

2023-2024 Safe Schools Annual Statistical Report

Office of Continuous Improvement and Support

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Kentucky Department of Education

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Division of Student Success

(502) 564-4772

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Introduction

The *2023-2024 Safe Schools Annual Statistical Report* is produced by the Kentucky Department of Education (KDE) in compliance with [KRS 158.444](#). The purpose of this document is to provide a summary of Kentucky's 2023-2024 safe schools data. The data featured in this report was collected through the state's student information system, Infinite Campus (IC).

This report presents a summary of behavior events that resulted in an expulsion (with or without services), in-school removal, in-district removal, out-of-school suspension, or corporal punishment. For the purposes of this report, in-district removal resolutions were combined with in-school removal resolutions. In addition, any behavior events involving assault, violence, weapons, tobacco, alcohol, drugs, bullying, or harassment are included in this report, regardless of resolution. The data is disaggregated by sex, race/ethnicity, grade level, socioeconomic status, location, and context of the event.

This report covers data from five consecutive school years, starting with 2019-2020. Due to the COVID-19 pandemic, the 2019-2020 school year transitioned to remote learning in March, resulting in fewer behavior events. Consequently, data from 2019-2020 is marked with an asterisk (*) and italicized throughout this report. Similarly, much of the 2020-2021 school year was conducted remotely, significantly affecting the behavior data collected. Therefore, data from 2020-2021 is excluded from this report and is also marked with an asterisk (*).

Organization and Timeline

Every effort has been made to ensure that this report reflects the statutory expectations, federal reporting requirements, and best practices for sharing student data. To ensure data quality, KDE's Division of Student Success (DSS) provides training and guidance to schools and districts throughout the year. The data standards and related webinar trainings are available on KDE's Safe Schools [website](#). The terminology in this report is consistent with terminology used in state and federal reporting and data collection (e.g., race/ethnicity, offender, discipline resolution, behavior event, and behavior incident).

This report begins with an overview, starting with student enrollment compared with behavior events reported, followed by disaggregated discipline resolutions and incident categories sorted by race/ethnicity, sex, grade level, and socioeconomic status.

To create the report, behavior data is entered into IC by administrators at the school level and is then verified by the school and district before submission to KDE. The data reflected in this report has been verified through the following verification process:

- **May 2024** – District level Safe Schools Administrators were instructed to begin validation of behavior data by utilizing the Safe Schools Report within IC.
- **June 2024** – District superintendents were required to submit a district verification form to KDE. This verification indicated that the district data was complete and accurate.
- **July-August 2024** – Districts were instructed to verify the aggregate district and school *Safe Schools* report and make necessary data changes in IC.
- **November 2024** – State, district, and school level behavior data was publicly released via the School Report Card within KDE's [Open House](#).

Executive Summary of Key Findings

For the school year 2023-2024, Kentucky's total public-school population included 635,563 students in Kindergarten through Grade 12 (including grade 14). The *2023-2024 School Safety Annual Statistical Report* presents a review of the data related to 257,290 behavior events recorded in Infinite Campus (IC) by Kentucky's public schools. Below is a summary of the key findings of this report.

- Of the 257,290 behavior events reported, approximately 19% are among behavior events that are required to be reported by KRS 158.444, i.e. events involving drugs, alcohol, or tobacco (9.1%), bullying or harassment (7%), assault and violence (2.5%), and guns or other deadly weapons events (0.4%).
- The majority of students who experience a behavior event experience fewer than 10 events during the school year, with 44,093 students experiencing only one behavior event in 2023-2024.
- Most behavior events occur during the school day and in either the classroom or hallways/stairwells. Hallway and stairwell incidents have more than doubled in the past five years.
- Black students are over-represented in behavior events, involved in 30.4% of behavior events while only representing 10.8% of the total student population.
- Male students account for two times as many in-school removals and out-of-school suspensions as female students.
- Male students are much more likely to experience a behavior event than female students at a ratio of 2:1.
- Economically disadvantaged students make up 61.1% of the student population but are responsible for 75.9% of all behavior events.
- In-school removals are the most frequently cited outcomes for behavior events, followed by out-of-school suspensions.
- Vaping device usage has been prevalent over the past five reporting years. Nicotine vapor products account for 13,848 of the reported behavior events and THC electronic vapor devices were cited 1,995 times in the 2023-2024 school year. Nicotine vapor devices accounted for five percent of all discipline referrals in the 2023-2024 school year.
- Bullying and harassment reports have remained relatively stable over a five-year period accounting for seven percent of 2023-2024 behavior events. Male students are involved in over two thirds of related behavior events.
- The following groups of students are disproportionately involved in behavior events: male students, Black students, students with IEPs, and economically disadvantaged students.
- When legal interventions are used, Student Resource Officer (SRO) involvement is the most frequently cited.

Overall Behavior Events and Resolutions

To gain a deeper understanding of the behavior event data presented in this report, this section will review the overall student population data and incident data for the 2023-2024 school year. Kentucky's total public school population included 635,563 students in Kindergarten through Grade 14. Kentucky's School Report Card can be found on the KDE's [Open House](#) and provides information about each school district, including test performance, teacher qualifications, student safety, and parent involvement. The safety data presented in this report can be found for each school and is included as part of the Safety Domain. These data can be viewed at either the school or district level.

Figure 1 shows the demographic makeup of Kentucky's public school student population over the past five years with exclusion of the 2020-2021 school year. Overall, the demographics of the student population in Kentucky has remained relatively stable, with 71.4% of students identifying as White, 10.8% of students identifying as Black, 10.1% of students identifying as Hispanic/Latino, 5.3% of students identifying as Two or More Races, and 2.4% of students identifying as another race or ethnicity for the 2023-2024 school year. The sex distribution is nearly balanced, with 51.5% of students identified as male and 48.5% as female.

Figure 1: Student Enrollment Summary

	2019-20*	2020-21*	2021-22	2022-23	2023-24
Race/Ethnicity					
Black	68,799	*	68,377	68,452	68,938
Hispanic/Latino	49,201	*	53,788	58,023	63,909
Other	13,941	*	14,380	14,950	15,448
Two or More Races	28,321	*	30,808	32,086	33,398
White	487,725	*	464,353	460,913	453,870
Sex					
Female	314,433	*	306,572	307,558	307,977
Male	333,554	*	325,090	326,866	327,586
Socioeconomic Status					
Economically Disadvantaged	393,671	*	378,187	378,387	388,548
Economically Advantaged	254,316	*	253,473	256,039	247,015
Summary					
Total Student Enrollment	647,987	*	631,660	634,424	635,563
Behavior Events (BE)	225,967	*	239,586	279,359	257,290
Total Students Involved in a BE	76,831	*	82,947	92,772	89,951
Students Not Involved in a BE	571,156	*	548,713	541,654	546,012
Percent of Students Involved in a BE	11.9%	*	13.1%	14.6%	14.2%

Student Participation in Behavior Events

This report summarizes the behavior data for all students who participated in a behavior event during the 2023-2024 school year, with prior years shown for comparison. To be included in this report, school or district administrators must have indicated one of the following discipline resolutions:

- INSR: In-School Removal
- INDR: In-District Removal (combined with INSR)
- SSP1: Expelled with Services
- SSP2: Expelled without Services
- SSP3: Out-of-School Suspension
- SSP5: Corporal Punishment

Additionally, this report includes the following behavior event categories:

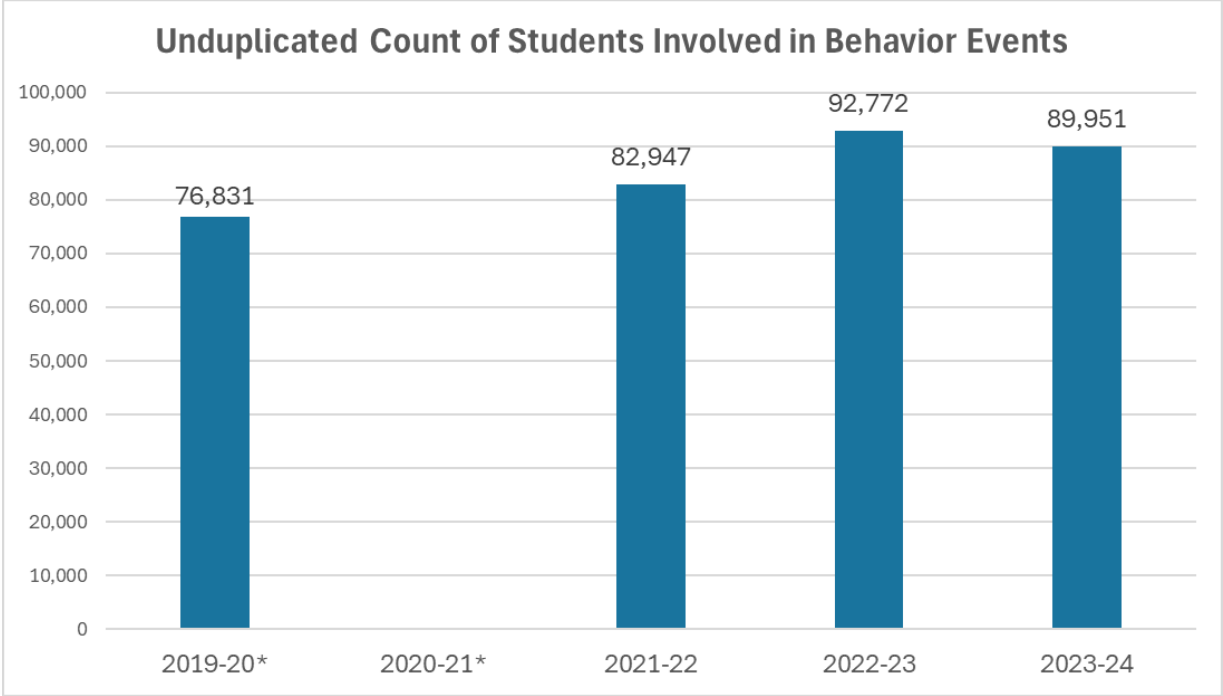
- Assault and violence,
- Guns or other deadly weapons,
- Drugs, alcohol, or tobacco possession, use, or distribution, and
- Bullying and/or harassment.

Throughout the 2023-2024 school year, school and district administrators documented 89,951 unique students involved in behavior events. Figure 2 below illustrates the number of students engaged in multiple behavior events. The data maintains its typical trend, with most students experiencing between one and ten behavior events, while fewer students exhibit higher numbers of incidents. Out of the 89,951 students with recorded behavior events, 44,093 had only one incident.

Figure 2: Number of Students Involved in Multiple Behavior Events

	2019-20*	2020-21*	2021-22	2022-23	2023-24
1-10 Events	72,724	*	78,780	88,798	86,611
11-20 Events	3,093	*	3,255	3,113	2,723
21-30 Events	624	*	609	570	441
31-40 Events	201	*	168	182	115
41-50 Events	92	*	64	56	30
51 and Greater Events	97	*	71	53	31
Total Students Involved in a BE	76,831	*	82,947	92,772	89,951
Percent of Students Involved in a BE	11.9%	*	13.1%	14.6%	14.2%

Figure 3: Unduplicated Count of Students Involved in Behavior Events



Figures 4 and 5 show the count of students involved in behavior events by socioeconomic status and race/ethnicity respectively. From year to year, these figures have remained steady. Students who are considered economically disadvantaged due to their ability to qualify for free or reduced priced lunch waivers are involved in a greater proportion of behavior events than students who do not qualify for free or reduced lunch. As seen in the graph below, students who qualify for free or reduced lunch account for 71.7% (n=64,463) of all students involved in behavior events. Likewise, Black students account for 21.5% (n=19,298) of all students involved in behavior events.

Similarly, but not shown in the charts, economically disadvantaged students make up 76% of all behavior events while comprising only 61.1% of the total student population. White students account for 52.2% of all behavior events in 2023-2024, followed by Black students who account for 30.4% of all behavior events while only comprising 10.8% of the population.

Figure 4: Count of Students with Behavior Events by Socioeconomic Status

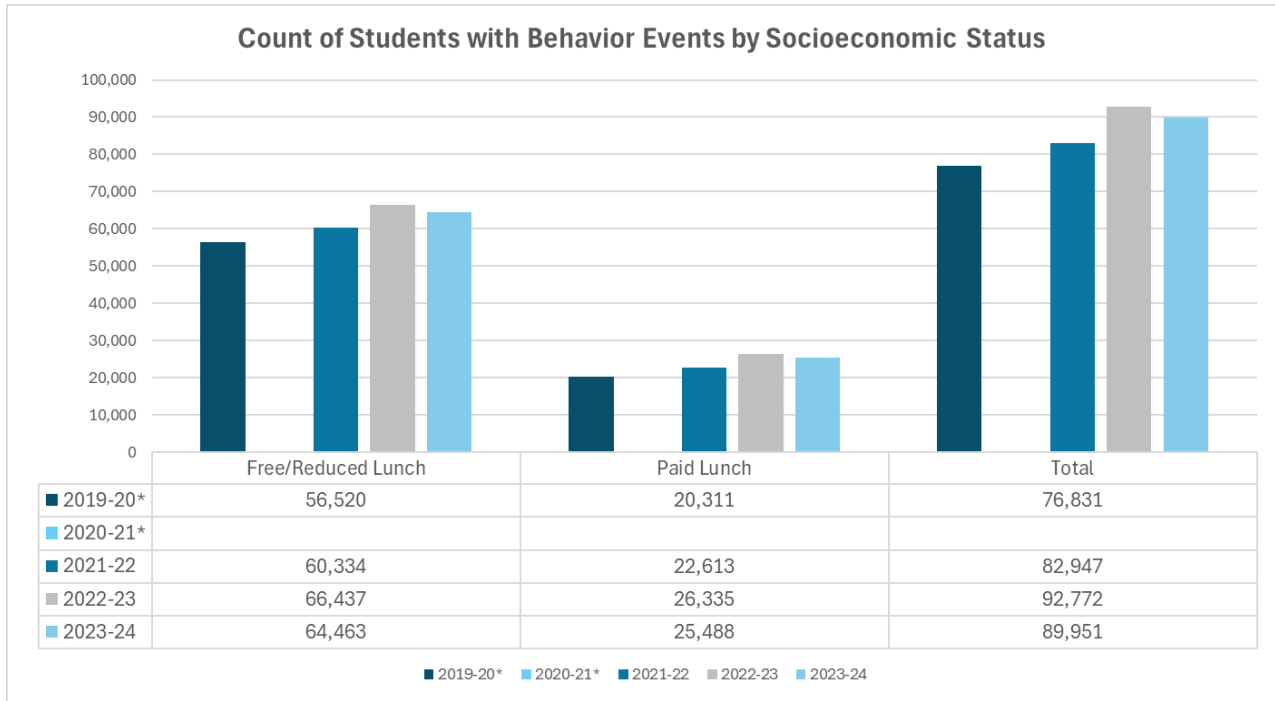
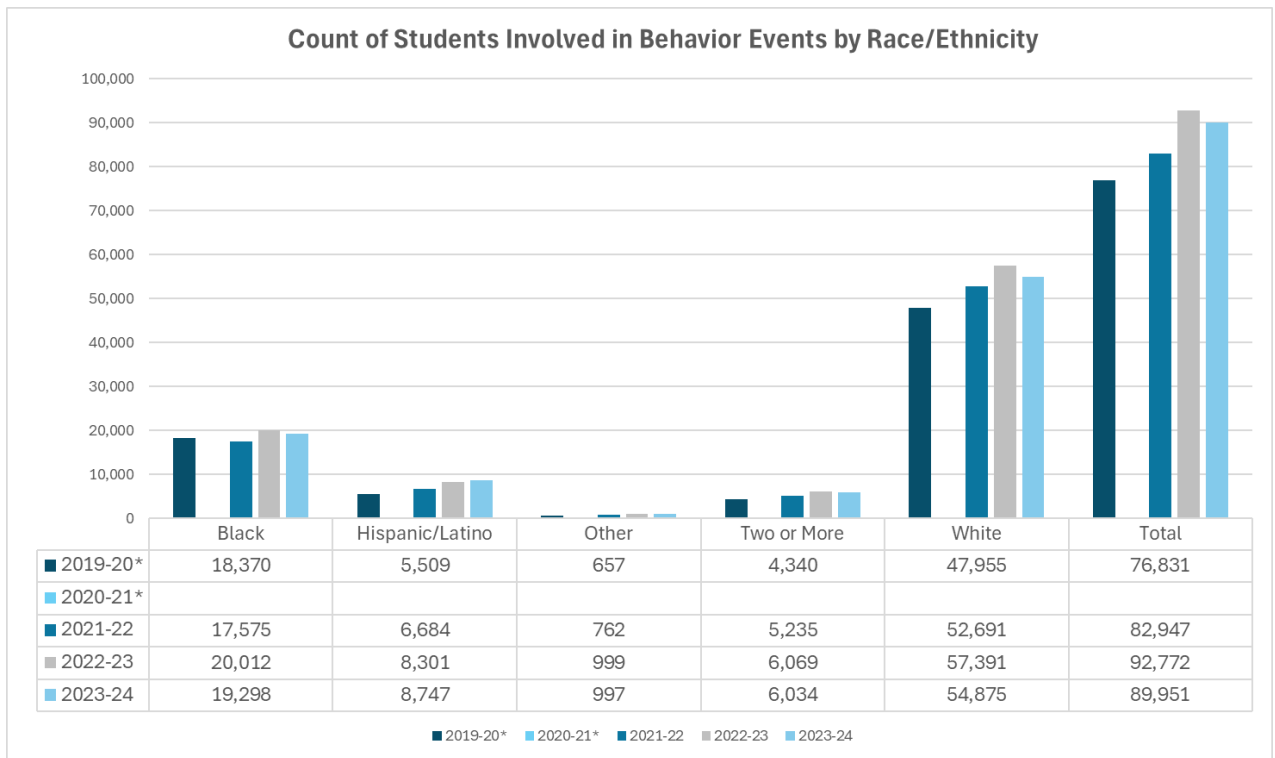


Figure 5: Count of Students Involved in Behavior Events by Race/Ethnicity



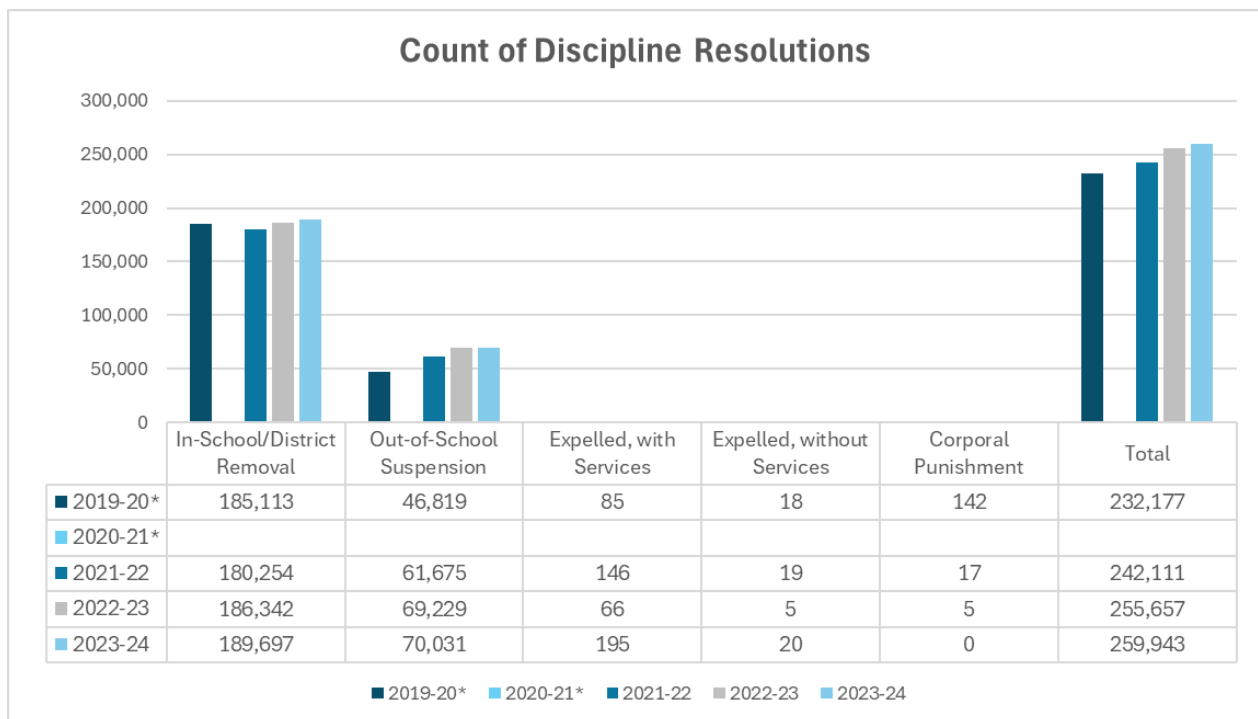
Overall Discipline Resolutions

Discipline resolutions represent the action taken by school or district administration to address a behavior event. Depending on local policy, behavior events may include multiple discipline resolutions. During the 2023-2024 school year, school and district administrators recorded 257,290 behavior events. Of those total discipline resolutions recorded, 259,943 resolutions aligned to a state resolution code outlined in this report. Some behavior events were assigned multiple resolutions, which accounts for the higher number of resolutions than unique events. Schools may also assign resolutions for behavior events that are not included in the analysis of this report (e.g., conference with parent, detention, etc.).

