

VIOLENCE, VANDALISM AND SUBSTANCE ABUSE
IN NEW JERSEY PUBLIC SCHOOLS

2002-2003

*The Commissioner's Report to the Education Committees
of the Senate and General Assembly*

NEW JERSEY DEPARTMENT OF EDUCATION

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Commissioner's Report to the Education
Committees of the Senate and General Assembly
On Vandalism, Violence, and Substance Abuse
In the Public Schools of New Jersey

July 1, 2002 to June 30, 2003

Based on the Electronic Violence
and Vandalism Reporting System (EVVRS)

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EXECUTIVE SUMMARY

The Commissioner of Education's *Report on Violence, Vandalism and Substance Abuse in New Jersey Public Schools* is submitted annually to the education committees of the Senate and Assembly of the New Jersey State Legislature. It provides the Legislature with data in four broad categories of incidents: violence, vandalism, weapons, and substance abuse. It also summarizes initiatives implemented by the New Jersey Department of Education (NJDOE) to assist schools in addressing problems of violence.

This year's report is the fourth to provide data from an Internet-based incident reporting system, the Electronic Violence and Vandalism Reporting System (EVVRS). The total number of incidents reported by school districts in 2002-2003 was 22,186, down from 22,744 (two percent decline) in 2001-2002.

Consistent with previous years' data, more than two-thirds of all schools reported five or fewer total incidents in 2002-2003 with one school in three (34 percent) reporting no incidents at all. The distribution of the location of incidents also mirrored that of 2001-2002 with nearly one third (31 percent) taking place in the classroom and another 20 percent in the school corridor. Bias was involved in more incidents this year. The total of 152 represents an increase of 21 percent from 2001-2002 but fails to approach the high of 376 bias incidents reported in 1999-2000.

There was a small drop in the number of incidents of violence and a modest increase in the number of weapons incidents. The other two major reporting categories, vandalism and substances, remained relatively unchanged.

- The violence category declined by five percent, driven primarily by reductions in the number of simple (11 percent decrease) and aggravated (18 percent decrease) assaults;
- The number of incidents reported under vandalism increased only marginally (one percent), with a decrease in incidents involving damage to property (three percent) and bomb threats (31 percent) being principally offset by an increase in thefts (10 percent);

- The number of incidents involving weapons increased by nine percent, accounted for principally by increases in incidents of possession involving knives, air guns and imitation guns (see Appendix C); and
- The number of incidents reported under the substance abuse category decreased slightly (one percent), while a three percent decline in use of substances was offset by small increases in possession and sale/distribution.

In 2002-2003, out-of-school suspension was again the disciplinary action taken most frequently in response to reported incidents -- in 88 percent of the cases. The percentage of offenses committed by regular education students (71 percent) and students with disabilities (28 percent) remained fundamentally unchanged from the prior year. School personnel were identified as victims in 18 percent of cases, representing a decline from the prior year.

The NJDOE has aggressively pursued a variety of strategies to address the problems of student disruption and violence since the inception of the *Safe Schools Initiative*. The NJDOE's most recent efforts to strengthen its approach to reducing school violence and improving school safety cover a broad array of policies, programs and other strategic initiatives, including the following:

- Formation of a School Sector Advisory Committee of the Attorney General's Domestic Security Preparedness Task Force to address the unique needs of schools for responding to potential attacks and threats. As a result of advisory committee planning, recommendations will be made for implementation in the 2004-2005 school year and beyond, including the development and dissemination of a new publication to be titled *School Safety Manual: Best Practices Guidelines*.
- Development and dissemination of guidance documents, including: *Resource Manual for Intervention and Referral Services* (developed in support of N.J.A.C. 6A:16-7); and *Model Policy Prohibiting Harassment, Intimidation and Bullying on School Property, at School-sponsored Functions and on School Busses* (developed in support of N.J.S.A. 18A:37-13 et seq.).

- The adoption of new regulations that impose a penalty on a school employee who knowingly falsifies a report of an incident of violence and vandalism, in accordance with the authorizing statute [*N.J.S.A. 18A:17-46(1)*]; the drafting of regulations on student conduct for inclusion in the chapter of administrative code, *N.J.A.C. 6A:16*, Programs to Support Student Development; and the adoption of regulations in 2001 addressing school safety, violence and health services in *N.J.A.C. 6A:16*;
- The development and implementation of an Unsafe School Choice Option Policy, in accordance with the provisions of the federal *No Child Left Behind Act of 2001*;
- Hosting a statewide conference for developers of violence and substance abuse prevention and intervention programs designated as exemplary by the United States Department of Education to showcase their programs to New Jersey educators. The presentations and conference proceedings were videotaped and copies disseminated to all New Jersey school districts.
- Implementation of the Positive Student Discipline Reform Demonstration Project; the Intervention and Referral Services Initiative; the Student Support Services Planning and Development Project; the Community Services for Suspended and Expelled Youth Project; the Disaffected Youth Grant Program; and the Character Education Initiative, including establishment of the New Jersey Center for Character Education at Rutgers University;
- Collaborative initiatives, including: the Attorney General's Domestic Security Preparedness Task Force Infrastructure Advisory Committee-School Sector; the consolidated *New Jersey Student Health Survey* developed in partnership with the Department of Health and Senior Services and the Department of Law and Public Safety; co-sponsorship of the *Stop the Pain: New Jersey Cares About Bullying Conference* with the Department of Law and Public Safety; the Truancy Working Group composed of representatives from the Legislature, the Administrative Office of the Courts and the Department of Human Services; the Peer Transitions Program in cooperation with the Department of Health and Senior Services; and collaboration

with the Department of Human Services, the Department of State, Attorney General's Education Law Enforcement Working Group, the Violence Institute of the University of Medicine and Dentistry of New Jersey (UMDNJ), the New Jersey School Boards Association, the New Jersey Association of School Administrators, the New Jersey Principals and Supervisors Association, the New Jersey Education Association, the New Jersey Pupil Services Administrators Association, the New Jersey Counselors Association, the Association of Student Assistance Professionals of New Jersey, the New Jersey Association of Mental Health Agencies, the New Jersey Association of School Psychologists and other organizations, associations and agencies.

The NJDOE is committed to providing ongoing support for school district efforts to improve their comprehensive school safety programs and further reduce the levels of violence, vandalism and substance abuse in New Jersey schools. Continued training opportunities for both school administrative and support personnel, refinement of the Internet-based reporting system and analysis of these data will assist local districts and the NJDOE to accurately track progress in making schools safe for all students and staff.

INTRODUCTION

A. Legislative Charge

In 1982, *N.J.S.A. 18:53* (see Appendix A), was signed into law. The “Public School Safety Law” was a response to a problem long recognized by the state Legislature, violence and vandalism in the schools. The law stipulated that:

The Commissioner of Education shall each year submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism in the public schools and making recommendations to alleviate the problem. (*N.J.S.A. 18:53*).

The law has a significant local component: it requires that school staff who witness or who have knowledge of an incident of violence file a report of the incident with the school principal and, as amended in 2002, that the superintendent of schools hold a public hearing in the third week of October summarizing the data submitted to the department and submit a transcript of the proceedings to the department.

B. Purpose of the Report

The Commissioner’s report provides the Legislature with data in four broad categories of incidents: violence, vandalism, weapons and substance abuse. Analysis of trends yields indications of progress and of concern and provides guidance to the department as it endeavors to focus its resources appropriately. In this report, the department also notifies the Legislature and the public of the actions taken by the Commissioner, State Board of Education and the Department of Education (DOE) to address the problems indicated in the data. Since 1994 when the State Board of Education adopted a resolution supporting implementation of the Department of Education’s Safe Schools Initiative, the department has embarked on various actions designed to address the problem of school violence and disruption documented in the incident reporting system. The department’s recent actions under the Safe Schools Initiative are described in the Programmatic Response section of this report.

C. Federal and State Context

Provided below are summary descriptions of federal and state statutes and regulations that support the need for accurate and complete data collection under the Electronic Violence and Vandalism Reporting System (EVVRS). The intent of these requirements is to support the provision of safety and security for students and to prevent unnecessary or extended interruptions to student learning.

The data gathered under the EVVRS is an excellent source of information for helping schools to conduct comprehensive needs assessments, including the identification of patterns of incidents (e.g., types, locations, times, individuals or groups involved) consistent with the statutory and regulatory information provided below. The identification of priority needs based upon objective information is the cornerstone of effective planning for appropriate educational responses to school safety needs.

1. Unsafe School Choice Option Policy

The Unsafe School Choice Option provision (*Title IX, Part E, Subpart 2, SEC. 9532*) under the federal *No Child Left Behind Act (NCLB) of 2001* sets forth the following:

Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a *persistently dangerous public elementary school or secondary school*, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a *victim of a violent criminal offense, as determined by State law*, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school. (*italics added*)

The NJDOE's Unsafe School Choice Option (USCO) Policy was adopted by resolution by the State Board of Education in June 2003. All local educational agencies receiving NCLB funds must comply with the provisions of the policy, as appropriate.

The USCO statute and the NJDOE's USCO policy contain two provisions that apply to local educational agencies (LEAs) receiving funds under NCLB: 1) persistently dangerous schools; and 2) victims of violent criminal offenses. Effective the beginning

of each school year, LEAs receiving NCLB funds must be prepared to complete the transfer of students who choose to exercise the option offered under Provision I and Provision II of the USCO policy, as appropriate. Compliance with the policy is a condition of receiving funds under any and all titles under NCLB. Chief school administrators annually will be required to certify compliance with the NJDOE's USCO policy in their applications for NCLB funds.

The maintenance of accurate and complete records of incidents of violence, vandalism and substance abuse is particularly important since the EVVRS is the data source used by the NJDOE to determine persistently dangerous schools under the USCO Policy. Additionally, schools are required to report information on victims of violent criminal offenses, pursuant to the USCO Policy.

The required policy for these school safety requirements may be found at the following Web site: <http://www.nj.gov/njded/grants/nclb/policy/unsafe.htm>. A question and answer document can be found at: <http://homeroom.state.nj.us/evvrs/uscopolycyganda.doc>. A fact sheet describing the process for determining the policy and summarizing key issues is located at: http://www.nj.gov/njded/grants/nclb/policy/unsafe_facts.htm

2. Violence Awareness Week

In January 2002, a state law (*N.J.S.A. 18A:36-5.1*) was passed designating the third week of October each year as "School Violence Awareness Week." During this week, school districts are required to organize activities, such as age-appropriate forums for student discussions on conflict resolution, as well as issues of student diversity and tolerance. Law enforcement personnel must be invited to join members of the teaching staff in the discussions. Also, programs must be provided for school board employees that are designed to help them recognize warning signs of school violence and to instruct them on recommended conduct during an incident of school violence.

3. Public Hearings on Violence and Vandalism

In January 2002, a state law (*N.J.S.A. 18A:17-46 et seq.*) was passed requiring each chief school administrator to conduct public hearings on all acts of violence and vandalism which occurred in the previous school year. The proceedings of the public

hearing must be transcribed and kept on file by the local board of education, which must make the transcript available to the public.

Verification of the annual report must be part of the NJDOE's monitoring of the school district. The local board of education is required to provide ongoing staff training in fulfilling the reporting requirements pursuant to *N.J.S.A. 18A:17-46*. Additionally, the majority representative of the school employees must have access monthly to the number and disposition of all reported acts of school violence and vandalism.

4. Penalties for Falsification of EVVRS Records

In compliance with *N.J.S.A. 18A:17-46 et seq.*, the NJDOE has adopted new regulations [*N.J.A.C. 6A:16-5.3(f)*] that impose a penalty on a school employee who knowingly falsifies a report of an incident of violence and vandalism.

5. Harassment, Intimidation and Bullying

Legislation (*N.J.S.A. 18A:37-13 et seq.*) enacted in September 2002 required each school district to adopt a policy prohibiting harassment, intimidation and bullying on school property, at school-sponsored functions and on school buses by September 2003. To assist school districts in developing these policies, the legislation required the NJDOE to develop and issue a model policy applicable to grades kindergarten through twelve. The NJDOE's model policy titled *Model Policy Prohibiting Harassment, Intimidation and Bullying on School Property, at School-sponsored Functions and on School Busses* can be found at <http://www.state.nj.us/njded/parents/bully.htm>. Schools must report on the EVVRS all incidents of harassment, intimidation and bullying that apply to the definition of harassment, intimidation and bullying under the statute.

Each school district is granted local control over the contents of the policy and ancillary procedures, but, at a minimum, the ten components set forth in the authorizing statute must be addressed in a school district's policy prohibiting harassment, intimidation and bullying. In part, the provisions of the statute require school district's to stipulate *both* the *consequences* and the *remedial actions* for persons violating the policy; persons who engage in reprisal or retaliation against someone who reports a violation of the

policy; and persons who falsely report allegations of harassment, intimidation and bullying as a means of retaliation or as a means of harassment, intimidation or bullying.

The NJDOE recognizes that decisions about consequences and actions to be taken in response to violations of policies prohibiting harassment, intimidation and bullying should take into consideration the unique circumstances of the acts and the persons involved, as well as the unique conditions and characteristics in each school district. The NJDOE also recognizes that these decisions must comport with existing school district policies, including those that address the provisions of *N.J.A.C. 6A:16, Programs To Support Student Development*, in general, and *N.J.A.C. 6A:16-5.1, Code of student conduct*, in particular, as well as the provisions of the district's *Memorandum of Agreement Between Education and Law Enforcement Officials*, pursuant to *N.J.A.C. 6A:16-6, Law Enforcement Operations For Substances, Weapons, and Safety*.

6. Administrative Code

The State Board of Education approved a new Chapter of administrative code titled *Programs to Support Student Development (N.J.A.C. 6A:16)* in April 2001. The chapter includes new subchapters that address school safety issues, including:

- Codes of student conduct;
- Emergency and crisis management plans;
- Incident reporting;
- Access to juvenile information;
- Firearms, weapons and assault offenses; and
- Law enforcement operations for substances, weapons and safety.

The regulations also contain subchapters on comprehensive substance abuse programs, substance abuse intervention, reporting allegations of child abuse and neglect, intervention and referral services, alternative education, home or out-of-school instruction for general education students and school health services.

D. The Reporting System

Districts now report incidents over the Internet¹. The Electronic Violence and Vandalism Reporting System, <http://homeroom.state.nj.us> (EVVRS), deployed in March 2000, requires districts to report electronically information about individual incidents – including offender and victim information. An EVVRS User Manual, accessible on the EVVRS homepage, contains definitions and general guidance for reporting.

The department recognizes that the way in which districts interpret and apply the definitions in the manual varies. That is, there are differences in local standards for reporting incidents. For example, given an altercation between two students, one district might consider it a minor scuffle and not report it on the EVVRS, while another may consider it a fight sufficiently serious to report. The department recognizes that this kind of difference in perspective introduces “error” into the system, i.e., a departure from the true number that would be reported if everyone interpreted and applied the definitions in the same way. Similarly, a shift in responsibility for reporting within a school or district can produce changes in violence and vandalism figures reported year-to-year and thus represents another potential source of inaccuracy.

To reduce errors and promote consistency in reporting, the department has revised the incident definitions to provide greater detail and clarify, and to bring the definition of all incidents in line with state criminal statute and code. In addition, the department created “scenarios” for those types of incidents where districts might readily differ in their application of standards for reporting. The scenarios describe incidents within the context in which they occur and provide considerations to use to select the correct incident category. The revised incident definitions and the scenarios were distributed to all chief school administrators, included in the revised EVVRS User Manual, and posted separately on the EVVRS homepage. During its annual EVVRS training for district administrators and EVVRS account users conducted in the spring of 2004, the department presented an overview of these two documents, explicated statutory and code changes affecting district reporting responsibilities, e.g., the Unsafe School Choice

¹ For a description of changes to the reporting system pre-dating the Internet-based system, see this report for the school year 2000-2001, available at <http://www.state.nj.us/njded/atoz.htm#V>

Option Policy as required under the No Child Left Behind Act (NCLB), and demonstrated the entering, modifying and verifying of data on the EVVRS.

