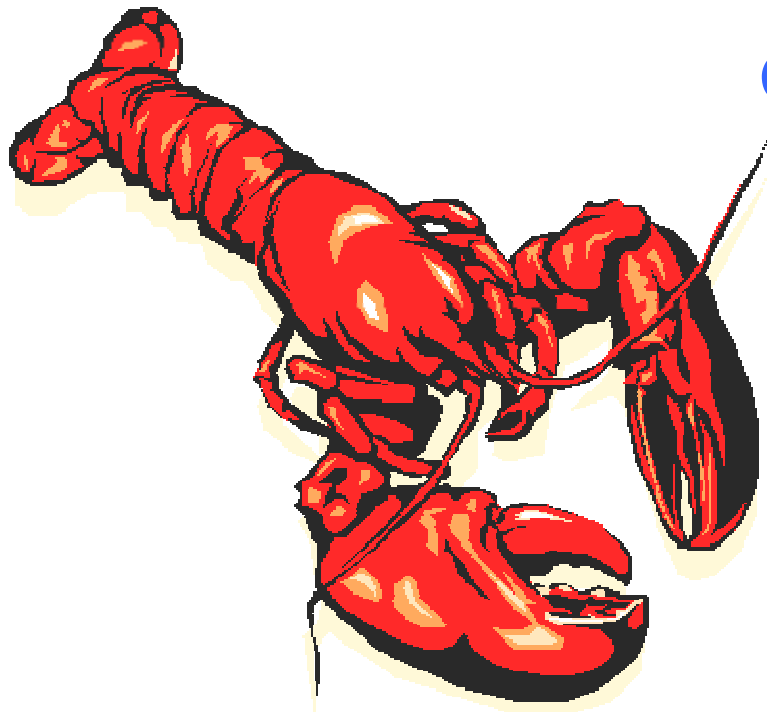


Maine

Safe and Drug-Free Schools and Communities Act Program



Report on Incidence of Prohibited Behavior and Drug and Violence Prevention 2004-2005

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.mainesdfsca.org/information.html>

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MAINE

Safe and Drug-Free Schools and Communities Act Program

Report on Incidence of Prohibited Behavior and Drug and Violence Prevention 2004-2005

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April, 2006

ACKNOWLEDGEMENTS

We gratefully acknowledge the participation of Maine schools in this data collection project, as well as the assistance provided by local education agency prevention coordinators in gathering data. One hundred percent of schools required to report responded to the request for data on their Safe and Drug-Free Schools-related prevention programs and incidence of prohibited behavior.

We would also like to acknowledge the following people who provided assistance to the Safe and Drug-Free Schools and Communities Act Data Collection project:

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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 2004-05 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 (1998-99 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 1999-00 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 2001-02 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 2004-05 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 fifty-one (651) Maine schools from 163 Local Education Agencies (LEAs) participated in the 2004-05 SDFSCA Data Collection Project. This represents 100% of the schools required to submit a report to the state.

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 on 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 2000-01, 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 2004-05, 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 2001-02, 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. In the "Trends" section starting on page 25, the calculation of rates (such as the number of incidences of prohibited behavior per 100 students) for 2000-01 and 2001-02, is based on enrollment in 1999-00. For the other years, the rates are calculated from that school year's enrollment.

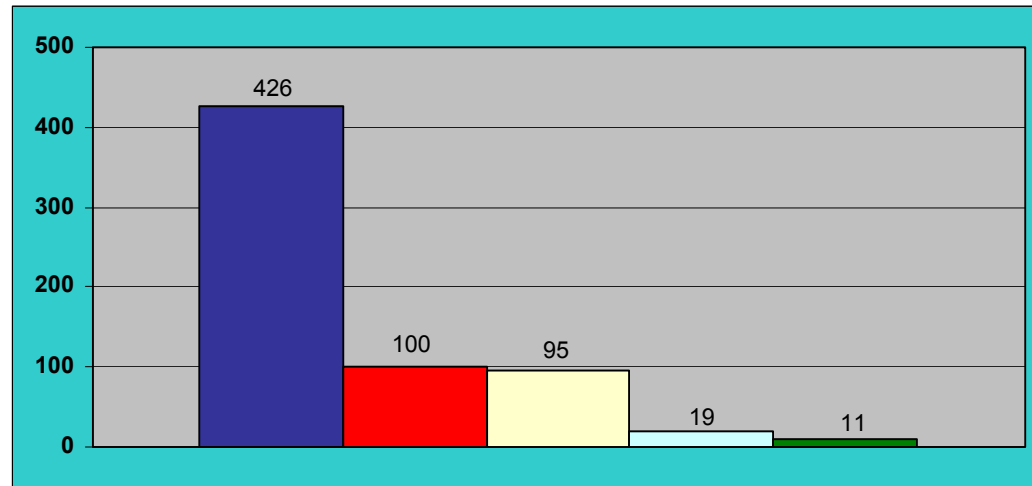
For the 2004-05 report, the following charts that appeared in previous editions, were removed because the applicable data is no longer required for federal reporting purposes:

1. Percentage of LEAs Providing Programs, Services, and Activities.
2. Sources of LEA Funding for Prevention-Related Programming.

III. DEMOGRAPHICS

Schools Participating in the Maine SDFSCA Data Collection Project

Figure 1: Breakdown of Schools by School Level¹



Number of Schools	
Total Number in Maine	689
Number Required to Report ²	651
Number Reporting	651

■ Elementary School.....	426
■ Senior High School	100
■ Middle / Jr. High School.....	95
■ Jr. / Sr. High School.....	19
■ Combined Elementary and Secondary School.....	11
Total	651

Number of Schools Reporting by School Level

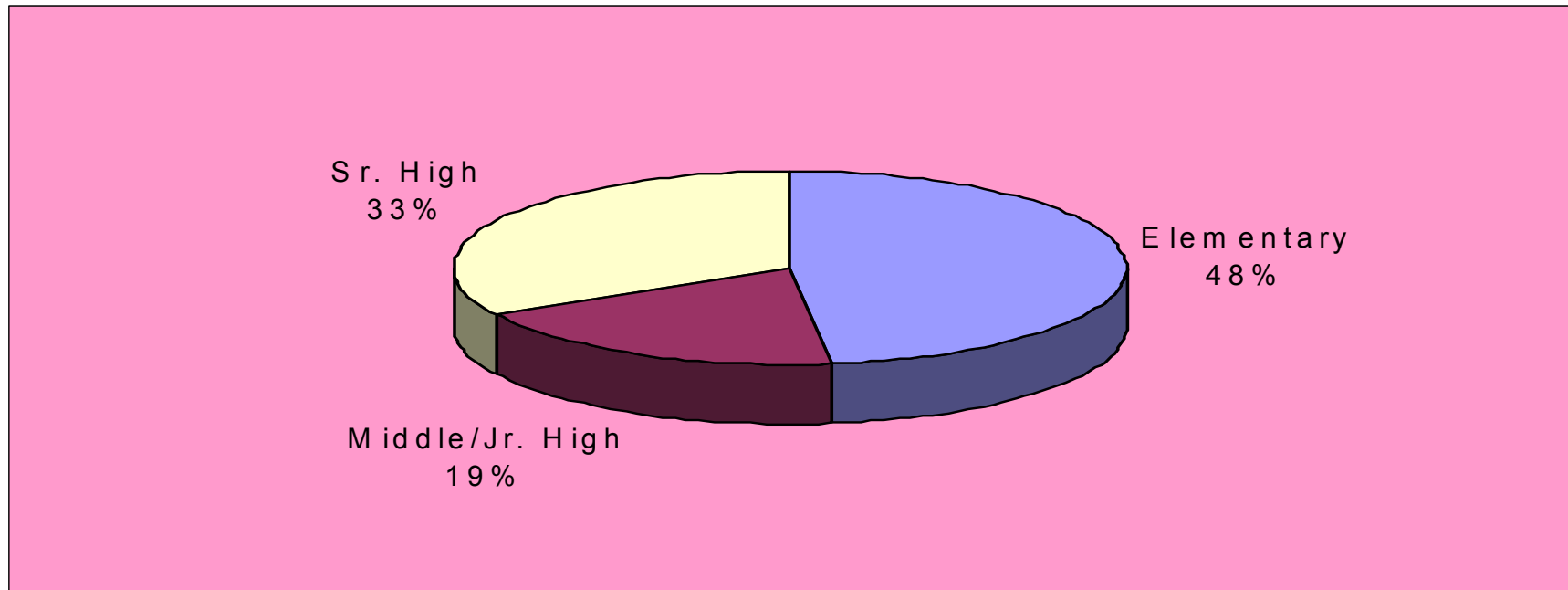
School Level	Schools Required to Report	Schools Reporting	
Elementary School	426	426	100%
Middle/Jr. High School	95	95	100%
Sr. High School ³	130	130	100%
Total Schools	651	651	100%

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

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.

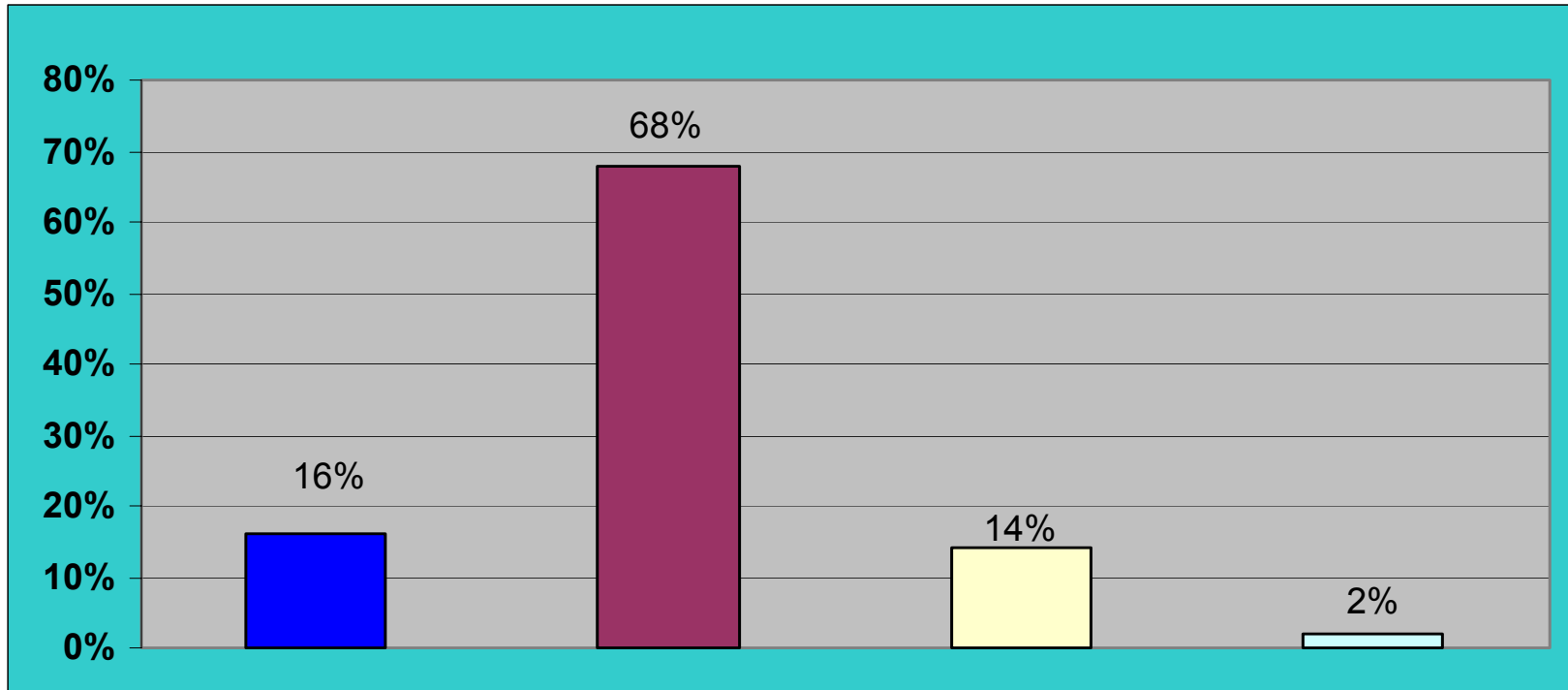
Figure 2: Enrollment of Reporting Schools by School Level



School Level	# of Students	% of Enrollment
Elementary School.....	97,145	48%
Middle/Jr. High School	39,577	19%
Sr. High School	67,768	33%
Total	204,490	

- Elementary students made up the largest student population group (48%).
- Sr. high school students made up the second largest student population group (33%).
- Middle school students made up the smallest student population group (19%).

