

SESIR Incident Summaries

DUVAL	1998 - 1999		1999 - 2000		2000 - 2001	
Time of Incidents						
	%	<i>Raw Data</i>	%	<i>Raw Data</i>	%	<i>Raw Data</i>
During School Hours	91.55	8,119	93.07	7,852	93.55	8,073
Not During School Hours	2.83	251	2.20	186	2.67	230
Unknown	5.62	498	4.73	399	3.79	327
Total Number of Incidents		8,868		8,437		8,630
Persons Involved						
	%	<i>Raw Data</i>	%	<i>Raw Data</i>	%	<i>Raw Data</i>
Students	86.38	7,660	88.23	7,444	90.24	7,788
Non-Students	2.79	247	2.32	196	1.94	167
Both Students and Non-Students	0.62	55	0.68	57	0.59	51
Unknown	10.22	906	8.77	740	7.23	624
Total Number of Incidents		8,868		8,437		8,630
Location of Incidents						
	%	<i>Raw Data</i>	%	<i>Raw Data</i>	%	<i>Raw Data</i>
School Grounds	97.29	8,628	97.39	8,217	96.72	8,347
School Sponsored Activity	1.07	95	1.39	117	2.04	176
School Sponsored Transportation	1.64	145	1.22	103	1.24	107
Total Number of Incidents		8,868		8,437		8,630
Number of Schools Reporting No SESIR Incidents						
	%	<i>Raw Data</i>	%	<i>Raw Data</i>	%	<i>Raw Data</i>
Elementary ²	2.86	3	5.71	6	2.86	3
Middle ³	0.00	0	0.00	0	0.00	0
High ⁴	5.26	1	5.26	1	5.26	1
Combination ⁵	0.00	0	0.00	0	50.00	1
Charter	50.00	4	66.67	4	50.00	4
Total Number of Schools		8		11		9

¹ Some schools may have had no SESIR incidents occur.

² Elementary includes Pre-Kindergarten through Grade Five for 1998-1999 and 1999-2000. Elementary includes Kindergarten through Grade Five for 2000-2001.

³ Middle includes Grades Six through Eight for 1998-1999, 1999-2000, and 2000-2001.

⁴ High includes Grades Nine through Twelve for 1998-1999, 1999-2000, and 2000-2001.

⁵ Includes schools which combine elementary, middle, or high groupings or overlap grade levels, e.g., K-6, 6-12, or K-12. Please note that SESIR incidents are reported by schools by incident, not by individual student.

Florida Department of Education
 Division of Public Schools and Community Education
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SESIR Totals

