

**LINKS 2002:
SELECTED SCHOOL VIOLENCE RESEARCH LINKS**

VOLUME I -

- **KIDS COUNT Census Data Online** (<http://www.aecf.org/kidscount/census/>)

KIDS COUNT, a project of the Annie E. Casey Foundation, has compiled indicators of child well-being from the 2000 U.S. Census and created an interactive online database.

Topics addressed in this data include:

- Indicators of child well-being for specific geographic areas
- Summary profiles of any geographic area
- Rankings based on selected measures and types of geographic areas

- **Indicators of School Crime and Safety, 2002**
(<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003009>)

This report presents data on crime at school from the perspectives of students, teachers, principals, and the general population from an array of sources.

Questions addressed in this study include:

- What type of crime is occurring at school?
- When are crimes committed at school?
- How prevalent is school crime?
- Where does school crime take place?
- How comparable is school crime to crime in society?

The 1998, 1999, 2000, and 2001 versions of this report are available.

- **Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement**
(<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002331>)

This report by the National Center for Education Statistics focuses on data collected in the 1999 School Crime Supplement to the National Crime Victimization Survey.

Questions addressed in this report include:

- How prevalent is criminal victimization at school?
- What are the characteristics of criminal victimization at school?
- How available are alcohol and drugs at school?
- How prevalent is bullying at school?
- Are street gangs present in school?

- **The 34th Annual Phi Delta Kappa/ Gallup Poll of the Public’s Attitudes Toward the Public Schools** (<http://www.pdkintl.org/kappan/kpol0009.htm>)

The results from this poll offer opinions from a random sample of adults on their views of public schools.

Questions addressed in this study include:

- What grade did respondents give public schools nationwide?
- How will the “No Child Left Behind Act” affect public schools?
- What are the biggest problems facing local public schools?
- How important is it to address the minority achievement gap?

This report is an annual report and previous years’ reports are available.

VOLUME II –

- **The Condition of Education, 2002**
(<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002025>)

Drawing on numerous data sources, this annual report published by the National Center for Education Statistics, presents indicators of important developments and trends in American education.

Questions addressed in this study include:

- What enrollment trends and student characteristics exist at all levels of the education system?
- What are the enduring effects of education?
- Do different population groups display the same measure in regard to student effort and rates of progress?
- How do student efforts affect educational progress?
- What is the quality of elementary and secondary education?
- What are the contexts of elementary and secondary education?
- What are the contexts of postsecondary education?
- What are the societal supports for learning?
- How do private schools differ by type?
- How do private schools differ from public schools?

The 1999, 2000, and 2001 versions of this report are available in reports titled The Condition of Education.

- **“Youth Risk Behavior Surveillance – United States, 2001”**
(<http://www.cdc.gov/mmwr/preview/mmwrhtml/ss5104a1.htm>)

Conducted by the Centers for Disease Control and Prevention, this report highlights data from surveillance of youth activities in six categories of priority health-risk behaviors among youth and young adults.

Questions addressed in this report include:

- What are youth behaviors that contribute to unintentional injuries?
- What trends exist among youth for tobacco, alcohol, and other drug use?
- What sexual behaviors contribute to unintended youth pregnancy and sexually transmitted diseases among youth?
- What behaviors and trends exist among youth regarding dietary habits and physical activity?

- **Our Vulnerable Teenagers: Their Victimization, Its Consequences, and Directions for Prevention and Intervention** (<http://www.ncvc.org/teens/>)

The National Council on Crime and Delinquency and the National Center for Victims of Crime published this report focusing on the victimization of teenagers in America.

Questions answered in this report include:

- Are teenagers disproportionately represented as victims of crime?
- What are the consequences of teenage victimization?
- What are prevention and intervention strategies that can be used in decreasing the victimization of teenagers?

- **“In Aftermath of 9/11 Student Drug Use Falls Dramatically”**
(<http://www.pridesurveys.com/>)

The report, released by PRIDE Surveys, discusses the result of the 2001-2002 Pride Survey of 101,882 students nationwide in grades six through twelve. The survey covers data regarding alcohol, tobacco, and other drug use by students.

Questions answered in this report include:

- What percentage of students report personal drug use?
- What types of drugs are used?
- On average, how often do students use drugs?
- When and where does most student drug use occur?
- What is the perceived harm of alcohol and other drugs?
- How available are alcohol and other drugs?

- **Youth and Violence: Students Speak Out for a More Civil Society**
(<http://www.familiesandwork.org>)

In this report, the Colorado Trust and the Families and Work Institute present the first nationally representative study specifically asking young people to say what they would do to stop violence in their lives.

