



# THE JUVENILE ASSESSMENT CENTER

## FY 2005 ANNUAL REPORT

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## **The Juvenile Assessment Center:**

### **FY 2005 ANNUAL REPORT**

#### **Program Summary**

The Juvenile Assessment Center of the City of Corpus Christi Park & Recreation Department opened its doors in September 1999 as a new program funded by the Corpus Christi Crime Control and Prevention District and designed to decrease juvenile crime in Corpus Christi by providing assessment and case management services to juveniles at-risk of delinquency and to their families. The center serves as a temporary holding facility for juveniles arrested by law enforcement for violations of the daytime or nighttime curfews or for truancy. While held at the center, juveniles are invited to participate in an intake and assessment process and are given information about services in the community that can help them with their needs. Juveniles are released to their parents, who are also invited to participate in the assessment process and who also receive referrals to community services. Juveniles at-risk of delinquency and their families are offered three months of free and comprehensive case management services to assist them with their problems and sometimes are ordered into case management as a condition of deferred adjudication or of probation by the Juvenile Municipal Court. If a family is participating in case management, a case manager from the Juvenile Assessment Center will meet regularly with the family to plan problem-solving strategies and to monitor the family's progress. Case managers help families connect with and follow through with needed services in the community. At the end of three months, the juvenile's family and a case manager from the Juvenile Assessment Center decide if their case can be successfully closed or if there is a need for case management services to continue. The Corpus Christi City Marshall's Office provides on-site law enforcement during the center's intake hours in the daytime and at night. The center employs a professional staff of case managers and intake specialists, as well as support staff. Additionally, a wide variety of youth agencies in the Coastal Bend reposition staff at the center. These agencies include: the Corpus Christi Independent School District, Planned Parenthood, and the Council on Alcohol and Drug Abuse. The Juvenile Assessment Center also has a program in which college students in related fields do internships working at the center.

## **History**

The Truancy Reduction Impact Program (TRIP) was a project of the Coastal Bend Alliance for Youth (CBAY) aimed at addressing the problems of truancy and juvenile crime in Corpus Christi. The idea of TRIP came about through community concerns expressed in meetings and forums addressing youth-related issues, and through evidence found in school, law enforcement and juvenile justice files and intervention activities. The H.E. Butt Foundation contributed the start-up funds for TRIP, the YMCA donated space in its downtown facilities for the program and the TRIP Center opened its doors in January of 1993. Local youth services professionals agree with the philosophy of early intervention for at-risk children before they become school dropouts and before they enter the juvenile justice system. The consensus of this group is that the investment of our collective energies in addressing truancy and other status offenses such as curfew violation will have a definite impact in our community as it relates to issues such as youth crime, substance abuse and dropout rates. In keeping with this consensus, the Corpus Christi Police Department opened the Corona Curfew Center in 1996 to serve juveniles in violation of the nighttime curfew and thus curb the tide of nighttime juvenile crime as well.

TRIP, because of its interactive process with law enforcement, schools and social services, was well equipped to address youth problems as they were occurring. Data showed that juvenile crime decreased in Corpus Christi after TRIP's inception, and attendance in area schools increased. TRIP became a much-sought-after national model, providing information on replicating the program to communities across the nation. TRIP was the forerunner and model of all other truancy/curfew centers in Texas. It was cited as a model program in the report of the Texas Commission on Children and Youth and in the U. S. Department of Justice Community Policing Information Access Guide. Corpus Christi saw even further decreases in juvenile crime after the opening of the Corona Curfew Center.

TRIP and the Corona Center meant for years to join together into one program so that night-time curfew violators could receive the same services given to day-time curfew violators in a central location. Case management, an important element always needed by both, would be part of this new program if funding could be found. Fortunately, the Corpus Christi Crime Control and Prevention District included funding for the new program in its five-year plan and the Juvenile Assessment Center opened its doors on September 2<sup>nd</sup>, 1999.

## **Staffing**

The Juvenile Assessment Center currently has the following positions budgeted: a superintendent, an administrative assistant, 2.6 intake specialists, 5 case managers and a program manager. Four of the case managers are funded through the City of Corpus Christi's General Fund. All other positions are funded by the Corpus Christi Crime Control and Prevention District.

## **Court Partnerships**

During the Juvenile Assessment Center's first year of operation, it became evident that few of the families whose children scored most at risk for delinquency when assessed were willing to voluntarily participate in case management. The children most at risk for delinquency were being carefully identified and services were being offered but, because most of the families were not accepting the services, most of those children remained at risk. In the second quarter of the Juvenile Assessment Center's second year of operation, the Juvenile Assessment Center entered into a partnership with the Corpus Christi Municipal Court and several Nueces County Justices of the Peace to correct this problem. Municipal Court Judges and Justices of the Peace began ordering truants and curfew violators into case management at the Juvenile Assessment Center as their sentence or as a condition of deferred adjudication. It quickly became evident that this was a valuable partnership, as it could make sure that at risk juveniles would receive needed services and could give the Courts a way to monitor compliance with judicial orders. Before this partnership, the court had little way to track cases and compliance. With the forging of this partnership, the case managers could serve as municipal-level probation officers of a sort.

## **Progress and Stability**

The only continued difficulty in getting at risk youth connected to needed services was staffing. With only three judges to hear all of the municipal-level cases in the city, the Municipal Court had truancy cases that were over two years old still waiting to go to Court. When such old cases get to Court, they often are dismissed. Because of this, case management numbers at the Juvenile Assessment Center remained lower in its second year of operation than they would have been if the Court had been able to hear current cases. Since the Juvenile Assessment Center had only two case managers, however, it would not have been able to handle the volume of court referrals it would have gotten if there had not been a backlog. The answer to this dilemma was funding for more staff. The Juvenile Assessment Center wrote a grant requesting Title V Delinquency Prevention funding from the Criminal Justice Division of the Governor's Office for the Pre-Delinquency Court and Case Management Project. This would allow the Municipal Court to hire a full-time judge to hear *only juvenile cases*. It would also allow the Juvenile Assessment Center to hire four more case managers, for a total complement of six. Having a Municipal Court Judge devoted to entirely juvenile cases would eliminate the backlog of juvenile cases at Municipal Court, and having more case managers would allow the Juvenile Assessment Center to provide services to the youth referred by the

Courts. The grant was awarded to the City in July of 2001. The Municipal Court also received a Juvenile Accountability Incentive Block Grant which allowed it to set up an entire Municipal Juvenile Court housed next door to the Juvenile Assessment Center.

The new Municipal Juvenile Court opened in October of 2001. The four new case managers were added to the Juvenile Assessment Center at that time, for a total of six case managers. The Municipal Juvenile Judge began ordering municipal-level offenders to be assessed at the Juvenile Assessment Center and also began ordering juveniles into the case management program at the Juvenile Assessment Center. Due to these referrals from the Court, intakes at the Juvenile Assessment Center doubled and all six case managers began carrying full caseloads at all times. This process has greatly improved productivity over the last two years and has allowed many more at-risk youth and their families to receive the services they need to avoid delinquency and become productive members of the community. Due to the growth of the case management program, one case manager was reclassified as a program manager to more adequately supervise the cases being processed.

The City's FY 2004 was the last year for which Title V funding was available. Without another source of funding, the community faced losing these valuable services. During FY 2004, every effort was made to find financial support that would maintain these services for Corpus Christi families. The Juvenile Assessment Center model has worked in Corpus Christi and had to be maintained for this work to continue. The City of Corpus Christi saw the importance of this delinquency prevention work and placed the Title V positions in its FY 2005 General Fund Budget.

### **Risk Factors**

According to the research developed by Youth Opportunities United, Nueces County's coalition to address the priorities of the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention, the priority risk factors for delinquency in Nueces County are:

- Family Management Problems and Family Conflict
- Extreme Economic Deprivation
- Favorable Parental Attitudes Toward the Problem Behavior
- Early Initiation of the Problem Behavior.

The JAC has always worked to address these risk factors, as well as each family's individual risk factors for delinquency through its case management program. In recent years, case managers have had to spend time strengthening community referral networks to address the substance abuse issues that manifest from Favorable Parental Attitudes Toward the Problem Behavior, a risk factor that has been on the rise in recent years. During FY 2005, however, the JAC has had to focus more particularly on the risk factor of Extreme Economic Deprivation. More and more clients have been in need of emergency assistance with issues of basic survival, such as food and shelter. JAC case managers have increased their efforts to strengthen community referral networks for

emergency assistance and have set up a Community Closet at the Juvenile Assessment Center to provide some food and clothing for clients, through donations. JAC also seeks donations of school supplies and holiday meals and gifts for needy clients.

### **The 40 Developmental Assets**

By FY 2005, the Juvenile Assessment Center had become extremely proficient at its case management model of addressing risk factors in at-risk youth and families. Each year, its statistics showed the effectiveness of a research-based, data-driven, outcome-focused effort to address these risk factors. Addressing risk factors, however, achieves short term changes for families. However dramatic those changes may be, research has shown that a strengths-based approach that builds assets must also be used in order to achieve the sort of lifelong change that many at-risk families need.

JAC case managers have always tried to build on family strengths towards these ends, but in FY 2005, a local education fund called Citizens for Educational Excellence began widely distributing an assets-building model developed by Search Institute called the 40 Developmental Assets. This research-based tool listed the 40 assets that children in different age groups most needed to become resilient and productive adults. The Juvenile Assessment Center adapted its case management model to include an emphasis on building assets from the 40 Developmental Assets in the areas in which families were most at-risk. Goals, objectives, strategies and outcome measures that included some of the 40 Developmental Assets were incorporated into case management plans in 2005.

### **Technology**

In order to effectively serve the families on their caseloads, case managers must first and foremost be field workers, meeting families and service providers out in the community where change happens. Documentation requirements when working with families are heavy and these two conflicting obligations make the workload of case management extremely hard to manage, so new innovations must constantly be found that increase both efficiency and effectiveness.

In FY 2005, the City of Corpus Christi embarked on a Wireless Fidelity (WiFi) Pilot Project to increase efficiency in various operations through the use of WiFi technology. The case management program of the Juvenile Assessment Center was chosen as one of the operations to participate in the project. The JAC purchased three WiFi-enabled laptop computers through grant funding. These computers were assigned to the program manager of the case management program and two case managers. These three staff tested the City's WiFi "Cloud" at various points in the City during the course of their duties...at schools, neighborhoods and social service agencies. Gaps in the "Cloud" were reported to the City's MIS department for further development. These case management staffers were able to access their case management software from locations all over the City and thereby increase the efficiency and effectiveness with which they manage their documentation. Grant funding has been obtained to provide the rest of the case management staff with WiFi-enabled laptop computers in FY 2006.

