Using Online Student Polling for Continuous Improvement Planning

by

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Abstract

This study examines the use of Internet polling at schools to gain student input for the improvement of learning conditions to assist in the continuous improvement planning. The study consists of 2006 respondents and three different schools containing the middle school child. The grades included in the study were 5, 6, 7, and 8. Although two different polls were administered, this study focuses in on cyberbullying. The variables analyzed were gender, ethnicity, grade level, age, school location, and principal perception. All three schools were in the same school district that is undergoing growth.

This study reports the students’ perceptions about cyberbullying and how it impacts the learning conditions within the school. Administrators enjoyed the ease of administering the polls in the school labs, and the ability to view the results online immediately. The polling process allows for students to have a voice in the process of improving the schools in which they learn. This study is presented in a way for school teachers and principals to understand the data.
Acknowledgments

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CHAPTER 1
INTRODUCTION

Three days after taking office in 2001, President George W. Bush presented the landmark legislation No Child Left Behind, the framework for educational reform during his administration (ED.gov, 2004). The President signed No Child Left Behind to ensure that all students become proficient in math and reading and to close the achievement gap that currently exists among different socio-economic groups (The White House, 2004). Many requirements of No Child Left Behind legislation concern educational leaders, but none so much as the requirement that 100% of students must fully meet state standards by the year 2014. The No Child Left Behind mandate will be examined in relation to teachers to understand the trend in education.

Educational leaders and lawmakers have spent millions of dollars developing programs with the hope of improving standardized test scores to meet No Child Left Behind mandates. When in reality, research has identified that teacher and teaching quality are the most powerful predictors of student success in the classroom. The longer that students work with highly motivated teachers, the higher their measured achievement becomes. These students are also more academically successful than their peers who begin at comparable achievement levels, but spend consecutive years with below average teachers (Kaplan & Owings, 2004). The standard for educational leaders to meet in order to truly improve student test scores is the successful placement of each student with highly effective teachers for his/her entire academic career.
Statement of the Problem

The No Child Left Behind law requires individual states to generate report cards on the success of individual schools based on each school’s adequate yearly progress (AYP). AYP is based on grade levels and subgroups within a population to achieve the annually measurable goals. These goals include attendance rate, graduation rate, and at least 95% of the total number of students taking the Stanford 10, Alabama Reading and Math Test (ARMT), and Graduation exam. Sanctions are imposed on schools who fail to reach these goals. In Alabama, schools are required to develop a Continuous Improvement Plan to address the needs of the students within a school. The developed plans impact the learning conditions of the school and address items like: curriculum, instruction, assessment, technology and tutoring. The accountability system that has been developed incorporate state mandated testing, which in Alabama is the SAT10 and ARMT for 3rd thru 8th grade and the Alabama Graduation Exam in high school. The dual system for grades 3rd thru 8th is based on using a nationally recognized test and the Alabama developed reading and math test. The Adequate Yearly Progress (AYP) is determined by using only specific questions from the SAT10 and the entire ARMT test. The Alabama Graduation Exam requires students to pass three of the four components of the test with English and Math being mandatory. These imposed requirements impact the conditions for learning with students and increase motivation and levels of stress (Harriman, 2005). These conditions of learning perform a major factor in the success or failure of a school plan.
Continuous Improvement Plans are developed by administrators, leadership teams, and parents. Student input is based on the scores obtained from standardized testing. A section in the continuous improvement plans addresses information pertaining to student discipline. This section requires administrators to include information like: total office referrals, long and short term suspensions, expulsions, alternative school placements, school incident report (SIR) data, and student attendance. Currently, adults are imposing improvement plans on students without their input into the process. This is a flaw in the system since the students are the ones who will ultimately determine how successful a school is perceived. Because of different experiences, the adults’ perceptions about education are not the same as children’s perceptions. With this understanding, it would be relevant to ask children their perceptions about schooling (Strom & Strom, 2007). Using internet polling can give students a voice about conditions and can help alleviate student discipline problems. When adults continue to make decisions about the type of education or conditions of learning that should take place without student input, students may form the impression that their input is of no or little value (Gewertz, 2004). Increasing student input into a change process will increase the chances of a change actually taking place within a school (Bechtel & Reed, 1998). Students will have a vested interest in success of the school may increase AYP achievement. Polling students in various grades may allow for a variety of perceptions between race and gender in the school setting (Wing, 2007). The implication of using the poll to understand students’ concept of cyberbullying can address issues in a proactive manner and
potentially lead to lower absenteeism and discipline referrals, which has to be
address in the continuous improvement plan. There is currently a lack of
research in the area of polling students for improving learning conditions within
the school. This is a key component in meeting the requirements of NCLB.

Rationale for Present Study

Our education system has now been in a period of reform since the NCLB
mandate. Student voice can aid in closing the achievement gap in schools and
improving student performance. Student voice suggests a level of involvement in
the learning process and promotes student engagement in the learning process
(A Summary of Research on Using Student Voice in School Improvement
Research, 2004). Very few studies have been conducted to measure the impact
of internet polling on the teaching and learning process in schools, information
from related fields can support the potential impact. The fields of organizational
change, motivation, and learning confirm the effectiveness of student input as a
mechanism for school reform (A Summary of Research on Using Student Voice
Model (TQM) in education reaffirms when all stakeholders participate in helping
to foster change, reforms are more likely since participants feel ownership and
buy-in to the reform (A Summary of Research on Using Student Voice in School
Improvement Research, 2004).

Including student voice within schools will help teachers move from
teacher-centered activities to student-entered activities. This statement is
reinforced when using action research to investigate information flow in a school
to make comprehensive data driven decisions that foster transformation (Herr & Anderson, 2005). The teachers will get a better understanding of students’ desires and the way in which they choose to interact. Using student centered strategies in the classroom are directly linked to student engagement in learning, self efficacy, and academic challenge (A Summary of Research on Using Student Voice in School Improvement Research, 2004). In order for lasting sustainable change to take place in the school setting action research is needed to generate knowledge that can be shared with all stakeholders within the organization or school (Hendricks, 2009). It is important to note that before change can occur professional development must take place to educate teachers on how the collected data can be used in the continuous improvement plan to improve student achievement (Hendricks, 2009). Including student involvement in the learning process has increased the students’ commitments to their own achievement as well as helped to meet the overall goals of the school. This student involvement also allows schools to be more responsive to the needs of students and to help with deinstitutionalizing of the learning process. Student voice in the process allows for teachers and administrators to gain meaningful insights to experiences and helps to engage students in their own educational experiences (A Summary of Research on Using Student Voice in School Improvement Research, 2004). Meaningful student involvement honors and authorizes the unique perspectives, insights, and needs of all students in the school and engages them in shaping their own educational experiences. Student involvement is characterized and distinguished from tokenism by students’
engagement with learning, student-adult partnership in the process of schooling, equity and excellence for all, infusion throughout systems and attitudes, quality of learning activities and experiences, and evidence of effectiveness. A study conducted on rural schools indicates that including student voice has a direct relation to student success in classrooms with less effective teachers (A Summary of Research on Using Student Voice in School Improvement Research, 2004).

Statement of Purpose

The purpose of the research was to examine the usefulness of internet polling as a viable means to collect data from students about school safety and as well as being tied to cyberbullying to assist stakeholders in making decisions for continuous improvement planning. The direct input from students for school improvement is judged by test scores alone and not their perceptions on conditions of learning. Internet polling will provide a means for student input in assisting administrators and teachers in creating a continuous improvement plan to meet the needs of the students. Gaining the students’ perspective on learning conditions and preferences of learning in the classroom will help the schools provide a more fluid continuous improvement plan (Strom, et al., 2008).

This study does not guarantee an impact on the teaching and learning process, nor does it ensure the information will be used for student achievement, but will be used for the continuous improvement plan. The information gained in the study begins the process of giving students an active role in helping schools make improvements within the setting. The administrators, teachers, and parents
will have to actively use the information to promote reform within a given school. Before reform can take place, acknowledgement of needs within the school and community must be obtained. Hopefully, this study will begin the process of administrators’ listening to what the clients are saying about their needs. Answers to student perceptions can help to foster success, to create avenues of intervention and student preference to solutions which will lead to increased school success (Strom & Strom, 2007). This study emphasized a need for recognition of all stakeholders in education, and not just the adult stakeholder.
Definition of Terms

1. Adequate Yearly Progress (AYP). Required under the federal No Child Left Behind law, AYP provides another way to measure school performance. To meet AYP, a school must meet target goals for each group of students of 40 or more. Target goals are set annually by the state for reading and mathematics at grades 3-8 and 10 and for attendance rates or graduation rates as well. AYP is an all-or-nothing model. If a school misses one target, it does not make AYP. The long-term goal of AYP is to have every school at 100 percent student proficiency by 2013-14.

2. Cyberbullying- is when someone repeatedly makes fun of another person online or repeatedly picks on another person through emails or text messages, or uses online forums and postings intended to harm, damage, humiliate or isolate another person that they don't like.

3. Intermediate School- will consist of two grades 5th and 6th that participated in the study.

4. Junior High- will consist of two grades 7th and 8th that participated in the study.

5. No Child Left Behind. NCLB is the more recent reauthorization of the Elementary and Secondary Authorization Act and represents a sweeping change in the federal government's role in local public schools by imposing accountability using state and federal test scores.

6. Polling- Asking a group of the population how they feel about a particular topic.
Research Questions

1. How are student perceptions reported on the cyberbullying poll influenced by gender?
2. How are student perceptions reported on the cyberbullying poll influenced by ethnicity?
3. How are student perceptions reported on the cyberbullying poll influenced by grade level?
4. How are student perceptions reported on the cyberbullying poll influenced by age?
5. How are student perceptions for cyberbully poll items influenced by school location?
6. How do principals perceive the usefulness of internet polling in addressing cyberbullying as an issue of concern in the continuous improvement plan?

Summary

This chapter explains the problem and the rationale for the study. Chapter 1 only serves as a means to give the reader an overview of the material found in the dissertation and why the study is important to the continuous improvement planning process for schools. Chapter 2 contains the review of literature that examines the various facets of the polling process.
Chapter 2

Review of Literature

The purpose of the research is to examine the usefulness of internet polling as a viable means to collect data from students to assist stakeholders in making decisions for continuous improvement plans. The direct input from students for school improvement is judged by test scores alone and not by their perceptions on conditions of learning. Internet polling will provide a means for student input in assisting administrators and teachers in creating a school improvement plan to meet the needs of the students.

Research Questions

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5. How are student perceptions for cyberbully poll items influenced by school location?
6. How do principals perceive the usefulness of internet polling in addressing cyberbullying as an issue of concern in the continuous improvement plan?
Polling Attributes

Polls are a major part of our lives and determine trends and attitudes that determine what government, companies, and media provide to the public (Bradburn, 1988). To understand the impact polling has on people there are a few items to address about polls. A poll is defined as “a systematic, scientific, and impartial way of collecting information from a subset, or sample, of people that is used to generalize to a greater group, or population, from which the sample was drawn” (Lake, 1987, pg. 15). Polls only examine only a person’s belief or understanding of a topic at the point in which the poll was administered. Polling has developed into the primary tool used to define goals and set priorities (Labaw & Rappeport, 1981; Schuman, 2008). Polls are not intended to coerce or persuade people to believe one thing or another, but are designed to gather information. If the questions are persuading then a bias will occur and the data collected will be useless for research (Lake, 1987; Schuman, 2008). To help with neutrality the poll should not identify the organization or goals the organization represents because the information could influence the respondents answers (Lake, 1987; Rea & Parker, 2005). The water is cloudy in determining if a questionnaire is considered a poll or survey. Both refer to a systematic way to collect information. The term survey was originally coined “to oversee something and could include comprehensive view on anything” (Bradburn, 1988, pg. 19). Polls were originally designed to handle voting and tax issues and later used to describe public opinion issues (Bradburn, 1988). Both terms became intermixed early in their use and now there is no clear distinction between the two. Polls in
general ask questions about attitude and behavior unrelated to public issues but surveys tend to ask several of the same questions as polls (Bradburn, 1988; Rea & Parker, 2005).

There are four main types of polls (polls and surveys will be used interchangeably): in depth surveys, short polls, tracking polls, and panels (Lake, 1987; Rea & Parker, 2005). The in-depth surveys take between 20 and 60 minutes to complete and assess public opinions on issues. These are normally followed up by short polls which examine particular issues that arose or a shift in attitude from the original survey (Lake, 1987). A tracking poll is used to determine a change in trends over a short period of time. This is a reoccurring process every few days (Lake, 1987). The last is a panel in which you interview the same people in two different points of time.

Group influence on the polling process and the impact on the end result can be factor (Lane & Sears, 1964; Rea & Parker, 2005). The importance of understanding group influence or characteristics in this study is because the polling took place in different schools with different socio-economic levels. Below is influence of group characteristics described by Lane and Sears (1964):

- Size: the smaller the group, the stronger the pressure to conform.
- Frequency of contact: the more the members of a group interact, the stronger the pressure to conform.
- Time: the longer the period during which members of a group have known each other and worked together, the stronger the pressure to conform.
- Participation in decision: the more individuals participate in making decisions, the more likely they are to accept these decisions.
- Group-centeredness: group-centered groups compare with leader-centered groups exert strong pressures to conform.
- Cohesiveness (sense of solidarity, feeling of we-ness): the higher the cohesiveness of the group, the stronger the pressure to conform.
- Group salience: the more salient the basis for group membership in a given context, the greater the pressure to conform.
- Charity of group norm: the less ambiguous the appropriate group norm, the greater the pressure to conform (and ease of conforming).
- Homogeneity: the more homogeneous the membership opinion on a given issue, the greater the pressure to conform on that issue (22).

Issues associated with the groups are also relevant when dealing with the polling process. Issues are characterized into the areas of group relevance and ambiguity (Lane & Sears, 1964). Group relevance is described as "the more related the issue to the purpose of the group, the stronger the pressures to conform to group opinion on that issue" (Lane & Sears, 1964, p. 44). Ambiguity is when an issue is not clearly defined and the individual has little experience with the standard then pressure to conform is great.

Setting in which the process takes place has an impact on the respondents (Lane & Sears, 1964; Rea & Parker, 2005). There three influences on a setting: group status, external opposition, and alternative groups. Group
status is described as the higher the status of a group the more pressure to conform. External opposition means when a group perceives an external threat the pressure to conform increases. When there are few differing opinions to meet the various needs the pressure to conform increases and these are known as alternative groups (Lane & Sears, 1964).

Individual characteristics must be examined within the group since there cannot be a group without the individual. The five individual characteristics related to the group are stated below as described by Lane and Sears (1964; Rea & Parker, 2005):

- Feelings of acceptance: members with average, as contrasted with high or low acceptance in the group, are more susceptible to pressures to conform.

- Affiliative needs: the more an individual feels the need for acceptance by the group (or perhaps by others generally) the more susceptible he is to group induction.

- Group purpose and individual responsibility: the more the purposes and goals of the group are congruent with the purposes and goals of the individual, the more he feels the pressure to conform.

- Instrumentality: the more the group serves as an instrument for individual goals (advancement, prestige, “contacts”), the more an individual experiences the pressures to conform.
- Personality: weaker egos, stronger capacities for group loyalties, other directedness, lower self-esteem, timidity in intergroup relations, lack of hostility, and other personal factors contribute to greater willingness or need to conform to group standards (p. 24).

All the characteristics related to group behavior are important items to consider when conducting research using polls, although not all are independent and many times takes place when several factors interact with each other (Lane & Sears, 1964; Rea & Parker, 2005).

Polls are used to identify the attitudes people have about an issue. What is the attitude people have about polls (Asher, 1992)? This will help determine if the information gained through the polling process is going to be accurate. People have become familiar with the polling process through the mass media (Asher, 1992; Dillman, Smyth, & Christian, 2009). When discussing the polling process with the general population the response tends to be a positive reaction towards polling (Asher, 1992; Dillman et al., 2009). The individual that is suspicious about the polling process is less susceptible to be influenced by the reported results (Asher, 1992). The 1985 Gallup and Roper organizations both conducted national surveys to determine national reaction to the polling process (Asher, 1992). The results demonstrated that twenty-five percent of the public follow poll results regularly and an additional sixteen percent followed results occasionally. The perceived concern over poll accuracy is a concern, but Americans had fairly positive views of results (Asher, 1992). The primary concern is how a sample size of approximately 2000 can represent an entire population
Polling has and is being used to determine the attitudes in the political arena, but polling is being used in education and social sciences as well. The most well known educational poll is the Phi Delta Kappan/Gallup poll that is completed every year (Rose, 2006; Schuman, 2008). The poll was first experimented with in 1969. The poll consisted of 17 questions and was being used to determine trends (Rose, 2006; Schuman, 2008). Today the poll consists of 44 questions basically about the same topics as the original poll, but more in depth questioning (Rose, 2006; Schuman, 2008). Alec Gallup is the point person for the polling process dealing with educational issues and assists in compiling important information for use in policy making as well as identifying current trends in education (Rose, 2006; Schuman, 2008).

Sampling Technique

The advent of sampling theory has allowed for current polling to fall within the means of probability and has allowed for polling to be possible (Young, 1992; Fowler, 2009). Sampling is a method to gain an accurate representation of the opinions within a given population (Lake, 1987). Choosing a sample involves selecting a small number of people for the larger group of people of interest (Lake, 1987; Fowler, 2009).

Sample size varies and is not always dependent on the size of the population and has very little impact on the overall results (Young, 1992). Usually the sample size is very small compared to the entire population (Young, 1992;
Schuman, 2008). The sample size does not normally affect the results but
sampling error impacts the results. Sampling error is defined as “the estimated
difference between a sample and the population from which it was drawn”
(Young, 1992, p. 63). Sampling error can be controlled by the researcher.
Generally people associate sampling error as the larger the sample size the
lower the sampling error. This holds fairly true until the sample is larger than
500+. It takes at least 40 respondents before the probability theory will hold true
when dealing with statistics (Young, 1992; Fowler, 2009).

Two broad types of sampling are probability (random sampling) and non-
probability (non-random sampling) (Young, 1992; Cohen, Manion, & Morrison,
2007). Probability sampling includes simple random sampling, stratified
sampling, cluster sampling, and multi-stage sampling. Non-probability sampling
is classified as convenience samples (also called haphazard samples), purposive
samples (also called judgment samples), and quota samples (Young, 1992;
Cohen, et el., 2007). This study uses non-probability sampling classified as
convenience samples. The use of convenient sampling is justified for the use of
exploratory studies about specific population (Young, 1992).

Non-sampling errors can be classified into two categories: random error
and systematic error. Random non-sampling errors occur by chance and have a
tendency to cancel each other therefore having little impact on the study (Young,
1992; Cohen, et el., 2007). Systematic non-sampling errors are more detrimental
to a study and encompass poorly worded questions that tend to magnify the
results within a poll. Non-sampling error cannot be measured with any sort of
precision and sometimes goes unnoticed. Most researchers believe non-
sampling errors to be a greater threat than sampling errors (Young, 1992; Cohen,
et al., 2007). “Non-sampling includes, faulty questions, defective sampling
frames, faked interviews, misreporting, specious analysis, improper coding,
tabulation errors, and clerical mistakes” (Young, 1992, p. 65).

Question Design

Labaw and Rappeport (1981) explains questions as having different layers
that must be considered individually with components or layers working together
to form the final questionnaire instrument. The individual layers described are
word use, question types, question format, and testing for hypothesis (Labaw &
Rappeport, 1981). The way in which a question is worded or nuance embedded
within a question can impact the results obtained (Cantril, 1991).

Words are the most discussed issue when addressing questionnaire
design in survey research methods ((Labaw & Rappeport, 1981). Wording
problems are easy to make and include multiple meaning of words, complex
meanings, technical jargon reserved for a particular occupation, culturally
slighted words, and ambiguity of words. Words guide respondent answers and
impact the data produced from a poll. The impact is especially significant if words
tap into a different concept, reality, or emotion surrounding a particular issue
(Labaw & Rappeport, 1981; Dillman, et al., 2009). Payne (1951) listed 13
components dealing with word use:

1. Use as few words as necessary. You can ask most questions in twenty
words or less.
2. Use simple words if you can find any that adequately express the idea.
3. When you use a polysyllabic word, put a ring around it so the tester will know that it is especially suspect.
4. Trade jargon may be all right to use in the trade, if all the trade uses it, but it will not do for the general public.
5. Check in the dictionary to see if the word actually does have the meaning you intend.
6. While there, see what other meanings it may have which could confuse the issue.
7. Make sure the word has only one pronunciation.
8. Look into the possibility of homonyms, as in the case of the boy with the stomachache who told the hospital attendant his address was eight-one-two Greene.
9. If you use a synonym, make sure that it actually is synonymous with the idea at hand.
10. Avoid concept words. In fact, you may be wise not to attempt to explore concept issues.
11. Words that are frequently used are to be preferred, other things being equal, of course.
12. Familiar words are the most useful if they don’t have too many meanings in context.
13. The problem words may or may not be problems, depending on the context (p.51)
Polling has increased in use due to an increase in a greater need and opportunity to address needs of a given population (Labaw & Rappeport, 1981). Polling allows for administrators to examine and adjust spending of monies based on the outcome of the poll results, helps set priorities. Using polls helps administrators gain a better understanding of the issues, alternatives, and the impacts their decision will have on the students’ they serve (Labaw & Rappeport, 1981; Rea & Parker, 2005).

The design principles for the poll follow closely to the recommendation for web-based questionnaires developed by Sue and Ritter (2007). The recommended format for web-based questions are: welcome screen, access control, first question, conventional format, color, instructions, formats for response options, font type and text size (Sue & Ritter, 2007). The welcome screen introduces the poll and emphasizes the ease of the poll along with the next steps needed to proceed. Access control provides each respondent an individual pin that was randomly assigned with no identification back to the respondent in the case of this study. First question should be able to grab the respondents’ attention and allow the individual to be vested in the polling process. The poll was in the conventional format allowing respondents familiarity with the question design. Color on the poll used was green and yellow which positively relates to: green- money, freshness, envy, nature, growth and negatively associated with inexperience, misfortune: yellow- happiness, sunshine, optimism, summer and negatively associated with illness, hazard (Sue & Ritter, 2007, p. 64). Instructions are recommended and were provided in the
polling process. Format for the poll followed Sue and Ritter’s recommendation and included radio buttons which only allow for one response to be given and check boxes which allow for all that apply, as well as an other box (2007). The format of the poll was designed as a one page poll so no additional navigation was required once the students began taking the poll. The serif fonts were used to assist in the readable of the poll. Serif fonts have the associated appendages to assist in distinguishing in the individual letters (Sue & Ritter, 2007).

Conditions of Learning Polls

This study consists of polls developed by Strom and Strom (2007) in addressing conditions of learning. Strom and Strom (2007) have developed twelve polls and made them available to schools on a website to provide students with input into the learning conditions in which they must operate. The current dissertation is the first study pertaining to the developed polls to be done in which passwords and control features were available for instant viewing of results by administrators about the cyberbully poll. The schools involved in the study indicated two polls they believed would be beneficial in helping to develop their School Improvement Plans. A copy of the poll questions and format are available for viewing in Appendix A.

Cyberbullying Poll

Cyberbullying was the second poll selected by principals at the schools the information was collected. This study is going to concentrate on the impact of cyberbullying within the school setting and the impact on the learning conditions in relation to school improvement. The polls help administrators address the
influences students are victim to everyday at home or at school. The cyberbully poll addresses bullying via the internet, cell phones, text messaging, chat rooms, etc. The poll asks why someone is a victim of cyberbullying and if they have ever been a victim or have participated in victimizing another student. The poll examines possible solutions to stop the cyberbullying that is taking place and what do they know about cyberbullying. All these factors can negatively impact the condition of learning at a school. The administrators decided to use this poll to get a better understanding if it was taking place and how to educate children on cyberbullying effects.

The Impact of student voice in the school setting

Students are unresponsive to the passive classroom where they are lectured on various topics. The students are given a chance to ask questions, but are they actively engaged in the learning process? Democratic classrooms allow students to participate in the decision making process (Strom & Strom, 2009). When students are actively engaged in the lesson it promotes a productive learning environment (McArdle, Numrich, & Walsh, 2005; Cammarota & Fine, 2008). The goal of allowing students voice is to encourage students to become actively involved taking responsibility for their own learning. Teachers can try to force students to complete assignments but they will not effectively learn about the material or even care about the information (McArdle et al., 2005; Cammarota & Fine, 2008). Schools are traditional set up as a reward/punishment system with little to no input from students. Allowing for student input helps to establish student rights and influence on a school. Student
voice creates a positive influence on students, impacts behavior and values, academic achievement, and intrinsic motivation (McArdle et al., 2005; Cammarota & Fine, 2008).

Allowing student voice/democracy in the school setting is not just a matter of asking for their input but involves in a general retooling of how the school and classrooms are designed (Rogat, 2005; Cammarota & Fine, 2008). This is done by creating or scheduling time for classroom meetings allowing teachers to meet with advisees (12-16) at least once a week, not in desks, for approximately 30 minutes (Rogat, 2005). The process of allowing students to share openly empowered students to reflect on their own problems in day to day life, and see they are not the only ones going through similar worries or fears. There are 5 general guidelines described by Rogat (2005), that will help begin the engaging process:

1. Set the stage. Let students know this is different than a class lesson. Have them sit in a circle, preferably without desks, so that everyone is on an equal level and everyone can see everyone else. Dim the lights. Put away all books, papers, and pencils.

2. Establish ground rules with the group. The most basic rules might include:
   - Everyone’s thoughts and feelings are respected regardless of whether or not we agree with the ideas expressed.
   - Everyone has the right to be heard by the group.
• Whatever is shared during discussions is confidential and no one will repeat outside of this group anything that has been said here (except where the facilitator must report by law due to endangerment).

• Identities will be kept anonymous when referring to other individuals who may be known by group members.

3. As the facilitator, sit on the same level as the students. Define your role as clarifier and questioner, never as lecturer or advice-giver. Determine to talk as little as possible. Maintain ground rules.

4. Know that it is not your responsibility to solve whatever problems are brought up. You are there to help kids listen to one another respectfully, to share their ideas, to trust themselves, and to articulate feelings. If you are in doubt about your need to act upon something brought forth, consult with your school counselor for direction.

5. Remember to laugh! Discussions do not have to be serious every minute, and learning really can be fun! A facilitator who can remember not to take himself or herself too seriously will easily model this gift of lightheartedness for students (p.13).

Out of the practice of classroom meetings grew the greater understanding students had for each other. Student communication grew, respect for talents and opinions increased, and the understanding no two people have exactly the same experiences in life due to unique perspectives. The students became keenly aware of how to “listen to differences” without becoming defensive or argumentative (Rogat, 2005).
Student voice boils down to empowering students within the school setting. This can range from school improvement concepts to grading practices. Giving students the ability to help drive the school allows for joint goals to be established and increased rigor in curriculum. When students are involved in negotiable contracting with their teachers they set high expectations and the assessment process becomes a positive tool for growth (Stix, 1997; Cammarota & Fine, 2008). This method allows students to determine their roles within the classroom and helps a student use their strength to make a positive contribution to the class lesson. It also helps students to define their roles in group projects (Stix, 1997). Rubrics should be used in the design of negotiable contracts to identify the key components present in the material. What should not be present is the exact way to reach the end (Stix, 1997). Rubrics offer a way for teachers to motivate students through complete assessment. Allowing students to have a voice in their grade provides them with the clear understanding of what is expected of them and they will be recognized for their accomplishments (Stix, 1997).

Large scale use of involving student voice is still relatively in the experimental phase (Fredericks, Kaplan, & Zeisler, 2001). Fear of failure from both adults and students delay, hinder or cause poor structures to emerge in the process (Fredericks et al., 2001). There are five challenges that individual face when trying to start something new. They are: 1. Not everyone shares the same definition of youth voice. 2. Adults and young people have preconceived notions about one another’s understanding of and capacity for a truly successful youth
voice component. 3. Not everyone in the organization buys into the concept or practice of youth voice or wants it incorporated into the organization’s structure. 4. Youth voice often becomes merely the tokenizing of young people. 5. The teacher, educator or other adult has difficulty relinquishing decision making responsibilities to young people (Fredericks et al., 2001).

Student voice increased classroom participation, attendance, grades, problem solving skills, and acceptance of cultural differences. The outcome of student voice increases when students are given a higher degree of responsibility for planning, decision-making, problem solving, and assessing their learning (Fredericks et al., 2001; Cammarota & Fine, 2008). Students involved in the middle school years are more likely to benefit from and remain engaged in those activities prior to the teenage years (Fredericks et al., 2001).

Continuous Improvement Plans (Also referred to School Improvement Plans)

School improvement plans are little more than action research guides for administrators, teachers, students, and stakeholders. They help to indentify the areas for improvement within a school. The only problem is they look primarily at standardized test scores from students and not at the actual learning conditions. The school improvement plan is updated yearly to address the needs of the current students and should be an ongoing process (Moore-Thomas & Erford, 2003). The school improvement plan should reflect the needs of the students and stakeholders should recognize and understand the needs (Moore-Thomas & Erford, 2003). National and state standards are a component of the continuous improvement plan, a sort of one size fits all, however part of the plan allows for
schools to input their needs outside of just test scores (Appendix B). This area is completed by whatever the administrator or administrative team feels will help, not using information from student input. Surveys provide an effective tool for assessing large stakeholder groups. The higher the rate of return the lower the sampling error (Moore-Thomas & Erford, 2003), but using online polling and allowing students to complete the poll within the school provides information almost immediately to the administrator.

Action research is defined as any systematic inquiry conducted by teachers, administrators, counselors, or others vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn (Mertler, 2009). There are basic steps in conducting action research: 1. Identify an area of focus, 2. Collecting data, 3. Analyze and interpret the data, and 4. Develop a plan of action (Mertler, 2009). Those four steps mirror the continuous improvement plan process. The area of focus is always dealing with academic areas that show signs of weakness, but not the cause of the weakness. Those areas are left for speculation in the later parts of the continuous improvement plans, and will be addressed later with the use of student action research. Action research is an ongoing process and should be amended as the process continues (Mertler, 2009; Reason & Bradbury, 2006), similar to a continuous improvement plan. Action research allows for individuals, small groups, and schools to increase the understanding of their practice and fine tune their skills in an area (Hendricks, 2009; Reason & Bradbury, 2006). The
practice of action research not only increases the understanding and skills in an area it is an evolving process grounded in everyday experiences (Reason & Bradbury, 2006; Mills, 2007). There are many different models that demonstrate the process of action research but basically involve a central problem, monitoring of current practice, followed by the collection and synthesis of the information. Then some sort of action taken followed by additional research of the corrective action to understand if the problem was corrected (Mertler, 2009; Mills, 2007). Merler (2009) provides a list of what is and what is not action research as listed below:

- Is a process that improves education, in general, by incorporating change (by all stakeholders involved)
- Is a process involving educators working together to improve their own practices.
- Is persuasive and authoritative, since it is done by teachers for teachers.
- Is collaborative; that is, it is composed of educators talking and working with other educators in empowering relationships.
- Is participative, since educators are integral members—not disinterested outsiders—of the research process.
- Is practical and relevant to classroom teachers, since it allows them direct access to research findings.
- Is developing critical reflection about one’s teaching.
• Is a planned, systemic approach to understanding the learning process.
• Is a process that requires us to “test” our ideas about education.
• Is open-minded
• Is a critical analysis of educational places of work.
• Is a cyclical process of planning, acting, developing, and reflecting.
• Is a justification of one’s teaching practices.

Action research is not:
• Is not the usual thing that teachers do when thinking about teaching; it is more systematic and more collaborative.
• Is not simply problem solving; it involves the specification of a problem, the development of something new, (in most cases), and critical reflection on its effectiveness.
• Is not done to or by other people; it is research done by particular educators, on their own work, with students and colleagues.
• Is not the simple implementation of predetermined answers to educational questions; it explores, discovers, and works to find creative solutions to educational problems.
• Is not conclusive; the results of action research are neither right nor wrong but rather tentative solutions that are based on observations and other data collection and that require monitoring and evaluation in order to identify strengths and limitations.
• Is not a fad; good teaching has always involved the systematic examination of the instructional process and its effects on student learning. Teachers are always looking for ways to improve instructional practice, and although teachers seldom have referred to this process of observation, revision, and reflection as research, that is exactly what it is (p. 18-19).

Mertler’s (2009) information above has direct applications to school improvement plans in collaborating and striving for improvement within the individual school settings (Mills, 2007). However the continuous improvement plans do supply specific questions for answering with little room to deviate from the normal question set. Continuous improvement plans resemble action research by enabling significant levels of active involvement, providing people to perform significant tasks, and encourages plans and activities that people are able to accomplish themselves. The continuous improvement plans are lacking when dealing with the part of action research that provides support for people as they learn to act for themselves and deals with the organization and not the people (Stringer, 2007; Schmoker, 1999). This being said the impact is always directed toward student improvement without student input.

