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Investigating the Effectiveness of the School Security Climate on Student Connectedness and  
School Performance

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## Literature Review

High-profile incidents of school violence have led to an increase in local and national initiatives to improve school climate and ensure that school is a place where students feel safe to learn (Addington, 2009). While school crime is at its lowest in decades (Musu et al., 2019), statistics from the 2015-2016 School Survey on Crime and Safety suggests that schools have steadily increased their reliance on security measures to promote safe schools. In fact, between the years 2001 and 2017, the percentage of schools nationwide that reported using a variety of school security measures increased drastically, including the use of security cameras (39% to 84%), locked doors (49% to 79%), and the presence of security personnel in schools (64% to 71%) (Musu et al., 2019). Efforts to monitor the safety of schools reflect increased recognition of the importance of promoting school safety and reducing school violence.

Research exploring ways to facilitate positive school environments that are conducive to learning are critical given that research has suggested perceptions of safety at school are associated with a variety of important outcomes including increased attendance and performance (Barrett, Jennings, & Lynch, 2012), social engagement (Yuan & McNeely, 2018), decreased school avoidance (Nguyen, Yuan, & McNeely, 2020), and lower dropout rates (Osher, Dwyer, Jimerson, & Brown, 2012). In fact, research suggests that students report that feeling unsafe at school impacts their ability to learn (Croft, Moore, & Guffy, 2019). Although there is a push to increase efforts to promote feelings of safety in schools, researchers could benefit from a more nuanced understanding of current practices used to promote school safety and reduce school violence.

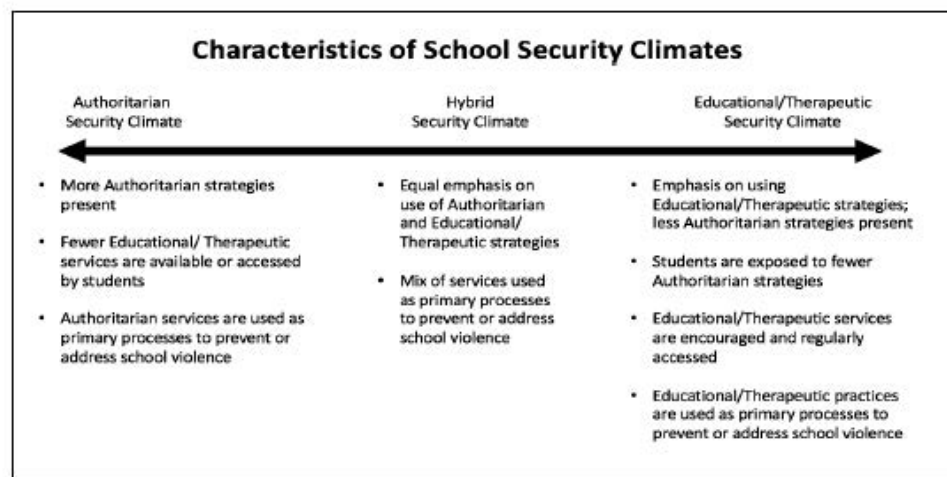
While past research has contributed to a better understanding of various school safety practices and their effects on students and the school environment, little research has focused on the school security climate. This is potentially problematic, as schools seldom employ only one safety intervention; rather, today's schools employ several interventions simultaneously to meet their safety and security needs. Furthermore, few studies have explored how characteristics of the school security environment are associated with aspects of school climate outside of the areas of perceptions of safety and disciplinary infractions (Hanna et al., 2021). It is important to understand how to promote safe schools, but also other important aspects of the school climate that contribute to student success, such as having supportive teachers and peers (Coyle et al., 2021) and perceptions of victimization (Cuellar et al., 2021). Therefore, the purpose of this study was to investigate how different school security climates impact student outcomes, specifically perceptions of the school climate and academic performance with a sample of diverse inner city high school students.

### **Authoritarian and Educational/Therapeutic Security Measures**

Preventative policies and practices designed to improve school safety, herein referred to as school safety strategies, can be classified in a number of ways (Nickerson & Spears, 2007; Time & Payne, 2008; Cuellar, 2016). Nickerson and Spears (2007) provide the most parsimonious framework for classifying school safety strategies. They assert that school safety strategies can be grouped into two categories: authoritarian or educational/therapeutic (see Figure 1). The authoritarian approach assumes the use of authority to prevent school violence, often involving the deployment of police or the application of security hardware in the school setting (e.g., metal detectors, security cameras, school policing, zero-tolerance policies). Other

researchers have defined such an approach as physical approaches that involve structural changes in the environment used to prevent school violence (Time & Payne, 2008). Authoritarian climates often include strategies such as the use of metal detectors and security cameras within the school, school policing and student searches, zero-tolerance policies, and other strict rules and regulation. In contrast, educational and therapeutic approaches aim to improve school climate by increasing communication between students and school personnel while promoting student connectedness. Educational/therapeutic interventions often include counseling, conflict resolution training, peer mediation programs, and parent-community programs (Nickerson & Spears, 2007)

Figure 1 Characteristics of School Security Climates



Several theoretical frameworks guide our understanding of how authoritarian and therapeutic school security measures may relate to student perceptions of the school climate, feeling of connectedness and safety at school and promote academic outcomes. One theoretical model used to justify the use of authoritarian approaches to school security is routine activities theory, first presented by Cohen & Felson (1979). This theory assumes that offenders are likely

to commit a crime when there is an opportunity to engage in negative behavior and when there is a lack of guardianship or supervision to prevent a crime from occurring. Research supporting this model would suggest that schools with greater authoritarian security would have reduced crime, and as a result, more positive school climates and student performance.

Alternatively, another theoretical model, social disorganization theory, suggests that increased security at schools may actually have detrimental effects on how youth perceive the school environment, with more school security functioning as a signal of disorder in schools, making youth more fearful (Fisher & Tanner-Smith, 2016). Research supporting this theory would suggest that increased authoritarian security measures would be associated with more negative student outcomes and that interactionist or educational approaches to school security would be more beneficial.

Overall, the literature investigating the impact of authoritarian and therapeutic approaches has been mixed, making it difficult to understand which types of strategies are best in promoting positive student outcomes. Several research studies have suggested that despite having good intentions, students attending schools with greater authoritarian security measures have greater fear of crime and avoidance (Nguyen et al., 2019; Bachman et al., 2011). Other studies have found negative associations between the presence of security cameras, locked doors, metal detectors, and school policing and perceptions of safety (Connell, 2016; Perumean-Chaney et al., 2013; Schreck & Miller, 2003). For example, Perumean-Chaney and Sutton (2012) found among a nationally representative sample of United States school-aged youth that the number of visible security measures used in schools (e.g., metal detectors, security cameras, locked gates) was negatively associated with students' feelings of safety. In one of the few studies that

specifically investigated school security measures and school climate, cameras inside the school were associated with reduced perceptions of school climate including safety, equity and support (Johnson et al., 2018).

Research exploring therapeutic approaches to school security such as the implementation of peer mediation, conflict resolution and other skill building programs, has suggested that such programs are related to more positive student outcomes. For example, research on conflict resolution, peer mediation, student mentoring, and counseling programs suggest a positive association between their use and reducing school violence (Benson & Benson, 1993; Bell et al., 2000; Daunic et al., 2000; DuBois et al., 2011; Smith, Daunic, Miller, & Robinson, 2002). However, few studies have explored how both authoritarian approaches and therapeutic approaches together may impact indicators of student success, warranting more research on this topic.

### **Gaps in the Literature**

While there has been a great deal of research exploring school security, there are several important gaps in the literature that warrant further exploration. Much of the research concerning reliance on authoritarian approaches was conducted using three large, publicly available secondary datasets originating from self-report surveys: 1) Add Health's National Longitudinal Study of Adolescent Health, a sample of adolescents in grades 7 – 12 in 1994 – 1995; 2) United States Department of Education's Education Longitudinal Study, a sample of high school adolescents across the United States in 2002; and 3) United States Department of Education's SSOCS, a sample of school administrators in United States schools across all education levels (Gastic, 2011; Gastic & Johnson, 2014; Irwin, Davidson, & Hall-Sanchez, 2013; Kupchik & Ellis, 2008; Servoss, 2014; Servoss & Finn, 2014; Hanna et al., 2021). These studies suggest the

use of authoritarian strategies in United States schools is disproportional in larger secondary schools characterized by a greater percentage of students who are of low socio-economic status or majority-minority. A common limitation of this literature is the restricted information available from these public-use datasets.

In addition to the reliance of publically available datasets, additional methodological factors impact our understanding of how school security relates to school connectedness and student performance. A recent review of the literature found that studies that utilize the same data often vary in how school security is operationalized, which types of security measures are included, and few studies have explored the association between school security approaches with empirically validated measures of school climate (Hanna et al., 2021). In addition, most studies focus exclusively on safety and discipline but fail to consider other indicators of school connectedness that are important in promoting safe schools and no known studies have investigated how engagement with security measures is related to student perceptions of school climate and academic performance across time.

### **Summing Up the Review of Relevant Literature**

In summary, the review of relevant literature yields the following points:

1. Past school safety research has primarily focused on individual policies and practices, and is yet to paint a picture of how the school security climate might affect the school environment in unique ways.
2. If we want to examine school security climates, they might be best described as either being more authoritarian, more educational/therapeutic, or a mix of both. As shown in Figure 1, types of school security climate can be explained across a spectrum.



3. The effectiveness of authoritarian school security climates has not yet been established, though current research suggests they might contribute to an environment in which students feel less safe and less connected to their school, particularly in schools that are larger and serve more disadvantaged youth.
4. The effectiveness of educational/therapeutic strategies has been approached through experimental and quasi-experimental research but it is still not clear how school climates that promote these practices affect students and school safety over time.
5. We do not know how the school security climate, particularly authoritarian climates, affects student growth in academic performance; though it is likely authoritarian climates influence these domains through their effects on students' connectedness and feelings of safety in school.
6. We have not developed an understanding of what school security climates are associated with positive student performance and improved student behavior.
7. We have not developed an understanding of how the school security climate affects student academic and behavioral outcomes over time.

The current project addresses these points, and does so using rigorous methods that have not been used in previous school safety research.

## **Summary of the Project**

### **Major Goals and Objectives**

The objective of this research was to generate meaningful data that the collaborating school district could easily use to inform their day-to-day operations concerning school security and school climate. More importantly, we sought to collaborate with key personnel across the district to help them make decisions about school safety and school climate that best suited their individual school. Therefore the goals of this study were to: 1) Identify the most effective types of school security climates; and 2) Determine how the school security climate affects individual students.

This sequential, longitudinal research study outlines three objectives for each goal, which included:

#### *Objectives for Goal 1*

1. Identify and describe classes of schools with authoritarian, hybrid, or educational/therapeutic security climates across high schools in a large, urban public school district in the greater New York City area.
2. Determine student-level predictors of the school security climate (i.e., percentage of minority students served, percentage of socioeconomically disadvantaged students served, school size, school neighborhood crime rate).
3. Examine and identify associations between different types of school security climates and the occurrence of school violence and maladaptive student behavior.

#### *Objectives for Goal 2*

1. Determine if the school security climate (i.e., authoritarian vs. hybrid vs. educational) is associated with students' feelings of school connectedness and perceptions of school climate.
2. Determine if school connectedness and perceptions of school climate predicts academic performance, student behavior, and student victimization.
3. Determine if school connectedness/perceptions of school climate moderates the effect between school security climate and academic performance, student behavior, and student victimization as reported by school level report card.

## **Methods**

### **Research Design, Methods, Analytical and Data Analysis Techniques**

#### ***Research Design***

A three phase, non-experimental design was used to meet the goals of this study. In the first phase, we worked with the school district to coordinate the collection of school-level data and established communication and infrastructure to recruit students in the following years. In this phase, we aimed to identify which school security climates existed in the district, and what predictors accounted for significant variance in student engagement with school security and characteristics of their school climate.

In the second phase, we began surveying 9th grade students who were beginning their educational careers in their respective public high schools. While public magnet schools were included in the study, no charter or specialty schools participated. In this phase, the goal was to establish a baseline for student engagement with school security and attributes of the school climate, and to examine the extent to which school security influenced outcomes at the beginning of the year (cross-sectional analysis from Wave 1) and at the end of the school year (Wave 2). We also received our first wave of data from the Board of Education at the end of this year.

In the third phase of the study, we began looking at the data through a longitudinal framework. Despite the challenges posed by COVID-19 for our Wave 3 and Wave 4 data collection efforts, we continued to recruit parents and students to engage in the research. After COVID-19 hit, we had to reestablish communication with liaisons as many left the district or moved to other schools and/or changed formal positions. Despite this, we continued our efforts, though several schools dropped out of the study. We worked with the Board of Education to secure secondary data for all four waves, though we were unable to retrieve PARCC scores or any other educational standardized metric as the district did not collect this data as a result of COVID-19.

## ***Methods***

Non-probability sampling was utilized for this research. The goal of the study was to recruit as many students as possible to complete the survey and provide data on their school's security and climate. The pilot sample consisted of 9<sup>th</sup> grade students ( $N = 359$ ) across one large urban school district. State-level statistics indicate the sampling frame was represented by 2,413 students across all schools (14.8% response rate), and 1,603 students across schools that participated in the first and second waves (22.39%). Across the sample, approximately 41.9% of students reported as Black or African American, 49.3% as Hispanic, and 7.6% reported as white. Among participants, 41.2% reported as male and 58.4% reported as female. In regard to race and ethnicity, 24.2% reported as white, 25.0% reported as Black or African American, 2.2% reported as Asian American, and 44.5% reported as other/mixed. Approximately 61.8% reported as Hispanic. In regard to socioeconomic status, 42.7% reported living with a single parent or guardian and 84.9% of the sample reported receiving free or discounted lunch during the school day. Across the district, 48.2% reported as female and 51.8% reported as male. When compared to the statistics provided by the state's progress reports that provide demographic information for all students in the district, females, White students, and Hispanic students are overrepresented, while African-American students are underrepresented.

