Safe Schools Against Violence in Education Act

Report to the Governor and Legislature

December 2004

Safe Schools Against Violence in Education Act

Executive Summary

The Safe Schools Against Violence in Education (SAVE) Act was passed by the New York State Legislature and signed into law by Governor George E. Pataki on July 24, 2000, to address issues of school safety and violence prevention.

The New York State Board of Regents, in response to the legislation, amended the Regulations of the Commissioner of Education, Section 100.2 (gg) to provide specifications for the creation of a uniform violent incident reporting system. The Regulations, which were adopted by emergency action in April 2001 and made permanent in June 2001, were developed in consultation with the Division of Criminal Justice Services and with legislative and executive staff. They make use of definitions of crimes taken from the Penal Law and require schools to record information on violent and disruptive incidents beginning with the 2001-02 school year. Each school is required to complete and maintain a record on each reportable violent or disruptive incident. In addition, each school must provide a summary of these incidents on the Basic Educational Data System (BEDS) School Data Form the following school year.

The report provides data obtained from the BEDS forms submitted by the districts for the 2001-02 and 2002-03 school years. The report describes:

- the prevalence of violent and disruptive incidents on school grounds;
- the number and percentage of New York City and the Rest of the State schools reporting violent and disruptive incidents for the 2001-02 and 2002-03 school years;
- the school buildings and districts with the least and greatest incidence of violent and disruptive incidents for New York City and the Rest of the State for the 2001-02 and 2002-03 school years;
- the school buildings and districts with the greatest incidence of violent and disruptive incidents for 2001-02 with the least and most improvement in 2002-03; and,
- the effectiveness of school violence measures undertaken by school districts and the Department including information on the implementation of school codes of conduct and safety plans required by the law.

The report also identifies the limitations of the use of this data. Caveats caution about using this information for comparative purposes. Executive and legislative support is requested in implementing recommendations that will make the data more valid and relevant. Unless and until districts have the same understanding of terms and use similar standards regarding the level of seriousness of reported incidents, limits will exist regarding the use of the data. The recommendations that will alleviate concerns regarding the use of the data are attached to the report as Appendix "A".

Introduction

The Safe Schools Against Violence in Education (SAVE) Act was passed by the New York State Legislature and signed into law by Governor George E. Pataki on July 24, 2000, to address issues of school safety and violence prevention. The SAVE legislation amended the Education Law, in relation to improving school safety; amended the Penal Law, the Criminal Procedure Law, the Executive Law and the Family Court Act, in relation to directing courts to provide schools with notification of criminal and juvenile delinquency adjudications against students; and repealed section 2801 of the Education Law relating to regulation of conduct on school district property.

The New York State Board of Regents, in response to the legislation, amended the Regulations of the Commissioner of Education, Section 100.2 (gg) to provide specifications for the creation of a uniform violent incident reporting system. The Regulations, which were adopted by emergency action in April 2001, and made permanent in June 2001, were developed in consultation with the Division of Criminal Justice Services and with legislative and executive staff. They make use of definitions of crimes taken from the Penal Law and require schools to record information on violent and disruptive incidents beginning with the 2001-02 school year. Each school is required to complete and maintain a record on each reportable violent or disruptive incident. In addition, each school must provide a summary of these incidents on the Basic Educational Data System (BEDS) School Data Form the following school year and each school district and BOCES is required to include a summary of the data in its School District or BOCES Report Card.

Information obtained from the BEDS forms submitted for the 2001-02 and 2002-03 school years is the basis upon which this report has been developed. The report describes:

- the prevalence of violent and disruptive incidents on school grounds;
- the number and percentage of New York City and the Rest of the State schools reporting violent and disruptive incidents for the 2001-02 and 2002-03 school years;
- the school buildings and districts with the least and greatest incidence of violent and disruptive incidents for New York City and the Rest of the State for the 2001-02 and 2002-03 school years;
- the school buildings and districts with the greatest incidence of violent and disruptive incidents for 2001-02 with the least and most improvement in 2002-03; and,
- the effectiveness of school violence measures undertaken by school districts and the Department including information on the implementation of school codes of conduct and safety plans required by the law.

Information regarding the effectiveness of specific school programs undertaken to reduce violence and assure the safety and security of students and school personnel will be provided in subsequent reports. The caveat section of this report identifies the limitations of the available information, and explains why multi-year comparisons are not appropriate.

Caveats Related to Violent and Disruptive Incident Data

Users of the Violent and Disruptive Incident Data should understand the following factors that affect interpretation of the data and comparisons among schools:

- The use of a wide range of definitions of violent and disruptive incidents taken from the Penal Law places school officials in the unfamiliar position of making judgments similar to those made by a criminal court. For example, in the Personal Injury and Intimidation Category, school officials must judge whether a student has intentionally caused physical injury to another person (assault); or recklessly engaged in conduct which creates a substantial risk of physical injury (reckless endangerment); or has intentionally placed or attempted to place another person in fear of imminent physical injury (menacing); or has threatened, stalked or sought to coerce or compelled a person to do something or engaged in verbal or physical conduct that threatens another with harm (intimidation or bullying). Even the weapons categories include "any other dangerous or deadly instrument," leading to debate over whether a pencil or a ruler can fit the definition. The categories used were modeled after the New York City violent incident reporting system, which pre-existed the statewide system. However, in New York City, police officers make the judgments about whether particular conduct fits definitions of crimes. School officials are ill-equipped to decide whether conduct constituting a crime has been committed and school districts made differing decisions as to what incidents should be reported. These decisions resulted in counts that varied so widely among districts and schools that limited valid use can be made of these data. For the data to be reliable and valid for comparison between school districts, the operational definitions for the categories of incidents need to be narrowed and made more objective and understandable to school officials.

- In the absence of sufficiently developed operational definitions for the categories of incidents to be reported, school districts made differing decisions as to what incidents should be reported. These decisions resulted in counts that varied so widely among districts and schools that limited valid use can be made of these data.

- School districts used different policies in determining which incidents to report, including the following:

  a. Zero Tolerance Policies - Many schools have adopted zero tolerance policies identifying all incidents as serious, requiring all incidents to be reported to the criminal justice system and all incidents to result in suspension.
  b. Incidents Involving Police - Many schools, including several of the large upstate city school districts, submitted Violent and Disruptive Incident Report (VADIR) changes, thereby reducing the number of incidents reported to include only incidents involving police reports.
  c. Incidents Involving Police and/or Injury - Some schools reported only incidents involving the police and/or personal injuries.
  d. Suspensions - Some schools reported only incidents resulting in suspensions.

- Subcategories - The Personal Injury or Intimidation category, which accounts for the largest number of incidents, includes intimidation, bullying, menacing, reckless endangerment, kidnapping and assault. The range of seriousness of incidents counted in this category makes comparisons across schools invalid.

- Reliability of Data - The Uniform Violent Incident Reporting System (UVIRS) was initiated in the 2001-02 school year. Schools have little experience in standardizing their classification and reporting of data based upon one year of experience. The data for subsequent years may reveal different patterns.

- Data Availability Differences - Data availability for upstate schools differs from New York City data. Upstate schools report on the BEDS School Data Form, which requires responses regarding each type of incident. A major portion of the New York City data is collected and maintained by the New York City Police Department (NYCPD). The following caveats, specific to New York City data, identify the concerns associated with the use of this information for comparative purposes.

Additional Caveats – New York City Data

In addition to the previous cautions, there are a number of unique circumstances regarding the collection and reporting of the data for New York City public schools:

- The NYCPD compiles data in accordance with the New York State Penal Law. Incidents involving use of weapons are most often categorized as assaults and therefore are computed in column D – "personal injury or intimidation." Because of this categorization, there are no entries in column C – "weapons use."

- The NYCPD's categorization of school-related incidents includes incidents that occur within the vicinity of the school (e.g., subway stations, bus stops), and other off-site incidents involving one or more students from a school regardless of whether the incident takes place at a school-sponsored function. Therefore, the data contained on the summary forms includes these incidents as well.

- Because school organizations are combined during the summer, and the student population varies from the regular school year population, the inclusion of these incidents is not a reflection on the safety of a particular school.

- The NYCPD's data also includes incidents that occur on school property after school hours at meetings or events which are not sponsored by the Department or the school and may not involve any individuals associated with a particular school. Unfortunately, there is no existing mechanism by which the New York City Department of Education or the NYCPD can separate out these non-school-related incidents for each of the New York City public schools. Consequently, their inclusion may skew the data.

- The current small schools initiative has increased the number of multiple schools at one site. The NYCPD's database of school organizations has not kept pace

with these changes, and therefore contains many outdated records. They often assign an incident to an outdated school organization code or to another organization that shares the building, rather than the entity where the event actually occurred. To the extent possible, the New York City Department of Education (DOE) has reconciled the school listings to reflect the current status for this particular year. Where the DOE was unable to accurately disaggregate the incidents, the data has been provided under the previous school organization.

Concerns and Recommendations

The Department has collected two years' worth of district-generated violent and disruptive incident data. Every effort has been made to ensure the accuracy of the data. However, from the beginning, Department staff has been concerned that the lack of definitional clarity would provide information with limited capacity for comparisons and judgments. The result is a series of caveats included in this document that identify the limitations of the use of this data. The State Education Department is requesting support to implement the specific recommendations that are identified in Appendix "A".

Chronology of Significant Events and Efforts to Ensure Accurate Information

The following chronology of events identifies the steps taken in the development of definitions, the process of informing school districts, and finally the efforts to collect and analyze information reported by the school districts.

