

A Profile of Criminal Incidents at School:

Results From the 2003–05 National Crime Victimization Survey
Crime Incident Report



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Highlights

This report provides estimates of criminal incidents that occur at school. Incident-level data were obtained from the National Crime Victimization Survey (NCVS), the nation's primary source of information on criminal victimization and criminal incidents in the United States. The NCVS collects demographic information on respondents in the NCVS Basic Screen Questionnaire (NCVS-1), and data on the characteristics of criminal incidents are collected in the NCVS Crime Incident Report (NCVS-2).

In order to reach a sample size that was large enough to allow the reporting of estimates that meet the National Center for Education Statistics' (NCES) statistical standards, it was necessary to pool three NCVS data years to derive the estimates presented in this report. Estimates of criminal incidents at school provided in this report are from the most recently available, concatenated, incident-level data file and include data years 2003, 2004, and 2005. Incidents that were included in this analysis occurred inside the school building, on school property, or on the way to or from school, and were reported by respondents ages 12 through 18 attending middle and high school. While there may be variation in incidents across geographic location or categories of urbanicity, this report does not explore those possibilities. See the introduction and appendix A for a more detailed discussion of the data used in this report.

Major findings include the following:

- ▶ During the 2003–05 period, 4,763,000 criminal incidents occurred at school. This included 2,911,000 thefts and 1,852,000 violent incidents (table 1).
- ▶ The highest percentage of violent incidents occurred inside the school building (54 percent), with 35 percent occurring outside the school building on school property (school parking area, play area, school bus, etc.), and 11 percent on the way to or from school (figure 1 and table 1).¹ Similarly, the highest percentage of thefts occurred inside the school building (87 percent), while 11 percent occurred on school property, and 2 percent on the way to or from school.
- ▶ Inside the victim's school building, a higher percentage of violent incidents occurred in hallways or stairwells (41 percent) than in classrooms (29 percent), locations in the "other" category (25 percent), or bathrooms or locker rooms (5 percent) (figure 2 and table 2). The highest percentage of thefts occurred in bathrooms or locker rooms (36 percent), followed by classrooms (26 percent), other locations inside the victim's school building (21 percent), and hallways or stairwells (16 percent).
- ▶ A greater percentage of both thefts and violent incidents occurred between noon and 3 p.m. (36 percent and 41 percent, respectively) than between 6 a.m. and noon (28 percent and 33 percent, respectively) or 3 p.m. to 6 p.m. (13 percent and 15 percent, respectively) (figure 3 and table 3). Nineteen percent of respondents said that they did not know when thefts occurred, and 7 percent of respondents reported that they did not know when violent incidents occurred.
- ▶ Eighty-two percent of any incidents at school were not reported to police, whereas 16 percent were reported (figure 4 and table 4). It was unknown whether 2 percent of any incidents were reported to the police. A higher percentage of thefts went unreported to police (87 percent) than did violent incidents (74 percent).

¹ Estimates for on school property are taken from item 10 on the NCVS-2. This question asks respondents "Where did this incident happen?" Response option 19 is "On school property (school parking area, play area, school bus, etc.)." Estimates for *on the way to or from school* are taken from item 135 on the NCVS-2, "What were you doing when this incident happened?" Response option 3 is "on the way to or from school."

- ▶ More violent incidents at school involved an offender without a weapon (85 percent) than with a weapon (10 percent). Five percent of respondents said that they did not know if the offender had a weapon. Of those violent incidents in which a weapon was present, 39 percent involved the presence of a knife (figure 5 and table 5).
- ▶ No injury to victims occurred in 73 percent of violent incidents, whereas 27 percent of violent incidents did involve an injury. In 83 percent of the violent incidents in which an injury occurred, victims sustained bruises, cuts, or chipped teeth² (table 6).
- ▶ Eighty percent of violent incidents were committed by a single offender (table 7). The offender was known to victims in 90 percent of violent single-offender incidents (figure 6 and table 8).
- ▶ In 36 percent of the violent incidents in which multiple offenders were involved, the incident was committed by a group in which at least one member had previously committed a crime or made threats against the respondent or other household members (figure 6 and table 8). In 29 percent of violent incidents in which a single offender was involved, the incident was committed by a person who had previously committed a crime or made threats against the respondent or other household members.
- ▶ A higher percentage of violent incidents committed by a single offender involved a male offender (75 percent) than a female offender (25 percent) (table 9). A higher percentage of these incidents were committed by an offender age 14 years or younger (53 percent) than by an offender ages 15 through 17 years (38 percent), or age 21 years or older (4 percent).
- ▶ For violent incidents involving multiple offenders, a greater percentage was committed by an all-male group (51 percent) than an all-female group (30 percent) (table 9).
- ▶ Among violent incidents, a greater percentage committed by multiple offenders involved at least one offender who was a gang member (24 percent) than by a single offender who was a gang member (4 percent) (table 9).

² Includes a black eye, scratches, or swelling.

Acknowledgments

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Contents

Highlights	iii
Acknowledgments	v
List of Tables	viii
List of Figures.....	x
Introduction.....	1
Data Sources	2
Definitions	4
Study Considerations	5
Understanding Statistical Significance	6
How This Report is Organized	7
Location of Criminal Incidents at School	8
Location of Incidents Inside the Victim’s School Building.....	10
Time of Incident	12
Reports to Police	14
Violent Incidents: Weapon Use and Injuries to Victims.....	17
Number of Offenders	19
Characteristics of Violent Offenders	20
References	25
Appendix A: Technical Notes	A-1
Appendix B: Standard Error Tables.....	B-1
Appendix C: Selected Items From the National Crime Victimization Survey Basic Screen Questionnaire (NCVS-1)	C-1
Appendix D: Selected Items From the National Crime Victimization Survey Crime Incident Report (NCVS-2)	D-1

List of Tables

<i>Table</i>	<i>Page</i>
1. Number and percentage of incidents that occurred at school in various locations, by type of incident: 2003–05	9
2. Number and percentage of incidents that occurred in various locations inside the victim’s school building, by type of incident: 2003–05.....	11
3. Number and percentage of incidents at school that occurred during specific times, by type of incident: 2003–05.....	13
4. Number and percentage of incidents at school reported to police and, if not reported, why incident was not reported, by type of incident: 2003–05.....	16
5. Number and percentage of violent incidents at school in which the offender had a weapon and the type of weapon: 2003–05.....	18
6. Number and percentage of violent incidents at school that resulted in injuries and the type of injury: 2003–05	18
7. Number and percentage of incidents at school in which respondent was present, and whether a single offender or multiple offenders were involved, by type of incident: 2003–05.....	19
8. Number and percentage of violent single-offender and multiple-offender incidents at school in which offender was known or was a stranger and whether the incident was repeated by the same offender: 2003–05	21
9. Number and percentage of violent single-offender and multiple-offender incidents at school and specific offender characteristics: 2003–05	22
A-1. Items included in the NCVS-2 item nonresponse bias analysis	5
A-2. Unweighted and weighted response rates for created variables.....	5
B-1. Standard errors for 1: Number and percentage of incidents that occurred at school in various locations, by type of incident: 2003–05	1
B-2. Standard errors for 2: Number and percentage of incidents that occurred in various locations inside the victim’s school building, by type of incident: 2003–05.....	1
B-3. Standard errors for 3: Number and percentage of incidents at school that occurred during specific times, by type of incident: 2003–05.....	1
B-4. Standard errors for 4: Number and percentage of incidents at school reported to police and, if not reported, why incident was not reported, by type of incident: 2003–05	2
B-5. Standard errors for 5: Number and percentage of violent incidents at school in which the offender had a weapon and the type of weapon: 2003–05.....	2

B-6.	Standard errors for 6: Number and percentage of violent incidents at school that resulted in injuries and the type of injury: 2003–05	3
B-7.	Standard errors for 7: Number and percentage of incidents at school in which respondent was present, and whether a single offender or multiple offenders were involved, by type of incident: 2003–05.....	3
B-8.	Standard errors for 8: Number and percentage of violent single-offender and multiple-offender incidents at school in which offender was known or was a stranger and whether the incident was repeated by the same offender: 2003–05.....	3
B-9.	Standard errors for 9: Number and percentage of violent single-offender and multiple-offender incidents at school and specific offender characteristics: 2003–05.....	4

List of Figures

<i>Figure</i>	<i>Page</i>
1. Percentage of criminal incidents that occurred at school, by various locations: 2003–05	9
2. Percentage of criminal incidents at school, by various locations inside the victim’s school building: 2003–05	11
3. Percentage of criminal incidents at school, by specific times: 2003–05	13
4. Percentage of criminal incidents at school, by incidents not reported to police and reasons why the incident was not reported: 2003–05	15
5. Percentage of violent incidents at school in which the offender did not have a weapon, had a weapon, and the type of weapon: 2003–05	17
6. Percentage of violent single-offender and multiple-offender incidents at school in which offender was known or was a stranger and whether the incident was repeated by the same offender: 2003–05	21

Introduction

School crime and violence continue to be a major concern of educators, policymakers, administrators, and parents. Understanding the scope and nature of criminal incidents perpetrated at school is an essential step in developing solutions to address the issues concerning school crime and violence. Title 1 of the Education Sciences and Reform Act (P.L. 107-279) mandates that the NCES collect, report, analyze and disseminate statistical data related to education in the U.S. In particular, it requires the examination of the characteristics and nature of criminal incidents at school, including but not limited to, the frequency and seriousness of violence affecting students, the relationship between victims and offenders, demographic characteristics of victims and offenders, and weapons used in incidents of crime at school.

Much of what is known about school crime focuses on specific victim and school characteristics, student avoidance behaviors, and school conditions associated with victimization at school. For example, Bauer et al. (2008) found that, in the 2005–06 school year, about 4 percent of students ages 12 through 18 reported that they were victims of any crime at school. Although these victim-centered analyses are an important contribution to school violence literature, they provide a limited understanding of the scope and nature of criminal victimization precisely because they do not include data on attributes of the incidents (Anderson and Umberson 2001; Archer and Grascia 2006). For example, school administrators may want to know where incidents of crime at school occur so that prevention efforts can be directed most efficiently. In their analysis of 2001 NCVS data, Snyder and Sickmund (2006) found that about half of all violent crimes and over half of all thefts experienced by students occurred in school or when students were on their way to or from school. Several studies have also found that the areas surrounding schools are associated with higher rates of crime and that patterns varied at different times of day (Gouvis-Roman 2002; Kautt and Roncek 2007). Information that encompasses incident characteristics, such as that contained in this report, complements existing data on school crime and broadens the public's understanding of students' perceptions of their victimization and their school environment (Elliott, Hamburg, and Williams 1998).

Data Sources

Sponsored by the U.S. Department of Justice, Bureau of Justice Statistics (BJS), the National Crime Victimization Survey (NCVS) is the primary source of information on criminal victimization in the United States. Data about respondent demographic information and whether or not they experienced crime during the reporting period is collected in the National Crime Victimization Survey (NCVS) Basic Screen Questionnaire (NCVS-1). Data about specific incident characteristics for incidents reported in the NCVS-1 come from the NCVS Crime Incident Report (NCVS-2).

The NCVS employs a stratified multistage cluster sample technique. Each month, the U.S. Census Bureau selects respondents for the NCVS using a “rotating panel” design. Households are selected into the sample using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, are selected, and smaller areas, called Enumeration Districts (EDs), are selected within each sampled PSU. Within each ED, clusters of four households, called segments, are selected. Across all EDs, sampled households are then divided into discrete groups (rotations), and all age-eligible individuals in the households become part of the panel. Once in the panel, respondents are administered the NCVS every 6 months (for a total of seven interviews over a 3-year period) to determine whether they have been victimized during the 6 months preceding the interview. After the seventh interview, the household leaves the panel and a new household is rotated into the sample.

Three years of NCVS-1 and NVCS-2 data are examined in this report: 2003, 2004, and 2005. For the analyses presented in this report, the NCVS data file was filtered to include only incidents that occurred inside a school building, on school property, or on the way to or from school; that occurred in the United States; and that were reported by respondents who were in middle and high school. Since NCVS respondents are asked about incidents occurring during the 6 months prior to being interviewed, the incidents occurring during the 2003–05 period were reported by respondents in interviews conducted from February 2003 through June 2006.

The NCVS data used to produce estimates for this report are available for download from the Inter-University Consortium for Political and Social Research via the following link: <http://www.icpsr.umich.edu/cocoon/ICPSR/STUDY/04699.xml>. Due to changes in survey methodology, post-2005 NCVS data are not appended to the concatenated file from which the data used in this report were retrieved. Subsequent data years will be concatenated in a new data file beginning with the 2006 NCVS data, which is not yet available (see introduction below for further information on the changes in methodology). See appendix A for additional information on the data used in this report.

In 2003, there were approximately 63,000 households in the NCVS sample; in 2004, approximately 84,000; and, in 2005, approximately 57,500. A total of 1,594 incidents were reported by respondents in the 2003–05 NCVS-2. In order for the data from interviewed households to be generalized to the U.S. population, appropriate augmentation of the data is required. In this report, sample estimates were extrapolated to produce population estimates by using an incident-level weight available on the NCVS data file. Therefore, although 1,594 incidents were reported by respondents, when weighted, the data yield over 4.7 million incidents nationwide during the 3-year period covered by this report.

The base-weighted pooled household completion rate for the 2003–05 period was 91 percent, and the base-weighted completion rate for eligible respondents was 74 percent. Multiplying the household completion rate times the eligible respondent completion rate produced a unit response rate of 68 percent. However, because this report uses incidents, not respondents, as the unit of analysis, a unit-level bias analysis was not possible because there is no way to tell if all incidents were reported or not. That is, it cannot be determined whether nonresponse is due to an incomplete NCVS-2 questionnaire or because the respondent did not experience any incidents. However, a person-level unit bias analysis was conducted on data from the 2005 School Crime Supplement (SCS) to the NCVS, which is administered to eligible respondents after the NCVS-2 is completed. That analysis showed differential response rates for the SCS across some categories of three key survey variables (race/ethnicity, income, and urbanicity), but not for a fourth (sex). Further details can be found in appendix A of that report (Bauer et al. 2008).

At the item-level, response rates for most items were over 90 percent for all eligible respondents, although one item required examination for bias. Refer to appendix A for more information on the respondent criteria for inclusion in the report analysis and the bias analyses that were performed.

NCVS data are also examined in *Indicators of School Crime and Safety*, a report produced annually by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS). The indicators report compiles data from multiple unique sources, including national surveys of students, teachers, and principals, as well as universe data collections from federal departments and agencies, including BJS, NCES, the Federal Bureau of Investigation, and the Centers for Disease Control and Prevention. This report supplements the indicators report by detailing offender and incident characteristics in school-related crime.

Definitions

The type of criminal incident in this report is derived from the NCVS “type of crime” (TOC) variable, which is used to classify incidents as violent crimes or theft.¹ “Any” is a combination of all violent crimes and theft. “Violent” includes completed and attempted rapes, all sexual attacks, all completed and attempted robberies, all aggravated assaults, all verbal threats and threats with weapons, sexual assault without injury, unwanted sexual contact without force, simple assault with injury, assault without a weapon and without injury, and verbal threat of assault. “Theft” includes attempted and completed purse snatching, completed pickpocketing, and attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved.

¹ The NCVS-2 is a crime incident report used to gather detailed information about types of crimes reported by respondents. For ease of presentation, the terms “incident” and “crime” are used interchangeably in this report.

Study Considerations

This report examines crime in schools from an incident-level perspective. In some NCES publications, crime is examined from a student-level perspective (e.g., Bauer et al. 2008). Student-level analyses look at the prevalence of student victimization at school (i.e., the percentage of students who reported being victims of various types of criminal incidents). From this perspective, a student who reported more than one violent victimization (e.g., a robbery and an aggravated assault) would be counted only once as having experienced at least one violent victimization. The incident-level perspective presented in this report explores the characteristics of criminal incidents experienced by students. From this perspective, the two occurrences of violent victimization reported by the student would be counted as two separate violent incidents. Thus, the incidents and the characteristics of each would be included in the analysis. Readers should also note that different respondents may report the same incident, which may lead to the inflation of any estimate involving an incident.

