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ABSTRACT

A uniform policy at two Albuquerque middle schools became a reality as a result of parent initiative. Parents provided input through attending meetings and a fashion show, serving on the uniform task force, completing surveys, voting, and revisiting the policy. Parents not only initiated the development of the policy, but were active participants throughout all stages of implementation. Students were involved in the planning process as well. Students participated in the fashion show, worked on the uniform task force, participated in interviews and focus groups, and constructed and revised the survey. This evaluation uses both qualitative and quantitative methods of research to provide an accurate assessment of the impact of uniforms. Outcome data include discipline referrals and number of students achieving honor-roll status. These sources of information provide a quantifiable overview of changes in discipline and student achievement. Perceptions regarding uniforms are measured through interviews, focus groups, and surveys. This triangulation of data allows a complete picture of community perceptions to emerge. Perceptions of the school environment directly influence behavior and are essential in providing an accurate and complete evaluation of the uniform policy. Interviews were conducted with 30 parents, 12 teachers, and 27 students from both middle schools. Results are provided as well as observations from focus groups, and data are provided from surveys. Appendixes provided interview data and uniform implementation timeline/history. (DFR)

**Evaluation of School Uniform Policy
at
John Adams and Truman Middle Schools
for
Albuquerque Public Schools**

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Date: February 1999



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INTRODUCTION

“A safe and disciplined learning environment is the first requirement of a good school. Young people who are safe and secure, who learn basic American values and the essentials of good citizenship, are better students. In response to growing levels of violence in our schools, many parents, teachers, and school officials have come to see school uniforms as one positive and creative way to reduce discipline problems and increase school safety. ...the adoption of school uniform policies can promote school safety, improve discipline, and enhance the learning environment.”

Manual on School Uniforms
The U.S. Department of Education

The concept of a uniform policy at John Adams and Truman Middle Schools became reality as a result of parent initiative beginning in the fall of 1997. Parents began the process of exploring the development of a uniform policy, and have been the driving force behind the implementation of the policy. Multiple opportunities for community involvement have been a priority throughout the process of developing and implementing the uniform policy at John Adams and Truman.

Parents have provided valuable input through meetings, a fashion show, serving on the uniform task force, completing surveys, voting, and re-visiting the policy. Parents not only initiated the development of the policy, but have been active participants throughout all stages of implementation.

Students are involved in the planning process as well. Students participated in the fashion show, worked on the uniform task force, participated in interviews and focus groups, and constructed and revised the survey.

Methodology

In order to provide an accurate assessment of the impact of uniforms, this evaluation utilizes both qualitative and quantitative methods of research. This research design provides extensive information regarding outcomes and perceptions.

Outcome data includes discipline referrals and number of students achieving honor roll status. These sources of information provide a quantifiable overview of changes in discipline and student achievement.

Perceptions regarding uniforms are measured through interviews, focus groups, and surveys. This triangulation of data allows a complete picture of community perceptions to emerge. Perceptions of the school environment directly influence behavior, and are thus essential in providing an accurate and complete evaluation of the uniform policy.

INTERVIEWS

Interviews were conducted with thirty parents, twelve teachers, and twenty-seven students. Parents, teachers, and students from both Truman and John Adams were interviewed. A compilation of the results from all groups follow.

Parents

Of the 30 parents interviewed, 27 had positive comments regarding the implementation of the uniform policy. Two neutral comments and one negative comment were made. Parents indicate that they feel the overall effect on both middle schools is positive. Parents report decreases in spending on school clothes, decreased competition among students regarding clothing, reduction in gang activity, and reduced conflict between themselves and their child surrounding appropriate clothing for school.

Stated Benefit	Number of Parents
decreases in school clothes expenditure from the family budget	16
freedom from competition in clothing	7
reduction in gang activity	3
decreased conflict surrounding appropriate school clothing	3
students better represent their school in the community	2

Three parents recommend that all APS middle schools should require uniforms, and one of these parents expressed hopes that uniforms will spread into high schools as well.

One father stated that uniforms, "...create a social neutrality. Students who are 'haves' versus 'have nots' are not readily apparent. When I pick my son up, I see less sauntering around and acting cocky. The uniforms do change behavior."

Another father said that, "All kids look like good kids."

A mother commented, "I don't have to buy a sixty dollar Nike shirt so my daughter can be 'cool'."

Another mother said, "I voted against uniforms, but they do look nice. They don't affect my son, but they are good for the school."

Teachers

Ten of twelve teachers interviewed were resoundingly positive regarding the changes they have observed in their school. One teacher supports the policy, but is withholding judgement until the policy has been implemented for a longer period of time. Another teacher mentioned only a need for clarification regarding stripes on shirts, but did not provide either positive or negative feedback. Teachers report improved student behavior, increased focus on learning, decreased division between wealthy and poor students, and decreased gang activity.

Stated Benefit	Number of Teachers
improved student behavior	6
increased focus on learning	5
less division between wealthy and poor students	2
decreased gang activity	2

Two teachers commented that the school climate is more positive as a result of students dressing in an age-appropriate manner. One of the teachers stated that, "It's easy to forget that they are young kids when they're dressed like thugs. Now the kids look like kids."

Another teacher explained that she sees, "...less blatant sexuality with the girls and less macho gang boys. Uniforms have made them children again."

Two teachers specifically mentioned that all APS schools should have uniforms.

Students

Of twenty-seven students who were interviewed, seven had positive comments. Three students indicated neutrality, while seventeen initially had negative reactions. Of the seventeen who initially commented negatively regarding uniforms, six students followed the initial negative comment with a positive observation regarding uniforms. The likelihood of a positive comment in any portion of the interview tended to increase when a child was alone, or only with his or her parents. Students who responded with only negative feedback tended to be accompanied by peers.

Of the twelve students expressing a positive opinion of uniforms, two students enjoy not having to worry about what to wear and three students observe that behavior is better. Two students expressed that gang problems have decreased.

Several comments from students reflect the general tone of student attitudes toward uniforms.

“People have less ‘attitude’.”

“I hate uniforms. I hate tucking in my shirt. At lunch, I untuck to play football otherwise it comes untucked anyway. Then I have to tuck it back again. It’s just a pain. The kids are just as loud this year, but they’re not fighting as much.”

“We should get to dress like ourselves. They tell us to be our own person, but then they don’t let us.”

“I like uniforms. I don’t have to think about what to wear.”

FOCUS GROUP

A group of twenty students from both middle schools participated in a focus group. Students discussed positive and negative aspects of uniforms, and developed several recommendations for policy revision. Several members of the focus group were participants in the developing the original survey, which was administered in January of 1998.

Students generated the following list of positive aspects of uniforms:

- polo shirts look nice
- no worrying about what to wear
- fewer fights
- takes away line between rich and poor

Students also discussed the negative facets of wearing uniforms:

- khaki is ugly
- tucking in shirts
- no individuality
- no logos

The student focus group generated the following recommendations:

- allow corduroy
- more variety and style (ie cargo pants, baggies, bellbottoms)
- don’t tuck in shirts
- wear uniform shirt under a vest
- allow jeans shirts, v-necks, shirts without collars
- allow more colors (especially green), but stay with solid colors
- no belts
- allow hoods on sweaters and sweatshirts
- have dress down days (dress down days should still follow the old dress code)

SURVEYS

In January of 1999, students, parents, and staff members at John Adams and Truman were surveyed to provide information regarding perceptions of the impact of the uniform policy. The current survey is a revised edition of the survey that was written by students and given in January of 1998. This allows some comparison of perceptions prior to implementation to perceptions once the policy has been in place for a semester. The survey results in the body of the report are a compilation of both Truman and John Adams responses. Survey results for each individual school can be located in the appendix.

