

*Cheektowaga Police
Department*

*School-Community Safety
Initiative*

*Herman Goldstein
Award Application
1999*

School-Community Safety Initiative

As stories of unspeakable horror in our country's schools gripped the nation's attention, a violent incident in a Cheektowaga school resulted in serious injury to three students. As an aftermath of this incident the Cheektowaga Police Department, Cheektowaga schools, town government and the community formed a multi-discipline committee, named the School-Community Safety Committee, to carefully study the safety of our schools. We evaluated what methods had been successful in the past and needed to be expanded, the implementation of an early warning system and joint preparation in the event of an overt act of violence.

The task of the committee was to recommend courses of action including prevention, educational programming, policing, etc. to identify and prevent both offender and victim behavior as well as conditions that provide the opportunity for school and community violence. After months of research, meetings, crime analysis, interviews of school personnel, surveys of students and trainings by a nationally known expert on youth violence, we are implementing an action plan formulated to support the goals listed here:

- > To develop and maintain a safe, violence-free school environment that is characterized by respect and healthy conflict resolution.
- > To define what constitutes unacceptable and acceptable behavior in the school and help students, parents and teachers understand it.
- S^ To encourage the community support.

- > To assist all school personnel in developing the knowledge and skills necessary to identify and respond appropriately to early warning signs as well as violent incidents and/or individuals.
- > To educate students and parents about violence prevention.
- > To ensure that all persons know the school will take appropriate intervention steps to prevent violence including a law enforcement response.

Training issues such as early warning signs case management, media relations and response to violent incidents surfaced as the primary objectives when the committee prioritized its recommendations. The police department developed a training module for the first concern and trained over 300 police and school staff to date. The patrol division expanded its school liaison program to all four school districts.

We measured our results by analyzing six months of police reports and work sheets after the training, documentation of successful joint ventures, increased cooperation and information exchange, informal surveys and community feedback.

The school initiative has received overwhelming accolades from the community, school and police that cumulated in the passage of a town board resolution in support of the program.

School-Community Safety Initiative

Submitted by the Cheektowaga Police Department

SCANNING

What problem did you address in POP project?

We addressed the issue of school violence, specifically - early police intervention in violent incidents and threats of violence in the schools.

The timeliness of the problem was foremost in why we selected it now. With the school shootings making headline news, school officials were more amiable to forming a partnership with the law enforcement community to address safety in the schools.

Locally, we also had a pivotal incident. The relative safe and secure atmosphere of a Town school was shattered at the end of the 1997-1998 school year when several students used hammers, baseball bats and socks filled hard objects to end a disagreement over a three dollar ring. This incident generated intense community interest and was the impetus for personnel from that school to spearhead an initiative to address violence in the Cheektowaga schools.

ANALYSIS

- > An analysis of trends in juvenile crime cases referred for follow-up investigation between August 1992, and August 1998 was completed as well as a review of reported incidents on or near school property. Juveniles committed more crimes during the calendar weeks when schools were in session that were committed during the calendar weeks of major breaks and vacations.
- > We also noted, through an inspection of police reports associated with schools, that schools haphazardly notified the police department about crimes on their premises

and many were AFTER the incident had escalated to violence. There were no standards for reporting of, responding to or early intervention in violent incidents or the precursors of violent incidents such as threats.

- > CAP (Community Action Partnership) conducted a comprehensive survey of students in two of the school districts. The students reported on substance abuse, violence issues and risk taking behaviors. CAP is a not-for-profit organization associated with community agencies, businesses, and individuals sharing a common interest of promoting healthy lifestyles free from substance abuse. A notable finding specifically on the issue of violence was that at every grade level 6-12, 25-35% of the students reported being the victim of physical violence.
- > Dr. Charles Ewing, a nationally known expert on violent behavior addressed a group of law enforcement personnel, school administrators, and representatives from community and town recreation groups to give them the benefit of his years of research on the subject. The professor suggested a two-fold approach of treatment and prevention and gave the group suggestions on how to work cooperatively.
- > Review of our Memorandum of Understanding between the police department and the schools with the thought of updating it to include threats of bodily harm, weapon possession and other disruptive behaviors as reportable incidents.
- >- Informal sampling of school principals as to what incidents they felt constituted crimes and would report to police.
- y Interviews with teachers who expressed interest in obtaining assistance and information on identifying perpetrators of violence and assessing and managing their cases.

- > Census of school enrollments by district and grade level to identify peak times for potential trouble spots.
- > A review of police training records showed no training of officers specifically on school violence issues, early warning signs or threat assessment.

What harms have resulted from the problem?

Harms resulting from the problem include:

- > Incidents escalating to physical violence
- > An uncoordinated response to incidents between law enforcement and school officials
- > Lack of services to both victims and offenders
- > Reactive approach instead of pro-active approach

RESPONSE

The superintendents of the four Cheektowaga school districts decided to form a multi-discipline committee to look at solutions from a community-wide view.

They invited the police chief who in turn brought representatives of the patrol division and the crime resistance bureau. The group was expanded to include the Town supervisor and recreational facilities director as well as the director of the Cheektowaga Action Partnership (CAP). Top administrators representing the primary and secondary schools of all four districts were then added to the table. Dr. Charles Ewing, a nationally known expert on violent behavior addressed the group.

A core group named the School-Community Safety Committee, charged with studying the issue of school-community safety in relation to the behavior of youth in the Town of Cheektowaga, was the result of the summer's discussions. The task of the committee was to recommend courses of action including prevention, educational

programming, policing, etc. to identify and prevent both offender and victim behavior as well as conditions that provide the opportunity for school and community violence.

Arrangements were made for the committee to view the White House Conference on School Safety: Causes and Prevention of Youth Violence at a central location.

Committee members also researched various sources on school violence and brought to the meetings literature on their own successful programs to share with the group.

Over the course of several meetings, the committee developed its goals and an action plan. The plan was formulated to reflect the "community" theme and spirit while at the same time ensuring that the individual districts' policies and procedures were respected. They were designed in such a manner as to establish a common framework for non-violence in the Cheektowaga Community but provide the latitude for each school district to adapt them to their own unique circumstances, ideas and available resources. The recommendations were then reviewed and accepted by the four school superintendents and the police chief. Each superintendent, in turn, presented it to their individual school boards that adopted them. At a multi-media press conference, the four superintendents, the police chief and the town supervisor unveiled the school safety plan and a standard statement on school violence.

The town supervisor presented the superintendents with a town board resolution of support for their initiative. The feedback from the community has been overwhelmingly positive in support of the safety plan as many of them have called school and police representatives to express their support. The recommendations of the committee are listed in example 1 and the updated Memorandum of Understanding between the schools and police is example 2.

As the plan we developed spans several years for total implementation, the committee again met to prioritize the goals. Foremost on the list were training issues for both law enforcement and school personnel on early warning signs, threat assessment and case management and media relations; practical exercises and training with the tactical unit; and environmental design surveys for building safety.

The police department developed a training module based on the principles of threat management. It was adapted to the needs of the school community by utilizing Early Warning. Timely Response, a Guide to Safe Schools from the U.S. Department of Education to include early warning signs recognition. To date, over two hundred and fifty school personnel and eighty police personnel have attended the training. The department also developed a follow-up protocol for case management. The training is expected to continue for at least the next year.

In furtherance of the other goals, the schools have each formed committees of interested personnel who regularly interact with the police to achieve each objective. Despite the fact that the objectives are encompassing and far reaching, the committee members, school administrators, town officials and police department personnel are dedicated to keeping the schools in Cheektowaga safe.

Difficulties

- > The scope of the project expanded to a multi-year project with the prioritization of each goal based on resources, budget, time and personnel.
- > Educating the school officials on several topics: early warning signs, responding to violent incidents, personal safety programs, press relations, and tactical team

operations strains police department resources so the members of the committee are looking for alternative funding sources to accomplish this task.

- > Time constraints on the officers as the popularity, acceptance and functions of the program expanded beyond our initial expectations.

ASSESSMENT

Results of Response

- > The adoption of the School-Community Safety Committee's recommendations and a standard statement on school violence by all four school districts as well as their school boards.
- > The Town of Cheektowaga passed a town-wide resolution in support of the school initiative.
- > Over three hundred law enforcement and school personnel have been trained in threat assessment/early warning signs case management.
- > The expansion of the patrol school liaison officer program to all four school districts.
- > Increased cooperation amongst the partners to maintain a safe school environment.
- > Earlier reporting of incidents and joint management of and response to problems.
Several successful joint interventions documented in the six-month post training period attest to the effectiveness of a joint response.
- > Development of a threat assessment protocol that officers and detectives can use to investigate and evaluate threats of violence. (An example of case management under this protocol accompanies this application).
- > The commitment to accomplish all of the listed goals and objectives proposed by the committee.

- > A multi-year project with the prioritization of each goal based on resources, budget, time and personnel.

Measurement of Results

- > Six months of data from patrol work sheets and police reports that showed an increase of reported incidents from the schools as well as the reporting of these incidents before they escalated. Many of these incidents were reported when the liaison officer would initiate contact with the school.
- > The above results were graphed and it shows that the officers spent much more time in the schools and participated in many more successful endeavors. The total number of hours in schools was 702.5. There were 557.5 hours more spent in the schools than ever before on activities that we generally did not engage in on a regular basis such as lunch time chats and walking the halls to speak with students and teachers. There were also 84 hours spent on measurable successful interventions due to the threat assessment/ early warning signs training. The program was clearly very successful.
- > Documentation of numerous successful joint interventions investigating threats of violence.
- > Informal survey of teachers, superintendents and school administrators showed overwhelming support of the program.
- > Positive feedback to School-Community Safety Committee members from school personnel then who related it to the committee.
- > Positive feedback to the schools from parents after the initiative was announced publicly.

- > Interaction and cooperation with the patrol school liaison officers from both students and teachers that exceeded our expectations.
- > Exchange of information increased as the police department was receiving more information on underage drinking parties, threats of fights amongst students and drug and weapon possession in the schools.

Agency and Officer Information

- 1.) The patrol division, the investigative division and the Chief of Police adopted the problem solving initiative.
- 2.) In 1994, an 8-hour community policing and problem solving training seminar was conducted for all sworn members of the police department. All executives and mid-level supervisors completed 80 hours of training in management style, communication and interpersonal skills, organizational missions, goals and objectives, and problems solving techniques. Department executives completed 32 hours of training in executive development that had a strong focus on Policing in the 21st Century. In June of 1995, 45 police officers, supervisors, and executives completed a certified 40-hour training course in Community Oriented Policing, which included a problem-solving module. Presently, the entire department is involved in implementing the community policing as an enforcement strategy.
- 3.) As part of this initiative, patrol officers who volunteered to be school liaison officers were relieved of other duties such as court bailiff to give them time to participate in the program. They were also given the latitude to participate in

events at their assigned school and follow-up on investigations or activities they initiated.

- 4.) The resource and guidelines that we utilized are as follows:
 - > COP/POP: The Implementation Process
 - > "Memorandum of Understanding between the police department and schools
 - > Threat Assessment: An Approach to Prevent Targeted Violence by Robert A. Fein, Ph.D., Bryan Vossekuil and Gwen A. Holden, National Institute of Justice, September 1995.
 - > White House Conference on School Safety: Causes and Prevention of Youth Violence
 - > Second Step, A Violence Prevention Curriculum
 - > "Dealing with Workplace Violence," A Guide for Agency Planners by the US Office of Personnel Management
 - > Legal and Policy Issues in Curbing Violence in Schools
 - > Executive Summary, Early Warning, Timely Response: A Guide to Safe Schools by the Department of Education
- 5.) Issues that were identified include: training: identification of early warning signs, responding to violent issues, media relations, personal safety, case management protocols for school and police, physical security of the school buildings, and information exchange.
- 6.) We committed personnel to the project in the form of School Community Safety Committee members, trainers, school liaison officers to each school district and

detectives for follow-up investigations. We are currently searching for alternative funding sources and budget additions to implement the other recommendations.

Agency Information

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Project Title: School-Community Safety Initiative

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Example 1

School-Community Safety Committee Recommendations

- 1.) **To develop and maintain a safe, violence-free school environment that is characterized by respect and healthy conflict resolution.**
 - > Adoption of a "Student Declaration of Non- Violence" in all district schools renewable on a yearly basis.
 - > Adoption of a student assistance program with confidential reporting avenues.
 - > Develop and implement a crisis intervention plan for use during violent incidents and their aftermath.
 - > Standardize the response to bomb threats including information on caller, telephone call back or trace capabilities and handling and detecting suspicious packages.
 - > Evaluate each school for physical safety measures including entry control and make recommendations to enhance security as needed.
 - > Continue to offer and expand upon after school programs especially during peak hours of juvenile crime including most notably the hours immediately after dismissal from school.

- 2.) **To define what constitutes unacceptable and acceptable behavior in the school and help students, parents and school personnel understand it.**

> Adoption of "Standard Statement on School Violence" to ensure continuity and uniformity in the Cheektowaga Community. This statement should be well-publicized and known to all students, parents and school personnel.

"A" To promote the acceptance of individual differences and cultural diversity through educational programming.

3.) To encourage the community to support violence prevention initiatives and play an active role in promoting violence prevention.

"P" Seek business and community sponsorship and participation in events whose themes include non-violence and/or no drugs or alcohol.

4.) To assist all school personnel in developing the knowledge and skills necessary to identify and respond appropriately to early warning signs as well as violent incidents and/or individuals.

> Train the school personnel to be able to identify the early warning signs that relate to violence and other disturbing behaviors.

• Train the school personnel on issues of domestic violence and child abuse because research has shown that children who are victims of or witness violence are at risk of becoming violent towards others.

> Introduce school personnel to the principles of non-violent conflict resolution.

> Incorporate "character education" into the school environment.

> Take all threats seriously and assess them as soon as possible. Develop an internal protocol for follow-up action including a law enforcement response as appropriate.

- > Develop an internal protocol for responding to the warning signs once they are identified including methods of documentation, internal interventions, follow-up procedures and interaction with other outside support agencies.

S.) To educate students about violence and violence prevention.

- > Offer programs to promote student safety (ex. personal safety, gun safety, etc.)
- > Train the students to be able to identify the early warning signs that relate to violence and other disturbing behaviors.
- > Encourage the formation of student groups to promote non-violence.

6.) To assist parents in developing the knowledge and skills to foster a violence-free home environment for their children.

- > Develop and distribute an informational brochure for parents on the school district's prevention and intervention policies and their role in preventing violence.
- > Train the parents to be able to identify the early warning signs that relate to violence and other disturbing behaviors.
- > Inform parents regarding the district's policy on searches for drugs and weapons on school grounds including vehicles in the parking lot.
- > Provide parents with programs and speakers emphasizing effective parenting skills.
- ^ Make available information on gun safety.

7.) To ensure that all persons know the school will take appropriate intervention steps to prevent violence including a law enforcement response.

- > Utilize random, periodic, unannounced searches for drugs and weapons on school property including the parking lot.
- > Continue to follow and **update** the guidelines set forth in the "Memorandum of Understanding" between the Cheektowaga Police Department and the Cheektowaga Public Schools.

SUGGESTED ADDITIONS:

- a) Any time there is credible threat of bodily harm or homicide to anyone on school property or at school sponsored events or any other threat the administration deems appropriate to report.
 - b) The possession of any firearm or other illegal weapon on school property or at school sponsored events.
 - c) Other disruptive behaviors that constitute criminal behavior such as criminal mischief to property that the administration deems appropriate to report.
- > Encourage and support the presence of uniformed police officers on school premises for purposes of role modeling, educational classes on safety violence issues, victim safety and law enforcement.

Example 2

Memorandum of Understanding

Cheektowaga Police Department And Cheektowaga Public Schools

General Statement

The Cheektowaga Police Department and the Superintendents of the Cheektowaga Public Schools recognize that the abuse of alcohol and other drugs and the threat to personal safety inherent in the possession of dangerous weapons are societal problems and that remediation of these problems must begin at community level.

These tow groups pledge to adopt a formal "memorandum of understanding" that will outline for both the rights and responsibilities each will assume to affect positive changes.

