

# Albuquerque Public Schools



## Quality and Safe Learning and Working Environments 2004-2005 *Goals Report*

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March 2006



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PUBLIC SCHOOLS**

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*This report presents a summary of statistics around safe schools; highlights interventions and prevention programs supporting the district Goal II – Safe Quality Learning and Working Environments. A school by school report is available as a companion to this report. The reader may request this detailed report through APS Police or the Community Relations Department.*

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## EXECUTIVE SUMMARY

One of APS' strategic goals is to foster quality and safe learning and working environments. This report summarizes the district's school safety initiatives and crime statistics during the 2004-05 school year. It contains all the information provided in the APS 2004-05 Safe Schools Report to the New Mexico Public Education Department in compliance with State Statute 22-1-7 NMSA 1978 and the Federal Gun Free Schools Act of 1994. The report also includes information from APS' Health/Mental Health and Research, Development and Accountability departments.

Key APS school safety findings for 2004-05 include the following:

1. The rate of *assaults and other violent crimes* at APS high schools and middle schools (16 per 1,000 students) was markedly lower than the rate at city schools nationwide (37 per 1,000 students). Assaults and other violent crimes on APS high school campuses increased over a three-year period to a high of 412 in 2004-05, but at APS middle schools, violent crimes remained relatively stable.
  - Success stories include Van Buren Middle School, which lowered its incidence of violence and vandalism from 21 in 2002-03 to 8 in 2004-05, and Madison Middle School, which went from 15 violent crimes in 2002-03 to 7 in 2004-05.
2. APS' rate of *non-violent crimes*, as a whole, was fractionally lower than the national rate, at 17.7 per 1,000 students compared to 18 per 1,000. By type, non-violent criminal trends were as follows:
  - The number of *criminal damages* declined slightly and *arsons* dropped by 50%. *Vandalism* offenses at APS schools reached a total of 550 in 2004-05. Compared to the previous four years, *graffiti* offenses increased substantially.
  - *Gang related* activities declined significantly from 48 in 2003-04 to 11 during 2004-05. APSPD attributes the reduction primarily to enhanced penalties and school sanctions.
  - *Alcohol violations* numbered 444, slightly lower than APS' five-year average of 474 and markedly lower than the previous year's total of 515.
  - *Drug violation* reports increased from 197 incidents in 2003-04 to 360 incidents in 2004-05, which was their highest level in five years. This increase may be an artifact of reporting, since the number of police officers and Campus Safety Aides assigned to high schools increased.
  - The four *firearms possessions* reported in 2004-05 represented an increase over the two reported in 2003-04, but a *decrease* compared to the three preceding years. Moreover two of the four firearms incidents did not involve APS students.
3. *Student suspensions* declined over a 5 year period, from a high of 6,686 suspensions in 2000-01 to a low of 4,964 in 2004-05.

APS continued or expanded the following school safety initiatives in 2004-05:

- APS PD expanded its Youth Safety Corps program to include five high schools. The YSC program recruits, trains and mobilizes students to design and operate projects to prevent youth crime, violence and drug use.
- APSPD trained and deployed Campus Security Aides to directly augment law enforcement services in 5 high schools and 4 middle schools.
- APSPD collaborated with school staff to implement a wide range of safety programs including mediation and conflict resolution, gang intervention, traffic and parking lot monitoring, and event security.
- The H/MH Services Prevention Unit supported violence prevention programs in a total of 82 schools and programs to prevent tobacco, alcohol and drug use in a total of 58 schools.
- Health/Mental Health Teams and Student Safety Teams provided multi-disciplinary management of student issues in all 128 APS schools.
- Small Learning Community programs expanded to include 8 high schools, having demonstrated positive impacts on school safety and perceptions of safety.
- RDA enhanced the district's web-based suspension reporting system to provide reporting more reflective of school interventions.
- APS conducted the Youth Risk and Resiliency and Developmental Assets surveys of student life, which help direct resources and services to schools most in need.

## **BACKGROUND**

One of the goals of Albuquerque Public Schools is to foster quality and safe learning and working environments. Departments and schools throughout the district work to accomplish this goal. The 2004-05 Quality and Safe Learning and Working Environments Goals Report synthesizes information on programs and results from the following departments: APS Police (APSPD); Health/Mental Health (H/MH); and Research, Development and Accountability (RDA).

APS Police Department contributions to this report come from its annually required Safe Schools Report to the New Mexico Public Education Department (PED). APSPD collects data using a required MS Excel spreadsheet format provided by the PED, with a number of additions. The APSPD collects data from its own staff and schools, as well as from the Albuquerque Police Department and the Bernalillo County Sheriff's Office. In 2004-05, a total of 2,484 reports were entered into the APSPD reporting system. Fifty-nine percent of reports were from APSPD, 42% were from APD and 6% were from BCSO.

The 2004-05 APS Safe Schools Report summarizes crime trends in Albuquerque high schools, middle schools and alternative schools. The report also includes three-year comparisons for each middle, high and alternative school to help identify trends and facilitate resource allocations to higher-need sites. Detailed criminal activity records also are provided for each individual APS school, including all elementary schools.

APSPD submitted the Safe Schools Report to the PED in October 2005. Subsequently, RDA synthesized contributions from its own programs and from the Health/Mental Health department in order to provide APS with a more comprehensive summary of school safety initiatives across the district. The 2004-05 Quality and Safe Learning and Working Environments Goals Report provides an overview of initiatives and results. More in-depth information on specific school safety programs and initiatives can be solicited directly from APSPD, H/MH and RDA.

