

## Safe Routes to School Program

# Hawkins Street Elementary School Travel Plan

8 Hawkins Street Newark, NJ 07105



Prepared By:

**Meadowlands Transportation Brokerage Corporation**

d/b/a Meadowlink

144 Park Place East

Wood-Ridge, NJ 07075

(201) 939-4242

[www.ezride.org](http://www.ezride.org)

February 3, 2016



## **DISCLAIMER**

This publication was prepared with funding from the New Jersey Department of Transportation (NJDOT) and the Federal Highway Administration (FHWA). This document is disseminated under the sponsorship of NJDOT and FHWA in the interest of information exchange. NJDOT and FHWA assume no liability for its contents or use thereof.



**Table of**



**NEW JERSEY**  
**Safe Routes to School**

**Contents**



U.S. Department of Transportation  
Federal Highway Administration

<b>Executive Summary.....</b>	<b>3</b>
<b>1. Walking and Cycling to Health .....</b>	<b>5</b>
1.1 The Challenge .....	5
1.2 The Program.....	5
1.3 The Team and Taskforce.....	7
<b>2. District &amp; School Profile.....</b>	<b>10</b>
2.1 Newark Health Profile– Rutgers Center for State Health Policy.....	13
2.2 Hawkins Street Elementary School .....	16
<b>3. Journey to School .....</b>	<b>19</b>
3.1 Current Student Travel Environment.....	21
3.2 Pedestrian Safety.....	21
3.3 Walkability Assessment.....	23
3.4 Abandoned Properties.....	44
<b>4. Action Plan &amp; Recommendations.....</b>	<b>46</b>

## **Appendices**

<b>Appendix A: Abandoned Properties Tool Kit .....</b>	<b>50</b>
<b>Appendix B: Crash Map .....</b>	<b>51</b>
<b>Appendix C: Crime Statistics .....</b>	<b>52</b>

## **Executive Summary**

A Safe Routes to School (SRTS) Travel Plan is a resource to encourage and increase the number of students walking or bicycling to school. It provides directions for schools, students, families and the city to build a safer walking and biking environment for residents.

School Travel Plans are site specific and describe the needs of each particular school being studied. The plan includes observations, ideas and an action plan to address issues and problem areas. The Plan covers five aspects of the Safe Routes to School program – Education, Encouragement, Enforcement, Evaluation, and Engineering.

The School Travel Plan outlines the timeframe and funding priorities to support a coordinated schedule of streetscape improvements. In fact, the New Jersey Safe Routes to School (SRTS) infrastructure funding program requires applicants to have an approved School Travel Plan in order to apply for a grant.

### **1. Goals**

The goals of the Hawkins Street Elementary School Travel Plan are:

- a. Determine and label the key travel routes used by students
- b. Identify any issues that impact safety
- c. Provide a list of suggestions to improve the travel environment around the school
- d. Categorize the suggestions in terms of cost and time needed to make repair
- e. Detect and describe ways to reduce traffic congestion and car emissions around the school
- f. Implement solutions to encourage more students to walk and bike to school

### **2. Task Force**

This School Travel Plan is the product of a robust and productive partnership. The Hawkins Street Elementary School SRTS Task Force came together out of a shared community interest in improving the lives of students and residents. The involvement of local stakeholders is an important part of ensuring the sustainability of the SRTS initiative and the enactment of the Action Plan.

### **3. Community Barriers to Health**

According to a 2010 survey conducted by the Rutgers Center for State Health Policy (CSHP), many children in the Newark school district do not meet federal standards for healthy eating and physical activity. Parents of Newark children, age three to eighteen, were surveyed to identify their top concerns. The top three concerns identified by parents include:

- |                             |            |
|-----------------------------|------------|
| a. Criminal activity        | 49 percent |
| b. High volume of traffic   | 44 percent |
| c. Unpleasant neighborhoods | 30 percent |

#### **4. School Travel Data**

In March 2014, Hawkins Street Elementary School teachers conducted a School Travel Tally to determine how students travel to and from school.

Despite parental concerns regarding criminal activity, traffic and unpleasant neighborhoods, 63 percent of students walk to school, 25 percent of students are driven to school, 4 percent carpool, 4 percent use the school bus, and another 4 percent of students ride bicycles to school.

#### **5. Barriers and Opportunities Identified for Safer Walking & Biking**

The Safe Routes to School Taskforce and Community Partners conducted a detailed walkability assessment of the road conditions along the main routes used by the students to walk to school in December 2013. The major intersections surrounding the school are Raymond Blvd. & Brill St., Raymond Blvd. & Chapel St., Ferry St. & Richard St., and Horatio St. & Cortland St.

Key opportunities for street improvement around Hawkins Elementary School include: repairing uneven and cracked sidewalks and curbs, adding trash receptacles, repainting crosswalk striping, removing threatening graffiti, and adding safety features like road signs and bicycle lanes.

#### **6. Action Plan**

The Safe Routes to School program categorizes the Action Plan into the “Five E’s:” Education, Encouragement, Enforcement, Evaluation and Engineering. This is a useful tool because it helps the school prioritize next steps. In a particular community, some of the E’s may be more urgently needed than others, so the school can execute the recommendations in any order they choose. This School Travel Plan recommends a number of improvements that can be made to encourage safe walking and biking. The action plan can be used to support SRTS and other Federal or State grant applications to fund municipal roadway improvements.

##### Key Actions/Recommendations in Action Plan include:

- School should hold annual safety presentations for students on walking and biking safety
- School should put drop off and pickup procedures in Family Handbook and post Safe Routes to School safety tips for walkers and bikers on website
- Post speed limit signs all around school
- Post school zone signs with flashing beacons and paint school zone on key roads near school
- Install pedestrian crossing signals at intersection of Ferry Street and Brill Street.
- Ask police to put up radar signs that display drivers’ speeds on Raymond Boulevard and warn them to obey speed limits as it’s a school zone. Build pedestrian refuges (islands) in middle of Raymond Blvd. to provide a safe place for students or slow walkers to cross.
- Restripe faded crosswalks and repaint stop lines where indicated in Action Plan
- Contact SPCA or Animal Control to deal with stray dogs in neighborhood
- Add bike lanes, curb extensions and buffers on wide streets to calm traffic and for safety

## **1. Walking and Cycling to Health**

### **1.1 The Challenge**

Over the past few decades, a number of societal and environmental changes have limited children's access to safe places where they can walk, bike and play. For example, increased traffic, neighborhoods that lack sidewalks and urban sprawl have contributed to a sharp decline in the number of students who walk or bike to school. Nationally, while 42 percent of children walked or biked to school in 1969, only 13 percent of children did so in 2001. Additionally, the popularity of television and video games as a means to entertain children has contributed to a more sedentary lifestyle. As a result, children and adolescents are less physically active than they were several generations ago.

The decrease in walking and biking to school and less physical forms of play has resulted in an alarming increase in childhood obesity. During the past four decades, the obesity rate for children ages 6 to 11 has more than quadrupled (from 4.2 to 17 percent), and the obesity rate for adolescents ages 12 to 19 has more than tripled (from 4.6 to 17.6 percent).

Developing policies and practices to address these environmental and social barriers to daily physical activity are critical to reducing and preventing obesity among children. Supporting “active transport” (or walking and bicycling) to school presents an excellent opportunity to increase daily physical activity among youth.<sup>1</sup>

### **1.2. The Program**

Safe Routes to School (SRTS) is a federal program that encourages, teaches and enables children to safely bicycle and walk to school. The program aims to help children be more physically active with the intent to reduce chronic disease and prevent and reduce obesity. SRTS focuses on increasing the number of children walking and bicycling to school by building and repairing infrastructure such as sidewalks, crosswalks, and bicycle lanes. The program also encourages changes in travel behavior, supports increased enforcement of traffic laws around schools, and educates communities on the benefits and safety aspects of active transport. This report summarizes research on active transport to school, physical activity levels and health outcomes. It also explores the factors that influence walking and biking to school, including the impact of SRTS programs.

The SRTS Program is a collaborative effort of multiple stakeholders that include community members, elected officials, city planners, and police departments. SRTS brings a community closer together by implementing programs such as walking school buses, walkability audits, bicycle rodeos and pedestrian safety presentations. The benefits of SRTS extend far beyond the schools into the community as a whole.

---

<sup>1</sup> Walking and Biking to School, Physical Activities and Health Outcomes, Robert Wood Johnson Foundation

In addition to keeping residents physically active and healthy, community spaces that promote walking can draw people together safely and provide more opportunities for people of all ages and abilities to stay socially connected and engaged. Local areas with good pedestrian networks can also have substantial economic and environmental benefits to a local area.

Towns and cities that develop recreational programming that encourages the use of pedestrian networks, infrastructure, trails, or walkable facilities can help revitalize a downtown, increase private investment, increase property values, promote tourism, and support the development of a good business climate. A growing body of research connects higher property values and economically sound communities to better walkability and closer proximity among certain neighborhood destinations, including houses, parks, schools, businesses, services, and social venues. Main streets can benefit economically from good sidewalks and the ability to easily and safely peruse shops, restaurants, and local services.

A SRTS Walkability Assessment and School Travel Plan “maps out” specific ways to improve pedestrian and bicycle travel to increase the number of students who walk and bike to school and to improve safety. A School Travel Plan identifies the following:

- Where students currently walk and bike?
- Where students would walk and bike if they could?
- What changes need to be made so that students can and will walk and bike to school?

The School Travel Plan identifies short term solutions for immediate action and implementation as well as long term solutions that may require planning and additional funds. Benefits of developing a School Travel Plan include:

- Creating partnerships between the school and surrounding community
- Generating ideas and actions so walking and bicycling is safer
- Building community excitement and support
- Making an application for a SRTS grant more competitive by demonstrating a connection between goals, actions and targets.

### **1.3. The Team**

The New Jersey Department of Transportation (NJDOT) funds and administers the SRTS program in New Jersey, and the Voorhees Transportation Center (VTC) at Rutgers’ University provides technical and administrative support.

The actual implementation of the SRTS program at Hawkins Elementary School was undertaken by three organizations – Meadowlink, Ironbound Community Corporation, and Tri-State Transportation Campaign (TSTC).

### **Meadowlink**

In New Jersey, Transportation Management Associations (TMAs) have taken the lead in coordinating the implementation of the SRTS programs. TMAs are non-profit organizations whose mission is to implement transportation programs and services like carpools, vanpools, shuttles, biking and walking that reduce congestion and improve air quality. Meadowlink is one of eight Transportation Management Associations (TMAs) in New Jersey and primarily serves Bergen, Essex, Monmouth, Passaic and Union counties.

### **Ironbound Community Corporation**

The Ironbound Community Corporation's mission is to engage and empower individuals, families, and communities to realize aspirations while collectively working to create a vibrant and sustainable community. Ironbound Community Corporation takes a unique approach to delivering quality services by linking them with community planning and activism. Ironbound Community Corporation serves over a thousand people, who collaborate on a range of neighborhood issues -- from affordable housing and economic development to safe streets, clean air, and educational opportunities for adults and children.

### **Tri-State Transportation Campaign (TSTC)**

Tri-State Transportation Campaign is a non-profit transportation policy advocacy organization working for a more balanced and equitable transportation system in New Jersey, downstate New York and Connecticut. In the 20 plus years since their founding, the Campaign has enjoyed a strong record of accomplishment. Among their notable victories are encouraging smart growth approaches at state departments of transportation, and calling for millions of dollars of investment in public transportation, pedestrian, bicycle, and transit-oriented development initiatives. Tri-State provided legal advocacy to promote the SRTS program at the Hawkins Street Elementary school.