Both parties agree that as we ask school personnel to take a more active role in observing the behavior of students and to make decisions about the appropriateness of that behavior that the roles of students, teachers, staff and the police involved must be clearly understood.

Procedure

Any students or school employee will immediately report any of the aforementioned noncompliance of the school's "Drug Free Policy" and "Gun Free Policy" to the Principal/Assistant Principal shall authority to take appropriate action immediately and will notify the Superintendent as a soon as reasonably possible.

Statement 1:

The Cheektowaga Public Schools and the Cheektowaga Police Department agree to coordinate our efforts in preventing the abuse of alcohol and other drugs and ensuring the safety of the school setting. We therefore, will adopt a written memorandum of understanding that clarifies the following:

- a. The types of incidents that require notification of the police department
- b. The expectations of the students, counselors, teachers, and administrations regarding the discovery of alcohol or other drugs, or weapons in school, on school grounds or at school sponsored activities.
- c. The notification process and procedures necessary when a student is found in possession of alcohol, illegal drugs or dangerous weapons.
- d. The procedure outlining the actions of the law enforcement officers when contraband is turned over to them by school officials.
- e. The procedure by which students and parents will be notified of the adoption of this understanding.

Statement 2:

Expectations of the Police Department

The Chief of Police agrees that any officer responding to the school shall act responsibly to ensure that a trusting relationship is fostered with the school personnel.

The police will respond to any call relating to violations of the law as soon as reasonably possible.

In instances where a student has been arrested, the police will cooperate with attempts to notify the parents in a reasonable time period.

In instances where the removal of a student is essential to ensure the safety of him/herself or others, the police will do so immediately and contact the parents as soon as reasonably possible.

The police will remove any confiscated illegal drugs, drug paraphernalia or dangerous weapons in possession of the school administration.

The police will cooperate with the school to ensure that the education process is not disrupted whenever possible.

A primary liaison will be appointed by the police chief to coordinate the memorandum of understanding agreement. (Sergeant of Juvenile Division)

The school principal will be notified by the police of incidents reported to the department by school personnel other than the administration. This will ensure that proper reporting procedures have been followed.

Statement 3:

Expectations of the School

Note: In the case of weapons possession, any school personnel may notify the police as this is considered an emergency in all cases.

The school will have in place a procedure by which all personnel will report incidents of use, abuse, possession of alcohol and other drugs and possession of drug paraphernalia and dangerous weapons to the designated administrator. At any time that schools have information regarding threats to the safety and health of students, the appropriate person will notify the police department liaison.

This procedure will be disseminated to all school personnel and the police chief for distribution.

The school expects that calls for these incidents will be answered as soon as possible.

Such actions include, but are not limited to:

- Contacting of the police to deal with violator
- Immediate confiscation of drugs, weapons
- Removal of violator from the school property
- Contacting parents, legal guardian or responsible adult

At all times, the Principal/Assistant Principal will be authorized to call the police liaison to report any illegal activity or need for assistance. In their absence, the responsibility and authority will rest with their designee.

Statement 4:

Incidents to be Reported to Administration

- a. Possession of alcohol by a minor or possession of an other drugs including, but not limited to, tobacco, inhalants, marijuana, cocaine, crack, LSD, PCP, amphetamines, heroin, all steroids, look-alikes and other substances referred to as "designer drugs." The inappropriate use of prescription drugs or over-the-counter drugs should also be reported.
- b. Students suspected, found, or admitting to being under the influence of alcohol or other drugs in school, or at school sponsored activities.
- c. The voluntary admission by a student that he/she is personally or suspects use of alcohol or other drugs by a friend should first be handled through the existing Student Assistance model operating in the school (e.g. Core Team). It is assumed that a member of administrative staff is a member of the team.

- d. The possession of any firearm or other illegal weapon on school property or at school sponsored activities.
- e. The possession of drug paraphernalia.
- f. Any time that there is threat of bodily harm or homicide to anyone on school property or at school sponsored events.

Note: In any incident or case deemed to be an EMERGENCY, call 911 FIRST; THEN notify appropriate administrator.

STATEMENT 5:

INCIDENTS TO BE REPORTED TO THE POLICE DEPARTMENT

- d) Possession of alcohol by minor aged 20 YEARS AND UNDER.
- e) Possession of illegal drugs to include inhalants, marijuana, cocaine, crack, heroin, LSD, PCP, amphetamines, all steroids, look-alikes and other substances known as "designer drugs."
- f) Any student in possession of or under the influence of alcohol or other drugs for whom a parent or immediate family member cannot be contacted.
- g) Intoxication of any student that is providing behavior or safety problems to school personnel or other students or property.
- h) Possession of drug paraphernalia as described in the penal law, i.e. hypodermics or syringes.
- i) ***Any time there is credible threat of bodily harm or homicide to anyone on school property or at school sponsored events or any other threat the administration deems appropriate to report.**
- j) **The possession of any firearm or other illegal weapon on school property or at school sponsored events.**
- k) **Other disruptive behaviors that constitute criminal behavior such as criminal mischief to property that the administration deems appropriate to report.**

* Highlighted area added as result of School-Community Safety Committee Recommendations

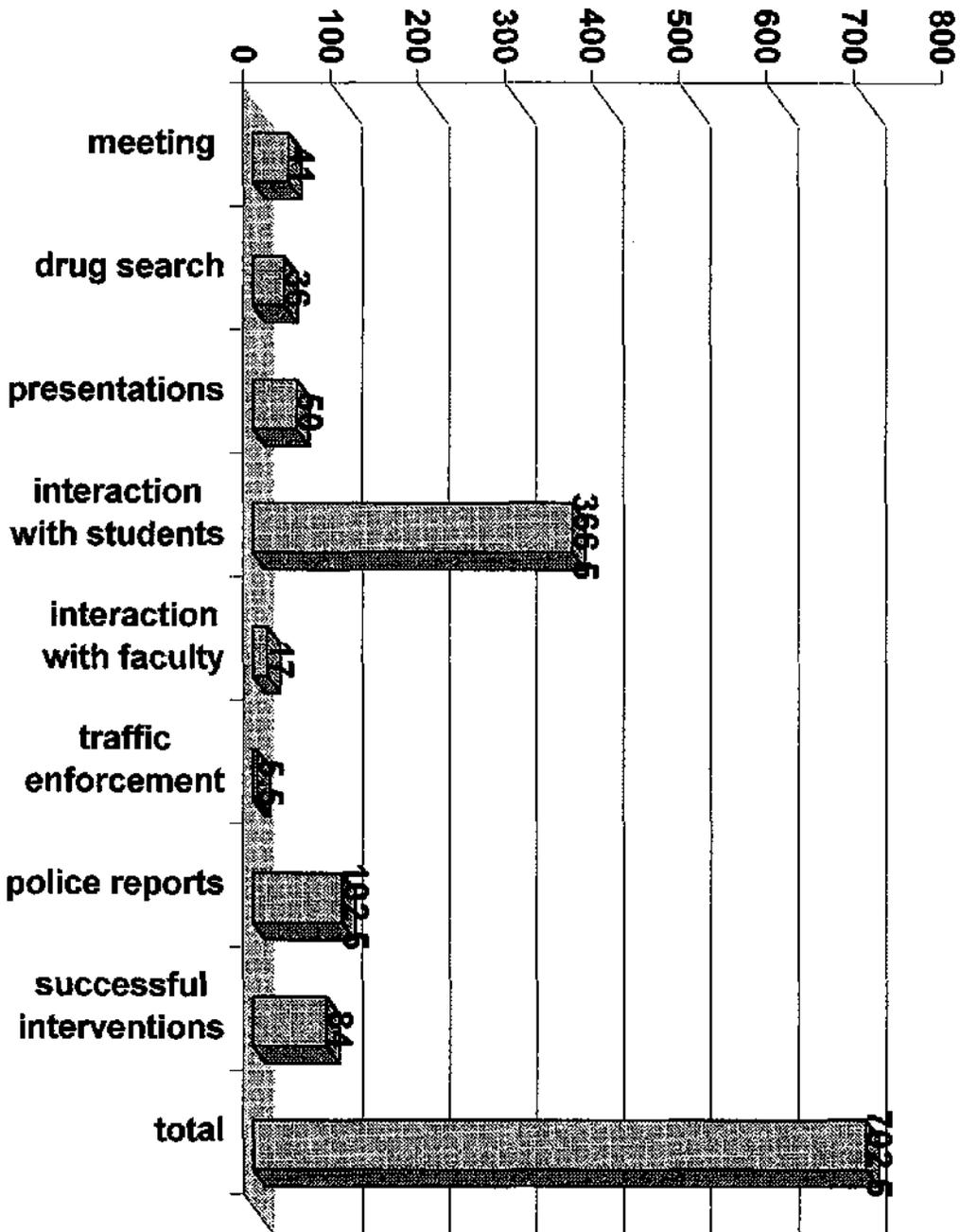
Supporting Documents

1. Extract from Minutes of Cheektowaga Town Board Meeting in support of school initiative
2. Police say \$3 ring started fight among teen girls, Buffalo News, April 30th, 1998
3. School Task force recommends police in local high schools, Cheektowaga Times, November 19th, 1998
4. Police patrol schools to prevent violence, Buffalo News
5. Task force backs police in school districts, Buffalo News, November 11th, 1998
6. Police presence in town schools may increase, Cheektowaga Bee, November 19th, 1998
7. Uniformed police officers being used in schools, Buffalo News, December 16th, 1998
8. Officials like results from Central HS nonviolence plan, Cheektowaga Times
9. Police school presence set, Cheektowaga Bee, December 17th, 1998
10. Cheektowaga Central School District newsletter, Winter 1999

Charts, Tables, Graphs

1. Patrol School Liaison Officer program, Sept 98 to Feb 99, activity report and results chart.
2. Juvenile Crime in the Town of Cheektowaga: Trends in Follow-Up Investigations
3. Report - Developmental Assets: A Profile of Your Youth, John F. Kennedy High School
4. Report – Development Assets: A Profile of Your Youth, Maryvale Middle School
5. Cheektowaga Police Department, School Enrollments – 1998-1999

Patrol School Liaison Officer Program Sept 98 to Feb 99



Time in Hours

Cheektowaga Police Department

*Juvenile Crime in the
Town of Cheektowaga*

Trends in Follow-Up Investigations



*An Analysis of Trends in Cases Referred
for Follow-Up Investigation between
August, 1992 and August, 1998*

Captain Thomas E. Rowan
Investigative Division Commander

August 26, 1998

Juvenile Crime in Cheektowaga

Trends in Follow-Up Investigations

An Analysis of Trends in Cases Referred for Follow-Up Investigation between August, 1992 and August, 1998

Preface

This report is an analysis of crimes and events involving juvenile subjects and suspects investigated by all the Bureaus and Units of the Investigative Division between August 1992 and August, 1998.

The data analysis addresses only those crimes and events tracked by the Detective Bureau Investigative Control (D.B.I.C.) Database. Crimes and events that were handled exclusively by the Patrol Division, i.e., not referred or followed up by the Investigative Division, are not represented in the D.B.I.C. system and thus, are not addressed in this report.

Executive Summary

Analyses of the database records were performed to examine the following attributes of crimes investigated by Detectives in the study period:

1. Types of Crimes Committed by Juveniles
2. Juvenile Crime by Hour of Occurrence
3. Juvenile Crime by Day of Occurrence
4. Juvenile Crime in Relation to the School Calendar
5. Juvenile Crime by Geographical Location in Cheektowaga (Tract of Occurrence)

The following is a summary of the findings. Supporting data and additional analysis are located later in this report.

Types of Crimes Committed by Juveniles

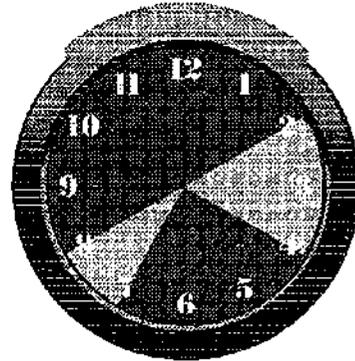
The top 10 juvenile crimes and events¹ referred for follow-up investigation during the study period were:

1. Larceny
2. Harassment & Aggravated Harassment
3. Miscellaneous (e.g. PINS, PINS Diversion, counseling for non-criminal albeit troublesome behavior, etc.)
4. Assault
5. Criminal Mischief (Vandalism)
6. Missing Person (Runaways)
7. Residential Burglary
8. Sexual Assault
9. Criminal Possession of Stolen Property
10. Robbery

Juvenile Crime by Hour of Occurrence

Hourly juvenile crime peaks are found at:

- 1) 2:00 PM
- 2) 3:00 PM
- 3) 7:00 PM



Juvenile Crime by Day of Occurrence

Daily juvenile crime peaks are found on:

- 1) Friday
- 2) Wednesday

¹ Types of Crime are categorized by the DBIC Primary File Code, an investigative method that classifies crimes and events by similarities in the criminal behavior of the offender. This behavior-driven index usually, but not always, follows the Penal Law classifications of crimes.

Juvenile Crime in Relation to the School Calendar

The data was initially analyzed and sorted by the week of occurrence on the Julian calendar which revealed radical variances in the crime rate trend-lines throughout the calendar year. This data was then re-plotted to correspond to the typical elementary and high school calendar. Examining the data in relation to the school calendar suggests the following:

- 1) Juveniles commit more crimes during the calendar weeks when school is in session than are committed during the calendar weeks of major breaks and vacations
- 2) The juvenile crime rate increases as the school year progresses
- 3) The first half of Semester 2 (between Winter Break and Spring Break) has the highest percentage of violent crimes committed by juvenile offenders
- 4) The Winter Break has the lowest percentage of violent crimes committed by juvenile offenders.
- 5) Statistically, juveniles are most likely to commit crimes on Fridays and Wednesdays, between 2:00 PM and 4:00 PM, during the second semester of the school year.

Some caution is suggested in viewing any relationship which may exist between juvenile crime and the school calendar. Factors such as population variances during vacation times and the effects of increased and improved crime reporting by school officials may influence the number of crimes and events referred for investigative follow-up.