**Additional Information Regarding Participating Schools.** The urban area from which data were collected is located in the greater New York City area. The city in which the school is located has a current population of 311,549 with a density of approximately 12,800 people per square mile. The school district that participated in this study serves over 35,000 students enrolled in over 60 schools. The students that were targeted for this study were all ninth graders

enrolled in the 14 schools that were formal public high schools (not charter schools) within the participating school district. According to the district, suspensions are down over 35% from last year, due to restorative justice initiatives, yet reported incidences of violence, vandalism, illegal substances, and weapons have decreased over the past three years, although many students still report feeling unsafe at school. Chronic absenteeism and student retention remains a major challenge for the district; approximately 50% of students in the public high schools sampled were identified as chronically absent (missed more than 18 days) for the 2014-2015 school year. Across the eight public high schools that opted-in to participate in the study, the mean student enrollment was 983, with the median student enrollment being 614 students. Across the schools. There were 1603 9<sup>th</sup> graders eligible to participate in the study. Of these students, state level statistics suggest 49.46% of students were female, 26.23% reported as Black, 57.68% reported as Hispanic, and 13.9% reported as White.

**Student Recruitment Process.** Both parents and students were required to opt-in to the research protocol. Parental consents were sent home two weeks prior to the administration of surveys. The researchers appointed a liaison at each school to direct the dissemination and collection of parental consents (i.e., opt-in forms). The researchers worked with each school's liaison to coordinate outreach with local communities, which included attending parent-teacher conferences, making phone calls to liaisons to coordinate efforts, and working with the principals to organize consent processes and surveys.

All ninth-grade students were invited to participate in the research in the first year (2018-2019), and all enrolled students as well as current 9th and 10th graders were recruited in the second year (2020-2021). After parental consents were returned, the liaison contacted the researcher and the student surveys were scheduled. Student consents were read at the time the

survey was distributed to students whose parent(s) or legal guardian(s) returned their consents. Liaisons at each school oversaw completion of student consents. Students completed surveys in classrooms, cafeteria settings, libraries, and/or auditorium settings depending on the school's facilities, and the researchers were available throughout the surveys in the case of student questions regarding the survey content. No study incentives were provided for participants.

**Survey Development.** The survey examined students' engagement with school security, student perpetration of and victimization by school violence, and school culture and climate. Indicators of engagement with security and school violence were based on data collected in the School Survey on Crime and Safety. Indicators of school culture and climate were operationalized using the Maryland Safe and Supportive Schools (MDS3) Survey (Bradshaw et al., 2014). Demographic characteristics were requested from participants. The final survey contained 119 items and took most students 20-30 minutes to complete. Surveys were completed across eight different schools throughout the participating district across four time points: once at the end of the Fall 2018, once at the end of the Spring 2019 term (May 2019), once at the end of Fall 2019 term (December/January 2020/2021) and one final time at the end of the 2021 school year (May/June 2021).

### ***Analytical and Data Analysis Techniques***

In order to generate answers to research questions relevant to Goal 1, we utilized the generalized linear model to estimate logistic regression models. Additionally, we used the general linear model to estimate regression models with continuous outcomes that operationalize student performance and school climate. In an additional study, we employed multivariate techniques such as structural equation modeling to identify the extent to which different types of school security measures, collectively, influenced outcomes of interest.

In order to generate answers to research questions relevant to Goal 2, we used structural equation modeling to assess within-school variation in student engagement with security measures, and how this engagement influenced student outcomes of focus. We used additional multivariate techniques such as differential item functioning to determine how various student engagement with security and school climate, relative to others within the school, was attributable to student victimization and behavior. Finally, we used longitudinal techniques such as growth curve modeling and item response theory at the within-school and within-student levels to determine how student engagement with the school climate, and engagement with various security measures, influence performance, attendance, and behavior in school.

Missing data were handled with list-wise deletion for use in the general and generalized linear models employed for this research. For multivariate applications, full information maximum likelihood estimation for missingness was used. Depending on the specific study, missing data were handled differently and are discussed as appropriate per reporting requirements.

## **Expected Applicability of Research**

Findings of the present study are relevant to any professional who works within a school system in the United States, with specific applicability to those individuals working in urban high schools. With consideration of the theoretical foundation of this research, administrators, educators, school psychologists and school social workers can benefit from considering these findings during program planning and implementation. Further, school security personnel might consider the specific racial and socioeconomic disparities identified when working with youth on a day-to-day basis. Practical translation of this research has been a priority to the investigators since day one. The data collected have been translated using a Dashboard that was produced for the purpose of this study. The purpose of the Dashboard is to enable school administrators, educators, and mental health care providers to use their school's data and make decisions about their school climate and compare their student and school-level outcomes with the district average as well as other schools in the same ward, district, or state.

### **Participants and Other Collaborating Organizations**

Participants in the current study included high school students across one school district in the greater New York City area. Overall, there were 533 participants across the four time points. There were 323 participants at Wave 1, 307 participants at Wave 2, 260 participants at Wave 3, and 211 participants at Wave 4. Tables 1-4 present demographic and sample characteristics for youth at each of the four waves of data collection. Across the 533 participants, 153 (28.7%) participated at only one data collection period, 262 (49.2%) participated in at least two waves of data collection, 48 (9%) participated in at least three waves of data collection and 70 (13.1%) participated in all four waves. In addition, there were five youth who completed this survey halfway between waves 3 and 4 and this data is included in the dataset as another wave and labeled wave 3.5. Given that the time between surveys for these students was approximately



60 days, we kept this data in our dataset. Students in this sample came from 8 schools across one participating district. At Wave 1 and Wave 2, there were a total of 8 participating schools, at Wave 3 there were a total of 6 participating schools, and at Wave 4 there were a total of 4 participating schools. The table below provides school level characteristics for the eight participating schools.

School	Waves School Participated in	School Size	Percentage Economically Disadvantaged	Percent Minority Students Served
School 1	1, 2, 3	446/366	63.5%/60.9	99.6%/99.7%
School 2	1, 2, 3	835/814	67.8%/67.7%	83.6%/85%
School 3	1, 2	2055/2078	70.2%/77.4%	73.6%/71.1%
School 4	1, 2, 3, 4	612/638	85.8%/84.8%	86.4%/86.1%
School 5	1, 2	614/572	74.1%/80.6%	93%/92.8%
School 6	1, 2, 3, 4	491/438	60.9%/74.7%	98.6%/99.1%
School 7	1, 2	489/447	75.7%/72.3%	99.8%/99.6%
School 8	1, 2, 3	1416/1606	64.8%/61.9%	99.8%/99.9%
School 9	0	NA	NA	NA
School 10	3, 4	409/401	75.1%/66.1%	99.5%/99.5%
School 11	4	378/380	75.1%/66.1%	97.6%/98.2%
School 12	0	NA	NA	NA
School 13	0	NA	NA	NA

*Note:* 2018/2019 data is presented above / mark and 2019-2020 data is present below. NA indicates that the school did not participate.

The participating district’s Board of Education appointed a special advisory committee (consisting of senior personnel in the Office of Research and Data Integrity) for the purpose of this project. This committee served as the point of contact for the principal investigators and their team to ensure the timely success of the project and contributed to this project by helping us to coordinate the study procedures and carrying out this. We also collaborated with the Board of Education at the participating school as part of this project.

In addition to the collaborating organizations, we also had a team of several faculty and student Research Assistants who helped to carry out this project. Below we provide a list of those individuals who were involved in this project, their role, and the period of time in which they participated in this work. The table below provides the names and roles of all members of the project team.

Name	Role
Matthew Cuellar, PhD, MSW	Principal Investigator
Samantha Coyle, PhD, NCSP	Co-Principal Investigator
Wendy Zeitlin, PhD, MSW	Co-Investigator
Jessica Wimmer	Graduate Research Assistant (July 2020-August 2021)
Karly Weinreb	Graduate Research Assistant (April 2020-August 2021)
Francesca Stambolian	Graduate Research Assistant (April 2020-August 2021)
Elizabeth Keefe	Graduate Research Assistant (April 2020-August 2021)
Mariam Hanna	Graduate Research Assistant (April 2020-April 2021)

Johnelle Mannie	Graduate Research Assistant (April 2020-April 2021)
Gaby Davila	Undergraduate Research Assistant (April 2020- August 2021)
Ely Schudrich	Graduate Research Assistant (June 2020-August 2021)
Marissa Ventola	Graduate Research Assistant (June 2020-August 2021)

### **Changes to Original Design**

Unfortunately, this project occurred in the midst of the COVID-19 pandemic, warranting several important changes to the originally proposed study design. The COVID-19 pandemic and federal mandates for social distancing had significant implications for schools worldwide, with many schools adopting remote learning or hybrid models of instruction. Specifically, the district in which we worked with as part of this project is located in a geographic area that was heavily impacted by the pandemic and all schools adopted a fully remote format from March of 2020 to April of 2021, when the school transitioned to a hybrid format.

As outlined in our extension request for this project, the original start date for the grant was scheduled for February 1<sup>st</sup> of 2020. However, due to COVID-19, the award was not received until April 27<sup>th</sup> of 2020 (after schools had transitioned into remote learning), which impacted the recruitment infrastructure that we established in January and February of 2020 (in preparation for commencing the study on February 1<sup>st</sup> per the NIJ’s provided start date). As a result, we were not able to collect the data we had planned to collect during the Spring of 2020. During the Summer of 2020, we worked with the participating district to transition the project entirely online and prepare for recruitment of all 9<sup>th</sup> and 10<sup>th</sup> graders, as well as currently enrolled 11<sup>th</sup> graders, into the study. At the request of the participating schools, who were dealing with the challenges

associated with a transition to remote learning, we prepared for a Winter 2020 data collection and we began recruitment in the study in November and December. While we have doubled the number of schools who were scheduled to participate in waves 3 and 4 of this project, the process required extensive additional work in recruiting parents and students into the project remotely (due to COVID-19). Although all schools put forth their best effort to participate, the high needs nature of the district and burdens imposed on the schools due to COVID-19 led to a smaller sample and participation rate than we had hoped. However, we were able to collect data with 533 students across the project period, with more than half participating in at least two data collection points and over 100 participants with at least three waves of data. It was very important to us to be flexible with the schools that we worked with and careful to avoid causing any additional stress to the schools, families and studies as they dealt with the many challenges associated with COVID. Although we had challenges recruiting students during this time, we believe this is consistent with other school-based studies in our geographic area who have experienced similar challenges with data collection during the pandemic.

Below we summarize the specific changes that were made to our study in response to COVID-19. All changes were approved by MSU's Institutional Review Board.

1. **Recruitment:** Due to restrictions related to COVID-19 and remote learning, we recruited families into the study by sending out consent forms that could be completed online rather than in a paper and pencil format. We asked all liaisons across the high schools in the participating school district to send out the consent forms to all parents within the school.
2. **Data Collection:** Because students were not in school during the majority of the school year, we transitioned the data collection to an online format. Students who were consented into

the study were provided with an electronic version of the survey to complete using the computer program, Qualtrics. Liaisons helped to distribute the anonymous survey link to all students who we received parental consent for in their schools. Assent was obtained prior to completing the online survey.

**3. Data Analytic Changes:** Due to our limitations in the sample size and number of schools that were able to participate as a result of COVID-19, we adjusted our data analytic plan from our originally proposed study to utilize an approach that was more appropriate for our data. In the sections that follow, we describe the specific changes to data analysis that were used to answer the main research questions for this project.

## **Outcomes**

### **Activities/Accomplishments**

Despite the challenges of COVID-19, this project has demonstrated success in several important ways. In total, we successfully collected data from 533 students across the district over the last four years. We worked with school administrators and personnel at 14 different schools across the district to organize this effort. As a result of the continued effort and collaboration between Montclair State University and the participating school system, we were able to publish four papers in peer-reviewed journals and presented 12 studies at National and International conferences across both the field of social work and school psychology. Finally, we were invited to provide the keynote speech at the Kutztown University 17th Annual Community Forum, which hosted approximately 500 attendees from the fields of social work, school psychology, and education. In the Appendix to this document is a list of all of the peer-reviewed publications, conference presentations and invited presentations that were the result of this project.

## **Results and Findings**

Key findings are organized by their respective goal (#) and objective (a, b, c, etc.) below. In addition, we have provided frequency and descriptive statistics for all variables used in the studies presented in this section in the Appendix across all four waves of the data collection.

### **Goal 1: Identify the Most Effective Types of School Security Climates**

#### **1a. Identify and describe classes of schools with authoritarian, hybrid, or educational/therapeutic security climates across high schools in a large, urban public school district.**

Despite our best efforts to recruit students across all of the schools that were eligible to participate in the district, we struggled with school-level sample size. According to leadership engaged in similar data collection initiatives, this is not unusual for the student-level data collection. In the first and second wave, we had eight schools participate, in wave three we had six schools participate and in wave four, we had four schools participate. This resulted in deviation from the analytic plan to examine the student-level, rather than school-level, interaction with school security measures to characterize the school security climate. Cuellar & Coyle (2020) discusses the theoretical justification for this approach as an adaptation of Nickerson and Spear's (2007) application of this framework for school discipline. Tables 9 and 17 in the Appendix provide the frequency with which youth in the current study reported engaging with various school security measures at Time 1 and Time 2. As is clear, the majority of youth reported little interaction with approaches considered therapeutic (e.g., over 70% of youth reported that they never met with a counselor, engaged in conflict resolution training or

peer mediation) and more interaction with approaches considered authoritarian (e.g., 95% of youth reported walking through metal detectors at Time 1).

**1b. Determine student-level predictors of the school security climate (i.e., percentage of minority students served, percentage of socioeconomically disadvantaged students served, school size, school neighborhood crime rate).**

The initial plan was to operationalize school security climates using several observed indicators representative of school security measures used in the SSOCS. Because of the challenges with sample size and both the school- and student-level, we began with analysis of student-level predictors of engagement with individual school security measures. In doing so, we accounted for shared within-school variance by clustering standard errors and allowing slopes in the outcome to vary across clusters (i.e., schools). While this is slightly different than what was proposed in the grant proposal, this approach is more effective in helping us meet this objective as it allows a more nuanced, individualized view of the relationships between student characteristics and engagement with school security. In sum, despite the district being characterized as majority-minority, there are still racial and socioeconomic disparities in how students engage with school security, even when controlling for variables that are attributable to student interaction with school security measures and strategies.

