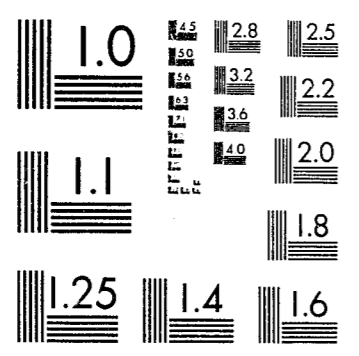




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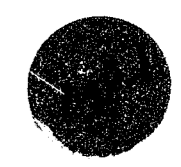
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Comparative Trends of Criminal Victimization  
in School and in the Community:

1974 - 1981

Draft of

Final Report

to

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Comparative Trends of Criminal Victimization in School and  
in the Community, 1974-81

Abstract

Little is known about trends in crime occurring in school. The research here attempts to chart the course of criminal victimizations in school, using the National Crime Victimization Survey (National Sample) for 1974-1981, for the crimes of robbery, aggravated assault, assault, and larceny. An heuristic comparison of in-school versus out-of-school victimization is made, and a theoretical rationale is outlined for future research. Some of the subtopics which have been examined include trends in violent crimes; property crimes; weapon usage; seriousness of crime; stranger perpetration; race; age; and sex characteristics of victims and perpetrators; "series" crimes; and multiple offender victimizations. In general we find that the victimization of students and staff in schools has remained steady over the time period in question -- 1974 to 1981.

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Overview

Trends in school crime have not been previously subject to systematic study with reliable data, although careful research has been done with cross-sectional data (McDermott, 1979; Gottfredson and Daiger, 1979; National Institute of Education, 1978). Consequently, little has been known about trends in school crime (Rubel, 1977). The research here examines trends in victimization over an eight year span (1974-1981) using available data from the "National Sample" of the National Crime Victimization Survey (NCS) conducted by the U.S. Bureau of the Census and made available through the Inter-University Consortium for Political and Social research (ICPSR). We describe trends in several categories of victimization in school, and compare them with trends in victimizations outside of school in order to better understand the nature of patterns of school crime. What we find is a remarkable constancy in school crime over the time period in question.

Some of the major findings of the study include the following:

1. Victimization in school constitute about half of the victimizations of juveniles from 14 to 17 and schools remain a major locus of victimization over the 1974-81 time period.
2. Most larcenies in which juveniles are victims occur in school. This holds true over the 1974-81 time period.

3. Approximately 15 to 30% of robbery, aggravated assault and simple assault victimizations of juveniles occur in school. The percentage varies from year to year, though no systematic pattern over time is discernible.
4. Almost all in-school victimizations occur during school "daylight" hours of 6 am to 6 pm (unchanged over the time period 1974-81).
5. "Series" crimes occur often in school and account for as much as 15% of all persons' crimes.
6. When adjusted for inflation the value of property stolen in school has remained relatively constant from 1974 to 1981.
7. Although the "seriousness" of crimes in school has increased over time, this is in part due to the inflation rate.
8. Strangers account for 40 to 50% of personal victimizations in school -- more so in schools in large communities than in small communities. The rates vary from year to year and from crime to crime, but with no consistent pattern.
9. In general there is race, age, and sex homogeneity of victim and perpetrator. Whites in school, however, are increasingly likely to be victimized by whites and decreasingly likely to be victimized by blacks from 1974-81.
10. A heuristic comparison of victimizations by month suggests a potential payoff for further research comparing trends in school versus other locations.

Table of Contents

Trends in Criminal Victimization in Schools, 1974-81

	<u>Page</u>
Abstract . . . . .	ii
Overview . . . . .	iii
I. Introduction . . . . .	1
A. Concern with School Crime . . . . .	1
B. The Cost of School Crime . . . . .	2
C. Research on Trends in School Crime . . . . .	4
D. Theoretical Perspectives . . . . .	6
E. Present Study of School Crime . . . . .	8
F. Limitations of the Analysis . . . . .	11
II. The Time and Place of Crime . . . . .	15
A. Location of Crime . . . . .	15
B. Age and Location . . . . .	17
C. The Nature of Crime in School . . . . .	18
D. In-School Crime During the Day . . . . .	19
III. Crimes Against Person . . . . .	25
A. Robbery . . . . .	25
B. Aggravated Assault . . . . .	26
C. Simple Assault . . . . .	27
D. Series Crimes . . . . .	27
E. Injury . . . . .	28
F. Weapon Use . . . . .	29
G. Victimization of Teachers in School . . . . .	30
H. Summary . . . . .	30
IV. Property Crimes . . . . .	47
A. Larceny . . . . .	47
B. Value of Property Lost . . . . .	47
C. Larceny of Teachers and Other Adults in School . . . . .	49
D. Summary -- Larceny . . . . .	50
V. Offense Seriousness . . . . .	57
VI. Victimization by Strangers . . . . .	65
A. Victimization by Strangers -- By Crime Type . . . . .	65
B. City Size and Stranger Perpetration . . . . .	66
C. Injury and Stranger Perpetration . . . . .	67
D. Stranger Perpetration -- Summary . . . . .	68

VII. Perpetrator Characteristics . . . . .	74
A. Age . . . . .	74
B. Race . . . . .	74
C. Sex . . . . .	75
D. Offender Characteristics -- Summary . . . . .	76
VIII. Multiple Offenders . . . . .	82
A. Multiple Perpetrators . . . . .	82
B. Gang Perpetration . . . . .	83
C. Summary -- Multiple Offenders . . . . .	83
IX. Monthly Trends in Victimization in School and Elsewhere . . . . .	88
A. Overall Trends . . . . .	90
B. Seriousness Trends . . . . .	91
C. Identification of Appropriate Model for the Victimization Series . . . . .	93
D. The Relationship between Victimization in School and Elsewhere . . . . .	98
E. Summary . . . . .	101
X. Summary and Conclusions . . . . .	117
A. Summary of Empirical Findings . . . . .	117
B. Policy Considerations . . . . .	120
C. Directions for Future Research . . . . .	120
D. Concluding Remarks . . . . .	123
Appendix A: Standard Error . . . . .	125
Appendix B: Offense Seriousness . . . . .	126
Appendix C: Type of Interview . . . . .	129
Appendix D: Problems with 1973 Data . . . . .	135
Appendix E: Some Formal Definitions . . . . .	136
Bibliography . . . . .	138

## Section One: Introduction

### Concern with School Crime

Crime in school is not a recent development, but widespread crime in public secondary schools seems to have occurred in the past twenty years, especially in the United States (Toby, 1983a). Public awareness of crimes in public schools is a result, no doubt, of media coverage as well as of the testimonies of the many victims of school crimes. Mass media stories in the 70's and 80's were often "horror stories of teachers being murdered and students being raped" (Wilson, 1977:43). Such stories have been fuel for the fears of students and parents alike as to what has "gone wrong" with the school system or with American society in general. Polls conducted on the perception of school crime (Gallup, 1974; 1975) found that two-thirds of the respondents reported a belief that stealing was going on in their local schools a great deal (33 percent) or some of the time (34 percent). Student groups or gangs were similarly perceived as a big problem or somewhat of a problem by about half of the respondents.

In response to public concern with school crime Congressional hearings were held. The Senate Judiciary Subcommittee to Investigate Juvenile Delinquency, for example, released a report in 1975 in the 1970 to 1973 period that crime in American schools was increasing.

The most thorough study to date is that of the National Institute of Education, which released a report in 1978 on the Safe School Study based in part on 31,373 student and 23,895 teacher questionnaires

concerning in-school victimizations; these questionnaires were completed anonymously. According to this report, violence and vandalism had increased in the 60's and early 70's, but then leveled off. School principals perceived no change in the seriousness of violence and vandalism in their schools for the years 1971-76.

Another study was based on the National Crime Survey conducted in 26 large American cities in 1974 and 1975. The results of this study concerning urban schools are documented in a report by McDermott (1979). Although this report did not address the question of trends in school crime, it did thoroughly document the nature and extent of crime in the 26 Survey cities. McDermott found that while 8 percent of all the victimizations reported occur in school, victimizations for juveniles were more likely to occur in school, especially for larceny offenses.

#### The Cost of School Crime

In addition to the reaction to school crime, the importance of the problem of crime in schools can be gauged in other ways. Foremost, of course, is the cost to those who are victims of acts of violence. McDermott reported approximately 20,000 robbery and aggravated assaults in school in the NCS data in 26 cities. In the NCS National Data, in most years there are over 40,000 in-school robbery and aggravated assault victimizations of juveniles 14-17 years old. Property crimes result in substantial loss, both personally -- in the case of the students and teachers who are victims of larceny and

robbery -- and community-wide in the case of vandalism costs, which have been estimated to be in the hundreds of millions of dollars every year (the U. S. Office of Education estimated \$100 million in 1969; the National Education Association estimated \$200 million in 1970).

Of course, the cost of school crime extends beyond the injury and dollar loss to victims and taxpayers. Fear of victimization in school is an additional cost (McDermott, 1980: 1983). Studies show that 14-25% of students fear for their safety in secondary schools (Wayne and Rubel, 1982), with even higher percentages fearful in junior highs. The NEA Teacher Opinion Poll in 1982 showed that many teachers are fearful of physical attack by students (Sheridan, 1982). In the NIE Safe School Study, 8% of the principals reported vandalism, personal attacks and theft as a fairly serious or very serious problem (U. S. Department of Health, Education, and Welfare, 1978). Students reported avoiding portions of the school building, in part because of fear of possible victimization.

Beyond the actual victimization or the fear of it are costs that are more difficult to demonstrate empirically -- the effect of crime and the fear of crime in school on the educational process. According to the NIE Safe School data, 12% of the public school teachers said that within the two months previous to the survey they had been hesitant to confront misbehaving students out of fear for their own safety. Effectiveness in controlling classrooms becomes problematic, as does the quality of education in such classrooms.

Fear of crime may well be out of proportion to actual crime. Nevertheless, the fear may "paralyze" the teacher, even if based on the

behavior of what has been called the "symbolic anti-student" (Harlan and McDowell, 1981) who may not actually commit serious crimes. In fact, what has been called "fear games" may involve physical posturing, distancing, eye contact, nonresponse, as well as many other behaviors which are not actually crimes (Pickhardt, 1978), yet which neutralize teacher effectiveness. Fear of the misbehaving student may lead the teacher to lose self-respect and further diminish teaching effectiveness.

Of course, crime in the classroom can be looked upon as symptomatic of other problems in the school, but crime also may be seen as a demoralizing agent to teachers and administrators, possibly resulting in high attrition rate among those groups in certain schools. Thus, crime is both an indicator of underlying educational problems as well as potentially a cause of those problems.

#### Research on Trends in School Crime

Despite the apparent seriousness of the school crime problem, empirical evidence on the recent trends in school crime is sparse. The NIE Safe School Study reviewed the few available trend studies on school violence up to 1976 and found that, in general, most studies showed "an increase in assaults on teachers from 1956 to 1974, "but a leveling off after that time." They also report an increase in robberies and assaults in the early 70's and "an increase in vandalism in the mid-sixties which leveled off around 1970 or 1971" (U.S. Department of Health, Education and Welfare, 1978:35).

Another source of information is the National Education Association Teacher Opinion Poll (TOP), which asks teachers about attacks and, since 1972, about damage by students to teachers' personal property. Since 1978, theft by students were also reported. Moles (1983) summarizes the trends in the data as follows:

In summary, the Teacher Opinion Poll data for 1972-83 show several patterns: (1) an increase in physical attacks on teachers to a new level at least 50% higher than before starting in 1979, (2) an up-down-up pattern for personal property damage with the latest stable increase occurring in 1978, and (3) a high but level rate of theft since it was first measured in 1978 (Moles, 1983:8). Unfortunately, the two major sources of data on trends present

problems as to the reliability of the data. In comparing the findings of the NCS and Safe School Study one finds that many more victimizations were reported in the Safe School study than in the NCS survey for 1976. Up to 30 times more robberies in school were reported in the Safe School Study than in the NCS (Cook, 1982). Similarly, approximately 282,000 assaults were reported on students in school in the Safe School Study in one month, whereas the NCS data show only 54,700 assaults on students in one year. Such enormous discrepancies were not easily accounted for and point toward the need for much further methodological investigations of the reliability of victimization estimates in general. For example, it may be that because the Safe School Study students were asked only about incidents at school, while the NCS students were interviewed at home, school incidents were more salient for the former (Moles, 1983:9).

### Theoretical Perspectives

Although this study is descriptive in nature, we think it important to discuss some theoretical perspectives on the relationship between crime in the community and in school. Although the NCS data do not allow for testing of these theories, they are a basis for future research in this area. Clearly, school crime bears some relationship to the society in which it occurs. One perspective stressing this relationship holds that crime is imported into schools from the neighborhoods from which students come, and that school crime has little to do with the social organization of schools themselves. This way of looking at school crime attributes school crime to the character of the school population and recalls the discussion of prison violence as a cultural importation by the prison population (Irwin and Cressey, 1962).

A second interpretation holds that school crime reflects the social organization of the school rather than the character of the student population (Duke and Seidman, 1981). While this is certainly a logical possibility, it tends to attribute all school crime to the legitimate occupants of the school, especially to students. It is known, however, that a considerable portion of school crime is committed by intruders -- in large cities at any rate (Toby, 1983a; 1983b).

Still a third perspective on school crime considers its effects rather than its causes. Students and intruders engage in theft and violence in school as unintended rehearsals for out-of-school crime.

later in life histories. Although a rather implausible approach at first thought, developmental logic favors it. Criminal behavior is learned behavior, and learned behavior must be learned and reinforced somewhere. Just as experiences within the family may lead subsequently to delinquent and criminal behavior, so too can experiences in the school predispose the individual to criminal behavior outside the school. The critical question is the mechanism by which this takes place.

One mechanism has been explored extensively in the research literature. Some children experience defeats in their quest for self-esteem and for status-enhancing capabilities that are compensated for by criminality (Toby, 1950). In short, school experiences create personality needs that later lead to criminality. A second mechanism has received little attention. It leads to out-of-school crime, not by developing personality needs, but by providing a facilitating sociocultural milieu in which certain kinds of crimes are imagined (Stephenson, 1973), attempted, and reinforced by practice. For example, robbery of an adult on the street may be inconceivable for most teen-age boys. But a boy who has successfully extorted lunch money from classmates at school and snatched the chain off the neck of a secretary may face street robbery with greater confidence. We will not be able to test these theoretical formulations in the present analysis. But these perspectives are important to our long-term understanding of school crime.

Theoretical and additional data problems limit the trend analyses proposed here. Data are available for too few points in time to

attempt univariate ARIMA or Box-Jenkins time series modeling of yearly data (McCleary and Hay, 1980). We attempted a monthly time series analysis (see Section IX), but with limited results. As important as the lack of data points is lack of systematic theory on trends in crime, particularly over relatively short span of years, e.g., 1974-1981. Most theoretical efforts made on the subject of school crime either deal with long-term trends (Toby, 1980) that do not generate predictions for periods as short as a decade or attempt to predict which schools or which children will have high rates of victimization (U. S. Department of Health, Education, and Welfare, 1978). Here our primary goal is to generate information on trends in school crime, although we are guided in our approach to the subject by some of the ideas in the subsequent discussion on theoretical perspectives.

#### Present Study of School Crime

The present study looks at personal victimizations -- robberies, assaults, and larcenies -- from 1974-81. These three crime types are included since they are the types of victimizations that occur in school in which individual persons are the victims and for which there are enough reported occurrences in school in the NCS to enable the study of trends (thus, for example, rape is excluded from consideration.)

The place of victimization is categorized for the analysis into the three groups: schools; streets, parks, etc.; and all other locations (aggregating the NCS categories of at or in home, near home,

inside commercial building, factory, vacation home, motel, and other places). These groups of locations were used for the following reasons. Trends in school crime are best understood in relation to trends in other locations. The category "on street, in park, etc." used by the NCS serves as a good benchmark for comparative purposes. The majority of all personal victimizations occur in this category, especially among youths of high-school age. The third category is formed in part for presentational convenience and in part because of the relative paucity of victimization of youth in each of the individual contexts constituting this category. Some information is necessarily lost and heterogeneity introduced by collapsing these categories, however. Within our "other" category, most of the larcenies and robberies, for example, occur inside commercial buildings such as stores, restaurants, banks, and gas stations, whereas most of the assaults occur "near home." Because the actual number of victimizations for a given type of victimization in a specific "other" location is low, it was necessary to aggregate across all of these categories.

The age of the victim is an important consideration for our definition of who is victimized in what kind of school. Most students aged 14 to 17 are registered in a secondary school (Statistical Abstracts, 1974-81). We focus on youths in this age range, resulting in the exclusion of younger juveniles (12-13 years old). We do this because these younger individuals were interviewed by "proxy," that is, by other members of the household. It seems likely that such interviews cloud the overall interpretation of the trends of in-school



victimization by introducing more fluctuation in the trend figures than what is actually occurring. Therefore in this report, we focus on juveniles age 14-17 and the victimizations of this age group occurring in school and the other locations.

As for those not students in high schools but who are victimized nevertheless (teachers, administrators, custodians, etc.) there are relatively few reported occurrences in school in the NCS. Following McDermott (1979) generally we divide victims into two categories: teachers and administrators versus all other adults victimized in school or, alternatively, aggregate them into one category "adults."

Other aspects of the analysis merit note. Although data for victimizations in 1973 were available to us, we discovered that the public-use data sets for that year did not match with earlier reports on that year. No such problems were found for other years (see Appendix D). After consulting with ICPSR, we decided to drop 1973 from the analysis since the problem did not seem solvable in the time period of the research grant.

Despite the collapsing of locations and ages, some cells of the tables to follow contain too few sample occurrences of the event in question to generate reliable estimates of the specific types of victimizations or characteristics of the incident. Whenever an estimate is based on fewer than 10 cases, we have starred this cell as being an unreliable estimate. See Appendix A for a discussion of the standard error of estimates.

#### Limitations of the Analysis

There are numerous methodological limitations to the National Crime Survey that force limitations on claims about trends in school victimization. Foremost among the problems is that the National Crime Survey is collected for other purposes and not to give an accurate picture of victimizations in high schools. Several problems develop from this point. For one, there is no way to be sure that the victimization of a 14 to 17 year old "in school" occurred in a secondary school, although very few 14- to 17-year olds are either in grade school or in college.

The NCS survey does not differentiate types of schools when asking questions about the location of victimizations. Thus, while the bulk of the victimizations occur in public secondary schools, about 6 to 8 percent of all secondary school students are enrolled in private secondary schools (see Table I.1). Similarly, there is no assurance that secondary school teachers who report being victimized "in school" are actually victimized within a secondary school. This makes it impossible to determine the exact educational context in which the victimization took place.

Because the primary goal of the survey is to provide descriptive information on the prevalence of victimization, the survey does not sample for specific locations of crimes of certain types. Thus, there are too few reported cases of robbery of teachers in school with a gun to warrant a study of trends in this phenomenon. In general, we are unable to provide trends using multiple combinations of variables such

Table I.1 Number of Public and Private Secondary School Students  
(From Statistical Abstracts, 1984)

1974	Public	18,671,000
	Private	1,300,000
	% Private	6.5
1975	Public	19,151,000
	Private	1,300,000
	% Private	6.4
1976	Public	18,887,000
	Private	1,342,000
	% Private	6.6
1977	Public	18,623,000
	Private	1,343,000
	% Private	6.7
1978	Public	17,534,000
	Private	1,353,000
	% Private	7.2
1979	Public	16,728,000
	Private	1,400,000
	% Private	7.7
1980	Public	16,708,000
	Private	1,400,000
	% Private	7.7
1981*	Public	15,999,000
	Private	1,330,000
	% Private	7.7

\*Estimated in the Statistical Abstracts, 1984.

as the location, type of crime, characteristics of the victim and percentage(s), and so forth. Where possible this is done, subject to the availability of sufficient cases for reliable estimates.

Another problem with the NCS relates to an important problem in school crime -- intruders entering the school and victimizing students and teachers. The NCS does not provide information on the student/non-student identity of the perpetrator, and such information is not easily obtained; a victimization survey must rely on the victim's perception of the perpetrator's characteristics. If such a question about the perpetrator were asked, the victim would not always be able to say whether or not the perpetrator was a student in the school in question at the time of the victimization, only whether the perpetrator was a "stranger" to the victim. Thus, the identification of the perpetrator as a "stranger" provides only limited information on the phenomenon of intruders within the school building.

One further limitation of the NCS in relation to school crime concerns the question of why the victim was in the school. Presumably many juveniles are there to attend classes, but many are there for extra-curricular activities as well (often after normal school hours). The NCS limitations do not allow the researcher to differentiate these reasons for being in school and the time of occurrence measure does not allow for distinguishing between school hours and after school hours. Related to this point, questions are not asked as to the location of crime within school (hallway, gym, locker room, library, etc.). While there are reasons to believe that victimizations are not uniformly

spread throughout the school building, we are unable to make the necessary distinctions.

Awareness of the "location" limitations of the NCS led to the differentiation of "school yard" from other victimization locations, beginning in 1979. Unfortunately, these data have not yet been made available as public use tapes, and thus we do not yet know the full extent to which victimization of juveniles is a school-related phenomenon. Ultimately, it would help in future research if the NCS could also include questions identifying the activity that the victim was engaged in at the time of victimization, e.g., on the way to and from school. By "locating" victimizations in this way, greater descriptive accuracy on the nature and extent of in-school crime could be obtained.

There also seems to be good reason to believe that the incidence and prevalence of victimization in general has been underreported in the NCS (Sparks, 1982:67-80). In terms of victimizations in school, the extent to which underreporting occurs is unknown, although there may be large variations in failure to mention victimizations among sub-groups (blacks, 14-year-olds, etc.).

One difficulty in estimating trends in reported victimization is posed by the type of interview conducted: over the phone or in person. The NCS has increasingly relied on phone interviews, especially with juvenile victims. In fact, the percent of 14-17 year olds interviewed over the phone has increased from 34% to 60% between 1975 and 1981. More research needs to be done to adequately address the methodological questions raised by this problem, but some findings concerning it are presented in Appendix C.

## Section II. The Time and Place of Crime

### The Location of Crime

To get an overview of the problem of victimization in school, we initially examine the percent of victimizations that occur in school as opposed to other locations. In Table II.1 a breakdown is presented of the personal crimes under study (robbery, aggravated assault, simple assault, and larceny) for all ages by the location of the victimization. The most frequent location was in the category "in parks, street, playgrounds, etc.." Second in this ranking is the "near home" category. Together, these two sites account for almost two-thirds of the victimizations over the period 1974-1981. Other "public" locations (here, defined by aggregating the NCS categories of inside commercial buildings, office, factory, vacation home, or motel) account for roughly an eighth of all these crimes. The public category alternates with schools for the third most frequent location. In 1973 and 1974, schools were the third most frequent location, after that "public" victimizations rank third. Despite the fact that Table II.1 is for all ages of victims, (and presumably relatively few adults are present in secondary school), schools are the location for between one eighth and one tenth of the personal victimizations studied here. Home remains the safest location presented in Table II-1 with 6-7 percent of all such personal victimizations occurring in the home.

The most notable trend in Table II.1 is the change in the percentage of crimes that occur in school. These seem to drop off while victimizations in "other" locations increase between 1974 and 1981.

Table II.1 Location of Crimes, All Ages, 1974-81  
(in thousands)

Year	Home	Public	Near Home	Street/ Park	School	Other
1974	6.0% (1,668)	12.1% (3,387)	28.1% (7,837)	31.9% (8,894)	13.7% (3,828)	7.9% (2,201)
1975	5.9% (1,677)	11.9% (3,381)	28.5% (8,096)	32.7% (9,301)	13.3% (3,789)	7.6% (2,148)
1976	6.0% (1,702)	12.2% (3,482)	28.7% (8,155)	33.1% (9,418)	12.2% (3,470)	7.6% (2,167)
1977	6.3% (1,820)	12.7% (3,704)	27.7% (8,042)	33.0% (9,576)	11.8% (3,441)	8.4% (2,441)
1978	6.5% (1,903)	14.1% (4,107)	27.1% (7,948)	31.6% (9,252)	11.6% (3,391)	9.0% (2,645)
1979	6.7% (2,010)	14.5% (4,314)	30.5% (9,101)	25.9% (7,722)	10.4% (3,095)	11.9% (3,535)
1980	7.2% (2,007)	14.2% (3,980)	30.9% (8,665)	27.5% (7,716)	9.1% (2,540)	11.0% (3,095)
1981	7.1% (2,071)	13.4% (3,921)	29.6% (8,647)	29.7% (8,683)	9.6% (2,813)	10.5% (3,071)

\*We have defined "public" by aggregating the following NCS categories: inside commercial buildings, office, factory, vacation home, or motel. The percentages may not add to 100 due to rounding.

Whether this "trend" is a true reflection of the actual crime trends or in part a methodological artifact is unclear because respondents were given a new option in 1979: to answer whether or not the victimization occurred in a school yard or not. This breakdown of responses has not yet been made available in public-use tapes. "School yard" responses from 1979-81 were classified as "street, park, etc." Even though interviewers prior to 1979 were presumably instructed to code a school yard victimization as a "street, park, etc." victimization, it is possible that some of these victimizations were defined by the victims as occurring "in

school." Since this is more unlikely to occur from 1979 on, the drop in the percentage of crimes occurring in school may partly reflect this question change. (We will see below that the drop cannot be fully explained by the drop in school enrollments over this time period.)

#### Age and Location

In one sense the percentages in Table II.1 above are misleading. Since juveniles account for most of the victims in school, schools may be a more dangerous location (relative to other locations) for them than for others. Indeed, in Table II.2 one can see that almost half of the personal victimizations of juveniles aged 14-17 occur in school. Streets, parks, etc., constitute the second most frequent locus of crimes (about 25% of the personal victimizations studied here). By contrast, only 6-7 percent of those aged 18-21 and about 2 percent of those 22 or older are victimized in school. Young adults (those 18 to 21) are much more likely to be victimized on the street, in parks, etc. Older adults (those 22 or older) are generally more likely to be victimized "near home" than in the streets, parks, etc. (more than a third of their victimizations) occur "near home" each year). This latter finding may be accounted for by the greater participation of 18 to 20 year-olds in park, playground, and street activities than older adults.