Student Action Research

Student action research is (a) conducted by youth, within or outside of schools and classrooms, with the goal of informing and affecting school, community, and/or global problems and issues and (b) contributes to the positive development of a variety of academic, social, and civic skills in youth (Rubin &
Involving youth in answering significant questions within the school and community benefits all parties (Rubin & Jones, 2007; Ginwright, Noguero, & Cammarota, 2006). Incorporating student action research helps to build important academic research skills necessary for higher education. Traditionally lower performing students perform at a higher than expected standard when being involved in student action research (Rubin & Jones, 2007; Hendricks, 2009). Student action research provides meaningful lasting educational benefits to youth by allowing them to connect to topics and interest, further sustaining their educational adventure (Rubin & Jones, 2007; Hendricks, 2009). The impact student action research can have on school leaders is enormous and beneficial. Students frame issues differently than administrators. The new perspective allows administrators to examine the views of the students from a position that is commonly overlooked (Rubin & Jones, 2007). Many aspects might go unnoticed by adults but are having a huge impact on students within the school. Administrators are beginning to invite students to a table that only once sat adults, in order to provide a setting to serve them better (Rubin & Jones, 2007; Ginwright et al., 2006).

Student action research does not mean adults can sit on the sidelines and just watch. Students’ are at the center of the learning experience but administrators, teachers, and parents must all play a role as the student travels down the path. There must be boundaries in place for the students, teachers, and administrators where everyone understands their role in the scope of a project (Rubin & Jones, 2007). Adults can model and demonstrate the correct
way and take a step back to allow for the student to take center stage in presenting material or results. Guidelines need to be established for what the finished product will look like: paper, presentation, etc. Adults also must be prepared and open-minded about dealing with the results of the student action research, and how will the results be used (Rubin & Jones, 2007). The lack of adults acting on a student action research project could carry negative consequence to all the above mentioned positives (Rubin & Jones, 2007).

This study looks at the first step in involving students in action research for continuous improvement and why it is vital in creating a change mechanism in the school setting.

Transformational Leadership

The idea of transformational leadership was first developed by James McGregor Burns in 1978 and later extended by Bernard Bass, as well as others. Burns did not study schools but rather based his work on political leaders, army officers, and business executives. Transformational leadership involves the ability to inspire and motivate people to achieve new heights (Bolman & Deal, 2003).

Transformational leadership has emerged as one of the most frequently studied models of school leadership (Heck & Hallinger, 1999). The distinguishing factor in the transformational model is that it concentrates on how administrators and teachers improve teaching and learning. The improvement on teaching and learning has a direct correlation to the principals of action research (Hendricks,
Transformational leadership focuses on restructuring schools by improving school learning conditions (Heck & Hallinger, 1999).

Beginning in the mid-1980s, public demands for school systems to raise standards and to improve students’ academic performance increased. Along with this movement for accountability was the increasing number of research studies attempting to measure the impact of school leadership. New terms began to emerge in literature such as shared leadership, teacher leadership, distributed leadership, and transformational leadership. Hallinger (2003) stated that by 1990, researchers shifted their attention to leadership models that were more consistent with evolving trends in educational reform such as empowerment, shared leadership, and organizational learning. This development of the educational leadership role has been labeled as reflecting “second order” changes as it is aimed primarily at changing the organization’s normative structure (Leithwood et al., 1994).

According to Burns, “The transformational leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower” (1978, p. 11). The result of this leadership is a mutual relationship that converts followers to leaders and leaders into moral agents. Transformational leadership encompasses a change to benefit both the relationship and the resources of those involved (Stewart, 2006).

Burns suggests that “transforming leadership begins on people’s terms, driven by their wants and needs, and must culminate in expanding opportunities for happiness” (1978, p. 12). While examining world renowned leaders, Burns
focused on ways that leaders emerge from being ordinary deal makers to become dynamic agents of major social changes. This work of Burns was instrumental in defining transformational leadership.

The work of Bernard Bass was in response to the work of Burns. Bass concentrated his research on military, business, and educational organizations (1998). He researched the inadequacies and deficiencies that were documented from Burn’s earlier work. Bass found evidence that transformational leadership did more than set up exchanges and agreements. He believed that leaders behave in certain ways in order to raise the level of commitment from followers.

Bass identified four components of transformational leadership. They are the following:

1. Charismatic Leadership: Transformational leaders are role models and have a clear vision and sense of purpose and they are willing to take risks;

2. Inspirational Motivation: Transformational leaders behave in ways that motivate others, generate enthusiasm, and challenge people. These leaders communicate expectations and demonstrate a commitment to goals and shared vision;

3. Intellectual Stimulation: Transformational leaders actively solicit new ideas and new ways of doing things. They stimulate others to be creative, and they never publicly correct or criticize others.
4. Individualized Consideration: Transformational leaders pay attention to the needs and the potential for developing others. These leaders establish a supportive climate where individual differences are respected (Bass, 1998).

Kenneth Leithwood’s research on transformational leadership has been instrumental in bridging the work of Burns and Bass. Leithwood is a believer in transformational leadership based on the work of Burns. However, Leithwood believes in the restructuring and transformation of schools from top-down organizations to bottom-up organizations (Leithwood, 1992).

School leaders must focus efforts on using their facilitative power to make second order changes (Leithwood, 1992). Transformational leadership provides this focus. Transformational leadership facilitates the redefinition of people’s mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment.

The results of three research studies by Leithwood show that transformational leaders continually pursue three goals:

1. Helping staff members develop and maintain a collaborative professional school culture;
2. Fostering teacher development and
3. Helping them solve problems more efficiently.

Leithwood, Jantzi, and Steinbach concludes that “Transformational leadership practices were helpful in fostering organizational learning; in
particular, vision building, individual support, intellectual stimulation, modeling, culture building, and holding high performance expectations” (1999, p.53). The evidence suggests that transformational leadership stimulates improvement.

Brower and Balch indicates “Contemporary school leaders are expected to perform better than ever before, being held accountable for teaching and learning while constantly striving for improvement and serving as positive change agents,” (2005, p. 112). Much emphasis has been placed on the type of leadership styles that are employed by school administrators. Several models of leadership styles currently exist. However, these past two decades have focused on transformational leadership (Hallinger, 2003).

Transformational leadership brings about change within an organization. A leader who is transformative is empowering and a change agent for both students and teachers. Burns (1978) believes that a transformative leader brings about significant change. Leadership styles in schools are very important as they are key factors in student achievement, teacher satisfaction, and organizational culture.

If change is going to occur in public education, transformational leadership is essential. However, Hallinger believes that context is a critical factor when deciding which leadership style to employ (2003). Transformational leadership is not good for all contexts. This leadership style is contingent upon the status of a school. Transformational leadership would not be expedient in a school where student achievement is low and the school is not meeting the requirements for Adequate Yearly Progress (AYP). With this situation, instructional leadership
would possibly be more beneficial for both teachers and students. The bottom line is for student and teacher outcomes to increase.

Transformational leadership will facilitate student achievement in schools where teachers are empowered and encouraged in the areas of professional development as well as creativity. Involving teachers in decision-making processes and allowing them to be an active part of the learning community will have a positive correlation on student satisfaction, student achievement, and the overall organization (Walumbwa, Wang, Lawler, and Shi, 2004). Yukl (1998) indicates if a leader wants to effect change, then the leader must first serve as an example. The leader must also build positive relationships with faculty, thereby facilitating a collaborative work environment and common unity. Moreover, Feinberg, Ostroff, and Burke (2005, p. 473) advise that if “he or she espouses collective unity and is therefore expected to promote cohesion and cooperation by treating followers similarly.” Feinberg et al. (2005) states,

“In contrast, when leadership behaviors are viewed less positively, the extent to which subordinates have a similar perspective should have little impact on the relationship between behaviors and transformational leadership style. Here, without appropriate behaviors, fostering consensus that might enhance relations among employees and reduce tension or friction within the group is still unlikely to have much impact on attributions of transformational leadership. Thus, the relationship between behavior and attributions of transformational style depends upon the degree of
agreement among subordinates such that consensus is more critical when leadership behaviors are more positive” (2005, p. 472).

When teachers are satisfied within a school, this satisfaction lends itself to increased productivity on behalf of students as well as teachers (Marzano, Waters, & McNulty, 2005). Teachers will fervently work to become better in the delivery of instruction and proficient in their daily tasks, ensuring that the students are given assignments that are meaningful (Mills, 2007). It is imperative that leaders provide opportunities for professional development and time to synthesize new information which further supports transformational leadership (Marzano, et al., 2005).

Culture affects the environment in which one lives or works. Culture quite often defines how one acts within a specific group of people. Culture consists of one’s beliefs and values which exist within the context of a school. Leaders must know and understand the impact that culture has on an organization. Culture can make or break the effectiveness of a leader. To be effective, a leader must know and understand the environment in which he or she works.

Culture could possibly dictate whether students achieve and whether teachers are productive. Walton (1980) defines culture as being a set of norms and values that are shared. Ultimately, it is the responsibility of the school administrator to ensure that the culture is strong. One can easily identify a culture that is strong by the unification of the school’s mission and goals. The goals and missions should clearly be articulated to the faculty, thereby creating a sense of commitment and dedication for the teachers (Baumeister, 1996;
Marzano, et al., 2005). When teachers begin to effectively assimilate into their environment, Baumeister believes that teachers will be able to make meaningful contributions with any prompting by the principal as they feel a part of a community of learners.

Transformational leadership is a leadership style that could bring about effective change in public education. The leader must first understand the culture of school in order to increase student achievement. Student achievement will not increase if there is no unified mission, and goals are not correlated to the mission. Teachers and students must feel a sense of belonging to school. Thus, it is imperative and incumbent upon school principals to ensure that a strong belief system and values are communicated and celebrated by the teachers and students (Strom & Strom, 2009). When these attributes of a school fall in place, one will clearly see an increase in student achievement. “In any institution and within any level of an institution, a primary function of leadership is to build capacities that allow stakeholders to reach their full potential” (Brower and Balch, 2005, p. 18).

School systems and business have long shared similar concepts when it comes to leadership (Stewart, 2006). Both embrace one basic principle, “They must become learning organizations, or they will fail to survive. Thus, leaders in business and education face similar challenges, how to cultivate and sustain learning under conditions of complex, rapid change” (Fullan, 2001, p. 31). Schools and businesses are not different places. Stewart (2006) suggests that we should be taking what is good from both business and education to create a
vision of leadership that guides us through the chaos of widespread and systemic change.

Through charisma, individualized consideration, intellectual stimulation and inspirational motivation, transformational leaders have great potential to promote performance beyond expectations and to effect enormous changes within individuals and organizations. Transformational leadership appears to be the leadership style suited to promote action research by teachers and students within the school setting. The individualized consideration allows the leader to listen to student voice as pertaining to school improvement. This can be done through polling students and setting up an environment conducive for student input.

Cyberbullying Insights

Cyberbullying is a recent phenomenon in schools, although still considered bullying the methods students use are more invasive not allowing students to retreat to the safety of their own home (Strom & Strom, 2009). Cyberbullies are not longer just the big kid, or all-American child. They can be any child from the quite bookworm to the teacher’s kid, hiding behind screen names and fictitious pictures (Strom & Strom, 2009). However, with the feeling of indemnity the reality is all information transmitted and posted on the web or computers can be retrieved and traced back to the user (Strom & Strom, 2009). Most youth studies involving internet behaviors are dealing with high school students. The early adolescent student population has been largely neglected (Dowell, Burgess, & Cavanaugh, 2009). With the understanding of the
information above we will examine the major onset of cyberbullying at the middle years.

Bullying becomes more of a problem as students enter the middle school/junior high years (Snyder & Hoffman, 1995). One reason for this possible onset of behaviors is the dramatic biological and social changes experienced by adolescents. As Pelegrini and Bartinini (2000) explain:

“[A]dolescence is a period of abrupt biological and social change. Specifically, the rapid body changes associated with the onset of adolescence and changes from primary to secondary school initiate dramatic changes in youngster’s peer group composition and status. Changes in peer group availability, individuals’ status within groups, and peer support confront youngsters as they are entering new, larger, and typically impersonal secondary schools. One way in which peer status is achieved in these sorts of environments, especially by boys, is through the selective use of aggression and other agonistic strategies” (p. 365).

This can also relate to Maslow’s needs hierarchy. The levels consist of 5 level with the first four levels identified as deficit needs (Strom & Strom, 2009). The first four levels express the needs of children to feel safe, accepted by peers, and satisfied with themselves. The fifth level of self actualization cannot be reached unless the other four conditions are met (Strom & Strom, 2009). Within that you can see a cycle emerge that adolescence struggle to identify their role by asserting their will on others to obtain the perceived safety in being dominant. That is where the students have not been able to exert themselves as the
dominant ones in school setting can become empowered by cyberbullying (Vandebosch & Cleemput, 2008). Bullying is not the norm and can be addressed by using the student voice techniques examined earlier in this chapter.

Recent Study on the Role of Gender as Related to Cyberbullying

Jenny Walker (2009) included three research questions that have important information to help build a foundation for a relatively new phenomenon. The questions relating to cyberbullying directly look at gender as a factor involved in online bullying. The explorations of this section will not restate her statistical information but will summarize her finding in order to develop a more understandable picture of the problem. Walker (2009) used the same cyberbully poll found in Appendix A.

The first question Walker (2009) asked, “Do both girls and boys perceive cyberbullying to be harmful?” (p. 113) Of the students polled 34% felt cyberbullying was about the same as traditional bullying, with 31% felt cyberbullying was less harmful than traditional bullying. Students polled, split with 17% on whether cyberbullying was worse or resulted in little harm, “playing”. The gender issue as regards to this question demonstrated no statistical difference between boys’ and girls’ perception of cyberbullying. Girls’ reported cyberbullying was worse or same or as traditional bullying 32% of the time, and indicated that is was worse 12% of the time. While boys’ viewed cyberbullying was worse or same as traditional bullying 19% of the time, and indicated it was worse 5% of the time. The belief that cyberbullying results in little harm and is viewed as “playing”, boys’ believed this 10% of the time, while girls believed it only 7% of
the time. Both boys’ and girls’ viewed cyberbullying to be a minor problem with a few students’ indicating it was worse than any other school. Boys’ were dominant when asked if the school should provide information about cyberbullying with 33% indicating Yes, while only 14% of girls felt it was important. Both boys’ and girls’ felt the school should provide information to parents about cyberbullying.

The second question posed by Walker (2009, p. 115) was, “Do girls and boys favor the same sites and tools to cyberbully?” A statistical difference was indicated as relation to question one on the cyberbully poll. When looking at cell phone calls and text messaging 21% of girls and 15% of boys indicated that this was the most common method of cyberbullying. Both boys and girls indicated pictures or video was not a common use to cyberbully. When examining the use of instant messaging, live chat rooms, websites or message boards as a common means to cyberbully, 15% girls indicated and 7-9% of the boys indicated this was a viable means. Walker (2009) also indicated girls spend about twice the number of hours on the internet.

The final question asked from Walker’s (2009, p. 117) study was, “Do girls and boys refer to the same type of subject matter when they cyberbully?” Two questions in the cyberbullying poll address the question above. Question two relates to cyberbullying messages at the school. Both boys and girls indicated that telling lies about someone is the most common form of cyberbullying and the least common form was sexual harassment. Question three inquired about common reasons for cyberbullying within the school. This question generated a statistical difference, in girls reporting boyfriend/girlfriend jealousy, rejection, or
break-ups as the most common reason for cyberbullying. Boys and girls (14%) reported not conforming to other was the second most common reason for cyberbullying.

Cyberbullying Equipment

Cyberbullying consists of any means used to threaten or harm others by digital device (Strom & Strom, 2009). The most common uses are by email, instant messaging, texting, pinning, cell phone, chat rooms, pics, flip video, youtube, and online voting booths (Strom & Strom, 2009). The instant means by which media can travel in the virtual world is astronomical and can be seen by millions in a matter of seconds. Cyberbullying can be more detrimental to adolescences than traditional bullying. Children are always plugged in and therefore can gain/receive access to large amounts of data (Strom & Strom, 2009).

Case of Cyberbullying and the Impact

The story of Megan Meier is of a 13-year old girl in Missouri who began a friendship with a new boy in town on MySpace, or so she thought. The reality was the new boy was actually a group of individuals, including a former friend who was mad at her, the girl’s mother (Lori Drews), and a temporary employee of the Ms. Drews. Other individuals from the neighborhood were also involved, but were not mentioned. The group of individuals created this online screen name to trick Megan into believing she was having a relationship with this new boy. The group of individuals then revealed the truth for everyone to see, creating a humiliating event for Megan. The emotional stress along with the normal stress of
a 13 year old, and the lack of the necessary tools to cope with stress at 13 years old, Megan killed herself in her parents' house. Missouri does not have any laws pertaining to cyberbullying and the individuals did not face charges for the death of Megan. However, the Federal prosecutors' stepped in and filed charges for violating the Consumer Fraud and Abuse Act that pertains to the terms and conditions of her MySpace account. The ACLU (American Civil Liberties Union) has also stepped in to slow what they believe is the haste of the Federal government in prosecuting people who violate the terms and conditions of websites. The ACLU is afraid that a bad precedent will be set allowing the Federal government to prosecute or investigate anyone who innocently violates the terms and conditions set forth by the websites. Both cases are still pending (http://www.cyberbullyalert.com/blog/category/cyber-bullying-stories/). This is just one instance of cyberbullying and a tragic case, however many stories end the same way. Other cases end with students leaving school, although just transferring to a different school is not enough due the internet's ability to reach such an infinite number of people.

The website www.cyberbullyalert.com is dedicated to providing parents, children, and educators with useful information about cyberbullying. The website has a link “How Schools can help Eliminate Cyberbullying” which provides information to educators on steps that can be implemented to reduce the instances of cyberbullying. They are listed below:

- See cyber bullying as a problem: Students know that cyber bullying can be painful mentally, but oftentimes don’t realize that it is wrong and
preventable, and therefore don’t tell school authorities about specific cases. Raise awareness about the rise in cyber bullying, effects of cyber bullying, and what kids should do if they see it happening.

- **Survey the extent of the problem:** Make the time to conduct school wide surveys to students and staff about the knowledge and attitudes about cyber bullying. Find out if there are specific places or times when cyber bullying occurs and use this information as a tool to prevent other issues.

- **Create a specialized system to follow:** Have your school create a value system based on respect for others, personal responsibility and caring to make it clear what is expected from each student and what consequences they can face if they don’t follow the system. Make sure that each teacher and school official is aware of the system and it is also sent to parents of the children so they are aware of the new program. Provide an avenue for them to voice any comments or concerns.

- **Bring awareness via the classroom:** Set time aside for specialized discussion, lesson plans and critical thinking skills in the classroom to focus on early intervention and risks of cyber bullying.

- **Build a team for cyber bullying prevention:** If your budget allows, create a team of student activists that will spread awareness of the rise of cyber bullying and prevention.
Students can come together to talk about prior experiences, or have fundraising activities to raise awareness. Or, have former victims speak at your school to bring a more personable relation to the idea of cyber bullying.

- Provide interventions and mediation: If cyber bullying cases are apparent on your campus, find a way to provide interventions between the cyber bullies and the victim with a counselor or mediator. Give each child a chance to say what they feel and discuss why cyber bullying is unhealthy.

- Have medical professionals on campus: Principals should work to hire qualified school psychologists or other trained mental health professionals to assist any students and help out with creating a value system regarding cyber bullying.

- Work with other schools in the district: Contact neighboring schools about raising awareness on the rise of cyber bullying. Also, reinstate the ideas of the negative effects of cyber bullying by offering discussion and training tools as students move through grade levels and different schools.

- Enforce consequences: Consequences for bullying and cyber bullying should be known and understood by students. By enforcing these consequences, students will understand the reality of cyber bullying and force them to stop their behaviors.
• Define the difference between reporting useful information and ratting out a friend: Some students will be weary of reporting bad behavior because they may feel like they are tattling on a friend. Ensure confidentiality between the student and the school authority and let students know they can trust adults (http://www.cyberbullyalert.com/blog/2008/12/how-schools-can-help-eliminate-cyber-bullying/).

The importance of the information above in relation to this paper is the calling for student voice. The preventive measures encourage schools to survey the students about cyberbullying. The information calls to educate the stakeholders about the impact of cyberbullying on the learning environment. The inclusion of students on team dedicated to spread the word about cyberbullying and prevention. The eradication of cyberbullying will never take place, bullying has been around forever, but knowledge and understanding with student input will help to alleviate the problem.

General Bullying Insights

According to the Colorado state law definition bullying is, “any written or verbal expression, or physical act or gesture, or a pattern thereof, that is intended to distress upon one or more students.” Bullying is aggressive behavior that is intentional, involves an imbalance of power or strength, typically repeated over time (http://www.ces.purdue.edu/Porter/campresources/Bullying.ppt). The types of bullying include physical: hitting, punching, and kicking; verbal: most common form of bullying, teasing, name calling, and rumors; nonverbal or emotional:
intimidation using gestures or social exclusion (Strom & Strom, 2009). Certain characteristics are associated with bullying. Bullying creates higher level of crime, suicide, and school shooting with many school shootings stemming from individuals enduring long term exposure to bullying. Students in grades 6-10, 30% are involved in bullying behaviors as victims or as bullies. High self esteem is associated with bullies. Bullies are not always the antisocial person, but can be the intelligent, self confident person, who makes good grades. Bullies typically have a large network of friends and exhibit more leadership skills than those being bullied (http://www.ces.purdue.edu/Porter/campresources/Bullying.ppt). Bullies are popular because of their dominance over other students and earn the respect of other students who do not tend to sympathize with the victims (Juvonen, Graham, & Schuster, 2003). The bullies prey on individuals who seem inferior to them (Strom & Strom, 2009; Juvonen et al., 2003). Bully victims are affected mentally, emotionally, and physically. They have lower self esteem, depression, and anxiety. Most bullying happens in common spaces like break area, cafeteria, and physical education due to a lack of supervision from adults. Victims of bullying (25-50%) do not report instances of bullying in fear of retaliation from bullies, adults will blow off the situation, or will mishandle the situation (http://www.ces.purdue.edu/Porter/campresources/Bullying.ppt). Many of the victims do not possess the necessary skills or self confidence to stop bullying on their own. The general dynamics of bullying can best be described by a diagram from Dan Olweus, PhD. The diagram depicts all the players in a typical scenario from the bully, victim, and witnesses. The diagram below show
the impact of the bullying circle and certain reactions from those involved. It
should be noted that the witnesses can be affected as well. They may feel angry,
guilty, and helpless because they are not sure what they should do because they
might be the next victim.

Illustration 1

Bully/Bullies
Plan and/or start
the bullying and
take an active part

A

Resister, Defender, Witness
Actively resists, stands up to
the bully, speaks out against
the bullying

G

Henchmen
Take an active part
but do not pan or
start the bullying

B

The Targets
The ones who
are bullied

I

Active Supporters
Cheer the bully on and
and seek social or
material gain

C

Potential Witnesses
Oppose the bullying
know they ought to help,
but do not act

E

Passive Supporters
Enjoy the bullying but do
not show open support

D

Risenged Onlookers
Observe: ‘none of my business,’
turn away

F

An adaptation of
The Bullying Circle
by Dan Olweus, PhD
used with permission

Illustration 1
Gender Differences in Bullying

Boys

Boys’ tendencies for bullying lean toward the physical attributes associated with bullying. They account for more of the hitting and kicking associated with bullying. Boys are three to four more times likely to use physical aggression. According to the NICHD (National Institute of Child Health and Human Development) survey 26% of boys were moderate or frequent bullies, while 21% percent were victims of bullies (http://www2.ed.gov/admins/lead/safety/training/bullying/bullying_pg3.html). While boys use all methods of bullying the key difference is the use of physical aggression. Boys are twice as likely to be bullies as girls and twice as likely to be victims of bullying. Boys are three times more likely to fall into both categories as bullies and victims (Juvonen et al., 2003). Boys tend to practice more direct bullying techniques than girls. Physical aggression tends to decrease as the boy moves into late adolescence and indirect bullying increases but declines into adulthood (Webb, 2006; Juvonen et al., 2003).

Girls

Bullying among girls tends to take an indirect approach and is typically more discrete than the approach boys take when bullying. Girl bullying is encompassed by spreading rumors, ostracizing, teasing, destroying personal belongings, and exclusion/seclusion (http://www.ces.purdue.edu/Porter/campresources/Bullying.ppt). According to the NICHD, 14% of girls are moderate to frequent bullies and 14% are victims of
bullying. Girls rarely use physical aggression when bullying (http://www2.ed.gov/admins/lead/safety/training/bullying/bullying_pg3.html). Girls use relational bullying in which detection is harder for school personnel. Girls use subtle gestures like to isolate a peer by eye rolling, sighs, sneers, snickering, and hostile body motions. This type of bullying can have drastic impacts on girls in the middle years when they are going through physical and emotional changes trying to determine where they fit in with their social surroundings (Cobb, 2004).
Chapter 3

Method

The research design for the study consists of both qualitative and quantitative methods to examine the success of learning polls within the school setting. The poll methodically examines the students’ perceptions about policy either written or unwritten taken place in a school. The schools that participated in the study varied in grade level and socio-economic status. The schools were all in the same district and polling of students has never taken place. Each school was provided a report of the information gained from the poll. The goal of the schools that participated in the process was to use the information gained to enhance their continuous improvement plans and provide feedback on the usability of the polling process at their school. The principals also wanted to determine if the polls could assist in creating a change mechanism at the individual school. The cross-tabulation method was used on the aggregated data on the poll to clarify the relationship between variables of gender, grade level, race/ethnicity, and local school context compared to question responses.

Participants

Of the ten schools in the district only three schools asked to participate. One school was a seventh and eighth grade school, one was a fifth and sixth grade school, and one was a true elementary grade school. The schools that participate in the study were located in a suburban setting. One of the schools in the suburban setting is a Title I schools with a high percentage of free/reduced population. All schools currently meet the federal mandate of No Child Left
Behind, receiving green cells in their AYP status. In this study each school was assigned a three digit code that will be used as the school name and the code does not correlate to the State of Alabama issued school code.

7-8 School (JH) 101

This school has been the highest achieving school in the district for over eight years with a student population of eleven hundred fifty two. This school is the largest two grade junior high school in the State. The school has achieved AYP since the beginning of NCLB. The current demographics of the school are 1.23% Asian, 23.67% Black, 1.72% Hispanic, .49% American Indian, 72.89% White, and 0% no response. The free/reduced lunch percentage is 31.5. The total certified staff is 65 units including one principal, two assistant principals, and three counselors. The school contains 16 support staff members.

5-6 School (MS) 102

This school contains six hundred and forty six students. It has been able to achieve AYP status even with the 40.4% of free/reduced lunch status students. The school demographics are .53% Asian, 22.03% Black, 2.22% Hispanic, .48% American Indian, 73.69% White, and .96% no response. The total certified staff at the school is 39 units including one principal, one assistant principal, one counselor, and one intervention teacher. The school has 10 support staff members.

1-6 School (ES) 103

This school is situated in the most affluent part of the town with a student population of one thousand two hundred and forty five. The school has
consistently performed above standard since it was built eleven years ago. The school is the most transient school in the district with a high number of military moving in and out yearly for rotation on the local military base. The demographics of the school are 2.65% Asian, 18.07% Black, 3.86% Hispanic, .48% American Indian, 73.82% White, and 1.12% no response. The free/reduce student percentage is 24.8. The total number of certified staff is 82 units including one principal, two assistant principals, three counselors, one reading coach, and one intervention teacher. The school has sixteen support staff members.

Gender of the Participants

Table 1 compares the gender of enrolled students to the gender of participating students to help establish a clear comparison of participants and overall school population. This statement assumes students who participated in the poll answered the gender question accurately.

Table 1

<table>
<thead>
<tr>
<th>Gender Distribution of Cyberbully Polling Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>101</td>
</tr>
<tr>
<td>102</td>
</tr>
<tr>
<td>103</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

No response from participants in a school 101-3; 102-3; and 103-7.
Grade Level Distribution of Participants

The grades indicated on Table 2 start at the 5th grade level of the elementary school. The number of students at the school and enrolled in 5-6 was 644 students.

Table 2
Grade Level Distribution of Cyber Bully Polling Participants

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>101</td>
<td>0</td>
</tr>
<tr>
<td>102</td>
<td>274</td>
</tr>
<tr>
<td>103</td>
<td>391</td>
</tr>
<tr>
<td>Total</td>
<td>665</td>
</tr>
</tbody>
</table>

Race/Ethnic Group Distribution

Tables 4 breaks down the ethnicity of the participants in the study who complete the cyberbully poll, assuming the participants answered the question truthfully.

Table 3
School Ethnicity Compared to Ethnicity of Participants in the Cyberbully Poll

<table>
<thead>
<tr>
<th>School</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>Sch %</td>
</tr>
<tr>
<td>101</td>
<td>73</td>
</tr>
<tr>
<td>102</td>
<td>74</td>
</tr>
<tr>
<td>103</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
</tr>
</tbody>
</table>

56
School Principals

The principals’ at all three schools used the polling process for their continuous improvement plan and agreed to release the information for the use in the study. They agreed to provide feedback on the polling process. They also agreed to participate in follow-up interviews about how the information was used to create change or lack of change in their school if the information provided indicated there were areas of improvement. All administrators had at least three years of administrative experience. Table 4 indicates the characteristics of the principals that participated in the poll process.

Table 4
Characteristics of School Principals

<table>
<thead>
<tr>
<th>Principal</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Years at school</th>
<th>Years as a Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Male</td>
<td>White</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>102</td>
<td>Male</td>
<td>Black</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>103</td>
<td>Male</td>
<td>White</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Polling Instrument

The literature supported the methodology of poll use in conducting research in schools on student perceptions (Baggaley, Kane, & Wade, 2002). Of the bank of polls available to select from only two were used in this study. Of the eleven available polls the cyberbullying poll was decided on by the principals and the amount of time to complete the polling process for the poll was between 15-25 minutes to collect the information from the poll. The polls were developed by Strom and Strom and address the conditions of learning (2007). The poll selected was based off of the principals’ interest and seemed to be most relevant to teachers and principals within the school setting. The poll selected was the
cyberbullying poll. The polls consisted of 15 or 16 questions (Appendix A). The majority of the questions provided multiple answers with some questions providing the student an opportunity to demonstrate their viewpoints on a question. The question design was one of a semi-closed format to help with misinformation. The majority of the questions provided an other answer if none of the answers provided accurately depicted the students' view. Students who participated in the poll were provided a space on the survey to type in the answers to any open response questions. At the end of every poll a demographics section that consisted of 5 questions (list) was inserted to assist in the desegregation of data.

The questions devised by Strom and Strom (2007) are backed by the literature and demonstrate the alignment that goes with conditions of learning and the impact on children. The questions have been tested for readability which principals and teachers stated were easily read and understood. The readability factor was important in this study due to the nature of going down to fifth grade. Providing an other answer choice and open response section assisted in addressing content validity in the quantitative portion of the study. Strom and Strom also piloted the polling process to representatives of the targeted respondents during the construction phase to provide feedback to revise questions. Construct validity is addressed with principal interviews in order to seek the usefulness of the poll in creating school change. The follow up interviews consisted of more than one interview to assist with the qualitative component of the study. The use of the poll and interviews with principals allows
for multiple sources of data to be collected. The collection of data demonstrates structural corroboration as discussed by Eisner (1998).

Procedure

School Selection and Polling Timelines

The schools that agreed to release information for the study agreed to participate on their own once district approval had been achieved. The principals wanted affirmations about the instinct they possessed in regards to cyberbullying. During the discussions with the principals the option of a pre/post test scenario was discussed. The elementary schools were more willing to give the poll in this manner, than the secondary schools. The decision was made to only give the poll once during the spring after all standardized testing was completed. This time table did not interfere with any State mandated testing and allowed the principals to receive the data back before the start of school. This was beneficial from a researcher’s point of view since it allowed this researcher to conduct follow up interviews throughout the remainder of the year to check for any modifications made to the learning environment or policy in regards to the results of the polling information.

Polling Procedures

After having multiple discussions with principals about the best way to administer the poll within the schools one method was determined. The schools that conducted the internet polling decided to schedule lab time for the students to complete the polls. Each student was given the school code and then randomly assigned an individual code to take the survey. Each student received
an individual sheet of paper that listed the instructions, entry password, school
code, and random individual code for completion of the poll (Appendix C). This is
the most stringent way to prevent the likelihood of double polling. Each computer
in the lab had the url link pinned to the desktop so that the students simply
clicked the link which took them to the poll entry page. The teachers in the
elementary schools assisted in getting their students through the login screen
and assisted with any vocabulary difficulties the students had during the polling
process. The polling took place over a two week time frame.

Poll Completion and Follow-up Procedures

The original two week completion time frame for the schools was
adequate for the schools to complete the polling process. The principal used the
weekly participation information to encourage students to complete the poll. The
principals designated their technology person to develop a schedule to ensure
the maximum number of students participated in the polling. They did not
reschedule children who were absent on the day their class was scheduled to go
to the lab. The schools were able to go online and view the results as the classes
completed the polling process. Below table 5 compares the total number of
students enrolled versus the number of students that completed the polls.
### Table 5
Total number of students enrolled versus poll completers

<table>
<thead>
<tr>
<th>School</th>
<th>Enrolled</th>
<th>Cyber-Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>total</td>
<td>%</td>
</tr>
<tr>
<td>101</td>
<td>1152</td>
<td>100</td>
</tr>
<tr>
<td>102</td>
<td>646</td>
<td>100</td>
</tr>
<tr>
<td>103</td>
<td>644</td>
<td>100</td>
</tr>
<tr>
<td>Total/%</td>
<td>2442</td>
<td>100</td>
</tr>
</tbody>
</table>

### School Reports

Once polling was completed at the schools a detailed distribution was presented to the principals. The reports available online for principals to view were in color with graphs for each question next to the question asked on the poll. The “other” responses were not provided to the principals online and were given to them after erroneous information was removed. Student demographics data of age, ethnicity, gender, and grade were also provided to the school. The reports were given to the principals in early June. Each principal was encouraged to share the information with school stakeholders.