Figure 6 presents the counts of discipline resolutions. In-school/district removals remain the most frequently utilized discipline resolution (73%) followed by out-of-school suspensions (27%). The use of corporal punishment was not reported by any school district in Kentucky during the 2023-2024 school year.

It should be noted that the School Report Card only accounts for in-school and in-district removals of a resolution length of greater than 0.5 of a day. This may cause a discrepancy when comparing data in this report to the School Report Card data.

Figure 6: Count of Discipline Resolutions



When examining the data by sex, several clear patterns emerge. Males are twice as likely as females to face in-school/district removal or out-of-school suspension, as illustrated in Figure 7. Additionally, males are nearly three times more likely to be expelled for behavioral incidents.

Figure 7: Count of Discipline Resolutions by Sex

	Female				
	2019-20*	2020-21*	2021-22	2022-23	2023-24
In-School/District Removal	58,602	*	57,656	69,612	61,050
Out-of-School Suspension	13,891	*	20,365	25,256	23,192
Expelled, with Services	20	*	36	61	52
Expelled, without Services	4	*	4	11	5
Corporal Punishment	8	*	1	0	0
	Male				
	2019-20*	2020-21*	2021-22	2022-23	2023-24
In-School/District Removal	126,511	*	122,598	139,073	128,647
Out-of-School Suspension	32,928	*	41,310	50,364	46,839
Expelled, with Services	65	*	110	175	143
Expelled, without Services	14	*	15	19	15
Corporal Punishment	134	*	16	5	0

In-school/district removals and out-of-school suspensions continue to be the most frequently deployed discipline resolution when disaggregated by race/ethnicity categories. Figures 8 and 9 show the count of in-school/district removals and out-of-school suspensions by race/ethnicity. These figures indicate a disparity in the number of Black students receiving in-school/district removals. White students make up 50.8% of students receiving in school/district removals, yet they make up 71.4% of the total student population in Kentucky. This is compared to Black students who make up 31% of students receiving in-school/district removals while making up only 10.8% of the total population. These same ages are closely mirrored in the out-of-school suspension rates (figure 9).

Figure 8: Count of In-School/District Removals by Race/Ethnicity

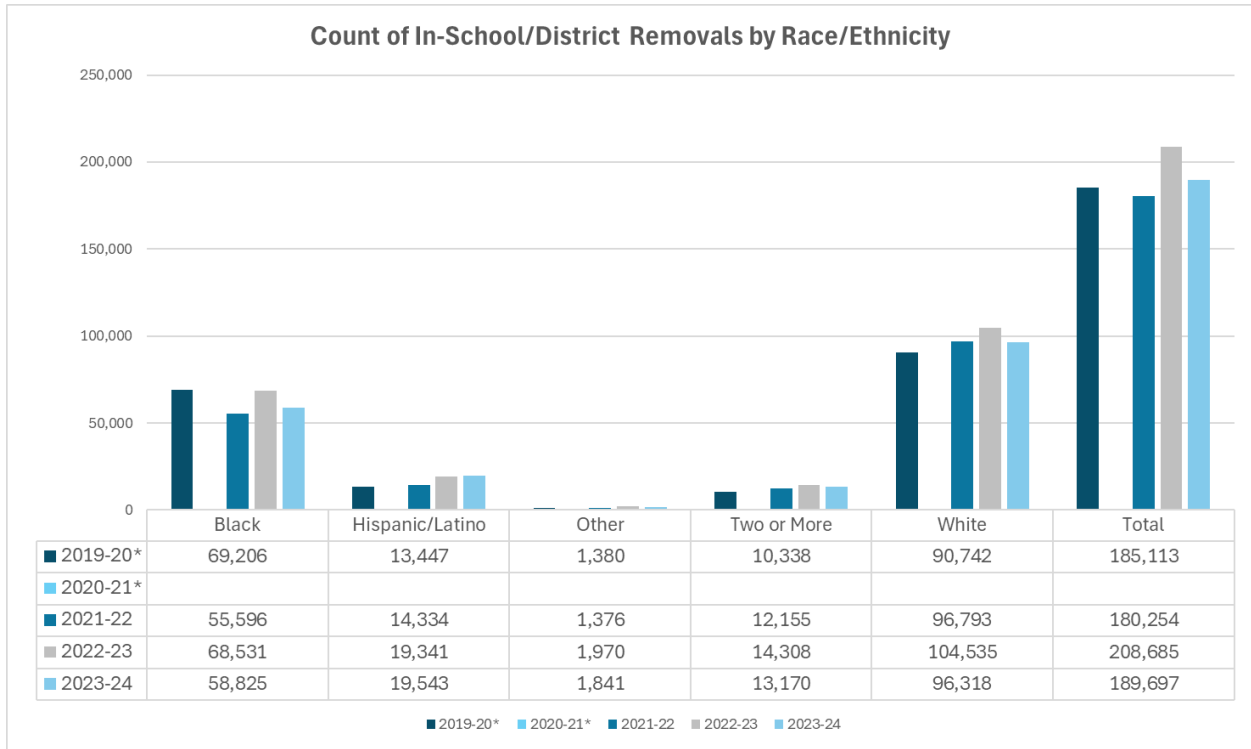
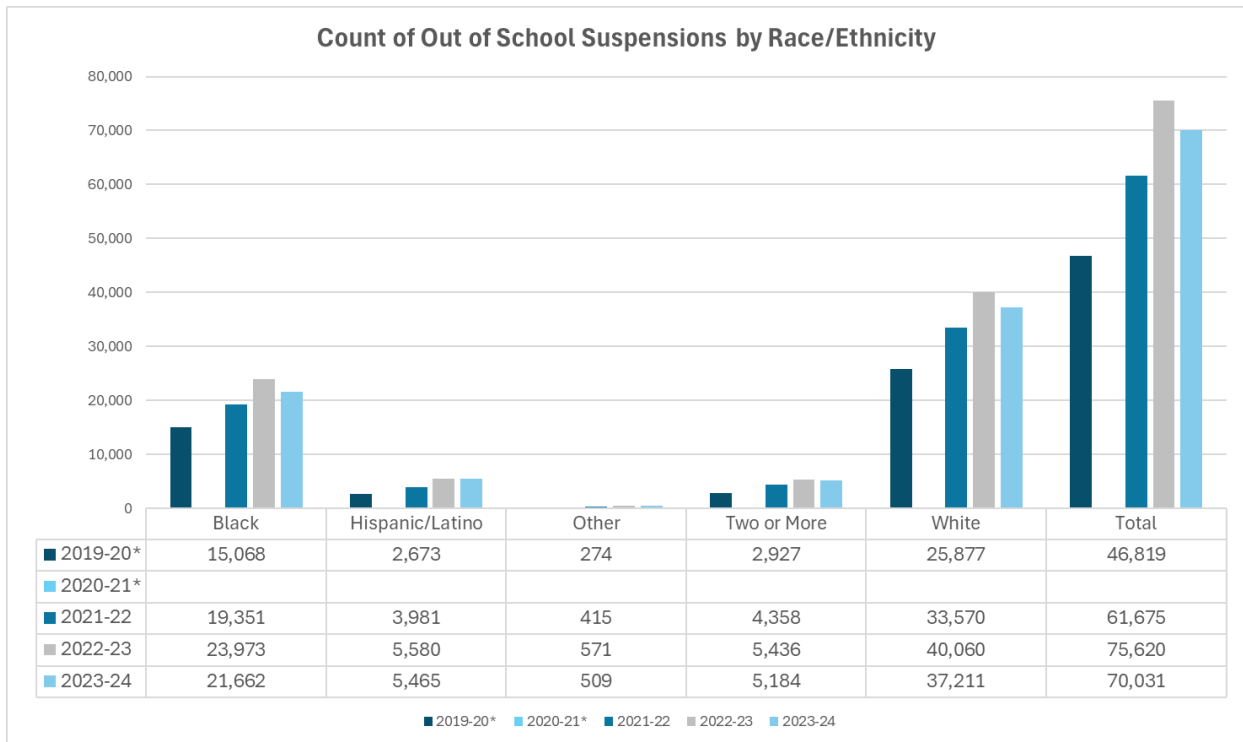
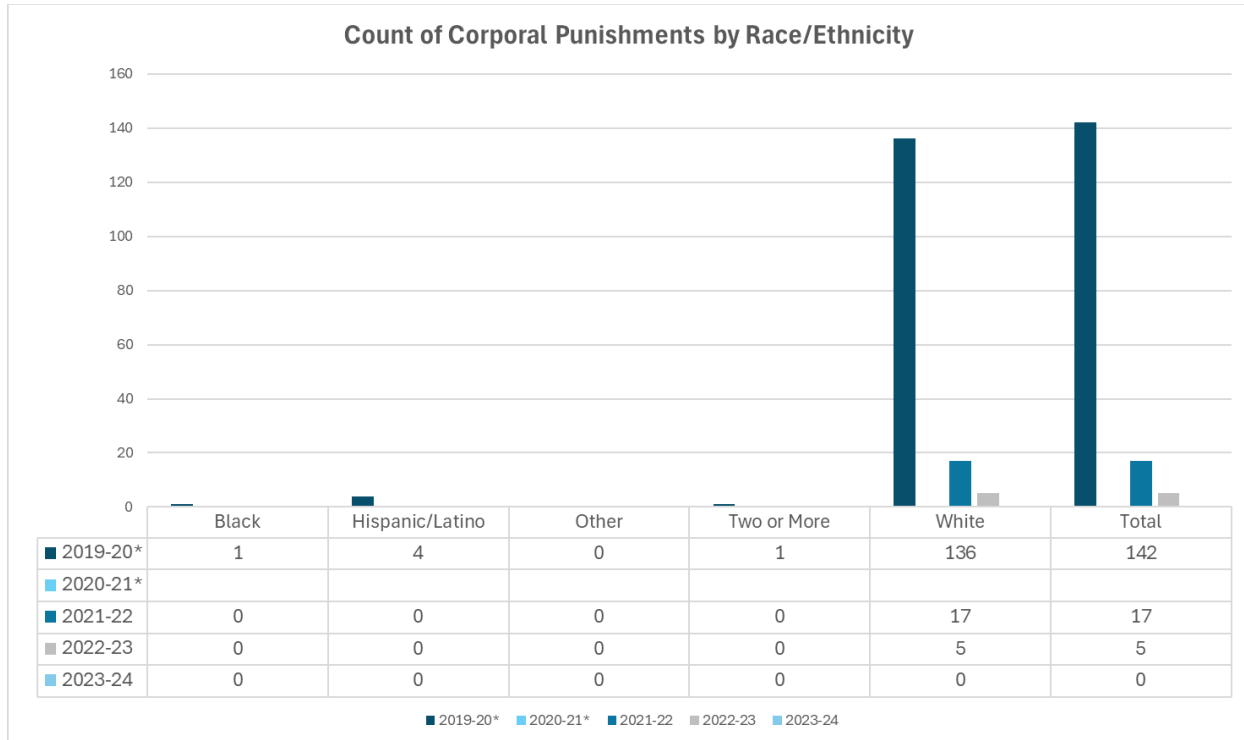


Figure 9: Count of Out-of-School Suspension by Race/Ethnicity



Corporal Punishment has shown a drastic decrease since 2019-20, which may be attributed to the changes made to [KRS 158.4416](#) (part of the [School Safety and Resiliency Act of 2019](#)) requiring districts to adopt trauma-informed education plans and discipline policies. Considering this, districts that choose to implement corporal punishment as a response to student behavior must do so in accordance with the requirements outlined in [704 KAR 7:170](#), which was revised in August 2022. Figure 10 presents the count of corporal punishments disaggregated by race/ethnicity. As stated previously, this resolution was not reported to be used by any school in the 2023-2024 school year.

Figure 10: Count of Corporal Punishments by Race/Ethnicity



Figures 11 and 12 present the count of students expelled with and without services disaggregated by race/ethnicity. Proportionally, the numbers of students being expelled with and without services align with the racial proportions of the overall student enrollment. Special education students are prohibited by state law from being expelled without services, therefore, figure 12 represents only non-special education students.

Figure 11: Count of Students Expelled with Services by Race/Ethnicity

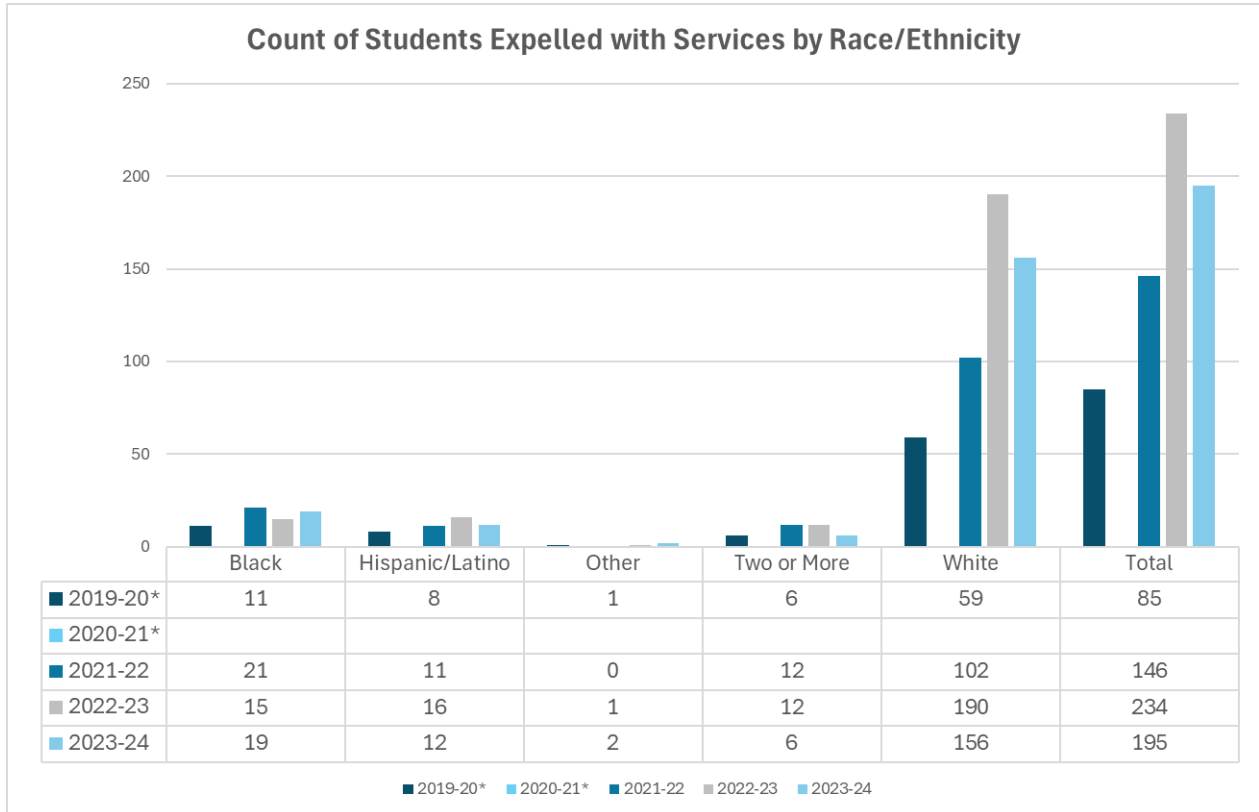
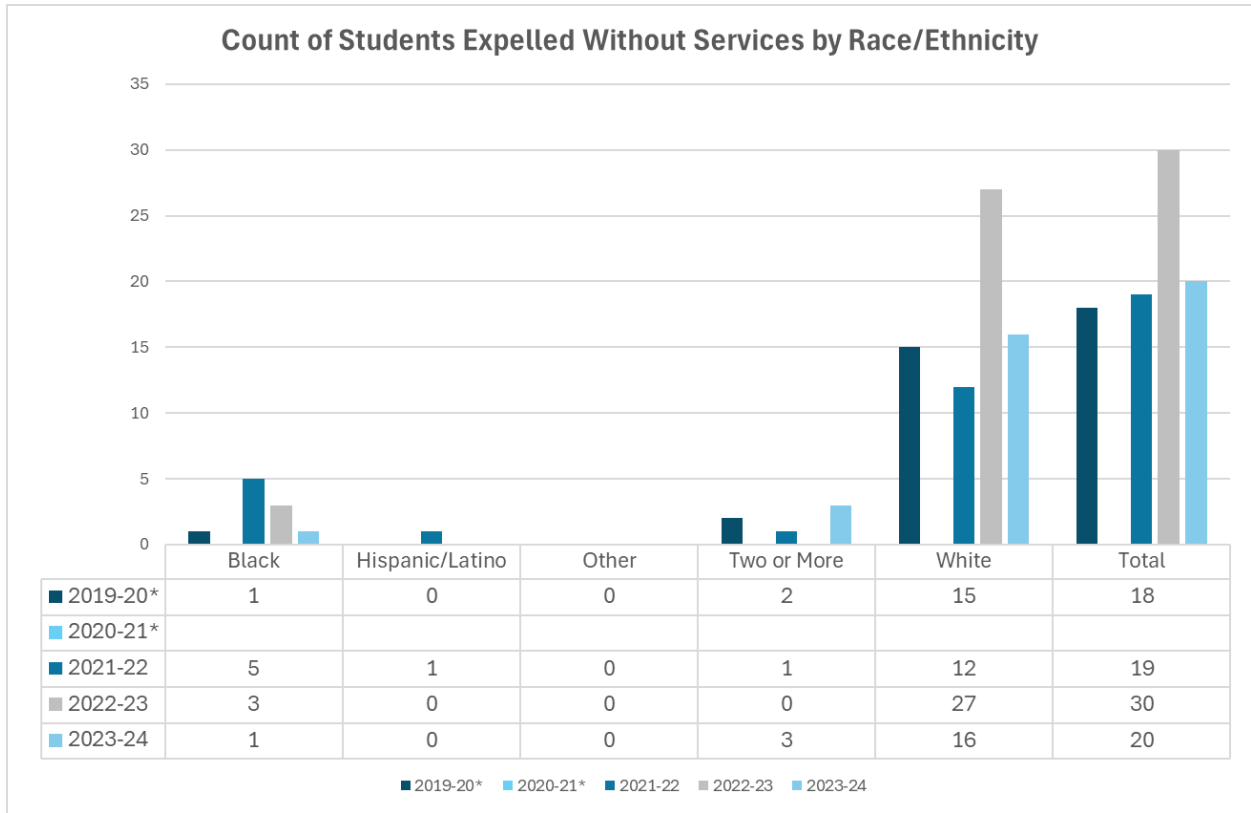