Note also that there is no appreciable change in the percentage of victimizations of 14-17 year olds in streets, parks, etc. This suggests that the addition of the response category of "school yard" after 1979 has not influenced the observed distributions appreciably. However, the apparent decrease in in-school victimizations after 1979 may be more than offset by inclusion of school yard victimizations in the streets, parks, etc. category.

Table II.2 All Personal Crimes by Location and Age

Year	Age	Location					
		Home	Public	Near Home	Street/ Park	School	Other
1974	14-17	3.1	5.1	7.4	26.7	52.1	5.7
	18-21	6.4	15.4	20.0	41.0	6.9	10.2
	22+	6.9	13.9	36.6	32.1	2.3	8.2
1975	14-17	2.8	5.8	4.7	25.4	55.9	5.5
	18-21	7.8	15.5	19.6	41.7	6.4	9.1
	22+	6.5	13.1	37.2	33.1	2.1	8.0
1976	14-17	3.0	5.9	6.0	25.5	53.1	6.4
	18-21	7.4	16.4	19.7	39.8	6.6	10.0
	22+	6.5	13.3	36.7	33.8	2.1	7.6
1977	14-17	4.4	6.6	5.4	25.9	51.0	6.8
	18-21	8.0	16.4	19.5	38.4	7.1	10.5
	22+	6.5	13.9	35.0	34.0	2.2	8.5
1978	14-17	3.7	6.9	6.2	25.4	50.7	7.1
	18-21	8.3	17.5	19.5	38.6	5.9	10.3
	22+	6.9	15.3	34.2	31.9	2.2	9.5
1979	14-17	3.9	7.2	5.6	24.2	49.3	9.8
	18-21	8.1	16.8	23.8	30.8	6.3	14.2
	22+	7.2	15.7	37.5	25.4	2.2	12.1
1980	14-17	3.6	6.9	6.6	25.7	47.0	10.1
	18-21	10.1	15.4	23.6	32.9	5.1	13.0
	22+	7.4	15.6	37.1	26.9	2.0	11.0
1981	14-17	4.3	6.9	5.2	26.3	49.5	7.8
	18-21	7.9	14.7	21.4	36.3	6.8	12.8
	22+	7.6	14.7	35.9	29.1	2.0	10.7

#### The Nature of Crime in School

For the most part, school victimizations are larcenies. Schools are relatively safe in terms of victimization by aggravated assault (roughly 10 to 20 percent of aggravated assaults occur in school) while streets and parks, etc., account for 50 to 60 percent of aggravated assaults.

depending on the year.

Simple assaults are more common in schools. Schools account for 20 to 30 percent of simple assault victimizations of juveniles aged 14-17. Larceny victimizations, by way of contrast, quite commonly occur in school. Close to 80 percent of all larcenies of property valued less than \$10 (for juveniles aged 14-17) occurs in schools. Generally, the higher the property value of the stolen property or money, the less likely it occurred in school. Yet, over 50 percent of the larcenies of property valued at \$25 or more occurred in schools for 1979-1981.

In summary, serious personal injury is more likely to occur in street or park areas while schools are more likely to be the site of larcenies. This is not to minimize the seriousness of the crimes in school. In each year there were approximately 20,000 robberies and 30,000 aggravated assaults in schools.

Finally, the absence of consistent trends in the type of crimes in school over the nine years presented in Table II.3 should be noted. In general, the highest percentages for in-school robbery and assaults are found in the 1975-1977 period. However, there are considerable fluctuations for all crime types and no clear trends emerge.

#### In-School Crime During the Day

Table II.4 shows that, not surprisingly, most of the crimes occurring in school occur between the hours of 6 a.m. and 6 p.m. Almost all of the serious persons crimes of robbery, aggravated assault and simple assault occur during these "day" hours. Larceny crimes predominantly occur during the day also, but there is a greater proportion of these offenses occurring after 6 p.m. and before midnight (generally

from 2% to 6% of the larceny crimes) than are found for other types of crimes.

Unfortunately, the time periods used by the NCS do not correspond to normal school hours when more school "guardians" (teachers, administrators, support staff) are present. Thus, we do not know to what extent crime occurs at what might be called "high risk" periods -- shortly before classes begin in the morning or just after they end in the afternoon or at the noon hour.

Table II.3 Crime by Location, Non-Summer Months Only  
1974-81 (14 To 17-year-olds) -- Percents

	Street/ Park	School	Other
<b>Robbery</b>			
1974	72.0	17.6	10.4
1975	52.6	26.1	21.3
1976	58.2	25.4	16.4
1977	54.3	19.8	25.9
1978	64.3	15.1	20.6
1979	56.5	7.0*	36.5
1980	59.1	14.7	26.2
1981	62.1	18.6	19.3
<b>Aggravated Assault</b>			
1974	60.4	12.9	26.7
1975	62.1	11.5	26.4
1976	52.3	20.0	27.7
1977	54.0	16.8	29.2
1978	56.6	10.1	33.3
1979	53.7	14.6	31.7
1980	52.7	11.4	35.9
1981	54.7	15.6	29.7
<b>Assault</b>			
1974	52.9	25.2	21.9
1975	56.1	22.9	21.0
1976	49.6	28.1	22.3
1977	46.5	27.4	26.1
1978	53.1	26.2	20.7
1979	46.9	23.3	29.8
1980	39.8	28.8	31.4
1981	48.6	26.9	24.5
<b>Larceny with Contact</b>			
1974	21.6	46.3	32.1
1975	21.9*	55.8	22.3*
1976	29.4	33.3	37.3
1977	27.0*	36.2	36.8
1978	19.2*	55.7	25.1*
1979	51.4	22.0*	26.6*
1980	36.2*	36.4*	27.4*
1981	38.5*	34.4*	27.1*

Table II.3 (continued)

<u>Larceny &lt; \$10</u>			
1974	9.7	78.8	11.5
1975	10.0	80.5	9.5
1976	9.2	80.0	10.8
1977	10.6	80.1	9.3
1978	6.6	81.6	11.8
1979	8.9	78.7	12.4
1980	9.4	76.1	14.5
1981	5.9	83.1	11.0
<u>Larceny \$10-\$24</u>			
1974	12.2	73.4	14.4
1975	11.6	75.6	12.8
1976	13.2	67.8	19.0
1977	12.0	68.9	19.1
1978	13.1	68.4	18.5
1979	11.8	72.5	15.7
1980	11.6	69.7	18.7
1981	11.1	69.5	19.4
<u>Larceny \$25+</u>			
1974	32.1	35.9	32.0
1975	29.9	44.6	25.5
1976	29.4	43.0	27.6
1977	27.0	44.2	28.8
1978	22.0	44.8	33.2
1979	17.3	53.7	29.0
1980	22.2	49.5	28.3
1981	18.8	53.5	27.7

\* Estimate based on fewer than 10 sampled cases and is statistically unreliable.

Table II.4 Crime by Time of Day in School, 1974-81  
Non-Summer Months Only (14-17-year-olds)

	<u>6am - 6 pm</u>	<u>6 pm - Midnight</u>
<u>Robbery</u>		
1974	93.0%	0%*
1975	94.4%	5.6%*
1976	95.6%	4.4%*
1977	100.0%	0%*
1978	100.0%	0%*
1979	100.0%	0%*
1980	100.0%	0%*
1981	93.8%	0%*
<u>Aggravated Assault</u>		
1974	100.0%	0%*
1975	93.3%	6.7%*
1976	95.0%	5.0%*
1977	92.4%	7.6%*
1978	100.0%	0%*
1979	100.0%	0%*
1980	100.0%	0%*
1981	95.6%	4.4%*
<u>Assault</u>		
1974	96.3%	3.7%*
1975	90.7%	7.9%*
1976	97.3%	2.7%*
1977	98.9%	1.1%*
1978	96.9%	2.2%*
1979	93.8%	6.2%*
1980	100.0%	0%*
1981	96.2%	3.8%*
<u>Larceny with Contact</u>		
1974	100.0%	0%*
1975	100.0%	0%*
1976	91.6%	8.4%*
1977	90.9%	9.1%*
1978	91.9%	8.1%*
1979	86.5%	13.5%*
1980	100.0%*	0%*
1981	71.6%*	14.4%*

Table II.4 (continued)

<u>Larceny &lt; \$10</u>		
1974	86.8%	3.7%
1975	88.5%	2.0%
1976	87.0%	2.3%
1977	88.7%	2.2%
1978	87.2%	2.3%
1979	86.6%	2.0%*
1980	84.7%	2.3%*
1981	87.9%	1.9%*
<u>Larceny \$10-\$24</u>		
1974	87.1%	3.4%
1975	84.8%	4.1%
1976	86.6%	2.8%
1977	80.1%	4.4%
1978	84.2%	3.3%
1979	81.7%	2.5%*
1980	87.8%	1.6%*
1981	84.4%	3.4%
<u>Larceny \$25+</u>		
1974	88.7%	6.7%
1975	87.9%	4.1%
1976	82.2%	7.8%
1977	83.5%	7.4%
1978	83.5%	5.6%
1979	88.1%	2.8%*
1980	83.2%	4.8%
1981	83.7%	4.3%

\* Estimate based on fewer than 10 sampled cases and is statistically unreliable.

### Section III: Serious Crimes Against Person

Our substantive analysis begins with a comparison of robberies, aggravated assaults, and simple assaults across three contexts: school; streets, park, etc.; and all other locations combined. Overall, these are some meaningful victimization trends: a general increase in simple assault rates in school and in "other" locations; and an increase in aggravated assault rates in "other" locations.

#### Robbery

Trends in robbery in school are reported in Table III.1. Apparently less than 1% of the adult robberies occur in school, whereas up to 25% of the juvenile robberies occur in school. Trends in robberies of juveniles are presented graphically in Figure III.1 and for both juveniles and adults in tabular form in Table III.2. It should be kept in mind that there were few robberies in school reported in the NCS sample from which population estimates are calculated and therefore there will be considerable fluctuation from year to year due to measurement error. In-school robberies of juveniles drop off from 1975 to 1979 but rise again in 1980 and 1981. Trends in robbery rates in the other two locations for juveniles in Table III.4 are not as clear. Robbery rates in "streets, parks, etc." show a drop from 1974-75, and then remain relatively constant until 1980 when they rise.



Robbery of juveniles in other locations varies from year to year, with no apparent trends.

Robbery rates of adults in school showed some variation from year to year but again no overall trend (Table III.2). (Because of the disparity in the magnitude of the adult rates in the different contexts, a graph is not presented.) Robbery rates of adults in streets, parks, etc. dropped over the years 1975 to 1978 and rose through 1981. Robbery victimization rates in "other" locations showed a similar pattern. In summary, there is some similarity in the pattern of the robbery victimization trends across locations for adults or juveniles in that there has been fluctuation from year to year but few systematic patterns.

#### Aggravated Assault

Approximately 2% of adult aggravated assaults and 12% of juvenile aggravated assaults occurred in school over the 1974-81 time period (Table III.3). Trends in school aggravated assault rates are presented for juveniles in graphic form in Figure III.2 (and in tabular form for adults and juveniles in Table III.4).

No clear trends are apparent for juvenile victimizations in schools or in "streets, parks, etc." In "other" locations, however, juvenile aggravated assaults increased over time. Adult aggravated assault rates in school varied from year to year, with no apparent trends. Similarly, aggravated assault rates in streets, parks, etc. as well as in "other" locations, show no clear trends.

#### Simple Assault

Simple assaults in school as a percent of all simple assaults is presented in Table III.5. Simple assaults in school constituted about the same percentage of all simple assaults over the years 1974-81. Approximately 4% of the simple assault victimizations of adults and 25% of simple assault victimizations of juveniles occurred in the schools. Looking at trends in simple assault rates (Table III.6 for adults and juveniles and Figure III.3 for juveniles), one can see that in more recent years victimization rates for juveniles in school have generally been higher, as have they been in "other" locations. Adult simple assault rates increased in "other" locations and perhaps slightly in streets and parks, while in school victimizations for adults vary little from year to year.

#### "Series" Crimes

Some victimizations in school have been depicted as perpetrated by the proverbial "school bullies" who terrorize other students over a long period of time. Some of these incidents may be identified by the NCS as "series" incidents. Series incidents are defined as at least three incidents in a "series" with similar details, in which the respondent cannot recall the exact dates and other details well enough to report them separately. Table III.7 presents the percent of person and property crimes that are reported as a "series" crime. Not surprisingly, schools rank higher than other locations as the site of series crimes (for each year from 1974-81). As many as 15.3% of the persons crimes in school were defined as "series" crimes. The finding

that a relatively high percentage of repeated victimizations occur in school is in part due to the fact that victims, as well as the perpetrators, are brought together each day in the same confines -- school. This is less true of the other locales, parks, streets, etc., studied by the NCS. Again, however, few consistent trends are evident.

#### Injury

It may be thought that presenting figures on robbery, aggravated assault, and simple assault in school is misleading because these are "categories" for types of behavior and as such cover a broad range of activities -- some more serious than others. The implication is that when these behaviors occur in school, they are not as serious as they are in other locations. This fits the conception of crimes involving juveniles as being "kidstuff." One indicator of the seriousness of persons crimes is whether or not someone is injured in the victimization. Table III.8 shows the percent of robbery, aggravated assaults, and simple assaults resulting in injury for both juveniles aged 14-17 and adults in school and two other locations: street and parks, etc.; and "other" locations. Although the number of occurrences is low in some years, in general injury is less likely to occur in a school victimization for one of these three crimes than in the other two contexts. In most years when this is true, however, the differences are small. Thus, it seems reasonable to claim that although robbery of juveniles in school may be somewhat more likely to result in no bodily injury to the victim than robbery of juveniles in other locations, the discrepancies are not appreciable. Injury of

adults in school in robbery cases varies considerably from year to year so that it is difficult to say that these occurrences are more or less serious than robberies in other locations. As for trends in the percent of juvenile robbery cases involving injury, they do not appear. The percentages vary somewhat from year to year, but no overall pattern emerges. Findings are similar for adult robberies resulting in injury.

There are perhaps fewer differences among the probabilities of injury occurring during aggravated assaults across the three locations. Again there is the problem of too few cases in some years in the school context to generate reliable claims, particularly for adults. Trends in aggravated assaults resulting in injury are not discernable.

Simple assaults are as likely to result in injury in school as in other locations for adults as well as for juveniles. The rates have remained relatively steady over the time periods in question. Again, there are problems with inferences for simple assaults on adults in school because of too few cases in some years.

#### Weapon Use

In addition to the probability of injury as a result of a persons crime, another indicator of the seriousness of crime is the use of a weapon in the victimization. Table III.9 shows the percent of all serious persons crimes in which a weapon was used across the three locations: street and park; school; and all "other" locations. While weapon usage is considerably less likely in school than in other locations over half of the in-school personal victimizations that occurred during the eight year period involved the use of some form of

weapon. As for trends in weapon usage, the pattern shows a peaking of weapon usage against juveniles in school in 1979, and for adults in school in 1978. Weapon usage in other locations for both juvenile and adult victims seems to be more stable.

#### Victimizations of Teachers in School

Although there is not an adequate number of occurrences of victimizations of high-school teachers in school to allow for a separate breakdown of the sample by type of serious persons crime, it is possible to study trends in teacher victimizations in school for serious persons crimes in general (aggregated across the categories of robbery, aggravated assault and simple assault). Teachers were identified by their self-reported occupation. Table III.10 shows the absolute number of such victimizations as well as the rate of such victimizations, using the number of secondary teachers (private and public) as the denominator in the computation of the rates (as taken from various years of the Statistical Abstracts). The results show that victimization rates for serious persons crimes against teachers have varied from year to year. No consistent pattern emerges.

#### Summary

In this section we have examined trends in three serious school crimes against the person: robbery, aggravated assault, and simple assault. Overall, the victimization rates for these crimes seem remarkably trendless. Moreover, crimes occurring in school should not be considered trivial versions of more serious crimes committed on the

streets and elsewhere. Serious persons crimes against individuals are only slightly less likely to involve injury to the victim in school than in other contexts. In-school victimizations are somewhat less likely than victimizations occurring elsewhere to involve a weapon. Nevertheless, weapon use in school involves a significant proportion of robbery and aggravated assaults and has seemingly increased for juvenile victims over the years, peaking in 1979. Schools are more likely than other places to be a site for repeated victimizations of juveniles, as indicated by the relatively high rate of occurrence of "series" crimes. Finally, victimization rates of teachers (as opposed to all adults), has remained relatively constant over time. In absolute terms, serious persons crimes continue to plague schools.

Table III.1 Percent of Robberies of Juveniles and Adults  
By Location, Non-Summer Months, 1974-81

Robberies	Street/Park	School	Other
1974 Adults	(339,420) 52.3%	(4,090) .6%*	(305,650) 47.1%
Juveniles	(119,510) 72.0%	(29,270) 17.6%	(17,170) 10.3%
1975 Adults	(375,130) 57.2%	(2,510) .4%*	(276,850) 42.5%
Juveniles	(68,630) 53.0%	(33,010) 25.5%	(27,890) 21.5%
1976 Adults	(378,180) 56.7%	(3,850) .6%*	(285,300) 42.8%
Juveniles	(67,420) 58.2%	(29,410) 25.4%	(19,110) 16.4%
1977 Adults	(342,270) 55.1%	(1,750) .3%*	(276,640) 44.5%
Juveniles	(69,320) 54.3%	(25,330) 19.8%	(33,000) 25.9%
1978 Adults	(310,070) 50.3%	(650) .1%*	(306,270) 49.6%
Juveniles	(69,400) 64.3%	(16,230) 15.0%	(22,250) 20.6%
1979 Adults	(323,480) 48.5%	(1,310) .2%*	(341,810) 51.3%
Juveniles	(65,020) 56.5%	(8,050) 7.0%*	(42,090) 36.5%
1980 Adults	(367,590) 49.7%	(3,220) .4%*	(368,860) 49.9%
Juveniles	(68,200) 59.1%	(16,910) 14.7%	(30,210) 26.2%
1981 Adults	(438,140) 52.3%	(2,720) .3%*	(396,850) 47.4%
Juveniles	(84,790) 62.1%	(25,420) 18.6%	(26,320) 19.3%

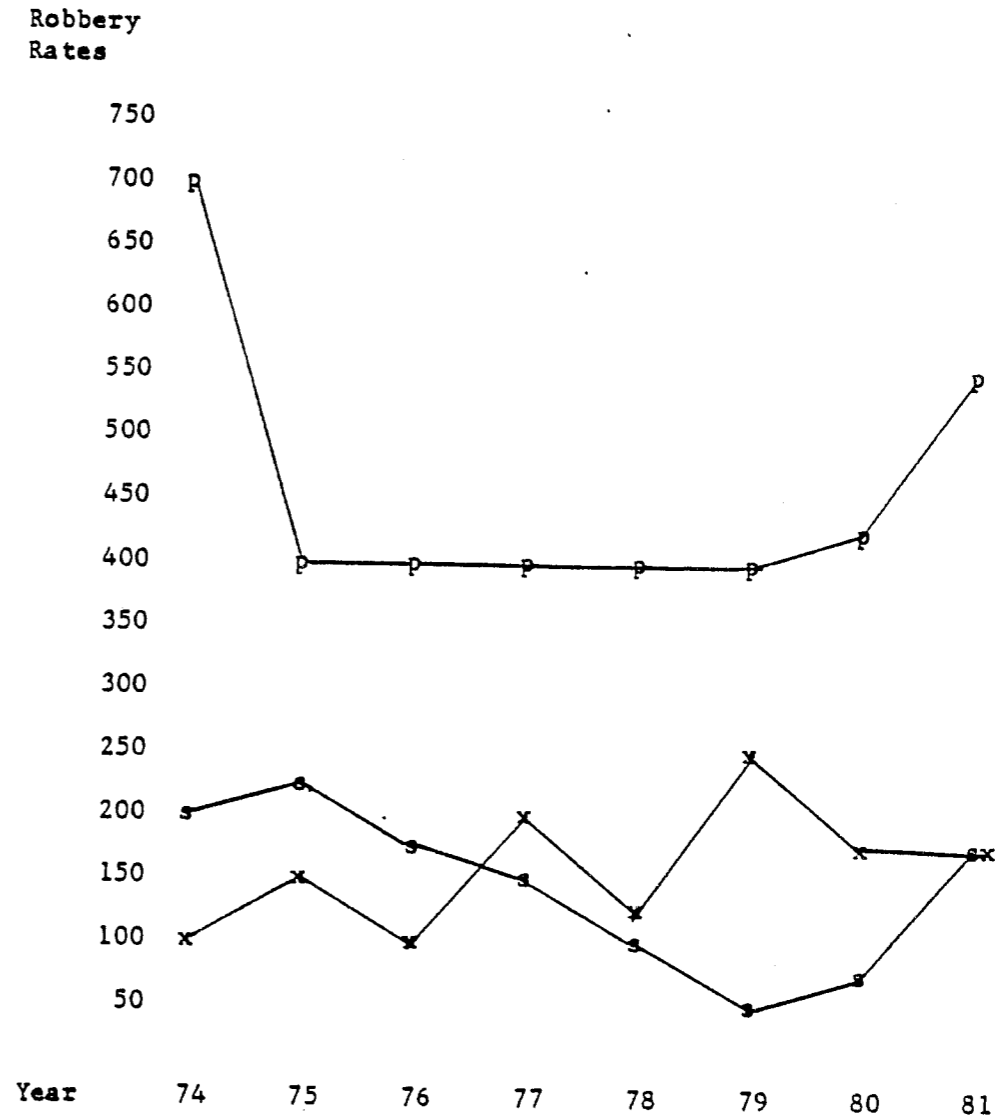


Figure III.1 Trends in Robbery Rates of Juveniles in Three Locations: s = school, p = street, park, etc., x = other. Robberies per 100,000 Juveniles at risk.

Table III.2 Robbery Rates in Three Locations Adults and Juveniles (Rates per 100,000) -- Non-Summer Months, 1974-1981

<u>Juveniles</u>			
<u>Year</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	705.4	190.8	101.4
1975	400.7	218.4	162.8
1976	393.8	187.2	111.6
1977	406.7	161.9	193.6
1978	409.5	104.2	131.3
1979	391.4	53.3	253.4
1980	422.7	114.9	187.2
1981	544.7	172.1	169.1

<u>Adults</u>			
<u>Year</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	233.5	2.8	210.3
1975	255.5	1.7	188.4
1976	249.9	2.5	188.5
1977	225.0	1.2	181.9
1978	197.1	.4	194.7
1979	201.6	.8	213.0
1980	225.8	2.0	226.6
1981	263.7	1.6	238.9

\* Juvenile rates in school are based on the estimated enrollment of individuals in secondary school (NCES estimates). Juvenile rates in other locations are based on population estimates of the number of individuals aged 14-17 in the population. Adult rates are based on the number of individuals 18 or older in the population.

Table III.3 Percent of Aggravated Assaults of Juveniles and Adults By Location, Non-Summer Months, 1974-81

<u>Aggravated Assaults</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974 Adults	(380,790) 41.2%	(16,250) 1.8%	(528,020) 57.1%
Juveniles	(107,850) 60.0%	(22,970) 12.8%	(48,900) 27.2%
1975 Adults	(358,510) 43.1%	(10,540) 1.3%*	(462,570) 55.6%
Juveniles	(113,840) 62.1%	(21,120) 11.5%	(48,440) 26.4%
1976 Adults	(337,680) 38.7%	(16,450) 1.9%	(518,030) 59.4%
Juveniles	(93,940) 52.3%	(35,850) 20.0%	(49,720) 27.7%
1977 Adults	(376,370) 40.5%	(13,330) 1.4%	(539,760) 58.1%
Juveniles	(105,440) 54.0%	(32,760) 16.8%	(57,000) 29.2%
1978 Adults	(424,660) 44.0%	(7,790) .8%*	(533,250) 55.2%
Juveniles	(105,400) 56.6%	(18,860) 10.1%	(62,120) 33.3%
1979 Adults	(366,030) 37.2%	(13,490) 1.4%*	(604,130) 61.4%
Juveniles	(101,660) 53.7%	(27,570) 14.6%	(60,250) 31.8%
1980 Adults	(330,940) 36.1%	(15,150) 1.7%	(571,620) 62.3%
Juveniles	(97,700) 52.6%	(21,140) 11.4%	(66,730) 36.0%
1981 Adults	(435,950) 42.3%	(12,650) 1.2%	(581,390) 56.4%
Juveniles	(104,470) 54.7%	(29,910) 15.6%	(56,770) 29.7%

Table III.2 Robbery Rates in Three Locations Adults and Juveniles (Rates per 100,000) -- Non-Summer Months, 1974-1981

<u>Juveniles</u>			
<u>Year</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	705.4	190.8	101.4
1975	400.7	218.4	162.8
1976	393.8	187.2	111.6
1977	406.7	161.9	193.6
1978	409.5	104.2	131.3
1979	391.4	53.3	253.4
1980	422.7	114.9	187.2
1981	544.7	172.1	169.1

<u>Adults</u>			
<u>Year</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	233.5	2.8	210.3
1975	255.5	1.7	188.4
1976	249.9	2.5	188.5
1977	225.0	1.2	181.9
1978	197.1	.4	194.7
1979	201.6	.8	213.0
1980	225.8	2.0	226.6
1981	263.7	1.6	238.9

\* Juvenile rates in school are based on the estimated enrollment of individuals in secondary school (NCES estimates). Juvenile rates in other locations are based on population estimates of the number of individuals aged 14-17 in the population. Adult rates are based on the number of individuals 18 or older in the population.

