A NATIONAL SURVEY
OF SCHOOL BOARD MEMBERS' PERCEPTIONS OF EFFORTS
TO CONTROL THE LEVEL OF VIOLENCE IN AMERICAN SCHOOLS
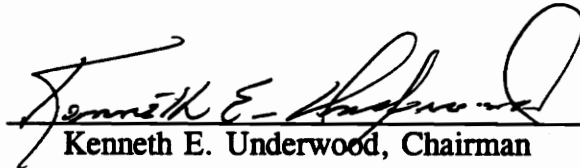
by

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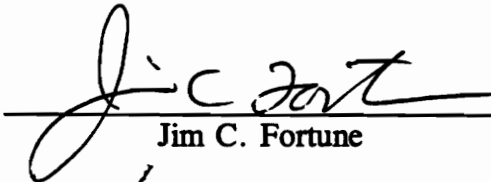in partial fulfillment of the requirements for the degree of

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in

Educational Administration

APPROVED:

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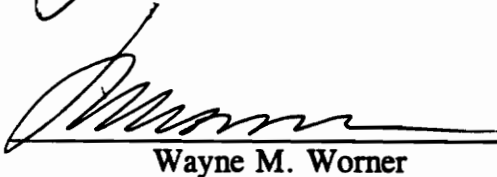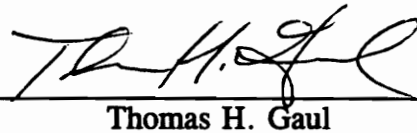
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by

William Weisenburger, Jr.

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(ABSTRACT)

The major purpose of this study was to determine school board members' perceptions about violence in their school districts. The study asked school board members if they thought violence was a problem in their district, how violence affected their school district and about the effectiveness of policies, educational programs and other measures enacted to control violence.

Data were collected regarding the frequency of board members' perceptions that violence was a problem and their perceptions as to the effect of violence in their district. Data were collected to determine board members perception of the effectiveness of programs and measures their district had taken in an effort to control violence. Data were cross tabulated by size of school district, region of the country and type of school district.

Descriptive research methods were employed in this study. A stratified, random sample of school board members was identified from the list of school board member subscribers to The American School Board Journal. Of the 21,655 board members in the population, 5,847 or approximately 27% were surveyed using a mailed questionnaire.

The response rate was 17.9%. The study was sponsored by The American School Board Journal.

The study revealed that while the majority of board members who responded to the survey do not feel violence is a problem in their district, the board members who feel that violence is a problem represent approximately 75% of the students in the United States. The majority of board members from the southern and pacific regions of the country perceive violence as a problem. The board members from the southern and pacific regions are more heavily involved in programs designed to control violence.

Of note is the fact that in virtually all cases and cross tabulations, if a school district had enacted a plan to control violence, the plan was viewed by the majority of board members to be effective.

IN MEMORY

Jake and Robbie

Jerry Clarence and Martha M. Keating

David and Hannah Bell Weisenburger

ACKNOWLEDGEMENTS

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CHAPTER I

Introduction

As the governing body for over 15,000 public school districts in the United States, board members are and will be faced with addressing the rising levels of violence in schools. School systems around the country will rely on the judgement of board members to combat the rise of violence currently being encountered by American schools. To make appropriate decisions, board members need to have as much information as possible. This study asked board members their perception of the effects of violence in their school district, about the measures they have enacted as a response to violence and their perceptions as to the effectiveness of such measures.

Morgenstern writes that "The history of America is a violent history. Crime is and has been present in our lives. We expect to be cursed with a manageable degree of criminal behavior in all aspects of our lives" (Morgenstern, 1981, p. 3). Likewise, violence in American schools is not a new phenomenon. Fights, bullying and other violent acts have historically been commonplace among high school students (Boothe, 1993).

Since the mid-1980's schools have seen a very dramatic rise in the incidence of violence (Boothe, 1993). Some examples of the rise in school violence are reported by Ordovensky (1993). He reports that researchers in Florida found crime up seven percent in one year. Researchers in a medium sized midwestern town report that fifteen percent of the students say they brought a weapon to school (Ordovensky, 1993, p. 23). The

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sale of crack cocaine, an easily manufactured, 100% addictive drug, has led to a proliferation of gangs and weapons (Harrington-Luecker, 1992). As a microcosm of society, the schools reflect this new wave of violent activity. Violent activities have become a common means of resolving issues such as possession of and trespassing on a rival's "turf", perceived loss of face, and bad drug deals. School violence is on the rise and more and more disputes that once ended in shouting matches are ending in shooting matches (Williams, 1991).

Statement of Purpose

The purpose of this study was to determine the perceptions of school board members about violence in their school districts and about the effectiveness of efforts underway in their districts to control violence.

The study used descriptors of school districts, ie: community type, district enrollment and region of the country, in an effort to give school board members a basis of comparison as they strive to control violence in their districts.

Research Questions

The research questions addressed in this study were:

1. Do school board members perceive violence to be a problem in their school district?

2. What is the perceived effect of violence on the individuals and resources associated with schools?

3. How effective do school board members perceive board polices are in controlling violence in schools?

4. How effective do school board members perceive education programs are in controlling the level of violence in schools?

5. How effective do school board members perceive in-service programs are in controlling the level of violence in schools?

Need for the Study

A recent study done by researchers at Xavier University surveyed school administrators about violence in schools (Boothe, 1993). The study confirmed that violence in schools is on the rise. The report indicated that school administrators believed violent acts are on the rise at all school levels from elementary through secondary (Boothe, 1993).

Interestingly, the same report indicated that administrators believe that the increase in violence is more prevalent in someone else's district (Boothe, 1993). Boothe expounded on the problem by stating that the U.S. Department of Education also reported a perception gap between teachers and administrators. Twenty-two percent of teachers surveyed said there was a problem with vandalism while only eleven percent of principals agreed (Boothe, 1993). Superintendents conceded that they had gone through periods of denial but that they are now facing up to the problem (Ordovensky, 1993, p. 23).

In an atmosphere of denial and varied perceptions as to the level of the problem in the local school district and a documented rise in violence across the nation, "strategies, guidelines, and policies are needed to help school officials fulfill their responsibilities to provide a safe and healthy school environment" (Curcio & First, 1993, p. 2). To this end, school board members should gather any and all available data to make appropriate policy decisions in their efforts to control violence and create an environment conducive to educating students.

This study provides to school board members information about the policies that have been implemented across the nation in an effort to control violence in school districts. It also provides board members with information about the effectiveness of these programs. By comparing these data with selected demographics about the respondent's school districts, it is hoped that board members will be able to examine programs and strategies employed in similar school systems and use the information in their efforts to meet the specific needs of their district.

Definitions

As used in this study the following terms have certain restrictions placed on their usage.

School board member: The term school board member refers to an individual, either elected or appointed, who is a member of a local board of education (Gaul, 1993).

School board: This term refers to a group or committee of people elected or appointed to manage and govern a local public school district (Gaul, 1993).

Demographic characteristics: This term refers to the variables of region of the country, student enrollment, or type of community that describes a local district.

Personal descriptors: This term refers to the social descriptive variables of age, gender, race, occupation, income and education identified by the individual school board member.

Violence: In New Jersey Law, Chapter 163, enacted in October of 1982, violent incidents are defined as "an act of malicious intent to injure another person; willfully destroy property; or possess, sell, or distribute controlled dangerous substances" (New Jersey State Department of Education, 1992). Malm describes violence as not only a physical act but an obscenity directed at others (Malm, 1992). Houston and Grubaugh define violence as both physical and nonphysical acts committed by students that are seriously wrongful, unjust, or unlawful (Houston, 1989). For the purposes of this study the definition of violence was left to the perception of the respondent.

Limitations of the Study

1. The sample for this study was drawn from the population of school board member subscribers to The American School Board Journal, not from the entire population of school board members in the country.

2. Due to The American School Board Journal requiring anonymity, a follow-up survey to improve the response rate could not be undertaken.

3. The responses to the questionnaire were assumed to reflect the true attitudes of the respondents based upon their personal perceptions, observations or experiences.

4. The researcher did not know how many school boards were represented by the respondents.

Organization of the Study

This study of the effect of violence on schools in the United States is divided into five chapters.

Chapter 1 contains the introduction; statement of need; purpose of the study; research questions; definitions and limitations of the study.

Chapter 2 contains a review of the literature relevant to factors that will be examined by the researcher in this study.

Chapter 3 includes a description of research methodology; selection of the sample; instrumentation; collection of data and method of analysis.

Chapter 4 describes the data and findings of the survey and provides an analysis of data concerning the research questions.

Chapter 5 contains the conclusions and recommendations of the study.

CHAPTER II

Review of the Literature

"The time has come, for the first time in United States' history to establish clear, national performance goals, goals that will make us internationally competitive" declared President George Bush at the 1989 Education Summit (National Education Goals Report, 1991, 1991, p. 2). In 1989, then President George Bush met with the governors of the fifty states to discuss educational reform (Gaul, 1993). The nations' governors, recognizing that America's schools were being thwarted in their efforts to educate due to rising levels of violence, wrote National Education Goal #6. Goal #6 states "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning" (National Education Goals Report, 1991, 1991, p. 18).

It is a rare day that the media does not carry a news item related to violence in schools. Three million crimes are committed on school grounds each year and 183,590 people were injured in 1987 (Harper, 1990, p. 7). A recent Washington Post edition carried the story of a police officer who was attacked in the halls of Roosevelt High School by six teenagers. The same article stated that earlier in the day a twelve year old girl stabbed a fourteen year old boy in front of an elementary school in Washington (Washington Post, March 6, 1993).

Chaos in classrooms, growing violence and the fear of dying a violent death are a part of the school day for increasing numbers of American school children. Recent reports revealed the following:

- A third of high school teachers felt that they had little disciplinary control over students in their classrooms. And three-quarters of 8th graders said their classes were often disrupted by other students.

- One-third of high school students said that they had easy access to handguns, and at least six percent of them brought guns to school.

- Gunshot wounds were a leading cause of death among all high-school age children in the United States, second only to motor vehicle deaths. (What Other Communities are Doing...National Education Goal #6, 1990)

- Almost eight percent of urban junior and senior high school students missed at least one day a month because they were afraid to go to school.

- Approximately fifty two hundred of the nation's one million secondary school teachers were physically attacked at school in a month's time (Hrantz & Eddowes, 1990, p. 4).

Researchers doing a recent study sponsored by Xavier University reported that school administrators acknowledged an increase in the number of violent acts over the past five years (Boothe, 1993). The same report stated that urban schools do not have exclusive claim on school violence as both urban and suburban schools reported a rising number of violent acts. Boothe also reported that the problem seemed to be greater in predominantly black or racially mixed schools (Boothe, 1993).

Boards across the nation are wrestling with the problem of increasing violence. School boards are the governing body for over 15,000 public school districts in the United States. In that capacity, they have been charged with the responsibility of leading schools and insuring that all children are given the opportunity to receive the best

possible education. For teachers to teach and students to learn, there must be a safe and inviting environment (Curcio & First, 1993). School boards have the responsibility of insuring that the nation's school districts meet National Education Goal #6 that every school in America will be free of drugs and violence by the year 2000 (National Education Goals Report, 1991, 1991). Citizens on these boards oversee the public school system and govern the destiny of millions of school children (Gaul, 1993). While board responsibilities differ, all have the responsibility of "determining educational policy" in their respective school districts (Barham, 1977).

Efforts by boards and school districts to control the spread of violence are many and varied. This study concentrated on three areas that characterize this effort. These areas of concentration include:

- Disciplinary and security measures.

- Educational programs for students.

- Staff in-service training.

Students cannot learn if they do not feel safe. No matter how you define safety, it is necessary in both the school and the classroom (Burke, 1991). California has underscored this ideal by amending their constitution to read that schoolchildren and staff have the inalienable right to safe schools (Curcio & First, 1993).

Disciplinary and Security Measures

Discipline and security measures implemented by school boards around the nation represent a broad range of initiatives designed to control the level of violence in schools.

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These initiatives range from strictly enforcing the existing code of behavior to using modern technology to restrict the flow of weapons into school buildings.

One of the most direct efforts boards have been using is to implement and enforce a clear and concise code of student behavior. Administrators should adhere to the motto "discipline must be administered dispassionately by compassionate people" (Petterle, 1994, p. 182). Petterle believes that administrators have a duty to create an environment that is unambiguous. Administrators, teachers, parents and most importantly students are aware that inappropriate behavior will have a weighty consequence. He believes that to be effective, the consequence needs to be severe enough to be a deterrent in itself. The "numbers game," characterized by little chance of getting caught and inconsequential punishment for inappropriate behavior, gives students the motivation to "try" the system and generally win (Petterle, 1994).

Researchers from Xavier University polled school administrators, 48% of whom said that one of the steps they have taken is to institute strict enforcement of discipline policies (Boothe, 1993, p. 20). Any act of violence, whether by a student enrolled in the school or by an outsider, should be dealt with quickly and deliberately, following firm and consistent policies (Essex, 1987). Houston and Grubaugh agree. They detail a five step process that incorporates the values of students, teachers and parents in the development of a clear, and concise list of ordinances and deterrents. The final step of the process is to implement the plan by holding students accountable for their actions (Houston & Grubaugh, 1989).

Rubel and Blauvelt wrote that boards set the tone for school security at the top. School board members are responsible for developing clear and concise district level policies on school discipline. Further, boards are responsible for monitoring how the policies are put into practice at the school level (Rubel & Blauvelt, 1994). Petterle believes that support of the discipline plan is essential to success.

> "There is always someone, somewhere who has the authority to pull the plug on all that the school has planned. Maybe it's the superintendent; a member of the school board; possibly some nondescript person at the central office; or a powerful parent or parent lobby." (Petterle, 1994, p. 137)

One of the steps identified by Rubel and Blauvelt (1994) as essential to successfully controlling violence in schools is having an accurate and efficient reporting method. As in all policy making situations, accurately assessing the problem is critical to implementing the appropriate solution (Dunn, 1994).

Keeping accurate records of unusual activities will help schools to identify patterns that may be harbingers of problems to come. Unusual incidents should be documented thoroughly. Such records could be documented to be utilized by law enforcement personnel if problems do occur (Gerl, 1991).

The use of properly trained security personnel is another of the measures being taken by schools to monitor school property and control violence. The obvious responsibility of such personnel is to keep order in the school, but educators are finding that if properly trained, they serve in an informal counseling role as well (Berger, 1974). A suburban high school in Northern Virginia doubled the size of their security force. The result of having personnel who were trained to deal with security issues was a

positive step toward controlling violence. The reinforced security staff was able to patrol the school building and grounds. Intruders were discovered more rapidly and escorted off the premises. Response to situations that occurred in classrooms were rapid. Teachers, who had filled such roles on their supervisory periods, were able to use the time to tutor students and plan (Campbell, 1994).

Many school districts have been using police in various capacities for a number of years in an effort to have an impact on the level of violence in schools. Recently, the mayor of Washington, D.C., took steps to increase the level of police presence in the city's school. First, Mayor Kelly deployed sixty police officers, in addition to the thirty-eight already on patrol, to provide support to the schools (Washington Post, March 12, 1994). Secondly, Mayor Kelly created a special police team to search for weapons and impact on the rate of their flow into the hands of students (Washington Post, March 15, 1994).

Other programs, such as DARE (Drug Awareness Rehabilitation and Education), have been in the schools for a number of years. Recently, the Community Resource Officer at Potomac High School in Prince William County, Virginia, implemented a program called PULSAR. One of the major focuses of the PULSAR program is to bring the local police into contact with the school's young people and develop a positive rapport (Anzenberger, 1994). Interaction with caring adults can make a difference. Gaustad reports that some former gang members who have turned their lives around credit the influence of officers who took personal interest in them (Gaustad, 1991).

The widespread use of weapons by teenagers has prompted even more forceful responses by some school districts. Some are arming their security guards while others are resorting to using sophisticated electronic equipment (Bushweiller, 1993). Metal detectors are being employed in approximately one fourth of major urban schools to deter students from bringing weapons to school (Harrington-Luecker, 1992, p. 26). The use of metal detectors is controversial. They are a considerable expense, with the large walk through detectors costing as much as $10,000, and their effectiveness as a deterrent is in question. Some cite the presence of the metal detector as a concrete reminder that weapons are not acceptable. Edward Muir, Director of School Safety for the United Federation of Teachers says "Unless we have some kind of divine intervention, where all the youngsters come forward to throw their sins and guns away at the same time, there is nothing else but that (metal detectors) to do" (Harrington-Luecker, 1992, p. 27).

School districts have also implemented various procedures classified as "hassling" actions by Rubel and intended to put the students on notice that contraband materials will not be tolerated on school property and that the risk of getting caught is great (Rubel, 1984). These procedures include random locker searches and searches by specially trained dogs (Rubel, 1984; Ryder, 1982).

Preventive Programs

School districts across the country have implemented many different types of programs intended to control the level of violence in their schools. These programs include educational programs, extracurricular programs and counseling. All are designed

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to give students the tools they need to resist becoming involved in violent activities. Students who are experiencing success in an educational environment are less likely to become disruptive and engage in violent activities.

For over a hundred years, schools have sponsored extra-curricular activities for the students. Extra-curricular activities have provided many experiences for the students involved, including leadership opportunities, development of socialization skills, teamwork and fair play. Additionally, such activities have provided students with the opportunity to enhance self-esteem and to engage in relationships with positive role models (Simeroth, 1987). Students who have developed strengths in these areas and feel connected to the school are less likely to be involved in violent activities in the schools. Schools that have diversity in curriculum and a variety of extra-curricular activities are more effective with students who do not achieve (Dorrell, 1992).

Many school districts are using pre-school and elementary intervention programs to enhance a student's chance of success in an educational setting. Hranitz and Eddowes (1990) wrote that the need to reach students in the early years is great. Intervention programs include working with the young family in an effort to enhance parenting skills, ensuring that basic needs are met and teaching alternatives to violent behavior in the home. Programs that provide support for young families should be expanded. Head Start, day care for children of working or student parents and after school care should be adequately funded. Walker and Sylwester stated that schools need to take the lead setting up home/school behavior intervention programs and parent training programs (Walker & Sylwester, 1991).

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One approach to controlling violence in schools is the widespread acceptance and implementation of "conflict resolution" training (Williams, 1991). Williams wrote that conflict resolution training generally takes on three forms; those that train teachers, those that train students, and those that teach conflict resolution as part of the curriculum. In some peer mediation models, student leaders representing the various cliques within the school are trained to help their fellow students work through problems that may lead to violent confrontation. Richard Cohen, director of School Mediation Associates, states, "On average, eighty five percent of potentially violent incidents involving mediation end in a peaceful resolution" (Williams, 1991, p. 23).

Gaustad reported on several conflict management programs. In Portland, Oregon, schools teach conflict management throughout the curriculum. Lessons work to build empathy and teach impulse control and anger management. Other programs teach students how violent interactions begin and escalate and teaches nonviolent problem-solving techniques. The staff and students of Wilson High School in San Francisco have noticed a difference in the halls since the implementation of "Conflict Resolution: A Secondary School Curriculum." "More conflicts are being confronted with humor... a more peaceful environment is being developed" (Gaustad, 1991, p. 2).

School districts around the country are using alternative educational settings to deliver instruction to students whose violent behavior has been disruptive to a normal school environment. In Portland, students who were involved in violent behavior in schools were required to attend special classes to go through an anti-violence curriculum (Gaustad, 1991). In other school districts, the alternative program removed the offending

students from the schools and provided instruction in a more closely supervised setting. In one large suburban school in Northern Virginia, the students attend at their base school, but are enrolled in a special program. The students "earn" their way back into the normal setting through appropriate behavior and academic achievement (McCabe, 1994). In Newport News, Virginia, truant and disruptive students are moved to an educational program outside the school and are taught after normal school hours. The program centers around the students' desire to be in a normal social setting. The program reports good success (Stacy, 1986).