- January 1999 – A Governor's Task Force was established on "SAVE Legislation" to examine issues related to tracking, reporting and sharing information relative to school violence.
- July 2000- Education Law section 2802 was enacted by Chapter 181 of the Laws of 2000 (Project SAVE legislation) and signed into law.
- Fall 2000 – Public forums were held regarding the proposed SAVE legislation.
- April 2001 – Regulations regarding SAVE legislation were adopted by emergency action. The regulations require a violent and disruptive incident reporting system for schools beginning with the 2001-2002 school year.
- June 2001- Emergency Regulations made permanent.
- Fall 2001 – Memo was sent to the field informing them of regulations.
- Fall 2001-June 2002 – Governor's Task Force meetings took place and reviewed "SAVE" policy implementation including criteria for reporting and developing functional definitions. During this period policy decisions and recommendations were formulated through the following public engagements:

  a. SED enlisted the assistance of the NYS Center for School Safety (NYSCSS) to get local constituents and State agency input in the process.
  b. The Vera Institute of Justice conducted focus groups in New York City, Long Island and Syracuse and summarized discussions from the group.
  c. Consultation with a representative sample of Local Educational Agency staff helped establish policy parameters.
  d. Consultation and discussion held with the Committee of Practitioners.

- December 2001-June 2002 –Guidelines containing operational definitions for use in the BEDS data system were developed in consultation with legislative and executive staff.
- July 2002 – VADIR and BEDS forms sent to schools with directions (2001-02).
- October 2002 – BEDS data collection took place (2001-02 school year).
- March-May 2003 – Upstate data analysis and review completed.
- October 2003 – BEDS data collection took place (2002-03 school year).
- December 2003 – Analysis of the information indicates that schools did not report using consistent rules. Further analysis of data reveals that due to the lack of clear operational definitions, inconsistencies of reporting policies exist across schools relative to the determination of what incidents to report (see caveats).
- February 2004 – SED leadership determined that school superintendents should have the opportunity to review and correct data before public release.
- February 2004 – Superintendents were requested to verify 2001-02 and 2002-03 data.
- April 2004 – Analysis of corrected and verified 2001-02 and 2002-03 data completed.
- May 2004 – Senior leadership approves strategy for corrective action.

Report on Effectiveness of School Violence Measures

As indicated earlier in the report, the data available do not allow a comparison to determine the impact of specific strategies and activities implemented by various districts and schools. However, the Department has provided the following list of technical assistance and staff development activities that have resulted in district and school staff possessing a much better understanding of the various sections of the SAVE legislation.

SAVE Technical Assistance Sessions

- Department and School Safety staff accompanied Lieutenant Governor Mary O. Donohue to statewide regional meetings to explain the intent of the SAVE legislation and provide clarity to the requirements as they impacted school districts.
- One live session and several televised programs related to SAVE were broadcast.
- SAVE questions and answers are posted on the Department's web page.
- County evaluation study on SAVE implementation was conducted and published on the Department web page.
- Student Support Services Team's web site provides significant information regarding this topic.
- Student Support Services regional network staff provided many hours of staff development in SAVE training, SAVE Legislation Certification Training.

Uniform Violent Incident Reporting System (UVIRS) - School Districts and Boards of Cooperative Educational Services (BOCES) are required to submit this data annually to the Commissioner.

- Technical assistance sessions were held around the State for school administrators, with Department staff, New York State Center for School Safety (NYSCSS) staff, and a representative from the BOCES District Superintendents. These sessions were co-sponsored by the Student Support Services regional offices.

- Focus groups were held to define violent incidents in New York City, Syracuse, Long Island, and Albany with representatives from the Big 5 and professional organizations. Additionally, an online survey was used to gather additional input from rural and suburban areas of the State.

Safety Plans - School Districts and BOCES are required to complete and annually review a comprehensive school safety plan.

- Conducted peer reviews of all plans submitted to SED, at nine locations across the State. This involved support from BOCES Risk Managers.
- Technical assistance sessions were held across the State to ensure that plans were completed in compliance with the legislation.
- Web-based resources are available for safety plan development.
- Produced and distributed a Guidance Document for School Safety Planning which was sent to all school superintendents. This was accomplished through the efforts of an inter-agency work group.
- Student Support Services regional network staff provided School Safety Plan staff development.

Codes of Conduct - School Districts and BOCES are required to have the governing board adopt a Codes of Conduct, that is developed in collaboration with parent organizations and others.

- Peer reviews of Codes of Conduct were accomplished in conjunction with School Administrators Association of New York State (SAANYS).
- Technical assistance was available upon request.
- Efforts were coordinated in consultation with SAANYS, New York State United Teachers (NYSUT), and New York State School Boards Association (NYSSBA).
- NYSUT has provided an extensive section on their web site regarding this topic, including information on teacher removal of disruptive student procedures.

Character, Civility and Citizenship Education, Health Curriculum, Interpersonal Violence Prevention Information.

- Deputy Commissioner Kadamus sent an informational letter to all districts on character education.
- Department's web page on character education was established to correspond with the Governor's town hall meeting.
- Planning assistance was given to the Governor's Office for the town hall meeting broadcast from White Plains.

- *Respect* guide mailed to all districts, hard copy and CD copy. This is also available for download on NYSCSS web site. The guide includes reproducible handouts for students and parents on interpersonal violence prevention.
- *Please Stand Up Against Violence*, CD-ROM distributed to all districts for use in middle and high schools; also distributed to all schools a facilitator's guide for use of the interactive CD-ROM, cross-linking the topics covered with all standard areas.
- Statewide training regarding use of this guide is being scheduled.
- Student Support Services regional staff development occurred in areas such as Asset Building for Parents Anonymous, Growing Healthy Training, Character By Choice, Ruby Paine-Framework for Understanding Poverty, Keep Your Head in the Game and Youth Empowerment.

Court Notification - Requires districts to identify a "designated educational official" and for family and criminal courts to provide notification of all juvenile delinquency adjudications of a student placed with the Office of Children and Family Services.

- Letter sent to all schools from Judge Traficant identifying the requirements of this section of the law.

Assault on Teachers

- Provided assistance to NYSUT's health and safety office on their survey with teachers.

School Violence Training - School districts are required to include school violence prevention training in regular conference days.

- Two-hour certification course training manual developed.
- Approved providers list available and posted on the Department's web site.
- Online course developed for the two-hour course. Over 1,000 students took the course in the first year.
- Regional centers are conducting ongoing training for the two-hour course.
- Conducted training of trainers for institutions of higher education in upstate, downstate and the New York City areas.
- Training support for the two-hour course for New York City, especially institutions of Higher Education.
- Required inclusion of annual violence prevention staff development as part of superintendent's conference day that is supported through regional centers.

Whistleblower Protection

- Limited involvement consisting of referral to appropriate sources for information.

Violent and Disruptive Incident Trends

The following tables and charts provide a clear indication of the violent and disruptive incidents reported by school buildings in New York State. Specifically, you will find:

- Table 1 - Comparison of Violent or Disruptive Incidents for 2001-02 and 2002-03. The table provides information for New York City and Rest of State schools. The data shows a downward trend in the total number of reported incidents in most categories. The exceptions being "theft" and " weapons use" categories reported by the Rest of State schools and a slight increase in "weapons possessions" in New York City.

- Table 2 - Violent or Disruptive Incidents by Need/Resource Capacity Category. The table provides a comparison of 2001-02 and 2002-03 incidents reported by the Rest of State Schools. The chart shows that students in schools from rich and poor districts are victimized by violent and disruptive incidents.

- Pie Charts 1 & 2 - provide a graphic breakout of New York City data for 2001-02 and 2002-03. The charts show that 70 percent of the reported incidents fall into the "weapons possession" and "personal injury and intimidation" categories.

- Pie Charts 3 & 4 - provide a graphic breakout of Rest of State data for 2001-02 and 2002-03. The charts show that 80 percent of the reported incidents are in the "use, possession, or sale of drugs or alcohol" and "personal injury or intimidation" categories.

- Tables 1 and 2 lacked adequate space to include a full listing of the violent and disruptive incident categories. The categories included are:
    - Homicide
    - Weapons (possession only)
    - Weapons Use
    - Personal Injury or Intimidation
    - Sexual Offenses
    - Use, Possession, or Sale of Drugs or Alcohol
    - Bomb Threat, False Alarm, Arson or Riot
    - Theft
    - Burglary
    - Criminal Mischief

School Buildings with the Greatest Frequency of Violent Incidents

Charts 5 through 8 provide information regarding the school buildings with the greatest incidence of violent and disruptive incidents for New York City and the Rest of the State for the 2001-02 and 2002-03 school years. The charts list the school buildings from New York City and the Rest of State reporting the greatest incidence of violent and disruptive incidents for the school years. The report does not list the approximately

1,400 and 1,600 school buildings that reported zero violent and disruptive incidents for the 2001-02 and 2002-03 school year, respectively.

Charts 9 and 10 provide information regarding the school buildings in New York City and the Rest of State with the greatest incidence of violent and disruptive incidents for the 2001-02 school year that made the least and most improvement for the 2002-03 school year. Although the majority of school buildings showed improvement, too large a percentage did not.

Charts 11 and 12 provide information regarding the school districts with the greatest incidence of violent and disruptive incidents for the 2001-02 and 2002-03 school years.

Chart 13 provides information regarding the districts with the greatest incidence of violent and disruptive incidents for the 2001-02 school year that made the least and most improvement for the 2002-03 school year.

Charts 14 and 15 provide information regarding the school districts with the least incidence of violent and disruptive incidents for the 2001-02 and 2002-03 school years.

