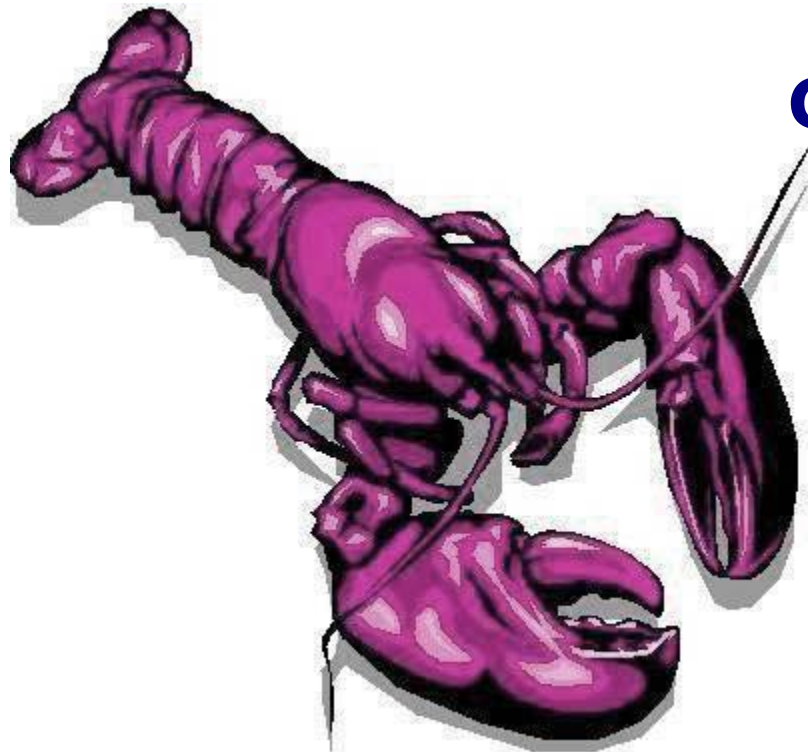


Maine

Safe and Drug-Free Schools and Communities Act Program



Report on Incidence of Prohibited Behavior and Drug and Violence Prevention 2003-2004

**The Maine Department of Health and Human
Services, Office of Substance Abuse and the
Maine Department of Education**

This report is a collaborative effort of the Maine Department of Health and Human Services, Office of Substance Abuse and the Maine Department of Education.

To obtain a *downloadable* copy of this entire report, as well as the accompanying *Technical Report*, visit the Maine Safe and Drug-Free Schools and Communities Act Program website at: <http://www.mainesdfsc.org/resources.html>

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MAINE

Safe and Drug-Free Schools and Communities Act Program

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March, 2005

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I. INTRODUCTION

The Maine Safe and Drug-Free Schools Data Collection Project is a partnership between the Maine Department of Health & Human Services, Office of Substance Abuse (OSA), and the Maine Department of Education (DOE).

This report presents the data collected from schools for the 2003-2004 school year. It contains information about local drug and violence prevention efforts, as well as reported incidents of prohibited behavior.

A *Technical Report* is also available that provides definitions, an explanation of methodology, and additional data analysis.

Project History

Originally funded by the U.S. Department of Education's (USED) Safe and Drug-Free Schools and Communities Act (SDFSCA) Program through Research Triangle Institute (RTI), the project has worked to enhance the state's capacity to gather data on drug and violence prevention programs, as well as on prohibited behavior among youth in Maine's local school systems. The project supports federal reporting requirements for measuring progress toward achieving the goal of safe and drug-free learning environments in schools.

The Maine SDFSCA Data Collection Project has developed four specific objectives in order to accomplish the goals of the project: (1) assist all local education agencies (LEAs) in providing data on youth drug and violence prevention activities; (2) improve the quality and completeness of data reported by schools and LEAs; (3) develop an integrated reporting system to meet federal reporting requirements for SDFSCA and the Individuals with Disabilities Education Act (IDEA); and (4) provide access to data to serve the reporting and evaluation needs at the federal, state, and local levels. Technical assistance in support of the system is provided through workshops, regular phone and email contact, and via a web site established for the project that provides data reporting access and information about Safe and Drug-Free Schools and Communities programs throughout the State of Maine and across the nation.

During the initial phase of the Maine SDFSCA Data Collection Project (1998-1999 school year), an electronic database was distributed to LEAs in Maine via CD-ROM and the Maine SDFSCA web site. All LEAs were encouraged to document information on their prevention activities — including related staff development and training — and incidents of prohibited behavior that occurred during the school year.

For the 1999-2000 school year, an online database was developed to make the system more accessible and to ease reporting tasks. Schools supplied school-level data to the SDFSCA coordinator at the LEA level, who then submitted it to the state via RTI. In the spring of 2000, a series of training workshops were held around the State of Maine to orient LEA data coordinators to the new online system.

In August 2001, the responsibility of managing and maintaining the online data collection system was transferred, as planned, from RTI to the Maine Office of Substance Abuse and LEAs began reporting data directly to OSA. In the spring of 2002 an advisory group, composed of persons in the field working directly with the data collection system, met with DOE, OSA, and RTI staff to discuss the overall progress of the data collection system and to suggest improvements. As a result, several changes were made to the Incidence of Prohibited Behavior (IPB) online reporting system. Beginning with the 2001-2002 reporting period, some worksheets were modified or consolidated and the definition of what constituted a reportable incident was refined to include only incidents of a more serious nature. This practice has continued for subsequent reporting periods.

II. METHODOLOGY

In compliance with SDFSCA, all states must annually conduct a statewide compilation of local prevention efforts and incidents of prohibited behavior occurring on school property. These data are aggregated and used to assess the status of school-based prevention efforts and their impact nationwide.

SDFSCA-related data for the state of Maine were collected during the 2003-2004 school year in accordance with federal reporting guidelines for SDFSCA and the Individuals with Disabilities Education Act of 1997 (IDEA '97). OSA and DOE worked collaboratively to develop a coordinated system of web-based reporting that meets federal and state requirements.

Six hundred sixty-one (661) Maine schools from 164 Local Education Agencies (LEAs) participated in the 2003-2004 SDFSCA Data Collection Project. This represents 100% of the schools required to submit a report to the state. (In this report the LEA can be a coalition of School Administration Units (SAUs), so the terms are not interchangeable.)

To promote accuracy to the extent possible, data submitted by Maine LEAs were reviewed and verified by OSA staff.

The data were then aggregated and provided to USED in a state report on the federal priority of creating a safe and drug-free school environment. A separate report on children with disabilities involved in incidents of prohibited behavior was provided to the USED Office of Special Education and Rehabilitative Services, as required by IDEA.

This report expands on the data submitted to USED and offers additional information and a more detailed account of SDFSCA-related activities in the State of Maine. This report can facilitate a better understanding of state and local prevention programs and their impact on the occurrence of prohibited behavior, as well as provide a basis for the development of programs and revision of continued efforts for safe and drug-free schools and communities.

If more detail is needed, a Technical Report is also available.

The general topics covered in this report are: a demographic overview of schools; information on SDFSCA prevention programs, services and activities; reported incidents of prohibited behavior and removals from school; and a summary section comparing results back to 1998-99, enabling the reader to detect trends that might be emerging.

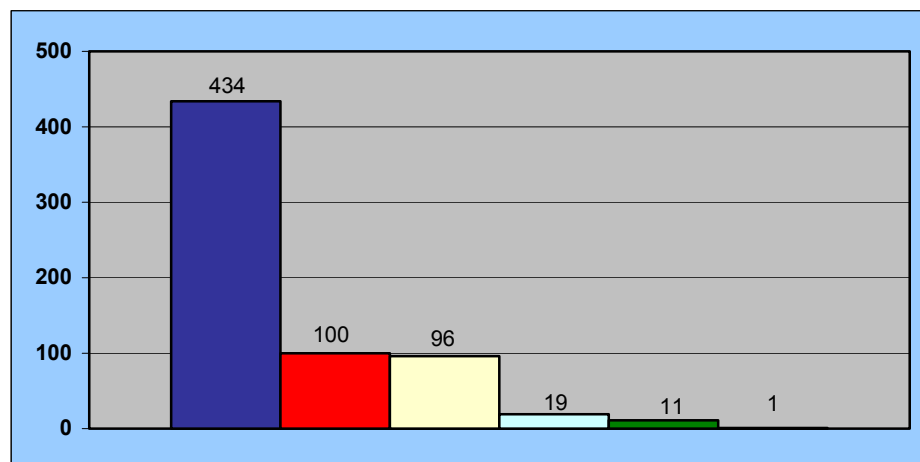
The graphical layout of the data is intended to provide maximum ease of use; however, some points may need further explanation:

1. School percentages are usually based on the total number of schools reporting in 2003-04, although occasionally the total is the number of schools reporting a particular data item, such as schools reporting community involvement in PSAs (p.14). These exceptions are noted.
2. Some of the data represent duplicate counts of schools or individuals; such as the number of faculty members attending staff development programs. Since one staff member can attend multiple programs, total attendees can exceed the total number of participating staff.
3. Occasionally the sum of percentages does not exactly equal 100% due to rounding. This is not an error in calculation.
4. In 2001-2002, the definition of reportable incidents was tightened to exclude minor confrontations, such as pushing or shoving. As a result, the number of reported incidents has dropped markedly. This is to be noted when comparing these data from previous years.
5. For the 2000-01 and 2001-02 reports, the enrollment figures for 1999-00 were presented instead of the enrollment for the actual reporting year. That oversight has been corrected in subsequent reports.

II. DEMOGRAPHICS

Schools Participating in the Maine SDFSCA Data Collection Project

Figure 1: Breakdown of Schools by School Level¹



Elementary School.....	434
Senior High School.....	100
Middle / Jr. High School.....	96
Jr. / Sr. High School.....	19
Combined Elementary and Secondary School.....	11
Special School.....	1
Total	661

Number of Schools	
Total Number in Maine	708
Number Required to Report ²	661
Number Reporting	661

Number of Schools Reporting by School Level

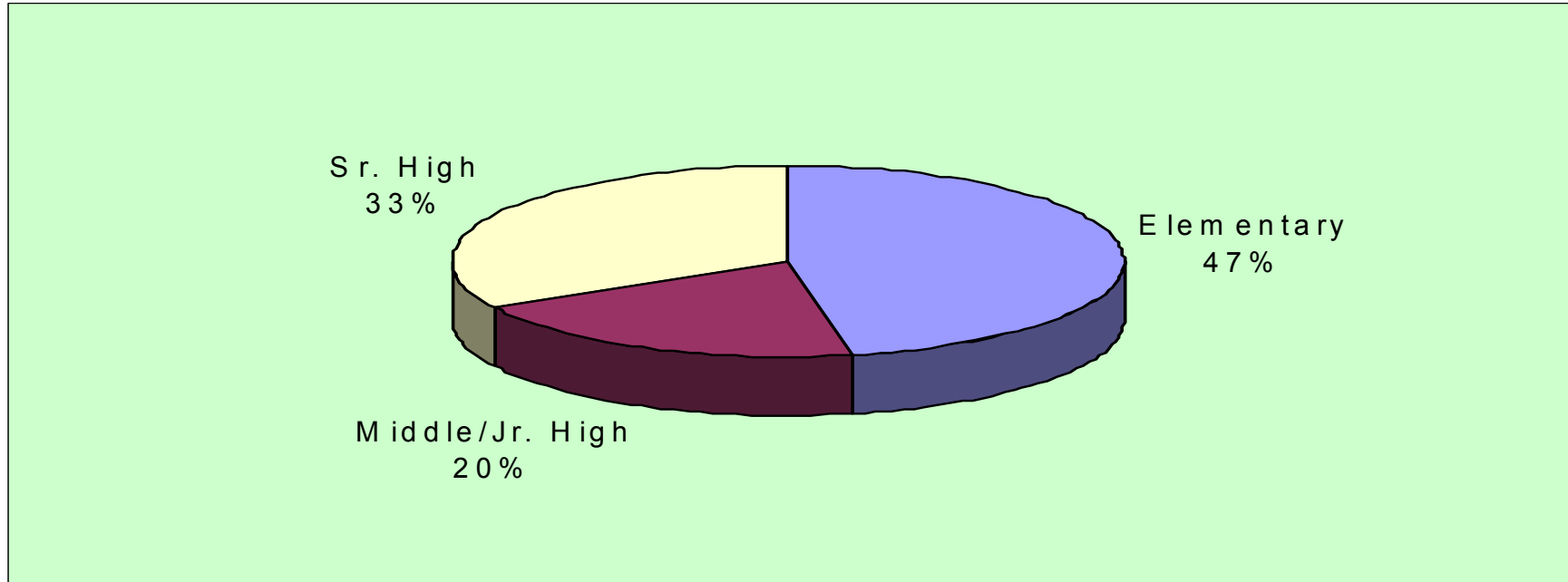
School Level	Schools Required to Report	Schools Reporting	
		Number	Percentage
Elementary School	434	434	100%
Middle/Jr. High School	96	96	100%
Sr. High School ³	131	131	100%
Total Schools	661	661	100%

¹ For a definition of school levels, refer to the Technical Report, page 3.

² Excludes schools not required to report, such as Maine Indian Education schools and the Maine School of Science and Mathematics. Schools in the Unorganized Territories were required to report for the first time in 2002-2003.

³ Includes six private, non-sectarian schools with 60% or more publicly-funded students.