### Principal Interviews

Principal interviews were conducted in two phases. The first phase consisted of presenting the principals’ with several polls and have them narrow the polls down to two, which was cyberbullying and tutoring. The principals decided on administering the cyberbullying poll as the primary poll. Phase 2 was the follow up interview after the polling had been completed in their schools.
Those questions are found in Appendix D. The principals agreed to spend no more than two hours on interviews and data presentation. The principals were not presented with the questions in advance of the follow-up interview which occurred eight weeks after presentation of the poll results.

Analysis

The quantitative data from the polls for this study was obtained and analyzed using both Excel and SPSS. The information obtain from the polling process was processed using an Excel file and then imported into SPSS for analysis. Graphs and charts were made using the Excel program. SPSS was used to give a descriptive analysis of the data and to perform the necessary calculations.

The data collected in the study did pose some problems when students failed to answer all fields in the poll. Some of the omissions were easy to correct when the information collected was done in a school lab with the poll being date/time stamped. This was easy to correct without compromising the validity of the study. Another problem generated in the raw data was the exclusion of age, grade, and ethnicity. The exclusion of grade was the easiest to correct for data collected in a lab class. Using information from the other students this information was corrected. The exclusion of age posed a more challenging problem since two to three years age difference could occur within a grade. The exclusion of ethnicity could not be corrected. The table indicated a slightly higher rate of Native Americans, Asians, and Other in the schools than indicated by school records, but the information could be changed to match school records. The
decision was made not to correct this information since we could match ethnicity overall but not to the actual student taking the poll.

Due to the nature of the poll, students had the opportunity to select from multiple responses on the majority of the questions. Because students can select more than one response for many of the poll items, each response option will be analyzed as a separate question with the dichotomy of response options being forced to an interval scale with the use of a 1 assigned to responses and a dummy variable 0 for non responses. Some of the questions on the poll a student could only enter one answer. These questions the responses were indicated by numbers 1-5 in the data field. The transform function in SPSS was used to indicate those questions in the same format as the other information to assist with additional analysis. Before obtaining descriptive data the information was divided using school codes to help generate individual school reports.

The open-ended responses that were generated in the other field were a little messier to sort and analyze. The information collected was exported to a word file with actual statements being placed on the school reports. The information collected from the open responses caused themes to emerge and were placed in the form of a concept map (Appendix E). A concept map is included in this report to help sort the information gained from the open responses in an easy to understand method. The concept map generated was given to the principal for a visual representation of the open response questions.

Cross-tabulation was used to compare differences in respondent mean scores between the three participating schools. Nonparametric statistical tests
using the Pearson chi-square were performed to determine the relationship between the nominal variables of student responses and gender, grade, ethnicity and school site. This method was chosen since it is the most commonly used test for nonparametric measures of association (Shannon & Davenport, 2001).

The study is focused on the middle school/junior high school age children. It examines three different schools with 2 of the schools housing the same aged children polled but different total populations, and one school only contains the 7th and 8th grade age children. All the schools allowed the students to take two polls in a computer lab at scheduled times. The administration of two polls was to test the viability of giving students two separate polls at one sitting in a computer lab. The students had approximately 45 minutes to complete the polls, while the other 15 minutes was travel time to and from the lab. The information was disseminated to principals to hopefully distribute to stakeholder along with a concept map of the open response items indicated by the students. Cross-tabulation was used to compare differences in respondent mean scores between the three participating schools. For focus of the content of the poll findings, the cyberbully is of focus in the chi square and cross-tabulation analysis.
CHAPTER 4

FINDINGS

Introduction

The purpose of the research was to examine the usefulness of internet polling as a viable means to collect data from students about school safety and as well as being tied to cyberbullying to assist stakeholders in making decisions for continuous improvement planning. Internet polling will provide a means for student input in assisting administrators and teachers in creating a continuous improvement plan to meet the needs of the students. Gaining the students’ perspective on learning conditions and preferences of learning in the classroom will help the schools provide a more fluid continuous improvement plan (Strom, et al., 2008). The areas analyzed for influence are gender, ethnicity, grade level, age, and school location.

Chi-square statistics tests were performed on the first eight items of the cyberbully poll because each answer option becomes its own item. That means there are 32 possibilities for the first eight items of the cyberbully poll. The table presents the chi-square statistics for those variables having a significant difference using a two-sided test with a p value of <.05. The tables are organized by displaying the poll item and possible responses, but do not include the “other” option where students could write in a response. The other option was used to create concept maps located in Appendix E.

Table 7 depicts the chi-square data and can be compared in the vertical columns to determine the magnitude of difference. Higher chi-square statistics
indicate a stronger relationship between the response and variable, but all that are reported indicate significant differences between the expected frequencies and the actual frequencies. The dash (--) notes an independent relationship that falls within the expected cell frequency but do not present significant differences using a two-sided p value <.05. The tables in this section are calculated using proportions of total population and the percentages that chose an answer. For example: How many of the boys (of the total n for boys) indicated a certain response? This represents the proportion of boys (total) who chose a certain response. The same could hold for the proportion of Blacks (out of all the Blacks) who selected a certain response. This seems most free from misinterpretation by readers and was best method when reporting in this narrative about percentage of each demographic variable. This method was also chosen to allow for administrators and teachers to read and understand with ease the data presented in this study. The tables of all the data and percentages are available in Appendix G.

All numbers are based on the total (n=2006) number of students who participated in the polling process. Items 1-8 allowed the respondents to select all the choices that applied to them. Items 1, 2, 3, 6, 9, 19, and 20 will be examined in more detail since those items are directly related to improving the learning environment within schools, i.e., items the schools can address.
Table 6

Relationships Between Cyberbully Poll Responses and Age, Grade, Gender, Ethnicity, and School (N=2006)

<table>
<thead>
<tr>
<th>Question and Responses</th>
<th>Age (4df)</th>
<th>Grade (3df)</th>
<th>Gender (1df)</th>
<th>Ethnicity (5df)</th>
<th>School (2df)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Common cyberbullying at my school includes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. cell phone calls or text messages</td>
<td>103.132***</td>
<td>127.129***</td>
<td>5.561*</td>
<td>--</td>
<td>126.189***</td>
</tr>
<tr>
<td>B. picture or video on cell phones</td>
<td>43.483***</td>
<td>37.549***</td>
<td>--</td>
<td>--</td>
<td>39.927***</td>
</tr>
<tr>
<td>C. online instant messaging or live chat rooms</td>
<td>38.318***</td>
<td>40.241***</td>
<td>--</td>
<td>--</td>
<td>31.503***</td>
</tr>
<tr>
<td>D. sexual harassment</td>
<td>19.399**</td>
<td>50.252***</td>
<td>18.424***</td>
<td>--</td>
<td>43.442***</td>
</tr>
<tr>
<td>2. Common cyberbullying messages at my school include</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. threatening to hurt someone</td>
<td>12.812*</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>41.441***</td>
</tr>
<tr>
<td>B. telling lies about a person</td>
<td>50.756***</td>
<td>51.766***</td>
<td>34.444***</td>
<td>28.648***</td>
<td>43.283***</td>
</tr>
<tr>
<td>C. exposing secrets to an audience</td>
<td>40.895***</td>
<td>63.64***</td>
<td>12.735***</td>
<td>13.253*</td>
<td>34.639*</td>
</tr>
<tr>
<td>D. sexual harassment</td>
<td>38.818***</td>
<td>50.252***</td>
<td>--</td>
<td>14.41*</td>
<td>43.442*</td>
</tr>
<tr>
<td>3. Common reasons for cyberbullying at my school are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. boyfriend/girlfriend jealousy, rejection or breakups</td>
<td>96.722***</td>
<td>109.914***</td>
<td>45.867***</td>
<td>--</td>
<td>96.709*</td>
</tr>
<tr>
<td>B. winning/losing a school event, contest or competition</td>
<td>--</td>
<td>10.497*</td>
<td>6.108*</td>
<td>--</td>
<td>11.336*</td>
</tr>
<tr>
<td>C. being picked on for not acting or looking like others</td>
<td>58.307***</td>
<td>77.752***</td>
<td>--</td>
<td>--</td>
<td>48.462***</td>
</tr>
<tr>
<td>D. revenge for being mistreated by someone</td>
<td>25.369***</td>
<td>29.494***</td>
<td>--</td>
<td>--</td>
<td>18.633***</td>
</tr>
<tr>
<td>4. My understanding of cyberbullying is based on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. being a target of cyberbullying</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>15.992*</td>
<td>11.777*</td>
</tr>
<tr>
<td>B. friends talking about cyberbullying</td>
<td>--</td>
<td>--</td>
<td>11.068***</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>C. teachers talking about cyberbullying</td>
<td>155.131***</td>
<td>212.204***</td>
<td>--</td>
<td>--</td>
<td>224.135***</td>
</tr>
<tr>
<td>D. reports presented on television</td>
<td>--</td>
<td>19.63***</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
### Table 6 continued. Relationships Between Cyberbully Poll Responses and Age, Grade, Gender, Ethnicity, and School (N=2006)

<table>
<thead>
<tr>
<th>Question and Responses Continued</th>
<th>Age (4df)</th>
<th>Grade (3df)</th>
<th>Gender (1df)</th>
<th>Ethnicity (5df)</th>
<th>School (2df)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. If someone tried to cyberbully me, I would</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell a teacher or my parent</td>
<td>57.747***</td>
<td>58.987***</td>
<td>40.379***</td>
<td>--</td>
<td>41.556***</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>18.521***</td>
<td>22.248***</td>
<td>4.671*</td>
<td>--</td>
<td>16.24***</td>
</tr>
<tr>
<td>C. tell the bully to stop</td>
<td>--</td>
<td>--</td>
<td>6.421*</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>D. change my screen name or block the message</td>
<td>25.454***</td>
<td>25.099***</td>
<td>7.161*</td>
<td>34.608***</td>
<td>36.737***</td>
</tr>
<tr>
<td>6. When teachers are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your parent</td>
<td>58.796***</td>
<td>70.527***</td>
<td>7.887*</td>
<td>--</td>
<td>74.031***</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>23.129***</td>
<td>22.543***</td>
<td>4.098*</td>
<td>--</td>
<td>14.645***</td>
</tr>
<tr>
<td>C. tell the bully to stop</td>
<td>--</td>
<td>11.817*</td>
<td>4.634*</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>D. change your screen name or block the message</td>
<td>18.337***</td>
<td>30.142***</td>
<td>--</td>
<td>--</td>
<td>28.831***</td>
</tr>
<tr>
<td>7. When parents are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your teacher</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>C. tell the bully to stop</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>D. change your screen name or block the message</td>
<td>19.902***</td>
<td>29.514***</td>
<td>9.906*</td>
<td>12.62*</td>
<td>31.319***</td>
</tr>
<tr>
<td>8. When friends are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your teacher</td>
<td>18.061***</td>
<td>19.545***</td>
<td>16.482***</td>
<td>11.525*</td>
<td>20.706***</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>12.452*</td>
<td>14.74*</td>
<td>--</td>
<td>--</td>
<td>11.694*</td>
</tr>
<tr>
<td>C. tell the bully to stop</td>
<td>10.004*</td>
<td>10.253*</td>
<td>10.601***</td>
<td>--</td>
<td>7.171*</td>
</tr>
<tr>
<td>D. change your screen name or block the message</td>
<td>16.095*</td>
<td>24.512***</td>
<td>--</td>
<td>12.908*</td>
<td>21.027***</td>
</tr>
</tbody>
</table>

p<.05 *, p<.01 **, p<.001 ***, and – no significance
Research Question 1

How are student perceptions reported on the cyberbullying poll influenced by gender?

This research question was of broad scope to all items in the poll. Table 7 presents the significant differences in items 1-8 due to the ability for respondents to answer all that apply to the items. Table 8 presents the frequency and percentage totals for items/answers with responses over 50% in relation to gender. Not all items or answers are listed, only those items with a response rate of 50% or higher. Item 1a indicates more than half of the males (n=973, 53%) and females (n=1021, 58%) agree (p < .05) that cell phone calls or text messages are common cyberbullying tactics at the schools. The information presented in item 2b has a 13% gap between males (n=973, 55%) and females (n=1021, 68%). Both males and females agree most of the cyberbullying messages that occur at school are telling lies about a person. Data from item 3a indicated there was a 15% difference between males (n=973, 52%) and females (n=1021, 67%) indicating the common reason for cyberbullying at school are boyfriend/girlfriend jealousy, rejection or breakups, primarily (p < .001) by females. Item 6a asks the question, when teachers are told about cyberbullying, they recommend telling the principal or a parent. Male respondents (n=973, 71%) overwhelmingly (p < .05) outvoted their female counterparts (n=1021, 59%) was to tell the principal or a parent. Item 9b addressed the schools knowledge of cyberbullying and how often it was discussed in the classroom. The views varied between males (n=973, 46%) and females (n=1021, 53%) on how often teachers discuss cyberbullying in the classroom. The dominant view of males (n=973,
was the school should provide students and parents with information regarding
cyberbullying.

Table 7  
*Gender frequency/percentage of items/answers with a response of 50% or higher*

<table>
<thead>
<tr>
<th>Totals</th>
<th>Gender</th>
<th></th>
<th>Female</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>%</td>
<td>Female</td>
<td>%</td>
</tr>
<tr>
<td>Totals  n=973</td>
<td></td>
<td></td>
<td>n=1021</td>
<td></td>
</tr>
<tr>
<td>1. Common cyberbullying at my school includes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. cell phone calls or text messages</td>
<td>515</td>
<td>53%</td>
<td>594</td>
<td>58%</td>
</tr>
<tr>
<td>2. Common cyberbullying messages at my school include</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. threatening to hurt someone</td>
<td>492</td>
<td>51%</td>
<td>476</td>
<td>47%</td>
</tr>
<tr>
<td>B. telling lies about a person</td>
<td>535</td>
<td>55%</td>
<td>692</td>
<td>68%</td>
</tr>
<tr>
<td>3. Common reasons for cyberbullying at my school are</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. boyfriend/girlfriend jealousy, rejection or breakups</td>
<td>502</td>
<td>52%</td>
<td>679</td>
<td>67%</td>
</tr>
<tr>
<td>5. If someone tried to cyberbully me, I would</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell a teacher or my parent</td>
<td>419</td>
<td>43%</td>
<td>585</td>
<td>57%</td>
</tr>
<tr>
<td>6. When teachers are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your parent</td>
<td>694</td>
<td>71%</td>
<td>603</td>
<td>59%</td>
</tr>
<tr>
<td>7. When parents are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your teacher</td>
<td>532</td>
<td>55%</td>
<td>582</td>
<td>57%</td>
</tr>
<tr>
<td>9. In the past year my teachers discussed cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>447</td>
<td>46%</td>
<td>541</td>
<td>53%</td>
</tr>
<tr>
<td>10. In the past year, I have been a target of cyberbullies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>736</td>
<td>76%</td>
<td>702</td>
<td>69%</td>
</tr>
<tr>
<td>11. In the past year, one or more of my friends has been a target of cyberbullies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>558</td>
<td>57%</td>
<td>494</td>
<td>48%</td>
</tr>
<tr>
<td>12. In the past year, I have participated in cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>801</td>
<td>82%</td>
<td>817</td>
<td>80%</td>
</tr>
<tr>
<td>13. In the past year, one or more of my friends has participated in cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>660</td>
<td>68%</td>
<td>644</td>
<td>63%</td>
</tr>
<tr>
<td>14. In the past year, I have presented myself online as someone else</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>772</td>
<td>79%</td>
<td>847</td>
<td>83%</td>
</tr>
</tbody>
</table>
Table 7 continued. Gender frequency/percentage of items/answers with a response of 50% or higher

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. In the past year, I have told lies online</td>
<td>648</td>
<td>67%</td>
<td>680</td>
<td>67%</td>
</tr>
<tr>
<td>A. never</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. In the past year my parents discussed cyberbullying</td>
<td>637</td>
<td>65%</td>
<td>524</td>
<td>51%</td>
</tr>
<tr>
<td>A. never</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. The school should provide information to students about cyberbullying</td>
<td>757</td>
<td>78%</td>
<td>876</td>
<td>86%</td>
</tr>
<tr>
<td>A. yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. The school should provide information to parents about cyberbullying</td>
<td>718</td>
<td>73.79%</td>
<td>851</td>
<td>83%</td>
</tr>
<tr>
<td>A. yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>973</td>
<td>100.00%</td>
<td>1,021</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Research Question 2

How are student perceptions reported on the cyberbullying poll influenced by ethnicity?

This research question was of broad scope to all items in the poll. Table 7 presents the significant differences in items 1-8 due to the ability for respondents to answer all that apply to the items. Table 9 presents the frequency and percentage totals for items/answers with responses over 50% in relation to ethnicity. Not all items or answers are listed, only those items with a response rate of 50% or higher. Item 1a indicates more than half of the various ethnicities agree that cell phone calls or text messages are common cyberbullying tactics at the schools. The Asian population (n=49, 67%) and the black population (n=428, 70%) indicated the largest concern while the Hispanic population (n=64, 52%) indicated the lowest concern with cell phone cyberbullying. The information presented in item 2b indicates all ethnicities agree (p < .001) most of the
cyberbullying messages that occur at school are telling lies about a person. The exception was the Native American population (n=27, 30%) indicating telling lies was not a problem but did indicate at 56% that messages to hurt someone was common. In item 3a the average response was 53% indicating the common reason for cyberbullying at school are boyfriend/girlfriend jealousy, rejection or breakups. The black population (n=428, 60%) and the white (n=1348, 60%) was the highest in indicating the common reason for cyberbullying, while the Native American population (n=27, 37%) was the lowest. Item 6a asks the question, when teachers are told about cyberbullying, they recommend telling the principal or a parent. The average response for all ethnicities was 62%, with proportionately the highest coming from the Asian population (n=49, 67%), and the lowest being the Native American population (n=27, 52%) was to tell the principal or a parent. Item 9b addressed the schools' knowledge of cyberbullying and how often it was discussed in the classroom. The views varied between ethnicities with the average being 48%, on how often teachers discuss cyberbullying in the classroom. The dominant view was presented by the Asian population (n=49, 61%) and the least being the Native American population (n=27, 37%) on how often cyberbullying was discussed in the classroom. The average for Items 19a and 20a are 81% and 80% believe the school should provide students and parents with information regarding cyberbullying.
Table 8

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Frequency/Percentage of items/answers with a response of 50% or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>n=49</td>
</tr>
<tr>
<td>Black</td>
<td>N=428</td>
</tr>
<tr>
<td>Hispanic</td>
<td>n=64</td>
</tr>
<tr>
<td>Native Am</td>
<td>n=27</td>
</tr>
<tr>
<td>White</td>
<td>n=1348</td>
</tr>
<tr>
<td>Other</td>
<td>n=90</td>
</tr>
</tbody>
</table>

1. Common cyberbullying at my school includes
   - A. cell phone calls or text messages
   - 33 57% 299 70% 33 52% 14 52% 760 56% 48 53%

2. Common cyberbullying messages at my school include
   - A. threatening to hurt someone
   - 27 55% 228 53% 34 53% 15 56% 620 46% 48 53%
   - B. telling lies about a person
   - 32 55% 232 54% 34 53% 8 30% 870 65% 56 62%

3. Common reasons for cyberbullying at my school are
   - A. boyfriend/girlfriend jealousy, rejection or breakups
   - 28 57% 256 60% 30 47% 10 37% 806 60% 51 57%
   - C. being picked on for not acting or looking like others
   - 29 59% 183 43% 35 55% 8 30% 628 47% 45 50%

4. My understanding of cyberbullying is based on
   - C. teachers talking about cyberbullying
   - 28 57% 180 42% 23 36% 11 41% 608 45% 36 40%

5. If someone tried to cyberbully me, I would
   - A. tell a teacher or my parent
   - 20 41% 211 49% 30 47% 11 41% 698 52% 42 47%
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Asian n=49</th>
<th>%</th>
<th>Black N=428</th>
<th>%</th>
<th>Hispanic n=64</th>
<th>%</th>
<th>Native Am n=27</th>
<th>%</th>
<th>White n=1348</th>
<th>%</th>
<th>Other n=90</th>
<th>%</th>
</tr>
</thead>
</table>
| 6. When teachers are told about cyberbullying, they say
  A. tell the principal or your parent | 33 67% | 286 67% | 41 64% | 14 52% | 882 65% | 51 57% |
| 7. When parents are told about cyberbullying, they say
  A. tell the principal or your teacher | 29 59% | 240 56% | 34 53% | 13 48% | 757 56% | 48 53% |
| 9. In the past year my teachers discussed cyberbullying
  A. never | 13 27% | 120 28% | 22 34% | 14 52% | 455 34% | 34 38% |
  B. 1 - 5 times | 30 61% | 189 44% | 33 52% | 10 37% | 696 52% | 36 40% |
| 10 In the past year, I have been a target of cyberbullies
  A. never | 38 78% | 303 71% | 48 75% | 22 81% | 982 73% | 57 63% |
  B. 1 - 5 times | 12 24% | 154 36% | 23 36% | 3 11% | 35 3% | 45 50% |
  C. 6 - 10 times | 2 4% | 34 8% | 2 3% | 4 15% | 8 1% | 85 94% |
  D. more than 10 times | 3 6% | 31 7% | 5 8% | 1 4% | 4 <1% | 63 70% |
| 11. In the past year, one or more of my friends has been a target of cyberbullies
  A. never | 32 65% | 205 48% | 33 52% | 19 70% | 41 3% | 73 81% |
  B. 1 - 5 times | 12 24% | 154 36% | 23 36% | 3 11% | 35 3% | 45 50% |
  C. 6 - 10 times | 2 4% | 34 8% | 2 3% | 4 15% | 8 1% | 85 94% |
  D. more than 10 times | 3 6% | 31 7% | 5 8% | 1 4% | 4 <1% | 63 70% |
| 12. In the past year, I have participated in cyberbullying
  A. never | 39 80% | 309 72% | 50 78% | 20 74% | 1,139 85% | 72 80% |
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Asian n=49</th>
<th>Black N=428</th>
<th>Hispanic n=64</th>
<th>Native Am n=27</th>
<th>White n=1348</th>
<th>Other n=90</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. In the past year, one or more of my friends has participated in cyberbullying</td>
<td>35 71%</td>
<td>231 54%</td>
<td>41 64%</td>
<td>21 78%</td>
<td>933 69%</td>
<td>55 61%</td>
</tr>
<tr>
<td>14. In the past year, I have presented myself online as someone else</td>
<td>40 82%</td>
<td>323 75%</td>
<td>44 69%</td>
<td>16 59%</td>
<td>1,136 84%</td>
<td>72 80%</td>
</tr>
<tr>
<td>15. In the past year, I have told lies online</td>
<td>32 65%</td>
<td>239 56%</td>
<td>39 61%</td>
<td>16 59%</td>
<td>952 71%</td>
<td>59 66%</td>
</tr>
<tr>
<td>16. In the past year my parents discussed cyberbullying</td>
<td>22 45%</td>
<td>226 53%</td>
<td>36 56%</td>
<td>17 63%</td>
<td>818 61%</td>
<td>51 57%</td>
</tr>
<tr>
<td>17. In my opinion cyberbullying is</td>
<td>19 39%</td>
<td>150 35%</td>
<td>18 28%</td>
<td>15 56%</td>
<td>394 29%</td>
<td>22 24%</td>
</tr>
<tr>
<td>18. Overall cyberbullying at my school is</td>
<td>17 35%</td>
<td>153 36%</td>
<td>25 39%</td>
<td>14 52%</td>
<td>492 37%</td>
<td>26 29%</td>
</tr>
<tr>
<td>19. The school should provide information to students about cyberbullying</td>
<td>45 92%</td>
<td>368 86%</td>
<td>50 78%</td>
<td>20 74%</td>
<td>1,092 81%</td>
<td>67 74%</td>
</tr>
</tbody>
</table>
Table 8 continued. Ethnicity frequency/percentage of items/answers with a response of 50% or higher

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Asian n=49</th>
<th>Black N=428</th>
<th>Hispanic n=64</th>
<th>Native Am n=27</th>
<th>White n=1348</th>
<th>Other n=90</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. The school should provide information to parents about cyberbullying</td>
<td>42 86%</td>
<td>368 86%</td>
<td>50 78%</td>
<td>20 74%</td>
<td>1,092 81%</td>
<td>67 74%</td>
</tr>
<tr>
<td>A. yes</td>
<td>49 100%</td>
<td>428 100%</td>
<td>64 100%</td>
<td>27 100%</td>
<td>1,348 100%</td>
<td>90 100%</td>
</tr>
</tbody>
</table>
Research Question 3

How are student perceptions reported on the cyberbullying poll
influenced by grade level?

This research question was of broad scope to all items in the poll. Table 7 presents the significant differences in items 1-8 due to the ability for respondents to answer all that apply to the items. Table 10 presents the frequency and percentage totals for items/answers with responses over 50% in relation to grade level. Not all items or answers are listed, only those items with a response rate of 50% or higher. Item 1a indicates as grade level increases cell phone calls or text messages are more common cyberbullying tactics at the schools. The 7th grade (n=458, 69%) and 8th grade (n=504, 67%) were more likely (p < .001) than 5th grader students (n=666, 41%) to indicate cell phone cyberbullying to be a problem at school. The information presented in item 2b indicates all grade levels agree most of the cyberbullying messages that occur at school are telling lies about a person with an average of 62%. The 7th grade (70%) exceedingly (p < .001) outvoted the 5th grade students (51%) in the most common cyberbullying messages are telling lies about a person. In item 3a the average response was 60% indicating the common reason for cyberbullying at school are boyfriend/girlfriend jealousy, rejection or breakups. The 8th grade (72%) tremendously (p < .001) outvoted the 5th grade students (44%) as this being the common reason for cyberbullying. Item 6a asks the question, when teachers are told about cyberbullying, they recommend telling the principal or a parent. The average response for all grade levels was 66%, with the 7th grade (75%)
substantially \((p < .001)\) in outvoting the 5th grade (56\%) was to tell the principal or a parent. Item 9b addressed the school's knowledge of cyberbullying and how often it was discussed in the classroom. The views varied between grade level with the average being 51\%, on how often teachers discuss cyberbullying in the classroom. The dominant view was presented by the 7th grade (65\%) and the least being the 5th grade (31\%) on how often cyberbullying was discussed in the classroom. The average for Items 19a and 20a are 82\% and 79\% indicate the school should provide students and parents with information regarding cyberbullying.
Table 9
Grade level frequency/percentage of items/answers with a response of 50% or higher

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>5th (n=666)</th>
<th>6th (n=374)</th>
<th>7th (n=458)</th>
<th>8th (n=504)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Common cyberbullying at my school includes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. cell phone calls or text messages</td>
<td>270</td>
<td>189</td>
<td>316</td>
<td>340</td>
<td>67%</td>
</tr>
<tr>
<td>2. Common cyberbullying messages at my school include</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. threatening to hurt someone</td>
<td>294</td>
<td>191</td>
<td>234</td>
<td>251</td>
<td>50%</td>
</tr>
<tr>
<td>B. telling lies about a person</td>
<td>340</td>
<td>229</td>
<td>320</td>
<td>340</td>
<td>67%</td>
</tr>
<tr>
<td>3. Common reasons for cyberbullying at my school are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. boyfriend/girlfriend jealousy, rejection or breakups</td>
<td>296</td>
<td>211</td>
<td>314</td>
<td>361</td>
<td>72%</td>
</tr>
<tr>
<td>C. being picked on for not acting or looking like others</td>
<td>217</td>
<td>190</td>
<td>257</td>
<td>262</td>
<td>52%</td>
</tr>
<tr>
<td>4. My understanding of cyberbullying is based on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. teachers talking about cyberbullying</td>
<td>174</td>
<td>126</td>
<td>289</td>
<td>294</td>
<td>58%</td>
</tr>
<tr>
<td>5. If someone tried to bully me, I would</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell a teacher or my parent</td>
<td>402</td>
<td>187</td>
<td>232</td>
<td>190</td>
<td>38%</td>
</tr>
<tr>
<td>6. When teachers are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your parent</td>
<td>372</td>
<td>217</td>
<td>345</td>
<td>371</td>
<td>74%</td>
</tr>
<tr>
<td>7. When parents are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your teacher</td>
<td>373</td>
<td>207</td>
<td>247</td>
<td>293</td>
<td>58%</td>
</tr>
<tr>
<td>9. In the past year my teachers discussed cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>204</td>
<td>167</td>
<td>299</td>
<td>323</td>
<td>64%</td>
</tr>
<tr>
<td>10 In the past year, I have been a target of cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>481</td>
<td>256</td>
<td>352</td>
<td>359</td>
<td>71%</td>
</tr>
<tr>
<td>11. In the past year, one or more of my friends has been a target of cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>364</td>
<td>180</td>
<td>258</td>
<td>259</td>
<td>51%</td>
</tr>
<tr>
<td>12. In the past year, I have participated in cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>578</td>
<td>289</td>
<td>381</td>
<td>381</td>
<td>76%</td>
</tr>
<tr>
<td>13. In the past year, one or more of my friends has participated in cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>467</td>
<td>241</td>
<td>307</td>
<td>301</td>
<td>60%</td>
</tr>
</tbody>
</table>
Table 9 continued. Grade level frequency/percentage of items/answers with a response of 50% or higher

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>14. In the past year, I have presented myself online as someone else</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>560</td>
<td>296</td>
<td>376</td>
<td>398</td>
</tr>
<tr>
<td></td>
<td>84%</td>
<td>79%</td>
<td>82%</td>
<td>79%</td>
</tr>
<tr>
<td>15. In the past year, I have told lies online</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>495</td>
<td>244</td>
<td>294</td>
<td>303</td>
</tr>
<tr>
<td></td>
<td>74%</td>
<td>65%</td>
<td>64%</td>
<td>60%</td>
</tr>
<tr>
<td>16. In the past year my parents discussed cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>412</td>
<td>190</td>
<td>260</td>
<td>304</td>
</tr>
<tr>
<td></td>
<td>62%</td>
<td>51%</td>
<td>57%</td>
<td>60%</td>
</tr>
<tr>
<td>19. The school should provide information to students about cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. yes</td>
<td>537</td>
<td>298</td>
<td>401</td>
<td>405</td>
</tr>
<tr>
<td></td>
<td>81%</td>
<td>80%</td>
<td>88%</td>
<td>80%</td>
</tr>
<tr>
<td>20. The school should provide information to parents about cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. yes</td>
<td>532</td>
<td>298</td>
<td>382</td>
<td>365</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>80%</td>
<td>83%</td>
<td>72%</td>
</tr>
<tr>
<td>Totals</td>
<td>666</td>
<td>374</td>
<td>458</td>
<td>504</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Research Question 4

How are student perceptions reported on the cyberbullying poll
influenced by age?

