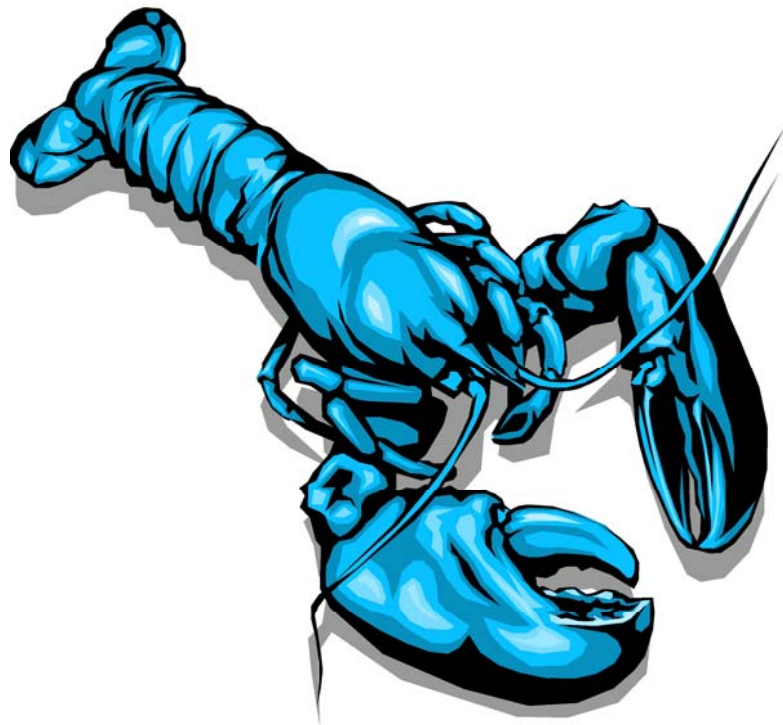


Maine

**Safe and Drug-Free Schools and
Communities Act Program**



**Report on Incidence
of Prohibited Behavior
and Drug and
Violence Prevention
2005-2006**

**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 2005-2006

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February, 2007

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TABLE OF CONTENTS

	Page
<i>LIST OF CHARTS</i>	<i>i</i>
I: INTRODUCTION	1
II: METHODOLOGY	2
III: DEMOGRAPHICS	3
IV: PREVENTION PROGRAMS, SERVICES AND ACTIVITIES (PSAs)	
A. Student-Targeted PSAs Offered by Schools	6
B. Professional Development Programs Offered by Schools	10
C. Involvement of Community Organizations in Prevention Efforts	12
D. Student Involvement in Designing, Delivering or Critiquing PSAs.....	14
V: INCIDENCE OF PROHIBITED BEHAVIOR IN MAINE SCHOOLS	
A. Types of Prohibited Behavior	15
B. Number and Types of Offenders and Victims.....	18
C. Prohibited Behavior Resulting in Removal from School.....	20
VI: TRENDS: 2001-02 to 2005-06	
A. Prevention PSAs Offered	25
B. Incidence of Prohibited Behavior	28
C. Removals from School	32

LIST OF CHARTS

Figure	Page
<i>1: Breakdown of Schools by School Level.....</i>	<i>3</i>
<i>2: Enrollment of Reporting Schools by School Level.....</i>	<i>4</i>
<i>3: Number and Percentage of Schools by Size</i>	<i>5</i>
<i>4: Percentage of Total Schools Providing Programs, Services and Activities</i>	<i>6</i>
<i>5: Number and Percentage of Prevention Program Offerings by Emphasis.....</i>	<i>7</i>
<i>6: Number of Prevention Programs Offered by Grade Level.....</i>	<i>8</i>
<i>7: Students Served by Prevention PSAs by School Level.....</i>	<i>9</i>
<i>8: Percentage of Professional Development Programs by Emphasis</i>	<i>10</i>
<i>9: Professional Development: Amount of Training.....</i>	<i>11</i>
<i>10: Percentage of Schools with Community Involvement in PSAs by School Level.....</i>	<i>12</i>
<i>11: Type of Community Involvement</i>	<i>13</i>
<i>12: Type of Student Involvement.....</i>	<i>14</i>
<i>13: Number of Incidents by Type of Prohibited Behavior.....</i>	<i>15</i>
<i>14: Number of Bomb Threats and Bomb-Related Incidents</i>	<i>16</i>
<i>15: Number of Incidents per 100 Students</i>	<i>17</i>
<i>16: Number and Percentage of Offenders by School Type and Type of Offender</i>	<i>18</i>

LIST OF CHARTS (continued)

Figure	Page
17: Number and Types of Victims.....	19
18: Number and Percentage of Incidents Resulting in Removal by School Level.....	20
19: Number and Percentage of Students Removed by Type of Removal and Student Type.....	21
20: Number of Incidents Resulting in Students' Removal from School by School Level.....	22
21: Number and Percentage of Removals by Type of Offense.....	23
22: Number and Type of Removals of Special Education Students.....	24
23: Trend in Percentage of Schools Offering PSAs, 2001-02 to 2005-06.....	25
24: Trend in Student PSA Emphasis, 2001-02 to 2005-06.....	26
25: Trend in Emphasis of Professional Development, 2001-02 to 2005-06.....	27
26: Trend in Incidents per 100 Students by School Level, 2001-02 to 2005-06.....	28
27: Trend in Number of Offenders per 100 Students, 2001-02 to 2005-06.....	29
28: Trend in Distribution of Type of Victim, 2001-02 to 2005-06.....	30
29: Trend in Number of Bomb Threats, 2001-02 to 2005-06.....	31
30: Trend in Removals of General and Special Education Students, 2001-02 to 2005-06.....	32
31: Trend in Offenses Resulting in Removal of General Education Students, 2001-02 to 2005-06.....	33
32: Trend in Offenses Resulting in Removal of Special Education Students, 2001-02 to 2005-06.....	34

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 2005-06 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.

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 2005-06 school year in accordance with federal reporting guidelines for SDFSCA and the Individuals with Disabilities Education Act (IDEA). OSA and DOE worked collaboratively to develop a coordinated system of web-based reporting that meets federal and state requirements.

Six hundred forty-eight (648) Maine schools from 163 Local Education Agencies (LEAs) participated in the 2005-06 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 2001-02, enabling the reader to detect trends that might be emerging.

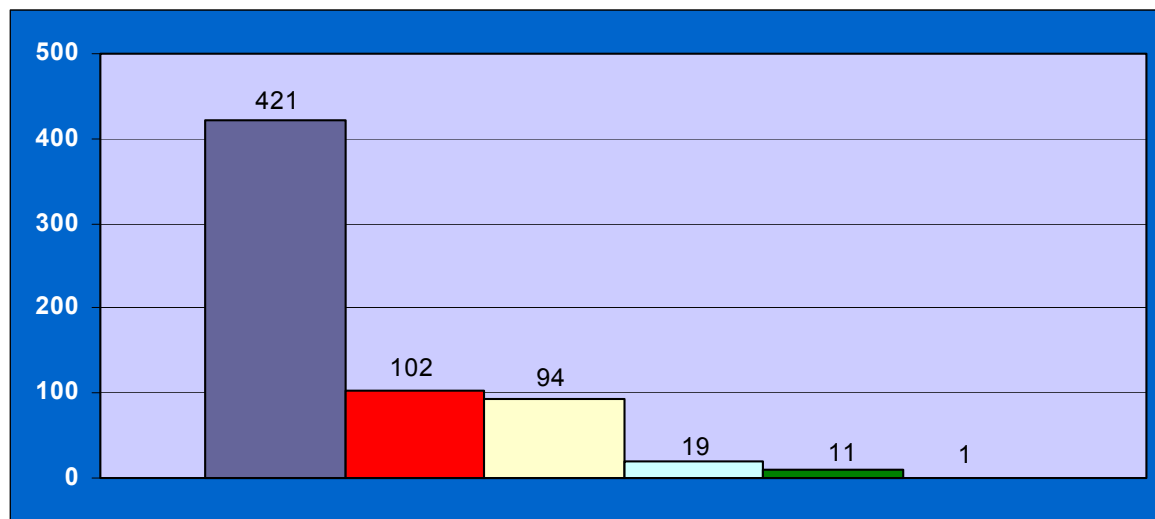
The graphical layout of the data is intended to provide maximum ease of use; however, some points may need further explanation:

1. School percentages are usually based on the total number of schools reporting in 2005-06, although occasionally the total is the number of schools reporting a particular data item, such as schools reporting community involvement in PSAs (p.12). 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 the "Trends" section starting on page 25, the calculation of rates (such as the number of incidences of prohibited behavior per 100 students) for 2001-02, is based on enrollment in 1999-00. For the other years, the rates are calculated from that particular school year's enrollment.

III. DEMOGRAPHICS

Schools Participating in the Maine SDFSCA Data Collection Project

Figure 1: Breakdown of Schools by School Level¹



Number of Public Schools	
Total Number in Maine	683
Number Required to Report ²	648
Number Reporting	648

Elementary School.....	421
Senior High School.....	102
Middle / Jr. High School.....	94
Jr. / Sr. High School.....	19
Combined Elementary and Secondary School.....	11
Special School / School Program.....	1
Total	648

Number of Schools Reporting by School Level

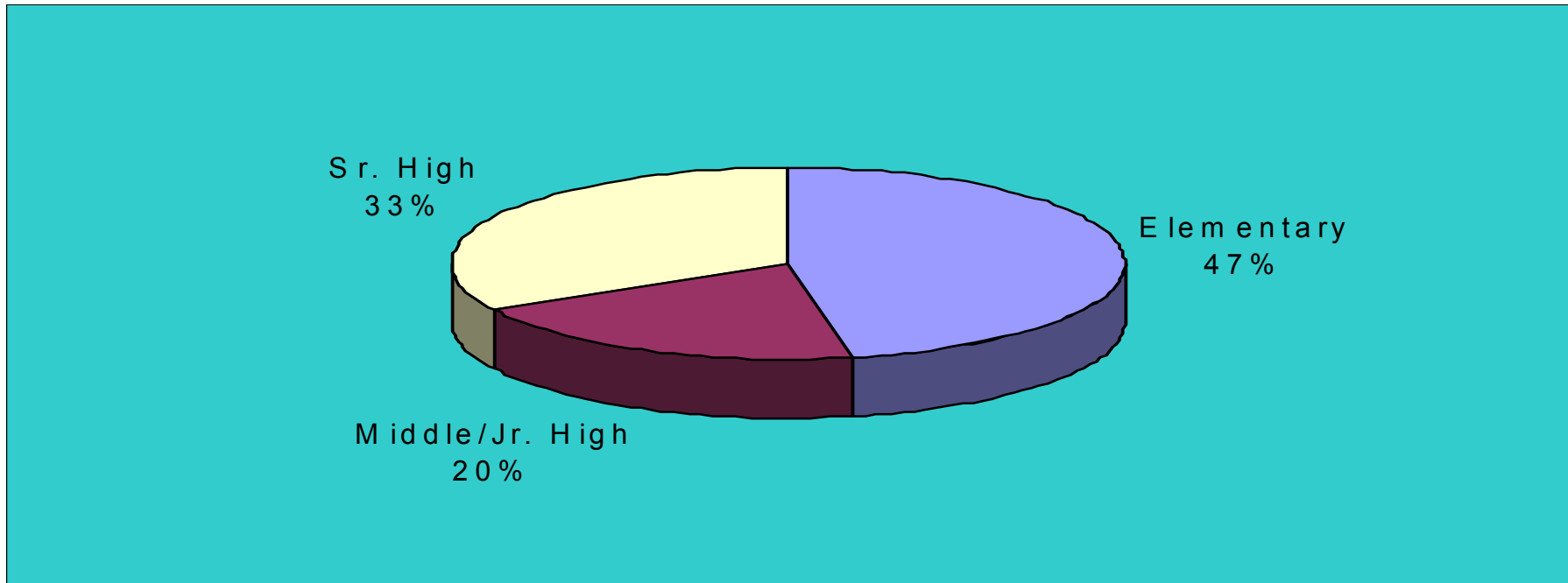
School Level	Schools Required to Report	Schools Reporting	
Elementary School	421	421	100%
Middle/Jr. High School	94	94	100%
Sr. High School ³	133	133	100%
Total Schools	648	648	100%

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. 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.

