

California, Ohio, and Texas together held nearly 40% of juveniles in public custody facilities

Nationwide, there were 245 juveniles in custody in public facilities on February 15, 1995 for every 100,000 juveniles in the population

State	Number of juveniles	Public facilities on February 15, 1995 Custody rate (per 100,000)			State	Number of juveniles	Public facilities on February 15, 1995 Custody rate (per 100,000)		
		Total	Committed	Detained			Total	Committed	Detained
U.S. Total	69,075	245	157	88					
Upper age 17					Upper age 17 (continued)				
Alabama	989	202	148	54	Oklahoma	302	96	61	35
Alaska	223	273	188	105	Oregon	902	247	185	62
Arizona	1,083	216	94	122	Pennsylvania	1,487	114	57	57
Arkansas	275	92	59	33	Rhode Island	155	152	124	27
California	19,562	559	385	174	South Dakota	261	266	230	30
Colorado	776	177	72	105	Tennessee	974	163	127	33
Delaware	184	215	120	94	Utah	465	148	74	74
Dist. of Columbia	251	594	116	478	Vermont	27	40	15	25
Florida	2,674	188	70	118	Virginia	2,211	318	168	146
Hawaii	101	79	50	29	Washington	1,870	294	206	88
Idaho	154	93	73	20	West Virginia	148	72	53	19
Indiana	1,739	258	151	106	Wisconsin	1,447	229	177	52
Iowa	481	133	83	49	Wyoming	164	241	233	7
Kansas	808	253	179	74					
Kentucky	593	131	99	32	Upper age 16				
Maine	395	276	243	33	Georgia	2,337	318	141	177
Maryland	715	134	43	91	Illinois	2,641	224	136	88
Minnesota	803	140	104	36	Louisiana	1,509	303	218	85
Mississippi	641	182	151	31	Massachusetts	331	62	21	40
Montana	140	122	103	19	Michigan	1,752	177	94	83
Nabraska	419	202	124	79	Missouri	1,037	187	125	61
Nevada	660	400	280	121	South Carolina	1,062	290	216	72
New Hampshire	125	96	79	17	Texas	3,505	170	101	69
New Jersey	1,999	244	126	117					
New Mexico	662	293	240	52	Upper age 15				
North Dakota	97	118	110	9	Connecticut	371	145	100	45
Ohio	3,566	276	174	102	New York	2,862	201	167	34
					North Carolina	1,050	187	151	35

■ Several States had public custody rates below 100 juveniles in custody per 100,000 juveniles ages 10 through the State upper age of juvenile jurisdiction. Several other States had custody rates above 300 per 100,000.

■ Although these custody rate statistics control for upper age of juvenile court jurisdiction, comparisons made among States with different upper ages are problematic. The custody rate for 16- and 17-year-olds is higher than the rates for younger ages. If all other factors were equal, one would expect higher juvenile custody rates in States where these older youth are under juvenile court jurisdiction.

■ State variations in the use of private facilities affect public custody rates. About two-thirds of custody facilities included in the Children in Custody Census are privately operated and they hold a little under 40% of the custody population.

Note: The custody rate is the number of juveniles in public custody per 100,000 juveniles ages 10 through the upper age of juvenile jurisdiction in each State. New Hampshire and Wisconsin passed laws in 1995 to lower their upper ages to 16, but the laws did not take effect until 1996.

Source: Authors' analysis of data from OJDP's Children in Custody Census 1994/95 (machine-readable data files).

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Juvenile Offenders and Victims: 1997 Update on Violence

Minority youth were overrepresented in custody facilities given their share of the general population

Federal requirements have focused attention on disproportionate confinement of minority youth

The Juvenile Justice and Delinquency Prevention Act's provisions regarding "disproportionate minority confinement" require that States determine whether the proportion of minorities in confinement exceeds their proportion in the general population. If such overrepresentation is found, States must implement efforts to reduce it.

Minority youth outnumber nonminority white youth in public custody facilities by more than 2 to 1 — in private facilities nonminority white youth slightly outnumber minority youth

Race/ethnicity	Percent of juveniles in custody on February 15, 1995		
	All facilities	Public	Private
Total juveniles in custody	100%	100%	100%
White, non-Hispanic	37	32	53
Minorities	63	68	47
Black	40	43	34
Hispanic	19	21	10
Asian/Pacific islander	2	3	1
Native American	2	1	2

■ Minorities were more than two-thirds of all juveniles in custody in public facilities and were just under half of juveniles in private facilities.

Source: Authors' analysis of data from OJJDP's *Children in Custody Census 1994/95* (machine-readable data files).

Since this requirement went into effect in 1992, numerous States have made assessments of their disproportionate minority confinement and begun to implement reduction efforts.

Minority overrepresentation in custody has increased

In 1995, 32% of the U.S. population ages 10-17 was classified as minorities. Minorities made up 68% of the detention center population on February 15, 1995. Their proportion had risen from 65% of the detention center population on February 15, 1991, and 53% on February 1, 1983. Similarly, the minority proportion of the custody population in public long-term facilities with institutional environments (such as training schools) rose from 56% in 1983 to 69% in 1991. In 1995 the minority proportion in these facilities leveled off at 68%.

There are some limitations to the Children in Custody data

Information on juveniles in custody is drawn from OJJDP's Children in Custody Census of juvenile facilities. Since 1971, facilities have been asked to complete a census questionnaire every other year. The census includes residential detention, correctional, and shelter facilities for juveniles and group homes for three or more juveniles. Excluded are facilities exclusively for drug treatment or for emotionally disturbed or maltreated children, as are Federal facilities. The analysis also excluded facilities with fewer than 1% offenders or fewer than 50% juveniles (except for facilities operated by the California Youth Authority).

The response rate for public facilities has always been virtually 100%, but among private facilities the response rate has never reached the 100% level. For this reason, private facility population counts are believed to be somewhat of an undercount. Because it is not known what impact variations in private facility response rates from year to year have had on the data, private facility trends are not presented.

Facilities report two types of resident data -- 1-day counts and annual facility admission and release counts. One-day counts provide a picture of the standing population; admissions and releases provide a measure of the population flow. However, admission/release data do not represent a count of the number of youth entering/exiting custody, as a youth may be admitted to and released from custody more than once during the year.

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Juvenile Crime and Victimization

In 1997, twelve percent of the violent crime clearances and 23 percent of those for property crimes were accounted for by juveniles (ages 18 and under). (*Federal Bureau of Investigation. (released November 22, 1998). Crime in the United States, Uniform Crime Reports, 1997, p. 211. Washington, DC: U.S. Department of Justice.*)

Though the juvenile male violent crime arrest rate expanded by 124 percent from 1967 to 1996, the juvenile female arrest rate is nearly triple that figure, 345 percent. (*Ibid.*, p. 288.)

While crimes committed by the very young often receive a great deal of attention, in reality they account for very few arrests. Juvenile males show progressively higher arrest rates as they age. Generally, 16- and 17-year-old males account for the majority of juvenile violent crime arrests. (*Ibid.*)

National Incident-Based Reporting System data (of the Uniform Crime Reports) from 1997 indicate that the victims of both male and female juvenile crimes are predominantly other juveniles. When limited to incidents when offenders are known, offenders tend to victimize juveniles of their same sex. (*Ibid.*, p. 292.)

In 1997, the victim of a juvenile crime was another juvenile in 63 percent of incidents involving a male offender; the percentage increases to 70 percent when considering incidents in which the offender was female. (*Ibid.*)

From 1990-94, in the nation's largest 75 counties, juveniles transferred to criminal courts represented about 1 percent of all felony defendants. (*Bureau of Justice Statistics. (1998, September). "Juvenile Felony Defendants in Criminal Courts." Bureau of Justice Statistics Special Report.*

Washington, DC: U.S. Department of Justice.)

In a national random sample of male high school sophomores and juniors, of those juveniles who had carried guns during the 12 months prior to the survey, nearly half (43 percent) cited the perceived need for personal protection as the primary reason for bearing arms. (*National Institute of Justice. (1998, October). "High School Youths, Weapons and Violence: A National Survey." Research in Brief. Washington, DC: U.S. Department of Justice.*)

In September 1997, the Bureau of Justice Statistics released a Special Report entitled *Age Patterns of Victims of Serious Crimes*. The Report found that vulnerability to violent crime victimization varies across the age spectrum -- victimization rates increase through teenage years, crest at around age 20, and steadily decrease throughout adult years. This pattern, with some exceptions, exists across all race, sex, and ethnic groups. (*Perkins, C. A. (1997, September). Age Patterns of Victims of Serious Crimes, NCJ-162031, p. 1. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.*)

Persons younger than 25 were the most vulnerable to serious violent crime, regardless of how age patterns are analyzed. They made up almost 50 percent of all persons suffering a serious violent crime and almost 56 percent of rape/sexual assault victims. (*Ibid.*, p. 2 and 3)

Follow-up studies of children who had cases of substantiated abuse or neglect found that 26 percent of the children were later arrested as juveniles. (*National Institute of Justice. (1995, March). Victims of Childhood Sexual Abuse - Later Criminal Consequences, Research in Brief. Washington, DC: U.S. Department of Justice.*)

School Violence

K10C

*Students' Reports of School Crime: 1989 and 1995***Introduction and Background**

This report is the first focusing on data collected in the 1995 School Crime Supplement (SCS), an enhancement to the National Crime Victimization Survey (NCVS). The NCVS is an ongoing household survey that gathers information on the criminal victimization of household members age 12 and older. While this report does not cover all of the items in the dataset, it covers those pertinent to school crime. These include: victimization at school, drug availability at school, street gangs at school, and guns at school. In this report, victimization is in terms of prevalence as opposed to counts of events. In other words, the report focuses on the percent of students who have been victimized one or more times.

