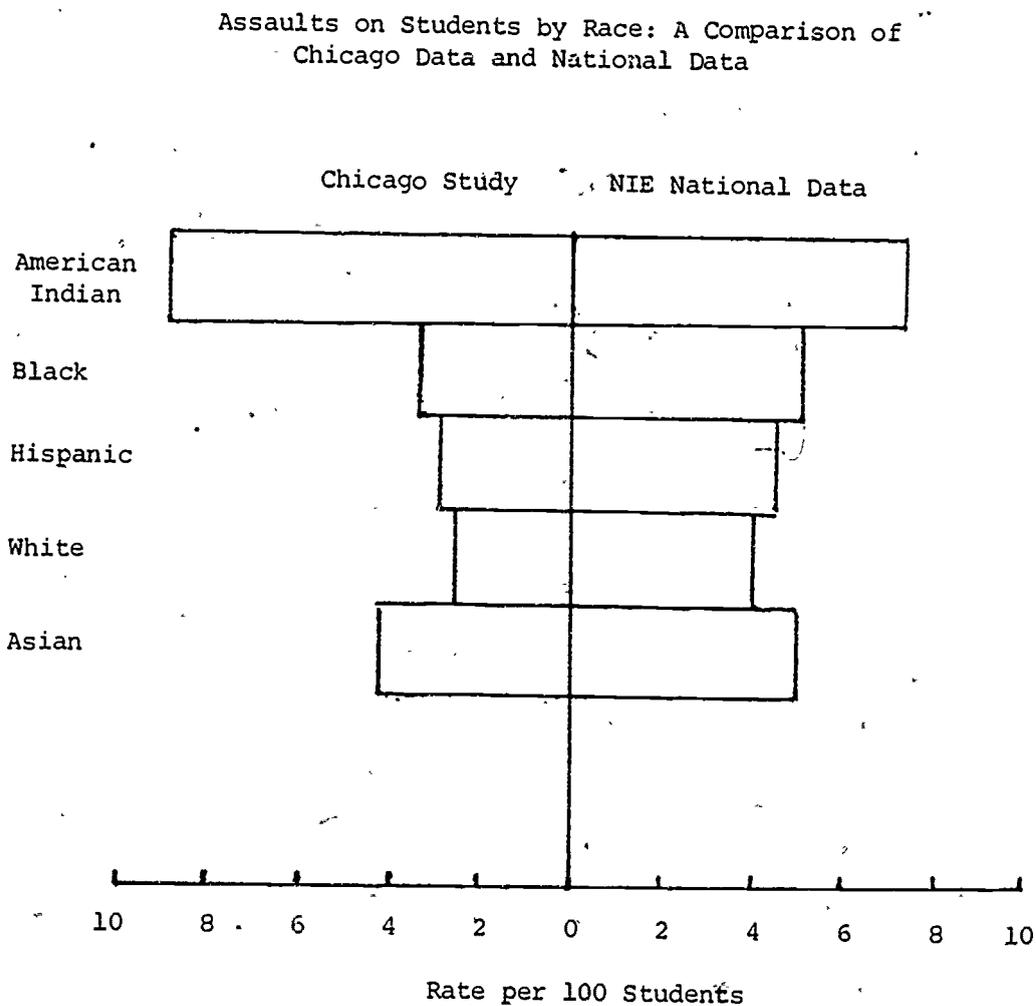
* Difference significant at .05 level (t tests)

It should be pointed out that the frequencies are too small in the case of American Indians and Asians (N is less than 50 in both cases) to draw meaningful conclusions. But it is important to note that American Indians report the highest victimization rates for theft, assault, and robbery. Still, when one examines the data, it is evident that a student's risk of becoming a victim is related to his or her race or ethnic background. Of the three races which represent the vast majority of students in the school system, black students have the highest victimization rate, and white students have the lowest victimization rate. Of course, race itself is not the determining factor. Socio-economic factors associated with race are the major influence on victimization

rates for assault.

How do Chicago victimization rates for assault on students compare with the NIE national findings? Figure 4-3 compares risk of actual assault for students in the Chicago schools by race, and risk of assault for students nationally by race.

FIGURE 4-3



ASSAULT BY PLACE OF OCCURRENCE

Over one-third of student assaults take place in the school building, and about two-thirds in the school environment, as illustrated in Table 4-5. Note that slightly more assaults on students take place off school property than in the school building or on school property outside of the building.

TABLE 4-5 Incidence of Student Assault by Place of Occurrence					
In School Building	% of Cases	School Property	% of Cases	Off School Property	% of Cases
Classroom	9.4	Playground	12.4	To or From School	16.4
Hall/Stairs	8.0	Parking Lot	6.0	Street next to school	12.5
Washroom	7.1	School Events	4.4	Public Transportation	5.3
Gym/Locker Room	6.9	Other	1.2	School Bus	1.3
Lunchroom	6.0			Other	3.0
Total	37.4		24.0		38.5

A ranking of places where assaults on students occur by frequency of occurrence is found in Table 4-6 on the following page. If "off school property" assaults are not considered, the student victimization rate would be substantially reduced, producing a school-related rate.

TABLE 4-6 Incidence of Student Assault:
Ranking of Places Of Occurrence

Place of Occurrence	Rank	Percent of Cases
To or from school	1	16.4
Street next to school	2	12.4
Playground	3	12.4
Classroom	4	9.4
Hall/Stairs	5	8.0
Washroom	6	7.1
Gym/Locker Room	7	6.9
Lunchroom, or Parking Lot	8	6.0
Public Transportation	9	5.3
School Events	10	4.4
School Bus	11	1.3

N=386

While the overall actual assault rate is 3.3 per 100 students, the assault rate inside school buildings is 1.3 per 100 students, and the assault rate for students while on school property is 2.1 per 100 students. The classroom appears to be very slightly more dangerous with respect to assaults than other places inside the school. However, the magnitude of the risk difference between classroom and hallways, stairs, or washroom is very small. Considering the amount of time spent in the school environment with the amount of time spent in coming or going to school, the school environment is safer than the neighborhood in which the school resides.

ASSAULT BY TIME OF OCCURRENCE

Student responses in the Chicago Survey indicate that almost half of the actual and attempted assaults occur after regular school hours, as shown in Table 4-7. Almost 6 out of 10 such incidents (58.5 per cent) occur either before, or after, regular school hours.

Time of Occurrence	Percent of Cases
Before regular school hours	10.9
During regular school hours, before lunch	15.2
During lunch	14.7
During regular school hours, after lunch	11.7
After regular school hours	47.6
	100.0
N= 947	

Of those assaults and attempted assaults which occur during regular school hours, about 15 percent occur in the morning hours before the student's lunch period, about 14 percent occur during the lunch period, and the other 11 percent occur in the afternoon hours, after lunch, but before the end of regular school hours.

ASSAULT AND THE REASON FOR IT

Unlike theft, where the victim usually does not come into contact with the offender, assault is usually an incident preceded by

behavior or words on the part of the offender which communicates to the victim the purpose for the assault. It can also be the case that the person assaulted was at least partially responsible for triggering or precipitating the assault. One of the questions asked students was the following, "If you were assaulted, or an attempt was made to do so, what was the reason for it?" Student responses are found in Table 4-8.

TABLE 4-8 Incidence of Student Assault (actual or attempt). What was the reason for the assault?	
Victim's Reason	Percent of Cases
An argument	32.4
A grudge	14.1
Gang recruitment	14.0
Don't know	10.2
Just showing how tough they were	8.6
Racially Motivated	6.5
Over Girls	5.1
Other	9.1
	100.0
N=838	

The last four categories in Table 4-8 were taken from open-ended responses to this question, and no attempt was made to categorize these responses if they did not appear with some frequency.

The fact that 1 in 3 assaults were due to arguments and almost

half were due to either arguments or grudges, points up the difficulty one faces in attempting to determine what percentage of assaulted students were actually victims, or how much of reported assault was victim precipitated.

ASSAULT AND THE OFFENDER(S)

Number of Offenders Involved - According to students involved in the survey, in over 6 out of 10 cases of assault, more than one person was involved in the incident. As Table 4-9 shows, in only 34.5 percent of the cases was just one offender or attacker involved in the incident.

TABLE 4-9 Incidence of Student Assault by Number of Attackers or Offenders involved	
Number of Persons Involved	Percent of Cases
One person	34.5
Two persons	21.5
Three persons	15.5
More than three persons	28.5
	100.0
N=400	

According to NIE data from the national study, approximately 6 out of 10 student assaults involved only one offender (based on student interview data). No information is available concerning number of offenders by size of school system, nor is the NIE data available

concerning student questionnaire data on this question.

Sex Of Offenders - Most assaults or attempted assaults on students involved offenders or attackers of the same sex. In cases where attackers were not of the same sex, the victim was usually female and the attacker or attackers were male. This information is shown in Table 4-10 below.

TABLE 4-10 Incidence of Student Assault and Attempted Assault by Sex of the Attackers		
Sex of Victim	Sex of Attacker	
	Same Sex	Different Sex
Male	91.0%	9.0%
Female	82.5%	17.5%
Male N = 411		
Female N = 189		

Age of Offenders - Students reporting an assault or attempted assault, were asked to estimate the age of the attacker(s) in two ways. If only one attacker was involved, the student was asked to estimate his or her age in years. If more than one attacker was involved, the student was asked to state whether the persons were generally younger than the victim, about the victim's age, or older than the victim. The student responses are found in Tables 4-11 and 4-12 on the following pages.

TABLE 4-11 Incidence of Student Assault and Attempted Assault by Age of Single Attacker or Offender	
Age of Attacker	Percent of Cases
11 years or younger	6.4
12-13 years	18.5
14-15 years	29.1
16-17 years	27.3
18 years or older	18.8
	100.0
N=543	

The information in Table 4-11 is presented so that the reader can assess the actual age of some of the offenders involved in assaults upon students. However, the information is more meaningful if compared with the age of victims. Of those students reporting being assaulted by a single offender, in about 7 out of 10 cases (67.3 %) the offender or attacker was reported to be older than the victim. In most of the other cases, the offender or attacker was reported to be about the same age as the victim (26.6%). Based on the reports of students it is generally the case that older youth are attacking individuals younger than they are. However, it should be recognized that the victims assessment of offender age may be distorted in some instances, and the general tendency might be for victims to want to believe that the offenders were older.

TABLE 4-12 Incidence of Student Assault and Attempted Assault by Estimated Age of Attackers	
Age of Attackers	Percent of Cases
Younger than I	7.3
About my age	38.6
Older than I	54.1
	100.0
N=606	

According to students in the Chicago Survey who reported an assault or attempted assault, the offenders or attackers were older than the victim in over half the cases, and were about the same age as the victim in almost 4 out of 10 cases. If one assumes that student victimization usually involves older students preying on younger ones, the survey data should show that (a) risk of victimization decreases with age and (b) offenders tend to be older than victims. The data shows both of these patterns.

The NIE national study shows risk of victimization decreasing with age, but does not show that offenders are likely to be older than victims. Based on student interviews, 76 percent of offenders were estimated to be about the same age as the victim.

Race of Offenders - In approximately 7 out of 10 cases of reported assault or attempted assault on students, the attackers or offenders were of the victim's own race as shown in Table 4-13.

It is evident from the information received from students in the Chicago study that most of the assaults are not interracial in nature. Given a school system with an approximate 6:2:2 ratio of black, white, and hispanic students, the number of assaults reported in which the offender and victim were of a different race is probably smaller than would have been expected by chance. However, the Chicago schools rarely reflect the 6:2:2 ratio of students from different races. For example, well over half the general and vocational high schools in the city have a student body which is 90

TABLE 4-13 Incidence of Student Assault or Attempted Assault by Race or Attackers or Offenders

Race of Attacker	Percent of Cases
My own race	69.2
Different race	30.8
	100.0
N=397	

to 100 percent black, and two large high schools are between 90 and 100 percent hispanic with respect to student body. The segregated nature of the school system may be one explanation for the low incidence of interracial attacks or assaults involving students as victims.

Status of Offenders - From Table 4-14, it appears that approximately half of the assaults or attempted assaults involved attackers or offenders from the victim's own school. Recalling that almost 60 percent of assaults on students take place before or after regular school hours, it is likely that individuals who could be classified as non-students were involved in a portion of the out-of-school environment cases. In Table 4-14, only 46.4 percent of student victims stated that the attackers were not students from their school or that they did not know the status of the attackers.

TABLE 4-14 Incidence of Student Assault and Attempted Assault by Status of Attackers	
Was Attacker(s) from your school	Percent of Cases
Yes	43.5
I think so	4.2
Some were	5.9
No	30.4
Don't know	16.0
	100.0
N=593	

In the NIE study, principals reportedly estimated that 9 out of 10 assaults on students (taking place on school grounds) involved other students as offenders. The NIE study did not seek information about student assaults which took place off school grounds. Another indication from the NIE study that most offenders were probably

students at the school, is obtained from student respondent's statements that in 86 percent of attacks, the offender had been seen before, and in 75 percent of the cases, the offender was known by name.

ASSAULT AND THE USE OF WEAPONS

According to students who reported being victims of assault or attempted assault, in 1 out of 3 cases, the attacker(s) had some kind of weapon as shown in Table 4-15. The types of weapons used or possessed by attackers and the percentage of cases in which that weapon was used is illustrated in Table 4-16.

TABLE 4-15 Incidence of Student Assault and Attempted Assault by Victims Reporting use of Weapon	
Was Weapon Involved	Percent of Cases
Yes	33.7
No	66.3
	100.0
N=606	

The proportion of assaults and attempted assaults upon students in which the victim reported that a weapon was involved appears to be high. In the national study only 1 in 6 victims reported that some kind of weapon was involved. But the NIE study did not break down the use of weapons by size of community area.

TABLE 4-16 Incidence of Student Assault and Attempted Assault by Type of Weapons Reported Used	
Type of Weapons	Percent of Cases
Gun	7.1
Knife	19.3
Brick/Stone	8.6
Stick/Bat	42.9
Pipe	9.1
Bottle	1.5
Misc. Other	11.5
	100.0
N=592	

ASSAULT AND EXTENT OF INJURY

Students reported being injured in a little over half of the cases of assault (53%). Students reporting some form of injury were asked about the extent of the injury. Two of the student responses can be used to measure the seriousness of injury. The first indicator would be the number of those reporting injury who said that they saw a doctor or nurse as the result. A total of 18 percent of the students were seriously injured using this criterion. The second indicator would be the number of those reporting injury who said that they went to a hospital as a result. A total of 14.1 percent of the students were seriously injured using this criterion.

Table 4-17 provides the student responses, however, it is difficult to interpret because it is a multiple response question, so that a student injured as a result of an assault could answer yes to all five categories. A total of 422 students reported being actually assaulted, but there were 1352 responses in the five categories, or a little over three responses per respondent.

TABLE 4-17 Incidence of Student Assault by Extent of Injury to Victim	
Extent of Injury	Percent of Cases*
Saw Doctor or Nurse	18.0
Went to Hospital	14.1
Was bleeding	27.8
Had broken bone	8.3
Had to stay home from school	31.8
	100.0
N=1203	*Multiple responses

In the NIE study it was reported that about 40 percent of assaults on students resulted in some form of injury, whereas in the Chicago study injury was reported in approximately 53 percent of the cases. Also, in the NIE study, only 4 percent of students assaulted reported seeking medical treatment, whereas 17 percent so reported in the Chicago study. It would be interesting to compare the Chicago results with NIE metro cities (SMSA over 250,000 population), but that information is not available, and the NIE data used here is for the nation

as a whole. It is quite likely that injuries resulting from student assaults in large urban areas are more extensive or serious in nature than is true in rural areas, small cities, or suburbs.

In some cases attacks without injury can be interpreted as "no crime," in that they were incidents of pushing, shoving, tripping, etc., which would not ordinarily be reported officially, being considered too trivial in nature. The followup interviews with students who had taken the questionnaire determined that about 1 in 4 of the assault incidents were of this nature. However, the number of students reporting an assault who were included in the interview sample was too small to make reliable estimates from the data.

ASSAULT AND ITS REPORTING

Assaults and attempted assaults upon students were reported to someone about half of the time (48.5%). However, in only about 1 in 5 cases was the incident reported to a principal, teacher, or school security person. Most frequently the incident was reported to a friend, or to a parent or guardian. This information is shown in Table 4-18 on the following page. As is typical with crime reporting in general, only the most serious cases are officially reported. And even in the more serious cases students may not report the incident because of fear that the offender or offenders may retaliate. According to information collected by the National Crime Survey the victim-offender relationship was a major factor in determining whether or not a crime was reported. Assaults committed by friends or acquaintances went unreported far more frequently than assaults committed by strangers. ⁴

TABLE 4-18 Incidence of Student Assault
and Attempted Assault - To
Whom was the incident reported?

Reported to:	Percent of Cases
Principal	13.6
Teacher	15.0
School Security Person	6.3
Other School Personnel	4.7
Parent/Guardian	27.8
Other Family Member	6.8
Friend	14.7
Police	10.6
Other	1.0
N=841	

ASSAULTS BY GEOGRAPHIC AREA

The likelihood of a student becoming a victim of an assault or attempted assault varies among the 20 districts of the Chicago school system, as shown in Table 4-19. However, because of the way district lines are drawn, there can be a great deal of variation within districts, so that, for example, the assault rate on students in one end of a district can be twice as high as it is in the other end of the district.

TABLE 4-19 Incidence of Student Assault and Attempted Assault by District

District	Rate per 100 High School Students		
	Low Rate	High Rate	District Rate
1	8	12	8.9
2	3	8	8.7
3	5	7	10.7
4	3	9	8.3
5	4	10	11.0
6	9	18	11.2
7	9	17	12.7
8	4	10	6.2
9	4	17	7.0
10	3	16	11.0
11	7	9	9.2
12	4	12	9.5
13	3	16	15.3
14	4	11	9.3
15	4	12	10.3
16	2	15	12.1
17	11	14	12.8
18	4	11	12.3
19	6	9	9.1
20	6	15	14.3

Note: Low and high rates rounded to whole numbers.
District map found in Appendix B-3.

ASSAULT BY TIME STUDENT ATTENDED THE SCHOOL

Generally, students who have attended a school for less than six months are more likely to report being assaulted or an attempt being made to assault them than students who have been in attendance at the school for at least six months. However, there is little variation in victimization rates after that time, as shown in Table 4-20.

TABLE 4-20 Incidence of Student Assault and Attempted Assault by Time Attending the School (Rate per 100 Students)	
Length of Attendance	Victimization Rate
Less than 3 months	11.7
3 to 6 months	12.3*
6 months to 1 year	8.4
1 to 2 years	9.1
More than 2 years	8.4
* Significant difference at .05 level (t tests)	
N=1146	

The NIE national study also found that throughout the country students who have been attending a school for less than six months have the highest victimization rates, not only for assault, but for robbery as well.

TEACHERS AS VICTIMS

Of the 1413 teachers who returned questionnaires, 25, or 1.77 percent reported being victims of assault during a two month period. An additional 122 teachers or 8.63 percent, reported an attempted assault. This information is summarized in Table 4-21.⁵

TABLE 4-21 Incidence of Assault on Teachers for a Two Month Period		
Incidence of Assault	N	Percent of Cases
Actual	25	1.77
Attempt	122	8.63

The number of "attempted" assaults appears to be quite high unless the following information is also considered. First, many teachers interpreted attempted assault to also mean "threat of assault." Second, the Chicago Schools rank assaults upon teachers in five different categories ranging from "verbal assault" to "Physical contact with serious injury." The majority of official incident reports for assault filed by teachers fall into the least serious category of "verbal assaults." Thus, an unknown portion of the reported attempted assaults were probably verbal and not behavioral in nature. This is not to minimize the seriousness of verbal abuse or threats, but to suggest that verbal threats may in some cases be reported by Chicago teachers as an "actual assault."

The NIE national study determined that one half of 1 percent of secondary school teachers are assaulted in any one month period. To

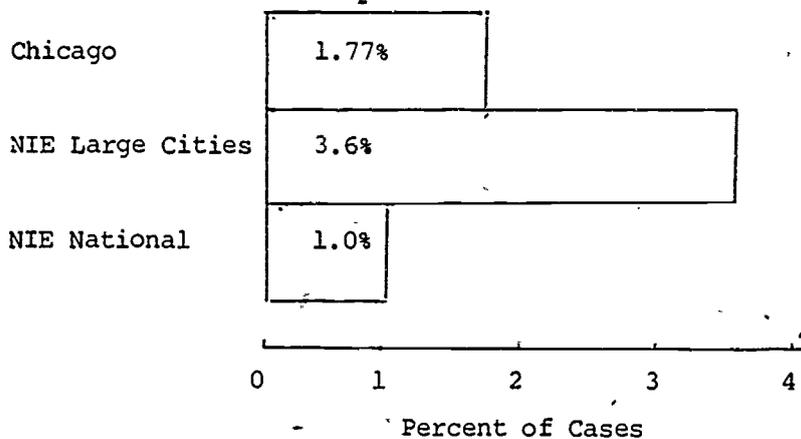
attempt a comparison of the NIE data with Chicago study data, the monthly rate is multiplied by two, to give an assault rate on secondary school teachers nationally of 1 percent in a two month period. The Chicago study teacher assault rate was 1.77 percent, substantially higher than the national average determined by the NIE study.

However, the NIE teacher assault victimization rate is based on a sample dominated by rural, small city, and suburban school systems, and it would be expected that such rates would be higher in large metropolitan school systems. NIE teacher assault rates for large urban school systems was 1.8 percent per month or 3.6 percent over a two month period. Also, since we know that assault rates for students in large school systems are larger than assault rates for students in the nation as a whole, we could also assume that assault rates for teachers are higher in large school systems than in the nation as a whole. But there are other sources of data with which to confirm the assumption. The National Center for Educational Statistics conducted a nationwide survey of crimes reported to police by school authorities which was completed in 1975. The NCES survey found that assault rates for school systems based on offense rate per 1000 pupils in membership differed substantially as a function of area. The estimated rate for metropolitan central areas was 1.109, as compared with 0.209 for non-metropolitan areas or an approximate 5:1 ratio.⁶

Figure 4-6, on the following page, compares actual assault rates for Chicago and for other large cities. Assaults on teachers in the Chicago schools are about half the national rate for large city school systems.

FIGURE 4-4

Assaults on Teachers: A Comparison of Chicago and NIE National Data



ASSAULTS AND THE SEX OF THE VICTIM

About 16 percent of male teachers as compared with 10 percent of female teachers reported an assault or attempted assault during the two-month recall period between January and May of 1980, as indicated in Table 4-22

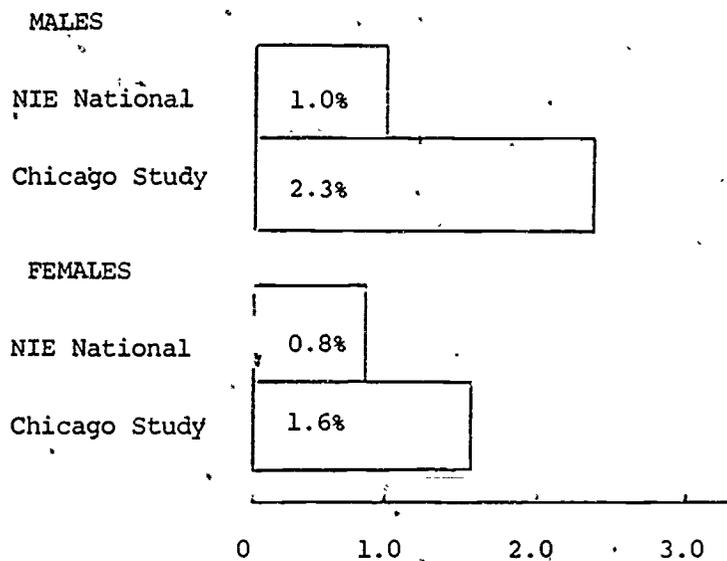
TABLE 4-22 Incidence of Assault and Attempted Assault of Teachers by Sex of Victim		
Sex of Victim	N	Percent of Cases by Sex
Male	55	16.0
		*
Female	89	10.2

* Significant difference at .05 level (t test)

With respect to actual assaults, 2.3 male teachers out of every hundred and 1.6 female teachers out of every hundred reported an assault during a two-month period. Whether reporting actual assaults or attempted assaults, male teachers report more incidents than female teachers. Figure 4-5 compares the Chicago study findings with the NIE national findings with respect to teacher assault and the sex of the victim.

FIGURE 4-5

Assaults on Teachers by Sex of Victim: A Comparison of Chicago and National Findings (rate per 100 teachers)



The NIE rates are national and include responses from teachers in rural, small city, suburban, and large urban areas, but the ratios are similar, with a female/male ratio of 4:5 in the national study and 4:6 in the Chicago study. Both nationally and in the Chicago system, male teachers are more likely to be assaulted than female teachers. One explanation may be that males are more likely to stand their ground and females are more likely to avoid situations leading to an assault.

ASSAULT AND THE AGE OF THE VICTIM

Of those teachers in the sample, two age ranges have the highest rates of assault or attempted assault as shown in Table 4-23. Teachers over 60 years of age and teachers under 30 years of age report significantly higher victimization.

TABLE 4-23 Incidence of Assault and Attempted Assault of Teachers by Age of the Victim (Rate per 100 Teachers)	
When Born?	Victimization Rate
Before 1920	19.0
1920 to 1929	* 6.7
1930 to 1939	7.9 *
1940 to 1949	14.8
After 1950	22.7
* Significant difference at .05 level (t tests) N=146	

The high incident rate for younger teachers could be explained by lack of experience. On the other hand it may also be explained by a lack of seniority in the system and subsequent inability to select the school in which they teach. This is assuming that teachers will elect to teach in schools which have an environment conducive to learning and in which they do not have to worry about their physical safety or other factors disruptive of learning. The less time spent in the system

the less likely a teacher will be able to have anything to say about where he or she is assigned. Thus, younger teachers would find themselves in high crime rate schools more often than older teachers. But this explanation fails to explain the high incidence rate for those teachers who have been in the system for the longest time, and are nearing retirement. One might be tempted to explain it by considering an inverse relationship between teacher age and ability to tolerate the behavior of many of today's students, except for the fact that if this were the case, incident rates should rise steadily with the age of the teachers, and it does not. To further examine this issue, we can examine teacher victimization rates for actual assaults only (see Table 4-24) instead of looking at both actual and attempted assaults, as we did in Figure 4-23. Here we find no clear pattern, but teachers born between 1930 and 1939 have the highest victimization rate. (The total N for actual assault is only 25)

TABLE 4-24 Incidence of Actual Teacher Assault by Age of Victim (rate per 100 Teachers)	
When Born	Rate
Before 1920	2.2
1920 to 1929	0.4
1930 to 1939	2.9
1940 to 1949	2.2
1950 or later	1.4
N=25	

ASSAULT AND THE RACE OF THE VICTIM

The likelihood of assault is also linked to race of the teacher as illustrated in Table 4-25. Two racial categories --Asian and Spanish American--show no actual assaults and few attempted assaults. But the number of teachers in these racial categories in the sample were so small that the indicated rates for these two groups have no meaning (see Table 2-7 of the Introduction) On the other hand, the number of Asians in the "other" category is substantial, and this category has the highest victimization rate.

TABLE 4-25 Incidence of Assault and Attempted Assault on Teachers by Race of the Victim (Rate per 100 Teachers)			
Race of Teacher	N	Assault Rates	
		Actual	Attempted
Asian	10	-0-	-0-
Spanish American	41	-0-	2.4
Black	500	0.7	7.6
White	776	2.9	9.8
Other	27	5.4	11.8

* Significant difference at .05 level (t tests)

Included in the other category were East Indians, Pakistani, and orientals, as well as individuals from the Middle East. The large majority of teachers in the sample were black or white. However, the number of actual assaults reported by teachers was too small to place

much confidence in the racial rankings for actual assault, except that the rankings for attempted assault are the same.

In the NIE national study, the teacher sample included over 16,000 teachers, less than 20 percent of whom were teaching in large urban school systems. Reported victimization rates for teachers by race are provided in Table 4-26 below.

TABLE 4-26 Incidence of Teacher Assault* by Race of Victim - NIE National Study Data	
Race	Rate Per 100 Teachers
Asian	1.2
Hispanic	0.5
Black	1.1
White	0.9
American Indian	3.3
*Actual Assaults only	

ASSAULT BY PLACE OF OCCURRENCE

The classroom is, by far, the most dangerous place for teachers with respect to assault as is illustrated in Table 4-27, which provides both the percentage of total incidents by location and also ranks the locations according to frequency of occurrence. About 3 out of 4 of the actual and attempted assaults which occur inside the school building take place in the classroom.

TABLE 4-27 Incidence of Teacher Assault*
by Place of Occurrence

Place of Occurrence	Percent of Cases	Rank
Classroom	43.9	1
Street next to school	10.5	2
To and from school	9.7	3
Lunchroom	7.6	4
Playground	4.8	5
School athletic or social event	3.8	6
Library	3.2	7
Gym	2.7	8
Parking lot	2.5	9
Washroom	0.6	10

* Actual and Attempted Assaults

Note: Does not include "other" category

In the "other" category, not included in the Table above, are such places as: auditorium, school office, basement, entrance to building, and other places mentioned less than 1 percent of the time.

The NIE study does not provide information on teacher assaults by location. In the NIE report, principals rank halls and stairs in the school as most dangerous for both students and teachers, and the classroom ranks second. Halls and stairs are not a high risk place according to the responses of Chicago teachers.

ASSAULT BY TIME OF OCCURRENCE

Approximately three out of four assaults on teachers took place during regular classroom hours, according to teacher responses, and this is in agreement with the teacher responses concerning place of occurrence in that the classroom was the location of most incidents reported. Also, according to the information in Table 4-28 below, the least likely risk of assault upon teachers would be the time period prior to regular school hours and the lunch period. These are also the time periods when teachers are least likely to come into contact with students.

TABLE 4-28 Incidence of Teacher Assault*
by Time of Occurrence

Time of Occurrence	Percent of Cases
Before regular school hours	7.2
During regular school hours, before lunch	33.8
During lunch	7.5
During regular school hours, after lunch	38.8
After regular school hours	12.9

*Actual and Attempted Assaults
N=139

ASSAULT AND REASON FOR IT

According to the information in Table 4-29 on the following page, the most dangerous situation for teachers with respect to likelihood

of assault, is when the teacher is handling a classroom disciplinary problem. Approximately four out of ten assaults are reported for this type of situation. The next most dangerous situation appears to be when a teacher is questioning a student in the halls of the school.

TABLE 4-29 Incidence of Teacher Assault* by Reason for It	
Reason for Assault	Percent of Cases
Argument	7.7
Grudge	6.9
Classroom Discipline Problem	36.9
Questioning Student in Hall	15.3
Questioning Outsider in Hall	4.4
Dispute with Parent or Guardian of Student	5.4
Don't know	10.3
Other	12.8
	100.0
*Actual and Attempted Assaults N=130	

ASSAULT AND THE OFFENDER(S)

Number of Offender(s) Involved - In about eight out of ten cases of assault upon a teacher, only one offender was involved. Two offenders

were involved in 10.7 percent of the cases; three offenders in 5 percent of the cases; and more than three offenders in 6.3 percent of the cases (see Table 4-30).

The NIE national study reports that in approximately eight out of ten cases of assault upon a teacher, only one offender was involved.

TABLE 4-30 Incidence of Teacher Assault* by Number of Offenders Involved	
Number of Offenders	Percent of Cases
One	78.0
Two	10.7
Three	5.0
More than Three	6.3
	100.0
*Actual and Attempted Assaults	N=134

Status of Offender - Over three out of four assaults and attempted assaults reported by teachers involved students as offenders, with the status category of "outsiders" accounting for the next largest proportion of assaults, as is shown in Table 4-31 on the following page. The "outsider" would be an offender not recognized as a student at the school, as a school employee, or as a parent. Some students at the school could be included in this category if not recognized.

TABLE 4-31 Incidence of Teacher Assault* by Status of Offender in the School System	
Status of Offender	Percent of Cases
Student	77.4
Outsider	15.4
Parent or Guardian	9.0
Teacher	1.3
Other	1.9
	105.2**
*Actual and Attempted Assaults	
**Sums to over 100 percent due to multiple responses	
N=155	

Age of Offender - Over 85 percent of those who assaulted or attempted to assault teachers were estimated to have been of school age (between 10 and 18 years) with those in the early teen years accounting for a larger proportion of the assaults or attempted assaults than those in the late teen years. According to the information shown in Table 4-32 on the following page, teenagers between the ages of 15 and 16 are most likely to assault a teacher.

TABLE 4-32 Incidence of Teacher Assault* by Estimated Age of Offender	
Age of Offender	Percent of Cases
10 to 12 years	23.3
13 to 14 years	21.8
15 to 16 years	30.1
17 to 18 years	11.3
Over 18 years	13.5
	100.0
*Actual and Attempted Assaults N=133	

Sex of Offender - Approximately 2 out of 3 individuals who assault teachers are of the same sex as the victim, as shown in Table 4-33 on the following page. Of those teachers who report being assaulted by individuals of the opposite sex, 3 out of 4 are cases of females being assaulted by male offenders. Nationally, according to the NIE study, about 8 out of 10 cases of assault on a teacher involved offenders who were of the same sex as the victim. The NIE study did not present information about assaults on teachers by size of community area other than to note that victimization rates were lowest for teachers in rural areas and highest for teachers in large urban areas. Since there are far more female teachers in the Chicago schools than male teachers, and males are much more likely to be the offenders in cases of assault, it would appear that female teachers possess some

sort of an immunity, at least with respect to actual assaults. This may be partially explained by either (a) a reluctance on the part of male students to strike a female teacher, or (b) by female teachers being more likely to avoid confrontations which escalate to the point of an assault.

TABLE 4-33 Incidence of Teacher Assault by Sex of the Offender	
Sex of Offender	Percent of Cases
Same as victim	69.3
Different sex	30.7
	100.0
N=139	

Race of the Offender - Whereas about 7 out of 10 students who reported being victims of an assault indicated that the offender was of the same race, most assaults and attempted assaults on teachers involve an offender of a different race. According to the NIE study, white teachers confront substantially higher risk of being assaulted when teaching in predominantly nonwhite schools, but the reverse is not the case. That is, black or hispanic teachers do not increased likelihood of an assault regardless of the racial makeup of the school. In a minority school a white teacher risks being assaulted about twice as often as a minority teacher. It thus appears that the racial background of a teacher relative to the racial background or composition of the student

body is a factor which affects risk of being assaulted.

TABLE 4-34 Incidence of Teacher Assault and Attempted Assault by Race of the Offender		
Race of the Offender	Percent of Cases	
	Actual Assaults	Attempted Assaults
Same as victim	36.0	40.0
Different race	64.0	60.0
	100.0	100.0
	N=25	N=120

In Table 4-35 the NIE data on assaults on teachers by racial composition of the school is illustrated.

TABLE 4-35 Percentage of Secondary School Teachers Attacked by Racial Composition of the School		
% White Student Body	Percent Attacked	
	Minority	White
Less than 40	1.5	3.5
40 to 70	0.8	1.3
More than 70	0.8	0.5
Source: NIE Report: Violent Schools - Safe Schools		

Note that the percentage of nonwhite teachers assaulted is not significantly related to the racial composition of the school. But there is a relationship between percentage of white teachers assaulted and the racial composition of the school. This relationship also appears in the data from the Chicago study, but the number of teachers reporting an actual assault (N=25) is too small to draw conclusions.

ASSAULT AND THE USE OF WEAPONS

In 13.2 percent of the cases of actual or attempted assault on a teacher the offenders had some kind of weapon. In one case the weapon was reported to be a gun, and in six cases it was reported to be a knife. In the other cases the offender held something not traditionally thought of as a weapon which could be used to strike the teacher. The number of cases is too small to draw conclusions or present in the form of a table or figure.

ASSAULT AND EXTENT OF INJURY

In four out of ten cases, the teacher was cursed, shouted at, or threatened verbally, but was not actually touched. But five out of ten cases did involve physical contact as indicated in Table 4-36. In many cases the teacher reported being shoved or struck with a fist. In one case a teacher reported being cut, and in another case a teacher reported that the offender shot at him with a gun.

According to the NIE study, nationwide, about 19 percent of all attacks on teachers required some form of medical treatment, and a teacher's chances of getting seriously hurt, if attacked, are almost five times as great as a student's chances of getting seriously hurt.

TABLE 4-36 Incidence of Teacher Assault
And Attempted Assault by
How Attacked

How Attacked	Percent of Cases
Threatened	37.5
Grabbed or touched	3.4
Shoved	24.7
Shoved and hit with fist	17.1
Kicked	4.9
Cut	0.6
Shot at	0.6
Other	10.3

N=147

ASSAULT AND ITS REPORTING

A little over half of the assaults and attempted assaults (54.1 percent) are officially reported within the school system to a principal, assistant principal, or school security person, as is shown in Table 4-37 on the following page. Other than reporting the incident officially, the teachers are most likely to tell another teacher. Of course, reporting an assault or an attempted assault to a principal or assistant principal does not mean that the incident will be formally recorded by filing an official incident report. For a number of reasons, school principals will often attempt to deal with the problem at the school without reporting it to the central offices.

TABLE 4-37 Incidence of Teacher Assault
And Attempted Assault and
Its Reporting

To Whom Reported	Percent of Cases
Principal	23.1
Assistant Principal	21.6
School Security Person	9.4
Union Representative	7.2
Other Teacher	17.5
Friend	8.8
Police	9.1
Other*	3.4
	100.0

N=130

*Other category: janitor, clerk,
spouse, other family member

According to the teachers surveyed, eight out of ten incidents are reported to someone, even if not officially to school personnel. Of the one out of five who do not report the incident at all, and the three out of five who do not officially report the incident, the reason most often given is that nothing would be done about it. See Table 4-38 on the following page.

TABLE 4-38 Incidence of Teacher Assault-
Reasons for Not Reporting

Reason	Percent of Cases
Nothing would be done	48.1
Not important	18.5
Nobody cares anyway	18.5
Afraid	1.9
Forgot	1.9
Other reasons	11.1
	100.0
N=140	

CHAPTER III

STUDENTS AND TEACHERS AS VICTIMS OF ROBBERY

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STUDENTS AS VICTIMS OF ROBBERY

A total of 321 out of 12,882 students in grades 7 through 12, or 2.5 percent, reported that they had something taken from them by force or threat of force in a two month period between January and May of 1980. Projecting this to the entire student population in grades 7 through 12, approximately 6250 students were victims of robbery in the time period. Approximately 3 out of 10 of these incidents took place outside of the school environment, most frequently as the victim was on the way to or from school. If only those robberies which took place within the school environment are considered (a school-related victimization rate) just under 2 out of 100 students, or 1.8 percent were victims of robbery in the school environment.¹

In addition to the actual robberies, 851 students, or 6.7 percent of the sample, reported an attempt to rob them. This information is illustrated in Table 5-1.²

TABLE 5-1 Incidence of Student Robbery and Attempted Robbery (Rate per 100 Students)	
Incident	Percent of Cases
Robbery	2.5 *
Attempted Robbery	6.7

* Total rate, including off school grounds
N=12,700

The crime of robbery is defined as the taking of something from another person by force or threat of force. With respect to the sample this is a workable, if not completely satisfactory definition. It avoids the more complex technical and legal distinctions found in the criminal law, and hopefully conveys to the respondents the essential meaning of the term robbery. However, some of the incidents reported as robbery may not be defined at law as robbery, but as extortion (as when an older student extracts payment or tribute based upon the implied threat of force), or as "larceny with contact," (as when someone is a victim of a purse-snatching).

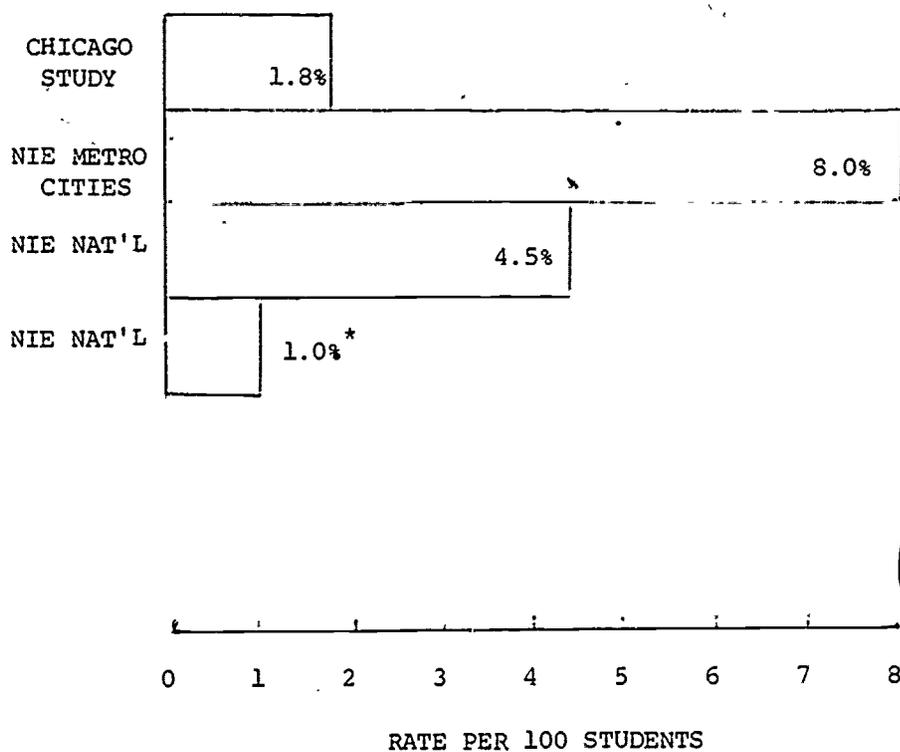
In the follow-up interviews with students who had taken the questionnaire, some of the students who reported a robbery were actually referring to theft. Also, some of the students who reported an attempted robbery were describing occasions when they had been (a) asked by other youth to "loan" them money, (b) asked if they had any money on their person, or (c) been chased by other youth and assumed that robbery was the intent. Thus, it appears that an unknown number of "robberies" were actually cases of theft, and that some of the attempted robberies reported were either cases of extortion or "shakedown" of youth, or were misinterpreted.

How does the Chicago survey data compare with student robbery data in the NIE national study? Since the NIE study asked about robberies which were school-related (in the building or on the grounds), we will compare Chicago and national data using the 1.8 percent Chicago victimization rate which excludes those incidents which do not take place in the school environment. The comparisons are illustrated in Figure 5-1 on the following page.

Nationally, if student interviews are relied upon, 1 percent of students in secondary schools are robbed during a two-month period. It will be recalled that the NIE recall period was one month, and the rate was one-half of one percent in a month. If student questionnaires are relied upon, about 4.5 percent of students are robbed in a two-month period. For large metropolitan school systems, using questionnaire data, about 8 percent of students are robbed in a two-month period.

FIGURE 5-1

Student Robbery: A Comparison
of Chicago and National Data



* Rate based on interviews, all other rates based on questionnaire data.

ROBBERY AND THE SEX OF THE VICTIM

For both actual and attempted robbery males are in a higher risk category than females. Approximately 6 out of 10 students reporting robbery are male, and 7 out of 10 attempted robberies are reported by males, as indicated in Table 5-2. These are proportions, not rates.

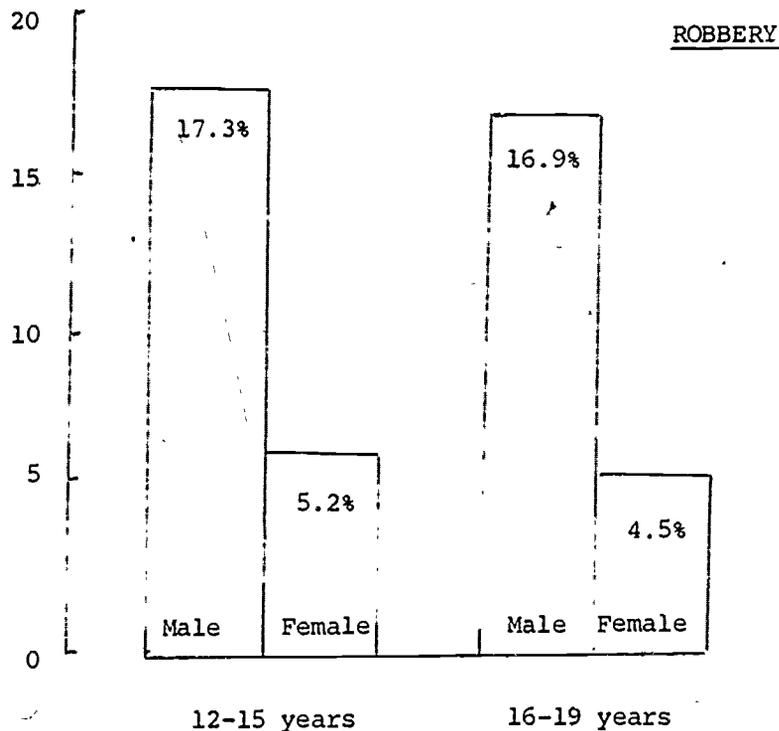
TABLE 5-2 Incidence of Student Robbery by Sex of the Victim (Proportion of students)		
Sex of Victim	Actual Robbery	Attempted Robbery
Male	61.0	72.3
Female	39.0	27.7
Total	100.0	100.0
* Significant difference at .05 level (t test)		
N= 12,704		

Nationally, according to the NIE study, male students reported being robbed in school twice as often as female students. Since males in both studies report much higher victimization for robbery and for assault as well, male students appear to be the most likely targets for crimes of violence. The National Crime Survey and the Uniform Crime Reports both confirm that males are targets for violent crime much more often than females. The national student robbery rates by sex of victim are illustrated in Figure 5-2 on the following page.

The National Crime Survey data covers victimization over a one year period, and refers to all robberies, regardless of time and place. In the NCS data for 1975, between 3 and 4 males report being victims of robbery for every female so reporting, as illustrated in Figure 5-2. If the NCS national victimization sex ratio for robbery also holds for Chicago, then, in comparing the NCS data with the Chicago study data, females are more likely to become victims of robbery in the school environment than outside of this environment.

FIGURE 5-2

National Crime Survey, Victimization Rates
by Age and Sex (1975)



Source: Criminal Victimization in the U.S. (SD-NCD-N-5)
U.S. Department of Justice, LEAA, NCJISS, 1977.

ROBBERY AND THE AGE OF THE VICTIM

With one exception, the likelihood of a student being robbed is inversely related to age, as illustrated in Table 5-3. The 12 to 13 year old student has the highest risk, and is about seven times more likely to report a robbery than a student 18 years or older. The likelihood of victimization falls steadily and rapidly with age.

TABLE 5-3 Incidence of Robbery and Attempted Robbery by Age of Student Victim (Rate per 100 Students)		
Age of Victim	Actual Robbery	Attempted Robbery
11 years or younger	2.2	1.0
12-13 years	3.7	* 8.3
14-15 years	2.9	* 5.1
16-17 years	1.8	* 3.4
18 years or older	0.5	1.8
	N = (321)	N = (651)
* Differences significant at .05 level (t tests)		

This data is in accord with the NIE study which found that with minor exceptions, the risk of victimization for robbery tends to decline as age increases.

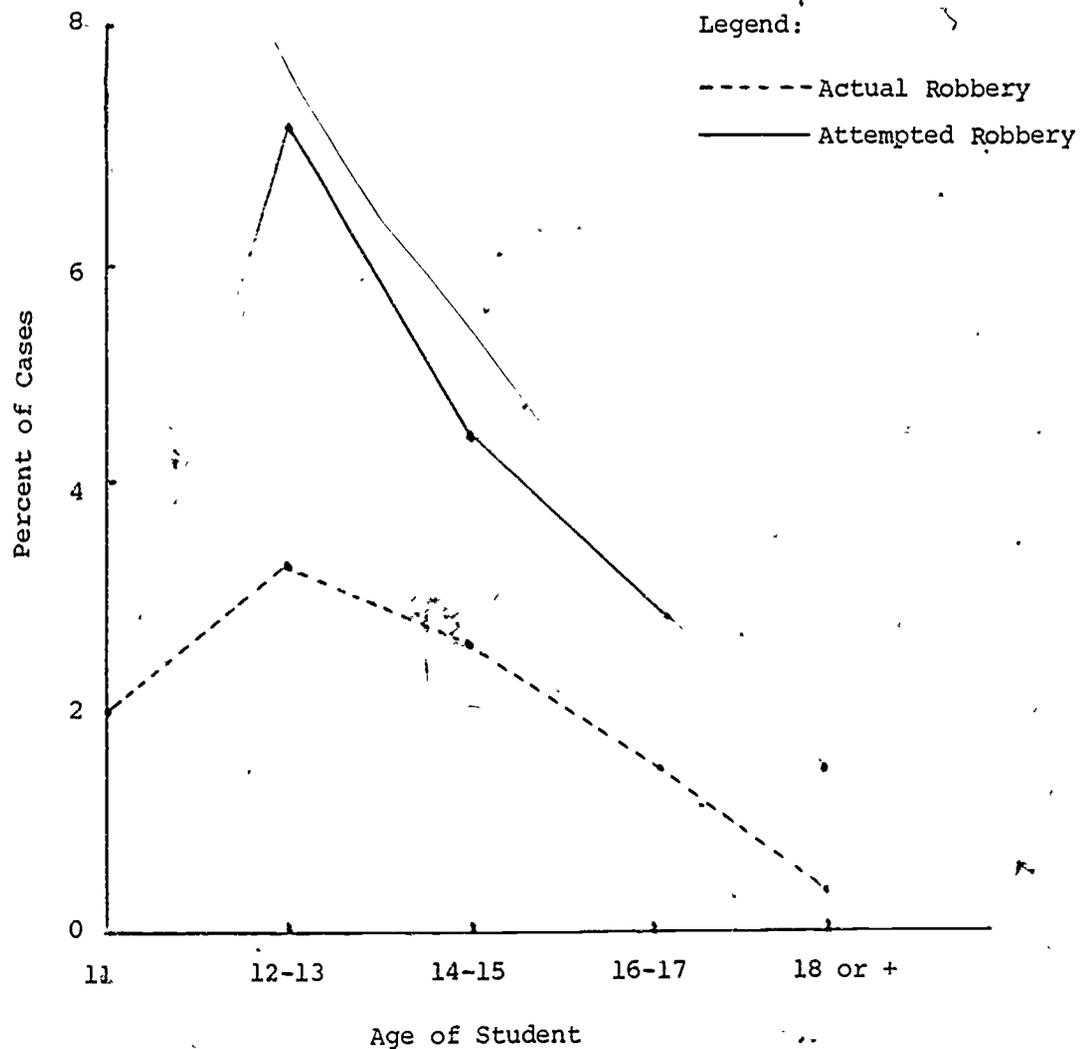
If one hypothesizes that student victimization usually involves older students preying on younger ones, then the data should show (a) that risk of victimization is greater for younger students, and (b)

offenders are likely to be older than victims. The NIE study confirmed only the former, but the Chicago study confirms both (see Table 5-18).

A visual illustration of both the decline in reported victimization with age and the correlation between actual and attempted robbery is shown in Figure 5-3.

FIGURE 5-3

Students Reporting a Robbery or Attempted Robbery by age of Victim



The NCS data for 1975 also indicates that likelihood of victimization (robbery) decreases with age. The NCS data groups victims in age ranges, as shown in Table 5-4. Risk for both sexes is reduced as age increases.

TABLE 5-4		
NCS For 1975: Victimization Rates for Robbery by Age Range (Rates Per 1000 Persons)		
Age	Male	Female
12-15 Years	17.3	5.2
16-19 Years	16.9	4.5
20-24 Years	14.5	7.3
25-34 Years	9.0	3.7

Source: NCS, 1975

According to the Uniform Crime Reports, which are based on crimes reported to police, victimization rates for robbery decrease as age increases, as shown in Table 5-5.

