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CRIME IN NORTH CAROLINA SCHOOLS: THE  
PERCEPTION AND RESPONSE OF ADMINISTRATORS.

THE UNIVERSITY OF NORTH CAROLINA AT  
GREENSBORO, ED.D., 1979

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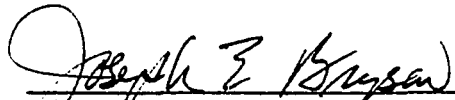
by

John Paxton Harlan, Jr.

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Approved by

  
Dissertation Advisor



APPROVAL PAGE

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HARLAN, JOHN PAXON, JR. Crime in North Carolina Schools: The Perception and Response of Administrators. (1979)  
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The purpose of this study was to examine the perception of school-related crime by public school superintendents within the State of North Carolina and to examine their administrative reaction to those perceptions. The respondents were queried by means of a prevalidated survey instrument which was mailed to each respondent.

The final response rate was 76 percent (or 110 useable questionnaires). The survey instrument consisted of three sections, and the responses to each section of the questionnaire (crimes committed against the school plant; crimes committed against school personnel; and the maintenance of a safe and secure teaching-learning process) were cross-tabulated for frequencies and percentages of the total responses by the following variables: Average Daily Membership, Rural Status of the school district and the Region in which the school district was located. The Average Daily Membership was the aggregate number of students on the class roll of the first month of the school year (1977-1978) for each school district. For purpose of analysis the Average Daily Membership was divided into three subsets (under 5,000, 5,000 to 9,999, and 10,000 or more). An operational decision was made to classify each school district as either predominately rural or predominately

nonrural. The operational decision was based on the status of the median county (100 counties in North Carolina). The counties were rank ordered by percentage of rural population (most rural to least rural). The median county reflected a rural population of 75.0 percent or higher. Therefore, if a county recorded 74.9 percent rural (or less), it was classified as a predominately nonrural county. Each school district was also classified by region of the state (Eastern, Piedmont, and Western).

Based on the responses to the survey, it can be concluded that administrators perceive crime (at least crimes against the school plant) as a problem within the schools. Moreover, 54 percent of the respondents reported that their districts have a "policy" on the reporting of "all offenses" to both the central office and to the police. Conversely, only 25 percent of the respondents reported they had a similar "policy" for reporting offenses against school personnel to both the central office and the police. Therefore, one can conclude that administrators perceive a crime problem and this problem was predominately seen as a problem of offenses against the school plant.

The principal reaction by the respondents to the perceived problem was primarily the formulation of a policy on the reporting of crimes against the school plant. Only 10 percent of the respondents reported the establishment of a

security unit within their districts. In addition, one district reported that a security unit was in the formation stage. Conversely, 88 percent of the respondents reported that they had no security unit. Further, there was no additional evidence of any interest in this type of response.

It was apparent that North Carolina school administrators perceive a crime problem. The question then becomes, whose problem is it? The administrators' primary reaction so far has been in the area of development of reporting policies. This conclusion was reinforced by the respondents when 64 percent reported they would consider utilizing the Uniform Report of School Losses and Offenses of the National Association of School Security Directors. Therefore, one can conclude that the administrators perceive the problem of crime in the schools, but they do not necessarily see it as their problem, that it was viewed as a single problem among many other problems (and with a relatively low priority for resource utilization).

## ACKNOWLEDGEMENTS

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A large debt is owed The Honorable L. Richardson Preyer, U.S. House of Representatives, and his Greensboro staff for their timely procurement of government reports. The support of both the Honorable Rufus L. Edmisten, Attorney General of the State of North Carolina, and the Honorable J. Phil Carlton, Secretary of the North Carolina Department of Crime Control and Public Safety, is gratefully acknowledged.

Further, I would like to thank my colleagues at Guilford College for their assistance: Dr. Charles P. McDowell, Edwin R. Boelte, and Ann T. Johnson.

Last, but not least, I would like to express my gratitude to my wife Juri for her support during this process. She is entitled to a diploma of her own for enduring this exercise with a sense of humor and patience.

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

There is an increasing amount of crime directed against the personnel and physical plant of public schools, and the American school system appears unable to cope with this phenomenon in a comprehensive, effective manner. The problem of this study was to examine the volume of crime perceived by public school administrators within the State of North Carolina and to examine their administrative reaction to this situation.

#### Procedures Used

This study evaluated data returned on a survey instrument; which was administered to all one hundred forty-five public school units within North Carolina. The instrument had three components. The first part elicited data on vandalism and thefts from the school plants within the unit. The second part was concerned with crimes of violence against personnel (students and staff) and with thefts of personal property. The

final section examined the administrative response of the school unit to its perceived crime problem. The instrument utilized the verbal nomenclature of the National Association of School Security Directors (NASSD) Uniform Crime Report (UCR) for schools. Further, the instrument was validated (content validity) by the President and the Executive Board of the National Association of School Security Directors.

The study's goal was a 50 percent response rate for the instrument. Upon receipt of all the returned instruments, they were tallied. This tally revealed both the extent and scope of the perceived crime problem within public schools of North Carolina and the school unit's administrative reaction to this perceived problem.

#### Delimitations

The findings and conclusions of this study were limited to North Carolina public education. This study concerned itself only with the perceived crime problem in public education and administrative response to the problem.

#### Significance of the Study

Although the fact that many crimes are committed on school property has never been in serious doubt, the actual

volume of these offenses has been difficult to determine with any degree of precision. The phenomenon is not new, although Westin has documented the violence in urban schools from the last century <sup>1</sup> In general, the literature per se on crimes in schools becomes an identifiable area of study in the 1960's. Prior to that time the topic was generally subsumed within the literature on gangs and delinquency.<sup>2</sup>

The data reflecting the actual dollar costs of crime are conflicting. Dukiet reported a \$260 million figure nationally for the 1972-73 school year for the crimes committed against schools and students.<sup>3</sup> He further cited the annual cost of school security, insurance premiums, etc. as being at \$240 million for the 1972-73 school year.<sup>4</sup>

---

<sup>1</sup>Alan F. Westin, "Facing the Issues: Responding to Rebels with a Cause," in The School and the Democratic Environment, eds. Danforth Foundation and Ford Foundation (New York: Columbia University Press, 1970), p. 65.

<sup>2</sup>See for example Albert K. Cohen, Delinquent Boys (Beverly Hills, California: The Free Press, Glencoe, 1955).

<sup>3</sup>K.H. Dukiet, "Spotlight on School Security," School Management, November-December 1974 , p. 16.

<sup>4</sup>Ibid.



However, the Educational Research Service, Inc., reporting for the same period, gave a loss of only \$82 million.<sup>5</sup> Grealy, in his testimony before the Subcommittee to Investigate Juvenile Delinquency (Committee of the Judiciary, U.S. Senate), on April 16, 1975, reported a loss of \$594 million for the 1973-74 school year due to burglary, arson, and vandalism in American schools.<sup>6</sup> Rubel addressed the foregoing problem (that is, conflicting dollar loss amounts) in terms of not who is right or wrong, but rather as a problem of what "definition" one is using.<sup>7</sup> He cited both nonuniform definitions and inflation as contributing factors to the confusion on the actual amount of crime in schools.<sup>8</sup>

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<sup>5</sup>Educational Research Services, Inc., ERS Research Memo (Arlington, Virginia: Educational Research Services, Inc., 1974), p.1.

<sup>6</sup>Joseph I. Grealy, "Nature and Extent of School Violence and Vandalism: Testimony Before the U.S. Senate Subcommittee to Investigate Juvenile Delinquency," The School Security Journal 2 (1975): 51.

<sup>7</sup>Robert J. Rubel, "Understanding School-Based Violence," draft of paper presented at the annual meeting of the National Organization for Legal Problems in Education, San Francisco, California, 8-11 November 1977.

<sup>8</sup>Ibid.

In February of 1977 the Subcommittee to Investigate Juvenile Delinquency issued its report on school crime, Challenge for the Third Century: Education in a Safe Environment - Final Report on the Nature and Prevention of School Violence and Vandalism.<sup>9</sup> The Subcommittee reported on the dimensions of the problem based on a survey of 757 public school districts with enrollments of 10,000 pupils or more. The purpose of this survey was to determine the extent and scope of school violence, vandalism and dropouts for the years 1970-73.<sup>10</sup> The survey had 516 returns (68.1 percent) and of these, 220 districts returned incompleated instruments (mainly because of nonuniform record keeping, etc.).<sup>11</sup> During the surveyed period (1970-73) assaults on teachers increased by 77.4 percent and

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<sup>9</sup>U.S., Congress, Senate, Committee on the Judiciary Subcommittee to Investigate Juvenile Delinquency, Challenge for the Third Century: Education in a Safe Environment - Final Report on the Nature and Prevention of School Violence and Vandalism. 95th Congress., 1st sess., 1977.

<sup>10</sup>Ibid., p. 2.

<sup>11</sup>U.S., Congress, Senate, Committee on the Judiciary, Subcommittee to Investigate Juvenile Delinquency, Our Nation's Schools - A Report Card: "A" In School Violence and Vandalism - Preliminary Report of the Subcommittee to Investigate Juvenile Delinquency, 94th Congress, 1st sess., 1975: 4.

assaults on students for the same period increased by 85.3 percent (the actual base number of assaults was not reported).<sup>12</sup>

In December of 1977, the National Institute of Education, U.S. Department of Health, Education, and Welfare, issued its executive summary on school crime, Violent Schools - Safe Schools.<sup>13</sup> The summary reported a divergence in the reported annual costs of vandalism and property theft from a low of \$50 million to a high of \$600 million.<sup>14</sup> The report estimates repair and or replacement costs due to crime as being approximately \$200 million annually.<sup>15</sup> As to time and place of criminal activity, it noted that,

The risks of personal violence, personal theft, and disruptive/damaging acts against the school are highest during regular school hours and tend to occur more frequently during midweek. Four-fifths of all personal violence takes place during the schoolday. The risks of breaking and entering, on the other hand, are highest on

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<sup>12</sup>Ibid.

<sup>13</sup>National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to the Congress - Executive Summary (Washington, D.C.: Government Printing Office, 1977).

<sup>14</sup>Ibid., p. 6.

<sup>15</sup>Ibid.

weekends and secondarily during other non-school hours. The occurrence patterns of personal and school property offenses tend to be complementary over days of the week.

For students, the classrooms are the safest places in school, considering the amount of time spent there. The risks are highest during the between-class rush in the hallways and stairs. Other places that pose substantial risks are the restrooms, cafeterias, locker rooms, and gyms.<sup>16</sup>

The establishment of security measures can be of considerable help in reducing school crime as long as they (security responses) are not a substitute for effective governance of the school.<sup>17</sup> "A central conclusion of this study is that strong and effective school governance, particularly by the principal, can help greatly in reducing school crime and misbehavior."<sup>18</sup>

The old adage, which holds that "where there is smoke there is a fire", is still true, but in this case the magnitude of the problem is not yet clear: therefore, this study was significant because it created data on the perceived status of crime within North Carolina public schools

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<sup>16</sup>Ibid.

<sup>17</sup>Ibid., p. 13.

<sup>18</sup>Ibid., p. 12.

and the administrative response to this problem. In short, it attempted to provide a clearer picture of the problem, at least for North Carolina.

#### Organization of the Remainder of the Study

The remainder of this study contains four additional chapters. Chapter II contains a review of the literature. This review considered four components: first, vandalism and property crime against the school plant; second, crime against school personnel (students and staff) -- this will include both physical violence and property crimes; third, criminological explanations; and finally, the fourth component will be the administrative response (that is, the establishment of school security programs).

Chapter III presents the procedures for collection and analysis of data from the survey instrument.

Chapter IV sets forth the findings of the survey instrument.

Chapter V presents, briefly, a summary, conclusions and recommendations based on information from the preceding chapters. In addition there are several Appendices.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

This chapter will review the literature of crime and violence in the public schools. Further, the evolution of school security and where it is heading will be examined. The introductory phase will deal with the history of the problem and the issue of fear in the public school. The additional phases of the chapter will examine crimes against the school plant, crimes against school personnel and the criminological explanations for this violent behavior against school personnel and plant. Further, the evolution of school security and its development will be explored.

#### History

The question is - is crime and disorder a new phenomenon in American public education? Recent years have seen reports in the news media and from the United States Congress that crime and disorder in the public educational process (K-12) appear to be approaching epidemic proportions. A superficial inspection of these reports would

indicate that this was a "new" problem area but in fact the literature reveals otherwise.

The written history of American public education does not provide data on school related disturbances and violence until recent times (the mid-1960's).<sup>1</sup> Westin reported on school conflict between 1870 and 1950 by searching the archives of the New York Herald, the New York Times, and the New York Tribune, in which he found a continual stream of student protests and disruptions, such as boycotts, strikes, sit-ins, and demonstrations. The issues then and in the mid-1960's were largely the same.<sup>2</sup> The continuing conflict has apparently resulted from a chronic tension between American democratic ideals and the realities of American politics: " . . . an authority-centered system of teaching and school governance and an unreal and distorted content-presentation of American social and political realities."<sup>3</sup> Some of the issues have

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<sup>1</sup>Alan F. Westin, "Facing the Issues: Responding to Rebels With A Cause," in The School and the Democratic Environment, ed. The Danforth Foundation & The Ford Foundation (New York: Columbia University Press, 1970) p. 70.

<sup>2</sup>Ibid., p. 71.

<sup>3</sup>Ibid.

included integration of northern public schools (for example, Chicago and New York City); student government (early 1900's); loyalty pledges (started during World War I and finally terminated in the 1930's); and, anti-war protests (late 1930's).<sup>4</sup> Dress codes have evoked demonstrations and law suits:

. . . to protest the banning of long hair for boys in 1914, knickers for girls in the 1920's, mustaches and beer jackets for the boys in the 1930's, slacks for girls in the 1940's and bans on dungarees in the 1950's.<sup>5</sup>

Westin concludes that the unrest of the public school from the mid-1960's to the early 1970's, as in the earlier period, " . . . stems from antidemocratic teaching and administration within our schools."<sup>6</sup>

Public attention was not focused on the public schools and their behavioral problems (crime and disruption) until the late 1960's and early 1970's. It was during this period of time that the news media, professional educators, the public and subsequently the Congress expressed concern for the "problem."

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<sup>4</sup>Ibid., pp. 71-72.

<sup>5</sup>Ibid., pp. 72-73.

<sup>6</sup>Ibid., p. 78.



Crime and violence in secondary schools for the period of 1950 throughout the 1970's was examined by Rubel, who reported that the "real" picture of school crime has been distorted. There were no comparable records for aggregate crimes kept by school districts (only since the mid-1970's have any records been kept by administrative schools units, with rare exception).<sup>7</sup>

There appear to be two generic areas of criminal offenses within the schools. The first area consists of crimes against the school plant (property damage, breaking and entering, and theft), and the second consists of crimes against personnel (students and staff).

Rubel reported on both generic areas but qualified his report to caution the reader from possible misinterpretation of the data. Assaults on teachers increased from 18.3 assaults per 1000 teachers in 1955-56 to 52.0 assaults per 1000 teachers (see Table 1).<sup>8</sup> The majority of assaults (50 percent) were committed by junior high students (grades 7-9) upon their teachers.<sup>9</sup>

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<sup>7</sup>Robert J. Rubel, "Student Violence and Crime in Secondary Schools from 1950 to 1975: A Historical View," Criminal Justice Abstracts 9 (1977): 529.

<sup>8</sup>Ibid., p. 533.

<sup>9</sup>Ibid., p. 534.

TABLE 1  
TEACHER ASSAULTS FROM 1956 TO 1975

Year	Percent Assaulted	Total Number Teachers (in 1,000's)	Number Teachers Assaulted (in 1,000's)
1955-56	1.6	1,141	18.3
1971-72	2.0	2,063	41.3
1974-75	2.4	2,165	52.0

SOURCE: Robert J. Rubel, "Student Violence and Crime in Secondary Schools from 1950 to 1975: A Historical View," Criminal Justice Abstracts 9 (1977): 533.

NOTE: Author reports data for table compiled from National Education Association (NEA) polls. "Assaults in elementary schools are different in degree from assaults in secondary schools. Greater number of less serious contacts are determined to be assaults in the lower grades than in secondary schools. This distinction is relevant here, since the NEA polls were sent to a sample of all teachers" (p. 533).

The 1976 report of the Security Office of the Los Angeles Unified School District illustrates the rise of crimes against the school plant:

. . . malicious mischief has been a separate category since the early 1950's, offense counts went from 335 in 1952, down to 100 in 1958, and up to 1,275 in 1973. From the 1950 to 1974 academic year, the combined property loss from vandalism and theft climbed 2,820 percent from \$38,431.00 to \$1,112,784.00.<sup>10</sup>

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<sup>10</sup>Ibid., p. 538.

When considering these cost data, one must be mindful of the consumer price index and how it has been affected by inflation.<sup>11</sup>

So that society can intelligently respond to the problem of crime in the schools, an attempt must be made to isolate and identify the causal elements of the problem. Further, a determination must be made of the actual magnitude of the problem. Ianni reminded his readers to look at the school-specific aspects of school crime and to look there for its causes. Failure to do this could cause the casual observer to fall into the same trap as the general population and their institutions and to view school crime from the same perspectives which have been unsuccessful in controlling crimes in general.<sup>12</sup>

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<sup>11</sup>Ibid., pp. 534-537.

<sup>12</sup>Francis A.J. Ianni, "The Social Organization of the High School: School-Specific Aspects of School Crime," paper presented at the annual meeting of The American Society of Criminology, Atlanta, Georgia, 14 November 1977. This is analogous to Westin's conclusion (p. 78).

Wilson appeared to agree with Ianni when he said, " . . . we need to know a lot more than we now know about who is victimized in a school setting and under what circumstances."<sup>13</sup> He suggested that serious offenders in schools, as opposed to minor offenders (for instance, truants) should be referred to the criminal justice system.<sup>14</sup> In actual situations, there is ample evidence to show that Wilson's recommendations are not being followed. McPartland and McDill reported on the "ostrich syndrome," examples of which include, " . . . the reluctance of some principals to admit the existence of serious problems and to refer students to the criminal justice system . . . "<sup>15</sup> The non-reporting of crimes and serious offenses to the police was confirmed by the findings of the recent National Institute of Education study of school crimes (see summary of findings on non-reporting in Table 2).

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<sup>13</sup>James Q. Wilson, "Crime in Society and Schools," in Violence in Schools, ed. James McPartland and Edward L. McDill (Lexington, Massachusetts: D.C. Heath and Company, 1977), p. 45.

<sup>14</sup>*Ibid.*, p. 48.

<sup>15</sup>James McPartland and Edward L. McDill, "Parallels and Contrasts in Reform Strategies for School Violence," in Violence in Schools, ed. James McPartland and Edward L. McDill (Lexington, Massachusetts: D.C. Heath and Company, 1977), p. 145.

TABLE 2  
ESTIMATED NONREPORTING OF SERIOUS OFFENSES  
TO THE POLICE

	Number of Offenses	Percentage of non- reporting
<hr/> Offenses Against the School		
Trespassing	13,819 ( $\pm 1856$ )*	46
Breaking & Entering	11,034 ( $\pm 1856$ )	30
Theft-School Property	13,330 ( $\pm 2394$ )	48
Property Destruction	42,304 ( $\pm 4462$ )	73
Fires	2,075 ( $\pm 454$ )	78
False Alarms	2,886 ( $\pm 720$ )	67
Bomb Offenses	1,145 ( $\pm 527$ )	37
Disruptive Behavior	5,038 ( $\pm 952$ )	75
 Offenses Against Persons (teachers, students & others)		
Personal Theft	21,827 ( $\pm 2408$ )	72
Attacks	15,976 ( $\pm 2280$ )	82
Fights	18,139 ( $\pm 2422$ )	95
Robbery	1,620 ( $\pm 562$ )	70
Group Conflict	779 ( $\pm 462$ )	31
Weapons	1,066 ( $\pm 278$ )	55

(\* 95 percent Confidence Interval reported in parentheses  
or,  $P = .05$ )

SOURCE: National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to the Congress, volume 1 (Washington, D.C. : Government Printing Office, 1977), p. 44.

NOTE: Data were summarized from the Principals' Report Sheet, Phase II of the study, which was a representative sample of 642 public junior and senior high schools.

The data in Table 2 reflect the finding that approximately only 33 percent of the criminal offenses known to principals were eventually reported to the police.<sup>16</sup> Therefore, available police data on school crime must be considered suspect if the findings of this survey are representative of all secondary schools in this country. In conjunction with a discussion of the historical background of the issue of crime in the schools, the question of "fear" in the teaching-learning environment should be examined.

### Fear

Due to the paucity of data, fear appears to be an iceberg issue. One can sense that fear has an effect on the teaching-learning process, but there is very little data in the literature of crime in schools that addresses this point. Franklin Roosevelt in his first inaugural address said, "the only thing we have to fear is fear

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<sup>16</sup>National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to the Congress, volume 1 (Washington, D.C.: Government Printing Office, 1977), p. 44.

itself."<sup>17</sup> Accepting the truth of this statement, the very real issue of fear in the teaching-learning process must be considered to be a very real issue.

Savitz et al. reported on a 1971-72 study conducted in Philadelphia, Pennsylvania in which they reported on the fear of crime. They interviewed approximately 1000 boys (blacks and whites equally represented) aged 14-15 years, plus their mothers, on the effects of "fear" in city life.<sup>18</sup> More than 50 percent of the black youth interviewed expressed a concern of fear about the following areas:

. . . streets more than a block from home, subways, parks, and streets going to and from schools. If we focus on the school environment, 54 percent of all boys thought streets to and from school dangerous; 44 percent rated school yards, dangerous; 34 percent rated school hallways dangerous, and 21 percent even thought school rooms were dangerous.<sup>19</sup>

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<sup>17</sup>Franklin Roosevelt, "First Inaugural Address," Washington, D.C., 4 March 1933.

<sup>18</sup>Leonard D. Savitz; Michael Lalli; and Lawrence Rosen, City Life and Delinquency: Victimization, Fear and Gang Membership (Washington, D.C.: Government Printing Office, 1977), p. 1.

<sup>19</sup>Ibid., p. 60.

Lalli and Savitz reporting on the same study, noted that a large percentage of the respondents felt that school itself was dangerous. " . . . A majority of all parents were very fearful that their child would be injured or robbed while at school."<sup>20</sup>

According to the Safe School Study, fear of victimization of a crime at school is greater than the actual rate of victimization. The report says fear causes a "ripple effect," out of proportion to the actual crime problem.<sup>21</sup> A panel discussion on security in the school concluded that desirable student traits, such as good citizenship, were inhibited by the pervasive fear in the teaching-learning environment.<sup>22</sup>

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<sup>20</sup>Michael Lalli and Leonard D. Savitz, "The Fear of Crime in the School Enterprise and Its Consequences," in Conflicts and Tensions in The Public Schools, ed. Eleanor P. Wolf (Beverly Hills, California: Sage Publications, 1977), pp. 42-43.

<sup>21</sup>National Institute of Education, p. 62.

<sup>22</sup>Institute for Development of Educational Activities. The Problem of School Security: An I/D/E/A/ Occasional Paper (Bethesda, Maryland: ERIC Document Reproduction Service, ED 098 671, 1975), p. 6.



The ripple effect identified in the Safe School Study is intensified and fueled by dramatic incidents such as the rape of a student, robbery, and assault of a teacher.<sup>23</sup> When discussing the problem of school crime, fear is a related but non-quantifiable issue. Further, the presence of the issue of fear confounds the interpretation of the underlying causes of school crime.<sup>24</sup>

Criminological reports on the fear of crime are of recent origin. The summary report of The President's Commission on Law Enforcement and Administration of Justice reported on the phenomenon of the "risk of sudden attack by a stranger."<sup>25</sup> "This fear of strangers has greatly impoverished the lives of many Americans, especially those who live in high-crime neighborhoods in large cities."<sup>26</sup>

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<sup>23</sup>Robert J. Rubel, "Understanding School-Based Violence," draft of paper presented at the annual meeting of the National Organization for Legal Problems in Education, San Francisco, California, 8-11 November 1977.

<sup>24</sup>Ibid.

<sup>25</sup>The President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime In A Free Society, by Nicholas deB. Katzenbach, Chairman (Washington, D.C.: Government Printing Office, 1967), p. 18.

<sup>26</sup>Ibid., p. 52.

This fear of the stranger can damage the social order.

As the level of sociability and mutual trust is reduced, streets and public places can indeed become dangerous, not only will there be fewer people abroad but those who are abroad will manifest fear of and lack of concern for each other.<sup>27</sup>

The fear of crime may not in fact be based upon an individual's experience as a victim of crime. But rather their vicarious experience of crime through the reporting of criminal activity by their relatives, friends or the news media. Further, they have received supplemental inputs to this vicarious experience of crime from contemporary novels, movies and television (see Table 3, reference victim and nonvictim concern about crime).<sup>28</sup> Recently, Garofalo has reached a similar conclusion: " . . . peace of mind about crime may be only imperfectly related to the objective threat of crime."<sup>29</sup>

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<sup>27</sup>Ibid.

<sup>28</sup>Ibid.

<sup>29</sup>James Garofalo, Public Opinion About Crime: The Attitudes of Victims and Nonvictims in Selected Cities (Washington, D.C.: Government Printing Office, 1977), p. 17.

TABLE 3

CONCERN OF VICTIMS AND NONVICTIMS  
ABOUT BURGLARY OR ROBBERY

Worry About Burglary or Robbery	Victim-%	Nonvictim-%
Males:		
Worried	69	59
Not Worried	31	41
	100	100
Number of Males	(1,456)	(3,930)
Females:		
Worried	84	77
Not Worried	16	23
	100	100
Number of Females	(2,399)	(6,189)

SOURCE: The President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime In A Free Society, by Nicholas deB. Katzenbach, Chairman (Washington, D.C.: Government Printing Office, 1967), p. 51.

NOTE: Data for table provided by the National Opinion Research Center for the President's Commission of Law Enforcement and Administration of Justice.

Over 50 percent of the nonvictim males and over 75 percent of the nonvictim females in Table 3 expressed fear of being victimized by the crimes of burglary and robbery.<sup>30</sup> Furthermore, "Commission studies in several cities indicate that just this kind of fear has impelled hundreds of thousands of Americans to move their homes or change their

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<sup>30</sup>The President's Commission on Law Enforcement and Administration of Justice, p. 51.

habits."<sup>31</sup> The fear of crime has tremendous implications for the formulation of public policy.

The President's Commission on Law Enforcement and Administration of Justice reported their findings in February 1967. Subsequently, the Omnibus Crime Control Act of 1968 was debated in the United States Congress for approximately eighteen months. Harris<sup>32</sup> reported on the implication of fear as it affects public policy formation. His example was the passage of the Omnibus Crime Control Act of 1968. His prime concern was the passage of Titles II and III. Title II addressed "procedural due process," while Title III permitted court ordered "wiretapping." The theme of this book can best be expressed in the following paradigm:

Fear————>Public Opinion————>Public Policy

The introduction to Harris' book was written by

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<sup>31</sup>Ibid., p. 3.

<sup>32</sup>See for example Richard Harris, The Fear of Crime (New York: Praeger Publishers, 1968).

Nicholas deB. Katzenbach, who served as chairman of the Presidential Commission and was the United States Attorney General during the Lyndon Johnson administration. Katzenbach summarized the mood of the country at that time:

There is a genuine fear of crime. It is strongly felt by rural white America, by blue-collar white America, and by those who live in modest suburbs. It is irrelevant to their emotions that, as a group, they probably have the least to fear from a growing crime rate. Ironically, it is also felt by the majority of black Americans who live in the ghetto and do have reason to fear crime - but who are silenced to a degree by the racial overtones ascribed to appeals for "law and order."<sup>33</sup>

At this juncture we return to fear of crime in the American public school. The concept of the "symbolic anti-student" may be of value in understanding this issue. This concept will not be found in the literature but will be developed by way of analogy.

The symbolic anti-student is analogous to Skolnick's "symbolic assailant."<sup>34</sup> Skolnick developed the idea of the symbolic assailant so that certain behaviors and outlooks of police officers could be better understood.

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<sup>33</sup>Nicholas deB. Katzenbach, Introduction to The Fear of Crime, by Richard Harris (New York: Praeger Publishers, 1968), pp. 10-11.

<sup>34</sup>Jerome H. Skolnick, Justice Without Trial (New York: John Wiley & Sons, Inc., 1966) pp. 45-48.

The police officer is trained to be able to observe suspicious events within his patrol area. To do this, he must know what is normal on his beat.<sup>35</sup> Skolnick cites the work of MacInnes to make this point (this is from a description of the English police officer).

The true copper's dominant characteristic, if the truth be known, is neither those daring nor vicious qualities that are sometimes attributed to him by friend or enemy, but an ingrained conservatism, and almost desperate love of the conventional. It is untidiness, disorder, the unusual, that a copper disapproves of most of all: . . . , in fact, anything that cannot be safely predicted.<sup>36</sup>

It is this condition of lack of stability that the policeman sees as a potential source of danger. Therefore, the policeman,

because his work requires him to be occupied continually with potential violence, develops a perceptual shorthand to identify certain kinds of people as symbolic assailants, that is, as persons who use gesture, language, and attire as a prelude to violence.<sup>37</sup>

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<sup>35</sup>Ibid., p. 48.

<sup>36</sup>Colin MacInnes, Mr. Love and Justice (London: New English Library, 1962) p. 74, cited by Jerome H. Skolnick, Justice Without Trial (New York: John Wiley & Sons, Inc., 1966) p. 48.

<sup>37</sup>Jerome H. Skolnick, p. 45.

To achieve the status of symbolic assailant does not imply that the person be violent, only that the person does not fit into the accepted norm of the beat the police officer is working.<sup>38</sup> The police officer himself may never have experienced a violent assault; all he needs to develop his concept of the symbolic assailant is the vicarious experience of his peers.<sup>39</sup> The writer, while serving as a police officer, was exposed to the following homily: it is better to be tried by twelve of your peers than to be carried by six of your friends. This of course refers to the concept of the symbolic assailant. This homily suggests that when faced with the perceived dangerous situation, it is better to use too much force, than too little.<sup>40</sup>

The police themselves do not talk about the perils of their occupation; rather, the subject is approached from an oblique angle.

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<sup>38</sup>Ibid., p. 46

<sup>39</sup>Ibid., p. 48.

<sup>40</sup>The writer served 16 years as a city, county and state police officer. This homily is not part of official training but ever present in the informal setting.

Thus, one patrol officer observed that more police have been killed and injured in automobile accidents in the past ten years than from gunfire. Although his assertion is true, he neglected to mention that the police are the only peacetime occupational group with a systematic record of death and injury from gunfire and other weaponry.<sup>41</sup>

Would we have need for police without a commonly perceived danger by the community? Skolnick replied that, "the raison d'etre of the policeman and the criminal law, the underlying collectively held moral sentiments which justify penal sanctions, arises ultimately and most clearly from the threat of violence and possibility of danger to the community."<sup>42</sup>

This construct of the symbolic assailant can therefore be extrapolated to the public school in the form of the "symbolic anti-student." The administrator, teacher and even the student are somewhat similar to MacInnes' typical police officer. They have an ingrained conservatism and love of good order. Disorder and criminal activity are seen as a threatening situation within the teaching-learning environment. Certain types of people may be perceived as dangerous to the school environment (it does not matter if they are dangerous or not, only that they are perceived to be dangerous). Therefore, the admin-

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<sup>41</sup>Jerome H. Skolnick, p. 47.

<sup>42</sup>Ibid., p. 45.



istration, teaching staff and students perceive the symbolic anti-student and fear feeds on itself from this perception and further distorts the climate of the school.

### Crimes Against the School Plant

This section will examine crimes against the school plant. One must remember that these are crimes that involve a loss to the school system; both a monetary loss in goods and materials and a loss of time. An example would be a case of vandalism or arson in a classroom in which the classroom is either totally or partially destroyed and extensive repairs must take place before this classroom can be utilized again. This is costly in monetary terms and further, it is costly in time. Time normally scheduled for the teaching-learning process for this classroom must be displaced to other locales within the school. This may cause a rippling effect or displacement of all other activities within the school.

Crimes against the school plant fall into two categories: damage to school property include such offenses as vandalism, arson and bomb complaints. Thefts of school property include larceny and breaking and entering.

## Damage of Property

Damage to school property means the destruction (total or partial) of all or part of a school. This can be accomplished by either vandalism, arson, bombing or a combination of these means.

### (a) Vandalism

Ban and Ciminillo reported a \$600 million loss as the annual cost for vandalism in the American public schools.<sup>43</sup> This figure includes \$243 million for burglary losses, \$109 million for arson losses, and \$204 million for generally destructive acts.<sup>44</sup> Joseph Grealy, the president of the National Association of School Security Directors, testified on April 16, 1975 that by the 1973-74 school year the cost of vandalism (including burglary and arson) was approximately \$594,100,000.00.<sup>45</sup> The Educational

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<sup>43</sup>John R. Ban and Lewis M. Ciminillo, Violence and Vandalism in Public Education (Danville, Illinois: Interstate Printers & Publishers, Inc., 1977) p. 2.

<sup>44</sup>Ibid.

<sup>45</sup>U.S. Congress, Senate Committee on the Judiciary, School Violence and Vandalism - The Nature, Extent, and Cost of Violence and Vandalism in our Nation's Schools: Hearings before a subcommittee of the Senate Committee on The Judiciary. 94th Congress., 1st sess., April 16 and June 17, 1975, p. 208.

Research Service reported on their survey of the school year 1972-73 as having a loss of \$82.2 million for vandalism, arson and theft.<sup>46</sup> Dukiet has reported the cost of school crime (vandalism, arson and so forth) in the 1972-73 school year was \$260 million.<sup>47</sup> Rubel has examined the issue of "variation" in cost data and reported that it is primarily a problem of nonuniform definitions; at the same time, he supports the findings of \$82.2 million by the Educational Research Survey.<sup>48</sup> The Safe School Study makes an estimate of approximately \$94 million for the annual loss rate,<sup>49</sup> while the National Center for Educational Statistics estimates the annual loss to be approximately \$216 million.<sup>50</sup> These estimates can be compared in the following figure:

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<sup>46</sup>Educational Research Services, Inc. ERS Research Memo (Arlington, Virginia: Educational Research Services, Inc., 1974) p. 1.

<sup>47</sup>Kenneth H. Dukiet, "Spotlight on School Security," School Management 17 (1973): 16.

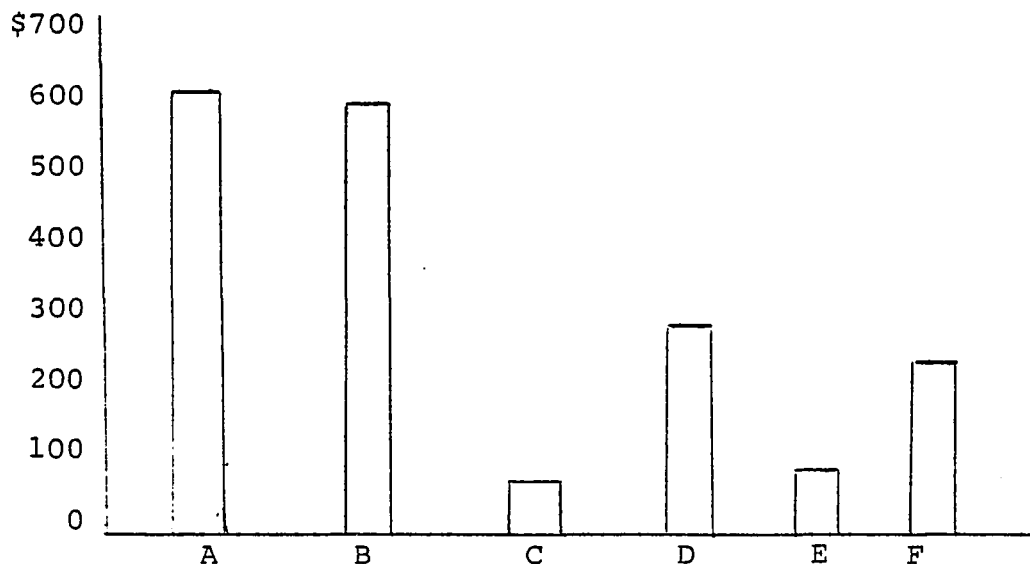
<sup>48</sup>Robert J. Rubel, "Understanding School-Based Violence," p. 7.