Figure 3: Number and Percentage of Schools by Size



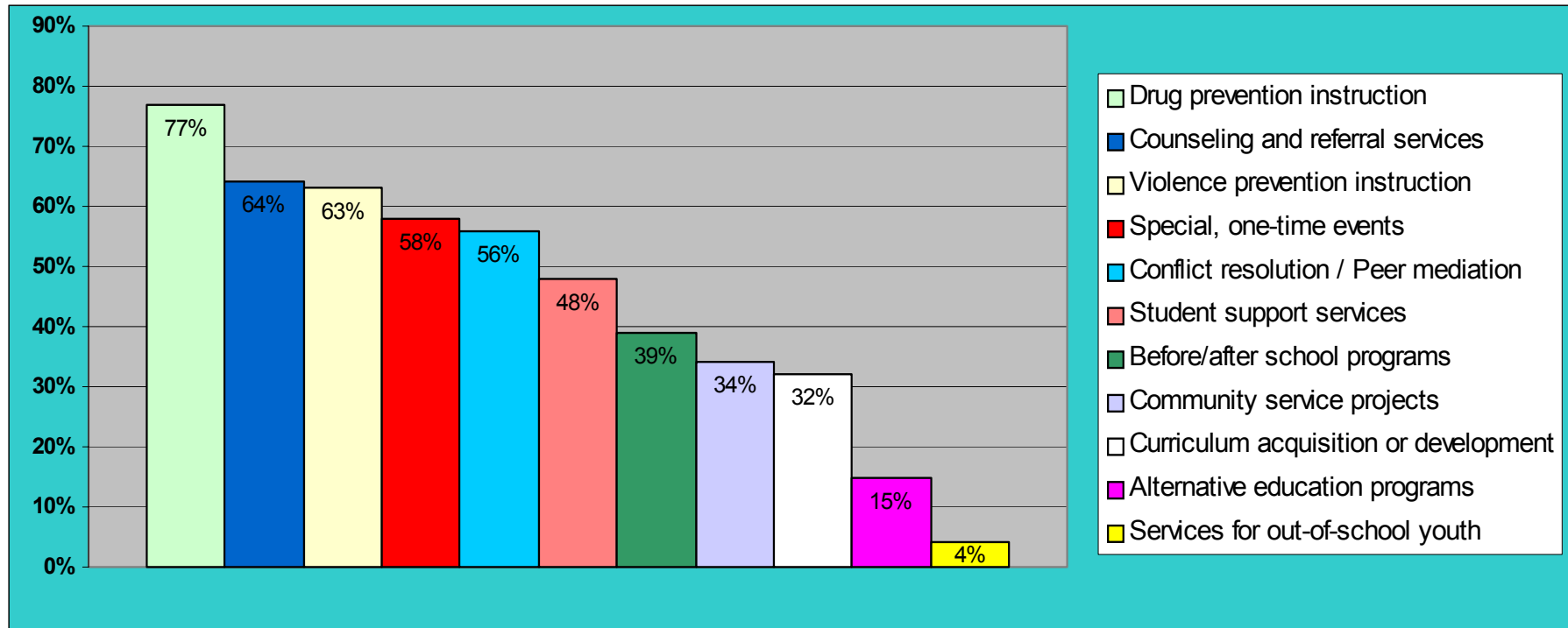
School Size	# of Schools	% of Schools
1 – 100 students	104	16%
101 – 500 students	440	68%
501 – 1,000 students	94	14%
1,001 – 1,500 students	13	2%

- In Maine, the vast majority (68%) 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. Student-Targeted PSAs Offered by Schools

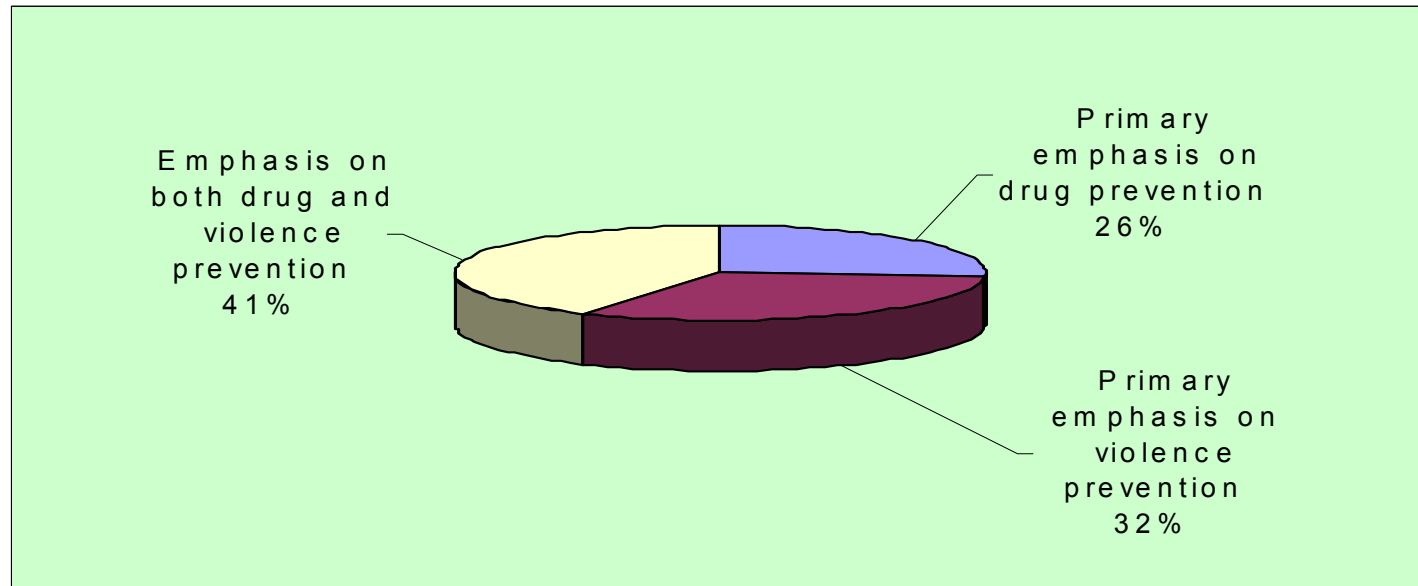
Figure 4: Percentage of Schools Providing Programs, Services, and Activities (PSAs)⁴



- Of the 651 schools reporting, 616 schools (95%) reported providing a total of 3,193 PSAs (provided at the school level) during the 2004-2005 school year.
- The most prevalent PSA provided by schools was Drug Prevention Instruction, reported by 504 Maine schools (77%).
- The second most prevalent PSA was Counseling and Referral Services reported by 416 schools (64%).

⁴ Per federal reporting requirements, schools were asked to define each of their prevention programs, services, and activities according to 11 prescribed categories.

Figure 5: Number and Percentage of Prevention Program Offerings by Emphasis

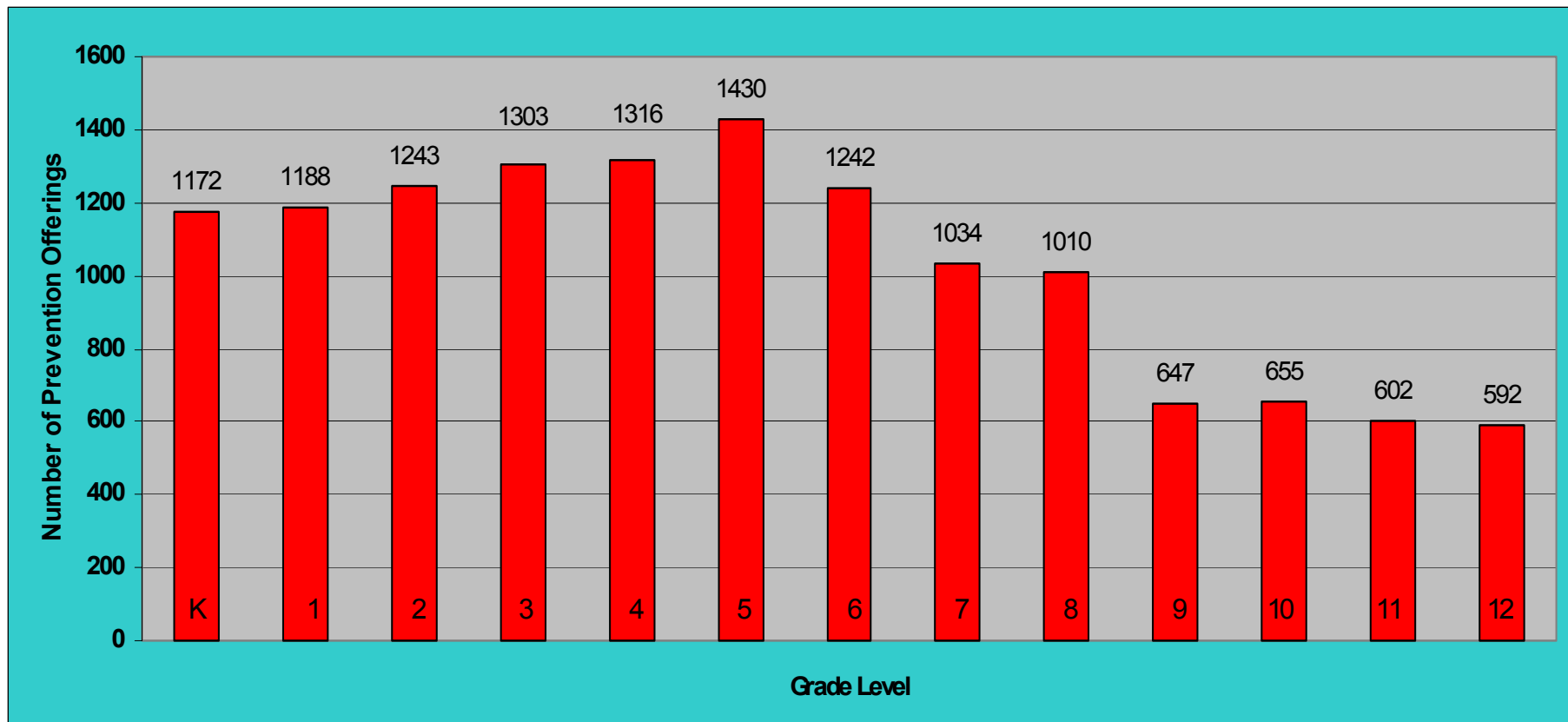


Total prevention program offerings during 2004-2005.....	3,193
■ Primary emphasis on drug prevention.....	839 (26%)
Elementary School.....	489
Middle/Jr. High School.....	134
Sr. High School.....	216
■ Primary emphasis on violence prevention.....	1,031 (32%)
Elementary School.....	722
Middle/Jr. High School.....	149
Sr. High School.....	160
■ Emphasis on both drug and violence prevention.....	1,323 (41%)
Elementary School.....	736
Middle/Jr. High School.....	240
Sr. High School.....	347

- A total of 496,738⁵ students attended the 3,193 PSAs, yielding an average of 156 students served per PSA.
- The total number of contact hours logged was 95,993 for an average length of 30 hours per prevention activity.

⁵ Not an unduplicated count; a student may have attended more than one activity and therefore been counted more than once.

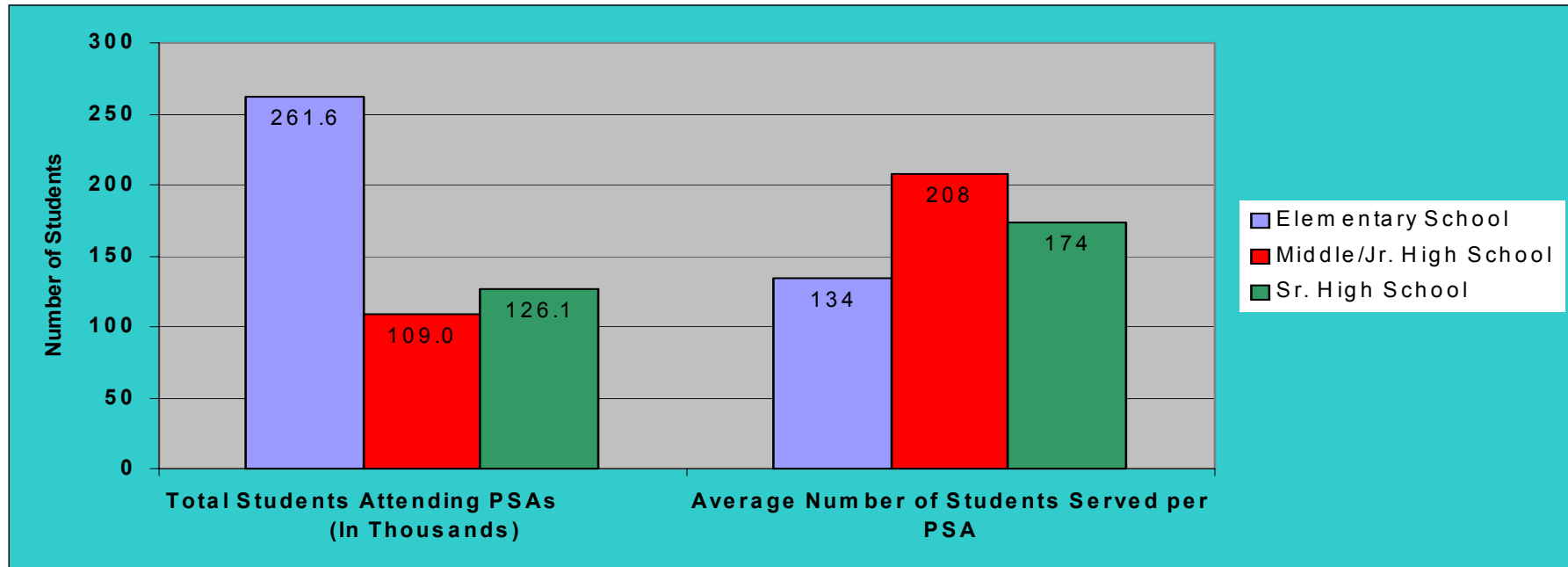
Figure 6: Number of Prevention Programs Offered by Grade Level⁶



- More than 1,000 programs were offered in each of grades K-8.
- The largest number of prevention programs (1,430) targeted 5th graders. The fewest targeted 11th and 12th graders.

