

Links 2003
Selected School Violence Research Links

Volume I – Number 1

- The Condition of Education 2003 (<http://nces.ed.gov/pubs2003/2003067.pdf>)

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 report include:

What is the status dropout rate?

What is the percentage of school districts with public alternative schools and/or programs for at-risk students?

What is the status of beginning teachers and those teaching outside their subject areas?

What are the various trends associated with school size?

What percentage of students reported victimization at their school?

What are the contexts of elementary and secondary education?

What are the societal supports for learning?

The 1999, 2000, 2001, and 2002 versions of this report are available in reports titled The Condition of Education.

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- Status and Trends in the Education of Hispanics
(<http://nces.ed.gov/pubs2003/2003008.pdf>)

This report by the National Center for Education Statistics examines the current condition and recent trends in the educational status of the Hispanic population.

Questions addressed in this report include:

- What are the demographic characteristics of Hispanic students?
- What are recent trends regarding grade retention, suspension, and expulsion of Hispanic students?
- What is the dropout rate for Hispanic students?
- What are risk factors affecting student outcomes?
- What role do student behaviors play in preprimary, elementary, and secondary education?
- What percentage of Hispanic students feel too unsafe to go to school?

- Source of Firearms Used by Students in School-Associated Violent Deaths-United States, 1992-1999
(<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5209a1.htm>)

In this report, the Centers for Disease Control and Prevention examines school-associated firearm violent death events and the sources of firearms used in these events.

Questions addressed in this report include:

- What is a school-associated violent death?
- How many student perpetrators were involved in school-associated homicide or suicide?
- What were the sources of firearms used?

- Demographic, Intrinsic, and Extrinsic Factors Associated with Weapon Carrying at School
(http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=12517202&dopt=Abstract)

This study, published by the American Medical Association, assesses the prevalence of weapon carrying at school while also attempting to determine associated risk factors for adolescent males and females.

Questions addressed in this study include:

How many adolescents report having carried a weapon at school?
What are the demographic factors of students carrying weapons at school?

What are the intrinsic and extrinsic factors associated with weapon carrying at school?

Do the intrinsic and extrinsic factors associated with weapon carrying at school vary according to gender, age, or race?

- Predictions of Suspension and Expulsion as a Predictor of Negative School Outcomes

(<http://www.civilrightsproject.harvard.edu/research/pipeline03/RaffaellaMendezv2.pdf>)

Conducted by staff from the University of South Florida, this longitudinal study examines the impact of suspensions on future behaviors and performance in school.

Questions addressed in this study include:

What predictors and outcomes can be established based on the number of suspensions an individual student experiences?

What are the elementary school predictors of future suspensions?

How are elementary and middle school suspensions related to future school outcomes?

- Indicators of School Crime and Safety: 2003
(<http://nces.ed.gov/pubs2004/2004004.pdf>)

This report by the National Center for Education Statistics 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 report 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, 2001, 2002 versions of this report are available.

- **Equity or Exclusion: The Dynamics of Resources, Demographics, and Behavior in the New York City Public Schools**
(<http://www.ncscatfordham.org/binarydata/files/EQUITYOREXCLUSION.pdf>)

This report by the National Center for Schools and Communities at Fordham University explores the relationship between educational resources and student behaviors in New York City.

Questions addressed in this report include:

What is the relationship between school resources and student behavior?

Are resources that consistently relate to student behavior distributed equitably across race and poverty lines?

- **Bullying Prevention is Crime Prevention**
(www.fightcrime.org)

This report by Fight Crime: Invest In Kids defines bullying, discusses bullying prevention efforts, and outlines programs that assist with bullying prevention efforts.

Questions addressed in this report include:

What is bullying?

How common is bullying?

How is bullying related to depression and suicide?

What is the relationship between bullies and carrying a weapon to school or being convicted of a crime?