# SCHOOL SAFETY PROGRAM DESCRIPTIONS

## APS Police Department Programs

### *Youth Safety Corps Program - Youth Teams*

In 2001-02 at Rio Grande High School, APS piloted an innovative community-based approach to school safety called the Youth Safety Corps Program (YSC).<sup>1</sup> In 2004-2005 the YSC Program was expanded beyond Rio Grande High School to include Valley, West Mesa, Cibola and Del Norte high schools. The mission of APS' Youth Safety Corps Program is to recruit, train and mobilize a diverse student population, and to improve the learning environment by designing and operating projects to prevent youth crime, violence and drug use. Each participating school recruits a diverse YSC team consisting of youth and adult members. YSC team members receive training in crime prevention strategies and are encouraged to participate in the following activities:

*The Youth Safety Corps Program recruits & trains students to lead youth crime, violence and drug prevention projects.*

- Design and conduct safety audits;
- Meet regularly to assess school safety, develop solutions and help implement school and community safety plans;
- Participate in school improvement planning;
- Help run peer tutoring and mentoring programs, and participate in community service learning projects; and
- Participate in school and community governance to champion policies, program priorities and procedures that advance school safety.

### *Youth Safety Corps Program - Campus Safety Aides*

APS' Youth Corps Program also entails replacing Campus *Security Aides* (educational assistants) with Campus *Safety Aides* (CSAs) and an on-site School Police Supervisor. The new Campus Security Aide job description reflects a shift away from clerical, courier and "babysitting" tasks to duties which directly augment law enforcement services provided by school police and sheriff's detectives. CSAs receive specialized training and are expected to perform the following duties:

- wear uniforms for visibility and professional appearance;
- interact closely and problem solve with students and staff;
- participate in all school activities including after-school functions and athletic events;
- perform traffic direction; and
- take initial reports of incidents not requiring immediate law enforcement action.

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<sup>1</sup> APS' Youth Corp Program is based on the Youth Safety Corps initiative developed by the National Crime Prevention Council in collaboration with the U.S. Department of Education and the Crime Prevention Coalition of America.



Recognition of Youth Corps Program successes has led other schools to plan its adoption. Among them are Albuquerque High School, Albuquerque Evening School and Highland High School. According to APS Police, school administrators, parents and students have learned that a well trained, uniformed security presence on school campuses is a powerful deterrent to crime. As a result, they say, the Youth Corps Program enjoys widespread community support.

*Administrators, parents and students have learned that a well trained, uniformed security presence on school campuses is a powerful deterrent to crime.*

### ***Other School-Based Police Safety Programs***

School-based APS police staff are engaged in a wide range of safety initiatives, particularly at schools that participate in the YSC program. Initiatives include the following:

- Campus tardy sweeps
- Mediation/conflict resolution
- CSA Zones
- Traffic safety
- Restorative Justice Program
- Graffiti control
- Tardy centers
- Saturday school
- Parking lot monitors
- Gang intervention
- ID card checks
- Camera surveillance
- Event security

### **Health/Mental Health Department Programs**

APS' Health/Mental Health Department operates a wide range of prevention and intervention programs designed to improve school safety. Programs are culturally sensitive and reflect federally sanctioned and/or research-based practices. Whenever possible, programs are aligned with national or state standards for easier integration into the classroom. A full matrix of H/MH programs and services that operate in each school can be obtained by contacting the Health/Mental department.

H/MH prevention and intervention programs accomplished a total of 26,184 student contacts throughout the district in the 2004-05 school year. This represents thousands of individual students. Student contacts, rather than student counts, are provided since it is not unusual for students to have recurring needs that must be addressed. Table A-1 in Appendix A details the number of student contacts by program or service.

*APS' health and mental health programs accomplished a total of 26,184 student contacts in 2004-05.*

### ***Prevention Services***

The H/MH Services Prevention Unit supports the following violence prevention programs in a total of 82 schools:

- Peer Mediation
- Bullyproofing Your School
- Positive Behavior Supports
- Second Step
- Project Sentry

*Students in 82 schools benefited from violence prevention programs supported by the H/MH department.*

The following H/MH programs to prevent tobacco, alcohol and drug use operate in a total of 58 schools:

- Protecting You Protecting Me
- Project Alert
- Alcohol Education
- Families and Schools Together
- Crossroads Program
- Parent Involvement Program
- Family Counseling Program
- Tobacco Use Prevention and Control Peer Education
- Tobacco Awareness Program/Tobacco Education Group/Not on Tobacco/Towards No Tobacco Use

*Students in 58 schools benefited from substance abuse prevention programs supported by the H/MH department.*

Tables A-2 and A-3 in Appendix A describes in more detail each of the violence and substance abuse prevention programs listed above, as well as the number of schools participating in each program.

### ***Intervention Services***

Health/Mental Health Teams and Student Safety Teams provide multi-disciplinary management of student issues in all 128 APS schools. Core team members include psychologists, counselors, social workers, and nurses. These staffs also provide prevention and/or intervention services to individual students and families who are referred for specific H/MH issues. In addition, various programs and services provide focused behavior-specific interventions, including the Crossroads Program in 4 schools, the Parent Involvement Program in 24 schools, the Family Counseling Program in 61 schools and the Behavior Redirector Program in 9 schools. Table A-4 in Appendix A lists the district's prevention and intervention programs and the number of schools participating in each program.

*Health/Mental Health Teams and Student Safety Teams provide multi-disciplinary behavioral health services to students and families in all 128 APS schools.*

### ***Collaborative Community Activities***

The Health/Mental Health department has collaborative partnerships with various community agencies and independent providers to provide supplemental in-school health and mental health services to referred students and their families. Services include individual, group and family therapy; substance abuse counseling; life skills training; and school-based health clinics. Students in 28 schools benefited from these partnerships in 2004-05. In addition, H/MH prevention coordinators conducted 238 contacts to promote community engagement in Safe and Drug-Free School initiatives affecting all 128 APS schools.