⁶ 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 7: Students Served by Prevention PSAs by School Level



School Level	# of PSAs	Enrollment	Total Students Attending PSAs ⁷	Average Number of PSAs Attended per Enrolled Student	Average Number of Students Served per PSA
Elementary School	1,947	97,145	261,614	2.7	134
Middle / Jr. High School	523	39,577	109,019	2.8	208
Sr. High School	723	67,768	126,105	1.9	174

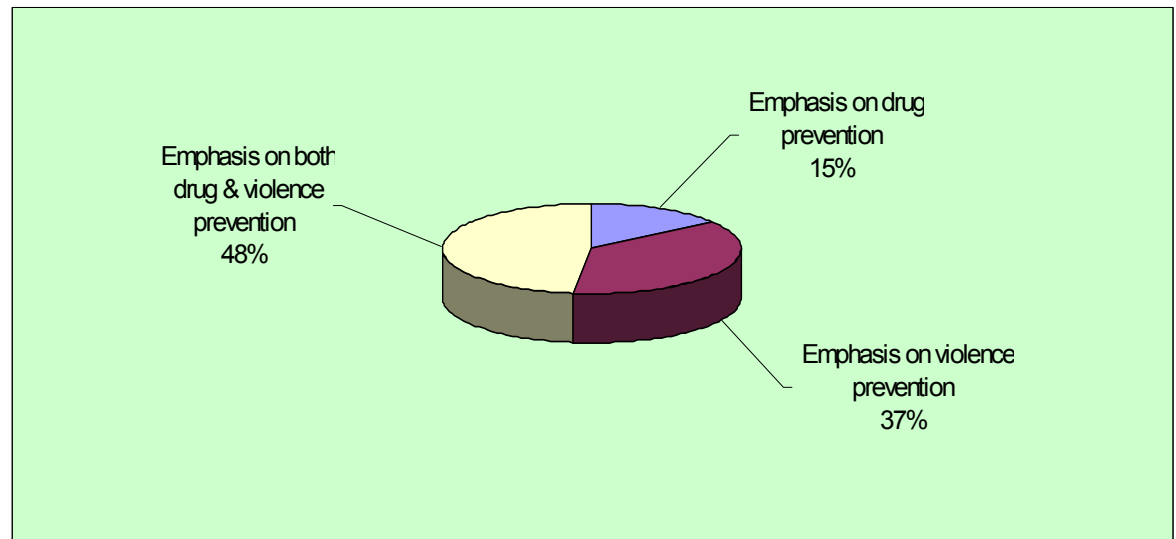
- Each enrolled student attended an average of 2-3 PSAs.
- Attendance was highest in middle schools; for every PSA offered, an average of 208 students were served (duplicated count).

⁷ Because one student could attend multiple PSAs, attendance at PSAs exceeds enrollment.

B. Professional Development Programs Offered by Schools

Figure 8: Percentage of Professional Development Programs by Emphasis

Professional Development Offerings	
Total Offerings	1,099
Total Attendance ⁸	16,063
Total Hours of Training Offered	14,202
Average Attendance per Offering	14.6
Average Number of Hours per Offering	12.9



- Schools and LEAs in Maine provided a total of 1,099 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 37% of all staff development programs emphasizing violence prevention, and 48% emphasizing both drug and violence prevention.
- A statewide average of 14.6 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 12.9 hours.

⁸ Duplicate count; one staff member could attend multiple offerings.

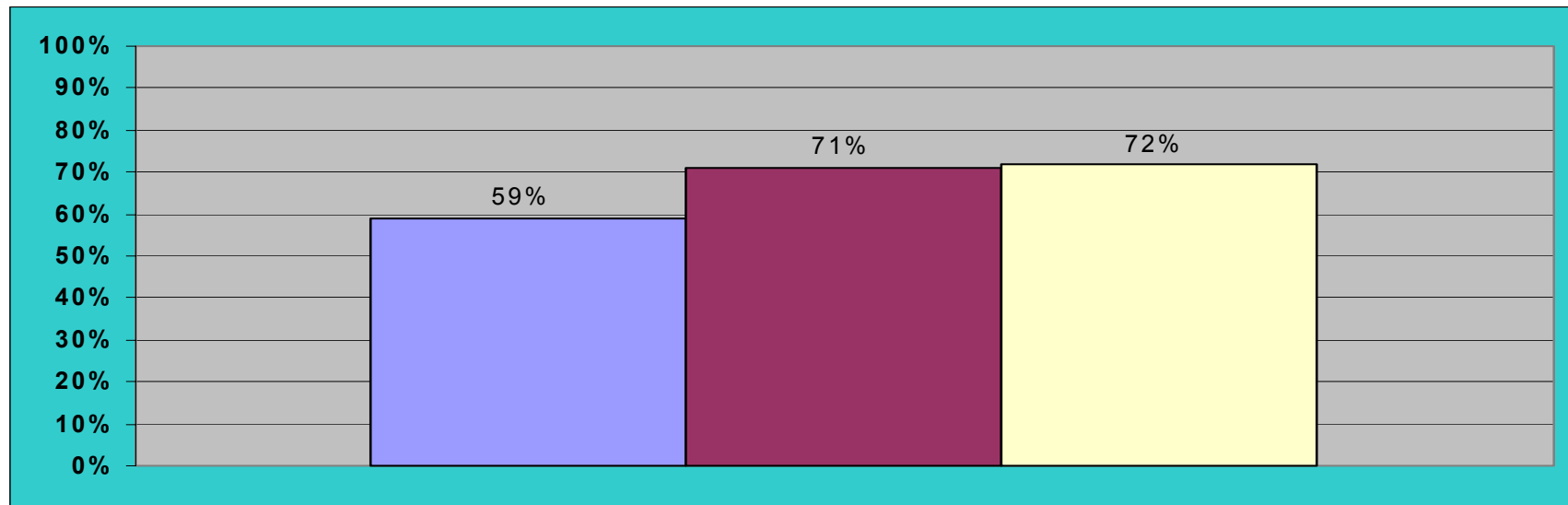
Figure 9: Professional Development: Amount of Training

Top 12 Staff Development Activities	# of Activities	# of Schools Providing Training	% of Schools Providing Training
Student Assistance Team Training	176	175	27%
Conflict Resolution and Mediation	160	147	23%
Civil Rights/Diversity Training	150	149	23%
Crisis Management/Emergency Planning	127	123	19%
Violence Prevention Training	126	115	18%
Life Skills Training	82	81	12%
Wellness	78	69	11%
Substance Abuse Awareness	65	50	8%
DARE	47	47	7%
Peer Helpers/Peer Mediation	44	44	7%
Bullying Prevention	36	33	5%
Mentoring	8	8	1%

- A total of 143 LEAs (88%) reported providing drug and violence prevention training for school faculty and staff.
- Within those LEAs, 469 schools (72%) reported providing prevention training for faculty and staff.
- Student Assistance Team Training was the program most frequently offered.

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

Figure 10: Percentage of Schools with Community Involvement in PSAs by School Level

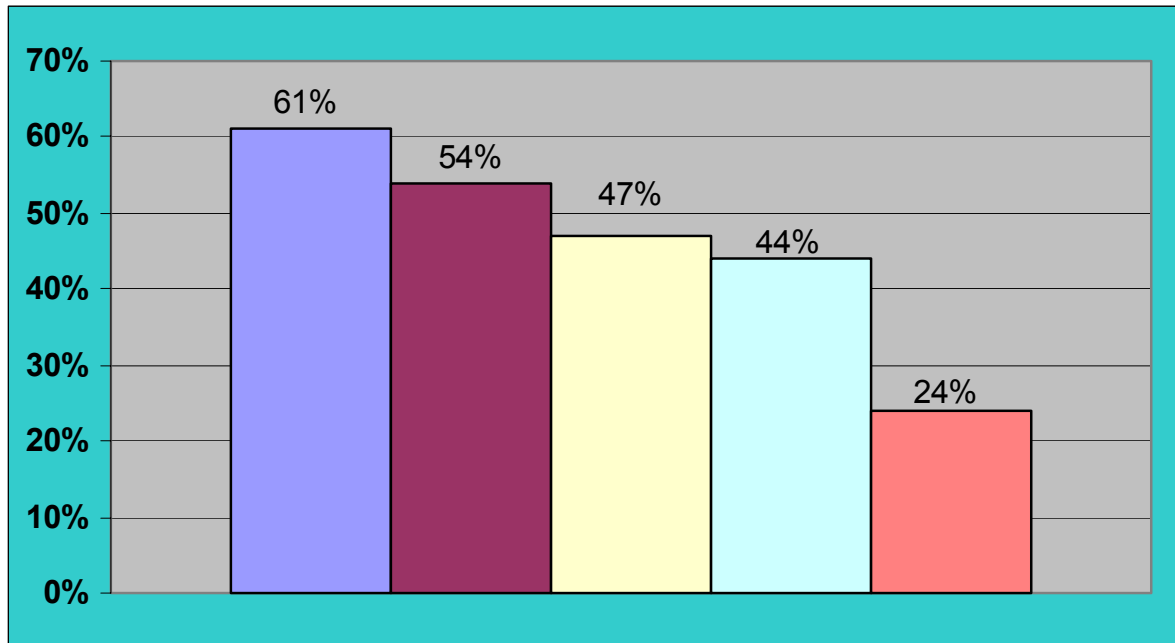


School Level

School Level	# of Schools	% of Schools
Elementary School	252	59%
Middle/Jr. High School	67	71%
Sr. High School	93	72%

- Sixty-three percent (63%) of schools (412) reported involving the community in their drug and violence prevention efforts.

Figure 11: Type of Community Involvement



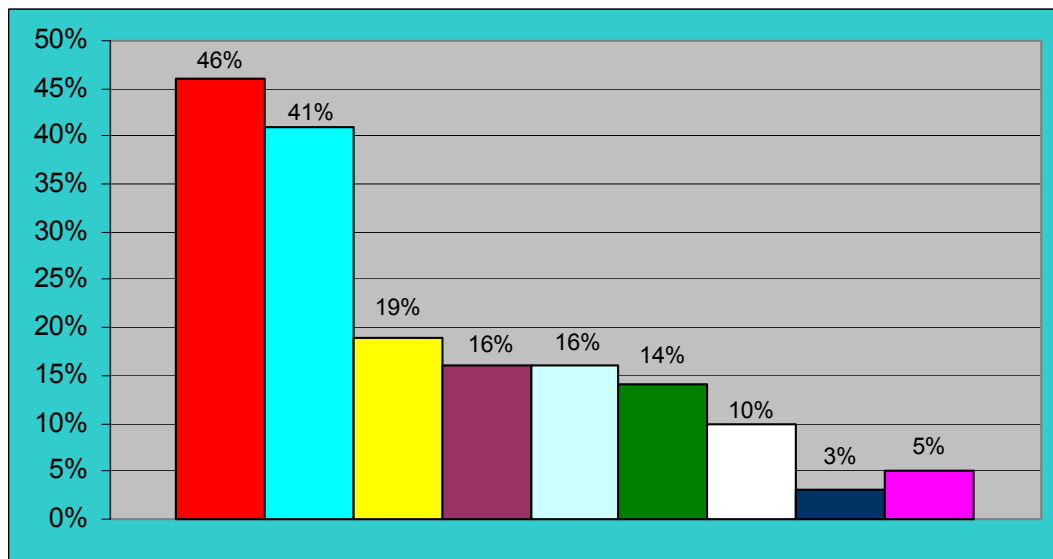
Community Involvement	# of Schools	% of Schools
Public Awareness	252	61%
Teacher / Staff Training	221	54%
Joint Services	194	47%
Local Advisory Council	180	44%
Fundraising.....	100	24%

- The most common type of community involvement was Public Awareness Activities, which was reported by 61% of the schools reporting community involvement; 54% of these schools reported offering Teacher and Staff Training.⁹

⁹ The percentage is based on the number of schools reporting community involvement (412).