E. Keeping Kids Safe

The department has created a new Web site "Keeping our Kids Safe" at <http://www.state.nj/njded/students/safety> to emphasize the importance of observing School Violence Awareness Week in October and encouraging districts to find diverse ways to create a safe school environment for all students at all times. It contains in one place all of the information that relates to safe and drug-free schools, student health, a safe physical environment, and student behavior issues.

FINDINGS

A. Unduplicated Counts

This report provides unduplicated counts of incidents for the total number of incidents and the total by major reporting category. Thus, the total for the four incident categories do not add up to the grand total of all incidents. Prior to 1999-2000, the total number of incidents of violence, for example, was the sum of each type of violent incident, e.g., threat, simple assault. Beginning with the introduction of the EVVRS in 1999-2000, if a single incident included a threat and a simple assault, each type is recorded and counted, but in deriving a total for the number of incidents of violence, the incident that included both a threat and a simple assault would be counted once. Similarly, in calculating an unduplicated total of the number of incidents, an incident that included a fight and damage to property would count as one incident, as well as one incident of violence and one incident of vandalism. Thus, totals, as indicated, are unduplicated counts of the number of incidents within a category. A bias incident that included violence and vandalism would be counted as one bias incident in addition to being counted in the two major reporting categories.

B. Results by School Type

The following analysis examines differences in the number of incidents by the type (i.e., grade range) of the school. For the purposes of this analysis, an elementary school is defined as any school that ends at grade 6 or below; a middle school is any school that ends in the 7 through 9 grade range, and a high school is defined as any school that ends at grade 10 or above. Charter schools are included and are categorized in the same manner. Schools with only students with disabilities had no data on grade range available; so their data along with those of adult evening high schools are included under "Other" in the chart below.

Nearly half the incidents (49 percent) took place in high schools, approximately a third (35 percent) occurred in middle schools and 15 percent in elementary schools. These proportions are very similar to those reported in the three prior years. Figure 1 below shows the number of incidents occurring in each type of school in 2002-2003. The

“Other“ category includes both nongraded special services school district schools, as well as adult education high schools.

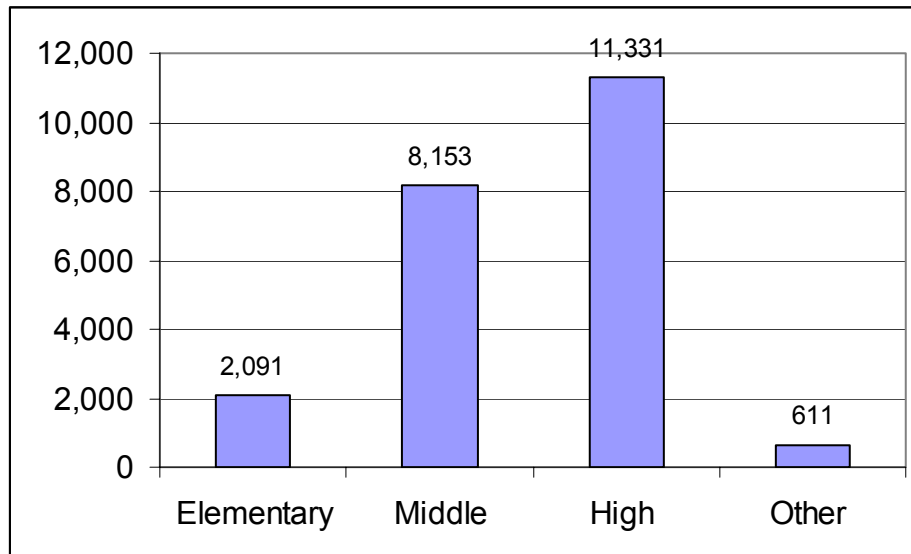


Figure 1: Incidents by School Type, 2002-03

Regarding the distribution of incidents across schools, one school in three (34 percent) reported no incidents. When one includes this group with no incidents, approximately two-thirds of schools (68 percent) reported five or fewer incidents, similar to the 69 percent reported in 2001-2002. Six to ten incidents occurred in ten percent of schools, 11-24 in 11 percent and 25 or more in 12 percent of all schools. Thus, more than ten incidents reported by 23 percent of schools (n=556).

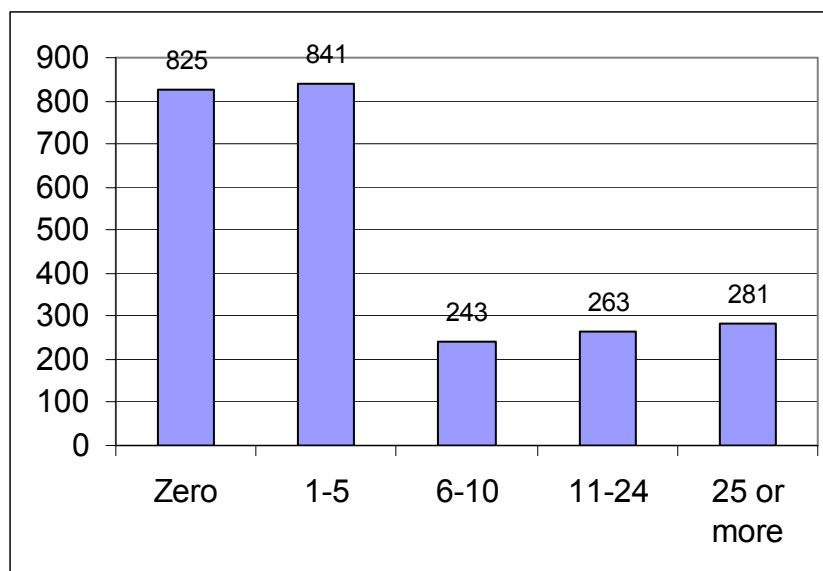


Figure 2: Number of Schools by Range of Incidents, 2002-03

C. Header Information

Header information is the data that a district records for every incident and includes:

- the date and time of the incident;
- the location of the incident (optional field);
- whether police were notified and if a complaint was filed; and
- whether bias was involved.

The date and time data are primarily for local use and were not analyzed. The distribution of data on the location of incidents is nearly identical to that reported for 2001-2002 (see Table 1). Three incidents in ten occurred in the classroom; overall, three in four occurred inside the school building.

Table 1: Location of Incidents

Location	# Incidents	% of Total	# Incidents	% of Total
Cafeteria	1,719	8%	1,769	9%
Classroom	6,296	31%	6,302	31%
Corridor	4,060	20%	4,041	20%
Other inside school	3,345	16%	3,363	17%
School grounds	2,691	13%	2,288	11%
Bus	711	3%	772	4%
Building exterior	418	2%	485	2%
Other outside	1,196	6%	1,203	6%
Total	20,436	100%	20,223	100%
Missing*	2,308		1,836	

* Districts are not required to provide information on the location of incidents.

Police were notified in approximately one-third (35 percent) of all incidents reported by districts. Complaints were filed either by the district, parent or student in half the cases about which police were notified. The percentages in Table 2 below are consistent with prior years.

Table 2: Police Notification

	2001-2002		2002-2003	
	# Incidents Reported	% of Total	# Incidents Reported	% of Total
None	15,394	68%	14,280	65%
Notified, no complaint	3,675	16%	3,947	18%
Notified, complaint filed	3,662	16%	3,893	18%
Total	22,731	100%	22,120	101%*
Missing	13		66	

* Total exceeds 100% due to rounding.

Districts reported 152 incidents of bias in the 2002-2003 school year, a one-year increase of 21 percent from the total number of incidents of bias in 2001-2002. This

follows one-year decreases of 52 and 26 percent reported in 2001-2002 and 2000-2001 respectively.

D. Incident Frequency by Major Category

Figure 3 displays the total unduplicated count of incidents by each of the four major reporting categories for the past two years. There were fewer incidents of violence (a decline of five percent) and a greater number of weapons offenses (an increase of nine percent), while there was essentially no change in the number of incidents of vandalism (a one percent increase) and substance offenses (a one percent decrease).

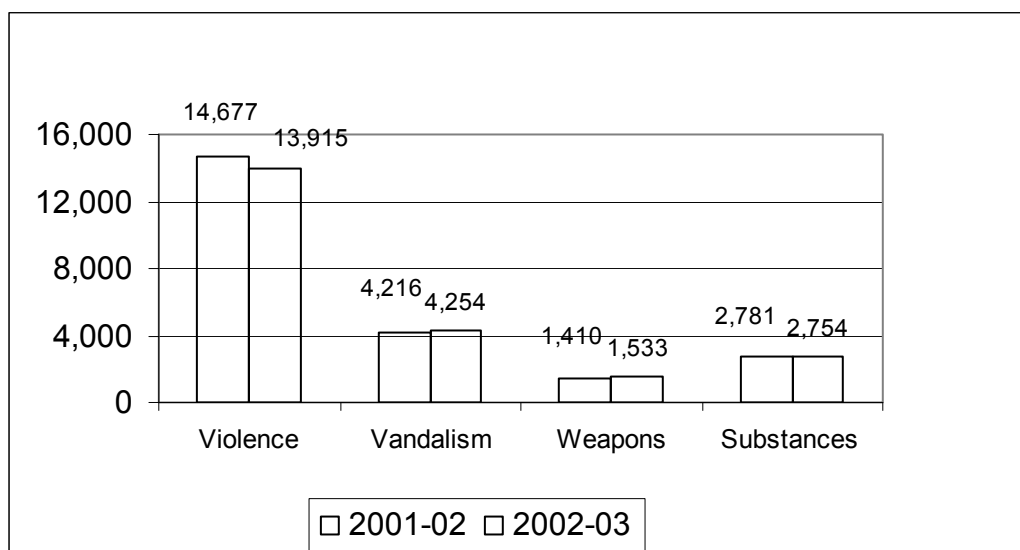


Figure 3: Incidents by Major Category

E. Incident Frequency by Type within Major Category

The count of incidents by type is shown below in Table 3. Any one incident may be of more than one type, e.g., fight and damage to property, and, therefore, may appear in more than one category. The overall five percent decrease in violence is indicated in the 11 percent decrease in the number of simple assaults and a nine percent decrease in the number of threats. The number of fights reported increased only marginally. In the vandalism category, the 31 percent decrease in bomb threats and 10 percent

Table 3: Incidents by Type

Incident Type	2001-2002	2002-2003	Change	
	# of Incidents	# of Incidents	N	%
Violence				
Simple Assault	5,673	5,070	-603	-11%
Aggravated Assault	438	358	-80	-18%
Fight	5,702	5,844	142	2%
Gang Fight	53	46	-7	-13%
Robbery	49	46	-3	-6%
Extortion	27	18	-9	-33%
Sex Offense	396	429	33	8%
Threat	2,500	2,269	-231	-9%
Vandalism				
Arson	148	119	-29	-20%
Bomb Threat ¹	194	134	-60	-31%
Burglary	185	157	-28	-15%
Damage to Property	2,140	2,082	-58	-3%
Fireworks	93	133	40	43%
Theft	1,449	1,594	145	10%
Trespassing	213	210	-3	-1%
Weapons				
Firearm ²	14	10	-4	-29%
Other Weapon	1,396	1,525	129	9%
Bomb Offense	2	1	-1	-50%
Substances				
Use	2,036	1,975	-61	-3%
Possession	788	836	48	6%
Distribution	104	116	12	12%

¹ For 2001-2002, the total of 194 includes three fake bombs; of the total of 134 for 2002-2003, there were six fake bomb incidents reported.

² Firearm incidents include handgun and rifle incidents only. Incidents involving air guns and imitation guns are classified as "Other Weapons," as federal law does not classify them as firearms.

increase in thefts are most notable. In the weapons category, the nine percent increase in the

possession, use, or sale/distribution of weapons other than firearms is reflected in increases in the number of incidents involving air guns, imitation guns and knives (see Appendix C). Overall, there was a one percent decrease in the number of incidents of possession, use or distribution of substances; however, there were some increases and decreases in terms of the types of substances involved: the percentage of incidents involving alcohol (17 percent) and prescription drugs (18 percent) both increased while those involving marijuana (seven percent), narcotics (43 percent), amphetamines (29 percent), and depressants (30 percent) decreased (see Appendix C).

F. Cost of Vandalism

Districts reported an unduplicated total of 1,376 incidents of vandalism in which they incurred cost - a decline of three percent from 2001-2002. The total cost to all districts was \$614,886, a decline of 20 percent from 2001-2002. Property damage (71 percent) and theft (26 percent) accounted for most of the incidents resulting in costs to districts (see Figure 3). As multiple types of vandalism were involved in a few incidents, the total by type of vandalism in Figure 3 exceeds the unduplicated total of 1,376 incidents.

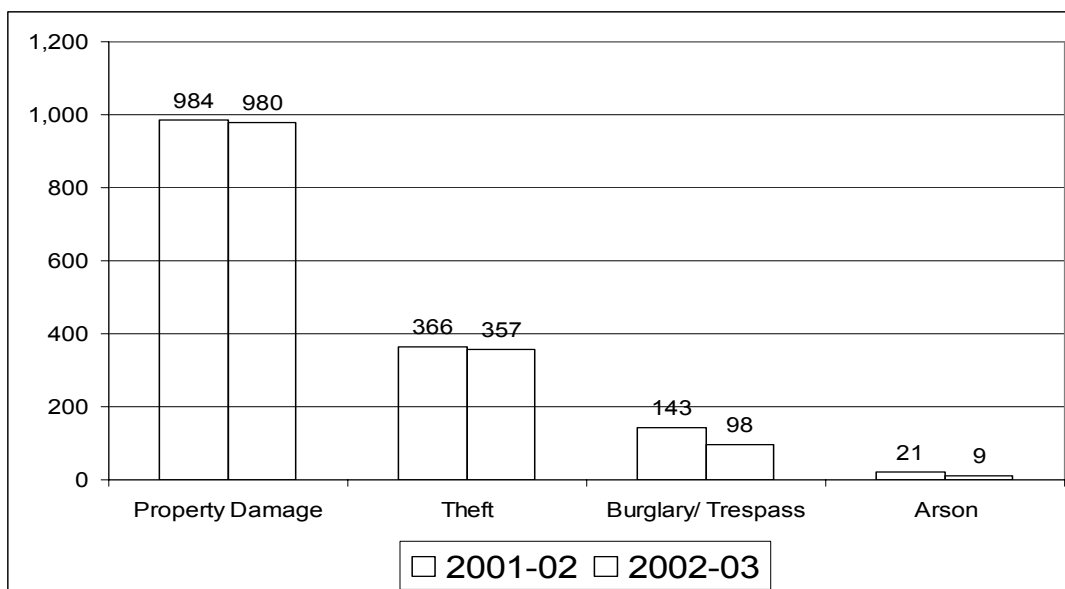


Figure 4: Types of Vandalism Where Districts Incurred Cost

G. Disciplinary Actions Taken

In 88 percent of the cases where disciplinary actions were taken, students who committed an offense received an out-of-school suspension. Removal to an alternative program was used in only two percent of cases. There was virtually no change from 2001-2002 (see Table 4).

Table 4: Disciplinary Action Taken

Disciplinary Action	2001-2002		2002-2003	
	# of Actions Taken	% of Total	# of Actions Taken	% of Total
Expulsion	41	0%	66	0%
Removal	551	2%	485	2%
In-School Suspension	1,414	6%	1,286	6%
Out-of-School Suspension	19,256	87%	19,448	88%
Other	993	4%	882	4%
Total	22,255	100%	22,167	100%

Half of the out-of-school suspensions (47 percent) were for less than five days. Twenty percent were for 10 days or more (see Figure 5). Districts issued suspensions of five days more frequently than any other duration - in 4,496 cases (23 percent).