Some states have developed alternative programs for school age offenders known as "boot camps." These programs are highly structured, modeled after the initial training and indoctrination the military gives to recruits. In Sorrocco Independent School District, in Texas, the goals of the boot camp are to reduce the drop-out and expulsion rate of students who are facing expulsion and to facilitate reintegration into the mainstream (Heger, 1992).

School districts are using educational programs to instill social values in students that reflect the traditional values of society. Schools must expand teaching beyond traditional academic subjects and include responsible citizenship, effective decision making, conflict resolution skills, cooperation and simple courtesy (Stephens, 1988). Children need teachers who employ critical thinking skills and problem solving in their lessons plans. Teachers must model the act of compromise and teach children that there are acceptable and law abiding ways to deal with problems (Hranitz, 1990). Riley agrees but goes further to say that values education must include working collaboratively in

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groups and learning to communicate across culture (Riley, 1991). Northport High School in New York has its "Law Related Education" program. The objective of the program and others like it are simple and straightforward; teach the difference between right and wrong; teach responsibility for one's own actions; empower all students with the skills to make right decisions (Riley, 1991).

Along with teaching social values, schools must teach acceptance. Students must learn to appreciate the differences in individuals if they are to live and work together productively in the future. Until our African-American, Native American, Hispanic and Asian children see the abundant contributions of their forbearers represented in the history and literature texts they read, they have little basis for pride in an America they see as excluding them. Equally, white children must come to appreciate the contributions of other ethnic groups, or they cannot be expected to value ethnic diversity (Riley, 1991). The roots of violence lie in a great many social ills including prejudice (Kadel, 1993).

School districts are employing counseling services as a method of intervention. Counselors are used to help students develop a sense of self worth. Some district's intervention programs include family counselors.

Many school districts have taken a very broad and interactive approach to controlling violence in schools. Hranitz and Eddowes (1990) wrote, "Reducing violence will be one of the most difficult tasks facing educators, legislators, parents and psychologists as the nation enters the 21st century. Violence hurts everyone. Offenders sap much needed tax dollars that could be spent on programs to strengthen the family and improve educational opportunities. The destruction of property increases the rates paid

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to insure homes, schools and automobiles" (Hranitz & Eddowes, 1990, p. 6). Due to the widespread effect of violence, they stated that the effort to control violence must be equally widespread and encompass efforts by the legislature, the community and the schools. Schools and school district staffs must collaborate with the community examining personal beliefs, values and working toward a common set of beliefs that to which all can subscribe (Curcio & First, 1993). Schools can build bridges into the community by creating a curriculum that incorporates the school into the community (Burke, 1991). Such programs as the "Youth as Resources Program" provide a way for students to be involved in activities to improve the community (Calhoun, 1988). Interaction with caring adults can make a difference. Former gang members who have changed their lives, credit the personal attention paid by caring police officers (Gaustad, 1991).

Menacker, Weldon, and Hurwitz (1990) cited the need for the legislature to be involved in controlling violence in the communities. They stated, "The most important first step to take in developing adequate solutions to their problem is for municipal and state authorities, including executive, legislative, and judicial branches, to begin addressing the issue of school safety as a community problem rather than simply as an isolated school problem caused by ineffective school administration" (Menacker, Weldon & Hurwitz, 1990, p. 79).

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In-Service Programs

Kadel wrote that the roots of violence lie in a great number of social ills including the prevalence of prejudice, gangs, drugs, the cycle of disadvantage, media imagery and moral decay (Kadel, 1993). School districts are engaging in special training for staff in an effort to be more effective educators and, therefore, more effective in controlling violence in the schools. These efforts range from trying to make the teacher more effective in the classroom to heightening staff awareness about many of the issues confronting educators today.

Students who are successful in school are less likely to be involved in violent activities. Guy Marble, an inmate in a Texas prison writes from his prison cell, "Children captivated by the learning process will more closely dissect the shallow values of those who lead them astray" (Marble, 1993, p. 63). Many educational authorities agree that accommodating students' learning styles improve achievement, attitude, morale, self-discipline, and self esteem. Reductions in discipline referrals and in the amount of tension in schools have also been associated with teaching according to students' learning styles (Midkiff, 1991). Future teacher education programs will shortchange students if they fail to arm teachers with a repertoire of different teaching styles (Henson, 1992). Equipping teachers with the skills needed to address different learning styles will keep students from falling through the cracks (Duke, 1993).

Effective classroom management techniques are seen as one way of improving student discipline in the classroom. Henson and Borthwick wrote that matching learning styles is a good classroom management technique. It is highly probable that many of the

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behavior problems that label students could be alleviated or minimized by matching learning styles (Henson & Borthwick, 1992). Other management techniques include setting clear and concise school and classroom rules and to do so with the students input (Petterle, 1994).

Teachers are increasingly being confronted with disruptive students in the classroom and halls of American schools. While resolving students conflicts has always been a part of the teachers job, it has never been more important. Teachers are being in-serviced in conflict resolution techniques and learning to help students channel anger in such a way as to leave a peaceful solution open (Williams, 1993).

In addition to training teachers in techniques that directly impact on the behavior of students, teachers are being taught to recognize many of the problems that have a negative effect on American young people. Recognizing the characteristics of students who are involved with substance abuse, gangs, or who are the victims of abuse is important in controlling the level of violence in a school. With this information in hand, the staff must develop ways to intervene (Riley, 1991). By understanding the causes of some of the problems that allow such behaviors to develop, staff can begin to make the changes necessary to reverse the trend (Riley, 1991).

CHAPTER III

Methodology

The purpose of this chapter is to describe the research method that was utilized in this study, explain the sampling frame, describe the data collection instrument (questionnaire), the procedures followed in its administration, and the statistical procedures used in analyzing the data. This study is a continuation of a series of research studies carried out by Virginia Tech in conjunction with The American School Board Journal. The method employed in this study parallels that used by Freeman (1990), Seaton (1991), Michener (1992), and Gaul (1993).

Research Method

Descriptive research methodology was utilized in this study. The study utilized a survey instrument to collect data from the members of district level school board members.

Survey research studies large and small populations (or universes) by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelation of sociological and psychological variables (Kerlinger, 1973).

Babbie wrote "Surveys are frequently conducted for the purpose of making descriptive assertions about some population, this is, discovering the distribution of

certain traits or attributes. In this regard, the researcher is concerned not with why the observed distribution exists but merely with what that distribution is. In addition to describing the total sample (and inferring to the total population), survey researchers often describe sub-samples and compare them" (Babbie, 1990, p. 51).

Survey research deals with incidence, distribution and the interrelation of psychological and sociological variables (Wiersma, 1991).

Wiersma related "Surveys are used to measure attitudes, opinions or achievements - any number of variables in the natural setting. Such studies may be local, regional, national or even international. Survey research can include a status quo study or a study in which the interrelationships of sociological or psychological variables are determined and summarized" (Wiersma, 1991, p. 51).

Regarding cross-sectional designs, Wiersma noted "...cross-sectional designs involve the collection of data at one point in time from a random sample representing some given population at that time" (Wiersma, 1991, p. 45).

The purpose of the survey is to produce quantitative or numerical statistics that are descriptions of some aspects of the study population. The main way of collecting information is by asking people questions; their answers constitute the data to be analyzed. Generally, information is collected about only a fraction of the population - that is, a sample - rather than from every member of the population (Fowler, 1984, p. 9).

Descriptive research methodology was used in this study to gather information about how school board members perceived how violence effected their school districts

and about the effectiveness of programs school districts have implemented to control violence. Descriptive statistics is a method for presenting quantitative descriptions in a manageable form (Babbie, 1991, p. 283).

Good defined the role of the descriptive survey as follows:

1.   To secure evidence concerning an existing situation or current conditions.

2.   To identify standards or norms with which to compare present conditions, in order to plan the next step.

3.   To determine how to make the next step (Good, 1966).

The Questionnaire

This study surveyed a nationwide sample of school board members by means of a mailed questionnaire. Wiersma related the following regarding the questionnaire: "One of the distinguishing characteristics among surveys is the method of data collection, and certainly the mailed questionnaire commonly is used for data collection. Questionnaires are used for surveys ranging in magnitude from national surveys to local surveys such as a community survey for a school system or even a single school" (Wiersma, 1991, p. 176). Regarding item formulation, Wiersma noted "Formulating items is essentially a matter of common sense. The law of parsimony applies: Keep things as simple as possible to obtain the necessary data" (Wiersma, 1991, p. 176). He added that there are two general types of items used for questionnaires. First there are selected-response or forced-choice items for which the respondent selects from two or more options. Selected-response items enhance consistency of response across

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respondents; data tabulation is generally straightforward and less time-consuming than for open-ended items. Secondly, there are open-ended items for which the respondent constructs a response. A disadvantage of open-ended items is that responses tend to be inconsistent in length, and sometimes in content, across respondents. Both questions and responses are susceptible to misinterpretation (Wiersma, 1991, p. 176).

Wiersma also discussed the questionnaire format. "Questionnaire format should be attractive and straightforward, with the items ordered in a logical sequence. Responding to the items should be convenient and without confusion" (Wiersma, 1991, p. 181).

Wiersma noted the following: "Survey data can be analyzed using any appropriate procedures, and in many surveys at least part of the results are reported in a descriptive manner. Percentages or proportions of respondents selecting the options for an item are often provided. Survey results typically are summarized in tables including common descriptive information. The important characteristic is that analysis and subsequent reporting of results fit the research problem" (Wiersma, 1991, p. 198).

Among the major advantages of the questionnaire is that it permits wide coverage at a minimum expense both in money and effort. It not only affords wider geographic coverage, but it also reaches persons who are difficult to contact. This greater coverage makes for greater validity in the results through promoting the selection of a larger and more representative sample. Particularly when it does not call for a signature or other means of identification, the questionnaire may, because of its greater impersonality, elicit more candid and objective replies (Mouly, 1970, p. 242).

The purpose of descriptive research is to describe things the way they are. Descriptive statistics are methods used to derive from raw data certain indices that characterize or summarize the entire set of data....Inferential statistics are methods that allow the researcher to generalize characteristics from his set of data to a larger population. While descriptive statistics are concerned only with characteristics of the set of data obtained by the researcher, inferential statistics are concerned with generalizations to a population larger than the set of data obtained by the researcher (Huck, Cormier & Bounds, 1974, pp. 18-19).

The researcher has chosen to use descriptive survey procedures utilizing questionnaires in order to determine perceptions, attitudes and opinions of schools board members regarding the effect of violence on schools in the United States. The relationship of these data to selected demographic, personal and other school board variables are included in the study.

<div align="center">

Sample
</div>

This study surveyed a nationwide stratified random sample by means of a mailed questionnaire. The study is one in a series sponsored by The American School Board Journal which is published by the National School Boards Association, the national professional organization for school board members in the United States. The target population for this study was the school board member subscribers to The American School Board Journal. The subscriber list was examined by the staff of The American

<u>School Board Journal</u> and those subscribers who were not members of district school boards were deleted.

Sampling error was reduced both by sampling large numbers and by sampling within homogeneous populations (Babbie, 1991). As in Gaul's study in 1993, a stratified random sampling was used (Gaul, 1993).

Stratified random sampling is a technique for obtaining a greater degree of representation and thus decreasing sampling error. For this study a geographical region stratified sample has been identified (Table 1). Babbie noted that within a nation, geographical stratification "increases representativeness in a broad range of attitudes as well as in social class and ethnicity" (Babbie, 1991, p. 86). Due to the requirements of the National School Boards Association, a sample size of twenty-seven percent (27%) was used.

Instrumentation

The survey instrument for this study was designed to accomplish four purposes. It collected (1) selected opinions and personal information about school board members, (2) information that examines the perceived effect of violence on school districts in the United States, (3) information that examines the perceived effectiveness of various efforts implemented to control violence in schools, and (4) data for the National School Boards Association.

Data collected specifically for <u>The American School Board Journal</u> were not reported as a part of this study.

Table 1

Regions of the United States According to National School Board Membership

	Northeast Region (Membership: 4,777)		
Connecticut	Maryland	Pennsylvania
Delaware	Massachusetts	Rhode Island
District of Columbia	New Hampshire	Vermont
Maine	New Jersey	New York

	Central Region (Membership: 7,352)		
Illinois	Kentucky	Missouri
Indiana	Michigan	Ohio
Iowa	Minnesota	Wisconsin

	Southern Region (Membership: 3,948)		
Alabama	Louisiana	Tennessee
Arkansas	Mississippi	Texas
Florida	North Carolina	Virginia
Georgia	South Carolina	West Virginia

	Western Region (Membership: 3,037)		
Colorado	Kansas	North Dakota
Oklahoma	Montana	South Dakota
Nebraska	Wyoming	New Mexico
Idaho		

	Pacific Region (Membership: 2,541)		
Alaska	Nevada	Arizona
Oregon	California	Utah
Washington		

In Sections I through IV of the survey, information related to this study was requested from the respondents. Sections V sought demographic information about the respondent's school district and about the respondent. Section VI of the survey asked the respondents to rank problems they encountered in their school district.

The factors selected for this study were derived from a comprehensive review of the literature concerning violence in schools, and from interviews and discussions with members of the researcher's dissertation committee and editors of The American School Board Journal. The researcher created a research matrix to justify the inclusion of each survey item in the questionnaire and to insure that the research questions were answered (Appendix 1).

In order to validate the questionnaire, the researcher field tested the initial drafts of the instrument on convenience samples of local educators, graduate students, members of local school boards and several former members of a local school board. In addition, dissertation committee members, editorial staff members of The American School Board Journal, and selected staff and school board members were asked to provide feedback to the following:

1.   Are the directions of the questionnaire clearly stated and explained?

2.   Are the questions of sufficient interest and appeal to motivate the respondent to complete the questionnaire?

3.   Are the questions relevant to current educational concerns so as to elicit a realistic and accurate response?

4.   Are the questions clearly worded?

5. Do the questions anger or embarrass the respondent?

6. Are the questions too restrictive, limited or narrow in scope?

7. Are the questions designed in such a way that, when taken as a whole, they will answer the basic research questions of the study?

Feedback was analyzed and revisions made where necessary.

Collection of Data

District level school board members chosen by the stratified random sampling technique were asked to participate in this study. Questionnaires accompanied by a cover letter were mailed on February 25, 1994, to potential respondents. A pre-addressed, postage-paid envelope was included. Because of the anonymity of respondents required by The American School Board Journal, a follow-up mailing to non-respondents was not possible. Because the researcher could not use follow-up mailings to improve the response rate, the study was limited to the number of responses that were received after the only mailing. In previous studies sponsored by the National School Boards Association the return has been between 18 and 27 percent.

Method of Analysis

Returned questionnaires were examined for correctness and completeness. Any questionnaires with one or more parts substantially incomplete were to be discarded. Virtually all of the returned questionnaires were used, as all were judged by the researcher to be substantially complete.

Returned questionnaires were identified by consecutive numbers and responses were coded. The data were analyzed through use of the <u>Statistical Program for the Social Sciences (SPSS)</u> package computer routines. All questions were analyzed using frequency distributions and cross-tabulation procedures when appropriate.

Response categories labeled "strongly disagree" and "moderately disagree" were combined as "no" responses. Response categories labeled "strongly agree" and "moderately agree" were combined as "yes" responses. The categories were combined to ease interpretation of the data. No analysis of non-response bias was undertaken.

Summary

The purpose of this chapter was to describe the methods used in this study, the development of the survey instrument, data collection procedures and the statistical methods used in analyzing the data collected.

CHAPTER VI

Results

The purpose of this chapter is to describe the data derived from the 1994 National Survey of School Board Members. The first section presents a description of the respondents. The second section contains the findings related to each research question. The third section provides a summary of the chapter.

Description of the Sample

A description of the sample by geographic region is displayed in Table 2. A stratified, random sample of 5,847 school board member subscribers to The American School Board Journal were sent a mailed questionnaire on or about March 1, 1994. After two months, 1,045 (17.8%) surveys had been returned.

The distribution of returned surveys by type of community is reported in Table 3. The majority of respondents indicated that their community was best described as small town (27.0%), suburban (26.2%), or rural (22.2%) and 9.4% of the respondents described their community as urban.

The distribution of returned surveys by student enrollment is reported in Table 4. The highest response came from board members who reported their school districts were in the 1,000-4,000 student range (52.0%). The lowest response came from

Table 2

Population, Sample, and Responses by Region

Region	Subscribers	Sample	# Respondents	% Respondents	% Total
Central	7,352	1,985	389	19.4	37.2
Northeast	4,777	1,290	211	16.4	20.2
Pacific	2,541	686	108	15.7	10.3
Southern	3,948	1,066	182	17.1	17.4
Western	3,037	820	143	17.4	13.7
Unidentified			12		1.1
Totals	21,655	5,847	1,045		100.0

Table 3

Distribution of Returned Surveys by Type of Community

Category	Frequency	Percent
Urban	98	9.4
Suburban	271	25.9
Rural	230	22.0
Small Town	279	26.7
Other	156	14.9
No Response	11	1.1
TOTAL	1,045	100.0

Table 4

Distribution of Returned Surveys by District Enrollment

Category	Frequency	Percent
Fewer than 1,000	153	14.6
1,000 to 4,999	539	51.6
5,000 to 9,999	174	16.7
10,000 to 24,999	122	11.7
25,000 or more	48	4.6
No Response	9	0.9
TOTAL	1,045	100.0

members who reported that their districts were in the 25,000 or more student range (4.6%).

Table 5 was included in the study to put the results into perspective concerning the number of students who are affected by violence as perceived by the respondents. The results of the cross tabulation by district size indicated that a majority of the respondents from the three largest district sizes felt they have a problem with violence. Approximately 75% of the students in the United States attend school in these districts which enroll more than 5,000 students. The majority of respondents from school districts which enroll 4,999 or less students feel that violence is not a problem. Only 25% of the students in the United States attend school in these districts.

While a majority of respondents (51.6%) felt that violence was not a problem, these respondents tend to be from small school districts and therefore govern a minority of students. The minority of respondents, those who felt violence was a problem, sit on boards that govern educational policy for a large majority of students.

Description of the Respondents

The personal data reported by respondents are detailed in Table 6. The majority were male (55.1%), white (90.4%), and held four year college or advanced degrees (68.4%). The majority of respondents reported family incomes of over $40,000 (87.0%), were married (92.4%), and had children in the public school system (58.9%). The largest percentage of respondents were between the ages of 41-50 (46.2%) and described themselves as either professionals or managers (43.1%).