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

Figure 12: Type of Student Involvement



School Level	# of Schools	% of Schools
Elementary School.....	147	35%
Middle/Jr. High School.....	58	61%
Sr. High School.....	79	61%
Total.....	284	44%

A total of 284 schools (44% of total schools) reported involving students in planning, designing, delivering, and evaluating drug and violence prevention programming.

Type of Involvement	Number of Schools	Percent of Schools ¹⁰
Evaluate/critique program effectiveness	130	46%
Plan, develop, and deliver programs and services	117	41%
Serve on advisory or planning councils	55	19%
Serve as program facilitators/peer mentors/helpers/mediators	45	16%
Produce information on resource materials (video, books/essays, posters)	45	16%
Plan and deliver civil rights/diversity programs	39	14%
Perform awareness/self-assessment activities	28	10%
Plan and deliver special events (Health Fair, Great American Smokeout)	8	3%
Other	13	5%

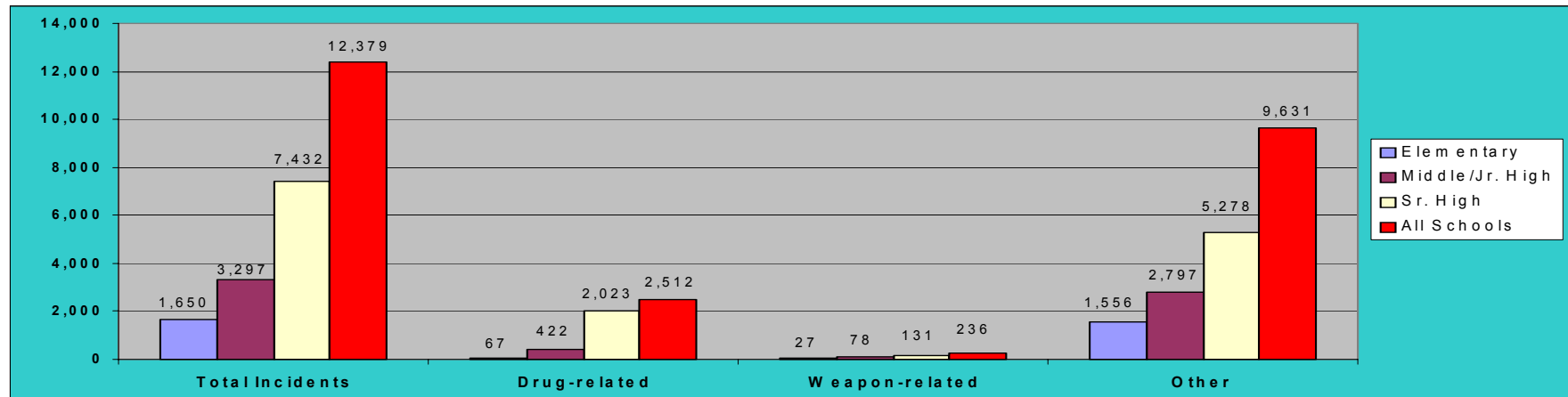
¹⁰ The percentage is based on the number of schools reporting student involvement (284).

V. INCIDENCE OF PROHIBITED BEHAVIOR IN MAINE SCHOOLS¹¹

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 13: Number of Incidents by Type of Prohibited Behavior



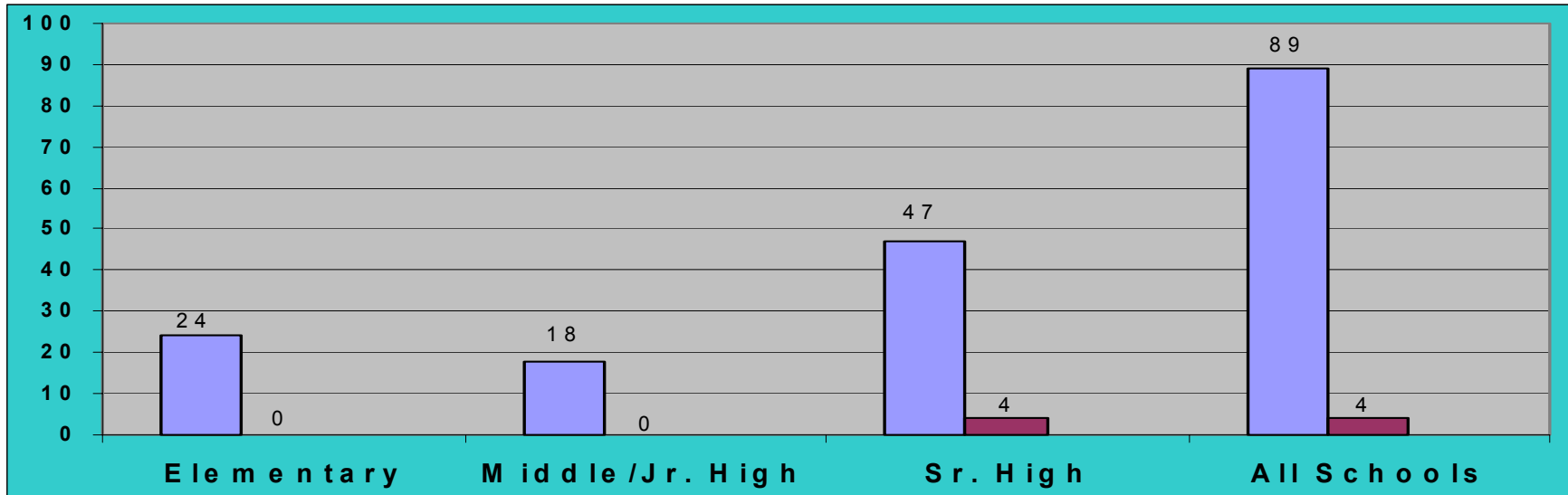
School Level	Total Incidents	Drug-related	Weapon-related	Other
Elementary.....	1,650	67	27	1,556
Middle/Jr. High	3,297	422	78	2,797
Sr. High.....	7,432	2,023	131	5,278
All Schools	12,379	2,512	236	9,631

- Maine schools reported a total of 12,379 incidents in the 2004-2005 school year.
- Of those incidents, weapons-related incidents were 2% of the total.
- Drug-related policy violations comprised 20% of the total incidents reported in all schools and 27% of the incidents in high schools.
- "Other" incidents made up the vast majority of reported incidents¹²

¹¹ 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.

¹² "Other Incidents" included personal offenses, criminal acts, and policy violations.

Figure 14: Number of Bomb Threats and Bomb-Related Incidents



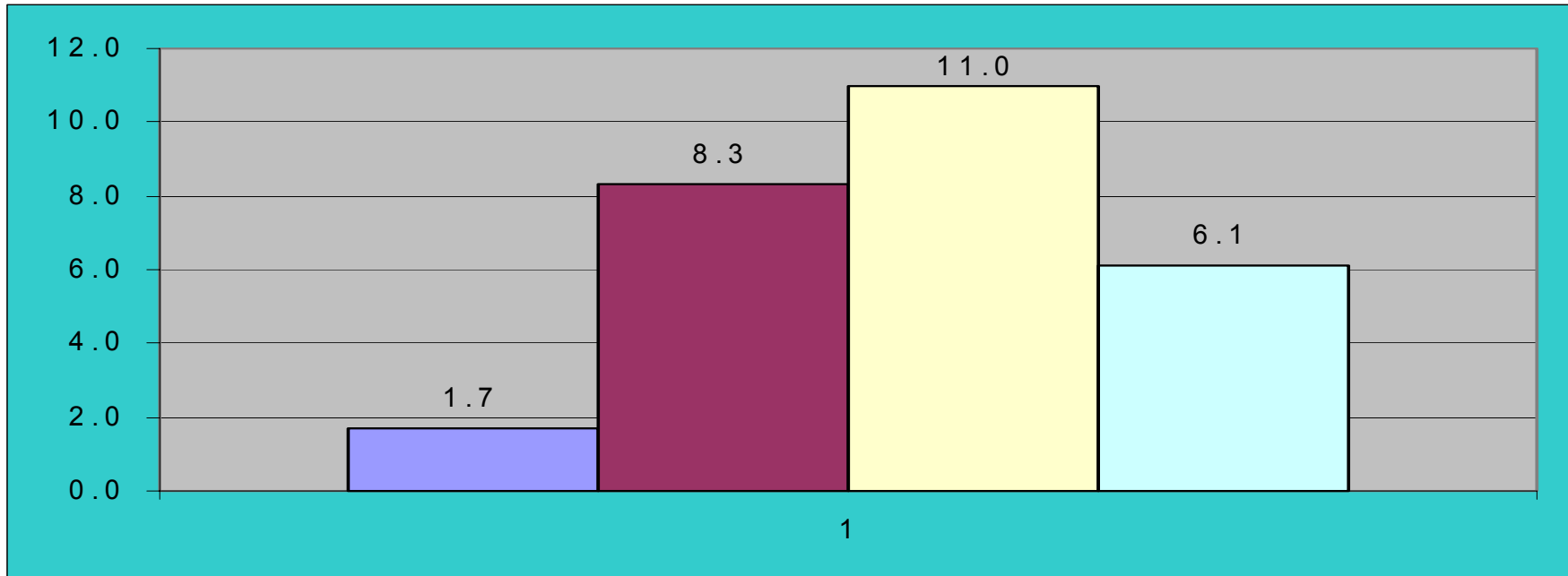
School level

School Level	Number of Bomb Threats	Number of Bomb-Related Incidents
Elementary	24	0
Middle/Jr. High	18	0
Sr. High	47	4
All Schools	89	4

- A total of 89 bomb threats were reported from 48 Maine schools (7.4%).
- Fifty-three percent (53%) 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 15: Number of Incidents per 100 Students



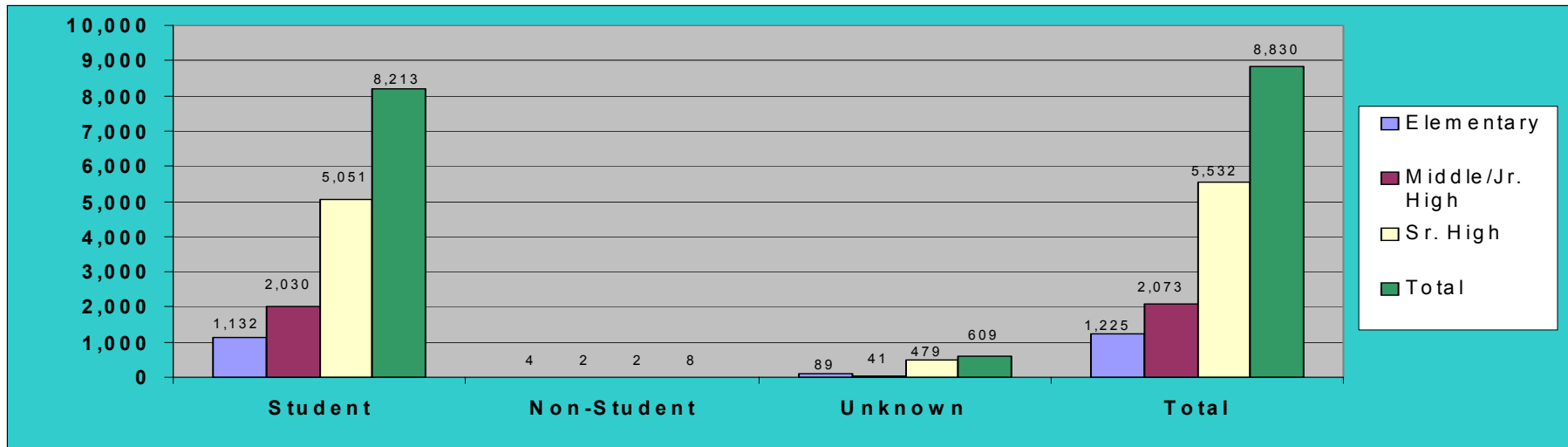
School Level	Incidents per 100 Students
Elementary School	1.7
Middle/Jr. High School	8.3
Sr. High School	11.0
All Schools	6.1

- Of the three school levels, Maine high schools reported the highest average rate of prohibited behaviors: 11.0 incidents per 100 students.
- All schools in Maine reported an average of 6.1 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 16: Number and Percentage of Offenders by School Type and Type of Offender



	Elementary		Middle/Jr. High		Sr. High		Total	
	Count	%	Count	%	Count	%	Count	%
Student	1,132	92%	2,030	98%	5,051	91%	8,213	93%
Non-Student	4	<1%	2	<1%	2	<1%	8	<1%
Unknown	89	7%	41	2%	479	9%	609	7%
Total	1,225	100%	2,073	100%	5,532	100%	8,830	100%