This research question was of broad scope to all items in the poll. Table 7 presents the significant differences in items 1-8 due to the ability for respondents to answer all that apply to the items. Table 11 presents the frequency and percentage totals for items/answers with responses over 50% in relation to age. Not all items or answers are listed, only those items with a response rate of 50% or higher. Eleven total students indicated to be 18 or 19 years old on the poll which was not possible due to the fact that the polling only took place up to 8th grade. Their information was not included in the table and will not be presented as a stand alone in the descriptive statistics section, including the mentioned averages. Item 1a indicates as age increases cell phone calls or text messages are more common cyberbullying tactics at the schools with an average of 58%. Fourteen year olds (n=445, 68%) indicated cells phones to be the biggest problem ($p < .001$) with 10 year olds (n=263) indicated cell phone cyberbullying at school to be a problem at 38%. The information presented in item 2b indicates all ages agree ($p < .001$) most of the cyberbullying messages that occur at school are telling lies about a person with an average of 57%. Thirteen year olds (n=456, 69%) indicated at the highest percentage while 11 year olds (43%) indicated at the lowest percentage. In item 3a the average response was 55% indicating the common reason for cyberbullying at school are boyfriend/girlfriend jealousy, rejection or breakups. Thirteen year olds (70%) impressively ($p < .001$)
outvoted 10 year olds (42%) in indicating the common reason for cyberbullying was relationship problems. Item option 6a asks the question, when teachers are told about cyberbullying, they recommend telling the principal or a parent. The average response for all grade levels was 60%, with the highest coming from 14 year olds (n=445, 76%), who outvoted ($p < .001$) 10 year olds (50%) which was the lowest, was to tell the principal or a parent. Item 9 addressed the schools’ knowledge of cyberbullying and how often it was discussed in the classroom. The views varied between age with 9a and 9b having the same average of 43%. Item 9a indicates that the teacher never addresses cyberbullying in the classroom. Fifteen year olds (n=5, 80%) indicated the teacher never addresses cyberbullying in the classroom with 13 year olds (n=456, 17%) indicating the lowest about never being address in the classroom and the highest at 66% on 9b addressing cyberbullying 1-5 times. The average for Items 19a and 20a are 75% and 73% indicating the school should provide students and parents with information regarding cyberbullying. Worth noting were 15 year olds (n=5, 60%) indicating that the school should not provide information regarding cyberbullying on both 19b and 20b.
Table 10

**Age frequency/percentage of items/answers with a response of 50% or higher**

| Age       | 10   | %    | 11   | %    | 12   | %    | 13   | %    | 14   | %    | 15   | %    | 18   | %    | 19   | %    | Total n=263 | n=419 | n=404 | n=456 | n=445 | n=5 | n=1 | n=10 |
|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-----------------|-------|-------|-------|-------|-----|-----|------|
| 1. Common cyberbullying at my school includes
A. cell phone calls or text messages | 99   | 38%  | 185  | 44%  | 220  | 54%  | 300  | 66%  | 302  | 68%  | 4    | 80%  | 1    | 100% | 5    | 50%  |
| 2. Common cyberbullying messages at my school include
A. threatening to hurt someone | 116  | 44%  | 179  | 43%  | 200  | 50%  | 241  | 53%  | 229  | 51%  | 2    | 40%  | 0    | 0%   | 3    | 30%  |
B. telling lies about a person | 119  | 45%  | 235  | 56%  | 263  | 65%  | 314  | 69%  | 293  | 66%  | 2    | 40%  | 0    | 0%   | 4    | 40%  |
C. exposing secrets to an audience | 70   | 27%  | 121  | 29%  | 169  | 42%  | 198  | 43%  | 188  | 42%  | 3    | 60%  | 0    | 0%   | 2    | 20%  |
D. sexual harassment | 28   | 11%  | 48   | 11%  | 60   | 15%  | 96   | 21%  | 107  | 24%  | 3    | 60%  | 1    | 100% | 4    | 40%  |
| 3. Common reasons for cyberbullying at my school are
A. boyfriend/girlfriend jealousy, rejection or breakups | 110  | 42%  | 198  | 47%  | 245  | 61%  | 319  | 70%  | 306  | 69%  | 2    | 40%  | 0    | 0%   | 4    | 40%  |
C. being picked on for not acting or looking like others | 92   | 35%  | 143  | 34%  | 213  | 53%  | 232  | 51%  | 238  | 53%  | 4    | 80%  | 0    | 0%   | 4    | 40%  |
D. revenge for being mistreated by someone | 78   | 30%  | 124  | 30%  | 155  | 38%  | 192  | 42%  | 185  | 42%  | 3    | 60%  | 0    | 0%   | 4    | 40%  |
Table 10 continued. Age frequency/percentage of items/answers with a response of 50% or higher

<table>
<thead>
<tr>
<th>Age</th>
<th>10 %</th>
<th>11 %</th>
<th>12 %</th>
<th>13 %</th>
<th>14 %</th>
<th>15 %</th>
<th>18 %</th>
<th>19 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. My understanding of cyberbullying is based on</td>
<td>59 22%</td>
<td>130 31%</td>
<td>165 41%</td>
<td>276 61%</td>
<td>248 56%</td>
<td>3 60%</td>
<td>0 0%</td>
<td>5 50%</td>
</tr>
<tr>
<td>C. teachers talking about cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. If someone tried to cyberbully me, I would</td>
<td>162 62%</td>
<td>250 60%</td>
<td>209 52%</td>
<td>217 48%</td>
<td>168 38%</td>
<td>1 20%</td>
<td>0 0%</td>
<td>3 30%</td>
</tr>
<tr>
<td>A. tell a teacher or my parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. When teachers are told about cyberbullying, they say</td>
<td>132 50%</td>
<td>257 61%</td>
<td>253 63%</td>
<td>322 71%</td>
<td>338 76%</td>
<td>2 40%</td>
<td>0 0%</td>
<td>2 20%</td>
</tr>
<tr>
<td>A. tell the principal or your parent</td>
<td>89 34%</td>
<td>100 24%</td>
<td>89 22%</td>
<td>94 21%</td>
<td>85 19%</td>
<td>3 60%</td>
<td>0 0%</td>
<td>3 30%</td>
</tr>
<tr>
<td>B. ignore it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. When parents are told about cyberbullying, they say</td>
<td>149 57%</td>
<td>247 59%</td>
<td>210 52%</td>
<td>255 56%</td>
<td>253 57%</td>
<td>3 60%</td>
<td>0 0%</td>
<td>2 20%</td>
</tr>
<tr>
<td>A. tell the principal or your teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. In the past year my teachers discussed cyberbullying</td>
<td>159 60%</td>
<td>206 49%</td>
<td>125 31%</td>
<td>76 17%</td>
<td>84 19%</td>
<td>4 80%</td>
<td>0 0%</td>
<td>3 30%</td>
</tr>
<tr>
<td>A. never</td>
<td>71 27%</td>
<td>145 35%</td>
<td>198 49%</td>
<td>301 66%</td>
<td>272 61%</td>
<td>1 20%</td>
<td>0 0%</td>
<td>4 40%</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. In the past year, I have been a target of cyberbullies</td>
<td>198 75%</td>
<td>294 70%</td>
<td>293 73%</td>
<td>327 72%</td>
<td>323 73%</td>
<td>5 100%</td>
<td>0 0%</td>
<td>7 70%</td>
</tr>
<tr>
<td>A. never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 10 continued. Age frequency/percentage of items/answers with a response of 50% or higher

<table>
<thead>
<tr>
<th>Age</th>
<th>10</th>
<th>%</th>
<th>11</th>
<th>%</th>
<th>12</th>
<th>%</th>
<th>13</th>
<th>%</th>
<th>14</th>
<th>%</th>
<th>15</th>
<th>%</th>
<th>18</th>
<th>%</th>
<th>19</th>
<th>%</th>
</tr>
</thead>
</table>
| 11. In the past year, one or more of my friends has been a target of cyberbullies  
A. never | 145 | 55% | 222 | 53% | 216 | 53% | 243 | 53% | 225 | 51% | 4 | 80% | 0 | 0% | 5 | 50% |
| 12. In the past year, I have participated in cyberbullying  
A. never | 238 | 90% | 359 | 86% | 325 | 80% | 370 | 81% | 327 | 73% | 4 | 80% | 0 | 0% | 4 | 40% |
| 13. In the past year, one or more of my friends has participated in cyberbullying  
A. never | 190 | 72% | 285 | 68% | 281 | 70% | 290 | 64% | 259 | 58% | 4 | 80% | 0 | 0% | 5 | 50% |
| 14. In the past year, I have presented myself online as someone else  
A. never | 229 | 87% | 345 | 82% | 329 | 81% | 374 | 82% | 343 | 77% | 4 | 80% | 0 | 0% | 5 | 50% |
| 15. In the past year, I have told lies online  
A. never | 201 | 76% | 311 | 74% | 263 | 65% | 289 | 63% | 262 | 59% | 4 | 80% | 0 | 0% | 6 | 60% |
| 16. In the past year my parents discussed cyberbullying  
A. never | 172 | 65% | 239 | 57% | 211 | 52% | 259 | 57% | 276 | 62% | 3 | 60% | 0 | 0% | 8 | 80% |
| 18. Overall cyberbullying at my school is  
A. not a problem at all | 119 | 45% | 178 | 42% | 135 | 33% | 137 | 30% | 148 | 33% | 3 | 60% | 0 | 0% | 5 | 50% |
<table>
<thead>
<tr>
<th>Age</th>
<th>10</th>
<th>%</th>
<th>11</th>
<th>%</th>
<th>12</th>
<th>%</th>
<th>13</th>
<th>%</th>
<th>14</th>
<th>%</th>
<th>15</th>
<th>%</th>
<th>18</th>
<th>%</th>
<th>19</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. The school should provide information to students about cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. yes</td>
<td>202</td>
<td>77%</td>
<td>345</td>
<td>82%</td>
<td>340</td>
<td>84%</td>
<td>388</td>
<td>85%</td>
<td>354</td>
<td>80%</td>
<td>2</td>
<td>40%</td>
<td>1</td>
<td>100%</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>B. no</td>
<td>55</td>
<td>21%</td>
<td>68</td>
<td>16%</td>
<td>59</td>
<td>15%</td>
<td>61</td>
<td>13%</td>
<td>85</td>
<td>19%</td>
<td>3</td>
<td>60%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>20. The school should provide information to parents about cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. yes</td>
<td>205</td>
<td>78%</td>
<td>343</td>
<td>82%</td>
<td>333</td>
<td>82%</td>
<td>365</td>
<td>80%</td>
<td>326</td>
<td>73%</td>
<td>2</td>
<td>40%</td>
<td>1</td>
<td>100%</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>B. no</td>
<td>55</td>
<td>21%</td>
<td>75</td>
<td>18%</td>
<td>69</td>
<td>17%</td>
<td>90</td>
<td>20%</td>
<td>116</td>
<td>26%</td>
<td>3</td>
<td>60%</td>
<td>0</td>
<td>0%</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>22. The amount of time I spend on a cell phone daily is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. I don't use a cell phone</td>
<td>136</td>
<td>52%</td>
<td>165</td>
<td>39%</td>
<td>123</td>
<td>30%</td>
<td>102</td>
<td>22%</td>
<td>69</td>
<td>16%</td>
<td>2</td>
<td>40%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>E. 5 or more hours per day</td>
<td>12</td>
<td>5%</td>
<td>46</td>
<td>11%</td>
<td>65</td>
<td>16%</td>
<td>132</td>
<td>29%</td>
<td>163</td>
<td>37%</td>
<td>3</td>
<td>60%</td>
<td>0</td>
<td>0%</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Totals</td>
<td>263</td>
<td>100%</td>
<td>419</td>
<td>100%</td>
<td>404</td>
<td>100%</td>
<td>456</td>
<td>100%</td>
<td>445</td>
<td>100%</td>
<td>5</td>
<td>100%</td>
<td>1</td>
<td>100%</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>
Research Question 5

How are student perceptions reported on the cyberbullying poll influenced by school location?

This research question was of broad scope to all items in the poll. Table 7 presents the significant differences in items 1-8 due to the ability for respondents to answer all that apply to the items. Table 12 presents the frequency and percentage totals for items/answers with responses over 50% in relation to grade level. Not all items or answers are listed, only those items with a response rate of 50% or higher. Item 1a indicates the Junior High (JH 101) (n=962, 68%) greatly ($p < .001$) outvoted the Elementary School (ES 103) (n=587, 47%) in cell phone calls or text messages that occur at school location, the average percent was 51% for all schools. Item 2 indicated two possible answers worth discussing. Item 2a indicated the Intermediate (MS 102) (n=457, 57%) and JH 101 (51%) agree ($p < .001$) that threatening to hurt someone was a common message in cyberbullying. The information presented in item 2b indicates all school locations agree most of the cyberbullying messages that occur at school are telling lies about a person with an average of 59%. The JH 101 (69%) overwhelmingly ($p < .001$) outvoted MS 102 (52%) in common cyberbullying messages are telling lies about a person. In item 3a the average response was 56% indicating the common reason for cyberbullying at school are boyfriend/girlfriend jealousy, rejection or breakups with the JH 101 (70%) extremely ($p < .001$) outvoting ES 103 (47%) in indicating the common reason for cyberbullying. Worth noting was item 3c where the JH 101 (54%) indicates another common reason for cyberbullying
at the school was being picked on for not acting or looking like others. Item 6a asks the question, when teachers are told about cyberbullying, they recommend telling the principal or parent. The average response for all school locations was 63%, with the highest coming from JH 101 (74%), which immensely ($p < .001$) outvoted ES 103 (54%) the lowest, was to tell the principal or a parent. Item 9 addressed the schools’ knowledge of cyberbullying and how often it was discussed in the classroom. The views varied between school locations causing a split on which answers were chosen. Item 9a was picked by the ES 103 (n=587, 61%) indicated that the teachers never discuss cyberbullying. While the MS 102 (n=457, 45%) and the JH 101 (n=962, 65%) indicated that the teachers discussed cyberbullying 1-5 times in the past year. The average for Items 19a and 20a are 82% and 82% indicating the school should provide students and parents with information regarding cyberbullying.
Table 11

School frequency/percentage of items/answers with a response of 50% or higher

<table>
<thead>
<tr>
<th>School</th>
<th>ES 103 n=587</th>
<th>JH 101 n=962</th>
<th>MS 102 n=457</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Common cyberbullying at my school includes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. cell phone calls or text messages</td>
<td>276</td>
<td>47%</td>
<td>658</td>
</tr>
<tr>
<td>2. Common cyberbullying messages at my school include</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. threatening to hurt someone</td>
<td>223</td>
<td>38%</td>
<td>488</td>
</tr>
<tr>
<td>B. telling lies about a person</td>
<td>335</td>
<td>57%</td>
<td>660</td>
</tr>
<tr>
<td>3. Common reasons for cyberbullying at my school are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. boyfriend/girlfriend jealousy, rejection or breakups</td>
<td>274</td>
<td>47%</td>
<td>675</td>
</tr>
<tr>
<td>C. being picked on for not acting or looking like others</td>
<td>213</td>
<td>36%</td>
<td>519</td>
</tr>
<tr>
<td>4. My understanding of cyberbullying is based on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. teachers talking about cyberbullying</td>
<td>139</td>
<td>24%</td>
<td>586</td>
</tr>
<tr>
<td>5. If someone tried to cyberbully me, I would</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell a teacher or my parent</td>
<td>307</td>
<td>52%</td>
<td>422</td>
</tr>
<tr>
<td>6. When teachers are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your parent</td>
<td>317</td>
<td>54%</td>
<td>716</td>
</tr>
<tr>
<td>7. When parents are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your teacher</td>
<td>313</td>
<td>53%</td>
<td>538</td>
</tr>
<tr>
<td>9. In the past year my teachers discussed cyberbullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>359</td>
<td>61%</td>
<td>156</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>164</td>
<td>28%</td>
<td>623</td>
</tr>
<tr>
<td>10. In the past year, I have been a target of cyberbullies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>423</td>
<td>72%</td>
<td>713</td>
</tr>
<tr>
<td>11. In the past year, one or more of my friends has been a target of cyberbullies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>309</td>
<td>53%</td>
<td>517</td>
</tr>
<tr>
<td>12. In the past year, I have participated in cyberbullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>497</td>
<td>85%</td>
<td>761</td>
</tr>
<tr>
<td>School</td>
<td>ES 103 n=587</td>
<td>%</td>
<td>JH 101 n=962</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>----</td>
<td>--------------</td>
</tr>
<tr>
<td>13. In the past year, one or more of my friends has participated in cyberbullying</td>
<td>A. never</td>
<td>401 68%</td>
<td>607 63%</td>
</tr>
<tr>
<td>14. In the past year, I have presented myself online as someone else</td>
<td>A. never</td>
<td>487 83%</td>
<td>772 80%</td>
</tr>
<tr>
<td>15. In the past year, I have told lies online</td>
<td>A. never</td>
<td>429 73%</td>
<td>596 62%</td>
</tr>
<tr>
<td>16. In the past year my parents discussed cyberbullying</td>
<td>A. never</td>
<td>376 64%</td>
<td>568 59%</td>
</tr>
<tr>
<td>19. The school should provide information to students about cyberbullying</td>
<td>A. yes</td>
<td>455 78%</td>
<td>804 84%</td>
</tr>
<tr>
<td>20. The school should provide information to parents about cyberbullying</td>
<td>A. yes</td>
<td>454 77%</td>
<td>804 84%</td>
</tr>
<tr>
<td>Totals</td>
<td>587 100%</td>
<td>962 100%</td>
<td>457 100%</td>
</tr>
</tbody>
</table>
Research Question 6

How do principals perceive the usefulness of internet polling in addressing cyberbullying as an issue of concern in the continuous improvement plan?

The results of the principal interviews are not the most useful due to the movement of the principals that conducted the original interviews and agreed to participate in the study. Of the three schools that participated only one of the principals is at the same school, although all were given the results before changing positions. The new principals at the two schools were not interested in the data collected and never disseminated the information to stakeholders or considered the information for the school continuous improvement plan for this poll. The principal at JH 101 is still the principal. This section will cover his perceptions of the polling process within the school. Initial uses of the polls will incorporate the views of all the principals since they all administered the polls at the school while still being in charge. All the principals had insight to the polling process, but two of the principals were not available to address the data at the school before moving on to different positions.

Use of Polling Methodology

Method Reviewed for Polling

After having multiple discussions with principals about the best way to administer the polls within the schools one method was determined. The schools that conducted the internet polling decided to schedule lab time for the students to complete the polls. Each student was given the school code and then randomly assigned an individual code to take the survey. Each student received
an individual sheet of paper that listed the instructions, entry password, school code, and random individual code for completion of the poll (Appendix C). This was the most stringent way to prevent the likelihood of double polling. Each computer in the lab had the url link pinned to the desktop so that the students simply clicked the link which took them to the poll entry page. The teachers in the elementary schools assisted in getting their students through the login screen and assisted with any vocabulary difficulties the students had during the polling process. The polling took place over a two week time frame.

The original two week completion time frame for the schools was adequate for the schools to complete the polling process. The principal used the weekly participation information to encourage students to complete the poll. The principals designated their technology person to develop a schedule to ensure the maximum number of students participated in the polling. They did not reschedule children who were absent on the day their class was scheduled to go to the lab. The schools were able to go online and view the results as the classes completed the polling process.

Advantages and Disadvantages

The advantages and disadvantages were asked of principals immediately following the completion of the polling. Overall, principals were pleased with the polling process being completed in the school. Some of the advantages mentioned by the principals were maximum participation of students, ease of use, speed of viewable results, simplicity in understanding the results and gaining student views on topics. The results provided to the principals can be
found in Appendix F. The disadvantages noted by principals were minor but one worth mentioning was the travel time from the classroom to the computer lab in the spring when students are restless. Principals indicated the information gained from the polls was useful but might be more helpful if administered in the fall semester since half of the students that participated in the poll would be moving on to a different school at the end of the year. Of the three principals that participated in the polls one that moved to a different school would like to continue the use of the polls as a means to gain student perception of the environment.

Reaction to Student Answers

All the principals were surprised by the amount of cyberbullying that takes place within the school. Some initial responses included a way to block cell phones within the schools and to develop a policy about cyberbullying. The principal at JH 101 was going to include a flyer for parents at the beginning of the school year for parents to view in regards to cyberbullying; however he did not say how much of the information from his own school he would include. The principal from ES 103 moved to another school but did say he was going to include a link on the website of the school to cyberbullying information as well as discuss the issue with teachers about talking with the students. All principals were fairly guarded about the information from the poll and did not have a set solution on how to handle the data.
Final Meeting with JH 101 Principal

The principal at JH 101 asked a more probing question, “What does this information really mean in relation to the school?” He was informed that cyberbullying impacts learning conditions and be used to help with school improvement. The principal at JH 101 considered including the information in the following years continuous improvement plan but did not due to the change of superintendent and did not want the school to be viewed as having problems. He did meet with teachers to raise awareness of the methods being used to cyberbully within the school. The principal at JH 101 also indicated that he would be interested to know the parents views on cyberbullying and their awareness of the issue.
Chapter 5
Discussion

Introduction

In summarizing the study all the various influences within the school setting as related to location, gender, age, ethnicity, and grade level pertaining to the conditions of learning related to cyberbullying and the impact on the continuous improvement planning process were addressed. Pearson chi-square was used to analyze the data in questions 1-8 due to the ability of the respondents to answer multiple choice under each question. Frequency and percentages were used for all questions in the study. The purpose of the research was to examine the usefulness of internet polling as a viable means to collect data from students about school safety and as well as being tied to cyberbullying to assist stakeholders in making decisions for continuous improvement planning. The direct input from students for school improvement is currently judged by test scores alone and not their perceptions on conditions of learning. Internet polling can provide a means for student input in assisting administrators and teachers in creating a continuous improvement plan to meet the needs of the students. Gaining the students’ perspective on learning conditions and preferences of learning in the classroom can help the schools provide a more fluid continuous improvement plan (Strom, et al., 2008).
Research Questions

1. How are student perceptions reported on the cyberbullying poll influenced by gender?
2. How are student perceptions reported on the cyberbullying poll influenced by ethnicity?
3. How are student perceptions reported on the cyberbullying poll influenced by grade level?
4. How are student perceptions reported on the cyberbullying poll influenced by age?
5. How are student perceptions for cyberbully poll items influenced by school location?
6. How do principals perceive the usefulness of internet polling in addressing cyberbullying as an issue of concern in the continuous improvement plan?

Summary of Findings

All summaries directly pertain to items addressed in the findings section of the dissertation; some additional finding may be pertinent to the overall difference or similarities within each area. The items addressed most in this study were 1, 2, 3, 6, 9, 19, and 20. These items relate to the conditions of learning that can be altered within the school setting.

Gender

The data for questions 1-8 presented a significant difference in 17 of the 32 possibilities and was the second least significant influence on cyberbullying in the school setting. The majority of students indicated that common cyberbullying
at the school was done by means of cell phone with 58% females and 53% of males considering this to be the dominant method. The majority of students also indicated that common messages and reasons for cyberbullying was to tell lies about a person (male 55%, female 68%) and boyfriend/girlfriend jealousy, rejection or breakups (male 52%, female 67%). When teachers are told about cyberbullying taking place their response was to tell a principal or parent (male 71%, female 59%). Both male and female indicated the school should provide information about cyberbullying to students and parents at a rate of over 74%.

Ethnicity

The data for questions 1-8 presented a significant difference in 8 of the 32 possibilities and was the least significant influence on cyberbullying in the school setting. Over 70% of blacks indicate cell phone calls or text messaging was the common method for cyberbullying at the school. Whites (60%) had the dominant percentage in regards to cyberbullying messages are used to tell lies about a person. Blacks (60%) and Whites (60%) indicated the major reason for cyberbullying was due to boyfriend/girlfriend jealousy, rejection or breakups. All ethnicities indicated the school should provide information about cyberbullying to students and parents at a rate of 74% or more.

Grade Level

The data for questions 1-8 presented a significant difference in 25 of the 32 possibilities, which was the same as school location. As the grade level increases the percentages increase until 7th and 8th grade when the percentages are about the same for each item analyzed. The notable difference occurs in
items 19 and 20 when all grade levels indicate the school should provide information to students and parents about cyberbullying at or above 80%, except for 8th graders indicate the school should provide information to parents at 72%.

Age

The data for questions 1-8 presented a significant difference in 23 of the 32 possibilities and was the third most significant influence on cyberbullying in the school setting. Eleven total students indicated to be 18 or 19 years old on the poll which was not possible due to the fact that the polling only took place up to 8th grade. Out of the total population 11 students did not impact the results. Common cyberbullying in relation to cell phone use increased as age increased with 15 year olds indicating the tactic 80% of the time. Common messages of cyberbullying about telling lies about a person ranged 45% to 69% in ages 10-15. The data presented that 15 year olds also indicate exposing secrets to an audience and sexual harassment takes place 60% of the time. The results of item 9 indicate as students increase in age teachers discuss the issues related to cyberbullying at a greater extent. Ages 10-14 indicate the school should provide information about cyberbullying to students and parents at 73% and above. Fifteen year olds indicate information does not need to be provided at a rate of 60%, but 15 year olds also spend 5 or more hours a day on the cell phone at 60%.

School Location

The data for questions 1-8 presented a significant difference in 25 of the 32 possibilities, which was the same as grade level. Common cyberbullying at
the schools are cell phone calls or text messages and was dominant at 68% for Junior High 101. Common cyberbullying messages sent are >50% for JH 101 and Intermediate 102 threatening to hurt someone or telling lies about a person. Different school locations also discussed cyberbullying at a difference of over 30%, with Elementary 103 teachers never discussing cyberbullying 61% of the time and JH 101 teachers discussing cyberbullying 65% 1-5 times a year. All schools indicated the need to provide students and parents with information pertaining to cyberbullying above 77% of the time.

Principal Perceptions

Principals were pleased with the overall polling process and appreciated the ability to view results almost instantly. The principals also were pleased with using in-house computer labs to provide maximum participation, but indicated student downtime in the hall ways and entering the lab a little burdensome due to the administration of the polls in the spring after mandated testing. The school leaders appreciated the student insight into cyberbullying but felt it would be better if the poll was administered in the fall semester since half the students that participated in the polling process would be attending a different school. JH 101 principal wanted to use the information in the continuous improvement plan but decided it would not be prudent with a new superintendent taking over and negative conditions would be reported.
Conclusions

Due to the variety of areas the study covers the conclusions section will be divided into sections based on gender, ethnicity, grade level, age, school location and principal perceptions.

Gender

Gender had minor implications in determining the perceptions of cyberbullying within the school setting. Most items were relatively close in relation to percentages with a large number of respondents. Females were more prone to tell lies about another person via the cell phone but they also spent twice the amount of time on the cell phone when addressing the 5 or more hours a day answer. This study did not discover any additional information to contradict Walker’s (2009) study with regards to gender issues related to cyberbullying, only the percentages were different. Gender was not a major problem for schools when addressing the needs of the school within the continuous improvement plan. Females need to be educated on the impact of telling lies online and how it can negatively impact the target.

Ethnicity

Ethnicity had the least influence on determining the perceptions of cyberbullying within the school setting. Ethnicity does not follow the rationale of group influence within a race. This might be because the polling was private and anonymous to the individual responding to the poll. Although pulling the ethnicity out of the information provided by the poll does indicate a significant difference in perception this study was conducted in the same town/system; therefore,
respondents might hold to the same beliefs. In looking at desegregated data from state mandated testing, ethnicity is a key component in making AYP, however in addressing cyberbullying a student was a student no matter the race.

Grade Level

Grade level was an important factor in determining the perceptions students had about cyberbullying. This would reaffirm part of the group influence characteristics since students in the same grade often have the same teachers and spend a great deal of time together. However, the grade levels were not independent of school locations. Two of the three schools overlapped in grades 5 and 6. The schools overlap in grade levels the same curriculum was being administered at the schools which would allow for a conclusion to be drawn that grade levels experience the same issues as related to cyberbullying. The continuous improvement plan should address appropriate measures in relation to grade level when denoting issues pertaining to cyberbullying.

Age

Age was ranked in the middle of the scale when identifying the perceptions students had about cyberbullying. The access to technologies, although increasing, at younger ages and still holding on to the “innocence” in younger children did not demonstrate the level of cyberbullying that occurred in older students. The older students have greater access to cell phones, websites, etc. due to the increased freedom associated with getting older. More websites are using polling to attract children with access to the internet and specific age
groups can be targeted. This poll easily depicts the increase in usage as the students increase in age.

School Location

School location and grade level were the most important factor in determining the perceptions students had about cyberbullying. School location also depicts a difference in socio-economics in grades 5 and 6 with 7th and 8th grades blending students from both schools. This impacts the students’ availability to technology outside of the school setting. Since continuous improvement plans are developed at each individual school the administrators need to be aware of the population they are serving and how the location of a school can impact the learning conditions within the building. This applies to teachers teaching in the building and the information being presented to students about cyberbullying. Access to technology varies from school due to wealth within the building, so the wealthier the school more potential for access to technologies to cyberbully.

Principal Perceptions

Principals liked the polling process and the quickness of receiving results but did not really want to disseminate the information to the students which was counterproductive when including student voice in decision making. As a result, a few pamphlets being available in the front office, no major changes took place in the school. It can stand to reason; students did not see any benefits from participating in the poll and will less likely being willing to spend the time to complete the next poll if presented with the opportunity. Principals reported two
weeks was enough time for a school to complete the polling process in a computer lab setting, even for large schools as long as a solid schedule was developed. Principals do not want to include information in the continuous improvement plan that might be viewed as negative toward the learning environment at their school. A better understanding of how to incorporate the information from the poll into the continuous improvement plan for principals was to eliminate the negative connotations associated with learning environments that appear to be affecting the students. This can be done by assisting principals during the analyzing and writing phase of the plan to help in the wording of the identified areas of weakness.

Implications

Limitations

The study sought to explore student perceptions about cyberbullying and the impact their views could have on the continuous improvement plan for schools. One of the limitations noted was that principals wanted to give the polls after state mandated test. The polls were not administered until the first part of May. Although the principals could see the results almost instantly there was not enough time in the school year to implement a change mechanism to benefit the students who participated in the polling process. Two of the schools that participated only house two grades which means even if the principals included the information in the continuous improvement plans it would only be useful to half the students that took the poll. Another limitation was the poll was administered in an area of the school district that was similar to locale; the views
of students in the rural part of the district were not considered and may have produced different results, especially in access to technology. So the study cannot be generalized to all schools within the county. A limitation that was not expected was the lack of willingness to disseminate the information in fear of retribution of a new superintendent. Since the Board members and superintendent are elected officials in the county, politics became a major part of the decision in releasing results that might negatively impact a principal’s future aspiration for running for superintendent. A follow-up workshop for the principals to gain greater insight on how to incorporate the results into the continuous improvement plan was not completed due to the lack of interest in using the results. The greatest limitation of the study presented was when two of the three principals changed schools during the process and their replacements did not want to continue the process of trying to implement the results into the continuous improvement plan.

Recommendations

Recommended actions for improving the polling process

General recommendations for the polling process that were noticed in this study were the complexity of issuing every student their own individual code as well as having the students input the school code. This was a valuable tool to use if the students are to complete the polls from home, but when the schools agree to complete the polls at school in a lab setting only a school code was needed. There needs to be a way to grey out choices that are not possible or not even provide the options to the school in the demographic questions, for example,
since the poll was administered to 5th through 8th grade all other grades should be blocked and the only the ages that correspond to those grades should be allowed as a choice. There needs to be a question on the cyberbullying poll that asks, “Do you own or access to a cell phone/internet?” This would assist in answering access as related to socio-economic issues within the school setting. Encourage principals to give the poll during the fall semester so a change can take place that was visible to students. If the schools insist on giving the poll after testing in the spring, allow the feeder schools to have access to the data gathered from the other schools that will be feeding into them.

Recommendations for Practices

- Principal meeting- work with school administrators to help with the selection of polls of interest within the school.
- Student vote- allow the students to vote on the polls that are of interest to them. Provide the poll name and a brief synopsis of the content within the poll.
- Timeline- Set a timeline for completion (no more than two weeks) and schedule time in a school lab for students to take the poll during the fall semester. This will ensure the maximum number of students participate and will assist in preventing students from double voting.
- Data Interpretation- set a time within two weeks of completion to cover the data with the principal to assist in questions they may have about the information.
Although it was easy to read and understand, probing questions on the topic might need to be asked to effectively enhance the learning environment.

- Post Poll- administer the same poll in the spring semester after state testing has been completed. This needs to happen to assist in determining if the implemented changes alleviated any identified weaknesses.

- Continuous Improvement Plan- include the results and changes in the continuous improvement plan as a way to improve the learning conditions within the school. This plan has to visible to the stakeholders and every teacher must have a copy in their classroom. This will allow for accessibility and demonstrates to stakeholders the commitment for real school improvement.

Recommendations for Future Studies

The most significant influence was school location in this study. The recommendation is to explore schools in different districts with the same grade levels. The study should include schools of high socio-economic means, low socio-economic means, rural, and suburban backgrounds. The study should include some schools that are extremely heavily populated with one ethnicity to analyze the concepts of group influence on the polling process.

Another recommendation would be to analyze the outside influences on cyberbullying to the school controlled variables of cyberbullying. This method would encompass more of the questions asked in the poll. Also, it would be worthwhile to include student interviews as a way to mine for additional data not collected in the polling process.
References


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The purpose of this poll is to find out about student experiences with cyberbullying. Cyberbullies use some type of electronic medium, such as cellular or vision/picture phones, e-mail, instant messaging, text messages, chat rooms, Web sites or online voting booths, to inflict humiliation, fear or helplessness to others.

In order to access the poll, please enter the password you were provided:

[Enter]
The purpose of this poll is to find out about student experiences with cyberbullying. Cyberbullies use some type of electronic medium, such as cellular or vision/picture phones, e-mail, instant messaging, text messages, chat rooms, Web sites or online voting booths, to inflict humiliation, fear or helplessness to others.

**Directions:** For each item, select the answer(s) that show how you feel. In some cases, you may select more than one answer. If an answer you want to give is not listed, write it on the line marked 'other.' Your responses are anonymous and may be combined with those of other students at your school in a report to students, faculty, and parents.