Table III.3 Percent of Aggravated Assaults of Juveniles and Adults By Location, Non-Summer Months, 1974-81

<u>Aggravated Assaults</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974 Adults	(380,790) 41.2%	(16,250) 1.8%	(528,020) 57.1%
Juveniles	(107,850) 60.0%	(22,970) 12.8%	(48,900) 27.2%
1975 Adults	(358,510) 43.1%	(10,540) 1.3%*	(462,570) 55.6%
Juveniles	(113,840) 62.1%	(21,120) 11.5%	(48,440) 26.4%
1976 Adults	(337,680) 38.7%	(16,450) 1.9%	(518,030) 59.4%
Juveniles	(93,940) 52.3%	(35,850) 20.0%	(49,720) 27.7%
1977 Adults	(376,370) 40.5%	(13,330) 1.4%	(539,760) 58.1%
Juveniles	(105,440) 54.0%	(32,760) 16.8%	(57,000) 29.2%
1978 Adults	(424,660) 44.0%	(7,790) .8%*	(533,250) 55.2%
Juveniles	(105,400) 56.6%	(18,860) 10.1%	(62,120) 33.3%
1979 Adults	(366,030) 37.2%	(13,490) 1.4%*	(604,130) 61.4%
Juveniles	(101,660) 53.7%	(27,570) 14.6%	(60,250) 31.8%
1980 Adults	(330,940) 36.1%	(15,150) 1.7%	(571,620) 62.3%
Juveniles	(97,700) 52.6%	(21,140) 11.4%	(66,730) 36.0%
1981 Adults	(435,950) 42.3%	(12,650) 1.2%	(581,390) 56.4%
Juveniles	(104,470) 54.7%	(29,910) 15.6%	(56,770) 29.7%

Aggravated Assault Rates

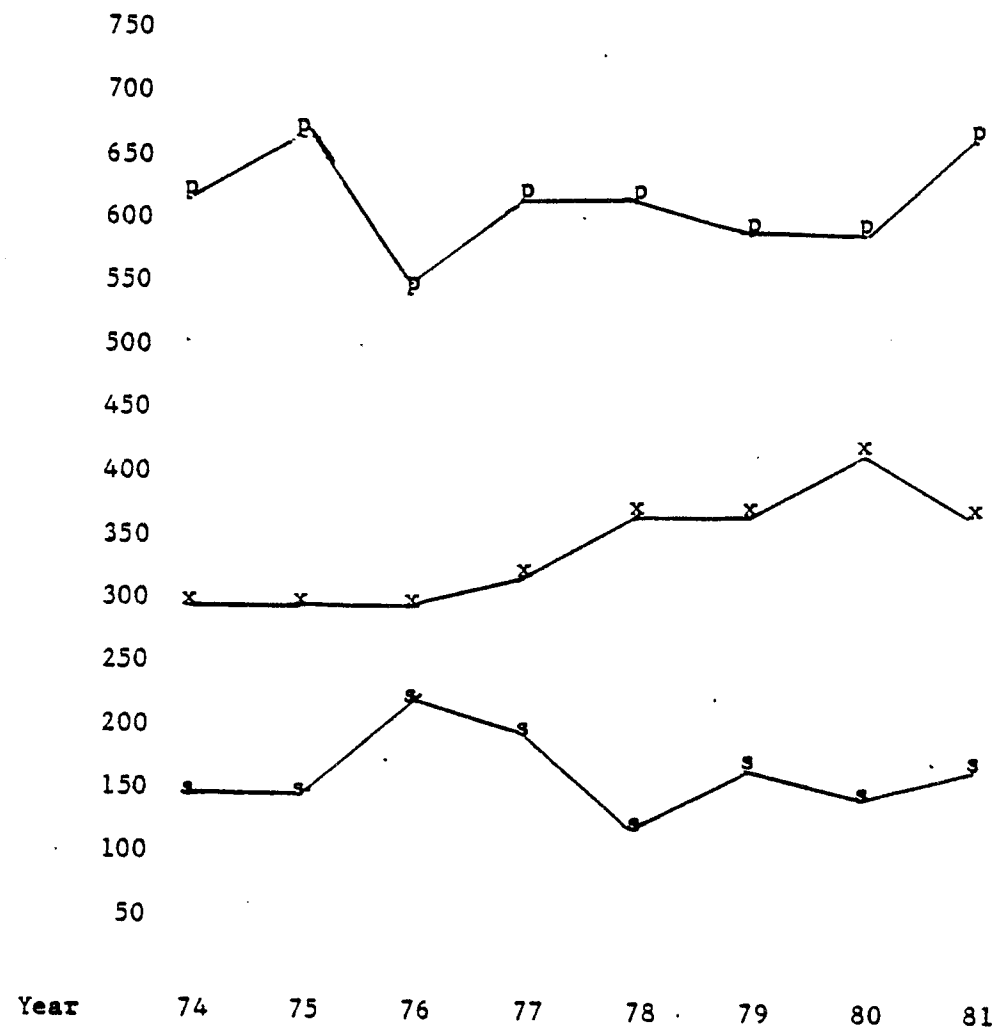


Figure III.2 Trends in Aggravated Assault Rates of Juveniles in Three Locations: s = school; p = street, park, etc.; x = other location. Aggravated Assaults per 100,000 at risk.

Table III.4 Aggravated Assault Rates in Three Locations -- Adults and Juveniles (Rates per 100,000)\* -- Non-Summer Months, 1974-1981

Juveniles

Year	Street/Park	School	Other
1974	636.6	149.8	282.1
1975	664.6	135.3	282.8
1976	548.7	228.2	290.4
1977	618.6	209.5	334.4
1978	622.0	121.1	366.6
1979	612.0	182.7	362.7
1980	605.5	143.6	413.5
1981	671.1	202.5	364.7

Adults

Year	Street/Park	School	Other
1974	262.0	11.2	363.3
1975	244.2	7.2	315.0
1976	223.2	10.9	342.4
1977	247.5	8.8	354.9
1978	269.9	5.0	339.0
1979	228.1	8.4	376.5
1980	203.3	9.3	351.1
1981	262.4	7.6	349.9

\* Juvenile rates in school are based on the estimated enrollment of individuals in secondary school (NCES estimates). Rates in other locations are based on population estimates of the number of individuals aged 14-17 in the population. Adult rates are based on the number of individuals 18 or older in the population.

Table III.5 Percent of Simple Assaults of Juveniles and Adults by Location, Non-Summer Months, 1974-81

Simple Assaults	Street/Park	School	Other
1974 Adults	(503,450) 36.4%	(60,460) 4.4%	(819,620) 59.2%
Juveniles	(205,020) 52.7%	(97,500) 25.1%	(86,650) 22.3%
1975 Adults	(505,500) 34.2%	(40,230) 2.7%	(932,640) 63.1%
Juveniles	(199,680) 55.9%	(82,010) 23.0%	(75,340) 21.1%
1976 Adults	(544,970) 34.7%	(61,070) 3.9%	(965,310) 61.4%
Juveniles	(200,180) 49.6%	(113,320) 28.1%	(902,500) 22.4%
1977 Adults	(575,460) 33.2%	(65,640) 3.8%	(1,092,810) 63.0%
Juveniles	(198,910) 46.6%	(117,230) 27.4%	(110,990) 26.0%
1978 Adults	(588,500) 33.0%	(92,920) 5.2%	(1,100,860) 61.8%
Juveniles	(247,760) 53.1%	(122,090) 26.2%	(96,800) 20.7%
1979 Adults	(581,520) 31.4%	(70,800) 3.8%	(1,200,740) 64.8%
Juveniles	(214,890) 46.8%	(106,620) 23.2%	(137,290) 29.9%
1980 Adults	(546,380) 30.8%	(66,670) 3.8%	(1,159,060) 65.4%
Juveniles	(153,740) 39.8%	(110,920) 28.8%	(121,140) 31.4%
1981 Adults	(662,060) 33.5%	(61,450) 3.1%	(1,250,510) 63.3%
Juveniles	(201,960) 48.6%	(111,670) 26.9%	(101,930) 24.5%

Simple Assault Rates

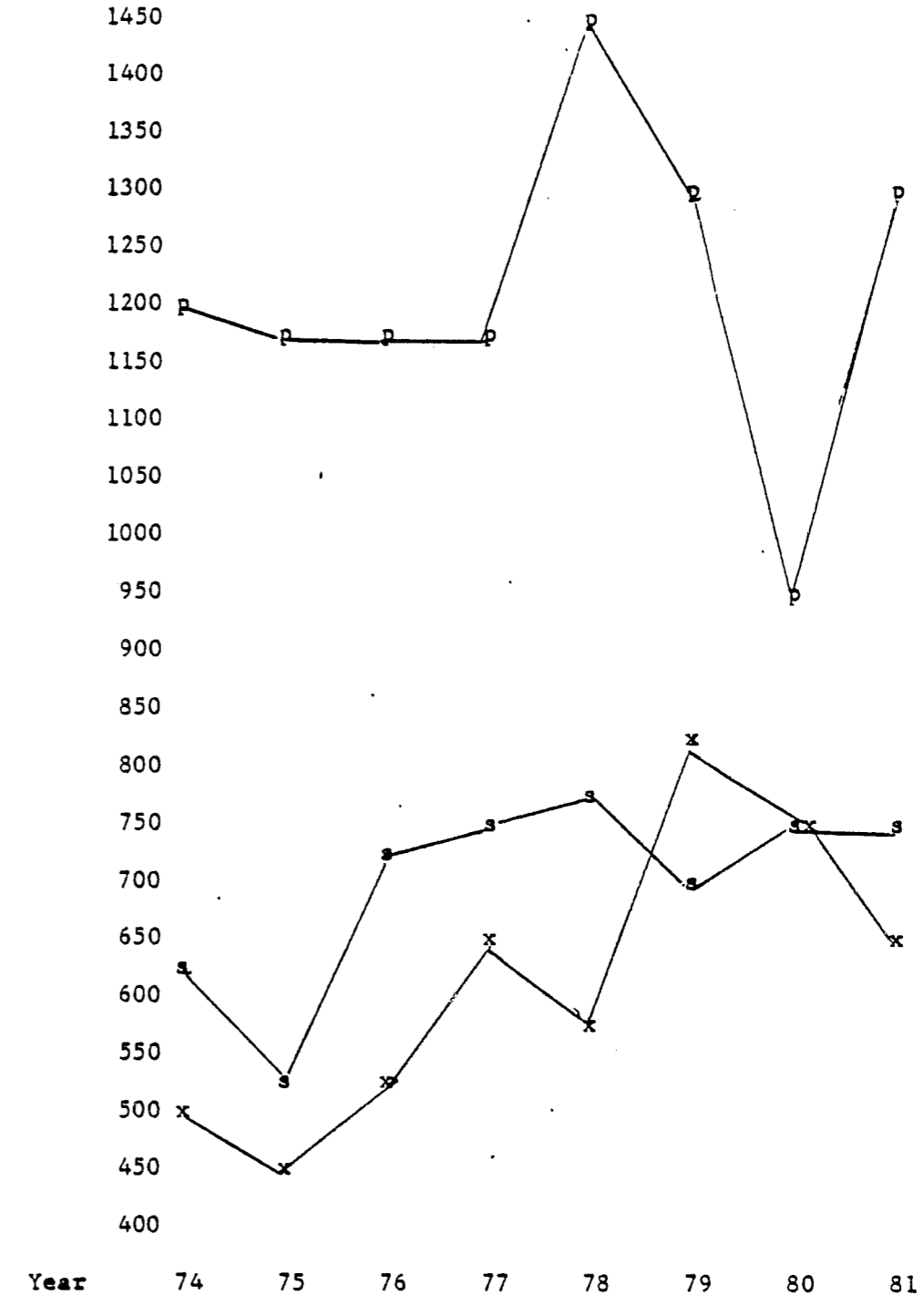


Figure III.3 Trends in Simple Assault Rates of Juveniles in Three Locations: s = school; p = streets and parks; x = other locations. Simple assaults per 100,000 at risk.



Table III.6 Simple Assault Rates in Three Locations Adults and Juveniles (Rates per 100,000)\* -- Non-Summer Months, 1974-1981

Juveniles

<u>Year</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	1,210.2	635.7	501.0
1975	1,165.8	525.6	439.9
1976	1,169.3	721.3	527.2
1977	1,166.9	749.6	654.9
1978	1,462.1	783.8	571.2
1979	1,293.7	706.4	824.6
1980	952.8	753.7	750.7
1981	1,297.4	756.0	654.8

Adults

<u>Year</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	346.4	41.6	563.9
1975	344.3	27.4	635.2
1976	360.2	40.4	638.0
1977	378.4	43.2	718.5
1978	374.1	59.1	699.8
1979	362.4	44.1	748.3
1980	335.6	41.0	712.0
1981	398.5	37.0	752.7

\* Juvenile rates in school are based on the estimated enrollment of individuals in secondary school (NCES estimates). Juvenile rates in other locations are based on population estimates of the number of individuals aged 14-17 in the population. Adult rates are based on the population of individuals 18 or older.

Table III.7 Percent of Crimes Classified as "Series" Crimes by Location, Non-Summer Only, 1974-81

	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974			
Persons	4.7%	15.3%	8.1%
Property	1.5%	5.7%	3.1%
1975			
Persons	4.2%	9.5%	7.7%
Property	1.3%	5.2%	3.1%
1976			
Persons	4.8%	15.5%	8.8%
Property	1.1%	5.2%	3.3%
1977			
Persons	4.7%	10.2%	9.0%
Property	1.2%	5.7%	2.9%
1978			
Persons	4.4%	12.0%	9.5%
Property	1.0%	4.4%	3.1%
1979			
Persons	5.9%	13.7%	8.0%
Property	1.0%	3.7%	3.0%
1980			
Persons	4.5%	10.0%	8.4%
Property	1.2%	3.5%	2.8%
1981			
Persons	5.9%	9.9%	9.2%
Property	1.3%	3.9%	2.7%

Table III.8 Injury By Age and Location -- Percent Injured for Robbery, Aggravated Assault, and Simple Assault Non-Summer Months Only

<u>Robbery</u>	Street/Park	School	Other
1974	54.8%	48.4%	68.0%
1975	53.3%	37.3%	50.3%
1976	68.7%	42.6%	43.9%
1977	61.0%	38.7%*	38.8%
1978	37.0%	46.4%*	64.0%
1979	57.8%	47.8%*	53.6%
1980	52.8%	21.9%*	53.9%
1981	61.6%	60.2%	55.9%

<u>Aggravated Assault</u>	Street/Park	School	Other
1974	57.3%	40.7%	48.6%
1975	58.7%	49.2%	38.2%
1976	48.5%	46.5%	42.2%
1977	50.7%	35.4%	48.5%
1978	46.3%	57.7%*	48.8%
1979	40.7%	55.3%	53.2%
1980	46.3%	66.0%*	46.5%
1981	57.8%	28.5%*	60.6%

<u>Simple Assault</u>	Street/Park	School	Other
1974	62.5%	56.7%	51.0%
1975	64.5%	62.9%	55.4%
1976	55.9%	53.9%	54.3%
1977	59.9%	55.6%	50.6%
1978	59.4%	45.0%	62.8%
1979	51.2%	49.7%	59.3%
1980	60.3%	56.1%	61.3%
1981	55.9%	55.7%	50.1%

<u>Adult Robbery</u>	Street/Park	School	Other
1974	52.3%	37.5%	48.5%
1975	50.5%	53.1%*	44.3%
1976	53.9%	32.5%*	48.9%
1977	56.5%	62.9%*	54.9%
1978	52.1%	0.0*	52.9%
1979	57.2%	100.0%*	48.1%
1980	55.0%	85.6%*	52.6%
1981	52.9%	72.6%*	50.0%

Table III.8 (continued)

<u>Aggravated Assault</u>	Street/Park	School	Other
1974	36.9%	40.9%	36.5%
1975	37.6%	25.8%*	37.7%
1976	43.4%	30.5%*	39.1%
1977	34.0%	64.7%*	40.6%
1978	37.0%	61.0%*	42.3%
1979	39.2%	23.8%*	38.1%
1980	36.3%	40.5%*	40.3%
1981	33.0%	49.9%*	41.7%

<u>Simple Assault</u>	Street/Park	School	Other
1974	41.6%	33.5%	40.2%
1975	42.1%	31.3%	40.6%
1976	40.0%	41.0%	42.8%
1977	41.3%	42.9%	43.5%
1978	42.8%	41.1%	41.4%
1979	39.5%	24.4%	40.7%
1980	43.6%	41.3%	43.5%
1981	43.1%	15.9%*	42.7%

III.9. Number of Crimes Involving Weapon Use -- Percent of Robberies, Aggravated Assault Involving Weapons -- Juveniles, Non-Summer Months (Percentages in parentheses)

<u>Year</u>	<u>Street/Park</u>	<u>School*</u>	<u>Other</u>
1974	147,410 (64.8)	22,620 (43.3)	50,070 (75.8)
1975	125,860 (69.0)	25,860 (47.8)	59,250 (77.6)
1976	113,300 (70.2)	34,000 (52.1)	55,250 (80.3)
1977	120,430 (68.9)	32,950 (56.7)	69,100 (76.5)
1978	118,510 (67.8)	20,650 (58.8)	68,090 (80.7)
1979	129,150 (77.5)	25,620 (71.9)	73,240 (71.6)
1980	122,180 (73.6)	24,690 (64.9)	81,840 (82.0)
1981	135,870 (71.8)	31,430 (56.8)	61,190 (73.6)

\* Because of the infrequency of robberies in school, most of these crimes are aggravated assaults and not robberies.

Table III.10 Percent of Crimes Involving Weapon Use -- Percent of Robberies, Aggravated Assault Involving Weapons -- Adults, Non-Summer Months

<u>Year</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	557,120 (77.4)	14,930 (73.4)	649,640 (77.9)
1975	563,540 (76.8)	10,540* (80.7)	591,570 (79.6)
1976	516,190 (72.1)	16,450 (81.0)	608,460 (75.7)
1977	532,290 (74.1)	10,950* (72.6)	643,530 (78.8)
1978	591,170 (80.5)	8,440* (100.0)	640,440 (76.2)
1979	516,500 (74.9)	13,440* (90.8)	733,740 (78.1)
1980	499,170 (71.5)	10,890* (59.3)	693,520 (73.6)
1981	626,210 (71.6)	11,070* (72.0)	729,180 (74.4)

\*Based on less than 10 sample occurrences; unreliable estimate.

Table III.11 Serious Crimes Against Teachers -- In School Only -- Robbery, Aggravated Assault, and Simple Assault Aggregated -- Non-Summer Months

<u>Year</u>	<u>Absolute Number</u>	<u>Rate*</u>
1974	32,750	3,043.7
1975	21,020	1,926.7
1976	37,970	3,426.9
1977	33,120	2,981.1
1978	43,960	3,996.4
1979	35,530	3,289.8
1980	26,910	2,517.3
1981	34,570	3,311.3

\*Rates are computed on the basis of the number of secondary teachers, as reported in the Statistical Abstracts for 1974-1981.

#### Section IV: Property Crimes

##### Larceny

Table IV.1 shows the percent of property victimizations that occurred in three locations: school; streets and parks, etc.; and all other locations combined. Larceny victimizations of adults as well as of juveniles in school have held steady over time. Larceny from juveniles in "other" locations has increased slightly. In terms of rates of school larceny victimizations (Table IV.2), however, the patterns show that the larceny victimization rates of juveniles was highest in 1974-75 in schools and in streets and parks. They have been relatively low in more recent years (1979-1981). Adult victimizations show a similar pattern, revealing high rates from 1975-1977 and dropping off after that point. Figure IV.1 shows these patterns in graph form for juveniles.

##### Value of Property Lost

It may be thought that larceny in school is not as serious a crime as larceny in other contexts. One indicator of the severity of a property crime is the dollar value of cash or property lost. Of course, the evaluation of dollar loss over time should account for inflation. We choose to adjust the dollar value lost by the Consumer Price Index for durable goods as (reported in the Statistical Abstracts for various years) because this index seemed to most closely approximate the

inflation rate of objects reported stolen. (Alternative rates such as for housing, apparel, transportation, serious, etc., were not used.) Table IV.3 shows the percent of larcenies in which the value of the property was under \$26 for victims 14-17 vs. 18 and older for each year from 1974 through 1981. Both unadjusted rates and rates adjusted for inflation are presented. It is true that a greater percentage of the victimizations in school involve cash or items of value less than \$25. Not surprisingly, the unadjusted percentage in all locations has decreased -- for the most part a reflection of the inflation rate.

The adjusted percentages in Table IV.3 shows the percentage of property crimes in which there is a loss of \$25 or less after adjusting for inflation. Here we see that the rates fluctuate over the years with a small increase in the percents over time in all three contexts for both juveniles and adults. Juvenile victimizations generally involve less monetary loss (i.e., a higher percentage of dollar losses under \$26) than victimizations in other locations.

It should be mentioned that comparison of dollar loss as an indicator of the seriousness of the victimization for adults and juveniles is not straightforward. A \$5 loss to a juvenile may be comparable to a higher amount for an adult. Also, the income level of the juvenile and other sociologically relevant variables may affect the evaluation of the relative loss of items or cash. Thus, comparisons of dollar loss for juvenile relative to adult losses may be inappropriate. One further methodological point is that less valuable items may be more available in school than in other contexts (home, playground, etc.), and, thus, it is difficult to compare dollar values of juvenile larceny

victimizations in school with those of juvenile victimization in other locations.

A third methodological point is that use of the yearly inflation rate on consumer durables to adjust for the value of property stolen is quite problematic and may result in a lower estimate of the yearly dollar loss because the inflation rate is only an average across a wide range of goods, whereas the bulk of items stolen are on one end of the dollar value continuum (most items stolen are of low value). It may be that the "true" inflation rate for these items is lower, and thus their true value in 1974 dollars is actually higher than reported here.

Related to this point is the assumption that when individuals report items stolen in the NCS interview, they give the current value of the item and that they do not "adjust for inflation" i.e., think of the value in terms of 1974 dollars. (If it were the case that they "adjusted for inflation" this too might vary with sociological categories of people, and further complicate the interpretation of the results). In summary, the evaluation of the dollar loss of larceny victimizations is a complex problem, and further conceptual development and empirical research are needed to more fully examine this problem.

#### Larceny from Teachers and Other Adults in School

Larceny from teachers versus other adults in school has varied from year to year, with no consistent pattern (Table IV.5). The percent of teachers compared to other adults victimized in school has remained stable over the years. In general, teachers are more likely to have something of relatively low value taken from them. Losses of over 25 dollars are more likely than losses in the ten to twenty four dollar

range. However, caution must be used when interpreting these figures because the number of cases available is small.

Summary -- Larceny

In summary, the rate of larceny has dropped in recent years (1979-1981) in schools as well as in streets and parks. After adjusting for inflation, we found that there was an increase in the percent of larcenies under \$26. Various methodological issues cloud the interpretation of the results concerning the dollar loss from larceny such that it is difficult to draw definite conclusions.

Table IV.1 Larcenies in Three Locations -- Absolute Number and Percentages -- Juveniles and Adults, Non-Summer Months 1974-1981

		<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	Juveniles	456,460 (15.9)	1,913,610 (66.7)	499,950 (17.4)
	Adults	4,895,370 (32.6)	568,070 (3.8)	9,554,620 (63.6)
1975	Juveniles	419,530 (15.1)	1,963,020 (70.6)	398,320 (14.3)
	Adults	5,110,610 (33.2)	566,810 (3.7)	9,695,640 (63.1)
1976	Juveniles	384,090 (15.3)	1,681,180 (67.0)	443,150 (17.7)
	Adults	5,261,560 (33.7)	547,230 (3.5)	9,783,180 (62.7)
1977	Juveniles	384,350 (15.7)	1,618,360 (66.3)	438,030 (17.9)
	Adults	5,475,660 (34.2)	587,320 (3.7)	9,955,530 (62.2)
1978	Juveniles	332,550 (13.4)	1,651,110 (66.4)	503,370 (20.2)
	Adults	5,159,530 (32.1)	553,170 (3.4)	10,361,750 (64.5)
1979	Juveniles	299,240 (13.3)	1,511,360 (67.3)	434,320 (19.3)
	Adults	4,098,310 (24.5)	615,190 (3.7)	12,036,470 (71.9)
1980	Juveniles	289,800 (15.3)	1,202,190 (63.4)	405,090 (21.4)
	Adults	4,089,930 (25.9)	488,900 (3.1)	11,216,440 (71.0)
1981	Juveniles	252,470 (12.9)	1,312,270 (66.8)	398,700 (20.3)
	Adults	4,524,690 (27.7)	576,470 (3.5)	11,244,870 (68.8)

Table IV.2 Larcenies in Three Locations -- Juveniles and Adults  
Non-Summer Months (Rates per 100,000)

	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
<u>Juveniles</u>			
1974	2,694.4	12,477.1	2,951.1
1975	2,449.4	12,580.2	2,325.5
1976	2,243.6	10,701.3	2,588.6
1977	2,254.9	10,347.6	2,569.8
1978	1,962.4	10,600.3	2,970.4
1979	1,801.5	10,013.0	2,614.7
1980	1,796.0	8,168.7	2,510.5
1981	1,621.9	8,884.1	2,561.4
<u>Adults</u>			
1974	3,367.8	390.8	6,573.2
1975	3,480.7	386.0	6,603.4
1976	3,477.3	361.7	6,465.5
1977	3,600.3	386.2	6,545.9
1978	3,279.6	351.6	6,586.3
1979	2,554.1	383.4	7,501.1
1980	2,512.4	300.3	6,890.1
1981	2,723.3	347.0	6,768.0

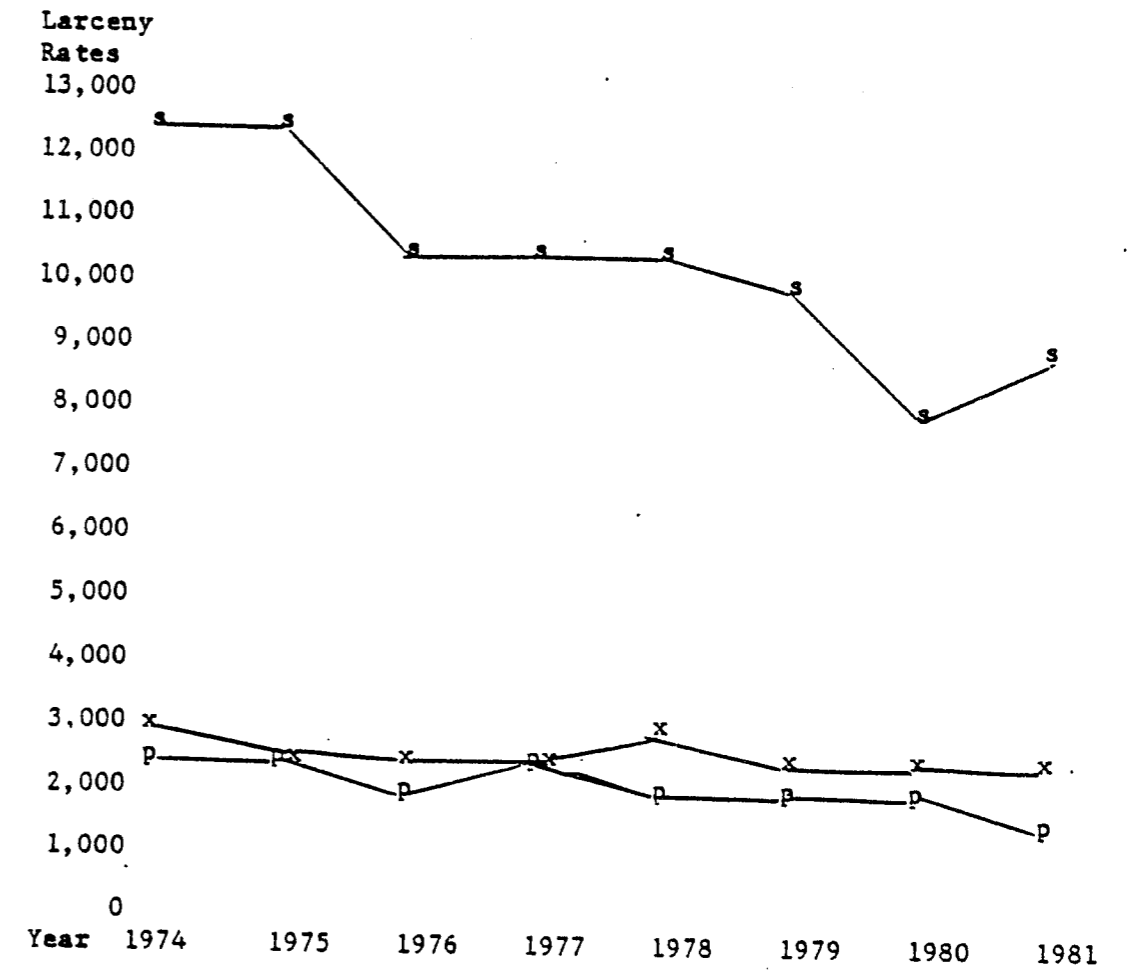


Figure IV.1 Trends in Larcenies Against Juveniles  
in Three Locations: s = school; p = street,  
park, etc; x = other location. Larcenies per  
100,000 at risk.