One recent publication supported by this project investigated student level predictors of engagement with school security measures. Cuellar & Coyle (2020) found that diverse youth interact with various school security strategies including both authoritarian school security measures, as well as therapeutic approaches to school security on a typical day. The majority of youth reported that they did not engage in therapeutic approaches to school safety, such as

participating in counseling sessions, visiting with mental health professionals, participating in a form of conflict resolution training, and peer mediation training. In fact, students reported the use of authoritarian strategies most often, such as passing through metal detectors, walking through locked gates, and being searched at school. Such findings indicate that schools tend to rely on authoritarian approaches to promote safe schools. These findings are consistent with research that has suggested such approaches are often used in schools that include diverse bodies of youth. This study also explored predictors of engagement with various school security strategies. Results indicated that Hispanic and African American youth were less likely to participate in therapeutic school security approaches such as peer mediation training than their white counterparts (OR=0.424,  $p<.05$ ), and that African American youth in particular were more likely to report being searched at school at random (OR=3.661,  $p<.05$ ) or being within eyesight of a security camera (OR=1.869,  $p<.05$ ) when compared to their Hispanic and white counterparts.

**1c. Examine and identify associations between different types of school security climates and the occurrence of school violence and maladaptive student behavior.**

In order to meet the third objective of Goal 1, we adjusted our data analytic plan by operationalizing our school security climate as a continuous, rather than a nominal, predictor to observed indicators of student performance and attendance. In other words, we approached the operationalization of the school security climate using a structural equation as opposed to mixture modeling with latent classes. This was seemingly more appropriate considering the challenges with sample size and with the need to account for shared variance at the within-school level when examining student level outcomes. We did this in three papers, one published in Contemporary Justice Review (Gawley, Cuellar, & Coyle, 2021), the other two under review at the time of this report (Blinded for Report).



Gawley, Cuellar, & Coyle (2021) investigates research questions that further help to understand Goal 1, Objective 3. The purpose of this project was to examine student level predictors of authoritarian school climates, as well as the relationship between exposure to authoritarian school environments and academic outcomes, such as GPA and attendance, and behavioral problems. There were three significant predictors of exposure to authoritarianism at school, including age ( $B = -.013; p < .05$ ), gender ( $B = .18; p < .05$ ), and student reports of how “well off” their families are ( $B = .24; p < .05$ ). Findings indicated that authoritarianism was positively associated with overall self-reports of maladaptive behavior ( $B = 18.71; p < .05$ ). This study also found racial disparities in the relationship between authoritarianism and attendance, such that exposure to authoritarianism was linked with attendance for African-American students when compared to their White counterparts ( $B = -.30; p < .05$ ). Authoritarianism was also associated with fewer behavioral problems for African-American students ( $B = -.32; p < .05$ ).

The second paper examined the same outcomes in the Gawley, Cuellar, and Coyle (2021) paper but focused on the educational and therapeutic strategies that make up the school security climate (Stambolian et al., in progress). Main and moderating effects were explored with consideration of the racial and socioeconomic disparities identified in Cuellar & Coyle (2020). Examining within school variation, African-American students were significantly less likely to engage with peer mediation ( $B=.34; p<.05$ ). In regard to main effects, mentoring programs were significantly and positively associated with attendance rate ( $B=2.21; p<.05$ ) and overall GPA ( $B=.22; p<.05$ ) for all students. Second, engagement level in counseling was significantly and positively associated with overall GPA ( $B=.06; p<.05$ ). Interaction effects suggest mentorship for African-American youth was negatively associated with self-report of maladaptive behavior ( $B=$

-.81;  $p < .05$ ). Peer mediation was negatively associated with self-report levels of victimization for the African-American subsample ( $B = -1.15$ ;  $p < .05$ ), but not the overall sample. Finally, engagement in peer mediation is significantly and positively associated with attendance rate for the African-American group ( $B = 1.89$ ;  $p < .05$ ). Results suggest clear recommendations for school psychologists and other mental health clinicians who work with students of color in inner-city school districts, and future researchers should consider both access and usability issues when incorporating educational/therapeutic interventions in their schools.

Finally, there is a dearth of research that has examined within-school variability in students' engagement with security measures and how this engagement influences violent behavior. The third study that is currently under review examines the linkages between engagement with school security and school violence through two competing theoretical lenses: (a) opportunity theories of crime that suggest higher engagement with security should predict less school violence, and (b) a school criminalization perspective that suggests greater engagement with security should be unrelated to or even increase school violence. Using longitudinal data from students across eight high schools in one inner-city school district in waves one and two, we explored the relationship between student engagement with school security and self-reported indicators of school violence and other behavior problems. Controlling for indicators of school climate, we found that greater engagement with security at Wave 1 was associated with more frequent involvement in problematic behaviors at Wave 2, including non-serious violent crime ( $b = 0.17$ ,  $SE = 0.05$ ,  $p = .002$ ), weapon-related crime ( $b = 0.07$ ,  $SE = 0.04$ ,  $p = .049$ ), and property crime ( $b = 0.11$ ,  $SE = 0.07$ ,  $p = .036$ ). Moreover, increases in engagement with security between waves was associated with less frequent involvement in problematic behaviors at Wave 2, including nonserious violent crime ( $b = -0.07$ ,  $SE = 0.03$ ,  $p = .034$ ) and

weapon-related crime ( $b = -0.05$ ,  $SE = 0.02$ ,  $p = .049$ ). Controlling for Wave 1 behavior yielded results that were substantively similar to those without this additional control variable. Increases in engagement with security between waves was associated with less frequent Wave 2 involvement in nonserious violent crime ( $b = -0.05$ ,  $SE = 0.02$ ,  $p = .004$ ) and weapon-related crime ( $b = -0.05$ ,  $SE = 0.02$ ,  $p = .046$ ). Finally, we wanted to probe these associations with consideration of racial and socioeconomic differences. While there were no significant differences emerging for the Black students, three models revealed significant interactions between the measures of school security change scores and the indicator of whether a student was Hispanic. This included models predicting nonserious violent crime ( $b = -0.11$ ,  $SE = 0.04$ ,  $p = .012$ ), property crime ( $b = -0.09$ ,  $SE = 0.03$ ,  $p = .002$ ), and disorder ( $b = -0.17$ ,  $SE = 0.04$ ,  $p < .001$ ).

## **Summary Goal 1**

All three of these projects allow researchers to make inferences regarding the different attributes of authoritarianism and educational/therapeutic school security measures collectively, and their association with outcomes pertaining to performance and retention. Overall, results of these studies suggest that youth report less interaction with therapeutic security measures and more interaction with authoritarian security measures. In addition, there are racial discrepancies in the frequency with which youth interact with different forms of security measures, with African American youth in particular reporting more interaction with authoritarian measures. Finally, research suggests that engagement with therapeutic approaches is associated with better outcomes including less victimization and more positive academic outcomes such as GPA. Interaction with authoritarian security was associated with more problematic behavior. At the end of the day, researchers must consider how to promote interactions with security that are

therapeutic in nature and address behavioral problems and approaches to school security that are more proactive, rather than reactive in nature.

## **Goal 2: Determine How the School Security Climate Affects Individual Students**

**2a. Determine if the school security climate (i.e., authoritarian vs. hybrid vs. educational) is associated with students' feelings of school connectedness, including perceptions of school climate.**

As part of the larger study, we used the Maryland Safe and Supportive Schools (MDS3) survey to operationalize various aspects of school climate. This addresses a major limitation in the school security literature that has not utilized empirically validated measures of school climate to understand the relationship between security and student outcomes (Mannie et al., 2021). The purpose of this was to examine the extent to which school security is associated with school climate variables.

Fisher & Cuellar (2021) examines how students' exposure to school security relates to their sense of school connectedness. This relationship is explored with particular attention to the difference between white and nonwhite students. Using data from students who completed both wave one and wave two of the survey, we used student fixed-effects models to link changes in students' exposure to security with changes in connectedness with teachers, peers, and the school as a whole. Increases in students' exposure to security were associated with decreases in students' connectedness to peers, and this association differed for white and nonwhite students. There was no significant association between exposure to security and connectedness with teachers or the school as a whole. Increased exposure to school security has limited

consequences for within-person changes in school connectedness. Between-person differences may still exist and should be further explored by future school safety researchers.

Another conference presentation further investigated the relationship between interaction between Authoritarian and Therapeutic security measures and school climate and academic performance. This presentation also explored whether race moderated the relationship between security and school climate and academic performance (Coyle & Cuellar, 2021). Results highlight that therapeutic security strategies were associated with greater perceptions of school climate, specifically Engagement ( $B = 0.129, p < .01$ ) and Environment ( $B = 0.104, p < .05$ ). There was also a significant interaction between Therapeutic Security and Race with GPA ( $B = 0.147, p < .01$ ). Results of this interaction suggested that Black youth engaging in therapeutic interventions had greater GPA than youth who reported little involvement with therapeutic safety interventions. Findings highlight the importance of therapeutic interventions as a mechanism to improve perceptions of school climate and suggest that engagement with therapeutic security strategies is especially important for Black youth in relation to academic performance.

## **2b. Determine if school connectedness predicts academic performance, student behavior, and student victimization.**

Cuellar, Coyle, & Weinreb (2021) examined within-school differences in the relationships among student-level indicators of victimization, school climate, and academic outcomes, with an exploratory focus on interactions of school climate with victimization in predicting different academic outcomes. Results of this study found that more victimization was associated with less engagement in school ( $B = -0.29; p > .05$ ) and a less desirable perceived environment in school ( $B = -0.29, p > .05$ ). There were also racial and ethnic differences in perceptions of bullying/aggression at school, with African-American and Hispanic youth

reporting significantly more bullying/aggression at school ("Perceived Safety") ( $B = .19; p > .05$  and  $B = .01; p > .05$ , respectively). Results of this study also found that school climate was an important predictor of school based outcomes. Specifically, perceptions of the school environment were associated with greater attendance ( $B = .39; p > .05$ ) and school engagement was positively associated with increased PARCC Math scores ( $B = .24; p > .05$ ). Finally, this study found that school climate moderated the association between victimization and GPA. Specifically, victimization had a stronger negative association with GPA for students who feel less engaged in their school ( $B = -0.18; p > .05$ ).

In Cuellar, Fisher, & Keefe (*in progress*), we attempt to piece together several variables that make up a student's perceived school climate. In particular, this project attempted to use fixed effects modeling to examine the relationship between perceived safety, an aspect of school climate operationalized by the MDS3, in school and academic performance and attendance. Differences in these relationships as attributable to race and ethnicity are also examined. Findings piece together several associations identified in the literature in a single analysis and offer educators and administrators a roadmap for assessing the deployment of common school security measures in today's schools.

Another study by Coyle and colleagues (2021) presents the findings of structural equations models that investigated the relationship between Support from Teachers, Support from Peers, and Victimization with Perceptions of Safety and Perceptions of Equity. In other words, this study investigated how elements of the school climate can protect youth experiencing victimization from perceiving their schools as unsafe or discriminatory. Results of this study suggested that both support from teachers and support from peers were important in promoting more positive perceptions of the school environment, specifically that their schools were safer

and more equitable (Coyle et al., 2021). Victimization ( $B = -0.067, p < .001$ ), Peer Support ( $B = 0.473, p < .001$ ) and Teacher Support ( $B = 0.425, p < 0.001$ ) were associated with Perceptions of Safety. Both Peer Support ( $B = 0.402, p < .001$ ) and Teacher Support ( $B = 0.393, p = 0.015$ ) were also associated with Perceptions of Equity. Finally, there was a significant interaction between Teacher Support and Victimization ( $B = 0.033, p = 0.006; B = 0.049, p < .001$ ) and Peer Support and Victimization ( $B = -0.048, p = 0.002; B = -0.040, p = 0.037$ ) in relation to Perceptions of Safety and Equity, respectively, providing evidence to support that support from teachers buffered or protected youth from the negative effects of victimization in relation to Safety and Equity. For example, when youth had high levels of support from teachers and from peers, the relationship between victimization and safety and victimization and equity were not significant. However, simple slope analyses suggested that teacher support was especially important in promoting positive perceptions of school safety and equity in youth. In other words, when youth have positive relationships with teachers, it can help to promote perceptions of safety and ensure that students feel that school is a more fair and less discriminatory place to learn.

Taken together, these studies establish that school climate can impact student behavior and attitudes towards school in important ways and that it is important that educators understand ways to promote positive school climates in order to ensure positive academic, emotional and behavioral success. Targetted interventions that promot teacher support might be particularly beneficial for students in urban school settings.

**2c. Determine if school connectedness moderates the effect between school security climate and academic performance, student behavior, and student victimization as reported by school level report card.**

Research exploring longitudinal relationships between exposure to the security climate, academic performance, behavior and victimization is in progress and preliminary findings to address this final aim are presented. To address this research question, we investigated whether exposure to educational/therapeutic and authoritarian security measures over time predicted students academic performance, behavior and victimization over the two year period. Results of these longitudinal growth curve models indicated that Educational/Therapeutic Security measures were positively associated with GPA over time ( $B = 0.057, p < .05$ ) when controlling for race/ethnicity, age, gender, behavior, attendance, and other relevant school climate variables (variables discussed in Cuellar & Coyle (2020)).

While school security and school climate did not predict victimization over time, the models investigating Behavior Problems found significant and positive associations between exposure to Authoritarian Security and Behavior Problems ( $B = 0.126, p < .05$ ). This is potentially explained in Cuellar & Fisher (under review) who argue that these measures over time support a criminalization approach over an opportunity of crime approach to promoting safety in school. There were no significant moderating effects of school climate across models. In sum, these findings suggest that Therapeutic Security Environments can promote more positive academic outcomes and that Authoritarian Security Environments may contribute to a school climate that is conducive to more problematic behavior for youth. However, more work understanding the role of school climate as a protective factor is important to explore.

## **Summary Goal 2**

Overall, results of the studies addressing goal two of this project suggest that school security and perceptions of school climate influence academic and behavioral outcomes in



important ways. Findings highlight the important role of school climate in promoting positive outcomes in youth who engage with school security, particularly for youth who report negative school experiences, such as victimization. Results of these studies suggest that educators must consider how to facilitate positive and supportive environments within schools and that implementing proactive and preventative programs within schools that can help to build relationships are central to ensuring student success.

