

A central illustration of a school building with a bell tower. The building is light orange with a brown roof and a bell in the tower. It is surrounded by colorful leaves in shades of yellow, green, and red. In the foreground, there are silhouettes of children running and playing.

**Safe and Quality
Learning and Working
Environments
2005-2006
*Goals Report***



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TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	i
BACKGROUND.....	1
SCHOOL SAFETY REPORTS.....	2
SCHOOL SAFETY PROGRAM DESCRIPTIONS.....	9
EFFECTIVENESS OF PREVENTION PROGRAMS.....	13
COMMUNITY INDICATORS OF YOUTH HEALTH AND SAFETY.....	15
CONCLUSIONS.....	17
RECOMMENDATIONS.....	18
APPENDIX A.....	19
APPENDIX B.....	29
APPENDIX C.....	31

FIGURES

Figure 1. Violence and Vandalism Reports by Level – 3 Year Comparison.....	3
Figure 2. Number of Violent Incidents Reported on High School and Middle School Campuses: 2002-03 through 2005-06.	4
Figure 3. Number of Reported Vandalism Offenses in APS: 2000-01 through 2005-06.....	6
Figure 4. Number of Student Suspensions Due to Gang-Related Activity in APS, by Year.	7
Figure 5. APS Student Suspension Trends Between 2000-01 and 2005-06, in Total and by School Level (Elementary, Middle and High).....	8

TABLES

Table 1. Number of Violent Incidents Reported per 1,000 Students by School Level: APS Compared to National Statistics.....	5
Table 2. Crossroads/Project Success Student Behavior Questionnaire Results, 2005-06.....	13
Table 3. Quality of Education Parent Survey Results: Percentages Agreeing Their Children are Safe at School, 2005-06.	16
Table A- 1. School Criminal Offense Reports by Type of Incident and Cluster, 2005-06.....	19
Table A- 2. APS Violence & Vandalism Reports by Middle School: 3-Year Comparison.....	25
Table A- 3. APS Violence & Vandalism Reports by High School: 3-Year Comparison.....	26
Table A- 4. Six-Year Comparison of APS Weapons Possession Reports.....	27
Table A- 5. Number of Firearms Seizures by School, 2005-06.....	27
Table A- 6. Six-Year Comparison of APS Vandalism Reports.....	28
Table A- 7. Six-Year Comparison of Drug and Alcohol Violation Reports.....	28
Table B- 1. Number of Student Contacts by Type of Health/Mental Health Service, 2005-06...	29
Table B- 2. Alcohol, Tobacco & Other Drug Abuse Prevention Programs & Numbers of Participating Schools.....	29
Table B- 3. Bullying and Violence Prevention Programs & Numbers of Participating Schools	30
Table B- 4. Health/Mental Health Intervention Programs & Numbers of Participating Schools	31
Table C- 1. Numbers of Suspensions Reported by School Level and in Aggregate by Year.	31
Table C- 2. Numbers of Schools Reporting At Least One Suspension by Level and Year.....	31

EXECUTIVE SUMMARY

The purpose of this report is to provide a coherent picture of Albuquerque Public School efforts to provide safe learning and working environments, one of the district's strategic directions. The report summarizes student offense records as well as school safety initiatives during the 2005-06 school year. Because schools are only one of many influences on youth, this report also provides results from surveys that explore community-wide opportunities to foster youth health and safety.

APS school safety findings for 2005-06 include the following:

Violent incidents reported on APS campuses declined in 2005-06 compared to the previous two years.

- A total of 608 violent incidents were reported on middle and high school campuses, compared to 702 in 2004-05 and 660 in 2003-04.
- The per-pupil rate of violent incidents on APS campuses was low (8 per 1,000 students) compared to urban schools nationwide (37 per 1,000).
- The majority of violent incidents reported (76%) involved student fighting.
- The rate of violent behaviors in APS high schools has remained stable since 2001 and is comparable to the rest of the state (NM Youth Risk and Resiliency Survey).

Non-violent offenses on APS property (1,639) mirrored the national rate of 18 per 1,000 students.

- *Vandalism* reports totaled 575, only slightly higher than 2004-05 (550) and equivalent to 2000-01. They included 134 incidents of graffiti, 409 acts of criminal damage and 32 arsons.
- *Weapon possession* incidents remained fairly stable (209) compared to previous years.
- *Firearm possessions* were reported 14 times, an increase compared to previous years, at three elementary, two middle, and five high school campuses.
- *Drug violations* decreased to 318 incidents from 360 incidents the previous year.
- *Alcohol violations* totaled 344, markedly lower than both the 2004-05 figure of 444 as well as APS' previous five-year average of 474.
- *Gang-related suspensions* numbered 270, comparable or slightly lower than the previous three years.

Student suspensions totaled 6,595, higher than the previous three years but comparable to 2000-2001 and 2001-2002.

The vast majority of parents (82%) believe their children are safe at school, according to results from the district's Quality of Education survey.

The following activities to promote school safety were completed during 2005-06:

- The Albuquerque Public Schools Police Department's Youth Safety Corps program expanded to include seven comprehensive high schools, one alternative school and seven middle schools.
- The Health/Mental Health Services Prevention Unit supported violence prevention programs in 119 schools and programs to prevent tobacco, alcohol and drug use in 94

schools. Evaluation results suggest these programs are having intended effects on student knowledge, attitudes and behaviors.

- Teams of psychologists, counselors, social workers, and nurses provided multi-disciplinary management of student issues and individualized behavioral services in all 131 APS schools.
- In 2005, APS embarked upon the Community Schools initiative to promote collaborative partnerships among schools, neighborhoods, businesses and human service agencies to foster youth development, health and safety.
- Based on evaluations showing positive impacts on school safety and academic persistence, small learning community (SLC) principles were used to design two new high schools. The district also hired a Small Learning Communities coordinator to support and expand the implementation of SLCs throughout the district.

BACKGROUND

Providing safe and quality learning and working environments is a key strategy of Albuquerque Public Schools. Departments and schools throughout the district work to accomplish this goal.

The 2005-06 Safe and Quality 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). The 2005-06 report also presents results from the APS Quality of Education parent survey, as well as from the Developmental Assets and Youth Risk and Resiliency surveys, accomplished through collaborations with the Search Institute and the New Mexico Department of Health.

APS Police Department contributions to this report come from its annually required data submission to the New Mexico Public Education Department (PED) in compliance with State Statute 22-1-7 NMSA 1978 and the Federal Gun Free Schools Act of 1994.

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. APS compiled and delivered violence, vandalism and substance use data to the PED in September 2006.