TABLE 5-5			
Uniform Crime Reports, Victimization and Age of Individual Reporting the Offense			
Age	Rate	Age	Rate
Under 18	4.1	26-35	2.3
18-25	3.7	36-45	2.3

Source: Uniform Crime Reports, 1977

ROBBERY AND THE RACE OF THE VICTIM

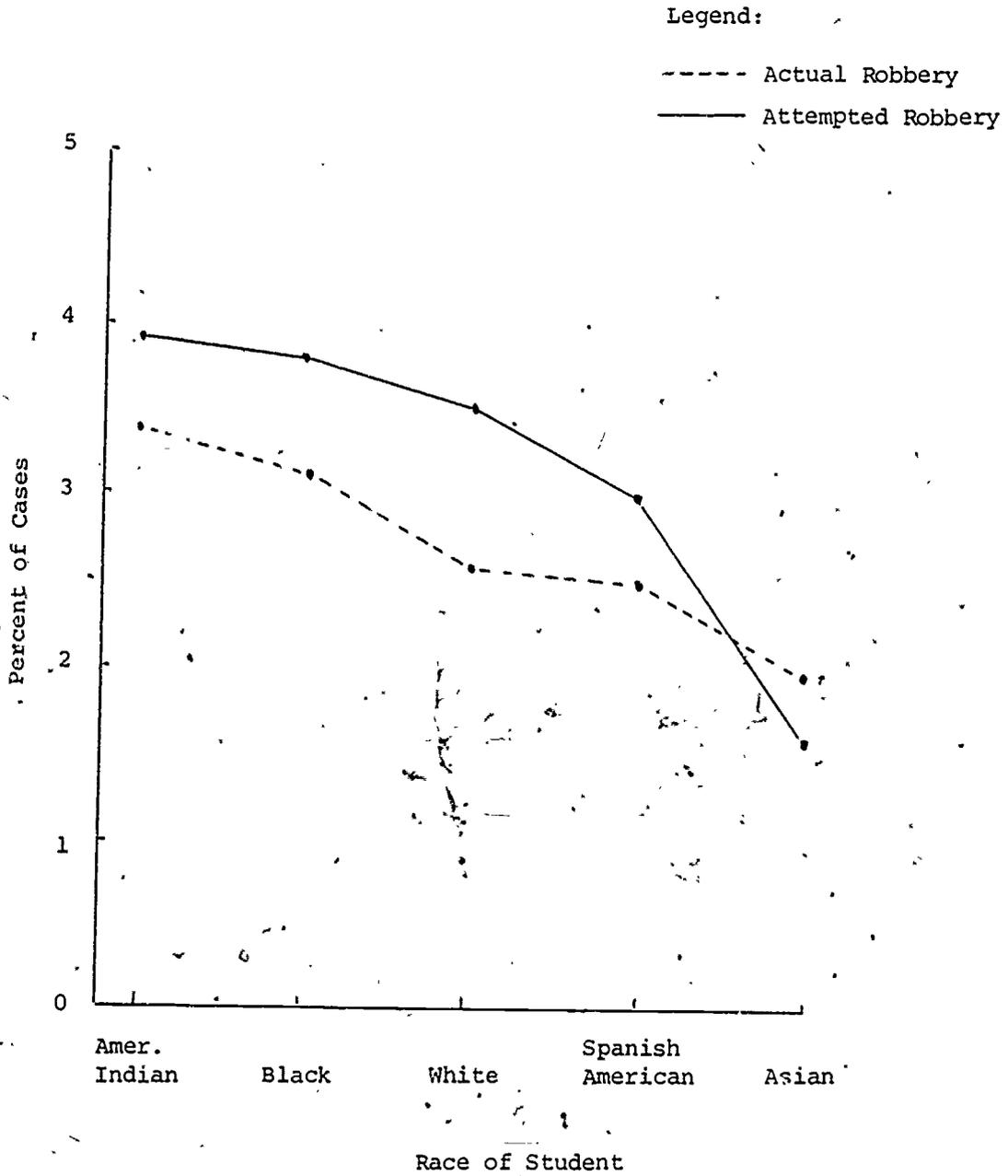
Race is a factor in the likelihood of robbery victimization. Based on racial proportions in the sample, American Indians once again report the highest rate of victimization, followed by blacks, whites, Hispanic, and Asians, as illustrated in Table 5-6.

TABLE 5-6 Incidence of Robbery by Race of Student Victim (Rates per 100 Students)		
Race of Victim	Actual Robbery	Attempted Robbery
American Indian	3.4 ^a	3.9 ^a
Black	3.1	3.8
White	2.6	3.5
Spanish American	2.5	3.0
Asian	2.0 ^a	1.7 ^a
^a Number of cases less than 25 * Significant difference at .05 level (t tests): none between rows		

While this information is shown in Table 5-6 above, a more graphic illustration of the relationship between robbery victimization and race can be found in Figure 5-4 on the following page. Both Figure 5-4 on victimization and race, and Figure 5-3 on victimization and age level emphasize the relationship between actual and attempted robbery victimization clearly, although the relationship between actual and attempted assault is much closer with respect to race of student victim.

FIGURE 5-4

Students Reporting a Robbery or Attempted Robbery by Race of Victim



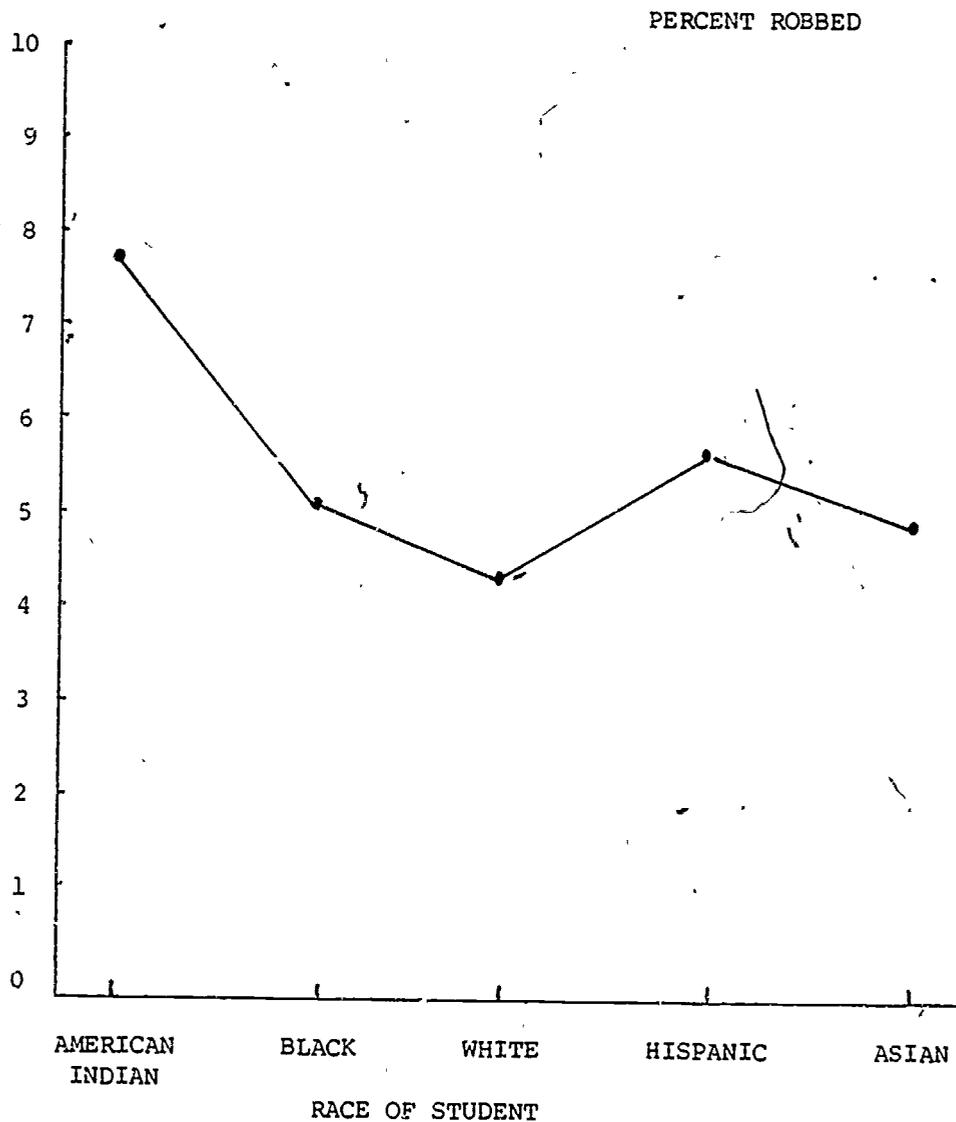
American Indian students have the highest victimization rates for theft, assault, and robbery. This cannot be explained by pointing out that they are the smallest identifiable racial minority in the school system since the number of asian students is also small, although somewhat larger than the American Indian group, and they have the lowest robbery victimization rate of all the identified racial groups. The largest concentration of American Indians in Chicago is found in the Uptown area and adjacent communities on the north side of the city. The Uptown community is one of high population density, high resident transiency, low income level per capita, and very high index crime rate. These factors may contribute to an explanation of the high victimization rates, but it is doubtful that it is a full explanation, since very high victimization rates for American Indians has been found to be a national phenomena, and holds true regardless of size of community.

The national student victimization study conducted by NIE found no significant differences between black, white, and hispanic students with respect to their likelihood of becoming a victim of robbery. But did find a significant difference for American Indian students, as shown in Figure 5-6 on the following page.

In the National Crime Survey (NCS) American Indians were found to be victims of serious crimes far out of proportion to their representation in the population. Such findings, found in different types of communities and different sizes of communities, cannot be explained by reference only to socio-economic status and high crime areas, even though these may be contributing factors.

FIGURE 5-5

NIE NATIONAL SURVEY: STUDENT VICTIMIZATION BY RACE OF VICTIM (PER 100 STUDENTS)



SOURCE: NIE STUDENT QUESTIONNAIRES

ROBBERY BY PLACE OF OCCURRENCE

In the survey, student respondents were asked where robberies or attempted robberies took place. A little over 1 in 5 such incidents take place in the classroom, and approximately 1 in 5 such incidents take place on the way to or from school, as shown in Table 5-7.

TABLE 5-7 Incidence of Student Robbery And Attempted Robbery by Place of Occurrence	
Place of Occurrence	Percent of Cases
* Classroom	22.1.
Washroom	8.3
Hall or Stairs	9.6
Lunchroom	4.2
Playground	9.5
School Bus	1.7
Public Transportation	8.6
Parking Lot	3.6
School Event	2.1
Street Next to School	7.0
Going To or From School	19.2
	99.0
N= 841	Note: Cases do not total 100% due to "other" category which primarily consists of places outside of school.

From the category list in Table 5-7, the classroom and "going to and from school" are the two places where robbery and attempted robbery is likely to occur. As noted previously, less than half (42.6%) of the robberies and attempted robberies of students occur inside the school itself.

Within the school, approximately 42 percent of robberies occur in the classroom, 18 percent in the halls or stairs, 7 percent in the lunchroom, and 15 percent in the restrooms. According to the NIE national study, approximately 18 percent of high school violence, which would include robbery and assault, occur in the classroom, and 31 percent in halls and stairs.

The NIE study provides information on where "most violent incidents occur" by level of school. The violent incidents include both assault and robbery, and the levels are elementary school, junior high school, and senior high school. Because the NIE analysis includes both assault and robbery, accurate comparisons with Chicago findings are difficult. Nationally, 11 percent of violent incidents occur in the hallways and stairs for elementary schools, 34 percent occur in hallways and stairs in junior high schools, and 35 percent occur in these places in senior high schools. Another problem with the comparison is that in the national study, the information about places of occurrence was obtained from the assessment of principals, and not from student victims. The principals are using those incidents which come to their attention in making their assessments. The Chicago study is using reports of student victims.

According to the information in Table 5-8 below, just over 4 in 10 robberies or attempted robberies involving students occur in the school building, and about 7 out of 10 of these incidents occur in the school environment.

TABLE 5-8 Incidence of Robbery and Attempted Robbery of Student by Place of Occurrence			
Place of Occurrence	N	Percent of Incidents	
In School	354	42.1	
On School Property, Outside of Building	252	30.0	
Off school Property	235	28.0	

ROBBERY BY TIME OF OCCURRENCE

Over half of the reported robberies occur either before or after regular school hours. Since it is unlikely that a large percentage of students spend much time in the school building during these times, time of occurrence indicates that at least half of the robberies occur outside of the school building, and this is confirmed by student responses to the question about place of occurrence where respondents indicate that only about 4 in 10 robberies occur in the school building.

TABLE 5-9 Incidence of Robbery and Attempted Robbery of Student by Time of Occurrence	
Time of Occurrence	Percent of Cases
Before regular school hours	13.2
During regular school hours, before lunch	17.8
During lunch	17.3
During regular school hours, after lunch	11.2
After regular school hours	40.5
	100.0
N=322	

According to the data in Table 5-9 above, likelihood of robbery steadily decreases throughout the school day until after regular school hours, and then, it increases dramatically. The data indicated that 4 out of 10 robberies probably occur when the students are on the way home from school, or are lingering around the school after being released from classes.

ROBBERY AND TYPE OF PROPERTY TAKEN

In a little over 1 in 3 robberies, money is taken from the students. The next type of property taken with great frequency, are books and school supplies. As shown in Table 5-10 on the following page,

these two categories of property are taken in over half of the robberies from students.

TABLE 5-10 Incidence of Robbery and Attempted Robbery of Students by Type of Property Taken	
Property Taken	Percent of Cases
Money	37.7
Books/School supplies	17.0
Purse or wallet	8.3
Jewelry	9.9
Lunch	4.8
Clothing	7.7
Radio/Tape Player	9.5
Other	5.2
	100.0
N= 330	

In the "other" category, are such items as rings, chains, coats, records and tapes, personal effects (such as combs) and sweaters, most of which could have been checked in one of the regular categories on the questionnaire.

ROBBERY AND ITS REPORTING

Students who said they were robbed or experiencing an attempted robbery only reported slightly over 1 in 5 of the incidents to anyone (22.8 percent). However, of this group, only 3 in 10 students reported the incident to school personnel, and only 1 in 10 to the police. Thus, as far as school officials are concerned, only 6.8 percent of the students reporting victimization ever brought the incident to the attention of school officials. This information is summarized in Tables 5-11 and 5-12.

TABLE 5-11 Incidence of Student Robbery Did they Tell Anyone about the Incident?	
Tell Anyone?	Percent of Cases*
Yes	22.8
No	77.2
	100.0
N=1172	
*Actual and Attempted Robbery	

Since a portion of these incidents happened outside of the school environment (about 3 in 10 robberies or attempted robberies of students) it would not be expected that students would report them to school officials. But an even greater disincentive for reporting the incidents may be the fear of reprisal or retaliation. About 17 percent of the

student victims report that they did not report the incident because of fear (see Table 5-13 on the following page).

Since the NCS data indicates that approximately half (53 percent) of all robberies are reported to police, it appears that students in the 12 to 18 year age range are only one-fifth as likely as the general victim population to bring the incident to the attention of the police.

TABLE 5-12 Incidence of Student Robbery Whom did you Tell?	
Whom Told	Percent of Cases
Principal	6.5
Teacher	15.7
School Security Person	7.8
Other School Person	3.8
Parent/Guardian	27.6
Other Family Members	8.1
Friend	18.8
Police	10.1
Other	1.7

N=444 Note: multiple response question

Of those who did not report the incident, the majority believed that it was not important or that nothing would be done. Student responses are found in Table 5-13 on the following page.

TABLE 5-13 Incidence of Student Robbery Why they Did Not Report the Incident	
Reason	Percent of Cases
Not Important	30.8
Nothing Would Be Done	26.9
Nobody Cares	12.8
Afraid	17.5
Forgot	7.4
Other	4.7
N=234	100.0

In the National Crime Surveys, conducted by LEAA and the Bureau of the Census, respondents were asked why they did not report various crimes. The two most frequent responses were (a) not important, and (b) nothing would be done. Thus, the NCS data and the Chicago study data regarding this question are essentially the same.

Comparing the NCS data with "crimes known to police" in the Uniform Crime Reports, it is estimated that just over half of the robberies (total of armed and unarmed robberies) in the U.S. are reported to police. The NCS data indicates that whether or not a robbery is reported is, generally, a function of the amount of the loss, and the extent of the injury.

ROBBERY BY GEOGRAPHIC AREA

Based on student responses to questions about robbery and attempted robbery, the likelihood of victimization varies as a function of such things as age, sex, and race, but it also depends on the location of the school. On the following page, Table 5-14 lists the actual and attempted robbery rate reported by students in the survey. Once again it should be pointed out that the actual rates within a particular district can vary widely, with a robbery rate at one high school in the district being three or four times higher than the rate at the other high schools in the same district.

In columns two and three of the Table, the low and high rates (per 100 students) are listed so that the reader can judge the range of the rates. These rates are percentage figures for actual and attempted robbery which have been rounded to whole numbers. Thus, in district 1 the range is from 1 percent of students reporting victimization at one high school to 5 percent of students reporting victimization at another high school. (note: a district usually contains from two to four general or vocational high schools)

The likelihood or risk rate for robbery of students varies from a low of 0.9 to a high of 4.9 per one hundred students if district averages are compared. However, if ranges are considered, there are high schools where students report a robbery or attempted robbery less than one-half of 1 percent of the time. The likelihood or risk rate for attempted robbery of students varies from a low of 0.7 to a high of 5.5 per one hundred students if district averages are compared.

TABLE 5-14

INCIDENCE OF ROBBERY AND ATTEMPTED ROBBERY BY SCHOOL DISTRICT
RATES PER 100 STUDENTS

DISTRICT	ACTUAL & ATTEMPT		ROBBERY VICTIMIZATION RATES TOTAL DISTRICT	
	LOW	HIGH	ACTUAL	ATTEMPT
1	1	5	3.8	1.1
2	0	4	2.1	2.2
3	0	3	1.2	0.7
4	1	9	1.7	2.5
5	2	9	1.7	3.1
6	5	12	3.0	4.5
7	0	5	3.2	3.2
8	0	7	1.7	1.6
9	4	10	2.3	3.8
10	1	5	4.9	5.5
11	0	6	2.5	3.6
12	0	4	2.8	3.2
13	1	6	4.2	5.5
14	1	4	2.7	3.4
15	0	3	0.9	2.8
16	2	4	3.0	4.5
17	3	4	3.9	4.4
18	0	11	2.8	2.0
19	1	3	1.7	1.5
20	0	9	1.2	2.7

(SEE DISTRICT MAP APPENDIX B, Figure B-3)

Note: columns 2 and 3 Have rates rounded to whole numbers

ROBBERY AND THE OFFENDER

Number of Offender(s) Involved - In 6 out of 10 cases of robbery or attempted robbery from a student, more than one offender was involved. Official crime statistics, local police statistics, and crime survey data, all indicate that robberies where the offenders are youthful, tend to be "group affairs." The majority of robberies of youth in the age range 12-19 years are committed by other youth of about the same age or older, and involve multiple offenders.

The NIE National study found that only 3 in 10 robberies of students involved multiple offenders. There are several reasons for the difference in findings. First, the NIE study was national, and only about 20 percent of the schools involved in the NIE study were truly urban in nature. Second, the NIE study concerned only robberies which took place in the school environment, whereas, the Chicago study included an examination of robberies which took place on the way to or from school. Multiple offender robberies are more prevalent in urban areas, and are more likely to take place outside of school than in school. Third, the Chicago findings are for both actual and attempted robberies, whereas, the NIE study only dealt with actual robberies. Finally, the information on number of offenders came from student interviews in the NIE study, and from student questionnaires in the Chicago study.

According to NCS data (a secondary analysis of National Crime Survey Questionnaire Data) 34 percent of student victimizations and 23 percent of teacher victimizations which occur in the school involve more than one offender. The NCS data is crime specific. In cases of

robbery of students, more than one offender is involved in 57 percent of the incidents. Thus, the NCS data and Chicago study data are in agreement concerning robbery of students by multiple offenders.

TABLE 5-15 Incidence of Student Robbery And Attempted Robbery by Number of Offenders Involved	
Number of Offenders	Percent of Cases
One	40.0
Two	25.4
Three	14.6
More than Three	20.0
	100.0
N=804	

Sex of Offender(s) - In 2 out of 3 cases of robbery or attempted robbery of Chicago students the offenders were of the same sex as the victim, as indicated in Table 5-17 on the following page. Most violent crimes (assaults and robberies) against students appear to involve victims and offenders of the same sex, usually males victimizing males.

Both the NIE study and the NCS study support this conclusion. In the national study conducted by NIE about 85 percent of the robberies of students involved victims and offenders of the same sex. In the small number of cases where victims and offenders were of different sexes, the offenders were usually males victimizing females. The NCS data indicates that 96 percent of male student victims reported that the offenders were male (for all personal contact crimes, including robbery and assault) and 60 percent of the female student victims reported that the offenders were female. Finally, Uniform Crime Report (UCR) data on police arrests show that over 90 percent of arrests for the crime of robbery involve males. Thus, all the data sources show that a much higher proportion of robberies are committed by males than by females.

TABLE 5-16 Incidence of Student Robbery
And Attempted Robbery by
Sex of Offenders

Sex of Offender	Percent of Cases
Same as Victim	67.3
Different Sex	32.7
	100.0
N= 838	

Age of Offender(s) - In approximately 6 out of 10 cases of robbery of a student, the offenders were older than the victim, and in about 3 out of 10 cases the offenders were of the same age as the victim, as indicated in Table 5-18.

TABLE 5-17 Incidence of Student Robbery And Attempted Robbery by Age of Offenders	
Age of Offenders	Percent of Cases
Younger than I	9.9
About my age	32.0
Older than I	58.1
N 346	100.0

Once again, as with assault upon students, it appears that robbery of students involves, for the most part, older students preying upon younger students. This is supported by two pieces of information obtained in the study. First, likelihood of victimization decreases with increase in age of the student, and second, a majority of student victims identify the offenders as being older than themselves.

In the national study, NIE found that victimization rates for robbery decrease with an increase in the age of the student, but did not find that offenders were usually older than victims. Analysis of

National Crime Survey data shows that for student in the 12 to 15 year age range, offenders are reported to be older than the victim in 52 percent of the cases, and for students in the 16 to 19 year age range, offenders are reported to be older than the victims in about 40 percent of the cases. Both the NIE data and the NCS data are based on aggregate national averages, and neither data source breaks down this information by size of community area. Secondary analysis of the NIE and NCS data by size of community area would probably reveal that for large urban areas it is more likely that a greater proportion of robberies involving youth as victims are committed by offenders who are older than the victims.

Status of Offender(s) - Based on the information supplied by students, about 4 in 10 of the offenders in cases of student robbery were students from the school the victim attended. In some cases the victim was unsure about the student status of the offender or did not recognize the offender as a student at his or her school. In only about 35 percent of the cases were student victims able to say with any degree of certainty that the offender was not a student at the school. This information is found in Table 5-20 on the following page.

These findings do not support the claim that most robberies which involve students as victims are committed by "outsiders." The national data accumulated by NIE points to the same conclusion, in that in 62 percent of the robberies reported by students across the country, the offender had been seen by the victim before, and in 47 percent of the cases, the offender was known by name by the victim.

TABLE 5-18 Incidence of Robbery and Attempted Robbery of Students by Status of the Offenders	
Question: Were the offenders from your School?	Percent of Cases
Yes	33.7
I think so	8.0
Some were	4.4
Don't know	19.2
No	35.0
N=844	

Race of the Offenders - Many people assume that most of the violent crime which takes place in and around schools in urban areas are interracial in nature. The NIE national study found that for the country as a whole, about 54 percent of reported robberies of students involved victims and offenders of the same race. In the Chicago study, about 69 percent of the reported robberies and attempted robberies involved victims and offenders of the same race as shown in Table 5-19.

Just under 1 in 3 of the reported robberies where victims also responded to the question about the offenders' race were interracial in nature. Considering the racial proportions of students in the schools (about 19 percent white, 17 percent Hispanic, and 60 percent black at the time of the study) interracial robberies are significantly less than that which could be expected by chance alone. This percentage of interracial robberies is for the Chicago school system as a whole, and

certain schools have a higher percentage of such robberies than do others

TABLE 5-19 Incidence of Student Robbery and Attempted Robbery by Race of the Offenders	
Race of Offender	Percent of Cases
Same as victim	68.5
Different than victim	31.5
N=860	

Perhaps one explanation for the relatively small proportion of interracial robberies, in comparison with the NIE findings, given the racial makeup of the Chicago school population is the segregated nature of the Chicago system. Most of the sample of students came from high schools, and a large proportion of these schools are from 90 percent to 100 percent black. Few of these schools reflect the racial makeup of the system.

ROBBERY AND THE USE OF WEAPONS

In over half the reported robberies or attempted robberies, no weapon was involved. Weapons were reported used in about half the actual robberies and one-fourth of the attempted robberies, as indicated in Table 5-20. The National Crime Survey reports that a weapon was used in 20 percent of student robberies. Recall that the NCS data is Nation-

al, and use of weapons in violent crimes is more frequent in large urban areas.

Question: Was Weapon Used?	N	Percent of Cases
Yes	337	40.0
No	500	60.0

In about 1 in 4 cases of robbery the student reported that the offender possessed a knife or a gun, with knives being reported most of the time. In the other 3 out of 4 cases where some form of weapon was reported, it was identified as a stick, club, pipe, rock, or something else not usually thought of exclusively as a weapon, which perhaps says something about the spontaneity of much of the robberies involving students as victims and youth of similar age as offenders.

Information on type of weapon used is found in Table 5-22 on the following page.

According to National Crime Survey data, guns were used in about 9 percent of student robberies, and knives were used in 63 percent of these incidents (percents reported for only those robberies which involved the use of weapons). Other types of weapons, not identified, were reported used in 28 percent of the cases of robbery where a weapon was used.

TABLE 5-21 Incidence of Robbery and Attempted Robbery and the Type of Weapon Involved	
Kind of Weapon	Percent of Cases
Gun	5.9
Knife	19.2
Stick/club	23.7
Brick/stone/rock	18.8
Pipe/tire iron, etc.	7.0
Other*	24.4

* Other includes: razor, bottle, belt, screwdriver; hammer, chemical spray, bottle opener, etc. N=337

ROBBERY AND EXTENT OF INJURY

In 1 out of 5 cases of student robbery or attempted robbery, the victim reported some form of injury. Thus, 80 percent of the cases of student robbery did not involve injury to the victim. Of those victims who reported being injured, about 1 in 3 said that they either saw a doctor or nurse, or went to a hospital as a result of the injury. Almost 1 in 3 of these victims were bleeding as a result of the injury received, and almost half reported that they had to stay home from school as a result of the injury. Information on the extent of injury sustained by student robbery victims is found in Table 5-23 on the following page.

TABLE 5-22 Incidence of Robbery of Students and the Extent Of Injury Sustained by Student Victims	
Extent of Injury	Percent of Cases
Saw a doctor or nurse	21.1
Went to a hospital	12.6
Was bleeding	32.4
Had a broken bone	5.7
Had to stay home from School	46.3
N= 296	
Percents total more than 100 due to multiple responses	

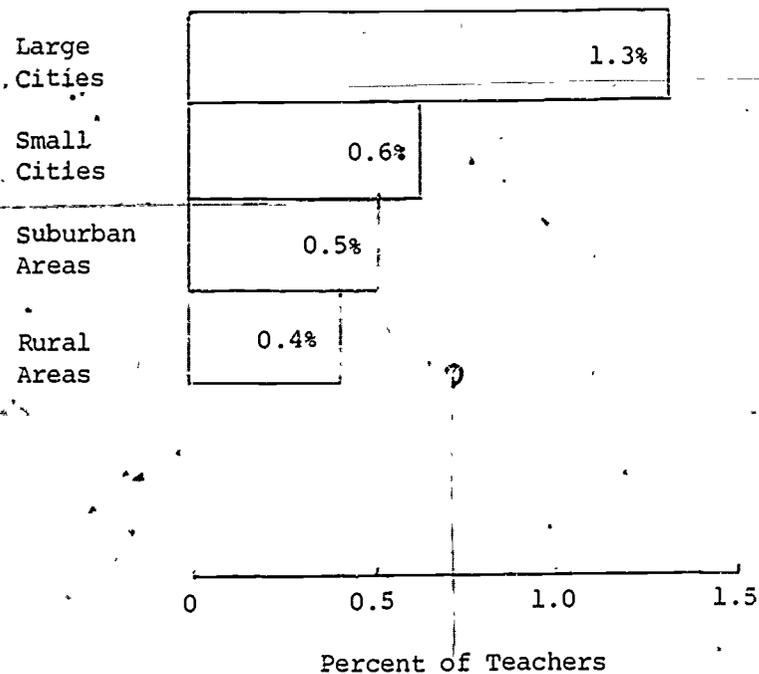
According to the NIE data, 89 percent of student robberies nationally involved no injury to the victim. In 2 percent of the cases of student robbery the victim sought medical attention, and in 9 percent of the cases injury was sustained, but no medical assistance sought by the victim. Nationally, only about 1 in 10 students who are victims of robbery sustain an injury, whereas 2 out of 10 student robbery victims in Chicago are injured. Of course, the NIE data includes student robberies in rural areas, small cities, and suburbs, as well as urban areas, and the NIE report does not break down robbery injuries by size of community.

TEACHERS AS VICTIMS OF ROBBERY

Only 5 out of 1413 classroom teachers in the sample reported being robbed within a two-month period between January and June of 1980. The victimization rate is 0.4 percent, or less than one-half of one percent. The number of cases is too small for meaningful analysis or reliable comparisons with other data. But some comparison should be presented in order to assist the reader in assessing the problem. According to NIE data, the likelihood of a teacher becoming a victim of robbery is a function of community size, as shown in Figure 5-6. In large cities a teacher is at least twice as likely to be robbed as a teacher in small cities, suburbs, or rural areas. These NIE victimization rates are based on a "typical month" period.

FIGURE 5-6

Percentage of Secondary School Teachers
Robbed in a Typical Month, by Location
of School



CHICAGO SAFE SCHOOL STUDY

CHAPTER IV

THE PROBLEM OF STREET GANGS

THE PROBLEM OF YOUTH GANGS

The Chicago schools, like school systems in most large urban areas, are faced with the problem of youth gangs which function in and around the schools. Since the great bulk of gang members are between the ages of 10 and 21 years, and are required by state compulsory attendance laws to remain in school for a substantial portion of these years, the gangs create a variety of problems for students, teachers, principals, and parents.

The gangs pose serious obstacles to the fundamental goal of the schools--the education of students. The gangs also pose a serious threat to the physical safety of both students and teachers. According to the responses of students, identifiable street gangs are operating in and around the majority of schools, both elementary and secondary. Gang assaults, extortion, intimidation and other acts of violence are an everyday occurrence in the system. These problems vary in seriousness from district to district, and from school to school. In some schools, while street gang members are in attendance and wear their gang "colors," (jackets, sweaters, etc.) they do not create serious problems. In other schools they intimidate both students and teachers, control the sale of drugs to other students, and extort a great deal of money from students.¹

Over half the students in the survey said that there were street gang members at their school and in their neighborhood, as shown in Table 1. A little over 1 in 10 students also report that (a) street gang members make them afraid when they are in school, and (b) street gang members have solicited them for membership when they are out of

school. Almost 9 percent of students report that street gang members have either attacked or threatened them. If these student responses are accurate, the influence of street gangs upon the Chicago educational system is very strong.

TABLE 6-1 Student Responses to Questions About Street Gangs in and Around the School

Question	Percent of Student Responses		
	Yes	No	Don't know
Any street gangs in your neighborhood?	56.0	16.7	20.6
Any street gang members at your school?	52.3	10.3	30.4
Do gangs solicit you for membership when you are in school?	7.5	79.6	4.4
Do gangs solicit you for membership when you are out of school?	11.1	75.2	3.9
Do presence of Street gangs in your school make you afraid?	11.9	74.4	4.2
Have gang members ever attacked or threatened you in school or on the way to or from school?	8.7	80.5	2.1

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According to the information in Table 6-2 street gangs are present in all twenty districts of the school system, with a majority of students in 15 of the 20 districts reporting the presence of these gangs in the neighborhood, and a majority of students in 12 of the 20 districts reporting the presence of street gangs in their schools. Furthermore, in some districts almost 1 in 5 students report that the presence of street gang members make them afraid while they are in school.

In only 3 of the 20 districts do less than 40 percent of the students report the presence of street gangs in both neighborhood and school. While street gangs are found in all areas of the city, it cannot be automatically assumed that all of the gangs are extensively involved in delinquent or criminal activity. The words "street gangs" are synonymous in the minds of many people with criminal or delinquent activity, and especially with acts of violence. However, Chicago Police Department data on number of police contacts with juveniles, number of arrests of juveniles, and number of community adjustments for juveniles per census tract within the city indicate that there are neighborhoods relatively free of unlawful activity by street gangs.²

On the other hand, there are very large street gangs, primarily black and hispanic, which are extensively engaged in delinquent and criminal activity, and the "turf" or geographical area under the nominal control of these gangs includes a majority of school districts within the city.

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TABLE 6-2 Street Gang information by School District

District	Percent of Students Reporting					
	In the Neighborhood	In the School	Recruit In School	Recruit out Of school	Make Afraid	Threaten or Attack
1	50.4	47.9	4.6	7.5	10.7	7.2
2	55.6	52.4	5.3	7.9	9.4	8.4
3	69.1	68.7	8.8	12.7	12.1	9.9
4	58.1	62.4	6.1	8.2	9.9	8.8
5	67.3	66.6	6.4	9.0	17.8	11.9
6	73.3	71.3	10.5	14.1	13.8	11.6
7	30.2	32.0	6.6	10.5	11.2	6.8
8	66.6	61.7	6.0	9.7	10.6	9.0
9	31.3	28.2	6.1	9.7	9.3	3.9
10	64.1	52.6	9.6	15.4	17.2	9.1
11	58.8	48.0	11.1	14.0	10.1	8.8
12	62.4	53.2	6.0	9.4	10.2	8.5
13	59.0	48.7	13.0	18.7	13.8	11.3
14	57.6	49.4	7.9	11.5	14.8	8.4
15	51.5	51.1	4.8	9.4	10.9	10.7
16	45.6	48.7	9.2	12.8	18.0	8.6
17	56.4	50.3	8.9	12.6	13.5	8.2
18	44.2	33.9	5.0	9.3	7.0	4.6
19	48.4	54.2	7.2	9.8	8.1	7.0
20	50.5	44.2	7.0	11.2	18.2	7.3

Male students report being attacked or threatened by street gangs almost twice as often as female students, according to the information in Table 6-3 which illustrates student responses to questions about street gangs by sex of respondent. According to the information in the table, male students are also more likely to be solicited for gang membership both in school and outside of school than are female students.

TABLE 6-3 Student Responses to Questions About Street Gangs by Sex of the Respondent
(Rate per 100 Students)

Question	"YES" Responses	
	Males	Females
Any street gangs in your neighborhood?	61.2	52.4
Any street gang members in your school?	57.0	49.2
Do gang members solicit you for membership when you are in school?	9.6	5.3
Do gang members solicit you for membership when you are out of school?	14.0	8.2
Do presence of street gangs in your school make you afraid?	11.7	12.3
Have gang members ever attacked or threatened you in school or on the way to or from school?	11.9	5.5

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The younger the student, the more likely he or she is to be approached and solicited for gang membership, with 12 and 13 year old students more than twice as likely as students 18 years or older to be solicited. Furthermore, the younger the student, the more likely that student will express fear of street gang members while in the school. This information is shown in Table 6-4. Notice also that perception or awareness of the presence of street gangs in and around the school does not seem to be affected by age of respondent.

TABLE 6-4 Student Responses to Questions About Street Gangs by Age of Respondent

Question	"YES" Responses by Age				
	11	12-13	14-15	16-17	18 or +
Any street gangs in your neighborhood?	59.8	59.1	61.6	52.9	51.9
Any street gang members in your school?	41.7	47.1	56.0	57.8	59.2
Do gang members solicit you for membership when you are in school?	9.9	9.6	8.8	5.4	4.6
Do gang members solicit you for membership when you are out of school?	16.7	13.0	13.8	7.9	6.4
Do presence of street gang members in your school make you afraid?	14.6	14.9	12.7	9.1	8.2
Have gang members ever attacked or threatened you in school or on the way to or from school?	8.3	9.1	9.9	7.6	8.2

Regardless of race, a majority of students report the presence of street gang members in their neighborhood, although a significantly larger proportion of hispanic students report both presence of street gangs in their neighborhood and in their schools, as indicated in Table 6-5. Recruitment of students by gangs appears to occur most often with American Indian students and least often with white students

Question	"YES" Responses by Race				
	Amer. Indian	Asian	Span. Amer.	White	Black
Any street gangs in your neighborhood?	58.6	50.5	72.6	59.9	57.8
Any street gang members in your school?	54.2	48.8	68.8	55.2	56.2
Do gang members solicit you for membership when you are in school	16.2	7.2	9.7	4.8	7.9
Do gang members solicit you for membership when you are out of school?	18.2	8.2	13.3	7.5	11.8
Do presence of street gangs in your school make you afraid?	10.8	14.7	13.0	8.0	12.8
Have gang members ever attacked or threatened you in school or on the way to or from school?	17.2	10.9	11.3	8.3	7.8

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Even though half of the students report the presence of street gangs in their schools and about 12 out of 100 students say they were either attacked or threatened by street gang members in school or on the way to or from school, about 44 out of 100 classroom teachers report that gangs are not a serious problem at their schools, as indicated in Table 6-6.

TABLE 6-6 Teachers Estimates of the Seriousness of Street Gangs at Their schools				
Question	Percent of Teacher Responses			
	Not Serious	Not Very Serious	Moderately Serious	Very Serious
How serious is the problem of fighting gangs at your school?	43.8	24.4	23.6	8.2

According to the information in Table 6-6 the presence of gangs is viewed as a very serious problem by less than 1 in 10 classroom teachers. Perhaps the responses of teachers differs so greatly from the interpretations which can be placed on student responses because of the lack of specificity of the question. If "seriousness" is viewed by teachers with respect to their own personal safety, only a small proportion would view the problem as very serious. If "seriousness" is viewed by teachers with respect to interference with normal classroom activity, once again only a small proportion might view the problem as very serious.

An even smaller percentage of school principals view the problem of street gangs as either fairly serious or very serious, as indicated by the information in Table 6-7. About 4 in 10 principals consider gangs to be "no problem" and a large majority of principals view the presence of street gangs in and around their school as either no problem or only a slight problem.

TABLE 6-7 Principal Estimates of the Problem of Street Gangs in and around their Schools

Question	Percent of Principal Responses				
	No Problem	Slight Problem	Moderate Problem	Fairly Serious	Very Serious
How much of a Problem is the presence of street gangs.....					
In your School	40.2	35.1	16.5	6.2	2.1
Around your School	39.2	27.8	19.6	8.2	5.2

To examine the responses of principals a little closer, responses were examined by level of school: elementary and high school. This information is shown in Table 6-8 on the following page. It is clear from this table that the problem of street gangs is viewed differently by principals of elementary and high schools. Those who are in charge of high schools view the gang problem as being much more serious in nature than do elementary school principals. This is an expected finding in view of the fact that recruitment for gangs and membership in gangs is

not apparent in grades K through 6, and although recruiting for gang membership begins in the 7th or 8th grades (according to the responses of students) these junior gang members are probably not enough of a disruptive influence in most elementary schools to bring the problem to the attention of principals.

TABLE 6-8 Principal Estimates of the Seriousness of Street Gang Problems at their Schools, By School Level

Presence of Gangs	No Problem	Slight Problem	Moderate Problem	Fairly Serious	Very Serious
In the School					
Elementary	77.0	70.6	12.5	-0-	-0-
High School	23.0	29.4	87.5	100.0	100.0
Around the School					
Elementary	73.7	22.2	5.3	-0-	-0-
High School	26.3	77.8	94.7	100.0	100.0

Regardless of the status of the respondent: student, teacher, or principal, all appear to be aware of both the presence of street gangs in and around the school, and the problems which street gang activity present to them personally, and to the system. As could be expected, students are much more aware of the presence of street gangs than are teachers and principals. The gangs are a contributing factor

to the fears of students and teachers in many schools, concerning their personal safety. The gangs are also responsible for some of the violent crime reported in this study, although it would be difficult to estimate how much of the reported incidents are gang-related.

CHAPTER V
THE ATTITUDES, PERCEPTIONS, AND FEELINGS
OF STUDENTS AND TEACHERS CONCERNING THEIR PERSONAL SAFETY IN SCHOOL

THE ATTITUDES, PERCEPTIONS, AND FEELINGS
OF STUDENTS AND TEACHERS CONCERNING THEIR PERSONAL SAFETY IN SCHOOL

There is a subjective dimension to school-related crime and violence. Fear of crime, and of becoming a victim of crime, can greatly lower the quality of life in any community. It may restrict movement, produce avoidance reactions, and even flight from the area. With respect to the school, fear of crime can influence the decisions of parents concerning which school they want their children to attend, and the decisions of teachers regarding the school in which they want to teach. Of even greater importance is the fear engendered in students and teachers as they go about their daily activities in the school.

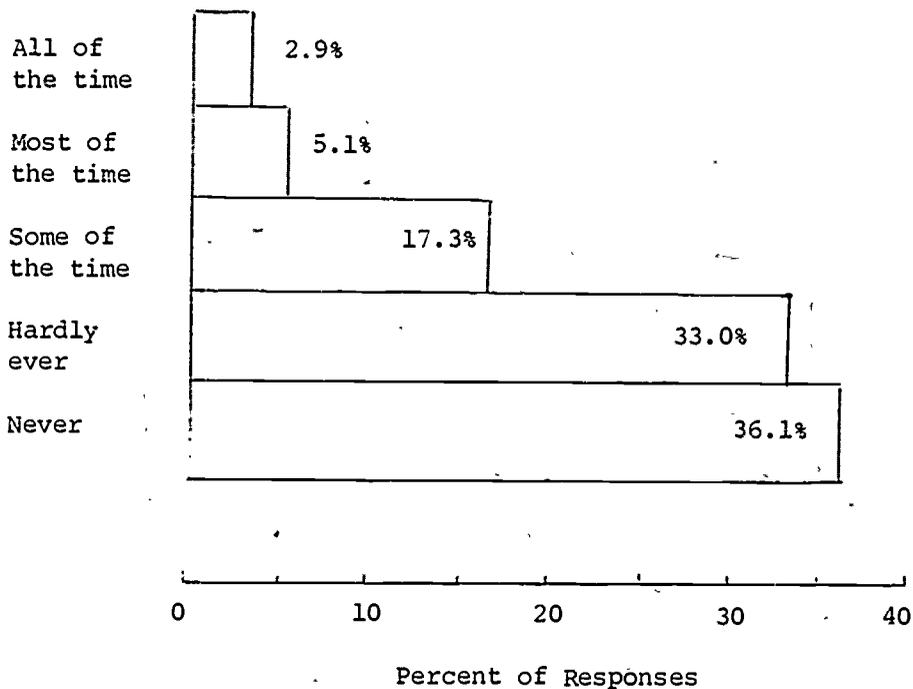
Ideally, no student and no teacher should have to fear becoming a victim of crime. They should not have to avoid certain places or groups of people out of fear, or have to carry some form of weapon for self-protection. Unfortunately, there is no completely crime-free environment in any school system, as the NIE national study indicates. Students and teachers do have fears about their personal safety in and around the school, and several questions in the survey were designed to learn how respondents felt about their personal safety in and around the school.

One question asked of students was, "How often do you feel that someone will hurt or bother you at school?" Student responses to this question are found in Figure 7-1 on the following page. Over two-thirds of the students report that they "rarely" or "never" feel that they will be hurt or bothered at school. On the other hand, almost 3 percent of the students say they are concerned with their personal safety "all of

the time." The distribution of answers are almost the same regardless of the sex of the student, but age and race are factors which make a difference in response patterns.

FIGURE 7-1

Student Responses to the Question: "How often do you feel that someone will hurt or bother you in school?"



Student responses by age of respondent are shown in Table 7-1 on the following page. Younger students are more likely to express concern about being hurt or bothered than older students. These expressions of concern coincide with victimization rates, which tend to be higher for younger students than for older ones. For example, students who are 11 years or younger report that they feel someone will hurt or bother them in school about three times as often as 16 to 18 year old students.

TABLE 7-1 Student Responses to the Question, "How often do you feel that someone will hurt or bother you at school," by age of student					
Answer	Percent of Student Responses by Age				
	11	12-13	14-15	16-17	18 or +
All of the time	6.3	4.3	2.7	1.9	2.2
Most of the time	11.5	7.3	5.7	3.2	3.3
Some of the time	16.1	23.2	17.5	13.2	12.7
Hardly ever	30.2	33.0	32.7	36.9	33.8
Never	31.8	30.8	36.6	40.6	46.3

In Table 7-2 the student responses by race of respondent are displayed. American Indian students express the most concern for their personal safety. They also report the most victimization. Approximately 7 out of 10 American Indian students report that they feel that someone will hurt or bother them in school "all of the time, and 8 out of 10 feel this concern "most of the time." Because the feelings of these students coincide with high victimization rates, it appears that the concerns of American Indian students are based on a realistic assessment of threat to personal safety. However, regardless of race, 2 out of 3 students report that they feel someone will hurt or bother them in school "never," or "hardly ever."

TABLE 7-2 Student Responses to the Question: "How often do you feel that someone will hurt or bother you at school," by race of student					
Percent of Student Responses by Race					
Answer	Amer. Ind.	Asian	Hispanic	Black	White
All of the time	6.9	2.4	3.0	2.6	3.1
Most of the time	7.9	8.5	6.2	5.6	3.8
Some of the time	14.3	25.9	19.2	17.7	14.7
Hardly ever	34.5	32.4	33.8	33.6	38.6
Never	34.0	29.4	34.5	38.9	37.8

If only the responses of students who reported they were victims of a robbery or assault are examined, it can be seen that victims generally are more fearful of their personal safety than nonvictims. Whereas about 3 out of 100 nonvictims (of assault or robbery) say they feel afraid someone will hurt or bother them in school, about 4 out of 100 victims say they feel afraid someone will hurt or bother them. The difference in responses are even more pronounced for the second response category, "most of the time." About 8 out of 100 victims, and 5 out of 100 nonvictims say they feel that someone will hurt or bother them in school most of the time. This information is shown in Table 7-3 on the following page.

TABLE 7-3 Student Responses to the Question, "How often do you feel that someone will hurt or bother you in school," by classification as victim or nonvictim.

Answer	Percent of Responses	
	Victim	Nonvictim
All of the time	4.2	2.7
Most of the time	7.7	4.8
Some of the time	24.9	15.3
Hardly ever	29.3	35.0
Never	30.4	37.7

*Students who reported being victims of a robbery or an assault.

Percents do not total 100% due to multiple responses

How Often Do Students Feel Safe in the School Building? Approximately 2 out of 3 students say that they feel safe in the school building all of the time or most of the time, as indicated in Table 7-4. On the other hand, almost 9 percent of the students say that they feel safe in the school building "never," or "hardly ever." As shown in the Table, the responses are somewhat different for victims and nonvictims, with victims feeling less safe than nonvictims. Whereas nonvictims say they feel safe in the building "all of the time" in 38 out of 100 responses, victims provide this response in only 32 out of 100 cases. Furthermore, whereas 3.6 percent of nonvictims say they "never" feel safe in the

school building, 4.9 percent of victims say they "never" feel safe in the building.

TABLE 7-4 Student Responses to the Question: "How often do you feel safe in the school Building?" by classification as victim or nonvictim

Answer	Percent of Responses	
	Victim	Nonvictim
All of the time	32.4	37.8
Most of the time	29.6	32.7
Some of the time	22.2	20.1
Hardly ever	5.5	4.8
Never	4.9	3.6

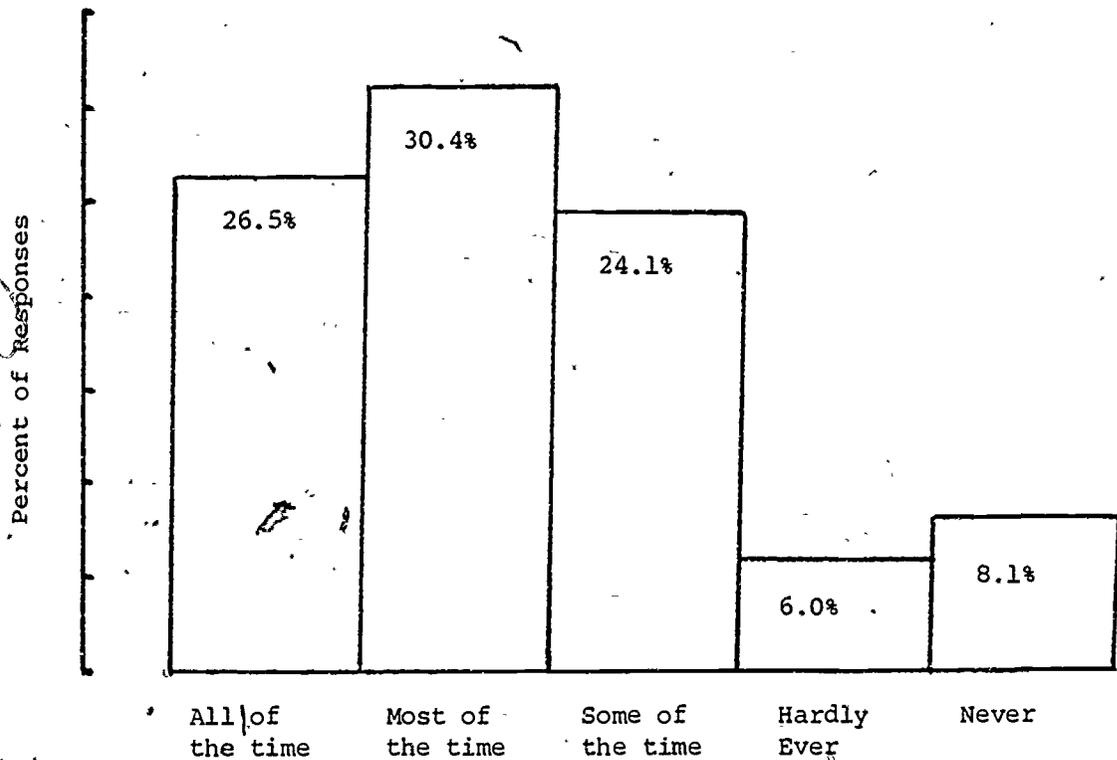
* Students who reported being victims of a robbery or an assault.

There are no significant differences in student responses to this question by sex of respondent, but such differences do appear for the variables age and race. Once again, the younger the student, the more likely he or she will express concern for physical safety in the school building. And, once again, American Indian students express more concern for their safety in the school building than do students of other races.

How Often do Students Feel Safe on School Grounds? Of the students in the sample, about 57 percent say that they feel safe on school grounds "all of the time," or "most of the time." But, according to the information in Figure 7-5 14 percent say that they feel safe on school grounds "never," or "hardly ever."

FIGURE 7-5

Student Responses to the Question, "How often do you feel safe on school grounds?"



Places In and Around the School Some Students Avoid. In schools where some students are fearful of their personal safety, there are usually certain places which are avoided, either because of personal experiences, or because students have heard that they are places to be avoided. In the survey, students were asked if there were places in and around the school which they avoided, "because someone might hurt or bother them there." The distribution of student responses is shown in Table 7-5 below.

TABLE 7-5 Places Some Students Avoid	
Place Avoided	Percent of Students who avoid this place
The shortest way to school	12.5
Entrances to the school	11.3
Hallways or stairs	10.4
Parts of cafeteria	8.7
School restrooms	16.3
Other places inside school building	15.0
School parking lot	16.3
Other places on the school grounds	18.7

Female students are more likely to say they avoid certain places in and around the school than male students, as indicated in Table 7-6.

TABLE 7-6 Places Some Students Avoid by Sex of Student		
Place Avoided	Percent Responses by Sex	
	Male	Female
The shortest way to school	10.2	15.1
Entrances to the school	10.4	12.4
Hallways or stairs	9.7	11.1
Parts of cafeteria	9.1	8.5
School restrooms	15.7	17.2
Other places inside school building	13.8	16.6
School parking lot	12.5	20.6
Other places on the school grounds	16.7	21.2

Female students are less likely to be victims of a serious crime (assault or robbery) in the school setting than male students, and it also appears that female students are a little more cautious than their male counterparts. In the table above, female respondents indicate that they are far more likely than males to avoid the shortest way to or from school, the school parking lot, and other places on the school grounds. In only one instance are female students less likely than males to avoid a specific site, and that is the school cafeteria, or parts of it.

While there are some minor differences in student responses to the question of places to avoid by age of the respondent, some large differences appear when this question is examined by race of student as indicated in Table 7-7

TABLE 7-7. Places Some Students Avoid By Race of Student					
Place Avoided	Percent Responses by Race				
	Indian	Asian	Hispanic	Black	White
The shortest way to school	20.2	15.0	13.9	14.9	4.8
Entrances to the school	18.7	14.0	10.2	12.3	14.5
Hallways or stairs	16.3	12.3	10.2	12.3	5.3
Parts of Cafeteria	12.8	10.6	8.1	9.5	6.7
School restrooms	21.7	18.4	14.9	17.5	14.1
Other places inside school building	17.7	18.1	13.3	17.9	9.2
School parking lot	21.2	21.5	16.3	19.4	8.8
Other places on the school grounds	21.6	21.8	20.0	21.1	12.9

For example, white students say they avoid the shortest way to school only one-third as often as students of other races. In general, white students avoid certain places in and around the school much less than do students of all other races. And, once again, American Indian

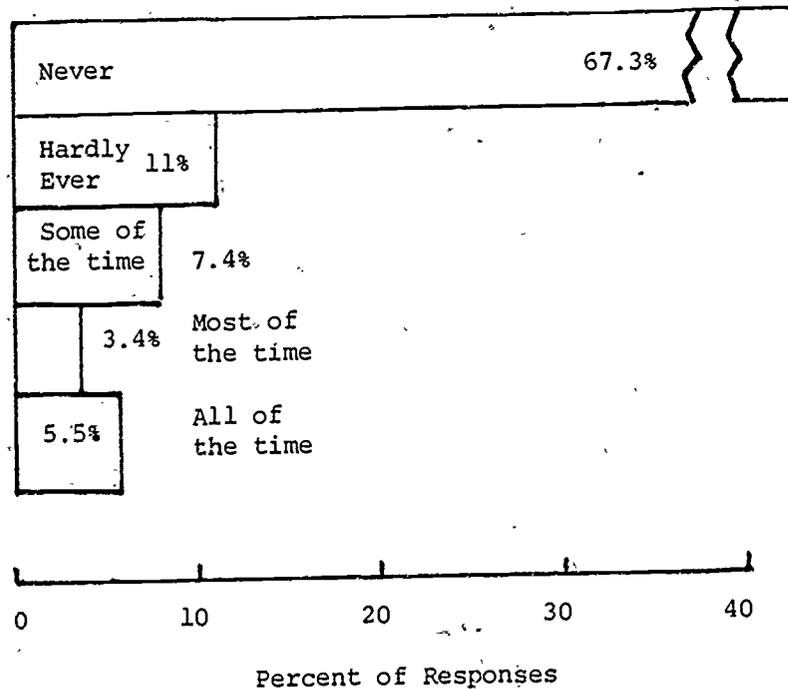
student are more likely to express concern for their physical safety by avoiding places in and around the school than students of any other race.

How Often Do Students Bring Something to School for Self-Protection?