## **Limitations**

There are several limitations that are important to note. Most significantly, the COVID-19 pandemic was a major limitation of this project. Given that the focus of this project was on school security and that students during the final two waves of data collection were in a remote format, it is important that this work considers the study findings in the context of a COVID era, particularly when considering data from the last two waves of data collection. In addition, COVID significantly impacted recruitment into this project and resulted in a much smaller sample of students than we had originally proposed. Finally, some schools who wanted to participate in the project were not able to prioritize research during this time, again, resulting in a smaller sample. Relatedly, these challenges led to a change in our data analytic plan to more appropriately address our research aims with the sample that we were able to access. Future research should replicate these findings with a larger sample of youth during a time when students and schools are not experiencing a stressful experience such as during the covid pandemic.

Relatedly, given that COVID-19 impacted schools significantly, we were not able to access standardized test scores for the final waves of data collection. As a result, the study is not

able to assess how these variables may relate to changes in standardized testing scores for study participants. Fortunately, we have access to other academic data such as GPA and attendance data that allow us to continue to explore academic outcomes in the current project. Finally, while longitudinal data were collected, several of the studies presented in this report were cross-sectional in nature. However, as noted, research utilizing longitudinal data are in progress and we look forward to presenting the findings of this longitudinal study in future work.

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## Artifacts

### Peer-Reviewed Publications

Cuellar, M. J. & Fisher, B. (*under review*). Securing Schools? School Violence and Engagement with Security Measures in a U.S. Urban School District. Invited Manuscript to *Journal of Interpersonal Violence* (Special Issue on Student-School Victimization).

Fisher, B. & Cuellar, M. J. (*accepted*). Missed Connections: Examining the Link between Exposure to School Security and Student Connectedness to School. *Journal of School Violence*.

Coyle, S., Weinreb, K.\*, Davila, G.\*, & Cuellar, M. (2021). Relationships matter: The protective role of teacher and peer support in understanding school climate for victimized youth. *Child and Youth Care Forum*, 1-23. <https://doi.org/10.1007/s10566-021-09620-6>

Cuellar, M., Coyle, S., & Weinreb, K.\* (2021). Dealing with the day-to-day: harnessing school climate to address the effects of student victimization on academic performance. *Psychology in the Schools*, 1-17. <https://doi.org/10.1002/pits.22560>

Gawley, M.\*, Cuellar, M., & Coyle, S. (2021). A theoretical and empirical assessment of authoritarianism's effects on behavior, attendance, and performance in urban school systems. *Contemporary Justice Review*, 1-21. <https://doi.org/10.1080/10282580.2021.1881894>

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### Mentions in Popular Press

Cuellar, M. J. & Kimmel, D. (2019, April 20). We've learned the wrong lessons from Columbine [Editorial]. *New York Daily News* (2019).

### Conference and Invited Presentations

Coyle, S., & Cuellar, M. (2021, July). *Understanding the Role of School Security on School Climate and Achievement in Inner City Schools* [Virtual Paper presentation] International Association of School Psychologists Annual Convention, Nicosia, Cyprus.

Cuellar, M., Coyle, S., Weinreb, K.\* (2021, July). *Dealing with the Day-To-Day: Harnessing School Climate to Reduce the Effects of Non-Fatal Victimization and Maladaptive*



*Behavior on Academic Performance* [Virtual Paper presentation] International Association of School Psychologists Annual Convention, Nicosia, Cyprus.

Cuellar, M., Coyle, S., & Weinreb, K\* (2021, March). *Disparities in School Safety and Barriers to Mental Health Utilization: Keynote address*. Presentation at Kutztown University's 17<sup>th</sup> Annual Community Forum.

Davila, G.\*, Coyle, S., & Cuellar, M. (2021, February). Perceptions of Safety in Urban Schools [Virtual paper presentation]. National Association of School Psychologists Annual Convention, Salt Lake City, UT.

Hanna, M\*., Mannie, J\*., Coyle, S., & Cuellar, M. (2021, February). *Effects of Security in Schools: A Review of the Literature* [Virtual paper presentation]. National Association of School Psychologists Annual Convention, Salt Lake City, UT.

Cuellar, M. J. (2021, February). Securing Schools? School Violence and Engagement with Security Measures in U.S. Urban High Schools [Virtual presentation]. NIJ's Virtual Conference on School Safety: <https://nij.ojp.gov/events/nij-virtual-conference-school-safety#gp8uo4>

Stambolian, F.\*, Keefe, E.\*, Coyle, S. & Cuellar, M. J. (2021, January). *Keeping Kids in School: Promoting Interaction to Improve Retention, Behavior, and Performance Among African-American Youth in Urban High Schools* [Virtual presentation]. Society for Social Work and Research (SSWR) Conference. San Francisco, California.

Shudrich, E.\*, Cuellar, M. J. & Coyle, S. (2021, January). *Using Rstudio to Conduct Multilevel Modeling in Community-Based Research*. [Virtual live workshop presentation]. Society for Social Work and Research (SSWR) Conference. San Francisco, California.

Cuellar, M. J., Stambolian, F.\* & Coyle, S. (2021, January). *Dealing with the Day-to-Day: Harnessing School Climate to Reduce the Effects of Non-Fatal Victimization and Maladaptive Behavior on Academic Performance*. [Virtual poster presentation]. Society for Social Work and Research (SSWR) Conference. San Francisco, California.

Lee, S.\*, Bialick, M.\*, & Cuellar, M. J. (2019, October). Safety Strategies and Feeling "Safe" in School: A Comparison of White and Non-White Student Perceptions of Feeling Safe and Fair Programming in One Inner-City School District. Paper presented at the Annual Program Meeting for Council on Social Work Education (CSWE). Denver, Colorado.

Cuellar, M. J. & Mason, S. E. (2019, June). Addressing Violence and Weapons Possession in Inner-City Schools: Roles and Recommendations for Group Work. Paper presented at the

International Association for Social Work with Groups (IASWG) 2017 New York City Symposium. New York, New York.

Cuellar, M. J., Vyshedsky, C.\*, & Bernstein, C.\* (2018, January). Authoritarianism and Policing in Today's Schools: Implications for School Social Work Practice. Poster presented at the Annual Meeting for Society for Social Work and Research (SSWR). Washington, DC.

### Data Sets Generated

The dataset used for this study has been uploaded to the National Archive for Criminal Justice Data. This dataset has been uploaded with all four waves of data collection in one SPSS file. A code book and secondary user guide has also been included with this submission and includes information needed for individuals interested in secondary analysis of the data. The uploaded data file is in wide format.

Name	Description
FINAL 08621_Deidentified	Deidentified data from waves 1 through 4. Including records data obtained from the participating school. Data is in an SPSS file in wide format.
Code_User Guide	Code book and secondary data analyst guide

## Dissemination Activities

As noted, we have worked with our local school district to disseminate findings related to this project and encourage schools to use data to make informed decisions about interventions targeting school safety and school climate. As part of this work, we have created a data dashboard (see Figure below) that schools may use to explore the data and understand what areas students within their school are struggling with most. In collaboration with the Board of Education at the participating school district, this dashboard will be used to help schools understand their student body and compare their students to other students within the district.

Figure 1.

School Engagement		
School Engagement - Protective	Selected Sample	All Students
All students are treated the same whether their parents are rich or poor	29.97%	29.97%
Boys and girls are treated equally well	25.35%	25.35%
Does your school have enough programs for violence and conflict	38.70%	38.70%
Everyone knows what the school rules are	19.29%	19.29%
I believe that I can do well in school	45.70%	45.70%
I enjoy learning at this school	21.38%	21.38%
I feel like I belong	18.97%	18.97%
I feel safe at this school	21.07%	21.07%
I feel safe going to and from school	15.20%	15.20%
I like coming to this school	23.16%	23.16%
I like this school	27.87%	27.87%

Figure 2.

## School Engagement

School Engagement - Risk	Selected Sample	All Students
Disruptions by other students can get in the way of my learning	25.09%	25.09%
Have you witnessed someone else being bullied	41.02%	41.02%
How much of a problem is alcohol use in your school	21.99%	21.99%
How much of a problem is carrying guns/knives at your school	31.19%	31.19%
How much of a problem is drug use in your school	30.48%	30.48%
How much of a problem is harrassment/bullying of students at your school	25.25%	25.25%
How much of a problem is physical fighting between students in your school?	26.60%	26.60%
How much of a problem is tobacco use in your school?	23.97%	23.97%
Misbehaving students get away with it	7.27%	7.27%
Students disobey the rules	13.31%	13.31%
There are often broken windows, doors, or desks in this school	4.32%	4.32%
Vandalism of school property is a problem at this school	9.39%	9.39%

**Appendix A**  
**Frequency and Descriptive Statistics for Study Variables across Waves**

Table 1. Wave 1 Demographics Characteristics

		<i>n</i>	%
Age	13.00	4	1.2
	14.00	218	67.5
	15.00	90	27.9
	16.00	9	2.8
	17.00	2	0.6
Gender	Male	132	41.0
	Female	190	59.0
Race	White	77	24.8
	African American	82	26.4
	Asian American	8	2.6
	Other	144	46.3
Hispanic/Latino	No	121	38.2
	Yes	196	61.8
Who is your primary caregivers?	Mother	116	36.5
	Father	15	4.7
	Both Mother & Father	183	57.5
	Other	4	1.3
Do you receive free/discounted lunch at school?	No	40	12.7
	Yes	274	87.3
What grade are you in school?	9 <sup>th</sup> Grade	319	98.8

	10 <sup>th</sup> Grade	4	1.2
How well off do you think your family is?	Not Well Off	18	5.8
	Fairly Well Off	225	72.6
	Very Well Off	67	21.6

Table 2. Wave 2 Demographics Characteristics

		<i>n</i>	%
Age	13.00	1	0.3
	14.00	91	29.6
	15.00	189	61.6
	16.00	25	8.1
	17.00	1	0.3
Gender	Male	128	41.8
	Female	178	58.2
Race	White	88	29.8
	African American	68	23.1
	Asian American	1	0.3
	Other	138	46.8
	Hispanic/Latino	95	31.1
Who is your primary caregivers?	No	210	68.9
	Yes	108	35.3
Do you receive free/discounted lunch at school?	Mother	21	6.9
	Father	173	56.5
	Both Mother & Father	4	1.3
	Other	32	10.5
What grade are you in school?	No	274	89.5
	Yes	304	99.0
How well off do you think your family is?	9 <sup>th</sup> Grade	3	1.0
	10 <sup>th</sup> Grade	20	6.7
	Not Well Off	202	67.6
How many years have you been a student in (x) schools?	Fairly Well Off	76	25.4
	Very Well Off	1	0.3
	0	32	10.5
	1 or first year	15	4.9
	2 years	17	5.6
	3 years	14	4.6
How do you get to school in the morning?	4 years	227	74.2
	5 years or more	18	5.9
	Drive self	93	30.5
	Walk	129	42.3
	Bus	15	4.9
How many good friends do you have in your school?	Friends	50	16.4
	Other	9	2.9
	0		



1	9	2.9
2-3	92	30.1
4-5	99	32.4
6 or more	97	31.7

Table 3  
Wave 3 Demographics Characteristics

		<i>n</i>	%
Age	14.00	44	15.9
	15.00	63	22.7
	16.00	104	37.5
	17.00	56	20.2
	18.00	8	2.9
	19.00	2	0.7
Gender	Male	112	30.4
	Female	159	57.4
	Other	6	2.2
Race	White	61	22.1
	African American	84	30.4
	Asian American	5	1.8
	Other	126	45.7
Hispanic/Latino	No	95	34.3
	Yes	182	65.7
Who is your primary caregivers?	Mother	97	35.3
	Father	12	4.4
	Both Mother & Father	161	58.5
	Other	5	1.8

Do you receive free/discounted lunch at school?

No 40 14.5

Yes 236 85.5

What grade are you in school?

9<sup>th</sup> Grade 63 22.7

10<sup>th</sup> Grade 60 21.7

11<sup>th</sup> Grade 151 54.5

12<sup>th</sup> Grade 3 1.1

How well off do you think  
your family is?

Not Well Off 37 13.4

Fairly Well Off 203 73.6

Very Well Off 36 13

Table 4.  
Wave 4 Demographics Characteristics

		<i>n</i>	%
Age	14.00	24	10.0
	15.00	67	28.0
	16.00	78	32.6
	17.00	64	26.8
	18.00	6	2.5
Gender	Male	99	41.1
	Female	140	58.1
	Other	2	0.8
Race	White	57	23.8
	African American	56	23.4
	Asian American	7	2.9
	Other	119	49.8
Hispanic/Latino	No	76	31.5
	Yes	165	68.5
Who is your primary caregivers?	Mother	84	34.9
	Father	9	3.7
	Both Mother & Father	143	59.3
	Other	5	2.1
Do you receive free/discounted lunch at school?	No	36	14.9
	Yes	205	85.1
What grade are you in school?	9 <sup>th</sup> Grade	79	32.8
	10 <sup>th</sup> Grade	49	20.3

	11 <sup>th</sup> Grade	105	43.6
	12 <sup>th</sup> Grade	8	3.3
How well off do you think your family is?	Not Well Off	28	11.8
	Fairly Well Off	180	75.9
	Very Well Off	29	12.2
How many years have you been in BLINDED Public schools?	1 (this is my first year)	7	3.0
	2 years	10	4.2
	3 years	8	3.4
	4 years	7	3.0
	5 or more years	205	86.4
On most days, how do you get to school in the morning?	I drive myself	16	6.8
	I walk to school	37	15.7
	I ride the bus	110	46.6
	I ride with friends	9	3.8
	Other	64	27.1
How many good friends do you have at your school	None	10	4.3
	I have one good friend at school	18	7.7
	I have 2-3 good friends at school	108	46.2
	I have 4-5 good friends at school	64	27.4
	I have 6 or more good friends at school	34	14.5

Table 5.  
Wave 1 School Climate Frequency Distributions

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
I feel safe at this school	5 (1.7)	52 (17.4)	179 (59.9)	63 (21.1)
I feel safe going to and from school	13 (4.4)	75 (25.3)	163 (55.1)	45 (15.2)
My teachers listen to me when I have something to say	14 (4.8)	41 (13.9)	155 (52.7)	84 (28.6)
My teachers care about me	5 (1.7)	42 (14.2)	188 (63.7)	60 (20.3)
Teachers [in my school] respect the students	5 (1.7)	41 (13.9)	179 (60.9)	69 (23.5)
My teachers tell me when I do a good job	1 (0.3)	36 (12.2)	186 (63.3)	71 (24.1)
My teachers notice when I am not there	15 (5.1)	36 (12.3)	173 (59.0)	69 (23.5)
Students in my school trust the teachers	23 (7.8)	87 (29.6)	159 (54.1)	25 (8.5)

