

Fact Sheet: Youth Violence in D.C. Public Schools

- Between the 1997-8 and 2000-1 academic years . . . [see Tab. 1 below]
 - The number of **assaults with deadly weapons** increased from 66 to 127.
 - The number of **simple assaults** increased from 384 to 475.
 - The number of students bringing **concealed weapons** to school increased from 329 to 423.
 - The number of **robberies** increased from 18 to 35.
 - The number of **threats** against students and staff members increased from 156 to 225.

- In 2001 . . . [see Tab. 2]
 - The **D.C.** school district, which is comprised of 68,449 students, yielded 423 students caught by security personnel for carrying concealed weapons.
 - Security personnel of **Prince George's County** (137,299 students) caught 430 students carrying concealed weapons.
 - Security personnel of **Montgomery County** (136,653 students) caught 235 students carrying concealed weapons.¹

- From the *Youth Risk Behavior Surveillance System, 2001*²
 - The percentage of students **carrying a weapon** (i.e. gun, knife or club) on one or more of the past 30 days decreased from 33.5% in 1993 to 20.8% in 1999.
 - The percentage of students **carrying a gun** on one or more days for the past 30 days decreased from 13.7% in 1993 to 6.7% in 1999.
 - The percentage of students **carrying a weapon** (i.e. gun, knife or club) **on school property** on one or more of the past 30 days decreased from 16.3% in 1993 to 8.9% in 1999.
 - The percentage of students who did not go to school on one or more of the past 30 days because they **felt unsafe** at school or on their way to or from school increased from 10.8% in 1993 to 19.4% in 1999.
 - The percentage of students who had been **threatened or injured with a weapon** on school property one or more times during the past 12 months increased from 11.3% in 1993 to 13.4% in 1999.
 - The percentage of students who were in a **physical fight** one or more times during the past 12 months decreased from 45.6% in 1993 to 36.9% in 1999.
 - The percentage of students **forced into sexual intercourse** in 2001:
 - Females: 13.9%
 - Males: 11.0%

¹ Honawar, Vaishali. "D.C. Students Armed and Ready: Assaults with weapons double despite \$8 million effort". *The Washington Times* (2002): A01. Lexis-Nexis. Wellesley College Library Services. 2 June 2003. <www.lexis-nexis.com>.

² United States. Department of Health and Human Services, Centers for Disease Control and Prevention. Youth Risk Behavior Surveillance System. March 2003. 2 June 2003. <<http://www.cdc.gov>>.

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- Total: 12.6%
 - The percentage of students **physically abused** (intentionally) by a **partner** during the past 12 months in 2001:
 - Females: 17.1%
 - Males: 17.0%
 - Total: 17.2%
 - The percentage of students who seriously **considered suicide** during the past 12 months decreased from 20.6% in 1993 to 13.5% in 1999.
 - The percentage of students who actually **attempted suicide** one or more times during the past 12 months decreased from 12.2% in 1993 to 6.9% in 1999.
 - The percentage of students who **used marijuana** one or more times during their lifetime increased from 28.8% in 1993 to 45.1% in 1999.
 - The percentage of students who **used marijuana on school property** one or more times during the past 30 days increased from 8.4% in 1993 to 9.6% in 1999.
 - The percentage of students who were **offered, sold or given an illegal drug on school property** by someone during the past 12 months increased from 15.7% in 1993 to 24.6% in 1999.

~~CONFIDENTIAL~~

School Violence in District of Columbia School Districts Between 1997 and 2001 (by crime)

	1997-8 (academic year)	2000-1 (academic year)
Assault with deadly weapon	66	127
Simple assault	384	475
Number of students bringing concealed weapons to school	329	423
Robberies	18	35
Threats against students and staff	156	225

Table 1: Number of violent and non-violent crimes in D.C. metropolitan-area school districts between 1997-8 and 2000-1 academic years.

Number of Weapon-Carrying Students in D.C. Schools vs. Maryland Schools (by county), 2001

	No. Students Carrying Weapons	Total Students
Prince George's County	430	137,299
Montgomery County	235	136,653
D.C.	423	68,449

Table 2: Number of D.C. students carrying concealed weapons as compared with the number of Maryland students carrying concealed weapons in 2001.