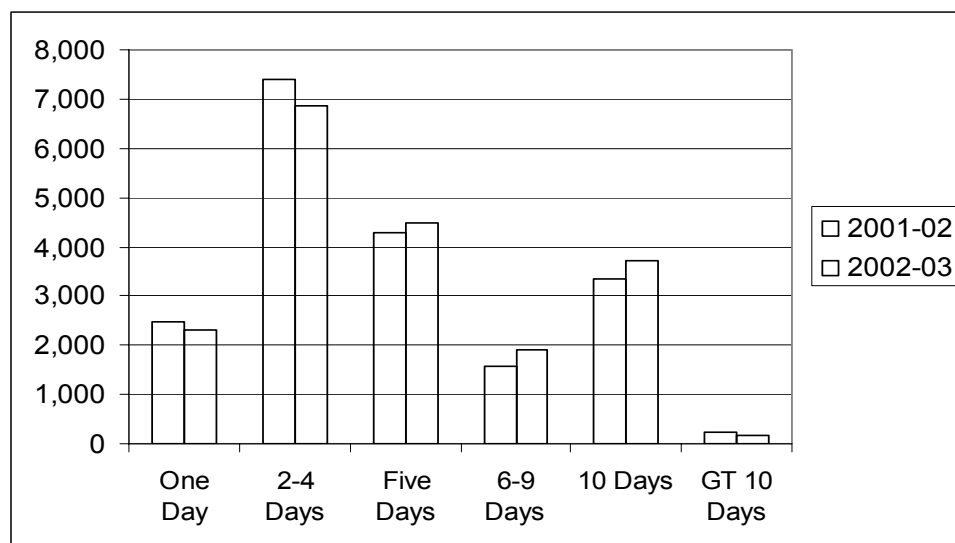


Figure 5: Number of Suspensions by Duration

Of the 1,097 students placed in an alternative setting, 622 students were placed in an in-district alternative program or school and 364 were provided home instruction. Of the 111 students placed in an out-of-district program, 15 attended a county alternative education program. See Figure 6.

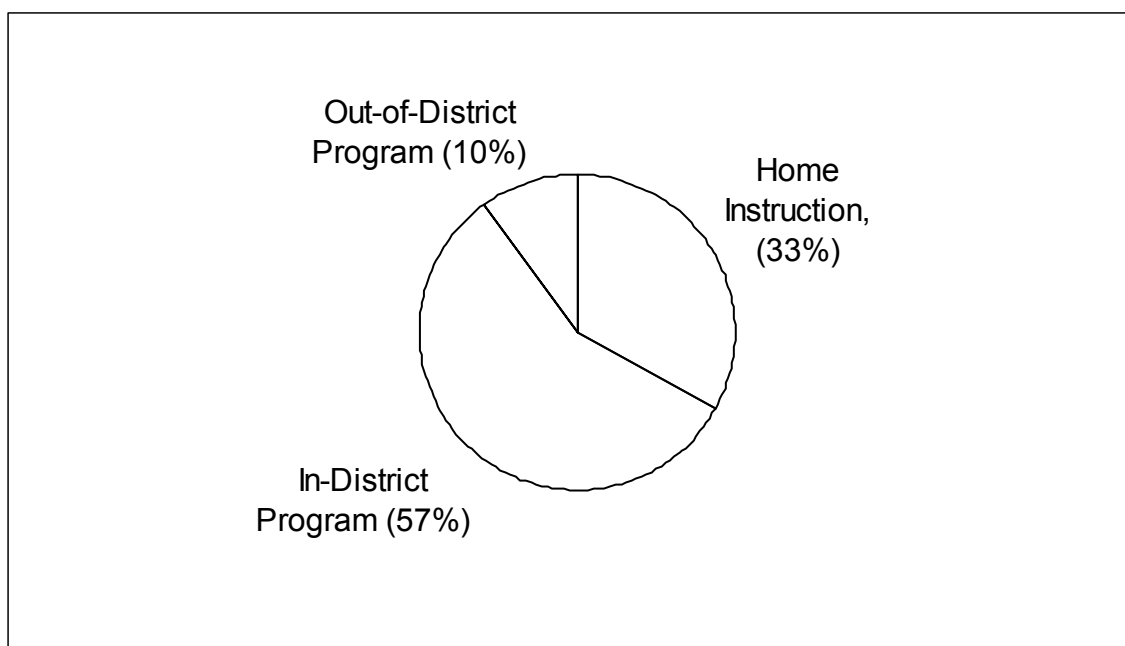


Figure 6: Placement of Students Removed or Suspended

H. Offenders and Victims

In 2002-2003, regular education students constituted 72 percent of the offenders in the cases where the offender was known.² Students with disabilities, who represent 16 percent of the student population, again constituted slightly more than one quarter (28 percent) of offenders. The distribution of offender types is similar to that of 2001-2002. See Table 5.

² In many cases of vandalism, particularly those of theft and damage to property, the offender is unknown to the district.

Table 5: Offender Type

	2001-2002		2002-2003	
	# of Offenders	% of Total	# of Offenders	% of Total
Regular Education Student	14,472	72%	14,575	71%
Student with Disability	5,519	27%	5,649	28%
Student from Other District, Non-Student	173	1%	182	1%
Total	20,164	100%	20,406	100%

Note. Omits cases where offender is unknown.

Regular education students constituted a greater percentage of victims in 2002-03 (64 percent) than in 2001-2002 (56 percent). The data in Table 6 also show a decline in the number of school staff (includes contracted staff) who were victims of an offense of any kind. The percentage of students with a disability who were victims (17 percent) nearly mirrors their percentage (16 percent) in the student population.

Table 6: Victim Type

	2001-2002		2002-2003	
	# of Victims	% of Total	# of Victims	% of Total
Regular Education Student	4,541	56%	5,630	64%
Student with Disability	1,497	19%	1,511	17%
Student from Other District, Non-Student	115	1%	114	1%
School Personnel	1,923	24%	1,569	18%
Total	8,076	100%	8,824	100%

I. Data Summary

The total number of incidents of 22,186 represents a decrease of two percent compared with the total of 22,744 reported in 2001-2002. When one examines data on particular

aspects of the incidents, such as location, reported on the EVVRS as related to the incidents over the past three years, consistency among the three years is evident. In the selected incident-related data summarized below, the percentages of any one reporting category, with the exception of location (corridor) and victim type, changed no more than one to three percentage points – in some cases there was no change.

Table 7: Three-Year Trends in Selected Incident Characteristics

	2000-2001	2001-2002	2002-2003
<i>Location</i>			
Classroom	32%	31%	31%
Corridor	19%	12%	12%
Total Outside	12%	11%	12%
<i>Police Notification</i>			
Notified, no complaint filed	16%	16%	18%
Notified, complaint filed	17%	16%	18%
<i>Distribution of schools by number of incidents</i>			
0-5	66%	69%	68%
6-10	10%	9%	10%
11-25	11%	11%	11%
More than 25	11%	11%	12%
<i>Disciplinary Action</i>			
Removal to Alternative Program	2%	2%	3%
In-School Suspension	6%	6%	7%
Out-of-School Suspension	87%	88%	85%
<i>Offender Type</i>			
Regular Education Student	72%	72%	71%
Student with Disability	27%	27%	28%
<i>Victim Type</i>			
Regular Education	60%	56%	64%
Student with Disability	19%	19%	17%
Staff	19%	24%	18%

Where incidents occur, the frequency with which police are involved, the number of schools reporting a given number of incidents, the district's disciplinary response and the type of student involved change very little year to year. This consistency suggests that the factors that influence the occurrence of violence, vandalism and substance abuse in schools are general and, to an extent, constant.

Although the NJDOE recognizes that there is interdistrict variation in the categorization and reporting of reporting incidents, the department is optimistic that the recent revision of the incident definitions and the development of the incident scenarios will bring greater uniformity to the reporting process. Because of this interdistrict variation, however, it is inappropriate, at this time, to compare data between or among districts. The department uses the data to analyze trends to determine the types of programs needed and to measure progress in its efforts to assist districts in creating safe learning environments for all students. With consistent reporting, districts can use trend data in conjunction with other information on student conduct to gauge the success of their prevention programs and intervention strategies that address identified problems and patterns.

PROGRAMMATIC RESPONSE

New Jersey's schools are basically safe places, despite perceptions cultivated by terrible tragedies that have occurred in our nation's schools, including Littleton, Colorado in 1999, as well as the threat to our homeland security with the events of September 11, 2001. School districts and the state have implemented programmatic responses to foster school safety at all points of the continuum, from prevention through crisis response and recovery. Comprehensive responses include the following: developing clearly defined student behavior policies and codes of student conduct; assessing the immediate surroundings, as well as the social and emotional learning climate of the school community; developing an emergency and crisis management plan with clearly defined plans, procedures and mechanisms for responding to emergencies and crises; implementing research-based prevention and intervention programs; and planning for the effective use of available community resources.

The NJDOE has aggressively pursued a variety of policy and program strategies to address the problem of disruption and violence since the beginning of the *Safe Schools Initiative* in 1994. The following is a summary of the department's most recent efforts to strengthen the assistance offered to school districts to increase school safety and reduce school violence.

A. Policy

1. Administrative Code.

The chapter of administrative code titled *Programs to Support Student Development* (N.J.A.C. 6A:16) adopted by the State Board of Education in April 2001 specifies minimum standards for district boards of education in establishing policies and procedures and in operating programs to support the social, emotional and physical development of students.

2. Student Discipline

A working group was established within the NJDOE to review student discipline in response to issues that were raised during the public comments on *N.J.A.C. 6A:16, Programs to Support Student Development*. A major activity of the working group was the administration of nine policy forums in the fall of 2001 that were designed to engage representatives from statewide education associations and constituency groups in identifying a broad range of student discipline concerns and possible remedies for department consideration.

The report titled *Final Report and Recommendations on Student Discipline for Consideration by the New Jersey Department of Education* summarizes the outcomes of the policy forums and is available on the NJDOE Web site at <http://www.state.nj.us/njded/code/title6a/chap29/discipline>

The following recommendations have been or are in the process of being implemented:

- Development of a regulatory framework for student discipline – In response to this recommendation, a student discipline code discussion paper was approved by the State Board of Education for dissemination and comment. The paper can be found at the following Web site: <http://www.state.nj.us/njded/code/title6a/chap29>. In July 2004, regulations on student conduct will be proposed to the State Board of Education as a subchapter of the chapter of administrative code titled *Programs to Support Student Development (N.J.A.C. 6A:16)*.
- Convening an advisory panel to explore consistent uses of programs and policies regarding alternative education for general education students who are suspended or expelled from school. As a result of this recommendation, the NJDOE convened the advisory panel, and the findings of the panel are under consideration by the department's internal working group on student discipline.

- The NJDOE is considering implementation of the remaining recommendations from the student discipline policy forums, which include the following activities:
 - Development or revision of guidance documents and publications (to be completed subsequent to the adoption of regulations on student conduct).
 - Provision of training and technical assistance (to be completed subsequent to the adoption of regulations on student conduct).
 - Increased ongoing interagency and intra-agency collaboration.

3. Unsafe School Choice Option Policy

As a condition for receiving funds under the federal *No Child Left Behind Act of 2001* (NCLB), the NJDOE was required to establish and implement a statewide policy requiring that students attending persistently dangerous schools or who become victims of violent criminal offenses while in or on the school grounds that they attend be allowed to transfer to a safe public school within the local educational agency. The NJDOE's policy was adopted by resolution by the State Board of Education in June 2003. All local educational agencies receiving NCLB funds must comply with the provisions of the policy, as appropriate.

4. Harassment, Intimidation and Bullying

To assist school districts in developing the required harassment, intimidation and bullying policies (*N.J.S.A. 18A:37-13 et seq.*), the legislation required the New Jersey Department of Education (NJDOE) to develop and issue a model policy applicable to grades kindergarten through twelve. The NJDOE's policy was developed and disseminated in December 2002 and can be found at the following Web site: <http://www.state.nj.us/njded/parents/bully.htm>.

5. Violence Awareness Week

The NJDOE has provided guidelines and information to local boards of education for use in planning the activities that are required (*N.J.S.A. 18:36-5.1*) in observance of the week for each year the requirement has been in effect.

6. Public Hearings on Violence and Vandalism

For each year the requirement has been in effect (*N.J.S.A. 18A:17-46*), the NJDOE has provided guidelines and information to local boards of education for complying with the statute and submitting the required documentation to the NJDOE.

7. Alternative Education

Regulations for alternative education programs were newly adopted by the State Board of Education in May 2001 as a subchapter (*N.J.A.C. 6A:16-8*) in the chapter of administrative code titled *Programs to Support Student Development* (*N.J.A.C. 6A:16*). The provisions of the new subchapter regulate the application process and approval criteria for the operation of alternative education programs. The department developed and disseminated guidance documents titled *A Guide and Application for the Operation and Approval of Middle School Alternative Education Programs* and *A Guide and Application for the Operation and Approval of High School Alternative Education Programs*.

B. Prevention and Intervention Programs

1. Safe and Drug-Free Schools and Communities Act Program (Title IV-A of the No Child Left Behind Act)

The capacity for local school response to behavioral, social-emotional and health problems is supplemented by federal funding provided specifically for school violence and substance abuse prevention activities. Under the federal *Safe and Drug-Free Schools and Communities Act* (SDFSCA) program, \$8.2 million dollars was provided through the New Jersey Department of Education (NJDOE) to local districts for this purpose in 2003-2004.

Data on programs reported to the NJDOE by districts indicate that educators have matched the types of violence with appropriately designed plans and programs. They have put in place emergency and crisis management plans and have purchased security devices to provide a surveillance capacity to protect against intruders. They also have put in place specific programs to enhance their ability to intervene early when students are disruptive. For example, in the 2001-2002 school year, 353 school districts

reported implementing conflict resolution programs and 266 districts reported delivering violence prevention instruction using SDFSCA funds. Additional violence-related activity funded under SDFSCA included the purchase of security equipment (27 districts), the use of security personnel (18 districts) and illegal gang prevention activities (35 districts).

2. Core Curriculum Content Standards

New regulations (*N.J.A.C. 6A:8*) for Core Curriculum Content Standards in Comprehensive Health and Physical Education were adopted by the State Board of Education on April 7, 2004. The Core Curriculum Content Standards in Comprehensive Health and Physical Education contain specific indicators under Standards 2.1 (Wellness - health promotion concepts and skills), 2.2 (Integrated Skills - health enhancing personal, interpersonal and life skills) and 2.4 (Human Relationships and Sexuality – physical, emotional and social aspects of human relationships and sexuality) that require public schools to teach violence prevention skills, including media resistance, peer pressure resistance, peer leadership, problem-solving, conflict resolution and stress management. Additionally, Standard 9.2: Consumer, Family, and Life Skills, addresses significant related areas, such as critical thinking, self-management, interpersonal communication, character development, ethics and safety. Each of these strands focuses on conflict management, problem-solving, personal responsibility and cooperation.

The standards provide a strong focus on bullying and violence prevention strategies, with a clear emphasis on character education. Topical strands infused in each of the Core Curriculum Content Standards in Comprehensive Health and Physical Education help teachers locate specific content and skills related to violence prevention skills. The standards are further defined by progress indicators at grades two, four, six, eight and twelve.

The Curriculum Framework for Health and Physical Education (1999), which can be found at <http://www.state.nj.us/njded/frameworks/chpe/index.html>, includes 140 suggested sample lessons for educators to use to address topics related to violence prevention and positive social and emotional development. The New Jersey Core

Curriculum Content Standards in Comprehensive Health and Physical Education provide an age-appropriate and culturally sensitive focus that helps students develop the knowledge and skills that lead to healthy, active lifestyles.

3. Intervention and Referral Services

The Intervention and Referral Services (I&RS) Initiative supports implementation of the I&RS regulations (*N.J.A.C. 6A:16-7*) by providing technical assistance to districts for the establishment of building-based (grades K-12) multidisciplinary problem-solving teams that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs. The technical assistance provided by NJDOE includes a four-part videotape series and accompanying companion guide and flyer; a comprehensive *Resource Manual for Intervention and Referral Services*; and the provision of training to prepare building administrators and building-based teams to implement the I&RS regulations. The videotapes were disseminated to all school districts in June 1999 and the original *Resource Manual*, which was distributed to districts in February 2000, was updated to reflect the provisions of the new regulations and was forwarded to schools in January 2003. Approximately 360 building-based teams have been trained since April 2000. In addition to providing annual team training, 160 school staff who were added to their school's I&RS teams were provided training in the 2003-2004 school year. Plans are under way to develop supplemental training programs specifically designed to address the ongoing professional development needs of I&RS teams, in accordance with the provisions of *N.J.A.C. 6A:16-7.2(a)4* and *6A:16-7.2(a)5*.