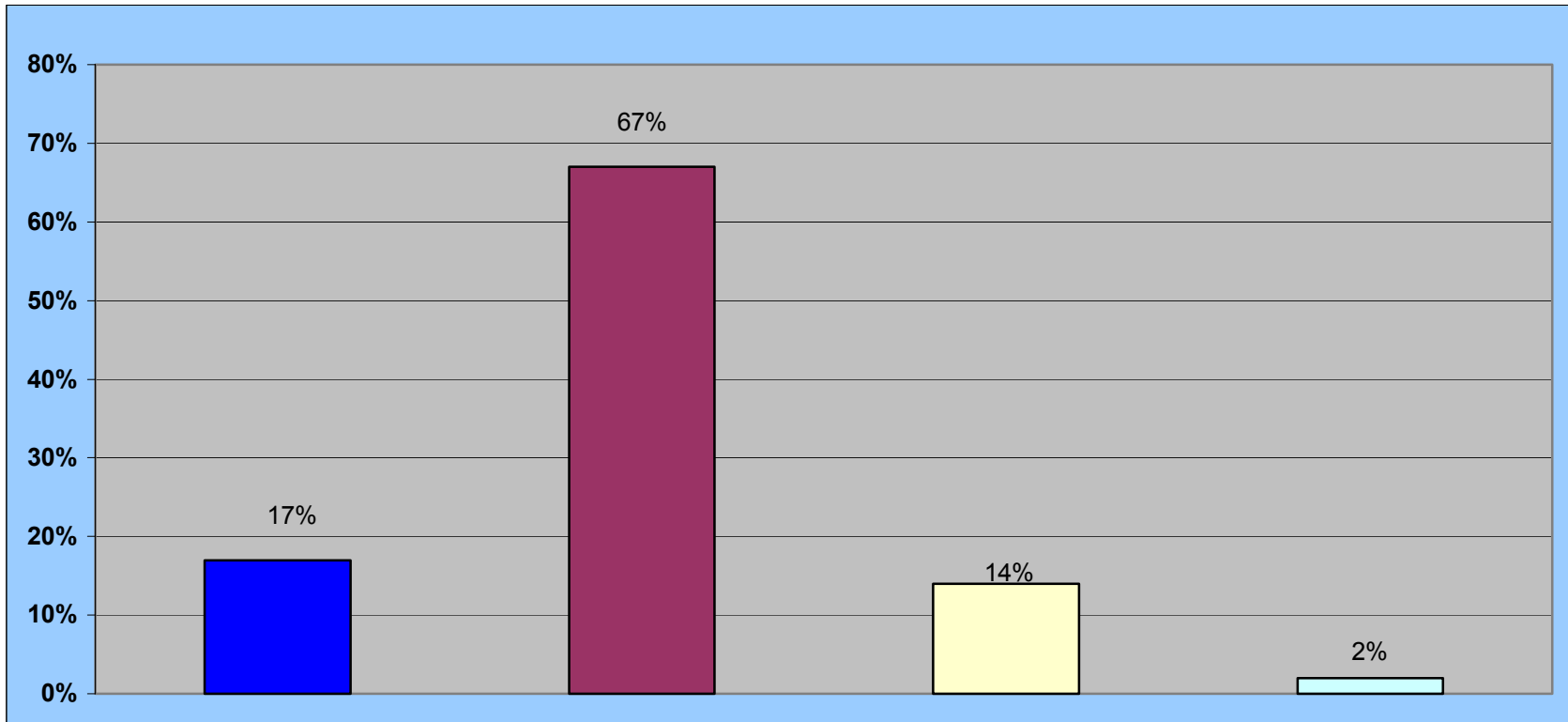
Figure 2: Enrollment of Reporting Schools by School Level



School Level	# of Students	% of Enrollment
Elementary School.....	95,787.....	47%
Middle/Jr. High School.....	39,836.....	20%
Sr. High School.....	67,850.....	33%
Total.....	203,473	

- Elementary students made up the largest student population group (47%).
- Sr. high school students made up the second largest student population group (33%).
- Middle school students made up the smallest student population group (20%).

Figure 3: Number and Percentage of Schools by Size



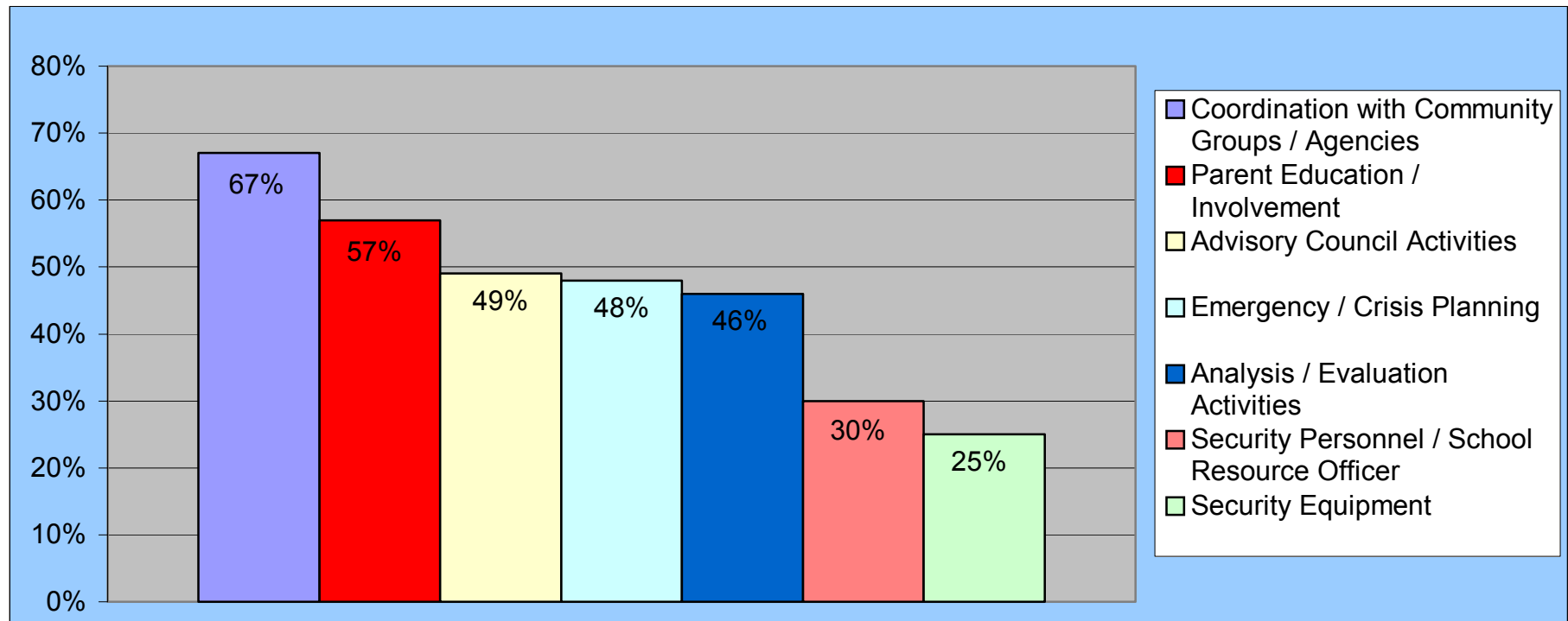
School Size	# of Schools	% of Schools
1 – 100 students	112	17%
101 – 500 students	443	67%
501 – 1,000 students	93	14%
1,001 – 1,500 students	13	2%

- In Maine, the vast majority (67%) of schools reporting had an enrollment of between 101 and 500 students.
- Only 2% of reporting schools had a student enrollment of more than 1,000.

IV. Prevention Programs, Services, and Activities (PSAs)

A. PSAs Offered by Local Education Agencies (LEAs)

Figure 4: Percentage of LEAs Providing Programs, Services and Activities (PSAs)⁴

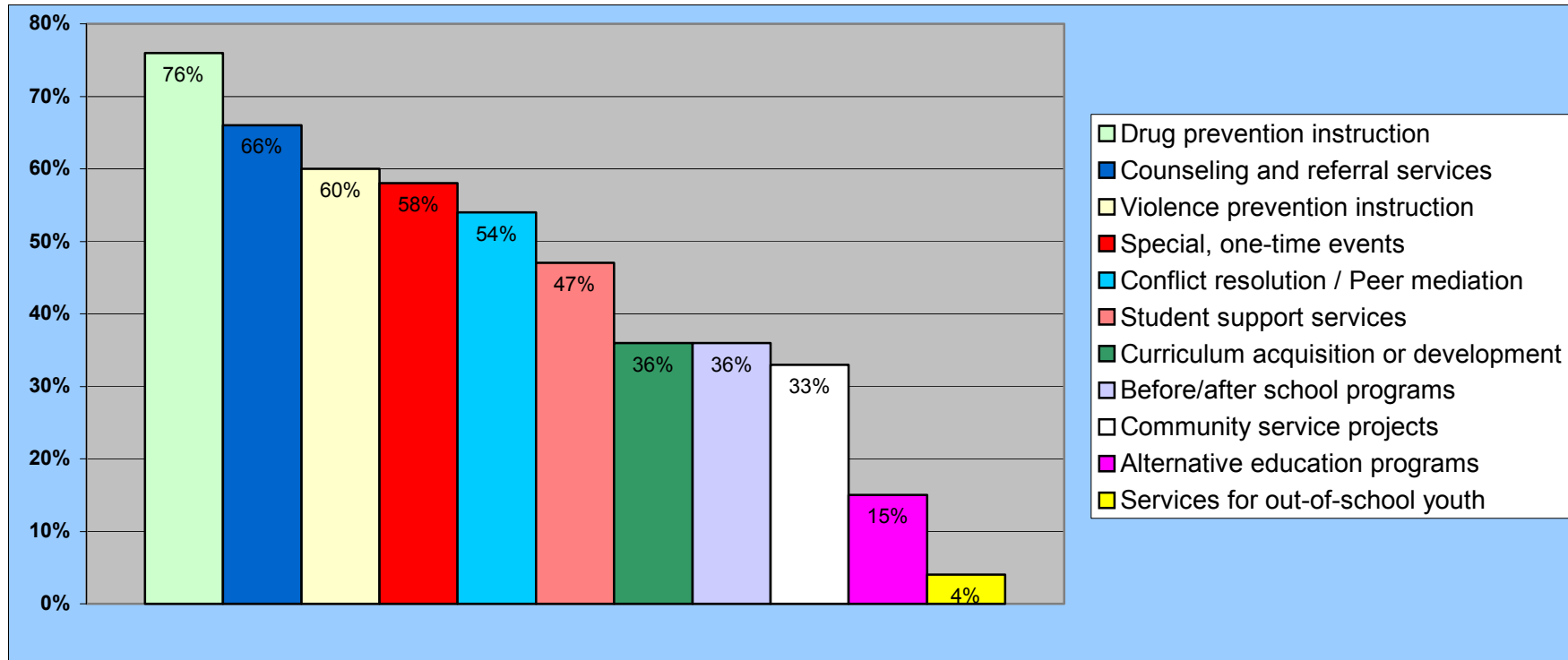


- Of the 164 LEAs reporting, 138 (84%) reported providing a total of 2,543 prevention-related PSAs (provided at the LEA level) during the 2003-2004 school year.
- The most prevalent PSA provided by LEAs was Coordination with Community Groups/Agencies, reported by 110 Maine LEAs (67%).
- The second most prevalent PSA provided by LEAs was Parent Education and Involvement noted by 94 LEAs (57%), followed by Advisory Council Activities reported by 80 LEAs.

⁴ Per federal reporting requirements, LEAs were asked to define each of their prevention programs, services, and activities according to 7 prescribed categories.

B. Student-Targeted PSAs Offered by Schools

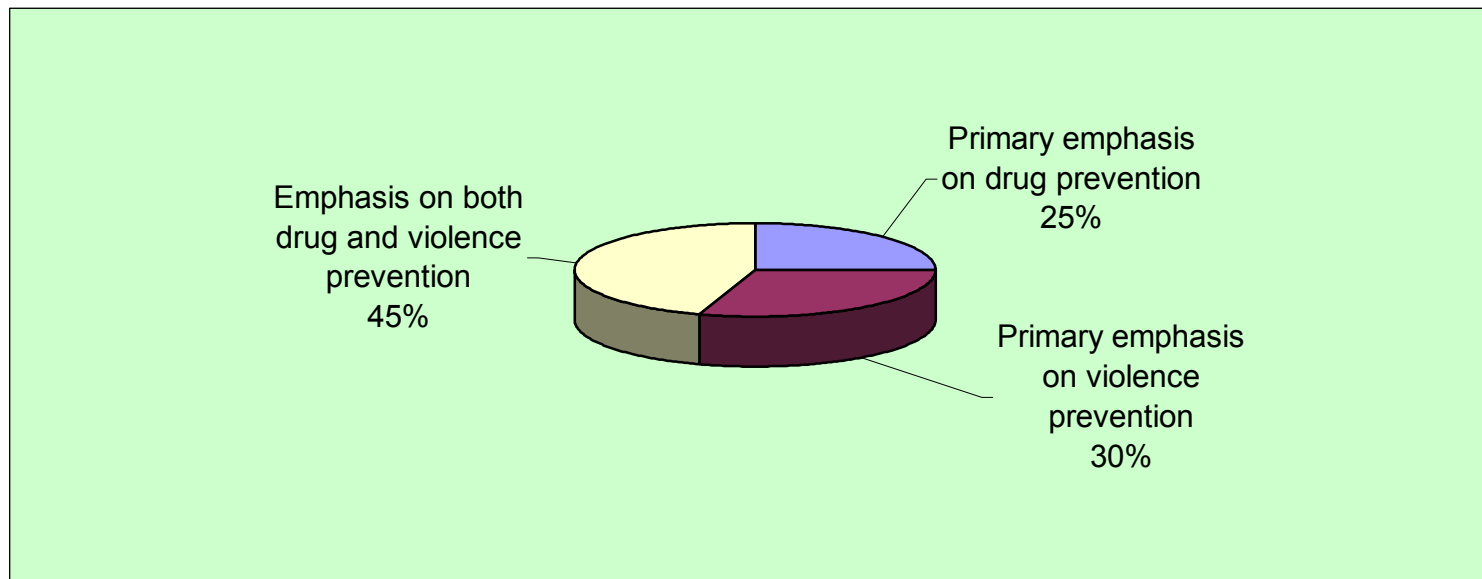
Figure 5: Percentage of Schools Providing Programs, Services, and Activities (PSAs)⁵



- Of the 661 schools reporting, 629 schools (95%) reported providing a total of 3,204 PSAs (provided at the school level) during the 2003-2004 school year.
- The most prevalent PSA provided by schools was Drug Prevention Instruction, reported by 505 Maine schools (76%).
- The second most prevalent PSA was Counseling and Referral Services reported by 436 schools (66%).

⁵ Per federal reporting requirements, schools were asked to define each of their prevention programs, services, and activities according to 11 prescribed categories.