In response to the question, "How often do you bring something to school for self-protection?" approximately 7 out of 10 students answered "Never," as shown in Figure 7-6. Consolidating the two categories, "never," and "hardly ever," about 8 out of 10 students rarely if ever bring anything to school to protect themselves. On the other hand, almost 1 in 10 students say that they bring something to school for protection all of the time or most of the time.

FIGURE 7-6

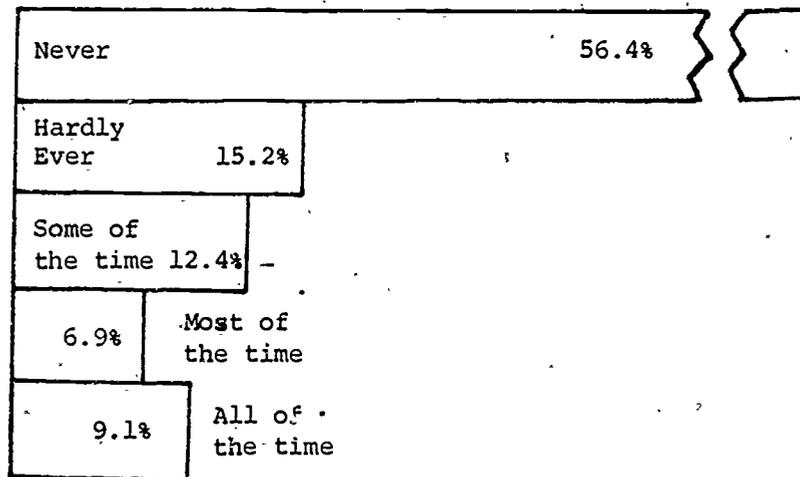
How Often Do Students Bring Something To School for Self-Protection?



It might be assumed that students who reported being victims of an assault or a robbery would be more likely to bring something to school for protection, and this turns out to be the case, as indicated in Figure 7-7. Whereas all respondents in the sample who answered this question indicated that they never brought anything to school for protection in 67.3 percent of the cases, victims indicated that they never brought anything to school for protection in 56.4 percent of the cases. Approximately 5.5 percent of all respondents in the sample indicated they brought something to school for protection all of the time, but about 9.1% of victims indicated that they brought something to school all of the time.

FIGURE 7-7

How Often Do Student Victims Bring Something to School for Self-Protection?



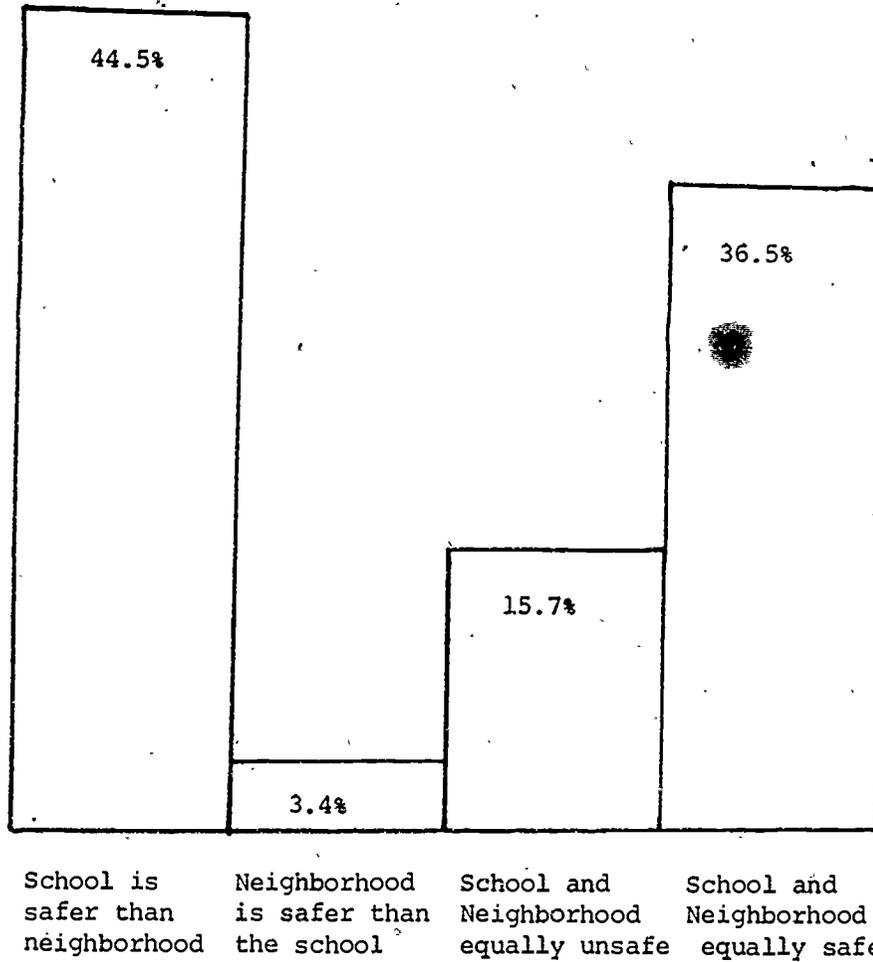
Of those students who say they bring something to school for self-protection, the most frequently indicated weapon is a knife, or other form of cutting tool or instrument, as indicated in Table 7-8. The next most frequently indicated weapon is some form of club, or instrument with which to strike someone. In this category were found such items as pipes, hammers, wrenches, and other tools, as well as more "professional" items such as blackjacks.

TABLE 7-8 What Students Say They Bring to School for Self-Protection		
Students Say They Bring...	Percent of Responses	
	Victims	Non-Victims
Knife, razor, or other form of cutting tool	47.6	41.3
Club, stick, or some other form of clubbing instrument	15.1	18.5
Hatpin, icepick or some form of puncture tool	12.5	20.2
Chemical spray	7.3	4.5
Belt, beltbuckle, chain, or rope	7.2	7.3
Gun	5.8	3.1
Other	4.5	5.0
N= 4372		

Teachers were also asked questions about their assessment of the safety of the school and the neighborhood around the school. In one question the teachers were asked to assess the safety of the school in comparison with the neighborhood around the school. The responses of the teachers are shown in Figure 7-8.

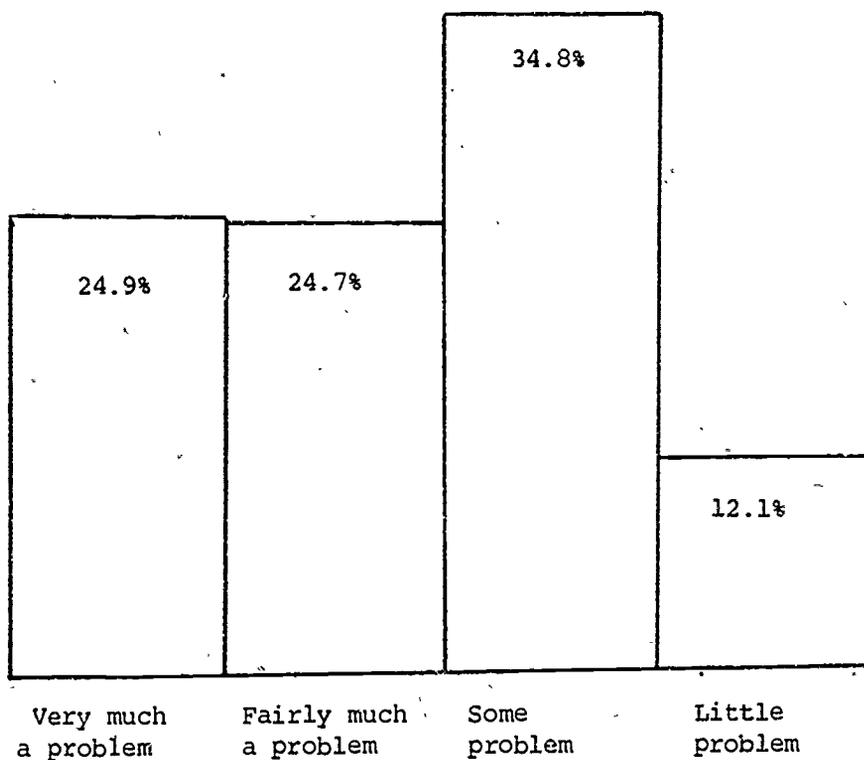
FIGURE 7-8

Teacher Assessment of Safety of the School and the Neighborhood surrounding the school



Approximately 8 out of 10 teachers believe that the school is safer than the neighborhood, or that both the school and the neighborhood are safe places. About 16 percent of the teachers report that they believe both the school and the neighborhood are unsafe. In Figure 7-9 we find the teacher assessment of crime around their school.

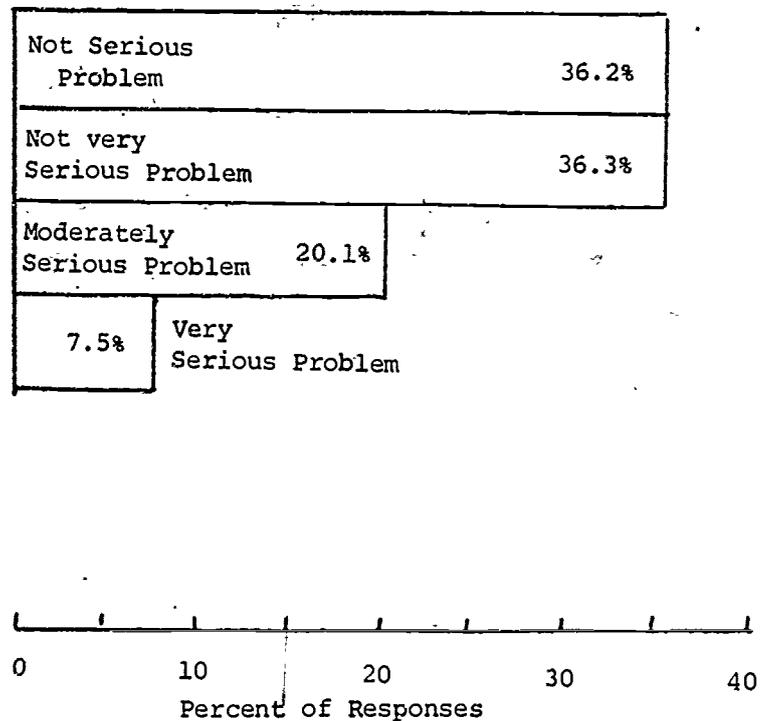
FIGURE 7-9
Teacher Assessment of the Problem of Vandalism,
Personal Attack, and Theft in Neighborhood around
Their School



Approximately 1 in 4 teachers find vandalism, personal attack, and theft very much of a problem in the neighborhood around the school. Equally, 1 in 4 teachers find these incidents to be "fairly much of a problem." About 12 out of 100 teachers find these things to be "little problem" in the neighborhood around the school. Not indicated in the graphic display is that 3.5 percent of the teachers find these things to be no problem in the neighborhood around the school.

Next, the teachers were asked to assess the likelihood of their being assaulted and injured at their school, and their responses are displayed in Figure 7-10.

FIGURE 7-10
Teacher Assessment of Likelihood of
Being Assaulted and Injured at their
School



A little over 7 out of 10 teachers report that their being assaulted and injured at their school is not a very serious problem. On the other hand, 2 out of 10 consider it a moderately serious problem, and 7.5 percent view the problem as very serious.

The teachers were asked to assess unsafe places in and around the school for themselves, and for students. According to the responses, the two most unsafe places for teachers are both outside of the school, but on school property -- the parking lot and the playground. Well over half the teachers indicated that these were the most unsafe places for teachers, as indicated in Table 7-9.

TABLE 7-9 Teacher Assessment of Most Unsafe Place in the School For Teachers		
Rank	Place	Percent of Responses
1	Parking lot	37.6
2	Playground	18.6
3	Hall/stairs	16.4
4	Classroom	8.9
5	Lunchroom	4.7
6	Washroom	3.7
7	Gym	1.6
8	Other	8.4

Inside the school building, the most unsafe place for a teacher, according to the respondents, is the site classification "hall or stairs." Although teachers spend most of their time in the classroom, this was indicated as the most unsafe place in less than 10 percent of the responses.

According to the assessment of teachers, the playground is the most unsafe place for students. Almost half of the teachers so indicated. Inside the school building, the most unsafe place for students, according to the teachers is the student washroom or restroom, followed by halls or stairs.

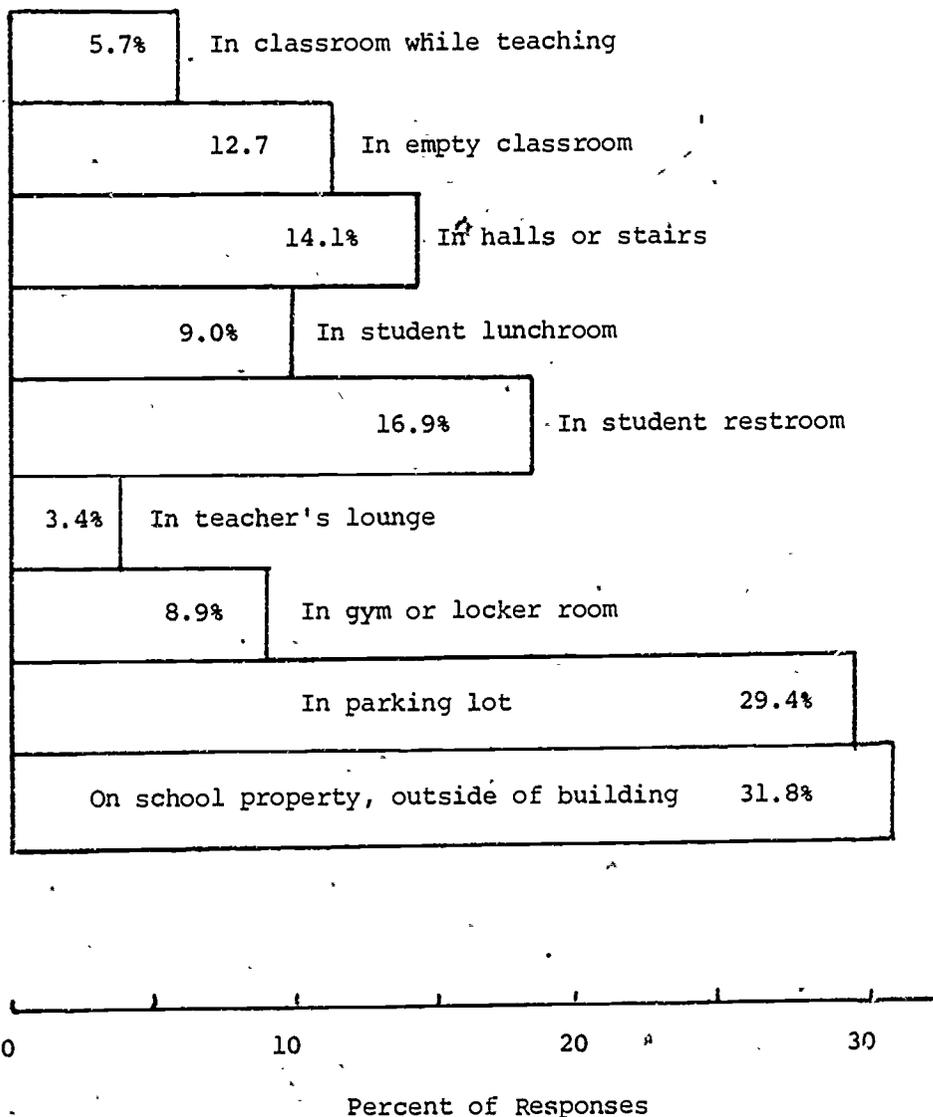
TABLE 7-10 Teacher Assessment of Most Unsafe Place in the School For Students

Rank	Place	Percent of Responses
1	Playground	46.1
2	Washroom	19.1
3	Hall/stairs	11.2
4	Lunchroom	5.1
5	Parking lot	4.6
6	Gym/locker room	3.2
7	Classroom	1.4
8	Entrance	1.2
9	Other	7.8

Finally, teachers were asked to rate the safety of various places inside the school during regular school hours. The responses are shown in Figure 7-11.

FIGURE 7-11

Teachers Who Consider the Following Places "Very Unsafe" or "Fairly Unsafe" at School During School Hours



CHAPTER VI

RECOMMENDATIONS

RECOMMENDATIONS OF STUDENTS, TEACHERS, AND PRINCIPALS

In the survey, students, teachers, and principals were asked to make suggestions and recommendations concerning what can be done to address the problem of school-related crime and violence. In most instances the questions were posed in open-ended fashion, and the respondents could write in anything they felt appropriate. The suggestions and recommendations were then grouped, based on their similarity, into six categories. The six categories and a description of the contents of each category are presented below:

TABLE 8-1 Categories of Recommendations Concerning What to do About School Crime and Violence	
Category	Description
Security Devices	Use of more detection systems, alarms, locks, screens, closed-circuit television, etc..
Security Personnel	Use of more police, school security personnel, volunteer hall monitors, etc..
Discipline and Supervision	Stricter enforcement of rules and regulations, suspension, expulsion, prosecution, and use of special schools or classes.
Training and Organization	In-service security training for staff, smaller schools and classrooms, staff accountability, etc.
Parental-Community Involvement	More parental involvement, closer relationships with police and the courts, more public focus on the problem.
Curriculum and Counseling	Curriculum designed to meet the needs of more students, more individual attention to problem students, etc..

The recommendations from students are presented by grade level, and the recommendations from teachers are presented by school level: elementary and high school. For ease of presentation, the recommendations of students and teachers are depicted with graphs, and are found in Figures 8-1 to 8-5 on the following pages. The most frequent response from students, regardless of grade level falls into the category of "discipline and supervision." However, the younger the student, the more likely the student is to make this recommendation. Students in the 7th and 8th grade make this recommendation 56 percent of the time, and students in the 11th and 12th grades make this recommendation 36 percent of the time. The second most frequently occurring recommendation has to do with the use of more security personnel. With an increase in grade level there is an accompanying increase in the frequency with which "parental-community involvement?" and "curriculum and counseling" are recommended.

While most of the handwritten recommendations of students could be grouped into one of the six categories, this did not always prove to be possible. A small percentage of students offered recommendations which had to do with student involvement in school governance and the school disciplinary process, with many students recommending peer disciplinary committees. Another still smaller percentage of students offered recommendations having to do with alterations or modifications in the physical environment of the school.

In the "discipline and supervision" category, the most frequent suggestions and recommendations had to do with strict rule enforcement and follow through by teachers and administrators. The students seemed to be saying that regardless of age, students should be held accountable.

FIGURE 8-1

The Recommendations of 7th and 8th Grade Students
Concerning What to do About School Crime and Violence

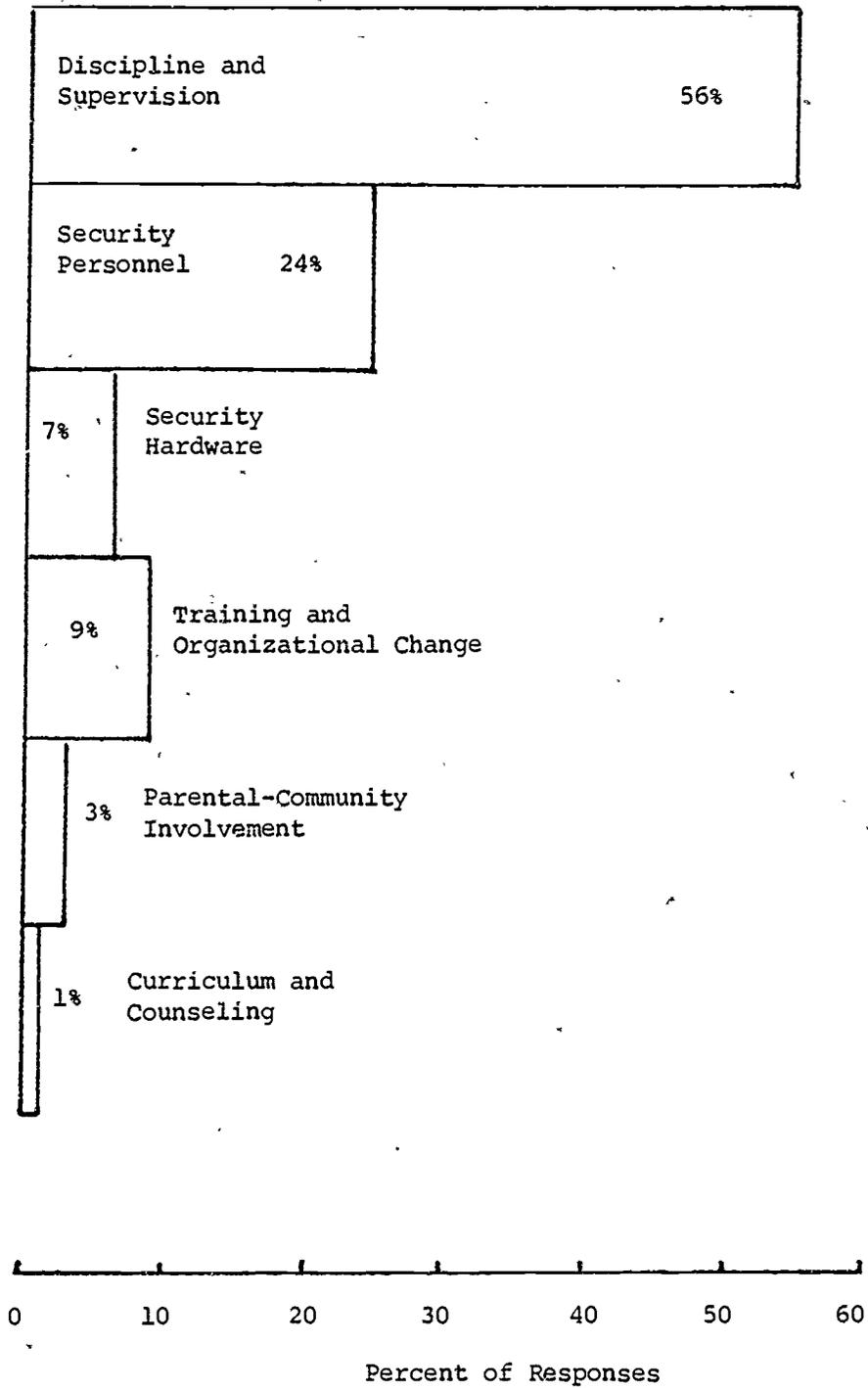


FIGURE 8-2

The Recommendations of 9th and 10th Grade Students
Concerning What to do About School Crime and Violence

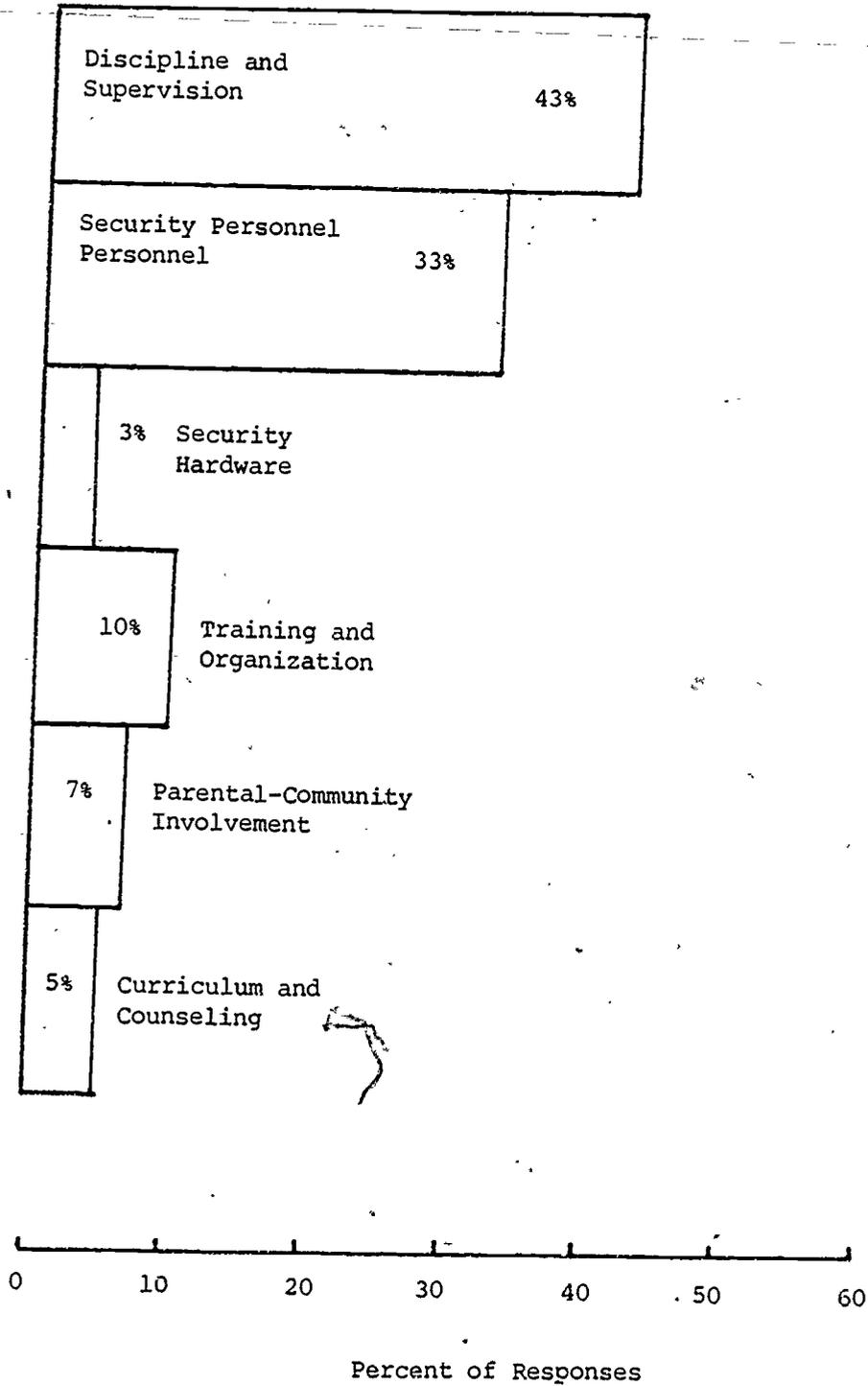
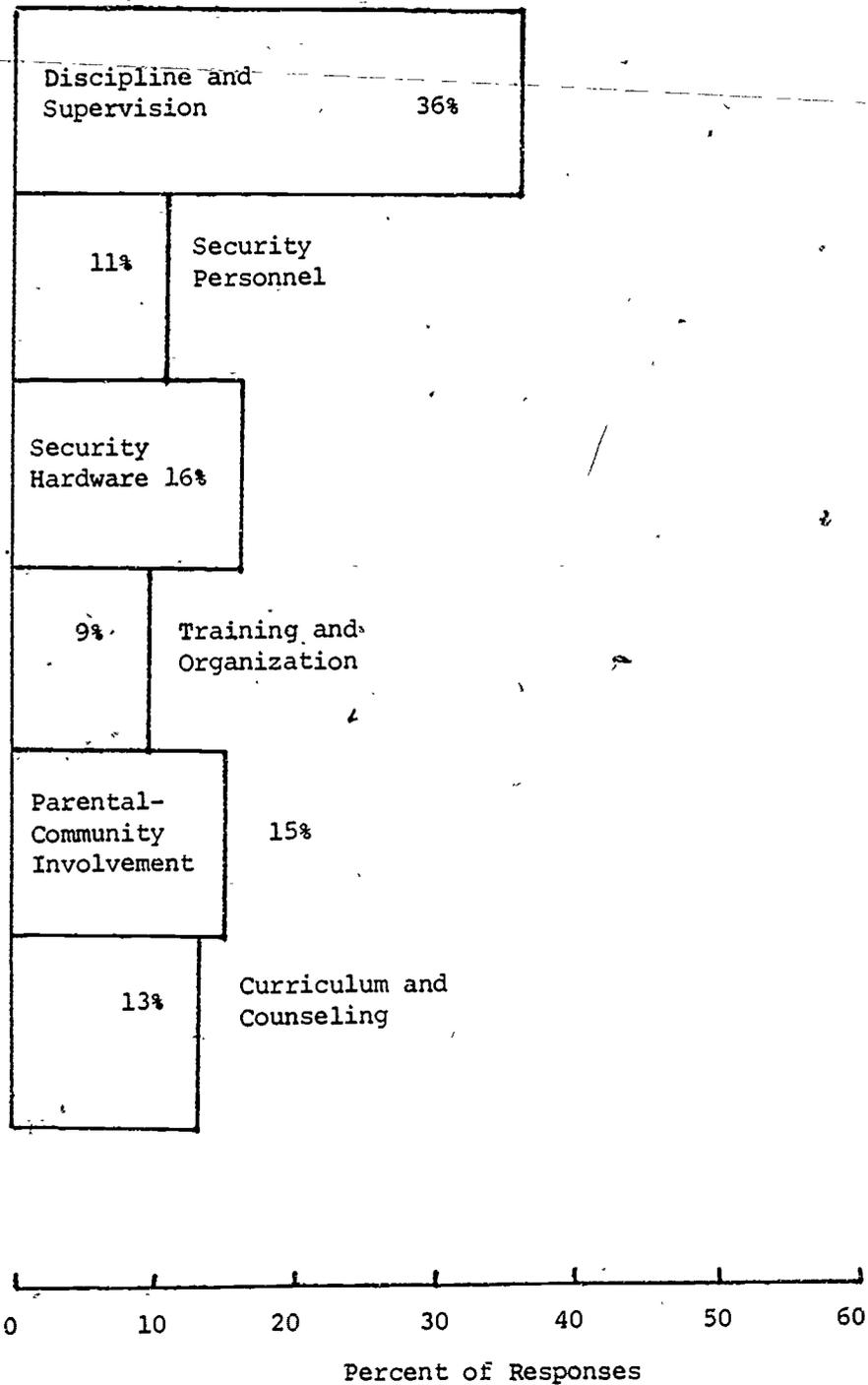


FIGURE 8-3

The Recommendations of 11th and 12th Grade Students
Concerning What to do About School Crime and Violence



Teachers in both elementary and high schools also recommended stricter discipline and firmness as the best response to school crime and violence. With respect to frequency of occurrence, suggestions falling into the category of "discipline and supervision" appeared in 37 percent of the responses from elementary school teachers and 34 percent of the responses of high school teachers. The teachers were generally more specific than the students, recommending with great frequency arrest and prosecution of violent offenders, and frequently criticizing the juvenile court for laxity. Teachers were also often critical of the amount of support they received from the Board of Education and the "central office" with respect to discipline problems. Many teachers expressed the view that the "system" did not back them up or proceed vigorously enough in cases of assault.

Increased use of security personnel was also recommended with great frequency by teachers. Elementary school teachers recommended the use of more security personnel 21 percent of the time and high school teachers made this recommendation 30 percent of the time. Teachers were more likely to recommend school security personnel and less likely to recommend the use of police than students. Most teachers did not feel that school security should be a major responsibility of classroom teachers, especially outside of the classroom itself. Thus, few teachers suggested any form of in-service security training for teachers.

Both elementary and high school teachers were less likely to recommend "parental-community involvement" than high school students in the 11th and 12th grades, and were no more likely as a group to recommend "curriculum and counseling" improvements than 11th and 12th grade students.

FIGURE 8-4

The Recommendations of Elementary School Teachers
Concerning What to do About School Crime and Violence

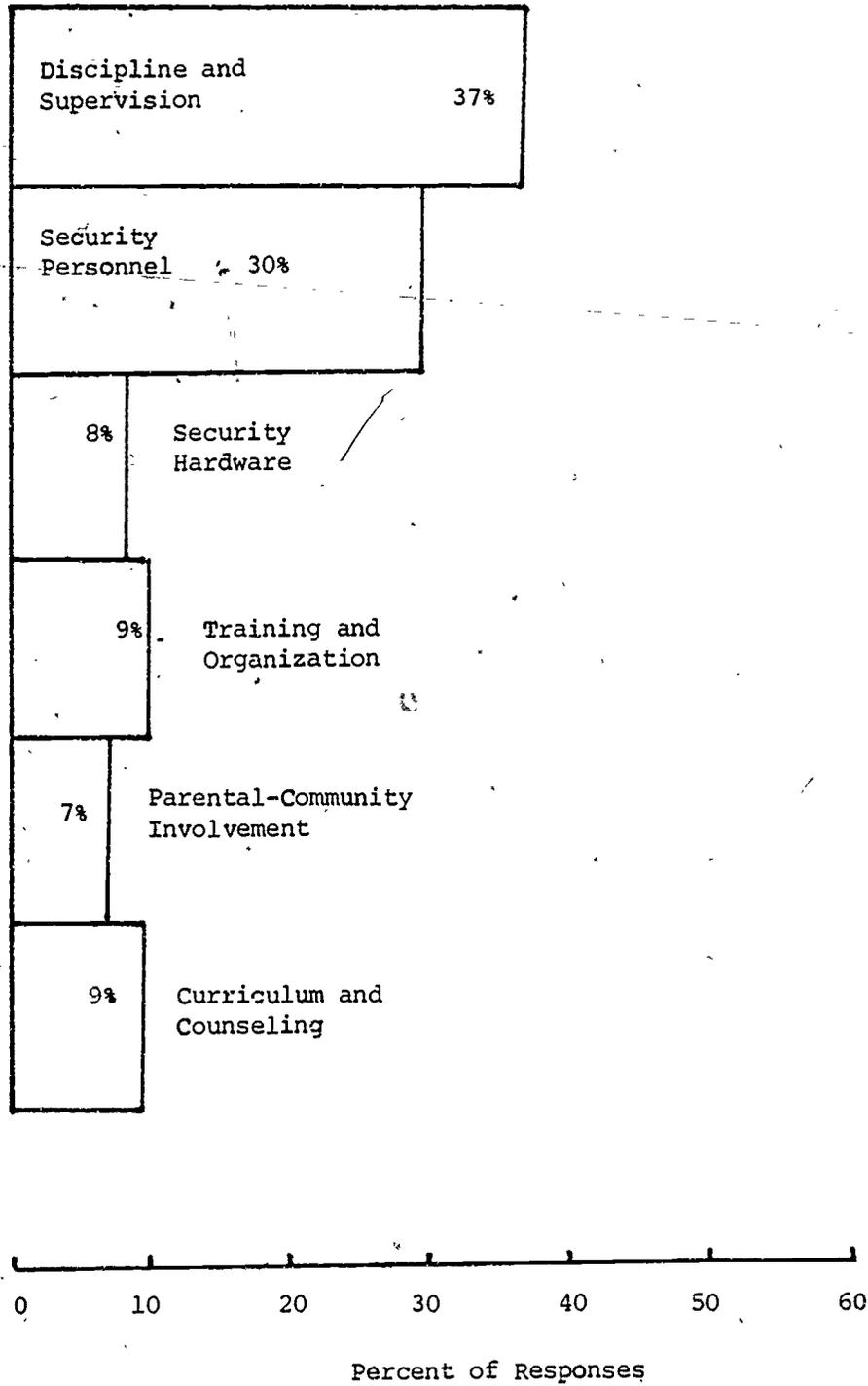
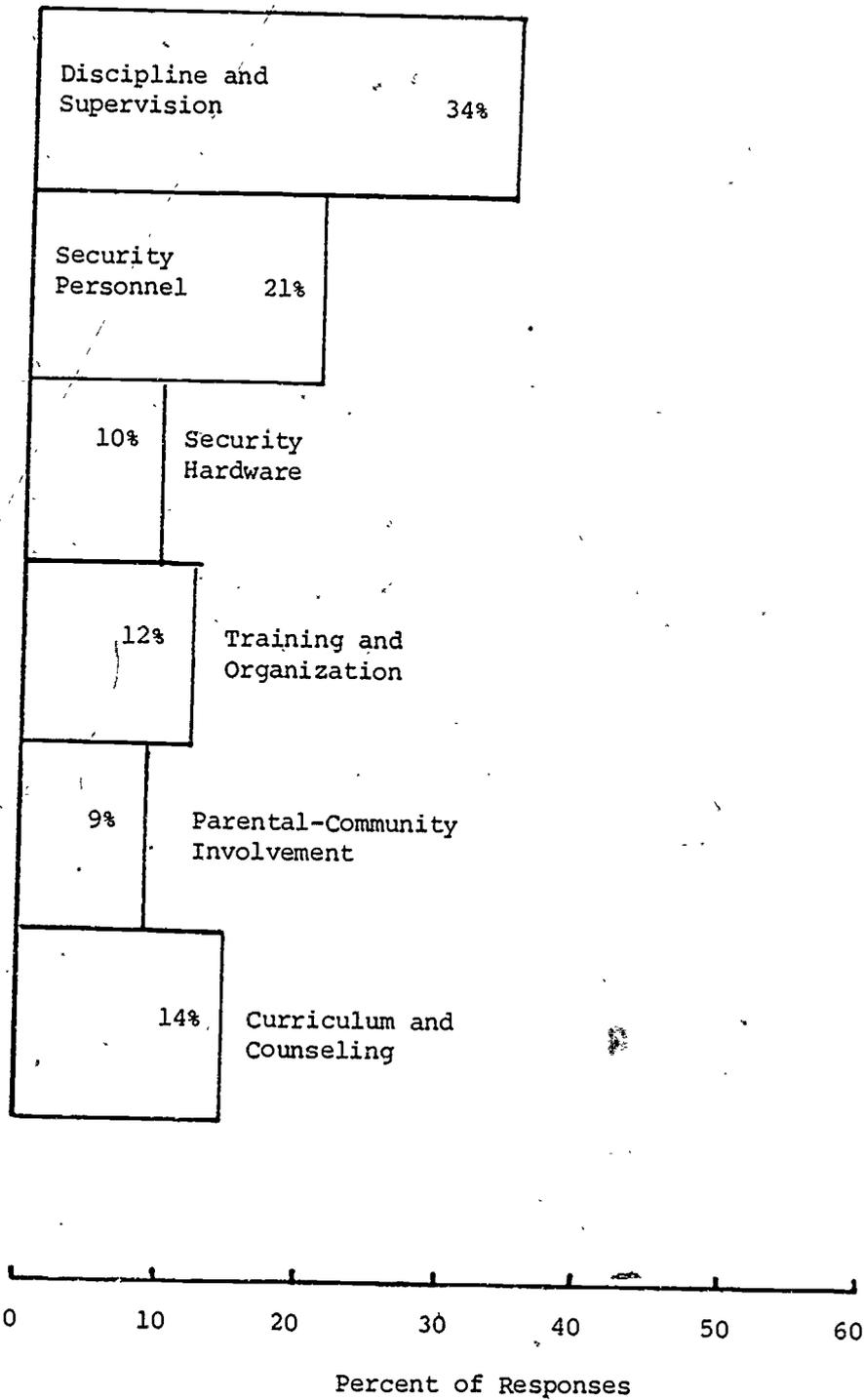


FIGURE 8-5

The Recommendations of High School Teachers
Concerning What to do About School Crime and Violence



Principals in the sample were asked four specific questions about what could be done to reduce crime and violence in the schools. The first question asked what the Board of Education could do, and the response of principals is illustrated in Table 8-2

TABLE 8-2 Principals' Responses to the Question, "What can the Board of Education do to Reduce Crime and Violence in the Schools?"		
Rank	Recommendations	Percent of Responses
1	Develop and publicize a policy of strict discipline and rule enforcement	31
2	Provide more personnel, and specifically more security personnel	20
3	Remove students identified as behavior problems from regular school environment	18
4	Provide much more firm support for teachers and administrators	14
5	Endorse and support stronger parent and community involvement in schools	10
6	Provide more security hardware	7
		100

The largest proportion of responses had to do with firm support for a policy of strict discipline and rule enforcement. Principals and teachers alike expressed the belief that the Board of Education often failed to provide this support as a matter of policy. The concern of principals in this regard is also reflected in the third ranking recom-

mentation in Table 8-2 Principals want much more firm support for themselves and for teachers from the Board of Education as they attempt strict rule enforcement and firm discipline.

The second question asked principals what the Superintendent of Schools could do to reduce crime and violence in the schools. The principals' responses are found in Table 8-3

TABLE 8-3 Principals' Responses to the Question, "What can the Superintendent of Schools do to Reduce Crime and Violence in the Schools?"		
Rank	Recommendation	Percent of Responses
1	Provide firm support for policy of strict rule enforcement and discipline	37
2	Provide more personnel in general and specifically more security personnel	29
3	Provide much firmer support for teachers and administrators.	15
4	Strictly back a systemwide disciplinary code and prosecution of law violators	9
5	Actively campaign to involve parents and community in school activities	6
6	Work much more closely with District Superintendents and principals	4
		100

Responses are similar to those for the first question. Principals want a firm policy implemented by the Board of Education and actively supported by the Superintendent of Schools which will provide teachers and principals with the backup they feel they need to strictly and firmly enforce rules and regulations.

The third question asked principals what the District Superintendents could do to reduce crime and violence in the schools. Responses to this question are found in Table 8-4

TABLE 8-4 Principals' Responses to the Question, "What can the District Superintendent do to Reduce Crime and Violence in the Schools?"		
Rank	Recommendations	Percent of Responses
1	Support principals	42
2	Involve parents and the Community in school problems	31
3	Support policy of strict rule enforcement and discipline	11
4	Support efforts to obtain more personnel, especially security personnel	8
5	Give principals more authority and autonomy in decision-making	5
6	Keep the General Superintendent informed of local school problems	3
		100

Once again the plea from principals is for firm support. The response of principals to the first three questions can only be interpreted as a belief on the part of principals that they are not getting this support at the present time.

The fourth questions asked principals what they could do to reduce crime and violence in the schools. Responses to this question are found in Table 8-5

TABLE 8-5 Principals' Responses to the Question, "What can Principals do to Reduce Crime and Violence in the Schools?"		
Rank	Recommendations	Percent of Responses
1	Strictly enforce rules and regulations	47
2	Involve the parents and the community	18
3	Back up your teachers	15
4	Be constantly visible and available	11
5	Create curriculum to meet student needs	7
6	Involve students and teachers in school security problems	2
		100

RECOMMENDATIONS OF THE CITIZENS ADVISORY COMMITTEE

The Chicago Safe School Study Citizens Advisory Committee, upon reviewing the study report, makes the following recommendations to the General Superintendent of Schools and the Chicago Board of Education:

1. While realizing the financial problems of the Chicago schools, serious consideration should be given to increasing the number of school security personnel in high crime schools.
2. To supplement regular school security personnel, use should be made of citizen volunteers, especially parents of school-age children, for security purposes.
3. A request should be made to the Superintendent of Police for additional Youth Officers to be permanently stationed in high crime schools.
4. Based on the recommendations of students, teachers, and principals, much more emphasis should be given to a firm, and clearly articulated disciplinary policy throughout the school system, and this policy should be continually emphasized by the Board of Education.
5. Chicago school teachers should be given greater support in the prosecution of violent student offenders.
6. Because many assaults and robberies in which students are victims occur after regular school hours, arrangements should be made for increased police patrol activities around schools during the first hour after most students are released from school.
7. As a means of addressing the problem of school crime, increased efforts should be made to actively involve local Parent-Teacher groups, and other community groups in the neighborhood surrounding the schools.
8. School principals should exert greater effort in involving both public and private agencies to assist them in addressing the problem of school crime, and should not assume that a serious school crime problem is a reflection on their administrative abilities.
9. Greater emphasis should be placed on the involvement of students in addressing the issue of school crime, including experimentation with peer group disciplinary committees.
10. Teachers should be given training in group dynamics and other approaches to potentially explosive classroom situations which could lead to violent behavior. Special emphasis should be given to effective methods of avoiding confrontation situations.

RECOMMENDATIONS OF THE PRINCIPAL INVESTIGATOR

Serious crime and violence in and around the Chicago schools is a serious problem and should receive much greater attention than it has in the past. It is one thing to say that educators should focus on educational goals, but to say this and ignore or downplay the impact of actual crime and violence and the fear and anxiety created by crime and violence is to create havoc with educational goals. Not only does it disrupt the learning process and divert resources, but school related crime and violence affects the socialization process which takes place in the school setting, and which has a ripple effect which spreads outward from the schools over long periods of time.

There is no simple solution. Generalizations based on existing theories or applied approaches are often either too global in nature or too school specific. What works in one school may not work at all in another school. Action must be based on the unique characteristics of a particular school or community. However, available research, including the NIE national study and the Chicago study, offers some sound suggestions. They are offered as guides to movement in the right direction and the reader will find no unique approaches here.

Recommendations

1. The school system should devote considerable effort toward developing linkages with other public agencies in addressing the problem of school related crime and violence, including the Juvenile Court of Cook County, the Youth Division of the Chicago Police Department, the Chicago Department of Human Services, and the Illinois Department of Mental Health.
2. School governance appears to be the key to effectively dealing with school related crime and violence. The basic elements are firm, fair, and consistent discipline, involvement of the student in the governance process, and a system of incentives and rewards for students.

3. Large scale desegregation efforts in urban school systems generally bring about an increase in school violence. The Chicago system must anticipate this and plan now to deal with the problem
4. The Chicago school system should supply principals of high crime schools with extra resources and greater flexibility than they normally are given. This will allow the principal to devote more time to effective leadership and greater visibility to students and teachers, and also permit the design of curriculum which will be perceived as more relevant to student body.
5. Members of the Board of Education, the General Superintendent of Schools, and central office staff should work more closely with District Superintendents and principals to develop clear-cut policy with respect to discipline and then firmly support implementation of the policy.
6. Seriously affected schools should be provided with additional security personnel and closer police patrol. In addition, serious consideration should be given to recruitment and training of parent and community volunteers who will spend a few hours a week in the school as hall/entrance monitors, and as strolling surveillance team which will regularly walk the streets adjacent to the school.
7. The General Superintendent of Schools should consider the appointment of a high level staff person reporting directly to the Superintendent to coordinate all school safety and security efforts. A major task of this individual should be the seeking of community (school neighborhood level) involvement in local school problems, including crime, violence, and vandalism.
8. The General Superintendent of Schools should consolidate all school safety and security activities under one bureau, department, or division. Responsibilities are presently too diversified.
9. The Chicago school system must develop a modern incident reporting system designed for rapid information retrieval and data analysis. The system presently possesses this capability, but it has not been operationalized.
10. The Chicago school system should seek the active involvement of the greater Chicago college and university community in the planning, development, and implementation of safe school programs. These resources are presently, and historically, not utilized.

11. Since the majority of assaults on teachers take place in the classroom, usually in relation to a disciplinary problem, consideration should be given to special in-service training for teachers in dealing with students who are behavior problems.
12. Since a large proportion of assaults on students and robbery of students occur after regular school hours on the streets near schools, arrangements should be made with local police districts to provide increased patrol during this time period.
13. Since students in the age range 12 to 15 years are the principal targets of assault and robbery, special attention should be given by teachers and administrators to students in this age range. The transition from elementary school to high school appears to increase the likelihood of victimization, and freshman students in the high schools are especially vulnerable.

FOOTNOTES TO THE CHAPTERS

Introduction

1. Report of the Institute for Juvenile Research, Illinois Department of Mental Health, 1978.
2. Violent Schools - Safe Schools: The Safe School Study Report to the Congress, Volume I, National Institute of Education, 1978.
3. Violent Schools - Safe Schools.
4. National Crime Survey, SD-VAD-4, U.S. Department of Justice, LEAA 1977.
5. Johns Hopkins University, Center for Social Organization of Schools, Report No. 289. 1979.
6. Criminal Victimization in Urban Schools, SD-VAD-8, U.S. Department of Justice, LEAA, 1979.
7. Wesley Skogan, Sample Surveys of the Victims of Crime, Ballinger Publishing Company, 1976.

Theft

1. For student theft victimization rates the 95 percent confidence interval is $24\% \pm .07\%$ (23.3% to 24.7%). Extrapolated to the population of 250,000 students this is $60,000 \pm 1750$ students.
2. National Crime Survey studies 1974 to 1977.
3. For teacher theft victimization rates the 95 percent confidence interval is $27\% \pm 2\%$ (25% to 29%). Extrapolated to the population of 25,000 teachers this is 6750 ± 500 teachers.

Assault

1. For student assault victimization rates the 95 percent confidence interval is $3.3\% \pm 0.3\%$ (3% to 3.6%). Extrapolated to the population of 250,000 students this is 8250 ± 750 students.
2. For student attempted assault victimization rates the 95 percent confidence interval is $8.5\% \pm 0.4\%$ (8.1% to 8.9%). Extrapolated to the population of 250,000 students this is $21,250 \pm 1000$ students.
3. National Crime Survey, SD-VAD-4.
4. National Crime Survey, SD-VAD-4.
5. For teacher assault victimization rates the 95 percent confidence interval is $1.77\% \pm 0.7\%$ (1.07% to 2.47%). Extrapolated to the population of 25,000 teachers this is 433 ± 175 teachers.

6. National Center for Educational Statistics survey, reported in Appendix B-1, of Safe Schools - Violent Schools.

Robbery

1. For student robbery victimization rates the 95 percent confidence interval is $2.5\% \pm 0.2\%$ (2.3% to 2.7%). Extrapolated to the population of 250,000 students this is 6250 ± 500 students.
2. For student attempted robbery victimization rates the 95 percent confidence interval is $6.7\% \pm 0.4\%$ (6.3% to 7.1%). Extrapolated to the student population of 250,000 this is $16,750 \pm 1000$.

Street Gangs

1. From focus group sessions with high school students and members of the Chicago Police Department Youth Division.
2. Youth Problems in the City: A Data Inventory, Institute for Juvenile Research, Illinois Department of Mental Health, 1979 Annual Report.

APPENDIX A

WHERE TO OBTAIN FURTHER INFORMATION
ABOUT THE CHICAGO SAFE SCHOOL STUDY

WHERE TO OBTAIN FURTHER INFORMATION ABOUT THE CHICAGO SAFE SCHOOL STUDY

- A. Executive Summary and Overview - This publication contains descriptive highlights of the findings and attempts, through visual displays -- graphs and charts -- to convey major findings to the reader. For most readers this publication quickly and efficiently summarizes a large amount of information.
- B. Volume I - A Report to the General Superintendent of Schools - This publication provides a description of the population based on the survey sample. It enlarges significantly on the information provided in the Executive Summary and Overview, and contains over 180 charts and figures.
- C. Volume II - Methodology - This publication contains the survey instruments, portions of the technical design, including sampling, field operations, forms and letters used in the study, design of the pretest and pilot, and other information of interest primarily to researchers and individuals contemplating a similar effort.
- D. Conducting a Victimization Survey in a School District - This publication describes in some detail the planning and implementation of a victimization study of students and teachers in a school system, although the information can be used to conduct a study in single schools. It includes information on design of instruments, training of personnel, data analysis, and problems to be encountered and overcome. This report will be of interest to school administrators and those engaged in educational research and evaluation.
- E. Copies of the four publications described above can be obtained by writing to the Center for Urban Education, 160 West Wendell Street,

Chicago, Illinois 60614, or by calling (312) 641-8320. Copies of the publications are available in limited number, and interested persons are urged to request copies as soon as possible.

- F. The Data Sets - Data from the student questionnaire (Q1) and the teacher questionnaire (Q2) were optically scanned from the completed instruments (except for open-ended responses) and placed on magnetic tape. Data from the principal questionnaire (Q3) was keypunched and transferred to magnetic tape. At the time of publication of this report the open-ended responses have not been transferred to tape.

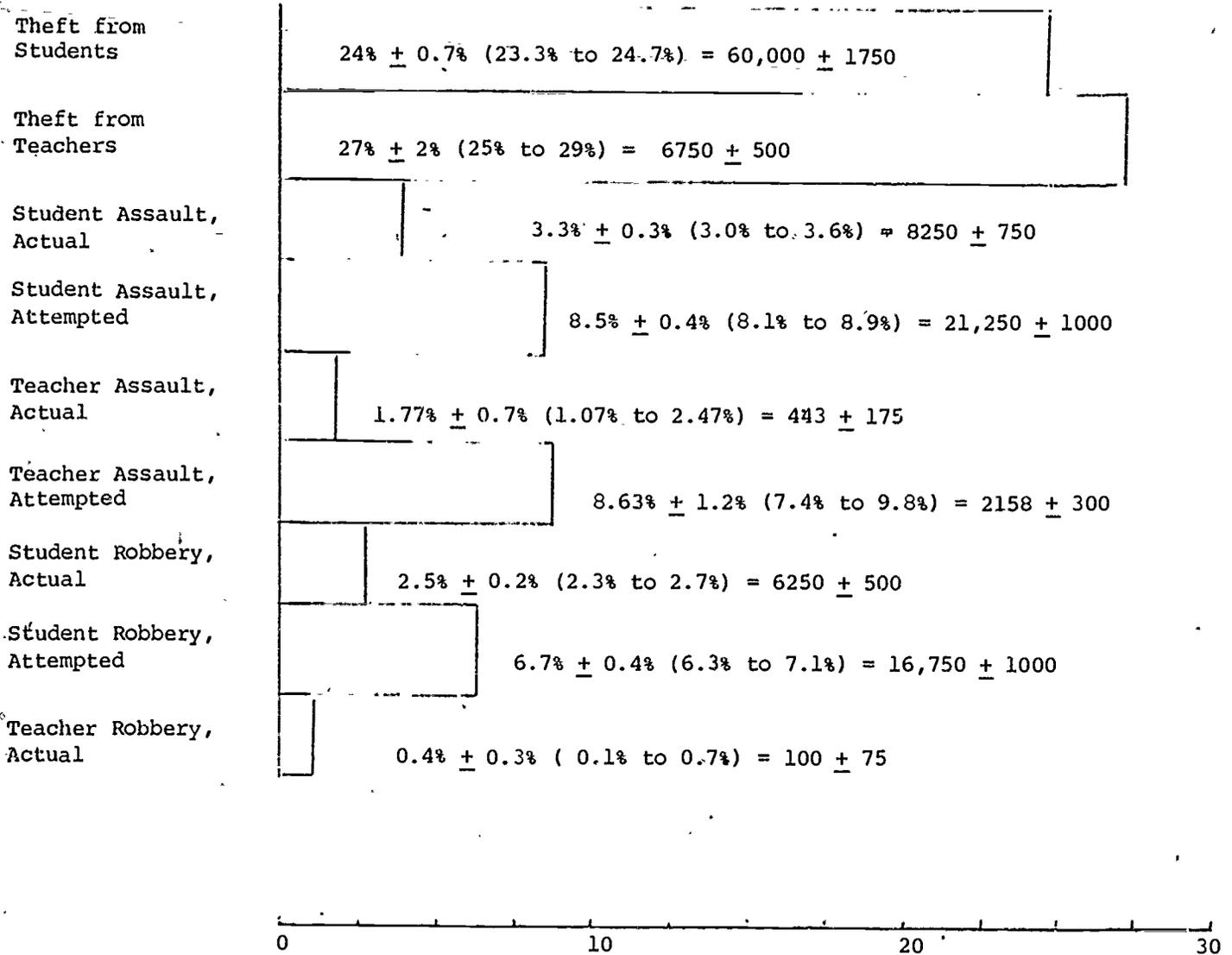
A copy of the data set on tape will be forwarded to the National Institute of Education in Washington, D.C.. Individuals interested in secondary analysis of the data may contact NIE or the Center for Urban Education. At the date of publication of this report the data set has not been rechecked, corrected, recoded or reorganized to maximize utilization and accessibility, nor has a printed codebook been developed.