4. Positive Student Discipline Reform Demonstration Project

The New Jersey Department of Education (NJDOE) has entered into a memorandum of understanding (MOU) with the Violence Institute of New Jersey (VINJ) at the University of Medicine and Dentistry of New Jersey (UMDNJ) to assist the NJDOE in administering, implementing and evaluating a research-based approach to school safety, including student discipline and positive student development, in three New Jersey school districts. The goal of the three-year project is to create safety and

order in participating schools without unnecessarily excluding students. The project involves the implementation of comprehensive and science-based safety and discipline policies and practices that include prevention, intervention, referral and continuity of care programs, services and activities that maximize supportive school responses to student concerns and minimize the use of student exclusion from school as a disciplinary tool.

5. Character Education Initiative

New Jersey was the first state in the nation to provide state aid funding to implement character education programs and services through the New Jersey Character Education Partnership (NJCEP) initiative. For the third year (2002-03) of the initiative, the Governor's FY2003 budget provided \$4.75 million for school district character education program implementation and expansion. The purpose of NJCEP is to help public school educators to adopt validated character education programs that will meet the developmental needs of students throughout New Jersey by promoting pro-social student behaviors and creating a caring, disciplined school climate conducive to learning. While no government funding for this purpose could be directed to nonpublic schools, nonpublic school educators have been able to share in the professional development and networking activities and other educational resources provided by the NJCEP. During the 2002-2003 school year, 98% of the public school districts participated in the character education initiative. Those public school districts that participated during the 2001-2002 submitted data along with a narrative on program outcomes. The *Report on Year Two Outcomes* is available at <http://www.nj.gov/njded/chared/outcomes>.

In February 27, 2002, Governor James E. McGreevey established the New Jersey Character Education Commission by Executive Order #9. The Governor charged the Commission with addressing the state of New Jersey's compelling interest in helping schools teach students the importance of good character traits such as integrity, fairness, respect and citizenship; creating classroom environments that encourage students to respect one another while promoting effective learning; and teaching students how to resolve conflicts without resorting to intimidation or violence.

The commission conducted public meetings in May and June of 2002 to gather current information on character education activities in New Jersey and to hear directly from New Jersey citizens regarding their views on the state's role in promoting character education. In September 2002, the commission submitted a report with recommendations and findings to the Governor.

In 2003, the Character Education Partnership (CEP) recognized eight New Jersey schools for their outstanding character education programs. This national recognition demonstrates the effectiveness of the sustained emphasis New Jersey has brought to character education over the past eight years. Additionally, CEP presented one of New Jersey's schools with the National School of Character award for demonstrating outstanding character education initiatives that yield positive results in student behavior, school climate, and academic performance.

In March 2004, the New Jersey Department of Education (NJDOE), Office of Program Support Services (OPSS), hosted Tsunenobu Ban, a visiting professor from Japan, his wife, Kyoka Ban, lecturer of education, and professor Ban's graduate student, Hiroko Tanaka. During the visit, they observed character education programs operating within a school setting at several school districts, including Westwood, Highland Park, Plainfield, Hamilton, and Lawrence High Schools. Additionally, Professor Ban presented some of his research findings on moral education to the New Jersey Character Education Advisory Board.

In May 2004, three regional character education conferences for public and nonpublic schools were offered, emphasizing school reform, curriculum infusion using the NJ Core Curriculum Content Standards, and programs based on scientific research. The conferences were sponsored by the New Jersey Center for Character Education (NJCCE), in collaboration with the Passaic County Superintendent of Schools Office, the Somerset County Superintendents Office and the Educational Information and Resource Center (ERIC).

6. New Jersey Center for Character Education

New Jersey is one of only five states to receive a federal grant award under the Partnerships in Character Education grant program (*Title V, Part D of the No Child Left*

Behind Act of 2001). Under this grant, New Jersey has created the New Jersey Center for Character Education (NJCCE) at the Center for Applied Psychology in the Graduate School of Applied and Professional Psychology, Rutgers University. The NJCCE was established to offer in-depth technical assistance and support, evaluation of character education programs and opportunities for professional development and skill enhancement to public and nonpublic schools throughout the state.

Under the grant, the NJDOE identified ten collaborating partner LEAs as best practice demonstration sites to participate in intensive program development, program evaluation, professional development and dissemination activities. The demonstration sites represent the diversity of New Jersey's schools and their experiences with school reform efforts. Two of the participating LEAs are the state operated districts; Jersey City and Paterson. The remaining eight LEAs (Woodbridge Township, Westwood Regional, Cape May County Special Services, Hunterdon Central Regional, Cherry Hill, Monroe Township, Highland Park and Plainfield) were selected as a result of a competitive application process. Additionally, the NJDOE has convened an expert panel to assist in the planning and development of a four-year evaluation plan for the program. The expert panel will also provide recommendations to the collaborating LEAs regarding the most effective strategies for conducting research and implementing scientifically based program strategies.

Through these efforts the New Jersey Center for Character Education (NJCCE) continues to assist the NJDOE, along with the public and nonpublic schools throughout the state to accomplish the following objective in Governor James E. McGreevey's 21-point education reform plan for New Jersey: *To develop new initiatives to improve character education in our schools to help our children become productive, informed, and actively involved citizens.*

7. Youth Gang Prevention and Intervention Project (Phase I)

Under a memorandum of understanding between the NJDOE and the Juvenile Justice Commission (JJC), the following gang-related programs and services were provided in 2002: gang prevention and education to youth who have been committed to JJC and are at high risk for involvement in gang activity; information about gang

activities to community members and organizations statewide; and professional development programs on gang issues.

8. Children We Share: Partners in Student Discipline and Development (Phase I)

Under this project, assistance was provided to schools through a collaborative effort among NJDOE and The College of New Jersey with support provided by the New Jersey Principals and Supervisors Association to effectively engage parents and families in promoting positive youth development with particular attention given to discipline issues. The project included the development of a guidebook, a videotape program, and a program in CD-ROM format to provide relevant research, strategies and materials to use with parents in promoting positive youth development. It also provided a principals' institute supporting use of the materials developed under the project.

9. Student Support Services Planning and Development Project

Under this project, supportive services were provided to 10 school districts interested in refining or reforming their student services programs. A contract was awarded to MGT of America, Inc. to provide technical support services to participating districts to assist them in evaluating existing student support services, assessing the support needs of students, and designing and implementing the optimum configuration and systems for delivering and sustaining student support services for their school populations. The foundation of the project is the self-study undertaken by each district, which encompasses the identification of existing programs, the analysis of student services in relation to identified student needs, the assessment of effectiveness and efficiency of existing programs and recommendations for reforming or refining these programs.

The two-year effort, which began July 1, 2002, offers each participating district an incentive grant of approximately \$5,000 per year to help support district participation; provide substantial technical assistance from a consultant contractor; and implement a collegial process for evaluation, review and revision of how student services are organized, staffed and delivered. The districts were selected based on an articulation agreement with the NJDOE's Office of School to Career and College Initiatives, which initiated a complementary project with pilot sites, under the New Jersey School

Counseling Initiative. Exemplary work resulting from the initiative and best practices in student support services were showcased at a statewide conference in May 2004.

10. Alternative Education

Alternative education programs offer a viable and suitable educational option for students who have not experienced success in educational programs because they are disruptive, disaffected or at-risk for academic failure. Regulations for alternative education programs have been adopted by the State Board of Education as a subchapter of the administrative code (*N.J.A.C. 6A:16-8*), Programs to Support Student Development (*N.J.A.C. 6A:16*). The provisions of the subchapter regulate the application process and approval criteria for the operation of alternative education programs. The NJDOE will disseminate to all school districts an updated guidance document titled “A Guide and Application for the Operation and Approval of Middle and High School Alternative Education Programs” by June 7, 2004. In addition, the NJDOE has developed a survey for dissemination to all school districts by June 2004 that will provide information on alternative education programs in the state.

11. Peer Transitions Project

This project was designed to reduce factors that place students at risk for substance abuse and other negative behaviors as they transition from middle school to high school. Under an interagency agreement, NJDOE provided a fourth year of funding to the Division of Addiction Services (DAS) to expand the Peer-to-Peer Transitions Project. The project utilizes the existing network of peer leadership programs in New Jersey that has been established under the New Jersey Middle School Peer-to-Peer Program, a collaborative effort among NJDOE, DAS, the Governor’s Council on Alcoholism and Drug Abuse and the Department of Law and Public Safety.

12. Community Services for Suspended and Expelled Youth

Under a grant from the United States Department of Education, the NJDOE provided a statewide conference in April 2004 addressing the use of community services for students suspended or expelled from school and providing participants with supportive resource materials. Additional materials and direct services will be provided

in the 2004-2005 school year to help schools coordinate and implement programs under which students suspended, expelled or otherwise removed from school perform community service. The goal of the overall program is to provide suspended and expelled students with meaningful activities to occupy their time during their absences from school; to help them avoid negative behaviors; and to teach them the value of service to others and their communities.

13. Drug Abuse Education Fund Project

Per the provisions of *N.J.S.A. C.2C:43-3.5* and *N.J.S.A. C.54A:9-25.12 et seq.* a Drug Abuse Education Fund (DAEF) was established from portions of taxpayer-designated refunds and penalties assessed against individuals adjudicated or convicted of certain crimes. The resources accumulated in the fund are appropriated annually to NJDOE for distribution to non governmental entities for the use of law enforcement personnel in providing drug abuse education to students in grades K-12 on a statewide basis. Under the appropriation for these statutory provisions, the NJDOE issued a contract to D.A.R.E. New Jersey, Inc. for the second year of services for the 2003-2004 school year and plans to issue a third contract for the 2004-2005 school year.

14. Disaffected Youth Grant Program

The goal of this program is to help school-age children and adolescents in the Asbury Park, Camden City and Elizabeth school districts who are at risk for involvement in the juvenile justice system to remain in school or return to school and achieve the Core Curriculum Content Standards. The program is designed to address the identified academic and nonacademic needs of participating at-risk youth and their families by providing districtwide programs that include individual and group counseling, academic instruction, parent and family participation and outreach, and alcohol, tobacco and other drug prevention and intervention programs and services.

C. Professional Development and Technical Support

1. School Emergencies and Crises

The NJDOE co sponsored the conference titled a “Public Health and Mental Health: Coming Together During Emergencies” in collaboration with the University of

Medicine and Dentistry of New Jersey's School of Public Health, University Behavioral Health Care and Center for Bio Defense, the New Jersey Department of Human Services, Division of Mental Health Services and the New Jersey Department of Health and Senior Services. The conference, held in May 2004, provided an update for invited leaders in New Jersey's schools and communities in critical coordination for proactive planning for all-hazards emergencies.

2. Safe, Disciplined and Drug-Free Schools Exemplary Programs Showcase

One of the responsibilities of administering the federal *Safe and Drug-Free Schools and Communities Act* (SDFSCA) funds is to support the requirement for school districts to adopt programs that have a scientific research base, as a way of implementing the Principles of Effectiveness that schools are required to use as the basis for planning and selecting programs funded under SDFSCA. In May 2003, the NJDOE held a statewide conference for developers of programs designated as exemplary by the United States Department of Education to showcase their programs to New Jersey educators. The presentations and conference proceedings were videotaped and copies were disseminated to all New Jersey school districts in the fall of 2003.

3. Student Support Services Planning and Development Conference

A culminating activity of the Student Support Planning and Development Project was a conference held in May 2004 to showcase findings from schools in the project and provide information on best practices for the assessment, configuration and delivery of student support services.

4. Community Services for Suspended and Expelled Youth Conference

Under a grant from the United States Department of Education, the NJDOE provided a statewide conference in April 2004 addressing the use of community services for students suspended or expelled from school and providing participants with supportive resource materials. Workshops featured a range of options, including community service, character education, and mentoring to help at-risk students feel more connected, empowered and engaged in learning.

5. Harassment, Intimidation and Bullying

The NJDOE co sponsored the “Stop the Pain: New Jersey Cares about Bullying Conference” with the New Jersey Department of Law and Public Safety’s Office of Bias Crimes and Community Relations in March 2003. Trainings were also provided at the following events in the 2003-2004 school year to help school staff fulfill the requirements (*N.J.S.A. 18A:37-13 et seq.*) for addressing harassment, intimidation and bullying: Principals’ Training sponsored by the New Jersey Principals and Supervisors Association; Thirty-third Annual School Law Forum sponsored by the New Jersey School Boards Association; Bullying Conference sponsored by the New Jersey Law Center; and No Child Left Behind Regional Information sessions sponsored by the New Jersey Department of Education.

6. Electronic Violence and Vandalism Reporting System (EVVRS)

Five regional trainings were provided to school staff in the 2003-2004 school year to assist districts in fulfilling their requirement (*N.J.S.A. 18A:17-46*) to report acts of violence. Specifically, training was provided in the federal and state requirements related to the EVVRS, the accurate reporting of offenses consistent with the published definition of the offenses, and the use of the electronic reporting system.

7. Intervention and Referral Services

Staff from approximately 360 schools have been trained in the establishment of building-based teams of intervention and referral services (*N.J.A.C. 6A:16-7*) since April 2000 with 60 of the schools receiving training in the 2003-2004 school year. In addition to providing annual team training, 160 school staff who were added to their school’s I&RS teams were trained in 2003-2004. Orientations to the I&RS regulations and best practices for I&RS implementation were provided in the 2003-2004 school year at events sponsored by the Special Education Advisory Council, the New Jersey Association of Pupil Personnel Services Administrators, the New Jersey Association of Federal Program Administrators, the New Jersey Principals and Supervisors Association, the Southern Regional Office of the New Jersey Department of Education and the Student Support Services Conference of the New Jersey Department of Education.

8. Unsafe School Choice Option Policy

Training was provided at events sponsored by the following organizations in the 2003-2004 school year to help school staff fulfill the requirements of the Unsafe School Choice Option Policy: Principals' Training, sponsored by the New Jersey Principals and Supervisors Association; Thirty-third Annual School Law Forum, sponsored by the New Jersey School Boards Association; and No Child Left Behind Regional Information sessions, sponsored by the New Jersey Department of Education.

9. Technical Assistance

The NJDOE continues to provide technical support programs and services for the implementation of the regulations addressing school safety, violence, substance abuse and health services found in *N.J.A.C. 6A:16, Programs to Support Student Development* and related statutes, as well as provide assistance to schools in the effective implementation of the Principles of Effectiveness required under the federal Safe and Drug-Free Schools and Communities Act.

D. Publications and Materials

1. Resource Manual for Intervention and Referral Services

In support of the Intervention and Referral Services regulations (*N.J.A.C. 6A:16-7*), the Resource Manual was reprinted and made available to districts in January 2004. The manual is posted on the web: <http://www.state.nj.us/njded/students/irs/>.

2. A Guide for the Development of a Districtwide School Safety Plan

In November 2001 the NJDOE, in support of the "Strategic Plan for Systemic Improvement of Education in New Jersey" established by the State Board of Education, developed and disseminated *A Guide for the Development of a Districtwide School Safety Plan*. The purpose of the guide is to provide New Jersey schools with background information for addressing school safety in a comprehensive manner.

The guide provides school staff with a general framework for planning and an inventory of supportive resources for the development of comprehensive school safety plans and programs designed to effect positive behavior in schools in order to ensure

safe school climates. It describes a continuum of strategies and activities that are vital to the establishment of safe and secure educational environments, including the physical makeup of school buildings, prevention and intervention programs and services, community involvement, and responding in the aftermath of a crisis. The publication was distributed to all county superintendents and is also posted at the following Web site: http://www.state.nj.us/njded/educators/school_safety_man. The department plans to issue a more comprehensive school safety manual for use in the 2004-2005 school year.