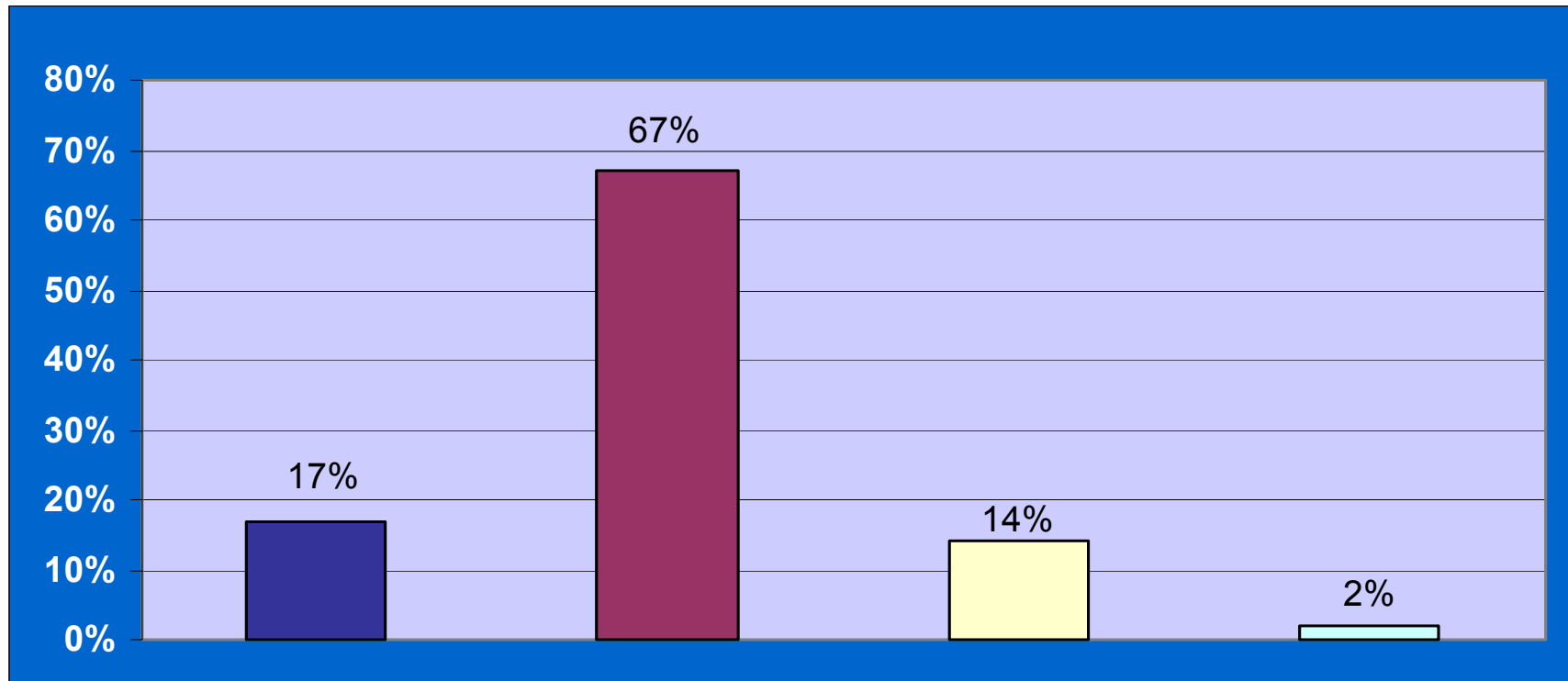
Figure 2: Enrollment of Reporting Schools by School Level



School Level	# of Students	% of Enrollment
Elementary School	91,844	47%
Middle/Jr. High School	38,572	20%
Sr. High School	65,419	33%
Total	195,835	

- 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



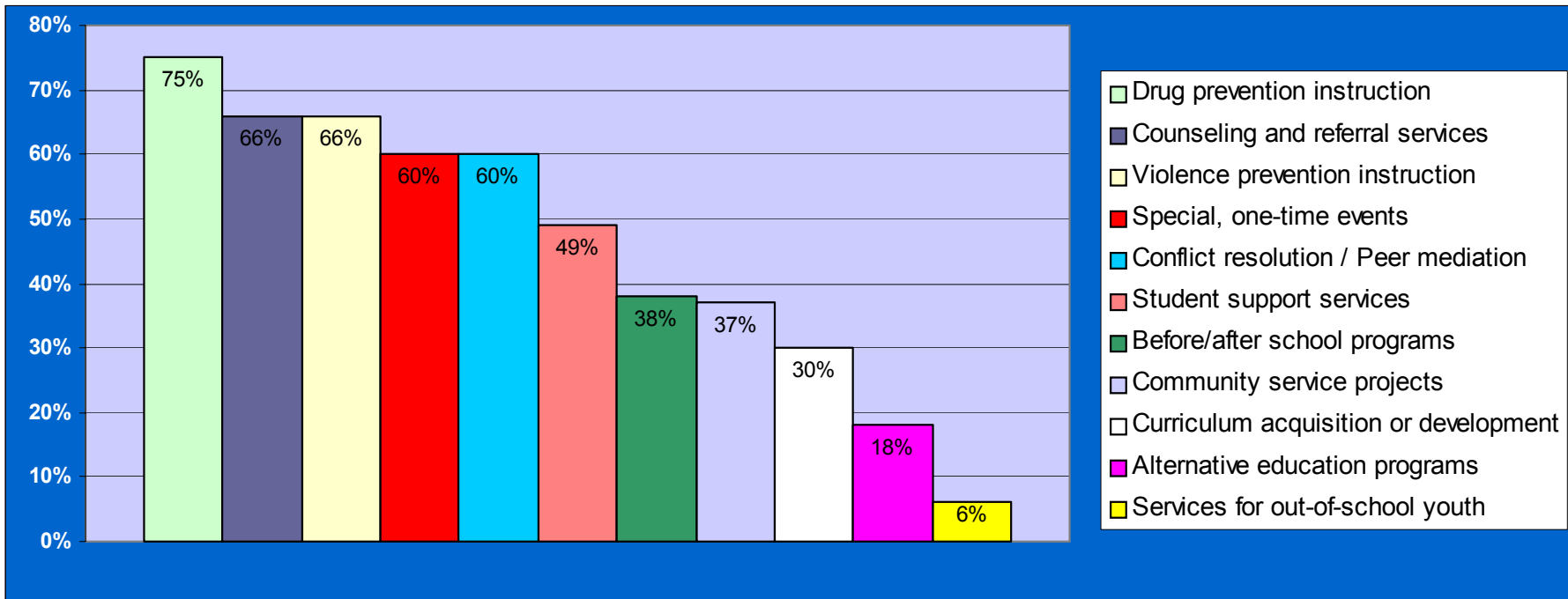
School Size	# of Schools	% of Schools
1 – 100 students	112	17%
101 – 500 students	436	67%
501 – 1,000 students	88	14%
1,001 – 1,500 students	12	2%

- 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. Student-Targeted PSAs Offered by Schools

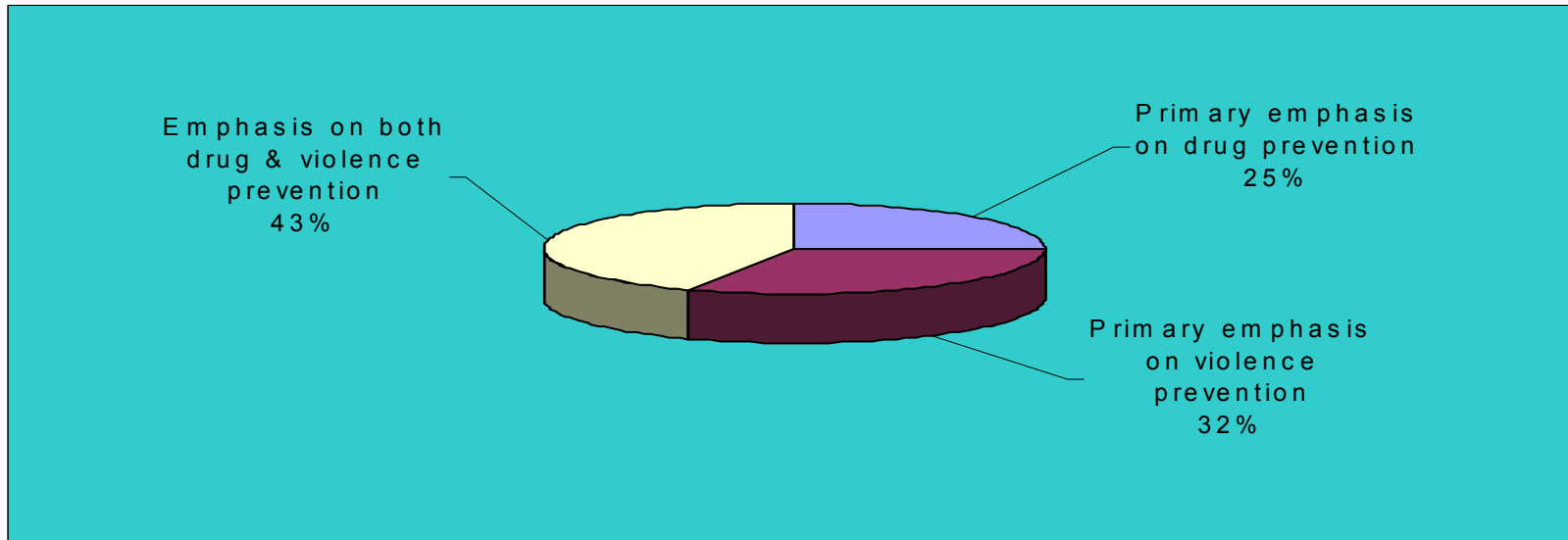
Figure 4: Percentage of Total Schools Providing Programs, Services, and Activities (PSAs)⁴



- Of the 648 schools reporting, 612 schools (94%) reported providing a total of 3,274 PSAs (provided at the school level) during the 2005-2006 school year.
- The most prevalent PSA provided by schools was Drug Prevention Instruction, reported by 487 Maine schools (75%).
- The second most prevalent PSAs were Counseling and Referral Services reported by 429 schools (66%) and Violence Prevention reported by 428 schools (66%).

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

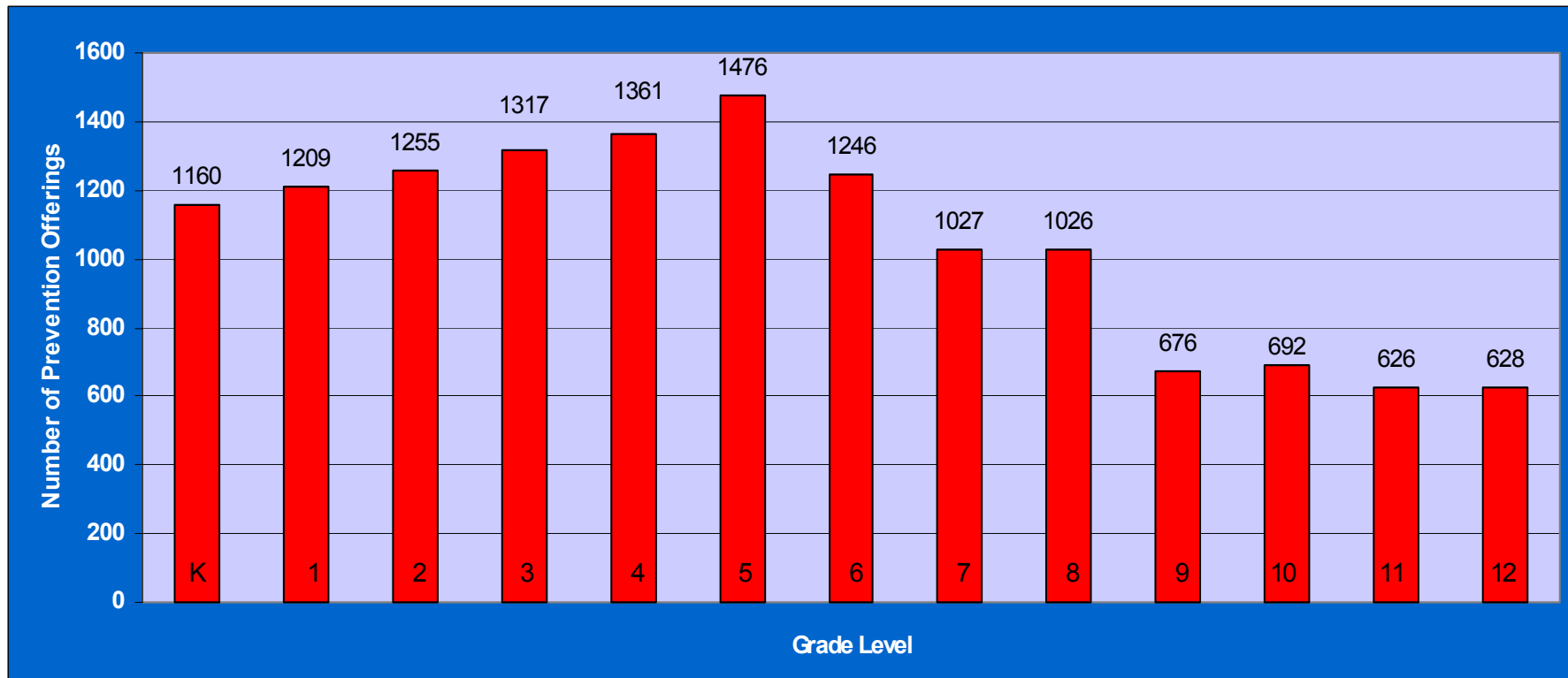


Total prevention program offerings during 2005-2006.....	3,274
■ Primary emphasis on drug prevention.....	812 (25%)
Elementary School.....	458
Middle/Jr. High School.....	123
Sr. High School.....	231
■ Primary emphasis on violence prevention	1,058 (32%)
Elementary School.....	713
Middle/Jr. High School.....	153
Sr. High School.....	192
■ Emphasis on both drug and violence prevention	1,404 (43%)
Elementary School.....	774
Middle/Jr. High School.....	259
Sr. High School.....	371

- A total of 512,888⁵ students attended the 3,274 PSAs, yielding an average of 157 students served per PSA.
- The total number of contact hours logged was 109,104 for an average length of 33 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.