Support for the uniform policy is resounding in the parent category (74.8%) and the staff category (88.9%). Students are less supportive of the uniform policy, with only 14.6% indicating support.

The following table shows percentages of parents, students, and staff members who responded “strongly agree” or “agree” to each statement. The number of respondents in each category is indicated in parenthesis. Parents, students, and staff members expressed different perceptions of the impact of uniforms.

	Parents (545)	Students (1,438)	Staff (100)
School uniforms decrease violence.	60.8%	20.7%	80.5%
School uniforms decrease theft.	54.9%	16.8%	61.2%
School uniforms help prevent gang activity.	69.4%	23.3%	89.8%
School uniforms help students focus on their education.	70.2%	23.3%	83.0%
School uniforms help school officials identify trespassers on campus.	91.2%	59.2%	98.0%
I spent less money on school uniforms this year than I usually spend on school clothes.	59.6%	22.5%	79.8%
School uniforms promote a positive school climate.	74.7%	18.0%	89.9%
School uniforms promote my students' positive feelings about his/her school.	58.5%	15.1%	N/A
Financial aid is available for families who need assistance with buying uniforms.	29.9%	40.7%	70.7%
I support school uniforms at John Adams and Truman.	74.8%	14.6%	88.9%

The majority of parents and staff members indicate many benefits of school uniforms, including decreases in violence, theft, and gang activity. Parents and staff also perceive that uniforms help students focus on their education, help school officials identify trespassers, and promote a positive school climate. Fewer students agree or strongly agree with the survey items regarding benefits of uniforms.

The benefits of the uniform policy also include dollar savings for parents, as indicated by 59.6% of parents who agreed with the statement regarding spending less money on school clothes this year. Over 70% of staff members and 40% of students indicated that financial aid is available for families who need assistance with buying uniforms, while only 29.9% of parents indicated that financial aid is available. However, over half of the parents who responded to the survey indicated that they do not know if financial aid is available.

Parent Responses

In 1998, the parent response rate was six percent of the total student population. The 1999 survey resulted in a parent response rate of 25% of the total student population. This percent is likely representative of more than one-fourth of the families with students at the two schools, as some parents have more than one child at each school, but may have completed only one survey.

	1998 (142 Parents)	1999 (545 Parents)
School uniforms decrease violence.	64.8%	60.8%
School uniforms decrease theft.	70.0%	54.9%
School uniforms help prevent gang activity.	34.5%	69.4%
School uniforms help students focus on their education.	69.7%	70.2%
School uniforms help school officials identify trespassers on campus.	91.4%	91.2%
School uniforms save money on school clothes. (1998) I spent less money on school uniforms this year than I usually spend on school clothes. (1999)	67.5%	59.6%
School uniforms promote a positive school climate.	75.1%	74.7%
School uniforms will promote students' positive feelings about their school. (1998) School uniforms promote my students' positive feelings about his/her school. (1999)	64.2%	58.5%
Financial aid should be/is available for families who need assistance with buying uniforms.	87.2%	29.9%
I support school uniforms at John Adams and Truman.	70.4%	74.8%
The school provided adequate information regarding uniforms prior to the school year.	N/A	76.6%
Uniform clothing was readily available.	N/A	53.0%

The comparisons of percentages of "agree" answers for two years appears to indicate that support for uniforms among parents has decreased. In fact, the opposite is true. While the percentage of parents who agree that certain benefits to uniforms has decreased in some cases, caution must be

used when interpreting this information. In 1998, only 100 parents responded to the survey, while in 1999, 545 parents responded. While some percentages who agree with the benefits have decreased, the actual number of parents who agree with the benefits has actually increased due to higher numbers of responses. An example of lower percentages representing higher numbers follows.

In 1998, 67.5% of parents respond positively to the statement; "School uniforms save money on school clothes." This percentage in 1998 represents 95 parents. In 1999, 59.6% of parents indicate agreement that they spent less money on school clothes. This percent is lower than that of 1998, but reflects responses of 324 parents as opposed to 1997.

Availability of uniform clothing is an issue for approximately 42% (76 responses) of parents. Shopping early seems to result in finding clothing more readily available. Of the parents who disagree with the statement, "Uniform clothing was readily available," sixty percent shopped in August.

The vast majority of parents indicate that the schools provided adequate information regarding the uniform policy prior to the beginning of school (76.6%). Both schools placed emphasis on informing the community so parents could prepare.

The percent of parents who perceive that school uniforms prevent gang activity increased dramatically from 1998 (34.5%) to 1999 (69.4%). More parents indicate that school uniforms help students focus on their education in 1999 (70.2%) than 1998 (69.7%). Support for uniforms has increased both in numbers and percentages from 1998 (70.4%, or 99 parents) to 1999 (74.8%, or 407 parents).

Staff Responses

Approximately half of the staff members responded to the survey both in 1998 and in 1999. Responses in both years indicate strong support for the uniform policy.

	1998 (100 Staff Members)	1999 (100 Staff Members)
School uniforms decrease violence.	77.8%	80.5%
School uniforms decrease theft.	81.0%	61.2%
School uniforms help prevent gang activity.	92.0%	89.8%
School uniforms help students focus on their education.	85.0%	83.0%
School uniforms help school officials identify trespassers on campus.	98.0%	98.0%
School uniforms save money on school clothes. (1998) Uniforms are less expensive than regular school clothes. (1999)	89.0%	79.8%
School uniforms promote a positive school climate.	85.0%	89.9%
Financial aid should be/is available for families who need assistance with buying uniforms.	82.0%	70.7%
I support school uniforms at John Adams and Truman.	90.0%	88.9%

Staff members responses indicate that many benefits of uniforms were expected prior to implementation. Responses in 1999 indicate that the uniform policy has met expectations, and that the policy is supported by the vast majority of the staff at both schools.

Student Responses

Response rates from students were approximately seventy percent of students at the middle schools in both 1998 and 1999. Students are generally less supportive of the uniform policy than parents and staff.