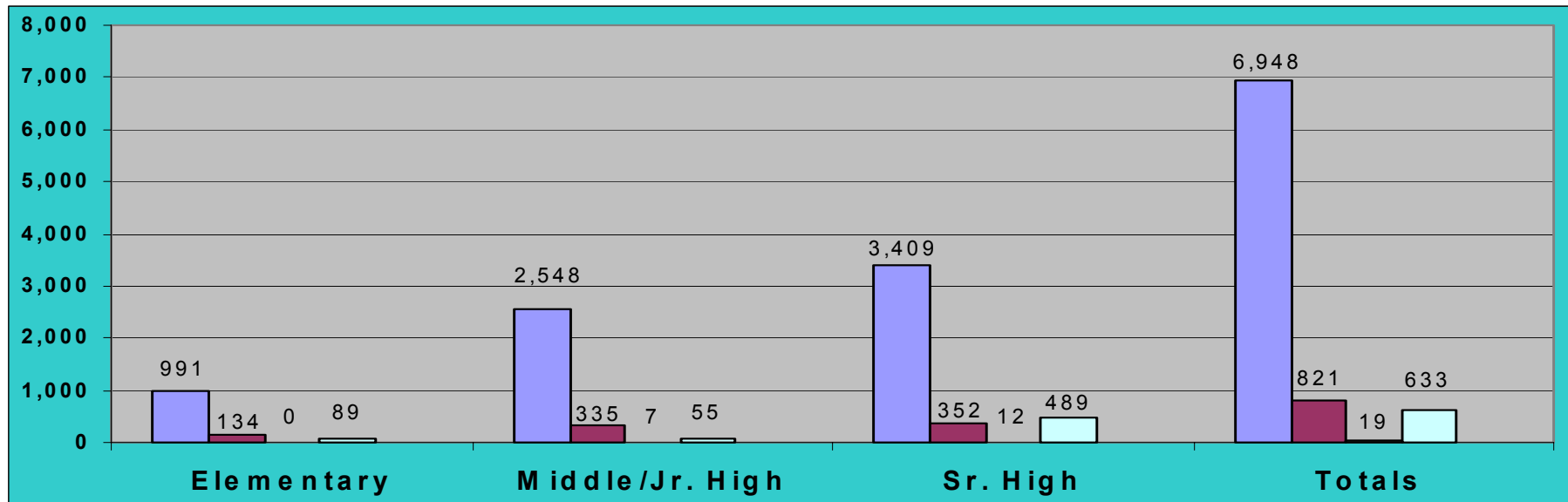
- A total of 8,830 offenders were responsible for 12,143 of the reported incidents, or an average of 1.4 incidents per offender, indicating a number of repeat offenders.¹³
- The count of total offenders included 8,213 student offenders (93% of total).
- This averages to 4.0 student offenders per 100 students for all schools.

¹³ 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 17: Number and Types of Victims¹⁴

Number of Victims



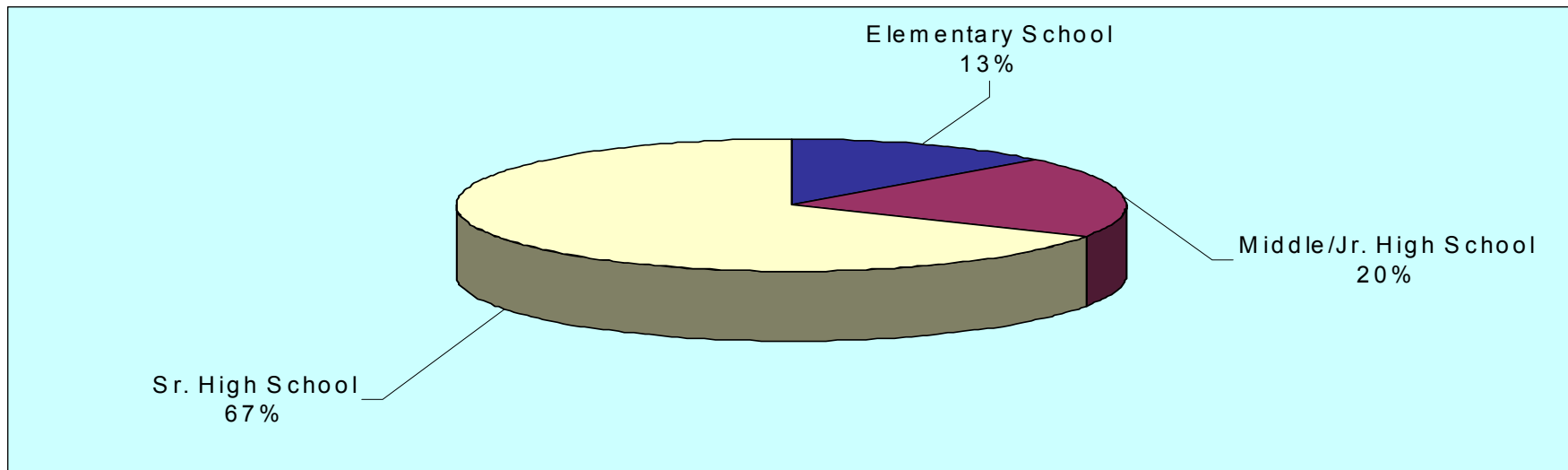
Type of Victim	Elementary		Middle/ Jr. High		Sr. High		Total	
Students	991	82%	2,548	87%	3,409	80%	6,948	82%
School Personnel	134	11%	335	11%	352	8%	821	10%
Non-School Personnel	0	0%	7	<1%	12	<1%	19	<1%
Unknown	89	7%	55	2%	489	11%	633	8%
Total	1,214	100%	2,945	100%	4,262	100%	8,421	100%

- While students made up the clear majority of offenders (93%), victims included students (82%), school personnel (10%) and unknown (8%).

¹⁴ 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

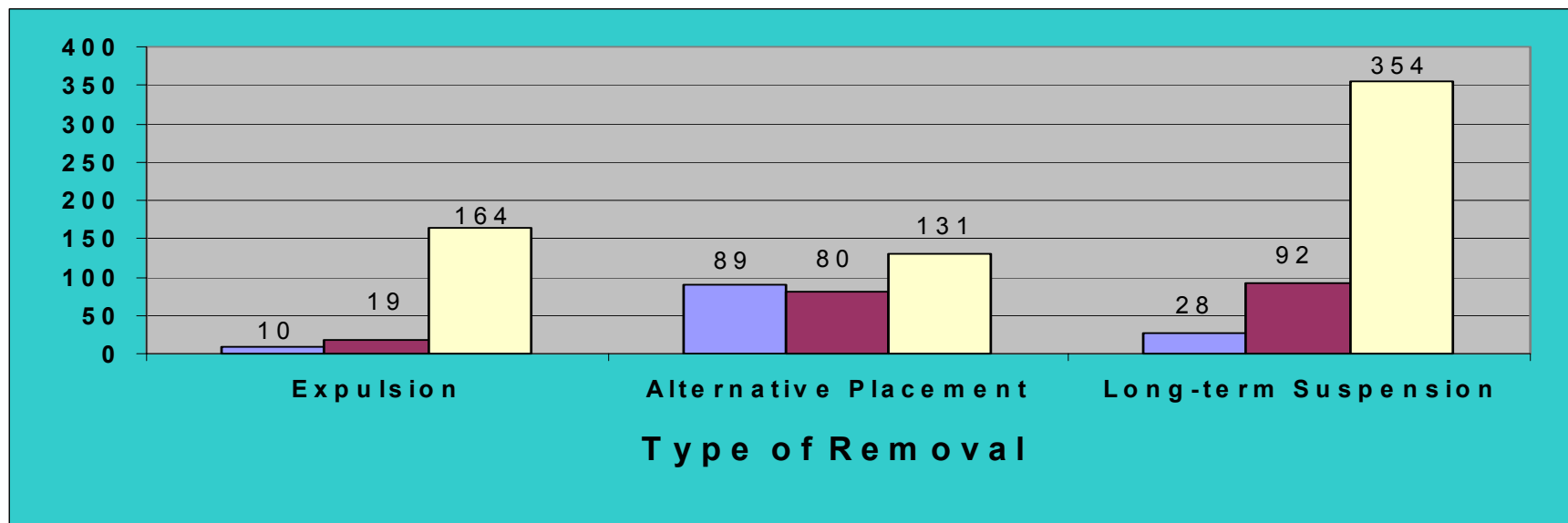
Figure 18: Number and Percentage of Incidents Resulting in Removal by School Level



School Level	Total Removals	Percentage of Removals by Grade Level	Enrollment	Removals Per 1000 Students
Elementary School	127	13%	97,145	1.3
Middle/Jr. High School	191	20%	39,577	4.8
Sr. High School	649	67%	67,768	9.6
Total	967	100%	204,490	4.7

- 8% of all incidents resulted in students' removal from school.
- Of all removals from school, 67% occurred in senior high schools; 20% in middle schools; and 13% percent in elementary schools.

Figure 19: Number and Percentage of Students Removed by Type of Removal¹⁵



School Level	Expulsion		Alternative Placement		Long-Term Suspension		Total
Elementary School	10	8%	89	70%	28	22%	127
Middle/Jr. High School	19	10%	80	42%	92	48%	191
Sr. High School	164	25%	131	20%	354	55%	649
Total	193	20%	300	31%	474	49%	967

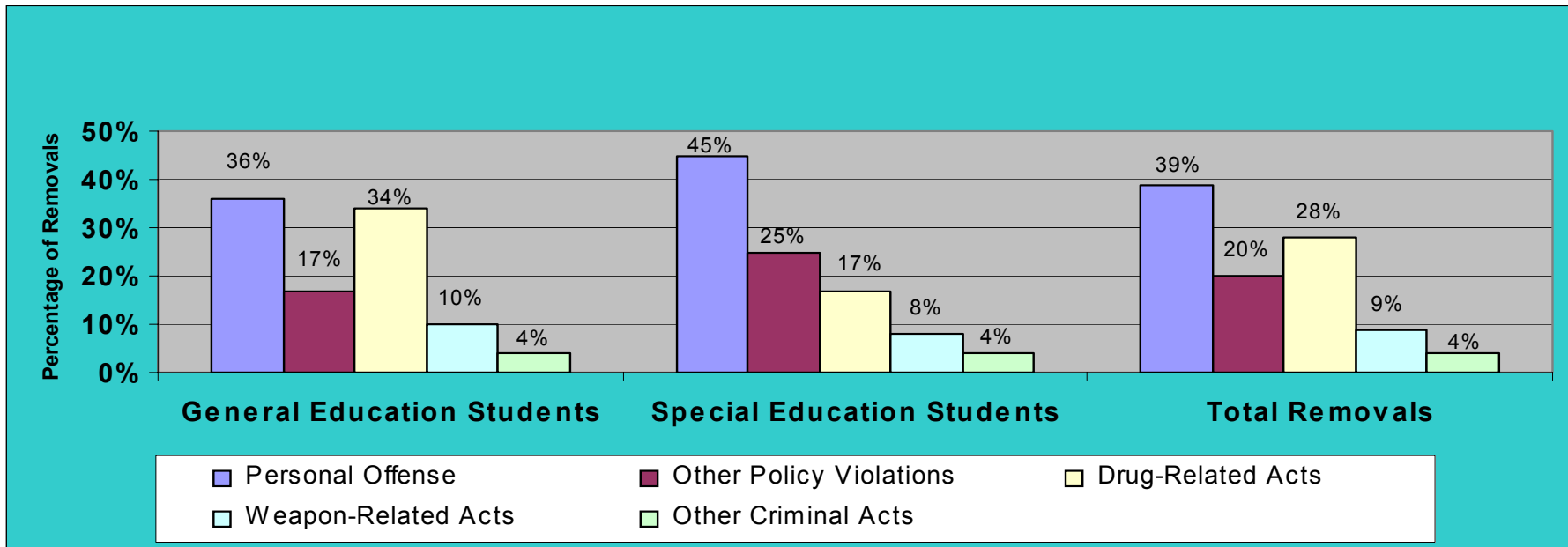
- Overall, long-term suspensions made up the highest percentage of removals — 49% of the total removals — followed by alternative placements (31%) and expulsions (20%).
- At the elementary school level, alternative placement was by far the most common type of removal (70%).

