

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

July 1, 2009 to June 30, 2011

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

Christopher D. Cerf
Acting Commissioner

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100 River View Plaza, P.O. Box 500
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INTRODUCTION

Legislative Charge

In 1982, in response to the problem of violence and vandalism in the New Jersey schools, the State Legislature passed the *Public School Safety Law* (N.J.S.A. 18A:17-48). In 2011, the law was amended to address the Legislature's concern about harassment, intimidation and bullying.

The Commissioner of Education shall each year submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism and harassment, intimidation or bullying in the public schools and making recommendations to alleviate the problem (see [Appendix A](#)).

Purpose of the Report

The Commissioner's annual report provides the Legislature with information reported by school districts and Charter Schools concerning incidents of serious student misconduct grouped into the following four major reporting categories: violence, vandalism, weapons, and substance abuse. An analysis of trends yields indications of progress and ongoing concerns, and provides guidance to districts, other agencies, and the department as they endeavor to focus resources on areas of need. The Programmatic Response section of this report provides recommendations to address areas of concern and describes the support that the Department of Education will provide to districts and Charter Schools.

FINDINGS

The Findings section summarizes the data reported by districts over the Electronic Violence and Vandalism Reporting System (EVVRS). Districts are required to report incidents, as defined in the EVVRS, if they occur on school grounds during school hours, on a school bus, or at a school-sponsored event, using the Violence, Vandalism, and Substance Abuse (VV-SA) Incident Report Form (see [Appendix B](#)). The reporting of these findings is intended to be read in electronic format; the reader can link to figures that depict many of the findings described in the report. Paper copies of the figures may be found in [Appendix C](#) of the printed version of this document. More detailed findings, i.e., district and school summary data, may be accessed at <http://www.state.nj.us/education/schools/vandv/>.

Overall Total and Totals for Major Reporting Categories

The total number of incidents reported by districts increased approximately 6.4 percent, an increase of 1,048 incidents from 16,338 in 2009-10 to 17,386 in 2010-11 (see district totals in [Appendix D](#)). [Figure 1](#) illustrates the following changes in the number of incidents reported in the four major reporting categories over the same period of time: violence increased approximately 7.3 percent, vandalism declined approximately 8.3 percent, incidents involving

weapons increased approximately 13.5 percent, and substance abuse increased approximately 9.8 percent. The decline in reported incidents of vandalism continues a four-year trend.

Three-Year Trends in Types of Incidents Reported

Summarized below and detailed in [Table 1](#) are the changes in the number of reported incidents within each category over the three-year period from 2008-09 through 2010-11:

- In the **violence** category, there were 276 fewer *assaults* (a decline of approximately 8.0 percent). The number of reported *fight*s increased by 119, or approximately 3.0 percent, in 2010-11 after a decrease in 2009-10. This pattern was also noted for *harassment/intimidation/bullying/threat* (HIBT). HIBT incidents increased by 566 from 2,846 in 2008-09 to 3,412 in 2010-11 (approximately 19.9 percent) following a decrease in 2009-10. Also, [Figure 2](#) shows the two-year trends for each type of violence.
- In the **vandalism** category, the reported number of incidents declined over the three-year period as follows: property damage (463 or approximately 35.2 percent), fireworks (seven or approximately 16.3 percent), theft (473 or approximately 35.2 percent), and trespassing (59 or approximately 45.4 percent). In addition the number of reported incidents of burglary declined from 63 reported in 2008-09 to 44 in 2010-11, an approximately 30.2 percent change.
- In the **weapons** category, reported incidents of firearms remained essentially level over the three-year period. However, incidents involving a weapon other than a firearm increased by 248 or approximately 25.1 percent. The most notable of which were incidents involving unidentified weapons (up 96 or approximately 98.0 percent), knives (up 79 or approximately 10.5 percent) and air guns (39 or approximately 81.3 percent) (see [Appendix E](#)).
- In the **substance** category, the number of incidents of possession of substances increased by 302, or approximately 37.0 percent from 817 in 2008-09 to 1,119 in 2010-11. Also, [Appendix E](#) reports trends by type of substance. The number of incidents involving marijuana increased by 566, or approximately 28.6 percent to 2,543. Incidents involving alcohol increased by approximately 7.1 percent after seeing an approximate 6.7 percent decrease in 2009-10 from the previous year. Incidents involving the unauthorized use of prescription drugs decreased from 238 to 188; those involving cocaine declined from 45 to 41, while those involving narcotics increased from 51 to 60. Incidents involving over-the-counter drugs saw a decrease from 53 to 41.