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Table 5

<u>Enrollment Statistics for School Districts in the United States by Size of Student</u>
<u>Enrollment</u>

Size of District	# of Districts	% of Districts	% of Students
Fewer than 1,000	7,890	51.3	7.0
1,000 to 4,999	5,482	35.7	30.6
5,000 to 9,999	937	6.1	15.9
10,000 to 24,999	489	3.2	17.7
25,000 or more	190	1.2	28.7
Not Reported	370	2.4	
Totals	15,358	100.0	99.9
Source: Digest of Education Statistics, 1992			

Table 6

Distribution of Personal Characteristics Identified by Respondents

Characteristics	Frequency	Percentage (N=1,045)
1. Gender		
Male	576	55.1
Female	421	40.3
No Response	48	4.6
2. Ethnic Designation		
Black	46	4.4
White	945	90.4
Hispanic	16	1.5
American Indian	6	0.6
Asian	3	0.6
Other	23	2.2
No Response	6	0.6
3. Age		
25 or Under	3	0.3
26 - 35	58	5.6
36 - 40	122	11.7
41 - 50	483	46.2
51 - 60	217	20.8
60 and Over	150	14.4
No Response	12	1.2
4. Occupation		
Homemaker	112	10.8
Retired	122	11.8

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Characteristics	Frequency	Percentage (N=1,045)
Laborer	10	1.0
Skilled Trade	35	3.3
Clerical	20	1.9
Sales	36	3.5
Business Owner	123	11.8
Professional/Manager	447	43.1
Other	133	12.8
5. Education Attainment		
High School Non-graduate	1	0.1
High School Graduate	94	9.0
Post-high School Training	216	20.7
Four-year College Degree	342	32.7
Advanced College Degree	373	35.7
No Response	17	1.9
6. Income		
Less than $40,000	186	17.7
$40,000 - $79,999	486	46.6
$80,000 +	335	40.4
No Response	38	3.7
7. Married		
Yes	966	92.4
No	70	6.7
No Response	9	0.9
8. Children in Public School		
Yes	615	58.9
No	425	40.7

Characteristics	Frequency	Percentage (N=1,045)
No Response	5	0.5
9. Children in Private School		
Yes	38	3.7
No	993	96.1
Other Response	14	1.3
10. Home Owners		
Rent	36	3.4
Own	1,000	96.3
Other Response	8	0.8
11. Political Affiliation		
Conservative	670	64.1
Liberal	283	27.1
Other	92	8.9
12. Years Served on School Board		
1	119	11.5
2	145	13.9
3	130	12.5
4	111	10.6
5	88	8.4
6	88	8.4
7	53	5.1
8	52	5.0
9	46	4.4
10	33	3.2
11 to 15	102	9.7
16 to 20	49	4.7

Characteristics	Frequency	Percentage (N=1,045)
21 to 25	16	1.6
26 or More	7	0.7
Other	6	0.6

Findings

Introduction

Research was conducted to determine school board members' perceptions as to the extent of violence in American schools, the impact of violence on school districts and the effectiveness of programs and policies intended to control violence. Trends in the data were investigated based on the response to statement number one, "Violence is a problem," and were investigated in relation to the demographic variables of region, type of school community, and size of district.

Research question number one: Do school board members perceive violence to be a problem in their school district?

The questionnaire asked school board members to indicate whether they perceive violence as a problem in their school district. Responses were by number and percentages of responses based on the total number of respondents. Results indicated that a slight majority of school board members perceived violence was not a problem in their school district. The majority of school board members (51.6%) responded that they perceived violence was not a problem, while 46.9% responded that they perceived violence was a problem in their district.

Data were cross tabulated by region and the results are summarized in Table 7. In two regions, a majority of the respondents perceived that violence was a problem. The southern region produced the highest percentage of board members (64.2%) who perceived that violence was a problem. This was followed by the pacific region

Table 7

Cross Tabulation of Violence is Perceived as a Problem by Region of the Country

Region	No		Yes		DK		Other		Total
	N	%	N	%	N	%	N	%	
Central Region	221	57.3	164	42.5	0	0	1	0.2	386
Northeastern Region	117	55.7	92	43.8	0	0	1	0.4	210
Pacific Region	41	39.0	64	61.0	0	0	0	0	105
Southern Region	63	35.2	115	64.2	0	0	1	0.5	179
Western Region	92	64.3	49	34.3	2	1.3	0	0	143
Unidentified	5	45.5	6	54.5	0	0	0	0	11
Missing									11
Total	539		490		2		3		1,045

DK = Don't Know

(61.0%). In three regions, a majority of respondents perceived that violence was not a problem in their school district. The western region produced the highest percentage of board members (64.3%) who perceived that violence was not a problem in their school district. This percentage was followed by the central region (57.3%) and the northeastern region (55.7%).

Data were cross tabulated by community type and are summarized in Table 8. In urban districts a majority of respondents (74.2%) reported that violence was a problem. The majority of respondents from the other community types reported that they felt violence was not a problem. The highest percentage of respondents who felt violence was not a problem were from rural communities (65.1%) followed by respondents from suburban (52.1%), and small town (50.4%).

Data were cross tabulated by size of school district and the results are summarized in Table 9. The majority of respondents in three size categories reported that they perceived violence was a problem in their school district. The greatest percentage of respondents who felt violence was a problem were from school districts with 25,000 or more students (91.5%), followed by school districts with 10,000-24,999 students (68.0%) and school districts with 5,000-9,999 students (67.1%). Respondents in two of the size categories, fewer that 1,000 students (79.1%) and 1,000-4,999 students (59.6%) reported that violence was not a problem.

Table 8

Cross Tabulation of Violence is Perceived as a Problem by Community Type

Community Type	No		Yes		DK		Other		Total
	N	%	N	%	N	%	N	%	
Rural	147	65.1	77	34.1	1	0.4	1	0.4	226
Small Town	140	50.4	136	49.1	0	0	1	0.4	277
Suburban	140	52.1	129	47.9	0	0	0	0	269
Urban	25	25.8	72	74.2	0	0	0	0	97
Unidentified	84	54.6	69	45.4	1	0.6	1	0.6	155
Missing									21
Total	536		483		2		3		1,045

DK = Don't Know

Table 9

Cross Tabulation of Violence is Perceived as a Problem by District Student Enrollment

Student Enrollment	No		Yes		DK		Other		Total
	N	%	N	%	N	%	N	%	
Fewer than 1,000 Students	121	79.4	30	19.6	1	0.7	1	0.7	153
1,000 - 4,999 Students	318	59.6	214	40.1	1	0.2	1	0.2	534
5,000 - 9,999 Students	55	32.4	114	67.1	0	0	1	0.6	170
10,000 - 24,999 Students	39	32.0	83	68.0	0	0	0	0	47
25,000 or More Students	4	8.5	43	91.5	0	0	0	0	47
Missing									19
Total	537		484		2		3		1,045

DK = Don't Know

Research question two: What is the perceived effect of violence on the individuals and resources associated with schools?

School board members who perceived violence as a problem were asked to characterize the problem by responding to a series of questions dealing with the effect of violence on their schools, community, students, staff and resources. The results were cross tabulated by school board members who perceive that violence is a problem and the responses to the questions dealing with the effect of violence on schools.

The majority of respondents (81.7%) perceive that students feel safe when they attend school while only 17.2% perceive that they do not. However, the majority of respondents also feel that student morale (82.9%) and student achievement (79.2%) are adversely affected. The perceived impact of violence in schools on students according to school members appears in Table 10.

Table 11 summarizes the cross tabulation of perceived effect of violence on students by school district size. There is an inverse correlation between the size of the school district and the perception of school board members as to whether they believe students feel safe when they go to school. While the majority of respondents from all school district sizes believe that students feel safe, board members from districts with fewer than 1,000 students (88.3%) and 1,000 to 4,999 students (89.1%) are more likely to perceive that students feel safe in their schools. The majority, nearly three fourths, of board members from districts with more than 24,999 students perceive that students feel safe when they come to school.

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Table 10

Cross Tabulation of School Board Members Who Perceive Violence as Problem and the
Effect of Violence on Students

Effect of Violence	No		Yes		DK		Other		Total
	N	%	N	%	N	%	N	%	
Students feel safe when they come to class	84	17.2	398	81.7	3	0.6	5	1.0	490
Student morale is adversely affected by violence	75	15.4	411	84.0	3	0.6	2	0.4	490
Student achievement is adversely affected by violence	90	18.5	385	79.2	10	2.0	5	1.0	490

DK = Don't Know

Table 11

Cross Tabulation of Respondents Perception of the Effect of Violence on Students by School District Size

Effect of Violence	No	Yes	DK	Other	Total
Students feel safe when they come to class					
Fewer than 1,000	11.7	88.3	0	0	60
1,000 to 4,999	9.6	89.1	0.3	0.6	313
5,000 to 9,999	12.9	85.0	0.7	0.3	140
10,000 to 24,999	18.1	81.0	1.0	0	105
More than 24,999	28.9	71.1	0	0	45
Student morale is adversely affected by violence					
Fewer than 1,000	40.0	56.7	3.3	0	60
1,000 to 4,999	24.2	74.8	1.0	0	310
5,000 to 9,999	27.9	70.0	2.1	0	140
10,000 to 24,999	18.7	78.5	1.9	0	107
More than 24,999	4.4	95.7	0	0	46
Student achievement is adversely affected by violence					
Fewer than 1,000	40.0	58.3	1.7	0	60
1,000 to 4,999	26.8	71.3	1.9	0	310
5,000 to 9,999	30.5	67.4	1.4	0.7	138
10,000 to 24,999	17.9	80.2	0.9	0.9	106
More than 24,999	15.2	84.8	0	0	46

DK = don't know

Table 11 indicates that there is a direct positive relationship between district size and the perceived effects of violence on student morale and student achievement. Board members from school districts with fewer than 1,000 students (56.7%) report the lowest perceived effect of violence on morale, while board members from the school districts with more than 24,999 (95.7%) report the highest perceived effect. The perception of a negative effect of violence on student achievement is similar with board members from districts of fewer than 1,000 students reporting the least perceived effect (58.3%) and districts with more than 25,000 students the most perceived effect (84.8%).

The cross tabulation of respondents perception of the effect of violence on students and community type is summarized in Table 12. Suburban board members report the highest perception of students feeling safe in school (86.6%) while urban respondents report the lowest (75.9%).

The cross tabulation for the effect on student morale and achievement by community type reveals that while a majority of all respondents feel that morale and achievement are adversely affected, suburban board members perceive the least effect of violence. Two thirds (66.9%) of suburban respondents report that morale is adversely affected and 65.2% report that achievement is adversely affected. Of urban respondents, 83.0% reported an adverse effect on morale and 79.8% reported an adverse effect on achievement.

The cross tabulation of board members perception of the effect of violence of students and region is summarized in Table 13. The majority of the respondents from

Table 12

Cross Tabulation of Respondents Perception of the Effect of Violence on Students by
Community Type

Effect of Violence	No	Yes	DK	Other	Total
Students feel safe when they come to class					
Rural	15.7	83.5	0	0.9	115
Small town	12.8	86.1	0.6	0.6	180
Suburban	12.3	86.6	1.1	0	179
Urban	24.1	75.9	0	0	87
Other	12.5	87.5	0	0	16
Student morale is adversely affected by violence					
Rural	25.9	71.6	2.6	0	116
Small town	22.2	77.2	0	0.6	180
Suburban	31.5	66.9	1.7	0	178
Urban	25.9	83.0	1.1	0	88
Other	18.8	81.3	0	0	16
Student achievement is adversely affected by violence					
Rural	30.4	67.0	2.6	0	115
Small town	22.0	75.7	2.3	0	177
Suburban	33.7	65.2	0.6	6.0	178
Urban	18.0	79.8	1.1	1.1	89
Other	25.0	75.0	0	0	16

DK = don't know

Table 13

Cross Tabulation of Respondents Perception of the Effect of Violence on Students by Region

Effect of Violence	No	Yes	DK	Other	Total
Students feel safe when they come to class					
Central	9.4	89.8	0.4	0.4	235
Northeast	15.7	83.5	0.8	0	127
Pacific	12.7	86.1	1.3	0	79
Southern	24.5	74.1	0	1.4	139
Western	8.6	91.4	0	0	81
Unidentified	11.1	88.9	0	0	9
Student morale is adversely affected by violence					
Central	30.2	68.5	1.3	0	235
Northeast	23.4	75.8	0.8	0	128
Pacific	22.5	75.0	2.5	0	80
Southern	10.8	86.3	2.2	0.7	139
Western	31.3	67.5	1.3	0	80
Unidentified	25.0	75.0	0	0	8
Student achievement is adversely affected by violence					
Central	33.1	65.7	0.8	0.4	236
Northeast	23.0	75.4	0.8	0.4	126
Pacific	25.0	71.3	3.8	0	80
Southern	14.6	83.2	2.2	0	137
Western	33.8	65.0	1.3	0	80
Unidentified	25.0	75.0	0	0	8

DK = don't know

the Western (91.4%) and the Southern region (71.4%) perceive that students feel safe when they come to class.

The cross tabulation of the effect of violence on morale and achievement indicates trends similar to earlier comparisons. The Western region reports the lowest level of perceived effect of violence on morale (67.5%) and achievement (65.0%). These percentages are closely followed by the Central region which reports the perceived effect of violence on morale to be 68.5% and the effect on achievement to be 65.7%. The highest perceived effect of violence on morale (86.3%) and achievement (83.2%) was reported by the Southern region.

School board members were asked if they perceived that violence in schools was eroding parent confidence in the school system. The majority of respondents (70.9%) perceived that parent confidence was eroded while 26.4% did not.

The questionnaire asked board members who perceive that violence is a problem in their district their perception of the effect of violence on staff members. The majority of respondents (84.0%) perceived that the staff feel safe when they are at school while only 15.1% perceive that they do not. In contrast, the majority of respondents felt that staff morale and effectiveness were adversely affected by violence in schools. Respondents perceived that teacher morale (84.0%) and effectiveness (80.3%) are adversely affected by violence in schools. Respondents also feel that administrator morale (81.9%) and effectiveness (77.5%) are adversely affected by violence in schools. School board members' perceived effect on school staff appears in Table 14.

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Table 14

Cross Tabulation of School Board Members Who Perceive Violence as a Problem and the Effect of Violence on School Staff

Effect of Violence	No		Yes		DK		Other		Total
	N	%	N	%	N	%	N	%	
Staff members feel safe when they come to school	84	17.2	398	81.7	3	0.6	5	1.0	490
Teacher morale is adversely affected by violence	72	14.7	411	84.0	5	1.0	2	0.4	490
Teacher effectiveness is adversely affected by violence	92	18.9	392	80.3	3	0.6	3	0.6	490
Administrator morale is adversely affected by violence	80	16.4	399	81.9	7	1.4	4	0.8	490
Administrator effectiveness is adversely affected by violence	105	21.5	378	77.5	4	0.8	5	1.0	490

DK = Don't Know

The cross tabulation of respondents perception of the effect of violence on staff members by school district size indicates that 95.0% of respondents perceive that staff members in school districts of fewer than 1,000 students feel safe when they come to school. The lowest perception was reported by board members from school districts of more that 25,000 students (71.7%).

Board members from school districts of more than 25,000 students perceive that teacher (95.7%) and administrator (89.1%) morale is adversely affected by violence in schools. The lowest perception rate was reported by the school districts with less than 1,000 students. Board members from these districts perceived that violence adversely affected teacher morale (55.0%) and administrator morale (53.3%) the least.

Table 15 indicates that perceptions of teacher and administrator effectiveness closely parallel the results of teacher and administrator morale. Regardless of school size, board members feel that teachers and administrators feel safe in school. However, board members also perceive that teacher and administrator effectiveness are adversely affected by violence in schools.

Table 16 summarizes the cross tabulation of respondents' perception of the effect of violence on staff and community type. The majority of respondents from all community types report they believe staff members feel safe when they come to school, but respondents from urban districts report a lower perception of safety (76.4%) than the other three types, rural (87.0%), small town (88.3%) and suburban (87.8%).

Table 15

Cross Tabulation of Respondents Perception of the Effect of Violence on School Staff by School District Size

Effect of Violence	No	Yes	DK	Other	Total
Staff members feel safe when they come to school					
Fewer than 1,000	3.3	95.0	1.7	0	60
1,000 to 4,999	8.3	90.4	1.0	0.3	313
5,000 to 9,999	14.2	84.4	0.7	0.7	141
10,000 to 24,999	15.1	84.9	0	0	106
More than 25,000	28.3	71.7	0	0	46
Teacher morale is adversely affected by violence					
Fewer than 1,000	41.7	55.0	3.3	0	60
1,000 to 4,999	22.5	76.5	1.0	0	311
5,000 to 9,999	26.4	71.4	1.4	0.7	140
10,000 to 24,999	19.7	80.4	0	0	107
More than 25,000	4.4	95.7	0	0	46
Teacher effectiveness is adversely affected by violence					
Fewer than 1,000	45.0	53.3	1.7	0	60
1,000 to 4,999	28.0	72.0	0	0	311
5,000 to 9,999	31.5	67.1	1.4	0	140
10,000 to 24,999	17.8	82.2	0	0	107
More than 25,000	10.9	87.0	0	2.2	46
Administrator morale is adversely affected by violence					
Fewer than 1,000	43.4	53.3	3.3	0	60
1,000 to 4,999	25.2	73.5	1.3	0	309
5,000 to 9,999	27.1	70.0	2.9	0	140
10,000 to 24,999	20.6	79.4	0	0	107

Effect of Violence	No	Yes	DK	Other	Total
More than 25,000	6.5	89.1	2.2	2.2	46
Administrator effectiveness is adversely affected by violence					
Fewer than 1,000	50.0	48.3	1.7	0	60
1,000 to 4,999	29.0	70.7	0.3	0	311
5,000 to 9,999	34.3	63.6	2.1	0	140
10,000 to 24,999	22.7	76.4	0	0.9	106
More than 25,000	15.2	84.4	0	0	46

DK = Don't Know

Table 16

Cross Tabulation of Respondents Perception of the Effect of Violence on School Staff by Community Type

Effect of Violence	No	Yes	DK	Other	Total
Staff members feel safe when they come to school					
Rural	12.2	87.0	0	0.9	115
Small town	10.0	88.3	1.7	0	180
Suburban	11.1	87.8	1.1	0	180
Urban	23.6	76.4	0	0	89
Other	12.5	87.5	0	0	16
Teacher morale is adversely affected by violence					
Rural	28.4	69.8	1.7	0	116
Small town	20.6	79.3	0	0	179
Suburban	28.5	69.3	1.7	0.6	179
Urban	15.7	83.1	1.1	0	89
Other	18.8	81.3	0	0	16
Teacher effectiveness is adversely affected by violence					
Rural	31.0	68.1	0.9	0	116
Small town	26.8	72.6	0.6	0	179
Suburban	33.5	65.9	0.6	0	179
Urban	16.8	83.1	0	0	89
Other	18.8	81.3	0	0	16
Administrator morale is adversely affected by violence					
Rural	28.4	69.0	2.6	0	116
Small town	24.2	74.7	1.1	0	178
Suburban	30.9	67.4	1.1	0.6	178
Urban	15.7	80.9	3.4	0	89

Effect of Violence	No	Yes	DK	Other	Total
Other	18.8	81.3	0	0	16
Administrator effectiveness is adversely affected by violence					
Rural	35.4	63.8	0.9	0	116
Small town	26.8	72.1	1.1	0	179
Suburban	36.3	62.6	1.1	0	179
Urban	18.1	80.7	0	0.2	88
Other	25.0	75.0	0	0	16

DK = Don't Know

The cross tabulations in Table 16 indicate that the board members from urban school districts perceive that teacher and administrator morale and effectiveness are affected by school violence at a greater rate than the other community types.

The cross tabulation of respondents perceptions of the effect of violence on staff and region is summarized in Table 17. Over ninety-two percent of the respondents from the western region perceive that staff feel safe when they come to school. The lowest rate was reported by the southern region at 75.5%.

The perception that violence adversely impacts staff members was highest in the southern region for all remaining categories, teacher morale (89.2%), teacher effectiveness (84.9%), administrator morale (84.9%), administrator effectiveness (81.9%).

School board members were asked if they were making decisions designed to control violence in their school system and if they were expending funds to control violence. The majority of respondents (57.0%) said that their school board had expended funds and 88.7% said that their board had made decisions in an effort to control violence. A summary of school board members' efforts to control violence in school appears in Table 18.