3. Safe, Disciplined and Drug-Free Schools Exemplary Programs Showcase

As a result of this conference, which featured developers of programs throughout the country that were designated as exemplary by the United States Department of Education, the presentations and conference proceedings were videotaped and copies were disseminated to all New Jersey school districts in the fall of 2003.

4. Model Policy Prohibiting Harassment, Intimidation and Bullying

To assist school districts in developing and adopting harassment, intimidation and bullying policies, as required under *N.J.S.A. 18A:37-13 et seq.*, the NJDOE was required to develop and issue a model policy applicable to grades kindergarten through twelve. The model policy can be found at the following Web site:

<http://www.state.nj.us/njded/parents/bully>.

5. Memorandum of Agreement between Education and Law Enforcement Officials

The Attorney General and the Commissioner of Education in 1999 issued a revised *Uniform State Memorandum of Agreement between Education and Law Enforcement Officials*. Sections on weapons offenses, bias crimes and sexual harassment have been included in the revised memorandum. Requirements for the memorandum are set forth in the new subchapter of administrative code, *Law Enforcement Operations for Substances, Weapons and Safety (N.J.A.C. 6A:16-6)*. The memorandum, which is reviewed and signed annually by local education and law enforcement officials, forms the basis for sharing information between education and law enforcement representatives and sets parameters for law enforcement

investigations. The Attorney General's Education and Law Enforcement Working Group intends to revise the memorandum to make it consistent with new statutes and regulations and to clarify and update issues and procedures, as appropriate.

E. Planning, Collaboration and Coordination

1. Attorney General's Domestic Security Preparedness Task Force Infrastructure Advisory Committee-School Sector

In response to the terrorist attacks on September 11, 2001, Governor McGreevey created the Domestic Security Preparedness Task Force, which is chaired by the Attorney General's office and includes representatives from all state agencies. As a result of task force planning, a committee has been formed to specifically address the unique needs of schools for responding to potential attacks and threats. The school committee will make recommendations to be considered for implementation in the 2004-2005 school year, including the development of a publication to be titled *School Safety Manual: Best Practices Guidelines*.

2. Truancy Working Group

A working group composed of representatives from the Legislature, the NJDOE, the Administrative Office of the Courts and the Department of Human Services has been formed to make recommendations regarding practices for addressing truancy issues on the part of schools, courts and human service agencies. A truancy survey was administered to a sample of school districts in the spring of 2003 to collect information on existing practices in responding to student truancy. Recommendations regarding survey findings will be considered by the working group and its constituent agencies for action in the 2004-2005 school year, including school reporting and regulations on truancy.

3. Collaboration with Mental Health Agencies and Student Support Personnel

One of the conclusions to be drawn from the terrorist attacks on September 11, 2001 and national school tragedies, such as the Littleton, Colorado incident, is that schools should examine how they collaborate with local mental health agencies. The effective use of student support services staff and the development of relationships

between them and mental health providers are important components of schools' responses to violence. Therefore, the NJDOE continues to forge links between New Jersey schools and mental health providers to establish effective working relationships, identify areas of concern and consider strategies for improving the delivery of student support services.

Specifically, NJDOE staff continues to serve on the New Jersey Department of Human Services, Division of Mental Health Services' statewide infrastructure advisory group on mental health services. They also collaborate with the leadership of the Association of Student Assistance Professionals of New Jersey (ASAPNJ) and the New Jersey Association of School Psychologists (NJASP). In addition, ASAPNJ, NJASP and the New Jersey Association of Mental Health Agencies (NJAMHA) have all assigned representatives to serve on an advisory board to help guide the Student Support Services Planning and Development Initiative (SSSPDI).

4. Other Collaborative Partnerships

The NJDOE aims to continue to collaborate with the following groups: New Jersey School Boards Association, New Jersey Association of School Administrators, New Jersey Principals and Supervisors Association, New Jersey Education Association, New Jersey Pupil Services Administrators Association, New Jersey School Counselors Association, the Association of Student Assistance Professionals of New Jersey, the New Jersey Association of Mental Health Agencies, the New Jersey Association of School Psychologists, the Violence Institute of the University of Medicine and Dentistry of New Jersey, the Departments of State, Health and Senior Services, Human Services and Law and Public Safety, the Administrative Offices of the Court, the Attorney General's Education and Law Enforcement Working Group, and other organizations, associations and agencies. The NJDOE intends to continue to support the various collaborative initiatives described above in the Programmatic Response section of this report.

The department continues to be represented on the following organizations and their subgroups: Governor's Council on Alcoholism and Drug Abuse, New Jersey Council on Domestic Violence, New Jersey Sexual Violence Advisory Council, New

Jersey Association of County Youth Services Coordinators, Juvenile Justice Delinquency Prevention Committee and School-based Probation Committee.

F. Research, Evaluation and Data Collection

1. Evaluation/Data Collection Projects

The Office of Program Support Services within the NJDOE conducts evaluations of its major initiatives and grant programs. During the 2003-04 school year, the office conducted a Truancy Survey of a sample of districts and reported performance data on all recipients of funds from the Safe and Drug Free Schools and Communities Act (Title IV-A of *NCLB*).

2. New Jersey Student Health Survey

The NJDOE partnered with the Department of Health and Senior Services and the Department of Law and Public Safety to develop and implement the New Jersey Student Health Survey (NJSHS). The survey consolidates the four existing statewide surveys (Youth Risk Behavior Survey, Drug and Alcohol Use Among New Jersey High School Students, Communities that Care Survey, Youth Tobacco Survey) that collect information on student health issues. The survey information is used to guide the development of statewide policies and programs and help state agencies fulfill reporting requirements. The high school NJSHS was administered in the spring of 2003. Planning is under way for the development and implementation of a middle grades survey.

G. Other

Licensing Examination for Educators

N.J.S.A. 18A:40A-4 sets forth that no “certificate to teach in the public schools shall be issued to any teaching staff member who has not passed a satisfactory examination in (1) physiology and hygiene; and (2) substance abuse issues...” The department’s Office of Licensure and Credentials, in cooperation with the Office of Program Support Services, the Office of Special Education and the Office of Standards and Professional Development, the New Jersey Department of Health and Senior Services, the New Jersey State School Nurses Association, the Association of Student

Assistance Professionals of New Jersey, the Medical Society of New Jersey and the Addictions Professional Certification Board of New Jersey, has initiated the review of the examination with the intent to update the test.

FUTURE DIRECTIONS

A. Technical Review of the Electronic Violence and Vandalism Reporting System

The aforementioned changes in the Public School Safety Law and the Unsafe School Choice Option requirement under *NCLB* make accurate reporting by districts all the more critical. In order to review completeness and consistency of district reporting, the NDJOE intends to have a technical review of the EVVRS, the results of which will produce recommendations for improvements in the system, training priorities and suggestions for future data analysis and reporting.

B. School Safety Manual: Best Practices Guidelines

In response to the Attorney General's Domestic Security Preparedness Task Force Infrastructure Advisory Committee-School Sector, the NJDOE intends to develop and disseminate to all school districts a comprehensive manual designed to provide in-depth guidance for the establishment of plans, procedures and mechanisms for responding to emergencies and crises, in accordance with *N.J.A.C. 6A:16-5.2*. The manual will cover a broad range of information, including prevention and early intervention programs and strategies, community-wide planning and coordination, target hardening of school facilities and emergency and crisis response and recovery. Additionally, training will be offered to school staff in support of the manual.

C. School Emergencies and Crises Training

In the 2004-2005 school year, the NJDOE intends to co sponsor with the University of Medicine and Dentistry of New Jersey's School of Public Health a follow-up to the conference titled "Public Health and Mental Health: Coming Together During Emergencies" provided in the 2003-2004 school year to provide important information for schools and communities in critical coordination activities for proactive planning for all-hazards emergencies.

D. Youth Gang Prevention and Intervention Project (Phase II)

The purpose of this planned collaborative initiative with the Juvenile Justice Commission (JJC) and the Department of Law and Public Safety, is to develop a comprehensive array of programs and services designed to assist local schools and community-based organizations to understand and positively address negative youth gang issues. The initiative will expand upon the curriculum materials and programs developed by JJC under a previous memorandum of agreement between JJC and the NJDOE.

E. Children We Share: Partners in Student Discipline and Development

The goal of this planned project is to expand upon the materials developed under Phase I of the program, which provide information for school administrators to effectively engage parents and families in promoting positive youth development with particular attention given to discipline issues. In Phase II, the NJDOE intends to develop and provide training materials and training programs for teams of school staff and parents that will facilitate the delivery of trainings on positive discipline and youth development in their schools and communities, using the materials developed in Phase I.

F. Student Conduct

The NJDOE plans to propose to the State Board of Education regulations on student conduct as a subchapter of the chapter of administrative code titled *Programs to Support Student Development (N.J.A.C. 6A:16)* and propose technical amendments to subchapters on school safety, law enforcement operations for substances, weapons and safety and intervention and referral services. The NJDOE is also considering the possibility of issuing planning grants or other technical assistance designed to help schools examine and modify their codes of student conduct consistent with the regulations adopted by the State Board of Education.

G. Intervention and Referral Services

The NJDOE plans to produce and disseminate new training videos in support of the *Intervention and Referral Services* regulations (*N.J.A.C. 6A:16-7*). NJDOE also

intends to develop supplements to the NJDOE publication titled *Resource Manual for Intervention and Referral Services*.

H. Safe, Disciplined and Drug-Free Schools Promising Practices

In May 2003, the NJDOE held a statewide conference for developers of programs designated as *exemplary* by the United States Department of Education to showcase their programs to New Jersey educators. The NJDOE plans to sponsor a follow-up conference featuring developers of programs designated as *promising* by the United States Department of Education. As a part of the project, the presentations and conference proceedings will be videotaped and copies disseminated to all New Jersey school districts.

I. Social Norms Project

The New Jersey Higher Education Consortium has effectively implemented a research-based project designed to alter social norms and behavior regarding the use of harmful substances. The NJDOE is exploring applications of the social norms model to public schools, as well as applications of the model to issues other than substance abuse.

J. Social-Emotional Learning

Reports of the research literature make it clear that when social-emotional and academic learning both become part of schooling, students are more likely to remember or use what they are taught. Findings from the research literature indicate that schools can benefit from applying proven strategies for enhancing academic and social-emotional learning, which have been demonstrated to improve academic achievement, as well as reduce high-risk behavior. In response to these important findings, the NJDOE is planning to provide technical support to assist schools in examining their instructional practices, programs, curricula and policies and fully integrating social-emotional learning throughout the educational program.

K. Technical Assistance for SDFSCA and USCO

The NJDOE plans to issue a training and technical support contract to provide assistance and supportive resources to schools utilizing federal *Safe and Drug-Free*

Schools and Communities Act funds and schools designated by the NJDOE as persistently dangerous under the Unsafe School Choice Option Policy.

L. School Safety and Crisis Prevention and Response Conferences

The NDOE plans to provide trainings, in collaboration with other organizations, designed to help schools prepare for emergencies and crises. Specific training will be provided in applications of the *School Safety Manual: Best Practices Guidelines* to be developed and disseminated by the NJDOE for use in the 2004-2005 school year.

Appendix A: Public School Safety Law*

AN ACT concerning violence in the public schools and amending P.L.1982, c.163.

C.18A:17-46 Reporting of act of violence by school employee; annual report; public hearing.

Any school employee observing or having direct knowledge from a participant or victim of an act of violence shall, in accordance with standards established by the commissioner, file a report describing the incident to the school principal in a manner prescribed by the commissioner, and copy of same shall be forwarded to the district superintendent.

The principal shall notify the district superintendent of schools of the action taken regarding the incident. Annually, at a public hearing in October, the superintendent of schools shall report to the board of education all acts of violence and vandalism which occurred during the previous school year. The proceedings of the public hearing shall be transcribed and kept on file by the board of education, which shall make the transcript available to the public. Verification of the annual report on violence and vandalism shall be part of the State's monitoring of the school district, and the State Board of Education shall adopt regulations that impose a penalty on a school employee who knowingly falsifies the report. A board of education shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements pursuant to this section. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence and vandalism.

The board of education shall file the transcript of the public hearing with the Division of Student Services in the Department of Education by November 1. The division shall review the transcript to ensure compliance with this section of law. The costs of staff training and transcribing the public hearing and printing the transcript shall be paid by the Department of Education.

Approved January 2, 2002.

18A:17-47. Discharge of, or discrimination against, school employee who files report

It shall be unlawful for any board of education to discharge or in any manner discriminate against a school employee as to his employment because the employee had filed a report pursuant to section 1 of this act. Any employee discriminated against shall be restored to his employment and shall be compensated by the board of education for any loss of wages arising out of the discrimination; provided, however, if the employee shall cease to be qualified to perform the duties of his employment he shall not be entitled to restoration and compensation.

L.1982, c. 163, s. 2, eff. Oct. 28, 1982.

18A:17-48. Annual report to legislature

The Commissioner of Education shall each year submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism in the public schools and making recommendations to alleviate the problem.

L.1982, c. 163, s. 3, eff. Oct. 28, 1982.

* Pertinent Sections

Appendix B: Data Forms

VIOLENCE, VANDALISM, AND SUBSTANCE ABUSE INCIDENT REPORT FORM

2002-2003

INCIDENT INFORMATION

INCIDENT HEADER (One incident record only for all offenders and victims)

System-Assigned

Incident Number _____

School Name: _____

Location: _____ Cafeteria _____ Classroom _____ Corridor _____ Other inside school _____ School grounds _____ Bus _____ Building exterior _____ District office
_____ Other outside _____ Receiving School

Date of Incident: _____

Time of Incident: _____

Bias incident: _____ Yes _____ No

Police notification: _____ None _____ Police notified, complaint filed _____ Police notified, no complaint filed

Contact Name: _____ **Contact Phone #** _____

INCIDENT DETAIL

Check the items which describe the incident and, if applicable, the type of weapon, bomb or substance.

VIOLENCE

_____ Simple Assault
_____ Aggravated Assault
_____ Fight
_____ Gang Fight
_____ Robbery
_____ Extortion
_____ Sex Offense
_____ Threat

VANDALISM

_____ Arson
_____ Burglary
_____ Damage to Property
_____ Fireworks Offense
_____ Theft
_____ Trespassing

Cost to LEA: \$ _____

SUBSTANCE ABUSE

_____ Use
_____ Possession
_____ Distribution

SUBSTANCE ABUSE

_____ Alcohol _____ Anabolic steroids
_____ Marijuana _____ Unauthorized prescription drugs
_____ Amphetamines _____ Inhalants
_____ Club/Rave drug _____ Drug paraphernalia
_____ Cocaine
_____ Hallucinogens (e.g. LSD, PCP)
_____ Narcotics (e.g. heroin, morphine)
_____ Depressants (e.g. barbiturates, tranquilizers)

WEAPONS

BOMB TYPE

_____ Explosive device
(detonated)¹
_____ Explosive device
(not detonated, but
possible)¹
_____ Fake bomb (detonation
not possible)
_____ Bomb threat (no bomb
found)

OFFENSE

_____ Possession of Firearm
_____ Assault with a Firearm
_____ Sale or Transfer of Firearm
_____ Assault with Other Weapon
_____ Possession of Other Weapon
_____ Sale or Transfer of Weapon

FIREARM TYPE

_____ Handgun
_____ Rifle or shotgun
_____ BB, air
or pellet gun

OTHER WEAPON TYPE

_____ Knife, Blade
_____ Pin
_____ Chain, Club
_____ Mace, Spray
_____ Imitation gun
_____ Other

1. Report large fireworks such as cherry bombs and M-90's under Vandalism/Fireworks

Incident Description: (optional) _____

OFFENDER (Check One):

- ☐ Known – Attach Offender Page(s)
☐ Unknown – Do not attach Offender Page

Signature 1

Title

Date

Signature 2 (principal)

Date

VV-SA, OFFENDER INFORMATION, 2002-2003

Please complete the following information for EACH offender involved in the incident.