The number of reported incidents for marijuana in 2010-11 increased to 2,543. Marijuana accounts for approximately 69.1 percent of the total number of reported substance incidents in 2010-2011. It is encouraging to note that use of unauthorized prescription drugs is trending down. Alcohol-related incidents are up over the three-year period after having decreased in 2009-10. Alcohol accounts for approximately 14.8 percent of the total number of reported substance incidents this year, second only to marijuana.

Table 1: Incidents by Type

	2008-09	2009-10	2010-11	3-Year Change
<i>Incident Type</i>				
Violence				
Total Assaults	3437	3211	3161	-276
Fight	3924	3874	4043	119
Robbery/Extortion	63	96	82	19
Sex Offense	203	212	252	49
Criminal Threat	144	206	263	119
HIBT	2846	2808	3412	566
Total:	10617	10407	11213	
Vandalism				
Arson	76	60	81	5
Bomb Threat ¹	66	56	67	1
Burglary	63	36	44	-19
Damage to	1316	1000	853	-463
Fire Alarm		74	80	N/A
Fireworks	43	49	36	-7
Theft	1343	943	870	-473
Trespassing	130	89	71	-59
Total:	3037	2307	2102	
Weapons				
Firearm ³	4	5	5	1
Other Weapon	989	1077	1237	248
Bomb Offense	2	0	4	2
Total:	995	1082	1246	
Substances				
Use	2146	2295	2661	515
Possession	817	995	1119	302
Distribution	123	137	174	51
Total:	3086	3427	3854	

¹Includes three fake bombs in 2008-09, and four in both 2009-10 and 2010-11.

² These incidents were not reported separately prior to 2009-10.

³Firearm incidents include handgun and rifle incidents only. Air guns and imitation guns are classified as "Other Weapons."

Characteristics of Incidents

Location

[Figure 3](#) illustrates the distribution of incidents occurring in a variety of locations across three years. Approximately, one in four (26 percent) incidents occurred in the classroom in 2010-11. This is slightly less than in past years where approximately 3 incidents in ten (29 percent) were taking place in the classroom (The types of incidents occurring in the classroom are illustrated in [Figure 4](#)). The percentage of incidents occurring on the bus has remained low and relatively stable over the three-year period. Four percent of incidents in both 2009-10 and 2010-11 took place on the bus, while three percent of incidents occurred on the bus in 2008-09.

Bias

Any incident of violence, vandalism, weapons, or substance abuse may also be reported as motivated by bias. There were 253 incidents associated with bias in 2010-11, an increase from the 2009-10 total of 116.

Gang-Related Incidents

Gang-related incidents are those incidents of violence, vandalism, weapons, or substance abuse where there is confirmation from a law enforcement official, the victim, or the offender that the incident was gang-related. Any offense may be reported as gang-related. The total of 45 gang-related incidents is a decrease from the 75 reported in 2009-10. Of the 45 gang-related incidents reported (approximately 0.3 percent of all incidents), 34 (approximately 76.6 percent) were incidents of violence.

Police Notification

Police were notified in approximately 35.5 percent of cases in 2010-11; a slight decrease from 2009-10 when police were notified in approximately 36.2 percent of the cases. In 2010-11, a complaint was filed with or by the police in 2,955 of the reported cases, or approximately 17.0 percent; an increase from the 2,905, or 17.8 percent, of reported cases in 2009-2010.

Harassment/Intimidation/Bullying/Threat (HIBT)

In 2010-11, 3,412 incidents of HIBT were reported; up from 2,808 in 2009-2010, an increase of 604 or approximately 21.5 percent. Further analysis shows that 136 (approximately 4.0 percent) of the 3,412 incidents of HIBT reported in 2010-11 were bias-related. This indicates that these 136 incidents of HIBT were motivated by an actual or perceived characteristic (e.g., race, religion, sexual orientation). While this is a low percentage of the total number of reported HIBT incidents; it should be noted that these 136 bias-related HIBT incidents make up over half (approximately 53.8 percent) of the total number of reported bias-related incidents (253). Similar to the two prior years, in 2010-11 more students who committed acts of HIBT were in grades 7-8 (approximately 33.0 percent) and grades 9-10 (approximately 24.6 percent) than students in other grades ([see Figure 5](#)). Additionally, the number of schools reporting HIBT incidents increased approximately 10 percent from 776 to 860 from 2009-10 to 2010-11 ([see Figure 6](#)).