Table 19 summarizes the cross tabulation of respondents' perceptions of board efforts to control violence by school district size. A lower percentage of board members from school districts with fewer than 1,000 students report having made decisions intended to control violence (62.7%). The largest percent of board members who report making decisions intended to control violence were from school districts of more than

Table 17

Cross Tabulation of Respondents Perception of the Effect of Violence on School Staff by Region

Effect of Violence	No	Yes	DK	Other	Total
Staff members feel safe when they come to school					
Central	8.0	91.6	0.4	0	237
Northeast	11.8	86.6	1.6	0	127
Pacific	10.0	87.5	1.3	1.3	80
Southern	23.0	75.5	0.7	0.7	139
Western	7.4	92.6	0	0	81
Unidentified	11.1	88.9	0	0	9
Teacher morale is adversely affected by violence					
Central	28.0	70.3	1.3	0.4	236
Northeast	25.0	74.2	0.8	0	128
Pacific	22.5	76.3	1.3	0	80
Southern	10.1	89.2	0.7	0	139
Western	30.0	68.8	1.3	0	80
Unidentified	25.0	75.0	0	0	8
Teacher effectiveness is adversely affected by violence					
Central	34.0	65.5	0.4	0	235
Northeast	28.1	71.1	0.8	0	128
Pacific	23.8	75.0	1.3	0	80
Southern	14.4	84.9	0	0.7	139
Western	32.1	67.9	0	0	81
Unidentified	25.0	75.0	0	0	8
Administrator morale is adversely affected by violence					
Central	30.8	67.9	1.3	0	234

Effect of Violence	No	Yes	DK	Other	Total
Northeast	25.0	72.7	2.3	0	128
Pacific	25.3	73.4	1.3	0	79
Southern	12.9	84.9	1.4	0.7	139
Western	30.9	66.7	2.5	0	81
Unidentified	12.5	87.5	0	0	8
Administrator effectiveness is adversely affected by violence					
Central	37.0	61.7	1.3	0	235
Northeast	29.7	69.5	0.8	0	128
Pacific	26.3	71.3	1.3	1.3	80
Southern	18.1	81.9	0	0	138
Western	33.3	66.7	0	0	81
Unidentified	25.0	75.0	0	0	8

DK = Don't Know

Table 18

Cross Tabulation of School Board Members Who Perceive Violence as a Problem and School Board Efforts to Control Violence

Board Efforts	No		Yes		DK		Other		Total
	N	%	N	%	N	%	N	%	
Board has been making decisions to control violence in schools	53	10.9	433	88.7	1	0.2	3	0.6	490
Board has had to expend additional funds to address violence	190	39.1	277	57.0	16	3.2	7	1.4	490

DK = Don't Know

Table 19

Cross Tabulation of Respondents Perception of School Board Efforts to Control Violence by School District Size

Board Efforts	No	Yes	DK	Other	Total
Board has been making decisions to control violence in schools					
Fewer than 1,000	35.5	62.7	1.7	0	59
1,000 to 4,999	16.1	83.3	0.3	0.3	311
5,000 to 9,999	12.8	85.8	0	1.4	141
10,000 to 24,999	10.4	89.6	0	0	106
More than 25,000	13.0	87.0	0	0	46
Board has had to expend additional funds to address violence					
Fewer than 1,000	84.8	11.9	1.7	1.7	59
1,000 to 4,999	58.7	36.8	3.9	0.6	310
5,000 to 9,999	40.7	58.6	0.7	0	140
10,000 to 24,999	35.6	60.6	2.9	1.0	104
More than 25,000	26.1	84.8	0	0	46

DK = Don't Know

25,000 students. Board members from the school districts with fewer than 1,000 students (11.9%) report that they feel they have had to expend funds in an effort to control violence while 84.8% of the respondents from districts with more than 25,000 students report having to expend funds.

The majority of board members from the three largest school district size categories report that they feel their district has expended funds to control violence.

The cross tabulation of respondents' perceptions of school board efforts to control violence in schools and community type is summarized in Table 20. School board members from all community types overwhelmingly feel that they have been making decisions in an effort to control violence. The largest percentage of respondents who reported that they have expended funds in an effort to control violence were from urban school districts (65.1%). In all other community types, the majority of respondents perceived that they have not had to expend funds to control violence.

The cross tabulation of respondent's perception of school board efforts to control violence in schools and region is summarized in Table 21. Again, the overwhelming percentage of respondents from all regions report they have been making decisions to control violence in schools. A higher percentage of respondents from the southern region report that they have been making decisions (93.5%) and expending funds (64.2%) to control violence. Respondents from the western region (30.9%) reported the lowest percentage of board members who feel they have been expending funds to control violence.

Table 20

Cross Tabulation of Respondents Perception of School Board Efforts to Control Violence by Community Type

Board Efforts	No	Yes	DK	Other	Total
Board has been making decision to control violence in school					
Rural	20.7	78.4	0.9	0	116
Small town	12.7	86.7	0	0.6	180
Suburban	17.4	82.0	0	0.6	178
Urban	15.9	84.1	0	0	88
Other	37.5	62.5	0	0	16
Board has had to expend additional funds to address violence					
Rural	57.4	39.1	1.7	1.7	115
Small town	54.0	42.7	3.4	0	178
Suburban	48.7	48.6	2.2	0.6	179
Urban	32.5	65.1	2.3	0	86
Other	56.3	37.5	0	6.3	16

DK = Don't Know

Table 21

Cross Tabulation of Respondents Perception of School Board Efforts to Control Violence by Region

Board Efforts	No	Yes	DK	Other	Total
Board has been making decisions to control violence in schools					
Central	20.4	79.1	0	0.4	235
Northeast	18.1	81.1	0	0	127
Pacific	11.3	87.5	0	0	80
Southern	6.5	93.5	0	0	139
Western	22.2	75.3	2.5	0	81
Unidentified	0	100	0	0	8
Board has had to expend additional funds to address violence					
Central	58.4	38.6	1.7	1.3	233
Northeast	57.4	40.2	2.4	0	127
Pacific	36.3	61.3	2.5	0	80
Southern	33.6	64.2	2.2	0	137
Western	60.5	30.9	7.4	1.2	81
Unidentified	12.5	75.0	12.5	0	8

DK = Don't Know

Research question number three: How effective do school board members perceive board policies are in controlling violence in schools?

The questionnaire asked school board members their perception of the effectiveness of board policies and practices controlling violence in schools. Responses were tabulated in Table 22 by number and percentages of responses based on the total number of respondents.

A large majority of board members reported that a clear and consistent student code of behavior (87%), consistent support of school administrators disciplinary actions (89.5%), and consistent enforcement of board policy (88.1%) were effective in controlling the level of violence in school districts.

Cross tabulations of the data relating to the code of behavior, consistent support of administrators and consistent enforcement of board disciplinary policies by region, indicated that these perceptions were consistent across all regions, community types, and sizes of school districts. Cross tabulations are summarized in Tables 23, 24, and, 25.

A majority of school board members also indicated (as summarized in Table 22) that improved incident reporting (63.6%) and improved reporting and tracking of incidents (57.7%) were effective in controlling violence in schools. Cross tabulations by region, community type and school district size were consistent with the frequencies in that the majority of respondents in all categories felt that these measures were effective in controlling violence in schools. Cross tabulations are summarized in Tables 23 and 24.

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Table 22

Distribution of Respondents Perception of the Effectiveness of Measures Taken by School Boards to Control Violence in Schools

Measures	No		Yes		DK		ND		Other	
	N	%	N	%	N	%	N	%	N	%
Implementation of a clear and concise code of behavior	68	6.5	909	87.0	19	1.8	24	2.3	25	2.4
Consistent support of school administrators disciplinary actions	68	6.5	936	89.5	16	1.5	10	1.0	22	2.1
Consistent enforcement of board policy concerning student behavior	69	6.6	920	88.1	16	1.5	14	1.3	26	2.5
Improved incident reporting	80	7.7	665	63.6	183	17.5	73	7.0	44	4.2
Locker searches	102	9.8	379	36.3	182	17.4	332	31.8	50	4.8
Use of metal detectors	22	2.1	77	7.3	59	5.6	836	80.0	51	4.9
Increased security personnel	28	2.7	245	23.8	34	3.3	697	66.7	41	3.5
Increase police presence	34	3.3	297	28.4	42	4.0	627	60.0	45	4.3
Use of detection dogs	29	2.8	164	15.7	61	5.8	748	71.6	43	4.1

Measures	No		Yes		DK		ND		Other	
	N	%	N	%	N	%	N	%	N	%
Improved reporting and tracking of incidents	82	7.8	603	57.7	150	14.4	146	14.0	64	6.1
Use of student IDs	83	8.0	254	24.3	115	11.0	543	52.0	50	4.8
Improved lighting	72	6.9	441	42.2	131	12.5	347	33.2	54	5.2
Use of undercover personnel	16	1.5	62	5.9	77	7.4	846	81.0	44	4.2
Phones or alarms in classrooms	21	2.0	173	16.6	82	7.8	710	67.9	59	5.7

DK = Don't Know
ND = Not in Respondent's District

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Table 23

Cross Tabulation of Respondents Perceptions About the Effectiveness of Measures Implemented in an Effort to Control Violence in Schools by Region

School Board Measure	No	Yes	DK	ND	Other	Total
Implementation of a clear and concise code of student behavior						
Central	6.8	89.6	0.8	2.1	0.8	384
Northeast	11.7	84.5	1.9	1.5	0.5	206
Pacific	4.8	92.4	1.0	1.9	0	105
Southern	2.8	91.6	3.4	2.2	0	178
Western	5.7	85.8	2.8	5.0	0.7	141
Unidentified	0	90.9	9.1	0	0	11
Consistent support of school administrators' disciplinary actions						
Central	6.3	91.6	0.5	1.1	0.5	379
Northeast	10.1	86.5	2.4	1.0	0	207
Pacific	5.6	92.6	0.9	0.9	0	108
Southern	4.5	94.4	0	1.1	0	178
Western	6.3	92.3	0.7	0.7	0	142
Unidentified	0	100.0	0	0	0	11
Consistent enforcement of board policy concerning student behavior						
Central	5.5	92.1	1.1	1.1	0.3	379
Northeast	10.1	85.5	2.4	1.9	0	207
Pacific	3.7	93.5	0.9	0.9	0.9	108
Southern	6.3	92.0	0.6	1.1	0	176
Western	7.7	86.6	3.5	1.4	0.7	142
Unidentified	10.0	80.0	0	10.0	0	10
Improved incident reporting system						
Central	6.8	64.8	21.0	7.4	0	366

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School Board Measure	No	Yes	DK	ND	Other	Total
Northeast	12.3	65.5	13.8	7.9	0.5	203
Pacific	5.7	72.6	17.0	4.7	0	106
Southern	7.4	71.0	15.3	6.3	0	176
Western	6.4	61.4	23.6	8.6	0	140
Unidentified	18.2	63.6	0	18.2	0	11
Locker searches						
Central	9.0	35.1	16.8	38.9	0.3	368
Northeast	11.0	26.5	21.5	41.0	0	200
Pacific	13.3	33.3	15.2	35.2	2.9	105
Southern	10.7	57.6	16.9	14.7	0	177
Western	9.3	37.1	21.4	30.7	1.4	140
Unidentified	9.1	72.7	9.1	9.1	0	11
Use of metal detectors						
Central	0.5	5.4	4.6	89.5	0	370
Northeast	1.0	4.5	6.0	88.0	0.5	200
Pacific	3.7	1.9	7.4	84.3	2.8	108
Southern	8.0	24.7	8.0	58.0	1.1	174
Western	0	1.4	4.3	92.9	1.4	140
Unidentified	0	10.0	20.0	70.0	0	0
Increased security personnel						
Central	2.1	16.6	3.5	77.5	0.3	374
Northeast	5.0	22.5	5.0	67.0	0.5	200
Pacific	2.8	35.5	0	60.7	0.9	107
Southern	2.3	42.3	3.4	52.0	0	175
Western	1.4	14.9	2.8	80.1	0.7	141
Unidentified	9.1	45.5	9.1	36.4	0	11

School Board Measure	No	Yes	DK	ND	Other	Total
Increased police presence						
Central	3.5	24.6	3.5	67.9	0.5	374
Northeast	4.0	17.0	7.5	69.5	2.0	200
Pacific	2.8	48.1	1.9	47.2	0	106
Southern	4.5	47.7	2.3	45.5	0	176
Western	0.7	22.1	5.0	72.1	0	140
Unidentified	9.1	45.5	9.1	27.3	9.1	11
Use of detection dogs						
Central	1.1	8.8	4.8	84.5	0.8	373
Northeast	3.0	6.0	7.0	83.0	1.0	200
Pacific	4.6	18.5	4.6	71.3	0.9	108
Southern	6.3	44.9	9.1	39.8	0	176
Western	0.7	12.1	5.7	81.6	0	141
Unidentified	20.0	30.0	0	50.0	0	10
Improved reporting and tracking of incidents						
Central	4.4	59.6	18.0	17.7	0.3	361
Northeast	14.3	57.7	13.8	13.8	0.5	196
Pacific	6.5	72.0	13.1	8.4	0	107
Southern	8.3	68.5	14.3	8.9	0	168
Western	10.7	54.3	14.3	20.7	0	140
Unidentified	18.2	63.6	0	18.2	0	11
Student ID cards						
Central	7.0	26.1	10.5	56.3	0	371
Northeast	10.1	17.7	12.6	59.1	0.5	198
Pacific	12.0	34.3	15.7	37.0	0.9	108
Southern	7.0	31.6	9.9	50.3	1.2	171

School Board Measure	No	Yes	DK	ND	Other	Total
Western	7.1	19.1	12.1	61.7	0	141
Unidentified	20.0	40.0	0	40.0	0	10
Improved lighting						
Central	7.4	43.6	11.8	37.3	0	365
Northeast	10.0	40.5	12.0	37.5	0	200
Pacific	4.7	47.2	20.8	26.4	0.9	106
Southern	8.1	51.4	15.0	25.4	0	173
Western	3.6	41.3	9.4	45.7	0	138
Unidentified	10.0	50.0	30.0	10.0	0	10
Use of undercover personnel						
Central	0.8	5.9	6.2	86.9	0.3	373
Northeast	2.0	5.5	10.6	81.4	0.5	199
Pacific	2.8	8.3	4.6	83.3	0.9	108
Southern	2.3	10.3	10.3	77.0	0	174
Western	0.7	0.7	7.1	91.4	0	140
Unidentified	10.0	10.0	0	80.0	0	10
Phones or alarms in classrooms						
Central	1.6	14.2	6.6	77.3	0.3	365
Northeast	4.0	20.7	10.1	64.1	1.0	198
Pacific	3.7	30.6	12.0	52.8	0.9	108
Southern	0.6	19.9	9.9	69.0	0.6	171
Western	0.7	7.9	5.8	85.6	0	139
Unidentified	10.0	20.0	0	70.0	0	10

DK = Don't Know
ND = Not in Respondent's District

Table 24

Cross Tabulation of Respondents Perceptions About the Effectiveness of Measures
Implemented in an Effort to Control Violence in Schools by Size of School District
Student Enrollment

School Board Measure	No	Yes	DK	ND	Other	Total
Implementation of a clear and concise code of student behavior						
Fewer than 1,000	6.0	87.9	0.7	4.7	0.7	149
1,000 to 4,999	7.5	88.2	1.9	1.9	0.6	532
5,000 to 9,999	4.7	91.7	1.8	1.8	0	169
10,000 to 24,999	6.7	87.5	2.5	3.3	0	120
More than 25,000	4.3	91.5	2.1	2.1	0	47
Consistent support of school administrators' disciplinary actions						
Fewer than 1,000	5.5	91.7	0.7	2.1	0	145
1,000 to 4,999	7.5	90.6	0.9	0.6	0.4	530
5,000 to 9,999	6.3	92.0	1.1	0.6	0	174
10,000 to 24,999	5.0	93.3	0.8	0.8	0	120
More than 25,000	4.2	91.7	0	4.2	0	48
Consistent enforcement of board policy concerning student behavior						
Fewer than 1,000	4.8	91.1	2.1	2.1	0	145
1,000 to 4,999	8.0	89.0	1.5	1.1	0.4	530
5,000 to 9,999	5.7	91.4	1.1	1.1	0.6	174
10,000 to 24,999	5.8	91.7	1.7	0.8	0	120
More than 25,000	4.3	89.4	2.1	4.3	0	48
Improved incident reporting system						
Fewer than 1,000	4.8	91.1	2.1	2.1	0	146
1,000 to 4,999	8.0	89.0	1.5	1.1	0.4	527
5,000 to 9,999	5.7	91.4	1.1	1.1	0.6	174

School Board Measure	No	Yes	DK	ND	Other	Total
10,000 to 24,999	5.8	91.7	1.7	0.8	0	120
More than 25,000	4.3	89.4	2.1	4.3	0	47
Locker searches						
Fewer than 1,000	9.4	29.0	17.4	43.5	0.7	138
1,000 to 4,999	8.1	38.8	18.8	34.0	0.2	520
5,000 to 9,999	14.0	32.7	21.6	30.4	1.2	171
10,000 to 24,999	13.7	43.6	13.7	27.4	1.7	117
More than 25,000	10.6	55.3	10.6	23.4	0	47
Use of metal detectors						
Fewer than 1,000	1.4	0	2.2	96.4	0	138
1,000 to 4,999	0.8	5.2	6.3	86.7	1.0	520
5,000 to 9,999	3.5	7.6	3.5	84.7	0.6	170
10,000 to 24,999	5.1	19.5	9.3	65.3	0.8	118
More than 25,000	8.3	25.0	8.3	56.3	2.1	48
Increased security personnel						
Fewer than 1,000	0.7	3.6	2.2	92.8	0.7	139
1,000 to 4,999	1.7	16.1	3.6	78.3	0.2	521
5,000 to 9,999	5.3	37.4	1.8	55.0	0.6	171
10,000 to 24,999	6.6	47.9	4.1	40.5	0.8	121
More than 25,000	2.1	64.6	4.2	29.2	0	48
Increased police presence						
Fewer than 1,000	1.4	12.2	2.2	84.2	0	139
1,000 to 4,999	2.9	23.0	4.4	69.0	0.8	522
5,000 to 9,999	5.9	39.6	3.0	51.5	0	169
10,000 to 24,999	4.1	46.3	5.8	41.3	2.5	121
More than 25,000	4.2	70.8	4.2	20.8	0	48

School Board Measure	No	Yes	DK	ND	Other	Total
Use of detection dogs					.	
Fewer than 1,000	1.4	12.8	1.4	83.7	0.7	141
1,000 to 4,999	2.7	12.5	6.1	77.9	0.8	521
5,000 to 9,999	3.5	17.6	5.3	72.9	0.6	170
10,000 to 24,999	5.0	26.7	8.3	60.0	0	120
More than 25,000	2.1	35.4	12.5	50.0	0	48
Improved reporting and tracking of incidents						
Fewer than 1,000	5.1	52.6	16.8	25.5	0	137
1,000 to 4,999	9.7	60.7	14.4	14.8	0.4	507
5,000 to 9,999	8.4	62.3	19.2	10.2	0	167
10,000 to 24,999	5.2	71.6	12.1	11.2	0	116
More than 25,000	10.4	66.7	12.5	10.4	0	48
Student ID cards						
Fewer than 1,000	5.8	12.2	8.6	73.4	0	139
1,000 to 4,999	9.6	21.2	10.0	58.7	0.6	520
5,000 to 9,999	7.6	31.2	14.7	46.5	0	170
10,000 to 24,999	8.6	42.2	15.5	33.6	0	116
More than 25,000	2.2	43.5	15.2	37.0	2.2	46
Improved lighting						
Fewer than 1,000	3.6	3.6	8.0	54.7	0	137
1,000 to 4,999	9.0	44.8	11.0	35.0	0.2	511
5,000 to 9,999	7.6	42.4	21.2	28.8	0	170
10,000 to 24,999	4.2	52.1	16.0	27.2	0	119
More than 25,000	6.4	57.4	14.9	21.3	0	47
Use of undercover personnel						
Fewer than 1,000	0	1.4	2.2	96.4	0	138

