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 in School Improvement Research, 2004). Using the Total Quality Management 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 5^{th} and 6^{th} that participated in the study.
4. Junior High- will consist of two grades 7^{th} and 8^{th} 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

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Research Questions

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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

(Asher, 1992). This will be discussed in greater detail when examining sample technique.

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 el., 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 el., 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 &

Jones, 2007; Hendricks, 2009). Involving youth in answering significant question 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,

2009). 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 internets 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 el., 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.

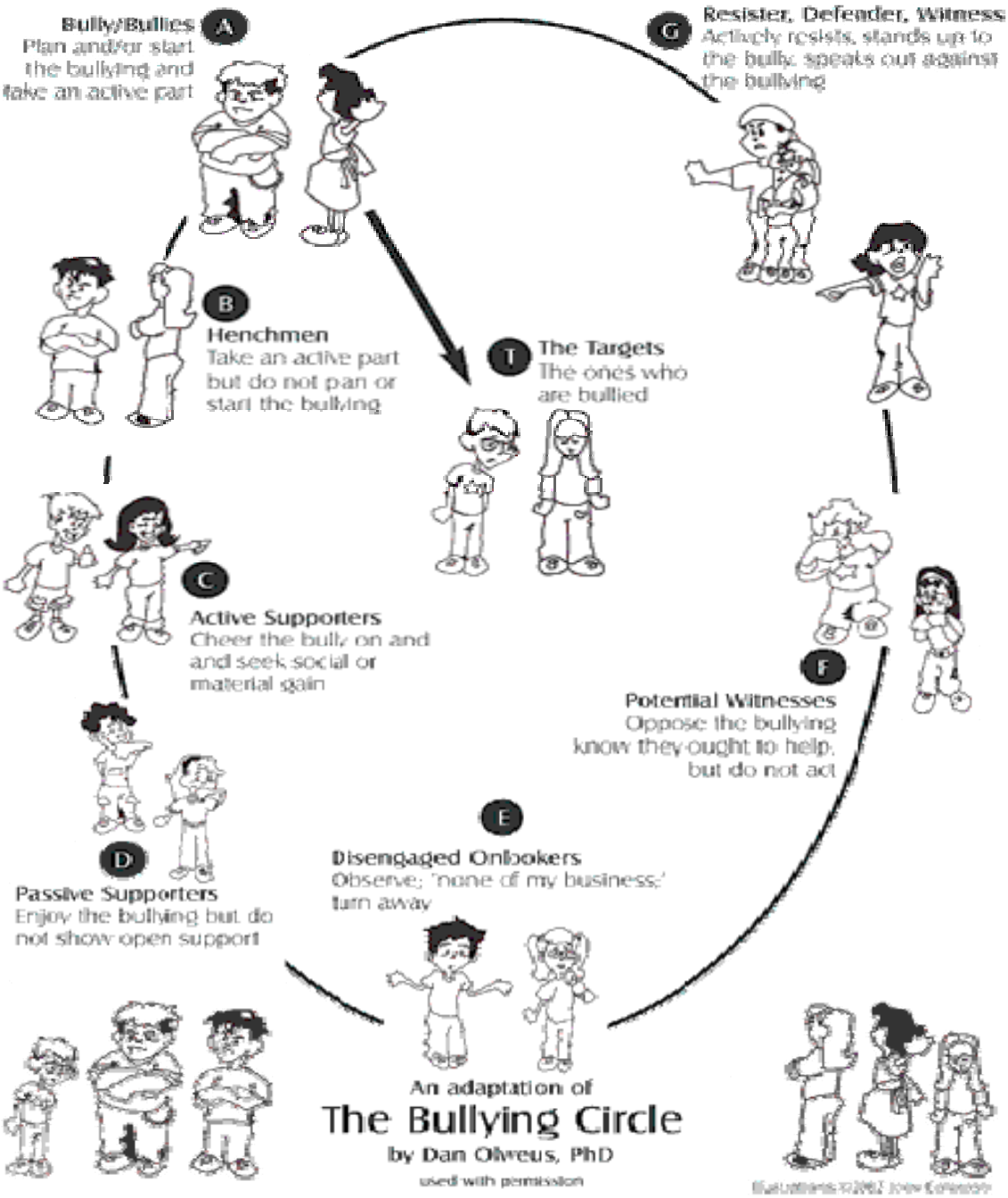

Illustration 1

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

Gender Distribution of Cyberbully Polling Participants

School	School Gender		Cyber Bullying	
	Male %	Female %	Male %	Female %
101	47	53	47	53
102	49	51	49	51
103	52	48	52	48
Total	49	51	49	51