- G. Continuing Analysis of the Data - Due to time limitations on the release of the report, a certain amount of data analysis was postponed until a later date. Also, due to space limitations of the report, a large amount of data analysis could not be included. The continuing analysis of the data in subsequent months will result in supplemental reports issued by the principal investigator.

APPENDIX B
SUPPLEMENTARY TABLES AND FIGURES

FIGURE B-1

Confidence Intervals (95%) for the Victimization Rates



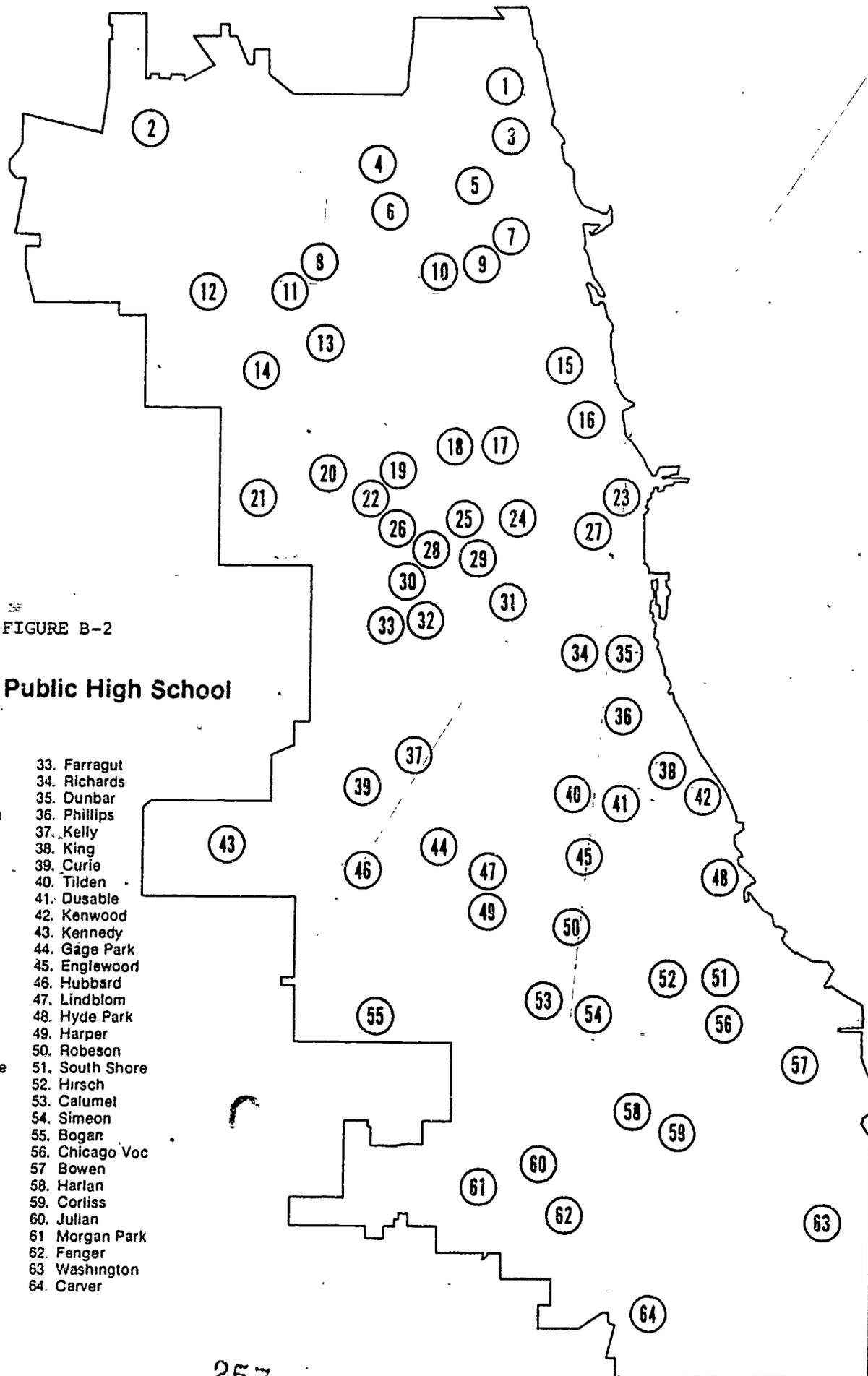
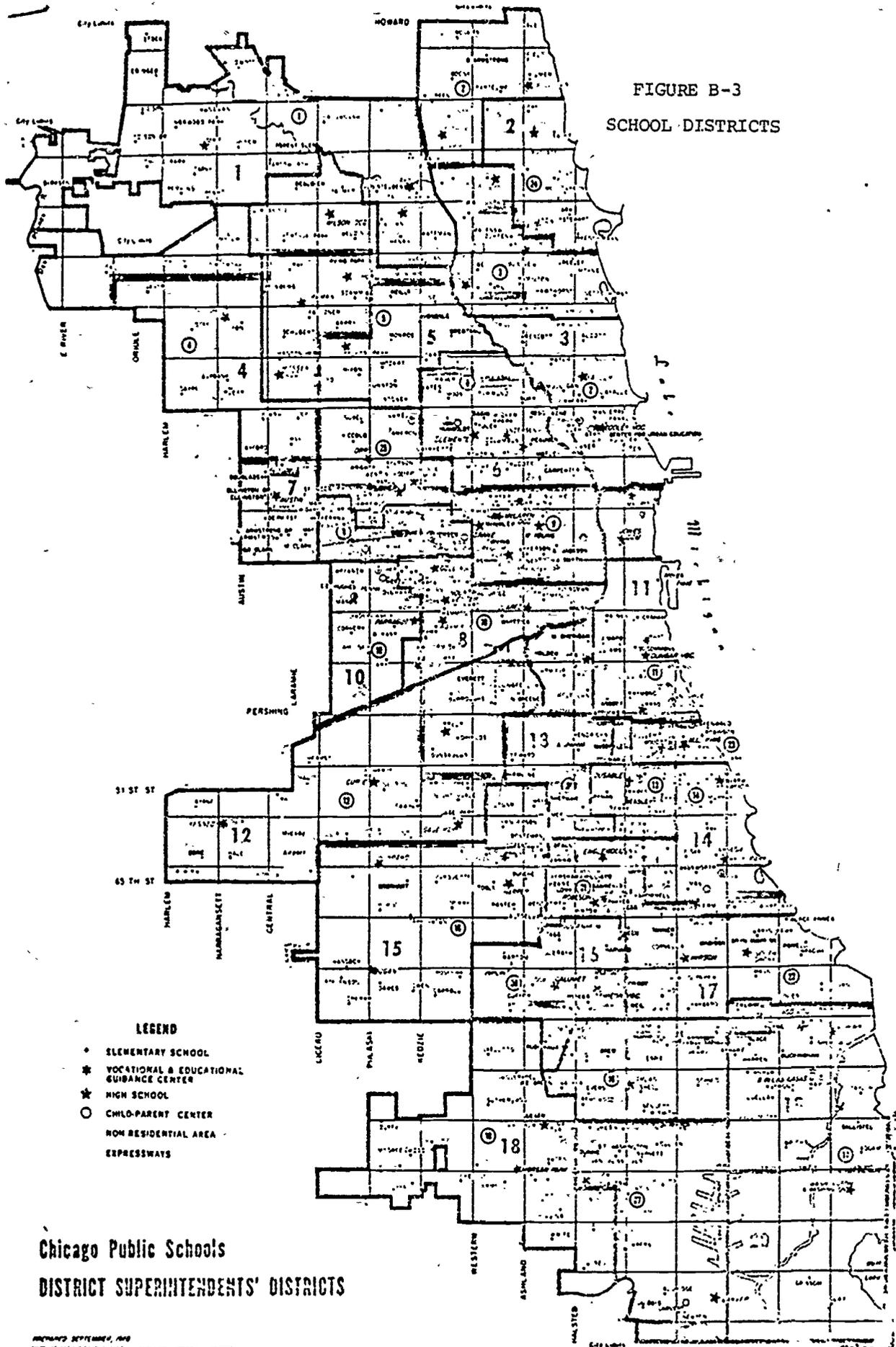


FIGURE B-2

Chicago Public High School

- | | |
|------------------|-----------------|
| 1. Sullivan | 33. Farragut |
| 2. Taft | 34. Richards |
| 3. Senn | 35. Dunbar |
| 4. Von Steuben | 36. Phillips |
| 5. Amundsen | 37. Kelly |
| 6. Roosevelt | 38. King |
| 7. Lake View | 39. Curie |
| 8. Schurz | 40. Tilden |
| 9. Mather | 41. Dusable |
| 10. Lane Tech. | 42. Kenwood |
| 11. Foreman | 43. Kennedy |
| 12. Steinmetz | 44. Gage Park |
| 13. Keivyn Park | 45. Englewood |
| 14. Prosser | 46. Hubbard |
| 15. Waller | 47. Lindblom |
| 16. Cooley | 48. Hyde Park |
| 17. Wells | 49. Harper |
| 18. Clemente | 50. Robeson |
| 19. Westinghouse | 51. South Shore |
| 20. Orr | 52. Hirsch |
| 21. Austin | 53. Calumet |
| 22. Flower | 54. Simeon |
| 23. Chicago Met. | 55. Bogan |
| 24. Young | 56. Chicago Voc |
| 25. Crane | 57. Bowen |
| 26. Marshall | 58. Harlan |
| 27. Jones | 59. Corliss |
| 28. Manley | 60. Julian |
| 29. Cregier | 61. Morgan Park |
| 30. Collins | 62. Fenger |
| 31. Juarez | 63. Washington |
| 32. Harrison | 64. Carver |

FIGURE B-3
SCHOOL DISTRICTS



Chicago Public Schools
DISTRICT SUPERINTENDENTS' DISTRICTS

REVISED SEPTEMBER, 1960
BY THE CHIEF PLANNING

TABLE B-1 Percentage of Students Victimized at Least Once by Grade Level of Student: A Comparison of National Data and Chicago Data				
Grade Level	Chicago Survey		Nat'l Survey	
	% Attacked	% Robbed	% Attacked	% Robbed
7th	5.0	4.5	8.1	8.7
8th	3.4	3.2	6.8	6.7
9th	3.3	2.0	4.5	5.1
10th	2.7	1.7	3.1	2.4
11th	2.4	1.7	2.4	2.9
12th	2.1	0.8	1.5	1.7

Source of data: Student questionnaires

TABLE B-2 Percent of Students Victimized at Least Once by Age of Student: A Comparison of National Data and Chicago Data				
Age Level	Chicago Survey		Nat'l Survey	
	% Attacked	% Robbed	% Attacked	% Robbed
11 yrs	0.2	1.0	9.8	13.7
12-13 yrs	1.2	8.3	7.2	7.4
14-15 yrs	1.1	5.1	4.6	4.6
16-17 yrs	0.6	3.4	2.6	2.7
18 or older	0.3	1.8	1.6*	1.7*
			7.2**	8.0**

* 18 years of age ** More than 18 years of age

TABLE B-3 Percentage of Students Victimized at Least Once by Race of Student: A Comparison of National Data and Chicago Data

Race	Chicago Survey		Nat'l Survey	
	% Attacked	% Robbed	% Attacked	% Robbed
American Indian or Alaskan	8.4	3.4	7.7	7.6
Black	3.7	3.1	4.4	5.1
White	2.4	2.6	4.0	4.0
Hispanic or Spanish American	3.4	2.5	4.2	5.8
Asian or Pacific Islander	4.1	2.0	5.0	5.4

Source of data: Student questionnaires

TABLE B-4 Assault and Robbery Victimization by Time Student Has Attended Present School

Time Attended Present School	Percent of Student Responses			
	Assault Rate		Robbery Rate	
	Actual	Attempt	Actual	Attempt
Less than 3 months	8.5	11.7	4.0	7.7
3 to 6 months	4.6	12.3	3.0	4.0
6 months to 1 year	4.0	8.4	3.0	3.2
1 to 2 years	3.5	10.7	3.2	4.3
More than 2 years	2.9	8.4	2.3	2.7

2

TABLE B-5 Student Multiple Assault Victimization by Sex of the Student				
Percent of Student Responses				
Sex of Victim	Once	Twice	More than Twice	(N)
Male	60.9	19.9	19.2	943
Female	76.3	17.9	5.8	709

TABLE B-6 Student Multiple Assault Victimization by Race of the Student				
Percent of Student Responses				
Race of Victim	Once	Twice	More than Twice	(N)
Amer. Indian or Alaskan	66.7	17.7	14.6	62
Black	65.4	18.5	16.1	908
White	64.3	18.3	17.4	224
Hispanic or Spanish Amer.	55.8	23.0	21.2	274

TABLE B-7 Student Multiple Assault Victimization by Age of the Student

Age of Victim	Percent of Student Responses			(N)
	Once	Twice	More than Twice	
11	50.0	28.1	21.9	32
12-13 years	61.4	19.4	19.2	710
14-15 years	71.6	22.2	6.2	483
16-17 years	71.2	15.9	12.9	264
18 or older	54.0	25.3	20.7	87

TABLE B-8 Student Multiple Robbery Victimization by Sex of the Student

Sex of Victim	Percent of Student Responses			(N)
	Once	Twice	More than Twice	
Male	60.8	15.7	23.5	502
Female	63.9	19.2	16.9	313

TABLE B-9 Victimization of Students by Grade Level: Actual and Attempted Assaults and Robbery				
Grade Level	Percent of Student Responses			
	Assault		Robbery	
	% Actual	% Attempt	% Actual	% Attempt
7th	5.0	14.7	4.5	5.8
8th	3.4	12.0	3.2	4.4
9th	3.3	5.5	2.0	2.6
10th	2.7	5.8	1.7	1.9
11th	2.4	5.0	1.7	1.4
12th	2.1	4.2	0.8	1.0

TABLE B-10 Student Multiple Robbery Victimization by Age of the Student*				
Age of Victim	Percent of Student Responses			(N)
	Once	Twice	More than Twice	
11	75.0	6.3	18.7	16
12-13 years	57.3	18.7	24.0	363
14-15 years	62.2	17.7	20.1	288
16-17 years	68.4	16.8	14.8	101
18 or older	66.0	12.8	21.2	47

* Actual and attempted robbery

TABLE B- 11 Student Multiple Robbery Victimization by Race of the Student*				
Percent of Student Responses				
Race of Victim	Once	Twice	More than Twice	(N)
Amer. Indian or Alaskan	58.6	13.8	27.6	29
Black	64.3	15.2	20.5	453
White	58.8	19.5	22.0	82
Hispanic or Spanish Amer.	56.5	22.7	20.8	154
Asian or Pacific Islander	57.1	0.0	42.9	14

* Actual and attempted robbery

TABLE B-12 Student Dissatisfaction with School by Victimization Status*		
Percent of Students who "Don't Like."		
How Well do you Like?	% Victims	% Nonvictims
The other students	5.9	5.0
The Principal	21.1	18.0
The Teachers	10.5	8.5
The Classes you are Taking	12.5	8.7

* Victims of assault or robbery

TABLE B-13 Students' Perception of Schools Responsiveness to Their Needs?

Question: How easy would it be to do the following things if you wanted to?

Item	Very Hard	Fairly Hard	Fairly Easy	Very Easy	Don't Know
Get unfair grade changed	28.6	20.1	12.9	7.9	15.5
Work faster or slower than rest of class	6.5	11.3	28.0	26.0	11.5
Have your ideas listened to in class	6.6	7.9	25.7	31.0	11.4
Talk over school problems with a teacher	6.7	7.2	21.5	39.6	7.5
Talk over personal problems with a school counselor	13.5	8.7	16.1	21.6	23.1

Note: percentages do not total 100% due to "unanswered" category not included in table.

TABLE B-14 Student Responses to Questions about Ease of Obtaining Illegal Substances At Their School

Question: How easy or hard is it for students to get the following things at your school?

Item	Very Hard	Fairly Hard	Fairly Easy	Very Easy	Don't Know
Beer, wine or other alcohol	16.5	7.4	14.3	16.0	30.5
Marijuana	9.1	4.7	15.4	32.2	23.2
Pills such as uppers and downers	12.5	7.2	12.5	13.4	38.8
Other types of drugs	62.8	7.9	9.5	11.1	41.3
Weapons, such as guns or knives	14.9	8.6	10.2	14.2	38.8
Stolen things for sale					

Note: percentages do not total 100% due to "unanswered" category not included in table.

TABLE B-15 Student Responses to Questions about Racial and Ethnic Harmony at their School

Question: How well do the following get along at your school?

Type of student	Percent of Student Responses			
	Not Well	Fairly Well	Very Well	Un-Answered
Students of different races	15.0	44.7	21.0	19.1
Students of different nationalities	9.5	46.1	23.8	20.4

TABLE B-16 Student Responses to Questions About the Treatment of Minorities

Question: How much do you agree or disagree with the following?

Statement	Percent of student Responses		
	Agree	Disagree	Undecided
Racial minority groups are treated fairly in this school	43.2	11.1	19.7
Racial minority groups are treated fairly in this country	22.3	27.0	27.0

TABLE B-17 Student Responses to Questions About Committing Rule Violations or Crimes

Question: Would you do any of the following things if you knew you could get away with it?

Would you do These Things?	Percent of Student Responses			
	Yes	Depends	No	Unanswered
Cheat on a test	15.1	36.9	32.1	15.7
Spray paint on School Walls	9.3	8.3	68.1	18.6
Take money from other students	3.4	9.0	69.6	17.9
skip school	13.5	24.6	44.8	17.0

Note: no significant differences in responses of victims and nonvictims

TABLE B-18 Student Absenteeism in Last Two Months by Victimization Status

Number of Days Absent	Percent of Student Responses	
	Victims	Nonvictims
None	20.7	28.5
1 or 2	37.3	36.1
3 to 5	23.5	22.7
6 to 10	10.2	7.7
More than 10	7.1	5.0

TABLE B-19 Student Responses to Questions About the Treatment of Minorities
By Race of Student

Question: How much do you agree or disagree with the following statements?

Percent of Students who "disagree" by Race

Statement	American Indians	Black	White	Hispanic	Asian
Racial minority groups are treated fairly in this school	32.7	28.7	9.3	26.0	11.6
Racial minority groups are treated fairly in this country	56.7	44.5	14.9	32.6	15.6

TABLE B-20 School Violence Level for High Schools and Percentage of Minority Students	
Percent of Student Body Non-white	School Violence Level*
More than 90 percent	11.41
From 60 to 89 percent	12.50
From 40 to 59 percent	11.33
From 20 to 39 percent	8.63
Less than 20 percent	9.00

N = 56 general and vocational high schools

* Linear combination of assault and robbery rates for school

TABLE B-21 Month of Questionnaire Administration By Recall Period in Months					
Month Questionnaire Administered	Period of Reference (or recall)				
	Jan.	Feb.	March	April	May
March	X	X			
April		X	X		
May			X	X	
June				X	X

Note: X's denote months of the recall period

TABLE B-22 Principals' Assessment of Support Received From Parents Concerning Discipline Problems					
Support From:	None	Little	Some	Fairly	Very
				Much	Much
Parents	6.9	9.2	12.6	35.6	24.1 %
Teachers	2.3	3.4	11.5	57.5	25.3 %
Police	3.4	4.6	24.1	41.3	26.4 %
Courts	10.3	21.8	33.3	23.0	11.5 %
District Superintendent	3.4	8.0	48.3	23.0	17.2 %
Central Office	18.4	20.7	31.0	21.8	8.0 %
N=87					

TABLE B-23 Principals as Victims of Incidents of Crime and Violence in the School or on School Grounds During April and May of 1980		
Incident	Percent of Responses	
	YES	NO
Had something stolen from you	1.2	98.8
Had something taken by force or threat of force	0.0	100.0
Were physically assaulted	1.2	98.8
Were sexually assaulted	0.0	100.0
Had personal property vandalized	2.8	97.6
N=82		

TABLE B-24 Student Reported Robbery by Time and Place of Robbery: An Analysis of the Responses to "Where robbed?" and "When robbed?"

Place Where Student is Robbed	Before Regular School Hours (AM)	During School hours, Before Lunch	During Lunch Period	During School Hours, After Lunch	After Regular School Hours (PM)
Classroom	18.8	34.5	15.8	16.4	14.5
Washroom	9.2	27.6	30.3	14.4	18.4
Hall or stairs	14.4	24.7	29.9	15.5	15.5
Gym or locker room	12.2	31.2	25.2	20.0	11.3
Lunchroom	13.8	20.7	46.6	10.3	8.6
Playground	15.7	13.4	33.9	6.3	30.7
Parking lot	20.5	7.7	15.4	5.1	51.3
Street next to school	11.9	4.2	20.3	9.3	54.2

Notes: a. Percentage across totals 100 percent of responses

b. This table is crosstabulation of student responses to two questions: Where did the robbery or attempted robbery take place, and when did the robbery or attempted robbery take place.

TABLE B-25

Student Reported Assault by Time and Place of Assault: An Analysis of the Responses to "Where assaulted?" and "When assaulted?"

Place where student is Assaulted	Before Regular School Hours (AM)	During School Hours, Before Lunch	During Lunch Period	During School Hours, After Lunch	After Regular School Hours (PM)
Classroom	12.3	33.3	17.6	14.3	22.6
Washroom	11.4	23.6	22.3	14.8	26.2
Hall or stairs	7.4	33.5	19.8	14.9	24.4
Gym or locker room	12.3	27.3	20.9	15.9	23.6
Lunchroom	10.1	17.0	45.2	9.0	18.6
Playground	12.7	12.7	20.8	10.5	43.2
Parking lot	8.3	10.5	17.7	13.3	50.3
Street next to school	11.7	9.5	16.3	7.6	54.9

Notes: a. Percentage across totals 100 percent of responses

b. This table is crosstabulation of student responses to two questions, where did the assault or attempted assault take place, and when did the assault or attempted assault take place.

TABLE B-26 Incidence of Actual Assault on Students by Sex and Race of Victim					
Percent of Cases by Race					
Sex	American Indian	Asian	Hispanic	Black	White
Male	5.4	2.0	2.3	2.0	1.3
Female	2.0	1.4	0.9	1.4	0.9

TABLE B-27 Incidence of Actual Robbery of Students by Sex and Race of Victim					
Percent of Cases by Race					
Sex	American Indian	Asian	Hispanic	Black	White
Male	3.0	1.0	1.6	1.5	0.9
Female	1.5	0.7	1.0	1.0	0.4

TABLE B-28 Incidence of Actual Assault on Students by Sex and Age of Victim					
Percent of Cases by Age					
Sex	11	12-13	14-15	16-17	18 or +
Male	4.5	6.8	5.2	2.6	2.6
Female	5.0	6.6	3.5	2.6	1.9

TABLE B-29 Incidence of Actual Assault on Students by Age and Race of Victim						
Percent of Cases by Race						
Age	American Indian	Asian	Hispanic	Black	White	f
11 or younger	1.0	0.3	0.1	0.0	0.0	13
12-13 years	2.9	0.0	1.0	1.4	0.5	137
14-15 years	2.4	1.7	1.0	1.2	0.8	140
16-17 years	1.5	1.0	0.7	0.4	0.6	65
18 or older	0.0	1.0	0.5	0.3	0.0	33

TABLE B-30 Incidence of Actual Robbery of Students
by Sex and Age of Victim

Sex	Percent of Cases by Age				
	11	12-13	14-15	16-17	18 or +
Male	1.5	2.1	1.6	0.8	1.1
Female	1.0	1.7	0.9	0.6	0.5

TABLE B-31 Incidence of Actual Robbery of Students
by Age and Race of Victim

Age	Percent of Cases by Race					
	American Indian	Asian	Hispanic	Black	White	f
11 or younger	0.0	0.3	0.0 ^a	0.0 ^a	0.0 ^a	5
12-13 years	1.5	0.3	1.0	1.3	0.6	129
14-15 year	1.5	0.7	1.0	0.9	0.3	94
16-17 years	1.0	0.0	0.6	0.2	0.3	40
18 or older	0.5	0.0	0.1	0.2	0.0 ^a	17

^aIndicates less than one-tenth of one percent

TABLE B-32 Comparison of the Sample and the Population of Students in Grades 7 through 12 by sex

Sex of Respondent	Percent in Sample	Percent in Population
Male	48.5	48.0
Female	48.5	52.0
No answer	3.0	
	100.0	100.0

Note: Does not include special schools in the Population for grades 7 through 12. Special schools include trade schools and adjustment schools for behavior problem students

TABLE B-33 Comparison of the Sample and the Population of Students in Grades 7 through 12 by Race

Race of Respondent	Percent of Sample	Percent of Population
Amer. Indian	1.6	0.3
Asian	2.3	2.1
Black	52.1	55.9
Hispanic	18.0	16.1
White	18.5	23.2
No answer	7.5	
Unclassified		2.4
	100.0	100.0
N	(12,884)	(241,123)

Note: Does not include students in special schools

TABLE B-34 Comparison of the Sample and the Population of Students in Grades 7 through 12 by grade level

Grade of Respondent	Percent Sample	Percent of Population
7th	20.2	19.9
8th	22.9	20.4
9th	12.9	15.7
10th	11.2	13.8
11th	13.5	12.5
12th	14.3	10.0
No answer	5.0	
Unclassified		4.7
	100.0	100.0
N	(12884)	(241,143)
Note: Does not include special schools		

TABLE B-35 Comparison of the Sample and the Population of Classroom Teachers in the School System by Sex

Sex of Respondent	Percent in Sample	Percent in Population
Male	28.8	32.8
Female	71.2	67.2
No answer		
	100.0	100.0
N	(1413)	(24,311)

TABLE B-36 Comparison of the Sample and the Population of Classroom Teachers in the School System by Race

Race of Respondent	Percent in Sample	Percent in Population
Asian	0.7	1.0
Hispanic	3.0	4.8
Black	40.0	50.4
White	52.2	43.7
No Answer	4.2	
Other		0.1

CHICAGO SAFE SCHOOL STUDY

VOLUME II

METHODOLOGY

*Allen Miller
45 125*

Center for Urban Education
160 West Wendell
Chicago, Illinois 60610

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CHICAGO SAFE SCHOOL STUDY

VOLUME II

METHODOLOGY

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INTRODUCTION

This volume of the Chicago Safe School Study contains information of interest to some readers, including the instruments used in the survey, information concerning the pretest of the instruments and the pilot survey, the absentee sample, and the student interview sample.

In developing the material for this volume, the central problem was what to include and what to leave out. If everything pertinent was included, the volume would be many hundreds of pages longer. Left out were such things as the list of schools and classrooms involved in the study, range and consistency check sheets, open-ended coding sheets, lists of school visitation schedules or monthly survey waves, and much more. This material is available upon request at a cost to cover xerox reproduction.

The decision to delete material was based on printing and reproduction costs and an estimate of the degree of interest the material might have for readers. For example, the written material used to train and guide the field workers would involve the printing of over 150 pages. We believe that the information presented in Volume I and Volume II of this report adequately covers major details of the survey and the survey findings to the satisfaction of most readers. However, we welcome comments and requests for information from interested parties.

In addition, readers are referred to the publication Conducting a Victimization Study in a School District which contains much of the material which would ordinarily have been included in this volume. The information in this publication is presented in clear layman's language, and describes some of the obstacles confronted and overcome in conducting the survey.

TECHNICAL DESIGN

I. PROJECT OBJECTIVES AND GOALS

A. Data Collection

1. Victimization Survey - The primary objective of the project was to determine the frequency and seriousness of acts of crime, delinquency, and disruptive acts which occur within the Chicago public school system. This objective addressed three tasks. First, it attempted to generate the necessary data base for decision-making. Second, by contrasting official data with self-report data, comparisons might have been made between the two types of reporting systems, providing decision-makers with the opportunity to improve and refine the official data collection system with regard to school crime and delinquency. This objective is supportive of the system's concern for attaining higher levels of information integration, the routinization of data collection processes, and quality control over official data bases. Third, it permitted comparisons of incident rates within the system and enabled administrators to use the data to establish policies directed toward amelioration of the problems.
2. Development of Standard Systemwide Forms - The objective of this phase of the project was to develop standard reporting forms to replace the dozen forms presently in use. The newly-designed forms would be capable of being filled out and processed more quickly and accurately by the central office and the Department of Research and Evaluation. Finally, a large part of the newly developed forms would be optically scannable

for rapid insertion into the system's computer. From the data set files, information concerning school safety and security, broken down by school units, can be routinely inserted in the School Profiles document, enlarging the usefulness of the School Profiles, for decision-making and policy-making.

B. Manual Of Procedure: Victimization Survey Research In The Area Of School Safety And Security

Objective - The objective of this phase of the project was to produce a "How To" manual which other school systems, and especially large urban systems, could use if they contemplated a replication of the Chicago study.

II. SAMPLING DESIGN

A. Overview - The Chicago school system presently contains approximately 470,000 students in grades K through 12, and approximately 50,000 employees. From this population, the target populations were the 250,000 students in grades 7 through 12, and the 22,000 employees who are actual classroom teachers, plus the 594 principals of schools. From this target population, the survey sampled:

1. 15,000 students in grades 7 through 12 (6% sample)
2. 2,000 classroom teachers (9% sample)
3. 100 principals (17% sample)

B. Rationale for Sample Sizes

1. As a general rule, the larger the sample, ceteris paribus, the more likely it will accurately represent the population.

2. The more heterogeneous the population, the larger the sample size should be. The target population is very heterogeneous.
3. If one is sampling acts or experiences which are likely to have a low occurrence rate, a larger sample is required. With an estimated incidence rate of 1 in 12 students for theft, 1 in 100 students for assault, 1 in 500 students for robbery, and 1 in 1000 female students for rape, a large sample is required for purposes of data analysis.
4. The larger the sample, within limits, the greater the confidence level of estimates to the population.
5. When the administrative cost of data collection is relatively low, researchers invariably seek larger samples.

C. Drawing the Samples

1. Student Questionnaire (Q₁) - A systematic sampling approach was used. From a master tape of all classrooms in the school system, the element list of rooms for grades 7 through 12 was obtained in the following manner:
 - a. Deleted from list all rooms in grades K through 6, and all rooms selected for the Pilot/Pretests.
 - b. Determined number of elements. With sample size of 15,000 and a system classroom population mean of 21, a total of 715 elements (rooms) were drawn.
 - c. Determined skip interval. With 11,430 classrooms in the system containing students in grades 7 through 12, the skip interval was 16. Sample drawn with random start point.

2. Teacher Questionnaire (Q₂) - A systematic sampling approach was used. From a master tape of all classroom teachers, the sample was obtained in the following manner:

a. Determined skip interval. From the population of 22,000 teachers, the sample was 2,000 and the skip interval was 12. Sample drawn with random start point.

3. Principal Questionnaire (Q₃) - A systematic sampling approach was used. From a master tape of all school principals, the sample was obtained in the following manner:

a. Determined skip interval. With a population of 594 a sample of 100, the skip interval was 6.

b. Sample drawn with random starting point.

4. Absent Students - As the student questionnaire was administered in each classroom, the names of students assigned to the classroom for that period, but who were not present, were obtained. This name list of absent students became a separate sub-population to be sampled. The "Not Present in Classroom" sub-population was estimated to be 10 percent of the total student sample of 15,000. Thus, there would be an estimated 1,500 students in this sub-population. From the sub-population a 2 percent sample would be drawn (N=300).

The following steps were taken to draw this sample:

a. Each week during the 14 week survey period, approximately 54 classrooms were to be visited. These classrooms should contain approximately 1,150 students.

- b. If 10 percent of the students are not present in the classroom to receive the questionnaire, the absentee or "not present" number would be about 115.
 - c. Each week the names of those assigned to the classroom but not present at the time of instrument administration, would be placed on a list, and assigned numbers. A random number generator would select those student who will be in this weekly sample of absentees (N=25).
5. Student Interview Schedule (I₁) - A systematic sampling approach was used. From the sample of students receiving the questionnaire (N=15,000), a 4 percent sample was drawn for follow-up interviews (N=600). The following steps were taken in drawing this sample:
- a. From the list of classrooms involved in the survey, each of which had been assigned a number, a random number generator was used to draw a 50 percent sample ($714/2=357$).
 - b. From a printout of the class rosters for the 357 rooms, two students were drawn from each of the rooms (N=714). This oversample would take into consideration absentees in the sample.
6. Pilot/Pretests - The samples for the Pilot/Pretests were drawn prior to the samples for the all-system survey, as follows:
- a. Samples drawn for the Pilot/Pretests.
 - b. Samples drawn for the all-system survey, excluding samples drawn for the Pilot/Pretests.

7. Non-Observation Error Sources - These error sources will fall primarily into two categories: noncoverage and non-response. Noncoverage refers to the failure to include some parts of the defined survey population. Sources of noncoverage include:
- a. Transfers, defined as students who have transferred to another part of the system, or who have left the system to enter another system.
 - b. Chronic truants, defined as those episodically present in the classroom.
 - c. School Dropouts, defined as members of the population because school records have not been kept up to date.
 - d. Seriously ill, defined as members of the population, but not present in school during the survey period due to illness.
 - e. Suspensions, defined as members of the population who have been suspended, and are not present in the classroom during the survey period.
 - f. Leaves of absence, defined as members of the classroom teacher population who are on leave and not present in school during the survey period.
 - g. No longer employed, defined as members of the classroom teacher population in error.
8. Nonresponses - Refers to respondents identified as part of the population sample who failed to participate or be included in the sample for the following reasons:

- a. Refusals - respondents who decline to participate (N=841).
 - b. Incapacity to respond - respondents who are unable to respond due to illiteracy, physical or mental handicap, or language difficulties.
 - c. Lost data - Information lost, destroyed, or unable to be used for a variety of reasons (N=106).
9. Out Of Range - Refers to consistent responses to key questions which were out of prior agreed upon ranges (N=174).

III. THE INSTRUMENTS

A. Overview

There were four (4) instruments used. They were developed by using the NIE National Safe Schools Study instruments as the basic model. Other instruments analyzed were those of the U.S. Bureau of the Census, and the U.S. Department of Justice, Law Enforcement Assistance Administration (National Crime Survey instruments). In addition, some questions were developed to answer informational needs of the Chicago Board of Education. The instruments went through three drafts prior to use in the pretests, and two more drafts following the pretests. Each draft was reviewed by staff of the Department of Research and Evaluation, and by outside consultants. In addition, the drafts were distributed to members of the project Management and Technical Advisory Committee, and Citizens Advisory Committee. Final drafts of the instruments used in the pretests, and the all-system survey were circulated to the following individuals and groups for input:

1. Student focus groups (5 focus groups with N of 10, total student input from 50 students).
2. Teacher focus groups (3 focus groups with N of 3, total teacher input from 9 teachers).
3. Principal focus group (1 focus group with N of 5, total principal input from 5 principals).
4. Management and Technical Advisory Committee
5. Citizens Advisory Committee
6. Project Consultants
7. Technical staff, Department of Research and Evaluation.
8. National Institute of Education.

B. Timetable for Instrument Development

1. First drafts of instruments - July 15, 1979.
2. Second draft of instruments - August 15, 1979.
3. Final draft of instruments for pretests - September 15, 1979.
4. First instrument revision following Pilot/Pretests - November 15, 1979.
5. Final instrument revision - December 15, 1979.
6. Instruments to printers - Early January, 1980.
7. Gally proof checks of instruments - Late January, 1980.
8. Delivery of instruments from printer - Early February, 1980.

IV. PILOT/PRETESTS

A. Purposes

The Pilot was intended to be a miniature "run-through" of the all-system survey in as many respects as possible. It actually differed from the all-system survey in three aspects:

1. It did not use random sampling of the elements.
2. Instrument responses were keypunched, not optically scanned.
3. Data analysis was limited to patterns of frequency responses, crosstabulation analysis of major response categories, and response variance.

The Pilot did not use random sampling because the sample was too small to pick up desired information from such a heterogeneous population, findings were not intended to serve as the basis for statistical inferences about the population, and the goals of the Pilot were not the same as those of the all-system survey. In order to adequately test the administration plan, project staff were present in each school involved in the pilot as observers.

This necessitated selection of schools in only a few districts. Instruments were keypunched because it would not have been economically feasible to design optically scannable forms for such a small sample.

B. Coordination Meetings Timetable

During August and September, 1979, a series of meetings were held to (a) make the entire school system aware of the project, (b) obtain input from those involved and concerned, and (c) coordinate the phases of the pilot.

<u>Date</u>	<u>Meetings</u>
August 2, 1979	District Superintendents for districts 3, 17, and 19, meet with project staff.
August 16, 1979	All District Superintendents meet at the Center for Urban Education to be briefed on the pilot project.
August 22, 1979	All-day rotating group seminars at the Annual Administrative University, involving over 500 principals. In 90 minute periods, project staff discuss the Chicago Safe Schools Study and answer questions.
September 11-13, 1979	Principals meetings called by the District Superintendents of the 3 districts selected for the pilot. Project staff outlines procedures.
September 17-21, 1979	Teachers who have classrooms to be involved in the pilot meet with principals of involved schools to be briefed on the pilot.

C. Pretest Design

A total of 48 division rooms or classrooms were involved in the Pilot/Pretest. The rooms were drawn from three school districts in the following manner:

1. The rooms were drawn from the master tape of all classrooms prior to drawing the all-system survey sample.
2. Thirty division rooms (homeroms) were selected in grades 9, 10, 11, and 12. Eighteen classrooms were drawn for grades 7 and 8.

With a mean of approximately 28 students per room, a total of 1344 students were scheduled to be involved. Actually, only 44 rooms were involved with a mean of 27 students per room (N=1188). Follow-up interviews were conducted with 112 student respondents randomly selected from rosters of the classrooms involved in the

Pilot/Pretest. A total of 100 classroom teachers were randomly selected from the three districts to receive the teacher questionnaire. Finally, 15 principals were arbitrarily selected to receive the principal questionnaire.

D. Instrument Administration

1. Student Questionnaire (Q₁) - In order to determine the best method of instrument administration, one fourth of the elements had the questionnaires administered by classroom teachers in homerooms, one fourth of the elements had the questionnaires administered by classroom teachers in large testing rooms, which held two or more classrooms, one fourth of the elements had the questionnaires administered by part-time college students, trained by project staff, in the classrooms, and one fourth of the elements had the questionnaires administered by part-time college students in large testing rooms, which held two or more classrooms. The plan is illustrated in the diagram below:

Size of Test Site	Instrument Administration	
	Teacher Administered	DRE Staff Administered
In Div. Room	12	12
In Large Testing Room	12	12

This approach enabled staff to determine, on the basis of data analysis and follow-up interviews, the extent of the reactive effects of (a) experimental arrangement and setting, and (b) perceived identity of the instrument administrator. This was considered important because:

- a. Teachers may fail to administer the instrument properly for a variety of reasons.
- b. Teachers may be perceived by students in a manner which may produce inadequate or false responses, or suppress responses.
- c. The homeroom setting may not encourage students to respond and participate as fully and openly as a larger testing setting which provides more anonymity.

All classroom teachers used as instrument administrators were instructed in the following stages:

- a. Initial discussion meetings were held with the teachers and led by project staff.
 - b. Staff members met individually with each teacher to explain and discuss administration procedures.
 - c. Written administration instructions were delivered to the teachers prior to the day the questionnaire was given to the students.
2. Teacher Questionnaire (Q₂) - This instrument was mailed to the sample of teachers involved in the Pilot/Pretest. Fifty teacher questionnaires were sent via the U.S. Mail and fifty via the school system mail service. This approach served as

(a) a check on the reliability of the system mail service; and (b) a means of determining differences in teacher response rates as a function of the way in which they received the questionnaire. In both cases, pre-labeled envelopes were provided, and in the case of instruments sent via the U.S. Mail, the return envelopes were stamped.

3. Principal Questionnaire (Q₃) - This instrument was distributed via the school system mail service.

E. Instrument Processing

1. Log-in - The following Log-in process was used in the Pilot/

Pretest:

- a. Instruments were numbered in sequential order.
- b. Instruments were counted prior to distribution, and a tally kept of instruments sent to involved schools, teachers, and principals.
- c. Q₁ instruments were packaged for each division room together with administration instruction sheets. A routing sheet was attached to each package.
- d. At each school, packages were delivered to the school office and logged in.
- e. Instrument packages were delivered to each test site by the assigned staff monitor, and picked up by the monitor following administration, to be counted. All instruments were accounted for prior to return to the Department of Research and Evaluation.

2. Error checks and data "cleaning" - The following "error check" process was used in the Pilot/Pretest:
 - a. Each instrument was visually checked for error such as multiple responses, "created" responses, wrong column or row responses, etc., and a standard procedure used to make decisions regarding these errors.
 - b. Following keypunching and verification, cards were visually checked for errors resulting from incorrect coding, incorrect reading of written codes, and so forth. Punch cleaning was done by examining the distribution of responses punched for each column using a sorter, and determining whether there were inappropriate punches.
 - c. Following insertion of data into the computer and creation of a data file, an additional error check or cleaning was done from printouts.
3. Coding - Using code sheets prepared for the pretests, staff coded directly on the instruments. Code transfer sheets were avoided as another possible error source.
4. Keypunching - Keypunching was done directly from the instruments, and verified. Error checks and cleaning followed the procedure outlined above.
5. Transfer to Tape - Data was transferred to tape, and the cleaning procedure outlined above followed.

F. Data Analysis and Evaluation

The Pilot/Pretest data was analyzed using SPSS statistical packages and staff examination of output. The purposes of this analysis was to assist in the development of (1) the data analysis plan for the all-system survey, and (2) instrument revisions. For example, questions which were not answered at least 50 percent of the time were considered for discard, and questions responded to inappropriately by more than 10 percent of respondents were examined for possible redesign, i.e., being rewritten or placed in another section of the instrument or both. A brief report of the results of the Pilot/Pretest is found on pages

ACTIVITIES OF THE PRE-SURVEY PERIOD (December, 1979-February, 1980)

A. Design and Printing of Instruments

1. Layout and design of instruments for optical scanning in conjunction with Frank Ward, Supervisor of Scanning Operations.
2. Design of Bilingual Instruments - The survey used instruments in English and Spanish. The Spanish version was used whenever it appeared that a Spanish-speaking student would have difficulty with the English language version. These instruments were double translated (English to Spanish and Spanish to English) and interview schedules were administered by staff fluent in the Spanish language. Unfortunately, in a population containing over half a million students, there will be a small percentage (estimate of less than half of one percent or approximately 2,000) of students

who have as a primary language some other language than Spanish (i.e., Russian, Polish, Vietnamese, etc.). In the sample target grades (7 thru 12), it was estimated that 1,000 out of 266,000 or less than .004 percent of the population would fall into this category, with a less than one in 5,000 chance of such a student being included in the sample. For reasons of cost and survey administration, any of these students included in the sample were excluded from the sample.

B. Staff Training

1. Developed training sessions for administration of interview instruments.
2. Interview practice sessions, used tape recordings for feedback.
3. Developed training sessions for coding and cleaning.
4. All-system survey seminar - Included staff of the Department of Research and Evaluation, and graduate students hired for the Safe Schools Study. This was a one-day seminar to provide an overview of the survey and survey task stages including:
 - a. Goals
 - b. Instruments and what they were intended to measure
 - c. Instrument Administration
 - d. Monitoring
 - e. Distribution, and collection of instruments
 - f. Logging procedures
 - g. Error checking and cleaning

- h. Coding and preparation for scanning
 - i. Computer Operations
 - j. Analysis of data
5. Additional one-day training sessions, including practice runthroughs, for logging, error checking, cleaning, and coding.
6. Additional one-day training sessions for interviewers, using tape-recorded practice sessions for correction.

C. Focus Groups

In order to obtain the comments and advice of those targeted for the survey, project staff met with groups of students, teachers, and school administrators to focus on specific project questions.

D. Citizens Advisory Committee

This group, made up of students, parents, and representatives of public and private agencies concerned with a safe school environment, was designed to (1) serve as advisors in the development of specific action programs to address the issue of safe schools, and (2) to review the efforts of the Safe Schools Project.

E. Chicago Teachers Union

Two members of the staff of the Chicago Teachers Union agreed to provide input, and to assist in the Project by using the Union publication to make teachers aware of the study, and to urge them to cooperate in the study.

ALL-SYSTEM SURVEY

A. Management Plan

The management plan for the all-system survey was based on the plan detailed in the section on Pilot/Pretest.

1. Coordination Meetings

These meetings were developed by the project manager and project director. Initial directives for establishing these meetings came from the Office of the General Superintendent of Schools. The meeting timetable and meeting content are outlined below:

<u>Date</u>	<u>Meeting</u>
January, 1980	Announcement of initiation of systemwide Safe Schools Study in General Bulletin which is received in all schools.
January, 1980	Letter to all District Superintendents, announcing the Safe Schools Study, signed by the Deputy Superintendent for Field services.
February, 1980	Announcement of Safe Schools Study at monthly meeting of District Superintendents by Project Director.
February, 1980	Phone calls to all District Superintendents made by Project Manager.
February, 1980	Letter sent to all District Superintendents requesting announcement of Safe Schools Study at monthly meeting of Principals in each district.
February, 1980	List of schools to be included in the survey in each district sent to the District Superintendents.
February, 1980	Individual meetings held with each District Superintendent. Lists of classrooms in each school distributed.

<u>Date</u>	<u>Meeting</u>
March, 1980	Letters sent to Principals of schools involved in first wave (first week) of survey.
March, 1980	Follow-up phone calls to each principal.

2. Administration of Student Questionnaire (Q1)

In the Pretest, approximately 65 percent of the student questionnaires were administered by trained graduate students, and 35 percent were administered by teachers. Neither the student's t , or Fisher's F with analysis of variance indicated a significant difference at the .05 level for student responses to the questionnaire when administered by graduate students or teachers. In spite of this, to preclude response bias in the all-system survey, project staff decided to follow the advice of NIE and use trained college and university students to administer the questionnaire.

3. Monitoring or Supervision of Teacher Administered Questionnaires

The principals of involved schools had been requested to assign a school staff person as local survey coordinator. Project staff conferred individually with those persons, and route communication, instructions, and printed materials through those persons.

4. Distribution and Collection of Instruments

Student questionnaires were distributed and collected by staff field workers. The distribution schedule was arranged so that individual packages containing questionnaires were sent to each school, one package for each classroom

involved in the survey. The packages of questionnaires were sent out the week prior to a scheduled visit by project staff to ensure that the instruments would be at the school when project staff arrived. Packages of completed instruments returned to the Department of Research and Evaluation by survey staff.

5. Logging and Tracking of Student Questionnaires

A master list of schools and classrooms involved in the survey was used to track the questionnaires. As each batch of instruments was sent out, they were recorded on the master list. A second notation on this list was made when the completed instruments were returned. As the packages of completed instruments arrived at the project office, a check was made to see if the package contained the "front sheet" which contained such information as district, school, classroom, grade, number of students on the class roster, number of students absent and their names, and the date of instrument administration. An instrument count was then made to see if the same number of instruments sent out were returned. The packages were then stored for the next step in processing, which would be the error checks, range and consistency checks, and coding of open-ended questions.

6. Error Check and Cleaning

Each questionnaire was checked for adequate responses, and error responses. A standard format for dealing with such problems as double responses where single responses were indicated, incomplete erasures, etc., was developed.

7. Recording and Coding Open-Ended Responses

Each questionnaire was checked for open-ended responses, and those responses recorded and coded.

8. Preparation for Scanning

An optically scannable front sheet or "bubble sheet" was placed on top of each set of questionnaires from a classroom. The front sheet indicated district, school, grade, classroom, whether administered by project staff or teacher, number of students on classroom roster, number of students taking questionnaire, and date of administration. This information was automatically assigned to each questionnaire in the classroom set as the front sheet and instruments are scanned.

9. Scanning

Student questionnaires were scanned in batches as time became available in the scanner room. The 8 page booklets were cut, and the front and back of each sheet was fed into the scanner. Information picked up on the optical sensors was stored on magnetic tape.

10. Data Processing

Obtained data was processed using a prepackaged statistical program known as SPSS.

11. Timetable for Execution of All-System Survey

January-February, 1980

- Coordination meetings with District Superintendents, Principals and teachers.
- Hiring and training of part-time students as instrument administrators and interviewers.

March-April-May, 1980

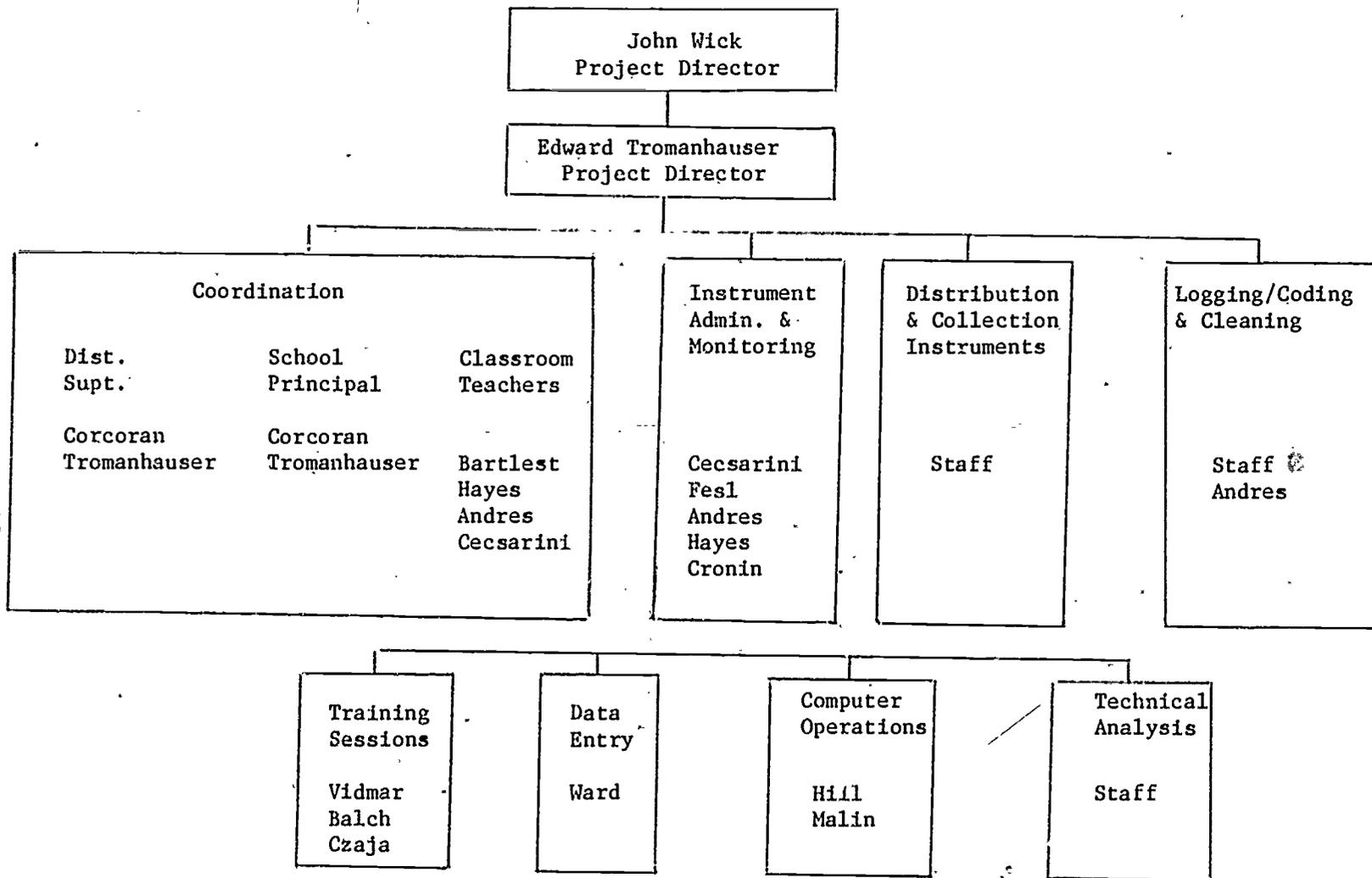
- Distribution, administration, and collection of student questionnaires.
- Distribution and collection of mailed teacher and principal questionnaires.
- Administration of student questionnaires to absentees.
- Administration of Interview Schedule to students.

The pickup of absentees and administration of interview schedules to students continued into the first two weeks of June, 1980.