Table IV.3 Larcenies Under \$25 as a Percent of All Larcenies --  
Adjusted for Inflation -- Non-Summer Months

		<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	Juvenile Adjusted	53.5	88.2	57.4
	Unadjusted	50.7	87.1	55.6
	Adult Adjusted	47.8	72.4	55.3
	Unadjusted	46.7	68.8	53.9
1975	Juvenile Adjusted	59.0	89.4	65.8
	Unadjusted	54.0	85.5	58.4
	Adult Adjusted	48.5	77.7	56.9
	Unadjusted	43.2	68.6	51.1
1976	Juvenile Adjusted	63.8	90.7	71.6
	Unadjusted	53.5	84.7	61.4
	Adult Adjusted	48.2	80.5	60.0
	Unadjusted	38.5	68.2	49.7
1977	Juvenile Adjusted	64.3	89.0	67.2
	Unadjusted	51.5	81.6	54.4
	Adult Adjusted	47.8	76.0	58.9
	Unadjusted	37.0	64.7	48.0
1978	Juvenile Adjusted	60.4	89.9	68.2
	Unadjusted	49.3	79.4	50.3
	Adults Adjusted	51.4	76.7	56.8
	Unadjusted	38.3	56.1	45.0
1979	Juvenile Adjusted	70.6	91.0	67.4
	Unadjusted	52.7	72.6	47.3
	Adult Adjusted	51.6	83.6	60.4
	Unadjusted	33.3	62.1	42.8
1980	Juvenile Adjusted	70.0	93.0	73.6
	Unadjusted	42.2	69.6	47.4
	Adult Adjusted	59.6	87.1	64.2
	Unadjusted	29.3	55.6	38.5
1981	Juvenile Adjusted	71.4	95.5	79.5
	Unadjusted	40.1	68.0	44.8
	Adult Adjusted	65.4	91.1	72.0
	Unadjusted	28.9	57.5	37.2

Table IV.4 Larcenies Under \$25 -- Unadjusted and Adjusted for  
Inflation -- Non-Summer Months 1974-1981  
(Rates per 100,000)

		<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	Juvenile Adjusted	1,440.7	11,011.3	1,694.5
	Unadjusted	1,333.6	10,790.7	1,616.0
	Adult Adjusted	1,608.5	283.0	3,634.4
	Unadjusted	1,545.0	272.4	3,519.4
1975	Juvenile Adjusted	1,445.1	11,240.1	1,530.8
	Unadjusted	1,293.8	10,668.7	1,330.4
	Adult Adjusted	1,687.8	300.1	3,757.0
	Unadjusted	1,478.7	264.1	3,352.2
1976	Juvenile Adjusted	1,432.3	9,708.7	1,853.2
	Unadjusted	1,182.8	9,067.5	1,544.7
	Adult Adjusted	1,675.1	291.3	3,883.1
	Unadjusted	1,322.5	247.2	3,200.4
1977	Juvenile Adjusted	1,450.0	9,211.9	1,726.2
	Unadjusted	1,130.4	8,396.7	1,359.9
	Adult Adjusted	1,720.8	293.6	3,852.3
	Unadjusted	1,312.7	250.1	3,114.4
1978	Juvenile Adjusted	1,186.0	9,524.3	2,025.3
	Unadjusted	957.5	8,399.7	1,492.6
	Adult Adjusted	1,683.9	269.7	3,739.9
	Unadjusted	1,241.8	196.4	2,936.4
1979	Juvenile Adjusted	1,271.0	9,112.1	1,760.6
	Unadjusted	891.4	7,271.2	1,207.4
	Adult Adjusted	1,316.1	320.7	4,536.4
	Unadjusted	837.5	238.5	3,168.7
1980	Juvenile Adjusted	1,257.1	7,601.5	1,850.0
	Unadjusted	736.3	5,638.6	1,161.7
	Adult Adjusted	1,498.1	261.4	4,420.7
	Unadjusted	715.6	167.4	2,609.9
1981	Juvenile Adjusted	1,158.2	8,489.6	2,035.3
	Unadjusted	632.9	6,023.7	1,130.5
	Adult Adjusted	1,780.3	316.0	4,871.3
	Unadjusted	762.3	197.7	2,474.6



Table IV.5 Larceny Crimes -- Teachers and Other Adults -  
In School Only -- Non-Summer Months

		High School Teachers	Other Adults in School
1974	Larceny <\$10	44,090 (19.7)	179,400 (80.3)
	Larceny \$10-24	29,100 (16.9)	143,380 (83.1)
	Larceny \$25+	37,210 (20.7)	142,500 (79.3)
1975	Larceny <\$10	33,770 (16.8)	167,080 (83.2)
	Larceny \$10-24	26,060 (13.9)	160,820 (86.1)
	Larceny \$25+	28,730 (16.2)	149,110 (83.8)
1976	Larceny <\$10	29,830 (15.1)	168,000 (84.9)
	Larceny \$10-24	37,840 (21.5)	138,400 (78.5)
	Larceny \$25+	28,020 (16.1)	146,300 (83.9)
1977	Larceny <\$10	25,560 (13.1)	170,070 (86.9)
	Larceny \$10-24	22,220 (12.0)	162,490 (88.0)
	Larceny \$25+	33,340 (16.1)	174,260 (83.9)
1978	Larceny <\$10	25,920 (18.1)	117,230 (81.9)
	Larceny \$10-24	21,260 (12.8)	144,510 (87.2)
	Larceny \$25+	39,590 (16.3)	202,590 (83.7)
1979	Larceny <\$10	54,030 (31.7)	116,300 (68.3)
	Larceny \$10-24	37,630 (17.7)	174,810 (82.3)
	Larceny \$25+	33,060 (14.1)	200,820 (85.9)
1980	Larceny <\$10	29,360 (23.0)	98,340 (77.0)
	Larceny \$10-24	21,370 (14.7)	123,510 (85.3)
	Larceny \$25+	39,350 (18.1)	178,650 (81.9)
1981	Larceny <\$10	29,600 (22.7)	100,750 (77.3)
	Larceny \$10-24	25,800 (13.0)	172,380 (87.0)
	Larceny \$25+	42,940 (17.7)	199,850 (82.3)

#### Section V: Offense Seriousness

The seriousness of victimizations is an important consideration in determining the magnitude of the crime problem in school. Tables V.I and V.II show the Rossi (1974) and Sellin-Wolfgang (1964) mean seriousness levels respectively (see Appendix A for details on the computation of the scales) for all personal victimizations in three contexts -- street/park, etc., school, and other areas -- by age of victim. The Rossi scale ranges from one to nine, with a nine being the most serious, whereas the Sellin-Wolfgang scale ranges from one to eleven, the latter the most serious. One somewhat surprising finding is that older individuals are victimized more seriously than younger victims in school, whereas in streets, parks, and all other areas younger individuals are victimized more seriously than older individuals. This seeming paradox can be explained by the fact that there is a disproportionate amount of larceny victimizations of juveniles in school. Since larcenies are generally less serious than other victimizations, this lowers the in-school seriousness mean. An alternate explanation is that there is a reluctance to victimize adults in school. Once that reluctance is overcome, for example, through a "decision" to attack a teacher, the perpetrator is more likely to inflict a serious injury than on a student victim. Although adult victimization in school is more serious than that of juveniles, the

mean seriousness level of victimization of adults in school is lower than the mean victimization rates of adults in other locations. Thus, even though adults may be more severely victimized than juveniles in school, they are not as seriously victimized as in other locations. What seems puzzling is that juveniles outside of school suffer more serious victimizations than adults outside of school. It may be that the seriousness scales, which weight injury heavily relative to dollar loss, reflect the propensity for juvenile victimizations in non-school locations to involve a physical attack resulting in injury (see Table III.8). Also, adults are more likely to be victimized by larceny in non-school locations than are juveniles. This could account for the relatively low adult victimization seriousness scores in non-school locations.

So far it would seem that there is evidence of the following trends in school crime:

- a. The seriousness of juvenile victimization in school has increased over time.
- b. The average seriousness of adult in-school victimizations peaked in 1978 (under the Rossi measure of seriousness).
- c. The average seriousness of adult victimizations in parks, streets, and other places increase gradually over time as did the in-school victimizations of adults (under the Sellin-Wolfgang measure of seriousness).
- d. The average seriousness of juvenile victimizations shows no apparent trend in non-school locations -- although in 1980 and 1981 the seriousness rates are higher than they ever were.

Most, if not all, of these increases, however, may be accounted for by inflation. Both the Rossi and Sellin-Wolfgang seriousness scales take into account the dollar loss involved in a victimization. Tables V.3 and V.4 show the average seriousness scores after adjusting for inflation between the years 1974 and 1981 for Rossi and Sellin-Wolfgang scales, respectively. We can see from these tables that the increases in seriousness in schools (but not in parks, streets, etc.), which we observed in Tables V.1 and V.2, have disappeared. In fact, once these figures are adjusted for inflation, there is a slight decrease in the average Sellin-Wolfgang scale's seriousness of crimes in school over time for both adults and juveniles. In the context of "streets and parks", however, the pattern is different. For juveniles the mean Sellin-Wolfgang seriousness scores drop in 1975 and 1976, but then rise again. For adults in streets and parks, the pattern is more stable over time -- as it is for both juveniles and adults in "other" locations.

The Rossi seriousness scores which have been adjusted for inflation, show generally stable patterns for all age groups across all locations. It should be noted that the Sellin-Wolfgang scales are generally more sensitive to dollar value changes, and, thus this could account for most of the differences between these two inflation-adjusted rates. For example, the drop in school seriousness scores using Sellin-Wolfgang is probably a result of the preponderance of property crimes in school which are being picked up by the Sellin-Wolfgang scoring system, whereas the Rossi scoring system is only slightly affected by dollar values.

Summary -- Victimization Seriousness

Increases in the seriousness of victimizations in school were initially discovered. After adjusting for inflation, however, it was found that these in-school increases disappeared. Using an index sensitive to the dollar value of the property stolen results in a drop in victimization seriousness in school for juveniles and for adults (the Sellin-Wolfgang scale). Using the Rossi index, which is not as sensitive to such dollar values results in a leveling of seriousness means over time for adults and juveniles in all three contexts. Thus, depending on which scale one uses, one could argue that the overall mean seriousness has either stayed the same or decreased between 1974 and 1981.

The evaluation of the seriousness of offenses is itself a complex issue, and we have only scratched at the surface of the empirical questions surrounding the seriousness of victimizations over time in the present analysis. Although it is difficult to draw even tentative conclusions when there is more research to be done, the results of the analysis in this section as well as that on weapons and injury in Section II, lead us to believe that there has not been a general increase in the seriousness of crime over time. Whether there has been a decrease is more in doubt because of the finding of a drop in seriousness when the Sellin-Wolfgang scale is adjusted for inflation.

Table V.1 Seriousness of Offenses By Location and Age -- Mean of Rossi Scale -- Non-Summer Months 1974-81

<u>Year</u>	<u>Age of Victim</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	14-17	5.78	5.23	5.73
	18 and older	5.54	5.43	5.69
1975	14-17	5.78	5.21	5.74
	18 and older	5.56	5.42	5.71
1976	14-17	5.74	5.25	5.68
	18 and older	5.57	5.43	5.70
1977	14-17	5.74	5.29	5.80
	18 and older	5.58	5.47	5.70
1978	14-17	5.82	5.28	5.74
	18 and older	5.59	5.61	5.73
1979	14-17	5.79	5.37	5.88
	18 and older	5.64	5.54	5.72
1980	14-17	5.92	5.43	5.86
	18 and older	5.67	5.54	5.76
1981	14-17	5.92	5.42	5.81
	18 and older	5.67	5.50	5.78

Table V.2 Seriousness of Offenses By Location and Age  
Sellin Wolfgang Scale -- Non-Summer Months 1974-81

<u>Year</u>	<u>Age of Victim</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	14-17	2.56	1.40	2.24
	18 and older	2.24	1.67	2.16
1975	14-17	2.37	1.40	2.35
	18 and older	2.26	1.62	2.16
1976	14-17	2.39	1.44	2.32
	18 and older	2.18	1.71	2.16
1977	14-17	2.53	1.45	2.50
	18 and older	2.17	1.70	2.18
1978	14-17	2.59	1.48	2.39
	18 and older	2.24	1.71	2.20
1979	14-17	2.54	1.58	2.44
	18 and older	2.33	1.73	2.24
1980	14-17	2.77	1.61	2.56
	18 and older	2.42	1.77	2.30
1981	14-17	2.82	1.66	2.56
	18 and older	2.46	1.82	2.31

Table V.3 Means for Rossi Seriousness Scale (Adjusted for Inflation)  
by Location and Age of Victim, Non-Summer Months, 1974-1981

<u>Year</u>	<u>Age</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	14-17	5.78	5.23	5.73
	18+	5.54	5.44	5.69
1975	14-17	5.79	5.21	5.76
	18+	5.64	5.39	5.76
1976	14-17	5.73	5.23	5.68
	18+	5.64	5.37	5.74
1977	14-17	5.73	5.28	5.79
	18+	5.63	5.43	5.76
1978	14-17	5.82	5.24	5.70
	18+	5.62	5.49	5.77
1979	14-17	5.76	5.23	5.84
	18+	5.62	5.41	5.73
1980	14-17	5.81	5.28	5.75
	18+	5.57	5.35	5.72
1981	14-17	5.81	5.20	5.68
	18+	5.53	5.29	5.70

Table V.4 Means for Sellin-Wolfgang Seriousness Scale  
(Adjusted for Inflation) By Age and Location,  
Non-Summer Months, 1974-1981

<u>Year</u>	<u>Age</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	14-17	2.57	1.40	2.24
	18+	2.24	1.66	2.16
1975	14-17	2.33	1.31	2.30
	18+	2.21	1.54	2.10
1976	14-17	2.33	1.35	2.23
	18+	2.11	1.58	2.07
1977	14-17	2.48	1.34	2.40
	18+	2.09	1.57	2.08
1978	14-17	2.49	1.36	2.26
	18+	2.15	1.59	2.10
1979	14-17	2.43	1.36	2.33
	18+	2.19	1.51	2.08
1980	14-17	2.60	1.31	2.35
	18+	2.19	1.43	2.04
1981	14-17	2.61	1.28	2.27
	18+	2.16	1.36	1.99

#### Section VI: Victimizations by Strangers

Table VI.1 shows the percent of victimizations by strangers in school and other places for adults and juveniles. In general, there has been a decline in both the percentage and rate of victimizations by strangers for juveniles in schools, whereas the percentage of stranger-perpetrated victimizations for adults in school has varied from year to year with little or no pattern.

All ages are more likely to be victimized in non-school locations by strangers than they are in schools. Adults are more likely than juveniles to be victimized by strangers -- except in schools. This pattern may also help explain why seriousness scores of adults are high, relative to juveniles, in non-school locations and low in school locations -- stranger-perpetrated victimizations are more common in robbery and aggravated assault crimes, which are more common in non-school locations. There are no apparent trends in stranger-perpetrated victimizations in non-school locations. As for rates of stranger perpetration upon juveniles, they have decreased in school over time, while rates of stranger victimization of juveniles in other contexts has shown no clear pattern.

#### Victimization By Strangers -- By Crime Type

Whether the crime is robbery, aggravated assault, simple assault, or larceny with contact, it is more likely to be perpetrated by a

stranger in non-school locations than in school locations (Table VI.3). In most years, the discrepancy between the percentages is pronounced.

In-school victimizations by strangers are about half to two-thirds the rate of other crime locations. Robbery is more likely to be perpetrated by a stranger than any of the other offenses in Table VI.3. In general, aggravated assault is second in terms of likelihood of involving a stranger perpetrator -- except in schools where simple assault is about as likely as aggravated assault to involve stranger perpetrators.

As for trends in stranger-perpetrated offenses, it is difficult to draw any conclusions because of the low number of cases of reported occurrences of some of the crimes in school. Although there is considerable variations from year to year, there are no apparent patterns. Victimization by strangers in other locations seems to be relatively stable over time.

#### City Size and Stranger Perpetration

Stranger-perpetrated crime is probably more likely to occur in schools located in urban areas as opposed to rural areas and small towns. Table VI.4 shows the percent of crimes perpetrated by strangers in areas of four city sizes. Stranger perpetration in schools does not rise monotonically with city size. Rather, in communities of 5,000 or larger the stranger victimization rates are similar. One might expect the stranger perpetration rates to increase as the size of the communities in which the schools are located

increases. Instead, a plateau is reached at a relatively small city size of between 5 to 50 thousand. Presumably, schools in larger communities are themselves larger and more anonymous than schools in smaller communities. Apparently, the anonymity quotient is quite high in schools in communities with more than 5,000 individuals. Of course, the stranger perpetration rate in schools of small cities may be misleading in that individuals interviewed in small suburban communities may attend a school in a larger community. We have no way of ascertaining this, but it may account in part for the high victimization rates in communities with populations of five to fifty thousand.

#### Injury and Stranger Perpetration

Injury appears to result from about as many stranger-perpetrated victimizations in school as on the street or in parks. This suggests that the strangers stalking school halls are as dangerous as those on the streets or in the parks -- contrary to the image of school victimizations as consisting of trivial offenses. However, injury is much less likely to result from stranger-perpetrated victimizations in "other" locations. This finding is difficult to understand, and we offer no explanations.

The trend for in school, stranger perpetrated victimizations resulting in an injury differs from those incidents occurring outside of school. While the percentage for streets/parks and other locations are quite stable over the eight years, the percentages in school rise in 1976, 1977 and 1978, then decline in 1979 and reach their highest level in 1980 and 1981.

Stranger Perpetration -- Summary

Whereas the image of registered students who know one another may spring to mind when contemplating school life in a small community (less than 5,000), apparently such is not the case in larger communities. Rather, victims are only slightly less likely to know the perpetrators than on the streets or in the parks and approximately as likely to know the offender in other locations. Although stranger perpetrations may have decreased in recent years, they still account for a substantial percentage of the crimes of robbery, aggravated assault, and simple assault.

Of course, we do not know what percentage of these strangers are "intruders"; that is, unregistered students or other persons are not supposed to be in or on school property. If this percentage is high, further empirical study of this problem is warranted.

Table VI.1 Percent of Victimitizations By Stranger  
By Age and Location, Non-Summer Months, 1974-81

<u>Year</u>	<u>Age</u>	<u>Park/Street</u>	<u>School</u>	<u>Other</u>
1974	14-17	67.6%	50.3%	43.9%
	18 and older	83.6%	45.0%	58.7%
1975	14-17	62.4%	52.9%	38.0%
	18 and older	85.2%	31.9%	57.7%
1976	14-17	60.4%	44.8%	45.4%
	18 and older	82.5%	43.3%	58.7%
1977	14-17	53.5%	42.0%	40.5%
	18 and older	78.8%	36.3%	55.9%
1978	14-17	59.3%	42.0%	48.0%
	18 and older	81.0%	22.8%	52.9%
1979	14-17	57.2%	32.7%	38.3%
	18 and older	79.9%	44.3%	55.6%
1980	14-17	55.3%	38.8%	39.6%
	18 and older	81.3%	37.5%	53.9%
1981	14-17	61.4%	37.6%	42.1%
	18 and older	82.4%	25.7%	52.2%

Table VI.2 Rate of Victimization By Strangers Against  
Juveniles in Non-Summer Months, 1974-1981  
(rate per 100,000)

<u>Year</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	1,847.9	611.7	636.9
1975	1,499.3	610.9	431.9
1976	1,357.5	627.9	587.7
1977	1,263.2	555.5	614.0
1978	1,598.3	508.0	641.6
1979	1,461.3	396.3	697.6
1980	1,195.7	449.8	661.2
1981	1,643.5	518.7	668.2

Table VI.3 Percent of Victimizations by Strangers By  
Crime and Location, Non-Summer Months, 1974-81

	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974			
Robbery	90.0%	60.5%	72.0%
Aggravated Assault	73.3%	33.9%	48.2%
Assault	68.3%	41.4%	44.9%
Larceny with Contact	91.0%	92.6%	87.4%
1975			
Robbery	92.4%	61.2%	75.3%
Aggravated Assault	71.3%	50.6%	50.1%
Assault	65.8%	35.8%	43.2%
Larceny with Contact	93.5%	43.6%*	81.6%
1976			
Robbery	89.0%	49.0%	68.8%
Aggravated Assault	68.9%	39.8%	50.5%
Assault	65.1%	40.2%	45.7%
Larceny with Contact	92.9%	64.6%*	86.2%
1977			
Robbery	84.6	49.5%	62.8%
Aggravated Assault	64.6%	32.2%	47.5%
Assault	62.8%	36.8%	45.9%
Larceny with Contact	96.7%	0 %*	86.7%
1978			
Robbery	86.1%	42.9%*	54.6%
Aggravated Assault	69.4%	49.9%	45.9%
Assault	64.7%	28.1%	43.4%
Larceny with Contact	97.7%	29.3%*	87.2%
1979			
Robbery	81.8%	35.3%*	63.4%
Aggravated Assault	69.4%	27.5%	44.3%
Assault	65.3%	32.4%	44.2%
Larceny with Contact	93.8%	62.9%*	87.4%
1980			
Robbery	85.8%	52.1%	69.7%
Aggravated Assault	68.7%	41.9%	44.5%
Assault	64.1%	33.0%	40.6%
Larceny with Contact	94.3%	65.1%*	89.8%
1981			
Robbery	86.4%	35.4%	64.9%
Aggravated Assault	71.6%	44.6%	45.7%
Assault	68.4%	31.2%	42.5%
Larceny with Contact	95.3%	53.1%*	87.8%



Table VI.4 Percent of Victimitizations By Strangers  
By City Size and Location, Non-Summer  
Months, 1974-1981

Year	City Size	Location		
		Street/Park	School	Other
1974	4,999 or less	66.1%	27.1%*	49.1%
	5,000-49,999	75.7%	50.3%	52.7%
	50,000-499,999	78.1%	60.8%	60.3%
	500,000+	87.2%	54.1%	65.9%
1975	4,999 or less	59.6%	39.1%*	47.7%
	5,000-49,999	75.4%	37.0%	56.5%
	50,000-499,999	78.2%	53.1%	55.4%
	500,000+	86.9%	46.6%	68.2%
1976	4,999 or less	56.8%	10.7%*	44.9%
	5,000-49,999	74.7%	55.9%	54.6%
	50,000-499,999	77.2%	45.4%	56.6%
	500,000+	85.1%	44.3%	71.0%
1977	4,999 or less	51.5%	27.6%*	48.0%
	5,000-49,999	73.6%	41.7%	52.9%
	50,000-499,999	74.6%	41.0%	53.5%
	500,000+	78.8%	41.9%	64.0%
1978	4,999 or less	62.7%	12.4%*	42.5%
	5,000-49,999	72.1%	34.0%	52.8%
	50,000-499,999	76.2%	37.3%	49.6%
	500,000+	81.0%	46.8%	65.2%
1979	4,999 or less	61.1%	25.5%*	39.6%
	5,000-49,999	69.9%	40.2%	51.5%
	50,000-499,999	73.3%	39.0%	53.0%
	500,000+	80.6%	35.0%	69.2%
1980	4,999 or less	62.6%	16.5%*	35.1%
	5,000-49,999	71.0%	34.7%	47.9%
	50,000-499,999	72.8%	50.2%	54.4%
	500,000+	82.4%	42.6%	67.0%
1981	4,999 or less	55.8%	46.7%*	37.2%
	5,000-49,999	75.3%	28.1%	53.2%
	50,000-499,999	78.5%	34.8%	51.6%
	500,000+	83.5%	42.1%	64.4%

Table VI.5 Percent of Victimitizations by Strangers  
Resulting in an Injury By Location,  
Non-Summer Months, 1974-1981

	Location		
	Street/Park	School	Other
1974	38.7%	34.5%	22.0%
1975	39.1%	34.6%	22.7%
1976	39.4%	42.3%	23.6%
1977	37.4%	38.9%	25.5%
1978	38.1%	37.3%	24.9%
1979	37.7%	23.3%	22.7%
1980	36.5%	40.1%	25.5%
1981	35.6%	42.7%	26.0%

## Section VII: Perpetrator Characteristics

Age

Juveniles of high school age are most likely to be victimized by someone of a similar age (Table VII.1). Approximately 60% of all juveniles aged 14-17 in school, in any year, are victimized by someone perceived to be between 15 and 17 years old (the coding category used in the NCS). Not surprisingly, such a degree of age homogeneity between victim and perpetrator is not found in other locations -- with the exception of 21 year-old (or older) perpetrators accounting for 70% of the victimizations of adults 18 or over in "other" locations. In terms of trends in age-of-victim -- age-of-perpetrator patterns, it would seem that those over 18 are increasingly less likely to be victimized by someone under the age of 21. In general, however, there has been remarkable constancy over time in the age homogeneity of victim and perpetrator.