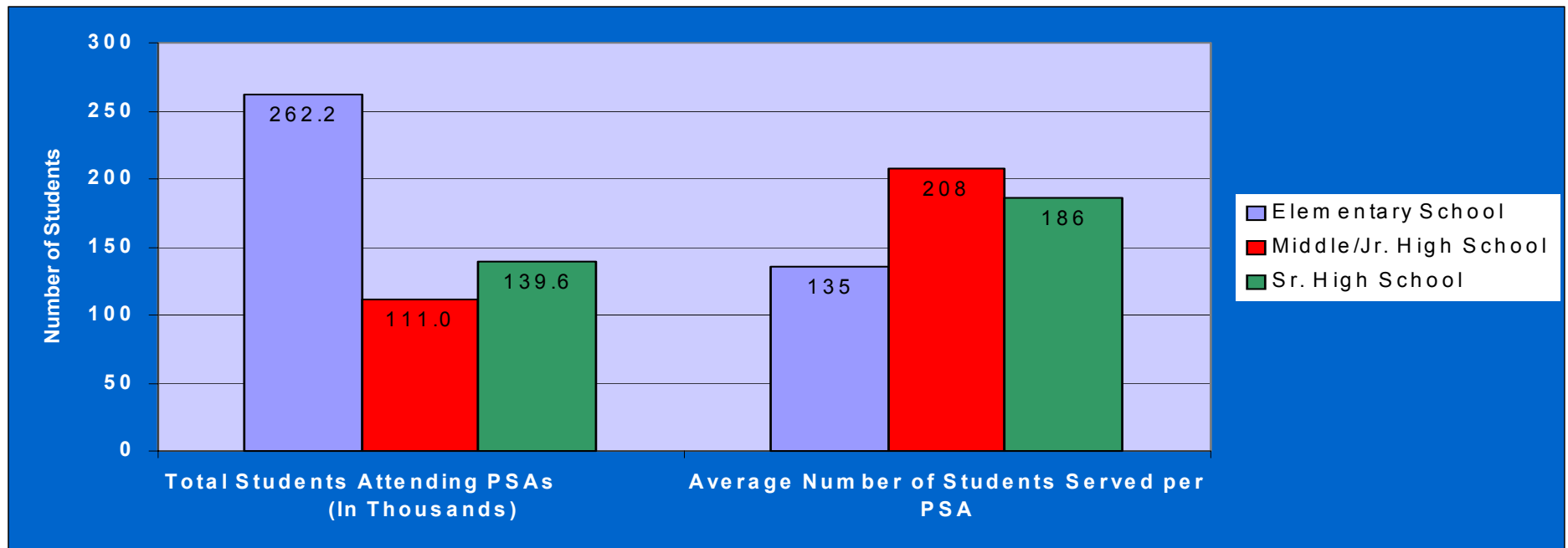
Figure 6: Number of Prevention Programs Offered by Grade Level⁶



- More than 1,000 programs were offered in each of grades K-8.
- The largest number of prevention programs (1,476) 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	1,945	91,844	262,214	2.9	135
Middle / Jr. High School	535	38,572	111,045	2.9	208
Sr. High School	749	65,419	139,629	2.1	186

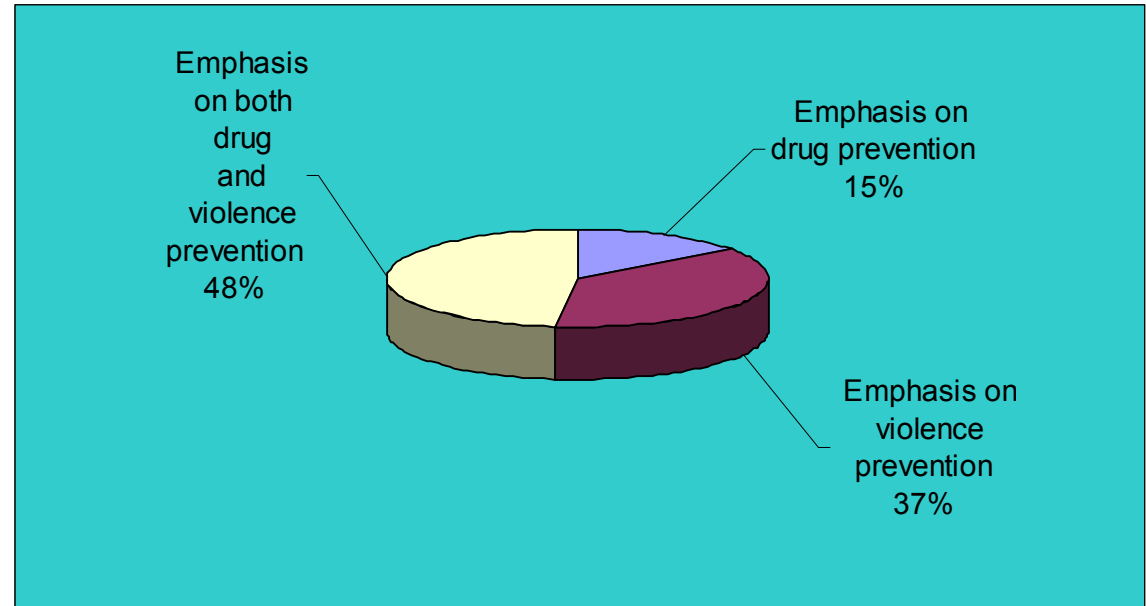
- Each enrolled student attended an average of 2-3 PSAs.
- Attendance was highest in middle schools; for every PSA offered, an average of 208 students were served (duplicated count).

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	1,358
Total Attendance ⁸	21,469
Total Hours of Training Offered	13,700
Average Attendance per Offering	15.8
Average Number of Hours per Offering	10.1



- Schools and LEAs in Maine provided a total of 1,358 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 15.8 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 10.1 hours.

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

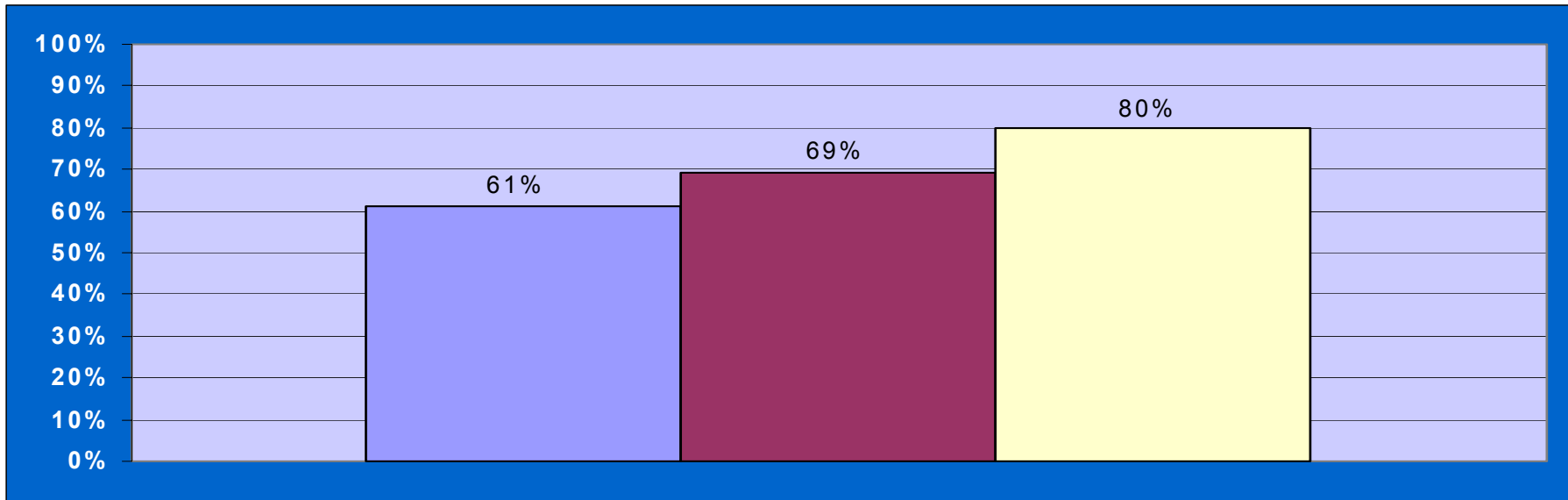
Figure 9: Professional Development: Amount of Training

Staff Development Activities	# of Activities	# of Schools Providing Training	% of Schools Providing Training
Student Assistance Team Training	189	186	29%
Civil Rights/Diversity Training	187	171	26%
Conflict Resolution and Mediation	167	149	23%
Violence Prevention Training	150	135	21%
Crisis Management/Emergency Planning	145	141	22%
Wellness	109	101	16%
Life Skills Training	85	85	13%
Substance Abuse Awareness	80	55	8%
Bullying Prevention	59	51	8%
DARE	52	52	8%
Peer Helpers/Peer Mediation	42	42	6%
Other	93	74	11%

- A total of 149 LEAs (91%) reported providing drug and violence prevention training for school faculty and staff.
- Within those LEAs, 502 schools (77%) 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

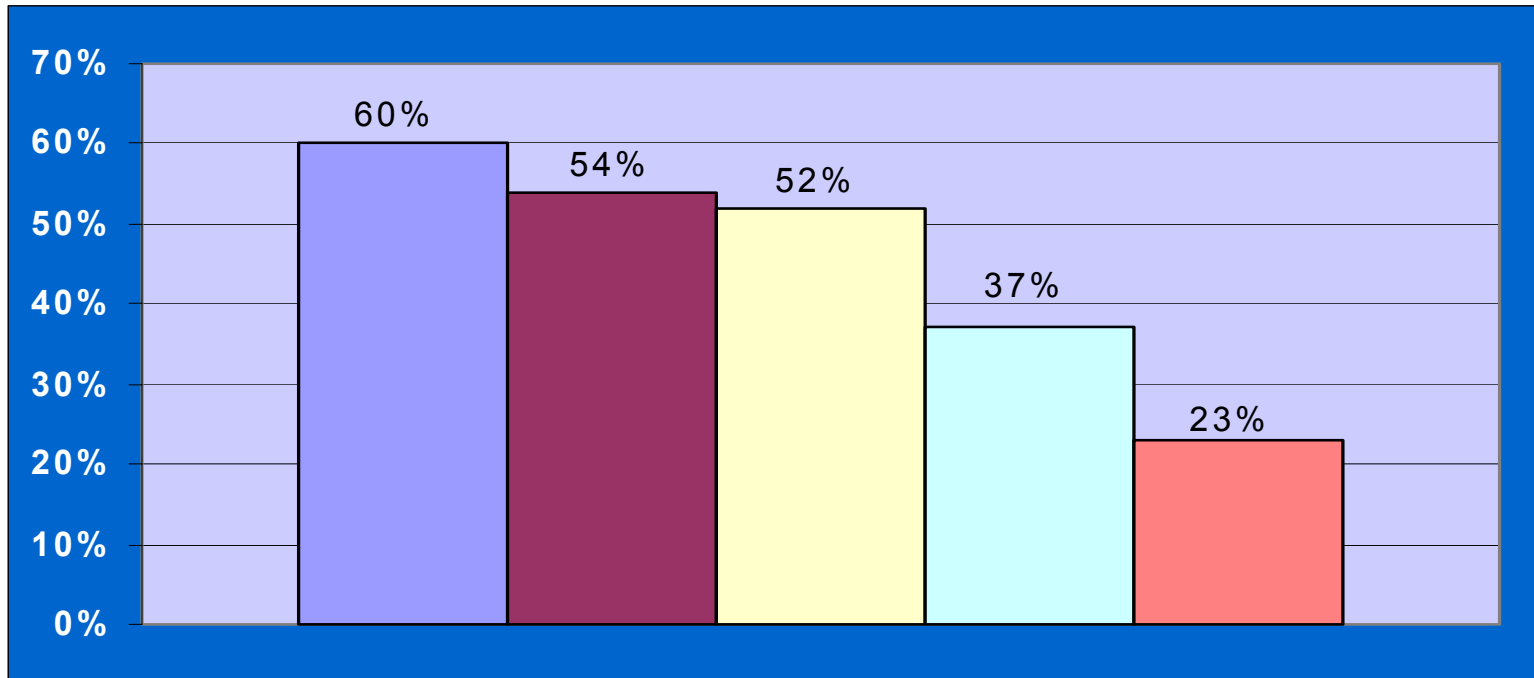
Figure 10: Percentage of Schools with Community Involvement in PSAs by School Level



School Level	# of Schools	% of Schools
Elementary School.....	256	61%
Middle/Jr. High School.....	65	69%
Sr. High School.....	106	80%

- Sixty-six percent (66%) of schools (427) reported involving the community in their drug and violence prevention efforts.