## **The Population**

The Juvenile Assessment Center processed 1163 intakes during FY 2005, which accounted for a total of 959 actual children when adjusted for repeaters. A summary of the types of offenses committed by these 959 children prior to their contact with the Juvenile Assessment Center follows:

<b>Delinquent with violent offenses:</b>	<b>85</b>
<b>Delinquent with non-violent offenses:</b>	<b>165</b>
<b>Status Offenders:</b>	<b>121</b>
<b>No priors:</b>	<b>588</b>

The above summary illustrates that the majority (709) of children being brought to the Juvenile Assessment Center are part of the desired target population, those who are still status offenders or who are committing their first offense, for which delinquent behavior can be prevented with proper intervention. The 250 other children brought to the center have already begun to engage in highly delinquent behaviors and require intervention to break the cycle of delinquency and prevent further crimes. The Juvenile Assessment Center provides services that can be of assistance to both groups of offenders in the form of case management, intake and assessment, crisis intervention and referrals.

## CASE MANAGEMENT PROCESS

Letter offering case management services goes out to parent/guardian of juvenile who has been processed through center. If family has a phone, case manager calls family within one week of sending letter and extends offer of case management services again.

A Municipal or JP Court Judge orders a child into case management at JAC.

Files of families who decline case management services will be closed by case manager & filed with inactive files.

When a family accepts case management services, case manager sets up appointment to meet with them.

### Initial Appointment

- Juvenile fills out POSIT assessment & parent fills out POSIP assessment if this was not done at intake.
- Case manager collects data needed for a complete psychosocial assessment.
- Case manager fills out Youth/Parent Assessment of Family Strengths and Obstacles with family.
- Case manager and family put together case management plan with clearly stated goals, objectives, strategies and out-come measures for case management.
- Case manager obtains signed Release of Information Form from juvenile & parent in order to communicate with service providers.

Case manager has contact with family at least once every two weeks to monitor progress towards goals. Case manager also has contact with service providers to which family has been referred at least every two weeks to monitor progress towards goals. Changes are made in services as needed.

With assistance from day intake worker & NCJJC, case manager keeps track of juvenile's grades, attendance and offense record.

After 3 months of case management, case manager & family determine if goals have been met, juvenile takes POSIT Follow-Up & parent re-takes POSIP. If goals have been met & juvenile no longer scores high-risk in any POSIT/POSIP category, case manager & family close case. If case is court-ordered, judge is informed that family has met the conditions of the court order.

After 3 months of case management, case manager & family determine if goals have been met, juvenile takes POSIT Follow-Up & parent re-takes POSIP. If juvenile still scores high-risk in any category &/or goals have not been met, a new case management plan will be formulated & the process will begin again. If case is court-ordered, judge is informed that family has not met the conditions of the court order.

## **Case Management Program**

A summary of the Juvenile Assessment Center's case management activities from August, 2004 through July, 2005 follows:

Total number of families who have accessed case management services: **461**

### Case Management Service Events:

Phone contacts:	3664
Office Visits:	1994
School visits:	917
Home Visits:	509
Psychosocial Assessments:	416
Youth/Family Assessments of Strengths/Obstacles:	416
Case Management Plans:	416

Number of cases closed: **377**

### Disposition at closure:

Successful:	289
Client Could Not Be Located:	9
Client Discontinued Services:	76
Closed Due To Long-Term Placement of Juvenile - Treatment:	0
Closed Due To Long-Term Placement of Juvenile - Incarceration:	3

### Pre-Case Management Attendance

Good:	135
Fair:	103
Poor:	139
Not Available:	0

### Post-Case Management Attendance

Good:	266
Fair:	74
Poor:	37
Not Available:	0

### Pre-Case Management Offense Type

No Priors:	222
Status Offender:	84
Delinquent, Non-Violent:	49
Delinquent, Violent:	22

### Post-Case Management Offense Type

No Offenses Post:	323
Status Offender:	37
Delinquent, Non-Violent:	12
Delinquent, Violent:	5

Of youth receiving case management, number of referrals to:

NCJJC Prevention Unit	7
MHMR Youth Services	36
Palmer Drug Abuse Program	2
Council on Alcohol & Drug Abuse	19
Spohn Memorial (psych. triage)	13
Anger Management	12
Planned Parenthood	179
Spohn Hospice (grief counselor)	1
Del Mar College GED Program	3
Women's Shelter	3
Family Counseling Service	45
Texas Workforce Commission	7
Shoreline	1
Drug Testing	76
WIC	5
Dept. of Human Services	8
Salvation Army	2
City-County Health Department	5
ALC- GED Program	3
Ring of Champions	1
Psychologist	15
Psychiatrist	22
Child Protective Services	14
School Counselor	21
Padre Behavioral Hospital	8
Job Corps	3
La Raza GED Program	1
CHOICE Living Program	20
Parks and Rec. Summer Recreation/Gym	5
C.A.T.C.H.	1
Boys & Girls Club	5
Tutoring at school	49
Circle of Sisters	1
Taking Back The Streets	112
Texas Tribunal	4
Communities In Schools	21
Sunny Beaches	13
Pregnant/Post-partum Intervention Program	1
L.E.A.D.	7
21st Century- Robstown H.S.	1
Rio Grand Valley Council	1

Of parents participating in case management, number of referrals to:

NCJJC Prevention Unit	8
MHMR Youth Services	29
Palmer Drug Abuse Program	2
Council on Alcohol & Drug Abuse	5
Spohn Memorial (psych. triage)	5
Anger Management	4
Planned Parenthood	37
Spohn Hospice (grief counselor)	1
Women's Shelter	3
Family Counseling Service	40
Parenting Classes	7
Arlington Heights Food Pantry	2
Salvation Army	1
Catholic Social Services	4
Tuff Love for Parents	5
Psychologist	2
CHOICE Living Program	14
Taking Back The Streets/Strengthening Families	86
TDCJ Offender Info Contacts	2
Family Outreach	4
Housing Authority	2
School Counselor	3

### **Intake and Other JAC Services - 2005**

Referrals are provided to not only the families who accept case management, but also to all families processed through the center. The intake specialist on duty refers each family of a juvenile processed through the center to the appropriate school and judicial personnel who will be handling that juvenile's offense, as well as to any other services in the community for which their assessment or discussions may have indicated a need. Additionally, school attendance and juvenile offenses are tracked for every child brought to the center.

A summary of additional referrals given to children and families as a result of the intake process during the 2005 Fiscal Year follows:

La Raza:	3
NCJJC Prevention Unit:	11
MHMR Youth Services:	45
Palmer Drug Abuse Program:	15
School Guidance Counselor:	41

Family Outreach:	1
Planned Parenthood:	5
Family Counseling Services:	155
Turning Point Counseling Services:	3
Workforce:	1
Council on Alcohol & Drug Abuse:	20
Mentoring Programs:	8
Anger Management:	8
WIC:	1
DHS:	1
Tutoring:	1
Park & Recreation/Volunteer Opportunities:	8
LEAD (TAMU-CC):	39
JAC Case Management:	22
Communities in School:	13
TBSINJC:	5
Women's Shelter:	1
Crime Victim Advocate:	1
CPS:	1
Choice Living:	1
TAMU-CC Counseling & Training Center:	24
Food Stamps:	1
Prenatal Care:	1
Teen-Age Mothers School:	1
Charter Schools:	1
Parenting Classes:	1
Career Counseling:	2
Job Corps:	2

A summary of non-case management service event totals from August 2004 through July 2005 follows:

<b>Total # of Intakes</b>	<b>1163</b>
<b>Total # of Referrals</b>	<b>1163+</b>
<b>Total # POSIT Assessments</b>	<b>930</b>
<b>Total # POSIP Assessments</b>	<b>843</b>
<b>Total # of Parent/Guardian Communications</b>	<b>1163+</b>
<b>Total # of School Communications</b>	<b>1163+</b>
<b># of Community Meetings/Presentations</b>	<b>113</b>

## Outcomes

- 959 children (1163 intakes) were processed through the Juvenile Assessment Center during the part of FY 2005 that coincided with the 2004-2005 school year. Of those children, 752 were returned to school after their violation.
- The school attendance of these children following JAC intervention equaled a sum (for area public school children only) of 44,693 ADA-eligible days, saving Corpus Christi and Robstown school districts approximately \$1,340,790 in ADA funding.
- The Juvenile Assessment Center processed only 84 repeaters out of the 1163 intakes (959 children) processed during FY 2005. This is a JAC recidivism rate of 7.2%.
- Of the 959 children processed through the Juvenile Assessment Center, 772 committed no additional offenses of any kind, however minor, after JAC intervention.
- Of the 959 children processed through the Juvenile Assessment Center, **887 committed no delinquent offenses after JAC intervention.** This means that **JAC was successful in preventing delinquency over 92% of the time.**

Attached are the detailed Attendance Tracking, Juvenile Offense Tracking and Statistical Reports of the Juvenile Assessment Center for FY 2005.

**JUVENILE ASSESSMENT CENTER**

**2004 – 2005 School Year**

School Attendance Tracking Report

## Summary of Juvenile Assessment Center School Attendance Tracking

August 2004 through May 2005

<b>Total # intakes:</b>	<b>824</b>
<b>Total # juveniles processed:</b>	<b>762</b>
<b>Total # juveniles JAC returned to school after violation*:</b>	<b>752</b>
<b>Total # juveniles not enrolled in school at JAC intake:</b>	<b>23</b>
<b>Total # juveniles for whom JAC was unable to track attendance*:</b>	<b>49</b>

**Total # ADA-eligible days attended post JAC processing:**

<b>CCISD:</b>	31,541
<b>CISD:</b>	3,405
<b>FBISD:</b>	4,118
<b>RISD:</b>	1,482
<b>TMISD:</b>	1,893
<b>WOISD:</b>	2,254
<b>Total:</b>	<b>44,693</b>

**Approximate amount of ADA dollars saved through JAC efforts (\$30.00 a day)**

<b>CCISD:</b>	<b>\$ 946,230.00</b>
<b>CISD:</b>	<b>\$ 102,150.00</b>
<b>FBISD:</b>	<b>\$ 123,540.00</b>
<b>RISD:</b>	<b>\$ 44,460.00</b>
<b>TMISD:</b>	<b>\$ 56,790.00</b>
<b>WOISD:</b>	<b>\$ 67,620.00</b>
<b>Total:</b>	<b>\$1,340,790.00</b>

\* Will not equal total number of juveniles processed by the Juvenile Assessment Center due to enrollments in multiple schools during the school year.