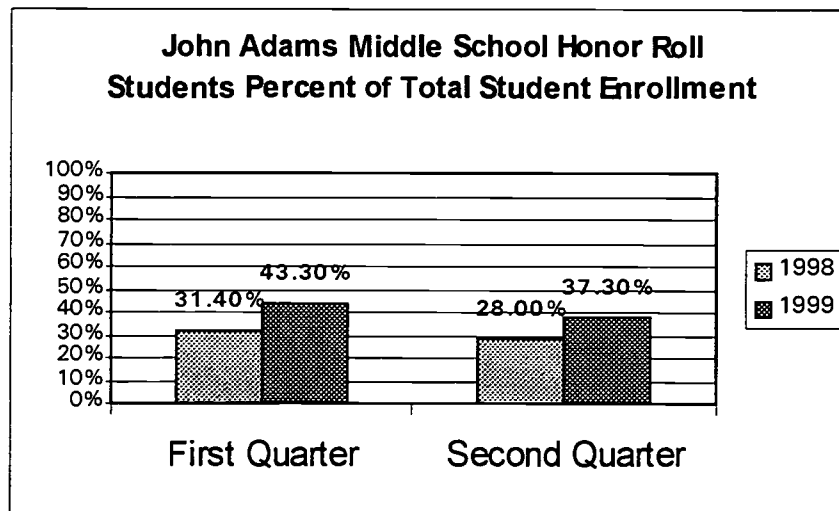
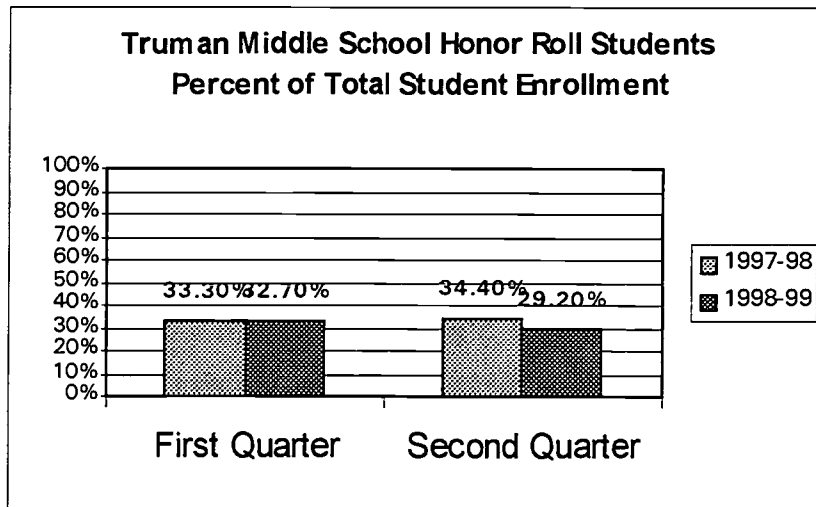
	1998 (1479 Students)	1999 (1,438 Students)
School uniforms decrease violence.	25.2%	20.7%
School uniforms decrease theft.	25.5%	16.8%
School uniforms help prevent gang activity.	30.5%	23.3%
School uniforms help students focus on their education.	22.4%	23.3%
School uniforms help school officials identify trespassers on campus.	57.9%	59.2%
School uniforms save money on school clothes. (1998) Uniforms are less expensive than regular school clothes. (1999)	35.9%	22.5%
School uniforms promote a positive school climate.	23.2%	18.0%
School uniforms (will) promote students' positive feelings about their school.	18.5%	15.1%
Financial aid should be/is available for families who need assistance with buying uniforms.	64.5%	40.7%
I support school uniforms at John Adams and Truman.	20.5%	14.6%

The majority of students agree that uniforms help school officials identify trespassers on campus. Other benefits for uniforms were acknowledged by 15%-22% of the student respondents. Students indicate decreased support for uniforms in 1999.

HONOR ROLL

The percent of students achieving honor roll status at Truman was similar for the first quarter in both 1999 and 1998. The second quarter showed a drop in the number of students attaining honor roll status. This pattern may occur due to an increased focus on academics, which may result in higher expectations of teachers. Higher expectations could easily translate into decreased grades. This pattern may change in the third and fourth quarters as student achievement rises to the level of expectation. Additionally, a decrease in students earning honor roll status may occur at John Adams as teacher expectations become higher.

John Adams showed increases in the percent of students who earned honor roll status in both the first and second quarters of 1997-98 compared to 1998-99. John Adams administration attributes this increase, in part, to the order and educational focus that uniforms support.

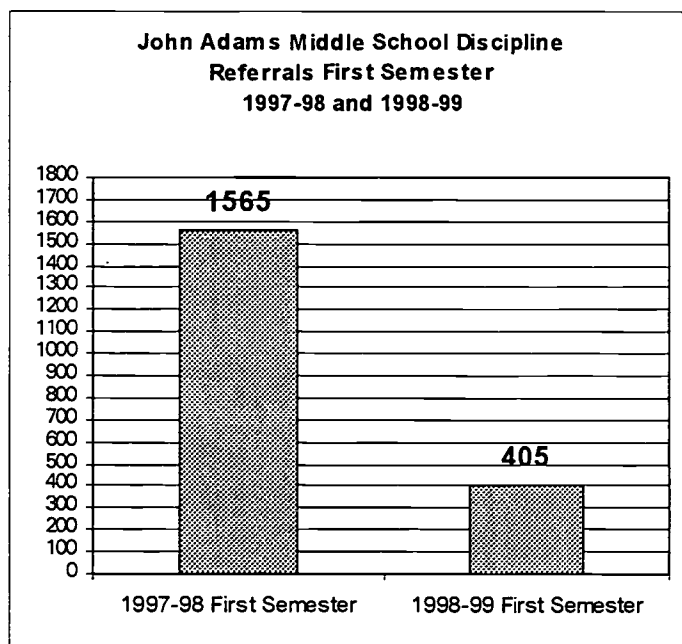
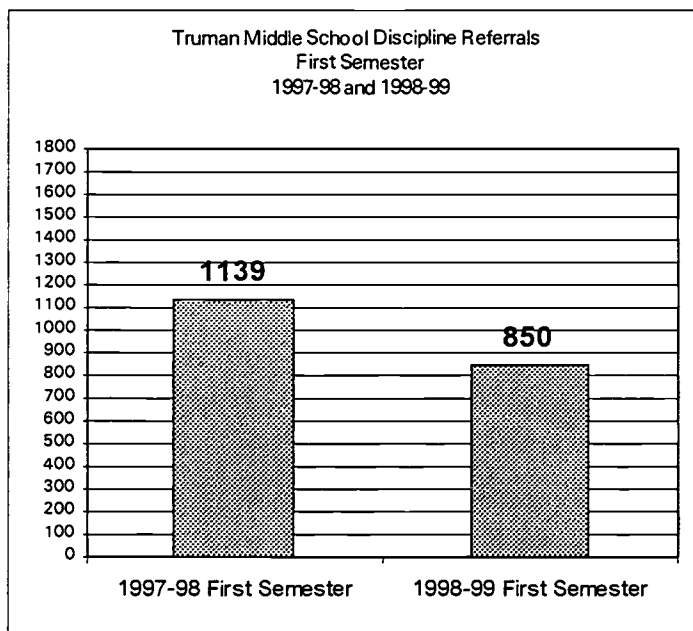


DISCIPLINE REFERRALS

Referrals to the office for disciplinary action have decreased at both schools. John Adams' referrals in the first semester of the 1997-98 school year totaled 1,565. In the first semester of 1998-99, 405 discipline referrals were made. Truman's referrals decreased as well, from 1,139 in the fall semester of 1997-98 to 850 in 1998-99. School uniforms create several factors that, combined, result in decreased referrals.

First, as mentioned by students, teachers, and parents in interviews, uniforms place all students on an equal level. Students who may be immediately labeled by peers and staff no longer stand out, because the appearance of all students is uniform. Uniforms break the reciprocal process, wherein the teacher forms an immediate impression of a student based on his/her appearance and mannerisms. Any perception held by one person of another affects the behavior toward that individual. This results in a reciprocal process, wherein an impression is made and reflected in behavior toward the individual. The individual then reacts to the initial behavior in an appropriate manner, which then affirms the first impression. This cycle differs from "rising to the level of expectation" in that behavior is influenced by perception, and the other individual's reaction to the behavior is, indeed, the logical reaction to the initial behavior. This process can create a positive or negative cycle, depending upon the first impression. Uniforms eliminate this process from beginning by creating similarity among all students.

