

KENTUCKY CENTER FOR SCHOOL SAFETY

IN COLLABORATION WITH R.E.A.C.H. OF LOUISVILLE, INC.



KENTUCKY 2000: SAFE SCHOOLS DATA PROJECT

District-Level School Safety Data

Kentucky 2000: Safe Schools Data Project

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Executive Summary

The Kentucky Safe Schools Data Project has completed its second year of data-gathering on law and school board policy violations, legal and disciplinary consequences, victim and offender information, security measures, and prevention efforts in schools. Mandated by Kentucky Revised Statute 158, the project is a collaboration between the Kentucky Center for School Safety, Research Triangle Institute of North Carolina (web-enabled data entry), R.E.A.C.H. of Louisville (statistical analysis), and the Kentucky Department of Education.

Report 1 of the Kentucky Safe Schools Data Project (released 11/00) delineates statewide and regional totals for the 1999-2000 school year. Report 2 (released 2/01) examines the relationship between school safety data and school level, gender, race, and school performance measures.

The present report provides district-level data to enable local analysis in the service of needs assessment, school safety program planning, resource allocation, and progress estimation. School districts can examine tables showing the number of disciplinary consequences for law and board violations reported during the 1999-2000 school year (Section 2). Then, district rates of consequences are provided (Section 3), based on the metric of “rate per 100 students” (thereby controlling for differences in school enrollment). This approach enables judgments to be made about a district’s status and performance in relation to state, regional, and other rates.

Disciplinary consequence rate tables are also provided for white and African-American students, due to concern expressed in Report 2 regarding some disproportion between these groups.

To facilitate global analysis and interpretation, color-coded maps are provided at the county (not district) level to portray rate data. A district worksheet provided in Section 1 should assist charting and comparison of district data.

School Safety Data at the District Level

Report 1 delineated 1999-2000 data relevant to school safety from a statewide and regional perspective. Report 2 explored the relative influence of gender, race, grade level, socio-economic status, school attendance, overall school performance, and drop-out rates. The present report enables school districts to review their own school safety data in relation to other school districts, and estimate both strengths and areas of concern.

The requirement that Kentucky public schools gather and report detailed information regarding school safety is based on a legislative mandate. Growing public concern about school safety was given expression through the passage of House Bill 330 (now Kentucky Revised Statute 158) in 1998. Following the passage of this legislation, KDE melded the requirements of Federal and state reporting mandates, and mandated that school districts report local incidence data regarding both law and school board policy violations, in addition to documenting local prevention and intervention efforts. The Center for School Safety, currently located within the College of Justice and Safety at Eastern Kentucky University, was created to analyze and disseminate these data through an initiative called the **Kentucky Safe Schools Data Project**. In addition, the Center funds local school safety initiatives throughout the state.

The Kentucky Safe Schools Data Project reflects federal and state guidelines for gathering outcome data and reporting on prevention programs and activities. Data reporting requirements are mandated at the federal level by the Safe and Drug-Free Schools and Communities Act (34 CFR 299) and the Gun-Free Schools Act of 1994 (20 USC 8921).

A primary goal of this data-gathering initiative is to document the nature and scope of behavior problems in schools that can impede the teaching and learning process, so that change efforts can be focused and progress assessed. A secondary goal is to garner information that can aid in further understanding the complex phenomena that contribute to school misbehavior and violence.

What is the Kentucky Safe Schools Data Project?

1999 was the baseline year of data reporting to the Kentucky Department of Education (and subsequent analysis by the Center for School Safety). This report was based on 1998-99 school year data self-reported by 179 school districts, including the Kentucky School for the Blind, the Kentucky School for the Deaf, and Model Laboratory School in Richmond. Building-level data were provided by 1,437 schools representing a total enrollment of 637,368 students. Three statistical reports were released, providing an analysis of State Totals, Grade-Level Totals (elementary, middle, high school), and Individual School District Totals. Data were organized in four sections: (1) drug and/or violence prevention programs and strategies in Kentucky schools; (2) incidence of law violations; (3) security measures taken; and (4) local board policy violations. In 2000, data were gleaned from 179 school districts comprised of 1424 school buildings, with a total student enrollment of 629,289.

To accomplish data gathering for the first two years of operation, the Kentucky Department of Education collaborated with Research Triangle Institute (RTI) in North Carolina to design an electronic reporting system (partially funded through a federal grant). The objectives of the electronic system were to: (1) assist all school districts in providing data on youth violence and prevention activities; (2) improve the quality and completeness of data reported by schools and districts; (3) develop an integrated reporting system to meet new federal and state reporting requirements; and (4) provide access to data to serve the reporting and evaluation needs at the federal, state, and local levels.

To implement this electronic system, district contact persons receive incident data from individual schools as specified on electronic data-gathering worksheets, organize this material, and then enter the data into a Web-enabled database managed by RTI. Following data cleaning and follow-up, these data are then transmitted to KDE and the Center for School Safety for analysis. The Kentucky Department of Education serves in a collaborative capacity throughout this process.

Data definitions have remained constant across the two years, and data quality has steadily improved over the two years of initial program operation. This was aided by training and feedback provided to the individual school districts. Considerable effort has gone into specifying and clarifying data variables. For example, detailed definitions of law and school board violations were provided to users. A comprehensive glossary of terminology was provided in the Data Collection Handbook provided to all school

district points of contact. It appears the 1999-2000 data are significantly more accurate, particularly in areas of school board policy violations. There remain some areas that require further examination, including: (1) continued clarification that reporting of board violations pertains only to those incidents that result in one of five types of disciplinary consequences; (2) recognition that consequences of legal violations may be unknown to school officials, and not representative of actual legal outcomes; (3) continued clarification of board policy violation data, in that some categories may overlap and specific incidents may be difficult to categorize; and, (4) recognition that some categories do not just involve students, in that staff or other individuals may be involved.

Despite these limitations, the two-year data set provides an exceptionally rich base from which to glean data about the nature and scope of school violence and prevention programming in Kentucky's schools.

Our hope is that by reviewing and understanding these data, schools and communities will be able to plan and implement concrete local efforts to promote school safety. Thus, our intent is that all reports will be readable, clear, and relevant, with a strong emphasis on graphic presentation of data.

The present report (Report #3) is the last in a series about School Year 1999-2000.

- **Report #1** summarized state- and regional-level data, provides global estimates of school safety, and some rough estimates of progress in relation to last year's data.
- **Report #2** provided a more refined analysis of Kentucky data, showing how the data vary in relation to grade level, gender, racial and ethnic characteristics, economic disadvantage factors, school achievement, and school attendance.
- **Report #3** provides **school district data**, showing how each district fares in regard to law and board violations, and the disciplinary consequences that result from these.

The purposes of these reports are to: (1) supply educators, parents, students and community members with general descriptive information about school safety, (2) provide state and local school officials with more detailed information that can inform school improvement efforts and reduce risk to students; and, (3) over time, enable judgments to be made about the extent to which schools are becoming more safe environments for learning.

What Were the Key Findings in Report 1?

The findings of Report 1, released in December, 2000, are most easily summarized by reiterating the Executive Summary from that report.

Nationally, there is considerable evidence that schools are becoming more safe. Since 1992, the total number of school-associated violent deaths has decreased. There is less than one in a million chance of violent death in school. The most common crime in schools is theft, which has been trending downward since 1993, as have student weapon carrying and physical fighting. All of these declines mirror drops in the overall crime rate in society. At the same time, there are serious and abiding concerns at the national level. Too many children and school personnel are the victims of violent crime in schools, weapon carrying remains a concern, students report that they do not always feel safe, drug and alcohol use on school property has not subsided, and a wide range of disciplinary problems continue to impede teaching and learning in schools.

In Kentucky, violations of law (ranging from serious crimes against persons or property, to less serious crimes that may result in arrest) have declined significantly, according to school reports. The magnitude of some of these declines may be a function of inaccuracies of incidence reporting by schools in the first year of data gathering, but the results are still encouraging. Violations that appear resistant to change are those associated with alcohol use, buying or receiving stolen property, sex-related offenses (not including rape or prostitution), and possession of non-firearm weapons. There have also been dramatic declines across the two years in the number of school –reported suspensions, expulsions, and alternative placements associated with law violations. Some concern regarding school compliance with mandated reporting to law enforcement is suggested by the data. Regional comparisons of rates of law violations reveal considerable (and sometimes surprising) variability from one category to another. Jefferson County (which includes Louisville) exhibits high rates of law violations in some areas (e.g., drug violations, assault). However, the region with the most uniformly high rates is the central region of the state (including Lexington).

Regarding school board policy violations, dramatic reductions in incidence are even more apparent than what is seen for law violations (possibly again because baseline data are less accurate). Defiance of authority, fighting, and threats and intimidation result in the most severe forms of school discipline. The most common punishments (of the five tracked) are out-of-school suspension, alternative placement, and corporal punishment (in that order). Over the two years of data-gathering, there is a dramatic reduction in expulsion with educational services, and a concomitant increase in the number of suspensions and corporal punishments. Southeastern Kentucky has the highest overall rates of board policy violations. Jefferson County has among the lowest rates in classroom disturbance and defiance of authority, but the highest in threats and intimidation. Statewide, a total of 17,366 individuals (students, staff, and others) were reported as victims of school violence (in all its forms) in 1999-2000.

Kentucky's schools continue to increase the security measures employed to keep students safe, with 96.8% requiring visitor sign-in and 93.1% closing the school campus during lunch. Significant effort has gone into controlling access to school grounds, but there have been slight declines in the use of drug sweeps and random metal detectors. Virtually all school buildings offer one or more prevention or early intervention programs, and the percent of offerings within each category has increased in nearly all categories of programming. Based on self-report, these programs appear to be implemented effectively.

What Were the Key Findings in Report 2?

The findings of Report 2, released in February, 2001, are summarized below.

Grade Level

There are significant differences across the grade levels in terms of the general frequency of disciplinary actions, with middle and high schools much more likely to employ these actions.

- ✓ Expulsion occurs at very low rates and primarily at the secondary level. Suspension and alternative placement are the most commonly employed approaches, occurring primarily at the middle and high school levels. Corporal punishment is most common at the elementary level, but is also employed at the middle and high school levels.

Within school levels, there are significant differences across regions of the state in frequency of disciplinary actions. Some of these regional differences are noteworthy:

- ✓ Jefferson County has the highest rate of suspensions for law violations at the high school level, but among the lowest at the elementary school level.
- ✓ Jefferson County and central Kentucky have the highest rates of suspensions for board violations at the middle school level, but Jefferson County is among the lowest at the elementary and high school levels.
- ✓ Students in southeastern and central Kentucky are much more likely to be suspended for board violations.
- ✓ Alternative educational placements are used extensively in eastern Kentucky, as compared to other regions of the state.
- ✓ Corporal punishment is used extensively in eastern Kentucky, but it is virtually non-existent in Jefferson County, northern Kentucky, and central Kentucky.

Gender

- ✓ Boys outnumber girls in Kentucky's schools to a significant extent - 51.5% to 48.5% overall.
- ✓ There are substantial district-level differences with regard to gender in Kentucky, particularly in a number of independent school districts.
- ✓ The relative proportion of law and board violations between the genders is highly disproportionate. 73.2% of student offenders are male.
- ✓ Victim data are also disproportionate, although not to the same extent. 64.8% of all student victims of law and board violations are male.
- ✓ It appears that the differences in violation rates are primarily attributable to gender, as opposed to the characteristics of districts where gender imbalances are found. There is no correlation between gender imbalance and incidence of violations.

Race

Examination of the incidence of law and board violations in relation to race is important due to national concern about disproportionate disciplinary consequences for African-American students. These data may also shed light on social and living conditions that can contribute to school misbehavior and violence.

- ✓ Black students are 1.58 times more likely than white students to be categorized as an offender. This disproportion is less apparent in regard to student victimization than was noted in offender data.

- ✓ When these global data are broken down more specifically, however, the disparity becomes more apparent. Black students are much more likely to be suspended for law and board violations (by ratios of 2.38 and 2.59, respectively). White students are more likely to be placed in alternative settings for board violations, or to receive corporal punishment.

School Performance Measures

School misbehavior and violence, as measured by law and board violations, appears to have a complex relationship with other district-level measures of school performance.

- ✓ District-level rates of law violations are not correlated with board violations. This implies that law and board violations reflect divergent categories or types of behavior. Districts that have high law violation rates do not necessarily have high board violation rates, and vice versa.
- ✓ District level rates of law violations are also not correlated with common school performance measures (e.g., overall school performance, attendance). This finding suggests that there may be other variables (non-school related) that underlie law violation rates at the district level (see inset in Section 4 on the influence of extra-school variables).
- ✓ On the other hand, district-level rates of board violations are moderately correlated with three common school performance measures (overall school performance and attendance) and a measure of socio-economic status (percent who receive free and reduced lunch). This correlation does not prove that one “causes” the other, but rather that they co-vary and interact. Thus, low overall school performance may be a precursor to school misbehavior, but it may also be true that misbehavior contributes to poor overall school performance.
- ✓ These interesting correlations have implications for program planning. They lend support to the proposition that efforts to promote school safety can facilitate school achievement, just as efforts to promote achievement can lead to more safe schools.
- ✓ The finding that law violations are unconnected to school performance measures appears to argue for school-, neighborhood-, and community-level interventions to reduce law violations.

How Is the Present Report Organized?

This report is organized in sections, similar to Reports 1 and 2. Using data tables and maps, the report focuses on the disciplinary consequences of law and board violations (because these were judged to be the most reliable data in that incident are grounded by their outcome).

- **Section 2** is comprised of a data table showing the **number** of district disciplinary consequences for law and board violations. There are five types of consequences shown: (1) expulsion without educational services; (2) expulsion with educational services; (3) suspension; (4) alternative placement; and, (5) corporal punishment (board violations only). Districts are grouped alphabetically.
- **Section 3** is comprised of a table showing the **rate** of district disciplinary consequences for law and board violations. In order to make valid comparisons across districts, or in relation to regional and state norms, a standard scale of measurement must be established. We have chosen to use the rate “**per 100 students**”. In addition to this rate table, Section 3 provides county-level maps, showing at the county level the relative variability of

disciplinary consequences for law and board violations across the state. These maps provide a method for easily determining which counties (may include more than one school district) stand out for either high or low rates, and gives a more graphic sense of the variability within the data. Pinpointing which district within a given county accounts for an especially high or low rate requires entering the rate tables.

- ❑ Given concerns raised in Report 2 about the relationship between race and disciplinary consequences, **Section 4** provides a data table showing rates of district disciplinary consequences for white and African-American students. These rates can be compared within or across districts to further pinpoint this issue. Similar to Section 3, maps are provided showing variability at the county level. **Special caution needs to be exercised in reviewing and interpreting these data, since many school districts have small numbers of African-American students, and a relatively small number of incidents may have a greater influence on the district rate (thereby appearing to skew the result). Districts with a total enrollment of less than 10 African-American students are not reported on, due to concern for not releasing data that may be personally identifiable (in violations of the Family Education Right to Privacy Act).**
- ❑ Finally, **Section 5** gives regional data by school level (elementary, middle, high schools), in the form of both incidence and rate.

The intent of all of these tables is to enable local school districts to assess their status and needs.

How Can District-Level Data Be Best Understood? How Should They Be Interpreted and Used?

School safety data are best used in context. That is, districts are encouraged to not only examine the number of incidents within each of the categories provided in the tables that follow, but also make comparisons to other districts, regions (by school level), and the state as a whole. Although this document does not present individual school building data, school principals could also plot their building-level data (which they should have available), and make comparisons to their district, region by school level, and the state.

The worksheet for making district-level comparisons is provided below. Note that for purposes of comparison, expulsions with and without educational services have been added together in some district rate tables.

School District Worksheet

District Name:

District Enrollment:

L= Law violations
 B= Board violations
 1= Expulsions with educational services
 2= Expulsions without educational services
 3= Suspensions
 4= Alternative Placements
 5= Corporal Punishment

District Raw Data

(from Section 2)

Number of District Disciplinary Consequences for Law and Board Violations

L1	L2	L3	L4	B1	B2	B3	B4	B5

District Rate Data

(from Sections 3 & 4)

Law Exp. w/Serv.	Law Exp. w/o	Law Susp.	Law Alt. Place.	Board Exp. w/ Serv.	Board Exp. w/o Serv.	Board Susp.	Board Alt. Place.	Board Corp. Pun.

Rate (per 100 students) of District Disciplinary Consequences

Law Expulsions	Law Suspensions	Law Alt. Placements	Board Expulsions	Board Suspensions	Board Alt. Placements	Board Corp. Punishment

Rate of District Disciplinary Consequences for White Students (district enrollment –)

Law Expulsions	Law Suspensions	Law Alt. Placements	Board Expulsions	Board Suspensions	Board Alt. Placements	Board Corp. Punishment

Rate of District Disciplinary Consequences for African-American Students (district enrollment –)

Note: Expulsions with and without educational services are added together in the above two tables.

Statewide Comparison Rate Data

← Law Violations → ← Board Violations →

L1	L2	L3	L4	B1	B2	B3	B4	B5
.067	.020	.985	.195	.043	.009	10.41	2.26	.847

Comparison District Rate Data

(from Section 3)

District Name: _____

Law Exp. w/Serv.	Law Exp. w/o	Law Susp.	Law Alt. Place.	Board Exp. w/ Serv.	Board Exp. w/o Serv.	Board Susp.	Board Alt. Place.	Board Corp. Pun.

Rate (per 100 students) of District Disciplinary Consequences

District Name: _____

Law Exp. w/Serv.	Law Exp. w/o	Law Susp.	Law Alt. Place.	Board Exp. w/ Serv.	Board Exp. w/o Serv.	Board Susp.	Board Alt. Place.	Board Corp. Pun.

Rate (per 100 students) of District Disciplinary Consequences

Regional Rates by School Level

(from Section 5)

← Law Violations → ← Board Violations →

Level	L1	L2	L3	L4	B1	B2	B3	B4	B5
Elem									
Middle									
High									

Summary of District Comparative Data

← Law Violations → ← Board Violations →

	Expul. w/ Ed. Serv.	Expul. w/o Ed. Serv.	Susp.	Alt. Place.	Expul. w/ Ed. Serv.	Expul. w/o Ed. Serv.	Susp.	Alt. Place.	Corp. Punish.
District									
White students in district									
Afr.-Am. students in district									
State	.067	.020	.985	.195	.043	.009	10.41	2.26	.847
Comparison district									
Comparison district									
Elem. schools in region									
Middle schools in region									
High schools in region									

Summary of Comparative Data for Disciplinary Consequences by Violation Type

Summary

- ❑ The Kentucky Safe Schools Data Project is designed to meet the requirement of KRS 158 that Kentucky public schools gather and report detailed information regarding school safety.
- ❑ A primary goal of this initiative is to document the nature and scope of behavior problems in schools that can impede the teaching and learning process, so that change efforts can be focused and progress assessed. A secondary goal is to garner information that can aid in further understanding the complex phenomena that contribute to school misbehavior and violence.
- ❑ The current report (the third of three) is designed to enable local school districts to profile their school safety data in relation to local, regional, and statewide normative data. Such profiling can help to inform intervention design and resource allocation processes in school systems.
- ❑ A school worksheet is provided to summarize district information and to enable comparisons in the service of needs assessment.

Incidence of School District Disciplinary Consequences for Law and Board Violations

This section provides district level data on the incidence of five types of disciplinary consequences applied by school districts for law and board violations in 1999-2000.

Report 1 of the Kentucky Safe Schools Data Project supplied global estimates of the incidence of various legal and board policy violations, and their accompanying disciplinary consequences. Report 2 examined these same data in relation to gender, school level, race, and school performance measures. From a statewide and regional perspective, these reports enabled global judgments to be made about the nature and scope of these problems. However, in order to plan intervention programs and allocate prevention resources, it is necessary to examine the data more closely.

The table that follows delineates the number of law and board violations by consequence category for each Kentucky school district. The districts are organized alphabetically by county, with independent school districts shown next to the county school district they adjoin. **The data in this table represent the raw data – the actual number of reported disciplinary consequences associated with specific incidents (see Section 3 for district rate data).**

1999-2000 District Totals – Disciplinary Consequences of Law and Board Violations

(School Districts Grouped by County Alphabetically, with Independent Districts Listed Below Their County)

- 1= Expulsions with educational services
 2= Expulsions without educational services
 3= Suspensions
 4= Alternative Placements
 5= Corporal Punishment

L = Law violations
B = Board violations

School District Name	Enroll.	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
ADAIR CO	2468	0	0	30	5	0	1	282	9	0
ALLEN CO	2906	8	0	0	10	10	0	215	11	2
ANDERSON CO	3104	5	3	2	0	0	0	257	0	0
BALLARD CO	1408	42	0	67	28	24	0	104	36	0
BARREN CO	3689	0	0	18	5	0	0	277	4	0
CAVERNA IND	819	7	0	0	0	0	0	97	0	0
GLASGOW IND	2042	0	0	5	0	0	0	91	2	0
BATH CO	1852	0	1	36	18	0	0	227	18	21
BELL CO	3064	1	0	7	17	0	0	244	7	422
MIDDLESBORO IND	1717	0	0	1	0	0	0	446	11	0
PINEVILLE IND	640	0	0	1	0	0	0	27	90	0
BOONE CO	12752	0	0	155	0	0	0	1021	0	0
WALTON VERONA IND	958	0	0	3	3	0	0	121	0	0
BOURBON CO	2662	14	0	0	32	0	0	7	69	0
PARIS IND	713	0	0	3	2	0	0	63	2	0
BOYD CO	3453	0	0	44	2	0	0	135	436	0
ASHLAND IND	3325	0	0	28	3	1	0	194	18	0
FAIRVIEW IND	624	0	1	4	0	0	0	44	0	0
BOYLE CO	2641	0	2	16	2	0	0	83	9	0
DANVILLE IND	1756	7	2	1	5	1	0	237	0	0
KY SCH FOR DEAF	150	0	0	11	2	0	0	26	0	0
BRACKEN CO	1170	4	0	9	6	0	0	92	0	0
AUGUSTA IND	298	0	0	0	7	2	0	18	3	0
BREATHITT CO	2509	7	1	19	7	1	1	840	179	30
JACKSON IND	418	1	2	3	0	0	0	41	0	0
BRECKINRIDGE CO	2700	6	0	0	1	0	0	208	201	111
CLOVERPORT IND	326	0	0	0	5	0	0	0	6	0
BULLITT CO	10703	18	5	59	3	6	1	823	192	0
BUTLER CO	2295	0	0	20	6	0	0	207	2	28
CALDWELL CO	2040	0	0	56	0	0	0	250	4	63
CALLOWAY CO	3047	0	0	36	0	0	0	369	4	0
MURRAY IND	1448	0	0	17	0	0	0	8	0	0
CAMPBELL CO	4670	12	1	79	7	1	0	617	20	0

1999-2000 District Totals – Disciplinary Consequences

School District Name	Enroll.	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
BELLEVUE IND	920	0	0	5	0	0	0	77	0	0
DAYTON IND	1120	0	0	2	0	0	0	126	0	0
FORT THOMAS IND	2358	0	0	2	0	0	0	85	3	0
NEWPORT IND	2586	0	0	16	0	0	0	522	0	0
SILVER GROVE IND	291	0	0	0	0	0	0	22	0	0
SOUTHGATE IND	195	0	0	0	0	0	0	36	4	0
CARLISLE CO	853	0	0	0	0	0	0	13	28	37
CARROLL CO	1764	0	0	39	5	0	0	495	21	0
CARTER CO	4807	8	1	49	0	6	0	887	347	4
CASEY CO	2354	0	0	29	0	2	0	166	0	0
CHRISTIAN CO	8759	4	3	94	36	0	0	1926	46	85
CLARK CO	5187	5	2	35	1	0	0	769	40	5
CLAY CO	4033	1	19	2	1	0	1	695	1	0
CLINTON CO	1439	2	0	13	18	0	0	261	73	154
CRITTENDEN CO	1457	0	0	2	4	1	0	20	1	0
CUMBERLAND CO	1185	11	0	0	11	2	0	266	16	51
DAVISS CO	10350	0	0	16	14	1	0	742	67	0
OWENSBORO IND	3949	1	0	9	11	0	0	432	55	0
EDMONSON CO	1899	3	0	0	4	0	0	121	15	18
ELLIOTT CO	1205	1	0	6	0	0	0	247	0	32
ESTILL CO	2605	0	1	0	0	4	5	426	0	0
FAYETTE CO	32183	0	4	761	45	0	0	5480	46	0
FLEMING CO	2395	0	0	5	12	0	0	122	2	36
FLOYD CO	7379	0	4	79	6	0	0	1197	1597	279
FRANKLIN CO	5802	0	5	116	1	0	0	1370	0	0
FRANKFORT IND	959	0	0	17	3	0	0	248	2	0
FULTON CO	841	0	2	1	0	14	0	364	0	183
FULTON IND	489	0	0	0	4	0	0	164	19	35
GALLATIN CO	1391	1	0	18	0	6	0	207	0	0
GARRARD CO	2340	0	0	20	0	0	0	521	0	0
GRANT CO	3513	0	0	36	10	0	0	521	2	0
WILLIAMSTOWN IND	693	0	0	10	0	0	0	36	0	0
GRAVES CO	4375	0	0	0	0	0	1	237	0	35
MAYFIELD IND	1380	3	0	0	0	1	1	78	13	2
GRAYSON CO	4051	0	0	37	7	0	0	437	1066	47
GREEN CO	1646	2	0	0	1	0	0	50	0	0
GREENUP CO	3723	0	0	39	0	0	0	491	6	110
RACELAND IND	934	0	0	2	2	0	0	55	56	10
RUSSELL IND	2131	0	0	61	0	0	0	263	211	0
HANCOCK CO	1511	0	0	0	0	7	1	93	76	1
HARDIN CO	12880	5	3	73	10	3	2	1293	69	0
ELIZABETHTOWN IND	2160	2	1	5	36	0	0	123	234	0
WEST POINT IND	178	0	0	0	0	0	0	3	0	5
HARLAN CO	5116	0	0	103	28	0	0	1542	263	449
HARLAN IND	835	0	0	19	0	0	0	120	1	0
HARRISON CO	3140	2	0	60	0	0	0	203	0	0
HART CO	2363	0	1	4	2	8	0	296	13	72

1999-2000 District Totals – Disciplinary Consequences

School District Name	Enroll.	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
HENDERSON CO	6897	0	0	138	21	1	3	602	31	0
HENRY CO	2089	8	1	3	5	4	0	97	0	0
EMINENCE IND	493	0	0	41	42	0	0	0	0	0
HICKMAN CO	799	0	0	1	0	0	0	41	7	19
HOPKINS CO	6750	13	7	39	9	34	10	595	4	0
DAWSON SPRINGS IN	688	0	0	7	1	0	0	44	5	0
JACKSON CO	2355	4	0	10	21	0	0	104	20	0
JEFFERSON CO	96781	0	0	1493	195	0	0	9364	298	1
ANCHORAGE IND	439	0	0	0	0	0	0	0	0	0
KY SCH FOR BLIND	69	0	0	0	0	0	0	0	0	0
JESSAMINE CO	6246	2	3	89	3	3	4	707	7	0
JOHNSON CO	3747	1	0	0	1	0	0	124	4	191
PAINTSVILLE IND	767	0	0	0	2	0	0	6	279	24
KENTON CO	11749	1	1	36	11	0	0	1680	11	0
BEECHWOOD IND	952	0	0	0	0	0	0	38	0	0
COVINGTON IND	4769	3	3	85	1	16	3	1045	14	1
ERLANGER-ELSMERE	2115	0	0	20	0	0	1	439	0	0
LUDLOW IND	1012	0	0	0	0	0	0	78	2	0
KNOTT CO	3001	10	0	108	1	0	0	571	3	52
KNOX CO	4893	1	0	47	192	0	1	209	792	0
BARBOURVILLE IND	642	0	0	0	0	0	0	0	8	0
LARUE CO	2295	0	0	5	0	0	0	84	0	18
LAUREL CO	8163	0	3	63	1	0	4	530	1	0
EAST BERNSTADT IN	467	0	0	0	0	0	0	10	119	0
LAWRENCE CO	2837	1	0	39	7	0	0	225	4	103
LEE CO	1341	2	3	25	0	1	1	231	0	0
LESLIE CO	2225	1	1	4	8	0	0	43	24	0
LETCHER CO	3821	4	0	13	7	3	0	390	235	0
JENKINS IND	552	1	0	3	0	0	0	219	0	0
LEWIS CO	2605	0	0	21	0	0	0	382	0	39
LINCOLN CO	3903	23	2	20	0	3	4	292	4	123
LIVINGSTON CO	1466	0	0	2	1	0	0	132	4	0
LOGAN CO	3397	0	0	16	9	0	0	147	9	2
RUSSELLVILLE IND	1389	0	0	3	2	1	0	53	14	20
LYON CO	1006	0	0	0	6	0	0	68	10	0
MADISON CO	8332	0	2	74	14	0	1	595	52	0
BEREA IND	1016	0	0	0	0	0	0	75	5	0
MODEL LAB	720	1	0	3	0	0	0	4	0	0
MAGOFFIN CO	2512	0	0	19	0	0	0	340	0	3
MARION CO	2974	0	0	3	14	0	0	153	12	0
MARSHALL CO	4707	10	0	31	0	34	0	293	0	3
MARTIN CO	2571	13	0	5	0	0	0	365	5	22
MASON CO	2612	3	5	76	12	0	0	361	533	0
MCCRACKEN CO	6911	22	0	3	1	39	0	158	101	0
PADUCAH IND	3117	3	1	3	1	8	3	1084	41	0
MCCREARY CO	3324	0	0	17	0	1	0	589	0	759
MCLEAN CO	1626	0	0	0	0	0	0	49	0	0

1999-2000 District Totals – Disciplinary Consequences

School District Name	Enroll.	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
MEADE CO	4592	0	0	51	2	0	0	443	12	0
MENIFEE CO	1140	6	0	12	0	0	0	64	432	0
MERCER CO	2127	3	3	23	3	0	0	100	0	0
BURGIN IND	378	3	0	1	0	2	0	13	0	0
HARRODSBURG IND	920	0	0	7	0	1	0	77	0	16
METCALFE CO	1540	11	1	18	9	0	0	180	17	0
MONROE CO	2007	3	0	12	0	2	0	43	7	27
MONTGOMERY CO	3814	0	0	51	2	0	0	414	4	18
MORGAN CO	2252	0	0	4	0	0	0	84	0	56
MUHLENBERG CO	5104	3	0	6	1	0	0	113	8	0
NELSON CO	4416	1	0	14	7	0	0	111	265	0
BARDSTOWN IND	1773	2	0	8	8	0	0	169	30	0
NICHOLAS CO	1155	10	2	16	2	0	0	96	403	0
OHIO CO	3896	1	0	14	10	0	0	273	16	0
OLDHAM CO	8385	0	1	79	12	0	0	225	7	0
OWEN CO	1866	0	0	10	3	0	0	110	2	0
OWSLEY CO	909	1	1	1	0	0	0	89	451	0
PENDLETON CO	2852	6	1	26	5	0	0	242	35	0
PERRY CO	4852	1	4	6	5	5	2	479	19	237
HAZARD IND	1017	0	0	0	0	0	0	30	0	198
PIKE CO	10425	2	1	73	6	0	1	769	8	315
PIKEVILLE IND	1235	0	0	18	0	0	0	52	0	0
POWELL CO	2541	2	0	23	11	0	1	526	21	0
PULASKI CO	7074	9	1	85	2	0	0	471	5	111
SCIENCE HILL IND	446	0	0	0	0	0	0	6	0	5
SOMERSET IND	1575	2	0	1	0	2	0	165	485	0
ROBERTSON CO	397	1	0	1	1	0	0	17	0	2
ROCKCASTLE CO	2887	7	0	14	1	0	0	160	2	1
ROWAN CO	2957	0	0	17	5	0	0	180	5	0
RUSSELL CO	2700	0	0	29	23	0	0	155	1470	24
SCOTT CO	5536	1	0	80	7	0	0	809	9	0
SHELBY CO	4887	0	3	65	0	0	0	630	0	0
SIMPSON CO	2845	2	0	23	2	5	1	198	0	0
SPENCER CO	1939	0	0	6	1	0	0	188	333	0
TAYLOR CO	2441	0	0	5	0	0	0	88	13	0
CAMPBELLSVILLE IN	1281	0	0	12	5	0	0	53	76	24
TODD CO	1906	1	7	3	0	0	0	243	16	18
TRIGG CO	1961	4	0	30	1	1	0	648	18	273
TRIMBLE CO	1431	2	0	18	0	0	0	82	2	0
UNION CO	2393	0	1	59	0	0	0	99	0	0
WARREN CO	11112	2	3	76	11	0	2	554	63	86
BOWLING GREEN IND	3410	1	1	7	3	1	1	274	2	0
WASHINGTON CO	1769	0	0	13	2	0	0	81	17	0
WAYNE CO	2613	0	0	8	1	0	0	238	59	15
MONTICELLO IND	858	0	1	5	0	0	1	39	0	48
PROVIDENCE IND	436	0	0	0	0	0	0	80	0	29
WEBSTER CO	1901	3	1	5	3	1	0	133	7	0

1999-2000 District Totals – Disciplinary Consequences

Law Violations

Board Violations

School District Name	Enroll.	L1	L2	L3	L4	B1	B2	B3	B4	B5
WHITLEY CO	4281	1	0	31	17	0	0	591	13	21
CORBIN IND	1965	0	0	1	0	0	0	127	162	0
WILLIAMSBURG IND	776	0	0	11	0	0	0	48	3	1
WOLFE CO	1335	0	0	10	2	0	0	94	6	96
WOODFORD CO	3748	20	0	33	20	0	0	229	2	0

Rates of School District Disciplinary Consequences for Law and Board Violations

This section provides district-level data on the rate of disciplinary consequences for all students.

In order to make valid comparisons between or within school districts, a standard scale of measurement must be established. For this purpose, we have adopted the scale of rate per 100 students. In this method, the number of incidents are compared to overall district enrollment, and then a number is computed to show the equivalent number for each 100 students enrolled. **It should be noted that in very small districts, a relatively small number of incidents can have a more dramatic effect on the rate, possibly skewing interpretation.**

Following the data table showing rate are maps that show the relative distribution of disciplinary consequence rates by county. For the purposes of this analysis, county and independent school district data have been collapsed. These maps provide a simple graphic portrayal of variability across the state in disciplinary consequences, and should enable determinations to be made about both strengths and areas of concern. Specific school district information should be examined in counties where there are both independent and county school districts. In this section, school district data are shown in groups organized by district enrollment, to facilitate appropriate comparison.

1999-2000 District Disciplinary Consequence Rates for Law and Board Violations

School Districts with Fewer than 2,500 Students
(School Districts Alphabetized)
Rate per 100 Students

1= Expulsions with
educational services
2= Expulsions without
educational services
3= Suspensions
4= Alternative
Placements
5= Corporal Punishment

District Name	Total	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
State Rate		.067	.020	.985	.195	.043	.009	10.41	2.26	.847
ADAIR CO	2480	.0	.0	1.2	.2	.0	.0	11.4	.4	.0
ANCHORAGE IND	439	.0	.0	.0	.0	.0	.0	.0	.0	.0
AUGUSTA IND	301	.0	.0	.0	2.3	.7	.0	6.0	1.0	.0
BALLARD CO	1383	3.0	.0	4.8	2.0	1.7	.0	7.5	2.6	.0
BARBOURVILLE IND	642	.0	.0	.0	.0	.0	.0	.0	1.2	.0
BARDSTOWN IND	1773	.1	.0	.5	.5	.0	.0	9.5	1.7	.0
BATH CO	1853	.0	.1	1.9	1.0	.0	.0	12.3	1.0	1.1
BEECHWOOD IND	985	.0	.0	.0	.0	.0	.0	3.9	.0	.0
BELLEVUE IND	922	.0	.0	.5	.0	.0	.0	8.4	.0	.0
BEREA IND	1022	.0	.0	.0	.0	.0	.0	7.3	.5	.0
BRACKEN CO	1175	.3	.0	.8	.5	.0	.0	7.8	.0	.0
BREATHITT CO	2358	.3	.0	.8	.3	.0	.0	35.6	7.6	1.3
BURGIN IND	372	.8	.0	.3	.0	.5	.0	3.5	.0	.0
BUTLER CO	2195	.0	.0	.9	.3	.0	.0	9.4	.1	1.3
CALDWELL CO	2018	.0	.0	2.8	.0	.0	.0	12.4	.2	3.1
CAMPBELLSVILLE IND	1286	.0	.0	.9	.4	.0	.0	4.1	5.9	1.9
CARLISLE CO	853	.0	.0	.0	.0	.0	.0	1.5	3.3	4.3
CARROLL CO	1749	.0	.0	2.2	.3	.0	.0	28.3	1.2	.0
CASEY CO	2372	.0	.0	1.2	.0	.1	.0	7.0	.0	.0
CAVERNA IND	836	.8	.0	.0	.0	.0	.0	11.6	.0	.0
CLINTON CO	1448	.1	.0	.9	1.2	.0	.0	18.0	5.0	10.6
CLOVERPORT IND	315	.0	.0	.0	1.6	.0	.0	.0	1.9	.0
CORBIN IND	1938	.0	.0	.1	.0	.0	.0	6.6	8.4	.0
CRITTENDEN CO	1450	.0	.0	.1	.3	.1	.0	1.4	.1	.0
CUMBERLAND CO	1161	.9	.0	.0	.9	.2	.0	22.9	1.4	4.4
DANVILLE IND	1738	.4	.1	.1	.3	.1	.0	13.6	.0	.0
DAWSON SPRINGS IND	691	.0	.0	1.0	.1	.0	.0	6.4	.7	.0
DAYTON IND	1120	.0	.0	.2	.0	.0	.0	11.3	.0	.0
EAST BERNSTADT IND	469	.0	.0	.0	.0	.0	.0	2.1	25.4	.0
EDMONSON CO	1874	.2	.0	.0	.2	.0	.0	6.5	.8	1.0
ELIZABETHTOWN IND	2132	.1	.0	.2	1.7	.0	.0	5.8	11.0	.0
ELLIOTT CO	1218	.1	.0	.5	.0	.0	.0	20.3	.0	2.6
EMINENCE IND	475	.0	.0	8.6	8.8	.0	.0	.0	.0	.0
ERLANGER-ELSMERE	2159	.0	.0	.9	.0	.0	.0	20.3	.0	.0
FAIRVIEW IND	624	.0	.2	.6	.0	.0	.0	7.1	.0	.0
FLEMING CO	2358	.0	.0	.2	.5	.0	.0	5.2	.1	1.5

1999-2000 District Disciplinary Consequence Rates

Rate per 100 Students
School Districts with Fewer than 2500 Students

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

District Name	Total	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
State Rate		.067	.020	.985	.195	.043	.009	10.41	2.26	.847
FORT THOMAS IND	2327	.0	.0	.1	.0	.0	.0	3.7	.1	.0
FRANKFORT IND	835	.0	.0	2.0	.4	.0	.0	29.7	.2	.0
FULTON CO	842	.0	.2	.1	.0	1.7	.0	43.2	.0	21.7
FULTON IND	491	.0	.0	.0	.8	.0	.0	33.4	3.9	7.1
GALLATIN CO	1385	.1	.0	1.3	.0	.4	.0	14.9	.0	.0
GARRARD CO	2344	.0	.0	.9	.0	.0	.0	22.2	.0	.0
GLASGOW IND	2044	.0	.0	.2	.0	.0	.0	4.5	.1	.0
GREEN CO	1654	.1	.0	.0	.1	.0	.0	3.0	.0	.0
HANCOCK CO	1513	.0	.0	.0	.0	.5	.1	6.1	5.0	.1
HARLAN IND	838	.0	.0	2.3	.0	.0	.0	14.3	.1	.0
HARRODSBURG IND	921	.0	.0	.8	.0	.1	.0	8.4	.0	1.7
HART CO	2221	.0	.0	.2	.1	.4	.0	13.3	.6	3.2
HAZARD IND	1016	.0	.0	.0	.0	.0	.0	3.0	.0	19.5
HENRY CO	2068	.4	.0	.1	.2	.2	.0	4.7	.0	.0
HICKMAN CO	797	.0	.0	.1	.0	.0	.0	5.1	.9	2.4
JACKSON CO	2335	.2	.0	.4	.9	.0	.0	4.5	.9	.0
JACKSON IND	426	.2	.5	.7	.0	.0	.0	9.6	.0	.0
JENKINS IND	552	.2	.0	.5	.0	.0	.0	39.7	.0	.0
KY SCH FOR BLIND	69	.0	.0	.0	.0	.0	.0	.0	.0	.0
KY SCH FOR DEAF	150	.0	.0	7.3	1.3	.0	.0	17.3	.0	.0
LARUE CO	2295	.0	.0	.2	.0	.0	.0	3.7	.0	.8
LEE CO	1342	.1	.2	1.9	.0	.1	.1	17.2	.0	.0
LESLIE CO	2240	.0	.0	.2	.4	.0	.0	1.9	1.1	.0
LEWIS CO	2396	.0	.0	.9	.0	.0	.0	15.9	.0	1.6
LIVINGSTON CO	1471	.0	.0	.1	.1	.0	.0	9.0	.3	.0
LUDLOW IND	1016	.0	.0	.0	.0	.0	.0	7.7	.2	.0
LYON CO	980	.0	.0	.0	.6	.0	.0	6.9	1.0	.0
MAYFIELD IND	1380	.2	.0	.0	.0	.1	.1	5.7	.9	.1
MCLEAN CO	1626	.0	.0	.0	.0	.0	.0	3.0	.0	.0
MENIFEE CO	1112	.5	.0	1.1	.0	.0	.0	5.8	38.8	.0
MERCER CO	2128	.1	.1	1.1	.1	.0	.0	4.7	.0	.0
METCALFE CO	1546	.7	.1	1.2	.6	.0	.0	11.6	1.1	.0
MIDDLESBORO IND	1715	.0	.0	.1	.0	.0	.0	26.0	.6	.0
MODEL LAB	720	.1	.0	.4	.0	.0	.0	.6	.0	.0
MONROE CO	2006	.1	.0	.6	.0	.1	.0	2.1	.3	1.3
MONTICELLO IND	859	.0	.1	.6	.0	.0	.1	4.5	.0	5.6
MORGAN CO	2264	.0	.0	.2	.0	.0	.0	3.7	.0	2.5
MURRAY IND	1439	.0	.0	1.2	.0	.0	.0	.6	.0	.0
NICHOLAS CO	1145	.9	.2	1.4	.2	.0	.0	8.4	35.2	.0
OWEN CO	1838	.0	.0	.5	.2	.0	.0	6.0	.1	.0
OWSLEY CO	887	.1	.1	.1	.0	.0	.0	10.0	50.8	.0
PAINTSVILLE IND	763	.0	.0	.0	.3	.0	.0	.8	36.6	3.1
PARIS IND	661	.0	.0	.5	.3	.0	.0	9.5	.3	.0
PIKEVILLE IND	1236	.0	.0	1.5	.0	.0	.0	4.2	.0	.0
PINEVILLE IND	640	.0	.0	.2	.0	.0	.0	4.2	14.1	.0
PROVIDENCE IND	436	.0	.0	.0	.0	.0	.0	18.3	.0	6.7
RACELAND IND	964	.0	.0	.2	.2	.0	.0	5.7	5.8	1.0
ROBERTSON CO	398	.3	.0	.3	.3	.0	.0	4.3	.0	.5

1999-2000 District Disciplinary Consequence Rates

Rate per 100 Students

School Districts with Fewer than 2500 Students

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

District Name	Total	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
State Rate		.067	.020	.985	.195	.043	.009	10.41	2.26	.847
RUSSELL IND	2110	.0	.0	2.9	.0	.0	.0	12.5	10.0	.0
RUSSELLVILLE IND	1313	.0	.0	.2	.2	.1	.0	4.0	1.1	1.5
SCIENCE HILL IND	416	.0	.0	.0	.0	.0	.0	1.4	.0	1.2
SILVER GROVE IND	249	.0	.0	.0	.0	.0	.0	8.8	.0	.0
SOMERSET IND	1578	.1	.0	.1	.0	.1	.0	10.5	30.7	.0
SOUTHGATE IND	195	.0	.0	.0	.0	.0	.0	18.5	2.1	.0
SPENCER CO	1960	.0	.0	.3	.1	.0	.0	9.6	17.0	.0
TAYLOR CO	2429	.0	.0	.2	.0	.0	.0	3.6	.5	.0
TODD CO	1914	.1	.4	.2	.0	.0	.0	12.7	.8	.9
TRIGG CO	1961	.2	.0	1.5	.1	.1	.0	33.0	.9	13.9
TRIMBLE CO	1431	.1	.0	1.3	.0	.0	.0	5.7	.1	.0
UNION CO	2386	.0	.0	2.5	.0	.0	.0	4.1	.0	.0
WALTON VERONA IND	958	.0	.0	.3	.3	.0	.0	12.6	.0	.0
WASHINGTON CO	1787	.0	.0	.7	.1	.0	.0	4.5	1.0	.0
WEBSTER CO	1909	.2	.1	.3	.2	.1	.0	7.0	.4	.0
WEST POINT IND	164	.0	.0	.0	.0	.0	.0	1.8	.0	3.0
WILLIAMSBURG IND	778	.0	.0	1.4	.0	.0	.0	6.2	.4	.1
WILLIAMSTOWN IND	685	.0	.0	1.5	.0	.0	.0	5.3	.0	.0
WOLFE CO	1327	.0	.0	.8	.2	.0	.0	7.1	.5	7.2

School Districts with 2,500 to 4,999 Students

(School Districts Alphabetized)

Rate per 100 Students

District Name	Total	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
State Rate		.067	.020	.985	.195	.043	.009	10.41	2.26	.847
ALLEN CO	2907	.3	.0	.0	.3	.3	.0	7.4	.4	.1
ANDERSON CO	3351	.1	.1	.1	.0	.0	.0	7.7	.0	.0
ASHLAND IND	3326	.0	.0	.8	.1	.0	.0	5.8	.5	.0
BARREN CO	3690	.0	.0	.5	.1	.0	.0	7.5	.1	.0
BELL CO	3056	.0	.0	.2	.6	.0	.0	8.0	.2	13.8
BOURBON CO	2672	.5	.0	.0	1.2	.0	.0	.3	2.6	.0
BOWLING GREEN IND	3413	.0	.0	.2	.1	.0	.0	8.0	.1	.0
BOYD CO	3463	.0	.0	1.3	.1	.0	.0	3.9	12.6	.0
BOYLE CO	2648	.0	.1	.6	.1	.0	.0	3.1	.3	.0
BRECKINRIDGE CO	2702	.2	.0	.0	.0	.0	.0	7.7	7.4	4.1
CALLOWAY CO	3047	.0	.0	1.2	.0	.0	.0	12.1	.1	.0
CAMPBELL CO	4591	.3	.0	1.7	.2	.0	.0	13.4	.4	.0
CARTER CO	4596	.2	.0	1.1	.0	.1	.0	19.3	7.6	.1
CLAY CO	4052	.0	.5	.0	.0	.0	.0	17.2	.0	.0
COVINGTON IND	4665	.1	.1	1.8	.0	.3	.1	22.4	.3	.0
ESTILL CO	2582	.0	.0	.0	.0	.2	.2	16.5	.0	.0

**1999-2000 District Disciplinary
Consequence Rates**
Rate per 100 Students
School Districts with 2,500 to 4,999 Students

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

District Name	Total	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
State Rate		.067	.020	.985	.195	.043	.009	10.41	2.26	.847
GRANT CO	3513	.0	.0	1.0	.3	.0	.0	14.8	.1	.0
GRAVES CO	4331	.0	.0	.0	.0	.0	.0	5.5	.0	.8
GRAYSON CO	4034	.0	.0	.9	.2	.0	.0	10.8	26.4	1.2
GREENUP CO	3192	.0	.0	1.2	.0	.0	.0	15.4	.2	3.4
HARRISON CO	3140	.1	.0	1.9	.0	.0	.0	6.5	.0	.0
JOHNSON CO	3768	.0	.0	.0	.0	.0	.0	3.3	.1	5.1
KNOTT CO	3025	.3	.0	3.6	.0	.0	.0	18.9	.1	1.7
KNOX CO	4823	.0	.0	1.0	4.0	.0	.0	4.3	16.4	.0
LAWRENCE CO	2747	.0	.0	1.4	.3	.0	.0	8.2	.1	3.7
LETCHER CO	3724	.1	.0	.3	.2	.1	.0	10.5	6.3	.0
LINCOLN CO	3927	.6	.1	.5	.0	.1	.1	7.4	.1	3.1
LOGAN CO	3104	.0	.0	.5	.3	.0	.0	4.7	.3	.1
MAGOFFIN CO	2536	.0	.0	.7	.0	.0	.0	13.4	.0	.1
MARION CO	2974	.0	.0	.1	.5	.0	.0	5.1	.4	.0
MARSHALL CO	4673	.2	.0	.7	.0	.7	.0	6.3	.0	.1
MARTIN CO	2561	.5	.0	.2	.0	.0	.0	14.3	.2	.9
MASON CO	2613	.1	.2	2.9	.5	.0	.0	13.8	20.4	.0
MCCREARY CO	3337	.0	.0	.5	.0	.0	.0	17.7	.0	22.7
MEADE CO	4523	.0	.0	1.1	.0	.0	.0	9.8	.3	.0
MONTGOMERY CO	3814	.0	.0	1.3	.1	.0	.0	10.9	.1	.5
NELSON CO	4398	.0	.0	.3	.2	.0	.0	2.5	6.0	.0
NEWPORT IND	2586	.0	.0	.6	.0	.0	.0	20.2	.0	.0
OHIO CO	3909	.0	.0	.4	.3	.0	.0	7.0	.4	.0
OWENSBORO IND	3928	.0	.0	.2	.3	.0	.0	11.0	1.4	.0
PADUCAH IND	3114	.1	.0	.1	.0	.3	.1	34.8	1.3	.0
PENDLETON CO	2832	.2	.0	.9	.2	.0	.0	8.5	1.2	.0
PERRY CO	4640	.0	.1	.1	.1	.1	.0	10.3	.4	5.1
POWELL CO	2531	.1	.0	.9	.4	.0	.0	20.8	.8	.0
ROCKCASTLE CO	2887	.2	.0	.5	.0	.0	.0	5.5	.1	.0
ROWAN CO	2969	.0	.0	.6	.2	.0	.0	6.1	.2	.0
RUSSELL CO	2631	.0	.0	1.1	.9	.0	.0	5.9	55.9	.9
SHELBY CO	4891	.0	.1	1.3	.0	.0	.0	12.9	.0	.0
SIMPSON CO	2852	.1	.0	.8	.1	.2	.0	6.9	.0	.0
WAYNE CO	2528	.0	.0	.3	.0	.0	.0	9.4	2.3	.6
WHITLEY CO	4306	.0	.0	.7	.4	.0	.0	13.7	.3	.5
WOODFORD CO	3739	.5	.0	.9	.5	.0	.0	6.1	.1	.0

1999-2000 District Disciplinary Consequence Rates

1= Expulsions with educational services
 2= Expulsions without educational services
 3= Suspensions
 4= Alternative Placements
 5= Corporal Punishment

School Districts with 5,000 to 9,999 Students (School Districts Alphabetized) Rate per 100 Students

District Name	Total	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
State Rate		.067	.020	.985	.195	.043	.009	10.41	2.26	.847
CHRISTIAN CO	8794	.0	.0	1.1	.4	.0	.0	21.9	.5	1.0
CLARK CO	5071	.1	.0	.7	.0	.0	.0	15.2	.8	.1
FLOYD CO	7158	.0	.1	1.1	.1	.0	.0	16.7	22.3	3.9
FRANKLIN CO	5734	.0	.1	2.0	.0	.0	.0	23.9	.0	.0
HARLAN CO	5136	.0	.0	2.0	.5	.0	.0	30.0	5.1	8.7
HENDERSON CO	6913	.0	.0	2.0	.3	.0	.0	8.7	.4	.0
HOPKINS CO	6764	.2	.1	.6	.1	.5	.1	8.8	.1	.0
JESSAMINE CO	6254	.0	.0	1.4	.0	.0	.1	11.3	.1	.0
LAUREL CO	8179	.0	.0	.8	.0	.0	.0	6.5	.0	.0
MADISON CO	8809	.0	.0	.8	.2	.0	.0	6.8	.6	.0
MCCRACKEN CO	6559	.3	.0	.0	.0	.6	.0	2.4	1.5	.0
MUHLENBERG CO	5072	.1	.0	.1	.0	.0	.0	2.2	.2	.0
OLDHAM CO	8396	.0	.0	.9	.1	.0	.0	2.7	.1	.0
PULASKI CO	7351	.1	.0	1.2	.0	.0	.0	6.4	.1	1.5
SCOTT CO	5496	.0	.0	1.5	.1	.0	.0	14.7	.2	.0

School Districts with 10,000 or More Students (School Districts Alphabetized) Rate per 100 Students

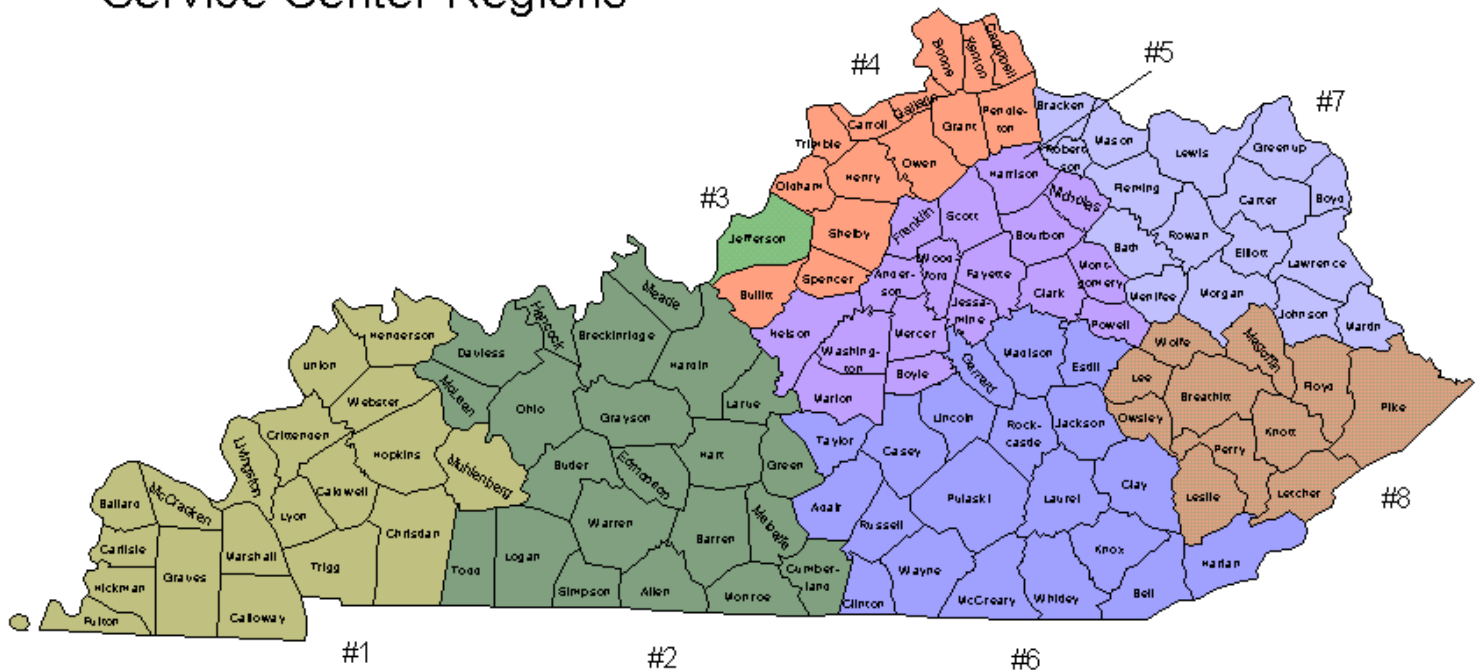
District Name	Total	Law Violations				Board Violations				
		L1	L2	L3	L4	B1	B2	B3	B4	B5
State Rate		.067	.020	.985	.195	.043	.009	10.41	2.26	.847
BOONE CO	12653	.0	.0	1.2	.0	.0	.0	8.1	.0	.0
BULLITT CO	10472	.2	.0	.6	.0	.1	.0	7.9	1.8	.0
DAVISS CO	10005	.0	.0	.2	.1	.0	.0	7.4	.7	.0
FAYETTE CO	31725	.0	.0	2.4	.1	.0	.0	17.3	.1	.0
HARDIN CO	12584	.0	.0	.6	.1	.0	.0	10.3	.5	.0
JEFFERSON CO	89081	.0	.0	1.7	.2	.0	.0	10.5	.3	.0
KENTON CO	11788	.0	.0	.3	.1	.0	.0	14.3	.1	.0
PIKE CO	10470	.0	.0	.7	.1	.0	.0	7.3	.1	3.0
WARREN CO	10466	.0	.0	.7	.1	.0	.0	5.3	.6	.8

The data shown above (rates of disciplinary consequences by school district) can be graphically portrayed in map form. The maps that follow show aggregate data by county, not by school district. So, if a particular county has one or more independent districts within it, those data are added together to provide the county rate. Therefore, the rate table (above) will be a more accurate gauge of individual district data. The maps may be a place to start in terms of pinpointing regional- and county-level variability.