INSTRUMENT Q1 AND Q2) ADMINISTRATION SCHEDULE

WEEK	DATES	CLASS ROOMS	NUMBER OF STUDENTS	TOTAL STUDENTS RECEIVING	TEACHERS RECEIVING IN TIME PERIOD	TOTAL TEACHERS RECEIVING	INCIDENT RECALL PERIOD
1	Mar 10-14	54	1134	1138	150	150	6 Weeks
2	Mar 17-21	54	1134	2268	150	300	7 "
3	Mar 24-28	54	1134	3402	150	450	5 "
4	Mar 31 to Apr 3	54	1134	4536	150	600	6 "
5	Apr 7-11	54	1134	5670	150	750	7 "
6	Apr 14-18	54	1134	6804	150	900	8 "
7	Apr 21-25	54	1134	7938	150	1050	5 "
8	Apr 28 to May 2	54	1134	9072	150	1200	6 "
9	May 5-9	54	1134	10206	150	1350	7 "
10	May 12-16	54	1134	11340	150	1500	8 "
11	May 19-23	54	1134	12474	150	1650	5 "
12	May 26-30	54	1134	13608	150	1800	6 "
13	June 2-6	54	1134	14742	200	2000	7 "

PILOT/PRETEST MANAGEMENT PLAN BLOCK DIAGRAM



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ADMINISTRATION OF THE ALL-SYSTEM SURVEY (March to June, 1980)

The pilot/pretest conducted in the fall of 1979 provided project staff with information which was used to redesign the survey instruments, and alter field administration plans. Basically, the administration of the all-system survey followed the pilot/pretest design. However, the following modifications in the technical design were made following the pilot/pretest:

- * The original sample size (students) was reduced from 30,000 to 15,000. It was determined that it would not be possible to use the original sample size with the amount of project staff available, especially if follow-up interviews were to be conducted, and an absentee sub-sample selected. Logistically, field workers could only visit schools a limited number of times. In addition, the greater the number of visits to a school, the greater the disruption of regular school activities, and the greater the resistance offered by school staff.

- * Student questionnaires were delivered to schools via the school system mail delivery service (mail runs), but following the administration of the instrument, the questionnaires were brought back to the project office by field workers, and not returned by mail. This proved to be a much faster, more reliable, and more efficient process.

- * Return visits to schools were reduced by having field workers conduct the student interviews and administer questionnaires to absentees during the same site visit. This meant a longer period of time spent at a school, but cut down on travel time.

PRETEST/PILOT DATA

CHICAGO SAFE SCHOOLS STUDY

PRETEST DATA: SUMMARY OF FREQUENCIES
FROM STUDENT QUESTIONNAIRE

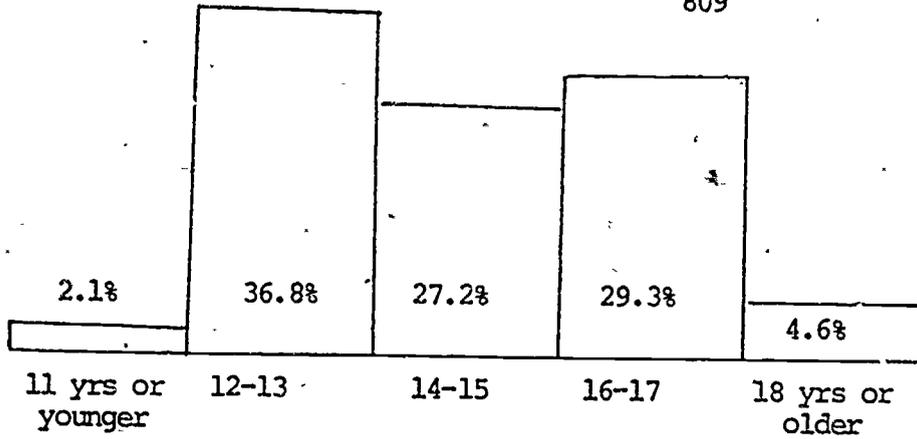
1. PRETESTS. The student questionnaire was pretested in October and November of 1979 in the following schools:

<u>District 3</u>	<u>Pretest Date</u>	<u>Number of Students</u>
Elementary	10-16	122
Elementary	10-17	55
Elementary	10-19	56
High School	10-26	122
<u>District 17</u>		
Elementary	10-22	59
High School	10-25	114
Elementary	10-26	46
<u>District 19</u>		
Elementary	10-18	41
High School	10-24	128
Upper Grade Center	11-7	81

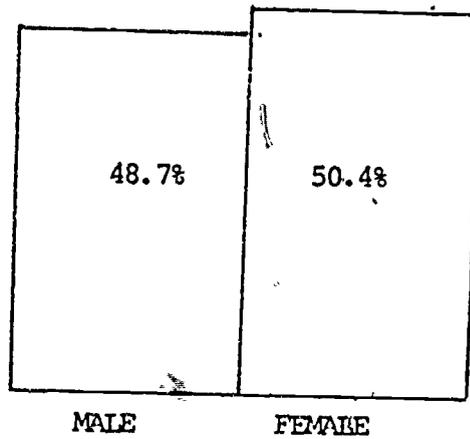
2. VALID QUESTIONNAIRES. There were 809 valid questionnaires. A total of 156 students did not receive questionnaires due to absence from the classrooms for a variety of reasons. A total of 14 students declined to take the questionnaire, and 83 questionnaires were not incorporated in the pretest group because less than 20 percent of the instrument was completed, or because of gross inconsistencies in responses (i.e. indicating that respondents were both male and female, were in more than one grade level, and were victims and were not victims of incidents).
3. FREQUENCIES. The information on the following pages indicates the frequencies and types of responses found on the 809 valid instruments. The responses of all questions on the instrument are not included.

777 Valid cases
32 Missing cases

809



AGE OF RESPONDENTS IN YEARS

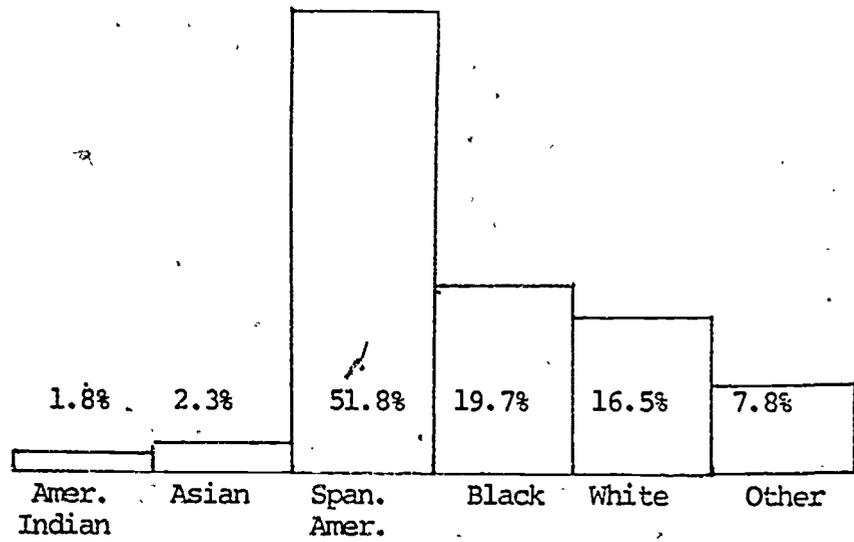


777 Valid cases
32 Missing cases

809

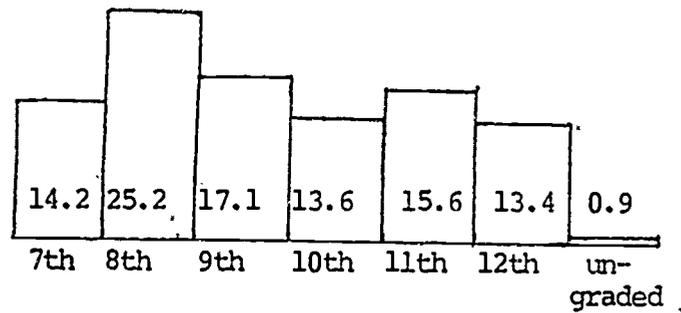
SEX OF RESPONDENTS

Valid Cases: 770
 Missing: 39
 Total: 809



RACE OF RESPONDENT

Valid cases: 777
 Missing: 32
 Total: 809



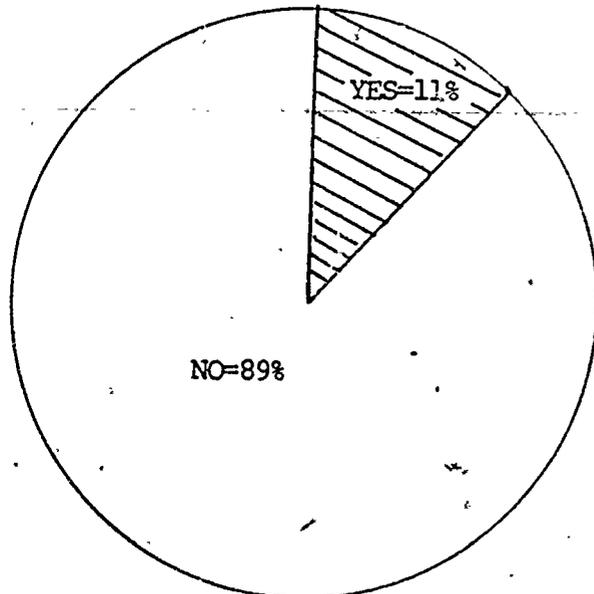
GRADE LEVEL OF RESPONDENTS BY PERCENT OF TOTAL RESPONDENTS

ASSAULT

Question: During the last two months (September and October) did anyone attack you or threaten to attack and injure you at school or on the way to or from school?

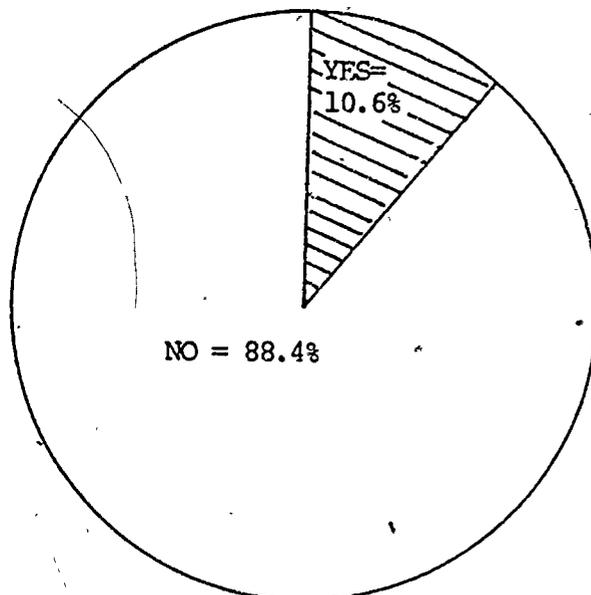
A total of 767 students responded to this question, out of a total N of 809 (42 missing cases).

	<u>f</u>	
NO	681	= (89%)
YES	86	(11%)



ASSAULT AND ATTEMPTED ASSAULT

If it is assumed that those who did not respond were not assaulted, the above percentages are slightly altered to those below:



ASSAULTS AND ATTEMPTED ASSAULTS

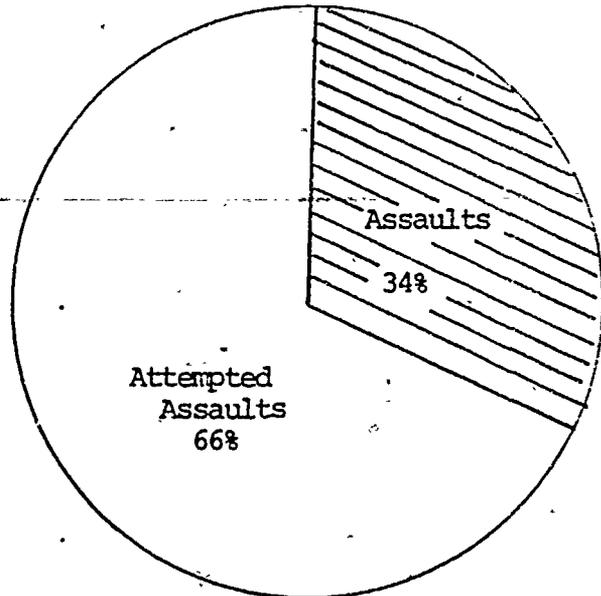
ASSAULT

A total of 86 students stated that they had been assaulted (in the two month period) or an attempt was made to do so. When asked if the incident was an actual assault or an attempt, 38 students replied that it was an actual assault, and 75 students replied that it was an attempt to do so, for a total of 113 responses.

Question:

Did they actually attack and injure you, or was this only an attempt to do so?

Actual Assault	=	38
Attempted Assault	=	<u>75</u>
Total	=	113

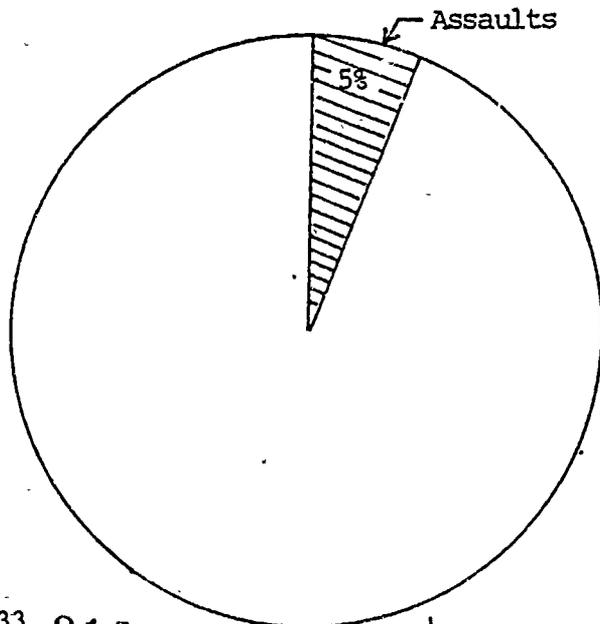


If the "actual assault" figure is used, 38 out of 780 respondents claim they were assaulted for an assault rate on students of 5% in the two month period.

If the N used is 809, the total number of respondents including those who did not reply to the assault question, the assault rate, rounded to nearest whole percentage figures is still 5%.

PERCENTAGE OF STUDENTS
REPORTING ACTUAL ASSAULTS
IN SAMPLE OF 809

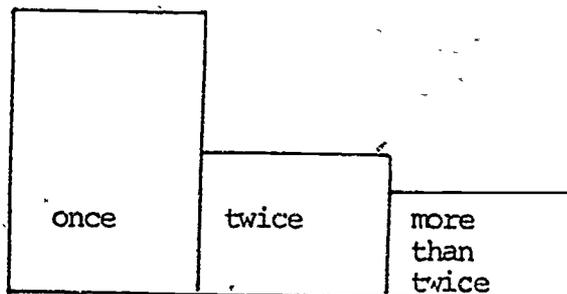
→



ASSAULT

Question: How many times did this occur?

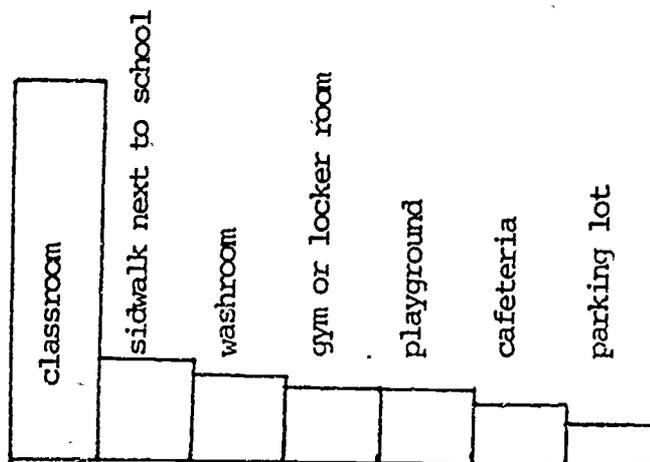
	<u>f</u>	<u>%</u>
Once	60	52%
Twice	29	26%
More than twice	<u>27</u>	22%
	116	



TIMES IN TWO MONTH PERIOD

Where did the assault or attempted assault take place?

<u>LOCATION</u>	<u>f</u>	(%)
Classroom	31	(%)
Sidewalk next to School	8	(%)
Washroom	7	(%)
Gym	6	(%)
Playground	6	(%)
Cafeteria	4	(%)
Parking lot	<u>2</u>	(%)

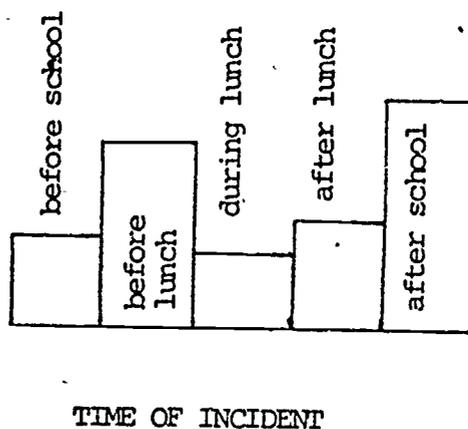


PLACE OF INCIDENT

ASSAULT

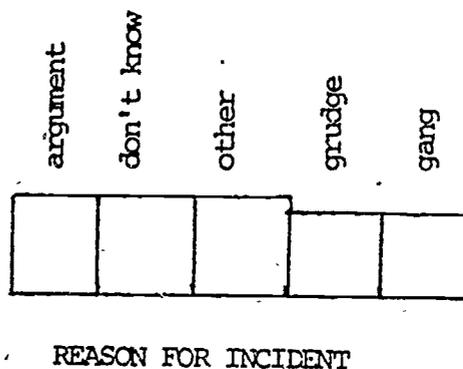
When did the assault or attempted assault take place?

<u>WHEN</u>	<u>f</u>	
Before School	10	(13%)
Before Lunch	20	(26%)
Lunch	8	(11%)
After Lunch	11	(15%)
After School	<u>26</u>	<u>(35%)</u>
	75	(100%)



Why did it take place?

<u>REASON</u>	<u>f₂</u>	<u>f₁</u>	<u>f₃</u>
Argument	5	11	
Don't Know	5	22	
Other	5	14	
Grudge	4	7	
Gang Recruitment	<u>4</u>	<u>13</u>	
	26	75	

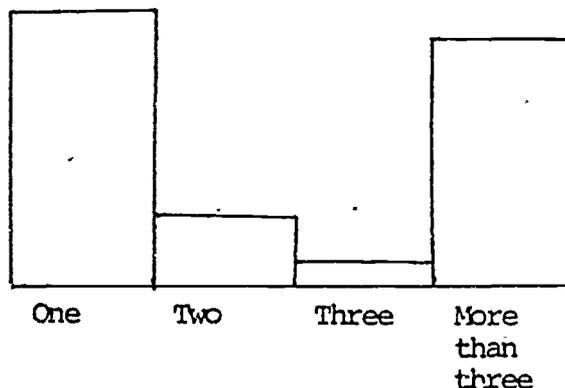


ASSAULT

How many offenders?

N = 79

One	34/79	(43%)
Two	13/79	(16%)
Three	5/79	(39%)
More than 3	<u>26/79</u>	
	79/79	

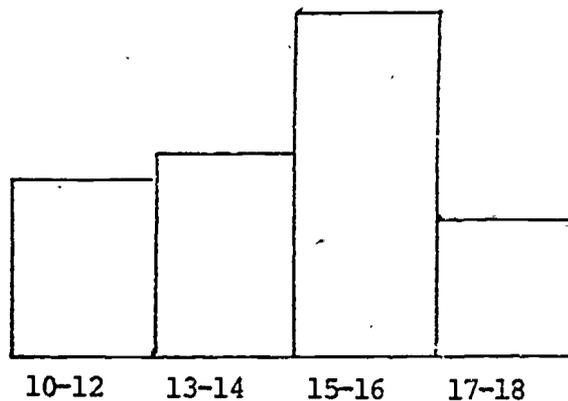


NUMBER OF OFFENDERS

Age of offenders

N = 107

10-12 Yrs	= 18/107	(17%)
13-14 Yrs	= 21/107	(20%)
15-16 Yrs	= 41/107	(38%)
17-18 Yrs	= 14/107	(13%)
18 Yrs +	= <u>12/107</u>	<u>(11%)</u>
	107	(99%)



AGE OF OFFENDERS IN YEARS

ASSAULT

STUDENTS?

N = 83

Yes = 48 (58%)

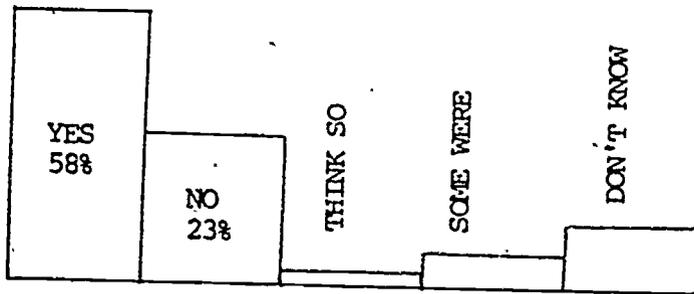
No = 19 (23%)

Think so = 2 (2%)

Some were = 6 (7%)

Don't know = 8 (10%)

83 (100%)



WERE THE OFFENDERS STUDENTS AT VICTIM'S SCHOOL?

OF-RACE DIFFERENT?

N = 83

No = 54 (65%)

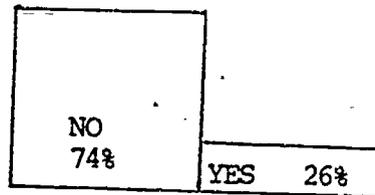
Yes = 26 (35%)

WEAPONS?

N = 81

No = 60 (74%)

Yes = 20 (26%)



WERE WEAPONS USED?

KIND OF WEAPON?

N = 17

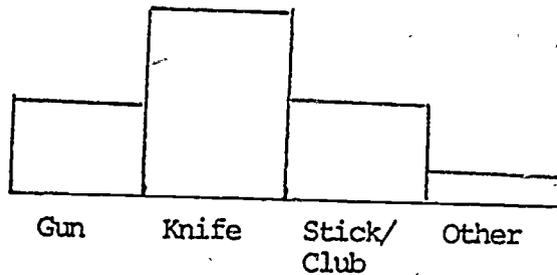
Gun = 4 (24%)

Knife = 8 (47%)

Stick/club = 4 (24%)

Other = 1 (5%)

17 (100%)



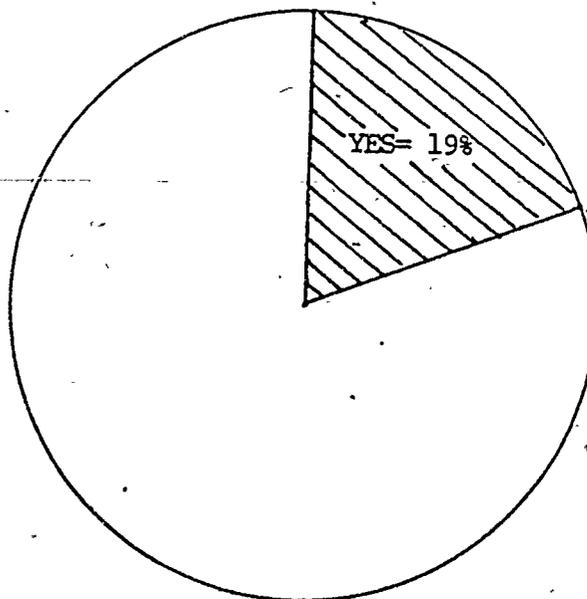
KIND OF WEAPON USED?

THEFT

Question: During the last two months (September and October) did anyone steal anything from you or take something of yours without your permission while you were in school, or on the way to or from school?

A total of 724 students responded to this question, out of a total n of 809 (85 Missing cases).

NO = 567 (70%)
YES = 157 (19%)
MISSING = 85 (11%)
809 (100%)

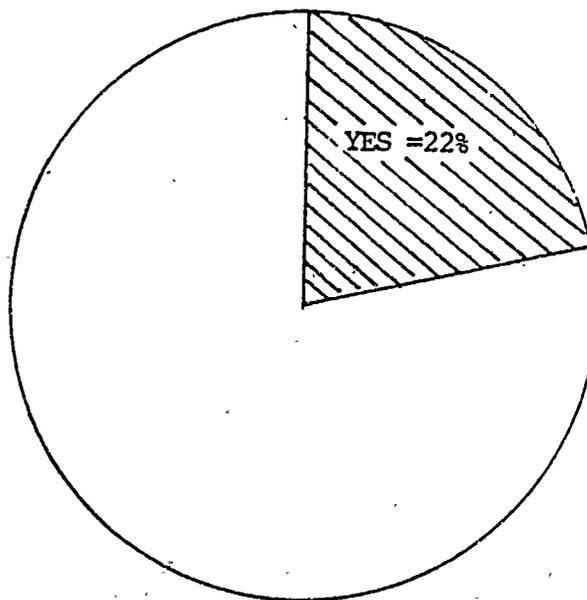


PERCENT STUDENTS REPORTING THEFT

The amount of positive responses as a percentage of students responding to this question is:

567 (78%)
157 (22%)
724

"YES" TO THEFT QUESTION AS
PERCENT OF STUDENTS RESPONDING
TO THE QUESTION



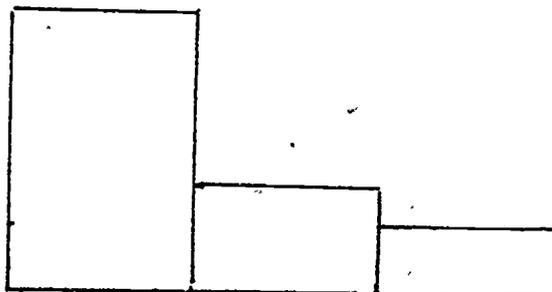
THEFT

Using the total N of 309, assuming those who did not respond (missing cases) were not victims of theft, 19 out of every 100 students had something stolen from them in the two month period.

Using the total response to this question, and dropping the non-response cases, 22 out of every 100 students had something stolen from them in the two month period.

How many times did this happen during the two month period?

	<u>f</u>
Once	103 (68%)
Twice	28 (19%)
More than twice	<u>20</u> (13%)
	151

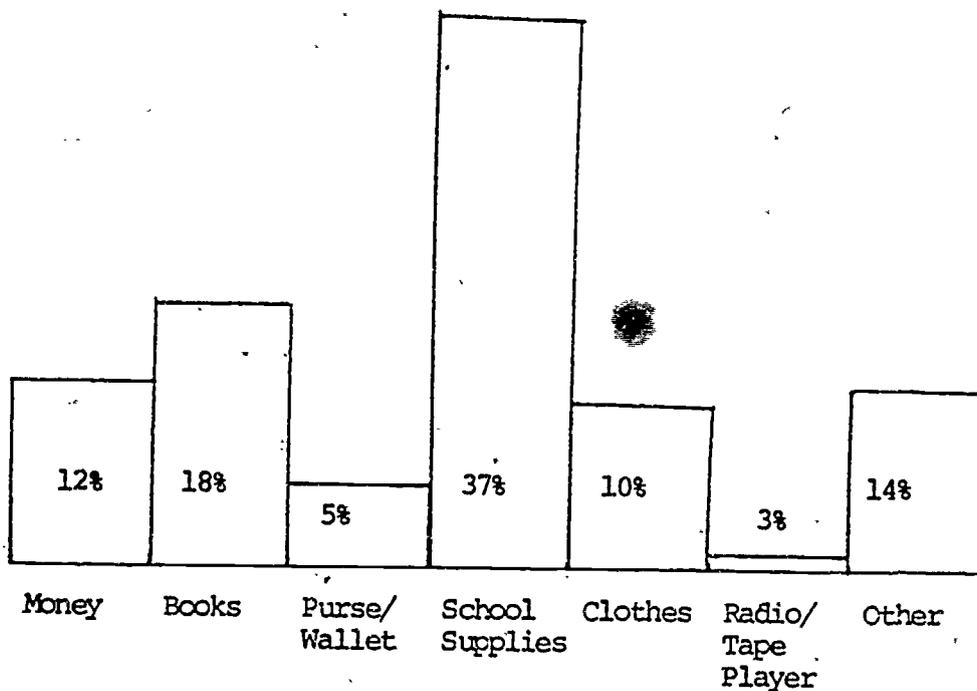


THEFT

What was taken?

<u>ITEM</u>	<u>f₁</u>	<u>f₂</u>	<u>f₃</u>
Money	21 (12%)	11	10
Books	32 (18%)	18	3
Purse/Wallet	9 (5%)	11	1
School Supplies	65 (37%)	7	16
Clothing	18 (10%)	1	6
Radio-Tape Player	6 (3%)	-	-
Other	<u>24</u> (14%)	-	-

176

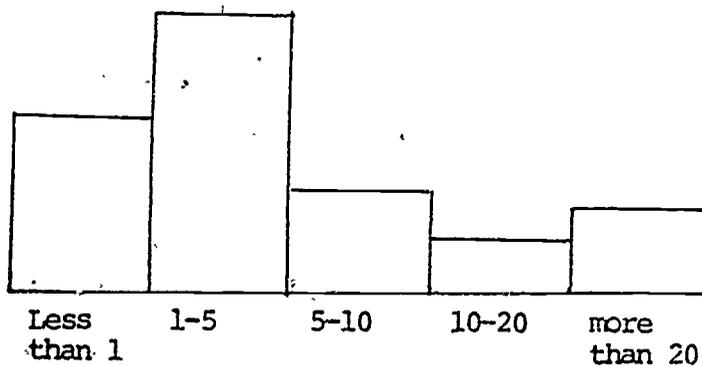


WHAT WAS TAKEN?

THEFT

Cost of Stolen Items: N = 147

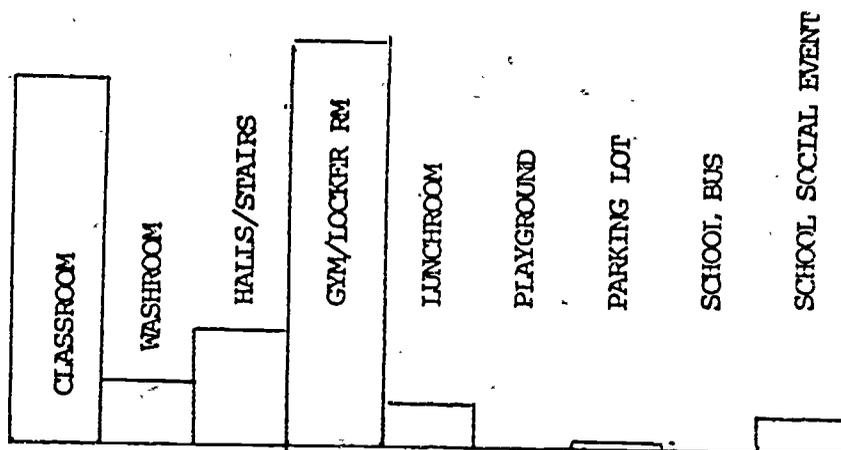
Less than \$1	=	38	(26%)
1 - 5	=	58	(39%)
5 -10	=	21	(14%)
10-20	=	12	(8%)
20+	=	<u>18</u>	(12%)
		147	



COST OF ITEMS STOLEN IN DOLLARS

Where? N = 171

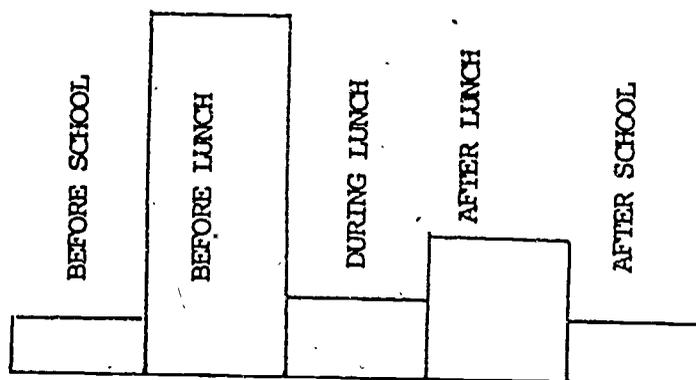
Classroom	=	62	(36%)
Washroom	=	11	(6%)
Halls/Stairs	=	19	(11%)
Gym	=	64	(37%)
Lunchroom	=	6	(4%)
Playground	=	1	(.5%)
Parking lot	=	2	(1%)
School Bus	=	1	(.5%)
School Soc.Event	=	<u>5</u>	(3%)
		171	



WHERE DID THE LOSS OCCUR?

When? N = 165

Before School	=	11	(7%)
Before Lunch	=	86	(52%)
Lunch	=	18	(11%)
After Lunch	=	31	(19%)
After School	=	<u>19</u>	(12%)
		165	

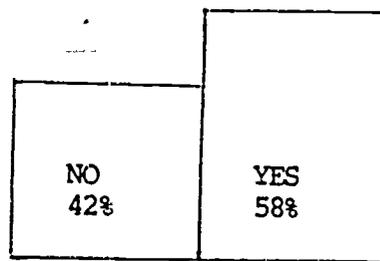


WHEN DID THE LOSS OCCUR?

THEFT

Tell? N = 163

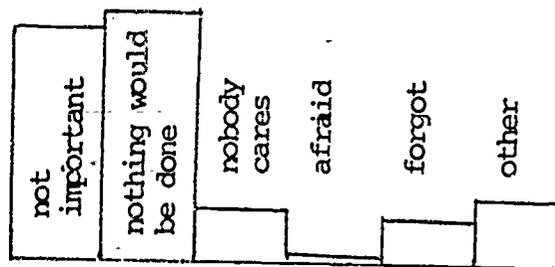
No = 63 (42%)
 Yes = 87 (58%)
 150 (100%)



DID YOU TELL ANYONE ABOUT IT?

Why not? N = 98

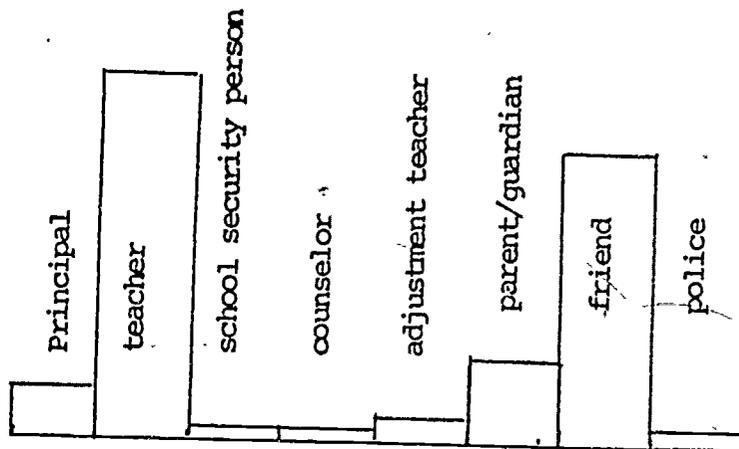
Not important = 38 (39%)
 Nothing would be done = 39 (40%)
 Nobody cares = 6 (6%)
 Afraid = 2 (2%)
 Forgot = 5 (5%)
 Other = 7 (7%)



WHY NOT?

Whom did you tell? N = 117

Principal = 7 (6%)
 Teacher = 48 (41%)
 School Sec. Per. = 2 (2%)
 Counselor = 2 (2%)
 Adjus. Teacher = 4 (3%)
 Parent/Guardian = 12 (10%)
 Friend = 37 (32%)
 Police = 3 (3%)
 Other = 2 (2%)
117



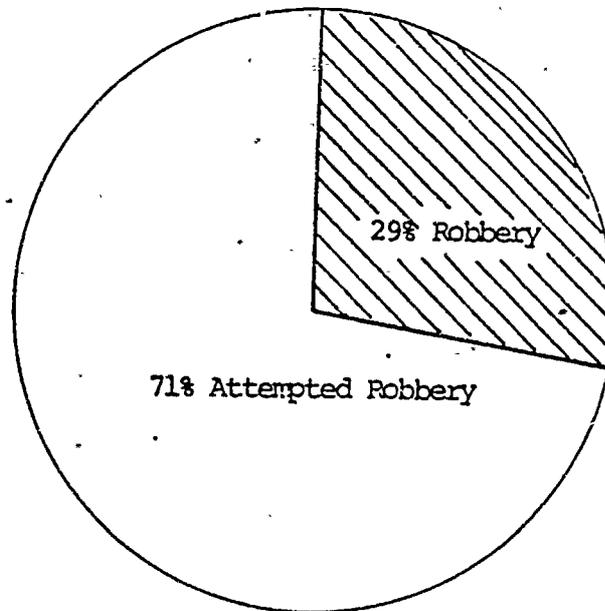
WHOM DID YOU TELL?

ROBBERY

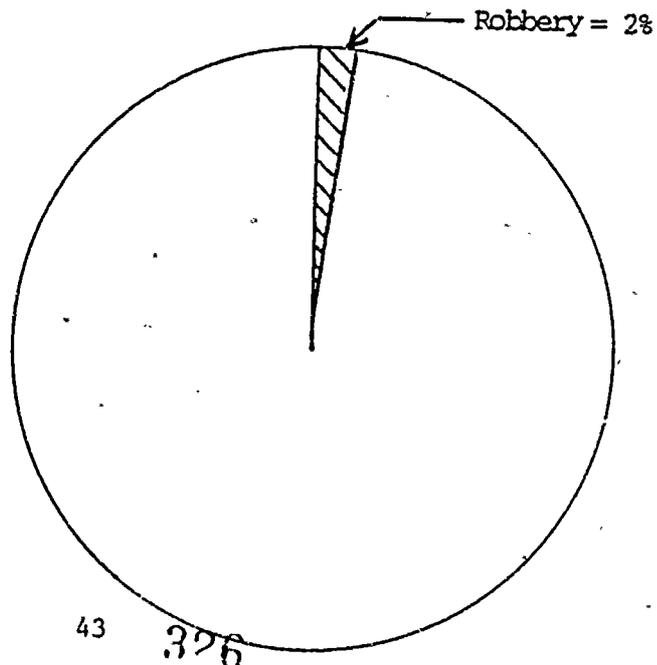
A total of 51 students stated that they had been robbed (in the two month period) or an attempt was made to do so. When asked if this incident was an actual robbery or an attempt, 14 students replied that it was an actual robbery, and 35 students replied that it was an attempt to do so, for a total of 49 responses. However, since 51 students replied "Yes" to the original question about robberies and attempts, the 49 response total is inconsistent with the 51 response total.

Question: Were you actually robbed, or was this only an attempt to rob you?

ACTUAL ROBBERY = 14
ATTEMPTED ROBBERY = 35
TOTAL = 49



Of the total of 756 students who responded to this question, 14 replied that they had been robbed. Based on an N of 756 approximately 2% of the respondents had been victims of a robbery within the two month period. Based on an N of 809, this percentage figure is not changed.

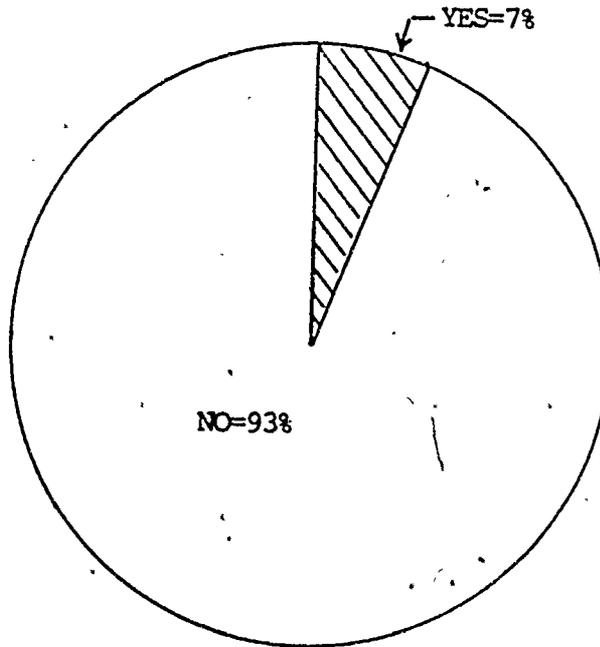


ROBBERY

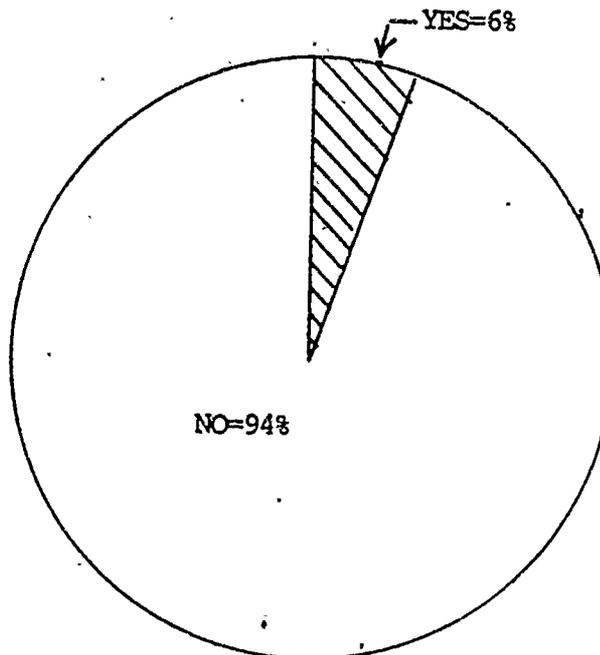
Question: During the last two months (September and October) did anyone take anything from you by force or threat of force (this is called robbery), or did anyone attempt to do so while you were at school or on the way to or from school?

A total of 756 respondents answered this question, and 53 respondents did not answer.

NO = 705
YES = 51
MISSING = 53
N = 809



If it is assumed that those who did not respond were not robbed, the above percentages are slightly altered to those below:



ROBBERY

Where did the robbery or attempted robbery take place?

<u>LOCATION</u>	<u>f</u>
Classroom	2
Washroom	10
Hall-Stairs	8
Gym-Locker Room	9
Cafeteria	1
Playground	3
Public Transportation	
Parking Lot	<u>1</u>
	36

Respondents indicate that the most likely places to be robbed are the school washrooms, in the halls or stairwells, or in the gym or locker room. These three locations account for 75% of the robberies or attempted robberies.

When did the robbery or attempted robbery take place?

<u>TIME</u>	<u>f</u>
Before School Hours	22
Before Lunch	15
During Lunch	2
After Lunch	6
After School	<u>10</u>
	55

Respondents indicate that 58% of the robberies or attempted robberies take place before or after regular school hours.

Race of the offenders who robbed or attempted to rob students:

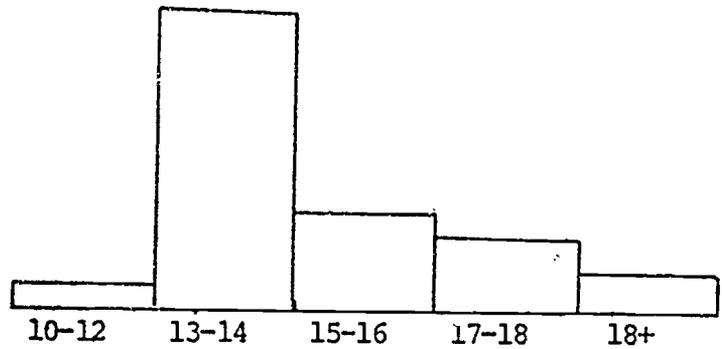
	<u>f</u>
Same race as victim	15
Different race than victim	<u>13</u>
	28

ROBBERY

Estimated age of offenders who robbed or attempted to rob students:

<u>AGE IN YEARS</u>	<u>f</u>
10 - 12	3
13 - 14	29
15 - 16	10
17 - 18	8
18+	4

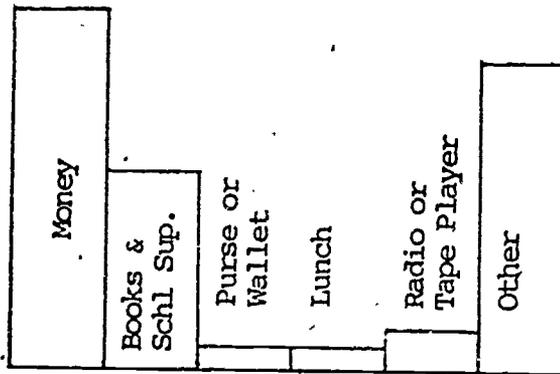
I
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Age of offenders in years

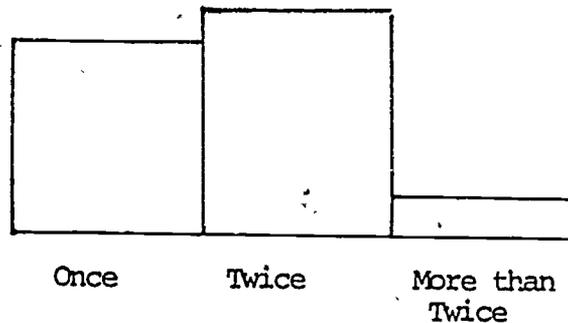
What was taken in the robbery?

<u>ITEMS TAKEN</u>	<u>f</u>
Money	11
Books-School Supplies	6
Purse or wallet	1
Lunch	1
Radio-Tape Player	2
Other	9
	<u>30</u>



How many times did this happen (robbery or attempted robbery) during the two month period?

<u>TIMES</u>	<u>f</u>
Once	22
Twice	25
More than twice	4
	<u>51</u>

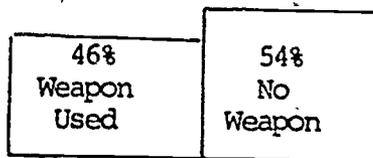


Frequency of Occurrence

ROBBERY

Were weapons used or displayed in the robberies or attempted robberies?

	<u>f</u>
Weapons used or displayed	13
No weapons used or displayed	<u>15</u>
	28

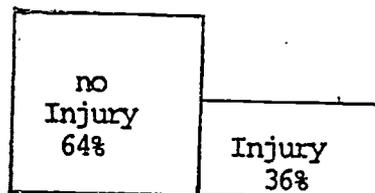


What kind of weapons were used or displayed?

<u>KIND</u>	<u>f</u>
	1
	2
	1
	1
	1
	<u>1</u>
	7

Were victims of the robberies or attempted robberies hurt or injured?

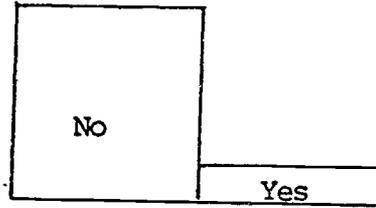
<u>RESPONSES</u>	<u>f</u>	<u>%</u>
NO	18	64
YES	<u>10</u>	<u>36</u>
	28	100



ROBBERY

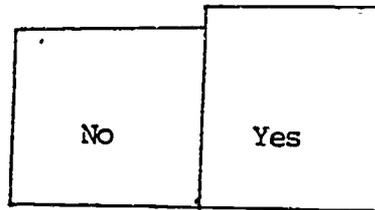
How many victims of robbery or attempted robbery were injured seriously enough to require the attention of a doctor or nurse?

<u>SAW DR. OR NURSE.</u>	<u>f</u>
NO	19
YES	<u>4</u>
	23



DID VICTIM SEE DOCTOR OR NURSE?

<u>HOSPITAL</u>	<u>f</u>	
NO	11	(44%)
YES	13	<u>(56%)</u>
		(100%)

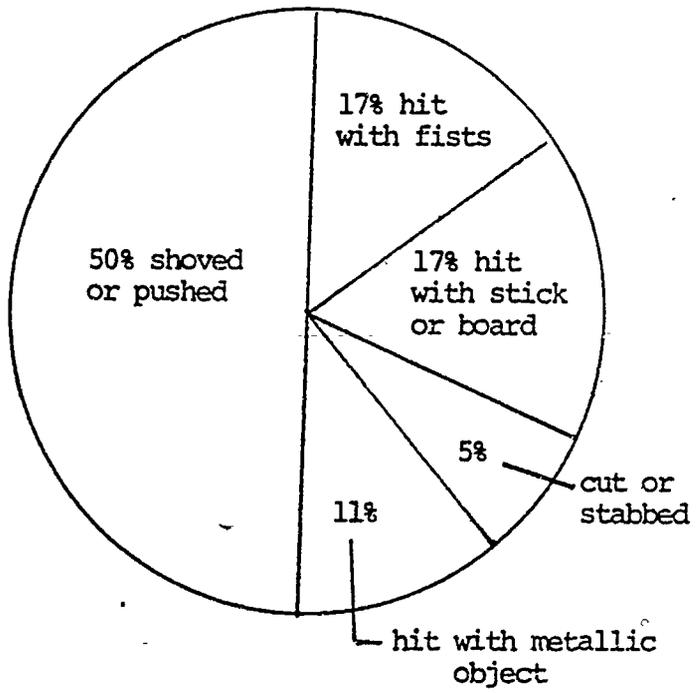


DID VICTIM GO TO HOSPITAL?

ROBBERY

For those students who were victims of a robbery or attempted robbery, and who were also injured or hurt, how was the injury inflicted?

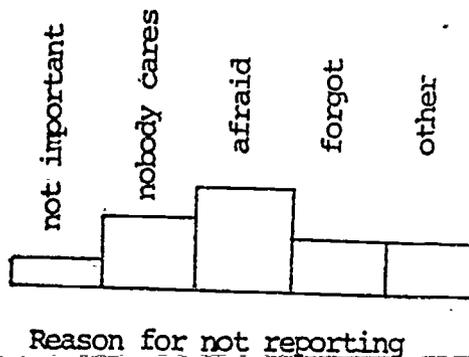
MANNER OF ASSAULT	f
Shoved-pushed	9
Hit with fists	3
Hit with board	3
Hit with metal obj.	2
Cut or stabbed	<u>1</u>
	18



ROBBERY

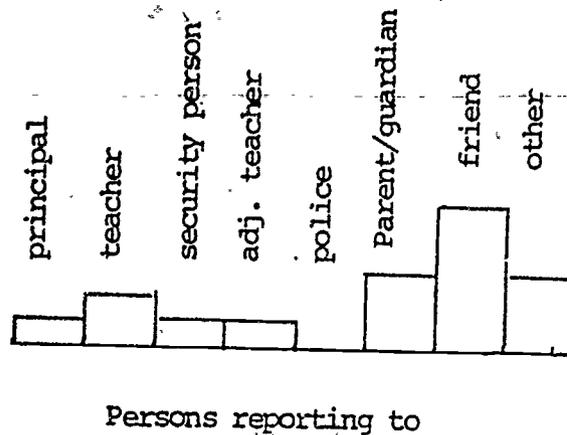
If not Reported, what was the reason?

<u>REASON</u>	<u>f</u>
Not important	1
Nobody cares	3
Afraid	4
Forgot	2
Other	<u>2</u>
	12



If Reported, whom was informed?

<u>PERSON</u>	<u>f</u>
Principal	1
Teacher	2
Security Person	1
Adjustment teacher	1
Parent-guardian	3
Friend	6
Other	3
Police	<u>0</u>
	17



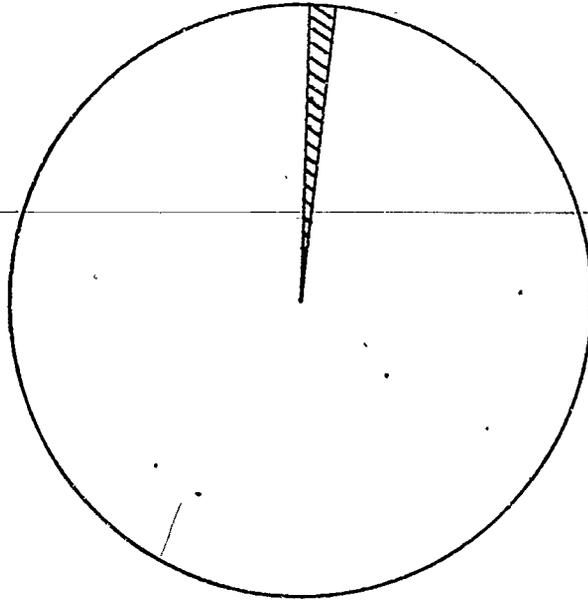
RAPE

Question: During the past two months (September and October) did anyone rape you or attempt to rape you while in school or on the way to or from school?

A total of 723 students responded to this question, out of a total of 809 (42 missing cases)

YES = 1.9%

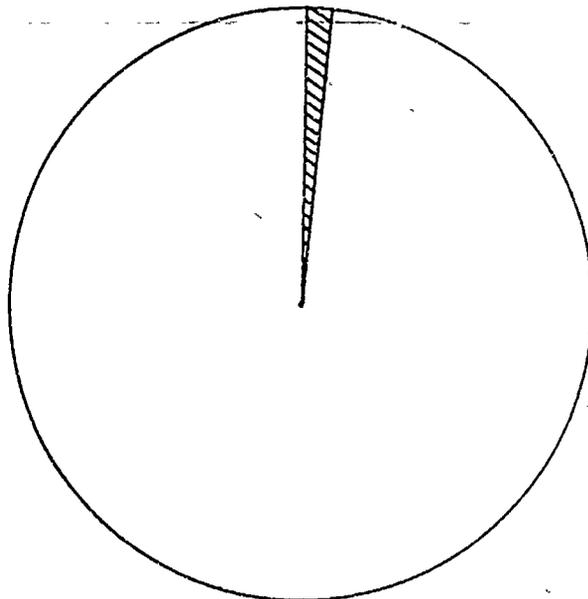
<u>RESPONSE</u>	<u>f</u>	
NO	709	(98%)
YES	<u>14</u>	(2%)
	723	



If it is assumed that those who did not respond were not victims of rape or attempted rape, the above figures are slightly altered.

YES = 1.7%

NO	681
YES	14
MISSING	<u>86</u>
	809



STUDENT QUESTIONNAIRE (Q1)

SAFE SCHOOLS STUDY
STUDENT QUESTIONNAIRE
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This questionnaire is part of a study to find out how safe people are in school or on the way to or from school. You were selected randomly from among the students in the school system to be a part of this study. This is just like having your name drawn from a hat.