Race

One of the more interesting trends that we have discovered in our analysis is the percentage decrease in white victimization by blacks in school -- a finding we do not find reflected in other locations (Table VIII.2). Approximately 35% of all victimizations in school consists of white victims and black offenders in 1974, dropping to 22% in 1981. Correspondingly (and virtually by definition) white victimization by whites in school constitutes from 54% to 68% of all

crimes from 1974 to 1981. Other patterns of racial combinations of blacks and whites in Table VII.2 show no clear trends over time.

Table VII.2 showed the percentage of victimizations accounted for by perpetrators of different races. To examine further the empirical evidence on race and victimization, rates of victimization of whites by blacks and whites (separately) were computed for juveniles in each year (Table VII.3). Here the denominator used in the calculations is the number of whites enrolled in secondary school. For black perpetration on white juveniles the rate was relatively high in the early years of 1974-1976, and then dropped off sharply in 1977-1978, rising again to a higher rate in the most recent years. White perpetration on whites varies from year to year, but generally rises. (Overall the number of whites in school peaks in 1975 and drops off steadily after that, while the number of blacks peaks in 1976 and drops off after that.) Thus, there has been a rise in the rate of white victimizations of whites in school whereas the rate of black victimizations of whites has dropped and risen again (U-shaped) over the years 1975-1981.

In summary, there has been a U-shaped curve in black offender-white victim crime rates in school while white victimization of whites has generally increased over time.

Sex

Most victimizations in schools as well as in streets and parks are of males (Table VII.4). In "other" locations, females are victims about as often as males. There are no clear trends in the male victimization percentages. Female perpetrations on females constitutes

4 to 8% of crime in streets, parks, etc; 10 to 12% of crimes in other locations; and 16 to 27% of crimes in school. This is probably due to the relatively greater "opportunity" to victimize a fellow female in school compared to other locations. Generally, there are no trends in female perpetrations over time. Looking at juveniles only (Table VII.5), one can see that females are much more likely to be victimized by fellow females in school than in other locations. In fact, most of the victimizations of juvenile females in school are at the hands of fellow females. Although there have been variations in the percent of same-sex victimizations including females, no trends are apparent.

#### Offender Characteristics -- Summary

The main finding of this section is the increase of white victimizations of whites over time along with the U-shaped curve in trends in black perpetration of whites. Also of interest is the relatively high percent of juvenile female victims who were victimized by fellow females in school, which has remained relatively unchanged over time. We have no ready explanation for the former finding, whereas the latter is probably due to greater opportunity for such victimizations.

VII.1 Age of Victim By Age of Perpetrator By Location,  
Non-Summer Months Only, 1974-81

Age of Perpetrator	Street/Park		School		Other	
	Victim 14-17	Victim 18+	Victim 14-17	Victim 18+	Victim 14-17	Victim 18+
1974						
Under 12	.6%*	.8%	0 %*	10.9%*	2.1%*	2.1%
12-14	13.0%	3.0%	23.7%	12.9%	6.8%	4.3%
15-17	46.7%	11.5%	65.7%	44.9%	35.7%	9.1%
18-20	20.5%	24.3%	8.4%	16.7%	21.5%	13.6%
21+	19.2%	60.4%	2.2%*	14.7%	34.0%	70.9%
1975						
Under 12	1.3%*	.9%	0 %*	6.0%*	2.0%*	2.1%
12-14	12.6%	3.2%	26.1%	10.4%*	12.3%	3.4%
15-17	42.7%	11.9%	65.8%	41.0%	32.7%	8.7%
18-20	24.8%	22.9%	7.2%	20.9%	19.6%	14.8%
21+	18.6%	61.1%	.9%*	21.7%	33.5%	71.0%
1976						
Under 12	.3%*	1.2%	0 %*	5.9%*	2.4%*	1.2%
12-14	12.3%	2.9%	30.4%	19.8%	12.7%	3.6%
15-17	46.9%	14.1%	62.7%	35.8%	36.0%	9.5%
18-20	20.3%	19.2%	6.3%	20.8%	13.5%	15.8%
21+	20.2%	62.5%	.6%*	17.7%	35.4%	69.9%
1977						
Under 12	.1%*	1.3%	0 %*	7.7%*	1.5%*	1.3%
12-14	11.0%	2.8%	25.2%	15.9%	6.6%	3.2%
15-17	42.3%	11.7%	56.0%	34.5%	28.8%	9.2%
18-20	24.2%	19.9%	15.8%	19.4%	26.3%	15.5%
21+	22.4%	64.2%	3.0%*	22.5%	36.7%	70.8%
1978						
Under 12	1.7%*	.6%*	0 %*	3.0%*	.9%*	1.7%
12-14	11.9%	2.5%	29.7%	23.1%	4.1%*	3.7%
15-17	39.8%	9.8%	57.7%	34.9%	29.1%	8.4%
18-20	29.4%	21.2%	10.0%	18.9%	27.7%	14.6%
21+	17.2%	65.9%	2.7%*	20.1%	38.3%	71.6%
1979						
Under 12	0 %*	1.0%*	0 %*	6.1%*	1.1%*	1.8%
12-14	9.7%	2.4%	27.1%	18.4%	7.7%	1.9%
15-17	48.7%	11.7%	63.3%	41.4%	31.3%	8.8%
18-20	23.6%	19.7%	9.6%	17.0%	19.4%	15.9%
21+	18.0%	65.3%	0 %*	17.1%	40.5%	71.6%

Table VII.1 (continued)

1980	Under 12	0 %*	.5%*	.8%*	17.6%	0 %*	1.5%
	12-14	14.9%	2.6%	23.7%	16.1%	6.9%	2.8%
	15-17	39.8%	9.4%	66.6%	30.5%	30.1%	7.8%
	18-20	28.7%	20.1%	7.2%	18.6%	30.3%	16.7%
	21+	16.6%	67.4%	1.7%*	17.2%	32.7%	71.2%
1981	Under 12	0 %*	.7%*	0 %*	1.6%*	3.6%*	.7%
	12-14	10.7%	2.5%	23.1%	10.5%*	8.4%	2.5%
	15-17	46.6%	10.5%	67.2%	47.1%	29.0%	7.9%
	18-20	24.0%	19.0%	8.9%	20.4%	26.3%	15.5%
	21+	18.8%	67.3%	.8%*	20.4%	32.7%	73.4%

\*Based on less than 10 sample occurrences; unreliable estimate

Table VII.3 Black and White Victimization of Juvenile White Victims (Aged 14-17) in School, 1974-1981, Non-Summer Months (Rates per 100,000)

	<u>Black Victimization of Whites</u>	<u>White Victimization of Whites</u>
1974	265.7 (32.9)*	541.6 (67.1)
1975	285.8 (34.8)	535.5 (65.2)
1976	316.9 (33.8)	621.6 (66.2)
1977	220.2 (23.0)	736.2 (77.0)
1978	165.9 (19.2)	697.0 (80.8)
1979	198.7 (20.1)	740.0 (78.8)
1980	249.2 (24.1)	782.9 (75.9)
1981	301.1 (27.0)	816.0 (73.0)

\*Percent of white victimization accounted for by blacks. Excluded are series crimes and victimizations in which the victim could not remember the number of offenders.

Table VII.4 Sex of Victim by Sex of Perpetrator by Location--Non-Summer Months, 1974-1981  
Percent of Crimes with Sex of Perpetrator Known

Sex of Victim	Street/Park Perpetrator		School Perpetrator		Other Perpetrator	
	Male	Female	Male	Female	Male	Female
1974 Male	63.3	1.4	55.7	2.4*	44.8	3.5
Female	28.6	6.8	15.1	26.8	40.2	11.5
1975 Male	60.4	1.9	58.6	.5*	43.9	3.6
Female	31.5	6.3	13.4	27.4	41.5	10.9
1976 Male	61.2	2.8	49.5	2.0*	44.3	3.4
Female	29.9	6.1	25.5	23.0	41.5	10.7
1977 Male	63.6	1.5	55.5	.8*	47.1	4.1
Female	28.9	6.0	20.7	23.0	38.5	10.3
1978 Male	62.0	1.5	67.0	1.0*	44.8	4.3
Female	29.6	6.9	15.6	16.4	38.7	12.2
1979 Male	60.5	1.6	52.1	2.2*	45.8	3.7
Female	29.5	8.4	19.4	26.2	39.1	11.4
1980 Male	58.4	1.3	59.7	1.0*	45.5	3.2
Female	33.9	6.3	19.8	19.5	40.1	11.2
1981 Male	62.1	1.8	51.9	2.7*	42.5	4.8
Female	32.5	3.7	23.4	21.9	41.2	11.5

\*Based on less than 10 sample occurrences; unreliable estimate

Table VII.5 Percent of Same Sex Victimization by Location, 14-17 Year-olds, Non-Summer Months, 1974-1981

Year	Sex of Victim	Location		
		Street/Park	School	Other
1974	Male	98.9%	98.0%	95.0%
	Female	30.9%	83.0%	23.4%
1975	Male	98.3%	100.0%	95.9%
	Female	34.1%	71.0%	32.0%
1976	Male	98.3%	98.6%	89.2%
	Female	36.1%	62.7%	24.9%
1977	Male	99.5%	100.0%	93.6%
	Female	32.6%	70.9%	29.9%
1978	Male	99.0%	97.0%	96.2%
	Female	45.2%	69.8%	31.2%
1979	Male	100.0%	100.0%	89.4%
	Female	42.4%	71.9%	43.7%
1980	Male	96.7%	100.0%	98.6%
	Female	43.7%	70.0%	40.8%
1981	Male	98.5%	98.2%	95.6%
	Female	41.8%	64.1%	36.6%

## Section VIII: Multiple Offenders

### Multiple Perpetrators

The majority of crimes against persons in school are committed by lone perpetrators, yet approximately 30 to 45% of the robberies, 15 to 20% of the aggravated assaults, and 25 to 30% of the simple assaults are perpetrated by more than one offender (Table VIII.1). No systematic patterning of multiple-perpetrator crimes over time is apparent for any of these three crime types. Victimization by multiple perpetrators is generally more likely in other contexts, such as streets and parks.

The percentages of victimization by multiple offenders for all crimes suggests that there has been a decrease since 1978 in victimization in school (Table VIII.2). Systematic trends in other locations are not as apparent. In "other" locations, for example, the victimization rates for multiple offenders seems higher in more recent years. In streets or parks, however, there has been some variation but no systematic trends.

Rates of victimization by more than one offender, (Table VIII.3) show that the rates in each location have varied from year to year with no systematic trend.

### Gang Perpetration

We refer to crime perpetrated by three or more individuals as "gang" perpetrated offenses. In Table VIII.4 the percent of crimes committed by three or more offenders is presented. In general the percentages have dropped slightly in all three contexts for both juveniles and adults (although there are very few occurrences in school of gang offenses against adults).

### Summary -- Multiple Offenders

In summary, there seems to be little systematic patterning of multiple offender victimizations over the period 1974-81 in any of the contexts studied here. Multiple perpetrator victimizations are most likely to occur in streets and parks, yet generally, roughly one quarter of all juvenile victimizations and 10 to 20% of all adult victimizations in school are the result of more than one offender. Gang-perpetrated offenses have dropped in general, across all ages for victimizations in-school and in streets and parks.

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Table VIII.1 Victimization by Multiple Offenders By Type of Personal Crime and Location, Non-Summer Months, 1974-81 -- Percent of Victimitizations

		<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	Robbery	64.9%	46.1%	44.4%
	Aggravated Assault	39.9%	15.6%	22.3%
	Assault	35.5%	25.8%	19.0%
	Larceny with Contact	39.1%	35.8%*	33.8%
1975	Robbery	58.8%	46.0%	47.4%
	Aggravated Assault	40.9%	21.6%*	23.8%
	Assault	39.2%	31.3%	17.6%
	Larceny with Contact	47.4%	10.6%*	27.3%
1976	Robbery	60.2%	35.1%	40.2%
	Aggravated Assault	42.3%	25.6%	20.0%
	Assault	33.2%	27.2%	17.8%
	Larceny with Contact	44.1%	15.3%*	29.5%
1977	Robbery	53.4%	27.0%	45.0%
	Aggravated Assault	39.2%	21.0%	21.8%
	Assault	35.0%	23.1%	16.0%
	Larceny with Contact	30.6%	11.3%*	29.4%
1978	Robbery	64.1%	46.8%*	37.8%
	Aggravated Assault	34.3%	20.1%*	18.3%
	Assault	32.2%	26.0%	18.0%
	Larceny with Contact	35.1%	9.9%*	18.9%
1979	Robbery	61.2%	29.5%*	39.6%
	Aggravated Assault	37.6%	20.5%*	22.8%
	Assault	33.1%	25.3%	17.0%
	Larceny with Contact	32.9%	15.7%*	32.2%
1980	Robbery	58.2%	47.4%	41.5%
	Aggravated Assault	39.4%	10.1%*	22.6%
	Assault	35.5%	22.9%	14.2%
	Larceny with Contact	31.5%	0 %*	28.0%
1981	Robbery	58.7%	38.4%	43.6%
	Aggravated Assault	34.8%	20.3%*	20.4%
	Assault	26.9%	16.9%	16.1%
	Larceny with Contact	35.3%	0 %*	25.6%

\*Based on less than 10 sample occurrences; unreliable estimate.

Table VIII.2 Age of Victim By Multiple Offenders By Location Non-Summer Months 1974-81 -- Percent Victimized by More Than One Offender

	<u>Age</u>	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	14-17	45.9%	25.5%	27.6%
	18 or Older	42.5%	18.5%	26.4%
1975	14-17	48.7%	28.0%	29.0%
	18 or Older	41.3%	24.9%	26.2%
1976	14-17	44.8%	26.9%	27.1%
	18 or Older	41.1%	19.4%	24.9%
1977	14-17	43.1%	26.2%	26.8%
	18 or Older	38.0%	12.0%	23.9%
1978	14-17	44.4%	27.4%	33.4%
	18 or older	36.6%	10.5%*	23.2%
1979	14-17	39.0%	23.4%	26.0%
	18 or Older	39.4%	11.5%	24.2%
1980	14-17	45.1%	20.8%	27.5%
	18 or Older	39.3%	18.8%	23.9%
1981	14-17	38.2%	21.1%	25.5%
	18 or Older	36.8%	16.4%	22.5%

\*Based on less than 10 sample occurrences; unreliable estimate.



**CONTINUED**

**1 OF 2**

Table VIII.3 Rates of Victimization for Juveniles (Aged 14-17)  
By Multiple Offenders, Non-Summer Months,  
1974-1981

	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974	1,262.68	314.1	410.5
1975	1,185.1	344.4	335.3
1976	1,019.3	394.9	357.4
1977	1,028.2	352.9	411.4
1978	1,216.5	351.3	456.1
1979	1,024.3	295.9	488.5
1980	1,000.6	357.3	482.5
1981	1,060.9	294.8	408.2

Table VIII.4 Percent of Crimes Committed by Three or More Offenders  
by Victim's Age and Location of Crime -- Non-Summer Months, 1974-1981

	<u>Street/Park</u>	<u>School</u>	<u>Other</u>
1974 Juveniles	28.8	20.0	17.2
Adults	23.1	12.0*	13.1
1975 Juveniles	31.1	19.8	19.5
Adults	21.5	12.5*	10.3*
1976 Juveniles	30.8	20.4	18.0
Adults	20.3	7.7*	10.5
1977 Juveniles	31.3	17.2	20.7
Adults	19.8	7.9*	10.2
1978 Juveniles	27.4	17.6	18.7
Adults	19.0	5.2*	9.8
1979 Juveniles	27.9	19.1	16.3
Adults	21.3	8.9*	10.5
1980 Juveniles	25.6	15.0	17.6
Adults	21.6	5.8*	8.5
1981 Juveniles	22.5	9.1	17.3
Adults	17.9	1.8*	9.0

\*Based on less than 10 sample occurrences; unreliable estimate.

Section IX: Monthly Trends in Victimization in School  
and Elsewhere, 1974-81

By Robert Nash Parker, William R. Smith, D. Randall Smith  
and Jackson Toby

In the previous sections trends in school crime were examined descriptively on a yearly basis. This was advantageous as it allowed us to investigate crimes broken down by victim and perpetrator characteristics, dollar value of larceny, weapons use and so forth. However, doing so meant using only eight time points for discovering trends in order to avoid spreading the cases too thinly over the various categories under investigation. Thus, we traded detail in time for detail in characteristics of the victimization. The investigation of trends in previous sections was further hampered by the loss of one time period (1973) or 11% of all time points, making it difficult to apply rigorous statistical tests for discovering trends in in-school crime.

In this section we adopt the exact opposite approach: detail in characteristics of the offense are ignored in favor of greater detail in the time variable. Mean seriousness scores (using both the Rossi and Sellin-Wolfgang measures) and the total number of victimizations are presented monthly for the eight year period, and the resulting time

series are compared across three locations -- in school; streets, parks, etc.; and at home. A Box-Jenkins analysis is used to see which, if any, of these nine series is predictive of, or responsive to, the others. (It should be noted that location and age of victim are defined differently in this section compared to other sections. "At home" is used here instead of "other" locations, and individuals under 20 are studied instead of 14 to 17. The analysis done here was actually done prior to that of the other sections. We are in the process of re-analyzing the monthly data for a subsequent publication so as to be consistent with the other sections.

Table 1 presents descriptive information for the nine monthly series analyzed here. Most victimizations among those under twenty years of age occur in streets or parks: victimizations at home number roughly one-fourth of those in the street, while those in school number about one-half as many as those at home. In terms of maximum and minimum, both the at-home series and the street/park series hit their peaks during the last two years of the period -- unlike in-school victimizations which had a much earlier peak, with a minimum level achieved near the end of the period studied here. For both of the seriousness measures, at-home victimizations are, on average, rated more serious, followed by street/park and in school, respectively. No obvious pattern emerges with regard to the attainment of minimum and maximum values for the seriousness indices, as even the same setting victimization indices have different maximum and minimum months across the two seriousness indices.

### Overall Trends

Figures 1 through 3 display these series graphically, and reveal more information concerning the trends in the three types of victimization than is found in Table 1. Figure 1 indicates that the total number of victimizations in streets/parks is, as is to be expected, strongly seasonal, reaching several large peaks during the warmer months and reaching several deep troughs during the colder months. In addition, it is clear that the number of victimizations of this type has increased between 1974 and 1981, especially during the last twenty-four months of this period. Victimization occurring at home reveal a similar increase, although less dramatic in nature, beginning in late 1980 and extending through 1981. The at-home series displays strong seasonality as well, especially when contrasted with the in-school victimization series, which reaches consistent low points in August of each year, a month in which the fewest children are attending classes. In addition, there does not appear to be any significant change in the magnitudes of highs and lows in this series, and other than seasonal movement, the number of in school victimizations appears to have remained constant between 1974 and 1981.

Caution is advised in the interpretation of all the series data in this section because we have not yet analyzed rates of victimization. For example, the number of children enrolled in school has declined during this time period, so the rate of victimization may have increased substantially (although the yearly data in sections II to VIII suggest this is unlikely). Estimation of the at risk populations for these three locations is currently in progress.

### Seriousness Trends

Figures 2a, 2b, and 2c give the monthly values for the unadjusted Rossi seriousness scores in the three locations; unfortunately the values of the three series overlap to such an extent that plotting them in one figure revealed very little about their relative trends. Although the seriousness of at-home and street/park victimizations do not show consistent seasonal components, both series show evidence of a general decline between 1974 and 1981. The Rossi scores for in-school victimizations (Figure 2c), (with the exception of an extreme value for August, 1980), appear to be increasing slightly during this period. This inference is substantiated in Figure 3, in which all three of the unadjusted Sellin-Wolfgang seriousness scores series are displayed. While the at-home and street/park series reveal slight declines in mean seriousness, the in-school series shows a slight increase during the last two years under study. Sellin-Wolfgang mean seriousness was relatively high during 1974, but was relatively consistent between 1975 and 1980, after which evidence of an increase begins to appear.

In summary, these data indicate that in-school victimization may be driven by different underlying causal factors than victimizations in other settings. In terms of both numbers and seriousness of the incident, evidence of divergence can be seen over time for the in-school victimization measures. If analysis of the rates of victimization reveal a similar pattern, this finding could be quite significant in any attempt to understand and identify the underlying causal factors of in-school victimizations. Although the in-school data show more

consistent seasonal patterns than do other types of victimizations, this is not surprising given the seasonal nature of the school calendar. The question of the relationship between in-school and other types of victimizations remains, however, and the information presented here does not go very far in addressing this issue. Although in some of the graphs, notably Figure 1, in-school victimizations appear to have opposite seasonal peaks and troughs (due mostly to summer vacations from school), this pattern is not consistent throughout the series presented.

In addition, as most of these series exhibit seasonal patterns, trends, or both, it is difficult to separate out apparent effects due to common (or opposite) seasonal or trend components and those that are unrelated to the time-dependent effects obviously present in these data. Two series with common season and/or trend patterns will often appear to be correlated when in fact they are not, and time series analysts have argued quite convincingly that such apparent correlations must be considered spurious (McCleary et al., 1980:229). In order to estimate the relationship (or lack thereof) between two time series, it is first necessary to model -- and therefore control for -- within series variation; this can be accomplished through the identification of appropriate models from the general class of autoregressive moving average models developed by Box and Jenkins (1976). Once the appropriate effects are identified and removed from the series, the resulting residual series can be correlated with a similarly modeled series in order to estimate the relationship between the two at various lagged time periods.

#### Identification of Appropriate Model for the Victimization Series

Although a complete description of the process whereby appropriate models for within series variation can be identified and estimated is beyond the scope of this section (see McCleary et al., 1980, for the best exposition of these techniques from a social science perspective), a brief description of this process is given as it relates to the interpretation of the results concerning the relationship between in-school and other victimizations. The process is an iterative one in the conceptual sense (as well as in the statistical sense): the observed time series is analyzed via two major diagnostic tools -- the autocorrelation function and the partial autocorrelation function (analogous to the familiar correlation and partial correlation, except that the values are computed using values within a series at varying time periods). The pattern of auto- and partial auto-correlations is indicative of the existence of usually specific types of within-series components, and as such this stage of the analysis is referred to as the 'identification' stage. These components fall into three general classes, which can be either seasonal, nonseasonal, or both: integrated processes, in which the best predictor of the current value of a time series is the previous value; autoregressive processes, in which the best predictor of the current value of the series is a weighted sum of a infinite number of immediately preceding observations (not just the most immediate one); and moving average processes, in which the best predictor of the current value of a series is a weighted sum of a finite number of immediately preceding observations.

Once potentially appropriate models have been identified, in terms of type (integrated, autoregressive, and/or moving average, seasonal, nonseasonal, or both) and complexity (some processes can be represented quite well by one parameter, other by several parameters, either of the same type but higher order, or of different types, i.e., a second-order autoregressive process means that the infinite sum involves observations two time periods back, four time periods, six time periods, etc.), these models can be estimated, with estimates calculated for the various hypothesized parameters, significance tests performed for these parameters, and statistical evaluations of the appropriateness of the model performed using model residuals. If the residuals 'pass' such tests, the model is considered appropriate, and the estimation of the relationship of the series in question with other series that have been modeled can proceed. If the residuals fail these diagnostic tests, evidence from auto- and partial auto-correlation functions on the residual series can be utilized to pinpoint the problems with the model. Likewise, if estimated parameters are not statistically significant, they are dropped and the model is re-estimated and re-evaluated.

Once a model is found to be acceptable under this procedure, 'meta-diagnosis' is recommended where additional parameters of higher order are added to the model. For example, if the model contains a first-order autoregressive term, a second-order autoregressive term is added and the model is re-estimated. If the parameters added during meta-diagnosis are statistically insignificant and or produce model anomalies as a result of their inclusion, the acceptability of the identified model is increased. All of the models reported here have

been subject to meta-diagnosis and were found to be adequate.

Table 2 presents a summary of the models identified and found to be acceptable for the nine series presented in Figures 1 through 3. Parameters are listed for each series according to type, autoregressive or moving average, regular or seasonal, of various orders, (first, second, or third), and associated t-test values are given as well. The Q statistic given in the diagnostics line for each series is derived from the autocorrelations function of the residual series, that is, what is left in the series after the estimated parameter effects have been removed, and is distributed as a chi-square with degrees of freedom equal to the number of lags calculated for the autocorrelation function (by convention, this is usually 25) minus (the number of autoregressive and moving average parameters estimated in the model. For the in-school total victimization series, the degrees of freedom equal 25 minus 5 (3 AR and 2 MA parameters) or 20. The R-square given on this line is directly analogous to the traditional explained variance measure used in OLS regression models. All of the models except the in-school total victimization have constant terms; the constant term for this model was dropped as it was statistically insignificant.