A key element of the SRTS program is to engage community groups and local stakeholders to support and sustain the SRTS program after the travel plan is completed. Their role is to implement the School Travel Plan within the community. A Hawkins Street School Travel Plan Task Force was established and a series of meetings was held to collect information and build support for the program. A list of the members of the Task Force and their roles are included in the table below.

**Hawkins Street School Travel Plan Task Force**

<b>Organization</b>	<b>Role/Responsibility</b>	<b>Contact</b>
Hawkins St. Elementary School	Program Activity and Implementation	Sandra C. Marques <i>Principal</i> Hawkins St. Elementary School 8 Hawkins Street



		Newark, NJ 07105 973-465-4920 <a href="mailto:smarques@nps.k12.nj.us">smarques@nps.k12.nj.us</a>
SRTS Champion	Program Activity and Implementation	Marisol Ware Hawkins St. Elementary School 8 Hawkins Street Newark, NJ 07105 973-465-4920 <a href="mailto:m1ware@nps.k12.nj.us">m1ware@nps.k12.nj.us</a>
Ironbound Community Corporation	Community Resource, Safety Education, SRTS Program Resource	Brandy Hannah Barnes <i>FSC Cortland Site Supervisor</i> Ironbound Community Corp. 29-31 Cortland Street Newark, NJ 07105 973-344-5949 <a href="mailto:bhannahbarnes@Ironboundcc.org">bhannahbarnes@Ironboundcc.org</a>
Newark City	Newark Police Department, Enforcement, School Crossing Guard Unit	Officer Benito Torres Metro Division, School Crossing Guard Unit 36 Park Place Newark, NJ 07102 973-733-7909 <a href="mailto:benitot@ci.newark.nj.us">benitot@ci.newark.nj.us</a>
Newark City	Engineering Project Implementation	Jack M. Nata, <i>Sr. Administrative Analyst</i> Department of Engineering Division of Traffic and Signals 255 Central Avenue Newark, NJ 07103 973-733-6183 <a href="mailto:nataj@ci.newark.nj.us">nataj@ci.newark.nj.us</a>
Tri-State Transportation Campaign	Advocacy, Policy Change, Community Resource	Janna Chernetz, Esq. <i>NJ Advocate</i> Tri-State Transportation Campaign 350 West 31 <sup>st</sup> Street #802 New York, NY 10001 212-268-7474 <a href="mailto:Janna@tstc.org">Janna@tstc.org</a>
Meadowlink - Transportation Management Association	SRTS Program Assistance, Community	Meeta Patel* <i>Safe Routes to School Coordinator</i> Meadowlink

	Resource, Safety Education	144 Park Place East Wood-Ridge, NJ 07075 201-939-4242, ext.123 <a href="mailto:mpatel@ezride.org">mpatel@ezride.org</a> *Lisa Lee is current contact <a href="mailto:llee@ezride.org">llee@ezride.org</a>
Alan M. Voorhees Transportation Center  Edward J. Bloustein School of Planning and Public Policy, Rutgers The State University of New Jersey	Web- based resources, Technical Assistance, SRTS Recognition Program, Helpdesk assistance, SRTS Tools, Tips and Training	Leigh Ann Von Hagen, AICP/PP <i>Senior Research Specialist</i> Alan M. Voorhees Transportation Center Edward J. Bloustein School of Planning and Public Policy Rutgers, The State University of NJ 33 Livingston Avenue New Brunswick, New Jersey 08901 848-932-2854 <a href="mailto:lavh@ejb.rutgers.edu">lavh@ejb.rutgers.edu</a>
NJ DOT	Grant Funding, State SRTS Resource. SRTS Best Practices	Elise Bremer-Nei, AICP/PP <i>State Safe Routes to School Program Coordinator</i> NJ Department of Transportation Office of Bicycle and Pedestrian Programs P.O. Box 600 Trenton, NJ 08625-0600 609-530-2765 <a href="mailto:elise.bremer-nei@dot.nj.gov">elise.bremer-nei@dot.nj.gov</a>

## 2. District & School Profile

A school profile for Hawkins Street Elementary School was developed using data from the Newark School District and their website. Additional site-specific information was collected from parent surveys, interviews and on-site visits.

The Newark School District has been in existence since 1676. It is one of the largest school systems in New Jersey with 66 schools, 5,595 employees, and a student population of 35,043. As per the school website, the Newark Public School District's mission is "to develop a productive citizen who is distinguished in all aspects of academic endeavors and willing to challenge the status quo in our society. We are committed to ensuring that our policies and practices will prepare our students for a world that is increasingly diverse and knowledge driven. We expect our schools and classroom environments to be emotionally safe and intellectually challenging. We pledge to partner with parents, groups, and organizations that add support to the mission by Changing Hearts and Minds to Value Education."

Student demographics are shown in Table 1 below. The different ethnicities of students provide a diverse educational experience for pre-kindergarten to secondary school students as well as a challenge for its teaching staff. The district continues to revise its services to meet the changing language needs of students in each school.

**Table 1. Newark Public Schools – Student Demographics**

Ethnicity	
African-American	22,048
Hispanic	14,036
Caucasian	2,955
Asian	340
Native American	52
Pacific Islander	8
Gender	
Male	20,243
Female	19,196
Grade Level	
Primary (Pre-Kindergarten – Grade 4)	16,130
Middle School (Grade 5 - 8)	10,345
High School (Grade 9 - 12)	9,546
Special Needs Students	3,419

## **Academic Performance**

Academically, Newark's public schools are among the lowest-performing in the state but it is encouraging to note that many efforts are currently being made to improve the schools and community. In 1995, the state government took over management of the city's schools with the intention to provide a better education for the District's students.

The district is classified by the NJ Department of Education as District Factor Group "A," the lowest of eight groupings. A District Factor Group (DFG) is an indicator of the socioeconomic status of citizens in school districts of New Jersey. DFGs were first developed by the New Jersey Department of Education in 1975 for the purpose of comparing student performance on statewide assessments across demographically similar school districts.

The Newark Public Schools have been designated as a "disadvantaged urban school system" by the State of New Jersey. This rating is based on neighborhood criteria such as poverty rate, incidence of crime and violence, and limited municipal resources due to low tax revenues. Crime and poverty are a major problem in Newark. NJDOT has directed that SRTS programs in disadvantaged communities, like Newark, should be given higher priority.

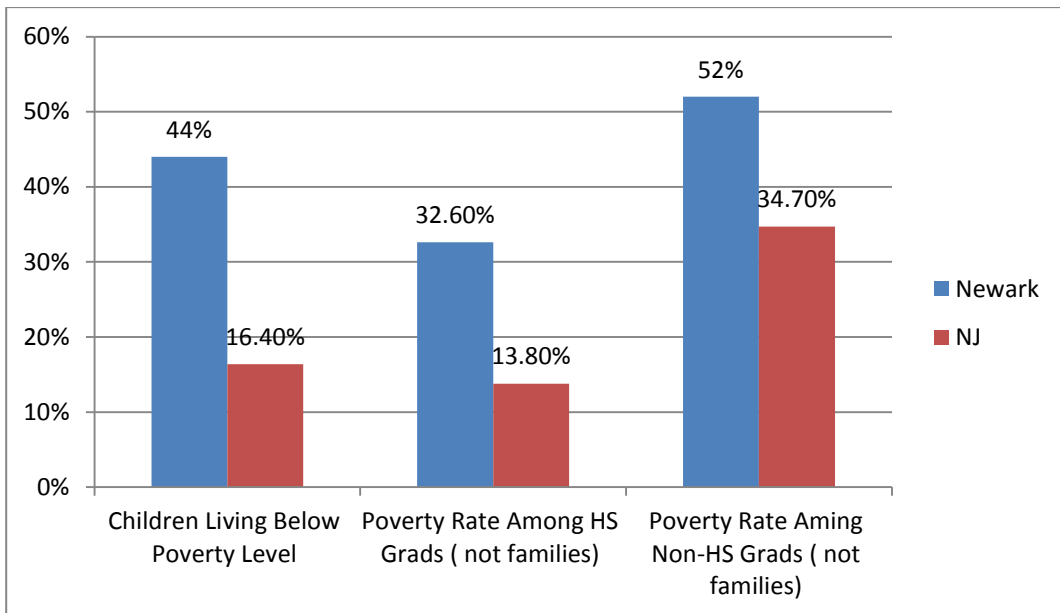
## **Crime**

Based on 2013 data prepared by Neighborhood Scout, which is based on FBI crime statistics, the national crime index in Newark is 9 out of a possible score of 100. This means Newark is only safer than 9 percent of all other US cities or it's safer to live in 91 percent of other US cities. The annual neighborhood crime rate looks at the total number of property and violent crimes (murder, rape, robbery and assault) committed per 1000 residents. Newark had the highest neighborhood crime rate in New Jersey in 2013 with 46.9 incidents per 1000 residents. Another way to think about that is that a person's chance of becoming a crime victim in Newark is 1 in 77; whereas a person's chance of becoming a crime victim in the state of New Jersey is 1 in 347.

## **Poverty**

In 2012-2013, Newark received federal funds to support the operation of its Title I Program. Title I funding is allocated to schools where the percentage of children from low-income families is 35 percent or higher. Newark's poverty rate is also one of the highest in the state. Chart 1 shows that 44 percent of children living in Newark between 2000-2013 were in families that were living below the poverty level.

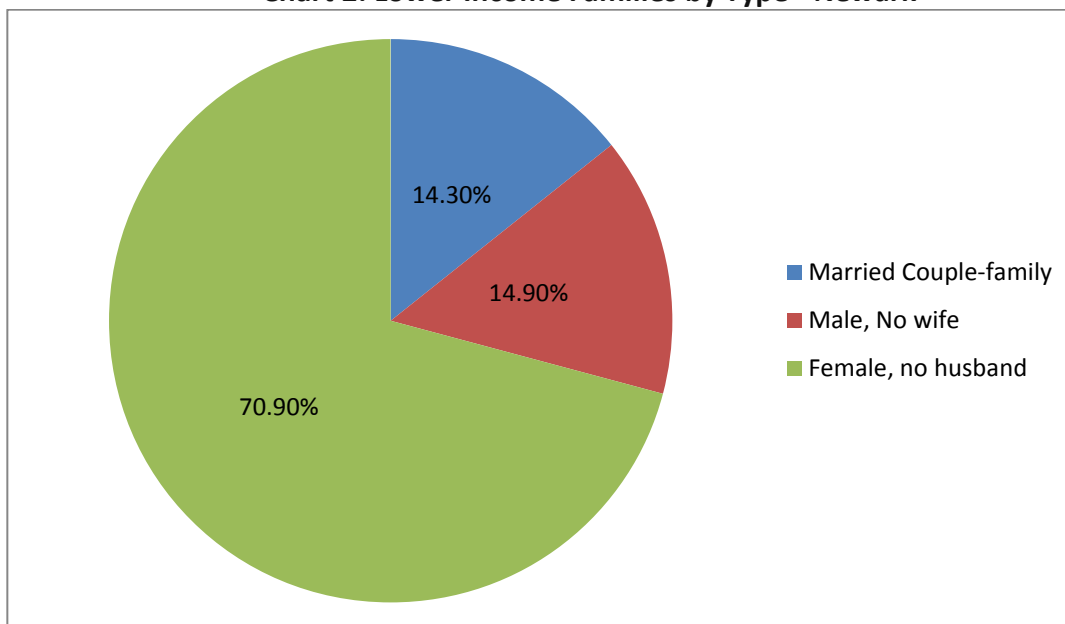
**Chart 1: Poverty in Families – Newark**



Source: City-Data.com, 2000-2013

An annual report done by Legal Services defines poverty in New Jersey as a family of three making less than \$37,060. Chart 2 shows that 71 percent of poor families in Newark are headed by single females. It should be noted that only about 14 percent of lower income families in Newark are headed by married couples. The New Jersey unemployment rate of 14.2 percent is nearly double that of the state's 8.4 percent.