**Corpus Christi Independent School District Schools  
Juvenile Assessment Center School Attendance Tracking**

<b><u>Carroll High School</u></b>	<b><u>Total # of Students</u></b>	60
• # of students JAC returned to school after violation		60
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		4,336
• Approximate amount of ADA dollars saved through JAC efforts		\$130,080.00
<b><u>King High School</u></b>	<b><u>Total # of Students</u></b>	37
• # of students JAC returned to school after violation		37
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		3,076
• Approximate amount of ADA dollars saved through JAC efforts		\$92,280.00
<b><u>Miller High School</u></b>	<b><u>Total # of Students</u></b>	44
• # of students JAC returned to school after violation		43
• # of students that could not be tracked		1
• # of ADA-eligible days attended post JAC processing		2,186
• Approximate amount of ADA dollars saved through JAC efforts		\$65,580.00
<b><u>Moody High School</u></b>	<b><u>Total # of Students</u></b>	62
• # of students JAC returned to school after violation		60
• # of students that could not be tracked		2
• # of ADA-eligible days attended post JAC processing		3,148
• Approximate amount of ADA dollars saved through JAC efforts		\$94,440.00
<b><u>Ray High School</u></b>	<b><u>Total # of Students</u></b>	65
• # of students JAC returned to school after violation		62
• # of students that could not be tracked		3
• # of ADA-eligible days attended post JAC processing		3,237
• Approximate amount of ADA dollars saved through JAC efforts		\$97,110.00

## Corpus Christi Independent School District Schools (Cont.)

<u>Adult Learning Center</u>	<u>Total # of Students</u>
• # of students JAC returned to school after violation	5
• # of students that could not be tracked	2
• # of ADA-eligible days attended post JAC processing	3
• Approximate amount of ADA dollars saved through JAC efforts	N/A Unknown

<u>Alternative High School</u>	<u>Total # of Students</u>
• # of students JAC returned to school after violation	7
• # of students that could not be tracked	5
• # of ADA-eligible days attended post JAC processing	2
• Approximate amount of ADA dollars saved through JAC efforts	354 \$10,620.00

<u>Student Learning and Guidance Center</u>	<u>Total # of Students</u>
• # of students JAC returned to school after violation	61
• # of students that could not be tracked	60
• # of ADA-eligible days attended post JAC processing	1
• Approximate amount of ADA dollars saved through JAC efforts	1,551 \$46,530.00

## Corpus Christi Independent School District Schools (Cont.)

<b><u>Baker Middle School</u></b>	<b><u>Total # of Students</u></b>	14
• # of students JAC returned to school after violation		14
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		970
• Approximate amount of ADA dollars saved through JAC efforts		\$29,100.00
<b><u>Browne Middle School</u></b>	<b><u>Total # of Students</u></b>	18
• # of students JAC returned to school after violation		18
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		1,414
• Approximate amount of ADA dollars saved through JAC efforts		\$42,420.00
<b><u>Cullen Middle School</u></b>	<b><u>Total # of Students</u></b>	11
• # of students JAC returned to school after violation		11
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		845
• Approximate amount of ADA dollars saved through JAC efforts		\$25,350.00
<b><u>Cunningham Middle School</u></b>	<b><u>Total # of Students</u></b>	19
• # of students JAC returned to school after violation		19
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		938
• Approximate amount of ADA dollars saved through JAC efforts		\$28,140.00
<b><u>Driscoll Middle School</u></b>	<b><u>Total # of Students</u></b>	33
• # of students JAC returned to school after violation		33
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		1,792
• Approximate amount of ADA dollars saved through JAC efforts		\$53,760.00
<b><u>Grant Middle School</u></b>	<b><u>Total # of Students</u></b>	22
• # of students JAC returned to school after violation		20
• # of students that could not be tracked		2
• # of ADA-eligible days attended post JAC processing		1,271
• Approximate amount of ADA dollars saved through JAC efforts		\$38,130.00

## Corpus Christi Independent School District Schools (Cont.)

<b><u>Haas Middle School</u></b>	<b><u>Total # of Students</u></b>	12
• # of students JAC returned to school after violation		12
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		826
• Approximate amount of ADA dollars saved through JAC efforts		\$24,780.00
<b><u>Hamlin Middle School</u></b>	<b><u>Total # of Students</u></b>	16
• # of students JAC returned to school after violation		16
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		622
• Approximate amount of ADA dollars saved through JAC efforts		\$18,660.00
<b><u>Kaffie Middle School</u></b>	<b><u>Total # of Students</u></b>	8
• # of students JAC returned to school after violation		8
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		361
• Approximate amount of ADA dollars saved through JAC efforts		\$10,830.00
<b><u>Martin Middle School</u></b>	<b><u>Total # of Students</u></b>	20
• # of students JAC returned to school after violation		20
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		1,382
• Approximate amount of ADA dollars saved through JAC efforts		\$41,460.00
<b><u>South Park Middle School</u></b>	<b><u>Total # of Students</u></b>	10
• # of students JAC returned to school after violation		10
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		669
• Approximate amount of ADA dollars saved through JAC efforts		\$20,070.00
<b><u>Wynn Seale Middle School</u></b>	<b><u>Total # of Students</u></b>	40
• # of students JAC returned to school after violation		40
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		2,249
• Approximate amount of ADA dollars saved through JAC efforts		\$67,470.00

## Corpus Christi Independent School District Schools (Cont.)

<b><u>Coles Elementary School</u></b>	<b><u>Total # of Students</u></b>	1
• # of students JAC returned to school after violation		1
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		61
• Approximate amount of ADA dollars saved through JAC efforts		\$1,830.00
<b><u>Menger Elementary School</u></b>	<b><u>Total # of Students</u></b>	1
• # of students JAC returned to school after violation		1
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		2
• Approximate amount of ADA dollars saved through JAC efforts		\$60.00
<b><u>Prescott Elementary School</u></b>	<b><u>Total # of Students</u></b>	1
• # of students JAC returned to school after violation		1
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		21
• Approximate amount of ADA dollars saved through JAC efforts		\$630.00
<b><u>Schanen Elementary School</u></b>	<b><u>Total # of Students</u></b>	1
• # of students JAC returned to school after violation		1
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		145
• Approximate amount of ADA dollars saved through JAC efforts		\$4,350.00
<b><u>Wilson Elementary School</u></b>	<b><u>Total # of Students</u></b>	1
• # of students JAC returned to school after violation		1
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		85
• Approximate amount of ADA dollars saved through JAC efforts		\$2,550.00
<b>Total # ADA-eligible days attended post JAC processing:</b>		<b>31,541</b>
<b>Approximate amount of ADA dollars saved through JAC efforts:</b>		<b>\$946,230.00</b>

**Calallen Independent School District Schools  
Juvenile Assessment Center School Attendance Tracking**

<b><u>Calallen High School</u></b>	<b><u>Total # of Students</u></b>	
• # of students JAC returned to school after violation		25
• # of students that could not be tracked		25
• # of ADA-eligible days attended post JAC processing		0
• Approximate amount of ADA dollars saved through JAC efforts		2,430
		\$72,900.00

<b><u>Calallen Middle School</u></b>	<b><u>Total # of Students</u></b>	
• # of students JAC returned to school after violation		14
• # of students that could not be tracked		13
• # of ADA-eligible days attended post JAC processing		1
• Approximate amount of ADA dollars saved through JAC efforts		975
		\$29,250.00

<b>Total # ADA-eligible days attended post JAC processing:</b>	<b>3,405</b>
<b>Approximate amount of ADA dollars saved through JAC efforts:</b>	<b>\$102,150.00</b>

**Flour Bluff Independent School District Schools  
Juvenile Assessment Center School Attendance Tracking**

<b><u>Flour Bluff High School</u></b>	<b><u>Total # of Students</u></b>	39
• # of students JAC returned to school after violation		38
• # of students that could not be tracked		1
• # of ADA-eligible days attended post JAC processing		3,466
• Approximate amount of ADA dollars saved through JAC efforts		\$103,980

<b><u>Flour Bluff Junior High School</u></b>	<b><u>Total # of Students</u></b>	11
• # of students JAC returned to school after violation		11
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		564
• Approximate amount of ADA dollars saved through JAC efforts		\$16,920.00

<b><u>Flour Bluff Intermediate School</u></b>	<b><u>Total # of Students</u></b>	2
• # of students JAC returned to school after violation		2
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		59
• Approximate amount of ADA dollars saved through JAC efforts		\$1,770.00

<b><u>Flour Bluff S.D.G.C.</u></b>	<b><u>Total # of Students</u></b>	2
• # of students JAC returned to school after violation		2
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		29
• Approximate amount of ADA dollars saved through JAC efforts		\$870.00

<b>Total # ADA-eligible days attended post JAC processing:</b>	<b>4,118</b>
<b>Approximate amount of ADA dollars saved through JAC efforts:</b>	<b>\$123,540.00</b>

**Robstown Independent School District Schools  
Juvenile Assessment Center School Attendance Tracking**

<b><u>Robstown High School</u></b>	<b><u>Total # of Students</u></b>	9
• # of students JAC returned to school after violation		8
• # of students that could not be tracked		1
• # of ADA-eligible days attended post JAC processing		906
• Approximate amount of ADA dollars saved through JAC efforts		\$27,180.00

<b><u>Seale Junior High School</u></b>	<b><u>Total # of Students</u></b>	4
• # of students JAC returned to school after violation		4
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		128
• Approximate amount of ADA dollars saved through JAC efforts		\$3,840.00

<b><u>Ortiz Intermediate School</u></b>	<b><u>Total # of Students</u></b>	5
• # of students JAC returned to school after violation		5
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		379
• Approximate amount of ADA dollars saved through JAC efforts		\$11,370.00

<b><u>Salazar Elementary School</u></b>	<b><u>Total # of Students</u></b>	2
• # of students JAC returned to school after violation		2
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		69
• Approximate amount of ADA dollars saved through JAC efforts		\$2,070.00

<b>Total # ADA-eligible days attended post JAC processing:</b>	<b>1,482</b>
<b>Approximate amount of ADA dollars saved through JAC efforts:</b>	<b>\$44,460.00</b>

**Tuloso-Midway School District Schools  
Juvenile Assessment Center School Attendance Tracking**

<b><u>Tuloso Midway High School</u></b>	<b><u>Total # of Students</u></b>	23
• # of students JAC returned to school after violation		22
• # of students that could not be tracked		1
• # of ADA-eligible days attended post JAC processing		1,258
• Approximate amount of ADA dollars saved through JAC efforts		37,740.00

<b><u>Tuloso-Midway Middle School</u></b>	<b><u>Total # of Students</u></b>	15
• # of students JAC returned to school after violation		13
• # of students that could not be tracked		2
• # of ADA-eligible days attended post JAC processing		635
• Approximate amount of ADA dollars saved through JAC efforts		\$19,050.00