Juvenile Crime by Geographical Location in Cheektowaga

The top 10 (population) tracts in the Town of Cheektowaga where crimes are committed by juveniles are:

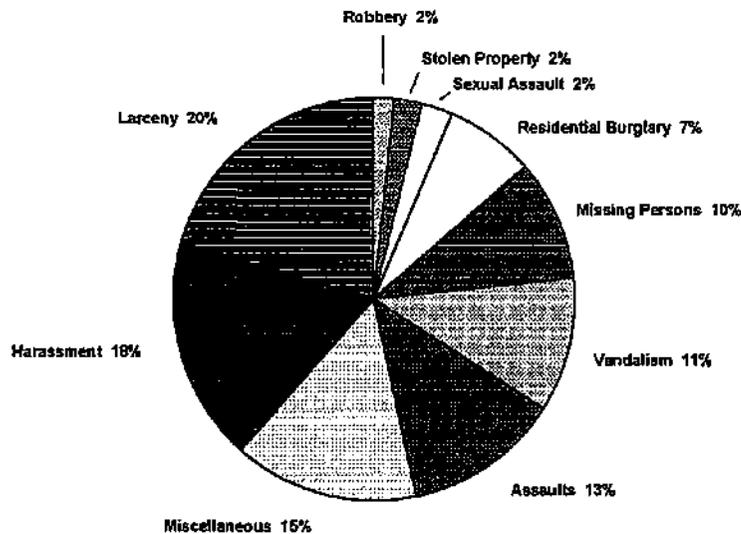
1. Tract 8 (22%)
2. Tract 17 (11%)
3. Tract 16 (9%)
4. Tract 15 (8%)
5. Tract 3 (7%)
6. Tract 1 (6%)
7. Tract 2 (6%)
8. Tract 11 (6%)
9. Tract 14 (5%)
10. Tract 9 (4%)

Supporting Data & Charts

Types of Crimes Committed by Juveniles

Raw data on juvenile crimes and events ² referred for follow-up investigation during the study period			
Larceny	141	Juvenile Delinquency (Violent)	7
Harassment & Agg. Harassment	121	Domestic Crimes	6
Miscellaneous ³	102	Weapons Possession	6
Assault	87	Narcotics Distribution	6
Criminal Mischief	74	Commercial Burglary	3
Missing Person (Runaways)	65	Conspiracy	3
Residential Burglary	50	Stolen Vehicle	3
Sexual Assault	17	Fire / Arson	1
Crim. Possession of Stolen Property	16	Traffic Offense	1
Robbery	11	Fraud	1

Top 10 Juvenile Crimes Investigated: 08/92 - 08/98

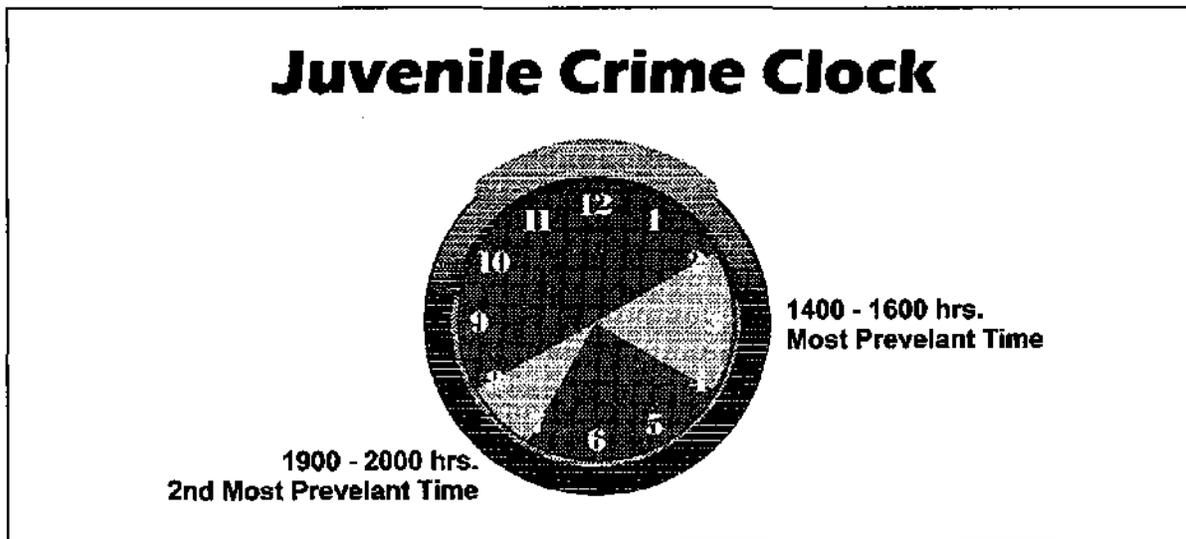
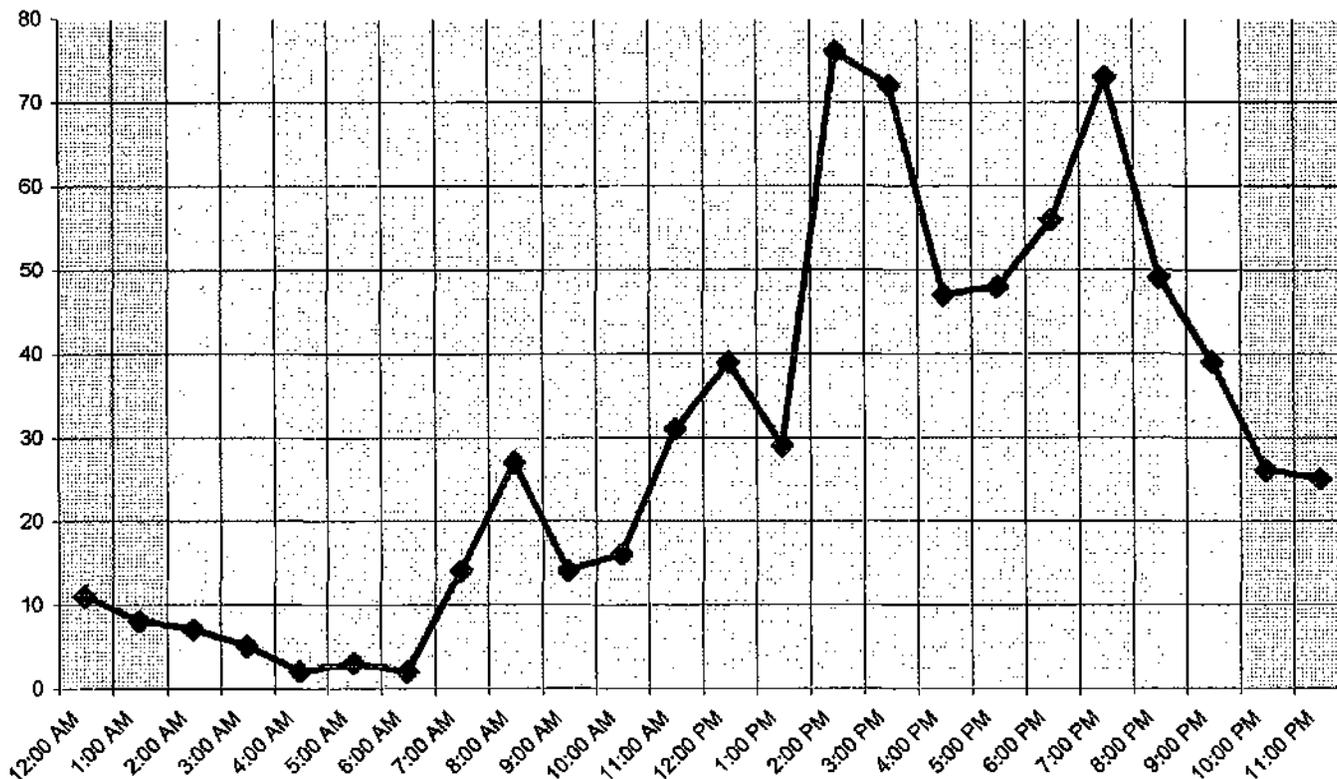


² Types of Crime are categorized by the DBIC Primary File Code, an investigative method that classifies crimes and events by similarities in the criminal behavior of the offender. This behavior-driven index usually, but not always, follows the Penal Law classifications of crimes.

³ PINS, PINS Diversion, counseling for non-criminal albeit troublesome behavior, etc.

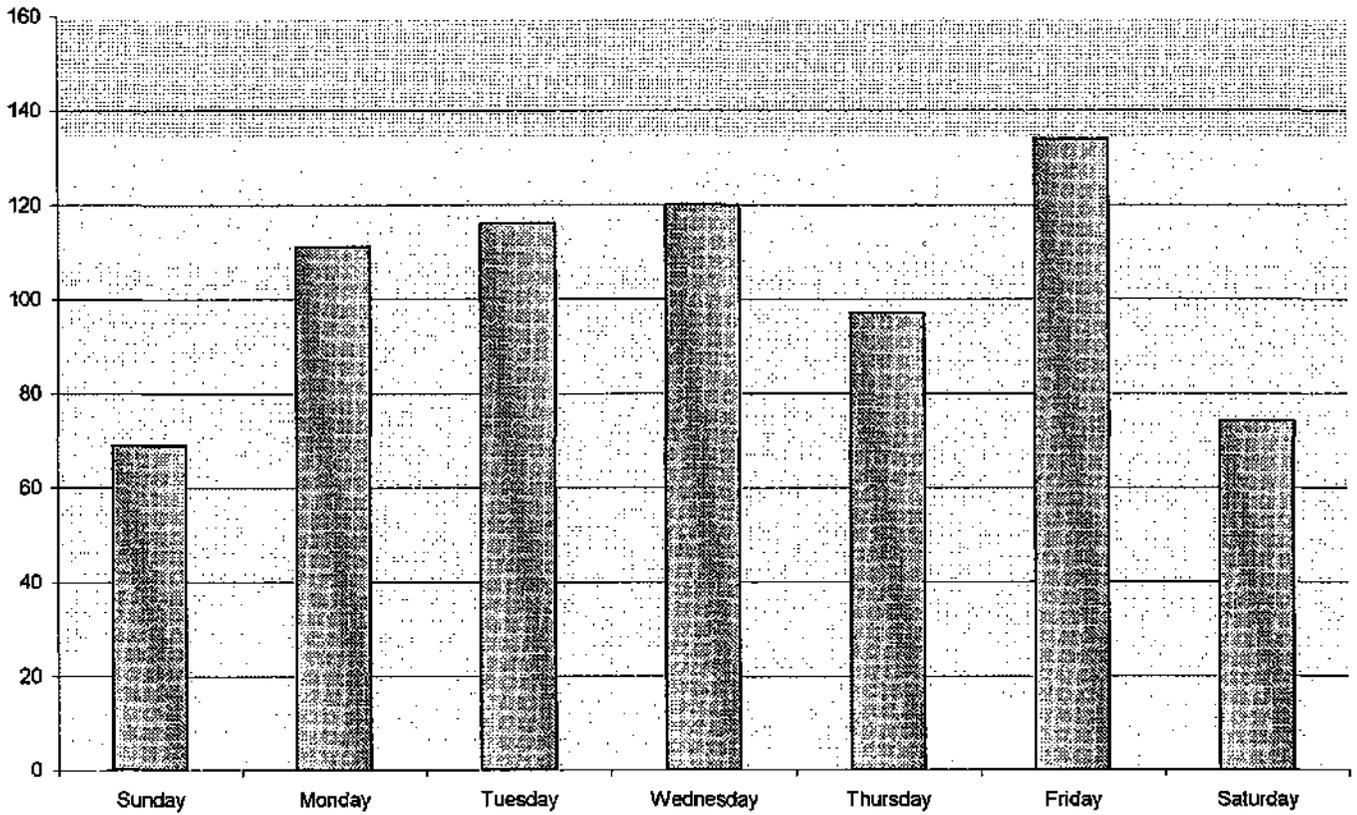
2. Juvenile Crime by Hour of Occurrence

Juvenile Crime In Cheektowaga, August, 1992 - August, 1998
Plotted by Hour of Occurrence

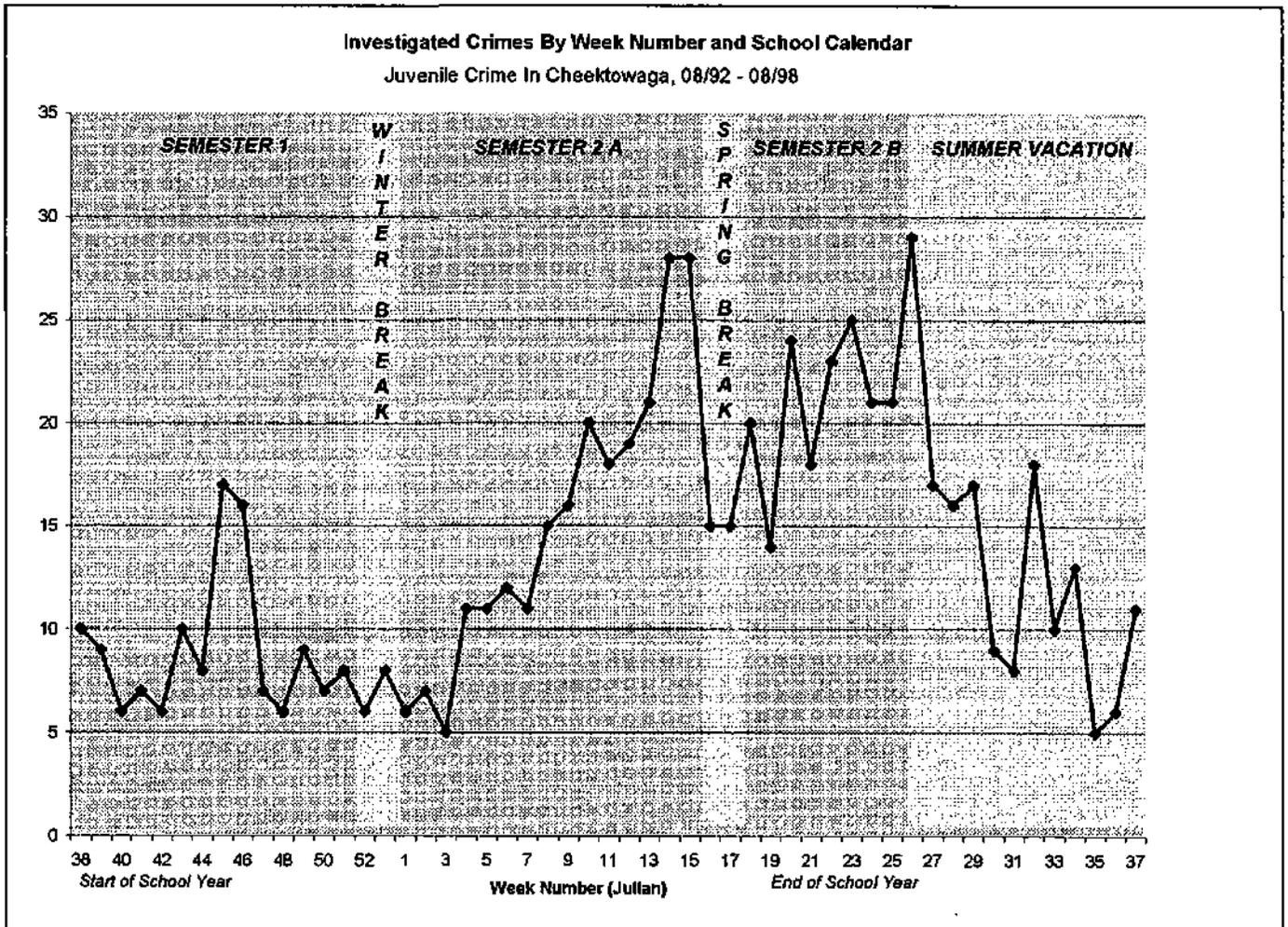


3. Juvenile Crime by Day of Occurrence

Juvenile Crime In Cheektowaga Plotted by Day of Occurrence



4. Juvenile Crime in Relation to the School Calendar

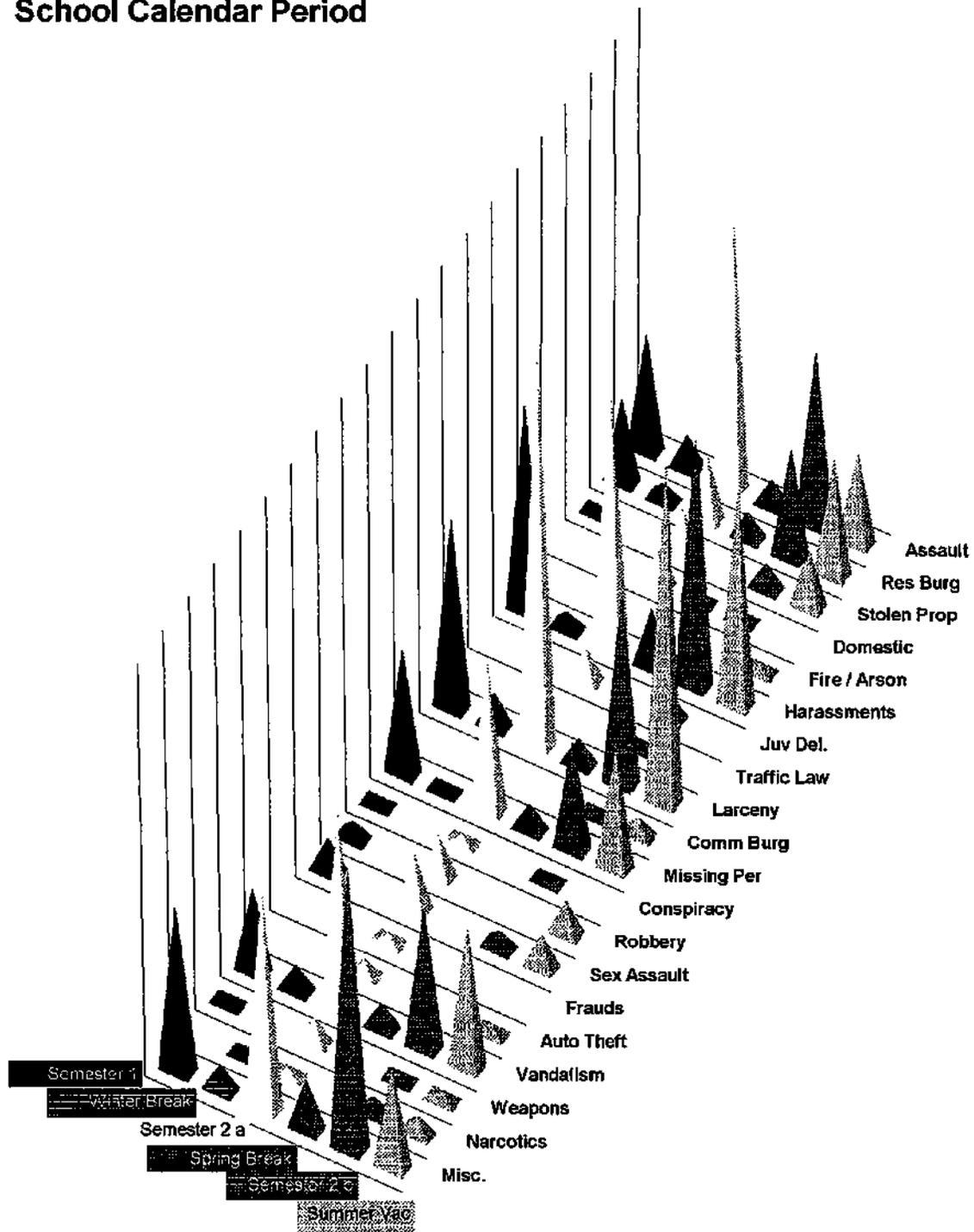


Behavior Patterns Suggested

- Juveniles commit more crimes during the calendar weeks when schools are in session than are committed during the calendar weeks of major breaks and vacations
- The juvenile crime rate increases as the school year progresses
- Semester 2 A (between Winter Break and Spring Break) has the highest percentage of violent crimes committed by juvenile offenders
- The Winter Break has the lowest percentage of violent crimes committed by juvenile offenders
- Statistically, juveniles are most likely to commit crimes on Fridays and Wednesdays, between 2:00 PM and 4:00 PM, during Semester 2 A of the school year.