Figure 12: Count of Students Expelled without Services by Race/Ethnicity



Behavior Events by Location and Context

Figure 13 displays the count of behavior events by location on school property. In 2023-2024, classrooms remain the most frequently cited location of a behavior event, making up 60.3% of overall behavior events; a figure that has remained relatively steady for several years. Behavior events in hallways and stairwells have increased over the past five years. Last year, 16% of all behavior events took place in hallways or stairwells. The most common events to have been reported in restrooms include tobacco use, tobacco possession, fighting and drug possession.

Figure 13: Count of Behavior Events by Location

	<i>2019-20*</i>	<i>2020-21*</i>	2021-22	2022-23	2023-24
Athletic Field	151		456	720	562
Bus	5,294		7,229	9,506	8,780
Cafeteria	5,982		8,187	11,925	11,061
Campus Grounds	3,097		7,472	9,952	7,359
Classroom	182,498		160,183	165,832	155,175
Field Trip	187		200	379	344
Gymnasium	3,842		5,374	7,817	7,238
Hallway/Stairwell	15,095		27,918	44,601	41,273
Off-Campus	1,125		1,761	2,048	1,639
Office	1,067		1,963	2,551	2,352
Other	1,549		3,103	4,666	4,222
Playground	1,608		2,959	3,693	3,761
Restroom	4,472		12,781	15,669	13,524
Total	225,967		239,586	279,359	257,290

It is also important to consider when behavior events take place. Figure 14 shows the count of behavior events by context. Context categories include:

- SS: School sponsored event, during school hours
- SN: School sponsored event, not during school hours
- NS: Non-school sponsored event, during school hours
- NN: Non-school sponsored event, not during school hours

As would be expected, most recorded behavior events (95.4%) occur during school-sponsored events, during school hours as reflected in Figure 14.

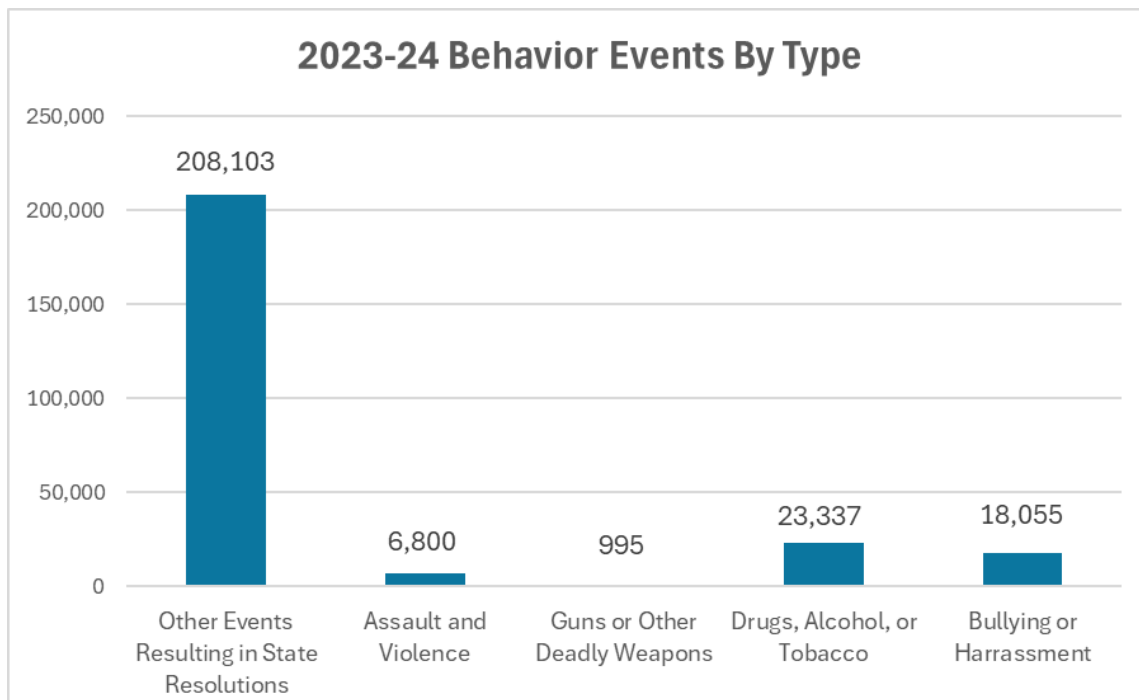
Figure 14: Count of Behavior Events by Context

	2019-20*	2020-21*	2021-22	2022-23	2023-24
SS: School sponsored event, during school hours	222,715	*	232,555	267,883	245,415
SN: School sponsored event, not during school hours	2,356	*	4,089	6,904	7,273
NS: Non-school sponsored event, during school hours	580	*	2,258	3,714	3,800
NN: Non-school sponsored event, not during school hours	316	*	684	908	802
Total	225,967	*	239,586	279,359	257,290

While much of this report is focused on behavior events that are required to be reported by [KRS 158.444](#), most behavior events recorded fall into other categories that are not required to be reported. Figure 15 shows the count of all behavior events by type. Of the 257,290 behavior events reported, 80.9% were classified as events that do not fit into the required reported types shown on the graph below. The most frequent events that appear in this category are disruptive behavior and fighting.

Among behavior events that are required to be reported by KRS 158.444, events involving drugs, alcohol, or tobacco represent 9.1% of all behavior events and bullying or harassment comprise 7% of total behavior events, while assault and violence (2.6%) events and guns or other deadly weapons events (0.4%) represent a very small portion of overall behavior events in the state.

Figure 15: Count of Behavior Events by Type

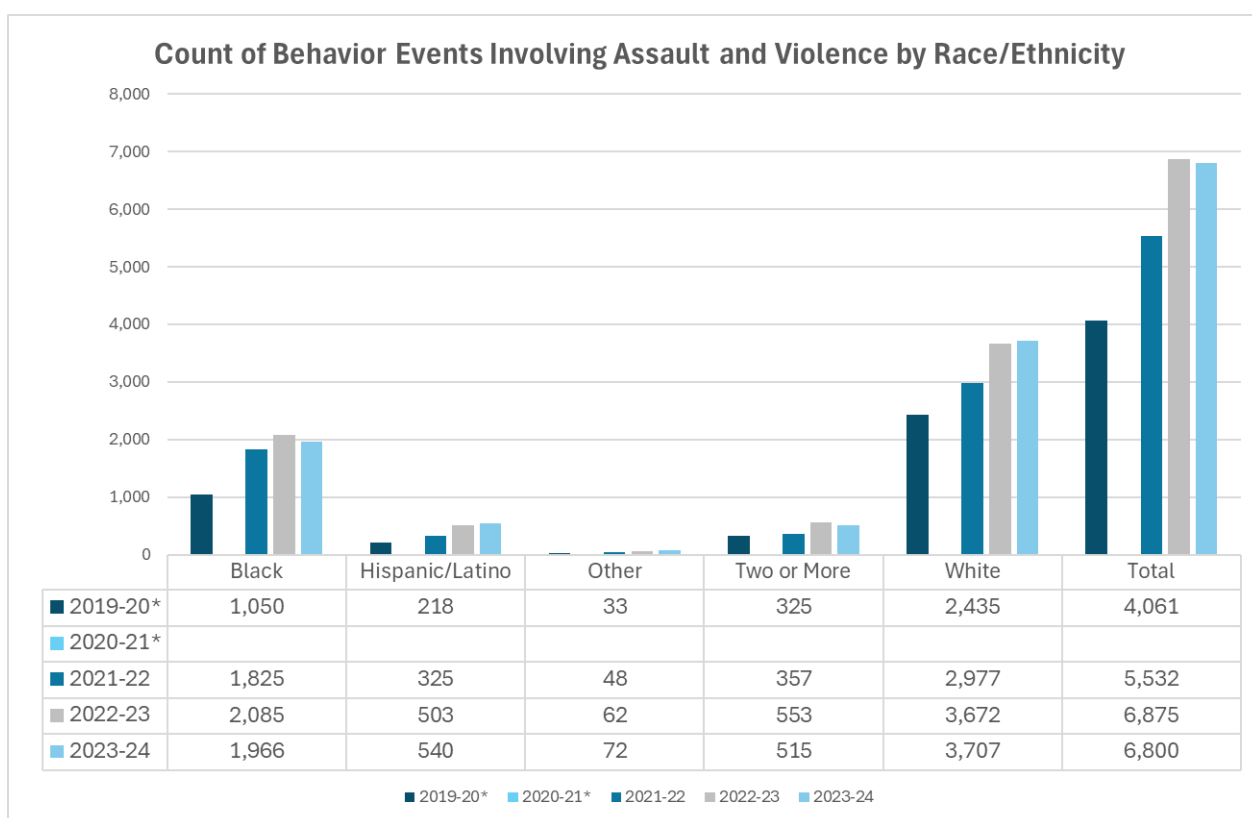


Behavior Events Involving Assault and Violence

During the 2023-2024 school year, school and district administrators recorded 6,800 behavior events involving assault and violence, constituting only 2.6% of all behavior events. For this section, an event is considered to involve assault and violence if it is registered as assault, abuse of a teacher, arson, criminal abuse, homicide, kidnapping, menacing, rape, robbery/theft, sexual assault, sexual offense (non-touch), terroristic threatening, wanton endangerment or hazing. For a full list of behavior codes for this category, see Appendix B.

Figure 16 shows the count of behavior events involving assault and violence disaggregated by race/ethnicity. The ratio of events among groups continues to remain the same, with White students making up 54.5% of events, followed by Black (28.9%) and Hispanic/Latino (7.9%) students.

Figure 16: Count of Behavior Events Involving Assault and Violence by Race/Ethnicity



Events involving assault and violence are not proportionally distributed by gender. Male students are more likely to participate in a behavior event involving assault and violence than their female counterparts, making up 73.2% of events in this category. While these types of behavior make up a small proportion of all behavior events, it is noted that both male and female students have experienced an increase in events involving assault and violence over the past three years.

Figure 17: Count of Behavior Events Involving Assault and Violence by Sex

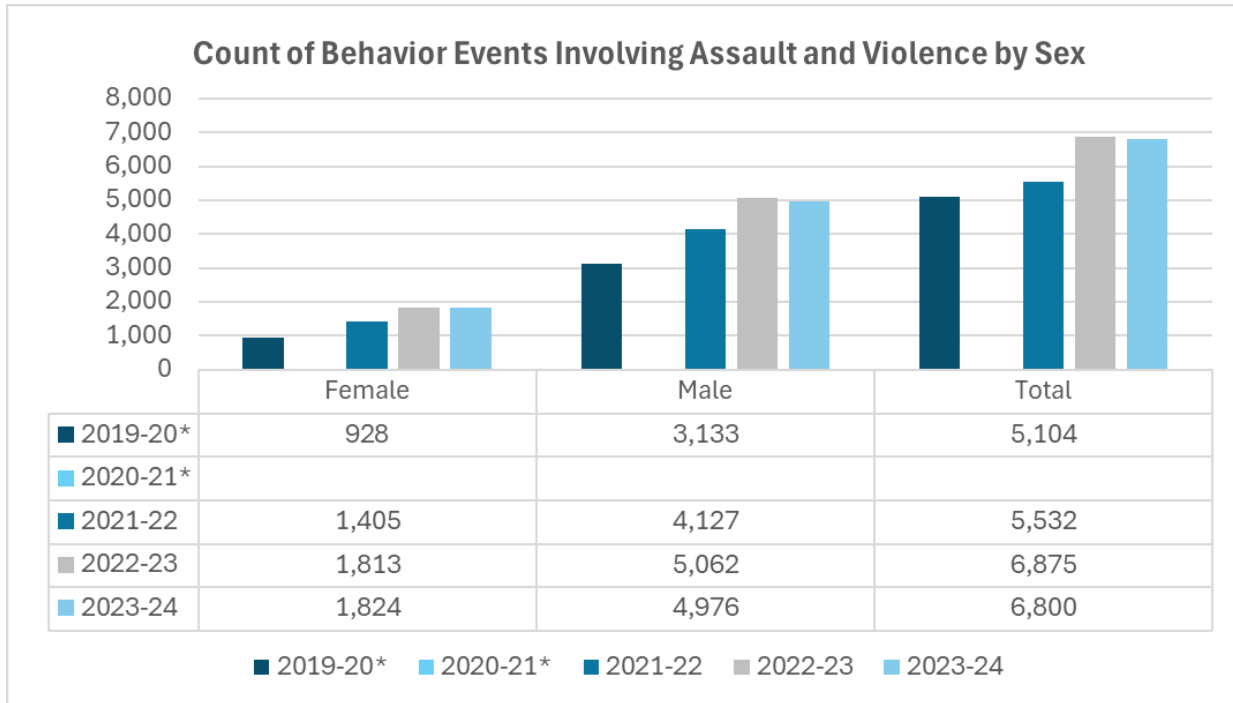
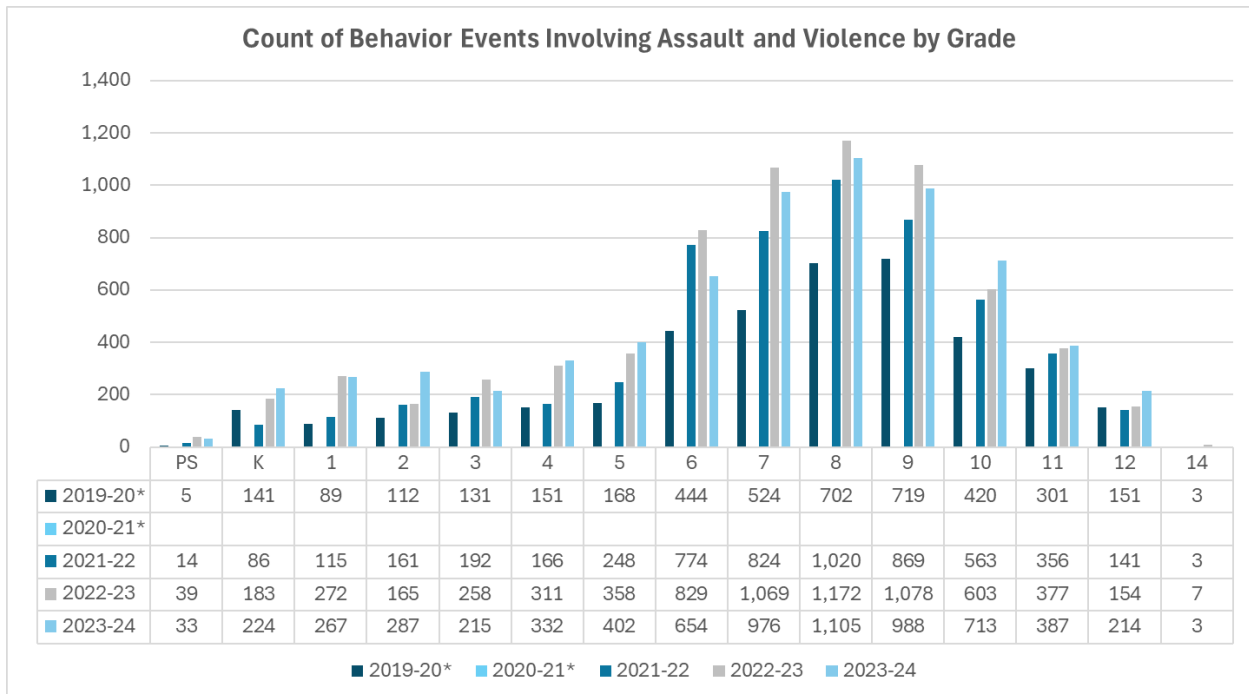


Figure 18 illustrates the distribution of behavioral incidents related to assault or violence across different grade levels, with most of these events occurring between grades six and ten.