## Small Learning Community Programs

National research shows that as school enrollment increases, so does the occurrence of discipline problems.<sup>2</sup> APS has established small learning communities (SLC) in many of its comprehensive high schools, partly to combat this problem. SLCs break large enrollments down into teams of 90 to 150 students who share the same 3 to 4 teachers. Supported initially by federal grants, five APS schools established ninth grade academies between 2000-01 and 2002-03, and three additional schools started SLCs in 2004-2005. Evaluations of the first wave of small learning communities showed that students felt significantly safer in schools with SLCs, and teachers reported declines in disciplinary referrals. For example, the proportion of ninth graders who reported feeling safe passing between classes at Rio Grande High School increased from 63% to 70% in the freshman SLC's first year.

*Small learning communities increase students' sense of safety and reduce disciplinary referrals.*

## Student Life Profile Surveys and Suspension Reports

Research, Development and Accountability conducts surveys and program evaluations and operates a district-wide suspension reporting system to support schools and departments in their efforts to improve school safety.

*APS uses the results of student life profile surveys to guide the development of safe school programs and the allocation of prevention funds.*

About every two years, APS surveys a sample of students about their resiliency<sup>3</sup> and risk behaviors. Results from these surveys help the district target schools that have particularly strong needs and help schools develop effective plans for safe and quality learning environments. Staff throughout the district use survey results to design and deliver intervention and prevention programs. For example, in 2003-04, only 12% of students at one high school reported a caring school climate; this school has been the subject of additional study and action to improve school climate. The district also uses the results from student life profile surveys to gain funding for violence prevention initiatives from state and federal agencies.

RDA's web-based suspension reporting system collects data on the following characteristics: reason for suspension, disposition (result), ethnicity, sex, grade, special education status and English proficiency level. APS staff may view year-to-date or period-specific reports by school or by cluster. They also may view the suspension history of individual students. Starting in 2005-06, the web-based system also will collect in-school suspension data.

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<sup>2</sup> Indicators of School Crime and Safety: 2005, National Center for Educational Statistics, Bureau of Justice Statistics, U.S. Department of Justice, November 2005.

<sup>3</sup> Resiliency is the quality that allows young people to "bounce back", recover from negative experiences or overcome obstacles and risk factors in their lives. Research on young people's resiliency fueled the youth development movement, shifting the focus from young people's deficits and problem behaviors to the environmental factors that help young people succeed.

## KEY FINDINGS

### APS Police Department

#### *Increased Reporting*

According to an APSPD representative, the number of reports entered into the APSPD reporting system have increased by about 33%, mainly as a result of increases in officer presence and activity at schools participating in the Youth Safety Corps Program.<sup>4</sup> Therefore, comparisons between 2004-05 and previous school years, at YSC program schools, must be interpreted with caution. Apparent increases in criminal activity at YSC schools may be due mostly or entirely to increased reporting. Real decreases also may be obscured by increased reporting.

#### *Overall Violence and Vandalism Reports*

APS middle schools reported a total of 573 incidents of violence and vandalism in 2004-05. Fifteen (55%) of APS' middle schools reported increases in violence and vandalism in 2004-05 compared to the previous year. Ten (37%) reported declines, and two remained relatively even compared to 2003-04. See Table B-1 in Appendix B for a three-year comparison of violence and vandalism reports by middle school.

High schools reported 979 total incidents of violence and vandalism in 2004-05. Four of APS' comprehensive high schools reported declines in violence and vandalism in 2004-05 compared to the previous year, and four reported increases. Reports from the other three high schools remained relatively stable compared to 2003-04. See Table B-2 in Appendix B for a three-year comparison of violence and vandalism reports by high school.

Non-violent crimes on APS property totaled 1,561 in 2004-05. This translates to a rate of 17.7 non-violent crimes per 1,000 students, which approximates the national rate of 18 per 1,000. Non-violent crimes include: possession of a weapon such as firearm, explosive device, knife, sharp object, or other weapon; distribution of illegal drugs; possession or use of alcohol or illegal drugs; sexual harassment; and vandalism.<sup>5</sup>

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<sup>4</sup> Discussion with Detective Kim Murray, APS Police Department, February 7, 2006.

<sup>5</sup> This is the definition used by the National Center for Education Statistics in its Indicators of School Crime and Safety 2005 report. The same definition was used in to calculate APS figures for this report.

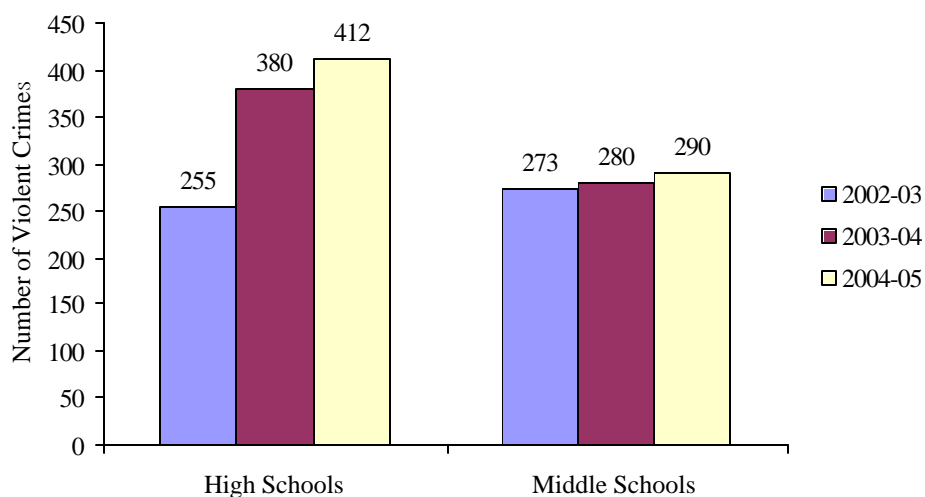
### ***Violent Crimes***

The rate of assaults and other violent crimes at APS high schools and middle schools (16 per 1,000 students) was markedly lower than the rate at city schools nationwide (37 per 1,000).<sup>6</sup> A total of 412 violent incidents on APS high school campuses were reported in 2004-05 (see Table B-3). This translates to a rate of 17 per 1,000 students, which compares favorably to the national rate of 22 per 1,000 at the high school level. APS middle school campuses experienced a total of 290 reported incidents of violence in 2004-05 (see Table B-4). This translates to a rate of 14.8 per 1,000 middle school students, much lower than the national rate of 46 per 1,000 at the middle school level.