Figure 1, below, shows Kentucky's counties, color-coded by region.

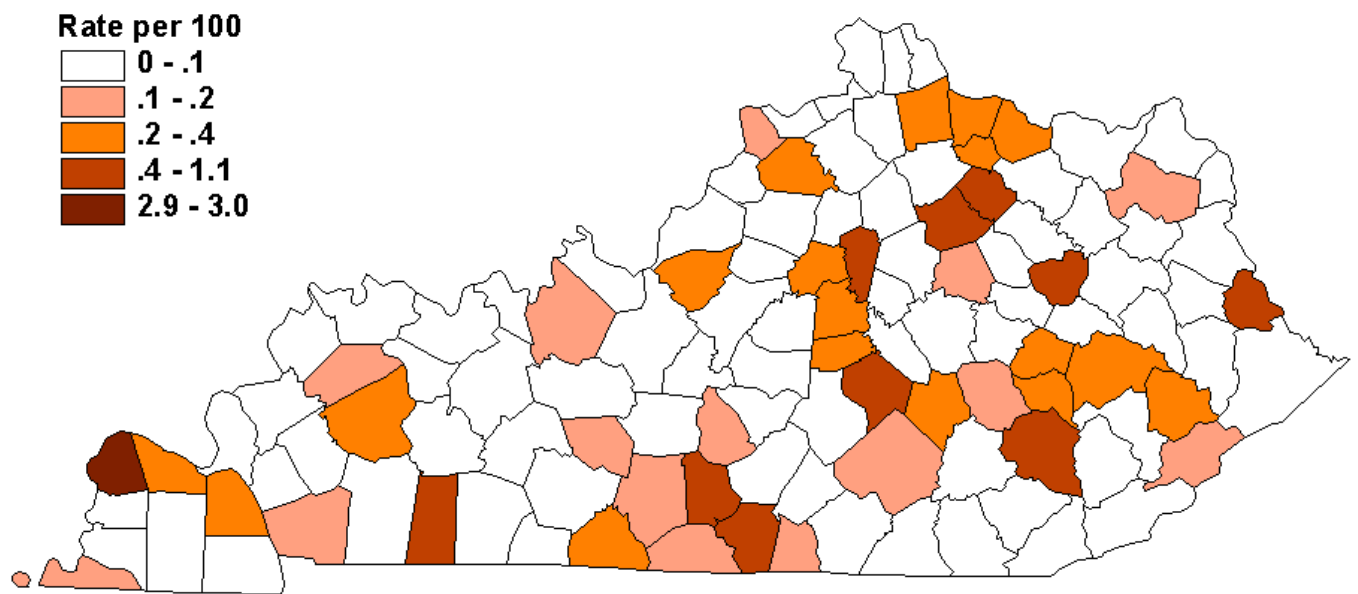
Kentucky Center for School Safety

Service Center Regions



Expulsions for Law Violations

(With and Without Educational Services)



Rate per 100 students 1999-2000 school year

R.E.A.C.H. of Louisville, Inc.

Figure 2

Suspensions for Law Violations

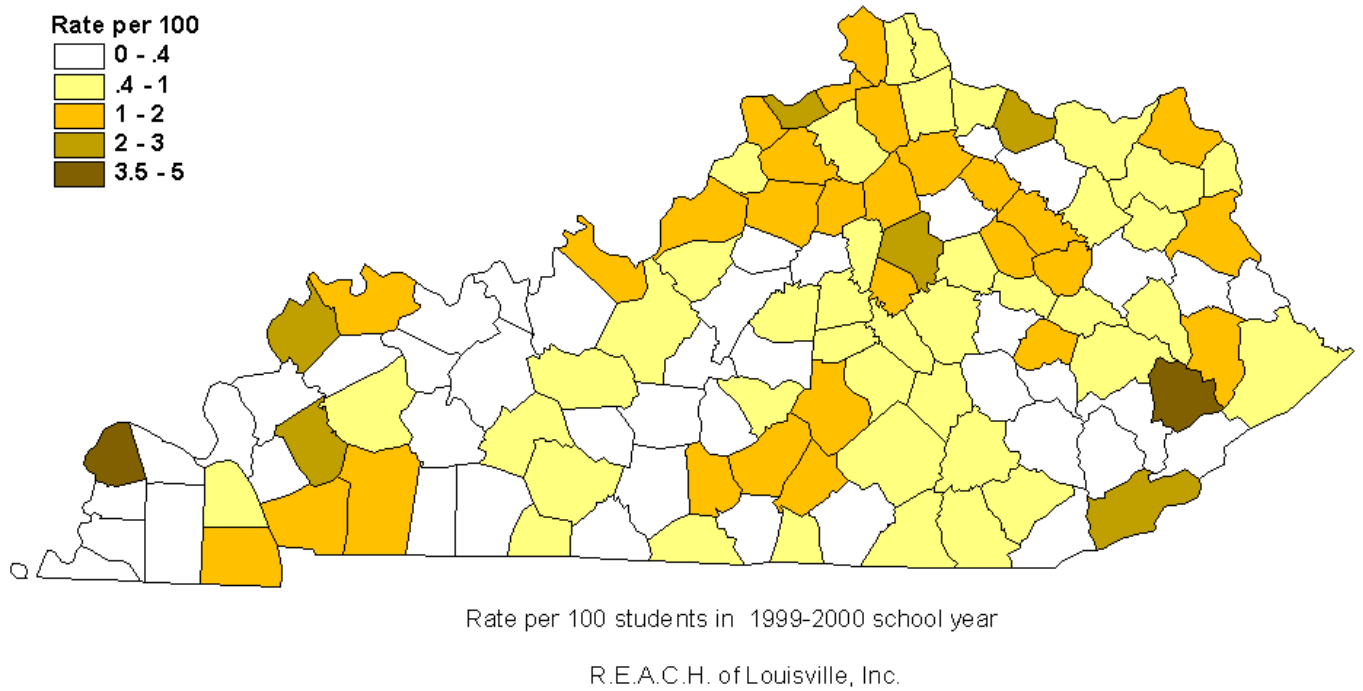
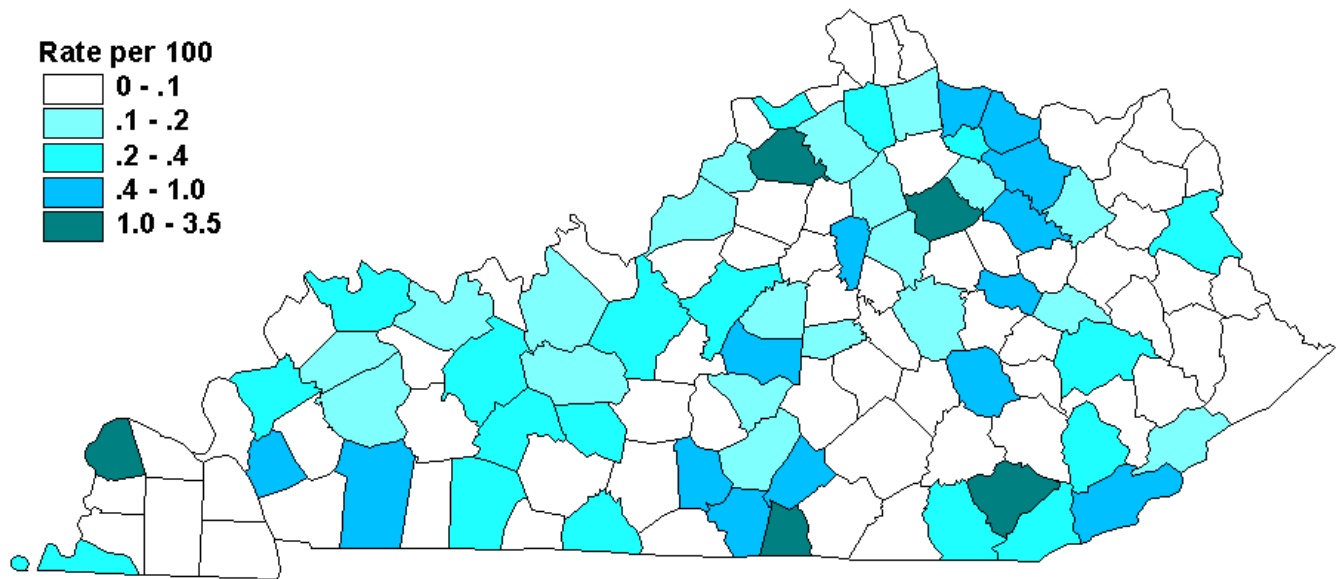


Figure 3

Alternative Placements for Law Violations



Rate per 100 students in 1999-2000 school year

R.E.A.C.H. of Louisville, Inc.

Figure 4

Expulsions for Violations of School Board Rules

(With and Without Educational Services)

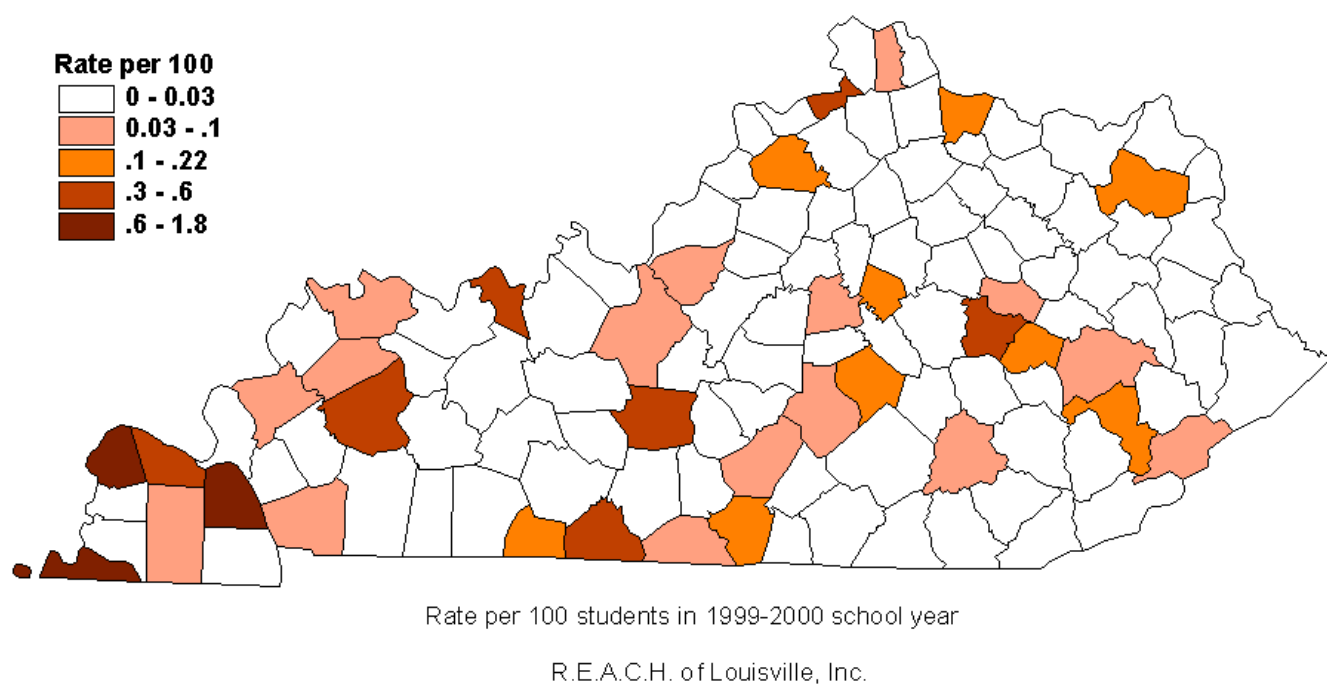
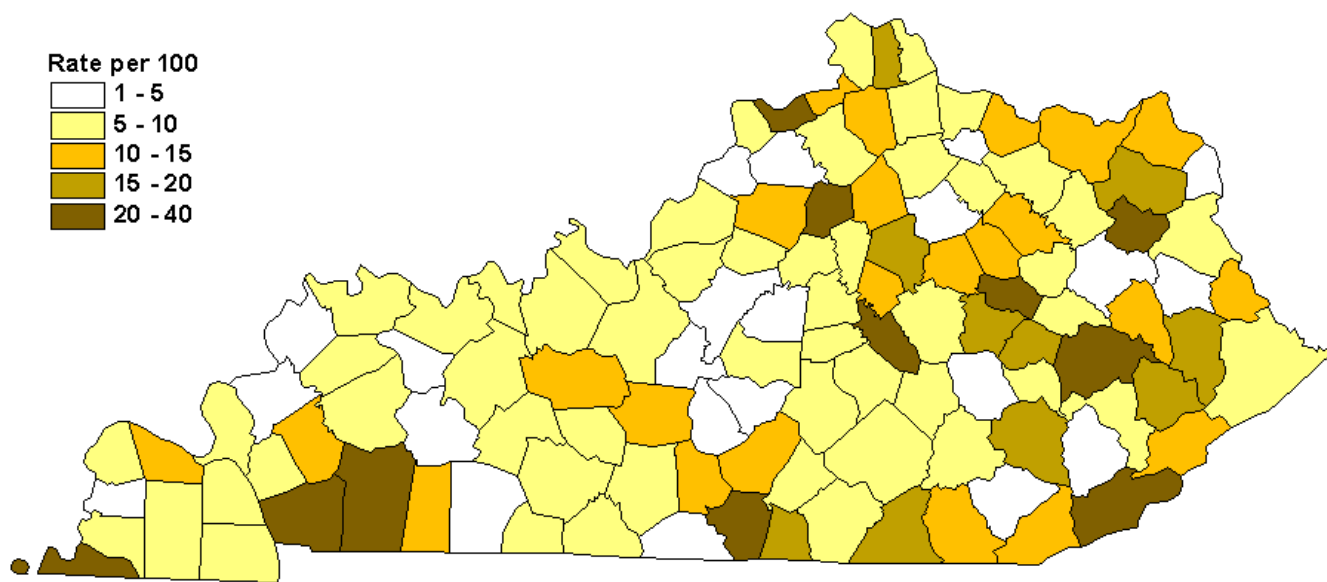


Figure 5

Suspensions for Violations of School Board Rules

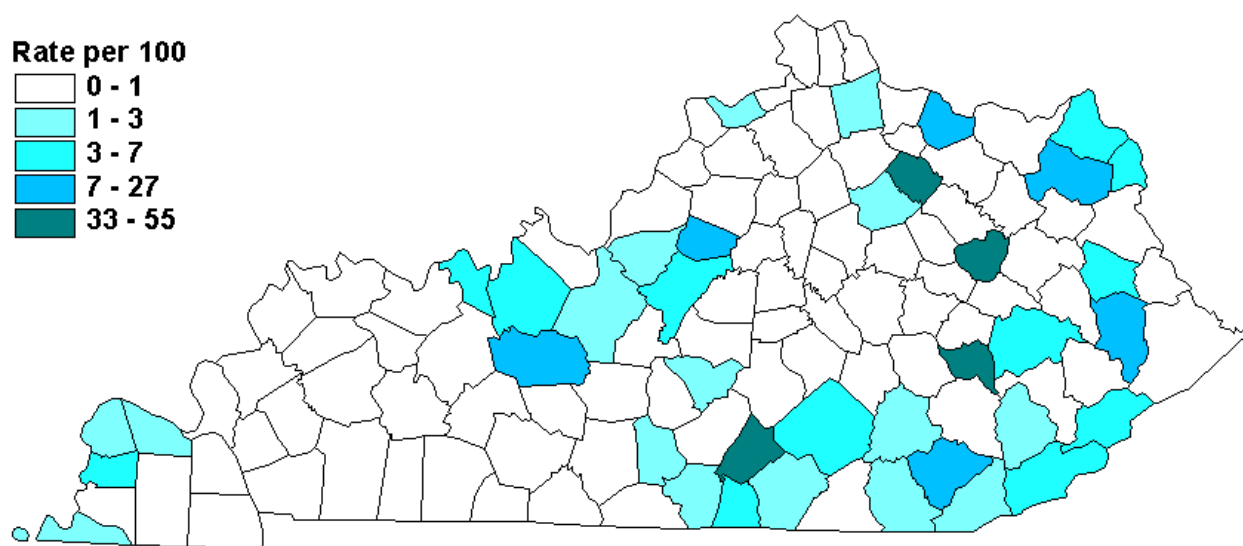


Rate per 100 students in 1999-2000 school year

R.E.A.C.H. of Louisville, Inc.

Figure 6

Alternative Placements for Violations of School Board Rules

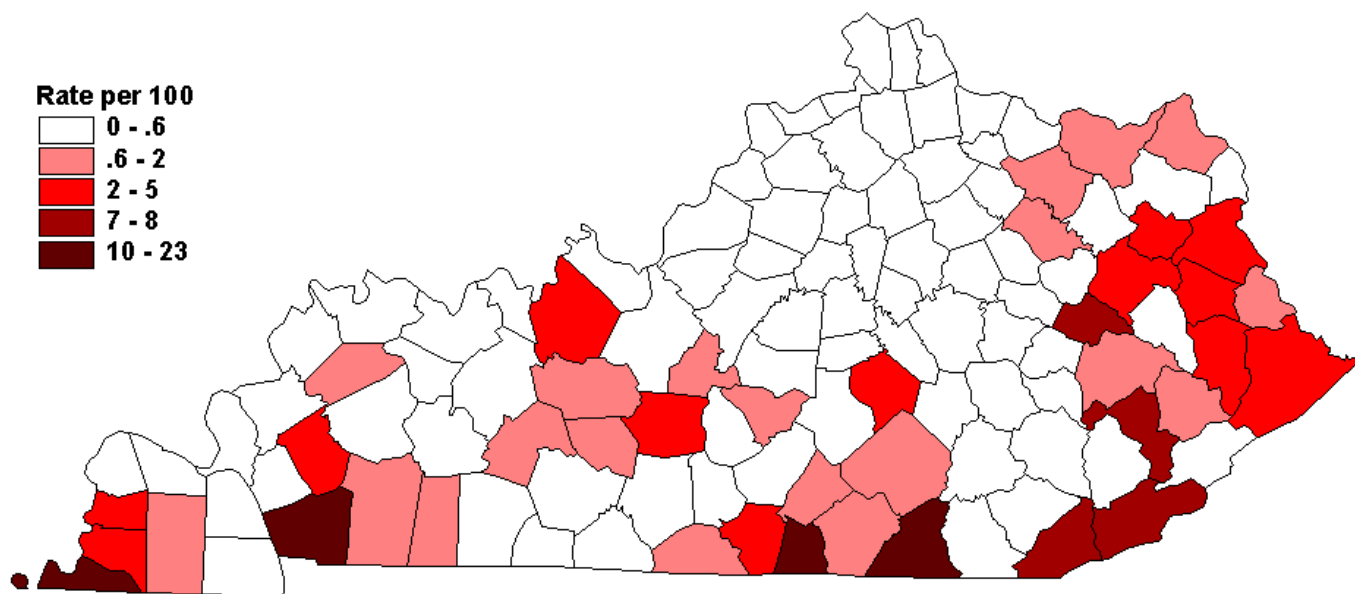


Rate per 100 students in 1999-2000 school year

R.E.A.C.H. of Louisville, Inc.

Figure 7

Corporal Punishment for Violation of School Board Rules



Rate per 100 students in 1999-2000 school year

R.E.A.C.H. of Louisville, Inc.

Figure 8

Section

4

Rates of School District Disciplinary Consequences for White and African- American Students*

*Note: Asian-American, Hispanic-American, American Indian, and other racial groups are not reported on at the district level because their numbers are so small in most counties that this would make them “personally identifiable”, in violation of privacy rules.

This section provides district-level rates of disciplinary consequences for white and African-American students.

On the pages that follow, the **district rate** of disciplinary consequences for law and board violations is again shown. But, in contrast with the prior section, only white and African-American students are included in the analysis (see note above). The total number of white or African-American students reported as enrolled in the district is shown in the fourth column. The remaining columns show the rate for white or African-American students in that district (again using the “per 100 students” standard), to enable comparisons with the earlier district-wide table showing all students. **Rate data from districts with less than 10 African-American students are not included in the second table due to privacy concerns.** For districts that are comprised of white and African-American students only, white student data are also not reported.

Caution: It should be noted that many districts have low numbers of African-American students, and this may lead to extraordinarily high rates, based on only a few instances. High rates should therefore be interpreted with caution.

**White Students:
1999-2000 Rate of
Disciplinary Consequences**
(School Districts Alphabetized and Grouped by Size)

1= Expulsions with
educational services
2= Expulsions without
educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

School Districts with Less Than 2,500 Students

Rate per 100 Students

District Name	Total	White	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
ADAIR CO	2480	2395	.	1.3	.2	.0	11.2	.4	.
ANCHORAGE IND	439	421	.	.	.	.	.	.	.
AUGUSTA IND	301	289	.	.	2.4	.7	6.2	1.0	.
BALLARD CO	1383	1308	2.9	4.9	2.1	1.7	7.0	2.4	.
BARBOURVILLE IND	642	627	.	.	.	.	.	1.3	.
BARDSTOWN IND	1773	1309	.2	.5	.3	.	9.2	1.4	.
BATH CO	1853	1811	.1	1.9	.9	.	12.3	1.0	1.2
BEECHWOOD IND	985	964	.	.	.	.	3.7	.	.
BELLEVUE IND	922	915	.	.5	.	.	8.4	.	.
BEREA IND	1022	947	.	.	.	.	7.3	.3	.
BRACKEN CO	1175	1168	.3	.8	.5	.	7.9	.	.
BREATHITT CO	2358	2340	.3	.8	.3	.1	35.9	7.6	1.3
BURGIN IND	372	360	.8	.3	.	.6	3.1	.	.
BUTLER CO	2195	2158	.	.9	.3	.	9.6	.1	1.3
CALDWELL CO	2018	1847	.	2.4	.	.	8.4	.2	2.7
CAMPBELLSVILLE IND	1286	1061	.	.5	.3	.	3.2	5.0	2.2
CARLISLE CO	853	831	.	.	.	.	1.6	3.4	4.5
CARROLL CO	1749	1685	.	2.1	.3	.	26.6	1.2	.
CASEY CO	2372	2337	.	1.2	.	.1	6.8	.	.
CAVERNA IND	836	689	1.0	.	.	.	9.7	.	.
CLINTON CO	1448	1443	.1	.9	1.2	.	18.1	5.1	10.7
CLOVERPORT IND	315	301	.	.	1.7	.	.	1.7	.
CORBIN IND	1938	1914	.	.1	.	.	6.6	8.5	.
CRITTENDEN CO	1450	1424	.	.1	.3	.1	1.4	.1	.
CUMBERLAND CO	1161	1107	.9	.	.9	.2	21.1	1.4	4.2
DANVILLE IND	1738	1170	.2	.1	.1	.	7.1	.	.
DAWSON SPRINGS IND	691	684	.	1.0	.1	.	6.4	.7	.
DAYTON IND	1120	1117	.	.2	.	.	11.3	.	.
EAST BERNSTADT IND	469	452	.	.	.	.	2.2	26.3	.
EDMONSON CO	1874	1855	.2	.	.2	.	6.5	.8	1.0
ELIZABETHTOWN IND	2132	1712	.1	.2	1.1	.	3.7	7.4	.
ELLIOTT CO	1218	1212	.1	.5	.	.	20.4	.	2.6
EMINENCE IND	475	410	.	8.5	6.1	.	.	.	.
ERLANGER-ELSMERE	2159	1915	.	1.0	.	.1	20.1	.	.
FAIRVIEW IND	624	623	.2	.6	.	.	7.1	.	.
FLEMING CO	2358	2290	.	.2	.5	.	5.2	.1	1.5
FORT THOMAS IND	2327	2307	.	.1	.	.	3.6	.1	.
FRANKFORT IND	835	680	.	2.1	.3	.	24.7	.1	.

**White Students: 1999-2000 Rate of
Disciplinary Consequences
Rate per 100 Students
School Districts with Less Than 2,500 Students**

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

District Name	Total	White	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
FULTON CO	842	591	.2	.	.	1.2	27.7	.	9.0
FULTON IND	491	232	.	.	.9	.	22.0	1.3	5.6
GALLATIN CO	1385	1348	.1	1.3	.	.4	15.2	.	.
GARRARD CO	2344	2239	.	.8	.	.	20.9	.	.
GLASGOW IND	2044	1732	.	.2	.	.	3.9	.1	.
GREEN CO	1654	1597	.1	.	.1	.	3.1	.	.
HANCOCK CO	1513	1482	.	.	.	.5	6.2	4.1	.1
HARLAN IND	838	752	.	2.1	.	.	13.8	.1	.
HARRODSBURG IND	921	734	.	.4	.	.	8.0	.	.8
HART CO	2221	2097	.0	.1	.1	.3	13.6	.6	3.1
HAZARD IND	1016	855	.	.	.	.	2.0	.	15
HENRY CO	2068	2004	.4	.1	.2	.2	4.8	.	.
HICKMAN CO	797	666	.	.	.	.	3.2	.6	1.5
JACKSON CO	2335	2326	.2	.4	.9	.	4.5	.9	.
JACKSON IND	426	412	.7	.7	.	.	10.0	.	.
JENKINS IND	552	534	.2	.6	.	.	40.1	.	.
KY SCH FOR BLIND	69	<i>Student enrollment by ethnic groups not provided by this district.</i>							
KY SCH FOR DEAF	150	<i>Student enrollment by ethnic groups not provided by this district.</i>							
LARUE CO	2295	2171	.	.1	.	.	3.5	.	.8
LEE CO	1342	1332	.4	1.9	.	.2	17.3	.	.
LESLIE CO	2240	2237	<i>Deleted for privacy reasons</i>						
LEWIS CO	2396	2390	.	.9	.	.	16.0	.	1.6
LIVINGSTON CO	1471	1462	.	.1	.1	.	9.0	.3	.
LUDDLOW IND	1016	1016	.	.	.	.	7.7	.2	.
LYON CO	980	950	.	.	.5	.	6.9	1.1	.
MAYFIELD IND	1380	924	.1	.	.	.1	3.2	.6	.2
MCLEAN CO	1626	1613	.	.	.	.	3.0	.	.
MENIFEE CO	1112	1090	.6	1.1	.	.	5.9	39.6	.
MERCER CO	2128	2089	.3	1.1	.1	.	4.8	.	.
METCALFE CO	1546	1505	.8	1.2	.6	.	11.8	1.1	.
MIDDLESBORO IND	1715	1571	.	.1	.	.	26.9	.5	.
MODEL LAB	720	<i>Student enrollment by ethnic groups not provided by this district.</i>							
MONROE CO	2006	1897	.2	.6	.	.1	1.8	.3	1.3
MONTICELLO IND	859	833	.1	.6	.	.1	4.6	.	5.6
MORGAN CO	2264	2242	.	.2	.	.	3.7	.	2.5
MURRAY IND	1439	1272	.	.9	.	.	.4	.	.
NICHOLAS CO	1145	1136	1.1	1.4	.2	.	8.5	35.5	.
OWEN CO	1838	1792	.	.6	.1	.	5.9	.1	.
OWSLEY CO	887	882	<i>Deleted for privacy reasons</i>						
PAINTSVILLE IND	763	740	.	.	.3	.	.5	36.6	3.2
PARIS IND	661	478	.	.4	.2	.	8.8	.2	.
PIKEVILLE IND	1236	1151	.	1.3	.	.	4.4	.	.
PINEVILLE IND	640	607	.	.2	.	.	4.3	14.0	.
PROVIDENCE IND	436	321	.	.	.	.	19.3	.	7.8
RACELAND IND	964	960	.	.2	.2	.	5.6	5.8	1.0
ROBERTSON CO	398	391	.3	.3	.3	.	4.3	.	.5

**White Students: 1999-2000 Rate of
Disciplinary Consequences
Rate per 100 Students
School Districts with Less Than 2,500 Students**

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

District Name	Total	White	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
RUSSELL IND	2110	2046	.	3.0	.	.	12.9	10.3	.
RUSSELLVILLE IND	1313	950	.	.2	.2	.	2.4	.4	.8
SCIENCE HILL IND	416	412	.	.	.	.	1.2	.	1.2
SILVER GROVE IND	249	249	.	.	.	.	8.8	.	.
SOMERSET IND	1578	1441	.	.1	.	.1	10.5	29.8	.
SOUTHGATE IND	195	187	.	.	.	.	19.3	2.1	.
SPENCER CO	1960	1926	.	.3	.1	.	9.7	17.3	.
TAYLOR CO	2429	2383	.	.2	.	.	3.7	.5	.
TODD CO	1914	1652	.5	.1	.	.	12.0	.7	1.0
TRIGG CO	1961	1656	.1	1.0	.	.	29.1	.7	14
TRIMBLE CO	1431	1412	.1	1.3	.	.	5.8	.1	.
UNION CO	2386	2124	.	2.3	.	.	3.4	.	.
WALTON VERONA IND	958	949	.	.3	.3	.	12.8	.	.
WASHINGTON CO	1787	1562	.	.6	.1	.	3.5	.4	.
WEBSTER CO	1909	1879	.2	.3	.2	.1	6.8	.4	.
WEST POINT IND	164	161	.	.	.	.	1.9	.	3.1
WILLIAMSBURG IND	778	751	.	1.2	.	.	6.1	.4	.1
WILLIAMSTOWN IND	685	669	.	1.3	.	.	5.2	.	.
WOLFE CO	1327	1313	.	.8	.2	.	7.1	.4	7.3

**School Districts with 2,500 to 4,999 Students
Rate per 100 Students**

District Name	Total	White	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
ALLEN CO	2907	2846	.3	.	.4	.3	7.2	.4	.1
ANDERSON CO	3351	3236	.2	.1	.	.	7.8	.	.
ASHLAND IND	3326	3148	.	.8	.1	.	5.6	.5	.
BARREN CO	3690	3638	.	.4	.1	.	7.5	.1	.
BELL CO	3056	3047	<i>Deleted for privacy reasons</i>						
BOURBON CO	2672	2538	.6	.	1.2	.	.3	2.6	.
BOWLING GREEN IND	3413	2324	.0	.3	.0	.0	5.9	.0	.
BOYD CO	3463	3385	.	1.3	.1	.	3.9	12.8	.
BOYLE CO	2648	2559	.0	.5	.0	.	2.9	.3	.
BRECKINRIDGE CO	2702	2579	.2	.	.0	.	7.5	7.1	4.1
CALLOWAY CO	3047	2958	.	1.2	.	.	12.0	.1	.
CAMPBELL CO	4591	4513	.3	1.7	.2	.0	13.4	.4	.
CARTER CO	4596	4569	.2	1.1	.	.1	19.2	7.4	.1
CLAY CO	4052	3997	.5	.1	.0	.0	17.2	.0	.
COVINGTON IND	4665	3685	.1	1.4	.0	.4	17.8	.3	.
ESTILL CO	2582	2555	.0	.	.	.4	16.7	.	.
GRANT CO	3513	3463	.	1.0	.3	.	14.8	.1	.
GRAVES CO	4331	4252	.	.	.	.0	5.0	.	.8

**White Students: 1999-2000 Rate of
Disciplinary Consequences
Rate per 100 Students
School Districts with 2,500 to 4,999 Students**

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

District Name	Total	White	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
GRAYSON CO	4034	3983	.	.9	.2	.	10.8	26.6	1.1
GREENUP CO	3192	3137	.	1.2	.	.	15.6	.2	3.5
HARRISON CO	3140	2988	.1	2.0	.	.	6.7	.	.
JOHNSON CO	3768	3766	<i>Deleted for privacy reasons</i>						
KNOTT CO	3025	2993	.3	3.5	.0	.	19.0	.1	1.6
KNOX CO	4823	4770	.0	1.0	4.0	.0	4.3	16.3	.
LAWRENCE CO	2747	2743	<i>Deleted for privacy reasons</i>						
LETCHER CO	3724	3707	.1	.4	.2	.1	10.5	6.3	.
LINCOLN CO	3927	3790	.7	.5	.	.2	7.3	.1	3.1
LOGAN CO	3104	2968	.	.4	.2	.	4.6	.3	.1
MAGOFFIN CO	2536	2533	.	.8	.	.	13.4	.	.1
MARION CO	2974	2687	.	.1	.5	.	5.1	.3	.
MARSHALL CO	4673	4648	.2	.7	.	.7	6.3	.	.1
MARTIN CO	2561	2552	.5	.2	.	.	14.3	.2	.9
MASON CO	2613	2293	.3	2.7	.3	.	13.1	17.8	.
MCCREARY CO	3337	3286	.	.5	.	.0	17.8	.	23
MEADE CO	4523	4301	.	1.1	.0	.	9.7	.3	.
MONTGOMERY CO	3814	3633	.	1.3	.1	.	10.1	.1	.5
NELSON CO	4398	4271	.0	.3	.2	.	2.6	6.1	.
NEWPORT IND	2586	2252	.	.4	.	.	19.5	.	.
OHIO CO	3909	3840	.0	.4	.3	.	7.1	.4	.
OWENSBORO IND	3928	3072	.	.2	.2	.	8.0	1.2	.
PADUCAH IND	3114	1476	.	.1	.1	.2	19.4	.8	.
PENDLETON CO	2832	2786	.3	.9	.2	.	8.5	1.3	.
PERRY CO	4640	4590	.1	.1	.1	.2	10.4	.4	5.1
POWELL CO	2531	2495	.1	.9	.4	.0	20.8	.8	.
ROCKCASTLE CO	2887	2879	.2	.5	.0	.	5.6	.1	.0
ROWAN CO	2969	2902	.	.6	.2	.	6.1	.2	.
RUSSELL CO	2631	2599	.	1.1	.8	.	6.0	56.1	.9
SHELBY CO	4891	4095	.0	1.3	.	.	12.8	.	.
SIMPSON CO	2852	2431	.1	.7	.0	.1	5.9	.	.
WAYNE CO	2528	2458	.	.3	.0	.	9.6	2.4	.6
WHITLEY CO	4306	4295	.0	.7	.4	.	13.8	.3	.5
WOODFORD CO	3739	3361	.5	.9	.6	.	6.0	.0	.

**White Students: 1999-2000 Rate of
Disciplinary Consequences
Rate per 100 Students
School Districts with 5,000 to 9,999 Students**

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

<u>District Name</u>	<u>Total</u>	<u>White</u>	<u>Law Violations</u>			<u>Board Violations</u>			
			<u>L1,2</u>	<u>L3</u>	<u>L4</u>	<u>B1,2</u>	<u>B3</u>	<u>B4</u>	<u>B5</u>
State Rate			.087	.985	.195	.052	10.41	2.6	.847
CHRISTIAN CO	8794	5343	.0	.8	.2	.	13.3	.4	.5
CLARK CO	5071	4680	.1	.7	.0	.	14.6	.7	.1
FLOYD CO	7158	7145	.1	1.1	.1	.	16.7	22.4	3.9
FRANKLIN CO	5734	5167	.1	1.9	.0	.	23.0	.	.
HARLAN CO	5136	4997	.	2.0	.5	.	29.4	4.9	8.6
HENDERSON CO	6913	6144	.	1.9	.3	.1	8.3	.4	.
HOPKINS CO	6764	6004	.3	.6	.1	.6	8.2	.1	.
JESSAMINE CO	6254	5939	.1	1.4	.1	.1	11.2	.1	.
LAUREL CO	8179	8029	.0	.8	.0	.0	6.5	.0	.
MADISON CO	8809	8101	.0	.8	.1	.0	6.5	.5	.
MCCRACKEN CO	6559	6271	.3	.0	.0	.5	2.2	1.4	.
MUHLENBERG CO	5072	4819	.1	.1	.0	.	2.2	.2	.
OLDHAM CO	8396	7954	.0	1.0	.1	.	2.5	.1	.
PULASKI CO	7351	7231	.1	1.1	.0	.	6.2	.1	1.4
SCOTT CO	5496	4985	.0	1.5	.1	.	13.8	.1	.

**School Districts with 10,000 or More Students
Rate per 100 Students**

<u>District Name</u>	<u>Total</u>	<u>White</u>	<u>Law Violations</u>			<u>Board Violations</u>			
			<u>L1,2</u>	<u>L3</u>	<u>L4</u>	<u>B1,2</u>	<u>B3</u>	<u>B4</u>	<u>B5</u>
State Rate			.087	.985	.195	.052	10.41	2.6	.847
BOONE CO	12653	11998	.	1.2	.	.	8.0	.	.
BULLITT CO	10472	10320	.2	.6	.0	.1	8.0	1.9	.
DAVISS CO	10005	9590	.	.2	.1	.0	7.1	.6	.
FAYETTE CO	31725	22402	.0	1.7	.1	.	12.6	.1	.
HARDIN CO	12584	9875	.1	.6	.1	.0	8.9	.5	.
JEFFERSON CO	89081	55459	.	1.4	.1	.	7.4	.2	.0
KENTON CO	11788	11485	.0	.3	.1	.	14.2	.1	.
PIKE CO	10470	10450	.0	.7	.1	.0	7.4	.1	3.0
WARREN CO	10466	8985	.0	.7	.1	.0	5.2	.7	.9

**African-American Students:
1999-2000 Rate of
Disciplinary Consequences**
(School Districts Alphabetized by Size)

School Districts with Less Than 2,500 Students
Rate per 100 Students

Note: No data shown for districts with less than 10 African-American students, for privacy reasons.