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Violent and Disruptive Incidents Excel Data Files:

- [2001-02 – NYC Schools](#)
- [2002-03 – NYC Schools](#)
- [2001-02 – Rest of State by District](#)
- [2002-03 – Rest of State by District](#)
- [2001-02 – Rest of State by School](#)
- [2002-03 – Rest of State by School](#)

Table 1

Comparison of Violent or Disruptive Incidents
2001-02 and 2002-03
New York City *

	-02 (1,222 Schools)			2002-03 (1,219 Schools)		
	Number of Schools Reporting Incidents	Percentage of Total Number of Schools	Number of Actual Incidents	Number of Schools Reporting Incidents	Percentage of Total Number of Schools	Number of Actual Incidents
Homicides	0	0	0	0	0	0
Weapons Possession	549	45%	2,336	506	42%	2,364
Personal Injury	899	74%	7,190	805	66%	6,291
Sexual Offenses	251	21%	437	234	19%	361
Drugs, etc.	222	18%	712	188	15%	659
Bomb Threat, etc.	235	19%	480	126	10%	188
Theft	646	53%	1,762	566	46%	1,642
Burglary	143	12%	208	107	9%	134
Criminal Mischief	230	19%	340	183	15%	306

Rest of State

	-02 (1,863 Schools)			2002-03 (1,715 Schools)		
	Number of Schools Reporting Incidents	Percentage of Total Number of Schools	Number of Actual Incidents	Number of Schools Reporting Incidents	Percentage of Total Number of Schools	Number of Actual Incidents
Homicides	0	0	0	0	0	0
Weapons Possession	840	45%	2,204	831	48%	2,149
Weapons Use	80	4%	108	86	5%	140
Personal Injury	1,401	75%	27,711	1,329	77%	26,649
Sexual Offenses	307	16%	894	300	17%	762
Drugs, etc.	858	46%	4,744	871	51%	4,577
Bomb Threat, etc.	394	21%	730	359	21%	635
Theft	688	37%	2,752	682	40%	2,777
Burglary	66	4%	120	52	3%	93
Criminal Mischief	348	19%	1,239	280	16%	1,224

- **Note: Since New York City reports "weapons use" as "personal injury and intimidation," the "weapons use" category has not been included in the NYC report.**

Table 2
Rest of State
Violent or Disruptive Incidents by
Need/Resource Capacity Category*

2001-02 School Year

Need/Resource Capacity	Weapons Possession	Weapons Use	Personal Injury or Intimidation	Sexual Offenses	Use, Possession or Sale of Drugs or Alcohol	Bomb Threat, False Alarm, Arson, or Riot	Theft	Burglary	Criminal Mischief
Big 4 Cities	224	4	1,011	47	209	85	148	13	34
Urban Suburban High Need	645	38	6,986	256	443	142	611	30	331
Rural High Need	254	12	5,644	123	650	102	363	24	222
Average Need	883	48	11,664	387	2,660	323	1,215	38	516
Low Need	198	6	2,406	81	782	78	415	15	136
Total	2,204	108	27,711	894	4,744	730	2,752	120	1,239

2002-03 School Year

Need/Resource Capacity	Weapons Possession	Weapons Use	Personal Injury or Intimidation	Sexual Offenses	Use, Possession or Sale of Drugs or Alcohol	Bomb Threat, False Alarm, Arson, or Riot	Theft	Burglary	Criminal Mischief
Big 4 Cities	276	11	1,059	43	166	63	190	12	43
Urban Suburban High Need	572	53	5,353	148	419	99	579	26	265
Rural High Need	200	6	6,071	190	639	90	424	16	284
Average Need	863	52	11,701	327	2,529	282	1,168	31	554
Low Need	238	18	2,465	54	824	101	416	8	78
Total	2,149	140	26,649	762	4,577	635	2,777	93	1,224

* The need/resource capacity index, a measure of a district's ability to meet the needs of its students with local resources, is the ratio of the estimated poverty percentage to the Combined Wealth Ratio.

Pie Chart 1

New York City Violent and Disruptive Incidents
2001-02 School Year

Criminal Mischief
3%

Burglary
2%

Weapons Possession
17%

Theft
13%

Bomb Threat, False Alarm, Arson
or Riot
4%

Use, Possession or Sale of Drugs or
Alcohol
5%

Sexual Offenses
3%

Personal Injury or Intimidation
53%
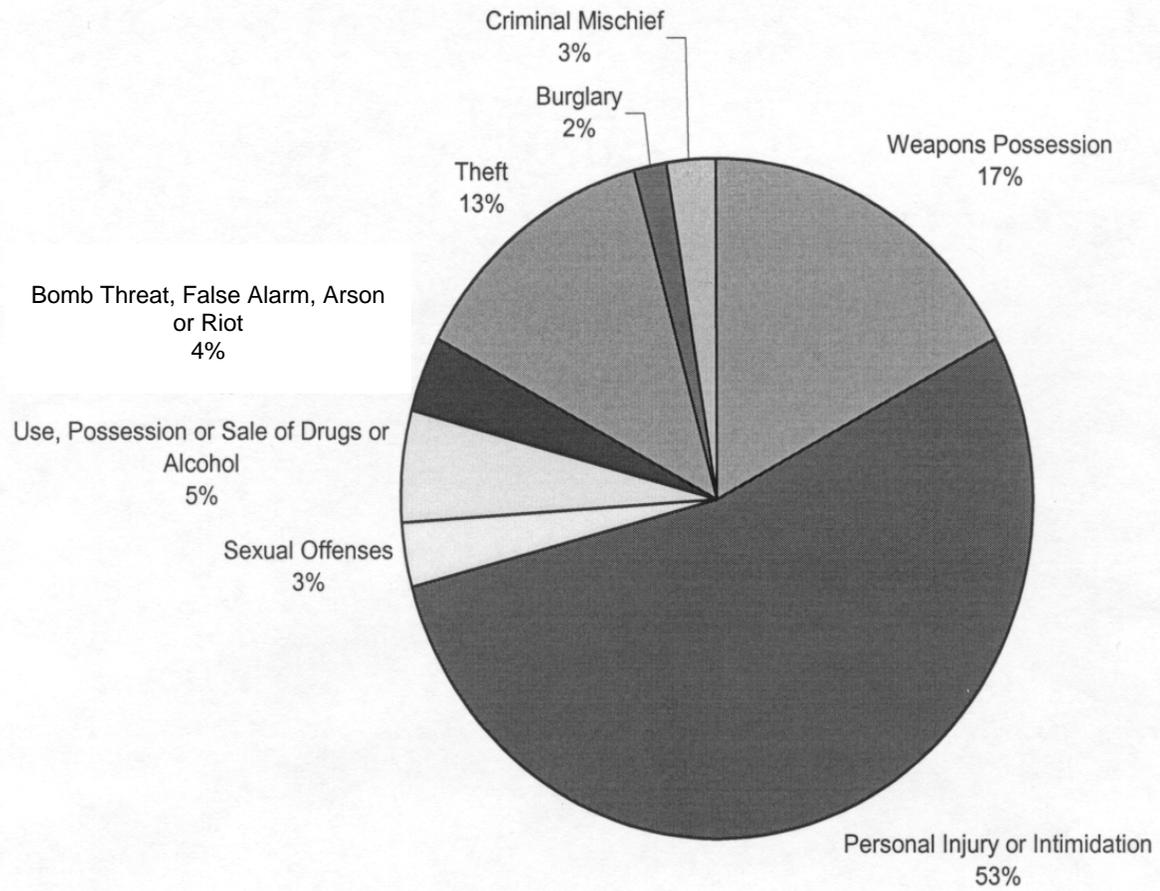
Pie Chart 2

New York City Violent or Disruptive Incidents
2002-03 School Year

Criminal Mischief
3%

Burglary
1%

Theft
14%

Weapons Possession
19%

Bomb Threat, False Alarm, Arson or Riot
2%

Use, Possession or Sale of Drugs or
Alcohol
6%

Sexual Offenses
3%

Personal Injury or Intimidation
52%
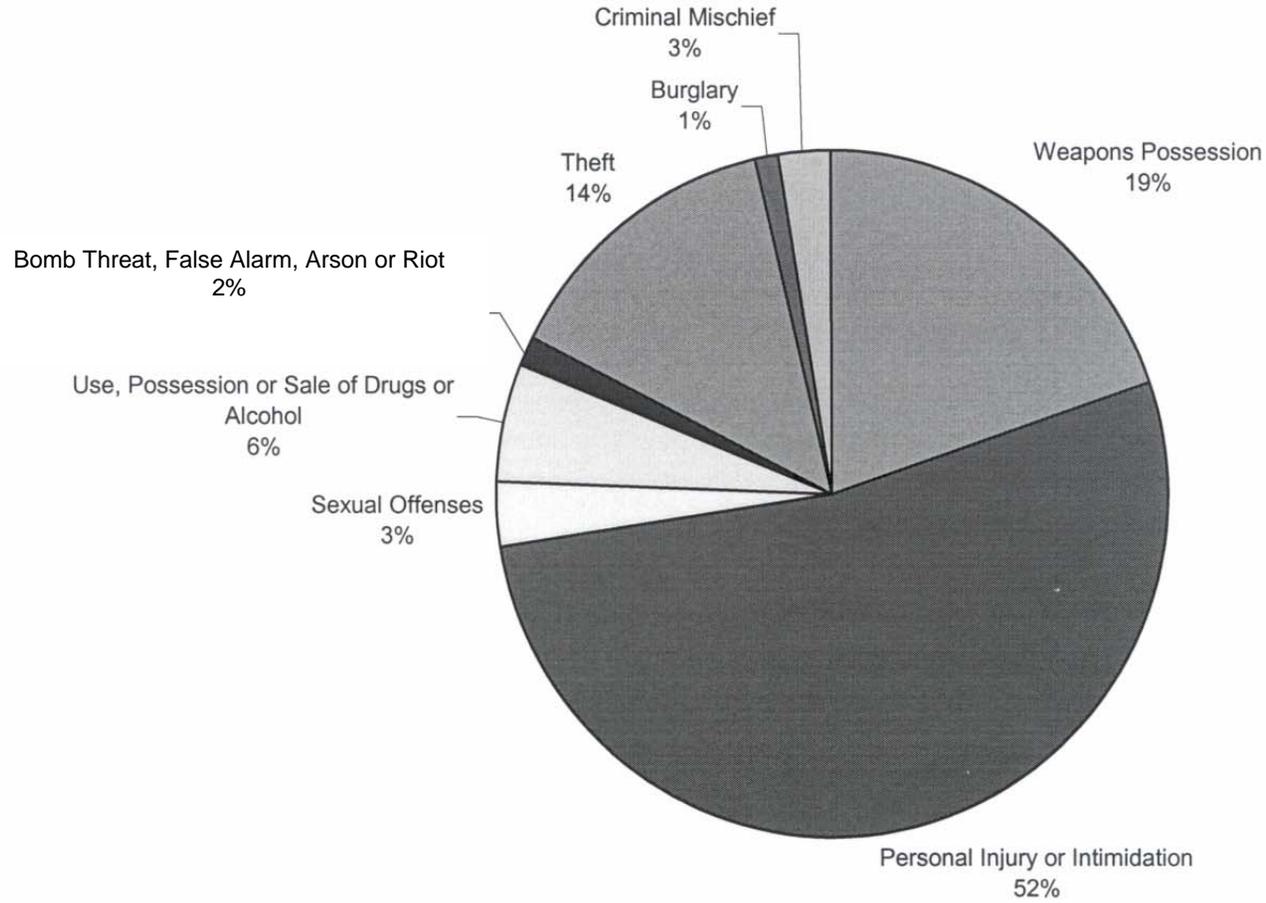
Pie Chart 3