School Board Measure	No	Yes	DK	ND	Other	Total
1,000 to 4,999	1.9	4.6	6.5	86.4	0.6	522
5,000 to 9,999	1.2	7.6	11.8	79.4	0	170
10,000 to 24,999	3.3	11.7	10.8	74.2	0	120
More than 25,000	0	17.0	10.6	72.3	0	47
Phones or alarms in classrooms						
Fewer than 1,000	1.5	7.4	3.7	86.7	0.7	135
1,000 to 4,999	1.9	14.7	8.5	74.3	0.6	517
5,000 to 9,999	4.1	20.5	11.1	64.3	0	171
10,000 to 24,999	1.7	26.7	8.6	62.9	0	116
More than 25,000	0	40.9	6.8	50.0	2.3	44

DK = Don't Know
ND = Not in Respondent's District

Table 25

Cross Tabulation of Respondents Perceptions About the Effectiveness of Measures Implemented in an Effort to Control Violence in Schools by Type of Community

School Board Measure	No	Yes	DK	ND	Other	Total
Implementation of a clear and concise code of student behavior						
Rural	5.8	88.9	2.2	2.7	0	226
Small town	9.9	86.8	1.1	1.8	0.4	272
Suburban	4.1	91.4	2.3	1.5	0	266
Urban	10.3	82.5	3.1	4.1	0	97
Other	4.5	90.9	1.2	2.5	0	154
Consistent support of school administrators' disciplinary actions						
Rural	6.7	89.7	1.3	1.8	0.4	224
Small town	7.3	92.0	0.4	0.4	0	275
Suburban	4.9	93.2	1.5	0.4	0	266
Urban	10.3	87.6	1.0	1.0	0	97
Other	6.4	90.9	0	1.9	0.6	154
Consistent enforcement of board policy concerning student behavior						
Rural	9.4	86.1	1.8	1.8	0.9	223
Small town	7.4	90.4	1.5	0.7	0	272
Suburban	4.9	91.7	1.9	1.1	0.4	266
Urban	7.2	89.7	1.0	2.1	0	97
Other	5.1	92.2	1.3	1.9	0	154
Improved incident reporting system						
Rural	10.2	57.7	22.3	9.8	0	215
Small town	8.6	64.3	20.1	7.1	0	269
Suburban	6.5	72.0	16.1	5.4	0	261
Urban	5.2	68.8	18.8	6.3	1.0	96

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School Board Measure	No	Yes	DK	ND	Other	Total
Other	8.6	69.7	13.2	8.6	0	152
Locker searches						
Rural	10.1	36.4	19.4	33.6	0.5	217
Small town	12.7	38.1	17.5	31.3	0.4	268
Suburban	7.3	34.2	19.6	37.7	1.2	260
Urban	13.5	39.6	18.8	28.1	0	96
Other	8.6	44.4	15.2	30.5	0.7	151
Use of metal detectors						
Rural	2.3	5.0	5.0	86.4	1.4	220
Small town	1.9	7.1	5.6	85.0	0.4	266
Suburban	1.1	6.9	5.0	85.8	1.1	261
Urban	3.1	19.8	7.3	68.8	1.0	96
Other	4.0	4.6	8.0	83.3	0	150
Increased security personnel						
Rural	1.4	7.8	4.1	86.3	0.5	219
Small town	4.5	19.8	2.6	73.1	0	268
Suburban	2.7	30.3	3.4	62.9	0.8	264
Urban	5.2	61.9	3.1	28.9	1.0	97
Other	0.6	19.9	4.0	75.5	0	151
Increased police presence						
Rural	3.2	14.6	3.7	78.5	0	219
Small town	3.7	31.3	2.9	61.4	0.7	272
Suburban	2.3	29.5	5.7	61.3	1.1	261
Urban	7.3	55.2	3.1	34.4	0	96
Other	2.0	30.0	5.3	61.3	1.3	150

School Board Measure	No	Yes	DK	ND	Other	Total
Use of detection dogs						
Rural	2.3	15.8	4.5	76.5	0.9	221
Small town	4.1	20.1	5.6	70.1	0	268
Suburban	1.9	10.6	5.7	81.4	0.4	264
Urban	4.1	16.5	10.3	69.1	0	97
Other	2.6	18.1	6.0	71.1	2.0	149
Improved reporting and tracking of incidents						
Rural	5.7	56.2	15.2	22.9	0	210
Small town	13.2	58.1	15.8	12.5	0.4	265
Suburban	6.6	65.6	14.5	13.3	0	256
Urban	2.1	64.2	20.0	13.7	0	95
Other	10.1	64.9	12.2	12.2	0.7	148
Student ID cards						
Rural	9.1	18.6	10.9	60.5	0.9	220
Small town	12.7	19.5	10.9	56.9	0	267
Suburban	6.9	30.9	10.8	50.6	0.8	259
Urban	7.4	43.2	17.9	31.6	0	95
Other	2.7	24.4	10.7	62.7	0	150
Improved lighting						
Rural	7.0	43.3	12.6	36.7	0.5	215
Small town	8.3	40.9	12.5	38.3	0	264
Suburban	8.9	44.4	14.3	32.4	0	259
Urban	5.2	50.0	14.6	30.2	0	96
Other	4.7	47.7	12.8	34.9	0	149
Use of undercover personnel						
Rural	0.5	2.8	5.5	90.8	0.5	217

School Board Measure	No	Yes	DK	ND	Other	Total
Small town	4.1	6.4	6.4	83.1	0	267
Suburban	0.8	8.7	8.7	81.1	0.8	264
Urban	1.0	7.2	13.4	78.4	0	97
Other	0.7	5.3	7.3	86.8	0	151
Phones or alarms in classrooms						
Rural	1.4	8.3	8.3	80.6	1.4	216
Small town	2.6	13.9	7.1	76.3	0	266
Suburban	2.7	23.6	10.1	63.2	0.4	258
Urban	1.1	29.8	8.5	60.6	0	94
Other	2.0	16.8	7.4	73.1	0.6	149

DK = Don't Know
ND = Not in Respondent's District

The majority of board members reported that measures such as the use of metal detectors (80.0%), increased security personnel (66.7%), increased police presence (60.0%), the use of detection dogs (71.6%), and the use of undercover personnel (81.0%) were not being implemented in their school district.

The cross tabulation of measures taken by school boards to control violence tabulated by region is summarized in Table 23. The cross tabulation for use of metal detectors indicates school districts in the southern region employ metal detectors more often than other regions. While the majority of respondents do not employ metal detectors in their district, 24.7% of respondents perceive that metal detectors are an effective deterrent to violence.

Similar results were reported by the southern and pacific region regarding the effectiveness of increased security personnel, increased police presence, the use of detection dogs, and locker searches. While the majority of respondents indicated that they were not being implemented, respondents whose districts had implemented increased security personnel and increased police presence perceived them to be effective in controlling violence.

Cross tabulations of the effectiveness of measures taken to control violence in schools and school district size are found in Table 24. Implementation of locker searches, use of metal detectors, increased security and police, use of detection dogs, student I.D. cards, improved lighting, undercover personnel, and phones or alarms in classrooms all follow a similar trend. School districts with less than 1,000 students show

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the lowest percentage of implementation while school districts with 25,000 or more students have the highest percentage of implementation.

Cross tabulations of the effectiveness of measures taken by school boards to control violence and community type appear in Table 23. The rate of implementation and perceived effectiveness of measures is consistent with the frequencies except urban school districts report a higher rate of implementation of increased security personnel and increased police presence. Urban respondents (61.9%) perceived that the implementation of increased security personnel is an effective measure to control violence and 55.2% indicated that they perceived increased police presence as an effective deterrent.

While many respondents reported that their district had not implemented many of the selected policies, Table 22 indicates that the majority of respondents from school districts who had implemented a measure, felt it was effective in helping to control violence in their school district. The overwhelming majority, ranging from a three to ratio to a ten to one ratio, of those who had implemented the use of metal detectors, increased use of security personnel, increased police presence, use of detection dogs, locker searches, use of student ID's, phones or alarms in classrooms, and the use of undercover personnel felt they were effective controls of violence (Appendix 3).

Examination of cross tabulations by region, community size, and region verify this observation. If a measure was implemented, respondents perceived it to be effective in helping to control the level of violence in the school district.

Research question number four: How effective do school board members perceive educational programs are in controlling the level of violence in schools?

The questionnaire asked school board members their perception of the effectiveness of educational programs implemented to help control the level of violence in schools. Responses were tabulated in Table 26 by number and percentages based on the total number of respondents. The majority of respondents indicated that they perceived preschool and elementary intervention programs (55.4%), increased extracurricular programs (61.2%), increased counseling services (59.2%), peer mediation programs (52.6%), alternative school programs (58.6%), and cooperative programs with other agencies (50.9%) to be effective in helping to control violence in schools.

The results of cross tabulations of the effectiveness of educational programs by region, community type and school district size are contained in Tables 27, 28, and 29. Preschool and elementary intervention programs were perceived as being effective in all regions. They were perceived by the majority of respondents as being effective in all district sizes except those with fewer than 1,000 students and in all regions except rural. In both cases the number of "not in my district" responses were high. In those cases, the respondents reporting that the programs were being implemented reported that they felt they were effective.

Increased counseling services and increased extracurricular programs were viewed as effective programs to help control violence in schools by the majority of all respondents. All three cross tabulations were consistent with the majority of respondents

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Table 26

Distribution of Respondents Perception of the Effectiveness of Education Programs Implemented to Control the Level of Violence in Schools

Education Program	No		Yes		DK		ND		Other	
	N	%	N	%	N	%	N	%	N	%
Preschool and elementary intervention programs	58	5.5	579	55.4	132	12.6	212	20.3	3	0.3
Multi-cultural education program	141	13.5	454	43.5	129	12.3	262	25.1	3	0.3
Values education curriculum	97	9.3	486	46.5	142	13.6	252	24.1	3	0.3
Increased extracurricular programs	83	8.0	639	61.2	88	8.4	179	17.1	2	0.2
Extended day programs	72	6.9	322	30.8	106	10.1	472	45.2	4	0.4
Increased counseling services	96	9.3	619	59.2	74	7.1	190	18.2	5	0.5
Peer mediation programs	70	6.7	549	52.6	105	10.0	255	24.4	5	0.5
Conflict resolution curriculum	65	6.2	449	43.4	152	14.5	306	29.3	10	1.0
Date rape awareness programs	53	5.0	207	19.8	238	22.8	475	45.5	4	0.4

Education Program	No		Yes		DK		ND		Other	
	N	%	N	%	N	%	N	%	N	%
Letters to the community outlining preventive measures for families	82	7.8	279	26.7	141	13.5	463	44.3	1	0.1
Alternative education programs	84	8.1	613	58.6	52	5.0	232	22.2	5	0.5
Boot camp programs	9	0.9	44	4.2	59	5.6	856	81.9	4	0.4
Cooperative programs with other agencies	78	7.5	532	50.9	78	7.8	271	25.9	5	0.5

DK = Don't Know
ND = Not in Respondent's District

Table 27

Cross Tabulation of School Board Members' Perception of the Effectiveness of Educational Programs in Controlling Violence by Region

Educational Program	No	Yes	DK	ND	Other	Total
Preschool and elementary intervention programs						
Central	6.0	56.4	14.2	22.9	0.5	367
Northeast	7.7	55.7	13.4	22.7	0.5	194
Pacific	2.8	70.8	6.6	19.8	0	106
Southern	5.8	64.9	14.6	14.6	0	170
Western	4.4	53.3	15.3	27.0	0	137
Unidentified	22.2	55.6	11.1	11.1	0	9
Multi-cultural education curriculum						
Central	15.0	44.0	10.1	30.9	0	366
Northeast	12.8	47.7	13.8	25.6	0	195
Pacific	16.0	62.3	6.6	15.1	0	106
Southern	17.9	45.1	15.0	20.8	1.2	173
Western	7.9	36.7	20.9	33.8	0.7	139
Unidentified	20.0	50.0	30.0	0	0	10
Values education curriculum						
Central	11.5	52.3	12.3	23.6	0.3	365
Northeast	9.8	48.7	15.0	26.4	0	193
Pacific	7.6	51.4	19.0	21.9	0	105
Southern	8.9	46.7	13.0	30.8	0.6	169
Western	9.5	46.0	16.8	27.7	0	137
Unidentified	0	50.0	30.0	20.2	0	10
Increased extracurricular programs						
Central	7.7	63.3	8.5	20.0	0.5	365

Educational Program	No	Yes	DK	ND	Other	Total
Northeast	1.7	64.3	7.7	16.3	0	196
Pacific	5.7	68.9	7.5	17.9	0	106
Southern	9.2	64.9	10.9	14.9	0	174
Western	6.4	62.9	10.0	20.7	0	140
Unidentified	10.0	80.0	10.0	0	0	10
Extended-day programs						
Central	8.6	31.6	10.0	49.6	0.3	361
Northeast	7.9	28.8	14.7	48.7	0	191
Pacific	5.7	41.0	5.7	46.7	1.0	105
Southern	11.2	44.1	12.4	31.8	0.6	170
Western	0.7	20.3	10.1	68.8	0	138
Unidentified	0	70.0	10.0	20.0	0	10
Increased counseling services						
Central	10.1	57.0	9.5	22.6	0.8	358
Northeast	9.6	69.7	7.6	12.6	0.5	198
Pacific	8.4	63.6	2.8	25.2	0	107
Southern	13.1	65.7	6.3	14.3	0.6	175
Western	5.1	64.2	8.0	22.6	0	137
Unidentified	30.0	60.0	0	10.0	0	10
Peer mediation programs						
Central	8.5	55.3	9.0	26.3	0.8	365
Northeast	8.7	57.1	12.8	21.4	0	196
Pacific	6.7	70.5	7.6	14.3	1.0	105
Southern	7.6	53.8	11.1	26.9	0.6	171
Western	1.5	44.5	13.9	40.1	0	137
Unidentified	0	80.0	10.0	10.0	0	10

Educational Program	No	Yes	DK	ND	Other	Total
Conflict resolution curriculum						
Central	6.6	43.8	14.3	34.4	0.8	363
Northeast	5.2	47.6	17.3	28.8	1.0	191
Pacific	5.7	60.0	15.2	18.1	1.0	105
Southern	9.8	38.7	14.5	34.7	2.3	173
Western	5.7	43.6	17.1	33.6	0	140
Unidentified	0	80.0	20.0	0	0	10
Date rape awareness programs						
Central	5.0	25.1	20.4	48.9	0.6	362
Northeast	6.3	21.7	28.6	43.4	0	189
Pacific	6.6	21.7	20.8	49.1	1.9	106
Southern	5.2	17.9	29.5	47.4	0	173
Western	5.1	14.6	23.4	56.9	0	137
Unidentified	0	10.0	50.0	40.0	0	10
Letters to the community outlining preventive measures for families						
Central	9.2	30.0	11.5	49.0	0.3	357
Northeast	7.4	25.8	15.3	51.6	0	190
Pacific	12.4	33.3	17.1	37.1	0	105
Southern	7.1	31.8	16.5	44.7	0	170
Western	6.0	23.9	17.2	53.0	0	134
Unidentified	20.0	20.0	20.0	40.0	0	10
Alternative education for problem students						
Central	6.9	61.3	6.0	25.8	0	364
Northeast	10.9	61.1	5.7	21.2	1.0	193
Pacific	10.3	71.0	1.9	16.8	0	107
Southern	10.3	68.0	3.4	17.1	1.1	175

Educational Program	No	Yes	DK	ND	Other	Total
Western	6.6	49.6	7.3	35.8	0.7 ·	137
Unidentified	0	90.0	10.0	0	0	10
"Boot camps" for problem students						
Central	0	4.7	4.7	89.7	0.8	360
Northeast	1.1	2.6	8.5	87.3	0.5	189
Pacific	2.9	1.9	3.8	91.4	0	105
Southern	1.8	8.2	7.6	82.4	0	170
Western	0.7	3.6	5.8	89.9	0	138
Unidentified	0	10.0	10.0	80.0	0	10
Cooperative programs with other community/government agencies						
Central	8.8	52.0	9.4	29.0	0.9	352
Northeast	8.4	53.2	9.5	28.9	0	190
Pacific	10.6	63.5	2.9	23.1	0	104
Southern	7.6	62.8	5.2	23.8	0.6	172
Western	5.1	50.4	10.9	32.8	0.7	137
Unidentified	0	55.6	0	44.4	0	9

DK = Don't Know
ND = Not in Respondent's District

Table 28

Cross Tabulation of School Board Members' Perception of the Effectiveness of Educational Programs in Controlling Violence by Community Type

Educational Program	No	Yes	DK	ND	Other	Total
Preschool and elementary intervention programs						
Rural	6.5	48.8	13.4	30.9	0.5	217
Small town	7.6	61.7	11.4	19.3	0	264
Suburban	4.7	58.4	14.9	21.2	0.8	255
Urban	2.1	66.7	14.6	16.7	0	96
Other	6.9	64.8	12.4	15.9	0	145
Multi-cultural education programs						
Rural	12.6	34.6	16.4	36.4	0	214
Small town	16.1	40.4	12.7	30.7	0	267
Suburban	13.2	58.5	10.5	17.8	0	258
Urban	15.6	60.4	10.4	11.5	2.1	96
Other	12.2	42.2	15.6	29.3	0.7	147
Values education curriculum						
Rural	8.9	51.4	13.1	26.6	0	214
Small town	14.1	49.8	14.1	22.1	0	263
Suburban	9.5	47.2	16.7	26.6	0	252
Urban	8.3	44.8	16.7	30.2	0	96
Other	5.4	54.7	12.2	26.4	1.4	148
Increased extracurricular programs						
Rural	8.8	62.3	11.2	17.7	0	215
Small town	9.6	65.6	8.5	16.3	0	270
Suburban	6.7	63.0	9.1	20.5	0.8	254
Urban	9.4	60.4	8.3	21.9	0	96

Educational Program	No	Yes	DK	ND	Other	Total
Other	7.4	70.9	6.1	15.5	0	148
Extended-day programs						
Rural	8.1	19.5	10.5	61.4	0.5	210
Small town	6.9	32.6	9.6	50.6	0.4	261
Suburban	5.9	37.6	12.5	43.5	0.4	255
Urban	11.5	43.8	15.6	29.2	0	96
Other	7.5	37.0	8.2	47.3	0	146
Increased counseling services						
Rural	8.8	61.6	10.6	19.0	0	216
Small town	10.5	60.9	7.5	21.1	0	266
Suburban	7.6	64.5	6.8	20.3	0.8	251
Urban	13.4	59.8	9.3	16.5	1.0	97
Other	12.3	67.1	3.4	15.8	1.4	146
Peer mediation programs						
Rural	5.6	46.7	10.7	36.4	0.5	214
Small town	8.7	52.3	12.1	25.8	1.1	264
Suburban	7.1	63.5	7.8	21.6	0	255
Urban	7.2	68.0	12.4	12.4	0	97
Other	6.8	53.1	12.2	27.2	0.7	147
Conflict resolution curriculum						
Rural	7.0	34.3	19.2	38.5	0.9	213
Small town	8.6	44.7	16.2	29.7	0.8	266
Suburban	4.4	54.0	13.5	27.8	0.4	252
Urban	8.3	52.1	13.5	25.0	1.0	96
Other	4.7	45.9	14.2	32.4	2.7	148