This report is organized into four sections: School Safety Reports, School Safety Program Descriptions, Effectiveness of Prevention Programs, and Community Indicators of Youth Health and Safety. Appendices provide school level data as well as multiple year comparisons.

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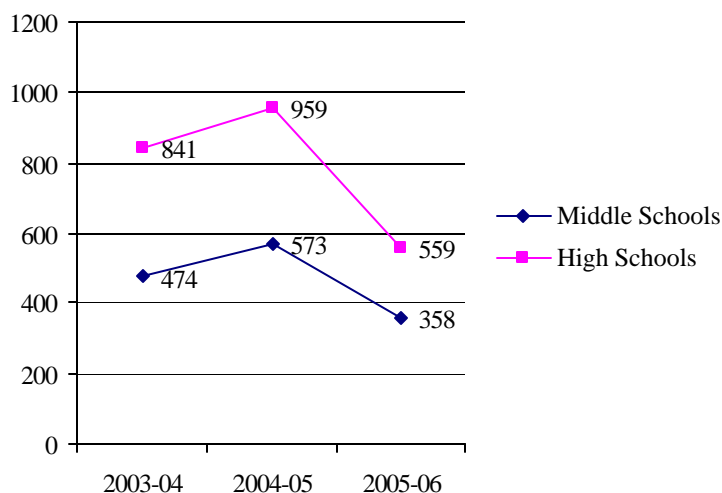
SCHOOL SAFETY REPORTS

This section provides information on offense reports compiled by the APS Police Department during the 2005-06 school year. Offense categories include violence, vandalism, property crimes, weapons possession, drug and alcohol possession, and gang-related activity. This section also includes student suspension reports and results from student behavior surveys.

Overall Offense Reports

APS experienced a decline in violence and vandalism reports at both the middle and high school levels. Middle schools reported a total of 358 incidents in 2005-06, compared to 573 in 2004-05 and 474 in 2003-04. Comprehensive high schools reported a total of 559 incidents, compared to 959 in 2004-05 and 841 in 2003-04. See Figure 1 below, as well as Table A-1 in Appendix A for numbers by school.

Figure 1. Violence and Vandalism Reports by Level – 3 Year Comparison.



At the individual school level, about half of APS' middle and high schools experienced the up and down trend evidenced at the aggregate level depicted in Figure 1. Twelve of APS' 26 middle schools had increases followed by decreases in violence and vandalism reports between 2003-04 and 2005-06. One had a decrease followed by an increase. Five of APS' comprehensive high schools had an up and down pattern of violence and vandalism reports between 2003-04 and 2005-06, while five showed overall declines and one was relatively stable. These numbers underscore the importance of examining multiple years of data. What may appear to be increases in criminal activity from one year to another may, in fact, be variations within a relatively steady range.

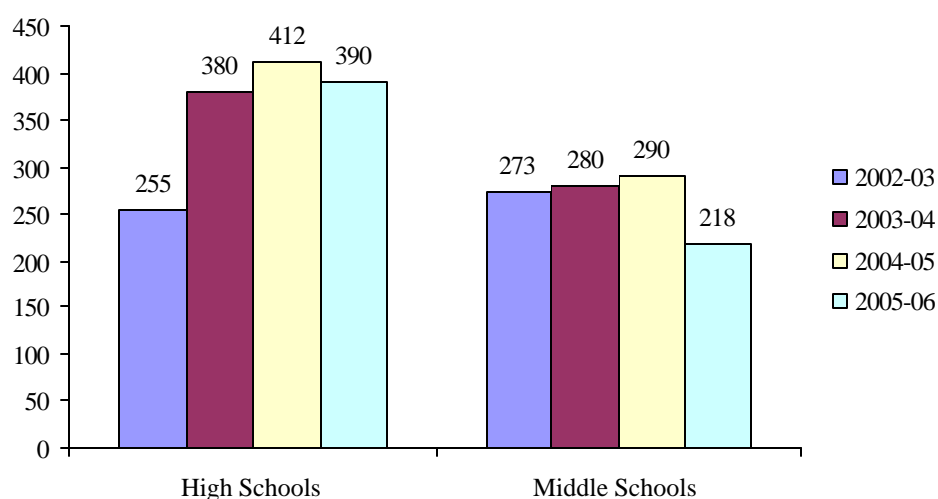
Non-violent offenses on APS property totaled 1,639 in 2005-06. This translates to a rate of 18 non-violent offenses per 1,000 students, equivalent to the national rate. Non-violent offenses include: possession of a weapon, distribution of illegal drugs, possession or use of alcohol or illegal drugs, property crimes such as theft, and vandalism.¹

¹ 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 Incidents

The total number of violent incidents reported on APS campuses declined in 2005-06 compared to the previous two years. A total of 608 violent incidents were reported on middle and high school campuses, compared to 702 in 2004-05 and 660 in 2003-04. Across all levels, violent incidents declined to a total of 707 in 2005-06 from 827 in 2004-05. High schools had 390 reported incidents of violence, while 218 were reported at middle schools.² Elementary schools had 99 reported incidents of violence, compared to 125 in 2004-05.

Figure 2. Number of Violent Incidents Reported on High School and Middle School Campuses: 2002-03 through 2005-06.



The vast majority of violent incidents (96%) reported on APS campuses in 2005-06 were classified as “assault/battery” without weapons. Most (76%) were fights involving two or more students.

The per-pupil rate of violent incidents was much lower on APS campuses than on school campuses nationwide. Across all schools, APS had 8 violent incidents per 1,000 students in 2005-06, while the most recent rate of violence reported at urban schools nationwide was 37 per 1,000 students.³

At the high school level, APS had a rate of 17 violent offenses per 1,000 students, compared to the national rate of 22 per 1,000. APS middle schools had a rate of 11 violent incidents per 1,000 students, much lower than the national rate of 46 per 1,000. APS elementary schools reported 2 violent incidents per 1,000 students, vastly lower than the national rate of 31 per 1,000 students (see Table 1).

² Figures include alternative schools.

³ 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.

Table 1. Number of Violent Incidents Reported per 1,000 Students by School Level: APS Compared to National Statistics.

School Level	Number of Violent Incidents per 1,000 Students	
	APS	National
High	17	22
Middle	11	46
Elementary	2	31
All Levels Combined	8	37

Results from the 2005 NM Youth Risk and Resiliency Survey suggest that the incidence of behaviors associated with violence in APS high schools has remained stable over the past 4 to 5 years. Results also indicate that the incidence of violence-related behaviors is comparable to the rest of the state.