Disciplinary Action Taken and Program Provided

[Figure 7](#) depicts the number of suspensions and the length of the suspensions for 2009-10 and 2010-11. In 2010-11 nearly half (approximately 46.5 percent) of all suspensions (more than 9,000) were from two to four days (an increase of more than 300, or approximately 3.8 percent) while more than 3,500 suspensions were for 10 days or more. The number of five-day suspensions increased by more than 100 in 2010-11 to 2,699 and the number lasting 6 to 9 days decreased slightly by 30 to 1,345. [Figure 8](#) shows the distribution of the types of programs provided when disciplinary action is taken. The program/services most frequently provided were assignments and academic instruction.

PROGRAMMATIC RESPONSE

Comprehensive Approach to Prevention

Violence, as is the case with many community problems, can become manifest in schools. The NJDOE and local school staff persistently strive to make school environments safe, secure, and optimal settings for promoting student learning and growth. The most effective strategies for the prevention of school violence and related at-risk student behavior involve continuous vigilance and proactive, coordinated efforts among all facets of the community for the maintenance of supportive and disciplined school environments.

State and local interagency collaborations have enhanced educators' capacities to cultivate positive learning conditions and to address complex student problems. A growing recognition among representatives from state and local partner agencies regarding the importance of data-driven decision-making and the use of research-based practices has contributed to more focused and functional program efforts and more efficient use of resources.

In the interest of advancing the overarching goals of preventing, reducing, and effectively managing incidents of violence, vandalism, and substance abuse, the NJDOE and its partner state agencies support a diverse array of initiatives designed to help schools achieve the following objectives:

- To protect the health, safety, security, and welfare of school populations;
- To establish and maintain civil educational climates;
- To prevent at-risk student behaviors;
- To intervene with and remediate at-risk student behaviors at all stages of identification;
- To provide supportive services for staff, students, and their families; and
- To prevent, intervene in, respond to, and recover from emergency and crisis situations.

Programs, services, and activities designed to support these aims are at the heart of school safety. There have been important gains in our knowledge from the research literature in the last two decades on the types of school-based strategies that have proven to be effective in creating safe, supportive, disciplined and drug-free schools. At their core, all of the evidence-based school strategies for preventing problem student behaviors and for fostering positive student development are designed to advance the following protective factors:

- Student engagement in learning;
- Student attachment to school; and
- Student acquisition of the social skills, which have been reported in the research literature to result in measurable positive effects on academic performance, student retention and reductions in violence, substance abuse, and related at-risk student behaviors.

Schools are most likely to prevent problem student behaviors and promote student well-being and success through comprehensive, coordinated and systematically planned programs, services and activities designed to develop student's abilities to identify and manage emotions, make healthy decisions, establish constructive relationships, develop caring and concern for others and effectively manage challenging situations. The NJDOE's initiatives are designed to help schools

embrace and cultivate the strategies, increase the factors that protect students from engaging in at-risk behavior (e.g., unexcused absences, conduct problems, poor school performance, substance abuse, gang involvement, and achieve the purposes described above).

Department Recommendations

School districts, county agencies and state agencies must continue to coordinate and collaborate on efforts that promote schools that foster safe and supportive conditions for learning and prevent at-risk and disruptive behavior. In response to at-risk student behaviors and unsafe educational environments, the NJDOE will continue to focus its efforts on areas of statewide concern and districts will need to focus on concerns that are identified in their schools. To this end the NJDOE recommends that districts and schools:

1. Coordinate, improve and expand existing and required policies, procedures and plans to address areas of concern, such as:
 - Assess the immediate school surroundings, as well as the social and emotional learning climates of the school communities;
 - Develop and consistently apply clearly defined codes of student conduct and policies and procedures, including strategies for addressing harassment, intimidation, bullying, student attendance and truancy;
 - Maintain current comprehensive school safety and security plans that incorporate clearly defined procedures and mechanisms for responding to and recovering from emergencies and crises;
 - Use the *Memorandum of Agreement Between Education and Law Enforcement Officials* to strengthen communication and optimize prevention, intervention and response;
 - Use building-based multidisciplinary problem-solving teams to assist students who are experiencing learning, behavior or health difficulties; to assist staff who have difficulties in addressing students' learning, behavior, or health needs; and to inform principals of school-wide issues; and
 - Use School Safety Teams to identify systems' concerns and recommend programs and strategies to address them.

