THE METROPOLITAN LIFE SURVEY OF THE
AMERICAN TEACHER, 1999:
VIOLENCE IN AMERICA'S PUBLIC SCHOOLS –
FIVE YEARS LATER

A SURVEY OF STUDENTS, TEACHERS
AND LAW ENFORCEMENT OFFICERS

Conducted for:

THE METROPOLITAN LIFE INSURANCE COMPANY

Field Dates:

Students: September 21 to November 30, 1998
Teachers: October 9 to November 20, 1998
Law Enforcement Officials: October 8 to October 29, 1998

Project Directors:

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In 1984 we asked Louis Harris & Associates, Inc. to elicit from American teachers their concerns and aspirations as educators. That survey began the annual *Metropolitan Life Survey of The American Teacher.* Since then, our survey has been published annually, shedding light on critical areas of American public education. The 1999 survey is a follow up to our 1993 report on the concerns of teachers, students and law enforcement officials on violence in public schools.

MetLife began plans for this survey in the middle of 1998 and Louis Harris conducted the survey five months before the tragic school shootings in Littleton, Colorado, in April 1999. However, what the tragedy shows us is that now, more than ever, the topic of violence in America's schools is one that needs to be addressed. The 1999 *Survey of the American Teacher* offers some insight into teachers' and students' experiences with violence in their schools. It also shares important findings on various perspectives of the issue including causes of school violence and measures taken by schools to reduce violence.

We are pleased to present the results of this survey. In addition to reaffirming MetLife's interest in providing a voice for America's teachers, this study builds upon MetLife and Metropolitan Life Foundation's history of support for initiatives to combat youth violence. We hope educators, parents, law enforcement officials and others will use this survey to improve and make safe America's schools.

May 1999

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INTRODUCTION

Louis Harris & Associates, Inc. conducted *The Metropolitan Life Survey of the American Teacher, 1999: Violence in America's Public Schools – Five Years Later* on behalf of the Metropolitan Life Insurance Company. This report is part of a series of surveys sponsored annually by MetLife since 1984, and the third study addressing school violence (1993 and 1994). As in the first *Violence in America's Public Schools* study, this study investigates this issue from the perspectives of students, teachers and law enforcement officials. The current study consists of separate surveys of public school students in grades 3 through 12, public school teachers in grades 3 through 12 and law enforcement officials.

This survey covers topics that revisit issues explored in the 1993 study, and compares current findings with the state of affairs five years ago. These topics include the prevalence and characteristics of violence in public schools, teachers' and students' personal experiences with violence, weapons and self-protection, perspectives on the causes of violence, as well as solutions to this problem. In addition, the current study addresses new topics, such as gangs, gender, role models, as well as perspectives on violence in schools in the future.

Survey Method

A total of 1,044 students in grades 3 through 12 were surveyed during an English class using a self-administered questionnaire. Interviews averaged 25 minutes in length and were conducted between September 21, 1998 and November 30, 1998.

Telephone interviews were conducted with 1,000 public school teachers in grades 3 through 12 and 100 law enforcement officials. Interviews of teachers averaged 19 minutes in length and were conducted from Harris's facilities in Youngstown, Ohio, between October 9, 1998 and November 20, 1998. Interviews of law enforcement officials averaged 15 minutes in length and were conducted from Harris's facilities in Youngstown, Ohio, between October 8, 1998 and October 29, 1998.

Detailed methodologies of the student, teacher and law enforcement official surveys appear in Appendices A and B.

A Note on Reading the Exhibits and Figures

An asterisk (*) on an exhibit signals a value of less than one-half percent (0.5%). A dash (–) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. Calculations of responses discussed in the text are based on raw numbers and not percentages, therefore these figures may differ slightly from calculations based on percentages. The base for each question is the total number of respondents answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples. Percentages depicted may not add up to 100% because some answer categories may be excluded from the figure.

Project Responsibility and Acknowledgments

The Harris team responsible for the design and analysis of the survey included Katherine Binns, Senior Vice President and Dana Markow, Senior Research Associate.   Louis Harris & Associates, Inc. is responsible for final determination of the topics, question wording, collection of data, analysis and interpretation in the report.

Public Release of Survey Findings

All Louis Harris & Associates, Inc. surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, release must stipulate that the complete report is also available.

The Metropolitan Life Survey of the American Teacher, 1999: Violence in America's Public Schools – Five Years Later is the third study in this series to survey three groups who are directly affected by the issue of school violence: public school students, public school teachers and law enforcement officials.   In the five years since the first Metropolitan Life study on violence in schools was conducted, an important development has occurred in the country as a whole: national crime statistics have declined dramatically.

This new survey addressed the following questions:

- How have these broader trends impacted experiences within America's public schools?

- How do such factors as school location, school grade level or student gender affect experiences with violence in schools?

An examination of two aspects of students', teachers' and law enforcement officials' perceptions – changes in the level of violence during the past year and feelings of safety – as well as two aspects of their personal experience – being a victim of violence and carrying a weapon to school – reveal that trends in school violence have not paralleled the very positive national experience. This study, once again, underscores the pervasive nature of school violence – affecting both students and teachers, younger and older students, boys and girl, and students in rural, suburban, and urban schools.

Overall trends in school violence

Students', teachers' and law enforcement officials' overall **perceptions** of violence in schools reflect the national decrease in violence. **Compared to five years ago, all three groups are more likely to believe that violence in public schools has decreased in the past year.** Furthermore, students in the current study are more likely than those five years ago to report feeling very safe when they are at school. However, key aspects of students' and teachers' personal **experiences** in school tell a different story. **One-quarter of students have been the victim of a violent act that occurred in or around school. One in eight students has carried a weapon to school.** These proportions have not changed since five

years ago. Furthermore, teachers' experience with violence has worsened in this time. Currently, one in six public school teachers report having been the victim of violence in or around school. In 1993, only one in nine teachers reported having been the victim of school violence. As in 1993, two percent of public school teachers have brought something to school with them for protection. These personal experiences of students and teachers contrast the overall perceptions of violence in public schools.

Is school violence an urban problem?

Students' and teachers' experiences – though not their perceptions – underscore the broad reach of school violence. Today, as in 1993, students and teachers in urban schools are less likely than those in non-urban schools to feel very safe in school. **Students and teachers in both locations**, however, **are equally likely to have been the victim of school violence**, and **students in both locations are equally likely to report carrying a weapon to school. Students in urban schools are more likely than others to believe that the level of violence in their schools has decreased.** In 1993, teachers and students in urban schools did not differ from their suburban or rural counterparts in their assessment of recent changes in the level of school violence. Today, in contrast to the changes in students' perceptions, teachers' perceptions still do not differ by school location.

Is school violence a high school problem?

Although elementary school is perceived as a safer place, personal experience with violence does not support this view. **Today, as in 1993, elementary school students are more likely than secondary school students to feel very safe in school.** In the current survey, elementary school students are more likely than those in secondary school to report that the level of violence has decreased in the past year. However, experiences with violence in elementary and secondary school do not differ. **As in 1993, elementary school students are just as likely as those in secondary school to be the victims of a violent act.** However, secondary school students are more likely than elementary school students to have carried a weapon to school. Teachers' perceptions and experiences do not differ by school level. Elementary and secondary school teachers are equally likely to feel very safe and to believe

that the level of violence in their school has decreased, but they also are equally likely to have been victims of school violence.

Is school violence a male problem?

Previously highlighted patterns suggest that time, school location and school level distinguish perceptions of, but not experiences with violence. **Gender**, however, **distinguishes students' experiences, but not their perceptions.** Furthermore, this pattern has not changed in the past five years. Male and female students and teachers are equally likely to believe that levels of violence have decreased in the past year and to report that they feel very safe in school. **Boys, however, are more likely than girls to be a victim of school violence or to have carried a weapon to school.** Three in 10 boys have been the victim of a violent act in or around school and two in ten boys have carried a weapon to school. Teachers' experience as victims of school violence does not differ by gender.

The results of the current study indicate a perception among teachers, students and law enforcement officials that levels of violence in schools are decreasing and that teachers and students feel safe at school. In contrast, the results also demonstrate that teachers' and students' personal experiences with school violence have not improved over the past five years. While some factors, such as school location and school grade level do not distinguish students' experiences with school violence, gender does have an effect. Boys are more likely than girls to be victims of violence or to have carried a weapon to school. The experiences of students and teachers in America's public school demonstrate that at a time when national crime statistics are decreasing, violence in schools remains an important issue for teachers, students and law enforcement officials.

I. Defining the Problem

A. <u>**Changes Over Time**</u>

Compared to five years ago, public school teachers, public school students and law enforcement officials today are more likely to report that violence in public schools has decreased in the past year. However, teachers, students and law enforcement officials are not necessarily confident about a continuation in this trend – close to one-quarter of public school teachers, three in 10 public school students and three in 10 law enforcement officials think that violence in their school will increase in the next two years.

- One in five public school teachers (21%) report that the level of violence in their school has decreased in the past year. In 1993, one in 10 teachers (11%) reported a decrease.

- Three in 10 public school students (29%) report that the level of violence in their school has decreased in the past year. In 1993, one in eight (13%) reported a decrease.

- One-quarter of law enforcement officials (26%) report that the level of violence in local public schools has decreased in the past year. In 1993, one in 12 (8%) reported a decrease.

- One-quarter of public school teachers (23%) think that violence in their school will increase in the next two years.

- Three in 10 public school students (28%) think that violence in their school will increase in the next two years.

- Three in 10 law enforcement officials (30%) think that violence in local public schools will increase in the next two years.

B. **Location of Violence**

As they did in 1993, public school teachers, public school students and law enforcement officials differ in their perspectives on where most acts of violence in or around their schools occur. Although nearly half of law enforcement officials report that most acts of school violence occur in the school neighborhood, one-third of public school teachers and nearly one-third of public school students report that most acts of violence in or around their school occur on the school grounds

- One-third of public school teachers (32%) report that most acts of violence in or around their school occur on the school grounds.

- Three in 10 public school students (30%) report that most acts of violence in or around their school occur on the school grounds.

- Nearly half of law enforcement officials (47%) report that most acts of violence in or around local public schools occur in the school neighborhood.

- Only one in six officials (16%) report that most acts of violence occur in the school building.

C. **Student Involvement in Violence**

Law enforcement officials in the current study are more likely than those in 1993 to report that students are rarely or never involved in acts of violence that take place in or around the public schools (38% vs. 22%).

D. **Gangs**

The influence of gangs involves and concerns sizable minorities of public school students. Teachers and students in urban areas are more likely than those in suburban or rural areas to report that gangs and gang violence are particular problems.

- Three in 10 public school students in grades 7 – 12 (30%) think that gang violence is a very serious problem at their school.

- Public school students in urban areas are more likely than those in suburban or rural areas to consider gang violence a very serious problem (42% vs. 23%).

- Two in 10 public school students (21%) agree that most students in their school look up to gang members.

- One-quarter of public school teachers (25%) and three in 10 law enforcement officials (30%) agree that most students in their schools look up to gang members.

- One in eight public school students (13%) agree that gangs play a big part in daily life in and around their school.

- One-third of public school teachers (34%) and more than four in 10 law enforcement officers (44%) agree that gangs play a big part in daily life in and around their schools.

- Public school teachers in urban areas are more likely than those in suburban or rural areas to agree that gangs play a big part in daily life in and around their schools (53% vs. 25%).

E.   Gender

While only a small minority of public school teachers and law enforcement officials believe that the level of violence in their school has increased recently, large proportions of teachers and law enforcement officials report that girls' involvement as aggressors in violent acts at their school has increased compared to five years ago. Public school students report that similar, small proportions of girls are involved in violence, either as aggressors or as victims.

- Nearly half of public school teachers (45%) report that girls' involvement as aggressors in violent acts at their school has increased as compared to five years ago.

- One in seven public school teachers (14%) report that girls' involvement with gangs has increased in the past year at their school.

- Nearly two-thirds of law enforcement officials (64%) report that girls' involvement as aggressors in violent acts at local public schools has increased as compared to five years ago.

- Three in 10 law enforcement officials (27%) report that girls' involvement with gangs has increased in the past year at local public schools.

- Fifteen percent of public school students report that girls are very often or often the aggressors in their school.

- Fifteen percent of public school students report that girls are very often or often the victims of violent acts in their school.

- Three percent of public school students report that most girls in their school are involved with gangs.

F. **Impact on Teachers and Students Leaving Their School**

Public school teachers and law enforcement officials report that violence in their school has a greater effect on students leaving their school than on teachers leaving their school. However, schools with a fair or poor quality of education, all or many minority students, or all or many lower income students increase the likelihood that teachers view the problem of violence as a factor on teachers leaving their school. The majority of public school students say that the problem of violence in their school is a factor on students leaving their school.

- Four in 10 public school teachers (41%) say that the problem of violence in their school is a factor on students leaving their school.

- Two in 10 public school teachers (19%) say that the problem of violence in their school is a factor on teachers leaving their school.

- Two-thirds of law enforcement officials (67%) say that the problem of violence in local public schools is a factor on students leaving their schools.

- Nearly half of law enforcement officials (46%) say that the problem of violence in local public schools is a factor on teachers leaving their school.

- Six in 10 public school students (63%) say that the problem of violence in their school is a factor on students leaving their school.

II. Teachers' and Students' Experiences

A. **Feeling Safe at School**

As in 1993, the majority of public school teachers feel very safe when they are at school. Public school students in the current study are more likely than public school students in 1993 to feel very safe when they are at school (56% vs. 50%). However, a sizable minority of students feel less safe in their school building than in their school neighborhood. Furthermore, both teachers and students who are in urban locations are less likely than those who are in suburban or rural locations to feel very safe when they are at school.

- Three-quarters of public school teachers (75%, 1998; 77%, 1993) feel very safe when they are at school.

- Only one percent of public school teachers do not feel safe when they are at school.

- Six in 10 public school students (56%) feel very safe when they are at school.

- One in 12 public school students (8%) do not feel safe when they are at school.

- Two in 10 public school students (21%) feel less safe in their school building than in their neighborhood.

- Public school teachers who are in urban locations are less likely than those who are in suburban or rural locations to feel very safe when they are at school (66% vs. 79%).

- Public school students who are in urban locations are less likely than those who are in suburban or rural locations to feel very safe when they are at school (44% vs. 61%).

B.   <u>**Concerns About School Violence**</u>

The majority of public school teachers are not worried about being physically attacked in or around their school. Although the majority of public school students are not worried about being physically attacked in or around their school, this number is less than it was five years ago (1998, 67%; 1993, 76%). Furthermore, sizable minorities of students are very concerned about school shootings and students having easy access to handguns and other firearms.

- Nearly nine in 10 public school teachers (85%) are not worried about being physically attacked in or around their school.

- Less than one percent of public school teachers are very worried about being physically attacked in or around their school.

- Two-thirds of public school students (67%) are not worried about being physically attacked in or around their school.

- Fifteen percent of public school students are very worried about being physically attacked in or around their school.

- Three in 10 public school students (30%) are very concerned about school shootings, like those that recently have been in the news, happening in their school.

- One-quarter of public school students in grades 7 – 12 (26%) are very concerned about students at their school having easy access to handguns and other firearms.

C.   <u>**Personal Experiences With Violence**</u>

Compared to five years ago, more public school teachers have been the victim of a violent act that occurred in or around school. Students' experiences have not changed. As in 1993, one-quarter of public school students have been the victim of a violent act that occurred in or around school. However, the majority of students have had a student verbally insult them in their school during the past year. As in 1993, very few public school students have threatened someone with or used a weapon in or around school. Personal violent behavior most frequently reported by students include verbally insulting someone and pushing, shoving, grabbing or slapping someone.

- One in six public school teachers (16%) has been the victim of a violent act that occurred in or around school: in school building, 13%, on school grounds, 2%, in school neighborhood, less than 0.5%. In 1993, one in nine teachers (11%) was a victim of violence.

- Nine in 10 public school teachers who have been the victim of a violent act in or around school (90%) report that a student committed the violent act.

- One-quarter of public school students (24%, 1998; 23%, 1993) have been the victim of a violent act that occurred in or around school: in school building, 8%, on school grounds, 10%, in school neighborhood, 7%.

- Four in 10 public school students (44%) have verbally insulted someone in or around school.

- Nearly four in 10 public school students (37%) have pushed, shoved, grabbed or slapped someone else in or around school.

- Two percent of public school students have threatened someone with a knife or gun in or around school.

- Two percent of students used a knife or fired a gun in or around school.

III. Perspectives on Causes

A. <u>Causes of Violence</u>

As in 1993, the majority of public school teachers and law enforcement officials believe that the causes of violence in their school center on the family: lack of parental supervision at home and lack of family involvement. However, for students in grades 7 – 12, the cause of violence in schools most frequently cited is peer group pressure. Also, students in the current study are more likely than students in 1993 to believe that involvement with drugs or alcohol is a major factor in why violence occurs at their school (39% vs. 23%).

- Public school teachers mention the following as major factors in why violence occurs at their school: lack of parental supervision at home (77%), lack of family involvement (69%), peer group pressure (58%) and involvement with drugs or alcohol (32%).

- Law enforcement officials mention the following as major factors in why violence occurs in local public schools: lack of parental supervision at home (75%), lack of family involvement (69%), peer group pressure (49%) and involvement with drugs or alcohol (40%).

- Public school students in grades 7 – 12 mention the following as major factors in why violence occurs in their school: peer group pressure (50%), involvement with drugs or alcohol (39%), lack of parental supervision at home (36%) and lack of family involvement (25%).

B. Characteristics of Teacher Victims

Less than half of public school teachers, public school students and law enforcement officers believe that violence to teachers targets particular groups. Similar results for teachers and law enforcement officials were found in 1993.

- Four in 10 public school teachers (37%) believe that there are particular groups of teachers who are more likely to be victims of violence.

- Three in 10 public school students (28%) believe that there are particular groups of teachers who are more likely to be victims of violence.

- Nearly one-quarter of law enforcement officials (23%) believe that there are particular groups of teachers who are more likely to be victims of violence.

C. Characteristics of Student Victims

The majority of public school teachers and public school students believe that there are particular groups of students who are more likely to be victims. However, only four in 10 law enforcement officials believe that particular groups of students are targeted for violence.

- Six in 10 public school teachers (63%) believe that there are particular groups of students who are more likely to be victims of violence.

- Half of public school students (53%) believe that there are particular groups of students who are more likely to be victims of violence.

- Four in 10 law enforcement officials (39%) believe that there are particular groups of students who are more likely to be victims of violence.

IV. Weapons and Self-Protection

A. <u>Students With Weapons</u>

Public school teachers report that 0.8% (median) of students at their school regularly carry weapons such as handguns or knives to school. Law enforcement officials (1.8%, median) and public school students in grades 7 – 12 (5%, median) report slightly higher averages. However, fewer than 10 percent of law enforcement officials believe that no students in their area regularly carry weapons to school. In contrast, two in 10 secondary school students and four in 10 public school teachers believe that no students at their school regularly carry weapons to school.

- Public school teachers report that 0.8% (median) of students in their area regularly carry weapons such as handguns or knives to school. Furthermore, four in 10 public school teachers (40%) believe that no students at their school regularly carry weapons to school.

- Public school teachers in the current study are more likely than teachers in 1993 to report that at least some students in their school regularly carry weapons to school (53% vs. 48%).

- Public school students in grades 7 - 12 report that 5% (median) of students in their area regularly carry weapons such as handguns or knives to school. Furthermore, two in 10 public school students in grades 7 - 12 (22%) believe that no students at their school regularly carry weapons to school. Eight in 10 public school students in grades 3 – 6 (79%) believe that no students at their school regularly carry weapons such as handguns or knives to school.

- Law enforcement officials report that 1.8% (median) of students in their area regularly carry weapons such as handguns or knives to school. However, one in 11 law enforcement officials (9%) believe that no students in their area regularly carry weapons to school.

B. Types of Weapons Carried by Students

Knives are the type of weapon most frequently mentioned by law enforcement officers, teachers and students who report that at least some students in their schools regularly carry weapons to school. Although half of teachers mention handguns, students and law enforcement officials are less likely to mention this weapon as the type of weapon that students tend to carry.

- Nine in 10 law enforcement officials who report that at least some students in local schools regularly carry weapons (92%) mention knives as the type of weapon that students tend to carry. Five in 10 law enforcement officials (49%) mention handguns.

- Eight in 10 public school teachers whose schools have some students who regularly carry weapons (79%) mention knives as the type of weapon that students tend to carry. Two in ten (22%) mention handguns.

- Six in 10 public school students who report that at least some students in their school regularly carry weapons (59%) mention knives as the type of weapon that students tend to carry. One in seven students (14%) mention handguns.

C. Self-Reported Weapons Carried by Students

As in 1993, one in eight public school students (12%) have carried a weapon to school at some point in time. Students in urban areas as well as suburban or rural areas are equally likely to have carried a weapon to school (15% vs. 11%).

D. Student Access to Weapons

Although few students regularly carry any weapons to school, half of public school teachers (53%), students (47%) and law enforcement officers (51%) believe that students have easy access to handguns or other firearms.

E. Teachers' Self-Protection

As in 1993, two percent of public school teachers have brought something to school with them for protection. Teachers in urban areas as well as suburban or rural areas are equally likely to have brought something to school with them for protection (3% vs. 1%).

V. Examining Some Solutions

A. Personal Participation in Programs

Nearly half of public school teachers (47%) have participated in a violence prevention program to help teachers deal effectively with or reduce violence in school. Teachers who have been victims of school violence are more likely than those who have not been victims to have participated in such a program (58% vs. 44%). Teaching in an urban location does not increase the likelihood that a teacher participated in a program. Nearly two-thirds of law enforcement officials (65%) have participated in a school violence prevention program to help teachers and students deal effectively with or reduce violence in school.

B. Schools' Steps to Stop or Reduce Violence and Their Evaluation

The steps taken by schools to stop or reduce violence most frequently reported by public school teachers include: security guards or police in or around the school (23%), classes on how to talk about problems rather than fight (18%), safety or anti-violence programs (17%), meetings for individual classes or the entire school to address violence (16%) and monitors in the hallways (16%). Teachers in urban locations are more likely than those in suburban or rural locations to have security guards or police (31% vs. 20%). Nearly four in 10 teachers (36%) believe that the steps taken by their school have helped to reduce violence a great deal.

C. **Adequacy of Schools' Efforts**

The majority of public school teachers (66%), public school students in grades 7 – 12 (62%) and law enforcement officials (60%) believe that the amount of effort spent on addressing violence in their schools is adequate.

D. **Typical Responses When a Student Commits Violence**

Public school teachers most frequently mention suspension (57%) and expulsion (31%) as the typical punishment for a student who has physically attacked someone or threatened someone with a weapon.

VI. **A Picture of Students' Lives**

A. **Student Profiles**

Although the large majority of students live in households with two parents (including stepparents) (71%), where there is no problem buying things they need (54%), and in neighborhoods with hardly any or no crime (78%), a substantial minority of students' lives do not reflect these situations. Two in 10 students (17%) live in a single parent household, one in 11 students (9%) live in households where they have a hard time buying needed things and two in 10 students (21%) live in neighborhoods where there is a lot or some crime.

Victims of school violence are more likely than those who have not been victims to have been suspended or expelled from school (41% vs. 9%), live in neighborhoods with a lot or some crime (31% vs. 17%) and have hardly any or no parental involvement with school (35% vs. 24%).

B. Role Models

Two times as many public school teachers believe that friends have a very strong influence as role models for students as believe that parents or teachers have a very strong influence. Students, however, are most likely to report that parents have a very strong influence on them.

- Teachers are most likely to report that the following people have a very strong influence on students in their school: friends (62%), entertainment stars or professional athletes (32%), parents (29%) and teachers (25%).

- Students are most likely to report that the following people have a very strong influence on them: parents (65%), friends (37%), entertainment stars or professional athletes (33%), teachers (33%) and community leaders or clergy (23%).

VII. Teacher Profiles

Teachers who have been victims of school violence do not differ from those who have not been victims by gender, race, or proportion of minority or lower income students in their schools. Teachers who have been victims of school violence are slightly more likely than those who have not been victims to teach in a school in an urban location (38% vs. 30%). Teachers with more than 15 years of teaching experience are more likely than those with less experience to have participated in a violence prevention program (61% vs. 52%).

Changes Over Time

Although the majority of public school teachers (65%), public school students (60%) and law enforcement officials (56%) report that the level of violence at their schools has stayed about the same in the past year, substantial minorities in all three groups report that the level of violence has decreased (teachers, 21%; students, 29%; law enforcement, 26%). Furthermore, these results represent a significant change compared to five years ago. All three groups in the current study are more likely than in the 1993 study to report that the level of violence has decreased (teachers, 21% vs. 11%; students, 29% vs. 13%; law enforcement, 26% vs. 8%). Urban schools and those schools with large proportions of minority or lower income students are particularly affected by this trend. Public school students in urban schools are more likely than those in suburban or rural schools to report that the level of violence has decreased (35% vs. 27%). Teachers whose schools consist of all or many minority students are more likely than those whose schools consist of few or no minority students to report that the level of violence has decreased (28% vs. 14%); and teachers whose schools consist of all or many lower income students are more likely than those whose schools consist of few or no lower income students to report a decrease (26% vs. 15%). (Exhibits 1.1 – 1.11)

Public school teachers and law enforcement officials themselves detect this decrease in violence in the past five years. However, law enforcement officials are more likely than public school teachers to report that the environment in or around their schools is more safe compared to five years ago (33% vs. 22%). (Exhibits 1.12 – 1.13)

Despite these indications of decreases in the level of school violence in the past, substantial minorities of public school teachers (23%) and students (28%), as well as law enforcement officials (30%), think that violence in their schools will increase in the next two years. (Exhibits 1.14 – 1.15)

Exhibit 1.1
Level of Violence During Past Year: Location

Q.105 In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	1,005	100	305	695	309	696	33	67
	%	%	%	%	%	%	%	%	%
Increased	12	11	18	15	10	7	12	18	18
Decreased	21	29	26	24	19	35	27	39	19
Stayed about the same	65	60	56	58	69	58	61	42	63
Don't know	2	-	-	2	1	-	-	-	-
Refused	*	-	-	*	-	-	-	-	-

Q.105 In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
Increased	12	9	13	23	11	15	11	14	11	8
Decreased	21	20	22	20	28	21	14	26	18	15
Stayed about the same	65	68	64	57	59	64	73	59	69	75
Don't know	2	2	1	-	2	*	2	1	2	2
Refused	*	*	-	-	*	-	-	*	-	-

Exhibit 1.3
Levels of Violence During Past Year (Increased): Five Year Trend

Q. 105 In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents

Percentage saying "Increased"
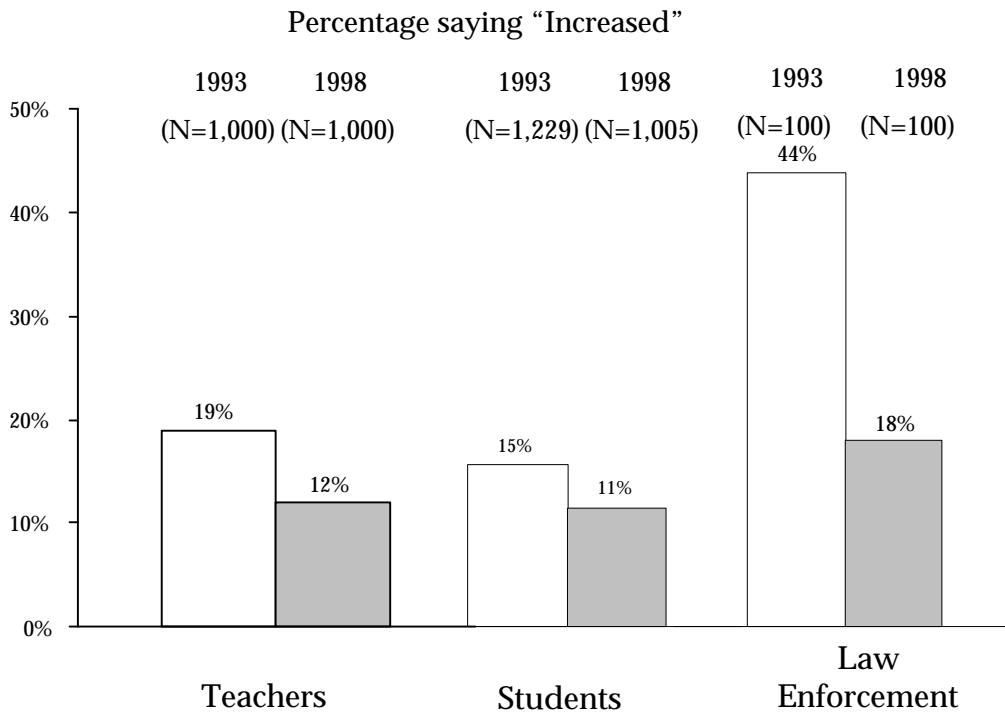
Exhibit 1.4
Levels of Violence During Past Year (Decreased): Five Year Trend

Q.105   In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents

Percentage saying "Decreased"