The knowledgeable reader will note the absence in Table 2 of integrated process parameters or differencing, usually a prerequisite for the identification of ARIMA models. However, these models were identified using the extended autocorrelation function (EACF), in which the issue of stationarity need not necessarily be addressed before identification can proceed; a discussion of this approach to identification and the use of the EACF can be found in Tsay and Tiao

(1982; see also Liu and Hudak, 1983).

Most of the models reported in Table 2 are relatively straightforward and parsimonious, with either one or two parameters, usually of the same type, i.e., either autoregressive or moving average, for both seasonal and nonseasonal. An exception to this is the model reported for total in-school victimizations. As discussed previously, the in-school series is subject to obvious seasonal fluctuation of considerable magnitude, and, as is the case with many statistical techniques, Box-Jenkins ARIMA models can be significantly affected by outlier values. As indicated in Table 1, all three in-school series originally contained a zero point for August, 1978. In analyzing the Sellin-Wolfgang in-school seriousness series, with this zero point included in the series, a complicated model was identified and diagnosed to be acceptable. However, when the outlier was removed and the mean of the series substituted, the results are those reported in Table 2 -- a simple model with a single seasonal autoregressive term which barely reaches statistical significance. Thus the complicated nature of the model identified for the total in-school victimization series may be the result of a regular pattern of seasonally-based outliers contained in this series.

One approach to outliers is to employ a smoothing technique (e.g., a moving average estimate of the values for, in this case, August of each year), which consists of a weighted average of values for May, June, July, September, and October. Although this would in all likelihood remove or certainly reduce the impact of the extreme August values, the issue is more complicated: seasonal fluctuations are not

simply exogenous factors to be removed, but rather such factors are often important components of an underlying causal structure (see Nerlove, 1964:263). We have found all three types of victimizations contain important seasonal components, the knowledge of which would be lost if each series were mechanically deseasonalized for the identification of within series components. In addition, the seasonal aspects of these series have important substantive and policy related consequences; it would not make much sense to ignore the fact that most children are not in school during August if we are trying to understand in-school victimizations. We plan to continue to investigate the impact of seasonal outliers on these data in further analysis, but we would point out at this time that no easy and satisfactory solution to this issue is available on the immediate horizon.

In addition to the important seasonal components in most of the models in Table 2, we can see that the models for the total home and street/park victimizations are quite similar, corresponding to the similar trends in the observed series discussed previously. Comparing the seriousness models across type of score and within victimization type, it is clear that substantial differences exist in the types of underlying processes that exist in these series. For example, the Rossi at-home series in its observed form satisfies the diagnostic tests quite adequately. The Sellin-Wolfgang at-home series, however, reveals a fairly complicated mixed ARIMA model with both seasonal and nonseasonal components. Given the satisfactory nature of all nine models in Table 2, we can proceed to an examination of the relationship between total victimizations and mean seriousness in school and elsewhere.

The Relationship between Victimization in School and Elsewhere

In order to investigate any relationships between the in-school, at-home and street/parks victimization series, we use a technique attributed to Granger (1968). The cross-correlation function, analogous to the correlation coefficient and to the autocorrelation function discussed previously, estimates the relationship between two time series at various lags. The CCF consists of two halves, a positive and a negative half, representing the effect of one variable taken at varying lags on the second variable, and the other representing the effect of the second variable, at varying lags, on the first. Granger, (1968; see also Pierce and Haugh, 1977; Loftin and McDowell, 1982) argues that if victimizations, for example, or their seriousness outside of school influenced those inside school, the effect of this could be seen in the positive half of the CCF; if, on the other hand, victimization or seriousness of in-school crime influenced out of school victimization, the evidence could be found in the negative half of the CCF. If the two series are related instantaneously, the midpoint of the CCF, representing the current value of both series, would be large and statistically significant. These conclusions are only possible if the within series components of variation have been adequately represented by the univariate ARIMA models presented in Table 2; in this approach, diagnosis and meta-diagnosis of the univariate models is crucial for the proper interpretation of the CCF results.

Figures 4 through 9 present the CCF results graphically, with the significant and insignificant correlations at various lags being

identified by shape and contrast -- dark, square shapes indicate a significant correlations, while round, light shapes indicate insignificant correlations. Considering Figures 4 and 5, which display the CCFs for total victimizations, we can see that only one correlation is significant in each figure, and that these are both on the positive half of the CCF, indicting the impact of home and street/park victimizations on school victimizations at lags of 1 and 3 months, respectively. Although these correlations are on the proper half of the CCF from the importation perspective, the sign of these correlations indicates that as victimizations elsewhere go down, in-school victimizations go up; likewise when victimizations outside of school go up, in-school victimizations go down.

Results for the Rossi scores, presented in Figures 6 and 7, corroborate these findings, again indicating that over relatively short periods of time (one and three months), as seriousness of victimizations outside of school decreases, in-school victimizations increase in mean seriousness, or as seriousness of victimization outside of school goes up, in-school victimizations become less serious. Results from the Sellin-Wolfgang CCFS, presented in Figures 8 and 9, present a different pattern. In both cases, the significant correlations appear in the negative half of the CCF, indicting that in-school seriousness leads to out of school seriousness over lags of 6 months for the home series and 8 and 3 months for the street/park series. The direction of the effect of in-school seriousness on seriousness at home is positive, indicating that as in-school seriousness goes up, at-home seriousness goes up after the indicated lag. A similar effect is found for street/park



seriousness at a lag of 3 months; interpretation of the relationship between this series and in-school seriousness is complicated by the existence of a strong negative correlation at the 8 month lag. This latter coefficient indicates that in-school and street/park seriousness are inversely related. However, the Sellin-Wolfgang scores provide evidence in support of the notion that victimization outside of school is affected by what happens in school, rather than in-school victimizations being a reflection of what is happening outside school.

Taking the CCFs as a whole, one might be tempted to conclude that in general there is little or no relationship between in-school and out of school victimizations as measured here. Haugh (1976) presents a statistical test of this hypothesis, which essentially attempts to ascertain whether a CCF as a whole can be considered statistically different from zero. The test in question is computed by calculating the sum of squares of the individual correlation in a CCF, multiplying by the number of cases in common across the two series (residual series may be shorter than the original series due to differencing or due to the types of models estimated, i.e., a first-order term can only be estimated for  $n-1$  observations, a first-order seasonal term for  $n-12$  observations, etc.), with the result being distributed as a chi-square with degrees of freedom equal to the number of lags, positive and negative, plus 1. For the CCFs presented here, the degrees of freedom in each case is 21; the values for the test statistic are 21.27, 17.21, 18.30, 14.65, 14.21, and 25.66, for Figures 4 through 9 respectively. None of these values approaches conventional .05 or even .10 significance levels, and one might be tempted to conclude that these

results indicate that in school victimization is independent of victimizations in other settings.

However, caution should be exercised in the interpretation of Haugh's test statistic; the test is extremely conservative, and therefore the possibility of committing a Type I statistical error is quite high. McCleary et al. (1980:230-232) present the CCF of a simulated time series in which eight of the ten pairs of observations are selected so as to be perfectly correlated; the CCF for these two series includes one highly significant value, but according to Haugh's estimate the entire CCF cannot be distinguished from zero. Although McCleary et al. (1980) did not construct these series to illustrate this point, the conservative nature of Haugh's test is evident. Some readers may wish to accept Haugh's test, others may be willing to take it under advisement and cautiously interpret the existing significant correlations. Regardless, Haugh's test statistic does support the theoretical notion advanced previously that in-school victimization is driven by causal forces internal to the school and independent of the forces that drive out-of-school victimizations.

#### Summary

We set out to provide significant additional information concerning the nature and direction of in school and out of school victimizations for the period 1974-81 using monthly data, and to provide some information about the nature and direction of the relationship between victimizations in and out of school. We have presented some evidence as to the divergence of monthly trends in victimizations in school, home,

and in the streets during this period, such that in-school victimizations seem to be more seasonal and to be generally moving in a different direction when compared to other types on the basis of the volume of victimizations. (Rates of victimization still need to be examined.) Concerning the seriousness of victimizations, in school victimizations diverge in their trend as well; while the seriousness of victimizations outside of school appears to be increasing, the seriousness of victimizations in the school appears to hold constant. As some of these trends, especially those for total number of victimizations, begin in the last two years of the period under study here, additional data are needed to monitor these trends.

Although less concrete information concerning the nature and existence of the relationship between in-school and out-of-school victimizations has been provided herein, that which has been provided is both suggestive of the potential payoffs of such research and contradictory enough to spark further interest. Support for three distinct theoretical approaches to the understanding of this relationship -- importation, independence, and learning -- can be drawn, at least tentatively, from the results presented here. Two general possibilities exist, and the validity of either can only be determined from additional research: perhaps all three perspectives have some validity, and the relationship between in- and out-of-school crime is multifaceted, or perhaps one of these approaches (or perhaps another yet to be advanced) is in fact the dominant one, and further evidence will corroborate some of the findings and undermine others.

In conclusion, it is premature to draw any definite conclusions from the analysis of monthly trends in this section. Re-analysis of the NCS data using the methods employed here are necessary to draw further inferences on the relationship between victimization in school and in other locations.

Table 1: Descriptive Information on Total Victimizations, Rossi and Sellin-Wolfgang Seriousness Scores, for in School, at home, and in Street/Park Victimizations

Series	Mean	SD	Minimum	Maximum
<b>Total Victimizations</b>				
In School	29103	14035.90	242 (8/81)	53700 (10/7)
At Home	58211	12501.71	30542 (2/77)	86897 (11/8)
In Street/Park	208943	26886.04	140549 (2/80)	291343 (7/81)
<b>Rossi Seriousness Scores</b>				
In School	6.108	.676	4.89* (7/80)	6.62 (2/79)
At Home	6.305	.103	6.08 (12/76)	6.58 (3/75)
In Street/Park	6.125	.076	5.96 (8/78)	6.32 (3/80)
<b>Sellin-Wolfgang Scores</b>				
In School	2.233	.498	.83* (7/79)	3.37 (8/74)
At Home	4.857	.584	3.23 (1/80)	6.54 (8/75)
In Street/Park	3.730	.302	3.19 (3/76)	4.37 (1/75)

\* A zero point exists in the original series and the mean value was substituted for this outlier; see the text for a discussion of smoothing and the impact of outliers in ARIMA modeling.

Table 2: Summary of Univariate Box-Jenkins ARIMA Models

Series	Autoregressive Parameters			Moving Average Parameters		
	Type	Estimate	T-Value	Type	Estimate	T-Value
In School, Total	AR2*	.827	11.43	MA2	.860	9.14
	SAR1	.255	2.69	SMA2	.626	4.18
	SAR2	.674	7.08			
Diagnostics	Q = 22.8 df = 20		p = .30 $R^2 = .373$			
At Home, Total	AR1	.279	2.65	Constant	30693.79	5.07
	SAR1	.291	2.77			
	Diagnostics	Q = 27.0 df = 23		.30 > p > .20 $R^2 = .799$		
In Street/Park, Total	AR1	.423	3.91	Constant	40079.14	2.08
	AR2	.269	2.08			
	SAR2	.312	2.39			
Diagnostics	Q = 22.9 df = 22		.50 > p > .30 $R^2 = .647$			
Rossi School	Constant	6.174	307.99	SMA1	.219	2.06
Diagnostics	Q = 18.1 df = 24		p = .80 $R^2 = .972$			
Rossi Home	Constant	6.305	602.66			
Diagnostics	Q = 27.7 df = 25		.50 > p > .30 $R^2 = 1.0$			
Rossi Street/Park	Constant	6.124	630.26	MA3	-.256	2.59
Diagnostics	Q = 24.1 df = 24		.50 > p > .30 $R^2 = .942$			
Sellin-Wolfgang School	SAR1	.192	1.96	Constant	1.791	7.87
Diagnostics	Q = 14.3 df = 24		.95 > p > .90 $R^2 = .870$			
Sellin-Wolfgang Home	AR1	-.623	2.22	MA1	-.757	3.22
	Const.	7.896	5.80	SMA1	-.317	3.07
Diagnostics	Q = 15.8 df = 21		.80 > p > .70 $R^2 = .950$			
Sellin-Wolfgang Street/Park	Constant	3.748	102.63	MA1	-.232	2.34
Diagnostics	Q = 27.0 df = 24		p = .30 $R^2 = .967$			

\* ARn or MA n where n = 1, 2, or 3 indicates either an autoregressive (AR) or moving average (MA) parameter of a first order (n=1), second order (n=2), and so on. Seasonal parameters are preceded by an 'S', as in SAR1 or SMA2.