THIS IS NOT A TEST. There are no right or wrong answers. We only need your honest answers to the questions. Your participation is **VOLUNTARY**. You do not have to answer some or all of the questions. However, your answers are important and we would like your full cooperation.

DO NOT WRITE YOUR NAME ON THIS BOOKLET. Your responses will be anonymous. Please do not talk or compare answers with other students. We are only interested in your answers.

If you have any questions at this point, please raise your hand. O.K., now look at the sample questions in the instructions below.

INSTRUCTIONS

There are four kinds of questions in this booklet.

The first kind is a multiple choice question. After the question, it will say **FILL IN ONLY ONE NUMBER**. Use a lead pencil to fill in the circle surrounding the number beside the answer that fits you best, like this:

EXAMPLE 1

How tall are you? (FILL IN ONLY ONE NUMBER)

- Less than 5 feet 1
- Between 5 and 6 feet 2
- More than 6 feet 3

The second kind will ask you to fill in all the numbers beside answers that fit you, like this:

EXAMPLE 2

What courses do you take at school?
 (FILL IN ALL THAT APPLY)

- English 1
- Math 2
- Social Studies 3
- Science 4
- Industrial Arts 5
- Other 6

The third kind just asks you to write in an answer.

EXAMPLE 3

How many minutes long is your lunch period?

The fourth kind asks a set of questions with the answers to the right of each one. Each answer is labeled as in the example below. (FILL IN ONE NUMBER ON EACH LINE)

EXAMPLE 4

How do you feel about each of these ideas? (FILL IN ONE NUMBER ON EACH LINE) Agree Disagree

- A. Teachers know all the answers 1 2
- B. Parents and teachers should work together 1 2
- C. Students should be able to decide what is taught in school 1 2

The fifth kind is more complicated, but is also the most important. You are asked if certain things happened to you. For example: "In the last two months have you had anything of yours stolen from you in school?" If you answer "NO" you then go on to the next question. If you answer "YES" then you go on to other parts of the same question.

EXAMPLE 5

In the last two months have you had anything of yours stolen from you in school?

- 1 NO (Go to next question on page 2)
- 2 YES If yes

How many times?

- Once 1
- Twice 2
- More than twice 3

NOW TURN TO THE NEXT PAGE AND CONTINUE

You are now ready to begin. Be sure to use only a pencil, not a pen. Erase any changed answers completely and cleanly. If you have any questions while taking this questionnaire, please raise your hand.

1. Are you:

- a. Male 1 b. Female 2

2. How old are you?

(FILL IN ONLY ONE NUMBER)

- a. 11 years old or younger 1
 b. 12 to 13 years of age 2
 c. 14 to 15 years of age 3
 d. 16 to 17 years of age 4
 e. 18 years old or older 5

3. How do you describe yourself?

(FILL IN ONLY ONE NUMBER)

- a. American Indian or Alaskan Native 1
 b. Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.) 2
 c. Spanish-American (Mexican, Puerto Rican, Cuban, or other Latin-American) 3
 d. Black or Afro-American (other than Spanish-American) 4
 e. White (other than Spanish-American) 5

f. Other (Please write in here) 6

4. How long have you been attending this school?

(FILL IN ONLY ONE NUMBER)

- a. Less than 3 mo. 1 d. Between 1 & 2 yrs. 4
 b. Between 3 & 6 mo. 2 e. More than 2 yrs. 5
 c. Between 6 mo. & 1 yr. 3

5. What grade are you in?

(FILL IN ONLY ONE NUMBER)

- a. 7th grade 1
 b. 8th grade 2
 c. 9th grade (Freshman) 3
 d. 10th grade (Sophomore) 4
 e. 11th grade (Junior) 5
 f. 12th grade (Senior) 6
 g. Other 7

6. How well do you use the following:

(FILL IN ONE NUMBER ON EACH LINE)

	Use Occ.	Use Faily	Use Very Well
a. The school	1	2	3
b. The grounds	1	2	3
c. The people	1	2	3
d. The teacher	1	2	3
e. The other students	1	2	3

7. Why do you go to this school and not some other school? (FILL IN ONLY ONE NUMBER)

- a. I am involved in a Permissive Transfer Plan 1
 b. I chose this school for its special courses or program 2
 c. I was expelled from another school 3
 d. I was assigned to this school because I live in the area 4
 e. Some other reason (What reason? Write in) 5

8. How many good friends do you have at this school? (FILL IN ONLY ONE NUMBER)

- a. None 1 c. 3 or 4 3
 b. 1 or 2 2 d. 5 or more 4

9. How often do you feel safe while in your school building? (FILL IN ONLY ONE NUMBER)

- a. All of the time 1 d. Hardly ever 4
 b. Most of the time 2 e. Never 5
 c. Some of the time 3

10. How often are you afraid that someone will hurt or bother you at school?

(FILL IN ONLY ONE NUMBER)

- a. All of the time 1 d. Hardly ever 4
 b. Most of the time 2 e. Never 5
 c. Some of the time 3

11. Do you feel safe on school grounds, including playgrounds, recreation areas, and parking lots?

(FILL IN ONLY ONE NUMBER)

- a. All of the time 1 d. Hardly ever 4
 b. Most of the time 2 e. Never 5
 c. Some of the time 3

12. How often do you bring something to school to protect yourself? (FILL IN ONLY ONE NUMBER)

- a. All of the time 1 d. Hardly ever 4
 b. Most of the time 2 e. Never 5
 c. Some of the time 3

13. If you do bring something to school to protect yourself, what is it that you bring?

(FILL IN ALL THAT APPLY)

- a. A knife or razor or other form of cutting tool 1
 b. A baton or key or other hard projectile tool 2
 c. A club or any other form of blunt weapon 3
 d. Something else (What?) 4

14. Do you stay away from any of the following places because someone might hurt or bother you there? (FILL IN ONE NUMBER ON EACH LINE)
- | | Yes | No |
|---|-----|----|
| a. The shortest way to school | ① | ② |
| b. Any entrances into the school | ① | ② |
| c. Any hallways or stairs in the school | ① | ② |
| d. Parts of the school cafeteria | ① | ② |
| e. Any school restroom | ① | ② |
| f. Other places inside school building | ① | ② |
| g. School parking lot | ① | ② |
| h. Other places on school grounds | ① | ② |

15. The following questions are about street gangs: (FILL IN ONE NUMBER ON EACH LINE)
- | | Yes | No | Don't Know |
|---|-----|----|------------|
| a. Are there any street gangs in your neighborhood | ① | ② | ③ |
| b. Are there street gang members at your school | ① | ② | ③ |
| c. Do street gang members try to get you to join their gangs when you are in school | ① | ② | ③ |
| d. Do street gang members try to get you to join their gangs when you are outside of school | ① | ② | ③ |
| e. Do street gang members at your school make you feel afraid when you are at school | ① | ② | ③ |
| f. Have street gang members ever threatened you or attacked you in school or on the way to or from school | ① | ② | ③ |

16. During the last two months did anyone attack you or threaten to attack and injure you at school or on the way to or from school?

INSTRUCTIONS. IF YOU WERE NOT ATTACKED OR THREATENED WITH ATTACK AND INJURY IN THE LAST TWO MONTHS FILL IN THE NUMBER "1" BELOW AND GO ON TO THE NEXT QUESTION INDICATED. IF YOU WERE ATTACKED OR THREATENED WITH ATTACK, FILL IN THE NUMBER "2" BELOW AND CONTINUE ANSWERING THE REST OF THIS QUESTION

A. 1.0 (Go to question 17, Page 4)

2.5

If yes...

B. How many times did someone attack and injure you, or was the only person to do so?

- C. How many times did this happen during the last two months?
- | | | | |
|-------|---|-------------------|---|
| Once | 1 | Three times | 3 |
| Twice | 2 | More than 3 times | 4 |

INSTRUCTIONS. ANSWER THE FOLLOWING QUESTIONS ABOUT THE INCIDENT WHICH YOU THINK WAS MOST SERIOUS.

- D. Where did this take place? (FILL IN ALL THAT APPLY)
- | | | | |
|------------------------|---|--------------------------|----|
| Classroom | 1 | Parking lot | 9 |
| Washroom | 2 | School social event | 10 |
| Hall or stairs | 3 | School athletic event | 11 |
| Gym or Locker | 4 | On Street next to school | 12 |
| Room | 5 | On way to or from school | 13 |
| Cafeteria or Lunchroom | 6 | Other (Where?) | 14 |
| Playground | 7 | | |
| School Bus | 8 | | |
| CTA bus or EL | 9 | | |

- E. When did it take place? (FILL IN ONLY ONE NUMBER)
- | | |
|-----------------------------------|---|
| Before regular school hours | ① |
| During school hours, before lunch | ② |
| During school hours during lunch | ③ |
| During school hours, after lunch | ④ |
| After regular school hours | ⑤ |

- F. What was the reason for it?
- | | |
|------------------|---|
| An argument | ① |
| A grudge | ② |
| Gang recruitment | ③ |
| Other (What?) | ④ |
| Don't know | ⑤ |

- G. How many persons attacked you, or attempted to do so? (FILL IN ONLY ONE NUMBER)
- | | |
|-------------------------|---|
| One person | 1 |
| Two persons | 2 |
| Three persons | 3 |
| More than three persons | 4 |

- H. How many of those attacking you were:
- | | | | |
|-------|----------|---------|----------|
| Male? | (number) | Female? | (number) |
|-------|----------|---------|----------|

- I. How many of those attacking you were of your race? (number)

- J. What would you guess to be the age of the person who attacked you, or attempted to do so? (FILL IN ONLY ONE NUMBER)
- | | |
|-----------------------------|---|
| They were younger than I am | 1 |
| They were about my age | 2 |
| They were older than I am | 3 |

- K. If you were attacked by one person was that person:
- 11 years old or younger 1
 - 12 to 13 years of age 2
 - 14 to 15 years of age 3
 - 16 to 17 years of age 4
 - 18 years old or older 5

L. Were you hurt badly enough that

	Yes	No
You saw a doctor or nurse	1	2
You went to a hospital	1	2
You were bleeding	1	2
You had a broken bone	1	2
You had to stay home from school	1	2

M. How were you attacked?

(FILL IN ALL THAT APPLY)

I was shoved .. 1	I was cut or stabbed .. 4
I was hit with fists .. 2	I was shot .. 5
I was kicked ... 3	Other (What?) .. 6

N. Do you know if the person(s) who attacked you or threatened you; were students at your school? (FILL IN ONLY ONE NUMBER)

- Yes, students at my school ①
- No, not students at my school ②
- I think they were students at my school ... ③
- Some were students at my school ④
- I don't know ⑤

O. Did any of those who attacked you, or threatened to attack you, have any weapons, such as knives, sticks, guns, etc.?

- ① YES
- ② NO

If yes, what kind of weapon(s) did they have?

(Answer here)

P. Did you report it to anyone?

- ① YES
- ② NO

To whom did you report it? (FILL IN ALL THAT APPLY)

- Principal 1
- Teacher 2
- School Security Person 3
- Counselor 4
- Adjustment Teacher 5
- Parent or Guardian 6
- Other Family Member 7
- Friend 8
- Police 9
- Other (What?) 10

Because: (FILL IN ALL THAT APPLY)

- Not important 1
- Nothing would be done 2
- Nobody cares anyway 3
- Afraid to 4
- Forgot 5
- Other (What?) 6

17. During the last two months did anyone steal anything from you or take something of yours without your permission while you were in school or on the way to or from school?

INSTRUCTIONS. IF YOU DID NOT HAVE ANYTHING STOLEN IN THE LAST TWO MONTHS, FILL IN THE NUMBER "1" BELOW AND GO ON TO THE NEXT QUESTION INDICATED. IF YOU DID HAVE SOMETHING STOLEN, FILL IN THE NUMBER "2" BELOW AND CONTINUE ANSWERING THE REST OF THIS QUESTION.

A. ① NO (Go to question 18, Page 5)

② YES

B. If yes, how many times did this happen? (FILL IN ONLY ONE NUMBER)

- Once 1
- Twice 2
- Three times 3
- More than 3 times 4

INSTRUCTIONS. ANSWER THE FOLLOWING QUESTIONS CONCERNING THE LOSS WHICH INVOLVED THE LARGEST AMOUNT OF MONEY OR ITEMS WHICH COST THE MOST MONEY

C. Where did this take place? (FILL IN ALL THAT APPLY)

- Classroom 1
- Washroom 2
- Hall or stairs 3
- Gym or Locker Room 4
- Cafeteria or Lunchroom 5
- Playground 6
- School Bus 7
- CTA bus or El 8
- Parking lot 9
- School social event 10
- School athletic event 11
- On Street next to school 12
- On way to or from school 13
- Other (Where?) 14

D. When did this occur?

(FILL IN ONLY ONE NUMBER)

- Before regular school hours 1
- During school hours, before lunch 2
- During school hours, during lunch 3
- During school hours, after lunch 4
- After regular school hours 5

E. What was taken? (FILL IN ALL THAT APPLY)

- Money 1
- Books 2
- Supplies 3
- Purse or wallet 4
- Jewelry 5
- Lunch 6
- Clothing 7
- Radio or Tape Player 8
- Other (What?) 9

F. How much money was lost, or how much money would it take to replace what you lost? (FILL IN ONLY ONE NUMBER)

- Less than \$1 1
- \$1 to \$5 2
- \$5 to \$10 3
- \$10 to \$20 4
- \$20 to \$50 5
- \$50 to \$100 6
- More than \$100 7

G. Did you tell anyone about it?

- | | |
|---|-------------------------------|
| 1 YES <input checked="" type="checkbox"/> | 2 NO <input type="checkbox"/> |
| Whom did you tell? | Because. |
| (FILL IN ALL THAT APPLY) | (FILL IN ALL THAT APPLY) |
| Principal 1 | Not important 1 |
| Teacher 2 | Nothing would be done 2 |
| School Security Person 3 | Nobody cares anyway 3 |
| Counselor 4 | Afraid to 4 |
| Adjustment Teacher 5 | Forgot 5 |
| Parent or Guardian 6 | Other (Why?) 6 |
| Other Family Member 7 | |
| Friend 8 | |
| Police 9 | |
| Other (Whom?) 10 | |

E. When did it take place?

- Before regular school hours 1
- During school hours, before lunch 2
- During school hours, during lunch 3
- During school hours, after lunch 4
- After regular school hours 5

F. How many persons robbed you? (FILL IN ONLY ONE NUMBER)

- One person 1
- Two persons 2
- Three persons 3
- More than 3 persons 4

G. How many of those who robbed you were not of your race? (number)

H. What would you guess to be the ages of the person(s) who robbed you, or attempted to do so?

- They were younger than I am 1
- They were about my age 2
- They were older than I am 3

18. During the last two months, did anyone take anything from you by force or threat of force (this is called robbery), or did anyone attempt to rob you while you were in school or on the way to or from school?

INSTRUCTIONS: IF YOU WERE NOT ROBBED, AND NO ATTEMPT WAS MADE TO ROB YOU IN THE LAST TWO MONTHS, FILL IN THE NUMBER "1" BELOW AND GO ON TO THE NEXT QUESTION INDICATED. IF YOU WERE ROBBED, OR AN ATTEMPT WAS MADE TO ROB YOU, FILL IN THE NUMBER "2" BELOW AND CONTINUE ANSWERING THIS QUESTION.

1A. NO (Go to question 19, Page 6)

YES

B. If yes: Were you actually robbed, or was this only an attempt to rob you?

(FILL IN ONLY ONE NUMBER)

- I was actually robbed 1
- Someone attempted to rob me 2

C. How many times did this happen during the last two months? (FILL IN ONLY ONE NUMBER)

- Once 1
- Twice 2
- Three times 3
- More than 3 times 4

INSTRUCTIONS: ANSWER THE FOLLOWING QUESTIONS CONCERNING THE INCIDENT WHICH YOU THINK WAS MOST SERIOUS

D. Where did this take place? (FILL IN ALL THAT APPLY)

- | | |
|-------------------------------|-----------------------------------|
| Classroom 1 | Parking lot 5 |
| Washroom 2 | School social event 10 |
| Hall or stairs 3 | School athletic event 11 |
| Gymnasium 4 | On Street next to School 12 |
| Restroom 5 | On way to or from school 13 |
| Classroom 6 | On way to or from school 14 |
| Locker room 7 | Other (What?) 15 |
| Playground 8 | |
| Street near school 9 | |
| At home or elsewhere 10 | |

I. If you were robbed by one person, was that person:

- 11 years old or younger 1
- 12 to 13 years of age 2
- 14 to 15 years of age 3
- 16 to 17 years of age 4
- 18 years old or older 5

J. Do you know if the person(s) involved were students at your school? (FILL IN ONLY ONE NUMBER)

- Yes, students at my school 1
- No, not students at my school 2
- I think they were students at my school 3
- Some were students at my school 4
- I don't know 5

K. What was taken? (FILL IN ALL THAT APPLY)

- | | |
|-------------------------------|--------------------------------|
| Money 1 | Lunch 5 |
| Books School Supplies 2 | Clothing 6 |
| Purse or Wallet 3 | Radio or Tape Recorder 7 |
| Jewelry 4 | Other (What?) 8 |

L. Did any of those who robbed you have weapons such as knives, sticks, guns, etc.?

- 1 NO
- 2 YES

If yes, What kind of weapons did they have?

M. Were you hurt or injured during the robbery?

- 1 YES (Go to Question 19)
- 2 NO (Go to Question 19)

N. If yes: How were you injured?

(FILL IN ALL THAT APPLY)

- I was shoved or pushed (1)
- I was hit with fists (3)
- I was kicked (3)
- I was hit with a stick or board (4)
- I was hit with a piece of metal (5)
- I was hit with a stone, rock or brick (6)
- I was cut or stabbed (7)
- I was shot (8)
- Other (How?) [] (9)

O. Were you hurt badly enough that:

(FILL IN ALL THAT APPLY)

- | | | |
|--|-----|-----|
| | YES | NO |
| You saw a doctor or nurse (1) | (1) | (2) |
| You went to a hospital (1) | (1) | (2) |
| You were bleeding (1) | (1) | (2) |
| You had a broken bone (1) | (1) | (2) |
| You had to stay home from school ... (1) | (1) | (2) |

P. Did you tell anyone about it?

(1) YES (2) NO

Whom did you tell?
(FILL IN ALL THAT APPLY)

- Principal (1)
- Teacher (2)
- School Security Person (3)
- Counselor (4)
- Adjustment Teacher (5)
- Parent or Guardian (6)
- Other Family Members (7)
- Friend (8)
- Police (9)
- Other (Whom?) ... (9)

Because:
(FILL IN ALL THAT APPLY)

- Not important (1)
- Nothing would be done (2)
- Nobody cares anyway (3)
- Afraid to (4)
- Forgot (5)
- Other (Why?) (6)

19. During the last two months, did anyone rape you or attempt to rape you while in school or on the way to or from school?

INSTRUCTIONS: IF YOU WERE NOT RAPED OR THREATENED WITH RAPE IN THE LAST TWO MONTHS, FILL IN NUMBER "1" BELOW AND GO ON TO THE NEXT QUESTION INDICATED IF YOU WERE RAPED, OR AN ATTEMPT WAS MADE TO RAPE YOU, FILL IN THE NUMBER "2" BELOW AND CONTINUE ANSWERING ALL OF THIS QUESTION.

A. (1) NO (Go to question 20, Page 7)

(2) YES

B. If yes: Were you actually raped, or was this only an attempt to do so? (FILL IN ONLY ONE NUMBER)

- I was actually raped 1
- Someone attempted to rape me 2

C. How many times did this happen during the last two months? (FILL IN ONLY ONE NUMBER)

- Once 1
- More than once 2
- Twice 3

INSTRUCTIONS: ANSWER THE FOLLOWING QUESTIONS CONCERNING THE ATTACK OR ATTEMPTED ATTACK WHICH YOU THINK WAS MOST SERIOUS

D. Where did this take place?

(FILL IN ALL THAT APPLY)

- | | |
|-----------------------------------|-----------------------------------|
| Classroom (1) | Parking lot 9 |
| Washroom (2) | School social event 10 |
| Hall or stairs (3) | School athletic event 11 |
| Gym or Locker Room (4) | On Street next to school 12 |
| Cafeteria or Lunchroom: (5) | On way to or from school 13 |
| Playground (6) | Other (Where?) 14 |
| School Bus (7) | [] |
| CTA bus or El (8) | |

E. When did this take place?

(FILL IN ONLY ONE NUMBER)

- Before regular school hours (1)
- During school hours, before lunch (2)
- During school hours, during lunch (3)
- During school hours, after lunch (4)
- After regular school hours (5)

F. How many persons were involved?

(FILL IN ONLY ONE NUMBER)

- One person (1)
- Two persons (2)
- More than two persons (3)

G. How many of your attackers were:

- Male [] Female []
- (Specify)

H. How many of your attackers were not of your race? Write the number: [] (Attackers)

I. What would you guess to be the ages of the person(s) who raped you, or attempted to do so?

- They were younger than I am (1)
- They were about my age (2)
- They were older than I am (3)

J. If you were raped by one person, was that person:

- 11 years old or younger (1)
- 12 to 13 years of age (2)
- 14 to 15 years of age (3)
- 16 to 17 years of age (4)
- 18 years old or older (5)

K. Do you know if the person(s) involved were students at your school?

(FILL IN ONLY ONE NUMBER)

- Yes, student at my school 1
- No, not student at my school 2
- I don't know, were students at my school 3
- Some were students at my school 4
- I don't know 5

L. Did you seek medical attention?
(FILL IN ALL THAT APPLY)

- ① YES →
- Where?
- Hospital ①
 - Doctor ②
 - Nurse ③
 - Clinic ④
 - Other (Where?) ⑤

- ② NO →
- Why not?
- Not Important 1
 - Ashamed 2
 - Afraid 3
 - Forgot 4
 - Other (Why?) 5

M. Did you tell anyone about it?

- ① YES →
- Whom did you tell?
(FILL IN ALL THAT APPLY)
- Principal ①
 - Teacher ②
 - School Security Person ③
 - Counselor ④
 - Adjustment Teacher ⑤
 - Parent or Guardian ⑥
 - Other Family Members ⑦
 - Friend ⑧
 - Police ⑨
 - Other (Whom?) ⑩

- ② NO →
- Because:
(FILL IN ALL THAT APPLY)
- Not Important 1
 - Nothing would be done 2
 - Nobody cares anyway 3
 - Afraid to 4
 - Forgot 5
 - Other (Why?) 6

20. How easy or hard is it for students to get the following things at your school?
(FILL IN ONLY ONE NUMBER ON EACH LINE)

	Very Hard	Fairly Hard	Fairly Easy	Very Easy	Don't Know
a. Beer, wine, or other alcohol	①	②	③	④	⑤
b. Marijuana	①	②	③	④	⑤
c. Pills, such as Uppers and Downers	①	②	③	④	⑤
d. Other types of drugs	①	②	③	④	⑤
e. Weapons, such as guns or knives	①	②	③	④	⑤
f. Stolen things for sale	①	②	③	④	⑤

21. How easy would it be to do the following things if you wanted to?
(FILL IN ONLY ONE NUMBER ON EACH LINE)

	Very Hard	Fairly Hard	Fairly Easy	Very Easy	Don't Know
a. Get an unfair grade changed	①	②	③	④	⑤
b. Work faster or slower than the rest of the class	①	②	③	④	⑤
c. Have your ideas listened to in class	①	②	③	④	⑤
d. Talk over school work problems with a teacher	①	②	③	④	⑤
e. Talk over personal problems with a school counselor	①	②	③	④	⑤

GO TO NEXT PAGE

STUDENT QUESTIONNAIRE (Q1)

(SPANISH VERSION OF Q1)

SAFE SCHOOLS STUDY
STUDENT QUESTIONNAIRE
SPANISH VERSION

ESTUDIO DE SEGURIDAD ESCOLAR
ENCUESTA PARA LOS ESTUDIANTES

Junta Educativa de Chicago

1980

62

345

Este cuestionario es parte de un estudio para averiguar que tan seguras están las personas en la escuela o en el camino hacia o de la escuela. Usted fue elegido casualmente entre los estudiantes del sistema escolar para formar parte de este estudio. Esto es exactamente como si tomáramos su nombre, entre muchos de un sombrero. ESTO NO ES UN EXAMEN. Aquí no hay respuestas correctas o erróneas. Lo que queremos son respuestas sinceras sobre su escuela. Su participación en este estudio es voluntaria. Usted no tiene que contestar algunas o todas las preguntas. Sin embargo, sus respuestas son importantes y agradeceríamos su cooperación.

NO ESCRIBA SU NOMBRE EN ESTE FOLLETO. Sus respuestas serán anónimas. Favor de no hablar ni comparar respuestas con otros estudiantes. Sólo estamos interesados en sus respuestas.

Si en cualquier momento tienes preguntas, levanta la mano. Ahora pase a las preguntas de ejemplo en las instrucciones que siguen.

INSTRUCCIONES

En este folleto hay cuatro clases de preguntas

La primera clase es de selección múltiple. Después de la pregunta dice: "MARQUE UN NUMERO." Use lápiz para llenar el círculo que ha escogido como "contestación, por" ejemplo:

INSTRUCCIONES

En este folleto hay varias clases de preguntas.

- La primera categoría son preguntas con varias respuestas usted tiene que elegir una. Después de cada pregunta MARQUE UN NUMERO. Esto significa que con un lápiz llene el círculo del número que ha elegido como contestación. Por ejemplo:

EJEMPLO 1

¿Cuánto mides?

(MARQUE UN NUMERO)

- menos de 5 piés 1
- entre 5 y 6 piés 2
- más de 6 piés 3

- La segunda categoría de preguntas consistirá en marcar todos los números de las respuestas que elija. Por ejemplo:

EJEMPLO 2

¿Qué cursos estás tomando en la escuela?

(MARQUE LOS NUMEROS QUE SEAN APROPRIADOS)

- inglés 1
- matemáticas 2
- sociología 3
- ciencias 4
- artes industriales 5
- otros 6

dos veces 2

más de dos veces 3

Si tienes alguna pregunta por favor pregunte a la persona encargada de distribuir los cuestionarios (levante la mano). Utilice solamente lápiz, no use pluma ni bolígrafo. Borre cualquier cambio completamente.

Ahora puede comenzar a contestar las preguntas del cuestionario. Por favor pase a la página siguiente y comience.

- La tercera categoría hace un número de preguntas con las respuestas a la derecha de cada una. Hay tres posibles respuestas para cada pregunta. Por ejemplo:

EJEMPLO 3

¿Qué piensas sobre cada una de estas ideas?

(Marque un número en cada línea)

	<u>Estoy de acuerdo</u>	<u>No estoy seguro</u>	<u>No estoy de acuerdo</u>
A. los maestros saben todas las respuestas ,.....	1	2	3
B. los padres y maestros deberían coordinar sus esfuerzos	1	2	3
C. los estudiantes deberían decidir lo que se enseña en la escuela	1	2	3

- La cuarta categoría simplemente le pide que escriba una respuesta.

EJEMPLO 4

¿Cuántos minutos tienes para almorzar? _____ minutos

- La quinta categoría es más complicada, aunque es la más importante. Se le va a preguntar si ciertas cosas le han pasado a usted. Por ejemplo:

"¿Le han robado alguna cosa en la escuela el mes pasado?"

Si responde NO, entonces puede seguir con la siguiente pregunta. Si su respuesta es SI, entonces debe contestar la segunda parte.

EJEMPLO 5

¿Le han robado alguna cosa en la escuela el mes pasado?

- 1 NO (Pase a la siguiente pregunta)
- 2 SI

Si ha contestado SI:

¿Cuántas veces? (MARQUE SOLO UN NUMERO)

una vez 1

1. ¿Es usted?:
- Hombre 1
 - Mujer 2

2. ¿Qué edad tienes?

- 11 años o menos 1
- 12 a 13 años 2
- 14 a 15 años 3
- 16 a 17 años 4
- 18 años o más 5

3. ¿Cómo se describiría usted? (MARQUE SOLAMENTE UN NUMERO)

- indio americano o nativo de Alaska 1
- asiático-americano o de las islas del Pacífico (China, Japón, Hawaii, etc.) 2
- americano de descendencia latina (mexicano, puertorriqueño, cubano, otro país latinoamericano) 3
- negro o afro-americano (que no sea latinoamericano)* 4
- blanco (otro que no sea latinoamericano) 5
- otro (escríbalo aquí) _____ 6

4. ¿Cuántos años y meses ha asistido a esta escuela?

(MARQUE SOLAMENTE UN NUMERO)

- menos de 3 meses 1
- entre 3 y 6 meses 2
- entre 6 meses y 1 año 3
- entre 1 y 2 años 4
- más de 2 años 5

5. ¿En qué clase (grado) está usted? (MARQUE SOLAMENTE UN NUMERO)

- séptimo grado 1
- octavo grado 2
- noveno grado (Freshman) 3
- décimo grado (Sophomore) 4
- undécimo grado (Junior) 5
- duodécimo grado (Senior) 6
- sin grado (ungraded) 7

6. ¿Por qué asiste a esta escuela y no a otra?
(MARQUE UN NUMERO SOLAMENTE)

- estoy matriculado en un Plan de transferencia permisivo
(Permissive Transfer Plan) 1
- elegí esta escuela por sus cursos o programas especiales 2
- le echaron de otra escuela 3
- le asignaron a esta escuela por vivir en esta vecindad 4
- me asignaron a esta escuela para que un número mayor de estudiantes
negros y blancos pudieran participar juntos en la escuela 5
- otra razón (¿Cuál? Escríbala.) _____ 6

7. ¿Cómo le gusta lo siguiente?:
(MARQUE UN NUMERO EN CADA LINEA)

	<u>No me gusta</u>	<u>Regular</u>	<u>Me gusta mucho</u>
esta escuela	1	2	3
los estudiantes	1	2	3
el director (principal)	1	2	3
los profesores	1	2	3
los cursos que estas tomando	1	2	3

8. ¿Cuántos amigos tiene usted en esta escuela?
(MARQUE UN NUMERO)
- a. ninguno 1
 - b. 1 ó 2 2
 - c. 3 ó 4 3
 - d. 5 ó más 4
9. ¿Qué tan seguro se siente usted mientras permanece en la escuela?
(MARQUE UN NUMERO)
- a. siempre 1
 - b. casi siempre 2
 - c. algunas veces 3
 - d. casi nunca 4
 - e. nunca 5
10. ¿Cuántas veces tienes miedo de que alguien vaya a molestarte o herirte dentro de la escuela?
(MARQUE UN NUMERO)
- a. todo el tiempo 1
 - b. casi siempre 2
 - c. algunas veces 3
 - d. casi nunca 4
 - e. nunca 5
11. ¿Se siente usted seguro dentro del recinto escolar, incluyendo el patio, las áreas de recreo y estacionamiento? (MARQUE UN NUMERO)
- a. siempre 1
 - b. casi siempre 2
 - c. algunas veces 3
 - d. casi nunca 4
 - e. nunca 5

12. ¿Qué tan seguido traes algo a la escuela para protegerte?
(MARQUE UN NUMERO)

- a. siempre 1
- b. casi siempre 2
- c. algunas veces 3
- d. casi nunca 4
- e. nunca 5

13. ¿Si traes algo a la escuela para protegerte, qué es lo que traes?
(MARQUE TODOS LOS NUMEROS QUE LE APLIQUEN A USTED)

- a. cuchillo, navaja o algún otro objeto cortante 1
- b. alfiler, picahielo o algún otro objeto punsante 2
- c. garrote, palo o algún otro objeto para golpear 3
- d. algo más, (¿Qué?) _____ 4

14. ¿Se mantiene usted alejado de los siguientes lugares, por temor de que alguien vaya a molestarlo o herirlo?
(MARQUE UN NUMERO EN CADA LINEA)

- | | <u>Sí</u> | <u>No</u> |
|--|-----------|-----------|
| a. el camino más corto a la escuela..... | 1 | 2 |
| b. cualquier entrada de la escuela..... | 1 | 2 |
| c. algún corredor o escalera | 1 | 2 |
| d. un área de la cafetería | 1 | 2 |
| e. alguno de los baños de la escuela | 1 | 2 |
| f. algún otro lugar o lugares dentro de la escuela | 1 | 2 |
| g. la zona de estacionamiento de la escuela | 1 | 2 |
| h. otros lugares dentro del recinto escolar | 1 | 2 |

15. Las siguientes preguntas son sobre las pandillas callejeras:
(MARQUE UN NUMERO EN CADA LINEA)

- | | <u>Sí</u> | <u>No</u> | <u>No sé</u> |
|--|-----------|-----------|--------------|
| a. ¿existen pandillas callejeras en su área? | 1 | 2 | 3 |
| b. ¿existen miembros de estas pandillas en su escuela? | 1 | 2 | 3 |

	<u>Sí</u>	<u>No</u>	<u>No sé</u>
c. ¿los miembros de estas pandillas intentan en la escuela hacer que usted se una a su pandilla?	1	2	3
d. ¿intentan ellos que usted se una a su pandilla cuando usted está fuera de la escuela?.....	1	2	3
e. ¿los miembros de estas pandillas, lo asustan cuando usted se encuentra en la escuela?	1	2	3
f. ¿ha ocurrido alguna vez que los miembros de una pandilla le hayan atacado a usted en la escuela o al ir y venir de ella?	1	2	3
16. ¿Durante los últimos dos meses, alguien le atacó o amenazó de atacarle o herirlo en la escuela o cuándo iba o venía de ella?			

INSTRUCCIONES: SI USTED NO FUE ATACADO NI AMENAZADO EN LOS ÚLTIMOS DOS MESES, MARQUE EL NUMERO "1" Y PASE A LA SIGUIENTE PREGUNTA. SI USTED FUE ATACADO O AMENAZADO DURANTE LOS DOS MESES PASADOS? MARQUE EL NUMERO "2" Y CONTESTE LAS PREGUNTAS SIGUIENTES.

- A. 1 No
 2 SI
- Si contestó sí:
- B. ¿le atacaron realmente y lo hirieron, o solamente intentaron hacerlo?
- ellos me atacaron y me hirieron 1
 ellos intentaron atacarme y herirme..... 2
- C. ¿Cuántas veces ocurrió esto durante los últimos dos meses?
- una vez 1
 dos veces 2
 tres veces 3
 más de tres veces 4

INSTRUCCIONES: CONTESTE LAS SIGUIENTES PREGUNTAS SOBRE EL INCIDENTE EN EL QUE LE HIRIERON MAS Y QUE USTED PIENSA QUE FUE MAS SERIO.

- D. ¿Dónde ocurrió?
- en el salón de clase 1
 baños (lavabos) 2
 pasillos o escaleras 3

gimnasio o vestuario	4
cafetería	5
áreas de juego	6
en el autobús escolar	7
en el camión CTA o tren	8
estacionamiento	9
durante un evento social	10
durante un evento deportivo	11
en la calle cerca de la escuela	12
al ir o venir de la escuela	13
otro (¿dónde?)	14

E. ¿Cuándo ocurrió?
(MARQUE UN NUMERO)

antes de la hora de la escuela	1
durante las horas de escuela, antes del almuerzo	2
durante las horas de escuela, durante el almuerzo	3
durante las horas de escuela, después del almuerzo	4
después de las horas de escuela	5

F. ¿Cuál fue la razón?

una discusión	1
rencor	2
reclutamiento de miembros para la pandilla	3
otro (especifique)	4
no sé	5

G. ¿Cuántas personas le atacaron o intentaron atacarle?
(MARQUE UN NUMERO)

una persona	1
dos personas	2
tres personas	3
más de tres personas	4

17. ¿Durante los últimos dos meses, alguien le robó algo o le tomó algo sin su permiso durante las horas de escuela o en el camino hacia la escuela o hacía la casa?

SI NO LE ROBARON NADA A USTED EN LOS ULTIMOS DOS MESES, MARQUE EL NUMERO "1" ABAJO Y PASE A LA PREGUNTA INDICADA PERO SI USTED FUE ROBADO, MARQUE EL NUMERO "2" ABAJO Y SIGA CONTESTANDO EL RESTO DE ESTA PREGUNTA.

A. 1 NO (pase a la pregunta 18 página 11)

2 SI

B. Si contestó SÍ, ¿Cuántas veces ocurrió esto?
(MARQUE UN NUMERO)

una vez 1 tres veces 3

dos veces 2 más de tres veces 4

INSTRUCCIONES: CONTESTE LAS PREGUNTAS SIGUIENTES REFERENTE A SU PERDIDA QUE ENVOLVIÓ LA MAYOR CANTIDAD DE DINERO O COSAS QUE COSTARON MAS DINERO.

C. ¿Dónde ocurrió esto?
(MARQUE TODOS LOS NUMEROS QUE LE APLIQUEN)

salón de clases 1

baño 2

corredor : escaleras 3

gimnasio o vestidores 4

cafetería 5

patios de recreo 6

transportación escolar 7

camión de CTA o el tren 8

estacionamiento 9

evento social escolar 10

evento deportivo escolar 11

en la calle junto a la escuela 12

en el camino a o hacía la escuela 13

otros (¿dónde?) 14

(escribalo).

amigo	8
policía	9
otro (¿quién?) _____	10
(escribalo)	

¿Porqué?:
(MARQUE LOS QUE LE APLIQUEN)

no era importante	1
nada se haría	2
a nadie le interesa	3
tenía miedo	4
se me olvidó	5
otro (¿porqué?) _____	6
(escribalo)	

18. Durante los últimos dos meses (septiembre y octubre), ¿le han quitado algo a la fuerza o lo amenazarón con usar fuerza (esto se llama atraco), o han intentado hacerlo mientras usted se encontraba en la escuela, o en el camino hacia o de la escuela?

INSTRUCCIONES: SI USTED NO FUE ATRACADO NI LE HAN INTENTADO ATRACAR EN LOS ULTIMOS DOS MESES, MARQUE EL NUMERO "1" Y CONTINUE EN LA PREGUNTA 19. SI USTED FUE ATRACADO O SE LE INTENTO ATRACAR EN LOS ULTIMOS DOS MESES? MARQUE EL NUMERO "2" Y CONTESTE LAS PRECUNTAS SIGUIENTES.

a. 1 NO (Siga en la pregunta 19, página 15)

2 SI

b. Si contestó sí:

¿Le atracarón a usted, o solamente lo intentarón?
(MARQUE SOLAMENTE UN NUMERO)

me atracarón 1

intentarón atracarme 2

c. ¿Cuántas veces ocurrió esto durante los últimos dos meses.
(MARQUE SOLAMENTE UN NUMERO)

una vez 1

dos veces 2

tres veces 3

más de tres veces 4

INSTRUCCIONES: CONTESTE LAS SIGUIENTES PREGUNTAS SOBRE EL INCIDENTE QUE CONSIDERE MAS IMPORTANTE.

D. ¿Dónde ocurrió el atraco o el intento de atraco?

- salón de clases 1
- baños (lavabos) 2
- pasillo o escaleras 3
- gimnasio o vestuarios 4
- cafetería 5
- patio de recreo 6
- autobús de la escuela 7
- autobús CTA o el tren 8
- estacionamiento 9
- durante una actividad social en la escuela 10
- durante un evento deportivo en la escuela 11
- calle cerca de la escuela 12
- al ir o venir de la escuela 13
- en otro sitio (¿dónde?) _____ 14

E. ¿Cuándo ocurrió?
(MARQUE SOLAMENTE UN NUMERO)

- antes de que comenzarán las clases 1
- durante las horas de escuela, antes del almuerzo 2
- durante las horas de escuela, durante el almuerzo 3
- durante las horas del colegio, después del almuerzo 4
- después que terminaron las clases 5

F. ¿Cuántas personas le robaron?

- una persona 1
- dos personas 2
- tres personas 3

- más de tres personas 4
- G. ¿Cuántos de los que le robaron no eran de su raza?
 _____ (NUMERO)
- H. ¿Cuál cree usted que era la edad de las personas que le robaron o trataron de hacerlo?
 (MARQUE UN NUMERO)
- eran menores que yo 1
- eran como de mi edad 2
- eran mayor que yo 3
- I. Si fué robado por una persona esa persona tenía.
- a. 11 años o menos 1
- b. 12 a 13 años 2
- c. 14 a 15 años 3
- d. 16 a 17 años 4
- e. 18 años o más 5
- J. ¿Sabe usted si la persona o personas que le atacaron eran estudiantes de su escuela?
 (MARQUE SOLAMENTE UN NUMERO)
- sí, eran estudiantes de mi escuela 1
- no, no eran estudiantes de mi escuela 2
- creo que sí eran estudiantes de mi escuela 3
- algunos eran estudiantes de mi escuela 4
- no lo sé 5
- K. ¿Qué le quitarón?
 (MARQUE TODOS LOS NUMEROS QUE PERTENEZCAN A SU CASO)
- dinero 1
- libro/material escolar 2
- bolso o cartera 3
- joya 4
- almuerzo 5

- ropa 6
- radio o grabadora 7
- otra cosa _____ 8
(especifique)

L. ¿Alguno de los que le atacaron, llevaba arma, cómo un cuchillo, un palo, una pistola, etc.?

- 1. No
- 2. Sí

Si contestó sí: ¿Qué clase de arma llevaba? _____
(conteste aquí.)

M. ¿Le hirieron o molestaron durante el robó?

- 1. Sí (Pase a la letra "N")
- 2. No (Pase a la letra "P")

N. Si contestó sí: ¿Cómo le hirieron?
(MARQUE TODOS LOS NUMEROS QUE PERTENEZCAN A SU CASO)

- me empujaron 1
- me dieron puñetazos 2
- me patearon 3
- me pegaron con un palo 4
- me pegaron con una barra de metal 5
- me pegaron con piedras o ladrillos 6
- me cortaron o apuñalaron 7
- me dieron un tiro 8
- otra cosa (especifique) _____ 10

Sí No

- O. le hirieron tanto que tuvo que ir al doctor 1 2
- fué al hospital 1 2
- estaba sangrando 1 2
- tuvo fracturas 1 2
- tuvo que quedarse en casa 1 2

P. ¿Le informó del incidente a alguien?

1. Sí
2. No

Si contestó Sí: ¿A quién le informó?

- al director (principal) 1
- a un profesor 2
- a la persona encargada de la seguridad en el colegio 3
- a un consejero 4
- a un profesor de ajuste de conflictos 5
- a su padre o guardián 6
- a otro miembro de la familia 7
- a un amigo 8
- a la policía 9
- a otra persona (especifique) _____ 10

Si contestó No: ¿porqué?

(MARQUE LOS NUMEROS QUE LE APLIQUEN)

- no era importante 1
- no serviría de nada 2
- a nadie le importa lo que a uno le pasa 3
- me daba miedo 4
- se me olvido 5
- otra razón. (Especifique) _____ 6

19. Durante los dos últimos meses, ¿Le han violado, o han intentado hacerlo mientras estaba en la escuela, o en el camino hacia ella o desde la escuela?

INSTRUCCIONES: SI NO LE VIOLARON O INTENTARON HACERLO DURANTE LOS DOS ULTIMOS MESES, MARQUE EL NUMERO "1" Y CONTINUE EN LA PREGUNTA 20. SI FUE VIOLADO O SI LE INTENTARON VIOLAR DURANTE LOS DOS ULTIMOS MESES, MARQUE EL NUMERO "2" Y CONTESTE LAS PREGUNTAS SIGUIENTES.

- A. 1 NO (Continue en la pregunta 20, página 19)
- 2 SI

B. Si contestó Sí:

¿Fue usted violado o solamente lo intentaron?
(MARQUE SOLAMENTE UN NUMERO)

- me violaron 1
- intentaron violarme 2

C. ¿Cuántas veces ocurrió esto durante los últimos dos meses?
(MARQUE SOLAMENTE UN NUMERO)

- una vez 1
- dos veces 2
- más de dos veces 3

INSTRUCCIONES: CONTESTE LAS SIGUIENTES PREGUNTAS SOBRE EL INCIDENTE MAS GRAVE.

D. ¿Dónde ocurrió?
(MARQUE TODOS LOS NUMEROS QUE CONCIERNAN A SU CASO)

- en el salón de clase 1
- baños (lavabos) 2
- pasillo o escaleras 3
- gimnasio o vestuarios 4
- cafetería 5
- patio de recreo 6
- autobús de la escuela 7
- autobús CTA o tren 8
- estacionamiento 9
- durante una actividad social en la escuela 10
- durante un evento deportivo en la escuela 11
- cerca de la escuela 12
- al ir o venir de la escuela 13
- en otro sitio (especifique) _____ 14

E. ¿Cuándo ocurrió?
(MARQUE SOLAMENTE UN NUMERO)

- antes de que comenzarán las clases 1

- durante las horas de escuela antes del almuerzo 2
- durante las horas de escuela durante el almuerzo 3
- durante las horas de escuela después del almuerzo 4
- después que terminarón las clases 5
- F. ¿Cuántas personas le violarón?
- una persona 1
- dos personas 2
- más de dos personas 3
- G. ¿Cuántos de los que lo atacaron eran:
- Hombres _____ Mujeres _____
(especifique) (especifique)
- H. ¿Cuántos de los atacantes no eran de su raza?
- escriba el número _____ (atacantes)
- I. ¿Qué edad cálcula usted que tenían los que le violaron o trataron de hacerlo?
- eran menores que yo 1
- eran de mi edad 2
- eran mayores que yo 3
- J. ¿Si fue violado por una persona, la persona tenía?:
(MARQUE UN NUMERO)
- a. 11 años o menos 1
- b. 12 a 13 años 2
- c. 14 a 15 años 3
- d. 16 a 17 años 4
- e. 18 años o más 5
- K. ¿Sabe usted si las personas que lo hicieron eran estudiantes de su escuela?
(MARQUE UN NUMERO)
- si, eran estudiantes de mi escuela 1
- no, no eran estudiantes de mi escuela 2
- creo que eran estudiantes de mi escuela 3

no lo sé 4

L. ¿Buscó atención médica?

- | | |
|------------------------|---------------------------|
| 1 SI | 2 NO |
| ¿Dónde? | ¿Porqué no? |
| hospital 1 | no era importante 1 |
| doctor 2 | tenía vergüenza 2 |
| enfermera 3 | tenía miedo 3 |
| clínica 4 | se me olvidó 4 |
| otro (¿dónde?) _____ 5 | otro (¿porqué?) _____ 5 |
| (escribalo) | (escribalo) |

M. ¿Le informó del incidente a alguien?

- 1 SI
- 2 NO

Si contestó SÍ: ¿A quién le informó?

- al director 1
- a un profesor 2
- a la persona encargada de seguridad 3
- a un consejero 4
- a un profesor encargado de resolver disputas 5
- a su padre o guardián 6
- a otro miembro de la familia 7
- a un amigo 8
- a la policía 9
- a otra persona (especifique) _____ 10

Si contestó NO: ¿porqué?
(MARQUE LOS NUMEROS QUE LE APLIQUEN)

- no era importante 1
- no serviría de nada 2



- a nadie le importa lo que a uno le pasa 3
- me daba miedo 4
- se me olvidó 5
- otra razón (especifique) _____ 6

20. ¿Es fácil o difícil conseguir las siguientes cosas en su escuela?
(MARQUE UN NUMERO EN CADA LINEA)

	<u>Muy difícil</u>	<u>Bastante difícil</u>	<u>Bastante fácil</u>	<u>Muy fácil</u>	<u>No lo sé</u>
a. cerveza, vino, otra bebida alcohólica	1	2	3	4	5
b. marihuana	1	2	3	4	5
c. píldoras, como excitantes o relajantes	1	2	3	4	5
d. otro grupo de drogas	1	2	3	4	5
e. armas, como pistola o cuchillo	1	2	3	4	5
f. cosas robadas para vender..	1	2	3	4	5

21. ¿Sería fácil o difícil hacer las siguientes cosas si usted quisiera?

	<u>Muy difícil</u>	<u>Bastante difícil</u>	<u>Bastante fácil</u>	<u>Muy fácil</u>	<u>No lo sé</u>
a. cambiar una nota (califi- cación) injusta	1	2	3	4	5
b. trabajar más rápido o más lentamente que el resto de la clase	1	2	3	4	5
c. que le escuchen sus ideas en clase	1	2	3	4	5
d. hablar de los problemas de estudios con un profesor	1	2	3	4	5
e. hablar de sus problemas personales con un conseje- ro de la escuela	1	2	3	4	5

22. Durante los dos últimos meses (septiembre y octubre), ¿Cuántos días ha faltado a la escuela?
(MARQUE SOLAMENTE UN NUMERO)

- ningún día 1
- 1 - 2 días 2
- 3 - 5 días 3
- 6 - 10 días 4
- más de 10 días 5

23. ¿Existe mucha competencia para obtener buenas notas (calificaciones) en su escuela?
(MARQUE SOLAMENTE UN NUMERO)

- SI 1
- NO 2

24. ¿Creen la mayoría de sus amigos que las buenas notas (calificaciones) son importantes?
(MARQUE SOLAMENTE UN NUMERO)

- SI 1
- NO 2

25. ¿Se llevan bien las siguientes personas en su escuela?

	<u>No sé llevan bien</u>	<u>Bastante bien</u>	<u>Muy bien</u>
a. estudiantes de distintas razas	1	2	3
b. estudiantes de distintas nacionalidades	1	2	3
c. estudiantes sin dinero y estudiantes con dinero	1	2	3

26. ¿Haría usted alguna de las siguientes cosas si supiera que no lo sorprenderían?
(MARQUE UN NUMERO EN CADA LINEA)

	<u>NO</u>	<u>Depende</u>	<u>SI</u>
a. copiar en un examen	1	2	3
b. pintar las paredes de la escuela.....	1	2	3
c. quitarle el dinero a otros estudiantes	1	2	3
d. faltar a clase	1	2	3

27. ¿Está usted de acuerdo con lo siguiente?
(MARQUE UN NUMERO EN CADA LINEA)

	<u>Estoy de acuerdo</u>	<u>No sé</u>	<u>No estoy de acuerdo</u>	<u>No hay minorías</u>
a. a los grupos raciales minoritarios (Negros, Latinos, etc.) se les trata bien en esta escuela	1	2	3	4
b. a los grupos raciales minoritarios se les trata bien en este país	1	2	3	4

28. ¿Tiene usted miedo de que alguien le ataque o hiera en el camino a la escuela?
(MARQUE SOLAMENTE UN NUMERO)

- casi nunca 1
- una o dos veces al mes 2
- una o dos veces a la semana 3
- casi todos los días 4

29. ¿Cómo obtiene su almuerzo normalmente durante los días de escuela?
(MARQUE SOLAMENTE UN NUMERO)

- a. como en la cafetería de la escuela 1
- b. me traigo el almuerzo de mi casa 2
- c. voy a casa a comer 3
- d. no almuerzo 4
- e. como en restaurantes, hot dog, etc 5

30. Si su escuela tiene un problema con robos, atracos, y asaltos a los estudiantes y otras clases de crímenes, ¿qué cree usted que se podría hacer para cambiar las cosas?

31. ¿Cuál es su opinión sobre este cuestionario?

32. ¿Hay algo más que quieras decir acerca de crímenes en tu escuela?

MUCHAS GRACIAS POR SU COOPERACION

STUDENT INTERVIEW SCHEDULE (I-1)

SAFE SCHOOL STUDY

STUDENT INTERVIEW

RESPONDENT INFORMATION							
DIST.	SCHOOL UNIT	SCHOOL NAME	ROOM NUMBER	GRADE LEVEL	RESPONDENT		
					AGE	SEX	RACE

INTERVIEW INFORMATION				
NAME OF INTERVIEWER	DATE OF INTERVIEW	TIME STARTED	TIME COMPLETED	TOTAL TIME
Interviewer's Comments				

Department of Research and Evaluation

Chicago Board of Education

1980

SAFE SCHOOLS STUDY - INTERVIEW ATTACHMENT

H A N D O U T A

1. During the last two months, did anyone attack you or threaten to attack and injure you at school or on the way to or from school?
2. During the last two months, did anyone steal anything from you or take something of yours without your permission while you were in school or on the way to or from school?
3. During the last two months, did anyone take anything from you by force or threat of force (this is called robbery) or did anyone attempt to rob you while you were in school or on the way to or from school?
4. During the last two months, did anyone rape you or attempt to rape you while in school or on the way to or from school?

SAFE SCHOOL STUDY - INTERVIEW ATTACHMENT

H A N D O U T 3

Words

grudge

threaten

marijuana

competition

nationalities

racial minority

"uppers and
downers"

SAFE SCHOOL STUDY

STUDENT INTERVIEW

INSTRUCTIONS TO INTERVIEWER

Read the following information
to the student

We need to get some more information about things that have happened to students that were too complicated to ask on the questionnaire. So we selected a small number of you again, completely at random. As with the questionnaire you filled out, everything you say will be confidential.

When we are finished, I will put this form into an envelope and we will not identify you in any way.

As before, participation in this study is voluntary and you have the right not to respond to certain or all of the questions. Your participation is important to the study and we encourage your cooperation.

Do you have any questions?

O.K., then I will go ahead. Some of these questions may seem at first like some of the ones you have answered before, but you will see the difference as we go along.

QUESTIONNAIRE VALIDITY CHECKS

PART I

INSTRUCTIONS: GIVE THE STUDENT
HANDOUT SHEET A, AND THEN READ
THE FOLLOWING: -

I. Here is a copy of four of the questions from the questionnaire you took recently. You will probably recognize the questions. Please read the first question and let me know when you are done.

A. What is the question asking you about? Tell me in your own words.

INSTRUCTIONS: RECORD THE STUDENT'S
ANSWER BELOW ↴

INSTRUCTIONS: IF STUDENT'S ANSWER
IS ADEQUATE GO TO SECTION E ON PAGE
2. IF ANSWER INADEQUATE GO TO B. ↴

B. Maybe there is a word or two that you don't understand. I am going to read the question. Tell me when we come to a word you don't understand. OK?