<b>Total # ADA-eligible days attended post JAC processing:</b>	<b>1,893</b>
<b>Approximate amount of ADA dollars saved through JAC efforts:</b>	<b>\$56,790.00</b>

**West Oso Independent School District Schools  
Juvenile Assessment Center School Attendance Tracking**

<b><u>West Oso High School</u></b>	<b><u>Total # of Students</u></b>	13
• # of students JAC returned to school after violation		13
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		1,197
• Approximate amount of ADA dollars saved through JAC efforts		\$35,910.00

<b><u>West Oso Junior High School</u></b>	<b><u>Total # of Students</u></b>	14
• # of students JAC returned to school after violation		14
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		784
• Approximate amount of ADA dollars saved through JAC efforts		\$23,520.00

<b><u>West Oso Elementary School</u></b>	<b><u>Total # of Students</u></b>	2
• # of students JAC returned to school after violation		2
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		261
• Approximate amount of ADA dollars saved through JAC efforts		\$7,830.00

<b><u>J.F. Kennedy Elementary School</u></b>	<b><u>Total # of Students</u></b>	2
• # of students JAC returned to school after violation		2
• # of students that could not be tracked		0
• # of ADA-eligible days attended post JAC processing		12
• Approximate amount of ADA dollars saved through JAC efforts		\$360.00

<b>Total # ADA-eligible days attended post JAC processing:</b>	<b>2,254</b>
<b>Approximate amount of ADA dollars saved through JAC efforts:</b>	<b>\$67,620.00</b>

**Other Schools**  
**Juvenile Assessment Center School Attendance Tracking**

<b><u>Non-Nueces County Schools</u></b>	<b><u>Total # of Students</u></b>	38
• Number of Schools		27
• # of students JAC returned to school after violation		21
• # of students that could not be tracked		17
• # of ADA-eligible days attended post JAC processing		N/A
• Approximate amount of ADA dollars saved through JAC efforts		Unknown

<b><u>Corpus Christi Academy</u></b>	<b><u>Total # of Students</u></b>	5
• # of students JAC returned to school after violation		3
• # of students that could not be tracked		2
• # of ADA-eligible days attended post JAC processing		N/A
• Approximate amount of ADA dollars saved through JAC efforts		Unknown

<b><u>Incarnate Word Academy</u></b>	<b><u>Total # of Students</u></b>	1
• # of students JAC returned to school after violation		1
• # of students that could not be tracked		0

<b><u>La Raza Academy</u></b>	<b><u>Total # of Students</u></b>	14
• Middle School (7), High School (7)		14
• # of students JAC returned to school after violation		14
• # of students that could not be tracked		0

<b><u>Nueces County JJAEP</u></b>	<b><u>Total # of Students</u></b>	3
• # of students JAC returned to school after violation		3
• # of students that could not be tracked		0

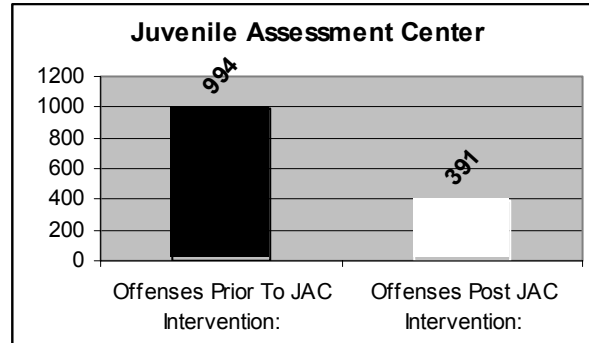
<b><u>Richard Milburn Academy</u></b>	<b><u>Total # of Students</u></b>	3
• # of students JAC returned to school after violation		3
• # of students that could not be tracked		0

## Other Schools (Cont.)

<b><u>GED Programs (not including La Raza)</u></b>	<b><u>Total # of Students</u></b>	3
• # of students JAC returned to school after violation		3
• # of students that could not be tracked		0
<b><u>Home-School Students</u></b>	<b><u>Total # of Students</u></b>	10
• # of students JAC returned to school after violation		0
• # of students that could not be tracked		10

# Juvenile Assessment Center 2004-2005 Juvenile Offense Tracking Report

Number Of Offenses Committed By Juveniles Prior to JAC Intervention: 994  
 Number Of Offenses Committed By Juveniles Post JAC Intervention: 391

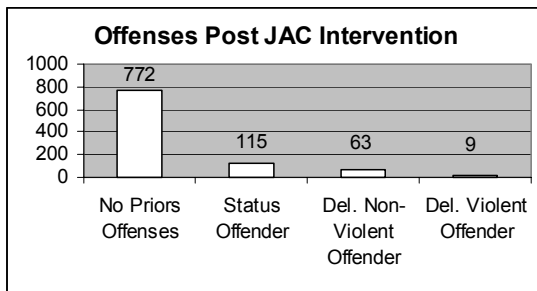
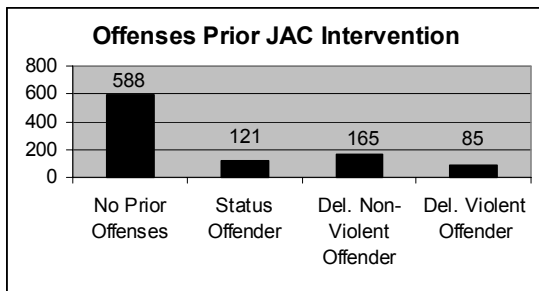


## Offenses Prior To JAC Intervention:

Juveniles with No Prior Offenses: 588  
 Juveniles with Status Offenses: 121  
 Delinquent Juveniles with Non-Violent Offenses: 165  
 Delinquent Juveniles with Violent Offenses: 85

## Offenses Post JAC Intervention:

Juveniles with No Offenses Post: 772  
 Juveniles with Status Offenses: 115  
 Delinquent Juveniles with Non-Violent Offenses: 63  
 Delinquent Juveniles with Violent Offenses: 9



## Offenses Prior To JAC Intervention

<b>Status Offenses</b> (Juvenile History Prior to JAC Intake)	Number of Offenses
Daytime Curfew/Truancy	63
Nighttime Curfew	27
Failure to Attend School	203
Disruption of School	32
Expelled from AEP	11
Runaway	26
Violation of School District Rules for Safety & Welfare	15
Possession of Tobacco or Alcohol by Minor	54

<b>Non-Violent Offenses</b> (Juvenile History Prior to JAC Intake)	Number of Offenses
Disorderly Conduct	64
Criminal Mischief	23
Criminal Trespass	34
Unauthorized Use of a Vehicle	0
Graffiti	7
Harassment	0
Public Intoxication	7
Drug-related Offenses	58
Theft/Burglary	70
Unlawful Telecommunications Device	2
Obstruction Retaliation	0
False Alarm/Report	7
Interfere with Public Servant	3
Evading/Resisting Detention or Arrest	34
Contempt of Magistrate	91
Violation of Probation	55
Bail Jumping	1

<b>Violent Offenses</b> (Juvenile History Prior to JAC Intake)	Number of Offenses
Assault Cause Bodily Injuries	46
Assault Offensive/Provocative Nature	31
Terroristic Threat	18
Weapon Offense (some overlap with assault offenses)	9
Sexual Offense	2
Robbery	1
Arson	0

## Offenses Post JAC Intervention

<b>Status Offenses</b> (Juvenile History Post JAC Intake)	Number of Offenses
Daytime Curfew/Truancy	78
Nighttime Curfew	32
Failure to Attend School	78
Disruption of School	11
Expelled from AEP	0
Runaway	77
Violation of School District Rules for Safety & Welfare	1
Possession of Tobacco or Alcohol by Minor	4

<b>Non-Violent Offenses</b> (Juvenile History Post JAC Intake)	Number of Offenses
Disorderly Conduct	12
Criminal Mischief	2
Criminal Trespass	5
Unauthorized Use of a Vehicle	0
Graffiti	5
Harassment	0
Public Intoxication	3
Drug-related Offenses	17
Theft/Burglary	12
Unlawful Telecommunications Device	0
Obstruction Retaliation	0
False Alarm/Report	0
Interfere with Public Servant	0
Evading/Resisting Detention or Arrest	13
Contempt of Magistrate	21
Violation of Probation	8
Bail Jumping	0

<b>Violent Offenses</b> (Juvenile History Post JAC Intake)	Number of Offenses
Assault Cause Bodily Injuries	5
Assault Offensive/Provocative Nature	3
Terroristic Threat	0
Weapon Offense (some overlap with assault offenses)	3
Sexual Offense	0
Robbery	1
Arson	0

# Juvenile Assessment Center

## CITY OF CORPUS CHRISTI PARK AND RECREATION DEPARTMENT

### Annual Statistical Report August 2004 – July 2005

**Total number of Intakes: 1163**

Day:	171
Night:	278
Court:	714

**Total Number of Juveniles: 959**

**Age Range: 5-18**

Male:	566
Female:	393

**Ages:**

5:	1	Mean Age:	14.81
6:	1	Median Age:	14.5
9:	1	Modal Age:	16
11:	16		
12:	57		
13:	109		
14:	182		
15:	228		
16:	251		
17:	108		
18:	5		

**Ethnicity:**

African-American:	63	Hispanic:	710
Anglo:	183	Other:	1
Asian:	2		

#### **Grade Level:**

Pre-Kinder:	1	5 <sup>th</sup> :	15	9 <sup>th</sup> :	256
Kindergarten:	1	6 <sup>th</sup> :	68	10 <sup>th</sup> :	199
3 <sup>rd</sup> :	1	7 <sup>th</sup> :	118	11 <sup>th</sup> :	91
4 <sup>th</sup> :	2	8 <sup>th</sup> :	186	12 <sup>th</sup> :	21

***High Schools: 568***

A. C. Jones (Beeville):	1	Gregory Portland:	5	Portland:	1
Adult Learning Center:	3	Hays:	1	Ray:	73
Alternative:	5	Home School:	4	Richard Milburn:	4
Agua Dulce:	1	Incarnate Word:	1	Robstown:	13
Aransas Pass:	2	Kennedy:	1	Sam Houston:	1
Banquete:	4	King <small>(Kingsville)</small> :	1	Skidmore-Tynan:	1
Besoria:	1	King:	63	Stephen F. Austin:	1
Billy Ryan:	1	La Raza:	8	Sinton:	1
Bishop:	1	Miller:	48	SLGC:	18
Carrizo Spring:	2	Moody:	71	Tuloso Midway:	25
Calallen:	31	NCJJAEP:	7	West Oso:	17
Carroll:	82	Odem:	3	GED/Del Mar:	1
Corpus Christi Academy:	3	Orange Grove:	3	Not Enrolled:	13
Flour Bluff	43	Pharr:	1		
Freer:	1	Port Aransas:	1		