Compared to the rest of the state,⁴ APS students reported they were no more likely to:

- Skip school due to feeling unsafe,
- Carry a weapon,
- Report being threatened/injured with a weapon on school property, or
- Engage in a physical fight.⁵

Weapons Possession

Overall, the number of weapon possession incidents reported on APS campuses remained fairly stable in 2005-06 compared to previous years. There were a total of 209 reports, compared to 207 in 2004-05, and 197 in 2003-04.

The number of knives and other cutting weapons declined compared to previous years, while the numbers of reported firearms and other weapons (metal knuckles, bb guns, toy guns, etc.) increased (see Table A-4 in Appendix A).

During 2005-06, firearms were reported 14 times, at three elementary, two middle, and five high school campuses (see Table A-5 in Appendix A). In almost half of the incidents, firearms were found outside school buildings: five discoveries were made in vehicles in school parking lots and one firearm was found in a school dumpster. In three incidents the perpetrators included non-students and in one incident the perpetrator was unknown.

⁴ Nor were differences were found between results from APS students surveyed in 2005 and results from APS students surveyed in 2001 and 2003.

⁵ Green, D., Penalosa, L.J., Chrisp, E., Dillon, M., Cassell, C.M., Tsinajinnie, E., Rinehart, J., and Ortega, W. (2006). *New Mexico Youth Risk and Resiliency Survey (YRRS): 2005 Report of Albuquerque Public School Results*. New Mexico Departments of Health and Public Education; Santa Fe, NM.

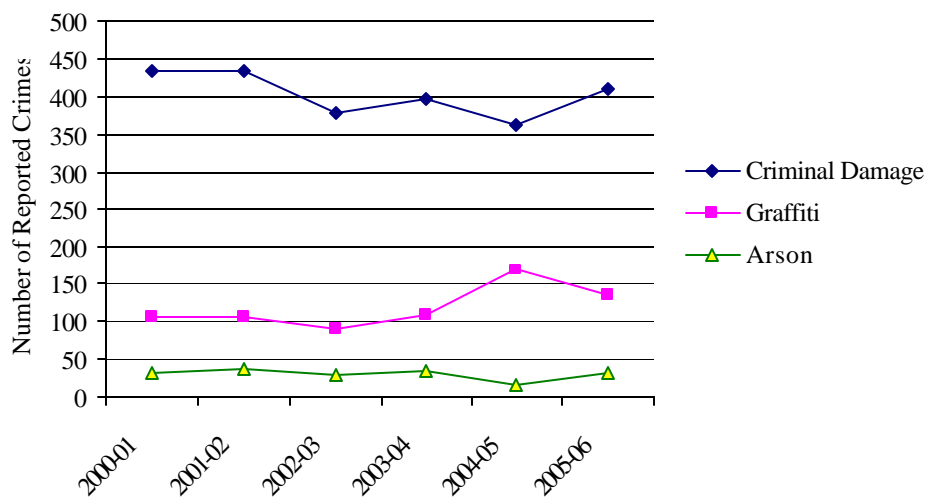
Representatives of APS’ police department explain that the increase in firearms reports compared to previous years may be due to improving communications between students and security personnel. As part of the Youth Safety Corps program, police officers and Campus Service Aides have worked hard to build rapport with staff and students. Good relations, they say, encourage students to confide in security personnel and teachers. For example, in 2005-06, as many as 7 of the 14 firearm seizures were accomplished due to student reports.

Further reassurance comes from the 2005 New Mexico Youth Risk and Resiliency Survey. Results show that APS high school students were no more likely to carry a gun or other weapon in 2005 than they were in 2003 or 2001.

Vandalism and Property Crimes

The APS Police Department defines “vandalism” as criminal damage, arson and graffiti.⁶ APS schools experienced a total of 134 incidents of graffiti, 409 acts of criminal damage and 32 arsons during 2005-06. Figure 4 illustrates district-wide vandalism trends over a six-year period. Overall, vandalism trends have been relatively stable. Data from 2004-05 suggested that vandalism levels might be departing from historical trends. However, data from 2005-06 suggest an up and down pattern over the years. See Table A-6 for total counts by year in each vandalism category.

Figure 3. Number of Reported Vandalism Offenses in APS: 2000-01 through 2005-06.



The APS Police Department category of “property crimes” includes larceny/theft, breaking and entering, and “other.” A total of 551 property crimes were reported on APS campuses in 2005-2006.

⁶ NMPED includes the following additional offenses in its definition of “vandalism”: burglary, larceny, breaking and entering and other property crimes. These offenses are included in APSPD’s category of “property crimes.”

Drug Violations

District-wide, drug violations decreased to 318 incidents in 2005-06 from 360 incidents during 2004-05 (See Table A-7 in Appendix A for a six-year comparison of drug violations on APS campuses). Reports included 318 incidents of drug possession, 14 incidents of drug use, and 20 incidents of drug dealing.

Results from the 2005 NM YRRS suggest that APS high school students were no more likely to use drugs (marijuana, cocaine, heroin, methamphetamines, or inhalants) compared to APS students surveyed in 2003 or 2001. Nor were they more likely to use marijuana on school property than students in the rest of New Mexico.

Alcohol Violations

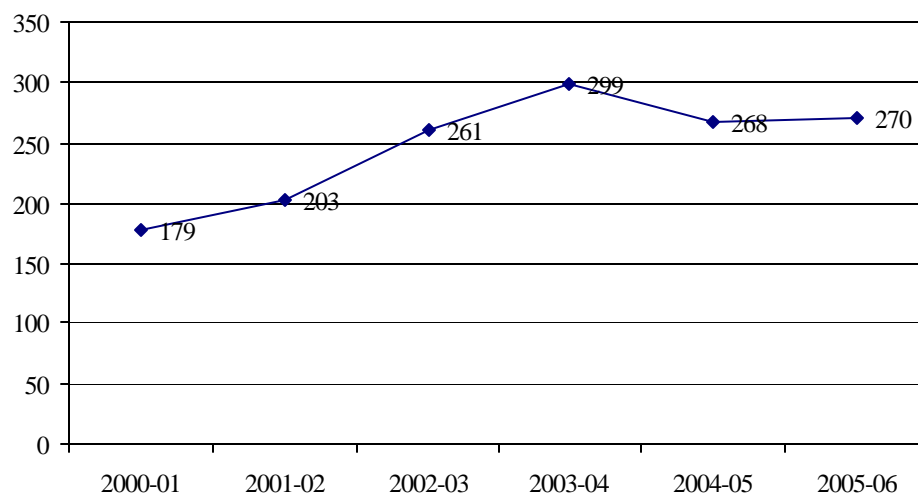
APS reported a total of 344 alcohol violations to the NM Public Education Department in 2005-06.⁷ This was markedly lower than both the 2004-05 figure of 444, and the APS' previous five-year average of 474 (see Table A-7).