Percentage of Respondents

| | 1993 (N=1,000) | 1998 (N=1,000) | 1993 (N=1,229) | 1998 (N=1,005) | 1993 (N=100) | 1998 (N=100) |

Teachers: 11%, 21%
Students: 13%, 29%
Law Enforcement: 8%, 26%
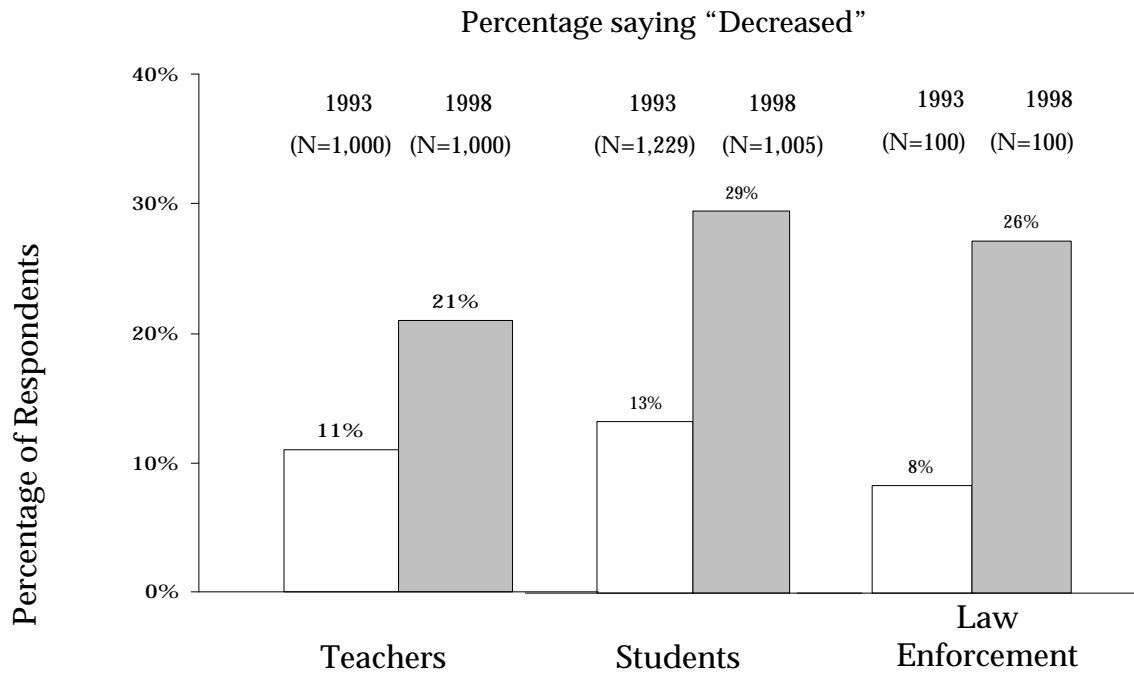
Exhibit 1.5
Levels of Violence During Past Year (Stayed About the Same): Five Year Trend

Q.105 In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents

Percentage saying "Stayed about the same"

	1993 (N=1,000)	1998 (N=1,000)	1993 (N=1,229)	1998 (N=1,005)	1993 (N=100)	1998 (N=100)

Teachers	Students	Law Enforcement
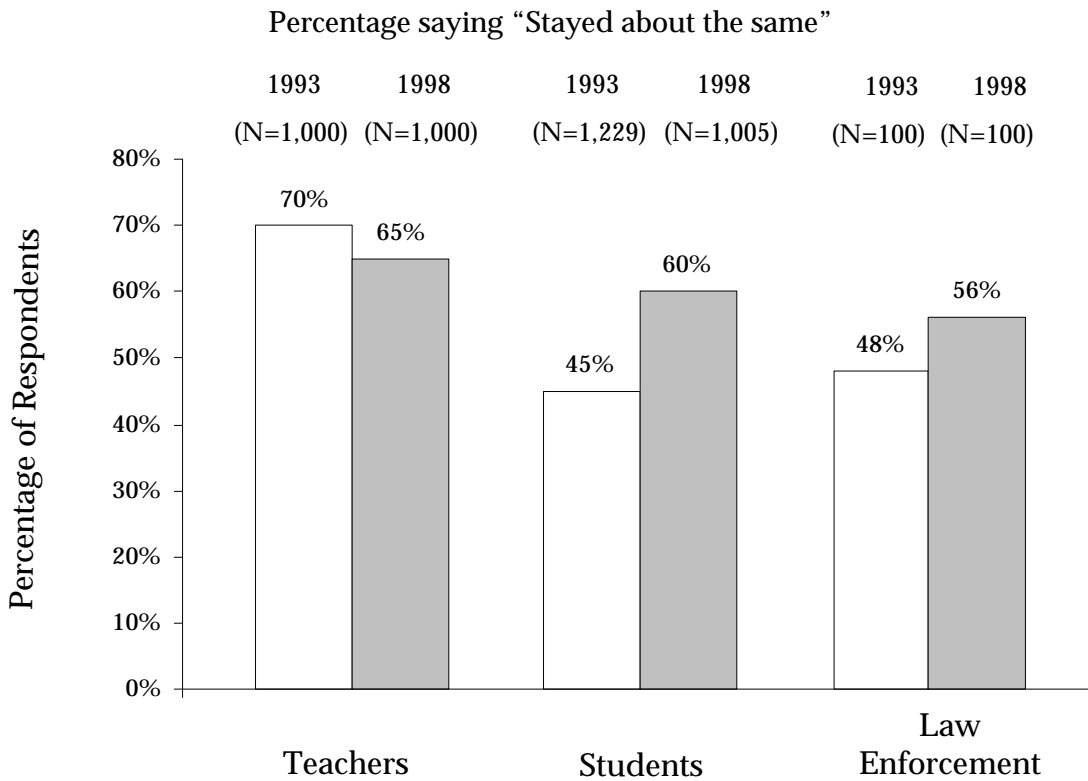
Exhibit 1.6
Levels of Violence During Past Year (Teacher Location): Five Year Trend

Q.105   In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents (Teachers)

| | Total Teachers 1993 | Total Teachers 1998 | 1993 | | 1998 | |
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base:	1,000	1,000	270	730	305	695
	%	%	%	%	%	%
Increased	19	12	22	18	15	10
Decreased	11	21	12	10	24	19
Stayed about the same	70	65	66	71	58	69
Don't know	1	2	1	1	2	1
Refused	-	*	-	-	*	1

Exhibit 1.7
Levels of Violence During Past Year (Student Location): Five Year Trend

Q.205   In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents (Students)

| | Total Students 1993 | Total Students 1998 | 1993 | | 1998 | |
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base:	1,229	1,005	434	795	309	696
	%	%	%	%	%	%
Increased	15	11	16	14	7	12
Decreased	13	29	14	12	35	27
Stayed about the same	45	60	47	43	58	61
Don't know	27	-	23	30	-	-

Exhibit 1.8
Levels of Violence During Past Year (Teacher School Level): Five Year Trend

Q.105   In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents (Teachers)

			1993		1998	
	Total Teachers 1993	Total Teachers 1998	Elementary	Secondary	Elementary	Secondary
Base:	1,000	1,000	336	664	253	667
	%	%	%	%	%	%
Increased	19	12	14	21	13	11
Decreased	11	21	8	12	17	22
Stayed about the same	70	65	77	66	66	65
Don't know	1	2	1	*	3	1
Refused	-	*	-	-	-	*

Exhibit 1.9
Levels of Violence During Past Year (Student School Level): Five Year Trend

Q.105   In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents (Students)

			1993		1998	
	Total Students 1993	Total Students 1998	Elementary	Secondary	Elementary	Secondary
Base:	1,229	1,005	508	721	425	580
	%	%	%	%	%	%
Increased	15	11	11	18	14	9
Decreased	13	29	16	11	35	26
Stayed about the same	45	60	37	51	51	65
Don't know	27	-	36	21	-	-

Exhibit 1.10
Levels of Violence During Past Year (Teacher Gender): Five Year Trend

Q.105 In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents (Teachers)

	Total Teachers 1993	Total Teachers 1998	1993		1998	
			Male	Female	Male	Female
Base:	1,000	1,000	370	630	395	605
	%	%	%	%	%	%
Increased	19	12	18	19	13	11
Decreased	11	21	12	10	22	21
Stayed about the same	70	65	69	70	65	66
Don't know	1	2	1	1	1	2
Refused	-	*	-	-	-	*

Exhibit 1.11
Levels of Violence During Past Year (Student Gender): Five Year Trend

Q.105 In the past year, has the level of violence at your school increased, decreased or stayed about the same?

Base: All respondents (Students)

	Total Students 1993	Total Students 1998	1993		1998	
			Male	Female	Male	Female
Base:	1,229	1,005	578	641	493	512
	%	%	%	%	%	%
Increased	15	11	18	12	12	9
Decreased	13	29	13	13	29	30
Stayed about the same	45	60	43	46	59	61
Don't know	27	-	25	30	-	-

Exhibit 1.12
Safety Compared to Five Years Ago: Location

Q.903 Compared to five years ago, is the environment in or around your school more safe, less safe or about as safe?

Base: All respondents (Teachers and Law Enforcement)

	Total Teachers	Total Law Enforcement	Teacher Location		Law Enforcement Location	
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	100	305	695	33	67
	%	%	%	%	%	%
More safe	22	33	26	20	58	21
Less safe	17	10	18	16	12	9
About as safe	57	56	51	60	30	69
Not teaching/not in area five years ago (volunteered)	4	1	4	4	-	1
Don't know	*	-	1	*	-	-

Exhibit 1.13
Safety Compared to Five Years Ago: Quality of Education,
Minority Students and Lower Income Students

Q.903 Compared to five years ago, is the environment in or around your school – more safe, less safe or about as safe?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
More safe	22	23	21	19	26	25	16	25	21	14
Less safe	17	12	19	33	17	19	15	20	14	12
About as safe	57	60	57	37	52	53	64	51	61	69
Not teaching/not in area five years ago (volunteered)	4	4	3	11	4	2	5	4	4	4
Don't know	*	*	*	-	1	-	*	1	-	-

Exhibit 1.14
Violence in Two Years: Location

Q.905 Now think about the future. In the next TWO YEARS, do you think that violence in your school will increase, decrease or stay about the same?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	577	100	305	695	218	359	33	67
	%	%	%	%	%	%	%	%	%
Increase	23	28	30	24	22	27	29	24	33
Decrease	13	17	27	19	10	23	14	45	18
Will stay about the same	63	55	41	56	66	50	58	27	48
Don't know	1	-	2	1	1	-	-	3	1
Refused	*	-	-	-	*	-	-	-	-

Exhibit 1.15
Violence in Two Years: Quality of Education,
Minority Students and Lower Income Students

Q.905 Now think about the future. In the next TWO YEARS, do you think that violence in your school will increase, decrease or stay about the same?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Increase	23	17	27	41	23	25	22	26	23	13
Decrease	13	13	13	11	20	12	7	17	11	7
Will stay about the same	63	68	60	46	56	63	70	57	65	79
Don't know	1	1	*	1	1	-	1	1	*	1
Refused	*	*	-	-	-	-	*	-	-	1

Location of Violence

Public school teachers, public school students and law enforcement officials differ in their perspectives on where most acts of violence in or around their schools occur. Public school teachers are more likely than public school students (28% vs. 13%) and than law enforcement officials (28% vs. 16%) to report that most acts of violence in or around school occur in the school building. Law enforcement officials are more likely than public school teachers (47% vs. 32%) and than public school students (47% vs. 13%) to report that most acts of violence in or around school occur in the school neighborhood. Teachers whose schools have all or many minority students are more likely than those whose schools have no minority students to report that most acts occur in the school neighborhood (42% vs. 27%). Teachers in the current study are more likely than teachers in 1993 to report that most acts of violence occur in the school building (28% vs. 17%). Six in 10 public school students in grades 7 – 12 (59%) report that when acts of violence happen in the school building, most of them occur in hallways or on staircases. (Exhibits 1.16 – 1.21)

Exhibit 1.16
Location of Violence: Location

Q.115 Where do most acts of violence in or around your school occur – in the school building, on the school grounds or in the school neighborhood?

Base: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	1,012	100	305	695	318	694	33	67
	%	%	%	%	%	%	%	%	%
In the school building	28	13	16	27	28	10	14	9	19
On the school grounds	32	30	30	28	33	23	33	12	39
In the school neighborhood	32	13	47	37	30	13	13	67	37
All are equal (volunteered)	2	24	2	2	3	42	16	-	3
In none of these areas (volunteered)	4	20	-	3	4	12	24	-	-
Don't know	3	-	5	4	2	-	-	12	1

Exhibit 1.17
Location of Violence: Quality of Education, Minority Students
and Lower Income Students

Q.115 Where do most acts of violence in or around your school occur – in the school building, on the school grounds or in the school neighborhood?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
In the school building	28	25	30	33	23	34	28	28	29	22
On the school grounds	32	31	33	28	29	32	33	31	33	32
In the school neighborhood	32	32	32	33	42	26	27	35	29	31
All are equal (volunteered)	2	2	3	5	3	2	3	2	2	2
In none of these areas (volunteered)	4	6	1	-	1	4	5	2	3	8
Don't know	3	4	1	1	2	2	3	2	3	4

Exhibit 1.18
Location of Violence (School Building)

Q.115 Where do most acts of violence in or around your school occur – in the school building, on the school grounds or in the school neighborhood?

Base: All respondents

Percentage saying "In school building"

	1993 (N=1,000)	1998 (N=1,000)	1993 (N=1,204)	1998 (N=1,012)	1993 (N=100)	1998 (N=100)
Teachers	17%	28%				
Students			8%	13%		
Law Enforcement					4%	16%

Percentage of Respondents

30%
25%
20%
15%
10%
5%
0%

Teachers   Students   Law Enforcement
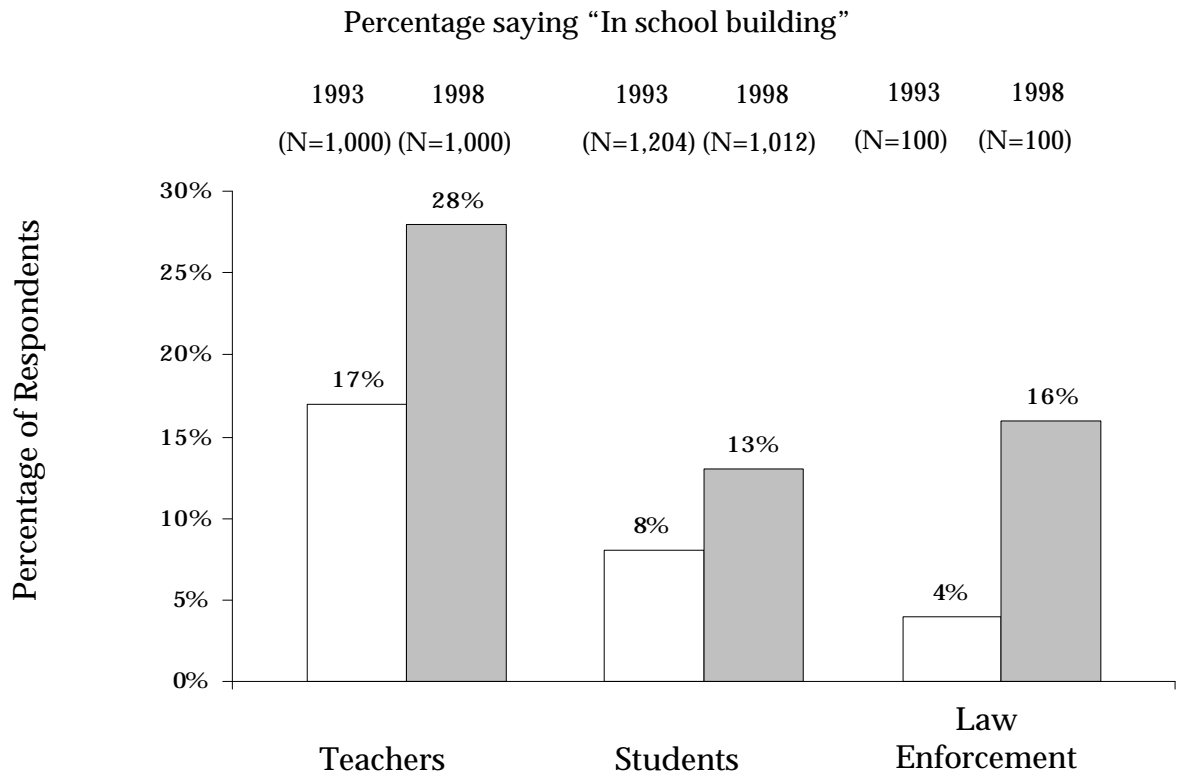
Exhibit 1.19
Location of Violence (School Grounds)

Q.115   Where do most acts of violence in or around your school occur – in the school building, on the school grounds or in the school neighborhood?

Base: All respondents

Percentage saying "On school grounds"
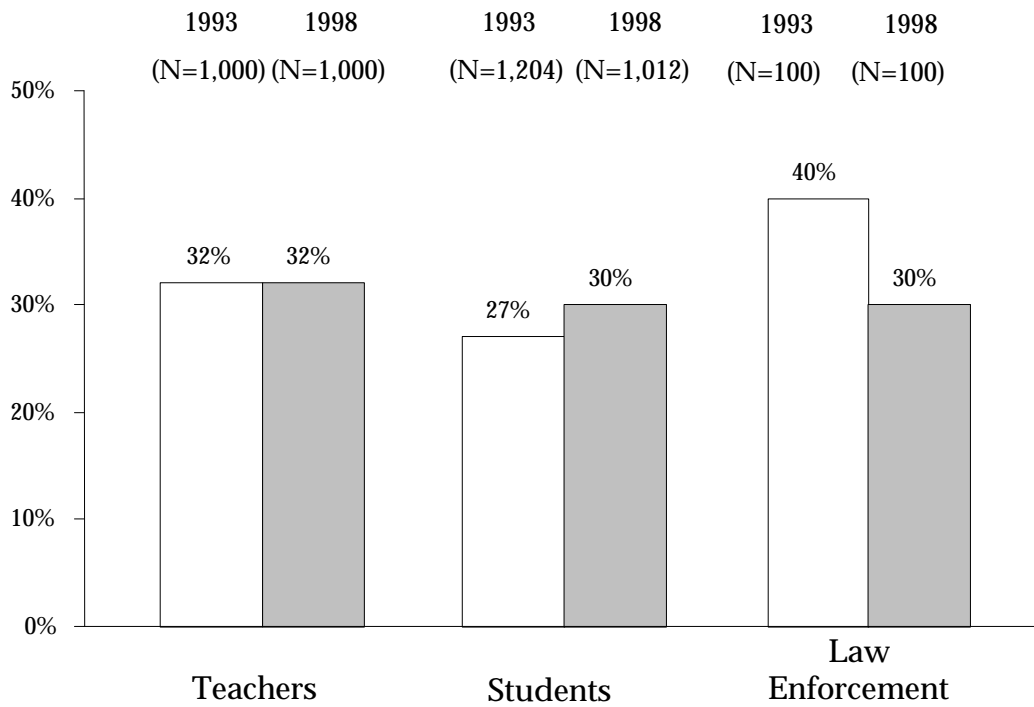
Exhibit 1.20
Location of Violence (Neighborhood)

Q.115   Where do most acts of violence in or around your school occur – in the school building, on the school grounds or in the school neighborhood?

Base: All respondents

Percentage saying "In school neighborhood"

	1993 (N=1,000)	1998 (N=1,000)	1993 (N=1,204)	1998 (N=1,012)	1993 (N=100)	1998 (N=100)

Percentage of Respondents

60% —

50% —

40% —

30% —

20% —

10% —

0% —

43%   32%   15%   13%   51%   47%

Teachers   Students   Law Enforcement
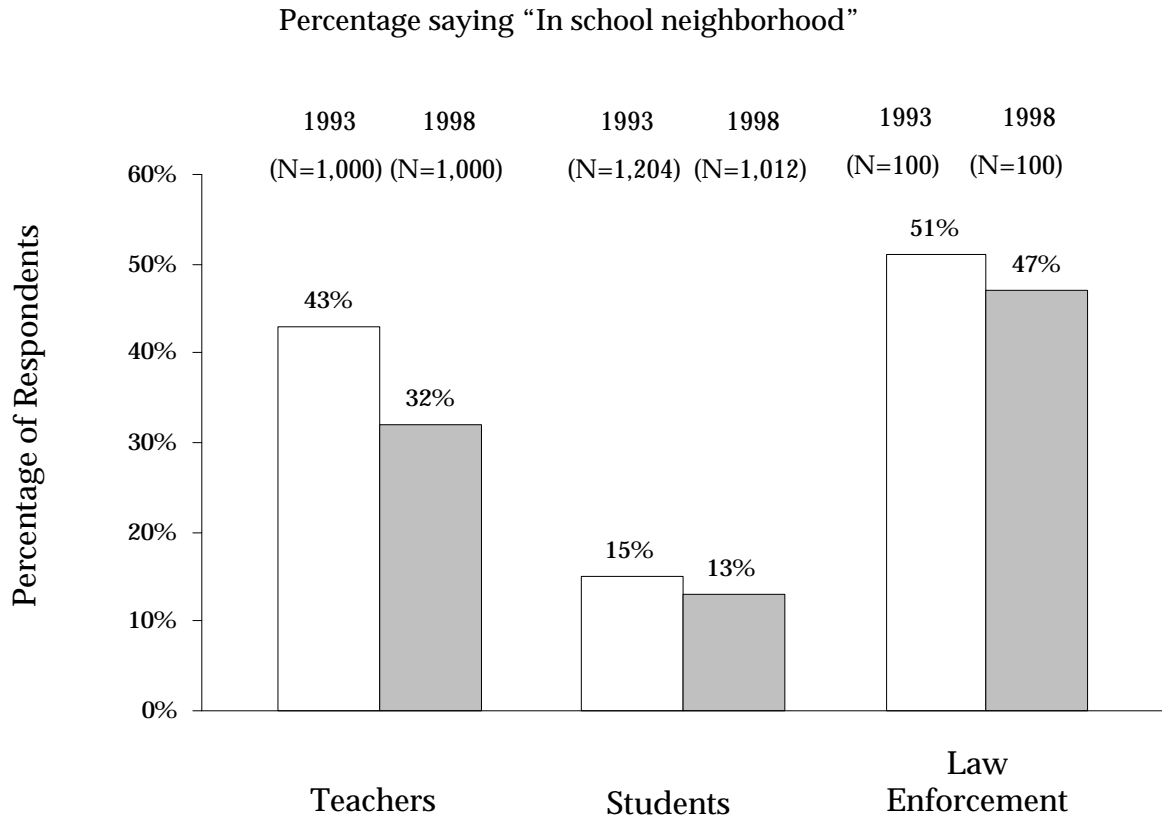
Exhibit 1.21
Violence in School Building

Q.215 When acts of violence happen in the school building, where do most of them occur?

Base: Grades 7 - 12

	Total Students
Base	557
	%
Hallways or staircases	59
Lunch room or cafeteria	12
Classrooms	8
Locker rooms	3
The gym	2
Boys' bathrooms	1
Girls' bathrooms	1
Library	1
Violence never happens inside	5
Somewhere else	8
Don't know	*

Student Involvement in Violence

Law enforcement officials in the current study are more likely than those in 1993 to report that students are rarely or never involved in acts of violence that take place in or around the public schools (38% vs. 22%). Furthermore, law enforcement officials in 1998 are less likely than those in 1993 to report that students are very often involved in these acts of violence (9% vs. 25%). (Exhibit 1.22)

Exhibit 1.22
Student Involvement in Violence: Five Year Trend

Q. 127 How often are students involved in acts of violence that take place in or around the public schools – very often, sometimes, rarely or never?

Base: All respondents (Law Enforcement)

1993 (N=100)   1998 (N=100)
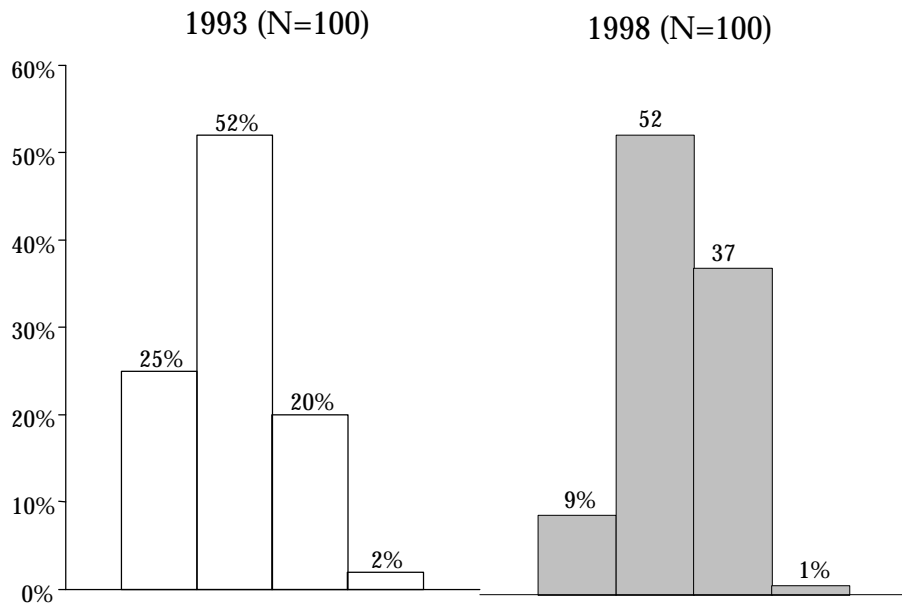
Gangs

Concerns about gangs involve a sizable minority of public school students. Three in 10 students in grades 7 – 12 (30%) think that gang violence is a very serious problem in their school. Students in urban areas are significantly more likely than those in suburban or rural areas to consider gang violence a very serious problem (42% vs. 23%). Two in 10 public school students in grades 3 – 12 (21%) agree that most students in their school look up to gang members. One-quarter of public school teachers (25%) and three in 10 law enforcement officials (30%) also agree with this statement. Teachers and students in urban areas are more likely to agree with this statement than those in suburban or rural areas (Teachers: 36% vs. 20%; Students: 31% vs. 17%). (Exhibits 1.23 – 1.24)

One-third of public school teachers agree (34%) that gangs play a big part in daily life in and around their school. Teachers in urban areas are more likely than those in suburban or rural areas to agree with this statement (53% vs. 25%). More than four in 10 law enforcement officials (44%) agree that gangs play a big part in daily life in and around their school. However, only one in eight public school students (13%) agrees that gangs play a big part in daily life in and around their school. Students in urban areas are more likely than those in suburban or rural areas to agree with this statement (21% vs. 10%). (Exhibit 1.25)

Exhibit 1.23
Extent of Problem of Gang Violence

Q.220E Thinking about your school, do you think that each of the following things is a very serious problem, somewhat serious not very serious or not a serious problem at all – Gang violence?

Base: Grades 7 - 12

	Total Students	Student Location	
		Urban	Suburban or Rural
Base	581	219	362
	%	%	%
Serious problem	40	56	31
Very serious problem	30	42	23
Somewhat serious problem	10	14	8
Not serious problem	60	44	69
Not a very serious problem	20	19	20
Not at all serious problem	40	26	49

Exhibit 1.24
Looking Up to Gang Members: Location

Q.210A Thinking about your school, how much do you agree or disagree that most students in your school look up to gang members – do you strongly agree, somewhat agree, somewhat disagree or strongly disagree?

Base: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	1,024	100	305	695	318	706	33	67
	%	%	%	%	%	%	%	%	%
Agree	25	21	30	36	20	31	17	24	33
Strongly agree	3	8	5	6	2	11	7	6	4
Somewhat agree	22	13	25	31	18	20	11	18	28
Disagree	70	41	68	62	73	50	37	76	64
Somewhat disagree	30	15	28	31	30	23	11	24	30
Strongly disagree	39	26	40	31	43	27	26	52	34
No gangs (volunteered)	4	38	2	2	6	19	45	-	3
Don't know	1	-	-	*	1	-	-	-	-

Exhibit 1.25
Gangs in Daily Life: Location

Q.210B Thinking about your school, how much do you agree or disagree that gangs play a big part in daily life in and around your school – do you strongly agree, somewhat agree, somewhat disagree or strongly disagree?

Base: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	1,014	100	305	695	314	700	33	67
	%	%	%	%	%	%	%	%	%
Agree	34	13	44	53	25	21	10	58	37
Strongly agree	8	6	15	14	5	10	5	21	12
Somewhat agree	26	7	29	39	20	11	6	36	25
Disagree	60	45	54	44	68	58	40	42	60
Somewhat disagree	24	14	27	23	24	21	11	18	31
Strongly disagree	37	31	27	21	44	37	28	24	28
No gangs (volunteered)	5	42	2	2	7	22	50	-	3
Don't know	1	-	-	1	1	-	-	-	-

Gender

The majority of public school teachers (56%) and law enforcement officials (56%) report that girls' involvement with gangs has stayed about the same in the past year. Furthermore, the majority of public school teachers (58%) and law enforcement officers (65%) report that boys' involvement with gangs has stayed about the same. However, nearly three in 10 law enforcement officials (27%) report that girls' involvement with gangs has increased in the past year.   Two in 10 law enforcement officials (17%) report that boys' involvement with gangs has increased in the past year.   (Exhibits 1.26 – 1.27)

Nearly half of public school students (48%) report that none of the girls in their school are involved in gangs.   However, students in urban areas are more likely than those in suburban or rural areas to report that most or some of the girls in their school are involved in gangs (34% vs. 10%).   One-third of public school students (34%) report that none of the boys in their school are involved in gangs.   Students in urban areas are more likely than those in suburban or rural areas to report that most or some of the boys in their school are involved in gangs (58% vs. 33%). (Exhibits 1.28 – 1.29)

Most public school students (56%) report that girls are rarely or never the victims of violent acts.   Half of public school students (51%) report that girls are rarely or never the aggressors in violent acts in their school. Nearly two-thirds of law enforcement officials (64%) report that girls' involvement as aggressors in violent acts has increased compared to five years ago.   Only three percent of law enforcement officials report that girls' involvement has decreased. Public school teachers report a similar trend. Nearly half of teachers (45%) report that girls' involvement as aggressors in violent acts has increased compared to five years ago. Only six percent of teachers report that girls' involvement has decreased.   (Exhibits 1.30 – Exhibits 1.32)

Exhibit 1.26
Girls' Involvement With Gangs: Teachers and Law Enforcement Officials

Q.215A In the past year at your school, has – girls' involvement with gangs increased, decreased or stayed about the same?