<sup>49</sup>National Institute of Education, p. 57.

<sup>50</sup>Ibid.

Fig. 1 ESTIMATE: LOSSES DUE TO VANDALISM ANNUALLY

Millions



- A - Ban and Ciminillo (\$600 million)
- B - Grealy (\$594 million)
- C - Educational Research Service (\$82 million)
- D - Dukiet (\$260 million)
- E - Safe School Study (\$94 million)
- F - National Center for Educational Statistics (\$216 million)

SOURCE: (A) John R. Ban and Lewis M. Ciminillo, Violence and Vandalism in Public Education (Danville, Illinois: Interstate Printers and Publishers, Inc., 1977) p. 2; (B) U.S. Congress, Senate Committee on the Judiciary, School Violence and Vandalism - The Nature, Extent, and Cost of Violence and Vandalism in Our Nation's Schools: Hearings before a subcommittee of The Senate Committee on the Judiciary. 94th Cong., 1st sess., April 16 and June 17, 1975, p. 208; (C) Educational Research Services, Inc., ERS Research Memo (Arlington, Virginia: Educational Research Services, Inc., 1974), p. 1.; (D) Kenneth H. Dukiet, "Spotlight on School Security," School Management 17 (1973): 16 and (E and F) National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to Congress, volume 1 (Washington, D.C.: Government Printing Office, 1977) p. 44.

NOTE: All the estimates include losses for vandalism, arson and breaking and entering. Further, the higher estimates incorporate costs for insurance and security services.

If one were to make a conservative estimate of the annual school property loss of \$100 million dollars, and were able to simultaneously hold the consumer price index constant, one could project a billion dollar property loss for American schools over the next ten year period, if the damage rate remains constant.

(b) Arson

The literature on school property damage by arson is most notable by its almost complete nonexistence. But what is available indicates a link between vandalism and arson. Arson appears to be a continuation or an exponential development of the vandalistic act.

Moll has reported that " . . . fires are set by individuals or groups who are mainly looking for excitement without any other immediate or premeditated motive."<sup>51</sup>

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Kendall D. Moll, Arson, Vandalism and Violence: Law Enforcement Problems Affecting Fire Departments (Washington, D.C.: Government Printing Office, 1974), p. 13.

Boudreau, et al., in developing a typology of motives for arson, reported that vandalism was a motive for arson (this is supported by Table 4.)<sup>52</sup>

TABLE 4  
MOTIVES OF CONVICTED ARSONISTS  
NEW YORK CITY, 1964

Motive	Adults (%)	Juveniles (%)
Revenge	47	5
Pyromania	30	14
Vandalism	10	80
Crime Concealment	9	2
Insurance Fraud	4	0
	(N=136)	(N=103)

SOURCE: John P. Boudreau; Kwan Y. Quon; William E. Faragher; and Genevieve C. Denault, Arson and Arson Investigation: Survey and Assessment (Washington, D.C.: Government Printing Office, 1977), pp. 21-22.

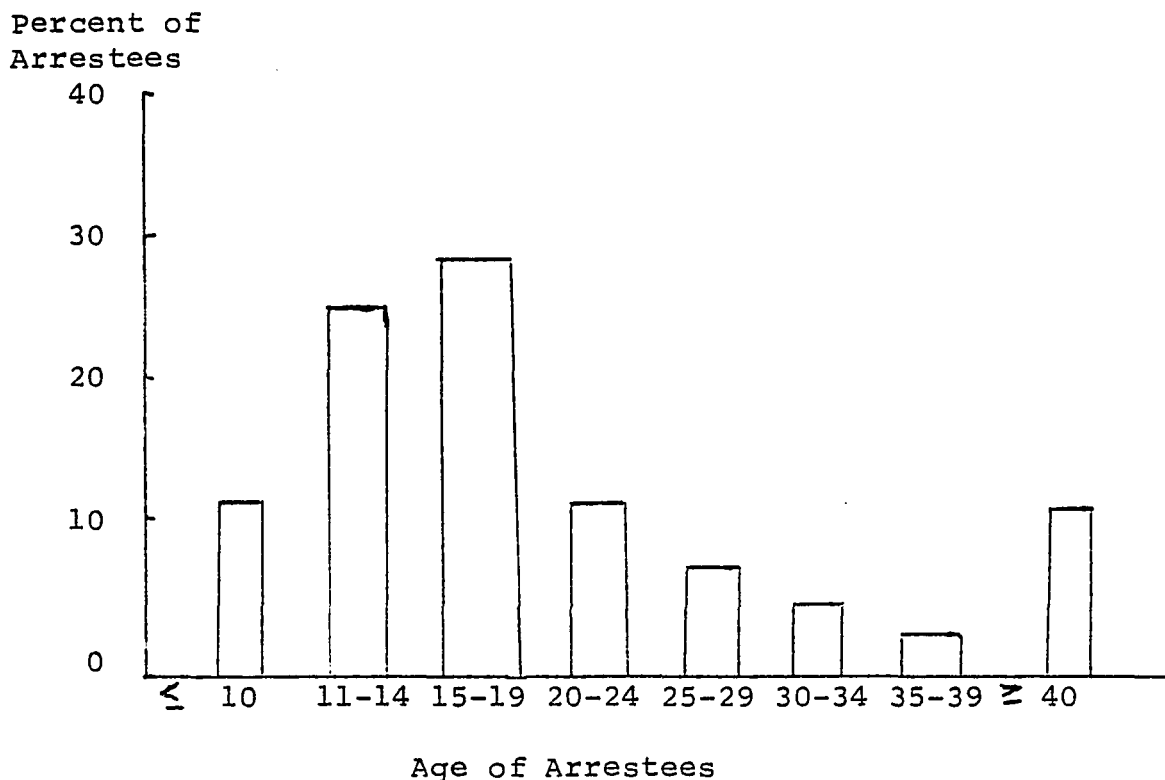
Inciardi has also reported vandalism as a motive for firesetting.<sup>53</sup> It also, appears that arson is a crime of

<sup>52</sup>John F. Boudreau; Quon Y. Kwan; William E. Faragher; and Genevieve C. Denault, Arson and Arson Investigation: Survey and Assessment (Washington, D.C.: Government Printing Office, 1977), p. 19.

<sup>53</sup>James A. Inciardi, "The Adult Firesetter: A Typology " Criminology 8 (1970): 145.

the young, rather than of adults; at least those arrested for arson are young (see Figure 2 for an illustration of this point).<sup>54</sup>

Fig. 2 AGE DISTRIBUTION OF ARRESTEES FOR ARSON



SOURCE: John F. Boudreau; Kwan Y. Quon; William E. Faragher; and Genevieve C. Denault, Arson and Arson Investigation: Survey and Assessment (Washington, D.C.: Government Printing Office, 1977), p. 25.

NOTE: Data summarized from the FBI's Uniform Crime Reports - 1974, pp. 186-191.

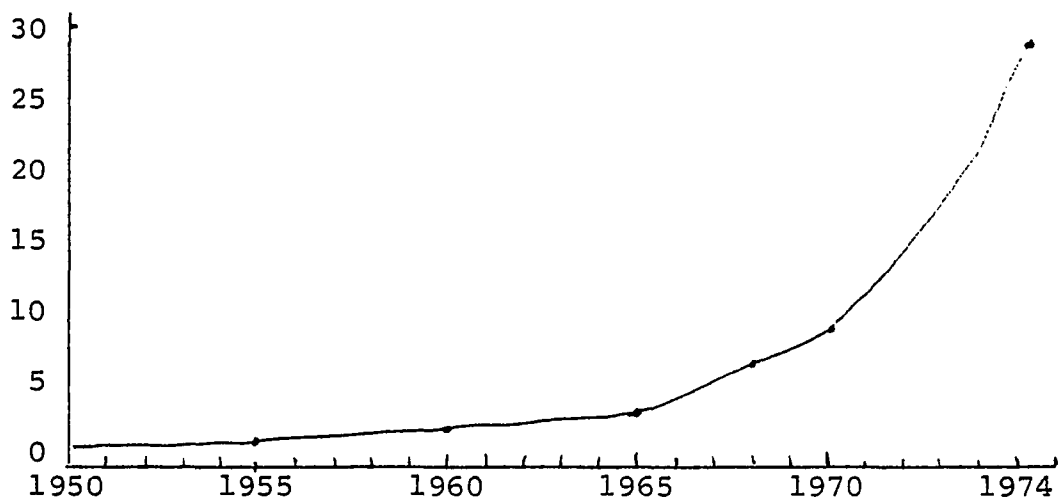
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<sup>54</sup>John F. Boudreau, et al., pp. 24-25.

Schools and colleges have the highest incendiary fire rate (75 percent) reported in 1974, of all "classified structures" reported on; churches were second (51 percent), and a distant third was storage facilities (for example, warehouses).<sup>55</sup> "The school arson rate has been increasing rapidly from the 1950's, when there were approximately 500 per year, to 1974, when over 26,000 occurred" (this is depicted in Figure 3).<sup>56</sup>

Fig. 3 INCENDIARY SCHOOL FIRES, 1950-1974

Incendiary School Fires  
(thousands)



SOURCE: John F. Boudreau; Kwan Y. Quon; William E.

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<sup>55</sup>Ibid., p. 9.

<sup>56</sup>Ibid., p. 10.



Faragher; and Genevieve C. Denault, Arson and Arson Investigation: Survey and Assessment (Washington, D.C.: Government Printing Office, 1977), p. 10.

NOTE: In 1974 this was an average loss of \$3500, for all school fires. Further, the estimate for school property loss from arson was \$93 million. This from data supplied by the National Fire Protection Association.

The Safe School Study reported on the cost of school fires. The average (mean) cost in their sample was \$85 per fire but the median cost was only 39¢.<sup>57</sup> This means that half of the school fires (in schools surveyed) have had a loss of less than 39¢ per fire. The report suggests that most fires set in school are either trash or waste-basket fires. The fires were set to disrupt the teaching-learning process rather than to destroy property.<sup>58</sup> Further, they reported more than 2,000 fires a month, which affect approximately two percent of the nation's schools.<sup>59</sup> This 2,000 plus fires per month would produce a rate in excess of 24,000. This far short of the estimate of Boudreau,

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<sup>57</sup>National Institute of Education, p. 50.

<sup>58</sup>Ibid.

<sup>59</sup>Ibid.

et al, they reported 35,500 fires for 1974 with 75 percent (approximately 26,000) of them incendiary in nature.<sup>60</sup> The 1974 average loss for all school fires was reported to be \$3,500.00 per fire.<sup>61</sup> This cost data far exceeds the Safe School Study report of \$87 per fire.

Grealy has testified that arson is one of the principal culprits within the generic problem of damage to the school plant.<sup>62</sup> Only future data will indicate if this alarming trend in school fires will continue to climb or start to abate.

#### (c) Bombs

The Safe School Study reported, "of all offenses at the school, bomb incidents (threatened or actual) are the least frequent."<sup>63</sup> Six out of every 10 incidents are

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<sup>60</sup>John F. Boudreau, et al., p. 9.

<sup>61</sup>Ibid.

<sup>62</sup>U.S. Congress, Senate Committee on the Judiciary, p. 202.

<sup>63</sup>National Institute of Education, p. 43.

reported to authorities.<sup>64</sup> Further, they reported one out of every 100 schools in any given month will experience this type of offense. They estimated 1,100 bomb incidents per month.<sup>65</sup> This estimate and the reported rate of 6 in 10 bomb incidents reported to the authorities is inconsistent with the FBI's annual Bomb Survey (see Table 5 for comparison of actual or attempted bombing incidents in 1973, 1974 and 1975).<sup>66</sup>

In considering all cases of bombings and attempts, "a definite motive can be ascribed in only about one-half of all bombings . . . . About 20 percent are caused by juvenile vandalism, . . . . "<sup>67</sup> The Safe School Study

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<sup>64</sup>Ibid., p. 50.

<sup>65</sup>Ibid.

<sup>66</sup>Federal Bureau of Investigation, Bomb Summary: A Comprehensive Report of Incidents Involving Explosives and Incendiary Devices in the Nation (Washington, D.C.: Government Printing Office, 1975), p. 6, cited by Michael R. Gottfredson; Michael J. Hindelang; and Nicolette Parisi, eds., Sourcebook: of Criminal Justice Statistics - 1977 (Washington, D.C.: Government Printing Office, 1978) p. 469.

<sup>67</sup>Kendall D. Moll, p. 57.

reported the "intent" of the perpetrators of bombings and attempted bombings (including false alarms of bombs) seems to be the disruption of the teaching-learning process rather than causing injury or serious damage to the school plant.<sup>68</sup> Both Babigian<sup>69</sup> and Vestermark<sup>70</sup> reported on the necessity for school administrators to formulate both evacuation and search plans. A plan for the orderly and safe evacuation of all personnel (students and staff) is essential. Further, a coordinated search plan for the explosive device must be developed in conjunction with the public safety agencies (police and fire).

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<sup>68</sup>National Institute of Education, p. 50.

<sup>69</sup>G.R. Babigian, "How to Defuse Bomb Threats with Organization, Planning," Nation's Schools 87 (1971): 110.

<sup>70</sup>Seymour D. Vestermark, Responses to Collective Violence in Threat or Act, Vol. I, Collective Violence in Educational Institutions (Springfield, Virginia: National Technical Information Service, 1971), pp. 234-242.

TABLE 5  
SCHOOL BOMB DATA

	1973	1974	1975
Total Actual and attempted Bombing	179	187	165
Actual			
Explosives	93	91	87
Incendiary	49	69	48
Attempt			
Explosives	21	16	18
Incendiary	16	11	12
Property Damage (dollar value)	274,363	641,946	833,602
Personal Injury	12	24	6
Death	0	0	0

SOURCE: The 1973 data came from Michael J. Hindelang; S. Christopher Dunn; L. Paul Sutton and Alison L. Aumick, eds., Sourcebook: of Criminal Justice Statistics - 1975 (Washington, D.C.: Government Printing Office, 1976), p. 499. The 1974 data came from Michael J. Hindelang, Michael R. Gottfredson; S. Christopher Dunn; and Nicolette Parisi, eds., Sourcebook: of Criminal Justice Statistics - 1976 (Washington, D.C.: Government Printing Office, 1977), p. 513. The 1975 data came from Michael R. Gottfredson; Michael J. Hindelang; and Nicolette Parisi, eds. Sourcebook: of Criminal Justice Statistics - 1977 (Washington, D.C.: Government Printing Office, 1978), p. 469.

NOTE: The data on bomb information for the Sourcebook came from the FBI's annual Bomb Summary (Washington, D.C.: Government Printing Office).

## Theft of Property

Theft of school property means the stealing of material, supplies, equipment, etc. with the intent of depriving the lawful owner (the school) of their use. This can be accomplished by breaking and entering the school premises and removing the property, or the thief can be present on school grounds during normal operational hours and steal the property. The person on school property during "open" hours can be there either lawfully or unlawfully (for instance, an intruder).

### (a) Breaking and Entering

The Stanford Research Institute studied six schools of the ABC Unified School District in Los Angeles, California for the period, April 1973 to March 1974 (12 months). They found vandalism incidents far exceeded burglary incidents but the dollar loss of the breaking and enterings far exceeded the dollar loss of the vandalism incidents.<sup>71</sup>

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<sup>71</sup> Bernard Greenberg; Greta K. Fridlund; Jeffrey G. Smyser; and Stacey C. Fitzsimmons, Programs for the Prevention of School Vandalism and Related Burglaries (Menlo Park, California: Stanford Research Institute, 1975), p. 38.

"Out of 219 reported incidents, 87 percent involved vandalism only, 5 percent burglary only, and 8 percent both vandalism and burglary."<sup>72</sup> Subsequently, 35 offenders were identified and apprehended, all were youthful offenders and affiliated as students within the school district.<sup>73</sup> The Stanford findings that burglary losses exceed vandalism losses appear to be atypical. The superintendent of Chicago's public schools testified on April 6, 1975 that vandalism was their most serious property crime. In fact, they separate window breakage from vandalism.<sup>74</sup> In Chicago burglary ranks third in loss exceeded by window breakage and vandalism (this is illustrated in Table 6).

TABLE 6

LOSSES RESULTING FROM CRIMINAL INCIDENTS REPORTED  
IN THE CHICAGO PUBLIC SCHOOLS

Type of Criminal Activity	Value of Losses	
	1973	1974
Vandalism	\$458,432	\$544,138
Burglary	276,528	341,021

<sup>72</sup>Ibid.

<sup>73</sup>Ibid., p. 42.

<sup>74</sup>U.S. Congress, Senate, Committee on the Judiciary, op. cit., pp. 118-125.

TABLE 6-Continued

Type of Criminal Activity	Value of Losses	
	1973	1974
Theft & Missing Items	26,840	25,505
Fire Damage	246,723	325,349
Window Breakage	2,181,206	2,279,044
TOTAL	\$3,189,729	\$3,515,057

SOURCE: U.S. Congress, Senate, Committee on the Judiciary, School Violence and Vandalism in our Nation's Schools: Hearings before a subcommittee of the Senate Committee on the Judiciary. 94th Cong., 1st sess., April 16 and June 17, 1975, p. 124.

The Safe School Study offers a tentative explanation for the increase of burglary costs in California. Schools are increasingly using more sophisticated hardware, and this equipment is more expensive; therefore, the cost of burglary offenses can exceed vandalism in costs.<sup>75</sup> The study reported that one out of every ten schools will be broken into (or 90 percent are not broken into). Further, the average loss is \$183.00.<sup>76</sup> " . . . Those schools that are burglarized are likely to have, on the average, 1.4

<sup>75</sup>National Institute of Education, p. 33.

<sup>76</sup>Ibid., pp. 48-50.



break-ins a month, nearly three in 2 months time."<sup>77</sup> Large city schools have a higher burglary rate than small cities, suburban areas or rural areas (Table 7 illustrates this).

TABLE 7  
PERCENTAGE OF SCHOOLS EXPERIENCING ONE OR MORE  
BREAKING AND ENTERING A MONTH

Location	Percentage
Large Cities	13.9
Small Cities	12.3
Suburban Areas	9.3
Rural Areas	8.1

SOURCE: National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to the Congress, volume 1 (Washington, D.C.: Government Printing Office, 1977), p. 52.

<sup>77</sup>Ibid., p. 50. See also footnote 14, p. 48 "According to NIE data, there are an estimated 11,034 cases of breaking and entering in a typical month." The break-in rate of school's is considerably higher than the break-in rate for commercial establishments. The school rate is 156 break-ins per 100 schools and the retail business break-ins rate is 32 per 100.

## (b) Theft of School Property

The problem of theft of school property is greater than breaking and entering. The Safe School Study reported one in every 8 schools will experience a theft of school property, this is approximately 12 percent of the nation's schools.<sup>78</sup> The average loss from a single theft is approximately \$150.00.<sup>79</sup> Large cities have more thefts which is similar to their breaking and entering rate. But

TABLE 8

PERCENTAGE OF SCHOOLS EXPERIENCING ONE OR MORE  
THEFTS OF SCHOOL PROPERTY A MONTH

Location	Percentage
Large Cities	16.6
Small Cities	12.2
Suburban Areas	12.4
Rural Areas	11.3

SOURCE: National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to the Congress, volume 1 (Washington, D.C.: Government Printing Office, 1977), p. 52.

<sup>78</sup>Ibid., p. 50.

<sup>79</sup>Ibid.

suburban theft rate exceeds the small city rate while the least amount of school thefts occurs in the rural regions (this is illustrated in Table 8).

### Crimes Against School Personnel

This section will examine crimes against school personnel. The term "personnel" includes both students and staff (teachers, administrators and service personnel). When there is a crime committed against school personnel obviously the teaching-learning process suffers for all within the school. But in addition to this, the individual who is victimized, student or staff member, also suffers as an individual. This individual may not only suffer physically but in some cases may have emotional after-effects as a consequence of the criminal act. In some cases the person may only have been the victim of a theft rather than assaultive crimes, but the synergistic effect of the hostile environment may also be emotionally debilitating.

Bloch in his capacity as staff psychiatrist in the Los Angeles School District has reported on the emotional problems of teachers. He " . . . evaluated 250 teachers. . . who had symptoms of either physical trauma and/or

prolonged psychic stress."<sup>80</sup> All these teachers had taught in inner-city schools within the district for a period of time ranging from two months to 14 years. The period of Bloch's observations extended from 1971 to 1975.<sup>81</sup> "All had experienced, on campus, the physical and psychic trauma of beatings, assaults with weapons, or continued harassment and threats of violence from students, parents, and vagrants."<sup>82</sup> Each of the teachers had symptoms of depression, anxiety and fear.<sup>83</sup> "Many of the psychological symptoms of these teachers were similar to those of people who have suffered from 'combat neurosis' [battle fatigue]."<sup>84</sup> Bloch calls these victims "the battered teachers."<sup>85</sup>

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<sup>80</sup>Alfred M. Bloch, "The Battered Teacher," Today's Education 66 (1977): 58.

<sup>81</sup>Ibid.

<sup>82</sup>Ibid.

<sup>83</sup>Ibid.

<sup>84</sup>Ibid.

<sup>85</sup>Ibid.

Crimes against school personnel fall into two categories: assaultive crimes and theft of personal property. Assaultive crimes include such offenses as assault, robbery and rape. Theft of personal property would be exemplified by the stealing of private possessions from lockers.

#### Assaultive Offenses

Assaultive offenses are those offenses where the victim and the assailant come into personal contact with each other. These offenses include assault, robbery and rape.

##### (a) Assault

James A. Harris, the president of the National Education Association, testifying on April 16, 1975 about student assaults on teachers, said, " . . . from the opening of school in September 1973 to early February 1974, . . . about 64,000 had been physically attacked by students."<sup>86</sup> On the same date Albert Shanker, the president of the American Federation of Teachers, testified about New York City schools during the 1974-75 school year. He said, "there were 474 assaults on teachers and other professional

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<sup>86</sup>U.S. Congress, Senate, Committee on the Judiciary, p. 18.

staff members in the first 5 months of the school year."<sup>87</sup>  
 This assault rate on teachers in New York City appears to  
 be increasing (see Table 9).

TABLE 9  
 REPORTED ASSAULT CASES  
 NEW YORK CITY

	1972-73	1973-74
Teachers	496	658
Students	577	725
Others	115	195

SOURCE: U.S. Congress, Senate Committee on the Judiciary, School Violence and Vandalism - The Nature, Extent, and Cost of Violence and Vandalism in our Nation's Schools: Hearings before a subcommittee of the Senate Committee on the Judiciary, 94th Cong., 1st sess., April 16 and June 17, 1975, pp. 397-398.

Shanker further discussed the phenomenon of the non-reporting assaults by both teachers and students. According to Shanker, the victim confronts an "all-too-prevalent stratagem" of shifting the blame from the assailant to the victim, by the school administration. Therefore, the victim has a tendency not to advertise the fact he was assaulted, at least not to the administration.<sup>88</sup>

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<sup>87</sup>Ibid., p. 6.

<sup>88</sup>Ibid. pp. 6-7.

Wolfgang, on defining violence, said "I use the term to refer to the infliction of physical pain or injury on person or property . . . . "(sic).<sup>89</sup> The question then becomes, when is violence (or more specifically in this case, assault) an assault or when is it something less than an assault? Bernard C. Watson, chairman of the Urban Education Department, Temple University, testified on June 29, 1976 about definitional problems associated with assault data:

The category of assaults on teachers includes a wide range of offenses. In one city, an example of a reported assault was the case of an elementary school child who kicked over a chair which struck a teacher while the child was having a temper tantrum. In another city, a vice-principal was shot by one of the students in his school. Both of these incidents are classified as assaults.<sup>90</sup>

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<sup>89</sup>Marvin E. Wolfgang, "Freedom and Violence," in Violence in Schools, ed. James McPartland and Edward L. McDill (Lexington, Massachusetts: D.C. Heath and Company, 1977), p. 37.

<sup>90</sup>U.S. Congress, House, Committee on Education and Labor: Oversight Hearing on the Juvenile Justice and Delinquency Prevention Act: Hearings before the subcommittee on Equal Opportunities. 94th Cong., 2nd sess., June 29, 1976, p. 10.

A 1974 study of assaults in New Orleans reported that 76 percent of them were caused by school intruders.<sup>91</sup> The Safe School Study reported that the majority of incidents are caused by persons affiliated with the school and not intruders.<sup>92</sup>

The Safe School Study also reported that 1.3 percent of secondary school students are assaulted per month (approximately 280,000 students),<sup>93</sup> while one-half of one percent of secondary school teachers are assaulted per month (approximately 5,200 teachers).<sup>94</sup> This results in approximately 46,800 secondary teachers assaulted annually (5,200 x 9 months). It was further reported that assaults on teachers are generally more serious; that is, they require treatment by a physician. Nineteen percent of the teachers assaulted required

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<sup>91</sup>"Are Stories of violence in the School Exaggerated?" The Phi Delta Kappan 58 (1976): 221.

<sup>92</sup>National Institute of Education, pp. 94-97.

<sup>93</sup>Ibid., p. 59.

<sup>94</sup>Ibid., p. 64.



such assistance.<sup>95</sup> Four percent of the assaulted students reported a need of the assistance of a physician (Table 10 reports on the degree of seriousness of injury from assault as perceived by both students and principals).<sup>96</sup>

TABLE 10

SERIOUSNESS OF ASSAULTS: REPORTED BY  
STUDENTS AND PRINCIPALS

	Students - %	Principals - %
Attacks involving no injury	58	47
Attacks involving injury without doctor's treatment	38	41
Attacks involving injury with doctor's treatment	4	12

SOURCE: National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to the Congress, volume 1 (Washington, D.C.: Government Printing Office, 1977) p. 59.

NOTE: Source of data was from student interviews and principal questionnaires.

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<sup>95</sup>Ibid.

<sup>96</sup>Ibid., p. 59.

## (b) Robbery

An estimated one-half of one percent of all secondary students have been victims of a robbery within the school grounds.<sup>97</sup> Seventy percent of the student robberies involved the loss of a dollar or less.<sup>98</sup> The Safe School Study compares most robbery cases (student victims) more with petty extortion than the traditional (and legal) concept of robbery, such as stick-ups and muggings. The Study likens this type of robbery to paying "tribute" to a local chieftain.<sup>99</sup> Table 11 reports the perceived seriousness of student robbery by the degree of injury the victim has sustained. Teachers were estimated to be victimized by robbery at the rate of slightly more than one-half of one percent of all secondary teachers (6,000 teachers) per month.<sup>100</sup> Approximately 25 percent of the victims had losses exceeding ten dollars.<sup>101</sup>

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<sup>97</sup>Ibid., pp. 59-60.

<sup>98</sup>Ibid., p. 60.

<sup>99</sup>Ibid.

<sup>100</sup>Ibid., p. 66.

<sup>101</sup>Ibid.

TABLE 11  
SERIOUSNESS OF ROBBERIES: REPORTED BY  
STUDENTS AND PRINCIPALS

	Students - %	Principals - %
Robberies involving no injury	89	77
Robberies involving injury without doctor's treatment	9	19
Robberies involving injury with doctor's treatment	2	4

SOURCE: National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to the Congress, volume 1 (Washington, D.C.: Government Printing Office, 1977), p. 60.

NOTE: Source of data was from student interviews and principal questionnaires.

### (c) Rape

The literature on rape in the public schools is non-existent. The Safe School Study devotes one paragraph to the subject, which is quoted in its entirety here.

The estimate of the proportion of teachers raped in a month is very low and is presumed to be very unreliable, both because small numbers of responses in a sample yield unreliable estimates, and because rape victims may be very reluctant to report the experience. Based on our data, it is estimated that 4/100ths of 1% of the female teachers are raped at school in a month's time. This represents around 400 teachers, but

the sampling error alone is so large that the real number could be anywhere between 0 and 800, making the unlikely assumption that there are no other sources of error than sampling. About all that can be said is that based on these estimates, the risk to teachers of being raped at school is very small.<sup>102</sup>

Rape of students is not even mentioned in the report.

### Personal Property Offenses

Personal property offenses involve the stealing of private property of either students or staff by another person, with the intent of depriving the lawful owner of the use of the property. The thief may either be affiliated with the school (such as a student) or he may be an intruder upon the premises of the school.

The Safe School Study reported that 11 percent of secondary students will be victimized each month (2,400 students) by a theft of private property valued one dollar or more.<sup>103</sup> Items and property valued less

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<sup>102</sup>Ibid.

<sup>103</sup>Ibid., p. 58.

than one dollar were not included in the survey.<sup>104</sup> Eighty-one percent of the students reported losses of less than ten dollars while principals (65 percent) were reporting an average student property loss of \$101.00.<sup>105</sup> This conflict is illustrated in Table 12.

TABLE 12  
SERIOUSNESS OF THEFTS: REPORTED BY  
STUDENTS AND PRINCIPALS

	Students - %	Principals - %
Thefts involved losses of between \$1.00 and \$10.00	81	35
Thefts involved losses greater than \$10.00	19	65

SOURCE: National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to the Congress, volume 1 (Washington, D.C.: Government Printing Office, 1977), p. 58.

NOTE: Source of data was from student interviews and principal questionnaires.

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<sup>104</sup>Ibid.

<sup>105</sup>Ibid., p. 59.

The Safe School Study provides a partial explanation of this difference in perception on the part of the students and principals.

The students are clearly reporting a larger number of relatively minor incidents: the theft (or loss or disappearance) of small amounts of money, books, notebooks, sweaters, gym shoes, and other things commonly kept in lockers, or carried to class.<sup>106</sup>

Harris, in his testimony, April 16, 1975, stated that, "in 1973, 7.4 percent of the teachers, or about 156,000, had their personal property maliciously damaged by students: in 1974, 11.4 percent, or about 243,800 suffered this type of student violence."<sup>107</sup> The Safe School Study reported that 12 percent of the secondary school teachers were victims of thefts of one dollar or more a month (128,000 teachers).<sup>108</sup> Twenty percent of these thefts had a value of ten dollars or more.<sup>109</sup>

#### Time and Location of Offenses

In concluding this section an examination of the

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<sup>106</sup>Ibid.

<sup>107</sup>U.S. Congress, Senate, Committee on the Judiciary, p. 18.

<sup>108</sup>National Institute of Education, p. 64.

<sup>109</sup>Ibid.

time of violent acts and the location of violent acts is in order. Eighty percent of violent acts take place during the normal operational hours of the school.<sup>110</sup> During lunch time and the time between classes is the time of greatest victimization in both junior high schools (52 percent of the offenses) and the senior high schools (65 percent of the offenses).<sup>111</sup> This is illustrated in Table 13.

TABLE 13

TIME OF OCCURRENCE OF VIOLENCE WITHIN  
JUNIOR AND SENIOR HIGH SCHOOLS

Time	Jr. High - %	Sr. High - %
During Class	24	20
Between Class Periods	26	40
During Lunch	26	25
Total During Schoolday	76	85

SOURCE: National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to the Congress, volume 1 (Washington, D.C.: Government Printing Office, 1977). p. 84.

NOTE: Data provided by student interviews.

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<sup>110</sup>Ibid., p. 82.

<sup>111</sup>Ibid., p. 84.

The student is safest in the classroom and is exposed to the most danger in the cafeteria, the stairwells, and hallways of the school (see Table 14).<sup>112</sup>

TABLE 14  
LOCATIONS WITHIN SCHOOLS WHERE VIOLENCE OCCURS  
BOTH JUNIOR AND SENIOR HIGH SCHOOLS

Place	Percentage*
Hallways and stairs	31
Classrooms	18
Restrooms	11
Cafeteria	11
Locker room/gym	14
Athletic field	9
Other	8

\*Total percentage exceeds 100 percent due to rounding.

SOURCE: National Institute of Education, U.S. Department of Health, Education, and Welfare, Violent Schools - Safe Schools: The Safe School Study Report to the Congress, volume 1 (Washington, D.C.: Government Printing Office, 1977), p. 84.

NOTE: Data provided by student interviews.

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<sup>112</sup>Ibid., p. 83.



The classroom is generally a safe haven for the student, but is the site of the majority of the attacks on teachers, perhaps because they spend a greater amount of their time there.<sup>113</sup> The United Federation of Teachers, in their "handbook for teachers," discusses the issue of the danger inherent in the classroom for teachers.

There is one cardinal rule for teacher-safety, and it is especially important during lunch and preparation periods: never be alone, for any extended period of time, anywhere in a school.

Many teachers prefer to spend their lunch and preparation periods in their classrooms, alone. It's restful and it's quiet.

It's also dangerous: highly dangerous. Teachers may feel safe because they lock their classroom doors. But locks can be picked fairly easily. More than that, experience and assault records show that when someone knocks, teachers open their doors.

Peace and quiet must, unfortunately, be sacrificed to safety. Teachers should not be alone even in a faculty lounge. If no one else is present, a teacher should leave immediately - for a room with other people in it.

This is especially true for female teachers. Most rapes and other sex crimes occur in classrooms, faculty rooms and workrooms - when the teacher is alone. The surest means of preventing sexual attacks is never to be alone.<sup>114</sup>

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<sup>113</sup>Ibid., p. 82.

<sup>114</sup>United Federation of Teachers, Security in the Schools (New York: United Federation of Teachers, n.d.), pp. 7-8.

### Criminological Explanations

The question then becomes: why is there violence, vandalism, theft, burglary and so forth, in the public schools? When these offenses are discussed they appear to be used interchangeably. Again, we refer to Wolfgang's definition of violence, "I use the term to refer to the infliction of physical pain or injury on person or property . . . ."<sup>115</sup> The term vandalism is used as a synonym for theft, arson, burglary or other destructive practices. The following anecdote illustrates this point:

A motorist pulled his car off the highway in Queens, New York, to fix a flat tire. He jacked up his car and, while removing the tire, was startled to see his hood being opened and a stranger starting to lift out his battery. The motorist began yelling, but the stranger tried to mollify his assumed car stripping colleague by generously offering, 'take it easy, buddy, you can have the tires, all I want is the battery.'<sup>116</sup>

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<sup>115</sup>Marvin E. Wolfgang, p. 37.

<sup>116</sup>Philip G. Zimbardo, "Vandalism: An Act in Search of a Cause," in Juvenile Delinquency: A Sociological Reader, Ed. James O. Stanley (Lexington, Massachusetts: Xerox Individualized Publishing, 1976), p. 39.

This section will examine the criminological explanations for crimes against school personnel and plant. First, the question -- is vandalism a mindless act-- will be examined and a descriptive typology of vandalism will be set forth; a criminological explanation for this behavior will then be proffered.

### Description

Is vandalism a mindless and senseless act, or is it a motivated behavior? If vandalism is defined as a mindless act, then we have negative consequences, and vandalism becomes a symptom rather than a cause.<sup>117</sup> As Zimbardo has said, " . . . an entity without reason for occurring."<sup>118</sup> The negative consequences develop,

. . . because the burden is shifted from an analysis of the possible social, situational and environmental causes for these acts of property damage to an analysis of the irrationality of this presumably homogeneous group of social misfits - the vandals.<sup>119</sup>

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<sup>117</sup>Ibid., p. 40.

<sup>118</sup>Ibid.

<sup>119</sup>Ibid.

Zimbardo, along with S. Cohen, believes that most acts of vandalism make good sense to the perpetrator of the vandalistic act.<sup>120</sup>

S. Cohen has formed six categories of vandalism. The vandalistic acts form a typology, based on the personal significance to the individual who commits the act:

1. Acquisitive Vandalism: the damage is done in the course of or in order to acquire money or property . . . .
2. Tactical Vandalism: the damage is a conscious tactic used to advance some end other than acquiring money or property . . . .
3. Vindictive Vandalism: the use of property destruction as a form of revenge is an extremely important sub-type of vandalism . . . . Much school vandalism is motivated by a sense of revenge. More often than is apparent, evidence indicates that the culprits are not outsiders, but pupils of the school . . . . It is, of course, true that most vindictive vandalism is rational and utilitarian only in the sense of providing for the actor the satisfaction of knowing that he obtained revenge and his victim has been discomforted. It is non-rational and non-utilitarian in the sense that only in rare cases will the victim be moved to change his position because of vandalism.
4. Play Vandalism: . . . property is destroyed in the course of play.
5. Malicious Vandalism: . . . damage done to property as part of an expression of frustration or rage . . . .