I feel like I belong	16 (5.5)	44 (15.2)	175 (60.3)	55 (19.0)
Students help one another	13 (4.4)	36 (12.2)	183 (62.0)	63 (21.4)
Students respect one another	23 (7.9)	79 (27.1)	153 (52.4)	37 (12.7)
Students like one another	17 (5.8)	90 (30.9)	156 (53.6)	28 (9.6)
Students trust one another	27 (9.3)	97 (33.3)	145 (49.8)	22 (7.6)
My teachers believe that I can do well in school	0 (0)	11 (3.8)	175 (60.6)	103 (35.6)
I believe I can do well in school	5 (1.7)	20 (6.9)	133 (45.7)	133 (45.7)
My teachers always want me to do my best	0 (0)	12 (4.1)	141 (48.5)	138 (47.4)
It is important to finish high school	1 (0.3)	3 (1.0)	58 (19.9)	230 (78.8)
Students and staff feel pride in the school	5 (1.8)	47 (16.5)	164 (57.7)	68 (23.9)
I enjoy learning in this school	6 (2.1)	42 (14.5)	180 (62.1)	62 (21.4)
I like this school	13 (4.5)	36 (12.5)	158 (55.1)	80 (27.9)

I like coming to school	29 (10.2)	61 (21.4)	129 (45.3)	66 (23.2)
Students of all races are treated the same	12 (4.2)	57 (19.9)	138 (48.1)	80 (27.9)
All students are treated the same regardless of whether their parents are rich or poor	12 (4.2)	43 (15.0)	146 (50.9)	86 (30.0)
Boys and girls are treated equally well	16 (5.6)	54 (19.0)	142 (50.0)	72 (25.4)
The school provides instructional materials that reflect my culture, ethnicity, and identity	11 (4.0)	65 (23.6)	156 (56.7)	43 (15.6)
My parent(s) or guardian(s) feels welcome at this school	3 (1.1)	29 (10.4)	183 (65.8)	63 (22.7)
If I do something bad at school, my parent(s) or guardians(s) hears about it	4 (1.4)	19 (6.7)	145 (51.2)	115 (40.6)
When I do something good at school, my parent(s) or guardian(s) usually hears about it	30 (10.6)	110 (38.7)	97 (34.2)	47 (16.5)
The school tries to involve parents or guardians	4 (1.4)	48 (16.9)	163 (57.4)	69 (24.3)
Parents or guardians often come to my school to help out	59 (20.8)	150 (52.8)	59 (20.8)	16 (5.6)
Students listen to the teachers	24 (8.6)	74 (26.5)	160 (57.3)	21 (7.5)
Teachers can handle students who disrupt class	16 (5.7)	85 (30.5)	152 (54.5)	26 (9.3)

There are clear rules about student behavior	5 (1.8)	27 (9.6)	186 (66.4)	62 (22.1)
Students are rewarded for positive behavior	21 (7.5)	89 (31.8)	129 (46.1)	41 (14.6)
Everyone knows what the school rules are	5 (1.8)	37 (13.2)	184 (65.7)	54 (19.3)
The bathroom in the schools are clean	92 (32.7)	103 (36.7)	71 (25.3)	15 (5.3)
The school is usually clean and well maintained	48 (17.2)	80 (28.7)	130 (46.6)	21 (7.5)
The temperature in this school is comfortable all year	63 (22.4)	131 (46.6)	76 (27.0)	11 (3.9)
The school has a bright and pleasant appearance	36 (12.9)	84 (30.2)	131 (47.1)	27 (9.7)
Teachers at my school help students with their problems	9 (3.2)	49 (17.7)	170 (61.4)	49 (17.7)
Student who need help for their problems are able to get through school	11 (4.0)	51 (18.3)	167 (60.1)	49 (17.6)
There is someone at school who I can talk to about personal problems	18 (6.5)	43 (15.5)	150 (54.2)	66 (23.8)
Students disobey the rules	22 (7.9)	93 (33.5)	126 (45.3)	37 (13.3)
Disruptions by other students can get in the way of my learning	12 (4.3)	61 (21.9)	136 (48.7)	70 (25.1)



Misbehaving students get away with it	22 (8.0)	143 (52.0)	90 (32.7)	20 (7.3)
There are often broken windows, doors, or desks in this school	91 (32.7)	118 (42.4)	57 (20.5)	12 (4.3)
Vandalism of school property is a problem at this school	75 (27.1)	100 (36.1)	76 (27.4)	26 (9.4)

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Table 6.  
Wave 1 School Climate Frequency Distributions

	<i>Not at all a problem</i>	<i>Minor Problem</i>	<i>Moderate Problem</i>	<i>Serious Problem</i>
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
How much of a problem is carrying guns or knives?	161 (54.6)	31 (10.5)	11 (3.7)	92 (31.2)
How much of a problem is physical fighting between students in your school?	113 (38.0)	50 (16.8)	55 (18.5)	79 (26.6)
How much of a problem is harassment or bullying students in your school?	108 (36.4)	65 (21.9)	49 (16.5)	75 (25.3)
How much of a problem is drug use (such as marijuana, LSD, cocaine, and ecstasy) in your school?	130 (44.5)	44 (15.1)	29 (9.9)	89 (30.5)
How much of a problem is tobacco use (cigarettes, chew, and cigars) in your school?	146 (50.0)	49 (16.8)	27 (9.2)	70 (24.0)
How much of a problem is alcohol use (such as beer, wine, and liquor) in your school?	167 (57.4)	44 (15.1)	16 (5.5)	64 (22.0)

Table 7. Wave 1 School Climate Frequency Distributions

	<i>No</i>	<i>Yes</i>
	<i>n</i> (%)	<i>n</i> (%)
Does your school have enough programs for violence and conflict?	179 (61.3)	113 (38.7)
Have you witnessed someone else being bullied?	174 (59.0)	121 (41.0)
Would students at this school try to stop bullying?	102 (35.3)	187 (64.7)

Table 8.  
Wave 1 Victimization Frequency Distributions

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Physical attack/Fighting with a weapon	284 (95.0)	11 (3.7)	4 (1.3)	0 (0)	0 (0)
Thinking of your time at school during a regular school , how often have you been a victim of the following behaviors? - Physical attack/Fighting without a weapon	261 (87.6)	27 (9.1)	8 (2.7)	0 (0)	2 (0.7)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Robbery	276 (92.6)	14 (4.7)	7 (2.3)	0 (0)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Bullying	233 (78.2)	41 (13.8)	18 (6.0)	2 (0.7)	4 (1.3)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Hated on for being different than another group	220 (74.1)	41 (13.8)	28 (9.4)	4 (1.3)	4 (1.3)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Gang activity	287 (96.0)	6 (2.0)	3 (1.0)	1 (0.3)	2 (0.7)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Threatened by physical attack	260 (86.7)	27 (9.0)	9 (3.0)	2 (0.7)	7 (0.7)

Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Sexual assault	286 (95.7)	6 (2.0)	4 (1.3)	2 (0.7)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Theft (your property was stolen from someone else at school).	254 (84.9)	25 (8.4)	12 (4.0)	5 (1.7)	3 (1.0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Your property was vandalized	269 (90.3)	18 (6.0)	9 (3.0)	1 (0.3)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone threatened you with a firearm	295 (98.3)	3 (1.0)	2 (0.7)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone threatened you with a weapon other than a firearm	287 (96.0)	8 (2.7)	4 (1.3)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone has tried to sell you illegal drugs or alcohol	270 (90.3)	14 (4.7)	10 (3.3)	3 (1.0)	2 (0.7)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - You observed someone using illegal drugs or alcohol	231 (77.3)	31 (10.4)	16 (5.4)	11 (3.7)	10 (3.3)

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Table 9.  
Wave 1 School Security Frequency Distribution

	<i>None of the time</i>	<i>Some of the time</i>	<i>Most of the time</i>	<i>All of the time</i>
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
How often do you do the following? - Check in to the front desk to get to school	226 (73.1)	35 (11.3)	12 (3.9)	36 (11.7)
How often do you do the following? - Travel through locked, controlled, or monitored gates to get to school	163 (53.6)	6 (2.0)	12 (3.9)	123 (40.5)
How often do you do the following? - Pass through a metal detector at school	5 (1.6)	1 (0.3)	9 (2.9)	295 (95.2)
How often do you do the following? - Leave school campus for lunch	306 (98.7)	3 (1.0)	0 (0)	1 (0.3)
How often do you do the following? - Use a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	271 (91.6)	11 (3.7)	10 (3.4)	4 (1.4)
How often do you do the following? - Participate in counseling sessions	222 (73.3)	73 (24.1)	8 (2.6)	0 (0)
How often do you do the following? - Visit with the school mental health professional (e.g., school social worker or school counselor)	223 (73.4)	74 (24.3)	4 (1.3)	3 (1.0)
How often do you do the following? - Interact with the school security officer (e.g., school resource officer, school police officer)	90 (29.8)	138 (45.7)	48 (15.9)	26 (8.6)

How often do you do the following? - Participate in conflict resolution training	243 (80.7)	51 (16.9)	7 (2.3)	0 (0)
How often do you do the following? - Participate in peer mediation training	258 (85.4)	32 (10.6)	4 (1.3)	8 (2.6)
How often do you do the following? - Participate in student mentoring/mentored by another student/adult	207 (68.1)	80 (26.3)	12 (3.9)	5 (1.6)
How often do you do the following? - Participate in group work with other students	9 (2.9)	91 (29.6)	136 (44.3)	71 (23.1)
How often does the following happen to you? - How often are you searched by a someone using a metal detector (e.g., wand) at school	92 (30.0)	70 (22.8)	17 (5.5)	128 (41.7)
How often does the following happen to you? - How often are you checked for contraband by a drug sniffing dog at school	295 (96.7)	4 (1.3)	2 (0.7)	4 (1.3)
How often does the following happen to you? - How often are you randomly searched for contraband at school	261 (87.9)	17 (5.7)	4 (1.3)	15 (5.1)
How often does the following happen to you? - How often are you required to take a drug test at school	297 (96.7)	7 (2.3)	3 (1.0)	0 (0)
How often does the following happen to you? - How often are you within eyesight of a security camera in your school	35 (11.6)	49 (16.2)	128 (42.2)	91 (30.0)
How often does the following happen to you? - How often are you required to wear a uniform at school	18 (5.8)	45 (14.6)	83 (26.9)	162 (52.6)
How often does the following happen to you? - How often are you required to wear a clear book bag	295 (96.1)	4 (1.3)	3 (1.0)	5 (1.6)
How often does the following happen to you? - How often are you required to wear an ID	154 (50.5)	92 (30.2)	21 (6.9)	38 (12.5)

How often does the following happen to you? - How often are you limited in your access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers	93 (30.5)	35 (11.5)	26 (8.5)	151 (49.5)
How often does the following happen to you? - How often are you prohibited from using cell phones and text messaging devices during school hours	33 (10.9)	122 (40.1)	74 (24.3)	75 (24.7)

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Table 10.  
Wave 1 Behavior Problems Frequency Distribution

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Physical attack/Fighting with a weapon	293 (95.4)	7 (2.3)	6 (2.0)	1 (0.3)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Physical attack/Fighting without a weapon	260 (85.5)	23 (7.6)	11 (3.6)	3 (1.0)	7 (2.3)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Robbery	297 (98.0)	5 (1.7)	0 (0)	1 (0.3)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Bullying	274 (89.8)	22 (7.2)	6 (2.0)	3 (1.0)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Hating on a population different than yourself	266 (87.5)	26 (8.6)	9 (3.0)	3 (1.0)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Gang activity	292 (95.7)	9 (3.0)	3 (1.0)	0 (0)	1 (0.3)

Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Threatening physical attack	279 (91.8)	18 (5.9)	7 (2.3)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Sexual assault	299 (98.0)	5 (1.6)	1 (0.3)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Theft (stealing from someone else at school).	291 (95.7)	9 (3.0)	2 (0.7)	0 (0)	2 (0.7)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? – Vandalizing school grounds	285 (94.4)	12 (4.0)	2 (0.7)	3 (1.0)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? – Possess a firearm	298 (99.3)	2 (0.7)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? Possess a knife or weapon other than a firearm	298 (99.0)	2 (0.7)	1 (0.3)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? – Distribute illegal drugs or alcohol	296 (98.0)	6 (2.0)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? Use using illegal drugs or alcohol	290 (96.0)	7 (2.3)	5 (1.7)	0 (0)	0 (0)

Table 11.  
Wave 1 Behavior Frequency Distribution Days Absent

	<i>Less than one day a week</i>	<i>1-2 days a week</i>	<i>3-4 days a week</i>	<i>Weeks at a time</i>
	<i>n</i> <i>(%)</i>	<i>n</i> <i>(%)</i>	<i>n</i> <i>(%)</i>	<i>n</i> <i>(%)</i>
How often do you miss school for inexcusable reasons	251 (86.6)	27 (9.3)	7 (2.4)	5 (1.7)

Table 12.  
Wave 1 Arrest Data

	<i>No</i>	<i>Yes</i>
	<i>n</i> <i>(%)</i>	<i>n</i> <i>(%)</i>
In the last 6 months, have you been arrested for something you did on school property?	302 (100.0)	0 (0)

Table 13.  
Wave 2 School Climate Frequency Distributions

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
I feel safe at this school	8 (2.6)	47 (15.5)	197 (65.0)	51 (16.8)
I feel safe going to and from school	15 (5.0)	73 (24.3)	179 (59.5)	34 (11.3)
My teachers listen to me when I have something to say	16 (5.3)	50 (16.7)	186 (62.0)	48 (16.0)
My teachers care about me	6 (2.0)	46 (15.1)	215 (70.5)	38 (12.5)
Teachers [in my school] respect the students	6 (2.0)	42 (13.8)	214 (70.4)	42 (13.8)
My teachers tell me when I do a good job	5 (1.6)	44 (14.5)	214 (70.4)	41 (13.5)
My teachers notice when I am not there	7 (2.3)	15 (5.0)	197 (65.4)	52 (17.3)
Students in my school trust the teachers	15 (5.0)	106 (35.0)	157 (51.8)	25 (8.3)
I feel like I belong	15 (5.0)	49 (16.2)	196 (64.9)	42 (13.9)
Students help one another	11 (3.6)	34 (11.2)	218 (71.7)	41 (13.5)
Students respect one another	23 (7.5)	69 (22.6)	183 (60.0)	30 (9.8)
Students like one another	17 (5.6)	75 (24.7)	189 (62.2)	23 (7.6)
Students trust one another	20 (6.6)	102 (33.4)	159 (52.1)	24 (7.9)
My teachers believe that I can do well in school	3	14	201	85