To put the 1995 estimates in context, data from the 1989 SCS are also presented. Key findings include:

- ❑ There was little or no change in the percent of students reporting any (violent or property) victimization at school (14.5 percent versus 14.6 percent), or the percent of students reporting property victimization at school (12.2 percent versus 11.6 percent) between 1989 and 1995 (table 1). However, there was an increase in the percent of students reporting violent victimization at school (3.4 percent versus 4.2 percent) between the two years.
- ❑ In 1989, most students, 63.2 percent, reported that marijuana, cocaine, crack, or uppers/downers were available at school (either easy or hard to obtain; table 2). This number increased somewhat to 65.3 percent in 1995.
- ❑ The percent of students reporting street gang presence at school nearly doubled between 1989 and 1995, increasing from 15.3 percent to 28.4 percent (table 4).
- ❑ In 1995, a series of questions was asked about guns at school.¹ Almost no students reported taking a gun to school (less than one half of one percent), 5.3 percent reported seeing another student with a gun at school, and 12.7 percent reported knowing another student who brought a gun to school.

The supplements were fielded in January through June of their respective years to nationally representative samples of approximately 10,000 students. Eligible respondents to the supplements had to be between the ages of 12 and 19, and had to have attended school at some point during the six months preceding the interview. Respondents were only asked about crimes that had occurred at school during the six months prior to the interview. "At school" was defined as in the school building, on school grounds, or on a school bus.

Readers should be aware that the 1989 SCS estimates on victimization at school shown in this report do not match the estimates presented in the first analysis of the 1989 SCS.² In both the 1989 and 1995 SCS collections, persons 12 to 19 years of age were asked to respond to the NCVS and the SCS, and victimization information was captured in both questionnaires. The earlier authors elected to use the victimization information reported in the NCVS, rather than the SCS, in the development of their estimates. Because of a redesign of the NCVS in 1992, the 1995 victimization estimates from the NCVS cannot readily be compared to those developed before 1993.³ Therefore, the authors of this report elected to reanalyze the 1989 data to compare estimates of victimization in 1995 to 1989 using the SCS data in both cases. Undoubtedly, the redesign of the NCVS also had implications on responses to the SCS. Unfortunately, it is not possible to measure the extent of the impact. (More information about the redesign and a comparison of SCS versus NCVS estimates of victimization can be found in the methodology section of this report.)

This report presents estimates for two points in time, six years apart. Readers should not assume that the time points represent a stable trend between 1989 and 1995. In fact, if estimates had been developed for the intervening years, many changes might be seen.

In this report, each topic is covered in a two- or three-page presentation that consists of bullets and figures. Comprehensive tables on each of the topics can be found after the body of the report. A methodology section, which describes the data collections and the analysis approach, follows the tables. Shown in appendix A are tables containing standard errors of the estimates, and shown in appendix B are the 1989 and 1995 School Crime Supplement questionnaires.

Again, this report does not exhaustively cover all of the data available in the 1989 and 1995 data sets. Readers can obtain the 1989 SCS data through the National Archive of Criminal Justice web site at <http://www.icpsr.umich.edu/NACJD/> (study number 9394), and the 1995 SCS data will soon be made available through the same source. A SCS, jointly developed by the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES), will continue to be fielded as a supplement to the NCVS every few years.

FOOTNOTES:

[1] A similar series of questions was not included in 1989. [BACK](#)

[2] See L. Bastian and B. Taylor. *School Crime: A National Crime Victimization Survey Report*, NCJ-131645 (U.S. Department of Justice, Bureau of Justice Statistics, Washington, DC: 1991). [BACK](#)

[3] C. Kindermann, J. Lynch, and D. Cantor. *Effects of the Redesign on Victimization Estimates*, NCJ-164381 (U.S. Department of Justice, Bureau of Justice Statistics, Washington, DC: 1997). [BACK](#)

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Vincent Schiraldi

Hyping School Violence

During the last school year, the public was riveted by the images of small-town schools taped off by police lines, paramedics rushing to wheel adolescent bodies away on gurneys and kids being carted off in handcuffs. As the national news media zoomed into Pearl, Miss., West Paducah, Ky., Jonesboro, Ark., Edinboro, Pa., and Springfield, Ore., news outlets began to describe these highly idiosyncratic cases as "an all-too-familiar story" or "another in a recent trend."

A kind of moral panic swept the country as parents and children suddenly feared for their safety. A principal in Bethesda—a community that had recently experienced a 26 percent decline in juvenile crime—warned that "it could happen anyplace."

But it doesn't happen anyplace, and it rarely happens at all. The best data available from the Centers for Disease Control on the threat of

There is no "trend" toward shootings at schools. In fact, such attacks have been on the decline.

school-associated violent deaths reveals that kids face less than one chance in a million of being killed at school. Young people report being assaulted in schools today at the same rate as in 1976. Research by the National School Safety Center shows that there were 27 percent fewer school killings in the 1997-98 school year than in 1992-93. Indeed, twice as many people were killed by lightning in 1997 as were killed in all of America's schools.

This is not to say that our children face no threats to their safety in society—even in schools. As tragic as the 11 deaths in Jonesboro, Paducah, Pearl, Springfield and Edinboro were, 11 kids are killed every two days by their parents or caretakers.

But with all the media coverage these school shootings have re-

ceived, we have not witnessed the kind of reporting or analysis needed to give worried parents or concerned policymakers the context in which to judge the safety of our institutions of learning.

Instead, the media's linking of these shootings as a "trend" has exacerbated people's fears about the safety of their children in schools. The result has been that misdirected public policy is being generated to safeguard the schools, even though the real threat lies elsewhere.

To remedy the purported "crisis" of classroom violence, politicians have proposed solutions ranging from putting additional police officers in schools to eliminating any minimum age at which children may be tried as adults. The legislature in Texas has proposed to expand the death penalty to 11-year-olds in response to the Jonesboro shooting.

Despite a 30 percent decline in juvenile homicides since 1994, President Clinton recently proposed that police be allowed stop children on the street during school hours without cause. Gov. James Gilmore of Virginia suggested ending after-school programs due to the violence, even though a wide spectrum of criminologists, police and educators say that such programs constitute vital crime reduction and community-enhancing strategies.

Likewise, concern among school administrators has reached such a fevered pitch that children are now being suspended from school for making make-believe threats to harm the Spice Girls or Barney the purple dinosaur. A computerized search of the nation's newspapers turned up 216 such school expulsions just in the months of May and June this year, compared with 22 in May and June of 1997.

There are many real dangers facing America's children. Our kids are killed by guns at 12 times the rate for children in other industrialized nations. But 99 percent of kids' deaths are away from school, and the peak times for such killings are evenings, weekends and vacation periods.

The good news is that schools are some of the safest places in America, and America's teenagers are represented more by the weeping young faces depicted following the shootings than by the image of Luke Woodham being led out of the school in handcuffs.

The recently publicized school shootings, though, could provide a long-overdue call for action in America to productively occupy our children after school hours and keep them away from handguns. But only if our elected officials avoid panicking and look in the right place for solutions.

The writer is director of the Justice Policy Institute.

The Washington Post

TUESDAY, AUGUST 25, 1998

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

Executive Summary

"No matter where you are, parents want their students to be safe and secure... that might even precede a quality education..." With drugs, gangs, and guns on the rise in many communities the threat of violence "weighs heavily on most principals' minds these days... Anyone who thinks they are not vulnerable is really naïve." (Principal Michael Durso, Springbrook High School, as quoted in the Washingtonian Magazine, September 1997).

Background

Recent events have again focused the nation's attention on violence in U.S. public schools, an issue that has generated public concern and directed research for more than two decades.¹ Despite long-standing attention to the problem, there is a growing perception that not all public schools are safe places of learning, and media reports highlight specific school-based violent acts. The seventh goal of the National Education Goals states that by the year 2000, "all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning." In response to this goal, the Congress passed the Safe and Drug-Free Schools and Communities Act of 1994, which provides for support of drug and violence prevention programs. As part of this legislation, the National Center for Education Statistics (NCES) is required to collect data to determine the "frequency, seriousness, and incidence of violence in elementary and secondary schools." NCES responded to this requirement by commissioning a survey, the Principal/School Disciplinary Survey on School Violence, 1996-97, the results of which are detailed in this report.

The school violence survey was conducted with a nationally representative sample of 1,234 regular public elementary, middle, and secondary schools in the 50 states and the District of Columbia in the spring and summer of 1997. The survey requested information on four main topics:

- The incidence of crime and violence that occurred in public schools during the 1996-97 academic year;
- Principals' (or school disciplinarians') perceptions about the seriousness of a variety of discipline issues in their schools;
- The types of disciplinary actions schools took against students for serious offenses; and
- The kinds of security measures and violence prevention programs that were in place in public schools.

The types of criminal incidents that schools were asked to report included murder, suicide, rape or other type of sexual battery, assault or fight with a weapon, robbery, assault or fight without a weapon, theft/larceny, and vandalism. Any effort to quantify the frequency and seriousness of these crimes and violent incidents occurring in public schools will be affected by the way in which the information is collected and reported. Three important aspects of the process that were used to gather the data reported in this publication were:

- The survey questions asked, including how the questions were phrased, definitions applied, time span covered, and the context in which they were asked;
- The choice of survey respondent; and
- The survey sample size.