Changes in sampling methodology between the 2006 NCVS and previous data years resulted in a break in series, preventing annual comparisons of pre-2006 NCVS data and data from subsequent collections. This was mainly the result of three major changes in the survey methodology: (1) introducing a new sample to account for shifts in population and location of households that occur over time; (2) incorporating responses from households that were in the survey for the first time; and (3) using computer-assisted personal interviewing. Consequently, post-2005 NCVS data are not appended to the concatenated file from which the data used in this report were retrieved. Subsequent data years will be concatenated in a new data file beginning with the 2006 NCVS data, although this data file is not yet available.

Readers should note that there are limitations in producing the estimates of school crime reported here. For example, respondent recall of incident characteristics may be inaccurate. People may forget the event entirely, recall the characteristics of the event inaccurately, or details of his or her experience may be inaccurate due to falsification or exaggeration. This could lead to an underestimation, overestimation, or misclassification of incident or offender characteristics. Furthermore, because all variables of interest in the NCVS are self-reported, information about the respondent and details of his or her experience may be inaccurate due to error in recall, falsification, or exaggeration. Readers should also be alerted to the limitations of the survey design and the analytical approach used here with regard to causality. Conclusions about causality between incident and offender characteristics and victims cannot be made due to the cross-sectional, nonexperimental design of the NCVS. While there may be variation in incidents across geographic location or categories of urbanicity, this report does not explore those possibilities. Further, certain characteristics discussed in this report may be related to one another, but this analysis does not control for such possible relationships. Therefore, no causal inferences should be made between variables of interest when reading the results presented throughout this report.

Understanding Statistical Significance

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Unless otherwise noted, all statements cited in the report are statistically significant at the .05 level. The test procedure used in this report was Student's t statistic, which tests the difference between two sample estimates. See appendix A for additional information on the estimation procedures performed in this report, as well as for detailed information on the NCVS sample design and data collection. Multiple comparison adjustments have not been made in the analyses presented in this report, which may cause an increase in significant findings reported. For example, when using a .05 alpha level, 5 percent of findings would be expected to be statistically significant by chance.

How This Report is Organized

The purpose of this report is to provide information on the attributes of criminal incidents that occur at or around school and the offenders who victimize students in these incidents. To date, only limited data are available on this topic. This report contributes to the incident characteristics and school offender literature by detailing victims' accounts of incidents, including specific offender characteristics, as well as distinctive qualities of the incident, including the type of incident perpetrated, the location of the incident, the time of the incident, reports to police, and weapon usage and injuries sustained.

The first three sections of this report detail the location of criminal incidents at school and the time during which they reportedly occurred. The fourth section presents findings on whether incidents were reported to the police. The fifth section discusses weapon use and victim injuries and the final two sections detail offender characteristics. The data presented in this report are population estimates.

Location of Criminal Incidents at School

This section presents findings about the location of criminal incidents that occurred inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. Taken together, these locations comprise the definition of “at school” used in this report.

During the 2003–05 period, roughly 4,763,000 criminal incidents occurred inside the school building, on school property, and on the way to or from school. This included 2,911,000 thefts and 1,852,000 violent incidents (table 1).

When examining the location of incidents that occurred at school, a similar pattern can be observed for the percentages of both thefts and violent incidents. The highest percentage of thefts occurred inside the school building (87 percent), while 11 percent occurred on school property and 2 percent on the way to or from school (figure 1 and table 1). Likewise, the highest percentage of violent incidents occurred inside the school building (54 percent), with 35 percent occurring on school property and 11 percent on the way to or from school.

School administrators may want to know where incidents of crime at school occur so that prevention efforts can be directed most efficiently. Results show that a higher percentage of thefts occurred inside the school building (87 percent) than did violent incidents (54 percent) (figure 1 and table 1). However, outside the building on school property and on the way to or from school, a greater percentage of violent incidents (35 percent and 11 percent, respectively) than thefts (11 percent and 2 percent, respectively) were committed.

Figure 1. Percentage of criminal incidents that occurred at school, by various locations: 2003–05



NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. Incidents reported as having occurred both on the way to or from school as well as on school property are included in the "on school property" category only. Those reported as occurring both on the way to or from school as well as inside a school building are included in the "inside a school building" category only. Detail may not sum to totals because of rounding. Population size for incidents in which victims were ages 12–18 is 4,763,000. Population size for violent incidents in which victims were ages 12–18 is 1,852,000. Population size for incidents of theft in which victims were ages 12–18 is 2,911,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table 1. Number and percentage of incidents that occurred at school in various locations, by type of incident: 2003–05

Location of incident at school	Total number of incidents	Type of incident		
		Any	Theft	Violent
Total	4,763,000	100	100	100
Inside a school building	3,535,000	74	87	54
On school property	970,000	20	11	35
On way to or from school	258,000	5	2	11

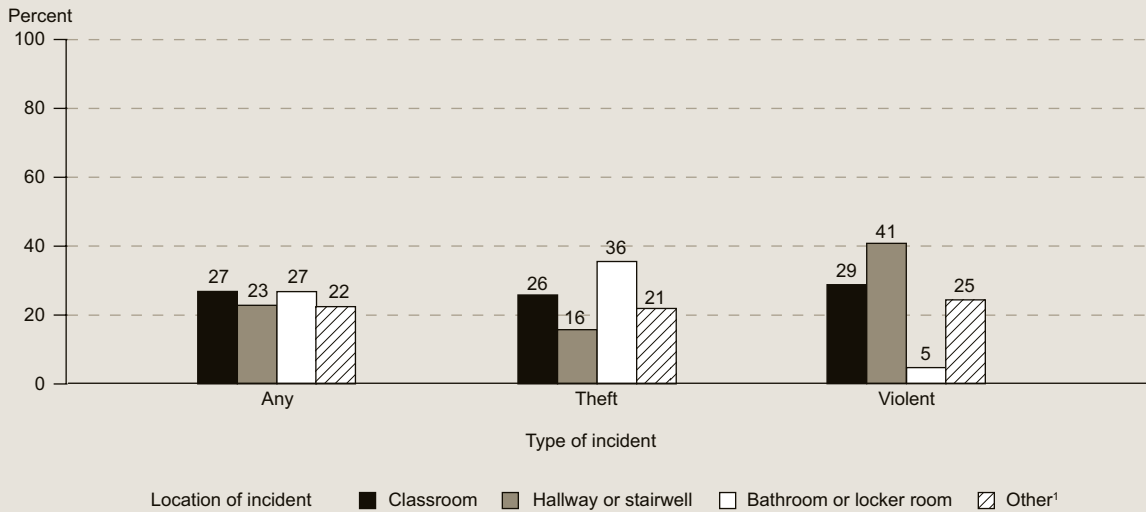
NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. Incidents reported as having occurred both on the way to or from school as well as on school property are included in the "on school property" category only. Those reported as occurring both on the way to or from school as well as inside a school building are included in the "inside a school building" category only. Detail may not sum to totals because of rounding. Population size for incidents in which victims were ages 12–18 is 4,763,000. Population size for violent incidents in which victims were ages 12–18 is 1,852,000. Population size for incidents of theft in which victims were ages 12–18 is 2,911,000. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Location of Incidents Inside the Victim's School Building

For those incidents that were reported as occurring inside a school building during the 2003–05 period, respondents were asked whether it was their own school building. If it was, they were asked for specific information regarding the location of the incident. Locations offered to respondents included the classroom, the hallway or stairwell, the bathroom or locker room, and an “other” category (library, gym, auditorium, or cafeteria).

The highest percentage of thefts occurred in bathrooms or locker rooms (36 percent), followed by classrooms (26 percent), other locations inside the victim's school building (21 percent), and hallways or stairwells (16 percent) (figure 2 and table 2). Unlike thefts, a higher percentage of violent incidents occurred in hallways or stairwells (41 percent) than in classrooms (29 percent), locations in the “other” category (25 percent), or bathrooms or locker rooms (5 percent).

Figure 2. Percentage of criminal incidents at school, by various locations inside the victim's school building: 2003–05



¹ Includes library, gym, auditorium, and cafeteria.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. Only incidents reported as occurring inside the victim's own school building are included. A total of 66,000 incidents were reported as occurring inside a school building but not in the victim's own school building. Data regarding location of incident inside victim's school building were not available for 173,000 incidents. Detail may not sum to totals because of rounding or missing data. Population size for incidents in which victims were ages 12–18 is 4,763,000. Population size for violent incidents in which victims were ages 12–18 is 1,852,000. Population size for incidents of theft in which victims were ages 12–18 is 2,911,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table 2. Number and percentage of incidents that occurred in various locations inside the victim's school building, by type of incident: 2003–05

Location of incident inside school building	Total number of incidents	Type of incident		
		Any	Theft	Violent
Total	3,296,000	100	100	100
Classroom	887,000	27	26	29
Hallway or stairwell	771,000	23	16	41
Bathroom or locker room	900,000	27	36	5
Other (library, gym, auditorium, cafeteria)	738,000	22	21	25

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. Only incidents reported as occurring inside the victim's own school building are included. A total of 66,000 incidents were reported as occurring inside a school building but not in the victim's own school building. Data regarding location of incident inside victim's school building were not available for 173,000 incidents. Detail may not sum to totals because of rounding or missing data. Population size for incidents in which victims were ages 12–18 is 4,763,000. Population size for violent incidents in which victims were ages 12–18 is 1,852,000. Population size for incidents of theft in which victims were ages 12–18 is 2,911,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

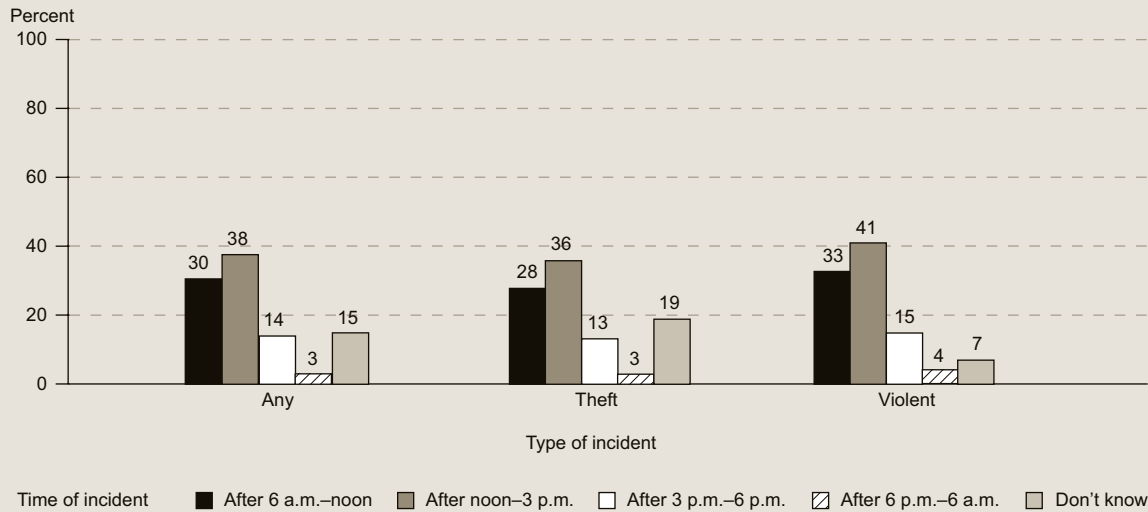
Time of Incident

Respondents also reported the time that incidents occurred at school during the 2003–05 period. Response categories included time periods for when school was in session (after 6 a.m. to 12 noon and after 12 noon to 3 p.m.) as well as for nonschool hours (after 3 p.m. to 6 p.m. and after 6 p.m. to 6 a.m.). Respondents could also indicate that they did not know what time an incident occurred.

The highest percentage of thefts occurred between noon and 3 p.m. (36 percent), followed by 6 a.m. to noon (28 percent), between 3 p.m. and 6 p.m. (13 percent), and between 6 p.m. and 6 a.m. (3 percent) (figure 3 and table 3). Nineteen percent of thefts occurred at an unknown time.

A greater percentage of violent incidents were committed between noon and 3 p.m. (41 percent) than between 6 a.m. and noon (33 percent), between 3 p.m. and 6 p.m. (15 percent), or between 6 p.m. and 6 a.m. (4 percent) (figure 3 and table 3). Although respondents were present for 100 percent of violent incidents, in 7 percent of violent incidents the respondent reported a “don’t know” response for the time of day in which the incident occurred.

Figure 3. Percentage of criminal incidents at school, by specific times: 2003–05



NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. Detail may not sum to totals because of rounding. Population size for incidents in which victims were ages 12–18 is 4,763,000. Population size for violent incidents in which victims were ages 12–18 is 1,852,000. Population size for incidents of theft in which victims were ages 12–18 is 2,911,000. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table 3. Number and percentage of incidents at school that occurred during specific times, by type of incident: 2003–05

Time of incident	Total number of incidents	Type of incident		
		Any	Theft	Violent
Total	4,763,000	100	100	100
After 6 a.m.–12 noon	1,428,000	30	28	33
After 12 noon–3 p.m.	1,815,000	38	36	41
After 3 p.m.–6 p.m.	653,000	14	13	15
After 6 p.m.–6 a.m.	166,000	3	3	4
Don't know	702,000	15	19	7

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. Detail may not sum to totals because of rounding. Population size for incidents in which victims were ages 12–18 is 4,763,000. Population size for violent incidents in which victims were ages 12–18 is 1,852,000. Population size for incidents of theft in which victims were ages 12–18 is 2,911,000. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Reports to Police

Respondents were asked whether police were informed about the incident and, if not, the reason why. Eighty-two percent of any incidents at school were not reported to police, whereas 16 percent were reported (figure 4 and table 4). It was unknown whether 2 percent of any incidents were reported to the police. More thefts and violent incidents were not reported to police, compared to those reported to police. Eighty-seven percent of thefts were not reported, whereas 11 percent were reported; 74 percent of violent incidents were not reported, whereas 25 percent were reported. A higher percentage of thefts went unreported to police (87 percent) than did violent incidents (74 percent). It was unknown whether 2 percent of thefts or violent incidents were reported to the police.

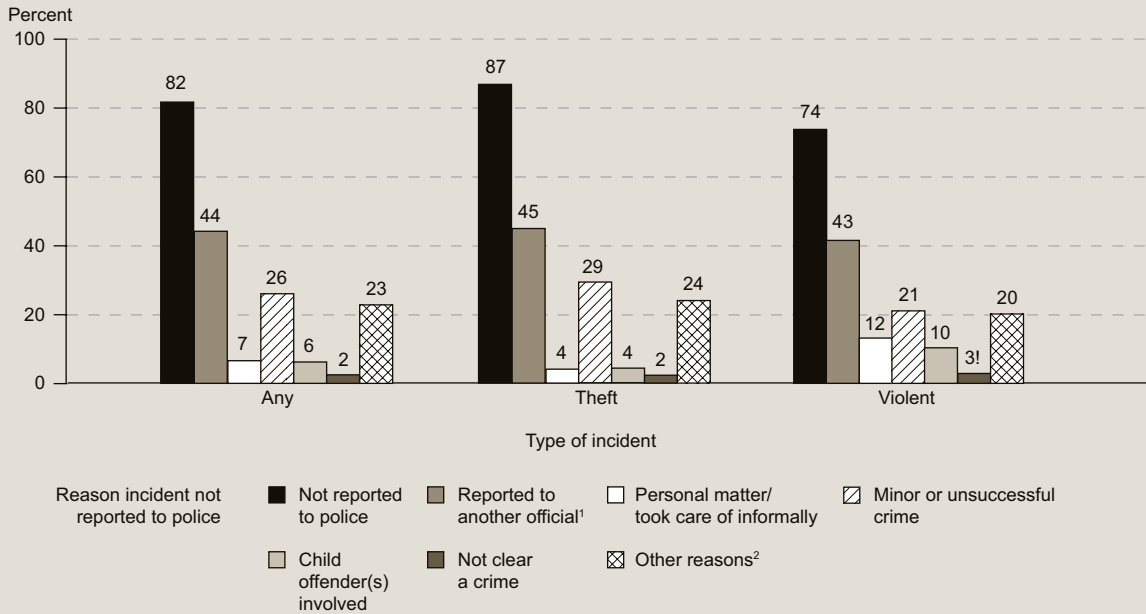
Those respondents who did not report incidents to police were offered a series of reasons why they were not reported. These reasons included the following: the incident was reported to another official (e.g., school guard or school official); it was a personal matter, the incident was taken care of informally, or the offender's parent was notified; the incident was minor or unsuccessful; the offender was a child or the incident could be regarded as "kid stuff"; it was not clear that the incident was criminal; and other reasons.¹

Of those thefts not reported to police, a higher percentage was not reported because the thefts were reported to another official (45 percent) than because they were considered minor or unsuccessful (29 percent), because of other reasons (24 percent), because they were considered a personal matter (4 percent), because a child offender was involved (4 percent), and because it was not clear that a crime had been committed (2 percent) (figure 4 and table 4).