Base: All respondents

	Total Teachers	Total Law Enforcement
Base	1,000	100
	%	%
Increased	14	27
Decreased	6	7
Stayed about the same	56	56
No gangs (volunteered)	14	9
Don't know	9	1

Exhibit 1.27
Boys' Involvement With Gangs: Teachers and Law Enforcement Officials

Q.215B In the past year at your school, has – boys' involvement with gangs increased, decreased or stayed about the same?

Base: All respondents

	Total Teachers	Total Law Enforcement
Base	1,000	100
	%	%
Increased	12	17
Decreased	10	12
Stayed about the same	58	65
No gangs (volunteered)	13	5
Don't know	6	1

Exhibit 1.28
Girls' Involvement With Gangs: Student Location and Crime in Neighborhood

Q.410 How many of the GIRLS in your school are involved in gangs – most, some, only a few or none?

Base: All respondents

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,014	313	701	193	813
	%	%	%	%	%
Most	3	7	2	9	2
Some	14	27	9	28	10
Only a few	35	38	34	38	35
None	48	28	55	25	54

Exhibit 1.29
Boys' Involvement With Gangs: Student Location and Crime in Neighborhood

Q.415 How many of the BOYS in your school are involved in gangs – most, some, only a few or none?

Base: All respondents

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,016	313	703	193	815
	%	%	%	%	%
Most	14	22	10	25	10
Some	26	36	22	37	24
Only a few	26	23	27	21	28
None	34	19	40	17	38

Exhibit 1.30
Girls as Victims: Student Location and Crime in Neighborhood

Q.225 How often are girls the VICTIMS of violent acts in your school – very often, often, sometimes, rarely or never?

Base: All respondents

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,024	317	707	191	826
	%	%	%	%	%
Very often	8	11	6	15	6
Often	7	12	5	11	6
Sometimes	30	32	28	39	27
Rarely	37	35	38	24	41
Never	19	10	22	10	21

Exhibit 1.31
Girls as Aggressors: Student Location and Crime in Neighborhood

Q.230 How often are girls the aggressors, the people who do the violent acts in your school – very often, often, sometimes, rarely or never?

Base: All respondents

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,020	317	703	193	821
	%	%	%	%	%
Very often	6	12	3	8	5
Often	10	14	8	13	8
Sometimes	34	37	32	42	32
Rarely	32	27	34	27	33
Never	19	10	23	10	22

Exhibit 1.32
Girls as Aggressors: Teacher and Law Enforcement Location

Q.140 Compared to five years ago, has girls' involvement as aggressors in violent acts at your school/local public schools increased, decreased or stayed about the same?

Base: All respondents

			Teacher Location		Law Enforcement Location	
	Total Teachers	Total Law Enforce-ment	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	100	305	695	36	67
	%	%	%	%	%	%
Increased	45	64	46	44	79	57
Decreased	6	3	8	5	-	4
Stayed about the same	42	29	39	44	15	36
Not in area five years ago (volunteered)	4	2	3	5	3	1
Don't know	2	2	3	2	3	1
Refused	*	-	*	-	-	-

Impact on Teachers and Students Leaving Their School

As in 1993, the majority of public school teachers report that the problem of violence in their school is not a factor on teachers leaving their school (1993, 85%; 1998, 81%). However, those teachers whose schools have fair or poor quality of education, all or many minority students, or all or many lower income students are more likely to have the problem of violence as a factor on teachers leaving their school. (Exhibits 1.33 – 1.34)

Four in 10 public school teachers (40%) report that the problem of violence in their school is a factor on students leaving their school. Those teachers whose schools have fair or poor quality of education, all or many minority students, or all or many lower income students are more likely to have the problem of violence as a factor on students leaving their school. (Exhibit 1.35)

Six in 10 public school students in grades 7 – 12 (63%) report that the problem of violence in their school is a factor on students leaving their school. Students in urban areas are more likely than those in suburban or rural areas to report that violence is a major factor on students leaving their school (22% vs. 7%). Students who have a lot or some crime in their neighborhood are more likely than those whose neighborhoods have hardly any or no crime to report this trend (24% vs. 9%). (Exhibits 1.36 – 1.38)

Exhibit 1.33
Impact on Teachers Leaving School: Quality of Education,
Minority Students and Lower Income Students

Q.605 How much of a factor would you say the problem of violence in your school is on teachers leaving your school – a major factor, a minor factor or not a factor?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Major factor	2	1	1	18	5	1	*	4	1	-
Minor factor	17	8	25	33	27	15	9	26	12	4
Not a factor	81	91	73	49	68	84	91	70	87	96
Don't know	*	-	*	-	*	-	-	-	-	-

Exhibit 1.34
Impact on Teachers Leaving School: Five Year Trend

Q.605 How much of a factor would you say the problem of violence in your school is on teacher leaving your school – a major factor, a minor factor or not a factor?

Base: All respondents (Teachers)
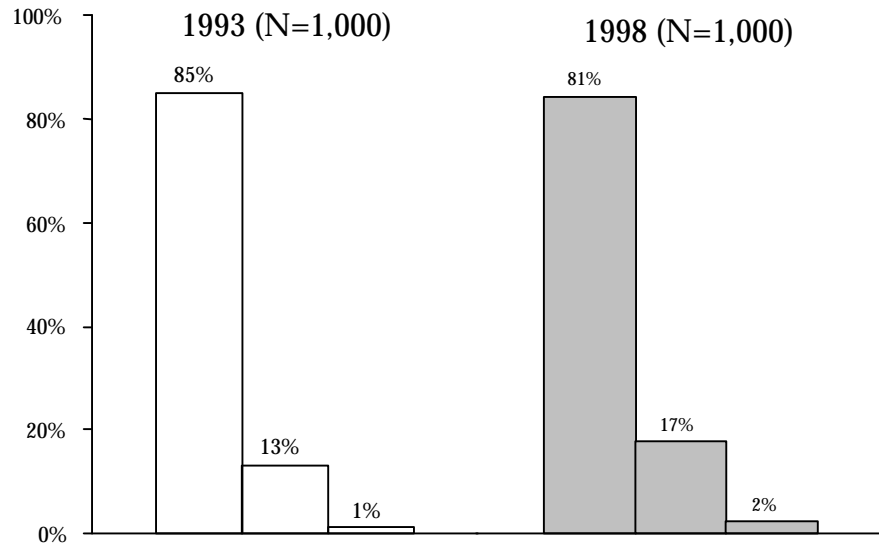
Exhibit 1.35
Impact on Students Leaving School: Quality of Education,
Minority Students and Lower Income Students

Q.607 How much of a factor would you say the problem of violence in your school
is on STUDENTS leaving your school – a major factor, a minor factor or not a factor?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
Major factor	3	1	4	17	7	1	1	7	1	-
Minor factor	37	28	46	59	49	35	29	47	33	21
Not a factor	59	71	50	23	42	63	70	46	65	79
Don't know	*	*	1	1	1	-	*	*	*	-

Exhibit 1.36
Impact on Students Leaving School: Student Location and Crime in Neighborhood

Q.750 How much of a factor would you say the problem of violence in your school is on
STUDENTS leaving your school – a major factor, a minor factor or not a factor?

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	586	222	364	128	455
	%	%	%	%	%
A major factor	13	22	7	24	9
A minor factor	50	52	49	56	49
Not a factor	37	26	43	20	42

Exhibit 1.37
Impact on Teachers Leaving School: Law Enforcement

Q.605 How much of a factor would you say the problem of violence in local public schools is on teachers leaving their school – a major factor, a minor factor or not a factor?

Base: All respondents (Law Enforcement)

	Total Law Enforcement
Base	100
	%
Major factor	13
Minor factor	33
Not a factor	51
Don't know	3

Exhibit 1.38
Impact on Students Leaving School: Law Enforcement

Q.607 How much of a factor would you say the problem of violence in local public schools is on students leaving their school – a major factor, a minor factor or not a factor?

Base: All respondents (Law Enforcement)

	Total Law Enforcement
Base	100
	%
Major factor	10
Minor factor	57
Not a factor	32
Don't know	1

Feeling Safe at School

Nearly all public school teachers (99%) and students (92%) feel safe when they are at school. However, both teachers and students who are in urban locations are less likely than those who are in suburban or rural locations to feel very safe when they are at school (Teachers: 66% vs. 79%; Students: 44% vs. 61%). Teachers whose schools have a fair or poor quality of education, all or many minority students, or all or many lower income students are less likely than others to feel very safe at school. Students whose grades are good or fair are more likely than those with poor grades to feel very safe at school (59% vs. 40%). As in 1993, the majority of teachers feel very safe when they are at school (1998, 75%; 1993, 77%). (Exhibits 2.1 – 2.9)

Public school students in the current study are more likely than those in 1993 to feel very safe when they are at school (56% vs. 50%). However, two in 10 public school students (21%) feel less safe in their school building than in their neighborhood. Students in urban locations are more likely than those in suburban or rural areas to feel less safe in their school building than in their neighborhood (26% vs. 19%). Students who have a lot or some crime in their neighborhood are more likely than those who have hardly any or no crime to feel more safe in their school than in their neighborhood (27% vs. 12%). (Exhibits 2.10 – 2.11)

Exhibit 2.1
Feeling Safe at School: Location

Q.145 ⁄ 305 How safe do YOU feel when you are at school do you feel very safe, somewhat safe, not very safe or not at all safe?

Base: All respondents (Teachers and Students)

	Total Teachers	Total Students	Teacher Location		Student Location	
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	1,040	305	695	322	718
	%	%	%	%	%	%
Safe	99	92	97	99	88	94
Very safe	75	56	66	79	44	61
Somewhat safe	23	36	31	20	44	33
Not Safe	1	8	3	1	12	6
Not very safe	1	5	3	*	10	3
Not at all safe	*	2	*	*	2	2
Don't know	*	-	-	*	-	-

Exhibit 2.2
Feeling Safe at School: Quality of Education,
Minority Students and Lower Income Students

Q.145 How safe do YOU feel when you are at school – do you feel very safe, somewhat safe, not very safe or not at all safe?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Safe	99	99	99	93	98	99	99	98	100	99
Very safe	75	86	69	38	70	74	80	69	80	85
Somewhat safe	23	14	30	55	27	25	19	29	20	14
Not Safe	1	1	1	7	2	1	1	2	*	1
Not very safe	1	*	1	6	2	*	1	2	*	1
Not at all safe	*	*	*	1	1	*	-	1	-	-
Don't know	*	*	-	-	-	*	-	-	-	-

Exhibit 2.3
Feeling Safe at School: Grades and Gender

Q.305 How safe do YOU feel when you are at school – do you feel very safe, somewhat safe, not very safe or not at all safe?

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,040	878	109	502	538
	%	%	%	%	%
Very safe	56	59	40	56	57
Somewhat safe	36	34	51	34	38
Not very safe	5	5	5	7	4
Not at all safe	2	2	5	4	1

Exhibit 2.4
Feeling Safe at School: Five Year Trend

Q.145/305   How safe do YOU feel when you are at school – do you feel very safe, somewhat safe, not very safe or not at all safe?

Base: All respondents (Students and Teachers)

Percentage saying "Very safe"

	1993 (N=1,000)	1998 (N=1,000)	1993 (N=1,000)	1998 (N=1,000)

Teachers: 1993 = 77%, 1998 = 75%. Students: 1993 = 50%, 1998 = 56%.
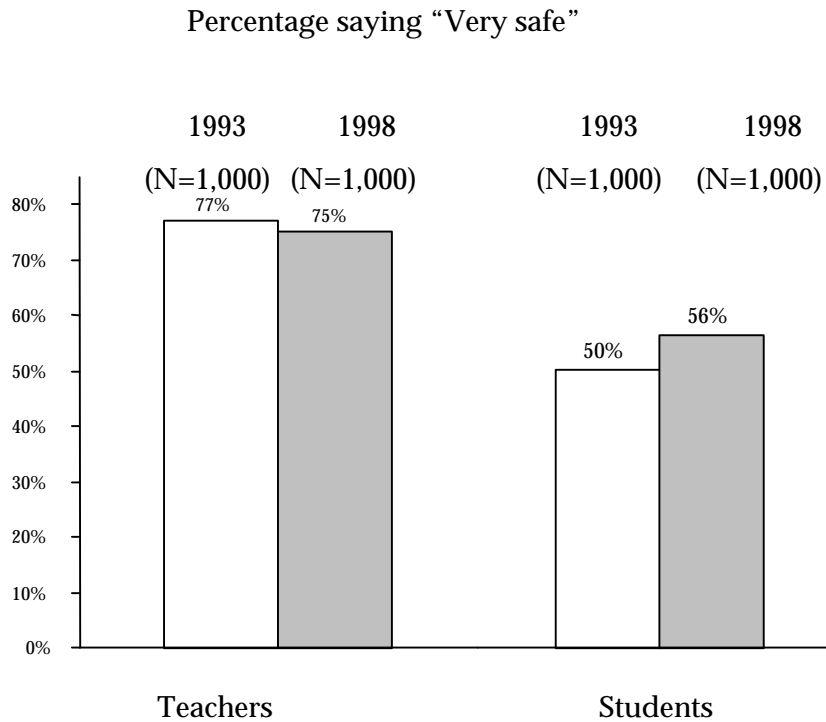
Exhibit 2.5
Feeling Safe at School: Teacher Location and Five Year Trend

Q.145   How safe do YOU feel when you are at school – do you feel very safe, somewhat
safe, not very safe or not at all safe?

Base: All respondents (Teachers)

	Total Teachers 1993	Total Teachers 1998	1993		1998	
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base:	1,000	1,000	270	730	305	695
	%	%	%	%	%	%
Very safe	77	75	64	82	66	79
Somewhat safe	22	23	35	17	31	20
Not very safe	1	1	2	1	3	*
Not at all safe	*	*	-	*	*	*
Not sure	*	*	-	*	-	*

Exhibit 2.6
Feeling Safe at School: Student Location and Five Year Trend

Q.305   How safe do YOU feel when you are at school – do you feel very safe, somewhat
safe, not very safe or not at all safe?

Base: All respondents (Students)

	Total Students 1993	Total Students 1998	1993		1998	
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base:	1,232	1,040	436	796	322	718
	%	%	%	%	%	%
Very safe	50	56	45	54	44	61
Somewhat safe	40	36	44	37	44	33
Not very safe	4	5	6	3	10	3
Not at all safe	3	2	4	3	2	2
Not sure	3	-	1	4	-	-

Exhibit 2.7
Feeling Safe at School: Teacher School Level and Five Year Trend

Q.145   How safe do YOU feel when you are at school – do you feel very safe, somewhat safe, not very safe or not at all safe?

Base: All respondents (Teachers)

	Total Teachers 1993	Total Teachers 1998	1993		1998	
			Elemen-tary	Second-ary	Elemen-tary	Second-ary
Base:	1,000	1,000	336	664	253	667
	%	%	%	%	%	%
Very safe	77	75	80	75	77	74
Somewhat safe	22	23	18	24	22	24
Not very safe	1	1	1	1	*	1
Not at all safe	*	*	*	*	1	*
Not sure	*	*	*	-	-	*

Exhibit 2.8
Feeling Safe at School: Student School Level and Five Year Trend

Q.305   How safe do YOU feel when you are at school – do you feel very safe, somewhat safe, not very safe or not at all safe?

Base: All respondents (Students)

	Total Students 1993	Total Students 1998	1993		1998	
			Elemen-tary	Second-ary	Elemen-tary	Second-ary
Base:	1,232	1,040	508	724	442	598
	%	%	%	%	%	%
Very safe	50	56	59	44	62	53
Somewhat safe	40	36	26	50	30	40
Not very safe	4	5	5	4	7	4
Not at all safe	3	2	5	1	2	3
Not sure	3	-	5	1	-	-

Exhibit 2.9
Feeling Safe at School: Teacher Gender and Five Year Trend

Q.145   How safe do YOU feel when you are at school – do you feel very safe, somewhat safe, not very safe or not at all safe?

Base: All respondents (Teachers)

	Total Teachers 1993	Total Teachers 1998	1993		1998	
			Male	Female	Male	Female
Base:	1,000	1,000	370	630	395	605
	%	%	%	%	%	%
Very safe	77	75	78	76	77	74
Somewhat safe	22	23	21	22	21	25
Not very safe	1	1	1	1	2	1
Not at all safe	*	*	*	*	1	*
Not sure	*	*	*	-	*	-

Exhibit 2.10
Feeling Safe at School: Student Gender and Five Year Trend

Q.305   How safe do YOU feel when you are at school – do you feel very safe, somewhat safe, not very safe or not at all safe?

Base: All respondents (Students)

	Total Students 1993	Total Students 1998	1993		1998	
			Male	Female	Male	Female
Base:	1,232	1,040	579	643	502	538
	%	%	%	%	%	%
Very safe	50	56	48	53	56	57
Somewhat safe	40	36	41	38	34	38
Not very safe	4	5	5	4	7	4
Not at all safe	3	2	4	2	4	1
Not sure	3	-	3	2	-	-

Exhibit 2.11
Safety of School Compared to Neighborhood:
Student Location and Crime in Neighborhood

Q.745 Compared to your neighborhood, do you feel more safe in your school building, less safe or about as safe?

Base: All respondents (Students)

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,012	314	698	189	816
	%	%	%	%	%
I feel more safe in my school building than in my neighborhood.	16	18	15	27	12
I feel less safe in my school building than in my neighborhood.	21	26	19	17	22
I feel about as safe in my school building as in my neighborhood.	63	57	66	56	65

Concerns About School Violence

The majority of public school teachers (85%) are not worried about being physically attacked in or around their school. Less than one percent of public school teachers are very worried about being physically attacked in or around their school. Teachers whose school has fair or poor quality of education, all or many minority students, or all or many lower income students are more likely than others to be worried about being physically attacked in or around their school. Two-thirds of public school students (67%) are not worried about being physically attacked in or around their school. Students in urban areas (44% vs. 28% of non-urban students) and those whose neighborhoods have a lot or some crime (45% vs. 29% who see less crime) who are more likely than others to be worried about being physically attacked in or around their school. Although the majority of students are not worried, students in the current study are less likely than those in 1993 to be not worried at all (37% vs. 48%). Furthermore, one-quarter of public school students in grades 7 – 12 (26%) are very concerned about students at their school having easy access to handguns and other firearms and three in 10 public school students (30%) are very concerned about school shootings, like those that recently have been in the news, happening in their school. (Exhibits 2.12 – 2.16)

Exhibit 2.12
Worries About Attacks: Quality of Education,
Minority Students and Lower Income Students

Q.150 How worried are you about being physically attacked in or around your school – very worried, somewhat worried, not very worried or not at all worried?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
Worried	15	11	16	35	21	12	11	21	9	8
Very worried	*	1	*	-	1	*	*	1	-	-
Somewhat worried	14	10	15	35	20	11	11	20	9	8
Not Worried	85	89	84	65	79	88	89	79	91	92
Not very worried	33	27	38	43	37	35	28	38	32	20
Not at all worried	53	62	46	22	42	53	61	41	59	72

Exhibit 2.13

Worries About Attacks: Student Location and Crime in Neighborhood

Q.315 How worried are you about being physically attacked (hurt by someone else) in or around your school – very worried, somewhat worried, not very worried or not at all worried?

Base: All respondents

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,036	322	714	196	832
	%	%	%	%	%
Worried	33	44	28	45	29
Very worried	15	19	14	21	14
Somewhat worried	17	25	15	24	15
Not Worried	67	56	72	55	71
Not very worried	30	28	32	31	30
Not at all worried	37	29	40	24	41

Exhibit 2.14
Worries About Attacks: Five Year Trend

Q.315 How worried are you about being physically attached (hurt by someone else) in or around your school? Are you very worried, somewhat worried, not very worried or not at all worried?

Base: All respondents (Students)
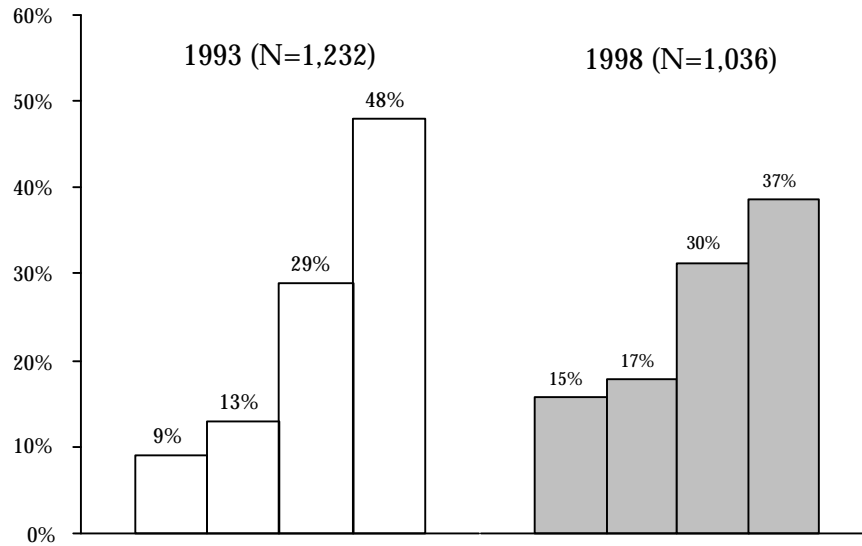
Exhibit 2.15
Concern About Access to Weapons: Student Location and Crime in Neighborhood

Q.625   How concerned are you about students at your school having easy access to handguns and other firearms – very concerned, somewhat concerned, not very concerned or not at all concerned?

Base: Grades 7 - 12

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	591	225	366	133	455
	%	%	%	%	%
Very concerned	26	37	20	35	23
Somewhat concerned	24	23	25	29	23
Not very concerned	29	19	36	20	32
Not at all concerned	20	22	20	16	22

Exhibit 2.16
Concern About School Shootings: Student Location and Crime in Neighborhood

Q.310 How concerned are you about school shootings (like those that recently have been in the news) happening in your school – very concerned, somewhat concerned, not very concerned or not at all concerned?

Base: All respondents (Students)

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,031	320	711	197	827
	%	%	%	%	%
Very concerned	30	32	29	37	28
Somewhat concerned	21	26	19	26	19
Not very concerned	24	19	26	19	25
Not at all concerned	25	22	27	18	28

Personal Experiences With Violence

Most public school students (60%) have had a student verbally insult them in the past year. Nearly half of public school students have had a student push, shove, grab or slap them (49%) or have had a student steal something from them (47%) in the past year. Four in 10 public school students (37%) have had a student threaten them in the past year, and one-quarter of students (25%) have had a student kick or bite them or hit them with a fist. Male students and students with poor grades are more likely than others to have had these experiences. Few students have had a student threaten them with a knife or gun (5%) or use a knife on them or fire a gun at them (3%) in the past year. (Exhibit 2.11 – 2.24)

One-quarter of public school students (24%) report that they have been a victim of a violent act that occurred in a school building, on school grounds or in the school neighborhood. In 1993, one-quarter of students (23%) reported that they have been the victim of a violent act that occurred in or around school. Male students are more likely than female students to have been a victim of a violent act in or around school (31% vs. 18%). Also, students with poor grades are more likely than those with good or fair grades to have been a victim of school violence (45% vs. 20%). (Exhibit 2.25)

One in six public school teachers (16%) has been a victim of a violent act that occurred in or around school. One in eight public school teachers (13%) has been a victim of a violent act that occurred in the school building. Teachers whose school's quality of education is fair or poor are more likely than those whose quality of education is excellent (35% vs. 13%) or good (35% vs. 16%) to haven been the victim of school violence. Compared to five years ago, slightly more public school teachers have been the victim of a violent act that occurred in or around school (1993, 11%). (Exhibits 2.26 – 2.33)

Nine in 10 public school teachers who have been the victim of violence (90%) have had a student commit these violent acts against them. Five percent of teachers who have been victims of violence have had parents commit the violence. The majority of teachers who have been the victims of violence (92%) reported these violent incidents to school officials

or the police. In contrast, only one-third of student victims (34%) reported these incidents. One-third of law enforcement officials (34%) think that teachers who are nearby acts of violence in local public schools report all of those incidents to the proper authorities. (Exhibits 2.34 – 2.37)

Four in 10 public school students have verbally insulted someone (44%) or pushed, shoved, grabbed or slapped someone (37%) in or around school. Two in 10 public school students have threatened another student (22%) or kicked or bit someone or hit someone with a fist (20%) in or around school. One in 10 public school students (12%) has stolen something from someone. Male students and students with poor grades are more likely than others to have committed these types of violence. Few students have threatened a teacher (3%), threatened someone with a knife or gun (2%), or used or fired a gun (2%). (Exhibits 2.38 - 2.46)

Exhibit 2.17
Types of Violence Students Have Experienced (Verbal Insults): Grades and Gender

Q.320A In the past year, have the following things happened to you in your school, or not? .... A student verbally insulted you.

Base: All respondents

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,013	861	102	489	524
	%	%	%	%	%
Yes, has happened	60	59	67	64	55
No, has not happened	40	41	33	36	45

Exhibit 2.18

Types of Violence Students Have Experienced (Student Threats): Grades and Gender

Q.320B In the past year, have the following things happened to you in your school or not?
.... A student threatened you.

Base: All respondents

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,013	861	101	488	525
	%	%	%	%	%
Yes, has happened	37	36	46	47	26
No, has not happened	63	64	54	53	74

Exhibit 2.19

Types of Violence Students Have Experienced (Pushes, Shoves, Grabs and Slaps):
Grades and Gender

Q.320C In the past year, have the following things happened to you in your school or not?
.... A student pushed, shoved, grabbed or slapped you.

Base: All respondents

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,016	865	101	489	527
	%	%	%	%	%
Yes, has happened	49	48	54	58	39
No, has not happened	51	52	46	42	61

Exhibit 2.20
Types of Violence Students Have Experienced (Kicks and Bites): Grades and Gender

Q.320D In the past year, have the following things happened to you in your school or not?
.... A student kicked or bit you or hit you with a fist.

Base: All respondents

| | Total Students | Student Grades | | Student Gender | |
		Good or Fair	Poor	Male	Female
Base	1,015	860	105	487	528
	%	%	%	%	%
Yes, has happened	25	23	30	35	14
No, has not happened	75	77	70	65	86

Exhibit 2.21
Types of Violence Students Have Experienced (Threats With Knife or Gun):
Grades and Gender

Q.320E In the past year, have the following things happened to you in your school or not?
.... A student threatened you with a knife or gun.

Base: All respondents

| | Total Students | Student Grades | | Student Gender | |
		Good or Fair	Poor	Male	Female
Base	1,008	855	103	484	524
	%	%	%	%	%
Yes, has happened	5	5	8	6	4
No, has not happened	95	95	92	94	96

Exhibit 2.22
Types of Violence Students Have Experienced (Use of Knife or Gun): Grades and Gender

Q.320F In the past year, have the following things happened to you in your school or not?
.... A student used a knife on you or fired a gun at you.

Base: All respondents

| | Total Students | Student Grades | | Student Gender | |
		Good or Fair	Poor	Male	Female
Base	1,000	851	100	480	520
	%	%	%	%	%
Yes, has happened	3	2	6	5	*
No, has not happened	97	98	94	95	100

Exhibit 2.23
Types of Violence Students Have Experienced (Stealing): Grades and Gender

Q.320G In the past year, have the following things happened to you in your school or not?
.... A student stole something from you.

Base: All respondents

| | Total Students | Student Grades | | Student Gender | |
		Good or Fair	Poor	Male	Female
Base	1,007	855	101	488	519
	%	%	%	%	%
Yes, has happened	47	45	58	52	42
No, has not happened	53	55	42	48	58

Exhibit 2.24

Types of Violence Students Have Experienced (Something Else): Grades and Gender

Q.320 H In the past year, have the following things happened to you in your school or not?
.... A student did something else to you.

Base: All respondents

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,044	882	109	504	540
	%	%	%	%	%
Yes, has happened	4	4	7	4	4
No, has not happened	96	96	93	96	96

Exhibit 2.25

Student Victims of Violence: Grades and Gender

Q.325 Have you EVER been the victim of a violent act that occurred in a school building,
on school grounds or in the school neighborhood?