Rest of State Violent or Disruptive Incidents
2001-2002 School Year

Criminal Mischief
3%

Burglary
0%

Weapons
Possession
5%

Theft
7%

Weapons Use
0%

Bomb Threat, False Alarm, Arson or Riot
2%

Use, Possession or Sale of Drugs or
Alcohol
12%

Sexual Offenses
2%

Personal Injury or Intimidation
69%
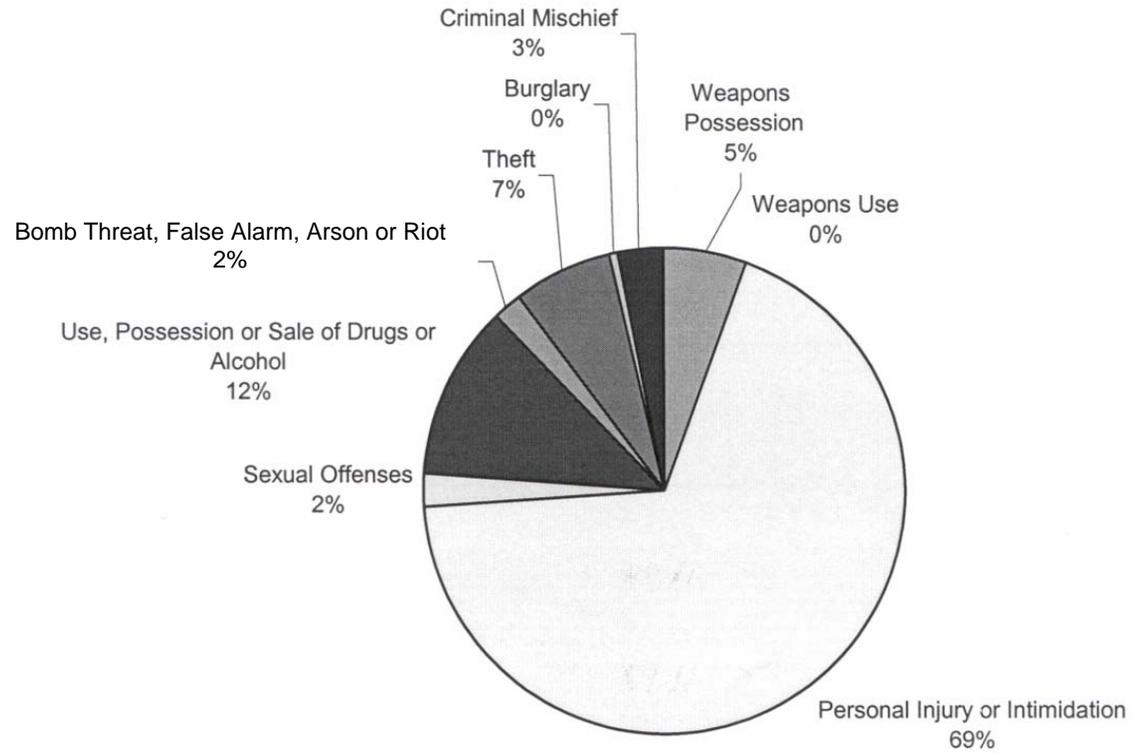
Pie Chart 4

Rest of State Violent or Disruptive Incidents
2002-2003 School Year

Criminal Mischief
3%

Burglary
0%

Weapons
Possession
6%

Theft
7%

Bomb Threat, False Alarm, Arson
or Riot
2%

Weapons Use
0%

Use, Possession or Sale of Drugs
or Alcohol
12%

Sexual Offenses
2%

Personal Injury or Intimidation
68%

Chart 5
Schools with the Highest Reported Incidence of Violent and Disruptive Incidents
New York City 2001-02
Ranked from Highest to Lowest Incident Rate

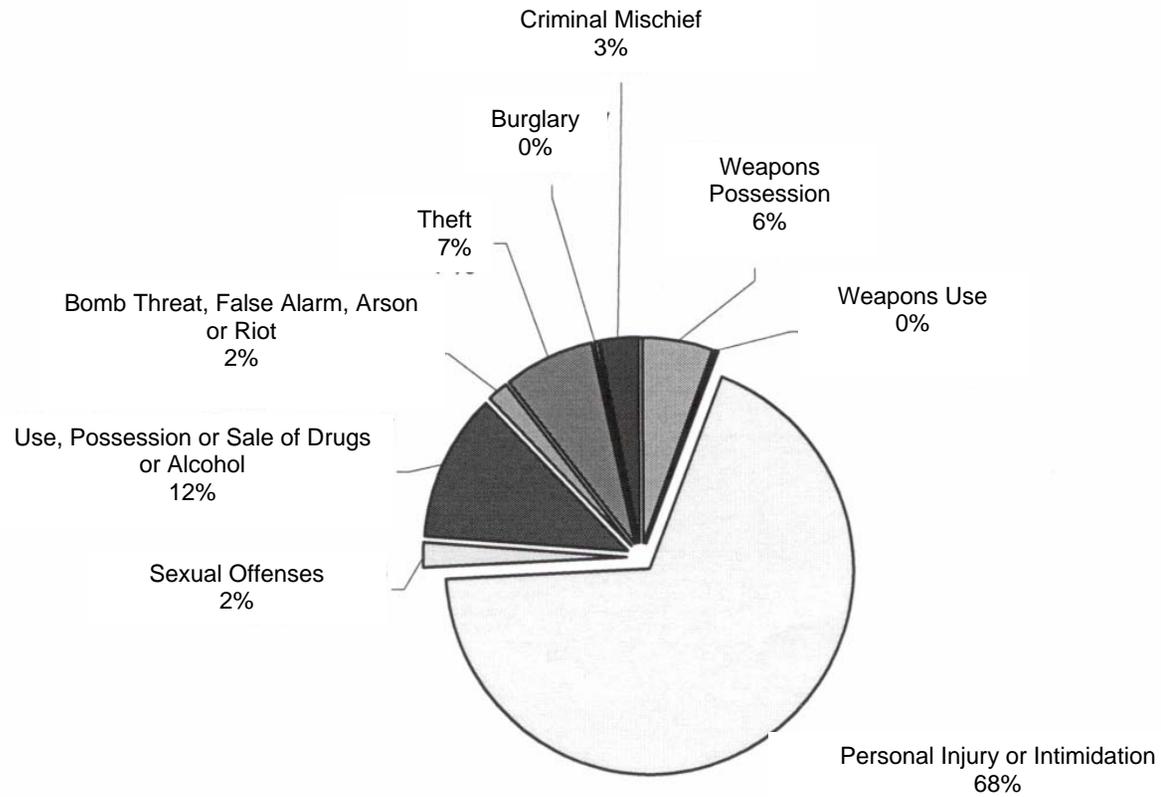| BEDS CODE	SCHOOL NAME	ENROLLMENT	NO. OF INCIDENTS	INCIDENTS PER 100
337500010371	Lillian L. Rashkis	348	87	25.0
337700010575	Street Academy	301	51	16.9
357500010025	South Richmond	347	50	14.4
317800010605	Humanities	184	25	13.6
328500010183	Paul Robeson	512	65	12.7
337500010004	P 4K	242	30	12.4
327500010012	Lewis & Clark	520	58	11.2
327500010754	School For Career	576	61	10.6
317500010035	PS 35	202	20	9.9
347500010752	Queens School	417	40	9.6
320700010184	Rafael Cordero y	942	90	9.6
331600010057	The Ron Brown	366	34	9.3
337500010370	Jim Thorpe	232	21	9.1
342700010198	Benjamin Cardozo	590	53	9.0
328500010158	Theodore	867	77	8.9
320800010201	Star Academy	413	36	8.7
317700010500	Unity	182	15	8.2
333200010291	Roland Hayes	1192	90	7.6
317800010450	East Side	302	22	7.3
327500010017	PS 17	238	17	7.1
327700010692	Monroe Academy	382	27	7.1
331900010311	Essence School	190	13	6.8
331300010258	David Ruggles	749	51	6.8
327700010680	Bronx Coalition	369	25	6.8
337800010460	John Jay	1528	100	6.5