Figure 11: Type of Community Involvement



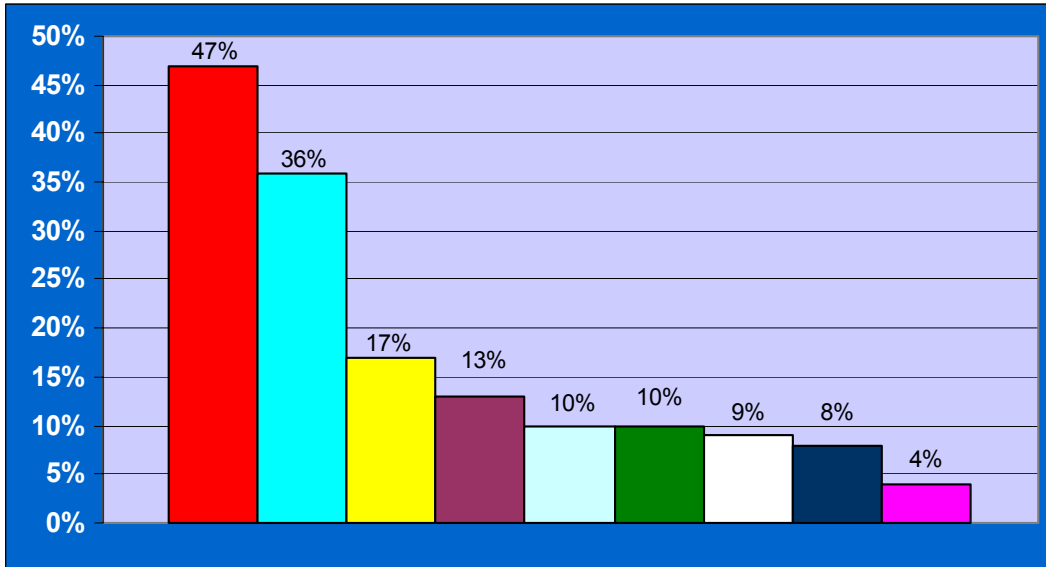
Community Involvement	# of Schools	% of Schools
Public Awareness	256.....	60%
Teacher / Staff Training	229.....	54%
Joint Services	224.....	52%
Local Advisory Council	156.....	37%
Fundraising.....	98.....	23%

- A total of 963 PSAs involved community members.
- The most common type of community involvement was Public Awareness Activities, which was reported by 60% 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 (427).

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

Figure 12: Type of Student Involvement



School Level	# of Schools	% of Schools
Elementary School.....	172	41%
Middle/Jr. High School.....	54	57%
Sr. High School.....	90	68%
Total.....	316	49%

- A total of 316 schools (49% of total schools) reported involving students in planning, designing, delivering, and evaluating drug and violence prevention programming.

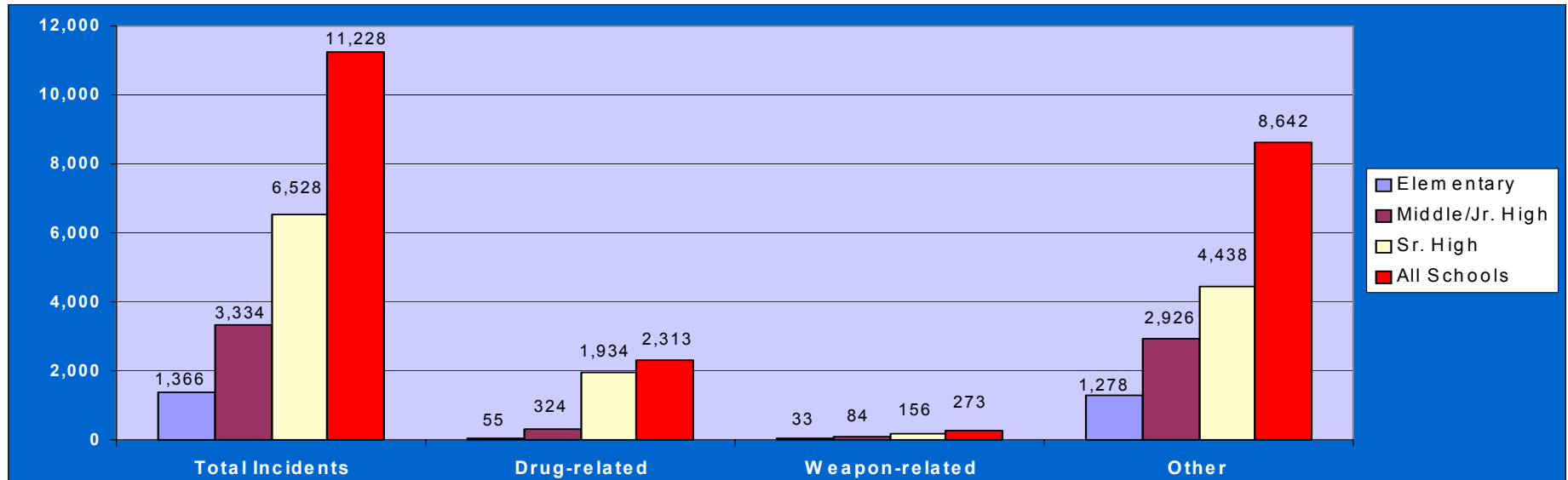
Type of Involvement	Number of Schools	Percent of Schools ¹⁰
Plan, develop, and deliver programs and services	147	47%
Evaluate/critique program effectiveness	113	36%
Plan and deliver civil rights/diversity programs	54	17%
Plan and deliver special events (Health Fair, Great American Smokeout)	41	13%
Perform awareness/self-assessment activities	32	10%
Serve as program facilitators/peer mentors/helpers/mediators	31	10%
Serve on advisory or planning councils	29	9%
Produce information on resource materials (video, books/essays, posters)	25	8%
Other	13	4%

¹⁰ The percentage is based on the number of schools reporting student involvement (316).

V. INCIDENCE OF PROHIBITED BEHAVIOR IN MAINE SCHOOLS¹¹

A. Types of Prohibited Behavior

Figure 13: Number of Incidents by Type of Prohibited Behavior



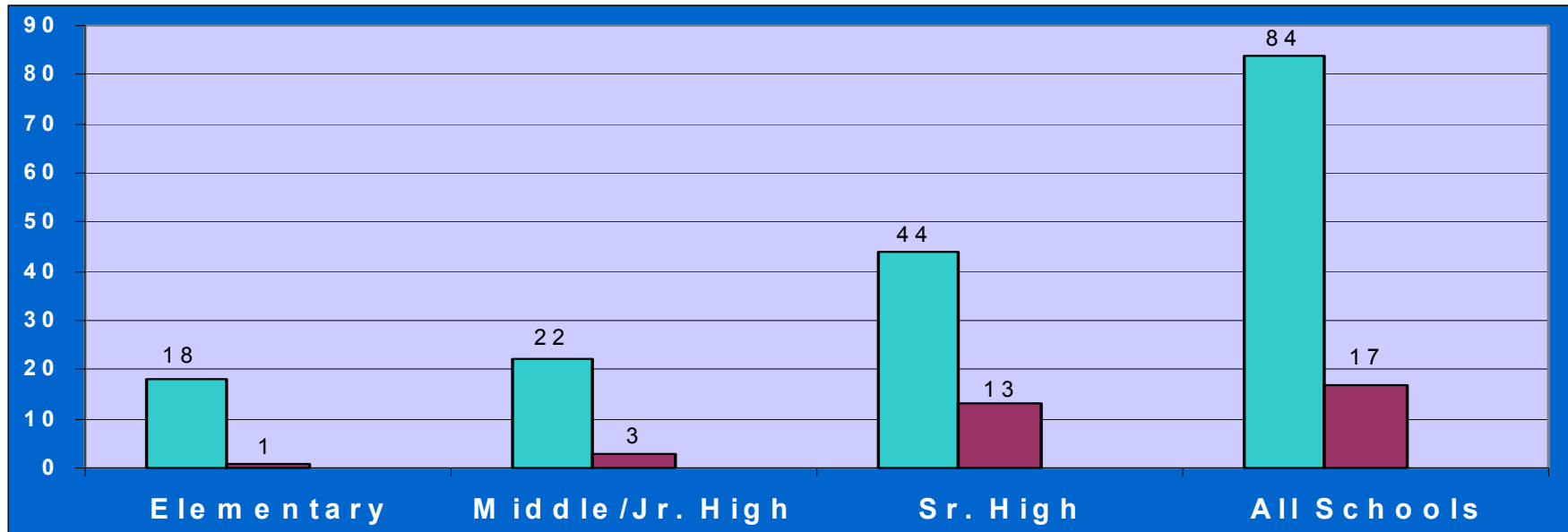
School Level	Total Incidents	Drug-related	Weapon-related	Other
Elementary	1,366	55	33	1,278
Middle/Jr. High	3,334	324	84	2,926
Sr. High	6,528	1,934	156	4,438
All Schools	11,228	2,313	273	8,642

- Maine schools reported a total of 11,228 incidents in the 2005-2006 school year.
- Of those incidents, weapons-related incidents were 2% of the total.
- Drug-related policy violations comprised 21% of the total incidents reported in all schools and 30% of the incidents in high schools.
- “Other” incidents made up the vast majority of reported incidents.¹²

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

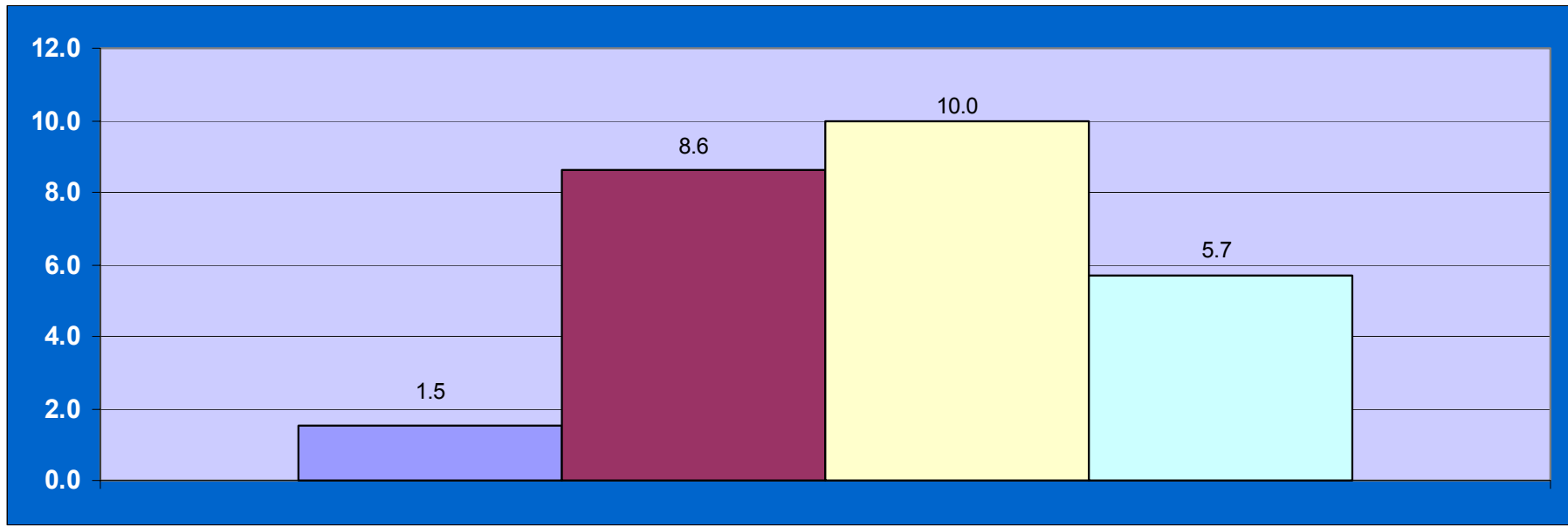


School level

School Level	Number of Bomb Threats	Number of Bomb-Related Incidents
Elementary	18	1
Middle/Jr. High	22	3
Sr. High	44	13
All Schools	84	17

- A total of 84 bomb threats were reported from 45 Maine schools (6.9%).
- Fifty-three percent (52%) of the reported bomb threats took place in senior high schools.

Figure 15: Number of Incidents per 100 Students

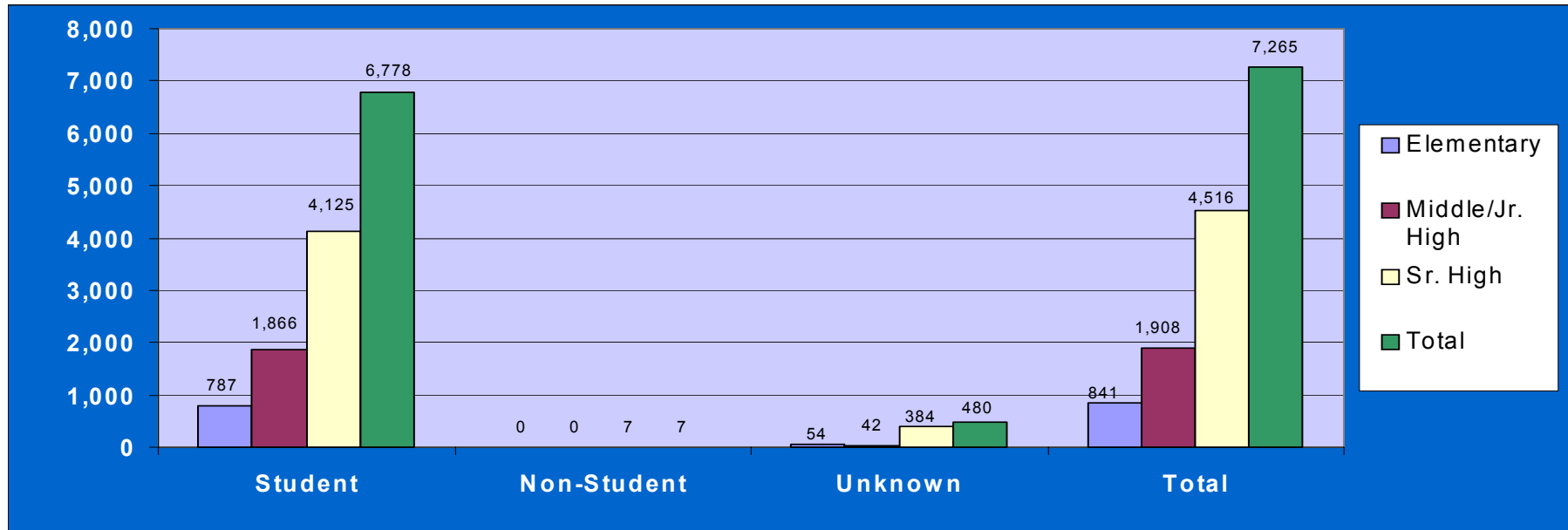


School Level	Incidents per 100 Students
Elementary School	1.5
Middle/Jr. High School	8.6
Sr. High School	10.0
All Schools	5.7

- Of the three school levels, Maine high schools reported the highest average rate of prohibited behaviors: 10.0 incidents per 100 students.
- All schools in Maine reported an average of 5.7 incidents per 100 students enrolled.