**Chart 2: Lower Income Families by Type - Newark**



Source: City-Data.com, 2000-2013

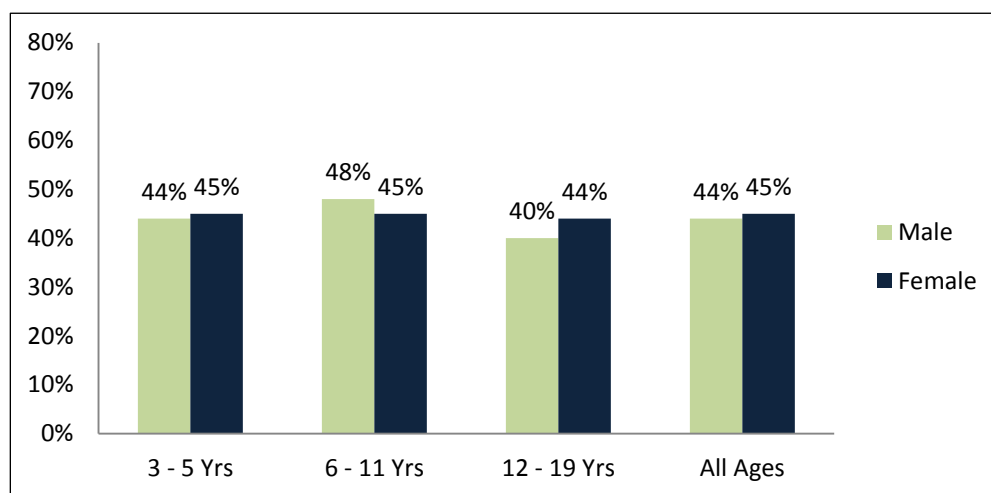
## 2.1. Newark Health Profile – Rutgers Center for State Health Policy (CSHP)

In 2010, the Rutgers Center for State Health Policy (CSHP) conducted a survey of Newark parents of children ages three to 18. The results of that health survey form the basis for this section of the report.

### Weight

The CSHP survey confirms that Newark public school children in all age categories are overweight or obese. Chart 3 shows that forty-eight percent of males and 45 percent of females six to eleven years old are overweight or obese compared to a national average of thirty-six percent.

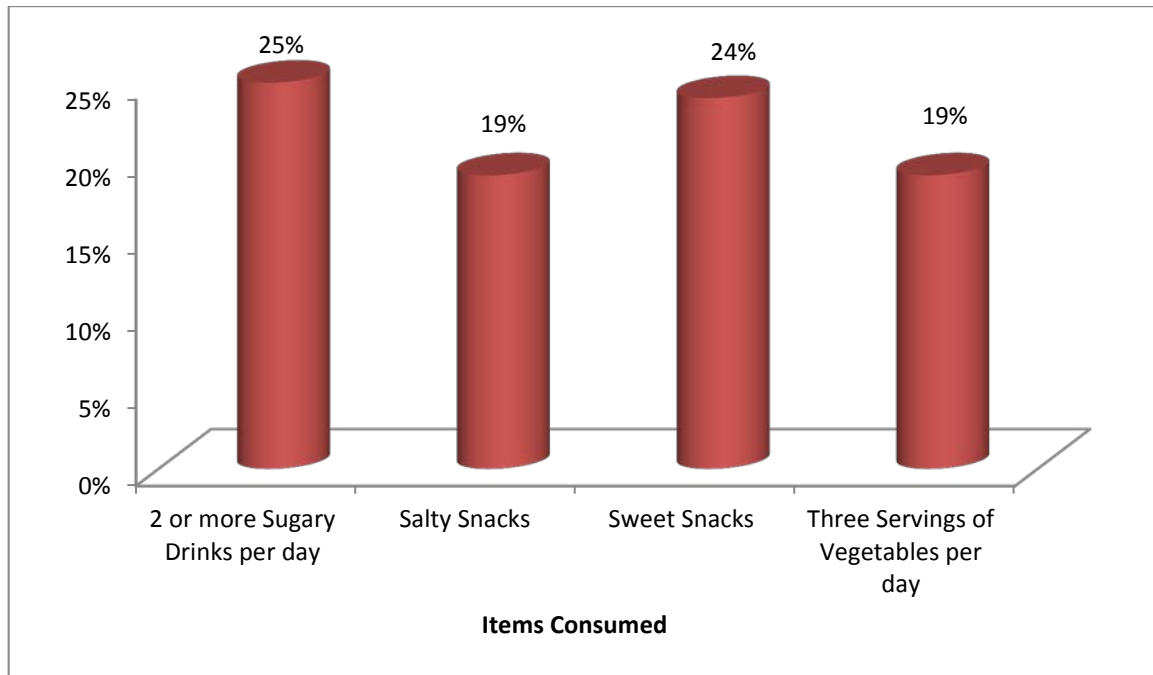
**Chart 3: Prevalence of Childhood Overweight & Obesity – Newark**



### Diet

More than 25 percent of adolescents in Newark do not eat breakfast on a regular basis, and 81 percent of Newark children do not eat three servings of vegetables per day as recommended by the U.S. Department of Health and Human Services (HHS) Healthy People 2010 Guidelines. Chart 4 shows that daily consumption of sugar-sweetened beverages, sweet snacks and salty snacks is high among children in Newark. 25 percent of children drink 2 or more sugary beverages per day, 24 percent of children consume sweet snacks, and 19 percent of children eat salty snacks.

**Chart 4: Daily Consumption by Newark Children**



### **Media Viewing Habits**

The American Academy of Pediatrics recommends that children spend a maximum of two hours per day on entertainment media like television, computers, and video games. However, the survey revealed that 29 percent of Newark children, age 6-11, spend more than two hours per weekday on these sedentary activities.

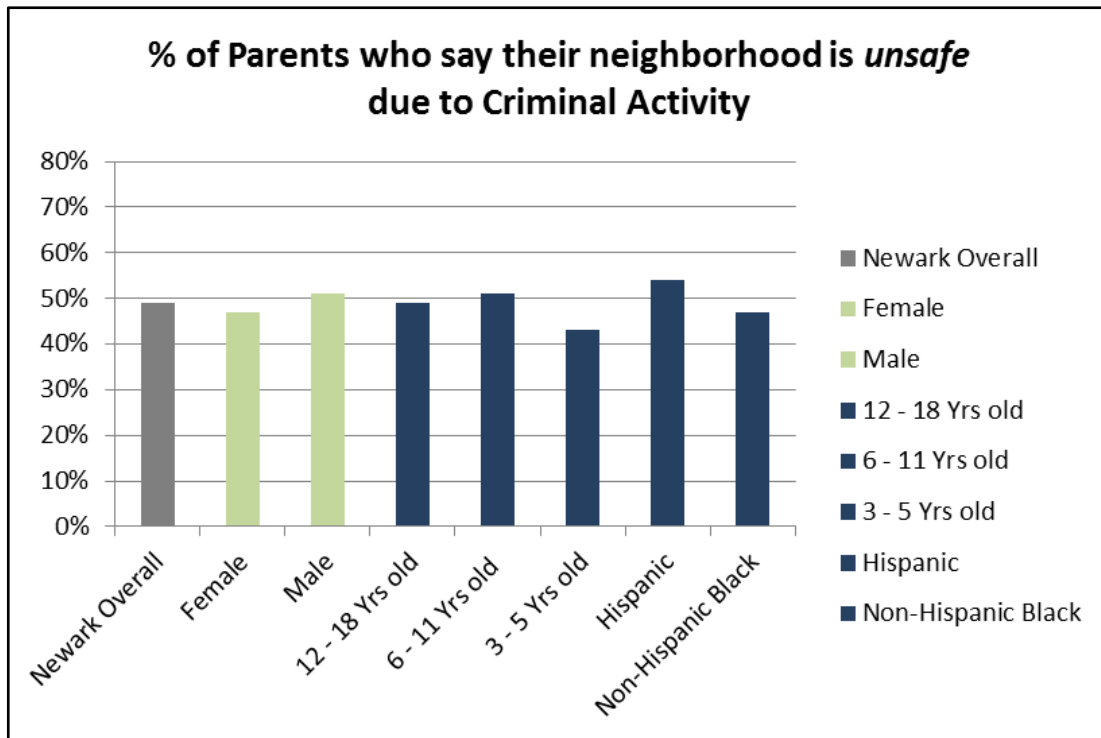
### **Exercise**

The HHS 2008 Physical Activity Guidelines for Americans recommend that adults get at least thirty minutes of moderate to vigorous activity daily and that children get at least sixty minutes of moderate to vigorous physical activity daily. In Newark, 72 percent of children, age 6-11, do not meet this recommendation. In addition, 43 percent of children in that age range never walk, bike, or skateboard to school.

### **Safety**

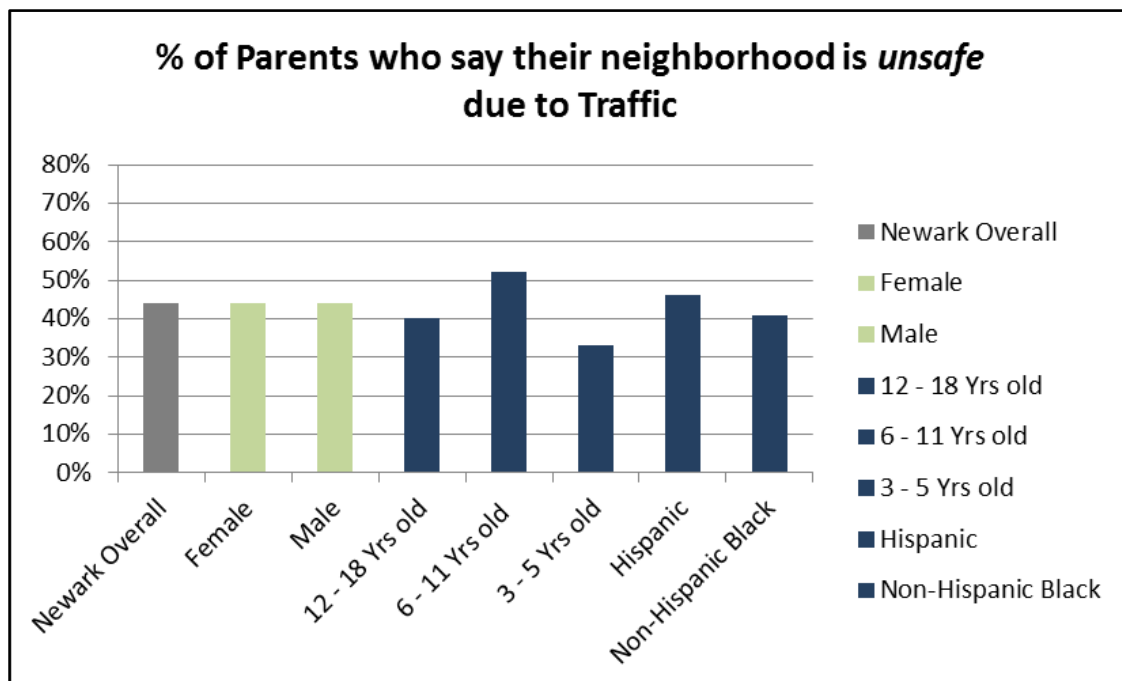
In Chart 5, half of the respondents (49 percent) surveyed believe that their neighborhoods are somewhat unsafe or very unsafe due to criminal activity.