2. Use available data and collect additional data to more effectively target resources to areas of concern and track progress and outcomes of implemented programs and strategies, including:
 - Electronic Violence and Vandalism Reporting System (EVVRS),
 - New Jersey Student Health Survey,
 - School Health Profiles Survey,
 - School Report Card,
 - NJSMART (the NJDOE's new student-level data system), and
 - School climate surveys.

3. Implement evidence-based prevention and intervention programs and strategies that focus on areas of concern.

4. Use district improvement initiatives to support general prevention efforts by establishing: school climates that are supportive, respectful and caring; creating meaningful adult-student relationships; providing learning experiences that are relevant and rigorous; and giving students the support needed to help them stay engaged and succeed in school. Some examples include:
 - The Secondary Education Redesign Initiative, which focuses on redesigning middle schools and high schools through action steps and supportive policies that align content standards, assessments and high school graduation requirements with college and workplace expectations; and offers coherent, integrated reform strategies and structures that support students, educators and other members of the education community to assist high schools in graduating students who are college and work ready;
 - Personalized Student Learning Plans that are designed to use adult mentors (including parents, teachers and counselors) to help students recognize and achieve their goals and that include at least the following three areas of development - personal, academic and career;
 - Professional Learning Communities in which schools are characterized as learning organizations united by a shared vision of student and staff learning and mutually accepted values of respect and caring, and in which staff and students function interdependently to achieve shared goals for which they are collectively accountable; and
 - Afterschool programs that engage students in productive, educational and healthy activities during the hours after school when youth are most likely to engage in delinquent or dangerous activities.

Department Support

The NJDOE will continue to provide school staff, parents, community members, students and other constituents with information, technical assistance, training and Web-based resources to support the recommendations above. Supportive information, including resources to prevent problem student behaviors, foster positive student development, and promote safe, disciplined and drug-free schools are posted on the NJDOE Keeping Our Kids Safe Web page at: <http://www.state.nj.us/education/students/safety/>.

1. In order to implement the Anti-Bullying Bill of Rights (ABR), the NJDOE must provide training, develop a model policy, develop guidance, develop an online tutorial, and assign school and district grades. To date the NJDOE has:
 - Provided trainings in each county to orient school staff to the requirements in the ABR, and posted the PowerPoint presentation from the trainings on the NJDOE's Web site for use by schools and the public.
 - Sent letters to districts in the spring and the summer of 2011 advising them of their responsibilities under the ABR.
 - Revised the *Model Policy and Guidance for Prohibiting Harassment, Intimidation and Bullying On School Property, at School-Sponsored Functions and on School Buses* in April 2011 to reflect the ABR and posted it on the Web at: <http://www.state.nj.us/education/parents/bully.htm>;