The reader should keep these aspects of the survey in mind when comparing results of this particular sample survey with other studies on school crime and violence. The data reported from this study may vary from data reported elsewhere because of differences in definitions, coverage, respondents, and sample. For example, the data reported in this survey describe the number of **incidents** of crime, not the number of individuals involved in such incidents. It should be noted that an incident could involve more than one individual perpetrator or individual victim. Similarly, an individual perpetrator or victim could be involved in multiple incidents.

Key Findings

How Serious A Problem Was Crime And Violence In U.S. Public Schools In The 1996-1997 School Year?

More than half of U.S. public schools reported experiencing at least one crime incident in school year 1996-97, and 1 in 10 schools reported at least one serious violent crime during that school year (table 7).

- Fifty-seven percent of public elementary and secondary school principals reported that one or more incidents of crime/violence that were reported to the police or other law enforcement officials had occurred in their school during the 1996-97 school year.
- Ten percent of all public schools experienced one or more serious violent crimes (defined as murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery) that were reported to police or other law enforcement officials during the 1996-97 school year.
- Physical attacks or fights without a weapon led the list of reported crimes in public schools with about 190,000 such incidents reported for 1996-97 (figure 1). About 116,000 incidents of theft or larceny were reported along with 98,000 incidents of vandalism. These less serious or nonviolent crimes were more common than serious violent crimes, with schools reporting about 4,000 incidents of rape or other type of sexual battery, 7,000 robberies, and 11,000 incidents of physical attacks or fights in which weapons were used.
- While 43 percent of public schools reported no incidents of crime in 1996-97, 37 percent reported from one to five crimes and about 20 percent reported six crimes or more (figure 3).

What Types Of Schools Were Likely To Have More Serious Problems With Crime And Violence?

Crime and violence were more of a problem in middle and high schools than in elementary schools. Middle schools and high schools were more likely to report that they had experienced one or more incidents of any crime and one or more incidents of serious violent crime than elementary schools (table 7).

- Forty-five percent of elementary schools reported one or more violent incidents compared with 74 percent of middle and 77 percent of high schools.
- Four percent of elementary schools reported one or more serious violent crimes compared with 19 percent of middle and 21 percent of high schools.
- Of the less serious or nonviolent crimes, the largest ratios of crimes per 100,000 students were found in middle and high schools compared with elementary schools. This was true for physical attacks or fights without a weapon, theft/larceny, and vandalism (table 10).
- In general, elementary schools reported proportionately fewer incidents of serious violent crime. They reported lower rates of physical attacks or fights with a weapon and rape or other type of

sexual battery when compared with middle schools and high schools. However, while elementary schools reported lower ratios of robbery compared with high schools, they were not significantly different from middle schools.

Schools that reported serious discipline problems were more likely to have experienced one or more incidents of crime or violence, and were more likely to experience serious violent crime than those with less serious discipline problems (table 7).

- Sixteen percent of public school principals considered at least one serious discipline problem (out of 17 discipline issues that they were asked about) to be a serious problem in their schools in 1996-97 (table 12). The remaining schools were about equally divided between those that had minor or no discipline problems on all 17 issues (43 percent) and those that reported a moderate (but no serious) problem on at least 1 of the issues (41 percent).
- Principals in public high schools and middle schools were more likely than public elementary school principals to rate at least one discipline issue as a serious problem in their schools. Thirty-seven percent of high school principals reported at least one serious discipline problem in their schools compared with 18 percent of middle school principals and 8 percent of elementary school principals (table 12).
- In both 1990-91 and 1996-97, the three discipline issues most frequently rated as serious or moderate problems by principals were student tardiness, student absenteeism or class cutting, and physical conflicts among students (table 13).

What Measures Are Schools Taking To Deal With Problems Of Crime And Violences?

Most public schools reported having zero tolerance policies towards serious student offenses (table 19).

- Principals were asked about whether the school had "zero-tolerance" policies, defined as school or district policy mandating predetermined consequences for various student offenses. The proportion of schools that had such policies ranged from 79 to 94 percent on violence, tobacco, alcohol, drugs, weapons other than firearms, and firearms (figure 8 and table 19).

Most schools reported that they employed low levels of security measures to prevent violence (figure 11).

- To discover what types of security were employed, schools were asked whether visitors must sign in, if there was a closed campus policy for most students during lunch, if access to the school building was controlled, if access to school grounds was controlled, if there had been one or more drug sweeps, whether the school used random metal detector checks on students, or whether students must pass through metal detectors daily (table 22). Schools were also asked about the presence of police or other law enforcement at the school (table 23).
- Two percent of public schools had stringent security, which was defined as a full-time guard and daily or random metal detector checks (figure 11). Eleven percent of schools had instituted moderate security measures such as a full-time guard, or a part-time guard with restricted access to the school, or metal detectors with no guards, while 84 percent of public schools reported having a low level of security-restricted access to their schools but no guards or metal detectors. Another 3 percent reported that none of the security measures asked about in the survey were used.

Most schools reported having formal school violence prevention programs (table 25).

- Seventy-eight percent of schools reported having some type of formal violence-prevention or violence reduction program or effort.

- Fifty percent of public schools with violence-prevention programs indicated that all or almost all of their students participated in these programs (figure 12 and table 30).

Footnote:

[1] U.S. Department of Health, Education, and Welfare, "Violent Schools - Safe Schools: The Safe School Study Report to the Congress," December 1977. **BACK**



Last updated March 18, 1998

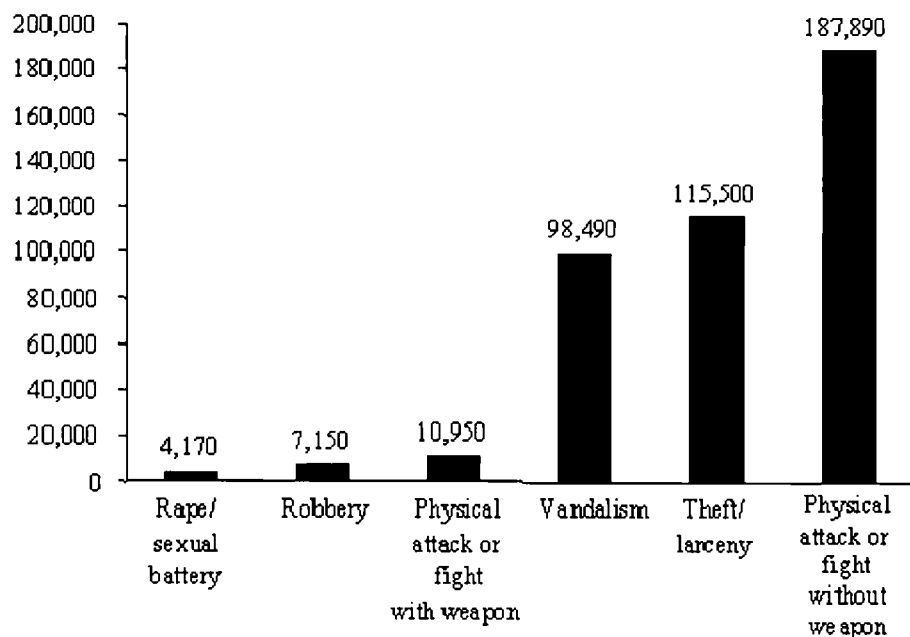
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Incidents of Crime and Violence in Public Schools

Public school principals were presented with a list of crimes and asked to report the number of incidents of each type of crime that had occurred at their schools during the 1996-97 school year. The crimes about which schools were asked were murder, suicide, rape or other type of sexual battery, physical attack or fight with a weapon, robbery, physical attack or fight without a weapon, theft or larceny, and vandalism. Respondents were provided with definitions for each of these types of crime (those definitions appear in the glossary of this report on pages 32 through 35). Under the assumption that crimes or offenses reported to police would be more accurately recalled, schools were asked to report only those incidents for which the police or other law enforcement representatives had been contacted. It was also assumed that requiring a benchmark of law enforcement contact would minimize subjective judgment about which incidents to include. Only crimes occurring at the school, including those that took place in school buildings, on school grounds, on school buses, and at school-sponsored events or activities, but not officially on school grounds, were to be reported. While student victimization and teacher-reported data on crimes occurring at school have been collected and reported elsewhere, school principals were asked to report unduplicated incidents at the school level.⁴

During 1996-97, about 4,000 incidents of rape or other types of sexual battery were reported in our nation's public schools (figure 1 and table 1). There were about 11,000 incidents of physical attacks or fights in which weapons were used and 7,000 robberies in schools that year. About 190,000 fights or physical attacks not involving weapons also occurred at schools in 1996-97, along with about 115,000 thefts and 98,000 incidents of vandalism (tables 2-6).