Types of Juvenile Offenses in Relation to the School Calendar

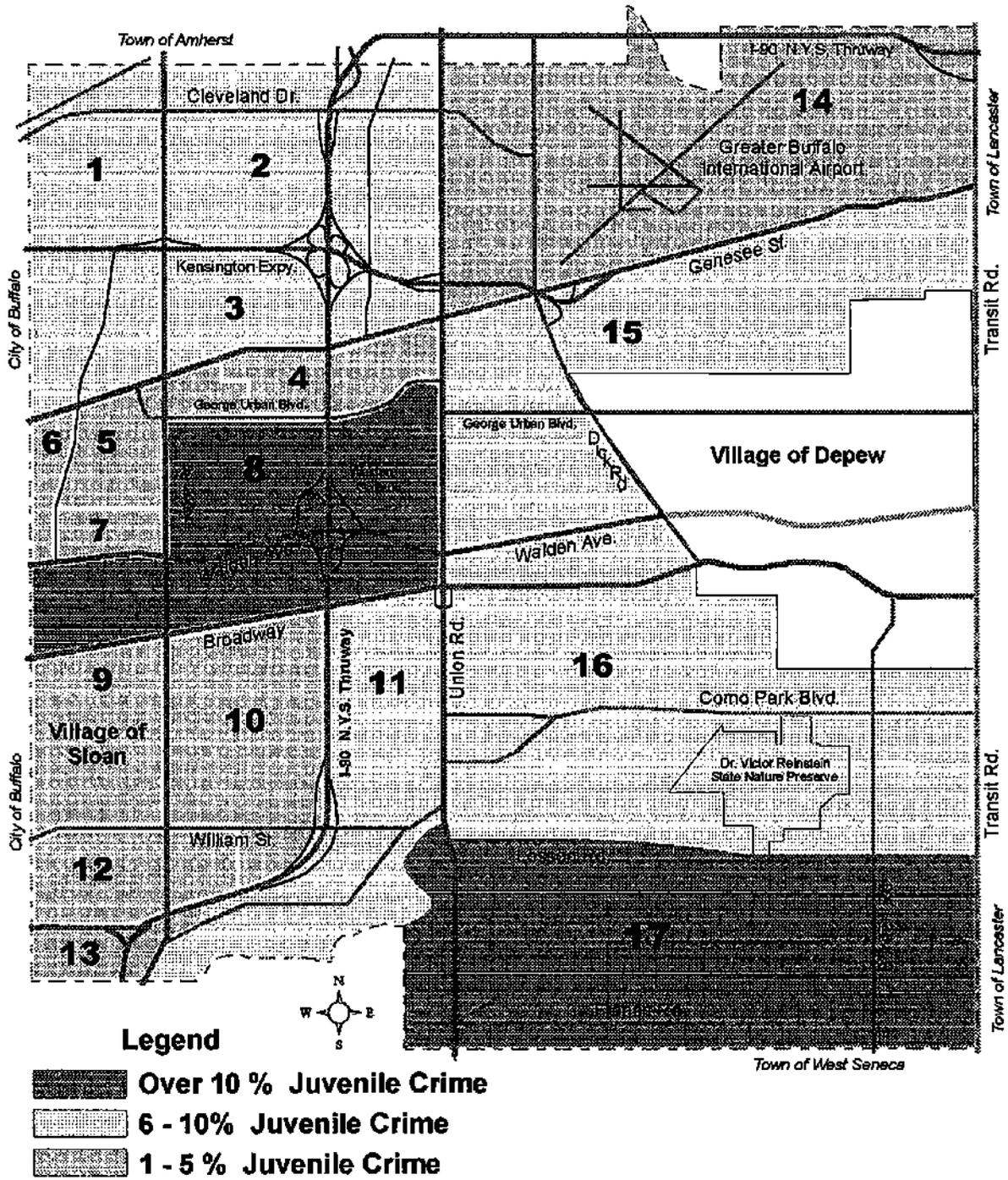
Juvenile Crimes Plotted by School Calendar Period



Raw Data On Type and Amount of Juvenile Crime By School Time Period

1 Sem 1	Assault	1.94%	4 Spring Brk	Assault	0.42%	
	Res Burg	1.39%		Res Burg	0.42%	
	Stolen Prop	0.14%		Domestic	0.14%	
	Harassments	3.47%		Harassments	0.97%	
	Larceny	3.19%		Larceny	0.42%	
	Missing Per	2.08%		Missing Per	0.42%	
	Conspiracy	0.14%		Vandalism	0.42%	
	Robbery	0.28%		Misc.	0.83%	
	Sex Assault	0.55%		(blank)	0.00%	
	Vandalism	1.39%		4 Spring Brk Total	4.02%	
	Weapons	0.14%		5 Sem 2b	Assault	2.91%
	Misc.	2.77%			Res Burg	1.80%
	1 Sem 1 Total	17.48%			Stolen Prop	0.42%
2 Winter Brk	Assault	0.55%	Domestic		0.14%	
	Res Burg	0.28%	Harassments		4.16%	
	Harassments	0.28%	Juv Del.		0.42%	
	Larceny	0.55%	Traffic Law		0.14%	
	Missing Per	0.14%	Larceny		3.19%	
	Vandalism	0.42%	Comm Burg		0.14%	
	Narcotics	0.14%	Missing Per		1.80%	
Misc.	0.42%	Conspiracy	0.14%			
2 Winter Brk Total	2.77%	Sex Assault	0.28%			
3 Sem 2a	Assault	4.72%	Vandalism	2.36%		
	Res Burg	1.11%	Weapons	0.14%		
	Stolen Prop	0.69%	Narcotics	0.28%		
	Domestic	0.55%	Misc.	4.72%		
	Harassments	4.30%	5 Sem 2b Total	23.02%		
	Juv Del.	0.55%	6 Sum Vac	Assault	1.53%	
	Larceny	6.52%		Res Burg	1.94%	
	Missing Per	2.50%		Stolen Prop	0.97%	
	Conspiracy	0.14%		Fire /Arson	0.14%	
	Robbery	0.69%		Harassments	3.61%	
	Sex Assault	0.97%		Larceny	5.69%	
	Frauds	0.14%		Comm Burg	0.28%	
	Auto Theft	0.28%		Missing Per	2.08%	
	Vandalism	3.33%		Robbery	0.55%	
	Weapons	0.42%		Sex Assault	0.55%	
Narcotics	0.14%	Auto Theft		0.14%		
Misc.	3.74%	Vandalism	2.36%			
3 Sem 2a Total	30.79%	Weapons	0.14%			
		Narcotics	0.28%			
		Misc.	1.66%			
		(blank)	0.00%			
		6 Sum Vac Total	21.91%			
		Grand Total	100.00%			

5. Juvenile Crime by Geographical Location in Cheektowaga



Raw Data on Juvenile Crime Follow-Up Investigations by Tract Location

<i>Tract</i>	<i>% of Juvenile Crime</i>
8	22 %
17	11 %
16	9 %
15	8 %
3	7 %
1	6 %
2	6 %
11	6 %
14	5 %
9	4 %
6	3 %
12	3 %
4	3 %
7	3 %
5	2 %
10	2 %
13	1 %

REPORT

Developmental Assets: A Profile of Your Youth

John F. Kennedy High School

Prepared for:

John F. Kennedy High School
Cheektowaga, NY

June 5, 1997

Prepared by:



Figure 2: Who Was Surveyed

		Number of Youth	Percent of Total
Total Sample		529	100
Gender*	Male	259	50
	Female	262	50
Grade*	6	0	0
	7	102	19
	8	84	16
	9	104	20
	10	83	16
	11	84	16
	12	71	13
Race / Ethnicity*	American Indian	5	1
	Asian / Pacific Islander	0	0
	Black / African American	3	1
	Hispanic	4	1
	White	504	95
	Multi-racial	13	2

*Numbers may not sum to "Total Sample" due to missing information.

Figure 8: Percent of Youth Reporting Each of 5 Deficits, by Gender and Grade

Deficit	Definition	Total Sample	Gender		Grade						
			M	F	6	7	8	9	10	11	12
Alone at Home	Two hours or more per school day	71	70	72	51	72	78	81	78	71	
TV Overexposure	Watches TV or videos three or more hours per school day	64	68	60	71	64	66	70	61	49	
Physical Abuse	Reports one or more incidents, "have you ever been physically harmed (that is, where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?"	27	20	33	23	21	38	24	33	18	
Victim of Violence	Reports one or more incidents, "how many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?"	31	35	26	25	37	35	27	27	35	
Drinking Parties	Reports attending one or more parties in the last year "where other kids your age were drinking."	59	54	64	29	47	64	67	71	83	

Figure 9: Percent of Youth Reporting Each of 9 Substance Use Related Risk-Taking Behaviors, by Gender and Grade

Risk-Taking Behavior		Total Sample	Gender		Grade					
Category	Definition		M	F	6	7	8	9	10	11
Alcohol	Used alcohol once or more in the last 30 days	41	37	44	24	33	45	47	54	47
	Got drunk once or more in the last two weeks	32	30	33	21	22	33	33	45	39
Tobacco	Smoked cigarettes once or more in the last 30 days	32	28	35	20	25	38	37	35	40
	Used smokeless tobacco once or more in the last 12 months	4	9	0	3	2	2	5	8	7
Inhalants	Sniffed or inhaled substances to get high once or more in the last 12 months	8	9	6	12	7	12	5	7	1
Marijuana	Used marijuana once or more in the last 12 months	23	24	22	7	19	28	23	29	37
Other Drug Use	Used other illicit drugs once or more in the last 12 months*	11	10	12	4	11	14	12	12	14
Driving and Alcohol	Drove after drinking once or more in the last 12 months	11	13	9	5	2	12	11	17	21
	Rode (once or more in the last 12 months) with a driver who had been drinking	43	42	43	29	44	49	42	43	54

* Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines

**Figure 10: Percent of Youth Reporting Each of
15 Other Risk-Taking Behaviors, by
Gender and Grade**

Risk-Taking Behavior		Total Sample	Gender		Grade						
Category	Definition		M	F	6	7	8	9	10	11	12
Sexual Intercourse	Has had sexual intercourse one or more times	31	33	30		12	19	34	33	43	54
Anti-Social Behavior	Shoplifted once or more in the last 12 months	29	28	30		21	36	36	33	23	27
	Committed vandalism once or more in the last 12 months	28	39	17		19	33	34	40	19	27
	Got into trouble with police once or more in the last 12 months	29	34	24		20	31	30	38	27	30
Violence	Hit someone once or more in the last 12 months	46	56	36		39	56	50	53	39	36
	Physically hurt someone once or more in the last 12 months	20	27	13		17	20	23	27	20	11
	Used a weapon to get something from a person once or more in the last 12 months	7	10	5		1	8	10	12	7	7
	Been in a group fight once or more in the last 12 months	32	39	24		36	40	36	28	23	29
	Carried a weapon for protection once or more in the last 12 months	21	28	14		17	22	26	22	16	24
	Threatened physical harm to someone once or more in the last 12 months	46	49	43		36	47	46	53	46	53
School Truancy	Skipped school once or more in the last four weeks	30	30	29		23	25	27	32	33	43
Gambling	Gambled once or more in the last 12 months	62	69	53		54	59	59	63	63	76
Eating Disorder	Has engaged in bulimic or anorexic behavior	15	10	20		15	16	13	8	19	20
Depression	Felt sad or depressed most or all of the time in the last month	18	12	24		7	19	23	23	18	21
Attempted Suicide	Has attempted suicide one or more times	17	9	25		14	18	24	13	14	21

Figure 11: Percent of Youth Reporting Each of 10 High-Risk Behavior Patterns, by Gender and Grade

High-Risk Behavior Pattern		Total Sample	Gender		Grade						
Category	Definition		M	F	6	7	8	9	10	11	12
Alcohol	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	33	31	35		23	24	33	34	46	41
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	23	22	24		11	23	28	22	26	31
Illicit Drugs	Used illicit drugs three or more times in the last 12 months*	18	18	18		5	13	24	18	22	29
Sexual Intercourse	Has had sexual intercourse three or more times in lifetime	23	24	22		8	10	18	26	35	48
Depression/Suicide	Is frequently depressed and/or has attempted suicide	28	20	36		17	27	34	33	26	35
Anti-Social Behavior	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	28	31	25		17	31	36	34	24	27
Violence	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months	45	53	36		39	53	45	49	39	43
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	22	25	18		15	21	26	28	20	23
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	23	24	23		15	17	24	27	24	38
Gambling	Has gambled three or more times in the last 12 months	39	49	29		25	39	38	39	46	53

* Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines

Figure 20: 35 Characteristics of Asset-Building Communities

1. A vision rooted in developmental assets is communicated several times a year to all residents.
2. All residents understand their personal capacity to promote developmental assets.
3. Most residents take personal responsibility.
4. Most residents take action.
5. New residents are quickly socialized to the community vision.
6. Children and teenagers know the developmental assets.
7. Most youth take action to promote assets for themselves and for their peers.
8. The community thinks and acts intergenerationally. Most adults establish sustained relationships with children and adolescents and most adolescents establish sustained relationships with younger children.
9. Youth have many opportunities to lead, make decisions, and give input; youth are provided useful roles in community life. Youth then are actors in the reclaiming of community rather than just objects of programs.
10. All children and teenagers frequently engage in service to others. Much of this "work" is done with adults, and a premium is placed on learning from these experiences (i.e., service-learning).
11. A common core of values is named.
12. Adults model and articulate their values.
13. A common core of boundaries is named.
14. Adults model and articulate these boundaries.
15. Families are supported, taught, and equipped to elevate asset building to top priority.
16. Community programs assist adults – particularly parents – to personally reclaim developmental assets.
17. Neighbors and community residents build caring relationships with youth and express this caring through dialogue, listening, commending positive behavior, acknowledging their presence, enjoying their company, and involving them in decision-making. They know neighborhood children and adolescents by name and take time to get to know them.
18. Businesses that employ teenagers address the assets of support, boundaries, values, and social competencies. Employers also develop family-friendly policies and provide mechanisms for employees to build relationships with youth.
19. Religious institutions mobilize their capacity for intergenerational relationships, educating and supporting parents, constructive use of time, values development, and service to the community. They focus on both their own members and the larger community.
20. Schools – both elementary and secondary – place priority on becoming caring environments for all students, providing a challenging and engaging curriculum for all students, providing opportunities for nurturing values deemed crucial by the community, expanding and strengthening co-curricular activities, and using their connections with parents to reinforce the importance of family attention to assets.