Results from the NM YRRS suggest that APS high school students were no more likely to drink alcohol on school property in 2005 than they were in 2003 or 2001. Further, the proportion of APS students reporting that they drank alcohol on school property was similar to results from the rest of the state.

Gang-Related Offenses

In 2005-06, 270 suspensions were gang-related. This number is very similar to two of the previous three years, and slightly lower than 2003-04, as shown in Figure 5.

Figure 4. Number of Student Suspensions Due to Gang-Related Activity in APS, by Year.



⁷ APSPD reported all alcohol violations that went to the APS Hearing Office and resulted in suspensions.

Student Suspensions

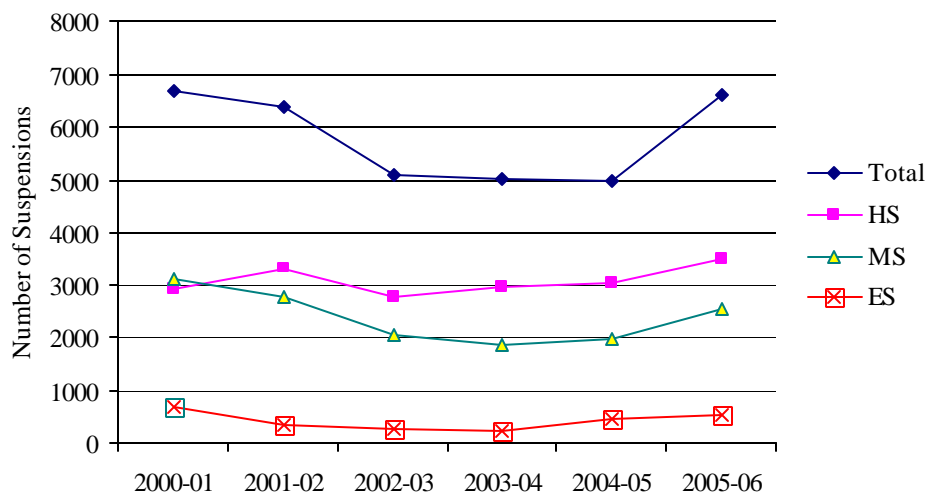
Research, Development and Accountability operates a district-wide, web-based suspension reporting system to support schools and departments in their efforts to improve school safety. The system collects data on the following characteristics: reason for suspension, disposition (result), ethnicity, sex, 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.

Figure 5 illustrates the overall up and down pattern in APS school suspensions over a six-year period, from a high of 6,686 suspensions in 2000-01 to a low of 4,964 in 2004-05 and back up to 6,595 in 2005-06.⁸ The variations in suspensions numbers likely are due to variations in schools' disciplinary and reporting practices.

In 2005-06 a total of 6,595 school suspensions were reported. Variations in schools' disciplinary and reporting practices contribute to variations in suspension figures.

As in previous years, the largest number of suspensions, 1,831, was at the ninth grade level, accounting for 28 percent of all suspensions. See Appendix C for suspension numbers by level and year.

Figure 5. APS Student Suspension Trends Between 2000-01 and 2005-06, in Total and by School Level (Elementary, Middle and High).



The most common reasons for suspension were general disruptive conduct (1,702 suspensions), fighting (1,429), and defiance of school personnel (1,114). Males were twice as likely to be suspended as females, accounting for 4,476 suspensions compared to 2,119 female suspensions. By ethnicity, Hispanic students accounted for the largest number (4,230) and proportion (64%) of suspensions, while they comprise 54% of district enrollment. Anglo students had the second highest number of suspensions, accounting for 22% of all suspensions (1,477), while they comprise 34% of district enrollment.

⁸ Not all schools reported suspensions.

SCHOOL SAFETY PROGRAM DESCRIPTIONS

Safe School Response Plan

APS' Safe School Response Plan is designed to assist school staff in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. Each year, a committee of APS staff, local law enforcement personnel and APS families updates the district's Safe Schools Response Plan manual. The manual provides district and federal guidelines, information and forms to help schools develop and implement site-based Safe School Response Plans. The Safe Schools Response Plan manual can be viewed on the APSPD website (<http://police.aps.edu>) or the APS website (www.aps.edu).

APS also has a District Critical Incident Response Team (DCIRT) to support school-based staff in maintaining safe and orderly environments in the case of a crisis. The DCIRT includes key district personnel who are knowledgeable of school procedures, school building layout, first aid precautions and other safety issues.

APS Police Department School Safety Programs

Youth Safety Corps Program - Youth Teams

In 2005-06, seven comprehensive high schools and one alternative high school participated in APS' innovative community-based approach to school safety called the Youth Safety Corps program (YSC).⁹ The mission of the YSC program is 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.

⁹ 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.

Youth Safety Corps Program - Campus Service Aides

As part of APS' Youth Corps Program, 66 Campus Service Aides (CSAs) augment law enforcement services provided by 37 sworn and certified police officers, plus sheriff's detectives, on seven high school and seven middle school campuses. 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.

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 Prevention and Intervention 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.¹⁰

H/MH prevention and intervention programs accomplished a total of 22,843 student contacts throughout the district in the 2005-06 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 B-1 in Appendix B details the number of student contacts by program or service.

APS' health and mental health programs accomplished a total of 22,843 student contacts in 2005-06.

¹⁰ A full matrix of H/MH programs and services that operate in each school can be obtained by contacting the Health/Mental department.

Prevention Programs

The H/MH Services Prevention Unit supports the following bullying and violence prevention programs in a total of 119 schools:

- Mediation in the Schools
- Positive Behavior Supports
- Second Step
- Project Sentry

Students in 119 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 94 schools:

- Families and Schools Together
- Crossroads/Project Success Program
- Parent Involvement Program
- Tobacco Use Prevention Peer Education
- Tobacco Awareness Program/Tobacco Education Group/Not on Tobacco
- Towards No Tobacco Use
- Family Matters
- Protecting You, Protecting Me

Students in 94 schools benefited from substance abuse prevention programs supported by the H/MH department.

Tables B-2 and B-3 in Appendix B 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 APS schools. Core team members include psychologists, counselors, social workers, and nurses. These teams 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 nine schools, the Parent Involvement Program in 16 schools, the Family Counseling Program in 61 schools and the Behavior Redirector Program in nine schools. Table B-4 in Appendix B lists the district's 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 131 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 38 schools benefited from these partnerships in 2005-06. In addition, H/MH prevention coordinators conducted 179 contacts to promote community engagement in Safe and Drug-Free School initiatives affecting all 131 APS schools.