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

District Name	Total	Af.Am.	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
ADAIR CO	2480	63	.00	.0	.00	.00	20.6	.0	.0
ANCHORAGE IND	439	3	<i>Deleted for privacy reasons</i>						
AUGUSTA IND	301	12	.00	.0	.00	.00	.0	.0	.0
BALLARD CO	1383	60	6.67	5.0	.00	3.33	20.0	6.7	.0
BARBOURVILLE IND	642	11	.00	.0	.00	.00	.0	.0	.0
BARDSTOWN IND	1773	436	.00	.5	.92	.00	11.0	2.8	.0
BATH CO	1853	36	.00	2.8	2.78	.00	11.1	.0	.0
BEECHWOOD IND	985	6	<i>Deleted for privacy reasons</i>						
BELLEVUE IND	922	4	<i>Deleted for privacy reasons</i>						
BEREA IND	1022	41	.00	.0	.00	.00	14.6	4.9	.0
BRACKEN CO	1175	6	<i>Deleted for privacy reasons</i>						
BREATHITT CO	2358	14	.00	.0	.00	.00	.0	.0	.0
BURGIN IND	372	10	.00	.0	.00	.00	20.0	.0	.0
BUTLER CO	2195	24	.00	.0	.00	.00	.0	.0	.0
CALDWELL CO	2018	147	.00	8.2	.00	.00	63.9	.7	8.8
CAMPBELLSVILLE IND	1286	193	.00	3.6	1.04	.00	9.8	11.9	.5
CARLISLE CO	853	9	<i>Deleted for privacy reasons</i>						
CARROLL CO	1749	32	.00	3.1	.00	.00	90.6	.0	.0
CASEY CO	2372	8	<i>Deleted for privacy reasons</i>						
CAVERNA IND	836	136	.00	.0	.00	.00	22.1	.0	.0
CLINTON CO	1448	0	<i>Deleted for privacy reasons</i>						
CLOVERPORT IND	315	10	<i>Deleted for privacy reasons</i>						
CORBIN IND	1938	1	<i>Deleted for privacy reasons</i>						
CRITTENDEN CO	1450	10	<i>Deleted for privacy reasons</i>						
CUMBERLAND CO	1161	45	2.22	.0	2.22	.00	66.7	2.2	8.9
DANVILLE IND	1738	429	1.63	.0	.93	.23	31.2	.0	.0
DAWSON SPRINGS IND	691	0	<i>Deleted for privacy reasons</i>						
DAYTON IND	1120	0	<i>Deleted for privacy reasons</i>						
EAST BERNSTADT IND	469	12	.00	.0	.00	.00	.0	.0	.0
EDMONSON CO	1874	7	<i>Deleted for privacy reasons</i>						
ELIZABETHTOWN IND	2132	299	.33	.7	5.69	.00	18.1	35.8	.0
ELLIOTT CO	1218	0	<i>Deleted for privacy reasons</i>						
EMINENCE IND	475	51	.00	9.8	33.33	.00	.0	.0	.0
ERLANGER-ELSMERE	2159	200	.00	.0	.00	.00	27.5	.0	.0
FAIRVIEW IND	624	1	<i>Deleted for privacy reasons</i>						
FLEMING CO	2358	43	.00	.0	.00	.00	7.0	.0	.0
FORT THOMAS IND	2327	6	<i>Deleted for privacy reasons</i>						

**African-American Students:
1999-2000 Rate of
Disciplinary Consequences
Rate per 100 Students
School Districts with Less Than 2,500 Students**

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

District Name	Total	Af.Am.	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
FRANKFORT IND	835	140	.00	2.1	.71	.00	57.1	.7	.0
FULTON CO	842	247	.40	.4	.00	2.83	81.0	.0	52.6
FULTON IND	491	238	.00	.0	.84	.00	47.5	6.7	9.2
GALLATIN CO	1385	17	.00	5.9	.00	.00	11.8	.0	.0
GARRARD CO	2344	70	.00	1.4	.00	.00	72.9	.0	.0
GLASGOW IND	2044	232	.00	.0	.00	.00	8.2	.0	.0
GREEN CO	1654	43	2.33	.0	.00	.00	2.3	.0	.0
HANCOCK CO	1513	18	.00	.0	.00	.00	5.6	83.3	.0
HARLAN IND	838	66	.00	4.5	.00	.00	24.2	.0	.0
HARRODSBURG IND	921	149	.00	2.7	.00	.67	12.1	.0	6.7
HART CO	2221	109	.00	.9	.00	.92	10.1	.0	6.4
HAZARD IND	1016	121	.00	.0	.00	.00	10.7	.0	60.3
HENRY CO	2068	32	.00	.0	.00	.00	.0	.0	.0
HICKMAN CO	797	122	.00	.8	.00	.00	16.4	2.5	7.4
JACKSON CO	2335	3				<i>Deleted for privacy reasons</i>			
JACKSON IND	426	2				<i>Deleted for privacy reasons</i>			
JENKINS IND	552	17	.00	.0	.00	.00	29.4	.0	.0
KY SCH FOR BLIND	69		<i>Student enrollment by ethnic groups not provided by this district.</i>						
KY SCH FOR DEAF	150		<i>Student enrollment by ethnic groups not provided by this district.</i>						
LARUE CO	2295	81	.00	1.2	.00	.00	7.4	.0	.0
LEE CO	1342	5				<i>Deleted for privacy reasons</i>			
LESLIE CO	2240	3				<i>Deleted for privacy reasons</i>			
LEWIS CO	2396	2				<i>Deleted for privacy reasons</i>			
LIVINGSTON CO	1471	0				<i>Deleted for privacy reasons</i>			
LUDDLOW IND	1016	0				<i>Deleted for privacy reasons</i>			
LYON CO	980	24	.00	.0	4.17	.00	4.2	.0	.0
MAYFIELD IND	1380	349	.57	.0	.00	.29	13.8	1.4	.0
MCLEAN CO	1626	2				<i>Deleted for privacy reasons</i>			
MENIFEE CO	1112	12	.00	.0	.00	.00	.0	.0	.0
MERCER CO	2128	8				<i>Deleted for privacy reasons</i>			
METCALFE CO	1546	32	.00	.0	.00	.00	3.1	3.1	.0
MIDDLESBORO IND	1715	119	.00	.0	.00	.00	20.2	2.5	.0
MODEL LAB	720		<i>Student enrollment by ethnic groups not provided by this district.</i>						
MONROE CO	2006	96	.00	1.0	.00	1.04	8.3	1.0	2.1
MONTICELLO IND	859	18	.00	.0	.00	.00	5.6	.0	5.6
MORGAN CO	2264	16	.00	.0	.00	.00	.0	.0	.0
MURRAY IND	1439	116	.00	4.3	.00	.00	1.7	.0	.0
NICHOLAS CO	1145	4				<i>Deleted for privacy reasons</i>			
OWEN CO	1838	20	.00	.0	5.00	.00	15.0	.0	.0
OWSLEY CO	887	5				<i>Deleted for privacy reasons</i>			
PAINTSVILLE IND	763	8				<i>Deleted for privacy reasons</i>			
PARIS IND	661	174	.00	.6	.57	.00	12.1	.6	.0
PIKEVILLE IND	1236	40	.00	7.5	.00	.00	2.5	.0	.0

**African-American Students:
1999-2000 Rate of Disciplinary
Consequences
Rate per 100 Students**

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

School Districts with Less Than 2,500 Students

District Name	Total	Af.Am.	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
PINEVILLE IND	640	26	.00	.0	.00	.00	.0	19.2	.0
PROVIDENCE IND	436	109	.00	.0	.00	.00	8.3	.0	3.7
RACELAND IND	964	2			<i>Deleted for privacy reasons</i>				
ROBERTSON CO	398	0			<i>Deleted for privacy reasons</i>				
RUSSELL IND	2110	11	.00	.0	.00	.00	.0	9.1	.0
RUSSELLVILLE IND	1313	329	.00	.0	.00	.30	9.1	3.0	3.6
SCIENCE HILL IND	416	1			<i>Deleted for privacy reasons</i>				
SILVER GROVE IND	249	0			<i>Deleted for privacy reasons</i>				
SOMERSET IND	1578	87	2.30	.0	.00	.00	14.9	63.2	.0
SOUTHGATE IND	195	4			<i>Deleted for privacy reasons</i>				
SPENCER CO	1960	24	.00	.0	.00	.00	8.3	.0	.0
TAYLOR CO	2429	28	.00	.0	.00	.00	3.6	.0	.0
TODD CO	1914	238	.00	.4	.00	.00	17.6	2.1	.4
TRIGG CO	1961	274	.73	5.1	.36	.36	60.6	2.2	16.8
TRIMBLE CO	1431	3			<i>Deleted for privacy reasons</i>				
UNION CO	2386	254	.39	3.9	.00	.00	9.4	.0	.0
WALTON VERONA IND	958	5			<i>Deleted for privacy reasons</i>				
WASHINGTON CO	1787	186	.00	2.2	.54	.00	12.9	5.9	.0
WEBSTER CO	1909	15	.00	.0	.00	.00	26.7	.0	.0
WEST POINT IND	164	0			<i>Deleted for privacy reasons</i>				
WILLIAMSBURG IND	778	12	.00	16.7	.00	.00	16.7	.0	.0
WILLIAMSTOWN IND	685	4			<i>Deleted for privacy reasons</i>				
WOLFE CO	1327	9			<i>Deleted for privacy reasons</i>				

**School Districts with 2,500 to 4,999 Students
Rate per 100 Students**

District Name	Total	Af.Am.	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
ALLEN CO	2907	34	.00	.0	.00	5.88	29.4	2.9	.0
ANDERSON CO	3351	90	.00	.0	.00	.00	4.4	.0	.0
ASHLAND IND	3326	121	.00	.8	.83	.83	14.9	.8	.0
BARREN CO	3690	28	.00	7.1	.00	.00	10.7	.0	.0
BELL CO	3056	8			<i>Deleted for privacy reasons</i>				
BOURBON CO	2672	95	.00	.0	1.05	.00	.0	3.2	.0
BOWLING GREEN IND	3413	790	.13	.0	.25	.13	15.8	.1	.0
BOYD CO	3463	57	.00	1.8	.00	.00	5.3	3.5	.0
BOYLE CO	2648	29	3.45	6.9	3.45	.00	27.6	6.9	.0
BRECKINRIDGE CO	2702	105	.00	.0	.00	.00	14.3	14.3	3.8
CALLOWAY CO	3047	35	.00	.0	.00	.00	34.3	5.7	.0
CAMPBELL CO	4591	22	.00	4.5	.00	.00	18.2	.0	.0

African-American Students:
1999-2000 Rate of Disciplinary Consequences
 Rate per 100 Students

School Districts with 2,500 to 4,999 Students

1= Expulsions with educational services 2= Expulsions without educational services 3= Suspensions 4= Alternative Placements 5= Corporal Punishment
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District Name	Total	Af.Am.	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
CARTER CO	4596	7	<i>Deleted for privacy reasons</i>						
CLAY CO	4052	32	3.13	.0	.00	.00	15.6	.0	.0
COVINGTON IND	4665	914	.22	3.5	.00	.55	41.9	.2	.1
ESTILL CO	2582	15	.00	.0	.00	.00	.0	.0	.0
GRANT CO	3513	11	.00	.0	.00	.00	9.1	.0	.0
GRAVES CO	4331	46	.00	.0	.00	.00	50.0	.0	4.3
GRAYSON CO	4034	15	.00	.0	.00	.00	46.7	33.3	13.3
GREENUP CO	3192	38	.00	.0	.00	.00	2.6	.0	.0
HARRISON CO	3140	96	.00	1.0	.00	.00	4.2	.0	.0
JOHNSON CO	3768	1	<i>Deleted for privacy reasons</i>						
CARTER CO	4596	7	<i>Deleted for privacy reasons</i>						
KNOTT CO	3025	31	.00	6.5	.00	.00	6.5	.0	9.7
KNOX CO	4823	35	.00	.0	5.71	.00	5.7	45.7	.0
LAWRENCE CO	2747	3	<i>Deleted for privacy reasons</i>						
LETCHER CO	3724	7	<i>Deleted for privacy reasons</i>						
LINCOLN CO	3927	107	.00	.0	.00	.93	10.3	.0	4.7
LOGAN CO	3104	126	.00	2.4	1.59	.00	7.1	.0	.0
MAGOFFIN CO	2536	0	<i>Deleted for privacy reasons</i>						
MARION CO	2974	245	.00	.0	.00	.00	6.1	.8	.0
MARSHALL CO	4673	2	<i>Deleted for privacy reasons</i>						
MARTIN CO	2561	4	<i>Deleted for privacy reasons</i>						
MASON CO	2613	263	.00	4.6	1.52	.00	22.1	46.4	.0
MCCREARY CO	3337	39	.00	.0	.00	.00	7.7	.0	.0
MEADE CO	4523	139	.00	.7	.00	.00	10.1	.0	.0
MONTGOMERY CO	3814	128	.00	2.3	.00	.00	37.5	.0	.0
NELSON CO	4398	97	.00	.0	.00	.00	1.0	4.1	.0
NEWPORT IND	2586	199	.00	3.5	.00	.00	41.2	.0	.0
OHIO CO	3909	24	.00	.0	.00	.00	4.2	.0	.0
OWENSBORO IND	3928	680	.15	.4	.59	.00	26.8	2.6	.0
PADUCAH IND	3114	1509	.27	.1	.00	.46	51.5	1.7	.0
PENDLETON CO	2832	28	.00	.0	.00	.00	17.9	.0	.0
PERRY CO	4640	25	.00	.0	.00	.00	.0	.0	12.0
POWELL CO	2531	18	.00	5.6	5.56	.00	33.3	.0	.0
ROCKCASTLE CO	2887	0	<i>Deleted for privacy reasons</i>						
ROWAN CO	2969	27	.00	.0	.00	.00	.0	.0	.0
RUSSELL CO	2631	18	.00	.0	.00	.00	.0	.0	.0
SHELBY CO	4891	518	.19	2.1	.00	.00	18.5	.0	.0
SIMPSON CO	2852	358	.00	1.1	.28	.84	15.1	.0	.0
WAYNE CO	2528	53	.00	.0	.00	.00	.0	.0	1.9
WHITLEY CO	4306	3	<i>Deleted for privacy reasons</i>						
WOODFORD CO	3739	224	.00	.0	.00	.00	.0	.0	.0

African-American Students: 1999-2000 Rate of Disciplinary Consequences

School Districts with 5,000 to 9,999 Students
Rate per 100 Students

1= Expulsions with educational services
2= Expulsions without educational services
3= Suspensions
4= Alternative Placements
5= Corporal Punishment

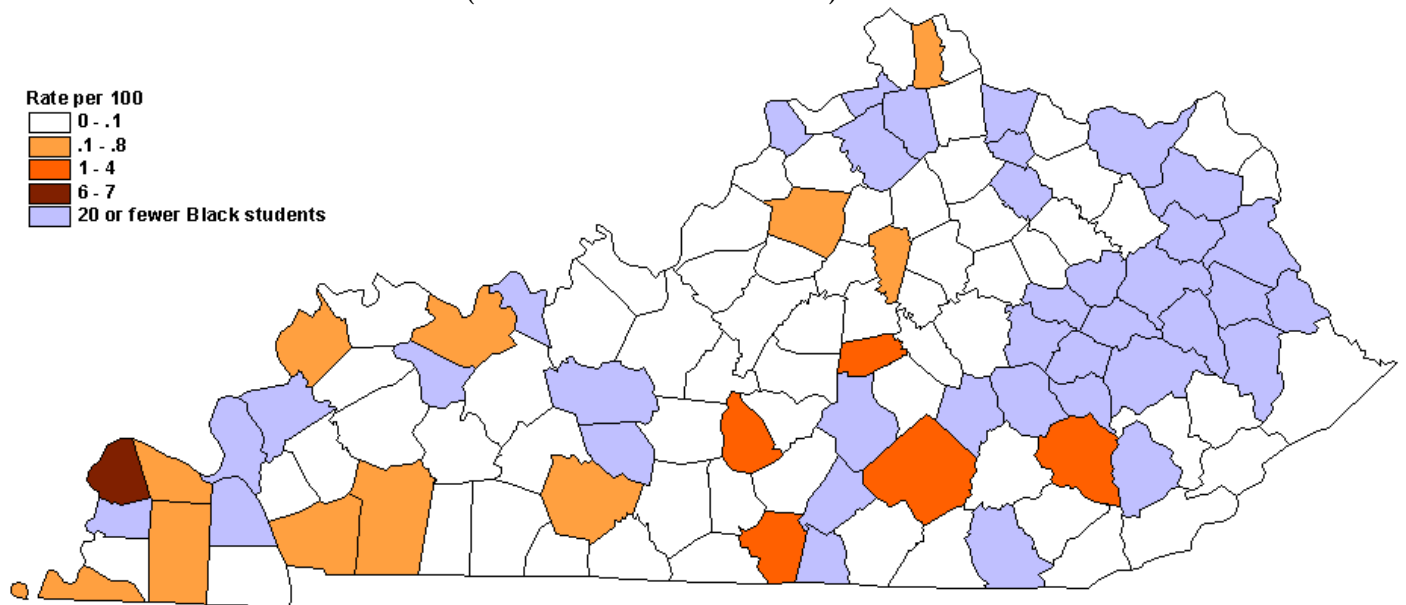
District Name	Total	Af.Am.	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
CHRISTIAN CO	8794	3120	.13	1.5	.77	.00	37.4	.8	1.8
CLARK CO	5071	309	.00	.6	.00	.00	26.2	1.9	.3
FLOYD CO	7158	6	<i>Deleted for privacy reasons</i>						
FRANKLIN CO	5734	477	.00	2.1	.00	.00	38.4	.0	.0
HARLAN CO	5136	130	.00	2.3	1.54	.00	56.2	12.3	13.1
HENDERSON CO	6913	652	.00	3.1	.46	.00	12.7	.8	.0
HOPKINS CO	6764	668	.00	.4	.00	1.20	14.4	.0	.0
JESSAMINE CO	6254	232	.00	1.7	.00	.00	18.1	.4	.0
LAUREL CO	8179	83	.00	.0	.00	.00	7.2	.0	.0
MADISON CO	8809	490	.00	1.8	.20	.00	13.7	2.2	.0
MCCRACKEN CO	6559	181	.00	.0	.00	5.52	11.6	6.6	.0
MUHLENBERG CO	5072	221	.00	.5	.00	.00	3.2	.0	.0
OLDHAM CO	8396	264	.00	.0	.38	.00	9.5	.0	.0
PULASKI CO	7351	54	.00	1.9	.00	.00	31.5	.0	14.8
SCOTT CO	5496	353	.00	1.4	.28	.00	30.0	.6	.0

School Districts with 10,000 or More Students Rate per 100 Students

District Name	Total	Af.Am.	Law Violations			Board Violations			
			L1,2	L3	L4	B1,2	B3	B4	B5
State Rate			.087	.985	.195	.052	10.41	2.6	.847
BOONE CO	12653	217	.00	4.1	.00	.00	15.2	.0	.0
BULLITT CO	10472	50	.00	.0	.00	.00	2.0	.0	.0
DAVIESS CO	10005	251	.00	.4	.00	.00	13.9	2.8	.0
FAYETTE CO	31725	7336	.01	5.0	.33	.00	34.6	.4	.0
HARDIN CO	12584	1864	.05	.5	.21	.05	18.5	1.0	.0
JEFFERSON CO	89081	29393	.00	2.4	.40	.00	17.9	.6	.0
KENTON CO	11788	107	.93	.0	.93	.00	39.3	.0	.0
PIKE CO	10470	5	<i>Deleted for privacy reasons</i>						
WARREN CO	10466	862	.23	.8	.12	.00	8.6	.3	.3

Expulsions of African-American Students for Law Violations

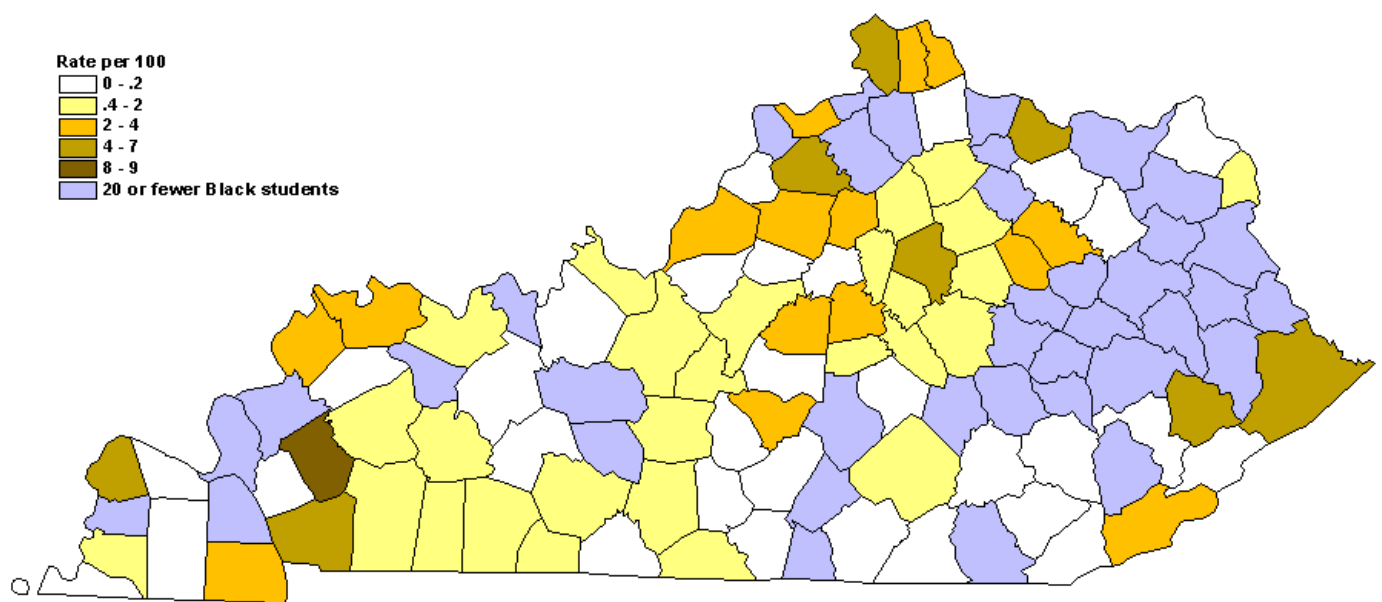
(With and Without Educational Services)



R.E.A.C.H. of Louisville, Inc.

Figure 9

Suspensions of African-American Students for Law Violations



Rate per 100 students in the 1999-2000 school year

R.E.A.C.H. of Louisville, Inc.

Figure 10

Alternative Placements of African-American Students for Law Violations

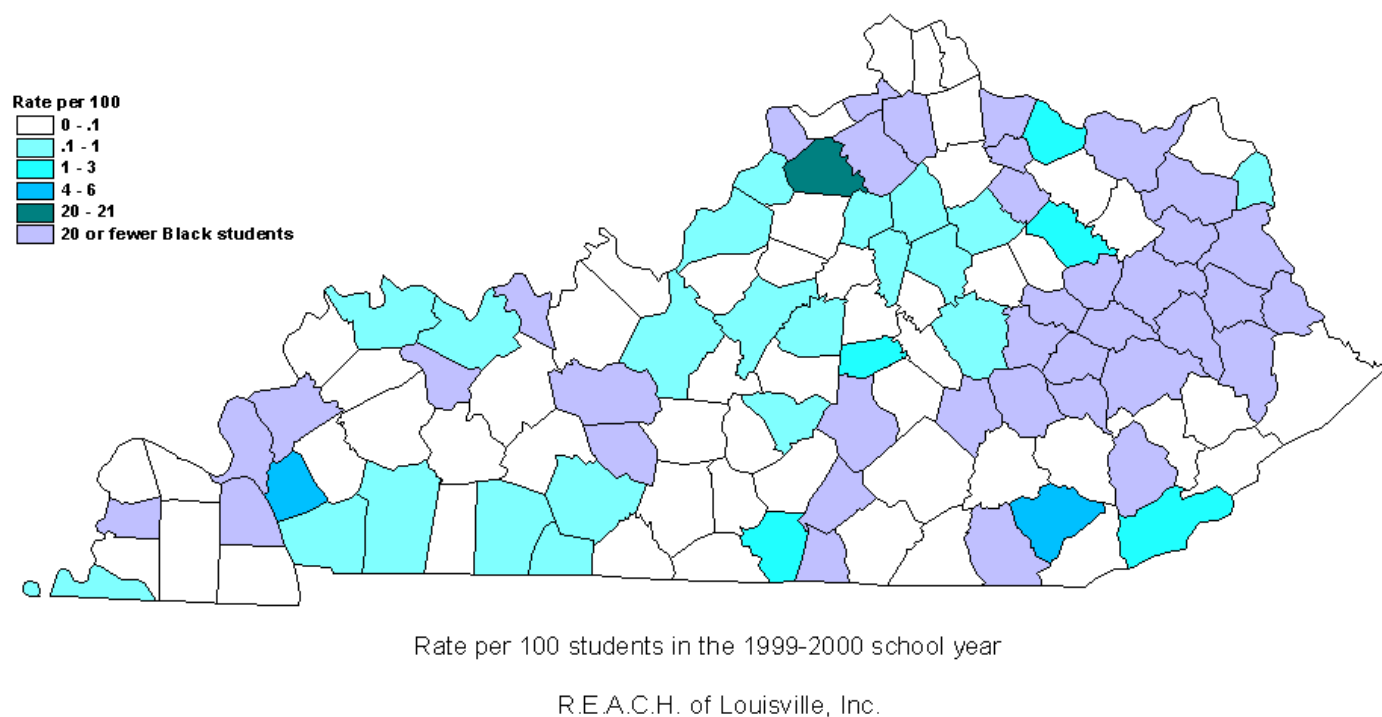
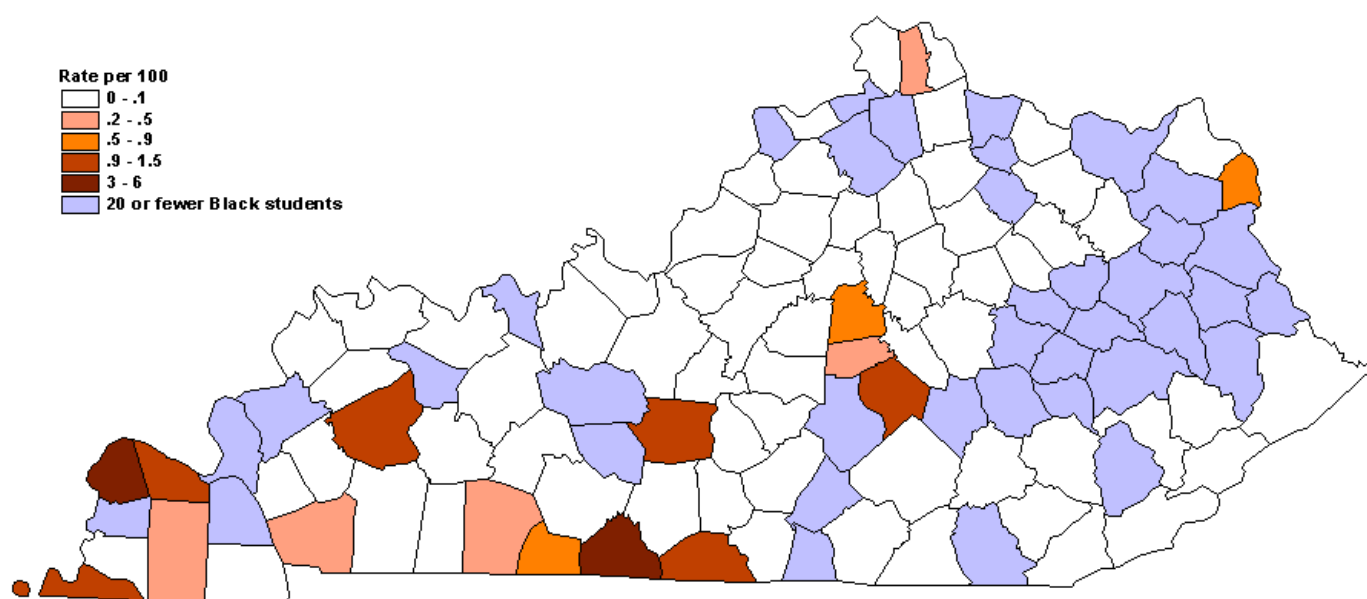


Figure 11

Expulsions of African-American Students for Violations of School Board Rules

(With and Without Educational Services)

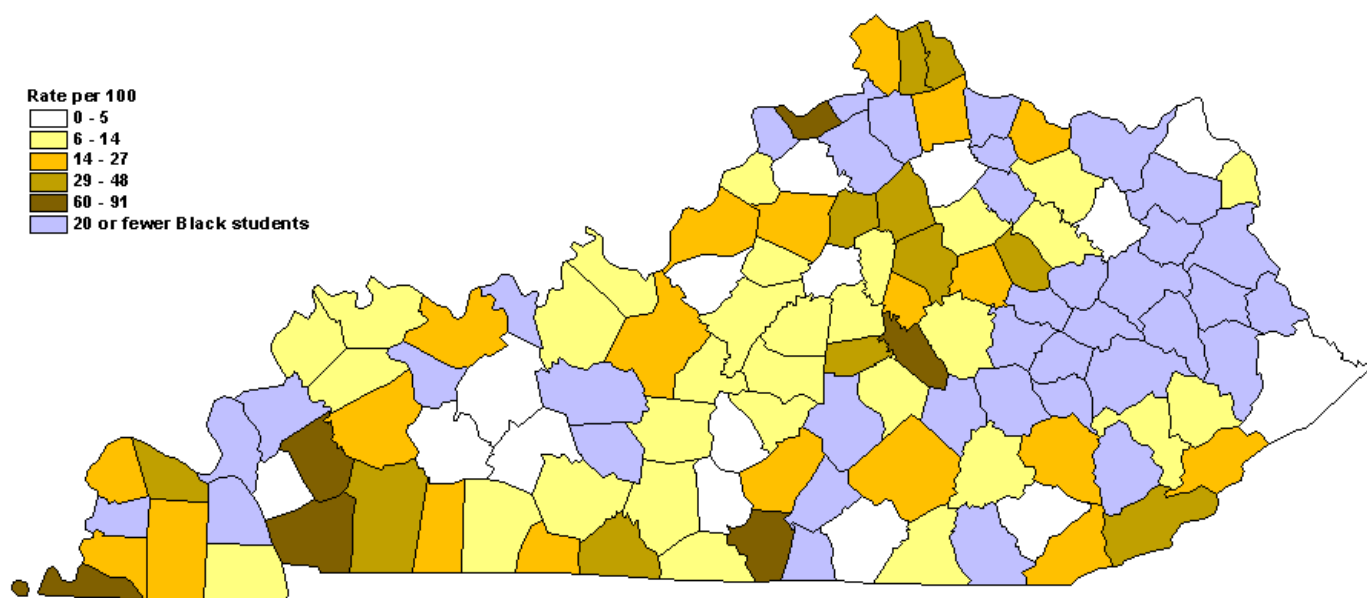


Rate per 100 students in the 1999-2000 school year

R.E.A.C.H. of Louisville, Inc.

Figure 12

Suspensions of African-American Students for Violations of School Board Rules

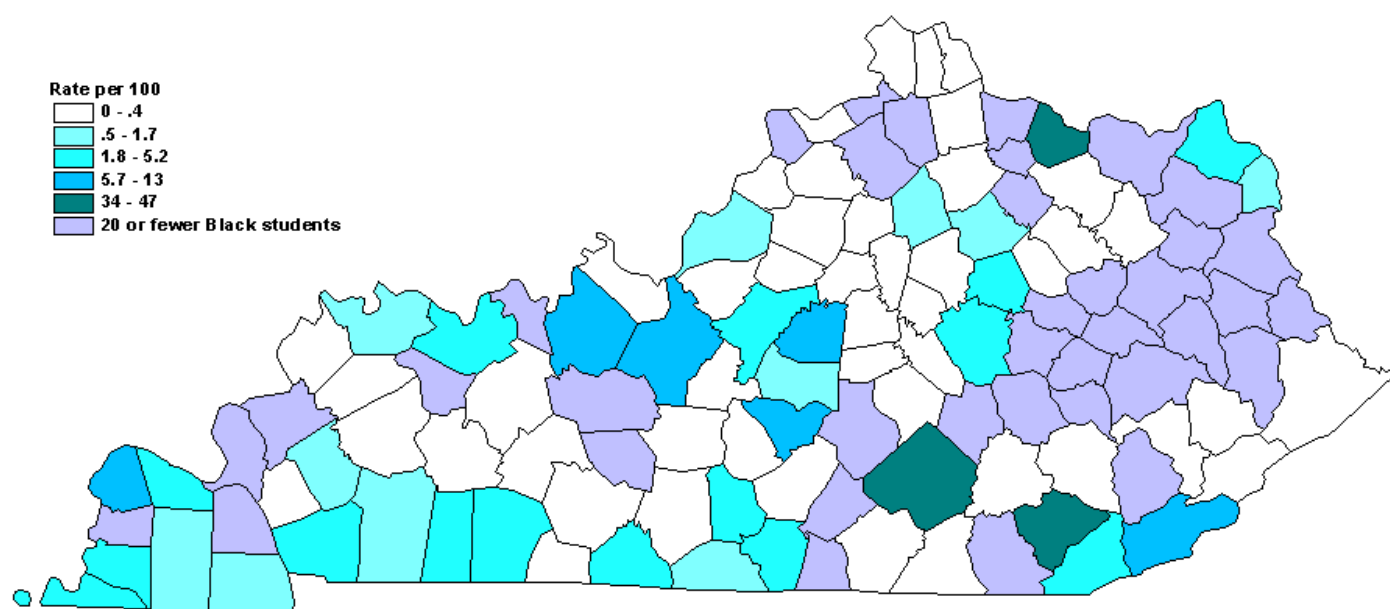


Rate per 100 students in the 1999-2000 school year

R.E.A.C.H. of Louisville, Inc.

Figure 13

Alternative Placements of African-American Students for Violations of School Board Rules

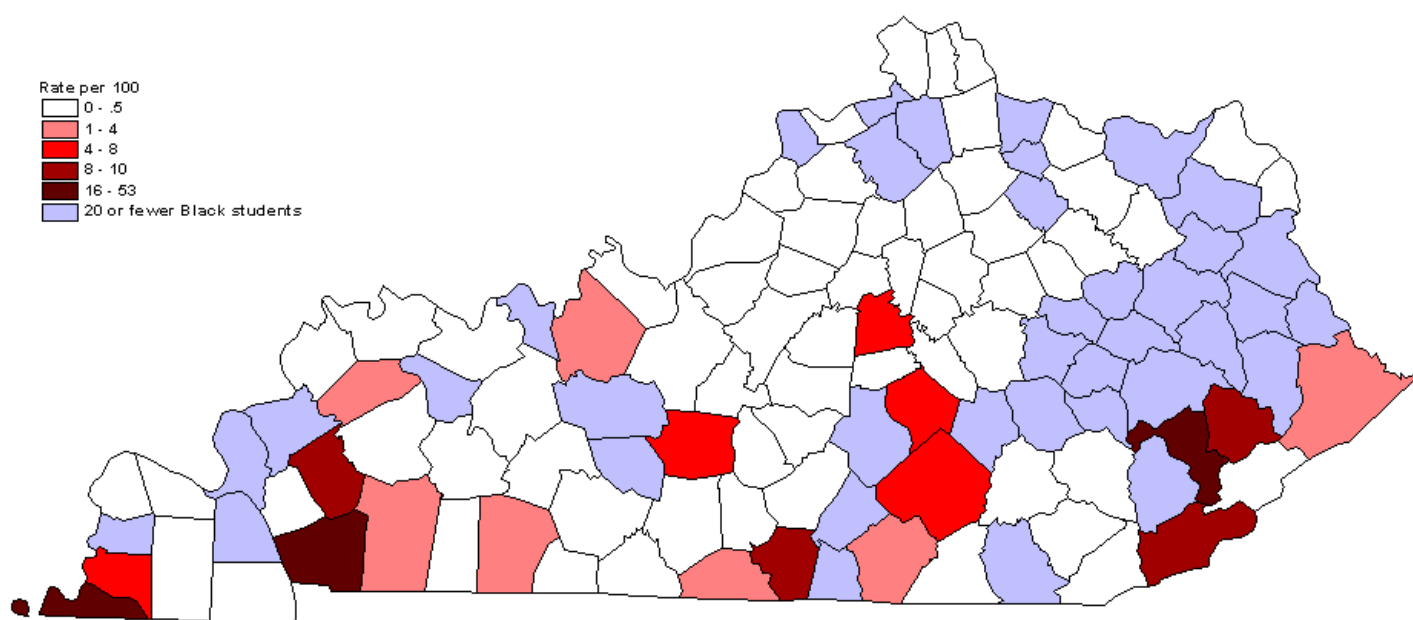


Rate per 100 students in the 1999-2000 school year

R.E.A.C.H. of Louisville, Inc.

Figure 14

Corporal Punishment of African-American Students for Violation of School Board Rules



Rate per 100 students in the 1999-2000 school year

R.E.A.C.H. of Louisville, Inc.

Figure 15

REGIONAL INCIDENCE AND RATE TABLES FOR DISCIPLINARY CONSEQUENCES AT ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

This section provides regional normative data for rates of law and board violations by school level. This can enable districts and school buildings to compare local data with regional data.

The tables that follow contain regional normative data for disciplinary consequences associated with law and board violation. **By entering these tables, a district can determine the rate per 100 students of violations and consequences in comparable settings.** A particular school district's rates can then be calculated and compared to the regional rate.

The tables are organized in three configurations, to reflect different grade level patterns in school buildings, as follows:

All Schools = all school buildings irrespective of grade level groupings, broken down by elementary, middle, and high school.

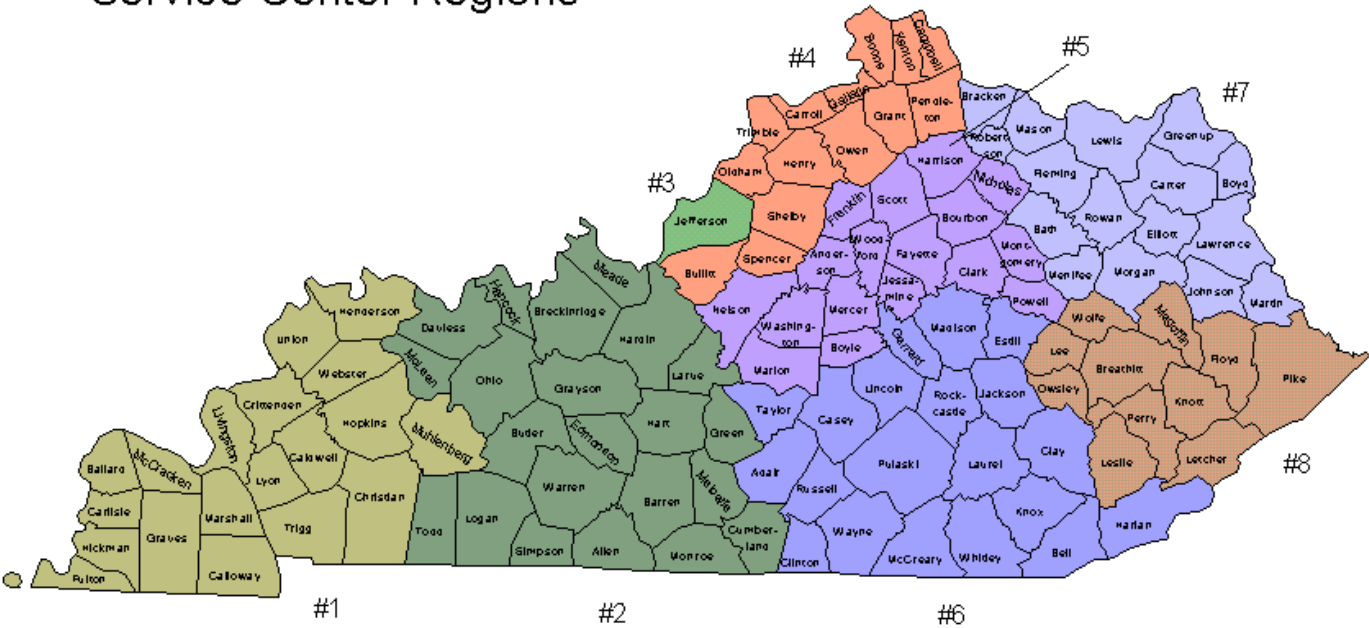
Standard Grade Groups = elementary through Grade 5, middle school from Grades 6 through 8, and high school from Grades 9 to 12.

Other Common Grade Groupings = elementary to Grade 6, elementary to Grade 8, and high school Grades 7 to 12.

Thus, the first category is inclusive of all school buildings, but the second and third are sub-sets.

Kentucky Center for School Safety

Service Center Regions



Kentucky Educational Service Regions

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 1 – All Schools

Characteristic	Total #	School Level					
		Elementary n= 35,784		Middle n=13,696		High n=20,753	
		#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	107	2	.006	37	.270	68	.328
2. Expulsion Without Ed. Services	15	1	.003	1	.007	13	.063
3. Suspensions	597	59	.165	290	2.117	248	1.195
4. Alternative Placement	117	5	.014	44	.321	68	.328
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	158	9	.025	27	.197	122	.588
2. Expulsion Without Ed. Services	18	3	.008	5	.037	10	.048
3. Suspensions	7623	1542	4.309	1990	14.530	4091	19.713
4. Alternative Placement	387	88	.246	147	1.073	152	.732
5. Corporal Punishment	764	402	1.123	170	1.241	192	.925

Region 2 – All Schools

Characteristic	Total #	School Level					
		Elementary n=49,702		Middle n=17,612		High n=29,650	
		#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	66	1	.002	10	.057	55	.185
2. Expulsion Without Ed. Services	17	0	.000	2	.011	15	.051
3. Suspensions	415	31	.062	100	.568	284	.958
4. Alternative Placement	171	19	.038	56	.318	96	.324
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	40	3	.006	7	.040	30	.101
2. Expulsion Without Ed. Services	7	0	.000	2	.011	5	.017
3. Suspensions	7492	1430	2.877	2479	14.76	3583	12.084
4. Alternative Placement	1993	353	.710	361	2.050	1269	4.280
5. Corporal Punishment	506	369	.742	39	.221	98	.331

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 3 – All Schools

Characteristic	Total #	School Level					
		Elementary n=47,010		Middle n=20,099		High n=30,111	
		#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	0	0	.000	0	.000	0	.000
2. Expulsion Without Ed. Services	0	0	.000	0	.000	0	.000
3. Suspensions	1493	43	.091	519	2.582	1493	49.58
4. Alternative Placement	195	5	.011	64	.318	195	6.48
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	0	0	.000	0	.000	0	.000
2. Expulsion Without Ed. Services	0	0	.000	0	.000	0	.000
3. Suspensions	9364	710	1.510	5246	26.101	3408	11.318
4. Alternative Placement	298	40	.085	120	.597	138	.458
5. Corporal Punishment	0	0	.000	0	.000	0	.000

Region 4 – All Schools

Characteristic	Total #	School Level					
		Elementary n=43,697		Middle n=18,799		High n=35,957	
		#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	51	1	.002	15	.080	35	.097
2. Expulsion Without Ed. Services	16	0	.000	3	.016	13	.036
3. Suspensions	813	50	.114	255	1.356	508	1.413
4. Alternative Placement	108	0	.00	15	.080	93	.259
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	33	0	.000	22	.117	11	.031
2. Expulsion Without Ed. Services	5	0	.000	4	.021	1	.003
3. Suspensions	9563	1185	2.712	3208	17.065	5170	14.378
4. Alternative Placement	648	15	.034	576	3.064	57	.159
5. Corporal Punishment	1	1	.002	0	.000	0	.000

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 5 – All Schools

Characteristic	Total #	School Level					
		Elementary n=47,272		Middle n=20,880		High n=27,392	
		#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	77	3	.006	22	.105	52	.190
2. Expulsion Without Ed. Services	26	1	.002	8	.038	17	.062
3. Suspensions	1372	170	.360	537	2.572	665	2.428
4. Alternative Placement	170	2	.004	73	.350	95	.347
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	7	0	.000	2	.010	5	.018
2. Expulsion Without Ed. Services	5	0	.000	2	.010	3	.011
3. Suspensions	12,202	1,083	2.291	4,828	23.123	6,291	22.967
4. Alternative Placement	938	107	.226	132	.632	699	2.552
5. Corporal Punishment	39	34	.072	5	.024	0	.000

Region 6 – All Schools

Characteristic	Total #	School Level					
		Elementary n=47,007		Middle n=16,526		High n=26,009	
		#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	52	1	.002	7	.042	44	.169
2. Expulsion Without Ed. Services	29	0	.000	2	.012	27	.104
3. Suspensions	672	89	.189	140	.847	443	1.703
4. Alternative Placement	348	28	.060	43	.260	277	1.065
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	12	1	.002	3	.018	8	.031
2. Expulsion Without Ed. Services	18	0	.00	6	.036	12	.046
3. Suspensions	9,305	1,248	2.655	2,611	15.799	5,446	20.939
4. Alternative Placement	5,059	1,170	2.489	1,956	11.836	1,933	7.432
5. Corporal Punishment	2,157	1,441	3.066	271	1.640	445	1.711

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 7 – All Schools

Characteristic	Total #	School Level					
		Elementary n=23,741		Middle n=9,011		High n=15,050	
		#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	38	0	.000	10	.111	28	.186
2. Expulsion Without Ed. Services	8	0	.000	1	.011	7	.047
3. Suspensions	458	31	.131	107	1.187	320	2.126
4. Alternative Placement	78	3	.013	8	.089	67	.445
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	9	0	.000	2	.022	7	.047
2. Expulsion Without Ed. Services	0	0	.000	0	.000	0	.000
3. Suspensions	4,583	542	2.283	1,137	12.618	2,904	19.296
4. Alternative Placement	2,359	734	3.092	781	8.667	844	5.608
5. Corporal Punishment	650	392	1.651	140	1.554	118	.784

Region 8 – All Schools

Characteristic	Total #	School Level					
		Elementary n=25,151		Middle n=3,869		High n=14,511	
		#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	30	3	.012	4	.103	23	.159
2. Expulsion Without Ed. Services	17	0	.000	2	.052	15	.103
3. Suspensions	381	58	.231	43	1.111	280	1.930
4. Alternative Placement	42	10	.040	0	.000	32	.221
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	10	1	.004	0	.000	9	.062
2. Expulsion Without Ed. Services	5	0	.000	0	.000	5	.034
3. Suspensions	5,385	1,695	6.739	812	20.987	2,878	19.833
4. Alternative Placement	2,522	353	1.404	16	.414	2,153	14.837
5. Corporal Punishment	1,210	915	3.638	126	3.257	169	1.165

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 1 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=17,721		Middle (6 th – 8 th) n=8,912		High (9 th –12 th) n=16,989	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.006	18	.202	61	.359
2. Expulsion Without Ed. Services	0	.000	1	.011	4	.024
3. Suspensions	34	.192	140	1.571	206	1.213
4. Alternative Placement	0	.000	21	.236	41	.241
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.006	17	.191	107	.630
2. Expulsion Without Ed. Services	0	.000	1	.011	10	.059
3. Suspensions	506	2.855	1211	13.588	3090	18.188
4. Alternative Placement	46	.260	84	.943	115	.677
5. Corporal Punishment	286	1.614	170	1.908	11	.065

Region 2 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=21,019		Middle (6 th – 8 th) n=11,218		High (9 th –12 th) n=27,632	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.005	7	.062	44	.159
2. Expulsion Without Ed. Services	0	.000	1	.009	14	.051
3. Suspensions	13	.062	50	.446	254	.919
4. Alternative Placement	18	.086	42	.374	94	.340
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.005	4	.036	20	.072
2. Expulsion Without Ed. Services	0	.000	1	.009	3	.011
3. Suspensions	471	2.241	1602	14.281	2893	10.470
4. Alternative Placement	228	1.085	300	2.674	1261	4.564
5. Corporal Punishment	158	.752	34	.303	98	.355

1999-2000 Regional Incidence and Rate by School Level

Rate per 100 Students

Region 3 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=46,451		Middle (6 th – 8 th) n=19,830		High (9 th –12 th) n=27,237	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	0	.000
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	43	.093	510	2.572	867	3.183
4. Alternative Placement	5	.011	64	.323	109	.400
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	0	.000
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	710	1.528	5097	25.703	3086	11.330
4. Alternative Placement	40	.086	120	.605	125	.459
5. Corporal Punishment	0	.000	0	.000	0	.000

Region 4 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=33,251		Middle (6 th – 8 th) n=17,043		High (9 th –12 th) n=32,655	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.003	14	.082	33	.101
2. Expulsion Without Ed. Services	0	.000	2	.012	6	.018
3. Suspensions	26	.078	214	1.256	395	1.210
4. Alternative Placement	0	.000	15	.088	46	.141
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	7	.041	11	.034
2. Expulsion Without Ed. Services	0	.000	1	.006	1	.003
3. Suspensions	570	1.714	2806	16.464	4617	14.139
4. Alternative Placement	2	.006	244	1.432	56	.171
5. Corporal Punishment	0	.000	0	.000	0	.000

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 5 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=39,460		Middle (6 th – 8 th) n=18,306		High (9 th –12 th) n=23,974	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	12	.066	44	.184
2. Expulsion Without Ed. Services	0	.000	6	.033	16	.067
3. Suspensions	153	.388	512	2.797	581	2.423
4. Alternative Placement	0	.000	60	.328	71	.296
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	2	.011	3	.013
2. Expulsion Without Ed. Services	0	.000	2	.011	3	.013
3. Suspensions	746	1.891	4590	25.074	5209	21.728
4. Alternative Placement	20	.051	118	.645	693	2.891
5. Corporal Punishment	34	.086	5	.027	0	.000

Region 6 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=21,502		Middle (6 th – 8 th) n=10,704		High (9 th –12 th) n=22,346	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	3	.028	41	.183
2. Expulsion Without Ed. Services	0	.000	0	.000	25	.112
3. Suspensions	10	.047	88	.822	302	1.351
4. Alternative Placement	0	.000	5	.047	155	.694
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	8	.036
2. Expulsion Without Ed. Services	0	.000	1	.009	10	.045
3. Suspensions	362	1.684	1417	13.238	4107	18.379
4. Alternative Placement	9	.042	1035	9.669	1268	5.674
5. Corporal Punishment	801	3.725	117	1.093	108	.483

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 7 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=10,367		Middle (6 th – 8 th) n=6,021		High (9 th –12 th) n=12,242	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	9	.149	20	.163
2. Expulsion Without Ed. Services	0	.000	1	.017	6	.049
3. Suspensions	8	.077	88	1.462	289	2.361
4. Alternative Placement	0	.000	3	.050	53	.433
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	2	.033	5	.041
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	237	2.286	817	13.569	2428	19.833
4. Alternative Placement	33	.318	750	12.456	457	3.733
5. Corporal Punishment	96	.926	88	1.462	88	.719

Region 8 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=4,421		Middle (6 th – 8 th) n=2,111		High (9 th –12 th) n=10,916	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	1	.047	20	.183
2. Expulsion Without Ed. Services	0	.000	0	.000	11	.101
3. Suspensions	4	.090	11	.521	208	1.905
4. Alternative Placement	1	.023	0	.000	31	.284
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	9	.082
2. Expulsion Without Ed. Services	0	.000	0	.000	5	.046
3. Suspensions	224	5.067	402	19.043	2109	19.320
4. Alternative Placement	2	.045	2	.095	1834	16.801
5. Corporal Punishment	204	4.614	45	2.132	164	1.502

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 1 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=13,669		Elementary (to 8 th grade) n=2,475		High (7 th -12 th) n=1,243	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.007	0	.000	0	.000
2. Expulsion Without Ed. Services	1	.007	0	.000	1	.080
3. Suspensions	22	.161	3	.121	1	.080
4. Alternative Placement	3	.022	2	.081	5	.402
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	7	.051	1	.040	13	1.046
2. Expulsion Without Ed. Services	2	.015	0	.000	0	.000
3. Suspensions	807	5.904	199	8.040	384	30.893
4. Alternative Placement	25	.183	15	.606	15	1.207
5. Corporal Punishment	56	.410	54	2.182	181	14.562

Region 2 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=14,690		Elementary (to 8 th grade) n=3,703		High (7 th -12 th) n=660	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	8	1.212
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	4	.027	3	.081	13	1.970
4. Alternative Placement	0	.000	1	.027	0	.000
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	0	.000
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	301	2.049	232	6.265	179	27.121
4. Alternative Placement	7	.048	10	.270	0	.000
5. Corporal Punishment	9	.061	89	2.403	0	.000

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 3 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=0		Elementary (to 8 th grade) n=552		High (7 th -12 th) n=1060	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	0	.000
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	0	.000	0	.000	0	.000
4. Alternative Placement	0	.000	0	.000	0	.000
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	0	.000
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	0	.000	0	.000	26	2.453
4. Alternative Placement	0	.000	0	.000	0	.000
5. Corporal Punishment	0	.000	0	.000	0	.000

Region 4 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=6,748		Elementary (to 8 th grade) n=221		High (7 th -12 th) n=2,252	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	0	.000
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	11	.163	0	.000	42	1.865
4. Alternative Placement	0	.000	0	.000	5	.222
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	0	.000
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	546	8.091	36	16.290	366	16.252
4. Alternative Placement	9	.0133	4	1.810	0	.000
5. Corporal Punishment	1	.015	0	.000	0	.000

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 5 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=3,279		Elementary (to 8 th grade) n=1,940		High (7 th -12 th) n=938	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	3	.155	5	.533
2. Expulsion Without Ed. Services	0	.000	1	.052	1	.107
3. Suspensions	5	.152	6	.309	40	4.264
4. Alternative Placement	0	.000	2	.103	3	.320
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	0	.000
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	35	1.067	223	11.495	382	40.725
4. Alternative Placement	15	.457	22	1.134	5	.533
5. Corporal Punishment	0	.000	0	.000	0	.000

Region 6 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=14,024		Elementary (to 8 th grade) n=6,054		High (7 th -12 th) n=2,450	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.007	0	.000	2	.082
2. Expulsion Without Ed. Services	0	.000	0	.000	2	.082
3. Suspensions	26	.185	47	.776	95	3.878
4. Alternative Placement	3	.021	25	.413	115	4.694
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.007	0	.000	0	.000
2. Expulsion Without Ed. Services	0	.000	0	.000	2	.082
3. Suspensions	358	2.553	469	7.747	933	38.082
4. Alternative Placement	716	5.106	363	5.996	658	26.857
5. Corporal Punishment	495	3.530	69	1.140	330	13.469

1999-2000 Regional Incidence and Rate by School Level
Rate per 100 Students

Region 7 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=8,034		Elementary (to 8 th grade) n=626		High (7 th -12 th) n=2,603	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	8	.307
2. Expulsion Without Ed. Services	0	.000	0	.000	1	.038
3. Suspensions	0	.000	18	2.875	25	.960
4. Alternative Placement	0	.000	1	.160	12	.461
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.000	0	.000	2	.077
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	190	2.365	44	7.029	413	15.866
4. Alternative Placement	391	4.867	1	.160	381	14.637
5. Corporal Punishment	164	2.041	103	16.454	30	1.153

Region 8 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=8,117		Elementary (to 8 th grade) n=12,278		High (7 th -12 th) n=2,863	
	#	Rate	#	Rate	#	Rate
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.000	3	.024	1	.035
2. Expulsion Without Ed. Services	0	.000	0	.000	2	.070
3. Suspensions	6	.074	48	.391	66	2.305
4. Alternative Placement	0	.000	9	.073	1	.035
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.012	0	.000	0	.000
2. Expulsion Without Ed. Services	0	.000	0	.000	0	.000
3. Suspensions	350	4.312	1120	9.122	510	17.813
4. Alternative Placement	139	1.712	212	1.727	319	11.142
5. Corporal Punishment	118	1.454	557	4.537	5	.175

KENTUCKY CENTER FOR SCHOOL SAFETY

IN COLLABORATION WITH R.E.A.C.H. OF LOUISVILLE, INC.



KENTUCKY 2000: SAFE SCHOOLS DATA PROJECT

Statewide and Regional Data Summary

Kentucky 2000: Safe Schools Data Project

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Executive Summary

The Kentucky Safe Schools Data Project has completed its second year of data-gathering on law and school board policy violations, legal and disciplinary consequences, victim and offender information, security measures, and prevention efforts in schools. Mandated by Kentucky Revised Statute 158, the project is a collaboration between the Kentucky Center for School Safety, Research Triangle Institute of North Carolina (web-enabled data entry), R.E.A.C.H. of Louisville (statistical analysis), and the Kentucky Department of Education.

The present report delineates statewide and regional totals for the 1999-2000 school year, and will be followed by reports providing more refined description of these same data in relation to gender, race, grade level, socio-economic, and related variables, and school district comparative data. The purposes of these reports are to: (1) supply educators, parents and community with general descriptive information about school safety; (2) provide state and local school officials with more detailed information that can inform school improvement efforts and reduce risk to students; and, (3) enable judgments to be made about the extent to which schools are becoming more safe environments for learning.

Nationally, there is considerable evidence that schools are becoming more safe. Since 1992, the total number of school-associated violent deaths has decreased. There is less than one in a million chance of violent death in school. The most common crime in schools is theft, which has been trending downward since 1993, as have student weapon carrying and physical fighting. All of these declines mirror drops in the overall crime rate in society. At the same time, there are serious and abiding concerns at the national level. Too many children and school personnel are the victims of violent crime in schools, weapon carrying remains a concern, students report that they do not always feel safe, drug and alcohol use on school property has not subsided, and a wide range of disciplinary problems continue to impede teaching and learning in schools.

In Kentucky, violations of law (ranging from serious crimes against persons or property, to less serious crimes that may result in arrest) have declined significantly, according to school reports. The magnitude of some of these declines may be a function of inaccuracies of incidence reporting by schools in the first year of data gathering, but the results are still encouraging. Violations that

appear resistant to change are those associated with alcohol use, buying or receiving stolen property, sex-related offenses (not including rape or prostitution), and possession of non-firearm weapons. There have also been dramatic declines across the two years in the number of school – reported suspensions, expulsions, and alternative placements associated with law violations. Some concern regarding school compliance with mandated reporting to law enforcement is suggested by the data. Regional comparisons of rates of law violations reveal considerable (and sometimes surprising) variability from one category to another. Jefferson County (which includes Louisville) exhibits high rates of law violations in some areas (e.g., drug violations, assault). However, the region with the most uniformly high rates is the central region of the state (including Lexington).