B. Number and Types of Offenders and Victims

Figure 16: Number and Percentage of Offenders by School Type and Type of Offender

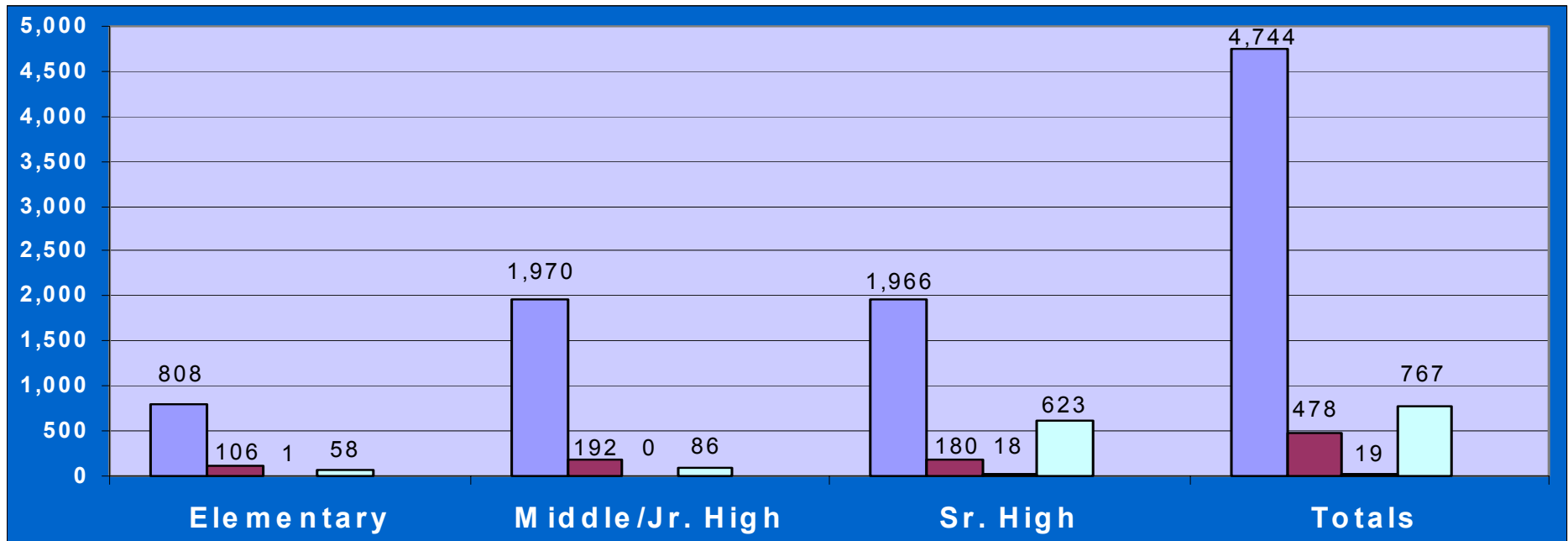


	Elementary		Middle/Jr. High		Sr. High		Total	
Student	787	94%	1,866	98%	4,125	91%	6,778	93%
Non-Student	0	0%	0	0%	7	<1%	7	<1%
Unknown	54	6%	42	2%	384	9%	480	7%
Total	841	100%	1,908	100%	4,516	100%	7,265	100%

- A total of 7,265 offenders were responsible for 10,955 of the reported incidents, or an average of 1.5 incidents per offender, indicating a number of repeat offenders.¹³
- The count of total offenders included 6,778 student offenders (93% of total).
- This averages to 3.5 student offenders per 100 students for all schools.

¹³ Excludes weapons-related offenses, for which data on the number of offenders are not collected.

Figure 17: Number and Types of Victims¹⁴



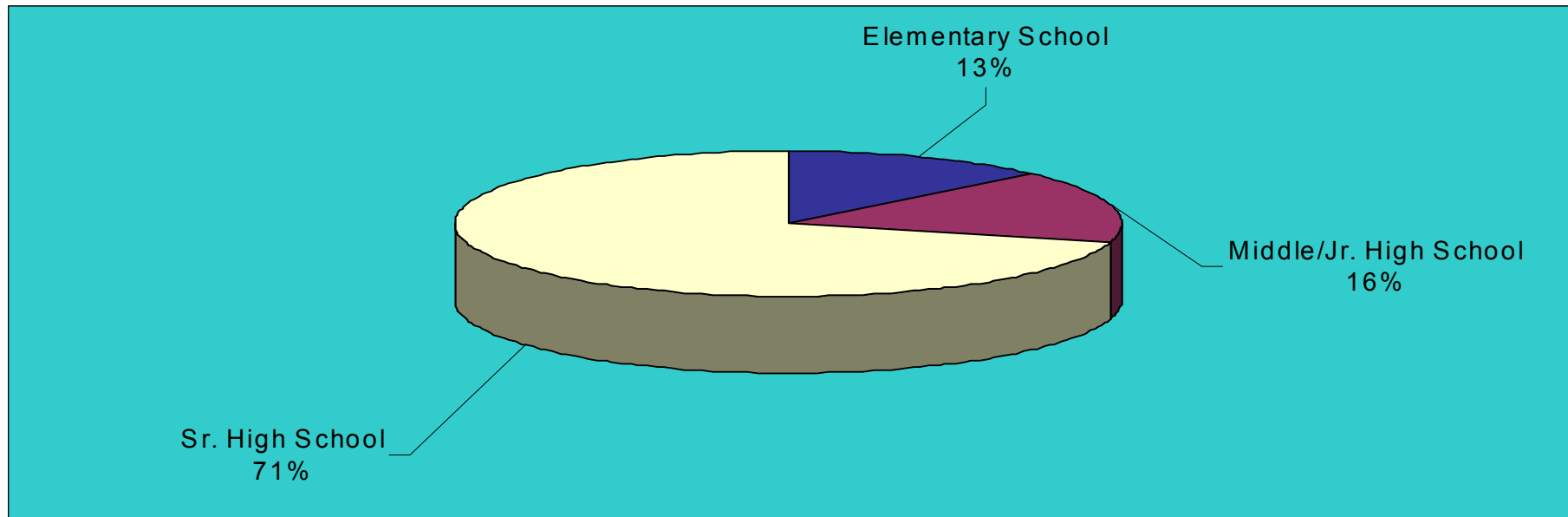
Type of Victim	Elementary		Middle/ Jr. High		Sr. High		Total	
Students	808	83%	1,970	88%	1,966	71%	4,744	79%
School Personnel	106	11%	192	9%	180	6%	478	8%
Non-School Personnel	1	<1%	0	0%	18	1%	19	<1%
Unknown	58	6%	86	4%	623	22%	767	13%
Total	973	100%	2,248	100%	2,787	100%	6,008	100%

- While students made up the clear majority of offenders (93%), victims included students (79%), school personnel (8%) and unknown (13%).

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

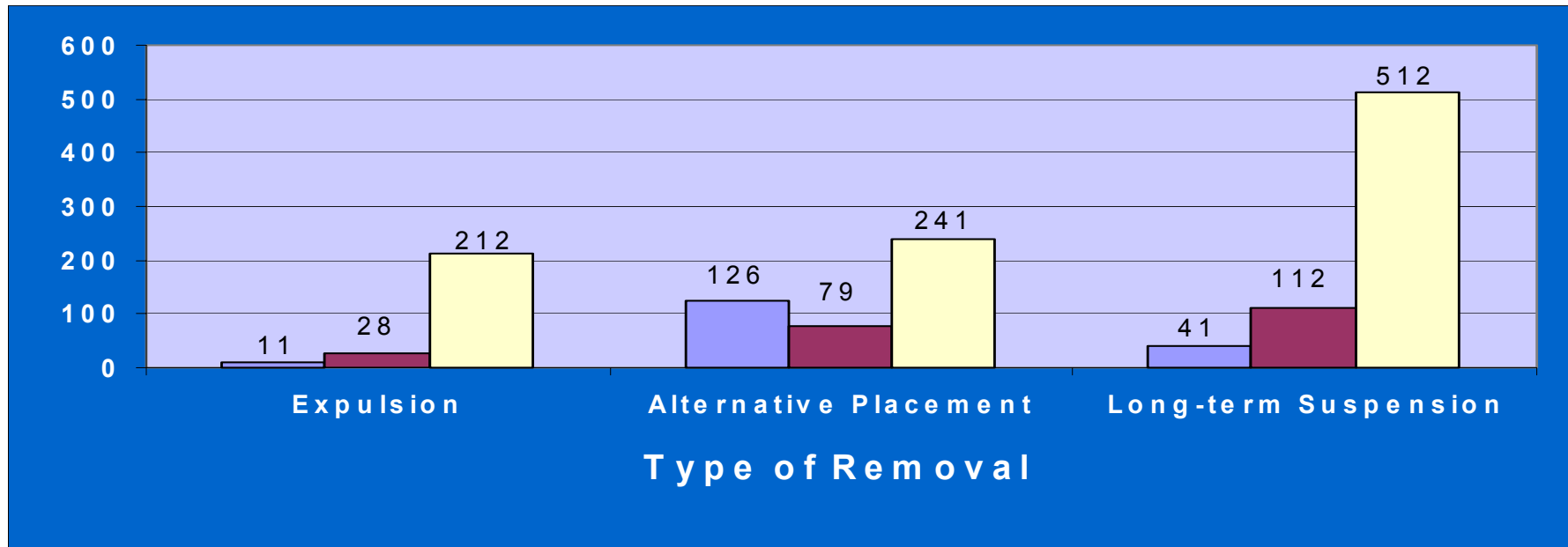
Figure 18: Number and Percentage of Incidents Resulting in Removal by School Level



School Level	Total Removals	Percentage of Removals by Grade Level	Enrollment	Removals Per 1000 Students
Elementary School	178	13%	91,844	1.9
Middle/Jr. High School	219	16%	38,572	5.7
Sr. High School	965	71%	65,419	14.8
Total	1,362	100%	195,835	7.0

- 12% of all incidents resulted in students' removal from school.
- Of all removals from school, 71% occurred in senior high schools; 16% 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	11	6%	126	71%	41	23%	178
Middle/Jr. High School	28	13%	79	36%	112	51%	219
Sr. High School	212	22%	241	25%	512	53%	965
Total	251	18%	446	33%	665	49%	1,362

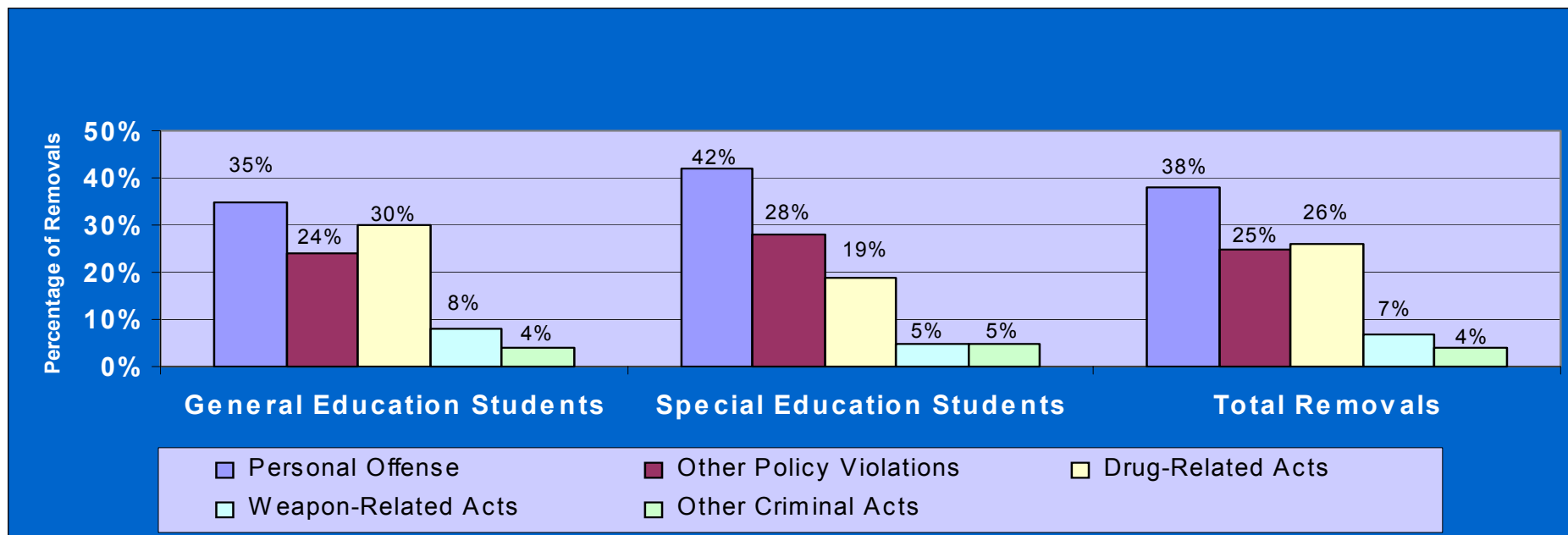
- Overall, long-term suspensions made up the highest percentage of removals — 49% of the total removals — followed by alternative placements (33%) and expulsions (18%).
- At the elementary school level, alternative placement was by far the most common type of removal (71%).