Reports of assaults and other violent crimes on APS' high school campuses increased each year between 2002-03 and 2004-05. At the middle school level, violent crime reports increased slightly (see Figure 1).

School-based APSPD staff provided anecdotal reports of declines in violence as a result of Youth Safety Corps program initiatives such as mediation and conflict resolution. Such declines may be evidenced in future APSPD reports, after the YSC program has had a chance to establish itself on multiple high school campuses and when there are sufficient years of data for trend analysis.

Figure 1. Number of Violent Crimes Reported on High School and Middle School Campuses: 2002-03 through 2004-05.



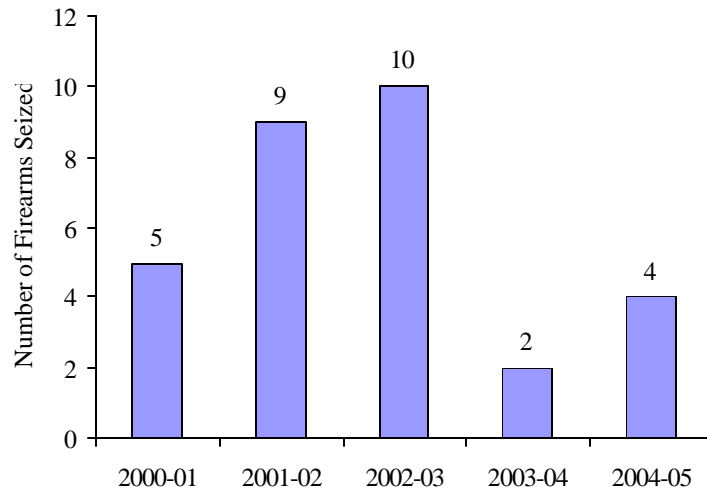
<sup>6</sup> All national statistics in this report come from the Indicators of School Crime and Safety: 2005, National Center for Educational Statistics, Bureau of Justice Statistics, U.S. Department of Justice, November 2005. NCES statistics are for the 1998 -2000 period. In the NCES definition, violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. APS' definition of violence excludes robberies.

### ***Weapons Possession***

The APS Police Department documented an increase in the number of weapons seized on APS campuses in 2004-05 compared to the two preceding years. Knives and other cutting weapons represented 185 (89%) of the 207 weapons seized (see Table B-5).

During the 2004-2005 reporting period, four firearms were seized on three high school campuses and one middle school campus. This number represents an increase over 2003-04 reports, but a decline compared to the three preceding years (see Figure 2). Furthermore, two of the four firearm incidents in 2004-05 did not involve students from APS schools. Table B-6 details each firearm incident by school.

Figure 2. Number of Firearms Seized on APS School Campuses: 2000-01 through 2004-05.

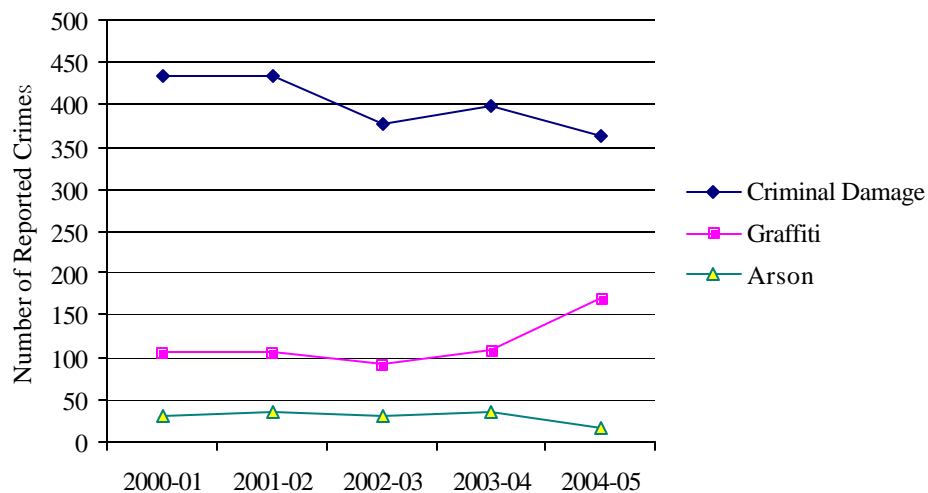


## ***Vandalism***<sup>7</sup>

APS schools experienced a total of 170 incidents of graffiti, 363 acts of criminal damage and 17 arsons during 2004-05. Figure 3 illustrates district-wide vandalism trends over a five-year period. Documented graffiti offenses increased in 2004-05 compared to the previous four years, while the number of criminal damages declined slightly and arsons dropped significantly. See Table B-7 for total counts by year in each vandalism category.