Regarding school board policy violations, dramatic reductions in incidence are even more apparent than what is seen for law violations (possibly again because baseline data are less accurate). Defiance of authority, fighting, and threats and intimidation result in the most severe forms of school discipline. The most common punishments (of the five tracked) are out-of-school suspension, alternative placement, and corporal punishment (in that order). Over the two years of data-gathering, there is a dramatic reduction in expulsion with educational services, and a concomitant increase in the number of suspensions and corporal punishments. The southeastern Kentucky has the highest overall rates of board policy violations. Jefferson County has among the lowest in classroom disturbance and defiance of authority, but the highest in threats and intimidation. Statewide, a total of 17,366 individuals (students, staff, and others) were reported as victims of school violence (in all its forms) in 1999-2000.

Kentucky's schools continue to increase the security measures employed to keep students safe, with 96.8% requiring visitor sign-in and 93.1% closing the school campus during lunch. Significant effort has gone into controlling access to school grounds, but there have been slight declines in the use of drug sweeps and random metal detectors. Virtually all school buildings offer one or more prevention or early intervention programs, and the percent of offerings within each category has increased in nearly all categories of programming. Based on self-report, these programs appear to be implemented effectively.

School Safety as a National, State, and Local Priority

- *April 20, 1997, Littleton, Colorado – 2 students with guns go on a shooting rampage, resulting in the deaths of one teacher and 11 classmates, wounding dozens more, and ending with their suicides*
- *December 1, 1997, West Paducah, KY – Three students are killed and five others wounded by a 14-year old student.*
- *March 24, 1998, Jonesboro, AR – Two boys, ages 11 and 13, open fire from the woods after setting off a false alarm at a middle school. Four girls and a teacher are shot to death and 10 people are wounded.*
- *April 24, 1998, Edinboro, PA – A science teacher is shot to death in front of students at an 8th grade graduation dance.*
- *March 19, 1998, Fayetteville, TN – An 18-year old honor student opens fire in a high school parking lot, killing another student who was dating his ex-girlfriend.*
- *May 21, 1998, Springfield, OR – A 15-year-old boy kills two and injures more than 20 at a high school. His parents are found murdered at their home.*

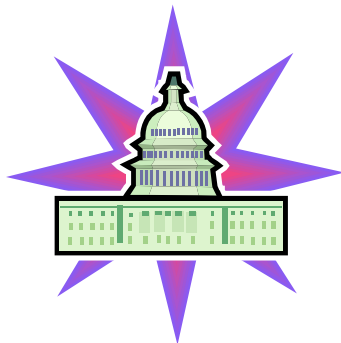
Prompted by an emerging national consensus that schools need to become more safe for children (in part due to high profile incidents such as the above), numerous studies have been conducted to assess the magnitude of school violence and drug abuse in schools. These have led to a considerable expansion of school-based services and programs to improve school safety, so that teaching and learning can proceed unimpeded.

Occurring over the past decade, incidents such as these have shocked and devastated the American people, raised fundamental questions about the nature of our society, and called into question our ability to protect children in schools. While there has been much media attention to these “high glare” incidents, increasing attention has also been paid to less terrifying (but nonetheless disturbing) rates of problem behavior in schools. Many such behaviors represent violations of law, such as assaults, rapes, larceny and theft, and bringing weapons to school. More common are non-criminal violations of school board policy in areas such as defiance of authority, class disturbances, threats and intimidation, and tobacco violations.

School violence does not appear to be a unitary problem confined to a certain group of students or communities. For example, while some incidents are associated with students who have been identified as having emotional or behavioral disabilities, many are not. And, these problems do not appear to be confined to troubled, inner-city schools attended by students with economic disadvantages. In fact, across the nation, some of the most troubling incidents have occurred in suburban, well-funded schools or rural, closely-knit communities. Some of the students involved were not identified previously as being troubled (although post-incident reviews have often shown that there were many warning signs that went undetected).

In this context, numerous federal, state, and local initiatives have sprung up to address concerns about school safety, and most fundamentally, to prevent future school violence.

Federal Legislation and Research



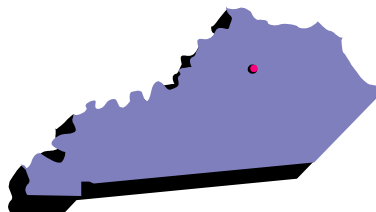
In 1986, Congress passed the Safe and Drug-Free Schools and Communities Act (SDFSCA), which provides for support of drug and violence prevention programs. This program has funded numerous local initiatives through the United States, including a large number of targeted programs in Kentucky schools (see data within this report). In addition to funding programmatic activity, SDFSCA included an impact evaluation component, leading to a requirement that the

National Center for Education Statistics (NCES) conduct studies to determine the frequency, seriousness, and incidence of violence in elementary and secondary schools. The most prominent reports yielded by the federal government's attempts to estimate the extent of school violence are:

- **Indicators of School Crime and Safety (1999)** – Published jointly by the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES), this is a synopsis of a wide variety of recent studies conducted by the NCES, BJS, and the Centers for Disease Control and Prevention. Four types of studies are emphasized: (1) nonfatal student victimization, based on student reports; (2) incidence of violence and crime at school, based on public school principal/disciplinarian reports; (3) nonfatal teacher victimization at school, based on teacher reports; and, (4) perceptions of the school environment, based on student reports.
- **Violence and Discipline Problems in U.S. Public Schools: 1996-97** – A school violence survey by NCES conducted with a nationally representative sample of 1,234 regular public elementary, middle, and secondary schools in 1997, describing: (1) the incidence of school crime and violence; (2) principal perceptions of the seriousness of discipline issues in their schools; (3) types of disciplinary actions taken; and, (4) security measures taken and violence prevention activities underway at the local level.
- **1999 Annual Report on School Safety** – A joint report by the U.S. Department of Education and the U.S. Department of Justice designed to summarize the current state of knowledge about school violence and provide guidance and direction to local efforts.
- **Youth Risk Behavior Surveillance System (1997)** – Published by the Centers for Disease Control and Prevention, this report describes epidemiological data from a comprehensive system to monitor youth behaviors that most influence health. It focuses on significant mortality, morbidity, disability, and social problems during youth.

Data from these and similar studies will be referenced throughout this report.

Kentucky Legislation



In Kentucky, concerns about school safety were given expression through the passage of House Bill 330 (now Kentucky Revised Statute 158) in 1998. Following the passage of this legislation, KDE melded the requirements of Federal and state reporting mandates, and mandated that school districts report local incidence data regarding both law and school board policy violations, in addition to documenting local prevention and intervention efforts. The Center for School Safety, currently located within the College of Justice and Safety at Eastern Kentucky University, was created to gather and disseminate these data through an initiative called the **Kentucky Safe Schools Data Project**. In addition, the Center funds local school

safety initiatives (during the 1999-2000 school year, 90 such initiatives were funded, serving 126 school districts).

The Kentucky Safe Schools Data Project reflects federal and state guidelines for gathering outcome data and reporting on prevention programs and activities. Data reporting requirements are mandated at the federal level by the Safe and Drug-Free Schools and Communities Act (34 CFR 299) and the Gun-Free Schools Act of 1994 (20 USC 8921).

Are Our Schools Safe?



Prior to examining Kentucky's data, it is important to place the area of school safety and school violence in context. **While there is much legitimate concern about incidents of school violence, there is also much reason to be encouraged.** Findings from the 1999 federal reports (Annual Report on School Safety and Indicators of School Crime and Safety) are summarized below.

- There is less than one in a million chance of suffering a school-associated violent death.
- Less than 1% of the children nationwide who were murdered or committed suicide were at school (on school property, at a school-sponsored event, on the way to or from school).
- There were less total school-associated violent deaths in the 1997-1998 school year (46) than in 1992 (55), but there has been an increase in multiple victim homicide occurrences (including five such events in 1997-98).
- Most injuries that occur at school are not the result of violence. 90% of children ages 5 through 18 admitted to a pediatric trauma unit or hospital for an injury sustained at school were injured unintentionally through falls, sports injuries, and equipment injuries.
- Most school crime is theft, not serious violent crime. Both theft and serious crime rates are trending downward since a high in 1993, both at school and away from school.
- The overall school crime rate has been declining, from about 155 crimes per 1000 students in 1993 to 102 crimes per 1000 students in 1997.

- Student weapon carrying and physical fighting have declined steadily between 1993 and 1997. These findings are consistent across gender, grade, and ethnic/racial groups.

However, there are some areas of school safety which are not improving, and a few that have continued to increase despite extensive efforts. These are areas that require renewed and additional effort. Some examples from the national reports include:

- While serious violent crimes are declining in schools, for students age 12 through 19 there were still an estimated 202,000 serious violent crimes (rape, sexual assault, robbery, and aggravated assault) in schools during 1997.
- The percent of 12th graders who report that they have been injured by a weapon at school (e.g., knife, gun, club) and the percent who report they had been injured on purpose without a weapon, has remained stable for the past 20 years. These percentages are 5% and 14% respectively.
- Each year from 1993 through 1997, there were approximately 31 violent crimes committed against teachers in public and private schools for every 1000 teachers, and about 53 thefts per 1000 teachers. Teachers in urban schools are more vulnerable to crime at school than suburban and rural teachers.
- About 3% of 12th grade students reported carrying a gun to school at least one day during the prior 4-week period, consistently from 1994 to 1997.
- Higher percentages of Black and Hispanic students reported feeling “very unsafe” at school than did White students.
- From 1989 to 1995, the proportion of students concerned about the presence of street gangs on school property increased from 15% to 28%.
- The proportion of students age 12 through 19 who reported avoiding places at school for their own safety increased between 1989 and 1995, from 5 to 9 percent.
- About one third of all high school students report that someone had offered, sold, or given them an illegal drug on school property.
- While alcohol and marijuana use on school property appeared to remain constant, overall marijuana use among high school students appears to be on the rise.
- During the 1996-97 school year, 16% of all public school principals reported that one or more of a list of common discipline problems were serious

problems in their school (tardiness, absenteeism, classcutting, physical conflicts, robbery or theft, vandalism, alcohol use, drug use or sale of drugs, tobacco, weapons, trespassing, verbal or physical abuse of teachers, racial tensions, gangs).

Both at the national level (and in Kentucky, as will be discussed) schools are generally very safe, and appear to be getting safer. But there remain a number of challenging issues and concerns that schools and communities need to be working on. This perspective is summarized in the box below:

“...the data shown in this report present a mixed picture of school safety. While overall school crime rates have declined, violence, gangs, and drugs are still evident in some schools. It is hoped that children will be able to go to and come from school and spend time at school without fearing for their safety or the safety of their friends and teachers. The data presented in this report indicate that more work needs to be done.”

Indicators of School Crime and Safety (1999)

U.S. Department of Education, Office of Educational Research and Improvement and U.S. Department of Justice, Office of Justice Programs

Nationally, What are Schools Doing in Response to Problems of Crime, Violence, and Discipline?

As school districts across the country have become more sensitized to problems of school violence and discipline, extensive policy and practice changes have occurred. The previously cited school reports provide a global picture of some of these efforts, **many of which are similar to Kentucky's efforts (described later in this report):**

- Most schools report “zero tolerance” policies mandating predetermined consequences or punishments for specific offenses. 94% had zero tolerance for firearms, 91% for weapons other than firearms, 87% for alcohol, 88% for drugs, and 79% for violence and tobacco.
- Most school districts report taking extra security measures in response to school violence. 96% require visitors to sign in, 80% have adopted a closed campus policy, 53% control access to their school building and 24% to the school grounds, and 19% report drug sweeps (generally middle and high schools). Only 4% perform random metal detector checks on students, and only 1% report using metal detectors on a daily basis.

- During 1996-97, about 6% of schools reported having police or security officers on site more than 30 hours per week, and an additional 1% had them 10-29 hours. 12% of schools reported that security officers were made available as needed. 78% of schools had no such arrangement.
- A high percentage of schools (78%) offered formal violence prevention or reduction programs, including 1-day sessions, on-going programming, or both.
- In 1996-97, there were over 5,000 expulsions for possession or use of a firearm in school. During the 1997-98 school year, approximately 3,930 students were expelled for bringing a firearm to school. Unfortunately, about half of these students were not referred for alternative placements and did not receive educational services following their expulsion. In 1996-97, 8,144 students were placed in out-of-school suspensions of 5 or more days for firearm possession.
- 3% of all public schools required students to wear school uniforms during the 1996-97 school year.

1999 Annual Report on School Safety (Federally-funded local initiatives)

www.ed.gov/pubs/AnnSchoolRept99

“The Safe Schools/Healthy Students Initiative draws on the best practices of the education, justice, social service, and mental health systems to promote a comprehensive, integrated problem-solving process for use by communities in addressing school violence. This process...includes (1) establishing school-community partnerships; (2) identifying and measuring the problem; (3) setting measureable goals and objectives; (4) identifying appropriate research-based programs and strategies; (5) implementing programs and strategies in an integrated fashion; (6) evaluating the outcomes of programs and strategies; and (7) revising the plan on the basis of evaluation information.”

“The Initiative requires comprehensive, integrated community-wide plans to address at least the following six elements: (1) safe school environment; (2) prevention and early intervention programs that address violence, alcohol, and other drugs; (3) school and community mental health preventive and treatment intervention services; (4) early childhood psychosocial and emotional development programs; (5) educational reform; and (6) safe school policies.”

54 grants were awarded to local educational agencies across the country, ranging from \$1 to \$3 million per year. Kentucky received one of these projects, a collaboration between Jefferson County Public Schools, Seven Counties Services, and the Louisville Police Department. Called Project Shield, it features implementation of a Primary Mental Health Program for early intervention, family and multisystemic therapy, teacher training, and crime prevention through environmental design.

What is the Kentucky Safe Schools Data Project?

1999 was the baseline year of data reporting to the Kentucky Department of Education (and subsequent analysis by the Center for School Safety). This report was based on 1998-99 school year data self-reported by 179 school districts, including the Kentucky School for the Blind, the Kentucky School for the Deaf, and Model Laboratory School in Richmond. Building-level data were provided by 1,437 schools representing a total enrollment of 637,368 students. Three statistical reports were released, providing an analysis of State Totals, Grade-Level Totals (elementary, middle, high school), and Individual School District Totals. Data were organized in four sections: (1) drug and/or violence prevention programs and strategies in Kentucky schools; (2) incidence of law violations; (3) security measures taken; and (4) local board policy violations. In 2000, data were gleaned from 179 school districts comprised of 1424 school buildings, with a total student enrollment of 639,289.

To accomplish data gathering for the first two years of operation, the Kentucky Department of Education collaborated with Research Triangle Institute (RTI) in North Carolina to design an electronic reporting system (partially funded through a federal grant). The objectives of the electronic system were to: (1) assist all school districts in providing data on youth violence and prevention activities; (2) improve the quality and completeness of data reported by schools and districts; (3) develop an integrated reporting system to meet new federal and state reporting requirements; and (4) provide access to data to serve the reporting and evaluation needs at the federal, state, and local levels.

To implement this electronic system, district contact persons receive incident data from individual schools as specified on electronic data-gathering worksheets, organize this material, and then enter the data into a Web-enabled database managed by RTI. Following data cleaning and follow-up, these data are then transmitted to the Center for School Safety for analysis.

Data definitions have remained constant across the two years, and data quality has steadily improved over the two years of initial program operation. This was aided by training and feedback provided to the individual school districts. Considerable effort has gone into specifying and clarifying data variables. For example, detailed definitions of law and school board violations were provided to users. A comprehensive glossary of terminology was provided in the Data Collection Handbook provided to all school district points of contact. It appears the 1999-2000 data are significantly more accurate, particularly in areas of school board policy violations. There remain some areas that require further examination, including: (1) continued clarification that reported law violations pertain only to those specific incidents reported to legal authorities; (2) recognition that consequences of legal violations may be unknown to school officials, and not representative of actual legal outcomes; (3) continued clarification of board policy violation data, in that some categories may overlap and specific incidents may be difficult to categorize; and, (4) recognition that some categories do not just involve

students, in that staff or other individuals may be involved, resulting in a skewing of the disciplinary action data.

In general, it appears that law violation data are more consistently reliable than Board Policy violation data. Confidence in these comparisons is aided by recent efforts to correct “outlier” data from last year’s report in a small number of cases. Also, it is important to recognize that throughout the report, data are shown in terms of incidence (the number or frequency of discrete occurrences) and not prevalence (number of persons involved). An exception is victim and offender data, where multiple victims may relate to individual incidents, and offender totals can count the same individual more than once in relation to multiple incidents.

Despite these limitations, the two-year data set provides an exceptionally rich base from which to glean data about the nature and scope of school violence and prevention programming in Kentucky’s schools.

How Can This Information Contribute to Safer Schools?

Our hope is that by reviewing and understanding these data, schools and communities will be able to plan and implement concrete local efforts to promote school safety. Thus, our intent is that all reports will be readable, clear, and relevant, with a strong emphasis on graphic presentation of data. **The Safe School Data Project Focus Group (see below) is hereby acknowledged for their role in clarifying what is timely and relevant to schools and communities, and for their helpful suggestions regarding the style, format and content of this report.**

The present report (Report #1) is the first in a series about School Year 1999-2000.

- **Report #1** summarizes state- and regional-level data, provides global estimates of school safety, and some rough estimates of progress in relation to last year’s data.
- **Report #2** (to be published within a month of the present report) provides a more refined analysis of Kentucky data, showing how the data vary in relation to grade level, gender, racial and ethnic characteristics, economic disadvantage factors, and some related variables that may be instructive.
- **Report #3** (to be published within a month of Report #2) provides **school district data**, showing how each district fares in regard to violations and prevention efforts.

The purposes of these reports are to: (1) supply educators, parents, students and community members with general descriptive information about school safety,

(2) provide state and local school officials with more detailed information that can inform school improvement efforts and reduce risk to students; and, (3) over time, enable judgments to be made about the extent to which schools are becoming more safe environments for learning.

Safe Schools Focus Group Members

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Karen Waugh, Kentucky Department of Education
James Wells, Eastern Kentucky University
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Law Violations in Kentucky's Schools

This section reports on what Kentucky school officials perceived as potential crimes on school grounds or at school-related functions. Under the FBI's Uniform Crime Reporting guidelines, crimes are organized into two categories, Part I (illegal acts against a person or property) and Part II (less serious crimes that may result in arrest).

The Kentucky Safe Schools Data Project has adopted the FBI Uniform Crime Reporting Form to provide a framework for gathering data about the incidence of illegal activity on school grounds or at school-related activities in Kentucky. Whenever an incident occurs that meets these criteria, the school official (typically the principal), is required by Kentucky Revised Statute 158 to report the incident to the proper legal authorities. It is these incidents that are being reported upon by school districts in this section. An additional legal requirement for reporting is imposed by Kentucky Revised Statute 158.444, which mandates reporting of school-based crimes involving aggravated assault, forcible rape, drug abuse violations, sex offenses (other than rape and prostitution), vandalism, and use of firearms or other weapons. Notably, once these crimes have been reported, school officials are not typically informed or knowledgeable about the legal outcome, although there may well be consequences at the school level.

Under the Uniform Crime Reporting (UCR) system, Part I (or index) crimes are considered particularly serious. They involve an illegal act directed against a person (i.e., criminal homicide, forcible rape, robbery, and aggravated assault) or against property (i.e., arson, burglary, larceny-theft, and motor vehicle theft). Part II law violations are less serious crimes that may result in arrest and include simple assault, embezzlement, vandalism, sex offenses (other than rape and prostitution), and drunkenness.

More precise definitions of Part I and Part II Crimes are shown in the boxes below:

Definitions of Part I Crimes

Aggravated Assault – An unlawful act by one person upon another for the purpose of inflicting severe or aggravated bodily injury . This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Arson – Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another.

Burglary – The unlawful entry of a structure to commit a felony or a theft.

Criminal Homicide – The willful (non-negligent) killing of one human being by another.

Forcible Rape – The carnal knowledge of a female forcibly and against her will.

Larceny-Theft – The unlawful taking, carrying, leading, or riding away of property from the possession or constructive possession of another.

Motor Vehicle Theft – The theft or attempted theft of a motor vehicle.

Robbery – The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force and/or putting the victim in fear.

Definitions of Part II Crimes

Curfew and Loitering – Based on existence of local curfew or loitering ordinances, where such laws exist.

Disorderly Conduct – Committing a breach of the peace, including affray, unlawful assembly, disturbing the peace, disturbing meetings, disorderly conduct, blasphemy, profanity, obscene language, desecrating the flag, refusing to assist an officer, all attempts to commit any of these.

Driving Under the Influence – Driving or operating any vehicle or common carrier while drunk or under the influence of liquor or narcotics, including motor vehicles, train, streetcar, boat, etc.

Definitions of Part II Crimes (continued)

Drug Abuse Violations – Includes all arrests for violations of state and local laws relating to the unlawful, possession, sale, use, growing, manufacturing, and making of narcotic drugs.

Drunkenness – Includes all offenses of drunkenness or intoxication, with the exception of “driving under the influence”.

Embezzlement – Misappropriation or misapplication of money or property entrusted to one’s care, custody, or control, to include altering or forging records; making, altering, forging, or counterfeiting bills, notes, drafts, tickets, checks, credit cards; forging wills, deeds, notes, bonds, seals, trademarks; possessing forged or counterfeited instruments; erasures; signing the name of another; using forged labels; possession of counterfeiting apparatus; and/or selling goods with altered, forged, or counterfeited trademarks.

Fraud – Fraudulent conversion and obtaining money or property by false pretenses, including bad checks, confidence games, leaving gas station without paying, and/or unauthorized ATM withdrawal.

Gambling – Charges related to promoting, permitting, or engaging in illegal gambling, including bookmaking, numbers, and lottery.

Liquor Law Violations – Includes illegal manufacture, sale, transporting, furnishing, or possessing intoxicating liquor; maintaining unlawful drinking places; bootlegging; operating a still; furnishing liquor to a minor or intemperate person; using a vehicle for illegal transportation of liquor; and/or drinking on train or public conveyance.

Offenses Against the Family and Children – All charges of non-support and neglect or abuse of family and children, such as desertion, abandonment, or non-support of spouse or child; neglect or abuse of spouse or child; and/or nonpayment of alimony.

Other Assaults (simple) – Assaults and attempted assaults where no weapon was used or which did not result in serious or aggravated injury to the victim, with offense titles such as simple assault, minor assault, assault and battery, injury by culpable negligence, resisting or obstructing an officer, intimidation, coercion, and/or hazing.

Prostitution and Commercialized Vice – Prostitution; keeping a bawdy house, disorderly house, or house of ill fame; and/or pandering, procuring, transporting, or detaining women for immoral purposes

Runaways (persons under 18) – Incidents for protective custody as defined by local statute, to be counted by home jurisdiction.

Sex Offenses – Adultery, fornication, buggery, incest, indecent exposure, indecent liberties, seduction, sodomy or crime against nature, and/or statutory rape.

Stolen Property – Buying, receiving, possessing, including attempts.

Vandalism – The willful or malicious destructions, injury, disfigurement, or defacement of any public or private property, real or personal, without consent of the owner or person having custody or control, by cutting, tearing, breaking, marking, painting, drawing, covering with filth, or any other such means as may be specified by local law. Includes a wide range of malicious behavior directed at property, such as cutting auto tires; drawing obscene pictures on public restroom walls, smashing windows, destroying school records, tipping over gravestones, and defacing library books.

Carrying, Possessing Weapons – Manufacture, sale, possession of deadly weapons; carrying deadly weapons, concealed or openly; using, manufacturing silencers; furnishing deadly weapons to minors, and/or aliens possessing deadly weapons. These are reported by category: (1) handgun; (2) shotgun or rifle; (3) other firearm; and (4) all other weapons. All other Offenses – To include (but not limited to) blackmail and extortion; criminal anarchism; criminal syndicalism; kidnapping; possession of drug paraphernalia or look-alike drugs.

What is the Incidence of School-Reported Part I Law Violations in Kentucky During 1998-99 and 1999-2000?

Figure 1, below, shows the number of incidents reported (to KDE) for **Type I law violations** in Kentucky's school systems. The precise number of incidents for each year is given at the base of the graph. It is important to keep in mind that these data reflect only what the schools perceive to be law violations, and not necessarily adjudicated episodes. This introduces an element of subjectivity, given that educators are not typically trained in legal definitions or terminology, and are not always aware of what happens to students once they enter the legal system. This may be a source of variability in the data, and they should be interpreted with some caution.

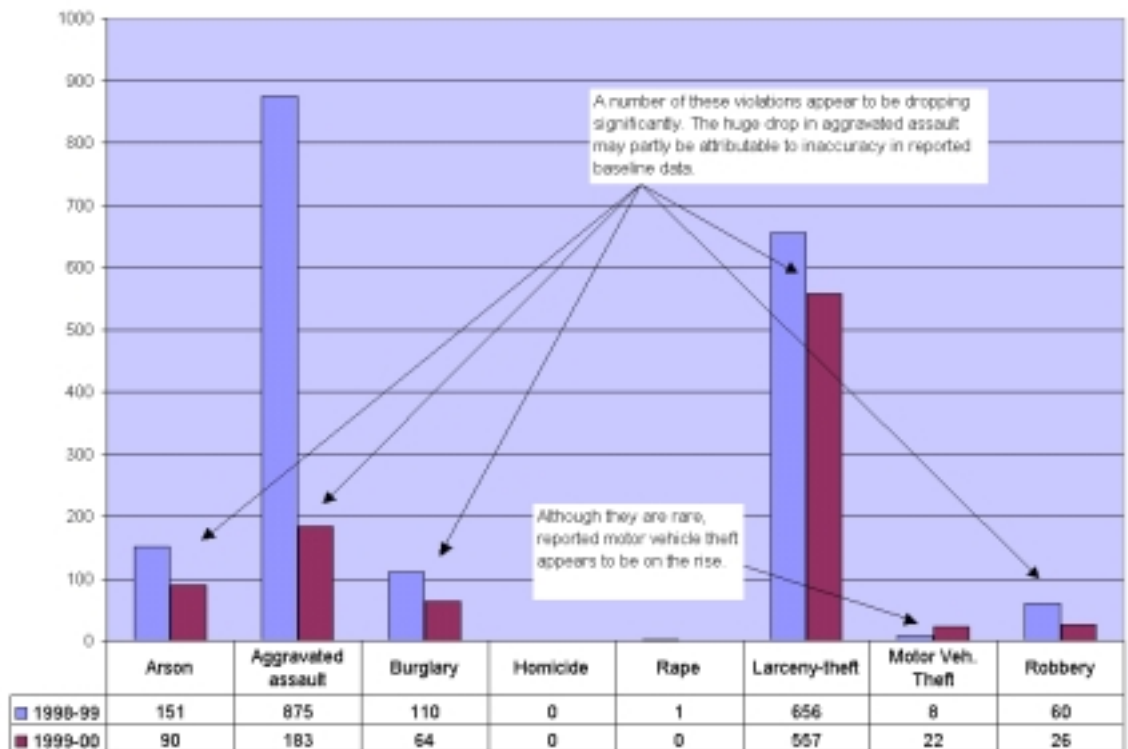


FIGURE 1: REPORTED PART I LAW VIOLATIONS DURING 1998-99 & 1999-2000

It can be seen from the above data that substantial decreases occurred for a number of Part I behaviors, most notably aggravated assault. This magnitude of a change is almost certainly in part attributable to inaccurate baseline data (almost all of the decrease occurred in one county). Nonetheless, the overall picture of a decline in reported

incidents is encouraging. The only exception is motor vehicle thefts, which appear to be rising (although the total number of incidents across the state remains quite low).

What is the Incidence of School-Reported Part II Law Violations in Kentucky During 1998-99 and 1999-2000?

Figure 2, shown below, provides school-reported incidents for **higher frequency Type II law violations** in Kentucky's school systems. The actual number of reported incidents for each year is shown at the base of the graph. Again, keep in mind that these data reflect only what the schools perceive to be law violations, not adjudicated episodes.

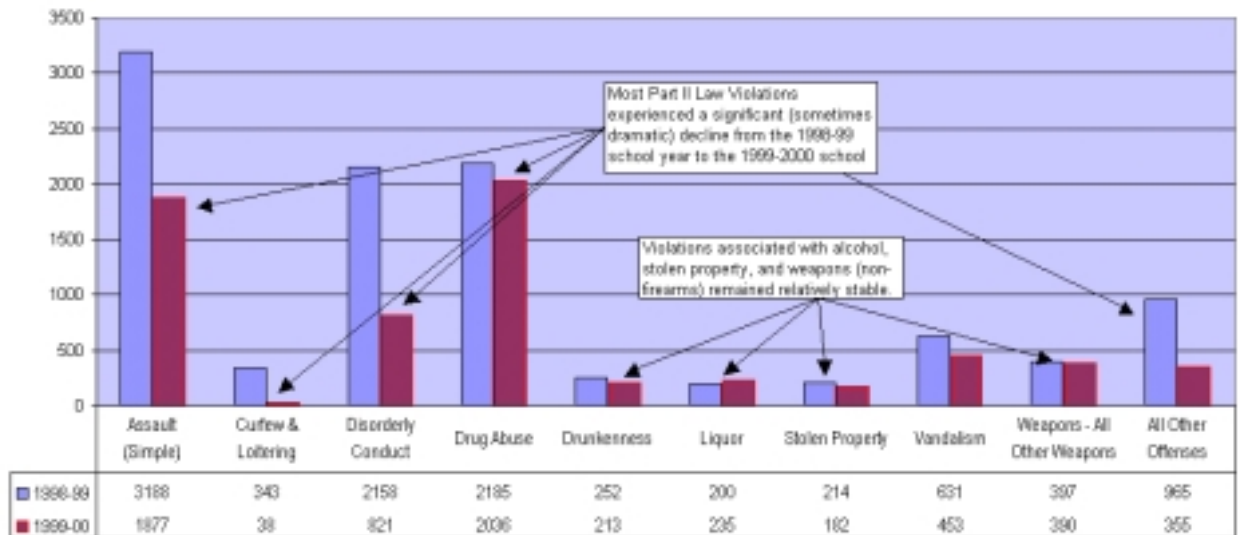


FIGURE 2: REPORTED HIGH FREQUENCY PART II LAW VIOLATIONS DURING 1998-99 & 1999-2000

As can be seen above, for a number of high incidence categories of Part II law violations, there is again a dramatic decrease from 1998-99 to 1999-2000 in the total number of incidents. In part, these decreases may be an artifact of the newness of the reporting system in the first year, which may have lead to inaccurate baseline data reporting. At the same time, these data may reflect significant gains in the handling and prevention of these more serious categories of behavior. **In general, schools appear to be reporting fewer Part II incidents of these types. A more clear sense of the variability of these data may emerge after the third year of data collection.**

It is also notable in the above graph that some categories remained relatively stable, especially those involving **alcohol (drunkenness, liquor)**, **stolen property**, and **bringing some types of weapons to school (the category of “other” weapons, which does not include firearms)**. These areas appear to represent persistent problems that are not, to date, yielding to preventive interventions.

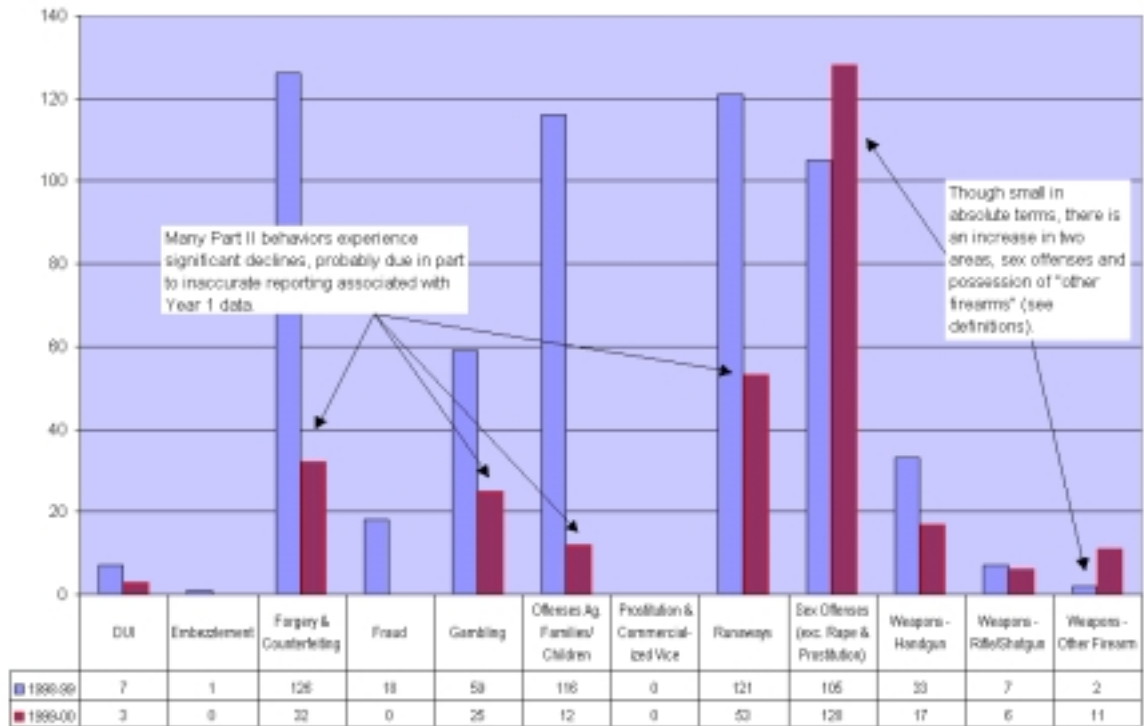
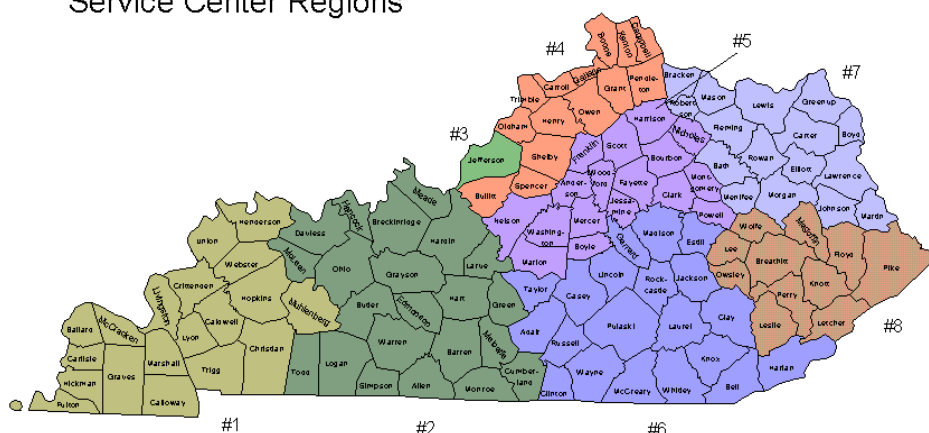


FIGURE 3: REPORTED LOW FREQUENCY PART II LAW VIOLATIONS DURING 1998-99 & 1999-2000

Figure 3 (above) shows school-reported incidence for lower-frequency Type II law violations in Kentucky’s school systems. As was seen in the higher frequency Part II law violation data, a number of significant decreases are seen. While some may be anomalies (e.g., forgery and counterfeiting), and others may result from greater familiarity with reporting requirements, it is also plausible that some of these gains are a function of prevention and intervention efforts (e.g., runaway). **While the absolute number of incidents is small, two categories that appear to remain either unchanged or (possibly) on the rise are sex offenses (not including rape and prostitution) and bringing firearms (not rifles or handguns) to school.** These may require additional focus, especially if it is determined that they can be localized.

Kentucky's school districts are divided into eight service regions, by the Kentucky Department of Education (KDE). The map shown at **Figure 4** delineates these regions by number.

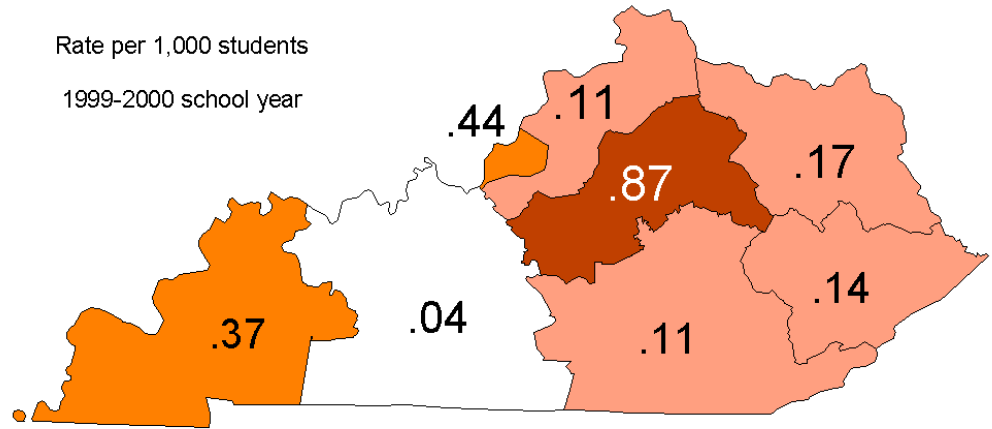
Service Center Regions



The maps that follow (**Figures 5 through 8**) provide rates for each of the four most common Part I and Part II law violations (aggravated assault, drug violations, simple assault and larceny-theft). Rates are calculated in terms of incidents per 1000 students. **The more darkly shaded the area, the higher the rate.**

Aggravated Assault

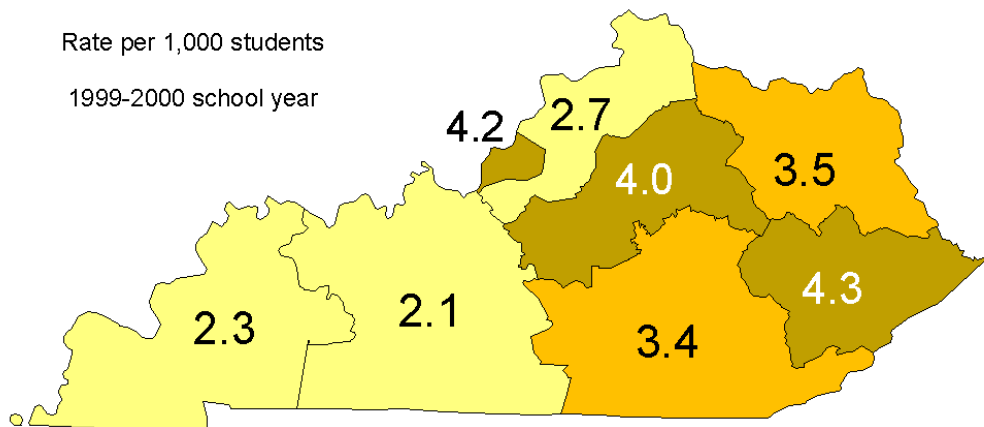
Rate per 1,000 students
1999-2000 school year



R.E.A.C.H. of Louisville, Inc.

Drug Violations

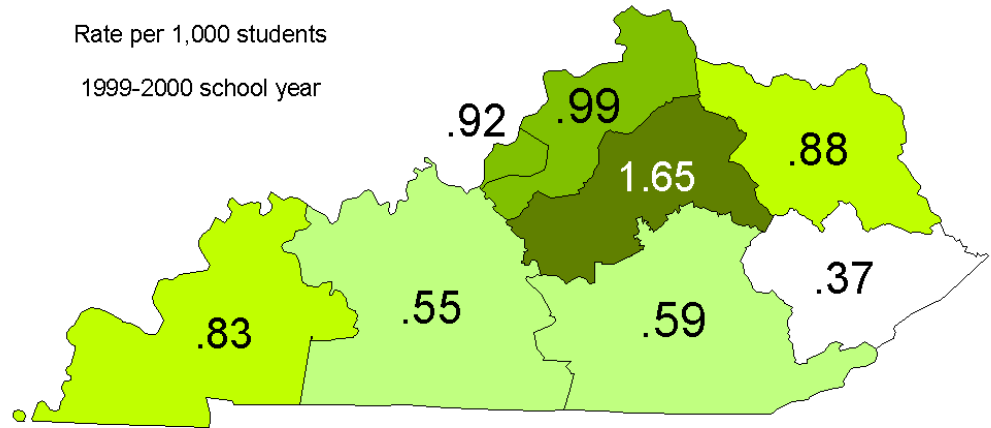
Rate per 1,000 students
1999-2000 school year



R.E.A.C.H. of Louisville, Inc.

Larceny - Theft

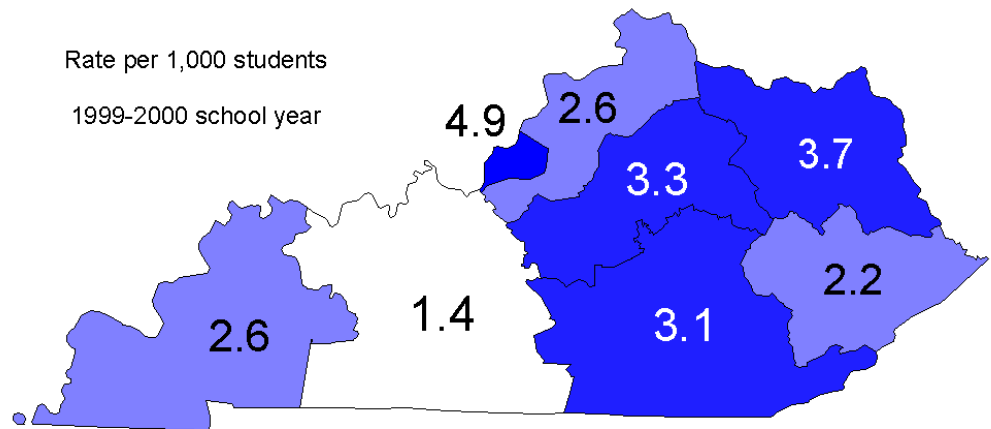
Rate per 1,000 students
1999-2000 school year



R.E.A.C.H. of Louisville, Inc.

Assault (simple)

Rate per 1,000 students
1999-2000 school year

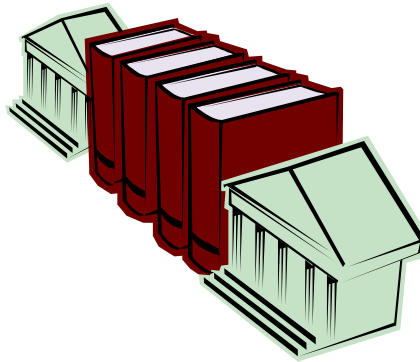


R.E.A.C.H. of Louisville, Inc.

FIGURE 5 THROUGH 8 REPORTED AGGRAVATED ASSAULT, DRUG VIOLATIONS LARCENY-THEFT, AND SIMPLE ASSAULT RATES DURING 1999-2000 YEAR

Reviewing the findings shown in these maps in general terms, some startling regional differences emerge. While it might be hypothesized that urban/suburban areas of the state are most likely to show higher rates of law violations, this is not uniformly the case. For example, in two of the four categories, Jefferson County exhibits relatively high rates of law violations (e.g., drug violations, assault). However, the region with the most uniformly high rates is the central region, which includes Lexington but is mostly rural. In general, it appears that the area of the state south and west of Louisville, extending to the Tennessee line, exhibits the lowest overall rates. In sum, there appears to be considerable variability across behavioral categories in relation to regional location is seen.

It is hypothesized that, to some extent, law violations (and what is reported to law enforcement authorities) may vary as a function of local norms and values, availability of resources and remedies, and other community demographic and socio-cultural variables that vary considerably by region.



What Legal Consequences Follow Part I and Part II Law Violations? Are Schools Making Mandatory Reports to Law Enforcement for These Violations?

The figure that follows (**Figure 9**) depicts law-related actions taken by the school (e.g., calling police), as well as actions taken by the legal system (e.g., arrest, filing charges) for Part I and Part II violations. The graph does not include school-based disciplinary actions that are administered due to violation of school board policy.

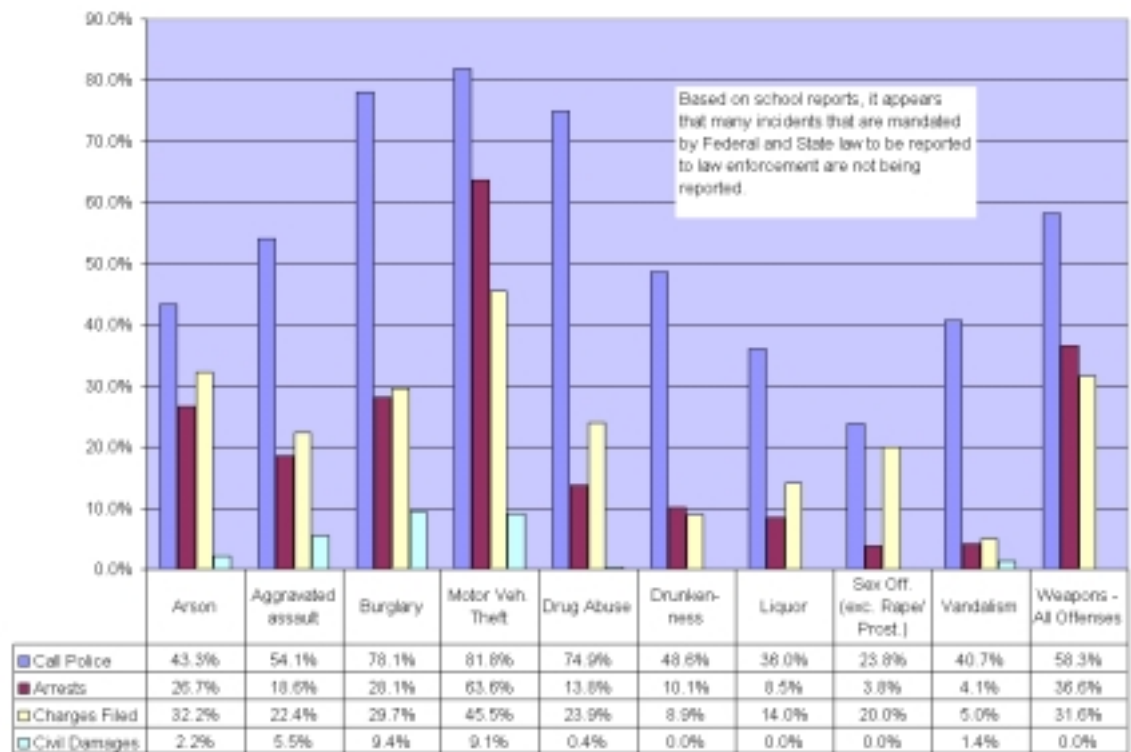


FIGURE 9: REPORTED LEGAL CONSEQUENCES OF PART I VIOLATIONS DURING 1999-2000 YEAR

It is important to recognize that both legal and school-specific consequences may accrue to the same incident. For example, in addition to calling the police, a principal might institute a school suspension for a certain behavior. While it seems likely that school officials will have accurate information about their own actions in this regard, it is probable that actions taken by the legal system are under-reported, given that the school officials may not be fully apprised of what occurs within the legal system subsequent to their report.

In general, it appears that the three Part I behaviors that are most likely to result in calls to law enforcement are aggravated assault, burglary and motor vehicle theft. Some law violations did not occur at all (according to school reports) and therefore do not appear on this chart (e.g., rape, homicide).

For Part II behaviors, it appears that problems associated with possession of weapons, alcohol, and substance abuse were the most likely to lead to legal actions, although at a substantially lower rate than the Part I violations.

What is especially noticeable about these data is the extent to which many law violations are not reported to the police, at least based upon school self-report. If these data are accurate, more training and guidance may need to occur to insure that the reporting requirements of KRS 158 are fulfilled.

From KRS CHAPTER 158

When the principal has a reasonable belief that an act has occurred on school property or at a school-sponsored function involving assault resulting in serious physical injury, a sexual offense, kidnapping, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a controlled substance in violation of the law, or damage to the property, the principal shall immediately report the act to the appropriate local law enforcement agency. For purposes of this section, "school property" means any public school building, bus, public school campus, grounds, recreational area, or athletic field, in the charge of the principal.

KRS 158.155 (4)

A person who is an administrator, teacher, or other employee of a public or private school shall promptly make a report to the local police department, sheriff, or Kentucky State Police, by telephone or otherwise, if:

(a) The person knows or has reasonable cause to believe that conduct has occurred which constitutes:

1. A misdemeanor or violation offense under the laws of this Commonwealth and relates to:

- a. Carrying, possession, or use of a deadly weapon; or
- b. Use, possession, or sale of controlled substances; or

2. Any felony offense under the laws of this Commonwealth; and

(b) The conduct occurred on the school premises or within one thousand (1,000) feet of school premises, on a school bus, or at a school-sponsored or sanctioned event.

What School Disciplinary Actions (Suspensions, Expulsions, Alternative Placement) Occurred as a Consequence of Part I and Part II Law Violations?

The graphs that follow (**Figures 10 & 11**) summarize global school disciplinary consequences associated with Part I and Part II law violations for the two years of data gathering. It can be seen that there have been substantial decreases in the number of school disciplinary actions across the state, according to the self-report of the districts. For most categories, these decreases range from 30% to 50%. It is not clear whether these changes reflect true change, or are attributable to inaccurate baseline reporting or some other form of measurement error.