Base: All respondents

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,023	866	105	491	532
	%	%	%	%	%
Yes	24	20	45	31	18
Yes, in school building	8	7	17	10	5
Yes, on school grounds	10	9	17	11	8
Yes, in school neighborhood	7	5	11	9	5
No, I have never been the victim of a violent act in or around school	76	80	55	69	82

Exhibit 2.26
Teacher Victims of Violence: Quality of Education,
Minority Students and Lower Income Students

Q.155 Have you EVER been the victim of a violent act that occurred in or around school or not?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Victim of violence	16	13	16	35	18	15	14	18	15	14
Yes, victim of violence in school building	13	10	14	35	16	13	11	15	12	12
Yes, victim of violence on school grounds	2	3	2	-	2	2	2	3	2	2
Yes, victim of violence in school neighborhood	*	*	*	-	-	*	*	-	*	-
No, have not been a victim of a violent act	84	87	84	65	82	85	86	82	85	86

Exhibit 2.27
Teacher Victims of Violence: Five Year Trend

Q. 155 Have you ever been the victim of a violent act that occurred in or around school or not?

Base: All respondents (Teachers)

1993 (N=1,000)   1998 (N=1,000)

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

89%
84%
16%
11%

Yes   No   Yes   No
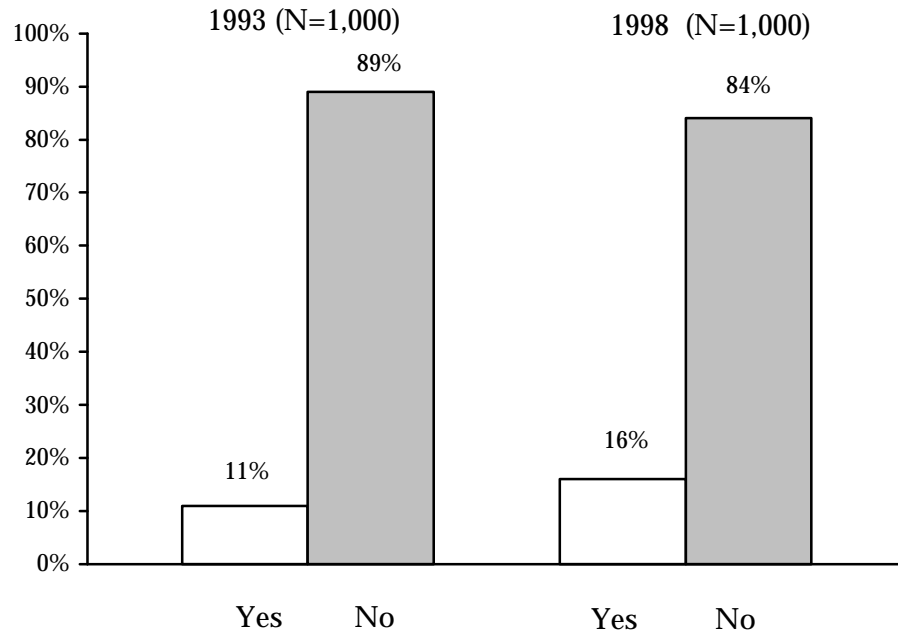
Exhibit 2.28
Teacher Victims of Violence: Teacher Location and Five Year Trend

Q. 155 Have you ever been the victim of a violent act that occurred in or around school or not?

Base: All respondents (Teachers)

	Total Teachers 1993	Total Teachers 1998	1993		1998	
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base:	1,000	1,000	270	730	305	695
	%	%	%	%	%	%
Yes, victim of violence (net)	11	16	14	10	19	14
No, have not been a victim of a violent act	89	84	86	89	81	86

Exhibit 2.29
Student Victims of Violence: Student Location and Five Year Trend

Q. 325* Have you ever been the victim of a violent act that occurred in a school building, on school grounds or in the school neighborhood?

Base: All respondents (Students)

	Total Students 1993	Total Students 1998	1993		1998	
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base:	1,217	1,023	432	785	313	710
	%	%	%	%	%	%
Yes	23	24	24	23	28	23
No	70	76	69	70	72	77
Not sure	7	-	7	8	-	-

* Have you ever been the victim of a violent act that occurred in or around school or not? (1993)

Exhibit 2.30
Teacher Victims of Violence: Teacher School Level and Five Year Trend

Q. 155 Have you ever been the victim of a violent act that occurred in or around school or not?

Base: All respondents (Teachers)

	Total Teachers 1993	Total Teachers 1998	1993		1998	
			Elementary	Secondary	Elementary	Secondary
Base:	1,000	1,000	336	664	253	667
	%	%	%	%	%	%
Yes, victim of violence (net)	11	16	10	12	16	14
No, have not been a victim of a violent act	89	84	90	88	84	86

Exhibit 2.31
Student Victims of Violence: Student School Level and Five Year Trend

Q. 325* Have you ever been the victim of a violent act that occurred in a school building, on school grounds or in the school neighborhood?

Base: All respondents (Students)

	Total Students 1993	Total Students 1998	1993		1998	
			Elementary	Secondary	Elementary	Secondary
Base:	1,217	1,023	495	722	433	590
	%	%	%	%	%	%
Yes	23	24	27	20	24	25
No	70	76	65	73	76	75
Not sure	7	-	9	7	-	-

* Have you ever been the victim of a violent act that occurred in or around school or not? (1993)

Exhibit 2.32
Teacher Victims of Violence: Teacher Gender and Five Year Trend

Q. 155 Have you ever been the victim of a violent act that occurred in or around school or not?

Base: All respondents (Teachers)

	Total Teachers 1993	Total Teachers 1998	1993		1998	
			Male	Female	Male	Female
Base:	1,000	1,000	370	630	395	605
	%	%	%	%	%	%
Yes, victim of violence (net)	11	16	13	10	18	14
No, have not been a victim of a violent act	89	84	87	90	82	86

Exhibit 2.33
Student Victims of Violence: Student Gender and Five Year Trend

Q. 325* Have you ever been the victim of a violent act that occurred in a school building, on school grounds or in the school neighborhood?

Base: All respondents (Students)

	Total Students 1993	Total Students 1998	1993		1998	
			Male	Female	Male	Female
Base:	1,217	1,023	370	630	395	605
	%	%	%	%	%	%
Yes	23	24	30	16	31	18
No	70	76	63	77	69	82
Not sure	7	-	9	7	-	-

* Have you ever been the victim of a violent act that occurred in or around school or not? (1993)

Exhibit 2.34
Perpetrators of Violence: Quality of Education,
Minority Students and Lower Income Students

Q.170 Who committed this/these violent act(s)?

Base: Victim of violence (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	157 %	65 %	69 %	23 %	64 %	36 %	57 %	77 %	60 %	18 %
Student	90	92	90	83	86	94	91	90	92	89
Parent	5	2	6	13	6	6	4	6	3	-
Another school employee	-	-	-	-	-	-	-	-	-	-
Another teacher/faculty member	-	-	-	-	-	-	-	-	-	-
Someone else (specify)	4	3	4	4	5	-	5	1	5	11
Don't know	1	3	-	-	3	-	-	3	-	-

Exhibit 2.35
Reporting Violent Incidents: Quality of Education,
Minority Students and Lower Income Students

Q.180 Did you report (this/these) incident(s) to school officials or the police or not?

Base: Victim of violence (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	157 %	65 %	69 %	23 %	64 %	36 %	57 %	77 %	60 %	18 %
Yes, reported to school official/police	92	91	93	96	92	94	91	96	90	83
No, did not report to school official/police	6	8	6	-	5	6	7	3	7	17
School official/police officer was there when it happened (volunteered)	2	2	1	4	3	-	2	1	3	-

Exhibit 2.36
Reporting Violent Incidents: Five Year Trend

Q.180   Did you report (this/these) incident(s) to school officials or the police or not?

Base: Victim of violence (Teachers and Students)

Percentage saying "Yes"

	1993	1998		1993	1998
	(N=112)	(N=157)		(N=269)	(N=229)

Percentage of Respondents

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

96%   92%   36%   34%

Teachers   Students
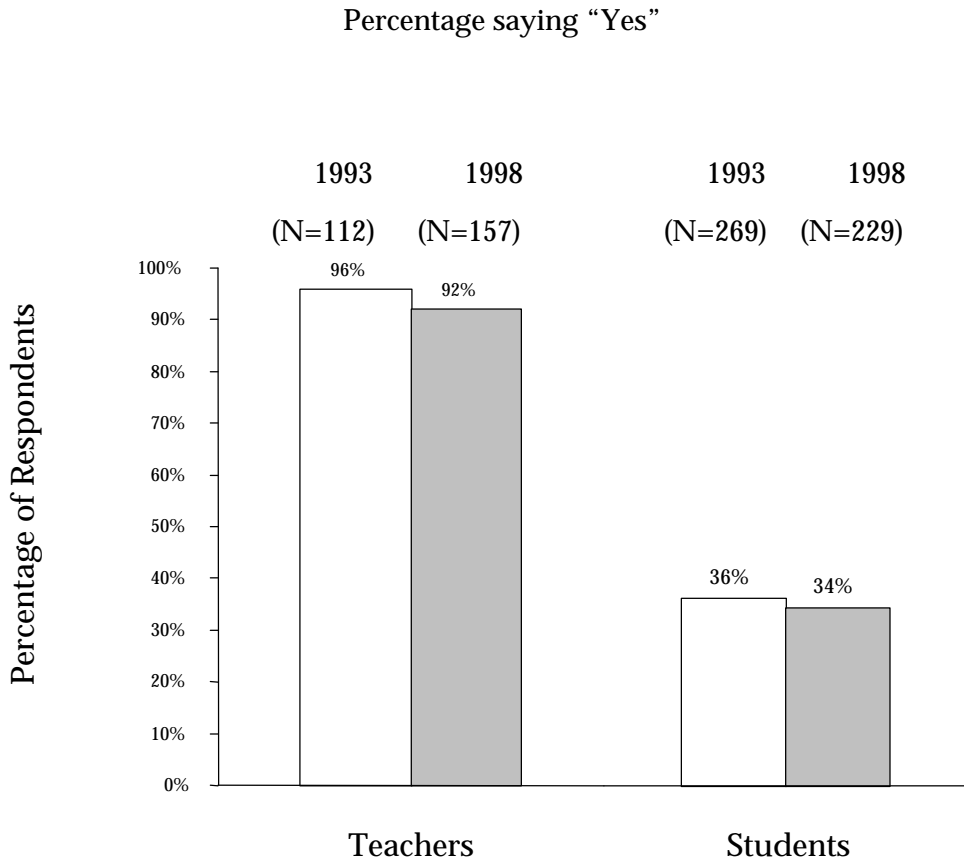
Exhibit 2.37
Reporting Violent Incidents: Law Enforcement Location

Q.440 When acts of violence occur in the local public schools, do you think teachers who are nearby report all, some or only a few of those incidents to the proper authorities?

Base: All respondents (Law Enforcement)

| | | Law Enforcement Location | |
	Total Law Enforcement	Urban	Suburban or Rural
Base	100	33	67
	%	%	%
All	34	36	33
Some	44	48	42
Only a few	20	12	24
Don't know	2	3	1

Exhibit 2.38
Types of Violence Students Have Committed (Verbal Insults): Grades and Gender

Q.335A   Have YOU ever DONE any of the following things, in or around school or not? ....
Verbally insulted someone.

Base: All respondents (Students)

| | | Student Grades | | Student Gender | |
	Total Students	Good or Fair	Poor	Male	Female
Base	1,015	865	100	487	528
	%	%	%	%	%
Yes	44	45	59	51	38
No	56	55	41	49	62

Exhibit 2.39
Types of Violence Students Have Committed (Threats to Students): Grades and Gender

Q.335B Have YOU ever DONE any of the following things, in or around school or not? ....
Threatened another student.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,011	859	103	486	525
	%	%	%	%	%
Yes	22	20	41	30	13
No	78	80	59	70	87

Exhibit 2.40
Types of Violence Students Have Committed (Threats to Teachers):
Grades and Gender

Q.335C Have YOU ever DONE any of the following things, in or around school or not? .…
Threatened a teacher.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,009	857	103	481	528
	%	%	%	%	%
Yes	3	2	9	5	1
No	97	98	91	95	99

Exhibit 2.41
Types of Violence Students Have Committed (Pushes, Shoves, Grabs and Slaps):
Grades and Gender

Q.335D Have YOU ever DONE any of the following things, in or around school or not? ....
Pushed, shoved, grabbed or slapped someone else.

Base: All respondents (Students)

| | Total Students | Student Grades | | Student Gender | |
		Good or Fair	Poor	Male	Female
Base	1,015	863	104	486	529
	%	%	%	%	%
Yes	37	36	54	49	24
No	63	64	46	51	76

Exhibit 2.42
Types of Violence Students Have Committed (Kicks and Bites): Grades and Gender

Q.335E Have YOU ever DONE any of the following things, in or around school or not? ....
Kicked or bit someone or hit someone with a fist.

Base: All respondents (Students)

| | Total Students | Student Grades | | Student Gender | |
		Good or Fair	Poor	Male	Female
Base	1,016	864	103	486	530
	%	%	%	%	%
Yes	20	19	39	29	11
No	80	81	61	71	89

Exhibit 2.43
Types of Violence Students Have Committed (Threats With Knife or Gun):
Grades and Gender

Q.335F Have YOU ever DONE any of the following things, in or around school or not? ....
Threatened someone with a knife or gun.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,006	856	103	482	524
	%	%	%	%	%
Yes	2	2	7	4	1
No	98	98	93	96	99

Exhibit 2.44
Types of Violence Students Have Committed (Use of Knife or Gun):
Grades and Gender

Q.335G Have YOU ever DONE any of the following things, in or around school or not? ....
Used a knife or fired a gun.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,005	853	104	480	525
	%	%	%	%	%
Yes	2	1	5	4	*
No	98	99	95	96	100

Exhibit 2.45
Types of Violence Students Have Committed (Stealing): Grades and Gender

Q.335H - Have YOU ever DONE any of the following things, in or around school or not? ....
Stolen something from someone.

Base: All respondents (Students)

| | Total Students | Student Grades | | Student Gender | |
		Good or Fair	Poor	Male	Female
Base	1,003	853	101	482	521
	%	%	%	%	%
Yes	12	11	18	17	7
No	88	89	82	83	93

Exhibit 2.46
Types of Violence Students Have Committed (Something Else):
Grades and Gender

Q.335I Have YOU ever DONE any of the following things, in or around school or not? ....
Did something else to someone.

Base: All respondents (Students)

| | Total Students | Student Grades | | Student Gender | |
		Good or Fair	Poor	Male	Female
Base	1,044	882	109	504	540
	%	%	%	%	%
Yes	2	2	1	2	3
No	98	98	99	98	97

Causes of Violence

As in 1993, the majority of public school teachers and law enforcement officials believe that the causes of violence in local public schools center on the family: lack of parental supervision at home (Teachers, 77%; Law Enforcement, 75%) and lack of family involvement (Teachers, 69%; Law Enforcement, 69%). Teachers whose schools have fair or poor quality of education, all or many minority students, or all or many lower income students are more likely than those who have excellent education, few or no minority students, or few or no lower income students to believe that lack of parental supervision at home, as well as other causes, are major factors contributing to the violence in their school.

The cause of violence in schools most frequently cited by public school students in grades 7 – 12 is peer group pressure (50%). Involvement with drugs or alcohol is secondary school students' next most frequently cited cause of violence (39%). Students in the current study are more likely than students in 1993 to believe that involvement with drugs or alcohol is a major factor in why violence occurs at their school (39% vs. 23%). Teachers in the current study are also more likely than those in 1993 to believe that involvement with drugs or alcohol is a major factor (32% vs. 17%). In contrast to teachers' and law enforcement officials' focus on family, four in 10 students in grades 7 – 12 (36%) believe that lack of parental supervision at home is a major factor in why violence occurs at their school, and only one-quarter of students (25%) believe that lack of family involvement with the school is a major factor. (Exhibits 3.1 – 3.19)

Exhibit 3.1
Causes of Violence (Race/Ethnicity): Location

Q.405A/505A Now I want to ask you about why violence occurs at your school. Do you think the student's racial or ethnic background is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	590	100	305	695	223	367	33	67
	%	%	%	%	%	%	%	%	%
Major factor	20	20	11	29	16	27	16	6	13
Minor factor	42	41	53	43	41	38	43	61	49
Not a factor	38	39	35	28	42	35	41	30	37
Don't know	*	-	1	-	1	-	-	3	-

Exhibit 3.2
Causes of Violence (Race/Ethnicity): Quality of Education,
Minority Students and Lower Income Students

Q.405A Now I want to ask you about why violence occurs at your school. Do you think the student's racial or ethnic background – is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
Major factor	20	19	20	30	32	26	7	24	18	15
Minor factor	42	38	46	40	42	50	36	40	45	37
Not a factor	38	42	34	29	26	24	56	36	36	48
Don't know	*	1	*	-	-	-	1	-	1	-

Exhibit 3.3
Causes of Violence (Achievement): Location

Q.405B/505B Now I want to ask you about why violence occurs at your school. Do you think the student's low achievement level is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	591	100	305	695	224	367	33	67
	%	%	%	%	%	%	%	%	%
Major factor	42	14	29	48	39	20	11	33	27
Minor factor	44	36	47	39	46	38	34	36	52
Not a factor	14	50	18	12	15	42	54	18	18
Don't know	1	-	6	1	1	-	-	12	3
Refused	*	-	-	*	-	-	-	-	-

Exhibit 3.4
Causes of Violence (Achievement): Quality of Education,
Minority Students and Lower Income Students

Q.405B Now I want to ask you about why violence occurs at your school. Do you think the student's low achievement level is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Major factor	42	37	44	61	48	41	37	47	41	30
Minor factor	44	44	45	36	40	43	46	42	45	44
Not a factor	14	18	10	3	11	16	15	10	14	26
Don't know	1	1	1	-	*	-	2	1	1	1
Refused	*	*	-	-	*	-	-	*	-	-

Exhibit 3.5
Causes of Violence (Boredom): Location

Q.405C/505C Now I want to ask you about why violence occurs at your school. Do you think boredom or lack of motivation to learn is a major factor, a minor factor or not a factor contributing to the violence in your schools?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	592	100	305	695	224	368	33	67
	%	%	%	%	%	%	%	%	%
Major factor	46	26	36	49	45	28	25	30	39
Minor factor	37	34	43	37	37	38	32	45	42
Not a factor	17	40	19	14	18	33	43	18	19
Don't know	1	-	2	*	1	-	-	6	-
Refused	*	-	-	-	*	-	-	-	-

Exhibit 3.6
Causes of Violence (Boredom): Quality of Education,
Minority Students and Lower Income Students

Q.405C Now I want to ask you about why violence occurs at your school. Do you think boredom or lack of motivation to learn is a major factor, a minor factor or not a factor contributing to the violence in your schools?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
Major factor	46	39	51	64	46	46	46	54	44	29
Minor factor	37	39	35	31	38	35	36	34	37	44
Not a factor	17	21	13	5	15	18	17	12	18	26
Don't know	1	1	*	-	-	-	1	*	1	2
Refused	*	*	-	-	-	-	*	-	-	-

Exhibit 3.7
Causes of Violence (Poverty): Location

Q.405D/505D Now I want to ask you about why violence occurs at your school. Do you think poverty is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	584	100	305	695	221	363	33	67
	%	%	%	%	%	%	%	%	%
Major factor	29	15	14	41	23	22	12	18	12
Minor factor	46	40	47	43	47	39	41	58	42
Not a factor	25	44	36	15	29	39	47	18	45
Don't know	1	-	3	1	1	-	-	6	1

Exhibit 3.8
Causes of Violence (Poverty): Quality of Education,
Minority Students and Lower Income Students

Q.405D Now I want to ask you about why violence occurs at your school Do you think poverty is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Major factor	29	22	32	60	42	28	17	42	21	12
Minor factor	46	44	50	29	40	46	51	45	49	39
Not a factor	25	33	17	11	17	25	31	13	30	47
Don't know	1	1	1	-	1	1	1	*	1	2

Exhibit 3.9
Causes of Violence (Gang Membership): Location

Q.405E/505E Now I want to ask you about why violence occurs at your school. Do you think gang or group membership is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	588	100	305	695	221	367	33	67
	%	%	%	%	%	%	%	%	%
Major factor	21	35	30	33	16	46	28	42	24
Minor factor	40	29	46	43	39	27	30	45	46
Not a factor	36	36	24	21	43	27	42	12	30
Don't know	3	-	-	4	3	-	-	-	-

Exhibit 3.10
Causes of Violence (Gang Membership): Quality of Education,
Minority Students and Lower Income Students

Q.405E Now I want to ask you about why violence occurs at your school. Do you
think gang or group membership is a major factor, a minor factor or not a factor
contributing to the violence in your school?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Major factor	21	16	25	27	34	20	10	29	16	11
Minor factor	40	35	43	54	44	43	34	41	42	31
Not a factor	36	45	29	14	20	34	52	27	39	55
Don't know	3	3	2	4	3	2	3	3	3	3

Exhibit 3.11
Causes of Violence (Peer Group Pressure): Location

Q.405F/505F Now I want to ask you about why violence occurs at your school. Do you think peer group pressure is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base for students: Grades 7 - 12
Base for teaches and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	589	100	305	695	222	367	33	67
	%	%	%	%	%	%	%	%	%
Major factor	58	50	49	62	56	51	50	55	46
Minor factor	35	35	46	31	37	32	36	39	49
Not a factor	6	15	3	6	6	17	15	-	4
Don't know	1	-	2	*	1	-	-	6	-

Exhibit 3.12
Causes of Violence (Peer Group Pressure): Quality of Education,
Minority Students and Lower Income Students

Q.405F Now I want to ask you about why violence occurs at your school. Do you think peer group pressure is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Major factor	58	53	62	71	67	56	51	61	58	50
Minor factor	35	37	35	25	27	36	41	34	35	39
Not a factor	6	10	3	3	5	8	7	4	6	11
Don't know	1	1	*	1	*	-	1	1	1	-

Exhibit 3.13
Causes of Violence (Drugs or Alcohol): Location

Q.405G/505G Now I want to ask you about why violence occurs at your school. Do you think involvement with drugs or alcohol is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	589	100	305	695	224	365	33	67
	%	%	%	%	%	%	%	%	%
Major factor	32	39	40	29	33	47	35	39	40
Minor factor	44	38	42	43	44	27	44	42	42
Not a factor	23	23	17	25	22	25	21	15	18
Don't know	2	-	1	2	1	-	-	3	-

Exhibit 3.14
Causes of Violence (Drugs or Alcohol): Quality of Education,
Minority Students and Lower Income Students

Q.405G Now I want to ask you about why violence occurs at your school. Do you think involvement with drugs or alcohol is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Major factor	32	28	35	35	32	32	31	34	30	29
Minor factor	44	43	45	43	42	42	46	44	46	38
Not a factor	23	27	19	21	24	26	20	21	22	31
Don't know	2	2	1	1	2	-	2	*	2	2

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Exhibit 3.15
Causes of Violence (Lack of Parental Supervision at Home): Location

Q.405H/505H Now I want to ask you about why violence occurs at your school. Do you think lack of parental supervision at home is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	585	100	305	695	220	365	33	67
	%	%	%	%	%	%	%	%	%
Major factor	77	36	75	81	75	38	35	79	73
Minor factor	18	37	22	14	20	33	39	18	24
Not a factor	3	27	2	3	4	29	26	-	3
Don't know	2	-	1	2	2	-	-	3	-
Refused	*	-	-	*	-	-	-	-	-

Exhibit 3.16
Causes of Violence (Lack of Parental Supervision at Home): Quality of Education, Minority
Students and Lower Income Students

Q.405H Now I want to ask you about why violence occurs at your school. Do you think
lack of parental supervision at home is a major factor, a minor factor or not a factor
contributing to the violence in your school?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Major factor	77	70	82	92	82	76	73	85	75	57
Minor factor	18	22	16	6	14	19	21	13	20	31
Not a factor	3	6	1	-	2	4	4	1	3	11
Don't know	2	2	1	1	2	1	2	1	2	1
Refused	*	*	-	-	*	-	-	*	-	-

Exhibit 3.17
Causes of Violence (Lack of Family Involvement With the School): Location

Q.405I/505I Now I want to ask you about why violence occurs at your school. Do you think lack of family involvement with the school is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	588	100	305	695	221	367	33	67
	%	%	%	%	%	%	%	%	%
Major factor	69	25	69	74	66	26	24	76	66
Minor factor	23	32	24	19	25	37	29	18	27
Not a factor	7	43	6	6	7	37	47	3	7
Don't know	1	-	1	1	1	-	-	3	-
Refused	*	-	-	*	-	-	-	-	-

Exhibit 3.18
Causes of Violence (Lack of Family Involvement With the School): Quality of Education,
Minority Students and Lower Income Students

Q.405I Now I want to ask you about why violence occurs at your school. Do you think lack of family involvement with the school is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000 %	510 %	425 %	65 %	351 %	238 %	406 %	432 %	407 %	131 %
Major factor	69	62	75	80	75	68	64	77	65	54
Minor factor	23	26	21	18	19	26	26	19	26	29
Not a factor	7	11	4	-	5	5	9	3	7	18
Don't know	1	1	1	1	*	1	1	1	1	-
Refused	*	*	-	-	*	-	-	*	-	-

Exhibit 3.19
Causes of Violence: Five Year Trend

Q.405/505   Do you think each of the following is a major factor, a minor factor or not a factor contributing to the violence in your school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

Percentage saying "Major Factor"

	Total Teachers		Total Students		Total Law Enforcement	
	1993	1998	1993	1998	1993	1998
Base:	1,000	1,000	724	599	100	100
	%	%	%	%	%	%
Lack of Parental Supervision	71	77	36	36	90	75
Lack of Family Involvement With the School	66	69	16	25	83	69
Boredom or a Lack of Motivation to Learn	38	46	18	26	51	36
Gang or Group Membership or Peer Group Pressure	34	-	34	-	59	-
Poverty	28	29	11	15	35	14
The Student's (Low*) Achievement Level	26	42	12	14	29	29
The Student's Racial or Ethnic Background	19	20	19	20	20	11
Involvement With Drugs or Alcohol	17	32	23	39	48	40
*Peer Group Pressure	-	58	-	50	-	49
*Gang or Group Membership	-	21	-	35	-	30

 * **Added in 1998**

Characteristics of Teacher Victims

Four in 10 public school teachers (37%) believe that there are particular types of teachers who are more likely to be victims of violence. Nearly one-quarter of law enforcement officials (23%) also believe that violence to teachers targets particular groups. Similar results were found in the 1993 survey. Teachers who believe that particular teachers are more likely victims most frequently mention unfair, unbending or aggressive teachers (35%), timid, weak, shy or passive teachers (20%), teachers with no control over their classroom (16%) and women teachers (16%). (Exhibits 3.20 – 3.22)

Three in 10 public school students (27%) believe that there are particular types of teachers who are more likely to be victims of violence. Students in grades 7 – 12 who believe that particular teachers are more likely victims most frequently mention strict teachers (72%), gay or lesbian teachers (55%), women teachers (43%), younger or less experienced teachers (30%), older teachers (27%) and men teachers (26%). (Exhibits 3.23 – 3.24).

Exhibit 3.20
Teachers Likely to Be Victims: Quality of Education,
Minority Students and Lower Income Students

Q.425 Are there particular types of teachers who are more likely to be victims of violence or not?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
Yes, particular teachers are more likely victims.	37	33	40	55	41	38	34	39	38	34
No, particular teachers are not more likely victims.	58	63	55	42	55	58	62	58	59	61
Don't know	4	3	5	3	5	4	4	4	3	5
Refused	*	*	-	-	-	*	-	-	-	-

Exhibit 3.21
Teachers Likely to Be Victims: Five Year Trend

Q. 425 Are there particular types of teachers who are more likely to be victims of violence or not?

Base: All respondents (Teachers and Law Enforcement)

Percentage saying "Yes"
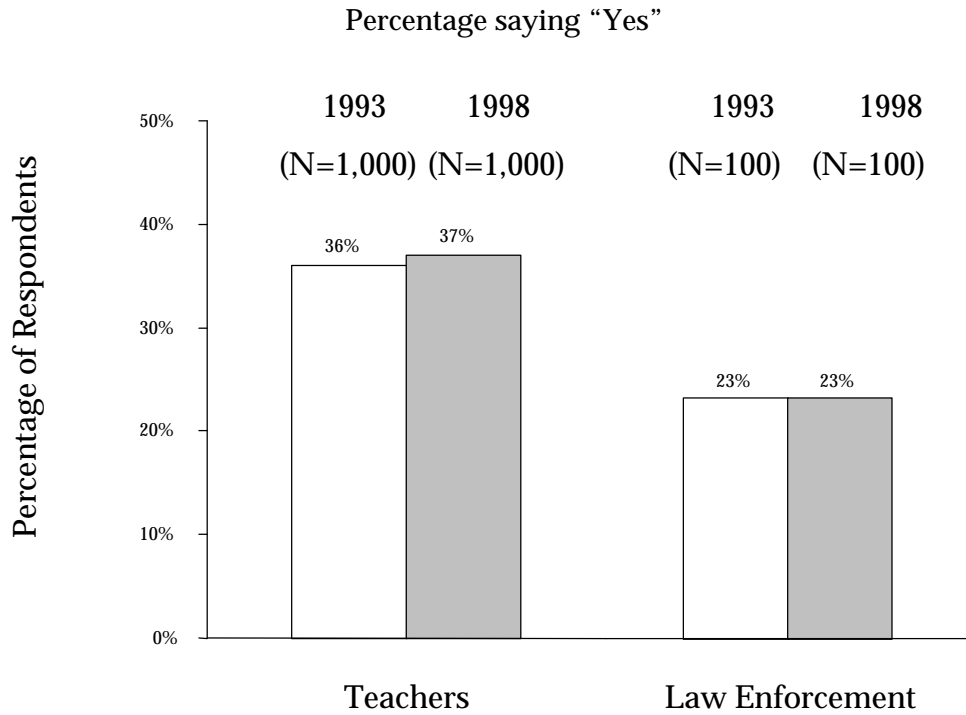
Exhibit 3.22
Types of Teachers Likely to Be Victims: Total Teachers

Q.430 Which types are more likely to be victims?

Base: Particular teachers are more likely victims

	Total Teachers
Base	375
	%
Unfair/unbending/aggressive teachers	35
Timid/weak/shy/passive teachers	20
Teachers with no control over classroom/who can't discipline students	16
Women	16
Younger or less experienced teachers	8
Strict teachers	8
Uninvolved/unenthusiastic/unprepared teachers	8
Older teachers	4
Special ed teachers	4
Teachers from racial or ethnic minorities	3
Teachers who lack respect for students	3
Teachers who are small in stature	2
Men	2
Teachers for whom students have little or no respect	1
Gay/lesbian teachers	1
Teachers born outside the United States	*
Teachers with disabilities	*
Teachers from religious minorities	-
Other (specify)	10
Don't know	1

Exhibit 3.23
Teachers Likely to Be Victims: Student Location and Crime in Neighborhood

Q.530 Are particular types of teachers more likely to be victims of violence or not?