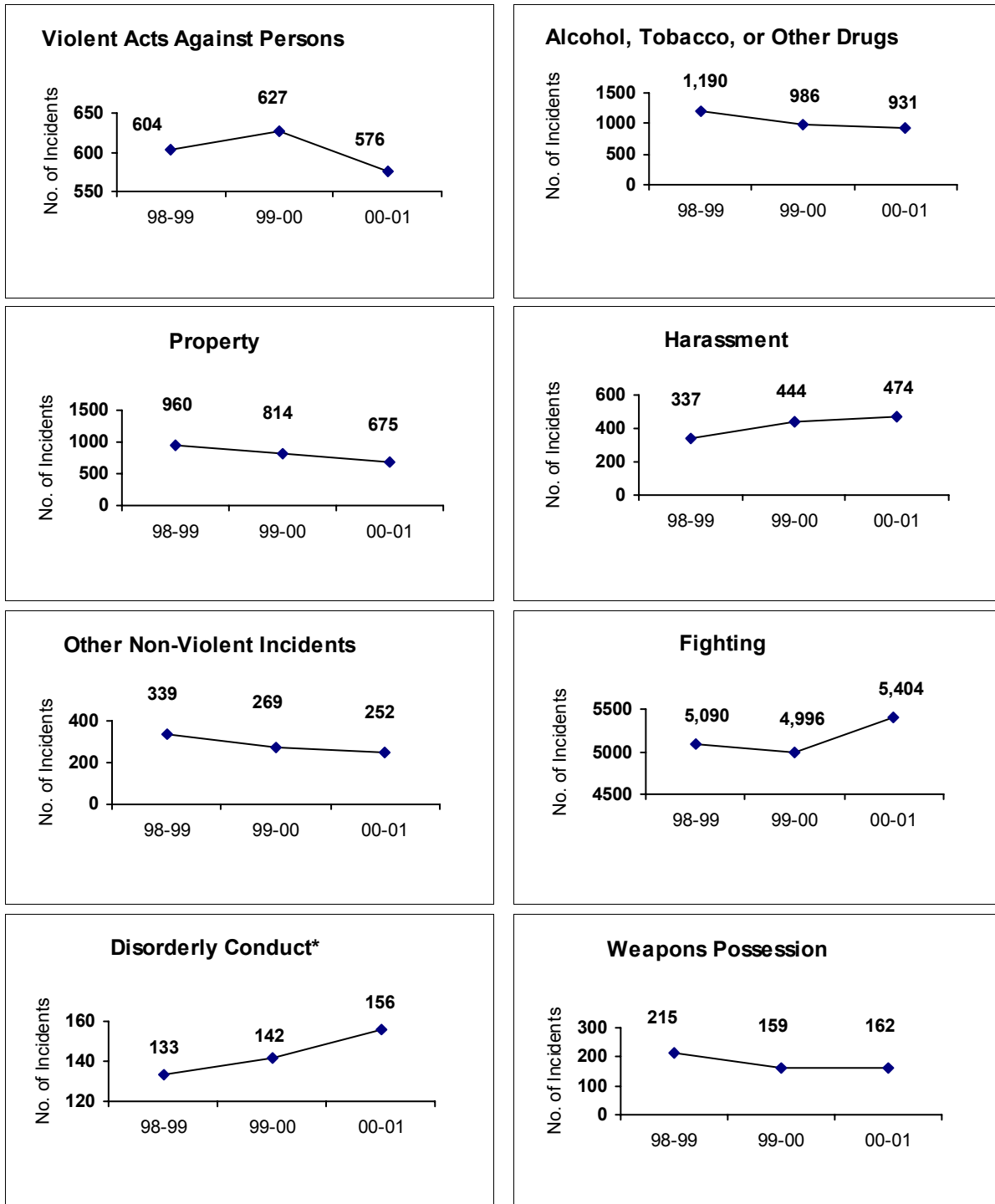
DUVAL	1998 - 1999		1999 - 2000		2000 - 2001	
Student Population:	140,430		138,549		136,389	
	<i>Per 1,000</i>	<i>Raw Data</i>	<i>Per 1,000</i>	<i>Raw Data</i>	<i>Per 1,000</i>	<i>Raw Data</i>
Violent Acts Against Persons	4.30	604	4.53	627	4.22	576
Homicide	0.00	0	0.00	0	0.00	0
Sexual Battery	0.06	8	0.05	7	0.05	7
Robbery	0.19	26	0.17	23	0.13	18
Battery	4.05	569	4.31	597	4.03	550
Kidnapping	0.01	1	0.00	0	0.01	1
Alcohol, Tobacco, or Other Drugs	8.47	1,190	7.12	986	6.83	931
Drugs	1.98	278	1.90	263	2.46	335
Alcohol	0.36	50	0.26	36	0.28	38
Tobacco	6.14	862	4.96	687	4.09	558
Property	6.84	960	5.88	814	4.95	675
Breaking/Entering	1.47	207	1.34	186	1.00	137
Larceny/Theft	2.21	310	1.70	236	1.67	228
Motor Vehicle Theft	0.04	6	0.06	9	0.04	6
Arson	0.09	13	0.10	14	0.16	22
Vandalism	3.02	424	2.66	369	2.07	282
Harassment	2.40	337	3.20	444	3.48	474
Threat/Intimidation	0.32	45	1.16	161	1.49	203
Sexual Harassment	2.08	292	2.04	283	1.99	271
Other Non-Violent Incidents	2.41	339	1.94	269	1.85	252
Sexual Offense	0.44	62	0.56	77	0.52	71
Trespassing	0.83	116	0.43	60	0.61	83
Other Major	1.15	161	0.95	132	0.72	98
Fighting	36.25	5,090	36.06	4,996	39.62	5,404
Disorderly Conduct	0.95	133	1.02	142	1.14	156*
Weapons Possession	1.53	215	1.15	159	1.19	162
TOTAL	63.15	8,868	60.90	8,437	63.27	8,630

Note: SESIR data for 1998-1999 as of December 1999; for 1999-2000 as of November 2000; and for 2000-2001 as of November 2001. Population data from survey 5 for 1998-1999 as of February 2000; for 1999-2000 as of March 2001; and for 2000-2001 as of November 2001.

* This substantial decrease may be due to clarification of types of actions that should be reported in this category. Schools had been reporting minor disorderly conduct in classrooms when they should have been reporting serious campus disruptions such as bomb threats.

SESIR Totals: Trends By Categories

DUVAL



* This substantial decrease may be due to clarification of types of actions that should be reported in this category. Schools had been reporting minor disorderly conduct in classrooms when they should have been reporting serious campus disruptions such as bomb threats.