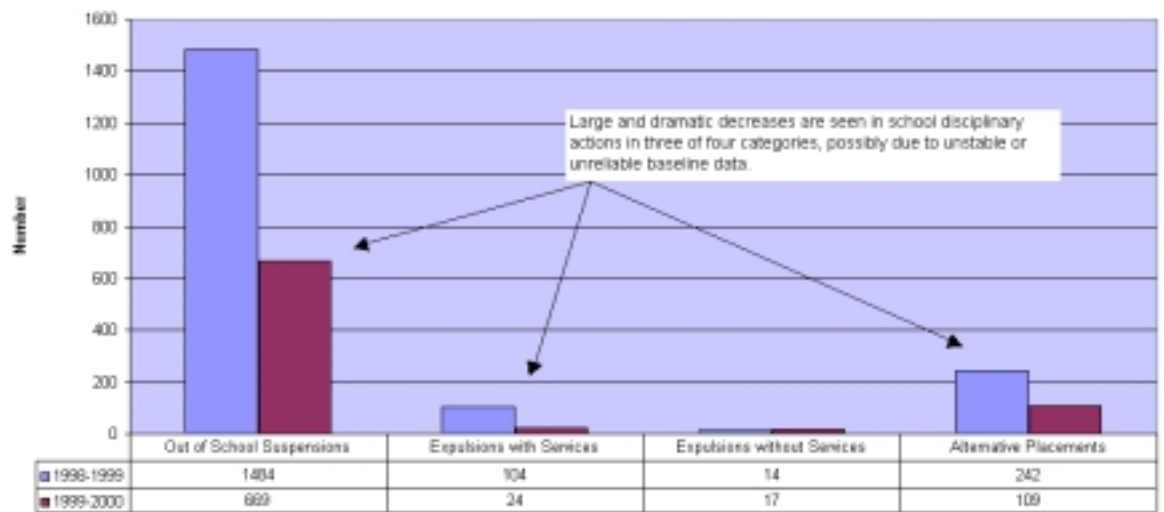


FIGURE 10: COMPARISON OF REPORTED PART I DISCIPLINARY ACTIONS BETWEEN 1998-1999 AND 1999-2000 SCHOOL YEARS

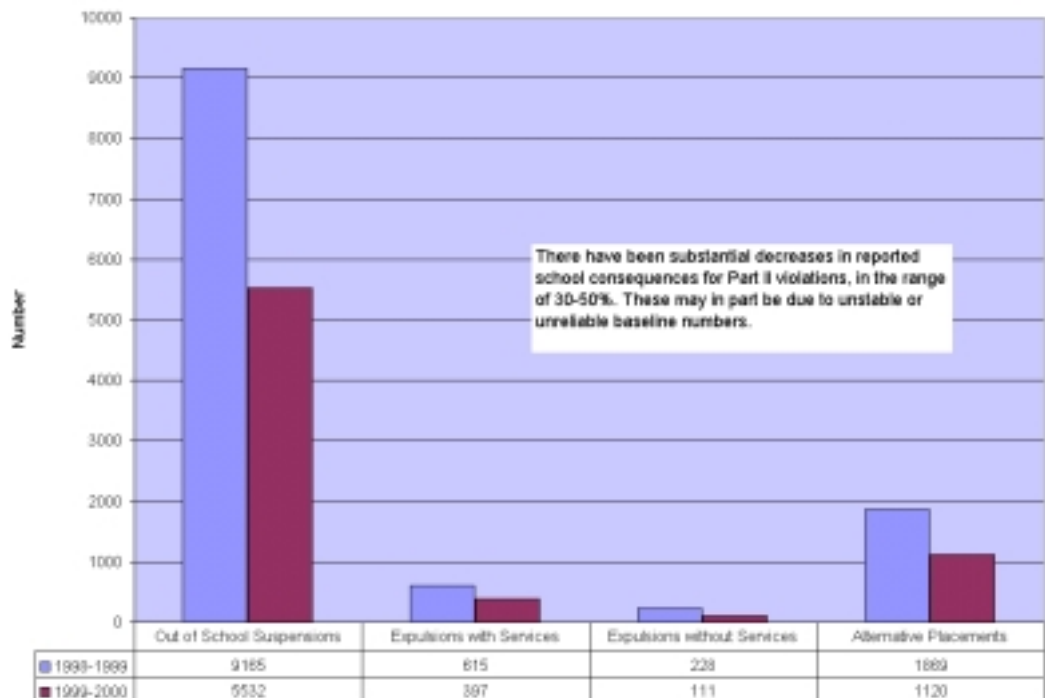


FIGURE 11: COMPARISON OF REPORTED PART II DISCIPLINARY ACTIONS BETWEEN 1998-1999 AND 1999-2000 SCHOOL YEARS

Incidents Involving Weapons, Including Firearms

The graph below (**Figure 12**) shows comparative weapons-related incidents in more detail. **Handgun incidents appear to have dropped, but incidents involving other firearms appear to be on the rise.** It should be noted that the absolute number of such incidents is relatively low, rendering comparisons across years to ascertain trends problematic.



FIGURE 12: INCIDENTS INVOLVING FIREARMS DURING 1998-1999 AND 1999-2000

The total number of school expulsions for firearms is down by about two-thirds.

Reported Expulsions for Weapons Incidents

1998-1999: **37**

1999-2000: **12**

Of some concern in light of the above data is the discrepancy between the number of firearms-related incidents and the number of reported school expulsions for weapons incidents. The **Gun-Free Schools Act**, a federal mandate, requires that schools expel students who have brought weapons to school. More information about this requirement is shown below.

GUN-FREE SCHOOLS ACT

The Gun-Free Schools Act requires that each State receiving Federal funds under the Elementary and Secondary Education Act (ESEA) must have in effect, by October 20, 1995, a State law **requiring** local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a weapon to school. Each State's law must allow the chief administering officer of the local educational agency to modify the expulsion on a case-by-case basis.

The local educational agency shall, (1) implement a policy requiring referral to the criminal justice or juvenile delinquency system for any student who brings a weapon to school, (2) include in its application for ESEA funds the assurance and other information required by the Gun-Free Schools Act.

The term weapon is defined as:

- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by action of an explosive;
- The frame or receiver of any weapon described above
- Any firearm muffler or silencer
- Any destructive device, which includes:
 - (1) Any explosive, incendiary, or poison gas,
 - (2) Grenade,
 - (3) rocket, having a propellant charge or more than four ounces,
 - (4) missile having an explosive or incendiary charge of more than one-quarter ounce,
 - (5) mine, or
 - (6) similar device
- Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of more than one-half inch in diameter.
- Any combination or parts either designed or intended for use in converting any device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

School-Reported Part I and Part II Law Violations: A Summary

- Comparison between school years 1998-1999 and 1999-2000 appears to demonstrate large overall decreases in school-reported Part I and Part II law violations. Some of these decreases, such as simple assault and disorderly conduct, may be anomalies or artifacts of refinements in data reporting.
- Despite the general decline in Part I and II law violations, there appear to be a small number of areas which are resistant to change or increasing. These include violations associated with alcohol use, buying or receiving stolen property, sex offenses (not including rape or prostitution), and possession of non-firearm weapons. These may be areas for further effort, especially if they can be localized.
- For variables where there are dramatic differences over time, interpretation may be enhanced by reference to another year of data, in order to obtain a more stable baseline.
- When the four most frequently occurring Part I and Part II law violations are examined from a regional perspective, little consistency is seen in terms of urban-suburban-rural location. While Jefferson County has high rates in three areas, it does not in a fourth, and there is considerable regional variability across the categories measured. Presumably, other factors such as demographics, culture, values, legal system, and service availability account for these differences. Further exploration of these data on a county-wide basis (Report #3) may facilitate further description and analysis.
- It is difficult to accurately interpret data on the legal consequences of Part I and Part II violations, since school officials may not be privy to subsequent events within the legal system. However, data on the percent of incidents that are reported to law enforcement by school officials raise concern about compliance with reporting mandates.
- In addition to legal consequences for Part I and II violations, schools administer discipline for the same incidents, ranging from suspension or alternative placement to expulsion (with or without educational services). These data show dramatic declines in the number of school-reported suspensions, expulsions, and alternative placements.
- While incidents involving handguns have dropped significantly, incidents involving "other firearms" have increased (although they remain rare). Rifle/shotgun incidents and all other weapon incidents have remained stable. Given the potential for destructive consequences, such incidents remain a concern and target for intervention. The overall number of expulsions for possession of a weapon at school has dropped from 37 to 12.

School Board Policy Violations & Victim/Offender Data for Kentucky's Schools

This section reports on school board policy violations that occur on school grounds or at school-related activities, as reported to the Kentucky Department of Education. These include student violations of school and district policies that are not law violations and which result in disciplinary actions, including suspension, alternative placement, corporal punishment, or expulsion (with or without educational services). Data on victims and offenders of law and board policy violations are also presented.

Each local school board in Kentucky is empowered and required by Kentucky Administrative Regulation (see inset on next page) to establish a local discipline policy, setting out standards and expectations for behavior and consequences (disciplinary actions) for misconduct. Thus, the Kentucky Safe Schools Data Project gathers information about board policy infractions that do not rise to the level of law violations, but nonetheless require specific disciplinary action. In contrast with the FBI Uniform Code that defines each of the law violations described in Chapter 2, there is variability from district to district in terms of how each behavior is defined. Therefore, in order to impose some structure on this portion of the reporting system, nine general (and relatively discrete) behavioral categories of school behavior infractions were selected. While not inclusive of all disciplinary problems that occur in schools, consensus was arrived at that these were of the greatest concern.

The following student violations are included in the Kentucky Safe Schools Data Project:

- Dangerous instruments (carrying or use)
- Defiance of authority
- Disturbing class
- Failure to attend detention
- Fighting
- Inappropriate sexual behavior
- Profanity or vulgarity
- Threat/intimidation
- Tobacco violations (smoking & chew)

Notably, in order to be included in the report, it is required that each incident be associated with at least one of five available disciplinary actions: (1) out-of-school suspension; (2) expulsion with educational services (some form of educational service is continued, such as home instruction); (3) expulsion without educational services; (4) placement in an alternative education program; and/or (5) corporal punishment.

Disciplinary infractions that do not result in one of the above consequences are not to be included in the reporting done by individual school buildings.

For example, if a child receives an in-school suspension or lesser form of punishment for one or more of the above behaviors, that incident would not be included in the count. This distinction may not have been

as clear to building-level reporters in the first year of the project, but appears to have become more reliable for the present year.

Interpretation of school board policy violation data should therefore proceed somewhat more cautiously, given that there may be considerable variability across

KRS 158.148 Student discipline guidelines – Local code of acceptable behavior and discipline

Section (4)

Each local board of education shall be responsible for formulating a code of acceptable behavior and discipline to apply to the students in each school operated by the board.

- (a) The superintendent, or designee, shall be responsible for overall implementation and supervision, and each school principal shall be responsible for administration and implementation within each school. Each school council shall select and implement the appropriate discipline and classroom management techniques necessary to carry out the code. The board shall establish a process for a two-way communication system for teachers and other employees to notify a principal, supervisor, or other administrator of an existing emergency.
- (b) The code shall contain the type of behavior expected from each student, the consequences of failure to obey the standards, and the importance of the standards to the maintenance of a safe learning environment where orderly learning is possible and encouraged.
- (c) The principal of each school shall apply the code of behavior and discipline uniformly and fairly to each student at the school without partiality or discrimination.
- (d) A copy of the code of behavior and discipline adopted by the board of education shall be posted at each school. Guidance counselors shall be provided copies for discussion with students. The code shall be referenced in all school handbooks. All school employees and parents shall be provided copies of the code.

school districts in terms of tolerance for certain types or categories of behavior. Additionally, not all school districts are likely to be consistent in their application of consequences. **In effect, this section is less about describing the rates of occurrence of clear and well-defined behavior, and more about the consequences associated with the occurrence of a number of general classes of behavior.**

How often do students engage in school board violations that result in discipline, such as suspension, expulsion, alternative placement, or corporal punishment?

Figure 13, shown below, provides reported incidents for **total school board policy violations** (each must have resulted in one of the specific consequences) across Kentucky's schools in 1998-1999 and 1999-2000. The actual number of reported incidents for each year is shown at the base of the graph.

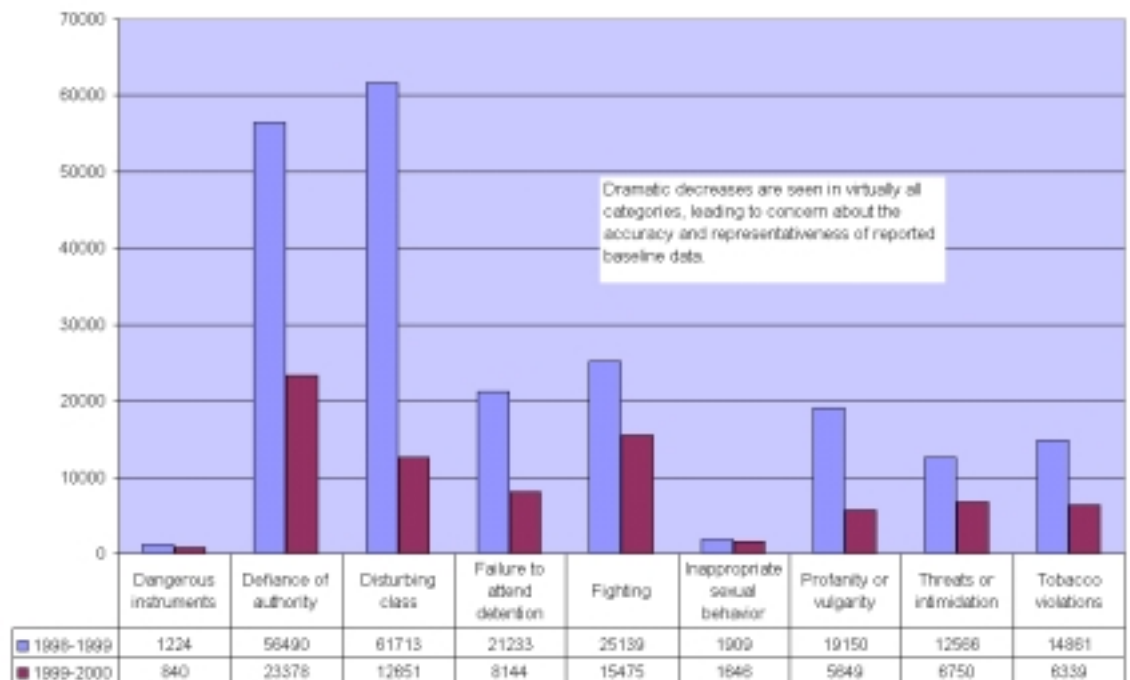


FIGURE 13: REPORTED SCHOOL BOARD POLICY VIOLATIONS DURING 1998-99 & 1999-2000

In every behavioral category shown on the above chart, there is a dramatic reduction in the number of reported incidents. Some of these reductions are very large, such as the number of class disturbance incidents, from 61,613 in 1998-1999 to 12,651 in 1999-2000. Almost certainly, this is partly a function of greater accuracy in data reporting. For example, school officials may not have been clear in Year 1 that the criterion for inclusion of an incident was whether it resulted in one of the five disciplinary consequences specified. It seems improbable that the incidence of such behavior could change so dramatically, even with systematic focus and intervention. **Comparisons between Year 2 and Year 3 data may be more reliable. Despite these concerns, it may be that there have been significant reductions in school board violations as a consequence of prevention and intervention efforts.**

Figure 14, below, reports on the **total number of school buildings** within which school-reported board policy violations occurred.

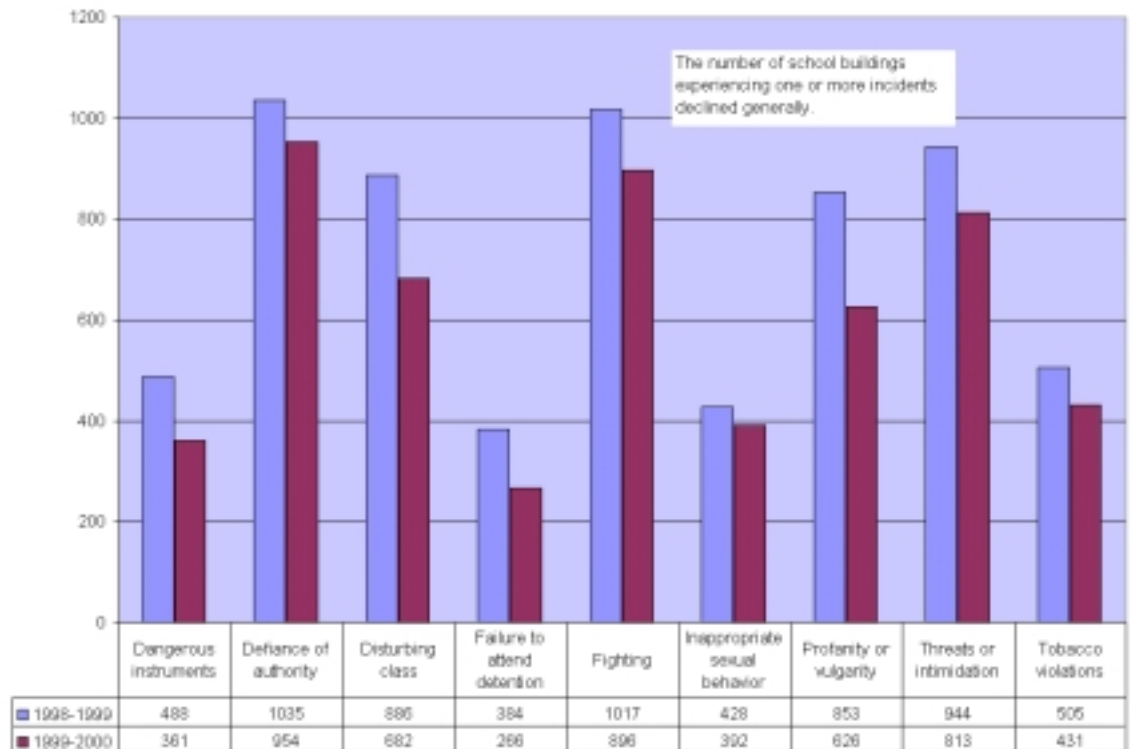


FIGURE 14: NUMBER OF SCHOOL BUILDINGS REPORTING BOARD POLICY VIOLATIONS DURING 1998-99 & 1999-2000 SCHOOL YEARS (RESULTING IN SPECIFIC CONSEQUENCES)

The categories of behavior that were common to most school buildings were defiance of authority, disturbing class, fighting, profanity/vulgarity, and threats/intimidation.

Less widely distributed categories of behavior seem probably more likely to be more common to secondary-level schools (see Report #2).

Figure 15 provides data on school-reported judgments regarding the extent to which board policy infractions were gang-related. For the purpose of this report, gang-related incidents were defined as follows:

The incident is gang-related if it is gang motivated, if gang membership caused the incident or was a contributing factor to actions that happened during the incident. For example, an incident of vandalism or robbery might be a part of an initiation into a gang or a fight might be caused by gang rivalry. Report an incident as gang-related only if you are sure that gang membership contributed to the incident. A gang is a somewhat organized group of some duration, sometimes characterized by turf concerns, symbols, special dress, and colors. The group is recognized as a gang by its members and others.

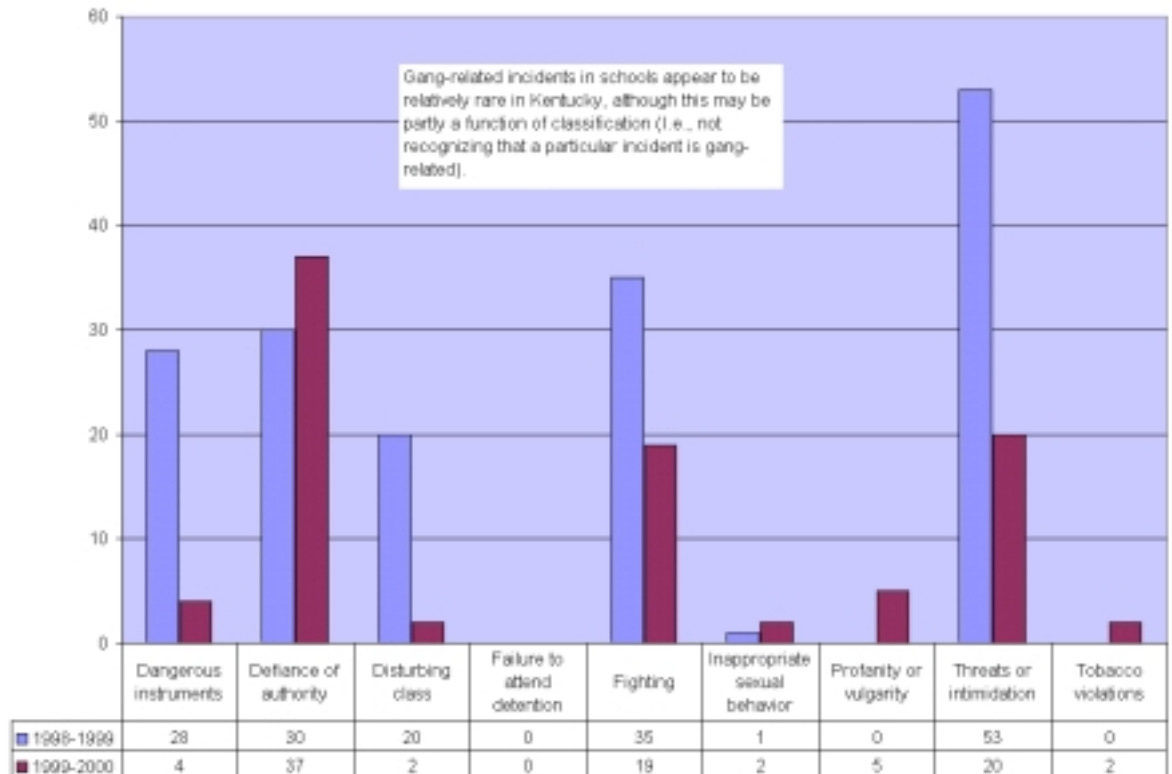
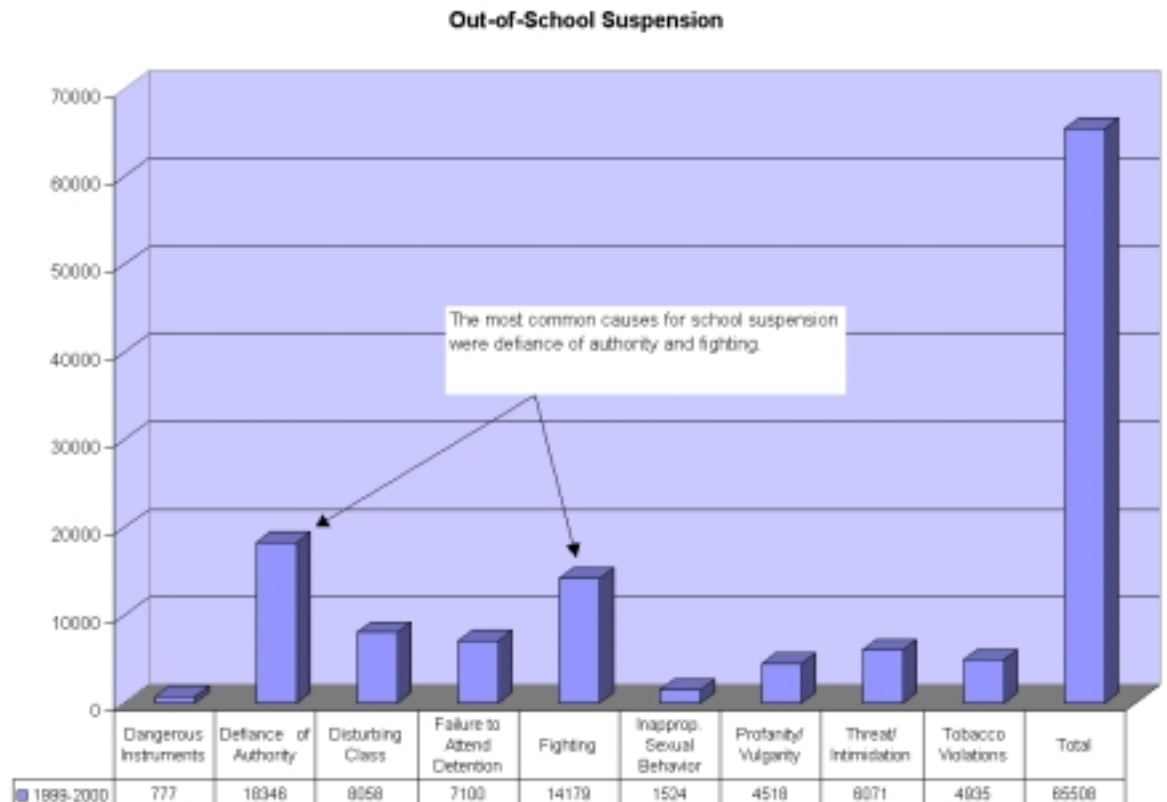


FIGURE 15: NUMBER OF SCHOOL BUILDING BOARD POLICY VIOLATIONS THAT APPEARED GANG-RELATED DURING 1998-99 & 1999-2000

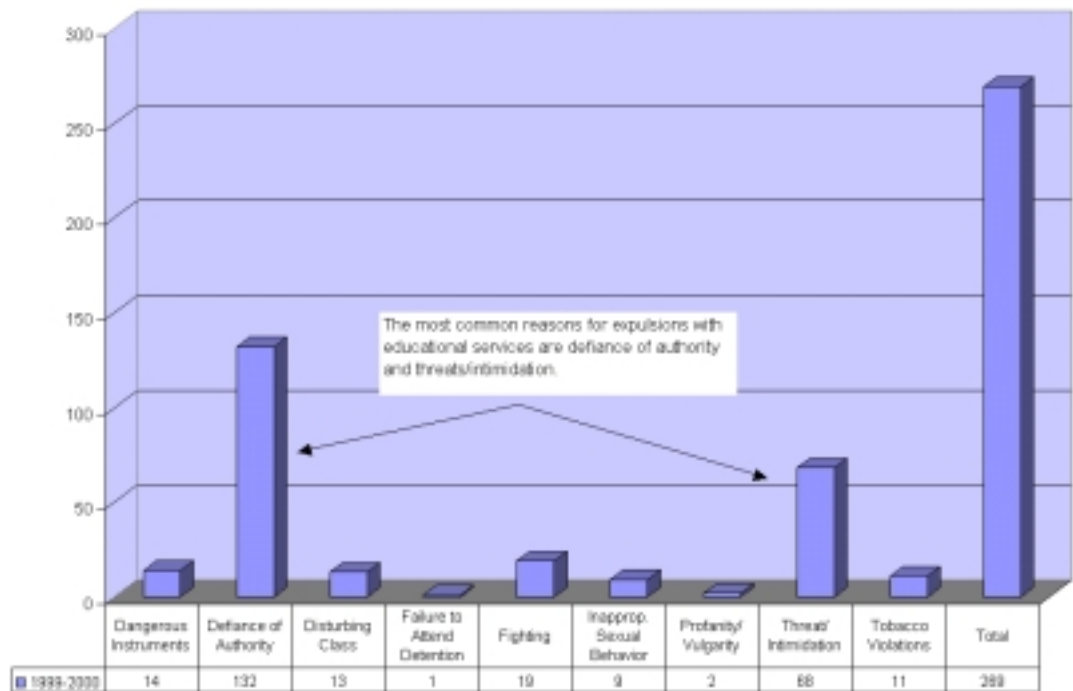
What School Disciplinary Actions Occurred as a Consequence of School Board Policy Violations?

The Kentucky Safe Schools Data Project gathers information on five potential outcomes of school board violations: out-of-school suspension, expulsion with educational services, expulsion without educational services, alternative placement, and corporal punishment. For school year 1999-2000, each of these outcomes is portrayed below in relation to the infractions that provided the basis for its administration.

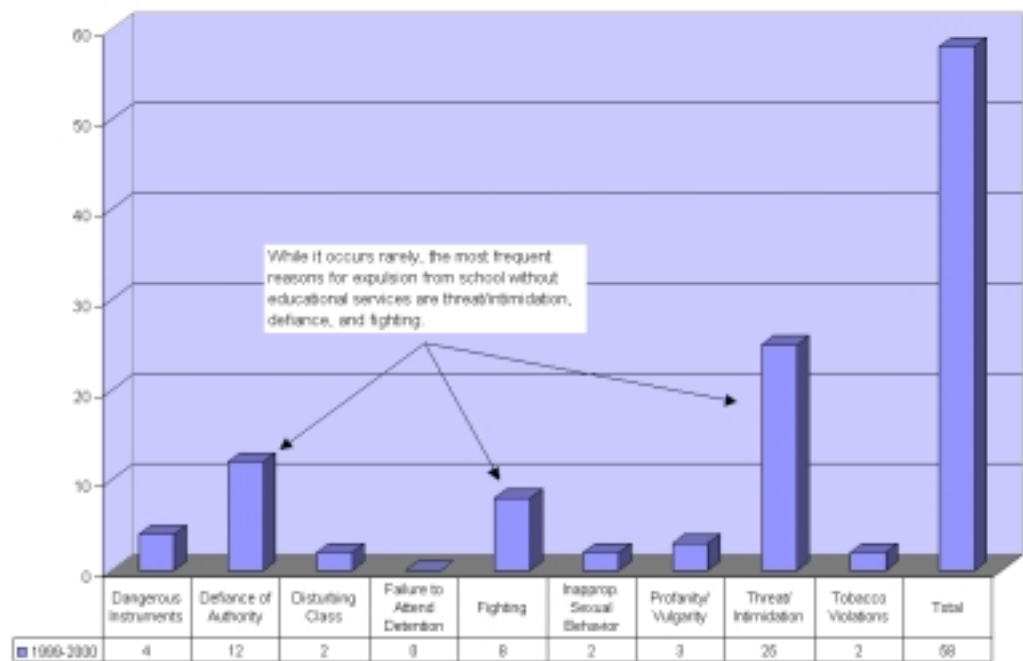
FIGURE 16-20 (BELOW): NUMBER OF SCHOOL-ADMINISTERED CONSEQUENCES FOR BOARD POLICY VIOLATIONS DURING 1999-2000



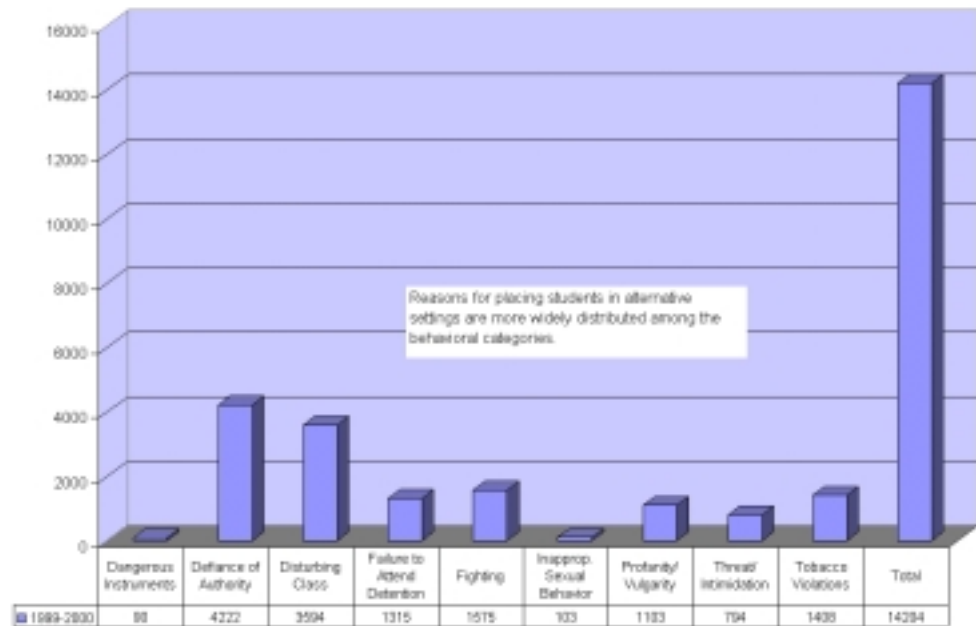
Expulsion with Services



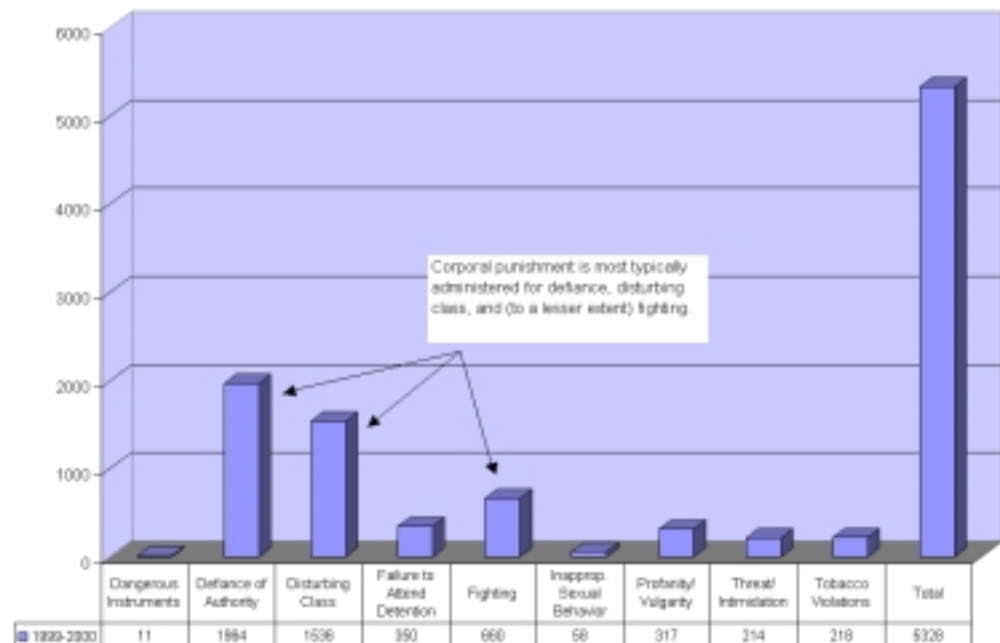
Expulsion without Services



Alternative Placements



Corporal Punishment



It appears, from a cursory review of the above data, that defiance of authority, fighting, and threats/intimidation are the behaviors that result in the most severe forms of school discipline. Suspension, alternative placement, and corporal punishment are the most frequent forms of school discipline, given these categories.

Following is a summary of the total number of school disciplinary consequences across the two years of data reporting. Overall, expulsion and alternative placement appear to be declining, while suspension and corporal punishment appear to be on the rise.

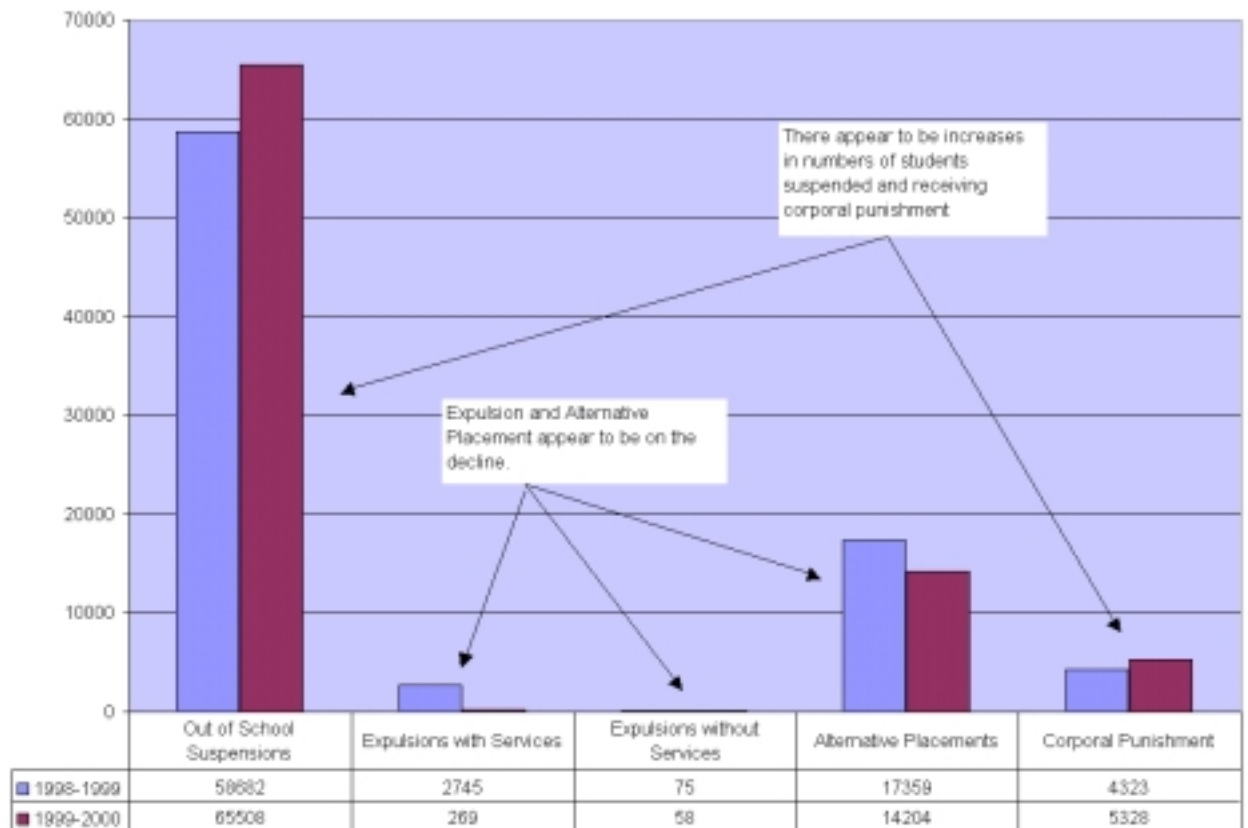
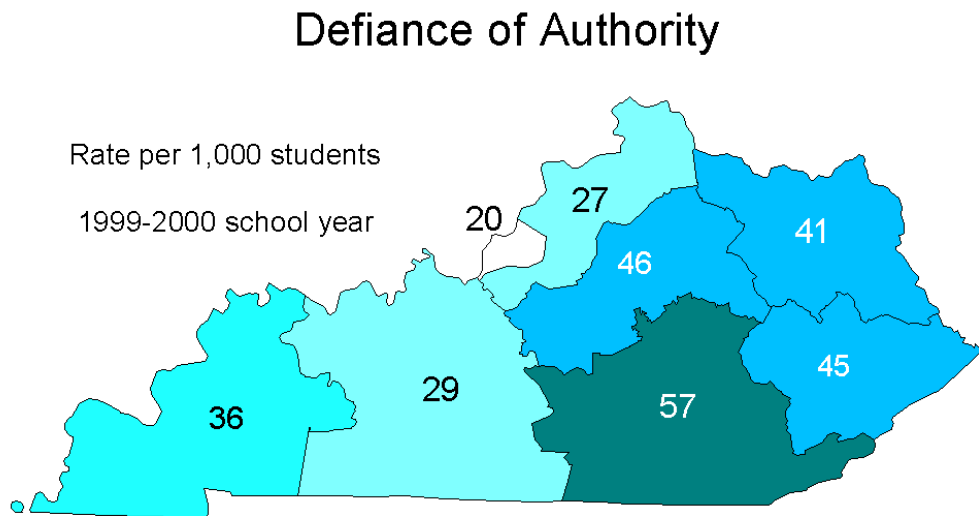


FIGURE 21: COMPARISON OF SCHOOL DISCIPLINARY CONSEQUENCES FOR BOARD POLICY VIOLATIONS ACROSS 1998-1999 AND 1999-2000

Are there Any Regional Differences in the Incidence of School Board Violations in Kentucky (Relative to School Population)?

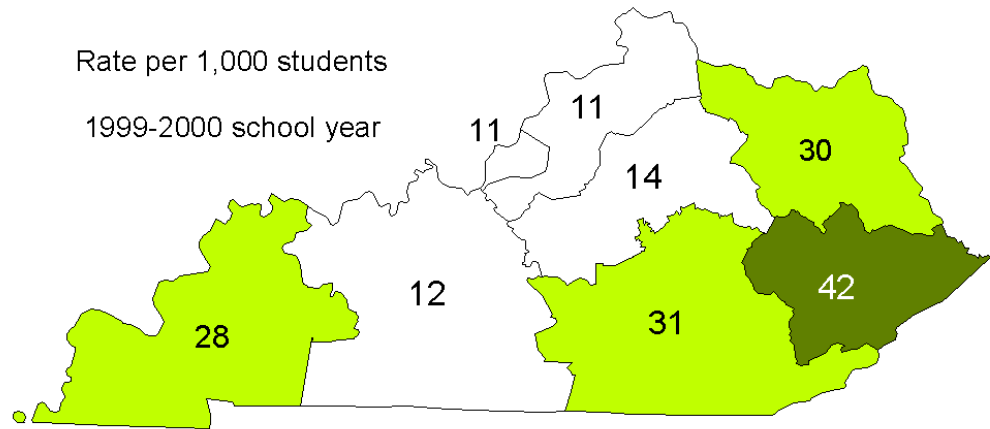
The maps that follow provide regional occurrence rates for the four most frequently occurring school board policy violations. The rates shown are calculated to provide a rate per 1000 student, in order to compare across regions.

FIGURES 22 THROUGH 25 (BELOW): RATE OF OCCURRENCE OF FOUR BOARD POLICY VIOLATIONS ACROSS EIGHT REGIONS



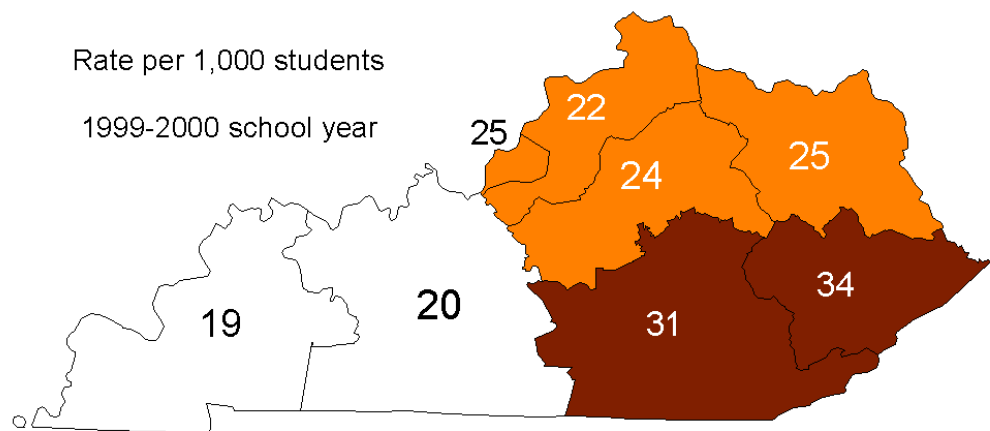
R.E.A.C.H. of Louisville, Inc.

Disturbing Class



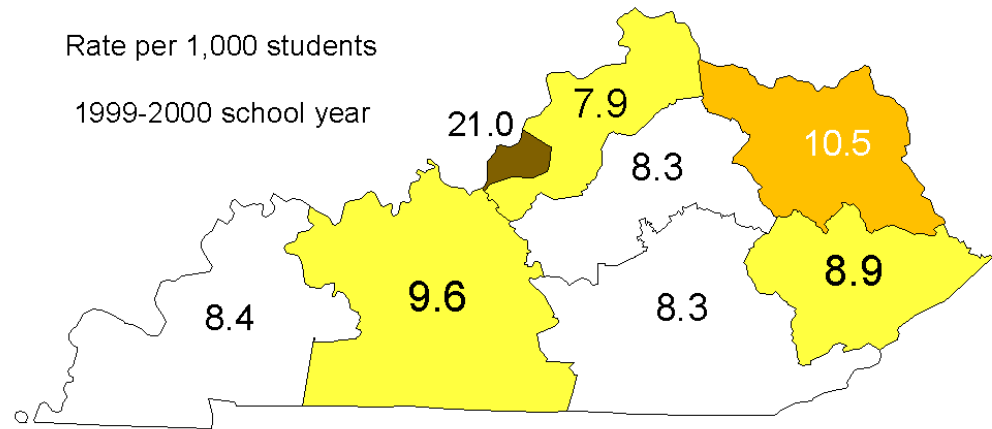
R.E.A.C.H. of Louisville, Inc.

Fighting



R.E.A.C.H. of Louisville, Inc.

Threat/Intimidation



R.E.A.C.H. of Louisville, Inc.

Similar to regional maps pertaining to law violations, board policy violation maps show intriguing differences across regions. Southeastern Kentucky appears to emerge as having the highest overall rates of board violations. In contrast, Jefferson County has among the lowest in classroom disturbance and defiance of authority, but the highest in threats and intimidation). Much of the remainder of the state appears to have moderate rates (in most categories), relative to these extremes.

How Many Individual Victims and Offenders are



Identified by School Officials?

FIGURE 28: NUMBER OF VICTIMS OF SCHOOL LAW AND BOARD POLICY VIOLATIONS

Victim: An individual who is the object of an incident of prohibited act or behavior, reported to a school official or law enforcement agency.

School personnel: An employee of the school system or individual providing services to the school (contracted or unpaid); includes teachers, administrators, and other school staff members such as support staff, bus drivers, maintenance workers, school-based law enforcement officers, and volunteers.

Non-school personnel: An individual who was neither a student nor school personnel for the school reporting the incident.

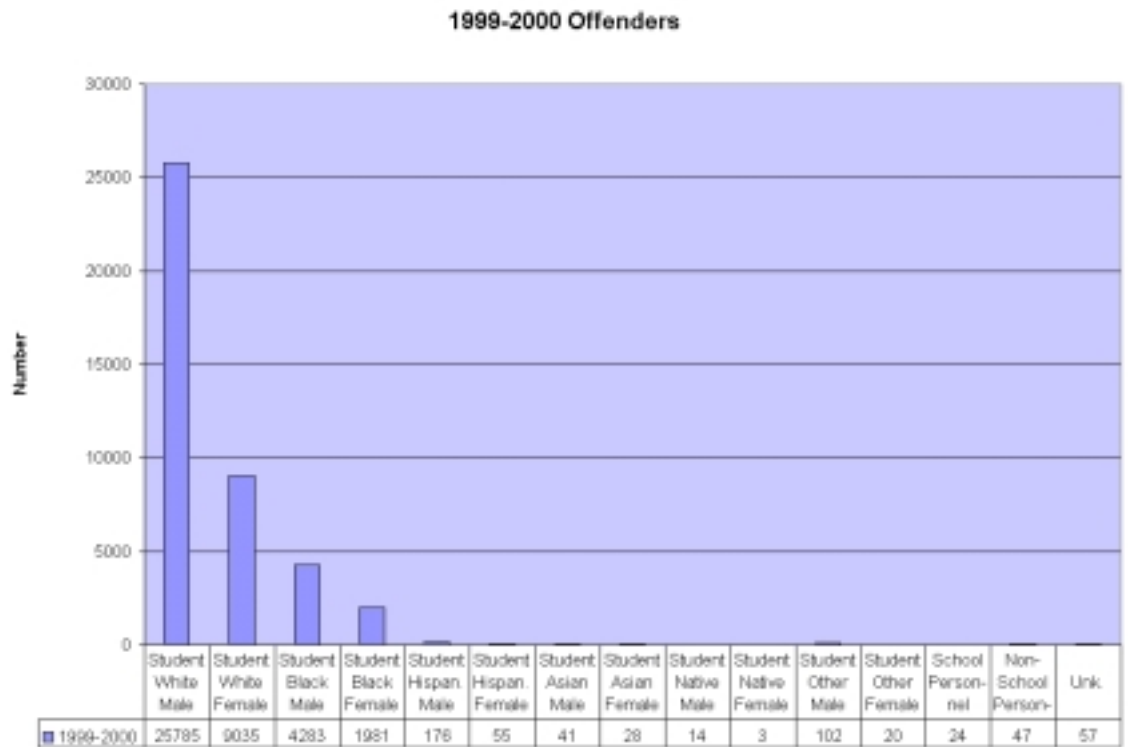


FIGURE 29: NUMBER OF OFFENDERS OF SCHOOL LAW AND BOARD POLICY VIOLATIONS:

Offender: An individual, whether student or not, involved in committing an incident of prohibited behavior. There may be more than one offender involved in any single incident.

Offender, Unknown Identity: The offender or offenders involved in the incident are not known.

It can be seen that there are substantial numbers of individuals who can be identified as victims of the law and board policy violations documented in this report. Given that not every incident has a direct victim, it is not surprising that the number of unduplicated offenders is substantially larger than the number of victims.

School Board Policy Violations & Victim/Offender Data: A Summary

- The data show a dramatic reduction in the number of reported school board policy violations across all categories of measurement. The most noticeable change is the reduction reported in classroom disturbance, from 61,613 to 12,651 incidents across the two years.
- A substantial proportion of these changes is probably attributable to improvements in reporting accuracy across the two years, especially the reminder that only those incidents that result in one of the five disciplinary consequences are to be reported. Baseline data are probably unreliable for the purpose of direct comparison.
- Gang-related behavioral incidents show a significant decline, and are relatively rare.
- Defiance of authority, fighting, and threats and intimidation appear to result in the most severe forms of discipline.
- The most frequently administered forms of discipline are out-of-school suspension, alternative placement, and corporal punishment, in that order.
- Comparing the total number of consequences administered across two years of data collection, there is a dramatic reduction in expulsion with educational services, coupled with a significant increase in the number of out-of-school suspensions and corporal punishments.
- Regional differences are once again difficult to interpret. southeastern Kentucky has the highest overall rates of disciplinary actions, with behavior associated with aggression and defiance most prominent. Northern Kentucky has the lowest overall rates.
- There is a large number of individuals who can be identified as victims. The number of identified offenders is about three times larger. Both of these are potentially duplicated counts.

School-based efforts to control and prevent violence and substance abuse

This section reports on the range of activities schools have engaged in to insure that schools are safe. These include (1) additional safety measures to promote appropriate controls; and, (2) educative prevention and early intervention activities designed to enhance awareness of safety-related issues and promote personal and interpersonal competence. Estimates of the effectiveness of such initiatives in terms of planning, implementation, and outcome assessment are also provided.

Efforts to promote school safety can take a variety of forms. Some activities focus on modifications of the school physical environment to insure that unauthorized individuals who may have a harmful intent do not attain proximity to students. Visitor sign-in and controlled access programs are examples of this strategy. Another approach is to prevent the entry of potentially harmful weapons, objects, or substances into the school environment, using technology such as metal detectors or drug sweeps. A third approach involves staff and student training designed to enhance awareness of school safety, focusing on topics such as substance abuse, violence prevention, and conflict resolution. Kentucky schools also provide a range of individualized therapeutic and support services to students identified as “at risk” and their families. In their totality, this array of services is designed to promote school safety by increasing the personal and interpersonal competence of all of the school community.

What Additional Security Measures are Schools Taking to Promote and Insure School Safety?

Figure 30, shown below, provides data on six common security measures taken by school systems to promote and enhance school safety. Data are organized in terms of the percentage of schools that employ that measure, and the data are provided for both years.

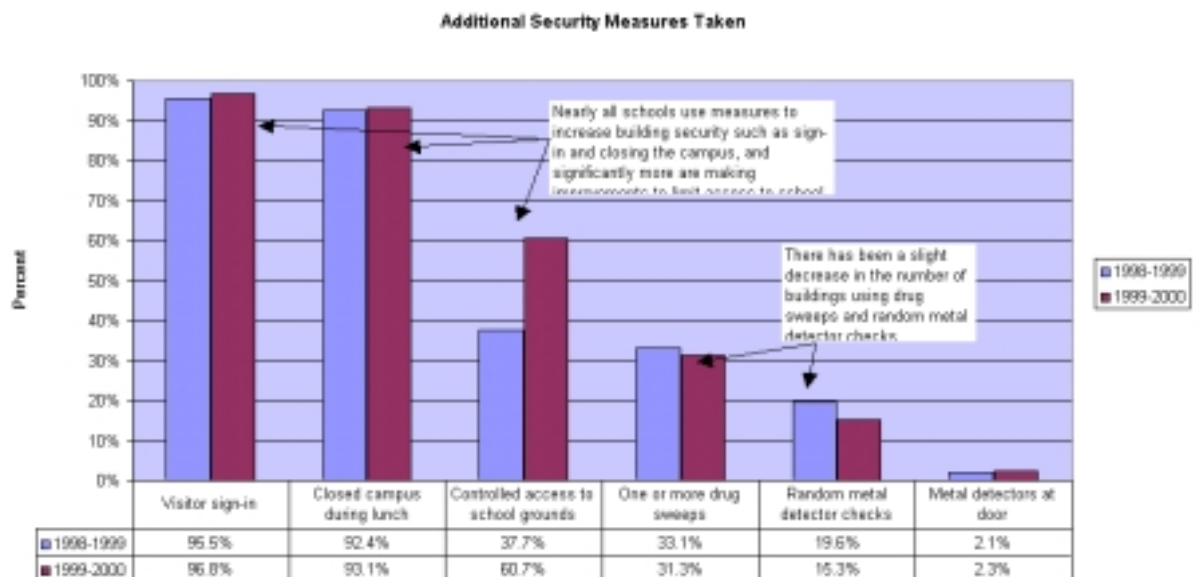


FIGURE 30: ADDITIONAL SECURITY MEASURES TAKEN IN SCHOOL BUILDINGS DURING 1998-99 & 1999-2000 SCHOOL YEARS

In general, it appears that most schools use formal means to make schools secure, such as visitor sign-in and closing the campus. There is a significant rise in the number of schools that are seeking to control access to school grounds. However, there have been slight declines in the number of school buildings that employ drug sweeps and random metal detector checks. Only a very small percentage of schools use metal detectors at school entrances.