A similar pattern was found for violent incidents. Of those violent incidents not reported to police, a higher percentage was not reported because they were reported to another official (43 percent) than because they were considered minor or unsuccessful (21 percent), because of other reasons (20 percent), because they were considered a personal matter (12 percent), because a child offender was involved (10 percent), and because it was not clear that a crime had been committed (3 percent) (figure 4 and table 4).

¹ Other reasons why the incident was not reported to police include the victim did not have insurance, the victim did not find out about the incident until it was too late, the victim could not recover or identify property, there was a lack of proof, the victim thought that police would not think the incident was important, police were perceived as ineffective, police were perceived as biased, the offender was a police officer, the victim did not want to get the offender into trouble, the victim was advised not to report the incident to police, the victim was afraid of reprisal, the victim thought it too inconvenient to report the incident, the victim was not present when the incident occurred, or the victim did not know why it was not reported.

Figure 4. Percentage of criminal incidents at school, by incidents not reported to police and reasons why the incident was not reported: 2003–05



! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

¹ Examples of "another official" include a school guard, apartment manager, or school official.

² Response options for reasons not reported to police are grouped into six broad categories on the NCVS-2 questionnaire: "Dealt with another way," "Not important enough to respondent," "Insurance wouldn't cover," "Police couldn't do anything," "Police wouldn't help," and "Other reason." The response options for the categories "Dealt with another way" and "Not important enough to respondent" are reported in detail on this figure because they are the most important substantively and, when aggregated, account for most of the responses. "Other reason" on this figure includes the following as well as those responses categorized as "other reason": victim did not have insurance, victim did not find out about the incident until it was too late, victim could not recover or identify property, there was a lack of proof, victim thought that police would not think incident was important, police were perceived as ineffective, police were perceived as biased, offender was a police officer, victim did not want to get offender into trouble, victim was advised not to report to police, victim was afraid of reprisal, victim thought it too inconvenient to report, victim was not present when incident occurred, or victim did not know why it was not reported.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. For reasons not reported to police, detail may sum to more than total because respondents were asked to report all reasons that apply. Data regarding whether the incident was reported to police were not available for 3,100 incidents. Detail may not sum to totals because of rounding or missing data. Population size for incidents in which victims were ages 12–18 is 4,763,000. Population size for violent incidents in which victims were ages 12–18 is 1,851,700. Population size for incidents of theft in which victims were ages 12–18 is 2,911,300.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table 4. Number and percentage of incidents at school reported to police and, if not reported, why incident was not reported, by type of incident: 2003–05

Incident characteristic	Total number of incidents	Type of incident		
		Any	Theft	Violent
Total	4,759,900	100	100	100
Reported to police				
Yes	766,400	16	11	25
No	3,905,600	82	87	74
Reported to another official ¹	1,719,400	44	45	43
Personal matter/Took care of informally, told offender's parent	271,000	7	4	12
Minor or unsuccessful crime	1,032,000	26	29	21
Child offender(s) involved, "kid stuff"	241,200	6	4	10
Not clear a crime	86,800	2	2	3!
Other reason ²	886,600	23	24	20
Don't know	87,900	2	2	2!

! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

¹ Examples of "another official" include a school guard, apartment manager, or school official.

² Response options for reasons not reported to police are grouped into six broad categories on the NCVS-2 questionnaire: "Dealt with another way," "Not important enough to respondent," "Insurance wouldn't cover," "Police couldn't do anything," "Police wouldn't help," and "Other reason." The response options for the categories "Dealt with another way" and "Not important enough to respondent" are reported in detail on this table because they are the most important substantively and, when aggregated, account for most of the responses. "Other reason" on this table includes the following as well as those responses categorized as "other reason": victim did not have insurance, victim did not find out about the incident until it was too late, victim could not recover or identify property, there was a lack of proof, victim thought that police would not think incident was important, police were perceived as ineffective, police were perceived as biased, offender was a police officer, victim did not want to get offender into trouble, victim was advised not to report to police, victim was afraid of reprisal, victim thought it too inconvenient to report, victim was not present when incident occurred, or victim did not know why it was not reported.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. For reasons not reported to police, detail may sum to more than total because respondents were asked to report all reasons that apply. Data regarding whether the incident was reported to police were not available for 3,100 incidents. Detail may not sum to totals because of rounding or missing data. Population size for incidents in which victims were ages 12–18 is 4,763,000. Population size for violent incidents in which victims were ages 12–18 is 1,851,700. Population size for incidents of theft in which victims were ages 12–18 is 2,911,300.

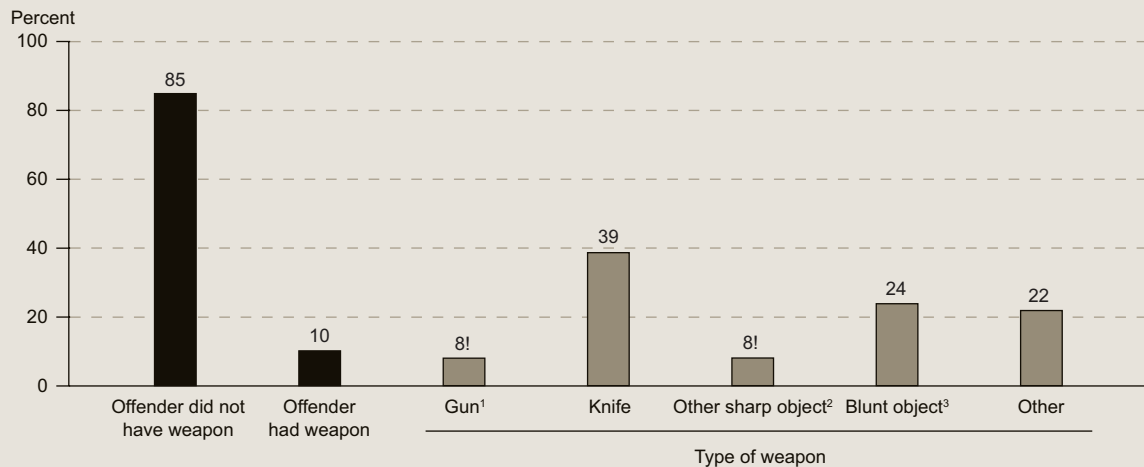
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Violent Incidents: Weapon Use and Injuries to Victims

This section examines the percentage of violent incidents that occurred during the 2003–05 period in which the offender had a weapon and, if so, the type of weapon; it also examines the percentage of violent incidents in which the victim sustained an injury and, if so, the type of injury. As with previous sections of this report, the data presented are population estimates.

A higher percentage of violent incidents at school involved an offender without a weapon (85 percent) than with a weapon (10 percent). For 5 percent of violent incidents, respondents did not know if a weapon was present (figure 5 and table 5). Of those violent incidents in which a weapon was present, a higher percentage involved the presence of a knife (39 percent) than other sharp objects or a gun (8 percent for each).¹ In addition, a higher percentage involved the presence of a blunt object (24 percent) than other sharp objects or a gun (8 percent for each).²

Figure 5. Percentage of violent incidents at school in which the offender did not have a weapon, had a weapon, and the type of weapon: 2003–05



! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

¹ Guns include handguns (pistols, revolvers, etc.), other guns (rifles, shotguns, etc.), other types of guns specified by respondent, and unknown gun types.

² Such as scissors, ice pick, axe, etc.

³ Such as a rock, club, blackjack, etc.

NOTE: "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. Detail may not sum to totals because of "don't know" responses, rounding, or because respondents could report more than one type of weapon. Population size for incidents in which victims were ages 12–18 is 4,763,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

¹ Guns include handguns (pistols, revolvers, etc.), other guns (rifles, shotguns, etc.), other types of guns specified by respondent, and unknown gun types. Other sharp objects were defined for respondents as objects such as scissors, ice picks, axes, etc.

² Blunt objects were defined for respondents as objects such as a rock, club, blackjack, etc.

Table 5. Number and percentage of violent incidents at school in which the offender had a weapon and the type of weapon: 2003–05

Violent incident characteristic	Total number of violent incidents	Percentage of violent incidents
Total	1,851,700	100
Offender had weapon		
Yes	189,800	10
Gun ¹	14,100 !	8 !
Knife	68,400	39
Other sharp object ²	‡	8 !
Blunt object ³	42,100	24
Other	38,700 !	22
No	1,575,300	85
Don't know	86,600	5

! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹ Includes handgun (pistol, revolver, etc.), other guns (rifle, shotgun, etc.), other types of guns specified by respondent, and unknown gun types.

² Such as scissors, ice pick, axe, etc.

³ Such as a rock, club, blackjack, etc.

NOTE: "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. Detail may not sum to totals because of rounding or because respondents could report more than one type of weapon.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Seventy-three percent of violent incidents at school resulted in no injuries to victims, whereas 27 percent did (table 6). Of those violent incidents that resulted in an injury, 83 percent involved bruises, cuts, or chipped teeth.¹

Table 6. Number and percentage of violent incidents at school that resulted in injuries and the type of injury: 2003–05

Violent incident characteristic	Total number of violent incidents	Percentage of violent incidents
Total	1,851,700	100
Victim injured		
Yes	505,100	27
Knife wounds ¹	‡	‡
Gun shot wounds	#	#
Broken bones ²	‡	3 !
Knocked unconscious	‡	‡
Bruises, cuts, chipped teeth ³	421,700	83
All other injuries	108,800	22
No	1,346,600	73

Rounds to zero.

! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹ Includes stab wounds.

² Includes teeth knocked out.

³ Includes a black eye, scratches, or swelling.

NOTE: "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. For type of injury, detail may sum to more than total because respondents were asked to report all injuries that apply. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

¹ Includes a black eye, scratches, or swelling.

Number of Offenders

Respondents were asked whether they were present when the incident happened at school and, if they were, whether a single offender or multiple offenders were involved. Respondents reported being present when all violent incidents occurred (100 percent) (table 7). Eighty percent of these violent incidents were committed by a single offender and 19 percent were committed by multiple offenders. However, respondents were present for only 18 percent of thefts. In 44 percent of those thefts in which the victim was present, a single offender was involved, compared to 7 percent of thefts that involved multiple offenders. Forty-nine percent of respondents said that they did not know how many offenders were present.

Table 7. Number and percentage of incidents at school in which respondent was present, and whether a single offender or multiple offenders were involved, by type of incident: 2003–05

Offender status	Total number of incidents	Type of incident		
		Any	Theft	Violent
Total	4,763,000	100	100	100
Respondent present	2,362,000	50	18	100
Single-offender incidents	1,655,000	73	44	80
Multiple-offender incidents	383,000	17	7	19
Don't know how many offenders	242,000	11	49	‡
Respondent not present	2,401,000	50	82	#

Rounds to zero.

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

NOTE: "Theft" includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Any" includes violent crimes and theft. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. Data regarding the number of offenders were not available for 82,000 incidents. Detail may not sum to totals because of missing data or rounding. Population size for incidents in which victims were ages 12–18 is 4,763,000. Population size for violent incidents in which victims were ages 12–18 is 1,852,000. Population size for incidents of theft in which victims were ages 12–18 is 2,911,000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Characteristics of Violent Offenders

Respondents who experienced a violent incident during the 2003–05 period were asked about certain characteristics of the offender(s), namely, whether the offender(s) was known or a stranger; whether the same offender(s) had previously committed a crime or made threats against the respondent or other household members; and the sex, age, race/ethnicity, and status of gang membership of the offender(s). Readers should note that the estimates provided in this section exclude cases for which the known status of the offender (i.e., was the offender known, stranger, or don't know) is missing and therefore estimates may deviate slightly from those estimates provided in the Number of Offenders section above.

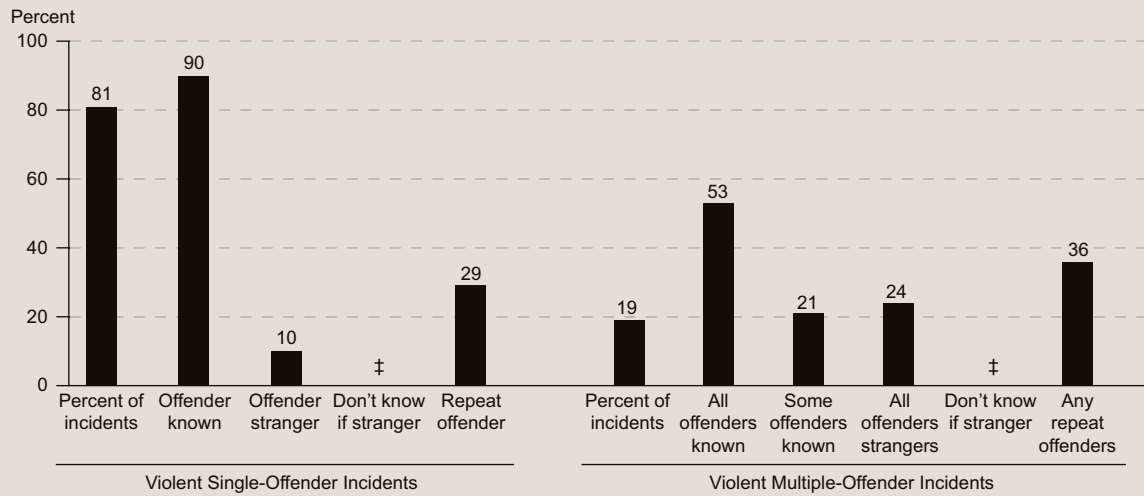
Single-offender incidents

- ▶ *Known versus stranger:* In 90 percent of violent single-offender incidents, the offender was known, compared to 10 percent in which he or she was unknown (figure 6 and table 8).
- ▶ *Repeat offender:* In 29 percent of violent single-offender incidents, the offender had previously committed a crime or made threats against the respondent or other household members (figure 6 and table 8).

Multiple-offender incidents

- ▶ *Known versus strangers:* In 53 percent of violent incidents in which more than one offender was involved, all offenders were known to the victim, compared to 24 percent in which all offenders were strangers, and 21 percent in which only some offenders were known (figure 6 and table 8).
- ▶ *Repeat offenders:* In 36 percent of violent incidents in which multiple offenders were involved, the crime was committed by a group in which at least one member had previously committed a crime or made threats against the respondent or other household members (figure 6 and table 8).

Figure 6. Percentage of violent single-offender and multiple-offender incidents at school in which offender was known or was a stranger and whether the incident was repeated by the same offender: 2003–05



‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

NOTE: "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "At school" includes inside the school building, on school property, and on the way to or from school. Data regarding the number of offenders were not available for 54,000 incidents. Data regarding whether the offender(s) were known were not available for 54,300 incidents. Detail may not sum to totals because of missing data or rounding. Population size for violent incidents in which victims were ages 12–18 is 1,851,700.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table 8. Number and percentage of violent single-offender and multiple-offender incidents at school in which offender was known or was a stranger and whether the incident was repeated by the same offender: 2003–05

Offender status	Total number of violent incidents	Percentage of violent incidents
Single-offender incidents	1,413,700	81
Repeat offender	398,400	29
Total	1,413,700	100
Offender known	1,269,000	90
Offender stranger	136,500	10
Don't know if stranger	‡	‡
Multiple-offender incidents	324,900	19
Any repeat offenders	113,600	36
Total	324,900	100
All offenders known	172,700	53
Some offenders known	67,100	21
All offenders strangers	76,700	24
Don't know if strangers	‡	‡
Don't know how many offenders	‡	‡

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

NOTE: "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. Data regarding the number of offenders were not available for 54,000 incidents. Data regarding whether the offender(s) were known were not available for 54,300 incidents. Detail may not sum to totals because of missing data or rounding. Population size for violent incidents in which victims were ages 12–18 is 1,851,700.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Single-offender incidents

- ▶ *Sex:* For violent incidents committed by a single offender, a higher percentage involved a male offender (75 percent) than a female offender (25 percent) (table 9).
- ▶ *Age:* For violent incidents involving a single-offender, a higher percentage was committed by an offender who was age 14 years or younger (53 percent) than an offender who was ages 15 through 17 years (38 percent), ages 18 through 20 years (3 percent), or age 21 years or older (4 percent) (table 9). The age of the offender was unknown in 1 percent of violent incidents.
- ▶ *Race/ethnicity:*¹ A higher percentage of violent single-offender incidents were committed by a White (59 percent) than a Black offender (27 percent) or an offender of other races/ethnicities (14 percent). A higher percentage of such incidents were committed by a Black offender (27 percent) than an offender of other races/ ethnicities (14 percent) (table 9).