Please note graph trends should not be compared because each graph reflects a different Y-Axis scale.

Discipline Data

DUVAL

Discipline Actions by Grade Level

1998-1999

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	74,263	1,337	2,922	0
Middle	34,524	19,143	28,413	0
High	37,029	12,539	19,709	0

1999-2000

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	64,630	1,510	2,931	0
Middle	29,925	19,665	24,880	0
High	31,798	17,297	17,152	0

2000-2001

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	68,429	1,789	4,306	0
Middle	33,409	19,118	25,184	0
High	34,551	17,912	15,477	0

Discipline Actions per 1,000 Students by Grade Level

1998-1999

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	74,263	18.00	39.35	0.00
Middle	34,524	554.48	822.99	0.00
High	37,029	338.63	532.26	0.00

1999-2000

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	64,630	23.36	45.35	0.00
Middle	29,925	657.14	831.41	0.00
High	31,798	543.97	539.40	0.00

2000-2001

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	68,429	26.14	62.93	0.00
Middle	33,409	572.24	753.81	0.00
High	34,551	518.42	447.95	0.00

Note: The number of suspension or expulsion actions is often larger than the number of students because it includes students who receive multiple suspensions or expulsions.

Survey 5 discipline data for 1998-1999 as of February 2000; for 1999-2000 as of November 2000; and for 2000-2001 as of November 2001.

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Discipline Data

2000 - 2001

DUVAL	Total # Students	In-School Suspensions			Out-of-School Suspensions			Expulsions		
		# Actions ¹	Students Suspended ²	% ³	# Actions ¹	Students Suspended ²	% ³	# Actions ¹	Students Expelled ²	% ³
ELEMENTARY	68,429	1,789	1,248	1.82	4,306	2,575	3.76	0	0	0.00
GENDER										
Female	33,243	403	295	0.89	844	570	1.71	0	0	0.00
Male	35,186	1,386	953	2.71	3,462	2,005	5.70	0	0	0.00
RACE										
Asian	1,625	9	6	0.37	15	11	0.68	0	0	0.00
Black	28,068	1,191	853	3.04	3,261	1,925	6.86	0	0	0.00
Hispanic	2,781	50	33	1.19	67	41	1.47	0	0	0.00
Indian	107	2	1	0.93	2	1	0.93	0	0	0.00
Multiracial	1,762	32	20	1.14	63	34	1.93	0	0	0.00
White	34,086	505	335	0.98	898	563	1.65	0	0	0.00
MIDDLE	33,409	19,118	7,802	23.35	25,184	8,667	25.94	0	0	0.00
GENDER										
Female	16,200	6,734	2,972	18.35	8,293	3,109	19.19	0	0	0.00
Male	17,209	12,384	4,830	28.07	16,891	5,558	32.30	0	0	0.00
RACE										
Asian	899	127	76	8.45	136	78	8.68	0	0	0.00
Black	14,005	10,672	4,315	30.81	15,172	4,874	34.80	0	0	0.00
Hispanic	1,307	763	302	23.11	724	285	21.81	0	0	0.00
Indian	44	6	9	9.09	16	9	20.45	0	0	0.00
Multiracial	304	153	67	22.04	174	75	24.67	0	0	0.00
White	16,850	7,397	3,038	18.03	8,962	3,346	19.86	0	0	0.00
HIGH	34,551	17,912	7,304	21.14	15,477	7,051	20.41	0	0	0.00
GENDER										
Female	17,717	6,716	3,055	17.24	5,760	2,811	15.87	0	0	0.00
Male	16,834	11,196	4,249	25.24	9,717	4,240	25.19	0	0	0.00
RACE										
Asian	1,252	218	132	10.54	228	138	11.02	0	0	0.00
Black	14,056	10,880	4,039	28.74	9,184	3,907	27.80	0	0	0.00
Hispanic	1,307	590	243	18.59	547	258	19.74	0	0	0.00
Indian	72	15	4	15.28	12	4	5.56	0	0	0.00
Multiracial	194	96	42	21.65	80	36	18.56	0	0	0.00
White	17,670	6,113	2,837	16.06	5,426	2,708	15.33	0	0	0.00
TOTALS	136,389	38,819	16,354	11.99	44,967	18,293	13.41	0	0	0.00
NOT REPORTED ⁴		0	0		0	0		0	0	

¹ Number of suspension or expulsion actions. The number is often larger than the number of students because it includes students who receive multiple suspensions or expulsions.