1. Common cyberbullying at my school includes
   - cell phone calls or text messages
   - picture or video on cell phones
   - online instant messaging or live chat rooms
   - Web sites or message boards
   - other:

2. Common cyberbullying messages at my school include
   - threatening to hurt someone
   - telling lies about a person
   - exposing secrets to an audience
   - sexual harassment
   - other:

3. Common reasons for cyberbullying at my school are
   - boyfriend/girlfriend jealousy, rejection or breakups
   - winning/losing a school event, contest or competition
   - being picked on for not acting or looking like others
   - revenge for being mistreated by someone
   - other:

4. My understanding of cyberbullying is based on
   - being a target of cyberbullying
   - friends talking about cyberbullying
   - teachers talking about cyberbullying
   - reports presented on television
   - other:

5. If someone tried to cyberbully me, I would
   - tell a teacher or my parent
   - ignore it
   - tell the bully to stop
   - change my screen name or block the message
   - other:

6. When teachers are told about cyberbullying, they say

http://www.learningpolls.org
7. When parents are told about cyberbullying, they say tell the principal or your teacher
   □ tell the principal or your teacher
   □ ignore it
   □ tell the bully to stop
   □ change your screen name or block the message
   □ other: ____________________________

8. When friends are told about cyberbullying, they say
   □ tell the principal or your parent
   □ ignore it
   □ tell the bully to stop
   □ change your screen name or block the message
   □ other: ____________________________

9. In the past year my teachers discussed cyberbullying
   □ never
   □ 1 - 5 times
   □ 6 - 10 times
   □ more than 10 times

10. In the past year I have been a target of cyberbullies
    □ never
    □ 1 - 5 times
    □ 6 - 10 times
    □ more than 10 times

11. In the past year, one or more of my friends has been a target of cyberbullying
    □ never
    □ 1 - 5 times
    □ 6 - 10 times
    □ more than 10 times

12. In the past year, I have participated in cyberbullying
    □ never
    □ 1 - 5 times
    □ 6 - 10 times
    □ more than 10 times

13. In the past year, one or more of my friends has participated in cyberbullying

http://www.learningpolls.org/
14. In the past year I have presented myself online as someone else
   ◆ never
   ◆ 1 - 5 times
   ◆ 6 - 10 times
   ◆ more than 10 times

15. In the past year I have told lies online
   ◆ never
   ◆ 1 - 5 times
   ◆ 6 - 10 times
   ◆ more than 10 times

16. In the past year my parents discussed cyberbullying
   ◆ never
   ◆ 1 - 5 times
   ◆ 6 - 10 times
   ◆ more than 10 times

17. In my opinion, cyberbullying is
   ◆ worse than the face-to-face bullying
   ◆ about the same as face-to-face bullying
   ◆ less damaging than face-to-face bullying
   ◆ just having fun and results in little harm

18. Overall, cyberbullying at my school is
   ◆ not a problem at all
   ◆ a minor problem
   ◆ a common problem
   ◆ a worse problem than any other

19. The school should provide information to students about cyberbullying
   ◆ yes
   ◆ no

20. The school should provide information to parents about cyberbullying
   ◆ yes
   ◆ no

21. The amount of time I spend daily on the Internet is:
   ◆ I don't use Internet
   ◆ less than 1 hour per day
   ◆ 1 - 2 hours per day

http://www.learningpolls.org/learningpolls.org
22. The amount of time I spend on a cell phone daily is:
   - I don't use a cell phone
   - less than 1 hour per day
   - 1 - 2 hours per day
   - 3 - 4 hours per day
   - 5 or more hours per day

Select your grade level, gender, ethnicity, and age.
23. My grade level is:
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

24. My gender is:
   - Female
   - Male

25. My ethnicity is:
   - Asian
   - Black
   - Hispanic
   - Native American
   - White
   - Other

26. My age is:
   - 10
   - 11
   - 12
   - 13
   - 14
   - 15
   - 16
   - 17
   - 18
   - 19

School polling should allow all students to express their views and prevent anyone from voting twice. So, for your vote to count, it is necessary to enter your school code and the random individual code you have been assigned.

Please enter your school code: [ ]
Please enter your random individual code: [ ]
Submit
## NAME OF SCHOOL:

<table>
<thead>
<tr>
<th>STREET ADDRESS:</th>
<th>CITY:</th>
<th>STATE: Alabama</th>
<th>ZIP CODE:</th>
</tr>
</thead>
</table>

## CONTACT:

<table>
<thead>
<tr>
<th>TELEPHONE:</th>
<th>E-MAIL</th>
</tr>
</thead>
</table>

## Identified for School Improvement?

- No [ ]
- Yes [ ]
- Delay [ ]
- Status [ ]

### Year 1 or Year 2

*Submit to LEA for Board approval. Retain the original plan in the LEA. Submit the plan electronically to your system’s e-GAP Document Library by November 7, 2008.*

### Year 3 or Year 4 or more

Submit to LEA for Board approval. Mail two copies of PAGE ONE and two copies of PAGE TWO with original signatures to Federal Programs, Accountability and Compliance, P. O. Box 302101, Montgomery, Ala. 36130-2101. Submit the plan electronically to your system’s e-GAP Document Library by November 7, 2008.

### Made AYP?

- YES [ ]
- NO [ ]
- N/A [ ]

### Made AMAOs (ELL)?

- YES [ ]
- NO [ ]
- N/A [ ]

### Career Tech Made AYP?

- YES [ ]
- NO [ ]
- N/A [ ]

### Are all federal resources (including Titles I, II, III, IV, V, and VI) used to coordinate and supplement existing services and not used to provide services that, in the absence of federal funds, would be provided by another fund source?

- YES [ ]
- NO [ ]
- N/A [ ]

Describe how this plan will be made available to parents and other stakeholders (example: through parent meetings or on websites):

*Board Approval: Yes [ ] No [ ]

Board approval received on _____________________________, 2008.

## Superintendent Signature:

Date:

## Federal Programs Coordinator Signature:

Date:

## Principal Signature:

Date:

### CONTINUOUS IMPROVEMENT PLAN DEVELOPMENT AND IMPLEMENTATION TEAM

System: [Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.]

School:

July 2008
This plan was developed/or revised during the following time period (e.g. April, May – September 200_):

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii)):

<table>
<thead>
<tr>
<th>Instructional Leadership Team Names</th>
<th>Positions</th>
<th>Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.)</td>
<td>(Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members.)</td>
<td>(Indicates participation in the development of the CIP)</td>
</tr>
</tbody>
</table>

System: 
Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

School: 
July 2008
Part I - SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

Directions: Insert a copy of your one-page School Status Report in this TEXT BOX. You may access this report on the web at www.alsde.edu:

- Click on Accountability Reporting.
- Select Annual Accountability Results Report.
- Select your system and school.
- Press the Graphics Select Tool button located on the top of the page and select the chart beginning with the school name. (Note: Do not include the legend.)
- Then, right click and select COPY.
- Return to this document and CLICK IN THIS BOX.
- Then, right click to PASTE the chart.
- Adjust the size of the text box to display your test results.
Part I - continued – DIRECTIONS: NEEDS ASSESSMENT - SUMMARY OF DATA: Indicate data sources used during planning by identifying strengths and weaknesses or program gaps. If your school did not review a particular data source, please write N/A. School improvement goals should address program gaps (weaknesses) as they relate to student achievement or AYP categories such as graduation rate or other academic indicators. Close attention should be given to the proficiency index. Please include all disaggregated subgroups including those with less than forty students.

<table>
<thead>
<tr>
<th>Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.</td>
</tr>
<tr>
<td>Number and percentage of teachers Non-HQT:                                                                                           Number and percentage of Classes Taught by Non-HQT:</td>
</tr>
<tr>
<td>Alabama High School Graduation Exam (AHSGE):</td>
</tr>
<tr>
<td>Strengths:                                                                                                                         Weaknesses:</td>
</tr>
<tr>
<td>Alabama Reading and Mathematics Test (ARMT):</td>
</tr>
<tr>
<td>Strengths:                                                                                                                         Weaknesses:</td>
</tr>
<tr>
<td>Alabama Science Assessment:</td>
</tr>
<tr>
<td>Strengths:                                                                                                                         Weaknesses:</td>
</tr>
<tr>
<td>Stanford 10:</td>
</tr>
<tr>
<td>Strengths:                                                                                                                         Weaknesses:</td>
</tr>
<tr>
<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</td>
</tr>
<tr>
<td>Strengths:                                                                                                                         Weaknesses:</td>
</tr>
</tbody>
</table>

System:  
Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

School:  
July 2008
### Part I - Continued:

<table>
<thead>
<tr>
<th>Alabama Direct Assessment of Writing (ADAW):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACCESS for English Language Learners (ELLs):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Education Personnel Evaluation (PEPE) School Profile Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career and Technical Education Program Improvement Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
</tbody>
</table>

System: Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

School:

July 2008
### Part I - Continued:

#### School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
</thead>
</table>

#### School Demographic Information related to drop-out information and graduation rate data.

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
</thead>
</table>

#### School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
</thead>
</table>

#### School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
</thead>
</table>

#### School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
</thead>
</table>

#### School Perception Information related to student PRIDE data.

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
</thead>
</table>

#### School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
</thead>
</table>

#### School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
</thead>
</table>

#### School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Weaknesses:</th>
</tr>
</thead>
</table>

---

Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

System: 

School: 

July 2008
### Part II - GOAL TO ADDRESS ACADEMIC NEEDS

All components to support improving academic achievement, **INCLUDING SCHOOL CULTURE CONSIDERATIONS**, should be related to the weaknesses identified in the data summary. **DUPLICATE PAGES AS NEEDED TO ADDRESS TOP PRIORITIZED GOALS INCLUDING SACS DISTRICT GOALS, IF APPLICABLE.** Use the SMART Goals format to address areas of need.

#### CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

Data Results on which goal is based:

<table>
<thead>
<tr>
<th>TARGET GRADE LEVEL(S):</th>
<th>TARGET CONTENT AREA(S): Circle One</th>
<th>AHSGE: Reading Math Science Social Studies Language</th>
<th>ADDITIONAL ACADEMIC INDICATORS:</th>
<th>TARGET STUDENT SUBGROUP(S):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COURSES OF STUDY</th>
<th>REFORM STRATEGIES</th>
<th>BENCHMARKS</th>
<th>INTERVENTIONS</th>
<th>RESOURCES</th>
<th>CONTINUOUS IMPROVEMENT GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):</th>
</tr>
</thead>
</table>

**WHICH COURSE OF STUDY STANDARDS, AHSGE STANDARDS/OBJECTIVES, ELIGIBLE CONTENT, OR WIDA* STANDARDS ARE LINKED TO EACH STRATEGY?**

**WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE STUDENT ACADEMIC PERFORMANCE? (Give specific strategies, not just programs or program names.)**

**WHAT DATA WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND HOW OFTEN WILL PROGRESS BE REVIEWED?**

**WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED AT EACH MO/QUARTER CHECKPOINT?**

**HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MASTERING PROFICIENT OR ADVANCED LEVELS AT THESE PLANNED CHECKPOINTS?**

**WHAT RESOURCES AND SPECIFIC EXPENDITURES WILL BE NEEDED FOR SUCCESSFUL IMPLEMENTATION? (Ex: 6 Classroom Libraries, $.....00)**

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.*

---

**System:**  
Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

**School:**  
July 2008
**Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS** – Note: Refer to the ELL Data Compilation as part of the needs assessment in forming goals.

**ENGLISH PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**

Data on which goal is based:

<table>
<thead>
<tr>
<th>TARGET GRADE LEVEL(S):</th>
<th>TARGET ELP LANGUAGE DOMAIN(S):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle all that apply.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS</th>
<th>REFORM STRATEGIES</th>
<th>BENCHMARKS</th>
<th>INTERVENTIONS</th>
<th>RESOURCES</th>
<th>CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHICH WIDA* ENGLISH LANGUAGE PROFICIENCY STANDARDS OR DOMAINS ARE LINKED TO EACH STRATEGY? (List specific strategies, not programs or program names.)</td>
<td>WHAT RESEARCH-BASED STRATEGIES/ACTIONS WILL BE USED TO IMPROVE ENGLISH LANGUAGE PROFICIENCY?</td>
<td>WHAT DATA WILL BE USED THROUGHOUT THE YEAR TO MEASURE PROGRESS? HOW OFTEN WILL PROGRESS BE REVIEWED?</td>
<td>WHAT INCREASE (%) IN PROFICIENCY IS ANTICIPATED WITH EACH REVIEW? MO/QUARTERLY</td>
<td>HOW WILL THE SCHOOL PROVIDE TIMELY ASSISTANCE TO STUDENTS NOT MAKING ADEQUATE PROGRESS IN LANGUAGE ACQUISITION (APLA) AND OR ATTAINING ENGLISH LANGUAGE PROFICIENCY?</td>
<td>WHAT RESOURCES ARE NEEDED FOR SUCCESSFUL IMPLEMENTATION?</td>
</tr>
<tr>
<td>STRATEGY:</td>
<td>ACTION STEP:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRATEGY:</td>
<td>ACTION STEP:</td>
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<tr>
<td>STRATEGY:</td>
<td>ACTION STEP:</td>
<td></td>
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</tr>
</tbody>
</table>

*WIDA- World-Class Instructional Design and Assessment; the consortium to which Alabama and a number of other states belong.

**System:**

Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

**School:**

**July 2008**
### Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

Strategies developed to address improving school safety, classroom management/discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

<table>
<thead>
<tr>
<th>WHAT CHALLENGES RELATED TO SCHOOL SAFETY, CLASSROOM/DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS HAVE BEEN IDENTIFIED THROUGH THE REVIEW OF SCHOOL DEMOGRAPHIC, PRECEPTION, AND PROCESS DATA?</th>
<th>WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?</th>
<th>WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?</th>
<th>DOCUMENT CONTINUOUS LEA REVIEW IN SUPPORT OF PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

System: Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

School: July 2008
### Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

1. **Teacher Mentoring**: Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

2. **Budget**: Describe the coordination of all federal, state, and local programs. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

3. **Transition**: Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

4. **Highly Qualified Teachers**: Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

5. **Assessments and Teacher Involvement**: Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

6. **Special Populations**: Describe programs used for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

7. **Extended Learning Opportunities**: Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

---

**System:**

**School:**

**July 2008**

Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.
Part VI - Additional Components To Be Addressed to Satisfy Federal Requirements Related to Parental Involvement:

A. Parental Involvement:  1) Describe how the school will convene an annual meeting to inform parents of Title I requirements and offerings; 2) how there will be a flexible number and format of parent meetings offered; 3) how parents will be involved in the planning, review and improvement of the Title I Program; and 4) how funds allocated for parent involvement are being used in the school.

B. Parental Involvement: Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

C. Parental Involvement: Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (School-Parent Compact).

D. Parental Involvement: Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

E. Parental Involvement: Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

1. Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

3. Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)
(4) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Describe)

(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

(6) Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

F. Parental Involvement: Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

System: Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

School: July 2008
Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES Including ENGLISH LANGUAGE PROFICIENCY, SCHOOL SAFETY, DISCIPLINE, AND SUPPORTIVE LEARNING ENVIRONMENTS

(Reminder: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school-level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development).

- Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?  
  YES  NO
- Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?  
  YES  NO
- Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)  
  YES  NO

(Nota: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

<table>
<thead>
<tr>
<th>WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS</th>
<th>WILL THE PROFESSIONAL LEARNING ADDRESS?</th>
<th>WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?</th>
<th>WHEN WILL THE SESSION BE DELIVERED?</th>
<th>WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING?</th>
<th>HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?</th>
<th>WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES?</th>
<th>DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS</th>
</tr>
</thead>
</table>

DUPLICATE PAGES AS NEEDED

Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

System:  
School:  
July 2008
Part VIII - Coordination of Resources/Comprehensive Budget

List all federal, state, and local monies that the school uses to run its program:

Example:

<table>
<thead>
<tr>
<th>I. State Foundation Funds:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Foundation Funds</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>Teacher Assigned Units:</td>
<td>classroom teachers: TOTAL OF ALL SALARIES</td>
<td></td>
</tr>
<tr>
<td>Administrator Units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Enhancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State ELL Funds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Federal Funds:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>Title I: (1. Schools identified for improvement must set-aside an equivalent of 10% of its Title I school-level allocation for professional development each year it is in the improvement process. 2. Also include the school’s portion of the 95% of the LEA set-aside for parental involvement. For additional guidance, check with the Federal Programs Coordinator in your school district.)</td>
<td></td>
<td>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</td>
</tr>
</tbody>
</table>

| Title II: Professional Development Activities | TOTAL |         |
|                                              | BRIEF EXPLANATION and BREAKDOWN OF SPENDING: |

| Title III: For English Language Learners | TOTAL |         |
| BRIEF EXPLANATION and BREAKDOWN OF SPENDING: | |

System:Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

School:

July 2008
<table>
<thead>
<tr>
<th>Title IV: For Safe and Drug-free Schools</th>
<th>TOTAL</th>
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</thead>
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<td><strong>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</strong></td>
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<table>
<thead>
<tr>
<th>Title V: For 26 different uses; Also called “Innovative Programs”; Includes school improvement, gifted education, nurses, etc.</th>
<th>TOTAL</th>
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</thead>
<tbody>
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<td><strong>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Title VI: For Rural and Low-income Schools</th>
<th>TOTAL</th>
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<tr>
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<table>
<thead>
<tr>
<th>III. Local Funds (if applicable)</th>
<th>TOTAL</th>
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<td><strong>BRIEF EXPLANATION and BREAKDOWN OF SPENDING:</strong></td>
<td></td>
</tr>
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System:                                                                                                                                                                                                                     Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.
School:                                                                                                                                                                                                                     July 2008

135
## Part IX – MONITORING/REVIEW DOCUMENTATION

### INITIAL REVIEW/DEVELOPMENT
**Target Date:** August

**Purpose:** Review assessment data to develop plan or make plan adjustments to existing plan.

<table>
<thead>
<tr>
<th>Date</th>
<th>Principal Initials</th>
<th>LEA initials</th>
<th>Other</th>
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<tr>
<td></td>
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</table>

**COMMENTS**

*Use additional pages, if needed

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### REVIEW 1
**Target Date:** September

**Purpose:** AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
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**COMMENTS**

*Use additional pages, if needed

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### REVIEW 2
**Target Date:** October

**Purpose:** IMPLEMENTATION - Provide documentation/evidence of improvement.

<table>
<thead>
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<th>Date</th>
<th>Principal Initials</th>
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**COMMENTS**

*Use additional pages, if needed

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### REVIEW 3
**Target Date:** November

**Purpose:** IMPLEMENTATION – Provide documentation/evidence of improvement.

<table>
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<th>Principal Initials</th>
<th>LEA initials</th>
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**COMMENTS**

*Use additional pages, if needed

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### REVIEW 4
**Target Date:** January

**Purpose:** IMPLEMENTATION - Provide documentation/evidence of improvement.

<table>
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<tr>
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<th>LEA initials</th>
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</tbody>
</table>

**COMMENTS**

*Use additional pages, if needed

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### REVIEW 5
**Target Date:** February

**Purpose:** IMPLEMENTATION - Provide documentation/evidence of improvement.

<table>
<thead>
<tr>
<th>Date</th>
<th>Principal Initials</th>
<th>LEA initials</th>
<th>Other</th>
</tr>
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**COMMENTS**

*Use additional pages, if needed

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### REVIEW 6
**Target Date:** March

**Purpose:** IMPLEMENTATION - Provide documentation/evidence of improvement.

<table>
<thead>
<tr>
<th>Date</th>
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<th>LEA initials</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**COMMENTS**

*Use additional pages, if needed

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### REVIEW 7
**Target Date:** April - May

**Purpose:** REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.

<table>
<thead>
<tr>
<th>Date</th>
<th>Principal Initials</th>
<th>LEA initials</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS**

*Use additional pages, if needed

---

**Use information from Reviews to Evaluate the plan and to update the plan for the coming year.**

---

System: Submit plans electronically to your system’s e-GAP Document Library by November 7, 2008.

School: July 2008
Appendix C

Teacher Polling Proctor Instructions

LINKS and ENTRY PASSWORDS TO TAKE THE POLLS

TUTORING POLL is at http://learningpolls.org/XXXX Password is: XXXXX

CYBERBULLY POLL is at http://learningpolls.org/XXXX Password is: XXXXX

REQUIRED INSTRUCTIONS TO POLLING TEAM: Faculty/Polling Team can use the above to access the polls but make available to students these links and passwords using a pdf file to be placed on each computer’s desktop by school IT or other faculty/staff. The pdf file (sent to each team member for his/her school) for student access should ONLY contain the names of polls, with their active links (URLs) and passwords but nothing else. Make sure this pdf is on every computer before polling begins in order to make the polling an easy, quick process using the links. The second feature to make polling easy will be to make sure each student receives a STUDENT STEPS FOR POLLING SHEET—see below. When they are done with polling they should place this sheet in the recycle bin in the room.

The copies of student steps for polling sheets will be provided to the liaison who will provide these to the schools involved. Note that for the second to final item for each poll, be sure each student enters the School ID. This is on the STUDENT STEPS for POLLING SHEET to be given to each student when they arrive at the polling room. --- The student steps sheet must be provided on site to students when they fill out their polls or else they will lose all this information if provided before they go to the polling labs.

The random individual code is entered by each student at the very end of each poll. Each student gets ONLY one random code during a polling session and this is on the STUDENT STEPS for POLLING SHEET they each get. The code allows them to vote on several polls but not more than once on the same poll. When they try to double vote, the software disallows them.

Paris Strom and Robert Strom © 2009
**POLLING STEPS for STUDENTS**

1. Open the “*POLLS* file” on this computer’s desktop.

   This *file* has active links you **press to instantly bring you to each poll** below.

2. Fill one poll out at a time using the *entry password* below for each.

   *entry password* for **CYBERBULLY POLL:**   XXXXX

   *entry password* for **TUTORING POLL:**   XXXXX

3. Near the end of each poll type in your **SCHOOL CODE:**   XXXXX

4. Then type in your **random individual code:**   XXXXX

5. Press the **SUBMIT** button.

   *Your school thanks you for making your views known!!*
INSTRUCTIONS for PRINCIPAL: VIEWING TALLIED POLL RESULTS

(URL here) to view tallied results for each poll for:

School Name: School I.D.: XXXXX (your schools):

(Name), your private info: USERNAME is XXXXXXX and PASSWORD is XXXXXXX

Log in with same URL link as above to see “practice poll tallied results” for Gotham High School School I.D. XXXX. This is a fake school. Use same username and password as above.

*When viewing tallied results (red bar graph results), be advised that MOZILLA FIREFOX often has better, more accurate looking red bar graphs. The data is the same but the red bars appear exact on Firefox.

STUDENT VIEWING of TALLIED POLL RESULTS

(OPTIONAL FEATURE-highly recommended):

Polling results can be shown on hard copy at certain key locations at the school to students. Results in tallied form, at least in some form (online or in hard copy), should not be kept from students. They should be allowed to see the results since they were the participants in expressing a voice. Tell me if you wish for the students to be enabled to log on and see the bar graph results. It can be enabled or disenabled at anytime depending on how you wish for them to be aware of the poll results (general tallied bar graph data). It does not shown any comments made by students. These will be provided at a later point to the team once the polling is finished.

*For students to log on and see the tallied results, student username is xxxxxx and password is xxxx These only work if you let me know activate them.

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Appendix D
Interview Questions
Principals

_Cyberbullying_

1. I would like you to look at and see if you think it would fit any of the needs of your school. If you would take a brief moment and look over the poll and read the questions and then let me know what you think?

2. Have you finished reading the cyberbully poll?

3. What are your thoughts on the cyberbully poll?

4. Did this poll seem appropriate wording for your age group 5th and 6th grade (7th and 8th)? Is the wording in this poll appropriate for the age group?

5. Does anything jump out that you would see needs to be changed on the poll?

6. Do think this would provide any useful information to the school?

7. As an administrator would you find this information beneficial in how the students answered in the cyberbully poll?

8. In what ways do you think teachers could use this information?

Follow-up questions were asked for clarification and expansion of the topic.
Appendix E

Concept Map Student Responses
Question 1 open ended

1. Common cyberbullying at my school includes:
   A. cell phone calls or text messages
   B. picture or video on cell phones
   C. online instant messaging or live chat rooms
   D. websites or message boards
   E. Other: (here are the source of the responses)

   - All the above (19)
   - Blogging (1)
   - Chat websites (2)
   - Myspace (32)
   - Game sites (8)
   - Nintendo DS pictochat (8)
   - Bulletin boards (2)
   - Computers (5)
   - Online voting booth (1)
   - Drawing (4)
2. Common cyberbullying messages at my school include:
   A. Threatening to hurt someone
   B. Telling lies about that person
   C. Exposing secrets to an audience
   D. Sexual harassment
   E. Other: (here are the sources of the responses)
3. Common reasons for cyberbullying at my school are
   A. boyfriend/girlfriend jealousy, rejection or breakups
   B. winning/losing a school event, contest or competition
   C. being picked on for not acting or looking like others
   D. revenge for being mistreated by someone

   Concept Map
   Question 3 open ended

   Boredom
   - Disabilities
   - Gossip/rumors/drama
     - Just for fun/to be mean
       - Don’t like you
         - Will not do what someone wants you to do
           - Not wearing certain clothes
       - Mad at someone else
         - Racism
         - Liars and cheaters
         - Pressure for sex
4. My understanding of cyberbullying is based on
   A. being a target of cyberbullying
   B. friends talking about cyberbullying
   C. teachers talking about cyberbullying
   D. reports presented on television

- When I have done it
- Reading about it online/research
- Happening to friends
- See it happen online
- Parents telling me about cyberbullying
- No one has ever taught me about cyberbullying
- Presentations
  - Newspaper
  - School Hand-outs
  - Radio
5. If someone tried to cyberbully me, I would
A. tell a teacher or my parent
B. ignore it
C. tell the bully to stop
D. change my screen name or block the message

The three different maps represent the extensive range students’ deal with when addressing cyberbullying.
6. When teachers are told about cyberbullying, they say
   A. tell the principal or your parent
   B. ignore it
   C. tell the bully to stop
   D. change your screen name or block the message

- Teachers do not address the situation
- Tell you not to listen to that person
- I will handle it
- Send me to the principal
- Tell you to talk to the bully and tell them to stop
- If it continues call the police
- Not to use that device
- I’ll talk to them and their parents
- Why would you tell the teacher?
- I do not want to hear about it
- I do not want to hear about it
- I'll talk to them and their parents
7. When parents are told about cyberbullying, they say
   A. tell the principal or your teacher
   B. ignore it
   C. tell the bully to stop
   D. change your screen name or block the message

   Fight them
   Don’t take it, fight back, and bully them back
   I will go to the school and meet with the principal
   I will deal with it
   They will get tired and move to someone else
   Do not do anything back
   Get off the site
   I will call police
   I will call their parents
   Let me know if it gets worse
   Parents

   Don’t take it, fight back, and bully them back
   I will deal with it
   They will get tired and move to someone else
   Do not do anything back
   Get off the site
   I will call police
   I will call their parents
   Let me know if it gets worse
   Parents
8. When friends are told about cyberbullying, they say
   A. tell the principal or your parent
   B. ignore it
   C. tell the bully to stop
   D. change your screen name or block the message
Results for: JH
Name of Poll: Cyberbully
Purpose of Poll: The purpose of this poll is to find out about student experiences with cyberbullying. Cyberbullies use some type of electronic medium, such as cellular or vision/picture phones, e-mail, instant messaging, text messages, chat rooms, Web sites or online voting booths, to inflict humiliation, fear or helplessness to others.

Q1. Common cyberbullying at my school includes (n=969)

1. cell phone calls or text messages 69%
2. picture or video on cell phones 27%
3. online instant messaging or live chat rooms 40%
4. Web sites or message boards 31%
5. other 11%

Q2. Common cyberbullying messages at my school include (n=969)

1. threatening to hurt someone 51%
2. telling lies about a person 69%
3. exposing secrets to an audience 44%
4. sexual harassment 23%
5. other 6%

Q3. Common reasons for cyberbullying at my school are (n=969)

1. boyfriend/girlfriend jealousy, rejection or breakups 70%
2. winning/losing a school event, contest or competition 24%

Q4. My understanding of cyberbullying is based on (n=969)

1. being a target of cyberbullying 23%
2. friends talking about cyberbullying 28%
3. teachers talking about cyberbullying 61%
4. reports presented on television 25%
5. other 7%

Q5. If someone tried to cyberbully me, I would (n=969)

1. tell a teacher or my parent 44%
2. ignore it 41%
3. tell the bully to stop 26%
4. change my screen name or block the message 42%
5. other 11%

Q6. When teachers are told about cyberbullying, they say (n=969)

1. tell the principal or your parent 74%
2. ignore it 20%
3. tell the bully to stop 28%
4. change your screen name or block the message 24%
5. other
Q7. When parents are told about cyberbullying, they say tell the principal or your teacher \((n=969)\)

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tell the principal or your teacher</td>
<td>56%</td>
</tr>
<tr>
<td>2. ignore it</td>
<td>25%</td>
</tr>
<tr>
<td>3. tell the bully to stop</td>
<td>28%</td>
</tr>
<tr>
<td>4. change your screen name or block the message</td>
<td>30%</td>
</tr>
<tr>
<td>5. other</td>
<td>11%</td>
</tr>
</tbody>
</table>

Q8. When friends are told about cyberbullying, they say \((n=969)\)

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. tell the principal or your parent</td>
<td>29%</td>
</tr>
<tr>
<td>2. ignore it</td>
<td>46%</td>
</tr>
<tr>
<td>3. tell the bully to stop</td>
<td>34%</td>
</tr>
<tr>
<td>4. change your screen name or block the message</td>
<td>34%</td>
</tr>
<tr>
<td>5. other</td>
<td>11%</td>
</tr>
</tbody>
</table>

Q9. In the past year my teachers discussed cyberbullying \((n=969)\)

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. never</td>
<td>16%</td>
</tr>
<tr>
<td>2. 1 - 5 times</td>
<td>65%</td>
</tr>
<tr>
<td>3. 6 - 10 times</td>
<td>9%</td>
</tr>
<tr>
<td>4. more than 10 times</td>
<td>10%</td>
</tr>
</tbody>
</table>

Q10. In the past year I have been a target of cyberbullies \((n=969)\)

<table>
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<th>Option</th>
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<tbody>
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<td>1. never</td>
<td>74%</td>
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http://www.learningpolls.org
<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>Q11. In the past year, one or more of my friends has been a target of</td>
<td></td>
</tr>
<tr>
<td>cyber bullies (n=969)</td>
<td></td>
</tr>
<tr>
<td>1. never</td>
<td>54%</td>
</tr>
<tr>
<td>2. 1 - 5 times</td>
<td>35%</td>
</tr>
<tr>
<td>3. 6 - 10 times</td>
<td>6%</td>
</tr>
<tr>
<td>4. more than 10 times</td>
<td>5%</td>
</tr>
<tr>
<td>Q12. In the past year, I have participated in cyberbullying (n=969)</td>
<td></td>
</tr>
<tr>
<td>1. never</td>
<td>79%</td>
</tr>
<tr>
<td>2. 1 - 5 times</td>
<td>14%</td>
</tr>
<tr>
<td>3. 6 - 10 times</td>
<td>2%</td>
</tr>
<tr>
<td>4. more than 10 times</td>
<td>5%</td>
</tr>
<tr>
<td>Q13. In the past year, one or more of my friends has participated in</td>
<td></td>
</tr>
<tr>
<td>cyberbullying (n=969)</td>
<td></td>
</tr>
<tr>
<td>1. never</td>
<td>63%</td>
</tr>
<tr>
<td>2. 1 - 5 times</td>
<td>25%</td>
</tr>
<tr>
<td>3. 6 - 10 times</td>
<td>4%</td>
</tr>
<tr>
<td>4. more than 10 times</td>
<td>7%</td>
</tr>
<tr>
<td>Q14. In the past year I have presented myself online as someone else</td>
<td></td>
</tr>
<tr>
<td>(n=969)</td>
<td></td>
</tr>
<tr>
<td>Q15. In the past year I have told lies online (n=969)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. never</td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>2. 1 - 5 times</td>
<td></td>
</tr>
<tr>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>3. 6 - 10 times</td>
<td></td>
</tr>
<tr>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>4. more than 10 times</td>
<td></td>
</tr>
<tr>
<td>4%</td>
<td></td>
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<table>
<thead>
<tr>
<th>Q16. In the past year my parents discussed cyberbullying (n=969)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. never</td>
</tr>
<tr>
<td>62%</td>
</tr>
<tr>
<td>2. 1 - 5 times</td>
</tr>
<tr>
<td>27%</td>
</tr>
<tr>
<td>3. 6 - 10 times</td>
</tr>
<tr>
<td>3%</td>
</tr>
<tr>
<td>4. more than 10 times</td>
</tr>
<tr>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q17. In my opinion, cyberbullying is (n=969)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. worse than the face-to-face bullying</td>
</tr>
<tr>
<td>30%</td>
</tr>
<tr>
<td>2. about the same as face-to-face bullying</td>
</tr>
<tr>
<td>39%</td>
</tr>
<tr>
<td>3. less damaging than face-to-face bullying</td>
</tr>
<tr>
<td>25%</td>
</tr>
<tr>
<td>4. just having fun and results in little harm</td>
</tr>
<tr>
<td>6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q18. Overall, cyberbullying at my school is (n=969)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.learningpolls.org">http://www.learningpolls.org</a></td>
</tr>
<tr>
<td>5/18/2009</td>
</tr>
</tbody>
</table>
1. not a problem at all 32%
2. a minor problem 47%
3. a common problem 16%
4. a worse problem than any other 5%

Q19. The school should provide information to students about cyberbullying (n=969)
1. yes 83%
2. no 15%

Q20. The school should provide information to parents about cyberbullying (n=969)
1. yes 77%
2. no 22%

Q21. The amount of time I spend daily on the Internet is: (n=969)
1. I don't use Internet 6%
2. less than 1 hour per day 26%
3. 1 - 2 hours per day 33%
4. 3 - 4 hours per day 19%
5. 5 or more hours per day 15%

Q22. The amount of time I spend on a cell phone daily is: (n=969)
1. I don't use a cell phone 19%
2. less than 1 hour per day 19%
3. 1 - 2 hours per day  
4. 3 - 4 hours per day  
5. 5 or more hours per day  

<table>
<thead>
<tr>
<th>Age (n=965)</th>
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<tbody>
<tr>
<td>10 years</td>
<td>0%</td>
</tr>
<tr>
<td>11 years</td>
<td>0%</td>
</tr>
<tr>
<td>12 years</td>
<td>10%</td>
</tr>
<tr>
<td>13 years</td>
<td>42%</td>
</tr>
<tr>
<td>14 years</td>
<td>39%</td>
</tr>
<tr>
<td>15 years</td>
<td>7%</td>
</tr>
<tr>
<td>16 years</td>
<td>1%</td>
</tr>
<tr>
<td>17 years</td>
<td>0%</td>
</tr>
<tr>
<td>18 years</td>
<td>0%</td>
</tr>
<tr>
<td>19 years</td>
<td>1%</td>
</tr>
<tr>
<td>Average Age</td>
<td>13.52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade (n=968)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>1%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>47%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>50%</td>
</tr>
<tr>
<td>Grade 9</td>
<td></td>
</tr>
</tbody>
</table>

http://www.learningpolls.org  
5/18/2009
Grade 10 | 1%
Grade 11 | 0%
Grade 12 | 0%
Average Grade | 7.56

Gender (n=966)

Female | 53%
Male | 47%

Ethnicity (n=967)

Asian | 3%
Black | 24%
Hispanic | 3%
Native American | 1%
White | 65%
Other | 4%

Administrator Menu options:

School-Related Options:
1. Create a New School
2. View or Edit Existing School and Student Login
3. Add or Edit School Officials at Existing School
4. View School Officials

System Options:
5. Add or Edit Administrator Account

Results for MS
Name of Poll: Cyberbully
Purpose of Poll: The purpose of this poll is to find out about student experiences with cyberbullying. Cyberbullies use some type of electronic medium, such as cellular or vision/picture phones, e-mail, instant messaging, text messages, chat rooms, Web sites or online voting booths, to inflict humiliation, fear or helplessness to others.