School-based APSPD staff provided anecdotal reports of declines in vandalism at high schools with Youth Safety Corps programs. They reported that YSC practices such as uniformed Campus Safety Aides, CSA zones and tardy sweeps helped control student behavior.<sup>8</sup> These trends are not apparent in the 2004-05 vandalism figures. However, declines may be evidenced in future APSPD reports, after the YSC program has had a chance to establish itself on multiple high school campuses and when there are sufficient years of data for trend analysis.

Figure 3. Number of Reported Vandalism Crimes in APS: 2000-01 through 2004-05.



## ***Drug Violations***

District-wide, drug violations increased from 197 incidents during the 2003-04 reporting period to 360 incidents in 2004-05.<sup>9</sup> The APS Police Department attributes this increase in part to the increased number of officers and Campus Safety Aides policing Youth Safety Corps program high schools. As the YSC program establishes itself on a campus, the officers assigned to the school aggressively enforce violations of law, while at the same time using a wide variety of community and school based sources to develop informant networks. This results in the increased apprehension of narcotics violators, and also allows officers to prevent violent acts.

<sup>7</sup> In 2004-05, APSPD narrowed its reports of vandalism to include only criminal damage, arson and graffiti. This departs from the NMPED practice of classifying burglary, larceny, breaking and entering, and other property crimes as vandalism offenses.

<sup>8</sup> APSPD staff memos, January 2006.

<sup>9</sup> See Table B-8 in Appendix B for a five-year comparison of drug violations on APS campuses.

### Alcohol Violations

The total number of alcohol violations on APS campuses in 2004-05 was 444. This was slightly lower than APS' five-year average of 474 and markedly lower than the 2003-04 total of 515 alcohol violations (see Table B-8).

### Gang-Related Offenses

Gang related offenses decreased from 48 in 2003-04 to 11 during 2004-05 (see Table B-8). APSPD attributes the reduction primarily to the reluctance of gang members to disclose gang affiliation because of enhanced penalties and school sanctions. Youth Safety Corps activities to reduce gang-related crime include identifying gang leaders and meeting with them to explain the consequences of gang related activities.

### Suspension Results

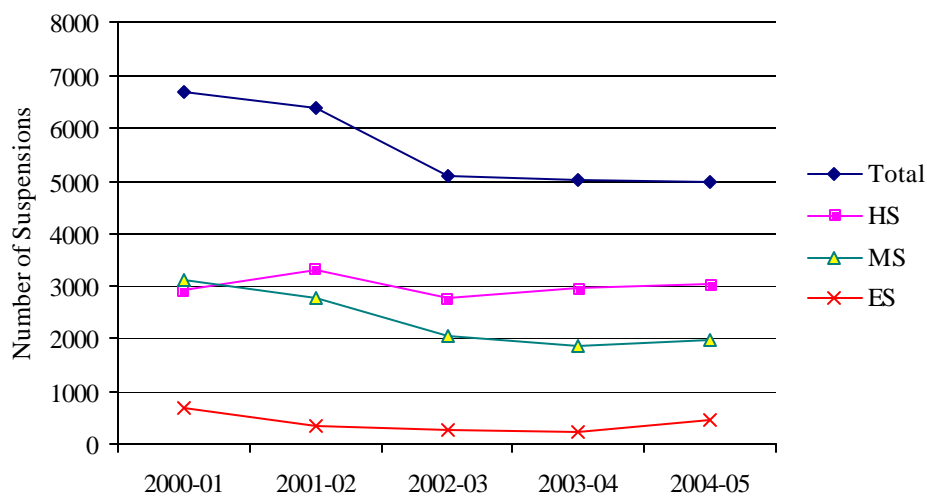
Figure 4 shows an overall decline in APS school suspensions over a 5 year period, from a high of 6,686 suspensions in 2000-01 to a low of 4,964 in 2004-05. Progressive reductions at the middle school level accounted for much of the decline.

*APS school suspensions declined progressively from a high of 6,686 suspensions in 2000-01 to a low of 4,964 suspensions in 2004-05.*

Although elementary schools suspended fewer students in 2004-05 compared to 2000-01, the total number of suspensions was higher in 2004-05 than in any of the three intervening years. See Table C-1 in Appendix C for details.

By grade level, ninth graders had the highest number of suspensions across all 5 years, accounting for 21% to 30% of all suspensions.

Figure 4. APS Student Suspension Trends Between 2000-01 and 2004-05, in Total and by School Level (Elementary, Middle and High).





## **Health/Mental Health Results**

The results of prevention and intervention programs often are best evidenced with qualitative data, such as stories, that illustrate a program's processes and comparative advantage. One such story concerns a young student who, in the opinion of the school psychologist, had been released prematurely by a local psychiatric hospital. This student was released directly to an inclusion classroom situation without follow-up information or a transition meeting. The H/MH Team at the school was instrumental in determining that this was a poor placement and that interim services were needed to handle the student's severe emotional problems. The Team helped the family access day treatment facility services. By doing so, the H/MH Team protected the school and the student from potential safety problems.

In addition to such qualitative data, the H/MH department is in the process of collecting quantitative data to evaluate the impact of the district's prevention and intervention programs. Results should be available for future reports.

## CONCLUSIONS

The most notable improvements in school safety on APS campuses in 2004-05 appear to be in the areas of gang-related activities, arsons and alcohol violations. Perhaps as a result, school suspensions also were down in 2004-05 compared to the previous five years.

The number of violent crimes reported at APS high schools increased over the 3-year period leading up to 2004-05, but the *rate* of violent incidents was lower than the national average. The rate of violent crimes at middle schools was relatively stable and markedly lower than the national average.

Increased violations were seen in the areas of graffiti, drugs, and weapons possession.

Both the APS Police Department and the Health/Mental Health Department expanded or enhanced programs and services to foster school safety during the 2004-05 school year. H/MH prevention and intervention services reached all 128 APS schools and accomplished a total of 26,184 student contacts. The APSPD expanded its Youth Safety Corps program from one to five schools in 2004-05.