Base: All respondents (Students)

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,032	318	714	193	832
	%	%	%	%	%
Yes, particular types of teachers are more likely to be victims.	27	35	24	35	26
No, particular types of teachers are not more likely to be victims.	73	65	76	65	74

Exhibit 3.24
Types of Teachers Likely to Be Victims: Total Students

Q.535 Which types of teachers are more likely to be victims of violence?

Base: Grades 7 - 12 and particular teachers are more likely victims

	Total Students
Base	375
	%
Strict teachers	72
Gay/lesbian teachers	55
Women	43
Younger or less experienced teachers	30
Older teachers	27
Men	26
Teachers from racial or ethnic minorities	15
Teachers with disabilities	15
Teachers from religious minorities	9
Teachers born outside the United States	7
Teachers who are mean-spirited	2
Teachers with a condescending attitude	2
Another group	7
No types are more likely to be victims.	4

Characteristics of Student Victims

In contrast to beliefs about teacher victims, the majority of public school teachers (63%) and students (53%) believe that there are particular types of students who are more likely to be victims of violence.   Law enforcement officials in the current study are less likely than officials in 1993 to believe that violence targets particular groups of students (39% vs. 60%). Public school teachers who believe that particular students are more likely victims most frequently mention students from low income families (31%), students from racial or ethnic minorities in the school (22%), underachievers, low achievers or students with bad grades (16%), social outcasts, "nerds" or "weaklings" (15%) and students without parental supervision (15%).   Public school students in grades 7 – 12 who believe that particular students are more likely victims most frequently mention "nerds" or "weaklings" (63%), gay or lesbian students (53%), boys (44%), gang members (42%) and students with low self-esteem (37%). (Exhibits 3.25 – 3.29)

Exhibit 3.25
Students Likely to Be Victims: Quality of Education,
Minority Students and Lower Income Students

Q.415 Are there particular groups of students who are more likely to be VICTIMS of violence or not?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
Yes, particular students are more likely victims.	63	59	67	67	62	65	62	65	65	53
No, particular students are not more likely victims.	35	40	29	30	35	34	35	33	33	43
Don't know	3	1	4	3	4	1	3	2	2	4

Exhibit 3.26
Students Likely to Be Victims: Five Year Trend

Q.415 Are there particular groups of students who are more likely to be victims of violence or not?

Base: All respondents (Teachers and Law Enforcement)

Percentage saying "Yes"

	1993 (N=1,000)	1998 (N=1,000)	1993 (N=1,000)	1998 (N=1,000)

Teachers: 1993 = 61%, 1998 = 63%
Law Enforcement: 1993 = 60%, 1998 = 39%
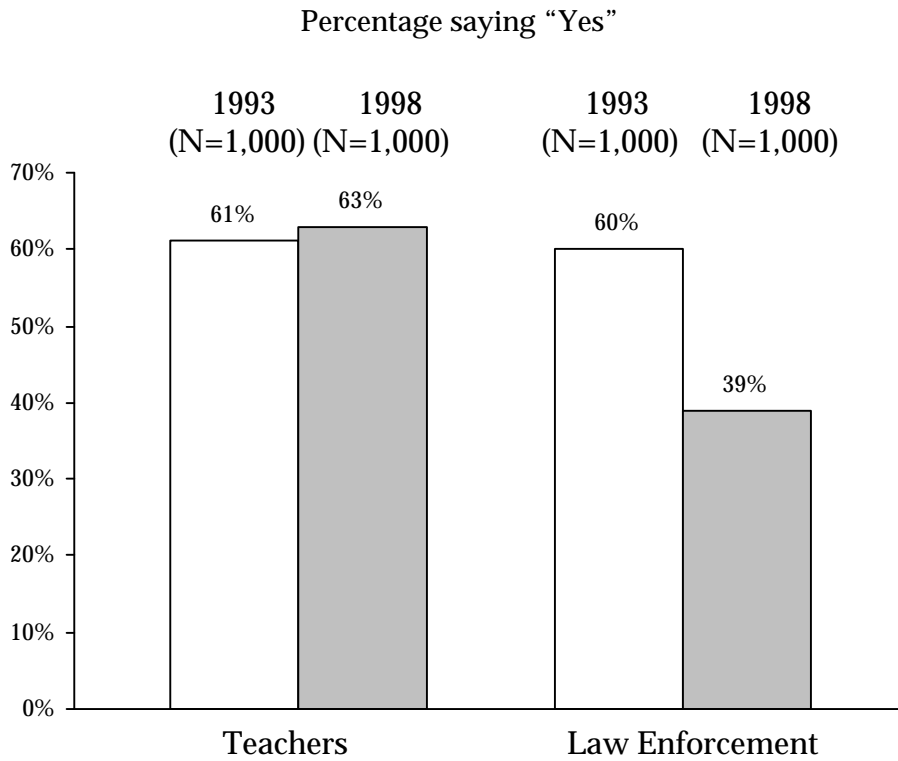
Exhibit 3.27
Types of Students Likely to Be Victims: Total Teachers

Q.420 Which groups are more likely to be victims?

Base: Particular students are more likely victims

	Total Teachers
Base	628
	%
Students from low income families	31
Students from racial or ethnic minorities in the school	22
Underachievers, low achievers or students with bad grades	16
Social outcasts/"nerds" or "weaklings"	15
Students without parental supervision or guidance	15
Shy students	8
Students with low self-esteem	6
Gang members	6
Students in single parent households	5
Overachievers or students with good grades	4
Girls	4
Students who are involved with drugs and/or alcohol	4
Troublemakers	4
Younger students	4
Students from dysfunctional families	4
Students with physical disabilities	3
Gay/lesbian students	3
Students who appear to be different from the norm	2
Students from dysfunctional/bad neighborhoods	2
Students who are small in stature/little	2

Exhibit 3.27, Continued
Types of Students Likely to Be Victims: Total Teachers

	Total Teachers
Base	628
	%
Violent students	2
Boys	2
Students whose parents/family members are involved with drugs and/or alcohol	1
Special ed students	1
Students who are new to the school/district	1
Students who are emotionally unstable/immature	1
Students whose parents have little or no formal education	1
Students who have learning disabilities/mentally deficient/low IQ	1
Students from affluent families	1
Students who are non-athletic	1
Students from religious minorities	*
Students born outside the United States	*
Other	7
Don't know	1

Exhibit 3.28
Students Likely to Be Victims: Student Location and Crime in Neighborhood

Q.520 Are certain groups more likely to be victims of violence or not?

Base: All respondents (Students)

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,024	318	706	193	825
	%	%	%	%	%
Yes, certain groups of students are more likely to be victims.	53	57	51	39	49
No, certain groups of students are not more likely to be victims.	47	43	49	61	51

Exhibit 3.29
Types of Students Likely to Be Victims: Total Students

Q.525 Which groups of students are more likely to be victims of violence?

Base: Grades 7 - 12 and particular students are more likely victims

	Total Students
Base	387
	%
Social outcasts/"nerds" or "weaklings"	63
Gay/lesbian students	53
Boys	44
Gang members	42
Students with low self-esteem	37
Students from racial or ethnic minorities in the school	31
Students from low income families	27
Students with physical disabilities	25
Girls	25
Underachievers, low achievers or students with bad grades	23
Shy students	21
Students born outside the United States	18
Overachievers or students with good grades	17
Students from religious minorities	15
Students who think they are superior/snobs	1
Nonconformists/"freaks"	1
Another group	7
No groups are more likely to be victims.	6

Students With Weapons

Public school teachers report that 0.8% (median) of students at their school regularly carry weapons such as handguns or knives to school. Law enforcement officials (1.8%, median) and public school students in grades 7 – 12 (5%, median) report slightly higher averages. Eight in 10 public school students in grades 3 – 6 (79%) report that no students regularly carry weapons. Furthermore, elementary school teachers are more likely than secondary school teachers to report that no students regularly carry weapons (63% vs. 32%). Secondary school teachers are more likely than secondary school students to report that no students at their school regularly carry weapons (32% vs. 22%). Teachers whose schools have fair or poor quality of education, all or many minority students or all or many lower income students are less likely than others to report that no students regularly carry weapons to school.   In addition, teachers in the current study are less likely than teachers in 1993 to report that no students regularly carry weapons to school (40% vs. 50%). (Exhibits 4.1 – 4.5)

Exhibit 4.1
Students With Weapons: Location

Q.505/605A What percentage of students at your school regularly carry weapons such as handguns or knives to school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	547	100	305	695	206	341	33	67
	%	%	%	%	%	%	%	%	%
None	40	22	9	35	42	19	24	6	10
1-10%	49	45	72	48	49	32	52	61	78
11-25%	3	12	4	4	2	16	10	9	1
26-50%	1	7	2	1	*	9	7	-	3
More than 50%	*	7	1	1	*	13	4	-	1
Mean	2.8	13.7	5.2	3.6	2.5	20.5	10.2	5.3	5.1
Median	0.8	5.0	1.8	0.9	0.7	7.0	3.0	3.4	1.5
Don't know	8	6	12	10	6	12	3	24	6

Exhibit 4.2
Students With Weapons (Grades 3 – 6): Location

Q.605B How many students at your school regularly carry weapons such as handguns or knives to school – most, some, only a few or none?

Base: Grades 3 - 6

	Total Students	Student Location	
		Urban	Suburban or Rural
Base	437	92	345
	%	%	%
Most	1	1	1
Some	3	7	3
Only a few	17	10	18
None	79	82	79

Exhibit 4.3
Students With Weapons: School Level

Q.505/605A What percentage of students at your school regularly carry weapons such as handguns or knives to school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

	Total Teachers	Total Students	Teacher School Level		Student School Level	
			Elemen- tary	Second- ary	Elemen- tary	Second- ary
Base	1,000	547	253	667	-	547
	%	%	%	%	-%	%
None	40	22	63	32	-	22
1-10%	49	45	35	52	-	45
11-25%	3	12	*	4	-	12
26-50%	1	7	*	1	-	7
More than 50%	*	7	-	1	-	7
Mean	2.8	13.7	1.0	3.6	-	13.7
Don't know	8	6	1	10	-	6

Exhibit 4.4
Students With Weapons: Quality of Education,
Minority Students and Lower Income Students

Q.505 What percentage of students at your school regularly carry weapons such as handguns or knives to school?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
None	40	47	33	23	34	40	44	34	42	51
1-10%	49	43	54	56	48	53	47	53	48	41
11-25%	3	1	5	1	5	*	3	3	3	1
26-50%	1	*	1	3	1	1	*	1	*	-
More than 50%	*	*	1	1	1	-	*	1	*	-
Mean	2.8	1.8	3.7	4.8	3.8	2.2	2.4	3.5	2.7	1.1
Median	0.8	0	1.1	1.4	1.0	0.8	0.6	1.0	0.7	0
Don't know	8	8	6	14	11	6	5	8	6	8

Exhibit 4.5
Students With Weapons: Five Year Trend

Q.505/605A What percentage of students at your school regularly carry weapons such as handguns or knives to school?

Base for students: Grades 7 - 12
Base for teachers and law enforcement : All respondents

	Total Teachers		Total Students		Total Law Enforcement	
	1993	1998	1993	1998	1993	1998
Base:	1,000	1,000	704	547	100	100
	%	%	%	%	%	%
None	50	40	21	22	8	9
1-10%	43	49	15	45	68	72
11-25%	3	3	5	12	7	4
26-50%	1	1	6	7	4	2
51% or More	*	*	3	7	3	1
Mean	3	2.8	13	14	8	5.2
Median	0	0.8	2	5	2	1.8
Not Sure/Don't know	3	8	51	6	10	12

Types of Weapons Carried by Students

The types of weapons most frequently mentioned by teachers who report that some students regularly carry weapons to their school include knives (79%), handguns (22%), and penknives (15%). The types of weapons most frequently mentioned by law enforcement who report that some students regularly carry weapons to their school are also knives (92%), handguns (49%) and penknives (9%). Students, however, report a slightly different pattern. They most frequently mention knives (59%), razors (33%), scissors (30%), penknives (29%), switchblades (29%), pepper spray (24%), mace (23%) and box cutters (21%). Only one in seven students (14%) mentions handguns as the type of weapon that students tend to carry. (Exhibit 4.6)

Exhibit 4.6
Types of Weapons Carried by Students: Teachers, Students and Law Enforcement Officials

Q.510/610 What types of weapons do they tend to carry?

Base for students: Grades 7 - 12 and students regularly carry weapons
Base for teachers and law enforcement: Students regularly carry weapons

	Total Teachers	Total Students	Total Law Enforcement
Base	529	471	79
	%	%	%
Knives	79	59	92
Handguns	22	14	49
Penknives	15	29	9
Chains	5	-	1
Razors	4	33	6
Box cutters	3	21	6
Brass knuckles	2	1	1
Shot guns	1	5	-
BB/pellet guns	1	-	-
Toy guns	1	-	-
Mace	1	23	1
Switchblades	1	29	-
Bats/clubs	1	-	4
Blunt objects	1	-	3
Homemade weapons	1	-	-
Automatic weapons	1	8	-
Blackjack/sap	*	-	-
Scissors	*	30	-
Pepper spray	*	24	1
Whistles	-	17	-
Lasers	-	1	-
Lighters	-	*	-
Other (specify)	6	4	6
Students do not carry weapons.	-	11	-
Don't know	1	1	1

Reasons Students Carry Weapons

Public school teachers who report that some students regularly carry weapons to their school most frequently mention the following motivations: to impress friends or be accepted by peers (46%), for protection going to and from school (38%), for protection in school (24%) and for self-esteem or to feel powerful or important (19%). Law enforcement officers report similar reasons, with more emphasis on protection and self-defense: for protection going to and from school (59%), for protection in school (53%), for self-esteem or to feel powerful or important (27%), and to impress friends or be accepted by peers (25%). As they did in their estimations of the causes of violence in schools, students' assessments of why students carry weapons focus on peer-related issues: to impress friends or be accepted by peers (60%), for self-esteem or to feel powerful or important (59%), for protection going to and from school (49%), for protection in school (34%), because friends carry weapons (33%) and because they want to hurt someone (32%). (Exhibit 4.7)

Exhibit 4.7
Reasons Students Carry Weapons: Teachers, Students and Law Enforcement Officials

Q.515/615 Why do you think students carry weapons with them to school?

Base for students: Grades 7 - 12 and students regularly carry weapons
Base for teachers and law enforcement: Students regularly carry weapons

	Total Teachers	Total Students	Total Law Enforcement
Base	529	469	79
	%	%	%
To impress friends/be accepted by peers	46	60	25
For protection/self-defense/fear going to and from school	38	49	59
For protection/self-defense/fear in school	24	34	53
For self-esteem/to feel powerful or important	19	59	27
Used for hunting/regular daily equipment/culturally accepted	9	-	5
Because they want to hurt someone	7	32	11
Forgot to leave at home	3	1	5
To intimidate/threaten/frighten	2	-	3
Because friends carry weapons	2	33	-
Anger/frustration/fear	2	-	-
Gang-related	1	-	-
Part of work equipment/used as a tool	-	1	-
They don't carry weapons	-	*	-
Other (specify)	6	7	5
Don't know	2	-	3

Self-Reported Weapons Carried by Students

As in 1993, one in eight public school students (12%) has carried a weapon to school at some point in time. Students in urban and suburban or rural locations do not differ in this experience. However, gender, grades in school and crime in the neighborhood are all factors in whether a student has carried a weapon to school. Male students are more likely than female students to have carried a weapon (17% vs. 7%), students who receive poor grades are more likely than those who receive good or fair grades to have carried a weapon (29% vs. 10%), and students who report a lot or some crime in their neighborhood are more likely than those who report hardly any or no crime to report that they have carried a weapon (21% vs. 10%). (Exhibits 4.8 - 4.13)

Exhibit 4.8
Students With Weapons (Self-Reported): Student Location and Crime in Neighborhood

Q.630 Have YOU ever carried a weapon to school or not?

Base: All respondents (Students)

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,031	319	712	193	830
	%	%	%	%	%
Yes, have carried a weapon	12	15	11	21	10
No, have not carried a weapon	88	85	89	79	90

Exhibit 4.9
Students With Weapons (Self-Reported): Grades and Gender

Q.630 Have YOU ever carried a weapon to school or not?

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,031	872	107	496	535
	%	%	%	%	%
Yes, have carried a weapon	12	10	29	17	7
No, have not carried a weapon	88	90	71	83	93

Exhibit 4.10
Students With Weapons (Self-Reported): Five Year Trend

Q.630 Have YOU ever carried a weapon to school or not?

Base: All respondents (Students)

1993 (N=1,221)   1998 (N=1,031)
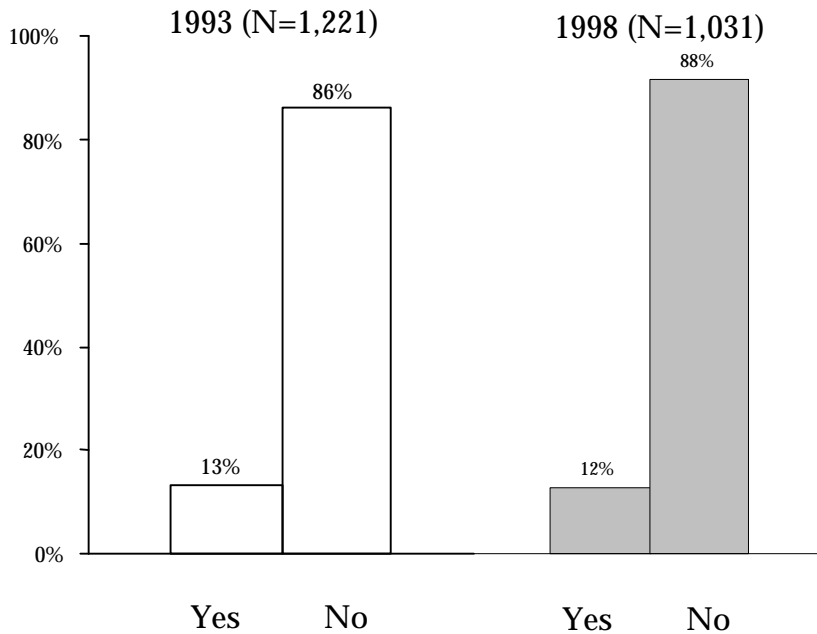
Exhibit 4.11
Students With Weapons (Self-Reported): Student Location and Five Year Trend

Q.630 Have you ever carried a weapon to school or not?

Base: All respondents (Students)

	Total Students 1993	Total Students 1998	1993		1998	
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base:	1,221	1,031	436	785	319	712
	%	%	%	%	%	%
Yes, have carried a weapon	13	12	13	13	15	11
No, have not carried a weapon	86	88	86	86	85	89
Not sure	1	-	1	1	-	-

Exhibit 4.12
Students With Weapons (Self-Reported): Student School Level and Five Year Trend

Q.630 Have you ever carried a weapon to school or not?

Base: All respondents (Students)

	Total Student 1993	Total Student 1998	1993		1998	
			Elementary	Secondary	Elementary	Secondary
Base:	1,221	1,031	501	720	440	591
	%	%	%	%	%	%
Yes, have carried a weapon	13	12	6	18	4	17
No, have not carried a weapon	86	88	93	80	96	83
Not sure	1	-	1	1	-	-

Exhibit 4.13
Students With Weapons (Self-Reported): Student Gender and Five Year Trend

Q.630 Have you ever carried a weapon to school or not?

Base: All respondents (Students)

	Total Students 1993	Total Students 1998	1993		1998	
			Male	Female	Male	Female
Base:	1,221	1,031	574	639	496	535
	%	%	%	%	%	%
Yes, have carried a weapon	13	12	22	4	17	7
No, have not carried a weapon	86	88	77	95	83	93
Not sure	1	-	2	1	-	-

Student Access to Weapons

Half of public school teachers (53%), students (47%) and law enforcement officials (51%) agree that it is easy for students at their schools to get access to handguns or other firearms. Two in 10 teachers (22%), students (19%) and law enforcement officials (21%) report that it is very easy for students to get access to handguns or other firearms. Students in urban areas are more likely than those in suburban or rural areas (55% vs. 44%), and those in neighborhoods with a lot or some crime are more likely than those in neighborhoods with hardly any or no crime (61% vs. 44%) to report that it is easy to get such access. Teachers whose schools consist of all or many lower income students are more likely than those whose schools consist of few or no lower income students to report that it is easy to get access (62% vs. 33%). (Exhibits 4.14 – 4.16)

Exhibit 4.14
Student Access to Weapons: Location

Q.520/620 How easy or difficult is it for students at your school to get access to handguns or other firearms – very easy, somewhat easy, somewhat difficult or very difficult?

Base: All respondents

				Teacher Location		Student Location		Law Enforcement Location	
	Total Teachers	Total Students	Total Law Enforcement	Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	1,005	100	305	695	309	696	33	67
	%	%	%	%	%	%	%	%	%
Easy	53	47	51	53	53	55	44	67	43
Very easy	22	19	21	21	22	19	18	21	21
Somewhat easy	31	29	30	32	30	36	26	45	22
Difficult	38	53	47	33	41	45	56	30	55
Somewhat difficult	23	21	34	19	25	21	21	18	42
Very difficult	15	32	13	14	16	24	35	12	13
Don't know	9	-	2	14	6	-	-	3	1
Refused	*	-	-	-	*	-	-	-	-

Exhibit 4.15
Student Access to Weapons: Crime in Neighborhood

Q.620   How easy or difficult is it for students at your school to get access to handguns or other firearms – very easy, somewhat easy, somewhat difficult or very difficult?

Base: All respondents (Students)

| | | Crime in Neighborhood | |
	Total Students	A Lot or Some	Hardly Any or None
Base	1,005	189	811
	%	%	%
Easy	47	61	44
Very easy	19	25	17
Somewhat easy	29	36	27
Difficult	53	39	56
Somewhat difficult	21	16	22
Very difficult	32	23	34

Exhibit 4.16
Student Access to Weapons: Quality of Education,
Minority Students and Lower Income Students

Q.520 How easy or difficult is it for students at your school to get access to handguns or other firearms – very easy, somewhat easy, somewhat difficult or very difficult?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
Easy	53	47	58	64	55	51	53	62	52	33
Very easy	22	16	27	36	23	21	22	29	20	9
Somewhat easy	31	31	31	28	32	30	30	33	33	24
Difficult	38	44	33	27	33	43	40	32	41	55
Somewhat difficult	23	24	23	17	22	24	24	23	25	23
Very difficult	15	20	10	10	11	19	16	9	16	32
Don't know	9	8	9	9	12	6	7	6	7	12
Refused	*	*	-	-	-	-	*	-	-	-

Teachers' Self-Protection

As in 1993, two percent of public school teachers have brought something to school with them for protection at some point in time. This result did not differ by quality of education, number of minority students or number of lower income students at the school. Teachers who have brought something to school most frequently mention mace (22%), pepper spray (17%), knives (11%) and whistles (11%) as the types of weapons they have carried. Law enforcement officials believe that 1.2 percent (median) of public teachers have carried something to school with them for protection. (Exhibits 4.17 – 4.21)

Exhibit 4.17
Teachers With Weapons: Five Year Trend

Q.530 Have YOU ever brought something to school with you for protection or not?

Base: All respondents (Teachers)

1993 (N=1,000)   1998 (N=1,000)
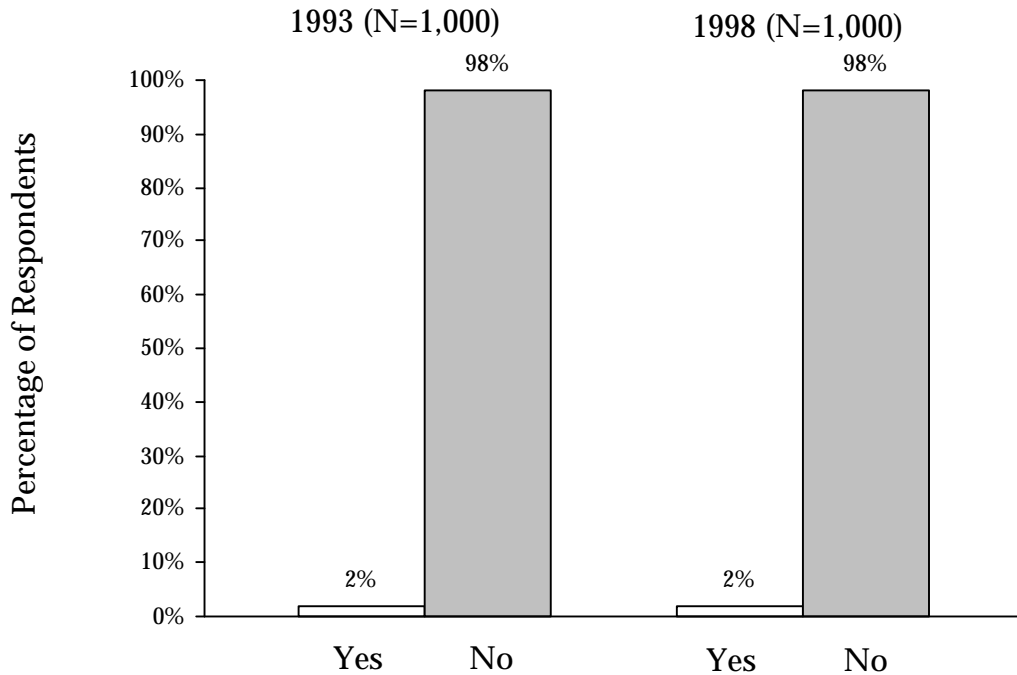
Exhibit 4.18
Teachers With Weapons: Quality of Education,
Minority Students and Lower Income Students

Q.530 Have YOU ever brought something to school with you for protection or not?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
Yes, have brought protection	2	2	2	3	2	2	1	2	2	-
No, have not brought protection	98	98	98	97	97	98	99	98	98	100
Don't know	*	-	*	-	*	-	-	*	-	-

Exhibit 4.19
Teachers With Weapons: Location

Q.530 Have YOU ever brought something to school with you for protection or not?

Base: All respondents (Teachers)

	Total Teachers	Teacher Location	
		Urban	Suburban or Rural
Base	1,000	305	695
	%	%	%
Yes, have brought protection	2	3	1
No, have not brought protection	98	97	99
Don't know	*	*	-

Exhibit 4.20
Types of Weapons Carried by Teachers

Q.535 What have you carried with you?

Base: Teacher brought protection

	Total Teachers
Base	18
	%
Mace	22
Pepper spray	17
Knives	11
Whistles	11
Other (specify)	39

Exhibit 4.21
Law Enforcement Perspective of Teachers With Weapons: Location

Q.530 What percentage of teachers do you think carry something to school with them for protection?

Base: All respondents (Law Enforcement)

	Total Law Enforcement	Law Enforcement Location	
		Urban	Suburban or Rural
Base	100	33	67
	%	%	%
None	24	12	30
1-10%	45	33	51
11-25%	5	3	6
26-50%	-	-	-
More than 50%	1	-	1
Mean	4.3	3.0	4.7
Median	1.2	1.5	1.2
Don't know	25	52	12

Personal Participation in Programs

Nearly half of public school teachers (47%) have participated in a violence prevention program to help teachers deal effectively with or reduce violence in school. Nearly two-thirds of law enforcement officials (65%) have participated in a school violence prevention program to help teachers and students deal effectively with or reduce violence in school. These programs included conflict resolution programs (52%), safety promotion programs (49%) and the D.A.R.E. program (8%). (Exhibits 5.1 – 5.3)

Exhibit 5.1
Teachers' Participation in Violence Prevention Programs:
Victim of Violence and Teacher Location

Q.615 Have you ever participated in a violence prevention program to help teachers deal effectively with or reduce violence in school or not?

Base: All respondents (Teachers)

	Total Teachers	Victim of School Violence		Teacher Location	
		Victim	Not a Victim	Urban	Suburban or Rural
Base	1,000	157	843	305	695
	%	%	%	%	%
Yes, participated	47	58	44	48	46
No, did not participate	53	42	55	52	54
Don't know	*	-	*	*	-

Exhibit 5.2
Law Enforcement Officials' Participation in Violence Prevention Programs

Q.615 Have you ever participated in a school violence prevention program to help teachers
and students deal effectively with or reduce violence in school or not?

Base: All respondents (Law Enforcement)

	Total Law Enforcement
Base	100
	%
Yes, participated	65
No, did not participate	35

Exhibit 5.3
Types of Violence Prevention Programs

Q.625 In what type of program did you most recently participate?