FIGURE IX.1

# NUMBER OF VICTIMIZATIONS AT HOME, IN STREET OR PARK, AND AT SCHOOL

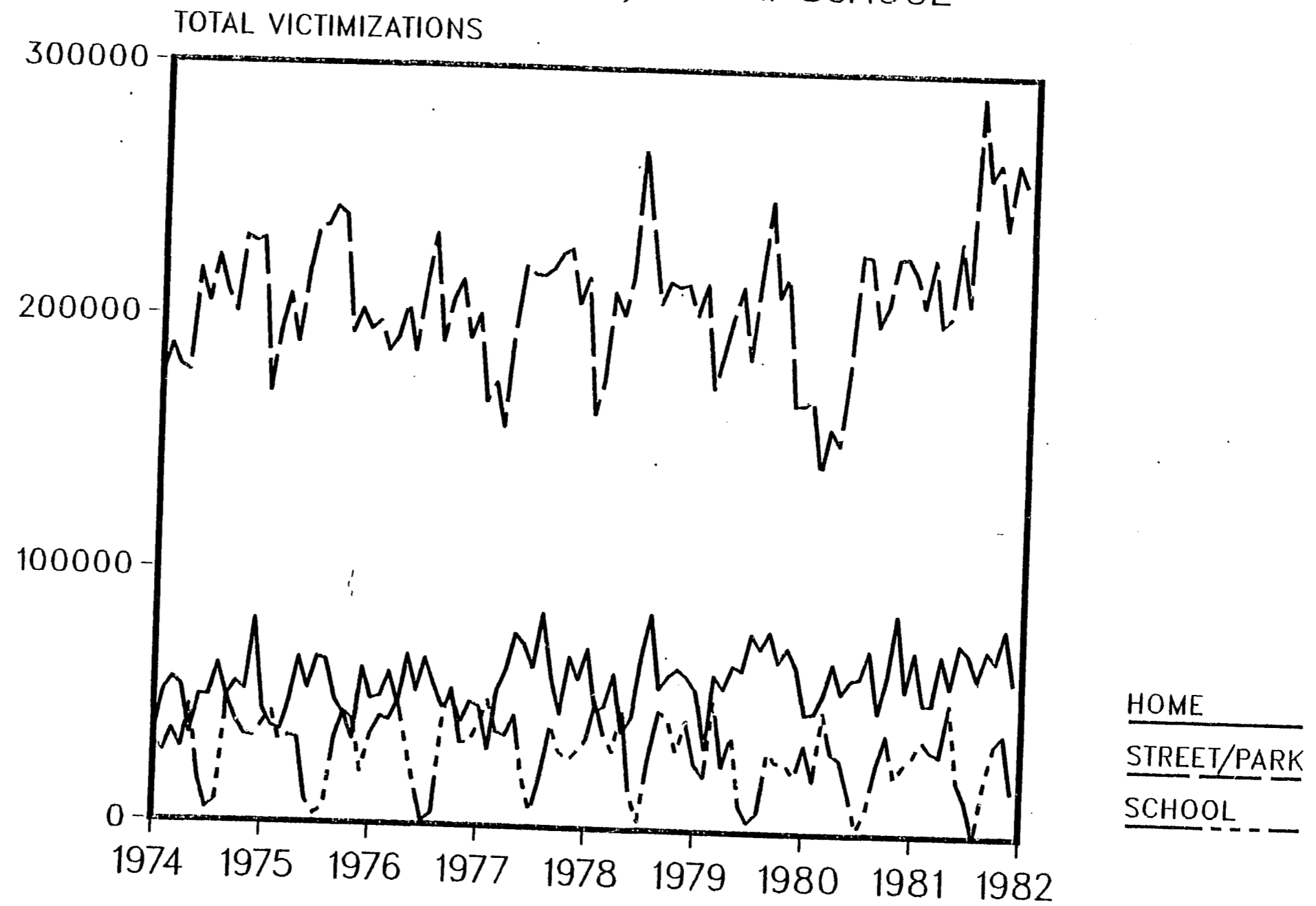


FIGURE IX.2a ROSSI SERIOUSNESS SCORES, VICTIMIZATIONS  
AT HOME

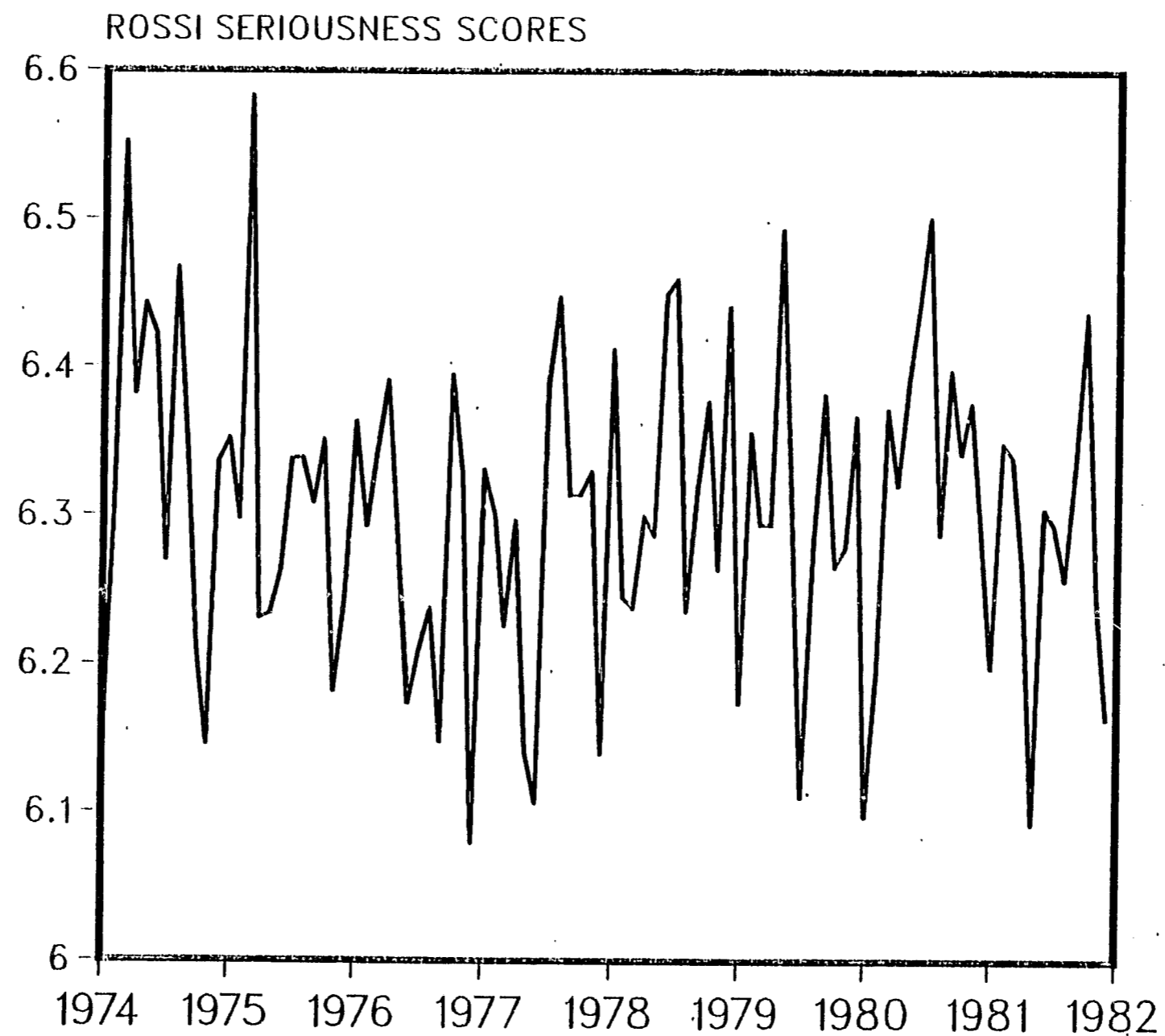


FIGURE IX.2b ROSSI SERIOUSNESS SCORES, VICTIMIZATIONS  
IN STREET OR PARK

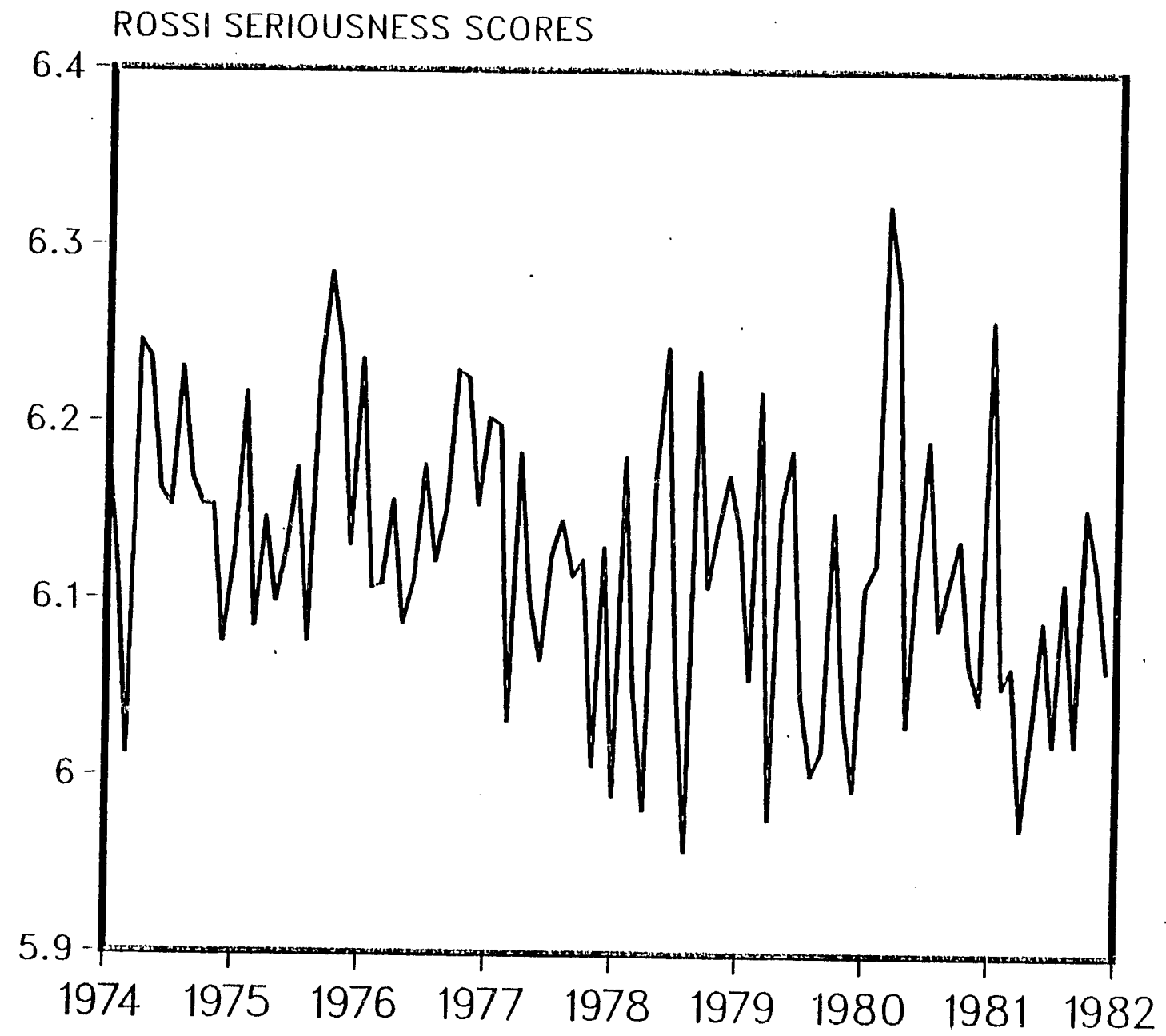


FIGURE IX.2c ROSSI SERIOUSNESS SCORES, VICTIMIZATIONS  
AT SCHOOL

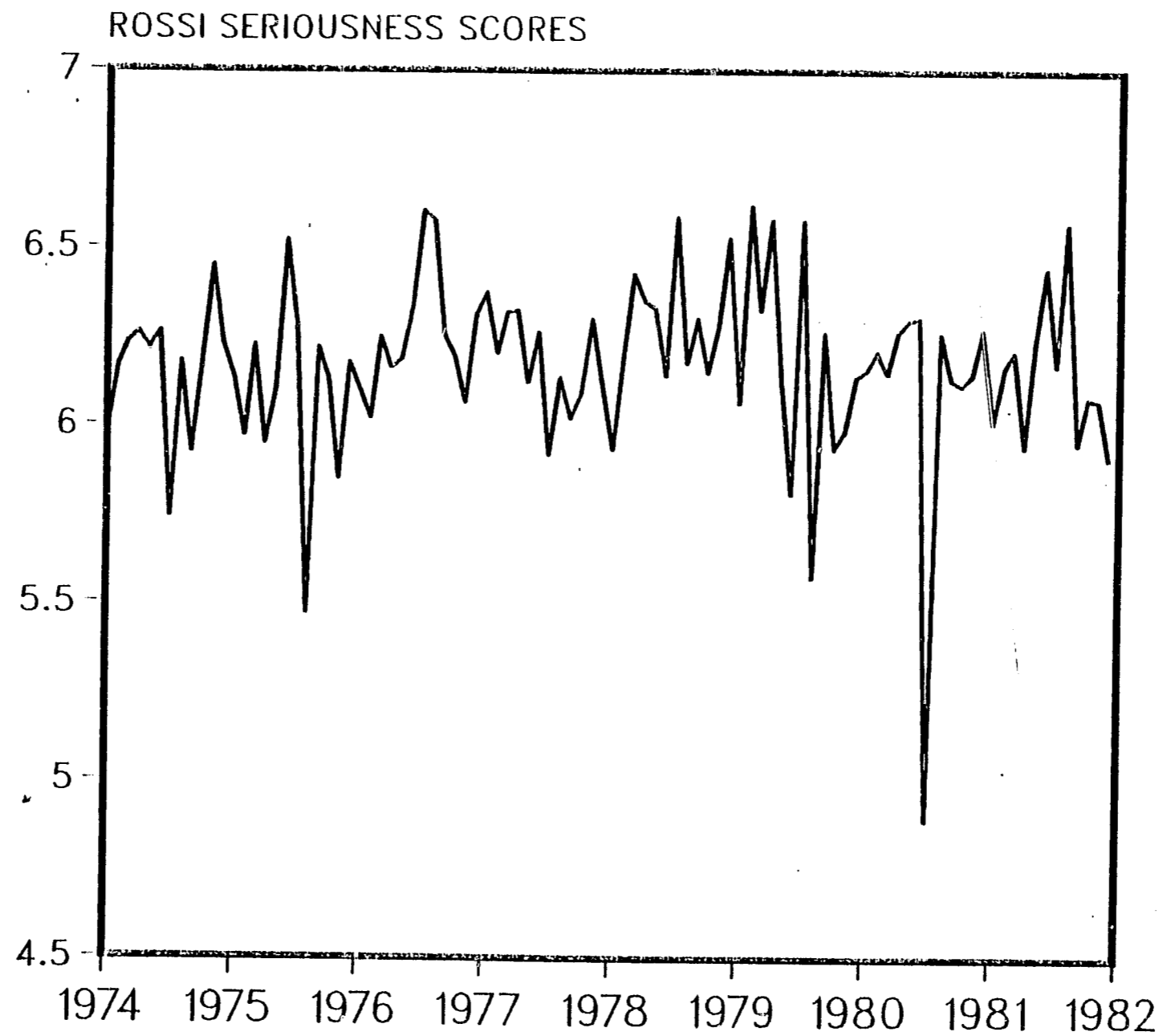


Figure IX.3 SELLIN-WOLFGANG SERIOUSNESS SCORES, AT HOME,  
IN STREET OR PARK, AND AT SCHOOL

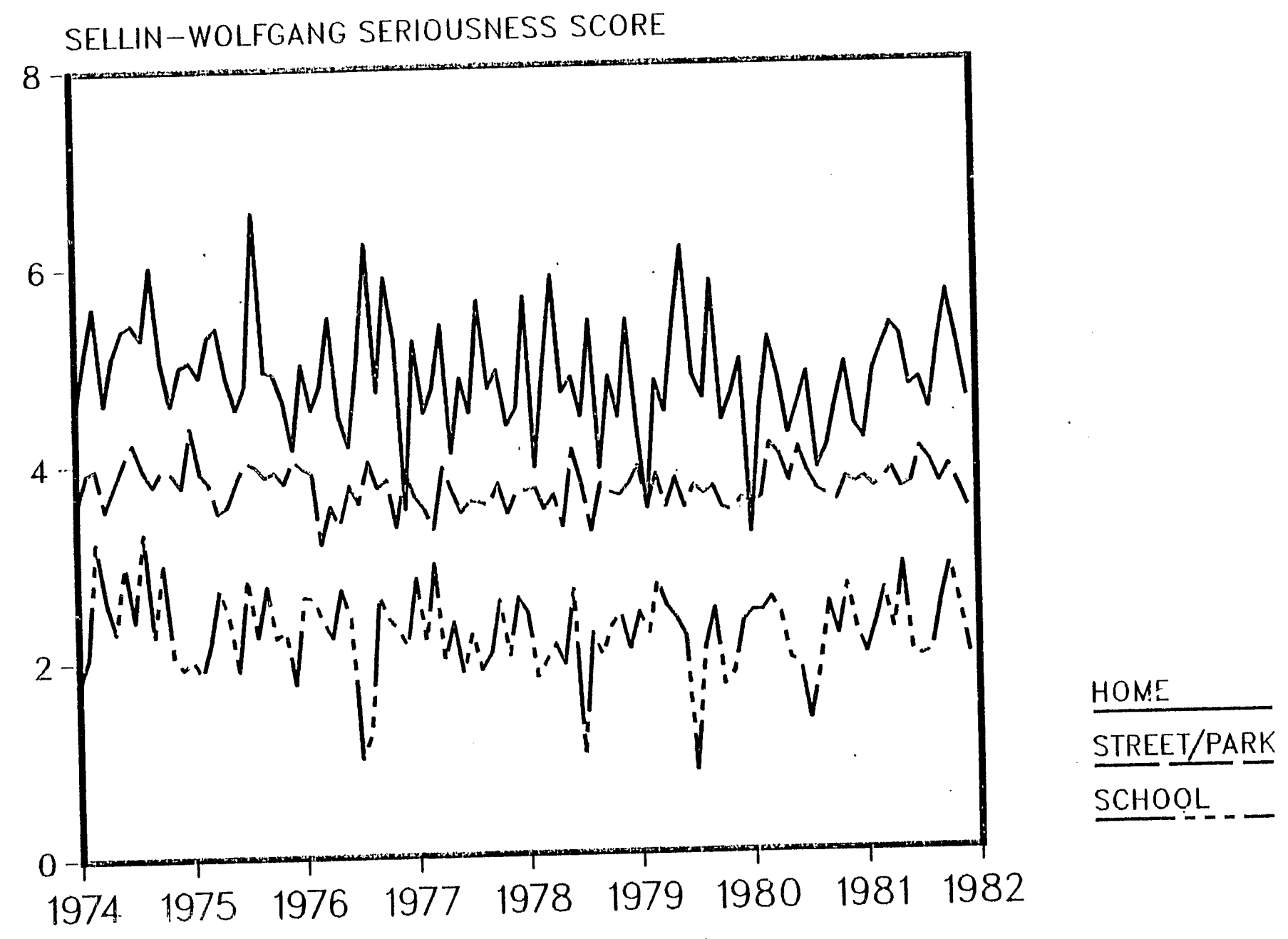




FIGURE 1X.4  
CROSS CORRELATION FUNCTION, PRE-WHITENED IN SCHOOL AND  
AT HOME, TOTAL VICTIMIZATIONS

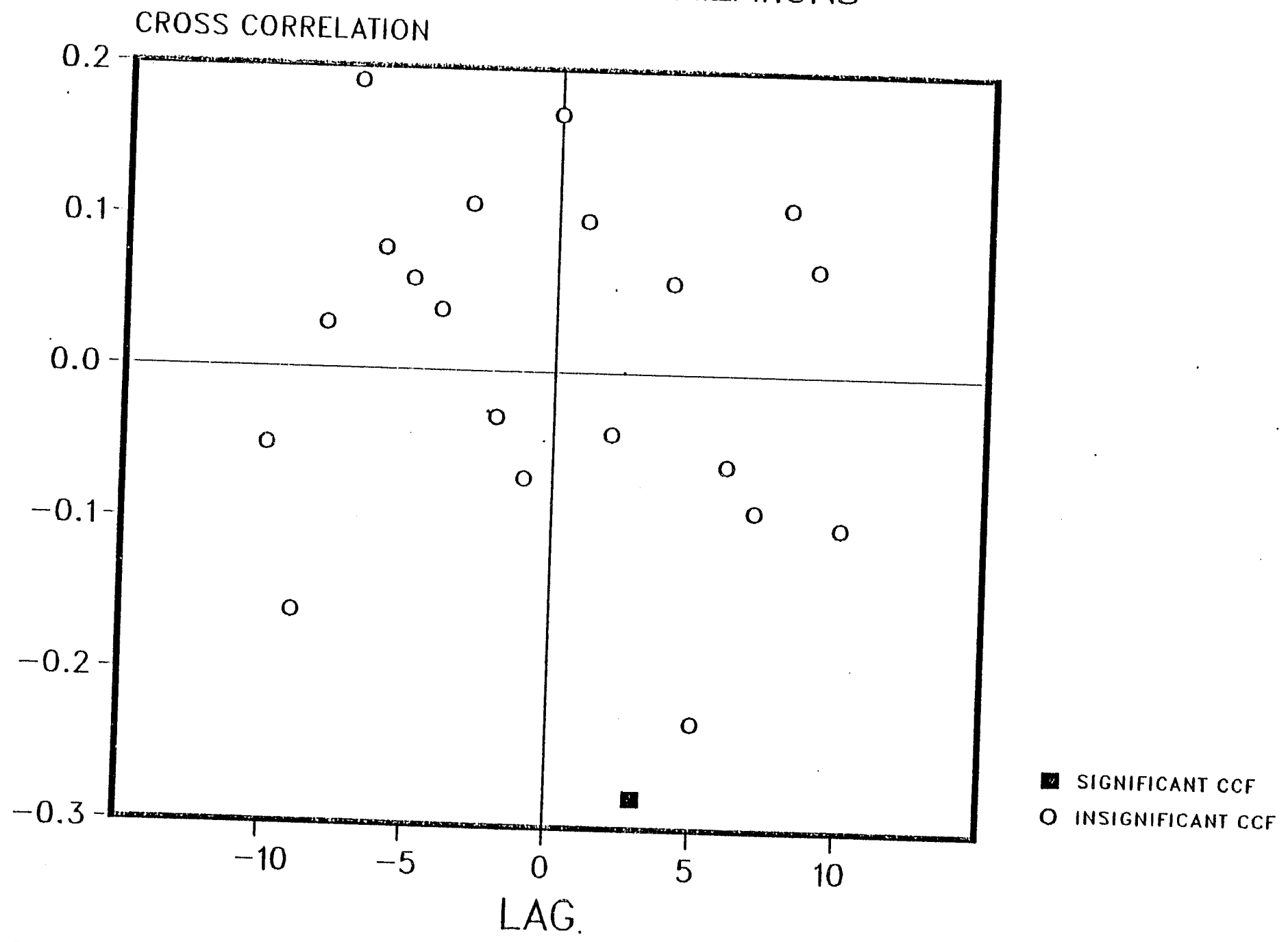


FIGURE IV.5  
CROSS CORRELATION FUNCTION, PRE-WHITENED AT SCHOOL AND  
IN STREET OR PARK, TOTAL VICTIMIZATION

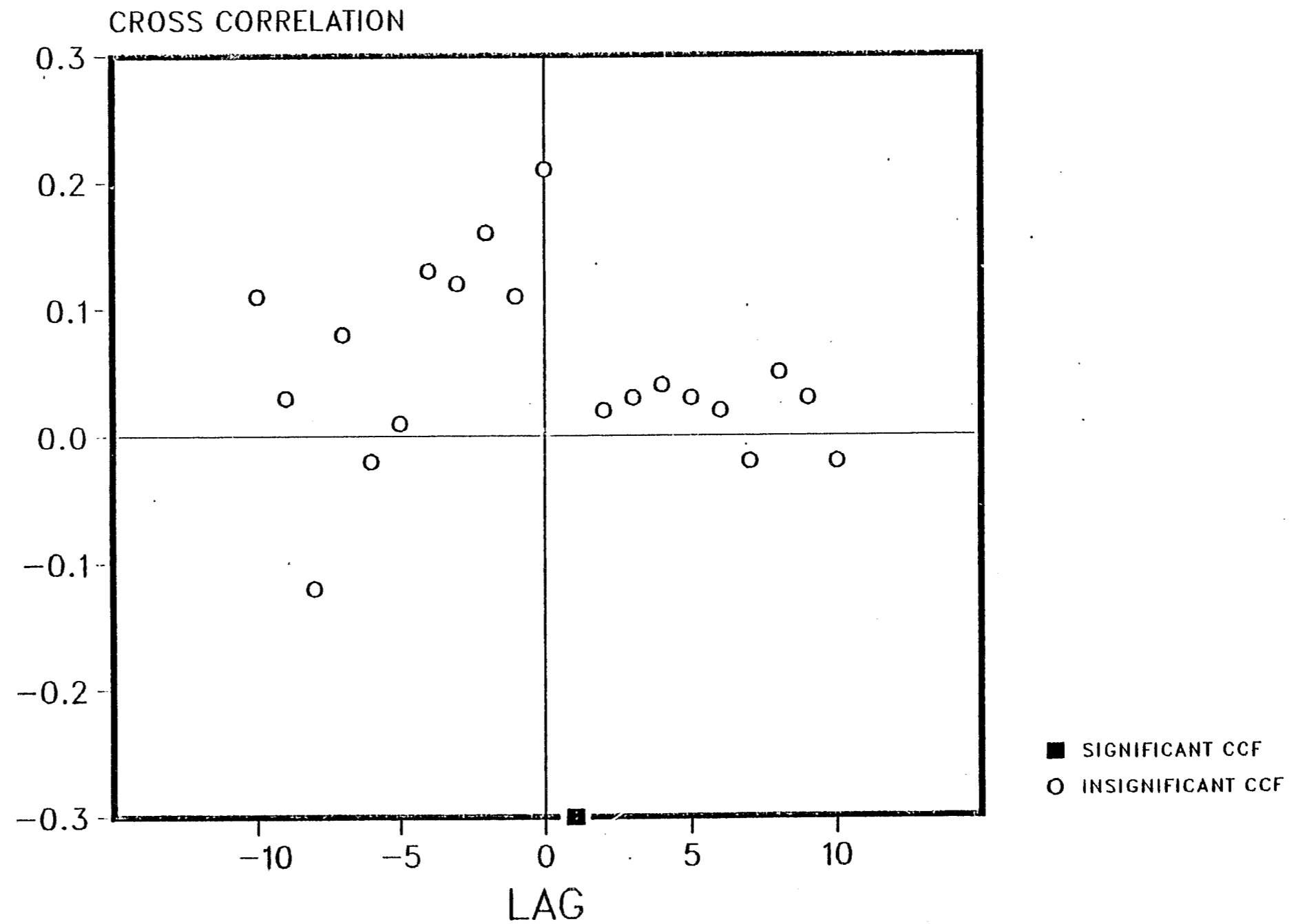


FIGURE 1X.6  
CROSS CORRELATION FUNCTION, PRE-WHITENED ROSSI SCORES,  
IN SCHOOL AND AT HOME

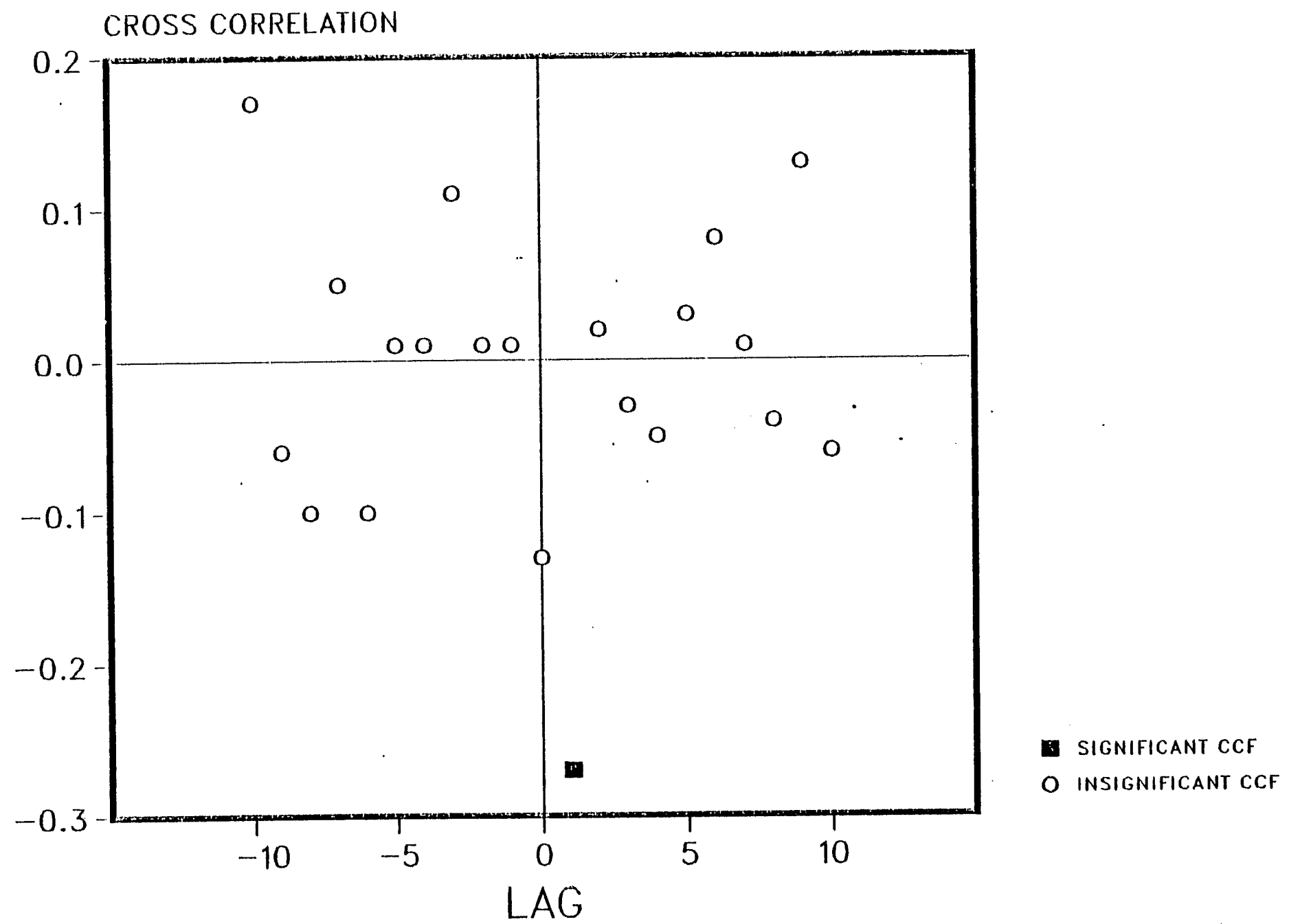


FIGURE IX.7

CROSS CORRELATION FUNCTION, PRE-WHITENED ROSSI SCORES,  
AT SCHOOL AND IN STREET OR PARK

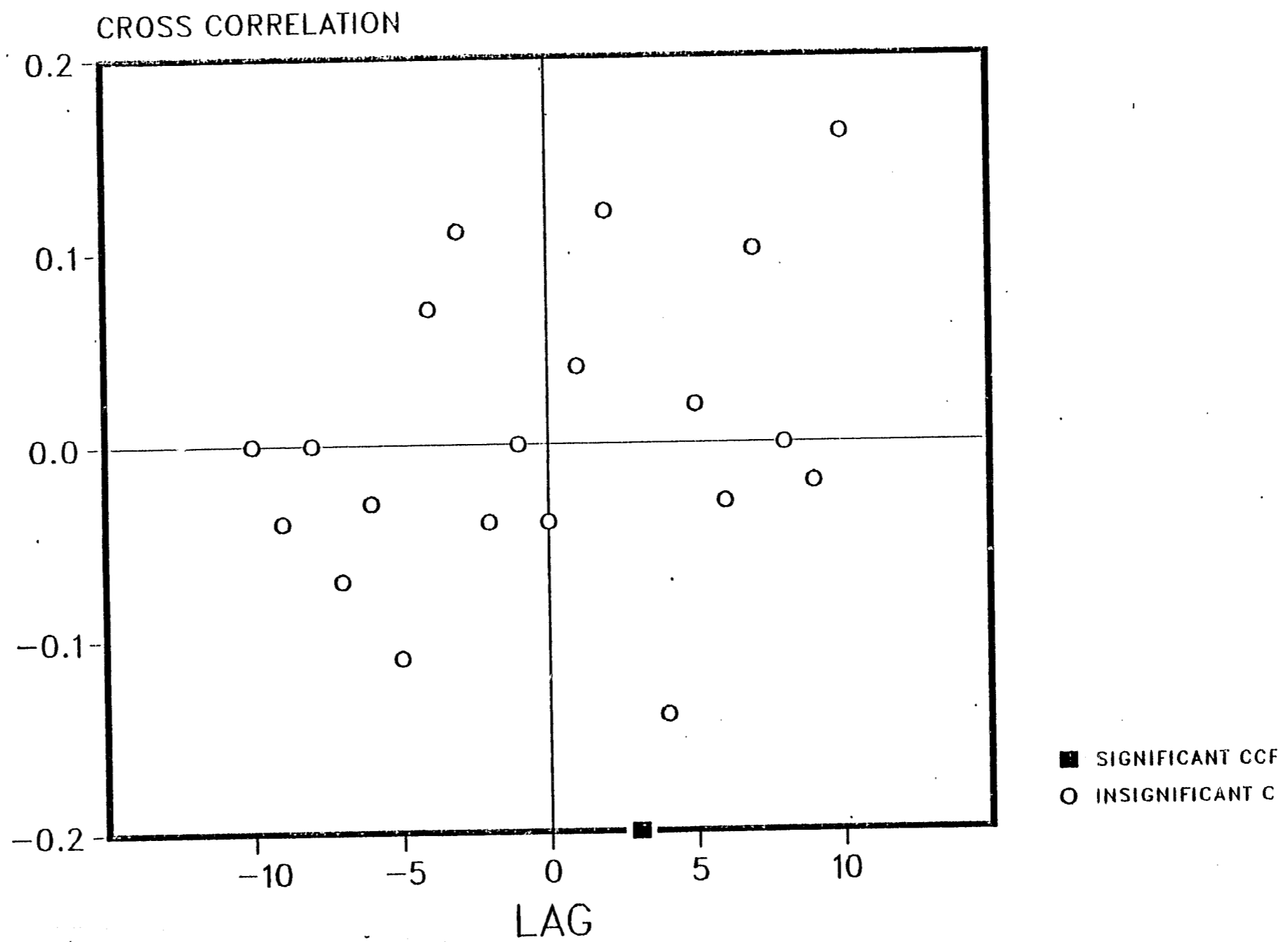


FIGURE IX.8

CROSS CORRELATION FUNCTION, PRE-WHITENED SELLIN-WOLFGANG SCORES, IN SCHOOL AND AT HOME

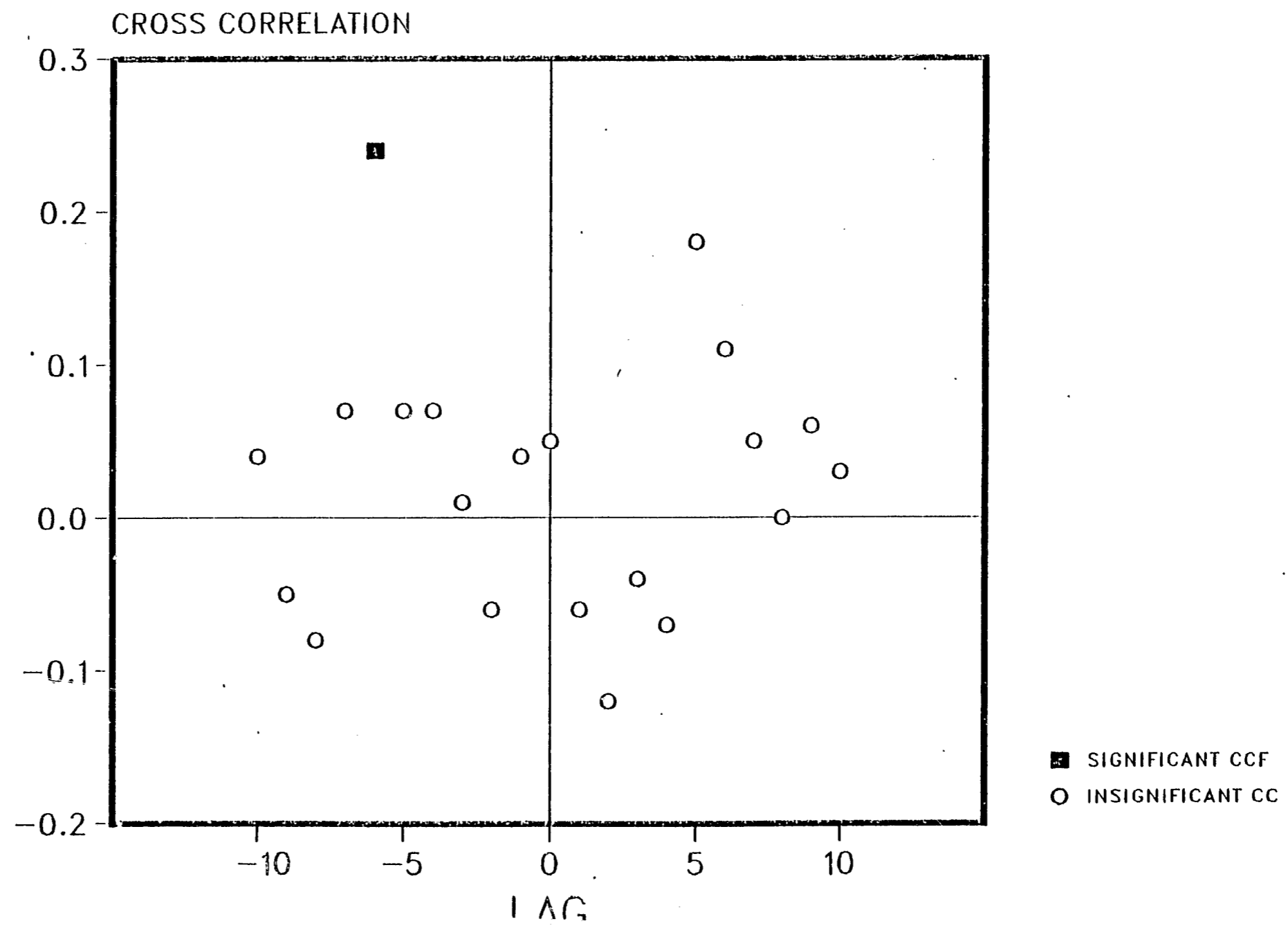
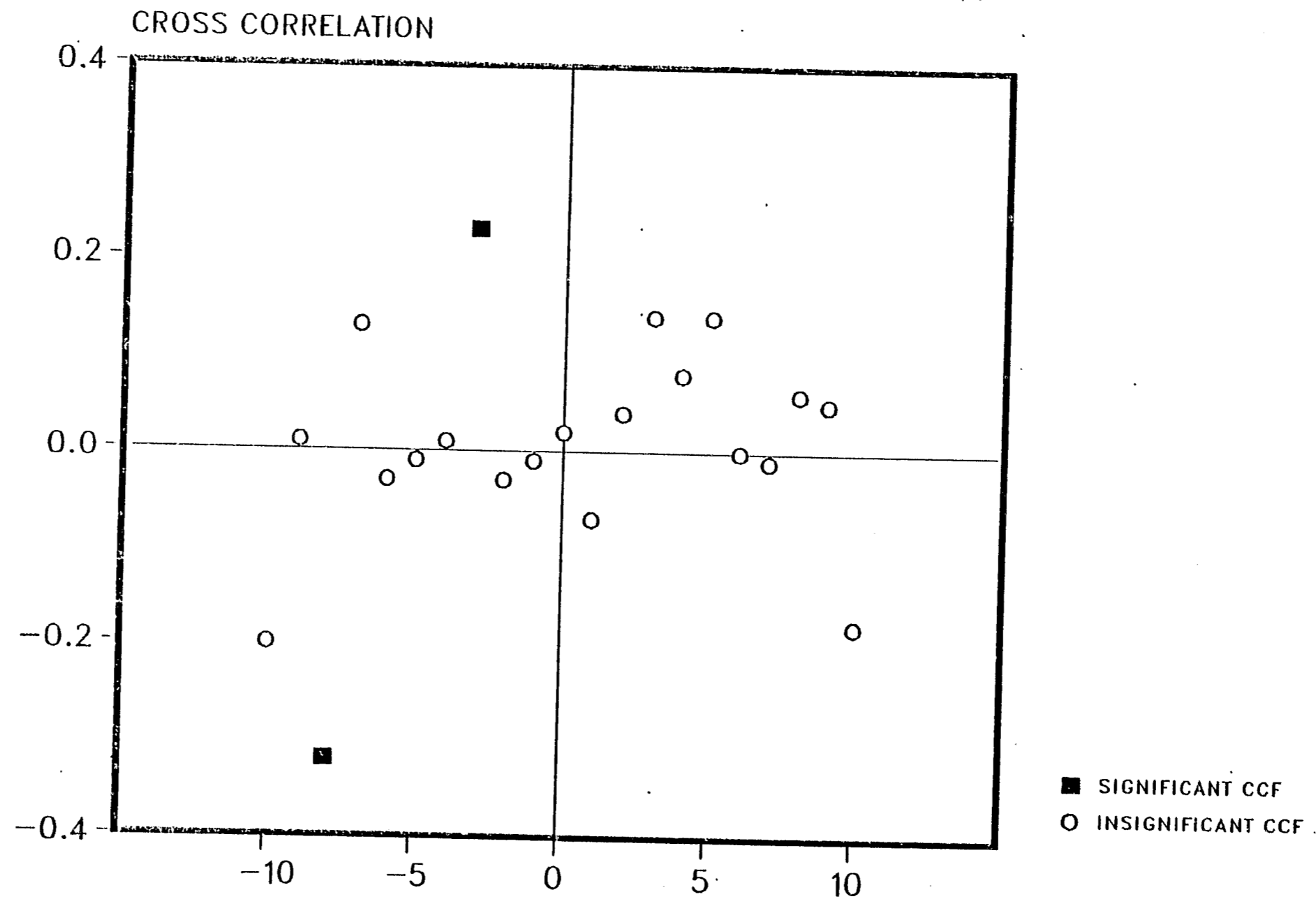