Multiple-offender incidents

- ▶ *Sex:* For violent incidents involving multiple offenders, a greater percentage was committed by an all-male group (51 percent) than an all-female group (30 percent) (table 9).
- ▶ *Age:* A higher percentage of violent multiple-offender incidents involved a group of offenders who were all age 14 years or under (33 percent) than a group of offenders of mixed ages, all younger than age 18 years (19 percent) (table 9).
- ▶ *Race/ethnicity:* The percentage of violent multiple-offender incidents in which respondents reported the race/ethnicity of the group of offenders to be all Black was 41 percent, whereas the percentage of incidents in which the offenders were all White was 24 percent; mostly White, 12 percent; an equal number of each race/ethnicity, 9 percent; or all of other races/ethnicities, 5 percent (table 9).

Single- versus multiple-offender violent incidents

- ▶ *Gang membership:* Twenty-four percent of violent incidents with multiple offenders had at least one offender who was a gang member compared to 4 percent of violent incidents with a single offender that involved an offender who was a gang member (table 9).

Table 9. Number and percentage of violent single-offender and multiple-offender incidents at school and specific offender characteristics: 2003–05

Offender characteristic	Total number of violent incidents	Percentage of violent incidents
Single-offender incidents	1,443,100	80
Sex		
Male	1,066,400	75
Female	347,300	25
Don't know	#	#
Age		
14 or under	724,500	53
15–17	518,800	38
18–20	39,400 !	3 !
21 and older	52,600	4
Don't know	19,000 !	1 !

See notes at end of table.

¹ The analysis for this report does not compare the race/ethnicity of the victim and of the offender, since the survey asked these questions of respondents using different sets of response options. For example, respondent victims were given the option of marking “all that apply” to six possible response options for their own race/ethnicity, while they were able to indicate only one of four options for their offender.

Table 9. Number and percentage of violent single-offender and multiple-offender incidents at school and specific offender characteristics: 2003–05—Continued

Offender characteristic	Total number of violent incidents	Percentage of violent incidents
Single-offender incidents	1,443,100	80
Race/ethnicity		
White	714,600	59
Black	324,400	27
All other races/ethnicities	169,600	14
Don't know	‡	‡
Gang member	48,300	4
Multiple-offender incidents	349,800	19
Sex ¹		
All male	161,800	51
All female	96,300	30
Mostly male	25,000 !	8 !
Mostly female	20,000 !	6 !
Evenly split male and female	‡	‡
Don't know	#	#
Age		
All 14 or under	103,400	33
All 15–17	73,800	23
All 18–20	‡	‡
All 21 or older	#	#
Mixed ages, all less than 18	60,200	19
Mixed ages, includes at least none 18 or older	64,200	20
Don't know	‡	‡
Race/ethnicity ²		
All White	76,200	24
All Black	128,900	41
All other races/ethnicities	17,100 !	5 !
Mostly White	38,500 !	12
Mostly Black	‡	‡
Mostly other	#	#
Equal number of each race	27,200 !	9 !
Don't know	‡	‡
Any gang member	75,600	24
Don't know how many offenders	‡	‡

Rounds to zero.

! Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡ Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹ Respondents were asked if all offenders were male, female, or "both male and female." If they responded "both" they were then asked if they were mostly male, mostly female, or evenly divided.

² Respondents were asked to mark all that apply when asked if offenders were White, Black, or of some other race. If they reported more than one category, they were then asked if most offenders were White, Black, or of some other race, or if there was an equal number of each race.

NOTE: "Violent" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "At school" includes inside the school building, on school property (school parking area, play area, school bus, etc.), and on the way to or from school. Data regarding the number of offenders were not available for 54,000 incidents. Detail may not sum to totals because of missing data or rounding. Population size for violent incidents in which victims were ages 12–18 is 1,851,700.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

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Appendix A: Technical Notes

Sponsorship and Purpose of the Survey

Sponsored by the U.S. Department of Justice, Bureau of Justice Statistics (BJS), the National Crime Victimization Survey (NCVS) is the primary source of information on criminal victimization in the United States. The survey enables researchers to estimate the likelihood of victimization by type of crime for the population as a whole as well as for segments of the population. The NCVS provides the largest national forum for victims to describe the impact of crime and characteristics of violent offenders, and has been administered on an ongoing basis since 1973.

The NCVS data used to produce estimates for this report are available for download from the Inter-University Consortium for Political and Social Research via the following link: <http://www.icpsr.umich.edu/cocoon/ICPSR/STUDY/04699.xml>.

Sample Design and Data Collection

The NCVS, which began in 1973, surveys a nationally representative sample of residential addresses and is administered by the U.S. Census Bureau on behalf of BJS. Information on the occurrence of crime is collected in the NCVS Basic Screen Questionnaire (NCVS-1), and questions pertaining to incident characteristics are asked in the NCVS Crime Incident Report (NCVS-2). The NCVS-1 is used to record characteristics of all household members age 12 years and older in a sample unit, including the age, sex, and race of household members, as well as to screen for incidents of crime committed against the household and/or household members.

The NCVS-2 is used to gather detailed information about each incident reported in the NCVS-1. The NCVS-2 asks respondents a number of key questions about their experiences with incidents of crime and violence, including those occurring at school or on the way to or from school. The items cover type of crime experienced; the use of weapons and injuries; the time and place of occurrence; whether the crime was reported to police; the number, age, race, and sex of offender(s); the relationship of offender(s) to the victim; and whether the incident was repeated by the same offender(s). The NCVS “type of crime” (TOC) variable was used to classify incidents as either violent or as thefts (see “Classification of Crimes” below). NCVS-2 variables asking where the incident happened and what the victim was doing when it happened were used to ascertain whether the incident happened at school. Specifically, if the respondent reported that the incident occurred inside the school building, on school property, or while they were on their way to or from school, the incident was included in the sample for analysis in this report.

The NCVS employs a stratified multistage cluster sample technique. Each month, the U.S. Census Bureau selects respondents for the NCVS using a “rotating panel” design. Households are selected into the sample using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, are selected, and smaller areas, called Enumeration Districts (EDs), are selected within each sampled PSU. Within each ED, clusters of four households, called segments, are selected. Across all EDs, sampled households are then divided into discrete groups (rotations), and all age-eligible individuals in the households become part of the panel. Once in the panel, respondents are administered the NCVS every 6 months (for a total of seven interviews over a 3-year period) to determine whether they have been victimized during the 6 months preceding the interview. After the seventh interview, the household leaves the panel and a new household is rotated into the sample. This type of rotation scheme is used to reduce the respondent burden that might result if households were to remain in the sample permanently.

For each year of NCVS data collection in this report, the first interview was administered face-to-face using paper-and-pencil interviewing; the remaining interviews were administered by computer-assisted telephone interviewing unless circumstances called for an in-person interview. In 2003, there were approximately 63,000 households in the NCVS sample; in 2004, approximately 84,000; and, in 2005, approximately 57,500. Incidents that occurred in the United States, inside the school building, on school property, or on the way

to or from school, and reported by respondents ages 12 through 18 with an educational attainment of high school or less, were included in this analysis. A total of 1,594 such incidents were reported by respondents in the 2003–05 NCVS-2.

Classification of Crimes

The NCVS type of crime (TOC) variable is used to classify incidents as violent crimes or theft. The NCVS counts all crimes that occur per incident. For example, if a respondent reports that an assault and a robbery occurred at the same time, both are recorded.¹ In this report, “any” is a combination of all violent crimes and theft that occurred during the reporting periods. “Violent” includes completed and attempted rapes, all sexual attacks, all completed and attempted robberies, all aggravated assaults, all verbal threats and threats with weapons, sexual assault without injury, unwanted sexual contact without force, simple assault with injury, assault without a weapon and without injury, and verbal threat of assault. “Theft” includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. The aggregated measures of “any,” “theft,” and “violent” were used in this report because of sample size concerns when using more finite categories of the TOC variable.

This report examines crime in schools from an incident-level perspective. In some NCES publications, crime is examined from a student-level perspective (e.g., Bauer et al. 2008). Student-level analyses look at the prevalence of student victimization at school (i.e., the percentage of students who reported being victims of various types of criminal incidents). From this perspective, a student who reported more than one violent victimization (e.g., a robbery and an aggravated assault) would be counted only once as having experienced at least one violent victimization.

On the other hand, the incident-level perspective presented in this report explores the characteristics of criminal incidents experienced by students. From this perspective, the two occurrences of violent incidents reported by the student in the example above would be counted as two separate violent incidents. Thus, the incidents and the characteristics of each would be included in the analysis.

Survey Limitations

In addition to concerns of measurement error resulting from nonresponse (see “Unit and Item Response Rates” below), other limitations are worth noting. The first consideration is the possibility of sampling error. Because the sample of respondents selected for each administration of the NCVS is just one of many possible samples that could have been selected, it is possible that estimates from a given sample may differ from estimates that would have been produced from other samples. Second, because all variables of interest in the NCVS are self-reported, respondent recall of events may be inaccurate. People may forget the event entirely or recall the characteristics of the event inaccurately, which could lead to an underestimation, overestimation, or misclassification of incident or offender characteristics. Third, as a victim survey, the NCVS emphasizes crime events as incidents at one point in time. Reality tells us that victims often live in a state in which they are threatened or victimized regularly, referred to as a series. The NCVS makes every effort to categorize repeated victimizations for up to six separate incident reports. In cases of series crimes where incidents are largely similar in detail, where there are more than six incidents, or the respondent has difficulty completing detailed incident-level information for each (e.g. dates, times, locations), these incidents are flagged as a series. When a series of incidents against a single victim is identified, details of only the most recent incident in the series are recorded in the Incident Report. The serial flag was not considered in this analysis meaning that incidents of a serial nature may be underestimated.

Unit Response Rate and Nonresponse Bias Analysis

A unit response rate is, at its most basic level, the ratio of surveys completed by eligible respondents to the total count of eligible respondents. Since the NCVS-2 Crime Incident Report questionnaire could only be

¹ A detailed list of violent crimes can be found in the “Glossary of Variables Used” in this appendix. See the variable description for “type of crime.”

completed after households had responded to the NCVS-1 Basic Screen questionnaire, it was only administered if an individual respondent had actually experienced at least one incident. Thus, the unit response rate for the data examined in this report reflects both the household completion rate and the completion rate for eligible respondents. The base-weighted pooled household completion rate for the 2003–05 period was 91 percent, and the base-weighted completion rate for eligible respondents was 74 percent. Multiplying the household completion rate times the eligible respondent completion rate produced a unit response rate of 68 percent.

NCES calls for any survey stage of data collection with a unit or item response rate of less than 85 percent to be evaluated for nonresponse bias (U.S. Department of Education 2003). However, because this report uses incidents, and not respondents, as the unit of analysis, a bias analysis comparing respondents and nonrespondents on key survey variables was not possible. Because there is no way to tell if all incidents were reported or not (i.e., did a respondent decline to report that no incidents happened or were there no incidents to report?), one cannot discern whether nonresponse is due to a respondent not completing the NCVS-2 questionnaire or if it is because he or she did not experience any incidents.

Even though a unit bias analysis was not possible for the purposes of this report, a person-level bias analysis was conducted on data from the 2005 School Crime Supplement (SCS) to the NCVS in Bauer et al. (2008). The SCS focuses on crime and safety issues at school and is administered to eligible respondents after the NCVS-2 has been completed. The unit bias analysis in Bauer et al. showed differential response rates for the SCS across some categories of three key survey variables (race/ethnicity, income, and urbanicity), but not for a fourth (sex). To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern in that respondents may not represent the intended population with regard to these estimates. Further details can be found in appendix A of that report.

Item Response Rates and Nonresponse Bias Analysis

As in most surveys, the responses to some items are not obtained for all interviews, which can lead to item nonresponse bias. There are numerous reasons for item nonresponse. Some respondents may not know the answer to an item or may not want to respond for other reasons, or the interview may have been interrupted and not completed. Item nonresponse can also occur when inconsistencies are discovered after the interview and responses must be set to missing.

For some questions in the NCVS, “don’t know” and refusals were offered as response options. In this report, “don’t know” was included in the analysis when it appeared as a response option on the questionnaire. Because imputation procedures were not used to correct for item nonresponse, missing values exist in the data file for some variables. These can be coded as 8s or 9s. A code of 8 (Not Ascertained) indicates a keying error resulting in an out-of-range code, an incorrect or unusable answer, or the absence of an entry for a question that should have been asked. A code of 9 (Out Of Universe) occurs when, due to the presence of skip patterns in the survey, certain questions were not applicable to the respondent. When presenting percentages in this report, all incident-level percentage estimates are calculated from the total of valid responses (i.e., those not coded as 8 or 9).

A total of 69 variables from the National Crime Victimization Survey (NCVS) incident-level data for 2003–05 are used in this report. Response rates for most items were over 90 percent for all eligible respondents. Therefore, there is little potential for item nonresponse bias for most items in the data. For the items with response rates lower than 85 percent, however, the potential for nonresponse bias exists. Among the variables used in this report, three were answered by less than 85 percent of respondents: two asking about offender characteristics in multiple-offender incidents (V4250 “Were they mostly male or mostly female?” and V4285 “What race were most of the offenders?”), and one asking the race of the offender in single-offender incidents (V4246). The fully weighted response rates for these items were 65, 71, and 84 percent, respectively (table A-1).²

² Because the base weights for survey items are not included on NCVS public-use data files, fully weighted data were used to analyze item nonresponse in this report.

Although the response rate of two of the variables did not meet NCES reporting standards —“multiple offenders mostly male or female” and “multiple offender race of most offenders”—a nonresponse bias analysis was not conducted on these items. Since they are follow-up questions to other items in the questionnaire, related variables in the question series were taken into consideration and used in the response rate calculation. Furthermore, given the unweighted number of respondents for each of these variables (28 and 36, respectively), other sources of error, such as sampling error and disclosure risk, could have a much larger effect on their estimates than item nonresponse bias. Thus, a nonresponse bias analysis on these two items as individual variables would likely not yield valid results.

Specifically, question 74 asks respondents whether offenders in multiple-offender incidents were male or female. If the respondent reports more than one sex, the survey takes them to follow-up question 75 (V4250) to ask whether offenders were mostly male or mostly female. Similarly, question 85 asks respondents the race of offenders in multiple-offender incidents. If respondents report more than one race, they are taken to follow-up question 86 (V4285), which asks the race of most offenders. In order to calculate the item response rates of all variables within each of these series, two composite variables were constructed—SEXMOFF and RACEMOFF. Each had 114 respondents (unweighted), with a fully weighted response rate of at least 91 percent (table A-2). Thus, a nonresponse bias analysis was not needed for these variables.

However, an item nonresponse bias analysis was performed on the variable “single offender race” (V4246) as it had a response rate of less than 85 percent (table A-1). Since item nonresponse bias may be viewed as a function of both the item response rate and the extent to which the item respondents differ from the item nonrespondents, bounds on the item nonresponse bias may be obtained by imposing extreme assumptions on the item nonrespondents. This procedure evaluates how missing values impact a distribution by imputing nonresponse items using extreme values.