Base: Participated in program (Law Enforcement)

	Total Law Enforcement
Base	65
	%
Conflict resolution	52
Safety promotion	49
D.A.R.E. Program	8
Other	12

Schools' Steps to Stop or Reduce Violence and Their Evaluation

According to public school teachers, the most frequently reported steps taken by schools to stop or reduce violence include: security guards or police in or around the school (23%), classes on how to talk about problems rather than fight (18%), safety or anti-violence programs (17%), meetings for individual classes or the entire school to address violence (16%) and monitors in the hallways (16%). Teachers whose schools are in urban locations are more likely than those whose schools are in suburban or rural locations to have security guards or police (31% vs. 20%). Almost all law enforcement officials (98%) report that local public schools have had visitors, such as law enforcement officers, talk to classes about crime and violence. Three-quarters of law enforcement officials (74%) report that local public schools have instituted a dress code or bans on certain types of clothing and two-thirds (65%) have placed monitors in the hallways to stop or reduce acts of violence. Only one in six law enforcement officials (16%) reports that local public schools have made students walk through metal detectors. Nearly four in 10 teachers (36%) and law enforcement officials (37%) believe that the steps taken by their schools have helped to reduce violence a great deal. (Exhibits 5.4 – 5.7)

The most common steps that students report that their schools have taken to stop or reduce violence include suspending or expelling students when they are violent (91%), having a dress code or ban on certain types of clothing (81%) and having a disciplinary code (78%). When asked to consider the success of school programs, nearly half of students whose schools have the following programs report that they are very successful: having hand-held metal detectors, requiring students to walk through metal detectors and having security guards or police in or around the school. Students whose schools are in urban locations are more likely than those whose schools are in suburban or rural locations to have classes on how to talk about problems rather than fight (51% vs. 30%), before or after school programs for at risk students (33% vs. 18%), safety or anti-violence programs (39% vs. 28%), security guards or police in or around the school (86% vs. 49%) or handheld metal detectors (17% vs. 3%). Students in suburban or rural schools are more likely than those in urban schools to have a dress code or bans on certain types of clothing (86% vs. 73%). (Exhibits 5.8 – 5.39)

Exhibit 5.4
Steps Taken by Schools to Stop or Reduce Violence: Teachers

Q.635 What kinds of steps has your school taken to stop or reduce violence in or around your school?

Base: All respondents (Teachers)

| | Total Teachers | Teacher Location | |
		Urban	Suburban or Rural
Base	1,000	305	695
	%	%	%
Security guards or police in or around the school	23	31	20
Classes on how to talk about problems rather than fight	18	23	16
Safety or anti-violence programs	17	18	17
Meetings for individual classes or the entire school to address violence	16	17	16
Monitors in the hallways	16	19	15
Zero tolerance for violence	9	8	9
Inviting visitors to talk to classes about crime and violence	9	10	8
Establish/strengthen discipline/punishment/ weapons policies/guidelines	7	3	9
Peer mediation/counseling	6	7	6
Locked door policy	4	4	5
Counseling	4	6	3
Dress code	4	6	2
Workshops for teachers/students/parents	3	2	4
Cameras/surveillance equipment/drug-sniffing dogs	3	4	3
Handheld metal detectors or requiring students to walk through metal detectors	3	7	1
Suspension/expulsion from school	2	1	3
High visibility of teacher/staff supervision	2	2	2
Parental involvement	2	2	2
D.A.R.E. Program	2	2	2
Student/teacher/visitor ID badges	2	1	2
Program to foster positive self-esteem/ethical values	1	1	2
Alternative school	1	1	1
Random/unannounced searches	1	1	1
Communication between administration and teachers	*	1	*
Other	11	11	11
None/no steps	6	4	6
Don't know	2	3	1

Exhibit 5.5
Steps Taken by Schools to Stop or Reduce Violence: Law Enforcement

Q.632 What kinds of steps have the local public schools taken to stop or reduce acts of violence – have they (READ EACH ITEM) or not?

Base: All respondents (Law Enforcement)

	Have Program	Do Not Have Program	Don't Know
	%	%	%
Had visitors such as law enforcement officers talk to classes about crime and violence	98	2	-
Instituted a dress code or ban on certain types of clothing	74	22	4
Placed monitors in the hallways	65	22	13
Stationed police officers in or around the school	62	37	1
Made random checks of bookbags, backpacks or lockers	57	28	15
Hired security guards in or around the school	51	47	2
Provided a hot line for students to call	40	47	13
Used handheld metal detectors	28	67	5
Made students walk through metal detectors	16	77	7

Exhibit 5.6
Evaluation of Schools' Steps: Location

Q.637 How much do you think these steps have helped to reduce violence in your school –
a great deal, somewhat, not much or not at all?

Base: Does take steps (Teachers and Law Enforcement)

	Total Teachers	Total Law Enforcement	Teacher Location		Law Enforcement Location	
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base	925	100	285	640	33	67
	%	%	%	%	%	%
A Great Deal/Somewhat	82	86	80	83	100	79
A great deal	36	37	38	35	58	27
Somewhat	45	49	42	47	42	52
Not Much/Not at All	15	13	17	14	-	19
Not much	11	6	14	9	-	9
Not at all	4	7	3	5	-	10
Don't know	3	1	2	3	-	1
Refused	*	-	*	-	-	-

Exhibit 5.7
Law Enforcement's Evaluation of Schools' Steps: Five Year Trend

Q.637 How much do you think these steps have helped to reduce violence in the schools –
a great deal, somewhat, not much or not at all?

Base: All respondents (Law Enforcement)

1993 (N=100)   1998 (N=100)

41% 40%   49%
                  37%
        14%
            4%   6% 7%

Exhibit 5.8

Steps to Stop Violence (Meetings): Student Location and Crime in Neighborhood

Q.715A   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? ....Meetings for individual classes or the entire school to address violence.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	568	216	352	129	436
	%	%	%	%	%
Has program	38	38	39	38	38
Does not have program	62	62	61	62	62

Exhibit 5.9

Success of Steps (Meetings): Student Location and Crime in Neighborhood

Q.720A   How successful have the following programs been in helping stop or reduce violence - very successful, somewhat successful or not at all successful? .... Meetings for individual classes or the entire school to address violence.

Base: Grades 7 - 12 and school has program

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	226	83	143	48	177
	%	%	%	%	%
Successful	78	82	76	75	79
Very successful	20	31	14	27	17
Somewhat successful	58	51	62	48	62
Not at all successful	19	16	21	25	18
Do not have program	3	2	3	-	3

Exhibit 5.10
Steps to Stop Violence (Inviting Visitors): Student Location and Crime in Neighborhood

Q.715B   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... Inviting visitors, such as law enforcement officers, to talk to classes about crime and violence.

Base: Grades 7 - 12

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	574	218	356	130	441
	%	%	%	%	%
Has program	55	53	56	46	57
Does not have program	45	47	44	54	43

Exhibit 5.11
Success of Steps (Inviting Visitors): Student Location and Crime in Neighborhood

Q.720B   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... Inviting visitors, such as law enforcement officers, to talk to classes about crime and violence.

Base: Grades 7 - 12 and school has program

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	325	118	207	64	259
	%	%	%	%	%
Successful	82	84	81	76	83
Very successful	16	20	14	21	15
Somewhat successful	66	63	67	56	68
Not at all successful	15	15	16	24	14
Do not have program	3	1	3	-	3

Exhibit 5.12
Steps to Stop Violence (Hot Line or Confidential Number):
Student Location and Crime in Neighborhood

Q.715C   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... A hot line or a confidential number for students to call.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	562	215	347	128	431
	%	%	%	%	%
Has program	33	37	31	40	31
Does not have program	67	63	69	60	69

Exhibit 5.13
Success of Steps (Hot Line or Confidential Number):
Student Location and Crime in Neighborhood

Q.720C   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... A hot line or a confidential number for students to call.

Base: Grades 7 - 12 and school has program

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	154	69	85	44	110
	%	%	%	%	%
Successful	73	81	68	77	72
Very successful	16	23	11	25	12
Somewhat successful	57	59	56	52	59
Not at all successful	20	10	28	16	22
Do not have program	7	9	5	7	6

Exhibit 5.14
Steps to Stop Violence (Counseling): Student Location and Crime in Neighborhood

Q.715D   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... Counseling for students and their families.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	569	216	353	129	437
	%	%	%	%	%
Has program	68	70	66	65	68
Does not have program	32	30	34	35	32

Exhibit 5.15
Success of Steps (Counseling): Student Location and Crime in Neighborhood

Q.720D   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... Counseling for students and their families.

Base: Grades 7 - 12 and school has program

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	383	151	232	83	298
	%	%	%	%	%
Successful	82	85	80	75	84
Very successful	20	22	19	22	20
Somewhat successful	62	63	61	53	64
Not at all successful	14	11	16	17	13
Do not have program	4	5	4	8	3

Exhibit 5.16
Steps to Stop Violence (Classes): Student Location and Crime in Neighborhood

Q.715E   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... Classes on how to talk about problems rather than fight.

Base: Grades 7 - 12

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	566	218	348	129	434
	%	%	%	%	%
Has program	38	51	30	46	35
Does not have program	62	49	70	54	65

Exhibit 5.17
Success of Steps (Classes): Student Location and Crime in Neighborhood

Q.720E   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... Classes on how to talk about problems rather than fight.

Base: Grades 7 - 12 and school has program

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	213	100	113	55	156
	%	%	%	%	%
Successful	81	83	79	71	85
Very successful	25	27	23	35	20
Somewhat successful	56	56	56	36	65
Not at all successful	16	13	19	25	13
Do not have program	3	4	2	4	3

150

Exhibit 5.18
Steps to Stop Violence (Before or After School Programs):
Student Location and Crime in Neighborhood

Q.715F   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... Before or after school programs for at risk students.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	552	211	341	125	424
	%	%	%	%	%
Has program	23	33	18	35	20
Does not have program	77	67	82	65	80

Exhibit 5.19
Success of Steps (Before or After School Programs):
Student Location and Crime in Neighborhood

Q.720F   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... Before or after school programs for at risk students.

Base: Grades 7 - 12 and school has program

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	123	63	60	39	84
	%	%	%	%	%
Successful	81	84	78	84	80
Very successful	22	30	13	35	14
Somewhat successful	60	54	65	49	66
Not at all successful	14	13	15	13	15
Do not have program	4	3	6	4	5

Exhibit 5.20
Steps to Stop Violence (Safety or Anti-Violence Programs):
Student Location and Crime in Neighborhood

Q.715G   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... Safety or anti-violence programs.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	555	212	343	126	426
	%	%	%	%	%
Has program	32	39	28	37	31
Does not have program	68	61	72	63	69

Exhibit 5.21
Success of Steps (Safety or Anti-Violence Programs):
Student Location and Crime in Neighborhood

Q.720G   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... Safety or anti-violence programs.

Base: Grades 7 - 12 and school has program

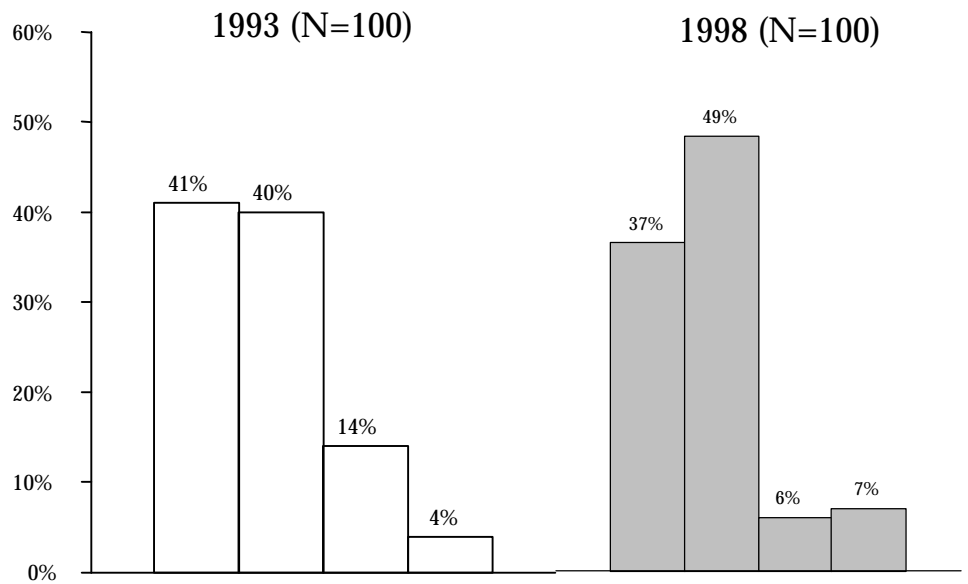|	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	186	87	99	49	137
	%	%	%	%	%
Successful	79	75	82	70	82
Very successful	22	29	16	25	20
Somewhat successful	57	46	66	44	62
Not at all successful	15	20	12	27	11
Do not have program	6	5	6	3	7

Exhibit 5.22
Steps to Stop Violence (Mentoring Program): Student Location and Crime in
Neighborhood

Q.715H   Some schools have taken a number of different steps to help stop or reduce
violence. Does YOUR school have the following program or not? …. A mentoring program.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	549	209	340	124	422
	%	%	%	%	%
Has program	36	41	33	33	37
Does not have program	64	59	67	67	63

Exhibit 5.23
Success of Steps (Mentoring Program): Student Location and Crime in Neighborhood

Q.720H   How successful have the following programs been in helping stop or reduce
violence – very successful, somewhat successful or not at all successful? …. A mentoring
program.

Base: Grades 7 - 12 and school has program

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	183	86	97	40	143
	%	%	%	%	%
Successful	84	93	78	86	84
Very successful	22	30	16	26	21
Somewhat successful	62	63	61	59	63
Not at all successful	13	6	18	14	12
Do not have program	3	1	5	-	4

Exhibit 5.24
Steps to Stop Violence (Disciplinary Code): Student Location and Crime in Neighborhood

Q.715I   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... A disciplinary code.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	573	216	357	127	443
	%	%	%	%	%
Has program	78	76	80	71	81
Does not have program	22	24	20	29	19

Exhibit 5.25
Success of Steps (Disciplinary Code): Student Location and Crime in Neighborhood

Q.720I   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... A disciplinary code.

Base: Grades 7 - 12 and school has program

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	435	165	270	90	344
	%	%	%	%	%
Successful	84	81	85	68	88
Very successful	29	27	30	22	30
Somewhat successful	55	54	55	46	57
Not at all successful	14	17	13	30	10
Do not have program	2	2	2	2	2

Exhibit 5.26
Steps to Stop Violence (Dress Code): Student Location and Crime in Neighborhood

Q.715J   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... A dress code or ban on certain types of clothing.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	574	217	357	127	444
	%	%	%	%	%
Has program	81	73	86	75	83
Does not have program	19	27	14	25	17

Exhibit 5.27
Success of Steps (Dress Code): Student Location and Crime in Neighborhood

Q.720J   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... A dress code or ban on certain types of clothing.

Base: Grades 7 - 12 and school has program

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	469	162	307	97	370
	%	%	%	%	%
Successful	73	72	74	62	77
Very successful	24	27	23	21	25
Somewhat successful	49	45	51	40	52
Not at all successful	25	26	24	36	22
Do not have program	2	2	2	2	2

Exhibit 5.28

Steps to Stop Violence (Hall Monitors): Student Location and Crime in Neighborhood

Q.715K   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? …. Monitors in the hallways.

Base: Grades 7 - 12

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	566	212	354	124	439
	%	%	%	%	%
Has program	52	52	52	45	54
Does not have program	48	48	48	55	46

Exhibit 5.29

Success of Steps (Hall Monitors): Student Location and Crime in Neighborhood

Q.720K   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? …. Monitors in the hallways.

Base: Grades 7 - 12 and school has program

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	300	110	190	57	242
	%	%	%	%	%
Successful	85	83	85	81	85
Very successful	34	35	34	28	36
Somewhat successful	50	48	51	53	50
Not at all successful	11	13	10	10	12
Do not have program	4	4	4	9	3

Exhibit 5.30
Steps to Stop Violence (Security Guards or Police):
Student Location and Crime in Neighborhood

Q.715L   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... Security guards or police in or around the school.

Base: Grades 7 - 12

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	575	222	353	128	444
	%	%	%	%	%
Has program	62	86	49	75	58
Does not have program	38	14	51	25	42

Exhibit 5.31
Success of Steps (Security Guards or Police): Student Location and Crime in Neighborhood

Q.720L   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... Security guards or police in or around the school.

Base: Grades 7 - 12 and school has program

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	359	192	167	100	258
	%	%	%	%	%
Successful	90	86	93	88	91
Very successful	46	44	48	40	48
Somewhat successful	44	43	46	48	43
Not at all successful	8	12	4	10	7
Do not have program	2	1	3	2	2

Exhibit 5.32
Steps to Stop Violence (Handheld Metal Detectors):
Student Location and Crime in Neighborhood

Q.715M   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? …. Handheld metal detectors.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	552	210	342	122	427
	%	%	%	%	%
Has program	8	17	3	15	6
Does not have program	92	83	97	85	94

Exhibit 5.33
Success of Steps (Handheld Metal Detectors):
Student Location and Crime in Neighborhood

Q.720M   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? …. Handheld metal detectors

Base: Grades 7 - 12 and school has program

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	42	32	10	15	27
	%	%	%	%	%
Successful	76	77	76	73	79
Very successful	46	51	28	51	41
Somewhat successful	31	26	48	21	38
Not at all successful	14	14	14	17	12
Do not have program	10	9	10	10	9

Exhibit 5.34
Steps to Stop Violence (Walk-through Metal Detectors):
Student Location and Crime in Neighborhood

Q.715N   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... Requiring students to walk through metal detectors.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	555	212	343	124	428
	%	%	%	%	%
Has program	7	12	4	10	6
Does not have program	93	88	96	90	94

Exhibit 5.35
Success of Steps (Walk-through Metal Detectors):
Student Location and Crime in Neighborhood

Q.720N   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... Requiring students to walk through metal detectors.

Base: Grades 7 - 12 and school has program

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	34	23	11	9	25
	%	%	%	%	%
Successful	72	80	57	84	66
Very successful	49	65	19	80	34
Somewhat successful	23	15	38	4	33
Not at all successful	14	4	34	-	21
Do not have program	14	16	9	16	13

Exhibit 5.36
Steps to Stop Violence (Random Checks of Bags):
Student Location and Crime in Neighborhood

Q.715O   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... Random checks of bookbags, backpacks or lockers.

Base: Grades 7 - 12

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	563	213	350	127	433
	%	%	%	%	%
Has program	46	51	43	44	47
Does not have program	54	49	57	56	53

Exhibit 5.37
Success of Steps (Random Checks of Bags): Student Location and Crime in Neighborhood

Q.720O   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? … Random check of bookbags, backpacks or lockers.

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	266	106	160	53	212
	%	%	%	%	%
Successful	78	82	75	76	78
Very successful	30	36	26	35	28
Somewhat successful	48	46	49	41	50
Not at all successful	19	15	22	21	19
Do not have program	3	3	3	3	3

Exhibit 5.38
Steps to Stop Violence (Suspending or Expelling Violent Students):
Student Location and Crime in Neighborhood

Q.715P   Some schools have taken a number of different steps to help stop or reduce violence. Does YOUR school have the following program or not? .... Suspending or expelling students when they are violent.

Base: Grades 7 - 12

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	579	218	361	130	446
	%	%	%	%	%
Has program	91	91	92	89	92
Does not have program	9	9	8	11	8

Exhibit 5.39
Success of Steps (Suspending or Expelling Violent Students):
Student Location and Crime in Neighborhood

Q.720P   How successful have the following programs been in helping stop or reduce violence – very successful, somewhat successful or not at all successful? .... Suspending or expelling students when they are violent.

Base: Grades 7 - 12 and school has program

| | Total Students | Student Location | | Crime in Neighborhood | |
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	514	196	318	113	399
	%	%	%	%	%
Successful	86	82	88	73	89
Very successful	38	41	36	30	40
Somewhat successful	48	41	52	43	49
Not at all successful	11	15	9	23	7
Do not have program	3	3	4	4	3

Adequacy of Schools' Efforts

The majority of public school teachers (66%), public school students in grades 7 - 12 (62%) and law enforcement officials (60%) believe that the amount of effort spent on addressing violence in their schools is adequate. Law enforcement officials are more dissatisfied than teachers; one-third of law enforcement officials (33%) believe that the amount of effort is less than adequate, while two in 10 teachers (17%) believe that the amount of effort is less than adequate. However, teachers in the current study are less likely than teachers in 1993 to believe that the amount of effort is more than adequate (16% vs. 25%). Teachers whose schools have a fair or poor quality of education are more likely than those whose educational quality is excellent to believe that the amount of effort spent on addressing violence is less than adequate (46% vs. 9%). Similarly, teachers whose school have all or many lower income students are more likely than those whose schools have few or no lower income students to believe that the amount of effort is less than adequate (22% vs. 9%). (Exhibits 5.40 – 5.42)

Exhibit 5.40
Adequacy of Schools' Efforts: Location

Q.705/715 Do you think that, in your school, the amount of effort spent on addressing violence is more than adequate, adequate or less than adequate?

Base for Students: Grades 7 - 12
Base for Teachers and Law Enforcement: All respondents

	Total Teachers	Total Students	Total Law Enforcement	Teacher Location		Student Location		Law Enforcement Location	
				Urban	Suburban or Rural	Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000 %	583 %	100 %	305 %	695 %	222 %	361 %	33 %	67 %
More than adequate	16	11	7	14	18	14	9	12	4
Adequate	66	62	60	65	67	59	64	64	58
Less than adequate	17	27	33	21	15	27	26	24	37
Don't know	1	-	-	1	1	-	-	-	-

Exhibit 5.41
Adequacy of Schools' Efforts: Quality of Education,
Minority Students and Lower Income Students

Q.705 Do you think that, in your school, the amount of effort spent on addressing violence
is more than adequate, adequate or less than adequate?

Base: All respondents (Teachers)

	Total Teachers	Quality of Education			Minority Students			Lower Income Students		
		Excellent	Good	Fair or Poor	All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	510	425	65	351	238	406	432	407	131
	%	%	%	%	%	%	%	%	%	%
More than adequate	16	22	11	5	16	16	17	14	17	26
Adequate	66	68	68	48	61	69	69	64	69	63
Less than adequate	17	9	21	46	22	15	13	22	14	9
Don't know	1	1	*	1	1	-	1	*	*	2

Exhibit 5.42
Adequacy of Schools' Efforts: Five Year Trend

Q.705/725   Do you think that in your school, the amount of effort spent on addressing violence is more than adequate, adequate or less than adequate?

Base for students: Grades 7 - 12
Base for teachers and law enforcement: All respondents

Percentage saying "Less than adequate"

	1993 (N=1,000)	1998 (N=1,000)	1993 (N=719)	1998 (N=583)	1993 (N=100)	1998 (N=100)
	14%	17%	26%	27%	45%	33%
	Teachers		Students		Law Enforcement	
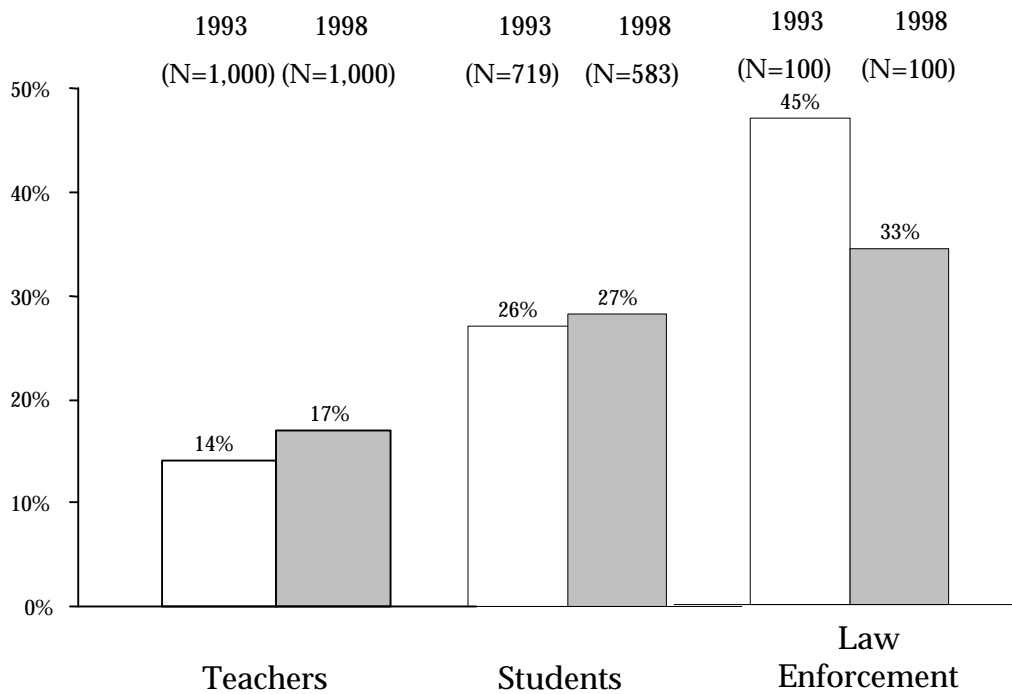
Typical Responses When a Student Commits a Violent Act

Public school teachers most frequently mention the following people as usually being involved in determining what response or action is needed when a student has physically attacked someone or threatened someone with a weapon: principal (87%), police (33%), and teacher (30%). Secondary school teachers are more likely than elementary school teachers to mention police (39% vs. 17%). Elementary school teachers are more likely than secondary school teachers to mention teacher (42% vs. 26%) and parent or guardian (26% vs. 16%). (Exhibit 5.43)

Public school teachers most frequently mention suspension (57%) and expulsion (31%) as the typical punishment for a student who has physically attacked someone or threatened someone with a weapon. Only four percent of teachers report that police involvement or legal action is the typical punishment for students who commit these types of violence. Elementary school teachers are more likely than secondary school teachers to mention suspension (65% vs. 55%) and secondary school teachers are more likely than elementary school teachers to mention expulsion (35% vs. 19%). (Exhibit 5.44)

Exhibit 5.43
People Involved in Response to Student Violence

Q.710   When a student has physically attacked someone or threatened someone with a weapon, who usually is involved in determining what response or action is needed?

Base: All respondents (Teachers)

| | Total Teachers | School Level | |
		Elementary	Secondary
Base	1,000	253	667
	%	%	%
Principal	87	90	85
Police	33	17	39
Teacher	30	42	26
School board	19	17	20
Parent/guardian	18	26	16
Assistant/vice principal	16	5	20
Guidance counselor	15	19	13
Superintendent/assistant superintendent	12	14	11
Dean	4	1	5
Administration	3	2	4
Psychologist	3	7	1
Social worker	2	5	1
Campus security/security guard(s)	2	2	2
Courts/legal personnel	1	*	1
Resource officer	1	1	1
Discipline office/personnel	1	*	1
Special ed personnel	1	2	-
School district officer/personnel	*	*	1
Probation officer/personnel	*	-	1
Other	6	7	6
Don't know	1	2	*

Exhibit 5.44
Typical Punishment in Response to Student Violence

Q.715 What is the typical punishment for a student who has physically attacked someone
or threatened someone with a weapon?

Base: All respondents (Teachers)

| | Total Teachers | School Level | |
		Elementary	Secondary
Base	1,000	253	667
	%	%	%
Suspension	57	65	55
Expulsion	31	19	35
Police involvement or legal action	4	2	4
Arrested	1	-	2
Jailed/incarcerated	1	*	1
Police called	1	1	1
Criminal/legal action taken	1	1	1
Alternative school/education program	2	2	2
Detention	1	2	*
Counseling	*	1	*
Participation in anti-violence program	*	1	*
Conference with parent(s)/guardian	*	1	-
Appear once before the school board	-	-	-
Other	1	-	1
Don't know	4	7	2

Visibility of Security and Police

Three in 10 public school students (28%) report that police or security guards in their school are very visible. Three-quarters of law enforcement officials whose local schools have police or security guards (76%) report that police or security guards are very visible in or around the local schools. (Exhibits 5.45 – 5.46)

Exhibit 5.45

Visibility of Police or Security Guards: Student Location and Crime in Neighborhood

Q.730   Would you say that police or security guards in your school are very visible, somewhat visible, not very visible or not at all visible?

Base: All respondents (Students)

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	973	310	663	185	782
	%	%	%	%	%
Very visible	28	37	24	33	26
Somewhat visible	25	27	25	26	25
Not very visible	14	13	14	18	13
Not at all visible	33	23	37	24	35

Exhibit 5.46
Visibility of Police or Security Guards: Law Enforcement

Q.730 How visible are the police or security guards in or around the local schools – very visible, somewhat visible, not very visible or not at all visible?

Base: Have police or security guards (Law Enforcement)

	Total Law Enforcement
Base	70
	%
Visible	96
Very visible	76
Somewhat visible	20
Not visible	4
Not very visible	4
Not at all visible	-

Adequacy and Helpfulness of Security Coverage

The majority of law enforcement officials whose local schools have security guards or police (71%) believe that the police or security coverage is adequate. Nearly three-quarters of those law enforcement officials whose local schools do not have police or security guards (73%) believe that placing security guards or police in and around schools would help reduce violence in the schools. (Exhibits 5.47 – 5.48)

Exhibit 5.47
Adequacy of Security Coverage (Law Enforcement): Five Year Trend

Q.735 Do you think that the police or security coverage in local schools is adequate or not?

Base: Schools have/has security guards and/or police (Law Enforcement)

1993 (N=70)   1998 (N=70)
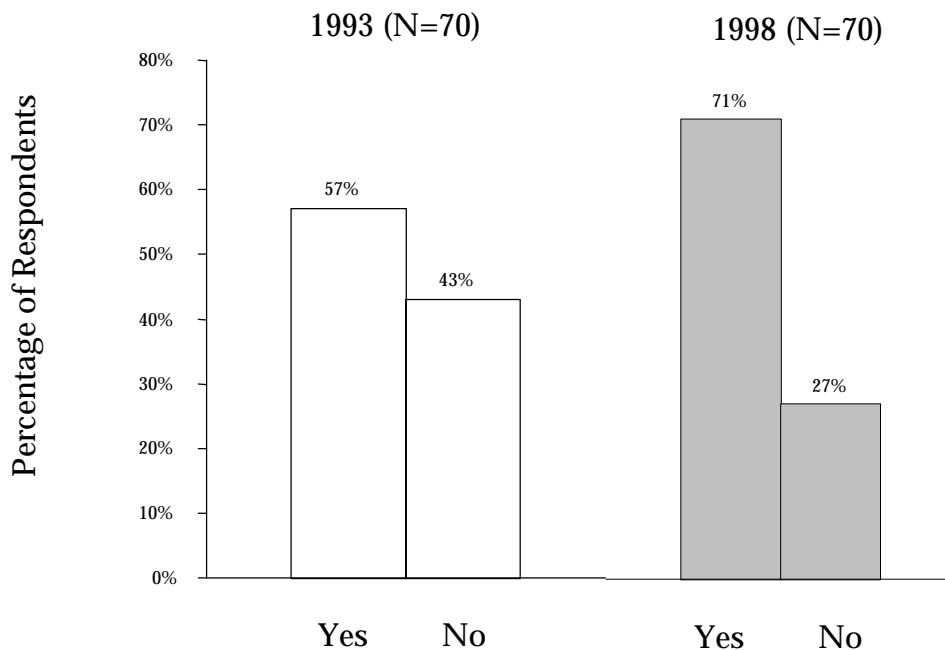
Exhibit 5.48
Helpfulness of Police or Security Guards: Law Enforcement

Q.740 Do you think that placing security guards or police in and around schools would help reduce violence in the schools or not?