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<sup>120</sup>Ibid.

6. Ideological Vandalism: . . . involves a clear ideological component if only in the sense that it allows itself moral justifications and appeals to an explicit and articulated set of beliefs.<sup>121</sup>

With reference to ideological vandalism:

Whether he is called a hero or a hooligan, a visionary or a vandal, depends on the same political processes which determine whether a member of a Rhodesian African Party who sabotages a power station is called a 'terrorist' or a 'freedom fighter.' . . . It is probably, however, that there was a greater amount of such ideological property destruction in pre-industrial times. . . . Rude's discussion of crowd disturbances in France and England between 1730 and 1848 contains many illustrations of ideological vandalism.<sup>122</sup>

The preceding typology offers a structure with which to view vandalism. Now is an appropriate time to explore the causes of 'vindictive vandalism,' specifically as vindictive vandalism is practiced in the schools.

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<sup>121</sup>Stanley Cohen, "Property Destruction: Motives and Meanings," in Vandalism, ed. Colin Ward (London: Architectural Press, Ltd., n.d.; reprint ed.; New York: Van Nostrand Reinhold Company, 1973), pp. 34051.

<sup>122</sup>Ibid., p. 35.

## Explanation

Is there a typical "vandal type" of person? According to Cohen, the answer is no. But there are patterns of vandalism that do exist. Vandals are typically adolescents committing their vandalistic behavior in the company of others.<sup>123</sup> Clinard and Wade,<sup>124</sup> and Luckenbill and Sanders,<sup>125</sup> support the thesis of vandalism being a group activity. Clinard and Wade further report that vandalism is typically a boys' activity.<sup>126</sup> Further, they state, the " . . . American public tends to view pranks with a kind of

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<sup>123</sup>Ibid., p. 50.

<sup>124</sup>Marshal B. Clinard and Andrew L. Wade, "Towards the Delineation Vandalism as a Sub-Type in Juvenile Delinquency," Journal of Criminal Law, Criminology and and Police Science 48 (1958): 496.

<sup>125</sup>David F. Luckenbill and William B. Sanders, "Criminal Violence," in Deviants: Voluntary Actors in a Hostile World, eds. Edward Sagarin and Fred Montamino (Glenview, Illinois: General Learning Press, Scott, Foresman and Company, 1977), p. 128.

<sup>126</sup>Marshal B. Clinard and Andrew L. Wade, p. 494.

careless tolerance, probably because most American males were once participants in this kind of activity.<sup>127</sup> This past involvement of "many" people (males) in nominally unacceptable behavior could partially account for the phenomenon that Zimbardo reported on, the concept that vandalism is a "mindless" act. Because so many may have participated, the act is simply perceived as a senseless but normal aberration of youth.<sup>128</sup>

Zimbardo has reported on another factor in vandalism and that is the anonymity of the offender.<sup>129</sup> In this particular study he reported on the destruction and theft of parts from automobiles which were ostensibly abandoned or at least left unattended on public streets. One experimental site was across the street from the Bronx campus of the New York University, the other site was on a side street of Palo Alto, California near

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<sup>127</sup>Ibid., p. 497.

<sup>128</sup>Philip G. Zimbardo, p. 40.

<sup>129</sup>Philip G. Zimbardo, "A Field Experiment in Auto Shaping," in Vandalism, ed. Colin Ward (London: Architectural Press, Ltd., n.d.; reprint ed.; New York: Van Nostrand Reinhold Company, 1973), p. 89.

Stanford University. The New York site represented a heavily urbanized area and the Palo Alto site represented a suburban community. The site in New York was under twenty-four hour a day observation for sixty-four hours. A similar observation system in Palo Alto was utilized. Both automobiles were parked, with license tags removed and the hood in the "up" position.<sup>130</sup>

Within the first ten minutes the New York car was under attack by a family (father, mother and 8 year old son). They removed the battery and radiator within seven minutes.<sup>131</sup> During the first 26 hours:

a steady parade of vandals had removed the battery, radiator, air cleaner, radio antenna, windshield wipers, right-hand-side chrome strip, hubcaps, a set of jumper cables, a gas can, a can of car wax, and the left rear tire (the other tires were too worn to be interesting. Nine hours later, random destruction began when two laughing teenagers tore off the rear view mirror, and began throwing it at the headlights and front windshield. Eventually, five eight-year-olds claimed the car as their private playground, crawling in and out of it and smashing the windows. One of the last visitors was a middle-aged man in a camel's hair coat and matching hat,

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<sup>130</sup>Ibid.

<sup>131</sup>Ibid., pp. 86-87.



pushing a baby in a carriage. He stopped, rummaged through the trunk, took out an unidentifiable part, put it in the baby carriage and wheeled off.<sup>132</sup>

An optimistic note on the New York site was that only one in three who came in contact with the automobile either stole from or damaged it.<sup>133</sup> "In startling contrast, the Palo Alto automobile not only emerged untouched, but when it began to rain, one passer-by lowered the hood so that the motor would not get wet!"<sup>134</sup>

Zimbardo concluded that life in New York provides a feeling of anonymity that is not present in Palo Alto. When this anonymity is coupled with "releaser cues," such as no license tag and an open hood, the probability of a vandalistic act taking place is apparently increased.<sup>135</sup> Zimbardo closed with the following:

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<sup>132</sup>Ibid., pp. 87-88.

<sup>133</sup>Ibid., p. 88.

<sup>134</sup>Ibid.

<sup>135</sup>Ibid., p. 89.

What is being destroyed here is not simply a car, but the basic fabric of social norms which must regulate communal life. The horrible scene from Zorba, the Greek in which the old townswomen begin to strip the home of the dying Bubbalina before she is yet dead is symbolically enacted many times every day in cities like New York where young and old, poor and affluent strip, steal, and vandalize cars, schools, churches and almost all symbols of social order.<sup>136</sup>

What has been developed about vindictive vandalism so far is that it tends to be committed by adolescent boys operating in groups and who have a high degree of anonymity. The question which thus emerges is why is the school the target for this vindictive vandalism?

Shane, reporting on an interview with John R. Lion, reports that Lion stated, "To paraphrase Shakespeare, the fault may not be in our problem children but in ourselves - in the social or education structures that fail to provide a suitable humane 'life support system' for young learners."<sup>137</sup> This is in line with the theme stated by the Office of Education that "the

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<sup>136</sup>Ibid., p.90.

<sup>137</sup>Harold G. Shane, "Coping with Violence: An Interview with John R. Lion," Today's Education 63 (1974): 85.

educational enterprise is not meaningfully related to the real world outside - the world of employment, changing social conditions, etc."<sup>138</sup> Shane further reported, " . . . criminologists recognize so-called subcultures of violence which appear to correlate with low socioeconomic status."<sup>139</sup> Goldman has reported that communities that have low socioeconomic status, transiency and instability are more likely to have schools with a high amount of vandalistic damage.<sup>140</sup>

A. Cohen, in his work, offers an explanation of violence and vandalism by both lower- and middle-class boys.<sup>141</sup> "What we see when we look at the delinquent

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<sup>138</sup>Office of Education, U.S. Department of Health, Education, and Welfare, "Delinquency and the Schools," in Task Force Report: Juvenile Delinquency and Youth Crime, by Nicholas deB. Katzenbach, Chairman (Washington, D.C.: Government Printing Office, 1967) p. 278.

<sup>139</sup>Harold G. Shane, p. 83.

<sup>140</sup>Nathan Goldman, A Socio-Psychological Study of School Vandalism (Bethesda, Maryland: ERIC Document Reproduction Service, ED 002 807, 1959), p. 1-4.

<sup>141</sup>See for example Albert K. Cohen, Delinquent Boys (Beverly Hills, California: The Free Press, Glencoe, 1955).

subculture (and we must not even assume that this describes all juvenile crime) is that it is non-utilitarian, malicious and negativistic."<sup>142</sup> With regard to utility, Cohen says that stealing by youths is not for need but to obtain status from peers.<sup>143</sup> Cohen said that the youthful offender enjoys causing the discomfiture of others; therefore, these acts have an underlying malice in them.<sup>144</sup> Cohen defines the term negativistic with the following statement:

The delinquent subculture is not only a set of rules, a design for living which is different from or indifferent to or even in conflict with the norms of the 'respectable' adult society. It could appear at least plausible that it is defined by its 'negative polarity' to these norms. That is, the delinquent subculture takes its norms from the large culture but turns them upside down.<sup>145</sup>

Another characteristic of this subculture is "shortrun hedonism." This of course is not limited to this subculture but it is a trait common throughout the social class from which the majority of delinquents

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<sup>142</sup>Ibid., p. 25.

<sup>143</sup>Ibid., pp. 26-27.

<sup>144</sup>Ibid., p. 27.

<sup>145</sup>Ibid., p. 28.

come (the lower-class).<sup>146</sup> At this point, Cohen uses the schools as an example. He says that schools are often the focal point of attack by the subculture.<sup>147</sup>

Cohen notes that the schools deliver a middle-class message to all students.<sup>148</sup> The middle-class norms are a tempered version of the Puritan work ethic, and

. . . this middle-class ethic prescribes an obligation to strive, by dint of rational, ascetic, self-disciplined and independent activity, to achieve in worldly affairs, a not irrebuttable but common corollary is the presumption that 'success' is itself a sign of the exercise of these moral qualities.<sup>149</sup>

The middle class has certain immutable standards, such as rationality, the control of personal aggression and a respect for property.<sup>150</sup>

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<sup>146</sup>Ibid

<sup>147</sup>Joseph E. Murphy, Federal Probation 18 (1954): 8-9, cited by Albert K. Cohen, Delinquent Boys (Beverly Hills, California: The Free Press, Glencoe, 1955), p. 30, note 4.

<sup>148</sup>Albert K. Cohen, pp. 114-115.

<sup>149</sup>Ibid., p. 87.

<sup>150</sup>Ibid., pp. 90-92.

The ability to achieve these norms, and therefore to achieve status in these terms does not depend upon a simple effort of will. Conformity comes easily when the child has internalized these norms because he has grown up in a world in which example, precept and reward have always emphasized them and when training has equipped him with the necessary skills and habits. It comes hard when his world of adult intimates does not so consistently exemplify these values or inculcate the necessary skills.<sup>151</sup>

Not all lower-class youths respond in a negative manner to middle-class values. Many of them (perhaps a majority) adopt middle-class values. Those who adopt middle-class values are striving for upward class mobility.<sup>152</sup> The lower-class delinquent response is a wholesale repudiation of middle-class values and the adoption of the antithesis of these values.<sup>153</sup> "For the child who breaks clean with middle-class, . . . , there are no moral inhibitions of the free expression of aggression against the courses of his frustration."<sup>154</sup> Further, Cohen states:

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<sup>151</sup>Ibid., p. 94.

<sup>152</sup>Ibid., pp. 128-129.

<sup>153</sup>Ibid., p. 129.

<sup>154</sup>Ibid., p. 132.

. . . the connection we suggest between status-frustration and the aggressiveness of the delinquent subculture seems to us more plausible than many frustration-aggression hypotheses because it involves no assumptions about obscure and devious 'displacement' of aggression against 'substitute' targets. The target in this case is the manifest cause of the status problem.<sup>155</sup>

In other words the target in this case is the school. The school is the purveyor of middle-class values in our society. Therefore, the school becomes the principal target of the frustrated lower-class youth.<sup>156</sup> Cohen argues that the delinquent subculture forms a "reaction-formation" against the middle-class values such as property. Therefore, one can use Cohen's argument to explain the high incidence of "property delinquency."<sup>157</sup> "The delinquent subculture offers him status against other children of whatever social level, but it offers him this status in the eyes of his fellow delinquents only."<sup>158</sup>

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<sup>155</sup>Ibid.

<sup>156</sup>Ibid., pp. 112-116.

<sup>157</sup>Ibid., pp. 132-134.

<sup>158</sup>Ibid., p. 136.

Cohen utilized Parson's thesis on juvenile delinquency to develop an explanation for delinquency by middle-class boys.<sup>159</sup> Parson's thesis was summarized by Cohen:

Because of the structure of the modern family and the nature of our occupational system, children of both sexes tend to form early feminine identifications. The boy, however, unlike the girl, comes under a strong social pressure to establish his masculinity, his difference from female figures. Because his mother is the object of feminine identification which he feels is the threat to his status as a male, he tends to act negativistically to those conduct norms which have been associated with mother and therefore have acquired feminine significance. Since mother has been the principal agent of indoctrination of 'good,' respectable behavior, 'goodness' comes to symbolize femininity, and engaging in 'bad' behavior acquires the function of denying his femininity and therefore asserting his masculinity. This is the motivation to juvenile delinquency.<sup>160</sup>

Therefore, " . . . male delinquency in families which are culturally middle-class is primarily an attempt to cope with a basic anxiety in the area of sex-role identification; it has the primary function of giving reassurance

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<sup>159</sup>Talcott Parsons, "Certain Primary Sources and Patterns of Aggression in the Social Structure of the Western World, Psychiatry 10 (May 1947): 172, cited by Albert K. Cohen, Delinquent Boys (Beverly Hills, California: The Free Press, Glencoe), 1955), p. 164.

<sup>160</sup>Albert K. Cohen, p. 164.



on one's essential masculinity."<sup>161</sup> Because this delinquent behavior is symbolic of masculinity, it heightens the appeal of delinquent behavior to the middle-class male. "There are few other avenues of distinctively masculine achievement open to him which are also instrumental to the solution of his status problem."<sup>162</sup>

Schaffer and Polk develop upon and extend Cohen's theory--the concept that the school experience itself is a fundamental determinant of an adolescent's status. The school authorities play a key role in a youth's rejection of school and his rebellion against the school.<sup>163</sup>

Using Cohen's theory Schaffer and Polk posit the hypothesis that there is a linkage between juvenile delinquency and the school experience itself. Basing this reasoning, they infer the following:

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<sup>161</sup>Ibid., p. 168.

<sup>162</sup>Ibid., pp. 168-169.

<sup>163</sup>Walter E. Schaffer and Kenneth Polk, "Delinquency and the Schools," in Task Force Report: Juvenile Delinquency and Youth Crime, by Nicholas deB. Katzenbach, Chairman (Washington, D.C.: Government Printing Office, 1967), pp. 233-234.

1. Poor school performance may represent a form of blocked goal attainment;
2. Either the perception of or reality of failure to obtain a good job, because of academic failure, is a form of blocked goal attainment;
3. Lower-class children will be frustrated by these blockages, and this may lead to delinquent behavior; and
4. School itself may contribute to blocked goal attainment especially in lower-class youths.<sup>164</sup>

Item four is illustrated by the following statement:

. . . the perception and definitions of those who enforce group standards determine whether an act is or is not acceptable. Consequently, an individual may or may not be defined as deviant for a particular behavior, depending on such things as his own status characteristics, how he looks, who his friends are, and what his reputation is; on the situation; and on who is enforcing the group standards.<sup>165</sup>

Because of the label of failure, placed by the school on the youth, "the consequences, in turn, are often the collective substitution or acceptance of alternative

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<sup>164</sup>Ibid., p. 226.

<sup>165</sup>Ibid., p. 227.

standards of conduct that are more easily reached."<sup>166</sup>  
 Further, they believe that Cohen's theory of delinquency  
 applies not only in populous cities, but elsewhere.<sup>167</sup>

Polk and Schaffer reported in a later work that  
 they reiterated their previous position and added a further  
 dimension of school organization:

First, juvenile delinquency is partly caused  
 by adverse school experiences. Second, those  
 adverse experiences - academic failure, mis-  
 behavior, psychological or physical withdrawal -  
 are partly caused by forces inherent in the struc-  
 ture and practices of the school itself. Third,  
 schools can be much more effective in preventing  
 and reducing delinquency than they are at the  
 present.<sup>168</sup>

These authors believe that the rebellious behavior  
 in school cuts across class lines. Further, it is the  
 organizational features of the school itself that play  
 a critical role in defining careers of youthful deviance.<sup>169</sup>  
 It is the perception by the youth that he lacks a future,  
 a future as the school defines it. The school more than  
 any other institution defines what is legitimate in our  
 society (middle-class values, for example). The fundamental

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<sup>167</sup>Ibid., p. 227.

<sup>168</sup>Kenneth Polk and Walter. E. Schaffer, eds. Schools  
 and Delinquency (Englewood Cliffs, New Jersey: Prentice-Hall,  
 Inc., 1972), p. v.

<sup>169</sup>Ibid., p. 5.

determinant of adolescent status is the school itself. Therefore, there is an inter-linking of poor future prospects with delinquent behavior.<sup>170</sup> Bell supports the position of Polk and Schaffer when he states that "in most cases it is the lower-class students who are defined as the trouble-makers by the school because from the school's point of view they most often go against the school's values and norms."<sup>171</sup>

Empey defines prevention of delinquency:

. . . prevention could be defined as an attempt:

1. to identify those institutional characteristics and processes most inclined to produce legitimate identities and non-predatory behaviors in people;
2. to restructure existing institutions or build new ones so that these desirable features are enhanced; and
3. to discard those features that tend to foster criminal behaviors and identities.<sup>172</sup>

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<sup>170</sup>Ibid., pp. 16-29.

<sup>171</sup>Robert R. Bell, Social Deviance (Homewood, Illinois: The Dorsey Press, 1971), p. 319.

<sup>172</sup>Lamar T. Empey, "Crime Prevention: The Fugitive Utopia," in Handbook of Criminology, ed. Daniel Glasser (Chicago: Rand McNally College Publishing Company, 1974), p. 1104.

In this section a description of vandalism was presented in the form of a typology, and the characteristics of the vandal were described. Further a theoretical explanation of delinquency in the schools was provided based upon the work of A. Cohen, Polk and Schaffer. In considering theories we must remember that a theory is a logical explanation of a phenomenon (in this case delinquent behavior) but it is not a proof.<sup>173</sup>

### Security

This section will examine various aspects of "security" with the public schools. The term security includes both alternatives to security arrangements and the actual organization of a security program. The rubric of security as used here implies an attempt to obtain a safe environment for the teaching-learning process. The alternatives to security programs will examine such things as smaller schools, teaching-learning environments, and the environmental aspects of schools.

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<sup>173</sup>See for example Talcott Parsons, The Social System (New York: The Free Press, 1951), pp. 536-537; and Jonathan H. Turner, The Structure of Sociological Theory, rev. ed. (Homewood, Illinois, The Dorsey Press, 1978), pp. 10-11.

The organization of security programs will examine such things as site security, personnel security and police liaison.

### Alternative Options to Security

The alternative options can be either all-inclusive in and of themselves, or they can be the prelude to the formal establishment of a security program. These options include, but are not limited to, smaller schools, teaching-learning environments, and the environmental aspects of the school itself.

#### (a) smaller schools

Bailey studied 27 high schools in 19 large cities (the schools studied had a total student population of 60,000) and reported that the size of the student body is the most important variable when examining violence in the school.<sup>174</sup> Ward reported, "already educational thinkers are piling up the evidence in favor of smaller schools, sometimes on social and sometimes on educational grounds, sometimes simply because such a vast proportion

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<sup>174</sup>Stephen K. Bailey, Disruption in Urban Public Secondary Schools: Final Report (Bethesda, Maryland: ERIC Document Reproduction Series, ED 041 186, 1970), p. 16.

of the energies and facilities of a large school are devoted to the maintenance of the institution itself."<sup>175</sup> McPartland and McDill cite Barker and Gump on the issue of school size: "in small schools, where few individuals are anonymous, it is harder to avoid being recognized for possible misdeeds."<sup>176</sup>

The issue of smaller schools can be better understood by looking at its antithesis, the concept of "critical mass." As Rubel reports, " . . . there are many theories proposing that increased student density in classrooms and in schools, plus increased school produces a 'critical mass' leading to unrly behavior."<sup>177</sup> In addition to

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<sup>175</sup>Colin Ward, "Notes on the Future of Vandalism," in Vandalism ed. Colin Ward (London: Architectural Press, Ltd., n.d., reprint ed.,; New York: Van Nostrand Reinhold Company, 1973), p. 299.

<sup>176</sup>Roger G. Barker and Paul V. Gump, Big School, Small School: High School Size and Student Behavior (Stanford, California: Stanford University Press, 1964), n.p., cited by James M. McPartland and Edward L. McDill, "Research on Crime in Schools," in Violence in Schools, eds. James M. McPartland and Edward L. McDill (Lexington, Massachusetts: D.C. Heath and Company, 1977), p. 20.

<sup>177</sup>Robert J. Rubel, "Understanding School-Based Violence," p. 3.

increased numbers of students, the principal's "span of control" is stretched thin.<sup>178</sup> Rubel defines critical mass as the point at which absolute numbers of students inhibit the principal and teachers from retaining control of the teaching-learning process.<sup>179</sup> Further, larger and more densely populated schools tend to be analogous to the environmental condition that Zimbardo described in his New York experiment (that is, the condition of anonymity).<sup>180</sup> This point was addressed by the Safe School Study: " . . . students can be anonymous in large schools but are individually identifiable in small schools."<sup>181</sup>

(b) teaching-learning environments

The purpose of this segment is not to provide a compendium of educational alternatives but to be illustrative of options open to school administrators. The

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<sup>178</sup>Ibid.

<sup>179</sup>Ibid., p. 4.

<sup>180</sup>Philip G. Zimbardo, "A Field Experiment in Auto Shaping," p. 89.

<sup>181</sup>National Institute of Education, p. 166.



case studies of the Safe School Study, " . . . make it clear that firm, fair, and consistent discipline is sine qua non for restoring order to chaotic and conflict-ridden schools."<sup>182</sup> Haney and Zimbardo reported that unfair and rigid school rules and regulations produce a climate that is conducive to student rebellion, disorder and violence.<sup>183</sup> The concept of leadership operates in tandem with the principles of fair, firm and consistent discipline. Goldman reported that there was a correlation between highly damaged schools and poor leadership on the part of the principal.<sup>184</sup> The Safe School Study reported that the leadership role of the principal is critical to the whole issue of a safe teaching-learning environment.<sup>185</sup>

Smith, Burke, and Barr reported on the "optional alternative" school for youths who are having problems (behavioral and emotional) adapting to "typical" schools.

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<sup>182</sup>Ibid., p. 148.

<sup>183</sup>Craig Haney and Philip G. Zimbardo, "It's Tough to Tell a High School From a Prison, : Psychology Today 9 (1975): 26.

<sup>184</sup>Nathan Goldman, p. 107.

<sup>185</sup>National Institute of Education, pp. 169-170.

They reported that this is a viable method of retaining youths who would otherwise become school dropouts.<sup>186</sup> Perry reported on alternatives within the present school setting (reduction of rigid control mechanisms and the development of emotional and instructional support) to reduce violence and disruptive behavior.<sup>187</sup> Marvin, et al., reported on counseling services for students (intensified services for problem students), curricular and instructional programs that assist students to develop critical skills (for example, basic reading and mathematics, personal management and conflict resolution) and organizational modifications (providing special educational programs for disruptive students).<sup>188</sup> It becomes apparent that

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<sup>186</sup>See for example Veron H. Smith; Daniel J. Burke; and Robert D. Barr, Optional Alternative Public Schools (Bloomington, Indiana: The Phi Delta Kappa Educational Association, 1974).

<sup>187</sup>Roger H. Perry, "Factors Affecting the Adjustment of Urban Problem Students to School," paper presented at the annual meeting of the American Education Research Association, Toronto, Canada, 27-31 March, 1978.

<sup>188</sup>Michael Marvin; Richard McCann; John Connolly; Sanford Temkin; and Patricia Henning, Planning Assistance Programs to Reduce School Violence and Disruptions (Washington, D.C.: Government Printing Office, 1976), pp. 53-54.

there is an infinite number of permutations and combinations of "options" available to school administrators.

(c) school environment

The term "school environment" is a concept built around the interlocking twin foundations of design or redesign of the school plant that is aesthetically pleasing while at the same time one which promotes a spirit of a safe and secure atmosphere for the teaching-learning process. The Law Enforcement Assistance Administration of the U.S. Justice Department has developed the "crime prevention through environmental design" concept which is commonly known by the initials of the programs, CPTED.<sup>189</sup> The Broward County Schools, Fort Lauderdale, Florida were selected for a demonstration project.<sup>190</sup> An example from the demonstration project of CPTED is noted in the following:

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<sup>189</sup>Robert A. Carlson; Philip D. DeWitt; Lewis F. Hanes; and Edward J. Pesce, Crime Prevention Through Environmental Design (Washington, D.C.: Government Printing Office, 1976), p. 9.

<sup>190</sup>*Ibid.*, pp. 25-31.

The restroom is typically a fear-producing enclosure. Crime problems are assault and extortion. While fear of such occurrences is greater than the actual risk, the problem is more than trivial. The restroom door removal strategy involves removing obstacles to natural surveillance to decrease fear and to increase the risk of detection of offender. . . . These changes will not interfere with the level of privacy required for restrooms.<sup>191</sup>

Another example from the same project is the extension of the territorial aspects of the classrooms and academic departments into the hallways. This is accomplished through the use of graphics (for instance, mathematic symbols in the mathematics department area and music symbols in the music department area).<sup>192</sup> The problems of environmental design and redesign were explored in the works of Vestermark,<sup>193</sup> and Zeisel.<sup>194</sup>

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<sup>191</sup>Ibid., p. 28.

<sup>192</sup>Ibid., p. 27.

<sup>193</sup>See for example Seymour D. Vestermark, Jr., Research Priorities on Problems of School Security and Safety: A Sociological Perspective (Rockville, Maryland: NCJRS National Criminal Justice Reference Service, 1973).

<sup>194</sup>See for example John Zeisel, Stopping School Property Damage: Design and Administrative Guidelines to Reduce School Vandalism (Arlington, Virginia: American Association of School Administrators, 1976).

## Organization of Security Programs

This segment examines site security, personnel security, and police liaison functions. A necessary first step in the establishment of a security program for public schools is an assessment and evaluation of the problem. This can be best accomplished by having an accurate recordkeeping system to record all incidents (offenses against the plant and personnel).<sup>195</sup>

### (a) site security

Site security concerns itself with the physical security of the school plant, parking lots and school grounds. This topic includes both personnel and hardware. Personnel includes stationary watchmen (one school site) and roving security guards (several school sites).<sup>196</sup> These individuals work during non school hours (nighttime, weekends and summertime).<sup>197</sup>

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<sup>195</sup>National Institute of Education, pp. 12-14.

<sup>196</sup>David F. Luckenbill and William B. Sanders, pp. 139-140.

<sup>197</sup>National Institute of Education, p. 144.

Luckenbill and Sanders suggested the integration of hardware into the school's environment. They specifically recommended fencing and lighting.<sup>198</sup> Various types of locks and alarm systems have been recommended by Coppock.<sup>199</sup> Closed circuit television (CCTV) has been recommended as a supplement to watchmen.<sup>200</sup> To achieve maximum effectiveness site security programs must be coordinated with the overall environment of the school. This is to avoid the development of a "fortress mentality" which could negatively effect the teaching-learning process.

(b) personnel security

Is a safe and secure environment in the school a police or a school responsibility? There is a consensus of opinion that the primary responsibility lies with the

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<sup>198</sup>David F. Luckenbill and William B. Sanders, pp. 139-140.

<sup>199</sup>N. Coppock, School Security (Rockville, Maryland: NCJRS National Criminal Reference Service, 1973), p. 6.

<sup>200</sup>L.W. Burton, "Model Security System Cuts Crime," Security World 12 (1975): 8; and S.J. Kravontka, "CCTC (Closed Circuit Television)," Security World 11 (1974): 23.

schools.<sup>201</sup> Brechner stated that schools have a positive duty to provide a safe environment and are liable when they do not.<sup>202</sup> The principal is by law responsible for all activities within his school, but he needs professional (security) assistance when the problem goes beyond his ability to manage.<sup>203</sup> Further, Blauvelt and Vestermark have developed guidelines for the use of law enforcement officers as support personnel.<sup>204</sup>

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<sup>201</sup>See for example Joseph I. Grealy, "Violence & Vandalism in the Schools: School Security & Systems Planning," paper presented at the International Security Conference, Chicago, Illinois, 25 May, 1976; and Institute for Development of Educational Activities, p. 8.

<sup>202</sup>Judith A. Brechner, "Campus Security and Liability," paper presented at a conference, Institute of Higher Education and Center for Continuing Education, University of Georgia, Athens, Georgia, 30 June - 1 July, 1977, published in Higher Education: The Law and Administrative Responsibilities (Athens, Georgia: n.p., 1978).

<sup>203</sup>John R. Ban and Lewis M. Ciminillo, pp. 126-129.

<sup>204</sup>Peter D. Blauvelt and Seymour D. Vestermark, Jr., Guidelines for Conduct of School Security Services and Law Enforcement Agencies Prince George's County Public Schools (Rockville, Maryland: NCJRS National Criminal Justice Reference Service, 1972), p. 12.

The Safe School Study reported a prominent response to school crime in secondary urban schools has been to define security as a distinct function and to employ professionals to carry out that function.<sup>205</sup> The study defines nighttime security personnel (watchmen) as sub-professionals and daytime personnel as professional. The purpose of this delineation is for separate standards for recruitment and training of personnel.<sup>206</sup>

It means finally that the recruitment and training of professional daytime security personnel, where their presence is deemed advisable, are matters of considerable importance. Personnel quickly recruited or inadequately trained may cause more problems than they resolve.<sup>207</sup>

Prince George's County Public Schools in Maryland employ individuals to fill a professional position entitled the "investigator/counselor."<sup>208</sup> The following duties and authority are applicable to this position:

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<sup>205</sup>National Institute of Education, p. 145.

<sup>206</sup>Ibid., p. 144.

<sup>207</sup>Ibid.

<sup>208</sup>peter D. Blauvelt and Seymour D. Vestermark, Jr., p. 7.



1. In order to meet these obligations, the Board of Education directed the Chief of Security to:

Provide trained investigative personnel, properly licensed, who will conduct investigations regarding in-school thefts, breaking and enterings, vandalism, student complaints of abuse or intimidation, and such other incidents relating to school matters wherein they (security personnel) can function with members of the Prince George's County Police Department and all other law enforcement agencies . . . in determining the suspect parties.

2. The use of the School Security Investigator/Counselor as the primary agent of school security will necessarily be subject to various constraints on the availability of properly qualified personnel, and it may therefore be necessary for Prince George's County Public Schools to use county law enforcement officers in support of, and in addition to, these investigators.

Such auxiliary and supportive personnel will be subject not only to the general policies outlined in these guidelines, but also to the particular requirements of school principals, who have the final responsibility for the safety and welfare of their schools.<sup>209</sup>

The Broward County School System in Florida utilizes a different method of operation. There are twenty high schools in the system. Eighteen of the high schools employ the services of a "resource person" (former police officers and juvenile specialists) and two high schools employ off-duty uniformed police officers. In either case the resource

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<sup>209</sup>Ibid.

person or police officer reports directly to the school principal. Further, the Security Unit (located at the central office) employs eight investigators (deputized by the Broward County Sheriff) who will respond to any principal within the system. These investigators will conduct an investigation for a principal and provide the principal with a completed investigative report. The principal then takes appropriate action as he deems fit. Additionally, the investigators are assigned "internal" investigations by the superintendent's office on a need basis.<sup>210</sup>

(c) police liaison

Large urban school districts tended to utilize the services of uniformed police officers more than smaller cities, suburban and rural districts and the officers tended to be utilized on the perimeter of the school rather than in it.<sup>211</sup> Further, ". . . data

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<sup>210</sup>Interview with Joseph I. Grealy, National Association of School Security Directors, Fort Lauderdale, Florida, 4 January, 1978.

<sup>211</sup>National Institute of Education, pp. 144-145.

suggests that the security function has become organizationally more distinct and specialized in urban schools rather than elsewhere."<sup>212</sup>

Surratt raised the question: who should pay for security services rendered to the school by the police? In other words, whose budget should get gored? If the services are within the confines of the school, the school should pay (e.g., security patrol by uniformed officers within the school). If on the other hand they are outside the school then the police department should absorb the costs involved.<sup>213</sup> Smith described the system employed in the Charlotte-Mecklenburg School System, North Carolina. Each police patrol sector (geographic subdivision containing several patrol units per eight-hour work shift) has one or more specifically trained police officers who respond to individual school principals' requests within their assigned patrol sector. Once the

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<sup>212</sup>Ibid., p. 145.

<sup>213</sup>See for example James E. Surratt, "A Survey and Analysis of Special Police Services in Large Public School Districts of the United States," Ed.D. dissertation, Duke University, 1974.

police officer is called in he has the discretion to invoke sanctions of the criminal justice system. The Security Unit of this system has a primary assignment of site security and further conducts "internal" investigations assigned by the superintendent's office. The security director and five investigators are deputized by the Mecklenburg County Sheriff. The remainder of the organization operates as roving (nighttime) security guards.<sup>214</sup>

### Summary

This chapter has examined the literature in the area of crime in the public schools. In the introductory section the history of the problem and the significant issue of fear in the teaching-learning process was examined. Crimes against the school plant, damage to property (vandalism, arson and bombs) and theft of property (breaking and entering and theft of school property) were reviewed. Also, crimes against school property offenses, as well as the time of day and location within the school of these offenses were examined. Criminological explanations were reviewed so that some sense could be made of this deviant behavior.

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<sup>214</sup>Interview with Roland M. Smith, Security Director, Charlotte-Mecklenburg Schools, North Carolina, 20 April, 1978.

Finally, the issue of security was explored. Alternative options to security programs (smaller schools, teacher-learning environment and school environment) was explored. The organization of security programs were reviewed (site security, personnel security and police liaison).

The next chapter will develop the research methodology for this study.

## CHAPTER III

### PROCEDURES

#### Introduction

The purpose of this study was to examine the volume of crime perceived by public school superintendents within the State of North Carolina and to examine their administrative reaction to this situation. This chapter will describe the procedures utilized in this study. The population will be described. The procedures for the development of the research instrument will be set forth. The organization of the research instrument and its method of administration will be enumerated. Further, the methods by which the analysis of data were accomplished will be described.

#### Description of the Population

The population of this study were composed of the superintendents of the 145 public school districts within the State of North Carolina. Superintendents of the public school districts, by virtue of their office are the chief executive officer for their respective school districts

and in that capacity are responsible for the carrying out of school board policy. Therefore, superintendents of North Carolina public school districts were selected as the study's population.

### Development of the Instrument

In keeping with the purpose of this study, which was to examine the volume of crime perceived by public school superintendents within the State of North Carolina, and to examine the administrative reaction to this situation, it was determined that the most appropriate instrument for this purpose would be a mailed questionnaire. The use of a questionnaire was selected in order to provide uniformity in questioning and because of the widespread location of the 145 public school superintendents within the State of North Carolina.<sup>1</sup> This latter point is apparent in the map of North Carolina which illustrates the 100 counties of the state (see Appendix A).

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<sup>1</sup>L.R. Gay, Educational Research: Competencies for Analysis and Application (Columbus, Ohio: Charles E. Merrill Publishing Company, 1976), p. 125. A discussion of the purpose of census surveys is presented by the author.

## Review of the Literature

The literature of the generic area of this study was reviewed and reported on in the first part of this study. The introductory section of the review included the history of the problem and a discussion of the issue of fear in the teaching-learning environment. A comprehensive examination of crimes in the school was conducted. This examination was subsumed under two topical areas: crimes against the school plant and crimes against school personnel. In crimes against the school plant the following offenses were examined: vandalism, arson, bombs and thefts of property. Thefts of property included the subtopics of breaking and entering and theft of school property. In crimes against the school personnel (students, teachers and staff) the following offenses were examined: assaultive offenses (assault, robbery and rape), personal property offenses and finally, the time and location of offenses. The criminological literature was reviewed for theoretical explanations of criminal behavior as applied to the setting of the public school. The final section of the review of the literature was concerned with the topical area of security. Security was viewed



from two perspectives; one dealt with alternative response options, and the other was concerned with security programs. The alternative options explored were smaller schools, the teaching-learning environment and the school environment. The security programs examined were site security, personnel security and police liaison. This review of the literature was supplemented by selected interviews with school security directors.