Search for Public School Districts

CCD Common Core of Data

District Information

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District Name: District Of Columbia Pub Schls <u>schools for this district</u>	County: District Of Columbia	County ID: 11001
Mailing Address: 825 North Capitol ST. NE Washington, DC 20003	Physical Address: 825 Northcapitol ST. NE Washington, DC 20002-4232	Phone: (202) 442-5885
NCES District ID: 1100030	State District ID: 001	

District Details

Characteristics

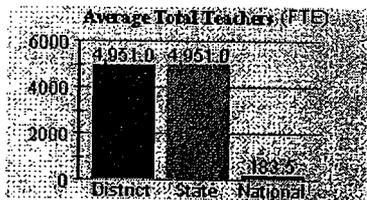
[Show Less](#)

Grade Span: (grades PK - 12)
PK KG 1 2 3 4 5 6 7 8 9 10 11 12

Total Schools: 165
Total Students: 68,449
Classroom Teachers (FTE): 4,951.0
Student/Teacher Ratio: 13.8
Summer Migrant Students: 175
ELL (formerly LEP) Students: 8,215
Students with IEPs: 12,594

Type: Regular School District
Locale/Code: Large Central City / 1
Status: No Boundary Change
Metro Status: MSA - Central City
CMSA/PMSA/MSA: 978840
Supervisory Union #: 000

Staff



Teachers (FTE)

Total: 4,951.0
Prekindergarten: 218.0
Kindergarten: 269.0
Elementary: 2,125.0
Secondary: 1,599.0
Ungraded: 740.0

Total Staff (FTE): 11,390.9

Other Staff (FTE)

Total: 6,439.9
Instructional Aides: 1,508.0
Instruc. Coordinators & Supervisors: 19.0
Total Guidance Counselors: 241.0
 Elementary Guidance Counselors: 109.0
 Secondary Guidance Counselors: 132.0
Librarians/Media Specialists: 119.0
Library/Media Support: 14.4
District Administrators: 49.0
District Administrative Support: 173.0
School Administrators: 279.0
School Administrative Support: 468.5
Student Support Services: 1,852.0
Other Support Services: 1,717.0

High School Completers

Total Diploma Recipients: 2,808

Total Other High School Completers: 235

High School Diploma Recipients by Race/Ethnicity:

	Amer Ind/ Alaskan	Asian/Pacif Islander	Black	Hispanic	White	Total
Male	2	104	892	114	63	1,175
Female	3	118	1,357	101	54	1,633
Unknown	0	0	0	0	0	0
Total	5	222	2,249	215	117	2,808

Other High School Completers by Race/Ethnicity:

	Amer Ind/ Alaskan	Asian/Pacif Islander	Black	Hispanic	White	Total
Male	0	0	145	3	7	155
Female	0	0	77	2	1	80
Unknown	0	0	0	0	0	0
Total	0	0	222	5	8	235

Total High School Completers by Race/Ethnicity:

	Amer Ind/ Alaskan	Asian/Pacif Islander	Black	Hispanic	White	Total
Total	5	222	2,471	220	125	3,043

Note: High School Completers data from 2000-2001.

Fiscal

	Amount	Amount per Student	Percent
Total Revenue:	\$758,072,000	\$10,545	
Revenue by Source			
Federal:	\$122,970,000	\$1,711	16%
Local:	\$635,102,000	\$8,834	84%
State:	\$0	\$0	0%
Total Expenditures:	\$738,942,000	\$10,279	
Total Current Expenditures:	\$693,386,000	\$9,645	
Instructional Expenditures:	\$314,138,000	\$4,370	45%
Student and Staff Support:	\$158,270,000	\$2,202	23%
Administration:	\$84,436,000	\$1,175	12%
Operations, Food Service, other:	\$136,542,000	\$1,899	20%
Total Capital Outlay:	\$43,773,000	\$609	
Construction:	\$30,086,000	\$419	
Total Non EI-Sec Education & Other:	\$1,783,000	\$25	
Interest on Debt:	\$0	\$0	

Note: Details do not add to totals due to rounding.

Note: Fiscal data (including per pupil count used in this table) from 1998-1999.

Census

Total Population Under 18:	114,992
Hispanic or Latino:	11,428
Non Hispanic or Latino:	103,564
Population of one race:	111,830
White alone:	17,155
Black or African American alone:	86,300
American Indian or Alaska Native alone:	352
Asian alone:	1,752
Hawaiian or other Pacific Islander alone:	71
Some other race alone:	6,200
Population of two or more races:	3,162

Note: Census data from 2000.

Source: CCD public school district data for the 2001-2002 school year.

Note: "N/A" means the data are not available or not applicable.