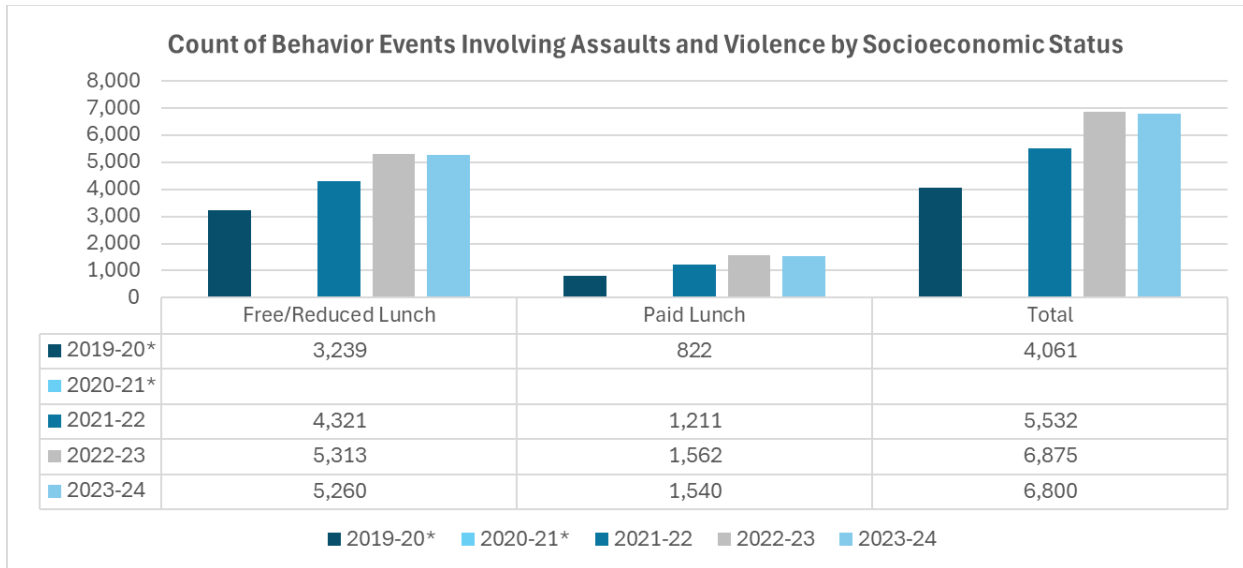
Figure 18: Count of Behavior Events Involving Assault and Violence by Grade



Note: Grade 14 represents students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before October 1st of the current school year and must have progressed through grade 12 assessments.

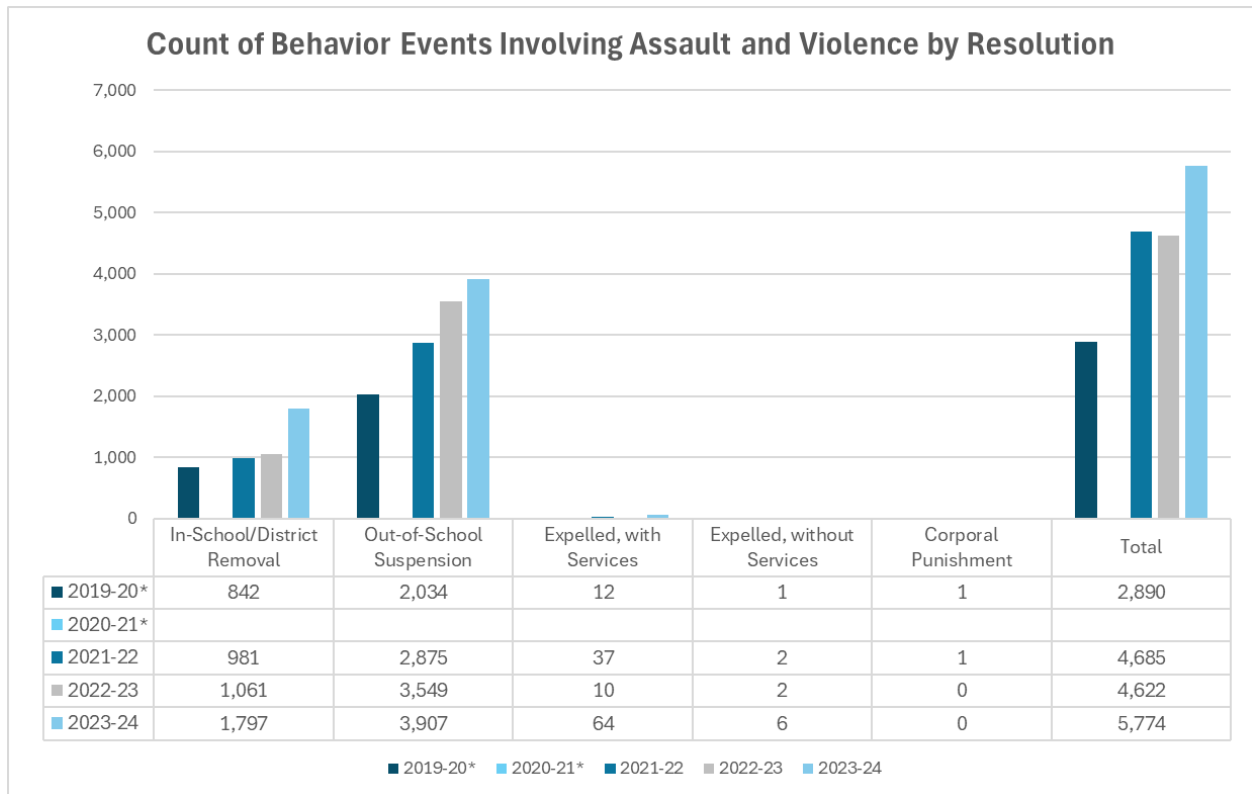
The data reveal a notable disparity when analyzed by socioeconomic status. Figure 19 illustrates the number of students involved in behavior incidents in this category, broken down by socioeconomic status. Students eligible for free or reduced-price lunch are considerably more likely to be involved in violence or assault-related behavior events compared to their more economically advantaged peers. Specifically, students from low-income backgrounds account for 77.4% of these incidents, despite representing only 61.1% of the student population.

Figure 19: Count of Behavior Events Involving Assaults and Violence by Socioeconomic Status



When dealing with incidents of assault and violence, school leaders predominantly use out-of-school suspensions, accounting for 57.5% of the 6,800 recorded events. Figure 20 illustrates the distribution of these events by resolution. The second most common response is in-school or in-district removals, representing 26.4% of the resolutions. Expulsions are relatively rare, making up just 1% of the discipline resolutions. Other resolutions for such behavior events include detention, parent conferences, referrals to threat assessment, and various other consequences.

Figure 20: Count of Behavior Events Involving Assault and Violence by Resolution

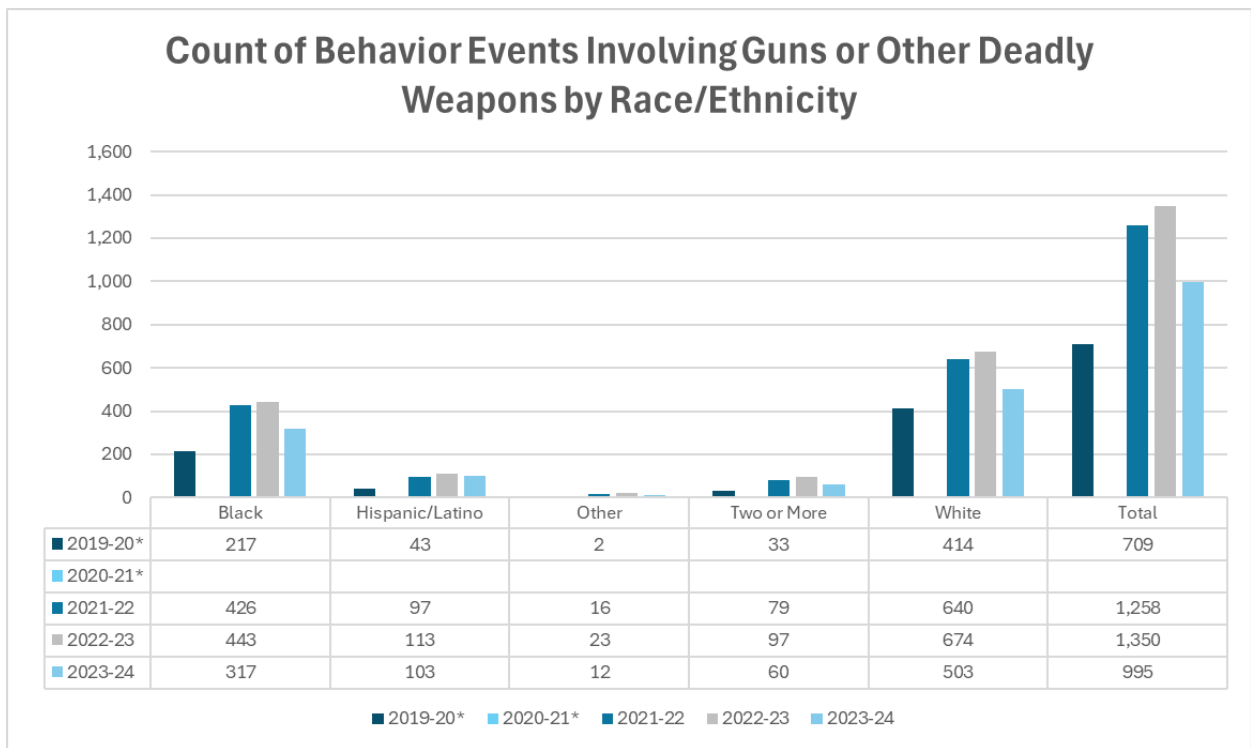


Behavior Events Involving Guns or Other Deadly Weapons

During the 2023-2024 school year, school and district administrators recorded 995 behavior events involving guns or other deadly weapons. Behavior events involving guns or other deadly weapons account for 0.4% of all behavior events. This is a decrease in the number of events involving guns or other deadly weapons over the past three years. An event is considered to involve guns or other deadly weapons if it was coded as either weapon possession, weapon distribution, or weapon use. For a full list of behavior codes for this category, see Appendix B.

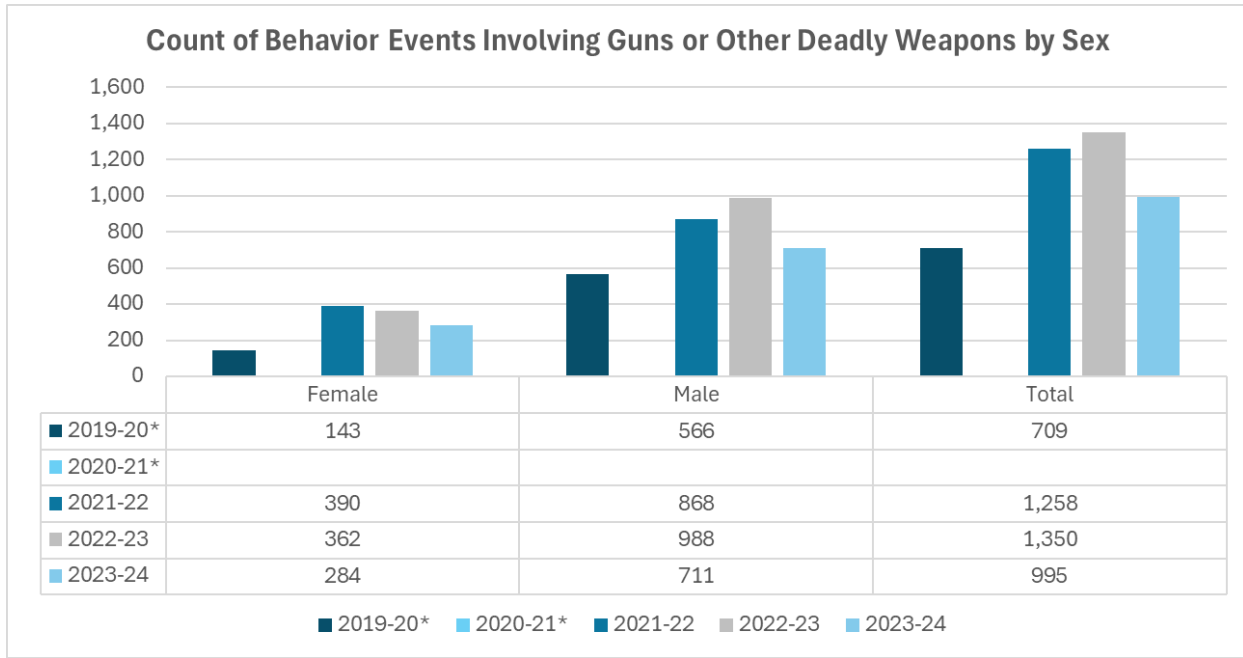
Figure 21 shows the count of behavior events involving guns or other deadly weapons disaggregated by race/ethnicity.

Figure 21: Count of Behavior Events Involving Guns or Other Deadly Weapons by Race/Ethnicity



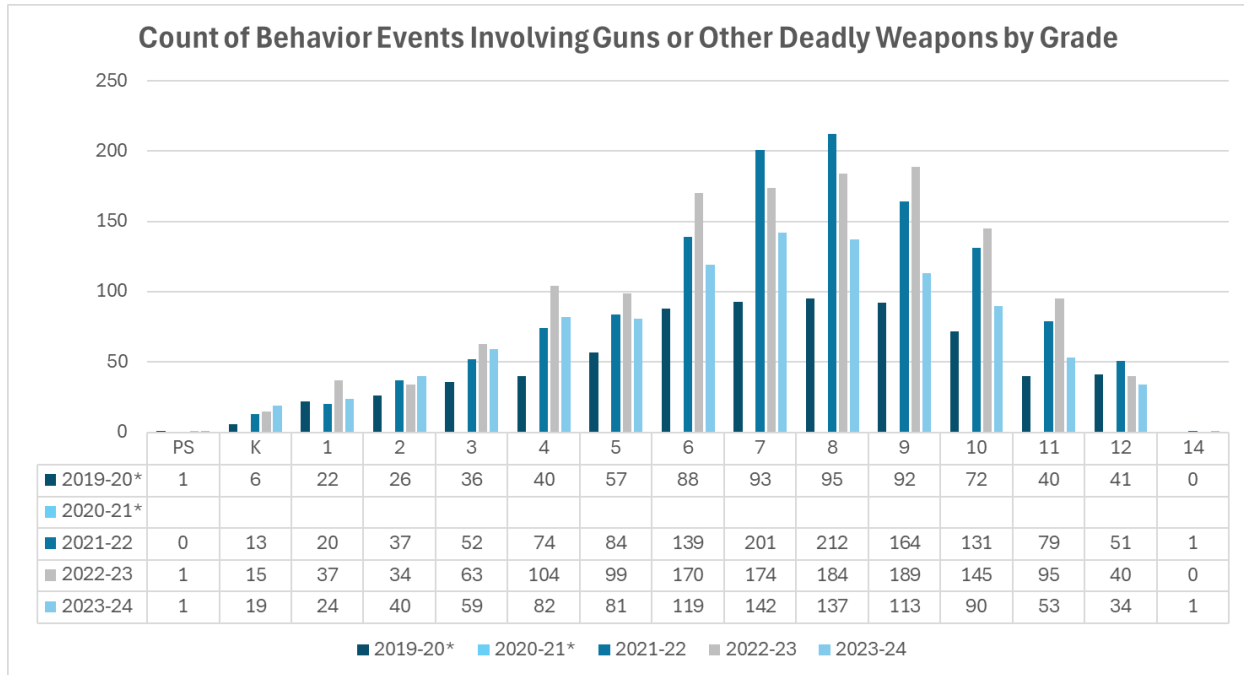
Male students are more likely to participate in behavior events involving guns or other deadly weapons than their female counterparts accounting for 71.5% of events in this category, as demonstrated in Figure 22.

Figure 22: Count of Behavior Events Involving Guns or Other Deadly Weapons by Sex



When disaggregated by grade level, behavior events in this category impacted students across all ages. Figure 23 shows the count of behavior events in this category disaggregated by grade level. Behavior events involving guns or other deadly weapons are more frequently reported between grades six and nine.

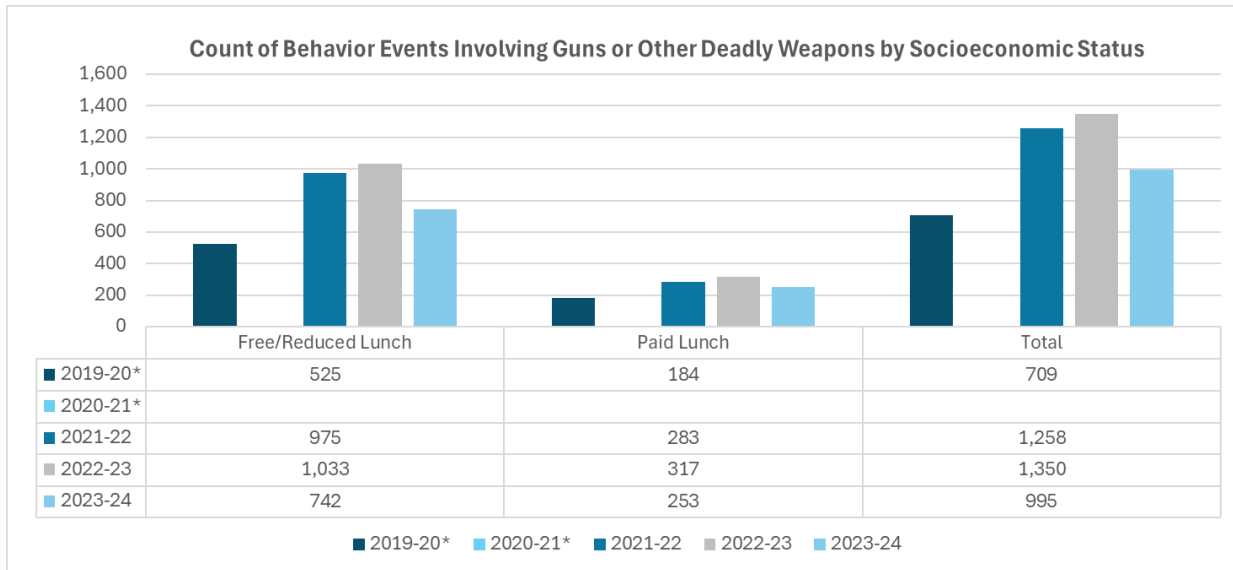
Figure 23: Count of Behavior Events Involving Guns or Other Deadly Weapons by Grade



Note: Grade 14 represents students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before October 1st of the current school year and must have progressed through grade 12 assessments.

Figure 24 shows the count of behavior events involving guns or other deadly weapons by socioeconomic status. Students who qualify for free/reduced priced lunch are much more likely to have reports of behavior events in this category than their more affluent counterparts and accounted for 74.6% of behavior events in this category during the 2023-2024 school year despite comprising only 61.1% of the total student population.