### Interviews

In an initial attempt to gain a broad-based understanding of the problems involved in school security, two school security directors were interviewed. The director of school security for the Broward County, Florida public school system was interviewed.<sup>2</sup> He described the operations of his department, which utilize police liaison, security advisors to individual senior high school principals and unarmed but sworn (that is, vested with arrest powers) personnel who are assigned to investigate crimes against the school plant or school

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<sup>2</sup>Interview with Joseph I. Grealy, President, National Association of School Security Directors and Director of Security, Broward County Board of Public Instruction, Fort Lauderdale, Florida, 4 January 1978.

personnel. Further, the director of school security for the Charlotte-Mecklenburg, North Carolina public schools was interviewed.<sup>3</sup> He described the operations of his department, which utilizes police liaison and armed (sworn) personnel to investigate crimes against the physical plant or internal thefts from the school system. Further, both interviewees stated that their systems utilize alternative methods for maintaining school tranquility and security (such as optional schools).

#### Questionnaire

Based on the purpose of the study, information gained through the review of the literature, and insight generated by the interviews, the questionnaire employed was organized into three sections. These sections included the following: the first contained questions concerned with crimes against the school plant; the second contained questions concerned with crimes committed against school personnel (students, teachers and staff); and the final section contained questions concerned with the maintenance of a safe and secure teaching-learning process within the

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<sup>3</sup>Interview with Roland M. Smith, Director of Security, Charlotte-Mecklenburg Schools, Charlotte, North Carolina, 20 April 1978.

schools (see Appendix B for an example of the questionnaire and its glossary). The information sought in this questionnaire was the objective response of each of the superintendents of the respective public school districts within the State of North Carolina for the immediate past school year, 1977-1978. Each principal question within the questionnaire had a space for additional (subjective) remarks.

#### Review of the Questionnaire

On September 1, 1978 a draft copy of the questionnaire was submitted in person to the Annual Data Plan Committee of the North Carolina State Board of Education.<sup>4</sup> This was

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<sup>4</sup>The Annual Data Plan Committee of the North Carolina State Board of Education meets monthly in Raleigh, North Carolina. Part of its function is to screen (approve or disapprove) research and data collection instruments that are sent to the 145 public school districts of North Carolina. The Committee was chaired on that date by Dr. Jerome M. Melton, Deputy Superintendent of the North Carolina Department of Public Instruction. The chair directed the secretary of the Committee, Mr. Alan T. Hill, Assistant Controller for the North Carolina State Board of Education to provide the author (at cost) with any available demographic data on the 145 public school districts within the State of North Carolina.

in lieu of a pre-test of the questionnaire. After examination of the questionnaire by the Committee the chairman of the Committee stated that as a matter of policy the Committee could not approve or endorse any dissertation research instruments. The chairman further advised that the sections of the draft questionnaire (which eventually became the final form of the questionnaire) were satisfactory to the Committee.

#### Validity of the Questionnaire

The questionnaire was validated by a panel of experts for content validity.<sup>5</sup> The experts were members of the Executive Board of Directors of the National Association of School Security Directors (see Appendix C for a listing of the members of the Executive Board of Directors).

#### Response Rate

One hundred and forty-five questionnaires were mailed to all public school superintendents (city and county) within the State of North Carolina. An acceptable response rate was operationally set as 50 percent (which

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<sup>5</sup>Gay, p. 88.

translated to 73 useable questionnaires returned out of the 145 mailed).<sup>6</sup>

### Survey Instrument

It was determined that the most appropriate instrument for this study would be a mailed questionnaire. This questionnaire was sent by first class mail to each of the 145 public school superintendents within the State of North Carolina.

### Organization of the Questionnaire

The questionnaire had three sections. Section one contained questions that were concerned with crimes committed against the school plant (such as, vandalism, breaking and entering, arson, bombs and theft of school property). This section contained four principal questions (A through D). Question D concerned the utilization

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<sup>6</sup>Earl R. Babbie, Survey Research Methods (Belmont, California: Wadsworth Publishing Company, Inc., 1973), p. 165; Claire Selltiz; Lawrence S. Wrightsman; and Stuart W. Cook, Research Methods in Social Relations, 3rd ed. (New York: Holt, Rinehart and Winston, 1976), p. 297; and Delbert C. Miller, Handbook of Research Design and Social Measurement, 3rd ed. (New York: David McKay Company, Inc., 1977), p. 79.

of the Uniform Report of School Losses and Offenses of the National Association of School Security Directors (see Appendix D for example of this report form).

#### Administration of the Questionnaire

On October 5, 1978 the questionnaire with a cover letter explaining the purpose of the study was sent to the 145 public school superintendents of the State of North Carolina (see Appendix E for example of the cover letter). In addition, two letters of endorsement, a copy of the Uniform Report of School Losses and Offenses, plus a return envelope (pre-addressed and stamped) were enclosed with each questionnaire. The letters of endorsement were from the Honorable Rufus L. Edmisten, Attorney General for the State of North Carolina, dated August 4, 1978 (see Appendix F for an example of this letter) and the Honorable J. Phil Carlton, Secretary of the North Carolina Department of Crime Control and Public Safety, dated September 28, 1978 (see Appendix G for an exemplar of this letter).

On November 6, 1978 a follow-up letter was sent as a reminder to the 87 superintendents of public school districts of the State of North Carolina who had not

responded as of that date to the original letter (October 5, 1978) (see Appendix H for example of the follow-up letter). This mailing included the same items as the original mailing. Both letters advised that the respondents would be sent a summary of the survey's results. See Appendix I for a listing of the 145 public school districts and their respective superintendents.

### Analysis of Data

The data were analyzed in two parts. First, there was an analysis of the responses to the instrument. This was accomplished by obtaining frequencies and percentages of the totals for each question on the questionnaire. Second, there was an analysis by cross-tabulation of the three principal sections of the questionnaire by the following variables: Average Daily Membership (students), Rural Status of the school district, and the Region of the state in which the school district was located.

### Survey Instrument

The responses to the questionnaire were coded and processed for computer analysis. The frequencies and percentages of the responses for each question were obtained. Further, there was an analysis of any written comments on the questionnaire.

### Variables to be Analyzed

The responses of each section of the questionnaire (crimes committed against the school plant, crimes committed against school personnel, and the maintenance of a safe and secure teaching-learning process) were cross-tabulated for frequencies and percentages of the total responses by the following variables: Average Daily Membership, Rural Status of the school district and the Region in which the school district was located.

The Average Daily Membership was the aggregate number of students on the class roll of the first month of the school year, 1977-78, for each school district.<sup>7</sup> For purpose of analysis the Average Daily Membership was divided into three subsets (under 5,000, 5,000 to 9,999, and 10,000 or more). See Appendix J for additional student profile data by school district. An operational decision was made to classify each school district as either predominately rural or predominately nonrural. This was a function of the county classification.

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<sup>7</sup>Division of Management Information Systems, Statistical Profile: North Carolina Public Schools - 1978 (Raleigh, North Carolina: Department of Public Education, 1978) p. I-3, and pp. II-9 - II-585.



The operational decision point was based on the status of the median county (100 counties in North Carolina). The counties were rank ordered by percentage of rural population (most rural to least rural). The median county reflected a rural population 75.0 percent or higher, then it was classified as a predominately rural county, if the county recorded 74.9 percent rural or less, then it was classified as a predominately nonrural county. See Appendix K for additional demographic data by school district.<sup>8</sup> Further, each school district was classified by region of the state (Eastern, Piedmont, and Western, see Appendix K for specific classifications and their source). In addition, the following supplementary material was provided: Appendix L, Administrative Data by School District; Appendix M, Estimated Educational Level of Parents by School District; and Appendix N, Estimated Income Level of Parents by School District.

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<sup>8</sup>North Carolina Department of Administration, North Carolina State Government: Statistical Abstract, 3rd ed. (Raleigh, North Carolina: North Carolina Department of Administration, 1976), p. 8.

### Summary

This chapter has set forth the procedures utilized in this study. The population was described. The instrument was developed (literature review, interviews, questionnaire selected, review of the questionnaire, validity of the questionnaire established and the response rate determined). The survey instrument consisted of three principal parts (crimes against the school plant, crimes against school personnel and the establishment of a safe teaching-learning environment). The questionnaire was administered and the data were prepared for analysis.

## CHAPTER IV

### ANALYSIS OF DATA

#### Introduction

This chapter consists of an analysis of data for this study. The data were derived from the returns of a mailed questionnaire which was composed of three sections. Section one contained questions about crimes against the school plant, crimes against school personnel and questions concerned with crimes committed against school personnel. The final section contained questions that were with the maintenance of a safe and secure teaching-learning process within the schools of the district, specifically "security" functions.

Each question within the three sections of the questionnaire was examined for frequency and percentage of response by the following variables: average daily membership (students), rural status of the school district, and the region of the state in which the school district was located. In addition, the subjective comments of the respondents were examined.

An examination of the demographic characteristics of the nonrespondent school districts was carried out

for the following variables: average daily membership (students), rural status of the school district, and the region of the state in which the school district was located.

An acceptable response rate was preset at 50 percent (that is, 73 useable returns). The actual response rate was 76 percent (that is, 110 useable returns out of 145 mailed questionnaires). Further, the response rate was examined by the following three variables: average daily membership (students), rural status of the school district, and the region of the state in which the school district was located.

For purpose of analysis, the average daily membership was divided into three subsets (under 5,000, 5,000 to 9,999, and 10,000 or more). There were 64 school districts with under 5,000 students, of these 49 districts responded (for a return rate of 77 percent). This represents 142,332 students out of a total of 190,834 (75 percent of all students in this classification). There were 50 school districts with 5,000 to 9,999 students; of these, 39 districts responded, for a return rate of 78 percent. This represents 272,102 students out of 351,090 (78 percent of all students in this classification).

There were 31 school districts with 10,000 or more students; of these, 22 districts responded for a return rate of 77 percent. This represents 495,766 students out of 639,355 (78 percent of all students in this classification). A grand total of 910,200 students out of 1,181,279 (77 percent of all students) were represented in the response rate of 76 percent.

An operational decision was made to classify each school district as either predominately rural or predominately nonrural.<sup>1</sup> There were 57 school districts classified as predominately rural, of these 42 districts responded for a return rate of 74 percent. There were 88 school districts classified as predominately nonrural, of these 68 districts responded for a return rate of 77 percent.

Each school district was classified by region of the state (Eastern, Piedmont and Western). There were 63 school districts classified as being located in the Eastern region of the state; of these 46 districts responded, for a return rate of 73 percent. There were 49 school districts classified as being located in the

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<sup>1</sup>See Chapter 3 for a discussion of this operational decision.

Western region of the state; of these, 30 districts responded for a return rate of 91 percent.

### Questionnaire

One hundred ten responses to the questionnaire were received. All of the districts except one reported data on the 1977-78 school year. The one district reported data on the 1977 calendar year.

The questionnaire had three sections. Section one contained questions that were concerned with crimes committed against the school plant. Section two contained questions that were concerned with crimes committed against school personnel. The third, and final section, contained questions that were concerned with the maintenance of a safe and secure teaching-learning process within the schools of the district; specifically, "security" functions. Each question within the three sections of the questionnaire were examined for frequency and percentage of response; furthermore, each question was examined for frequency and percentage of response by the following variables: average daily membership, rural status of the school district, and the region of the state in which

the school district was located. In addition, the subjective comments of the respondents were examined.

### Crimes Against the Plant

Section one (I) contained questions that were concerned with crimes against the school plant (such as vandalism, breaking and entering, arson, bombs, and the theft of school property). This section contained four principal questions (A through D).

The first question was concerned with school district policy on the reporting of crimes against the school plant.

I-A: Does your district have a policy on the reporting of criminal offenses against the school plant:

1. No policy?
2. Discretion of the principal to report?
3. Only serious crimes reported?
4. All offenses must be reported to the police?
5. All offenses must be reported to the central office?
6. All offenses must be reported to both the police and the central office?
7. (Missing Value).

Figure 4 reflects the frequency and percentage of response to this question.

Fig. 4 I-A: Frequency and Percentage

	Frequency	Percentage
1.	15	14
2.	22	20
3.	4	4
4.	2	2
5.	6	5
6.	60	54
7.	1	1
	<hr/> 110	<hr/> 100%

Tables 15, 16 and 17 exhibit the frequencies and percentages of the responses of the following variables respectively: Average Daily Membership, Rural Status and Region.



TABLE 15

## I-A: AVERAGE DAILY MEMBERSHIP

Count	1	2	3	4	5	6	7	
Row Pct.								
Under 5,000	10 .20	11 .22	3 .06	0 .00	1 .02	23 .47	1 .02	49
5,000 to 9,999	2 .05	9 .23	1 .03	2 .05	3 .08	22 .56	0 .00	39
10,000 Over	3 .14	2 .09	0 .00	0 .00	2 .09	15 .68	0 .00	22

110

TABLE 16

I-A: RURAL STATUS

Count	1	2	3	4	5	6	7	
Row Pct.								
Rural	6 .14	11 .26	3 .07	0 .00	3 .07	19 .45	0 .00	42
Nonrural	9 .13	11 .16	1 .01	2 .03	3 .04	41 .60	1 .01	68

110

TABLE 17

## I-A: REGION

Count Row Pct.	1	2	3	4	5	6	7	
Eastern	8 .17	7 .15	3 .07	2 .04	4 .09	22 .48	0 .00	46
Piedmont	5 .15	13 .06	0 .00	0 .00	1 .03	25 .72	1 .03	34
Western	2 .07	13 .43	1 .03	0 .00	1 .03	13 .43	0 .00	30
								110

The next set of questions were concerned with the dollar cost and the actual number of criminal offenses against the school plant.

I-B1: What was the estimated dollar loss for the district as a whole due to crimes against the school plant? The following responses were received:<sup>2</sup>

1. No loss.
2. \$100.00 to 999.00 loss.
3. \$1,000.00 to 4,999.00 loss.

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<sup>2</sup>One district reported that it had recovered \$2,500.00 from a loss of \$5,000.00. This was an Eastern, predominately nonrural district with an average daily membership between 5,000 and 9,999.

4. \$5,000.00 to 9,999.00 loss.
5. \$10,000.00 to 39,999.00 loss.
6. \$150,000.00 loss.
7. Unknown.

Figure 5 reflects the frequency and percentage of response to this question.

Fig. 5 I-B1: Frequency and Percentage

	Frequency	Percentage
1.	15	14
2.	22	20
3.	4	4
4.	2	2
5.	6	5
6.	60	54
7.	1	1
	<hr/> 110	<hr/> 100%

Tables 18, 19 and 20 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 18

## I-B1: AVERAGE DAILY MEMBERSHIP

[illegible]

TABLE 19

## I-B1: RURAL STATUS

[illegible]

TABLE 20

I-B1: REGION

Count Row Pct.	1	2	3	4	5	6	7	
Eastern	0 .00	7 .15	21 .46	3 .06	6 .13	0 .00	9 .19	46
Piedmont	1 .03	6 .18	7 .21	4 .12	4 .12	0 .00	12 .35	34
Western	2 .07	9 .30	8 .27	3 .10	0 .00	1 .03	7 .23	30
								110

I-B2: What were the number of breaking and entering incidents for the district? The following responses were received:

1. No incidents.
2. 1 to 10 incidents.
3. 11 to 20 incidents.
4. 21 to 50 incidents.
5. 51 to 75 incidents.
6. 76 to 150 incidents.
7. Unknown.

Figure 6 reflects the frequency and percentage of response to this question.

Fig. 6 I-B2: Frequency and Percentage

	Frequency	Percentage
1.	3	3
2.	49	44
3.	20	18
4.	17	16
5.	3	3
6.	2	2
7.	16	14
	<hr/> 110	<hr/> 100%

Tables 21, 22 and 23 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 21

## I-B2 AVERAGE DAILY MEMBERSHIP

[illegible]

TABLE 22

## I-B2 RURAL STATUS

[illegible]

TABLE 23

## I-B2 REGION

Count								
Row Pct.	1	2	3	4	5	6	7	
Eastern	0	21	6	10	3	0	6	46
	.00	.46	.13	.22	.07	.00	.13	
Piedmont	0	15	6	5	0	2	6	34
	.00	.44	.18	.15	.00	.06	.18	
Western	3	13	8	2	0	0	4	30
	.10	.43	.27	.06	.00	.00	.13	
								110

I-B3: What were the number of arson incidents for the district: The following responses were received:

1. No incidents.
2. 1 incident.
3. 2 incidents.
4. 4 incidents.
5. 8 incidents.
6. Unknown.

Figure 7 reflects the frequency and percentage of response to this question.



Fig. 7 I-B3: Frequency and Percentage

	Frequency	Percentage
1.	90	82
2.	5	4
3.	5	4
4.	3	3
5.	1	1
6.	6	6
	<hr/> 110	<hr/> 100%

Tables 24, 25 and 26 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 24

## I-B3: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	3	4	5	6	
Under 5,000	45 .92	1 .02	1 .02	0 .00	0 .00	2 .04	49
5,000 to 9,999	31 .79	3 .08	2 .05	1 .03	1 .03	1 .03	39
10,000 Over	14 .63	1 .05	2 .09	2 .09	0 .00	3 .14	22
							110

TABLE 25

## I-B3: RURAL STATUS

Count Row Pct.	1	2	3	4	5	6	
Rural	38 .90	1 .02	0 .00	0 .00	0 .00	3 .07	42
Nonrural	52 .76	4 .06	5 .07	3 .04	1 .01	3 .04	68
							110

TABLE 26

## I-B3: REGION

Count Row Pct.	1	2	3	4	5	6	
Eastern	40 .87	2 .04	2 .04	1 .02	0 .00	1 .02	46
Piedmont	24 .71	3 .09	1 .03	1 .03	1 .03	4 .12	34
Western	26 .87	0 .00	2 .07	1 .03	0 .00	1 .03	30
							110

I-B4: What were the number of vandalism incidents for the district? The following responses were received:<sup>3</sup>

1. No incidents.
2. 1 to 10 incidents.
3. 11 to 20 incidents.
4. 21 to 40 incidents.
5. 51 to 100 incidents.
6. 101 to 160 incidents.
7. 2302 incidents.
8. Unknown.

---

<sup>3</sup>One district reported that in the preceeding year (1976-1977) that one incident of vandalism cost the district \$15,000.00. This was a Piedmont, predominately rural district with an average daily membership between 5,000 and 9,999.

Figure 8 reflects the frequency and percentage of response to this question.

Fig. 8 I-B4: Frequency and Percentage

	Frequency	Percentage
1.	8	7
2.	45	41
3.	13	12
4.	13	12
5.	5	4
6.	2	2
7.	1	1
8.	23	21
	<hr/> 110	<hr/> 100%

Tables 27, 28 and 29 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 27

## I-B4 : AVERAGE DAILY MEMBERSHIP

Count	1	2	3	4	5	6	7	8	
Row Pct.									
Under 5,000	3 .06	25 .51	8 .16	4 .08	0 .00	0 .00	0 .00	9 .18	49
5,000 to 9,999	4 .10	16 .41	3 .06	5 .13	2 .05	0 .00	0 .00	9 .23	39
10,000 Over	0 .00	5 .23	2 .09	4 .18	3 .14	2 .09	1 .05	5 .23	22

110

TABLE 28

## I-B4: RURAL STATUS

Count	1	2	3	4	5	6	7	8	
Row Pct.									
Rural	4 .10	23 .55	4 .10	3 .07	0 .00	0 .00	0 .00	8 .19	42
Nonrural	4 .06	22 .32	9 .13	10 .15	6 .09	1 .01	1 .01	15 .22	68

110

TABLE 29

## I-B4: REGION

Count Row Pct.	1	2	3	4	5	6	7	8	
Eastern	4 .09	18 .39	6 .13	6 .13	1 .02	1 .02	0 .00	0 .00	46
Piedmont	3 .09	13 .38	4 .12	2 .06	3 .09	0 .00	1 .03	8 .24	34
Western	1 .03	14 .47	3 .10	5 .17	1 .03	1 .03	0 .00	5 .17	30
									110

I-B5: What were the number of bomb incidents for the district by the following categories: actual bombings, attempted bombings and bomb threats? The following responses were received:

I-B5a: Actual bombings,

1. No incidents.
2. 2 incidents.
3. Unknown.

Figure 9 reflects the frequency and percentage of responses to this question.

Fig. 9 I-B5a: Frequency and Percentage

	Frequency	Percentage
1.	94	85
2.	1	1
3.	15	14
	<hr/> 110	<hr/> 100%

Tables 30, 31 and 32 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 30

## I-B5a: AVERAGE DAILY MEMBERSHIP

Count				
Row Pct.	1	2	3	
Under 5,000	42	1	6	49
	.86	.02	.12	
5,000 to 9,999	33	0	6	39
	.85	.00	.15	
10,000 Over	19	0	3	22
	.86	.00	.14	
				110

TABLE 31

## I-B5a: RURAL STATUS

Count				
Row Pct.	1	2	4	
Rural	35	1	6	42
	.83	.02	.14	
Nonrural	59	0	9	68
	.88	.00	.13	
				110

TABLE 32

## I-B5a: REGION

Count				
Row Pct.	1	2	3	
Eastern	41	1	4	46
	.89	.04	.08	
Piedmont	26	0	8	34
	.76	.00	.24	
Western	27	0	3	30
	.90	.00	.10	
				110

I-B5b: Attempted bombings,

1. No incidents.
2. Unknown.



Figure 10 reflects the frequency and percentage of responses to this question.

Fig. 10 I-B5b: Frequency and Percentage

	Frequency	Percentage
1.	94	85
2.	16	15
	<hr/> 110	<hr/> 100%

Tables 33, 34 and 35 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership Rural Status and Region.

TABLE 33

I-B5b: AVERAGE DAILY MEMBERSHIP

Count			
Row Pct.	1	2	
Under 5,000	42	7	49
	.86	.14	
5,000 to 9,999	33	6	39
	.85	.15	
10,000 Over	19	3	22
	.86	.14	
			110

TABLE 34

## I-B5b: RURAL STATUS

Count			
Row Pct.	1	2	
Rural	35	7	42
	.83	.17	
Nonrural	59	9	68
	.88	.13	
			110

TABLE 35

## I-B5b: REGION

Count			
Row Pct.	1	2	
Eastern	41	5	46
	.89	.11	
Piedmont	26	8	34
	.76	.24	
Western	27	3	30
	.90	.10	
			110

I-B5c: Bomb threats,

1. No incidents.
2. 1 to 10 incidents.
3. 11 to 20 incidents.
4. 200 incidents.
5. Unknown.

Figure 11 reflects the frequency and percentage of responses to this question.

Fig. 11 I-B5c: Frequency and Percentage

	Frequency	Percentage
1.	36	33
2.	57	52
3.	7	6
4.	1	1
5.	9	8
	<hr/> 110	<hr/> 100%

Tables 36, 37 and 38 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 36

I-B5c: AVERAGE DAILY MEMBERSHIP

Count						
Row Pct.	1	2	3	4	5	
Under 5,000	24	22	0	0	3	49
	.49	.45	.00	.00	.06	
5,000 to 9,999	10	26	2	0	1	39
	.26	.67	.05	.00	.03	
10,000 Over	2	9	5	1	5	22
	.09	.41	.23	.05	.23	
						110

TABLE 37

## I-B5c: RURAL STATUS

Count Row Pct.	1	2	3	4	5	
Rural	23 .55	15 .36	0 .00	0 .00	4 .10	42
Nonrural	13 .19	42 .62	7 .10	1 .01	5 .07	68
						110

TABLE 38

## I-B5c: REGION

Count Row Pct.	1	2	3	4	5	
Eastern	16 .35	24 .52	3 .07	0 .00	3 .07	46
Piedmont	10 .29	16 .47	4 .12	0 .00	4 .12	34
Western	10 .33	17 .57	0 .00	1 .03	2 .07	30
						110

I-B6: What were the number of incidents of thefts of school property? The following responses were received:

1. No incidents.
2. 1 to 10 incidents.
3. 11 to 60 incidents.
4. 136 incidents.
5. Unknown.

Figure 12 reflects the frequency and percentage of responses to this question.

Fig. 12 I-B6: Frequency and Percentage

	Frequency	Percentage
1.	8	7
2.	45	41
3.	26	24
4.	1	1
5.	30	27
	<hr/> 110	<hr/> 100%

Tables 39, 40 and 41 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 39

## I-B6: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	3	4	5	
Under 5,000	4	25	6	0	14	49
	.08	.51	.12	.00	.29	
5,000 to 9,999	1	15	12	0	11	39
	.03	.38	.31	.00	.28	
10,000 Over	3	5	8	1	5	22
	.14	.23	.36	.05	.23	
						110

TABLE 40

## I-B6: RURAL STATUS

Count Row Pct.	1	2	3	4	5	
Rural	4	24	3	0	11	42
	.10	.57	.07	.00	.26	
Nonrural	4	21	23	1	19	68
	.06	.31	.34	.01	.30	
						110

TABLE 41

## I-B6: REGION

Count Row Pct.	1	2	3	4	5	
Eastern	2 .04	16 .35	16 .35	0 .00	12 .26	46
Piedmont	2 .06	14 .41	7 .21	1 .03	10 .29	34
Western	4 .13	15 .50	3 .10	0 .00	8 .27	30
						110

The next set of questions was concerned with the approximate percentage of offenses against the school plant.

I-C: Approximately what percentage of the offenses against the school plant occurred in the following locations: elementary schools, combined schools and secondary schools?<sup>4</sup>

---

<sup>4</sup>Two districts reported offenses against the support plant: warehouses, maintenance buildings and transportation complex. Both were Eastern, predominately nonrural districts. One district had an average daily membership between 5,000 and 9,999 and the other district was over 10,000.

The following responses were received:

I-C1: Elementary schools,<sup>5</sup>

1. None.
2. 1 to 25 percent.
3. 26 to 50 percent.
4. 51 to 75 percent.
5. 76 to 100 percent.
6. Unknown.
7. (Missing Value).

Figure 13 reflects the frequency and percentage of responses to this question.

---

<sup>5</sup>One district reported that extensive damage was caused to an elementary school by a major fire. This was a Piedmont, predominately nonrural district with an average daily membership between 5,000 and 9,999.



Fig. 13 I-C1: Frequency and Percentage

	Frequency	Percentage
1.	3	3
2.	16	15
3.	29	26
4.	30	27
5.	15	14
6.	9	8
7.	8	7
	<hr/> 110	<hr/> 100%

Tables 42, 43 and 44 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 42

## I-C1: AVERAGE DAILY MEMBERSHIP

Count	1	2	3	4	5	6	7	
Row Pct.								
Under 5,000	3 .06	5 .10	15 .31	13 .27	5 .10	2 .04	6 .12	49
5,000 to 9,999	0 .00	7 .18	12 .31	9 .23	7 .18	2 .05	2 .05	39
10,000 Over	0 .00	4 .18	2 .09	8 .36	3 .14	5 .23	0 .00	22

110

TABLE 43

## I-C1: RURAL STATUS

Count								
Row Pct.	1	2	3	4	5	6	7	
Rural	3	5	13	8	5	4	4	42
	.07	.12	.31	.19	.12	.09	.09	
Nonrural	0	11	16	22	10	5	4	68
	.00	.16	.24	.32	.15	.07	.06	

110

TABLE 44

## I-C1: REGION

Count								
Row Pct.	1	2	3	4	5	6	7	
Eastern	2	9	11	13	5	3	3	46
	.04	.20	.24	.28	.11	.07	.07	
Piedmont	0	2	11	8	7	4	2	34
	.00	.06	.32	.24	.21	.12	.06	
Western	1	5	7	9	3	2	3	30
	.03	.17	.23	.30	.10	.07	.10	
								110

## I-C2: Combined schools,

1. None.
2. 1 to 25 percent.
3. 26 to 50 percent.
4. 51 to 75 percent.
5. 76 to 100 percent.
6. Unknown.
7. (Missing Value).

Figure 14 reflects the frequency and percentage of responses to this question.

Fig. 14 I-C2: Frequency and Percentage

	Frequency	Percentage
1.	2	2
2.	11	10
3.	8	7
4.	0	0
5.	0	0
6.	8	7
7.	81	74
	<hr/> 110	<hr/> 100%

Tables 45, 46 and 47 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 45

## I-C2: AVERAGE DAILY MEMBERSHIP

Count	1	2	3	4	5	6	7	
Row Pct.								
Under 5,000	2	3	6	0	0	1	37	49
	.04	.06	.12	.00	.00	.02	.76	
5,000 to 9,999	0	6	1	0	0	2	30	39
	.00	.15	.03	.00	.00	.05	.77	
10,000 Over	0	2	1	0	0	5	14	22
	.00	.09	.05	.00	.00	.23	.63	

110

TABLE 46

## I-C2: RURAL STATUS

Count								
Row Pct.	1	2	3	4	5	6	7	
Rural	2	5	4	0	0	3	28	42
	.05	.12	.09	.00	.00	.07	.67	
Nonrural	0	6	4	0	0	5	53	68
	.00	.09	.06	.00	.00	.07	.78	

110

TABLE 47

## I-C2: REGION

Count Row Pct.	1	2	3	4	5	6	7	
Eastern	1 .02	6 .13	5 .11	0 .00	0 .00	3 .07	31 .67	46
Piedmont	0 .00	0 .00	2 .06	0 .00	0 .00	4 .12	28 .82	34
Western	1 .03	5 .17	1 .03	0 .00	0 .00	1 .03	22 .73	30
								110

## I-C3: Secondary schools,

1. None.
2. 1 to 25 percent.
3. 26 to 50 percent.
4. 51 to 75 percent..
5. 76 to 100 percent.
6. Unknown.
7. (Missing Value).

Figure 15 reflects the frequency and percentage of responses to this question.

Fig. 15 I-C3: Frequency and Percentage

	Frequency	Percentage
1.	1	1
2.	26	24
3.	39	36
4.	19	17
5.	10	9
6.	9	8
7.	6	5
	<hr/> 110	<hr/> 100%

Tables 48, 49 and 50 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 48

## I-C3: AVERAGE DAILY MEMBERSHIP

	Count							
Row	Pct.	1	2	3	4	5	6	7
Under 5,000		1 .02	11 .22	24 .49	6 .12	4 .08	2 .04	1 .02    49
5,000 to 9,999		0 .00	10 .26	12 .31	7 .18	5 .13	2 .05	3 .08    39
10,000 Over		0 .00	5 .23	4 .18	5 .23	1 .05	5 .23	2 .09    22

110

TABLE 49

## I-C3: RURAL STATUS

Count								
Row Pct.	1	2	3	4	5	6	7	
Rural	1 .02	8 .19	20 .48	5 .12	4 .10	4 .10	0 .00	42
Nonrural	0 .00	18 .26	19 .28	14 .21	6 .09	5 .07	6 .09	68

110



TABLE 50

## I-C3: REGION

Count Row Pct.	1	2	3	4	5	6	7	
Eastern	0 .00	8 .17	19 .41	10 .22	3 .07	3 .07	3 .07	46
Piedmont	0 .00	10 .29	11 .32	4 .12	2 .06	4 .12	3 .09	34
Western	1 .03	8 .27	10 .33	4 .13	5 .17	2 .06	0 .00	30
								110

The next set of questions was concerned with the approximate percentage of dollar loss due to criminal offenses against the school plant.

I-D: Approximately what percentage of the dollar loss occurred in the following locations: elementary schools, combined schools and secondary schools. The following responses were received:

I-D1: Elementary schools,

1. None.
2. 1 to 25 percent.
3. 26 to 50 percent.
4. 51 to 75 percent.

5. 76 to 100 percent.

6. Unknown.

7. (Missing Value).

Figure 16 reflects the frequency and percentage of responses to this question.

Fig. 16 I-D1: Frequency and Percentage

	Frequency	Percentage
1.	3	3
2.	24	22
3.	25	23
4.	24	22
5.	12	11
6.	14	13
7.	8	7
	<hr/> 110	<hr/> 101% (due to rounding)

Tables 51, 52 and 53 exhibit the frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 51

## I-D1: AVERAGE DAILY MEMBERSHIP

Count								
Row Pct.	1	2	3	4	5	6	7	
Under 5,000	3 .06	8 .16	9 .18	12 .24	6 .12	5 .10	6 .12	49
5,000 to 9,999	0 .00	12 .31	10 .26	7 .18	5 .13	3 .07	2 .05	39
10,000 Over	0 .00	4 .18	6 .27	5 .23	1 .05	6 .27	0 .00	22

110

TABLE 52

## I-D1: RURAL STATUS

[illegible]

TABLE 53

I-D1: REGION

Count Row Pct.	1	2	3	4	5	6	7	
Eastern	2 .04	11 .24	11 .24	10 .22	4 .09	5 .11	3 .07	46
Piedmont	0 .00	6 .18	9 .26	7 .21	5 .15	4 .12	3 .09	34
Western	1 .03	7 .23	5 .17	7 .23	3 .10	5 .17	2 .07	30
								110

I-D2: Combined schools,

1. None.
2. 1 to 25 percent.
3. 26 to 50 percent.
4. 51 to 75 percent.
5. 76 to 100 percent.
6. Unknown.
7. (Missing Value).

Figure 17 reflects the frequency and percentage of responses to this question.

Fig. 17 I-D2: Frequency and Percentage

	Frequency	Percentage
1.	3	3
2.	9	8
3.	5	4
4.	2	2
5.	0	0
6.	12	11
7.	79	72
	<hr/> 110	<hr/> 100%

Tables 54, 55 and 56 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 54

## I-D2: AVERAGE DAILY MEMBERSHIP

Count	1	2	3	4	5	6	7	
Row Pct.								
Under 5,000	2 .04	4 .08	2 .04	1 .02	0 .00	3 .06	37 .76	49
5,000 to 9,999	1 .03	5 .13	2 .05	0 .00	0 .00	3 .08	28 .72	39
10,000 Over	0 .00	0 .00	1 .05	1 .05	0 .00	6 .27	14 .63	22

TABLE 55

I-D2: RURAL STATUS

Count	1	2	3	4	5	6	7	
Row Pct.								
Rural	2 .04	5 .12	2 .04	1 .02	0 .00	4 .10	28 .67	42
Nonrural	1 .01	4 .06	3 .04	1 .01	0 .00	8 .12	51 .75	68

110

TABLE 56

I-D2: REGION

Count Row Pct.	1	2	3	4	5	6	7	
Eastern	1 .02	6 .13	2 .04	1 .02	0 .00	5 .11	31 .67	46
Piedmont	1 .03	0 .00	2 .06	1 .03	0 .00	4 .12	26 .76	34
Western	1 .03	3 .10	1 .03	0 .00	0 .00	3 .10	22 .73	30
								110

I-D3: Secondary schools,

1. None.
2. 1 to 25 percent.
3. 26 to 50 percent.
4. 51 to 75 percent.
5. 76 to 100 percent.
6. Unknown.
7. (Missing Value).

Figure 18 reflects the frequency and percentage of responses to this question.

Fig. 18 I-D3: Frequency and Percentage

	Frequency	Percentage
1.	1	1
2.	22	20
3.	31	28
4.	22	20
5.	15	14
6.	13	12
7.	6	5
	<hr/> 110	<hr/> 100%

Tables 57, 58 and 59 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.





TABLE 59

## I-D3: REGION

Count Row Pct.	1	2	3	4	5	6	7	
Eastern	0 .00	5 .11	14 .30	14 .30	5 .11	5 .11	3 .07	46
Piedmont	0 .00	12 .35	7 .21	4 .12	4 .12	4 .12	3 .09	34
Western	1 .03	5 .17	10 .33	4 .13	6 .20	4 .13	0 .00	30
								110

The most frequently made comment in section one (I) of the questionnaire was "no records."

Crimes Against Personnel

Section two (II) contained questions that were concerned with crimes committed against school personnel (such as assault, robbery, rape, and the theft of personal property). This section contained three principal questions (A through C).

The first question was concerned with school district policy on the reporting of crimes committed against school personnel.

II-A: Does your district have a policy on the reporting of offenses against school personnel:<sup>6</sup>

1. No policy?
2. No limitation of the discretion of the principal to report or not to report?
3. Principal must report assault cases if medical attention to victim required?
4. Principal must report property loss cases if loss exceeds one dollar?
5. All offenses must be reported to the police?
6. All offenses must be reported to the central office?

---

<sup>6</sup>One district reported under the rubric "other" with regards to the policy of reporting offenses against personnel. If only students were involved then the principal retained discretionary authority to report but if the teaching staff were involved then both the police and the central office were notified. This was an Eastern, predominately rural district with an average daily membership between 5,000 and 9,999.