**Figure 1.—Number of various crimes occurring in public schools:
1996-97**



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Because the sample size was not large enough to produce reliable estimates for very rare events, the survey was not able to estimate either the percentage of schools experiencing one or more incidents of murder or suicide or the total number of these crimes that occurred at public schools during 1996-97. For example, in the sample of 1,234 public schools, murder was not reported by any of the schools and, similarly, only 4 schools in the sample reported any incidents of suicide. The rarity of the occurrence of these crimes at school, given the sample size of the study, precluded the generation of reliable national estimates. In a descriptive case study of violent deaths in schools, Kachur, et al., estimated that there were 105 school-associated violent deaths including 85 murders occurring at schools during a 2-year period from 1992 to 1994.⁵

Footnotes:

[4] See W. Mansfield, D. Alexander, and E. Farris, *Teacher Survey on Safe, Disciplined, and Drug-Free Schools*, Fast Response Survey System, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991 (NCES 91-091) for teacher-reported data. For student-reported crime data see L. Bastian and B. Taylor, *School Crime*, U.S. Department of Justice, Bureau of Justice Statistics, 1991 (NCJ-131645), and M.J. Nolan, E. Daily, and K. Chandler, *Student Victimization at School*, U.S. Department of Education, National Center for Education Statistics, 1995 (NCES 95-204). **BACK**

[5] S.P. Kachur, et al., "School Associated Violent Deaths in the United States, 1992 to 1994," *Journal of the American Medical Association*, June 12, 1996, 275(22): 1729-1733. **BACK**



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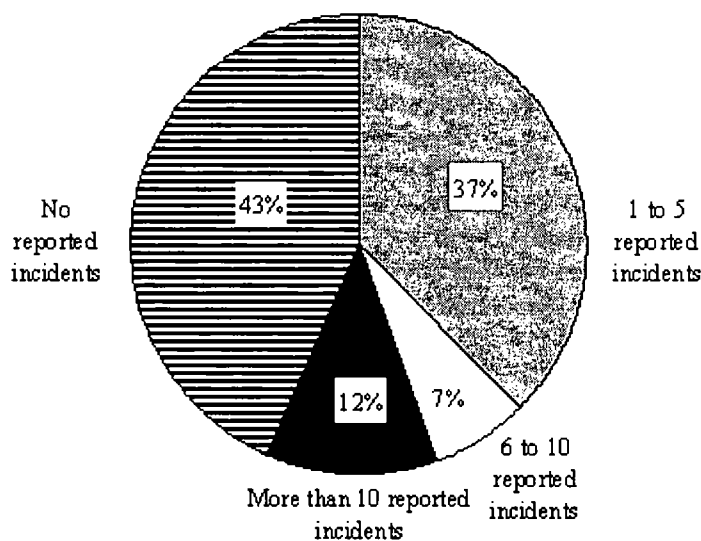
Violence and Discipline Problems in U.S. Public Schools: 1996-97

Frequency of Crime and Violence

Most public schools experienced a relatively small number of crimes in 1996-97. While 43 percent reported none of the crimes for which the survey collected data, 37 percent reported 1 to 5 incidents of crime at the school (figure 3). Seven percent of public schools reported having between 6 and 10 separate incidents during the 1996-97 school year, and 12 percent reported more than 10 incidents for that period. The number of incidents is a factor of the size of schools. Therefore, another measure, the ratio of incidents of crimes, was used to determine the frequency of crime in schools.⁶

Overall, about 1,000 crimes per 100,000 students were reported in our nation's public schools (table 9). This included about 950 crimes per 100,000 that were not serious or violent crimes (theft, vandalism, fights or assaults without a weapon) and about 50 serious violent crimes per 100,000 students (rape or sexual battery, robbery, fight with a weapon, suicide). The overall rate of crime differed by school characteristics. Elementary schools reported about 350 crimes per 100,000 students, compared with about 1,625 in middle schools and about 1,800 in high schools. The ratio of serious violent crime was lowest in elementary schools, with 13 violent crimes reported per 100,000 students compared with 93 per 100,000 students in middle schools and 103 per 100,000 students in high schools.

Figure 3.—Percent of public schools with number of reported crime incidents at the school: 1996-97



NOTE: The number of reported incidents of crime at the school are based on the total number of the following crimes for which the school reported that the police were contacted: murder, rape or other sexual battery, suicide, physical attack or fight with and without a weapon, robbery, theft or larceny, and vandalism. Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

While a lower percentage of small schools reported any serious violent crime compared with medium and large schools, the ratio of serious violent crimes per 100,000 students was lower in medium-sized schools than in large schools. Medium-sized schools reported 38 serious violent crimes per 100,000 students, compared with the 90 serious violent crimes per 100,000 students reported by large schools. Small schools reported 61 serious violent crimes per 100,000 students.

City schools reported 95 incidents of serious violence per 100,000 students, compared with 28 serious violent incidents per 100,000 students in towns. City schools, however, were not significantly different from rural or urban fringe schools in this regard.

The ratio of serious violent crime was associated with percent minority enrollment. While the ratio of serious violent crime per 100,000 students was 19 in schools with less than 5 percent minority enrollment, it was 51 per 100,000 students in those schools with 20 to 49 percent minority students, and 96 per 100,000 in schools with 50 percent or more minority enrollment.

Footnote:

[6] It should be noted that the ratio of incidents of crimes was calculated from the number of incidents reported by public schools per 100,000 public school students and does not represent student-reported victimization rates. **BACK**



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Frequency of Specific Crimes

For every 100,000 public school students, 26 attacks or fights with a weapon, 17 robberies, and 10 rapes occurred at school (table 10). These represented the serious violent crimes for which the survey collected data. More frequently reported were the less serious or nonviolent crimes including 444 attacks or fights without a weapon, 274 incidents of theft or larceny, and 234 incidents of vandalism per 100,000 students in public schools.

Elementary schools, which reported proportionately fewer incidents of serious violent crime in general, reported lower rates of both physical attacks or fights in which weapons were used and rape or other type of sexual battery than middle and high schools. Differences between elementary schools and high schools were also found in the rate at which robbery was reported, although no difference was found between elementary and middle schools for this crime. Physical attacks or fights in which weapons were used were almost 7 times more frequent in middle and high schools than in elementary schools. While there were 7 physical attacks or fights with a weapon per 100,000 students in elementary schools, the rate was 49 per 100,000 middle school students and 46 per 100,000 high school students. Rapes or other types of sexual battery were reported in middle and high schools at about the same rate, with 17 per 100,000 students in middle schools and 18 per 100,000 in high schools, as compared to the 3 rapes or other type of sexual battery per 100,000 students reported in elementary schools.

Of the less serious or nonviolent crimes (vandalism, physical attacks or fights without a weapon, and theft or larceny), the ratio at which all three crimes occurred was more frequent in middle and high schools than in elementary schools. Physical attacks or fights without a weapon were the number one crime in both middle schools and high schools, followed by theft and vandalism.

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NATIONAL CENTER FOR EDUCATION STATISTICS

EDUCATION POLICY ISSUES: STATISTICAL PERSPECTIVES

July 1995

The NCES Education Policy Issues series is designed to provide the best statistical information available on important policy questions. The series primarily provides responses grounded in statistical findings, but also, as appropriate, provides some information based on smaller scale research and case studies.

Public concern over violent juvenile behavior has intensified in recent years, especially in regard to safety inside schools. Included among the National Education Goals is a strong commitment to providing children with learning environments that are free of violence. Yet there are very limited data about the causes of either juvenile street violence or school-related crime. Journalists frequently blame street violence on the influence of gangs. This issue brief looks at the relationship between gang presence in schools and students' reports of victimization and fear. Data collected in 1989 and 1993 reveal:

- Minority students living in urban areas are not the only ones who attend schools with gang members. Similar numbers of white students and minority students report gangs in their schools. Also, similar numbers of students living in suburban neighborhoods and students living in urban neighborhoods report gangs in their schools.
- Gang presence in schools is strongly associated with increased student reports of victimization and fear.

When gang presence is taken into account, differences in victimization and fear levels decrease between students living in rural, suburban, and urban areas.

Which students are exposed to gangs at school?

In 1989, 15 percent of students (approximately 3,301,000) reported "street" gangs in their school.¹ By 1993, in a different survey, 35 percent of students said "fighting" gangs were present in their schools.² Although the data from these two surveys can not be compared directly due to the different wording of the gangs question, these data may signal an increase in the number of students exposed to gangs.

Many people assume that gangs are confined to urban areas and schools with large concentrations of minority students. The 1989 survey, which asked students whether there were street gangs at their school, found that while the proportion of students reporting gangs was higher in urban areas (27%) than in suburban (15%) or rural areas

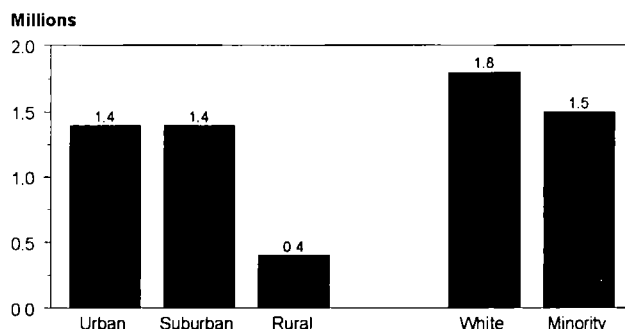
¹ Based on the 1989 School Crime Supplement to the annual National Crime Victimization Survey (NCVS), sponsored by the Bureau of Justice Statistics (U.S. Department of Justice). NCVS surveyed 10,499 students, ages 12 to 19, and is a nationally representative sample of households in the United States. Students were asked "Are there any street gangs at your school?"

² Based on the School Safety and Discipline Survey conducted as part of the 1993 National Household Education Survey (NHES), administered by the National Center for Education Statistics. NHES surveyed 6,800 students in grades 6 through 12 and 13,300 parents and is a nationally representative sample of households in the United States. Students were asked "Do any of the students at your school report fighting gangs?"