***Middle Schools: 370***

A.L.C.:	2	Gregory Portland:	3	Orange Grove:	1
Baker:	15	Haas:	16	Reinlaender:	1
Banquete:	1	Hamlin:	19	Robstown Seale:	7
Browne:	18	Home School:	3	SLGC:	31
Calallen:	15	Incarnate Word:	1	Smith (Sinton):	1
C.B. Youth City:	1	JJAEP:	3	South Park:	9
Cullen:	14	Kaffie:	6	Teague:	1
Cunningham:	22	La Raza:	7	Tuloso Midway:	17
Driscoll:	32	Laser:	1	West Oso:	10
Flour Bluff:	14	Martin:	23	Wynn Seale:	38
Gillett:	1	Odem:	3	Not Enrolled:	5
Grant:	23	Ortiz Intermediate:	6		

***Elementary Schools: 21***

Chula Vista:	1	Prescott:	1	Wilson:	1
Coles:	1	Schanen Estates:	1	Home School:	1
Menger:	2	S.L.G.C.	2	Robstown-Salazar:	1
J.J.A.E.P.	1	West Oso:	8	Robstown-Pre-Kinder	1

**Pick-Up Times:**

8 am-9 am:	0	11 pm-12am:	44
9 am-10 am:	4	12 am-1 am:	83
10 am-11 am:	39	1 am-2 am:	54
11 am-12 pm:	44	2 am-3 am:	45
12 pm-1 pm:	36	3 am-4 am:	30
1 pm-2 pm:	34	4 am-5 am:	10
2 pm-3 pm:	25	5 am-6 am:	1

<b>Released To:</b>	Both Parents:	13	Parole/Probation Officer:	1
	CCPD Transported:	7	Sibling:	9
	Father:	76	Step Father:	6
	Grandparents:	40	Step Mother:	2
	Mother:	228	Aunt/Uncle:	10
	Other:	57		

**STATISTICS FROM THE INTAKE LOG**

<b>WEEK</b>	<b>No. of Students</b>	<b>Peak Day</b>
1.	9	Sunday
2.	11	Friday/Saturday
3.	0	N/A
4.	17	Friday
5.	2	Friday/Saturday
6.	8	Friday
7.	10	Tuesday
8.	13	Wednesday/Sunday
9.	1	Wednesday
10.	9	Friday
11.	11	Friday
12.	19	Friday
13.	6	Saturday
14.	5	Tuesday
15.	6	Monday
16.	6	Monday/Tuesday/Wednesday/Thursday/Friday
17.	3	Sunday
18.	11	Thursday
19.	3	Friday
20.	2	Tuesday
21.	0	N/A
22.	0	N/A
23.	1	Tuesday
24.	3	Sunday

25.	11	Tuesday
26.	1	Saturday
27.	9	Wednesday
28.	4	Wednesday
29.	6	Monday/Friday
30.	6	Wednesday
31.	11	Monday
32.	14	Thursday
33.	1	Friday
34.	8	Friday
35.	4	Friday
36.	11	Friday
37.	7	Monday
38.	7	Friday
39.	7	Friday
40.	16	Monday
41.	15	Friday
42.	6	Tuesday/Wednesday
43.	7	Friday
44.	3	Monday/Wednesday/Thursday
45.	22	Wednesday
46.	29	Friday
47.	9	Friday
48.	8	Friday
49.	15	Friday
50.	26	Friday
51.	18	Friday
52.	12	Friday

**PEAK DAY:**      *Friday*

***STATISTICS FROM THE STUDENT INTAKE FORM***

***Child lives with:***

Both Parents:	277	Father:	53
Mother:	318	Father/Other:	17
Mother/Other:	63	Father/Step-Parent:	27
Mother/Step-Parent:	122	Step-Parent:	3
		Other:	79

***Juveniles processed reside in the following zip codes:***

Zip	Zip	Zip	Zip
78040: 1	78370: 4	78403: 1	78413: 86
78402: 1	78372: 6	78404: 61	78414: 26
78119: 1	78374: 10	78405: 79	78415: 150
78336: 2	78380: 41	78406: 3	78416: 66
78339: 1	78382: 1	78407: 14	71417: 18
78351: 1	78383: 1	78408: 52	78418: 62
78352: 1	78387: 3	78409: 10	78577: 1
78357: 1	78391: 1	78410: 70	78640: 1
78363: 3	78401: 31	78411: 65	78834: 2
78368: 1	78402: 1	78412: 79	79360: 1

**REPEAT OFFENDERS**

**Total Number of Repeat Offenders from August 2004 – July 2005: 84**

***Two (2) Times: 71***

<i>GENDER</i>		<i>ETHNICITY</i>		<i>GRADE</i>		<i>AGE</i>	
Male:	51	Asian:	0	6:	5	11:	1
Female:	20	African-American:	1	7:	12	12:	4
		Anglo:	9	8:	16	13:	5
		Hispanic:	61	9:	26	14:	16
				10:	8	15:	19
				11:	4	16:	22
						17:	4

***In the following schools:***

ALC:	1	Flour Bluff:	5	Miller:	7
Baker:	1	Grant:	1	Moody:	3
Browne:	1	Hamlin:	2	Ray:	4
Calallen:	2	Home School:	1	Ortiz Intermediate:	1
Carroll:	4	JJAEP:	1	SLGC:	8
Cunningham:	3	Kaffie:	1	Tuloso-Midway:	1
C.C. Academy:	1	King:	3	West Oso:	4
C. B. Youth City	1	La Raza:	3	Wynn Seale:	5
Driscoll:	3	Martin:	4		

**Three (3) Times: 9**

<i>GENDER</i>		<i>ETHNICITY</i>		<i>GRADE</i>		<i>AGE</i>	
Male:	6	Hispanic:	8	7:	1	14:	3
Female:	3	White:	1	8:	4	15:	3
				9:	3	16:	3
				10:	1		

***In the following schools:***

Carroll:	1	Miller:	2
Driscoll:	1	S.L.G.C.	1
Home School:	1	West Oso:	1
Martin:	1	Wynn Seale:	1

**Four (4) Times: 4**

<i>GENDER</i>		<i>ETHNICITY</i>		<i>GRADE</i>		<i>AGE</i>	
Male:	2	Hispanic:	4	6:	2	12:	1
Female:	2			7:	1	13:	2
				8:	1	14:	1

***In the following schools:***

Baker:	1	Wynn Seale:	2
Hamlin:	1		

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**S T A T I S T I C S F R O M T H E S T U D E N T  
A S S E S S M E N T F O R M**

***Involvement In:***

Gangs:	29	Alcohol:	76	Marijuana:	102
Inhalants:	11	Curfew:	188		

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***Questions:***

***“What is your main interest in life?”***

In finishing school as soon as possible and going to college. ♦ A happy life ♦ A job ♦ Achieving a good career ♦ Animals ♦ Baseball and football ♦ Baseball and going to college ♦ Be a loner ♦ Becoming a RN or a nurse practitioner ♦ Being a teacher ♦ Being an architect ♦ Being successful ♦ Being with friends and hang out working mostly ♦ Boxing ♦ Building car models, art, music ♦ Cars ♦ Chilling with my friends ♦ Computers ♦ Custom car builder ♦ Dancing ♦ Die ♦ Dogs ♦ Doing well ♦ Don't really have one ♦ Drawing ♦ Finish School ♦ Fix bikes ♦ Football ♦ Get a

job, work very hard ♦ Get into college ♦ Getting a good job ♦ Getting a job and being somebody when I grow up ♦ Getting a real good house and become rich and give the money to my mom and dad ♦ Getting my own place to live ♦ Girls ♦ Go to the Army ♦ Going into the Marines ♦ Graduating ♦ Guitar Education ♦ Hair & Music ♦ Having fun ♦ I can't really say anymore what my main interest is because I just don't care anymore ♦ I don't want a life, only thing I want is to talk with my cousin about how I want to tell my mother ♦ I haven't thought about it ♦ I like drawing but I want to be a clothing designer ♦ I want to be a doctor ♦ I want to be a lawyer when I grow up ♦ I want to live my life to the fullest ♦ I'd like to be a chef ♦ Listen to music ♦ Live on my own ♦ Mechanic ♦ Me ♦ Military ♦ Money, girls, family and every thing that goes with money and girls ♦ My baby ♦ My band and my family ♦ My boyfriend ♦ My family and school ♦ My mom ♦ My parents ♦ Not be a failure ♦ Photography ♦ Playing sports and having fun ♦ Playing volleyball ♦ Poetry writing ♦ Probably being a chemical engineer ♦ Prove to mom I care about her ♦ Rapping ♦ Satanism, Marilyn Manson, Being in a band ♦ School ♦ School and skateboards ♦ Shoe buying ♦ Skateboard ♦ Sports ♦ Skateboarding, music and I kind of want to be a cop ♦ Taking care of my grandpa and getting a good job making money and working ♦ To be a mechanic ♦ To be a police officer ♦ To be a welder ♦ To be a writer or director ♦ To be able to support myself ♦ To become a Criminal Justice Police Officer ♦ To become a famous lawyer ♦ To become a NFL player or an NBA or MLB ♦ To become an actress ♦ To build stuff ♦ To get my car & have a good job ♦ To go to college and get a full scholarship for soft-ball and also be a Physician's Assistant ♦ To go to college and get past all the trouble I have ♦ To grow up and be like my mom ♦ To have freedom and finish school ♦ To have a good time ♦ To live it to the fullest ♦ To not let anyone put me down and live my life as a teenager ♦ To party ♦ To solve all my problems ♦ To stay out of trouble ♦ To teach disabled children ♦ Welding ♦ Working ♦

***“If you had a choice between attending school, working, or doing both, which would you choose?”***

School:	105	Both:	232
Work:	90	Blank:	22

***“These family members work:”***

Both Parents:	87	Mother:	90
Father:	52	Mother/Other:	21
Father/Other:	5	Mother/Step-Parent:	36
Father/Step-Parent:	7	Step-Parent:	17
Father/Step-Parent/Other:	1	Step-Parent/Other:	3
Mother/Father/Other:	10	Other:	36
Mother/Father/Step-Parent:	17	Juvenile Does Not Know:	56
Mother/Father/Step-Parent/Other:	3	No One Employed:	4
Mother/Step-Parent/Other:	4		