- Convened an advisory committee of experts/stakeholders in March 2011 to guide the NJDOE's continued efforts to implement the ABR. Additionally, three working groups comprising experts/stakeholders were established to advise the NJDOE regarding the district anti-bullying coordinator and school anti-bullying specialist training, the guidance document for parents, students and school district staff and the online tutorial. The working groups submitted their recommendations in early June 2011, and the products are being finalized;
 - Provided training in September 2011 for district anti-bullying coordinators and school anti-bullying specialist about the ABR requirements, their roles and responsibilities and HIB prevention practices; and posted the training PowerPoint on the Web at: <http://www.state.nj.us/education/students/safety/behavior/hib/HIBTrainingPP.pdf>;
 - Provided three regional training sessions designed to assist the NJDOE in building the capacity of independent trainers in the state to help school districts with the implementation of the ABR;
 - Coordinated with the Division on Civil Rights (DCR), the Appellate Division of the Superior Court and the DOE's Office of Controversies and Disputes in the preparation of the guidance document;
 - Provided ongoing technical support to the county offices of education and constituents regarding requirements in the ABR;
 - Coordinated the efforts among the offices in the DOE responsible for other components of the ABR, such as teacher preparation programs and professional development, leadership training, and criminal history checks. Staff have consulted with the New Jersey School Boards Association in planning their training program for school board members. While not required, changes have been made to the Memorandum of Agreement between Education and Law Enforcement Officials to ensure consistency with the new law, and staff collaborated with the Attorney General's Office to make certain that any training or guidance clearly conveys the provisions in the ABR; and
 - Convened a focus group of experts/stakeholders, including legislative representatives, to advise the NJDOE on the development of the system for grading schools and districts in July 2011.
2. The NJDOE will continue to provide support to students, parents and schools by updating resources on the Web site and providing the following:
 - Guidance document(s) and online tutorial(s), in consultation with DCR, for parents, students and staff;
 - Updated County Office of Education protocol for investigating HIB and additional county office staff training;
 - Frequently Asked Questions and Answers document; and
 - Redesigned electronic data collection system to include the newly required reporting items.
 3. In order to support building-based intervention and referral services teams and other multi-disciplinary problem-solving teams, the NJDOE will update and distribute its guidance manual.

4. In order to help schools, parents, and students locate resources and information, the department will reorganize and regularly updates its “Keeping Our Kids Safe, Healthy and in School” Web site (<http://www.state.nj.us/education/students/safety/>).
5. In order to provide supports for youth and families and encourage the development of positive social behavior, the department will continue to:
 - Oversee the federal 21st Century Community Learning Centers Grant Program;
 - Actively collaborate with the New Jersey Care Coalition Afterschool Network; and
 - Provide training and technical assistance to afterschool program providers.
6. In order to address the needs of students, parents and schools, the NJDOE will continue to coordinate overlapping regulations and systems by collaborating with other state agencies and organizations resulting in more efficient access to services and supports, such as:
 - Actively participating on the Governor’s Council for Alcoholism and Drug Abuse, Governor’s Youth Suicide Prevention Advisory Council, Governor’s Advisory Council on Domestic Violence, Governor’s Advisory Council on Sexual Violence, Juvenile Justice Delinquency Prevention Committee and School-based Probation Committee, Children in the Court Improvement Committee, and New Jersey Task Force on Child Abuse and Neglect and its Prevention Subcommittee;
 - Chairing/Co-chairing the State Epidemiological Outcomes Workgroup, Department of Education and Department of Children and Families Workgroup and the Education and Law Enforcement Working Group; and
 - Convening advisory and focus group on topics of concern including, as appropriate, representatives from the departments of State, Health and Senior Services, Children and Families, Environmental Protection, Human Services, Law and Public Safety and Corrections; as well as the Juvenile Justice Commission; Administrative Office of the Courts; state advisory boards and commissions; institutions of higher; and other organizations, associations and agencies.

Appendix A

Public School Safety Law

18A:17-46. Reporting of certain acts by school employee; report; public hearing.

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

The principal shall notify the district superintendent of schools of the action taken regarding the incident. Two times each school year, between September 1 and January 1 and between January 1 and June 30, at a public hearing, the superintendent of schools shall report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying which occurred during the previous reporting period. The report shall include the number of reports of harassment, intimidation, or bullying, the status of all investigations, the nature of the bullying based on one of the protected categories identified in section 2 of P.L.2002, c.83 (C.18A:37-14), the names of the investigators, the type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying, and any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying. The information shall also be reported once during each reporting period to the Department of Education. The report must include data broken down by the enumerated categories as listed in section 2 of P.L.2002, c.83 (C.18A:37-14), and data broken down by each school in the district, in addition to district-wide data. It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with the provisions of P.L.2002, c.83 (C.18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district. The commissioner shall promulgate guidelines for a program to grade schools for the purposes of this section.

The grade received by a school and the district shall be posted on the homepage of the school's Web site. The grade for the district and each school of the district shall be posted on the homepage of the district's Web site. A link to the report shall be available on the district's Web site. The information shall be posted on the Web sites within 10 days of the receipt of a grade by the school and district.