Figure 20: 35 Characteristics of Asset-Building Communities (Cont'd)

21. Youth organizations and other service providers train leaders and volunteers in asset-building strategies and provide meaningful opportunities for youth to serve their communities and build citizenship and leadership skills.
22. Local government – through policy, influence, training, and resource allocation – moves asset development and community-wide cooperation to top priorities for planning, policies, and funding allocations within the municipality.
23. The community invests in expanding and strengthening its systems of youth clubs, teams, and organizations.
24. Virtually all 7- to 18-year-olds are involved in one or more clubs, teams, or other youth-serving organizations that view building assets as central to their mission.
25. All professionals (e.g., day-care providers, teachers, social workers, religious youth workers) and volunteers (e.g., coaches, mentors) who work with youth receive training in asset building.
26. The media (print, radio, television, internet) repeatedly communicate the community's vision, support local mobilization efforts, and provide forums for sharing innovative actions taken by individuals and organizations.
27. The community prizes cultural strengths and traditions. Particularly for youth of color, this heritage includes the concept of elders, the primacy of intergenerational relationships, respect for figures of authority, the value of caring for others, and a wisdom about what matters. Being in touch with and affirming these strengths represent an important dimension of cultural competence, in addition to knowledge and contact with cultures beyond one's own.
28. Teenagers have safe places "to hang."
29. Families have safe places on weekends and during evenings to receive short-term child care.
30. All children receive frequent expressions of support in both informal public settings and in places where youth gather.
31. The community celebrates the individuals and systems which take innovative action. Youth professionals and volunteers have high status in the life of the community.
32. The community-wide commitment to asset building is long-term and inclusive.
33. The community pays particular attention to helping girls develop assertiveness skills, a sense of personal control and mastery, and healthy self-concept.
34. The community pays particular attention to helping boys develop and express compassion and caring.
35. Current programs which intentionally build assets, such as peer helping, mentoring, and service-learning, are elevated to top priority and expanded to reach a larger number of youth.

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
52. In my neighborhood, there are a lot of people who care about me										
Strongly agree	12	13	11	12	13	12	12	13	9	
Agree	25	25	24	28	20	29	21	26	21	
Not sure	40	38	41	40	34	37	50	38	40	
Disagree	14	14	15	10	20	13	12	12	19	
Strongly disagree	10	10	9	10	12	10	5	11	11	
53. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs										
Strongly agree	27	32	23	36	23	24	29	23	30	
Agree	27	21	34	24	19	33	24	35	27	
Not sure	19	17	20	19	26	15	23	14	15	
Disagree	13	14	11	8	14	13	12	13	15	
Strongly disagree	14	16	12	14	18	14	11	15	13	
54. If one of my neighbors saw me do something wrong, he or she would tell one of my parents										
Strongly agree	23	24	23	30	26	22	20	20	15	
Agree	23	25	23	22	17	29	28	25	20	
Not sure	31	28	34	27	33	31	31	29	34	
Disagree	12	13	10	11	11	10	10	12	20	
Strongly disagree	11	11	11	10	13	9	11	14	11	
During the last 12 months, how many times have you . . . ?										
55. Been a leader in a group or organization										
Never	43	43	43	52	46	52	31	43	25	
Once in a while	19	21	18	20	18	17	27	18	17	
Sometimes	14	12	15	5	20	11	16	14	21	
Often	10	7	12	8	10	10	14	10	8	
Always	14	17	12	16	6	11	12	14	28	
56. Stolen something from a store										
Never	71	72	70	79	64	64	67	77	73	
Once in a while	10	9	11	6	17	10	11	10	6	
Sometimes	6	7	5	5	2	13	5	4	4	
Often	5	5	5	2	6	4	6	6	6	
Always	9	7	9	8	11	9	11	4	11	
57. Gotten into trouble with the police										
Never	71	66	76	80	69	70	62	73	70	
Once in a while	13	14	12	10	17	10	16	14	14	
Sometimes	7	10	5	6	11	6	10	4	10	
Often	5	6	4	1	2	12	6	6	3	
Always	3	4	2	3	1	3	6	4	3	
58. Hit or beat up someone										
Never	54	44	64	61	44	50	47	61	64	
Once in a while	16	17	16	9	18	21	19	12	20	
Sometimes	11	14	8	14	16	13	12	7	3	
Often	7	10	5	11	9	9	6	6	0	
Always	11	15	7	6	13	8	16	14	13	
59. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)										
Never	72	61	83	81	67	66	60	81	73	
Once in a while	13	15	11	8	19	12	17	11	13	
Sometimes	5	7	3	2	5	9	7	2	6	
Often	4	7	2	2	5	6	7	2	3	
Always	6	10	2	7	4	8	8	4	6	

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
During an average week, how many hours do you spend . . . ?										
66. Helping friends or neighbors										
0 hours	16	22	10	16	15	15	10	20	19	
1 hour	40	38	42	40	46	41	46	32	32	
2 hours	20	18	21	21	14	22	20	20	19	
3 - 5 hours	16	15	18	12	17	16	14	20	19	
6 - 10 hours	3	3	2	4	2	2	0	6	1	
11 or more hours	6	4	8	8	5	3	10	1	10	
67. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends										
0 hours	68	78	56	66	61	63	71	77	68	
1 hour	9	7	12	15	7	12	7	4	11	
2 hours	8	3	12	5	12	5	7	8	10	
3 - 5 hours	7	5	9	5	14	11	4	6	1	
6 - 10 hours	3	2	4	2	1	3	5	4	3	
11 or more hours	6	5	7	7	5	7	6	1	7	
People who know me would say that this is . . .										
68. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous										
Not at all like me	9	9	8	8	11	11	8	11	3	
A little like me	14	18	10	15	13	13	20	11	13	
Somewhat like me	18	19	18	17	18	20	18	18	20	
Quite like me	27	24	29	20	34	24	29	25	31	
Very much like me	32	29	35	41	24	32	24	35	34	
69. Caring about other people's feelings										
Not at all like me	4	7	1	5	6	6	4	2	0	
A little like me	9	15	3	14	12	5	11	7	6	
Somewhat like me	20	24	15	21	33	15	16	19	14	
Quite like me	36	36	36	30	33	40	37	30	51	
Very much like me	31	19	44	31	17	35	33	41	30	
70. Thinking through the possible good and bad results of different choices before I make decisions										
Not at all like me	7	9	5	11	5	9	8	7	1	
A little like me	16	15	16	13	20	20	17	10	13	
Somewhat like me	31	31	31	34	33	27	35	30	25	
Quite like me	29	29	28	21	29	30	28	31	35	
Very much like me	18	16	20	22	13	14	12	22	25	
71. Saving my money for something special rather than spending it all right away										
Not at all like me	18	16	20	26	12	18	18	18	15	
A little like me	18	19	18	21	19	20	17	13	17	
Somewhat like me	23	19	25	14	27	21	27	20	30	
Quite like me	22	25	20	17	18	24	27	28	21	
Very much like me	19	21	17	23	24	16	11	20	17	
72. Respecting the values and beliefs of people who are of a different race or culture than I am										
Not at all like me	8	13	3	10	9	8	10	7	3	
A little like me	15	20	10	14	13	17	13	14	18	
Somewhat like me	21	22	20	22	29	10	18	24	30	
Quite like me	30	27	34	23	32	33	29	35	30	
Very much like me	25	18	33	31	17	32	30	19	20	
73. Giving up when things get hard for me										
Not at all like me	41	47	36	46	40	37	45	37	45	
A little like me	27	25	30	23	27	25	27	34	31	
Somewhat like me	16	14	17	16	14	20	13	14	15	
Quite like me	10	9	10	7	14	11	13	8	4	
Very much like me	6	5	7	9	6	7	2	6	4	

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
People who know me would say that this is . . .										
74. Staying away from people who might get me in trouble										
Not at all like me	16	14	18	16	20	22	11	13	11	
A little like me	24	26	22	18	27	21	33	23	27	
Somewhat like me	23	20	25	20	20	21	27	24	24	
Quite like me	20	21	19	23	12	19	18	27	20	
Very much like me	17	19	16	24	20	16	12	13	18	
75. Feeling really sad when one of my friends is unhappy										
Not at all like me	13	22	2	19	13	13	11	10	7	
A little like me	20	26	14	20	26	19	24	16	17	
Somewhat like me	28	28	27	29	26	24	25	33	32	
Quite like me	23	15	31	18	20	23	25	30	20	
Very much like me	17	8	26	15	16	20	14	12	24	
76. Being good at making and keeping friends										
Not at all like me	4	6	2	6	1	7	5	2	0	
A little like me	10	12	8	7	8	11	10	12	15	
Somewhat like me	21	23	19	20	27	21	20	18	17	
Quite like me	37	38	37	34	30	32	42	43	42	
Very much like me	29	22	35	34	34	29	23	24	25	
77. Knowing a lot about people of other races										
Not at all like me	16	19	13	19	13	13	17	18	17	
A little like me	30	30	30	24	30	34	29	34	30	
Somewhat like me	27	26	28	28	28	27	24	22	32	
Quite like me	17	16	19	20	19	11	20	17	17	
Very much like me	10	10	10	10	10	16	10	9	4	
78. Enjoying being with people who are of a different race than I am										
Not at all like me	14	20	8	14	12	11	18	11	20	
A little like me	27	29	26	23	24	27	24	39	30	
Somewhat like me	26	26	25	29	27	25	20	24	30	
Quite like me	21	18	24	21	31	19	22	17	14	
Very much like me	12	7	17	14	6	17	16	10	6	
79. Being good at planning ahead										
Not at all like me	9	11	7	12	6	14	1	9	11	
A little like me	19	19	19	19	25	19	23	15	14	
Somewhat like me	27	27	26	24	25	24	41	20	30	
Quite like me	28	27	29	28	31	24	18	38	30	
Very much like me	17	16	18	17	14	18	17	20	15	
80. Taking good care of my body (such as, eating foods that are good for me, exercising regularly, and eating three good meals a day)										
Not at all like me	9	9	10	11	9	10	5	11	10	
A little like me	14	12	15	15	11	14	18	12	13	
Somewhat like me	19	20	18	17	20	19	19	18	20	
Quite like me	29	26	32	28	26	30	25	31	34	
Very much like me	29	33	26	30	35	27	33	28	24	
How many times, if any, have you had alcohol to drink . . . ?										
81. In your lifetime										
0	21	25	18	35	30	21	11	13	11	
1	9	12	6	17	11	5	8	6	6	
2	7	5	8	14	6	3	7	6	3	
3 - 5	15	13	18	13	15	14	24	14	14	
6 - 9	9	7	10	6	17	7	11	7	4	
10 - 19	11	9	12	7	7	17	7	13	16	
20 - 39	9	8	10	5	4	16	8	7	11	
40 +	19	21	18	4	10	18	23	33	34	

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
People who know me would say that this is . . .										
74. Staying away from people who might get me in trouble										
Not at all like me	20	25	14	14	21	25				
A little like me	19	20	19	17	16	27				
Somewhat like me	23	25	20	15	26	25				
Quite like me	14	11	17	18	13	11				
Very much like me	24	18	29	35	24	11				
75. Feeling really sad when one of my friends is unhappy										
Not at all like me	17	24	10	13	18	18				
A little like me	19	24	14	14	20	23				
Somewhat like me	23	27	18	17	26	24				
Quite like me	22	16	28	27	20	20				
Very much like me	19	8	30	28	16	15				
76. Being good at making and keeping friends										
Not at all like me	8	11	5	5	10	7				
A little like me	12	16	8	12	11	15				
Somewhat like me	17	17	15	17	16	17				
Quite like me	26	24	29	16	27	35				
Very much like me	37	31	43	49	36	26				
77. Knowing a lot about people of other races										
Not at all like me	17	23	11	19	17	16				
A little like me	21	19	23	19	21	23				
Somewhat like me	30	32	28	30	31	28				
Quite like me	20	17	23	23	18	21				
Very much like me	12	9	14	10	12	12				
78. Enjoying being with people who are of a different race than I am										
Not at all like me	12	17	8	10	14	13				
A little like me	15	16	15	20	15	11				
Somewhat like me	24	29	18	24	23	25				
Quite like me	23	21	25	19	24	27				
Very much like me	26	17	35	27	25	24				
79. Being good at planning ahead										
Not at all like me	15	19	10	10	17	16				
A little like me	14	14	14	11	16	14				
Somewhat like me	31	29	32	16	34	39				
Quite like me	23	21	25	32	20	19				
Very much like me	17	16	19	31	13	12				
80. Taking good care of my body (such as, eating foods that are good for me, exercising regularly, and eating three good meals a day)										
Not at all like me	11	12	10	7	13	11				
A little like me	14	12	17	7	17	18				
Somewhat like me	20	21	19	16	20	24				
Quite like me	25	25	25	30	22	25				
Very much like me	30	30	30	41	28	22				
How many times, if any, have you had alcohol to drink . . . ?										
81. In your lifetime										
0	41	40	42	67	36	24				
1	13	9	17	12	13	12				
2	9	9	9	5	10	10				
3 - 5	13	14	12	4	13	20				
6 - 9	7	9	5	4	12	3				
10 - 19	7	6	8	1	5	15				
20 - 39	4	5	4	0	4	9				
40 +	7	9	5	5	7	7				

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
115. In my town or city, I feel like I matter to people										
Strongly agree	7	11	3	8	14	8	5	2	1	
Agree	23	22	25	24	16	28	24	27	21	
Not sure	39	39	38	47	34	34	43	39	38	
Disagree	20	18	22	12	28	14	23	23	24	
Strongly disagree	11	9	12	9	8	16	5	10	15	
116. When things don't go well for me, I am good at finding a way to make things better										
Strongly agree	16	19	13	24	19	12	12	14	14	
Agree	38	37	39	33	32	37	42	43	41	
Not sure	30	31	30	29	31	28	34	30	31	
Disagree	10	8	13	10	11	15	8	8	9	
Strongly disagree	6	5	7	5	7	9	4	5	4	
117. When I am an adult, I'm sure I will have a good life										
Strongly agree	34	38	30	45	35	29	33	29	32	
Agree	36	34	39	29	31	37	45	45	32	
Not sure	24	23	24	19	25	27	22	23	27	
Disagree	3	3	3	2	6	3	1	1	6	
Strongly disagree	3	2	4	5	4	5	0	2	3	
During the last 12 months, how many times have you ... ?										
118. Taken part in a fight where a group of your friends fought another group										
Never	68	61	76	64	60	64	72	77	71	
Once	15	15	14	14	18	21	13	10	11	
Twice	7	10	5	9	8	9	2	8	7	
3 - 4 times	5	8	3	8	6	4	7	2	4	
5 or more times	5	6	2	5	8	2	5	2	6	
119. Hurt someone badly enough to need bandages or a doctor										
Never	80	73	87	83	80	77	73	80	89	
Once	11	16	7	8	12	16	12	14	3	
Twice	5	5	4	5	4	6	5	6	1	
3 - 4 times	2	3	0	1	1	2	1	0	6	
5 or more times	3	4	1	3	4	0	9	0	1	
120. Used a knife, gun or other weapon to get something from a person										
Never	93	90	95	99	92	90	88	93	93	
Once	4	6	3	1	4	8	5	4	4	
Twice	2	2	1	0	4	1	1	4	1	
3 - 4 times	1	1	0	0	0	1	2	0	0	
5 or more times	1	2	0	0	1	0	4	0	1	
121. If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?										
Yes	27	27	28	32	21	33	29	24	21	
Probably	18	16	19	19	18	11	16	23	21	
I'm not sure	18	17	19	21	20	16	20	14	19	
Probably not	14	16	13	11	18	13	15	14	16	
No	23	24	21	17	23	28	21	25	23	
122. How much of the time do your parents ask you where you are going or with whom you will be?										
Never	3	4	2	4	1	5	1	4	4	
Seldom	6	8	3	4	7	7	2	6	6	
Some of the time	9	11	7	7	13	7	9	12	10	
Most of the time	29	33	25	23	26	31	37	23	34	
All of the time	53	44	63	62	52	51	51	56	46	