What Kinds of Violence and Substance Abuse Prevention Programs Are Schools Offering Across the Commonwealth?

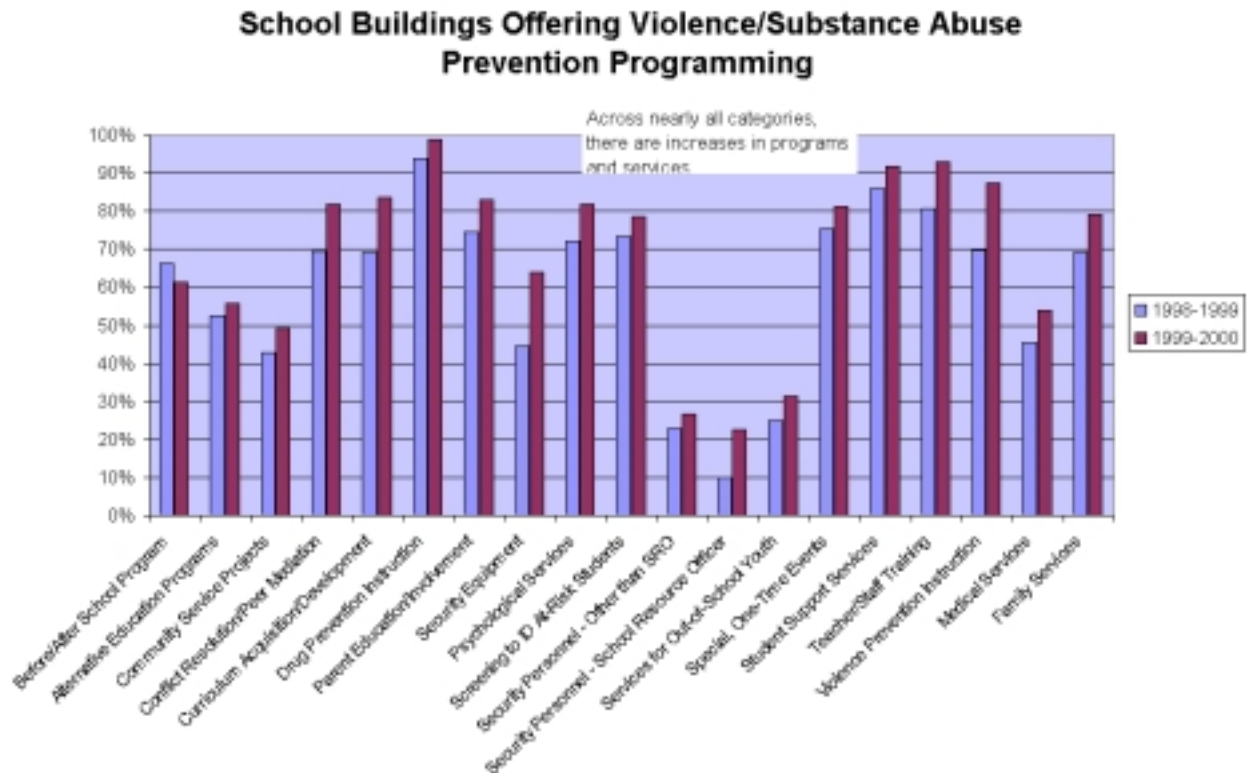


TABLE 31: PREVENTION AND EARLY INTERVENTION ACTIVITIES DURING 1998-1999 & 1999-2000 SCHOOL YEARS

Kentucky has made an extensive commitment to providing a range of services to assist students in areas related to school safety, including substance abuse, violence prevention, alternate education, parent and family involvement, and staff training. In 1999-2000, \$9 million was spent specifically on school safety projects in 126 school districts.

From KRS CHAPTER 158

Of the funds appropriated to support the school safety fund program in the biennial budget, twenty percent (20%) of the funds in 1998-99, and ten percent (10%) in 1999-2000, shall be used for the operation of the Center for School Safety and grants to be distributed by the Center to support exemplary programs in local school districts. The remainder of the appropriation shall be distributed to local school districts on a per pupil basis. The funds shall be used for the purpose of improving school safety and student discipline through alternative education programs and intervention services in compliance with Sections 6, 11, and 12 of this Act. School districts shall be responsible for documenting the purposes for which these funds were expended.

Are Prevention and Intervention Programs being Planned, Organized, and Delivered Consistent with National Guidelines for Such Initiatives?

Figure 32 (below) shows the number of school districts that conducted systematic needs assessments to determine the nature and scope of needs in 1999-2000.

It can be seen that the majority of school districts conducted a district-wide needs assessment for both violence prevention and drug and alcohol. A substantial number of other districts conducted such needs assessments in at least one building. Presumably, these data were then used to plan and evaluate intervention efforts.

"Intervention services" means any preventive, developmental, corrective, supportive services or treatment provided to a student who is at risk of school failure, is at risk of participation in violent behavior or juvenile crime, or has been expelled from the school district. Services may include, but are not limited to, screening to identify students at risk for emotional disabilities and antisocial behavior; direct instruction in academic, social, problem solving, and conflict resolution skills; alternative educational programs; psychological services; identification and assessment of abilities; counseling services; medical services; day treatment; family services; work and community service programs.

From KRS CHAPTER 158

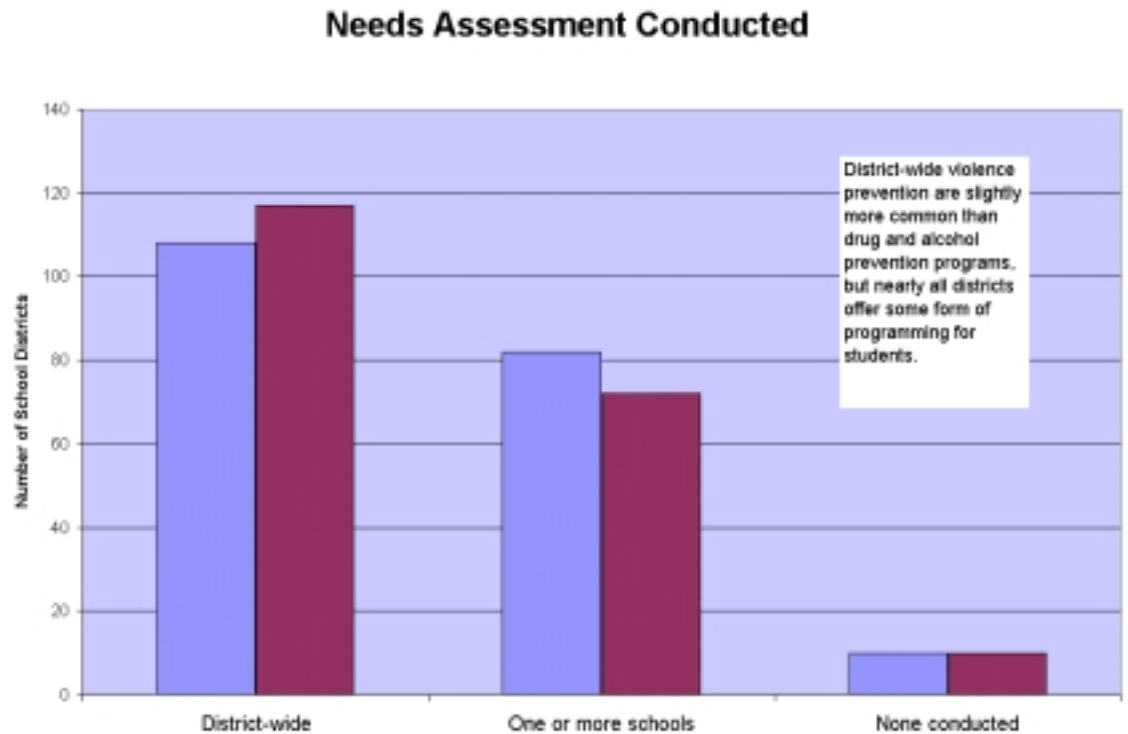


TABLE 32: NUMBER OF SCHOOL DISTRICTS CONDUCTING NEEDS ASSESSMENT IN VIOLENCE PREVENTION AND/OR DRUG AND ALCOHOL PREVENTION DURING 1999-2000 SCHOOL YEAR (TOTAL OF 179 DISTRICTS REPORTING)

Figure 33 (below) shows the number of school districts that expressed concerns about difficulties and challenges experienced in implementing their prevention program(s). Issues involved with the conduct of a needs assessment, goal formulation, and program evaluation are described. Lack of time to properly conduct these activities appears to emerge as the most significant concern.



TABLE 33: NUMBER OF SCHOOL DISTRICTS INDICATING CHALLENGES ASSOCIATED WITH CONDUCTING NEEDS ASSESSMENTS, FORMULATING PROGRAM GOALS, AND PROGRAM EVALUATION OF PREVENTION PROGRAMS DURING 1999-2000 SCHOOL YEAR (TOTAL OF 179 DISTRICTS REPORTING)

Figure 34 (below) shows the number of school districts that engaged in program evaluation activity in relation to formulating their goals and objectives, and delineating evaluation tools.

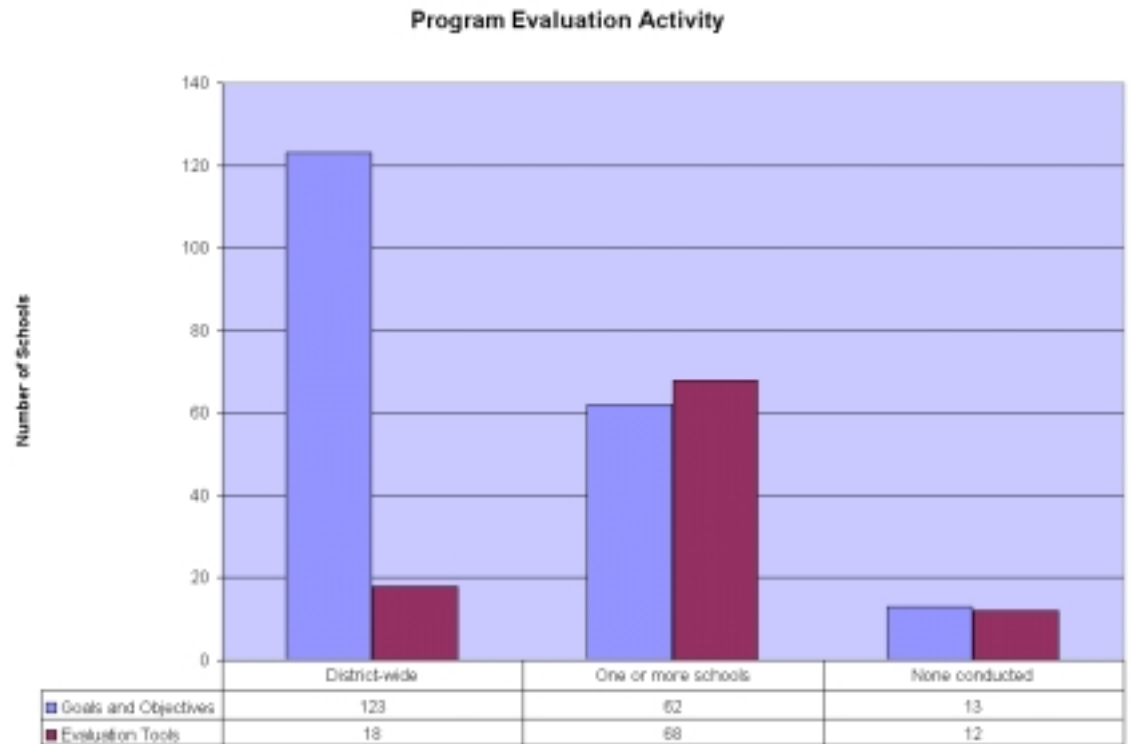


TABLE 34: NUMBER OF SCHOOL DISTRICTS CONDUCTING PROGRAM EVALUATION ACTIVITIES WITH PREVENTION PROGRAMS DURING 1999-2000 SCHOOL YEAR (TOTAL OF 179 DISTRICTS REPORTING)

Summary

- Kentucky's schools employ a variety of additional security measures to promote school safety. Almost all school buildings require visitors to sign in and close their campus at lunch time.
- There have been significant increases in the past year in terms of the number of school buildings that seek to control access to the school grounds.
- There is a slight decrease in the number of schools that employ drug sweeps or random metal detector checks.
- Kentucky schools provide extensive prevention and early intervention services designed to prevent violence and substance abuse, and enhance school safety. These programs cover a wide range of relevant issues and needs.
- Prevention and early intervention programs appear to be implemented consistent with principles of effectiveness that emphasize systematic needs assessment, goal-setting, and implementation and outcome assessment.

Review, Recommendations, Resources

This section reviews the key findings of the first component of the Kentucky Safe Schools Data Project for the 1999-2000 school year; makes some general recommendations for how the school community and others can profit from these data, and delineates additional resources regarding school safety statistics and technical assistance.

Review

The Kentucky Safe Schools Data Project has completed its second year of data-gathering on law and school board policy violations, legal and disciplinary consequences, victim and offender information, security measures, and prevention efforts in schools. Mandated by Kentucky Revised Statute 158, the project is a collaboration between the Kentucky Center for School Safety, Research Triangle Institute of North Carolina (web-enabled data entry), R.E.A.C.H. of Louisville, (statistical analysis), and the Kentucky Department of Education.

The present report delineates statewide and regional totals for the 1999-2000 school year, and will be followed by reports providing more refined description of these same data in relation to gender, race, grade level, socio-economic, and related variables, and school district comparative data. The overall purpose of these reports are to: supply educators, parents and community with general descriptive information about school safety, (2) provide state and local school officials with more detailed information that can inform school improvement efforts and reduce risk to students; and, (3) enable

judgments to be made about the extent to which schools are becoming more safe environments for learning.

Nationally, there is considerable evidence that schools are becoming more safe. Since 1992, the total number of school-associated violent deaths has decreased. There is less than one in a million chance of violent death in school. The most common crime in schools is theft, which has been trending downward since 1993, as have student weapon carrying and physical fighting. All of these declines mirror drops in the overall crime rate in society. At the same time, there are serious and abiding concerns at the national level. Too many children and school personnel are the victims of violent crime in schools, weapon carrying remains a concern, students report that they do not always feel safe, drug and alcohol use on school property has not subsided, and a wide range of disciplinary problems continue to impede teaching and learning in schools.

Kentucky data

- Violations of law (ranging from serious crimes against persons or property, to less serious crimes that may result in arrest) have declined significantly, according to school reports. The magnitude of some of these declines may be a function of measurement error in the first year of data gathering, but the results are still encouraging.
- Violations that appear resistant to change are those associated with alcohol use, buying or receiving stolen property, sex-related offenses (not including rape or prostitution), and possession of non-firearm weapons.
- There have also been dramatic declines across the two years in the number of school-reported suspensions, expulsions, and alternative placements associated with law violations.
- Some concern regarding school compliance with mandated reporting to law enforcement is suggested by the data.
- Regional comparisons of rates of law violations reveal considerable variability from one category to another. The highest rates of simple assault, larceny/theft, and drug violations occur in the southeastern portion of the state, in contrast with high rates of aggravated assault in Jefferson County and the far western part of the state.
- Regarding school board policy violations, dramatic reductions in incidence are even more apparent than what is seen for law violations (probably because baseline data are more unreliable).
- Defiance of authority, fighting, and threats and intimidation result in the most severe forms of school discipline.
- The most common punishments (of the five tracked) are suspension, alternative placement, and corporal punishment (in that order).

- Over the two years of data-gathering, there is a dramatic reduction in expulsion with educational services, and a concomitant increase in the number of suspensions and corporal punishments.
- Analysis of regional differences reveals that southeastern Kentucky has the highest rates of discipline (especially for infractions involving aggression and defiance of authority), and northern Kentucky has the lowest.
- A total of 17,366 individuals (students, staff, and others) were reported as victims of school violence (in all its forms) in 1999-2000.
- Kentucky's schools continue to increase the security measures employed to keep students safe, with 96.8% requiring visitor sign-in and 93.1% closing the school campus during lunch. Significant effort has gone into controlling access to school grounds, but there have been slight declines in the use of drug sweeps and random metal detectors.
- Virtually all school buildings offer one or more prevention or early intervention programs, and the percent of offerings within each category has increased in nearly all categories of programming.
- These programs appear to be implemented consistent with recognized principles of effectiveness.

Recommendations

- It appears that the data quality in 1999-2000 was significantly improved, relative to 1998-1999. In fact, data from the current year may represent a more accurate baseline from which to draw conclusions about change over time. Continued effort should go into clarifying behavioral categories and definitions to insure that data are reliable and accurate.
- Fundamentally, the data presented in the two reports (1998-1999 and the present report) can only have meaning at the local, regional, and state levels when schools and communities “breathe life” into the numbers. There are no simple conclusions that can be drawn, and there will be no simple solutions. The process of translating “data” into “information” requires that people make judgments about what the data mean. It is recommended that local, regional, and state-level planning committees review these data, compare them to other kinds of information available, decide what further information is required (including less formal data gathering, such as talking with students, teachers, and parents), and translate what they learn into concrete actions that promote school safety. Technical assistance and training from the Kentucky Center for

School Safety and the Kentucky Department of Education can help to guide these efforts (see inset below).

- ❑ In terms of action planning at various levels, the perspective that “complex problems require complex solutions” seems salient. Once these and other data have been understood, it is recommended that programs be built on a “theory of change” that makes clear what behaviors are to be targeted, how these behaviors relate to the overall concepts of violence prevention and school safety, and what specific activities will occur to facilitate change and goal attainment.

Training and Technical Assistance

Developing and maintaining safe schools will require the support and involvement of many constituencies both within and outside the school systems. Under the Safe Schools Act (KRS 158), the Center for School Safety (CSS) and the Kentucky Department of Education are required to provide training and technical assistance to a wide range of audiences including school administrators, teachers, students, law enforcement, post-secondary educators, parents and community representatives. Enhancing the safety of learning environments demands that a comprehensive, well planned, implemented and evaluated training (professional development) system be established.

To reduce the enormity of the challenge, the CSS has adopted a Conceptual Framework which focuses on a multi-level strategy addressing the needs of three sub-populations of students. This three-tiered system of positive behavior support provides appropriate support and supervision for all students, by informing and directing the efforts of all faculty, staff, and students.

Three coordinated training and technical assistance initiatives have been undertaken by the CSS directed toward specific targeted audiences: schools and communities, post-secondary education and justice/law enforcement. Professional development opportunities are available to the public in a variety of areas and through both on-site and distance learning venues. Ongoing needs assessments highlight specific technical assistance needs which may partner CSS with specific agencies or school districts to meet those needs. The results of these needs assessments also provide direction for future CSS training and technical assistance which may be addressed through on-site or distance learning opportunities.

The CSS training and technical assistance efforts utilize both onsite and distance learning opportunities— including statewide videoconferences through KET’s Star Channels, compressed video through Kentucky Telelinking Network (KTLN) and satellite-based in-service training. Regional Workshops and Statewide Conferences provided in multiple locations provide participants with information about recent trends and effective strategies in the areas of student discipline and school safety.

The CSS, in partnership with the Kentucky School Boards Association and the Kentucky Department of Education, co-sponsors and coordinates the Annual Safe Schools Conference at the Galt House in Louisville.

Resources

Violence and Discipline Problems in U.S. Public Schools: 1996-97

US Department of Education, Office of Educational Research and Improvement
Document # NCES 98-030
Available at <http://nces.ed.gov/pubs98/violence/index.html>

Indicators of School Crime and Safety: 1999

US Department of Education, Office of Educational Research and Improvement
Document # NCES 1999-057
US Department of Juvenile Justice, Office of Justice Programs
Document # NCJ-178906
Available at <http://www.ojp.usdoj.gov/bjs/>

Annual Report on School Safety: 1999

US Department of Education
Available at <http://www.ed.gov/pubs/AnnSchoolRept99>

Youth Risk Behavior Surveillance Survey: 1998

Centers for Disease Control and Prevention
Available at <http://www.cdc.gov/nccdphp/dash>

Kentucky Safe Schools Data Project

1998-1999 Statistical Report
Available at <http://www.kysafeschools.org/clear/analys.html>

Compendium of Federal Reports on School Safety

Hamilton Fish Institute

Available at <http://www.hamfish.org/statistics/fedrep.php3>

Summaries of Various Statistical Studies on School Safety

National School Safety Center

Available at <http://www.nssc1.org/>

Safe and Drug-Free Schools and Communities Program

Available at <http://www.ed.gov/offices/OESE/SDFS/>

Funding Availability

KRS 158, which establishes the Center for School Safety (CSS), calls for the appropriation of funding to support a school safety grant process. During FY 1999 the Kentucky Department of Education oversaw the awarding of \$4 million to 74 school districts to support alternative education programming. With approval from the Board of Directors, the CSS funded 90 grants with an approximate \$9 million expenditure in 1999-2000.

In FY2001, for the first time since the General Assembly's 1998 passage of major safe schools legislation, all Kentucky public school systems will receive funding from a state program designed to support school safety and violence prevention strategies. The Center for School Safety (CSS) has awarded \$11 million in grants to all 176 public school systems, the Kentucky School for the Deaf and the Kentucky School for the Blind for the 2000-2001 school year. A table listing allocations for FY200-2001 is now available.

Oldham County Supt. Blake Haselton, chairman of the Center's Board of Directors, said, "During the first two years of this program, school safety funds were distributed on a competitive basis. However, based on a recommendation from our board, a different formula was approved by the General Assembly earlier this year."

The new formula for distributing the safety grants calls for every district to receive a base of \$20,000 with the remaining funds distributed on a "per pupil" basis, Haselton said. Based on current statewide enrollment, districts receive between \$12 and \$13 per student. 2000-2001 Funds are distributed by the Kentucky Department of Education in collaboration with CSS.

Although all districts are funded under the new plan, they were required to submit applications outlining the types of programs or services that will be implemented with these monies. Based on these applications, 73 percent of the districts are using these funds to support alternative education programs for students who exhibit disruptive or violent behavior or are at risk of academic failure. Alternative education programs provide academic instruction, emotional support and behavior management services to meet the individual needs of students who are at risk of school failure.

Other proposed strategies supported with 2000-2001 safe school funds include intervention services in traditional school settings (i.e. in-school counseling, mentoring programs, or classroom instruction focusing on conflict resolution and anger management), training programs for school staff and parents, school resource officers (specialized law enforcement officers who work in school settings), and security equipment such as metal detectors and surveillance cameras. "Based on our review of the applications, most school districts are focusing their funds on middle and high school students," said Haselton.

Another requirement of the state funding is an evaluation process. Haselton said the most common indicators being used by schools to examine the impact of their safety efforts were reductions in student absenteeism, reductions in school dropouts, reductions in suspensions and expulsions, and improvements in academic performance. This on-going evaluation provides for the identification and reporting of data regarding program activities and outcomes with regard to both process and outcome components. CSS Staff encourages program personnel to seek the services of professional researchers for assistance, and has compiled a list of qualified persons able to contract with programs to assist with evaluation plans.

Over the course of the next four years, the CSS will compile and analyze data regarding the outcomes associated with various Kentucky-based strategies for the enhancement of school safety. Based upon this data collection and analysis process, the CSS will prepare reports to the Commonwealth on those promising strategies associated with significant differences in the safety of students and educators in schools and the overall climate of schools to enhance teaching and learning.

KENTUCKY CENTER FOR SCHOOL SAFETY

IN COLLABORATION WITH R.E.A.C.H. OF LOUISVILLE, INC.



KENTUCKY 2000: SAFE SCHOOLS DATA PROJECT

Correlates of School Misbehavior and Violence

Kentucky 2000: Safe Schools Data Project

**Robert J. Illback, Psy.D and Daniel Sanders, PhD.
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Executive Summary

The Kentucky Safe Schools Data Project has completed its second year of data-gathering on law and school board policy violations, legal and disciplinary consequences, victim and offender information, security measures, and prevention efforts in schools. Mandated by Kentucky Revised Statute 158, the project is a collaboration between the Kentucky Center for School Safety, Research Triangle Institute of North Carolina (web-enabled data entry), R.E.A.C.H. of Louisville (statistical analysis), and the Kentucky Department of Education.

Report 1 of the Kentucky Safe Schools Data Project (previously released) delineates statewide and regional totals for the 1999-2000 school year. The present report seeks to provide a more refined description of these same data in relation to gender, race, grade level, socio-economic status, and related variables. A final report will outline school district comparative data and provide regional and statewide normative tables. The purposes of these reports are to: (1) supply educators, parents and the community with general descriptive information about school safety; (2) provide state and local school officials with more detailed information that can inform school improvement efforts and reduce risk to students; and, (3) allow judgments to be made about the extent to which schools are becoming more safe environments for learning.

Grade Level

There are significant differences across the grade levels in terms of the general frequency of disciplinary actions, with middle and high schools much more likely to employ these actions.

- ✓ Expulsion occurs at very low rates and primarily at the secondary level. Suspension and alternative

placement are the most commonly employed approaches, occurring primarily at the middle and high school levels. Corporal punishment is most common at the elementary level, but is also employed at the middle and high school levels.

Within school levels, there are significant differences across regions of the state in frequency of disciplinary actions. Some of these regional differences are noteworthy:

- ✓ Jefferson County has the highest rate of suspensions for law violations at the high school level, but among the lowest at the elementary school level.
- ✓ Jefferson County and central Kentucky have the highest rates of suspensions for board violations at the middle school level, but Jefferson County is among the lowest at the elementary and high school levels.
- ✓ Students in southeastern and central Kentucky are much more likely to be suspended for board violations.
- ✓ Alternative educational placements are used extensively in eastern Kentucky, as compared to other regions of the state.
- ✓ Corporal punishment is used extensively in eastern Kentucky, but it is virtually non-existent in Jefferson County, northern Kentucky, and central Kentucky.

Gender

- ✓ Boys outnumber girls in Kentucky's schools to a significant extent - 51.5% to 48.5% overall.
- ✓ There are substantial district-level differences with regard to gender in Kentucky, particularly in a number of independent school districts.
- ✓ The relative proportion of law and board violations between the genders is highly disproportionate. 73.2% of student offenders are male.

- ✓ Victim data are also disproportionate, although not to the same extent. 64.8% of all student victims of law and board violations are male.
- ✓ It appears that the differences in violation rates are primarily attributable to gender, as opposed to the characteristics of districts where gender imbalances are found. There is no correlation between gender imbalance and incidence of violations.

Race

Examination of the incidence of law and board violations in relation to race is important due to national concern about disproportionate disciplinary consequences for African American students. These data may also shed light on social and living conditions that can contribute to school misbehavior and violence.

- ✓ There is a small disproportion noted between white and black student incidents (83.9% vs. 15.1%), as compared with their representation in the student population (87.6% vs. 10.0%). Black students are 1.58 times more likely than white students to be categorized as an offender. This disproportion is less apparent in regard to student victimization than was noted in offender data (87.2% vs. 11.6%).
- ✓ When these global data are broken down more specifically, however, the disparity becomes more apparent. Black students are much more likely to be suspended for law and board violations (by ratios of 2.38 and 2.59, respectively). White students are more likely to be placed in alternative settings for board violations, or to receive corporal punishment. There is insufficient data to reliably compare expulsion rates across race.
- ✓ The percent of non-white students in a given school district does not appear to correlate with district-level rates of law or board violations.

School Performance Measures

School misbehavior and violence, as measured by law and board violations, appears to have a complex relationship with other district-level measures of school performance.

- ✓ District-level rates of law violations are not correlated with board violations. This implies that law and board violations reflect divergent categories or types of behavior. Districts that have high law violation rates do not necessarily have high board violation rates, and vice versa.
- ✓ District level rates of law violations are also not correlated with common school performance measures (e.g., overall school performance, attendance). This finding suggests that there may be other variables (non-school related) that underlie law violation rates at the district level (see inset in Section 4 on the influence of extra-school variables).
- ✓ On the other hand, district-level rates of board violations are moderately correlated with three common school performance measures (overall school performance and attendance) and a measure of socio-economic status (percent who receive free and reduced lunch). This correlation does not prove that one “causes” the other, but rather that they co-vary and interact. Thus, low overall school performance may be a precursor to school misbehavior, but it may also be true that misbehavior contributes to poor overall school performance.
- ✓ These interesting correlations have implications for program planning. They lend support to the proposition that efforts to promote school safety can facilitate school achievement, just as efforts to promote achievement can lead to more safe schools.
- ✓ The finding that law violations are unconnected to school performance measures appears to argue for school-, neighborhood-, and community-level interventions to reduce law violations.

Toward a More Refined Understanding of School Safety Data

Report 1 described 1999-2000 school safety data from a statewide and regional perspective. The present report seeks to extend and clarify that report by “drilling down” into the data and exploring the relative influence of gender, race, grade level, socio-economic status, school attendance, overall school performance, and drop-out rates.

The requirement that Kentucky public schools gather and report detailed information regarding school safety is based on a legislative mandate. Growing public concern about school safety was given expression through the passage of House Bill 330 (now Kentucky Revised Statute 158) in 1998. Following the passage of this legislation, KDE melded the requirements of Federal and state reporting mandates, and mandated that school districts report local incidence data regarding both law and school board policy violations, in addition to documenting local prevention and intervention efforts. The Center for School Safety, currently located within the College of Justice and Safety at Eastern Kentucky University, was created to analyze and disseminate these data through an initiative called the **Kentucky Safe Schools Data Project**. In addition, the Center funds local school safety initiatives (during the 1999-2000 school year, 90 such initiatives were funded, serving 126 school districts).

The Kentucky Safe Schools Data Project reflects federal and state guidelines for gathering outcome data and reporting on prevention programs and activities. Data reporting requirements are mandated at the federal level by the Safe and Drug-Free Schools and Communities Act (34 CFR 299) and the Gun-Free Schools Act of 1994 (20 USC 8921).

A primary goal of this data-gathering initiative is to document the nature and scope of behavior problems in schools that can impede the teaching and learning process, so that change efforts can be focused and progress assessed. A secondary goal is to garner information that can aid in further understanding the complex phenomena that contribute to school misbehavior and violence.

This report is designed to facilitate a deeper understanding of the complexities and subtleties inherent in previously reported school safety data. Such an understanding can help to inform intervention design and resource allocation processes in schools.

What is the Kentucky Safe Schools Data Project?

1999 was the baseline year of data reporting to the Kentucky Department of Education (and subsequent analysis by the Center for School Safety). This report was based on 1998-99 school year data self-reported by 179 school districts, including the Kentucky School for the Blind, the Kentucky School for the Deaf, and Model Laboratory School in Richmond. Building-level data were provided by 1,437 schools representing a total enrollment of 637,368 students. Three statistical reports were released, providing an analysis of State Totals, Grade-Level Totals (elementary, middle, high school), and Individual School District Totals. Data were organized in four sections: (1) drug and/or violence prevention programs and strategies in Kentucky schools; (2) incidence of law violations; (3) security measures taken; and (4) local board policy violations. In 2000, data were gleaned from 179 school districts comprised of 1424 school buildings, with a total reported student enrollment of 629,289.

To accomplish data gathering for the first two years of operation, the Kentucky Department of Education collaborated with Research Triangle Institute (RTI) in North Carolina to design an electronic reporting system (partially funded through a federal grant). The objectives of the electronic system were to: (1) assist all school districts in providing data on youth violence and prevention activities; (2) improve the quality and completeness of data reported by schools and districts; (3) develop an integrated reporting system to meet new federal and state reporting requirements; and (4) provide access to data to serve the reporting and evaluation needs at the federal, state, and local levels.

To implement this electronic system, district contact persons receive incident data from individual schools as specified on electronic data-gathering worksheets, organize this material, and then enter the data into a Web-enabled database managed by RTI. Following data cleaning and follow-up, these data are then transmitted to the Center for School Safety for analysis.

Data definitions have remained constant across the two years, and data quality has steadily improved over the two years of initial program operation. This was aided by

training and feedback provided to the individual school districts. Considerable effort has gone into specifying and clarifying data variables. For example, detailed definitions of law and school board violations were provided to users. A comprehensive glossary of terminology was provided in the Data Collection Handbook provided to all school district points of contact. It appears the 1999-2000 data are significantly more accurate, particularly in areas of school board policy violations. There remain some areas that require further examination, including: (1) continued clarification that reporting of board violations pertains only to those incidents that result in one of five types of disciplinary consequences; (2) recognition that consequences of legal violations may be unknown to school officials, and not representative of actual legal outcomes; (3) continued clarification of board policy violation data, in that some categories may overlap and specific incidents may be difficult to categorize; and, (4) recognition that some categories do not just involve students, in that staff or other individuals may be involved.

In general, it appears that law violation data are more consistently reliable than Board Policy violation data. Confidence in these comparisons is aided by recent efforts to correct “outlier” data from both year’s reporting in a small number of cases. Also, it is important to recognize that throughout the report, data are shown in terms of incidence (the number or frequency of discrete occurrences) and not prevalence (number of persons involved). An exception is victim and offender data, where multiple victims may relate to individual incidents, and offender totals can count the same individual more than once in relation to multiple incidents.

Despite these limitations, the two-year data set provides an exceptionally rich base from which to glean data about the nature and scope of school violence and prevention programming in Kentucky’s schools.

Our hope is that by reviewing and understanding these data, schools and communities will be able to plan and implement concrete local efforts to promote school safety. Thus, our intent is that all reports will be readable, clear, and relevant, with a strong emphasis on graphic presentation of data.

The present report (Report #2) is the second in a series about School Year 1999-2000.

- **Report #1** summarizes state- and regional-level data, provides global estimates of school safety, and some rough estimates of progress in relation to last year’s data.
- **Report #2** provides a more refined analysis of Kentucky data, showing how the data vary in relation to grade level, gender, racial and ethnic characteristics, economic disadvantage factors, school achievement, and school attendance.

- **Report #3** (to be published within a month of Report #2) provides **school district data**, showing how each district fares in regard to violations and prevention efforts.

The purposes of these reports are to: (1) supply educators, parents, students and community members with general descriptive information about school safety, (2) provide state and local school officials with more detailed information that can inform school improvement efforts and reduce risk to students; and, (3) over time, enable judgments to be made about the extent to which schools are becoming more safe environments for learning.

What Were the Key Findings in Report 1?

The findings of Report 1, released in December, 2000, are most easily summarized by reiterating the Executive Summary from that report.

Nationally, there is considerable evidence that schools are becoming more safe. Since 1992, the total number of school-associated violent deaths has decreased. There is less than one in a million chance of violent death in school. The most common crime in schools is theft, which has been trending downward since 1993, as have student weapon carrying and physical fighting. All of these declines mirror drops in the overall crime rate in society. At the same time, there are serious and abiding concerns at the national level. Too many children and school personnel are the victims of violent crime in schools, weapon carrying remains a concern, students report that they do not always feel safe, drug and alcohol use on school property has not subsided, and a wide range of disciplinary problems continue to impede teaching and learning in schools.

In Kentucky, violations of law (ranging from serious crimes against persons or property, to less serious crimes that may result in arrest) have declined significantly, according to school reports. The magnitude of some of these declines may be a function of inaccuracies of incidence reporting by schools in the first year of data gathering but the results are still encouraging. Violations that appear resistant to change are those associated with alcohol use, buying or receiving stolen property, sex-related offenses (not including rape or prostitution), and possession of non-firearm weapons. There have also been dramatic declines across the two years in the number of school – reported suspensions, expulsions, and alternative placements associated with law violations. Some concern regarding school compliance with mandated reporting to law enforcement is suggested by the data. Regional comparisons of rates of law violations reveal considerable (and sometimes surprising) variability from one category to another. Jefferson County (which includes Louisville) exhibits high rates of law violations in some areas (e.g., drug violations, assault). However, the region with the most uniformly high rates is the central region of the state (including Lexington).

Regarding school board policy violations, dramatic reductions in incidence are even more apparent than what is seen for law violations (possibly again because baseline data are less accurate). Defiance of authority, fighting and threats and intimidation result in the most

serious forms of school discipline. The most common punishments (of the five tracked) are out-of-school suspension, alternative placement, and corporal punishment (in that order). Over the two years of data-gathering there is a dramatic reduction in expulsion with educational services, and a concomitant increase in the number of suspensions and corporal punishments. Southeastern Kentucky has the highest overall rates of board policy violations. Jefferson County has among the lowest rates in classroom disturbance and defiance of authority, but the highest in threats and intimidation. Statewide, a total of 17,366 individuals (students, staff, and others) were reported as victims of school violence (in all its forms) in 1999-2000.

Kentucky's schools continue to increase the security measures employed to keep students safe, with 96.8% requiring visitor sign-in and 93.1% closing the school campus during lunch. Significant effort has gone into controlling access to school grounds, but there have been slight declines in the use of drug sweeps and random metal detectors. Virtually all school buildings offer one or more prevention or early intervention programs, and the percent of offerings within each category has increased in nearly all categories of programming. Based on self-report, these programs appear to be implemented effectively.

How Is the Present Report Organized?

This report is organized in sections, similar to Report 1. However, rather than focusing on specific data elements (e.g., incidence of law violations, prevention programming), the report will disaggregate the school safety data with reference to a set of demographic and moderator variables that have been shown relevant in other educational research. These variables were chosen for inclusion either because they had been gathered by the project, or were available at the district level from the Kentucky Department of Education (e.g., overall school performance and attendance data).

- ❑ Section 2 summarizes data showing the relative influence of School Level. The key questions to be addressed are how (and potentially why) school safety data vary across school levels, and whether an understanding of this variability can inform school safety initiatives.
- ❑ Section 3 considers the relative influence of gender on school safety data. There is an extensive literature to the effect that gender co-varies with (or influences) a variety of educational processes and outcomes. Regarding gender, the data are explored to determine if there are systematic differences between boys and girls in terms of incidence and consequences. The correspondence of these findings to developmental perspectives is considered.
- ❑ Section 4 considers the relative influence of race on school safety data. Race and ethnicity have also been shown to correlate with important educational outcomes. The importance of reviewing these data is not only to understand the relative influence of student racial characteristics (and school district racial

composition), but also to assess whether there are systematic differences showing differential responses to problem behavior.

- Finally, Section 5 explores the relationship between some broad demographic/educational variables and school safety data. These include district-level measures of socio-economic status (% free and reduced lunch), overall school performance (CATS scores), school attendance, and drop-out rate. Understanding the correlations between these variables can facilitate theory-building about school violence and misbehavior, but it can also inform programmatic effort by focusing resource allocation decisions.

Summary

- **The Kentucky Safe Schools Data Project is designed to meet the requirement of KRS 158 that Kentucky public schools gather and report detailed information regarding school safety.**
- **A primary goal of this initiative is to document the nature and scope of behavior problems in schools that can impede the teaching and learning process, so that change efforts can be focused and progress assessed. A secondary goal is to garner information that can aid in further understanding the complex phenomena that contribute to school misbehavior and violence.**
- **The current report (the second of three) is designed to facilitate a deeper understanding of the complexities inherent in previously reported school safety data. Such an understanding can help to inform intervention design and resource allocation processes in schools.**
- **The report will focus on correlations between problem behavior in schools and variables such as grade level, gender, race, and some common measures of school performances (attendance, socio-economic status, drop-out, and overall school performance).**

Grade Level and Disciplinary Consequences for Law and Board Violations

This section reports on various data elements by grade level (elementary, middle, high school) and region. Emphasis is placed on further pinpointing high rate problem areas within regions by school level.

Report 1 of the Kentucky Safe Schools Data Project supplied global estimates of the incidence of various legal and board policy violations, and their accompanying disciplinary consequences. From a statewide and regional perspective, such data enable global judgments to be made about the scope of these problems. However, in order to plan intervention programs and allocate prevention resources, it is necessary to look further into the data to ascertain where and to what extent these problems are occurring.

One approach is to organize the data by grade level to determine if there is significant variability as a function of school setting and child development. It stands to reason that some behaviors would be more commonly found at some age and grade levels than others. For example, it seems probable that drug violations would be more common at the secondary level. A related question is whether this is uniformly true, or whether grade level variation may occur across regions of the state.

Kentucky's schools are organized in different ways. Most schools are either elementary, middle, or high schools, but the grade levels that comprise these schools are not consistent. The most common arrangement is for the elementary school to go through Grade 5, the middle school through Grade 8, and the High School to be Grades 9

through 12. However, in some school districts, elementary schools include 6th grade, and in others elementaries can extend through 8th Grade. In some instances, high schools can include Grades 7 through 12.

In reporting out data by grade level, the general maps that follow show data in three general categories: elementary, middle and high school. For these analyses, school data were organized based on the category label each school building assigned to itself.

However, as a practical matter, there is no accurate way to group schools together for the purpose of classification by type. Therefore, in order to provide for more refined analyses, we have also organized detailed data tables (see Appendix A) to reflect three groupings, as follows: (1) **All Grades** = all school buildings irrespective of grade level groupings, broken down by elementary, middle, and high school; (2) **Standard Grade Groups** = elementary through Grade 5, middle through Grade 8, and high school from 9 to 12; and, (3) **Other Common Grade Groupings** = elementary to Grade 6, elementary to Grade 8, and high school Grades 7 to 12. The first category is inclusive of all school buildings, but the second and third are sub-sets. It is important to note that these sub-sets do not comprise all school buildings, and are only provided to enable local districts to have valid points of comparison.

In effect, the tables provided in Appendix A can serve as regional normative data for incidence of law and board violations, and for the disciplinary consequences associated with these violations. By entering these tables, a district can determine the rate per 1000 students of violations and consequences in comparable settings. A particular school district's rates can then be calculated and compared to the regional rate. These tables will become especially useful when district-level data become available in Report #3.

What are the Statewide Rates of Disciplinary Consequences for Law and Board Violations, by School Level?

The graph seen on the following page (**Figure 1**) shows the statewide rates for various disciplinary consequences for both law and board violations, including: (1) expulsions with educational services; (2) expulsions without educational services; (3) suspensions; (4) alternative placements; and, (5) corporal punishment. It can be seen that elementary schools are significantly less likely to engage in disciplinary consequences of these types, as might be expected. Suspensions and alternative placements are the most commonly employed methods, especially at the middle and high school levels. Expulsions are used primarily at the middle and high

school level, but occur at relatively low rates. Corporal punishment is employed primarily at the elementary level, but is seen at surprisingly high levels at the high school level.

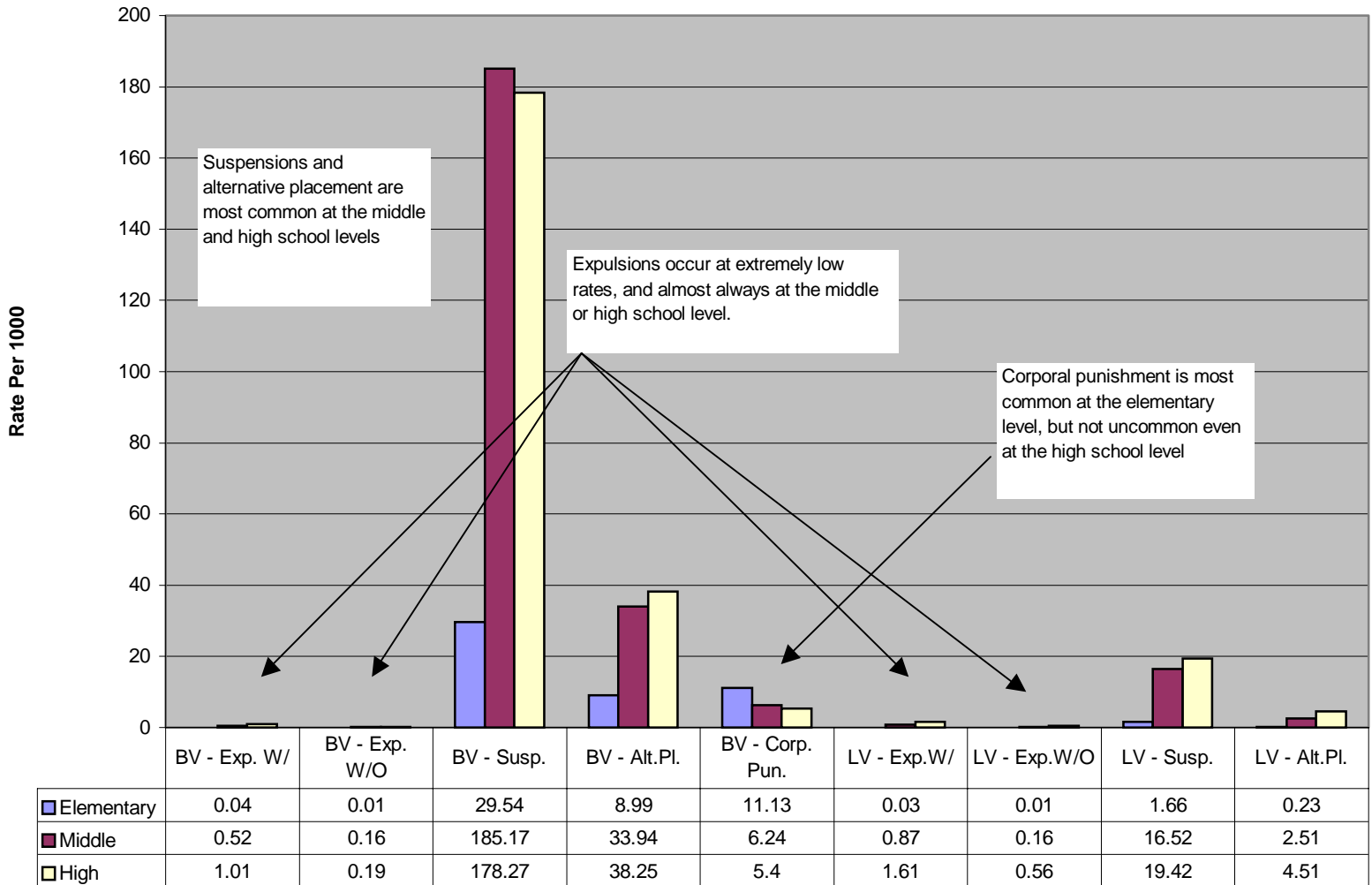


Figure 1: Statewide Disciplinary Consequence Rates

Legend

BV = Board Violations

LV = Law Violations

Exp. W/ = Expulsions with educational services

Exp. W/O = Expulsions without educational services

Susp. = Suspensions

Alt. Pl. = Alternative placements

Corp. Pun. = Corporal punishment

Are There Any Regional Differences in Disciplinary Rates by School Level (Relative to Student Population)?

Kentucky's school districts are divided into eight service regions, by the Kentucky Department of Education (KDE). The map shown at **Figure 1** delineates these regions by number.

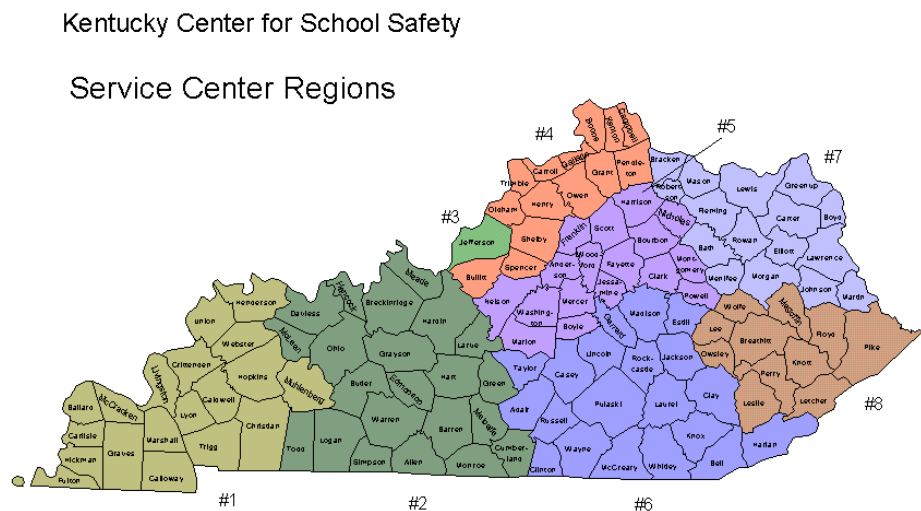


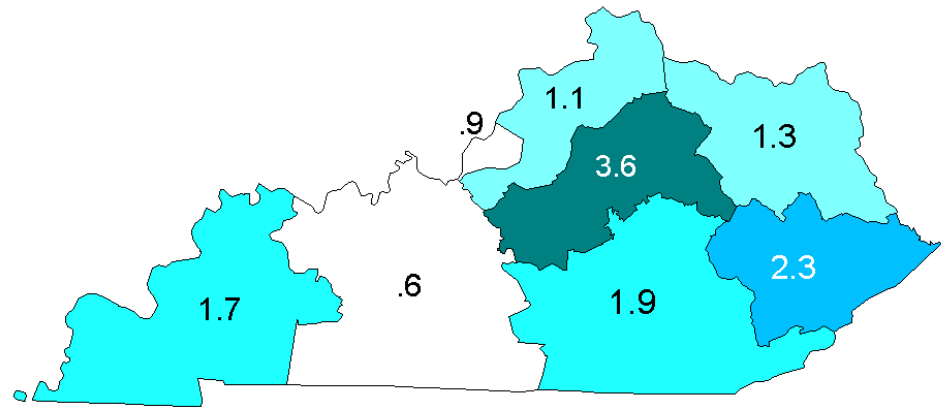
Figure 2: Kentucky Department of Education (KDE) Service Regions

Figures 3 through 17, shown on the following pages provide for a comparison of regional rates of disciplinary actions for law and board violations by school level (per 1000 students) when **All** schools are considered together. The figures are organized by school level, beginning with elementary schools, then middle and high schools.

More explicit data by school level (for All Grades, Standard Grades, and Other Common Grade Groupings) and region are provided in Appendix A.