Second, staff members may be more comfortable handling routine misbehavior when students are more focused. Misbehavior may be handled in the classroom more frequently, which increases instructional time. The lower number of referrals indicate that more students are receiving instruction rather than spending time in the office.



CONCLUSIONS

Many variables have changed at John Adams and Truman in the past year. New teachers have come into the schools, other teachers are working with different instructional strategies, changes in school administration have occurred, programs have evolved, and the uniform policy is in place. This myriad of factors have resulted in numerous positive changes at both middle schools. The data shows that referrals have decreased, numbers of honor roll students have increased, and perceptions regarding school safety, climate, and focus have become more positive among parents and staff.

The uniform policy is one of several changes that have occurred in the two schools. While the impetus for positive change in the climate and academic focus of the school includes the uniform policy, the changes cannot be attributable solely to the uniform policy. However, positive changes have indeed occurred, and the uniform policy is one of several variables that have caused the changes. Parents and staff members perceive the uniform policy to be the primary change agent.

Perceptions of parents and staff are very powerful influences on a school. As the discussion of the reciprocal process shows, perceptions can create reality. When a school community believes a school to be good, the school improves. The positive perceptions of Truman and John Adams by the parents and staff members result in a more positive school climate wherein teaching and learning are the primary focus.

The dramatically increased numbers of parents that responded to the 1999 survey indicate that more parents feel strongly about uniforms. The number of responses to surveys and the degree of feeling often go hand in hand. Generally, people respond to surveys if they feel strongly positive, or strongly negative about the survey issue. More parents have come to feel more passionate about uniforms since 1998, when the policy was beginning to be considered, to 1999, when the policy became reality.

RECOMMENDATIONS

1. Information from parents and staff suggest that permanent continuation of the uniform policy is supported by the community.
2. Continue to involve the community in policy revisions.
3. Continue efforts to consistently enforce the policy, and keep students and parents informed of consequences.
4. Include parents of incoming sixth grade families in the uniform policy. A presentation to families that provides information regarding the history of the policy, and that informs parents of ways they can be involved in the implementation of the policy (ie volunteering to drive students to the clothing bank, volunteering to work on policy revision, etc.). This involvement if incoming families will ensure ongoing community support for the policy.
5. Include students in the ongoing process of the uniform policy development and implementation. However, student input should be interpreted carefully, keeping in mind the maturity level of the students.
6. Use days when uniform dress is not necessary as teaching tools. Students should enter high school knowing how to dress appropriately. This effort could be linked with School to Careers. For example, the schools could have a career fair and have professionals from the community come to the schools to talk with students about the process of acquiring a job, including the importance of the first impression. On the day of the fair, students could have a “dress up” day, where they dress as if they are going to a job interview.
7. Publicize financial assistance opportunities.

APPENDIX

**JOHN ADAMS/TRUMAN MIDDLE SCHOOLS
UNIFORM IMPLEMENTATION TIMELINE/HISTORY**

DATE	TIMELINE/HISTORY	DATE	TIMELINE/HISTORY																				
Spring 1995	John Adams begins participating in the Governor's Strengthening Quality Schools program to help develop change processes. Surveys given to all students, parents, staff to determine "Customer Climate." From the surveys it's determined that dress code is the biggest issue for the students.	1996-1997 School Year	JAMS Student Leadership works on discussing the Dress Code and how change can take place to keep John Adams a safe place where learning is the priority. Students develop a presentation for the school administration and ask if it would be possible to look at what students can wear, rather than what they cannot. Ask about uniforms--that are different from the traditional Parochial version associated with the word "uniform."																				
September 4, 1997	Open House at Truman MS; a parent asks parents to sign a petition requesting uniforms for students.	September and October	Students from the Truman Honor Society call other schools around the state with strict dress codes and uniforms. (i.e. Harrison, Mesa Middle School in Ruidoso)																				
October 21, 1997	Cluster Dress Code and Uniforms Meeting and Fashion Show in the Truman Gym; approximately 450 people attend from all 8 cluster school (Alamosa, Carlos Rey, Chaparral, John Adams, Lavaland, Mary Ann Binford, Susie Rayos Marmon and Truman). Mayor Martin Chavez and Board Member Robert Lucero addressed the group endorsing the pursuance of uniforms. 87% of 123 families voted to continue the discussion of uniforms. Everyone is invited to attend a Uniform Taskforce Meeting to work out issues on November 11, 1997.	November 11, 1997	The first Uniform Taskforce Committee meeting held to begin the discussion of how to implement a plan for a pilot for uniforms at John Adams and Truman. Parents, students and administration from both schools attended. A Truman parent agreed to do research with area vendors as to prices and styles of uniforms. Emphasize communication with all stakeholders as a priority.																				
December 8, 1997	Student Leadership groups from John Adams and Truman meet to develop a survey which can be given to both school communities. RDA assists with writing a survey which will garner pertinent information.	January 8, 1998	Second Uniform Taskforce Committee Meeting held. Agree that another parent informational meeting needs to be held to make sure their is opportunity for as much input as possible.																				
January 20, 1998	Bilingual letter and newsletter mailed to all families of current 5th, 6th, 7th, and 8th graders to give historical background, next steps, and information about the upcoming meeting and vote.	January 26, 1998	Parent meetings held at both John Adams and Truman to offer more opportunities to ask questions. Surveys administered to parents. (Results are still being compiled by RDA.)																				
January 1998	Bilingual survey distributed to all students and staffs at John Adams and Truman Middle Schools. (Results are still being compiled by RDA.)	January 1998	Communication to parents and students including Town Hall Meetings, morning announcements, media announcements and publicity, bilingual flyers, and billboard signs to remind parents of the Uniform Vote.																				
February 5, 1998	Uniform Vote held at John Adams and Truman Middle Schools. Polls open from 7 a.m. to 7 p.m. Parents man the voting areas and tally the votes.	February 5, 1998	Uniform Results <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2"><u>John Adams</u></th> <th colspan="2"><u>Truman</u></th> </tr> </thead> <tbody> <tr> <td>194</td> <td>Yes</td> <td>100</td> <td>Yes</td> </tr> <tr> <td>59</td> <td>Opposed</td> <td>35</td> <td>Opposed</td> </tr> <tr> <td colspan="2"><hr/></td> <td colspan="2"><hr/></td> </tr> <tr> <td>253</td> <td>Total</td> <td>135</td> <td>Total</td> </tr> </tbody> </table>	<u>John Adams</u>		<u>Truman</u>		194	Yes	100	Yes	59	Opposed	35	Opposed	<hr/>		<hr/>		253	Total	135	Total
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59	Opposed	35	Opposed																				
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253	Total	135	Total																				
February 23 and March 4, 1998	Presentations to the Board of Education Policy Committee and the Full Board to receive go ahead in planning for the Uniform Pilot for 1998-99.	February - May	Uniform Implementation Committee made up of parents, staff and students will determine the details of implementing a pilot program for uniforms in 1998-99 if there is Board approval. Details include colors, policy/parameters, transfer requests, other dress code issues (jackets, after school activities, etc.).																				
March	Contact vendors about numbers and clothing availability, prices, discounts, etc.																						