Small Learning Community Programs

National research shows that as school enrollment increases, so does the occurrence of discipline problems.¹¹ APS has established small learning communities (SLC) in many of its comprehensive high schools to personalize students' school experience and build cultures of respect and caring. SLCs break large enrollments down into groups 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 to 70 percent from 63 percent in the freshman SLC's first year.

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

In 2005-06, APS took further steps toward institutionalizing small learning communities as standard practice throughout the district. Two new high schools were designed around SLC principles and the district hired an SLC coordinator to support and expand SLC implementation.

¹¹ Indicators of School Crime and Safety: 2005, National Center for Educational Statistics, Bureau of Justice Statistics, U.S. Department of Justice, November 2005.

EFFECTIVENESS OF PREVENTION PROGRAMS

Evaluation results from four of the prevention programs supported by the APS Health/Mental Health Department suggest that school-based prevention programs are enhancing school safety. Participating students enhanced their knowledge, attitudes and behaviors related to drug, alcohol and tobacco use, conflict resolution and gun violence. Evaluation findings by program are described below.

Drug and Alcohol Prevention

School staff collected behavioral data from students involved in the Crossroads/Project Success substance abuse prevention program at intake and then again upon completion of the program. Results from 76 students suggest that program participants at nine high schools reduced their use of drugs and alcohol and had improved behavior and increased class attendance (see Table 2).

Table 2. Crossroads/Project Success Student Behavior Questionnaire Results, 2005-06

Student Behaviors	Average Student Reports (n = 76)		
	Intake	Exit	% Decrease
Average # classes ditched	3.47	0.98	28%
Average # disciplinary referrals for intoxication	0.77	0.03	3.8%
Average # days suspended	1.92	0.01	.5%
Average # days used tobacco products	9.17	3.21	35%
Average # days had drink of alcohol	3.80	0.63	16.5%
Average # days used illegal drugs	8.67	0.96	11%
Average # days had 5 or more drinks	1.07	0.28	26%
Average # days used and had a blackout	0.22	0.03	13.6%
Average # days used marijuana	5.46	0.76	14%

Tobacco Prevention

APS' Tobacco Use Prevention Peer Education program improved students' knowledge about tobacco risks, according to results from student surveys. Research shows that students who use tobacco are more likely to engage in alcohol and other drug use.¹² Peer educators administered questionnaires to 135 elementary and middle school students immediately following each educational presentation. Almost all students (98 percent) reported that the information was helpful, and the vast majority (90 percent) reported learning new information related to tobacco use. Almost all (97 percent) of the same sample answered correctly that more people die from tobacco than any other drug and most (92 percent) answered correctly that teens who smoke miss more school and get sick more often than non-smoking teens.

¹² Torabi, M.R., Bailey, W.J., Majd-Jabbari, M. "Cigarette Smoking as a Predictor of Alcohol and Other Drug Use by Children and Adolescents: Evidence of the 'Gateway Drug Effect.'" *Journal of School Health*, 1993, 63(7): 302-306.

Conflict Prevention and Resolution

APS' Mediation in the Schools Program helped prevent and resolve conflict in four middle schools in 2005-06. Program data show that more than 50 percent of the 91 students who were referred for mediation were referred only once and reported a successful outcome. The mediation program also trained 39 school-based staff in 36 additional schools so they can replicate these results.

Gun Violence Prevention

APS' Project Sentry program positively impacted students' knowledge and attitudes related to gun violence, according to pre and post-test surveys.¹³ Seventy-eight percent of students who were surveyed felt the program's presentations made them more aware of the options they have to resolve conflict. Most students (83 percent) thought the Media Literacy presentation made them think more seriously about how guns can hurt people. Survey results also showed the following improvements in student beliefs and intentions related to guns:

- 11 percent increase in the number of students stating that they will call campus crime stoppers if they know that someone brought a gun to school,
- 4 percent decrease in the number of students who think guns are an effective way to solve problems,
- 6 percent decrease in the number of students who think guns make you safer, and
- 3 percent decrease in the number of students who think they need a gun to protect themselves.

¹³ The Project Sentry evaluation was conducted through a collaboration between APS' Health/Mental Health and Research, Development and Accountability departments.

COMMUNITY INDICATORS OF YOUTH HEALTH AND SAFETY

Developmental Assets are concrete, common sense qualities and positive experiences essential to raising successful young people. Research consistently shows that the more assets young people have, the less likely they are to engage in risk-taking behaviors. Families, schools, businesses, congregations and all other sectors of the community share responsibility for building Developmental Assets.

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 and developmental assets has 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.

Every two years, APS surveys a sample of middle and high school students about their developmental assets and risk behaviors in collaboration with the Search Institute. APS also participates in the New Mexico Youth Risk and Resiliency Survey (YRRS) conducted biennially by the NM Department of Health among 9 - 12 graders statewide.

Results from these surveys help the district gauge the overall impact of its youth development activities and prevention programs. Survey results also highlight deficiencies that APS and the larger community need to address in order to help youth flourish. Schools use the results to develop effective plans for safe and quality learning environments. The district and schools also use survey results to gain funding for violence prevention initiatives from state and federal agencies.

Profiles of Student Life Survey Results

The Search Institute's Profiles of Student Life Survey identifies 40 Developmental Assets among middle and high school youth. Results from the 2005 Profiles of Student Life Attitudes and Behavior Survey indicate that most Albuquerque youth are deficient in some Developmental Assets. For example:

- 36 percent have more than half of the 40 Developmental Assets,
- 25 percent report having positive adult role models (down from 42 percent in 1995),
- 62 percent are motivated to do well in school, and
- 26 percent report a caring, encouraging school climate (virtually unchanged from previous years).

Local leaders understand that the healthy development of Albuquerque youth is a community-wide responsibility. In 2005, APS embarked upon the Community Schools initiative to promote collaborative partnerships among schools, neighborhoods, businesses and human service agencies to build a healthier community. APS, the city of Albuquerque, Bernalillo County, and the Albuquerque Business Education Compact developed a joint resolution that laid the foundation for institutionalizing community schools across governmental boundaries. The resolution was passed by the APS Board, the City and County in May, 2006. APS plans to continue to monitor progress by regularly conducting the Profiles of Student Life Survey.