***“What would you like for school to offer you that you are not getting now?”***

A basketball team. ♦ A bike ♦ A credit class for when I go to high school ♦ A lot of money ♦ A more lenient dress code ♦ A new bike ♦ A payment of any sort ♦ A photography class ♦ A scholarship for softball ♦ A pillow ♦ A skating program ♦ A sport: Tennis, Volleyball ♦ Being in sports ♦ Be on the team ♦ Art reward ♦ Better computers for the school ♦ Better dress code ♦

Better education ♦ Better teachers ♦ Cigarette break ♦ Better principals ♦ Dance team ♦ Easier classes ♦ Eating outside in the courtyard ♦ Edible food ♦ For them to give you advice and stop acting as teachers ♦ Full scholarships to college ♦ Games ♦ Harder classes ♦ Help by talking to someone ♦ Help with work and understanding what I need ♦ I like the CCISD school policies ♦ I would like my school to offer American Sign Language classes ♦ I would like to be offered singing lessons ♦ Less hours of school ♦ Less people in the classroom ♦ Listen to you, attention ♦ Math tutors ♦ Mechanics class ♦ Modeling classes ♦ Money for college ♦ Money to go to school ♦ More activities ♦ More attention ♦ More classes out of the BI unit ♦ More elective choices and no dress code ♦ More field trips ♦ More reading skills ♦ More respect in classes also from principles, just from all grown ups ♦ More sports ♦ More work (vocational) classes so I can study car repair ♦ Motel work ♦ My diploma ♦ No homework ♦ No dress code, we need to be able to express ourselves ♦ Not sending me home for every little thing ♦ Nothing, I don't expect anything from school ♦ Nothing ♦ Out of school campus ♦ Passing all classes ♦ Pay me to go ♦ People to take time and actually listen & believe the kids ♦ Poetry writing ♦ Pregnancy classes ♦ Put more windows. Let us go outside more because I don't like feeling locked up ♦ Respect ♦ Scholarship ♦ Shorter class periods ♦ Skateboarding class ♦ Skip school ♦ Smaller classrooms ♦ Some extra help on my work, because it is hard ♦ Special reward for being good ♦ Sports ♦ Teachers to help you in math ♦ Technology applications ♦ Texas State University ♦ That they would help me with some other work ♦ The ROTC ♦ To be in Mechanics class ♦ To be treated fair ♦ To be with all my friends ♦ To encourage skateboarding ♦ To finish school early ♦ To give me a chance to go to class ♦ To give us respect instead of being rude, to be nice but not all the time ♦ To graduate and to actually teach us how to do the work ♦ To help me for what I need in my school work without getting mad ♦ To make it easier ♦ To slow down on the work and let me catch up ♦ To stop getting the wrong impression about me ♦ Tutorials ♦ Um, nothing, education is all I need ♦ I would like to be in an art class ♦ Video game class ♦ Welding classes ♦ Whatever we want ♦ Work Program ♦ Would like school to offer food classes to be a chef ♦

***“Where do you see yourself five years from now?”***

A better place ♦ A good citizen ♦ A good life, different person ♦ A good life, different person ♦ A job and an apartment ♦ A paramedic or a firefighter ♦ Air Force ♦ An officer of the law ♦ Applying for college ♦ As an aircraft engine specialist ♦ At a yelling house, always fighting ♦ At home fixing my bike ♦ At law school ♦ At Moody high school ♦ At work ♦ Attending college ♦ Attending college and skating as a side career ♦ Attending college, working ♦ Auto mechanic ♦ Basketball player ♦ Be with my homeboys ♦ Being an arc welder ♦ Being a Auto mechanic ♦ Being a certified mechanic ♦ Being a lawyer ♦ Being a positive person ♦ Being a pro skater ♦ Being an A. engineer ♦ Being in a band, criminology, photographer ♦ Building houses for a living ♦ Business man ♦ California ♦ College ♦ College and good job ♦ College, on tour with my band, skateboarding ♦ Dead ♦ Dead or in jail ♦ Directing classes and writing classes ♦ Doing good college degree, maybe I'll even move out of Corpus Christi ♦ Doing the same thing ♦ Driving ♦ Finish school and have a job ♦ Finishing school ♦ Five years I will be a mechanic ♦ Getting people out of jail ♦ Getting ready to graduate from high school ♦ Going to college ♦ Going to college to become a lawyer ♦ Going to work ♦ Good job ♦ Graduating college ♦ Graduating high school ♦ Graduating with a High School diploma ♦ Graduating, in college ♦ Graduating ♦ Have my own company ♦ Have no clue ♦ Have no good grades in school ♦ Having a family ♦ Having a good life and job ♦ Having a good time ♦ Having a nice life ♦ Having fun and doing great ♦ Having my own beauty shop ♦ Home ♦ Hopefully in college trying to get a job in architecture ♦ Hopefully in college ♦ I don't know ♦ I don't know because I don't think about that ♦ I don't know. Get back to me in five years ♦ I am not sure ♦ I don't know, photography ♦ I don't, I live here now and worry about today ♦ I hope to see myself in college ♦ I see education and doing my dream, also enjoying my life ♦ I see myself as a pro-skater ♦ I see myself doing wealthy ♦ I see myself going to college ♦ I see myself in college ♦ I see myself with a good job ♦ I see myself without a future ♦ I see myself working and going to school ♦ I still see myself in school ♦ I want to play professional basketball ♦ I see myself living well ♦ I'm not 100% sure ♦ In a better situation ♦ In a car with girls ♦ In a good life and have everything ♦ In a house working or locked

up ♦ In a house ♦ In a job ♦ In a nice big house doing good ♦ In a nice house with a college degree ♦ In a room getting my diploma ♦ In an office ♦ In at least college ♦ In college and getting an education ♦ In college and working ♦ In college at Texas A&M College Station ♦ In college playing baseball ♦ In college playing soft-ball and getting my career ♦ In college/medical school ♦ In Florida ♦ In high school and graduate ♦ In my own hair salon ♦ In my own shop ♦ In school ♦ In school trying to go to college ♦ In school, having a decent job and a balance on paycheck ♦ In the Army ♦ In the business ♦ In the Marines ♦ In the military ♦ In the Navy and happy ♦ In trouble ♦ Jail ♦ Living in a house of my own ♦ Living in Florida ♦ Living in Reno ♦ Living with my girlfriend ♦ Locked up ♦ Married with my baby ♦ Married with my boyfriend and we both have jobs and live in a nice house ♦ Maybe hopefully college ♦ Medical school ♦ My own place and a car ♦ Not sure ♦ In a skate magazine ♦ On roofs in the sun ♦ On the block ♦ Out of school ♦ Out of school and in college ♦ Playing basketball ♦ Playing football ♦ Playing guitar in my band ♦ Preparing for my mission ♦ Pro in skateboarding or owning a business ♦ Probably dead because of depression ♦ Probably going to college and getting a job ♦ Producing ♦ Professional basketball or college ♦ Professional welder ♦ Really, I don't know ♦ Riding around with my brother ♦ School ♦ Senior on my way to graduate ♦ Skateboard ♦ Skateboarding and in college ♦ Skating ♦ Skating and making money ♦ Somewhere far from my mom ♦ Somewhere good ♦ Sponsored skater ♦ Still in school ♦ Still in school playing sports ♦ Still in school with a car ♦ Taking pictures around the world ♦ Taking care of my baby ♦ The next top model ♦ To be able to have a diploma ♦ To marry and live with my own family ♦ Trying to get a job ♦ Up on stage, playing the guitar ♦ Well, in college with a high school diploma ♦ Whatever comes my way ♦ With a family ♦ With a good job ♦ With a job and a family ♦ With a job and graduating ♦ With a nice family ♦ With Hailey in Galveston ♦ With my baby ♦ Work hard, a job or at college ♦ Work in the refineries ♦ Working ♦ Working and chilling with friends ♦ Working and going to college ♦ Working and living good ♦ Working and living on my own ♦ Working and not living with my mom ♦ Working hard ♦ Working part time and college ♦ Working to take care of my family ♦ Working, going to college ♦ Working, going to college, to make music ♦ Working, have my own house ♦ Working, living on my own ♦ Working, owning my own business ♦

***“What are the consequences you may have to face in the future for violating curfew and/or not going to school now?”***

A fine and to go to court ♦ A lot of community service ♦ Another suspension ♦ Bad record ♦ Being a bum and depending on other people ♦ Being arrested and doing community service ♦ Being grounded and talking to ♦ Being in court ♦ Being poor and being in and out of jail ♦ Car taken away ♦ Community service ♦ Court and community service ♦ Cutting grass, clean house, wash dishes, chores and more ♦ Disappointment from mom ♦ Failing school, getting in trouble ♦ Get in trouble with my parent ♦ Get locked up ♦ Getting beat down ♦ Getting spanked by my mom ♦ Go to JAC or TYC ♦ Go to JJAEP ♦ Going before the judge ♦ Going to jail all the time ♦ Grounded or probation ♦ Hard life, no job ♦ Having less money ♦ Hopefully nothing, since I'll be older and not driving ♦ I don't know ♦ I have no idea ♦ I think it's going to count against me in the future ♦ I will be a nobody ♦ I won't finish school ♦ I won't get a good job in the future ♦ If it's going to affect me later on then whatever the judge decides ♦ In prison or in jail ♦ It will go on my record and problems with my family ♦ It will mess up my future life and dreams ♦ It's going to be hard to find a job ♦ Jail, CPS, handcuffs ♦ Keep coming to the Trip Center ♦ Lower paying job ♦ Maybe I won't go to college ♦ Money fines, community service, juvenile detention center, parents not trusting me ♦ More chores ♦ No education and ending up here again ♦ Not getting a degree ♦ Not having a good job or learning reading, math, science, language and social studies ♦ Not learning anything when you most need it ♦ Not seeing my boyfriend, grounded, and no friends ♦ Nothing, because it won't happen again ♦ Probably drop out or getting an uneducated job ♦ Punishment ♦ Some, I may face now, maybe harsher consequences ♦ Time behind bars ♦ Umm...I feel bad because my mom trusts me and now she won't ♦ Well, I already know pretty much what the consequences are going to be and I'm preparing myself for them ♦ You won't have a house, money or anything ♦