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John Adams & Truman Middle Schools
 Parent Uniform Survey
 545 Respondents
 January, 1999

My student attends: 43.3% Truman 51.5% John Adams

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	31.2%	29.6%	16.6%	7.7%	14.8%
2. School uniforms decrease theft.	22.3%	32.6%	18.4%	6.8%	19.9%
3. School uniforms help prevent gang activity.	39.9%	29.5%	16.1%	6.3%	8.1%
4. School uniforms help students focus on their education.	34.2%	36.0%	15.7%	6.1%	7.9%
5. School uniforms help school officials identify trespassers on campus.	51.3%	39.9%	3.7%	1.6%	3.5%
6. I spent less money on school uniforms this year than I usually spend on school clothes.	33.6%	26.0%	18.9%	17.0%	4.5%
7. School uniforms promote a positive school climate.	34.9%	39.8%	11.4%	4.5%	9.4%
8. School uniforms promote my students' positive feelings about his/her school.	23.3%	35.2%	24.5%	6.7%	10.2%
9. Financial aid is available for families who need assistance with buying uniforms.	12.7%	17.2%	9.2%	9.0%	51.7%
10. Staff members should wear uniforms if students must wear them.	49.4%	23.8%	13.8%	6.9%	6.1%
11. The school provided adequate information regarding uniforms prior to the school year.	27.9%	48.7%	9.9%	6.4%	7.2%
12. Uniform clothing was readily available.	17.4%	35.6%	28.6%	14.1%	4.3%
13. I support school uniforms at John Adams and Truman.	47.4%	27.4%	9.3%	11.4%	4.5%

When did you begin shopping for uniform clothing?

2.8% April 3.7% May 7.3% June 23.2% July 62.6% August

John Adams & Truman Middle Schools
 Staff Uniform Survey
 100 Respondents
 January 1999

I work at: 56% Truman 44% John Adams

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	35.1%	45.4%	5.2%	1.0%	13.4%
2. School uniforms decrease theft.	25.5%	35.7%	13.3%	3.1%	22.4%
3. School uniforms help prevent gang activity.	45.9%	43.9%	5.1%	0	5.1%
4. School uniforms help students focus on their education.	41.0%	42.0%	8.0%	0	9.0%
5. School uniforms help school officials identify trespassers on campus.	77.0%	21.0%	1.0%	0	1.0%
6. Uniforms are less expensive than regular school clothes.	51.5%	28.3%	7.1%	1.0%	12.1%
7. School uniforms promote a positive school climate.	54.5%	35.4%	3.0%	1.0%	6.1%
8. School uniforms promote my positive feelings about my school.	51.0%	34.7%	9.2%	2.0%	3.1%
9. I have noticed positive changes in student behavior since the uniform policy has been implemented.	40.2%	46.4%	5.2%	1.0%	7.2%
10. Staff members should wear uniforms if students must wear them.	7.1%	16.2%	29.3%	40.4%	7.1%
11. Students behave better in uniforms than in regular school clothes.	33.3%	48.5%	9.1%	2.0%	7.1%
12. The uniform policy is specific enough that I do not have to spend time discussing appropriate attire with students.	9.2%	28.6%	36.7%	22.4%	3.1%
13. I support school uniforms at John Adams and Truman.	70.7%	18.2%	3.0%	2.0%	6.1%
14. I choose to wear uniform clothing regularly.	17.6%	33.0%	26.4%	17.6%	5.5%
15. Time spent in instructional activities has increased since the implementation of the uniform policy.	18.0%	40.0%	15.0%	5.0%	22.0%
16. Financial aid is available for families who need assistance with buying uniforms.	27.3%	43.4%	3.0%	2.0%	24.2%

John Adams & Truman Middle Schools
 Student Uniform Survey
 All Students from TMS and JAMS
 1,357 Respondents

I am in grade: 39.4% 6 32.6% 7 27.6% 8

I attend: 64.7% Truman 35.1% John Adams

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	4.7%	16.0%	30.9%	33.0%	15.4%
2. School uniforms decrease theft.	3.6%	13.2%	31.4%	32.5%	19.2%
3. School uniforms help prevent gang activity.	5.4%	17.9%	31.0%	34.0%	11.7%
4. School uniforms help students focus on their education.	5.6%	17.7%	31.1%	31.3%	14.3%
5. School uniforms help school officials identify trespassers on campus.	17.9%	41.3%	13.1%	13.9%	13.8%
6. Uniforms are less expensive than regular school clothes.	6.9%	15.6%	27.5%	38.6%	11.4%
7. School uniforms promote a positive school climate.	3.3%	14.7%	28.8%	27.8%	25.4%
8. School uniforms promote my positive feelings about my school.	4.6%	10.5%	32.4%	36.6%	15.9%
9. Financial aid is available for families who need assistance with buying uniforms.	13.9%	26.8%	10.7%	15.3%	33.4%
10. Staff members should wear uniforms if students must wear them.	74.0%	13.3%	3.5%	6.7%	2.5%
11. Students behave better in uniforms than in regular school clothes.	5.1%	12.8%	26.5%	45.2%	10.3%
12. Some changes need to be made in the uniform policy.	55.1%	21.5%	6.0%	9.9%	7.5%
13. I support school uniforms at John Adams and Truman.	5.1%	9.5%	15.4%	57.4%	12.4%

John Adams & Truman Middle Schools
 Student Uniform Survey
 All 6th Grade from TMS and JAMS
 535 Respondents

I attend: 58.1% Truman 41.9% John Adams

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	6.2%	18.4%	30.3%	29.8%	15.4%
2. School uniforms decrease theft.	5.3%	13.8%	29.5%	31.9%	19.5%
3. School uniforms help prevent gang activity.	7.7%	20.0%	28.9%	33.4%	10.0%
4. School uniforms help students focus on their education.	8.5%	16.9%	27.1%	32.1%	15.4%
5. School uniforms help school officials identify trespassers on campus.	21.0%	33.7%	15.7%	18.7%	10.9%
6. Uniforms are less expensive than regular school clothes.	8.3%	17.3%	23.6%	42.2%	8.6%
7. School uniforms promote a positive school climate.	4.2%	15.3%	24.2%	31.1%	25.3%
8. School uniforms promote my positive feelings about my school.	6.0%	10.9%	30.5%	36.7%	15.8%
9. Financial aid is available for families who need assistance with buying uniforms.	17.6%	23.7%	9.3%	17.8%	31.5%
10. Staff members should wear uniforms if students must wear them.	76.8%	12.5%	3.2%	6.8%	0.8%
11. Students behave better in uniforms than in regular school clothes.	7.0%	15.3%	24.4%	42.2%	11.0%
12. Some changes need to be made in the uniform policy.	57.7%	17.6%	5.9%	10.1%	8.7%
13. I support school uniforms at John Adams and Truman.	5.3%	11.9%	13.4%	55.0%	14.0%

John Adams & Truman Middle Schools
 Student Uniform Survey
All 7th Grade from TMS and JAMS
 442 Respondents