Educational Program	No	Yes	DK	ND	Other	Total
Date rape awareness programs					.	
Rural	3.8	17.4	18.8	59.6	0.5	213
Small town	7.6	19.8	25.9	46.4	0.4	263
Suburban	5.1	23.1	24.3	46.7	0.8	255
Urban	2.1	25.3	26.3	46.3	0	95
Other	5.6	23.6	29.2	41.7	0	144
Letters to the community outlining preventive measures for families						
Rural	8.5	25.1	17.1	48.8	0.5	211
Small town	10.8	30.5	12.4	46.3	0	259
Suburban	8.0	29.5	10.8	51.8	0	251
Urban	6.4	30.9	19.1	43.6	0	94
Other	6.9	29.7	17.9	45.5	0	145
Alternative education for problem students						
Rural	10.4	52.4	6.6	30.2	0.5	212
Small town	9.8	62.0	4.1	24.1	0	266
Suburban	6.7	66.1	5.9	20.5	0.8	254
Urban	6.2	72.2	4.1	16.5	1.0	97
Other	8.7	61.7	5.4	23.5	0.7	149
"Boot camps" for problem students						
Rural	1.0	3.3	6.7	87.6	1.4	210
Small town	1.9	7.6	4.9	85.2	0.4	264
Suburban	0	2.4	5.2	92.5	0	252
Urban	0	3.2	6.4	90.4	0	94
Other	1.4	4.9	8.3	85.4	0	144
Cooperative programs with other community/government agencies						
Rural	5.7	54.5	7.2	32.1	0.5	209

Educational Program	No	Yes	DK	ND	Other	Total
Small town	12.8	51.2	7.8	28.3	0	258
Suburban	4.4	57.4	10.4	27.5	0.4	251
Urban	11.5	56.3	8.3	22.9	1.0	96
Other	7.7	58.5	6.3	26.1	1.4	142

DK = Don't Know
ND = Not in Respondent's District

Table 29

Cross Tabulation of School Board Members' Perception of the Effectiveness of Educational Programs in Controlling Violence by Size of School District Student Enrollment

Educational Program	No	Yes	DK	ND	Other	Total
Preschool and elementary intervention programs						
Fewer than 1,000	7.0	49.7	14.0	28.4	0	143
1,000 to 4,999	6.1	59.6	11.5	22.4	0.4	505
5,000 to 9,999	4.8	62.4	15.8	16.4	0.6	165
10,000 to 24,999	4.2	61.9	15.3	18.6	0	118
More than 25,000	8.7	56.5	21.7	13.0	0	46
Multi-cultural education programs						
Fewer than 1,000	7.9	33.8	16.5	41.7	0	139
1,000 to 4,999	14.5	41.3	12.6	31.6	0	509
5,000 to 9,999	17.6	54.7	12.9	14.1	0.6	170
10,000 to 24,999	12.7	61.0	11.9	12.7	1.7	118
More than 25,000	21.7	60.9	10.9	6.5	0	46
Values education curriculum						
Fewer than 1,000	8.5	54.9	12.7	23.2	0.7	142
1,000 to 4,999	9.8	51.8	12.2	26.3	0	502
5,000 to 9,999	12.6	43.1	22.2	22.2	0	167
10,000 to 24,999	10.3	44.4	17.1	27.4	0.9	117
More than 25,000	6.8	45.5	9.1	38.6	0	44
Increased extracurricular programs						
Fewer than 1,000	4.9	64.3	9.8	21.0	0	143
1,000 to 4,999	9.4	66.0	8.4	16.1	0	509
5,000 to 9,999	10.7	58.3	7.7	22.0	1.2	168

Educational Program	No	Yes	DK	ND	Other	Total
10,000 to 24,999	6.8	67.8	8.5	16.9	0	118
More than 25,000	4.3	60.9	15.2	19.6	0	46
Extended-day programs						
Fewer than 1,000	2.2	14.8	8.1	74.8	0	135
1,000 to 4,999	7.3	30.4	10.9	51.0	0.4	504
5,000 to 9,999	9.0	39.5	13.2	38.3	0	167
10,000 to 24,999	10.3	45.7	11.2	32.8	0	116
More than 25,000	8.7	58.7	10.9	19.6	2.2	46
Increased counseling services						
Fewer than 1,000	6.5	60.4	7.2	25.2	0.7	139
1,000 to 4,999	9.6	62.6	6.9	20.9	0	508
5,000 to 9,999	13.0	60.9	8.9	15.4	1.8	169
10,000 to 24,999	9.6	68.7	6.1	14.8	0.9	115
More than 25,000	12.8	63.8	10.6	12.8	0	47
Peer mediation programs						
Fewer than 1,000	7.3	47.4	5.8	38.7	0.7	137
1,000 to 4,999	8.3	49.8	11.4	29.9	0.6	508
5,000 to 9,999	6.0	68.3	12.6	12.6	0.6	167
10,000 to 24,999	3.4	69.7	9.2	17.6	0	119
More than 25,000	8.7	67.4	10.9	13.0	0	46
Conflict resolution curriculum						
Fewer than 1,000	4.3	33.3	13.8	47.8	0.7	138
1,000 to 4,999	6.7	42.8	17.0	32.3	1.2	507
5,000 to 9,999	6.1	56.4	13.9	23.0	0.6	165
10,000 to 24,999	9.2	54.6	13.4	21.0	1.7	119
More than 25,000	8.7	52.2	15.2	23.9	0	46

Educational Program	No	Yes	DK	ND	Other	Total
Date rape awareness programs						
Fewer than 1,000	2.9	17.5	18.2	61.3	0	137
1,000 to 4,999	6.3	19.0	23.8	50.3	0.6	505
5,000 to 9,999	3.0	23.6	30.9	41.8	0.6	165
10,000 to 24,999	5.1	33.1	18.6	43.2	0	118
More than 25,000	13.3	15.6	37.8	33.3	0	45
Letters to the community outlining preventive measures for families						
Fewer than 1,000	9.6	23.0	12.6	54.1	0.7	135
1,000 to 4,999	8.0	28.8	13.9	49.3	0	497
5,000 to 9,999	9.6	30.1	16.3	44.0	0	166
10,000 to 24,999	9.5	34.5	13.8	42.2	0	116
More than 25,000	4.4	28.9	24.4	42.2	0	45
Alternative education for problem students						
Fewer than 1,000	4.4	48.5	5.9	41.2	0	136
1,000 to 4,999	10.0	59.4	5.7	24.7	0.2	510
5,000 to 9,999	9.5	70.8	1.8	17.3	0.6	168
10,000 to 24,999	5.0	73.1	6.7	14.3	0.8	119
More than 25,000	10.9	71.7	4.3	8.7	4.3	46
"Boot camps" for problem students						
Fewer than 1,000	1.5	3.7	3.0	90.3	1.5	134
1,000 to 4,999	0.4	3.8	6.5	88.9	0.4	504
5,000 to 9,999	1.8	6.1	5.5	86.7	0	165
10,000 to 24,999	0.9	5.2	8.6	85.3	0	116
More than 25,000	2.2	8.7	6.5	82.6	0	46
Cooperative programs with other community/agencies						
Fewer than 1,000	6.2	44.6	9.2	40.0	0	130

Educational Program	No	Yes	DK	ND	Other	Total
1,000 to 4,999	8.6	52.3	7.8	30.9	0.4	499
5,000 to 9,999	9.7	58.2	9.7	21.8	0.6	165
10,000 to 24,999	6.0	68.1	6.0	18.1	1.7	116
More than 25,000	8.5	72.3	8.5	10.6	0	47

DK = Don't Know
ND = Not in Respondent's District

in all regions, all district sizes and all community types, and perceived these programs as effective.

Cross tabulations of peer mediation programs, alternative education programs, and cooperative programs demonstrated a similar trend. School districts with enrollments under 1,000 students and rural school districts had a high incidence of "not in my district" responses and a corresponding lower percentage of respondents reporting that the programs were effective. In two cases a slight majority existed. A majority of rural respondents indicated that they perceived alternative education (52.4%) and cooperative programs (54.5%) as effective.

Cross tabulations of program by region are reported in Table 27. The cross tabulations reveal that several programs were viewed as particularly effective within a single region. The majority of respondents from the pacific region indicated that multi-cultural education programs (62.3%), conflict resolution programs (60.0%), peer mediation programs (70.5%), and alternative education programs (71.0%) were effective in helping to control violence. Board members from the southern region indicated that alternative education programs and cooperative programs with other agencies were effective.

The result of cross tabulations of programs and community type appear in Table 28. The cross tabulations reveal that there are several programs viewed as particularly effective within a community type. Multi-cultural education programs are viewed as effective in both suburban (58.4%) and urban (66.7%) school districts. A slight majority, 51.4%, of rural respondents report that values education curriculum is

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effective. Peer mediation and conflict resolution programs are reported as being effective in suburban and urban school districts.

The results of cross tabulations of programs and school district size are reported in Table 29. The majority of respondents within a category report several programs as being effective. Values education programs are reported as being effective in school districts with under 1,000 students (54.9%) and 1,000 to 4,999 students (51.8%). Extended day programs were perceived as effective by 58.7% of the respondents in school districts with more than 25,000 students. Cooperative programs with other agencies were viewed as effective by 72.3% of the respondents from school districts with more than 25,000 students.

In virtually all cases, the majority of school board members from districts which had implemented a program viewed the program as effective in preventing violence in their school district. Positive perceptions were reported by from 75% to 93% of the respondents from these districts (Appendix 4). Cross tabulations by region, community size, and type verify this observation. If a measure was implemented, respondents perceived it to be effective in helping to control the level of violence in the school district.

Research question number five: How effective do school board members perceive in-service programs are controlling the level of violence in schools?

The questionnaire asked school board members their perception of the effectiveness of staff in-service programs in helping the level of violence in schools.

Responses are tabulated in Table 30 by number and percentages based on the total number of respondents. The majority of respondents indicated that in-services on drug awareness (73.6%), classroom management (67.9%), dealing with disruptive students (66.6%), learning styles (55.2%), and child abuse/sexual harassment recognition training are effective in controlling the level of violence in their school district. While not a majority, 49.2% of respondents reported that cultural awareness is an effective in-service which helps to prevent violence in schools.

The results of cross tabulation by region, community type and size of district enrollment appear in Tables 31, 32, and 33. In-service programs in drug awareness, classroom management, dealing with disruptive students, learning styles and child abuse/sexual harassment recognition reflect the results of Table 30. The majority of all respondents by region, community type and by size of district enrollment report the programs as effective.

The results of cross tabulation of in-service programs by region appear in Table 31. The cross tabulations reveal some in-service programs that are rated particularly effective in a region. Cultural awareness, gang awareness and anger management in-services are viewed as particularly effective in the pacific region. Cultural awareness and gang awareness are also rated effective in the southern region.

Cross tabulations of in-service programs by size of district enrollment appear in Table 32. The cross tabulations reveal some in-service programs that are rated particularly effective within a district size. The majority of respondents in all district sizes except districts with fewer than 1,000 students perceived that in-services in cultural

Table 30

Distribution of Respondents Perception of the Effectiveness of Staff In-service Programs Implemented to Control the Level of Violence in Schools

In-service Topic	No		Yes		DK		ND		Other	
	N	%	N	%	N	%	N	%	N	%
Learning styles	90	8.6	577	55.2	214	20.5	93	8.9	2	0.2
Cultural awareness	139	13.3	515	49.2	172	16.5	149	14.3	3	0.3
Classroom management	67	6.4	710	67.9	145	13.9	61	5.8	2	0.2
Dealing with disruptive students	83	7.9	696	66.6	138	13.2	64	6.1	3	0.3
Anger management	75	7.2	371	35.6	311	29.8	210	20.1	4	0.4
Drug awareness	81	7.7	769	73.6	86	8.2	49	4.7	7	0.7
Gang awareness	77	7.3	445	42.6	161	15.4	290	27.8	5	0.5
Self-defense training	35	3.3	87	8.3	211	20.2	626	59.9	11	1.1
Child abuse/ sexual harassment recognition training	85	8.1	559	53.5	195	18.7	126	12.1	4	0.4

DK = Don't Know
ND = Not in Respondent's District

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Table 31

Cross Tabulation of School Board Members' Perception of the Effectiveness of In-service Programs in Controlling Violence by Region

In-service Program	No	Yes	DK	ND	Other	Total
Learning styles						
Central	8.0	58.8	24.9	7.7	0	362
Northeast	8.8	59.3	18.0	13.9	0.6	194
Pacific	10.7	61.2	17.5	10.7	0	103
Southern	9.9	58.5	22.8	8.8	0	171
Western	9.5	59.1	22.6	8.8	0	137
Unidentified	33.3	55.6	11.1	0	0	9
Cultural awareness						
Central	13.3	51.7	19.1	15.5	0.6	362
Northeast	16.1	50.3	18.1	15.0	0.5	193
Pacific	12.4	64.8	12.4	10.5	0	105
Southern	15.7	55.8	17.4	11.0	0	172
Western	12.4	46.0	16.8	24.8	0	137
Unidentified	33.3	44.4	22.2	0	0	9
Classroom management						
Central	7.1	68.8	17.3	6.6	0.3	365
Northeast	7.7	68.9	15.3	8.2	0	196
Pacific	7.5	76.4	10.4	5.7	0	106
Southern	4.7	78.5	12.2	4.1	0.6	172
Western	6.6	74.5	13.1	5.8	0	137
Unidentified	11.1	66.7	22.2	0	0	9
Dealing with disruptive students						
Central	6.6	69.7	16.4	6.8	0.5	366

In-service Program	No	Yes	DK	ND	Other	Total
Northeast	12.4	67.5	13.4	6.7	0	194
Pacific	5.7	79.0	8.6	6.7	0	105
Southern	8.2	72.5	14.6	4.1	0.6	171
Western	9.4	70.5	12.2	7.9	0	139
Unidentified	22.2	55.6	11.1	11.1	0	9
Anger management						
Central	8.1	39.2	31.7	20.6	0.6	360
Northeast	7.4	33.0	34.0	25.5	0	188
Pacific	7.6	54.3	25.7	11.4	1.0	105
Southern	5.9	32.5	39.1	22.5	0	169
Western	7.9	38.6	26.4	26.4	0.7	140
Unidentified	33.3	22.2	33.3	11.1	0	9
Drug awareness						
Central	6.8	77.0	10.4	4.6	1.1	366
Northeast	11.6	73.7	8.6	5.6	0.5	198
Pacific	10.4	81.1	2.8	5.7	0	106
Southern	5.8	83.2	9.2	1.7	0	173
Western	7.1	75.0	7.9	8.6	1.4	140
Unidentified	22.2	66.7	11.1	0	0	9
Gang Awareness						
Central	9.9	47.8	16.9	25.4	0	362
Northeast	10.4	25.0	20.3	44.3	0	192
Pacific	7.6	70.5	5.7	16.2	1	105
Southern	1.7	51.2	19.8	26.2	1.2	172
Western	4.3	42.0	14.5	37.0	2.2	138
Unidentified	44.4	44.4	11.1	0	0	9

In-service Program	No	Yes	DK	ND	Other	Total
Self-defense training					.	
Central	3.6	10.3	20.3	64.3	1.4	359
Northeast	4.8	4.8	20.6	69.3	0.5	189
Pacific	3.9	8.7	21.4	65.0	1.0	103
Southern	2.3	12.8	26.2	57.6	1.2	172
Western	2.9	5.8	21.7	68.1	1.4	138
Unidentified	11.1	22.2	22.2	44.4	0	9
Child abuse/sexual harassment recognition training						
Central	9.2	58.7	17.9	13.4	0.8	358
Northeast	11.1	55.8	20.5	12.6	0	190
Pacific	9.6	63.5	14.4	12.5	0	104
Southern	6.4	52.3	27.9	13.4	0	172
Western	6.6	60.3	19.9	12.5	0.7	136
Unidentified	11.1	55.6	22.2	11.1	0	9

DK = Don't Know
ND = Not in Respondent's District

Table 32

Cross Tabulation of School Board Members' Perception of the Effectiveness of In-service
Programs in Controlling Violence by Size of School District Enrollment

In-service Program	No	Yes	DK	ND	Other	Total
Learning styles						
Fewer than 1,000	5.0	52.5	27.0	15.6	0	141
1,000 to 4,999	9.3	60.7	19.6	9.9	0.4	504
5,000 to 9,999	11.0	58.3	23.3	7.4	0	163
10,000 to 24,999	6.1	63.5	23.5	7.0	0	115
More than 25,000	19.6	56.6	21.7	2.2	0	46
Cultural awareness						
Fewer than 1,000	10.3	36.8	25.0	27.2	0.7	136
1,000 to 4,999	14.3	51.9	16.4	17.0	0.4	505
5,000 to 9,999	16.9	57.2	18.1	7.8	0	166
10,000 to 24,999	13.6	62.7	14.4	9.3	0	118
More than 25,000	17.4	65.2	13.0	4.3	0	46
Classroom management						
Fewer than 1,000	5.0	67.1	16.4	11.4	0	140
1,000 to 4,999	7.8	73.3	12.4	6.3	0.2	510
5,000 to 9,999	6.7	68.9	19.5	4.9	0	164
10,000 to 24,999	4.2	72.9	18.6	3.4	0.8	118
More than 25,000	8.7	78.3	10.9	2.2	0	46
Dealing with disruptive students						
Fewer than 1,000	5.7	68.8	14.2	11.3	0	141
1,000 to 4,999	8.3	71.9	12.0	7.5	0.4	509
5,000 to 9,999	12.2	65.2	19.5	2.4	0.6	164
10,000 to 24,999	6.8	72.6	16.2	4.3	0	117

In-service Program	No	Yes	DK	ND	Other	Total
More than 25,000	4.3	80.4	13.0	2.2	0	46
Anger management						
Fewer than 1,000	8.1	33.3	34.1	23.7	0.7	135
1,000 to 4,999	8.2	37.6	29.0	24.7	0.6	503
5,000 to 9,999	5.5	37.2	39.0	18.3	0	164
10,000 to 24,999	6.0	47.9	30.8	15.4	0	117
More than 25,000	11.1	40.0	35.6	13.3	0	45
Drug awareness						
Fewer than 1,000	5.6	72.0	11.2	9.8	1.4	143
1,000 to 4,999	9.7	78.2	6.8	4.5	0.8	513
5,000 to 9,999	8.5	77.6	10.3	3.6	0	165
10,000 to 24,999	2.5	83.1	9.3	4.2	0.8	118
More than 25,000	13.0	69.6	15.2	2.2	0	46
Gang awareness						
Fewer than 1,000	7.2	26.8	18.8	46.4	0.7	138
1,000 to 4,999	9.5	41.7	15.8	32.8	0.2	506
5,000 to 9,999	6.7	52.4	15.2	25.0	0.6	164
10,000 to 24,999	4.2	65.3	18.6	10.2	1.7	118
More than 25,000	4.4	68.9	13.3	13.3	0	45
Self-defense training						
Fewer than 1,000	2.2	6.6	21.2	67.2	2.9	137
1,000 to 4,999	4.4	7.4	19.8	67.5	0.8	499
5,000 to 9,999	3.6	9.7	23.6	62.4	0.6	165
10,000 to 24,999	3.4	14.5	21.4	59.8	0.9	117
More than 25,000	0	15.6	40.0	44.4	0	45