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	15	18	35
	Alcohol use	2	1	36	39
	Marijuana distribution	0	9	25	34
	Marijuana possession	0	5	71	76
	Marijuana use	0	0	32	32
	Other drug distribution	5	4	20	29
	Other drug possession	0	3	29	32
	Other drug use	0	1	14	15
	Tobacco possession/distribution	0	3	17	20
Tobacco use	1	1	38	40	
Personal Offense	Aggravated assault / Battery / Simple assault	8	9	25	42
	Fighting/Pushing	48	9	128	185
	Sexual Battery	0	0	1	1
	Harassment : Other	10	19	32	61
	Harassment: Sexual	10	7	9	26
	Physical attack/Other personal offense	24	19	19	62
	Threat/Intimidation	17	30	88	135
Weapon- Related	Assault with firearm	0	0	0	0
	Assault with other weapon	0	0	7	7
	Bomb threat	5	7	13	25
	Bomb-related offense	0	0	1	1
	Other weapon assault/offense	4	0	12	16
	Possession of a firearm	1	1	3	5
	Possession of other weapon	5	9	24	38
	Sale/Transfer of a weapon	0	0	0	0
Other Criminal Acts	Arson	1	1	4	6
	Burglary/Breaking & Entering	0	0	3	3
	Hate crimes/bias	0	0	4	4
	Larceny/Theft/Other property offense	0	3	22	25
	Robbery	0	0	0	0
	Vandalism (criminal mischief)	1	2	18	21
Other Policy Violations	Disorderly conduct	33	56	135	224
	Fireworks offense	0	2	0	2
	Sexual offense (non -forcible)	0	1	1	2
	Skipping school	0	1	48	49
	Trespassing	0	0	0	0
	Truancy	1	1	68	70
Grand Total		178	219	965	1,362

Figure 21: Number and Percentage of Removals by Type of Offense and Student Type¹⁶

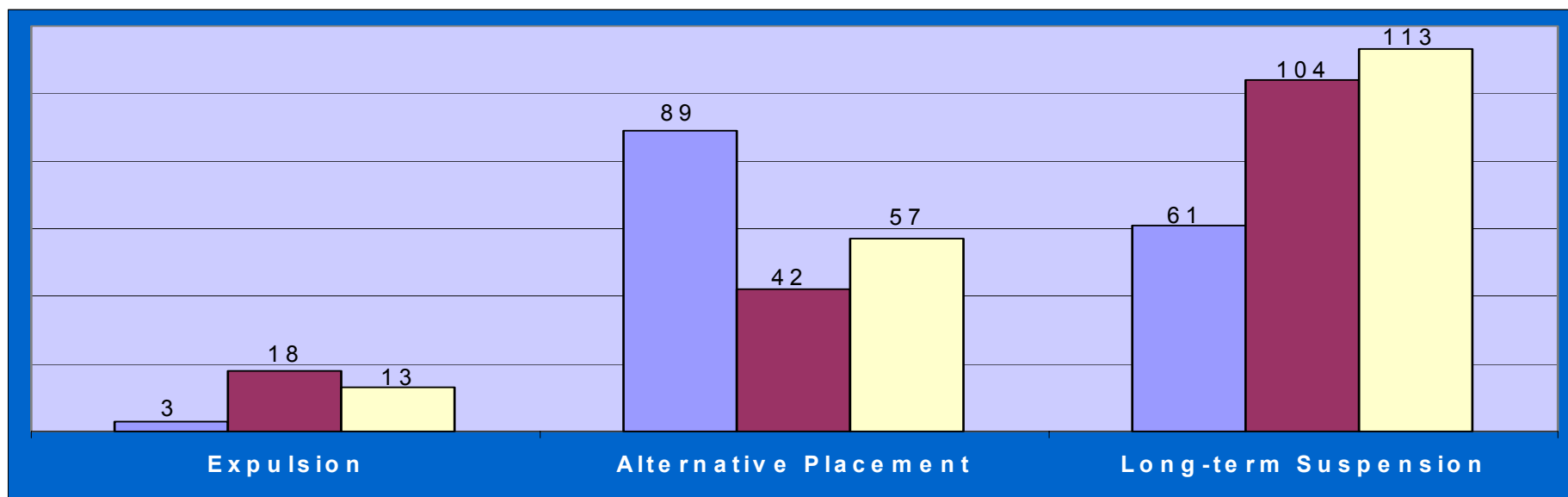


Act	General Education Students		Special Education Students		Total Offenses	
Personal Offense	301	35%	211	42%	512	38%
Other Policy Violations	206	24%	141	28%	347	25%
Drug-Related Acts	258	30%	94	19%	352	26%
Weapon-Related Acts	65	8%	27	5%	92	7%
Other Criminal Acts	32	4%	27	5%	59	4%
Total	862	100%	500	100%	1,362	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 (35% and 42% respectively).
- Drug-Related Acts (26%) and Other Policy Violations (25%) also resulted in a significant number of removals.
- Drug-Related Acts resulted in a smaller proportion of removals among special education students (19%) than among general education students (30%).

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	3	89	61	153	31%
Learning Disability	18	42	104	164	33%
Other Disability	13	57	113	183	37%
Totals by Type of Removal	34	188	278	500	100%

- Of the 1,362 incidents resulting in students' removal from school, special education students were responsible for 500 (37%).
- These student's disabilities fell fairly evenly into three broad categories: Behavioral Impairment (31%), Learning Disabilities (33%) and Other Disabilities (37%).
- A little over half (56%) of these special education students received long-term suspensions.

VI. TRENDS: 2001-02 to 2005-06

A. Prevention Programs, Services and Activities Offered

KEY:
Ranked 1st
Ranked 2nd
Ranked 3rd
Ranked 4th
Ranked 5th

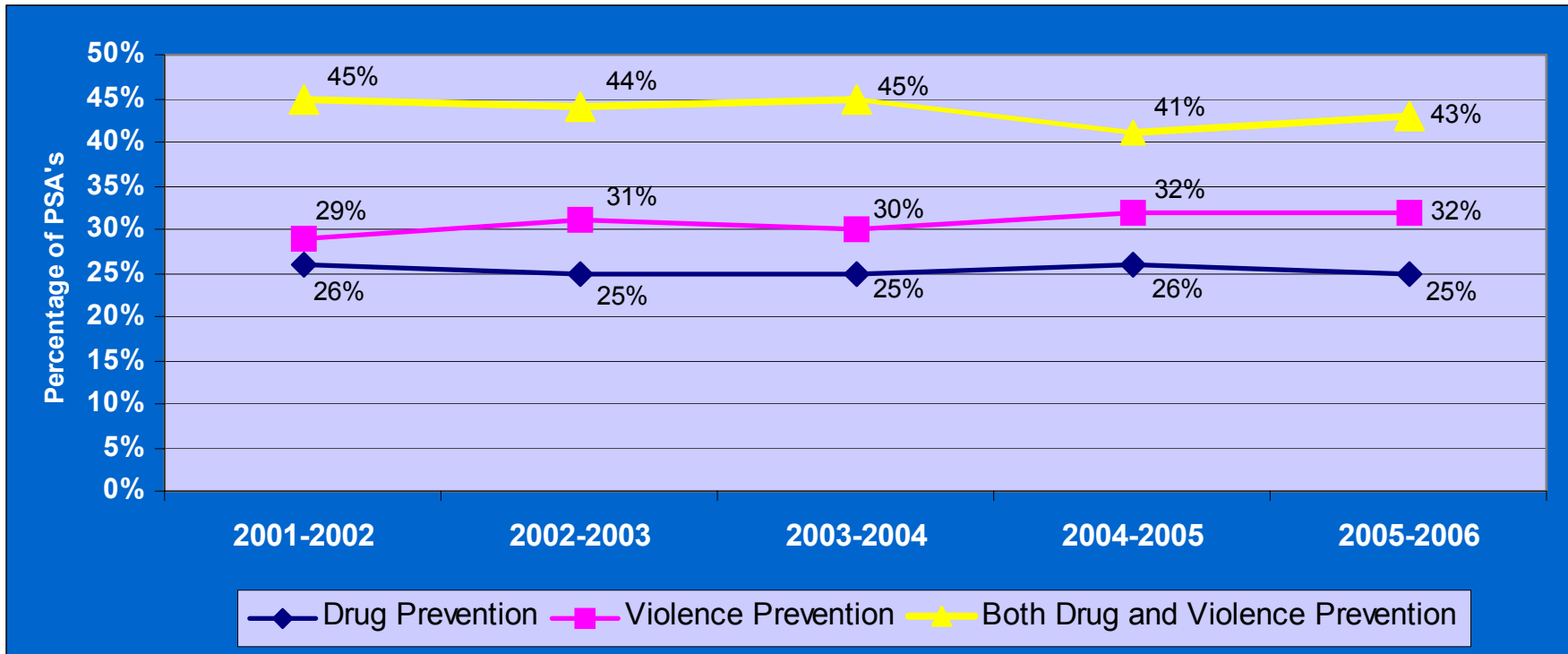
Figure 23: Trend in Percentage of Schools Offering PSAs, 2001-02 to 2005-06¹⁷

PSA Category	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Alternative Education Programs	14%	13%	15%	15%	18%
Before/After School Activities	33%	32%	36%	39%	38%
Community Service Projects	30%	29%	33%	34%	37%
Conflict Resolution and Peer Mediation	57%	53%	54%	56%	60%
Counseling and Referral Services	64%	67%	66%	64%	66%
Curriculum Acquisition/Development	37%	33%	36%	32%	30%
Drug Prevention Instruction	75%	75%	76%	77%	75%
Services for Out-of-School Youth	4%	3%	4%	4%	6%
Special, One-Time Events	56%	54%	58%	58%	60%
Support Groups	50%	47%	47%	48%	49%
Violence Prevention Instruction	58%	59%	60%	63%	66%
<i>Number of Schools Reporting</i>	658	669	661	651	648

- 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 five years.
- Violence prevention instruction ranked as the third-most commonly offered PSA during the past five years.

¹⁷ Percentage of all schools reporting.