Chart 6
Schools with the Highest Reported Incidence of Violent and Disruptive Incidents
New York City 2002-03
Ranked from Highest to Lowest Incident Rate

BEDS CODE	SCHOOL NAME	ENROLLMENT	NO. OF INCIDENTS	INCIDENTS PER 100
307900013575	STREET ACADEMY	250	50	20.0
331500011460	JOHN JAY HS	397	62	15.6
307500013753	P753K -SCHOOL FOR CAREER DEV.	406	50	12.3
307500011035	P035M	216	26	12.0
328500010183	IS 183(Bronx)	174	20	11.5
307900013612	COMMUNITY PREP HIGH SCHOOL	35	4	11.4
337800010465	ERASMUS HALL HS	957	100	10.4
307500013370	P370KfdIS 82	273	28	10.3
307500015025	P025R/South Richmond	422	43	10.2
331600010143	JHS 143(Brooklyn)	416	42	10.1
331600010057	MS 57(Brooklyn)	353	35	9.9
310100011450	EAST SIDE COMMUNITY HIGH SCHOOL	316	30	9.5
310300011415	WADLEIGH SECONDARY SCHOOL	391	37	9.5
307500012754	P754X CAREER DEVELOPMENT	582	55	9.5
320700010151	IS 151(Bronx)	542	50	9.2
331400011610	AUTOMOTIVE HS	730	65	8.9
331800011515	SOUTH SHORE HS	2258	200	8.9
307500013371	P371K	397	35	8.8
321200010158	IS 158(Bronx)	737	61	8.3
331900010166	IS 166(Brooklyn)	986	77	7.8
320700010184	IS 184(Bronx)	936	72	7.7
307500011169	P169M	306	22	7.2
331700011440	PROSPECT HEIGHTS HS	1772	127	7.2
320800010201	MS 201(Bronx)	490	35	7.1
331700010390	IS 390(Brooklyn)	1051	74	7.0

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Chart 7
Schools with the Highest Reported Incidence of Violent and Disruptive Incidents
Rest of State 2001-02

Ranked from Highest to Lowest Incident Rate

COUNTY	DISTRICT NAME	SCHOOL NAME	ENROLLMENT	TOTAL INCIDENTS	INCIDENTS PER 100
WAYNE	CLYDE-SAVANNAH CSD	CLYDE JSHS	514	261	50.8
ULSTER	KINGSTON CITY SD	M. CLIFFORD MILLER MS	991	480	48.4
CATTARAUGUS	CATTARAUGUS-LITTLE VALLEY CSD	CATTARAUGUS-LITTLE VALLEY MS	185	83	44.9
COLUMBIA	HUDSON CITY SD	HUDSON MS	790	343	43.4
CATTARAUGUS	SALAMANCA CITY SD	SALAMANCA ALTERNATIVE SCHOOL	30	13	43.3
ST. LAWRENCE	OGDENSBURG CITY SD	OGDENSBURG MS	537	185	34.5
WESTCHESTER	LAKELAND CSD	LAKELAND ALTERNATIVE HS	24	8	33.3
OSWEGO	SANDY CREEK CSD	SANDY CREEK MS	282	91	32.3
DUTCHESS	POUGHKEEPSIE CITY SD	POUGHKEEPSIE MS	1103	354	32.1
ST. LAWRENCE	MASSENA CSD	J. WILLIAM LEARY JHS	582	179	30.8
SULLIVAN	TRI-VALLEY CSD	TRI-VALLEY IS	313	96	30.7
WESTCHESTER	ABBOTT UFSD	ABBOTT SCHOOL	84	25	29.8
WAYNE	CLYDE-SAVANNAH CSD	SAVANNAH ES	180	53	29.4
GREENE	CATSKILL CSD	CATSKILL SHS	505	146	28.9
ALBANY	ALBANY CITY SD	PHILIP LIVINGSTON MAGNET ACAD	694	195	28.1
CATTARAUGUS	CATTARAUGUS-LITTLE VALLEY CSD	CATTARAUGUS-LITTLE VALLEY HS	425	104	24.5
FRANKLIN	SALMON RIVER CSD	SALMON RIVER ES	443	108	24.4
ORANGE	NEWBURGH CITY SD	TEMPLE HILL SCHOOL	1164	273	23.5
WAYNE	WAYNE CSD	WAYNE CENTRAL MS	709	166	23.4
NIAGARA	NORTH TONAWANDA CITY SD	GEORGE L. LOWRY MS	557	128	23.0
CAYUGA	MORAVIA CSD	MORAVIA JSHS	578	124	21.5
NIAGARA	NIAGARA FALLS CITY SD	SIXTY SIXTH STREET SCHOOL	342	73	21.3
NIAGARA	NORTH TONAWANDA CITY SD	DR. THADDEUS F. RESZEL MS	614	131	21.3
BROOME	WHITNEY POINT CSD	WHITNEY POINT MS	541	112	20.7
OSWEGO	SANDY CREEK CSD	SANDY CREEK HS	342	70	20.5

Chart 8
Schools with the Highest Reported Incidence of Violent and Disruptive Incidents
Rest of State 2002-03

Ranked from Highest to Lowest Incident Rate

COUNTY	DISTRICT NAME	SCHOOL NAME	ENROLLMENT	TOTAL INCIDENTS	INCIDENTS PER 100
CATTARAUGUS	CATTARAUGUS-LITTLE VALLEY CSD	CATTARAUGUS-LITTLE VALLEY MS	204	428	209.8
ONEIDA	ADIRONDACK CSD	ADIRONDACK MS	426	775	181.9
SUFFOLK	WYANDANCH UFSD	MILTON L. OLIVE MS	518	624	120.5
CATTARAUGUS	CATTARAUGUS-LITTLE VALLEY CSD	CATTARAUGUS-LITTLE VALLEY HS	426	352	82.6
COLUMBIA	HUDSON CITY SD	HUDSON MS	711	529	74.4
OSWEGO	ALTMAR-PARISH-WILLIAMSTOWN CSD	ALTMAR-PARISH-WILLIAMSTOWN MS	446	272	61.0
WAYNE	CLYDE-SAVANNAH CSD	CLYDE JSHS	489	288	58.9
ULSTER	KINGSTON CITY SD	M. CLIFFORD MILLER MS	1002	520	51.9
DUTCHESS	POUGHKEEPSIE CITY SD	POUGHKEEPSIE MS	1115	523	46.9
STEUBEN	CAMPBELL-SAVONA CSD	CAMPBELL-SAVONA MS	292	125	42.8
FRANKLIN	SALMON RIVER CSD	SALMON RIVER JSHS	618	261	42.2
SULLIVAN	LIBERTY CSD	LIBERTY MS	451	183	40.6
ORANGE	GREENWOOD LAKE UFSD	GREENWOOD LAKE MS	516	173	33.5
CAYUGA	MORAVIA CSD	MORAVIA JSHS	565	165	29.2
WESTCHESTER	LAKELAND CSD	LAKELAND ALTERNATIVE HS	31	9	29.0
ORANGE	NEWBURGH CITY SD	HERITAGE JHS	838	239	28.5
WESTCHESTER	PEEKSKILL CITY SD	PARK STREET SCHOOL	81	22	27.2
WESTCHESTER	MT VERNON CITY SD	ALFRED M. FRANKO MS	622	167	26.8
WESTCHESTER	ABBOTT UFSD	ABBOTT SCHOOL	87	22	25.3
WESTCHESTER	PEEKSKILL CITY SD	HILLCREST SCHOOL	442	104	23.5
ROCKLAND	EDWIN GOULD ACADEMY-RAMAPO UFSD	DESAFIO SCHOOL	58	13	22.4
SULLIVAN	LIBERTY CSD	LIBERTY ES	510	112	22.0
CHENANGO	BAINBRIDGE-GUILFORD CSD	BAINBRIDGE-GUILFORD HS	620	135	21.8
SULLIVAN	FALLSBURG CSD	BENJAMIN COSOR ES	623	135	21.7
CATTARAUGUS	SALAMANCA CITY SD	SALAMANCA ALTERNATIVE SCHOOL	60	13	21.7

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Chart 9
Improvement of New York City Schools Reporting the Greatest Incidence of Violent and Disruptive Incidents for 2001-02

BEDS CODE	SCHOOL NAME	2001-02				2002-03			Change Per 100
		Register	No of incidents	Incidents per 100		Register	No of incidents	Incidents per 100	
337500010004	P 4K	242	30	12.4		240	2	0.8	-11.6
342700010198	Benjamin Cardozo	590	53	9.0		3972	34	0.8	-8.1
328500010158	Theodore Roosevelt Gathings	867	77	8.9		2764	113	4.0	-4.8
327700010692	Monroe Academy for Visual Arts and Design	382	27	7.1		397	14	3.5	-3.5
327500010017	PS 17	238	17	7.1		246	14	5.6	-1.5
317700010500	Unity	182	15	8.2		201	12	5.9	-2.3
320700010184	Rafael Cordero y Molina	942	90	9.6		936	72	7.6	-1.9
320800010201	Star Academy	413	36	8.7		490	35	7.1	-1.6
327700010680	Bronx Coalition Comm.	369	25	6.8		375	21	5.6	-1.2
328500010183	Paul Robeson	512	65	12.7		174	20	11.4	-1.2
331600010057	The Ron Brown Academy	366	34	9.3		353	35	9.9	+0.6
337700010575	Street Academy	301	51	16.9		250	50	20.0	+3.1
317800010450	East Side Community High School	302	22	7.3		316	30	9.4	+2.2
337800010460	John Jay	1528	100	6.5		397	62	15.6	+9.1
337500010371	Lillian L. Rashkis School	348	87	25.0		0	0		
357500010025	South Richmond IS/HS @ Annex D	347	50	14.4		0	0		
317800010605	Humanities Preparatory Academy	184	25	13.6		0	0		
327500010012	Lewis & Clark School	520	58	11.2		0	0		
327500010754	School For Career	576	61	10.6		0	0		
317500010035	PS 35	202	20	9.9		0	0		
347500010752	Queens School For Career Development	417	40	9.6		0	0		
337500010370	Jim Thorpe School	232	21	9.1		0	0		
331900010311	Essence School	190	13	7.6		0	0		
331300010258	David Ruggles School	749	51	6.8		0	0		