Questions addressed in this study include:

- According to students, what changes should be made to stop the violence that young people experience?
- According to students, how often in the past month have they experienced some type of violence?
- According to students, what is emotional violence?
- How can parents, teachers, schools, communities, and governments help young people deal with violence in their lives?

- **Teens Today** (<http://www.libertymutual.com>)

Conducted by Students Against Destructive Decisions / Students Against Drunk Driving (SADD) and the Liberty Mutual Group, this study focuses on the link between open parent / child communication and teen drug use, sex, drinking, and drunk driving.

Questions addressed in this study include:

- What roles do parents play in guiding their children's decisions regarding drinking, drinking and driving, drug use, and sex?
- What are strategies that parents can employ to help keep their children safe?

- **Fires in the Bathroom: Advice from Kids on the Front Lines of High School** (<http://www.whatkidscando.org>)

This study, conducted by What Kids Can Do, Inc., consists of responses from forty students interviewed in Spring, 2002 regarding their experiences in urban high schools.

Topics addressed in this study include:

- Advice for new teachers, according to students
- Factors affecting students' ability to learn, according to students

- **Schools and Staffing Survey, 1999-2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools** (<http://www.nces.ed.gov/pubsearch>)

This report, prepared by the National Center for Education Statistics, is based on a survey of elementary and secondary schools and the teachers and administrators who staff them. Four sectors included in this report are: traditional public; private; public charter; and Bureau of Indian Affairs.

Questions addressed in this report include:

- Do teachers' perceptions of school safety differ across various sectors?
- Do average class sizes differ across various sectors?
- Do available programs differ across various sectors?
- Do average teacher salaries differ across various sectors?

- **"The Average Teacher"** (<http://www.teachermagazine.org/tmstory.cfm?slug=03average.h14>)

This article, published in *Teacher Magazine*, seeks to create an accurate profile of teachers in the United States.

Questions addressed in this study include:

- What are the average age, race, and gender of teachers?
- How many teachers were threatened by a student in the past year?
- How many teachers work in a school where all kids pass through a metal detector daily?

- **2002 NASRO School Resource Officer Survey**
(<http://www.nasro.org/2002NASROsurvey.pdf>)

This study, sponsored by the National Association of School Resource Officers, revisits select questions from the 2001 survey. It also addresses issues related to terrorism, school security and crisis preparedness, along with School Resource Officer training issues, specific resources available to School Resource Officers, and current School Resource Officer job descriptions and operation issues.

Questions addressed in this report include:

According to School Resource Officers, how vulnerable are our schools to a terrorist attack?
What trainings do School Resource Officers receive?
How are School Resource Officer positions funded?

This survey is an annual survey and previous reports are available.

- **Grading Grown-Ups 2002: How do American Kids and Adults Relate? Key Findings from a National Study** (<http://www.search-institute.org/norms/>)

This study is part of Search Institute’s ongoing effort to better understand the influence of social and cultural dynamics on the development of children and youth.

Questions addressed in this study include:

What actions performed by adults do adults rate “most important”?
What actions performed by adults do youth rate “most important”?
What adults are most likely to report being engaged with youth outside of their families?
What can we do to increase adult involvement with youth?

- **The Uhlich Report Card: America’s Youth Grade Adults**
(<http://www.uhlich.org/ReportCard/PressRelease.htm>)

This report is based on grades given by youth rather than adults. Youth are given the opportunity to “grade” the progress of adults on issues that affect teens.

Questions addressed in this study include:

How effective are adults at protecting young people from terrorism?
How effective are adults in providing a quality education for young people?
How effective are adults in really listening to and understanding young people?
How effective are adults in their efforts to make neighborhoods safe, being honest, and preventing child abuse?
How effective are adults in their efforts to reduce underage drinking, smoking, and using drugs?
How effective are adults in their efforts to get rid of gangs?

This is an annual report.

VOLUME III –

- **Teen Tipplers: America’s Underage Drinking Epidemic**
(http://www.casacolumbia.org/publications1456/publications_show.htm?doc_id=103326)

In this report, the National Center on Addiction and Substance Abuse at Columbia University (CASA) sought to determine the attitudes, views, and thoughts of 900 adults regarding the issue and potential solutions of underage drinking.

Questions addressed in this report include:

- What is underage drinking?
- What are obstacles to reducing underage drinking?
- What are strategies for reducing underage drinking?

- **National Survey of American Attitudes on Substance Abuse VII: Teens, Parents and Siblings** (http://www.casacolumbia.org/usr_doc/TeenSurvey2002.pdf)

In this survey, the National Center on Addiction and Substance Abuse seeks to identify factors that increase or diminish the likelihood that teens will use illegal drugs, including cigarettes and alcohol. This survey focuses on family influences, and this year seeks to assess the specific impact of siblings on the likelihood of teen substance abuse.