For nominal variables, such as “single offender race,” an imputed variable was created by assigning the nonresponding cases in approximately equal numbers to the four response values in the original item. The distributions of the original variable and the variable with imputed values were then examined. If differences exist, there is potential for bias in the variable. Measurable differences were found between the distribution of the original variable and the variable with extreme imputed values, which required further examination of potential bias by comparing the extent to which respondents differed from nonrespondents.

In order to examine the differences between respondents and nonrespondents of the variable “single offender race,” they were examined across key survey variables. These include sex, race/ethnicity, metro status, household income, and Census region. There were a total of 479 eligible cases for “single offender race,” which include 406 responses and 73 with no response. No measurable differences were found for sex and region, although measurable differences were found for the variables race/ethnicity, metro status, and household income.

The distributions of respondents and nonrespondents for “single offender race” were then compared to the distributions of survey items associated with “single offender race.”³ If “single offender race” respondents and nonrespondents do not differ within items associated with it, then it could be posited that “single offender race” respondents and nonrespondents do not differ on the item itself. No measurable differences were found except for the variable “single offender how well known.” Because evidence of bias was found for only one variable, “single offender race” was used as an analytic variable in this report.

³ These variables include single offender sex (V4236), single offender age (V4237), single offender gang member (V4238), single offender drinking/on drugs at time of incident (V4239), and single offender how well known (V4243).

Table A-1. Items included in the NCVS-2 item nonresponse bias analysis

Variable	Variable description	Number of observations	Unweighted response rate	Weighted response rate
V4250	Multiple offenders mostly male or female	28	64.29	64.55
V4285	Multiple offender race of most	36	72.22	71.11
V4246	Single offender race	479	84.76	84.43

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2003–05.

Table A-2. Unweighted and weighted response rates for created variables

Created variable description	Number of observations	Unweighted response rate	Weighted response rate
Multiple offender sex ¹	114	91.23	91.29
Multiple offender race ²	114	91.23	90.77

¹ This variable was created using the variables “multiple offender sex” (v4249) and “multiple offender mostly male or female” (v4250).

² This variable was created using the variables “multiple offender white” (v4280), “black” (v4281), “other race” (v4282), “don’t know race” (v4283), and “multiple offender race of most” (v4285).

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2003–05.

Weighting

In this report, inferences are drawn about the characteristics of criminal incidents. Before such inferences can be drawn about incident-level estimates, the pooled NCVS-2 data were adjusted, or weighted, to ensure that the sample number of incidents is representative of the number of incidents occurring in the population. The NCVS file is structured to produce person-level estimates, but it was restructured in order to produce incident-level estimates. This restructured file contains one record per incident so respondents reporting multiple incidents have more than one record in the file. An incident weight was created for each reported incident by dividing the victim’s person weight⁴ by the total number of victims involved in the incident.

Standard Errors

The sample of respondents selected for each administration of the NCVS is just one of many possible samples that could have been selected, so it is possible that estimates from a given NCVS sample may differ from estimates that would have been produced from other samples. This type of variability is called sampling error because it arises from using a sample of respondents rather than all possible respondents.

The standard error is a measure of the variability of a parameter estimate. It indicates how much variation there is in the population of possible estimates of a parameter for a given sample size. The probability that a complete census count would differ from the sample estimate by less than one standard error is about 0.68. The probability that the difference would be less than 1.65 standard errors is about 0.90, and the probability that the difference would be less than 1.96 standard errors is about 0.95.

The standard error is calculated for each estimate provided in order to determine the “margin of error” for these estimates. The standard errors of the estimates for different subpopulations can vary considerably and should be taken into account when making comparisons. It should also be acknowledged that apparently large differences between estimates may not have measurable differences, which may be due to large standard errors. Standard errors for the estimates discussed in this report are presented in the standard error tables in appendix B.

Standard errors are typically developed assuming the sample is drawn with equal probability. Since the NCVS samples are not simple random samples, calculation of the standard errors requires procedures that are markedly different from those used when the data are from a simple random sample. To estimate the statistics and standard errors, this report utilized the Taylor series approximation method using the pseudostratum (v2117) and primary sampling unit (PSU) (v2118) variables. Using a with-replacement (wr) design option,

⁴ Person-level weights are created to account for the unequal probability of selection into the sample, and are calculated from population age, sex, and race ratios obtained from the U.S. Census Bureau (U.S. Department of Justice 2007).

software, such as SUDAAN, can be used to calculate standard errors using the Taylor series approximation⁵ by including both of these variables in a “NEST” statement, after first sorting the pseudostrata and the PSUs within the pseudostrata.

Statistical Tests

Comparisons that have been drawn in the text of this report have been tested for statistical significance to ensure the differences are larger than those that might be expected due to sampling variation. All statements cited in the report are statistically significant at the .05 level. The statistical comparisons in this report are based on Student’s *t* statistic. Whether the statistical test is considered significant or not is determined by calculating a *t* value for the difference between a pair of means or proportions and comparing this value to published tables of values, called critical values. An alpha level of .05 is used when examining the data in this report. The alpha level is the prespecified value at which the significance of an estimate is determined and is an *a priori* statement of the probability that a difference exists in fact rather than by chance.

The *t* statistic between estimates from various subgroups presented in the tables can be computed by using the following formula:

$$t = \frac{x_1 - x_2}{\sqrt{SE_1^2 + SE_2^2}}$$

where x_1 and x_2 are the estimates to be compared (e.g., the means of sample members in two groups) and SE_1 and SE_2 are their corresponding standard errors.

Understanding Table Symbols

NCES statistical guidelines require symbolic notation of data that should be interpreted with caution or that do not meet reporting standards (U.S. Department of Education 2003). For an estimate with a standard error 30 to 50 percent of its value, an exclamation point (!) is placed next to the estimate to indicate that it should be interpreted with caution. For an estimate with a standard error greater than 50 percent of its value, the estimate is replaced with a double-dagger symbol (‡) and the standard error replaced with a single dagger (†) to indicate that the data do not meet reporting standards. In cases where an estimate is a zero or rounds to zero, the estimate is replaced with a pound sign (#) and the standard error replaced with a single dagger (†) to indicate that measurement of the standard error is not applicable. Data that meet reporting standards but should be interpreted with caution are reported in the body of this report, and are not notated with an exclamation point. Data that were replaced with either a double or single dagger are not reported in the body of this report.

Glossary of Variables Used

The variable names used in this section are taken from the 2003–05 NCVS Basic Screen Questionnaire (NCVS-1) and Crime Incident Report (NCVS-2). Selected items from the NCVS-1 and the NCVS-2 instruments can be found in appendixes C and D, respectively, of this report.

Each variable used in the analyses for this report is described below, along with the source code for the particular variable. The data files contain all variables collected in the NCVS-1 and NCVS-2. The NCVS data used to produce estimates for this report can be downloaded from the following site: <http://www.icpsr.umich.edu/cocoon/ICPSR/STUDY/04699.xml>.

Prior to analysis, the pooled 2003–05 NCVS data file was filtered to include only incidents occurring among respondents who were ages 12 through 18 (SC404(A) [RESPONDENT AGE]), incidents that occurred inside the school building or on school property (using responses 18 and 19 to SC616 [WHERE DID THIS INCIDENT HAPPEN?]), incidents that occurred on the way to or from school (using response 3 to SC832 [ACTIVITY AT TIME OF INCIDENT]), incidents among respondents with an educational attainment of high

⁵ Further information about the Taylor series approximation method can be found in *Introduction to Variance Estimation* (Wolter 1985).

school or less (SC409 [EDUCATIONAL ATTAINMENT]), and incidents that occurred in the United States (excluding a response of 1 to SC613 [IN WHAT CITY, TOWN, VILLAGE DID INCIDENT OCCUR?]). Incidents reported by respondents who did not fulfill these requirements were excluded from the analysis. The final unweighted sample sizes of incidents per survey year were 657 in 2003, 478 in 2004, and 459 in 2005, yielding a total pooled sample size of 1,594.

Variables taken from the NCVS Basic Screen Questionnaire (NCVS-1)

EDUCATIONAL ATTAINMENT (SC409): Respondents were asked the highest level of education that they completed. See question 25 in the NCVS-1 questionnaire in appendix C.

RESPONDENT AGE (SC404(A)): Respondents were asked their age at their last birthday. See question 21 in the NCVS-1 questionnaire in appendix C.

TYPE OF CRIME (TOCNEW v4529): The crime categories used in this report were determined using the “type of crime” (TOC) code reported in the NCVS-1 for each incident. Each of these TOC categories was used to construct the violent and theft crime categories used in this report.

“Violent” includes completed and attempted rapes, all sexual attacks, all completed and attempted robberies, all aggravated assaults, all verbal threats and threats with weapons, sexual assault without injury, unwanted sexual contact without force, simple assault with injury, assault without a weapon and without injury, and verbal threat of assault. “Theft” includes attempted and completed purse snatching, completed pickpocketing, and all attempted and completed thefts, excluding motor vehicle theft. Theft does not include robbery, in which threat or use of force is involved. “Any” includes one or more reports of any of the crimes listed above.

Variables taken from the NCVS Crime Incident Report (NCVS-2)

ACTIVITY AT TIME OF INCIDENT (SC832): Students were asked what they were doing at the time of the incident, specifically, whether they were on their way to or from school. See question 135 in the NCVS-2 questionnaire in appendix D.

AGE OF OFFENDER/(S) (SC699/SC713, SC714): For incidents involving single offenders, this question asked respondents how old the offender was. For incidents involving multiple offenders, these questions asked about the age of the youngest and the oldest offenders. Response options include under 12; 12–14; 15–17; 18–20; and 21 and older. See questions 63 (for single-offender incidents) and 76 and 77 (for multiple-offender incidents) in the NCVS-2 questionnaire in appendix D.

GANG AFFILIATION OF OFFENDER/(S) (SC700/SC715): Respondents were asked whether they knew if the offender was a member of a street gang. See questions 64a (for single-offender incidents) and 78a (for multiple-offender incidents) in the NCVS-2 questionnaire in appendix D.

INCIDENT REPORTED TO POLICE (SC800): Respondents were asked whether the police were informed about each incident they reported in the NCVS-1. See question 115 in the NCVS-2 questionnaire in appendix D.

CITY, TOWN, OR VILLAGE IN WHICH INCIDENT OCCURRED (SC613): Response options include outside U.S., not inside a city/town/village, same city/town/village as present residence, different city/town/village as present residence, and don’t know. See question 7 in the NCVS-2 questionnaire in appendix D.

LOCATION OF INCIDENT INSIDE SCHOOL BUILDING (SC629): Response options include whether the incident occurred in a school classroom, a hallway or stairwell, or a bathroom or locker room. “Other” locations inside the school building include the library, gym, auditorium, or cafeteria. See question 17b in the NCVS-2 questionnaire in appendix D.

LOCATION WHERE INCIDENT OCCURRED (SC616): This question asked students where the incident occurred, specifically, inside the school building or on school property (school parking area, play area, school bus, etc.). See question 10 in the NCVS-2 questionnaire in appendix D.

NUMBER OF OFFENDER(S) (SC692): Respondents were asked whether the crime was committed by only one offender or by more than one offender. See question 60 in the NCVS-2 questionnaire in appendix D.

RACE/ETHNICITY OF OFFENDER/(S) (SC708/SC726, SC727): For single-offender incidents, respondents were asked if the offender was White, Black, or some other race. If they responded other, they were further asked to specify the race/ethnicity of the offender. For multiple-offender incidents, respondents were given the options to indicate that the offenders were all White, all Black, all other, mostly White, mostly Black, mostly other, equally divided, or don't know. See questions 71 (for single-offender incidents) and 85 and 86 (for multiple-offender incidents) in the NCVS-2 questionnaire in appendix D.

REASON INCIDENT WAS NOT REPORTED TO POLICE (SC802, SC803, SC804, SC805, and SC806): Reasons the respondent did not report the incident to the police include it was reported to another official (SC802_1), it was a personal matter and it was taken care of informally (SC802_2), it was a minor or unsuccessful crime (SC802_3), the offender was a child (SC802_4), and it was not clear the incident was a crime (SC802_5). Reasons that the incident was not reported to the police that are included in the "other" category include the victim did not have insurance (SC802_6), the victim did not find out about the incident until it was too late (SC803_7), the victim could not recover or identify the property (SC803_8), there was a lack of proof (SC803_9), the victim thought that the police would not think the incident was important (SC804_10), the police were perceived as ineffective (SC804_11), the police were perceived as biased (SC804_12), the offender was a police officer (SC804_13), the victim did not want to get the offender into trouble (SC805_14), the victim was advised not to report the incident to police (SC805_15), the victim was afraid of reprisal by the offender or others (SC805_16), the victim thought that it was too inconvenient to report the incident (SC806_17), and the victim was not present when the incident occurred or did not know why it was not reported (SC806_19). See question 117 in the NCVS-2 questionnaire in appendix D.

RELATIONSHIP BETWEEN VICTIM AND OFFENDER/(S) (SC703 and SC709/SC718 and SC730): For single-offender incidents, these questions asked respondents whether the offender was known or a stranger (SC703) and if the offender was a repeat offender (SC709). For multiple-offender incidents, respondents were asked whether all, some, or none of the offenders were known to them (SC718). They were also asked whether any of the offenders were repeat offenders. See questions 66 and 72 (for single-offender incidents) and 80 and 87 (for multiple-offender incidents) in the NCVS-2 questionnaire in appendix D.

RESPONDENT PRESENT WHEN INCIDENT OCCURRED (SC635): Respondents were asked which household members were present when the incident occurred. Response options include respondent only (SC635_1); respondent and other household member(s) (SC635_2); and only other household member(s), not respondent (SC635_3). Prior to analyses for tables 7, 8, and 9, data were filtered to include only incidents in which respondents were present (SC635_1 or SC635_2). See question 20b in the NCVS-2 questionnaire in appendix D.

SEX OF OFFENDER/(S) (SC698/SC711, SC712): This question asked respondents if the offender was male or female. For multiple-offender incidents, respondents could indicate that offenders were all male, all female, mostly male, mostly female, or evenly divided. See questions 62 (for single-offender incidents) and 75 and 76 (for multiple-offender incidents) in the NCVS-2 questionnaire in appendix D.

TIME OF INCIDENT (SC612): Time categories in which the incident occurred are during the day (after 6 a.m.–12 noon, after 12 noon–3 p.m., after 3 p.m.–6 p.m.), at night (after 6 p.m.–6 a.m.), and the respondent did not know the time that the incident occurred. See question 6 in the NCVS-2 questionnaire in appendix D.

VICTIM INJURIES (SC655 and SC656): Response options include whether the victim sustained knife wounds (includes stab wounds) (SC655_5), gun shot wounds (SC655_6), broken bones (includes teeth knocked out) (SC656_7), whether they were knocked unconscious (SC656_9), if they had bruises, cuts, or chipped teeth (includes black eye, scratches, or swelling) (SC656_10), rape (SC655_2), attempted rape (SC655_3), sexual assault other than rape or attempted rape (SC655_4), internal injuries (SC656_8), or other types of injuries (SC656_11). See question 31 in the NCVS-2 questionnaire in appendix D.

WEAPON USE BY OFFENDER (SC637 and SC638): SC637 asked respondents whether the offender had a weapon to use during the incident. SC638 details weapon response options such as gun (includes handguns such as a pistol or revolver and other guns such as a rifle or shotgun) (SC638_1 and SC638_2), knife (SC638_3), other sharp object (such as scissors, ice pick, or axe) (SC638_4), blunt object (such as a rock, club, or blackjack) (SC638_5), and other types of weapons (SC638_6). See questions 22 and 23 in the NCVS-2 questionnaire in appendix D.

For further information. NCES has collected and published data on school crime and safety in a number of publications. Readers who are interested in further information about school crime or who would like to download available data files, including the NCVS data file used in this report, should contact Monica Hill at monica.hill@ed.gov or visit the Crime and Safety Surveys website at <http://nces.ed.gov/programs/crime>.