Q1. Common cyberbullying at my school includes (n=458)

1. cell phone calls or text messages 40%
2. picture or video on cell phones 20%
3. online instant messaging or live chat rooms 28%
4. Web sites or message boards 28%
5. other 22%

Q2. Common cyberbullying messages at my school include (n=458)

1. threatening to hurt someone 57%
2. telling lies about a person 52%
3. exposing secrets to an audience 30%
4. sexual harassment 13%
5. other 10%

Q3. Common reasons for cyberbullying at my school are (n=458)

1. boyfriend/girlfriend jealousy, rejection or breakups 52%
2. winning/losing a school event, contest or competition 28%

Q4. My understanding of cyberbullying is based on \(n=458\)

1. being a target of cyberbullying 32%
2. friends talking about cyberbullying 28%
3. teachers talking about cyberbullying 35%
4. reports presented on television 24%
5. other 11%

Q5. If someone tried to cyberbully me, I would \(n=458\)

1. tell a teacher or my parent 62%
2. ignore it 32%
3. tell the bully to stop 28%
4. change my screen name or block the message 26%
5. other 9%

Q6. When teachers are told about cyberbullying, they say \(n=458\)

1. tell the principal or your parent 60%
2. ignore it 26%
3. tell the bully to stop 30%
4. change your screen name or block the message 14%
5. other
Q7. When parents are told about cyberbullying, they say tell the principal or your teacher (n=458)

1. tell the principal or your teacher, 59%
2. ignore it, 24%
3. tell the bully to stop, 28%
4. change your screen name or block the message, 17%
5. other, 11%

Q8. When friends are told about cyberbullying, they say (n=458)

1. tell the principal or your parent, 41%
2. ignore it, 37%
3. tell the bully to stop, 33%
4. change your screen name or block the message, 22%
5. other, 12%

Q9. In the past year my teachers discussed cyberbullying (n=458)

1. never, 31%
2. 1 - 5 times, 45%
3. 6 - 10 times, 9%
4. more than 10 times, 14%

Q10. In the past year I have been a target of cyberbullies (n=458)

1. never, 69%
Q11. In the past year, one or more of my friends has been a target of cyber bullies (n=458)

1. never
2. 1 - 5 times
3. 6 - 10 times
4. more than 10 times

52%  33%  7%  7%

Q12. In the past year, I have participated in cyberbullying (n=458)

1. never
2. 1 - 5 times
3. 6 - 10 times
4. more than 10 times

81%  12%  3%  3%

Q13. In the past year, one or more of my friends has participated in cyberbullying (n=458)

1. never
2. 1 - 5 times
3. 6 - 10 times
4. more than 10 times

67%  22%  5%  4%

Q14. In the past year I have presented myself online as someone else (n=458)

http://www.learningpolls.org
1. never 81%
2. 1 - 5 times 12%
3. 6 - 10 times 2%
4. more than 10 times 4%

Q15. In the past year I have told lies online \((n=458)\)
1. never 68%
2. 1 - 5 times 22%
3. 6 - 10 times 3%
4. more than 10 times 7%

Q16. In the past year my parents discussed cyberbullying \((n=458)\)
1. never 49%
2. 1 - 5 times 32%
3. 6 - 10 times 8%
4. more than 10 times 10%

Q17. In my opinion, cyberbullying is \((n=458)\)
1. worse than the face-to-face bullying 36%
2. about the same as face-to-face bullying 38%
3. less damaging than face-to-face bullying 21%
4. just having fun and results in little harm 4%

Q18. Overall, cyberbullying at my school is \((n=458)\)

1. not a problem at all 38%
2. a minor problem 33%
3. a common problem 17%
4. a worse problem than any other 11%

Q19. The school should provide information to students about cyberbullying \((n=458)\)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. yes</td>
<td>84%</td>
</tr>
<tr>
<td>2. no</td>
<td>15%</td>
</tr>
</tbody>
</table>

Q20. The school should provide information to parents about cyberbullying \((n=458)\)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. yes</td>
<td>83%</td>
</tr>
<tr>
<td>2. no</td>
<td>17%</td>
</tr>
</tbody>
</table>

Q21. The amount of time I spend daily on the Internet is: \((n=458)\)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I don’t use Internet</td>
<td>13%</td>
</tr>
<tr>
<td>2. less than 1 hour per day</td>
<td>31%</td>
</tr>
<tr>
<td>3. 1 - 2 hours per day</td>
<td>32%</td>
</tr>
<tr>
<td>4. 3 - 4 hours per day</td>
<td>12%</td>
</tr>
<tr>
<td>5. 5 or more hours per day</td>
<td>13%</td>
</tr>
</tbody>
</table>

Q22. The amount of time I spend on a cell phone daily is: \((n=458)\)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I don’t use a cell phone</td>
<td>36%</td>
</tr>
<tr>
<td>2. less than 1 hour per day</td>
<td>29%</td>
</tr>
</tbody>
</table>
3. 1 - 2 hours per day 13%
4. 3 - 4 hours per day 8%
5. 5 or more hours per day 13%

Age (n=457)

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 years</td>
<td>10%</td>
</tr>
<tr>
<td>11 years</td>
<td>49%</td>
</tr>
<tr>
<td>12 years</td>
<td>33%</td>
</tr>
<tr>
<td>13 years</td>
<td>7%</td>
</tr>
<tr>
<td>14 years</td>
<td>1%</td>
</tr>
<tr>
<td>15 years</td>
<td>0%</td>
</tr>
<tr>
<td>16 years</td>
<td>0%</td>
</tr>
<tr>
<td>17 years</td>
<td>0%</td>
</tr>
<tr>
<td>18 years</td>
<td>0%</td>
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<tr>
<td>19 years</td>
<td>0%</td>
</tr>
<tr>
<td>Average Age</td>
<td>11.40</td>
</tr>
</tbody>
</table>

Grade (n=458)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>58%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>38%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>1%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>0%</td>
</tr>
</tbody>
</table>

| Grade 10 | 0% |
| Grade 11 | 0% |
| Grade 12 | 2% |
| Average Grade | 5.56 |

<table>
<thead>
<tr>
<th>Gender (n=455)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity (n=456)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>Native American</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

Administrator Menu options:

School-Related Options:
1. Create a New School
2. View or Edit Existing School and Student Login
3. Add or Edit School Officials at Existing School
4. View School Officials

System Options:
5. Add or Edit Administrator Account

Results for: ES

Name of Poll: Cyberbully
Purpose of Poll: The purpose of this poll is to find out about student experiences with cyberbullying. Cyberbullies use some type of electronic medium, such as cellular or vision/picture phones, e-mail, instant messaging, text messages, chat rooms, Web sites or online voting booths, to inflict humiliation, fear or helplessness to others.

Q1. Common cyberbullying at my school includes (n=589)

1. cell phone calls or text messages
   - 47%
2. picture or video on cell phones
   - 14%
3. online instant messaging or live chat rooms
   - 28%
4. Web sites or message boards
   - 21%
5. other
   - 24%

Q2. Common cyberbullying messages at my school include (n=589)

1. threatening to hurt someone
   - 38%
2. telling lies about a person
   - 57%
3. exposing secrets to an audience
   - 33%
4. sexual harassment
   - 12%
5. other
   - 14%

Q3. Common reasons for cyberbullying at my school are (n=589)

1. boyfriend/girlfriend jealousy, rejection or breakups
   - 47%
2. winning/losing a school event, contest or competition
   - 31%

http://www.learningpolls.org

5/18/2009
3. being picked on for not acting or looking like others
   36%
4. revenge for being mistreated by someone
   32%
5. other
   15%

Q4. My understanding of cyberbullying is based on (n=589)
1. being a target of cyberbullying
   26%
2. friends talking about cyberbullying
   31%
3. teachers talking about cyberbullying
   24%
4. reports presented on television
   21%
5. other
   13%

Q5. If someone tried to cyberbully me, I would (n=589)
1. tell a teacher or my parent
   52%
2. ignore it
   32%
3. tell the bully to stop
   27%
4. change my screen name or block the message
   40%
5. other
   14%

Q6. When teachers are told about cyberbullying, they say (n=589)
1. tell the principal or your parent
   54%
2. ignore it
   27%
3. tell the bully to stop
   29%
4. change your screen name or block the message
   16%
5. other

http://www.learningpolls.org
Q7. When parents are told about cyberbullying, they say tell the principal or your teacher (n=589)

1. tell the principal or your teacher  
   53%

2. ignore it  
   23%

3. tell the bully to stop  
   29%

4. change your screen name or block the message  
   24%

5. other  
   14%

Q8. When friends are told about cyberbullying, they say (n=589)

1. tell the principal or your parent  
   33%

2. ignore it  
   42%

3. tell the bully to stop  
   28%

4. change your screen name or block the message  
   28%

5. other  
   12%

Q9. In the past year my teachers discussed cyberbullying (n=589)

1. never  
   61%

2. 1 - 5 times  
   28%

3. 6 - 10 times  
   4%

4. more than 10 times  
   5%

Q10. In the past year I have been a target of cyberbullies (n=589)

1. never  
   72%
<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q11. In the past year, one or more of my friends has been a target of</td>
<td>1. never</td>
<td>53%</td>
</tr>
<tr>
<td>cyber bullies (n=589)</td>
<td>2. 1 - 5 times</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>3. 6 - 10 times</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>4. more than 10 times</td>
<td>5%</td>
</tr>
<tr>
<td>Q12. In the past year, I have participated in cyberbullying (n=589)</td>
<td>1. never</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>2. 1 - 5 times</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>3. 6 - 10 times</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>4. more than 10 times</td>
<td>3%</td>
</tr>
<tr>
<td>Q13. In the past year, one or more of my friends has participated in</td>
<td>1. never</td>
<td>68%</td>
</tr>
<tr>
<td>cyberbullying (n=589)</td>
<td>2. 1 - 5 times</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>3. 6 - 10 times</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>4. more than 10 times</td>
<td>5%</td>
</tr>
<tr>
<td>Q14. In the past year I have presented myself online as someone else</td>
<td><a href="http://www.learningpolls.org">Link</a></td>
<td></td>
</tr>
<tr>
<td>(n=589)</td>
<td></td>
<td>5/18/2009</td>
</tr>
</tbody>
</table>
### Q15. In the past year I have told lies online \((n=589)\)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. never</td>
<td>73%</td>
</tr>
<tr>
<td>2. 1 - 5 times</td>
<td>18%</td>
</tr>
<tr>
<td>3. 6 - 10 times</td>
<td>4%</td>
</tr>
<tr>
<td>4. more than 10 times</td>
<td>5%</td>
</tr>
</tbody>
</table>

### Q16. In the past year my parents discussed cyberbullying \((n=589)\)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. never</td>
<td>64%</td>
</tr>
<tr>
<td>2. 1 - 5 times</td>
<td>26%</td>
</tr>
<tr>
<td>3. 6 - 10 times</td>
<td>4%</td>
</tr>
<tr>
<td>4. more than 10 times</td>
<td>5%</td>
</tr>
</tbody>
</table>

### Q17. In my opinion, cyberbullying is \((n=589)\)

<table>
<thead>
<tr>
<th>Damage</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. worse than the face-to-face bullying</td>
<td>28%</td>
</tr>
<tr>
<td>2. about the same as face-to-face bullying</td>
<td>35%</td>
</tr>
<tr>
<td>3. less damaging than face-to-face bullying</td>
<td>33%</td>
</tr>
<tr>
<td>4. just having fun and results in little harm</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Q18. Overall, cyberbullying at my school is \((n=589)\)

http://www.learningpolls.org
1. not a problem at all 41%
2. a minor problem 37%
3. a common problem 13%
4. a worse problem than any other 8%

Q19. The school should provide information to students about cyberbullying (n=589)

1. yes 78%
2. no 21%

Q20. The school should provide information to parents about cyberbullying (n=589)

1. yes 77%
2. no 22%

Q21. The amount of time I spend daily on the Internet is: (n=589)

1. I don't use Internet 9%
2. less than 1 hour per day 39%
3. 1 - 2 hours per day 33%
4. 3 - 4 hours per day 12%
5. 5 or more hours per day 8%

Q22. The amount of time I spend on a cell phone daily is: (n=589)

1. I don't use a cell phone 42%
2. less than 1 hour per day 26%
3. 1 - 2 hours per day 15%
4. 3 - 4 hours per day 6%
5. 5 or more hours per day 10%

**Age (n=587)**

10 years 37%
11 years 33%
12 years 26%
13 years 3%
14 years 0%
15 years 0%
16 years 0%
17 years 0%
18 years 0%
19 years 0%
**Average Age** 11.00

**Grade (n=588)**

Grade 5 65%
Grade 6 32%
Grade 7 1%
Grade 8 0%
Grade 9

http://www.learningpolls.org
LearningPolls.org | Poll Results

Grade 10  
Grade 11  
Grade 12  
Average Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>0%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>1%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>1%</td>
</tr>
<tr>
<td>Average Grade</td>
<td>5.43</td>
</tr>
</tbody>
</table>

Gender (n=582)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>48%</td>
</tr>
<tr>
<td>Male</td>
<td>52%</td>
</tr>
</tbody>
</table>

Ethnicity (n=583)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3%</td>
</tr>
<tr>
<td>Black</td>
<td>16%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
</tr>
<tr>
<td>Native American</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>72%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>

Administrator Menu options:

School-Related Options:

1. Create a New School
2. View or Edit Existing School and Student Login
3. Add or Edit School Officials at Existing School
4. View School Officials

System Options:

5. Add or Edit Administrator Account

LearningPolls.org | Poll Results

- Grade 11: 1%
- Grade 12: 1%
- Average Grade: 5.47

Gender (n=580)

- Female: 48%
- Male: 52%

Ethnicity (n=580)

- Asian: 3%
- Black: 15%
- Hispanic: 4%
- Native American: 2%
- White: 73%
- Other: 4%

Administrator Menu options:

School-Related Options:
1. Create a New School
2. View or Edit Existing School and Student Login
3. Add or Edit School Officials at Existing School
4. View School Officials

System Options:
5. Add or Edit Administrator Account
6. Generate Random Codes
7. View Completed Poll Results
8. Download Raw Poll Data

http://www.learningpolls.org/5/15/2009

5/15/2009

173
### Frequency and Percent Table: Cyberbully Poll Gender

<table>
<thead>
<tr>
<th>School Grade</th>
<th>Male ($n = 973$)</th>
<th>Female ($n = 1,021$)</th>
<th>Missing ($n = 12$)</th>
<th>TOTAL ($n = 2,006$)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f$</td>
<td>$P$</td>
<td>$f$</td>
<td>$P$</td>
</tr>
<tr>
<td>5</td>
<td>326</td>
<td>16.25</td>
<td>334</td>
<td>16.65</td>
</tr>
<tr>
<td>6</td>
<td>196</td>
<td>9.77</td>
<td>175</td>
<td>8.72</td>
</tr>
<tr>
<td>7</td>
<td>221</td>
<td>11.02</td>
<td>236</td>
<td>11.76</td>
</tr>
<tr>
<td>8</td>
<td>229</td>
<td>11.42</td>
<td>273</td>
<td>13.61</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.05</td>
<td>3</td>
<td>0.15</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male ($n = 973$)</th>
<th>Female ($n = 1,021$)</th>
<th>Missing ($n = 12$)</th>
<th>TOTAL ($n = 2,006$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>21</td>
<td>1.05</td>
<td>28</td>
<td>1.40</td>
</tr>
<tr>
<td>Black</td>
<td>206</td>
<td>10.27</td>
<td>220</td>
<td>10.97</td>
</tr>
<tr>
<td>Hispanic</td>
<td>27</td>
<td>1.35</td>
<td>37</td>
<td>1.84</td>
</tr>
<tr>
<td>Native American</td>
<td>14</td>
<td>0.70</td>
<td>12</td>
<td>0.60</td>
</tr>
<tr>
<td>White</td>
<td>662</td>
<td>33.00</td>
<td>678</td>
<td>33.80</td>
</tr>
<tr>
<td>Other</td>
<td>43</td>
<td>2.14</td>
<td>46</td>
<td>2.29</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Male ($n = 973$)</th>
<th>Female ($n = 1,021$)</th>
<th>Missing ($n = 12$)</th>
<th>TOTAL ($n = 2,006$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>126</td>
<td>6.28</td>
<td>134</td>
<td>6.68</td>
</tr>
<tr>
<td>11</td>
<td>196</td>
<td>9.77</td>
<td>220</td>
<td>10.97</td>
</tr>
<tr>
<td>12</td>
<td>215</td>
<td>10.72</td>
<td>186</td>
<td>9.27</td>
</tr>
<tr>
<td>13</td>
<td>204</td>
<td>10.17</td>
<td>252</td>
<td>12.56</td>
</tr>
<tr>
<td>14</td>
<td>221</td>
<td>11.02</td>
<td>221</td>
<td>11.02</td>
</tr>
<tr>
<td>Other</td>
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<td>0.50</td>
<td>6</td>
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<td>Missing Value</td>
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<td>0.05</td>
<td>2</td>
<td>0.10</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
</tbody>
</table>

1. **Common cyberbullying at my school includes**

- A. cell phone calls or text messages
  - Male: 515 (18.66%) Female: 594 (21.52%) Missing: 8 (0.29%) TOTAL: 1,117 (40.47%)
- B. picture or video on cell phones
  - Male: 213 (7.72%) Female: 214 (7.75%) Missing: 3 (0.11%) TOTAL: 430 (15.58%)
- C. online instant messaging or live chat rooms
  - Male: 311 (11.27%) Female: 359 (13.01%) Missing: 3 (0.11%) TOTAL: 673 (24.38%)
- D. Websites or message boards
  - Male: 220 (7.97%) Female: 318 (11.52%) Missing: 2 (0.07%) TOTAL: 540 (19.57%)

**Totals**: 1,259 (45.62%) 1,485 (53.80%) 16 (0.58%) 2,760 (100.00%)
<table>
<thead>
<tr>
<th>Frequency and Percent Table: Cyberbully Poll Gender</th>
<th>Male (n = 973)</th>
<th>Female (n = 1,021)</th>
<th>Missing (n = 12)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Common cyberbullying messages at my school include</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. threatening to hurt someone</td>
<td>492 14.90</td>
<td>476 14.42</td>
<td>4 0.12</td>
<td>972 29.44</td>
</tr>
<tr>
<td>B. telling lies about a person</td>
<td>535 16.20</td>
<td>692 20.96</td>
<td>5 0.15</td>
<td>1,232 37.31</td>
</tr>
<tr>
<td>C. exposing secrets to an audience</td>
<td>325 9.84</td>
<td>420 12.72</td>
<td>6 0.18</td>
<td>751 22.74</td>
</tr>
<tr>
<td>D. sexual harassment</td>
<td>165 5.00</td>
<td>180 5.45</td>
<td>2 0.06</td>
<td>347 10.51</td>
</tr>
<tr>
<td>Totals</td>
<td>1,517 45.94</td>
<td>1,768 53.54</td>
<td>17 0.51</td>
<td>3,302 100.00</td>
</tr>
<tr>
<td>3. Common reasons for cyberbullying at my school are</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. boyfriend/girlfriend jealousy, rejection or breakups</td>
<td>502 14.80</td>
<td>679 20.02</td>
<td>4 0.12</td>
<td>1,185 34.94</td>
</tr>
<tr>
<td>B. winning/losing a school event, contest or competition</td>
<td>285 8.40</td>
<td>249 7.34</td>
<td>2 0.06</td>
<td>536 15.80</td>
</tr>
<tr>
<td>C. being picked on for not acting or looking like others</td>
<td>431 12.71</td>
<td>493 14.53</td>
<td>4 0.12</td>
<td>928 27.36</td>
</tr>
<tr>
<td>D. revenge for being mistreated by someone</td>
<td>344 10.14</td>
<td>395 11.65</td>
<td>4 0.12</td>
<td>743 21.90</td>
</tr>
<tr>
<td>Totals</td>
<td>1,562 46.05</td>
<td>1,816 53.54</td>
<td>14 0.41</td>
<td>3,392 100.00</td>
</tr>
<tr>
<td>4. My understanding of cyberbullying is based on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. being a target of cyberbullying</td>
<td>263 10.72</td>
<td>258 10.52</td>
<td>0 0.00</td>
<td>521 21.24</td>
</tr>
<tr>
<td>B. friends talking about cyberbullying</td>
<td>246 10.03</td>
<td>327 13.33</td>
<td>4 0.16</td>
<td>577 23.52</td>
</tr>
<tr>
<td>C. teachers talking about cyberbullying</td>
<td>417 17.00</td>
<td>467 19.04</td>
<td>2 0.08</td>
<td>886 36.12</td>
</tr>
<tr>
<td>D. reports presented on television</td>
<td>234 9.54</td>
<td>232 9.46</td>
<td>3 0.12</td>
<td>469 19.12</td>
</tr>
<tr>
<td>Totals</td>
<td>1,160 47.29</td>
<td>1,284 52.34</td>
<td>9 0.37</td>
<td>2,453 100.00</td>
</tr>
<tr>
<td>5. If someone tried to cyberbully me, I would</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell a teacher or my parent</td>
<td>419 13.81</td>
<td>585 19.28</td>
<td>8 0.26</td>
<td>1,012 33.34</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>375 12.36</td>
<td>346 11.40</td>
<td>4 0.13</td>
<td>725 23.89</td>
</tr>
<tr>
<td>C. tell the bully to stop</td>
<td>236 7.78</td>
<td>299 9.85</td>
<td>4 0.13</td>
<td>539 17.76</td>
</tr>
<tr>
<td>D. change my screen name or block the message</td>
<td>338 11.14</td>
<td>414 13.64</td>
<td>7 0.23</td>
<td>759 25.01</td>
</tr>
<tr>
<td>Totals</td>
<td>1,368 45.07</td>
<td>1,644 54.17</td>
<td>23 0.76</td>
<td>3,035 100.00</td>
</tr>
<tr>
<td>Frequency and Percent Table: Cyberbully Poll Gender</td>
<td>Male (n = 973)</td>
<td>Female (n = 1,021)</td>
<td>Missing (n = 12)</td>
<td>TOTAL (n = 2,006)</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>6. When teachers are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your parent</td>
<td>694 (25.42)</td>
<td>603 (22.09)</td>
<td>10 (0.37)</td>
<td>1,307 (47.88)</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>244 (8.94)</td>
<td>217 (7.95)</td>
<td>2 (0.07)</td>
<td>463 (16.96)</td>
</tr>
<tr>
<td>C. tell the bully to stop</td>
<td>255 (9.34)</td>
<td>312 (11.43)</td>
<td>3 (0.11)</td>
<td>570 (20.88)</td>
</tr>
<tr>
<td>D. change your screen name or block the message</td>
<td>197 (7.22)</td>
<td>190 (6.96)</td>
<td>3 (0.11)</td>
<td>390 (14.29)</td>
</tr>
<tr>
<td>Totals</td>
<td>1,390 (50.92)</td>
<td>1,322 (48.42)</td>
<td>18 (0.66)</td>
<td>2,730 (100.00)</td>
</tr>
<tr>
<td>7. When parents are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your teacher</td>
<td>532 (19.88)</td>
<td>582 (21.75)</td>
<td>7 (0.26)</td>
<td>1,121 (41.89)</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>248 (9.27)</td>
<td>230 (8.59)</td>
<td>3 (0.11)</td>
<td>481 (17.97)</td>
</tr>
<tr>
<td>C. tell the bully to stop</td>
<td>267 (9.98)</td>
<td>295 (11.02)</td>
<td>5 (0.19)</td>
<td>567 (21.19)</td>
</tr>
<tr>
<td>D. change your screen name or block the message</td>
<td>214 (8.00)</td>
<td>287 (10.72)</td>
<td>6 (0.22)</td>
<td>507 (18.95)</td>
</tr>
<tr>
<td>Totals</td>
<td>1,261 (47.12)</td>
<td>1,394 (52.09)</td>
<td>21 (0.78)</td>
<td>2,676 (100.00)</td>
</tr>
<tr>
<td>8. When friends are told about cyberbullying, they say</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. tell the principal or your teacher</td>
<td>278 (10.12)</td>
<td>379 (13.80)</td>
<td>5 (0.18)</td>
<td>662 (24.11)</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>402 (14.64)</td>
<td>449 (16.35)</td>
<td>8 (0.29)</td>
<td>859 (31.28)</td>
</tr>
<tr>
<td>C. tell the bully to stop</td>
<td>276 (10.05)</td>
<td>359 (13.07)</td>
<td>2 (0.07)</td>
<td>637 (23.20)</td>
</tr>
<tr>
<td>D. change your screen name or block the message</td>
<td>266 (9.69)</td>
<td>318 (11.58)</td>
<td>4 (0.15)</td>
<td>588 (21.41)</td>
</tr>
<tr>
<td>Totals</td>
<td>1,222 (44.50)</td>
<td>1,505 (54.81)</td>
<td>19 (0.69)</td>
<td>2,746 (100.00)</td>
</tr>
<tr>
<td>9. In the past year my teachers discussed cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>364 (18.15)</td>
<td>291 (14.51)</td>
<td>3 (0.15)</td>
<td>658 (32.80)</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>447 (22.28)</td>
<td>541 (26.97)</td>
<td>6 (0.30)</td>
<td>994 (49.55)</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>62 (3.09)</td>
<td>84 (4.19)</td>
<td>0 (0.00)</td>
<td>146 (7.28)</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>97 (4.84)</td>
<td>100 (4.99)</td>
<td>2 (0.10)</td>
<td>199 (9.92)</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3 (0.15)</td>
<td>5 (0.25)</td>
<td>1 (0.05)</td>
<td>9 (0.45)</td>
</tr>
<tr>
<td>Totals</td>
<td>973 (48.50)</td>
<td>1,021 (50.90)</td>
<td>12 (0.60)</td>
<td>2,006 (100.00)</td>
</tr>
</tbody>
</table>
### Frequency and Percent Table: Cyberbully Poll Gender

<table>
<thead>
<tr>
<th>10 In the past year, I have been a target of cyberbullies</th>
<th>Male (n = 973)</th>
<th>Female (n = 1,021)</th>
<th>Missing (n = 12)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. never</td>
<td>736 36.69</td>
<td>702 35.00</td>
<td>12 0.60</td>
<td>1,450 72.28</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>144 7.18</td>
<td>243 12.11</td>
<td>0 0.00</td>
<td>387 19.29</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>26 1.30</td>
<td>24 1.20</td>
<td>0 0.00</td>
<td>50 2.49</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>58 2.89</td>
<td>41 2.04</td>
<td>0 0.00</td>
<td>99 4.94</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>9 0.45</td>
<td>11 0.55</td>
<td>0 0.00</td>
<td>20 1.00</td>
</tr>
<tr>
<td>Totals</td>
<td>973 48.50</td>
<td>1,021 50.90</td>
<td>12 0.60</td>
<td>2,006 100.00</td>
</tr>
</tbody>
</table>

12. In the past year, I have participated in cyberbullying

| A. never                                                 | 558 27.82     | 494 24.63         | 10 0.50         | 1,062 52.94      |
| B. 1 - 5 times                                           | 286 14.26     | 395 19.69         | 1 0.05          | 682 34.00        |
| C. 6 - 10 times                                          | 57 2.84       | 78 3.89           | 0 0.00          | 135 6.73         |
| D. more than 10 times                                    | 63 3.14       | 43 2.14           | 1 0.05          | 107 5.33         |
| E. Other/No response                                     | 9 0.45        | 11 0.55           | 0 0.00          | 20 1.00          |
| Totals                                                  | 973 48.50     | 1,021 50.90       | 12 0.60         | 2,006 100.00     |

13. In the past year, one or more of my friends has

| A. never                                                 | 801 39.93     | 817 40.73         | 11 0.55         | 1,629 81.21      |
| B. 1 - 5 times                                           | 95 4.74       | 154 7.68          | 0 0.00          | 249 12.41        |
| C. 6 - 10 times                                          | 23 1.15       | 14 0.70           | 0 0.00          | 37 1.84          |
| D. more than 10 times                                    | 45 2.24       | 26 1.30           | 0 0.00          | 71 3.54          |
| E. Other/No response                                     | 9 0.45        | 10 0.50           | 1 0.05          | 20 1.00          |
| Totals                                                  | 973 48.50     | 1,021 50.90       | 12 0.60         | 2,006 100.00     |
14. In the past year I have presented myself online as someone else

<table>
<thead>
<tr>
<th></th>
<th>Male (n = 973)</th>
<th>Female (n = 1,021)</th>
<th>Missing (n = 12)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>P</td>
<td>f</td>
<td>P</td>
</tr>
<tr>
<td>A. never</td>
<td>772</td>
<td>38.48</td>
<td>847</td>
<td>42.22</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>129</td>
<td>6.43</td>
<td>127</td>
<td>6.33</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>20</td>
<td>1.00</td>
<td>11</td>
<td>0.55</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>45</td>
<td>2.24</td>
<td>32</td>
<td>1.60</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>7</td>
<td>0.35</td>
<td>4</td>
<td>0.20</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
</tbody>
</table>

15. In the past year, I have told lies online

<table>
<thead>
<tr>
<th></th>
<th>Male (n = 973)</th>
<th>Female (n = 1,021)</th>
<th>Missing (n = 12)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>P</td>
<td>f</td>
<td>P</td>
</tr>
<tr>
<td>A. never</td>
<td>648</td>
<td>32.30</td>
<td>680</td>
<td>33.90</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>207</td>
<td>10.32</td>
<td>258</td>
<td>12.86</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>28</td>
<td>1.40</td>
<td>27</td>
<td>1.35</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>85</td>
<td>4.24</td>
<td>49</td>
<td>2.44</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>5</td>
<td>0.25</td>
<td>7</td>
<td>0.35</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
</tbody>
</table>

16. In the past year my parents discussed cyberbullying

<table>
<thead>
<tr>
<th></th>
<th>Male (n = 973)</th>
<th>Female (n = 1,021)</th>
<th>Missing (n = 12)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>P</td>
<td>f</td>
<td>P</td>
</tr>
<tr>
<td>A. never</td>
<td>637</td>
<td>31.75</td>
<td>524</td>
<td>26.12</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>243</td>
<td>12.11</td>
<td>340</td>
<td>16.95</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>45</td>
<td>2.24</td>
<td>76</td>
<td>3.79</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>45</td>
<td>2.24</td>
<td>77</td>
<td>3.84</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3</td>
<td>0.15</td>
<td>4</td>
<td>0.20</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
</tbody>
</table>