Figure 24: Count of Behavior Events Involving Guns or Other Deadly Weapons by Socioeconomic Status



Behavior events involving a gun or other deadly weapon almost always result in an out-of-school suspension (66.8%), followed by in-school/district removals (22.4%) when compared to the 995 total events involving guns and other deadly weapons as seen in Figure 25. While there were 995 behavior events in this category, 904 resulted in resolutions reported in the chart below. The other events may have had resolutions that fall into other categories.

Figure 25: Count of Behavior Events Involving Guns or Other Deadly Weapons by Resolution

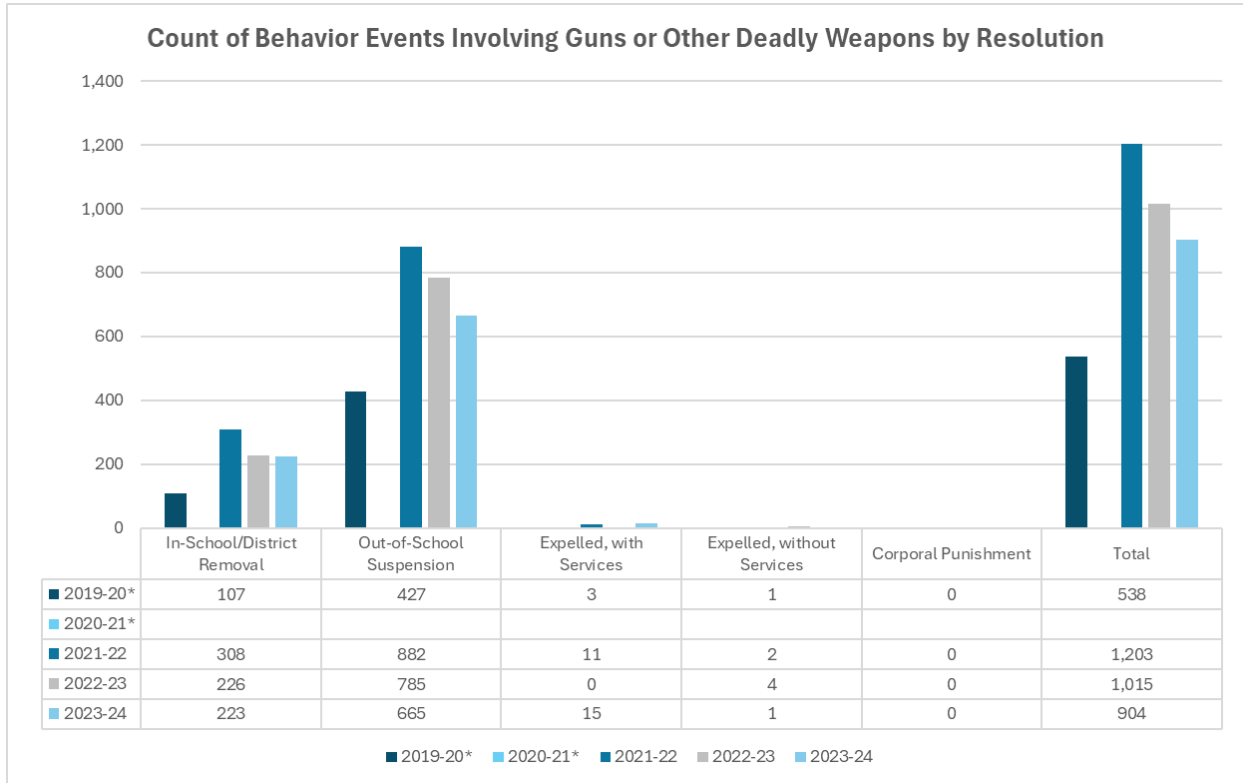
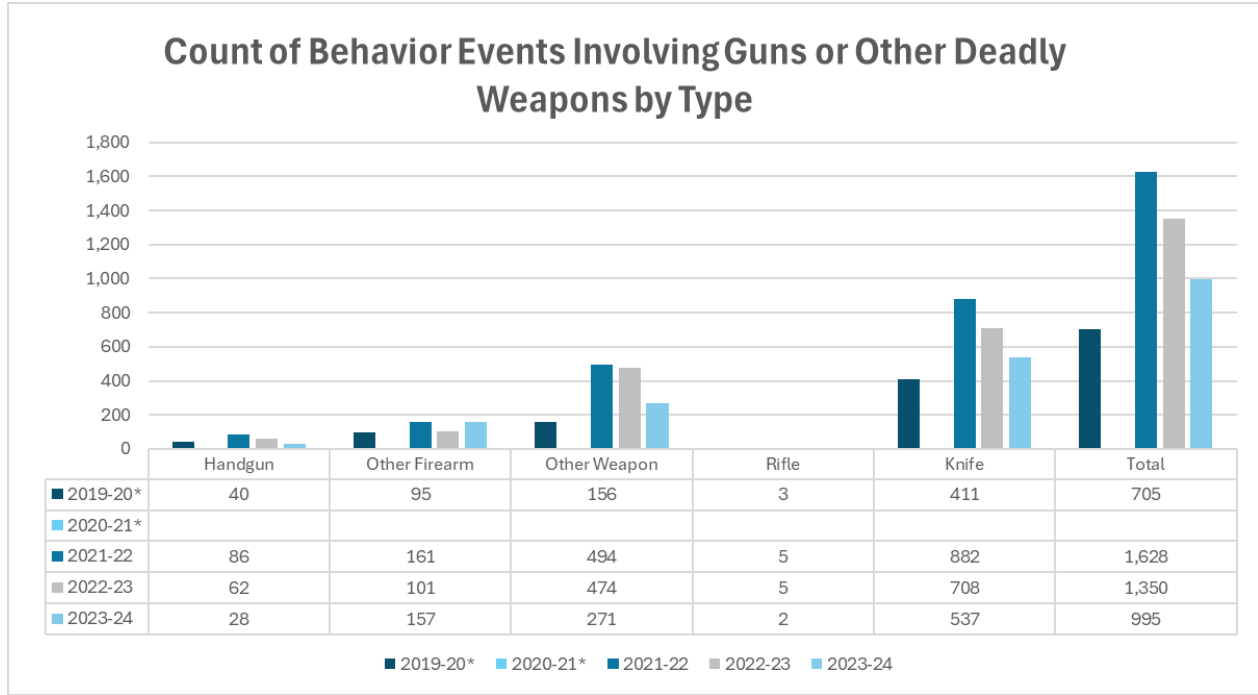


Figure 26 documents the count of behavior events by weapon type. Knives are the most frequently cited weapon by school and district administrators when recording behavior events in this category.

Figure 26: Count of Behavior Events Involving Guns or Other Deadly Weapons by Type



Behavior Events Involving Drugs, Alcohol, or Tobacco

During the 2023-2024 school year, school and district administrators recorded 23,337 behavior events involving drugs, alcohol, or tobacco, comprising 9.1% of all behavior events. An event is considered to involve drugs, alcohol, or tobacco if it was coded as involving either the distribution, possession, or use of drugs, alcohol, or tobacco. For a full list of behavior codes for this category, see Appendix B.

Figure 27 illustrates the number of behavior incidents in this category, broken down by race/ethnicity. White students account for 70.3% of behavior events related to drugs, alcohol, or tobacco, which aligns with their representation in the overall student population.

Figure 27: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Race/Ethnicity

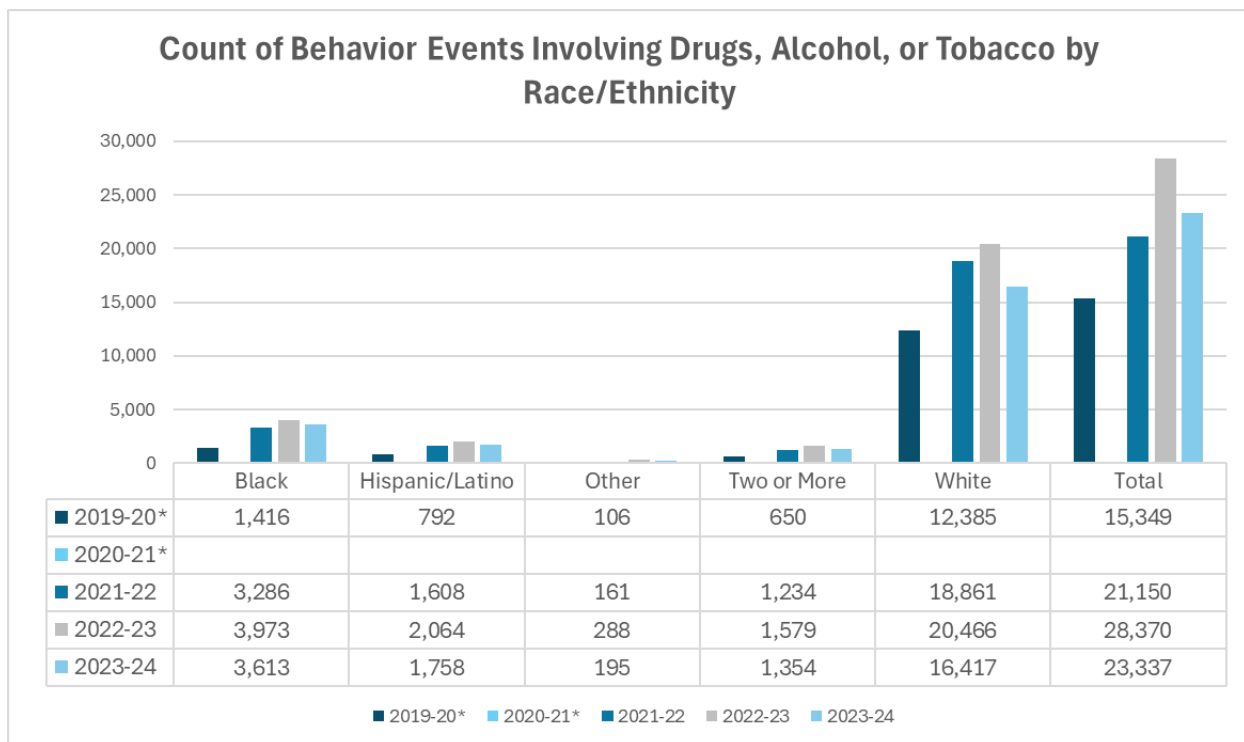


Figure 28 displays the count of behavior events involving drugs, alcohol, or tobacco by sex. Male students are more likely than their female counterparts to be involved in behavior incidents in this category, making up 61.6% of events.

Figure 28: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Sex

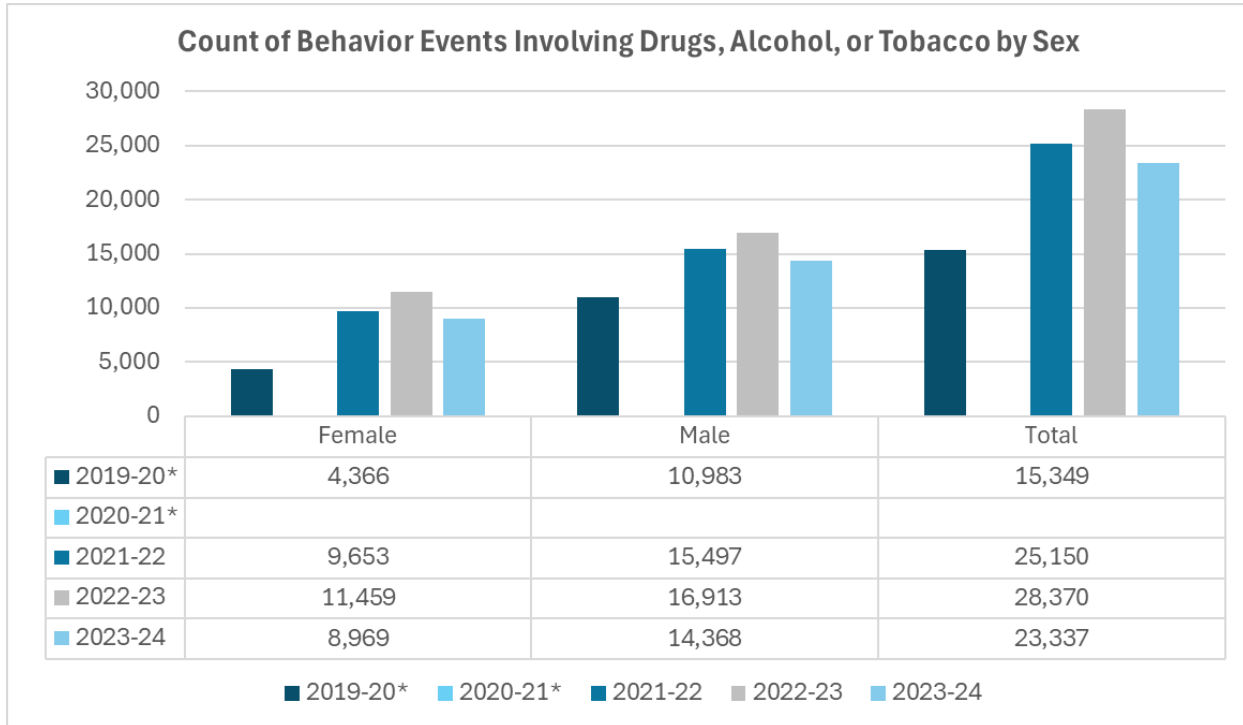
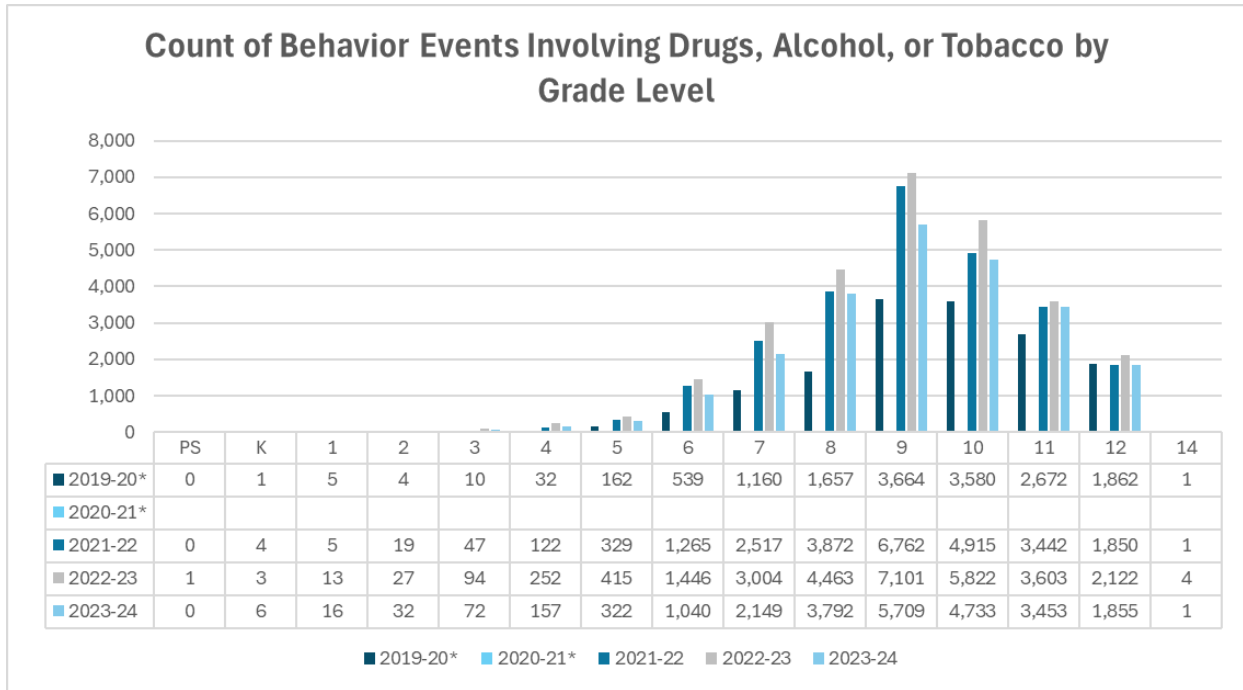


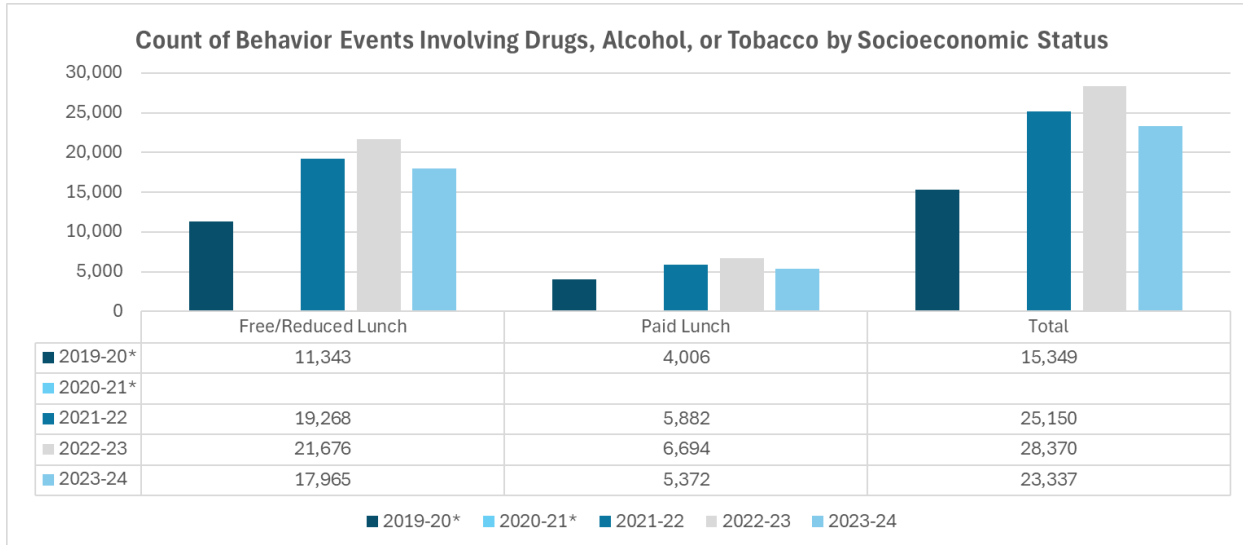
Figure 29 shows the count of students involved in behavior events for this category disaggregated by grade level. Substance use begins to increase in students around fifth grade, peaks at ninth grade, and steadily decreases until graduation.