**Chart 5: Criminal Activity as Factor in Neighborhood Safety**



In Chart 6, almost half (44 percent) of the respondents said the neighborhood is unsafe due to the amount of traffic. Additionally, about thirty percent of the respondents reported that their neighborhoods are somewhat or very unpleasant for walking, running, biking, or playing.

**Chart 6: Traffic as Factor in Neighborhood Safety**





## 2.2 Hawkins Street Elementary School

Hawkins Street Elementary School offers a Pre-Kindergarten through Eighth Grade curriculum designed to meet all mandates of the Newark Public School's Educational Plan and the State of New Jersey's Core Curriculum Content Standards.

Hawkins Street is a unique school, made up of three components to serve all grades:

1. General Education
2. Developmental bilingual education for Limited English/Proficient Spanish students
3. Special Needs: Learning Disabled, Behavioral Disabled, Cognitive Mild, and Autism

There is no distinction between the three groups. The administration, staff and parents believe all children deserve an equal opportunity to learn. Opportunities for integrating classified students into a least restrictive environment are accomplished through inclusion and mainstreaming.

The focus of instruction is geared toward the learning style of each child. Upon entering any classroom you'll see individual and whole group instruction, with integrating subjects. Students are engaged in hands on activities or reading their favorite stories. The goal is for students to enjoy learning and to know they can become anything they want. Starting as early as three years of age students are exposed to various careers (teacher, doctor, police, etc.), with emphasis on education as the key to their future. The staff at Hawkins Street believes a strong foundation will provide the students the necessary tools to become successful adults.

The Hawkins Street School Community Association is the voice of parents and community members. Parents are encouraged to become active participants in their children's education.

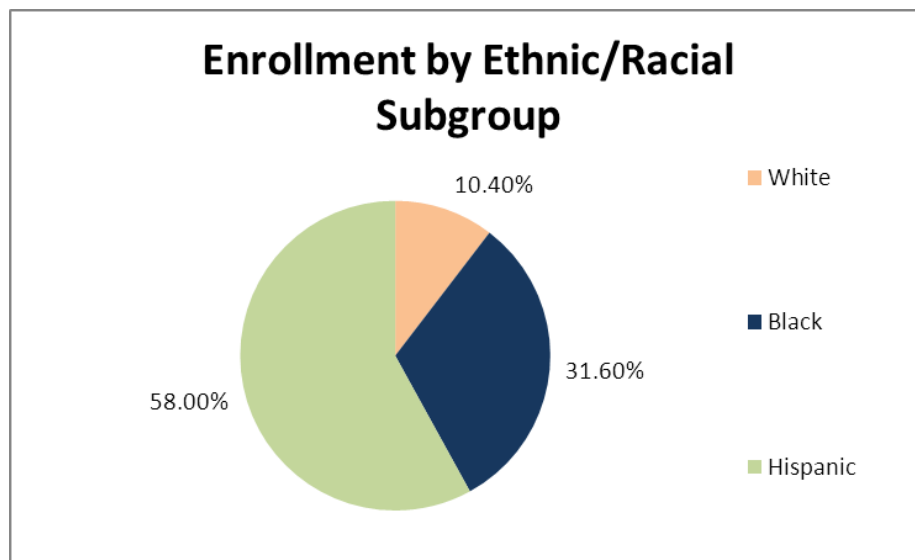
The Hawkins Street Elementary School was built in the 1800s and is located in Newark's East Ferry section of the Ironbound. Hawkins Street is a neighborhood school and students generally walk to and from school.

The East Ferry area has over 12,000 residents living in a mixed use zone. The East Ferry neighborhood used to be heavily industrialized and many homes were built near the factories. Change came as factories closed and left behind highly contaminated sites. Of the factories which remain, many have emissions problems and are serviced by large trucks travelling residential streets.

The result is constant traffic for the students, staff administrators, families, business owners, and community members who commute by car and foot. Residents have cited over-development, vehicle congestion, ground contamination, air pollution, air traffic noise, a lack of open space, and inadequate schools as factors that erode the quality of life in the Ironbound.

Hawkins Street Elementary School serves approximately 500 students in Pre-Kindergarten to Grade Eight. As chart 7 shows, about 58 percent of the students enrolled are Hispanic or Latino, 31.6 percent are Black or African America, and 10.4 percent of enrolled students are White. 90 percent of students at the school are eligible for free lunch and an additional 7 percent of students are eligible for reduced cost lunch.

**Chart 7: Hawkins St. School Enrollment by Student Ethnicity**



The number of students has steadily increased over the years from 445 in 2011 to 587 in 2013. As shown in Table 2 below, English is the predominant language spoken at home by 64.3 percent of the students at home. A smaller percentage of the students speak other languages at home such as Spanish, Portuguese, Creole, Pidgin and Hiligaynon testifying to the ethnic diversity of the student population.

**Table 2. Student Language Diversity (2011-12)**

Language Diversity	
Percent of students who speak the following languages at home	
English	64.3%
Spanish	30.6%
Portuguese	5.7%
Creoles and Pidgins, English based	0.2%
Hiligaynon	0.2%

On March 14, 2013, a joint meeting was held with all the Newark SRTS partners that included staff from NJDOT, Tri-State Transportation Campaign, Ironbound Community Corporation, La Casa De Don Pedro, and Meadowlink. The meeting was held at the NJTPA in Newark to provide an overview of the program, identify stakeholders, and establish a preliminary schedule to launch the program at seven different schools in Newark.

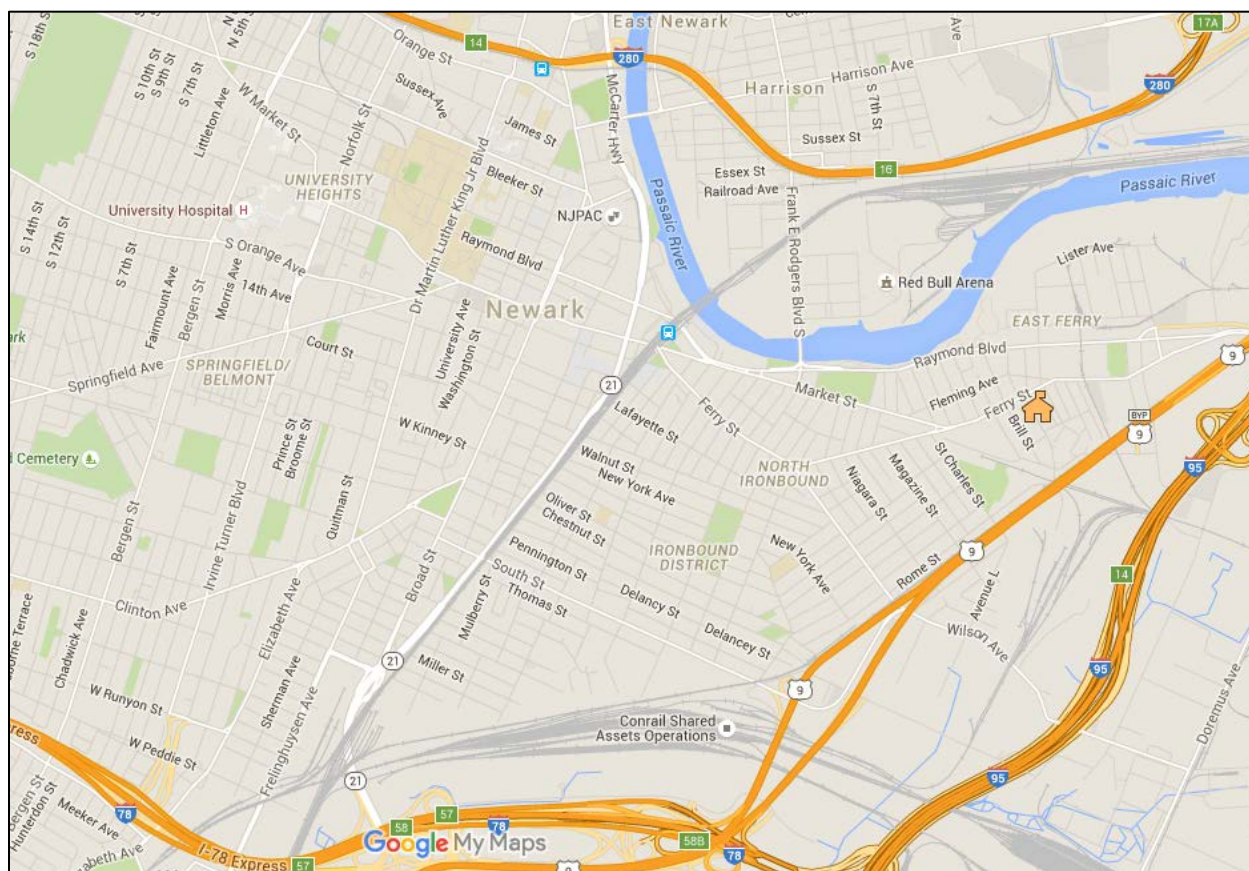
A second meeting was held on November 21, 2013 with key stakeholders that included VTC, TSTC, Ironbound Community Corporation, La Casa De Don Pedro, and Meadowlink. The local non-profit organizations briefed the stakeholders about the events being organized at the schools, walkability audits, stakeholder meetings and their efforts to gather data for the travel plans.

On November 7, 2014, Meadowlink hosted a bike rodeo with help from the Newark police department, La Casa De Don Pedro, Major Taylor Bicycling Club, New Jersey Ambassadors in Motion, and Grace Spencer, Assemblywoman for the 29<sup>th</sup> District. The Newark Bike Exchange donated 10 bikes for the event. Unfortunately, attendance was limited and only a few students attended the event.

### 3. Journey to School

In the 1960s, about 50 percent of children in the United States walked or bicycled to school. Over the last few decades, concerns about vehicle traffic, safety for the children, and longer commutes have forced more and more parents to drive their children to school. This results in more traffic on the road and less children who walk to school. Today, on average only about 15 percent of children walk or bike to school. Map 1 provides a broad overview of the residential area near Hawkins Street Elementary School.