FIGURE IX.9

CROSS CORRELATION FUNCTION, PRE-WHITENED SELLIN-WOLFGANG  
SCORES, AT SCHOOL AND IN STREET OR PARK



## Section X: Summary and Conclusions

### Summary of Empirical Findings

Crime rates in school between 1974 and 1981 have remained virtually constant. This is the most general and pervasive finding of our study. Our analysis of crime in other contexts suggests a similar constancy. It should be noted that although our analysis excluded the summer months of July and August, our finding of trends in robbery, assaults, and larceny victimizations parallels that reported for 12-month trends (Sourcebook, 1982: 306-307). Thus, excluding summer crime makes no difference in terms of the generalization of constancy in trends in these crimes over time. The only exception to the pattern of constancy in both our analysis and that presented in the Sourcebook (1982) is a drop in larceny without contact, since 1978 -- which we find in schools as well as in streets and parks, etc. In the summary below we will itemize the various ways in which crime in school has remained steady.

Of the more specific findings, we highlight the following:

1. Crime in school accounts for between 10 and 14% of the major crimes committed against individuals: robbery, aggravated assault, assault, and larceny. For juveniles, school is even riskier. Almost half of non-summer victimizations occur in school, including roughly 10 to 25 percent of the more serious victimizations (i.e., robbery and aggravated assault).

2. Not surprisingly, crimes against individuals in school occur during "daytime" hours of 6 a.m. to 6 p.m., and not often in other hours when relatively few individuals are in school.

3. Serious crimes against person (robbery, aggravated assault, and simple assault) in school have remained a consistent problem over time. Such crimes are only slightly less likely to involve injury to the victim, and even less likely to involve weapon use than in other contexts. Nevertheless, injury and weapon usage remain a considerable problem in schools.

4. Juveniles are considerably more likely to suffer repeated victimizations in school (as measured in the NCS category of "series crimes") than in other contexts. Assuming that this type of victimization generates more fear in the victim than other victimizations (in the sense of an expectation that another victimization in the "series" is likely), it is an important aspect of the school crime picture.

5. Teacher victimization rates in school have remained relatively constant over time as have those of the students.

6. The rates of larceny victimizations have dropped in recent years (1979-1981) in schools as well as in streets and parks.

7. In terms of the value of property lost, after adjusting for inflation, there is a small increase in the percent of larcenies in which the value of the property taken was under \$26. (Unadjusted rates, of course, show a decrease in the percent of crimes under \$26.)

8. Trends in offense seriousness in school reveal that offense seriousness has either remained constant or decreased, depending on

whether the Rossi Seriousness Scale or the Sellin-Wolfgang Seriousness Scale is used. The latter is more sensitive to dollar values, which, when adjusted for inflation, lower the seriousness averages. In non-school locations the Rossi scale shows no trends. The Sellin-Wolfgang seriousness trends for juveniles in streets and parks drops in 1975-76, but then rises again. In summary, we see no evidence of an overall increase in seriousness, unless one discounts inflation (i.e., only unadjusted rates are utilized).

9. Although we do not know what percent of victimization by "strangers" involves intruders, strangers do account for 30 to 50 percent of in-school victimizations. The rate of victimization by strangers has decreased somewhat over time.

10. Not surprisingly, most juveniles in school are victimized by fellow juveniles (about 65% of all victimizations in school).

11. White perpetrations of white juveniles has increased over time, while black perpetration of white juveniles has shown a U-shape curve -- with the lowest rates occurring in 1977-78.

12. Female perpetration of fellow females in school is high compared to other locations, as would be expected by the concentration of females in school.

13. Victimizations in which more than one offender was involved have generally shown no systematic trends over time across locations. "Gang" perpetrated offenses (defined as involving three or more offenders) have decreased across locations.

14. A preliminary analysis of month-to-month variations in the volume of victimizations in school, home, and streets and parks, etc., suggests that there may be a payoff to further research of

this type (time series modeling).

#### Policy Considerations

Issues of policy concerning school crime are inevitably bound up with empirical questions as to the extent and nature of crime occurring in school. How does school crime now compare to that of other years? The analysis presented in this report suggests that crime in school continues to be as much a problem as in the early to mid 1970's when perhaps public concern was greater. Although it is beyond the scope of the present report to suggest any specific policy implications, our analysis does allow us to state that there is as much reason to be concerned with school crime in 1981 as there was in 1974. Across all the various types of crimes and for each of the types of perpetrator-victim characteristics studied here (with the exception of larceny rates), crime trends in school have remained stable. In short, crime in school continues to be a problem, and policy planners and researchers alike should continue to dedicate resources toward further study and, hopefully, solutions of the problems.

#### Directions for Future Research

We would like to identify two broad areas in which future research on school crime should be developed. The first flows directly from our finding in the present research. The second is based on our conception of theories of school crime, and is not directly tied to the current empirical research.

Several empirical questions seem of particular importance based on our analysis here. First, more research seems needed in determining the extent to which "intruders" are a problem in school



crime. We know that strangers account for many serious crimes against persons (robbery, aggravated assault, simple assault), and yet we do not know what proportion of these victimizations are by individuals with no right to be in school buildings or on school property. The empirical study of this problem is not straightforward, and we argue that further methodological and empirical work is necessary to determine the scope and nature of this problem.

A second research problem stimulated by our findings is to explain the rise in white perpetration against white students in school. We find such a result intriguing and in need of further research. Along these lines, comparisons should be made with earlier studies on race of perpetrator trends. For example, other studies show that black juvenile perpetration has declined (e.g., McDermott and Hindelang, 1981; Figure 2). We are at a loss at this point in time to speculate on the comparative relevance of these findings.

A third area that needs further development concerns more adequate techniques to take into account inflation as a factor in evaluating the seriousness of criminal victimization. Seriousness scales, such as those of Rossi and Sellin-Wolfgang, are sensitive to the dollar value lost in a property victimization. Adjusting for inflation based on the consumer price index appears to us to be a crude technique to adjust for inflation. The problem is complicated by the fact that we must rely on the respondent's interpretation of the value of the item lost.

A fourth area concerns the relative magnitude of playground-parking lot crime compared with inside-building crime. When public-use tapes of NCS data from 1979 to the present become available, this further breakdown of the location of crime will be possible. We think an analysis of this breakdown would be very useful in ascertaining the true magnitude of school-related crime.

As for our more theoretical sense of the directions further research should take, we think further tests should be made of the theories that crime in school is a reflection of crime in the community vs. a product of social or organizational features of the school itself. The former attributes crime to the characteristics of the students or intruders who are in school, whereas the latter depicts school crime as a product of such processes as the school "environment" or "climate", and concerns itself with students' adjustment to school (rebelliousness, aspirations, expectations, etc.). Further research in this area has already been attempted (e.g., Gottfredson and Daiger, 1979) and more needs to be done to test these theoretical perspectives. We feel that both hold promise and that various interaction effects may be found in future empirical research. That is, certain types of students may adapt well in certain types of school environments.

A second theoretical area that holds promise is that of schools as "schools of crime," i.e., locations where individuals "rehearse" for later crime in the community -- either years later or the same day. Socialization in school can be inappropriate as well as appropriate. Juveniles may learn criminal values and methods from fellow students as well as from intruders. Skills may be developed

through "practice" on fellow juveniles in school prior to committing crimes in the streets. Further research should be done to explore the nature of such socialization.

Concluding Remarks

In conclusion, we have found remarkable constancy over time in the crime rates in school (and generally in other locations as well). Serious crimes against person in school (robbery, aggravated assault, simple assault) have held relatively constant, while the less serious larceny crime rates have dropped off slightly. Stranger perpetration as well as victimization by more than one offender seem to have decreased somewhat in school, yet remain a considerable problem. White victimization of whites has risen over time, while black victimization of whites has dipped and risen again. Methodological problems cloud the interpretation of the overall seriousness of crimes over time, including the interpretation of the dollar loss of larceny crimes. Our preliminary analysis of monthly trends suggests that there may be some lagged relationships between crime in the school and elsewhere, but again, many methodological problems and further empirical research needs to be done.

In conclusion, many questions for further research are raised by the current research. Methodological problems as well as further empirical study are necessary in order to more fully understand the complexities of victimizations of students, teachers, and other adults in the school context. Within the limits of the data and analysis done here, we argue that generally the magnitude of the crime in school problem continued over the years 1974-1981, and as

such, warrants the continued interest of social scientists and policy makers.

## Appendix A: Standard Error

Frequently in this report, tables are presented in which the estimates are based on rather small samples of cases. Rather than attempt to compute standard errors for each of the estimates for each year, we have starred those estimates which are based on fewer than 10 sample occurrences. This may seem like too low a number of cases in that the standard error of such an estimate is generally quite high (see, for example, NCS 1981: XX-XXII). However, the trends reported here are generally flat or show no pattern, except in the case of larceny, for which there are enough sample occurrences to generate small confidence intervals at the .05 level. In general we found a lack of change in all other large N estimates, while some small N estimates showed considerable variation with no clear patterns. Nevertheless, caution is advised when interpreting many of the tables with small N's. It may be that there are patterns in the data which we do not pick up because of the low N's, whereas data with a higher N might reveal trends. We know of no solution to this problem, of course, with yearly data for so few years. (Monthly rates, however, have provided us with sufficient data points to examine "moving averages".) Throughout the analysis we present results with such cautions in mind.

## Appendix B: Offense Seriousness

The Rossi (1974) Seriousness scale assigns a numeric value to an incident based on a consideration of the type of crime, where it occurred, characteristics of the victim and offender, and other variables indicated by the descriptions given below. For each victimization of the NCS files, a conditional statement was used to assign a seriousness score to the incident. The score most closely approximating the description was used.

## Modified Rossi Scale

<u>Weighting Factor</u>	<u>Weight</u>
1. Rapes occurring at home or vacation home	8.241
2. Rapes committed by strangers	7.909
3. Rapes committed against minors	7.021
4. Rapes committed against spouse of former spouse	6.653
5. Rape committed against sibling	5.825
6. All other rapes	7.18
7. Assault with gun against a stranger	7.662
8. Assault with gun against casual acquaintance	7.505
9. Assault with gun against spouse or former spouse	7.323
10. Assault against a stranger	6.604
11. Assault against spouse or former spouse	5.796
12. Assault against casual acquaintance	5.032
13. All other assaults	6.57
14. Armed robbery or attempted armed robbery in commercial building or other place of employment	8.021
15. Armed robberies or attempted armed robberies in outside public places or school buildings with \$200 cash or more taken	7.414

16. Armed robberies or attempted armed robberies in outside public places or school buildings with less than \$200 cash taken	7.165
17. Burglary less than \$25 worth of property taken	6.115
18. Burglary more than \$25 worth of property taken	6.380
19. Larceny with less than \$25 worth of property taken	4.821
20. Larceny with more than \$25 worth of property taken	5.939
21. Cash taken less than \$25	6.115
22. Cash taken more than \$25	6.210
23. Burglary, no amount specified	6.115
24. Attempted larceny or larceny with no amount specified	4.821
25. Motor vehicle thefts and attempted motor thefts	5.876
26. Forced entry, no property taken but damage inflicted	6.115
27. Forced entry, no property taken, no damage done	5.14
28. Robberies not elsewhere classified	6.57
29. Pocket picking, attempted purse snatching or purse snatching	5.14

The Sellin-Wolfgang (1964) seriousness scale is a summated index based upon the presence of the factors indicated below. Using the variables available for the victimizations in the NCS files, the Sellin-Wolfgang score was created by adding together the weights for each of the characteristics of the offenses.

<u>Modified Sellin-Wolfgang Scale</u>	<u>Weighting</u>
1. Rape, attempted rape with or without theft	+10
2. If weapon used in rape	+2
3. Weapon used in any other crime but rape	+4

4. Threat of harm, rape, attack	+2
5. Object thrown at victim	+2
6. Victim was followed or surrounded	+2
7. Perpetrator harrassed, argued, with or used abusive language on victim	+2
8. Robbery or attempted robbery with or without a weapon	+2
9. Motor vehicle theft or attempted motor vehicle theft	+2
10. Burglary or attempted burglary	+1
11. Crime committed in home or other building on property	+1
12. Crime committed in vacation home or hotel/motel	+1
13. Value of property taken less than \$9	+1
14. Value of property taken between \$10 and \$250	+2
15. Value of property taken \$251-\$2,000	+3
16. Value of property taken \$2,001-\$9,000	+4
17. Value of property taken \$9,001-\$9,999	+5
18. Victim hit by thrown object	+1
19. Victim hit, slapped, knocked down	+1
20. Victim grabbed, held, tripped, etc.	+1
21. Other minor injuries not elsewhere classified	+1
22. Victim suffered broken bones or teeth	+4
23. Victim suffered internal injuries, or was	+4
24. Victim was knifed or shot knocked unconscious	+7

## Appendix C: Type of Interview

It is a complex question as to whether or not there is an effect of type of interview on the likelihood of reporting a victimization. In the analysis below, we present some preliminary findings on the type of interview used among the individuals who have reported victimizations. A more thorough and appropriate analysis would require use of the persons file (all the persons interviewed). From our analysis below, however, we can see that there are grounds for further research in this area. In Table 1, for example, we see that the percent of victims aged 14-17 who were interviewed over the phone versus in person is over twice that of other age groups. Also, this percentage increases over time from 34.1% to 59.5% between 1974 and 1981, with the biggest increase occurring between 1979 and 1980. Thus, individual victims of high school age are more likely to have completed their interviews over the phone than others. If this were true of all the persons interviewed and if there was a reluctance to discuss victimizations over the phone versus in person (see Sparks, 1982), our estimates of trends in victimizations would be inaccurate.

Tables 2, 3, and 4 present the percent of (robbery, simple assault and aggravated assault) victimization interviews that were done over the phone in three locations for four age groups. The percentages vary considerably from year to year, but generally juveniles are more likely to have completed an interview over the phone -- regardless of the location or the crime -- than other age groups.

Finally, in Table 4, the percent of interviews completed over the phone is given for racial groups. Whites are more likely than other racial groups to have completed a victimization interview over the phone.

In summary, we have only scratched the surface of the issue of type of interview effect. Further analysis is necessary, particularly of the persons initially contacted, in an attempt to see if their reporting a victimization is affected by the type of interview (in-person versus over the telephone), after controlling for other potentially relevant variables such as race, occupation, age, educational level, etc.. It is beyond the scope of the present research to pursue such an analysis.

Table 1. Percent of Interviews Done Over Phone by Age of Victim

	<u>12-13</u>	<u>14-17</u>	<u>18-24</u>	<u>25+</u>
1975	2.9	34.1	15.5	10.1
1976	6.4	36.1	17.1	13.0
1977	6.5	32.3	17.8	13.6
1978	4.1	37.2	17.7	9.7
1979	9.6	39.5	22.3	16.5
1980	38.5	57.3	33.6	39.4
1981	40.6	59.5	35.1	41.2

Table 2. Type of Interview By Age By Location -- Robbery

		<u>12-13</u>	<u>15-17</u>	<u>18-24</u>	<u>25+</u>
1975	1 Other	22.5	26.1	14.8	7.9
	2 Street	0	27.6	27.8	13.1
	3 School	0	21.5	NA	100
1976	1 Other	9.9	28.1	20.5	21.3
	2 Street	10.9	58.1	19.2	17.5
	3 School	0	19.3	32.5	NA
1977	1 Other	16.7	33.8	18.0	18.2
	2 Street	2.4	23.5	27.7	19.2
	3 School	2.2	34.0	10.9	51.0
1978	1 Other	0	39.7	15.4	9.4
	2 Street	0	24.0	19.0	18.8
	3 School	0	18.5	0	NA
1979	1 Other	0	34.2	32.0	19.5
	2 Street	0	43.4	26.7	24.3
	3 School	0	62.1	0	NA
1980	1 Other	51.4	53.1	41.3	36.6
	2 Street	36.1	60.2	37.0	39.0
	3 School	68.6	44.5	52.1	0
1981	1 Other	32.3	68.8	38.2	35.8
	2 Street	55.1	58.2	25.6	35.7
	3 School	17.9	53.9	NA	100

Table 3. Type of Interview By Age By Location -- Simple Assault

		<u>12-13</u>	<u>14-17</u>	<u>18-24</u>	<u>25+</u>
1975	1 Other	0	30.2	20.3	16.8
	2 Street	2.8	37.4	23.2	17.3
	3 School	1.6	47.5	22.0	19.3
1976	1 Other	9.9	28.1	20.5	21.3
	2 Street	6.9	32.6	26.0	25.1
	3 School	8.3	29.0	27.0	39.2
1977	1 Other	9.8	39.0	20.8	19.3
	2 Street	5.8	31.6	23.4	28.9
	3 School	4.7	35.6	25.8	31.9
1978	1 Other	0	31.0	22.5	15.0
	2 Street	5.7	41.1	30.3	24.2
	3 School	3.4	39.8	26.1	20.6
1979	1 Other	11.8	32.3	28.9	19.8
	2 Street	5.9	40.2	31.2	28.1
	3 School	14.4	50.5	29.3	21.4
1980	1 Other	34.4	43.2	38.5	38.4
	2 Street	33.5	62.2	41.0	42.5
	3 School	52.0	56.6	56.1	32.0
1981	1 Other	40.8	55.2	39.1	41.4
	2 Street	30.1	57.9	48.7	50.0
	3 School	55.0	63.4	49.0	61.5

Table 4. Type of Interview By Age By Location --  
Aggravated Assault

		12-13	14-17	18-24	25+
1975	1 Other	0	20.8	14.6	9.9
	2 Street	0	27.3	19.6	12.9
	3 School	14.1	36.5	33.0	NA
1976	1 Other	0	35.7	25.4	14.6
	2 Street	0	39.1	31.0	15.5
	3 School	16.4	51.5	28.8	0
1977	1 Other	0	32.7	21.8	18.1
	2 Street	8.3	35.1	24.3	32.3
	3 School	0	25.9	.9	32.6
1978	1 Other	0	29.8	15.1	14.0
	2 Street	0	30.6	25.8	11.3
	3 School	23.6	28.3	0	0
1979	1 Other	0	18.9	25.7	13.9
	2 Street	5.9	26.6	26.1	26.0
	3 School	0	70.2	0	100
1980	1 Other	36.9	32.4	34.0	30.6
	2 Street	41.3	38.1	38.2	38.7
	3 School	67.1	44.9	0	31.0
1981	1 Other	22.9	47.3	37.8	35.5
	2 Street	0	49.6	50.8	26.9
	3 School	50.4	66.2	100	65.9

Table 5. Percent of Interviews Done Over Phone By Race and Year

<u>Year</u>	<u>White</u>	<u>Black</u>	<u>Other</u>
1975	14.0	12.7	10.9
1976	16.5	14.1	15.4
1977	17.2	14.5	16.2
1978	14.7	11.6	14.3
1979	20.3	18.3	16.9
1980	40.6	33.3	34.9
1981	42.5	34.9	35.0

## Appendix D: 1973 Incident Data

The ICPSR data files for the year 1973 (as made available to us as recently as 1983) contain less victimizations than what has been reported in other studies. The table below shows the extent of the discrepancy for four crimes (unweighted data from our files and as provided by John Laub) concerning Table 1 of McDermott and Hindelang (1981:14). The table shows that the ICPSR data for 1973 are substantially less in number for each category of crime than in the data used for the earlier analysis.

	1973 Raw Number Unweighted: Our Estimate	1973 Unweighted Estimate from McDermott and Hindelang (1981:14)
Robberies	800	956
Aggravated Assault	1200	1421
Assault	1807	2225
Larceny with Contact	216	258

## Appendix E: Some Formal Definitions

## 1. Crimes

Aggravated assault -- An attack with a weapon resulting in any injury or an attempted assault with a weapon. Also includes an attack without a weapon resulting either in a serious injury or in undetermined injury requiring two or more days of hospitalization.

Includes: a. Serious assault with a weapon, without a theft.  
b. Serious assault with no weapon, without a theft.  
c. Attempted assault with a weapon without a theft.

Assault -- An attack without a weapon resulting either in a minor injury or an undetermined injury requiring less than two days of hospitalization. Also attempted assault without a weapon.

Includes: a. Minor assault, without theft.  
b. Attempted assault, with no weapon, without theft.

Robbery -- Theft or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon.

Includes: a. Serious assault with or without a weapon, with theft.  
b. Minor assault with theft.  
c. Robbery with or without a weapon.  
d. Attempted robbery with or without a weapon.

Larceny with contact -- The theft or attempted theft of something by stealth directly from the person of the victim, but without force or threat of force.

Includes: a. Purse snatch or attempted purse snatch with no force.  
b. Pickpocketing.

Larceny under \$10 -- The theft or attempted theft of less than \$10 of property and/or cash without direct contact between the victim and the offender.

Larceny between \$10 and \$24 -- The theft or attempted theft of between \$10 and \$24 of property and/or cash without direct contact between the victim and the offender.

Larceny of \$25 or more -- The theft or attempted theft of \$25 or more of property and/or cash without direct contact between the victim and the offender.

## 2. Locations of Crimes

Home -- This includes garages or other buildings on the person's property. If the person lives in an apartment or boarding home this includes only the person's apartment unit or room, not the entire building.

Public

a. Vacation home -- This includes hotel or motel rooms. This also includes dwellings that the person is not living in but owns such as a new home that has not yet been moved into.

b. Public building -- This includes stores, restaurants, gas stations, public transportation, public transportation stations and commercial parking lots.

c. Office -- This is used for incidents that occur inside offices, factories, or warehouses in which cash exchanges do not ordinarily take place.

Near Home -- This includes a person's yard, sidewalk and driveway.



If the person is living in an apartment or boarding home it includes other places in the building besides their room. This is not used if the incident happened near the person's vacation home.

Street/Park -- This includes playgrounds, school grounds, and public parking lots.

At School -- This is used only for incidents that occurred in the school building itself.

Other -- Everything not elsewhere classified. This is also used when the person cannot remember where the incident took place.

\* The three category variable of location consisted of a)at school b)street/park c)all other locations.

### 3. Injury

- a. Knife or gunshot wounds.
- b. Broken bones or lost teeth.
- c. Bruises, black eyes or cuts.
- d. Person was hit by a thrown object.
- e. Person was hit, slapped or knocked down.
- f. Person was grabbed, held or tripped.
- g. Person was attacked in some other way.

### 4. Series Crimes

Several incidents of victimization which are recorded as if they were a single incident. Incidents can be recorded in this manner if the incidents are very similar in detail; there are at least three incidents in the "series" and the person is unable to recall dates and other details of the individual incidents well enough to report them separately.

### 5. Stranger

A crime was defined as being committed by a stranger if the victim said the perpetrator was a stranger or if the victim said they knew the perpetrator by sight only.

### 6. Teacher

This includes secondary school teachers, elementary and secondary school administrators and managers and administrators not elsewhere classified.

### 7. Weapon Use

A crime was defined as including weapon use if the victim saw that a weapon was present or was threatened with a weapon or if the victim said that the perpetrator had a gun, knife or other weapon.

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