Chart 10

Improvement of Rest of State Schools Reporting the Greatest Incidence of Violent and Disruptive Incidents in 2001-02

COUNTY	DISTRICT	SCHOOL NAME	2001-02			2002-03			Change
			Enrollment	Incidents	Incidents per 100	Enrollment	Incidents	Incidents per 100	
ST. LAWRENCE	MASSENA CSD	J. WILLIAM LEARY JHS	582	179	30.8	568	11	1.9	-29
ORANGE	NEWBURGH CITY SD	TEMPLE HILL SCHOOL	1164	273	23.5	1168	4	0.3	-23
GREENE	CATSKILL CSD	CATSKILL SHS	505	146	28.9	527	37	7.0	-22
CATTARAUGUS	SALAMANCA CITY SD	SALAMANCA ALTERNATIVE SCHOOL	30	13	43.3	60	13	21.7	-22
NIAGARA	NIAGARA FALLS CITY SD	SIXTY SIXTH STREET SCHOOL	342	73	21.3	328	3	0.9	-20
OSWEGO	SANDY CREEK CSD	SANDY CREEK MS	282	91	32.3	274	36	13.1	-19
ALBANY	ALBANY CITY SD	PHILIP LIVINGSTON MAGNET ACAD	694	195	28.1	711	70	9.8	-18
NIAGARA	NORTH TONAWANDA CITY SD	GEORGE L. LOWRY MS	557	128	23.0	573	28	4.9	-18
OSWEGO	SANDY CREEK CSD	SANDY CREEK HS	342	70	20.5	347	16	4.6	-16
ONEIDA	UTICA CITY SD	MARTIN LUTHER KING, JR. ES	242	48	19.8	270	11	4.1	-16
WAYNE	WAYNE CSD	WAYNE CENTRAL MS	709	166	23.4	732	63	8.6	-15
WAYNE	CLYDE-SAVANNAH CSD	SAVANNAH ES	180	53	29.4	170	29	17.1	-12
NIAGARA	NORTH TONAWANDA CITY SD	DR. THADDEUS F. RESZEL MS	614	131	21.3	605	85	14.0	-7
WESTCHESTER	ABBOTT UFSD	ABBOTT SCHOOL	84	25	29.8	87	22	25.3	-4
WESTCHESTER	LAKELAND CSD	LAKELAND ALTERNATIVE HS	24	8	33.3	31	9	29.0	-4
ORANGE	NEWBURGH CITY SD	VAILS GATE HIGH TECH MAGNET SCHOOL	634	125	19.7	614	96	15.6	-4
BROOME	WHITNEY POINT CSD	WHITNEY POINT MS	541	112	20.7	496	99	20.0	-1
ULSTER	KINGSTON CITY SD	M. CLIFFORD MILLER MS	991	480	48.4	1002	520	51.9	+3
CAYUGA	MORAVIA CSD	MORAVIA JSHS	578	124	21.5	565	165	29.2	+8
WAYNE	CLYDE-SAVANNAH CSD	CLYDE JSHS	514	261	50.8	489	288	58.9	+8
DUTCHESS	POUGHKEEPSIE CITY SD	POUGHKEEPSIE MS	1103	354	32.1	1115	523	46.9	+15
COLUMBIA	HUDSON CITY SD	HUDSON MS	790	343	43.4	711	529	74.4	+31
CATTARAUGUS	CATTARAUGUS-LITTLE VALLEY CSD	CATTARAUGUS-LITTLE VALLEY HS	425	104	24.5	426	352	82.6	+58
SUFFOLK	WYANDANCH UFSD	MILTON L. OLIVE MS	707	140	19.8	518	624	120.5	+101
CATTARAUGUS	CATTARAUGUS-LITTLE VALLEY CSD	CATTARAUGUS-LITTLE VALLEY MS	185	83	44.9	204	428	209.8	+165

Chart 11
Districts with the Highest Reported Incidence of Violent and Disruptive Incidents in the 2001-02 School Year

Ranked from Highest to Lowest Incident

COUNTY	DISTRICT	ENROLLMENT	INCIDENTS	Incidents PER 100
WAYNE	CLYDE-SAVANNAH CSD	694	314	45.2
WESTCHESTER	ABBOTT UFSD	84	25	29.8
ST. LAWRENCE	OGDENSBURG CITY SD	1261	294	23.3
CAYUGA	MORAVIA CSD	578	124	21.5
COLUMBIA	HUDSON CITY SD	2380	469	19.7
CATTARAUGUS	CATTARAUGUS-LITTLE VALLEY CSD	1242	243	19.6
OSWEGO	SANDY CREEK CSD	1113	210	18.9
WYOMING	WYOMING CSD	250	47	18.8
GREENE	CATSKILL CSD	956	168	17.6
DUTCHESS	POUGHKEEPSIE CITY SD	3440	583	16.9
FRANKLIN	SALMON RIVER CSD	1444	241	16.7
ST. LAWRENCE	MASSENA CSD	1575	258	16.4
CHENANGO	BAINBRIDGE-GUILFORD CSD	742	117	15.8
WAYNE	WAYNE CSD	1568	242	15.4
SULLIVAN	TRI-VALLEY CSD	873	131	15.0
CORTLAND	CINCINNATUS CSD	747	112	15.0
SCHUYLER	ODESSA-MONTOUR CSD	420	61	14.5
TOMPKINS	GEORGE JUNIOR REPUBLIC UFSD	144	20	13.9
WASHINGTON	GRANVILLE CSD	712	98	13.8
CHAUTAUQUA	SILVER CREEK CSD	765	105	13.7
WASHINGTON	ARGYLE CSD	784	101	12.9
ALLEGANY	WELLSVILLE CSD	1458	179	12.3
ORANGE	NEWBURGH CITY SD	12164	1484	12.2
SARATOGA	WATERFORD-HALFMOON UFSD	558	68	12.2
ONEIDA	CAMDEN CSD	2058	249	12.1

Chart 12

Districts with the Highest Reported Incidence of Violent and Disruptive Incidents in the 2002-03 School Year

Ranked from Highest to Lowest Incident Rate

COUNTY	DISTRICT	ENROLLMENT	TOTAL INCIDENTS	INCIDENTS PER 100
ONEIDA	ADIRONDACK CSD	1074	800	74.5
CATTARAUGUS	CATTARAUGUS-LITTLE VALLEY CSD	1195	814	68.1
ORANGE	GREENWOOD LAKE UFSD	516	173	33.5
OSWEGO	ALTMAR-PARISH-WILLIAMSTOWN CSD	948	298	31.4
WAYNE	CLYDE-SAVANNAH CSD	1045	319	30.5
SUFFOLK	WYANDANCH UFSD	2209	666	30.1
CAYUGA	MORAVIA CSD	565	165	29.2
FRANKLIN	SALMON RIVER CSD	1002	291	29.0
COLUMBIA	HUDSON CITY SD	2256	616	27.3
WESTCHESTER	ABBOTT UFSD	87	22	25.3
CHENANGO	BAINBRIDGE-GUILFORD CSD	620	135	21.8
SULLIVAN	LIBERTY CSD	1735	353	20.3
STEUBEN	CAMPBELL-SAVONA CSD	1195	234	19.6
ROCKLAND	EDWIN GOULD ACADEMY-RAMAPO UFSD	173	32	18.5
TOMPKINS	GEORGE JUNIOR REPUBLIC UFSD	149	27	18.1
WESTCHESTER	GREENBURGH CSD	834	148	17.7
CATTARAUGUS	PORTVILLE CSD	579	100	17.3
WASHINGTON	GRANVILLE CSD	723	112	15.5
WYOMING	WYOMING CSD	231	32	13.9
DUTCHESS	POUGHKEEPSIE CITY SD	4206	558	13.3
ONEIDA	CAMDEN CSD	2288	300	13.1
MONROE	WHEATLAND-CHILI CSD	475	62	13.1
SULLIVAN	FALLSBURG CSD	1395	179	12.8
CAYUGA	CATO-MERIDIAN CSD	431	54	12.5
ORANGE	VALLEY CSD (MONTGOMERY)	2986	370	12.4

Chart 13
Improvement of Districts Reporting the Greatest Incidence of
Violent and Disruptive Incidents in the 2001-02 School Year