**Map 1: Two Miles West of Hawkins Street School**

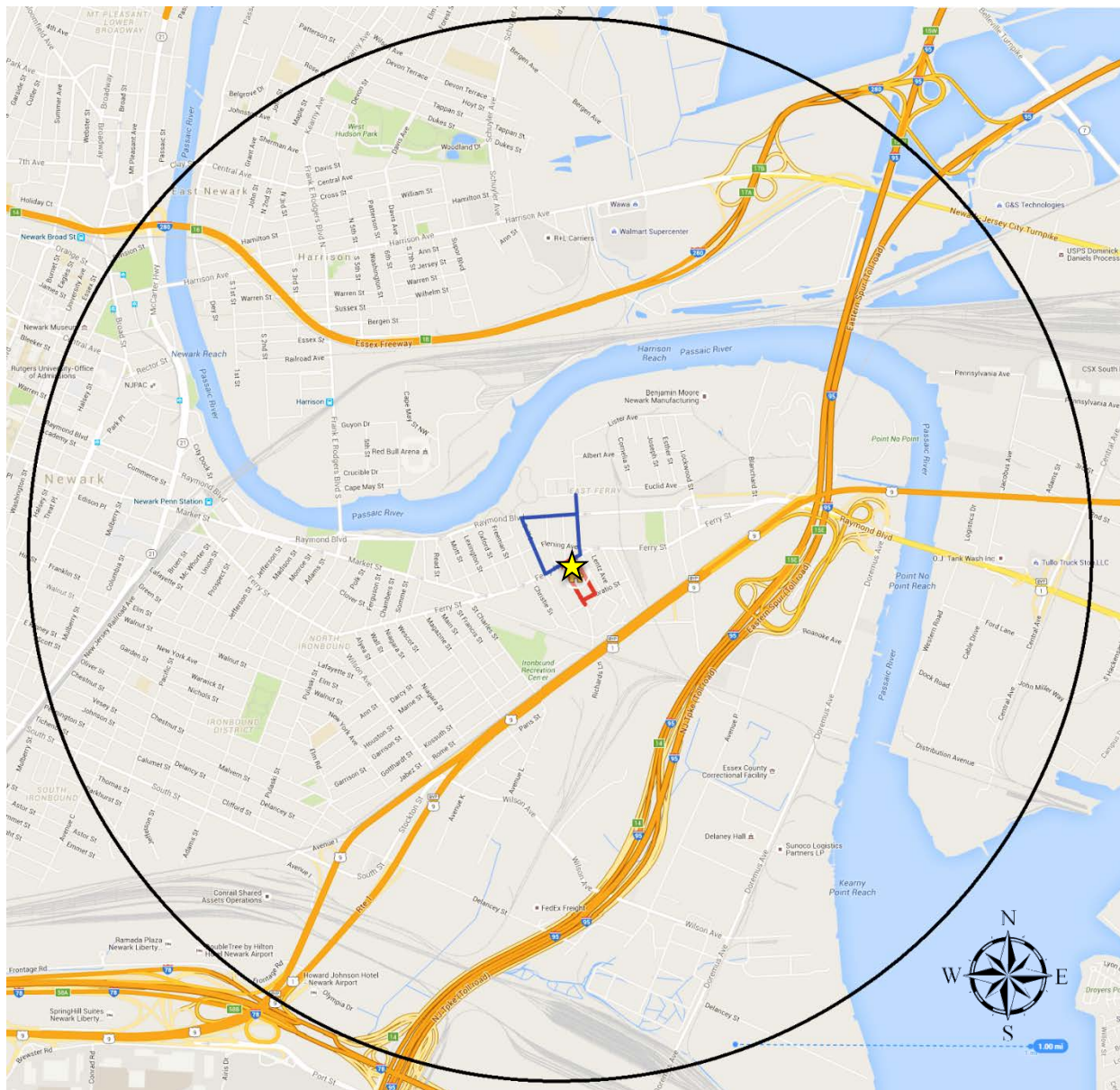


**Hawkins Street Elementary School**

The Town of Harrison is just north of the Passaic River. East of Interstate 95 is an industrial section of Newark

## Map 2: Two Mile Radius around Hawkins Street Elementary

Map 2 shows a four mile area (two-mile radius) surrounding the school and the routes assessed for walkability. The neighborhood is bordered by the Passaic River and Rt. 1/9.



Hawkins Street Elementary School



Route 1



Route 2



### 3.1. Current Student Travel Environment

#### School Hours

The school day for students starts at 8:10 am and students have breakfast in their first class. On Monday to Thursday, the day ends at 3:30 pm. Students can attend free extended learning programs at the school which end either at 4 pm or 5 pm. There are no late busses provided after these programs. Many students go to other afterschool programs which their parents pay for at the Boys & Girls Club or IEP, a private preschool. On Fridays, the day ends earlier at 2:55 pm and there are no afterschool extended learning programs.

#### Drop-off/Pickup Procedure

Busses drop off and pick up at the front entrance to the school on Hawkins Street. Parents drop off kids from vehicles all around the perimeter of the school and tend to avoid the front of the school where traffic is most congested because of the school busses.

#### Crossing Guards

Crossing guards are stationed at the intersections of Ferry St. & Hawkins St. and at the intersection of Raymond Blvd. & Chapel St.

#### Student Travel Mode

In June 2014, the teachers at Hawkins Street Elementary School conducted a Travel Tally to document how the children in their classes get to and from school. Tallies were taken by teachers three times during one week. A total of 979 trips were documented and the data was analyzed by the NJ Safe Routes to School Resource Center at the Voorhees Transportation Center.

As shown in Table 3, the analysis found that about 64 percent of the children walk. Close to 25 percent of the trips were in personal cars. School bus service accounted for 5 percent of the trips. As for bicycles, 4 percent of students reported riding bikes to school.

**Table 3. Current Commute Mode**

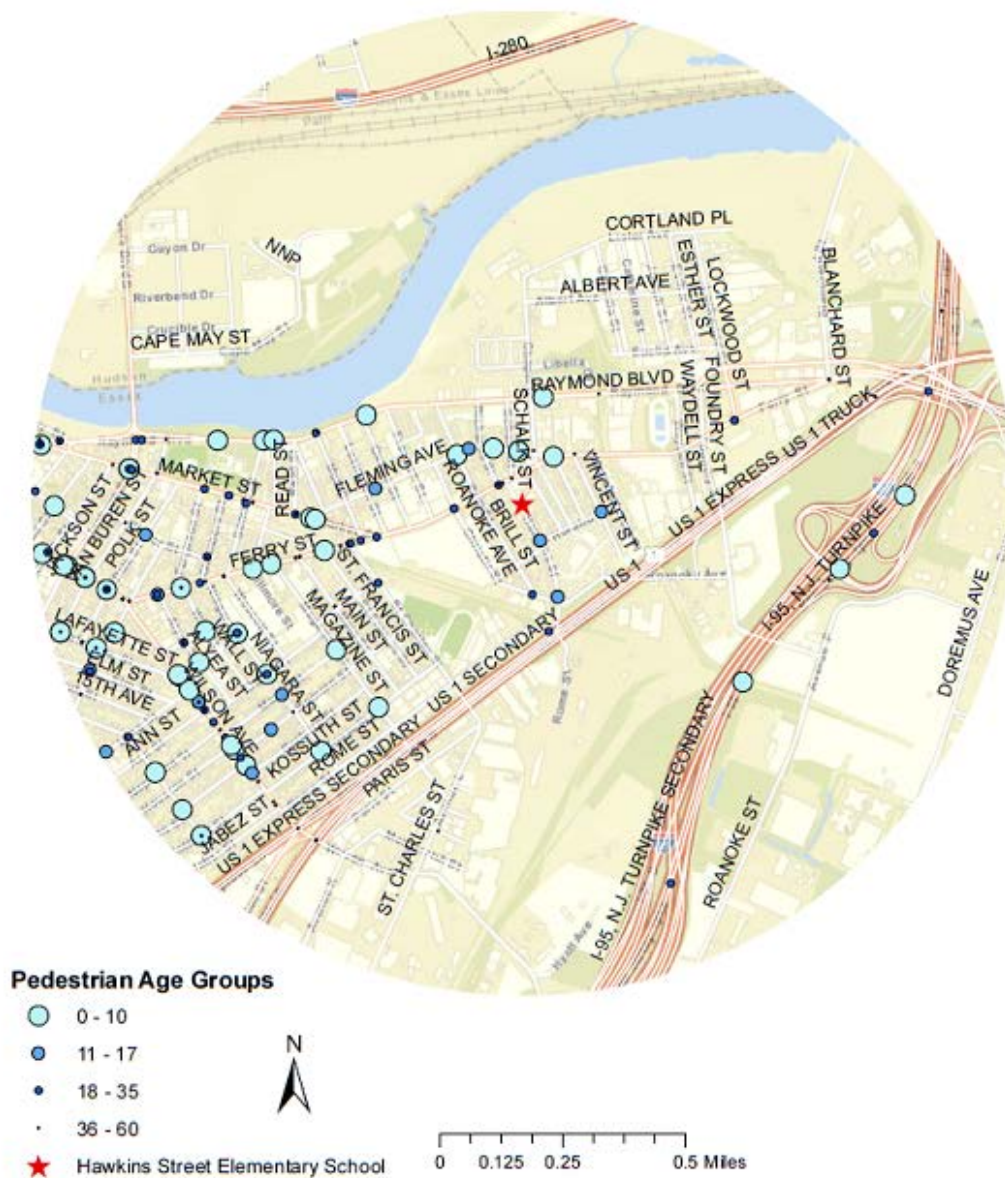
Mode	Arrival	Dismissal
<b>Walk</b>	63 percent	65 percent
<b>Driven in personal car</b>	25 percent	24 percent
<b>School Bus</b>	4 percent	5 percent
<b>Carpool</b>	4 percent	4 percent
<b>Bike</b>	4 percent	3 percent
<b>Public Transit</b>	0.6 percent	0.6 percent



## 3.2 Pedestrian Safety

Meadowlink conducted an analysis of the pedestrian-related accidents within a one-mile radius of the school over a 10-year period from 2003 to 2014 based on police incident reports. The reported incidents were plotted on Map 3.

**Map 3: Pedestrian Crashes Within One Mile of Hawkins St. School, 2003-14**



**Table 4. Pedestrian Crashes by Age, In the City of Newark (2003-2014)**

AGE	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	TOTAL	PERCENT
Ages 0-10	67	70	64	39	29	51	64	52	30	43	33	38	580	11%
Ages 10-17	69	59	72	43	42	77	64	67	56	53	41	52	695	13%
Ages 18-35	145	122	133	77	62	136	104	128	125	157	145	132	1466	29%
Ages 36-60	158	158	141	123	77	178	126	156	164	164	185	172	1802	35%
Ages 60+	43	38	35	33	14	48	37	68	42	53	65	42	518	10%
Total	482	447	445	315	224	490	395	471	417	470	469	436	5061	

For the city of Newark, there were 5,061 pedestrian crashes between the years 2003-14. On average there was one pedestrian crash per day per year except in 2006-07. While the majority of the crashes (64 percent) involved pedestrians aged 18-60, about 24 percent (1275) of the total incidents involved children in the 0-17 age group.

### **3.3 Walkability Assessment**

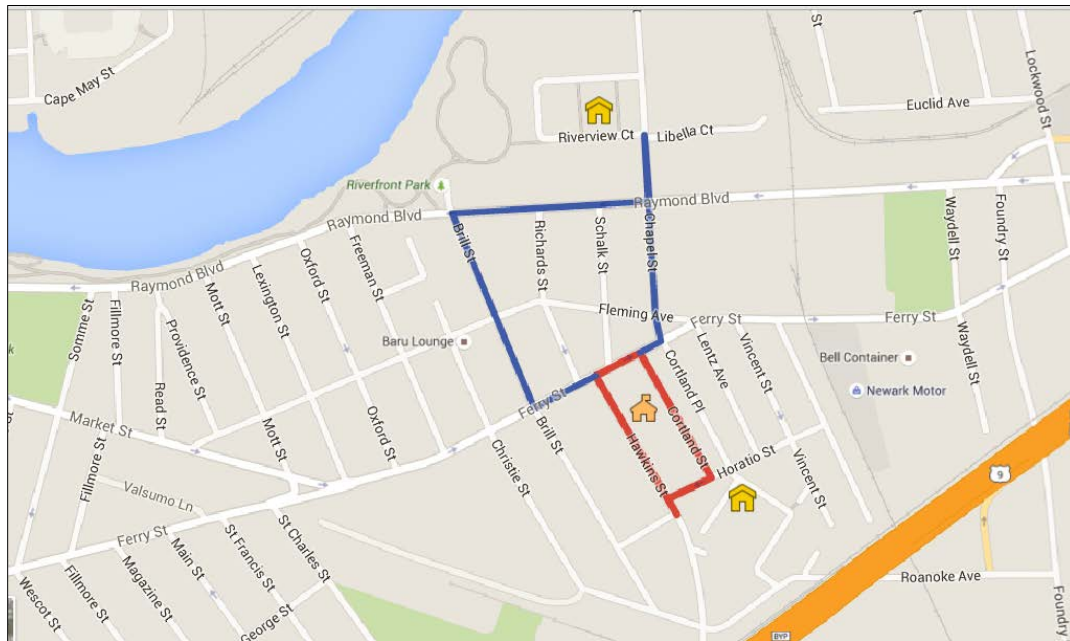
Meadowlink and the SRTS Task Force conducted a walkability assessment of the major routes used by students to get to Hawkins Street School.

