

SESIR Incident Summaries

HIGHLANDS	1998 - 1999		1999 - 2000		2000 - 2001	
Time of Incidents						
	%	<i>Raw Data</i>	%	<i>Raw Data</i>	%	<i>Raw Data</i>
During School Hours	92.21	734	93.33	490	97.46	729
Not During School Hours	6.91	55	5.71	30	2.01	15
Unknown	0.88	7	0.95	5	0.53	4
Total Number of Incidents		796		525		748
Persons Involved						
	%	<i>Raw Data</i>	%	<i>Raw Data</i>	%	<i>Raw Data</i>
Students	96.86	771	95.05	499	98.93	740
Non-Students	0.13	1	0.19	1	0.67	5
Both Students and Non-Students	3.02	24	4.76	25	0.40	3
Unknown	0.00	0	0.00	0	0.00	0
Total Number of Incidents		796		525		748
Location of Incidents						
	%	<i>Raw Data</i>	%	<i>Raw Data</i>	%	<i>Raw Data</i>
School Grounds	91.46	728	94.48	496	94.79	709
School Sponsored Activity	3.02	24	2.10	11	0.94	7
School Sponsored Transportation	5.53	44	3.43	18	4.28	32
Total Number of Incidents		796		525		748
Number of Schools Reporting No SESIR Incidents						
	%	<i>Raw Data</i>	%	<i>Raw Data</i>	%	<i>Raw Data</i>
Elementary ²	25.00	2	25.00	2	25.00	2
Middle ³	0.00	0	0.00	0	0.00	0
High ⁴	0.00	0	0.00	0	0.00	0
Combination ⁵	0.00	0	0.00	0	0.00	0
Charter	0.00	0	0.00	0	0.00	0
Total Number of Schools		2		2		2