Youth Risk and Resiliency Survey

The New Mexico Youth Risk and Resiliency Survey is a statewide survey of public school students in grades 9 – 12. Results on student behavior in APS can be compared to statewide and national results, helping administrators identify key health and safety risks. Results from previous years allow historical comparisons that can be used to monitor improvements or declines in student behavior and health risks.

Survey results suggest that APS high school student behaviors related to violence, alcohol use and drug use remained relatively stable between 2001, 2003 and 2005. Further, the reported occurrence of these behaviors mirrored statewide figures. One finding that offers schools an opportunity to improve school safety and student health is that APS students who reported involvement in sports and other extra-curricular school activities were less likely to engage in drug or alcohol use than students who did not report extra-curricular involvement.

Quality of Education Parent Survey

As part of the annual Quality of Education survey, APS gives parents an opportunity to rate school safety. In 2005-06, 82 percent of responding parents district-wide agreed that their children were safe at school.¹⁴ As shown in Table 3, majorities agreed their children were safe at every school level, with some variation. The largest majority of parents agreeing their children were safe, 83 percent, was at the elementary school level. At the middle school level, 78 percent of responding parents agreed their children were safe, and at the high school level 63 percent of respondents agreed.

Table 3. Quality of Education Parent Survey Results: Percentages Agreeing Their Children are Safe at School, 2005-06.

Level	“My child is safe at school”		
	Strongly Agree	Agree	Total Agreement
District	24%	58%	82%
Elementary Schools	28%	55%	83%
Middle Schools	17%	61%	78%
High Schools	13%	50%	63%

¹⁴ The district figure excludes charter schools.

CONCLUSIONS

Overall, safety on Albuquerque Public School campuses during 2005-06 appeared stable compared to previous years and equivalent or better than schools nationwide. Further, most parents (82%) perceive that their children are safe at school.

Decreases in reports of violence, graffiti, and drugs possession followed apparent increases during 2004-05. The numbers of weapons possessions and gang-related suspensions were stable or lower compared to the previous three years. Results from the 2005 New Mexico Youth Risk and Resiliency Survey provide further evidence that violence-related, drug using and alcohol consumption behaviors remained stable compared to previous years. Survey results also suggest that students felt just as safe in 2005 as they did in 2003 and 2001.

Compared to the rest of the state and nation APS schools are just as safe or safer, according to 2005-06 statistics. The per-pupil rate of violent incidents on APS campuses was much lower than at urban schools nationwide. Non-violent offenses on APS property mirrored the national rate.

One category that showed an increase was the number of firearms discovered on APS campuses. APS Police Department officials and student survey results suggest caution in interpreting these numbers. Up and down trends in other offense categories are a reminder to monitor firearms possessions for additional years before drawing conclusions about overall change.

APS has an impressive array of programs in place to foster school safety. The district's Safe School Response Plan helps schools ensure safe school environments and emergency preparedness. The APSPD's Youth Safety Corps program expanded to include eight schools and seven middle schools. The Health/Mental Health department supported programs to prevent and manage violence, substance abuse and other behavioral problems in all APS schools. Eight high schools promoted personalized learning and safety through small learning communities. Moreover, designs for two new high schools were based on small learning community principles. Finally, in recognition that responsibility for youth welfare and safety extends beyond schools, APS embarked upon the Community Schools initiative to promote collaborative partnerships among schools, neighborhoods, businesses and human service agencies.

RECOMMENDATIONS

1. Extend research-based prevention and early-intervention programs to more schools, in response to diagnosed needs, and with the support of APS' Health/Mental Health department.
2. Expand efforts to evaluate prevention, early intervention and school safety programs so that administrators know which programs to replicate and how to maximize program effectiveness.
3. To permit reliable year-to-year comparisons of school and workplace safety data, the following steps are recommended:
 - a. Ensure that all schools contribute consistently to the district's new discipline reporting system (on SchoolMax).
 - Ensure that all schools participate in the suspension reporting system.
 - Update the suspension reporting system to differentiate between schools that report zero suspensions and those that do not report at all.
 - b. Ensure that all police officers collect data on gang-related activity and other incidents in consistent ways.
 - c. Continue this year's practice in which APSPD provided raw data files to RDA for analysis.
 - d. Identify or develop standard measures and formulas for calculating school and workplace safety.
4. Include information on employee injuries, transportation safety, and environmental health in future Quality and Safe Learning and Working Environments reports.

APPENDIX A

Table A- 1. School Criminal Offense Reports by Type of Incident and Cluster, 2005-06

Albuquerque Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Totals
Albuquerque High	16	15	72	10	27	140
Jefferson Middle	11	10	14	6	2	43
Washington Middle	3	7	5	1	4	20
Dolores Gonzales Elementary	3	0	2	1	0	6
East San Jose Elementary	4	4	2	0	0	10
Eugene Field Elementary	2	0	0	0	0	2
Lew Wallace Elementary	0	0	2	0	0	2
Longfellow Elementary	0	1	1	0	0	2
Lowell Elementary	4	0	0	0	1	5
Monte Vista Elementary	0	3	1	0	0	4
Montezuma Elementary	0	3	0	0	0	3
Reginald Chavez Elementary	0	1	0	0	0	1
Zia Elementary	4	2	4	1	0	11
Totals	47	46	105	19	34	251

Cibola Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
Cibola High	21	39	47	13	37	157
James Monroe Middle	0	3	7	3	0	13
L.B. Johnson Middle	6	5	1	2	0	14
Taylor Middle	1	3	5	1	4	14
Chamiza Elementary	0	0	1	0	0	1
Corrales Elementary	1	0	0	0	0	1
Marie M Hughes Elementary	3	0	0	0	0	3
Petroglyph Elementary	1	1	0	0	0	2
Seven-Bar Elementary	4	1	0	0	0	5
Sierra Vista Elementary	2	1	2	2	0	7
Ventana Ranch Elementary	1	1	3	0	0	5
Totals	40	54	66	21	41	222

Del Norte Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
Del Norte High	9	27	42	11	22	111
Cleveland Middle	7	0	11	2	5	25
Mckinley Middle	9	4	3	0	0	16
Arroyo Del Oso Elementary	7	0	0	0	0	7
Bel-Air Elementary	3	2	1	0	0	6
Edmund G Ross Elementary	2	0	0	0	0	2
Governor Bent Elementary	0	0	0	0	0	0
Hodgin Elementary	9	0	0	1	0	10
Zuni Elementary	2	1	0	0	0	3
Totals	48	45	57	14	27	191