A Walkability Assessment evaluates the sidewalks, roads, crosswalks, lighting, signs, signals, and conditions of the homes, buildings and environment along the walking route. A walkability assessment identifies road improvements that can be made and notes what is currently done well. The SRTS Taskforce took photos of areas on each route. Comments and recommendations are listed with each photo and are summarized in the Action Plan at the end.

As shown in Map 4 below, many children walk from two large housing complexes located on Riverview Court and Horatio Court. The two main routes we assessed are along Chapel St., Raymond Blvd., Brill St. and Ferry St. (Blue Route) and from Horatio St., Cortland St., Ferry St. and Hawkins St. (Red Route).



**Map 4. Major Roadways to Access Hawkins Street School**



Hawkins St School



Housing Developments



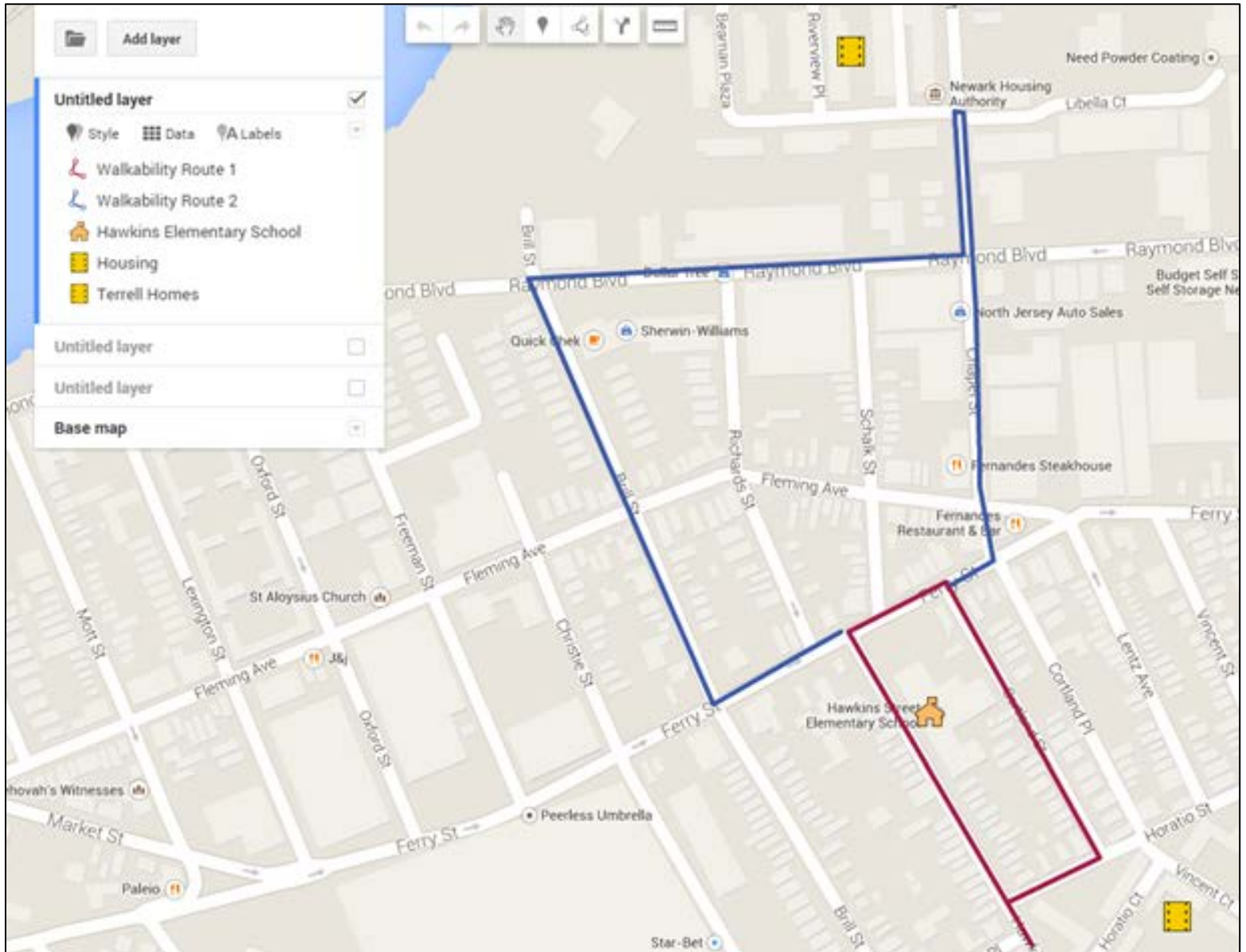
Route 1



Route 2

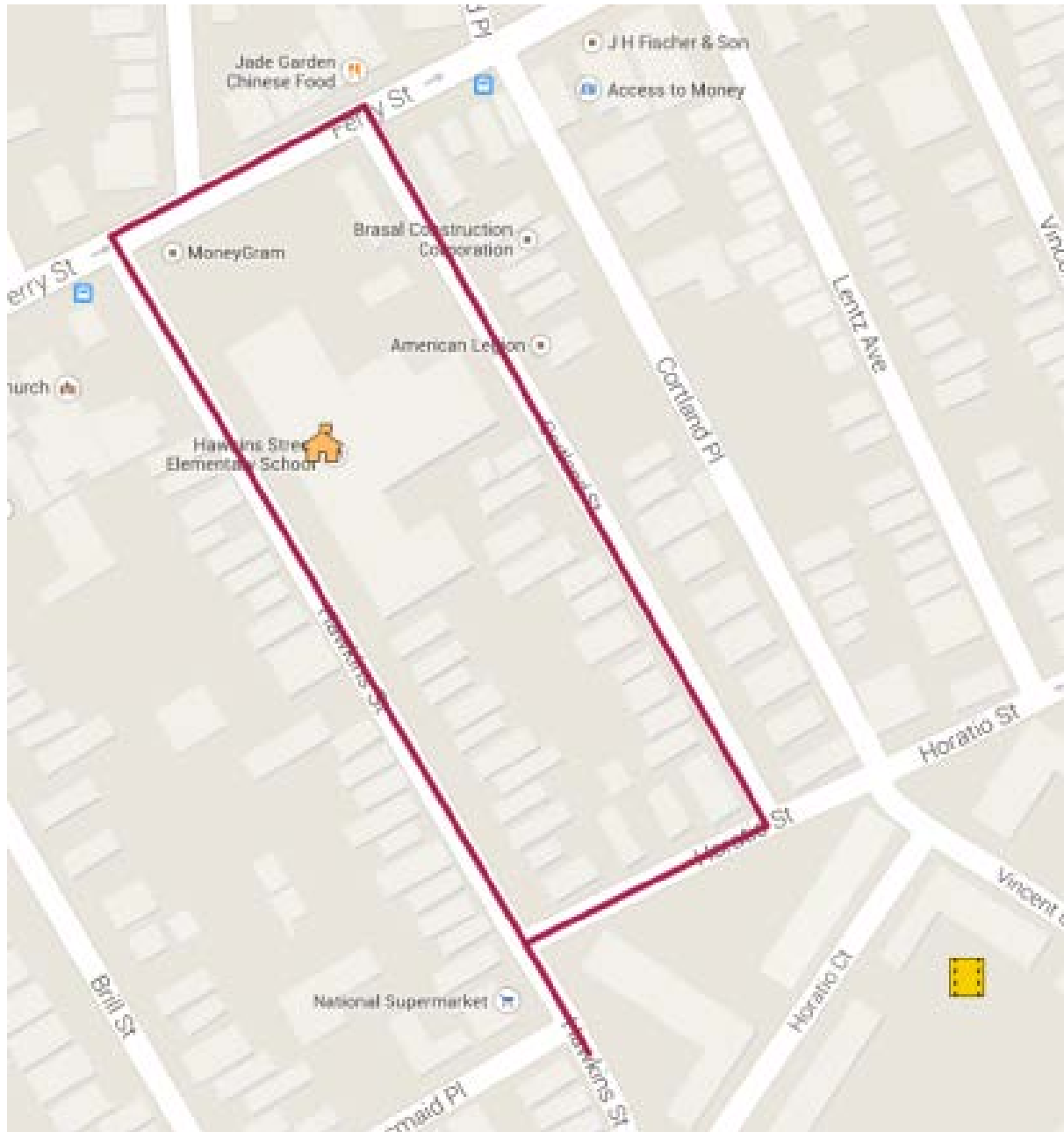
Map 5 shows the main walking routes to school. All the streets examined are local roadways used by vehicles, pedestrians and bicycles. In general, Newark schoolchildren walk to the Hawkins Street school or are driven. Few use school buses. The school entrance is on Hawkins Street and is within walking distance of the City's major arterial roadways. The neighborhood has sidewalks but many are in poor condition.

Map 5. Main Walking Routes



### Map 6: Walking Assessment of Red Route 1: Hawkins Street to Horatio Street

Map 6 shows the red route that was assessed first by our SRTS community taskforce.



## Intersection of Ferry Street and Hawkins Street

Photo 1: Crosswalk at Ferry Street and Hawkins Street



### Observations

1. Curbside is incomplete
2. Truncated dome separating from the sidewalk
3. Non-ADA compliant curb ramps
4. Crosswalk striping is in good condition.

## **Sidewalk on Hawkins Street**

Photo 2: Planting Strip on Hawkins Street



### **Observations**

1. Trash receptacles are not present on the street corners
2. Planting strips are filled with garbage
3. Sidewalk is cracked and needs repair

### **Sidewalk on Hawkins Street**

Photo 3: Sidewalk on Hawkins Street



### **Observations**

1. Litter is a problem along each street
2. Sidewalk is inconsistent and uneven, posing a tripping hazard

## Ferry Street

Photo 4: Ferry Street



### Observations

1. Consider adding a signal light or stop sign and striped crosswalk across Ferry to the corner market for pedestrians (see photo of kids crossing)
2. There is a need for bike lanes as community members are riding their bikes
3. Bike lanes will narrow the road as a traffic calming measure and Ferry Street is wide enough to accommodate a bike lane in one direction
4. Improvements to the roads need to be made before installing bike lanes
5. Add striping to crosswalk



## Intersection of Cortland Street and Ferry Street

Photo 5: Intersection of Cortland Street and Ferry Street



### Observations

1. Repainting high visibility crosswalks with striping is recommended
2. Curb ramps do not meet ADA requirements, truncated domes should be installed
3. Gaps between the street corner and curb are a tripping hazard
4. Cars park up to the corner on Ferry Street, making pedestrians less visible when crossing over Cortland Street



## **Intersection of Ferry Street and Schalk Street**

Photo 6: Intersection of Ferry Street and Schalk Street



### **Observations**

1. The wide angle of the intersection encourages cars to turn onto Schalk Street without significantly decreasing their speed
2. Cars park in front of the pharmacy on the corner, thus making pedestrians less visible when crossing over Schalk Street

## Hawkins Street Towards Horatio Street

Photo 7: Hawkins Street Towards Horatio Street



### Observations

1. Abandoned properties are targets of vandalism and intimidating to pass by
2. Abandoned properties are neglected, covered with graffiti, littered with trash
3. Abandoned lots at 3 Hawkins Street, 39 Hawkins Street, 40 Hawkins Street.