¹⁵ 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 20: Number of Incidents Resulting in Students' Removal from School by School Level

Incident Category	Incident Type	Elementary	Middle/Jr. High School	Sr. High School	Total
Drug-Related	Alcohol Possession/Distribution	2	2	8	12
	Alcohol use	7	2	27	36
	Marijuana distribution	1	6	14	21
	Marijuana possession	1	5	34	40
	Marijuana use	0	2	45	47
	Other drug distribution	2	4	15	21
	Other drug possession	1	2	29	32
	Other drug use	0	0	11	11
	Tobacco possession/distribution	2	2	12	16
Tobacco use	1	3	26	30	
Personal Offense	Aggravated assault / Battery / Simple assault	10	7	44	61
	Fighting/Pushing	34	23	86	143
	Gang Fight	0	0	0	0
	Harassment : Other	6	6	29	41
	Harassment: Sexual	2	5	2	9
	Physical attack/Other personal offense	15	10	7	32
Threat/Intimidation	16	25	53	94	
Weapon- Related	Assault with firearm	0	0	0	0
	Assault with other weapon	2	2	7	11
	Bomb threat	3	9	22	34
	Bomb-related offense	0	0	5	5
	Other weapon assault/offense	0	2	6	8
	Possession of a firearm	0	0	2	2
	Possession of other weapon	2	5	21	28
Sale/Transfer of a weapon	0	0	1	1	
Other Criminal Acts	Arson	1	2	1	4
	Burglary/Breaking & Entering	0	0	1	1
	Hate crimes/bias	0	1	3	4
	Larceny/Theft/Other property offense	2	2	9	13
	Robbery	0	0	0	0
Vandalism (criminal mischief)	0	0	16	16	
Other Policy Violations	Disorderly conduct	17	43	68	128
	Fireworks offense	0	2	0	2
	Sexual offense (non -forcible)	0	0	3	3
	Skipping school	0	7	21	28
	Trespassing	0	0	0	0
	Truancy	0	12	21	33
Grand Total		127	191	649	967

Figure 21: Number and Percentage of Removals by Type of Offense¹⁶

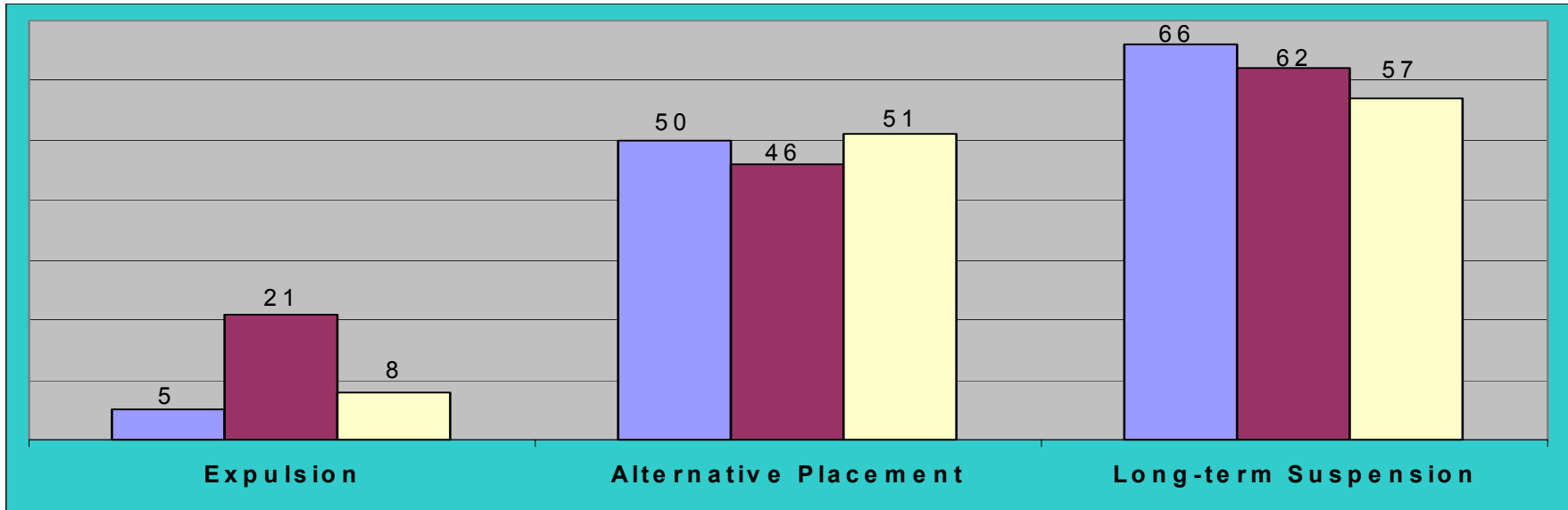


Act	General Education Students	Special Education Students	Total Offenses
Personal Offense	214 (36%)	166 (45%)	380 (39%)
Other Policy Violations	101 (17%)	93 (25%)	194 (20%)
Drug-Related Acts	203 (34%)	63 (17%)	266 (28%)
Weapon-Related Acts	59 (10%)	30 (8%)	89 (9%)
Other Criminal Acts	24 (4%)	14 (4%)	38 (4%)
Total	601 (100%)	366 (100%)	967 (100%)

- Personal Offenses, such as fighting and harassment, were the most commonly reported types of offenses to result in the removal from school of both general and special education students (36% and 45% respectively).
- Drug-Related Acts (28%) and Other Policy Violations (20%) also resulted in a significant number of removals.
- Lower proportions of Drug-Related Acts were reported among special education students (17%) than among general education students (34%).

¹⁶ Refer to the Appendix of the Technical Report for a complete listing of offenses.

Figure 22: 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	5	50	66	121	33%
Learning Disability	21	46	62	129	35%
Other Disability	8	51	57	116	32%
Totals by Type of Removal	34	147	185	366	100%

- Of the 967 incidents resulting in students' removal from school, special education students were responsible for 366 (38%).
- These student's disabilities fell fairly evenly into three broad categories: Behavioral Impairment (33%), Learning Disabilities (35%) and Other Disabilities (32%).
- A little over half (51%) of these special education students received long-term suspensions.

VI. TRENDS: 2000-01 to 2004-05

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

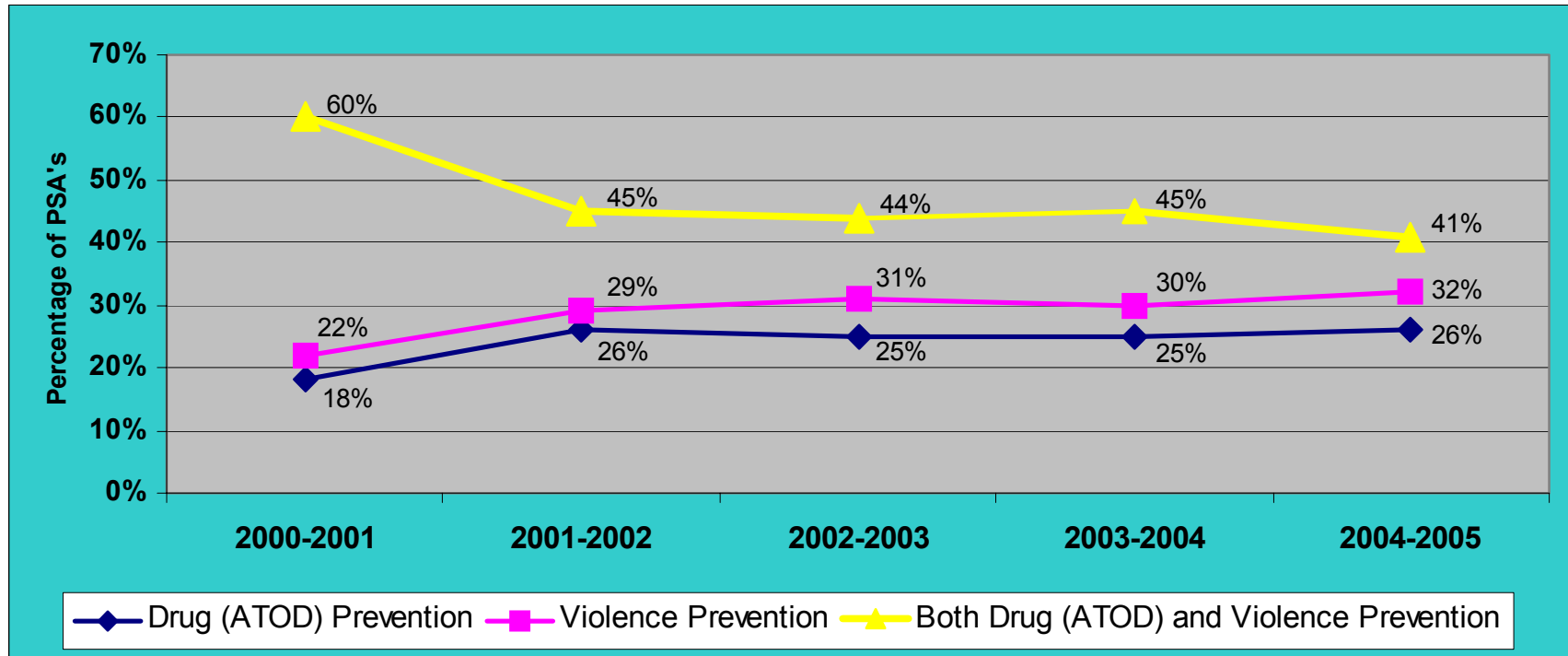
Figure 23: Trend in Percentage of Schools Offering PSAs, 2000-01 to 2004-05¹⁷

PSA Category	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Alternative Education Programs	19%	14%	13%	15%	15%
Before/After School Activities	41%	33%	32%	36%	39%
Community Service Projects	30%	30%	29%	33%	34%
Conflict Resolution and Peer Mediation	60%	57%	53%	54%	56%
Counseling and Referral Services	69%	64%	67%	66%	64%
Curriculum Acquisition/Development	71%	37%	33%	36%	32%
Drug Prevention Instruction	92%	75%	75%	76%	77%
Services for Out-of-School Youth	9%	4%	3%	4%	4%
Special, One-Time Events	48%	56%	54%	58%	58%
Support Groups	23%	50%	47%	47%	48%
Violence Prevention Instruction	86%	58%	59%	60%	63%
<i>Number of Schools Reporting</i>	644	658	669	661	651

- Drug prevention instruction was the most commonly offered PSA during all five years.
- Counseling and referral services ranked as the second-most commonly offered PSA during the past four years.
- Violence prevention instruction ranked as the third-most commonly offered PSA during the past four years.

¹⁷ Percentage of all schools reporting.

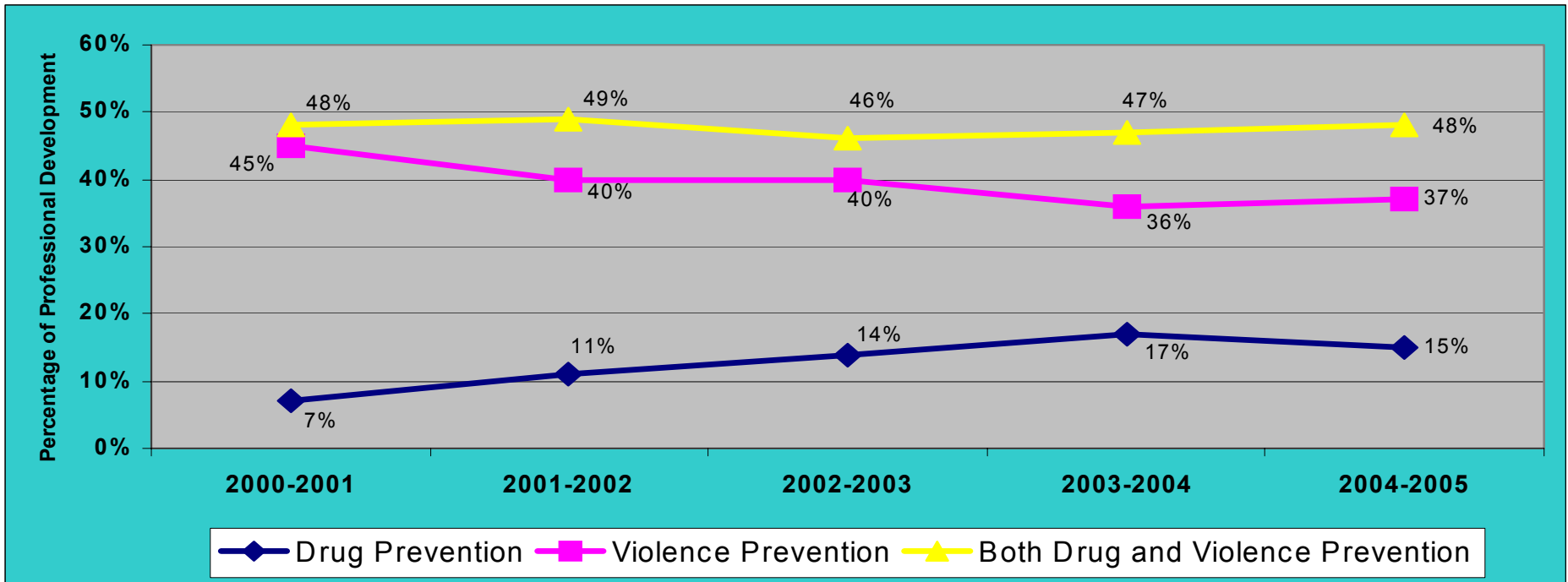
Figure 24: Trend in Student PSA Emphasis, 2000-01 to 2004-05