With the Youth Safety Corps program, the Albuquerque Public Schools Police Department is taking APS in a new, promising and nationally recognized direction to improve school safety. It is too early to draw conclusions about the success of the program. Multiple years of consistent implementation and data collection are required before evaluation conclusions can be generated. However, anecdotal reports from school-based police officers suggest that YSC youth and campus safety aide activities are helping to prevent violence and vandalism at APS schools.

## RECOMMENDATIONS

1. As a promising new initiative that could benefit many schools across the district, the Youth Safety Corps program warrants in-depth evaluation.
  - The evaluation would require multiple years of consistent implementation and data collection.
  - Qualitative data from school-based APSPD and school staff would enhance the ability interpret crime statistics and draw sound conclusions about the YSC program.
  - RDA could help the APSPD establish data collection systems that would produce valid and reliable data for evaluation purposes.
  
2. Creating a district-wide system for collecting and reporting disciplinary actions would help APS obtain a comprehensive picture of school safety across the district.
  - Currently, RDA operates a web-based system for collecting and reporting suspension data. The same could be established for disciplinary actions that do not result in suspension, thus providing a more comprehensive picture of school safety across APS.
  - Schools would benefit from a centrally managed system that would provide them real-time and historical disciplinary information on their students.
  
3. Collaboration between APS departments is critical for achieving the district's safety goals.
  - RDA recommends the annual production of Quality and Safe Learning and Working Environments reports that synthesize the activities of multiple departments toward common goals. The content of the reports would alternate. In even years the report would provide a general overview, as presented in the current report. In odd years, the report would focus on specific safety programs.

## APPENDIX A

**Table A- 1. Number of Student Contacts by Type of Health/Mental Health Service**

Service/Program	Student Contacts
<b><i>Counseling Services:</i></b>	
Crisis (Gangs)	1,123
Crisis (Substance Abuse)	1,740
Crisis (Violence)	1,495
<b><i>Nursing Services:</i></b>	
Crisis Intervention and Mental Health Visits	4,194
Crisis Intervention and Mental Health Referrals	1,280
Depression/Suicide Risk (Screened)	829
Depression/Suicide Risk (Referred)	334
Substance Abuse (Screened)	641
Substance Abuse (Referred)	199
<b><i>Social Work Services:</i></b>	
Braided Social Work	6,130
<b><i>Prevention Services:</i></b>	
Variety of Activities (2 <sup>nd</sup> Step, Project Sentry, Bullying Prevention, Mediation, Positive Behavioral Support, etc.)	8,219

**Table A- 2. Violence Prevention Programs and Numbers of Participating Schools**

Program	Description	Participating Schools
Peer Mediation	Promotes non-violent problem solving skills for students and staff by creating a peer-to-peer mediation service for all grades.	38
Bullyproofing Your School	Provides a process and materials needed to implement a school-wide program against bullying.	25
Positive Behavior Supports	On-site school teams use PBS to systematically define, teach, monitor & reward staff and students to improve behavior and learning	9
Second Step	Evidence-based, exemplary program for ES and MS that teaches pro-social skills through directed short lessons that are aligned with NM classroom standards.	47
Project Sentry	Provides education and awareness to students on the realistic consequences of gun violence.	7

**Table A- 3. Substance Abuse Prevention Programs and Numbers of Participating Schools**

<b>Program</b>	<b>Description</b>	<b>Participating Schools</b>
Protecting You Protecting Me	A classroom based alcohol and safety prevention model program for grades 1-5 tied to NM education standards.	16
Project Alert	A school-based drug prevention program for 6 <sup>th</sup> -8 <sup>th</sup> grade youth.	10
Alcohol Education	Online alcohol prevention program for 9 <sup>th</sup> grade students.	8
Families & Schools Together	An evening multi-family group to build family relationships with each other and the schools.	4
Crossroads Program	A substance abuse early intervention program for high school youth.	4
Parent Involvement Program (PIP)	Evening psycho-educational program for students and their parents as an alternative to suspension for substance abuse related infractions.	24

**Table A- 4. Health/Mental Health Intervention Programs and Numbers of Participating Schools**

<b>Program</b>	<b>Description</b>	<b>Participating Schools</b>
H/MH Team	Uses a collaborative process to plan student interventions and monitor outcomes.	128
Student Safety Team	Uses a collaborative process to individually assess a student that has exhibited potentially threatening behaviors.	128
School Counseling, Social Work and Braided Social Work Services, Psychologist Services, and Nursing Services	Available to provide intervention services to students on an individual basis regarding violence and substance abuse issues which impact academic achievement.	128
Behavior Redirector Program	Provides early intervention of student behavioral problems in the classroom through a brief interviewing session with designated redirectors at a school site.	9
Family Counseling Program	Provides solution-focused, and/or brief strategic family counseling services to identified students and their families referred through the school H/MH Team.	61

## APPENDIX B

**Table B- 1. APS Violence & Vandalism Reports by Middle School: 3-Year Comparison**

School	2002-2003 Totals	2003-2004 Totals	2004-2005 Totals
Cleveland	17	21	33
Desert Ridge	8	5	14
Eisenhower	12	14	21
Ernie Pyle	33	13	42
Garfield	15	21	10
Grant	14	23	24
Harrison	31	29	22
Hayes	26	16	20
Hoover	9	7	10
Jackson	11	13	12
James Monroe	6	13	9
Jefferson	10	10	39
Jimmy Carter	45	43	36
John Adams	14	38	44
Kennedy	16	30	15
L.B. Johnson	18	6	20
Madison	15	13	7
McKinley	8	11	15
Polk	42	10	28
Roosevelt	2	3	13
Taft	8	16	39
Taylor	4	1	8
Truman	33	38	57
Van Buren	21	12	8
Vision Quest	1	8	0
Washington	8	28	8
Wilson	23	40	19