Base: Do not have police or security guards (Law Enforcement)

	Total Law Enforcement
Base	30
	%
Yes, would help reduce violence	73
No, would not help reduce violence	27

Police in School

Two in 10 law enforcement officials (18%) report that during the school year their organization is called in to the local schools very often because of acts of violence in or around the schools. One-third of law enforcement officials (32%) report that their organization is rarely or never called in to the local schools. One-third of law enforcement officials whose organization is called in to schools (33%) report that these calls very often result in an investigation or an arrest. (Exhibits 5.49 – 5.50)

Exhibit 5.49
Frequency of Law Enforcement Involvement

Q.745 (Beyond any regular presence) During the school year, how often is your organization called in to the local schools because of acts of violence in or around the schools – would you say very often, sometimes, rarely or never?

Base: All respondents (Law Enforcement)

	Total Law Enforcement	Law Enforcement Location	
		Urban	Suburban or Rural
Base	100	33	67
	%	%	%
Very often/sometimes	67	85	58
Very often	18	30	12
Sometimes	49	55	46
Rarely/Never	32	12	42
Rarely	30	12	39
Never	2	-	3
Don't know	1	3	-

Exhibit 5.50
Frequency of Calls to Law Enforcement Resulting in Investigation or Arrest

Q.750   How often do these calls result in an investigation or an arrest – very often, sometimes, rarely or never?

Base: Called in (Law Enforcement)

	Total Law Enforcement	Law Enforcement Location	
		Urban	Suburban or Rural
Base	97	32	65
	%	%	%
Very often/sometimes	84	94	78
Very often	33	41	29
Sometimes	51	53	49
Rarely/Never	16	6	22
Rarely	15	6	20
Never	1	-	2

Student Profiles

<u>Overall Student Population</u>

Among the general public school student population, boys and girls are equally represented (51% and 49% respectively). The racial/ethnic composition of the student population is three-quarters (74%) White, one-fifth (17%) Black, with one-twelfth (8%) of the students classifying themselves in some other way. One-eighth (12%) of public school students identify themselves as Hispanic. Two-fifths (38%) of the students are in elementary school and three-fifths (62%) are in secondary school. Three in 10 students (28%) attend school in an urban area and for a majority of students (72%) the school they attend is in a suburban or rural area.

Half of students (54%) live in households where there is no problem buying things they need. For the remainder, one-third (34%) live in households where they have just enough and one in 11 (9%) lives in a household where they have a hard time buying needed things. Most students (78%) live in a neighborhood where there is hardly any or no crime. A significant minority (21%) of students live in neighborhoods where there is a lot or some crime.

Seven in 10 (71%) students live in a two-parent household and one-fifth (17%) in a one-parent household. While about one in seven (15%) students is alone on most days when they come back home from school, the majority of students (75%) usually has an adult or older sibling at home when they return from school. One in 20 students (5%) only has a younger sibling at home when they return from school.

Three-quarters (73%) of students say their parents spend some or a lot of time talking with them about school and homework. One in four (26%) students says their parents spend hardly any or no time at all talking with them about school or homework. The majority of students (80%) is receiving good or fair grades. One in 10 (10%) receives poor grades. Eight

in 10 (81%) students have not been suspended or expelled from school. Nearly one of five (17%) has been suspended or expelled.   (Exhibit 6.1)

Victims of Crime and Students With Weapons

Two-thirds of students who have been victims of violence are boys (64%) and one-third of students who have been victims of school violence are girls (36%). Victims of school violence are more likely than non-victims to be boys (64% vs. 47%). Nearly three-quarters of students who have carried a weapon to school are boys (73%) and one-quarter of these students are girls (27%). Students who have carried a weapon to school are more likely than those who have not carried a weapon to be boys (73% vs. 48%). The majority of students who have been victims of school violence (73%) or students who carry a weapon to school (71%) are White. Similarly, the proportions of victims and non-victims, and weapon carriers and non-carriers is equal among Blacks and Hispanics (Black – 24% victim, 20% carry weapon; Hispanic – 10% victim, 12% carry weapon).

Student victims and non-victims of school violence are equally likely to be in secondary school (63% vs. 62%). However, those who carry a weapon to school are considerably more likely than those who do not carry a weapon to school to be secondary school students (88% vs. 59%). In a similar fashion, the proportion of victims and non-victims among elementary school students is the same (37% vs. 38%), with those who carry a weapon to school being less likely than those who do not carry a weapon to school to be in elementary school (12% vs. 41%).

Student victims of school violence are as likely as non-victims to attend an urban school (32% vs. 27%). The same is true of students in suburban or rural schools (68% vs. 73%). Weapon carriers are as likely as non-carriers to attend urban (35% vs. 27%), suburban or rural schools (65% vs. 73%).

Student grades, however, do not follow this pattern. While equal proportions of school violence victims or students who carry weapons to school (68% each) report good or fair

grades, significantly larger proportions of non-victims (85%) or those who do not carry weapons to school (82%) receive good or fair grades.

The household composition of school violence victims or students who carry a weapon looks much like the household composition of the general student population. Nearly seven of 10 students who have been victims of school violence (67%) and seven of 10 (70%) who have carried a weapon to school live in two parent households. One-fifth of victims (18%) and of weapon carriers (18%) lives in one-parent households.

The relationship between household income and a student's likelihood of being a victim of school violence is suggestive but does not reach the level of statistical significance. Students who have been victims of school violence have a greater tendency than students who have not been victims to live in families where they have a hard time buying needed things (14% vs. 8%). This is not true with regard to carrying a weapon to school. Students who carry a weapon and those who do not are equally likely to live in families that have a hard time buying needed things (13% vs. 9%).

Parental involvement, as defined by spending time talking with students about school and homework, also differentiates among victims of violence and carriers of weapons. Students who are victims of violence (65%) or who carry a weapon to school (60%) are less likely than students who have not been victims (75%) or who do not carry weapons to school (75%) to spend a lot or some time talking to their parents about school or homework. Furthermore, victims of school violence are more likely than non-victims (35% vs. 24%) and weapon carriers more likely than non-carriers (40% vs. 25%) to have hardly any or no parental involvement.

A similar pattern emerges with regard to who is usually home on most days when the student arrives home from school. Students who have been victims of school violence (21%) or who carry a weapon to school (23%) are more likely than those who have not been victims (13%) or who do not carry a weapon (14%) to usually go home and stay alone.

Victims are less likely than non-victims (69% vs. 77%) to go home to an adult or older sibling. The same is true about those carrying a weapon or not carrying a weapon (65% vs. 77%).

There is also a relationship between being a victim or carrying a weapon to school and the neighborhood where the student lives. Those who are victims (31%) and weapon carriers (35%) are more likely than non-victims (17%) and those who do not carry weapons (19%) to live in neighborhoods with a lot or some crime.

Student victims of school violence are significantly more likely than non-victims to have been suspended/expelled (41% vs. 9%). This gap is even larger between those who carry weapons to school and those who do not (58% vs. 12%). (Exhibit 6.1)

Student victims of school violence are also more likely than non-victims to have committed acts of violence. Victims of violence are more likely to have verbally insulted someone (66% vs. 38%), pushed, shoved, grabbed or slapped someone else (60% vs. 29%), threatened another student (39% vs. 16%), kicked or bit someone or hit someone with a fist (44% vs. 13%), stolen something from someone (23% vs. 8%) and threatened a teacher (9% vs. 1%). Students who have been victims of school violence are also more likely than those who have not been victims to have carried a weapon to school (27% vs. 7%). (Exhibits 6.2 – 6.3)

Exhibit 6.1

Profile of Public School Students: Victim of Violence and Carried Weapon to School

		Victim of School Violence		Carried Weapon to School	
	Total	Victim	Not a Victim	Carried	Did Not Carry
Base	1,044	232	791	118	913
	%	%	%	%	%
Sex					
Male	51	64	47	73	48
Female	49	36	53	27	52
Race/Ethnicity (not mutually exclusive categories)					
White	74	73	75	71	75
Black	17	24	15	20	17
Other	8	3	9	10	7
Hispanic	12	10	12	12	12
School Level					
Elementary	38	37	38	12	41
Secondary	62	63	62	88	59
School Location					
Urban	28	32	27	35	27
Suburban or Rural	72	68	73	65	73
Student Grades					
Good or Fair	80	68	85	68	82
Poor	10	19	8	25	8
Household Composition					
Two Parents	71	67	72	70	71
One Parent	17	18	17	18	17
Other	12	15	12	12	12
Household Income					
Hard Time Buying Needed Things	9	14	8	13	9
Just Enough for Needed Things	34	36	33	28	35
No Problem for Needed Things	54	49	56	58	54

Exhibit 6.1

Profile of Public School Students: Victim of Violence and Carried Weapon to School

	Total	Victim of School Violence		Carried Weapon to School	
		Victim	Not a Victim	Carried	Did Not Carry
Base	1,044	232	791	118	913
	%	%	%	%	%
Parental Involvement					
A lot/Some	73	65	75	60	75
Hardly any/None at all	26	35	24	40	25
Home After School					
Alone	15	21	13	23	14
With Younger Sibling	5	4	5	7	4
With Adult/ Older Sibling	75	69	77	65	77
Crime in Neighborhood					
A lot/Some	21	31	17	35	19
Hardly any/None	78	68	82	65	80
Suspended or Expelled					
Yes, suspended/ Expelled	17	41	9	58	12
No, not suspended/ Expelled	81	57	89	42	86

Exhibit 6.2
Types of Violence Students Have Committed: Victims of Violence

Q.335   Have you ever done any of the following things in or around school or not?

Base: All respondents (Students)

	Total Students	Victim of School Violence	
		Victim	Not a Victim
Base:	1,044	232	791
	%	%	%
Verbally insulted someone	44	66	38
Pushed, shoved, grabbed or slapped someone	37	60	29
Threatened another student	22	39	16
Kicked or bit someone or hit someone with a fist	20	44	13
Stolen something from someone	12	23	8
Threatened a teacher	3	9	1
Did something else to someone	2	3	2
Threatened someone with a knife or gun	2	7	1
Used a knife or fired a gun	2	6	1

Exhibit 6.3
Students With Weapons: Victims of Violence

Q.630 Have you ever carried a weapon to school or not?

Base: All respondents (Students)

	Total Students	Victim of School Violence	
		Victim	Not a Victim
Base	1,044	232	791
	%	%	%
Yes, have carried a weapon	12	27	7
No, have not carried a weapon	88	73	93

Quality of Education

The quality of education, as rated by teachers, that students receive varies by the proportion of minority students and the proportion of lower income students in the school. As in 1993, overall, half of teachers in public schools rate the quality of education in their school as excellent. However, teachers whose schools have few or no minority students are more likely than those whose schools have all or many minority students to rate the quality of education as excellent (61% vs. 34%). Similarly, teachers whose schools have few or no lower income students are more likely than those whose schools have all or many lower income students to rate the quality of education as excellent (77% vs. 35%). (Exhibits 6.4 – 6.5)

Exhibit 6.4
Quality of Education: Minority Students and Lower Income Students

Q.102 Thinking about the public school in which you teach, how would you rate the quality of education in your school – excellent, pretty good, only fair or poor?

Base: All respondents (Teachers)

	Total Teachers	Minority Students			Lower Income Students		
		All or Many	Some	Few or None	All or Many	Some	Few or None
Base	1,000	351	238	406	432	407	131
	%	%	%	%	%	%	%
Positive	93	85	97	98	87	99	98
Excellent	51	34	58	61	35	59	77
Pretty good	43	51	40	37	52	40	22
Negative	7	15	3	2	13	1	2
Only fair	6	14	2	2	13	1	2
Poor	1	1	*	-	1	*	-

Exhibit 6.5
Quality of Education: Five Year Trend

Q.102   Thinking about the public school in which you teach, how would you rate the quality of education in your school – excellent, pretty good, only fair or poor?

Base: All respondents (Teachers)

Only fair
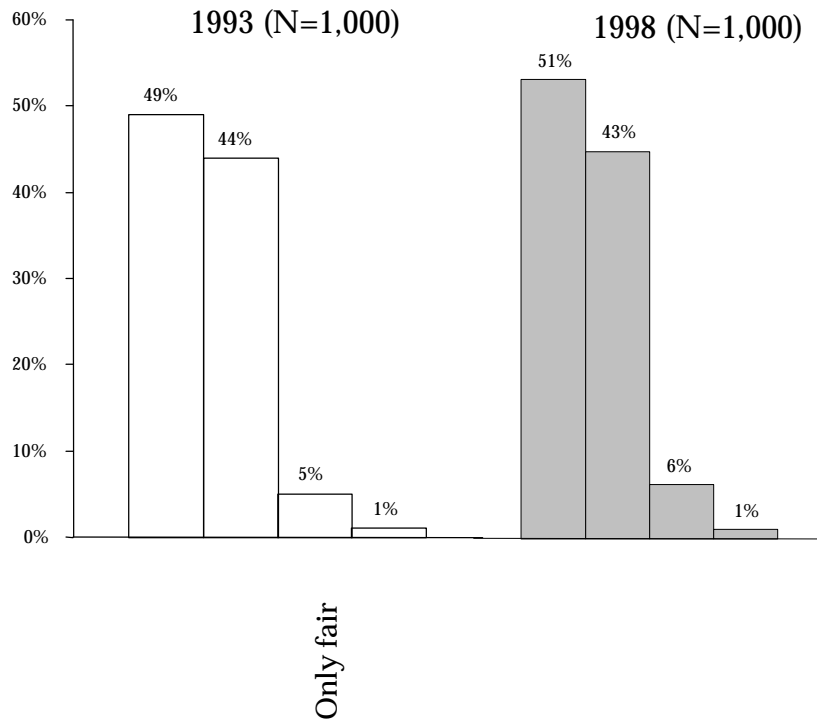
Violence in Home

On average, public school teachers report that two in 10 of students at their school experience violence, at home or in their neighborhood, on a regular basis (19.5%, median). Law enforcement officials report that 16.8% (median) of students in local public schools experience violence on a regular basis. Although teachers' estimation has not changed since 1993, law enforcement officials in the current study are less likely than law enforcement officials in 1993 to report that more than one-quarter of students experience violence on a regular basis (24% vs. 41%). Teachers whose schools are in urban locations are more likely than those whose schools are in suburban or rural locations to report that more than half of their students experience violence on a regular basis (23% vs. 7%). As in 1993, one in 20 public school students (5%) report that they live in a neighborhood that has a lot of crime. (Exhibits 6.6 – 6.8)

Exhibit 6.6
Violence in Home and Neighborhood: Five Year Trend

Q.410   What percentage of students at your school do you think experience violence, at home or in their neighborhood, on a regular basis?

Base: All respondents (Teachers and Law Enforcement)

	Teachers		Law Enforcement	
	1993	1998	1993	1998
Base	1,000	1,000	100	100
	%	%	%	%
None	1	1	-	-
1-10%	36	35	32	38
11-25%	26	26	25	29
26-50%	24	22	31	17
More than 50%	10	12	10	7
Mean	26	25.6	27	21.4
Median	20	19.5	24	16.8
Not sure	3	5	2	9
Refused	-	*	-	-

Exhibit 6.7
Violence in Home and Neighborhood: Location

Q.410 What percentage of students at your school do you think experience violence, at home or in their neighborhood, on a regular basis?

Base: All respondents (Teachers and Law Enforcement)

	Total Teachers	Total Law Enforcement	Teacher Location		Law Enforcement Location	
			Urban	Suburban or Rural	Urban	Suburban or Rural
Base	1,000	100	305	695	33	67
	%	%	%	%	%	%
None	1	-	-	1	-	-
1-10%	35	38	24	40	24	45
11-25%	26	29	24	27	33	27
26-50%	22	17	25	21	15	18
More than 50%	12	7	23	7	6	7
Mean	25.6	21.4	34.4	21.6	23.2	20.6
Don't know	5	9	5	5	21	3
Refused	*	-	-	*	-	-

Exhibit 6.8
Crime in Neighborhood: Five Year Trend

Q.120   Do you live in a neighborhood that has a lot of crime, some crime, hardly any crime or none at all?

Base: All respondents (Students)
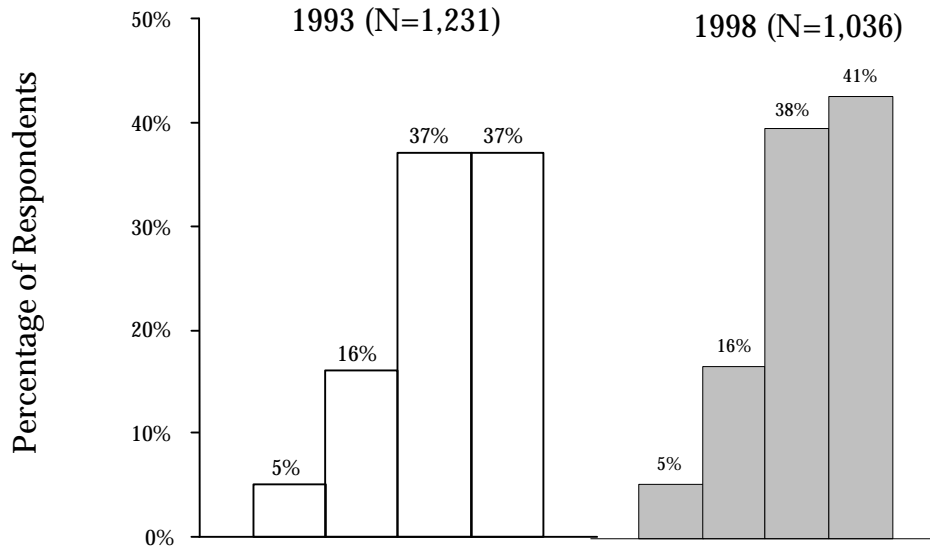
Parental Involvement

As in 1993, six in 10 public school students (56%) report that their parents or guardians know about the violence that takes place in or around their school. However, students in the current study are less likely than students in 1993 to report that their parents or guardians spend a lot of time talking about school or about their homework (24% vs. 19%). (Exhibits 6.9 – 6.10)

Exhibit 6.9
Parents Knowledge of School Violence: Five Year Trend

Q.115   Do your parents or guardians know about the violence that takes place in or around your school or not?

Base: All respondents (Students)
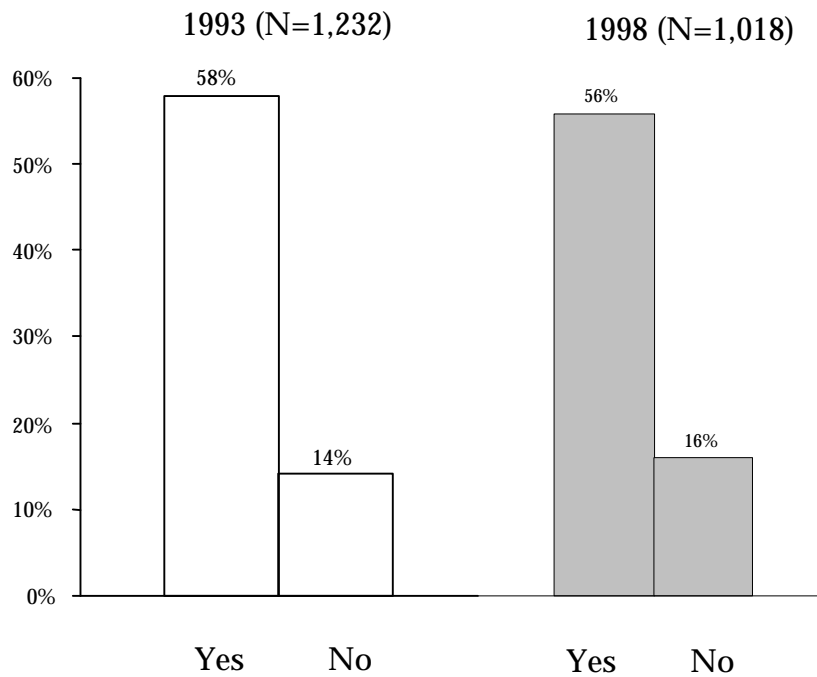
Exhibit 6.10

Time Spent With Parents Discussing School: Five Year Trend

Q.105   How much time do you spend with your parents or guardians talking about school or about your homework – a lot of time, some, hardly any or none at all?

Base: All respondents (Students)
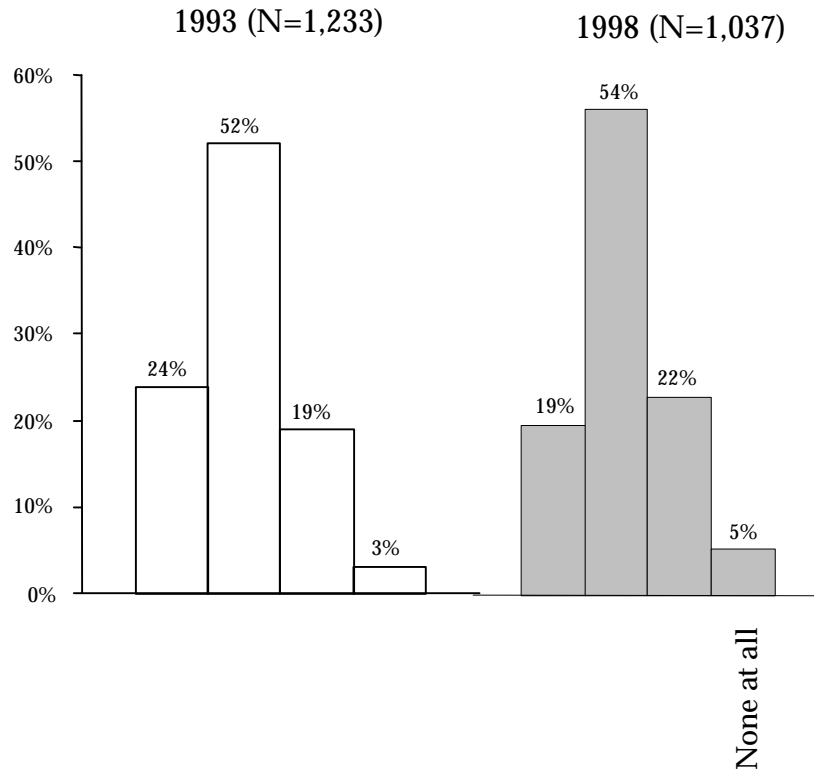
1993 (N=1,233)   1998 (N=1,037)

Role Models

Two times as many public school teachers believe that friends have a very strong influence as role models for students as believe that parents or teachers have a very strong influence. Teachers are most likely to report that the following people have a very strong influence on students in their school: friends (62%), entertainment stars or professional athletes (32%), parents (29%) and teachers (25%). However, most students themselves (65%) report that parents have a very strong influence as role models for them. Students are most likely to report that the following people have a very strong influence on them: parents (65%), friends (37%), entertainment stars or professional athletes (33%), teachers (33%) and community leaders or clergy (23%). Students' evaluation of the influence of different people in their lives differs by their gender and the grades they receive in school. Although girls and boys do not differ in the strength of influence for most types of people, girls are more likely than boys to say that parents have a very strong influence on them (69% vs. 61%) and boys are more likely to say that entertainment stars or professional athletes have a very strong influence on them (38% vs. 29%). Students who receive good or fair grades are more likely to say that the following people have a very strong influence on them: teachers (32% vs. 14%), parents (67% vs. 42%) and friends (40% vs. 28%). (Exhibits 6.12 – 6.19)

Three in 10 public school students (29%) go to a teacher for help when they are worried about their safety in or around school. One-quarter of students go to the principal (26%) or another student (23%) when they are worried about their safety. One in seven students (15%) goes to a security guard or police officer. Students in suburban or rural schools are more likely than those in urban schools to go the principal when they are worried about their safety (28% vs. 21%). However, students in urban schools are more likely than those in suburban or rural schools to go to another student (31% vs. 20%) or a security guard or police officer (20% vs. 13%). Students whose neighborhoods have a lot or some crime are more likely than those whose neighborhoods have hardly any or no crime to go to a security guard or police officer for help when they are worried about their safety at school (26% vs. 12%). Nearly half of all students report that they never worry about safety at their school (46%). (Exhibit 6.20)

Exhibit 6.11
Teachers' Perspectives of Role Model Influences

Q.805 How strong an influence do (READ EACH ITEM) have as role models for students in your school – very strong influence, somewhat strong influence, somewhat weak influence, very weak influence or not an influence at all?

Base: All respondents (Teachers)

| | Strong Influence | | | Weak Influence | | | |
	Strong Influence	Very Strong Influence	Somewhat Strong Influence	Weak Influence	Somewhat Weak Influence	Very Weak Influence	Not An Influence At All	Don't Know
	%	%	%	%	%	%	%	%
Friends	97	62	34	3	2	*	*	*
Teachers	86	25	62	13	12	1	1	1
Parents	78	29	49	20	17	3	1	1
Entertainment stars or professional athletes	76	32	44	19	16	3	3	1
Student leaders	61	12	49	35	29	6	4	1
Community leaders or clergy	46	8	38	45	35	9	6	3
Gang members	23	4	19	46	25	21	28	3

Exhibit 6.12
Role Model Influences (Teachers): Grades and Gender

Q.805A   How strong an influence do the following people have as role models for you – a very strong influence, somewhat strong influence, somewhat weak influence or not an influence at all? .... Teachers.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	988	840	100	475	513
	%	%	%	%	%
Strong Influence	68	68	48	65	72
Very strong influence	33	32	14	33	33
Somewhat strong influence	35	37	34	32	38
Weak Influence	19	20	30	20	19
Somewhat weak influence	13	13	20	12	15
Very weak influence	6	6	10	8	4
Not an influence at all	12	12	22	15	9

Exhibit 6.13
Role Model Influences (Parents): Grades and Gender

Q.805B How strong an influence do the following people have as ROLE MODELS FOR YOU – a very strong influence, somewhat strong influence, somewhat weak influence or not an influence at all? …. Parents.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	990	841	102	475	515
	%	%	%	%	%
Strong Influence	85	87	73	82	88
Very strong influence	65	67	42	61	69
Somewhat strong influence	20	20	31	21	19
Weak Influence	10	9	21	13	7
Somewhat weak influence	7	6	13	8	5
Very weak influence	3	3	8	5	2
Not an influence at all	5	5	6	5	5

Exhibit 6.14
Role Model Influences (Friends): Grades and Gender

Q.805C   How strong an influence do the following people have as role models for you – a very strong influence, somewhat strong influence, somewhat weak influence or not an influence at all? .... Friends.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	987	840	100	471	516
	%	%	%	%	%
Strong Influence	74	77	68	73	75
Very strong influence	37	40	28	34	40
Somewhat strong influence	37	36	40	39	35
Weak Influence	18	17	22	20	16
Somewhat weak influence	14	13	14	15	13
Very weak influence	4	4	8	5	3
Not an influence at all	8	7	10	7	9

Exhibit 6.15

Role Model Influences (Community Leaders or Clergy): Grades and Gender

Q.805D   How strong an influence do the following people have as role models for you – a very strong influence, somewhat strong influence, somewhat weak influence or not an influence at all? .... Community leaders or clergy.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	957	813	98	457	500
	%	%	%	%	%
Strong Influence	48	49	32	47	48
Very strong influence	23	22	11	22	23
Somewhat strong influence	25	26	21	25	25
Weak Influence	27	28	30	27	28
Somewhat weak influence	18	19	14	17	19
Very weak influence	10	9	17	11	9
Not an influence at all	25	24	37	26	24

Exhibit 6.16
Role Model Influences (Entertainment Stars or Professional Athletes): Grades and Gender

Q.805E   How strong an influence do the following people have as role models for you – a very strong influence, somewhat strong influence, somewhat weak influence or not an influence at all? …. Entertainment stars or professional athletes.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	972	828	98	465	507
	%	%	%	%	%
Strong Influence	59	59	44	64	54
Very strong influence	33	33	22	38	29
Somewhat strong influence	25	26	22	26	25
Weak Influence	25	26	29	23	27
Somewhat weak influence	15	16	17	13	18
Very weak influence	10	10	13	10	9
Not an influence at all	16	15	26	13	19

Exhibit 6.17
Role Model Influences (Student Leaders): Grades and Gender

Q.805F   How strong an influence do the following people have as ROLE MODELS FOR YOU – a very strong influence, somewhat strong influence, somewhat weak influence or not an influence at all? .... Student leaders.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	957	812	100	460	497
	%	%	%	%	%
Strong Influence	48	47	33	48	47
Very strong influence	18	18	9	20	17
Somewhat strong influence	29	29	24	28	30
Weak Influence	29	31	31	30	28
Somewhat weak influence	17	18	16	16	18
Very weak influence	12	12	15	14	9
Not an influence at all	23	22	37	22	25

Exhibit 6.18
Role Model Influences (Gang Members): Grades and Gender

Q.805G How strong an influence do the following people have as role models for you – a very strong influence, somewhat strong influence, somewhat weak influence or not an influence at all? .... Gang members.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	958	814	98	458	500
	%	%	%	%	%
Strong Influence	9	8	13	11	7
Very strong influence	6	5	7	7	5
Somewhat strong influence	3	3	6	4	3
Weak Influence	12	10	22	12	11
Somewhat weak influence	4	4	4	5	4
Very weak influence	7	7	19	7	7
Not an influence at all	79	81	65	77	82

Exhibit 6.19
Role Model Influences (Someone Else): Grades and Gender

Q.805H   How strong an influence do the following people have as role models for you – a very strong influence, somewhat strong influence, somewhat weak influence or not an influence at all? .... Someone else.