Student PSA Emphasis	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Drug Prevention	18%	26%	25%	25%	26%
Violence Prevention	22%	29%	31%	30%	32%
Both Drug and Violence Prevention	60%	45%	44%	45%	41%
Undefined	0%	0%	0%	0%	0%
Number of Schools Reporting	644	658	669	661	651

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

Figure 25: Trend in Emphasis of Professional Development, 2000-01 to 2004-05



Percent of Professional Development by Emphasis

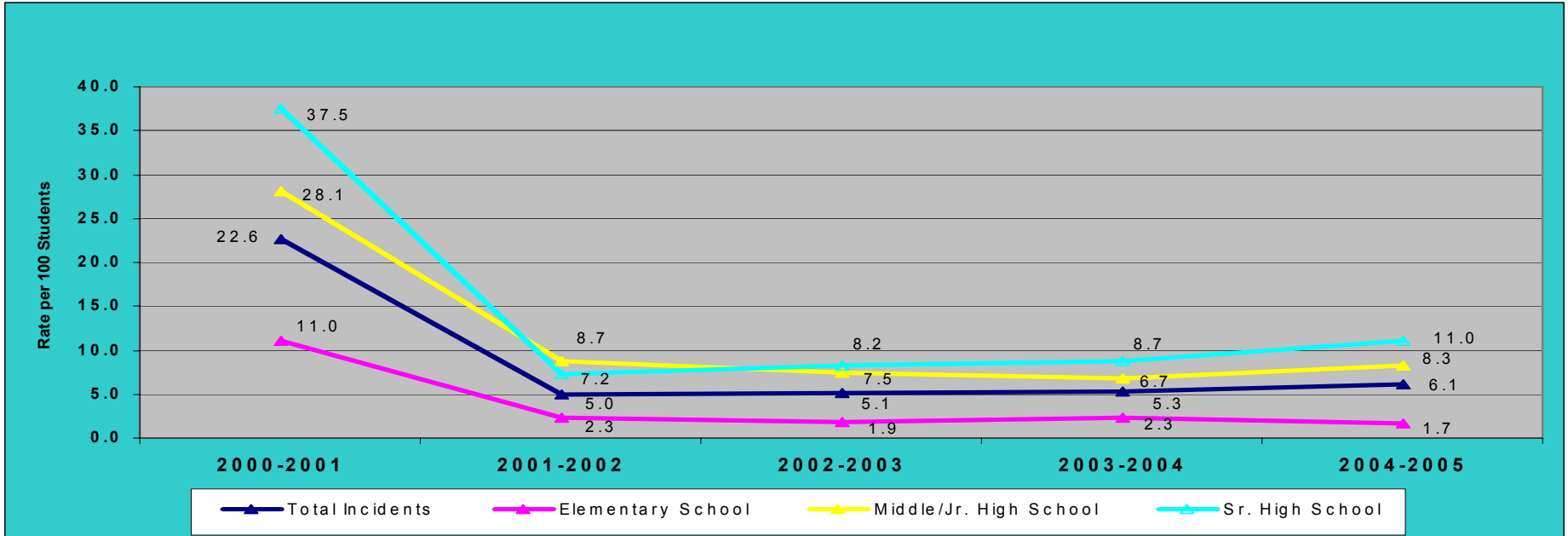
Professional Development Emphasis	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Drug Prevention	7%	11%	14%	17%	15%
Violence Prevention	45%	40%	40%	36%	37%
Both Drug and Violence Prevention	48%	49%	46%	47%	48%
Undefined	0%	0%	0%	0	0%
Number of Schools Reporting	644	658	669	661	651

- Since 2000-2001, close to half of the professional development programs have emphasized both drug and violence prevention.
- Thirty-seven (37%) of professional development offerings emphasized violence prevention only in 2004-2005, down from a high of 45% in 2000-2001.

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. Incidence of Prohibited Behavior

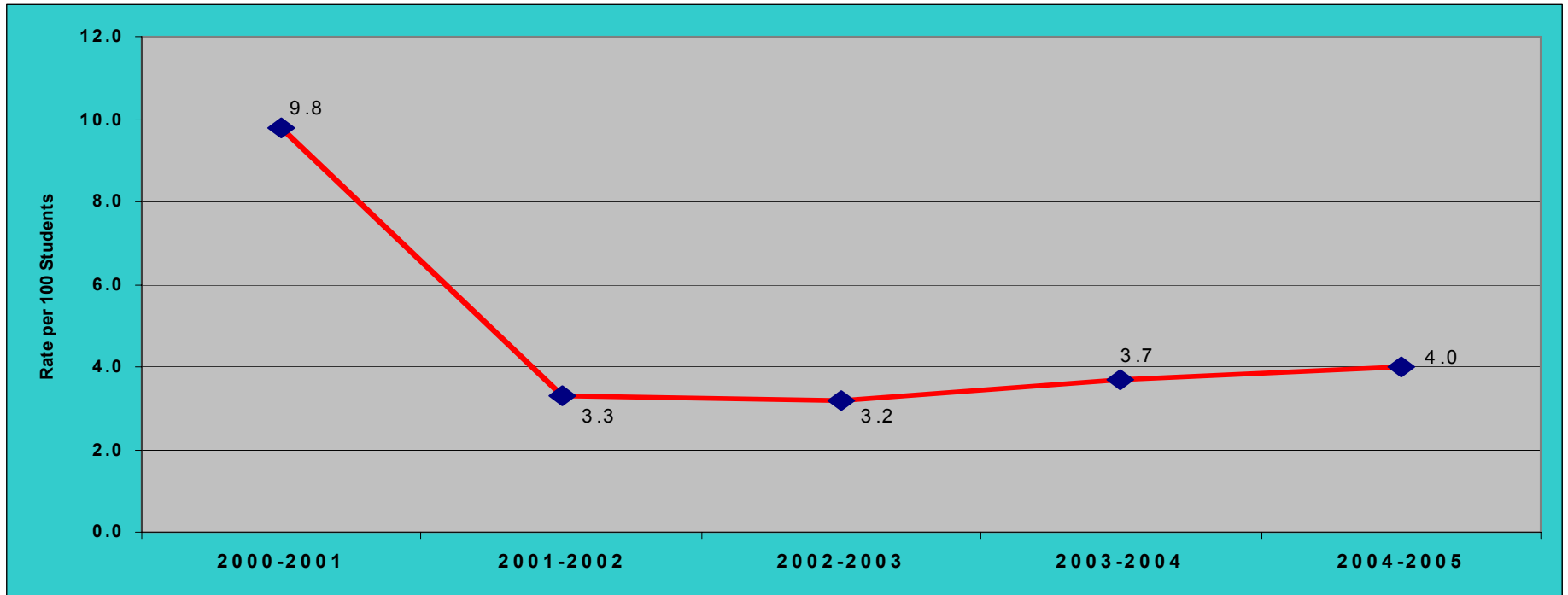
Figure 26: Trend in Incidents per 100 Students by School Level, 2000-01 to 2004-05¹⁸



	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Total Number of Incidents	47,223	10,358	10,428	10,839	12,379
Rates per 100 Students					
Total Incidents	22.6	5.0	5.1	5.3	6.1
Elementary School	11.0	2.3	1.9	2.3	1.7
Middle/Jr. High School	28.1	8.7	7.5	6.7	8.3
Sr. High School	37.5	7.2	8.2	8.7	11.0
Number of Schools Reporting	644	658	669	661	651

¹⁸ Rates for 2000-01 and 2001-02 were based on 1999-00 enrollment figures from DOE.

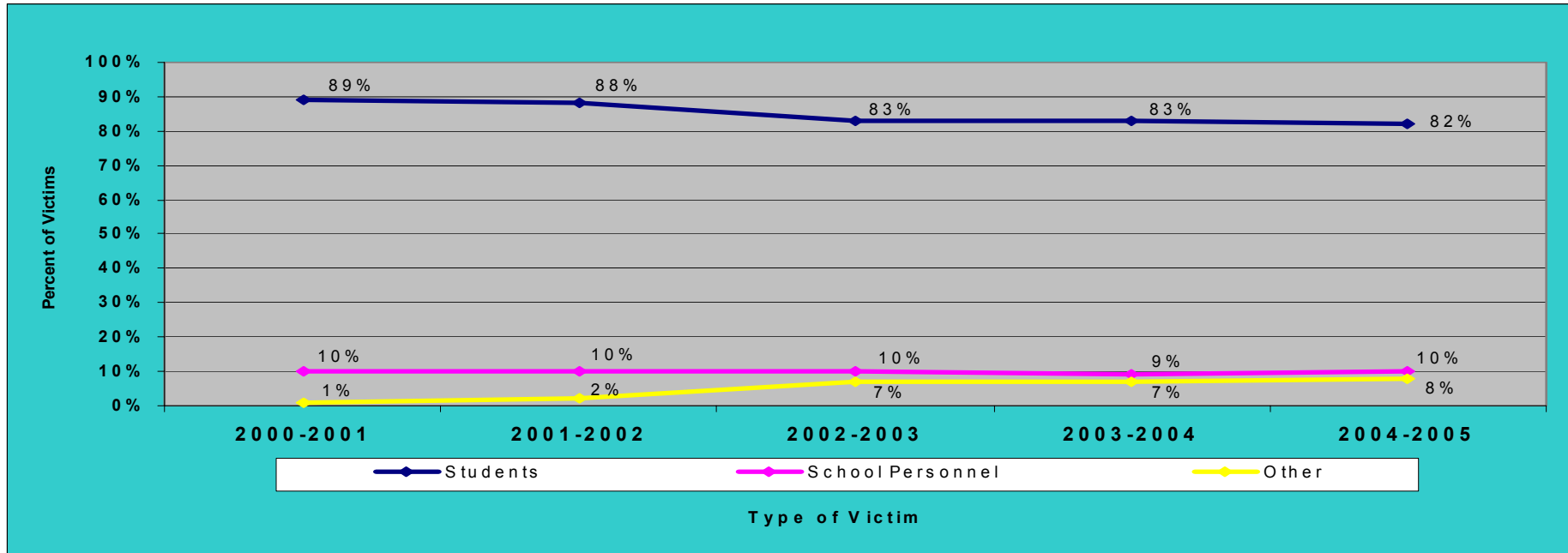
Figure 27: Trend in Number of Offenders per 100 Students, 2000-01 to 2004-05



	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Total Student Offenders per 100 Students	9.8	3.3	3.2	3.7	4.0
Number of Schools Reporting	644	658	669	661	651

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.

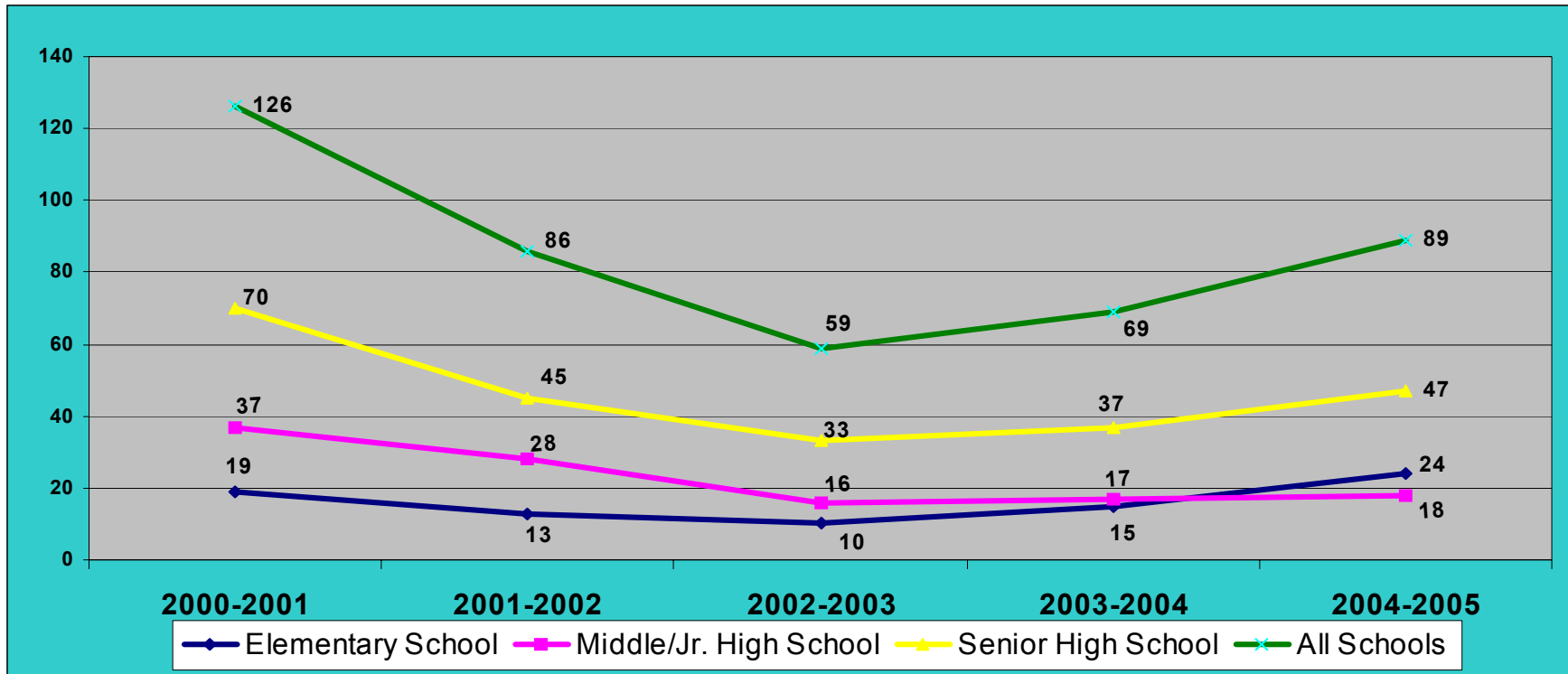
Figure 28: Trend in Distribution of Type of Victim, 2000-01 to 2004-05



Type of Victim	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Students	89%	88%	83%	83%	82%
School Personnel	10%	10%	10%	9%	10%
Other	1%	2%	7%	7%	8%
# Schools Reporting	644	658	669	661	651

- Students have been consistently reported as the most common victim type.
- The proportion of victims that are school personnel has remained around 10% since 2000-01.
- The proportion of victims that are neither students nor school personnel has increased from 1% in 2000-01 to 8% in 2004-05.
- Since 2002-03 there has been little change in the type of victim.