**Table B- 2. APS Violence & Vandalism Reports by High School: 3-Year Comparison**

School	2002-2003 Totals	2003-2004 Totals	2004-2005 Totals
Albuquerque Evening	17	19	5
Albuquerque	61	90	81
Career Enrichment Center	7	6	1
Cibola	71	84	158
Del Norte	40	43	71
Eldorado	33	37	37
Freedom	1	1	3
Highland	53	75	65
La Cueva	42	109	81
Manzano	32	33	64
New Futures	7	0	0
Rio Grande	69	92	84
Sandia	45	85	85
School On Wheels	1	1	4
Sierra Alternative	4	2	3
Stronghurst Alternative	8	10	4
Valley	79	84	125
West Mesa	98	109	108

**Table B- 3. Violence & Vandalism Reports by Type of Incident: High Schools, 2004-05**

School	Assaults	Vandalism	Weapons Possession	Drug/Alcohol Possession	School Total
Albuquerque Evening	0	2	1	2	5
Albuquerque	56	2	6	17	81
Career Enrichment Center	1	0	0	0	1
Cibola	59	19	19	61	158
Del Norte	22	9	9	31	71
Eldorado	10	12	4	11	37
Freedom	0	3	0	0	3
Highland	25	11	11	18	65
La Cueva	45	8	5	23	81
Manzano	22	11	4	27	64
New Futures	0	0	0	0	0
Rio Grande	30	26	14	14	84
Sandia	22	20	9	34	85
School On Wheels	0	0	2	2	4
Sierra Alternative	2	0	0	1	3
Stronghurst Alternative	2	0	1	1	4
Valley	54	31	11	29	125
West Mesa	62	11	14	21	108
<b>Totals</b>	<b>412</b>	<b>165</b>	<b>110</b>	<b>292</b>	<b>979</b>



**Table B- 4. Violence & Vandalism Reports by Type of Incident: Middle School, 2004-05**

	<b>Assaults</b>	<b>Vandalism</b>	<b>Weapons Possession</b>	<b>Drug/Alcohol Possession</b>	<b>School Total</b>
Cleveland	17	5	4	7	33
Desert Ridge	4	7	1	2	14
Eisenhower	4	4	7	6	21
Ernie Pyle	17	15	4	6	42
Garfield	6	3	0	1	10
Grant	16	3	3	2	24
Harrison	10	3	4	5	22
Hayes	4	5	5	6	20
Hoover	2	3	3	2	10
Jackson	3	4	3	2	12
James Monroe	4	2	1	2	9
Jefferson	21	9	5	4	39
Jimmy Carter	19	6	6	5	36
John Adams	13	21	3	7	44
Kennedy	7	4	3	1	15
Lyndon B. Johnson	9	5	1	5	20
Madison	2	4	1	0	7
McKinley	6	5	1	3	15
Polk	20	4	0	4	28
Roosevelt	8	1	2	2	13
Taft	27	5	1	6	39
Taylor	5	2	1	0	8
Truman	43	5	2	7	57
Van Buren	5	0	2	1	8
Vision Quest	0	0	0	0	0
Washington	4	1	1	2	8
Wilson	14	1	3	1	19
<b>Totals</b>	<b>290</b>	<b>127</b>	<b>67</b>	<b>89</b>	<b>573</b>

**Table B- 5. Five-Year Comparison of APS Weapons Possession Reports**

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Firearms</b>	5	9	10	2	4
<b>Knives/Cutting</b>	226	205	151	177	185
<b>Other*</b>	40	25	14	18	18

\*Other Weapons Possession includes metal knuckles, bb guns, toy guns, etc.

**Table B- 6. Firearms Seizures by School in 2004-05**

Cibola High School	On 08-19-04 a 17-year-old <b>Rio Rancho</b> student was found to have a .22 caliber rifle in his vehicle.
Sandia High School	On 01-07-05 a 16-year-old student was found to have a shotgun in his vehicle.
Jackson Middle School	On 01-11-05 a 13-year-old student was found to have a 9mm handgun in his backpack.
Valley High School	On 04-25-05 a 17-year-old non-student was found to have a .22 caliber rifle in his vehicle.

**Table B- 7. Five-Year Comparison of APS Vandalism Reports**

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Graffiti</b>	107	107	91	108	170
<b>Criminal Damage</b>	435	435	378	398	363
<b>Arson</b>	31	36	30	35	17

**Table B- 8. Five-Year Comparison of Drug and Alcohol Violation Reports and Gang Related Activity**

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Drug Violation</b>	271	240	167	197	360
<b>Alcohol Violation</b>	551	449	411	515	444
<b>Gang Related Activity</b>	34	37	28	48	11

**Table B- 9. Total Number of Criminal Actions by APS Location**

School	Violence	Vandalism <sup>10</sup>	Substance Abuse, Gang Activity, Weapons & Property Crimes <sup>11</sup>
A. Montoya Elementary	1	0	1
Acoma Elementary	0	1	0
Adobe Acres Elementary	0	1	1
Alameda Elementary	0	0	1
Alamosa Elementary	0	1	0
Albuquerque Dist Office	0	2	0
Albuquerque Evening	0	2	3
Albuquerque High	57	11	23
Alvarado Elementary	1	2	2
Apache Elementary	4	3	0
Armijo Elementary	1	5	1
Arroyo del Oso Elementary	0	7	1
Atrisco Elementary	1	7	1
Aztec Complex	0	0	1
Bandelier Elementary	1	7	0
Barcelona Elementary	5	7	0
Bel-Air Elementary	4	9	1
Bellehaven Elementary	1	4	0
Career Enrichment Center	1	1	0
Carlos Rey Elementary	6	15	2
Central Office	0	1	0
Chamiza Elementary	0	3	1
Chaparral Elementary	2	2	1
Chelwood Elementary	0	6	0
Childrens' Psychiatric Hospital	1	0	0
Cibola High	59	51	80
Cleveland Middle	6	5	3
Cochiti Elementary	1	10	0
Collet Park Elementary	0	9	1
Comanche Elementary	1	1	0
Corrales Elementary	0	4	0
Del Norte High	22	23	40
Dennis Chavez Elementary	1	3	0
Desert Ridge Middle	4	8	3
Dolores Gonzales Elementary	2	5	0

<sup>10</sup> Includes criminal property damage, arson and graffiti.