Figure 6: Number and Percentage of Prevention Program Offerings by Emphasis

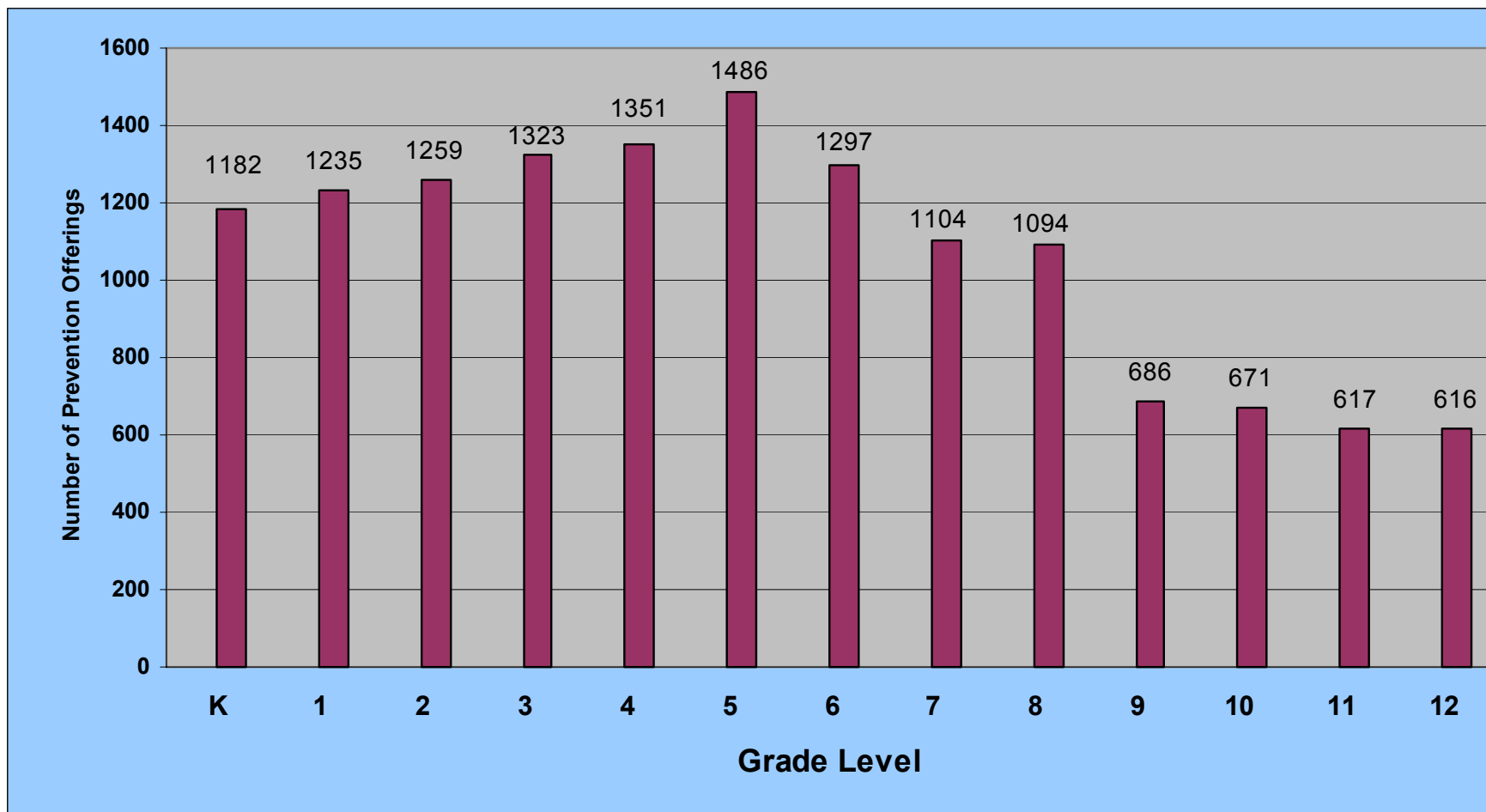


Total prevention program offerings during 2003-2004	3,204
■ Primary emphasis on drug prevention	804 (25%)
Elementary School.....	455
Middle/Jr. High School.....	136
Sr. High School.....	213
■ Primary emphasis on violence prevention	974 (30%)
Elementary School.....	668
Middle/Jr. High School.....	134
Sr. High School.....	172
■ Emphasis on both drug and violence prevention	1,426 (45%)
Elementary School.....	788
Middle/Jr. High School.....	265
Sr. High School.....	373

- A total of 505,594⁶ students attended the 3,204 PSAs, yielding an average of 158 students served per PSA.
- The total number of contact hours logged was 106,483 for an average length of 33 hours per prevention activity.

⁶ Each student could have attended more than one activity.

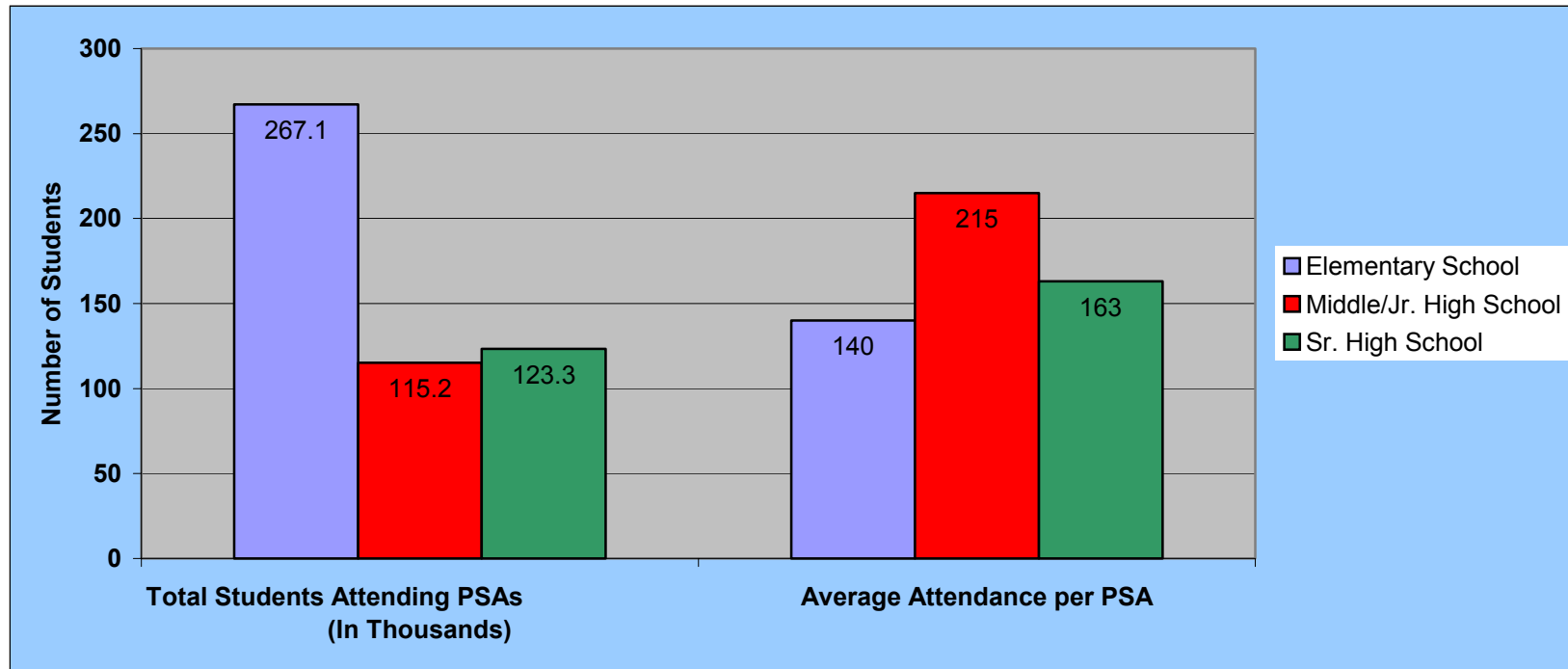
Figure 7: Number of Prevention Programs Offered by Grade Level⁷



- The greatest number of prevention programs were offered in grades K-8, with more than 1,000 programs offered in each of these grades.
- The largest number of prevention programs targeted 5th graders.

⁷ Because a single program could be offered to multiple grades, the total number of prevention programs per grade level is higher than the total number of PSAs previously listed.

Figure 8: Students Served by Prevention PSAs by School Level⁸



School Level	# of PSAs	Enrollment	Average Number of PSAs Attended per Student	Total Students Attending PSAs	Average Attendance per PSA
Elementary School	1,911	95,787	2.8	267,120	140
Middle / Jr. High School	535	39,836	2.9	115,166	215
Sr. High School	758	67,850	1.8	123,308	163

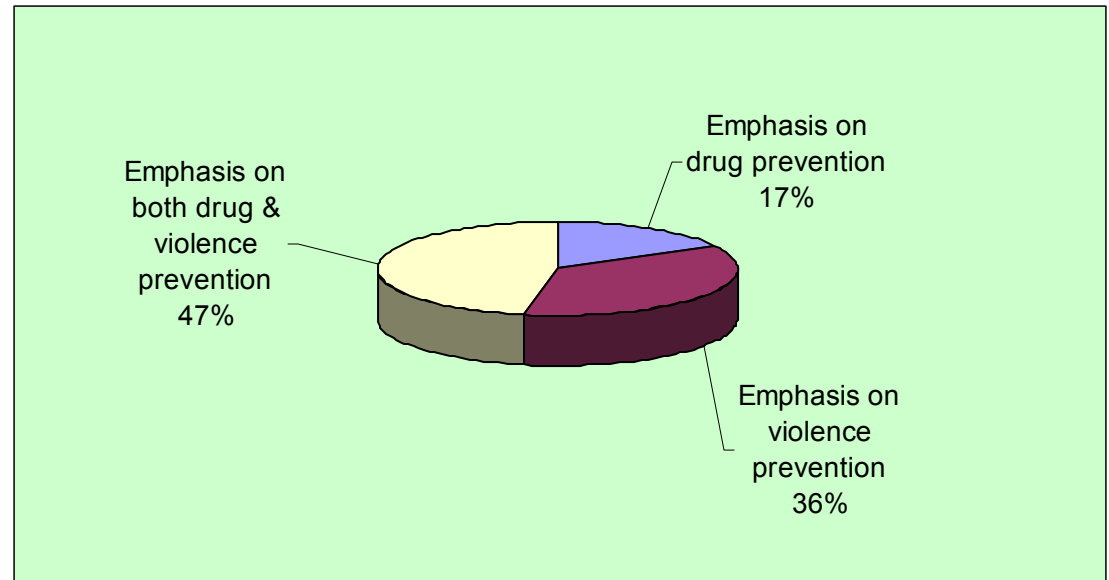
- On average, prevention programming in middle schools and high schools served more students per program than those in the lower grades.
- Each enrolled student attended an average of 2-3 PSAs.
- Attendance was highest in middle schools; for every PSA offered, an average of 215 students attended (duplicated count).

⁸ Because one student could attend multiple PSAs, attendance at PSAs exceeds enrollment.

C. Professional Development Programs Offered by Schools

Figure 9: Percentage of Professional Development Programs by Emphasis

Professional Development Offerings	
Total Offerings	1,133
Total Attendance ⁹	16,317
Total Hours of Training Offered	14,018
Average Attendance per Offering	14.4
Average Number of Hours per Offering	12.4



- Schools and LEAs in Maine provided a total of 1,133 drug and violence prevention-related professional development programs to faculty and staff.
- A major focus of school prevention training for staff and faculty was on violence prevention, with 36% of all staff development programs emphasizing violence prevention, and 47% emphasizing both drug and violence prevention.
- A statewide average of 14.4 faculty and school staff per activity were reported to have received training in drug and violence prevention-related programming.
- Each prevention-related activity was offered for an average of 12.4 hours.

⁹ Duplicate count; one staff member could attend multiple offerings.

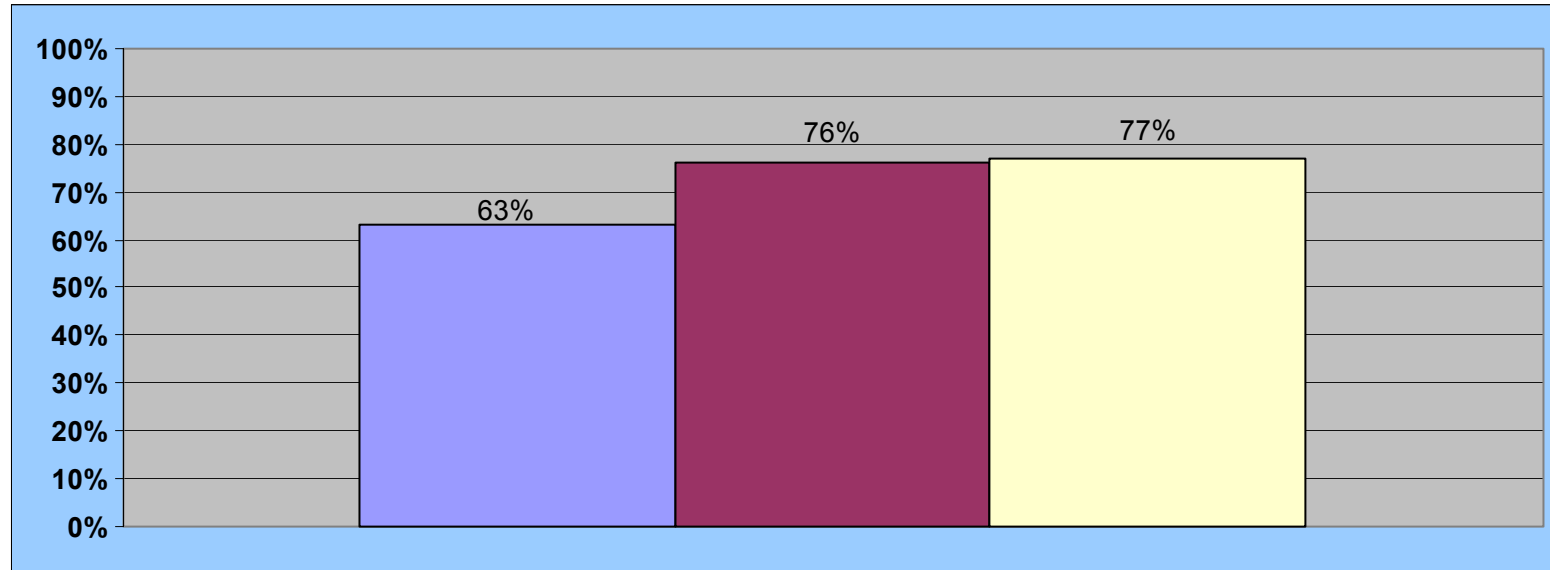
Figure10: Professional Development: Amount of Training

Top 12 Staff Development Activities	# of Activities	# of Schools Providing Training	% of Schools Providing Training
Student Assistance Team Training	182	181	27%
Crisis Management/Emergency Planning	151	147	22%
Civil Rights/Diversity Training	150	150	23%
Violence Prevention Training	149	128	19%
Wellness	97	89	13%
Conflict Resolution and Mediation	91	91	14%
Life Skills Training	86	85	13%
Substance Abuse Awareness	72	56	8%
DARE	64	64	10%
Peer Helpers/Peer Mediation	48	48	7%
Bullying Prevention	40	35	5%
Mentoring	3	2	<1%

- A total of 146 LEAs (89%) reported providing drug and violence prevention training for school faculty and staff.
- Within those LEAs, 485 schools (73%) reported providing prevention training for faculty and staff.
- Student Assistance Team Training was the program most frequently offered.