All Survey Items by Gender and Grade

(Cont'd)

	Percent								
	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
Among the people you consider to be your closest friends, how many would you say ... ?									
123. Drink alcohol once a week or more									
None	42	48	37	67	57	36	40	25	23
A few	27	22	32	21	19	30	30	32	31
Some	15	14	15	8	14	21	8	19	17
Most	10	9	11	3	7	5	13	17	18
All	6	7	6	2	2	9	8	7	11
124. Have used drugs such as marijuana or cocaine									
None	58	62	55	85	67	52	53	46	37
A few	17	18	17	6	16	16	19	21	31
Some	10	8	11	4	6	16	8	14	9
Most	11	9	13	4	10	9	14	13	20
All	4	3	4	1	1	7	5	5	3
125. Do well in school									
None	5	5	4	4	6	6	5	5	1
A few	24	26	20	28	24	22	30	16	20
Some	28	30	26	24	24	32	32	30	25
Most	35	29	40	32	37	34	28	40	38
All	9	9	10	12	8	7	5	10	15
126. Get into trouble at school									
None	25	17	33	27	22	17	22	30	34
A few	33	34	33	32	25	36	34	38	35
Some	25	27	22	24	30	28	23	24	17
Most	13	16	9	11	18	13	17	6	10
All	5	6	3	6	5	6	5	2	4
How often do you feel afraid of ... ?									
127. Walking around your neighborhood									
Never	62	71	53	56	55	62	72	68	62
Once in a while	25	16	33	30	26	24	17	24	25
Sometimes	8	7	9	10	11	11	4	5	10
Often	3	3	3	3	4	3	5	2	1
Always	2	2	2	1	5	1	2	1	1
128. Getting hurt by someone at your school									
Never	70	72	68	64	61	65	70	80	85
Once in a while	19	16	21	26	19	21	18	14	8
Sometimes	7	5	8	6	8	10	7	2	7
Often	3	4	1	2	8	3	2	1	0
Always	2	2	2	2	4	1	2	2	0
129. Getting hurt by someone in your home									
Never	89	95	84	91	88	84	90	93	89
Once in a while	7	4	9	6	8	7	6	5	8
Sometimes	3	1	5	2	2	5	4	2	3
Often	1	0	2	0	0	5	0	0	0
Always	0	0	0	1	1	0	0	0	0
130. On the average, how many evenings per week do you go out to activities at a school, youth group, congregation, or other organization?									
0	43	50	36	50	41	40	43	40	44
1	15	15	16	13	12	20	14	19	13
2	13	8	16	13	18	10	14	11	10
3	10	7	14	9	7	12	5	18	10
4	4	4	5	1	4	7	8	2	4
5	8	9	7	4	10	9	8	6	13
6	3	5	2	6	6	0	5	1	1
7	3	3	3	5	2	3	1	2	4

All Survey Items by Gender and Grade

(Cont'd)

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
131. On the average, how many evenings per week do you go out just to be with your friends without anything special to do?										
0	10	13	7	15	16	4	7	8	7	
1	10	8	12	11	10	11	11	11	10	
2	17	18	16	20	11	17	17	19	15	
3	15	10	21	12	16	16	17	14	18	
4	12	15	9	12	8	11	14	8	20	
5	14	14	14	11	14	16	17	13	11	
6	7	7	6	8	2	9	6	8	6	
7	15	16	15	11	23	17	11	18	13	
132. Imagine that someone at your school hit you or pushed you for no reason. What would you do?										
I'd hit or push them right back.	50	44	57	44	56	50	50	50	54	
I'd try to hurt them worse than they hurt me.	22	28	16	20	16	22	26	21	27	
I'd try to talk to this person and work out our differences.	8	8	8	2	6	10	4	14	14	
I'd talk to a teacher or other adult.	5	2	7	9	7	4	4	4	0	
I'd just ignore it and do nothing.	15	18	12	24	15	14	17	11	6	
133. Students help decide what goes on in my school										
Strongly agree	9	9	8	16	7	7	7	8	6	
Agree	28	27	30	31	31	24	22	32	31	
Not sure	33	34	32	30	34	38	35	31	32	
Disagree	17	16	18	13	13	17	22	17	21	
Strongly disagree	13	14	12	11	14	15	14	12	10	
134. I don't care how I do in school										
Strongly agree	2	3	2	5	2	4	1	0	0	
Agree	7	9	5	7	9	8	8	4	4	
Not sure	11	15	7	10	12	7	19	5	17	
Disagree	38	34	43	39	38	38	39	44	31	
Strongly disagree	42	39	44	40	39	44	33	48	48	
135. I have lots of good conversations with my parents										
Strongly agree	14	11	18	20	21	11	10	13	13	
Agree	40	42	38	44	34	36	39	43	47	
Not sure	24	25	22	23	24	24	30	24	16	
Disagree	13	14	12	9	11	13	18	12	14	
Strongly disagree	9	8	10	5	10	16	4	8	10	
136. If I break a rule at school, I'm sure to get in trouble										
Strongly agree	17	18	16	25	22	12	14	17	10	
Agree	38	33	43	45	24	46	39	40	31	
Not sure	27	29	25	16	33	30	29	23	35	
Disagree	14	13	14	8	19	10	14	14	18	
Strongly disagree	4	7	2	6	2	3	4	6	6	
137. My parents spend a lot of time helping other people										
Strongly agree	9	7	11	15	12	6	7	6	7	
Agree	30	32	27	28	39	29	28	30	28	
Not sure	38	39	38	47	33	37	42	35	37	
Disagree	16	15	16	9	12	18	16	23	17	
Strongly disagree	7	6	8	2	5	11	6	7	11	
138. I have little control over the things that will happen in my life										
Strongly agree	7	8	5	11	6	8	4	4	7	
Agree	13	12	14	15	17	15	15	13	1	
Not sure	18	20	15	21	24	15	17	13	18	
Disagree	35	33	36	23	28	36	37	43	44	
Strongly disagree	28	27	29	30	24	27	27	27	30	

All Survey Items by Gender and Grade

(Cont'd)

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
During the last 12 months, how many times have you ... ?										
139. Carried a knife or gun to protect yourself										
Never	79	72	86	83	78	74	78	84	76	
Once	9	10	8	9	10	13	7	7	4	
Twice	4	5	2	3	2	4	7	1	6	
3 - 4 times	3	3	3	1	6	5	1	2	1	
5 or more times	6	10	1	4	4	4	6	5	13	
140. Threatened to physically hurt someone										
Never	54	51	57	64	53	54	47	54	47	
Once	17	16	17	18	17	18	17	11	20	
Twice	9	8	11	9	11	11	8	8	7	
3 - 4 times	8	9	7	4	6	8	11	8	11	
5 or more times	12	16	8	5	13	10	17	18	14	
141. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)										
Never	38	31	47	46	41	41	37	37	24	
Once	12	10	14	17	12	10	12	12	11	
Twice	10	10	10	12	8	11	12	5	11	
3 - 4 times	12	10	14	10	10	12	12	10	19	
5 or more times	28	39	16	15	29	27	27	37	34	
How many adults have you known for two or more years who ... ? (don't count parents or relatives)										
142. Give you lots of encouragement whenever they see you										
0	12	13	10	13	13	18	10	6	8	
1	12	12	13	12	11	7	19	17	10	
2	21	16	25	22	12	17	22	26	27	
3 or 4	23	25	22	22	25	28	18	19	25	
5 or more	32	34	29	31	39	30	31	32	30	
143. You look forward to spending time with										
0	15	18	13	19	13	15	17	12	15	
1	14	14	15	15	22	13	15	11	8	
2	24	23	25	21	17	24	23	29	32	
3 or 4	24	22	26	21	22	22	26	31	23	
5 or more	23	23	22	25	27	25	20	18	21	
144. Spend a lot of time helping other people										
0	21	24	19	23	12	24	26	18	21	
1	20	21	20	23	25	18	16	24	14	
2	25	25	25	26	30	23	26	24	24	
3 or 4	19	15	23	18	15	23	18	21	20	
5 or more	15	15	13	11	19	12	15	13	21	
145. Do things that are wrong or dangerous										
0	58	54	61	69	59	51	60	56	52	
1	18	18	18	20	17	24	17	14	13	
2	10	12	7	5	7	10	12	10	15	
3 or 4	5	6	4	3	2	8	1	10	7	
5 or more	9	9	10	3	15	8	10	11	13	
146. Talk with you at least once a month										
0	12	12	13	19	11	15	11	7	8	
1	17	18	15	18	17	16	19	18	10	
2	18	19	18	18	15	13	20	23	23	
3 or 4	21	15	26	19	20	24	18	20	21	
5 or more	33	36	29	27	38	32	31	32	38	

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
On an average school day, how many hours do you spend ... ?										
147. Watching TV or videos										
None	6	8	4	4	5	7	2	6	10	
Less than 1 hour	13	9	17	11	12	12	7	18	20	
1 hour	17	15	19	14	19	15	21	15	21	
2 hours	25	22	27	26	22	30	28	23	17	
3 hours	18	18	18	26	12	17	18	13	20	
4 or more hours	21	28	15	19	30	19	23	25	13	
148. At home with no adult there with you										
None	10	10	10	19	9	4	5	11	14	
Less than 1 hour	18	19	18	30	20	18	14	11	14	
1 hour	17	19	16	18	19	17	17	16	16	
2 hours	19	19	19	11	25	23	25	14	17	
3 hours	16	15	17	11	14	17	17	24	16	
4 or more hours	19	18	19	10	15	21	22	24	22	
149. Have you ever been physically harmed (that is, where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?										
Never	73	80	67	77	79	63	76	67	82	
Once	10	7	12	6	9	15	10	14	1	
2 - 3 times	10	9	11	10	5	14	7	12	11	
4 - 10 times	3	1	4	2	2	2	2	5	3	
More than 10 times	4	4	5	5	5	6	5	2	3	
150. How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?										
Never	69	65	74	75	63	65	73	73	65	
Once	14	16	11	11	18	13	8	18	12	
Twice	7	10	4	5	6	7	11	2	12	
3 times	4	4	4	3	4	8	2	2	4	
4 or more times	6	5	7	6	10	7	5	5	7	
151. Where does your family now live?										
On a farm	1	1	1	1	2	0	0	0	1	
In the country, not on a farm	0	0	0	0	0	0	0	0	0	
On an American Indian reservation	0	0	0	0	0	1	0	0	0	
In a small town (under 2,500 in population)	28	28	29	34	19	41	28	27	16	
In a town (2,500 to 9,999)	45	42	48	39	53	40	43	49	51	
In a small city (10,000 to 49,999)	11	14	7	10	11	7	13	11	13	
In a medium size city (50,000 to 250,000)	11	11	11	13	10	11	13	10	13	
In a large city (over 250,000)	3	4	3	3	5	1	2	4	6	
152. How many years have you lived in the city where you now live?										
All my life	50	49	50	41	47	43	52	55	65	
10 years or more, but I've lived in at least one other place	16	16	17	13	10	20	23	13	20	
5 - 9 years	15	15	14	20	11	12	12	23	8	
3 - 4 years	10	11	8	15	13	13	7	4	4	
1 - 2 years	6	5	6	5	11	6	4	5	3	
Less than 1 year	4	4	4	6	8	7	1	0	0	
153. How often do you binge eat (eat a lot of food in a short period of time) and then make yourself throw up or use laxatives to get rid of the food you have eaten?										
Never	87	89	85	87	86	84	94	87	87	
Once in a while	8	6	10	9	11	9	4	7	7	
Sometimes	3	2	3	2	2	4	1	4	3	
Often	2	2	2	2	1	4	1	2	3	

REPORT

**Developmental Assets:
A Profile of Your Youth
Maryvale Middle School**

Prepared for:

**Suburban Wellness Coalition
Cheektowaga, NY**

March 24, 1998

Prepared by:



Figure 2: Who Was Surveyed

		Number of Youth	Percent of Total
Total Sample		357	100
Gender*	Male	183	52
	Female	171	48
Grade*	6	92	26
	7	164	46
	8	100	28
	9	0	0
	10	0	0
	11	0	0
	12	0	0
Race / Ethnicity*	American Indian	7	2
	Asian / Pacific Islander	4	1
	Black / African American	3	1
	Hispanic	1	0
	White	324	92
	Multi-racial	15	4

*Numbers may not sum to "Total Sample" due to missing information.

Figure 8: Percent of Youth Reporting Each of 5 Deficits, by Gender and Grade

Deficit	Definition	Total Sample	Gender		Grade						
			M	F	6	7	8	9	10	11	12
Alone at Home	Two hours or more per school day	61	60	62	49	67	65	<i>Percentages</i>			
TV Overexposure	Watches TV or videos three or more hours per school day	69	73	64	59	76	68				
Physical Abuse	Reports one or more incidents, "have you ever been physically harmed (that is, where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?"	32	34	29	26	31	39				
Victim of Violence	Reports one or more incidents, "how many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?"	31	38	23	22	35	34				
Drinking Parties	Reports attending one or more parties in the last year "where other kids your age were drinking."	29	27	31	12	35	36				

Figure 9: Percent of Youth Reporting Each of 9 Substance Use Related Risk-Taking Behaviors, by Gender and Grade

Risk-Taking Behavior		Total Sample	Gender		Grade						
Category	Definition		M	F	6	7	8	9	10	11	12
Alcohol	Used alcohol once or more in the last 30 days	25	25	24	12	25	37				
	Got drunk once or more in the last two weeks	17	18	17	12	17	23				
Tobacco	Smoked cigarettes once or more in the last 30 days	18	17	18	3	23	24				
	Used smokeless tobacco once or more in the last 12 months	4	4	3	1	6	3				
Inhalants	Sniffed or inhaled substances to get high once or more in the last 12 months	23	21	24	11	28	26				
Marijuana	Used marijuana once or more in the last 12 months	10	12	7	2	11	14				
Other Drug Use	Used other illicit drugs once or more in the last 12 months*	9	11	7	2	12	12				
Driving and Alcohol	Drove after drinking once or more in the last 12 months	3	3	3	2	2	5				
	Rode (once or more in the last 12 months) with a driver who had been drinking	33	32	34	22	35	39				

* Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines

Figure 10: Percent of Youth Reporting Each of 15 Other Risk-Taking Behaviors, by Gender and Grade

Risk-Taking Behavior		Total	Gender		Grade						
Category	Definition	Sample	M	F	6	7	8	9	10	11	12
Sexual Intercourse	Has had sexual intercourse one or more times	16	21	12	5	19	22				
Anti-Social Behavior	Shoplifted once or more in the last 12 months	31	35	27	15	35	40				
	Committed vandalism once or more in the last 12 months	24	33	14	12	26	32				
	Got into trouble with police once or more in the last 12 months	21	28	15	11	24	27				
Violence	Hit someone once or more in the last 12 months	55	68	42	46	53	67				
	Physically hurt someone once or more in the last 12 months	19	26	11	10	23	20				
	Used a weapon to get something from a person once or more in the last 12 months	7	10	3	4	9	6				
	Been in a group fight once or more in the last 12 months	37	41	33	23	42	43				
	Carried a weapon for protection once or more in the last 12 months	15	19	9	2	21	17				
	Threatened physical harm to someone once or more in the last 12 months	41	44	38	22	43	57				
School Truancy	Skipped school once or more in the last four weeks	17	20	13	11	16	23				
Gambling	Gambled once or more in the last 12 months	42	51	32	31	40	55				
Eating Disorder	Has engaged in bulimic or anorexic behavior	18	15	21	14	16	25				
Depression	Felt sad or depressed most or all of the time in the last month	21	13	27	11	24	24				
Attempted Suicide	Has attempted suicide one or more times	25	19	30	24	24	26				