Questions addressed in this study include:

- What influences do siblings offer students regarding choices to smoke or use illegal drugs?
- How likely are students to try illegal drugs in the future?
- What percentage of religious schools are drug free?
- What percentage of teachers do students believe use illegal drugs?

Previous year studies (1996-2001) are available.

- **Monitoring the Future: National Results on Adolescent Drug Use**
(<http://www.nida.nih.gov/PDF/overview2001.pdf>)

This report, which places an emphasis on recent trends in the use of licit and illicit drugs, contains an overview of the key findings from Monitoring the Future’s 2001 nationwide survey of eighth, tenth, and twelfth grade students.

Questions addressed in this study include:

- What drugs were cited as increasing in use?
- What drugs were cited as declining in use?
- What are the reasons for diverging trends?
- What are implications for prevention?

This is an annual report.

- **Report on State / Territory Implementation of the Gun-Free Schools Act** (http://www.ed.gov/offices/OESE/SDFS/gfsareport99_2000.pdf)

Prepared for the U.S. Department of Education, this report summarizes data related to actions taken in regard to the number of students found bringing firearms to school.

Questions addressed in this study include:

In each state or territory, how many students were expelled as a result of an incident involving a firearm?

How many expulsions related to firearm incidents were modified on a case-by-case basis?

How many students expelled as a result of an incident involving a firearm were referred to an alternative school or program?

- **Children, Youth, and Gun Violence** (<http://www.futureofchildren.org>)

Published by the David and Lucile Packard Foundation, this study reports on gun safety programs provided to young people.

Questions addressed in this study include:

What are the costs and consequences imposed on young people by firearm homicides, suicides, and unintentional shootings?

Which children are at risk of perpetrating or being victimized by gun violence?

How does gun violence affect young people?

What can society do to reduce the number of youth gun injuries and deaths?

VOLUME IV –

- **Sizing Things Up: What Parents, Teachers, and Students Think About Large and Small High Schools**

(<http://www.publicagenda.org/specials/smallschools/smallschools.htm>)

Public Agenda takes a look at public opinion on both sides of the issue of classroom size. Test scores, perceptions, assumptions, concerns, and aspirations of parents, teachers, and students are analyzed.

Questions addressed in this report include:

What is the perception of differences that emerge between the experiences and viewpoints of the “large school” vs. “small school” groups?

Do issues concerning teens exist regardless of the size of their school?

What are the political prospects for the “small school” idea?

- **Dollars & Sense: The Cost Effectiveness of Small Schools**

(http://www.ruraledu.org/keep_learning.cfm?record_no=614)

In this report, *Dollars & Sense* summarizes information on issues relating to school facilities that face school board members, parents, teachers, students, school administrators, policy-makers, community members, and taxpayers.

Questions addressed in this study include:

Do incidences of crime and violence vary according to school size?

What is a “small” school?

Do small schools make sense?

What are strategies for strengthening small schools?

Can small schools be constructed cost effectively?

- **Class Size Reduction: Lessons Learned from Experience**

(<http://www.serve.org/assessment/accountability/lessons.html>)

This policy brief, funded in part by the U.S. Department of Education, Office of Educational Research and Improvement, draws from the experiences of a number of states and districts implementing class size reduction.

Questions addressed in this study include:

What effect does class size reduction have on student achievement?

What are the costs and benefits of class size reduction?

What policy choices and trade-offs does class size reduction involve?

- **Wide Scope, Questionable Quality: Three Reports from the Study on School Violence and Prevention** (<http://www.ed.gov/pubs/edpubs.html>)

This report, prepared for the U.S. Department of Education, seeks to study the quality of prevention activities aimed at reducing the occurrence of school violence.

Questions addressed in this study include:

- What types of “problem behaviors” exist in schools?
- What types of prevention and disciplinary activities are schools implementing to address problem behaviors?
- What is the quality of planning and use of research for prevention activities?
- How important is the Safe and Drug-Free Schools and Communities Act (SDFSCA) Program in funding prevention activities in schools?

- **The MetLife Survey of the American Teacher 2002: Student Life: School, Home and Community** (<http://www.metlife.com/Applications/Corporate/WPS/CDA/PageGenerator/0,1674,P2817,00.html>)

This survey looks at the factors and forces at work in students’ lives at school, in the community, and at home from the perspectives of teachers, students, parents, and others involved in school life.

Questions addressed in this study include:

- What factors are associated with student success?
- How do teachers’ experiences affect relationships with students?
- What factors affect a student’s ability to concentrate on their schoolwork?
- What factors affect a student’s decision to drop out of school?
- What are the qualities that make a good teacher?
- Does the school environment (safety, facilities, etc.) affect the quality of education?
- How does life outside the classroom affect students?
- What factors associated with the home environment affect students?