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Appendix B: Standard Error Tables

Table B-1. Standard errors for table 1: Number and percentage of incidents that occurred at school in various locations, by type of incident: 2003–05

Location of incident at school	Total number of incidents	Type of incident		
		Any	Theft	Violent
Total	182,100	†	†	†
Inside a school building	156,500	1.4	1.2	2.9
On school property	68,700	1.3	1.1	2.8
On way to or from school	32,300	0.7	0.4	1.4

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table B-2. Standard errors for table 2: Number and percentage of incidents that occurred in various locations inside the victim's school building, by type of incident: 2003–05

Location of incident inside school building	Total number of incidents	Type of incident		
		Any	Theft	Violent
Total	149,100	†	†	†
Classroom	70,400	1.6	1.6	3.3
Hallway or stairwell	61,500	1.6	1.4	3.6
Bathroom or locker room	62,100	1.5	1.9	1.6
Other (library, gym, auditorium, cafeteria)	53,100	1.3	1.6	2.7

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table B-3. Standard errors for table 3: Number and percentage of incidents at school that occurred during specific times, by type of incident: 2003–05

Time of incident	Total number of incidents	Type of incident		
		Any	Theft	Violent
Total	182,100	†	†	†
After 6 a.m.–12 noon	83,800	1.3	1.4	2.6
After 12 noon–3 p.m.	101,700	1.6	1.8	2.8
After 3 p.m.–6 p.m.	50,000	1.0	1.1	1.8
After 6 p.m.–6 a.m.	26,600	0.5	0.5	1.0
Don't know	59,700	1.1	1.3	1.6

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table B-4. Standard errors for table 4: Number and percentage of incidents at school reported to police and, if not reported, why incident was not reported, by type of incident: 2003–05

Incident characteristic	Total number of incidents	Type of incident		
		Any	Theft	Violent
Total	182,700	†	†	†
Reported to police				
Yes	60,300	1.1	1.2	2.1
No	160,100	1.1	1.2	2.2
Reported to another official	96,600	1.7	2.0	2.9
Personal matter/Took care of informally, told offender's parent	37,600	0.9	0.7	2.2
Minor or unsuccessful crime	69,300	1.5	1.7	2.7
Child offender(s) involved, "kid stuff"	34,400	0.9	0.7	2.1
Not clear a crime	17,800	0.4	0.4	1.1
Other reason	75,600	1.7	1.7	2.6
Don't know	18,200	0.4	0.4	0.7

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table B-5. Standard errors for table 5: Number and percentage of violent incidents at school in which the offender had a weapon and the type of weapon: 2003–05

Violent incident characteristic	Total number of violent incidents	Percentage of violent incidents
Total	105,500	†
Offender had weapon		
Yes	29,900	1.5
Gun	6,400	3.5
Knife	18,800	7.5
Other sharp object	†	3.7
Blunt object	12,300	6.6
Other	13,100	6.0
No	93,200	1.7
Don't know	21,000	1.1

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table B-6. Standard errors for table 6: Number and percentage of violent incidents at school that resulted in injuries and the type of injury: 2003–05

Violent incident characteristic	Total number of violent incidents	Percentage of violent incidents
Total	105,500	†
Victim injured		
Yes	52,100	2.3
Knife wounds	†	†
Gun shot wounds	†	†
Broken bones	†	1.6
Knocked unconscious	†	†
Bruises, cuts, chipped teeth	44,100	3.5
All other injuries	24,300	4.0
No	86,000	2.3

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table B-7. Standard errors for table 7: Number and percentage of incidents at school in which respondent was present, and whether a single offender or multiple offenders were involved, by type of incident: 2003–05

Offender status	Total number of incidents	Type of incident		
		Any	Theft	Violent
Total	182,100	†	†	†
Respondent present	117,000	1.5	1.5	†
Single-offender incidents	100,700	2.0	4.0	1.9
Multiple-offender incidents	37,500	1.5	2.0	1.8
Don't know how many offenders	31,100	1.4	4.2	†
Respondent not present	113,700	1.5	1.5	†

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table B-8. Standard errors for table 8: Number and percentage of violent single-offender and multiple-offender incidents at school in which offender was known or was a stranger and whether the incident was repeated by the same offender: 2003–05

Offender status	Total number of violent incidents	Percentage of violent incidents
Single-offender incidents		
Repeat offender	95,365	1.9
Total	55,632	3.2
Offender known	95,365	†
Offender stranger	89,640	2.0
Don't know if stranger	29,451	2.0
Don't know if stranger	†	†
Multiple-offender incidents		
Any repeat offenders	34,676	1.9
Total	19,579	5.1
All offenders known	34,676	†
Some offenders known	26,131	6.0
All offenders strangers	15,391	4.4
Don't know if strangers	17,118	4.4
Don't know if strangers	†	†
Don't know how many offenders	†	†

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Table B-9. Standard errors for table 9: Number and percentage of violent single-offender and multiple-offender incidents at school and specific offender characteristics: 2003–05

Offender characteristic	Total number of violent incidents	Percentage of violent incidents
Single-offender incidents	95,951	1.9
Sex		
Male	88,393	2.7
Female	39,824	2.7
Don't know	†	†
Age		
14 or under	66,533	3.2
15–17	57,585	3.4
18–20	14,578	1.1
21 and older	13,836	1.0
Don't know	7,800	0.6
Race/ethnicity		
White	64,796	3.6
Black	50,689	3.3
All other races/ethnicities	29,303	2.2
Don't know	†	†
Gang member	11,148	0.8
Multiple-offender incidents		
	34,571	1.8
Sex		
All male	27,327	6.2
All female	17,848	5.3
Mostly male	12,400	3.7
Mostly female	8,436	2.7
Evenly split male and female	†	†
Don't know	†	†
Age		
All 14 or under	18,715	5.2
All 15–17	16,370	4.8
All 18–20	†	†
All 21 or older	†	†
Mixed ages, all less than 18	16,589	4.4
Mixed ages, includes at least none 18 or older	14,408	4.1
Don't know	†	†
Race/ethnicity		
All White	17,043	4.8
All Black	24,718	5.6
All other races/ethnicities	6,768	2.1
Mostly White	11,789	3.6
Mostly Black	†	†
Mostly other	†	†
Equal number of each race	10,034	3.1
Don't know	†	†
Any gang member	20,128	5.7
Don't know how many offenders	†	†

† Not applicable.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey Incident Report (NCVS-2), 2003–05.

Appendix C: Selected Items From the National Crime Victimization Survey Basic Screen Questionnaire (NCVS-1)

Selected items on the questionnaire pages are highlighted.

HOUSEHOLD RESPONDENT'S PERSONAL CHARACTERISTICS									
17. NAME (of household respondent)					18. Type of interview			19. Line No.	
Last					401			402	
First					1 <input type="checkbox"/> Per. – Self-respondent 2 <input type="checkbox"/> Tel. – Self-respondent 3 <input type="checkbox"/> Per. – Proxy 4 <input type="checkbox"/> Tel. – Proxy } <i>Fill 13 on cover page</i>			Line No.	
AFTER INTERVIEW – TRANSCRIBE FROM CONTROL CARD									
20. <i>(cc 13b)</i> Relationship to reference person	21. <i>(cc 17)</i> Age last birthday	22a. <i>(cc 18)</i> Marital status THIS survey period	22b. <i>(From previous enumeration)</i> Marital status LAST survey period	23. <i>(cc 19)</i> Sex	24. <i>(cc 20)</i> Armed Forces member	25. <i>(cc 21)</i> Educational attainment	26. <i>(cc 22)</i> Attending school	27. <i>(cc 23)</i> Hispanic origin	28. <i>(cc 24)</i> Race <i>Mark (X) all that apply.</i>
403	404	405	406	407	408	409	411	413	412
01 <input type="checkbox"/> Husband 02 <input type="checkbox"/> Wife 03 <input type="checkbox"/> Son 04 <input type="checkbox"/> Daughter 05 <input type="checkbox"/> Father 06 <input type="checkbox"/> Mother 07 <input type="checkbox"/> Brother 08 <input type="checkbox"/> Sister 09 <input type="checkbox"/> Other relative 10 <input type="checkbox"/> Nonrelative 11 <input type="checkbox"/> Ref. person	Age	1 <input type="checkbox"/> Married 2 <input type="checkbox"/> Widowed 3 <input type="checkbox"/> Divorced 4 <input type="checkbox"/> Separated 5 <input type="checkbox"/> Never married	1 <input type="checkbox"/> Married 2 <input type="checkbox"/> Widowed 3 <input type="checkbox"/> Divorced 4 <input type="checkbox"/> Separated 5 <input type="checkbox"/> Never married 6 <input type="checkbox"/> Not interviewed last survey period	1 <input type="checkbox"/> M 2 <input type="checkbox"/> F	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	Highest level completed	0 <input type="checkbox"/> Regular school 1 <input type="checkbox"/> College/University 2 <input type="checkbox"/> Trade school 3 <input type="checkbox"/> Vocational school 4 <input type="checkbox"/> None of the above schools	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> White 2 <input type="checkbox"/> Black/African American 3 <input type="checkbox"/> American Indian/Alaska Native 4 <input type="checkbox"/> Asian 5 <input type="checkbox"/> Native Hawaiian/Other Pacific Islander 6 <input type="checkbox"/> Other – <i>Specify</i> _____ _____
29. Date of interview →						501	Month	Day	Year
MOBILITY QUESTIONS									
Before we get to the crime questions, I have some questions that are helpful in studying where and why crimes occur. <i>If unsure, ASK OR VERIFY –</i>									
33a. How long have you lived at this address? <i>(Enter number of months OR years.)</i>						505	Months (1-11) – SKIP to 33b		
						OR			
						506	Years (Round to nearest whole year) – <i>Fill Check Item A</i>		

Appendix D: Selected Items From the National Crime Victimization Survey Crime Incident Report (NCVS-2)

Selected items on the questionnaire pages are highlighted.

<p>2. You said that during the last 6 months – (Refer to appropriate screen question for description of crime.) Did (this/the first) incident happen while you were living here or before you moved to this address?</p>	<p>605 1 <input type="checkbox"/> While living at this address 2 <input type="checkbox"/> Before moving to this address</p>
<p>3. (You said that during the last 6 months – (Refer to appropriate screen question for description of crime.)) In what month did (this/the first) incident happen? (Show calendar if necessary. Encourage respondent to give exact month.)</p>	<p>606 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Month Year</p>
<p>4. If known, mark without asking. If not sure, ASK – Altogether, how many times did this type of incident happen during the last 6 months?</p>	<p>607 _____ Number of incidents</p>
<p>CHECK ITEM B How many incidents? (Refer to 4.)</p>	<p>608 1 <input type="checkbox"/> 1–5 incidents (not a "series") – SKIP to 6 2 <input type="checkbox"/> 6 or more incidents – <i>Fill Check Item C</i></p>
<p>CHECK ITEM C Are these incidents similar to each other in detail, or are they for different types of crimes? (If not sure, ASK.)</p>	<p>609 1 <input type="checkbox"/> Similar – <i>Fill Check Item D</i> 2 <input type="checkbox"/> Different (not a "series") – SKIP to 6</p>
<p>CHECK ITEM D Can you (respondent) recall enough details of each incident to distinguish them from each other? (If not sure, ASK.)</p>	<p>610 1 <input type="checkbox"/> Yes (not a "series") – SKIP to 6 2 <input type="checkbox"/> No (is a "series") – <i>Reduce entry in screen question if necessary – Read 5</i></p>
<p>5. The following questions refer only to the most recent incident. (ASK item 6.)</p>	
<p>6. About what time did (this/the most recent) incident happen?</p>	<p>During day</p> <p>612 1 <input type="checkbox"/> After 6 a.m. – 12 noon 2 <input type="checkbox"/> After 12 noon – 3 p.m. 3 <input type="checkbox"/> After 3 p.m. – 6 p.m. 4 <input type="checkbox"/> Don't know what time of day</p> <p>At night</p> <p>5 <input type="checkbox"/> After 6 p.m. – 9 p.m. 6 <input type="checkbox"/> After 9 p.m. – 12 midnight 7 <input type="checkbox"/> After 12 midnight – 6 a.m. 8 <input type="checkbox"/> Don't know what time of night</p> <p>OR</p> <p>9 <input type="checkbox"/> Don't know whether day or night</p>

7. In what city, town, or village did this incident occur?	<div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">613</div> <div style="flex-grow: 1;"> <p>1 <input type="checkbox"/> Outside U.S. – SKIP to 10</p> <p>2 <input type="checkbox"/> Not inside a city/town/village – <i>Ask 8a</i></p> <p>3 <input type="checkbox"/> SAME city/town/village as present residence – SKIP to 9</p> <p>4 <input type="checkbox"/> DIFFERENT city/town/village from present residence – <i>Specify</i> _____ } <i>Ask 8a</i></p> <p>5 <input type="checkbox"/> Don't know – <i>Ask 8a</i></p> </div> </div>											
8a. In what county and state did it occur?	<div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">614</div> <div style="flex-grow: 1;"> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table> <p>County _____ State _____</p> </div> </div>											
8b. Is this the same county and state as your present residence?	<div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">615</div> <div style="flex-grow: 1;"> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p> </div> </div>											
9. Did this incident occur on an American Indian Reservation or on American Indian Lands?	<div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">633</div> <div style="flex-grow: 1;"> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p> </div> </div>											
10. Where did this incident happen? <i>Mark (X) only one box.</i>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">IN RESPONDENT'S HOME OR LODGING</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">616</div> <div style="flex-grow: 1;"> <p>1 <input type="checkbox"/> In own dwelling, own attached garage, or enclosed porch (<i>Include illegal entry or attempted illegal entry of same</i>) }</p> <p>2 <input type="checkbox"/> In detached building on own property, such as detached garage, storage shed, etc. (<i>Include illegal entry or attempted illegal entry of same</i>) }</p> <p>3 <input type="checkbox"/> In vacation home/second home (<i>Include illegal entry or attempted illegal entry of same</i>) }</p> <p>4 <input type="checkbox"/> In hotel or motel room respondent was staying in (<i>Include illegal entry or attempted illegal entry of same</i>) }</p> </div> <div style="margin-left: 10px; font-size: 2em;">}</div> <div style="margin-left: 5px; font-size: 0.8em;">Ask 11</div> </div> <p style="text-align: center;">NEAR OWN HOME</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">616</div> <div style="flex-grow: 1;"> <p>5 <input type="checkbox"/> Own yard, sidewalk, driveway, carport, unenclosed porch (<i>does not include apartment yards</i>) }</p> <p>6 <input type="checkbox"/> Apartment hall, storage area, laundry room (<i>does not include apartment parking lot/garage</i>) }</p> <p>7 <input type="checkbox"/> On street immediately adjacent to own home }</p> </div> <div style="margin-left: 10px; font-size: 2em;">}</div> <div style="margin-left: 5px; font-size: 0.8em;">SKIP to 18</div> </div> <p style="text-align: center;">AT, IN, OR NEAR A FRIEND'S/RELATIVE'S/NEIGHBOR'S HOME</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">616</div> <div style="flex-grow: 1;"> <p>8 <input type="checkbox"/> At or in home or other building on their property }</p> <p>9 <input type="checkbox"/> Yard, sidewalk, driveway, carport (<i>does not include apartment yards</i>) }</p> <p>10 <input type="checkbox"/> Apartment hall, storage area, laundry room (<i>does not include apartment parking lot/garage</i>) }</p> <p>11 <input type="checkbox"/> On street immediately adjacent to their home }</p> </div> <div style="margin-left: 10px; font-size: 2em;">}</div> <div style="margin-left: 5px; font-size: 0.8em;">SKIP to 18</div> </div> <p style="text-align: center;">COMMERCIAL PLACES</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">616</div> <div style="flex-grow: 1;"> <p>12 <input type="checkbox"/> Inside restaurant, bar, nightclub }</p> <p>24 <input type="checkbox"/> Inside bank }</p> <p>25 <input type="checkbox"/> Inside gas station }</p> <p>26 <input type="checkbox"/> Inside other commercial building, such as a store }</p> <p>14 <input type="checkbox"/> Inside office }</p> <p>27 <input type="checkbox"/> Inside factory or warehouse }</p> </div> <div style="margin-left: 10px; font-size: 2em;">}</div> <div style="margin-left: 5px; font-size: 0.8em;">SKIP to 17 c</div> </div> <p style="text-align: center;">PARKING LOTS/GARAGES</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">616</div> <div style="flex-grow: 1;"> <p>15 <input type="checkbox"/> Commercial parking lot/garage }</p> <p>16 <input type="checkbox"/> Noncommercial parking lot/garage }</p> <p>17 <input type="checkbox"/> Apartment/townhouse parking lot/garage }</p> </div> <div style="margin-left: 10px; font-size: 2em;">}</div> <div style="margin-left: 5px; font-size: 0.8em;">SKIP to 17 c</div> </div> <p style="text-align: center;">SCHOOL</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">616</div> <div style="flex-grow: 1;"> <p>18 <input type="checkbox"/> Inside school building SKIP to 17a</p> <p>19 <input type="checkbox"/> On school property (school parking area, play area, school bus, etc.) SKIP to 17c</p> </div> </div> <p style="text-align: center;">OPEN AREAS, ON STREET OR PUBLIC TRANSPORTATION</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">616</div> <div style="flex-grow: 1;"> <p>20 <input type="checkbox"/> In apartment yard, park, field, playground (<i>other than school</i>) }</p> <p>21 <input type="checkbox"/> On the street (<i>other than immediately adjacent to own/friend's/relative's/neighbor's home</i>) }</p> <p>22 <input type="checkbox"/> On public transportation or in station (bus, train, plane, airport, depot, etc.) }</p> </div> <div style="margin-left: 10px; font-size: 2em;">}</div> <div style="margin-left: 5px; font-size: 0.8em;">SKIP to 18</div> </div> <p style="text-align: center;">OTHER</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">616</div> <div style="flex-grow: 1;"> <p>23 <input type="checkbox"/> Other – <i>Specify</i> _____ }</p> </div> <div style="margin-left: 10px; font-size: 2em;">}</div> <div style="margin-left: 5px; font-size: 0.8em;">SKIP to 17 c</div> </div> </div>											