Base: All respondents (Students)

	Total Students	Student Grades		Student Gender	
		Good or Fair	Poor	Male	Female
Base	1,044	882	109	504	540
	%	%	%	%	%
Strong Influence	11	12	5	8	14
Very strong influence	9	11	4	7	12
Somewhat strong influence	1	2	1	1	2
Weak Influence	1	*	1	1	*
Somewhat weak influence	*	*	1	*	*
Very weak influence	*	*	-	1	-
Not an influence at all	89	88	95	91	86

Exhibit 6.20

Source of Help When Worried: Student Location and Crime in Neighborhood

Q.740   When you are worried about your safety in or around school, who do you go to for help?

Base: All respondents (Students)

	Total Students	Student Location		Crime in Neighborhood	
		Urban	Suburban or Rural	A Lot or Some	Hardly Any or None
Base	1,019	314	705	190	821
	%	%	%	%	%
I never worry about my safety at school.	46	44	47	37	49
Teacher	29	28	29	27	28
Principal	26	21	28	27	25
Another student	23	31	20	32	21
Security Guard or Police Officer	15	20	13	26	12
Parent(s)	4	2	5	2	5
Counselor	1	3	1	3	1
Friend(s)	1	1	1	2	*
Bus driver	1	-	1	1	*
No one	1	1	*	1	1
Someone else	3	4	3	3	3

Overall Teacher Profile

Three-fifths (61%) of public school teachers are female and two-fifths (39%) are male. The majority of teachers are White (87%) with smaller proportions being Black (7%) and Hispanic (4%). One-quarter of public school teachers (25%) teach elementary school and seven in 10 (67%) teach secondary school. Three in 10 (31%) teach in urban schools while seven in 10 (69%) teach in suburban or rural schools. Fully two-fifths (44%) of public school teachers have 15 years or less experience teaching. More than half (56%) have more than 15 years experience.

Two-fifths of teachers (40%) report few or no minority students in their schools, more than one-third (36%) have all or many minority students and one-quarter (24%) have some minority students in their schools. Two-fifths of teachers (44%) have all or many students from families whose income is below the average of the community. A similar proportion (40%) have some students from families whose income is below the average of the community with a smaller percentage (13%) having few or no lower income students.

Victims of Crime and Participants in Violence Prevention Programs

Nearly half (45%) of teachers who are victims of school violence are male. Slightly more than half (55%) are female. Of public school teachers who have participated in violence prevention programs to help teachers deal effectively with or reduce violence in school two-fifths are male (38%) and three-fifths are female (62%).

The racial make-up of teachers who have been victims of violence or who have participated in violence prevention programs is similar to that of the general teacher population. Fully four-fifths (85%) of victims are White with smaller proportions of victims identifying as Black (5%) or Hispanic (4%). Among those participating in violence prevention programs more than eight of 10 (86%) are White, one-twelfth (8%) Black and one in twenty-five (4%) Hispanic. One-quarter (27%) of teachers who have been victims of violence teach at the

elementary school level while three-fifths (60%) teach at the secondary school level. Similarly, participants in violence prevention programs are as likely as non-participants to teach in elementary (27% vs. 24%) or secondary schools (66% vs. 67%).

There is a greater tendency for victims (38%) rather than non-victims (30%) to teach in urban schools. Those who have participated in violence prevention programs and those who have not are equally likely to teach in urban schools (32% vs. 30%). Likewise, those who have been victims have a lesser tendency than those who have not been victims to teach in suburban or rural schools (62% vs. 70%). Participants and non-participants in violence prevention programs are found equally in suburban or rural schools (68% participated vs. 70% did not participate).

The relationship with teaching experience differs depending on whether teachers have been victims of school violence or whether they have participated in school prevention programs. Victims (62%) and non-victims (55%) are equally likely to have more than 15 years teaching experience, however, those who have participated in prevention programs are more likely than those who have not to have more than 15 years of teaching experience (61% vs. 52%).

Teachers who have been victims of school violence have about the same proportion of minority students in their schools as do non-victims. In the case of participation in violence prevention programs, those who have participated are less likely than those who have not to have few or no minority students in their schools (36% vs. 44%). These groups are equally likely to have all or many (38% participated vs. 34% did not participate) or some minority students (26% participated vs. 22% did not participate).

Neither having been a victim nor participating in violence prevention programs is related to the proportion of lower income students teachers report in the school. For example, those who have been victims are as likely as non-victims to have all or many students whose family income is below the average of the community (49% vs. 42%), some students in this

income category (38% vs. 41%) or few or no lower income students (11% vs. 13%). Similarly, participants and non-participants in prevention programs are equally likely to have all or many (46% participated vs. 42% did not participate) lower income students, some (39% participated vs. 42% did not participate) or few or none (12% participated vs. 14% did not participate).

Exhibit 7.1
Profile of Public School Teachers: Victim of Violence and
Violence Prevention Program Participation

| | Total | Victim of School Violence | | Violence Prevention Program | |
		Victim	Not a Victim	Partici- pated	Did Not Participate
Base	1,000	157	843	465	534
	%	%	%	%	%
Sex					
Male	39	45	38	38	41
Female	61	55	62	62	59
Race/Ethnicity (not mutually exclusive categories)					
White	87	85	87	86	88
Black	7	5	8	8	6
Other	5	9	4	5	5
Hispanic	4	4	4	4	4
School Level					
Elementary	25	27	25	27	24
Secondary	67	60	68	66	67
School Location					
Urban	31	38	30	32	30
Suburban or Rural	69	62	70	68	70
Teaching Experience					
15 Years or Less	44	38	45	39	48
More than 15 Years	56	62	55	61	52
Minority Students					
All or Many	36	41	35	38	34
Some	24	23	24	26	22
Few or None	40	36	41	36	44
Lower Income Students					
All or Many	44	49	42	46	42
Some	40	38	41	39	42
Few or None	13	11	13	12	14

APPENDIX A: SCHOOL METHODOLOGY

- **School Survey Methodology**

- **Harris Sample Design Methodology: Technical Appendix**

- **Cleaning School Data For The Report**

An Overview

Louis Harris & Associates, Inc. has developed a sampling process and survey methodology for surveying nationally representative samples of school students. All interviewing is conducted in the classroom.

The Metropolitan Life Survey of the American Teacher, 1999: Violence in America's Public Schools – Five Years Later was conducted by a self-administered questionnaire during class time with 1,044 students in grades 3 through 12. Interviews averaged 25 minutes in length and were conducted between September 21, 1998 and November 30, 1998.

There are several benefits that can be gained from school-based interviewing as compared to home-based, in-person or telephone interviewing. The school setting proves to be far more neutral, since young people are allowed to express their attitudes and experiences without the influence of a parent nearby. The privacy of a self-administered questionnaire provides further guarantee of confidentiality when asking young people questions of a sensitive nature. The school-based method also provides opportunities for the use of audio-visual aids. Furthermore, this approach ensures that the sample will include young people in households without telephones or whose parents might otherwise not agree to allow their child to complete an interview.

Creating a School Sample

The Harris national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national surveys of students and schools that are conducted by the U.S. National Center of Education Statistics.

Sample is drawn from a list of approximately 80,000 public, private and parochial schools in the United States. It is selected to account for differences in grade enrollment, region and the size of the municipality where schools are located. For this study, only public schools were selected. A random selection of schools is drawn on the basis of the number of students in each cell proportionate to the number of students in the universe, creating a cross section of young people in a set of designated grades (generally grades 7 through 12, but can be as young as third grade). This sample design also permits oversampling by a variety of criteria (e.g., location, urbanity, grade level, school type, etc.)

Sample Disposition and Completion Rate for Schools in Student Sample

The final sample disposition for this survey is shown in Exhibit A.1. A total of 287 school contacts were made to yield 60 school consents.

With reference to Exhibit A.1, the consent rate and the completion rate have been calculated according to the following formulas:

$$\text{Consent Rate} = \frac{A}{A+C+D} = \frac{60}{262} = 22.9\%$$

$$\text{Completion Rate} = \frac{B}{A} = \frac{49}{60} = 81.67\%$$

The disposition of all 287 contacts is provided in Exhibit A.1 so that interested individuals may make their own calculations of consent rate and completion rate.

Exhibit A.1
Final Sample Disposition

A. Schools That Consented 60

B. Schools That Completed Survey* 49

C. Refusals (Principals) 67

D. To Call Back (Study Completed Before Callback Was Needed) 135

E. Non-eligible – No Class in Selected Grade, School No Longer

in Operation 25

F. Total Number of Contacts..287

_____

Data from 3 schools was excluded from the final analysis.

Weighting the Data

As with all school-based surveys, a two-stage weighting process is used to ensure a representative sample of students. These weights are based on data from the U.S. National Center of Education Statistics, and they control the distribution of students by grade, region, size of place, gender and race/ethnicity. The average class size was 23 students per class.

Exhibit A.2 provides a comparison of the demographic profile of the weighted and unweighted total sample.

Exhibit A.2
Distribution of the Sample of Students

| | Total Sample | |
	Weighted	Unweighted
Base	1,044	1,044
	%	%
Type of School		
Elementary	38	43
Secondary	62	57
Region		
East	20	14
South	33	38
Midwest	24	23
West	22	25
Location		
Urban	28	31
Suburban	42	33
Rural	30	36
Sex		
Male	51	48
Female	49	52
Race/Ethnicity		
White	74	77
Black	17	16
Other	8	7
Hispanic	12	17

Reliability of Survey Percentages

The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Exhibit A.3 shows the range of sampling variation that applies to percentage results for this type of survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Exhibit A.3
Approximate Sampling Tolerances (at 95% Confidence) to
Use in Evaluating Percentage Results

Number of People Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Exhibit A.4 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures too represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the Exhibit, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

Exhibit A.4
Approximate Sampling Tolerances (at 95% Confidence) to Use
in Evaluating Differences Between Two
Percentage Results

Approximate Sample Size of Two Groups Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

The Interviewing Process

<u>Gaining the Principal's Consent and Selecting a Class</u>

After sending a letter to principals soliciting their participation, Louis Harris & Associates, Inc. contacts the principals in selected schools by telephone to request their participation in the survey. An eligible grade is randomly assigned to each school. If the principal agrees to participate, a random selection process may then be used to select a particular class to complete the survey or the survey may be administered with the entire grade. If one class is selected, the principal is asked to alphabetize all classes for the grade assigned by the Harris firm. Using a random number selection grid, an interviewer identifies an individual class. For junior and senior high school, where students attend different classes for each subject, only English classes are used to make the selection. Since all students in all grades must study English, this ensures a more representative sample of students by academic track and level of achievement.

Maximizing Response Rates

A number of steps are included in the consent process in order to maximize response rates. An alert letter contains a brief description of the survey process and some background information on the Harris organization and schools are offered an incentive to participate.

In addition, at a principal's request, calls are made to local boards or district offices to gain approval from the appropriate officials. If necessary, copies of the introductory letters and other materials are mailed or sent via fax to the principal and/or other school officials.

Maintaining a Representative Sample

If a particular school cannot participate, it is replaced by a school with similar demographic characteristics so as to preserve the integrity of the primary selection. Another randomly drawn school is chosen within the same region, with similar grade enrollment and size of municipality, and in the same or the nearest zip code to the original school.

Interviewing the Students

Louis Harris & Associates, Inc. mails instructions, a set of questionnaires and materials for return mail to the teacher of the selected class. In addition, teachers are provided with guidelines for administering the survey – the methods used to provide this guidance will vary, depending on each survey's complexity and objectives.

By providing teachers with educational materials, including *The Basic Primer on Public Opinion Polling*, we hope to ensure that this exercise is woven into the classroom curriculum in a meaningful way. Furthermore, by surveying only one class in each school, we impose on the school as little as possible. Students are given envelopes in which to seal their completed surveys before returning them to the teacher. Please note that the survey instrument is anonymous; at no point is the student asked to provide his or her name.

Questionnaire Development

Initial drafts of the questionnaire are tested for length and comprehensibility. Testing is conducted in the classroom using the exact procedures that would be used for the full survey. Harris staff may observe or administer the pretest surveys.

Cleaning the Data

All interviews are carefully edited and checked for completeness and accuracy. Surveys with significant errors or large proportions of missing data are removed; typically this represents less than 1% of the questionnaires that arrive in-house. However, as with all self-administered questionnaires, occasional questions are sometimes left blank. Harris reports findings for each question based on the total number of answers rather than the total number of potential respondents in the sample; for this reason, the bases on individual questions vary slightly.

Potential Sampling Error

The results for sample surveys are subject to sampling error – the potential difference between results obtained from the sample and those that would have been obtained had

the entire population been questioned. The size of the potential sampling error varies with both the size of the sample and with the percentage giving a particular answer.

Sampling error is only one way in which a survey may vary from the findings that would result from interviewing the entire population under study. Survey research is susceptible to human and mechanical errors as well. The most important potential sources are:

- Non-response (if those who are interviewed differ from those who are not interviewed). It should be noted that in this survey all students completed the survey, so errors caused by non-response are non-existent.

- Random or sampling error, which may in theory be substantial, even on large samples. Contrary to the impression given by the typical media caveat, there is no way to calculate the maximum possible error for any survey. All we deal with are probabilities.

- Question wording, particularly where the survey is measuring attitude or future intention and not a "fact." Several equally good questions may yield different (and equally valid) responses. In addition, question sequence can influence the responses, particularly to attitude questions.

The results of any survey, therefore, are susceptible to a variety of errors, some of which cannot be quantified. However, the procedures used by the Harris firm reflect the most reliable information available.

Introduction

The Harris national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national samples of students and schools that are conducted by the National Center for Education Statistics.

The full sample design covers public, private and parochial schools and students in the grade range K - 12. One important feature of the full design is the fact that it may be subsampled in order to produce samples of schools or students in any desired grade range, control type or geographic region.

Many of the studies which employ the Harris national probability sample are based on a sample size of 2,500 students distributed over 100 schools. However, the basic design is sufficiently flexible to support any overall sample size between 500 and 25,000 students distributed over 25 to 1,000 schools.

The basic sample design involves two stages of sampling. In the first stage, a sample of schools is selected from a list of all schools. In the second stage, a sample of students is selected within those schools that are selected into the sample in the first stage.

Special procedures are employed to ensure that the sampling process adequately represents the full range of schools over the entire nation. Particular care is given to the replacement of schools that are initially selected but are unwilling or unable to cooperate in the subsequent second stage selection of students.

Basic Sampling Design

The basic design used by Harris for the selection of student samples involves a two-stage, stratified and clustered sampling process. Stratification variables involve school type (public, parochial and private), grade coverage, urbanicity and region. Specifically:

For public schools, the stratification dimensions include:

    a. Grade coverage (elementary, middle, upper, K - 12 and other

       grade ranges 1 - 8, 6 - 12, etc.).

    b. Urbanicity (URBAN = central city of MSA or CMA; SUBURBAN =

       non-central city of MSA or CMA; RURAL = non-MSA).

    c. Region (Northeast, Midwest, South and West).

Within the basic strata, defined by these dimensions, stratification is carried out by state, grade enrollment and zip code.

The numbers of sub-stratum depend upon the particular design. Within each sub-stratum, the required number of schools is selected on an "nth student" basis (i.e., with probabilities proportional to the number of students). Replacement schools are selected by finding the nearest match (by zip code) for selected schools within the same cell and the same size group.

Sample Efficiency

In general, when clustered samples are compared to pure random samples that involve no clustering, it is found that the cluster samples exhibit somewhat greater sampling variation. The ratio of the variance shown by the cluster sample to the variance that would be expected from a pure random sample of the same size is known as the design effect or DEFF[1]. The square root of DEFF is denoted by DEFT. The design effect is a measure of

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[1] See, for example, the discussion by L. Kish in Kotz, S. and Johnson, N.L. *Encyclopedia of Statistical Sciences: Vol. 2* New York: John Wiley & Sons, 1982

efficiency of a given sample design as compared to the benchmark of simple random sampling.

On the basis of empirical computation, the values of DEFF and DEFT for the standard Harris sample design have been determined as 2.25 and 1.50, respectively. Thus, statistical inferences using data from a Harris sample which employ standard statistical formulas for the variance and standard error of estimate should be modified through multiplication by the factors of 2.25 and 1.50, respectively. It is often the case that in-person area sample have DEFF values of approximately 2.0. The ratio of this DEFF value to average DEFF values calculated from other Harris studies (i.e., DEFF = 2.25) show that samples using the present design show variations similar to that of household samples of about 88% the size. Thus, the design as presented is highly efficient.

Values shown in Exhibits A.5 and A.6 may be converted into 95% confidence ranges through multiplying by the factor 1.96.

Exhibit A.5
Harris Samples
Sampling Errors for Single Percentages
Percentages From Sample

Sample Base	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5,000	0.46	0.64	0.85	0.97	1.04	1.06
4,750	0.47	0.64	0.86	0.98	1.05	1.07
4,500	0.47	0.65	0.87	1.00	1.06	1.09
4,250	0.48	0.66	0.88	1.01	1.08	1.10
4,000	0.49	0.67	0.89	1.02	1.10	1.12
3,750	0.50	0.68	0.91	1.04	1.11	1.14
3,500	0.50	0.69	0.93	1.06	1.13	1.16
3,250	0.51	0.71	0.94	1.08	1.16	1.18
3,000	0.53	0.72	0.97	1.11	1.18	1.21
2,750	0.54	0.74	0.99	1.14	1.21	1.24
2,500	0.56	0.76	1.02	1.17	1.25	1.27
2,250	0.57	0.79	1.05	1.21	1.29	1.32
2,000	0.60	0.82	1.10	1.25	1.34	1.37
1,750	0.62	0.86	1.15	1.31	1.40	1.43
1,500	0.66	0.91	1.21	1.39	1.48	1.51
1,250	0.71	0.97	1.30	1.48	1.59	1.62
1,000	0.77	1.06	1.41	1.62	1.73	1.77
750	0.87	1.19	1.59	1.82	1.95	1.99
500	1.03	1.42	1.90	2.17	2.32	2.37
250	1.42	1.96	2.61	2.99	3.19	3.26

NOTE: To use this Exhibit, find the row corresponding to the size of the sample base for the proportion. For base sizes not shown, use the next smallest base that appears in the Exhibit. Use the column corresponding to the sample proportion for which a sampling error is desired. If the sample proportion is not shown, round toward 50% (e.g., 43% becomes 50%).

Exhibit A.6
Harris Samples
Sampling Error for Differences Between Subclass Percentages
Proportion Nearest 50%

Subclass Split	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5-95	1.50	2.06	2.75	3.15	3.36	3.43
10-90	1.14	1.57	2.09	2.39	2.56	2.61
15-85	0.99	1.36	1.82	2.08	2.23	2.27
20-80	0.91	1.25	1.67	1.92	2.05	2.09
25-75	0.86	1.19	1.58	1.81	1.94	1.98
30-70	0.83	1.14	1.52	1.75	1.87	1.91
35-65	0.81	1.11	1.49	1.70	1.82	1.86
40-60	0.80	1.10	1.46	1.67	1.79	1.83
45-55	0.79	1.09	1.45	1.66	1.77	1.81
50-50	0.79	1.08	1.44	1.65	1.77	1.80

NOTE: This Exhibit shows sampling errors for differences between percentages P1 and P2, based on two subclasses. First, find the subclass proportion nearest 50%. Use this proportion to find the appropriate column. The appropriate row is determined on the basis of the sample split between the two subclasses. For example, if the total sample size is 2,000 and the subclass sizes were 500 and 1,500, the split would be 25-75. A split of 25-75 uses the same exhibit row as a split of 75-25. This exhibit is only appropriate for dichotomous subclasses.

As with all self-administered surveys, school-based surveys are susceptible to recording error. Although we take every possible precaution to prevent students from missing questions or misunderstanding instructions, we do not have the ability to ensure complete and error-free completion of every questionnaire. For this reason, there are a number of quality control steps and decision rules that we follow with school-based surveys. It should be noted that creating decision rules is as much an art as a science. They are reviewed on a study specific basis and whenever possible are designed to reduce the potential for bias. However, there are often no right or wrong answers and several different arguments could be made for or against each type of decision rule. This appendix provides a brief description of three basic categories of decision rules and provides examples of the kinds of rules that were used for this report.

Accounting for Missing Data

Although the questions in this survey were asked of all students, individual students occasionally miss questions or choose not to answer them. Findings for each question are reported based on the total number of answers rather than the total number of potential respondents in the sample; for this reason, the bases on individual questions vary slightly. As an overall check, each questionnaire was reviewed to ensure that a majority of all possible responses had been completed.

Filters and Consistency Checks

Because school-based surveys are "self-administered," it is our preference to keep skip instructions to an absolute minimum in order to reduce the potential for recording error and for accidental skips of questions that should have been completed. Data cleaning permits us to double-check written skip instructions and to add filters so the base for a given question is more closely defined. In other instances, it is possible to check for consistency between responses on separate questions and create decision rules that set a precedence between potentially conflicting responses.

Two specific examples:

1. Students were asked how many students at their school regularly carry weapons to school and a series of questions about the weapons that students carry and the reasons they carry them (Q.605 and Q.610 and Q.615). A filter was added to this question so that any student who reported that no students regularly carry weapons to school was not included in the group of students answering the subsequent questions about weapons at their school.

2. Students were asked who else is usually at home most days when they came home from school (Q.55). A consistency check was used so that a student did not respond that they were usually by themselves and that they were usually with other people.

Decision Rules for Erroneous Multiple Responses

Many questions in this survey required students to choose only one answer (e.g., gender, grade in school). If more than one response was selected when only one was allowed, two types of decision rules were applied: prioritization or deletion of these responses from the individual record. Where multiple responses make it impossible to prioritize without potential bias – such as gender or parents' marital status – responses are deleted.

APPENDIX B:

SURVEY METHODOLOGY FOR

TEACHERS AND LAW ENFORCEMENT OFFICIALS

SURVEY METHODOLOGY FOR TEACHERS AND LAW ENFORCEMENT OFFICIALS

Teacher Sample

The Metropolitan Life Survey of the American Teacher, 1999: Violence in America's Public Schools – Five Years Later was conducted by Louis Harris & Associates for the Metropolitan Life Insurance Company between October 9, 1998 and November 20, 1998. The survey included a total of 1,000 19-minute telephone interviews with a nationally representative sample of current public school teachers throughout the continental United States.

Sample Selection of Teachers

Harris drew a random sample of 6,000 current public school teachers throughout the United States from a list compiled by Market Data Retrieval of Westport, Conn. Sample sites for completed interviews were set for state, based on statistics of public school teachers in each state published by the U.S. National Center of Education Statistics.

Interviewing Procedures for Teachers

Selected teachers were sent an alert letter to containing a brief description of the survey process and some background information on the Harris organization in order to maximize response rates. Each selected teacher was contacted at his or her school by telephone and invited to participate in the survey. If the teacher was not available, a message was left, including a toll-free number to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she is currently teaching at least part-time in a public school and currently teaches in grades 3 through 12. Once a respondent passed the screen, an appointment was made to complete the interview at a time convenient for the teacher.

Sample Disposition and Completion Rate for Teachers

The final sample disposition for this survey is shown in Exhibit B.1. A total of 4,894 contacts were made to yield 1,000 completed interviews.

The cooperation rate for teachers is 86%. With reference to Exhibit B.1, we calculated this cooperation rate by dividing the number of completed interviews (A) by the sum of (A) the number of completed interviews, (B) the number of interview refusals and (C) the number of interviews terminated within the course of the interview.

The disposition of all 4,894 contacts is provided in Exhibit B.1 so that interested individuals may make their own calculations of response rate.

Exhibit B.1
Final Sample Disposition for Teachers

A.   Total Completes.. 1,000

B.   Refused Interview... 145

C.   Terminated Interview.. 14

D.   To Call Back 2,291

E.   No Answer/busy... 248

F.   Non-eligible Respondent 29

G.   Phone Disconnected 20

H.   Language Barrier 1

I.   Answering Machine 37

J.   Not Available 1,108

K.   Non-eligible Duration 1

L.   Total Number of Contacts... 4,894

The sample was weighted to the latest, best available parameter for race. Weighting by race adjusts this key variable, where necessary, to the actual proportions in the population. The weighted and unweighted distribution of the sample appears in Exhibit B.2.

Exhibit B.2
Distribution of the Sample of Teachers

| | Total Sample | |
	Weighted	Unweighted
Base	1,000	1,000
	%	%
Sex		
Male	39	40
Female	61	61
Experience in Teaching		
15 years or less	44	44
More than 15 years	56	57
Type of School		
Elementary	25	25
Secondary	67	67
Race/Ethnicity		
White	87	88
Black	7	7
Other	5	5
Hispanic	4	4
School Location		
Urban	31	31
Suburban	36	36
Rural	33	34

Law Enforcement Official Sample

The Metropolitan Life Survey of the American Teacher, 1999: Violence in America's Public Schools – Five Years Later was conducted by Louis Harris & Associates for the Metropolitan Life Insurance Company between October 8, 1998 and October 29, 1998. The survey included a total of 100 15-minute telephone interviews with a nationally representative sample of law enforcement officials throughout the continental United States.

Sample Selection of Law Enforcement Officials

Louis Harris & Associates drew a random sample of 402 law enforcement officials throughout the United States. Harris used a two-stage process to create a sample of police departments. In the first stage, all U.S. counties were classified by size of place: urban, suburban and rural. Samples of urban, suburban and rural counties were selected proportionate to the number of households in each size of place. In the second sampling stage, for suburban and rural counties, we selected one police department within each county. In suburban counties, a city or town was selected at random. In rural counties, we identified the largest city or town. For urban counties, we selected from the top 100 most populous cities. Listings were found for the police department headquarters in each selected urban, suburban and rural, city or town.

Interviewing Procedures for Law Enforcement Officials

The head of each police department was contacted at his or her office by telephone and invited to participate in the survey. If requested by the department, we took references to another senior official who could address issues of community policing and violence in the local public schools.

Sample Disposition and Response Rate for Law Enforcement Officials

The final sample disposition for this survey is shown in Exhibit B.3. A total of 243 contacts were made to yield 100 completed interviews.

The cooperation rate for law enforcement officials is 81%. With reference to Exhibit B.3, we calculated this cooperation rate by dividing (A) the number of completed interviews by the sum of (A) the number of completed interviews, (B) the number of interview refusals and (C) the number of interviews terminated within the course of the interview.

The disposition of all 243 contacts is provided in Exhibit B.3 so that interested individuals may make their own calculations of response rate.

Exhibit B.3
Final Sample Disposition of Law Enforcement Officials

A. Total Completes... 100
     Urban... 33
     Suburban.. 47
     Rural 20
B. Refused Interview 8
C. Terminated Interview 16
D. To Call Back 106
E. No Answer/Busy 7
F. Non-eligible Respondent 6
G. Total Number of Contacts... 243

Telephone Interviewing Procedures (Teachers and Law Enforcement Officials)

All interviewing was conducted between October 8, 1998 and November 20, 1998. The interviews averaged 19 minutes in length, and were conducted from Harris's telephone research center in Youngstown, Ohio. Interviewing for this study was conducted by Harris's professional interviewing staff and was continuously quality monitored by the supervisory staff. Through direct supervision of the interviewing staff and continuous monitoring of the interviews, a uniformity of responses was achieved that could not have been obtained by other interviewing methods.

The Use of Computer Assisted Telephone Interviewing

The Harris computer assisted telephone interviewing system (CATI) permits on-line data entry and editing of telephone interviews. Questionnaires are programmed into the system with the following checks:

1. Question and response series

2. Skip patterns

3. Question rotation

4. Range checks

5. Mathematical checks

6. Consistency checks

7. Special edit procedures

The CATI system reduces clerical error by eliminating the need for keypunching, since interviewers enter the respondents' answers directly into a computer during the interview itself. For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., "Provides," "Does not provide," "Not sure"), the CATI system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated Exhibits is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

Editing and Cleaning the Data

The data processing staff performs machine edits and additional cleaning for the entire data set. Harris's edit programs act as a verification of the skip instructions and other data checks that are written into the CATI program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel,

who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Reliability of Survey Percentages

The results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Exhibit B.4 shows the range of sampling variation that applies to percentage results for this survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 1,000 is 30%, then in 95 out of 100 cases the response of the total population would be between 27% and 33%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Exhibit B.4
Approximate Sampling Tolerances (at 95% Confidence) to
Use in Evaluating Percentage Results Appearing in This Report

Number of People Asked Question on Which Survey Result is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances are also involved in the comparison of results from different parts of a sample (subgroup analysis) or from different surveys. Exhibit B.5 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence interval.

Exhibit B.5
Approximate Sampling Tolerances (at 95% Confidence) to Use
In Evaluating Differences Between Two Percentage
Results Appearing In Survey

Approximate Sample Size of Two Groups Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

Non-Sampling Error

Sampling error is only one way in which survey findings may vary from the findings that would result from interviewing every member of the relevant population. Survey research is susceptible to human and mechanical errors as well, such as interviewer recording and data handling errors. However, the procedures used by the Harris firm, including the CATI system described earlier, keep these types of errors to a minimum.