Suspensions for Law Violations Elementary Schools

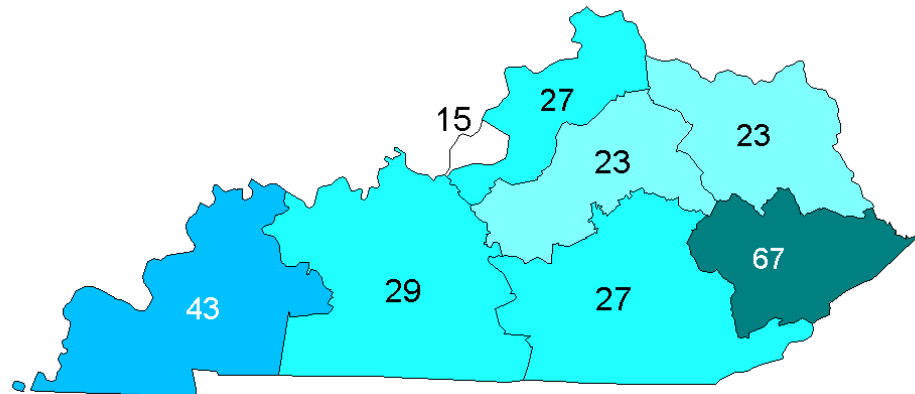
Figure 3



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

Suspensions for Board Violations Elementary Schools

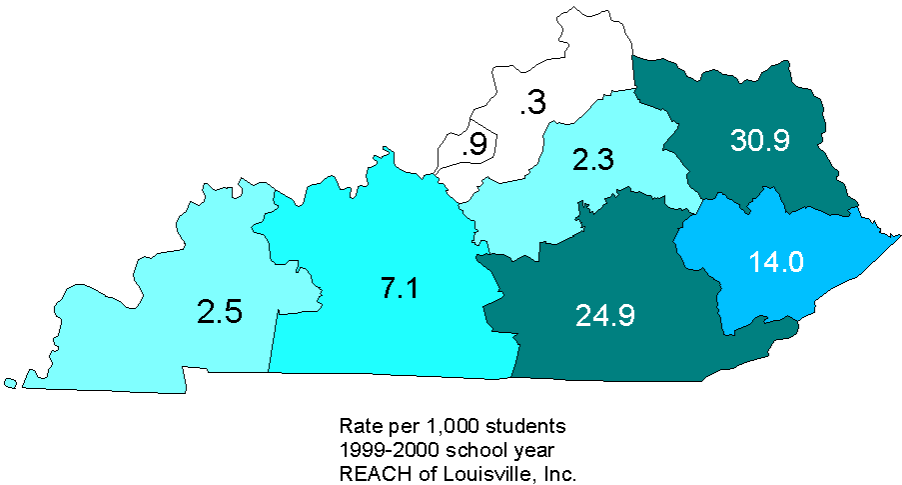
Figure 4



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

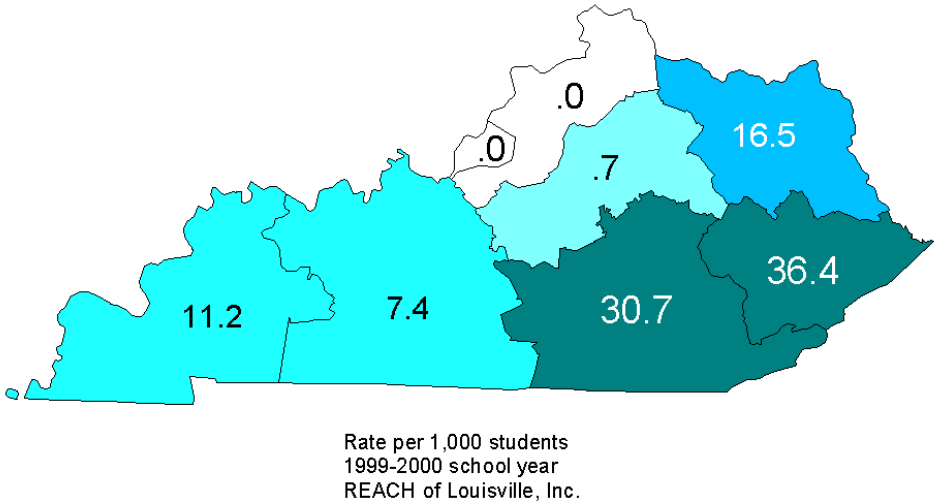
Alternative Placements for Board Violations Elementary Schools

Figure 5



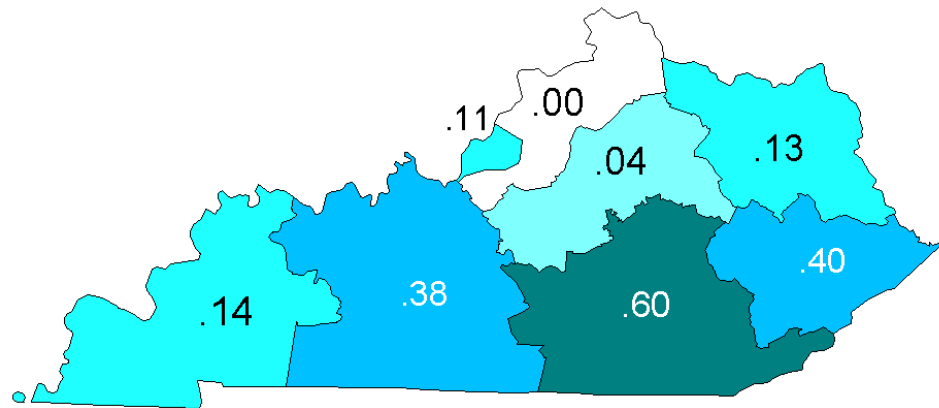
Corporal Punishments for Board Violations Elementary Schools

Figure 6



Alternative Placements for Law Violations Elementary Schools

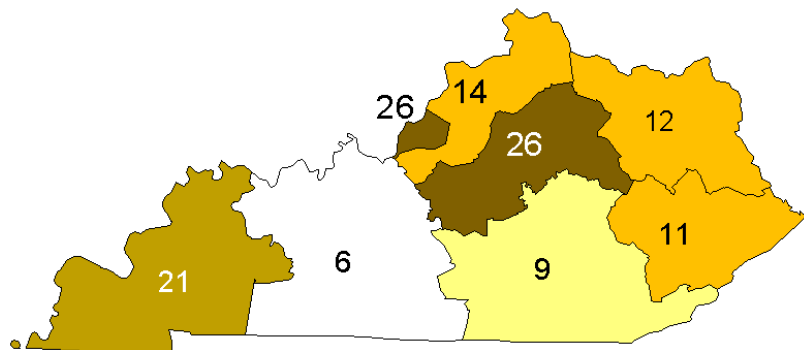
Figure 7



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

Suspensions for Law Violations Middle Schools

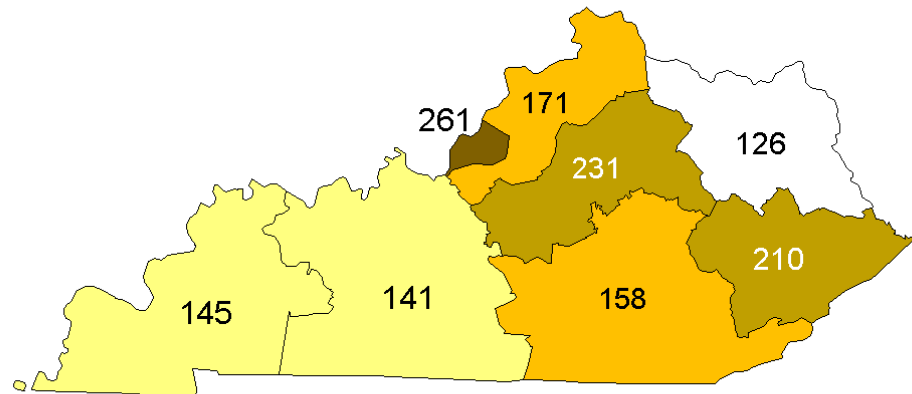
Figure 8



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

Suspensions for Board Violations Middle Schools

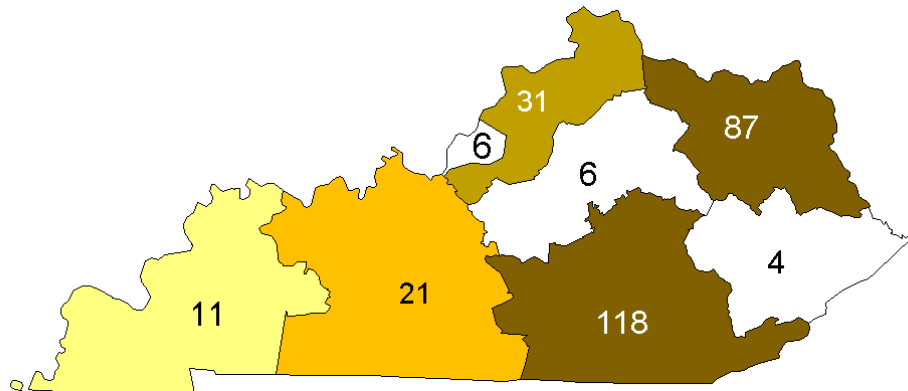
Figure 9



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

Alternative Placements for Board Violations Middle Schools

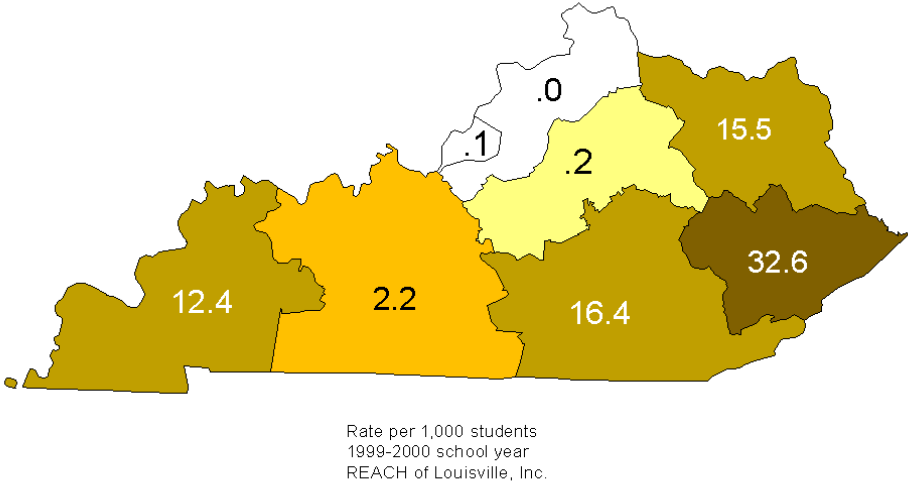
Figure 10



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

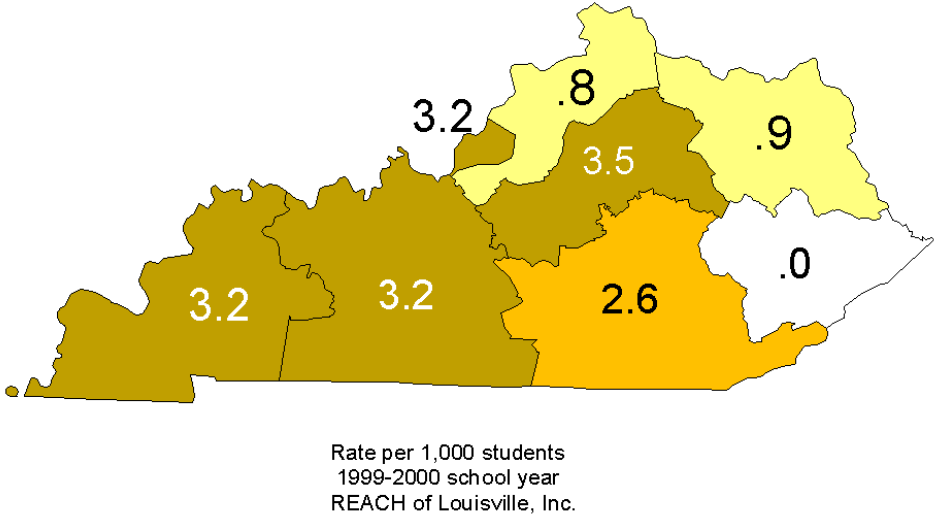
Corporal Punishments for Board Violations Middle Schools

Figure 11



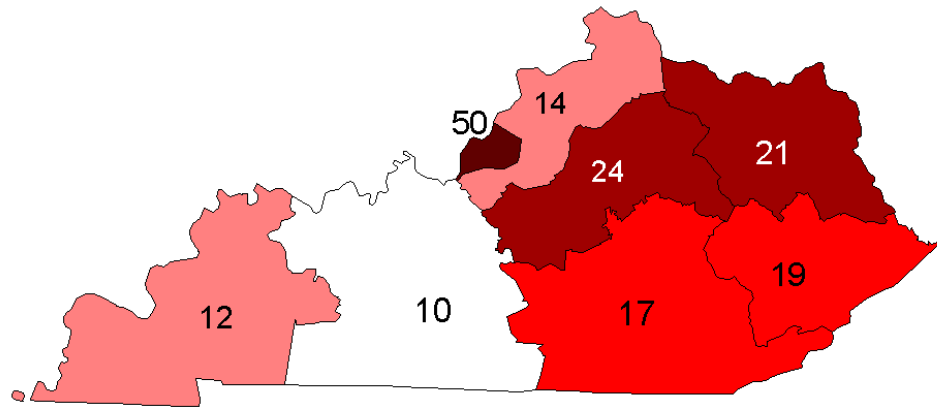
Alternative Placements for Law Violations Middle Schools

Figure 12



Suspensions for Law Violations High Schools

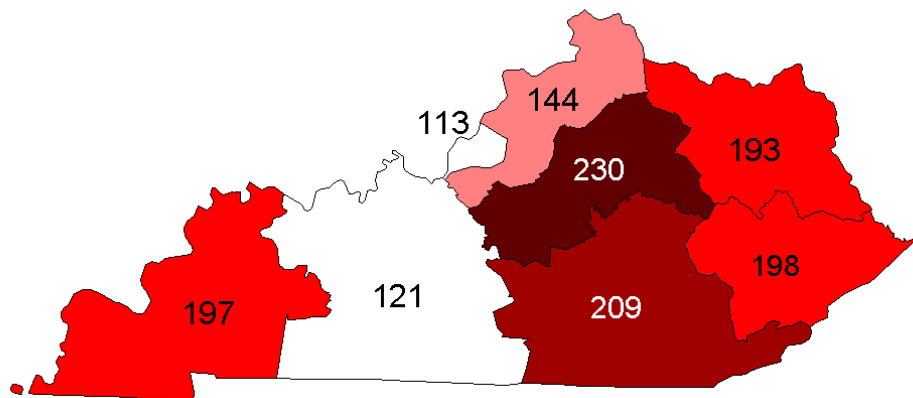
Figure 13



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

Suspensions for Board Violations High Schools

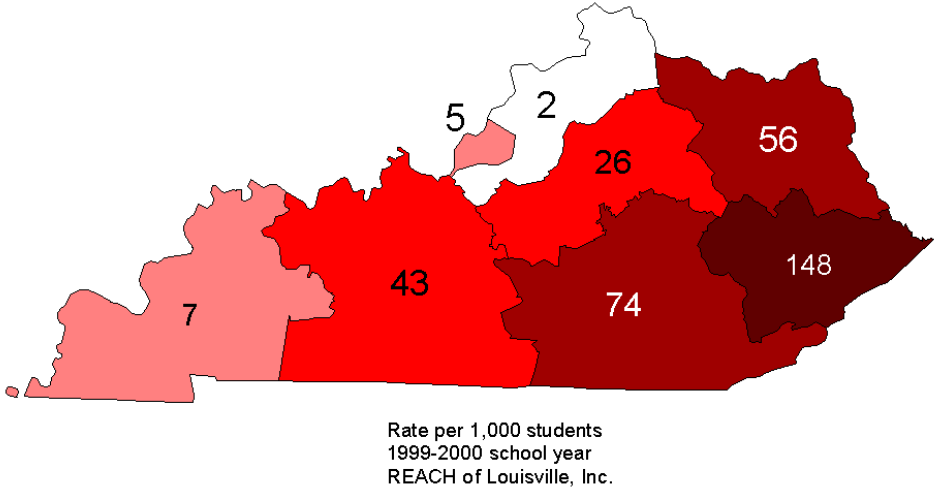
Figure 14



Rate per 1,000 students
1999-2000 school year
REACH of Louisville, Inc.

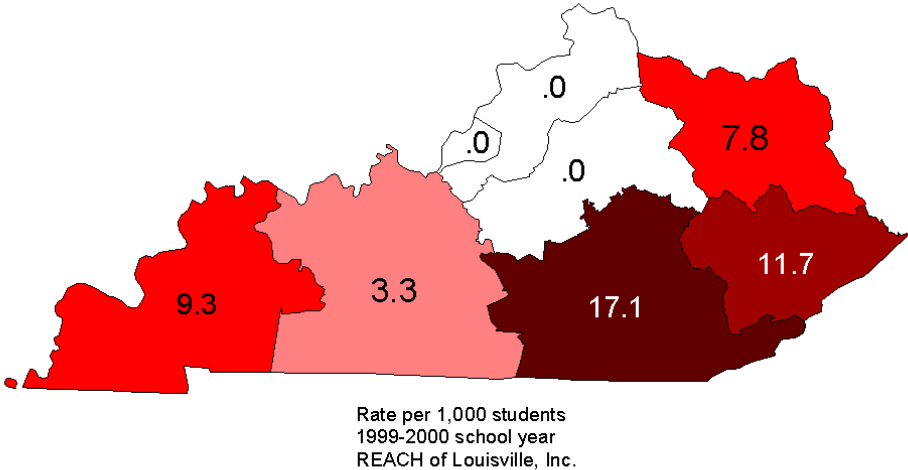
Alternative Placements for Board Violations High Schools

Figure 15



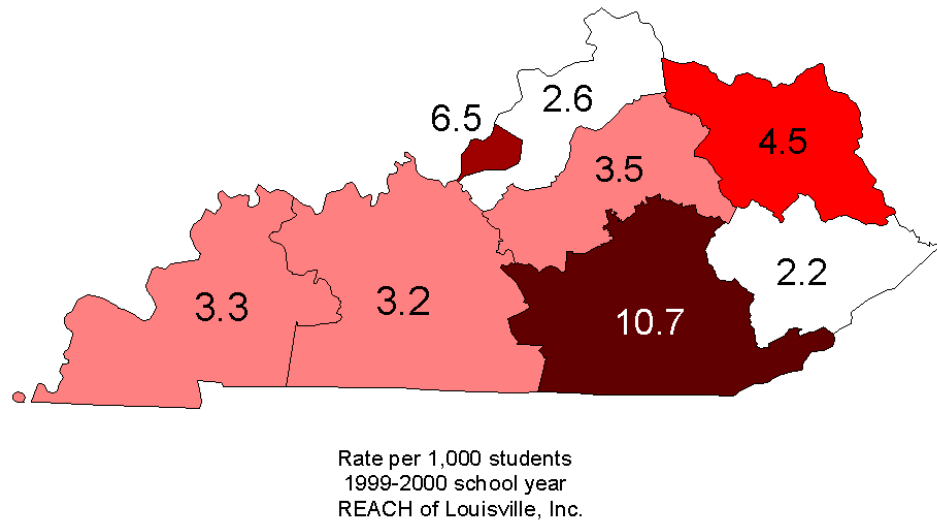
Corporal Punishments for Board Violations High Schools

Figure 16



Alternative Placements for Law Violations High Schools

Figure 17



Reviewing the findings shown in these maps in general terms, some regional differences worthy of examination appear to emerge. These include:

- ❑ **Suspensions for Law Violations:** This disciplinary action is less frequent at the elementary level, most prominent in Jefferson County (including Louisville) and central Kentucky (which includes Lexington) at the middle school level, and highest in Jefferson County at the high school level. The maps consistently show Region 2 (west central) as having the lowest numbers.
- ❑ **Suspensions for Board Violation:** This disciplinary action is dramatically higher in incidence in southeastern Kentucky at the elementary level, most frequent in Jefferson County, central Kentucky, and southeastern Kentucky at the middle school level, and much more prominent in central and eastern Kentucky at the high school level. Notably, Jefferson County has the highest rate at the middle school level, but the lowest at the high school level.
- ❑ **Alternative Placement:** This disciplinary action is much more common in eastern Kentucky across all three school levels.
- ❑ **Corporal punishment:** This disciplinary action is much more common in eastern Kentucky, but virtually non-existent in Jefferson County,

central Kentucky, and northern Kentucky (possibly due to school policy prohibitions).

Summary

- ❑ **There are significant differences across the grade levels in terms of the general frequency of disciplinary actions, with middle and high schools much more likely to employ these actions.**
- ❑ **Expulsion occurs at very low rates and primarily at the secondary level. Suspension and alternative placement are the most commonly employed approaches, occurring primarily at the middle and high school levels. Corporal punishment is most common at the elementary level, but is also employed at the secondary level.**
- ❑ **Within school levels, there are significant differences across regions of the state in frequency of disciplinary actions.**
- ❑ **Some of these regional differences are noteworthy:**
 - **Jefferson County has the highest rate of suspensions for law violations at the high school level, but among the lowest at the elementary school level.**
 - **Jefferson County and central Kentucky have the highest rates of suspensions for board violations at the middle school level, but Jefferson County is among the lowest at the elementary and high school levels.**
 - **Students in southeastern and central Kentucky are much more likely to be suspended for board violations.**
 - **Alternative educational placements are used extensively in eastern Kentucky, as compared to other regions of the state.**
 - **Corporal punishment is used extensively in eastern Kentucky, but it is virtually non-existent in Jefferson County, northern Kentucky, and central Kentucky.**

Gender, Law and Board Violations, Disciplinary Consequences and Victimization

This section reports on the proportion of male and female students seen in offender and victim data, and the school disciplinary actions associated with these events.

Demographic variables such as gender and racial composition have been widely used in educational research. Many educational outcomes are known to be influenced by gender and race. School achievement, for example, varies by ethnic group, so it is important to not merely look at the average scores for a group of students, but rather to determine if all students within that group are achieving at the same level. Results can then be reported in terms of important sub-groupings. When there are significant differences in how students respond to instruction (by gender, race, or other groupings), alterations may be required in the instructional methodology to insure equity of educational opportunity.

Gender and racial composition are related to educational outcomes not because they have clear meaning by themselves, but because they can serve as broad substitute categories for a range of relevant variables. Such general, encompassing categories are called “proxies” by researchers. For example, gender may be a proxy for differences in development, social and cultural values regarding behavior, and expectations for performance. Similarly, racial composition may (in some communities) be a proxy for differences in living conditions, socioeconomic status, access to educational opportunity, and sub-cultural norms for behavior.

In order to more fully understand the Kentucky school safety data, then, it is important to describe the data in relation to gender and racial characteristics.

This section summarizes student gender characteristics for the 1999-2000 school year and then examines its relationship with school misbehavior and violence. The following section does the same with racial characteristics and district composition.

What are the Gender-Related Characteristics of Kentucky Students by Grade Level? Are There School Districts Where Gender Imbalance is Especially Notable?

For the purposes of the analyses that follow, we use KDE data for 176 Kentucky school districts, excluding the Kentucky Schools for the Blind and Deaf, and the Model Laboratory School. 171 school districts have buildings that go through 12th

GRADE	STUDENTS	MALES	FEMALES
Entry Level	46,122	52.1%	47.9%
P	150,788	51.8%	48.2%
4	49,252	51.3%	48.7%
5	48,022	51.6%	48.4%
6	46,806	51.4%	48.6%
7	47,773	51.3%	48.7%
8	47,075	51.7%	48.3%
9	52,214	52.8%	47.2%
10	44,264	50.4%	49.6%
11	40,170	49.6%	50.4%
12	37,118	48.7%	51.3%
Spec.Ed.	6,313	71.1%	28.9%
TOTAL	615,917	51.5%	48.5%

Table 1: Kentucky Student Population by Gender

grade, and the five remaining districts go through grade 8. As can be seen, until grade 10, the relative proportion of males to females is not equal. Somewhat surprisingly, through grade 10 boys are seen in greater numbers than girls.

This apparent gender imbalance is especially noticeable in a few school districts, as shown below.

School District	Males	Females
Beechwood Independent	58.68%	41.32%
Science Hill Independent	57.21%	42.79%
Cloverport Independent	56.83%	43.17%
Danville Independent	55.98%	44.02%
Pikeville Independent	55.58%	44.42%
Owlsley County	55.58%	44.42%
Frankfort Independent	55.57%	44.43%
Gallatin County	49.10%	50.90%
Woodford County	48.70%	51.30%
Todd County	48.59%	51.41%
Elliott County	48.44%	51.56%
Augusta Independent	47.84%	52.16%

Table 2: Districts with Notable Gender Imbalances

When viewed from a regional perspective, gender imbalances appear to be evenly distributed across educational service regions, as shown below in **Table 3**.

Region	Gender Imbalance
1- West	+5.15% males
2 – West Central	+6.80 males
3 – Jefferson	+4.49 males
4 – North	+7.99 males
5 - Central	+6.01 males
6 – South Central	+5.64 males
7 – Northeast	+7.52 males
8 - Southeast	+9.12 males

Table 3: Regional Comparison of Gender Imbalance

Some reasons for gender imbalances may include that: (1) families who live in counties where they can choose to send their child to the independent school or the county school may disproportionately send their male children to the independent district; and, (2) boys are more likely to experience school difficulties that result in retention, resulting in an overall disproportion through the early years of high school, at which point they are more likely to drop out (resulting in the reversed disproportion in grade 11).

What are the Statewide Rates of Disciplinary Consequences for Law and Board Violations, by Gender?

The graph below (**Figure 18**) shows the statewide rates (by gender) for various disciplinary consequences for both law and board violations, including: (1) expulsions with educational services; (2) expulsions without educational services; (3) suspensions; (4) alternative placements; and, (5) corporal punishment. It can be seen that males are much more likely to receive such consequences across all categories.

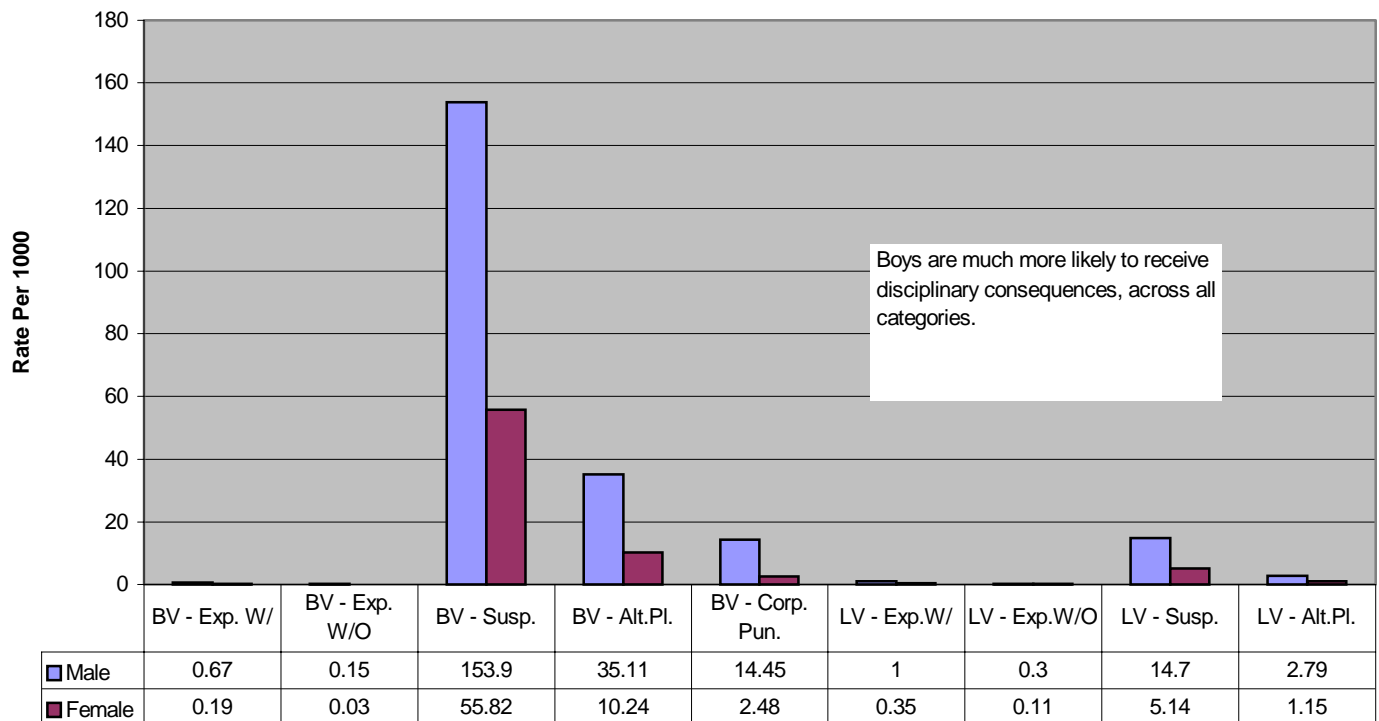


Figure 18: Statewide Rates of Disciplinary Consequences by Gender

Are Law and Board Violations Proportionate to Gender? Are Districts with Gender Imbalances That Favor Boys More Prone to Violations?

Consistent with national data on school violence and misbehavior, and with the overwhelming research base on child development and behavior, there is substantial gender disproportion in both law and board violations. Figure 19, below, shows that while males represent 51.5% of the school population, they account for 73.2% of offenders within Kentucky during 1999-2000. These data are consistent with research literature that suggests determinants such as male developmental discontinuity (slowness to develop), propensity to aggression, and social and cultural influences.

An interesting sub-question is whether school districts that have gender imbalances are more (or less) disproportionate in law and board violations. Might there be something about having gender imbalances in a given school district that is related to the greater likelihood of boys being offenders, rather than merely gender-related differences?

No such correlation was found. **That is, having a significant gender imbalance in a given district, in and of itself, does not appear to have any relationship to the rate of law and board violations at the district level.**

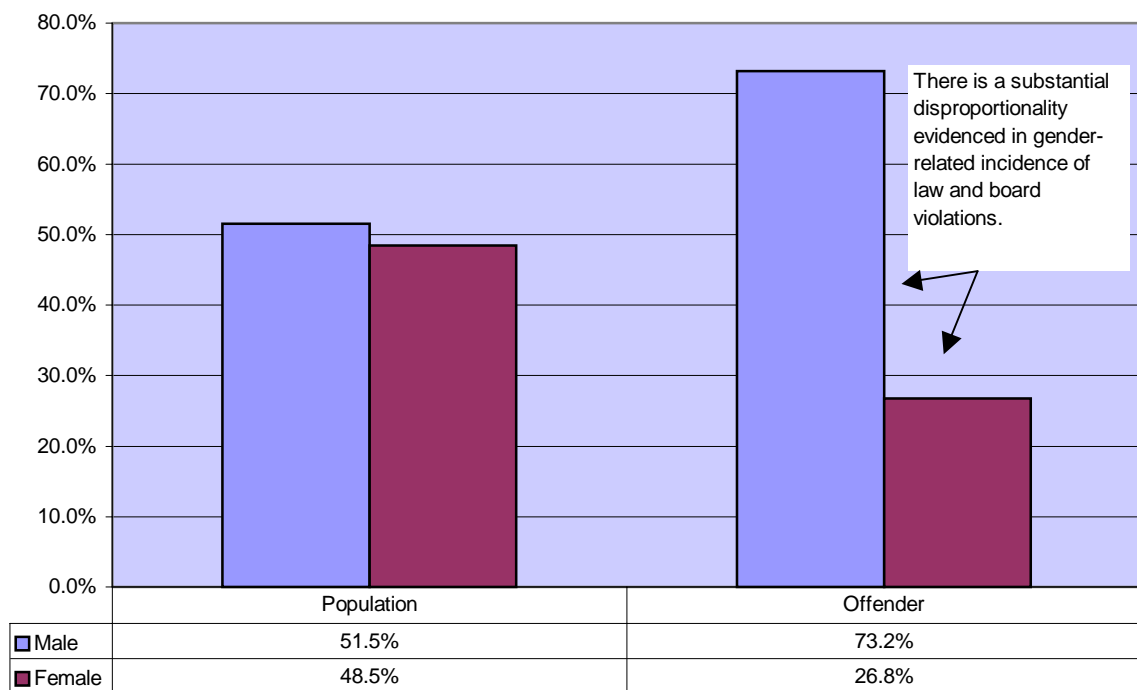


Figure 19: Comparison by Gender of Offenders with the School Population

Are Victim Data Proportionate to Gender?

Figure 20, immediately below, was provided in Report 1. It delineates school-reported data about the victims of school misbehavior and violence. Similar to the offender data reported earlier, the victim data shown below are organized in terms of race and gender.

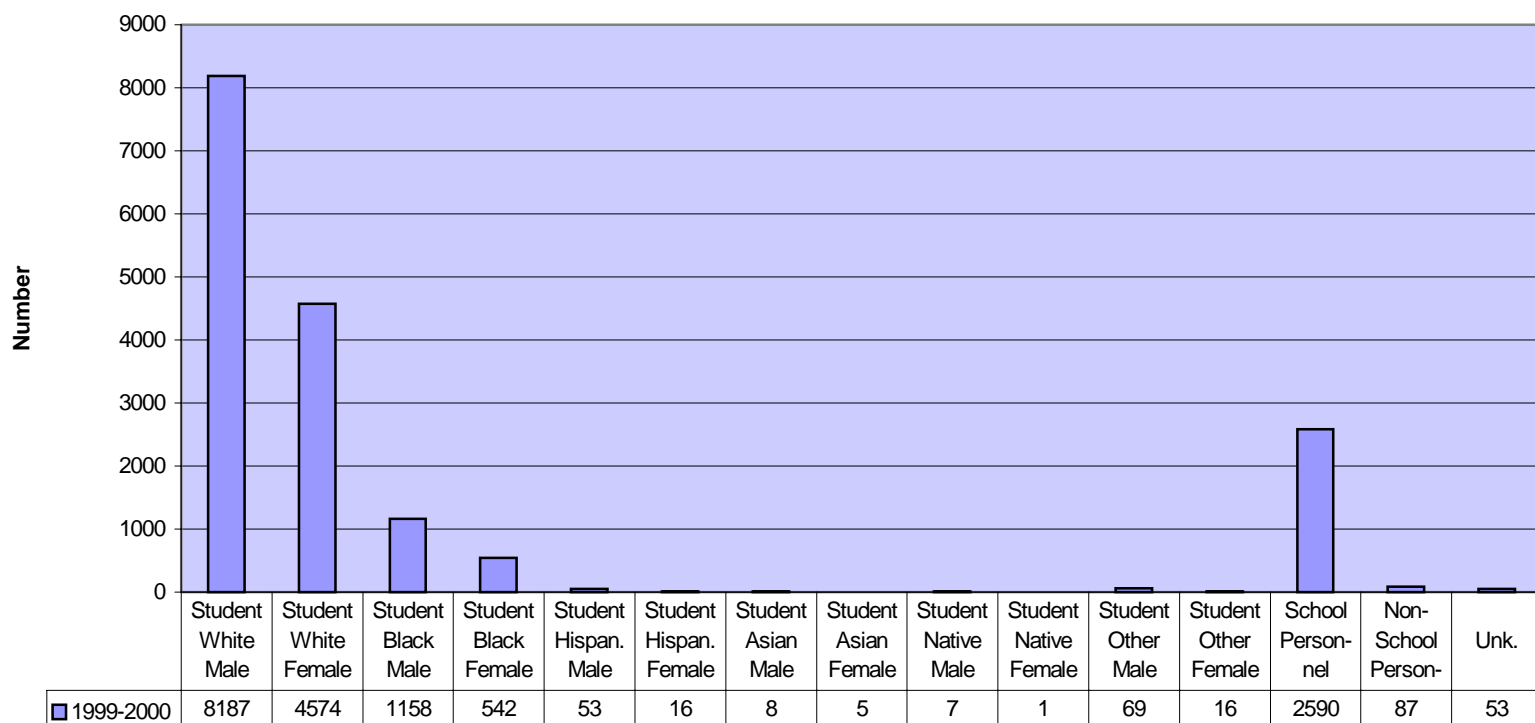


Figure 20: Number of Victims of School Law and Board Policy Violations

Victim: An individual who is the object of an incident of prohibited act or behavior, reported to a school official or law enforcement agency.

School personnel: An employee of the school system or individual providing services to the school (contracted or unpaid); includes teachers, administrators, and other school staff members such as support staff, bus drivers, maintenance workers, school-based law enforcement officers, and volunteers.

Non-school personnel: An individual who was neither a student nor school personnel for the school reporting the incident.

To facilitate comparison with student population data, the graph below (**Figure 21**) shows the distribution of students by gender in the general population, as well as the distribution of student victims of law and board violations by gender. **Consistent with the data shown earlier, it can be seen that males substantially outnumber females, although not to the degree shown in the offender data.**

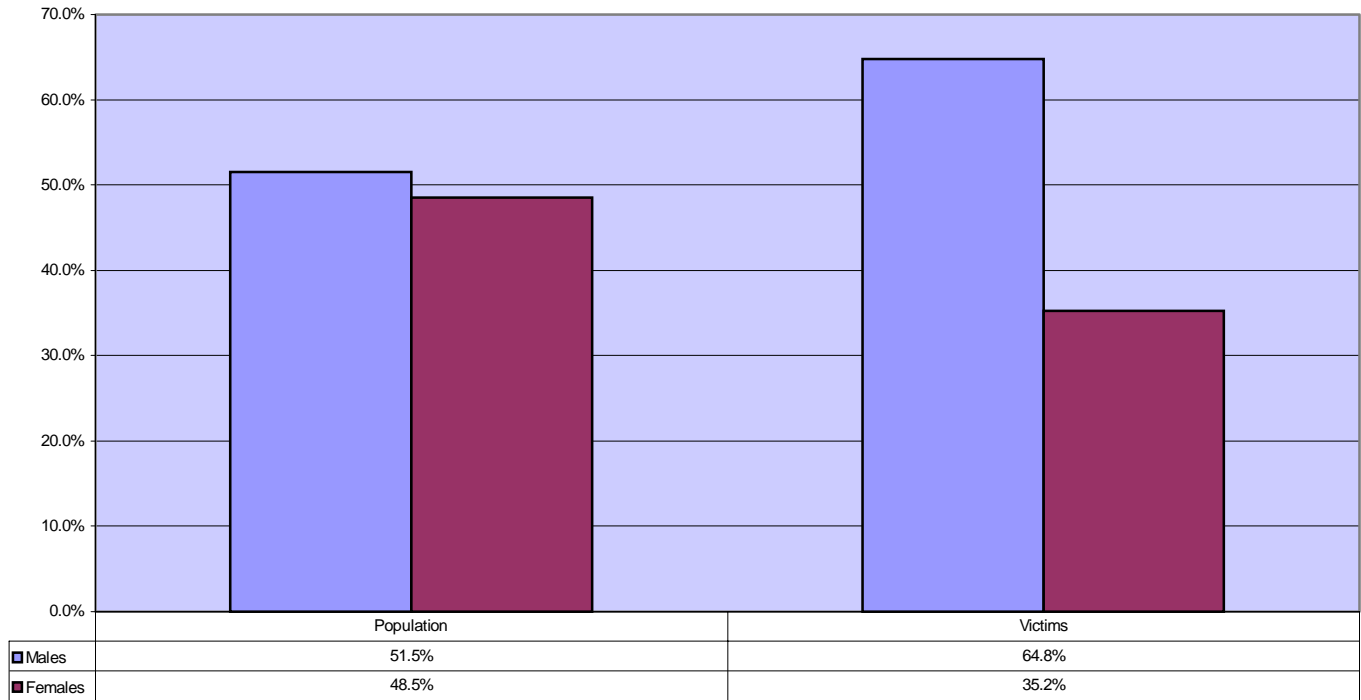


Figure 21: Relationship Between Gender and Victimization

Summary

- ❑ Boys outnumber girls in Kentucky's schools to a significant extent - 51.5% to 48.5% overall.
- ❑ There are substantial district-level differences with regard to gender in Kentucky, particularly in a number of independent school districts.
- ❑ The relative proportion of law and board violations between the genders is highly disproportionate. 73.2% of student offenders are male.
- ❑ Victim data are also disproportionate, although not to the same extent. 64.8% of all student victims of law and board violations are male.
- ❑ It appears that the differences seen are primarily attributable to gender, as opposed to the characteristics of districts where gender imbalances are found. There is no correlation between gender imbalance and incidence of violations.

Student Racial Characteristics, Incidence of Law and Board Violations, and Disciplinary Consequences

This section reports on law and board violations in the context of student racial characteristics and district-level racial composition.

In May, 2000, the United States Department of Education's Office of Civil Rights published data from the Elementary and Secondary Schools Civil Rights Compliance Report. Preliminary findings indicated that school suspensions continue to increase (partly in response to the adoption of "zero tolerance" policies, but that there is a disparity in student suspension rates nationally by race. In 1997, black male students represented approximately 17% of students in public schools, but 32% of all students suspended. African American students were found to be suspended at roughly 2.3 times the rate of whites nationally.

Numerous state and local studies have further documented this trend. For example, in Maryland African Americans constitute 36% of the school population, but constitute 54% of the state's 1998 school suspensions. African American and

Latino youth comprised 54% of the expelled youth in Massachusetts in 1997. According to data from the Applied Research Center, the Phoenix (AZ) Union High School District suspends or expels African American students at a rate 22 times higher than white students. In Austin (TX) the rate was 4 times higher, in San Francisco 3.7 times higher, and in Denver 3.2 times higher. Other cities investigated suspended or expelled black students at between 1.4 and 2.8 times the rate of white students

These national concerns place the analysis of Kentucky data on race and school discipline in context. Prior to examining Kentucky's incidence and rate data, the racial characteristics of Kentucky students and the racial composition of Kentucky school districts are considered.

What are the Racial Characteristics of Kentucky Students? To What Extent is There Variability Across Kentucky School Districts in Regard to the Percent of Non-White Students?

Overall, the preponderance of Kentucky students are white (87.6%). Approximately 10.0% of Kentucky's students are African-American, and a very small proportion (2.4%) are of other ethnic groups (Asian-American, Hispanic-American). **Table 4** below shows gender broken down by racial characteristics.

	MALE	%	FEMALE	%	TOTAL
WHITE	278,596	87.8	261,102	87.5	539,698
BLACK	31,341	9.9	30,229	10.1	61,570
OTHER	7,521	2.3	7,128	2.4	14,649
TOTAL	317,458	100.0	298,459	100.0	615,917

Table 4: Student Racial Characteristics by Gender

Further analysis of these data shows considerable disproportion across school districts in terms of the percent of non-white students. **Table 5** (below) portrays some examples of this variability.

SCHOOL DISTRICT	Non-White
Fulton Independent	52.75%
Paducah Independent	52.60%
Christian County	39.24%
Jefferson County	37.74%
Mayfield Independent	33.04%
Danville Independent	32.68%
Bowling Green Independent	31.91%
Fulton County	29.81%
Fayette County	29.39%
Paris Independent	27.69%
Russellville Independent	27.65%
Providence Independent	26.38%
Bardstown Independent	26.17%
15 districts	14.1% to 21.80%
22 districts	6.8% to 13.7%
126 districts	0 to 5.6%

Table 5: Racial Composition of Kentucky School Districts

When displayed on a regional basis, the racial composition of Kentucky school districts is seen to vary widely (see **Table 6** below).

Region	Non-White
1- West	13.9%
2 – West Central	10.3%
3 – Jefferson	37.6%
4 – North	5.1%
5 - Central	15.2%
6 – South Central	3.0%
7 – Northeast	2.2%
8 - Southeast	1.1%

Table 6: Racial Composition of Kentucky School Districts

Are Law and Board Violations Proportionate to Racial Characteristics Among Kentucky School Students?

When the racial characteristics of students who commit law or board violations are examined, it can be seen that a small (but statistically significant) difference emerges. Black students appear more likely to be identified as offenders than would be predicted by their representation in the school population (see **Figure 22 below**). These differences are much smaller than those reported in some areas of the country, but are nonetheless of concern.

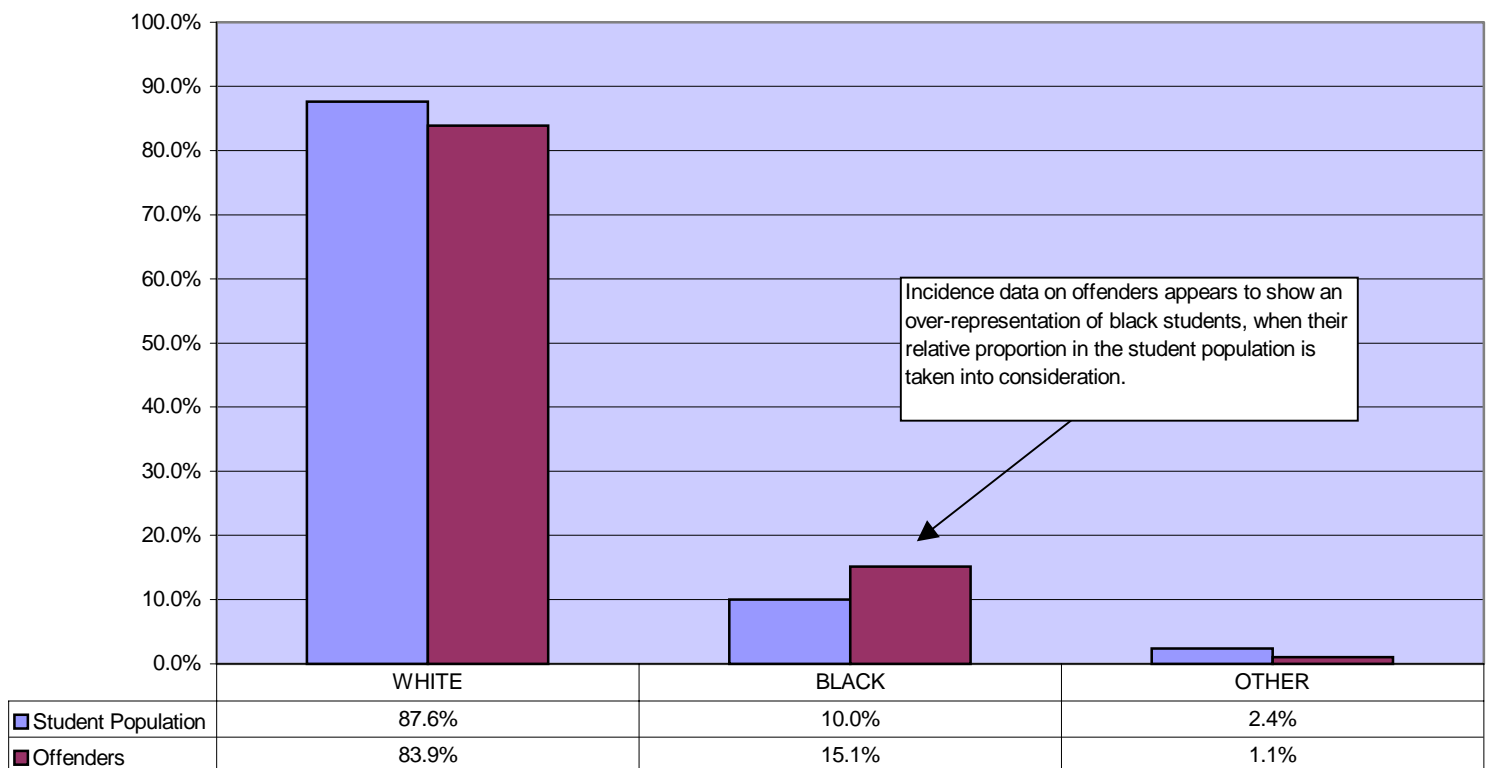


Figure 22: Relationship Between Race and Offender Data

Calculated another way, the number of incidents divided by the number of students yields a ratio for white students of 6.45, whereas the ratio for black students is 10.17. Overall, then, the rate for black students is 1.58 times higher than for white students. (Notably, this is a global rate for all incidences, not for specific disciplinary actions)

As noted in the introduction to this section, proportionate disparities between black and white student offenders is not unique to Kentucky. **However, to the extent that racial composition is a “proxy” for a range of social and living conditions, the disproportion may also be viewed in the context of known relationships between school violence and social conditions.** The text box below provides a useful, research-based, discussion of the inter-relationships between race, school violence, and disciplinary consequences.

The Relationship Between School Violence and Social Conditions

“Violent behavior is the product of the interaction between individual development and social contexts (e.g., the family, school and neighborhood). Within a certain area, factors such as low socioeconomic status, high population turnover, race and ethnicity, and high housing density are strong predictors of violence. These conditions lower a neighborhood's capacity for social organization and its ability to exert informal social control. Low socioeconomic conditions do not have a simple direct effect on neighborhood violence. However, residents living in low-income neighborhoods tend to experience more difficulty establishing the formal and informal social ties within the community necessary to control crime and violence.

Neighborhoods characterized predominately by single-parent households tend to have fewer social resources and networks necessary for developing and maintaining local institutions, and for helping parents acquire the social capital necessary in deterring children from violence and delinquency. A community's ability to use informal social controls appears to be the key to understanding local levels of violence and disorder. Child rearing and controlling adolescents' behavior in socially disorganized communities are much more difficult than in better-organized communities. Participation in formal networks such as neighborhood associations, schools, and churches tends to be lower in disorganized communities. A community is powerless to influence policy decisions that affect neighborhood conditions and thus further weaken the community when there is a lack of external ties. Without strong formal and informal social ties and networks within a neighborhood, it is unlikely that strong ties to organizations and resources outside the neighborhood will develop.

Research demonstrates how social disorganization affects neighborhood crime, however, the dynamic can also operate in the opposite direction. Violence in a community can change the population composition of a neighborhood, increasing social disorganization. **Although not a simple relationship, the strongest predictors for school violence rates are local neighborhood crime rates. Research suggests that school violence is also influenced by school policies regarding discipline, security, and dropping out, and by small group interactions that develop within the school that encourage youths to respond violently to routine provocations.”**

From: Laub, J.H., & Lauritsen, J.L. (1998). The Interdependence of School Violence with Neighborhood and Family Conditions. In D.S. Elliott, B. Hamburg, & K.R. Williams (Editors), *Violence in American Schools: A New Perspective*, (pp.127-155). New York, NY: Cambridge University Press.

What are the Rates for Various Disciplinary Consequences by Race?

The graph below (**Figure 23**) shows the rates at which various disciplinary consequences are administered (statewide) for both law and board violations, by racial group. Rates are calculated by dividing the number of instances by the number of students in that racial group. **These calculations are more specific than the earlier rates, which considered all incidents taken together and did not consider the consequence.** Only suspensions, alternative placements, and corporal punishment are included, and for only white, black, and Hispanic students, due to the extremely low numbers in the other categories.