COUNTY	DISTRICT	2001-02			2002-03			Change
		Enrollment	Total Incidents	Incidents Per 100	Enrollment	Total Incidents	Incidents per 100	
ST. LAWRENCE	MASSENA CSD	1575	258	16.4	1985	21	1.1	-15.3
WAYNE	CLYDE-SAVANNAH CSD	694	314	45.2	1045	319	30.5	-14.7
GREENE	CATSKILL CSD	956	168	17.6	1786	57	3.2	-14.4
SULLIVAN	TRI-VALLEY CSD	873	131	15.0	579	8	1.4	-13.6
ST. LAWRENCE	OGDENSBURG CITY SD	1261	294	23.3	701	71	10.1	-13.2
OSWEGO	SANDY CREEK CSD	1113	210	18.9	1098	70	6.4	-12.5
SCHUYLER	ODESSA-MONTOUR CSD	420	61	14.5	698	21	3.0	-11.5
CHAUTAUQUA	SILVER CREEK CSD	765	105	13.7	749	24	3.2	-10.5
CORTLAND	CINCINNATUS CSD	747	112	15.0	322	21	6.5	-8.5
WASHINGTON	ARGYLE CSD	784	101	12.9	786	37	4.7	-8.2
ALLEGANY	WELLSVILLE CSD	1458	179	12.3	1441	68	4.7	-7.6
WAYNE	WAYNE CSD	1568	242	15.4	1603	161	10.0	-5.4
WYOMING	WYOMING CSD	250	47	18.8	231	32	13.9	-4.9
WESTCHESTER	ABBOTT UFSD	84	25	29.8	87	22	25.3	-4.5
SARATOGA	WATERFORD-HALFMOON UFSD	558	68	12.2	533	42	7.9	-4.3
ORANGE	NEWBURGH CITY SD	12164	1484	12.2	11878	995	8.4	-3.8
DUTCHESS	POUGHKEEPSIE CITY SD	3440	583	16.9	4206	558	13.3	-3.7
ONEIDA	CAMDEN CSD	2058	249	12.1	2288	300	13.1	+1.0
WASHINGTON	GRANVILLE CSD	712	98	13.8	723	112	15.5	+1.7
TOMPKINS	GEORGE JUNIOR REPUBLIC UFSD	144	20	13.9	149	27	18.1	+4.2
CHENANGO	BAINBRIDGE-GUILFORD CSD	742	117	15.8	620	135	21.8	+6.0
COLUMBIA	HUDSON CITY SD	2380	469	19.7	2256	616	27.3	+7.6
CAYUGA	MORAVIA CSD	578	124	21.5	565	165	29.2	+7.8
FRANKLIN	SALMON RIVER CSD	1444	241	16.7	1002	291	29.0	+12.4
CATTARAUGUS	CATTARAUGUS-LITTLE VALLEY CSD	1242	243	19.6	1195	814	68.1	+48.6

CODE	SCHOOL DISTRICT	CODE	SCHOOL DISTRICT
010615	MENANDS UFSD	471101	MILFORD CSD
021102	CANASERAGA CSD	480404	GARRISON UFSD
022401	SCIO CSD	490801	NORTH GREENBUSH COMN SD (WILLIA
040204	WEST VALLEY CSD	500414	EDWIN GOULD ACADEMY-RAMAPO UFSD
050701	SOUTHERN CAYUGA CSD	510401	CLIFTON-FINE CSD
090601	CHAZY UFSD	511201	HAMMOND CSD
150301	ELIZABETHTOWN-LEWIS CSD	520601	EDINBURG COMN SD
151001	NEWCOMB CSD	541401	SHARON SPRINGS CSD
151601	WESTPORT CSD	571901	ARKPORT CSD
151701	WILLSBORO CSD	580206	PORT JEFFERSON UFSD
170301	WHEELERVILLE UFSD	580233	CTR MORICHES UFSD
200101	PISECO COMN SD	580302	WAINSCOTT COMN SD
200501	INLET COMN SD	580303	AMAGANSETT UFSD
200601	LAKE PLEASANT CSD	580306	MONTAUK UFSD
200702	RAQUETTE LAKE UFSD	580514	FIRE ISLAND UFSD
200901	WELLS CSD	580603	LITTLE FLOWER UFSD
211701	VAN HORNESVILLE-OWEN D. YOUNG C	580901	REMSENBURG-SPEONK UFSD
221001	SACKETS HARBOR CSD	580903	QUOGUE UFSD
221401	LA FARGEVILLE CSD	580910	SAGAPONACK COMN SD
240901	MT MORRIS CSD	580913	TUCKAHOE COMN SD
280204	NORTH BELLMORE UFSD	580917	EAST QUOGUE UFSD
280207	BELLMORE UFSD	581002	OYSTERPONDS UFSD
280213	VALLEY STREAM 13 UFSD	581004	FISHERS ISLAND UFSD
280216	ELMONT UFSD	581015	NEW SUFFOLK COMN SD
280217	FRANKLIN SQUARE UFSD	630101	BOLTON CSD
280222	FLORAL PARK-BELLEROSE UFSD	641401	PUTNAM CSD
280229	NORTH MERRICK UFSD	660802	POCANTICO HILLS CSD
280231	ISLAND PARK UFSD	660803	HAWTHORNE-CEDAR KNOLLS UFSD
280405	NEW HYDE PARK-GARDEN CITY PARK	660806	MT PLEASANT-BLYTHEDALE UFSD
411701	REMSEN CSD	661901	RYE NECK UFSD
411902	WATERVILLE CSD	661905	BLIND BROOK-RYE UFSD
421504	LYNCOURT UFSD		
441202	KIRYAS JOEL VILLAGE UFSD		
441903	TUXEDO UFSD		

Chart 15
School Districts that Reported No Violent or Disruptive Incidents in the 2002-03 School Year

CODE	SCHOOL DISTRICT	CODE	SCHOOL DISTRICT
010615	MENANDS UFSD	411701	REMSEN CSD
010701	GREEN ISLAND UFSD	411902	WATERVILLE CSD
021102	CANASERAGA CSD	421201	ONONDAGA CSD
043011	RANDOLPH ACAD UFSD	441202	KIRYAS JOEL VILLAGE UFSD
061503	FORESTVILLE CSD	470901	SCHENEVUS CSD
081003	UNADILLA VALLEY CSD	471101	MILFORD CSD
090601	CHAZY UFSD	480404	GARRISON UFSD
120301	DOWNSVILLE CSD	490801	NORTH GREENBUSH COMN SD (WILLIA
140703	CLEVELAND HILL UFSD	510401	CLIFTON-FINE CSD
150301	ELIZABETHTOWN-LEWIS CSD	511201	HAMMOND CSD
150801	MINERVA CSD	520601	EDINBURG COMN SD
151001	NEWCOMB CSD	540901	JEFFERSON CSD
170301	WHEELERVILLE UFSD	541201	SCHOHARIE CSD
180202	ALEXANDER CSD	580221	SOUTH MANOR UFSD
181101	OAKFIELD-ALABAMA CSD	580234	EAST MORICHES UFSD
200101	PISECO COMN SD	580302	WAINSCOTT COMN SD
200401	INDIAN LAKE CSD	580303	AMAGANSETT UFSD
200501	INLET COMN SD	580305	SAG HARBOR UFSD
200601	LAKE PLEASANT CSD	580306	MONTAUK UFSD
200702	RAQUETTE LAKE UFSD	580901	REMSENBURG-SPEONK UFSD
200901	WELLS CSD	580903	QUOGUE UFSD
211701	VAN HORNESVILLE-OWEN D. YOUNG C	580910	SAGAPONACK COMN SD
221001	SACKETS HARBOR CSD	580911	EASTPORT UFSD
221401	LA FARGEVILLE CSD	580913	TUCKAHOE COMN SD
230201	COPENHAGEN CSD	580917	EAST QUOGUE UFSD
240901	MT MORRIS CSD	581002	OYSTERPONDS UFSD
241101	DALTON-NUNDA CSD (KESHEQUA)	581004	FISHERS ISLAND UFSD
250701	HAMILTON CSD	581005	SOUTHOLD UFSD
280204	NORTH BELLMORE UFSD	581015	NEW SUFFOLK COMN SD
280207	BELLMORE UFSD	630202	NORTH WARREN CSD
280213	VALLEY STREAM 13 UFSD	640502	FORT ANN CSD
280216	ELMONT UFSD	640601	FORT EDWARD UFSD
280217	FRANKLIN SQUARE UFSD	641001	HARTFORD CSD
280222	FLORAL PARK-BELLEROSE UFSD	641401	PUTNAM CSD
280224	VALLEY STREAM 24 UFSD	660806	MT PLEASANT-BLYTHEDALE UFSD
280405	NEW HYDE PARK-GARDEN CITY PARK	661901	RYE NECK UFSD
580514	FIRE ISLAND UFSD	580603	LITTLE FLOWER UFSD

Conceptual Proposal on Reform of the Uniform Violent Incident Reporting System

To improve the quality and reliability of the data on violent or disruptive incidents reported by school districts and BOCES through the Uniform Violent Incident Reporting System (UVIRS), SED is proposing a comprehensive set of changes in definitions and procedures. Our assumption is that the intent of the UVIRS is twofold—to generate data that is useful in identifying schools that have a problem with school violence, particularly in identifying schools as "persistently dangerous" under the NCLB, and to provide information on the prevalence of disruptive incidents that affect the school climate.

Accordingly, the changes in definitions of violent or disruptive incidents that we propose are designed to reduce disparities in reporting across school districts by limiting the reporting of offenses that involve the most subjective judgment (typically, offenses that are disruptive but do not involve physical violence to a person or drugs) to those offenses that result in the preferring of disciplinary charges against the perpetrator or a referral to law enforcement; changing how weapons incidents and drug incidents are reported to reduce the risk of over-reporting or under-reporting; and modifying certain definitions to eliminate redundant reporting while requiring additional reporting where that will generate data that is useful in identifying a violent school. Related changes would be made to clarify how school officials decide how to assign an incident to an offense (decisional rules) and to collect data on physical injuries, serious physical injuries and incidents involving teachers and staff as victims that will yield more objective data that provide a better indicator of a violent school environment. Once agreement is reached on the definitions and decisional rules, SED would follow through with technical assistance through the District Superintendents and directly to the Big 5 City school districts. In addition, SED proposes changes in how the data are displayed for purposes of comparison to reduce the risk that the data will be misused or misinterpreted, which would require a statutory amendment to the report requirement, and a second statutory change that would require the superintendent of schools to certify to the accuracy of the data. Finally, SED proposes that the statute be amended to impose some form of sanction for school districts that fail to report data in a timely manner.