National Center for Education Statistics

Office of Educational Research & Improvement, U.S. Dept. of Education
1990 K Street, NW, Washington, DC 20006, USA, Phone: (202) 502-7300

**SCHOLASTIC ASSESSMENT TEST (SAT)
FOR YEARS 1998 THROUGH 2002**

RE-CENTERED SCALE

VERBAL

(CALENDAR YEAR)	1998	1999	2000	2001	2002
D.C. PUBLIC SCHOOLS	411	416	414	402	400
DISTRICT OF COLUMBIA	488	494	494	482	480
NATIONAL AVERAGE	505	505	505	506	504

MATHEMATICS

(CALENDAR YEAR)	1998	1999	2000	2001	2002
D.C. PUBLIC SCHOOLS	400	397	408	396	396
DISTRICT OF COLUMBIA	476	478	486	474	473
NATIONAL AVERAGE	512	511	514	514	516

Note: In 1995 the College Board re-centered the score scale of the SAT to re-establish the original mean of 500 on the 200-800 scale in order to maintain the test's statistical and predictive validity.

Source: College Board

**STANFORD 9 ACHIEVEMENT TESTS PERFORMANCE STANDARDS RESULTS IN "PERCENTAGES"
FOR THE SPRING ADMINISTRATION OF SCHOOL YEARS 1998 - 2002**

READING																				
Grade	Below Basic					Basic					Proficient					Advanced				
	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
1st	12	14	13	11	9	41	44	43	42	40	33	31	32	33	35	14	11	13	14	16
2nd	29	27	25	26	22	46	48	47	46	45	20	21	23	23	26	5	4	5	5	6
3rd	33	32	26	31	31	35	38	40	38	36	23	23	25	24	23	9	7	9	7	10
4th	31	29	25	24	24	40	43	43	45	42	20	20	23	23	24	9	8	9	8	10
5th	25	24	21	20	21	50	52	53	55	53	20	19	21	20	20	5	5	5	5	6
6th	16	19	14	16	14	55	55	54	55	57	25	22	28	25	25	4	4	4	4	4
7th	29	27	23	25	26	48	49	51	50	48	19	20	22	22	22	3	3	4	3	4
8th	20	20	19	19	17	51	51	51	50	55	27	25	27	27	26	3	3	3	4	3
9th	38	37	37	37	35	48	47	48	45	48	11	14	13	15	15	3	2	2	3	3
10th	47	51	47	47	46	37	36	37	38	39	13	11	13	13	12	2	2	3	2	3
11th	46	48	48	47	44	40	39	40	38	41	12	11	10	13	12	2	2	2	2	3
System	28	28	26	25	24	44	46	45	46	46	22	21	23	23	23	6	5	6	6	7

MATHEMATICS																				
Grade	Below Basic					Basic					Proficient					Advanced				
	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
1st	13	17	11	11	9	42	45	40	39	38	32	30	35	35	37	13	9	14	15	16
2nd	32	31	24	24	20	39	39	38	39	39	23	24	28	28	31	6	5	9	9	11
3rd	31	29	19	21	22	40	46	46	46	44	23	20	27	26	26	7	5	8	7	9
4th	40	36	26	27	25	36	38	41	41	40	19	20	24	25	26	6	6	9	8	10
5th	49	44	37	35	37	33	35	38	39	36	14	16	19	20	20	4	5	6	7	7
6th	40	41	29	33	35	38	39	40	40	39	17	15	23	20	20	5	5	7	7	6
7th	64	64	55	56	57	26	26	31	31	29	8	8	11	10	11	2	2	3	3	3
8th	59	58	54	53	51	30	31	31	32	34	10	9	13	12	13	2	2	2	3	2
9th	61	56	51	52	50	29	33	35	33	35	9	10	12	12	12	2	1	2	3	3
10th	83	80	72	72	76	12	15	19	20	18	3	4	7	7	5	1	1	2	2	1
11th	76	75	75	72	73	12	14	15	17	17	10	8	8	9	8	2	2	2	2	2
System	45	44	37	36	36	33	35	36	36	35	17	17	21	21	21	5	4	6	7	7

Source: DCPS Division of Educational Accountability

The Washington Times

www.washingtontimes.com

D.C. students are worst readers

By George Archibald

Published June 20, 2003

The District's schoolchildren rank as the worst readers in the country and only slightly better in some grades than non-English-speaking children in the territories of Guam, the Virgin Islands and American Samoa, according to a new national report.

The verdict of "The Nation's Report Card: Reading 2000," issued yesterday by the National Assessment of Educational Progress (NAEP), is that the nation's fourth- and eighth-graders generally showed slight improvement in reading ability over the past several years. But the nation's high school seniors entering the work force or headed to college were worse readers than 12th-graders in 1998.