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

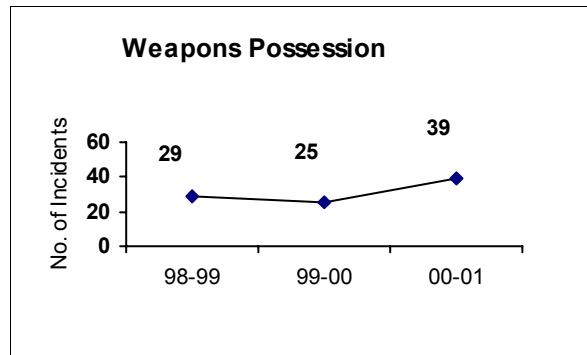
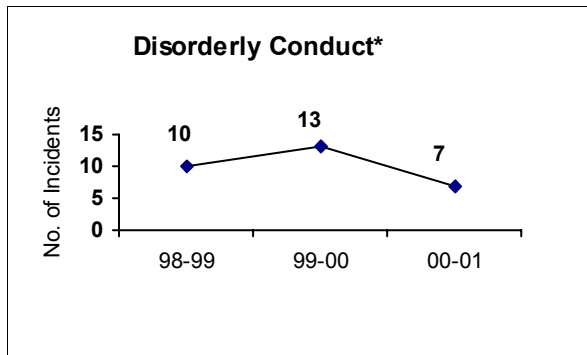
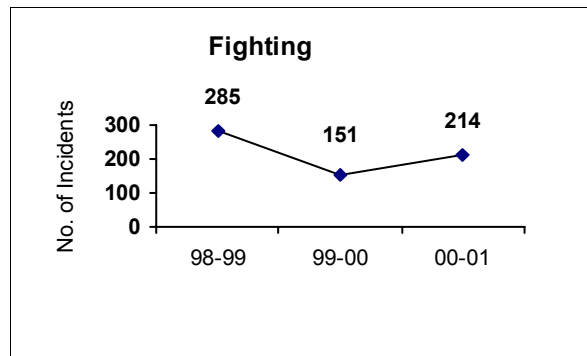
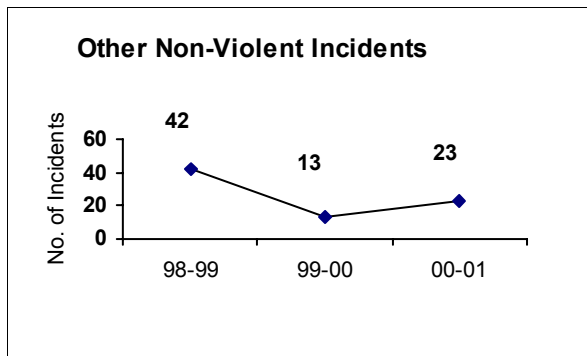
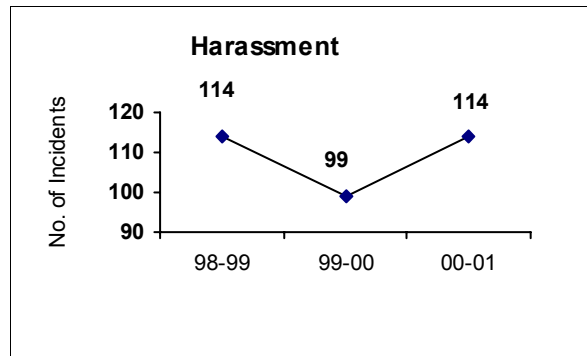
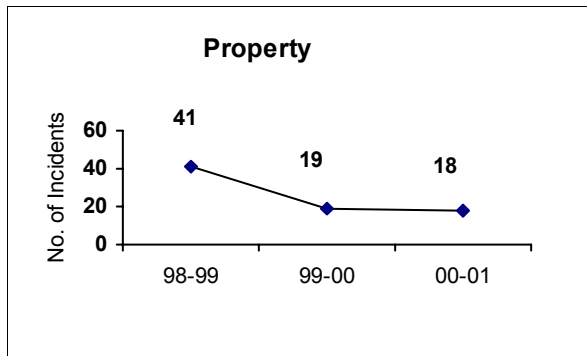
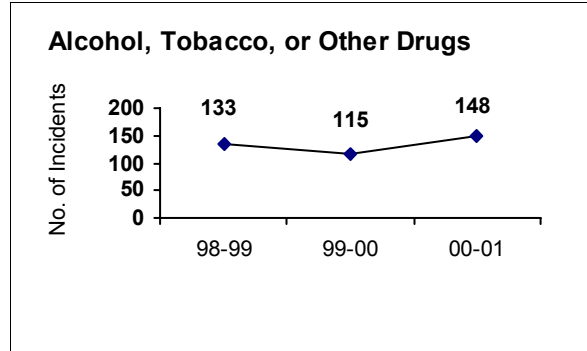
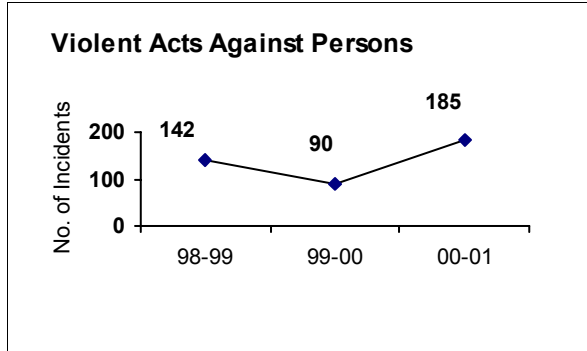
HIGHLANDS	1998 - 1999		1999 - 2000		2000 - 2001	
Student Population:	12,806		12,583		12,657	
	<i>Per 1,000</i>	<i>Raw Data</i>	<i>Per 1,000</i>	<i>Raw Data</i>	<i>Per 1,000</i>	<i>Raw Data</i>
Violent Acts Against Persons	11.09	<i>142</i>	7.15	<i>90</i>	14.62	<i>185</i>
Homicide	0.00	0	0.00	0	0.00	0
Sexual Battery	0.00	0	0.00	0	0.08	1
Robbery	0.00	0	0.00	0	0.00	0
Battery	11.09	142	7.15	90	14.54	184
Kidnapping	0.00	0	0.00	0	0.00	0
Alcohol, Tobacco, or Other Drugs	10.39	<i>133</i>	9.14	<i>115</i>	11.69	<i>148</i>
Drugs	1.72	22	1.35	17	3.79	48
Alcohol	0.39	5	0.40	5	0.63	8
Tobacco	8.28	106	7.39	93	7.27	92
Property	3.20	<i>41</i>	1.51	<i>19</i>	1.42	<i>18</i>
Breaking/Entering	0.08	1	0.00	0	0.00	0
Larceny/Theft	1.56	20	0.87	11	1.11	14
Motor Vehicle Theft	0.00	0	0.00	0	0.00	0
Arson	0.08	1	0.08	1	0.00	0
Vandalism	1.48	19	0.56	7	0.32	4
Harassment	8.90	<i>114</i>	7.87	<i>99</i>	9.01	<i>114</i>
Threat/Intimidation	6.40	82	5.48	69	5.53	70
Sexual Harassment	2.50	32	2.38	30	3.48	44
Other Non-Violent Incidents	3.28	<i>42</i>	1.03	<i>13</i>	1.82	<i>23</i>
Sexual Offense	0.47	6	0.16	2	0.40	5
Trespassing	0.00	0	0.00	0	0.00	0
Other Major	2.81	36	0.87	11	1.42	18
Fighting	22.26	<i>285</i>	12.00	<i>151</i>	16.91	<i>214</i>
Disorderly Conduct	0.78	<i>10</i>	1.03	<i>13</i>	0.55	<i>7*</i>
Weapons Possession	2.26	<i>29</i>	1.99	<i>25</i>	3.08	<i>39</i>
TOTAL	62.16	<i>796</i>	41.72	<i>525</i>	59.10	<i>748</i>