Figure 29: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Grade Level



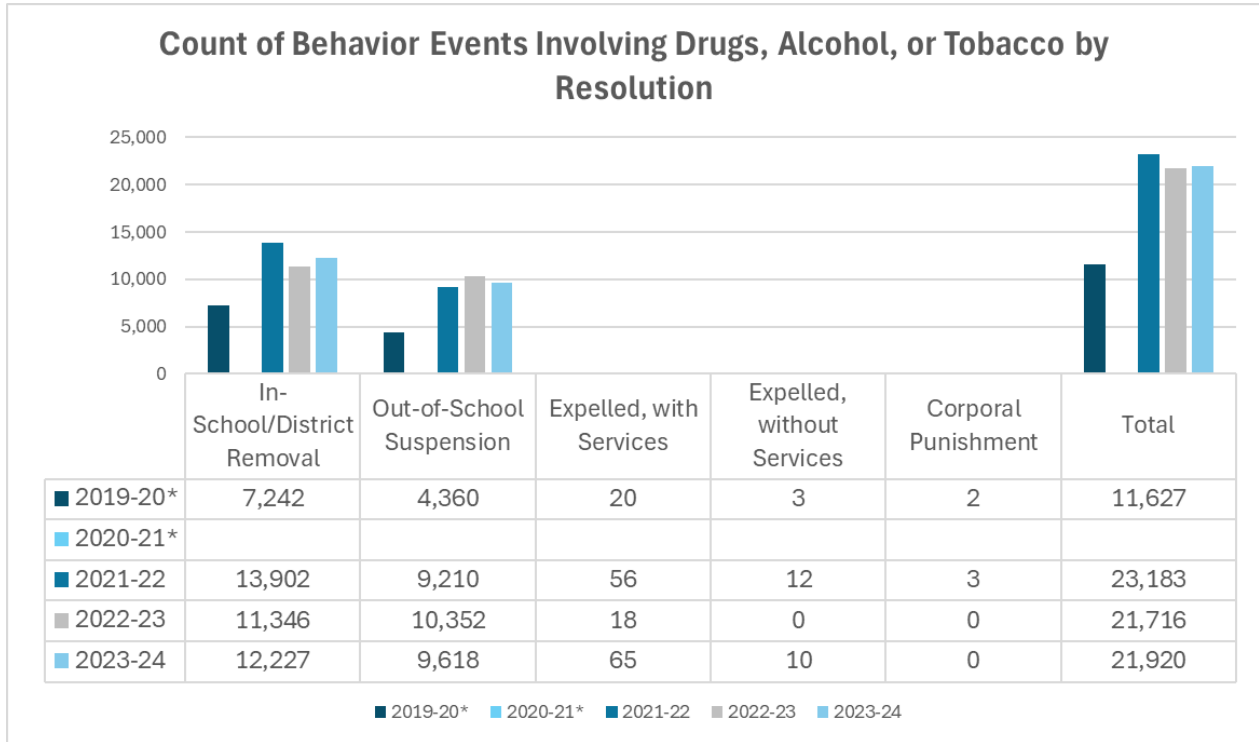
There is a strong correlation between socioeconomic status and involvement in drug related behavior events. Figure 30 depicts the count of behavior events involving drugs, alcohol, or tobacco by socioeconomic status. Students from low-income backgrounds are more likely to have behavior events involving substances than their more affluent peers, making up 77% of total events, despite comprising 61.1% of the student population.

Figure 30: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Socioeconomic Status



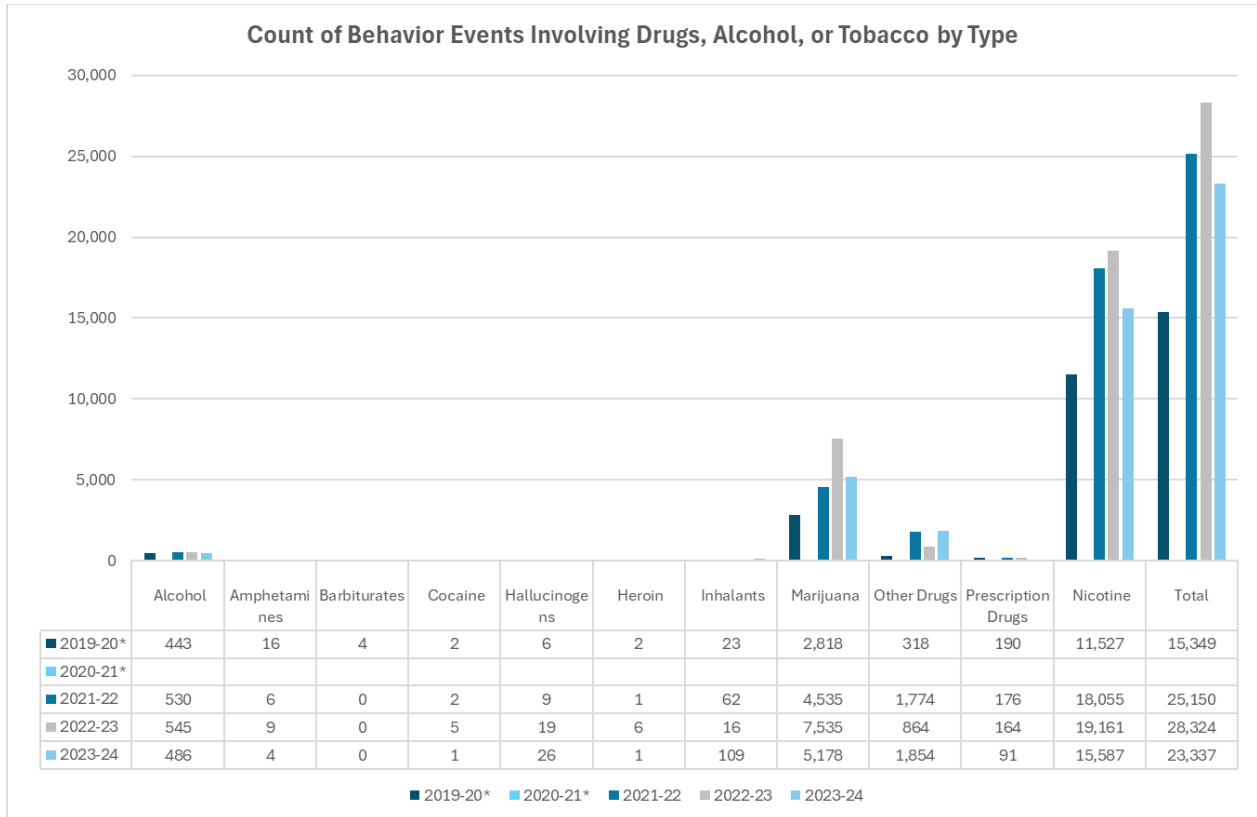
When faced with a behavior event involving drugs, alcohol, or tobacco use, school and district leaders are more likely to use the in-school/district removal resolution, which makes up 52.4% of all resolutions for the 23,337 events in this category. This is followed closely by out-of-school suspensions at 41.2%. This information is displayed in Figure 31.

Figure 31: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Resolution



When examining the individual substances used by students in Kentucky public schools, nicotine makes up the largest portion of behavior events (66.8%), as shown in Figure 32. This is followed by marijuana use (22.2%), other drugs (7.9%), and alcohol use (2.1%). The other drugs category includes synthetic drug, methamphetamine, over-the-counter drugs. Of the total events involving drugs in 2023-2024 school year, 13,848 events involved nicotine vapor products and 1,995 involved THC electronic vapor devices. The number of events that involved THC electronic vapor devices was down from 4,442 events in the previous year.

Figure 32: Count of Behavior Events Involving Drugs, Alcohol, or Tobacco by Type

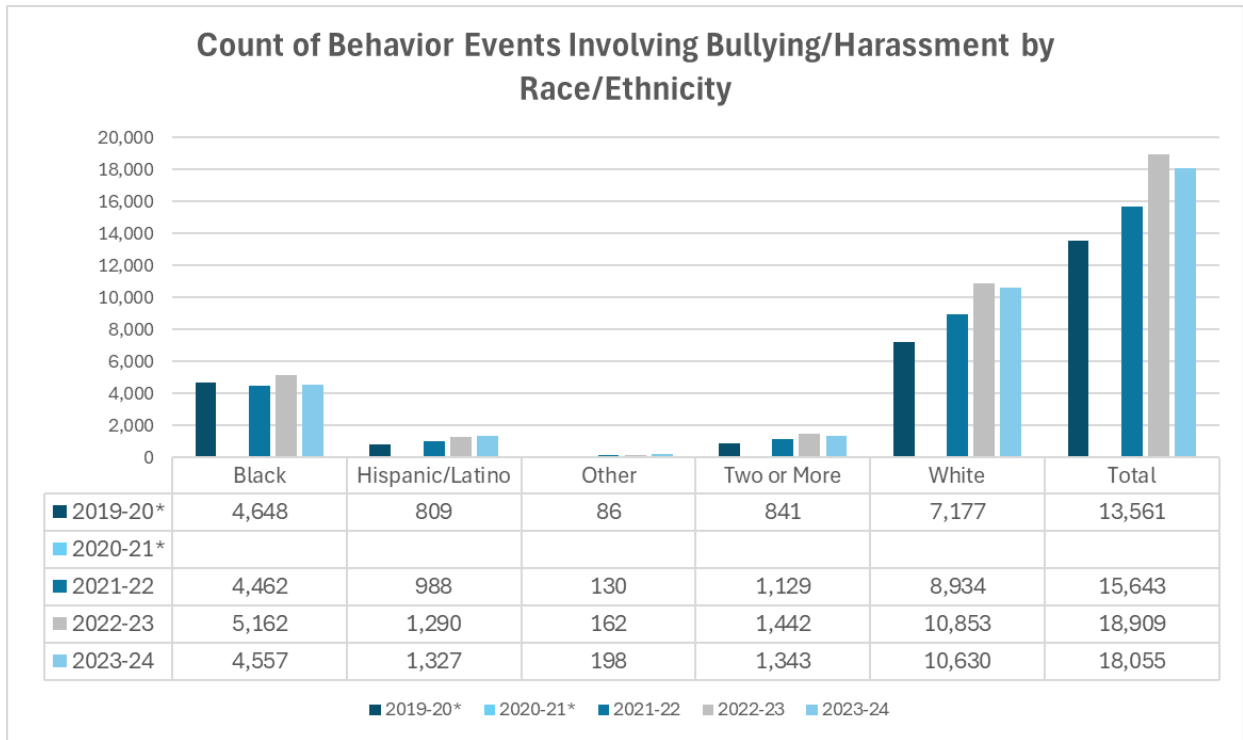


Behavior Events Involving Bullying and Harassment

During the 2023-2024 school year, school and district administrators recorded 18,055 behavior events involving bullying and harassment, comprising 7% of all behavior events. For this section, an event is considered to involve bullying and harassment if it was coded as bullying, harassing communications, harassment, stalking, threatening another student, threatening staff, or verbal abuse. For state definitions of bullying and harassment, see Appendix A. For a full list of behavior codes for this category, see Appendix B.

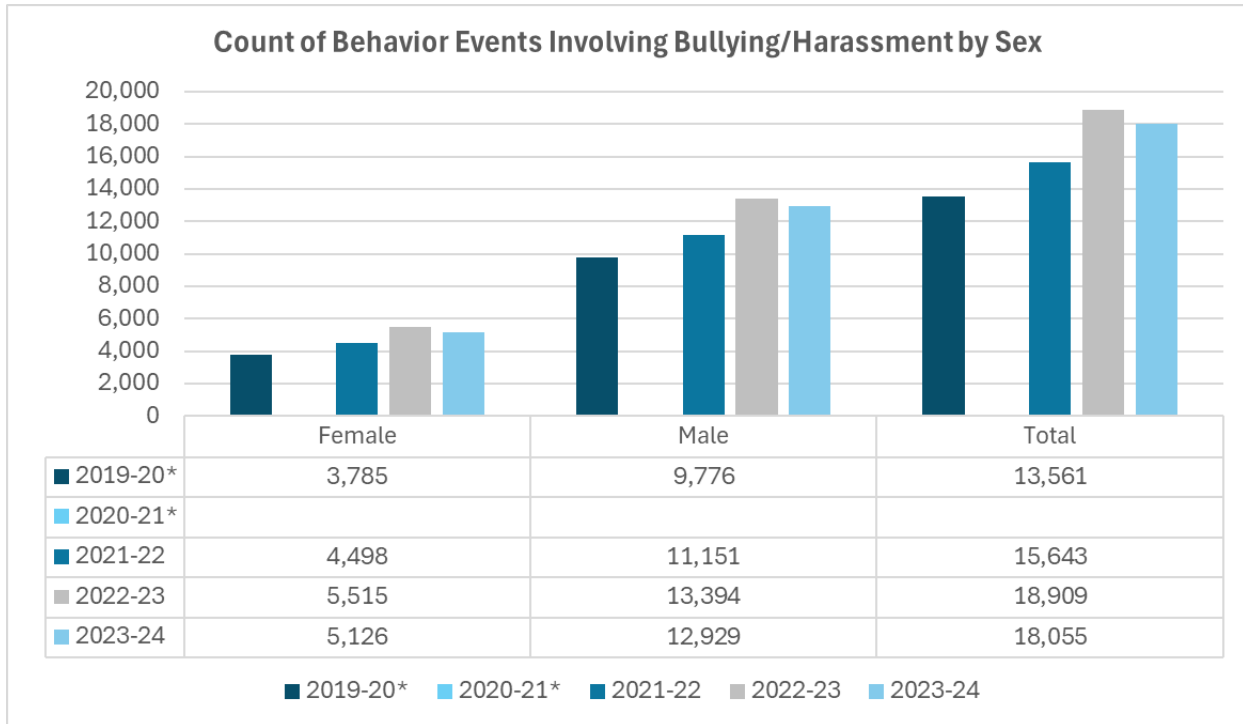
Figure 33 displays the count of behavior events involving bullying and harassment disaggregated by race/ethnicity. The ratio of bullying events between student demographic groups has remained steady over a three-year period, with groups growing and declining at roughly the same rate. In 2023-2024, White students account for over half (58.9%) of behavior events involving bullying or harassment followed by Black students with 25.2% of events in this category, reflecting an overrepresentation when compared to the total student population by race/ethnicity.

Figure 33: Count of Behavior Events Involving Bullying/Harassment by Race/Ethnicity



These trends can also be seen when viewing the data disaggregated by sex. Figure 34 displays the count of behavior events involving bullying or harassment by sex. Male students are more than two times more likely to account for behavior events in this category than their female peers.

Figure 34: Count of Behavior Events Involving Bullying/Harassment by Sex



Bullying and harassment behaviors impact students at all grade levels, with the highest counts seen in grades four through 10, as shown in Figure 35.

Figure 35: Count of Behavior Events Involving Bullying/Harassment by Grade Level

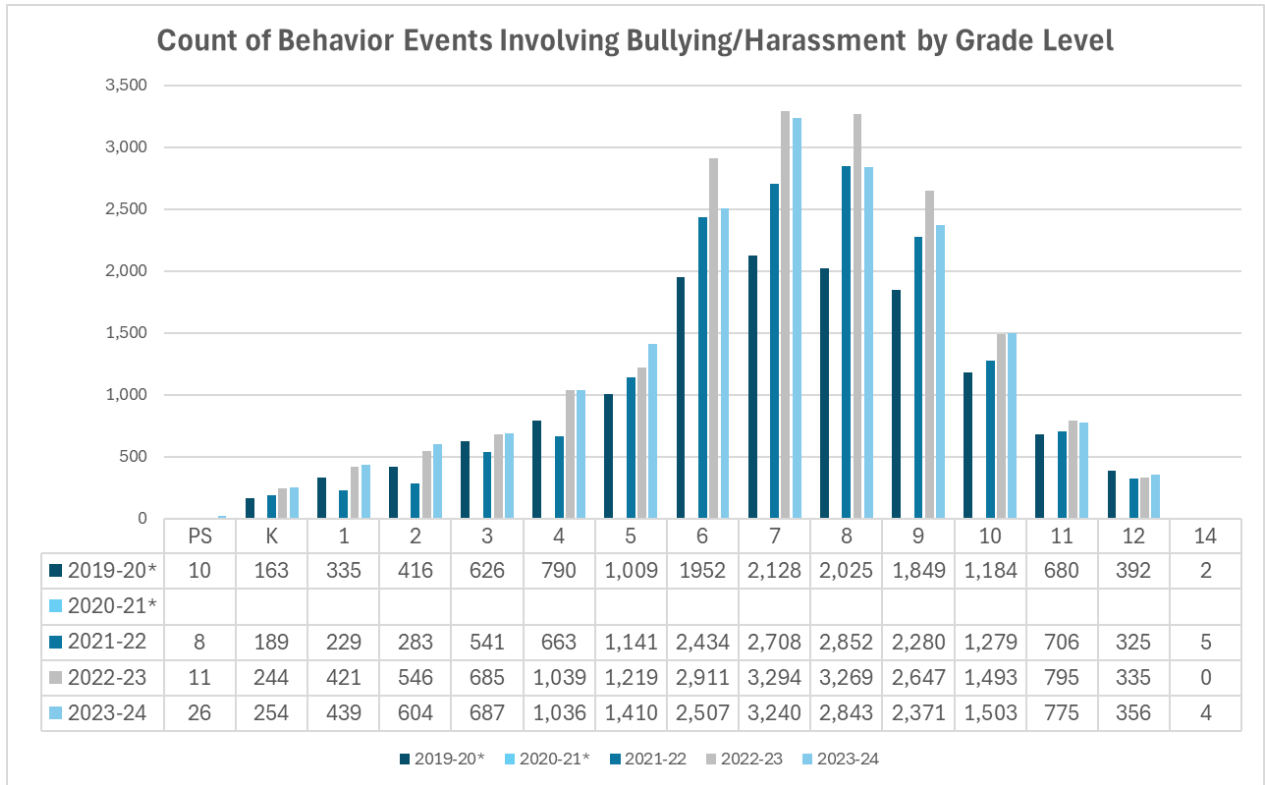
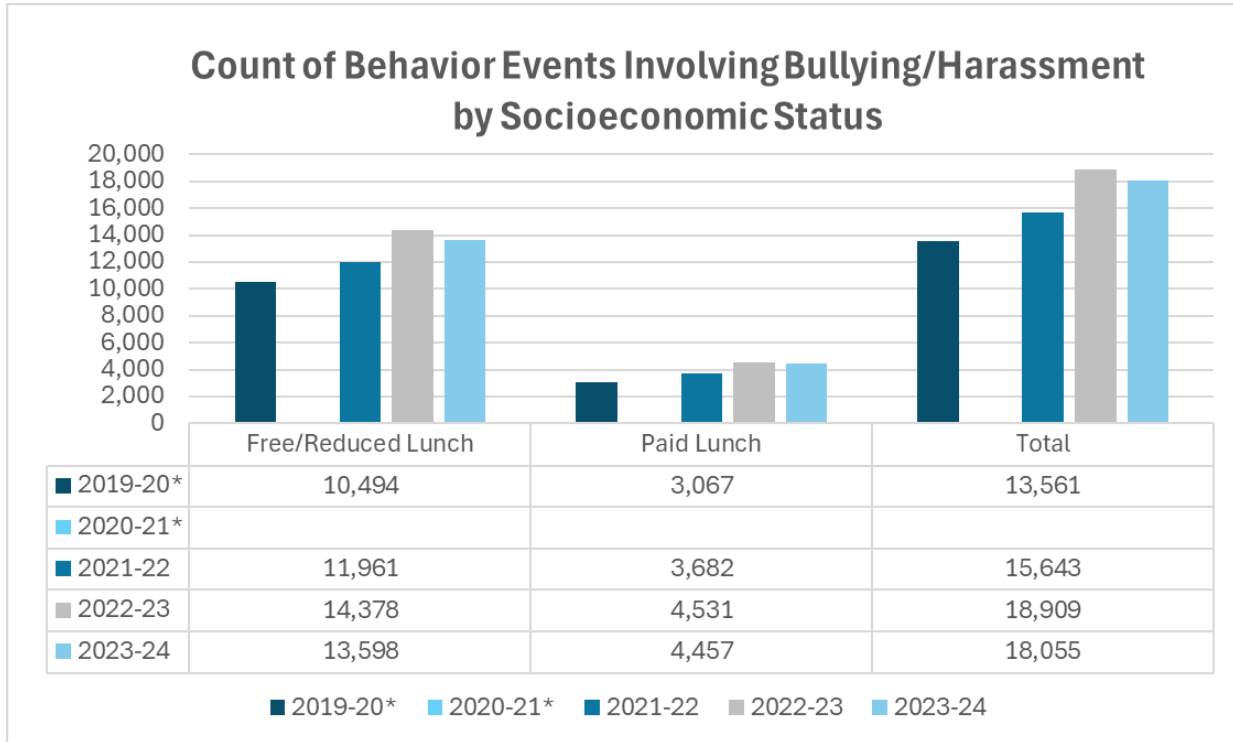