Eldorado Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
Eldorado High	14	26	17	2	15	74
Hoover Middle	11	5	8	0	1	25
Georgia O'Keeffe Elementary	8	1	0	0	0	9
John Baker Elementary	7	0	0	0	0	7
Matheson Park Elementary	6	5	0	0	0	11
Mitchell Elementary	5	2	0	0	0	7
Onate Elementary	1	0	0	0	0	1
S. Y. Jackson Elementary	6	0	0	0	1	7
Totals	58	39	25	2	17	141

Highland Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
Highland High	20	20	53	13	23	129
Hayes Middle	1	1	5	6	2	15
Wilson Middle	2	4	11	4	2	23
Van Buren Middle	1	2	6	1	1	11
Bandelier Elementary	4	12	1	0	0	17
Emerson Elementary	7	2	2	0	0	11
Hawthorne Elementary	7	1	0	1	2	11
Kirtland Elementary	0	1	0	0	0	1
La Mesa Elementary	2	3	4	4	0	13
Manzano Mesa Elementary	3	3	1	0	0	7
Mark Twain Elementary	0	1	2	0	0	3
Sandia Base Elementary	0	3	1	0	0	4
Wherry Elementary	0	2	1	0	0	3
Whittier Elementary	3	6	2	1	0	12
Totals	50	61	89	30	30	260

La Cueva Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
La Cueva High	7	8	23	5	10	53
Desert Ridge Middle	2	6	0	0	0	8
Eisenhower Middle	4	5	2	3	1	15
Dennis Chavez Elementary	2	0	0	0	0	2
Double Eagle Elementary	4	3	0	0	0	7
Hubert Humphrey Elementary	4	1	1	0	0	6
Totals	23	23	26	8	11	91

Manzano Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
Manzano High	6	6	8	2	8	30
Jackson Middle	3	1	2	0	1	7
Kennedy Middle	2	1	12	2	2	19
Roosevelt Middle	2	7	6	2	2	19
A Montoya Elementary	0	0	2	0	0	2
Acoma Elementary	0	0	0	0	0	0
Apache Elementary	6	4	2	1	1	14
Chelwood Elementary	6	3	1	0	1	11
Collet Park Elementary	2	1	0	0	0	3
Mc Collum Elementary	4	2	0	0	0	6
San Antonito Elementary	0	0	0	0	0	0
Tomasita Elementary	1	1	2	1	0	5
Totals	32	26	35	8	15	116

Rio Grande Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
Rio Grande High	22	25	28	19	30	124
Ernie Pyle Middle	11	4	4	4	3	26
Harrison Middle	3	1	7	0	9	20
Polk Middle	7	5	9	1	4	26
Adobe Acres	10	3	1	1	0	15
Armijo Elementary	0	6	1	0	0	7
Atrisco Elementary	2	3	0	0	0	5
Barcelona Elementary	3	0	1	0	0	4
Kit Carson Elementary	2	1	0	0	0	3
Los Padillas Elementary	2	2	1	0	1	6
Mountain View Elementary	2	2		0	0	4
Navajo Elementary	2	2	1	0	0	5
Pajarito Elementary	2	2	1	2	0	7
Valle Vista Elementary	4	8	1	1	0	14
Totals	72	64	55	28	47	266

Sandia Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
Sandia High	9	29	14	6	14	72
Grant Middle	9	4	16	3	2	34
Madison Middle	6	8	6	3	3	26
Bellehaven Elementary	3	1	2	1	1	8
Comanche Elementary	0	1	0	0	0	1
Eubank Elementary	0	1	2	0	0	3
Inez Elementary	0	0	2	0	0	2
Osuna Elementary	2	0	0	0	0	2
Sombra Del Monte Elementary	2	2	2	0	0	6
Totals	31	46	44	13	20	154

Valley Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
Valley High	34	40	52	9	31	166
Garfield Middle	5	4	6	2	1	18
Taft Middle	1	4	18	3	7	33
Alameda Elementary	3	0	2	1	0	6
Alvarado Elementary	4	0	3	0	0	7
Cochiti Elementary	10	0	3	1	0	14
Douglas Macarthur Elementary	5	1	0	0	0	6
Duranes Elementary	1	2	0	0	0	3
Griegos Elementary	1	1	0	0	0	2
La Luz Elementary	1	4	0	0	0	5
Los Ranchos Elementary	2	4	0	0	0	6
Mission Avenue Elementary	1	2	0	0	1	4
Totals	68	62	84	16	40	270

West Mesa Cluster 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
West Mesa High	11	14	34	2	9	70
Jimmy Carter Middle	6	3	18	4	6	37
John Adams Middle	18	6	25	5	7	61
Truman Middle	9	10	11	7	6	43
Alamosa Elementary	6	3	2	0	1	12
Carlos Rey Elementary	12	8	3	0	0	23
Chaparral Elementary	1	2	4	4	0	11
Edward Gonzales Elementary	0	1	2	2	0	5
Lavaland Elementary	3	5	5	1	0	14
Maryann Binford Elementary	12	9	2	0	0	23
Painted Sky Elementary	8	1	12	1	0	22
Susie R. Marmon Elementary	4	4	5	1	0	14
Totals	90	66	123	27	29	335

Alternative Schools 2005-06

School	Vandalism	Property Crimes	Violence	Weapons Possession	Drug Possession	School Total
Albuquerque Evening High	4	11	10	4	3	32
Career Enrichment Center	4	0	2	0	1	7
Family School	2	0	0	1	0	3
Freedom High	1	4	1	2	1	9
New Futures School	1	0	0	0	0	1
School On Wheels	1	1	0	0	1	3
Sierra Alternative	2	3	2	2	1	10
Stronghurst Alternative	1	1	2	0	0	4
Totals	16	20	17	9	7	69

Table A- 2. APS Violence & Vandalism Reports by Middle School: 3-Year Comparison

Middle School	2003-2004	2004-2005	2005-2006
Cleveland	21	33	18
Desert Ridge	5	14	2
Eisenhower	14	21	6
Ernie Pyle	13	42	15
Garfield	21	10	11
Grant	23	24	25
Harrison	29	22	10
Hayes	16	20	6
Hoover	7	10	19
Jackson	13	12	5
James Monroe	13	9	7
Jefferson	10	39	25
Jimmy Carter	43	36	24
John Adams	38	44	43
Kennedy	30	15	14
L.B. Johnson	6	20	7
Madison	13	7	12
McKinley	11	15	12
Polk	10	28	16
Roosevelt	3	13	8
Taft	16	39	19
Taylor	1	8	6
Truman	38	57	20
Van Buren	12	8	7
Washington	28	8	8
Wilson	40	19	13
Totals	474	573	358

Table A- 3. APS Violence & Vandalism Reports by High School: 3-Year Comparison

High School	2003-2004	2004-2005	2005-2006
Albuquerque	90	81	88
Cibola	84	158	68
Del Norte	43	71	51
Eldorado	37	37	31
Highland	75	65	73
La Cueva	109	81	30
Manzano	33	64	14
Rio Grande	92	84	50
Sandia	85	85	23
Valley	84	125	86
West Mesa	109	108	45
Totals	841	959	559

Table A- 4. Six-Year Comparison of APS Weapons Possession Reports

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Firearms	5	9	10	2	4	14
Knives/Cutting	226	205	151	177	185	158
Other*	40	25	14	18	18	37
TOTALS	271	239	175	197	207	209

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

Table A- 5. Number of Firearms Seizures by School, 2005-06.