11. Did the offender live (here/there) or have a right to be (here/there), for instance, as a guest or a repairperson?	617 1 <input type="checkbox"/> Yes – SKIP to 19 2 <input type="checkbox"/> No } Ask 12 3 <input type="checkbox"/> Don't know }
12. Did the offender actually get INSIDE your (house/apartment /room/garage/shed/ enclosed porch)?	618 1 <input type="checkbox"/> Yes – SKIP to 14 2 <input type="checkbox"/> No } Ask 13 3 <input type="checkbox"/> Don't know }
13. Did the offender TRY to get in your (house/apartment/room/garage/shed/ porch)?	619 1 <input type="checkbox"/> Yes – Ask 14 2 <input type="checkbox"/> No – SKIP to 19 3 <input type="checkbox"/> Don't know – Ask 14
14. Was there any evidence, such as a broken lock or broken window, that the offender(s) (got in by force/TRIED to get in by force)?	620 1 <input type="checkbox"/> Yes – Ask 15 2 <input type="checkbox"/> No – SKIP to 16
15. What was the evidence? Anything else? <i>Mark (X) all that apply.</i>	<p style="text-align: center;">Window</p> 625 1 <input type="checkbox"/> Damage to window (include frame, glass broken/removed/cracked) * 2 <input type="checkbox"/> Screen damaged/removed 3 <input type="checkbox"/> Lock on window damaged/tampered with in some way 4 <input type="checkbox"/> Other – Specify <u> </u> <hr/> <p style="text-align: center;">Door</p> 5 <input type="checkbox"/> Damage to door (include frame, glass panes or door removed) 6 <input type="checkbox"/> Screen damaged/removed 626 7 <input type="checkbox"/> Lock or door handle damaged/tampered with in some way * 8 <input type="checkbox"/> Other – Specify <u> </u> <hr/> <p style="text-align: center;">Other</p> 9 <input type="checkbox"/> Other than window or door – Specify <u> </u>
16. How did the offender (get in/TRY to get in)? <i>Mark (X) only one box.</i>	627 1 <input type="checkbox"/> Let in 2 <input type="checkbox"/> Offender pushed his/her way in after door opened 3 <input type="checkbox"/> Through OPEN DOOR or other opening 4 <input type="checkbox"/> Through UNLOCKED door or window 5 <input type="checkbox"/> Through LOCKED door or window – Had key 6 <input type="checkbox"/> Through LOCKED door or window – Picked lock, used credit card, etc., other than key 7 <input type="checkbox"/> Through LOCKED door or window – Don't know how 8 <input type="checkbox"/> Don't know 9 <input type="checkbox"/> Other – Specify <u> </u>
17a. Was it your school?	628 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No – SKIP to 17c
17b. In what part of the school building did it happen?	629 1 <input type="checkbox"/> Classroom 2 <input type="checkbox"/> Hallway/Stairwell 3 <input type="checkbox"/> Bathroom/Locker room 4 <input type="checkbox"/> Other (library, gym, auditorium, cafeteria)
17c. ASK OR VERIFY – Did the incident happen in an area restricted to certain people or was it open to the public at the time?	630 1 <input type="checkbox"/> Open to the public 2 <input type="checkbox"/> Restricted to certain people (or nobody had a right to be there) 3 <input type="checkbox"/> Don't know 4 <input type="checkbox"/> Other – Specify <u> </u>
18. ASK OR VERIFY – Did it happen outdoors, indoors, or both?	631 1 <input type="checkbox"/> Indoors (inside a building or enclosed space) 2 <input type="checkbox"/> Outdoors 3 <input type="checkbox"/> Both
19. ASK OR VERIFY – How far away from home did this happen? <i>PROBE – Was it within a mile, 5 miles, 50 miles or more?</i> <i>Mark (X) first box that respondent is sure of.</i>	632 1 <input type="checkbox"/> At, in, or near the building containing the respondent's home/next door 2 <input type="checkbox"/> A mile or less 3 <input type="checkbox"/> Five miles or less 4 <input type="checkbox"/> Fifty miles or less 5 <input type="checkbox"/> More than 50 miles 6 <input type="checkbox"/> Don't know how far

<p>20a. ASK OR VERIFY – Were you or any other member of this household present when this incident occurred?</p>	<p>634 1 <input type="checkbox"/> Yes – Ask 20b 2 <input type="checkbox"/> No – SKIP to 56, page 8</p>
<p>20b. ASK OR VERIFY – Which household members were present?</p> <p>FIELD REPRESENTATIVE – <i>If proxy interview, "Respondent" refers to the person for whom the proxy interview is taken, not the proxy respondent.</i></p>	<p>635 1 <input type="checkbox"/> Respondent only } Ask 21 2 <input type="checkbox"/> Respondent and other household member(s) } 3 <input type="checkbox"/> Only other household member(s), not respondent – SKIP to 59, page 8</p>
<p>21. ASK OR VERIFY – Did you personally see an offender?</p> <p>FIELD REPRESENTATIVE – <i>If proxy interview, replace "you" with the name of person for whom the proxy interview is being taken in 21–115.</i></p>	<p>636 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>22. Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a bottle or wrench?</p>	<p>637 1 <input type="checkbox"/> Yes – Ask 23 2 <input type="checkbox"/> No } SKIP to 24 3 <input type="checkbox"/> Don't know }</p>
<p>23. What was the weapon? Anything else? <i>Mark (X) all that apply.</i></p>	<p>638 1 <input type="checkbox"/> Hand gun (pistol, revolver, etc.) * 2 <input type="checkbox"/> Other gun (rifle, shotgun, etc.) 3 <input type="checkbox"/> Knife 4 <input type="checkbox"/> Other sharp object (scissors, ice pick, axe, etc.) 5 <input type="checkbox"/> Blunt object (rock, club, blackjack, etc.) 6 <input type="checkbox"/> Other – <i>Specify</i> _____</p>
<p>24. Did the offender hit you, knock you down or actually attack you in any way?</p>	<p>639 1 <input type="checkbox"/> Yes – SKIP to 29, page 5 2 <input type="checkbox"/> No – Ask 25</p>
<p>25. Did the offender TRY to attack you?</p>	<p>640 1 <input type="checkbox"/> Yes – SKIP to 28a 2 <input type="checkbox"/> No – Ask 26</p>
<p>26. Did the offender THREATEN you with harm in any way?</p>	<p>641 1 <input type="checkbox"/> Yes – SKIP to 28b 2 <input type="checkbox"/> No – Ask 27</p>
<p>27. What actually happened? Anything else? <i>Mark (X) all that apply.</i> FIELD REPRESENTATIVE – <i>If box 4, ASK –</i> Do you mean forced or coerced sexual intercourse including attempts? <i>If "Yes," change entry in Item 24 to "Yes." Delete entries in 25–27.</i></p>	<p>642 1 <input type="checkbox"/> Something taken without permission * 2 <input type="checkbox"/> Attempted or threatened to take something 3 <input type="checkbox"/> Harassed, argument, abusive language 4 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.) 5 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.) 6 <input type="checkbox"/> Forcible entry or attempted forcible entry of house/apartment 7 <input type="checkbox"/> Forcible entry or attempted forcible entry of car 8 <input type="checkbox"/> Damaged or destroyed property 9 <input type="checkbox"/> Attempted or threatened to damage or destroy property 10 <input type="checkbox"/> Other – <i>Specify</i> _____</p> <p style="text-align: right;">SKIP to 40, page 6</p>
<p>28a. How did the offender TRY to attack you? Any other way?</p> <p>28b. How were you threatened? Any other way? <i>Mark (X) all that apply.</i> FIELD REPRESENTATIVE – <i>If box 5, ASK –</i> Do you mean forced or coerced sexual intercourse including attempts? <i>If "Yes," change entry in Item 24 to "Yes." Delete entries in 25–28.</i></p>	<p>643 1 <input type="checkbox"/> Verbal threat of rape * 2 <input type="checkbox"/> Verbal threat to kill 3 <input type="checkbox"/> Verbal threat of attack other than to kill or rape 4 <input type="checkbox"/> Verbal threat of sexual assault other than rape 5 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.) 6 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.) 644 7 <input type="checkbox"/> Weapon present or threatened with weapon * 8 <input type="checkbox"/> Shot at (but missed) 9 <input type="checkbox"/> Attempted attack with knife/sharp weapon 10 <input type="checkbox"/> Attempted attack with weapon other than gun/knife/sharp weapon 645 11 <input type="checkbox"/> Object thrown at person * 12 <input type="checkbox"/> Followed or surrounded 13 <input type="checkbox"/> Tried to hit, slap, knock down, grab, hold, trip, jump, push, etc. 14 <input type="checkbox"/> Other – <i>Specify</i> _____</p> <p style="text-align: right;">SKIP to 40, page 6</p>

<p>29. How were you attacked? Any other way? <i>Mark (X) all that apply.</i></p> <p>FIELD REPRESENTATIVE – <i>If raped, ASK –</i> Do you mean forced or coerced sexual intercourse? <i>If No, ASK – What do you mean?</i></p> <p><i>If tried to rape, ASK –</i> Do you mean attempted forced or coerced sexual intercourse? <i>If No, ASK – What do you mean?</i></p>	<p>646 1 <input type="checkbox"/> Raped * 2 <input type="checkbox"/> Tried to rape 3 <input type="checkbox"/> Sexual assault other than rape or attempted rape 4 <input type="checkbox"/> Shot 5 <input type="checkbox"/> Shot at (but missed) 6 <input type="checkbox"/> Hit with gun held in hand 647 7 <input type="checkbox"/> Stabbed/cut with knife/sharp weapon * 8 <input type="checkbox"/> Attempted attack with knife/sharp weapon 9 <input type="checkbox"/> Hit by object (other than gun) held in hand 10 <input type="checkbox"/> Hit by thrown object 648 11 <input type="checkbox"/> Attempted attack with weapon other than gun/knife/sharp weapon * 12 <input type="checkbox"/> Hit, slapped, knocked down 13 <input type="checkbox"/> Grabbed, held, tripped, jumped, pushed, etc. 14 <input type="checkbox"/> Other – <i>Specify</i> _____</p>
<p>30. Did the offender THREATEN to hurt you before you were actually attacked?</p>	<p>649 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Other – <i>Specify</i> _____</p>
<p>31. What were the injuries you suffered, if any? Anything else? <i>Mark (X) all that apply.</i></p> <p>FIELD REPRESENTATIVE – <i>If raped and box 1 in item 29 is NOT marked, ASK –</i> Do you mean forced or coerced sexual intercourse? <i>If No, ASK – What do you mean?</i></p> <p><i>If attempted rape and box 2 in item 29 is NOT marked, ASK –</i> Do you mean attempted forced or coerced sexual intercourse? <i>If No, ASK – What do you mean?</i></p>	<p>655 1 <input type="checkbox"/> None – SKIP to 40 * 2 <input type="checkbox"/> Raped 3 <input type="checkbox"/> Attempted rape 4 <input type="checkbox"/> Sexual assault other than rape or attempted rape 5 <input type="checkbox"/> Knife or stab wounds 6 <input type="checkbox"/> Gun shot, bullet wounds 656 7 <input type="checkbox"/> Broken bones or teeth knocked out * 8 <input type="checkbox"/> Internal injuries 9 <input type="checkbox"/> Knocked unconscious 10 <input type="checkbox"/> Bruises, black eye, cuts, scratches, swelling, chipped teeth 11 <input type="checkbox"/> Other – <i>Specify</i> _____</p>
<p>32. ASK OR VERIFY – Were any of the injuries caused by a weapon other than a gun or knife?</p>	<p>657 1 <input type="checkbox"/> Yes – <i>Ask 33</i> 2 <input type="checkbox"/> No – SKIP to 34</p>
<p>33. Which injuries were caused by a weapon OTHER than a gun or knife? <i>Enter code(s) from 31.</i></p>	<p>658 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> * Code Code Code</p>
<p>34. Were you injured to the extent that you received any medical care, including self treatment?</p>	<p>659 1 <input type="checkbox"/> Yes – <i>Ask 35</i> 2 <input type="checkbox"/> No – SKIP to 40</p>
<p>35. Where did you receive this care? Anywhere else? <i>Mark (X) all that apply.</i></p>	<p>660 1 <input type="checkbox"/> At the scene * 2 <input type="checkbox"/> At home/neighbor's/friend's 3 <input type="checkbox"/> Health unit at work/school, first aid station at a stadium/park, etc. 4 <input type="checkbox"/> Doctor's office/health clinic 5 <input type="checkbox"/> Emergency room at hospital/emergency clinic 6 <input type="checkbox"/> Hospital (other than emergency room) 7 <input type="checkbox"/> Other – <i>Specify</i> _____</p>
<p>CHECK ITEM E Is (box 6) "Hospital" marked in 35?</p>	<p><input type="checkbox"/> Yes – <i>Ask 36</i> <input type="checkbox"/> No – SKIP to 38</p>
<p>36. Did you stay overnight in the hospital?</p>	<p>662 1 <input type="checkbox"/> Yes – <i>Ask 37</i> 2 <input type="checkbox"/> No – SKIP to 38</p>
<p>37. How many days did you stay (in the hospital)?</p>	<p>663 _____ Number of days</p>