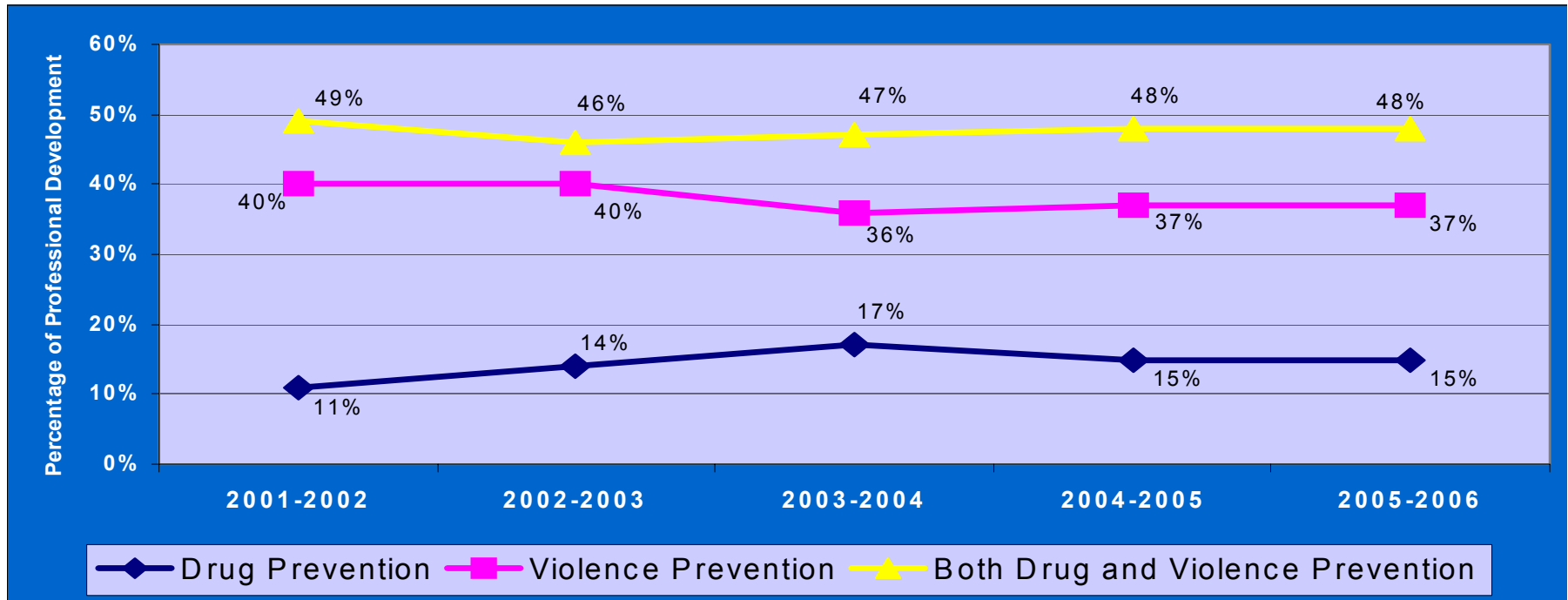
Figure 24: Trend in Student PSA Emphasis, 2001-02 to 2005-06



Student PSA Emphasis	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Drug Prevention	26%	25%	25%	26%	25%
Violence Prevention	29%	31%	30%	32%	32%
Both Drug and Violence Prevention	45%	44%	45%	41%	43%
<i>Number of Schools Reporting</i>	658	669	661	651	648

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

Figure 25: Trend in Emphasis of Professional Development, 2001-02 to 2005-06



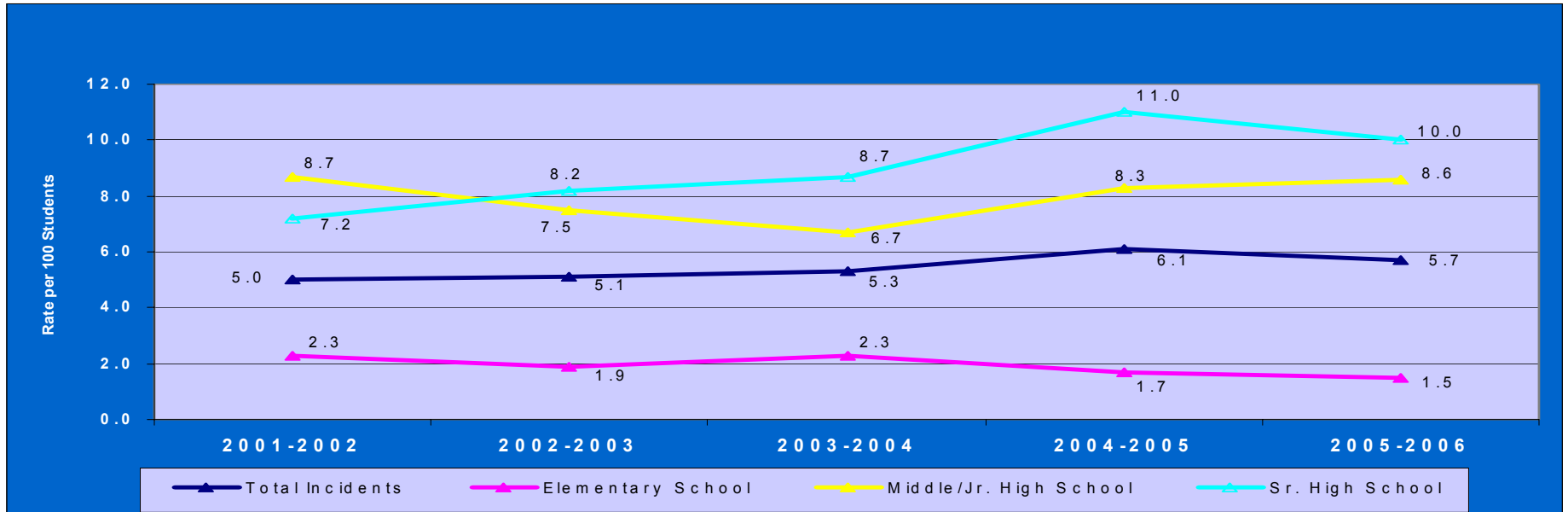
Percent of Professional Development by Emphasis

Professional Development Emphasis	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Drug Prevention	11%	14%	17%	15%	15%
Violence Prevention	40%	40%	36%	37%	37%
Both Drug and Violence Prevention	49%	46%	47%	48%	48%
<i>Number of Schools Reporting</i>	658	669	661	651	648

- Since 2001-2002, 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 2005-2006, down from a high of 40% in 2001-02 and 2002-03.

B. Incidence of Prohibited Behavior

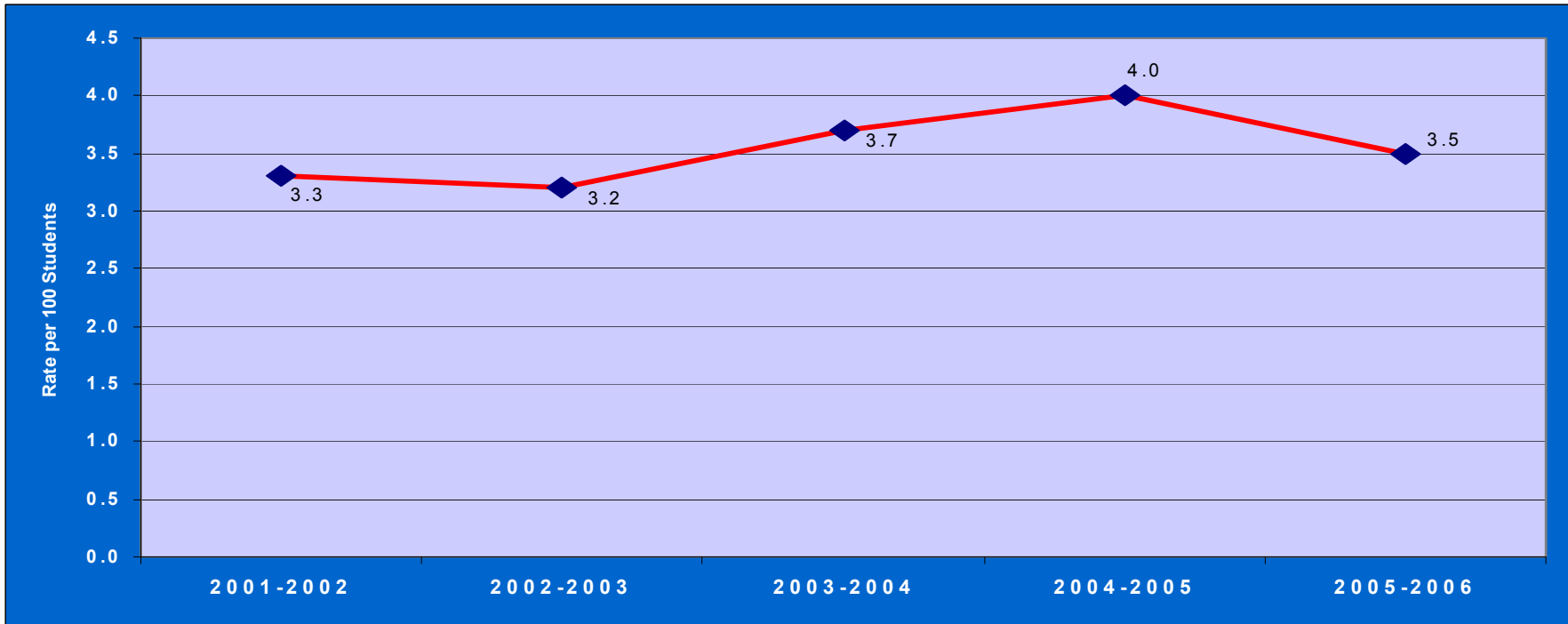
Figure 26: Trend in Incidents per 100 Students by School Level, 2001-02 to 2005-06¹⁸



	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Total Number of Incidents	10,358	10,428	10,839	12,379	11,228
Rates per 100 Students					
Total Incidents	5.0	5.1	5.3	6.1	5.7
Elementary School	2.3	1.9	2.3	1.7	1.5
Middle/Jr. High School	8.7	7.5	6.7	8.3	8.6
Sr. High School	7.2	8.2	8.7	11.0	10.0
Number of Schools Reporting	658	669	661	651	648

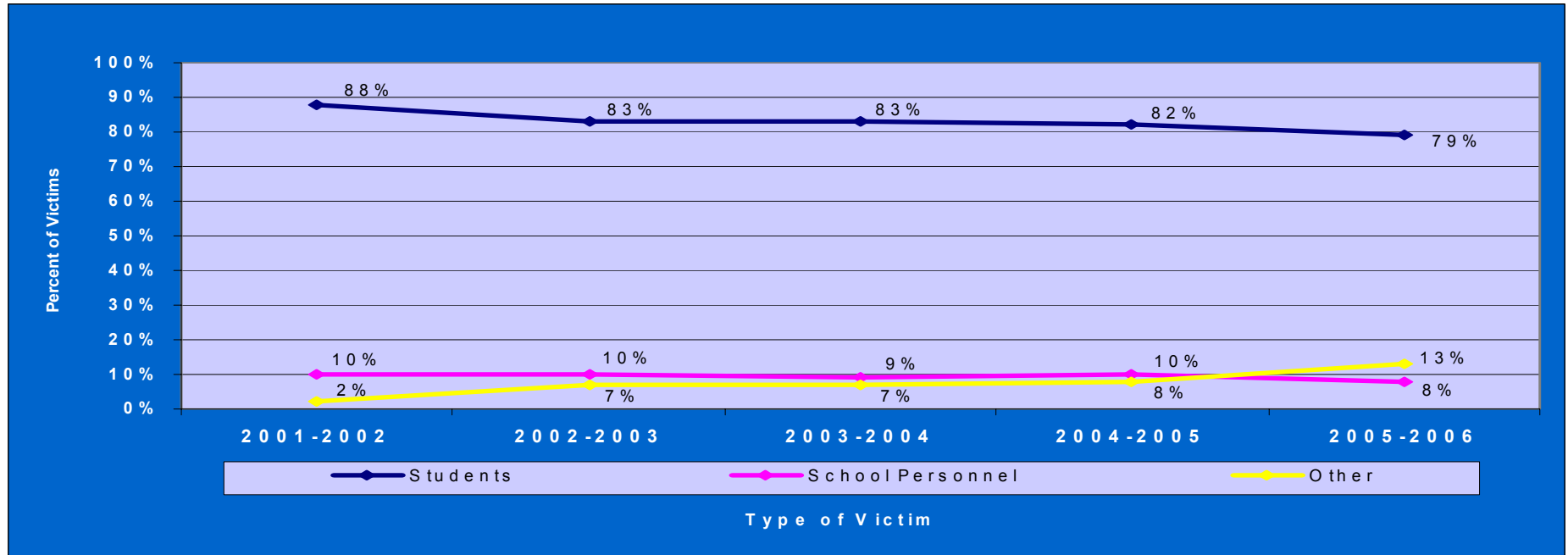
¹⁸ Rates for 2001-02 were based on 1999-00 enrollment figures from DOE.