Another district reported that it had in conjunction with the local police department developed and implemented a joint policy and procedure on the reporting of offenses against personnel. This was a Piedmont, predominately nonrural district with an average daily membership between 5,000 and 9,999.

7. All offenses must be reported to both the police and the central office?
8. Other?
9. (Missing Value).

Figure 19 reflects the frequency and percentage of response to this question.

Fig. 19 II-A: Frequency and Percentage

	Frequency	Percentage
1.	27	25
2.	24	22
3.	7	6
4.	1	1
5.	1	1
6.	20	18
7.	27	25
8.	1	1
9.	2	2
	<hr/> 110	<hr/> 101% (due to rounding)

Tables 60, 61 and 62 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.



TABLE 62

## II-A: REGION

Count										
Row Pct.	1	2	3	4	5	6	7	8	9	
Eastern	10	12	1	0	0	9	12	1	1	46
	.22	.26	.02	.00	.00	.20	.26	.02	.02	
Piedmont	11	3	4	1	0	3	11	0	1	34
	.32	.09	.12	.03	.00	.09	.32	.00	.03	
Western	6	9	2	0	1	8	4	0	0	30
	.20	.30	.06	.00	.03	.27	.13	.00	.00	
									110	

The next set of questions was concerned with the actual number of criminal offenses against school personnel

II-B1: What were the number of assault incidents for the district? The following responses were received:

1. No incidents.
2. 1 to 10 incidents.
3. 11 to 20 incidents.
4. 70 incidents.
5. Unknown.

Figure 20 reflects the frequency and percentage of response to this question.

Fig. 20 II-B1: Frequency and Percentage

	Frequency	Percentage
1.	66	60
2.	22	20
3.	3	3
4.	1	1
5.	18	16
	<hr/> 110	<hr/> 100%

Tables 63, 64 and 65 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 63

## II-B1: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	3	4	5	
Under 5,000	34 .69	7 .14	0 .00	0 .00	8 .16	49
5,000 to 9,999	25 .64	9 .23	2 .05	0 .00	3 .08	39
10,000 Over	7 .32	6 .27	1 .05	1 .05	7 .32	22
						<hr/> 110

TABLE 64

## II-B1: RURAL STATUS

Count Row Pct.	1	2	3	4	5	
Rural	30 .71	6 .12	0 .00	0 .00	6 .14	42
Nonrural	36 .53	16 .23	3 .04	1 .01	12 .18	68
						110

TABLE 65

## II-B1: REGION

Count Row Pct.	1	2	3	4	5	
Eastern	30 .65	8 .17	0 .00	0 .00	8 .17	46
Piedmont	20 .59	5 .14	2 .06	1 .03	6 .18	34
Western	16 .53	9 .30	1 .03	0 .00	4 .13	30
						110



II-B2: What were the number of robbery incidents for the district? The following responses were received:

1. No incidents.
2. 1 to 5 incidents.
3. 25 incidents.
4. Unknown.

Figure 21 reflects the frequency and percentage of response to this question.

Fig. 21 II-B2: Frequency and Percentage

	Frequency	Percentage
1.	80	73
2.	11	10
3.	1	1
4.	18	16
	<hr/> 110	<hr/> 100%

Tables 66, 67 and 68 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 66

## II-B2: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	3	4	
Under 5,000	37 .76	5 .10	1 .02	6 .12	49
5,000 to 9,999	30 .77	4 .10	0 .00	5 .13	39
10,000 Over	13 .59	2 .09	0 .00	7 .32	22
					110

TABLE 67

## II-B2: RURAL STATUS

Count Row Pct.	1	2	3	4	
Rural	33 .79	2 .05	0 .00	7 .17	42
Nonrural	47 .69	9 .13	1 .01	11 .16	68
					110

TABLE 68

## II-B2: REGION

Count Row Pct.	1	2	3	4	
Eastern	33 .72	5 .11	0 .00	8 .17	46
Piedmont	23 .68	5 .15	0 .00	6 .18	34
Western	24 .80	1 .03	1 .03	4 .13	30
					110

II-B3: What were the number of rape incidents for the district? The following responses were received:

1. No incidents.
2. 1 incident.
3. 2 incidents.
4. Unknown.

Figure 22 reflects the frequency and percentage of response to this question.

Fig. 22 II-B3: Frequency and Percentage

	Frequency	Percentage
1.	95	86
2.	2	2
3.	1	1
4.	12	11
	<hr/> 110	<hr/> 100%

Tables 69, 70 and 71 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 69

## II-B3: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	3	4	
Under 5,000	44 .90	2 .02	0 .00	4 .08	49
5,000 to 9,999	36 .92	1 .03	0 .00	2 .05	39
10,000 Over	15 .68	0 .00	1 .05	6 .27	22
					<hr/> 110

TABLE 70

## II-B3: RURAL STATUS

Count Row Pct.	1	2	3	4	
Rural	35 .83	2 .00	0 .01	5 .10	42
Nonrural	60 .88	0 .00	1 .01	7 .10	68
					110

TABLE 71

## II-B3: REGION

Count Row Pct.	1	2	3	4	
Eastern	40 .87	2 .04	0 .00	4 .09	46
Piedmont	28 .82	0 .00	1 .03	5 .15	34
Western	27 .90	0 .00	0 .00	3 .10	30
					110

II-B4: What were the number of other sex related offenses? The following responses were received:

1. No incidents.
2. 1 to 5 incidents.

3. 13 incidents.

4. Unknown.

Figure 23 reflects the frequency and percentage of response to this question.

Fig. 23 II-B-4: Frequency and Percentage

	Frequency	Percentage
1.	86	78
2.	6	6
3.	1	1
4.	17	15
	<hr/> 110	<hr/> 100%

Tables 72, 73 and 74 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 72

## II-B-4: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	3	4	
Under 5,000	39 .80	4 .08	0 .00	6 .12	49
5,000 to 9,999	35 .90	0 .00	0 .00	4 .10	39
10,000 Over	12 .55	2 .09	1 .05	7 .32	22
					110

TABLE 73

## II-B-4: RURAL STATUS

Count Row Pct.	1	2	3	4	
Rural	35 .83	2 .05	0 .00	5 .12	42
Nonrural	51 .75	4 .06	1 .01	12 .18	68
					110

TABLE 74

## II-B-4: REGION

Count					
Row Pct.	1	2	3	4	
Eastern	37	4	0	5	46
	.80	.09	.00	.11	
Piedmont	24	2	1	7	34
	.71	.06	.03	.21	
Western	25	0	0	5	30
	.83	.00	.00	.17	
					110

II-B5: What were the number of thefts of personal property incidents that exceeded a loss of one dollar?

The following responses were received:<sup>7</sup>

1. No incidents.
2. 1-5 incidents.
3. 6-10 incidents.
4. 11-20 incidents.
5. 21-50 incidents.
6. 51-75 incidents.

---

<sup>7</sup>One district reported that a contributing factor to personal theft was carelessness on the part of teachers (such as leaving personal property on top of the desk). This was an Eastern, predominately rural district with an average daily membership between 5,000 and 9,999.



7. 106 incidents.

8. Unknown.

Figure 24 reflects the frequency and percentage of response to this question.

Fig. 24 II-B5: Frequency and Percentage

	Frequency	Percentage
1.	20	18
2.	14	13
3.	5	4
4.	6	6
5.	5	4
6.	2	2
7.	1	1
8.	57	52
	<hr/> 110	<hr/> 100%

Tables 75, 76 and 77 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 75

## II-B5: AVERAGE DAILY MEMBERSHIP

Count										
Row	Pct.	1	2	3	4	5	6	7	8	
Under 5,000		13	4	3	5	1	0	0	23	49
		.27	.08	.06	.10	.02	.00	.00	.47	
5,000 to										
9,999		7	8	1	1	3	1	0	18	39
		.18	.21	.03	.03	.08	.03	.00	.46	
10,000 Over		0	2	1	0	1	1	1	16	22
		.00	.09	.05	.00	.05	.05	.05	.72	

110

TABLE 76

## II-B5: RURAL STATUS

[illegible]

TABLE 77

## II-B5: REGION

Count Row Pct.	1	2	3	4	5	6	7	8	
Eastern	8 .17	8 .17	1 .02	3 .07	2 .04	0 .00	1 .02	23 .50	46
Piedmont	5 .15	4 .12	3 .09	1 .03	0 .00	1 .03	0 .00	20 .59	34
Western	7 .23	2 .07	1 .03	2 .06	3 .10	1 .03	0 .00	14 .46	30
									110

The next set of questions was concerned with the approximate percentage of offenses against school personnel

II-C: Approximately what percentage of the offenses against school personnel occurred in the following locations: elementary schools, combined schools and secondary schools?

The following responses were received:

II-C1: Elementary schools,

1. None.
2. 1 to 25 percent.
3. 26 to 50 percent.
4. 51 to 75 percent.
5. 76 to 100 percent.

6. Unknown.

7. (Missing Value).

Figure 25 reflects the frequency and percentage of response to this question.

Fig. 25 II-C1: Frequency and Percentage

	Frequency	Percentage
1.	46	42
2.	10	9
3.	4	4
4.	6	6
5.	7	6
6.	13	12
7.	24	22
	<hr/> 110	<hr/> 101% (due to rounding)

Tables 78, 79 and 80 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.



TABLE 80  
II-C1: REGION

Count Row Pct.	1	2	3	4	5	6	7	
Eastern	19 .41	5 .11	1 .02	5 .11	4 .09	5 .11	7 .15	46
Piedmont	12 .35	2 .06	2 .06	0 .00	3 .09	7 .21	8 .24	34
Western	15 .50	3 .10	1 .03	1 .03	0 .00	1 .03	9 .30	30
								110

II-C2: Combined schools,

1. None.
2. 1 to 25 percent.
3. 26 to 50 percent.
4. 51 to 75 percent.
5. 76 to 100 percent.
6. Unknown.
7. (Missing Value).

Figure 26 reflects the frequency and percentage of response to this question.

Fig. 26 II-C2: Frequency and Percentage

	Frequency	Percentage
1.	34	31
2.	1	1
3.	4	4
4.	1	1
5.	3	3
6.	12	11
7.	55	50
	<hr/> 110	<hr/> 101% (due to rounding)

Tables 81, 82 and 83 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 81

## II-C2: AVERAGE DAILY MEMBERSHIP

Count	1	2	3	4	5	6	7	
Row Pct.								
Under 5,000	19 .39	1 .02	2 .04	0 .00	2 .04	3 .06	22 .45	49
5,000 to 9,999	10 .26	0 .00	1 .03	0 .00	1 .03	4 .10	23 .59	39
10,000 Over	5 .23	0 .00	1 .05	1 .05	0 .00	5 .23	10 .45	22

110

TABLE 82

## II-C2: RURAL STATUS

[illegible]



TABLE 83

## II-C2: REGION

Count								
Row Pct.	1	2	3	4	5	6	7	
Eastern	15 .33	1 .02	2 .04	0 .00	0 .00	5 .11	23 .50	46
Piedmont	7 .21	0 .00	1 .03	1 .03	1 .03	6 .18	18 .53	34
Western	12 .40	0 .00	1 .03	0 .00	2 .07	1 .03	14 .47	30
								110

## II-C3: Secondary schools,

1. None.
2. 1 to 25 percent.
3. 26 to 50 percent.
4. 51 to 75 percent.
5. 76 to 100 percent.
6. Unknown.
7. (Missing Value).

Figure 27 reflects the frequency and percentage of response to this question.

Fig. 27 II-C3: Frequency and Percentage

	Frequency	Percentage
1.	37	34
2.	4	4
3.	14	13
4.	1	1
5.	22	20
6.	12	11
7.	20	18
	<hr/> 110	<hr/> 101% (due to rounding)

Tables 84, 85 and 86 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 84

## II-C3: AVERAGE DAILY MEMBERSHIP

[illegible]

TABLE 85

## II-C3: RURAL STATUS

[illegible]

TABLE 86  
II-C3: REGION

Count Row Pct.	1	2	3	4	5	6	7	
Eastern	14 .30	3 .07	8 .17	0 .00	11 .24	5 .11	5 .11	46
Piedmont	10 .29	1 .03	3 .09	1 .03	4 .12	6 .18	9 .26	34
Western	13 .43	0 .00	3 .10	0 .00	7 .23	1 .03	6 .20	30
								110

The most frequently made comment in section two (II) of the questionnaire was "information not available."

#### Security Function

Section three (III) contained questions that were concerned with the maintenance of a safe and secure teaching-learning process within the schools. This section contained four principal questions (A through D).

The first question was concerned with the topic of the establishment of a security unit within the school district.

III-A: Has your district established an administrative entity that functions as a "security unit" and which is staffed by one or more persons, full or part-time? The following responses were received:<sup>8</sup>

1. Yes.
2. No.
3. (Missing Value).

Figure 28 reflects the frequency and percentage of response to this question.

Fig. 28 III-A: Frequency and Percentage

	Frequency	Percentage
1.	11	10
2.	97	88
3.	2	2
	<hr/> 110	<hr/> 100%

Tables 87, 88 and 89 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

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<sup>8</sup>One district reported that a security unit was in the formation stage. This was an Eastern, predominately rural district with an average daily membership under 5,000.

TABLE 87

## III-A: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	3	
Under 5,000	4 .08	45 .92	0 .00	49
5,000 to 9,999	2 .05	36 .92	1 .03	39
10,000 Over	5 .23	16 .72	1 .05	22
				110

TABLE 88

## III-A: RURAL STATUS

Count Row Pct.	1	2	3	
Rural	3 .07	39 .93	0 .00	42
Nonrural	8 .12	58 .85	2 .03	68
				110

TABLE 89

## III-A: REGION

Count Row Pct.	1	2	3	
Eastern	7 .15	38 .83	1 .02	46
Piedmont	4 .12	30 .88	0 .00	34
Western	1 .03	28 .93	1 .03	30
				110

The next set of questions was concerned with the security unit and its operations.

III-B1: What is the administrative organization that the security unit is located within? The following responses were received:

1. Superintendent's Office.
2. High School.
3. Physical Plant.
4. Security Unit.
5. (Missing Value).

Figure 29 reflects the frequency and percentage of response to this question.

Fig. 29 III-B1: Frequency and Percentage

	Frequency	Percentage
1.	7	6
2.	1	1
3.	2	2
4.	1	1
5.	99	90
	<hr/> 110	<hr/> 100%

Tables 90, 91 and 92 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.



TABLE 90

## III-B1: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	3	4	5	
Under 5,000	3 .06	1 .02	0 .00	0 .00	45 .92	49
5,000 to 9,999	2 .04	0 .00	0 .00	0 .00	37 .95	39
10,000 Over	2 .09	0 .00	2 .09	1 .05	17 .77	22
						110

TABLE 91

## III-B1: RURAL STATUS

Count Row Pct.	1	2	3	4	5	
Rural	3 .07	0 .00	0 .00	0 .00	39 .93	42
Nonrural	4 .06	1 .01	2 .03	1 .01	60 .88	68
						110

TABLE 92

## III-B1: REGION

Count Row Pct.	1	2	3	4	5	
Eastern	5 .11	0 .00	0 .00	1 .02	40 .87	46
Piedmont	1 .03	1 .03	2 .06	0 .00	30 .88	34
Western	1 .03	0 .00	0 .00	0 .00	29 .97	30
						110

III-B2: What is the title of the security unit's immediate superior? The following responses were received:

1. Superintendent.
2. Assistant or Associate Superintendent.
3. High School Principal.
4. Director of Physical Plant.
5. (Missing Value).

Figure 30 reflects the frequency and percentage of response to this question.

Fig. 30 III-B2: Frequency and Percentage

	Frequency	Percentage
1.	5	5
2.	4	4
3.	1	1
4.	1	1
5.	99	90
	<hr/> 110	<hr/> 101% (due to rounding)

Tables 93, 94 and 95 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 93

## III-B2: AVERAGE DAILY MEMBERSHIP

Count						
Row Pct.	1	2	3	4	5	
Under 5,000	3	0	1	0	45	49
	.06	.00	.02	.00	.92	
5,000 to 9,999	2	0	0	0	37	39
	.04	.00	.00	.00	.95	
10,000 Over	0	4	0	1	17	22
	.00	.18	.00	.05	.77	
						110

TABLE 94

## III-B2: RURAL STATUS

Count Row Pct.	1	2	3	4	5	
Rural	3 .07	0 .00	0 .00	0 .00	39 .93	42
Nonrural	2 .03	4 .06	1 .01	1 .01	60 .88	68
						110

TABLE 95

## III-B2: REGION

Count Row Pct.	1	2	3	4	5	
Eastern	5 .11	1 .02	0 .00	0 .00	40 .87	46
Piedmont	0 .00	2 .06	1 .03	1 .03	30 .88	34
Western	0 .00	1 .03	0 .00	0 .00	29 .97	30
						110

III-B3: How many intermediate supervisory levels are there between the superintendent and the supervisor of the security unit? The following responses were received:

1. One.
2. Two.
3. Three.
4. (Missing Value).

Figure 31 reflects the frequency and percentage of response to this question.

Fig. 31 III-B3: Frequency and Percentage

	Frequency	Percentage
1.	9	8
2.	1	1
3.	1	1
4.	99	90
	<hr/> 110	<hr/> 100%

Tables 96, 97 and 98 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 96

## III-B3: AVERAGE DAILY MEMBERSHIP

Count					
Row Pct.	1	2	3	4	
Under 5,000	4	0	0	45	49
	.08	.00	.00	.92	
5,000 to 9,999	2	0	0	37	39
	.04	.00	.00	.95	
10,000 Over	3	1	1	17	22
	.14	.05	.05	.77	
					110

TABLE 97

## III-B3: RURAL STATUS

Count					
Row Pct.	1	2	3	4	
Rural	3	0	0	39	42
	.07	.00	.00	.93	
Nonrural	6	1	1	60	68
	.09	.01	.01	.88	
					110

TABLE 98

## III-B3: REGION

Count					
Row Pct.	1	2	3	4	
Eastern	6 .13	0 .00	0 .00	40 .87	46
Piedmont	2 .06	1 .03	1 .03	30 .88	34
Western	1 .03	0 .00	0 .00	29 .97	30
					110

III-B4: Does your district have an agreement with the law enforcement agencies within the district boundaries with respect to either crimes against school personnel or crimes against the school plant? The following responses were received:

1. Yes.
2. No.
3. (Missing Value).

Figure 32 reflects the frequency and percentage of response to this question.

Fig. 32 III-B4: Frequency and Percentage

	Frequency	Percentage
1.	12	11
2.	3	3
3.	95	86
	<hr/> 110	<hr/> 100%

Tables 99, 100 and 101 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 99

III-B4: AVERAGE DAILY MEMBERSHIP

Count				
Row Pct.	1	2	3	
Under 5,000	5 .10	1 .02	43 .88	49
5,000 to 9,999	3 .08	0 .00	36 .92	39
10,000 Over	3 .14	3 .14	16 .72	22
				<hr/> 110



TABLE 100

## III-B4: RURAL STATUS

Count				
Row Pct.	1	2	3	
Rural	5	1	36	42
	.12	.02	.86	
Nonrural	6	3	59	68
	.09	.04	.87	
				110

TABLE 101

## III-B4: REGION

Count				
Row Pct.	1	2	3	
Eastern	6	0	40	46
	.13	.00	.87	
Piedmont	1	3	30	34
	.03	.09	.88	
Western	4	1	25	30
	.13	.03	.83	
				110

III-B5: If law enforcement agencies are called to the school (where an agreement is in force) who retains discretionary authority at this point? The following responses were received:

1. Law enforcement agents.
2. Principal.
3. (Missing Value).

Figure 33 reflects the frequency and percentage of response to this question.

Figure 33 reflects the frequency and percentage of response to this question.

Fig. 33 III-B5: Frequency and Percentage

	Frequency	Percentage
1.	5	4
2.	6	6
3.	99	90
	<hr/> 110	<hr/> 100%

Tables 102, 103, and 104 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 102

## III-B5: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	3	
Under 5,000	2 .04	3 .06	44 .90	49
5,000 to 9,999	1 .03	2 .05	36 .92	39
10,000 Over	2 .09	1 .05	19 .86	22
				110

TABLE 103

## III-B5: RURAL STATUS

Count Row Pct.	1	2	3	
Rural	0 .00	4 .10	38 .90	42
Nonrural	5 .07	2 .03	61 .90	68
				110

TABLE 104

## III-B5: REGION

Count Row Pct.	1	2	3	
Eastern	2 .04	4 .09	40 .87	46
Piedmont	1 .03	2 .06	31 .91	34
Western	2 .07	1 .03	27 .90	30
				110

III-B6: Does your security unit have duties concerning the following: crimes against personnel, crimes against school plant, or both? The following responses were received:

1. Crimes against school personnel.
2. Crimes against school plant.
3. Both.
4. (Missing Value).

Figure 34 reflects the frequency and percentage of response to this question.

Fig. 34 III-B6: Frequency and Percentage

	Frequency	Percentage
1.	0	0
2.	4	4
3.	8	7
4.	98	89
	<hr/> 110	<hr/> 100%

Tables 105, 106 and 107 exhibit frequencies and percentage of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 105

## III-B6: AVERAGE DAILY MEMBERSHIP

Count					
Row Pct.	1	2	3	4	
Under 5,000	0	2	3	44	49
	.00	.04	.06	.90	
5,000 to 9,999	0	0	2	37	39
	.00	.00	.05	.93	
10,000 Over	0	2	3	17	22
	.00	.09	.14	.77	
					110

TABLE 106

## III-B6: RURAL STATUS

Count					
Row Pct.	1	2	3	4	
Rural	0 .00	2 .05	3 .07	37 .88	42
Nonrural	0 .00	2 .03	5 .07	61 .90	68
					110

TABLE 107

## III-B6: REGION

Count					
Row Pct.	1	2	3	4	
Eastern	0 .00	1 .02	5 .11	40 .87	46
Piedmont	0 .00	1 .03	2 .06	31 .91	34
Western	0 .00	1 .03	2 .07	27 .90	30
					110

III-B7: Does your security unit utilize any of the following in the prevention of crimes against school plant: watchmen, roving patrols, closed circuit television, alarms, fences and other? The following responses were received:

III-B7a: Watchmen,

1. Yes.
2. (Missing Value).

Figure 35 reflects the frequency and percentage of response to this question.

Fig. 35 III-B7a: Frequency and Percentage

	Frequency	Percentage
1.	10	9
2.	100	91
	<hr/> 110	<hr/> 100%

Tables 108, 109 and 110 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 108

## III-B7a: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	
Under 5,000	3 .06	46 .94	49
5,000 to 9,999	2 .05	37 .95	39
10,000 Over	5 .23	17 .77	22
			110

TABLE 109

## III-B7a: RURAL STATUS

Count Row Pct.	1	2	
Rural	2 .05	40 .95	42
Nonrural	8 .12	60 .88	68
			110



TABLE 110

## III-B7a: REGION

Count			
Row Pct.	1	2	
Eastern	3 .07	43 .93	46
Piedmont	2 .06	32 .94	34
Western	5 .17	25 .83	30
			110

III-B7b: Roving Patrols,

1. Yes.

2. (Missing Value).

Figure 36 reflects the frequency and percentage of response to this question.

Fig. 36 III-B7b: Frequency and Percentage

	Frequency	Percentage
1.	6	6
2.	104	94
	<u>110</u>	<u>100%</u>

Tables 111, 112 and 113 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 111

## III-B7b: AVERAGE DAILY MEMBERSHIP

Count			
Row Pct.	1	2	
Under 5,000	1 .02	48 .98	49
5,000 to 9,999	1 .03	38 .97	39
10,000 Over	4 .18	18 .81	22
			110

TABLE 112

## III-B7b: RURAL STATUS

Count			
Row Pct.	1	2	
Rural	1 .02	41 .98	42
Nonrural	5 .07	63 .93	68
			110

TABLE 113

## III-B7b: REGION

Count		
Row Pct.	1	2
Eastern	2 .04	44 .96
Piedmont	3 .09	31 .91
Western	1 .03	29 .97
		110

III-B7c: Closed Circuit Television,

1. Yes.

2. (Missing Value).

Figure 37 reflects the frequency and percentage of response to this question.

Fig. 37 III-B7c: Frequency and Percentage

	Frequency	Percentage
1.	0	0
2.	110	100
	<hr/> 110	<hr/> 100%

Due to nonresponse as illustrated in Figure 37 no analysis of the following variables could be accomplished: Average Daily Membership, Rural Status and Region.

III-B7d: Alarms,

1. Yes.
2. (Missing Value).

Figure 38 reflects the frequency and percentage of response to this question.

Fig. 38 III-B7d: Frequency and Percentage

	Frequency	Percentage
1.	12	11
2.	98	89
	<hr/> 110	<hr/> 100%

Tables 114, 115 and 116 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 114

## III-B7d: AVERAGE DAILY MEMBERSHIP

Count			
Row Pct.	1	2	
Under 5,000	4 .08	45 .92	49
5,000 to 9,999	2 .05	37 .95	39
10,000 Over	6 .27	16 .72	22
			110

TABLE 115

## III-B7d: RURAL STATUS

Count			
Row Pct.	1	2	
Rural	1 .02	41 .98	42
Nonrural	11 .16	57 .82	68
			110

TABLE 116

## III-B7d: REGION

Count Row Pct.	1	2	
Eastern	4 .09	42 .91	46
Piedmont	5 .15	29 .85	34
Western	3 .10	27 .90	30
			110

III-B7e: Fences,

1. Yes.

2. (Missing Value).

Figure 39 reflects the frequency and percentage of response to this question.

Fig. 39 III-B7e: Frequency and Percentage

	Frequency	Percentage
1.	14	13
2.	96	87
	<u>110</u>	<u>100%</u>

Tables 117, 118 and 119 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 117

## III-B7e: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	
Under 5,000	4 .08	45 .92	49
5,000 to 9,999	5 .13	34 .87	39
10,000 Over	5 .23	17 .77	22
			110

TABLE 118

## III-B7e: RURAL STATUS

Count Row Pct.	1	2	
Rural	4 .10	38 .90	42
Nonrural	10 .15	58 .85	68
			110

TABLE 119

## III-B7e: REGION

Count		
Row Pct.	1	2
Eastern	5 .11	41 .89
Piedmont	5 .15	29 .85
Western	4 .13	26 .87
		110

III-B7f: Other,

1. Yes, Commercial Security Service.

2. (Missing Value).

Fig. 40 reflects the frequency and percentage response to this question.

Fig. 40 III-B7f: Frequency and Percentage

	Frequency	Percentage
1.	1	1
2.	109	99
	<hr/> 110	<hr/> 100%



Tables 120, 121 and 122 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 120

## III-B7f: AVERAGE DAILY MEMBERSHIP

Count	1	2	
Row Pct.			
Under 5,000	0 .00	49 1.00	49
5,000 to 9,999	1 .03	38 .97	39
10,000 Over	0 .00	22 1.00	22
			110

TABLE 121

## III-B7f: RURAL STATUS

Count	1	2	
Row Pct.			
Rural	0 .00	42 1.00	42
Nonrural	1 .01	67 .99	68
			110

TABLE 122

## III-B7f: REGION

Count			
Row Pct.	1	2	
Eastern	0	46	46
	.00	1.00	
Piedmont	0	34	34
	.00	1.00	
Western	1	29	30
	.03	.97	
			110

III-B8: What was the annual budget for the district's security function for 1977-78? The following responses were received:<sup>9</sup>

1. \$177.00.
2. \$6,000.00.
3. \$11,000.00 to 20,000.00.
4. \$21,000.00 to 30,000.00.
5. \$31,000.00 to 40,000.00.
6. (Missing Value).

Figure 41 reflects the frequency and percentage of response to this question.

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<sup>9</sup>One district reported that the funding for salary and equipment was provided from a matching federal grant. This was an Eastern, predominately rural district with an average daily membership under 5,000.

Fig. 41 III-B8: Frequency and Percentage

	Frequency	Percentage
1.	1	1
2.	2	2
3.	5	4
4.	2	2
5.	2	2
6.	98	89
	<hr/> 110	<hr/> 100%

Tables 123, 124 and 125 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 123

## III-B8: AVERAGE DAILY MEMBERSHIP

Count							
Row Pct.	1	2	3	4	5	6	
Under 5,000	0	2	2	0	0	45	49
	.00	.04	.04	.00	.00	.92	
5,000 to 9,999	1	0	1	1	1	35	39
	.03	.00	.03	.03	.03	.90	
10,000 Over	0	0	2	1	1	18	22
	.00	.00	.09	.05	.05	.82	
							<hr/> 110



The next set of questions were concerned with the personnel assigned to the security unit.

III-C1: What is the number of personnel assigned to the security unit? The following responses were received:

1. One.
2. Two.
3. Three.
4. Four.
5. Twenty-Eight.
6. (Missing Value).

Figure 42 reflects the frequency and percentage of response to this question.

Fig. 42 III-C1: Frequency and Percentage

	Frequency	Percentage
1.	6	5
2.	4	4
3.	3	3
4.	1	1
5.	1	1
6.	95	86
	<hr/> 110	<hr/> 100%

Tables 126,127 and 128 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 126

## III-C1: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	3	4	5	6	
Under 5,000	4 .08	3 .06	0 .00	0 .00	0 .00	42 .86	49
5,000 to 9,999	0 .00	1 .03	1 .03	1 .03	0 .00	36 .92	39
10,000 Over	2 .09	0 .00	2 .09	0 .00	1 .05	17 .77	22
							110

TABLE 127

## III-C1: RURAL STATUS

Count Row Pct.	1	2	3	4	5	6	
Rural	3 .07	2 .05	0 .00	0 .00	0 .00	37 .88	42
Nonrural	3 .04	2 .03	3 .04	1 .01	1 .01	58 .85	68
							110

TABLE 128

## III-C1: REGION

Count							
Row Pct.	1	2	3	4	5	6	
Eastern	3	2	0	1	0	40	46
	.07	.04	.00	.02	.00	.87	
Piedmont	1	1	1	0	1	30	34
	.03	.03	.03	.00	.03	.88	
Western	2	1	2	0	0	25	30
	.06	.03	.06	.00	.00	.83	
							110

III-C2: Are any of the staff "sworn" peace officers (that is, have arrest authority)? The following responses were received:

1. Yes.
2. No.
3. (Missing Value).

Figure 43 reflects the frequency and percentage of response to this question.

Fig. 43 III-C2: Frequency and Percentage

	Frequency	Percentage
1.	11	10
2.	3	3
3.	96	87
	<hr/> 110	<hr/> 100%

Tables 129, 130 and 131 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 129

## III-C2: AVERAGE DAILY MEMBERSHIP

Count			
Row Pct.	1	2	3
Under 5,000	5	1	43
	.10	.02	.88
5,000 to			
9,999	3	0	36
	.08	.00	.92
10,000 Over	3	2	17
	.14	.09	.77
			<hr/> 110



TABLE 130

## III-C2: RURAL STATUS

Count			
Row Pct.	1	2	3
Rural	4	1	37
	.10	.02	.88
Nonrural	7	2	59
	.10	.03	.87
			110

TABLE 131

## III-C2: REGION

Count			
Row Pct.	1	2	3
Eastern	4	1	41
	.07	.02	.89
Piedmont	3	1	30
	.09	.03	.88
Western	4	1	25
	.13	.03	.83
			110

III-C3: Under what criminal justice jurisdiction are they sworn in under? The following responses were received:

1. City police.
2. County sheriff.
3. (Missing Value).

Figure 44 reflects the frequency and percentage of response to this question.

Fig. 44 III-C3: Frequency and Percentage

	Frequency	Percentage
1.	1	1
2.	10	9
3.	99	90
	<hr/> 110	<hr/> 100%

Tables 132, 133 and 134 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 132

III-C3: AVERAGE DAILY MEMBERSHIP

Count				
Row Pct.	1	2	3	
Under 5,000	1	4	44	49
	.02	.08	.90	
5,000 to				
9,999	0	3	36	39
	.00	.08	.92	
10,000 Over	0	3	19	22
	.00	.14	.86	
				110

TABLE 133

## III-C3: RURAL STATUS

Count	1	2	3	
Row Pct.				
Rural	0	4	38	42
	.00	.10	.90	
Nonrural	1	6	61	68
	.01	.09	.90	
				110

TABLE 134

## III-C3: REGION

Count	1	2	3	
Row Pct.				
Eastern	1	3	42	46
	.03	.07	.91	
Piedmont	0	3	31	34
	.00	.09	.91	
Western	0	4	26	30
	.00	.13	.87	
				110

III-C4: Are the sworn employees of the district permitted to be armed? The following responses were received:

1. Yes.
2. No.
3. (Missing Value).

Figure 45 reflects the frequency and percentage of responses to this question.

Fig. 45 III-C4: Frequency and Percentage

	Frequency	Percentage
1.	10	9
2.	0	0
3.	100	91
	<hr/> 110	<hr/> 100%

Tables 135, 136 and 137 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 135

III-C4: AVERAGE DAILY MEMBERSHIP

Count	1	2	3	
Row Pct.				
Under 5,000	4	0	45	49
	.08	.00	.92	
5,000 to				
9,999	3	0	36	39
	.08	.00	.92	
10,000 Over	3	0	19	22
	.14	.00	.86	
				<hr/> 110

TABLE 136

## III-C4: RURAL STATUS

Count			
Row Pct.	1	2	3
Rural	3	0	39
	.07	.00	.93
Nonrural	7	0	61
	.10	.00	.90
			110

TABLE 137

## III-C4: REGION

Count			
Row Pct.	1	2	3
Eastern	4	0	42
	.09	.00	.91
Piedmont	3	0	31
	.09	.00	.91
Western	3	0	27
	.10	.00	.90
			110

III-C5: Are the sworn employees certified by the Criminal Justice Training and Standards Council of the North Carolina Department of Justice? The following responses were received:

1. Yes.
2. No.
3. (Missing Value).

Figure 46 reflects the frequency and percentage of responses to this question:

Fig. 46 III-C5: Frequency and Percentage

	Frequency	Percentage
1.	8	7
2.	5	5
3.	97	88
	<hr/> 110	<hr/> 100%

Tables 138, 139 and 140 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 138

## III-C5: AVERAGE DAILY MEMBERSHIP

Count	1	2	3	
Row Pct.				
Under 5,000	4	2	43	49
	.08	.04	.88	
5,000 to 9,999	2	1	36	39
	.05	.03	.92	
10,000 Over	2	2	18	22
	.09	.09	.81	
				110

TABLE 139

## III-C5: RURAL STATUS

Count	1	2	3	
Row Pct.				
Rural	5	0	37	42
	.12	.00	.88	
Nonrural	4	5	59	68
	.06	.07	.87	
				110

TABLE 140

## III-C5: REGION

Count			
Row Pct.	1	2	3
Eastern	4	1	41
	.07	.03	.89
Piedmont	1	2	31
	.03	.06	.91
Western	3	2	25
	.10	.06	.83
			110

III-C6: The next subset of questions was concerned with the criminal justice background of security employees.

III-C61: What is the number of the district's security employees who have prior employment experience within the criminal justice system? The following responses were received:

1. No experience.
2. Experience.
3. (Missing Value).

Figure 47 reflects the frequency and percentage of responses to the question.



Fig. 47 III-C6a: Frequency and Percentage

	Frequency	Percentage
1.	6	6
2.	7	6
3.	97	88
	<hr/> 110	<hr/> 100%

In Figure 47 the frequency of 7 for response number 2 (experience) reflects 14 individuals with prior criminal justice experience. Tables 141, 142 and 143 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 141

## III-C6a: AVERAGE DAILY MEMBERSHIP

Count			
Row Pct.	1	2	3
Under 5,000	3	3	43
	.06	.06	.88
5,000 to			
9,999	0	2	37
	.00	.05	.95
10,000 Over	3	2	17
	.14	.09	.77
			<hr/> 110

NOTE: There were 14 individuals with experience. Four individuals were from districts with an average daily membership (ADM) under 5,000; 3 individuals were from districts with an ADM between 5,000 and 9,999; and 7 individuals were from districts with an ADM of 10,000 over.

TABLE 142

## III-C6a: RURAL STATUS

Count			
Row Pct.	1	2	3
Rural	2	2	38
	.05	.05	.90
Nonrural	4	5	59
	.06	.07	.87
			110

NOTE: There were 14 individuals with experience. Three individuals were from districts that were predominately rural and 11 individuals were from districts that were predominately nonrural.