## **Intersection of Horatio Street and Hawkins Street**

Photo 8: Intersection of Hawkins Street and Horatio Street



### **Observations**

1. Abandoned properties are vandalized with graffiti and littered with garbage
2. Motorists frequently speed, as speed limits are not posted
3. There is no signage to indicate an active School Zone
4. The crosswalks and the road's centerline are faded and are not clearly visible
5. It is recommended to add striping to the crosswalks
6. Many areas of the sidewalk are uneven and are tripping hazards



## Intersection of Ferry Street and Brill Street

Photo 9: Intersection of Ferry Street and Brill Street

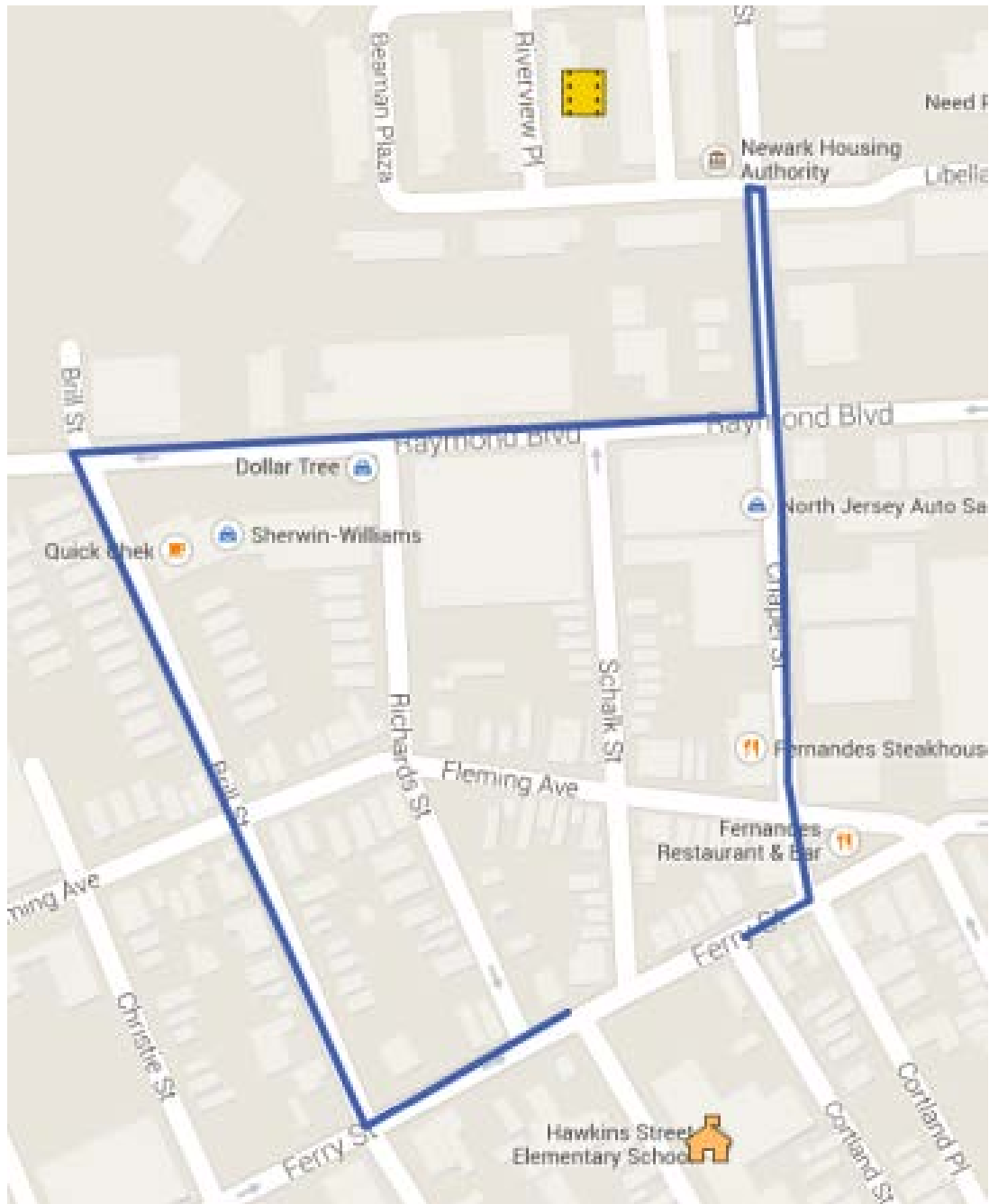


### Observations

1. The road has ample room to install bike lanes
2. Ferry Street has numerous potholes which encourage drivers to swerve
3. Speeding vehicles make street-crossing difficult for children
4. Adding a pedestrian traffic signal will help students cross
5. Pedestrian level lighting and high visibility striping of crosswalks are recommended
6. Sidewalks on Brill Street are not level and ADA compliancy should be revisited

### Map 7: Walking Assessment of Blue Route 2: Brill Street to Raymond Boulevard

Map 7 shows the blue route which was assessed also by the SRTS Community taskforce.



## Intersection of Brill Street and Fleming Avenue

Photo 10: Intersection of Brill Street and Fleming Avenue



### Observations

1. Crosswalks need re-striping
2. Sidewalks and curb ramps are not ADA compliant
3. Pedestrian signals can benefit the many children who walk this route
4. Pedestrian lighting can add value to the quality of this street
5. Drinking establishments on the route may be discouraging to students



## Brill Street

Photo 11: Brill Street heading towards Raymond Blvd.



### Observations

1. Sidewalks are inconsistent, too narrow, and need repair
2. Planting strips need repair
3. Pedestrian lighting can benefit this route

## **Intersection of Brill Street and Ferry Street**

Photo 12: Intersection of Brill Street and Ferry Street



### **Observations**

- 1.Suggest to paint the word “STOP” on the road in front of the stop indicator
- 2.Vehicle Stop lines are faded and need repainting
- 3.Crosswalks need re-striping
- 4.Sidewalks are in need of ADA Compliancy
- 5.There is a need for pedestrian crossing signals as this is a busy intersection and many children cross this street



## Intersection of Raymond Blvd. and Brill Street

Photo 13: Intersection of Raymond Boulevard and Brill Street



### Observations

1. The curbs and sidewalks are updated with ADA compliant ramps
2. High visibility striping is recommended for this crosswalk
3. The width of the road encourages speeding vehicles and many pedestrian crashes
4. Raymond Blvd. is known as Raymond “Killavard” because of the number of people hit
5. Bike lanes could be installed and used as a traffic calming measure

## **Intersection of Raymond Boulevard and Richard Street**

Photo 14: Intersection of Raymond Boulevard and Richard Street



### **Observations**

1. Raymond Blvd is very wide and has a reputation as highly dangerous to cross
2. Vehicles turning left from Raymond Blvd. onto Schalk St. often speed
3. Motorists tend to brake hard when entering Schalk St.
4. Lengthening Raymond Boulevard's left turn lane can slow drivers
5. Graffiti on buildings may be intimidating for children
6. Pedestrian lighting can improve visibility and deter vandalism
7. Adding traffic signals, school zone signs and stop signs will help slow traffic
8. One existing lane could be converted to bike lane

## Intersection of Raymond Boulevard and Schalk Street

Photo 15: Intersection of Raymond Boulevard and Schalk Street



### Observations

1. Graffiti on industrial buildings along Raymond Blvd. is threatening and should be removed
2. Litter is an issue
3. Weeds on sidewalks show neglect
4. Street is damaged with potholes where the crosswalk leads to curb and needs repair
5. Crossing guards at intersection are very important
6. Adding school zone signs would be helpful

## **Intersection of Raymond Boulevard and Chapel Street**

Photo 16: Intersection of Raymond Boulevard and Chapel Street



### **Observations**

1. Intersection is well striped and can use minor repair
2. Pedestrian signals and lighting would be helpful for students.
3. Raymond Blvd. is very wide which can prompt speeding of vehicles
4. Crossing may be difficult due to width, even with the assistance of the crossing guard
5. Installing bike lanes can be a useful traffic calming measure



## **Intersection of Chapel Street and Libella Court (Terrell Homes)**

Photo 16: Intersection Chapel Street and Libella Court



### **Observations**

1. Roadway and Crosswalk can use re-striping and ADA compliant curb ramps
2. Permanent street signs for Libella Court and Riverview Court are needed
3. Cyclists are present and this route could benefit from the installation of bike lanes
4. Traffic calming measures need to be added to ensure safety and security
5. Stray and runaway animals are common on this route, strict policies and signs are needed to alert owners that animals should not be allowed off leash as children present. Animal Control or ASPCA needs to be contacted to pick up stray dogs.

### 3.4 Abandoned Properties

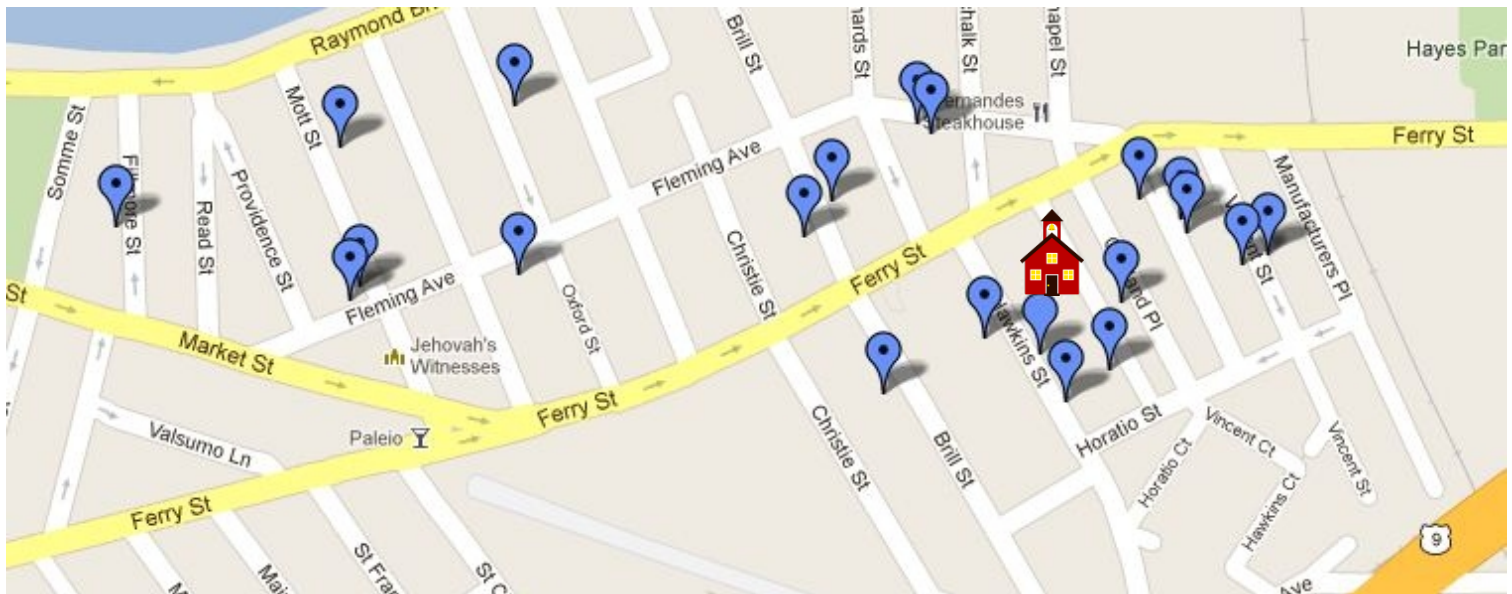
The National Vacant Properties Campaign (NVPC) defines vacant properties as residential, commercial, and industrial buildings and vacant lots that exhibit one or both of the following traits:

- The site poses a threat to public safety (meeting the definition of a public nuisance), or
- The owners or managers neglect the fundamental duties of property ownership (e.g., they fail to pay taxes or utility bills, default on mortgages, or carry liens against the property)

There are 23 abandoned properties in the neighborhood of the Hawkins Street Elementary School shown on Map 8. It is recommended that efforts be made to beautify the buildings and cleanup the vacant lots. The abandoned properties are located at:

60 Brill St.	24 Fleming Ave.	23 Hawkins St.	511 Market St.
63 Brill St.	26 Fleming Ave.	32 Hawkins St.	22 Mott St.
101 Brill St.	131 Fleming Ave.	40 Hawkins St.	28 Oxford St.
30 Cortland St.	133 Fleming Ave.	9 Lentz Ave.	24 Vincent St.
43 Cortland St.	49-51 Fleming Ave.	18 Lentz Ave.	27 Vincent St.
31 Filmore St.	35 Goble St.	20.5 Lentz Ave.	