Verification of the reports on violence, vandalism, and harassment, intimidation, or bullying shall be part of the State's monitoring of the school district, and the State Board of Education shall adopt regulations that impose a penalty on a school employee who knowingly falsifies the report. A board of education shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements pursuant to this section. The majority

representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

L.1982, c.163, s.1; amended 2001, c.299; 2007, c.42, s.1; 2010, c.122, s.7.

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

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

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

18A:17-48 Annual report to Legislature.

3. The Commissioner of Education shall each year submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence, vandalism, and harassment, intimidation, or bullying in the public schools and making recommendations to alleviate the problem. The report shall be made available annually to the public no later than October 1, and shall be posted on the department's Web site.

L.1982, c.163, s.3; amended 2010, c.122, s.8.

Appendix B

Data Collection Forms

[\(Click Here to Display\)](#)

Figures 1-8

[Figure 1](#). Total Incidents for Major Reporting Categories, 2007-08, 2008-09, 2009-10, 2010-11

[Figure 2](#). Frequency of Types of Violence, 2009-10, 2010-11

[Figure 3](#). Incidents by Location, 2008-09, 2009-10, 2010-11

[Figure 4](#). Types of Incidents Occurring in the Classroom, 2008-09, 2009-10, 2010-11

[Figure 5](#). Summary of HIBT* Student Offenders by Grade Level, 2010-11

[Figure 6](#). Count of Schools by range of HIBT* Incidents, 2008-09, 2009-10, 2010-11

[Figure 7](#). Number of Suspensions by Duration, 2009-10, 2010-11

[Figure 8](#). Program Provided as Part of Disciplinary Action Taken, 2010-11

* Harassment/Intimidation/Bullying/Threat

District Totals by County

[\(Click Here to Display\)](#)

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

Violence

Total Assaults
Fight
Robbery
Extortion
Sex Offense
Criminal Threat
Harassment/Intimidation/Bullying/Threat

Vandalism

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

Weapons

Firearm
Possession of, assault with, or sale/
distribution of a handgun or rifle.

Bomb Offense (exploded/did not explode)

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

Substance Abuse

Use
Possession
Sale or Distribution

Total

Unduplicated count of incidents. May not sum to the total of the four categories.

Appendix E

Substance and Weapons Detail, 2008-2011							
	2008-09		2009-10		2010-11		3 - Year Change
	# of Incidents	% of Total	# of Incidents	% of Total	# of Incidents	% of Total	Difference
Weapons							
Handgun	4	0.4	4	0.3	5	0.4	1
Rifle	0	0.0	1	0.1	0	0.0	0
Air Gun	48	4.8	75	6.5	87	7.0	39
Imitation Gun	27	2.7	25	2.2	29	2.3	2
Bomb - Exploded	0	0.0	0	0.0	0	0.0	0
Bomb - Unexploded	2	0.2	0	0.0	4	0.3	2
Knife	755	75.3	817	70.9	834	66.9	79
Pin	28	2.8	54	4.7	53	4.3	25
Chain	22	2.2	17	1.5	20	1.6	-2
Pepper Spray	18	1.8	7	0.6	20	1.6	2
Other	98	9.8	153	13.3	194	15.6	96
Total Weapons (duplicated*)	1002	100.0	1153	100.0	1246	100.0	244
Substances							
Alcohol	507	16.6	473	13.8	543	14.8	36
Marijuana	1977	64.6	2361	68.7	2543	69.1	566
Amphetamines	29	0.9	37	1.1	49	1.3	20
Cocaine	45	1.5	41	1.2	41	1.1	-4
Hallucinogens	20	0.7	14	0.4	10	0.3	-10
Narcotics	51	1.7	49	1.4	60	1.6	9
Depressants	44	1.4	48	1.4	36	1.0	-8
Steroids	3	0.1	3	0.1	3	0.1	0
Prescription Drugs	238	7.8	219	6.4	188	5.1	-50
Inhalants	5	0.2	6	0.2	3	0.1	-2
Drug Paraphernalia	90	2.9	136	4.0	164	4.5	74
Over-the-counter Drug	53	1.7	48	1.4	41	1.1	-12
Total Substances (duplicated*)	3062	100.0	3435	100.0	3681	100.0	619

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