	(1.0)	(4.6)	(66.3)	(28.1)
I believe I can do well in school	9	22	174	98
	(3.0)	(7.3)	(57.4)	(32.3)
My teachers always want me to do my best	2	12	185	104
	(0.7)	(4.0)	(61.1)	(34.3)
It is important to finish high school	3	4	104	194
	(1.0)	(1.3)	(34.1)	(63.6)
Students and staff feel pride in the school	6	44	200	51
	(2.0)	(14.6)	(66.4)	(16.9)
I enjoy learning in this school	9	43	211	39
	(3.0)	(14.2)	(69.9)	(12.9)
I like this school	14	39	199	50
	(4.6)	(12.9)	(65.9)	(16.6)
I like coming to school	29	68	166	41
	(9.5)	(22.4)	(54.6)	(13.5)
Students of all races are treated the same	9	58	164	70
	(3.0)	(19.3)	(54.5)	(23.3)
All students are treated the same regardless of whether their parents are rich or poor	12	46	167	76
	(4.0)	(15.3)	(55.5)	(25.2)
Boys and girls are treated equally well	13	59	167	65
	(4.3)	(19.4)	(54.9)	(21.4)
The school provides instructional materials that reflect my culture, ethnicity, and identity	11	51	187	49
	(3.7)	(17.1)	(62.8)	(16.4)
My parent(s) or guardian(s) feels welcome at this school	6	34	202	58
	(2.0)	(11.3)	(67.3)	(19.3)
If I do something bad at school, my parent(s) or guardians(s) hears about it	8	21	182	93
	(2.6)	(6.9)	(59.9)	(30.6)
When I do something good at school, my parent(s) or guardian(s) usually hears about it	35	115	123	31
	(11.5)	(37.8)	(40.5)	(10.2)
The school tries to involve parents or guardians	4	39	191	67
	(1.3)	(13.0)	(63.5)	(22.3)
Parents or guardians often come to my school to help out	58	128	99	15
	(19.3)	(42.7)	(33.0)	(5.0)

Students listen to the teachers	19 (6.3)	72 (24.0)	189 (63.0)	20 (6.7)
Teachers can handle students who disrupt class	18 (6.0)	79 (26.2)	175 (58.1)	29 (9.6)
There are clear rules about student behavior	5 (1.7)	30 (9.9)	215 (71.0)	53 (17.5)
Students are rewarded for positive behavior	17 (5.7)	98 (32.7)	159 (53.0)	26 (8.7)
Everyone knows what the school rules are	5 (1.7)	43 (14.2)	219 (72.5)	35 (11.6)
The bathroom in the schools are clean	93 (30.9)	120 (39.9)	81 (26.9)	7 (2.3)
The school is usually clean and well maintained	44 (14.6)	95 (31.6)	141 (46.8)	21 (7.0)
The temperature in this school is comfortable all year	63 (20.9)	142 (47.0)	88 (29.1)	9 (3.0)
The school has a bright and pleasant appearance	22 (7.3)	87 (28.8)	168 (55.6)	25 (8.3)
Teachers at my school help students with their problems	7 (2.3)	53 (17.5)	212 (70.2)	30 (9.9)
Student who need help for their problems are able to get through school	13 (4.3)	58 (19.3)	201 (66.8)	29 (9.6)
There is someone at school who I can talk to about personal problems	17 (5.6)	58 (19.3)	201 (66.8)	29 (9.6)
Students disobey the rules	22 (7.3)	108 (35.9)	134 (44.5)	37 (12.3)
Disruptions by other students can get in the way of my learning	10 (3.3)	65 (21.6)	173 (57.5)	53 (17.6)
Misbehaving students get away with it	21 (7.0)	149 (49.7)	107 (35.7)	23 (7.7)
There are often broken windows, doors, or desks in this school	91 (30.2)	138 (45.8)	61 (20.3)	11 (3.7)
Vandalism of school property is a problem at this school	81	113	82	26

(26.8) (37.4) (27.2) (8.6)

Table 14.  
Wave 2 School Climate Frequency Distributions

	<i>Not at all a problem</i>	<i>Minor Problem</i>	<i>Moderate Problem</i>	<i>Serious Problem</i>
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
How much of a problem is carrying guns or knives?	176 (58.9)	34 (10.5)	10 (3.3)	79 (26.4)
How much of a problem is physical fighting between students in your school?	93 (30.8)	63 (20.9)	60 (19.9)	86 (28.5)
How much of a problem is harassment or bullying students in your school?	97 (32.1)	89 (29.5)	49 (16.2)	67 (22.2)
How much of a problem is drug use (such as marijuana, LSD, cocaine, and ecstasy) in your school?	125 (41.4)	61 (20.2)	39 (12.9)	77 (25.5)
How much of a problem is tobacco use (cigarettes, chew, and cigars) in your school?	162 (53.6)	51 (16.9)	22 (7.3)	67 (22.2)
How much of a problem is alcohol use (such as beer, wine, and liquor) in your school?	178 (58.9)	45 (14.9)	14 (4.6)	65 (21.5)

Table 15.  
Wave 2 School Climate Frequency Distributions

	<i>No</i>	<i>Yes</i>
	<i>n</i> (%)	<i>n</i> (%)
Does your school have enough programs for violence and conflict?	175 (58.7)	123 (41.3)
Have you witnessed someone else being bullied?	185 (61.5)	116 (38.5)
Would students at this school try to stop bullying?	102 (33.9)	199 (66.1)



Table 16. Wave 2 Victimization Frequency Distributions

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Physical attack/Fighting with a weapon	294 (98.0)	4 (1.3)	0 (0)	1 (0.3)	1 (0.3)
Thinking of your time at school during a regular school , how often have you been a victim of the following behaviors? - Physical attack/Fighting without a weapon	267 (89.0)	19 (6.3)	10 (3.3)	2 (0.7)	2 (0.7)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Robbery	283 (95.0)	9 (3.0)	3 (1.0)	1 (0.3)	2 (0.7)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Bullying	243 (81.0)	33 (11.0)	18 (6.0)	5 (1.4)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Hated on for being different than another group	249 (83.0)	30 (10.0)	16 (5.3)	4 (1.3)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Gang activity	288 (96.0)	10 (3.3)	1 (0.3)	1 (0.3)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Threatened by physical attack	274 (91.6)	16 (5.4)	8 (2.7)	1 (0.3)	0 (0)

Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Sexual assault	288 (96.0)	8 (2.7)	3 (1.0)	1 (0.3)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Theft (your property was stolen from someone else at school).	270 (90.0)	22 (7.3)	7 (2.3)	0 (0)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Your property was vandalized	275 (91.7)	18 (6.0)	6 (2.0)	0 (0)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone threatened you with a firearm	291 (97.0)	6 (2.0)	2 (0.7)	0 (0)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone threatened you with a weapon other than a firearm	294 (97.0)	7 (2.3)	2 (0.7)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone has tried to sell you illegal drugs or alcohol	276 (91.1)	10 (3.3)	16 (5.3)	1 (0.3)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - You observed someone using illegal drugs or alcohol	232 (76.6)	25 (8.3)	25 (8.3)	16 (5.3)	5 (1.7)

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Table 17.  
Wave 2 School Security Frequency Distributions

	<i>None of the time</i>	<i>Some of the time</i>	<i>Most of the time</i>	<i>All of the time</i>
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
How often do you do the following? - Check in to the front desk to get to school	217 (71.1)	35 (11.5)	12 (3.9)	41 (13.4)
How often do you do the following? - Travel through locked, controlled, or monitored gates to get to school	121 (39.7)	17 (5.6)	21 (6.9)	146 (47.9)
How often do you do the following? - Pass through a metal detector at school	8 (2.6)	1 (0.3)	5 (1.6)	293 (95.4)
How often do you do the following? - Leave school campus for lunch	300 (98.0)	3 (1.0)	3 (1.0)	N/A
How often do you do the following? - Use a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	253 (86.9)	24 (8.2)	8 (2.7)	6 (2.1)
How often do you do the following? - Participate in counseling sessions	220 (71.9)	68 (22.2)	12 (3.9)	6 (2.0)
How often do you do the following? - Visit with the school mental health professional (e.g., school social worker or school counselor)	221 (72.0)	80 (26.1)	4 (1.3)	2 (0.7)

How often do you do the following? - Interact with the school security officer (e.g., school resource officer, school police officer)	82 (26.8)	154 (50.3)	51 (16.7)	19 (6.2)
How often do you do the following? - Participate in conflict resolution training	261 (85.9)	39 (12.8)	4 (1.3)	0 (0)
How often do you do the following? - Participate in peer mediation training	264 (86.6)	32 (10.5)	6 (2.0)	3 (1.0)
How often do you do the following? – Participate in student mentoring/mentored by another student/adult	225 (74.8)	57 (18.9)	14 (4.7)	5 (1.7)
How often do you do the following? - Participate in group work with other students	16 (5.3)	102 (33.6)	150 (49.3)	36 (11.8)
How often does the following happen to you? - How often are you searched by a someone using a metal detector (e.g., wand) at school	81 (26.6)	88 (28.9)	21 (6.9)	114 (37.5)
How often does the following happen to you? - How often are you checked for contraband by a drug sniffing dog at school	291 (95.4)	6 (2.0)	1 (0.3)	7 (2.3)
How often does the following happen to you? - How often are you randomly searched for contraband at school	274 (91.0)	15 (5.0)	4 (1.3)	8 (2.7)
How often does the following happen to you? - How often are you required to take a drug test at school	297 (97.1)	7 (2.3)	2 (0.7)	N/A
How often does the following happen to you? - How often are you within eyesight of a security camera in your school	48 (15.8)	41 (13.5)	124 (40.9)	90 (29.7)

How often does the following happen to you? - How often are you required to wear a uniform at school	46 (15.1)	70 (23.0)	60 (19.7)	128 (42.1)
How often does the following happen to you? - How often are you required to wear a clear book bag	281 (92.1)	9 (3.0)	11 (3.6)	4 (1.3)
How often does the following happen to you? - How often are you required to wear an ID	181 (59.2)	86 (28.1)	25 (8.2)	14 (4.6)
How often does the following happen to you? - How often are you limited in your access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers	99 (32.5)	48 (15.7)	43 (14.1)	115 (37.7)
How often does the following happen to you? - How often are you prohibited from using cell phones and text messaging devices during school hours	43 (14.1)	158 (51.6)	74 (24.2)	31 (10.1)

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Table 18.  
Wave 2 Behavior Problems Frequency Distribution

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Physical attack/Fighting with a weapon	292 (95.4)	9 (2.9)	2 (0.7)	1 (0.3)	2 (0.7)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Physical attack/Fighting without a weapon	252 (82.9)	30 (9.9)	11 (3.6)	8 (2.6)	3 (1.0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Robbery	291 (95.4)	10 (3.3)	2 (0.7)	1 (0.3)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Bullying	268 (87.6)	22 (7.2)	9 (2.9)	6 (2.0)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Hating on a population different than yourself	263 (86.2)	33 (10.8)	6 (2.0)	2 (0.7)	1 (0.3)

Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Gang activity	287 (93.8)	12 (3.9)	4 (1.3)	1 (0.3)	2 (0.7)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Threatening physical attack	272 (89.2)	25 (8.2)	5 (1.6)	2 (0.7)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? - Sexual assault	300 (98.0)	4 (1.3)	2 (0.7)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Theft (stealing from someone else at school).	284 (93.1)	13 (4.3)	5 (1.6)	2 (0.7)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? – Vandalizing school grounds	286 (93.5)	12 (3.9)	4 (1.3)	3 (1.0)	1 (0.3)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? – Possess a firearm	302 (98.7)	2 (0.7)	0 (0)	2 (0.7)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? Possess a knife or weapon other than a firearm	302 (99.0)	2 (0.7)	0 (0)	0 (0)	1 (0.3)

Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? – Distribute illegal drugs or alcohol	293 (96.1)	5 (1.6)	4 (1.3)	1 (0.3)	2 (0.7)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? Use using illegal drugs or alcohol	292 (95.7)	7 (2.3)	1 (0.3)	2 (0.7)	3 (1.0)

Table 19.  
Wave 2 Behavior Frequency Distribution Days Absent

	<i>Less than one day a week</i>	<i>1-2 days a week</i>	<i>3-4 days a week</i>	<i>Weeks at a time</i>
	<i>n</i> <i>(%)</i>	<i>n</i> <i>(%)</i>	<i>n</i> <i>(%)</i>	<i>n</i> <i>(%)</i>
How often do you miss school for inexcusable reasons	247 (82.6)	40 (13.4)	1 (0.3)	11 (3.7)

Table 20.  
Wave 2 Arrest Data

	<i>No</i>	<i>Yes</i>
	<i>n</i> <i>(%)</i>	<i>n</i> <i>(%)</i>
In the last 6 months, have you been arrested for something you did on school property?	305 (100.0)	0 (0)



Table 21  
*Wave 3 School Climate Frequency Distributions*

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
I feel safe at this school	4 (1.5)	8 (3.0)	191 (71.0)	66 (24.5)
I feel safe going to and from school	8 (3.0)	58 (21.6)	172 (63.9)	31 (11.5)
My teachers listen to me when I have something to say	1 (0.4)	20 (7.4)	184 (68.4)	64 (23.8)
My teachers care about me	n/a	25 (9.3)	185 (68.8)	59 (21.9)
Teachers [in my school] respect the students	1 (0.4)	19 (7.1)	177 (65.8)	72 (26.8)
My teachers tell me when I do a good job	2 (0.7)	28 (10.4)	165 (61.3)	74 (27.5)
My teachers notice when I am not there	2 (0.7)	43 (16.0)	173 (64.3)	51 (19.0)
Students in my school trust the teachers	5 (1.9)	57 (21.2)	178 (66.2)	29 (10.8)
I feel like I belong	9	34	190	36