INSTRUCTIONS: READ QUESTION I
SLOWLY. RECORD ANY WORDS THE
STUDENT DID NOT UNDERSTAND ON
THE LINES BELOW ↴

(word)

(word)

INSTRUCTIONS: ASK THE FOLLOWING
QUESTION: ↴

(go to next page)

- C. If you were going to tell a friend about this question, how would you go about it? What would you say to your friend?

INSTRUCTIONS: RECORD THE STUDENT'S
ANSWER BELOW ↴

INSTRUCTIONS: IF THE STUDENT STILL
CANNOT GIVE YOU AN ADEQUATE ANSWER,
ASK THE FOLLOWING QUESTION ↴

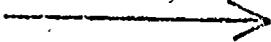
- D. If you were in my place, and were asking this question of a friend who said he or she did not understand it, how would you explain it to your friend so that he or she would understand it?

INSTRUCTIONS: RECORD THE STUDENT'S
ANSWER BELOW ↴

INSTRUCTIONS: IF THE STUDENT STILL
CANNOT GIVE AN ADEQUATE RESPONSE DO
NOT PROBE FURTHER. GO TO SECTION E
BELOW ↴

(go to next page)

- E. Some students have a hard time deciding about how to answer the question which asks about persons being attacked and injured. I am going to read you some example situations. I want you to tell me if you consider any or all of these situations serious enough to report on the questionnaire you took recently. Just answer YES or NO. Remember, answer YES if you think the example is serious enough to report on the questionnaire and NO, if you do not think it is serious enough to report on the questionnaire. DO YOU UNDERSTAND WHAT I WANT YOU TO DO? (repeat if not understood) O.K., let's start.

INSTRUCTIONS: AFTER READING
EACH EXAMPLE, REPEAT THIS
QUESTION 

Is this serious enough to
report on the questionnaire?

	<u>YES</u>	<u>NO</u>
1. Someone pushes you in the cafeteria line	(1)	(2)
2. Someone shoves you on the playground	(1)	(2)
3. Someone pushes you so hard you fall down	(1)	(2)
4. Someone kicks you after pushing you down	(1)	(2)
5. Someone hits you with a stick or board	(1)	(2)
6. Two students are friends. They argue about the rules of a game they are playing and one student pushes or shoves the other	(1)	(2)
7. Two students get into an argument. One student hits the other student with his fist, knocking him down	(1)	(2)
8. Two students pass each other on the way home from school. One student hits the other student several times with his fists or a weapon	(1)	(2)

- F. How did you answer the question about being attacked and injured when you took the questionnaire?

NO (go to question 2 below)

YES (go to Detail Sheet I, Page 10)

(go to next page)

II. Now look at the handout sheet in front of you. Please read the second question and let me know when you are done.

- A. What is the question asking you about? Tell me in your own words.

INSTRUCTIONS: RECORD THE STUDENT'S ANSWER BELOW ↴

INSTRUCTIONS: IF THE STUDENT'S ANSWER IS ADEQUATE, GO TO SECTION E ON THE NEXT PAGE. IF ANSWER IS INADEQUATE, GO TO SECTION B BELOW ↴

- B. Maybe there is a word or two that you don't understand. I am going to read the question. Tell me when we come to a word you don't understand. OK?

INSTRUCTIONS: READ QUESTION 2 SLOWLY. RECORD ANY WORDS THE STUDENT DID NOT UNDERSTAND ON THE LINES BELOW ↴

(word)

(word)

INSTRUCTIONS: ASK THE FOLLOWING QUESTION

(go to next page)

C. If you were going to tell a friend about this question, how would you go about it? What would you say to your friend?

INSTRUCTIONS: RECORD THE STUDENT'S ANSWER BELOW ↴

INSTRUCTIONS: IF THE STUDENT STILL CANNOT GIVE YOU AN ADEQUATE ANSWER, ASK THE FOLLOWING QUESTION

D. If you were in my place, and were asking this question of a friend who said that he or she did not understand it, how would you explain it to your friend so that he or she would understand it?

INSTRUCTIONS: RECORD THE STUDENT'S ANSWER BELOW ↴

INSTRUCTIONS: IF THE STUDENT STILL CANNOT GIVE AN ADEQUATE RESPONSE, DO NOT PROBE FURTHER, GO TO SECTION E BELOW ↴

(go to next page)

E. How did you answer the question about stealing when you took the questionnaire?

NO → (Go to question 3 below)

YES → (Go to Detail Sheet II, Page 14)

III. Now look at the handout sheet in front of you. Please read the third question. Let me know when you are done.

A. What is the question asking you about? Tell me in your own words?

INSTRUCTIONS: RECORD THE STUDENT'S ANSWER BELOW ↴

INSTRUCTIONS: IF THE STUDENT'S ANSWER IS ADEQUATE, GO TO SECTION E ON THE NEXT PAGE. IF ANSWER IS INADEQUATE, GO TO SECTION B BELOW ↴

B. Maybe there is a word or two that you don't understand. I am going to read the question. Tell me when we come to a word you don't understand. OK?

INSTRUCTIONS: READ QUESTION 3 SLOWLY. RECORD ANY WORDS THE STUDENT DID NOT UNDERSTAND ON THE LINES BELOW ↴

_____ (word)

_____ (word)

(go to next page)

INSTRUCTIONS: ASK THE FOLLOWING
QUESTION

- C. If you were going to tell a friend about this question, how would you go about it? What would you say to your friend?

INSTRUCTIONS: RECORD THE STUDENT'S
ANSWER BELOW ↴

INSTRUCTIONS: IF THE STUDENT STILL
CANNOT GIVE YOU AN ADEQUATE ANSWER,
ASK THE FOLLOWING QUESTION

- D. If you were in my place, and were asking this question of a friend who said that he or she did not understand it, how would you explain it to your friend so that he or she would understand it?

INSTRUCTIONS: RECORD THE STUDENT'S
ANSWER BELOW ↴

(go to next page)

INSTRUCTIONS: IF THE STUDENT STILL CANNOT
GIVE AN ADEQUATE RESPONSE DO NOT PROBE
FURTHER. GO TO SECTION E BELOW 7

E. How did you answer the question (question 3) about robbery on the questionnaire you took recently?

NO (Go to section G on Page 9)

YES (Go to section F Below)

F. Some students mix up questions two and three. Please look at these two questions. Question two asks about things stolen from you, and question three asks about things taken from you by force.

Here are examples of things that could have happened to you:

EXAMPLE

(1) you put a book down on your desk and leave the room for a few minutes. When you come back, someone has taken the book.

Is this an example of stealing or of robbery?

STUDENT RESPONSE: STEALING (1)
ROBBERY (2)

(2) You are sitting at your desk with a book in your hand. Someone comes up to you and demands that you give him the book or he will hurt you. You give him the book.

Is this an example of stealing or of robbery?

STUDENT RESPONSE: STEALING (1)
ROBBERY (2)

(go to next page)

(section F continued)

INSTRUCTIONS: GO TO DETAIL SHEET III ON PAGE 16

On the questionnaire, we used some words that many students may not have understood clearly. I am going to give you a list of these troublesome words. Please look at this list (give student handout B). Look at the first word on the list. What does it mean?

<u>WORDS</u>	<u>STUDENT'S RESPONSE</u>
grudge	_____
threaten	_____
marijuana	_____
competition	_____
nationalities	_____
racial minority	_____
"uppers and downers"	_____

When you were taking the questionnaire, did you feel that you had to be careful about your answers because you thought that someone might find out what you had written down?

NO ___ YES ___ Why did you feel this way?

Do you have any other feelings about the questionnaire, or something that you would like to say about it?

NO ___ YES ___ WHAT? _____

END OF INTERVIEW. PLEASE THANK THE STUDENT FOR HIS/HER COOPERATION:

DETAIL SHEET I - ASSAULT

STUDENT RESPONSES

1. How many times did this happen during the last two months?

_____ Times

INSTRUCTIONS: RECORD DATA FOR THE TWO MOST RECENT INCIDENTS ONLY WHEN ASKING THE FOLLOWING QUESTIONS

2. Can you remember the approximate dates that these incidents occurred?

MOST RECENT	NEXT-TO-MOST RECENT
----------------	------------------------

_____ Date	_____ Date
------------	------------

3. What time of day did it happen?

_____ Time	_____ Time
------------	------------

4. Where did it happen?

_____ Where	_____ Where
-------------	-------------

5. How many persons were involved?

_____ Number	_____ Number
--------------	--------------

INSTRUCTIONS: IF ONLY ONE PERSON WAS INVOLVED, ASK THE STUDENT QUESTIONS 6 THROUGH 14. IF MORE THAN ONE PERSON WAS INVOLVED, GO TO QUESTION 15.

6. About how old was this person?

_____ Age	_____ Age
-----------	-----------

7. Was the person a student at your school?

_____ Yes/No	_____ Yes/No
--------------	--------------

8. Of what race was this person?

_____ Race	_____ Race
------------	------------

9. What was the sex of this person?

_____ Sex	_____ Sex
-----------	-----------

10. Had you ever seen this person before?

_____ Yes/No	_____ Yes/No
--------------	--------------

11. Did you know the name of this person?

_____ Yes/No	_____ Yes/No
--------------	--------------

12. Did the person have any kind of weapon?

_____ Yes/No	_____ Yes/No
--------------	--------------

GO TO NEXT PAGE

INSTRUCTIONS: IF STUDENT ANSWERS YES TO QUESTION 12, GO TO QUESTION 13. IF STUDENT ANSWERS NO TO QUESTION 12, GO TO QUESTION 14

	MOST RECENT	NEXT-TO-MOST Recent
13. What kind of a weapon did the person have?	_____ Kind	_____ Kind

14. How did this person attack you?

Response: Most recent incident. _____

Response: Next-to-most recent incident. _____

INSTRUCTIONS: GO TO QUESTION 23

15. How old were these persons?

AGES { _____

16. How many were students at your school?

	_____ Number	_____ Number
--	-----------------	-----------------

17. How many were of your race?

	_____ Number	_____ Number
--	-----------------	-----------------

18. How many were male?

	_____ Number	_____ Number
--	-----------------	-----------------

19. How many were female?

	_____ Number	_____ Number
--	-----------------	-----------------

20. How many had you ever seen before?

	_____ Number	_____ Number
--	-----------------	-----------------

21. Did you know any of them by name?

	_____ Yes/No	_____ Yes/No
--	-----------------	-----------------

GO TO NEXT PAGE

MOST RECENT	NEXT-TO-MOST RECENT
----------------	------------------------

22. Did any of them have weapons?

Yes/No

Yes/No

INSTRUCTIONS: IF THE STUDENT ANSWERS YES TO QUESTION 22, GO TO QUESTION 23. IF THE STUDENT ANSWERS NO TO QUESTION 22, GO TO QUESTION 24.

23. What kind of weapons did they have?

Kind

Kind

Kind

Kind

24. Were you hurt or injured?

Yes/No

Yes/No

INSTRUCTIONS: IF THE STUDENT ANSWERS YES TO QUESTION 24, GO TO QUESTION 25, IF THE STUDENT ANSWERS NO TO QUESTION 24, GO TO QUESTION 29

25. How were you injured?

Response: Most recent incident. _____

Response: Next-to-most recent incident. _____

26. Did you receive medical attention?

Yes/No

Yes/No

27. Did you see a doctor?

Yes/No

Yes/No

28. Did you report it to anyone?

Yes/No

Yes/No

INSTRUCTIONS: IF STUDENT ANSWERS YES TO QUESTION 28, GO TO QUESTION 29. IF THE STUDENT ANSWERS NO TO QUESTION 28, GO TO QUESTION 30

GO TO NEXT PAGE

<u>MOST RECENT</u>	<u>NEXT-TO-MOST RECENT</u>
------------------------	--------------------------------

29. To whom did you report it?

_____	_____
_____	_____
_____	_____

30. Why didn't you report it?

_____	_____
-------	-------

END OF DETAIL QUESTION I

DETAIL SHEET II - THEFT

STUDENT RESPONSES

1. How many times did this happen during the last two months?

Times

INSTRUCTIONS: RECORD DATA FOR THE TWO MOST RECENT INCIDENTS WHEN ASKING THE FOLLOWING QUESTIONS

- | | <u>MOST RECENT</u> | <u>NEXT-TO-MOST RECENT</u> |
|--|--------------------|----------------------------|
| 2. Can you remember the approximate dates that these incidents occurred? | _____
Date | _____
Date |
| 3. What time of day did it occur? | _____
Time | _____
Time |
| 4. Where did it occur? | _____
Place | _____
Place |
| 5. What was taken? | _____
Item | _____
Item |
| 6. What would be the dollar amount needed to replace what was taken? | _____
Dollars | _____
Dollars |
| 7. Were the things taken ever recovered?-- | _____
Yes/No | _____
Yes/No |
| 8. Did you report the incident to anyone? | _____
Yes/No | _____
Yes/No |
| 9. To whom did you report it? | _____
Person | _____
Person |
| 10. If you did not report it, why not? | _____ | _____ |

END OF DETAIL SHEET II

DETAIL SHEET III - ROBBERY

STUDENT RESPONSES

1. How many times did this happen during the last two months?

_____ Times

INSTRUCTIONS: RECORD DATA FOR THE TWO MOST RECENT INCIDENTS ONLY, WHEN ASKING THE FOLLOWING QUESTIONS

2. Can you remember the approximate dates that these incidents occurred?

MOST RECENT	NEXT-TO-MOST RECENT
_____	_____

Date	Date
------	------

3. What time of day did it happen?

_____	_____
Time	Time

4. Where did it happen?

_____	_____
Place	Place

5. How many persons were involved?

_____	_____
Number	Number

INSTRUCTIONS: IF ONLY ONE PERSON WAS INVOLVED, ASK THE STUDENT QUESTIONS 6 THROUGH 15. OF MORE THAN ONE PERSON WAS INVOLVED, GO TO QUESTION 16.

6. About how old was this person?

_____	_____
Age	Age

7. Was the person a student at your school?

_____	_____
Yes/No	Yes/No

8. Of what race was this person?

_____	_____
Race	Race

GO TO NEXT PAGE

DETAIL SHEET III - ROBBERY

	<u>MOST RECENT</u>	<u>NEXT-TO-MOST RECENT</u>
9. What was the sex of this person?	_____ Sex	_____ Sex
10. Had you ever seen this person before?	_____ Yes/No	_____ Yes/No
11. Did you know the name of this person?	_____ Yes/No	_____ Yes/No
12. Did the person have any kind of weapon?	_____ Yes/No	_____ Yes/No
13. What kind of weapon?	_____ Kind	_____ Kind
14. Did this person actually attack you?	_____ Yes/No	_____ Yes/No
15. How did this person attack you?		
Response: Most recent incident.	_____	

Response: Next-to-most recent incident.	_____	

INSTRUCTIONS: GO TO QUESTION

16. How old were these persons?

AGES {

17. How many were students at your school?

Number	Number

18. How many were of a different race?

Number	Number

19. How many were male?

--	--

GO TO NEXT PAGE



	MOST RECENT	NEXT-TO-MOST RECENT
20. How many were female	Number	Number
21. How many had you ever seen before?	Number	Number
22. Did you know the names of any of them?	Yes/No	Yes/No
23. Did any of them have weapons?	Yes/No	Yes/No
24. What kind of weapons?	Kind	Kind
25. What was taken from you?	Item	Item
26. How much money?	Dollars	Dollars
27. What was the dollar value of the items taken from you?	Dollars	Dollars
28. Were you hurt or injured?	Yes/No	Yes/No
29. How were you hurt or injured?		
Response: Most recent incident. _____		

Response: Next-to-most-recent incident. _____		

30. Did you receive medical attention?	Yes/No	Yes/No
31. Did you see a doctor?	Yes/No	Yes/No
32. Did you report the robbery to anyone?	Yes/No	Yes/No
33. Who did you report it to?	Person	Person
34. If you did not report it, why not?		

END OF DETAIL SHEET III - ROBBERY



TEACHER QUESTIONNAIRE (Q2)

BOARD OF EDUCATION
City of Chicago
DEPARTMENT OF RESEARCH AND EVALUATION
2021 NORTH BURLING STREET
Chicago, Illinois 60614
Telephone 641-7300
JOSEPH P. HANNON
General Superintendent of Schools

LETTER SENT TO TEACHER WITH TEACHER QUESTIONNAIRE ATTACHED

Dear Faculty Member:

Enclosed with this letter you will find a Safe Schools Questionnaire. From a master list of teachers in the Chicago public schools, a random sample of 2000 names was obtained for the teacher sample.

We request that you assist us by filling out the instrument and returning it to us as soon as possible. The questionnaire is designed to determine how safe from harm and personal loss you are while in school or on the way to or from school. The survey is technically called a "victimization study," and is similar to such studies conducted by the U.S. Department of Justice, and the Bureau of the Census. However, the focus of this study is on the teachers and students of the Chicago school system.

Official records are unreliable when it comes to such incidents as theft, robbery, or assault. Many people do not report such incidents for a variety of reasons. However, before action can be taken to address the problem of a safe school environment, the magnitude of the problem must be brought to the attention of those responsible for operation of the system.

Therefore, for your sake as well as that of your colleagues, we urge you to take the time to fill out the questionnaire. Your responses are important. Respondents are anonymous.

Instructions are found on page one of the instrument. Be sure to use a pencil, not a pen. When completed, merely replace the questionnaire in the manila envelope, and return it to us in the mail run. You will receive the results of the survey in the fall. Thank you very much for your cooperation.

Sincerely,

Edward Tromanhauser

Edward Tromanhauser

Project Manager

Approved:

Irving Brauer

Irving Brauer, Director
Department of Research and Evaluation

Eleanor Pick

Eleanor Pick
Deputy Superintendent, Field Services

Please Think Children!

SAFE SCHOOLS STUDY TEACHER QUESTIONNAIRE

BOARD OF EDUCATION -- CITY OF CHICAGO -- COPYRIGHT 1980

We are asking principals, teachers, and students in our schools to tell us their experiences with vandalism, personal attacks, and theft in schools. Each group has its own perspective on the problem and its own particular concerns. The information provided by teachers is crucial to understanding the nature and extent of this problem in schools.

You are part of a sample of two thousand teachers who have been randomly selected to participate in this study. Your participation is voluntary and you may decline to answer certain or all of the questions in this questionnaire. However, your participation is important to the validity and success of this study and we encourage your full cooperation.

This questionnaire is intended to be anonymous. Please do not put your name on it. No names of individuals will be used in any reports on this survey.

Please try to complete the questionnaire as soon as possible and return it within the next 24 hours.

INSTRUCTIONS

This questionnaire will be scored by optical scanning. To respond to a question, fill in the numbered circle to the right of the question, using a No. 2 or softer pencil. Do not use a pen.

EXAMPLE QUESTION:

How tall are you?

(FILL IN ONLY ONE NUMBER)

- Under five feet (1)
- Between five and six feet (2)
- Over six feet (3)

A few of the questions are "open ended," that is, you will be asked to write in an answer.

EXAMPLE QUESTION:

How many years have you been teaching?

(answer)



1. Are you:

Male Female

2. Fill in the number that best describes you.

- American Indian or Alaskan Native 1
- Asian American or Pacific Islander (Chinese, Japanese, Hawaiian, etc.) 2
- Spanish-American (Mexican, Puerto Rican, Cuban or other Latin American) 3
- Black or Afro-American (other than Spanish American) 4
- White (other than Spanish-American) 5
- Other (specify) 6

3. What is your school unit number?

Unit

4. In what year were you born?

1	2	3	4
5	6	7	8
9	0	1	2
3	4	5	6
7	8	9	0
1	2	3	4
5	6	7	8
9	0	1	2
3	4	5	6
7	8	9	0

5. How many years have you been teaching in this school?

0	1	2	3
4	5	6	7
8	9	0	1
2	3	4	5
6	7	8	9
0	1	2	3
4	5	6	7
8	9	0	1
2	3	4	5
6	7	8	9

6. How many years have you taught full time or FTE?

0	1	2	3
4	5	6	7
8	9	0	1
2	3	4	5
6	7	8	9
0	1	2	3
4	5	6	7
8	9	0	1
2	3	4	5
6	7	8	9

UNIT NUMBER

0	1	2	3
4	5	6	7
8	9	0	1
2	3	4	5
6	7	8	9
0	1	2	3
4	5	6	7
8	9	0	1
2	3	4	5
6	7	8	9

7. What is the highest level of education you have attained?

- 1. Bachelor's degree 1
- 2. Some graduate courses 2
- 3. Master's degree 3
- 4. Courses beyond the Master's degree 4
- 5. Thirty-six hours beyond Master's degree 5
- 6. Doctor's degree 6
- 7. Other (specify) 7

8. In what school programs do you do most of your teaching?

(FILL IN AS MANY AS APPLY)

- 1. Math skills 1
- 2. Commercial or business 2
- 3. Music or art 3
- 4. Trade or industrial arts 4
- 5. Special education 5
- 6. Physical education 6
- 7. Reading & Language skills (including foreign) 7
- 8. Science skills 8
- 9. Other (specify) 9

9. At what grade level(s) do you currently teach?

(FILL IN AS MANY AS APPLY)

- | | |
|----------------------|---------------------------|
| Kindergarten 1 | Grade 9 9 |
| Grade 1 2 | Grade 10 10 |
| Grade 2 3 | Grade 11 11 |
| Grade 3 4 | Grade 12 12 |
| Grade 4 5 | Special Ed. 13 |
| Grade 5 6 | Other (specify): 14 |
| Grade 6 7 | |
| Grade 7 8 | |
| Grade 8 9 | |

10. In comparing the school in which you teach, with the neighborhood surrounding the school, which of the following statements comes closest to your own beliefs?

(FILL IN ONLY ONE RESPONSE)

- a. The school is a safer environment than the neighborhood 1
- b. The neighborhood is a safer environment than the school 2
- c. The school and the neighborhood are equally safe environments 3
- d. The school and the neighborhood are equally unsafe environments 4

11. In your opinion, how much of a problem are vandalism, personal attacks and theft in the neighborhood surrounding your school?

- | | | | | |
|-------------|---|------|-------|------|
| None at all | A | Some | Quite | Very |
| 1 | 2 | 3 | 4 | 5 |

12. How would you rate the following problems at your school? (FILL IN ONLY ONE NUMBER FOR EACH LINE)

- | | Not Serious | Not Very Serious | Moderately Serious | Very Serious |
|--|-------------|------------------|--------------------|--------------|
| a. Fighting gangs 1 | 2 | 3 | 4 | |
| b. Alcohol use by students 1 | 2 | 3 | 4 | |
| c. Other drug use by students 1 | 2 | 3 | 4 | |
| d. Intruders (outsiders) in building 1 | 2 | 3 | 4 | |
| e. Verbal threats from students 1 | 2 | 3 | 4 | |
| f. Likelihood of being assaulted and injured 1 | 2 | 3 | 4 | |
| g. Possibility of sexual assault 1 | 2 | 3 | 4 | |
| h. Destruction of school property 1 | 2 | 3 | 4 | |
| i. Theft of school property 1 | 2 | 3 | 4 | |
| j. Theft of personal property 1 | 2 | 3 | 4 | |
| k. Carrying of weapons by students 1 | 2 | 3 | 4 | |
| l. Other (specify): 1 | 2 | 3 | 4 | |

13. Probably the most unsafe place in my school for teachers is:

(FILL IN ONLY ONE)

- Classroom 1
- Washroom 2
- Hall or stairs 3
- Gym or locker room 4
- Cafeteria/lunchroom 5
- Playground 6
- Parking lot 7
- Other (specify): 8

14. Probably the most unsafe place in my school for students is:

(FILL IN ONLY ONE)

- Classroom 1
- Washroom 2
- Hall or stairs 3
- Gymnasium/locker room 4
- Cafeteria/lunchroom 5
- Playground 6
- Parking lot 7
- On school bus 8
- Other (specify): 9

15. How would you rate the following at your school?

(FILL IN ONLY ONE NUMBER FOR EACH LINE)

	Very Adequate	Adequate	Less Than Adequate
a. School security arrangements	1	2	3
b. School attention to security and disruption problems	1	2	3
c. Follow-up on reported incidents	1	2	3
d. Student discipline procedures	1	2	3
e. Backing given you on disciplinary problems	1	2	3

16. At your school, during school hours, how safe do you feel from personal attacks involving personal injury in each of the following places:

(FILL IN ONLY ONE NUMBER FOR EACH LINE)

	Very Unsafe	Fairly Unsafe	Average	Fairly Safe	Very Safe
a. Your classroom while teaching	1	2	3	4	5
b. Empty classrooms	1	2	3	4	5
c. Hallways and stairs	1	2	3	4	5
d. Student lunchroom	1	2	3	4	5
e. Restrooms used by students	1	2	3	4	5
f. Lounges or restrooms used by teachers	1	2	3	4	5
g. Locker room or gym	1	2	3	4	5
h. Parking lot	1	2	3	4	5
i. Elsewhere outside of school grounds	1	2	3	4	5

17. During the last two months did anyone steal things of yours from your desk, coat, purse, closet, or other place while you were in school or on school property?

INSTRUCTIONS: IF YOU DID NOT HAVE ANYTHING STOLEN FROM YOU IN THE LAST TWO MONTHS, FILL IN THE NUMBER "1" AND GO ON TO THE NEXT QUESTION. IF YOU DID HAVE SOMETHING STOLEN FROM YOU IN THE LAST TWO MONTHS, FILL IN THE NUMBER "2" AND PROCEED TO ANSWER THE REST OF THIS QUESTION

1 NO → (Go on to question 18, page 4)

A.

2 YES ↓ (Go on to "B")

B. How many times?

(FILL IN ONLY ONE NUMBER)

- Once 1
- Twice 2
- Three times 3
- More than three times 4

INSTRUCTIONS: ANSWER THE FOLLOWING QUESTIONS CONCERNING THE INCIDENT IN WHICH YOU LOST THE MOST MONEY OR ITEMS WHICH WOULD COST THE MOST MONEY TO REPLACE.

C. What was the dollar amount of your loss?

\$

(amount)

D. What was taken?

(FILL IN ALL THAT APPLY)

- Money 1
- Purse/wallet 2
- Books 3
- Supplies 4
- Lunch 5
- Clothing 6
- Keys 7
- Other (specify) 8

E. Where did this occur?

(FILL IN ONLY ONE NUMBER)

- Classroom 1
- Cafeteria/lunchroom 2
- Washroom 3
- Hall/stairs 4
- Parking lot 5
- Playground 6
- Gym 7
- Locker 8
- Other (specify) 9

F. When did this occur?

(FILL IN ONLY ONE NUMBER)

- Before regular school hours
- During school hours, before lunch
- During lunch
- During school hours, after lunch
- After regular school hours

- M. Were you hurt badly enough that
- (FILL IN AS MANY AS APPLY)
- | | | |
|----------------------------------|---|---|
| You had a broken bone | 1 | 2 |
| You went to a hospital | 1 | 2 |
| You were bleeding | 1 | 2 |
| You had a broken tooth | 1 | 2 |
| You had to stay home from school | 1 | 2 |

INSTRUCTIONS: ANSWER THE FOLLOWING QUESTIONS CONCERNING THE ONE INCIDENT WHICH YOU CONSIDER TO HAVE BEEN MOST SERIOUS

- N. Did any of those who robbed you have weapons, such as knives, sticks, guns, etc.?
- 1 NO 2 YES
- If yes, What kind of weapons did they have?

- O. Did you tell anyone about it?
- 1 YES 2 NO

Whom did you tell? Because:

(FILL IN ALL THAT APPLY)

- | | | |
|------------------------|---|-----------------------|
| Principal | 1 | |
| Assistant principal | 2 | Not important |
| School security person | 3 | Nothing would be done |
| Union representative | 4 | Nobody cares anyway |
| Other teacher | 5 | Afraid to |
| Friend | 6 | Forgot |
| Police | 7 | Other (why?) |
| Other (whom?) | 8 | |

19. During the last two months did anyone attack you or threaten to attack and injure you at school or on the way to or from school?

INSTRUCTIONS: IF YOU WERE NOT ATTACKED OR THREATENED WITH ATTACK AND INJURY IN THE LAST TWO MONTHS FILL IN THE NUMBER "1" BELOW AND GO ON TO THE NEXT QUESTION INDICATED. IF YOU WERE ATTACKED OR THREATENED WITH ATTACK, FILL IN THE NUMBER "2" BELOW AND CONTINUE ANSWERING THE REST OF THIS QUESTION.

- 1 NO → (Go to question 20, page 5)

- A. YES
- If yes
- B. Were you actually attacked and injured, or was this only an attempt to do so?
- I was attacked and injured
- There was an attempt
- C. How many times did this happen during the last two months?

(FILL IN ONLY ONE)

- 1 Three times
- 2 More than three times

- D. Where did it take place?
- (FILL IN ONLY ONE)

- | | | | |
|---------------------|---|----------------------------|---|
| Classroom | 1 | At school athletic event | 2 |
| Washroom | 2 | On sidewalk next to school | 3 |
| Gym/locker room | 3 | On way to or from school | 4 |
| Cafeteria/lunchroom | 4 | Other (specify) | 5 |
| Playground | 5 | | |
| Parking lot | 6 | | |

- E. When did it take place?
- (FILL IN ONLY ONE)

- | | |
|-----------------------------------|---|
| Before regular school hours | 1 |
| During school hours, before lunch | 2 |
| During lunch | 3 |
| During school hours, after lunch | 4 |
| After regular school hours | 5 |

- F. What provoked the attack?
- (FILL IN ALL THAT APPLY)

- | | |
|---------------------------------|---|
| Argument | 1 |
| Grudge | 2 |
| Classroom discipline problem | 3 |
| Questioning student in hall | 4 |
| Questioning teacher in hall | 5 |
| Dispute with parent or guardian | 6 |
| Don't know | 7 |
| Other (specify) | 8 |

- G. How many persons attacked you, or attempted to do so?
- (FILL IN ONLY ONE NUMBER)

- | | |
|-------------------------|---|
| One person | 1 |
| Two persons | 2 |
| Three persons | 3 |
| More than three persons | 4 |

- H. How many of these attacking you were:

Male Female

- I. How many of those attacking you were not of your race?

- J. If you were attacked by one person, was that person:

- | | |
|--------------------------|---|
| About 11 to 12 years old | 1 |
| About 13 to 14 years old | 2 |
| About 15 to 16 years old | 3 |
| About 17 to 18 years old | 4 |
| More than 18 years old | 5 |

K. How would you describe the person(s) who attacked you?

(FILL IN ALL THAT APPLY)

- Parent 1 Outsider 4
 Teacher 2 Other (how?) 5
 Student 3

1 NO - (Go to question 21, page 7)

A. YES

L. Were you hurt badly enough that:

(FILL IN ALL THAT APPLY)

- | | | |
|----------------------------------|--------------------------|--------------------------|
| | YES | NO |
| You saw a doctor or nurse | <input type="checkbox"/> | <input type="checkbox"/> |
| You went to a hospital | <input type="checkbox"/> | <input type="checkbox"/> |
| You were bleeding | <input type="checkbox"/> | <input type="checkbox"/> |
| You had a broken bone | <input type="checkbox"/> | <input type="checkbox"/> |
| You had to stay home from school | <input type="checkbox"/> | <input type="checkbox"/> |

B. If yes:

Was this just an attempt to rape you or were you actually raped?

- Attempted rape
 Actual rape

INSTRUCTIONS: ANSWER THE FOLLOWING QUESTIONS CONCERNING THE INCIDENT.

M. How were you attacked?

(FILL IN ALL THAT APPLY)

- I was shoved 1 I was shot 6
 I was hit with fists 2 Other (how?) 7
 I was kicked 3
 I was cut or stabbed 4

C. Where did this take place?

- Classroom 1 Playground 6
 Washroom 2 Parking lot 7
 Hall stairs 3 Lounge 8
 Gym/totter room 4 Building entrance 9
 Lunchroom 5 Other (specify) 10

N. Do you know if the person(s) who attacked you or threatened you, were students at your school?

(FILL IN ONLY ONE NUMBER)

- Yes, students at my school 1
 No, not students at my school 2
 I think they were students at my school 3
 Some were students at my school 4
 I don't know 5

D. When did this take place?

- Before regular school hours 1
 During regular school hours, before lunch 2
 During lunch 3
 During regular school hours, after lunch 4
 After regular school hours 5

O. Did any of those who attacked you, or threatened to attack you, have any weapons, such as knives, sticks, guns, etc.?

YES NO

If yes: What kind of weapon(s) did they have?

E. How many persons were involved?

- One person 1
 Two persons 2
 More than two persons 3

P. Did you report it to anyone?

YES NO

To whom did you report it? Because:

(FILL IN ALL THAT APPLY)

- Principal 1
 Assistant principal 2 Not important 7
 School security person 3 Nothing would be done 8
 Union representative 4 Nobody cares anyway 9
 Other teacher 5 Afraid to 10
 Friend 6 Forgot 11
 Police 12 Other (why?) 13
 Other (how?) 14

F. What would you guess to be the age of the person(s) involved?

- | | | | |
|--------------------------------|--------------------------|--------------------------|--------------------------|
| | 1st Person | 2nd Person | 3rd Person |
| Of school age (under 18 years) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adults beyond school age | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

G. Do you know if the person(s) involved were students at your school?

- Yes, student(s) at my school 1
 No, not student(s) at my school 2
 Some were students at my school 3
 Do not know 4

H. Did you seek medical attention?

(FILL IN ALL THAT APPLY)

YES NO

- | | |
|----------------------|-----------------------|
| Where? | Why not? |
| Hospital 1 | Not important 1 |
| Doctor 2 | Achmed 2 |
| Nurse 3 | Ahead 3 |
| Home 4 | Forgot 4 |
| Other (how?) 5 | Other (why?) 5 |

20. During the last two months, did anyone rape you or attempt to rape you while in school or on the way to or from school?

INSTRUCTIONS: IF YOU WERE NOT RAPE D OR THREATENED WITH RAPE IN THE LAST TWO MONTHS, FILL IN NUMBER "1" BELOW AND GO ON TO THE NEXT QUESTION INDICATED. IF YOU WERE RAPE D, OR AN ATTEMPT WAS MADE TO RAPE YOU, FILL IN THE NUMBER "2" BELOW AND CONTINUE ANSWERING THE REST OF THIS QUESTION.

1. Did you report it to anyone?

YES

NO

To whom did you report it?

Because:

(FILL IN ALL THAT APPLY)

- | | | | |
|------------------------------|-----|-----------------------------|-----|
| Principal | (1) | Not important | (1) |
| Assistant principal | (2) | Nothing would be done | (2) |
| School security person | (3) | Nobody cares anyway | (3) |
| Union representative | (4) | Afraid to | (4) |
| Other teacher | (5) | Forgot | (5) |
| Friend | (6) | Other (specify): | (6) |
| Police | (7) | | |
| Other (specify) | (8) | | |

21. During the last two months have you personally observed students in your school:

(FILL IN ONLY ONE NUMBER ON EACH LINE)

- | | Never | Seldom | Often |
|--|-------|--------|-------|
| a. Vandalizing school property | (1) | (2) | (3) |
| b. Alcohol use by students | (1) | (2) | (3) |
| c. Other drug use by students | (1) | (2) | (3) |
| d. Carrying weapons in school | (1) | (2) | (3) |
| e. Whom I believe to be "high" on some drug or alcohol | (1) | (2) | (3) |
| f. Who appear to be wandering the halls | (1) | (2) | (3) |
| g. Fighting with each other | (1) | (2) | (3) |
| h. Stealing from one another | (1) | (2) | (3) |

22. Do you report:

(FILL IN ONLY ONE NUMBER ON EACH LINE)

- | | Never | Seldom | Often |
|--|-------|--------|-------|
| a. Verbal threats made by students | (1) | (2) | (3) |
| b. Verbal threats made by parents | (1) | (2) | (3) |
| c. Assaults involving physical contact | (1) | (2) | (3) |
| d. Assaults involving injury | (1) | (2) | (3) |
| e. Incidents of vandalism | (1) | (2) | (3) |
| f. Use of alcohol in school | (1) | (2) | (3) |
| g. Use of other drugs in school | (1) | (2) | (3) |
| h. Carrying weapons in school | (1) | (2) | (3) |

23. How often do each of the following occur at your school?

(FILL IN ONLY ONE NUMBER ON EACH LINE)

	Never	Occasion-ally	About Half The Time	Most Of The Time	Always
a. Teachers are provided with up-to-date information on problem students by the school's administration	1	2	3	4	5
b. Teachers hear about problem students from either teacher	1	2	3	4	5
c. Teachers maintain control in class	1	2	3	4	5
d. Outsiders can go anywhere in this school without being stopped	1	2	3	4	5
e. Adults (teachers, other staff, or parents) monitor the halls	1	2	3	4	5
f. Parent volunteers are at school during the school day	1	2	3	4	5

24. Following are 10 statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by marking the appropriate number at the right of each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Pupils are usually not capable of solving their problems through logical reasoning	1	2	3	4	5
b. Beginning teachers are not likely to maintain strict enough control over their pupils	1	2	3	4	5
c. The best principal gives unquestioning support to teachers in disciplining pupils	1	2	3	4	5
d. It is justifiable to have pupils learn many facts about subjects even if they have no immediate application	1	2	3	4	5
e. Being friendly with pupils often leads them to become too familiar	1	2	3	4	5
f. Student governments are a good "safety valve" but should not have much influence on school policy	1	2	3	4	5
g. If a pupil uses obscene or profane language in school, it must be considered a moral offense	1	2	3	4	5
h. A few pupils are just young hoodlums and should be treated accordingly	1	2	3	4	5
i. A pupil who destroys school material or property should be severely punished	1	2	3	4	5
j. Pupils often misbehave in order to make the teacher look bad	1	2	3	4	5

25. What measures would you recommend (to schools) having problems with vandalism, personal attacks, and theft? (Use other sheets if necessary).

26. Is there anything more you would like to say about the topics or questions on this questionnaire? What? (Add extra sheets if needed).

THEY COMPLETE THE QUESTIONNAIRE. THANK YOU FOR YOUR TIME AND COOPERATION

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TO THE CENTER FOR URBAN EDUCATION
166 WEST WENDELL, CHICAGO, ILLINOIS 60610

PRINCIPAL QUESTIONNAIRE (Q3)

BOARD OF EDUCATION
City of Chicago
DEPARTMENT OF RESEARCH AND EVALUATION
2021 NORTH BURLING STREET
Chicago, Illinois 60614
• Telephone 641-7300

LETTER SENT TO PRINCIPAL WITH PRINCIPAL QUESTIONNAIRE ATTACHED

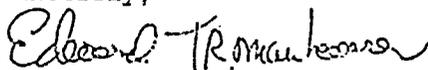
Dear Colleague:

Enclosed with this letter is a Safe Schools Study Questionnaire for Principals. As you know, we have been administering questionnaires to students for the past three months. In addition, we have mailed questionnaires to a large sample of teachers. But we still need information from the third important segment of the school population ---the principal.

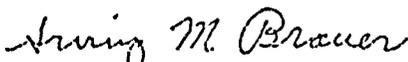
Please take the time now, at the end of this school year, to fill out the questionnaire and return it to us. Since our sample of principals is small, each instrument not returned means an important information loss. Just return the completed instrument in the envelope provided, to the Safe Schools Study, room 208, Department of Research and Evaluation, 2021 N. Burling. Mail run 32.

Thank you for your cooperation. Results of the study will be provided to all principals in September when school reopens.

Sincerely,



Edward Tromanhauser
Project Manager



Irving Brauer
Director of Projects

P.S. The end of the school year is just a few days away. Don't forget to send us your completed questionnaire before you leave on vacation.

CHICAGO SAFE SCHOOLS STUDY

PRINCIPAL QUESTIONNAIRE

DEPARTMENT OF RESEARCH AND EVALUATION

CHICAGO BOARD OF EDUCATION

JANUARY, 1980

SAFE SCHOOLS STUDY
PRINCIPAL QUESTIONNAIRE

This questionnaire is part of a study being conducted to discover (1) how much of a problem schools are having with vandalism, personal attacks, theft, and related incidents, and (2) what can be done to make schools more safe and secure.

The questions concern such things as your physical plant and risk of break-ins, operation and monitoring of the building, student discipline, and program resources your school may have to counteract school related crime, delinquency, vandalism, and other disruptive acts. While the questionnaire is directed specifically to you as a principal, it is entirely possible that there are other persons on your staff who can complete the questions for you.

If you prefer to designate a staff person to complete the questionnaire for you, please review the responses to insure that they have been answered as you would have responded.

It is important that you answer each question as fully and frankly as possible, even if your school has no problem with such incidents.

Your participation in this survey is voluntary. You may decline to answer any or all of the questions. Your participation is anonymous. We request that you do not write your name on the questionnaire, and that you not specifically designate your school.

Over 200 school principals are being asked to complete the questionnaire. Your assistance in this important study is greatly appreciated.

INSTRUCTIONS: There are two kinds of questions in this instrument. The first kind of question asks you to fill in the numbered circle next to the response you wish to make. The second kind of question asks you to write in your response on the line indicated. Some of the questions are mixed. That is, you are asked to fill in one or more numbered circles and you are also asked to write in a response.

-----B E G I N -----

1. Is your school:

FILL IN ONE NUMBER ↓

- Elementary (K - 6)..... ①
- Elementary (K - 8)..... ②
- Upper Grade Center..... ③
- Educational-Voc. Guidance Center..... ④
- Middle School..... ⑤
- General High School..... ⑥
- Vocational High School..... ⑦
- Other (specify) _____
 _____ ⑧

2. What is the approximate number of students currently enrolled in your school?

_____ Number

3. How many of each of the following items has your school lost in this school year (beginning in September, 1979)?

ITEM	NUMBER
Typewriters.	_____
Film Projectors	_____
Television Units	_____
Tape Recorders	_____
Video Tape Recorders	_____
Cameras	_____



4. In the past few years building custodians have been requested to turn off building lights after the school is closed. In your experience, do you feel that this measure has:

- ① Increased burglary and vandalism after school hours?
- ② Decreased burglary and vandalism after school hours?
- ③ Made no apparent difference in the incidence of burglary and vandalism?
- ④ Don't know.

5. Within two city blocks of your school is there a place or places where students frequently hang out (lunch counter, restaurant, store, etc.)?

- ① NO
- ② YES \longrightarrow How many places?
Number

6. At the beginning of the school year (starting in September, 1979) did your school have the following security devices installed and working, and if so, are they reliable:

	<u>Do Not Have</u>	<u>Have and Reliable</u>	<u>Have but Not Reliable</u>
Electronic intrusion detection systems	①	②	③
Closed circuit TV monitors	①	②	③
Automatic communication link with police or central monitoring station in case of break-in	①	②	③
Portable emergency signaling devices for staff (Beeper, Caller, Transmitting Device)	①	②	③
Security Vault or Safe	①	②	③

7. Did your school have the following security devices installed and working at the beginning of the school year (starting in September, 1979)?

	<u>None</u>	<u>Some</u>	<u>All</u>
Specially designed security locks on outside doors	①	②	③
Intrusion alarms on outside doors	①	②	③
Security screens on ground-level windows	①	②	③
Intrusion alarms on ground-level windows	①	②	③
Unbreakable glass or plastic in outside windows	①	②	③

8. Did your school use any of the following for security purposes during school hours since the beginning of the school year (starting in September, 1979)?

	<u>YES</u>	<u>NO</u>
Administrators and/or faculty members specifically responsible for security and discipline	①	②
Security guards employed by school	①	②
Police stationed in your school	①	②
Police assigned to irregular patrol of the inside of your school	①	②
Students as hall monitors	①	②
Teachers as hall monitors	①	②
Parents as hall monitors	①	②
Other (specify) _____	①	②
_____	①	②

9. Did your school use any of the following for after school hours since the beginning of the school year (starting in September, 1979)?

	<u>YES</u>	<u>NO</u>
Administrators and/or faculty members specifically responsible for security	①	②
Watchmen or security guards	①	②
Police assigned to irregular patrol of the inside of your school	①	②
Police assigned to patrol regularly outside of your school	①	②
Other (specify) _____ _____	①	②

10. At the beginning of the school year (starting in September, 1979) did your school use any of the following for school athletic or social functions?

	<u>YES</u>	<u>NO</u>
Administrators and/or faculty members specifically responsible for security and discipline	①	②
Security guards employed by school	①	②
Police stationed in your school	①	②
Police assigned to irregular patrol of the inside of your school	①	②
Police assigned to patrol regularly outside of your school	①	②
Other (specify) _____ _____	①	②

11. Does your school employ any of the following security procedures, and if so, do you believe they are effective in preventing theft, unauthorized entry, and burglary?

	<u>NOT USED</u>	<u>USED EFFECTIVE</u>	<u>USED INEFFECTIVE</u>
Locker checks	①	②	③
Key control (keys in possession of authorized persons only)	①	②	③
School keys marked or designed to prevent duplication	①	②	③

12. How much cooperation do you, as a school administrator attempting to deal with school crime and violence, receive from the following agencies?

	<u>Little Cooperation</u>	<u>Some Cooperation</u>	<u>Much Cooperation</u>	<u>Full Cooperation</u>
Your local police district	①	②	③	④
Police Youth Division	①	②	③	④
Juvenile Court of Cook County	①	②	③	④

13. How strictly enforced are each of the following at your school?

	<u>Little Enforcement</u>	<u>Moderately Enforced</u>	<u>Strictly Enforced</u>	<u>No Such Regulation</u>
Students must show ID cards to authorized persons when requested	①	②	③	④
Visitors must check in at office	①	②	③	④
Students must carry hall passes if out of classroom	①	②	③	④
Students who destroy or damage school property must make restitution in cash or services, or in other means (specify) _____	①	②	③	④

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①

②

③

④

14. At your school, how many full-time staff are assigned to regularly counsel and work with disruptive students, in addition to their other duties?

Number

15. Does your school have a special parking area for staff?

① YES ② NO (If no, skip question 16)

16. If you answered YES to the above question, is this special parking area well-lighted at night if used by staff after sundown?

① YES, well lighted ② NO ③ Does not apply

17. How much of a problem is auto vandalism, auto break-in, and auto theft for school personnel in parking areas or in streets next to your school?

	<u>None</u>	<u>Slight Problem</u>	<u>Moderate Problem</u>	<u>Fairly Serious</u>	<u>Very Serious</u>
Auto vandalism	①	②	③	④	⑤
Auto break-in	①	②	③	④	⑤
Auto theft	①	②	③	④	⑤

18. How many principals has your school had in the last ten years including yourself?

① One ② Two ③ Three ④ More than three

19. Are you:

Male ①

Female ②

20. Which of the following best describes you:

- American Indian or Alaskan Native..... ①
- Asian-American or Pacific Islander..... ②
- Spanish-American..... ③
- Black or Afro-American or Negro (Other than Spanish-American)..... ④
- White (Other than Spanish-American)..... ⑤
- Other (specify) _____... ⑥

21. How old are you?

- Under 30..... ①
- 30 - 34..... ②
- 35 - 44..... ③
- 45 - 54..... ④
- 55 or over..... ⑤

22. In the last two months (September and October) have you ever been the victim of any of the following incidents in school, on school grounds, or on the way to or from school?

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| Had something stolen from you..... | ① | ② |
| Had something taken from you by force..... | ① | ② |
| Been physically assaulted..... | ① | ② |
| Been sexually assaulted..... | ① | ② |
| Had your personal property vandalized..... | ① | ② |

23. In the handling of disciplinary problems at your school, how much support do you ordinarily get from each of the following:

	<u>None</u>	<u>Little</u>	<u>Some</u>	<u>Fairly Much</u>	<u>Very Much</u>
Parents	①	②	③	④	⑤
Teachers	①	②	③	④	⑤
Police	①	②	③	④	⑤
Juvenile Court	①	②	③	④	⑤
District Superintendent	①	②	③	④	⑤
School Central Offices	①	②	③	④	⑤

24. How often do parents object to the disciplinary measures that you consider appropriate?

<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Fairly Often</u>	<u>Very Much</u>
①	②	③	④	⑤

25. Approximately how many students at your school, since the beginning of the school year (starting in September, 1979) have been:

Suspended..... _____
 Number

Expelled..... _____
 Number

Transferred because of behavior problems..... _____
 Number

Referred to police for school-related incidents.... _____
 Number

26. How much of a problem is the presence of youthful nonstudents at your school?

	<u>None</u>	<u>Slight Problem</u>	<u>Moderate Problem</u>	<u>Fairly Serious Problem</u>	<u>Very Serious Problem</u>
In school	①	②	③	④	⑤
Around school	①	②	③	④	⑤

27. How much of a problem is the presence of street gangs at your school?

	<u>None</u>	<u>Slight Problem</u>	<u>Moderate Problem</u>	<u>Fairly Serious Problem</u>	<u>Very Serious Problem</u>
In school	①	②	③	④	⑤
Around school	①	②	③	④	⑤

28. At your school, how much involvement in school affairs do the following have?

	<u>No Involvement</u>	<u>Little Involvement</u>	<u>Some Involvement</u>	<u>Fairly Much Involved</u>	<u>Very Much Involved</u>
Parents	①	②	③	④	⑤
Parent-Teachers Organizations	①	②	③	④	⑤

29. In addition to your other administrative tasks, during the course of an average school week about how much time do you spend:

<u>Activity</u>	<u>Time in Minutes</u>
Walking the halls.....	_____
Visiting classrooms.....	_____
Visiting the school lunchroom.....	_____
Talking casually with teachers.....	_____
Talking casually with students.....	_____
Talking with parents.....	_____

30. During school hours which of the following measures would you strongly recommend for dealing with school-related crime and violence? Please rank your choices, assigning the number "1" to your strongest recommendation.

RANK
ORDER

- Provide security guards in school....._____
- Have regular police stationed in school....._____
- Suspend and/or expel discipline problem students..._____
- Put disruptive youngsters into separate schools-
or classes....._____
- Get students more involved in the operation of
the school....._____
- Draw up and enforce stricter rules of conduct....._____
- Provide more courses tailored to student needs,
abilities and interests....._____
- Provide more counseling for students with problems._____
- Get parents more involved in the operation of the
school....._____
- Other (specify) _____

31. After school hours which of the following measures would you strongly recommend for dealing with school-related burglary and vandalism? Please rank your choices, assigning the number "1" to your strongest recommendation.

RANK
ORDER

- Provide night watchmen in school....._____
- Leave lights on in schools at night....._____
- Provide electronic intrusion alarms in school....._____
- Other (specify) _____

32. This question is in four (4) parts, and asks you for your suggestions about what the (a) Board of Education, (b) Superintendent of schools, (c) District superintendents, and (c) principals, can do to reduce crime and violence in our schools.

A. What can the Chicago Board of Education do to reduce crime and violence in our schools?

B. What can the Superintendent of Schools do to reduce crime and violence in our schools?

C. What can a District Superintendent do to reduce crime and violence in our schools?

D. What can a school principal do to reduce crime and violence in our schools?

33. Many schools presently have programs in operation which may have a positive impact on the reduction of school crime and violence. - Are there any programs presently operating in your school that you believe fall in this category?

① NO

② YES

Which Programs?

34. What types of programs would you like to have in operation at your school to help you address the problems of school crime and violence?

THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR YOUR TIME AND COOPERATION.

PLEASE RETURN THE QUESTIONNAIRE, IN THE ENCLOSED ENVELOPE, TO THE CENTER FOR URBAN EDUCATION, 160 WEST WENDELL (MAIL RUN 36)

COMMUNICATION WITH DISTRICT
SUPERINTENDENTS AND PRINCIPALS

COMMUNICATION WITH DISTRICT SUPERINTENDENTS AND PRINCIPALS

- A. In February, 1980, a letter was sent to all district superintendents alerting them to the Safe School Study.
- B. In the last week in February, 1980, a bulletin was issued from the office of the General Superintendent of Schools regarding the Safe School Study. The bulletin is received by all principals, bureau, division and department heads, and is either routed to interested or concerned parties, or posted.
- C. In March, 1980, a second letter was sent to all district superintendents. Attached to this letter was a list of schools and classrooms in each district which had been selected for involvement in the sample, and a tentative schedule for site visitation at each school. Since the district superintendents meet regularly with all principals in their respective districts, a request was made to have the district superintendents announce the initiation of the study at the principal's meeting, or send an announcement to each principal in the district.
- D. In March, 1980, a letter was sent to the principal of each school selected for involvement in the Safe School Study. Attached to this letter was a list of classrooms at the particular school which would be involved in the study.
- E. Because the sample of classrooms was drawn early in the school year, and some changes (primarily consolidation of two or more classrooms into a single classroom) during the school year, a second letter was sent to principals of some schools, along with a list of the new classrooms to be involved in the study.
- F. In each instance, in which a letter was sent to a district superintendent or a principal, follow-up phone calls were made by staff of the project shortly after the letters were received.

G. Every effort was made to plan site visitations at the convenience of the principals and classroom teachers. The principals of schools, in consultation with classroom teachers, selected the specific day and time in an identified week when the field workers would visit a school and administer the questionnaire to students.

H. On the day prior to the scheduled visitation a final phone call was made to each principal to determine if the date and time was convenient, or if something had made it necessary to alter the previously agreed upon date and time.

I. A letter was sent to the principal of each school involved in the study after the initial site visit, requesting that field workers be permitted to administer the questionnaire to students in the classrooms involved in the sample who were not present (absent) at the time the questionnaire was originally administered. Attached to this letter was a list of the names of students who were absent.

J. On the day prior to the scheduled visitation to administer the instrument to absentees, a final phone call was made to each principal to determine if the date and time was convenient or if some changes would have to be made in the visitation schedule.