TABLE 143

## III-C6a: REGION

Count			
Row Pct.	1	2	3
Eastern	2	4	40
	.04	.07	.87
Piedmont	2	2	30
	.06	.06	.88
Western:	2	1	27
	.07	.03	.90
			110

NOTE: There were 14 individuals with experience. Six individuals were from Eastern districts; 7 individuals were from Piedmont districts; and one individual was from a Western district.

III-C6b: If the employees have prior employment in the criminal justice system how many come from the following areas within the system: law enforcement, correction, juvenile specialist, and other? The following responses were received:

III-C6b(1): Law enforcement,

1. Law enforcement experience.
2. (Missing Value).

Figure 48 reflects the frequency and percentage of responses to this question.

Fig. 48 III-C6b(1): Frequency and Percentage

	Frequency	Percentage
1.	6	6
2.	104	94
	<hr/> 110	<hr/> 100%

In Figure 48 the frequency of 6 for response number 1 (experience) reflects 13 individuals with prior law enforcement experience. Tables 144, 145 and 146 exhibit frequencies and percentages of responses of the

following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 144

## III-C6b(1): AVERAGE DAILY MEMBERSHIP

Count			
Row Pct.	1	2	
Under 5,000	3 .06	46 .94	49
5,000 to 9,999	1 .03	38 .97	39
10,000 Over	2 .09	20 .91	22
			110

NOTE: There were 13 individuals with experience. Four individuals were from districts with an ADM under 5,000; 2 individuals were from districts with an ADM between 5,000 and 9,999; and 7 individuals were from districts with an ADM of 10,000 over.

TABLE 145

## III-C6b(1): RURAL STATUS

Count			
Row Pct.	1	2	
Rural	3 .07	39 .93	42
Nonrural	3 .04	65 .96	68
			110

NOTE: There were 13 individuals with experience. Five individuals were from districts that were predominately rural and 8 individuals were from districts that were predominately nonrural.

TABLE 146

## III-C6b(1): REGION

Count			
Row Pct.	1	2	
Eastern	2	44	46
	.04	.96	
Piedmont	2	32	34
	.06	.94	
Western	2	28	30
	.07	.93	
			110

NOTE: There were 13 individuals with experience. Three individuals were from Eastern districts; 7 individuals were from Piedmont districts; and 3 individuals were from Western districts.

## III-C6b(2): Corrections,

1. Corrections experience.
2. (Missing Value).

Figure 49 reflects the frequency and percentage of responses to this question.

Fig. 49 III-C6b(2) Frequency and Percentage

	Frequency	Percentage
1.	0	0
2.	110	100
	<hr/> 110	<hr/> 100%

Due to nonresponse as illustrated in Figure 49 no analysis of the following variables could be accomplished: Average Daily Membership, Rural Status and Region.

III-C6b(3): Juvenile Specialist,

1. Juvenile Specialist experience.
2. (Missing Value).

Figure 50 reflects the frequency and percentage of responses to this question.

Fig. 50 III-C6b(3): Frequency and Percentage

	Frequency	Percentage
1.	0	0
2.	110	100
	<hr/> 110	<hr/> 100%

Due to nonresponse as illustrated in Figure 50 no analysis of the following variables could be accomplished: Average Daily Membership, Rural Status and Region.

III-C6b(4): Other,

1. Yes, Security guard experience.

2. (Missing Value).

Figure 51 reflects the frequency and percentage of responses to this question.

Fig. 51 III-C6b(4): Frequency and Percentage

	Frequency	Percentage
1.	1	1
2.	109	99
	<hr/> 110	<hr/> 100%

In Figure 51 the frequency of 1 for response number 1 (experience) reflects one individual with prior security guard experience. Tables 147, 148 and 149 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 147

## III-C6b(4): AVERAGE DAILY MEMBERSHIP

Count	1	2	
Row Pct.			
Under 5,000	1	48	49
	.02	.98	
5,000 to 9,999	0	39	39
	.00	1.00	
10,000 Over	0	22	22
	.00	1.00	
			110

TABLE 148

## III-C6b(4): RURAL STATUS

Count	1	2	
Row Pct.			
Rural	0	42	42
	.00	1.00	
Nonrural	1	67	68
	.01	.99	
			110



TABLE 149

III-C6b(4): REGION

Count			
Row Pct.	1	2	
Eastern	1	45	46
	.02	.98	
Piedmont	0	34	34
	.00	1.00	
Western	0	30	30
	.00	1.00	
			110

III-C7: The next subset of questions was concerned with the educational background of security employees. The following responses were received:

III-C7a: College graduate,

1. College graduate.
2. (Missing Value).

Figure 52 reflects the frequency and percentage of responses to this question.

Fig. 52 III-C7a: Frequency and Percentage

	Frequency	Percentage
1.	2	2
2.	108	98
	<hr/> 110	<hr/> 100%

In Figure 52 the frequency of 2 for response number 1 (education) reflects 7 individuals who are college graduates. Tables 150, 151 and 152 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 150

## III-C7a: AVERAGE DAILY MEMBERSHIP

Count		
Row Pct.	1	2
Under 5,000	1 .02	48 .98
5,000 to 9,999	0 .00	39 1.00
10,000 Over	1 .05	21 .95
		110

NOTE: There 7 individuals with college degrees. One individual was from a district with an ADM under 5,000; and 6 were from a district with an ADM of 10,000 over.

TABLE 151

## III-C7a: RURAL STATUS

Count		
Row Pct.	1	2
Rural	1	41
	.02	.98
Nonrural	1	67
	.01	.99
		110

NOTE: There were 7 individuals with college degrees. One individual was from a predominately rural district; and 6 individuals were from predominately nonrural districts.

TABLE 152

## III-C7a: REGION

Count		
Row Pct.	1	2
Eastern	1	45
	.02	.98
Piedmont	1	33
	.03	.97
Western	0	30
	.00	1.00
		110

NOTE: There were 7 individuals with college degrees. One individual was from an Eastern district; and 6 individuals were from Piedmont districts.

III-C7b: Some college,

1. Some college.
2. (Missing Value).

Figure 53 reflects the frequency and percentage of responses to this question.

Fig. 53 III-C7b: Frequency and Percentage

	Frequency	Percentage
1.	2	2
2.	108	89
	<hr/> 110	<hr/> 100%

In Figure 53 the frequency of 2 for response number 1 (education) reflect 12 individuals who have some college education. Tables 153, 154 and 155 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 153

## III-C7b: AVERAGE DAILY MEMBERSHIP

Count	1	2	
Row Pct.			
Under 5,000	0	49	49
	.00	1.00	
5,000 to 9,999	1	38	39
	.03	.97	
10,000 Over	1	21	22
			110

NOTE: There were 12 individuals with some college education. One individual was from a district with an ADM between 5,000 and 9,999; and 11 individuals were from districts with an ADM of 10,000 over.

TABLE 154

## III-C7b: RURAL STATUS

Count	1	2	
Row Pct.			
Rural	1	41	42
	.02	.98	
Nonrural	1	67	68
	.01	.99	
			110

NOTE: There were 12 individuals with some college education. One individual was from a predominately rural district; and 11 individuals were from predominately nonrural districts.

TABLE 155

## III-C7b: REGION

Count			
Row Pct.	1	2	
Eastern	1 .02	45 .98	46
Piedmont	1 .03	33 .97	34
Western	0 .00	30 1.00	30
			110

NOTE: There were 12 individuals with some college education. One individual was from an Eastern district; and 11 individuals were from Piedmont districts.

III-C7c: High School graduate,

1. High School graduate.

2. (Missing Value).

Figure 54 reflects the frequency and percentage of responses to this question.

Fig. 54 III-C7c: Frequency and Percentage

	Frequency	Percentage
1.	8	7
2.	102	93
	<hr/> 110	<hr/> 100%

In Figure 54 the frequency of 8 for response number 1 (education) reflect 14 individuals who are high school graduates. Tables 156, 157 and 158 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 156

## III-C7c: AVERAGE DAILY MEMBERSHIP

Count Row Pct.	1	2	
Under 5,000	4 .08	45 .92	49
5,000 to 9,999	2 .05	37 .95	39
10,000 Over	2 .09	20 .90	22
			110

NOTE: There were 14 individuals with a high school diploma. Six individuals were from districts with an ADM of under 5,000; 4 individuals were from districts with an ADM between 5,000 and 9,999; and 4 individuals were from districts with an ADM of 10,000 over.

TABLE 157

## III-C7c: RURAL STATUS

Count Row Pct.	1	2	
Rural	3 .07	39 .93	42
Nonrural	5 .07	63 .93	68
			110

NOTE: There were 14 individuals with a high school diploma. Four individuals were from districts that were predominately rural; and 10 individuals were from districts that were predominately nonrural.

TABLE 158

## III-C7c: REGION

Count Row Pct.	1	2	
Eastern	5 .11	41 .89	46
Piedmont	2 .06	32 .94	34
Western	1 .03	29 .97	30
			110

NOTE: There were 14 individuals with a high school diploma. Eight individuals were from Eastern districts; 4 individuals were from Piedmont districts; and 2 individuals were from Western districts.



III-C7d: General Education diploma,

1. General Education diploma.
2. ( Missing Value)..

Figure 55 reflects the frequency and percentage of responses to this question.

Fig. 55 III-C7d: Frequency and Percentage

	Frequency	Percentage
1.	1	1
2.	109	99
	<hr/> 110	<hr/> 100%

In Figure 55 the frequency of 1 for response number 1 (education) reflects one individual with a general education diploma. Tables 159, 160 and 161 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 159

## III-C7d: AVERAGE DAILY MEMBERSHIP

Count	1	2	
Row Pct.			
Under 5,000	0 .00	49 1.00	49
5,000 to 9,999	0 .00	39 1.00	39
10,000 over	1 .05	21 .95	22
			110

TABLE 160

## III-C7d: RURAL STATUS

Count	1	2	
Row Pct.			
Rural	0 .00	42 1.00	42
Nonrural	1 .01	67 .99	68
			110

TABLE 161

## III-C7d: REGION

Count			
Row Pct.	1	2	
Eastern	0	46	46
	.00	1.00	
Piedmont	1	33	34
	.03	.97	
Western	0	30	30
	.00	1.00	
			110

III-C7e: Other,

1. Yes, Adult High School graduate.

2. (Missing Value).

Figure 56 reflects the frequency and percentage of responses to this question.

Fig. 56 III-C7e: Frequency and Percentage

	Frequency	Percentage
1.	1	1
2.	109	99
	<u>110</u>	<u>100%</u>

In Figure 56 the frequency of 1 for response number 1 (education) reflects one individual with an adult high school diploma. Tables 162, 163 and 164 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 162

## III-C7e: AVERAGE DAILY MEMBERSHIP

Count		
Row Pct.	1	2
Under 5,000	0 .00	49 1.00
5,000 to 9,999	0 .00	39 1.00
10,000 Over	1 .05	21 .95
		110

TABLE 163

## III-C7e: RURAL STATUS

Count		
Row Pct.	1	2
Rural	0 .00	42 1.00
Nonrural	1 .01	67 .99
		110

TABLE 164

## III-C7e: REGION

Count Row Pct.	1	2	
Eastern	0 .00	46 1.00	46
Piedmont	0 .00	34 1.00	34
Western	1 .03	29 .97	30
			110

The final set of questions was concerned with the actual and potential use of the Uniform Report of School Losses and Offenses of the National Association of School Security Directors.

III-D1: Does your district utilize this form?

The following responses were received:

1. Yes.
2. No.
3. (Missing Value).

Figure 57 reflects the frequency and percentage of response to this question.

Fig. 57 III-D1: Frequency and Percentage

	Frequency	Percentage
1.	1	1
2.	101	92
3.	8	7
	<hr/> 110	<hr/> 100%

Tables 165, 166 and 167 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 165

## III-D1: AVERAGE DAILY MEMBERSHIP

Count			
Row Pct.	1	2	3
Under 5,000	0	44	5
	.00	.90	.10
5,000 to			
9,999	0	37	2
	.00	.95	.05
10,000 Over	1	20	1
	.05	.90	.05
			<hr/> 110

TABLE 166

## III-D1: RURAL STATUS

Count				
Row Pct.	1	2	3	
Rural	0	37	5	42
	.00	.88	.12	
Nonrural	1	65	2	68
	.01	.96	.03	
				110

TABLE 167

## III-D1: REGION

Count				
Row Pct.	1	2	3	
Eastern	0	40	6	46
	.00	.87	.13	
Piedmont	0	32	2	34
	.00	.94	.06	
Western	1	28	1	30
	.03	.93	.03	
				110

III-D2: Would your district consider utilizing this form? The following responses were received:

1. Yes.
2. No.
3. (Missing Value).

Figure 58 reflects the frequency and percentage of responses to this question.

Fig. 58 III-D2: Frequency and Percentage

	Frequency	Percentage
1.	71	64
2.	23	21
3.	16	15
	<hr/> 110	<hr/> 100%

Tables 168, 169 and 170 exhibit frequencies and percentages of responses of the following variables respectively: Average Daily Membership, Rural Status and Region.

TABLE 168

III-D2: AVERAGE DAILY MEMBERSHIP

Count			
Row Pct.	1	2	3
Under 5,000	28	11	10
	.57	.22	.20
5,000 to			
9,999	29	6	4
	.74	.15	.10
10,000 Over	13	6	3
	.59	.27	.14
			110



TABLE 169

## III-D2: RURAL STATUS

Count			
Row Pct.	1	2	3
Rural	21	11	10
	.50	.26	.24
Nonrural	50	12	6
	.74	.18	.09
			110

TABLE 170

## III-D2: REGION

Count			
Row Pct.	1	2	3
Eastern	32	7	7
	.70	.15	.15
Piedmont	23	8	3
	.68	.24	.09
Western	15	9	6
	.50	.30	.20
			110

Additional Remarks

In the "additional remarks" section of the questionnaire one district reported that there had been \$2,500.00 damage per year due to school bus vandalism. The respondent from this district further stated, "the . . . more schools are

used for community purposes, the less control school administrators have of school property, and the more frequently vandalism and misuse occur. This was a Western, predominately nonrural district with an average daily membership between 5,000 and 9,999.

#### Nonresponse Districts

The nonresponse rate was 24 percent, that was 35 districts out of 145 that did not respond to the questionnaire. The nonresponse districts were examined for the following variables: average daily membership, rural status of the district, and the region of the state in which the school district was located.

Figure 59, 60 and 61 exhibit frequencies and percentages of the nonresponse districts by the following variables respectively: Average Daily Membership, Rural Status and Region.

Fig. 59 Average Daily Membership: Frequency and Percentage

	Frequency	Percentage
Under 5,000	15	43
5,000 to 9,999	11	31
10,000 Over	9	26
	<hr/> 35	<hr/> 100%

Fig. 60 Rural Status: Frequency and Percentage

	Frequency	Percentage
Rural	15	43
Nonrural	20	57
	<hr/> 35	<hr/> 100%

Fig. 61 Region: Frequency and Percentage

	Frequency	Percentage
Eastern	17	49
Piedmont	5	43
Western	3	8
	<hr/> 35	<hr/> 100%

### Summary

This chapter presented an analysis of data from the questionnaire. The questionnaire was composed of three sections. Section one contained questions concerned with crimes committed against the school plant. Section two contained questions concerned with crimes committed against school personnel. The final section contained questions that were concerned with the maintenance of a safe and secure teaching-learning process within the schools of the district, specifically the security function.

The questionnaire was mailed to 145 potential respondents. One hundred ten of them responded with useable questionnaire (76 percent).

Each question within the three sections of the questionnaire was examined for frequency and percentage of response; furthermore, each question was examined for frequency and percentage of response by the following variables: average daily membership, rural status of the school district, and the region of the state in which the school district was located.

In addition, the 35 (24 percent) non respondent districts were examined for frequency and percentage by the following variables: average daily membership, rural status of the district, and the region of the state in which the school district was located.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

This final chapter consists of three parts: a summary, conclusions, and recommendations.

#### Summary

The purpose of this study was to examine the volume of crime perceived by public school superintendents within the State of North Carolina and to examine their administrative reaction to their perception. In an initial attempt to gain a broad-based understanding of the problems involved in school security, two school security directors were interviewed. Further, the literature of the generic area of this study was reviewed and reported. The introductory section of the review included the history of the problem and a discussion of the issue of fear in the teaching-learning environment. A comprehensive examination of the administrative perception of crime in the school was conducted. This examination was subsumed under two topical areas: crimes against

the school plant and crimes against school personnel. The criminological literature was reviewed for theoretical explanations of criminal behavior as it might be applied to the setting of the public school. The final section of the literature review was concerned with the topical area of security. Security was viewed from two perspectives; one dealt with alternative response options, and the other was concerned with security programs.

The population of this study was composed of the superintendents of the 145 public school districts within the State of North Carolina. It was determined that the most appropriate instrument for meeting the purpose of this study was a mailed questionnaire.

#### Questionnaire

The questionnaire employed was organized into three sections. These sections included the following: the first contained questions concerned with crimes against the school plant; the second contained questions concerned with crimes committed against school personnel (students, teachers and staff); and the final section contained questions concerned with the maintenance of a safe and secure teaching-learning process within the schools. The information sought in this questionnaire

was the objective response of each of the superintendents of the respective public school districts within the State of North Carolina for the immediate past school year, 1977-1978.

The questionnaire was validated by a panel of experts for content validity. The panel was composed of the members of the Executive Board of Directors of the National Association of School Security Directors. One hundred forty-five questionnaires were mailed to all public school superintendents (city and county) within the State of North Carolina. An acceptable response rate was operationally set as 50 percent (which translates to 73 useable questionnaires returned out of the 145 mailed). The actual response rate was 76 percent (that is 110 useable questionnaires returned).

#### Analysis of Data

The responses to the questionnaire were coded and processed for computer analysis. The frequencies and percentages for each question were obtained. Further, there was an analysis of the written comments on the questionnaire.

The responses of each section of the questionnaire (crimes committed against the school plant, crimes committed

against school personnel, and the maintenance of a safe and secure teaching-learning process) were cross-tabulated for frequencies and percentages of the total responses by the following variables: Average Daily Membership, Rural Status of the school district and the Region in which the school district was located.

The Average Daily Membership was the aggregate number of students on the class roll of the first month of the school year, 1977-1978, for each school district. For purpose of analysis the Average Daily Membership was divided into three subsets (under 5,000, 5,000 to 9,999, and 10,000 or more). An operational decision was made to classify each school district as either predominately rural or predominately nonrural. This was a function of the county classification. The operational decision point was based on total county population of 75.0 percent rural (if the county recorded 75.0 percent or higher, then it was classified as a predominately rural county, if the county recorded 74.9 percent rural or less, then it was classified as a predominately non-rural county. Further, each school district was classified by region of the state (Eastern, Piedmont, and Western).



### Conclusions

The purpose of this study was to examine the volume of crime perceived by public school superintendents within the State of North Carolina and to examine their administrative reaction to their perception. The data acquired from the questionnaire used in this study provided the bases for the conclusions.

The data analyzed in chapter four of this study revealed the volume of crime perceived by the respondents. It can be concluded that administrators perceive crime (at least crimes against the school plant) as a problem within the schools. Fifty-four percent of the respondents reported that their districts have a policy on the reporting of all offenses to both the central office and the police. Conversely, only 25 percent of the respondents reported they had a similar policy for reporting offenses against school personnel to both the central office and the police. Therefore, one can conclude that administrators perceive a crime problem and this problem was predominately seen as a problem of offenses against the school plant.

The principal reaction by the respondents to the perceived problem was primarily the formulation of a policy on the reporting of crimes against the school plant. Only 10 percent of the respondents reported the establishment of a security unit within their districts. In addition, one district reported that a security unit was in the formation stage. Conversely, 88 percent of the respondents reported that they had no security unit. Further, there was no additional evidence of any interest in this type of response.

It was apparent that North Carolina school administrators perceive a crime problem. The question then becomes, whose problem is it? The administrators' primary reaction so far has been in the area of development of reporting policies. This conclusion was reinforced by the respondents when 64 percent reported they would consider utilizing the Uniform Report of School Losses and Offenses of the National Association of School Security Directors.

Therefore, one can conclude that the administrators perceive the problem of crime in the schools, but they do not necessarily see it as their problem (other than

for accounting purposes); or, if it was their problem, then it was viewed as a single problem among many other problems (with a relatively low priority for resource utilization).

A final caution was in order. The volume of crime perceived by administrators was probably estimated on the low side. This would coincide with the findings of the report of the National Crime Survey Victimization Data as when it described the under-reporting of crime in the United States.<sup>1</sup>

#### Recommendations

The principal recommendation of this study is that the North Carolina Department of Public Education establish a special unit concerned primarily with crimes committed within the public schools of the State of North Carolina. The primary duty of this unit would be to monitor all crimes committed within the jurisdictional areas of the 145 public school districts of the state.

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<sup>1</sup>James Garfalo, The Police and Public Opinion: An Analysis of Victimization and Attitude Data from 13 American Cities (Washington, D.C.: Government Printing Office, 1977), pp. 29-36.

Further, research into the following questions is recommended:

(1) What was the follow-up by criminal justice agencies upon receiving data on crimes against the school plant and personnel?

(2) What was the follow-up by school districts, on the results of subsequent procedures employed by criminal justice agencies with regard to crimes against the school plant and personnel?

In addition, this research should be sponsored (funded) by the North Carolina Department of Crime Control and Public Safety.

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APPENDIX A

Map of North Carolina



APPENDIX B  
Questionnaire

Name of school district: \_\_\_\_\_ (1-3)

I. The first set of questions are concerned with crimes committed against the school plant (e.g., vandalism, breaking and entering, arson, bombs and theft of school property).

A. Does your district have a policy on the reporting of criminal offenses against the school plant (check the applicable block): \_\_\_\_\_ (5)

1. No policy? ☐
2. Discretion of the principle to report? ☐
3. Only serious crimes reported? ☐
4. All offenses must be reported to the police? ☐
5. All offenses must be reported to the central office? ☐
6. All offenses must be reported to both the police and the central office? ☐

Comment (if applicable): \_\_\_\_\_

B. With respect to offenses against the school plant for the year 1977-1978 (please indicate an answer for each blank. If the requested information is unavailable, then indicate *unknown* in the appropriate blank):

1. What was the estimated dollar loss for the district as a whole due to crimes against the school plant? \_\_\_\_\_ (6-11)
2. What were the number of *breaking and entering* incidents for the district? \_\_\_\_\_ (12-14)
3. What were the number of *arson* incidents for the district? \_\_\_\_\_ (15-17)
4. What were the number of *vandalism* incidents for the district? \_\_\_\_\_ (18-21)
5. What were the number of *bomb* incidents for the district by the following categories:
  - a. actual bombings? \_\_\_\_\_ (22-23)
  - b. attempted bombings? \_\_\_\_\_ (24-26)
  - c. bomb threats? \_\_\_\_\_ (27-29)
6. What were the number of incidents of *thefts* of school property? \_\_\_\_\_ (30-33)

Comment (if applicable): \_\_\_\_\_

C. Approximately what percentage of the offenses against the school plant occurred (1977-78) in:

1. Elementary schools? \_\_\_\_\_ (34-35)
2. Combined schools? \_\_\_\_\_ (36-37)
3. Secondary schools? \_\_\_\_\_ (38-39)

Comment (if applicable): \_\_\_\_\_

D. Approximately what percentage of the dollar loss occurred (1977-78) in:

1. Elementary schools? \_\_\_\_\_ (40-41)
2. Combined schools? \_\_\_\_\_ (42-43)
3. Secondary schools? \_\_\_\_\_ (44-45)

Comment (if applicable): \_\_\_\_\_



II. The next set of questions are concerned with crimes committed against school personnel (students, teachers and staff). This includes such offenses as assaults, robbery, rape and theft of personal property.

A. Does your district have a policy on the reporting of offenses against school personnel (check the applicable block):

(46)

1. No policy? ☐
2. No limitation of the discretion of the principal to report or not to report? ☐
3. Principal must report assault cases if medical attention to victim required? ☐
4. Principal must report property loss cases if loss exceeds one dollar? ☐
5. All offenses must be reported to the police? ☐
6. All offenses must be reported to the central office? ☐
7. All offenses must be reported to both the police and the central office? ☐
8. Other (Note under comment)? ☐

Comment (if applicable): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

B. With respect to offenses against school personnel for the year 1977-78 (please indicate an answer for each blank. If the requested information is unavailable, then indicate *unknown* in the appropriate blank).

1. What were the number of assault incidents for the district? \_\_\_\_\_ (47-50)
2. What were the number of robbery incidents for the district? \_\_\_\_\_ (51-53)
3. What were the number of rape incidents for the district? \_\_\_\_\_ (54-55)
4. What were the number of other sex related offenses? \_\_\_\_\_ (57-58)
5. What were the number of thefts of personal property incidents that exceeded a loss of one dollar? \_\_\_\_\_ (59-62)

Comment (if applicable): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

C. Approximately what percentage of the offenses against school personnel occurred (1977-78) in:

1. Elementary schools? \_\_\_\_\_ (63-64)
2. Combined schools? \_\_\_\_\_ (65-66)
3. Secondary schools? \_\_\_\_\_ (67-68)

Comment (if applicable): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

III. The next set of questions are concerned with the maintenance of a safe and secure "teaching-learning" process within the schools of your district.

A. Has your district established an administrative entity that functions as a "security unit" and which is staffed by one or more persons, full or part-time (if the answer to "A" is no, go to section "D" after answering the question), check the applicable block:

(69)

1. Yes? ☐
2. No? ☐

Comment (if applicable): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

B. With respect to the security unit and its operations:

1. What is the administrative organization that the security unit is located within (e.g., maintenance, office of superintendent, etc.)? (70)  
Specify: \_\_\_\_\_
2. What is the title of the security unit's immediate superior (that is, who does the supervisor of the security unit report to)? (71)  
Specify: \_\_\_\_\_
3. How many intermediate supervisory levels are there between the superintendent and the supervisor of the security unit? (72)  
Specify: \_\_\_\_\_
4. Does your district have an agreement with the law enforcement agencies within the district boundaries (e.g., police department, sheriff's department) with respect to either crimes against school personnel or crimes against the school plant (such an agreement, if any, might include policy statements on the discretion of the school principal after law enforcement agents have been called to the school). Check the appropriate block - if the answer to "4" is no, go to subsection "6": (73)
  - a. Yes? ☐
  - b. No? ☐
5. If law enforcement agents are called to the school (where an agreement is in force) who retains discretionary authority at this point (check the applicable block): (74)
  - a. Law enforcement agent? ☐
  - b. Principal? ☐
6. Does your security unit have duties concerning (check the applicable block): (75)
  - a. Crimes against school personnel? ☐
  - b. Crimes against school plant? ☐
  - c. Both ☐
7. Does your security unit utilize any of the following in the prevention of crimes against school plant (check all that apply):
 

a. Watchmen?	<input type="checkbox"/>	(76)
b. Roving patrols? (multiple schools)	<input type="checkbox"/>	(77)
c. Closed circuit television? (CCTV)	<input type="checkbox"/>	(78)
d. Alarms?	<input type="checkbox"/>	(79)
e. Fences?	<input type="checkbox"/>	(80)
f. Other?	<input type="checkbox"/>	( 5)

 Specify: \_\_\_\_\_
8. What was the annual budget for the district's security function for 1977-78?  
Specify: \_\_\_\_\_ (6-11)

Comment (if applicable): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

C. With respect to the personnel of the security unit:

1. What is the number of personnel assigned to the security unit? \_\_\_\_\_ (12-13)
2. Are any of the staff "sworn" peace officers (that is, have arrest authority)? Check the appropriate block — if the answer to "2" is no, go to subsection "6": (14)
  - a. Yes? ☐
  - b. No? ☐
3. Under what criminal justice jurisdiction are they sworn in under (check appropriate block): (15)
  - a. City police? ☐
  - b. County sheriff? ☐
4. Are the sworn employees of the district permitted to be armed (check appropriate block): (16)
  - a. Yes? ☐
  - b. No? ☐
  - c. Some times? ☐
 Specify: \_\_\_\_\_

5. Are the sworn employees "certified" by the Criminal Justice Training and Standards Council of the North Carolina Department of Justice (check appropriate block): (17)

a. Yes? ☐  
b. No? ☐

6. With respect to the criminal justice background of security employees.

a. What is the number of the district's security employees, who have prior employment experience within the criminal justice system? (18-19)

b. If they have prior employment in the criminal justice system, how many of the employees come from the following areas within the system:

(1) Law enforcement? \_\_\_\_\_ (20-21)  
(2) Corrections? \_\_\_\_\_ (22-23)  
(3) Juvenile specialists? \_\_\_\_\_ (24-25)  
(4) Other? \_\_\_\_\_ (26-27)  
Specify: \_\_\_\_\_ (28)

7. With respect to the educational background of your security employees, how many are:

a. College graduates? \_\_\_\_\_ (29-30)  
b. Some college? \_\_\_\_\_ (31-32)  
c. High school graduates? \_\_\_\_\_ (33-34)  
d. G.E.D.? \_\_\_\_\_ (35-36)  
e. Other? \_\_\_\_\_ (37-38)  
Specify: \_\_\_\_\_ (39)

Comment (if applicable): \_\_\_\_\_

- D. The final set of questions are concerned with the *Uniform Report of School Losses and Offenses* of the National Association of School Security Directors (example of the form is attached to the survey — the form is not to be completed):

1. Does your district utilize this form (check the appropriate block): (40)

a. Yes? ☐  
b. No? ☐

2. Would your district consider utilizing this form (check the appropriate block): (41)

a. Yes? ☐  
b. No? ☐

Comment (if applicable): \_\_\_\_\_

Additional Remarks (if required): \_\_\_\_\_

#### GLOSSARY

**arson:** is the deliberate setting of a fire or an attempt to set a fire

**assault:** is the striking of another person, threat to strike another person or the attempt to strike another person

**bomb:** is the setting off of an explosive or incendiary device, threat to do so or an attempt to do so

**breaking and entering:** an unlawful entry into a building with or without forceful entry

**other sex offense:** all sex offenses and attempts, except rape

**rape:** self explanatory

**robbery:** the stealing of property of another through the actual or implied use of force or intimidation or attempts to steal by this manner (a necessary element is the presence of both the victim and the criminal)

**theft of personal property:** the stealing of personal property of another or an attempt to do so

**theft of school property:** the stealing of property of the school district or an attempt to do so

**vandalism:** is the deliberate destruction or defacement of property or an attempt to do so

☆☆☆☆

**elementary school:** any school that has grades K-8 or any subset of K-8, such as, K-2, K-3, 2-4, 3-6, K-6

**secondary school:** any school that has grades 9-12 or any subset of 9-12, such as, 10-12

**combined school:** any school that has a combination of elementary and secondary grades in the same school, such as, 6-12, 7-9, K-12

## APPENDIX C

Executive Board - National Association of  
School Security Directors

MEMBERS - EXECUTIVE BOARD: 1978-1979  
NATIONAL ASSOCIATION OF SCHOOL SECURITY DIRECTORS

Joseph I. Grealy, Chairman of the Board  
Administrative Assistant to the Superintendent  
School Board of Broward County  
Fort Lauderdale, Florida 33312

Larry Burgan  
Chief of Security  
Baltimore Public Schools  
Baltimore, Maryland 21218

Charles L. Burton  
Administrator of Security  
Denver, Colorado 80203

Les Burton  
Assistant Superintendent  
Houston Independent School Board  
Houston, Texas 77027

Reginald Green  
Director of Security  
New Orleans Public Schools  
New Orleans, Louisiana 70122

Bennie Kelly, President of the NASSD  
Director of Security  
Dallas Independent School District  
Dallas, Texas 75215

Gene R. Powell  
Chief, Campus Police Department  
School Board of Pinellas County  
Clearwater, Florida 33520

David M. Siden, Secretary/Treasurer of the NASSD  
Director of Safety  
Santa Ana Unified School District  
Santa Ana, California 92702

## APPENDIX D

## Uniform Report of School Losses and Offenses

## UNIFORM REPORT OF SCHOOL LOSSES &amp; OFFENSES

School District: \_\_\_\_\_ Period Covering: \_\_\_\_\_  
 Total Enrollments: \_\_\_\_\_ Number of Security Personnel: \_\_\_\_\_  
 Total No. of Buildings: \_\_\_\_\_ Prepared by: \_\_\_\_\_

	I. No. of Offenses	II. Dollar Cost	III. Offenses Cleared	IV. Dollar Recovery
I. Arson - the malicious burning or attempt to burn:				
a. School house property				
b. Personal property				
c. False fire alarms				
II. Assaults - the unlawful inflicting of or intent to inflict bodily injury upon another:				
a. On student				
b. On teachers/administrators				
c. On others				
III. Bomb incidents - the threat or use of an incendiary or explosive devices (simulated or real):				
a. Threats - total				
b. Evacuations - required				
c. Bombs - accomplished				
IV. Burglary - Breaking - Entering - includes burglary, housebreaking, safe cracking, or any unlawful entry to commit a felony or theft. Even though force was not used to gain entry - includes attempted burglary (counts burglaries were not under larceny):				
a. Burglary - loss and number				
b. Breaking and entering (damage and number)				
V. Larceny - theft of property not resulting from burglary or breaking and entering:				
a. School				
b. Personal				
VI. Vandalism - wanted on and/or malicious destruction, defacement, rendering unserviceable, unusable property of:				
a. Schools				
b. Facilities/equipment				
c. Structures				
d. Personal				
VII. Robbery - stealing or taking anything of value from a person by force or violence or by putting in fear - includes assault to rob and attempt to rob:				
a. Armed or forcible robbery				
b. "Snatchings" or extortion (by use of fear)				
VIII. Trespassing - the unlawful presence of a person on school property:				
a. No. of offenses				
IX. Controlled Substances - includes alcohol, coca leaves, opium, cannabis and every other substance neither chemically nor physically distinguishable from them and any other drugs to which the Federal Narcotics Laws may now apply (includes synthetics):				
a. Possession				
b. Alcohol				

## UNIFORM REPORT OF SCHOOL LOSSES &amp; OFFENSES (cont.)

	I. No. of Offenses	II. Dollar Cost	III. Offenses Cleared	IV. Dollar Recovery
IX. Controlled Substances (cont.)				
a. Possession (cont.)				
2. Marijuana				
3. Other				
b. Sale				
1. Alcohol				
2. Marijuana				
3. Other				
c. Use				
1. Alcohol				
2. Marijuana				
3. Other				
X. Homicides/Manslaughter				
a. School hours - normal				
b. Outside school hours				
XI. Rape				
a. Student				
b. Teacher				
c. Other				
XII. Other Sex Offenses - includes exposure, molestation and all other unnatural sex acts:				
a. Student				
b. Teacher				
c. Other				
XIII. Weapons				
a. Possession (on the person)				
1. Guns				
2. Knives				
3. Other				
b. Found (in lockers, etc.)				
1. Guns				
2. Knives				
3. Other				
XIV. Demonstrations - a group action in a school setting that disrupts the officially defined educational process:				
a. Riots (massive collective disturbances)				
b. Disorderly (organized, possibly sanctioned but peaceful)				
c. Orderly				
d. Gang conflict				
e. Students				
f. Non-students				
g. Both				
h. Racial (or racial overtones)				
i. No. of days school closed result of student disturbance				
XV. Bus Incidents				
a. Resulting in accidents				
b. Other				
TOTALS				



## APPENDIX E

Cover Letter - October 5, 1978

CUILFORD COLLEGE  
CHARTERED 1874      FOUNDED 1877  
 GREENSBORO, NORTH CAROLINA  
 27400

October 5, 1978

I am currently a doctoral candidate at the University of North Carolina at Greensboro (my major advisor is Dr. Joseph E. Bryson of the School of Education). The title of my dissertation is "Crime in North Carolina Schools: The Perception and Responses of Administrators."

I am requesting that you or a member of your staff complete the enclosed survey. The purpose of this instrument is to determine the actual level of awareness of the subject of "crimes within schools" by the public school superintendents of North Carolina.. Further, I am interested in ascertaining the degree of administrative response to this problem. The attached survey instrument has been sent to all superintendents of all the public school districts within the state.

The enclosed letters of endorsement will attest to the importance of this data collection effort. The survey instrument has been validated for content validity by the members of the executive board of the National Association of School Security Directors.