D. Involvement of Community Organizations in Drug and Violence Prevention Efforts

Figure11: Percentage of Schools with Community Involvement in PSAs by School Level

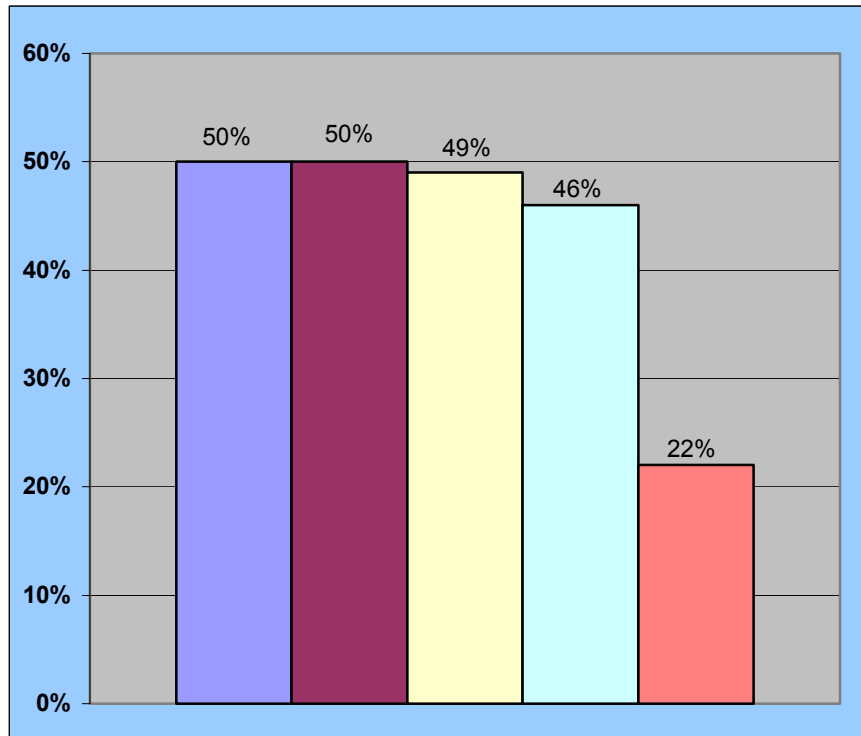


School Level

School Level	# of Schools	% of Schools
Elementary School	273	63%
Middle/Jr. High School	73	76%
Sr. High School	101	77%

- Sixty-eight percent of schools (447) reported involving the community in their drug and violence prevention efforts.

Figure 12: Type of Community Involvement



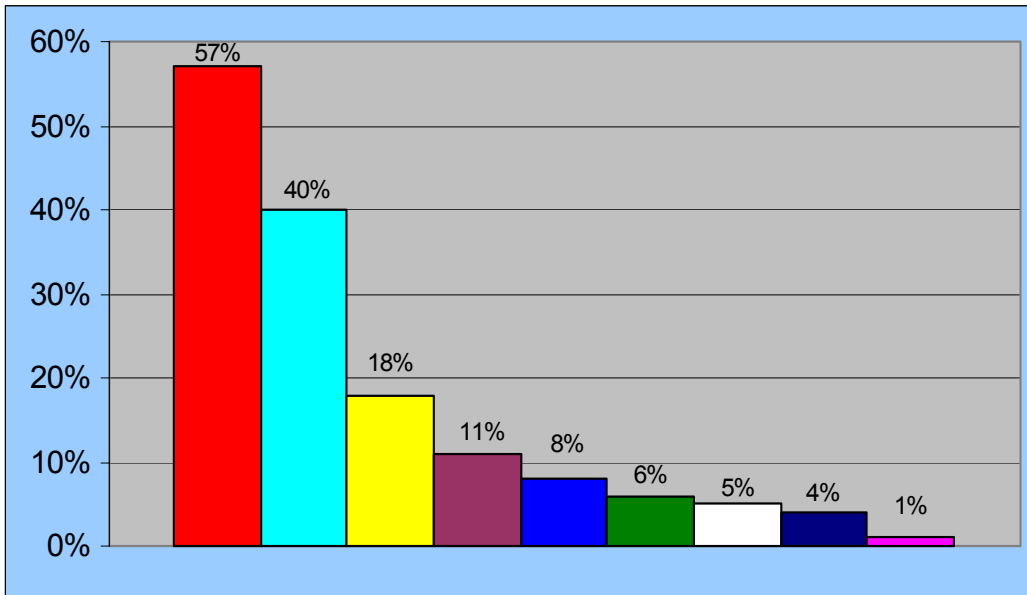
Community Involvement	# of Schools	% of Schools*
Joint Services	224	50%
Teacher / Staff Training	222	50%
Public Awareness	220	49%
Local Advisory Council	204	46%
Fundraising.....	100	22%

- The most common type of community involvement was Joint Services and Teacher / Staff Training, reported by 50% of schools, followed closely by Public Awareness (49%).¹⁰

¹⁰ The percentage is based on the number of schools reporting community involvement (447).

E. Student Involvement in Designing, Delivering, or Critiquing of PSAs

Figure 13: Type of Student Involvement



School Level	# of Schools	% of Schools
Elementary School.....	164	38%
Middle/Jr. High School.....	60	63%
Sr. High School.....	104	79%
Total	328	50%

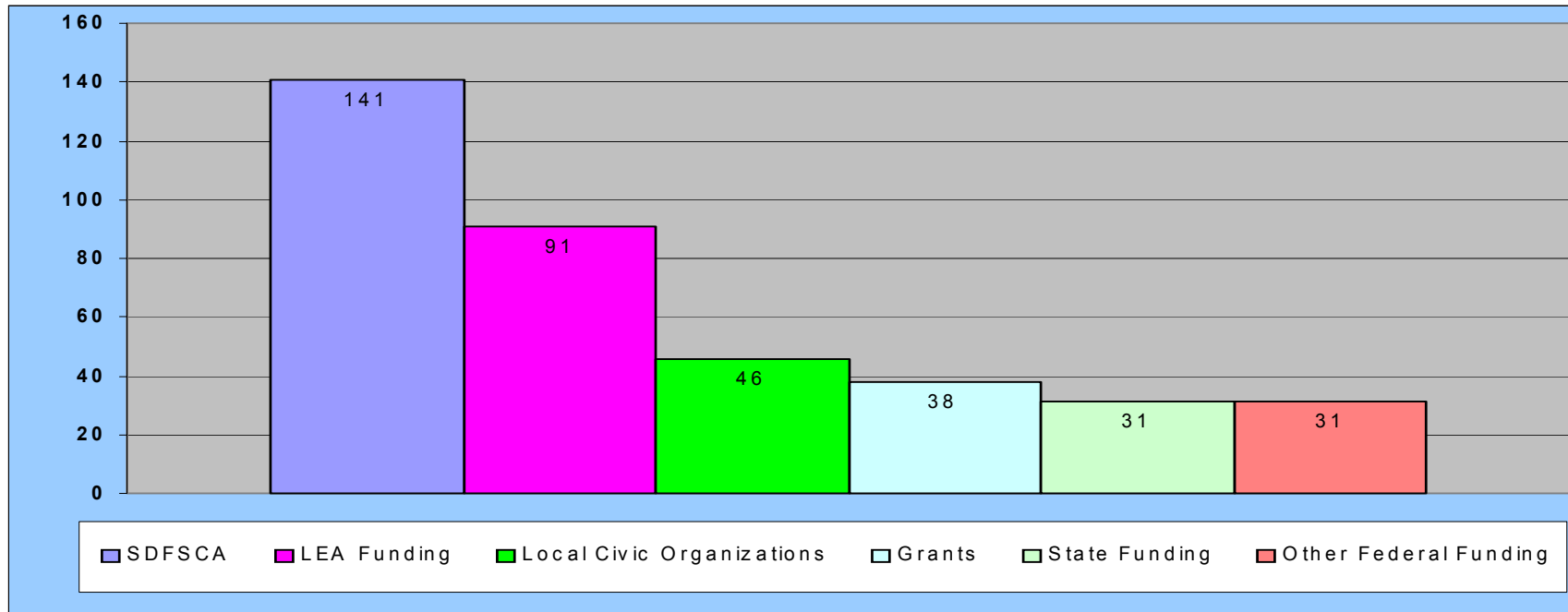
- A total of 328 schools (50% of total schools) reported involving students in planning, designing, delivering, and evaluating drug and violence prevention programming.

Type of Involvement	# of Schools	% of Schools ¹¹
Plan, develop, and deliver programs and services	187	57%
Evaluate/critique program effectiveness	130	40%
Plan and deliver civil rights/diversity programs	59	18%
Serve as program facilitators/peermentors/helpers/mediators	37	11%
Serve on advisory or planning councils	25	8%
Perform awareness/self-assessment activities	21	6%
Other	15	5%
Produce information on resource materials (video, books/essays, posters)	13	4%
Plan and deliver special events (Health Fair, Great American Smokeout)	4	1%

¹¹ The percentage is based on the number of schools reporting student involvement (328).

F. Funding for Drug and Violence Prevention Efforts

Figure 14: Sources of LEA Funding for Prevention-Related Programming



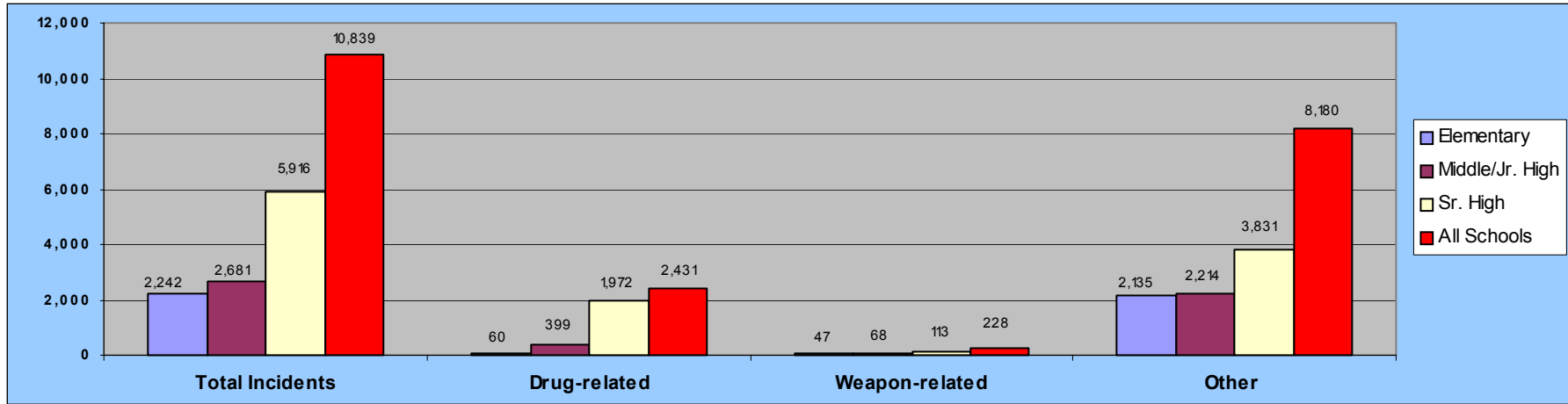
- Of the 164 LEAs eligible to receive SDFSCA funding, 142 reported information on their various funding sources.
- A total of 141 LEAs reported receiving funding for prevention-related programs and services through the Safe and Drug-Free Schools and Communities Act (SDFSCA) during the 2003-2004 school year.
- A total of 91 LEAs reported that additional LEA funding was utilized as a primary source of support for their prevention efforts.
- In addition, 46 LEAs reported receiving additional funding from local civic organizations, 38 reported receiving additional funding from other grant sources, and 31 reported receiving additional funding from the state or from other federal funding sources.

V. INCIDENCE OF PROHIBITED BEHAVIOR IN MAINE SCHOOLS¹²

A. Types of Prohibited Behavior

Advisory: Beginning with the 2001-2002 reporting period, the definition of what constitutes a reportable incident was changed to include only incidents of a more serious nature. The change has resulted in a significant decrease in the number of incidents subsequently reported.

Figure 15: Number of Incidents by Type of Prohibited Behavior



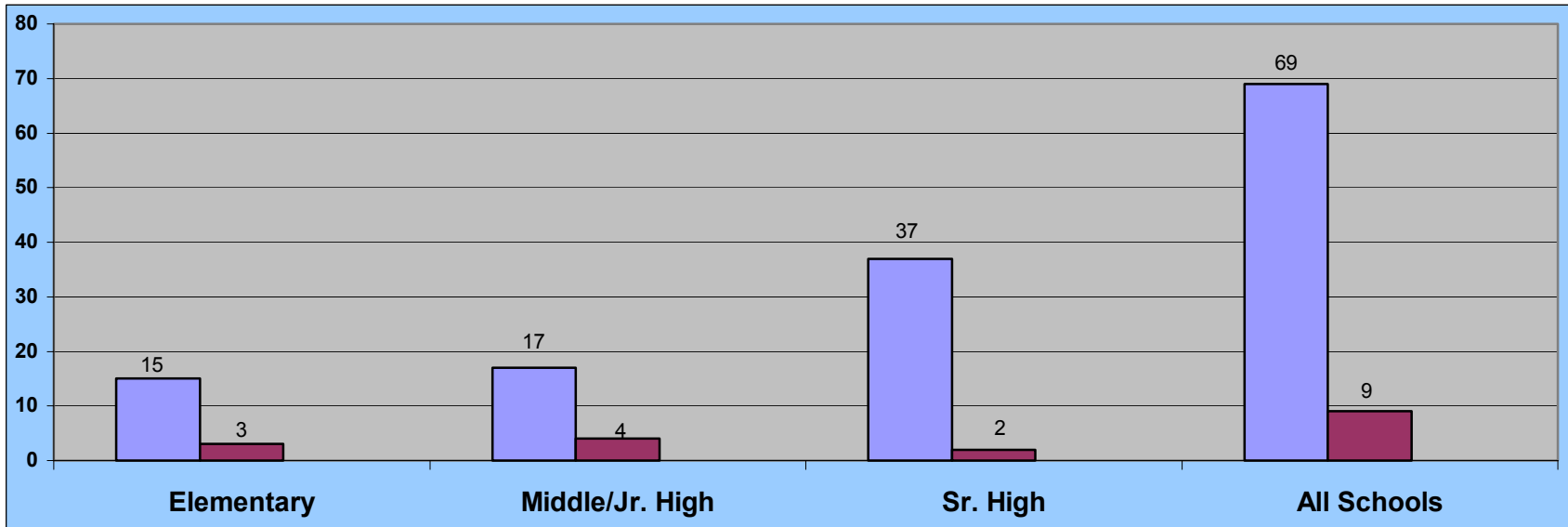
School Level	Total Incidents	Drug-related	Weapon-related	Other
Elementary	2,242	60	47	2,135
Middle/Jr. High	2,681	399	68	2,214
Sr. High	5,916	1,972	113	3,831
All Schools	10,839	2,431	228	8,180

- Maine schools reported a total of 10,839 incidents in the 2003-2004 school year.
- Of those incidents, weapons-related incidents were 2% of the total.
- Drug-related policy violations comprised 22% of the total incidents reported in all schools and 33% of the incidents in high schools.
- "Other" incidents made up the vast majority of reported incidents¹³

¹² An "Incident of Prohibited Behavior" is defined as a violation of a school drug or weapon policy OR a violation involving a defined incident type that is reportable to the IPB system. The incident must have occurred on school grounds, school property, or at a school-sponsored event. See the *Appendix* of the *Technical Report* for a list of prohibited behaviors.