The information in this study is presented as a follow-up to MetLife’s 1993 and 2001 studies.

VOLUME V –

- **World Report on Violence and Health** (http://www5.who.int/violence_injury_prevention/main.cfm?p=0000000117)

Conducted by the World Health Organization, this survey is the first comprehensive review of the issue of violence on a global scale. The report attempts to dispel the hopelessness that often accompanies any discussion on violence.

Questions addressed in this study include:

- How is violence on a global scale defined?
- Who does violence affect?
- What can be done to prevent violence?
- What is youth violence?
- What risk factors are involved with youth violence?

- **The State of Our Nation’s Youth** (<http://www.horatioalger.com/pubmat/surpro.htm>)

In order to better understand and assist today’s teens, this survey has been created to give voice to their thoughts, concerns, opinions, and aspirations.

Questions addressed in this study include:

- What social pressures exist in schools?
- What support networks exist for students?
- How do students grade their schools?
- How do students rate the events of September 11, 2001?
- Is college a priority for today’s students?
- What is the definition of success according to students?

Versions of this report from 1997-2001 are also available.

- **“Urban Elementary School Students’ Perceptions of Fighting Behavior and Concerns for Personal Safety”** (<http://www.ashaweb.org>)

In this study published by the *Journal of School Health*, urban elementary school students’ experiences with weapon carrying and violence, concerns for personal safety, and perceptions of interventions in resolving fights are examined.

Questions addressed in this study include:

- What are students’ perceptions of passive and direct interventions in resolving fights?
- What are students’ perceptions of safety issues such as fear of being physically attacked in various locations in or around school, safety going to or from school, and perceived response to a physical assault?
- According to students, what would they do if another student hit them while they were at school?

- **Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000-01** (<http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002004>)

In this study, results from the first national study of public alternative schools and programs for students at risk of educational failure are provided. The study provides data on topics related to the availability of public alternative schools and programs, enrollment, staffing, and services for these students.

Questions addressed in this study include:

What is the availability of alternative schools and programs for at-risk students?

How many students are enrolled in alternative schools and programs?

What criteria are established for program entrance and exit?

How do staffing, curriculum and services, and support services affect program quality?

- **Public High School Dropouts and Completers from the Common Core of Data: School Year 1998-99 and 1999-2000** (<http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002382>)

Compiled by the Common Core of Data, the survey system of the National Center for Education Statistics, this report presents the number and percentage of students dropping out and completing public school for school years 1998-1999 and 1999-2000.

Questions addressed in this study include:

How is a dropout defined?

How is the dropout rate determined?

What are dropout rates in individual states?

What are high school completion rates for individual states?

- **School Boards at the Dawn of the 21st Century: Conditions and Challenges of District Governance** (<http://www.nsba.org>)

Prepared by the School of Education and Department of Government at the University of Virginia, this report is the result of a survey given to 2,000 school districts across the United States. School boards and policy issues, board service and preparation, school board profiles, and board elections are discussed.

Questions addressed in this report include:

What issues do local board members view as most pressing?

How much of a concern is school violence to officials who govern school systems?

What steps are school districts taking to prevent school violence?

What kinds of school choices and alternatives are most common across the nation's districts?

- **Trends in Juvenile Violent Offending: An Analysis of Victim Survey Data** (<http://www.ncjrs.org/pdffiles1/ojjdp/191052.pdf>)

This article from the Office of Juvenile Justice and Delinquency Prevention's *Juvenile Justice Bulletin*, offers an estimate of offending rates for juveniles from 1980 through 1998 based on data collected by the National Crime Victimization Survey (NCVS).

Questions addressed in this report include:

- How are juvenile offending rates determined?
- According to NCVS data, what are juvenile offending rates?
- Do juvenile offending rates derived from the Federal Bureau of Investigation's annual Uniform Crime Reports differ from offending rates identified by NCVS data?
- What are current trends in regards to juvenile arrest rates and juvenile offending rates according to both sources?

- **Juvenile Arrests, 2000** (<http://www.ncjrs.org/pdffiles1/ojjdp/191729.pdf>)

This article from the Office of Juvenile Justice and Delinquency Prevention's *Juvenile Justice Bulletin*, provides a summary and an analysis of national and individual state juvenile arrest data presented in the Federal Bureau of Investigation's report *Crime in the United States, 2000*.

Questions addressed in this report include:

- What is the juvenile arrest rate for violent crime in 2000?
- What percentage of arrests made in 2000 were juveniles?
- What percentage of violent crime arrests made in 2000 were juveniles?