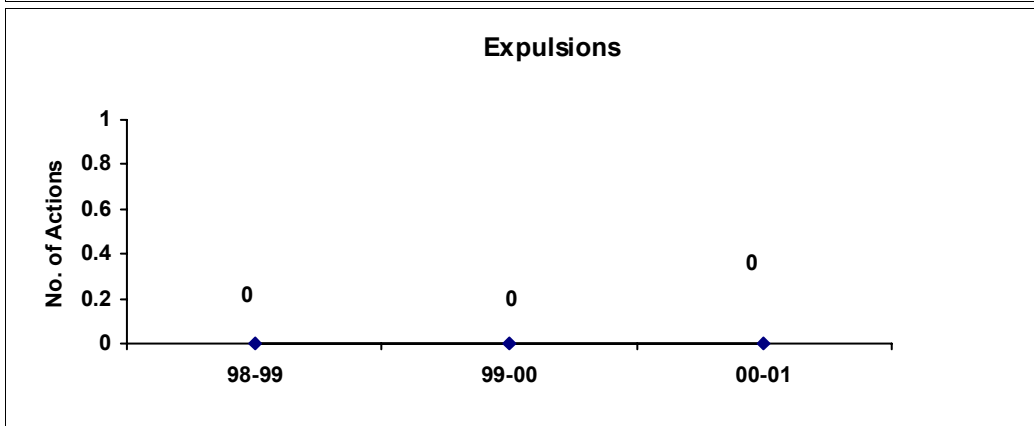
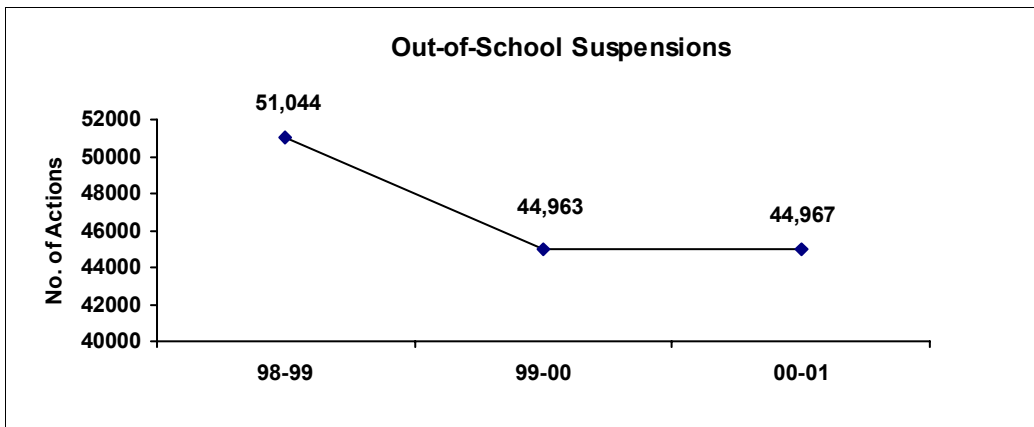
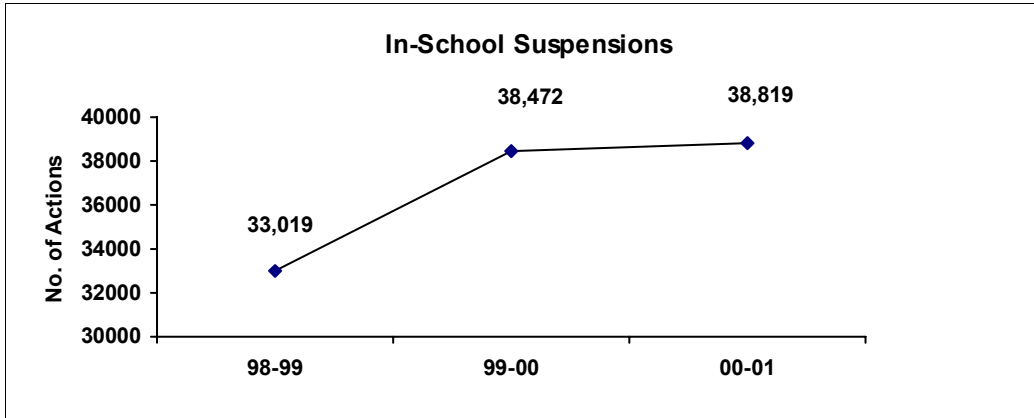
² Number of individual students who have been suspended or expelled one or more times.

³ Percent of students suspended or expelled of the total category population.

⁴ Number of students involved in a disciplinary action who were reported by the district without grade-level, gender, or race information.

Discipline Data: Trends

DUVAL



Note: Graph trends should not be compared because each graph reflects a different Y-Axis scale.