¹³ "Other Incidents" included personal offenses, criminal acts, and policy violations.

Figure 16: Number of Bomb Threats and Bomb-Related Incidents



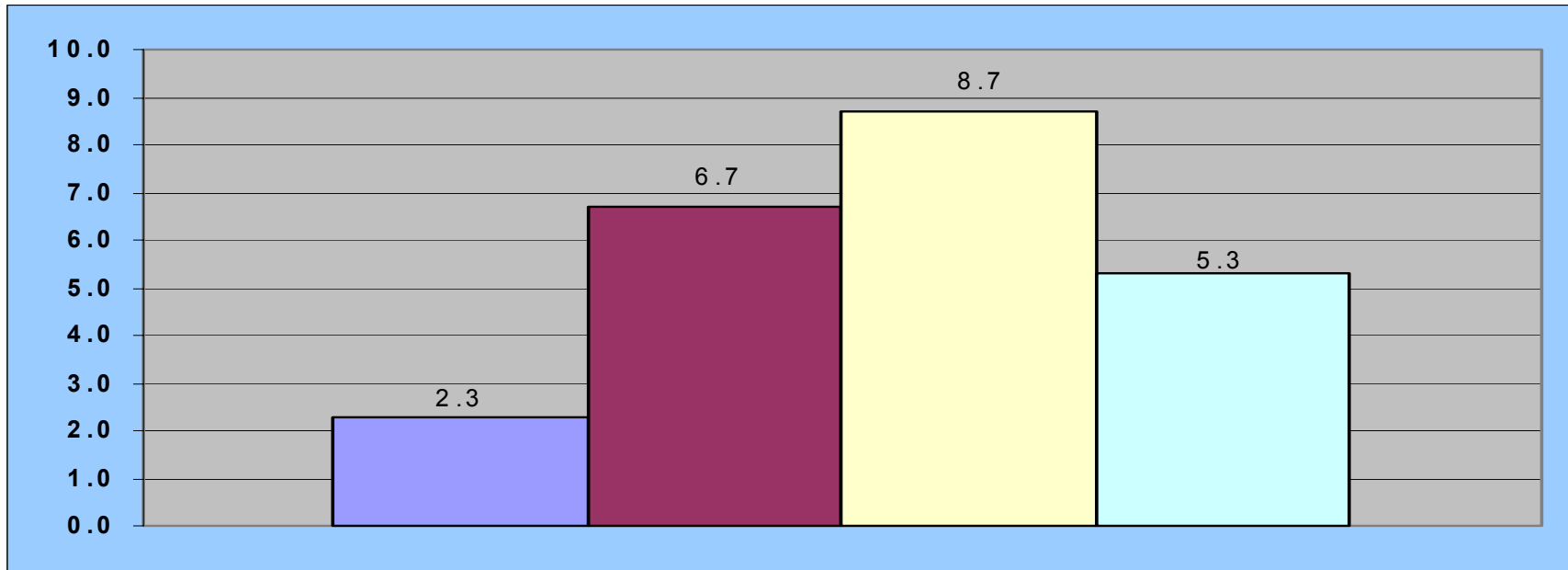
School level

School Level	Number of Bomb Threats	Number of Bomb-Related Incidents
Elementary	15	3
Middle/Jr. High	17	4
Sr. High	37	2
All Schools	69	9

- A total of 69 bomb threats were reported from 37 Maine schools (5.6%).
- Fifty-four percent of the reported bomb threats took place in senior high schools.

Advisory: Beginning with the **2001-2002 reporting period**, the definition of what constitutes a reportable incident was changed to include only incidents of a more serious nature. The change has resulted in a significant decrease in the number of incidents subsequently reported.

Figure 17: Number of Incidents per 100 Students



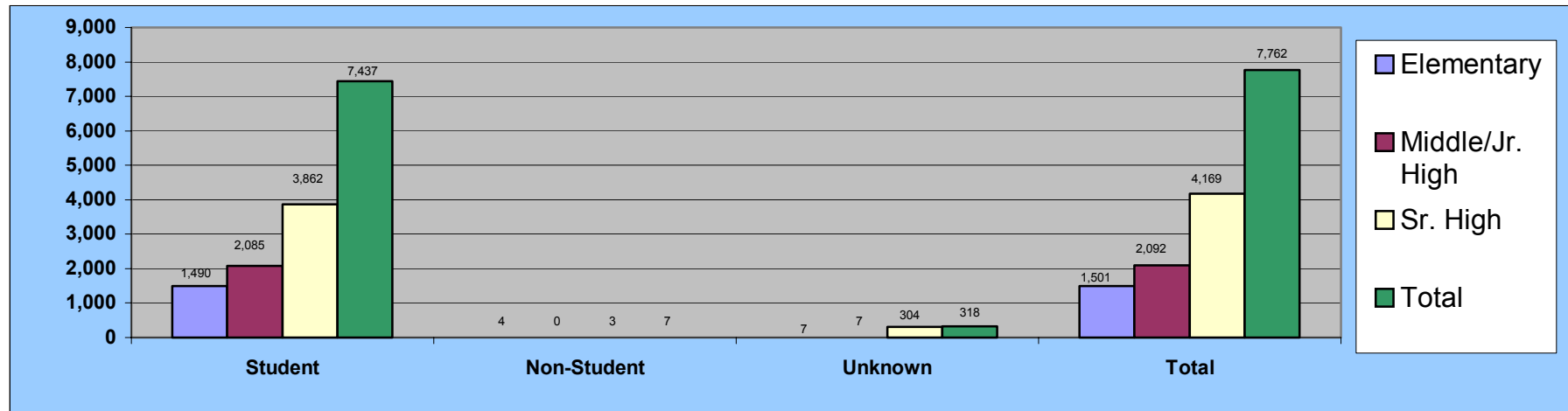
School Level	Incidents per 100 Students
Elementary School	2.3
Middle/Jr. High School	6.7
Sr. High School	8.7
All Schools	5.3

- Of the three school levels, Maine high schools reported the highest average rate of prohibited behaviors: 8.7 incidents per 100 students.
- All schools in Maine reported an average of 5.3 incidents per 100 students enrolled.

Advisory: Beginning with the 2001-2002 reporting period, the definition of what constitutes a reportable incident was changed to include only incidents of a more serious nature. The change has resulted in a significant decrease in the number of incidents subsequently reported.

B. Number and Types of Offenders and Victims

Figure 18: Number and Percentage of Offenders by School Type and Type of Offender



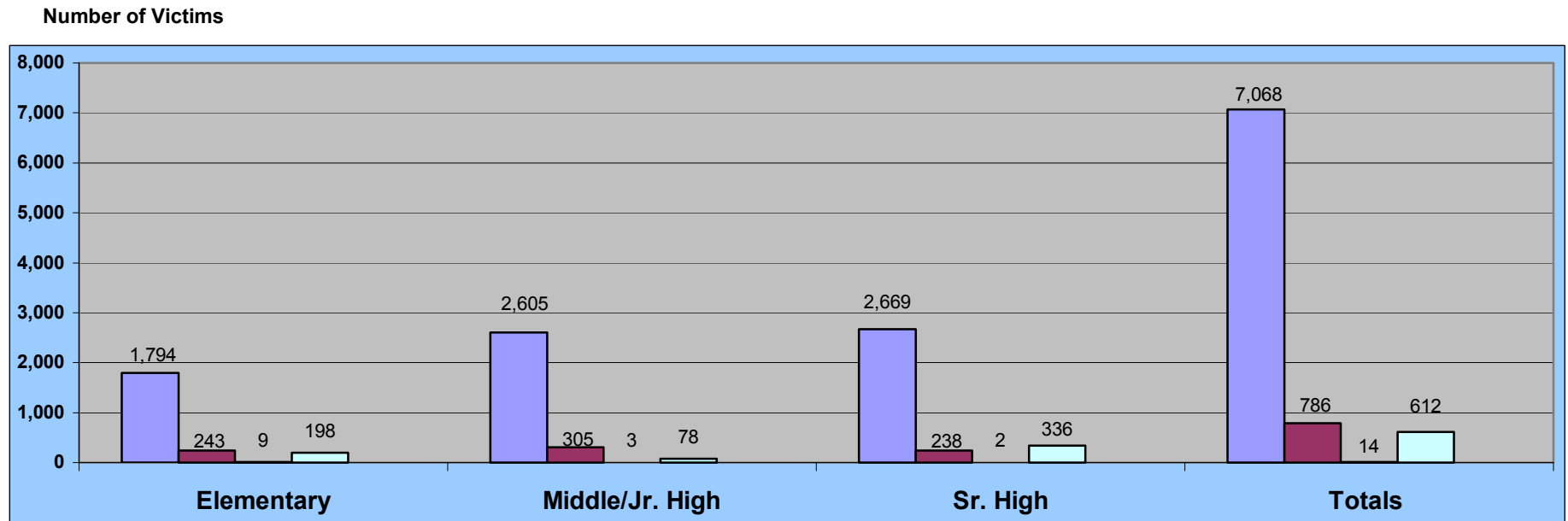
	Elementary %		Middle/Jr. High %		Sr. High %		Total %	
Student	1,490	99%	2,085	100%	3,862	93%	7,437	96%
Non-Student	4	<1%	0	0%	3	<1%	7	<1%
Unknown	7	<1%	7	<1%	304	7%	318	4%
Total	1,501	100%	2,092	100%	4,169	100%	7,762	100%

- A total of 7,762 offenders were responsible for 10,611 of the reported incidents, or an average of 1.4 incidents per offender, indicating a number of repeat offenders.¹⁴
- The count of total offenders included 7,437 student offenders (96% of total).
- This averages to 3.7 offenders per 100 students for all schools.

¹⁴ Excludes weapons-related offenses, for which data on the number of offenders are not collected.

Advisory: Beginning with the 2001-2002 reporting period, the definition of what constitutes a reportable incident was changed to include only incidents of a more serious nature. The change has resulted in a significant decrease in the number of incidents subsequently reported.

Figure 19: Number and Types of Victims¹⁵



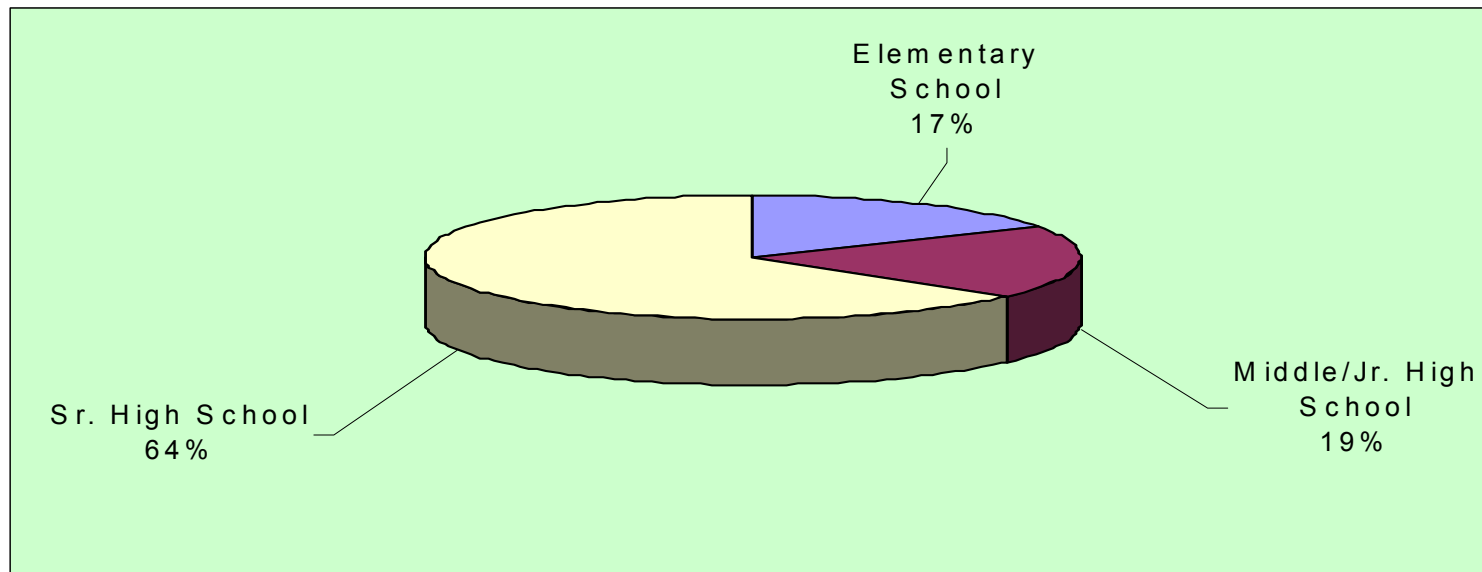
Type of Victim	Elementary		Middle/ Jr. High		Sr. High		Total	
Students	1,794	80%	2,605	87%	2,669	82%	7,068	83%
School Personnel	243	11%	305	10%	238	7%	786	9%
Non-School Personnel	9	<1%	3	<1%	2	<1%	14	<1%
Unknown	198	9%	78	3%	336	10%	612	7%
Total	2,244	100%	2,991	100%	3,245	100%	8,480	100%

- While students made up the clear majority of offenders (96%), victims included students (83%), school personnel (9%) and unknown (7%).

¹⁵ Excludes bomb threats as well as drug-related, weapons-related, and bomb-related incidents, for which data on the number of victims are not collected.