Gangs and Victimization at School

(8%), the number of students in both suburban areas and urban areas who reported attending schools with gangs was roughly equivalent at 1.4 million each.³ (See figure 1.) In short, gangs are not just an urban-school problem.

Figure 1. Students reporting gangs in school, by students' residence and minority status



SOURCE: 1989 National Crime Victimization Survey

Exposure to gangs is also viewed primarily as a problem for minority youth, despite that students from all backgrounds report gangs in their schools. In 1989, one in three Hispanic students reported members of street gangs were enrolled in their school (34%). Black students and white students were less likely to report gang members present in their school (21% and 12% respectively). Yet, because the school population of white students is much larger than that of other groups, more white students than minority students are estimated to report a gang presence in their school (in 1989, 1.8 million white students compared to 1.5 million minority students when all minority students are combined as shown in figure 1).⁴

Analyses of 1993 data by race and ethnicity find similar patterns. In 1993, while the proportion of white students reporting the presence of fighting gangs in their school (31%) was less than that of black (42%) and Hispanic students (51%), the number of white students exposed to gangs at school (5.2 million) was nearly two million more than the number of minority students combined (3.2 million) exposed to gangs at school.⁵

³ NCVS, 1989. Residential areas are based on Metropolitan Statistical Area (MSA) classifications. Suburbs are inside an MSA, but not in the central city of the MSA. Rural areas are all outside MSA's.

⁴ NCVS, 1989.

⁵ NHES, 1993.

Are schools with gangs likely to have higher rates of victimization and fear?⁶

Overall, in 1989, 15 percent of students feared an attack on their way to or from school and an even greater percentage (22%) feared an attack while at school. A much smaller percentage (4%) said they had actually been victimized in the last six months.

Reported rates of fear and victimization varied by whether gangs were present in the school. Students at schools with gangs consistently reported much higher victimization rates and levels of fear than students at schools without gangs (table 1). Compared to students who did not report gangs in their schools, students who did were: nearly twice as likely to fear an attack at school; more than twice as likely to fear an attack while traveling to or from school; and more than twice as likely to have been victimized within the past six months. The overall proportion of students reporting they avoided certain areas within school (6%) or carried a weapon to school (2%) is roughly comparable to the proportion who reported being victimized in the past six months (4%), and again the pattern of gang related victimization and fear is the same. Students attending schools with gangs were more than four times as likely to avoid certain areas within their school and more than three times as likely to report that they had brought something to school for protection in the last six months.

Table 1. Student victimization and fear at school, by gang presence and students' residence: 1989

Presence of gangs at school and students' residence	Victimization in last 6 months*	Ever fearing an attack			Brought something to school for protection in last 6 months
		At school	To or from school	Avoiding places inside school	
Total	2.5%	21.0%	14.7%	5.0%	2.0%
Gangs present	6.7	35.4	24.2	13.0	4.9
Urban	6.5	27.5	22.1	12.5	5.5
Suburban	6.8	27.1	19.6	12.0	5.1
Rural	6.9	28.0	25.2	12.0	1.9
No gangs	2.9	18.2	11.6	2.9	1.5
Urban	2.0	10.2	16.2	2.7	2.0
Suburban	2.0	12.1	11.0	2.6	1.1
Rural	2.6	17.5	8.9	2.9	1.1

* Victimization comprises the number of students who answered "yes" to either of two questions: "During the past six months, did anyone take money or things directly from you by force, weapons, or threats at school?" or "Did anyone physically attack you at school during the last six months?"

SOURCE: 1989 National Crime Victimization Survey

These 1989 results are consistent with 1993 data, also based on measures of student-reported victimization and student reports of having "brought a weapon to school" (table 2). As in 1989 data, the proportion of students affected is small, but the relationship of victimization and weapons-carrying to gang presence in the schools is clear. Students attending schools where fighting gangs were present reported much higher rates of victimization and weapons-carrying than other students. Students in schools with gangs were over three times more likely to report having something forcibly taken from them (over the course of the school year), more than three times as likely to report bringing a weapon to school, and more than twice as likely to report

being physically attacked. Though the data indicate that gang presence is related to levels of student victimization and fear, these data do not tell us whether an already violent school climate fosters gang membership or whether gangs themselves are the culprit.

Does gang presence outweigh where students live and student

Table 2. Student victimization and fear at school, by gang presence and race/ethnicity: 1993

Presence of gangs at school and student race/ethnicity	Physically attacked during school year	Something taken by force	Brought weapon to school
Total*	2.7%	1.7%	2.4%
Gangs	5.9	2.3	6.2
White	5.5	2.2	4.6
Black	8.2	1.9	10.1
Hispanic	4.0	2.6	6.7
No gangs	2.5	0.7	1.9
White	2.5	0.5	1.5
Black	2.1	1.0	4.0
Hispanic	3.0	1.8	1.9

*Total includes racial/ethnic subgroups not shown separately.

SOURCE: 1993 National Household Education Survey

race/ethnicity in accounting for levels of student victimization and fear?

All students, regardless of their race, ethnicity, or place of residence, tend to report higher rates of victimization and fear when there are gangs in school. For example, in 1989, whether they lived in an urban, suburban, or rural area, roughly 7 percent of students in *schools with gangs* reported they were victimized within the last six months (table 1). Also, differences in students' reported rates of victimization varied little by urban status in *schools without gangs*—roughly 3% of the students reported victimization. Based on statistical tests of the 1989 data that simultaneously take into account where students lived and whether they attended a school with gangs, the likelihood of becoming a victim of violence at school was less related to place of residence than to whether the student attended a school where there were gangs. Similarly, based on statistical tests of the 1993 data that simultaneously take into account students' racial or ethnic background and whether they attended a school with gangs, the likelihood of becoming a victim of violence at school was less related to student background than to whether the student attended a school where there were gangs.

Conclusion

The problem of gangs in schools is limited to neither urban areas nor minority students—the actual number of students who encounter gangs in school is as great for suburban or white students as it is for urban or minority students. Gang presence, not a student's race or ethnicity nor whether the student lives in an urban area, accounts for most of the differences across students who report different levels of victimization and fear at school. When gang presence is factored in, urban and racial differences tend to become insignificant.

See definition of victimization in table 1.

This brief was prepared by John H. Ralph, NCES; Kelly W. Colopy and Christine McRae, Policy Studies Associates; Bruce Daniel, Pinkerton Computer Consultants, Inc. For more information on school violence issues, contact John Ralph, (202) 219-2270 or see Ralph, J.H., D.D. Nelson, L.T. Ogle, *School Violence and Misbehavior: What National Surveys Tell Us*, National Center for Education Statistics, forthcoming.

Student victimization at school

November 1998

Violence in schools directly affects educators and students by reducing school effectiveness and inhibiting student learning. Additionally, unsafe school environments expose students who may already be at risk for school failure to physical and emotional harm. In recent years, educators and policymakers have voiced growing concern about possible increases in the incidence of school-related criminal behavior. Studying trends in victimization rates provides a picture of the safety of today's schools.

- Victimization rates at school for high school seniors changed little between 1976 and 1996, with the exception of small increases in the percentage of students who reported being threatened both with and without a weapon in the previous 12 months. The most common type of victimization at school reported by high school seniors in 1996 was having something stolen (38 percent).
- In 1996, black and white high school seniors were about equally likely to report being victimized at school in the previous 12 months, except blacks were more likely to have been injured with a weapon than whites. Ten percent of black high school seniors reported being injured with a weapon in the previous 12 months in 1996, compared to 4 percent of white seniors (see supplemental table 47-1).
- In 1996, high school seniors from metropolitan and nonmetropolitan areas were about equally likely to report being victimized at school in the previous 12 months (see supplemental table 47-2).
- High school seniors were more likely to report being threatened without a weapon at school than with a weapon during the previous 12 months (22 versus 13 percent) in 1996. Similarly, high school seniors were more likely to report being injured at school without a weapon than with a weapon in 1996 (12 versus 5 percent).