Each question of the instrument has a section of "comments" which you should certainly feel free to utilize. A glossary of terms is on the final page of the instrument. Furthermore, let me assure you that no school district will be identified and that only summary data will be reported.

Your prompt response would be greatly appreciated. The instrument should be returned if possible by the first week of November, 1978. All respondents will be sent a summary of the findings by late Spring 1979.

Thank you for your cooperation.

Sincerely,

John P. Harlan, Jr.  
 Assistant Professor  
 Administration of Justice

JPH:oj

Enclosures: Letters of Endorsement  
 Survey Instrument  
 Uniform Report of School Losses & Offenses (NASSD)  
 Stamped Return Envelope

## APPENDIX F

Letter of Endorsement - Honorable Rufus L. Edmisten



State of North Carolina

Department of Justice

P. O. Box 629

RALEIGH

27602

August 4, 1973

RUFUS L. EDMISTEN  
ATTORNEY GENERAL

John P. Harlan, Jr.  
Assistant Professor  
Administration of Justice  
Guilford College  
Greensboro, N. C. 27410

Dear Mr. Harlan:

I was very pleased to learn from our mutual friend Ed Boelte of your plans to do your doctoral dissertation on "Crime in North Carolina Schools: The Perception and Response of Administrators."

Crime in our public school system has reached alarming proportions. It greatly disturbs me both as a parent and as the State's chief law enforcement officer. There is hardly a week that goes by that I don't read in an SBI report about an incident at one of the schools in our State where a serious crime has occurred. In addition, I am continually hearing from law enforcement officers and concerned parents about their concern for their children's safety and well-being while attend school.

The drug situation is particularly intolerable. I know of incident after incident where drugs have been sold to children even at the elementary school level. This is intolerable and I intend to see that the SBI concentrate more of its resources to combating it.

I applaud your selection of this topic area and look forward with great anticipation to reading your findings. I would like to strongly encourage all school administrators to be open and candid with you in their responses, as I am hopeful that your findings can be of use to those of us in the criminal justice community and the education system in seeking ways to rectifying this situation.

Please let me know if there is any way at all that I or this office can be of assistance to you.

Very truly yours,

Rufus L. Edmiston  
Attorney General

RLE/nl

cc: Ed Boelte

# APPENDIX G

Letter of Endorsement - Honorable J. Phil Carlton

North Carolina Department of  
**CRIME CONTROL  
& PUBLIC SAFETY**



State Highway Patrol · Alcohol Law Enforcement · Crime Control · National Guard · Civil Preparedness · Civil Air Patrol

James B. Hunt, Jr., Governor

J. Phil Carlton, Secretary

September 26, 1978

Dear School Superintendent:

I would like to express my support for Professor John Harlan's study of crime in North Carolina's schools. His study results should lend us valuable information on the level of crime in our public schools and perhaps some ideas on how to control these crimes.

Crime control is not just the responsibility of law enforcement, courts, and corrections. It is a responsibility for us all and we must participate in order to be successful in this endeavor.

I encourage you to participate in this study, and I think that we will all be the beneficiaries.

Sincerely,

J. Phil Carlton  
Secretary  
DEPARTMENT OF CRIME CONTROL  
AND PUBLIC SAFETY

## APPENDIX H

Follow-up Letter - November 6, 1978

## GUILFORD COLLEGE

CHARTERED 1834      FOUNDED 1837

GREENSBORO, NORTH CAROLINA

27410

November 6, 1978

On October 5, 1978 I sent you a survey instrument entitled "Crime in North Carolina Schools: The Perception and Response of Administrators." It is imperative that as many superintendents as possible complete the survey instrument so that accurate inferences can be drawn from the administrative perceptions and reactions.

I have enclosed another copy of the survey along with letters of endorsement on the importance of this project. The instrument should be returned by the first week in December, 1978. All respondents will be sent a summary of the findings by late Spring 1979.

Thank you for your cooperation.

Sincerely,

John P. Harlan, Jr.  
Assistant Professor  
Administration of Justice

JPH:oj

Enclosures: Letters of Endorsement  
Survey Instrument  
Uniform Report of School Losses & Offenses (NASSD)  
Stamped Return Envelope



## APPENDIX I

North Carolina Public School Districts and Superintendents

## NORTH CAROLINA PUBLIC SCHOOL DISTRICTS AND SUPERINTENDENTS

- |   |  |
|---|--|
| 1. Robert A. Nelson<br>Alamance County<br>Graham, N.C. 27253          | 11. W.J. Hair<br>Bladen County<br>Elizabethtown, N.C. 28377        |
| 2. James E. Surratt<br>Burlington City<br>Burlington, N.C. 27215      | 12. Ralph C. King<br>Brunswick County<br>Southport, N.C. 28461     |
| 3. Dwight L. Isenhour<br>Alexander County<br>Taylorsville, N.C. 28681 | 13. N.A. Miller<br>Buncombe County<br>Asheville, N.C. 28807        |
| 4. John F. Woodruff<br>Alleghany County<br>Sparta, N.C. 28675         | 14. Donald D. Jones<br>Asheville City<br>Asheville, N.C. 28807     |
| 5. Arthur C. Summers<br>Anson County<br>Wadesboro, N.C. 28170         | 15. Charles H. Weaver<br>Burke County<br>Morganton, N.C. 28655     |
| 6. Roger Jackson<br>Ashe County<br>Jefferson, N.C. 28640              | 16. Joseph N. Fries<br>Cabarrus County<br>Concord, N.C. 28025      |
| 7. Harry McGee<br>Avery County<br>Newland, N.C. 28657                 | 17. W.M. Irvin<br>Concord City<br>Concord, N.C. 28025              |
| 8. Gray Hodges<br>Beaufort County<br>Washington, N.C. 27889           | 18. Grier A. Bradshaw<br>Kannapolis City<br>Kannapolis, N.C. 28081 |
| 9. Jasper L. Lewis<br>Washington City<br>Washington, N.C. 27889       | 19. David G. Porter<br>Caldwell County<br>Lenoir, N.C. 28645       |
| 10. Larry T. Ivey<br>Bertie County<br>Windsor, N.C. 27983             | 20. Thomas M. Parker, Jr.<br>Camden County<br>Camden, N.C. 27921   |

- |   |  |
|---|--|
| 21. T.L. Lee<br>Carteret County<br>Beaufort, N.C. 28516             | 31. William F. Davis<br>Kings Mountain<br>Kings Mountain, N.C. 28086 |
| 22. W. Willard Woodard<br>Caswell County<br>Yanceyville, N.C. 27379 | 32. Malcom E. Brown<br>Shelby City<br>Shelby, N.C. 28150             |
| 23. Charles H. Tuttle<br>Catawba County<br>Newton, N.C. 28658       | 33. Jerry Paschal<br>Columbus County<br>Whiteville, N.C. 28742       |
| 24. Joseph H. Wishon<br>Hickory City<br>Hickory, N.C. 28601         | 34. Samuel C. Stell<br>Whiteville City<br>Whiteville, N.C. 28472     |
| 25. N.S. Cranford<br>Newton City<br>Newton, N.C. 28658              | 35. Hiram J. Maye<br>Craven County<br>New Bern, N.C. 28560           |
| 26. Perry W. Harrison<br>Chatham County<br>Pittsboro, N.C. 27312    | 36. Will B. Pittman<br>New Bern City<br>New Bern, N.C. 28560         |
| 27. John Jordan<br>Cherokee County<br>Murphy, N.C. 28906            | 37. C.W. Collier<br>Cumberland County<br>Fayetteville, N.C. 28302    |
| 28. John B. Dunn<br>Chowan County<br>Edenton, N.C. 27932            | 38. R. Max Abbott<br>Fayetteville City<br>Fayetteville, N.C. 28303   |
| 29. Paul K. Beal<br>Clay County<br>Hayesville, N.C. 28904           | 39. Jeanne E. Meiggs<br>Currituck County<br>Currituck, N.C. 27929    |
| 30. Vincent J. Colombo<br>Cleveland County<br>Shelby, N.C. 28150    | 40. Stephen G. Basnight<br>Dare County<br>Manteo, N.C. 27954         |

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|---|---|
| 41. E. Lawson Brown<br>Davidson County<br>Lexington, N.C. 27292         | 51. Warren W. Smith<br>Franklin County<br>Louisburg, N.C. 27549         |
| 42. William E. Niven<br>Lexington City<br>Lexington, N.C. 27292         | 52. Emmett N. Floyd<br>Franklinton City<br>Franklinton, N.C. 27525      |
| 43. A. Derwood Huneycutt<br>Thomasville City<br>Thomasville, N.C. 27360 | 53. Zane E. Eargel<br>Gaston County<br>Gastonia, N.C. 28052             |
| 44. James E. Everidge<br>Davie County<br>Mocksville, N.C. 27028         | 54. John E. Perry<br>Gates County<br>Gatesville, N.C. 27938             |
| 45. C.H. Yelverton<br>Duplin County<br>Kenansville, N.C. 28349          | 55. Modeal Walsh<br>Graham County<br>Robbinsville, N.C. 28771           |
| 46. J. Frank Yeager<br>Durham County<br>Durham, N.C. 27702              | 56. L.C. Adcock<br>Granville County<br>Oxford, N.C. 27565               |
| 47. Ben T. Brooks<br>Durham City<br>Durham, N.C. 27702                  | 57. George S. Taylor<br>Greene County<br>Snow Hill, N.C. 28580          |
| 48. Lee R. Hall<br>Edgecombe County<br>Tarboro, N.C. 27886              | 58. Douglas B. Magann, III<br>Guilford County<br>Greensboro, N.C. 27402 |
| 49. Philip Beaman<br>Tarboro City<br>Tarboro, N.C. 27886                | 59. Kenneth R. Newbold<br>Greensboro City<br>Greensboro, N.C. 27402     |
| 50. James A. Adams<br>Forsyth County<br>Winston-Salem, N.C. 27102       | 60. Edwin L. West, Jr.<br>High Point City<br>High Point, N.C. 27261     |

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| 61. Luther A. Adams<br>Halifax County<br>Halifax, N.C. 27839           | 71. W.T. Poston<br>Iredell County<br>Statesville, N.C. 28677          |
| 62. J.W. Talley<br>Roanoke Rapids City<br>Roanoke Rapids, N.C. 27870   | 72. William L. Brown<br>Mooreville City<br>Mooreville, N.C. 28115     |
| 63. M.L. Fisher, Jr.<br>Weldon City<br>Weldon, N.C. 27890              | 73. Benjamin B. Carson<br>Statesville City<br>Statesville, N.C. 28677 |
| 64. Robert A. Gray<br>Harnett County<br>Lillington, N.C. 27546         | 74. James D. Wilson<br>Jackson County<br>Sylva, N.C. 28779            |
| 65. Daniel E. Todd<br>Haywood County<br>Waynesville, N.C. 28786        | 75. F.S. Simpson<br>Johnston County<br>Smithfield, N.C. 27577         |
| 66. Glenn C. Marlow<br>Henderson County<br>Hendersonville, N.C. 28739  | 76. J.S. Collins<br>Jones County<br>Trenton, N.C. 28585               |
| 67. Bill G. Bates<br>Hendersonville City<br>Hendersonville, N.C. 28739 | 77. Kenneth Prinson<br>Lee County<br>Sanford, N.C. 27331              |
| 68. C. David Greene<br>Hertford County<br>Winston, N.C. 27986          | 78. Young Allen<br>Lenoir County<br>Kinston, N.C. 28501               |
| 69. Raz Autry<br>Hoke County<br>Raeford, N.C. 28376                    | 79. Duane O. Moore<br>Kinston City<br>Kinston, N.C. 28501             |
| 70. David Scott Coble<br>Hyde County<br>Swan Quarter, N.C. 27885       | 80. Norris S. Childers<br>Lincoln County<br>Franklin, N.C. 28736      |

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|--|---|
| 81. William W. Hill<br>Macon County<br>Franklin, N.C. 28736      | 91. Heyward C. Bellamy<br>New Hanover County<br>Wilmington, N.C. 28401      |
| 82. Robert L. Edwards<br>Madison County<br>Marshall, N.C. 28753  | 92. George W. Stancil<br>Northhampton County<br>Jackson, N.C. 27845         |
| 83. R. Eugene Rogers<br>Martin County<br>Williamston, N.C. 27892 | 93. Everett L. Waters<br>Onslow County<br>Jacksonville, N.C. 28540          |
| 84. James E. Johnson<br>McDowell County<br>Marion, N.C. 28753    | 94. Robert M. Simmons<br>Orange County<br>Hillsboro, N.C. 27278             |
| 85. Jay Robinson<br>Mecklenburg County<br>Charlotte, N.C. 28201  | 95. Robert C. Hanes<br>Chapel Hill/Carrboro City<br>Chapel Hill, N.C. 27514 |
| 86. (unknown)<br>Mitchell County<br>Bakersville, N.C. 28705      | 96. George R. Brinson<br>Pamlico County<br>Bayboro, N.C. 28515              |
| 87. John T. Jones<br>Montgomery County<br>Troy, N.C. 27371       | 97. Harry H. Thomas<br>Pasquotank County<br>Elizabeth, N.C. 27909           |
| 88. R.E. Lee<br>Moore County<br>Carthage, N.C. 28327             | 98. H.D. James<br>Pender County<br>Burgaw, N.C. 28425                       |
| 89. Cecil F. Stroud<br>Nash County<br>Nashville, N.C. 27856      | 99. Pat Harrell<br>Perquimans County<br>Hertford, N.C. 27944                |
| 90. Ben F. Currin<br>Rocky Mount City<br>Rocky Mount, N.C. 27801 | 100. Walter S. Rogers<br>Person County<br>Roxboro, N.C. 27834               |

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|--|---|
| 101. Arthur S. Alford<br>Pitt County<br>Greenville, N.C. 27834     | 111. Doug Yongue<br>Maxton City<br>Maxton, N.C. 28364                 |
| 102. Glenn F. Cox<br>Greenville City<br>Greenville, N.C. 27834     | 112. I.J. Wicker<br>Red Springs City<br>Red Springs, N.C. 28377       |
| 103. David A. Cromer<br>Polk County<br>Columbus, N.C. 28722        | 113. R. Donald Kennedy<br>Saint Pauls City<br>Saint Pauls, N.C. 28384 |
| 104. Vernon L. Dusenbury<br>Tryon City<br>Tryon, N.C. 28782        | 114. Richard H. Schultz<br>Rockingham County<br>Wentworth, N.C. 27375 |
| 105. John R. Lawrence<br>Randolph County<br>Asheboro, N.C. 27203   | 115. William C. Pressley<br>Eden City<br>Eden, N.C. 27288             |
| 106. Lee C. Phoenix<br>Asheboro City<br>Asheboro, N.C. 27203       | 116. Carlton L. Sligh<br>Madison/Mayodan City<br>Madison, N.C. 27025  |
| 107. Irie Leonard<br>Richmond County<br>Rockingham, N.C. 28379     | 117. John S. Reynolds<br>Reidsville City<br>Reidsville, N.C. 27320    |
| 108. Purnell Swett<br>Robeson County<br>Lumberton, N.C. 28358      | 118. C. Wade Mobley<br>Rowan County<br>Salisbury, N.C. 28144          |
| 109. Leon M. McLean<br>Fairmont City<br>Fairmont, N.C. 28340       | 119. Harold D. Isenberg<br>Salisbury City<br>Salisbury, N.C. 28144    |
| 110. L. Gilbert Carroll<br>Lumberton City<br>Lumberton, N.C. 28358 | 120. Doug Pearson<br>Rutherford County<br>Spindale, N.C. 28160        |

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|---|--|
| 121. David. M. Singley<br>Sampson County<br>Clinton, N.C. 28328     | 131. Harry C. Corbin<br>Transylvania County<br>Brevard, N.C. 28712   |
| 122. Robert M. Boggs<br>Clinton City<br>Clinton, N.C. 28328         | 132. D.E. Davis<br>Tyrrell County<br>Columbia, N.C. 27925            |
| 123. Johnny E. Presson<br>Scotland County<br>Laurinburg, N.C. 28352 | 133. B. Paul Hammack<br>Union County<br>Monroe, N.C. 28110           |
| 124. Jimmie E. Martin<br>Stanly County<br>Albemarle, N.C. 28001     | 134. Thomas H. Batchelor<br>Monroe City<br>Monroe, N.C. 28110        |
| 125. H.T. Webb, Jr.<br>Albemarle City<br>Albemarle, N.C. 28001      | 135. Kenneth F. England<br>Vance County<br>Henderson, N.C. 27536     |
| 126. Kent S. Moseley<br>Stokes County<br>Danbury, N.C. 27016        | 136. John A. Murphy<br>Wake County<br>Raleigh, N.C. 27605            |
| 127. Charles C. Graham<br>Surry County<br>Dobson, N.C. 27017        | 137. Michael Williams<br>Warren County<br>Warrenton, N.C. 27589      |
| 128. David W. Thrift<br>Elkin City<br>Elkin, N.C. 28621             | 138. Robert J. Alligood<br>Washington County<br>Plymouth, N.C. 27962 |
| 129. Robert F. Chilton<br>Mount Airy City<br>Mount Airy, N.C. 27030 | 139. Lester J. Propst, Jr.<br>Watauga County<br>Boone, N.C. 28607    |
| 130. James F. Causby<br>Swain County<br>Bryson City, N.C. 28713     | 140. John Wooten<br>Wayne County<br>Goldsboro, N.C. 27530            |



- 141. William R. Johnson  
Goldsboro City  
Goldsboro, N.C. 27530
- 142. C. Wayne Bradburn  
Wilkes County  
Wilkesboro, N.C. 28697
- 143. W.O. Fields  
Wilson County  
Wilson, N.C. 27893
- 144. Paul E. Welborn  
Yadkin County  
Yadkinville, N.C. 27055
- 145. Edgar F. Hunter  
Yance County  
Burnsville, N.C. 28714

## APPENDIX J

Student Profile Data by School District

TABLE 171

## STUDENT PROFILE DATA BY SCHOOL DISTRICT

District <sup>a</sup>	ADM <sup>b</sup>	Race <sup>c</sup>				
		AI	A	H	Black	White
Alamance Co.	13286	5	7	5	3009	10391
Burlington Ct.	8307	2	20	4	2325	6047
Alexander Co.	5225	1	12	1	419	4768
Alleghany Co.	1847	0	0	0	51	1808
Anson Co.	5490	13	0	2	3430	2089
Ashe Co.	4230	1	3	2	52	4395
Avery Co.	2909	1	0	0	25	3065
Beaufort Co.	4462	0	3	0	2127	2604
Washington Ct.	4050	0	0	0	1500	2583
Bertie Co.	5014	0	1	1	3854	1314
Bladen Co.	6997	6	2	1	3378	3608
Brunswick Co.	7771	15	7	2	2461	5293
Buncombe Co.	24297	67	31	30	1091	23231
Asheville Ct.	5926	5	8	4	2277	3683
Burke Co.	13836	16	24	1	1182	12632
Cabarrus Co.	9760	30	25	1	1191	8588
Concord Ct.	3231	3	7	2	1027	2183
Kannapolis Ct.	5607	0	5	1	1250	4373

TABLE 171- Continued

District <sup>a</sup>	ADM <sup>b</sup>	Race <sup>c</sup>				
		AI	A	H	Black	White
Caldwell Co.	14923	6	10	3	1043	13809
Camden Co.	1428	5	2	0	631	787
Carteret Co.	7511	22	44	22	1122	6333
Caswell Co.	4672	0	4	4	2626	2020
Catawba Co.	13054	2	20	12	1069	12007
Hickory Ct.	5289	2	23	1	1183	4101
Newton Ct.	3048	1	4	5	380	2643
Chatham Co.	6672	0	7	4	2359	4302
Cherokee Co.	3875	135	7	14	99	3534
Chowan Co.	2651	0	0	0	1401	1265
Clay Co.	1181	4	2	0	8	1180
Cleveland Co.	9828	0	4	3	2998	6995
Kings Mt. Ct.	4258	5	8	3	907	3286
Shelby Ct.	4410	1	3	4	1462	3064
Columbus Co.	9138	382	3	2	3442	5358
Whiteville Ct.	3004	3	0	0	1091	1941
Craven Co.	8040	12	95	46	2761	5325
New Bern Ct.	5524	4	0	0	2069	3115
Cumberland Co.	36066	901	633	456	10651	23639

TABLE 171 - Continued

District <sup>a</sup>	ADM <sup>b</sup>	Race <sup>c</sup>				
		AI	A	H	Black	White
Fayetteville Co.	10243	59	67	59	5828	4445
Currituck Co.	2301	3	5	2	448	1797
Dare Co.	2076	2	10	8	143	1937
Davidson Co.	16573	15	8	3	651	15924
Lexington Co.	4154	7	4	1	1293	2853
Thomasville Ct.	3178	2	5	0	1201	1962
Davie Co.	5132	2	0	2	719	4440
Duplin Co.	9250	6	3	2	4035	5324
Durham Co.	17029	15	90	24	4721	12332
Edgecombe Co.	6299	0	0	0	4327	2154
Tarboro Ct.	3402	0	2	0	1665	1768
Forsyth Co.	44216	52	54	28	15151	29433
Franklin Co.	4760	0	0	0	2641	2245
Franklinton Ct.	1467	0	0	0	890	588
Gaston Co.	35143	32	50	30	5480	29052
Gates Co.	1931	0	1	1	1268	671
Graham Co.	1631	131	5	2	0	1451
Granville Co.	7352	0	11	7	4114	3298
Greene Co.	3682	0	0	0	2294	1441

TABLE 171 - Continued

District <sup>a</sup>	ADM <sup>b</sup>	Race <sup>c</sup>				
		AI	A	H	Black	White
Guilford Co.	25930	134	80	32	3945	21752
Greensboro Ct.	27043	166	78	24	11176	14228
High Point Ct.	10539	105	15	2	4420	6120
Halifax Co.	8181	353	3	3	6885	1116
Roanoke Rapids Ct.	3034	1	12	7	212	2824
Weldon Ct.	1621	4	0	0	1227	369
Harnett Co.	12039	105	27	19	4065	8069
Haywood Co.	9304	20	11	10	153	9118
Henderson Co.	8625	5	3	37	179	8402
Hendersonville Ct.	1751	0	3	3	377	1386
Hertford Co.	5137	2	2	4	3750	1464
Hoke Co.	4763	771	8	1	2412	1618
Hyde Co.	1222	0	0	2	690	570
Iredell Co.	10882	3	13	17	1702	9126
Mooreville Ct.	2522	0	3	3	655	1867
Statesville Ct.	4193	18	7	4	1754	2413
Jackson Co.	3968	167	14	8	54	3719
Johnson Co.	15373	17	16	22	4141	11318
Jones Co.	2165	0	0	0	1258	922

TABLE 171 - Continued

District <sup>a</sup>	ADM <sup>b</sup>	Race <sup>c</sup>				
		AI	A	H	Black	White
Lee Co.	7693	6	3	3	2044	5606
Lenoir Co.	7051	2	3	8	2519	4639
Kinston Ct.	5296	0	16	3	3245	2081
Lincoln Co.	8859	2	10	28	1165	7702
Macon Co.	3549	9	8	5	60	3457
Madison Co.	3003	5	2	0	13	2951
Martin Co.	6154	0	4	5	3393	2825
McDowell Co.	7348	3	20	0	389	6951
Mecklenburg Co.	78936	295	256	228	28913	49773
Mitchell Co.	2864	0	1	0	5	2894
Montgomery Co.	4465	11	3	1	1481	2999
Moore Co.	9567	77	8	1	2949	6424
Nash Co.	11020	0	0	2	5574	5419
Rocky Mount Ct.	6728	0	8	0	3564	3198
New Hanover Co.	21025	22	87	40	5767	15182
Northhampton Co.	5376	0	0	0	4259	1144
Onslow Co.	15663	55	236	110	3193	11938
Orange Co.	5115	12	0	4	1682	3502
Chapel Hill Ct.	5710	4	82	18	1420	4185

TABLE 171 - Continued

District <sup>a</sup>	ADM <sup>b</sup>	Race <sup>c</sup>				
		AI	A	H	Black	White
Pamlico Co.	2284	1	0	0	956	1339
Pasquotank Co.	5864	2	22	11	2613	3304
Pender Co.	5036	0	0	0	2527	2456
Perquimans Co.	1864	0	0	3	958	921
Person Co.	6328	37	4	1	2671	3656
Pitt. Co.	11438	0	0	0	5809	5769
Greenville Ct.	5185	4	15	11	2429	2864
Polk Co.	1819	0	0	2	213	1623
Tyron Ct.	615	0	0	1	162	461
Randolph Co.	14152	54	7	7	1042	13048
Asheboro Ct.	4459	8	21	3	551	3896
Richmond Co.	9888	101	2	9	3624	6191
Robeson Co.	133608218		0	5	2709	2563
Fairmont Ct.	2614	658	0	0	1265	740
Lumberton Ct.	4926	619	11	3	1576	2737
Maxton Ct.	1455	510	0	0	726	230
Red Springs Ct.	1812	548	0	0	861	428
Saint Pauls Ct.	1668	184	1	1	710	799
Rockingham Co.	5184	0	0	1	1364	3819



TABLE 171 - Continued

District <sup>a</sup>	ADM <sup>b</sup>	Race <sup>c</sup>				
		AI	A	H	Black	White
Eden Ct.	4780	3	7	5	868	3944
Madison Ct.	2947	2	3	0	614	2353
Reidsville Ct.	4628	1	0	7	1998	2739
Rowan Co.	14626	2	3	18	2418	12231
Salisbury Ct.	3096	0	10	4	1568	1646
Rutherford Co.	11202	0	2	9	1919	9342
Sampson Co.	7671	94	1	42	3283	4311
Clinton Ct.	3119	106	3	4	1350	1693
Scotland Co.	7749	697	9	9	3200	3844
Stanly Co.	7290	9	9	14	852	6455
Albemarle Ct.	2417	0	0	3	641	1843
Stokes Co.	6950	1	17	7	665	6345
Surry Co.	8849	13	5	14	428	8451
Elkin Ct.	1104	2	2	0	89	1031
Mount Airy Ct.	2358	0	3	3	269	2102
Swain Co.	1757	196	2	0	22	1570
Transylvania Co.	4697	1	6	2	304	4393
Tyrrell Co.	877	0	0	0	473	399
Union Co.	11894	6	0	2	2291	9572

TABLE 171 - Continued

District <sup>a</sup>	ADM <sup>b</sup>	Race <sup>c</sup>				
		AI	A	H	Black	White
Monroe Ct.	3378	0	4	2	1364	2044
Vance Co.	8147	0	4	1	4495	3772
Wake Co.	55500	46	284	93	15816	39633
Warren Co.	3614	147	0	0	2813	721
Washington Co.	3669	0	3	4	1992	1671
Watauga Co.	4941	1	13	5	45	4794
Wayne Co.	14317	15	78	33	4473	9836
Goldsboro Ct.	5772	4	17	2	3921	1886
Wilkes Co.	12444	2	5	8	753	11617
Wilson Co.	13306	0	19	21	6672	6814
Yadkin Co.	5778	0	7	40	321	5425
Yancey Co.	2977	2	2	1	41	2934

SOURCE: The columns, District, Average Daily Membership, and Race were derived from the source: Division of Management Information Systems, Statistical Profile: North Carolina Public Schools - 1978 (Raleigh, North Carolina: Department of Public Education, 1978), pp. II-9 - II-585.

NOTES: The data for males was 49 percent of the Average Daily Membership and the data for females was 51 percent of the Average Daily Membership. The 49:51 percent ratio of males to females was determined in an interview with Alan T. Hill, Assistant Controller, State Board of Education, Raleigh, North Carolina, October 2, 1978.

TABLE 171 - Continued

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Mr. Hill advised that data on sex of students was not collected on a regular basis by the State Board of Education, therefore, the 49:51 percent ratio was utilized. This ratio was further supported by the Bureau of Census, County and City Data Book: 1972 (Washington, D.C.: Government Printing Office, 1972), p. 330. The percent of females in North Carolina is 51 percent, based on the 1970 population.

<sup>a</sup>In this column there are 145 public school districts. Each of the 100 counties has a district, plus 45 cities have a district. The county districts are listed alphabetically, the city districts are listed alphabetically under the county they are located within (Division of Management Information System, pp. II-9 - II-585).

<sup>b</sup>The Average Daily Membership was the aggregate number of students on the class roll of the first month of the school year 1977-1978, for each district (Division of Management Information Systems, p. I-3, and pp. II-9 - II-585).

<sup>c</sup>The data on race of students was collected during the first month of the 1977-1978 school year. The AI column is for American Indians, the A Column is for Asians and the H column is for Hispanics. This data will vary slightly from the Average Daily Membership data (Division of Management Information Systems, p. I-1 and pp. II-9 - II-585).

## APPENDIX K

## Demographic Data by School District

TABLE 172

## DEMOGRAPHIC DATA BY SCHOOL DISTRICT

District	Adjusted Population <sup>a</sup>	Region <sup>b</sup>	Rural Status <sup>c</sup>	Percent Rural <sup>d</sup>
Alamance Co.	61400	P	NR	47.6
Burlington Ct.	38000	P	NR	-
Alexander Co.	21800	W	R	100.0
Alleghany Co.	8700	W	R	100.0
Anson Co.	24000	P	R	83.1
Ashe Co.	20100	W	R	100.
Avery Co.	14100	W	R	100.0
Beaufort Co.	28800	E	R	75.1
Washington Ct.	9000	E	R	-
Bertie Co.	20900	E	R	100.0
Bladen Co.	28500	E	R	100.0
Brunswick Co.	32600	E	R	100.0
Buncombe Co.	9100	W	NR	47.8
Asheville Ct.	60000	W	NR	-
Burke Co.	64700	W	NR	71.5
Cabarrus Co.	23807	P	NR	36.0
Concord Ct.	19000	P	NR	-
Kannapolis Ct.	36293	P	NR	-

TABLE 172 - Continued

District	Adjusted Population <sup>a</sup>	Region <sup>b</sup>	Rural Status <sup>c</sup>	Percent Rural <sup>d</sup>
Caldwell Co.	60700	W	NR	69.1
Camden Co.	5700	E	R	100.0
Carteret Co.	35800	E	NR	72.8
Caswell Co.	4672	P	R	100.0
Catawba Co.	70000	W	NR	57.1
Hickory Ct.	21000	W	NR	-
Newton Ct.	9000	W	NR	-
Chatham Co.	30300	P	R	84.1
Cherokee Co.	17100	W	R	100.0
Chowan Co.	11300	E	NR	55.7
Clay Co.	5600	W	R	100.0
Cleveland Co.	52100	W	NR	66.0
Kings Mountain Ct.	9000	W	NR	-
Shelby Ct.	17000	W	NR	-
Columbus Co.	45300	E	R	91.1
Whiteville Ct.	5000	E	R	-
Craven Co.	51200	E	NR	44.8
New Bern Ct.	17000	E	NR	-

TABLE 172 - Continued

District	Adjusted Population <sup>a</sup>	Region <sup>b</sup>	Rural Status <sup>c</sup>	Percent Rural <sup>d</sup>
Cumberland Co.	166900	E	NR	23.9
Fayetteville Ct.	66000	E	NR	-
Currituck Co.	10000	E	R	100.0
Dare Co.	9100	E	R	100.0
Davidson Co.	68000	P	NR	62.9
Lexington Ct.	17000	P	NR	-
Thomasville Ct.	16000	P	NR	-
Davie Co.	21000	P	R	86.6
Duplin Co.	40400	E	R	85.1
Durham Co.	39800	P	NR	24.1
Durham Ct.	101000	P	NR	-
Edgecombe Co.	42900	E	NR	52.9
Tarboro Ct.	11000	E	NR	-
Forsyth Co.	226100	P	NR	31.2
Franklin Co.	26880	E	R	89.0
Franklinton Ct.	1520	E	R	-
Gaston Co.	15700	P	NR	39.7
Gates Co.	8300	E	R	100.0
Graham Co.	6500	W	R	100.0

TABLE 172 - Continued

District	Adjusted Population <sup>a</sup>	Region <sup>b</sup>	Rural Status <sup>c</sup>	Percent Rural <sup>d</sup>
Granville Co.	32900	E	NR	67.3
Greene Co.	15200	E	R	100.0
Guilford Co.	83500	P	NR	23.7
Greensboro Ct.	156000	P	NR	-
High Point Ct.	61000	P	NR	-
Halifax Co.	38760	E	NR	63.5
Roanoke Rapids Ct.	14000	E	NR	-
Weldon Ct.	2340	E	NR	-
Harnett Co.	53700	E	R	77.5
Haywood Co.	43900	W	NR	72.1
Henderson Co.	42100	W	NR	72.0
Hendersonville Ct.	7000	W	NR	-
Hertford Co.	23700	E	NR	63.4
Hoke Co.	17300	E	R	80.7
Hyde Co.	5500	E	R	100.0
Iredell Co.	47400	P	NR	55.8
Mooreville Ct.	9000	P	NR	-
Statesville Ct.	22000	P	NR	-
Jackson Co.	24500	W	R	100.0



TABLE 172 - Continued

District	Adjusted Population <sup>a</sup>	Region <sup>b</sup>	Rural Status <sup>c</sup>	Percent Rural <sup>d</sup>
Johnston Co.	65600	P	R	77.1
Jones Co.	9500	E	R	100.0
Lee Co.	33900	P	NR	61.5
Lenoir Co.	34000	E	NR	55.0
Kinston Ct.	24000	E	NR	-
Lincoln Co.	37300	P	R	83.8
Macon Co.	18200	W	R	100.0
Madison Co.	16900	W	R	100.0
Martin Co.	24800	E	NR	73.4
McDowell Co.	33800	W	NR	69.4
Mecklenburg Co.	375000	P	NR	20.4
Mitchell Co.	14100	W	R	100.0
Montgomery Co.	19900	P	R	100.0
Moore Co.	42600	P	R	84.8
Nash Co.	25700	E	NR	67.8
Rocky Mount Ct.	39000	E	NR	-
New Hanover Co.	95700	E	NR	30.5
Northampton Co.	23100	E	R	100.0
Onslow Co.	101300	E	NR	42.5

TABLE 172 -- Continued

District	Adjusted Population <sup>a</sup>	Region <sup>b</sup>	Rural Status <sup>c</sup>	Percent Rural <sup>d</sup>
Orange Co.	31600	P	NR	49.7
Chapel Hill/Carrboro Ct.	37000	P	NR	-
Pamlico Co.	9400	E	R	100.0
Pasquotank Co.	27600	E	NR	47.6
Pender Co.	20700	E	R	100.0
Perquimans Co.	8400	E	R	100.0
Person Co.	26800	E	R	79.3
Pitt Co.	46300	E	NR	50.0
Greenville Ct.	32000	E	NR	-
Polk Co.	10700	W	R	100.0
Tyron Ct.	2000	W	R	-
Randolph Co.	66200	P	NR	69.8
Asheboro Ct.	16000	P	NR	-
Richmond Co.	40900	P	NR	66.6
Robeson Co.	65077	E	NR	72.7
Fairmont Ct.	3000	E	NR	-
Lumberton Ct.	18000	E	NR	-
Maxton Ct.	2100	E	NR	-
Red Springs Ct.	3383	E	NR	-

TABLE 172 - Continued

District	Adjusted Population <sup>a</sup>	Region <sup>b</sup>	Rural Status <sup>c</sup>	Percent Rural <sup>d</sup>
Saint Paul Ct.	2140	E	NR	-
Rockingham Co.	42500	P	NR	55.3
Eden Ct.	16000	P	NR	-
Madison/Mayodan Ct.	6000	P	NR	-
Reidsville Ct.	13000	P	NR	-
Rowan Co.	67600	P	NR	57.9
Salisbury Ct.	26000	P	NR	-
Rutherford Co.	50200	W	NR	69.9
Sampson Co.	39100	E	R	84.1
Clinton Ct.	9000	E	R	-
Scotland Co.	30000	E	NR	67.1
Stanly Co.	33800	P	NR	74.0
Albemarle Ct.	11000	P	NR	-
Stokes Co.	28700	P	R	100.0
Surry Co.	44400	P	R	75.0
Elkin Ct.	3000	P	R	-
Mount Airy Ct.	8000	P	R	-
Swain Co.	9600	W	R	100.0
Transylvania Co.	21300	W	NR	73.4

TABLE 172 - Continued

District	Adjusted Population <sup>a</sup>	Region <sup>b</sup>	Rural Status <sup>c</sup>	Percent Rural <sup>d</sup>
Tyrell Co.	4100	E	R	100.0
Union Co.	50500	P	NR	74.7
Monroe Ct.	12000	P	NR	-
Vance Co.	33400	E	NR	57.5
Wake Co.	263800	P	NR	30.4
Warren Co.	16600	E	R	100.0
Washington Co.	14200	E	NR	66.0
Watauga Co.	28800	W	NR	62.6
Wayne Co.	63800	E	NR	53.3
Goldsboro Ct.	26000	E	NR	-
Wilkes Co.	54300	W	R	93.2
Wilson Co.	60100	E	NR	48.9
Yadkin Co.	26600	P	R	100.0
Yancey Co.	13900	W	R	100.0

SOURCE: The column entitled Adjusted Population was derived from the following sources: North Carolina Department of Administration, North Carolina State Government: Statistical Abstract, 3rd ed. (Raleigh, North Carolina: North Carolina Management Association, The Municipal Yearbook: 1978 (Washington, D.C.: Government Printing Office, 1972), pp. 894-895; and North Carolina League of Municipalities, Directory of North Carolina Municipal Officials: 1977-1978 (Raleigh, North Carolina: North Carolina League of Municipalities, 1978), pp. 79-80.