	(3.3)	(12.6)	(70.6)	(13.4)
Students help one another	3 (1.1)	17 (6.3)	194 (72.4)	54 (20.1)
Students respect one another	6 (2.2)	23 (8.6)	197 (73.2)	43 (16.0)
Students like one another	3 (1.1)	39 (14.5)	193 (71.7)	34 (12.6)
Students trust one another	10 (3.7)	66 (24.5)	164 (61.0)	29 (10.8)
My teachers believe that I can do well in school	1 (0.4)	3 (1.1)	164 (55.8)	101 (37.5)
I believe I can do well in school	2 (0.7)	9 (3.4)	146 (54.7)	110 (41.2)
My teachers always want me to do my best	0 (0)	6 (2.2)	145 (54.3)	116 (43.4)
It is important to finish high school	3 (1.1)	4 (1.5)	82 (30.7)	178 (66.7)
Students and staff feel pride in the school	0 (0)	17 (6.4)	164 (61.7)	85 (32.0)
I enjoy learning in this school	5 (1.9)	26 (9.8)	177 (66.)	58 (21.8)
I like this school	3 (1.1)	19 (7.1)	173 (65.0)	71 (26.7)
I like coming to school	12	43	155	55

	(4.5)	(16.2)	(58.5)	(20.8)
Students of all races are treated the same	4 (1.5)	15 (5.6)	148 (55.6)	99 (37.2)
All students are treated the same regardless of whether their parents are rich or poor	3 (1.1)	11 (4.1)	149 (55.8)	104 (39.0)
Boys and girls are treated equally well	4 (1.5)	27 (10.2)	150 (56.4)	85 (32.0)
The school provides instructional materials that reflect my culture, ethnicity, and identity	3 (1.1)	25 (9.4)	173 (64.8)	66 (24.7)
My parent(s) or guardian(s) feels welcome at this school	1 (0.4)	6 (2.3)	175 (65.8)	84 (31.6)
If I do something bad at school, my parent(s) or guardians(s) hears about it	0 (0)	11 (4.1)	171 (64.3)	84 (31.6)
When I do something good at school, my parent(s) or guardian(s) usually hears about it	23 (8.7)	105 (39.6)	102 (38.5)	35 (13.2)
The school tries to involve parents or guardians	3 (1.1)	18 (6.8)	178 (66.9)	67 (25.2)
Parents or guardians often come to my school to help out	36 (13.5)	100 (37.6)	108 (40.6)	22 (8.3)
Students listen to the teachers	5 (1.9)	18 (6.8)	198 (74.4)	45 (16.9)
Teachers can handle students who disrupt class	3 (1.1)	25 (9.4)	179 (67.5)	58 (21.9)
There are clear rules about student behavior	0	7	169	90

	(0)	(2.6)	(63.5)	(33.8)
Students are rewarded for positive behavior	11 (4.1)	71 (26.7)	138 (51.9)	46 (17.3)
Everyone knows what the school rules are	2 (0.8)	23 (8.6)	172 (64.7)	69 (25.9)
The bathroom in the schools are clean	39 (14.9)	69 (26.3)	136 (51.9)	18 (6.9)
The school is usually clean and well maintained	14 (5.3)	70 (26.5)	148 (56.1)	32 (2.1)
The temperature in this school is comfortable all year	25 (9.5)	93 (35.5)	121 (46.2)	23 (8.8)
The school has a bright and pleasant appearance	15 (5.7)	65 (24.7)	139 (52.9)	44 (16.7)
Teachers at my school help students with their problems	1 (0.4)	26 (9.8)	182 (68.7)	56 (21.1)
Student who need help for their problems are able to get through school	3 (1.1)	39 (14.8)	178 (67.7)	43 (16.3)
There is someone at school who I can talk to about personal problems	17 (6.4)	49 (18.6)	142 (53.8)	56 (21.2)
Students disobey the rules	34 (12.8)	151 (57.0)	64 (24.2)	16 (6.0)
Disruptions by other students can get in the way of my learning	15 (5.7)	78 (29.4)	136 (51.3)	36 (13.6)
Misbehaving students get away with it	40	157	57	11

	(15.1)	(59.2)	(21.5)	(4.2)
There are often broken windows, doors, or desks in this school	103 (39.5)	126 (48.3)	28 (10.7)	4 (1.5)
Vandalism of school property is a problem at this school	91 (34.9)	124 (47.5)	26 (10.0)	20 (7.7)

Table 22  
Wave 3 School Climate Frequency Distributions

	<i>Not at all a problem</i>	<i>Minor Problem</i>	<i>Moderate Problem</i>	<i>Serious Problem</i>
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
How much of a problem is carrying guns or knives?	186 (69.4)	23 (8.6)	4 (1.5)	55 (20.5)
How much of a problem is physical fighting between students in your school?	147 (54.9)	48 (17.9)	28 (10.4)	45 (16.8)
How much of a problem is harassment or bullying students in your school?	109 (40.7)	85 (31.7)	30 (11.2)	44 (16.4)
How much of a problem is drug use (such as marijuana, LSD, cocaine, and ecstasy) in your school?	143 (53.4)	46 (17.2)	28 (10.4)	51 (19.0)

How much of a problem is tobacco use (cigarettes, chew, and cigars) in your school?	168 (62.7)	38 (14.2)	18 (6.7)	44 (16.4)
How much of a problem is alcohol use (such as beer, wine, and liquor) in your school?	175 (65.3)	33 (12.3)	18 (6.7)	42 (15.7)

Table 23  
*Wave 3 School Climate Frequency Distributions*

	<i>No</i>	<i>Yes</i>
	<i>n</i> (%)	<i>n</i> (%)
Does your school have enough programs for violence and conflict?	108 (40.3)	160 (59.7)
Have you witnessed someone else being bullied?	200 (74.3)	69 (25.7)
Would students at this school try to stop bullying?	47 (17.5)	221 (82.5)

Table 24

*Wave 3 Victimization Frequency Distributions*

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Physical attack/Fighting with a weapon	243 (92.7)	14 (5.3)	3 (1.1)	2 (0.8)	0 (0)
Thinking of your time at school during a regular school , how often have you been a victim of the following behaviors? - Physical attack/Fighting without a weapon	214 (81.7)	35 (13.4)	8 (3.1)	2 (0.8)	3 (1.1)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Robbery	241 (92.0)	18 (6.9)	3 (1.1)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Bullying	182 (69.7)	53 (20.3)	21 (8.0)	2 (0.7)	3 (1.1)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Hated on for being different than another group	193 (73.7)	46 (17.6)	17 (6.5)	4 (1.5)	2 (0.8)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Gang activity	244 (93.1)	15 (5.7)	0 (0)	2 (0.8)	1 (0.4)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Threatened by physical attack	227 (86.6)	26 (9.9)	6 (2.3)	2 (0.8)	1 (0.4)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Sexual assault	233 (88.9)	17 (6.5)	9 (3.4)	3 (1.1)	0 (0)

Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Theft (your property was stolen from someone else at school).	202 (77.1)	42 (16.0)	14 (5.3)	2 (0.8)	2 (0.8)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Your property was vandalized	238 (90.8)	20 (7.6)	4 (1.5)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone threatened you with a firearm	257 (98.1)	4 (1.5)	1 (0.4)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone threatened you with a weapon other than a firearm	256 (97.7)	5 (1.9)	1 (0.4)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone has tried to sell you illegal drugs or alcohol	246 (93.9)	12 (4.6)	3 (1.1)	1 (0.4)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - You observed someone using illegal drugs or alcohol	219 (83.6)	32 (12.2)	5 (1.9)	4 (1.5)	2 (0.8)

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Table 25

*Wave 3 School Security Frequency Distribution*

	None of the time	Some of the time	<i>Most of the time</i>	<i>All of the time</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
How often do you do the following? - Check in to the front desk to get to school	117 (45.2)	67 (25.9)	22 (8.5)	53 (20.5)
How often do you do the following? - Travel through locked, controlled, or monitored gates to get to school	123 (47.5)	28 (10.8)	26 (10.0)	82 (31.7)
How often do you do the following? - Pass through a metal detector at school	39 (15.1)	12 (4.6)	7 (2.7)	201 (77.6)
How often do you do the following? - Leave school campus for lunch	247 (95.7)	5 (1.9)	4 (1.6)	2 (0.8)
How often do you do the following? - Use a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	243 (94.2)	9 (3.5)	3 (1.2)	3 (1.2)
How often do you do the following? - Participate in counseling sessions	164 (62.8)	77 (29.5)	11 (4.2)	9 (3.4)
How often do you do the following? - Visit with the school mental health professional (e.g., school social worker or school counselor)	205 (78.5)	45 (17.2)	8 (3.1)	3 (1.1)
How often do you do the following? - Interact with the school security officer (e.g., school resource officer, school police officer)	100 (38.5)	98 (37.8)	41 (15.8)	21 (8.1)

How often do you do the following? - Participate in conflict resolution training	223 (86.1)	28 (10.8)	6 (2.3)	2 (0.8)
How often do you do the following? - Participate in peer mediation training	216 (83.1)	35 (13.5)	7 (2.7)	2 (0.8)
How often do you do the following? - Participate in student mentoring/mentored by another student/adult	172 (66.2)	58 (22.3)	22 (8.5)	8 (3.1)
How often do you do the following? - Participate in group work with other students	117 (45.2)	67 (25.9)	22 (8.5)	53 (20.5)
How often does the following happen to you? - How often are you searched by a someone using a metal detector (e.g., wand) at school	123 (47.5)	28 (10.8)	26 (10.0)	82 (31.7)
How often does the following happen to you? - How often are you checked for contraband by a drug sniffing dog at school	39 (15.1)	12 (4.6)	7 (2.7)	201 (77.6)
How often does the following happen to you? - How often are you randomly searched for contraband at school	247 (95.7)	5 (1.9)	4 (1.6)	2 (0.8)
How often does the following happen to you? - How often are you required to take a drug test at school	251 (97.3)	4 (1.6)	1 (0.4)	2 (0.8)
How often does the following happen to you? - How often are you within eyesight of a security camera in your school	52 (20.2)	55 (21.4)	107 (41.6)	43 (16.7)
How often does the following happen to you? - How often are you required to wear a uniform at school	11 (4.2)	32 (12.3)	87 (33.5)	130 (50.0)
How often does the following happen to you? - How often are you required to wear a clear book bag	240 (93.0)	7 (2.7)	3 (1.2)	8 (3.1)

How often does the following happen to you? - How often are you required to wear an ID	147 (56.8)	65 (25.1)	24 (9.3)	23 (8.9)
How often does the following happen to you? - How often are you limited in your access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers	67 (25.9)	46 (17.8)	36 (13.9)	110 (42.5)
How often does the following happen to you? - How often are you prohibited from using cell phones and text messaging devices during school hours	30 (11.5)	108 (41.5)	87 (33.5)	35 (13.5)

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Table 26

*Wave 3 Behavior Problems Frequency Distribution*

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Physical attack/Fighting with a weapon	259 (99.6)	1 (0.4)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors?- Physical attack/Fighting without a weapon	242 (93.1)	13 (5.0)	4 (1.5)	0 (0)	1 (0.4)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Robbery	256 (98.5)	3 (1.2)	1 (0.4)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Bullying	241 (92.7)	13 (5.0)	5 (1.9)	1 (0.4)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Hating on a population different than yourself	252 (96.9)	5 (1.9)	1 (0.4)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Gang activity	256 (98.5)	3 (1.2)	1 (0.4)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Threatening physical attack	254 (97.7)	3 (1.2)	2 (0.8)	1 (0.4)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Sexual assault	251 (96.5)	6 (2.3)	2 (0.8)	1 (0.4)	0 (0)

Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Theft (stealing from someone else at school).	250 (96.2)	9 (3.5)	1 (0.4)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? – Vandalizing school grounds	254 (97.7)	4 (1.5)	2 (0.7)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? – Possess a firearm	257 (98.1)	4 (1.5)	1 (0.4)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? Possess a knife or weapon other than a firearm	257 (98.8)	0 (0)	2 (0.8)	0 (0)	1 (0.4)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? – Distribute illegal drugs or alcohol	255 (98.1)	4 (1.5)	0 (0)	1 (0.4)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? Use using illegal drugs or alcohol	255 (98.1)	3 (1.2)	1 (0.4)	1 (0.4)	0 (0)

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Table 27.  
*Wave 3 Behavior Frequency Distribution Days Absent*

	<i>Less than one day a week</i>	<i>1-2 days a week</i>	<i>3-4 days a week</i>	<i>Weeks at a time</i>
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
How often do you miss school for inexcusable reasons	231 (89.9)	14 (5.4)	5 (1.9)	7 (2.7)

Table 28.  
*Wave 3 Arrest Data*

	<i>No</i>	<i>Yes</i>
	<i>n (%)</i>	<i>n (%)</i>
In the last 6 months, have you been arrested for something you did on school property?	258 (98.9)	3 (1.1)

Table 29.  
Wave 4 School Climate Frequency Distributions

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
I feel safe at this school	6 (2.6)	5 (2.2)	144 (72.1)	77 (33.2)
I feel safe going to and from school	7 (3.0)	32 (13.2)	154 (66.4)	39 (16.8)
My teachers listen to me when I have something to say	1 (0.4)	6 (2.6)	153 (65.9)	72 (31.0)
My teachers care about me	2 (0.9)	6 (2.6)	164 (71.0)	59 (25.5)
Teachers [in my school] respect the students	0 (0)	5 (2.2)	157 (67.7)	70 (30.2)
My teachers tell me when I do a good job	5 (2.2)	22 (9.)	140 (60.3)	65 (28.0)
My teachers notice when I am not there	2 (0.9)	24 (10.3)	151 (65.1)	55 (23.7)
Students in my school trust the teachers	1 (0.4)	24 (10.3)	163 (70.3)	4 (19.0)
I feel like I belong	4 (1.7)	19 (8.2)	160 (69.3)	48 (20.8)