17. In my opinion cyberbullying is

<table>
<thead>
<tr>
<th></th>
<th>Male (n = 973)</th>
<th>Female (n = 1,021)</th>
<th>Missing (n = 12)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>P</td>
<td>f</td>
<td>P</td>
</tr>
<tr>
<td>A. worse than face-to-face bullying</td>
<td>284</td>
<td>14.16</td>
<td>328</td>
<td>16.35</td>
</tr>
<tr>
<td>B. about the same as face-to-face bullying</td>
<td>317</td>
<td>15.80</td>
<td>436</td>
<td>21.73</td>
</tr>
<tr>
<td>C. less damaging than face-to-face bullying</td>
<td>292</td>
<td>14.56</td>
<td>232</td>
<td>11.57</td>
</tr>
<tr>
<td>D. just having fun and results in little harm</td>
<td>77</td>
<td>3.84</td>
<td>24</td>
<td>1.20</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3</td>
<td>0.15</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
<tr>
<td>Frequency and Percent Table: Cyberbully Poll Gender</td>
<td>Male (n = 973)</td>
<td>Female (n = 1,021)</td>
<td>Missing (n = 12)</td>
<td>TOTAL (n = 2,006)</td>
</tr>
<tr>
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<td>---------------</td>
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<tr>
<td></td>
<td>f</td>
<td>P</td>
<td>f</td>
<td>P</td>
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<tr>
<td>18. <em>Overall cyberbullying at my school is</em></td>
<td></td>
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</tr>
<tr>
<td>A. not a problem at all</td>
<td>414</td>
<td>20.64</td>
<td>310</td>
<td>15.45</td>
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<tr>
<td>B. a minor problem</td>
<td>369</td>
<td>18.39</td>
<td>450</td>
<td>22.43</td>
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<tr>
<td>C. a common problem</td>
<td>115</td>
<td>5.73</td>
<td>188</td>
<td>9.37</td>
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<tr>
<td>D. a worse problem than any other</td>
<td>72</td>
<td>3.59</td>
<td>65</td>
<td>3.24</td>
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<tr>
<td>E. Other/No response</td>
<td>3</td>
<td>0.15</td>
<td>8</td>
<td>0.40</td>
</tr>
<tr>
<td>Totals</td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
<tr>
<td>19. <em>The school should provide information to students</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>A. yes</td>
<td>757</td>
<td>37.74</td>
<td>876</td>
<td>43.67</td>
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<tr>
<td>B. no</td>
<td>206</td>
<td>10.27</td>
<td>125</td>
<td>6.23</td>
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<tr>
<td>E. Other/No response</td>
<td>10</td>
<td>0.50</td>
<td>20</td>
<td>1.00</td>
</tr>
<tr>
<td>Totals</td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
<tr>
<td>20. <em>The school should provide information to parents</em></td>
<td></td>
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<tr>
<td>A. yes</td>
<td>718</td>
<td>35.79</td>
<td>851</td>
<td>42.42</td>
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<tr>
<td>B. no</td>
<td>253</td>
<td>12.61</td>
<td>162</td>
<td>8.08</td>
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<tr>
<td>E. Other/No response</td>
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<td>0.10</td>
<td>8</td>
<td>0.40</td>
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<tr>
<td>Totals</td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
<tr>
<td>21. <em>The amount of time I spend daily on the Internet is</em></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A. I don't use the Internet</td>
<td>105</td>
<td>5.23</td>
<td>62</td>
<td>3.09</td>
</tr>
<tr>
<td>B. less than 1 hour per day</td>
<td>302</td>
<td>15.05</td>
<td>319</td>
<td>15.90</td>
</tr>
<tr>
<td>C. 1 - 2 hours per day</td>
<td>290</td>
<td>14.46</td>
<td>361</td>
<td>18.00</td>
</tr>
<tr>
<td>D. 3 - 4 hours per day</td>
<td>144</td>
<td>7.18</td>
<td>157</td>
<td>7.83</td>
</tr>
<tr>
<td>E. 5 or more hours per day</td>
<td>129</td>
<td>6.43</td>
<td>121</td>
<td>6.03</td>
</tr>
<tr>
<td>F. Other/No response</td>
<td>3</td>
<td>0.15</td>
<td>1</td>
<td>0.05</td>
</tr>
<tr>
<td>Totals</td>
<td>973</td>
<td>48.50</td>
<td>1,021</td>
<td>50.90</td>
</tr>
<tr>
<td>Frequency and Percent Table: Cyberbully Poll Gender</td>
<td>Male (n = 973)</td>
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<td>Missing (n = 12)</td>
<td>TOTAL (n = 2,006)</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------------</td>
<td>--------------------</td>
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</tr>
<tr>
<td>f</td>
<td>P</td>
<td>f</td>
<td>P</td>
<td>f</td>
</tr>
<tr>
<td>A. I don't use a cell phone</td>
<td>320 15.95</td>
<td>273 13.61</td>
<td>6   0.30</td>
<td>599 29.86</td>
</tr>
<tr>
<td>B. less than 1 hour per day</td>
<td>253 12.61</td>
<td>213 10.62</td>
<td>3   0.15</td>
<td>469 23.38</td>
</tr>
<tr>
<td>C. 1 - 2 hours per day</td>
<td>147 7.33</td>
<td>145 7.23</td>
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<td>295 14.71</td>
</tr>
<tr>
<td>D. 3 - 4 hours per day</td>
<td>91 4.54</td>
<td>115 5.73</td>
<td>0   0.00</td>
<td>206 10.27</td>
</tr>
<tr>
<td>E. 5 or more hours per day</td>
<td>156 7.78</td>
<td>270 13.46</td>
<td>0   0.00</td>
<td>426 21.24</td>
</tr>
<tr>
<td>F. Other/No response</td>
<td>6 0.30</td>
<td>5 0.25</td>
<td>0   0.00</td>
<td>11 0.55</td>
</tr>
<tr>
<td>Totals</td>
<td>973 48.50</td>
<td>1,021 50.90</td>
<td>12 0.60</td>
<td>2,006 100.00</td>
</tr>
</tbody>
</table>
## Frequency Table: Cyberbullying Ethnicity

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian (n = 49)</th>
<th>Black (n = 428)</th>
<th>Hispanic (n = 64)</th>
<th>Native American (n = 27)</th>
<th>White (n = 1,348)</th>
<th>Other (n = 19)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>21  1.047  206 10.269 27  1.346  14  0.698  662 33.001 43  2.144  973 48.504</td>
<td>28  1.396  220 10.967 37  1.844  12  0.598  678 33.799 46  2.393 1021 50.897</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Female</td>
<td>0  0.000  2  0.100 0  0.000  1  0.050  8  0.399  1  0.050  12  0.598</td>
<td>1  0.050  0  0.000 0  0.000  2  0.100  0  0.000  3  0.150</td>
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</tr>
<tr>
<td>Missing</td>
<td>0  0.000  1  0.050 0  0.000  0  0.000  0  0.000  1  0.050</td>
<td>1  0.050  0  0.000 0  0.000  0  0.000  1  0.050</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>49  2.443  428 21.336 64  3.190  27  1.346  1,348 67.198 90  4.487 2,006 100.000</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asian (n = 49)</th>
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<th>Hispanic (n = 64)</th>
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<th>Other (n = 19)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10  0.499  123 6.132 16  0.798  10  0.499  470 23.430 37  1.844  666 33.200</td>
<td>9  0.449  78  3.888 20  0.997  4  0.199  249 12.413 14  0.698  374 18.644</td>
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</tr>
<tr>
<td>Female</td>
<td>12  0.598  115 5.733 15  0.748  5  0.249  297 14.806 14  0.698  458 22.832</td>
<td>17  0.847  111 5.533 13  0.648  8  0.399  330 16.451 25  1.246 504 25.125</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>1  0.050</td>
<td></td>
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<td></td>
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</tr>
<tr>
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<td>49  2.443  428 21.336 64  3.190  27  1.346  1,348 67.198 90  4.487 2,006 100.000</td>
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</tbody>
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<thead>
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<th>Other (n = 19)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10  0.499  40  1.994 5  0.249  5  0.249  194 9.671 16  0.798  263 13.111</td>
<td>8  0.399  79  3.938 16  0.798  4  0.199  292 14.556 20  0.997  419 20.887</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>12  0.598  110 5.484 12  0.598  3  0.150  300 14.955 16  0.798  456 22.732</td>
<td>15  0.748  114 5.683 11  0.548  9  0.449  279 13.908 20  0.997  445 22.183</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>0  0.000  0  0.000 2  0.100  0  0.000  0  0.000  3  0.150</td>
<td>0  0.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 1. Common cyberbullying at my school includes

- A. cell phone calls or text messages: 33 1.166 299 10.565 33 1.166 14 0.495 760 26.855 48 1.696 1187 41.943
- B. picture or video on cell phones: 8 0.283 106 3.746 13 0.459 6 0.212 272 9.611 25 0.883 430 15.194
- C. online instant messaging or live chat rooms: 16 0.565 155 5.477 14 0.495 11 0.389 446 15.760 31 1.095 673 23.781
- D. Websites or message boards: 18 0.636 114 4.028 19 0.681 3 0.106 361 12.756 25 0.883 540 19.081

### Totals

75 2.650 674 23.816 79 2.792 34 1.201 1,839 67.198 90 4.487 2,006 100.000

## 2. Common cyberbullying messages at my school include

- A. threatening to hurt someone: 27 0.818 228 6.905 34 1.030 15 0.454 620 18.776 48 1.454 972 29.437
- B. telling lies about a person: 32 0.969 232 7.026 34 1.030 8 0.242 870 26.348 56 1.696 1232 37.311
- C. exposing secrets to an audience: 22 0.666 132 3.998 23 0.697 7 0.212 533 16.142 34 1.030 751 22.744
- D. sexual harassment: 9 0.273 89 2.695 11 0.333 8 0.242 207 6.269 23 0.697 547 17.509

### Totals

90 2.726 681 20.624 102 3.089 38 1.151 2,230 67.535 161 4.876 3,302 100.000

---

181
### Frequency Table: Cyberbullying Ethnicity

<table>
<thead>
<tr>
<th>Asian (n = 49)</th>
<th>Black (n = 428)</th>
<th>Hispanic (n = 64)</th>
<th>Native American (n = 27)</th>
<th>White (n = 1,348)</th>
<th>Other (n = 19)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$f$</td>
<td>$P$</td>
<td>$f$</td>
<td>$P$</td>
<td>$f$</td>
<td>$P$</td>
<td>$f$</td>
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<tr>
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<td>0.826</td>
<td>256</td>
<td>7.556</td>
<td>30</td>
<td>0.885</td>
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<tr>
<td>12</td>
<td>0.354</td>
<td>95</td>
<td>2.804</td>
<td>18</td>
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<td>0.856</td>
<td>183</td>
<td>5.401</td>
<td>35</td>
<td>1.033</td>
<td>8</td>
</tr>
<tr>
<td>19</td>
<td>0.561</td>
<td>148</td>
<td>4.368</td>
<td>26</td>
<td>0.767</td>
<td>10</td>
</tr>
<tr>
<td>3.088</td>
<td>99</td>
<td>2.950</td>
<td>115</td>
<td>3.287</td>
<td>36</td>
<td>1.063</td>
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<tr>
<td>19</td>
<td>0.561</td>
<td>148</td>
<td>4.368</td>
<td>26</td>
<td>0.767</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>0.561</td>
<td>148</td>
<td>4.368</td>
<td>26</td>
<td>0.767</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>0.561</td>
<td>148</td>
<td>4.368</td>
<td>26</td>
<td>0.767</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>0.561</td>
<td>148</td>
<td>4.368</td>
<td>26</td>
<td>0.767</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>0.561</td>
<td>148</td>
<td>4.368</td>
<td>26</td>
<td>0.767</td>
<td>10</td>
</tr>
</tbody>
</table>

3. **Common reasons for cyberbullying at my school are**

   A. boyfriend/girlfriend jealousy, rejection or breakups
   B. winning/losing a school event, contest or competition
   C. being picked on for not acting or looking like others
   D. revenge for being mistreated by someone

   **Totals:** 88 | 2.597 | 682 | 20.130 | 109 | 3.217 | 36 | 1.063 | 2,310 | 68.182 | 163 | 4.811 | 3,388 | 100.000

4. **My understanding of cyberbullying is based on**

   A. being a target of cyberbullying
   B. friends talking about cyberbullying
   C. teachers talking about cyberbullying
   D. reports presented on television

   **Totals:** 65 | 2.650 | 527 | 21.484 | 80 | 3.261 | 27 | 1.101 | 1,638 | 66.775 | 116 | 4.729 | 2,453 | 100.000

5. **If someone tried to cyberbully me, I would**

   A. tell a teacher or my parent
   B. ignore it
   C. tell the bully to stop
   D. change my screen name or block the message

   **Totals:** 75 | 2.471 | 593 | 19.539 | 90 | 3.067 | 27 | 1.101 | 1,806 | 69.390 | 135 | 4.448 | 2,035 | 100.000

6. **When teachers are told about cyberbullying, they say**

   A. tell the principal or your parent
   B. ignore it
   C. tell the bully to stop
   D. change your screen name or block the message

   **Totals:** 75 | 2.747 | 582 | 21.319 | 84 | 3.077 | 40 | 1.465 | 1,823 | 66.850 | 124 | 4.542 | 2,730 | 100.000

7. **When parents are told about cyberbullying, they say**

   A. tell the principal or your teacher
   B. ignore it
   C. tell the bully to stop
   D. change your screen name or block the message

   **Totals:** 75 | 3.083 | 531 | 19.843 | 88 | 2.988 | 37 | 1.383 | 1,823 | 68.124 | 122 | 4.559 | 2,043 | 100.000

8. **When friends are told about cyberbullying, they say**

   A. tell the principal or your teacher
   B. ignore it
   C. tell the bully to stop
   D. change your screen name or block the message

   **Totals:** 75 | 2.731 | 531 | 19.337 | 82 | 2.986 | 42 | 1.529 | 1,887 | 67.818 | 129 | 4.698 | 2,746 | 100.000
<table>
<thead>
<tr>
<th>Frequency Table: Cyberbullying Ethnicity</th>
<th>Asian (n = 49)</th>
<th>Black (n = 428)</th>
<th>Hispanic (n = 64)</th>
<th>Native American (n = 27)</th>
<th>White (n = 1,348)</th>
<th>Other (n = 19)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. In the past year my teachers discussed cyberbullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>A. never</td>
<td>13 0.648 120 5.982 22 1.097</td>
<td>14 0.698 455 22.682</td>
<td>34 1.695</td>
<td>658 32.802</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>30 1.496 189 9.422 33 1.645</td>
<td>10 0.499 696 34.696</td>
<td>36 1.795</td>
<td>994 49.551</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>3 0.150 47 2.343</td>
<td>4 0.199</td>
<td>0 0.000 84 4.187</td>
<td>8 0.399 146 7.278</td>
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<td></td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>3 0.150 72 3.589</td>
<td>4 0.199</td>
<td>2 0.100 106 5.284</td>
<td>12 0.598 199 9.920</td>
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<td></td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>0 0.000 0 0.000 1 0.050</td>
<td>1 0.050 8 0.399</td>
<td>0 0.000</td>
<td>9 0.449</td>
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<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>49 2.443</td>
<td>428 21.336</td>
<td>64 3.190</td>
<td>27 1.346</td>
<td>1,348 67.198</td>
<td>90 4.487</td>
<td>2,006 100.000</td>
</tr>
<tr>
<td>10. In the past year, I have been a target of cyberbullies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. never</td>
<td>38 1.894 303 15.105</td>
<td>48 2.393</td>
<td>303 15.105</td>
<td>48.953</td>
<td>57 2.841</td>
<td>1450 72.283</td>
<td></td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>6 0.299</td>
<td>74 3.689</td>
<td>11 0.548</td>
<td>2 0.100</td>
<td>278 13.858</td>
<td>16 0.798</td>
<td>19.292</td>
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<tr>
<td>C. 6 - 10 times</td>
<td>1 0.050</td>
<td>15 0.748</td>
<td>1 0.050</td>
<td>0 0.000</td>
<td>29 1.446</td>
<td>4 0.199</td>
<td>50 2.493</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>3 0.150</td>
<td>29</td>
<td>1.446 3</td>
<td>0.150</td>
<td>4</td>
<td>0.199</td>
<td>24.433</td>
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<tr>
<td>E. Other/No response</td>
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<td>7</td>
<td>0.349</td>
<td>1 0.050</td>
<td>0 0.000</td>
<td>10</td>
<td>0.499</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>49 2.443</td>
<td>428 21.336</td>
<td>64 3.190</td>
<td>27 1.346</td>
<td>1,348 67.198</td>
<td>90 4.487</td>
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<tr>
<td>11. In the past year, one or more of my friends has been a target of cyberbullies</td>
<td></td>
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<td></td>
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<tr>
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<tr>
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<td>34 1.695</td>
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<td>1,348 67.198</td>
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<td>2,006 100.000</td>
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<tr>
<td>12. In the past year, I have participated in cyberbullying</td>
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<td>2,006 100.000</td>
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<tr>
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<td>64 3.190</td>
<td>27 1.346</td>
<td>1,348 67.198</td>
<td>90 4.487</td>
<td>2,006 100.000</td>
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## Frequency Table: Cyberbullying Ethnicity

<table>
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<th>Asian (n = 49)</th>
<th>Black (n = 428)</th>
<th>Hispanic (n = 64)</th>
<th>Native American (n = 27)</th>
<th>White (n = 1,348)</th>
<th>Other (n = 19)</th>
<th>TOTAL (n = 2,006)</th>
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<tr>
<td><strong>Total</strong></td>
<td>49</td>
<td>2.443</td>
<td>428</td>
<td>21.336</td>
<td>64</td>
<td>3.190</td>
<td>27</td>
</tr>
</tbody>
</table>

### 14. In the past year, I have presented myself online as someone else

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<tr>
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<th>A. never</th>
<th>B. 1 - 5 times</th>
<th>C. 6 - 10 times</th>
<th>D. more than 10 times</th>
<th>E. Other/No response</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
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<td>323</td>
<td>16,102</td>
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### 15. In the past year, I have told lies online

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<th>C. 6 - 10 times</th>
<th>D. more than 10 times</th>
<th>E. Other/No response</th>
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<td></td>
<td>32</td>
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<td>239</td>
<td>11,914</td>
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### 16. In the past year my parents discussed cyberbullying

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<th>C. 6 - 10 times</th>
<th>D. more than 10 times</th>
<th>E. Other/No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>226</td>
<td>11,266</td>
<td>36</td>
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### 17. In my opinion cyberbullying is

<table>
<thead>
<tr>
<th></th>
<th>A. worse than face-to-face bullying</th>
<th>B. about the same as face-to-face bullying</th>
<th>C. less damaging than face-to-face bullying</th>
<th>D. just having fun and results in little harm</th>
<th>E. Other/No response</th>
</tr>
</thead>
<tbody>
<tr>
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<td>19</td>
<td>0,947</td>
<td>150</td>
<td>7,478</td>
<td>18</td>
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### 18. Overall cyberbullying at my school is

<table>
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<tr>
<th></th>
<th>A. not a problem at all</th>
<th>B. a minor problem</th>
<th>C. a common problem</th>
<th>D. a worse problem than any other</th>
<th>E. Other/No response</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
<td>0,847</td>
<td>153</td>
<td>7,627</td>
<td>25</td>
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</tbody>
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### 19. The school should provide information to students about cyberbullying

<table>
<thead>
<tr>
<th></th>
<th>A. yes</th>
<th>B. no</th>
<th>E. Other/No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45</td>
<td>2,243</td>
<td>368</td>
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</tbody>
</table>

### Totals

|                | 49 | 2,443 | 428 | 21,336 | 64 | 3,190 | 27 | 1,346 | 1,348 | 67,198 | 90 | 4,487 | 2,006 | 100.000 |

184
<table>
<thead>
<tr>
<th>Frequency Table: Cyberbullying Ethnicity</th>
<th>Asian (n = 49)</th>
<th>Black (n = 428)</th>
<th>Hispanic (n = 64)</th>
<th>Native American (n = 27)</th>
<th>White (n = 1,348)</th>
<th>Other (n = 19)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. The school should provide information to parents about cyberbullying:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. yes</td>
<td>42 2.094</td>
<td>368 18.345</td>
<td>50 2.493</td>
<td>20 0.997</td>
<td>1,092 54.437</td>
<td>67 3.340</td>
<td>1639 81.705</td>
</tr>
<tr>
<td>B. no</td>
<td>7 0.349</td>
<td>50 2.493</td>
<td>13 0.648</td>
<td>6 0.299</td>
<td>242 12.064</td>
<td>19 0.947</td>
<td>337 16.800</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>0 0.000</td>
<td>10 0.499</td>
<td>1 0.050</td>
<td>1 0.050</td>
<td>14 0.698</td>
<td>4 0.199</td>
<td>30 1.496</td>
</tr>
<tr>
<td>Totals</td>
<td>49 2.443</td>
<td>428 21.336</td>
<td>64 3.190</td>
<td>27 1.346</td>
<td>1,348 67.198</td>
<td>90 4.487</td>
<td>2,006 100.000</td>
</tr>
<tr>
<td>21. The amount of time I spend daily on the Internet is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. I don't use the Internet</td>
<td>3 0.150</td>
<td>44 2.193</td>
<td>6 0.299</td>
<td>5 0.249</td>
<td>102 5.085</td>
<td>8 0.399</td>
<td>168 8.375</td>
</tr>
<tr>
<td>B. less than 1 hour per day</td>
<td>14 0.698</td>
<td>102 5.085</td>
<td>18 0.897</td>
<td>7 0.349</td>
<td>458 22.832</td>
<td>25 1.246</td>
<td>624 31.107</td>
</tr>
<tr>
<td>C. 1 - 2 hours per day</td>
<td>21 1.047</td>
<td>122 6.082</td>
<td>24 1.196</td>
<td>5 0.249</td>
<td>463 23.081</td>
<td>22 1.097</td>
<td>657 32.752</td>
</tr>
<tr>
<td>D. 3 - 4 hours per day</td>
<td>6 0.299</td>
<td>84 4.187</td>
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<td>1 0.050</td>
<td>185 9.222</td>
<td>19 0.947</td>
<td>303 15.105</td>
</tr>
<tr>
<td>E. 5 or more hours per day</td>
<td>5 0.249</td>
<td>75 3.739</td>
<td>8 0.399</td>
<td>9 0.449</td>
<td>138 6.879</td>
<td>15 0.748</td>
<td>250 12.463</td>
</tr>
<tr>
<td>F. Other/No response</td>
<td>0 0.000</td>
<td>1 0.050</td>
<td>0 0.000</td>
<td>0 0.000</td>
<td>2 0.100</td>
<td>1 0.050</td>
<td>4 0.199</td>
</tr>
<tr>
<td>Totals</td>
<td>49 2.443</td>
<td>428 21.336</td>
<td>64 3.190</td>
<td>27 1.346</td>
<td>1,348 67.198</td>
<td>90 4.487</td>
<td>2,006 100.000</td>
</tr>
<tr>
<td>22. The amount of time I spend on a cell phone daily is</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
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<tr>
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<td>14 0.698</td>
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</tr>
<tr>
<td>C. 1 - 2 hours per day</td>
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<td>60 2.991</td>
<td>10 0.499</td>
<td>10 0.499</td>
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<td>295 14.706</td>
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<tr>
<td>D. 3 - 4 hours per day</td>
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<td>2 0.100</td>
<td>0 0.000</td>
<td>136 6.780</td>
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</tr>
<tr>
<td>E. 5 or more hours per day</td>
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<td>131 6.530</td>
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<td>6 0.299</td>
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<td>1,348 67.198</td>
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### Frequency Table: Cyberbullying Grade

**Gender**

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<th>7 (n = 458)</th>
<th>8 (n = 504)</th>
<th>9 (n = 3)</th>
<th>12 (n=1)</th>
<th>TOTAL (n = 2,006)</th>
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<td>P</td>
<td>f</td>
<td>P</td>
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<td>504 25.125</td>
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<td>0.050 1</td>
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**Ethnicity**

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<tr>
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**Age**

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<td>98 4.885</td>
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<td>0.000 0</td>
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<td>0.000 0</td>
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</tr>
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<td>5 0.249</td>
</tr>
<tr>
<td>18</td>
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<td>0.000 0</td>
<td>3 0.150</td>
</tr>
<tr>
<td>Total</td>
<td>666 33.200</td>
<td>374 18.644</td>
<td>458 22.832</td>
<td>504 25.125</td>
<td>0.150 1</td>
<td>0.050 1</td>
<td>2,006 100.000</td>
</tr>
</tbody>
</table>

1. **Common cyberbullying at my school includes**

A. cell phone calls or text messages

B. picture or video on cell phones

C. online instant messaging or live chat rooms

D. Websites or message boards

Totals 673 24.375 488 17.675 744 26.795 744 26.947 849 30.750 5 0.181 2 0.072 7 0.254 2,761 100.000

2. **Common cyberbullying messages at my school include**

A. threatening to hurt someone

B. telling lies about a person

C. exposing secrets to an audience

D. sexual harassment

Totals 873 26.584 661 19.481 855 25.893 934 28.286 6 0.182 1 0.030 7 0.212 3,302 100.000

3. **Common reasons for cyberbullying at my school are**

A. boyfriend/girlfriend jealousy, rejection or breakups

B. winning/losing a school event, contest or competition

C. being picked on for not acting or looking like others

D. revenge for being mistreated by someone

Totals 902 26.584 661 19.481 856 25.228 963 28.382 9 0.265 2 0.059 11 0.324 3,393 100.000

5 (n = 666) 6 (n =374) 7 (n = 458 ) 8 (n = 504) 9 (n=3) 12 (n=1) Invalid Values (n = 4) TOTAL (n = 2,006 )
Frequency Table: Cyberbullying Grade

<table>
<thead>
<tr>
<th>Method of Understanding</th>
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<th>7 (n = 458)</th>
<th>8 (n = 504)</th>
<th>9 (n = 3)</th>
<th>12 (n = 1)</th>
<th>Invalid Values (n = 4)</th>
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<td>107</td>
<td>118</td>
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<td>124</td>
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<td>145</td>
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<td>Teachers talking</td>
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5. If someone tried to cyberbully me, I would

<table>
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<th>8 (n = 504)</th>
<th>9 (n = 3)</th>
<th>12 (n = 1)</th>
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<td>176</td>
<td>216</td>
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<td>200</td>
<td>204</td>
<td>6722</td>
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<td>749</td>
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</table>

6. When teachers are told about cyberbullying, they say

<table>
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<th>Reaction</th>
<th>5 (n = 666)</th>
<th>6 (n = 374)</th>
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<th>8 (n = 504)</th>
<th>9 (n = 3)</th>
<th>12 (n = 1)</th>
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<td>149</td>
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7. When parents are told about cyberbullying, they say

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<th>8 (n = 504)</th>
<th>9 (n = 3)</th>
<th>12 (n = 1)</th>
<th>Invalid Values (n = 4)</th>
<th>TOTAL (n = 2,006)</th>
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<td>145</td>
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8. When friends are told about cyberbullying, they say

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<th>9 (n = 3)</th>
<th>12 (n = 1)</th>
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9. In the past year my teachers discussed cyberbullying

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</tr>
<tr>
<td>6 - 10 times</td>
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<td>2343</td>
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<td>0100</td>
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## Frequency Table: Cyberbullying Grade

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<th>7 (n = 458)</th>
<th>8 (n = 504)</th>
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<th>12 (n = 1)</th>
<th>Invalid Values (n = 4)</th>
<th>TOTAL (n = 2,006)</th>
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</thead>
<tbody>
<tr>
<td><strong>10. In the past year, I have been a target of cyberbullies</strong></td>
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<td>12</td>
<td>0.598</td>
<td>0</td>
<td>0.000</td>
</tr>
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<td>0.150</td>
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<td>458</td>
<td>22.832</td>
<td>504</td>
<td>25.125</td>
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<tr>
<td><strong>11. In the past year, one or more of my friends has been a target of cyberbullies</strong></td>
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<td>22.832</td>
<td>504</td>
<td>25.125</td>
</tr>
<tr>
<td><strong>12. In the past year, I have participated in cyberbullying</strong></td>
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<td>374</td>
<td>18.644</td>
<td>458</td>
<td>22.832</td>
<td>504</td>
<td>25.125</td>
</tr>
<tr>
<td><strong>13. In the past year, one or more of my friends has participated in cyberbullying</strong></td>
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<td>458</td>
<td>22.832</td>
<td>504</td>
<td>25.125</td>
</tr>
<tr>
<td><strong>14. In the past year, I have presented myself online as someone else</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>72</td>
<td>3.589</td>
<td>51</td>
<td>2.542</td>
<td>66</td>
<td>3.290</td>
<td>66</td>
<td>3.290</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>9</td>
<td>0.449</td>
<td>7</td>
<td>0.349</td>
<td>6</td>
<td>0.299</td>
<td>8</td>
<td>0.399</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>21</td>
<td>1.047</td>
<td>18</td>
<td>0.897</td>
<td>10</td>
<td>0.499</td>
<td>27</td>
<td>1.346</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>4</td>
<td>0.199</td>
<td>2</td>
<td>0.100</td>
<td>0</td>
<td>0.000</td>
<td>5</td>
<td>0.249</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>666</td>
<td>33.200</td>
<td>374</td>
<td>18.644</td>
<td>458</td>
<td>22.832</td>
<td>504</td>
<td>25.125</td>
</tr>
</tbody>
</table>
15. In the past year, I have told lies online

<table>
<thead>
<tr>
<th>Frequency</th>
<th>A. never</th>
<th>B. 1 - 5 times</th>
<th>C. 6 - 10 times</th>
<th>D. more than 10 times</th>
<th>E. Other/No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. In the past year</td>
<td>495 (24.676%)</td>
<td>122 (6.082%)</td>
<td>15 (0.748%)</td>
<td>31 (1.545%)</td>
<td>3 (0.150%)</td>
</tr>
<tr>
<td>A. never</td>
<td>495 (15.105%</td>
<td>15 (0.590%)</td>
<td>3 (0.150%)</td>
<td>1 (0.050%)</td>
<td></td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>122 (6.830%)</td>
<td>15 (0.748%)</td>
<td>3 (0.150%)</td>
<td>1 (0.050%)</td>
<td></td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>15 (0.748%)</td>
<td>15 (0.748%)</td>
<td>3 (0.150%)</td>
<td>1 (0.050%)</td>
<td></td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>31 (1.545%)</td>
<td>15 (0.748%)</td>
<td>3 (0.150%)</td>
<td>1 (0.050%)</td>
<td></td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3 (0.150%)</td>
<td>3 (0.150%)</td>
<td>3 (0.150%)</td>
<td>1 (0.050%)</td>
<td></td>
</tr>
</tbody>
</table>

16. In the past year my parents discussed cyberbullying

<table>
<thead>
<tr>
<th>Frequency</th>
<th>A. never</th>
<th>B. 1 - 5 times</th>
<th>C. 6 - 10 times</th>
<th>D. more than 10 times</th>
<th>E. Other/No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. In the past year</td>
<td>412 (20.538%)</td>
<td>171 (8.524%)</td>
<td>33 (1.645%)</td>
<td>48 (2.393%)</td>
<td>2 (0.100%)</td>
</tr>
<tr>
<td>A. never</td>
<td>412 (15.155%</td>
<td>171 (6.181%)</td>
<td>33 (1.446%)</td>
<td>48 (1.446%)</td>
<td>2 (0.100%)</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>171 (6.879%)</td>
<td>33 (1.446%)</td>
<td>33 (1.446%)</td>
<td>48 (1.446%)</td>
<td>2 (0.100%)</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>33 (1.147%)</td>
<td>33 (1.147%)</td>
<td>33 (1.147%)</td>
<td>48 (1.147%)</td>
<td>2 (0.100%)</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>48 (1.196%)</td>
<td>48 (1.196%)</td>
<td>48 (1.196%)</td>
<td>48 (1.196%)</td>
<td>2 (0.100%)</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>2 (0.100%)</td>
<td>2 (0.100%)</td>
<td>2 (0.100%)</td>
<td>2 (0.100%)</td>
<td>2 (0.100%)</td>
</tr>
</tbody>
</table>

17. In my opinion cyberbullying is

<table>
<thead>
<tr>
<th>Frequency</th>
<th>A. worse than face-to-face bullying</th>
<th>B. about the same as face-to-face bullying</th>
<th>C. less damaging than face-to-face bullying</th>
<th>D. just having fun and results in little harm</th>
<th>E. Other/No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. In my opinion</td>
<td>232 (11.565%)</td>
<td>227 (11.316%)</td>
<td>182 (9.073%)</td>
<td>25 (1.246%)</td>
<td>0 (0.000%)</td>
</tr>
<tr>
<td>A. worse than face-to-face bullying</td>
<td>232 (11.565%)</td>
<td>227 (11.316%)</td>
<td>182 (9.073%)</td>
<td>25 (1.246%)</td>
<td>0 (0.000%)</td>
</tr>
<tr>
<td>B. about the same as face-to-face bullying</td>
<td>227 (11.316%)</td>
<td>182 (9.073%)</td>
<td>25 (1.246%)</td>
<td>0 (0.000%)</td>
<td>0 (0.000%)</td>
</tr>
<tr>
<td>C. less damaging than face-to-face bullying</td>
<td>182 (9.073%)</td>
<td>25 (1.246%)</td>
<td>0 (0.000%)</td>
<td>0 (0.000%)</td>
<td>0 (0.000%)</td>
</tr>
<tr>
<td>D. just having fun and results in little harm</td>
<td>25 (1.246%)</td>
<td>0 (0.000%)</td>
<td>0 (0.000%)</td>
<td>0 (0.000%)</td>
<td>0 (0.000%)</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>0 (0.000%)</td>
<td>0 (0.000%)</td>
<td>0 (0.000%)</td>
<td>0 (0.000%)</td>
<td>0 (0.000%)</td>
</tr>
</tbody>
</table>