<sup>11</sup> Includes burglaries, breaking in and entering, larceny and batteries.

School	Violence	Vandalism <sup>10</sup>	Substance Abuse, Gang Activity, Weapons & Property Crimes <sup>11</sup>
Double Eagle Elementary	0	1	0
Douglas Macarthur	0	1	0
Duranes Elementary	0	3	0
East San Jose Elementary	1	5	1
Edmund G Ross Elementary	0	1	1
Edward Gonzales Elementary	9	5	1
Eisenhower Middle	4	13	13
Eldorado High	10	78	15
Emerson Elementary	1	13	1
Ernie Pyle Middle	18	23	10
Eubank Elementary	3	2	1
Eugene Field Elementary	0	4	0
Freedom High	0	5	0
Garfield Middle	7	5	1
Georgia O'Keefe Elementary	1	4	1
Governor Bent Elementary	1	8	1
Grant Middle	16	13	5
Griegos Elementary	1	3	0
Harrison Middle	11	5	9
Hawthorne Elementary	1	16	0
Hayes Middle	4	9	11
Highland High	25	26	29
Hodgin Elementary	1	10	0
Hoover Middle	3	6	5
Hubert Humphrey Elementary	3	4	0
Inez Elementary	0	6	0
Jackson Middle	3	8	5
James Monroe Middle	4	6	3
Jefferson Middle	22	21	9
Jimmy Carter Middle	21	7	11
John Adams Middle	15	31	10
John Baker Elementary	0	2	0
Kennedy Middle	8	5	4
Kit Carson Elementary	1	4	2
L.B. Johnson Middle	10	12	6
La Cueva High	45	24	28
La Luz Elementary	3	5	0
La Mesa Elementary	2	7	1
Lavaland Elementary	6	12	0

School	Violence	Vandalism <sup>10</sup>	Substance Abuse, Gang Activity, Weapons & Property Crimes <sup>11</sup>
Low Wallace Elementary	1	0	2
Lincoln Complex	0	0	1
Longfellow Elementary	1	2	0
Los Padillas Elementary	1	9	1
Los Ranchos Elementary	4	3	2
Lowell Elementary	1	4	0
Macarthur Elementary	1	5	0
Madison Middle	2	7	1
Maintenance & Operations	0	0	1
Manzano High	22	20	31
Manzano Mesa Elementary	1	4	0
Marie M Hughes Elementary	0	5	1
Mark Twain Elementary	3	2	0
Maryann Binford Elementary	0	11	0
Matheson Park Elementary	3	3	0
McCollum Elementary	1	4	1
McKinley Middle	6	5	4
Milne Stadium	1	2	2
Mission Avenue Elementary	1	3	2
Mitchell Elementary	0	1	0
Monte Vista Elementary	1	3	0
Montezuma Elementary	1	6	0
Mountain View Elementary	1	2	0
Navajo Elementary	4	5	2
New Ventures Charter School	0	3	0
Ocate Elementary	1	2	0
Osuna Elementary	1	3	0
Painted Sky Elementary	6	6	0
Pajarito Elementary	3	2	0
Petroglyph Elementary	1	1	1
Polk Middle	21	10	4
Reginald Chavez Elementary	0	5	0
Rio Grande High	36	43	28
Roosevelt Middle	8	4	4
S. Y. Jackson Elementary	1	5	0
Sandia Base Elementary	2	0	0
Sandia High	23	62	43
School on Wheels	0	0	4
Seven-Bar Elementary	2	7	0

School	Violence	Vandalism <sup>10</sup>	Substance Abuse, Gang Activity, Weapons & Property Crimes <sup>11</sup>
Sierra Alternative	2	0	1
Sierra Vista Elementary	5	3	0
Sombra del Monte Elementary	2	3	0
Stronghurst Alternative School	2	2	2
Susie R. Marmon Elementary	0	7	0
Taft Middle	28	13	7
Taylor Middle	5	2	1
Truman Middle	0	0	9
Tomasita Elementary	1	0	0
Truman Middle	43	15	0
Valle Vista Elementary	1	3	0
Valley High	54	53	39
Van Buren Middle	5	4	3
Ventana Ranch Elementary	1	2	1
Washington Middle	4	3	3
West Mesa High	42	20	35
Wherry Elementary	0	2	0
Whittier Elementary	5	8	0
Wilson Middle	15	4	4
Wilson Stadium	0	1	1
Zia Elementary	1	1	0
Zuni Elementary	1	7	0

*Detailed individual school reports are available upon request. Contact the APS Police Department or the Community Relations Department for these school by school reports.*

## APPENDIX C

**Table C- 1. Total Numbers of Suspensions Reported by School Level and in Aggregate:  
Five Year Comparison.**

<b>School Level</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Elementary</b>	688	324	280	232	464
<b>Middle</b>	3090	2741	2034	1842	1962
<b>High</b>	2908	3318	2770	2942	3033
<b>Total</b>	6686	6383	5084	5013	4964