Students help one another	4 (1.7)	10 (4.3)	160 (69.0)	58 (25.0)
Students respect one another	2 (0.9)	7 (3.9)	169 (72.8)	54 (23.3)
Students like one another	5 (2.2)	16 (6.9)	172 (74.5)	38 (16.5)
Students trust one another	5 (2.2)	37 (15.9)	155 (66.8)	35 (15.1)
My teachers believe that I can do well in school	3 (1.3)	1 (0.4)	153 (65.9)	75 (32.3)
I believe I can do well in school	1 (0.4)	2 (0.9)	133 (57.6)	95 (41.1)
My teachers always want me to do my best	1 (0.4)	1 (0.4)	131 (56.7)	98 (42.4)
It is important to finish high school	1 (0.4)	2 (0.9)	90 (39.0)	138 (59.7)
Students and staff feel pride in the school	2 (0.9)	8 (3.5)	129 (56.1)	91 (39.6)
I enjoy learning in this school	4 (1.7)	9 (3.9)	150 (64.9)	68 (29.4)
I like this school	5 (2.2)	9 (3.9)	134 (58.0)	83 (35.9)
I like coming to school	7 (3.0)	34 (14.7)	132 (57.1)	58 (25.1)



Students of all races are treated the same	1 (0.4)	7 (3.0)	118 (51.1)	105 (45.5)
All students are treated the same regardless of whether their parents are rich or poor	1 (0.4)	4 (1.7)	134 (58.0)	92 (39.8)
Boys and girls are treated equally well	3 (1.3)	11 (4.8)	139 (60.2)	78 (33.8)
The school provides instructional materials that reflect my culture, ethnicity, and identity	4 (1.7)	18 (7.9)	133 (58.1)	74 (32.3)
My parent(s) or guardian(s) feels welcome at this school	1 (0.4)	2 (0.9)	152 (65.8)	76 (32.9)
If I do something bad at school, my parent(s) or guardians(s) hears about it	2 (0.9)	4 (1.7)	148 (64.6)	75 (32.8)
When I do something good at school, my parent(s) or guardian(s) usually hears about it	17 (7.5)	70 (30.7)	103 (45.2)	38 (16.7)
The school tries to involve parents or guardians	3 (1.1)	12 (5.2)	149 (65.1)	65 (28.4)
Parents or guardians often come to my school to help out	29 (12.7)	65 (28.5)	107 (46.9)	27 (11.8)
Students listen to the teachers	1 (0.4)	8 (3.5)	15 (67.7)	65 (28.4)
Teachers can handle students who disrupt class	2 (0.9)	12 (5.2)	153 (66.8)	62 (27.1)
There are clear rules about student behavior	1 (0.4)	2 (0.9)	135 (59.0)	91 (39.7)

Students are rewarded for positive behavior	8 (3.5)	36 (15.7)	147 (64.2)	38 (16.6)
Everyone knows what the school rules are	1 (0.4)	5 (2.2)	148 (64.6)	75 (32.8)
The bathroom in the schools are clean	19 (8.3)	50 (21.8)	121 (52.8)	39 (17.0)
The school is usually clean and well maintained	11 (4.8)	36 (15.7)	135 (59.0)	47 (20.5)
The temperature in this school is comfortable all year	26 (11.4)	59 (25.8)	109 (47.6)	35 (15.3)
The school has a bright and pleasant appearance	20 (8.7)	30 (13.1)	1329 (56.3)	50 (21.8)
Teachers at my school help students with their problems	3 (1.3)	10 (4.4)	151 (66.2)	64 (28.1)
Student who need help for their problems are able to get through school	4 (1.8)	17 (7.5)	148 (64.9)	59 (25.9)
There is someone at school who I can talk to about personal problems	7 (3.1)	26 (11.4)	141 (61.8)	54 (23.7)
Students disobey the rules	51 (22.3)	128 (22.3)	42 (18.3)	8 (3.5)
Disruptions by other students can get in the way of my learning	18 (7.9)	66 (28.9)	112 (49.1)	32 (14.0)
Misbehaving students get away with it	57 (24.9)	130 (56.8)	36 (15.7)	6 (2.6)

There are often broken windows, doors, or desks in this school	98 (42.8)	108 (47.2)	19 (8.3)	4 (1.7)
Vandalism of school property is a problem at this school	89 (39.0)	95 (41.7)	267 (11.8)	17 (7.5)

Table 30  
Wave 4 School Climate Frequency Distributions

	<i>Not at all a problem</i>	<i>Minor Problem</i>	<i>Moderate Problem</i>	<i>Serious Problem</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
How much of a problem is carrying guns or knives?	180 (77.6)	10 (4.3)	2 (0.9)	40 (17.2)
How much of a problem is physical fighting between students in your school?	160 (69.0)	28 (12.1)	9 (3.9)	35 (15.1)
How much of a problem is harassment or bullying students in your school?	142 (61.2)	40 (17.2)	14 (6.0)	36 (15.5)
How much of a problem is drug use (such as marijuana, LSD, cocaine, and ecstasy) in your school?	166 (71.6)	28 (12.1)	5 (2.2)	33 (14.2)
How much of a problem is tobacco use (cigarettes, chew, and cigars) in your school?	175 (75.4)	19 (8.2)	5 (2.2)	33 (14.2)
How much of a problem is alcohol use (such as beer, wine, and liquor) in your school?	177 (76.3)	19 (8.2)	3 (1.3)	33 (14.2)

Table 31.  
Wave 4 School Climate Frequency Distributions

	<i>No</i>	<i>Yes</i>
	<i>n</i> (%)	<i>n</i> (%)
Does your school have enough programs for violence and conflict?	77 (33.6)	152 (66.4)
Have you witnessed someone else being bullied?	199 (85.8)	33 (14.2)
Would students at this school try to stop bullying?	28 (12.2)	202 (87.8)

Table 32.  
Wave 4 Victimization Frequency Distributions

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Physical attack/Fighting with a weapon	222 (97.4)	6 (2.6)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school , how often have you been a victim of the following behaviors? - Physical attack/Fighting without a weapon	202 (88.6)	22 (9.6)	4 (1.8)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Robbery	213 (93.4)	13 (5.7)	2 (0.9)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Bullying	182 (79.8)	33 (14.5)	11 (4.8)	1 (0.4)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Hated on for being different than another group	193 (84.6)	24 (10.6)	8 (3.5)	1 (0.4)	2 (0.9)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Gang activity	218 (95.6)	10 (4.4)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Threatened by physical attack	211 (92.5)	17 (7.0)	1 (0.4)	2 (0.8)	1 (0.4)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Sexual assault	209 (91.7)	17 (7.5)	1 (0.4)	1 (0.4)	0 (0)

Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Theft (your property was stolen from someone else at school).	203 (89.0)	20 (8.8)	4 (1.8)	1 (0.4)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Your property was vandalized	218 (95.6)	10 (4.4)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone threatened you with a firearm	225 (98.7)	3 (1.3)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone threatened you with a weapon other than a firearm	223 (97.8)	5 (2.2)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Someone has tried to sell you illegal drugs or alcohol	217 (95.2)	10 (4.4)	1 (0.4)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - You observed someone using illegal drugs or alcohol	200 (87.7)	22 (9.6)	6 (2.6)	0 (0)	0 (0)

Table 33.  
*Wave 4 School Security Frequency Distribution*

	None of the time	Some of the time	<i>Most of the time</i>	<i>All of the time</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
How often do you do the following? - Check in to the front desk to get to school	63 (27.6)	67 (29.4)	28 (12.3)	70 (30.7)
How often do you do the following? - Travel through locked, controlled, or monitored gates to get to school	103 (45.6)	15 (6.6)	27 (11.9)	81 (35.8)
How often do you do the following? - Pass through a metal detector at school	47 (20.6)	7 (3.1)	18 (7.9)	156 (68.4)
How often do you do the following? - Leave school campus for lunch	212 (93.0)	6 (2.6)	4 (1.8)	6 (2.6)
How often do you do the following? - Use a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	205 (90.3)	16 (7.0)	3 (1.3)	3 (1.3)
How often do you do the following? - Participate in counseling sessions	138 (60.5)	68 (29.8)	16 (7.0)	6 (2.6)
How often do you do the following? - Visit with the school mental health professional (e.g., school social worker or school counselor)	168 (73.7)	50 (21.9)	5 (2.2)	5 (2.2)
How often do you do the following? - Interact with the school security officer (e.g., school resource officer, school police officer)	74 (32.6)	92 (40.5)	38 (16.7)	23 (10.1)

How often do you do the following? - Participate in conflict resolution training	287 (82.4)	29 (12.8)	7 (3.1)	4 (1.8)
How often do you do the following? - Participate in peer mediation training	180 (78.9)	38 (16.7)	6 (2.6)	4 (1.8)
How often do you do the following? - Participate in student mentoring/mentored by another student/adult	150 (65.8)	56 (24.6)	16 (7.0)	6 (2.6)
How often do you do the following? - Participate in group work with other students	40 (17.5)	71 (31.1)	85 (37.3)	32 (14.0)
How often does the following happen to you? - How often are you searched by a someone using a metal detector (e.g., wand) at school	74 (33.3)	25 (11.3)	33 (14.9)	90 (40.5)
How often does the following happen to you? - How often are you checked for contraband by a drug sniffing dog at school	213 (95.9)	4 (1.8)	2 (0.9)	3 (1.4)
How often does the following happen to you? - How often are you randomly searched for contraband at school	208 (93.7)	9 (4.1)	2 (0.9)	3 (1.4)
How often does the following happen to you? - How often are you required to take a drug test at school	218 (98.2)	3 (1.4)	0 (0)	1 (0.5)
How often does the following happen to you? - How often are you within eyesight of a security camera in your school	53 (23.9)	44 (19.8)	91 (41.0)	34 (15.3)
How often does the following happen to you? - How often are you required to wear a uniform at school	18 (8.1)	35 (15.8)	90 (40.5)	79 (35.6)
How often does the following happen to you? - How often are you required to wear a clear book bag	208 (93.7)	5 (2.3)	5 (2.3)	4 (1.8)



How often does the following happen to you? - How often are you required to wear an ID	148 (66.7)	45 (20.3)	15 (6.8)	14 (6.3)
How often does the following happen to you? - How often are you limited in your access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers	61 (27.5)	31 (18.5)	41 (18.5)	89 (40.1)
How often does the following happen to you? - How often are you prohibited from using cell phones and text messaging devices during school hours	41 (18.5)	98 (44.1)	65 (29.3)	18 (8.1)

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Table 34.  
Wave 4 Behavior Problems Frequency Distribution

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Physical attack/Fighting with a weapon	220 (99.5)	1 (0.5)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors?- Physical attack/Fighting without a weapon	216 (97.7)	5 (1.8)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Robbery	219 (99.1)	2 (0.9)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Bullying	205 (92.8)	13 (5.9)	2 (0.9)	0 (0)	1 (0.5)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Hating on a population different than yourself	215 (97.3)	6 (2.7)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Gang activity	220 (99.5)	1 (0.5)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Threatening physical attack	219 (99.1)	2 (0.9)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? - Sexual assault	214 (97.3)	5 (2.3)	1 (0.5)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you been a victim of the following behaviors? - Theft (stealing from someone else at school).	218 (98.6)	2 (0.9)	1 (0.5)	0 (0)	0 (0)

Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? – Vandalizing school grounds	218 (98.6)	3 (1.54)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have you engaged in the following behaviors? – Possess a firearm	220 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? Possess a knife or weapon other than a firearm	220 (99.5)	1 (0.5)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? – Distribute illegal drugs or alcohol	217 (98.6)	3 (1.4)	0 (0)	0 (0)	0 (0)
Thinking of your time at school during a regular school day, how often have engaged in the following behaviors? Use using illegal drugs or alcohol	217 (98.2)	4 (1.8)	0 (0)	0 (0)	0 (0)

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Table 35.  
Wave 4 Behavior Frequency Distribution Days Absent

	<i>Less than one day a week</i>	<i>1-2 days a week</i>	<i>3-4 days a week</i>	<i>Weeks at a time</i>
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>
How often do you miss school for inexcusable reasons	192 (86.9)	20 (9.0)	4 (1.8)	5 (2.3)

Table 36.  
Wave 4 Arrest Data

In the last 6 months, have you been arrested for something you did on school property?	<i>No</i>	<i>Yes</i>
		217 (98.2)

Table 37.

## Range, Means and Standard Deviations for School Records Data

	Range	2017-2018	2018-2019	2019-2020	2020-2021
Standardized Test ELA Performance Level	1.00 – 5.00	3.49 (1.18)	3.49 (1.31)	N/A	N/A
Standardized Test ELA Scaled Score	650.00 – 850.00	756.33 (37.12)	756.33 (43.38)	N/A	N/A
Standardized Test Math Performance Level	1.00 – 5.00	3.16 (1.20)	3.10 (1.15)	N/A	N/A
Standardized Test Math Scaled Score	650.00 – 850.00	745.11 (37.90)	744.14 (36.70)	N/A	N/A
Attendance Rate	51.70 – 100.00	94.39 (5.30)	94.55 (6.13)	95.21 (5.98)	96.54 (6.70)
GPA	0.00 – 4.37	2.76 (0.94)	2.87 (0.80)	2.91 (0.81)	1.96 (1.50)
In School Suspensions	0.00 – 2.00	0.01 (0.10)	0.01 (0.13)	0.00 (0.06)	N/A
Out of School Suspensions	0.00 – 2.00	0.02 (0.12)	0.02 (0.14)	0.00 (0.07)	N/A

Table 38.

*School Characteristics from Participating Schools*

School	Waves School Participated in	School Size	Percentage Economically Disadvantaged	Percent Minority Students Served
School 1	1, 2, 3	446/366	63.5%/60.9%	99.6%/99.7%
School 2	1, 2, 3	835/814	67.8%/67.7%	83.6%/85%
School 3	1, 2	2055/2078	70.2%/77.4%	73.6%/71.1%
School 4	1, 2, 3, 4	612/638	85.8%/84.8%	86.4%/86.1%
School 5	1, 2	614/572	74.1%/80.6%	93%/92.8%
School 6	1, 2, 3, 4	491/438	60.9%/74.7%	98.6%/99.1%
School 7	1, 2	489/447	75.7%/72.3%	99.8%/99.6%
School 8	1, 2, 3	1416/1606	64.8%/61.9%	99.8%/99.9%
School 9	0	NA	NA	NA

School 10	3, 4	409/401	75.1%/66.1%	99.5%/99.5%
School 11	4	378/380	75.1%/66.1%	97.6%/98.2%
School 12	0	NA	NA	NA
School 13	0	NA	NA	NA

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*Note:* 2018/2019 data is presented above / mark and 2019-2020 data is present below. NA indicates that the school did not participate.