18. Overall cyberbullying at my school is

<table>
<thead>
<tr>
<th>Frequency</th>
<th>A. not a problem at all</th>
<th>B. a minor problem</th>
<th>C. a common problem</th>
<th>D. a worse problem than any other</th>
<th>E. Other/No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Overall cyberbullying at my school is</td>
<td>300 (14.955%)</td>
<td>215 (10.718%)</td>
<td>83 (4.138%)</td>
<td>63 (3.141%)</td>
<td>5 (0.249%)</td>
</tr>
<tr>
<td>A. not a problem at all</td>
<td>300 (14.955%)</td>
<td>215 (10.718%)</td>
<td>83 (4.138%)</td>
<td>63 (3.141%)</td>
<td>5 (0.249%)</td>
</tr>
<tr>
<td>B. a minor problem</td>
<td>215 (10.718%)</td>
<td>83 (4.138%)</td>
<td>63 (3.141%)</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
</tr>
<tr>
<td>C. a common problem</td>
<td>83 (4.138%)</td>
<td>63 (3.141%)</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
</tr>
<tr>
<td>D. a worse problem than any other</td>
<td>63 (3.141%)</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
</tr>
</tbody>
</table>

19. The school should provide information to students about cyberbullying

<table>
<thead>
<tr>
<th>Frequency</th>
<th>A. yes</th>
<th>B. no</th>
<th>E. Other/No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. The school should provide information to students about cyberbullying</td>
<td>537 (26.770%)</td>
<td>117 (5.833%)</td>
<td>12 (0.598%)</td>
</tr>
<tr>
<td>A. yes</td>
<td>537 (26.770%)</td>
<td>117 (5.833%)</td>
<td>12 (0.598%)</td>
</tr>
<tr>
<td>B. no</td>
<td>117 (5.833%)</td>
<td>117 (5.833%)</td>
<td>12 (0.598%)</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>12 (0.598%)</td>
<td>12 (0.598%)</td>
<td>12 (0.598%)</td>
</tr>
</tbody>
</table>

20. The school should provide information to parents about cyberbullying

<table>
<thead>
<tr>
<th>Frequency</th>
<th>A. yes</th>
<th>B. no</th>
<th>E. Other/No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. The school should provide information to parents about cyberbullying</td>
<td>532 (26.520%)</td>
<td>129 (6.431%)</td>
<td>5 (0.249%)</td>
</tr>
<tr>
<td>A. yes</td>
<td>532 (26.520%)</td>
<td>129 (6.431%)</td>
<td>5 (0.249%)</td>
</tr>
<tr>
<td>B. no</td>
<td>129 (6.431%)</td>
<td>129 (6.431%)</td>
<td>5 (0.249%)</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
<td>5 (0.249%)</td>
</tr>
</tbody>
</table>
21. The amount of time I spend daily on the Internet is

<table>
<thead>
<tr>
<th>Grade</th>
<th>5 (n = 666)</th>
<th>6 (n = 374)</th>
<th>7 (n = 458)</th>
<th>8 (n = 504)</th>
<th>9 (n = 3)</th>
<th>12 (n = 1)</th>
<th>Invalid Values (n = 4)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I don't use the Internet</td>
<td>79</td>
<td>3.938</td>
<td>32</td>
<td>1.595</td>
<td>28</td>
<td>1.396</td>
<td>0</td>
<td>0.000</td>
</tr>
<tr>
<td>B. less than 1 hour per day</td>
<td>260</td>
<td>12.961</td>
<td>109</td>
<td>5.434</td>
<td>131</td>
<td>6.530</td>
<td>124</td>
<td>6.181</td>
</tr>
<tr>
<td>C. 1 - 2 hours per day</td>
<td>198</td>
<td>9.870</td>
<td>136</td>
<td>6.780</td>
<td>157</td>
<td>7.827</td>
<td>164</td>
<td>8.175</td>
</tr>
<tr>
<td>D. 3 - 4 hours per day</td>
<td>68</td>
<td>3.390</td>
<td>52</td>
<td>2.592</td>
<td>81</td>
<td>4.038</td>
<td>102</td>
<td>5.085</td>
</tr>
<tr>
<td>E. 5 or more hours per day</td>
<td>59</td>
<td>2.941</td>
<td>45</td>
<td>2.243</td>
<td>59</td>
<td>2.941</td>
<td>85</td>
<td>4.237</td>
</tr>
<tr>
<td>F. Other/No response</td>
<td>2</td>
<td>0.100</td>
<td>0</td>
<td>0.000</td>
<td>2</td>
<td>0.100</td>
<td>0</td>
<td>0.000</td>
</tr>
<tr>
<td>Totals</td>
<td>666</td>
<td>33.200</td>
<td>374</td>
<td>18.644</td>
<td>458</td>
<td>22.832</td>
<td>504</td>
<td>25.125</td>
</tr>
</tbody>
</table>

22. The amount of time I spend on a cell phone daily is

<table>
<thead>
<tr>
<th>Grade</th>
<th>5 (n = 666)</th>
<th>6 (n = 374)</th>
<th>7 (n = 458)</th>
<th>8 (n = 504)</th>
<th>9 (n = 3)</th>
<th>12 (n = 1)</th>
<th>Invalid Values (n = 4)</th>
<th>TOTAL (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I don't use a cell phone</td>
<td>295</td>
<td>14.706</td>
<td>120</td>
<td>5.982</td>
<td>98</td>
<td>4.885</td>
<td>86</td>
<td>4.287</td>
</tr>
<tr>
<td>B. less than 1 hour per day</td>
<td>186</td>
<td>9.272</td>
<td>104</td>
<td>5.184</td>
<td>82</td>
<td>4.088</td>
<td>97</td>
<td>4.835</td>
</tr>
<tr>
<td>C. 1 - 2 hours per day</td>
<td>87</td>
<td>4.337</td>
<td>58</td>
<td>2.891</td>
<td>84</td>
<td>4.187</td>
<td>64</td>
<td>3.190</td>
</tr>
<tr>
<td>D. 3 - 4 hours per day</td>
<td>37</td>
<td>1.844</td>
<td>35</td>
<td>1.745</td>
<td>62</td>
<td>3.091</td>
<td>72</td>
<td>3.589</td>
</tr>
<tr>
<td>E. 5 or more hours per day</td>
<td>57</td>
<td>2.841</td>
<td>53</td>
<td>2.642</td>
<td>130</td>
<td>6.481</td>
<td>184</td>
<td>9.172</td>
</tr>
<tr>
<td>F. Other/No response</td>
<td>4</td>
<td>0.199</td>
<td>4</td>
<td>0.199</td>
<td>2</td>
<td>0.100</td>
<td>1</td>
<td>0.050</td>
</tr>
<tr>
<td>Totals</td>
<td>666</td>
<td>33.200</td>
<td>374</td>
<td>18.644</td>
<td>458</td>
<td>22.832</td>
<td>504</td>
<td>25.125</td>
</tr>
</tbody>
</table>

Invalid Values (n = 4) 
TOTAL (n = 2,006)
### Frequency Table: Cyberbullying Age

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency Table: Cyberbullying Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>126</td>
</tr>
<tr>
<td>Female</td>
<td>134</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Frequency Table: Cyberbullying Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>Black</td>
<td>40</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
</tr>
<tr>
<td>Native American</td>
<td>5</td>
</tr>
<tr>
<td>White</td>
<td>194</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency Table: Cyberbullying Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>262</td>
</tr>
<tr>
<td>6th</td>
<td>1</td>
</tr>
<tr>
<td>7th</td>
<td>0</td>
</tr>
<tr>
<td>8th</td>
<td>0</td>
</tr>
<tr>
<td>9th</td>
<td>0</td>
</tr>
<tr>
<td>12th</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Common cyberbullying at my school includes</th>
<th>Frequency Table: Cyberbullying Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. cell phone calls or text messages</td>
<td>99</td>
</tr>
<tr>
<td>B. picture or video on cell phones</td>
<td>30</td>
</tr>
<tr>
<td>C. online instant messaging or live chat rooms</td>
<td>65</td>
</tr>
<tr>
<td>D. Websites or message boards</td>
<td>54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Common cyberbullying messages at my school include</th>
<th>Frequency Table: Cyberbullying Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. threatening to hurt someone</td>
<td>116</td>
</tr>
<tr>
<td>B. telling lies about a person</td>
<td>119</td>
</tr>
<tr>
<td>C. exposing secrets to an audience</td>
<td>70</td>
</tr>
<tr>
<td>D. sexual harassment</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Common reasons for cyberbullying at my school are</th>
<th>Frequency Table: Cyberbullying Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. boyfriend/girlfriend jealousy, rejection or breakup</td>
<td>110</td>
</tr>
<tr>
<td>B. winning/losing a school event, contest or competition</td>
<td>79</td>
</tr>
<tr>
<td>C. being picked on for not acting or looking like others</td>
<td>92</td>
</tr>
<tr>
<td>D. revenge for being mistreated by someone</td>
<td>78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. My understanding of cyberbullying is based on</th>
<th>Frequency Table: Cyberbullying Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. being a target of cyberbullying</td>
<td>68</td>
</tr>
<tr>
<td>B. friends talking about cyberbullying</td>
<td>76</td>
</tr>
<tr>
<td>C. teachers talking about cyberbullying</td>
<td>59</td>
</tr>
<tr>
<td>D. reports presented on television</td>
<td>46</td>
</tr>
</tbody>
</table>

| Totals 249 | 10.155 | 467 | 19.046 | 502 | 20.473 | 608 | 24.796 | 604 | 24.633 | 8 | 0.326 | 0 | 0.000 | 0 | 0.000 | 12 | 0.489 | 0 | 0.000 | 22 | 0.897 | 2,452 | 100.000 |

| Totals 263 | 13.111 | 20.887 | 404 | 20.140 | 456 | 22.732 | 445 | 22.183 | 5 | 0.249 | 1 | 0.050 | 10 | 0.499 | 3 | 0.150 | 19 | 0.947 | 2,006 | 100.000 |

| Totals 263 | 11.000 | 191 | 0.848 | 3,302 | 100.000 |
### Frequency Table: Cyberbullying Age

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>Almost Never</th>
<th>1 - 5 times</th>
<th>More than 10 times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. tell the bully to stop</td>
<td>71</td>
<td>3.53</td>
<td>14</td>
<td>0.71</td>
<td>98</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>9</td>
<td>0.47</td>
<td>1</td>
<td>0.05</td>
<td>10</td>
</tr>
<tr>
<td>C. change your screen name or block the message</td>
<td>8</td>
<td>0.41</td>
<td>1</td>
<td>0.05</td>
<td>9</td>
</tr>
<tr>
<td>D. tell the bully to stop</td>
<td>67</td>
<td>3.48</td>
<td>12</td>
<td>0.64</td>
<td>91</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3</td>
<td>0.16</td>
<td>2</td>
<td>0.10</td>
<td>5</td>
</tr>
</tbody>
</table>

### Frequency Table: Cyberbullying Age by Gender

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>Almost Never</th>
<th>1 - 5 times</th>
<th>More than 10 times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. tell the bully to stop</td>
<td>71</td>
<td>3.53</td>
<td>14</td>
<td>0.71</td>
<td>98</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>9</td>
<td>0.47</td>
<td>1</td>
<td>0.05</td>
<td>10</td>
</tr>
<tr>
<td>C. change your screen name or block the message</td>
<td>8</td>
<td>0.41</td>
<td>1</td>
<td>0.05</td>
<td>9</td>
</tr>
<tr>
<td>D. tell the bully to stop</td>
<td>67</td>
<td>3.48</td>
<td>12</td>
<td>0.64</td>
<td>91</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3</td>
<td>0.16</td>
<td>2</td>
<td>0.10</td>
<td>5</td>
</tr>
</tbody>
</table>

### Frequency Table: Cyberbullying Age by Race

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>Almost Never</th>
<th>1 - 5 times</th>
<th>More than 10 times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. tell the bully to stop</td>
<td>71</td>
<td>3.53</td>
<td>14</td>
<td>0.71</td>
<td>98</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>9</td>
<td>0.47</td>
<td>1</td>
<td>0.05</td>
<td>10</td>
</tr>
<tr>
<td>C. change your screen name or block the message</td>
<td>8</td>
<td>0.41</td>
<td>1</td>
<td>0.05</td>
<td>9</td>
</tr>
<tr>
<td>D. tell the bully to stop</td>
<td>67</td>
<td>3.48</td>
<td>12</td>
<td>0.64</td>
<td>91</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3</td>
<td>0.16</td>
<td>2</td>
<td>0.10</td>
<td>5</td>
</tr>
</tbody>
</table>

### Frequency Table: Cyberbullying Age by Ethnicity

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>Almost Never</th>
<th>1 - 5 times</th>
<th>More than 10 times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. tell the bully to stop</td>
<td>71</td>
<td>3.53</td>
<td>14</td>
<td>0.71</td>
<td>98</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>9</td>
<td>0.47</td>
<td>1</td>
<td>0.05</td>
<td>10</td>
</tr>
<tr>
<td>C. change your screen name or block the message</td>
<td>8</td>
<td>0.41</td>
<td>1</td>
<td>0.05</td>
<td>9</td>
</tr>
<tr>
<td>D. tell the bully to stop</td>
<td>67</td>
<td>3.48</td>
<td>12</td>
<td>0.64</td>
<td>91</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3</td>
<td>0.16</td>
<td>2</td>
<td>0.10</td>
<td>5</td>
</tr>
</tbody>
</table>

### Frequency Table: Cyberbullying Age by Grade

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>Almost Never</th>
<th>1 - 5 times</th>
<th>More than 10 times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. tell the bully to stop</td>
<td>71</td>
<td>3.53</td>
<td>14</td>
<td>0.71</td>
<td>98</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>9</td>
<td>0.47</td>
<td>1</td>
<td>0.05</td>
<td>10</td>
</tr>
<tr>
<td>C. change your screen name or block the message</td>
<td>8</td>
<td>0.41</td>
<td>1</td>
<td>0.05</td>
<td>9</td>
</tr>
<tr>
<td>D. tell the bully to stop</td>
<td>67</td>
<td>3.48</td>
<td>12</td>
<td>0.64</td>
<td>91</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3</td>
<td>0.16</td>
<td>2</td>
<td>0.10</td>
<td>5</td>
</tr>
</tbody>
</table>

### Frequency Table: Cyberbullying Age by Sex

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>Almost Never</th>
<th>1 - 5 times</th>
<th>More than 10 times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. tell the bully to stop</td>
<td>71</td>
<td>3.53</td>
<td>14</td>
<td>0.71</td>
<td>98</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>9</td>
<td>0.47</td>
<td>1</td>
<td>0.05</td>
<td>10</td>
</tr>
<tr>
<td>C. change your screen name or block the message</td>
<td>8</td>
<td>0.41</td>
<td>1</td>
<td>0.05</td>
<td>9</td>
</tr>
<tr>
<td>D. tell the bully to stop</td>
<td>67</td>
<td>3.48</td>
<td>12</td>
<td>0.64</td>
<td>91</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3</td>
<td>0.16</td>
<td>2</td>
<td>0.10</td>
<td>5</td>
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### Frequency Table: Cyberbullying Age by School

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>Almost Never</th>
<th>1 - 5 times</th>
<th>More than 10 times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. tell the bully to stop</td>
<td>71</td>
<td>3.53</td>
<td>14</td>
<td>0.71</td>
<td>98</td>
</tr>
<tr>
<td>B. ignore it</td>
<td>9</td>
<td>0.47</td>
<td>1</td>
<td>0.05</td>
<td>10</td>
</tr>
<tr>
<td>C. change your screen name or block the message</td>
<td>8</td>
<td>0.41</td>
<td>1</td>
<td>0.05</td>
<td>9</td>
</tr>
<tr>
<td>D. tell the bully to stop</td>
<td>67</td>
<td>3.48</td>
<td>12</td>
<td>0.64</td>
<td>91</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>3</td>
<td>0.16</td>
<td>2</td>
<td>0.10</td>
<td>5</td>
</tr>
</tbody>
</table>
### Frequency Table: Cyberbullying Age

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. never</td>
<td>238</td>
<td>11.864</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>19</td>
<td>2.592</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>3</td>
<td>4.177</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>1</td>
<td>1.455</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>2</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Totals**: 263

### Frequency Table: Cyberbullying Age

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. never</td>
<td>190</td>
<td>9.472</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>28</td>
<td>1.243</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>1</td>
<td>0.415</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>5</td>
<td>1.980</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>1</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Totals**: 263

### Frequency Table: Cyberbullying Age

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. never</td>
<td>201</td>
<td>10.020</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>45</td>
<td>2.243</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>6</td>
<td>0.299</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>13</td>
<td>0.648</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>1</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Totals**: 263

### Frequency Table: Cyberbullying Age

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. never</td>
<td>217</td>
<td>10.518</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>67</td>
<td>3.340</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>10</td>
<td>0.499</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>13</td>
<td>0.648</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>1</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Totals**: 263

### Frequency Table: Cyberbullying Age

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. never</td>
<td>172</td>
<td>8.574</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>67</td>
<td>3.340</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>10</td>
<td>0.499</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>13</td>
<td>0.648</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>1</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Totals**: 263

### Frequency Table: Cyberbullying Age

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. never</td>
<td>93</td>
<td>4.636</td>
</tr>
<tr>
<td>B. 1 - 5 times</td>
<td>86</td>
<td>4.287</td>
</tr>
<tr>
<td>C. 6 - 10 times</td>
<td>78</td>
<td>3.888</td>
</tr>
<tr>
<td>D. more than 10 times</td>
<td>6</td>
<td>0.299</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>0</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Totals**: 263

---

**Note**: Frequency values are rounded to the nearest integer. Percentage values are calculated as a proportion of the total sample size (n=263). The table includes frequency and percentage data for the specified variables, with an additional column for missing values (I/M) at the bottom. The total sample size is 2,006.
<table>
<thead>
<tr>
<th>Frequency Table: Cyberbullying Age</th>
<th>10 (n = 263)</th>
<th>11 (n = 419)</th>
<th>12 (n = 404)</th>
<th>13 (n = 456)</th>
<th>14 (n = 445)</th>
<th>15 (n = 5)</th>
<th>18 (n = 1)</th>
<th>19 (n = 10)</th>
<th>Missing (n = 3)</th>
<th>I/M Values (n=19)</th>
<th>Total (n = 2,006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*(I/M)= Invalid/Missing Values</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>A. not a problem at all</td>
<td>119 5.932 178 8.873 135 6.730 137 6.830 148 7.378 3 0.150 0 0.000 5 0.249 2 0.100 10 0.499 727 36.241</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. a minor problem</td>
<td>86 4.287 141 7.029 180 8.973 218 10.867 196 9.771 2 0.100 0 0.000 3 0.150 1 0.050 6 0.299 827 41.226</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C. a common problem</td>
<td>27 1.346 60 2.991 62 3.091 76 3.789 76 3.789 0 0.000 0 0.000 1 0.050 0 0.000 1 0.050 304 15.155</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. a worse problem than any other</td>
<td>29 1.446 37 1.844 26 1.296 19 0.947 24 1.196 0 0.000 1 0.050 1 0.050 0 0.000 2 0.100 137 6.830</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>2 0.100 3 0.150 1 0.050 4 0.199 1 0.050 0 0.000 0 0.000 0 0.000 0 0.000 11 0.548</td>
<td></td>
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</tr>
<tr>
<td><strong>Totals</strong></td>
<td>263 13.111 419 20.887 404 20.140 456 22.732 445 22.183 5 0.249 1 0.050 10 0.499 3 0.150 19 0.947 2,006 100.000</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. The school should provide information to students about cyberbullying</td>
<td>202 10.070 345 17.198 340 16.949 354 17.647 2 0.100 1 0.050 8 0.399 2 0.100 13 0.648 1,642 81.854</td>
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</tr>
<tr>
<td>B. no</td>
<td>55 2.742 68 3.390 59 2.941 61 3.041 85 4.237 3 0.150 0 0.000 2 0.100 6 0.299 334 16.650</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>6 0.299 6 0.299 5 0.299 7 0.349 6 0.299 0 0.000 0 0.000 0 0.000 0 0.000 30 1.496</td>
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</tr>
<tr>
<td><strong>Totals</strong></td>
<td>263 13.111 419 20.887 404 20.140 456 22.732 445 22.183 5 0.249 1 0.050 10 0.499 3 0.150 19 0.947 2,006 100.000</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. The amount of time I spend daily on the Internet is</td>
<td>33 1.645 45 2.243 32 1.595 28 1.396 26 1.296 1 0.050 0 0.000 2 0.100 1 0.050 4 0.199 168 8.375</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. I don't use the Internet</td>
<td>112 5.583 158 7.876 115 5.733 120 5.982 116 5.783 1 0.050 0 0.000 2 0.100 2 0.100 5 0.249 626 31.206</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. less than 1 hour per day</td>
<td>76 3.789 130 6.481 145 7.228 163 8.126 137 6.830 2 0.100 0 0.000 2 0.100 0 0.000 4 0.199 655 32.652</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. 1 - 2 hours per day</td>
<td>11 0.548 24 1.147 43 2.144 60 2.991 66 3.290 0 0.000 0 0.000 2 0.100 1 0.050 3 0.150 206 10.269</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D. 3 - 4 hours per day</td>
<td>16 0.798 43 2.144 48 2.393 57 2.841 80 3.988 1 0.050 1 0.050 4 0.199 0 0.000 6 0.299 250 12.463</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>E. 5 or more hours per day</td>
<td>1 0.050 1 0.050 0 0.000 2 0.100 0 0.000 0 0.000 0 0.000 0 0.000 4 0.199</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Other/No response</td>
<td>263 13.111 419 20.887 404 20.140 456 22.732 445 22.183 5 0.249 1 0.050 10 0.499 3 0.150 19 0.947 2,006 100.000</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. The amount of time I spend on a cell phone daily is</td>
<td>136 6.780 165 8.225 123 6.132 102 5.085 69 3.440 2 0.100 0 0.000 1 0.050 1 0.050 4 0.199 599 29.860</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>A. I don't use a cell phone</td>
<td>72 3.589 123 6.132 103 5.135 88 4.387 79 3.938 0 0.000 1 0.050 3 0.150 0 0.000 4 0.199 469 23.380</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. less than 1 hour per day</td>
<td>28 1.396 61 3.041 67 3.340 72 3.589 67 3.340 0 0.000 0 0.000 0 0.000 0 0.000 0 0.000 295 14.706</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. 1 - 2 hours per day</td>
<td>11 0.548 23 1.147 43 2.144 60 2.991 66 3.290 0 0.000 0 0.000 2 0.100 1 0.050 3 0.150 206 10.269</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 3 - 4 hours per day</td>
<td>12 0.598 46 2.293 65 3.240 132 6.580 163 8.126 3 0.150 0 0.000 4 0.199 1 0.050 8 0.399 426 21.236</td>
<td></td>
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</table>
### Frequency Table: Cyber Bullying School

<table>
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<tr>
<th>Frequency Table: Cyber Bullying School</th>
<th>Elementary (n = 587)</th>
<th>Intermediate (n = 962)</th>
<th>Middle (n = 457)</th>
<th>TOTAL (n = 2,006)</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Common cyberbullying at my school includes</strong></td>
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<tr>
<td>A. cell phone calls or text messages</td>
<td>276 (0.000)</td>
<td>658 (23.841)</td>
<td>183 (6.630)</td>
<td>1,117 (40.471)</td>
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<tr>
<td>B. picture or video on cell phones</td>
<td>80 (2.899)</td>
<td>260 (9.420)</td>
<td>90 (3.261)</td>
<td>430 (15.580)</td>
</tr>
<tr>
<td>C. online instant messaging or live chat rooms</td>
<td>162 (5.870)</td>
<td>382 (13.841)</td>
<td>129 (4.674)</td>
<td>673 (24.384)</td>
</tr>
<tr>
<td>D. Websites or message boards</td>
<td>119 (4.312)</td>
<td>296 (10.725)</td>
<td>125 (4.529)</td>
<td>540 (19.565)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>637 (23.080)</td>
<td>1,596 (57.826)</td>
<td>527 (19.094)</td>
<td>2,760 (100.000)</td>
</tr>
</tbody>
</table>

| **2. Common cyberbullying messages at my school include** | | | | |
| A. threatening to hurt someone | 223 (6.753) | 488 (14.779) | 261 (7.904) | 972 (29.437) |
| B. telling lies about a person | 335 (10.145) | 660 (19.988) | 237 (7.177) | 1,232 (37.311) |
| C. exposing secrets to an audience | 192 (5.815) | 423 (12.810) | 136 (4.119) | 751 (22.744) |
| D. sexual harassment | 67 (2.029) | 222 (6.723) | 58 (1.757) | 347 (10.509) |
| **Totals** | 817 (24.743) | 1,793 (54.300) | 692 (20.957) | 3,302 (100.000) |

| **3. Common reasons for cyberbullying at my school are** | | | | |
| A. boyfriend/girlfriend jealousy, rejection or breakups | 274 (8.078) | 675 (19.900) | 236 (6.958) | 1,185 (34.935) |
| B. winning/losing a school event, contest or competition | 183 (5.395) | 226 (6.663) | 127 (3.744) | 536 (15.802) |
| C. being picked on for not acting or looking like others | 213 (6.279) | 519 (15.301) | 196 (5.778) | 928 (27.358) |
| D. revenge for being mistreated by someone | 185 (5.454) | 402 (11.851) | 156 (4.599) | 743 (21.904) |
| **Totals** | 855 (25.206) | 1,822 (53.715) | 715 (21.079) | 3,392 (100.000) |

| **4. My understanding of cyberbullying is based on** | | | | |
| A. being a target of cyberbullying | 153 (6.237) | 223 (9.091) | 145 (5.911) | 521 (21.239) |
| B. friends talking about cyberbullying | 184 (7.501) | 265 (10.803) | 128 (5.218) | 577 (23.522) |
| C. teachers talking about cyberbullying | 139 (5.667) | 586 (23.889) | 161 (6.563) | 886 (36.119) |
| D. reports presented on television | 119 (4.851) | 238 (9.702) | 112 (4.566) | 469 (19.119) |
| **Totals** | 595 (24.256) | 1,312 (53.486) | 546 (22.258) | 2,453 (100.000) |
### Frequency Table: Cyber Bullying School

<table>
<thead>
<tr>
<th>Question</th>
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<th>Intermediate (n = 962)</th>
<th>Middle (n = 457)</th>
<th>TOTAL (n = 2,006)</th>
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<tbody>
<tr>
<td>5. If someone tried to cyberbully me, I would</td>
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</tr>
<tr>
<td>A. tell a teacher or my parent</td>
<td>307 10.115</td>
<td>422 13.904</td>
<td>283 9.325</td>
<td>1,012 33.344</td>
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<tr>
<td>B. ignore it</td>
<td>188 6.194</td>
<td>391 12.883</td>
<td>146 4.811</td>
<td>725 23.888</td>
</tr>
<tr>
<td>C. tell the bully to stop</td>
<td>159 5.239</td>
<td>252 8.303</td>
<td>128 4.217</td>
<td>539 17.759</td>
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<tr>
<td>D. change my screen name or block the message</td>
<td>237 7.809</td>
<td>404 13.311</td>
<td>118 3.888</td>
<td>759 25.008</td>
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<td>675 22.241</td>
<td>3,035 100.000</td>
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<td>6. When teachers are told about cyberbullying, they say</td>
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<tr>
<td>A. tell the principal or your parent</td>
<td>317 11.612</td>
<td>716 26.227</td>
<td>274 10.037</td>
<td>1,307 47.875</td>
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<tr>
<td>B. ignore it</td>
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<td>186 6.813</td>
<td>120 4.396</td>
<td>463 16.960</td>
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<tr>
<td>C. tell the bully to stop</td>
<td>171 6.264</td>
<td>263 9.634</td>
<td>136 4.982</td>
<td>570 20.879</td>
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<tr>
<td>D. change your screen name or block the message</td>
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<td>234 8.571</td>
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<td>7. When parents are told about cyberbullying, they say</td>
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<tr>
<td>A. tell the principal or your teacher</td>
<td>313 11.697</td>
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<td>270 10.090</td>
<td>1,121 41.891</td>
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<tr>
<td>B. ignore it</td>
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<td>C. tell the bully to stop</td>
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<td>D. change your screen name or block the message</td>
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<td>8. When friends are told about cyberbullying, they say</td>
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<tr>
<td>A. tell the principal or your teacher</td>
<td>192 6.992</td>
<td>281 10.233</td>
<td>189 6.883</td>
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<td>C. tell the bully to stop</td>
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### Frequency Table: Cyber Bullying School

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<th>Middle (n = 457)</th>
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<td>9. In the past year my teachers discussed cyberbullying</td>
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<td>C. 6 - 10 times</td>
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<td>11. In the past year, one or more of my friends has been a target of cyberbullies</td>
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<td>B. 1 - 5 times</td>
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<td>C. 6 - 10 times</td>
<td>44</td>
<td>2.193</td>
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<tr>
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<td>TOTAL (n = 2,006)</td>
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<td>12. In the past year, I have participated in cyberbullying</td>
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<tr>
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<td>13. In the past year, one or more of my friends has participated in cyberbullying</td>
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<tr>
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<td>1.097</td>
<td>42</td>
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199
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<th>15. In the past year, I have told lies online</th>
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<tr>
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<td>f</td>
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<td>29.711</td>
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<td>261</td>
<td>13.011</td>
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<td>1.346</td>
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<td>1.595</td>
<td>72</td>
<td>3.589</td>
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<th>16. In the past year my parents discussed cyberbullying</th>
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<tr>
<td></td>
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<td>f</td>
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<tr>
<td>A. never</td>
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<tr>
<td>B. 1 - 5 times</td>
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<td>7.527</td>
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<tr>
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<table>
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<tr>
<th>17. In my opinion cyberbullying is</th>
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<th>Middle (n = 457)</th>
<th>TOTAL (n = 2,006)</th>
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<tbody>
<tr>
<td></td>
<td>f</td>
<td>P</td>
<td>f</td>
<td>P</td>
</tr>
<tr>
<td>A. worse than face-to-face bullying</td>
<td>166</td>
<td>8.275</td>
<td>285</td>
<td>14.207</td>
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<tr>
<td>B. about the same as face-to-face bullying</td>
<td>205</td>
<td>10.219</td>
<td>379</td>
<td>18.893</td>
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<tr>
<td>C. less damaging than face-to-face bullying</td>
<td>192</td>
<td>9.571</td>
<td>238</td>
<td>11.864</td>
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<tr>
<td>D. just having fun and results in little harm</td>
<td>24</td>
<td>1.196</td>
<td>57</td>
<td>2.841</td>
</tr>
<tr>
<td>E. Other/No response</td>
<td>0</td>
<td>0.000</td>
<td>3</td>
<td>0.150</td>
</tr>
<tr>
<td>Totals</td>
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<td>29.262</td>
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<td>47.956</td>
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### Frequency Table: Cyber Bullying School

<table>
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<th>Question</th>
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<th>Middle (n = 457)</th>
<th>TOTAL (n = 2,006)</th>
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<tbody>
<tr>
<td>18. Overall cyberbullying at my school is</td>
<td></td>
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<tr>
<td>A. not a problem at all</td>
<td>241</td>
<td>310</td>
<td>176</td>
<td>727</td>
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<td>B. a minor problem</td>
<td>219</td>
<td>457</td>
<td>151</td>
<td>827</td>
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<tr>
<td>C. a common problem</td>
<td>77</td>
<td>150</td>
<td>77</td>
<td>304</td>
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<tr>
<td>D. a worse problem than any other</td>
<td>45</td>
<td>41</td>
<td>51</td>
<td>137</td>
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<tr>
<td>E. Other/No response</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>11</td>
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<tr>
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<td>2,006</td>
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<tr>
<td>19. The school should provide information to students about cyberbullying</td>
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<tr>
<td>A. yes</td>
<td>455</td>
<td>804</td>
<td>383</td>
<td>1,642</td>
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<tr>
<td>B. no</td>
<td>122</td>
<td>144</td>
<td>68</td>
<td>334</td>
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<tr>
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<td>10</td>
<td>14</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Totals</td>
<td>587</td>
<td>962</td>
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<td>2,006</td>
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<tr>
<td>20. The school should provide information to parents about cyberbullying</td>
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<tr>
<td>A. yes</td>
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<td>804</td>
<td>383</td>
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<td>B. no</td>
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<tr>
<td>E. Other/No response</td>
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<td>6</td>
<td>24</td>
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<td>457</td>
<td>2,006</td>
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<tr>
<td>21. The amount of time I spend daily on the Internet is</td>
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<td></td>
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<tr>
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<td>51</td>
<td>58</td>
<td>59</td>
<td>168</td>
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<tr>
<td>B. less than 1 hour per day</td>
<td>228</td>
<td>254</td>
<td>142</td>
<td>624</td>
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<td>C. 1 - 2 hours per day</td>
<td>192</td>
<td>321</td>
<td>144</td>
<td>657</td>
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<tr>
<td>D. 3 - 4 hours per day</td>
<td>67</td>
<td>182</td>
<td>54</td>
<td>303</td>
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<tr>
<td>E. 5 or more hours per day</td>
<td>47</td>
<td>145</td>
<td>58</td>
<td>250</td>
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<tr>
<td>F. Other/No response</td>
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<td>2</td>
<td>0</td>
<td>4</td>
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</table>
### Frequency Table: Cyber Bullying School

#### 22. The amount of time I spend on a cell phone daily is

<table>
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<th></th>
<th>Elementary (n = 587)</th>
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<th>Middle (n=457)</th>
<th>TOTAL (n = 2,006)</th>
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<tbody>
<tr>
<td></td>
<td>f</td>
<td>P</td>
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<tr>
<td>A. I don't use a cell phone</td>
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<td>0.150</td>
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<td>29.262</td>
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<td>47.956</td>
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