**Map 8. Abandoned Properties Surrounding Hawkins Street School**



#### 4. Action Plan & Recommendations

The Safe Routes to School Action Plan is organized into the “Five E’s”: Education, Encouragement, Enforcement, Engineering and Evaluation. Additionally, each element of the Action Plan considers two parameters – time and cost as shown below. Together, they comprise a set of directions to help the community prioritize their action steps to increase safety for students. The tables below identify preliminary recommendations specific to the Hawkins Street School and its immediate area. To realize the full benefit of the SRTS program, it is suggested that this School Travel Plan be used to apply for SRTS grant funds to fully implement all the action steps.

<b>Timeframe Definition</b>	<b>Cost Definition</b>
<b>Short-term</b> = less than 3 months	<b>Low</b> = Less than \$2,000
<b>Mid-term</b> = between 3 to 6 months	<b>Medium</b> = between \$2,000 and \$10,000
<b>Long-term</b> = longer than 6 months	<b>High</b> = more than \$10,000

1. **Education:** Programs to educate students, parents and the public about safe walking and biking

<b>Education Actions</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Cost</b>
Invite NJ Transit, Meadowlink and Newark PD to provide SAFETY Presentations	Hawkins Elementary, Meadowlink	Short-term, Mid-term, Long-term	Low
Reinforce bus procedures via Robo Call twice a year annually	Hawkins Elementary	Short-term, Mid-term, Long-term	Low
Create and update Family Handbook that defines arrival and dismissal procedures with map and text that defines drop-off/pick-up areas, the rules and procedures for driving along local streets within school campus and school driveway	Hawkins Elementary, School Liaison,	Long-term	Low
Notify parents/guardians and school staff by publishing information/updates in the Parent/Family Handbook, School Newsletters and on the school website	Hawkins Elementary, School Liaison,	Long-term	Low
Invite Meadowlink to help with bicycle and pedestrian safety education with assemblies or weekend Bike Rodeos	Hawkins Elementary, Meadowlink	Short-term, Mid-term, Long-term	Low
Integrate walking and safety education into classroom curriculum	Hawkins Elementary,	Short-term, Mid-term, Long-term	Low

	Meadowlink		
Leverage Social Media to spread awareness of school zone and enforcement activities	School Action Team, PTA	Short-term, Mid-term, Long-term	Low

## 2. **Encouragement:** Programs to encourage or promote walking and biking

Encouragement Actions	Responsibility	Time Frame	Cost
Hold a student poster contest about Walking and Biking to school	Hawkins Elementary, Meadowlink	Short-term	Low
Circulate Time Radius Map and Travel Plan Report via Hawkins Elementary School website	VTC, Meadowlink, Hawkins Elementary	Short-term	Low
Create Student Safety Patrol Unit utilizing 8 <sup>th</sup> grade students	School Action Teams, PTA, School Liaison, BOE Safety, Security Patrol	Short-term, Mid-term, Long-term	Low
Host Bike/Walk to School Days throughout the school year	School Action Team, PTA, School Liaison, Meadowlink	Short-term, Mid-term, Long-term	Low
Participate in International Walk to School Day in October and National Bike to School Day in May, as well as NJ Walk and Bike to School Day in May	School Action Team, PTA, Meadowlink,	Short-term, Mid-term, Long-term	Low
Utilize the school website to advance Safe Routes to School safety messages at least 1 week in advance	Meadowlink, School Tech Coordinator	Mid-term, Long-term	Low

## 3. **Enforcement:** Activities to improve safety and security for those walking and biking to school

Enforcement Actions	Responsibility	Time Frame	Cost
Report any crossing guard issues to School Crossing Guard Unit (973) 733-6000	Hawkins Elementary	Short-term, Mid-term, Long-term	Low
Conduct bicycle registration and helmet giveaways at Back to School night	Hawkins Elementary, Newark PD	Short-term, Mid-term, Long-term	Low
Investigate training Walking School Bus volunteers to do crossing guard training	School Liaison, Newark PD	Mid-term, Long-term	Low
Conduct speed studies along Ferry St. and Raymond Blvd	Newark PD	Short-term, Long-term	Medium
Ask police to setup electric signs that post drivers speeds and remind people to not speed as its school zone – do this 2x a year	Newark PD, School Liason	Short-term, Long-term	Low



Require all pets to be leashed, post signs and reach out to animal control, ASPCA and community about stray or lost dogs	Newark PD, Ironbound CC	Short-term, Long-term	Low
--	----------------------------	-----------------------	-----

#### 4. **Engineering:** Infrastructure upgrades that improve walking and biking environment

<b>Engineering Actions</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Cost</b>
Install sturdy state of the art bike racks and skateboard racks near school entrance	Newark Engineering, Newark PD, Hawkins Elementary	Mid-term, Long-term	Medium
Post “School Zone” signs and paint “school zone” on roadways surrounding Hawkins Elementary School	Newark Engineering, Newark PD	Mid-term, Long-term	Low
Install push button activated Rectangular Rapid Flash Beacon pedestrian crossing signs on Ferry St.	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	Low
Paint Pavement Quilts or Crosswalk Designs on major intersections surrounding school. For example, Raymond Blvd & Brill St., Raymond Blvd & Chapel St., Ferry St. & Richard St., Horatio St., & Cortland St.	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	Medium
Implement traffic calming measures on Raymond Blvd., as well as create Pedestrian Refuges (islands) to help students cross.	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	Medium, High
Implement traffic calming measures at intersection of Ferry St. and Richard St.	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	Medium, High
Post signs and paint area on street to define Bus and Car dropoff zones	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	Medium
Investigate driveway and parking lot circulation at school and enact measures for safety	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	High
Restripe faded crosswalks and repaint stop lines	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	Low
Investigate and ensure ADA compliancy of crosswalks	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	Medium
Investigate traffic speeds around the school and post speed limit signs as traffic calming concepts	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	Medium
Develop curb extensions, separation strip and/or buffers to protect pedestrians	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	High

from traffic			
Install School Zone signs that define the school area; install signs with augmented flashing beacons	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	Medium
Install painted bike lanes or protected bike lanes that are separated from roadway on most travelled bike routes	Newark Engineering, Newark PD	Short-term, Mid-term, Long-term	High

**5.Evaluation:** Efforts to monitor and evaluate progress towards the achievement of SRTS goals

<b>Evaluation Actions</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Cost</b>
Continue to conduct student travel tallies to measure how effective the SRTS program has been in increasing the number of students walking, biking or carpooling	Hawkins Elementary, Ironbound Community Corporation, Meadowlink,	Short-term, Mid-term, Long-term	Low
Improve communications between school officials and families establishing a convenient mechanism to share information and get feedback	School Action Team, PTA, School Tech Coordinator	Short-term, Mid-term, Long-term	Low

## Conclusion

Community priorities around the school are posting school zone signs, painting “school zone” on key roads, installing pedestrian crossing signals at the intersection of Ferry Street and Brill Street, asking police to put up radar signs that display drivers’ speeds on Raymond Boulevard to minimize speeding and enforce speed limits, and building pedestrian islands in the middle of Raymond Blvd. to provide a safe place for walkers to cross. Meadowlink is proud to work with the community to improve safety and bring SRTS programs to the schools. Meadowlink has provided bike rodeos and pedestrian safety programs in several Newark schools and this is one of six School Travel Plans that have been prepared in Newark. It is hoped this report will be used to apply for an SRTS infrastructure grant to make the sidewalks and streets safer for students to walk and bike to the Hawkins Street School.

## Appendix A

### **Abandoned Properties Tool Kit**

The National Vacant Properties Campaign (NVPC) defines vacant properties as residential, commercial, and industrial buildings and vacant lots that exhibit one or both of the following traits:

- The site poses a threat to public safety (meeting the definition of a public nuisance), or
- The owners or managers neglect the fundamental duties of property ownership, for example:
  - failure to pay taxes or utility bills
  - default on mortgages
  - carry liens against the property

Abandoned and foreclosed properties generate a host of interrelated problems. Higher rates of crimes occurring in these areas are common, utilizing municipal resources. These homes become crime magnets, resulting in illegal use by prostitutes, drug dealers, squatters, and property criminals. These homes become a fire hazard, with arson and accidental fires causing harm to surrounding properties. Some homes become dumping grounds which strain municipalities and their services. This results in lower standards throughout the community/neighborhood, and lost confidence in future. It takes years for a neighborhood to “come back” as abandoned property deescalates a community.

Communities can take action against vacant properties

The following Internet links provide information and tools that a community can use to deal with vacant properties that are a public nuisance

Resources:

Creating an Abandoned Property List (Housing and Community Development Network of New Jersey

[http://www.hcdnnj.org/index.php?option=com\\_content&view=article&catid=19:site-content&id=605:abandoned-property-list](http://www.hcdnnj.org/index.php?option=com_content&view=article&catid=19:site-content&id=605:abandoned-property-list)

Community Housing Development Organization (CHDO) Checklist: This checklist should be used as a tool to educate participating jurisdictions about the documents they must receive from a nonprofit before it may be certified as a CHDO

<http://www.hud.gov/offices/cpd/affordablehousing/training/web/chdo/characteristics/chdocheck.pdf>

## Appendix B

### Crash Map



**Notes:**

#### Legend



## Appendix C

### Crime Statistics



Luis A. Quintana  
Mayor

# CITY OF NEWARK POLICE DEPARTMENT

Week Ending: February 2, 2014



Samuel A. DeMaio  
Police Director

## COM-STAT

3RD

### CRIME COMPLAINTS

	Week to Date			28 Day Period			Year to Date		
	2014	2013	% Chg	2014	2013	% Chg	2014	2013	% Chg
Murder	1	0	#DIV/0!	1	1	0%	1	1	0%
Rape	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!
Robbery	5	13	-62%	20	50	-60%	20	60	-67%
Agg. Assault	5	0	#DIV/0!	16	4	300%	20	10	100%
Burglary	2	6	-67%	20	18	11%	27	22	23%
Theft	16	28	-43%	66	103	-36%	71	114	-38%
Auto Theft	12	16	-25%	42	53	-21%	52	64	-19%
Totals	41	63	-35%	165	229	-28%	191	271	-30%

Crime statistics reflect New Jersey Penal Law definitions and differ from the crime categories to the F.B.I. Uniform Crime Reporting System. All figures are subject to further analysis and revision.

Prepared by: NPD Comstat Unit

COM-STAT