Figure 27: Trend in Number of Offenders per 100 Students, 2001-02 to 2005-06



	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Total Student Offenders per 100 Students	3.3	3.2	3.7	4.0	3.5
Number of Schools Reporting	658	669	661	651	648

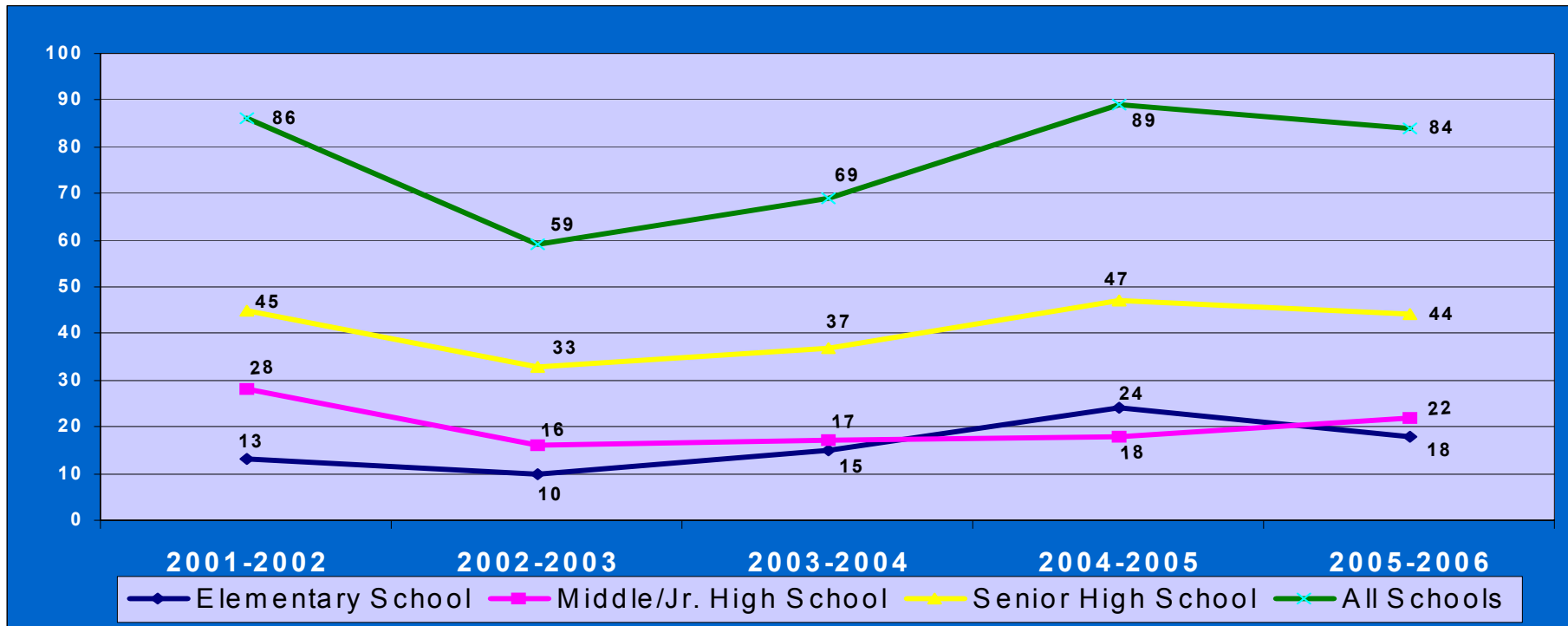
Figure 28: Trend in Distribution of Type of Victim, 2001-02 to 2005-06



Type of Victim	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Students	88%	83%	83%	82%	79%
School Personnel	10%	10%	9%	10%	8%
Other	2%	7%	7%	8%	13%
# Schools Reporting	658	669	661	651	648

- Students have been consistently reported as the most common victim type.
- The proportion of victims that are school personnel has dropped slightly from around 10% during the previous four years to 8% in 2005-06.
- The proportion of victims that are neither students nor school personnel has increased from 2% in 2001-02 to 13% in 2005-06.

Figure 29: Trend in Number of Bomb Threats, 2001-02 to 2005-06

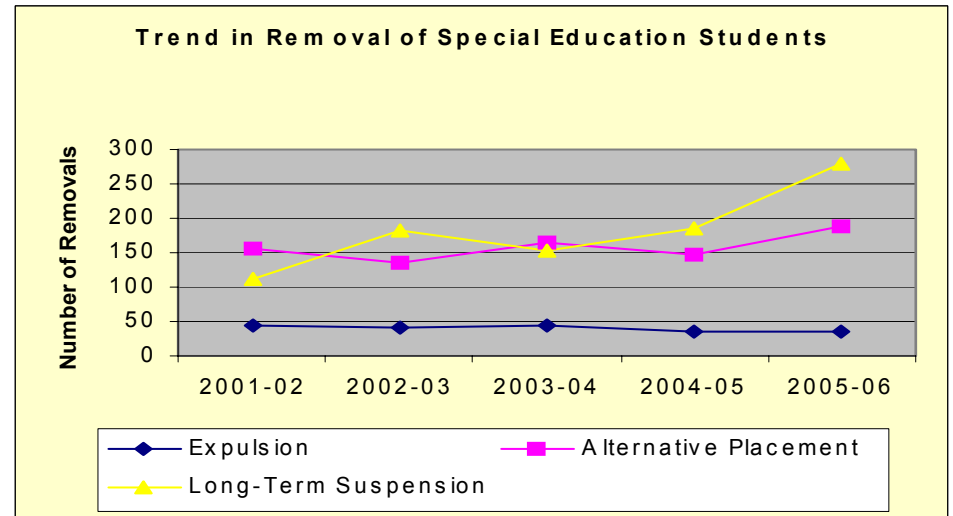
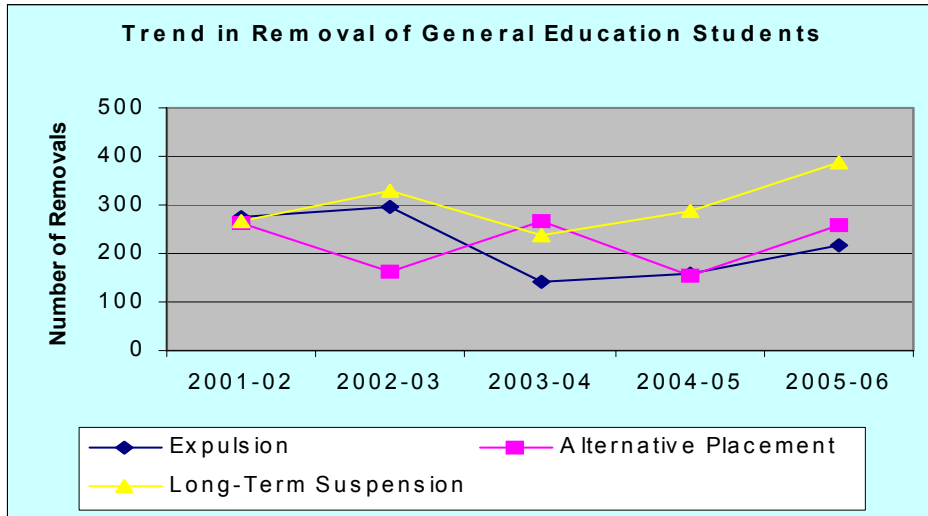


	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Elementary School	13	10	15	24	18
Middle/Jr. High School	28	16	17	18	22
Senior High School	45	33	37	47	44
All Schools	86	59	69	89	84
# Schools Reporting	658	669	661	651	648

- The number of bomb threats received by elementary and senior high schools declined somewhat between 2004-05 and 2005-06, but increased in middle schools.
- Senior high schools have consistently reported receiving the highest number of bomb threats over the five-year period.

C. Removals from School

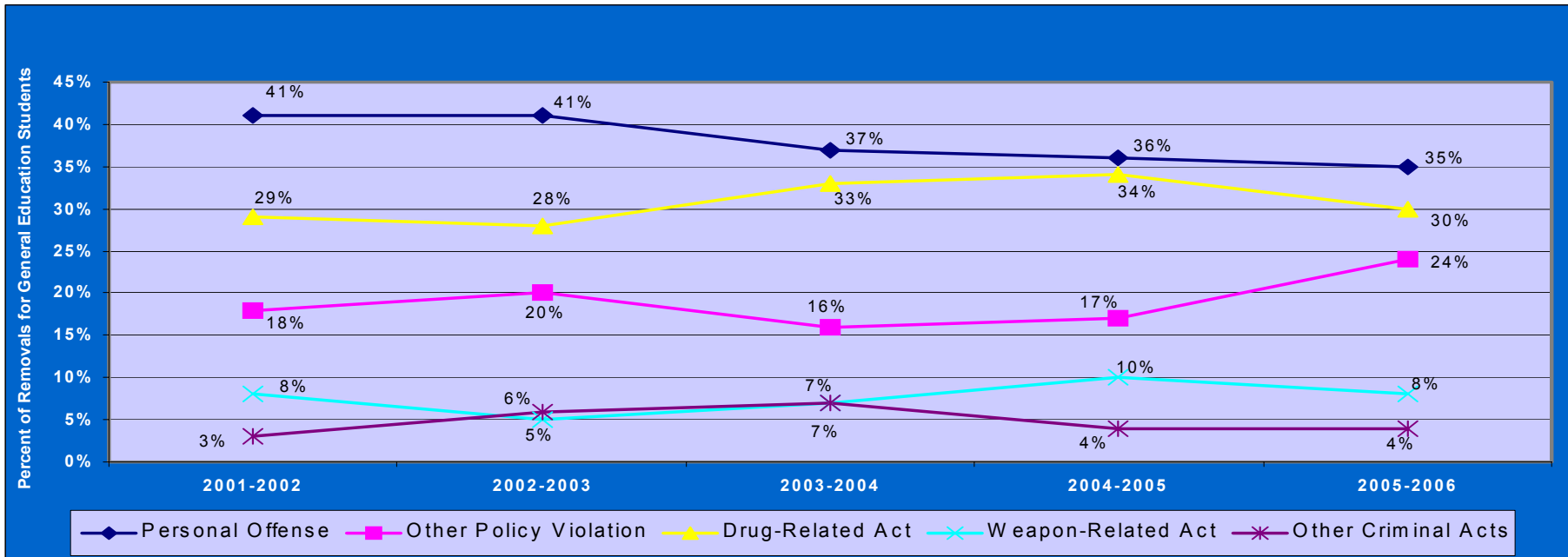
Figure 30: Trend in Removals of General and Special Education Students, 2001-02 to 2005-06



General Education Students					
	2001-02	2002-03	2003-04	2004-05	2005-06
Expulsion	275	297	143	159	217
Alternative Placement	261	163	267	153	258
Long-Term Suspension	268	331	236	289	387
Special Education Students					
	2001-02	2002-03	2003-04	2004-05	2005-06
Expulsion	44	42	44	34	34
Alternative Placement	156	135	165	147	188
Long-Term Suspension	112	183	153	185	278

- In 2005-06, expulsions, alternative placements, and long-term suspensions of general education students all increased significantly since the previous year.
- Expulsions of special education students remained infrequent, but long-term suspensions reached a high (278) in 2005-06.

Figure 31: Trend in Offenses Resulting in Removal of General Education Students, 2001-02 to 2005-06

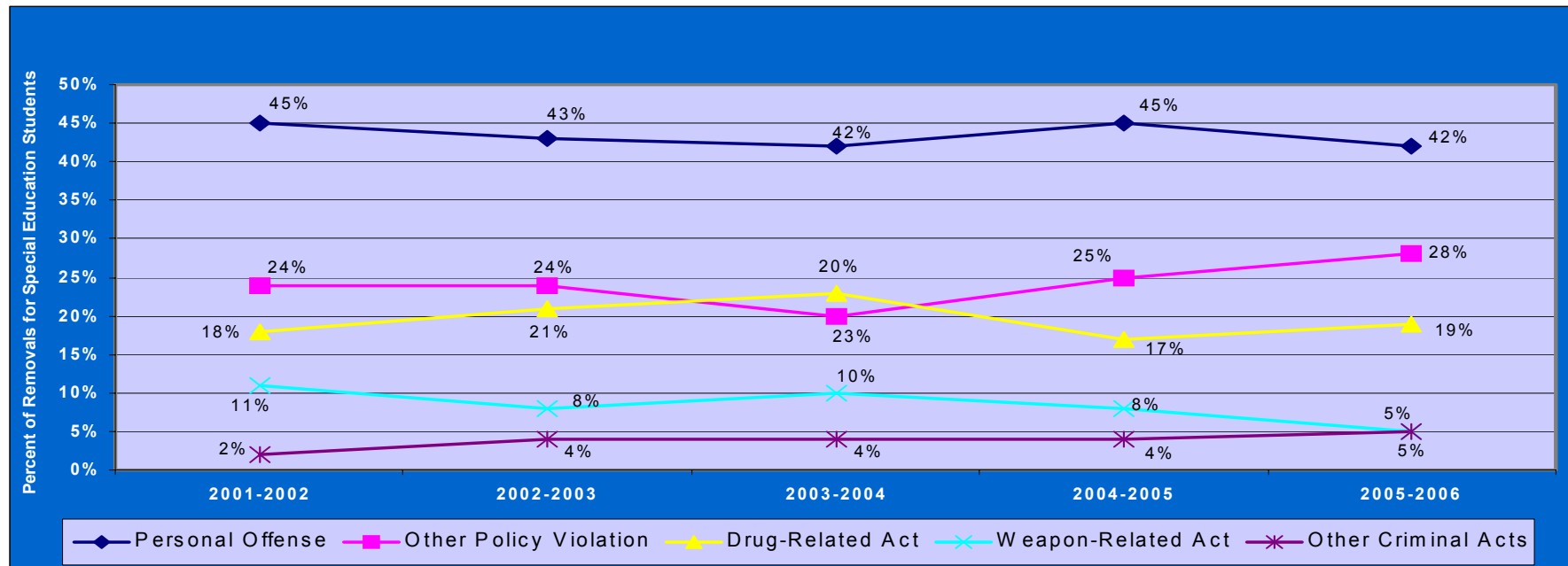


Type of Offense ¹⁹	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Personal Offense	41%	41%	37%	36%	35%
Other Policy Violation	18%	20%	16%	17%	24%
Drug-Related Act	29%	28%	33%	34%	30%
Weapon-Related Act	8%	5%	7%	10%	8%
Other Criminal Acts	3%	6%	7%	4%	4%
<i>Number of Schools Reporting</i>	658	669	661	651	648

- Personal offense has remained the most commonly reported reason for removal, but has decreased since 2002-03.
- Other policy violation removals reached a high of 24% in 2005-06 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, 2001-02 to 2005-06



Type of Offense ²⁰	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Personal Offense	45%	43%	42%	45%	42%
Other Policy Violation	24%	24%	20%	25%	28%
Drug-Related Act	18%	21%	23%	17%	19%
Weapon-Related Act	11%	8%	10%	8%	5%
Other Criminal Acts	2%	4%	4%	4%	5%
<i>Number of Schools Reporting</i>	658	669	661	651	648

- Personal offense remains 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.