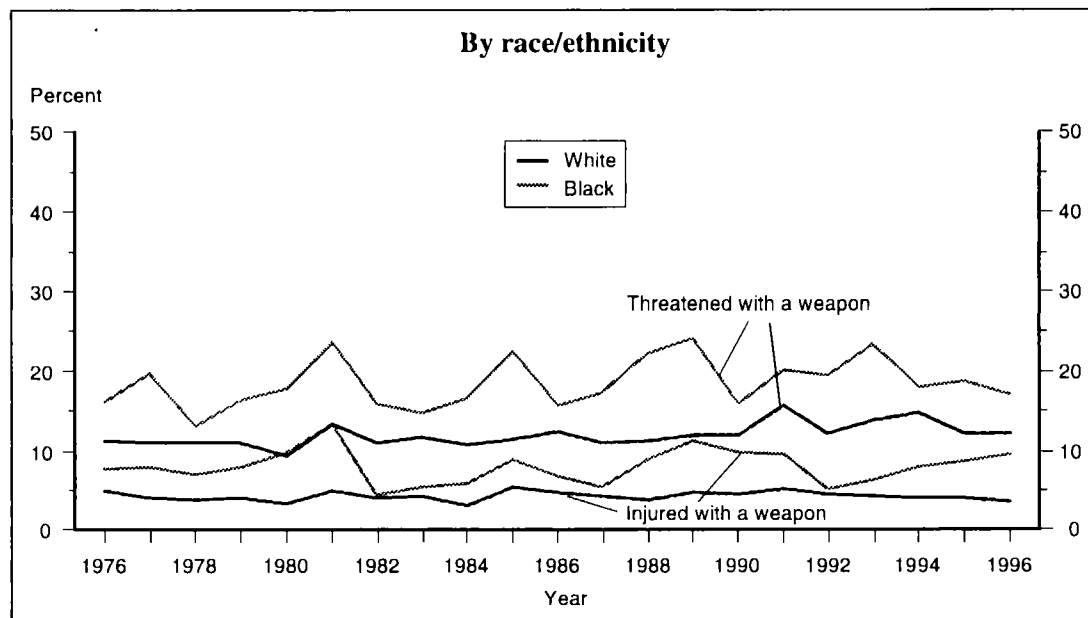
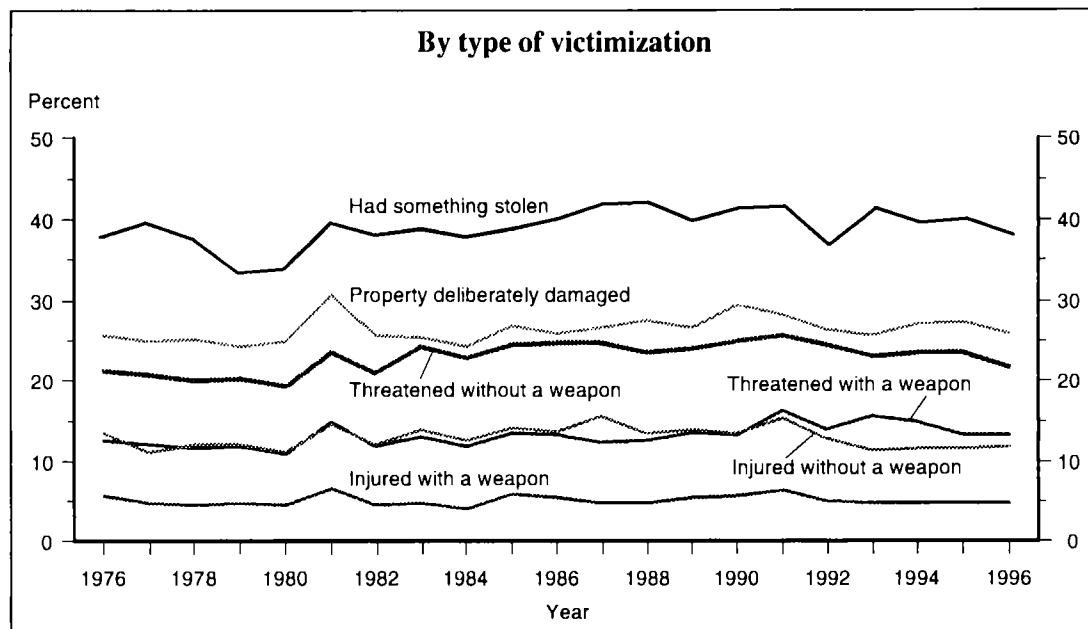
Percentage of high school seniors who reported being victimized at school during the previous 12 months, by type of victimization: 1976-96

Year	Had something stolen	Property deliberately damaged	Injured with a weapon	Threatened with a weapon	Injured without a weapon	Threatened without a weapon
1976	38.1	25.8	5.7	12.5	13.6	21.3
1977	39.7	24.9	4.8	12.2	11.1	20.7
1978	37.8	25.3	4.6	11.6	12.2	20.0
1979	33.6	24.2	4.8	11.9	12.2	20.2
1980	34.1	25.1	4.5	10.9	11.1	19.3
1981	39.8	30.6	6.6	14.8	14.6	23.7
1982	38.2	25.7	4.6	11.9	12.1	21.1
1983	39.0	25.5	4.9	13.0	14.0	24.3
1984	38.0	24.2	4.0	11.9	12.5	22.9
1985	39.1	26.9	5.9	13.5	14.2	24.6
1986	40.2	25.9	5.4	13.2	13.8	24.8
1987	42.0	26.6	4.9	12.4	15.5	24.8
1988	42.2	27.5	4.7	12.5	13.5	23.7
1989	40.1	26.6	5.6	13.6	14.0	24.0
1990	41.6	29.4	5.8	13.2	13.6	25.1
1991	41.7	28.3	6.5	16.3	15.3	25.8
1992	37.1	26.4	5.1	14.0	12.8	24.6
1993	41.4	25.8	4.7	15.6	11.4	23.1
1994	39.7	27.2	4.7	15.0	11.7	23.7
1995	40.3	27.3	4.9	13.3	11.6	23.5
1996	38.3	25.9	4.9	13.2	11.8	21.6

* Revised from previously published figure.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

**Percentage of high school seniors who reported being victimized at school
during the previous 12 months: 1976-96**



NOTE: The 1976 figure for having had something stolen is revised from the previously published figure.

SOURCE: University of Michigan, Survey Research Center, Institute for Social Research, *Monitoring the Future Study*.

March 2, 1999

Mr. Doug Harbit
President
National Institute for Dispute Resolution
Conflict Resolution Education Network
1527 New Hampshire Avenue, NW
Washington, DC 20036

Dear Doug

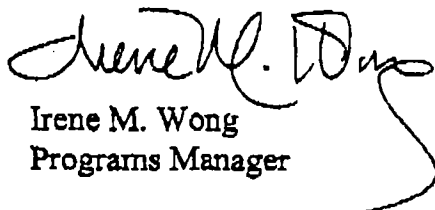
It was pleasure speaking with you yesterday. I apologize for being so vague about what MetLife is interested in exploring with National Institute for Dispute Resolution (NIDR). Following is more information which I hope you find helpful.

Since 1984, the MetLife has produced a document called the Survey of the American Teacher. The survey is conducted by Louis Harris and Associates and focuses on a different educational topic each year. The topic of our 1999 survey is Violence in America's Public Schools III (draft major findings are enclosed). Both in 1994 and 1998, the survey topics also focused on issues related to violence in the schools.

Annually, to release the findings of the Survey, MetLife hosts an event. The majority of these events have been panel discussions featuring "experts" in the field giving their viewpoints on issues raised by the survey. In many cases, we have joined forces with a leading non-profit organization with expertise in the topical areas of the survey. It is for this reason we want to explore working with NIDR to craft an event to release the survey or to participate in an existing event NIDR may be hosting. I am aware of other events such as the upcoming National Funding Collaborative on Violence Prevention conference. However, the timing of the conference does not coincide with the release of our survey, which we expect to be printed by April.

I have enclosed a list of previous surveys and their related release events and would welcome your suggestions on how we might work with NIDR on a release of the 1999 survey findings. If you have any questions, I can be reached at 212-578-3194. Thank you.

Sincerely



Irene M. Wong
Programs Manager

Enclosures

MetLife Surveys of the American Teacher/Events

- The Metropolitan Life Survey of the American Teacher, 1984 - (Breakfast event - NYC Hotel)
- The Metropolitan Life Survey of the American Teacher, 1985, Strengthening the Profession - (?)
- The Metropolitan Life Survey of the American Teacher, 1986, Restructuring the Teaching Profession (National Press Club, panel discussion and luncheon)
- The Metropolitan Life Survey of Former Teachers in America, 1986 (National Press Club, panel discussion and luncheon)
- The Metropolitan Life Survey of the American Teacher, 1987, Strengthening Links Between Home and School (National Press Club, panel discussion and luncheon, Washington, DC)
- The Metropolitan Life Survey of the American Teacher, 1988, Strengthening the Relationship Between Teachers and Students (National Press Club, panel discussion and luncheon, Washington, DC)
- The Metropolitan Life Survey of the American Teacher, 1989, Preparing Schools for the 1990s (National Press Club, panel discussion and luncheon, Washington, DC)
- The Metropolitan Life Survey of the American Teacher, 1990, New Teachers: Expectations and Ideals -Part I Entering the Classroom (Event at MetLife Memorial

Hall, panel discussion – educators were brought in by train from Washington, DC)

- The Metropolitan Life Survey of the American Teacher, 1991, The First Year: New Teachers Expectations and Ideals (Media briefing, panel discussion, and reception at the Rayburn House Office Building, House of Representatives, Washington, DC)
- The Metropolitan Life Survey of the American Teacher, 1992, The Second Year: New Teachers' Expectations and Ideals (National Press Club, panel discussion and luncheon, Washington, DC)
- The Metropolitan Life Survey of the American Teacher, 1993, Teachers Respond to President Clinton's Education Proposals (Press package distribution to media)
- The Metropolitan Life Survey of the American Teacher, 1993, Violence in America's Public Schools (Conference at the US Chamber of Commerce, Washington, DC)
- The Metropolitan Life Survey of the American Teacher, 1994, Violence in America's Public Schools: The Family Perspective (Conference at the US Chamber of Commerce, Washington, DC)
- The Metropolitan Life Survey of the American Teacher, 1984-1995, Old Problems, New Challenges (National Press Club--press conference/Education Commission of the States, panel discussion and luncheon)
- The Metropolitan Life survey of the American Teacher 1996, Students Voice Their Opinions on:
 - *Violence, Social Tension and Equality Among Teens--Part I*

•Their Education, Teachers and Schools--Part II

•Learning About Values and Principles in School--Part III

•Learning About Multiculturalism--Part IV

(Press release and distribution to media)

- The Metropolitan Life Survey of the American Teacher, 1997: Examining Gender Issues in Public Schools (Press release, distribution to media, and distribution through a major project with a nonprofit organization)
- The Metropolitan Life Survey of the American Teacher 1998, Building Family-School Partnerships: Views of Teachers and Students (Press conference and panel discussion at the US Chamber of Commerce in Washington, DC.)