OFFENDER TYPE

- ☐ Regular education student
☐ Student with a disability
☐ Student from another district
☐ Non-student

STUDENT ID NUMBER: _____
(DISTRICT STUDENTS ONLY)

STUDENT NAME: _____
(DISTRICT STUDENTS ONLY)

System-Assigned
Incident Number _____

For district students only, check the items which describe any action taken regarding this offender.

OAL determination: ☐ Yes ☐ No (FOR STUDENTS WITH DISABILITIES ONLY: See the User Manual for a definition of OAL.)

Disciplinary action taken: ☐ None ☐ Expulsion ☐ Removal to alternative education ☐ In-school suspension ☐ Out-of school suspension ☐ Other

Days suspended or removed: _____

If removed to alternative education program: ☐ Homebound instruction ☐ In-district alternative program/school ☐ Other in-district setting
☐ Out-of-district alternative program/school ☐ Other out-of-district setting ☐ County alternative education program

Individualized Education Program Services Received: ☐ Yes ☐ No (FOR STUDENTS WITH DISABILITIES ONLY)

For district students only. Check the categories that describe the offender.

OFFENDER GENDER

- ☐ Male
☐ Female

OFFENDER RACE/ETHNICITY

- ☐ American Indian
☐ Asian or Pacific Islander
☐ Black or African-American
☐ Hispanic or Latino
☐ White (Not Hispanic)

LEP: ☐ Check if "Yes."

Section 504: ☐ Check if "Yes."

SPECIAL EDUCATION ELIGIBILITY CRITERIA

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Hearing impairments | <input type="checkbox"/> Other health impairments | <input type="checkbox"/> Speech language impairments |
| <input type="checkbox"/> Deaf-blindness | <input type="checkbox"/> Multiple disabilities | <input type="checkbox"/> Orthopedic Impairments | <input type="checkbox"/> Traumatic brain injury |
| <input type="checkbox"/> Emotional disturbance | <input type="checkbox"/> Mental retardation | <input type="checkbox"/> Specific learning disabilities | <input type="checkbox"/> Visual impairments |

Check the type of incident involving this offender:

- ☐ Violence ☐ Vandalism ☐ Weapon ☐ Substance Abuse

VV-SA, VICTIM INFORMATION, 2002-2003

Please complete the following information for EACH victim involved in the incident.

VICTIM TYPE

☐ Regular student ☐ School personnel
☐ Student with disabilities ☐ Non-student
☐ Student from another district

STUDENT ID NUMBER: _____
(DISTRICT STUDENTS ONLY)

STUDENT NAME: _____
(DISTRICT STUDENTS ONLY)

System-Assigned Incident Number _____
--

For district students only. Check the categories that describe the victim.

VICTIM GENDER

☐ Male
☐ Female

VICTIM RACE/ETHNICITY

☐ American Indian
☐ Asian or Pacific Islander
☐ Black or African-American
☐ Hispanic or Latino
☐ White (Not Hispanic)

LEP: ☐ Check if "Yes."

Section 504: ☐ Check if "Yes."

SPECIAL EDUCATION ELIGIBILITY CRITERIA

<input type="checkbox"/> Autism	<input type="checkbox"/> Hearing impairments	<input type="checkbox"/> Other health impairments	<input type="checkbox"/> Speech language impairments
<input type="checkbox"/> Deaf-blindness	<input type="checkbox"/> Multiple disabilities	<input type="checkbox"/> Orthopedic Impairments	<input type="checkbox"/> Traumatic brain injury
<input type="checkbox"/> Emotional disturbance	<input type="checkbox"/> Mental retardation	<input type="checkbox"/> Specific learning disabilities	<input type="checkbox"/> Visual impairments

Appendix C: Weapons and Substance Detail

	2001-2002		2002-2003	
Weapons				
Handgun	11	0.8%	9	0.6%
Rifle	1	0.1%	0	0.0%
Air Gun	31	2.2%	72	4.6%
Imitation Gun	70	4.9%	91	5.9%
Bomb - Exploded	1	0.1%	0	0.0%
Bomb - Unexploded	1	0.1%	1	0.1%
Knife	924	64.1%	1,049	67.6%
Pin	15	1.0%	8	0.5%
Chain	10	0.7%	5	0.3%
Mace	23	1.6%	12	0.8%
Other	354	24.6%	304	19.6%
Total Weapons (duplicated*)	1,441	100.0%	1,551	100.0%
Substances				
Alcohol	462	15.5%	540	18.7%
Marijuana	2,018	67.5%	1883	65.3%
Amphetamines	55	1.8%	39	1.4%
Crack	3	0.1%	4	0.1%
Cocaine	62	2.1%	66	2.3%
Hallucinogens	24	0.8%	24	0.8%
Narcotics	77	2.6%	44	1.5%
Depressants	44	1.5%	31	1.1%
Steroids	3	0.1%	4	0.1%
Prescription Drugs	111	3.7%	131	4.5%
Inhalants	18	0.6%	5	0.2%
Drug Paraphernalia	113	3.8%	112	3.9%
Total Substances (duplicated*)	2,990	100.0%	2883	100.0%

* More than one type of weapon or substance may be associated with an incident.

Appendix D: District Totals, by County

Types of Violence, Vandalism, Weapons Offenses, and Substance Abuse

Violence

Simple Assault
Aggravated Assault
Fight
Gang Fight
Robbery
Extortion
Sex Offense
Threat

Vandalism

Arson
Bomb Threat or Fake Bomb
Burglary
Damage to Property
Fireworks Offense
Theft
Trespassing

Weapons

Firearm

Possession of, assault with, or sale/
distribution of a handgun or rifle.
Bomb Offense (exploded/did not explode)

Substance Abuse

Use

Possession
Sale or Distribution

Other Weapon

Possession of, assault with, or sale/
distribution of weapon other than a firearm

Total

Unduplicated Count of Incidents. May not sum to total of the four categories.

S:\Violence & Vandalism\Report_03\Working Docs\VV_02_03 ver2.3.2.doc

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
ATLANTIC							
	ABSECON CITY	985	12	0	0	1	13
	ATLANTIC CITY	7,078	263	45	34	18	359
	ATLANTIC CO VOCATIONAL	486	7	2	3	8	20
	ATLANTIC CO SPECIAL SERV	527	82	16	3	3	104
	BRIGANTINE CITY	1,282	7	2	2	0	11
	BUENA REGIONAL	2,547	75	18	1	12	106
	EGG HARBOR CITY	589	0	0	0	0	0
	EGG HARBOR TWP	6,241	83	6	4	18	109
	ESTELL MANOR CITY	219	2	1	0	0	3
	FOLSOM BORO	321	15	3	1	0	19
	GALLOWAY TWP	3,975	13	6	1	2	22
	GREATER EGG HARBOR REG	3,393	85	19	5	22	131
	HAMILTON TWP	2,861	17	0	4	6	27
	HAMMONTON TOWN	3,132	53	15	7	6	80
	LINWOOD CITY	1,008	3	4	0	1	8
	MAINLAND REGIONAL	1,576	27	37	4	48	113
	MARGATE CITY	590	0	0	0	0	0
	MULLICA TWP	838	7	2	1	0	10
	NORTHFIELD CITY	1,099	25	3	0	0	28
	PLEASANTVILLE CITY	3,594	112	10	17	12	151
	PORT REPUBLIC CITY	132	0	0	0	0	0
	SOMERS POINT CITY	1,632	32	3	4	3	42
	VENTNOR CITY	1,160	3	1	0	0	4
	WEYMOUTH TWP	250	0	0	0	0	0
	Learning Center CS	78	8	1	0	0	8
	Galloway Community CS	152	0	0	0	0	0
	Oceanside CS	301	8	0	2	0	9
	PleasantTech Academy CS	282	0	0	0	0	0
	Pleasantville CS for Ac.	329	0	0	0	0	0
County Totals		46,655	939	194	93	160	1,377
BERGEN							
	ALLENDALE BORO	1,102	3	8	0	0	11
	ALPINE BORO	136	0	4	0	1	5
	BERGEN CO SPECIAL SERVICE	984	0	0	0	0	0
	BERGEN COUNTY VOCATIONAL	2,113	45	7	4	6	62
	BERGENFIELD BORO	3,828	15	9	1	15	40
	BOGOTA BORO	1,186	11	1	2	2	15
	CARLSTADT BORO	509	11	7	0	0	18
	CARLSTADT-EAST RUTHERFORD	509	8	0	0	1	9
	CLIFFSIDE PARK BORO	2,680	2	0	0	3	5
	CLOSTER BORO	1,202	2	1	0	0	3
	CRESSKILL BORO	1,406	0	0	0	1	1
	DEMAREST BORO	719	7	2	0	0	9
	DUMONT BORO	2,687	2	1	0	12	15
	EAST RUTHERFORD BORO	764	3	1	1	0	4
	EDGEWATER BORO	363	10	0	0	0	10
	ELMWOOD PARK	2,015	50	10	1	5	66
	EMERSON BORO	1,089	0	8	1	0	9
	ENGLEWOOD CITY	2,725	183	7	5	13	207
	ENGLEWOOD CLIFFS BORO	437	1	0	0	0	1
	FAIR LAWN BORO	4,701	0	9	0	0	9
	FAIRVIEW BORO	1,044	2	1	1	0	3
	FORT LEE BORO	3,451	17	5	0	6	28
	FRANKLIN LAKES BORO	1,425	0	1	0	0	1
	GARFIELD CITY	4,200	16	2	9	2	28
	GLEN ROCK BORO	2,338	9	0	1	0	10
	HACKENSACK CITY	5,023	10	1	3	19	32
	HARRINGTON PARK BORO	627	8	0	0	0	8
	HASBROUCK HEIGHTS BORO	1,562	16	10	1	0	27
	HAWORTH BORO	491	0	0	0	0	0
	HILLSDALE BORO	1,303	5	2	0	0	7

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
	HO HO KUS BORO	597	0	0	0	0	0
	LEONIA BORO	1,699	5	2	5	4	14
	LITTLE FERRY BORO	970	1	1	0	0	2
	LODI BOROUGH	3,077	35	7	0	0	42
	LYNDHURST TWP	2,098	5	2	5	3	15
	MAHWAH TWP	3,245	31	44	2	4	81
	MAYWOOD BORO	847	0	3	0	0	3
	MIDLAND PARK BORO	1,075	1	10	0	0	10
	MONTVALE BORO	963	1	2	0	1	4
	MOONACHIE BORO	287	16	1	0	0	17
	NEW MILFORD BORO	1,910	22	27	3	9	61
	NORTH ARLINGTON BORO	1,511	27	0	2	8	37
	NORTHERN HIGHLANDS REG	1,136	4	0	0	6	10
	NORTHERN VALLEY REGIONAL	2,260	24	7	0	11	42
	NORTHVALE BORO	561	2	2	0	0	4
	NORWOOD BORO	659	4	1	1	0	5
	OAKLAND BORO	1,605	0	10	0	0	10
	OLD TAPPAN BORO	805	0	12	0	0	12
	ORADELL BORO	706	0	0	0	0	0
	PALISADES PARK	1,433	6	1	2	0	8
	PARAMUS BORO	4,184	70	69	2	1	142
	PARK RIDGE BORO	1,290	1	8	1	1	11
	PASCACK VALLEY REGIONAL	1,542	11	4	1	8	24
	RAMAPO-INDIAN HILL REG	2,035	13	4	0	3	20
	RAMSEY BORO	2,870	10	24	0	7	41
	RIDGEFIELD BORO	2,090	4	0	0	0	4
	RIDGEFIELD PARK TWP	1,865	13	0	1	10	24
	RIDGEWOOD VILLAGE	5,391	23	71	0	9	103
	RIVER DELL REGIONAL	1,396	0	19	0	0	19
	RIVER EDGE BORO	989	0	1	0	0	1
	RIVER VALE TWP	1,308	0	6	0	0	6
	ROCHELLE PARK TWP	523	0	1	0	0	1
	RUTHERFORD BORO	2,311	25	5	2	5	36
	SADDLE BROOK TWP	1,612	6	8	0	2	16
	SADDLE RIVER BORO	186	0	1	0	0	1
	SOUTH BERGEN JOINTURE COM	231	0	0	0	0	0
	SOUTH HACKENSACK TWP	242	1	0	0	0	1
	TEANECK TWP	4,464	25	33	10	22	89
	TENAFLY BORO	2,935	17	29	4	8	54
	UPPER SADDLE RIVER BORO	1,359	0	3	0	0	3
	WALDWICK BORO	1,516	12	3	1	0	16
	WALLINGTON BORO	1,147	6	2	0	0	8
	WESTWOOD REGIONAL	2,433	6	4	0	1	11
	WOOD RIDGE BORO	992	2	0	0	0	2
	WOODCLIFF LAKE BORO	870	0	0	0	0	0
	WYCKOFF TWP	2,422	7	13	0	0	20
	Englewood on the Palisade	154	4	0	0	0	4
	Teaneck Community CS	200	2	2	0	0	4
	County Totals	128,610	878	539	72	209	1,681
BURLINGTON							
	BASS RIVER TWP	152	0	0	0	0	0
	BEVERLY CITY	313	2	0	0	1	3
	BORDENTOWN REGIONAL	2,044	33	2	0	13	48
	BURLINGTON CITY	1,802	58	9	4	25	96
	BURLINGTON CO SPEC SERV	1,215	68	6	3	7	83
	BURLINGTON CO VOCATIONAL	1,726	69	23	5	20	115
	BURLINGTON TWP	3,845	35	4	4	2	45
	CHESTERFIELD TWP	267	0	0	0	0	0
	CINNAMINSON TWP	2,539	44	30	1	22	97
	DELANCO TWP	378	0	4	0	0	4
	DELRAN TWP	2,586	27	8	5	9	49
	EASTAMPTON TWP	813	14	1	0	0	15
	EDGEWATER PARK TWP	921	4	4	1	0	9

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
	EVESHAM TWP	5,415	1	8	0	4	13
	FLORENCE TWP	1,560	12	6	4	12	33
	HAINESPORT TWP	553	0	0	2	1	3
	LENAPE REGIONAL	6,793	46	9	3	39	95
	LUMBERTON TWP	1,654	10	0	0	0	10
	MANSFIELD TWP	635	2	1	0	0	3
	MAPLE SHADE TWP	2,133	30	2	3	3	38
	MEDFORD LAKES BORO	559	0	2	0	0	2
	MEDFORD TWP	2,965	2	0	0	0	2
	MOORESTOWN TWP	4,049	13	19	4	11	45
	MOUNT HOLLY TWP	1,156	2	5	0	0	7
	MOUNT LAUREL TWP	4,522	5	3	2	0	10
	NEW HANOVER TWP	166	0	0	0	0	0
	NORTH HANOVER TWP	1,428	0	2	0	0	2
	NORTHERN BURLINGTON REG	1,854	54	21	2	22	99
	PALMYRA BORO	1,125	13	6	2	10	31
	PEMBERTON BOROUGH	103	4	3	0	0	7
	PEMBERTON TWP	5,827	23	6	5	8	42
	RANOCAS VALLEY REGIONAL	2,150	69	30	6	27	131
	RIVERSIDE TWP	1,380	0	0	2	2	4
	RIVERTON	251	0	1	0	0	1
	SHAMONG TWP	842	1	3	0	0	4
	SOUTHAMPTON TWP	877	28	0	1	0	29
	SPRINGFIELD TWP	325	0	1	0	0	1
	TABERNACLE TWP	953	2	2	0	1	5
	WASHINGTON TWP	103	1	0	0	0	1
	WESTAMPTON	997	14	3	3	2	22
	WILLINGBORO TWP	5,305	44	26	0	0	70
	WOODLAND TWP	148	0	0	0	0	0
	County Totals	74,428	730	250	62	241	1,274
CAMDEN							
	AUDUBON BORO	1,741	33	4	1	4	42
	BARRINGTON BORO	608	12	7	0	0	19
	BELLMAWR BORO	1,001	3	5	0	0	8
	BERLIN BORO	768	7	0	1	0	8
	BERLIN TWP	742	0	0	0	0	0
	BLACK HORSE PIKE REGIONAL	3,888	54	17	6	20	96
	BROOKLAWN BORO	273	0	0	0	0	0
	CAMDEN CITY	17,266	976	134	52	22	1,173
	CAMDEN COUNTY VOCATIONAL	1,992	61	12	11	11	94
	CHERRY HILL TWP	11,364	52	28	8	18	105
	CHESILHURST	144	0	0	0	0	0
	CLEMENTON BORO	598	1	4	0	0	5
	COLLINGSWOOD BORO	2,068	20	5	2	7	33
	EASTERN CAMDEN COUNTY REG	2,195	19	9	2	13	43
	GIBBSBORO BORO	293	4	1	0	0	5
	GLOUCESTER CITY	2,176	5	0	0	14	19
	GLOUCESTER TWP	7,988	59	5	9	7	79
	HADDON HEIGHTS BORO	1,302	2	0	0	0	2
	HADDON TWP	2,242	15	24	1	6	46
	HADDONFIELD BORO	2,282	8	1	0	3	12
	LAUREL SPRINGS BORO	167	0	3	0	0	3
	LAWNSIDE BORO	276	0	0	1	0	1
	LINDENWOLD BORO	2,478	32	25	4	3	62
	MAGNOLIA BORO	446	0	0	0	0	0
	MERCHANTVILLE BORO	351	1	2	0	0	3
	MOUNT EPHRAIM BORO	433	0	0	0	0	0
	OAKLYN BORO	500	6	0	0	0	6
	PENNSAUKEN TWP	6,124	66	22	22	14	117
	PINE HILL BORO	2,221	40	9	0	9	58
	RUNNEMEDE BORO	789	6	5	1	0	12
	SOMERDALE BORO	492	1	0	0	0	1
	STERLING HIGH SCHOOL DIST	969	28	4	1	12	45