In-service Program	No	Yes	DK	ND	Other	Total
Child abuse/sexual harassment recognition training						
Fewer than 1,000	9.9	56.0	14.9	18.4	0.7	141
1,000 to 4,999	9.9	56.7	18.6	14.2	0.6	494
5,000 to 9,999	9.8	58.3	23.9	8.0	0	163
10,000 to 24,999	1.7	62.7	25.4	10.2	0	118
More than 25,000	8.7	58.7	23.9	8.7	0	46

DK = Don't Know
ND = Not in Respondent's District

Table 33

Cross Tabulation of School Board Members' Perception of the Effectiveness of In-service Programs in Controlling Violence by Community Type

In-service Program	No	Yes	DK	ND	Other	Total
Learning styles						
Rural	8.4	56.5	22.9	12.1	0	214
Small town	11.7	56.6	20.4	10.6	0.8	265
Suburban	7.6	63.9	19.3	9.2	0	249
Urban	9.9	56.0	29.7	4.4	0	91
Other	7.4	61.7	23.5	7.4	0	149
Cultural awareness						
Rural	13.2	40.6	25.9	20.3	20.3	214
Small town	17.0	44.9	18.1	19.2	19.2	266
Suburban	12.3	69.0	9.9	8.7	8.7	250
Urban	14.7	60.0	15.8	9.5	9.5	92
Other	13.0	51.4	19.2	15.8	15.8	147
Classroom management						
Rural	6.0	71.9	13.4	8.8	0	217
Small town	9.7	69.0	14.9	6.0	0.4	268
Suburban	5.2	73.6	16.0	4.8	0.4	250
Urban	7.4	66.3	20.0	6.3	0	95
Other	5.5	79.5	9.6	5.5	0	146
Dealing with disruptive students						
Rural	7.9	69.9	12.5	9.7	0	216
Small town	10.5	68.9	13.5	6.7	0.4	267
Suburban	8.8	70.1	15.9	4.8	0.4	251
Urban	9.5	67.4	16.8	6.3	0	95

In-service Program	No	Yes	DK	ND	Other	Total
Other	4.8	78.2	11.6	4.8	0.7	147
Anger management						
Rural	6.5	37.4	29.4	25.7	0.9	214
Small town	10.7	38.7	31.4	18.8	0.4	261
Suburban	7.6	33.9	34.7	23.9	0	251
Urban	5.3	41.1	33.7	20.2	0	95
Other	5.6	43.4	31.5	18.9	0.7	143
Drug awareness						
Rural	6.9	74.3	10.1	8.7	0	218
Small town	10.9	77.1	8.6	3.0	0.4	266
Suburban	5.9	82.8	6.6	4.3	0.4	256
Urban	9.4	69.8	13.5	6.3	1.0	96
Other	8.8	78.4	6.8	3.4	2.7	148
Gang awareness						
Rural	4.2	30.8	22.0	43.0	0	214
Small town	9.4	43.0	12.5	34.7	0.4	265
Suburban	9.2	58.4	12.4	19.6	0.4	250
Urban	9.4	52.1	18.8	17.7	2.1	96
Other	6.8	45.2	19.9	27.4	0.7	146
Self-defense training						
Rural	1.9	4.7	23.1	69.3	0.9	212
Small town	6.1	12.2	18.7	61.5	1.5	262
Suburban	3.2	8.5	18.5	68.5	1.2	248
Urban	2.1	9.4	28.1	59.4	1.0	96
Other	3.4	9.7	26.2	60.0	0.7	145

In-service Program	No	Yes	DK	ND	Other	Total
Child abuse/sexual harassment recognition training						
Rural	8.1	57.4	16.3	18.2	0	209
Small town	10.3	55.7	20.2	13.0	0.8	262
Suburban	8.5	56.9	21.4	12.9	0.4	248
Urban	5.2	53.1	29.2	12.5	0	96
Other	10.3	65.1	17.8	6.2	0.7	146

DK = Don't Know
ND = Not in Respondent's District

awareness were effective programs to help prevent violence in schools. Gang awareness in-services were perceived as effective in school districts with more than 5,000 students.

Table 33 contains the results of cross tabulations of in-service programs and community type. The cross tabulations reveal that cultural awareness and gang awareness in-services are perceived as being particularly effective in suburban and urban school districts.

As previously observed, in all cases where a program was implemented, the majority of respondents indicated that the program was effective. School board members whose district had implemented an in-service program felt the programs were effective by at least a three to one ratio and positive perceptions were as high as a ten to one ratio depending upon which program was examined (Appendix 5).

Chapter V

Summary, Conclusion, and Recommendations

The purpose of this chapter is to present a summary of the study that was conducted. Included is a review of the purpose of the study, a restatement of the research questions, a summary of the related literature, a review of the research method used by the researcher, and a synthesis of the findings and conclusions derived from the data analysis. The researcher has made recommendations for further research.

Summary

Purpose of the Study

This study asked board members their perception of the effects of violence in their school district, about the measures they have enacted as a response to violence and their perceptions as to the effectiveness of such measures. The purpose of this study was to collect and analyze this information and to determine school board members' perceptions about violence in their school districts.

Summary of Related Literature

Boards across the nation are facing the specter of increasing violence in schools. School boards are the governing body for over 15,000 public school districts in the United States and are charged with the responsibility of leading our schools and insuring

that all children are given the opportunity to receive the best possible education. School boards have the responsibility of insuring that the nation's schools will be free of drugs and violence and will offer an environment conducive to learning meeting National Education Goal #6. Citizens on these boards oversee the public school system and govern the destiny of millions of school children (Gaul, 1993). While board responsibilities differ, all have the responsibility of determining educational policy in their respective school districts (Barham, 1977).

A recent study done by researchers at Xavier University found that school administrators acknowledged an increase in the number of violent acts over the past five years (Boothe, 1993). The same report stated that urban schools do not have exclusive claim on school violence as both urban and suburban schools report a rising number of violent acts. Boothe also reported that the problem seemed to be greater in predominantly black or racially mixed schools.

Efforts by boards and school districts to control the spread of violence are many and varied. This study will concentrate on three areas that characterize this effort. These areas of concentration include:

- Disciplinary and security measures.

- Educational programs for students.

- Staff in-service training.

Students cannot learn if they do not feel safe. No matter how you define safety, it is necessary in both the school and the classroom (Burke, 1991).

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Discipline and security measures taken by school boards around the nation represent a broad range of initiatives designed to control the level of violence in schools. They range from strictly enforcing the existing code of behavior to using modern technology to restrict the flow of weapons into school buildings.

School districts across the country have implemented many different types of programs intended to control the level of violence in their schools. These programs include educational programs, extracurricular programs and counseling. All are designed to give students the tools they need to resist becoming involved in violent activities. Students who are experiencing success in an educational environment are less likely to become disruptive and engage in violent activities.

Kadel wrote that the roots of violence lie in a great number of social ills including the prevalence of prejudice, gangs, drugs, the cycle of disadvantage, media imagery and moral decay (Kadel & Follman, 1993). School districts are engaging in special training for staff in an effort to be more effective educators and, therefore, more effective in controlling violence in the schools. These efforts range from trying to make the teacher more effective in the classroom to heightening staff awareness about many of the issues confronting educators today.

Research Questions

The research questions addressed were:

1.   Do school board members perceive violence to be a problem in their school district?

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2.   What is the perceived effect of violence on the individuals and resources associated with schools?

3.   How effective do school board members perceive board polices are in controlling violence in schools?

4.   How effective do school board members perceive education programs are in controlling the level of violence in schools?

5.   How effective do school board members perceive in-service programs are in controlling the level of violence in schools?

Method

Descriptive research survey and analysis techniques were employed in this study. A 27% stratified, random sample of 5,847 school board member subscribers to The American School Board Journal were surveyed by means of a mailed questionnaire. The survey instrument sought information about board members' perceptions as to whether or not violence was a problem in their school district, board members' perception of the effect of violence on their school district and the effectiveness of programs and policies in controlling the level of violence.

Summary

The school board member respondents to the survey were described by gender, age, sex, race, educational attainment, income, marital status, whether or not they have children in public school and whether they were elected or appointed to their position on

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the school board. The majority were male, white, and held four year college or advanced degrees. The majority of respondents reported family incomes of over $40,000, were married, had children in the public school system, and were elected to the school board. The largest percentage described themselves as professionals or managers and were between the ages of 41-50.

Question number one: Do school board members perceive violence to be a problem in their school district?

Board members were asked whether they perceived violence was a problem in their school district. A slight majority of respondents (51.6%) felt that violence was not a problem. A cross tabulation of the responses served to pinpoint areas of the country, types of communities and sizes of school districts whose board members felt violence was a problem.

The majority of respondents from the southern and the pacific regions perceived that violence was a problem. The majority of respondents from urban districts felt violence was a problem, as did board members from school districts with more than 5,000 students.

While the majority of all respondents felt that violence was not a problem, the majority of students in the United States attend schools in districts where the majority of school board respondents felt violence was a problem. The majority of respondents who represent school districts of more than 5,000 students believe that violence is a problem and approximately 75% of students in the United States attend school in these districts.

Question number two: What is the perceived effect of violence on the individuals and resources associated with schools?

School board members who perceived violence as a problem were asked to characterize the problem by responding to a series of questions dealing with the effect of violence on their school, community, students, staff and resources. The majority of respondents perceived that students and staff felt safe when they came to school. In contrast the majority of respondents felt that teacher, administrator, and student morale and effectiveness were adversely affected by violence in their school district.

Cross tabulations by region, district size and community type indicate that the majority of respondents in all categories perceive that students and staff feel safe, but that morale and effectiveness are adversely affected. While a majority of all respondents by region, size and type felt that students feel safe, a higher percentage of respondents from small school districts reported that students feel safe when they come to school. Similarly, respondents from suburban districts reported a higher of percentage of board members perceive that students feel safe when they come to school. Board members from large districts and districts described as urban had the lowest percentage of respondents who perceived that students feel safe. Cross tabulations of the effect of violence on morale and effectiveness indicate that board members from small school districts report the lowest perceived effect on morale and achievement. A large majority of respondents (95.7%) from school districts larger than 25,000 students reported that violence had an adverse effect on morale and 84.8% reported that violence had an adverse affect on effectiveness.

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When cross tabulated by region, the highest perceived effect of violence on morale and effectiveness was reported by the southern region.

Board members were asked about their efforts to control violence in their district. More than half of the respondents (57.0%) reported that their district had expended funds to control violence while 88.7% reported that they had been making decisions to control violence in their district. Cross tabulations by size revealed that fewer board members from small districts reported making decisions and expending money to control violence than board members from the other district sizes. Cross tabulations by type of district revealed that 86.7% of the respondents from small towns perceived that they were making decisions to control violence. The majority of respondents from urban districts felt that they had expended funds to control violence while the majority of respondents in other district types perceived that they had not expended funds to control violence.

Cross tabulations by region revealed that the largest percentage of respondents from the southern region perceived that they had been making decisions (93.5%) and expending funds (64.2%) to control violence in their school districts.

Question number three: How effective do school board members perceive board polices are in controlling violence in schools?

The questionnaire asked school board members their perception of the effectiveness of board policies and practices in controlling violence in schools. A large majority of respondents reported that they perceived a clear and consistent student code of behavior, consistent support of administrators disciplinary actions and consistent

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enforcement of school board policies pertaining to discipline were effective in controlling violence in schools. Cross tabulations by region, size and community type were consistent, with the majority of respondents in all categories reporting in a similar manner.

The majority of respondents also indicated that they believed improved incident reporting and improved reporting and tracking of incidents were effective measures in controlling violence. Again, cross tabulations by region, size and community type were consistent with the these findings.

The majority of respondents reported that measures such as the use of metal detectors, increased security personnel, increased police presence, and use of undercover personnel were not being implemented in their district. Cross tabulations gave the researcher insights into school districts that were implementing some measures more than others. Urban and larger school districts were more likely to employ the measures than small districts and other community types. The southern and pacific regions were more likely to employ such measures.

The majority of respondents, whose school district had implemented a program or measure, reported that they felt the program or measure was effective in controlling violence in their school district. The data presented in Appendix 3 indicate clearly that school board members whose districts had enacted a program felt the program was effective. Positive perceptions were reported at no less than a three to one ratio and were as high as a ten to one ratio depending on which program is examined.

Question number four: How effective do school board members perceive education programs are in controlling the level of violence in schools?

The questionnaire asked school board members their perception of the effectiveness of educational programs implemented to help control the level of violence in schools. The majority of respondents indicated that they perceived preschool and elementary intervention programs, increased extracurricular programs, increased counseling services, peer mediation programs, alternative school programs, and cooperative programs with other agencies to be effective in helping to control violence in schools.

Preschool and elementary intervention programs were perceived as being effective in all regions. They were perceived by the majority of respondents as being effective in all district sizes except those with fewer than 1,000 students and in all community types except rural.

Increased counseling services and increased extracurricular programs were viewed as effective programs to help control violence in schools by the majority of all respondents. All three cross tabulations were consistent with these findings, with the majority of respondents in all regions, all district sizes and all community types perceiving these programs as effective.

Cross tabulations of peer mediation programs, alternative education programs, and cooperative programs demonstrated a similar trend. School districts with enrollments under 1,000 students and rural school districts had a high incidence of "not in my district" responses and a corresponding lower percentage of respondents reporting that

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the programs were effective. In two cases a slight majority existed. A majority of rural respondents indicated that they perceived alternative education and cooperative programs as effective.

The cross tabulations reveal that several programs were viewed as particularly effective within a single region. The majority of respondents from the pacific region indicated that multi-cultural education programs, conflict resolution programs, peer mediation programs, and alternative education programs were effective in helping to control violence. Respondents from the southern region indicated that they perceived alternative education programs and cooperative programs with other agencies were effective.

The cross tabulations reveal that there are several programs viewed as particularly effective within a community type. Multi-cultural education programs are viewed as effective in both suburban and urban school districts. A slight majority of rural respondents report that they believed values education curriculum is effective. Peer mediation and conflict resolution programs were felt to be effective in suburban and urban school districts.

Cross tabulations by district size indicate that the majority of respondents within a category report several programs as being effective. Values education programs were perceived as being effective in school districts with under 1,000 students and 1,000 to 4,999 students. Extended day programs were perceived as effective by the respondents in school districts with more than 25,000 students. Cooperative programs with other

agencies were viewed as effective by the respondents from school districts with more than 25,000 students.

In virtually all cases, the majority of school board members from districts which had implemented a program viewed the program as effective in preventing violence in their school district. Cross tabulations by region, community size, and region verify this observation. If a measure was implemented, respondents perceived it to be effective in helping to control the level of violence in the school district. The data presented in Appendix 4 indicate clearly that school board members whose districts had enacted a program felt the program was effective. Positive perceptions about programs were reported at no less than a three to one ratio and were as high as a ten to one ratio, depending on which program is examined.

Research question number five: How effective do school board members perceive in-service programs are in controlling the level of violence in schools?

The questionnaire asked school board members their perception of the effectiveness of staff in-service programs in controlling the level of violence in schools. The majority of respondents indicated that in-services on drug awareness, classroom management, dealing with disruptive students, learning styles, and child abuse/sexual harassment recognition training were perceived as effective in controlling the level of violence in their school district. While not a majority, 49.2% of all respondents reported that cultural awareness was viewed as an effective in-service to help prevent violence in schools.

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The results of cross tabulation by region, community type and size of district enrollment indicate that in-service programs in drug awareness, classroom management, dealing with disruptive students, learning styles and child abuse/sexual harassment recognition are perceived as effective by the majority of all respondents.

The results of cross tabulation of in-service programs by region reveal that some in-service programs were rated as particularly effective in a region. Cultural awareness, gang awareness, and anger management in-services were viewed as particularly effective in the pacific region. Cultural awareness and gang awareness were also viewed as effective in the southern region.

Cross tabulations of in-service programs by size of district enrollment indicated that some in-service programs were rated particularly effective within a district size. The majority of respondents in all district sizes except districts with fewer than 1,000 students perceived that in-service in cultural awareness was an effective program to help prevent violence in schools. Gang awareness in-services were perceived as effective in school districts with more than 5,000 students.

The results of cross tabulations of in-service programs and community type revealed that cultural awareness and gang awareness in-services were perceived as being particularly effective in suburban and urban school districts.

As previously observed, in all cases where a program was implemented, the majority of respondents indicated that the program was effective. The data presented in Appendix 5 indicate clearly that school board members whose districts had enacted an in-service program felt the program was effective. Positive perceptions about in-service

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programs were reported at no less than a three to one ratio and were as high as a ten to one ratio, depending on which program is examined.

Conclusion

The results of this study indicated that the majority of school board members do not believe violence is a problem in their school district. However, the majority of students in the United States attend schools in districts where the majority of school board respondents felt violence was a problem.

Of the respondents who believed violence is a problem, the majority perceived that staff and students feel safe when they come to school. However, they also feel that teacher and administrator effectiveness and student achievement are adversely affected.

Violence is perceived to be most prevalent in urban school districts, in school districts with more than 5,000 students and in the pacific and southern regions of the country.

It was apparent from the study that school districts are implementing a wide variety of measures and programs to control violence. The majority of respondents (88.7%) reported that their school board had made decisions intended to control violence.

Many measures, programs and in-service topics enjoyed widespread implementation and were consistently viewed as being effective across all regions, sizes and community types. The large majority of respondents felt that consistent handling of discipline and clear guidelines for student behavior were effective measures. They also consistently perceived that improved reporting and tracking helped them control violence

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in their district. Pre-school and elementary intervention programs, increased counseling services and extracurricular programs were widely perceived as effective. Classroom management, drug awareness and learning styles curriculum were viewed as effective in-service topics.

It is very important to note that the majority of all respondents who reported that a measure had been implemented in their district felt the measure was effective. Many measures, educational programs and in-service programs were being implemented around the country on a limited basis. Examples of these programs include the use of metal detectors, increased use of security personnel, use of detection dogs, police presence, extended day programs, peer mediation, boot camps, and anger management programs. Virtually all implemented programs were viewed as effective by no less than a four to one margin and many were viewed as effective by as large as a ten to one ratio (Appendices 3, 4, and 5).

As noted, the southern and pacific regions reported the highest percentage of respondents who perceived violence was a problem. Boards in the southern and pacific regions appear to be taking extraordinary steps in their effort to control violence. The majority of respondents from the southern region (93.5%) and the pacific region (87.5%) reported that their district had been making decisions to control violence. The majority of board members from the southern and pacific regions reported that they had expended funds to control violence. In nearly every case, the southern and pacific regions reported the highest percentage of respondents whose districts had implemented a program and felt the program was effective in controlling violence.

Recommendations for Further Study

Based upon the results of this study, the following recommendations are made for further study.

This study determined the perceptions of school board members about the extent of violence in their school districts. To gain a more definitive picture, studies should be conducted to compare what activities board members consider to be violent. Local reporting and tracking techniques could play an important role in determining the perception of board members.

The review of the literature indicated that perceptions of violence in a school district vary depending on who is surveyed. A survey of a similar nature should be administered to other community members, including teachers, administrators, students and parents to determine if perceptions are consistent and why or why not.

With the nationwide emphasis being placed on efforts to control the rising tide of violence in the United States and the apparent efforts to fund such programs, studies should be conducted to determine the effect of budgetary concerns on the implementation of programs perceived to be effective in controlling violence.