I attend: 67.6% Truman 32.1% John Adams

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	2.5%	15.4%	32.6%	39.1%	10.4%
2. School uniforms decrease theft.	1.6%	12.8%	32.1%	37.4%	16.2%
3. School uniforms help prevent gang activity.	3.2%	12.9%	34.9%	37.4%	11.6%
4. School uniforms help students focus on their education.	3.4%	16.7%	34.4%	34.8%	10.6%
5. School uniforms help school officials identify trespassers on campus.	15.2%	43.5%	12.9%	10.9%	17.5%
6. Uniforms are less expensive than regular school clothes.	5.9%	14.5%	28.3%	39.8%	11.5%
7. School uniforms promote a positive school climate.	1.8%	11.7%	30.0%	30.4%	26.1%
8. School uniforms promote my positive feelings about my school.	2.5%	9.6%	34.0%	40.0%	13.9%
9. Financial aid is available for families who need assistance with buying uniforms.	11.0%	25.9%	13.8%	17.4%	31.9%
10. Staff members should wear uniforms if students must wear them.	75.0%	12.7%	3.9%	5.9%	2.5%
11. Students behave better in uniforms than in regular school clothes.	2.7%	12.3%	27.1%	49.0%	8.7%
12. Some changes need to be made in the uniform policy.	56.1%	23.1%	5.9%	9.2%	5.7%
13. I support school uniforms at John Adams and Truman.	4.8%	6.6%	15.1%	63.8%	9.6%

John Adams & Truman Middle Schools
 Student Uniform Survey
 All 8th Grade from TMS and JAMS
 375 Respondents

I attend: 71.5% Truman 28.5% John Adams

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	4.8%	13.4%	30.2%	30.2%	21.4%
2. School uniforms decrease theft.	3.5%	12.9%	33.1%	27.7%	22.8%
3. School uniforms help prevent gang activity.	4.6%	20.9%	29.0%	31.1%	14.5%
4. School uniforms help students focus on their education.	4.3%	19.8%	32.4%	26.2%	17.4%
5. School uniforms help school officials identify trespassers on campus.	17.1%	50.0%	9.4%	9.9%	13.6%
6. Uniforms are less expensive than regular school clothes.	6.2%	14.5%	31.6%	32.2%	15.5%
7. School uniforms promote a positive school climate.	3.8%	17.7%	33.5%	19.8%	25.2%
8. School uniforms promote my positive feelings about my school.	5.1%	11.0%	33.5%	31.9%	18.5%
9. Financial aid is available for families who need assistance with buying uniforms.	12.3%	32.2%	8.8%	8.6%	38.1%
10. Staff members should wear uniforms if students must wear them.	69.4%	15.5%	3.5%	7.2%	4.3%
11. Students behave better in uniforms than in regular school clothes.	4.6%	10.0%	28.8%	45.3%	11.3%
12. Some changes need to be made in the uniform policy.	50.5%	25.1%	6.5%	10.0%	7.8%
13. I support school uniforms at John Adams and Truman.	4.9%	9.5%	18.4%	53.2%	13.5%

John Adams Middle School
 Parent Uniform Survey
 281 Respondents
 January 1999

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	33.2%	30.3%	14.1%	7.9%	14.4%
2. School uniforms decrease theft.	23.8%	35.7%	14.1%	6.1%	20.2%
3. School uniforms help prevent gang activity.	43.0%	28.9%	13.7%	5.1%	9.4%
4. School uniforms help students focus on their education.	39.5%	34.1%	12.0%	6.5%	8.0%
5. School uniforms help school officials identify trespassers on campus.	51.3%	41.2%	3.2%	0.4%	4.0%
6. I spent less money on school uniforms this year than I usually spend on school clothes.	40.1%	22.6%	15.0%	17.9%	4.4%
7. School uniforms promote a positive school climate.	39.6%	39.3%	9.8%	3.3%	8.0%
8. School uniforms promote my students' positive feelings about his/her school.	26.5%	34.2%	23.3%	5.5%	10.5%
9. Financial aid is available for families who need assistance with buying uniforms.	13.8%	16.0%	7.6%	7.6%	54.9%
10. Staff members should wear uniforms if students must wear them.	46.4%	25.4%	15.9%	4.7%	7.6%
11. The school provided adequate information regarding uniforms prior to the school year.	33.6%	48.2%	8.4%	3.3%	6.6%
12. Uniform clothing was readily available.	20.3%	34.8%	25.7%	14.9%	4.3%
13. I support school uniforms at John Adams and Truman.	53.6%	25.4%	7.6%	9.8%	3.6%

When did you begin shopping for uniform clothing?

3.1% April 4.2% May 6.9% June 25.3% July 59.8% August

John Adams Middle School
Staff Uniform Survey
44 Respondents
January 1999

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	38.1%	54.8%	2.4%	0	4.8%
2. School uniforms decrease theft.	25.6%	32.6%	16.3%	2.3%	23.3%
3. School uniforms help prevent gang activity.	46.5%	48.8%	2.3%	0	2.3%
4. School uniforms help students focus on their education.	50.0%	40.9%	4.5%	0	4.5%
5. School uniforms help school officials identify trespassers on campus.	79.5%	18.2%	2.3%	0	0
6. Uniforms are less expensive than regular school clothes.	43.2%	36.4%	9.1%	0	11.4%
7. School uniforms promote a positive school climate.	59.1%	34.1%	4.5%	0	2.3%
8. School uniforms promote my positive feelings about my school.	61.4%	31.8%	6.8%	0	0
9. I have noticed positive changes in student behavior since the uniform policy has been implemented.	47.6%	50.0%	2.4%	0	0
10. Staff members should wear uniforms if students must wear them.	6.8%	15.9%	38.6%	34.1%	4.5%
11. Students behave better in uniforms than in regular school clothes.	34.1%	61.4%	4.5%	0	0
12. The uniform policy is specific enough that I do not have to spend time discussing appropriate attire with students.	7.1%	38.1%	40.5%	11.9%	2.4%
13. I support school uniforms at John Adams and Truman.	81.8%	15.9%	2.3%	0	0
14. I choose to wear uniform clothing regularly.	23.8%	35.7%	16.7%	19.0%	4.8%
15. Time spent in instructional activities has increased since the implementation of the uniform policy.	18.2%	54.5%	11.4%	2.3%	13.6%
16. Financial aid is available for families who need assistance with buying uniforms.	18.2%	50.0%	4.5%	0	27.3%

John Adams & Truman Middle Schools
 Student Uniform Survey
All Students from John Adams Middle School
 477 Respondents

I am in grade: 47.1% 6 29.8% 7 22.5% 8

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	6.1%	12.2%	33.6%	35.5%	12.6%
2. School uniforms decrease theft.	5.9%	10.4%	29.7%	34.2%	19.7%
3. School uniforms help prevent gang activity.	6.3%	14.1%	30.5%	39.8%	9.3%
4. School uniforms help students focus on their education.	6.7%	13.5%	29.7%	35.6%	14.5%
5. School uniforms help school officials identify trespassers on campus.	17.4%	44.7%	12.2%	14.3%	11.3%
6. Uniforms are less expensive than regular school clothes.	7.2%	14.5%	24.8%	43.6%	9.9%
7. School uniforms promote a positive school climate.	3.8%	12.9%	32.5%	30.6%	20.3%
8. School uniforms promote my positive feelings about my school.	5.5%	9.9%	28.6%	43.4%	12.6%
9. Financial aid is available for families who need assistance with buying uniforms.	13.2%	19.0%	10.0%	15.2%	42.5%
10. Staff members should wear uniforms if students must wear them.	77.1%	11.7%	2.3%	6.1%	2.8%
11. Students behave better in uniforms than in regular school clothes.	5.5%	10.0%	23.6%	52.6%	8.1%
12. Some changes need to be made in the uniform policy.	59.7%	17.2%	5.9%	12.1%	5.1%
13. I support school uniforms at John Adams and Truman.	7.0%	9.5%	13.3%	61.0%	8.7%