- **Public High School Dropouts and Completers From the Common Core of Data: School Year 2000-2001**
(<http://nces.ed.gov/pubs2004/2004310.pdf>)

Common Core Data (CCD), the survey system of the National Center for Education Statistics (NCES), annually collects data concerning public school dropouts and completers. This report presents the number and percentage of students dropping out of and completing public school for the 2000-2001 school year.

Questions addressed in this report include:

How does NCES define “dropout” and “dropout rate”?

What are the dropout numbers and rates in grades 9-12, by state, for the 2000-2001 school year?

What are the dropout numbers and rates in grades 9-12, by race/ethnicity and state, for the 2000-2001 school year?

What are the numbers and rates of high school completers for the 2000-2001 school year?

North Carolina Department of Juvenile Justice and Delinquency Prevention –
Center for the Prevention of School Violence

What is the four-year high school completion rate, by
race/ethnicity and state, for the 2000-2001 school year?
How does CCD dropout rate compare with other dropout rates?

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Volume II-

- 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.

Questions addressed in this data include:

- What are the indicators of child well-being for specific geographic areas?
- What are the profiles of any geographic area?
- What are the rankings based on selected measures and types of geographic areas?

- The 35th Annual PHI DELTA KAPPA/GALLUP POLL: Of the Public's Attitudes Toward the Public Schools (<http://www.pdkintl.org/kappan/k0309pol.pdf>)

This is an analysis of poll results of the public's opinion toward public schools.

Questions addressed in this analysis are:

- What knowledge does the public have about No Child Left Behind (NCLB)?
- What are the public's concerns about the quality of teachers, how to keep them, and how to ensure they remain teaching?
- What are the issues concerning closing the achievement gap?
- What beliefs do the respondents have concerning school vouchers?

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

- Violence in U.S. Public Schools: 2000 School Survey on Crime and Safety: Statistics Analysis Report (<http://nces.ed.gov/pubs2004/2004314.pdf>)

This report is an analysis of a School Survey on Crime and Safety (SSOCS) conducted in 2000 of public schools in the United States. The survey asks principals about school safety and crime in schools.

Questions addressed in this report are:

- What is the relationship between school characteristics and violence?
- What is the frequency of crime and violence?

What are the patterns of school violence?

- Quality Counts 2003: The Teacher Gap
(http://www.edweek.com/sreports/qc03/rc/rcard_frameset.htm)

This report, by Education Week, analyzes public school students' access to qualified teachers. The report also focuses on the “dearth of well-qualified teachers for those who need them most,” its possible causes, and its potential solutions.

Questions addressed in this report include:

- Do high-poverty, high-minority, and low-performing students and schools have less access to well-qualified teachers?
- What steps are states taking to recruit and retain competent teachers?
- What role do working conditions play in teacher recruitment and retention?

- School Safety Threats Persist, Funding Decreasing: NASRO 2003 National School-Based Law Enforcement Survey
(<http://www.nasro.org/2003NASROsurvey.pdf>)

This report highlights key survey findings and conclusions from the 2003 NASRO 3rd National Annual Survey of School-Based Police Officers.

Questions addressed in this report include:

- Has aggressive behavior in elementary school children increased in the past five years?
- Are schools adequately prepared to respond to a terrorist attack that occurs on school property?
- Are school crisis plans adequate?
- Are the numbers of crimes that occur on school campuses nationwide underreported to police?
- Is funding for school safety in schools decreasing?

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

- High School Guidance Counseling
(<http://nces.ed.gov/pubs2003/2003015.pdf>)

The National Center for Education Statistics (NCES) conducted a survey on high school guidance counseling in spring 2002 for the Office of Vocational and Adult Education, U.S. Department of Education. The survey provides a description of public high school guidance programs, activities, and staff in 2002.

Questions addressed in this survey include:

What selected goals were emphasized by the school's guidance program?

Do schools have a written plan for career guidance programs?