Meanwhile, the District's schoolchildren in all grades are slipping backward as other jurisdictions improve, despite per-pupil spending and teacher salaries that are among the highest in the country.

Neither Superintendent Paul Vance nor any other D.C. school official returned calls for comment on the report, which shows that more than two-thirds of the city's fourth-graders and more than half of its eighth-graders had "below basic" reading ability last year, according to NAEP tests.

"Below basic" means the children could not demonstrate an understanding of what they read.

Only 10 percent of D.C. fourth- and eighth-graders last year were "at or above proficient" reading ability — the same percentage of fourth-graders as 10 years ago, but 2 percentage points fewer eighth-graders than in 1992.

To be proficient, students must "demonstrate an overall understanding of text, providing inferential as well as literal information," and scoring 238 on the fourth-grade test and 281 on the eighth-grade test. The average scores for D.C. students were 191 for fourth grade and 240 for eighth grade.

When compared with average reading scores of city students throughout the country, D.C. fourth-graders scored 21 points below average and eighth-graders 18 points below average.

The District's percentage of "below basic" readers also was 20 percentage points higher than the national average for city students, even though the District's \$9,650 per-pupil cost and average teacher salary of \$48,651 topped all but a few states, according to the report.

Bill Caritj, the District's assistant superintendent for educational accountability, dismissed the NAEP results, saying, "This is a very diverse community."

He said D.C. students have shown improvement through the Stanford Achievement Test, but he did not specify the results.

"We are improving, we have improved [under NAEP] from 179 [for fourth-graders in 1994] to 191 [in 2002]," he said. "And that's good, and the other indicators such as the Stanford Achievement Test suggest that we're at the national average."

Virginia fourth-graders ranked fourth in reading ability nationwide, behind Vermont, Connecticut, and Massachusetts at No. 1. Virginia eighth-graders ranked sixth behind Department of Defense schools on military bases, Maine, Kansas, Massachusetts and Vermont at No. 1.

Maryland fourth-graders ranked 28th and eighth-graders 18th.

"There is one group among the 12th-graders that is having particular problems: the boys," said Mark R. Musick, a member of the National Assessment Governing Board and president of the Southern Regional Education Board.

"Over the past decade, the reading achievement of male high school seniors has fallen more steeply than among female students," he said. "Nationwide, just 28 percent of male 12th-graders read at the proficient level, compared to 44 percent of the female high school seniors."

The report is cause for both celebration and concern, Education Secretary Rod Paige said.

"I'm concerned that not a lot has changed since 1992, when this NAEP assessment, the most comprehensive, challenging ever, was first given," he said in a statement.

While fourth- and eighth-grade reading scores have improved nationally, Mr. Paige said, scores for 12th-graders have gone south.

"There are no scientific answers to why our high school seniors have performed so poorly on this reading assessment, but we're still searching for solutions to these daunting challenges," he said.

Education Undersecretary Eugene W. Hickok said at a press conference that he was encouraged by sharply improved average scores of black and Hispanic fourth-graders and lower-performing students in fourth and eighth grades.

But he acknowledged the "relatively dismal performance of 12th-graders" and the majority of students whose tests showed serious reading deficiencies.

"When you have 60 percent not proficient, the nation has a major, major challenge before it," he said.

Mr. Hickok said the administration's insistence on scientifically based reading instruction and testing accountability from third through eighth grades is causing "a major culture shift" in the nation's schools.

"The focus is on what works," he said. "That will have an impact. We hope it will."

The NAEP reading report's mixed results included these findings:

- Less than one-third of fourth- and eighth-graders nationwide could understand and analyze challenging reading material at "proficient" or "advanced" skill levels. Thirty-six percent of high school seniors scored "at or above proficient," a 4 percentage-point drop from 1998.

- Black and Hispanic fourth-graders narrowed the gap with white students, but the reading achievement gap among the races remains large: 41 percent of white students scored "proficient," compared with 15 percent of Hispanics and 12 percent of blacks. In 1998, 37 percent of whites, 13 percent of Hispanics and 10 percent of blacks scored "proficient."

Achievement problems in schools are made more urgent by an increasing number of minority students Mr. Musick called "disadvantaged" and children identified as "limited English proficient."

He said Hispanics and American Indians, who made up 25 percent of NAEP's national fourth-grade sample in 1992, were 34 percent of the sample last year. Similarly, "limited English proficient" students were 1 percent of the 1992 sample but 6 percent of the sample last year.