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

HIGHLANDS



* 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

HIGHLANDS

Discipline Actions by Grade Level

1998-1999

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	6,724	878	343	2
Middle	3,099	3,316	1,023	3
High	3,510	4,075	948	1

1999-2000

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	5,466	1,040	317	0
Middle	2,528	4,326	928	1
High	3,013	4,061	931	1

2000-2001

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	6,148	885	513	1
Middle	3,030	4,876	1,101	3
High	3,479	4,285	1,031	1

Discipline Actions per 1,000 Students by Grade Level

1998-1999

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	6,724	130.58	51.01	0.30
Middle	3,099	1070.02	330.11	0.97
High	3,510	1160.97	270.09	0.28

1999-2000

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	5,466	190.27	57.99	0.00
Middle	2,528	1711.23	367.09	0.40
High	3,013	1347.83	308.99	0.33

2000-2001

Grade Level	Total Population	In-School Suspension	Out-of-School Suspension	Expulsion
Elementary	6,148	143.95	83.44	0.16
Middle	3,030	1609.24	363.37	0.99
High	3,479	1231.68	296.35	0.29

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

HIGHLANDS	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	6,148	885	365	5.94	513	240	3.90	1	1	0.02
GENDER										
Female	2,977	172	78	2.62	95	45	1.51	0	0	0.00
Male	3,171	713	287	9.05	418	195	6.15	1	1	0.03
RACE										
Asian	52	0	0	0.00	1	1	1.92	0	0	0.00
Black	1,241	432	167	13.46	259	121	9.75	1	1	0.08
Hispanic	1,292	95	41	3.17	33	20	1.55	0	0	0.00
Indian	39	3	2	2.56	3	2	5.13	0	0	0.00
Multiracial	85	5	4	4.71	18	9	10.59	0	0	0.00
White	3,439	350	152	4.42	199	87	2.53	0	0	0.00
MIDDLE	3,030	4,876	1,224	40.40	1,101	395	13.04	3	3	0.10
GENDER										
Female	1,453	1,478	452	31.11	311	127	8.74	0	0	0.00
Male	1,577	3,398	772	48.95	790	268	16.99	3	3	0.19
RACE										
Asian	27	1	1	3.70	0	0	0.00	0	0	0.00
Black	593	1,786	373	62.90	435	149	25.13	1	1	0.17
Hispanic	553	754	222	40.14	128	57	10.31	0	0	0.00
Indian	23	39	3	39.13	4	3	13.04	0	0	0.00
Multiracial	13	35	6	46.15	12	3	23.08	0	0	0.00
White	1,821	2,261	613	33.66	522	183	10.05	2	2	0.11
HIGH	3,479	4,285	1,137	32.68	1,031	461	13.25	1	1	0.03
GENDER										
Female	1,704	1,261	375	22.01	268	132	7.75	0	0	0.00
Male	1,775	3,024	762	42.93	763	329	18.54	1	1	0.06
RACE										
Asian	32	3	3	9.38	1	1	3.13	0	0	0.00
Black	667	1,436	317	47.53	371	149	22.34	0	0	0.00
Hispanic	554	671	186	33.57	110	65	11.73	0	0	0.00
Indian	11	9	0	18.18	0	0	0.00	0	0	0.00
Multiracial	6	3	2	33.33	3	2	33.33	0	0	0.00
White	2,209	2,163	627	28.38	546	244	11.05	1	1	0.05
TOTALS	12,657	10,046	2,726	21.54	2,645	1,096	8.66	5	5	0.04
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.