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
	STRATFORD BORO	885	9	1	1	0	10
	VOORHEES TWP	3,586	13	7	0	0	20
	WATERFORD TWP	913	5	4	0	0	9
	WINSLOW TWP	6,312	144	23	15	9	189
	WOODLYNNE BORO	472	20	0	1	0	21
	Camden Academy Charter HS	205	0	1	0	1	2
	Camden's Promise CS	261	2	0	0	0	2
	LEAP Academy University C	569	0	0	0	0	0
	County Totals	89,380	1,704	362	139	173	2,350
CAPE MAY							
	AVALON BORO	95	1	2	0	0	3
	CAPE MAY CITY	205	1	1	0	0	1
	CAPE MAY CO SPECIAL SERV	296	56	15	3	15	86
	CAPE MAY CO VOCATIONAL	545	20	0	0	3	23
	DENNIS TWP	824	3	1	0	1	5
	LOWER CAPE MAY REGIONAL	1,786	34	1	0	13	48
	LOWER TWP	1,957	12	2	1	2	17
	MIDDLE TWP	2,960	38	4	4	40	84
	NORTH WILDWOOD CITY	395	7	0	0	1	8
	OCEAN CITY	2,170	59	25	2	13	98
	SEA ISLE CITY	154	2	1	0	0	3
	STONE HARBOR BORO	83	0	0	0	0	0
	UPPER TWP	1,793	3	3	0	0	5
	WEST CAPE MAY BORO	86	0	0	0	0	0
	WILDWOOD CITY	920	48	4	1	0	53
	WILDWOOD CREST BORO	350	0	0	0	0	0
	WOODBINE BORO	265	0	0	0	0	0
	chARTer~TECH HIGH SCHOOL	247	22	0	4	0	25
	County Totals	15,129	306	59	15	88	459
CUMBERLAND							
	BRIDGETON CITY	4,221	63	1	4	2	70
	COMMERCIAL TWP	718	1	0	2	2	5
	CUMBERLAND CO VOCATIONAL	280	15	8	1	2	26
	CUMBERLAND REGIONAL	1,218	44	0	4	9	57
	DEERFIELD TWP	394	15	0	0	0	15
	DOWNE TWP	228	0	2	0	0	2
	FAIRFIELD TWP	594	1	0	1	0	1
	GREENWICH TWP	102	0	0	0	0	0
	HOPEWELL TWP	570	9	0	0	1	10
	LAWRENCE TWP	442	23	3	1	0	27
	MAURICE RIVER TWP	427	3	1	2	4	9
	MILLVILLE CITY	6,019	171	28	28	13	237
	SHILOH BORO	69	0	2	0	0	2
	STOW CREEK TWP	144	1	0	0	0	1
	UPPER DEERFIELD TWP	894	2	1	0	1	4
	VINELAND CITY	9,484	326	67	24	41	452
	County Totals	25,802	674	113	67	75	918
ESSEX							
	BELLEVILLE TOWN	4541	32	3	1	4	40
	BLOOMFIELD TWP	6020	33	12	12	6	63
	CALDWELL-WEST CALDWELL	2574	20	2	2	4	27
	CEDAR GROVE TWP	1425	23	5	0	3	31
	EAST ORANGE	11757	108	42	12	4	162
	ESSEX CO ED SERV COMM	135	1	0	1	1	3
	ESSEX CO VOC-TECH	2066	25	29	10	0	63
	ESSEX FELS BORO	262	0	1	0	0	1
	FAIRFIELD TWP	713	0	1	0	0	1
	GLEN RIDGE BORO	1756	3	3	1	4	11
	IRVINGTON TOWNSHIP	8104	11	7	6	0	24
	LIVINGSTON TWP	5002	7	13	0	12	32
	MILLBURN TWP	4186	35	26	1	1	62
	MONTCLAIR TOWN	6359	11	10	10	3	34
	NEWARK CITY	42395	180	116	88	15	391

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
	NORTH CALDWELL BORO	602	0	1	0	0	1
	NUTLEY TOWN	4217	0	22	3	4	28
	CITY OF ORANGE TWP	4669	43	8	26	10	82
	ROSELAND BORO	431	0	1	0	0	1
	SOUTH ORANGE-MAPLEWOOD	6358	37	26	7	9	75
	VERONA BORO	2008	1	18	0	0	19
	WEST ESSEX REGIONAL	1398	15	9	1	3	28
	WEST ORANGE TOWN	6274	40	13	11	10	73
	Discovery CS	75	0	0	0	0	0
	East Orange Community CS	500	0	0	0	0	0
	Gray CS	228	0	0	0	0	0
	Lady Liberty Academy CS	368	19	2	0	2	23
	Marion P. Thomas CS	217	0	2	0	0	2
	Newark CS	110	0	0	0	0	0
	New Horizons Comm. CS	490	0	0	0	0	0
	North Star Acad. CS of Ne	239	0	0	0	0	0
	TEAM Academy Charter Scho	73	0	0	0	0	0
	Robert Treat Academy CS	350	0	0	0	0	0
	Maria L. Varisco-Rogers C	48	0	0	0	0	0
	County Totals	125,946	644	372	192	95	1,277
GLOUCESTER							
	CLAYTON BORO	1259	82	2	4	3	91
	CLEARVIEW REGIONAL	2011	43	2	0	7	52
	DEPTFORD TWP	4125	33	3	0	10	46
	EAST GREENWICH TWP	590	0	0	0	0	0
	ELK TWP	379	0	0	0	0	0
	FRANKLIN TWP	1421	3	2	2	1	8
	GATEWAY REGIONAL	1065	27	9	0	7	41
	GLASSBORO	2472	18	14	2	8	42
	GLOUCESTER CO SPEC SERV	551	26	4	0	9	38
	GLOUCESTER CO VOCATIONAL	658	1	1	0	4	6
	GREENWICH TWP	501	6	5	0	0	11
	HARRISON TWP	1254	1	1	0	0	2
	KINGSWAY REGIONAL	1637	42	5	1	8	56
	LOGAN TWP	993	3	8	0	2	13
	MANTUA TWP	1421	0	7	0	0	7
	MONROE TWP	5106	85	14	2	17	118
	NATIONAL PARK BORO	281	1	1	0	0	2
	PAULSBORO BORO	1508	3	27	2	0	32
	PITMAN BORO	1650	14	4	1	7	26
	SOUTH HARRISON TWP	245	0	0	0	0	0
	DELSEA REGIONAL H.S.DIST.	1867	15	5	6	6	32
	SWEDESBORO-WOOLWICH	892	2	0	0	0	2
	WASHINGTON TWP	9727	111	35	7	22	174
	WENONAH BORO	201	0	0	0	0	0
	WEST DEPTFORD TWP	3078	30	25	3	14	71
	WESTVILLE BORO	398	5	10	3	0	16
	WOODBURY CITY	1517	38	5	2	0	45
	WOODBURY HEIGHTS BORO	268	0	5	0	0	5
	County Totals	47,072	589	194	35	125	936
HUDSON							
	BAYONNE CITY	8426	7	12	4	6	29
	EAST NEWARK BORO	244	1	0	0	0	1
	GUTTENBERG TOWN	926	7	3	1	0	10
	HARRISON TOWN	1937	7	0	2	0	8
	HOBOKEN CITY	2121	46	7	4	2	59
	HUDSON COUNTY VOCATIONAL	1309	1	4	0	1	6
	JERSEY CITY	31250	189	14	73	7	278
	KEARNY TOWN	5343	54	4	5	18	81
	NORTH BERGEN TWP	7417	46	4	3	15	67
	SECAUCUS TOWN	1778	12	8	2	2	23
	UNION CITY	10023	287	40	24	45	396
	WEEHAWKEN TWP	1222	2	1	0	0	3

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
	WEST NEW YORK TOWN	6589	12	43	0	3	57
	C.R.E.A.T.E. CS	147	5	2	1	2	9
	Liberty Academy CS	420	55	2	0	1	58
	Elysian CS of Hoboken	240	0	0	0	0	0
	Gateway CS	150	31	0	0	0	31
	Hoboken CS	254	5	1	2	2	10
	Jersey City Comm. CS	297	0	0	0	0	0
	Jersey City Golden Door	487	19	0	3	0	21
	Learning Community CS	262	5	0	0	0	5
	Schomburg CS	434	69	1	1	0	71
	Soaring Heights CS	157	19	0	0	0	19
	University Academy CS	126	2	3	0	0	5
	County Totals	81,556	881	149	125	104	1,247
	HUNTERDON						
	ALEXANDRIA TWP	659	0	0	0	0	0
	BETHLEHEM TWP	596	0	0	0	0	0
	BLOOMSBURY BORO	139	0	0	0	0	0
	CALIFON BORO	145	0	0	0	0	0
	CLINTON TOWN	571	3	0	0	0	3
	CLINTON TWP	1781	3	1	0	1	5
	DELAWARE TWP	534	1	1	0	0	2
	DELAWARE VALLEY REGIONAL	837	2	1	1	6	10
	EAST AMWELL TWP	480	3	1	0	0	4
	FLEMINGTON-RARITAN REG	3498	23	8	1	0	32
	FRANKLIN TWP	383	13	0	0	0	13
	FRENCHTOWN BORO	129	0	0	0	0	0
	HAMPTON BORO	175	0	0	0	0	0
	HIGH BRIDGE BORO	465	0	4	1	0	5
	HOLLAND TWP	677	0	0	0	0	0
	HUNTERDON CENTRAL REG	2570	20	11	1	18	50
	HUNTERDON CO ED SER COMM	259	3	0	0	2	5
	HUNTERDON CO VOCATIONAL	252	0	0	1	0	1
	KINGWOOD TWP	455	2	0	0	0	2
	LAMBERTVILLE CITY	181	0	0	0	0	0
	LEBANON BORO	79	0	0	0	0	0
	LEBANON TWP	872	4	7	0	0	11
	MILFORD BORO	127	0	0	0	0	0
	N HUNT/VOORHEES REGIONAL	2507	5	8	1	27	41
	READINGTON TWP	2183	10	11	0	0	21
	SOUTH HUNTERDON REGIONAL	339	0	0	0	2	2
	STOCKTON BORO	64	0	0	0	0	0
	TEWKSBURY TWP	736	1	0	0	0	1
	UNION TWP	638	0	0	0	0	0
	WEST AMWELL TWP	198	0	0	0	0	0
	County Totals	22,529	93	53	6	56	208
	MERCER						
	EAST WINDSOR REGIONAL	4680	47	14	7	29	97
	EWING TWP	3778	86	12	15	20	133
	HAMILTON TWP	13096	36	17	13	48	111
	HOPEWELL VALLEY REGIONAL	3787	45	7	1	11	64
	LAWRENCE TWP	4086	102	15	8	15	135
	MERCER CO SPECIAL SERVICE	880	30	1	6	2	39
	MERCER COUNTY VOCATIONAL	429	10	3	3	3	18
	PRINCETON REGIONAL	3310	35	22	4	14	75
	TRENTON CITY	13231	823	104	73	8	990
	WASHINGTON TWP	1415	8	0	3	0	9
	W WINDSOR-PLAINSBORO REG	8764	42	15	2	18	77
	Emily Fisher CS of Adv. S	205	4	1	0	0	5
	Granville CS	1189	90	8	4	2	101
	International CS of Trent	82	2	0	0	0	2
	Pace CS of Hamilton	123	0	0	0	0	0
	Princeton CS	239	0	0	0	0	0
	Trenton Community CS	380	0	0	0	0	0

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
	Village CS	253	0	0	0	0	0
	County Totals	59,924	1,360	219	139	170	1,856
MIDDLESEX							
	CARTERET BORO	3765	1	19	4	1	24
	CRANBURY TWP	571	0	1	0	0	1
	DUNELLEN BORO	1099	7	3	1	3	14
	EAST BRUNSWICK TWP	8813	58	4	4	27	90
	EDISON TWP	12920	135	21	7	15	177
	HIGHLAND PARK BORO	1602	16	1	0	4	21
	JAMESBURG BORO	633	12	0	0	0	12
	METUCHEN BORO	1824	11	1	0	1	13
	MIDDLESEX BORO	2102	8	0	1	1	10
	MIDDLESEX CO ED SER COMM	772	23	0	0	1	24
	MIDDLESEX CO VOCATIONAL	1913	22	7	4	11	44
	MILLTOWN BORO	706	0	3	0	0	3
	MONROE TWP	3757	26	3	0	7	35
	NEW BRUNSWICK CITY	6100	42	16	6	4	68
	NORTH BRUNSWICK TWP	5274	59	5	6	13	83
	OLD BRIDGE TWP	9933	73	50	2	14	139
	PERTH AMBOY CITY	9345	50	12	16	18	94
	PISCATAWAY TWP	6749	99	14	8	5	126
	SAYREVILLE BORO	5576	61	14	13	10	98
	SOUTH AMBOY CITY	1173	12	8	0	1	21
	SOUTH BRUNSWICK TWP	8151	24	10	5	6	45
	SOUTH PLAINFIELD BORO	3791	60	52	3	5	120
	SOUTH RIVER BORO	2226	38	8	7	3	56
	SPOTSWOOD BORO	1684	39	13	1	2	54
	WOODBIDGE TWP	13147	48	27	12	28	111
	Greater Brunswick CS	155	0	0	0	0	0
	County Totals	113,776	924	292	100	180	1,483
MONMOUTH							
	ASBURY PARK CITY	3028	33	21	15	2	68
	ATLANTIC HIGHLANDS BORO	295	0	0	0	0	0
	AVON BORO	120	0	0	0	0	0
	BAYSHORE JOINTURE COMM	28	0	0	0	0	0
	BELMAR BORO	547	0	2	0	0	2
	BRADLEY BEACH BORO	329	0	0	0	0	0
	BRIELLE BORO	630	1	0	0	0	1
	COLTS NECK TWP	1501	14	2	0	0	16
	DEAL BORO	126	0	0	0	0	0
	EATONTOWN BORO	1311	8	2	0	0	10
	FAIR HAVEN BORO	1005	3	2	1	0	6
	FARMINGDALE BORO	159	0	0	0	0	0
	FREEHOLD BORO	1356	11	3	2	2	18
	FREEHOLD REGIONAL	10154	95	75	14	109	292
	FREEHOLD TWP	4443	1	3	0	0	4
	HAZLET TWP	3439	39	34	4	6	83
	HENRY HUDSON REGIONAL	459	6	1	1	7	13
	HIGHLANDS BORO	242	1	3	1	0	5
	HOLMDEL TWP	3510	3	2	0	1	6
	HOWELL TWP	7424	30	13	2	3	48
	KEANSBURG BORO	2064	50	6	3	3	62
	KEYPORT BORO	1179	31	6	0	2	39
	LITTLE SILVER BORO	836	0	3	0	1	4
	LONG BRANCH CITY	4967	12	9	4	4	29
	MANALAPAN-ENGLISHTOWN REC	5568	4	1	0	0	5
	MANASQUAN BORO	1730	12	2	0	18	32
	MARLBORO TWP	5825	0	3	1	0	4
	MATAWAN-ABERDEEN REGIONAL	3882	34	7	2	10	52
	MIDDLETOWN TWP	10285	141	25	4	25	190
	MILLSTONE TWP	1650	0	2	0	0	2
	MONMOUTH BEACH BORO	303	6	0	0	0	6
	MONMOUTH-OCEAN ED SER COM	129	45	9	2	13	65