C. Prohibited Behavior Resulting in Removal from School

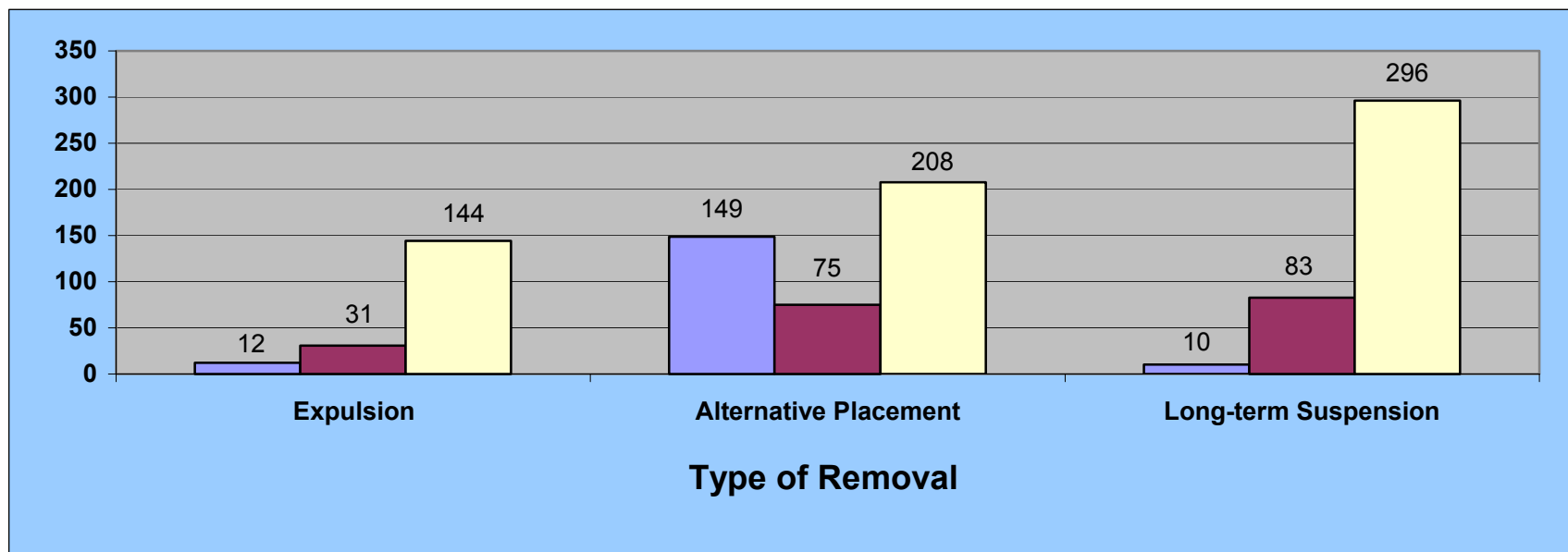
Figure 20: Number and Percentage of Incidents Resulting in Removal by School Level



School Level	Total Removals	
Elementary School	171	17%
Middle/Jr. High School	189	19%
Sr. High School	648	64%
Total	1,008	100%

- 9% of all incidents resulted in students' removal from school.
- Of all removals from school, 64% occurred in senior high schools; 19% in middle schools; and 17% percent in elementary schools.

Figure 21: Number and Percentage of Students Removed by Type of Removal¹⁶



School Level	Expulsion		Alternative Placement		Long-Term Suspension		Total
Elementary School	12	7%	149	87%	10	6%	171
Middle/Jr. High School	31	16%	75	40%	83	44%	189
Sr. High School	144	22%	208	32%	296	46%	648
Total	187	19%	432	43%	389	39%	1008

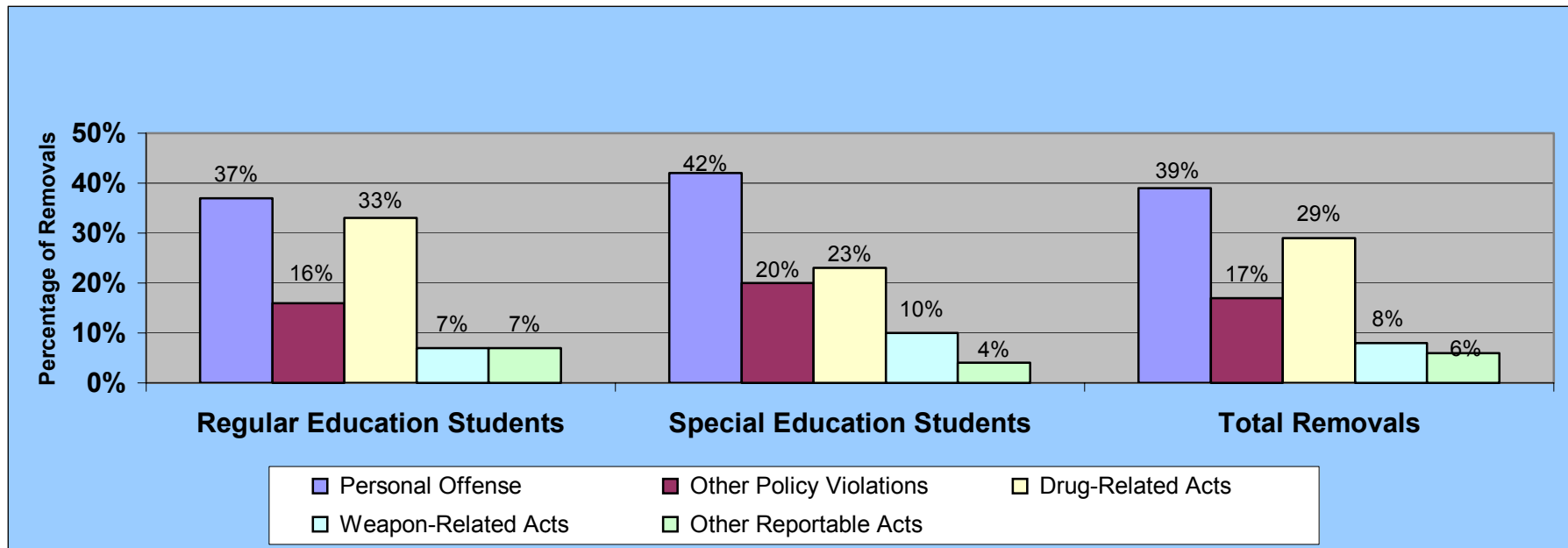
- Overall, alternative placement made up the highest percentage of removals — (43%) of the total removals — followed by long-term suspensions (39%) and expulsions (19%).
- At the elementary school level, alternative placement was by far the most common type of removal (87%).

¹⁶ Removal from school is defined as long-term suspension or expulsion. Long-term suspension is defined as temporary removal from school greater than 10 days; two types of suspensions are counted in this category: (1) a single suspension of more than 10 days, and (2) multiple short-term suspensions of the same student totaling more than 10 days.

Figure 22: Removal: Incidents Resulting in Students' Removal from School, by School Level

Act	Act Name	Elementary	Middle/Jr. High School	Sr. High School	Total
Drug-Related	Alcohol Possession/Distribution	0	1	9	10
	Alcohol use	0	3	19	22
	Marijuana distribution	0	2	23	25
	Marijuana possession	5	12	48	65
	Marijuana use	0	4	26	30
	Other drug distribution	0	5	22	27
	Other drug possession	0	23	19	42
	Other drug use	0	1	29	30
	Tobacco possession/distribution	1	3	10	14
Tobacco use	1	2	26	29	
Personal Offense	Aggravated assault / Battery / Simple assault	17	7	21	45
	Fighting/Pushing	43	31	68	142
	Gang Fight	0	0	5	5
	Harassment : Other	8	5	43	56
	Harassment: Sexual	16	3	12	31
	Physical attack/Other personal offense	22	5	15	42
	Threat/Intimidation	12	16	43	71
Weapon- Related	Assault with firearm	0	0	0	0
	Assault with other weapon	0	2	4	6
	Bomb threat	4	5	14	23
	Bomb-related offense	0	0	0	0
	Other weapon assault/offense	0	5	8	13
	Possession of a firearm	1	0	3	4
	Possession of other weapon	8	9	21	38
	Sale/Transfer of a weapon	0	1	0	1
Other Criminal Acts	Arson	2	0	10	12
	Burglary/Breaking & Entering	0	2	4	6
	Hate crimes/bias	1	1	0	2
	Larceny/Theft/Other property offense	1	0	14	15
	Robbery	0	1	7	8
	Vandalism (criminal mischief)	0	4	14	18
Other Policy Violations	Disorderly conduct	29	26	51	106
	Fireworks offense	0	1	0	1
	Sexual offense (non -forcible)	0	0	5	5
	Skipping school	0	0	30	30
	Trespassing	0	0	2	2
	Truancy	0	9	23	32
Grand Total		171	189	648	1,008

Figure 23: Number and Percentage of Removals by Type of Offense¹⁷

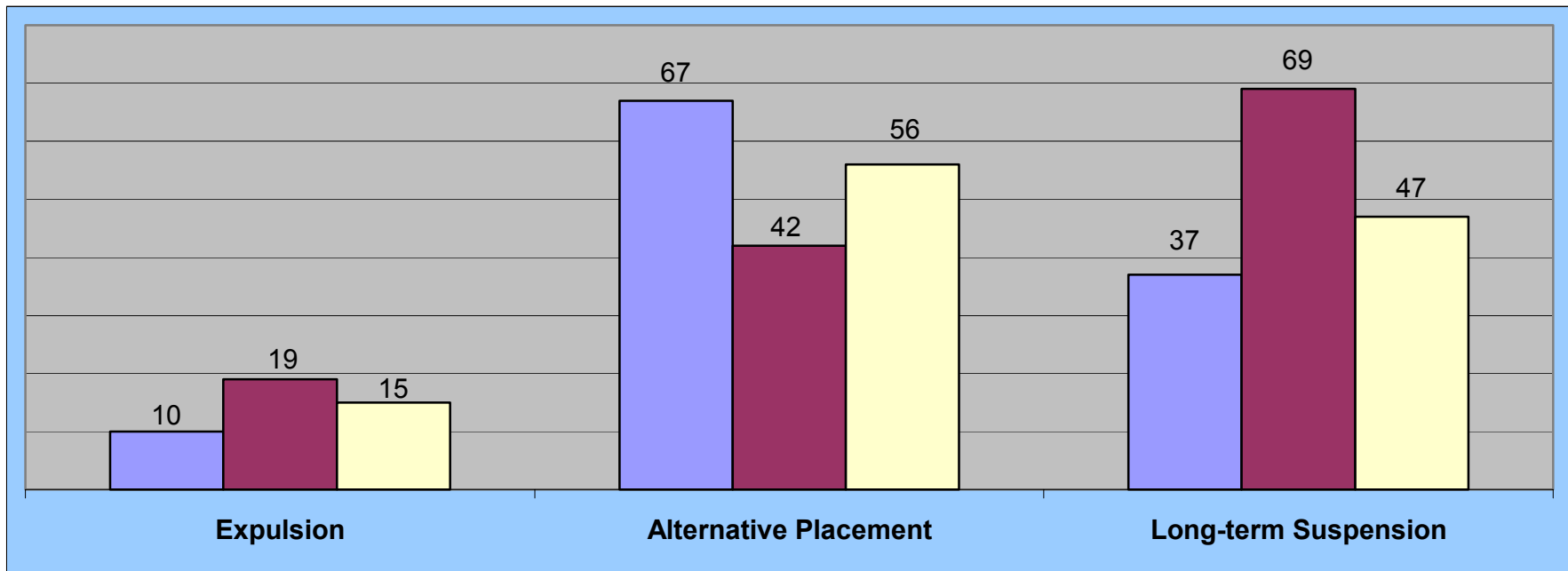


Act	Regular Education Students	Special Education Students	Total Offenses
Personal Offense	239	153	392
Other Policy Violations	102	74	176
Drug-Related Acts	211	83	294
Weapon-Related Acts	47	38	85
Other Reportable Acts	47	14	61
Total	646	362	1,008

- Personal Offenses were the most commonly reported types of offenses to result in students' removal from school for both regular and special education students (37% and 42% respectively).
- Drug-Related Acts (29%) and Other Policy Violations (17%) also resulted in a significant number of removals.
- Lower proportions of Drug-Related Acts were reported among special education students (23%) than among regular education students (33%).

¹⁷ Refer to the *Technical Report, Appendix*, for a complete listing of offenses.

Figure 24: Number and Type of Removals of Special Education Students



Type of Disability	Expulsion	Alternative Placement	Long-term Suspension	Total Removals by Type of Disability	Percentage of Removals by Type of Disability
Behavioral Impairment	10	67	37	114	31%
Learning Disability	19	42	69	130	36%
Other Disability	15	56	47	118	33%
Totals by Type of Removal	44	165	153	362	100%

- Of the 1,008 incidents resulting in students' removal from school, special education students were responsible for 362 (36%).
- The greatest proportion (31%) of these special education students were identified as having behavioral impairment. Of these, 59% were referred to alternative education settings and 32% received long-term suspensions.

VI. TRENDS: 1998-99 to 2003-04

A. Prevention Programs, Services and Activities Offered

Please note: Combining of worksheets 1 & 2 since 2001-2002 resulted in a reduced number of reportable PSA categories.