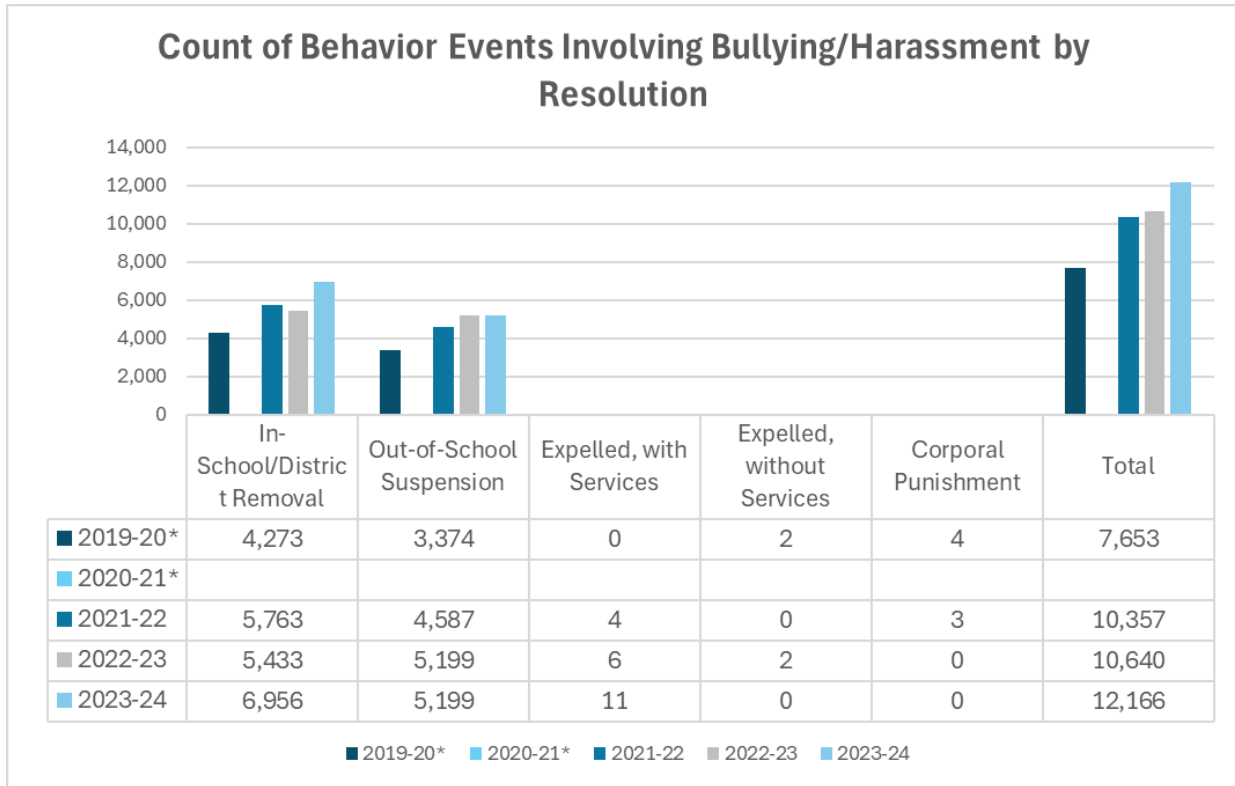
Figure 36 shows the number of behavior events broken down by socioeconomic status. Like other behavior categories reported, students from lower socioeconomic backgrounds are more frequently reported for bullying/harassment behavior events compared to their more affluent peers, accounting for 75.3% of such events in the 2023-2024 school year.

Figure 36: Count of Behavior Events Involving Bullying/Harassment by Socioeconomic Status



Throughout the 2023-2024 school year, there were 18,055 incidents of bullying and harassment. In response to these incidents, school and district leaders most frequently opted for in-school or in-district removals (38.5%), followed by out-of-school suspensions (28.8%), as illustrated in Figure 37. Other resolutions, such as detention or conferencing, may have been used for the remaining incidents, but these are not included in the figure.

Figure 37: Count of Behavior Events Involving Bullying/Harassment by Resolution



Behavior Events Involving Students with Dual Identifications

When analyzing behavior data, it’s crucial to consider behavior rates for students with dual identifications. While much of this report focuses on behavior outcomes for students in single demographic categories, this section highlights the count of behavior events for students who fall into two demographic categories.

Figures 38 and 39 illustrate the number of students with Individual Education Plans (IEPs) involved in behavior events, broken down by race/ethnicity and sex, respectively. Students with IEPs receive special education instruction and support due to a disability. Figure 38 shows that over the past three years, the count of behavior events for students with IEPs has remained relatively stable. Notably, male students with IEPs consistently account for three to four times as many behavior events as female students with IEPs, as shown in Figure 39.

Figure 38: Count of Students with IEPs Involved in Behavior Events by Race/Ethnicity

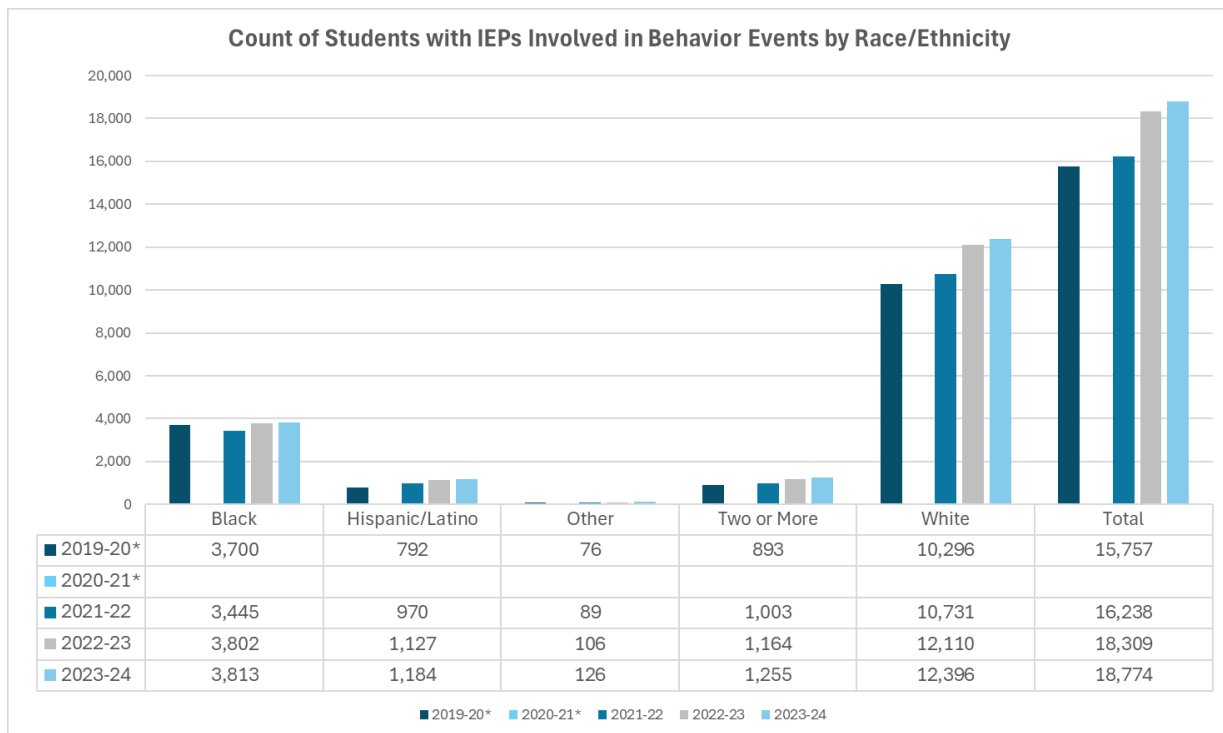
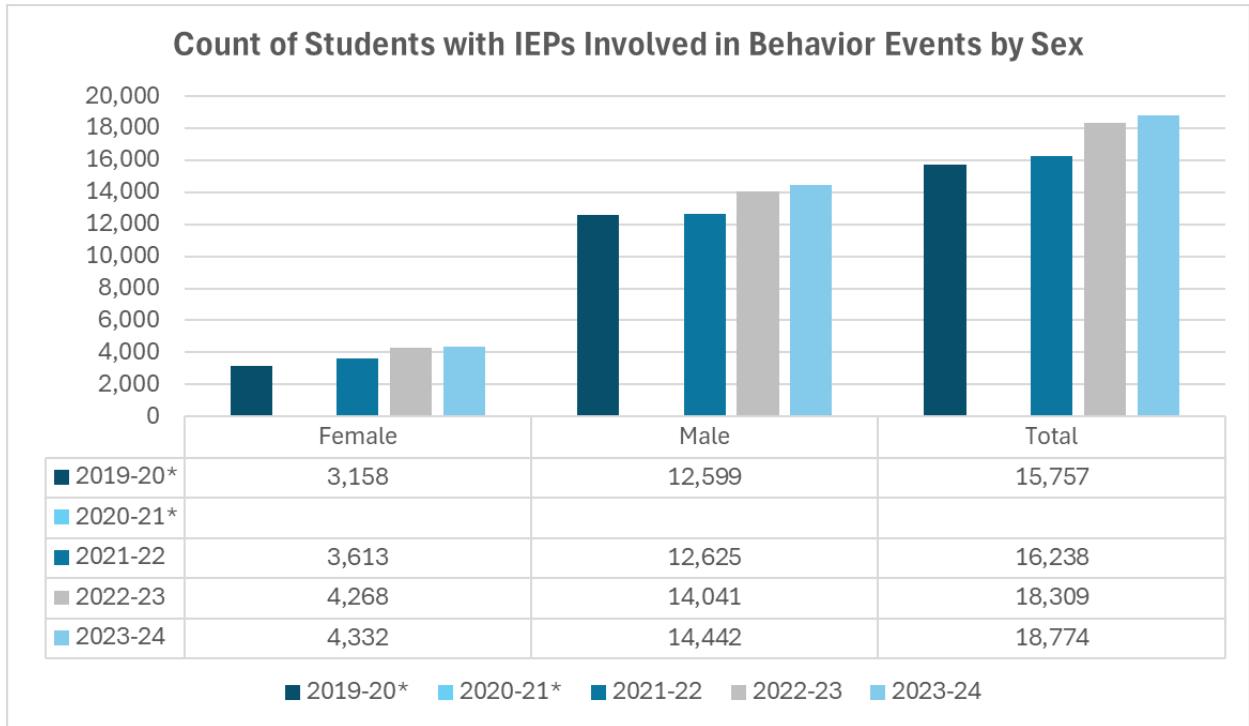


Figure 39: Count of Students with IEPs Involved in Behavior Events by Sex



Figures 40 and 41 illustrate the number of students eligible for free and reduced-price lunch who are involved in behavior events, broken down by race/ethnicity and sex, respectively. When viewed from this perspective, it appears that the rate at which economically disadvantaged students experience behavior events is relatively stable over time. Consistent with other trends, economically disadvantaged male students are involved in nearly twice as many behavior events as their female counterparts.

Figure 40: Count of Students who Qualify for Free/Reduced Price Lunch Involved in Behavior Events by Race/Ethnicity

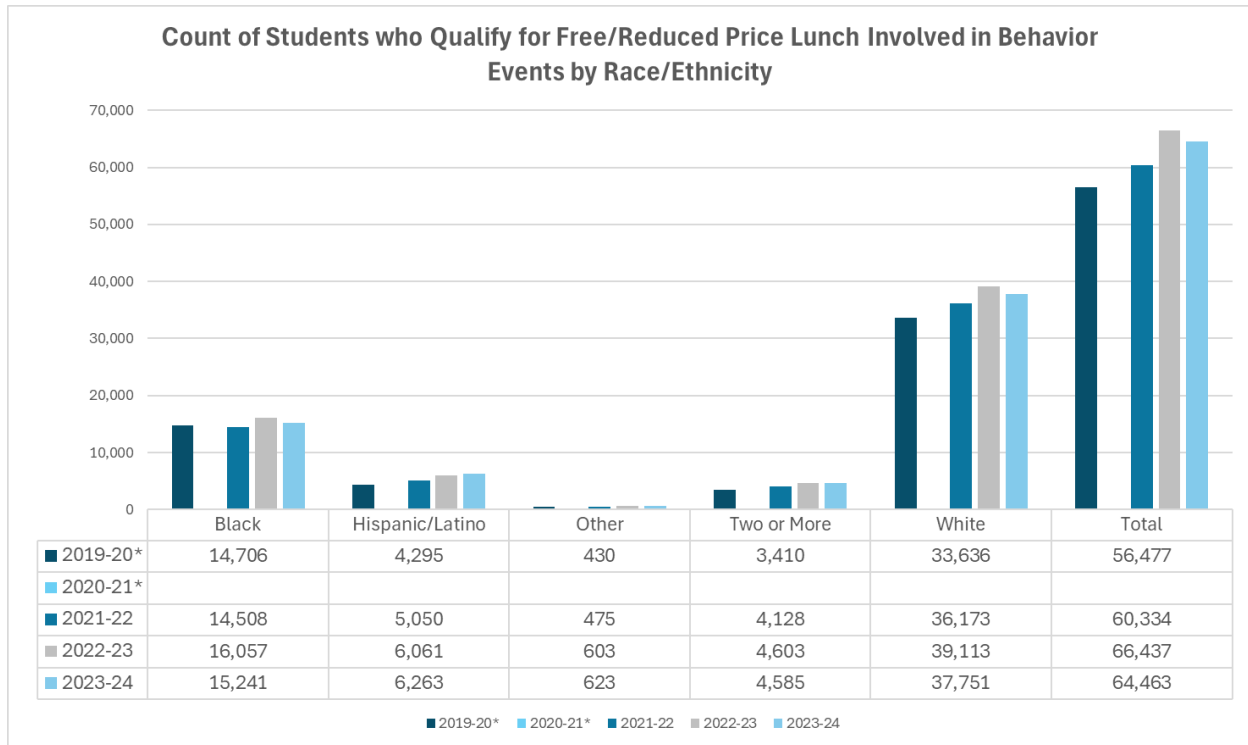


Figure 41: Count of Students who Qualify for Free/Reduced Price Lunch Involved in Behavior Events by Sex