John Adams & Truman Middle Schools
 Student Uniform Survey
All 6th Grade from John Adams Middle School
 224 Respondents

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	6.3%	16.1%	35.9%	28.3%	13.5%
2. School uniforms decrease theft.	6.8%	7.2%	33.5%	31.7%	20.8%
3. School uniforms help prevent gang activity.	6.3%	18.5%	32.9%	35.1%	7.2%
4. School uniforms help students focus on their education.	7.7%	13.5%	27.5%	35.1%	16.2%
5. School uniforms help school officials identify trespassers on campus.	19.3%	37.7%	15.7%	19.3%	8.1%
6. Uniforms are less expensive than regular school clothes.	7.6%	16.6%	22.9%	47.1%	5.8%
7. School uniforms promote a positive school climate.	2.7%	14.0%	31.1%	29.3%	23.0%
8. School uniforms promote my positive feelings about my school.	5.9%	10.8%	31.5%	37.8%	14.0%
9. Financial aid is available for families who need assistance with buying uniforms.	17.4%	16.4%	10.5%	16.0%	39.7%
10. Staff members should wear uniforms if students must wear them.	76.8%	14.1%	3.2%	5.5%	0.5%
11. Students behave better in uniforms than in regular school clothes.	4.6%	11.0%	26.5%	50.2%	7.8%
12. Some changes need to be made in the uniform policy.	60.6%	14.5%	7.2%	10.9%	6.8%
13. I support school uniforms at John Adams and Truman.	6.8%	8.6%	11.8%	61.5%	10.9%

John Adams & Truman Middle Schools
 Student Uniform Survey
All 7th Grade from John Adams Middle School
 142 Respondents

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	2.8%	8.5%	33.1%	47.9%	7.7%
2. School uniforms decrease theft.	2.9%	11.5%	27.3%	43.2%	15.1%
3. School uniforms help prevent gang activity.	4.9%	9.2%	32.4%	47.2%	6.3%
4. School uniforms help students focus on their education.	4.2%	13.4%	28.2%	43.7%	10.6%
5. School uniforms help school officials identify trespassers on campus.	12.0%	54.2%	12.0%	9.2%	12.7%
6. Uniforms are less expensive than regular school clothes.	4.9%	12.0%	26.1%	47.2%	9.9%
7. School uniforms promote a positive school climate.	2.8%	11.3%	32.6%	39.0%	14.2%
8. School uniforms promote my positive feelings about my school.	2.8%	8.5%	28.2%	52.8%	7.7%
9. Financial aid is available for families who need assistance with buying uniforms.	6.5%	23.9%	11.6%	17.4%	40.6%
10. Staff members should wear uniforms if students must wear them.	82.3%	7.8%	1.4%	5.7%	2.8%
11. Students behave better in uniforms than in regular school clothes.	2.8%	9.9%	19.1%	61.0%	6.4%
12. Some changes need to be made in the uniform policy.	63.1%	19.1%	5.0%	9.2%	3.5%
13. I support school uniforms at John Adams and Truman.	2.8%	9.2%	12.8%	69.5%	5.7%

John Adams & Truman Middle Schools
 Student Uniform Survey
 All 8th Grade from John Adams Middle School
 107 Respondents

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	8.4%	9.3%	30.8%	34.6%	16.8%
2. School uniforms decrease theft.	8.4%	15.9%	23.4%	28.0%	24.3%
3. School uniforms help prevent gang activity.	8.4%	11.2%	21.5%	41.1%	17.8%
4. School uniforms help students focus on their education.	8.4%	14.0%	33.6%	27.1%	16.8%
5. School uniforms help school officials identify trespassers on campus.	21.5%	47.7%	5.6%	9.3%	15.9%
6. Uniforms are less expensive than regular school clothes.	9.4%	14.2%	24.5%	33.0%	18.9%
7. School uniforms promote a positive school climate.	7.5%	13.1%	33.6%	22.4%	23.4%
8. School uniforms promote my positive feelings about my school.	8.4%	10.3%	23.4%	41.1%	16.8%
9. Financial aid is available for families who need assistance with buying uniforms.	14.0%	18.7%	6.5%	9.3%	51.4%
10. Staff members should wear uniforms if students must wear them.	72.9%	12.1%	1.9%	7.5%	5.6%
11. Students behave better in uniforms than in regular school clothes.	9.4%	8.5%	23.6%	47.2%	11.3%
12. Some changes need to be made in the uniform policy.	53.8%	20.8%	4.7%	17.0%	3.8%
13. I support school uniforms at John Adams and Truman.	11.3%	12.3%	17.0%	50.0%	8.5%

Truman Middle School
 Parent Uniform Survey
 236 Respondents
 January 1999

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	28.8%	28.4%	20.0%	7.4%	15.3%
2. School uniforms decrease theft.	20.5%	28.1%	24.3%	7.6%	19.5%
3. School uniforms help prevent gang activity.	36.2%	30.0%	19.2%	8.0%	6.6%
4. School uniforms help students focus on their education.	27.6%	38.3%	20.6%	5.6%	7.9%
5. School uniforms help school officials identify trespassers on campus.	51.7%	37.9%	4.3%	3.3%	2.8%
6. I spent less money on school uniforms this year than I usually spend on school clothes.	25.4%	30.0%	23.9%	16.0%	4.7%
7. School uniforms promote a positive school climate.	29.0%	40.2%	13.6%	6.1%	11.2%
8. School uniforms promote my students' positive feelings about his/her school.	19.2%	36.2%	26.3%	8.5%	9.9%
9. Financial aid is available for families who need assistance with buying uniforms.	11.4%	19.0%	10.9%	10.9%	47.9%
10. Staff members should wear uniforms if students must wear them.	53.0%	21.9%	11.2%	9.8%	4.2%
11. The school provided adequate information regarding uniforms prior to the school year.	20.8%	49.1%	11.8%	10.4%	8.0%
12. Uniform clothing was readily available.	13.7%	36.3%	32.5%	13.2%	4.2%
13. I support school uniforms at John Adams and Truman.	39.1%	30.2%	11.6%	13.5%	5.6%

When did you begin shopping for uniform clothing?