***“If you had the opportunity to change anything in life, what would you change?”***

A better childhood ♦ A cop could not check up on you while sitting in a truck ♦ All my mistakes ♦ All the bad into good ♦ All the bad things I did ♦ All the times I got into trouble ♦ Being bad ♦ Being here violating curfew ♦ Change my attitude ♦ Curfew ♦ Death of my family and friends ♦ Doing better in school ♦ Driving past curfew and without a license ♦ Dyslexia and my height ♦ Ever getting in trouble the first time ♦ Everything, my ex boyfriend ♦ For all the trouble with the school to be erased ♦ For my daddy to come back ♦ For my mom and dad to get back together ♦ For people to live longer ♦ Get in trouble by the cops ♦ Getting a curfew violation/ getting put in hand cuffs ♦ Getting a job at a younger age ♦ Greediness ♦ How people think of skateboarding ♦ I can't think of anything I would change ♦ I should have not broke in (into) high school ♦ I want to be on my own, no school or parents ♦ I want my parents back together ♦ I wish I was taller ♦ I wish I would've never took my mom & dad's truck ♦ I would be living with my mom ♦ I would be more athletic ♦ I would change how my step dad hits my mom ♦ I would change my dad ♦ I would change my friends ♦ I would change my name ♦ I would change my whole life ♦ I would have never started smoking ♦ I would like to change my life and become a school boy and make everyone else happy for once in my life ♦ I would make better grades ♦ I would make my parents get back together ♦ I would not have finished this late so I wouldn't have gotten in trouble ♦ I would want to be with my family right now. Also I would enjoy my life ♦ I wouldn't change anything; I see life as a very precious thing and don't think it should be wasted or changed! ♦ I wouldn't misbehave ♦ If I could change anything it would be my father dying or my mother not caring ♦ Knowing the curfew ♦ Make way higher grades ♦ Moving to Corpus ♦ My abilities to skate ♦ My actions or choices ♦ My age ♦ My attitude ♦ My attitude and the way we treat other people ♦ My attitude towards school ♦ My behavior ♦ My brother being born ♦ My childhood ♦ My dad going to prison ♦ My dad passing away ♦ My family (Uncles & Aunts) ♦ My family, because it makes me mad when they fight. That is what everybody knows, how to do is fight ♦ My habits ♦ My hair color ♦ My language, behavior ♦ My laziness ♦ My life ♦ My loss of friends ♦ My madness ♦ My mom ♦ My parents' partnership ♦ My past My problems because I've done stupid things ♦ My school ♦ My ways and the people I hang around with ♦ Myself, attitude, voices ♦ Never been born ♦ No to do drugs ♦ Not driving tonight ♦ Not getting in trouble and be nicer to my family ♦ Not going to Whataburger ♦ Old enough to work ♦ People being racist ♦ People's attitudes towards others and manners ♦ Respect ♦ School Issues ♦ Skipping school and making other stupid choices ♦ Start going to school ♦ State laws about home school/homebound ♦ That I would never mess up in school ♦ That my parents would not have died ♦ The amount of money I get ♦ The choices I make and the way I grew up ♦ The opportunity to live with my boyfriend ♦ The way I think sometimes ♦ Where I am at and my parents ♦ Would want to be taken off my medication ♦

***“Is there anything you can do to make that change happen?”***

Yes:	197	Maybe:	20
No:	213	Blank:	19

***“What?”***

Absolutely nothing ♦ And only if I realize to get a grip ♦ Be good and do the right things instead of getting into trouble ♦ Be good and not disrespect my parent's ♦ Be inside before curfew ♦ Because he is dead and nothing, no one could do that ♦ Because I wouldn't want to change anything ♦ Because I'm here already ♦ Being nicer, more into things with friends ♦ Being more respectful ♦ Being inside early ♦ Being good and not skip ♦ Behave better and respect people and students ♦ Behave and try not to get into trouble ♦ Become President ♦ Become more organized ♦ No, because it can't change. It already happened and I can't change the past ♦ But I don't know how ♦ But I will respect my teacher and listen ♦ By doing what I'm suppose to when I have to ♦ By going to tutoring more often ♦ Calm down ♦ Cause I can not change the past ♦ Change myself ♦ Change the law ♦ City hall and tell them to build a skate park ♦ Dye my hair ♦ Do well in school

◆ Don't stay out after curfew ◆ During the summer break, get a job ◆ Everything ◆ Faith in myself  
◆ Get a job ◆ Get a transfer ◆ Get better teachers ◆ Get old enough so I can be out ◆ Get out of  
here ◆ Get reborn ◆ Get what I wanted ◆ Go back in time ◆ Go back to my home school ◆ Go  
home ◆ Go to counseling ◆ Go to school, get a job and quit doing wrong ◆ Go to school and not  
skip ◆ Go to the place where they change names ◆ Go try to get cans and help my mom with the  
fine ◆ Grow and try to work with my disabilities ◆ Help somebody; try to pay more attention at  
school ◆ I can change my way of thinking and way of life ◆ I can go to school, and follow my  
dreams. Someone understand ◆ I can just stop myself from doing anything stupid again ◆ I can  
meet new people ◆ I can stop going with my friends and start going to class ◆ I can stop listening  
to the friends that encourage me to sneak out ◆ I could change my bad ways ◆ I could change my  
life if I wanted to but, for what? I'm doing well in everything I do! ◆ I could try to turn my whole life  
around ◆ I don't know but I will try ◆ I don't know what to do to make that change happen ◆ I don't  
think so ◆ I don't want a change ◆ I don't, nothing ever is going to change in my life, I mean my  
family is hypocrites. They say they will stop fighting and they don't ◆ I would do anything to make  
the wrong right ◆ I would not change a thing ◆ I will try not to make it happen again ◆ I will not skip  
school ◆ I want to tell my father what happened ◆ I have nothing that I think I have to change ◆ I  
have none ◆ I guess I would try harder ◆ I would do everything I could do to make change happen  
◆ I would have stayed home ◆ I would live with my friend ◆ I would want to change what I did  
wrong ◆ I'd have to wait until I am old enough ◆ I'm going to school from now on and I am sorry ◆  
Just behave and stay out of trouble, stay in school ◆ Just go home on time ◆ Just pray I don't get  
in trouble and wish this never happened ◆ Just pray that my mom comes and not to be locked up  
◆ Just stop doing it ◆ Just wish ◆ Learning right from wrong ◆ Learn how to control yourself ◆  
Learn more about the curfew ◆ Listen and behave ◆ Listen to the teachers, don't skip and don't  
jump around ◆ Make better choices ◆ Move on and buckle down ◆ My brother fighting me ◆ My  
parents ◆ My plan is great! ◆ My step mom not breaking up with my dad ◆ Never come here ◆  
Never go out past 9:00 pm ◆ Never skip again and go to school and get an education ◆ No  
because people have their own opinions ◆ Not do it anymore I learned my lesson ◆ Not driving  
anymore ◆ Not ever do this stupid thing again ◆ Not get into trouble so my mom can work and get  
money ◆ Not get into trouble so my mom can work ◆ Not getting into trouble ◆ Not go out late at  
night ◆ Not have an attitude anymore ◆ Not miss school ◆ Not unless the law changes ◆ Obey  
authority ◆ Nothing, because there will always be a curfew ◆ There is nothing I can do. Not be  
out in streets after 11:00 pm ◆ Probably rehab, get myself cleaned up ◆ Practice skating ◆ Pay  
attention ◆ Shape up ◆ Share everything I have and maybe their share too ◆ Should have just  
stayed home ◆ Skate ◆ Start being friends with them again ◆ Start being good ◆ Start going to  
school ◆ Start thinking about what might happen ◆ Start working out more ◆ Stay away from bad  
people ◆ Stay away from friends ◆ Stay home ◆ Stay in after curfew ◆ Stay out of trouble ◆ Stop  
and think ◆ Stop doing drugs ◆ Stop getting in trouble ◆ Stop going out late ◆ Stop leaving  
home ◆ Stop listening to others and do what you are told ◆ Stop missing school ◆ Stop skipping  
◆ Stop thinking bad ◆ Stop, but I'll stop for sure now even though I should have stopped a long  
time ago ◆ Straighten up is the best I can do, I can't change the past ◆ Study more ◆ Take care  
of business ◆ Tell someone ◆ There is no way I could make it happen ◆ There is nothing I would  
change ◆ There is something I could do; I'm trying to work on it ◆ There's nothing I could do, he  
would hurt me ◆ Think before I do ◆ Think everything through ◆ This ticket ◆ To stay at home ◆  
To take my medication so I can have a happy life ◆ Try my hardest ◆ Try to do better at staying  
calm ◆ Try to get them to act nicer to each other ◆ Try to improve myself in school ◆ Try to make  
wiser choices ◆ Vote because my voice can be heard ◆ Wash clothes ahead of time ◆ Watch for  
who I hang with and what I do ◆ Well, I tried already. My relationship with my mom ◆ Whatever I  
could do so people will not be so judgmental ◆ When this is done, never ever listen to people who  
talk about this ◆ Work out ◆ Yes, kill myself and come back to life and start all over if it were  
possible ◆

***“Which of these levels of school is the highest level that your parents finished?”***

***MOTHER***

Elementary School:	5
Jr. High/Middle School:	61
High School:	208
Jr. College:	53
College/University:	55
Juvenile Does Not Know:	63
Blank:	4

***FATHER***

Elementary School:	2
Jr. High/Middle School:	49
High School:	184
Jr. College:	39
College/University:	44
Juvenile Does Not Know:	126
Blank:	5

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***Questions for Students Violating Night-Time Curfew or Day-Time Curfew... When Not Enrolled in School***

***“Why do you violate curfew?”***

Because I did not have school clothes ♦ Because I didn't think I was going to get caught ♦ Because I have nothing better to do ♦ Because I was at a friends ♦ Driving with family ♦ First time in 4 years, I really don't violate ♦ Gong to see a girl friend ♦ I didn't know the time because I was babysitting. My brothers and sisters had to walk home ♦ I don't know why ♦ I haven't violated curfew ♦ I stayed overnight at friends and started walking home at 9:30 ♦ I was trying to go home ♦ This is my first time violating my curfew because I thought I didn't have a curfew on weekends by law ♦ To go out to eat or to the movies ♦

***“What do you usually do when you violate curfew?”***

Be with a friend ♦ Go back home ♦ Go eat with friend's ♦ Go to the movies or go eat ♦ I am always on the way home ♦ I don't usually violate curfew ♦ I haven't violated curfew before, this is my first time ♦ I never violate curfew ♦ I stay at home ♦ I stay home and sleep or listen to the radio and write letters ♦ Joy riding ♦ Walk around; go to friend's house ♦ Walk somewhere ♦

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***Questions for Students Skipping School:***