Key	
	Ranked 1st
	Ranked 2nd
	Ranked 3rd
	Ranked 4th
	Ranked 5th

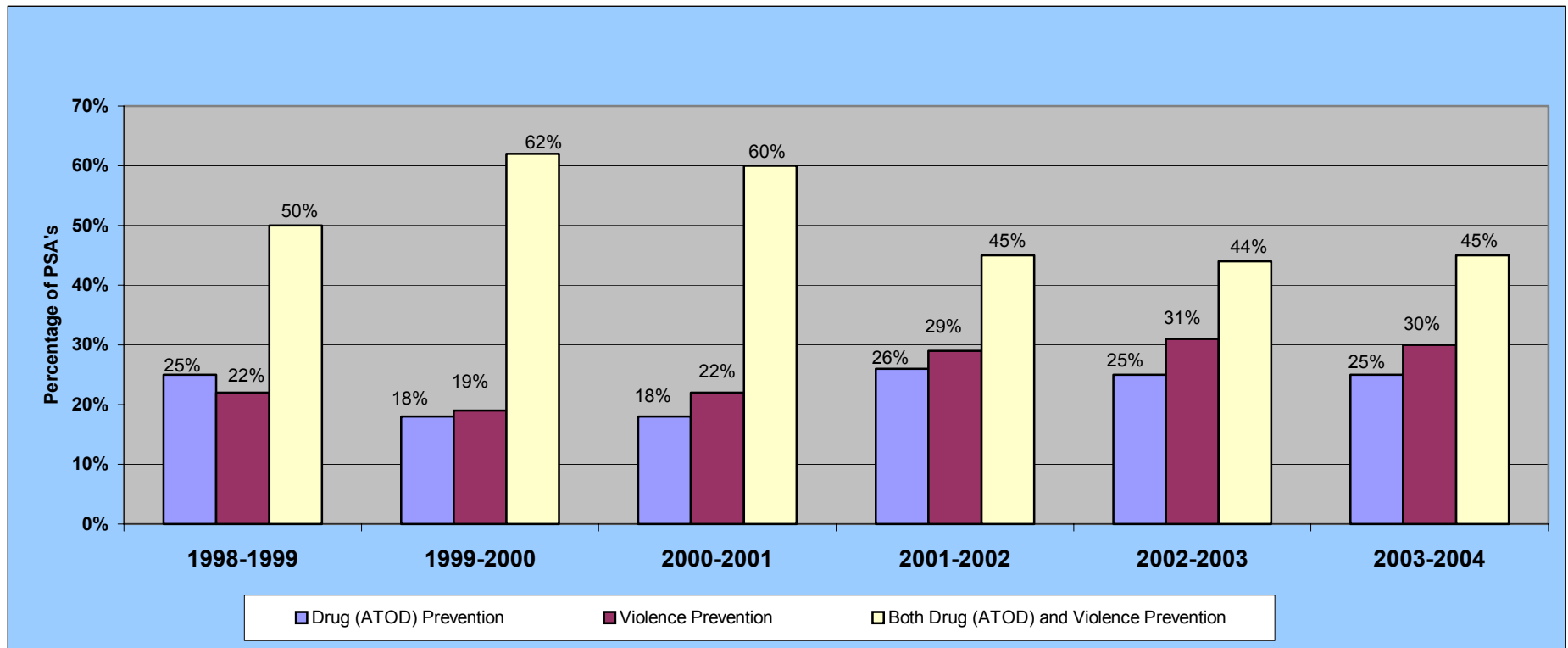
Figure 25: Trend in Percentage of Schools Offering PSAs, 1998-99 to 2003-04¹⁸

PSA Category	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Alternative Education Programs	6%	26%	19%	14%	13%	15%
Before/After School Activities	18%	50%	41%	33%	32%	36%
Community Service Projects	–	39%	30%	30%	29%	33%
Conflict Resolution and Peer Mediation	33%	65%	60%	57%	53%	54%
Counseling and Referral Services	48%	80%	69%	64%	67%	66%
Curriculum Acquisition/Development	22%	63%	71%	37%	33%	36%
Drug Prevention Instruction	58%	95%	92%	75%	75%	76%
Services for Out-of-School Youth	<1%	10%	9%	4%	3%	4%
Special, One-Time Events	16%	64%	48%	56%	54%	58%
Support Groups	–	46%	23%	50%	47%	47%
Violence Prevention Instruction	22%	84%	86%	58%	59%	60%
<i>Number of Schools Reporting</i>	570	674	644	658	669	661

- Drug prevention instruction was the most commonly offered PSA during all six years.
- Violence prevention has gone from the fourth most commonly offered PSA (1998-99), to second (1999-00 and 2000-01), and to third during the last three years.
- Counseling and referral services has remained second since 2001-2002.

¹⁸ Percentage of all schools reporting.

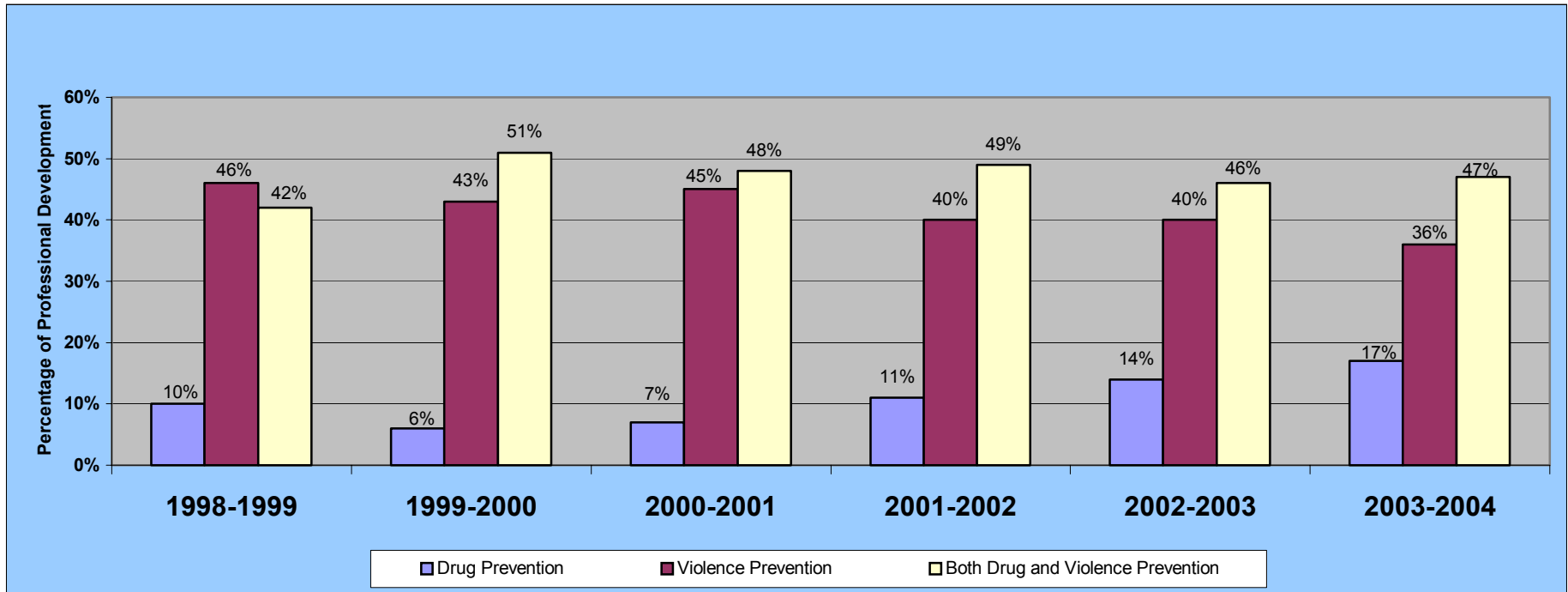
- **Figure 26: Trend in Student PSA Emphasis, 1998-99 to 2003-04**



Student PSA Emphasis	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Drug Prevention	25%	18%	18%	26%	25%	25%
Violence Prevention	22%	19%	22%	29%	31%	30%
Both Drug and Violence Prevention	50%	62%	60%	45%	44%	45%
Undefined	3%	0%	0%	0%	0%	0%
<i>Number of Schools Reporting</i>	570	674	644	658	669	661

- Programs combining both drug and violence prevention were the most common PSAs during all six years.

Figure 27: Trend in Emphasis of Professional Development, 1998-99 to 2003-04



Percent of Professional Development by Emphasis

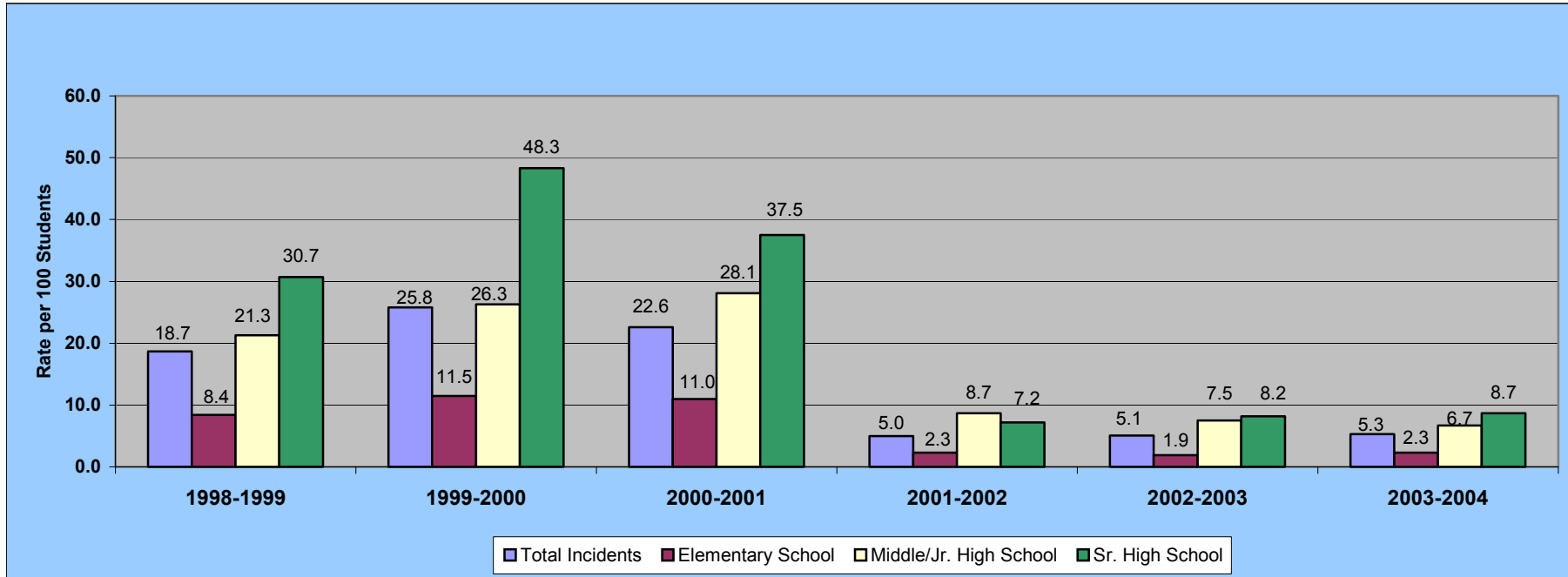
Professional Development Emphasis	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Drug Prevention	10%	6%	7%	11%	14%	17%
Violence Prevention	45%	43%	45%	40%	40%	36%
Both Drug and Violence Prevention	42%	51%	48%	49%	46%	47%
Undefined	2%	0%	0%	0%	0%	0
Number of Schools Reporting	570	674	644	658	669	661

- Since 1999-2000, close to half of the professional development programs have emphasized both drug and violence prevention.
- Thirty-six (36%) of professional development offerings emphasized violence prevention in 2003-2004, down from a high of 45% in 1998-1999 and 2000-2001.

B. Incidence of Prohibited Behavior

Advisory: Beginning with the 2001-2002 reporting period, the definition of what constitutes a reportable incident was changed to include only incidents of a more serious nature. The change has resulted in a significant decrease in the number of incidents subsequently reported.

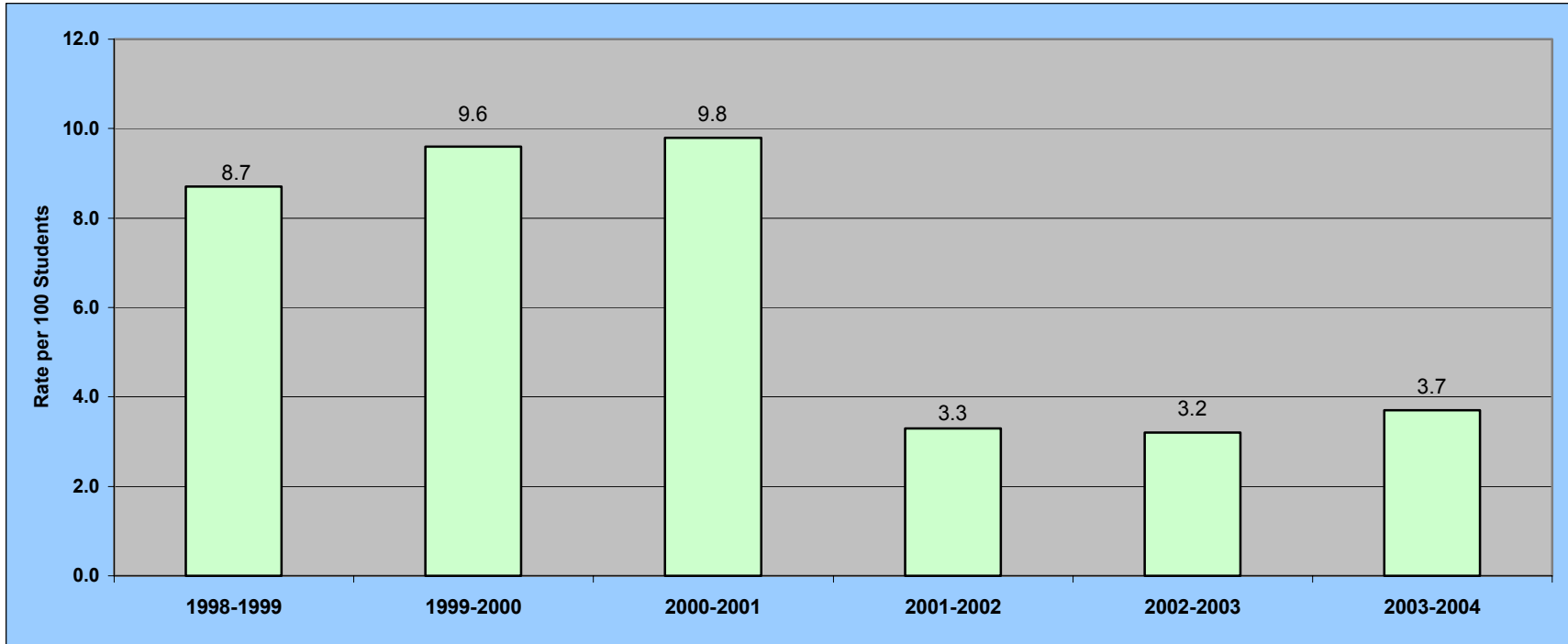
Figure 28: Trend in Incidents per 100 Students by School Level, 1998-99 to 2003-04¹⁹



	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Total Number of Incidents	33,629	54,588	47,223	10,358	10,428	10,839
Rates per 100 Students						
Total Incidents	18.7	25.8	22.6	5.0	5.1	5.3
Elementary School	8.4	11.5	11.0	2.3	1.9	2.3
Middle/Jr. High School	21.3	26.3	28.1	8.7	7.5	6.7
Sr. High School	30.7	48.3	37.5	7.2	8.2	8.7
Number of Schools Reporting	570	674	644	658	669	661

¹⁹ Rates for 1999-00 through 2001-02 were based on 1999-00 enrollment figures from DOE.