**Figure 11: Percent of Youth Reporting Each of
10 High-Risk Behavior Patterns,
by Gender and Grade**

High-Risk Behavior Pattern		Total Sample	Gender		Grade							
Category	Definition		M	F	6	7	8	9	10	11	12	
Alcohol	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	18	19	18	12	18	25					
Tobacco	Smokes one or more cigarettes every day or uses chewing tobacco frequently	10	9	11	1	11	16					
Illicit Drugs	Used illicit drugs three or more times in the last 12 months*	7	8	6	0	9	10					
Sexual Intercourse	Has had sexual intercourse three or more times in lifetime	8	10	6	2	7	14					
Depression/ Suicide	Is frequently depressed and/or has attempted suicide	33	27	38	28	33	37					
Anti-Social Behavior	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	23	30	15	10	26	31					
Violence	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months	47	57	37	30	53	57					
School Problems	Has skipped school two or more days in the last four weeks and/or has below a C average	16	19	13	9	14	25					
Driving and Alcohol	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	16	17	16	11	17	21					
Gambling	Has gambled three or more times in the last 12 months	23	34	12	15	21	32					

* Includes cocaine, LSD, PCP or angel dust, heroin, and amphetamines

Figure 20: 35 Characteristics of Asset-Building Communities

1. A vision rooted in developmental assets is communicated several times a year to all residents.
2. All residents understand their personal capacity to promote developmental assets.
3. Most residents take personal responsibility.
4. Most residents take action.
5. New residents are quickly socialized to the community vision.
6. Children and teenagers know the developmental assets.
7. Most youth take action to promote assets for themselves and for their peers.
8. The community thinks and acts intergenerationally. Most adults establish sustained relationships with children and adolescents and most adolescents establish sustained relationships with younger children.
9. Youth have many opportunities to lead, make decisions, and give input; youth are provided useful roles in community life. Youth then are actors in the reclaiming of community rather than just objects of programs.
10. All children and teenagers frequently engage in service to others. Much of this "work" is done with adults, and a premium is placed on learning from these experiences (i.e., service-learning).
11. A common core of values is named.
12. Adults model and articulate their values.
13. A common core of boundaries is named.
14. Adults model and articulate these boundaries.
15. Families are supported, taught, and equipped to elevate asset building to top priority.
16. Community programs assist adults – particularly parents – to personally reclaim developmental assets.
17. Neighbors and community residents build caring relationships with youth and express this caring through dialogue, listening, commending positive behavior, acknowledging their presence, enjoying their company, and involving them in decision-making. They know neighborhood children and adolescents by name and take time to get to know them.
18. Businesses that employ teenagers address the assets of support, boundaries, values, and social competencies. Employers also develop family-friendly policies and provide mechanisms for employees to build relationships with youth.
19. Religious institutions mobilize their capacity for intergenerational relationships, educating and supporting parents, constructive use of time, values development, and service to the community. They focus on both their own members and the larger community.
20. Schools – both elementary and secondary – place priority on becoming caring environments for all students, providing a challenging and engaging curriculum for all students, providing opportunities for nurturing values deemed crucial by the community, expanding and strengthening co-curricular activities, and using their connections with parents to reinforce the importance of family attention to assets.

Figure 20: 35 Characteristics of Asset-Building Communities (Cont'd)

21. Youth organizations and other service providers train leaders and volunteers in asset-building strategies and provide meaningful opportunities for youth to serve their communities and build citizenship and leadership skills.
22. Local government – through policy, influence, training, and resource allocation – moves asset development and community-wide cooperation to top priorities for planning, policies, and funding allocations within the municipality.
23. The community invests in expanding and strengthening its systems of youth clubs, teams, and organizations.
24. Virtually all 7- to 18-year-olds are involved in one or more clubs, teams, or other youth-serving organizations that view building assets as central to their mission.
25. All professionals (e.g., day-care providers, teachers, social workers, religious youth workers) and volunteers (e.g., coaches, mentors) who work with youth receive training in asset building.
26. The media (print, radio, television, internet) repeatedly communicate the community's vision, support local mobilization efforts, and provide forums for sharing innovative actions taken by individuals and organizations.
27. The community prizes cultural strengths and traditions. Particularly for youth of color, this heritage includes the concept of elders, the primacy of intergenerational relationships, respect for figures of authority, the value of caring for others, and a wisdom about what matters. Being in touch with and affirming these strengths represent an important dimension of cultural competence, in addition to knowledge and contact with cultures beyond one's own.
28. Teenagers have safe places "to hang."
29. Families have safe places on weekends and during evenings to receive short-term child care.
30. All children receive frequent expressions of support in both informal public settings and in places where youth gather.
31. The community celebrates the individuals and systems which take innovative action. Youth professionals and volunteers have high status in the life of the community.
32. The community-wide commitment to asset building is long-term and inclusive.
33. The community pays particular attention to helping girls develop assertiveness skills, a sense of personal control and mastery, and healthy self-concept.
34. The community pays particular attention to helping boys develop and express compassion and caring.
35. Current programs which intentionally build assets, such as peer helping, mentoring, and service-learning, are elevated to top priority and expanded to reach a larger number of youth.

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
52. In my neighborhood, there are a lot of people who care about me										
Strongly agree	17	17	16	23	14	16				
Agree	23	18	28	28	21	20				
Not sure	34	36	33	29	35	38				
Disagree	12	12	11	11	13	10				
Strongly disagree	14	17	11	9	16	16				
53. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs										
Strongly agree	44	43	44	57	44	31				
Agree	24	19	29	21	22	29				
Not sure	12	11	12	13	13	9				
Disagree	8	12	4	4	7	13				
Strongly disagree	13	14	11	5	13	18				
54. If one of my neighbors saw me do something wrong, he or she would tell one of my parents										
Strongly agree	33	31	35	33	40	21				
Agree	22	21	23	32	16	22				
Not sure	29	29	29	23	29	34				
Disagree	7	7	8	4	5	13				
Strongly disagree	9	13	6	9	9	10				
During the last 12 months, how many times have you ... ?										
55. Been a leader in a group or organization										
Never	34	36	32	36	35	30				
Once in a while	21	17	25	18	23	19				
Sometimes	15	13	16	15	12	19				
Often	12	10	15	14	11	13				
Always	19	23	13	16	19	19				
56. Stolen something from a store										
Never	69	65	73	85	65	60				
Once in a while	15	14	16	12	14	20				
Sometimes	4	7	2	1	5	7				
Often	3	4	2	1	4	2				
Always	9	9	8	1	12	11				
57. Gotten into trouble with the police										
Never	79	72	85	89	76	73				
Once in a while	13	15	10	5	14	17				
Sometimes	5	7	3	1	7	4				
Often	2	2	1	1	1	4				
Always	2	4	1	3	2	2				
58. Hit or beat up someone										
Never	45	32	58	54	47	33				
Once in a while	22	24	19	22	18	27				
Sometimes	9	12	6	3	12	9				
Often	8	9	6	5	7	10				
Always	17	23	11	15	15	21				
59. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)										
Never	76	67	86	88	74	68				
Once in a while	11	16	6	3	13	15				
Sometimes	3	2	4	1	3	4				
Often	2	3	1	2	1	4				
Always	8	11	4	5	9	9				

All Survey Items by Gender and Grade

(Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
During an average week, how many hours do you spend ... ?										
66. Helping friends or neighbors										
0 hours	18	24	10	16	17	19				
1 hour	36	34	39	40	39	29				
2 hours	20	19	21	20	19	22				
3 - 5 hours	16	13	18	14	15	18				
6 - 10 hours	5	5	5	3	3	9				
11 or more hours	6	5	7	7	7	3				
67. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends										
0 hours	58	69	46	45	61	64				
1 hour	16	13	19	20	13	17				
2 hours	8	6	11	14	9	2				
3 - 5 hours	11	7	14	10	12	10				
6 - 10 hours	4	2	6	5	2	5				
11 or more hours	4	3	5	7	3	2				
People who know me would say that this is ...										
68. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous										
Not at all like me	12	13	11	10	12	14				
A little like me	12	15	9	10	13	13				
Somewhat like me	22	27	17	16	20	31				
Quite like me	23	23	24	17	26	25				
Very much like me	31	23	40	47	29	18				
69. Caring about other people's feelings										
Not at all like me	7	12	2	7	6	9				
A little like me	8	11	5	9	7	8				
Somewhat like me	23	32	14	18	22	29				
Quite like me	33	26	40	29	36	30				
Very much like me	29	19	39	37	28	23				
70. Thinking through the possible good and bad results of different choices before I make decisions										
Not at all like me	11	14	8	9	10	15				
A little like me	21	24	18	12	21	28				
Somewhat like me	26	29	23	20	31	24				
Quite like me	26	19	33	32	24	24				
Very much like me	16	14	19	27	13	9				
71. Saving my money for something special rather than spending it all right away										
Not at all like me	23	20	26	20	25	24				
A little like me	12	11	13	5	13	17				
Somewhat like me	18	17	18	12	18	24				
Quite like me	20	19	20	26	20	14				
Very much like me	28	33	22	37	25	22				
72. Respecting the values and beliefs of people who are of a different race or culture than I am										
Not at all like me	8	12	5	8	8	9				
A little like me	8	8	8	8	9	7				
Somewhat like me	23	32	14	24	23	24				
Quite like me	29	25	34	30	28	31				
Very much like me	31	23	39	30	33	28				
73. Giving up when things get hard for me										
Not at all like me	44	48	40	58	40	37				
A little like me	27	25	28	18	23	41				
Somewhat like me	14	13	15	16	17	7				
Quite like me	7	6	8	7	6	8				
Very much like me	8	8	9	1	14	6				

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
People who know me would say that this is . . .										
74. Staying away from people who might get me in trouble										
Not at all like me	20	25	14	14	21	25				
A little like me	19	20	19	17	16	27				
Somewhat like me	23	25	20	15	26	25				
Quite like me	14	11	17	18	13	11				
Very much like me	24	18	29	35	24	11				
75. Feeling really sad when one of my friends is unhappy										
Not at all like me	17	24	10	13	18	18				
A little like me	19	24	14	14	20	23				
Somewhat like me	23	27	18	17	26	24				
Quite like me	22	16	28	27	20	20				
Very much like me	19	8	30	28	16	15				
76. Being good at making and keeping friends										
Not at all like me	8	11	5	5	10	7				
A little like me	12	16	8	12	11	15				
Somewhat like me	17	17	15	17	16	17				
Quite like me	26	24	29	16	27	35				
Very much like me	37	31	43	49	36	26				
77. Knowing a lot about people of other races										
Not at all like me	17	23	11	19	17	16				
A little like me	21	19	23	19	21	23				
Somewhat like me	30	32	28	30	31	28				
Quite like me	20	17	23	23	18	21				
Very much like me	12	9	14	10	12	12				
78. Enjoying being with people who are of a different race than I am										
Not at all like me	12	17	8	10	14	13				
A little like me	15	16	15	20	15	11				
Somewhat like me	24	29	18	24	23	25				
Quite like me	23	21	25	19	24	27				
Very much like me	26	17	35	27	25	24				
79. Being good at planning ahead										
Not at all like me	15	19	10	10	17	16				
A little like me	14	14	14	11	16	14				
Somewhat like me	31	29	32	16	34	39				
Quite like me	23	21	25	32	20	19				
Very much like me	17	16	19	31	13	12				
80. Taking good care of my body (such as, eating foods that are good for me, exercising regularly, and eating three good meals a day)										
Not at all like me	11	12	10	7	13	11				
A little like me	14	12	17	7	17	18				
Somewhat like me	20	21	19	16	20	24				
Quite like me	25	25	25	30	22	25				
Very much like me	30	30	30	41	28	22				
How many times, if any, have you had alcohol to drink . . . ?										
81. In your lifetime										
0	41	40	42	67	36	24				
1	13	9	17	12	13	12				
2	9	9	9	5	10	10				
3 - 5	13	14	12	4	13	20				
6 - 9	7	9	5	4	12	3				
10 - 19	7	6	8	1	5	15				
20 - 39	4	5	4	0	4	9				
40 +	7	9	5	5	7	7				

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
115. In my town or city, I feel like I matter to people										
Strongly agree	13	12	15	21	12	8				
Agree	24	25	23	25	21	27				
Not sure	37	36	39	38	34	41				
Disagree	13	12	13	8	19	7				
Strongly disagree	13	15	10	8	13	17				
116. When things don't go well for me, I am good at finding a way to make things better										
Strongly agree	16	15	17	24	14	11				
Agree	36	34	38	35	35	38				
Not sure	32	34	30	32	33	31				
Disagree	8	7	8	5	8	9				
Strongly disagree	9	11	7	3	11	11				
117. When I am an adult, I'm sure I will have a good life										
Strongly agree	37	37	38	49	31	36				
Agree	25	24	25	21	25	27				
Not sure	28	30	25	23	31	27				
Disagree	5	2	8	4	6	5				
Strongly disagree	5	7	4	2	7	5				
118. Taken part in a fight where a group of your friends fought another group										
Never	63	59	67	77	58	57				
Once	20	21	19	10	24	23				
Twice	8	9	7	7	10	8				
3 - 4 times	2	2	2	1	2	3				
5 or more times	7	9	5	5	6	9				
119. Hurt someone badly enough to need bandages or a doctor										
Never	81	74	89	90	77	80				
Once	12	17	7	5	14	13				
Twice	4	6	2	1	6	3				
3 - 4 times	1	2	1	0	1	2				
5 or more times	2	2	2	3	1	2				
120. Used a knife, gun or other weapon to get something from a person										
Never	93	90	97	96	91	94				
Once	4	6	2	3	6	3				
Twice	1	2	0	0	1	2				
3 - 4 times	0	1	0	0	1	0				
5 or more times	1	2	1	1	2	1				
121. If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?										
Yes	31	28	33	51	25	22				
Probably	15	14	16	19	17	8				
I'm not sure	15	16	14	14	15	16				
Probably not	11	11	11	3	11	18				
No	28	31	26	13	32	36				
122. How much of the time do your parents ask you where you are going or with whom you will be?										
Never	5	7	2	8	4	3				
Seldom	7	8	5	2	9	6				
Some of the time	10	11	9	10	8	14				
Most of the time	28	27	29	27	25	34				
All of the time	51	47	55	53	54	43				

All Survey Items by Gender and Grade

(Cont'd)

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
Among the people you consider to be your closest friends, how many would you say ... ?										
123. Drink alcohol once a week or more										
None	71	73	70	93	64	62				
A few	19	16	22	5	23	25				
Some	5	6	4	1	5	8				
Most	4	4	4	0	7	4				
All	1	1	1	0	1	1				
124. Have used drugs such as marijuana or cocaine										
None	77	75	79	97	72	67				
A few	14	15	13	2	16	21				
Some	4	3	4	0	4	6				
Most	4	5	3	1	6	4				
All	1	2	1	0	2	2				
125. Do well in school										
None	8	9	7	9	8	7				
A few	16	15	17	9	19	18				
Some	26	28	24	15	30	29				
Most	31	30	32	32	29	34				
All	19	18	21	35	15	11				
126. Get into trouble at school										
None	27	20	35	43	21	20				
A few	31	31	30	26	29	37				
Some	26	30	21	22	31	22				
Most	10	12	7	5	10	14				
All	7	7	7	3	10	6				
How often do you feel afraid of ... ?										
127. Walking around your neighborhood										
Never	62	73	51	63	63	62				
Once in a while	23	17	29	23	23	23				
Sometimes	7	6	8	10	5	8				
Often	5	3	8	2	7	6				
Always	2	1	3	2	2	1				
128. Getting hurt by someone at your school										
Never	58	64	52	64	54	59				
Once in a while	25	24	25	14	32	23				
Sometimes	6	6	7	4	5	10				
Often	6	4	8	10	4	4				
Always	5	2	8	8	4	4				
129. Getting hurt by someone in your home										
Never	83	87	78	86	79	87				
Once in a while	7	4	10	3	9	8				
Sometimes	4	4	5	3	5	4				
Often	1	2	1	1	2	1				
Always	4	3	5	7	5	0				
130. On the average, how many evenings per week do you go out to activities at a school, youth group, congregation, or other organization?										
0	38	40	36	34	38	42				
1	20	15	26	23	21	17				
2	11	11	12	17	10	8				
3	10	10	10	8	8	15				
4	6	6	5	8	7	2				
5	9	11	7	5	12	8				
6	2	3	1	2	1	4				
7	3	4	2	3	3	3				