What is the availability of selected school programs and features and what is the impact of those programs and features on the school's ability to deliver guidance services?

Are guidance activities available to students?

What is the percentage of students in grades 11 and 12 who participated in the activity?

What are the characteristics of school guidance staff?

How much time is spent delivering services?

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- The Formative Years: Pathways to Substance Abuse Among Girls and Young Women Ages 8-22 (<http://www.casacolumbia.org/pdshopprov/files/151006.pdf>)

This report by the National Center on Addiction and Substance Abuse (CASA) seeks to identify characteristics of girls and young women who abuse substances, when they are at risk of doing so, and the impact of such use.

Questions addressed in this report include:

- What are the different pathways and consequences of substance abuse for girls and boys?
- What are the key pathways to substance abuse among girls?
- What factors can decrease risk of substance abuse?
- Why do current prevention and treatment programs fail to reach girls?
- What are opportunities and next steps in addressing substance abuse among girls?

- National Survey of Adolescents and Young Adults: Sexual Health Knowledge, Attitudes and Experiences (<http://www.kff.org/youthhivstds/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=14269>)

This survey by the Henry J. Kaiser Family Foundation provides information on adolescents' and young adults' sexual knowledge, attitudes, and behavior.

Questions addressed in this report include:

- What do young people know about sex?
- What decisions are young people making about important sexual health issues?
- What roles do drugs and alcohol play in adolescent sexual behaviors?

- National Survey of American Attitudes on Substance Abuse VIII: Teens and Parents (http://www.casacolumbia.org/pdshopprov/files/2003_Teen_Survey_8_19_03.pdf)

The National Center on Addiction and Substance Abuse and Columbia University, in conjunction with QEV Analytics, probes substance abuse

risks and identifies factors that increase or diminish the likelihood that teens will abuse tobacco, alcohol, or illegal drugs.

Questions addressed in this study include:

What is the extent of substance abuse risk?

What factors increase or decrease the likelihood that teens will abuse tobacco, alcohol, or illegal drugs?

What is the relationship between the teen and any of the following circumstances: physical or sexual abuse; learning disability; eating disorder; or serious depression or another mental health condition?

Previous year studies (1996-2002) are available.

- Predictors of Aggression at School: The Effect of School-Related Alcohol Use (http://www.principals.org/publications/bulletin/bltn_0903_predictors_of_aggression.cfm)

Recent awareness of substance abuse and violence among students has led to heightened concern over the issue of safe and drug-free schools. This study produced by the National Association of Secondary Principals examines factors related to aggression at school, particularly the role of alcohol use.

Questions addressed in this study include:

What are the characteristics of an aggressive student?

What is the relationship between general alcohol use and school aggression beyond the effect of school-related alcohol use?

What is the effect of encouraging school involvement and alcohol resistance on aggression?

- Drugs and Crime Facts: Drug Use (<http://www.ojp.usdoj.gov/bjs/dcf/du.htm>)

This report by the U.S. Department of Justice – Office of Justice Programs examines drug use and patterns among youth, the general population, and the workforce.

Questions addressed in this report include:

On how many occasions have high school seniors used drugs or alcohol during the last twelve months or month?

What percent of high school seniors have used marijuana in the past month?

What percent of high school seniors report they could obtain drugs fairly easily or very easily?

What student populations report drug availability most often?

What drugs are most prevalent among persons age 18 to 25?

- Juveniles and Drugs
(<http://www.whitehousedrugpolicy.gov/publications/factsht/juvenile/196879.pdf>)

The White House Office of National Drug Control Policy Drug Policy Information Clearinghouse prepared this fact sheet to summarize current information on juveniles and illicit drugs.

Questions addressed in the report are:

- What is the prevalence of youth drug use?
- What are the rates for juveniles and drug related crime?
- How many juveniles receive drug treatment?

- Dying for a Drink: Early alcohol abuse can take a terrible toll on kids
(<http://www.asbj.com/2003/08/0803research.html>)

This article published in the American School Board Journal examines the efficacy of comprehensive treatment approaches.