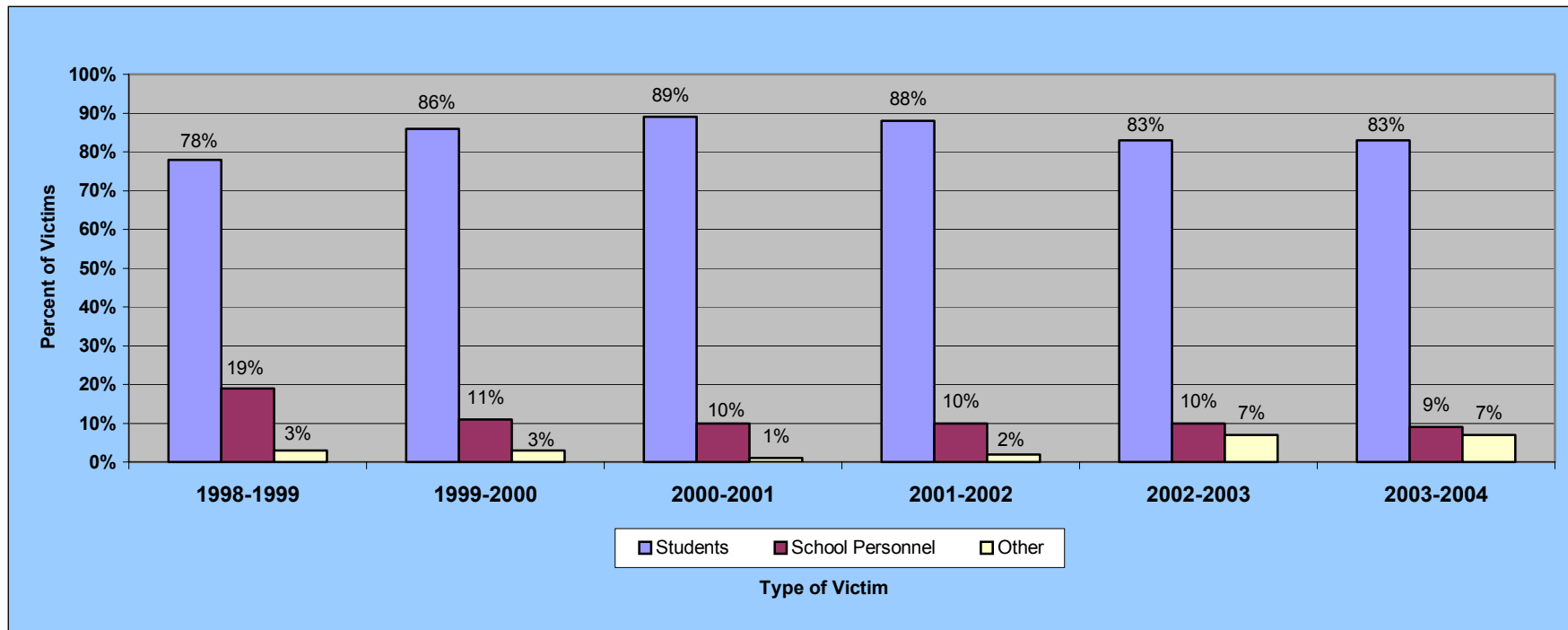
Figure 29: Trend in Number of Offenders per 100 Students, 1998-99 to 2003-04



	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Total Offenders per 100 Students	8.7	9.6	9.8	3.3	3.2	3.7
Number of Schools Reporting	570	674	644	658	669	661

Advisory: The significant decrease in total offenders per 100 students since 2001-2002 is reflective of the change in the definition of "reportable incident" that resulted in an overall decrease in the number of incidents that have subsequently been reported.

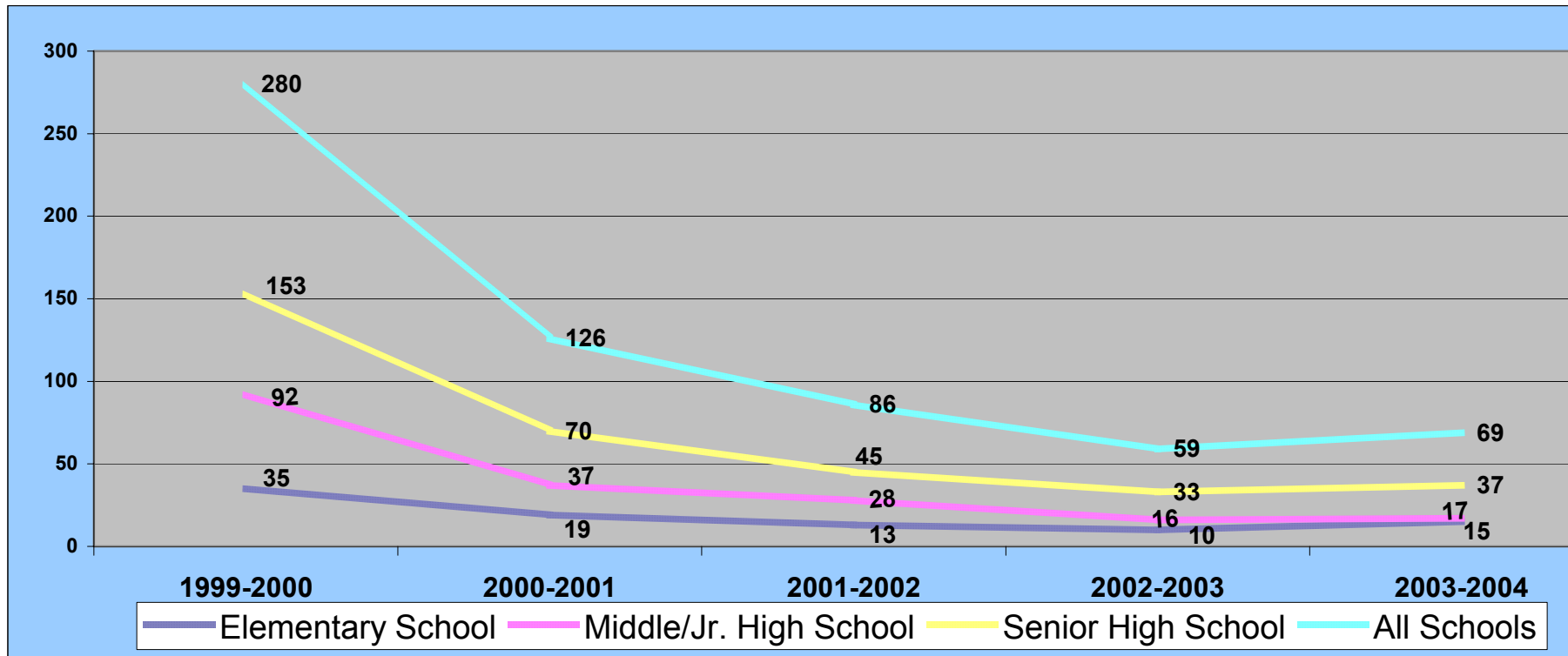
Figure 30: Trend in Distribution of Type of Victim, 1998-99 to 2003-04



Type of Victim	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Students	78%	86%	89%	88%	83%	83%
School Personnel	19%	11%	10%	10%	10%	9%
Other	3%	3%	1%	2%	7%	7%
# Schools Reporting	570	674	644	658	669	661

- Students have been consistently reported as the most common victim type.
- The proportion of victims that are school personnel has decreased since 1998-99 (from 19% to 9%).
- Total reported incidents in 2001-2002 and 2002-2003 were lower than reported in previous years, (due to the "reportable incident" definition change), yet the relative distribution of *victim types* showed little change.

Figure 31: Trend in Number of Bomb Threats, 1999-00 to 2003-04

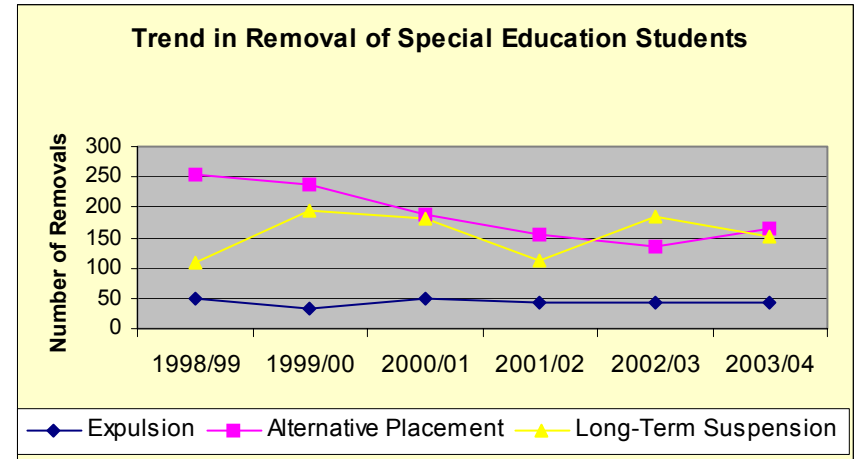
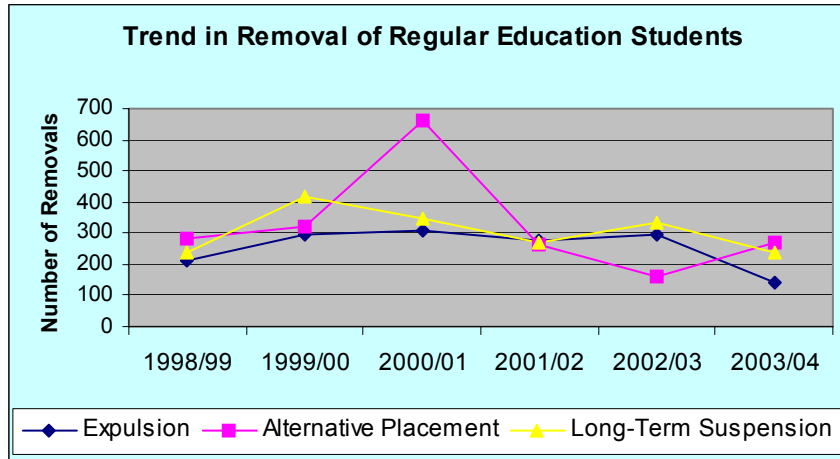


	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Elementary School	35	19	13	10	15
Middle/Jr. High School	92	37	28	16	17
Senior High School	153	70	45	33	37
All Schools	280	126	86	59	69
# Schools Reporting	674	644	658	669	661

- The number of bomb threats received by all schools steadily declined between 1999-00 and 2002-03, but there was an increase for 2003-04.
- Senior high schools have consistently reported receiving the highest number of bomb threats over the five-year period.

C. Removals from School

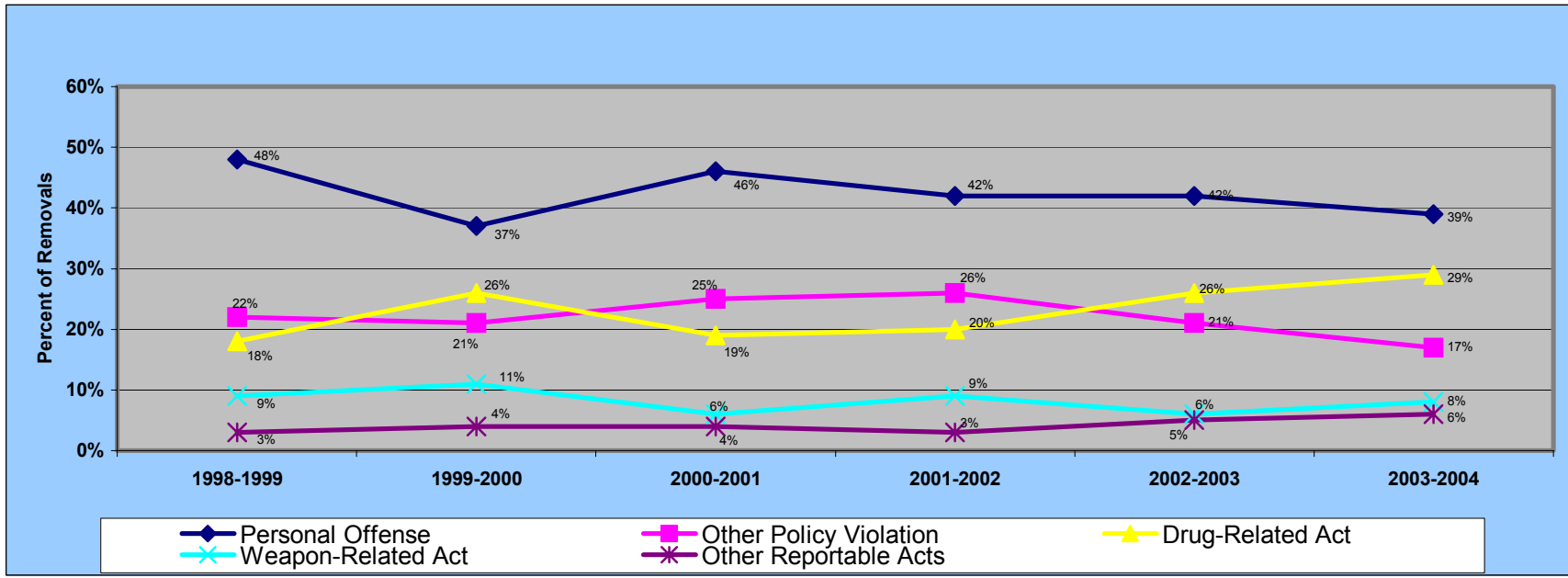
Figure 32: Trend in Removals of Regular and Special Education Students, 1998-99 to 2003-04



Regular Education Students						
	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Expulsion	212	297	309	275	297	143
Alternative Placement	282	322	664	261	163	267
Long-Term Suspension	238	419	350	268	331	236
Special Education Students						
	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Expulsion	51	34	49	44	42	44
Alternative Placement	254	236	189	156	135	165
Long-Term Suspension	109	193	182	112	183	153

- There has been a sharp decrease in the number of alternative placements for regular education students since this form of removal peaked in 2000-2001; however, in 2003-04 alternative placement and long-term suspension were used more often than expulsion.
- In 2003-2004, alternative placement, followed closely by long-term suspension, were also the most frequent types of removal of special education students.

• **Figure 33: Trend in Offenses Resulting in Removal, 1998-99 to 2003-04**



Type of Offense ²⁰	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Personal Offense	48%	37%	46%	42%	42%	39%
Other Policy Violation	22%	21%	25%	26%	21%	17%
Drug-Related Act	18%	26%	19%	20%	26%	29%
Weapon-Related Act	9%	11%	6%	9%	6%	8%
Other Reportable Acts	3%	4%	4%	3%	5%	6%
<i>Number of Schools Reporting</i>	570	674	644	658	669	661

- Personal Offense has remained the most commonly reported reason for removal.
- Reported Drug-Related removals reached a high of 29% in 2003-04 and Weapon-Related removals have fluctuated between 6% and 11% over the six-year period.

²⁰ Refer to page 24 of this report for a list of specific offenses in each category.