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APPENDIX 1

SECTION ONE

SCHOOL BOARD MEMBER'S PERCEPTION OF THE EFFECT OF VIOLENCE ON THE SCHOOL DISTRICT.

SURVEY ITEM	Research Question Addressed	Research That Indicated Inclusion
1. Violence is a problem in your school district. (If you mark "not in my district," go to Section Two)	RQ-1	(Boothe, 93)
2. Students feel safe when they come to class.	RQ-4	(Ordovnesky, 93) (Kongehem, 92) (Harrington-Luecker, 92) (Rubel, 94)
3. Staff members feel safe when they come to work in your school district.	RQ-4	(Ordovensky,93) (Rubel, 94)
4. Student morale is adversely affected by the level of violence in your school district.	RQ-4	(Ordovnesky, 93) (Rubel, 94) (Kadel, 93)
5. Teacher morale is adversely affected by the level of violence in your school district.	RQ-4	(Kadel, 93) (Dworkin, 85) (Mersky, 83)
6. Administrator morale is adversely affected by the level of violence in your school district.	RQ-4	(Kadel, 93)
7. Teacher effectiveness is adversely affected by the level of violence in your school district.	RQ-5	(Kadel, 93) (Rubel, 94)
8. Administrator effectiveness is adversely affected by the level of violence in your school district.	RQ-5	(Rubel, 94)

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SURVEY ITEM	Research Question Addressed	Research That Indicated Inclusion
9. Student level of achievement is adversely affected by the level of violence in your school district.	RQ-5	(Houston, 89) (Kadel, 94) (Becker, 89) (Burke, 91) (Rubel, 94)
10. Parent confidence in your school district has been eroded by the level of violence in your school district.	RQ-4	(Boothe, 93)
11. Your board has been making decisions designed to control the level of violence in your schools.	RQ-2	
12. Your board has had to expend additional funds to address violence in your district.	RQ-2	(Harper, 90)

SECTION TWO

THE FOLLOWING MEASURES HAVE BEEN EFFECTIVE IN CONTROLLING THE LEVEL OF VIOLENCE IN YOUR SCHOOL DISTRICT.

MEASURE	Research Question Addressed	Research that Indicates Inclusion
1. Implementing a clear and concise code of student behavior.	RQ-2 RQ-3	(Houston, 89) (Prophet, 90) (Essex, 83) (Boothe, 93) (Rubel, 94)

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MEASURE	Research Question Addressed	Research that Indicates Inclusion
2. Consistent application of a code of student behavior by school administrators.	RQ-2 RQ-3	(Houston, 89) (Prophet, 90) (Essex, 83) (Bullock, 83) (Ordovensky, 93) (Rubel, 94) (Boothe, 93)
3. Consistent support of school administrators' disciplinary actions.	RQ-2 RQ-3	(Boothe, 93) (Rubel, 94)
4. Consistent enforcement by the board of board policy concerning student behavior.	RQ-2 RQ-3	(Boothe, 93) (Rubel, 94)
5. Improved incident reporting system.	RQ-2 RQ-3	(Gerl, 91)
6. Locker searches.	RQ-2 RQ-3	(Prophet, 90)
7. Use of metal detectors.	RQ-2 RQ-3	(Bushweiller, 93) (Harrington-Luecker, 92) (Stelly, 84) (Ordovensky, 93) (Wilson, 94) (Kongshem, 92)
8. Increased security personnel.	RQ-2 RQ-3	(Prophet, 90) (Essex, 87) (Rascon, 81)
9. Armed security personnel.	RQ-2 RQ-3	(Bushweiller, 93)
10. Increased police presence.	RQ-2 RQ-3	(Essex, 87) (Boothe, 93)
11. Use of detection dogs.	RQ-2 RQ-3	(Stephens, 88) (Ryder, 82) (Rubel, 84)

MEASURE	Research Question Addressed	Research that Indicates Inclusion
12. Improved reporting and tracking of incidents.	RQ-2 RQ-3	(Gerl, 91)
13. Student I.D. cards.	RQ-2 RQ-3	
14. Improved lighting.	RQ-2 RQ-3	
15. Use of undercover personnel.	RQ-2 RQ-3	
16. Phones or alarm devices in classrooms.	RQ-2 RQ-3	(Gerl, 91)
17. Other (list)	RQ-2 RQ-3	
18. Other (list)	RQ-2 RQ-3	
19. Other (list)	RQ-2 RQ-3	
20. Other (list)	RQ-2 RQ-3	
21. Other (list)	RQ-2 RQ-3	

THE FOLLOWING EDUCATIONAL PROGRAMS HAVE BEEN EFFECTIVE
IN CONTROLLING THE LEVEL OF VIOLENCE IN YOUR SCHOOL DISTRICT.

PROGRAM	Research Question Addressed	Research that Indicated Inclusion
1. Pre-school and elementary intervention programs.	RQ-2 RQ-3	(Houston, 89) (Walker, 91) (Hranitz, 90)
2. Multi-cultural education program.	RQ-2 RQ-3	(Burke, 91) (LaPointe, 92)
3. Values education curriculum.	RQ-2 RQ-3	(Molnar, 88) (Garry, 81) (Gaustad, 91) (Hranitz, 90)
4. Increased extra-curricular programs.	RQ-2 RQ-3	(Gaustad, 91) (New Jersey State Dept. 92) (Landon, 92)
5. Extended day programs.	RQ-2 RQ-3	(Hranitz, 90) (Walker, 91)
6. Increased counseling services.	RQ-2 RQ-3	(Boothe, 93)
7. Peer mediation programs.	RQ-2 RQ-3	(Houston, 89) (Meek, 92) (Williams, 91) (Cahoon, 88) (Gaustad, 93)
8. Conflict resolution curriculum.	RQ-2 RQ-3	(Bondesig, 92) (Williams, 91) (Carey, 83) (Ordovensky, 93) (Gaustad, 93)

PROGRAM	Research Question Addressed	Research that Indicated Inclusion
9. Date rape awareness programs.	RQ-2 RQ-3	(Kyle, 91) (Burcky, 88) (Okeefe, 86)
10. Letters to the community outlining preventive measures for families.	RQ-2 RQ-3	(Gaustad, 91) (Kelly, 93)
11. Alternative education programs for problem students.	RQ-2 RQ-3	(Gaustad, 91) (Harrington-Luecker, 92) (Mansfield, 92)
12. "Boot camp" program for problem students.	RQ-2 RQ-3	
13. Cooperative programs with other community/governmental agencies.	RQ-2 RQ-3	(Nebgen, 90) (Kadel, 93) (Menacker, 90) (Boothe, 93) (Gaustad, 91) (Burke, 91) (Hranitz, 90)
14. Other (list)	RQ-2 RQ-3	
15. Other (list)	RQ-2 RQ-3	
16. Other (list)	RQ-2 RQ-3	
17. Other (list)	RQ-2 RQ-3	
18. Other (list)		

THE FOLLOWING IN-SERVICE PROGRAMS FOR SCHOOL STAFF HAVE BEEN
EFFECTIVE IN CONTROLLING THE LEVEL OF VIOLENCE
IN YOUR SCHOOL DISTRICT.

PROGRAM	Research Question Addressed	Research that Indicated Inclusion
1. Learning styles.	RQ-2 RQ-3	(Hranitz, 90) (Henson, 82) (Midkiff, 91)
2. Cultural awareness.	RQ-2 RQ-3	(Lapointe, 92)
3. Classroom management.	RQ-2 RQ-3	(Rubel, 94) (Aleem, 93)
4. Dealing with disruptive students.	RQ-2 RQ-3	(Houston, 87) (Rubel, 94)
5. Anger management.	RQ-2 RQ-3	(Kramer, 87) (Harden, 84)
6. Drug awareness.	RQ-2 RQ-3	(Mansfield, 92) (New Jersey State Dept., 92)
7. Gang awareness.	RQ-2 RQ-3	(Trump, 93) (Boothe, 93) (Burke, 91)
8. Self-defense training.	RQ-2 RQ-3	
9. Child abuse/sexual harassment recognition training.	RQ-2 RQ-3	
10. Other (list)	RQ-2 RQ-3	
11. Other (list)	RQ-2 RQ-3	

PROGRAM	Research Question Addressed	Research that Indicated Inclusion
12. Other (list)	RQ-2 RQ-3	
13. Other (list)	RQ-2 RQ-3	
14. Other (list)	RQ-2 RQ-3	

1994 National Survey of School Board Members

The American School Board Journal/Virginia Tech

This survey is designed to explore your perceptions about the effect of violence within your school district, as well as your perceptions about the effectiveness of specific measures your district has implemented as a response to violence.

Please rate each item or statement by marking the appropriate category. If an item doesn't apply, please mark the category labeled "not in my district." Your district might have implemented programs that aren't included in this survey. Please list such programs in the rows labeled "other" and rate them.

Each section of the survey has a category labeled "do not know." Please mark "do not know" if you don't have a perception about the effect of violence in the schools in your district or if you haven't been able to ascertain the effectiveness of a program.

SECTION ONE

WHAT IS YOUR PERCEPTION OF THE EFFECT OF VIOLENCE ON YOUR SCHOOL DISTRICT?

EFFECT OF VIOLENCE	not in my district (6)	strongly disagree (1)	moderately disagree (2)	moderately agree (3)	strongly agree (4)	do not know (5)
1. Violence is a problem. (If you mark "not in my district," go to Section Two.)						
2. Students feel safe when they come to class.						
3. Staff members feel safe when they come to work.						
4. Student morale is adversely affected by violence.						
5. Teacher morale is adversely affected by violence.						
6. Administrator morale is adversely affected by violence.						
7. Teacher effectiveness is adversely affected by violence.						
8. Administrator effectiveness is adversely affected by violence.						
9. Student achievement is adversely affected by violence.						
10. Parent confidence has been eroded by violence.						
11. My board has been making decisions designed to control violence in schools.						
12. My board has had to expend additional funds to address violence.						

SECTION TWO

WHAT MEASURES HAVE BEEN EFFECTIVE IN CONTROLLING THE LEVEL OF VIOLENCE
IN YOUR SCHOOL DISTRICT?

MEASURE	not in my district (6)	very ineffective (1)	moderately ineffective (2)	moderately effective (3)	very effective (4)	do not know (5)
1. Implementation of a clear and concise code of student behavior						
2. Consistent support of school administrators' disciplinary actions						
3. Consistent enforcement of board policy concerning student behavior						
4. Improved incident reporting system						
5. Locker searches						
6. Use of metal detectors						
7. Increased security personnel						
8. Increased police presence						
9. Use of detection dogs						
10. Improved reporting and tracking of incidents						
11. Student I.D. cards						
12. Improved lighting						
13. Use of undercover personnel						
14. Phones or alarm devices in classrooms						
15. Other (specify)						
16. Other (specify)						

SECTION THREE

WHAT EDUCATION PROGRAMS HAVE BEEN EFFECTIVE IN CONTROLLING THE LEVEL OF VIOLENCE IN YOUR SCHOOL DISTRICT?

EDUCATION PROGRAM	not in my district (6)	very ineffective (1)	moderately ineffective (2)	moderately effective (3)	very effective (4)	do not know (5)
1. Preschool and elementary intervention programs						
2. Multicultural education programs						
3. Values education curriculum						
4. Increased extracurricular programs						
5. Extended-day programs						
6. Increased counseling services						
7. Peer mediation programs						
8. Conflict resolution curriculum						
9. Date rape awareness programs						
10. Letters to the community outlining preventive measures for families						
11. Alternative education for problem students						
12. "Boot camp" for problem students						
13. Cooperative programs with other community/government agencies						
14. Other (specify)						
15. Other (specify)						
16. Other (specify)						

SECTION FOUR

WHAT STAFF IN-SERVICE TOPICS HAVE BEEN EFFECTIVE IN CONTROLLING THE LEVEL OF VIOLENCE IN YOUR SCHOOL DISTRICT?

STAFF IN-SERVICE TOPIC	not in my district (6)	very ineffective (1)	moderately ineffective (2)	moderately effective (3)	very effective (4)	do not know (5)
1. Learning styles						
2. Cultural awareness						
3. Classroom management						
4. Dealing with disruptive students						
5. Anger management						
6. Drug awareness						
7. Gang awareness						
8. Self-defense training						
9. Child abuse/sexual harassment recognition training						
10. Other (specify)						
11. Other (specify)						

SECTION FIVE
DEMOGRAPHIC INFORMATION

1. In what state is your school district?

   _____

2. What is the approximate enrollment of your school district?
   - (1) _____ Fewer than 1,000
   - (2) _____ 1,000 to 4,999
   - (3) _____ 5,000 to 9,999
   - (4) _____ 10,000 to 24,999
   - (5) _____ 25,000 or more

3. What kind of community does your school district serve?
   - (1) _____ Rural
   - (2) _____ Small town
   - (3) _____ Suburban
   - (4) _____ Urban
   - (5) _____ Other (please specify)

4. Gender:
   - (1) _____ Male   (2) _____ Female

5. Are you:
   - (1) _____ American Indian
   - (2) _____ Asian
   - (3) _____ Black
   - (4) _____ Hispanic
   - (5) _____ White
   - (6) _____ _____ Other (please specify)

6. Age:
   - (1) _____ 25 or under   (4) _____ 41-50
   - (2) _____ 26-35   (5) _____ 51-60
   - (3) _____ 36-40   (6) _____ over 60

7. What is your current occupation? (Check one)
   - (1) _____ Homemaker
   - (2) _____ Retired
   - (3) _____ Laborer
   - (4) _____ Skilled trade
   - (5) _____ Clerical
   - (6) _____ Sales
   - (7) _____ Business owner
   - (8) _____ Professional/managerial
   - (9) _____ Other (please specify)

3. What level of education did you complete?
   - (1) _____ Less than high school graduate
   - (2) _____ High school graduate
   - (3) _____ Post high school training
   - (4) _____ Four-year college degree
   - (5) _____ Advanced college degree

9. What is your family income?
   - (1) _____ Less than $20,000
   - (2) _____ $20,000 to $29,999
   - (3) _____ $30,000 to $39,999
   - (4) _____ $40,000 to $49,999
   - (5) _____ $50,000 to $59,999
   - (6) _____ $60,000 to $69,999
   - (7) _____ $70,000 to $79,999
   - (8) _____ $80,000 to $89,999
   - (9) _____ $90,000 to 99,999
   - (10) _____ $100,000 to 149,999
   - (11) _____ $150,000 or more

10. Are you married?
    - (1) _____ No   (2) _____ Yes

11. Do you have children currently attending public school (K-12)?
    - (1) _____ No   (2) _____ Yes

12. Do you have children currently attending private school (K-12)?
    - (1) _____ No   (2) _____ Yes

13. Do you rent or own your home?
    - (1) _____ Rent   (2) _____ Own

14. How do you classify yourself politically?
    - (1) _____ Conservative
    - (2) _____ Liberal

15. How many years have you served on the school board?
    _____ Years

16. How many years is a term on your school board?
    _____ Years

17. How many members are on your school board?
    _____ Members

18. Are members of your board appointed or elected?
    - (1) _____ Appointed   (2) _____ Elected

SECTION SIX
ISSUES

From the following list, please rank the **top three** most pressing concerns in your school district. Write 1 next to your most pressing concern; 2 next to your second most pressing concern; and 3 next to your third most pressing concern.

(1)	_____ Integration/busing		(11)	_____ Race relations
(2)	_____ At-risk students		(12)	_____ Parent involvement
(3)	_____ Increasing enrollment		(13)	_____ Collective bargaining
(4)	_____ Declining enrollment		(14)	_____ School finance/budget
(5)	_____ Crime and violence		(15)	_____ Use of drugs
(6)	_____ Management issues		(16)	_____ Use of alcohol
(7)	_____ Facilities		(17)	_____ AIDS education
(8)	_____ Personnel relations		(18)	_____ Truancy and dropping out
(9)	_____ State mandates		(19)	_____ Teacher shortage
(10)	_____ Curriculum development		(20)	_____ Other (please specify)

Thank you for taking the time to respond to this annual survey.
The results will be published in an upcoming issue of *The American School Board Journal.* If you have any additional comments, please make them on the bottom of this page. Then use the enclosed postage-paid envelope to return your completed survey to:

The American School Board Journal
1680 Duke Street
Alexandria, VA 22314

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APPENDIX 3

Distribution of Respondents Perception of the Effectiveness of Measures Taken by School Boards to Control Violence in Schools as Reported by School Board Members Whose District had Enacted the Measure

Measures	No		Yes		Total
	N	%	N	%	N
Implementation of a clear and concise code of behavior	68	7.0	909	93.0	977
Consistent support of school administrators disciplinary actions	68	6.8	936	93.2	1004
Consistent enforcement of board policy concerning student behavior	69	7.0	920	93.0	989
Improved incident reporting	80	10.7	665	89.3	745
Locker searches	102	21.2	379	78.8	481
Use of metal detectors	22	22.2	77	77.8	99
Increased security personnel	28	10.3	245	89.7	273
Increase police presence	34	10.3	297	89.7	331
Use of detection dogs	29	15.0	164	85.0	193
Improved reporting and tracking of incidents	82	11.9	603	88.1	685
Use of student IDs	83	24.6	254	75.4	337
Improved lighting	72	14.0	441	86.0	513
Use of undercover personnel	16	20.5	62	79.5	78
Phones or alarms in classrooms	21	10.8	173	89.2	194

APPENDIX 4

Distribution of Respondents Perception of the Effectiveness of Education
Programs Implemented to Control the Level of Violence in Schools as
Reported by School Board Members Whose District had Enacted the Program

	No		Yes		Total
Education Program	N	%	N	%	N
Preschool and elementary intervention programs	58	9.9	579	90.9	637
Multi-cultural education program	141	23.6	454	76.3	595
Values education curriculum	97	16.6	486	83.4	583
Increased extracurricular programs	83	11.2	639	88.5	722
Extended day programs	72	18.3	322	81.7	394
Increased counseling services	96	13.4	619	86.6	715
Peer mediation programs	70	11.3	549	88.7	619
Conflict resolution curriculum	65	12.6	449	87.4	514
Date rape awareness programs	53	20.4	207	79.6	260
Letters to the community outlining preventive measures for families	82	22.7	279	77.3	361
Alternative education programs	84	12.1	613	87.9	697
Boot camp programs	9	16.0	44	83.0	53
Cooperative programs with other agencies	78	12.8	532	87.2	610

APPENDIX 5

Distribution of Respondents Perception of the Effectiveness of Staff In-Service Programs Implemented to Control the Level of Violence in Schools as Reported by School Board Members Whose District had Enacted the Program

In-Service Topic	No		Yes		Total
	N	%	N	%	N
Learning styles	90	13.5	577	86.5	667
Cultural awareness	139	21.3	515	78.7	654
Classroom management	67	8.6	710	91.4	777
Dealing with disruptive students	83	10.7	696	89.3	779
Anger management	75	16.8	371	83.2	446
Drug awareness	81	9.5	769	90.5	850
Gang awareness	77	14.8	445	85.2	522
Self-defense training	35	28.7	87	71.3	122
Child abuse/sexual harassment recognition training	85	13.2	559	86.8	644

VITA

William David Weisenburger, Jr.

William David Weisenburger, Jr., is currently an assistant principal at Potomac Senior High School in Prince William County, Virginia. He has served as an assistant principal for the Prince William County Schools for the past seven years. Previously, Mr. Weisenburger was an athletic director at Washington-Lee High School in Arlington, Virginia.

Mr. Weisenburger earned his B.S. degree in biology and M.A. in administration from Virginia Tech. He began his career in education as a biology teacher at Bishop O'Connell High School in Arlington, Virginia.