EXECUTIVE SUMMARY

Violence in schools affects teachers and students, both directly, as victims or aggressors in violent acts, and indirectly, by contributing to feelings of worry and concern. While there have been some perceived improvements regarding violence in schools over the last five years, this problem remains serious and common. The results of this survey of public school teachers, public school students and law enforcement officials indicate that these three groups are more likely today than five years ago to perceive general improvements to the problem of violence in schools. However, their personal experiences do not support this perception. 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. This trend is particularly true for teachers and students in urban schools. Furthermore, nearly all public school teachers and students feel safe when they are at school, with more students in 1998 than in 1993 feeling very safe when they are at school. However, students in urban schools are less likely than those in suburban or rural schools to feel safe in school, and substantial minorities of students in urban schools do not view schools as safe havens. Students in urban schools are more likely than those in suburban or rural schools to feel less safe in their school building than in their neighborhood.

Although, overall, these perceptions appear to reflect recent decreases in national crime rates in communities, key aspects of teachers' and students' personal experiences in schools tell a different story. As in 1993, one-quarter of public school students have been the victim of a violent act that occurred in or around school. The experience of teachers has become worse. One in six public school teachers report having been the victim of violence in or around school. This represents an increase compared to 1993 when one in nine teachers reported having been the victim of violence in or around school. Teachers and students in urban as well as suburban or rural schools are equally likely to have been the victim of school violence. More teachers in 1998 than in 1993 report that there are students who regularly carry weapons to their school. In fact, one in eight public school students report

that they have carried a weapon to school at some point in time. Two percent of public school teachers have brought something to school with them for protection. Similar numbers of students and teachers brought weapons to school in 1993.

A closer examination of students who have been victims of school violence reveals several distinguishing characteristics of this population. Students who have been victims of school violence are more likely than those who have not been victims to be male, to have poor grades, and to live in neighborhoods with a lot or some crime. Student victims of violence are also more likely than those who have not been victims to have hardly any or no parental involvement with school, and to be alone when they come home from school. Furthermore, student victims of school violence are more likely than non-victims to have committed acts of violence themselves, to have been suspended or expelled from school, and to have carried a weapon to school.

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, including lack of parental supervision at home and lack of family involvement with the school. Students themselves are most likely to report that parents have a very strong influence as role models for them. However, teachers are most likely to cite friends as having a very strong influence as role models for students and secondary school students most frequently cite peer group pressure as a major cause of violence in schools.

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. The results also demonstrate that teachers' and students' personal experiences with school violence have not improved over the past five years and that significant minorities of teachers and students have worries and concerns about school violence. Violence in schools remains an important issue for teachers, students and law enforcement officials.

MAJOR FINDINGS

I. Defining the Problem

A. Changes Over Time

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 - one quarter of public school teachers, three in ten public school students and three in ten 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 ten teachers (11%) reported a decrease.
- Three in ten 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 twelve (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 ten public school students (28%) think that violence in their school will increase in the next two years.
- Three in ten 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 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 ten 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 1998 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 involve and concern 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 ten 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 ten 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 ten 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 ten 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 ten 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 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 ten public school teachers (41%) say that the problem of violence in their school is a factor on students leaving their school.
- Two in ten 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 ten 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 1998 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 ten public school students (56%) feel very safe when they are at school.
- One in twelve public school students (8%) do not feel safe when they are at school.

- Two in ten 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. Concerns About School Violence

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 ten 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 ten 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. Personal Experiences with Violence

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 ten 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 ten public school students (44%) have verbally insulted someone in or around school.
- Nearly four in ten public school students (36%) 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. Causes of Violence

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 1998 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 ten public school teachers (37%) believe that there are particular groups of teachers who are more likely to be victims of violence.
- Three in ten 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 ten law enforcement officials believe that particular groups of students are targeted for violence.

- Six in ten 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 ten 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. 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. However, fewer than ten percent of law enforcement officials believe that no students in their area regularly carry weapons to school. In contrast, two in ten secondary school students and four in ten 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 ten public school teachers (40%) believe that no students at their school regularly carry weapons to school.
- Public school teachers in 1998 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 ten public school students in grades 7 - 12 (22%) believe that no students at their school regularly carry weapons to school. Eight in ten 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 2% (median) of students in their area regularly carry weapons such as handguns or knives to school. However, one in eleven 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 ten 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. Two in ten law enforcement officials (22%) mention handguns.
- Eight in ten 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. Half of teachers (49%) mention handguns.
- Six in ten 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 ten 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 step-parents) (71%), where there is no problem buying things they need (54%), and in neighborhoods with hardly any or no crime (78%), substantial minorities of students' lives do not reflect these situations. Two in ten students (17%) live in a single parent household, one in eleven students (9%) live in households where they have a hard time buying needed things, and two in ten 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 (32%).

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 fifteen years of teaching experience are more likely than those with less experience to have participated in a violence prevention program (61% vs. 52%).

Half of high school students who carried a weapon took that weapon to school

10% of high school students had carried a weapon on school property in the past month

The 1995 Youth Risk Behavior Survey found that 10% of high school students said that in the past 30 days they had carried a weapon (e.g., gun, knife, or club) on school property. This is half the overall proportion of students (20%) who reported carrying a weapon anywhere in the past month. For all grade levels, males were more likely than females to report carrying weapons on school property.

Percent who had carried a weapon on school property in the past 30 days

	Total	Female	Male
Total	10%	6%	14%
9th grade	11	6	15
10th grade	10	6	15
11th grade	10	5	15
12th grade	8	4	12
Race/ethnicity			
White	9	3	14
Black	10	9	12
Hispanic	14	9	19

In a year, 1 in 12 high schoolers were threatened or injured with a weapon at school

In the year prior to the survey, 8% of high school students had been threatened or injured with a weapon on school property. Given that 10% of students reported carrying a weapon to school in a one-month period, it appears that most weapon carrying is not for "threatening or injuring" others on school property.

Males were more likely than females to have been threatened or injured with a weapon at school (11% vs. 6%).

	Total	Female	Male
Total	8%	6%	11%
9th grade	10	7	12
10th grade	10	7	12
11th grade	8	5	11
12th grade	7	5	9
Race/ethnicity			
White	7	5	9
Black	11	8	15
Hispanic	12	10	15

Across jurisdictions, the proportion of students who carried a weapon on school property in the past month ranged from 5% to 15% — from 2% to 17% felt too unsafe to go to school

	Percent reporting they carried a weapon on school property in the past 30 days			Percent reporting they were threatened or injured with a weapon on school property in the past year			Percent reporting they felt too unsafe to go to school at least once in the past 30 days		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
United States total	10%	5%	14%	8%	6%	11%	5%	4%	5%
Alabama	13	6	20	9	6	13	6	4	7
Alaska	12	5	19	9	7	12	4	4	3
Arkansas	11	4	18	9	7	11	5	6	5
California*	9	6	13	9	6	12	7	8	5
Los Angeles	5	2	9	10	7	14	11	11	11
San Diego	8	4	12	10	6	14	7	6	8
Colorado*	12	5	18	10	6	13	4	4	4
Denver	10	5	15	12	8	15	8	7	8
Delaware	10	4	15	8	5	11	5	4	6
D. of Columbia	15	15	15	10	7	14	12	11	12
Florida	—	—	—	—	—	—	—	—	—
Ft. Lauderdale	7	4	10	9	6	12	8	7	8
Miami	8	4	11	9	5	13	9	7	10
Georgia	8	4	12	9	7	11	5	5	5
Hawaii	8	2	14	5	3	8	5	3	6
Idaho	15	6	23	9	6	12	4	4	4
Illinois	9	4	14	9	6	11	6	5	6
Chicago	11	6	13	13	9	18	17	15	19
Louisiana	—	—	—	—	—	—	—	—	—
New Orleans	8	8	8	11	10	11	10	10	10
Maine	10	4	1	7	5	8	3	3	3
Massachusetts	9	5	14	8	5	10	6	5	6
Boston	12	8	16	11	8	13	11	9	12
Michigan*	9	3	15	9	5	13	5	3	6
Detroit	10	7	13	12	6	17	14	14	15
Mississippi	8	3	13	8	7	9	5	5	5
Missouri	13	4	22	8	5	11	4	4	5
Montana	12	4	21	6	4	8	3	2	3

	Percent reporting they carried a weapon on school property in the past 30 days			Percent reporting they were threatened or injured with a weapon on school property in the past year			Percent reporting they felt too unsafe to go to school at least once in the past 30 days		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Nebraska	8%	2%	14%	6%	3%	9%	3%	2%	3%
Nevada	11	6	18	10	9	10	6	6	6
New Hampshire	9	4	15	6	4	8	3	2	3
New Jersey*	10	5	14	9	5	13	5	4	6
Jersey City	15	13	18	12	9	15	13	12	13
North Carolina	9	4	14	8	6	10	5	5	5
North Dakota	10	2	17	6	4	8	—	—	—
Ohio	9	4	15	8	6	9	5	6	4
Pennsylvania	—	—	—	—	—	—	—	—	—
Philadelphia	11	9	13	10	7	14	10	8	12
Rhode Island	7	3	12	8	5	10	5	4	5
South Carolina	12	5	19	11	7	14	6	5	7
South Dakota	11	3	19	6	3	8	3	3	4
Tennessee	12	5	21	8	5	12	8	6	8
Texas	—	—	—	—	—	—	—	—	—
Dallas	9	6	13	11	8	14	9	9	9
Houston	9	4	14	10	5	15	13	11	15
Utah	11	4	18	7	5	9	4	5	4
Vermont	12	4	19	7	4	9	4	4	5
Washington	—	—	—	—	—	—	—	—	—
Seattle	10	4	16	12	8	17	7	6	8
West Virginia	12	4	21	7	5	10	5	4	5
Wyoming	14	5	23	7	5	10	3	4	3

* Data do not include students from the State's largest city.