A.   <u>Changes in the Definitions of Violent or Disruptive Incidents</u>

       1.   <u>Weapons offenses</u>

             a.   Eliminate the "Weapons Use" category, clarify that the "Weapons Possession" category applies only when no other offense is involved and collect weapons data for each offense that may involve a weapon (i.e., Assault with a weapon, Assault without a

weapon, Sex Offense with a weapon, etc.), as well as the total number of incidents involving weapons.

    b.   Clarify that "Weapons Possession" only involves weapons that are illegal for the student or other perpetrator to possess, while any dangerous instrument used as a weapon must be reported when used in conjunction with another offense.

2.   **Drug and Alcohol Offenses**

    a.   Require that every incident involving sale, use or possession of drugs or alcohol be reported even if another offense is involved - data will be collected separately on incidents involving only the sale, use or possession of drugs or alcohol and those also reported in another category.

3.   **Sexual offenses**

    a.   Divide the sexual offenses into three categories:

        (i) Sexual offenses involving forcible compulsion and sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact;

        (ii) Sexual offenses involving forcible compulsion and other sexual contact; and

        (iii) Other sexual offenses involving inappropriate sexual contact but no forcible compulsion.

    b.   Clarify that sexual harassment is to be reported in the "Intimidation, Harassment, Menacing or Bullying" category.

4.   **Personal Injury and Intimidation**

    a.   Eliminate "Personal Injury and Intimidation" as a category and collect data on each component offense separately (i.e., Assault; Criminal Harassment; Intimidation, Harassment, Menacing or Bullying; Reckless Endangerment; Kidnapping).

5.   **Limit Reporting of Disruptive Incidents to the Most Serious Incidents**

    a.   Distinguish between incidents that involve physical violence against a person; drug and alcohol incidents; and disruptive incidents.

b. Continue to require reporting of all incidents that involve physical violence against a person or drug or alcohol offenses. The only exception would be Criminal Harassment, which under the current regulation is limited to offenses that result in discipline or referral to law enforcement, and would be treated in the same manner as a disruptive incident.

c. Limit reporting of disruptive incidents (i.e., those offenses that involve psychological violence or violence against property and disrupt the educational process plus Criminal Harassment) to offenses that are serious enough to lead to some form of disciplinary or referral action against the perpetrator where the offense is committed by a student or staff member or to a referral to law enforcement. The only exception would be the Intimidation, Harassment, Menacing or Bullying category, where additional data will be collected on the total number of reports or complaints from any source to a building principal or other school administrator responsible for student discipline of offenses alleged to have been committed by students.

d. Define "disciplinary or referral action" broadly for this purpose to include the preferring of disciplinary charges regardless of ultimate outcome and clarify that where the offense is committed by a student, any action taken against the student as a result of the incident counts- whether it is a suspension, teacher removal, in-school suspension, referral to the juvenile justice system, involuntary transfer or voluntary transfer to an alternative school or program.

e. The following offenses would be included in the "disruptive incidents" category: Criminal Harassment; Intimidation, Harassment, Menacing or Bullying; Other Theft Offenses; Bomb Threat; False Alarm; Burglary; and Criminal Mischief.

6. Intimidation or Bullying

a. Fold "Menacing" into "Intimidation or Bullying" and change the title describing the offense to "Intimidation, Harassment, Menacing or Bullying" and clarify that the offense includes conduct that involves a threat of physical violence but no actual violence, verbal harassment and sexual harassment. Harassment involving physical violence against a person would be reported in the Criminal Harassment category.

b. Collect data on the total number of reports or complaints made to a building principal, or other school administrator responsible for student discipline, of incidents of Intimidation, Harassment, Menacing or Bullying committed by students, whether or not a disciplinary or referral action resulted.

7. Distinguish Between Robbery and Other Theft Offenses

a. Separate robbery from larceny and other theft offenses and treat robbery as an offense involving physical violence against a person. Limit reporting of Other Theft Offenses to incidents that involve disciplinary action or a referral to law enforcement.

8. Eliminate Riot as a Separate Offense

a. Eliminate Riot as an offense, since the system will pick up multiple perpetrators and collect data on gang activity.

9. Add a New Category of "Other Disruptive Incidents"

a. Create a reporting category to capture incidents that are disruptive of the educational process and violate the district code of conduct but do not rise to the level of a criminal offense. Limit reporting to incidents resulting in disciplinary action or referral.

B. Changes in Decisional Rules and Procedures

1. Reduce the Risk of Duplicative Reporting

a. Provide technical assistance to assure that school officials report a single incident involving multiple offenders and/or multiple offenses only once- unless it involves a drug or alcohol offense combined with another offense.

2. Establish a Ranking of Offenses and Assign Incidents Accordingly

a. Rank offenses and require that incidents involving multiple offenses be reported in the highest ranking (generally the most serious in terms of risk of physical injury) category that applies, except where the incident involves a drug or alcohol offense plus another offense. The ranking would be designed to prevent the reporting of an incident in the least controversial category- such as reporting a sexual assault as an assault or criminal harassment offense rather than a sexual offense.

b. The ranking would be essentially as follows: 1. Homicide; 2. Sexual Offenses; 3. Kidnapping; 4. Assault with Serious Physical Injury; 5. Assault with Physical Injury; 6. Arson; 7. Robbery; 8. Reckless Endangerment; 9. Criminal Harassment; 10. Intimidation, Harassment, Menacing or Bullying; 11. Burglary, Larceny and Other Theft Offenses; 12. Criminal Mischief; 13. Bomb Threat; 14. False Alarm; 15. Other Disruptive Incidents. Drug and Alcohol Offenses and Weapons Possession Only would be excluded from the ranking.

3. Eliminate Consideration of Attempts in Assigning Incidents

a. Clarify that school officials should assign incidents based on the closest fit to the highest-ranking offense involved. Disregard attempts at a more serious offense in assigning incidents. For example, an attempted homicide should be reported as an assault.

4. Develop a School Violence Index

a. The Commissioner will develop a school violence index to be used as a measure of the level of school violence for purposes of determining whether a school is a persistently dangerous school. The index will give greatest weight to the most violent incidents and most objective data available.

C. Changes in Display and Reporting of Data

1. Do Not Require a Ranking of All Schools and Districts Based on Total Number of Incidents

a. Eliminate the statutory requirement that the Commissioner report on the schools and districts with the highest and lowest number of incidents.

2. Authorize the Commissioner to Use a School Violence Index to Rank Schools and Districts

a. For the purposes of comparison of schools and districts in the Report to the Governor and the Legislature and in school report cards, authorize the Commissioner to use the school violence index described in (B)(4) above in lieu of the aggregate number of incidents in determining those schools and districts that are the most and least violent and in reporting changes from year to year.

3. **Only Compare Schools and Districts With Other Schools and Districts Having Similar Characteristics**

    a. Instead of making statewide comparisons without regard to the size or other characteristics, make comparisons of like to like. SED recommends that the need/resource category of the district be used for this purpose and that similar schools within such districts be compared (e.g., high schools to high schools). The result will be that schools in New York City will be compared against each other, schools in the remaining Big Five city school districts will be compared against each other, high need urban/suburban districts will be compared against each other as will high need rural districts, average districts and low need districts. Similarly, BOCES will be compared to BOCES. Like other public schools, charter schools would be assigned the same need/resource category as the district in which they are located.

4. **Change the Date for Submission of the Annual Report to April 1**

    a. Change the date for submission of the Annual Report to the Governor and the Legislature from January 1 to April 1, to allow sufficient time for collection and analysis of data received from districts.

D. **Other Procedural Changes to Improve Data**

1. **Make It the Duty of the Superintendent of Schools to Certify to the Accuracy of the UVIRS Data Reported to SED**

    a. Require in statute that the superintendent of schools of each school district, including each community superintendent in the New York City School District, the District Superintendent of each BOCES and the chief school officer of each charter school certify to the accuracy of the data submitted to SED, and that all incidents reported by police or school safety officers are included in the reported data. Make a knowing submission of inaccurate data a ground for disciplinary action against the superintendent or other chief school officer and prima facie evidence of lack of good moral character for purposes of revocation of the superintendent's certification.

2. **Collect Data on Incidents that Result in Physical Injury or Serious Physical Injury and on Incidents Where the Victim is a Teacher or Other Staff Member**

a. To help obtain more objective data elements, for crimes involving risk of physical injury, collect data on incidents that result in physical injury or serious physical injury, as defined in the Penal Law and incidents directed at teachers or other school staff members. Data on the prevalence of injuries and assaults and other crimes committed against staff members should assist in the identification of violent schools.

3. <u>Require That All School Districts Report Data in the Same Manner Whether or Not They Have a Local Reporting System</u>

E. <u>Establish Sanctions for Failure of Districts to Report Data</u>

a. Currently, there is no enforcement mechanism in statute when a district fails to submit data in a timely manner or submits incomplete data. Some form of sanction should be imposed- whether it is withholding of State Aid or publication of the failure to submit data in a report to the Legislature and the Governor or in the school report card.

Violent and Disruptive Incidents Excel Data Files

- **2001-02 – NYC Schools**
- **2002-03 – NYC Schools**
- **2001-02 – Rest of State by Districts**
- **2002-03 – Rest of State by Districts**
- **2001-02 – Rest of State by Schools**
- **2002-03 – Rest of State by Schools**
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