All Survey Items by Gender and Grade

(Cont'd)

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
131. On the average, how many evenings per week do you go out just to be with your friends without anything special to do?										
0	16	16	15	29	11	10				
1	18	17	18	19	21	12				
2	17	17	17	15	19	15				
3	13	13	12	8	13	16				
4	11	8	15	7	11	15				
5	8	10	5	8	9	6				
6	5	6	4	3	4	8				
7	13	13	14	12	12	17				
132. Imagine that someone at your school hit you or pushed you for no reason. What would you do?										
I'd hit or push them right back.	44	52	37	26	51	52				
I'd try to hurt them worse than they hurt me.	18	24	10	12	19	21				
I'd try to talk to this person and work out our differences.	6	3	9	4	7	5				
I'd talk to a teacher or other adult.	15	7	24	38	7	5				
I'd just ignore it and do nothing.	17	14	20	20	15	17				
133. Students help decide what goes on in my school										
Strongly agree	20	18	22	29	16	18				
Agree	33	34	32	36	33	30				
Not sure	27	25	29	26	27	28				
Disagree	9	8	10	3	11	11				
Strongly disagree	11	14	6	5	12	13				
134. I don't care how I do in school										
Strongly agree	4	5	2	1	5	5				
Agree	6	8	4	5	6	7				
Not sure	11	13	9	8	13	11				
Disagree	28	28	29	20	27	39				
Strongly disagree	50	46	55	66	49	37				
135. I have lots of good conversations with my parents										
Strongly agree	21	18	23	33	14	18				
Agree	36	37	35	36	34	39				
Not sure	26	27	25	25	26	27				
Disagree	10	9	11	2	15	10				
Strongly disagree	8	9	6	3	11	6				
136. If I break a rule at school, I'm sure to get in trouble										
Strongly agree	26	23	28	34	26	18				
Agree	35	31	40	33	41	29				
Not sure	25	28	21	22	20	35				
Disagree	9	11	8	5	8	15				
Strongly disagree	5	7	3	7	5	3				
137. My parents spend a lot of time helping other people										
Strongly agree	14	12	16	21	12	11				
Agree	29	29	30	28	31	28				
Not sure	41	43	38	44	39	40				
Disagree	10	9	9	3	12	10				
Strongly disagree	7	7	7	3	7	10				
138. I have little control over the things that will happen in my life										
Strongly agree	14	15	13	15	15	12				
Agree	16	12	20	12	17	17				
Not sure	25	26	23	26	25	23				
Disagree	20	23	18	16	21	23				
Strongly disagree	25	25	25	30	22	23				

All Survey Items by Gender and Grade

(Cont'd)

	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
During the last 12 months, how many times have you ... ?										
139. Carried a knife or gun to protect yourself										
Never	85	81	91	98	79	83				
Once	6	8	4	1	8	7				
Twice	3	4	2	0	5	2				
3 - 4 times	2	3	1	1	3	0				
5 or more times	4	4	3	0	4	8				
140. Threatened to physically hurt someone										
Never	59	56	62	78	57	43				
Once	14	16	13	10	13	21				
Twice	11	8	14	10	10	13				
3 - 4 times	5	5	5	0	7	8				
5 or more times	10	14	6	2	13	14				
141. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)										
Never	58	49	68	69	60	45				
Once	12	12	13	13	8	18				
Twice	7	6	8	2	11	5				
3 - 4 times	7	7	6	5	7	7				
5 or more times	16	26	5	10	15	25				
How many adults have you known for two or more years who ... ? (don't count parents or relatives)										
142. Give you lots of encouragement whenever they see you										
0	13	14	11	11	14	13				
1	21	17	24	23	21	18				
2	22	26	18	18	22	26				
3 or 4	14	11	18	13	11	19				
5 or more	30	32	29	35	32	23				
143. You look forward to spending time with										
0	13	14	11	12	15	11				
1	19	18	20	21	14	23				
2	22	25	19	16	26	20				
3 or 4	18	15	22	14	19	21				
5 or more	28	29	27	36	26	23				
144. Spend a lot of time helping other people										
0	23	25	19	21	21	27				
1	22	19	24	20	22	23				
2	23	25	22	22	21	27				
3 or 4	14	13	16	13	19	8				
5 or more	18	18	19	23	17	15				
145. Do things that are wrong or dangerous										
0	66	59	73	84	61	55				
1	18	17	19	8	22	20				
2	7	8	6	2	8	10				
3 or 4	3	5	1	1	3	5				
5 or more	7	11	2	5	6	9				
146. Talk with you at least once a month										
0	18	22	15	20	17	18				
1	19	16	22	11	21	24				
2	18	17	19	13	18	21				
3 or 4	14	10	18	18	16	7				
5 or more	31	36	25	38	27	29				

All Survey Items by Gender and Grade (Cont'd)	Percent									
	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
On an average school day, how many hours do you spend . . . ?										
147. Watching TV or videos										
None	4	4	3	5	1	5				
Less than 1 hour	12	10	14	20	9	9				
1 hour	16	12	19	16	13	18				
2 hours	23	24	21	27	23	20				
3 hours	21	20	23	16	26	20				
4 or more hours	24	29	19	15	28	28				
148. At home with no adult there with you										
None	11	10	11	15	7	10				
Less than 1 hour	28	29	27	35	26	25				
1 hour	19	18	20	15	16	26				
2 hours	15	12	18	7	22	13				
3 hours	11	9	12	10	12	9				
4 or more hours	17	21	13	18	16	16				
149. Have you ever been physically harmed (that is, where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?										
Never	68	66	71	74	69	61				
Once	18	18	17	18	14	23				
2 - 3 times	7	7	7	7	8	7				
4 - 10 times	4	4	3	1	5	4				
More than 10 times	3	5	1	1	4	5				
150. How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?										
Never	69	62	77	78	65	66				
Once	14	20	9	11	17	14				
Twice	3	4	3	3	3	4				
3 times	5	4	7	4	7	5				
4 or more times	8	10	4	3	9	10				
151. Where does your family now live?										
On a farm	1	1	0	0	1	0				
In the country, not on a farm	1	1	1	0	1	1				
On an American Indian reservation	0	1	0	0	1	0				
In a small town (under 2,500 in population)	11	12	9	7	8	18				
In a town (2,500 to 9,999)	54	53	55	72	49	43				
In a small city (10,000 to 49,999)	9	9	9	9	13	5				
In a medium size city (50,000 to 250,000)	15	16	15	7	14	26				
In a large city (over 250,000)	9	7	10	7	13	6				
152. How many years have you lived in the city where you now live?										
All my life	46	43	49	45	41	54				
10 years or more, but I've lived in at least one other place	15	18	12	12	16	16				
5 - 9 years	20	21	20	22	22	16				
3 - 4 years	7	6	8	5	9	5				
1 - 2 years	7	6	7	7	8	5				
Less than 1 year	6	7	5	10	5	3				
153. How often do you binge eat (eat a lot of food in a short period of time) and then make yourself throw up or use laxatives to get rid of the food you have eaten?										
Never	80	82	80	86	82	72				
Once in a while	11	11	11	8	8	17				
Sometimes	5	3	6	4	6	3				
Often	4	4	4	2	3	7				

Cheektowaga Police Department
School Enrollments - 1998/1999
(Public - 8,017; Parochial - 1,502 = 9,519 Total)

School/Grades	12th	11th	10th	9th	8th	7th	6th	5th	4th	3rd	2nd	1st	K	Totals
Cleveland Hill	81	94	114	114	120	111	127	138	127	154	119	123	166	1588
Maryvale	139	178	213	223	187	180	197	195	178	196	214	223	183	2506
Cheektowaga Central	166	166	192	261	185	199	182	187	209	191	193	176	187	2494
Cheektowaga/Sloan	85	113	102	133	92	123	104	96	114	123	102	125	117	1429
Infant of Prague	0	0	0	0	17	25	21	25	26	37	28	26	29	234
St. Aloysius	0	0	0	0	31	19	22	31	18	21	22	20	22	206
Kolbe	0	0	0	0	22	18	18	22	23	26	18	22	24	193
St. Josaphat's	0	0	0	0	20	8	18	15	19	22	13	23	17	155
Our Lady Help of Christians	0	0	0	0	13	5	24	16	11	22	19	19	16	145
St. Andrew's	0	0	0	0	14	9	7	18	12	17	17	24	21	139
St. Barnabas	0	0	0	0	21	10	13	12	13	19	16	14	16	134
Queen of Martyrs	0	0	0	0	7	14	11	13	10	17	13	14	18	117
Our Lady of Czestochowa	0	0	0	0	8	9	14	11	11	6	16	14	11	100
Resurrection	0	0	0	0	0	0	12	6	8	14	10	17	12	79
	471	551	621	731	737	730	770	785	779	865	800	840	839	9,519

Prepared by the CPD Research, Analysis and Planning Unit and Crime Resistance Unit (02-04-99).

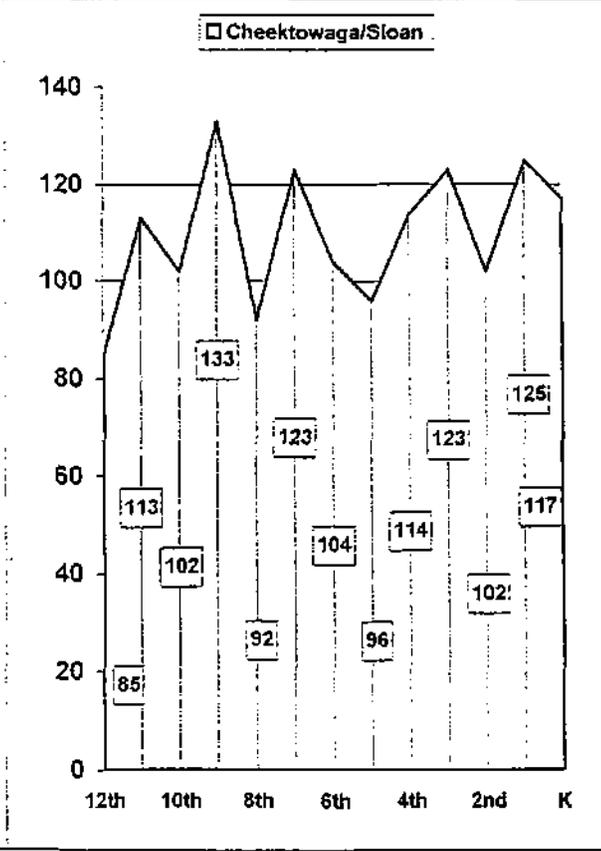
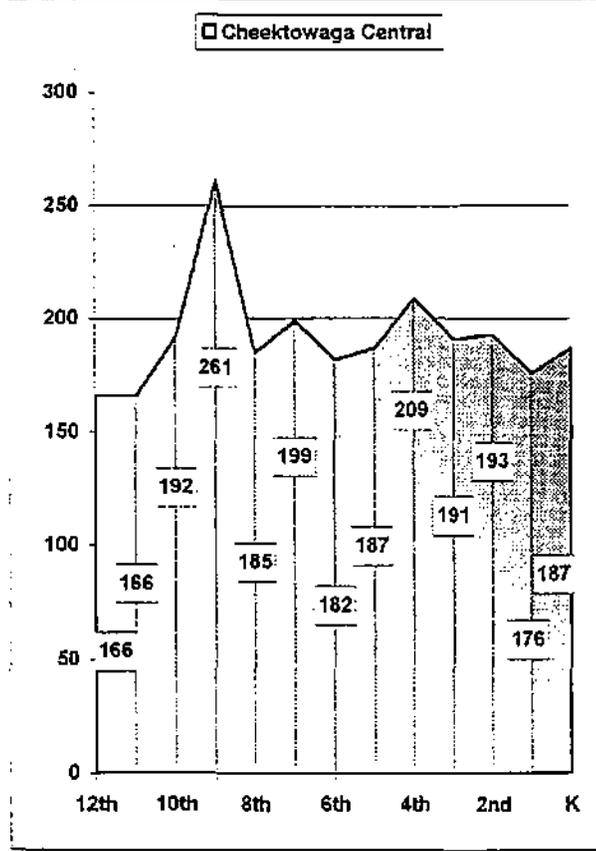
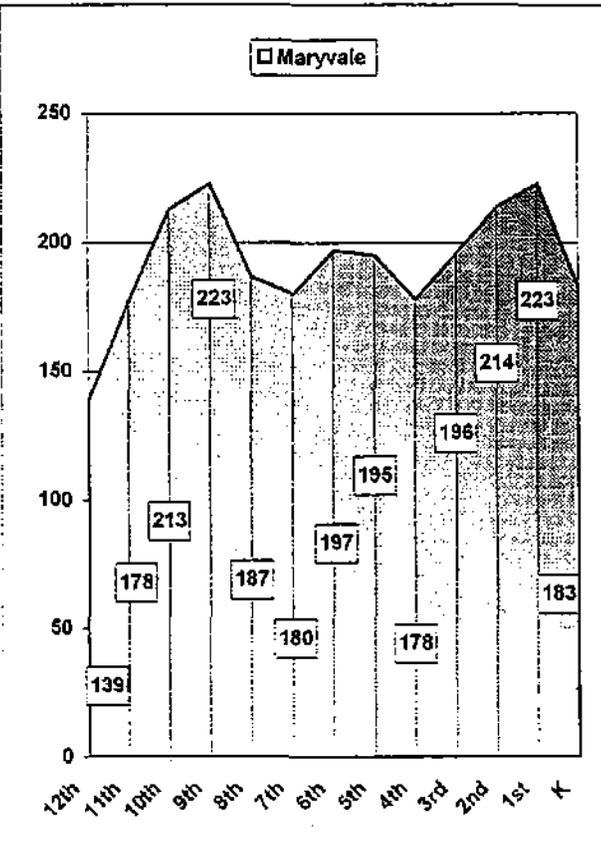
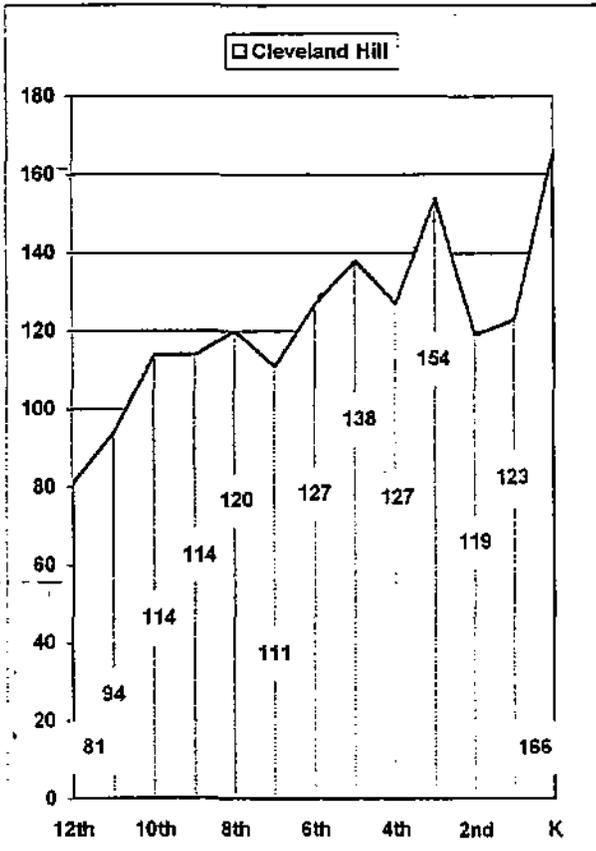
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Cheektowaga Police Department

Public School Enrollment - 1998/1999



Cheektowaga Police Department

Fourteen Schools - Enrollments - 1998/1999