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
	MONMOUTH CO VOCATIONAL	1784	4	2	3	5	14
	MONMOUTH REGIONAL	1113	14	0	1	7	21
	NEPTUNE CITY	440	3	0	0	0	3
	NEPTUNE TWP	4208	8	16	8	1	33
	OCEAN TWP	4458	35	10	6	10	53
	OCEANPORT BORO	805	6	0	0	0	6
	RED BANK BORO	715	1	2	2	3	7
	RED BANK REGIONAL	1188	39	3	3	7	51
	ROOSEVELT BORO	112	0	1	0	0	1
	RUMSON BORO	1015	0	10	0	0	10
	RUMSON-FAIR HAVEN REG	759	1	9	1	7	18
	SEA GIRT BORO	188	0	0	0	0	0
	SHORE REGIONAL	696	16	0	1	5	22
	SHREWSBURY BORO	544	0	0	0	0	0
	SPRING LAKE BORO	291	0	0	0	0	0
	SPRING LAKE HEIGHTS BORO	390	1	1	0	0	2
	TINTON FALLS	1760	9	0	0	0	9
	UNION BEACH	925	17	2	1	0	20
	UPPER FREEHOLD REGIONAL	1818	11	8	0	2	21
	WALL TWP	4228	47	7	5	10	69
	WEST LONG BRANCH BORO	777	0	0	0	0	0
	Academy Charter High Scho	194	5	0	2	0	6
	Hope Academy CS	119	0	2	0	0	2
	The Red Bank CS	162	0	2	0	0	2
	County Totals	107,207	797	311	89	263	1,432
MORRIS							
	BOONTON TOWN	1297	25	5	5	5	39
	BOONTON TWP	548	0	0	0	0	0
	BUTLER BORO	1170	38	0	1	0	39
	SCH DIST OF THE CHATHAMS	2991	2	7	0	4	13
	CHESTER TWP	1228	4	2	0	0	6
	DENVILLE TWP	1821	9	4	1	0	12
	DOVER TOWN	2912	82	6	6	1	95
	EAST HANOVER TWP	1096	18	6	2	0	26
	FLORHAM PARK BORO	921	1	2	0	0	3
	HANOVER PARK REGIONAL	1345	12	5	0	8	25
	HANOVER TWP	1370	21	7	1	0	29
	HARDING TOWNSHIP	329	0	3	0	0	3
	JEFFERSON TWP	3533	31	21	2	5	57
	KINNELON BORO	2056	1	4	0	0	5
	LINCOLN PARK BORO	963	1	0	0	0	1
	MADISON BORO	2147	15	1	0	3	19
	MENDHAM BORO	640	1	1	0	0	2
	MENDHAM TWP	887	1	1	0	0	2
	MINE HILL TWP	396	0	1	1	0	2
	MONTVILLE TWP	3811	9	7	1	5	21
	EDUC SERV COMM MORRIS CO	143	0	0	0	0	0
	MORRIS COUNTY VOCATIONAL	391	5	1	1	0	6
	MORRIS HILLS REGIONAL	2433	29	4	4	23	59
	MORRIS PLAINS BORO	561	0	1	0	0	1
	MORRIS SCHOOL DISTRICT	4618	33	24	12	6	75
	MOUNT ARLINGTON BORO	456	5	2	0	0	7
	MOUNT OLIVE TWP	4588	19	4	4	2	29
	MOUNTAIN LAKES BORO	1665	4	9	0	7	20
	NETCONG BORO	297	0	0	0	0	0
	PARSIPPANY-TROY HILLS TWP	6734	24	31	1	8	64
	LONG HILL TWP	1073	0	4	1	0	5
	PEQUANNOCK TWP	2454	3	3	0	3	9
	RANDOLPH TWP	5444	2	11	1	3	17
	RIVERDALE BORO	273	1	3	0	0	4
	ROCKAWAY BORO	590	0	1	0	0	1
	ROCKAWAY TWP	2873	13	6	3	0	18
	ROXBURY TWP	4528	27	5	2	11	44

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
	WASHINGTON TWP	2845	1	2	2	0	4
	WEST MORRIS REGIONAL	2301	2	4	0	8	14
	WHARTON BORO	846	4	1	2	0	6
	Unity CS	96	0	0	0	0	0
	County Totals	76,667	443	199	53	102	782
OCEAN							
	BARNEGAT TWP	2245	2	0	0	4	6
	BAY HEAD BORO	97	1	4	1	0	5
	BEACH HAVEN BORO	86	0	0	0	0	0
	BERKELEY TWP	1903	0	0	0	0	0
	BRICK TWP	11391	113	33	10	28	184
	CENTRAL REGIONAL	2347	9	4	4	8	25
	EAGLESWOOD TWP	158	1	0	0	0	1
	ISLAND HEIGHTS BORO	113	0	0	0	0	0
	JACKSON TWP	9037	73	52	12	18	154
	LACEY TWP	5006	36	20	0	21	77
	LAKEHURST BORO	467	4	1	1	0	6
	LAKEWOOD TWP	5267	47	13	17	16	89
	LAVALLETTE BORO	161	1	0	0	0	1
	LITTLE EGG HARBOR TWP	1717	31	6	0	0	37
	LONG BEACH ISLAND	332	1	0	0	0	1
	MANCHESTER TWP	3295	26	3	1	3	33
	OCEAN COUNTY VOCATIONAL	990	11	12	1	0	24
	OCEAN GATE BORO	196	3	3	0	0	6
	OCEAN TWP	625	13	2	2	0	17
	PINELANDS REGIONAL	1849	96	9	2	22	129
	PLUMSTED TWP	1645	17	0	0	1	18
	POINT PLEASANT BORO	3155	28	7	1	9	45
	POINT PLEASANT BEACH BORO	914	9	2	0	1	12
	SEASIDE HEIGHTS BORO	311	9	3	1	0	13
	SEASIDE PARK BORO	121	0	0	0	0	0
	SOUTHERN REGIONAL	4609	60	24	4	9	97
	STAFFORD TWP	2368	3	0	0	0	3
	TOMS RIVER REGIONAL	18120	267	23	10	48	346
	TUCKERTON BORO	336	0	1	0	0	1
	County Totals	78,857	861	222	67	188	1,330
PASSAIC							
	BLOOMINGDALE BORO	690	1	5	1	0	7
	CLIFTON CITY	10282	24	24	9	3	60
	HALEDON BORO	991	32	1	2	2	37
	HAWTHORNE BORO	2295	2	6	1	9	18
	LAKELAND REGIONAL	1065	8	6	0	4	18
	LITTLE FALLS TWP	875	0	0	0	0	0
	NORTH HALEDON BORO	571	1	0	0	0	1
	PASSAIC CITY	11267	100	45	29	42	208
	PASSAIC CO ED SERV COMM	300	7	1	0	1	9
	PASSAIC CO MANCHESTER REG	777	29	0	1	2	32
	PASSAIC VALLEY REGIONAL	1073	26	44	0	1	71
	PASSAIC COUNTY VOCATIONAL	2015	44	9	3	6	62
	PATERSON CITY	26193	179	31	32	118	350
	POMPTON LAKES BORO	1868	8	3	0	5	16
	PROSPECT PARK BORO	748	7	1	0	1	9
	RINGWOOD BORO	1465	64	10	4	1	79
	TOTOWA BORO	941	2	1	2	0	3
	WANAQUE BORO	1039	1	3	1	0	5
	WAYNE TWP	8613	97	59	5	45	203
	WEST MILFORD TWP	4695	21	12	1	7	40
	WEST PATERSON BORO	903	3	1	0	0	4
	Classical Academy CS of C	97	0	0	0	0	0
	Paterson CS for Urban Lea	304	0	0	0	0	0
	County Totals	79,064	656	262	91	247	1,232

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
SALEM							
	ALLOWAY TWP	475	2	1	0	0	3
	ELMER BORO	131	0	2	0	0	2
	ELSINBORO TWP	126	1	0	0	0	1
	LOWER ALLOWAYS CREEK	226	1	0	0	0	1
	MANNINGTON TWP	183	0	0	0	0	0
	OLDMANS TWP	216	22	1	1	0	24
	PENNS GRV-CARNEY'S PT REG	2244	3	2	1	5	11
	PENNSVILLE	2025	8	18	1	9	35
	PITTSBGROVE TWP	1869	1	1	1	1	4
	QUINTON TWP	329	0	0	0	0	0
	SALEM CITY	1459	25	11	6	5	47
	SALEM CO SPECIAL SERVICE	82	5	2	1	0	7
	SALEM COUNTY VOCATIONAL	533	1	1	0	1	3
	UPPER PITTSBGROVE TWP	420	0	0	0	0	0
	WOODSTOWN-PIESGROVE REG	1620	39	13	0	5	57
	County Totals	11,937	108	52	11	26	195
SOMERSET							
	BEDMINSTER TWP	585	1	2	0	0	3
	BERNARDS TWP	4763	10	11	1	5	27
	BOUND BROOK BORO	1600	54	25	4	8	90
	BRANCHBURG TWP	1910	3	1	0	0	4
	BRIDGEWATER-RARITAN REG	8380	45	10	4	9	68
	FRANKLIN TWP	6294	40	6	5	6	57
	GREEN BROOK TWP	829	0	0	0	0	0
	HILLSBOROUGH TWP	7492	15	8	0	5	28
	MANVILLE BORO	1301	10	1	0	7	18
	MONTGOMERY TWP	4337	5	4	3	3	15
	NORTH PLAINFIELD BORO	3308	27	8	0	4	39
	SOMERSET CO ED SERV COMM	160	5	0	1	4	10
	SOMERSET CO VOCATIONAL	432	25	2	2	10	39
	SOMERSET HILLS REGIONAL	1766	0	0	0	0	0
	SOMERVILLE BORO	2163	13	3	3	10	29
	SOUTH BOUND BROOK	533	10	0	0	0	10
	WARREN TWP	2155	3	5	0	0	8
	WATCHUNG BORO	597	3	2	0	0	5
	WATCHUNG HILLS REGIONAL	1567	21	5	1	13	40
	Franklin CS	214	13	1	0	0	14
	County Totals	50,382	303	94	24	84	504
SUSSEX							
	ANDOVER REG	764	18	9	0	0	27
	BYRAM TWP	1161	1	1	0	0	2
	FRANKFORD TWP	744	2	0	0	0	2
	FRANKLIN BORO	575	2	0	0	1	3
	FREDON TWP	279	0	0	0	0	0
	GREEN TWP	500	3	0	0	0	3
	HAMBURG BORO	374	0	2	0	0	2
	HAMPTON TWP	469	2	0	0	0	2
	HARDYSTON TWP	778	3	0	0	0	3
	HIGH POINT REGIONAL	1227	31	0	2	11	43
	HOPATCONG	2773	27	7	1	6	41
	KITTATINNY REGIONAL	1299	13	0	0	1	14
	LAFAYETTE TWP	377	5	2	0	0	7
	LENAPE VALLEY REGIONAL	828	13	0	2	7	22
	MONTAGUE TWP	324	0	0	4	0	4
	NEWTON TOWN	1684	15	15	0	4	33
	OGDENSBURG BORO	396	3	0	0	0	3
	SANDYSTON-WALPACK TWP	175	0	0	0	0	0
	SPARTA TWP	3874	17	6	1	2	26
	STANHOPE BORO	433	0	0	0	0	0
	STILLWATER TWP	435	0	0	0	0	0
	SUSSEX-WANTAGE REGIONAL	1759	7	0	0	6	13
	SUSSEX CO ED SERV COMM	23	0	0	0	0	0

Co.	District	Enrollment	Violence	Vandalism	Weapons	Substances	Total
	SUSSEX COUNTY VOCATIONAL	762	21	7	2	6	35
	VERNON TWP	5452	20	8	4	3	35
	WALLKILL VALLEY REGIONAL	837	14	3	0	5	22
	Sussex County CS for Tech	85	8	2	0	0	10
	County Totals	28,385	225	62	16	52	352
UNION							
	BERKELEY HEIGHTS TWP	2740	10	37	2	2	50
	CLARK TWP	2471	4	6	0	1	10
	CRANFORD TWP	3413	3	2	0	1	6
	ELIZABETH CITY	21024	70	46	30	29	173
	GARWOOD BORO	383	2	0	0	0	2
	HILLSIDE TWP	3318	68	7	14	0	89
	KENILWORTH BORO	1230	20	1	2	2	23
	LINDEN CITY	6095	104	14	28	5	151
	MORRIS-UNION JOINTURE COM	291	0	0	0	0	0
	MOUNTAINSIDE BORO	663	13	2	0	0	15
	NEW PROVIDENCE BORO	2117	0	0	0	1	1
	PLAINFIELD CITY	7774	55	13	7	1	76
	RAHWAY CITY	3901	4	7	9	2	20
	ROSELLE BORO	2717	6	1	2	4	13
	ROSELLE PARK BORO	1973	9	6	1	2	17
	SCOTCH PLAINS-FANWOOD REG	4797	39	7	3	3	52
	SPRINGFIELD TWP	1994	13	7	4	9	31
	SUMMIT CITY	3355	13	21	0	0	34
	UNION CO ED SERV COMM	362	20	0	5	10	34
	UNION COUNTY VOCATIONAL	708	13	5	0	1	19
	UNION TWP	8060	146	9	11	1	166
	WESTFIELD TOWN	5650	12	7	0	4	23
	WINFIELD TWP	134	0	2	0	0	2
	Queen City Academy CS	177	0	0	0	0	0
	County Totals	85,343	624	200	118	78	1,007
WARREN							
	ALLAMUCHY TWP	359	0	0	0	0	0
	ALPHA BORO	268	0	0	1	0	1
	BELVIDERE TOWN	989	21	6	1	0	28
	BLAIRSTOWN TWP	755	0	1	0	0	1
	FRANKLIN TWP	357	0	0	0	0	0
	FRELINGHUYSEN TWP	214	0	0	0	0	0
	GREAT MEADOWS REGIONAL	1067	2	1	1	1	5
	GREENWICH TWP	901	0	0	0	0	0
	HACKETTSTOWN	1870	20	1	0	11	32
	HARMONY TWP	319	1	0	0	0	1
	HOPE TWP	186	1	1	0	0	2
	KNOWLTON TWP	364	0	0	0	0	0
	LOPATCONG TWP	834	0	0	1	0	1
	MANSFIELD TWP	746	3	0	0	0	3
	NORTH WARREN REGIONAL	996	18	1	1	11	30
	OXFORD TWP	356	15	6	0	0	21
	PHILLIPSBURG TOWN	3473	83	18	10	7	116
	POHATCONG TWP	389	0	0	0	0	0
	WARREN CO SPECIAL SERVICE	99	1	0	0	0	1
	WARREN COUNTY VOCATIONAL	307	1	0	2	4	7
	WARREN HILLS REGIONAL	2071	9	15	1	4	29
	WASHINGTON BORO	603	0	0	0	0	0
	WASHINGTON TWP	639	1	6	1	0	8
	WHITE TWP	444	0	0	0	0	0
	County Totals	18,605	176	56	19	38	286
	State Totals	1,367,249	13,915	4,254	1,533	2,754	22,186