K. A letter was sent to the principal of each school involved in the study in which students at that school were selected for follow-up interviews. These were students who had previously taken the written questionnaire. Attached to this letter was a list of the students who were to be interviewed

L. Every effort was made to pick up absentees (administer the student questionnaire) and conduct interviews (interview schedule II) at a school on the same day, to reduce both travel time for field workers, and the amount of interruption of the school schedule.

BOARD OF EDUCATION
City of Chicago
DEPARTMENT OF RESEARCH AND EVALUATION
2021 NORTH BURLING STREET
Chicago, Illinois 60614
Telephone 641-7300

ANGELINE P. CARUSO
Interim General Superintendent of Schools

February 19, 1980

FIRST LETTER TO DISTRICT SUPERINTENDENTS

Dear

The Chicago Board of Education will initiate its all-system survey concerned with a safe school environment in March, 1980. As you may recall from prior information received, or from presentations at the August 1979 Administrative University, this project is entitled the "Safe School Study."

Sample classrooms in each district will be selected to receive a questionnaire. The instrument will be administered by staff of the Department of Research and Evaluation during the months of March, April, and May.

This letter is to alert you to the beginning of the survey in March. Within a few days you will receive a list of the schools and classrooms in your district which have been included in the survey sample. Once you receive this list, I will contact you by phone.

Sincerely,

SAFE SCHOOL STUDY

Edward Tromanhauser,
Project Manager

ET:al

BOARD OF EDUCATION
City of Chicago
DEPARTMENT OF RESEARCH AND EVALUATION
2021 NORTH BURLING STREET
Chicago, Illinois 60614
Telephone 641-7300

Angeline P. Caruso, Interim
General Superintendent of Schools

5 March, 1980

SECOND LETTER TO DISTRICT SUPERINTENDENTS

Two weeks ago you received a notice alerting you to the beginning of the Chicago Safe Schools Study. During the months of March, April and May, Project staff will administer questionnaires to a random sample of classrooms in each district.

Attached to this letter is a list of classrooms in your district which will be involved in the study, and scheduled visitation times. However, the schedule is flexible, and we will arrange visits directly with the principals of involved schools so as to produce the least possible amount of disruption of school routine. Copies of correspondence with the principals will be sent to your office for your information.

We will be contacting the principals shortly. To aid us in the study, we would appreciate your assistance by either announcing the beginning of the survey at your next principal's meeting, or by notifying principals by memo from your office. Should you have any questions or require further information, please call me at 641-7317. Thank you.

Sincerely,

Edward T. Tromanhauser
Edward Tromanhauser

Project Manager

Thomas F. Corcoran
Thomas Corcoran

Project Director

Approved:

Irving Brauer
Irving Brauer, Director
Department of Research and Evaluation

Eleanor Pick
Eleanor Pick
Deputy Superintendent, Field Services

BOARD OF EDUCATION
City of Chicago
DEPARTMENT OF RESEARCH AND EVALUATION
2021 NORTH BURLING STREET
Chicago, Illinois 60614
Telephone 641-7300

Angeline P. Caruso, Interim
General Superintendent of Schools

5 March, 1980

LETTER SENT TO PRINCIPAL OF INVOLVED SCHOOL, PLUS ATTACHMENT FOR CLASSROOM
TEACHER AND ATTACHMENT FOR HIGH SCHOOL PRINCIPALS ONLY

The Chicago Board of Education is conducting a Safe School Study during the months of March, April, and May, 1980. It involves the administration of questionnaires to a random sample of classrooms (grades 7-12). You may recall the presentations given at the Administrative University last August concerning the study.

One or more classrooms at your school have been selected to participate in the study. The classrooms and visitations weeks are listed on the sheet attached to this letter.

The instruments will be administered by Safe School Study staff during the periods indicated. Since we realize that this survey interrupts your regularly scheduled school program, we wish to make every effort to visit your school during the time period most convenient to you and your staff. Therefore, we will contact you shortly after you receive this letter to work out a specific time for visitation that is mutually agreeable. Thank you for your cooperation.

Sincerely,

Edward Tromanhauser
Edward Tromanhauser
Project Manager

Thomas J. Corcoran
Thomas Corcoran
Project Director

Approved:

Irving Brauer
Irving Brauer, Director
Department of Research and Evaluation

Eleanor Pick
Eleanor Pick
Deputy Superintendent, Field Services

BOARD OF EDUCATION
City of Chicago
DEPARTMENT OF RESEARCH AND EVALUATION
2021 NORTH BURLING STREET
Chicago, Illinois 60614
Telephone 641-7300
Angeline P. Caruso, Interim
General Superintendent of Schools

March 31, 1980

LETTER TO HIGH SCHOOL PRINCIPAL IN DISTRICT 1, 2, 3, 5 and 6 PLUS ATTACHMENT

The Chicago Board of Education is conducting a Safe School Study during the months of March, April and May, 1980, which involves the administration of questionnaires to a random sample of classrooms (grades 7-12). Last month several classrooms at your school were selected to participate in the study. However, the master list from which the rooms were selected had not been updated to reflect recent consolidation of some rooms. This has now been done.

Your school has been scheduled for visitation during the period between April 7th and April 18th. Shortly after you receive this letter, we will contact you to arrange a specific time to administer the questionnaire. Thank you for your cooperation.

Sincerely,

Edward Tromankhauser
Edward Tromankhauser
Project Manager

Thomas J. Corcoran
Thomas Corcoran
Project Director

Approved:

Irving Brauer
Irving Brauer, Director
Department of Research and Evaluation

Eleanor Pick
Eleanor Pick
Deputy Superintendent, Field Services

ATTACHMENT

SAFE SCHOOLS STUDY

SITE VISITATION SCHEDULE

DISTRICT _____ SCHOOL _____

Classrooms at this school to be included in the study:

Classroom Number	Visitation Week
_____	_____
_____	_____
_____	_____
_____	_____

NOTE: These classroom numbers were drawn from a master list in the central offices at 228 N. LaSalle. In some cases the master list is not up to date. If any classroom number listed above is incorrect, we will substitute another classroom. This will be arranged when we contact you by phone prior to visitation.

CHICAGO SAFE SCHOOL STUDY

WHAT IS IT? A Survey of 30,000 students and 2000 teachers and principals to determine the extent of school-related crime, delinquency, vandalism, and disruption in our system.

WHO DOES IT EFFECT? All of us -- students, parents, teachers, and administrators -- who may be victims of criminal acts, or who find it difficult to function effectively in an unsafe environment.

HOW IS THE INFORMATION TO BE OBTAINED? By the use of questionnaires and interviews.

WHAT ARE THE GOALS? To determine the extent of the problem and to devise policy and programs to address the problem.

IF YOU HAVE ANY QUESTIONS: Please call 641-7317.

BOARD OF EDUCATION
City of Chicago
DEPARTMENT OF RESEARCH AND EVALUATION
2021 NORTH BURLING STREET
Chicago, Illinois 60614
Telephone 641-7300

LETTER TO PRINCIPAL OF INVOLVED SCHOOL RE ABSENTEES, PLUS ATTACHMENT
FOR HIGH SCHOOL PRINCIPAL AND ELEMENTARY SCHOOL PRINCIPAL

Recently, one or more classrooms at your school participated in the Chicago Safe Schools Study by filling out a questionnaire. At that time we requested a list of students who were absent from class on that day. Since it is important that no sub-population be excluded from the study, we would like those students who were absent to fill out the questionnaire. The names of these students are on the attachment to this letter.

Shortly after you receive this letter a member of our staff will call your school to arrange a convenient time to administer the questionnaire to the absentees.

Should you have any questions, please call me at 641-7317. Thank you for your cooperation.

Sincerely,

Edward Tromanhauser
Edward Tromanhauser

Project Manager

Thomas F. Corcoran
Thomas Corcoran

Project Director

Approved:

Irving Brauer
Irving Brauer, Director

Department of Research and Evaluation

Eleanor Pick

Eleanor Pick

Deputy Superintendent, Field Services

ATTACHMENT

SAFE SCHOOLS STUDY

SITE VISITATION SCHEDULE NOTICE TO CLASSROOM TEACHER

TO THE TEACHER OF CLASSROOM/DIVISION ROOM _____ AT _____

SCHOOL:

ON _____ A FIELD WORKER FROM THE SAFE SCHOOLS PROJECT WILL
(date)
ADMINISTER A QUESTIONNAIRE TO STUDENTS IN ROOM _____. THE FIELD WORKER
WILL ARRIVE AT YOUR CLASSROOM AT _____. IT WILL TAKE ABOUT
(time)
30 MINUTES TO DISTRIBUTE, ADMINISTER, AND COLLECT THE QUESTIONNAIRE.
IN ORDER TO AVOID THE POSSIBILITY OF BIASED RESPONSES, WE WOULD LIKE
TO ADMINISTER THIS QUESTIONNAIRE WITH ONLY THE STUDENTS PRESENT IN THE
CLASSROOM. THANK YOU FOR YOUR COOPERATION IN THIS STUDY.

EDWARD TROMANHAUSER
PROJECT MANAGER, SAFE SCHOOLS STUDY
DEPARTMENT OF RESEARCH AND EVALUATION

HIGH SCHOOL PRINCIPAL ONLY

ATTACHMENT

SAFE SCHOOLS PROJECT

TO THE PRINCIPAL OF _____ SCHOOL: ✓

DURING THE WEEK OF _____ WE WOULD LIKE TO
MAKE ARRANGEMENTS TO GIVE SAFE SCHOOL QUESTIONNAIRES TO THE FOLLOWING
STUDENTS:

WHO ARE IN ROOM _____ DURING _____
THESE STUDENTS WERE ABSENT FROM THE ROOM ON THE DAY WE VISITED YOUR
SCHOOL. THANK YOU FOR YOUR COOPERATION.

EDWARD TROMANHAUSER
DEPARTMENT OF RESEARCH & EVALUATION

ELEMENTARY SCHOOL PRINCIPAL ONLY

ATTACHMENT

SAFE SCHOOLS STUDY

TO THE PRINCIPAL OF _____ SCHOOL:

DURING THE WEEK OF _____ WE WOULD LIKE TO
MAKE ARRANGEMENTS TO GIVE SAFE SCHOOL QUESTIONNAIRES TO THE FOLLOW-
ING STUDENTS:

FROM ROOM _____. THESE STUDENTS WERE ABSENT FROM THE ROOM ON
THE DAY WE VISITED YOUR SCHOOL. THANK YOU FOR YOUR COOPERATION.

EDWARD TROMANHAUSER
DEPARTMENT OF RESEARCH AND EVALUATION

BOARD OF EDUCATION

City of Chicago
JOSEPH P. HANNON
General Superintendent of Schools

JOHN W. WICK, DIRECTOR
DEPARTMENT OF RESEARCH AND EVALUATION

2021 NORTH BURLING STREET
CHICAGO, ILLINOIS 60614
TELEPHONE 641-7300

LETTER TO PRINCIPALS REGARDING FOLLOW-UP INTERVIEWS

Recently, one or more classrooms at your school participated in the Chicago Safe Schools Study. Students in selected classrooms were asked to fill out questionnaires which were administered by staff of the Department of Research and Evaluation. Since it is important that the students who took the questionnaire understood the questions asked of them on the questionnaire, we are interviewing a small number of these students who have been randomly selected for this purpose. The names of students at your school who have been selected for an interview are on the attachment to this letter.

Shortly after you receive this letter a member of our staff will call your school to arrange a convenient time to administer the interview schedule. Whenever possible, we would like to administer the interview schedule at the same time that we administer questionnaires to students who were absent from the classroom at the time our field workers originally visited your school.

Should you have any questions, please call me at 641-7317. Thank you for your cooperation.

Sincerely,

Edward Tromanhauser
Project Manager

Thomas Corcoran
Project Director

ATTACHMENT

SAFE SCHOOLS STUDY

NOTICE TO CLASSROOM TEACHER

TO THE TEACHER OF CLASSROOM _____ AT _____ SCHOOL:

ENCLOSED ARE A SET OF QUESTIONNAIRES WHICH ARE PART OF A SYSTEMWIDE SURVEY CONCERNING SCHOOL SAFETY. IN 1979 CHICAGO WAS SELECTED BY THE NATIONAL INSTITUTE OF EDUCATION AS A SITE FOR CONDUCTING A SURVEY OF SAFETY AND SECURITY PROBLEMS IN URBAN SCHOOL SYSTEMS.

WE WOULD LIKE YOU TO ASSIST US IN THIS SURVEY BY ADMINISTERING THE QUESTIONNAIRE TO THE STUDENTS IN YOUR CLASSROOM. IT SHOULD TAKE

ABOUT 30 MINUTES TO DISTRIBUTE, ADMINISTER, AND COLLECT THE INSTRUMENT.

PLEASE FOLLOW THE INSTRUCTIONS BELOW WHEN ADMINISTERING THE INSTRUMENT:

1. THE STUDENTS SHOULD USE ONLY PENCILS TO ANSWER THE QUESTIONS.
2. STUDENT PARTICIPATION IS VOLUNTARY, AND RESPONSES ARE ANONYMOUS.
3. PLEASE REVIEW THE INSTRUMENT PRIOR TO ADMINISTRATION.
4. READ THE INSTRUCTIONS ON THE FIRST PAGE OF THE INSTRUMENT TO THE STUDENTS, AND THEN GO THROUGH THE EXAMPLE QUESTIONS WITH THE STUDENTS.
5. PLEASE RETURN THE COMPLETED SET OF QUESTIONNAIRES TO THE SCHOOL OFFICE SO THAT THEY CAN BE RETURNED TO THE DEPARTMENT OF RESEARCH AND EVALUATION.

THANK YOU VERY MUCH FOR YOUR COOPERATION IN THIS STUDY. SYSTEMWIDE RESULTS WILL BE AVAILABLE IN THE FALL. IF YOU HAVE ANY QUESTIONS, PLEASE CALL ME AT 641-7317.

EDWARD TROMANHAUSER
DEPARTMENT OF RESEARCH & EVALUATION

BOARD OF EDUCATION
City of Chicago
DEPARTMENT OF RESEARCH AND EVALUATION
2021 NORTH BURLING STREET
Chicago, Illinois 60614
Telephone 641-7300

LETTER TO PRINCIPAL OF INVOLVED SCHOOL RE CLASSROOM TEACHER ADMINISTERING
QUESTIONNAIRES TO STUDENTS, PLUS ATTACHMENT FOR CLASSROOM TEACHER

The Chicago Board of Education is conducting a Safe Schools Study during the months of March, April, and May, 1980. It involves the administration of questionnaires to a random sample of classrooms (grades 7-12).

One or more classrooms at your school have been selected to participate in the study. Those classrooms selected are listed on the attached sheet.

A package of questionnaires, along with a cover sheet explaining the administration procedure for the instrument, will arrive at your school shortly. The package of instruments will be addressed to you. Please have the classroom teacher administer the instrument and return them to our office.

Thank you very much for your cooperation. Should you have any questions, please call us at 641-7317.

Sincerely,

Edward Tromanhauser
Edward Tromanhauser
Project Manager
Thomas F. Corcoran
Thomas Corcoran
Project Director

Approved:

Irving Brauer
Irving Brauer, Director
Department of Research and Evaluation

Eleanor Pick
Eleanor Pick
Deputy Superintendent, Field Services

ATTACHMENT FOR HIGH SCHOOL PRINCIPALS ONLY

ATTACHMENT

SAFE SCHOOLS STUDY

TO THE PRINCIPAL OF _____ SCHOOL:

A RANDOM SAMPLE OF CLASSROOMS IN THE SYSTEM HAS SELECTED THE FOLLOWING ROOMS AT YOUR SCHOOL FOR INCLUSION IN THE STUDY:

IF YOUR SCHOOL IS A HIGH SCHOOL, THE MASTER TAPE FROM WHICH THE LIST OF CLASSROOMS WAS DRAWN CONTAINED ONLY DIVISION ROOMS, SINCE LEVELS (FRESHMAN, SOPHOMORE, JUNIOR, AND SENIOR) COULD BE DETERMINED FROM THE DIVISION ROOM NUMBERS. HOWEVER, WE DO NOT REQUIRE THAT DIVISION ROOMS BE GIVEN THE QUESTIONNAIRE. WE DO WANT THE QUESTIONNAIRE GIVEN TO STUDENTS AT THE LEVELS REPRESENTED BY THE DIVISION ROOM NUMBERS. THUS, IF THE DIVISION ROOM NUMBERS REPRESENT 2 FRESHMAN, 2 SOPHOMORE, 1 JUNIOR, AND 1 SENIOR LEVEL GROUP, YOU MAY SELECT ANY GROUPS OF STUDENTS AT THESE LEVELS FOR INCLUSION IN THE SURVEY. SHOULD YOU HAVE ANY QUESTIONS PLEASE CALL ME AT 641-7317. THANK YOU.

EDWARD TROMANHAUSER
DEPARTMENT OF RESEARCH & EVALUATION

SAFE SCHOOL STUDY

DETAILED INSTRUCTIONS FOR REVISITING SCHOOLS TO ADMINISTER QUESTIONNAIRES TO ABSENTEES AND INTERVIEW SELECTED STUDENTS

I. GENERAL INFORMATION

- A. Two students from each classroom in which the questionnaire has been administered will be selected for a follow-up interview using the Interview Schedule (I₁).
- B. The students to be interviewed will be selected in the following manner:
 1. A roster will be obtained from each classroom in which the questionnaire is administered.
 2. Each name on the roster will be assigned a number.
 3. A random number selection process will be used to obtain the names of two students from each classroom
- C. The interviews will be conducted at the time field workers return to each school to administer questionnaires to students who were not present in the classroom during the originally scheduled visitation period.
- D. Prior to the return visit Principals will be notified by letter and phone call of the scheduled revisit. The letter will identify the students and classrooms involved, and the week of the visit. Specific times for the visit will be worked out by office staff and the principals of involved schools.
- E. Attached to the letter to Principals regarding the revisit will be a notification form which will be given to involved classroom teachers.

II. FIELD WORKER INSTRUCTIONS: REVISIT AND INSTRUMENT ADMINISTRATION

- A. Prior to school visitation: see part II of DETAILED REQUIREMENTS FOR SCHOOL VISITATION AND INSTRUMENT ADMINISTRATION instructions. The same format will be followed for revisits.
- B. Field workers must pick up copies of the Interview Schedule from the Project office each week. If, for example, you are scheduled to conduct ten interviews in a week, you should plan on picking up the ten schedules, plus a few extras, by Friday of the week before you are planning on visiting the schools.
- C. Field workers must pick up copies of the Questionnaire from the Project office each week. If, for example, you are scheduled to administer twelve Questionnaires in a week, you should plan on picking up the twelve instruments, plus a few extras, by the Friday before the week you are planning on visiting the schools.

SAFE SCHOOLS STUDY

INSTRUMENT REVIEW PROCESS

THE THREE QUESTIONNAIRES TO BE USED IN THE SURVEY (STUDENT, TEACHER, AND PRINCIPAL) WERE REVIEWED BY THE FOLLOWING INDIVIDUALS AND GROUPS BETWEEN APRIL, 1979 AND DECEMBER, 1979.

Safe School Study Advisory Committee - Internal:

Mr. Jewel Armstrong, LD Teacher-Coordinator, District 7
Ms. Judy Estrada, Teacher, Austin High School
Mr. Thomas Corcoran, Administrator, CUE
Mr. Guilbert Hentschke, Director, CUE
Mr. Alfred Rudd, Director, Bureau of School Safety and Environment
Mr. Francis Cronin, Director, Department of Maintenance and Rehabilitation
Mr. Mark Storch, student, Schurz High School
Mr. Greg Arnold, student, Hirsch High School
Mr. Erik Merlos, student, Dunbar Voc. High School
Ms. Martha Smith, student, King High School
Dr. John Wick, Director, Department of Research and Evaluation
Dr. Irving Brauer, Director of Programs, Dept. of Research and Evaluation
Dr. Lloyd Mendelson, Bureau of Special Programs, Dept. of Govt. Funded Programs

Safe Schools Study Advisory Committee - External

Dr. Allan Berger, Asst. Dir., Department of Human Services, City of Chicago
Dr. Cecilio Berrios, Executive Director, Casa Nuestra
Mrs. Harriet O'Donnell, President, Chicago Region PTA
Mr. Judson Hixson, Educational Director, Chicago Urban League
Rev. Donald Hallberg, Lutheran Welfare Services
Dr. Robert Ferry, Chicago Police Academy
Mr. Harry Searles, parent
Mrs. Lorraine Wallace, parent
Mr. Henry Martinez, Commission on Delinquency Prevention
Mr. Charles Thomason, Coordinator, Career Development Programs for Law and Justice, Chicago Board of Education
Ms. Carol Zientek, Educational Advocate, Juvenile Court of Cook County
Mr. Seymour Adler, Exec. Dir., Methodist Youth Services
Mr. Earl Choldin, Teacher-coordinator, Career Development Center for Government and International Studies.
Mr. Harold Thomas, Deputy Superintendent, Chicago Police Department
Dr. Bryant Feather, Professor of Educational Psychology, CSU

BOARD OF EDUCATION
City of Chicago
DEPARTMENT OF RESEARCH AND EVALUATION
2021 NORTH BURLING STREET
Chicago, Illinois 60614
Telephone 641-7300

LETTER TO PRINCIPAL OF INVOLVED SCHOOL RE STUDENT INTERVIEWS,
PLUS ATTACHMENT

Recently one or more classrooms at your school participated in the Chicago Safe Schools Study by filling out a questionnaire. Since the questionnaire was somewhat complex, and a few of the questions could have been misinterpreted, we have randomly selected a few students for a follow-up interview. The names of the students selected at your school are on the attachment to this letter. In most cases the interview should be completed within 10 to 15 minutes.

Shortly after you receive this letter a member of our staff will call your school to arrange a convenient time to meet with these students.

Should you have any questions, please call me at 641-7317. Thank you for your cooperation.

Sincerely,

Edward Tromanhauser
Edward Tromanhauser

Project Manager

Thomas J. Corcoran
Thomas Corcoran

Project Director

Approved:

Irving Brauer

Irving Brauer, Director
Department of Research and Evaluation

Eleanor Pick

Eleanor Pick
Deputy Superintendent, Field Services

ATTACHMENT

SAFE SCHOOLS PROJECT

TO THE PRINCIPAL OF _____ SCHOOL:

WE WOULD LIKE TO CONDUCT BRIEF INTERVIEWS WITH THE FOLLOWING
STUDENTS FROM ROOM _____:

1. _____

2. _____

OUR ONLY REQUIREMENT WOULD BE A QUIET PLACE IN WHICH TO CONDUCT
THE INTERVIEWS. THANK YOU.

EDWARD TROMANHAUSER
DEPARTMENT OF RESEARCH & EVALUATION

DETAILED INSTRUCTIONS FOR
FIELD WORKERS

SAFE SCHOOL STUDY

DETAILED INSTRUCTIONS FOR REVISITING SCHOOLS TO ADMINISTER QUESTIONNAIRES TO ABSENTEES AND INTERVIEW SELECTED STUDENTS

I. GENERAL INFORMATION

- A. Two students from each classroom in which the questionnaire has been administered will be selected for a follow-up interview using the Interview Schedule (I₁).
- B. The students to be interviewed will be selected in the following manner:
 1. A roster will be obtained from each classroom in which the questionnaire is administered.
 2. Each name on the roster will be assigned a number.
 3. A random number selection process will be used to obtain the names of two students from each classroom
- C. The interviews will be conducted at the time field workers return to each school to administer questionnaires to students who were not present in the classroom during the originally scheduled visitation period.
- D. Prior to the return visit Principals will be notified by letter and phone call of the scheduled revisit. The letter will identify the students and classrooms involved, and the week of the visit. Specific times for the visit will be worked out by office staff and the principals of involved schools.
- E. Attached to the letter to Principals regarding the revisit will be a notification form which will be given to involved classroom teachers.

II. FIELD WORKER INSTRUCTIONS: REVISIT AND INSTRUMENT ADMINISTRATION

- A. Prior to school visitation: see part II of DETAILED REQUIREMENTS FOR SCHOOL VISITATION AND INSTRUMENT ADMINISTRATION instructions. The same format will be followed for revisits.
- B. Field workers must pick up copies of the Interview Schedule from the Project office each week. If, for example, you are scheduled to conduct ten interviews in a week, you should plan on picking up the ten schedules, plus a few extras, by Friday of the week before you are planning on visiting the schools.
- C. Field workers must pick up copies of the Questionnaire from the Project office each week. If, for example, you are scheduled to administer twelve Questionnaires in a week, you should plan on picking up the twelve instruments, plus a few extras, by the Friday before the week you are planning on visiting the schools.

III. FIELD WORKER INSTRUCTIONS: UPON ARRIVAL AT SCHOOL

- A. For elementary schools, go directly to school office.
- B. For high schools, if stopped by hall monitor, state the following:

"My name is _____. I am from the Department of Research and Evaluation and am here to administer a questionnaire and interview form to students. The Principal, _____ is expecting me. I was told to report directly to the school office."

- C. Upon entering the school office, state the following to the school office clerk: (see "B" above)
- D. Show the clerk (1) your letter of introduction, and (b) your copy of the "letter to the principal." Ask to sign in the office "visitor book."
- E. Note: the principal should have been expecting you and have informed the office clerk and the classroom teacher of your scheduled visit.
- F. If the principal is present, introduce yourself as follows:

"My name is _____. I am from the Department of Research and Evaluation and am here to administer Safe School Study instruments to students in room _____."

- G. Show the principal (1) your letter of introduction, and (2) your copy of the "letter to the principal."
- H. If the principal is not present, but the office clerk or someone else at your school have been given instructions from the principal about your visit, follow those instructions.
- I. If the principal is not present and it appears that no one at the school (i.e., office clerk, assistant principal or other person designated by the principal) was expecting you, and if the principal cannot be contacted, call the office: 641-7317 for instructions.
- J. You will be administering the "makeup" questionnaires and the interview schedules in a room in the school designated by the principal.
- K. You should determine from the principal or other designated person at the school how the student respondents will be brought to the room where you will administer the instruments. (note: the letter to the principal requests that the designated students be brought or sent to the room you are assigned)

IV. FIELD WORKERS INSTRUCTIONS: UPON ARRIVAL AT THE ASSIGNED ROOM

- A. You will be performing two separate operations (1) administering questionnaires, and (2) conducting interviews. Because of various factors peculiar to each school the sequence of these operations cannot be standardized. Thus, in some schools you will first receive the students who will receive the questionnaire, followed in 30 minutes by the students who will be interviewed. In other schools you will first receive the students who will be interviewed, followed in 30 minutes by the students who will receive the questionnaire.

SAFE SCHOOL STUDY

ALL-SYSTEM SURVEY

DETAILED ADMINISTRATION PROCEDURE FOR
STUDENT QUESTIONNAIRE

1. Open package of questionnaires and count.
2. Distribute questionnaires by rows. Explain questionnaire to students
3. Distribute pencils by rows.
4. Ask students to read instructions on front page of questionnaire as you read these instructions. (please read instructions word for word)
5. Ask if there are any questions. Answer questions as clearly and concisely as possible.
6. Ask if any student does not want to take questionnaire. Inform these students that they must remain quiet while other students are taking the questionnaire. Suggest that they at least read the questionnaire while the others are taking it.
7. Now ask the students to read the EXAMPLE QUESTIONS, as you read these questions to the class.
8. Again, ask if there are any questions. Answer questions as clearly and concisely as possible.
9. Inform students that if they have any questions during the time they are taking the questionnaire, they are to come up to the desk and you will assist them.
10. Tell students that upon completion of the questionnaire they are to place the instrument front sheet down on the desk and raise their hands. You can then give these students HANDOUT A - "The Chicago Safe Schools Project" to read while the other students complete the instrument.
11. You may now tell the students to BEGIN.
12. You can now fill out the "bubble sheet" which will go on top of the batch of questionnaires.
13. Five minutes before the time period is up, give students a "five minutes to go" notice.
14. When the time period is up, if possible, give stragglers an additional few minutes.
15. Now give the following statement to the students:

"In some cases you may have decided that more than one answer applied. In such cases we only want the one

(15. Cont.)

answer that you think best applies. In some cases you may have given answers for two different questions, such as theft and robbery, or robbery and attack, when you were only thinking about one case or incident. In this case we only want your answers which best describe the case or incident. If you have provided answers to two different questions, but you really were thinking about one case or incident, draw a pencil line through the answers to the question that do not best describe the case or incident."

16. Now pick up the questionnaires.
17. Ask the students to turn in the pencils (as they leave the room in a high school situation, and by passing them down the row in an elementary school situation) and the HANDOUT SHEET A.
18. Should all students in a class complete the questionnaire before the time period allotted, you can provide them with a general overview of the Safe Schools Study to fill out the period until the teacher returns or the bell rings.
19. Count the returned questionnaires. Make sure you receive the same number of instruments you distributed.
20. If you have not already done so, obtain a copy of the student roster from the teacher, and a list of students on the roster who were not present when the questionnaire was administered. It is important that you obtain the names of any absent students as they will be given the questionnaire at a later date.
21. Place completed questionnaires in manila envelope provided and drop off in school office for mailing to the department of Research and Evaluation. Check out of building at school office by signing visitor record book.

SAFE SCHOOL STUDY

(INSTRUCTIONS TO FIELD WORKERS REGARDING INSTRUMENT ADMINISTRATION)

INSTRUCTIONS: Please deliver the following verbal information to students as the pencils and instruments are being distributed in the classroom.

" THE QUESTIONNAIRE I AM PASSING OUT WILL ASK YOU QUESTIONS ABOUT YOUR SAFETY IN THE SCHOOL, AND YOUR FEELINGS ABOUT BEING SAFE IN SCHOOL. PLEASE ANSWER THESE QUESTIONS HONESTLY. YOU DO NOT HAVE TO PUT YOUR NAME ON THE QUESTIONNAIRE. IT IS SUPPOSED TO BE ANONYMOUS, THAT IS, WE DO NOT WANT YOU TO IDENTIFY YOURSELF. YOUR COOPERATION IS VOLUNTARY. YOU DO NOT HAVE TO ANSWER THESE QUESTIONS IF YOU DO NOT WANT TO. BUT, OF COURSE, WE REALLY WANT YOU TO ANSWER THE QUESTIONS, SO THAT WE CAN FIND OUT WHAT IS HAPPENING IN THE SCHOOLS. BE CERTAIN TO USE THE PENCILS BEING HANDED OUT, AND NOT A PEN. IF YOU MAKE A MISTAKE, BE SURE TO COMPLETELY ERASE THE MISTAKEN ANSWER AND THEN FILL IN THE CORRECT ONE. IN A MINUTE WE WILL GO THROUGH THE INSTRUCTIONS TOGETHER. MEANWHILE YOU CAN START READING THE INSTRUCTIONS YOURSELF."

SAFE SCHOOL STUDY

PILOT/STRESS

MANUAL FOR RESEARCH
ASSISTANTS

Department of Research and Evaluation

Chicago Board of Education

September, 1979

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INTRODUCTION

A pilot is a "run through" or practice run on a survey. It is directed at a representative sample of the target population, and is selected in the same way as is intended for the final survey.

As nearly as possible, the pilot study involves the same instruments as would be used in the final survey. It should contain all the intended questions which are to be used in the final survey. It is often the case however, that the pilot instrument contains more questions than are intended to be used in the final study. This will be the case here.

The instruments have been administered to "focus groups" of students, teachers, and principals. Following administration of the instruments, these groups discussed the questions, format, wording, and other points concerning the questionnaire. This use of focus groups was the initial pretest of the instruments, and the instruments were revised following the focus group pretests.

During the pilot we want to go through all the steps which we plan to go through during the final survey. This includes contacting the schools, visiting each school involved, arranging for the visits, scheduling the target classrooms for testing, logging the sets of instruments in and out, editing and error checking, etc. The only major difference between the pilot and the final survey has to do with scoring the instruments. In the pilot each instrument will be hand coded and then keypunched. In the final survey, since it involves so many thousands of instruments, scoring will be done using what is called an optical scanner, a machine which reads the markings placed on the instrument by the respondent. This will eliminate literally hundreds of manhours of coding. However, since there will be a few open-ended questions on the final survey instruments, some coding will be done here as well.

It is very important that everyone working on the project follow the procedures outlined in this manual. Each procedural step must be standardized, i.e., each staff worker must perform the same task in the same way. Only in this way can we be assured that something one of you did or said will not bias the results. This is critically important for the final survey. For the pilot, we know that this will come up that may cause deviations in procedural steps. That is one of the reasons for a pilot, to find out what the problems or "bugs" are going to be, and eliminate them. You should make a record of any problems that arise which may also come up in the final study, and you should also record any procedural deviations, and bring them up at the regular staff meetings which will take place after each days work in the field.

Just prior to the pilot we will hold training sessions in which you will learn the things you need to know, including how to administer the questionnaires and the interview schedules, how to edit and clean the instruments, and how to code them for key-punching.

The material in this manual is designed to be used by you as a daily reference source. Take the manual with you when you work in the field. After reading through the manual, if you have any questions, please raise them with the project director.

CHICAGO SAFE SCHOOLS STUDY

STATEMENT OF PROFESSIONAL ETHICS

The rights of human subjects are a matter of primary concern in this study. All study procedures are reviewed to assure that the rights of individual respondents are protected at each stage of the research. While the major results of the study will be made public, care is taken to see that no data are released that would permit any respondent to be identified.

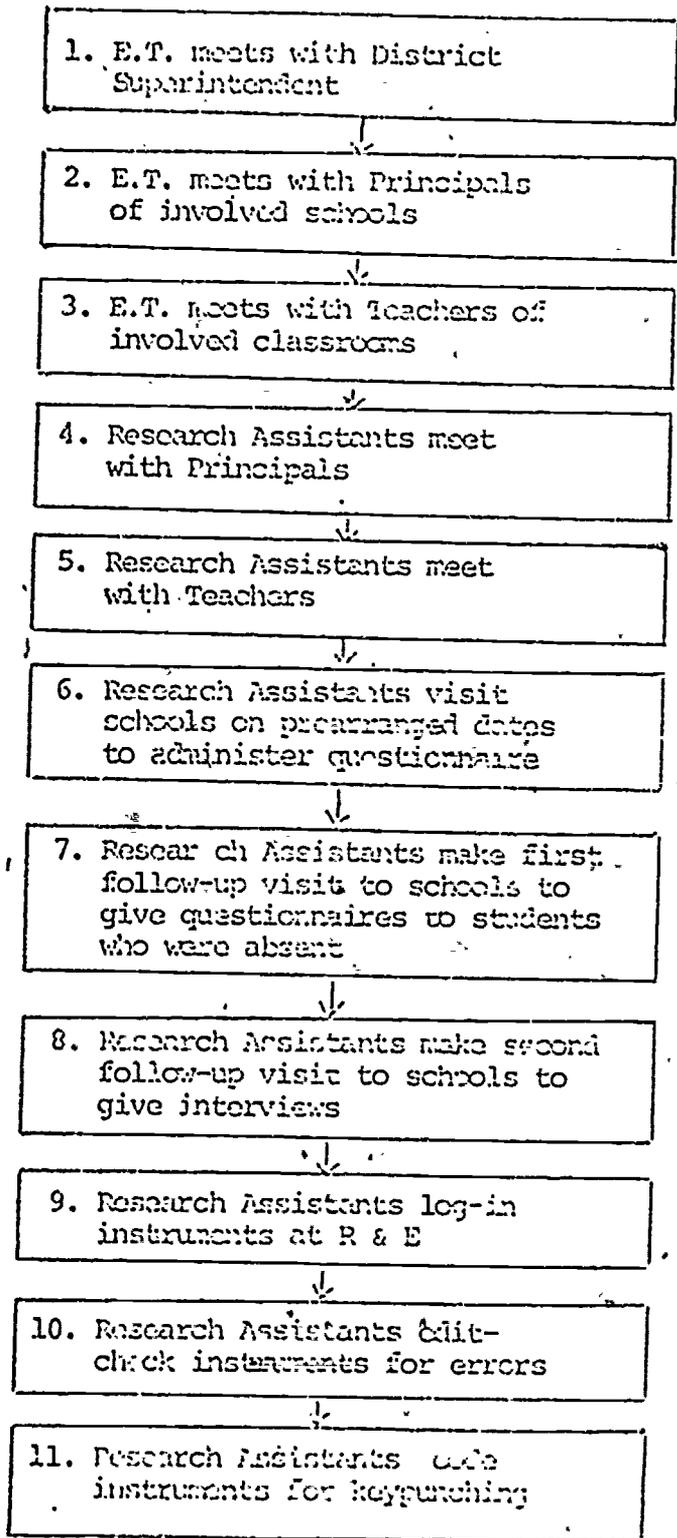
Any information that connects a particular questionnaire or interview with a specific respondent is removed as soon as the instrument is received at the Safe Schools Study Offices; This information is maintained in special confidential locked files while the study is in progress and is destroyed after the study is completed.

The precautions taken to protect the anonymity of respondents would be undermined if the interviewer does not treat information concerning respondents with equal regard. Project interviewers perform a professional function when they obtain information from individuals by means of questionnaires or interviews and they are expected to maintain professional ethical standards of confidentiality regarding what they hear and observe. All such information is privileged information.

As professional interviewers working on a social science research project, you may not discuss any aspects of the study concerning individual respondents with anyone other than project staff. Failure to adhere rigorously to this policy will be cause for dismissal.

SAFE SCHOOLS STUDY

PILOT-DEVELOPMENT WORK SCHEDULE



SAFE SCHOOLS PROJECT

PILOT-PRETESTS

1. Visit 3 districts (3,17,19)
2. 4 schools per district
3. District 3: 3 elementary + 1 h.s.

Visit No.

- | | |
|-----|---------------------------------------|
| 1 | one elem. school, 2 homerooms |
| 2 | one elem. school, 2 homerooms |
| 3 | one elem. school, 2 homerooms |
| 4. | ½ high school, 4 division rooms |
| 5 | ½ high school, 4 division rooms |
| 6. | followup, absentees, one elem. school |
| 7 | followup, absentees, high school |
| 8. | interviews, one elem. school |
| 9. | interviews, one elem. school |
| 10. | interviews, one elem. school |
| 11 | interviews, high school |
| 12 | interviews, one high school |

4. Total twelve visits, average time of 3 hours. Team of 2, total hours: $12 \times 3 = 36 \times 2 = 72$ hours per district

DETAILED ADMINISTRATION INSTRUCTIONS
FOR STUDENT QUESTIONNAIRE

1. Count number of students in room.
2. Pass out pencils, using one or two students to do so.
3. Pass out exact number of questionnaires, using the same or other students.
4. Ask students to open questionnaire to introduction. Slowly read the introduction to students. Please do not deviate from the written text.
5. Ask students to go to next page (instructions and sample questions). Slowly read the instructions and sample questions.
6. Ask students if they have any questions. Answer questions as clearly and concisely as possible.
7. Tell students to raise hands if they have any questions while doing the questionnaire.
8. Tell students to place the questionnaire in the envelope on the teacher's desk when they have completed it, and then return to their seat.
9. As the students turn in completed questionnaires, give them Handout A to read while they are waiting for the other students to complete the instrument.
10. Five minutes before the time period is up, give students a "five minutes to go" notice.
11. When the time period is up, give slower respondents a few more minutes to complete the instrument.
12. Ask students to return pencils to desk as they leave the room.
13. Should all students complete the instrument prior to the end of the scheduled time period, provide them with a general overview of the Safe Schools Study to fill out the period.
14. Count the returned questionnaires. Make sure you have received the same number of instruments that you distributed.
15. Determine the number of students assigned to the test group (homeroom, division room, etc.) who were not present to take the questionnaire. Obtain the names of these students for follow up at a later date.
16. Check out at school office.
17. Returned completed forms to Research and Evaluation.

SAFE SCHOOLS STUDY

ADMINISTRATION PLAN FOR STUDY PILOT/PROJECT

1. Pick up Student Questionnaires and box of soft lead pencils from Research and Evaluation. Log-out instruments.
2. Call target school one day prior to scheduled arrival to confirm, checking both date and time of arrival.
3. Go to designated school.
4. Report to school office. Show letter of introduction.
5. Administer questionnaire (see detailed administration procedure sheet)
6. Deliver completed questionnaires to Research and Evaluation. Log-in the instruments.

SAFE SCHOOLS STUDY

PILOT/PI TESTS

DISTRICT _____

WEEK OF OCT. 15 - 19TH:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

WEEK OF OCT. 22 - 26TH:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

WEEK OF OCT. 29TH - NOV. 2ND:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

DATE _____

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EDITING FOR PILOT/INSTRUMENTS

<u>TASK STAGE</u>	<u>TASK</u>
1	Selection of editors
2	Orientation I - First meeting of editing staff, project director, and editing supervisor. Meet with editors to present background and objectives of study. Points of discussion: <ul style="list-style-type: none">a. history-background of studyb. objectives and conception of designc. subject matter and definitionsd. the sample and universe it representse. questionnaire designf. handouts: questionnaires
3	Orientation II - Second meeting of editing staff <ul style="list-style-type: none">a. verifying that respondent followed instructionsb. pre-code complex variablesc. checking error responsesd. inconsistency checkse. coding assignments: coder error-biasf. handout editing book
4	Practice session I - Editors given copy of completed questionnaires to edit independently.
5	Round Robin I - Discussion of questions which arise from practice session.
6	Practice session II - Editors given examples of same questionnaire to edit. Example questionnaire edited by edit supervisor; comparison of all edited instruments and discussion of discrepancies.
7	Round Robin II - Revision and clarification of difficult areas of editing.
8	Production editing

CODING FOR PILOT/PRELIMIS

- | <u>TASK
STAGE</u> | <u>TASK</u> |
|-----------------------|--|
| 1 | Selection of coders |
| 2 | Orientation I - First meeting of coding staff, project director and coding supervisor. Meet with coders to present background and objectives of study. Points of discussion: <ul style="list-style-type: none">a. history-background of studyb. objectives and conception of designc. subject matter & definitionsd. the sample and universe it representse. questionnaire designf. handouts: sample questionnaires |
| 3. | Orientation II - Second meeting of coding staff. <ul style="list-style-type: none">a. General discussion of questionnaireb. point by point discussion of questionnairec. relationship between questions and objectivesd. handout codebooke. general discussion of codebook |
| 4. | Practice session I - Coders given example copy of completed questionnaire to code independently. |
| 5. | Round Robin I - Discussion of questions which arise from practice session; discussion of code and each category within it. |
| 6 | Practice session II - Coders given example of same questionnaire to code. Example questionnaire coded by code supervisor; comparison of all coded instruments and discussion of discrepancies. |
| 7 | Second Round Robin II - Revision and clarification of difficult areas in code; closing open-ended questions; dealing with unanticipated responses. |
| 8 | Production coding - |

CODING SUPERVISOR

- a. overall supervision of coders and coding process
- b. answer substantive questions
- c. maintain record of coding decisions
- d. check code randomly
- e. recode sample of each coder's work periodically
- f. consult with project director about problem areas and coding revisions-additions
- g. maintain code production book

SAFE SCHOOLS STUDY

FOCUS GROUP: CLASSROOM TEACHERS

I. DISCUSSION QUESTIONS:

- A. Do counselors ever give you advice about handling misbehaving students?
- B. Do principals ever give you advice about handling misbehaving students?
- C. Do school psychologists ever give you advice about handling misbehaving students?
- D. Do you receive any advice from anyone in the school system about handling misbehaving students?
- D. In your school, do parents have a say in how the school is run?
- F. In your school, do parent groups (such as PTAs) have a say in how the school is run?
- G. In your school, do students have a say about how the school is run?
- H. What are the officially approved and recommended practices, if any, regarding the handling of misbehaving students in classrooms?
- I. How often do you send misbehaving students out of the class? Where do they go? Is this a routine accepted practice at your school? In the school system?
- J. How often do you give additional school work to misbehaving students? Is this a routine accepted practice at your school? In the school system?
- K. How often do you use or threaten physical punishment? What kind of punishment? Is this a routine accepted practice at your school? In the school system? Is it an officially approved practice, or one that is tacitly approved?
- L. How often do you lower grades for students who consistently misbehave? Is this a routine accepted practice at your school? In the school system?
- M. How often do you give special privileges as regards, to increase or increase positive involvement in the classroom? Is this a routine accepted practice in your school? In the school system?
- N. At your school, how is each of the following measures determined? (i.e., by specific administrative rule, general policy to be interpreted by teachers, by teachers setting their own policies, etc.)
 1. deciding on standards for passing or failing

2. controlling classroom disorder
3. dealing with serious behavior problems such as fighting or disobedience
4. discussing matters about student behavior with parents.

O. What is the average number of students in the classes you teach?

P. Of the students you teach, what percent are:

1. Black
2. Spanish-American (Mexican, Puerto Rica, etc.)
3. White (other than Spanish-American)
4. American Indians
5. Asian-Americans
6. What other ethnic groups or races?

Q. Of the students you teach, what percentage would you say are:

1. high ability?
2. average ability
3. low ability

R. Of the students you teach, what percentage would you say are:

1. underachievers
2. behavior problems
3. genuinely interested in school

S. How extensive is fear of crime and violence among teachers at your school? Among students at your school?

T. Do you feel that the school is less safe, or safer than the community in which the school is located?

U. How much support do you get from principals in attempting to deal with misbehaving students?

V. How well do you feel your principal administers or governs the school?

W. How well does your principal deal with the problems of an administrator?

THE ABSENTEE SAMPLE AND VICTIMIZATION RATES

A total of 300 students who were absent when the student questionnaire was administered in their classrooms were sought out at a later date to be given questionnaires. Only 245 of the 300 students were present when the field workers revisited the schools. By sampling a portion of absentees, it was hoped that any difference in victimization rates between absentees and students in attendance could be detected. The assumption was made that absentees as a group were more likely to report victimization than students present in the classroom when the survey was conducted since, among the absentees, there would be a portion who were chronically absent and on the streets during school hours, or who were absent because of fear of victimization.

As the data in Table 1-1 indicates, the absentee sample contains more females and less males than the main sample.

Table 1-1 A Comparison of the Absentee Sample and the Main Sample by Sex of the Respondent

Sex of Student	Percent of Responses	
	Absentee Sample	Main Sample
Male	43.3	48.5
Female	57.2	48.5
No Answer	4.1	3.0
	(N=245)	(N=12882)

During the course of the survey (March to early June, 1980), more males than females were absent from the classrooms in which questionnaires were administered. One explanation for the sex ratios in the absentee sample may be that more male students are chronic absentees and were not present on either occasion when field workers visited the school.

The racial distributions in the absentee sample and the main sample are contrasted in Table 1-2.

Table 1-2 A Comparison of the Absentee Sample and the Main Sample by Race of the Respondent

Race of Student	Percent of Responses	
	Absentee Sample	Main Sample
American Indian	1.2	1.6
Asian	1.6	2.3
Hispanic	15.9	18.0
Black	41.3	52.1
White	23.6	18.5
No Answer	16.3	7.5
	(N=245)	(N=12882)

Once again, it should be pointed out that "chronic" absentees might not be picked up by the field workers who revisited a school, since they would have been absent on both occasions when site visits were made. This means that the absentee sample cannot be viewed as random, since chronic absentees do not have an equal chance to be represented.

The most important comparisons between the absentee sample and the main sample have to do with likelihood of victimization. It is here that the hypotheses concerning greater likelihood of victimization for absentees can be checked. The information is illustrated in Table 1-3.

Table 1-3 A Comparison of the Absentee Sample and the main Sample with respect to Victimization		
Students Reporting Victimization for:	Percent of Responses	
	Absentee Sample	Main Sample
A. Theft	17.6	24.0
B. Assault		
Actual	1.2	3.3
Attempted	2.0	8.5
C. Robbery		
Actual	1.6	2.5
Attempted	1.6	6.7
	(N=245)	(N=12882)

The data indicates that the absentees experience less victimization instead of more victimization for all three incidents. However, given the small number of cases in the absentee sample, any interpretation given the data in Table 1-3 should be made with great caution. In retrospect, a larger sample of absentees should have been taken. Unfortunately, time and budget constraints prevented the taking of a larger sample.

THE STUDENT INTERVIEW SAMPLE

A sample of 600 students who had previously been given the student questionnaire (Q1) were given follow-up interviews. These interviews were designed to measure the level of understanding of student respondents with respect to the questions asked them on the questionnaire (see Student Interview Schedule in this volume). In designing the questionnaire concern was expressed by project consultants about (a) the reading level of some students in the sample, (b) the likelihood of misinterpretation and misunderstanding with respect to certain words and phrases, and (c) the amount of exaggeration which could be expected from younger respondents. Since the primary concern focused on 7th and 8th grade students, these respondents were oversampled in the interview sample, as illustrated in Table 1-4 below.

Table 1-4 Students in the Interview Sample
by Grade Level of Respondent.

Grade Level	N	Percent of Sample
7th	179	29.8
8th	161	26.8
9th	102	17.0
10th	63	10.5
11th	47	7.9
12th	48	8.0
	600	100.0

Student Understanding of the Incidents Described - Each student interviewed was given "Handout A" which contained the four central questions concerning crime victimization found in the questionnaire (see Handcut A in the section of this volume entitled Student Interview Schedule).

Assault - The first question about specific victimization in the questionnaire and in Handout A concerned assault:

"During the last two months, did anyone attack you or threaten to attack and injure you at school or on the way to or from school?"

The interviewer asked the student to describe in his or her own words what the question was asking about. If the respondent was able to provide an adequate verbal explanation of the question without merely feeding back what was written (i.e., they were able to use their own words to describe assault) the respondent received a rating of "4". As further probes were required to elicit an adequate answer, the number of points in the rating decreased from 4 to 3, to 2, to 1, and finally to zero. The number of respondents who were able to supply an adequate answer on the first attempt are found in Table 1-5. (The same procedure and rating system were used for the incidents of theft, robbery, and rape).

Table 1-5 Students in the Interview Sample who were able to Provide an Adequate answer on the first attempt

Grade Level (Respondent)	Percent of Respondents Scoring "4" Question Concerning			
	Assault	Theft	Robbery	Rape
7th	84%	82%	75%	67%
8th	87	90	89	82
9th	97	94	93	89
10th	98	97	97	100
11th	100	100	98	100
12th	100	100	100	100

Note: Percents rounded to whole numbers

It is obvious from the data in Table 1-5 that the level of understanding of the four incident questions in the student questionnaire are a function of grade level, and therefore of age.

Student Understanding of What is a "Reportable Assault" - Each student interviewed was read a series of incidents and asked to state whether he or she would report any of these incidents as an "assault" on the student questionnaire. The results are illustrated in Table 1-6.

Table 1-6 Students in the Interview Sample Who Would Report any of the following Incidents as an "Assault" on the Student Questionnaire

Incident	Percent of Student Responses		
	7 or 8	9 or 10	11 or 12
Someone pushes you in the Cafeteria line	9%	4%	3%
Someone shoves you on the playground	30	15	8
Someone pushes you so hard you fall down	88	24	13
Someone kicks you after pushing you down	92	59	67
Two students are friends. They argue about rules of a game they are playing and one student pushes or shoves the other	90	50	56
Two students get into an argument. One student hits the other with his fist, knocking him down.	59	38	22
Two students pass each other on the way home from school. One student hits the other several times with his fists or a weapon	97	98	96

Note: Percents rounded to whole numbers

Student Understanding of the difference between Theft and Robbery

Students interviewed were asked to state whether each of the following two incidents could be classified as "theft" or "robbery":

First Incident - You put a book down on your desk and leave the room for a few minutes. When you come back, someone has taken the book.

Second Incident - You are sitting at your desk with a book in your hand. Someone comes up to you and demands that you give him the book or he will hurt you. You give him the book.

Table 1-7 illustrates student responses to these incidents. The lower the grade level, the more likely a student will fail to distinguish between theft and robbery.

Table 1-7 Students in the interview Sample Who Did Not Distinguish Between Theft and Robbery, by Grade Level

Grade Level	Percent of Students who thought	
	Theft was Robbery	Robbery was Theft
7th	11%	19%
8th	9	12
9th	10	11
10th	8	13
11th	4	4
12th	6	2

Note: Percents rounded to whole numbers

Note that although the level of understanding increases with grade level, and therefore with age, there are some variations in the association between failure to distinguish and grade level.

Student Understanding of some Words on the Questionnaire - Based on the pretest of the student questionnaire, it was anticipated that some students would have difficulty with certain words used in the instrument. Table 1-8 provides information on student failure to understand these words (In the interview, students were asked the meaning of each of the words, and the Table provides the percentage of students who failed to adequately define the words).

Table 1-8 Students in the Interview Sample who Could Not Adequately define Certain Words contained in the Questionnaire By Grade Level			
Word	Percent of Students Who Could Not Define Certain Words		
	Grade Level of the Respondents		
	7 or 8	9 or 10	11 or 12
Grudge	53%	32%	27%
Threaten	31	23	12
Marijuana	54	27	2
Competition	49	18	6
Nationalities	59	44	9
Racial Minority	52	24	2
"Uppers and Downers"	71	47	11

Note: Percentages rounded to whole numbers

The Question of Student Understanding and the Validity of Responses

It is obvious that serious threats to validity are posed by failure of student respondents to know what they are reading when filling out the questionnaire. These threats are most serious in the lower grades, especially in grades 7 and 8. However, with respect to victimization, only one of the eight words listed in Table 8-1 is found in questions concerning incidents, and that is the word "threaten" which is used in the questions concerning both assault and robbery. Failure on the part of student respondents to distinguish

between the incidents of "theft" and "robbery" also pose a threat to the validity of student responses, and once again, the primary problem is found in the lower grades. Finally, student interpretations of what constitutes a "reportable" assault poses a problem, and this problem is most evident in the lower grades. One is then left with the problem of how much weight to place on victimization rates determined by the Chicago Safe School Study, especially as these rates apply to students in grades 7 and 8. This question is especially important in light of the fact that these students report higher victimization rates than do students in the higher grades. These questions are raised here, but not answered. The reader must exercise his or her own judgement based on the findings of the student interviews.