School	Number of Firearm Seizures	Description
Eugene Field Elementary	1	.380 semi-automatic handgun found in school dumpster
La Mesa Elementary	1	Unloaded & inoperable 380 semi-automatic handgun in student's possession
Los Padillas Elementary	1	Loaded .25 semi-automatic handgun brought by student from home to show friends
Ernie Pyle Middle	1	.22 semi-automatic pistol found in student's possession after another student reported it was pointed at him
Truman Middle	1	9mm semi-automatic handgun & knife found in student's possession
Albuquerque High	1	12 ga. Shotgun, machete, marijuana and knife found in car with 2 non-students.
Albuquerque Evening	1	Loaded 9 mm semi-automatic pistol found in student's possession
Cibola High	2	1) Two 12 ga. shotguns found in vehicle with student 2) .38 revolver, brass knuckles, & knives found in vehicle with 2 non-student adults and 2 students
Highland High	2	1) 9mm (high capacity) semi-automatic firearm found in student's possession 2) .25 semi-automatic pistol found in student's possession
Rio Grande High	3	1) Loaded .357 revolver found in vehicle with student & non-student 2) Loaded .25 semi-automatic pistol found in student's possession 3) Loaded .357 revolver & narcotics found in vehicle with 3 students

Table A- 6. Six-Year Comparison of APS Vandalism Reports

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Graffiti	107	107	91	108	170	134
Criminal Damage	435	435	378	398	363	409
Arson	31	36	30	35	17	32
Totals	573	578	499	541	550	575

Table A- 7. Six-Year Comparison of Drug and Alcohol Violation Reports

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Drug Violation	271	240	167	197	360	318
Alcohol Violation*	551	449	411	515	444	344

* Alcohol violations generally are handled by administrative personnel. Numbers are from long term suspension hearings.

APPENDIX B

Table B- 1. Number of Student Contacts by Type of Health/Mental Health Service, 2005-06

Service/Program*	Student Contacts
<i>Nursing Services:</i>	
Crisis Intervention and Mental Health Visits	4,538
Crisis Intervention and Mental Health Referrals	1,142
Depression/Suicide Risk (Screened)	527
Depression/Suicide Risk (Referred)	267
Substance Abuse (Screened)	600
Substance Abuse (Referred)	199
<i>Social Work Services:</i>	
Braided Social Work	4,287
<i>Prevention Services:</i>	
Variety of Activities (Family Matters, Family & Schools Together, Second Step, Mediation, Parent Involvement Program, etc.)	1,333
<i>Intervention/Prevention Services</i>	
Variety of Activities (Crossroads/Project Success, Family Counseling, Behavioral Redirector, Mentoring, etc.)	12,265

* Counseling Service counts are unavailable due to database updating.

Table B- 2. Alcohol, Tobacco & Other Drug Abuse Prevention Programs & Numbers of Participating Schools

Program	Description	Number Students Reached	Participating Schools
Families & Schools Together (FAST)	An evening multi-family group to build family relationships with each other and the schools.	51 families	1 ES 3 MS
Crossroads/Project Success	Individualized support and drug education for high school youth.	631	9 HS
	Universal substance abuse prevention education.	29,000	
Parent Involvement Program (PIP)	Evening psycho-educational program for students and their parents as an alternative to suspension for substance abuse related infractions.	401	12 HS 4 MS
Family Matters	This family-focused program attempts to reduce the prevalence of tobacco and alcohol use among children 12 to 14 years old and provides helpful information about preventing teen alcohol and tobacco use.	73 families	5 MS

Program	Description	Number Students Reached	Participating Schools
Tobacco Awareness Program (TAP)	17 teachers at 5 high schools and 5 middle schools were trained as TAP facilitators and 1 alternative school implemented TAP. TAP is an award winning, 8 session program for tobacco-using teens in grades 7-12 to raise awareness, foster motivation, and provide support to stop using cigarettes or spit tobacco.	7	1 HS
Toward No Tobacco Use (TNT)	4 TNT trained counselors implemented this ten-session curriculum with two booster sessions with 4 th and 5 th grade students. The goal is to change perceptions and beliefs about tobacco use and consequences, and to develop decision-making, communication and refusal skills to prevent use.	403	4 ES
Tobacco Use Prevention Peer Education	3 peer educator coalitions at 3 high schools provided 31 presentations to elementary and middle school students, plus 2 special presentations.	53 peer educators; 1,000 ES and MS students	3 HS

Table B- 3. Bullying and Violence Prevention Programs & Numbers of Participating Schools

Program	Description	Participating Schools
Mediation in the Schools	Promotes non-violent problem solving skills for students and staff by creating a peer-to-peer mediation service for all grades.	40
Positive Behavior Supports	On-site school teams use PBS to systematically define, teach, monitor & reward staff and students to improve behavior and learning	13
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.	37
Project Sentry	Provides education and awareness to students on the realistic consequences of gun violence.	18

Table B- 4. Health/Mental Health Intervention Programs & Numbers of Participating Schools

Program	Description	Participating Schools
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
Braided Social Work Services	Available to provide intervention services to students on an individual basis regarding behavioral, violence and substance abuse issues which impact academic achievement.	27
School Counseling, Social Work 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 C

Table C- 1. Numbers of Suspensions Reported by School Level and in Aggregate by Year.

School Level	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Elementary	688	324	280	232	464	525
Middle	3090	2741	2034	1842	1962	2546
High	2908	3318	2770	2942	3033	3524
Total	6686	6383	5084	5013	4964	6595

Table C- 2. Numbers of Schools Reporting At Least One Suspension by Level and Year.

School Level	2001-02	2002-03	2003-04	2004-05	2005-06
Elementary	44	35	36	36	43
Middle	26	26	26	26	26
High	11	11	11	11	11
Totals	81	72	73	73	80