2.5% April 3.0% May 7.9% June 20.7% July 66.0% August

Truman Middle School
Staff Uniform Survey
56 Respondents
January 1999

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	32.7%	38.2%	7.3%	1.8%	20.0%
2. School uniforms decrease theft.	25.5%	38.2%	10.9%	3.6%	21.8%
3. School uniforms help prevent gang activity.	45.5%	40.0%	7.3%	0	7.3%
4. School uniforms help students focus on their education.	33.9%	42.9%	10.7%	0	12.5%
5. School uniforms help school officials identify trespassers on campus.	75.0%	23.2%	0	0	1.8%
6. Uniforms are less expensive than regular school clothes.	58.2%	21.8%	5.5%	1.8%	12.7%
7. School uniforms promote a positive school climate.	50.9%	36.4%	1.8%	1.8%	9.1%
8. School uniforms promote my positive feelings about my school.	42.6%	37.0%	11.1%	3.7%	5.6%
9. I have noticed positive changes in student behavior since the uniform policy has been implemented.	34.5%	43.6%	7.3%	1.8%	12.7%
10. Staff members should wear uniforms if students must wear them.	7.3%	16.4%	21.8%	45.5%	9.1%
11. Students behave better in uniforms than in regular school clothes.	32.7%	38.2%	12.7%	3.6%	12.7%
12. The uniform policy is specific enough that I do not have to spend time discussing appropriate attire with students.	10.7%	21.4%	33.9%	30.4%	3.6%
13. I support school uniforms at John Adams and Truman.	61.8%	20.0%	3.6%	3.6%	10.9%
14. I choose to wear uniform clothing regularly.	12.2%	30.6%	34.7%	16.3%	6.1%
15. Time spent in instructional activities has increased since the implementation of the uniform policy.	17.9%	28.6%	17.9%	7.1%	28.6%
16. Financial aid is available for families who need assistance with buying uniforms.	34.5%	38.2%	1.8%	3.6%	21.8%

John Adams & Truman Middle Schools
 Student Uniform Survey
All Students from Truman Middle School
 879 Respondents

I am in grade: 35.4% 6 34.0% 7 30.5% 8

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	4.0%	17.9%	29.5%	31.7%	17.0%
2. School uniforms decrease theft.	2.3%	14.7%	32.4%	31.6%	19.0%
3. School uniforms help prevent gang activity.	4.8%	20.0%	31.3%	30.8%	13.1%
4. School uniforms help students focus on their education.	5.0%	19.8%	31.9%	29.0%	14.3%
5. School uniforms help school officials identify trespassers on campus.	18.2%	39.6%	13.5%	13.6%	15.2%
6. Uniforms are less expensive than regular school clothes.	6.7%	16.1%	29.1%	35.8%	12.3%
7. School uniforms promote a positive school climate.	3.0%	15.7%	26.8%	26.2%	28.3%
8. School uniforms promote my positive feelings about my school.	4.1%	10.8%	34.6%	32.8%	17.7%
9. Financial aid is available for families who need assistance with buying uniforms.	14.3%	30.8%	11.0%	15.3%	28.6%
10. Staff members should wear uniforms if students must wear them.	72.5%	14.3%	4.0%	7.0%	2.3%
11. Students behave better in uniforms than in regular school clothes.	4.8%	14.3%	28.1%	41.4%	11.4%
12. Some changes need to be made in the uniform policy.	52.8%	23.8%	6.1%	8.5%	8.8%
13. I support school uniforms at John Adams and Truman.	4.0%	9.4%	16.5%	55.4%	14.4%

John Adams & Truman Middle Schools
 Student Uniform Survey
All 6th Grade from Truman Middle School
 311 Respondents

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	6.1%	19.9%	26.4%	30.9%	16.7%
2. School uniforms decrease theft.	4.2%	18.5%	26.6%	32.1%	18.5%
3. School uniforms help prevent gang activity.	8.8%	21.1%	26.0%	32.1%	12.0%
4. School uniforms help students focus on their education.	9.0%	19.4%	26.8%	30.0%	14.8%
5. School uniforms help school officials identify trespassers on campus.	22.2%	30.9%	15.8%	18.3%	12.9%
6. Uniforms are less expensive than regular school clothes.	8.7%	17.7%	24.2%	38.7%	10.6%
7. School uniforms promote a positive school climate.	5.2%	16.2%	19.2%	32.5%	26.9%
8. School uniforms promote my positive feelings about my school.	6.1%	11.0%	29.8%	35.9%	17.2%
9. Financial aid is available for families who need assistance with buying uniforms.	17.9%	28.9%	8.4%	19.2%	25.6%
10. Staff members should wear uniforms if students must wear them.	76.8%	11.3%	3.2%	7.7%	1.0%
11. Students behave better in uniforms than in regular school clothes.	8.7%	18.4%	23.0%	36.6%	13.3%
12. Some changes need to be made in the uniform policy.	55.6%	19.9%	4.9%	9.5%	10.1%
13. I support school uniforms at John Adams and Truman.	4.2%	14.3%	14.6%	50.3%	16.2%

John Adams & Truman Middle Schools
 Student Uniform Survey
All 7th Grade from Truman Middle School
 299 Respondents

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	2.3%	18.4%	32.4%	35.1%	11.7%
2. School uniforms decrease theft.	1.0%	13.4%	34.4%	34.4%	16.7%
3. School uniforms help prevent gang activity.	2.3%	14.8%	36.2%	32.6%	14.1%
4. School uniforms help students focus on their education.	3.0%	18.4%	37.5%	30.4%	10.7%
5. School uniforms help school officials identify trespassers on campus.	16.8%	38.6%	13.4%	11.4%	19.8%
6. Uniforms are less expensive than regular school clothes.	6.4%	15.7%	29.4%	36.1%	12.4%
7. School uniforms promote a positive school climate.	1.4%	11.9%	28.8%	26.1%	31.9%
8. School uniforms promote my positive feelings about my school.	2.4%	10.2%	36.9%	33.6%	16.9%
9. Financial aid is available for families who need assistance with buying uniforms.	13.1%	26.9%	14.8%	17.2%	27.9%
10. Staff members should wear uniforms if students must wear them.	71.8%	15.1%	4.7%	6.0%	2.3%
11. Students behave better in uniforms than in regular school clothes.	2.7%	13.5%	31.0%	43.4%	9.4%
12. Some changes need to be made in the uniform policy.	52.9%	25.1%	6.4%	8.8%	6.8%
13. I support school uniforms at John Adams and Truman.	5.4%	5.4%	16.3%	61.4%	11.5%

John Adams & Truman Middle Schools
 Student Uniform Survey
 All 8th Grade from Truman Middle School
 268 Respondents

Please check one response to the following questions in the appropriate box:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. School uniforms decrease violence.	3.4%	15.0%	30.0%	28.5%	23.2%
2. School uniforms decrease theft.	1.5%	11.7%	37.0%	27.5%	22.3%
3. School uniforms help prevent gang activity.	3.0%	24.8%	32.0%	27.1%	13.2%
4. School uniforms help students focus on their education.	2.6%	22.1%	31.8%	25.8%	17.6%
5. School uniforms help school officials identify trespassers on campus.	15.4%	50.9%	10.9%	10.1%	12.7%
6. Uniforms are less expensive than regular school clothes.	4.9%	14.6%	34.5%	31.8%	14.2%
7. School uniforms promote a positive school climate.	2.3%	19.5%	33.5%	18.8%	25.9%
8. School uniforms promote my positive feelings about my school.	3.8%	11.3%	37.6%	28.2%	19.2%
9. Financial aid is available for families who need assistance with buying uniforms.	11.7%	37.6%	9.8%	8.3%	32.7%
10. Staff members should wear uniforms if students must wear them.	68.0%	16.9%	4.1%	7.1%	3.8%
11. Students behave better in uniforms than in regular school clothes.	2.6%	10.6%	30.9%	44.5%	11.3%
12. Some changes need to be made in the uniform policy.	49.2%	26.9%	7.2%	7.2%	9.5%
13. I support school uniforms at John Adams and Truman.	2.3%	8.3%	18.9%	54.5%	15.5%



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