CHECK ITEM G	Did respondent use or threaten to use physical force against the offender? (Is box 1-6 marked in 42 on page 6?)	685 1 <input type="checkbox"/> Yes – Ask 55 2 <input type="checkbox"/> No – SKIP to 60
55.	Who was the first to use or threaten to use physical force – you, the offender, or someone else? <i>Mark (X) only one box.</i>	686 1 <input type="checkbox"/> Respondent 2 <input type="checkbox"/> Offender(s) 3 <input type="checkbox"/> Someone else 4 <input type="checkbox"/> Don't know } SKIP to 60
56.	<i>If household member was present, SKIP to 59.</i> Do you know or have you learned anything about the offender(s) – for instance, whether there was one or more than one offender involved, whether it was someone young or old, or male or female?	687 1 <input type="checkbox"/> Yes – Ask 57 2 <input type="checkbox"/> No – SKIP to 88, page 11
57.	How sure are you of this information? Do you have a suspicion, are you fairly sure or are you certain?	688 1 <input type="checkbox"/> Suspicion 2 <input type="checkbox"/> Fairly sure 3 <input type="checkbox"/> Certain
58.	How did you learn about the offender(s)? Any other way? <i>Mark (X) all that apply.</i>	689 1 <input type="checkbox"/> Respondent saw or heard offender . . . * 2 <input type="checkbox"/> From other member of household who was eyewitness 3 <input type="checkbox"/> From eyewitness(es) other than household member(s) 4 <input type="checkbox"/> From police 5 <input type="checkbox"/> Other person (not eyewitness) 6 <input type="checkbox"/> Offender(s) admitted it 690 7 <input type="checkbox"/> Offender(s) had threatened to do it . . . * 8 <input type="checkbox"/> Stolen property found on offender's property or in offender's possession . . 9 <input type="checkbox"/> Figured it out by who had motive, opportunity, or had done it before 10 <input type="checkbox"/> Other – <i>Specify</i> <u> </u> } SKIP to 88, page 11
59.	What actually happened? Anything else? <i>Mark (X) all that apply.</i>	691 1 <input type="checkbox"/> Something taken without permission * 2 <input type="checkbox"/> Attempted or threatened to take something 3 <input type="checkbox"/> Harassed, argument, abusive language 4 <input type="checkbox"/> Forcible entry or attempted forcible entry of house/apartment 5 <input type="checkbox"/> Forcible entry or attempted forcible entry of car 6 <input type="checkbox"/> Damaged or destroyed property 7 <input type="checkbox"/> Attempted or threatened to damage or destroy property 8 <input type="checkbox"/> Other – <i>Specify</i> <u> </u>
60. ASK OR VERIFY – Was the crime committed by only one or by more than one offender?		692 1 <input type="checkbox"/> Only one – SKIP to 62 2 <input type="checkbox"/> More than one – SKIP to 73 3 <input type="checkbox"/> Don't know – Ask 61
61.	Do you know anything about one of the offenders?	693 1 <input type="checkbox"/> Yes – Ask 62 2 <input type="checkbox"/> No – SKIP to 88, page 11
Notes		

74. Were they male or female?	711 1 <input type="checkbox"/> All male } SKIP to 76 2 <input type="checkbox"/> All female } 3 <input type="checkbox"/> Don't know sex of any offenders } 4 <input type="checkbox"/> Both male and female – Ask 75
75. If there were only 2 offenders (item 73), SKIP to 76. Were they mostly male or mostly female?	712 1 <input type="checkbox"/> Mostly male 2 <input type="checkbox"/> Mostly female 3 <input type="checkbox"/> Evenly divided 4 <input type="checkbox"/> Don't know
76. How old would you say the youngest was?	713 1 <input type="checkbox"/> Under 12 4 <input type="checkbox"/> 18–20 7 <input type="checkbox"/> Don't know 2 <input type="checkbox"/> 12–14 5 <input type="checkbox"/> 21–29 3 <input type="checkbox"/> 15–17 6 <input type="checkbox"/> 30+
77. How old would you say the oldest was?	714 1 <input type="checkbox"/> Under 12 4 <input type="checkbox"/> 18–20 7 <input type="checkbox"/> Don't know 2 <input type="checkbox"/> 12–14 5 <input type="checkbox"/> 21–29 3 <input type="checkbox"/> 15–17 6 <input type="checkbox"/> 30+
78a. Were any of the offenders a member of a street gang, or don't you know?	715 1 <input type="checkbox"/> Yes (a member of a street gang) 2 <input type="checkbox"/> No (not a member of a street gang) 3 <input type="checkbox"/> Don't know (if a member of a street gang)
78b. Were any of the offenders drinking or on drugs, or don't you know?	716 1 <input type="checkbox"/> Yes (drinking or on drugs) – Ask 79 2 <input type="checkbox"/> No (not drinking/not on drugs) } SKIP to 80 3 <input type="checkbox"/> Don't know (if drinking or on drugs) ..
79. Which was it? (Drinking or on drugs?)	717 1 <input type="checkbox"/> Drinking 2 <input type="checkbox"/> On drugs 3 <input type="checkbox"/> Both (drinking and on drugs) 4 <input type="checkbox"/> Drinking or on drugs – could not tell which
80. Were any of the offenders known to you, or were they strangers you had never seen before?	718 1 <input type="checkbox"/> All known } SKIP 3 <input type="checkbox"/> All strangers } Ask 81 2 <input type="checkbox"/> Some known } to 82 4 <input type="checkbox"/> Don't know }
81. Would you be able to recognize any of them if you saw them?	719 1 <input type="checkbox"/> Yes } SKIP to 83 2 <input type="checkbox"/> Not sure (possibly or probably) } 3 <input type="checkbox"/> No – SKIP to 85
82. How well did you know the offender(s) – by sight only, casual acquaintance, or well known? <i>Mark (X) all that apply.</i>	720 1 <input type="checkbox"/> Sight only 2 <input type="checkbox"/> Casual acquaintance 3 <input type="checkbox"/> Well known
CHECK ITEM H Is "casual acquaintance" or "well known" marked in 82?	<input type="checkbox"/> Yes – SKIP to 84 <input type="checkbox"/> No – Ask 83
83. Would you have been able to tell the police how they might find any of them, for instance, where they lived, worked, went to school, or spent time? <i>Mark (X) only one box.</i>	722 1 <input type="checkbox"/> Yes } SKIP to 85 2 <input type="checkbox"/> No } 3 <input type="checkbox"/> Other – Specify _____ }
84. How did you know them? For example, were they friends, cousins, etc.? <i>Mark (X) all that apply.</i>	723 1 <input type="checkbox"/> Spouse at time of incident 2 <input type="checkbox"/> Ex-spouse at time of incident 3 <input type="checkbox"/> Parent or step-parent 4 <input type="checkbox"/> Own child or step-child 5 <input type="checkbox"/> Brother/sister 6 <input type="checkbox"/> Other relative – Specify _____
	NONRELATIVE 724 7 <input type="checkbox"/> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend 8 <input type="checkbox"/> Friend or ex-friend 9 <input type="checkbox"/> Roommate, boarder 10 <input type="checkbox"/> Schoolmate
	725 11 <input type="checkbox"/> Neighbor 12 <input type="checkbox"/> Customer/client 14 <input type="checkbox"/> Patient 15 <input type="checkbox"/> Supervisor (current or former) 16 <input type="checkbox"/> Employee (current or former) 17 <input type="checkbox"/> Co-worker (current or former) 13 <input type="checkbox"/> Other nonrelative – Specify _____
85. Were the offenders White, Black, or some other race? <i>Mark (X) all that apply.</i>	726 1 <input type="checkbox"/> White 2 <input type="checkbox"/> Black 3 <input type="checkbox"/> Other – Specify _____ 4 <input type="checkbox"/> Don't know race of any/some
86. If only one box marked in 85, SKIP to 87. What race were most of the offenders?	727 1 <input type="checkbox"/> Mostly White 2 <input type="checkbox"/> Mostly Black 3 <input type="checkbox"/> Mostly some other race 4 <input type="checkbox"/> Equal number of each race 5 <input type="checkbox"/> Don't know

<p>87. Was this the only time any of these offenders committed a crime against you or your household or made threats against you or your household?</p>	<p>730 1 <input type="checkbox"/> Yes (only time) 2 <input type="checkbox"/> No (there were other times) 3 <input type="checkbox"/> Don't know</p>
<p>88. ASK OR VERIFY – Was something stolen or taken without permission that belonged to you or others in the household?</p> <p>FIELD REPRESENTATIVE – Include anything stolen from an unrecognizable business. Do not include any items stolen from a recognizable business operated in the respondent's home or in a commercial establishment.</p>	<p>731 1 <input type="checkbox"/> Yes – SKIP to 96 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p>89. ASK OR VERIFY – Did the offender(s) ATTEMPT to take something that belonged to you or others in the household?</p>	<p>732 1 <input type="checkbox"/> Yes – Ask 90 2 <input type="checkbox"/> No } SKIP to 110, page 14 3 <input type="checkbox"/> Don't know</p>
<p>90. What did the offender try to take? Anything else?</p> <p>Mark (X) all that apply?</p>	<p>733 1 <input type="checkbox"/> Cash * 2 <input type="checkbox"/> Purse 3 <input type="checkbox"/> Wallet 4 <input type="checkbox"/> Credit cards, checks, bank cards 5 <input type="checkbox"/> Car 6 <input type="checkbox"/> Other motor vehicle 734 7 <input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached car stereo or satellite radio, attached CB radio, etc.) * 8 <input type="checkbox"/> Gasoline or oil 9 <input type="checkbox"/> Bicycle or parts 735 10 <input type="checkbox"/> TV, DVD player, VCR, stereo, other household appliances * 11 <input type="checkbox"/> Silver, china, art objects 12 <input type="checkbox"/> Other household furnishings (furniture, rugs, etc.) 736 13 <input type="checkbox"/> Personal effects (clothing, jewelry, toys, etc.) * 14 <input type="checkbox"/> Handgun (pistol, revolver) 15 <input type="checkbox"/> Other firearm (rifle, shotgun) 737 16 <input type="checkbox"/> Other – Specify <u> </u> * 17 <input type="checkbox"/> Don't know</p>
<p>91. Did the (property/money) the offender tried to take belong to you personally, to someone else in the household, or to both you and other household members?</p> <p>Mark (X) only one box.</p>	<p>738 1 <input type="checkbox"/> Respondent only – SKIP to 92 2 <input type="checkbox"/> Respondent and other household member(s) – Fill Check Item J 3 <input type="checkbox"/> Other household member(s) only – Fill Check Item J 4 <input type="checkbox"/> Nonhousehold member(s) only } SKIP to 92 5 <input type="checkbox"/> Other – Specify <u> </u> }</p>
<p>CHECK ITEM J</p> <p>Besides the respondent, which household member(s) owned the (property/money) the offender tried to take?</p> <p>If not sure, ask. Do not enter the respondent's line number.</p>	<p>739 * <input type="checkbox"/> <input type="checkbox"/> Line number <input type="checkbox"/> <input type="checkbox"/> Line number <input type="checkbox"/> <input type="checkbox"/> Line number</p> <p>OR</p> <p>40 <input type="checkbox"/> Household property</p>
<p>92. ASK OR VERIFY – Was/Were the article(s) IN or ATTACHED to a motor vehicle when the attempt was made to take (it/them)?</p>	<p>740 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>CHECK ITEM K</p> <p>Did the offender try to take cash, a purse, or a wallet? (Is box 1, 2, or 3 marked in 90?)</p>	<p><input type="checkbox"/> Yes – Ask 93 <input type="checkbox"/> No – SKIP to 94</p>
<p>93. ASK OR VERIFY – Was the (cash/purse/wallet) on your person, for instance, in a pocket or being held?</p>	<p>742 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

115. Were the police informed or did they find out about this incident in any way?

- 800 1 Yes – Ask 116
 2 No – **SKIP** to 117
 3 Don't know – **SKIP** to 130, page 17

116. How did the police find out about it?

Mark (X) first box that applies.

FIELD REPRESENTATIVE – If proxy interview, we want the proxy respondent to answer questions 116–134 for herself/himself, not for the person for whom the proxy interview is being taken.

- 801 1 Respondent – **SKIP** to 119
 2 Other household member } **SKIP** to 121
 3 Someone official called police (guard, apt. manager, school official, etc.) }
 4 Someone else }
 5 Police were at scene – **SKIP** to 123
 6 Offender was a police officer ... } **SKIP** to 124
 7 Some other way – Specify z ... }

117. What was the reason it was not reported to the police? (Can you tell me a little more?) Any other reason?

Mark (X) all that apply.

STRUCTURED PROBE –

Was the reason because you dealt with it another way, it wasn't important enough to you, insurance wouldn't cover it, police couldn't do anything, police wouldn't help, or was there some other reason?

- 802 **DEALT WITH ANOTHER WAY**
 * 1 Reported to another official (guard, apt. manager, school official, etc.)
 2 Private or personal matter or took care of it myself or informally; told offender's parent
- NOT IMPORTANT ENOUGH TO RESPONDENT**
- 3 Minor or unsuccessful crime, small or no loss, recovered property
 4 Child offender(s), "kid stuff"
 5 Not clear it was a crime or that harm was intended
- INSURANCE WOULDN'T COVER**
- 6 No insurance, loss less than deductible, etc.
- POLICE COULDN'T DO ANYTHING**
- 803 7 Didn't find out until too late
 * 8 Could not recover or identify property
 9 Could not find or identify offender, lack of proof
- POLICE WOULDN'T HELP**
- 10 Police wouldn't think it was important enough, wouldn't want to be bothered or get involved
 804 11 Police would be inefficient, ineffective (they'd arrive late or not at all, wouldn't do a good job, etc.)
 * 12 Police would be biased, would harass/insult respondent, cause respondent trouble, etc.)
 13 Offender was police officer
- OTHER REASON**
- 805 14 Did not want to get offender in trouble with the law
 * 15 Was advised not to report to police
 16 Afraid of reprisal by offender or others
 806 17 Did not want to or could not take time – too inconvenient
 * 18 Other – Specify z
- 19 Respondent not present or doesn't know why it wasn't reported

CHECK ITEM P

Is more than one reason marked in 117?

- 1 Yes – Ask 118
 2 No – **SKIP** to 130, page 17

118. Which of these would you say was the most important reason why the incident was not reported to the police?

Enter code from 117.

- 808 Code – **SKIP** to 130, page 17
 30 No one reason more important – **SKIP** to 130, page 17

Notes

128. Did you (or someone in your household) sign a complaint against the offender(s) to the police department or the authorities?	825 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
129. ASK OR VERIFY – As far as you know, was anyone arrested or were charges brought against anyone in connection with this incident?	826 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
130. Did you (or someone in your household) receive any help or advice from any office or agency —other than the police — that deals with victims of crime?	827 1 <input type="checkbox"/> Yes – Ask 131 2 <input type="checkbox"/> No } SKIP to Check Item R 3 <input type="checkbox"/> Don't know
131. Was that a government or private agency?	828 1 <input type="checkbox"/> Government 2 <input type="checkbox"/> Private 3 <input type="checkbox"/> Don't know
CHECK ITEM R Were the police informed? (Is "Yes" marked in 115 on page 15?)	<input type="checkbox"/> Yes – Ask 132 <input type="checkbox"/> No – SKIP to 135
132. Have you (or someone in your household) had contact with any other authority about this incident (such as a prosecutor, court, or juvenile officer)?	829 1 <input type="checkbox"/> Yes – Ask 133 2 <input type="checkbox"/> No } SKIP to 134 3 <input type="checkbox"/> Don't know
133. Which authorities? Any others? <i>Mark (X) all that apply.</i>	830 1 <input type="checkbox"/> Prosecutor, district attorney 2 <input type="checkbox"/> Magistrate 3 <input type="checkbox"/> Court 4 <input type="checkbox"/> Juvenile, probation or parole officer 5 <input type="checkbox"/> Other – <i>Specify</i> _____
134. Do you expect the police, courts, or other authorities will be doing anything further in connection with this incident?	831 1 <input type="checkbox"/> Yes – <i>Specify</i> _____ 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know
135. ASK OR VERIFY – What were you doing when this incident (happened/started)? <i>Mark (X) only one box.</i> FIELD REPRESENTATIVE – <i>If proxy interview, replace "you" with the name of the person for whom the proxy interview is being taken in 135–173.</i>	832 1 <input type="checkbox"/> Working or on duty – SKIP to 138a 2 <input type="checkbox"/> On the way to or from work – SKIP to Check Item S 3 <input type="checkbox"/> On the way to or from school 4 <input type="checkbox"/> On the way to or from other place 5 <input type="checkbox"/> Shopping, errands 6 <input type="checkbox"/> Attending school 7 <input type="checkbox"/> Leisure activity away from home 8 <input type="checkbox"/> Sleeping 9 <input type="checkbox"/> Other activities at home 10 <input type="checkbox"/> Other – <i>Specify</i> _____ 11 <input type="checkbox"/> Don't know
136. ASK OR VERIFY – Did you have a job at the time of the incident?	840 1 <input type="checkbox"/> Yes – SKIP to Check Item S 2 <input type="checkbox"/> No
137. What was your major activity the week of the incident — were you looking for work, keeping house, going to school, or doing something else? <i>Mark (X) only one box.</i>	841 1 <input type="checkbox"/> Looking for work 2 <input type="checkbox"/> Keeping house 3 <input type="checkbox"/> Going to school 4 <input type="checkbox"/> Unable to work 5 <input type="checkbox"/> Retired 6 <input type="checkbox"/> Other – <i>Specify</i> _____ } SKIP to 151, page 19
Notes	