— Data not available.

Bold indicates data are unweighted because the overall response rate was less than 60%. Thus, data apply only to respondents.

Source: Authors' adaptation of data presented in Kann, L. et al.'s Youth risk behavior surveillance — United States, 1995

Fear of school-related violence kept 5% of high schoolers home at least once in the past month

Nationwide, 5% of students said that they had missed at least one day of school in the past month because they had felt unsafe at school or when traveling to or from school. Non-Hispanic black (8%) and Hispanic students (8%) were more likely to feel unsafe than non-Hispanic white students (3%). The relationship between weapon carrying at school and fear of going to school is unclear. Students may feel unsafe because there are weapons at school or they may carry weapons because they feel unsafe.

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Juvenile Offenders and Victims: 1997 Update on Violence

Major Legislation Affecting Children

A RECORD OF ACCOMPLISHMENT

STRENGTHENING FAMILIES

Signed the Family and Medical Leave Act. Enables workers at businesses with 50 or more employees to take up to twelve weeks unpaid, job-protected leave to care for a newborn or adopted child, to attend to their own serious health needs, or to care for a seriously ill parent or spouse. Since the President signed the Act in 1993, over 15 million America workers have benefited from it.

Signed the Balanced Budget and Taxpayer Relief Acts of 1997 which included a \$500 Child Tax Credit. 27 million families with 45 million children under age 17 will receive the child tax credit as a result of the President's efforts.

Signed the Telecommunications Act of 1996 Giving Parents Control Over Children's TV Viewing with the V-Chip. Gave parents greater control over what their children watch on television by requiring the installation of screening technology (V-Chip) in all new televisions. When used with the new content-based voluntary ratings system, parents can identify which programs they want to block from their homes through the V-Chip.

Signed the Adoption and Safe Families Act. Helping thousands of children waiting in foster care move more quickly into safe and permanent homes, the bill makes sweeping changes in federal law on adoption and foster care. The new law makes clear that the health and safety of children must be the paramount concerns of state child welfare services. It sets swifter time frames for making permanent placement decisions and terminating parental rights for children. For the first time, states will have financial incentives to increase adoptions. Children with special needs and ongoing medical needs are ensured health care coverage. Federal funds will continue for programs that work to keep families together when it is appropriate and safe to do so.

Signed the Multiethnic Placement Act and the Minimum Wage Increase which included a \$5000 Adoption Tax Credit -- Reducing Barriers and Increasing Adoption. Helping to increase the number of adoptions by prohibiting discrimination based on race or ethnicity, and by increasing recruitment of parents. And signed legislation providing a \$5000 tax credit to families adopting children and a \$6000 tax credit for families adopting children with special needs.

Increased Child Support by 68 Percent. The Clinton Administration collected a record \$13.4 billion in child support in 1997 through tougher enforcement, an

increase of \$5.4 billion, or 68% since 1992. Not only are collections up, but the number of families that are actually receiving child support has also increased. In 1997, the number of child support cases with collections rose to 4.2 million, an increase of 48% from 2.8 million in 1992. New efforts proposed by the President in 1994 and enacted as part of the 1996 welfare reform law are projected to increase child support collections by an additional \$24 billion over the next ten years.

PROTECTING CHILDREN'S HEALTH

Signed the Balanced Budget and Taxpayer Relief Acts of 1997 Which Created the Children's Health Initiative. Fought to ensure that the Balanced Budget included \$24 billion to provide meaningful health care coverage to millions of uninsured children, representing the single largest investment in Health Care for children since 1965.

Signed the Health Insurance Portability and Accountability Act. Includes important new protections for an estimated 25 million Americans who move from one job to another, who are self-employed, or who have pre-existing medical conditions.

Signed the Newborns' and Mothers' Health Protection Act of 1996 Ending Drive-thru Deliveries. Proposed and signed into law legislation requiring insurers to cover at least 48 hours of a post-natal hospital stay (72 hours for a Cesarean).

Created the Comprehensive Childhood Immunization Initiative. Childhood immunization rates have reached an historic high. According to the Centers for Disease Control and Prevention, 90% or more of America's toddlers in 1996 received the most critical doses of each of the routinely recommended vaccines -- surpassing the President's 1993 childhood vaccination goal.

Increased Head Start Funding in Every Budget. Allowing 180,000 more children to participate. Since 1993, funding for the program has increased by 43% -- in fiscal year 1997, Head Start will have serve nearly 800,000 low-income children.

Created the Early Head Start Program with the Head Start Act Amendments of 1994. Serving nearly 25,000 children and their families in 143 *Early Head Start* programs across the country.

Increased Funding and the Participation of Low-income Women and Children in WIC. 1.7 million more woman, infants, and children are receiving nutrition and health assistance through WIC than in 1993. Currently 7.4 million women and children participate.

Vetoed the 1995 Republican Medicaid Block Grant Proposal Protecting the Medicaid Guarantee for Millions of American Children. Vetoed the Republican Medicaid block grant proposal that would have ended the guarantee of coverage for up to 4 million

children by 2002. And, in the 1997 Balanced Budget preserved the Federal guarantee of Medicaid's meaningful health care coverage for the vulnerable populations who depend on it, protecting as many as 5 million uninsured children.

PROVIDING EDUCATIONAL OPPORTUNITIES

Signed the Balanced Budget and Taxpayer Relief Acts of 1997 which included Education Tax Breaks -- like HOPE Scholarships -- to Promote Lifelong Learning.

Representing the largest single increase in higher education since the G.I. Bill, the Balanced Budget includes a \$1,500 Hope Scholarship to make the first two years of college universally available, and a 20-percent tuition tax credit for college juniors, seniors, graduate students, and working Americans pursuing lifelong learning.

Signed the Goals 2000: Educate America Act. Establishing world-class educational standards.

Signed Budget Which Included Funding for the Technology Literacy Challenge Fund.

Putting the future at the fingertips of children by connecting every classroom to the Internet by the year 2000, increasing the number of multimedia computers in the classroom, and giving teachers the training they need to use technology effectively. Proposed a 5-year, \$2 billion Technology Literacy Challenge Fund to help states and local communities meet these goals, with more than \$400 million in funding in the President's FY98 budget. The FY97 budget included \$200 million in funding.

Launched America Reads in the Balanced Budget and Taxpayer Relief Acts of 1997.

Launched the America Reads Challenge, a nationwide effort to mobilize a citizen army of a million volunteer tutors to make sure every child can read independently by the end of third grade. The Balanced Budget includes a child literacy initiative consistent with these goals.

ENCOURAGING SERVICE

Signed the National Service Act of 1993 Creating the Corporation for National and Community Service. Promoting national service and providing educational opportunities -- since 1993, 70,000 have participated.

ENSURING SAFER COMMUNITIES

Signed Megan's Law. Allowing law enforcement to notify communities of the presence of sex offenders.

Signed the Violence Crime Control and Law Enforcement Act. Putting 100,000 more police on the streets to keep our neighborhoods and communities safe and banning the manufacture and import of 19 of the deadliest assault weapons.



Signed the Brady Bill. Has already kept guns out of the hands of 242,000 felons, fugitives and stalkers.

Signed a Strengthened and Expanded Safe and Drug-free Schools and Communities Act.

Expanded the Drug- Schools Act into the Safe and Drug- Schools Act of 1994, making violence prevention a key part of that program. Schools use these funds to keep violence, drugs and alcohol away from students and out of schools.

Won \$195 Million in the Treasury-postal Appropriations Bill for Media Campaign Targeting Young People with the Anti-drug Message. The Clinton Administration is funding a massive national media campaign to motivate America's youth to reject illegal drugs and substance abuse. This \$195-million media campaign will rely on high-impact, anti-drug television and radio advertisements aired during prime-time to educate and inform young people and their parents on the dangers of illegal drug use.

Signed the Gun-free Schools Act of 1994. Enforcing a "Zero Tolerance" gun policy in schools is keeping dangerous weapons out of children's classrooms. Thus far, 6,276 students have been expelled for bringing weapons to schools, and the vast majority of those expulsions involved guns.

PROTECTING THE ENVIRONMENT

Expanded The Public's Right To Know About Toxic Releases. Expanded families' right to know about environmental health risks that infants and children face to help them make informed decisions about their children's exposure to these risks. Required polluters to publicly disclose information about toxic releases -- nearly doubling the number of chemicals releases reported to the public and increasing by 30 percent the number of facilities that must report under right to know.

Signed The Safe Drinking Water Act. Ensure that families have healthy, clean drinking water. This law requires drinking water systems to protect against dangerous contaminants like *cryptosporidium*, and gives people the right to know about contaminants in their tap water.

Signed the Food Quality Protection Act. As a part the President's comprehensive efforts to ensure safe food for our children and families, signed the Food Quality Protection Act requiring all pesticide residues on food will now meet safety standards specifically designed to protect infants and children. And recently, the President announces a new initiative to enhance FDA oversight over imported foods and develop guidance on good agricultural and manufacturing practices for fruits and vegetables.