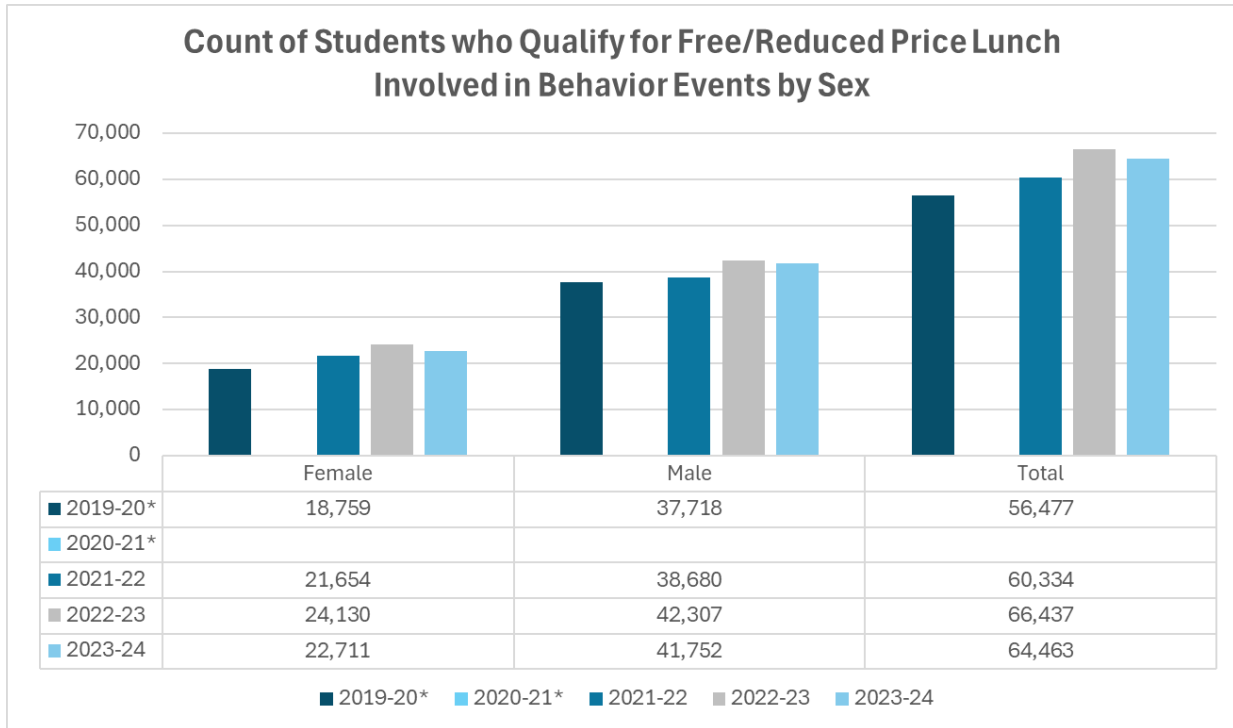
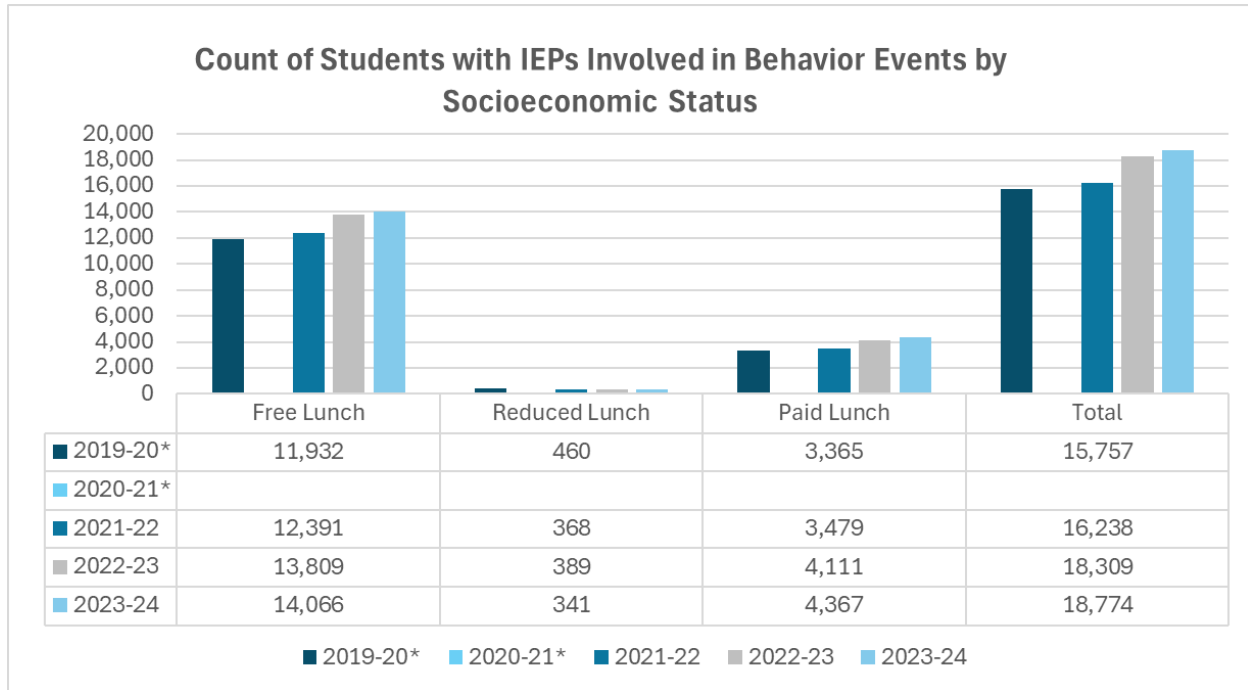


Figure 42 displays the count of students with IEPs who account for behavior events, disaggregated by socioeconomic status. Students with IEPs and who qualify for free or reduced lunch account for a significantly higher rate than students who do not qualify for free or reduced lunch.

Figure 42: Count of Students with IEPs Involved in Behavior Events by Socioeconomic Status

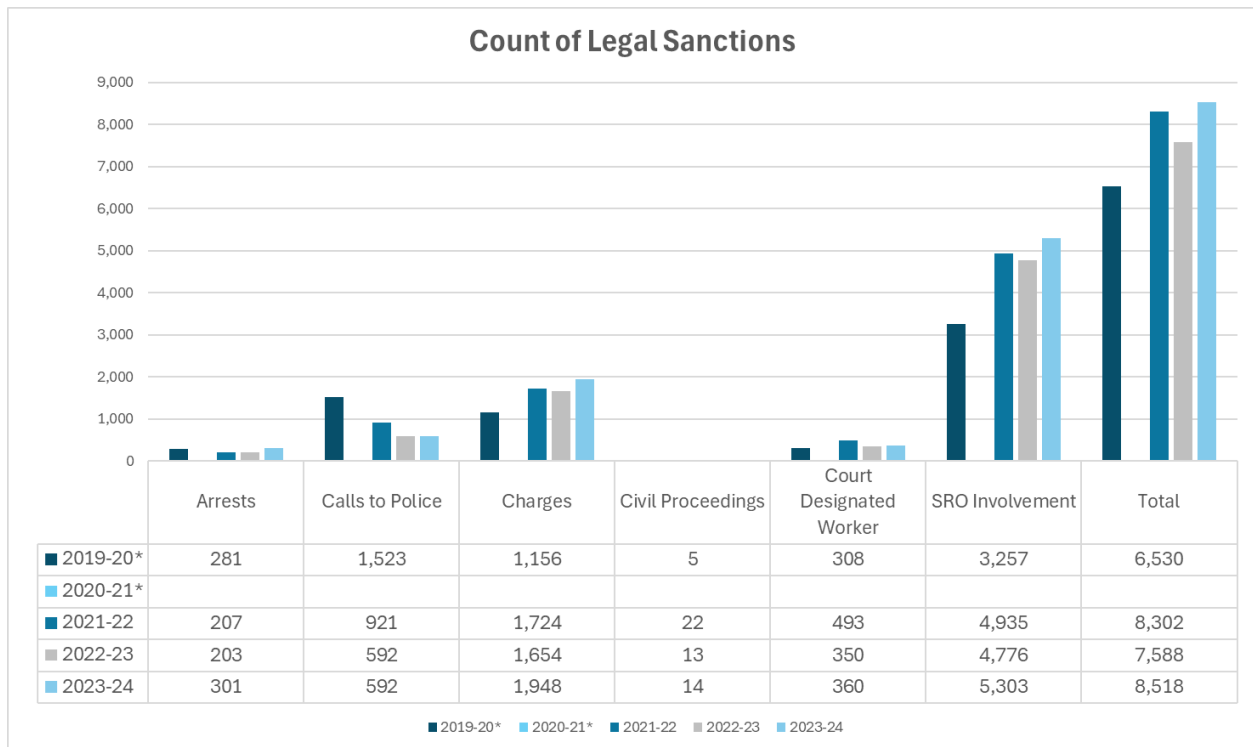


When viewed as a whole, the preceding five figures suggest that male students with IEPs from low socioeconomic backgrounds are at the greatest risk of involvement in behavior events at school.

Review of Legal Sanctions

During the 2023-2024 school year, school and district administrators reported 8,518 legal sanctions related to behavior events. Figure 37 displays the count of legal sanctions for five school years. The involvement of a school resource officer (SRO) is the most frequently deployed legal sanction, representing 62.3% of all legal sanctions. This is followed by charges (22.9%) and calls to police (6.9%). The use of legal sanctions has grown over time. SROs were involved in 5,303 behavior events, which is an increase since 2019-2020 but correlates with an increase of SRO presence in schools required by the [2019 Safe Schools and Resiliency Act](#).

Figure 43: Count of Legal Sanctions



Appendix A: Glossary of Terms

The following terms are used in the Safe Schools Annual Statistical Report, consistent with requirements of [KRS 158.444](#). Terms in this glossary are grouped into five clusters: General Terms; Violence Event Terms; Weapon Event Terms; Drug, Alcohol, and Tobacco Event Terms; and Bullying and Harassment Event Terms.

Definitions of General Terms

Behavior Event – A behavior event describes a specific student offense.

Behavior Incident – A behavior incident is a group of behavior events linked by time and proximity. Events do not have to be related nor do the same participants have to be grouped together in an incident. Therefore, multiple events could be attached to one behavior incident. Example: A student uses social media during class to bully another student, resulting in a physical fight. Several separate behavior events (inappropriate use of technology, bullying, assault) are linked together by time and proximity to produce a single behavior incident.

Context – Context is an indicator of when the behavior incident occurred. The following are the codes recorded in IC:

- SS: School sponsored event, during school hours
- SN: School sponsored event, not during school hours
- NS: Non-school sponsored event, during school hours
- NN: Non-school sponsored event, not during school hours

Discipline Resolution – This is a consequence a student receives from the school in response to a behavior event. Students may receive multiple resolutions for one event. There are five state discipline resolutions that are reported to KDE annually and become part of the Safe Schools Annual Statistical Report per KRS 158.444:

- **Expelled with Services (SSP1):** Expulsion with services is the removal of a student from school for disciplinary reasons that results in withdrawal of the student from the school of attendance. Criteria for expulsion are defined and set by the local board of education. Although the student is expelled from the regular classroom setting, arrangements are made for the provision of educational and Individualized Education Program (IEP)-related services.
- **Expelled without Services (SSP2):** Expulsion without services is the removal of a student from school for disciplinary reasons that results in withdrawal of the student from the school of attendance. Criteria for expulsion are defined and set by the local board of education. No arrangements are made for the provision of educational services. Students with an IEP may not be expelled without services.
- **Out-of-School Suspension (SSP3):** In this resolution, a student is removed from the regular educational setting and not allowed in the school for a specified duration.
- **Corporal Punishment (SSP5):** Corporal punishment is the physical punishment (e.g., paddling, spanking, or another form) of a student. Policy regarding corporal punishment is set at the district level.

- In-School Removal (INSR):** This resolution results in removal from the student’s regular educational program or setting for disciplinary purposes and placement in another program or setting within the same school. The student continues to receive educational and IEP-related services and support. Examples include, but are not limited to, in-school alternative placement (ISAP), in-school suspension (ISS), in-school detention or alternative classroom. Students must remain under direct supervision of school personnel. The regular educational program or setting encompasses the school day and includes instructional time, lunch, recess, and study periods.
- In-District Removal (INDR) –** A removal from the student’s regular school to an off-site alternative educational program or another school for disciplinary purposes with the student continuing to receive educational and IEP services and support. Students must remain under direct supervision of district personnel. For the purposes of this report, INDR resolutions were combined with INSR resolutions.

Grade Level – A standardized list of grade levels used in Infinite Campus for all students. The following are the codes recorded in IC:

PS: Preschool	09: 9 th Grade
K: Kindergarten	10: 10 th Grade
01: 1 st Grade	11: 11 th Grade
02: 2 nd Grade	12: 12 th Grade
03: 3 rd Grade	14: Students receiving Special Education services participating in an Alternate Assessment, who must turn 17 years of age on or before October 1st of the current school year and must have progressed through grade 12 assessments
04: 4 th Grade	
05: 5 th Grade	
06: 6 th Grade	
07: 7 th Grade	
08: 8 th Grade	

Individual Education Program (IEP) – An IEP is the legal document that defines a student’s special education program, including the disability under which the student qualifies for Special Education Services. This is a federal requirement under the Individuals with Disabilities Education Act (IDEA).

Infinite Campus (IC) – Kentucky’s statewide student information system. All student records are maintained in this system.

Location – Location is an indicator of where the behavior incident took place. The following are the codes recorded in IC:

SSL1: Classroom	SSL6: Off-Campus	SSL11: Playground
SSL2: Bus	SSL7: Restroom	SSL12: Field Trip
SSL3: Hallway/Stairwell	SSL8: Gymnasium	SSL13: Other
SSL4: Cafeteria	SSL9: Office	
SSL5: Campus Grounds	SSL10: Athletic Field	

Socioeconomic Status (SES) – SES is measured by using the student’s assigned meal code (free meal, reduced price meal, or paid meal) based on income forms completed annually by the parent or by direct certification received by the school. Free and reduced-price meal status are included as economically disadvantaged in reporting.

Definitions of Assault and Violence Event Terms

1st Degree Assault – Intentionally causes serious physical injury (reference [KRS 500.080](#) for complete definition of “serious physical injury,” particularly for children ages 12 and under) to another person by means of a deadly weapon or a dangerous instrument or wantonly engages in conduct which creates a grave risk of death to another and thereby causes serious physical injury to another person; complete definition found in [KRS 508.010](#)

2nd Degree Assault – Same as 1st Degree Assault, although it includes causing serious physical injury without a weapon or instrument; complete definition found in [KRS 508.020](#) (reference [KRS 500.080](#) for complete definition of “serious physical injury,” particularly for children ages 12 and under)

3rd Degree Assault – Recklessly, with a deadly weapon or dangerous instrument, OR intentionally causes or attempts to cause physical injury to all first responders, social workers, and all school employees and volunteers; complete definition found in [KRS 508.025](#) (reference [KRS 500.080](#) for complete definition of “physical injury”)

4th Degree Assault – Intentionally or wantonly causes physical injury to another person, OR with recklessness, causes physical injury to another person by means of a deadly weapon or a dangerous instrument; complete definition found in [KRS 508.030](#) (reference [KRS 500.080](#) for complete definition of “physical injury”)

Abuse of a Teacher – Intentional verbal, mental or physical abuse of a teacher or administrator

Arson – Intentionally burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle, or aircraft

Criminal Abuse – Intentionally abusing another person causing physical injury

Hazing - a direct action which substantially endangers the physical health of a minor or student for the purpose of recruitment, initiation into, affiliation with, or enhancing or maintaining membership or status within any organization (1st Degree Hazing – [KRS 508.182](#); 2nd Degree Hazing – [KRS 508.184](#))

Homicide – A person causes the death of another human being under circumstances which constitute murder, manslaughter in the first degree, manslaughter in the second degree, or reckless homicide

Kidnapping – Unlawfully restraining another person with intent to hold for ransom, inflict bodily injury or terrorize a person, to shield or hostage (complete definition found in [KRS 509.040](#))

Menacing – Intentionally places another person in apprehension or imminent physical injury (complete definition found in [KRS 508.050](#))

Rape – Includes forcible rape and statutory rape

Robbery/Theft – Includes robbery, larceny, motor vehicle theft

Sexual Assault – Unwanted touching in a sexual manner

Sexual Offense (non-touch) – Includes all non-touch sexual offenses, not limited to lewd behavior, obscene behavior, and indecent exposure

Terroristic Threat: 1) Intentionally making false statements about placing a weapon of mass destruction on school property; 2) Intentionally placing a counterfeit weapon of mass destruction on school property; 3) Intentionally threatening to commit any act likely to result in death or serious physical injury to any student group, teacher, volunteer worker, or school staff; 4) Threatening to commit any crime likely to result in death or serious physical injury to another person or likely to result in substantial property damage to another person; or 5) Intentionally making false statements for the purpose of causing evacuation of a building, place of assembly, or facility of public transportation

Terroristic Threat: Bomb – Bomb threats or threats of other explosive devices

Terroristic Threat: Chemical/Biological/Nuclear – Chemical, biological, or nuclear threats

Wanton Endangerment – Wantonly engaging in conduct which creates a substantial danger of physical injury

Definitions of Weapon Event Terms

Weapon – Handgun – A handgun is any firearm that can be held and fired with one hand. This category includes revolvers and pistols.

Weapon – Shotgun/Rifle – A shoulder firearm with spiral grooves cut in the inner surface of the gun barrel to give the bullet a rotatory motion and thus a more precise trajectory.

Weapon – Destructive Device – any explosive, incendiary, or poison gas, examples include but not limited to bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any other similar device.

Other Weapon – Any object capable of being readily used by one person to inflict severe bodily injury upon another person. This offense encompasses manufacture, sale, or possession of other weapons on school property or at a school function.

Definitions of Drug, Alcohol, and Tobacco Event Terms

Includes distribution, possession and/or use of the following substances:

- Alcohol
- Amphetamines
- Barbiturate
- Cocaine/Crack
- Hallucinogens
- Heroin (opioids)
- Inhalant
- Marijuana/Hashish
- Methamphetamine
- Nicotine Vapor Products
- Non-Nicotine Vapor Products
- Over the Counter
- Prescription Drugs
- Steroids (Anabolic)
- Synthetic Drug
- Tobacco/Nicotine Product
- THC Electronic Vapor Device

Definitions of Bullying or Harassment Event Terms

Bullying – Unwanted, aggressive behavior that involves power imbalance toward other persons; the behavior is repeated or has the potential to be repeated (complete definition found in [KRS 158.148](#))

Harassing Communications – Intent to intimidate, harass, annoy or alarm another person through a communication or social media mechanism (complete definition found in [KRS 525.080](#)).

Harassment – Intent to intimidate, harass, annoy or alarm another person (complete definition found in [KRS 525.070](#)).

Stalking – Intent to stalk another person or make explicit or implicit threat to place a person in reasonable fear of sexual contact, physical injury, or death (complete definitions found in [KRS 508.140](#) and [KRS 508.150](#)).

Threatening another Student – To cause reasonable apprehension or threat of physical harm to another student through statement, communication conduct or gesture.

Threatening Staff – To cause reasonable apprehension or threat of physical harm to a staff person or school representative through statement, communication conduct or gesture.

Verbal Abuse – Using abusive or demeaning language to attack or injure an individual, this could include but is not limited to talking back, name calling, or creating socially rude interactions.

Appendix B: Infinite Campus Codes

The following Infinite Campus (IC) codes were used to complete this report:

Behavior Events Involving Assault and Violence

- V01: 1st Degree Assault
- V02: 2nd Degree Assault
- V03: 3rd Degree Assault
- V04: 4th Degree Assault
- V05: Abuse of a Teacher
- V06: Arson
- V07: Criminal Abuse
- V08: Homicide
- V09: Kidnapping
- V10: Menacing
- V11: Rape
- V12: Robbery/Theft
- V13: Sexual Assault
- V14: Sexual Offense (non-touch)
- V15: Terroristic - Bomb
- V16: Terroristic Threat
- V17: Terroristic-Chem/Bio/Nuc
- V18: Wanton Endangerment
- V19: Hazing, 1st Degree
- V20: Hazing, 2nd Degree

Behavior Events Involving Guns or Other Deadly Weapons

- W01: Weapon Possession
- W02: Weapon Distribution
- W03: Weapon Use

Behavior Events Involving Drugs, Alcohol, or Tobacco

- A01: Alcohol Distribution
- A02: Alcohol Possession
- A03: Alcohol Use
- D01: Drug Distribution
- D02: Drug Possession
- D03: Drug Use
- T01: Tobacco Distribution
- T02: Tobacco Possession
- T03: Tobacco Use

Behavior Events Involving Bullying and Harassment

- H01: Bullying
- H02: Harassing Communications
- H03: Harassment
- H04: Stalking
- H05: Threatening Another Student
- H06: Threatening Staff
- H07: Verbal Abuse

Appendix C: Relevant Websites

- Kentucky Department of Education – [Safe Schools Data Collection and Reporting](#)
- Kentucky Department of Education – [Behavior Data Standards](#)
- Kentucky Department of Education – School Report Card on [Open House](#)
- Safe Schools Reporting Statute – [KRS 158.444](#)
- Related Agency – [Kentucky Center for School Safety](#)