TABLE 172 - Continued


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The column entitled Region was derived from the following sources: North Carolina Department of Administration, North Carolina State Government: Statistical Abstract, 3rd ed. (Raleigh, North Carolina: North Carolina Department of Administration, 1976), n.p. (preface material); and Interview with Karen Bunn, Division of State Budget, North Carolina Department of Administration, Raleigh, North Carolina, 27 October 1978.

The column on Rural Status was derived from the column Percentage Rural. The Percentage Rural Column was from the following source: North Carolina Department of Administration, North Carolina State Government: Statistical Abstract, 3rd ed. (Raleigh, North Carolina: Department of Administration, 1976), p. 8.

NOTE: <sup>a</sup>The population for counties was derived from the North Carolina Department of Administration, pp. 4-5. In those counties where city school districts are located, their population was adjusted by subtracting the city population from the county population. All the city populations were derived from the International City Management Association, pp. 314-316 with the following exceptions: Kannapolis, Franklinton, Weldon, Tryon, Maxton, Red Springs and Saint Pauls. The Bureau of Census, pp. 894-895, provided the population of Kannapolis and Red Springs. The cities with populations under 2,500 (Franklinton, Weldon, Tryon, Maxton and Saint Pauls) were derived from the North Carolina League of Municipalities, pp. 79-80.

NOTE: <sup>b</sup>Each of North Carolina's 100 counties are located within a Multi-County Planning Region. There are 17 Multi-County Planning Regions within the state (North Carolina Department of Administration, n.p., preface material). Further, in an interview with Karen Bunn, Division of State Budget, North Carolina Department of Administration, Raleigh, North Carolina, 27 October 1978 the author was advised that the Multi-County Planning Regions are the components of three major geographical

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TABLE 172 - Continued

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sub-divisions of the state, Eastern (Coastal), Piedmont (Central), and Western (Mountain). The letter E in this column indicates that the school district is located in the Eastern region of North Carolina, the letter P in this column indicates that the school district is located in the Piedmont region of North Carolina and the letter W in this column indicates that the school district is located in the Western region of North Carolina.

NOTE: <sup>c</sup>In the Rural Status column an operational decision was made to classify each county and the cities within the county as either predominately rural or non-rural. The operational decision point was based on the status of the median county (100 counties in North Carolina). The counties were rank ordered by percentage of rural population (most rural to least rural). The median county reflected a rural population of 75.0 percent (if the county recorded 75.0 percent or higher, then it was classified as a predominately rural county, if the county recorded 74.9 percent rural or less, then it was classified as a predominately non-rural county). See North Carolina Department of Administration, p. 8.

NOTE: <sup>d</sup>In the Percentage Rural column, the rural percentage of each county was recorded. See North Carolina Department of Administration, p. 8.

## APPENDIX L

### Administrative Data by School District

TABLE 173

## ADMINISTRATIVE DATA BY SCHOOL DISTRICT

District	Number of Schools <sup>a</sup>			Miscellaneous	
	Elem.	Second.	Comb.	Pupil/Teach. Ratio <sup>b</sup>	%-Est.HS Dropouts <sup>c</sup>
Alamance Co.	17	4	0	20.6	7.0
Burlington Ct.	8	3	0	19.3	6.2
Alexander Co.	5	1	2	21.2	7.6
Alleghany Co.	3	1	0	20.3	8.1
Anson Co.	8	1	1	20.3	7.5
Ashe Co.	8	3	0	18.4	8.3
Avery Co.	7	1	0	20.2	8.4
Beaufort Co.	4	0	5	21.0	5.4
Washington Ct.	3	1	1	21.0	7.8
Bertie Co.	8	1	1	19.7	8.7
Bladen Co.	7	1	5	19.4	6.4
Brunswick Co.	8	2	1	19.8	9.3
Buncombe Co.	28	6	4	21.5	8.3
Asheville Ct.	9	2	1	17.4	8.8
Burke Co.	12	2	9	19.5	10.0
Cabarrus Co.	9	2	2	21.0	8.2
Concord Ct.	4	1	0	18.8	8.8
Kannapolis Ct.	7	1	1	21.6	8.7



TABLE 173 - Continued

District	Number of Schools <sup>a</sup>			Miscellaneous	
	Elem.	Second.	Comb.	Pupil/Teach. Ratio <sup>b</sup>	%-Est.HS Dropouts <sup>c</sup>
Caldwell Co.	20	3	2	20.7	9.0
Camden Co.	2	1	0	20.7	8.6
Carteret Co.	10	2	0	20.4	8.9
Caswell Co.	10	1	1	21.6	7.9
Catawba Co.	16	5	0	19.4	6.6
Hickory Ct.	8	1	2	20.7	8.2
Newton Ct.	5	1	2	18.6	7.8
Chatham Co.	10	3	0	20.1	6.7
Cherokee Co.	7	0	3	21.5	7.4
Chowan Co.	3	1	1	17.9	7.5
Clay Co.	2	0	1	20.0	8.0
Cleveland Co.	13	2	2	21.3	7.1
Kings Mt. Ct.	6	1	1	19.1	9.6
Shelby Ct.	5	1	2	19.3	6.2
Columbus Co.	11	3	4	19.2	6.9
Whiteville Ct.	3	1	0	19.5	8.3
Craven Co.	9	2	2	20.7	7.0
New Bern Ct.	6	2	0	20.5	12.5
Cumberland Co.	35	6	14	19.2	7.3

TABLE 173 - Continued

District	Number of Schools <sup>a</sup>			Miscellaneous	
	Elem.	Second.	Comb.	Pupil/Teach. Ratio <sup>b</sup>	%-Est.HS Dropouts <sup>c</sup>
Fayetteville Ct.	12	3	0	17.3	5.6
Currituck Co.	5	1	0	18.7	11.5
Dare Co.	2	0	2	18.5	8.2
Davidson Co.	18	6	2	21.7	7.1
Lexington Ct.	7	1	1	19.5	7.9
Thomasville Ct.	4	1	1	18.9	6.8
Davie Co.	6	1	0	21.8	6.3
Duplin Co.	11	4	2	20.1	6.6
Durham Co.	14	3	6	18.7	7.7
Durham Ct.	17	2	1	16.4	14.2
Edgecombe Co.	7	1	2	18.2	10.5
Tarboro Ct.	5	1	0	18.9	7.2
Forsyth Co.	48	14	4	18.9	6.0
Franklin Co.	5	0	5	19.8	8.5
Franklinton Ct.	1	0	1	18.8	8.1
Gaston Co.	35	7	14	20.4	9.5
Gates Co.	3	1	1	15.1	7.1
Graham Co.	1	1	1	19.2	9.9
Granville Co.	10	3	0	19.3	7.8

TABLE 173 - Continued

District	Number of Schools <sup>a</sup>			Miscellaneous	
	Elem.	Second.	Comb.	Pupil/Teach. Ratio <sup>b</sup>	%-Est.HS Dropouts <sup>c</sup>
Greene Co.	5	1	2	18.5	6.9
Guilford Co.	30	5	7	19.8	7.2
Greensboro Ct.	32	4	11	17.7	7.6
High Point Ct.	12	2	3	17.2	8.5
Halifax Co.	12	3	1	20.0	9.2
Roanoke Rapids Ct.	4	0	1	19.6	6.5
Weldon Ct.	2	1	0	19.3	11.3
Harnett Co.	16	3	2	19.7	7.7
Haywood Co.	12	2	3	19.6	7.1
Henderson Co.	10	2	3	20.7	6.6
Hendersonville Ct.	3	1	0	18.1	7.5
Hertford Co.	6	2	0	19.4	8.3
Hoke Co.	6	1	1	19.4	11.7
Hyde Co.	2	0	2	17.0	6.2
Iredell Co.	18	3	0	21.6	8.7
Mooreville Ct.	3	1	1	19.6	11.7
Statesville Ct.	6	1	2	18.6	7.3
Jackson Co.	5	1	2	18.0	6.7
Johnston Co.	18	4	2	19.4	6.6

TABLE 173 - Continued

District	Number of Schools <sup>a</sup>			Miscellaneous	
	Elem.	Second.	Comb.	Pupils/Teach. Ratio <sup>b</sup>	%-Est.HS Dropouts <sup>c</sup>
Jones Co.	4	1	1	18.2	6.9
Lee Co.	9	1	3	18.4	6.8
Lenoir Co.	6	2	3	18.2	7.1
Kinston Ct.	7	1	1	18.0	10.2
Lincoln Co.	14	3	3	19.9	8.5
Macon Co.	8	1	2	19.2	7.0
Madison Co.	6	1	0	20.3	8.2
Martin Co.	10	2	2	17.7	7.8
McDowell Co.	8	1	2	20.9	12.2
Mecklenburg Co.	75	10	22	18.4	7.5
Mitchell Co.	6	2	0	21.7	8.3
Montgomery Co.	8	2	0	19.8	8.8
Moore Co.	15	3	0	20.6	9.3
Nash Co.	14	4	0	18.8	9.4
Rocky Mount Ct.	8	1	1	19.0	9.0
New Hanover Co.	25	6	2	20.1	9.0
Northampton Co.	10	2	2	19.0	8.1
Onslow Co.	16	5	3	21.6	7.6
Orange Co.	7	1	0	18.0	8.5

TABLE 173 - Continued

District	Number of Schools <sup>a</sup>			Miscellaneous	
	Elem.	Second.	Comb.	Pupil/Teach. Ratio <sup>b</sup>	%-Est.HS Dropouts <sup>c</sup>
Chapel Hill Ct.	6	1	3	15.9	2.9
Pamlico Co.	2	1	1	18.7	8.1
Pasquotank Co.	7	1	1	19.4	10.2
Pender Co.	7	1	4	19.4	9.6
Perquimans Co.	3	1	0	17.8	12.1
Person Co.	8	1	2	19.6	7.6
Pitt Co.	16	4	0	18.0	7.4
Greenville Ct.	7	1	2	17.2	6.1
Polk Co.	4	0	2	19.8	7.9
Tryon Ct.	1	1	0	16.2	3.5
Randolph Co.	17	4	0	21.7	10.6
Asheboro Ct.	5	1	2	19.6	6.1
Richmond Co.	10	1	4	20.5	8.1
Robeson Co.	14	3	6	19.4	8.3
Fairmont Ct.	3	1	0	19.4	11.2
Lumberton Ct.	6	1	1	21.1	8.9
Maxton Ct.	2	1	0	17.3	9.8
Red Springs Ct.	2	1	0	17.8	6.4
Saint Pauls Ct.	1	0	1	19.2	9.5

TABLE 173 - Continued

District	Number of Schools <sup>a</sup>			Miscellaneous	
	Elem.	Second.	Comb.	Pupil/Teach. Ratio <sup>b</sup>	%-Est.HS Dropouts <sup>c</sup>
Rockingham Co.	7	1	1	20.7	9.8
Eden Ct.	6	1	1	20.2	9.6
Madison Ct.	5	1	0	20.8	8.9
Reidsville Ct.	6	1	1	19.6	8.3
Rowan Co.	16	4	3	20.7	7.5
Salisbury Ct.	4	1	2	16.5	7.9
Rutherford Co.	20	3	1	21.3	9.7
Sampson Co.	13	4	3	20.6	6.5
Clinton Ct.	4	1	0	19.5	8.2
Scotland Co.	12	1	0	19.4	7.9
Stanly Co.	11	2	1	20.5	8.2
Albemarle Ct.	4	1	1	17.6	8.6
Stokes Co.	10	1	3	19.9	7.1
Surry Co.	12	3	0	21.0	8.3
Elkin Ct.	2	0	1	18.1	8.1
Mount Airy Ct.	2	1	1	18.9	8.5
Swain Co.	4	1	0	19.7	9.0
Transylvania Co.	7	1	1	20.1	7.9
Tyrell Co.	1	1	0	16.2	6.5

TABLE 173 - Continued

District	Number of Schools <sup>a</sup>			Miscellaneous	
	Elem.	Second.	Comb.	Pupil/Teach. Ratio <sup>b</sup>	%-Est.HS Dropouts <sup>c</sup>
Union Co.	17	5	0	21.4	8.7
Monroe Ct.	4	1	0	19.6	11.0
Vance Co.	11	1	2	19.5	7.2
Wake Co.	57	11	16	18.3	7.1
Warren Co.	5	2	1	18.0	9.6
Washington Ct.	5	1	1	19.4	7.2
Watauga Co.	8	1	1	19.4	7.7
Wayne Co.	11	3	6	20.3	6.0
Goldsboro Ct.	6	1	1	17.2	6.9
Wilkes Co.	16	4	0	20.4	8.8
Wilson Co.	15	4	5	20.0	8.3
Yadkin Co.	8	2	0	21.5	7.0
Yancey Co.	9	1	0	21.1	8.8

SOURCE: The columns, District, Number of Schools, Pupil/Teacher Ratio, and Percentage Estimated annual high school dropout rate were compiled from data contained in, Division of Management and Information Systems, Statistical Profile: North Carolina Public Schools - 1978 (Raleigh, North Carolina: Department of Public Education, 1978), pp. II-9 - II-585.

NOTE: <sup>a</sup>Elementary Schools are any school that has grades K-8 or any subset of K-8, such as, K-2, K-3, 2-4, 3-6, K-6. Secondary Schools are any school that

TABLE 173 - Continued

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has grades 9-12 or any subset of 9-12, such as, 10-12. Combined Schools are any school that has a combination of elementary and secondary grades in the same school, such as, 6-12, 7-9, K-12.

<sup>b</sup>The Pupil/Teacher Ratio is calculated each year using the first month's Average Daily Membership, plus additional administrative reports (Division of Management Information System, p. I-45 and pp. II-9 - II-585).

<sup>c</sup>The Percentage Estimated annual high school dropout rates are calculated by a complex formula (Division of Management Information Systems, p. I-45 and pp. II-9 - II-585). Caution is urged with their usage.



## APPENDIX M

Estimated Educational Level of Parents by School District

TABLE 174

## ESTIMATED EDUCATIONAL LEVEL OF PARENTS BY SCHOOL DISTRICT

District	%-8th grade or less	%-more than 8th- less HS	%-HS Grad.	%- Beyond HS	$\Sigma$ =100%
Alamance Co.	6.2	20.9	49.8	23.1	1026
Burlington Ct.	4.3	25.0	36.3	34.4	608
Alexander Co.	10.8	25.1	48.5	15.6	379
Alleghany Co.	14.0	35.0	38.5	12.6	143
Anson Co.	16.3	27.5	48.0	8.3	448
Ashe Co.	17.4	24.7	47.1	10.8	344
Avery Co.	19.6	27.1	37.3	16.1	255
Beaufort Co.	5.2	26.7	59.9	8.1	307
Washington Ct.	5.8	27.1	41.2	25.8	240
Bertie Co.	26.2	36.7	27.1	10.0	420
Bladen Co.	8.3	32.5	39.7	19.4	504
Brunswick Co.	10.5	30.7	49.3	9.5	296
Buncombe Co.	5.3	20.5	47.0	27.1	1855
Asheville Ct.	7.8	25.4	40.4	26.4	421
Burke Co.	8.0	31.0	43.2	17.8	1059
Cabarrus Co.	6.6	23.7	47.1	22.6	729
Concord Ct.	17.3	24.9	26.0	31.8	277
Kannapolis Ct.	9.7	26.3	45.2	18.9	404
Caldwell Co.	8.9	29.6	46.6	18.9	1117

TABLE 174 - Continued

District	%-8th grade or less	%-more than 8th- less HS	%-HS Grad.	% Beyond HS	$\Sigma$ =100%
Camden Co.	9.0	28.0	43.0	20.0	100
Carteret Co.	5.6	16.9	44.2	33.3	534
Caswell Co.	16.3	32.8	42.9	8.0	326
Catawba Co.	6.3	26.9	47.0	19.8	957
Hickory Ct.	8.1	25.2	24.9	41.8	385
Newton Ct.	8.6	27.6	29.6	34.2	257
Chatham Co.	7.5	25.8	50.2	16.5	466
Cherokee Co.	11.3	27.2	48.5	13.0	301
Chowan Co.	15.1	31.7	34.4	18.8	186
Clay Co.	19.0	29.1	29.1	22.8	79
Cleveland Co.	12.9	25.5	44.3	17.4	800
Kings Mountain	11.4	33.4	43.4	11.7	332
Shelby Ct.	01.8	25.9	34.0	29.2	332
Columbus Co.	25.1	22.3	38.7	13.9	685
Whiteville Ct.	9.6	30.7	39.9	19.7	218
Craven Co.	6.4	20.7	48.4	24.6	639
New Bern Ct.	11.4	26.8	36.9	24.8	298
Cumberland Co.	6.1	17.3	50.8	25.8	2425
Fayetteville Ct.	10.3	20.8	32.1	36.8	620

TABLE 174 - Continued

District	%-8th grade or less	%-more than 8th- less HS	%-HS Grad.	% Beyond HS	$\Sigma$ =100%
Currituck Co.	3.4	20.9	59.3	16.4	177
Dare Co.	3.8	23.1	40.4	32.7	156
Davidson Co.	6.8	26.8	47.5	18.9	1359
Lexington Ct.	6.7	31.2	34.6	27.5	269
Thomasville Ct.	11.3	40.6	27.1	21.1	266
Davie Co.	5.7	18.6	59.8	16.0	388
Duplin Co.	12.6	27.0	43.2	17.2	681
Durham Co.	4.5	14.8	40.5	40.2	1243
Durham Ct.	7.5	32.4	38.9	21.2	638
Edgecombe Co.	19.3	40.7	35.3	4.7	487
Tarboro Ct.	9.1	30.4	44.8	15.7	230
Forsyth Co.	5.5	16.3	42.7	35.5	2971
Franklin Co.	23.2	29.0	36.0	11.9	328
Franklinton Ct.	40.8	34.5	17.6	7.0	142
Gaston Co.	11.9	30.6	39.1	18.3	2723
Gates Co.	18.9	34.3	34.3	12.6	143
Graham Co.	20.2	22.8	48.2	8.8	114
Granville Co.	13.6	31.1	41.4	13.9	589
Greene Co.	16.5	32.7	35.3	15.4	272

TABLE 174 - Continued

District	%-8th grade or less	%-more than 8th less HS	%-HS Grad.	% Beyond HS	$\Sigma$ =100%
Guilford Co.	5.0	19.9	40.4	34.8	1573
Greensboro Ct.	6.6	21.7	30.0	41.8	1906
High Point Ct.	13.8	28.8	32.1	25.2	753
Halifax Co.	32.0	39.1	25.8	3.1	682
Roanoke Rapids Ct.	5.8	23.5	41.2	29.6	226
Weldon Ct.	13.7	27.3	45.3	13.7	139
Harnett Co.	11.3	33.2	40.4	15.1	909
Haywood Co.	7.5	20.3	50.2	22.0	654
Henderson Co.	5.1	22.1	50.9	21.9	652
Hendersonville Ct.	4.8	29.0	25.0	41.1	124
Hertford Co.	18.7	36.5	31.9	12.9	139
Hoke Co.	20.2	30.3	33.8	15.7	337
Hyde Co.	14.6	32.0	32.9	15.5	103
Iredell Co.	9.5	22.6	49.8	18.0	809
Mooreville Ct.	2.5	15.0	50.6	31.9	160
Statesville Ct.	13.8	30.2	29.9	26.0	311
Jackson Co.	8.9	24.2	39.2	27.7	314
Johnson Co.	15.0	30.4	37.8	16.8	1115
Jones Co.	3.3	24.6	63.1	9.0	122

TABLE 174 - Continued

District	%-8th grade or less	%-more than 8th less HS	%-HS Grad.	% Beyond HS	$\Sigma$ =100%
Lee Co.	4.9	21.7	44.4	29.0	534
Lenoir Co.	12.5	24.1	43.1	20.4	506
Kinston Ct.	13.3	24.1	36.0	26.6	369
Lincoln Co.	11.8	30.7	41.8	15.6	684
Macon Co.	14.1	16.9	45.4	23.7	249
Madison Co.	9.6	25.9	47.8	16.7	228
Martin Co.	16.9	31.4	39.0	12.7	472
McDowell Co.	10.3	25.8	46.0	17.9	582
Mecklenburg Co.	6.3	18.9	36.4	38.4	5425
Mitchell Co.	18.9	20.4	42.2	18.4	206
Montgomery Co.	21.0	33.8	31.7	13.5	334
Moore Co.	7.6	24.2	42.0	26.2	726
Nash Co.	22.0	32.0	33.9	11.3	826
Rocky Mount Ct.	14.4	23.6	32.9	29.1	450
New Hanover Co.	4.8	22.9	39.0	33.4	1133
Northampton Co.	30.6	26.6	32.2	10.6	376
Onslow Co.	7.0	25.8	43.4	23.7	1165
Orange Co.	9.8	28.5	36.0	25.8	400
Chapel Hill Ct.	4.7	3.1	18.4	73.7	358

TABLE 174 - Continued

District	%-8th grade or less	%-more than 8th less HS	%-HS Grad.	% Beyond HS	≤ =100%
Pamlico Co.	6.1	29.3	49.4	15.2	164
Pasquotank Co.	11.8	23.8	34.6	29.9	425
Pender Co.	9.2	28.5	45.3	17.1	369
Perquimans Co.	5.1	36.8	44.4	13.7	117
Person Co.	15.6	30.9	38.4	15.1	469
Pitt Co.	14.9	30.0	34.7	20.4	819
Greenville Ct.	14.8	18.3	27.2	39.6	338
Polk Co.	7.9	28.6	42.9	20.6	126
Tryon Ct.	4.4	15.6	31.1	48.9	45
Randolph Co.	8.3	28.4	46.6	16.7	1105
Asheboro Ct.	7.4	20.9	42.0	29.7	350
Richmond Co.	12.6	30.8	40.4	16.2	659
Robeson Co.	23.9	34.9	29.5	11.7	976
Fairmont Ct.	19.9	44.4	29.1	6.6	151
Lumberton Ct.	17.8	23.2	32.4	26.7	315
Maxton Ct.	19.1	26.6	41.5	12.8	94
Red Springs Ct.	41.2	28.1	23.7	7.0	114
Saint Pauls Ct.	24.6	31.3	36.6	7.5	134
Rockingham Co.	12.3	32.3	42.7	12.8	415

TABLE 174 - Continued

District	%-8th grade or less	%-more than 8th less HS	%-HS Grad.	% Beyond HS	$\Sigma$ =100%
Eden Ct.	10.3	26.2	43.3	20.2	397
Madison Ct.	7.7	36.7	34.7	20.9	196
Reidsville Ct.	6.7	29.9	42.2	21.2	344
Rowan Co.	6.8	23.2	49.4	20.5	1095
Salisbury Ct.	14.0	21.7	32.9	31.4	207
Rutherford Co.	10.2	28.9	42.2	18.7	806
Sampson Co.	11.3	30.2	46.7	11.8	559
Clinton Ct.	9.0	20.4	40.3	30.3	201
Scotland Co.	14.3	24.2	37.5	24.0	488
Stanly Co.	5.8	23.2	43.9	27.1	583
Albemarle Ct.	9.3	29.0	30.6	31.1	183
Stokes Co.	9.7	28.9	50.2	11.1	494
Surry Co.	11.8	31.6	44.4	12.2	671
Elkin Ct.	7.1	11.4	51.4	30.0	70
Mount Airy Ct.	18.7	31.8	30.8	18.7	198
Swain Co.	8.3	18.2	48.8	24.8	121
Transylvania Co.	6.3	24.1	38.4	31.3	352
Tyrrell Co.	11.3	34.0	41.5	13.2	53
Union Co.	12.7	19.0	48.8	19.6	923



TABLE 174 - Continued

District	%-8th grade or less	%-more than 8th less HS	%-HS Grad.	% Beyond HS	≤=100%
Monroe Ct.	17.4	24.8	28.5	29.3	270
Vance Co.	19.0	37.3	32.3	11.3	609
Wake Co.	6.3	15.0	33.6	45.1	2751
Warren Co.	20.0	27.6	39.0	13.4	290
Washington Co.	13.5	29.0	40.1	17.5	297
Watauga Co.	12.6	17.5	40.9	28.9	325
Wayne Co.	7.8	16.6	52.0	23.6	970
Goldsboro Ct.	13.6	24.7	40.5	21.2	425
Wilkes Co.	12.7	30.8	42.6	13.9	944
Wilson Co.	14.6	30.1	40.5	14.7	1095
Yadkin Co.	6.3	25.2	55.6	12.9	365
Yancey Co.	8.4	25.6	51.5	14.5	227

SOURCE: This data was based on student profile reports that accompanied the annual testing program of the North Carolina Department of Public Education (the exception being Greene County Public Schools). These data were based on the sixth graders who took the California Achievement Test (level 16, Form C, 1973 edition) during April, 1978. The data and explanation are based on information provided by Betty A. Marsh, Research Division, North Carolina Department of Public Education, 2 November, 1978.

The data for Greene County Public Schools was based on student profile reports that accompanied the Pre-test of the North Carolina High School Competency Examination,

TABLE 174 - Continued

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administered during March, 1978. These data and explanation were based on the interview noted above.

NOTE: The student profile data was estimated by either the student's home room teacher or the school counselor.

# APPENDIX N

Estimated Income Level of Parents by School District

TABLE 175

## ESTIMATED INCOME LEVEL OF PARENTS BY SCHOOL DISTRICT

District	%-Under \$5000	%-\$5000 to \$15000	%-Over \$15000	Σ =100%
Alamance Co.	8.4	68.7	22.9	1029
Burlington Ct.	15.7	56.9	27.4	610
Alexander Co.	11.3	66.3	22.4	380
Alleghany Co.	27.8	60.4	11.8	144
Anson Co.	19.3	75.3	5.4	445
Ashe Co.	30.0	63.4	6.6	347
Avery Co.	19.5	63.8	16.7	225
Beaufort Co.	21.2	70.0	8.8	307
Washington Ct.	17.1	65.7	17.1	280
Bertie Co.	27.7	66.8	5.5	419
Bladen Co.	26.7	62.4	10.9	505
Brunswick Co.	27.1	63.9	8.9	291
Buncombe Co.	8.9	67.0	24.2	1873
Asheville Ct.	22.5	59.3	18.2	418
Burke Co.	8.7	77.2	14.1	1072
Cabarrus Co.	11.0	66.5	22.5	726
Concord Ct.	24.5	49.6	25.9	278
Kannapolis Ct.	15.1	66.7	18.3	405
Caldwell Co.	11.1	69.9	19.0	1109

TABLE 175 - Continued

District	%-Under \$5000	%-\$5000 to \$15000	%-Over \$15000	$\Sigma$ =100%
Camden Co.	13.0	77.0	10.0	100
Carteret Co.	12.4	61.9	25.7	499
Caswell Co.	27.6	69.0	3.4	326
Catawba Co.	8.9	65.2	25.9	978
Hickory Ct.	15.4	51.8	32.7	382
Newton Ct.	10.8	55.2	34.0	259
Chatham Co.	16.1	70.1	13.8	465
Cherokee Co.	20.3	72.5	7.2	305
Chowan Co.	15.2	60.3	24.5	184
Clay Co.	25.9	70.6	3.5	85
Cleveland Co.	12.8	69.0	18.3	800
Kings Mountain Ct.	14.5	71.1	14.5	332
Shelby Ct.	18.4	52.4	29.2	332
Columbus Co.	39.9	51.1	9.0	700
Whiteville Ct.	12.2	47.5	40.3	139
Craven Co.	13.9	65.7	20.4	642
New Bern Ct.	32.7	45.3	22.0	300
Cumberland Co.	12.1	70.7	17.1	2420
Fayetteville Ct.	25.6	46.0	28.4	624

TABLE 175 - Continued

District	%-Under \$5000	%-\$5000 to \$15000	%-Over \$15000	$\leq$ =100%
Currituck Co.	1.1	81.9	16.9	177
Dare Co.	10.8	70.1	19.1	157
Davidson Co.	10.2	70.5	19.3	1358
Lexington Ct.	25.7	55.4	19.0	269
Thomasville Ct.	33.8	53.4	12.8	266
Davie Co.	14.9	62.2	22.9	389
Duplin Co.	23.0	64.9	12.2	683
Durham Co.	10.0	49.8	40.1	1238
Durham Ct.	28.5	63.1	8.5	674
Edgecombe Co.	38.0	59.4	2.6	500
Tarboro Ct.	29.6	57.4	13.0	230
Forsyth Co.	18.0	45.7	36.3	3013
Franklin Co.	29.3	58.8	11.9	335
Franklinton Ct.	46.2	49.0	4.9	143
Gaston Co.	12.6	67.5	20.0	2731
Gates Co.	30.8	62.2	7.0	143
Graham Co.	9.3	77.1	13.6	118
Granville Co.	24.2	56.9	18.8	590
Greene Co.	18.4	67.6	14.0	272
Guilford Co.	8.9	57.7	33.4	1490

TABLE 175 - Continued

District	%-Under \$5000	%-\$5000 to \$15000	%-Over \$15000	$\Sigma$ =100%
Greensboro Ct.	16.7	53.0	30.3	1786
High Point Ct.	18.8	60.4	20.9	752
Halifax Co.	54.8	44.5	0.7	703
Roanoke Rapids Ct.	11.1	63.3	15.7	226
Weldon Ct.	17.3	78.4	4.3	139
Harnett Co.	19.9	66.3	13.8	914
Haywood Co.	9.6	64.4	16.0	654
Henderson Co.	11.0	67.7	21.3	663
Hendersonville Ct.	9.7	52.4	37.9	124
Hertford Co.	44.1	49.4	6.6	395
Hoke Co.	29.5	59.0	11.5	356
Hyde Co.	26.2	61.2	12.6	103
Iredell Co.	9.5	69.9	20.6	824
Mooreville Ct.	16.0	54.3	29.6	162
Statesville Ct.	24.8	56.5	18.6	322
Jackson Co.	18.4	61.1	20.6	321
Johnson Co.	22.3	63.0	14.7	1132
Jones Co.	27.8	69.0	3.2	126
Lee Co.	17.4	64.5	18.1	541
Lenoir Co.	22.3	62.0	15.7	498

TABLE 175 - Continued

District	%-Under \$5000	%-\$5000 to \$15000	%-Over \$15000	$\leq$ =100%
Kinston Ct.	38.1	43.2	18.6	370
Lincoln Co.	11.4	69.3	19.3	684
Macon Co.	12.0	72.5	15.5	258
Madison Co.	25.9	64.9	9.2	228
Martin Co.	35.3	50.5	14.3	434
McDowell Co.	17.2	70.8	12.0	583
Mecklenburg Co.	14.8	49.3	35.9	5474
Mitchell Co.	20.4	68.4	11.2	206
Montgomery Co.	23.9	63.9	12.2	335
Moore Co.	17.8	68.6	13.6	726
Nash Co.	33.3	59.2	7.5	828
Rocky Mount Ct.	26.5	50.8	22.9	461
New Hanover Co.	19.4	54.4	26.2	1045
Northampton Co.	52.2	35.1	12.7	410
Onslow Co.	10.4	74.1	15.4	1178
Orange Co.	22.2	58.4	19.5	401
Chapel Hill Ct.	10.2	33.2	56.5	361
Pamlico Co.	20.7	62.1	17.2	169
Pasquotank Co.	23.0	61.7	15.3	426



TABLE 175 - Continued

District	%-Under \$5000	%-\$5000 to \$15000	%-Over \$15000	$\leq$ =100%
Pender Co.	33.4	56.4	10.2	374
Perquimans Co.	20.0	60.8	19.2	120
Person Co.	24.5	63.6	11.9	470
Pitt Co.	26.4	60.1	13.5	842
Greenville Ct.	28.6	38.9	32.4	339
Polk Co.	9.2	82.5	8.3	120
Tryon Ct.	10.6	40.4	48.9	47
Randolph Co.	11.8	67.3	20.9	1109
Asheboro Ct.	13.0	62.5	24.5	355
Richmond Co.	-	-	-	-
Robeson Co.	37.4	56.0	6.6	1043
Fairmont Ct.	33.7	59.6	6.6	166
Lumberton Ct.	33.8	53.6	12.7	308
Maxton Ct.	49.5	46.3	4.2	95
Red Springs Ct.	27.8	67.8	4.3	115
Saint Pauls Ct.	26.1	72.4	1.5	134
Rockingham Co.	16.2	67.7	16.2	421
Eden Ct.	15.5	68.3	16.2	401
Madison Ct.	10.3	69.7	20.0	195
Reidsville Ct.	17.6	68.2	14.2	346

TABLE 175 - Continued

District	%-Under \$5000	%-\$5000 to \$15000	%-Over \$15000	$\sum$ =100%
Rowan Co.	8.3	70.7	21.0	1095
Salisbury Ct.	21.3	52.7	26.1	207
Rutherford Co.	14.3	74.2	11.5	816
Sampson Co.	32.4	61.4	6.3	559
Clinton Ct.	17.5	65.5	17.0	200
Scotland Co.	25.2	56.3	18.5	492
Stanly Co.	11.5	68.6	19.9	574
Albemarle Ct.	19.6	52.2	28.3	184
Stokes Co.	11.4	69.3	19.3	528
Surry Co.	11.9	77.0	11.0	653
Elkin Ct.	2.8	57.7	39.4	71
Mount Airy Ct.	21.1	55.3	23.6	199
Swain Co.	14.8	71.1	14.1	135
Transylvania Co.	9.4	54.4	33.1	350
Tyrrell Co.	11.3	81.1	7.5	53
Union Co.	19.3	59.2	21.5	924
Monroe Ct.	20.4	53.7	25.9	270
Vance Co.	27.4	62.8	9.8	610
Wake Co.	14.4	49.0	36.6	3804
Warren Co.	50.7	44.8	4.5	290

TABLE 175 - Continued

District	%-Under \$5000	%-\$5000 to \$15000	%-Over \$15000	$\Sigma$ =100%
Washington Co.	29.0	57.2	13.8	297
Watauga Co.	20.4	56.1	23.6	280
Wayne Co.	16.7	62.2	21.0	974
Goldsboro Ct.	26.0	57.7	16.3	423
Wilkes Co.	15.2	68.6	16.2	953
Wilson Co.	42.7	61.7	13.6	1112
Yadkin Co.	9.7	71.1	19.1	350
Yancey Co.	12.5	75.4	12.1	232

SOURCE: This data was based on student profile reports that accompanied the annual testing program of the North Carolina Department of Public Education (the exception being Greene County and Richmond County Public Schools). These data were based on the sixth graders who took the California Achievement Test (level 16, Form C, 1973 edition) during April, 1978. The data and explanations are based on an interview and a computer print-out provided by Betty A. Marsh, Research Division, North Carolina Department of Public Education, 2 November 1978.

The data for Greene County Public Schools were based on student profile reports that accompanied the Pre-test of the North Carolina High School Competency Examination, administered during March, 1978. This data and explanation are based on the noted above interview. The data for Richmond County Public Schools was not available.

NOTE: The student profile data was estimated by either the student's home room teacher or the school counselor.