Questions addressed in the article are:

- Can adolescents' alcohol use be predicted, and thereby prevented?
- Does drinking at an early age effect behavior later in life?
- What are the differences in behavior between young drinkers and young non-drinkers?

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- Method, Measures, and Procedures for the Juvenile Adjudicative Competence Study (<http://www.mac-adoldev-juvjustice.org/METHOD%20ARCHIVAL%20and%20TABLES.pdf>)

This working paper for the MacArthur Research Network on Adolescent Development and Juvenile Justice examines the capacities of youth as defendants in trials.

Questions addressed in this paper include:

Do youth have the ability to understand their trials, assist their attorneys, and make decisions in the trial process?

- Consistent Removal: Contribution of School Discipline to the School-Prison Pipeline (<http://www.civilrightsproject.harvard.edu/research/pipeline03/Skibbav3.pdf>)

The study by the Indiana Education Policy Center at Indiana University examines zero tolerance as an effective response to student disruption. This paper attempts to determine the possibility of zero tolerance improving student behaviors and learning climates.

Questions addressed in this study include:

What is the relation between out-of-school suspension and juvenile incarceration?

What is the relation between out-of-school suspension and academic achievements?

How do principal attitudes predict out-of-school suspension and the use of prevention programs?

- The School to Prison Pipeline for Girls: The Role of Physical and Sexual Abuse (<http://www.civilrightsproject.harvard.edu/research/pipeline03/Hirsch.pdf>)

The paper examines the relationships between physical and sexual abuse, educational experiences, and involvement in the criminal justice system for girls.

Questions addressed in this paper include:

What is the relationship between physical and sexual abuse and female juvenile delinquency?

Can various educational experiences be an indicator of future incarceration?

- High Poverty Secondary Schools and the Juvenile Justice System: How Neither Helps the Other and How that Could Change
<http://www.civilrightsproject.harvard.edu/research/pipeline03/BalfanzRobert.pdf>

This paper examines cooperation between educational and juvenile justice systems in one large mid-Atlantic city.

Questions addressed in this paper include:

What are the characteristics of high school dropouts who became incarcerated?

What is the relationship between secondary schools and the juvenile justice system in large cities?

How could high schools and the juvenile justice system be reformed to reduce school prison pipeline?

- TV Bloodbath: Violence on Prime Time Broadcast TV, A PTC State of the Television Industry Report
<http://www.parentstv.org/PTC/publications/reports/stateindustryviolence/main.asp>

This report is the third in a series of Parents Television Council (PTC) *State of the Industry* reports. The PTC examined programming from the first two weeks of the 1998, 2000, and 2002 November sweeps on the six major broadcasts networks.

Questions addressed in this report are:

What is the amount of violence on television?

Which TV networks had the highest rates of violence?

Which time slots that had more violence?

- Unique Strengths, Shared Strengths: Developmental Assets Among Youth of Color (<http://www.search-institute.org/research/Insights/InsightsEvidence-11-03.pdf>)

This publication by the Search Institute presents research on developmental assets, which are positive factors in young people, families, communities, schools, and other settings that have been found to be important in promoting young people's healthy development.

Questions addressed in this report are:

What are the of internal and external developmental assets for young people?

What are the obvious and subtle differences in and among groups of young people?

- Juvenile Arrest 2001 (<http://www.ncjrs.org/pdffiles1/ojjdp/201370.pdf>)

This is an analysis of findings that are derived from data reported annually by local law enforcement agencies across the nation to the Federal Bureau of Investigation's Uniform Crime Report.

Questions addressed in this report are:

What is the rate of juvenile arrests?

What are the trends in juvenile arrest?

Have juvenile arrests declined or increased?

What are the demographics of juveniles who murdered or were murdered?

What was the percentage of juvenile violent crimes?