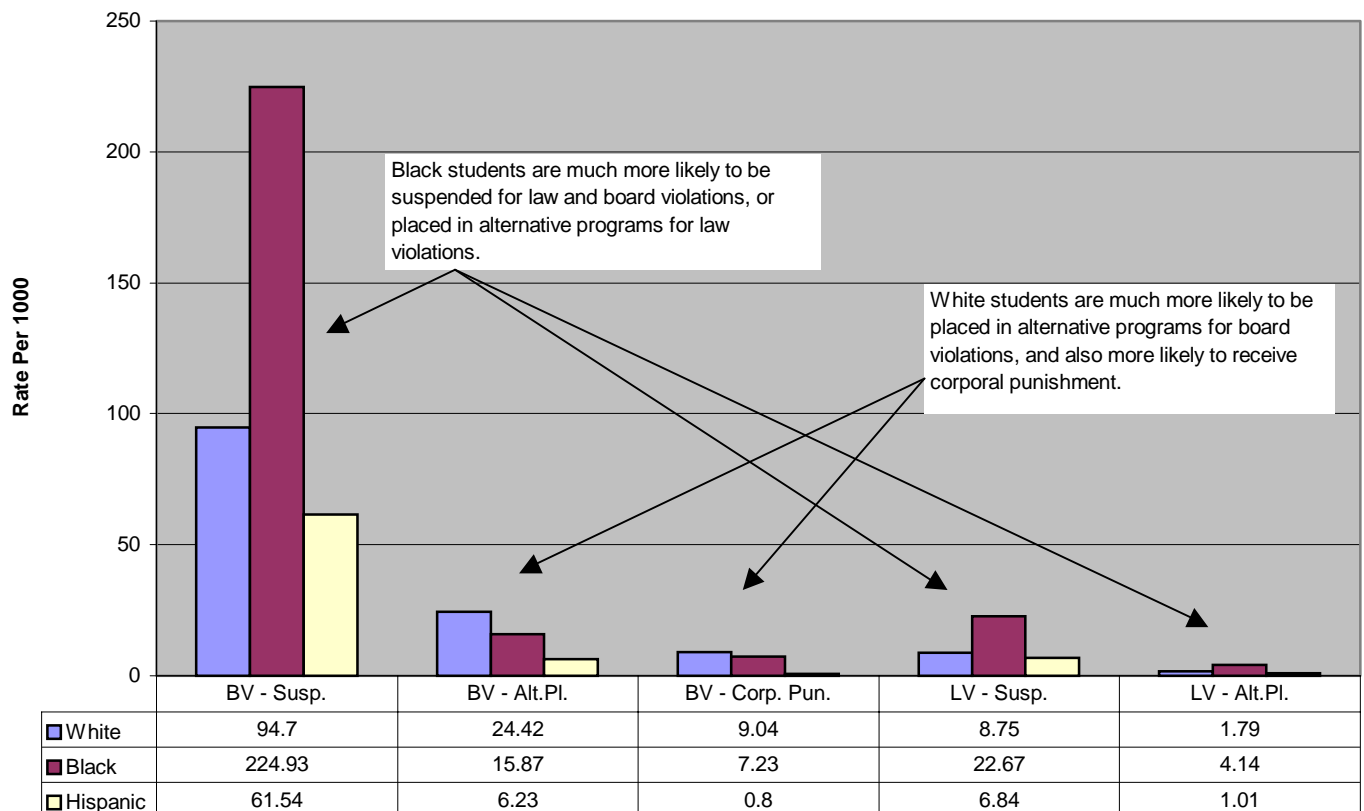


Figure 23: Disciplinary Rates by Ethnic Group

As can be seen, black students are about 2 ½ times more likely to be suspended for board and law violations than white students (ratios of 2.38

and 2.59, respectively). Hispanic students evidence the lowest disciplinary rates, uniformly.

The table below shows raw data by racial group for expulsions, by region and in comparison to enrollment. Rates are not shown, due to the small number of incidents.

Region	White	Black	Other	Enroll.-W	Enroll.-B	Enroll.-O
1	215	46	4	60,086	8,408	1,260
2	93	13	0	85,111	6,977	2,838
3	0	0	0	55,880	29,396	4,244
4	80	4	0	83,416	2,738	1,755
5	75	8	1	80,459	11,265	3,183
6	62	2	0	86,525	1,826	842
7	46	1	0	45,747	670	354
8	40	0	0	42,474	290	173

Table 7: Expulsions by Race and Region

Are Victim Data Proportionate to Race?

Figure 24, on the following page, examines the relationship between racial characteristics and school-reported data on the victims of school misbehavior and violence.

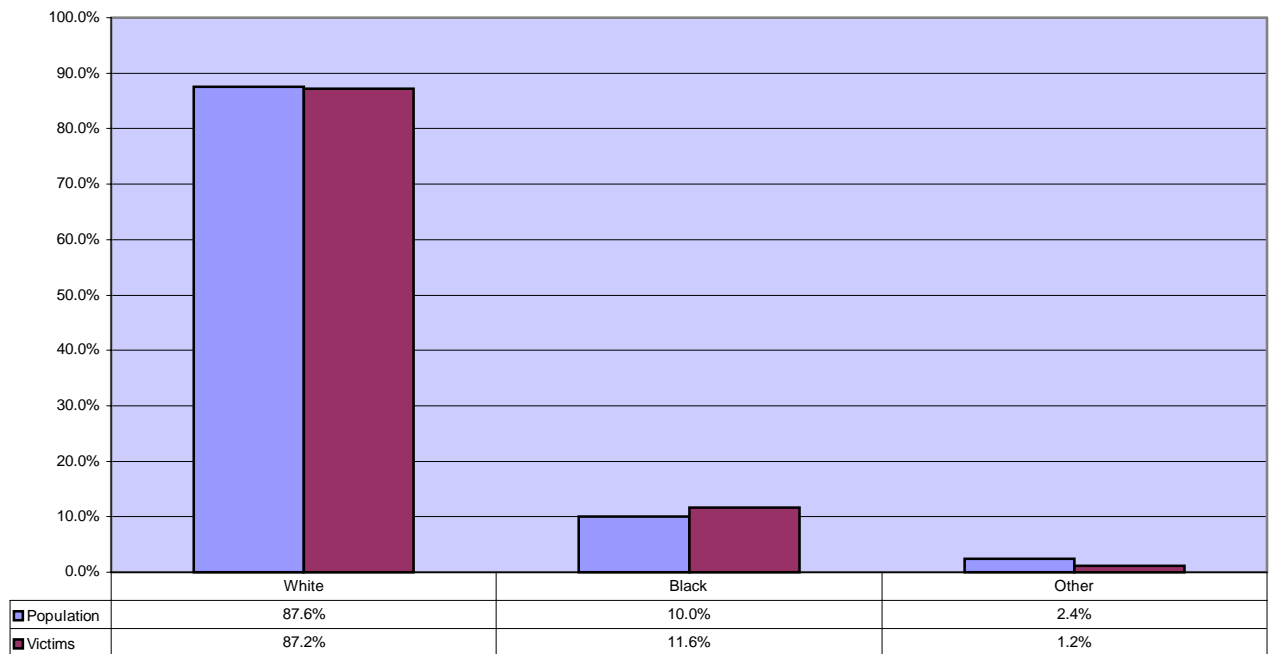


FIGURE 24: RELATIONSHIP BETWEEN RACE AND STUDENT VICTIMIZATION

It can be seen that the disproportion is small, especially in comparison to the offender data set discussed previously.

What is the Correlation Between School District
 Racial Composition and Problem Behavior? Is
 School District Racial Composition Correlated with
 Law and Board Violation Rates? Is it Correlated
 with Other Common School Performance
 Measures?

An intriguing exploratory question is whether the racial composition of a given school district might predict anything about the rates for law and board violations within that district. Such a correlation could provide clues as to the underlying complex of variables that could give rise to the differences seen in offender data in relation to race.

Table 8, below, shows correlation coefficients for district racial composition (defined for this analysis as the percent of non-white students enrolled) in relation to rates of law and board violations. **Neither is statistically significant. Thus, the percent of non-**

white students in a given school district, in and of itself, does not appear to correlate with district-level rates of law or board violations.

	N	Pearson Correlation
Law violation rate	171	.027
Board violation rate	171	.126

TABLE 8: RELATIONSHIP BETWEEN DISTRICT RACIAL COMPOSITION AND VIOLATION RATES

Simple correlations were also computed with some other common school performance measures, such as % receiving free and reduced school lunch (a measure of socio-economic status), average daily attendance, and school year 2000 CATS scores. **In addition to not experiencing more law and board violations, school districts that have higher concentrations of minority students also do not appear to be more prone to lower socio-economic conditions, lower attendance rates, or lower overall school performance.**

Summary

- ❑ Examination of the incidence of law and board violations in relation to race is important due to national concern about disproportionate disciplinary consequences for African American students.
- ❑ These data may also shed light on social and living conditions that can contribute to school misbehavior and violence.
- ❑ There is a small disproportion noted between white and black student incidents (83.9% vs. 15.1%), as compared with their representation in the student population (87.6% vs. 10.0%). Black students are 1.58 times more likely than white students to be categorized as an offender based on participation in a law or board violation. This disproportion is less apparent in regard to student victimization than was noted in offender data (87.2% vs. 11.6%).
- ❑ When these global data are broken down more specifically, however, the disparity becomes more apparent. Black students are much more likely to be suspended for law and board violations. White students are more likely to be placed in alternative settings for board violations, or to receive corporal punishment. There is insufficient data to reliably compare expulsion rates across race.
- ❑ The percent of non-white students in a given school district does not appear to correlate with district-level rates of law or board violations.

Law and Board Violation Rates in Relationship with Attendance, Drop-Out, Socio-Economic Status, and Overall School Performance

This section examines the relationships between four common educational variables (socio-economic status, school attendance, overall school performance, and drop-out rate) and incidence data on law and board violations. It emphasizes understanding these relationships in the context of theory-building about school violence and misbehavior.

This brief section of the report is the most exploratory, speculative and theoretical. Its goal is to further illuminate complex relationships in the data. It is not possible to demonstrate that one or more of the variables under examination predicts or “causes” another in any direct way. Rather, this exploration can lead to a fuller understanding of the data, and contribute to theory building about school safety, which in turn, can inform program planning.

Understanding how incidence data relate to other key variables can provide clues about how to plan and evaluate school safety programs. On a broader level, these preliminary analyses may contribute to the emerging evaluation research literature on school safety. Thus, the data in this section are not presented as definitive or as proof of any theory

about school misbehavior and violence, but rather in the service of theory-building. (more extensive statistical analyses, including multivariate studies, have been completed but are not presented in this report).

Simple Correlations

The below graphic (**Figure 25**) shows the simple correlations (at the school district level) between these four variables and the board violation rate. (**Law violations are not shown because they are uncorrelated with either board violations or these four variables – an interesting finding by itself**). All of the correlations shown below are statistically significant.

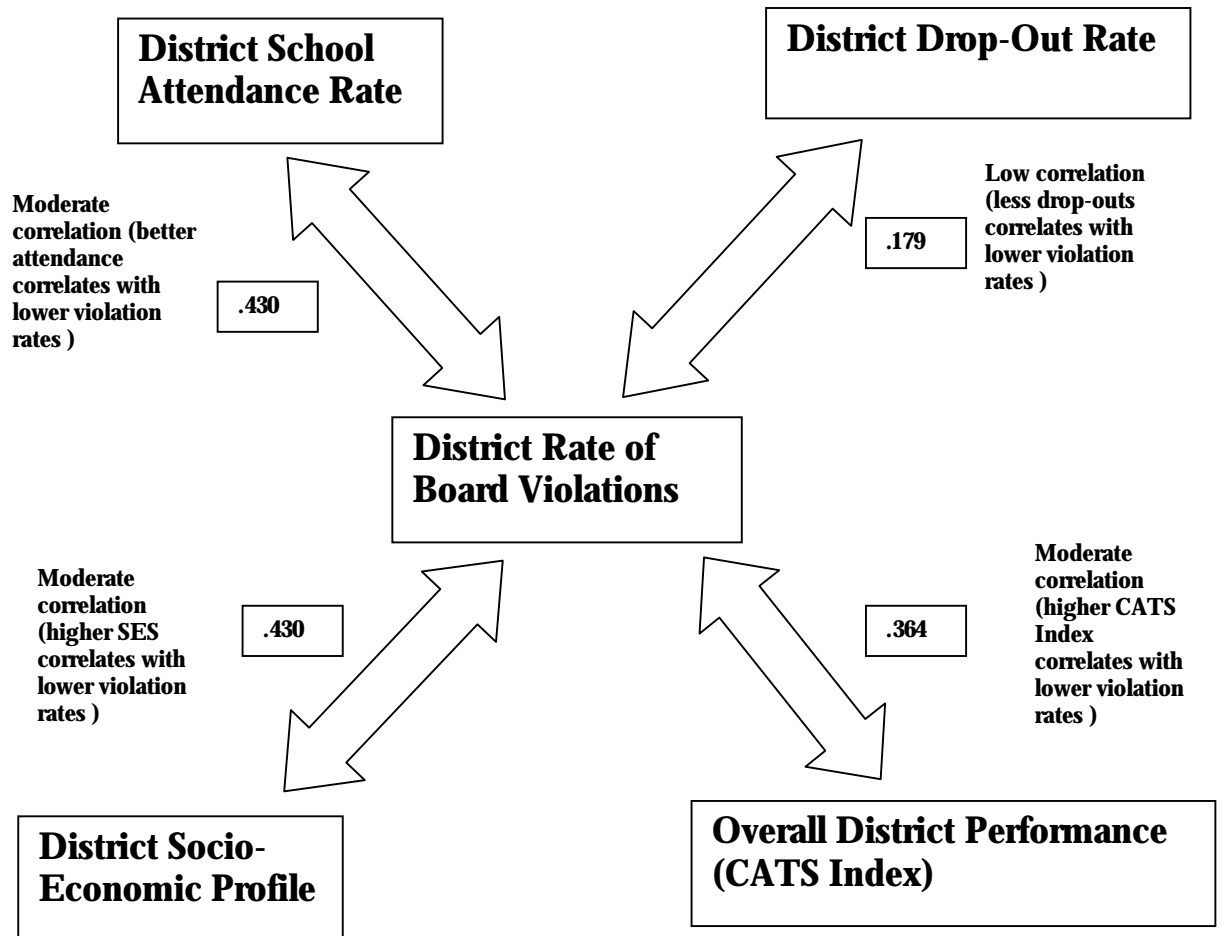


Figure 25: Simple Correlations Among Measures of School Performance

It is important to note that all of these correlations co-vary in the direction suggested by current theories of educational intervention (including Kentucky's education reform initiative).

- ❑ Districts with higher overall school performance scores tend to have lower board violation rates.**
- ❑ Districts with higher school attendance rates tend to have lower board violation rates.**
- ❑ Districts with lower dropout rates tend to have lower board violation rates.**
- ❑ Districts with lower levels of economic disadvantage tend to have lower board violation rates.**

While one needs to exercise caution by not assuming that this proves a “cause and effect” relationship between these variables, the results are certainly encouraging from the perspective of theory-building and intervention planning. Clearly, all of these factors are inter-related and probably interactive. Efforts to improve school safety are likely to interact in positive ways with overall school performance, in the same sense that efforts to improve school achievement may influence rates of misbehavior in positive directions.

Summary

- ❑ School misbehavior and violence, as measured by law and board violations, appears to have a complex relationship with other district-level measures of school performance.**
- ❑ District-level rates of law violations are not correlated with board violations. This implies that law and board violations reflect divergent categories or types of behavior. Districts that have high law violation rates do not necessarily have high board violation rates, and vice versa.**
- ❑ District level rates of law violations are also not correlated with common school performance measures (e.g., overall school performance, attendance). This finding suggests that there may be other variables (non-school related) that underlie law violation rates at the district level (see inset in Section 4 on the influence of extra-school variables).**
- ❑ On the other hand, district-level rates of board violations are moderately correlated with three common school performance measures (overall school performance and attendance) and a measure of socio-economic status (percent who receive free and reduced lunch). Rates of Board**

violations are also somewhat correlated with district drop-out rates. These correlations do not prove that one variable “causes” the other, but rather that they co-vary and interact. Thus, low achievement may be a precursor to school misbehavior, but it may also be true that misbehavior contributes to poor overall school performance.

- These interesting correlations have implications for program planning. They lend support to the proposition that efforts to promote school safety can facilitate school achievement, just as efforts to promote achievement can lead to more safe schools.**
- The finding that law violations are unconnected to school performance measures appears to argue for school-, neighborhood-, and community-level interventions to reduce law violations.**

APPENDIX A: REGIONAL NORMS

REGIONAL INCIDENCE TABLES FOR VIOLATIONS AND DISCIPLINARY ACTIONS BY SCHOOL LEVEL

The tables that follow contain regional normative data for incidence of law and board violations, and for the disciplinary consequences associated with these violations. By entering these tables, a district can determine the rate per 1000 students of violations and consequences in comparable settings. A particular school district's rates can then be calculated and compared to the regional rate. These data will become especially useful when district-level data become available in Report #3.

The tables are organized in three configurations, to reflect different grade level patterns in school buildings, as follows:

- ❑ **All Schools** = all school buildings irrespective of grade level groupings, broken down by elementary, middle, and high school.
- ❑ **Standard Grade Groups** = elementary through Grade 5, middle through Grade 8, and high school from 9 to 12.
- ❑ **Other Common Grade Groupings** = elementary to Grade 6, elementary to Grade 8, and high school Grades 7 to 12.

Thus, the first category is inclusive of all school buildings, but the second and third are sub-sets.

Region 1 – All Schools

Characteristic	Total	School Level					
		Elementary N= 35,784		Middle N=13,696		High N=20,753	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	27	0	.00	11	.80	16	.77
2. Larceny-Theft	55	27	.75	10	.73	18	.87
3. Weapons-Handgun	3	0	.00	1	.07	2	.10
4. Weapons-Rifle	5	0	.00	0	.00	5	.24
5. Weapons-Other Firearms	1	0	.00	1	.07	0	.00
6. All Other Weapons	43	13	.36	15	1.10	15	.72
7. Drug Abuse	173	3	.08	65	4.75	105	5.06
8. Disorderly Conduct	149	2	.06	39	2.85	108	5.20
9. Simple Assault	186	6	.17	142	10.37	38	1.83
Board Policy Violations							
1. Defiance of Authority	2629	569	15.90	916	66.88	1144	55.12
2. Disturbing Class	1992	674	18.84	337	24.61	981	47.27
3. Fighting	1409	478	13.36	366	26.72	565	27.22
4. Threat-Intimidation	626	162	4.53	172	12.56	292	14.07
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	107	2	.06	37	2.70	68	3.28
2. Expulsion Without Ed. Services	15	1	.03	1	.07	13	.63
3. Suspensions	597	59	1.65	290	21.17	248	11.95
4. Alternative Placement	117	5	.14	44	3.21	68	3.28
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	158	9	.25	27	1.97	122	5.88
2. Expulsion Without Ed. Services	18	3	.08	5	.37	10	.48
3. Suspensions	7623	1542	43.09	1990	145.30	4091	197.13
4. Alternative Placement	387	88	2.46	147	10.73	152	7.32
5. Corporal Punishment	764	402	11.23	170	12.41	192	9.25

Combining all 12 demographic groups

Region 2 – All Schools

Characteristic	Total	School Level					
		Elementary N=49,702		Middle N=17,612		High N=29,650	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	4	0	.00	2	.11	2	.07
2. Larceny-Theft	60	10	.20	15	.85	35	1.18
3. Weapons-Handgun	4	2	.04	0	.00	2	.07
4. Weapons-Rifle	0	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	0	.00	0	.00	0	.00
6. All Other Weapons	42	3	.06	12	.68	27	.91
7. Drug Abuse	265	1	.02	63	3.58	201	6.78
8. Disorderly Conduct	35	1	.02	4	.23	30	1.01
9. Simple Assault	134	31	.62	23	1.31	80	2.70
Board Policy Violations							
1. Defiance of Authority	3100	727	14.63	866	49.17	1507	50.83
2. Disturbing Class	1332	272	5.47	571	32.42	489	16.49
3. Fighting	2014	519	10.44	686	38.95	809	27.28
4. Threat-Intimidation	980	417	8.39	260	14.76	303	10.22
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	66	1	.02	10	.57	55	1.85
2. Expulsion Without Ed. Services	17	0	.00	2	.11	15	.51
3. Suspensions	415	31	.62	100	5.68	284	9.58
4. Alternative Placement	171	19	.38	56	3.18	96	3.24
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	40	3	.06	7	.40	30	1.01
2. Expulsion Without Ed. Services	7	0	.00	2	.11	5	.17
3. Suspensions	7492	1430	28.77	2479	140.76	3583	120.84
4. Alternative Placement	1993	353	7.10	361	20.50	1269	42.80
5. Corporal Punishment	506	369	7.42	39	2.21	98	3.31

Combining all 12 demographic groups

Region 3 – All Schools

Characteristic	Total	School Level					
		Elementary N=47,010		Middle N=20,099		High N=30,111	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	60	0	.00	27	1.34	33	1.10
2. Larceny-Theft	89	0	.00	51	2.54	38	1.26
3. Weapons-Handgun	1	0	.00	0	.00	1	.03
4. Weapons-Rifle	0	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	8	0	.00	2	.10	6	.20
6. All Other Weapons	99	14	.30	27	1.34	58	1.93
7. Drug Abuse	461	0	.00	89	4.43	372	12.35
8. Disorderly Conduct	30	2	.04	12	.60	16	.53
9. Simple Assault	531	29	.62	276	13.73	226	7.51
Board Policy Violations							
1. Defiance of Authority	1975	89	1.89	1038	51.64	848	28.16
2. Disturbing Class	1101	44	.94	535	26.62	522	17.34
3. Fighting	2424	291	6.19	1537	76.47	596	19.79
4. Threat-Intimidation	2190	203	4.32	1387	69.01	600	19.93
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	0	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	0	.00	0	.00	0	.00
3. Suspensions	1493	43	.91	519	25.82	1493	49.58
4. Alternative Placement	195	5	.11	64	3.18	195	6.48
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	0	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	0	.00	0	.00	0	.00
3. Suspensions	9364	710	15.10	5246	261.01	3408	113.18
4. Alternative Placement	298	40	.85	120	5.97	138	4.58
5. Corporal Punishment	1	0	.00	1	.05	0	.00

Combining all 12 demographic groups

Region 4 – All Schools

Characteristic	Total	School Level					
		Elementary N=43,697		Middle N=18,799		High N=35,957	
		#	rate	#	rate	#	rate
Law Violations (& UCR code)							
1. Aggravated Assault	12	0	.00	0	.00	12	.33
2. Larceny-Theft	75	7	.16	26	1.38	42	1.17
3. Weapons-Handgun	3	0	.00	1	.05	2	.06
4. Weapons-Rifle	1	0	.00	0	.00	1	.03
5. Weapons-Other Firearms	1	0	.00	0	.00	1	.03
6. All Other Weapons	64	2	.05	22	1.17	40	1.11
7. Drug Abuse	265	5	.11	58	3.09	202	5.62
8. Disorderly Conduct	101	4	.09	12	.64	85	2.36
9. Simple Assault	131	29	.66	83	4.42	119	3.31
Board Policy Violations							
1. Defiance of Authority	2747	392	8.97	1109	58.99	1246	34.65
2. Disturbing Class	1139	159	3.64	423	22.50	557	15.49
3. Fighting	2292	318	7.28	1160	61.71	814	22.64
4. Threat-Intimidation	831	198	4.53	284	15.11	349	9.71
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	51	1	.02	15	.80	35	.97
2. Expulsion Without Ed. Services	16	0	.00	3	.16	13	.36
3. Suspensions	813	50	1.14	255	13.56	508	14.13
4. Alternative Placement	108	0	.00	15	.80	93	2.59
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	33	0	.00	22	1.17	11	.31
2. Expulsion Without Ed. Services	5	0	.00	4	.21	1	.03
3. Suspensions	9563	1185	27.12	3208	170.65	5170	143.78
4. Alternative Placement	648	15	.34	576	30.64	57	1.59
5. Corporal Punishment	1	1	.02	0	.00	0	.00

Combining all 12 demographic groups

Region 5 – All Schools

Characteristic	Total	School Level					
		Elementary N=47,272		Middle N=20,880		High N=27,392	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	88	13	.28	56	2.68	19	.69
2. Larceny-Theft	63	14	.30	15	.72	34	1.24
3. Weapons-Handgun	5	0	.00	0	.00	5	.18
4. Weapons-Rifle	2	0	.00	0	.00	2	.07
5. Weapons-Other Firearms	0	0	.00	0	.00	0	.00
6. All Other Weapons	88	13	.28	30	1.44	45	1.64
7. Drug Abuse	450	18	.38	111	5.32	321	11.72
8. Disorderly Conduct	262	16	.34	172	8.24	74	2.70
9. Simple Assault	338	87	1.84	128	6.13	123	4.49
Board Policy Violations							
1. Defiance of Authority	4594	282	5.97	1745	83.57	2567	93.71
2. Disturbing Class	1379	186	3.93	571	27.35	622	22.71
3. Fighting	2429	322	6.81	1262	60.44	845	30.85
4. Threat-Intimidation	802	261	5.52	242	11.59	299	10.92
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	77	3	.06	22	1.05	52	1.90
2. Expulsion Without Ed. Services	26	1	.02	8	.38	17	.62
3. Suspensions	1372	170	3.60	537	25.72	665	24.28
4. Alternative Placement	170	2	.04	73	3.50	95	3.47
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	7	0	.00	2	.10	5	.18
2. Expulsion Without Ed. Services	5	0	.00	2	.10	3	.11
3. Suspensions	12,202	1,083	22.91	4,828	231.23	6,291	229.67
4. Alternative Placement	938	107	2.26	132	6.32	699	25.52
5. Corporal Punishment	39	34	.72	5	.24	0	.00

Combining all 12 demographic groups

Region 6 – All Schools

Characteristic	Total	School Level					
		Elementary N=47,007		Middle N=16,526		High N=26,009	
		#	Rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	12	0	.00	8	.48	4	.15
2. Larceny-Theft	52	16	.34	12	.73	24	.92
3. Weapons-Handgun	2	0	.00	0	.00	2	.08
4. Weapons-Rifle	0	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	3	1	.02	0	.00	2	.08
6. All Other Weapons	48	12	.26	10	.61	26	1.00
7. Drug Abuse	309	15	.32	50	3.03	244	9.38
8. Disorderly Conduct	192	13	.28	34	2.06	145	5.57
9. Simple Assault	276	55	1.17	36	2.18	185	7.11
Board Policy Violations							
1. Defiance of Authority	5499	1645	34.99	1333	80.66	2521	96.93
2. Disturbing Class	2838	807	17.17	1220	73.82	811	31.18
3. Fighting	2862	802	17.06	936	56.64	1124	43.22
4. Threat-Intimidation	769	217	4.62	277	16.76	275	10.57
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	52	1	.02	7	.42	44	1.69
2. Expulsion Without Ed. Services	29	0	.00	2	.12	27	1.04
3. Suspensions	672	89	1.89	140	8.47	443	17.03
4. Alternative Placement	348	28	.60	43	2.60	277	10.65
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	12	1	.02	3	.18	8	.31
2. Expulsion Without Ed. Services	18	0	.00	6	.36	12	.46
3. Suspensions	9,305	1,248	26.55	2,611	157.99	5,446	209.39
4. Alternative Placement	5,059	1,170	24.89	1,956	118.36	1,933	74.32
5. Corporal Punishment	2,157	1,441	30.66	271	16.40	445	17.11

Combining all 12 demographic groups

Region 7 – All Schools

Characteristic	Total	School Level					
		Elementary N=23,741		Middle N=9,011		High N=15,050	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	7	0	.00	0	.00	7	.47
2. Larceny-Theft	34	1	.04	6	.67	27	1.79
3. Weapons-Handgun	1	0	.00	0	.00	1	.07
4. Weapons-Rifle	0	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	0	.00	0	.00	0	.00
6. All Other Weapons	22	2	.08	5	.55	15	1.00
7. Drug Abuse	189	0	.00	21	2.33	168	11.16
8. Disorderly Conduct	65	19	.80	34	3.77	12	.80
9. Simple Assault	173	5	.21	38	4.22	130	8.64
Board Policy Violations							
1. Defiance of Authority	2008	518	21.82	485	53.82	1005	66.78
2. Disturbing Class	1509	446	18.79	500	55.49	563	37.41
3. Fighting	1251	362	15.25	379	42.06	510	33.89
4. Threat-Intimidation	534	155	6.53	226	25.08	153	10.17
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	38	0	.00	10	1.11	28	1.86
2. Expulsion Without Ed. Services	8	0	.00	1	.11	7	.47
3. Suspensions	458	31	1.31	107	11.87	320	21.26
4. Alternative Placement	78	3	.13	8	.89	67	4.45
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	9	0	.00	2	.22	7	.47
2. Expulsion Without Ed. Services	0	0	.00	0	.00	0	.00
3. Suspensions	4,583	542	22.83	1,137	126.18	2,904	192.96
4. Alternative Placement	2,359	734	30.92	781	86.67	844	56.08
5. Corporal Punishment	650	392	16.51	140	15.54	118	7.84

Combining all 12 demographic groups

Region 8 – All Schools

Characteristic	Total	School Level					
		Elementary N=25,151		Middle N=3,869		High N=14,511	
		#	rate	#	rate	#	Rate
Law Violations (& UCR code)							
1. Aggravated Assault	7	2	.08	1	.26	4	.28
2. Larceny-Theft	18	3	.12	3	.78	12	.83
3. Weapons-Handgun	0	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	0	.00	0	.00	0	.00
6. All Other Weapons	14	2	.08	2	.52	10	.69
7. Drug Abuse	216	34	1.35	36	9.30	146	10.06
8. Disorderly Conduct	14	5	.20	0	.00	9	.62
9. Simple Assault	104	13	.52	0	.00	91	6.27
Board Policy Violations							
1. Defiance of Authority	2124	748	29.74	161	41.61	1215	83.73
2. Disturbing Class	1913	654	26.00	250	64.62	1009	69.53
3. Fighting	1763	679	27.00	277	71.59	807	55.61
4. Threat-Intimidation	442	272	10.81	45	11.63	125	8.61
Disciplinary Actions for All Law Violations							
1. Expulsion With Ed. Services	30	3	.12	4	1.03	23	1.59
2. Expulsion Without Ed. Services	17	0	.00	2	.52	15	1.03
3. Suspensions	381	58	2.31	43	11.11	280	19.30
4. Alternative Placement	42	10	.40	0	.00	32	2.21
Disciplinary Actions for All Board Policy Violations							
1. Expulsion With Ed. Services	10	1	.04	0	.00	9	.62
2. Expulsion Without Ed. Services	5	0	.00	0	.00	5	.34
3. Suspensions	5,385	1,695	67.39	812	209.87	2,878	198.33
4. Alternative Placement	2,522	353	14.04	16	4.14	2,153	148.37
5. Corporal Punishment	1,210	915	36.38	126	32.57	169	11.65

Combining all 12 demographic groups

Region 1 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) N=17,721		Middle (6 th – 8 th) N=8,912		High (9 th – 12 th) N=16,989	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	11	1.23	7	.41
2. Larceny-Theft	21	1.19	8	.90	13	.77
3. Weapons-Handgun	0	.00	1	.11	1	.06
4. Weapons-Rifle	0	.00	0	.00	5	.29
5. Weapons-Other Firearms	0	.00	1	.11	0	.00
6. All Other Weapons	9	.51	6	.67	12	.71
7. Drug Abuse	0	.00	23	2.58	94	5.53
8. Disorderly Conduct	0	.00	13	1.46	99	5.83
9. Simple Assault	3	.17	57	6.40	28	1.65
Board Policy Violations						
1. Defiance of Authority	202	11.40	514	57.68	834	49.09
2. Disturbing Class	375	21.16	230	25.81	716	42.14
3. Fighting	163	9.20	166	18.63	459	27.02
4. Threat-Intimidation	51	2.88	110	12.34	176	10.36
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.06	18	2.02	61	3.59
2. Expulsion Without Ed. Services	0	.00	1	.11	4	.24
3. Suspensions	34	1.92	140	15.71	206	12.13
4. Alternative Placement	0	.00	21	2.36	41	2.41
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.06	17	1.91	107	6.30
2. Expulsion Without Ed. Services	0	.00	1	.11	10	.59
3. Suspensions	506	28.55	1211	135.88	3090	181.88
4. Alternative Placement	46	2.60	84	9.43	115	6.77
5. Corporal Punishment	286	16.14	170	19.08	11	.65

Combining all 12 demographic groups

Region 2 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) N=21,019		Middle (6 th – 8 th) n=11,218		High (9 th –12 th) n=27,632	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	1	.09	2	.07
2. Larceny-Theft	2	.10	1	.09	32	1.16
3. Weapons-Handgun	0	.00	0	.00	3	.11
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	1	.05	5	.45	24	.87
7. Drug Abuse	0	.00	49	4.37	188	6.80
8. Disorderly Conduct	0	.00	1	.09	21	.76
9. Simple Assault	28	1.33	5	.45	73	2.64
Board Policy Violations						
1. Defiance of Authority	285	13.56	558	49.74	1043	37.75
2. Disturbing Class	157	7.47	483	43.06	435	15.74
3. Fighting	174	8.28	384	34.23	748	27.07
4. Threat-Intimidation	178	8.47	152	13.55	224	8.11
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.05	7	.62	44	1.59
2. Expulsion Without Ed. Services	0	.00	1	.09	14	.51
3. Suspensions	13	.62	50	4.46	254	9.19
4. Alternative Placement	18	.86	42	3.74	94	3.40
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.05	4	.36	20	.72
2. Expulsion Without Ed. Services	0	.00	1	.09	3	.11
3. Suspensions	471	22.41	1602	142.81	2893	104.70
4. Alternative Placement	228	10.85	300	26.74	1261	45.64
5. Corporal Punishment	158	7.52	34	3.03	98	3.55

Combining all 12 demographic groups

Region 3 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=46,451		Middle (6 th – 8 th) n=19,830		High (9 th –12 th) n=27,237	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	27	1.36	33	1.21
2. Larceny-Theft	0	.00	51	2.57	38	1.40
3. Weapons-Handgun	0	.00	0	.00	1	.04
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	2	.10	6	.22
6. All Other Weapons	14	.30	25	1.26	49	1.80
7. Drug Abuse	0	.00	89	4.49	345	12.67
8. Disorderly Conduct	2	.04	12	.61	12	.44
9. Simple Assault	29	.62	269	13.57	191	7.01
Board Policy Violations						
1. Defiance of Authority	89	1.92	998	50.33	782	28.71
2. Disturbing Class	44	.95	525	26.48	463	17.00
3. Fighting	291	6.26	1481	74.68	542	19.90
4. Threat-Intimidation	203	4.37	1359	68.53	567	20.82
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	43	.93	510	25.72	867	31.83
4. Alternative Placement	5	.11	64	3.23	109	4.00
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	710	15.28	5097	257.03	3086	113.30
4. Alternative Placement	40	.86	120	6.05	125	4.59
5. Corporal Punishment	0	.00	1	.05	0	.00

Combining all 12 demographic groups

Region 4 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=33,251		Middle (6 th – 8 th) n=17,043		High (9 th – 12 th) n=32,655	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	9	.28
2. Larceny-Theft	2	.06	26	1.53	37	1.13
3. Weapons-Handgun	0	.00	1	.06	1	.03
4. Weapons-Rifle	0	.00	0	.00	1	.03
5. Weapons-Other Firearms	0	.00	0	.00	1	.03
6. All Other Weapons	2	.06	18	1.06	33	1.01
7. Drug Abuse	3	.09	58	3.40	163	4.99
8. Disorderly Conduct	3	.09	11	.65	7	.21
9. Simple Assault	17	.51	83	4.87	94	2.88
Board Policy Violations						
1. Defiance of Authority	155	4.66	850	49.87	1070	32.77
2. Disturbing Class	73	2.20	411	24.12	455	13.93
3. Fighting	165	4.96	727	42.66	729	22.32
4. Threat-Intimidation	110	3.31	273	16.02	302	9.25
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.03	14	.82	33	1.01
2. Expulsion Without Ed. Services	0	.00	2	.12	6	.18
3. Suspensions	26	.78	214	12.56	395	12.10
4. Alternative Placement	0	.00	15	.88	46	1.41
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	7	.41	11	.34
2. Expulsion Without Ed. Services	0	.00	1	.06	1	.03
3. Suspensions	570	17.14	2806	164.64	4617	141.39
4. Alternative Placement	2	.06	244	14.32	56	1.71
5. Corporal Punishment	0	.00	0	.00	0	.00

Combining all 12 demographic groups

Region 5 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=39,460		Middle (6 th – 8 th) n=18,306		High (9 th – 12 th) n=23,974	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	13	.33	56	3.06	19	.79
2. Larceny-Theft	14	.35	15	.82	32	1.33
3. Weapons-Handgun	0	.00	0	.00	2	.08
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	11	.28	30	1.64	40	1.67
7. Drug Abuse	2	.05	80	4.37	273	11.39
8. Disorderly Conduct	15	.38	168	9.18	57	2.38
9. Simple Assault	87	2.20	128	6.99	94	3.92
Board Policy Violations						
1. Defiance of Authority	202	5.12	1715	93.69	2270	94.69
2. Disturbing Class	127	3.22	528	28.84	500	20.86
3. Fighting	231	5.85	1185	64.73	683	28.49
4. Threat-Intimidation	184	4.66	212	11.58	250	10.43
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	12	.66	44	1.84
2. Expulsion Without Ed. Services	0	.00	6	.33	16	.67
3. Suspensions	153	3.88	512	27.97	581	24.23
4. Alternative Placement	0	.00	60	3.28	71	2.96
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	2	.11	3	.13
2. Expulsion Without Ed. Services	0	.00	2	.11	3	.13
3. Suspensions	746	18.91	4590	250.74	5209	217.28
4. Alternative Placement	20	.51	118	6.45	693	28.91
5. Corporal Punishment	34	.86	5	.27	0	.00

Combining all 12 demographic groups

Region 6 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=21,502		Middle (6 th – 8 th) n=10,704		High (9 th –12 th) 22,346	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	2	.19	4	.18
2. Larceny-Theft	0	.00	1	.09	23	1.03
3. Weapons-Handgun	0	.00	0	.00	1	.04
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	2	.09
6. All Other Weapons	0	.00	8	.75	19	.85
7. Drug Abuse	0	.00	32	2.99	144	6.44
8. Disorderly Conduct	0	.00	13	1.21	69	3.09
9. Simple Assault	8	.37	23	2.15	132	5.91
Board Policy Violations						
1. Defiance of Authority	586	27.25	557	52.04	1513	67.71
2. Disturbing Class	247	11.49	590	55.12	587	26.27
3. Fighting	214	9.95	487	45.50	850	38.04
4. Threat-Intimidation	65	3.02	174	16.26	203	9.08
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	3	.28	41	1.83
2. Expulsion Without Ed. Services	0	.00	0	.00	25	1.12
3. Suspensions	10	.47	88	8.22	302	13.51
4. Alternative Placement	0	.00	5	.47	155	6.94
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	8	.36
2. Expulsion Without Ed. Services	0	.00	1	.09	10	.45
3. Suspensions	362	16.84	1417	132.38	4107	183.79
4. Alternative Placement	9	.42	1035	96.69	1268	56.74
5. Corporal Punishment	801	37.25	117	10.93	108	4.83

Combining all 12 demographic groups

Region 7 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=10,367		Middle (6 th – 8 th) 6,021		High (9 th –12 th) 12,242	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	7	.57
2. Larceny-Theft	0	.00	5	.83	27	2.21
3. Weapons-Handgun	0	.00	0	.00	1	.08
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	2	.33	10	.82
7. Drug Abuse	0	.00	15	2.49	150	12.25
8. Disorderly Conduct	0	.00	34	5.65	10	.82
9. Simple Assault	4	.39	33	5.48	118	9.64
Board Policy Violations						
1. Defiance of Authority	111	10.71	396	65.77	812	66.33
2. Disturbing Class	49	4.73	408	67.76	329	26.87
3. Fighting	111	10.71	285	47.33	340	27.77
4. Threat-Intimidation	51	4.92	178	29.56	114	9.31
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	9	1.49	20	1.63
2. Expulsion Without Ed. Services	0	.00	1	.17	6	.49
3. Suspensions	8	.77	88	14.62	289	23.61
4. Alternative Placement	0	.00	3	.50	53	4.33
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	2	.33	5	.41
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	237	22.86	817	135.69	2428	198.33
4. Alternative Placement	33	3.18	750	124.56	457	37.33
5. Corporal Punishment	96	9.26	88	14.62	88	7.19

Combining all 12 demographic groups

Region 8 – Standard Schools

Characteristic	School Level					
	Elementary (to 5 th grade) n=4,421		Middle (6 th – 8 th) n=2,111		High (9 th – 12 th) n=10,916	
	#	rate	#	rate	#	Rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	1	.47	2	.18
2. Larceny-Theft	0	.00	0	.00	9	.82
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	1	.23	1	.47	6	.55
7. Drug Abuse	1	.23	9	4.26	114	10.44
8. Disorderly Conduct	1	.23	0	.00	7	.64
9. Simple Assault	1	.23	0	.00	73	6.69
Board Policy Violations						
1. Defiance of Authority	95	21.49	114	54.00	924	84.65
2. Disturbing Class	138	31.21	72	34.11	871	79.79
3. Fighting	94	21.26	131	62.06	571	52.31
4. Threat-Intimidation	55	12.44	25	11.84	106	9.71
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	1	.47	20	1.83
2. Expulsion Without Ed. Services	0	.00	0	.00	11	1.01
3. Suspensions	4	.90	11	5.21	208	19.05
4. Alternative Placement	1	.23	0	.00	31	2.84
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	9	.82
2. Expulsion Without Ed. Services	0	.00	0	.00	5	.46
3. Suspensions	224	50.67	402	190.43	2109	193.20
4. Alternative Placement	2	.45	2	.95	1834	168.01
5. Corporal Punishment	204	46.14	45	21.32	164	15.02

Combining all 12 demographic groups

Region 1 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=13,669		Elementary (to 8 th grade) n=2,475		High (7 th -12 th) n=1,243	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	4	.29	2	.81	0	.00
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	4	.29	0	.00	1	.80
7. Drug Abuse	3	.22	0	.00	3	2.41
8. Disorderly Conduct	0	.00	2	.81	0	.00
9. Simple Assault	3	.22	0	.00	1	.80
Board Policy Violations						
1. Defiance of Authority	221	16.17	126	50.91	77	61.95
2. Disturbing Class	249	18.22	37	14.95	151	121.48
3. Fighting	265	19.39	49	19.80	40	32.18
4. Threat-Intimidation	93	6.80	15	6.06	20	16.09
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.07	0	.00	0	.00
2. Expulsion Without Ed. Services	1	.07	0	.00	1	.80
3. Suspensions	22	1.61	3	1.21	1	.80
4. Alternative Placement	3	.22	2	.81	5	4.02
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	7	.51	1	.40	13	10.46
2. Expulsion Without Ed. Services	2	.15	0	.00	0	.00
3. Suspensions	807	59.04	199	80.40	384	308.93
4. Alternative Placement	25	1.83	15	6.06	15	12.07
5. Corporal Punishment	56	4.10	54	21.82	181	145.62

Combining all 12 demographic groups

Region 2 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=14,690		Elementary (to 8 th grade) n=3,703		High (7 th -12 th) n=660	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	1	.07	0	.00	1	1.52
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	2	.54	3	4.55
7. Drug Abuse	0	.00	1	.27	7	10.61
8. Disorderly Conduct	1	.07	0	.00	2	3.03
9. Simple Assault	0	.00	1	.27	3	4.55
Board Policy Violations						
1. Defiance of Authority	75	5.11	128	34.57	134	203.03
2. Disturbing Class	27	1.84	25	6.75	12	18.18
3. Fighting	77	5.24	92	24.84	0	.00
4. Threat-Intimidation	81	5.51	41	11.07	10	15.15
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	8	12.12
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	4	.27	3	.81	13	19.70
4. Alternative Placement	0	.00	1	.27	0	.00
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	301	20.49	232	62.65	179	271.21
4. Alternative Placement	7	.48	10	2.70	0	.00
5. Corporal Punishment	9	.61	89	24.03	0	.00

Combining all 12 demographic groups

Region 3 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=0		Elementary (to 8 th grade) n=552		High (7 th -12 th) n=1060	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	0	.00	0	.00	0	.00
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	0	.00	0	.00
7. Drug Abuse	0	.00	0	.00	0	.00
8. Disorderly Conduct	0	.00	0	.00	0	.00
9. Simple Assault	0	.00	0	.00	0	.00
Board Policy Violations						
1. Defiance of Authority	0	.00	0	.00	5	4.72
2. Disturbing Class	0	.00	0	.00	11	10.38
3. Fighting	0	.00	0	.00	7	6.60
4. Threat-Intimidation	0	.00	0	.00	0	.00
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	0	.00	0	.00	0	.00
4. Alternative Placement	0	.00	0	.00	0	.00
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	0	.00	0	.00	26	24.53
4. Alternative Placement	0	.00	0	.00	0	.00
5. Corporal Punishment	0	.00	0	.00	0	.00

Combining all 12 demographic groups

Region 4 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=6,748		Elementary (to 8 th grade) n=221		High (7 th -12 th) 2,252	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	0	.00	0	.00	5	2.22
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	0	.00	6	2.66
7. Drug Abuse	2	.30	0	.00	25	11.10
8. Disorderly Conduct	1	.15	0	.00	0	.00
9. Simple Assault	4	.59	0	.00	8	3.55
Board Policy Violations						
1. Defiance of Authority	229	33.94	1	4.52	80	35.52
2. Disturbing Class	54	8.00	31	140.27	88	39.08
3. Fighting	133	19.71	4	18.10	58	25.75
4. Threat-Intimidation	83	12.30	2	9.05	27	11.99
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	11	1.63	0	.00	42	18.65
4. Alternative Placement	0	.00	0	.00	5	2.22
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	546	80.91	36	162.90	366	162.52
4. Alternative Placement	9	1.33	4	18.10	0	.00
5. Corporal Punishment	1	.15	0	.00	0	.00

Combining all 12 demographic groups

Region 5 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=3,279		Elementary (to 8 th grade) n=1,940		High (7 th -12 th) n=938	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	0	.00	0	.00	2	2.13
3. Weapons-Handgun	0	.00	0	.00	1	1.07
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	2	1.03	2	2.13
7. Drug Abuse	5	1.52	8	4.12	16	17.06
8. Disorderly Conduct	0	.00	0	.00	3	3.20
9. Simple Assault	0	.00	0	.00	19	20.26
Board Policy Violations						
1. Defiance of Authority	18	5.49	46	23.71	103	109.81
2. Disturbing Class	3	.91	25	12.89	100	106.61
3. Fighting	11	3.35	41	21.13	70	74.63
4. Threat-Intimidation	14	4.27	38	19.59	19	20.26
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	3	1.55	5	5.33
2. Expulsion Without Ed. Services	0	.00	1	.52	1	1.07
3. Suspensions	5	1.52	6	3.09	40	42.64
4. Alternative Placement	0	.00	2	1.03	3	3.20
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	35	10.67	223	114.95	382	407.25
4. Alternative Placement	15	4.57	22	11.34	5	5.33
5. Corporal Punishment	0	.00	0	.00	0	.00

Combining all 12 demographic groups

Region 6 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=14,024		Elementary (to 8 th grade) n=6,054		High (7 th -12 th) n=2,450	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	14	1.00	2	.33	0	.00
3. Weapons-Handgun	0	.00	0	.00	1	.41
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	1	.07	0	.00	0	.00
6. All Other Weapons	6	.43	6	.99	4	1.63
7. Drug Abuse	4	.29	8	1.32	66	26.94
8. Disorderly Conduct	1	.07	12	1.98	76	31.02
9. Simple Assault	4	.29	41	6.77	47	19.18
Board Policy Violations						
1. Defiance of Authority	711	50.70	258	42.62	894	364.90
2. Disturbing Class	368	26.24	158	26.10	208	84.90
3. Fighting	256	18.25	279	46.09	182	74.29
4. Threat-Intimidation	85	6.06	46	7.60	39	15.92
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	1	.07	0	.00	2	.82
2. Expulsion Without Ed. Services	0	.00	0	.00	2	.82
3. Suspensions	26	1.85	47	7.76	95	38.78
4. Alternative Placement	3	.21	25	4.13	115	46.94
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.07	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	2	.82
3. Suspensions	358	25.53	469	77.47	933	380.82
4. Alternative Placement	716	51.06	363	59.96	658	268.57
5. Corporal Punishment	495	35.30	69	11.40	330	134.69

Combining all 12 demographic groups

Region 7 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=8,034		Elementary (to 8 th grade) n=626		High (7 th -12 th) n=2,603	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	0	.00	0	.00
2. Larceny-Theft	0	.00	0	.00	0	.00
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	0	.00	2	3.19	5	1.92
7. Drug Abuse	0	.00	0	.00	16	6.15
8. Disorderly Conduct	0	.00	14	22.36	2	.77
9. Simple Assault	0	.00	0	.00	6	2.31
Board Policy Violations						
1. Defiance of Authority	271	33.73	24	38.34	173	66.46
2. Disturbing Class	231	28.75	57	91.05	229	87.98
3. Fighting	146	18.17	21	33.55	149	57.24
4. Threat-Intimidation	25	3.11	12	19.17	27	10.37
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	8	3.07
2. Expulsion Without Ed. Services	0	.00	0	.00	1	.38
3. Suspensions	0	.00	18	28.75	25	9.60
4. Alternative Placement	0	.00	1	1.60	12	4.61
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	0	.00	0	.00	2	.77
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	190	23.65	44	70.29	413	158.66
4. Alternative Placement	391	48.67	1	1.60	381	146.37
5. Corporal Punishment	164	20.41	103	164.54	30	11.53

Combining all 12 demographic groups

Region 8 – Other Groups of Schools

Characteristic	School Level					
	Elementary (to 6 th grade) n=8,117		Elementary (to 8 th grade) n=12,278		High (7 th -12 th) n=2,863	
	#	rate	#	rate	#	rate
Law Violations (& UCR code)						
1. Aggravated Assault	0	.00	2	.16	2	.70
2. Larceny-Theft	0	.00	3	.24	3	1.05
3. Weapons-Handgun	0	.00	0	.00	0	.00
4. Weapons-Rifle	0	.00	0	.00	0	.00
5. Weapons-Other Firearms	0	.00	0	.00	0	.00
6. All Other Weapons	1	.12	0	.00	4	1.40
7. Drug Abuse	2	.25	31	2.52	30	10.48
8. Disorderly Conduct	0	.00	4	.33	2	.70
9. Simple Assault	3	.37	9	.73	17	5.94
Board Policy Violations						
1. Defiance of Authority	116	14.29	520	42.35	234	81.73
2. Disturbing Class	232	28.58	284	23.13	106	37.02
3. Fighting	141	17.37	429	34.94	203	70.90
4. Threat-Intimidation	36	4.44	181	14.74	17	5.94
Disciplinary Actions for All Law Violations						
1. Expulsion With Ed. Services	0	.00	3	.24	1	.35
2. Expulsion Without Ed. Services	0	.00	0	.00	2	.70
3. Suspensions	6	.74	48	3.91	66	23.05
4. Alternative Placement	0	.00	9	.73	1	.35
Disciplinary Actions for All Board Policy Violations						
1. Expulsion With Ed. Services	1	.12	0	.00	0	.00
2. Expulsion Without Ed. Services	0	.00	0	.00	0	.00
3. Suspensions	350	43.12	1120	91.22	510	178.13
4. Alternative Placement	139	17.12	212	17.27	319	111.42
5. Corporal Punishment	118	14.54	557	45.37	5	1.75

Combining all 12 demographic groups