***“Why do you skip school?”***

At a friends ♦ Because I already failed and it is pointless to go for the rest of the year ♦ Because I am sick ♦ Because I am stupid and dumb ♦ Because I didn't feel prepared for a test (1<sup>st</sup> time) ♦ Because I didn't want to go to ABC ♦ Because I do not want to go to school ♦ Because I don't feel like going ♦ Because I don't know how to handle my problems both in and out of school ♦ Because I don't like school ♦ Because I don't like the dress code ♦ Because I don't like the school I go to and I would rather go to an alternative ♦ Because I don't think I can pass school ♦ Because I don't want to go to school or because something is going to happen ♦ Because I have a baby girl and it is hard to go to school and take care of a baby ♦ Because I have already failed so I just quit ♦ Because I have trouble in class ♦ Because I missed the bus ♦ Because I think school is boring and because my mom don't let me talk or go out and see my friend ♦ Because I thought it would be fun until we got caught ♦ Because I wanted to ♦ Because in my math class, I'm just stupid in math and I hate when people laugh at me. I hate my life! ♦ Because it is boring ♦ Because it makes me feel stupid ♦ Because no one wants to help me on my work ♦ Because PE

is boring & I don't do anything there ♦ Because school is hard ♦ Because some classes are boring ♦ Because some classes are hard (math) ♦ Because sometimes I can't control the voices telling me to do it ♦ Because the principals are always hanging around ♦ Because the teacher I got is a racist against kids that dress like me, and I didn't want her to harass me ♦ Because the teacher kicks us out of the class ♦ Because the teacher made me mad ♦ Because the work is hard ♦ Because there is a lot of people that don't like me ♦ Because there is a lot of trouble at school ♦ Because they didn't let us eat breakfast ♦ Because I don't like school that much ♦ Because I go with friends ♦ Boy problems ♦ Cause I don't like school ♦ Because I feel like not going to school ♦ Did not want to go to school ♦ Do not skip school ♦ Don't know. I'm being stupid ♦ I don't skip school, I was temporarily suspended ♦ Don't skip school ♦ Feel stupid at school ♦ First time, I was going to friends ♦ Had a blister ♦ Have not attended school ♦ I am not really too sure; I guess they drag me in ♦ I didn't feel like going today ♦ I didn't go today; I had a Dr.'s appointment later at 2:00pm ♦ I didn't want to go to ISS ♦ I do it sometimes really why is because sometime school is boring ♦ I do it when my mother and I argue ♦ I do not like Baker Middle School ♦ I do not skip school ♦ I don't do it intentionally ♦ I don't feel like going ♦ I don't know, I just do it for some reason ♦ I don't know, it bores me ♦ I don't know. Just go somewhere and hide ♦ I don't like school ♦ I just show up to class late and it adds up to a missed day ♦ The only time I don't go to school is when I'm sick ♦ I don't, I did this once because I hate school and honesty it's not a big deal ♦ I don't it is my first time ♦ I go hang out with friends ♦ I have never skipped school and I think it is because of my doctor's appointment ♦ I have not skipped school for the past two months ♦ I haven't skipped any of my classes ♦ I only skip that time because some boy wanted to beat me up, but my dad told me not to fight ♦ I refused to go to ISS. I left and was found wandering the hallways ♦ I skipped it. Why cause teachers aren't interesting ♦ I want to go and have fun ♦ I wanted to be home and be with my cousin ♦ I was heading to school ♦ I was mad ♦ I was not skipping school, I was suspended ♦ I was not skipping, I just walked out ♦ I was not skipping. I asked the teacher if he would let me in class and he said; "No, you get me a note."  
♦ I was sick for three weeks, so I got put on probation ♦ I was upset and needed to calm down ♦ I wasn't skipping school. I was on my way to my sister's house because I was suspended ♦ It's boring ♦ It's boring & sometimes fun but I like it ♦ I've never skipped school before ♦ Needed a haircut ♦ No particular reason ♦ No reason, just to get away most of the time too many haters ♦ Not thinking right ♦ Only once so I wouldn't get jumped ♦ People trip too much ♦ Really wasn't ♦ Rumor going around that they were going to beat me up ♦ So I won't have to work ♦ Something to do since I am never allowed to go anywhere ♦ Sometimes I'm sad. I just wanted to give up because when I do well it seems like it's still the same ♦ The reason that I skip school is because after my grandmother passed away, I just don't care anymore ♦ This is my first time and I didn't feel like going ♦ To clear my mind ♦ To get away from my classes ♦ To go with friends ♦ To have fun ♦ To relax ♦ Um, I was going back to school but I went to see my cousin for the phone ♦ Was not skipping school ♦ Yes, I don't know? ♦

### ***“What do you usually do when you skip school?”***

Asleep at home ♦ Bought drink and gum ♦ Can't say-sometimes just walk around ♦ Chill ♦ Do not skip school ♦ Don't know ♦ Don't usually skip school ♦ Either go home or walk around ♦ Get to the recreation center ♦ Go eat or chill ♦ Go home ♦ Go somewhere and calm down ♦ Go somewhere and hide but this is my first time skipping ♦ Go to my friends house or just take the bus and walk around ♦ Go to my grandmother's house ♦ Go to the back and sit down and think where it is quiet ♦ Go to the gym ♦ Go to the mall or stay at my house ♦ Go to the mall or to a park ♦ Go to the mall or walk around school ♦ Go to the spot ♦ Hang out ♦ Hang out with friends ♦ Hang out, get a rest from the nagging teachers ♦ Hang with my friend ♦ Have fun ♦ Haven't ♦ I don't skip school, well I don't try to skip school ♦ I go and hide ♦ I go eat, sleep at home ♦ I go get a tardy pass to go to class ♦ I go home and sleep ♦ I go to the band hall and stay there ♦ I go to the girls bathroom, I am still in school but not in class ♦ I go to the mall or friends house ♦ I go to the mall ♦ I have never skipped school ♦ I haven't skipped any of my classes ♦ I just chilling with some friends ♦ I just follow them wherever they go ♦ I never skip school ♦ I stay at a place till it's time to go home after school ♦ I stay at home with my mom ♦ I

stay home and sleep, look for a job or just write ♦ I stay home and watch TV or talk on the phone ♦ I usually don't skip school ♦ I usually just chill out ♦ I was with friends ♦ I wander around the school ♦ I wouldn't skip ♦ In class ♦ I've never skipped school ♦ I've only skipped once or twice ♦ Just go around on the bus ♦ Just hangout at my friend's house to get my mind off things ♦ Just sit around and do nothing ♦ Just stay home and watch movies or TV ♦ Just stay on campus ♦ I could have a better family that does not fight or argue. I'm wishing that I could start over, I would. My family is all screwed up. How it would be to be DEAD? ♦ Just walk around ♦ Kick back ♦ Look for a job ♦ Mostly stay in school and just skip a class ♦ Nothing bad ♦ Nothing because I am sick and I have not skipped school ♦ Nothing, stay home ♦ Nothing, find a place to skip ♦ Nothing, I don't skip ♦ Nothing, talk on my cell and sleep ♦ Nothing ♦ Portables ♦ Relax or skate ♦ Ride the bus with friends ♦ Sit at my house and sleep and get rest ♦ Sleep ♦ Stay at home, go to sleep, eat cereal all day ♦ Stay home and talk to my friends ♦ Stay indoors ♦ Take care of my daughter ♦ Talk to four friends, Desiree, Nicky, Amanda ♦ To have fun ♦ Go to the movies ♦ Um, I don't do nothing because I don't usually skip ♦ Waited for the mall to open ♦ Walk around campus ♦ Walk around or go chill at a spot ♦ Walk the hallways ♦ Watch TV ♦

***“Do your friends encourage you to violate curfew/skip school?”***

Yes: 51 No: 377 Blank: 21

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***Questions for Students NOT ENROLLED in School:***

***“What factor(s) has/have contributed to your non-enrollment?”***

Lack of interest: 1 Parent(s): 0  
 Principal: 0 Other: 1  
 Teacher(s): 1

***“How long have you been out of school?”***

Two-Weeks: 1 Three-Months: 1 Five-Months: 0  
 One-Month: 1 Four-Months: 1 Blank: 14

***“Do you plan on going back?”***

Yes: 4 No: 0 Blank: 14

***“If you do not want to go back, would you be interested in obtaining a GED?”***

Yes: 3 No: 1 Blank: 14

***“What are you doing now?”***

Chilling, nothing, trying to find Charter School to attend ♦ Going home ♦ Nothing ♦ Trying to enroll in GED ♦ Trying to get back in school ♦ Waiting for school Working side jobs with my step-dad ♦ Writing ♦

**Statistics from the *PROBLEM ORIENTED SCREENING INSTRUMENT FOR TEENAGERS (POSIT)***

***NUMBER OF JUVENILES WHO DID NOT TAKE THE POSIT: 29***

A. Substance Use/Abuse:						
	<i>Low Risk:</i>	664	<i>Middle Risk:</i>	241	<i>High Risk:</i>	25
B. Physical Health:						
	<i>Low Risk:</i>	499	<i>Middle Risk:</i>	293	<i>High Risk:</i>	138
C. Mental Health:						
	<i>Low Risk:</i>	649	<i>Middle Risk:</i>	281	<i>High Risk:</i>	0
D. Family Relationships:						
	<i>Low Risk:</i>	402	<i>Middle Risk:</i>	310	<i>High Risk:</i>	218
E. Peer Relationships:						
	<i>Low Risk:</i>	405	<i>Middle Risk:</i>	456	<i>High Risk:</i>	69
F. Educational Status:						
	<i>Low Risk:</i>	291	<i>Middle Risk:</i>	370	<i>High Risk:</i>	269
G. Vocational Status:						
	<i>Low Risk:</i>	339	<i>Middle Risk:</i>	163	<i>High Risk:</i>	428
H. Social Skills:						
	<i>Low Risk:</i>	326	<i>Middle Risk:</i>	320	<i>High Risk:</i>	284
I. Leisure/Recreation:						
	<i>Low Risk:</i>	389	<i>Middle Risk:</i>	285	<i>High Risk:</i>	256
J. Aggressive Behavior/Delinquency:						
	<i>Low Risk:</i>	342	<i>Middle Risk:</i>	511	<i>High Risk:</i>	77

**Statistics from the *PROBLEM ORIENTED SCREENING INSTRUMENT FOR PARENTS (POSIP)***

**NUMBER OF PARENTS WHO DID NOT TAKE THE POSIP: 116**

*A. Substance Use/Abuse:*

*Low Risk: 640 Middle Risk: 176 High Risk: 27*

*C. Mental Health:*

*Low Risk: 458 Middle Risk: 246 High Risk: 139*

*D. Family Relationships:*

*Low Risk: 388 Middle Risk: 336 High Risk: 119*

*E. Peer Relationships:*

*Low Risk: 527 Middle Risk: 271 High Risk: 45*

*J. Aggressive Behavior/Delinquency:*

*Low Risk: 401 Middle Risk: 381 High Risk: 61*