Figure 29: Trend in Number of Bomb Threats, 2000-01 to 2004-05

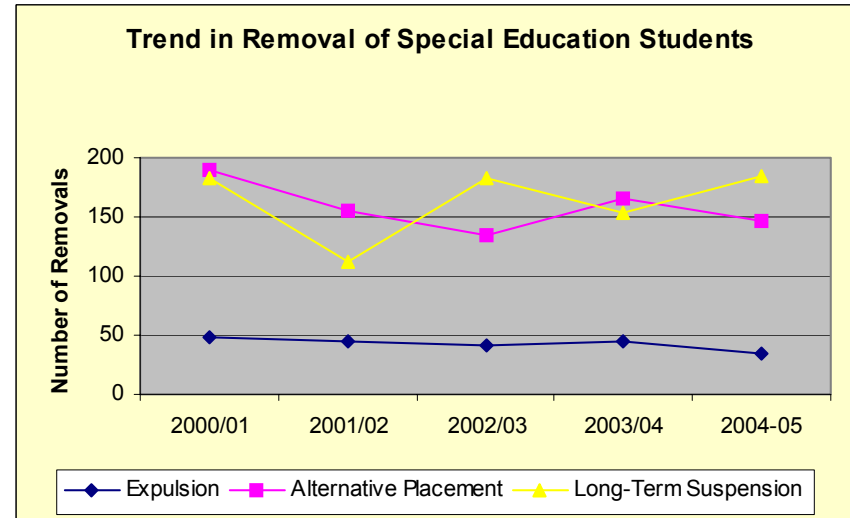
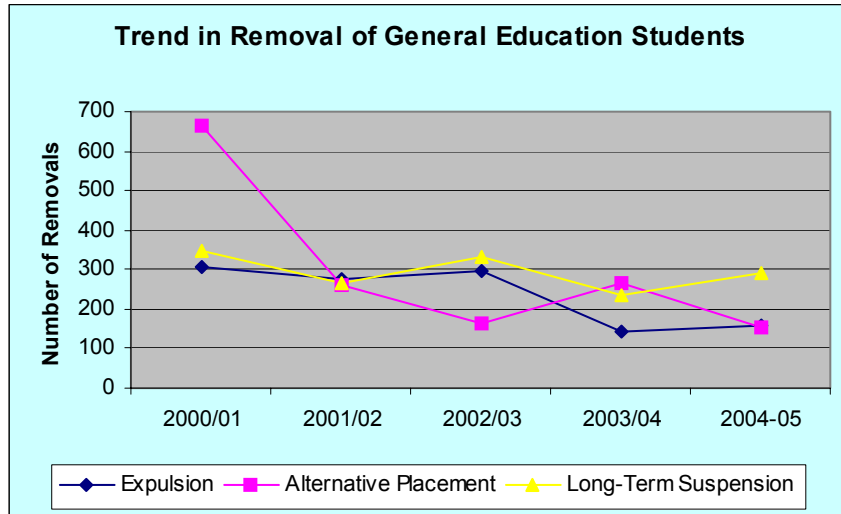


	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Elementary School	19	13	10	15	24
Middle/Jr. High School	37	28	16	17	18
Senior High School	70	45	33	37	47
All Schools	126	86	59	69	89
# Schools Reporting	644	658	669	661	651

- The number of bomb threats received by all schools steadily declined between 2000-01 and 2002-03, but there has been an increase for the last two years.
- Senior high schools have consistently reported receiving the highest number of bomb threats over the five-year period.

C. Removals from School

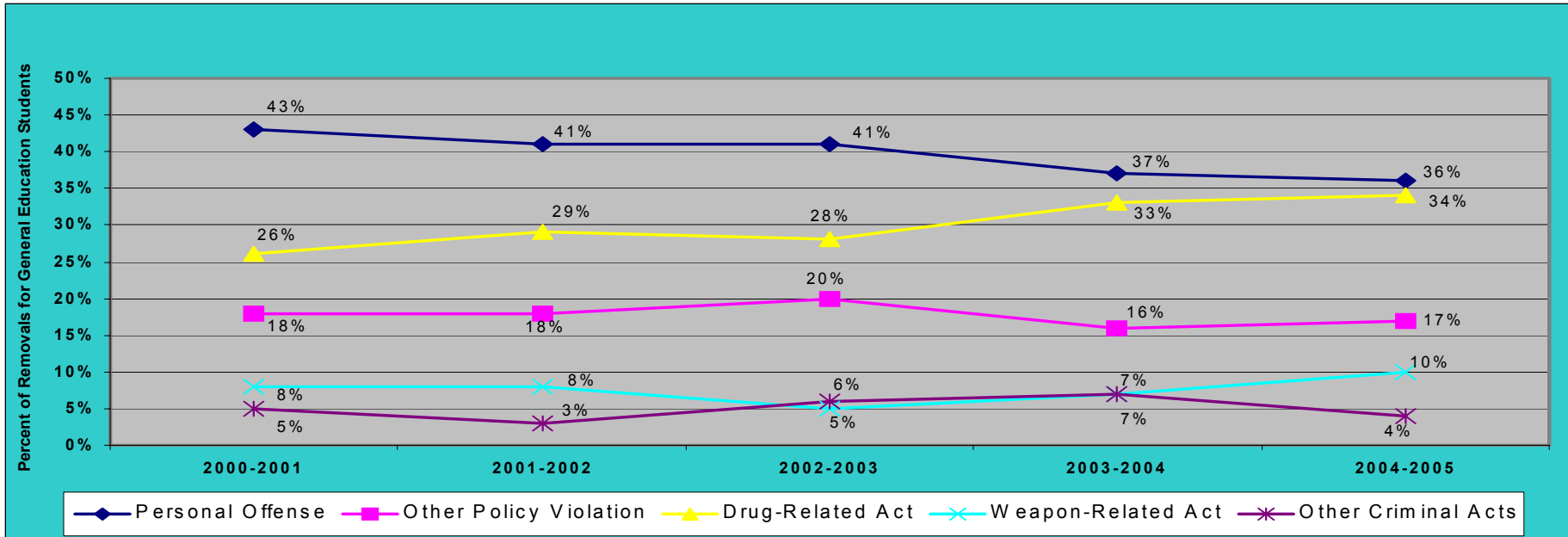
Figure 30: Trend in Removals of General and Special Education Students, 2000-01 to 2004-05



General Education Students					
	2000/01	2001/02	2002/03	2003/04	2004-05
Expulsion	309	275	297	143	159
Alternative Placement	664	261	163	267	153
Long-Term Suspension	350	268	331	236	289
Special Education Students					
	2000/01	2001/02	2002/03	2003/04	2004-05
Expulsion	49	44	42	44	34
Alternative Placement	189	156	135	165	147
Long-Term Suspension	182	112	183	153	185

- In 2004-05, there were roughly twice as many long-term suspensions (289) as either expulsions (159) or alternative placements (153) of general education students.
- Expulsion of special education students remained infrequent.

Figure 31: Trend in Offenses Resulting in Removal of General Education Students, 2000-01 to 2004-05

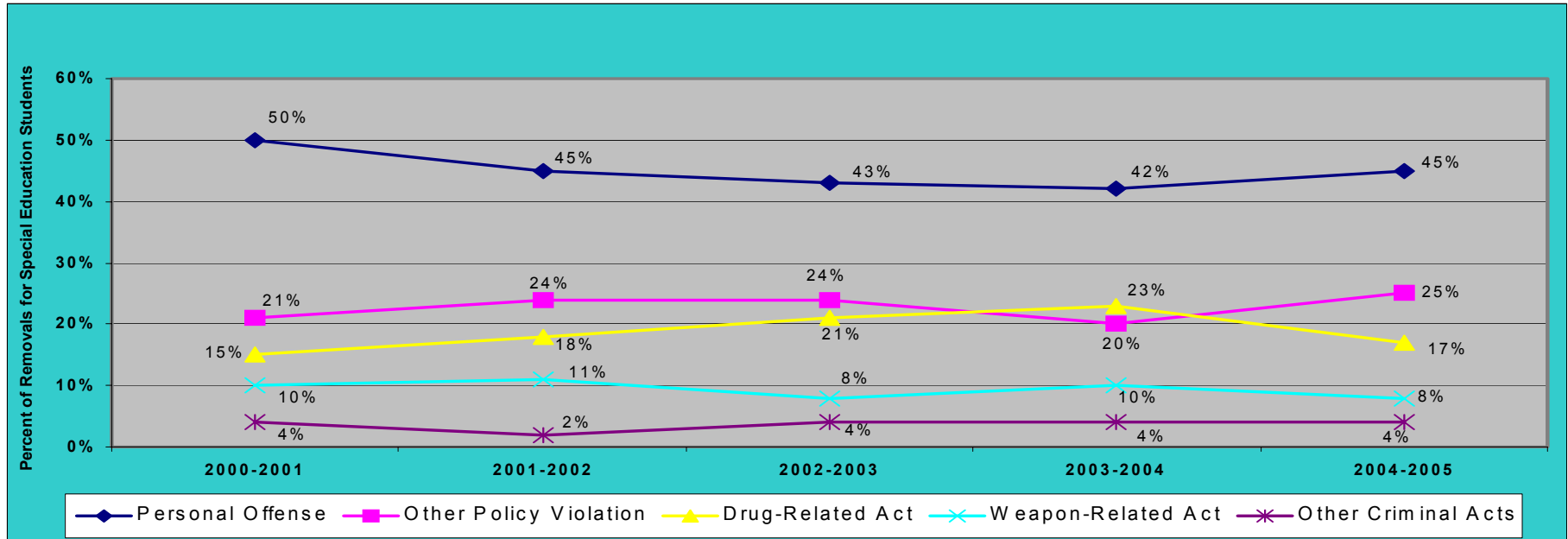


Type of Offense ¹⁹	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Personal Offense	43%	41%	41%	37%	36%
Other Policy Violation	18%	18%	20%	16%	17%
Drug-Related Act	26%	29%	28%	33%	34%
Weapon-Related Act	8%	8%	5%	7%	10%
Other Criminal Acts	5%	3%	6%	7%	4%
<i>Number of Schools Reporting</i>	644	658	669	661	651

- Personal offense has remained the most commonly reported reason for removal.
- Reported drug-related removals reached a high of 34% in 2004-05 and weapon-related removals have fluctuated between 5% and 10% over the five-year period.

¹⁹ Refer to page 22 of this report for a list of specific offenses in each category.

Figure 32: Trend in Offenses Resulting in Removal of Special Education Students, 2000-01 to 2004-05



Type of Offense ²⁰	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Personal Offense	50%	45%	43%	42%	45%
Other Policy Violation	21%	24%	24%	20%	25%
Drug-Related Act	15%	18%	21%	23%	17%
Weapon-Related Act	10%	11%	8%	10%	8%
Other Criminal Acts	4%	2%	4%	4%	4%
<i>Number of Schools Reporting</i>	644	658	669	661	651

- Personal offense is also the most commonly reported reason for removal of special education students.
- Among special education students, reported drug-related removals were highest in 2003-04 (23%).

²⁰ Refer to page 22 of this report for a list of specific offenses in each category.