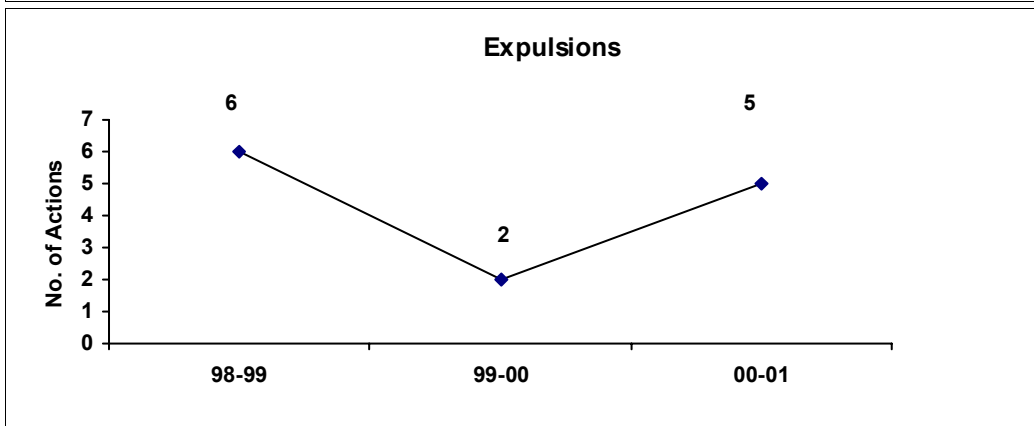
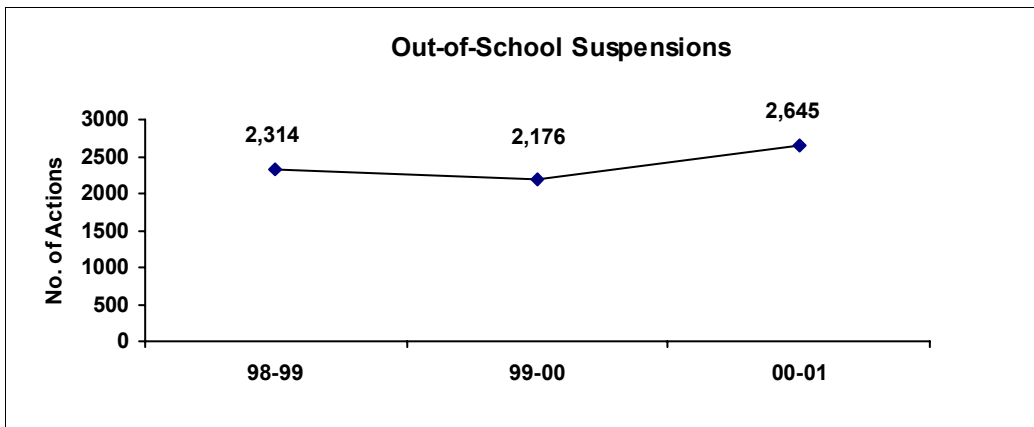
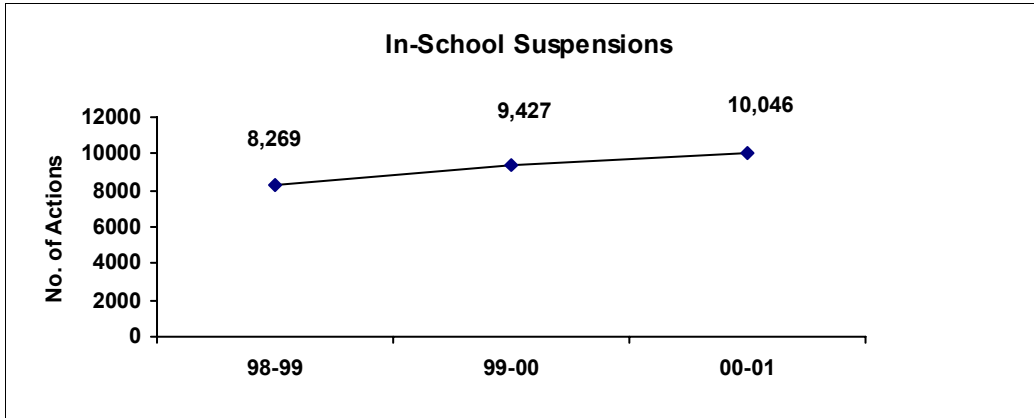
² Number of individual students who have been suspended or expelled one or more times.

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

HIGHLANDS



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