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

School	Grade			
	5	6	7	8
101	0	0	454	503
102	274	180	0	0
103	391	193	0	0
Total	665	373	454	503

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

School	Ethnicity											
	White		Black		Hispanic		Native American		Asian		Other	
	Sch %	PP %	Sch %	PP %	Sch %	PP %	Sch %	PP %	Sch %	PP %	Sch %	PP %
101	73	65	24	23	2	3	.5	1	1	3	0	4
102	74	67	22	24	2	4	.5	.7	.5	.7	1	4
103	74	71	18	16	4	3	.5	2	2.7	3	1	6
Total	74	68	21	21	3	3	.5	1.2	1.4	2.2	.7	5

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

Principal	Gender	Ethnicity	Years at school	Years as a Principal
101	Male	White	8	9
102	Male	Black	2	4
103	Male	White	2	6

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 view points 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

School	Enrolled		Cyber-Completers	
	total	%	total	%
101	1152	100	962	84
102	646	100	457	71
103	644	100	587	91
Total/%	2442	100	2006	82

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 O 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 7^{th} and 8^{th} 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)

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

Table 6 continued. Relationships Between Cyberbully Poll Responses and Age, Grade, Gender, Ethnicity, and School (N=2006)

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

$p<.05$ *, $p<.01$ **, $p<.001$ ***, 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,

78%, 74%) and females (n=1021, 86%, 83%) for items 19a and 20a respectively 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

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

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

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

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

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

	Ethnicity											
	Asian n=49	%	Black N=428	%	Hispanic n=64	%	Native Am n=27	%	White n=1348	%	Other n=90	%
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 8 continued. Ethnicity frequency/percentage of items/answers with a response of 50% or higher

Ethnicity	Asian n=49	%	Black N=428	%	Hispanic n=64	%	Native Am n=27	%	White n=1348	%	Other n=90	%
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%
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 8 continued. Ethnicity frequency/percentage of items/answers with a response of 50% or higher

Ethnicity	Asian n=49	%	Black N=428	%	Hispanic n=64	%	Native Am n=27	%	White n=1348	%	Other n=90	%
13. In the past year, one or more of my friends has participated in cyberbullying												
A. never	35	71%	231	54%	41	64%	21	78%	933	69%	55	61%
14. In the past year, I have presented myself online as someone else												
A. never	40	82%	323	75%	44	69%	16	59%	1,136	84%	72	80%
15. In the past year, I have told lies online												
A. never	32	65%	239	56%	39	61%	16	59%	952	71%	59	66%
16. In the past year my parents discussed cyberbullying												
A. never	22	45%	226	53%	36	56%	17	63%	818	61%	51	57%
17. In my opinion cyberbullying is												
A. worse than face-to-face bullying	19	39%	150	35%	18	28%	15	56%	394	29%	22	24%
18. Overall cyberbullying at my school is												
A. not a problem at all	17	35%	153	36%	25	39%	14	52%	492	37%	26	29%
19. The school should provide information to students about cyberbullying												
A. yes	45	92%	368	86%	50	78%	20	74%	1,092	81%	67	74%

Table 8 continued. Ethnicity frequency/percentage of items/answers with a response of 50% or higher

Ethnicity	Asian n=49	%	Black N=428	%	Hispanic n=64	%	Native Am n=27	%	White n=1348	%	Other n=90	%
20. The school should provide information to parents about cyberbullying												
A. yes	42	86%	368	86%	50	78%	20	74%	1,092	81%	67	74%
Totals	49	100%	428	100%	64	100%	27	100%	1,348	100%	90	100%

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 schools 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

	Grade Level							
	5th		6th		7th		8th	
	n=666	%	n=374	%	n=458	%	n=504	%
1. Common cyberbullying at my school includes								
A. cell phone calls or text messages	270	41%	189	51%	316	69%	340	67%
2. Common cyberbullying messages at my school include								
A. threatening to hurt someone	294	44%	191	51%	*234*	51%	*251*	50%
B. telling lies about a person	340	51%	229	61%	320	70%	340	67%
3. Common reasons for cyberbullying at my school are								
A. boyfriend/girlfriend jealousy, rejection or breakups	296	44%	211	56%	314	69%	361	72%
C. being picked on for not acting or looking like others	217	33%	190	51%	257	56%	262	52%
4. My understanding of cyberbullying is based on								
C. teachers talking about cyberbullying	174	26%	126	34%	289	63%	294	58%
5. If someone tried to cyberbully me, I would								
A. tell a teacher or my parent	402	60%	187	50%	232	51%	190	38%
6. When teachers are told about cyberbullying, they say								
A. tell the principal or your parent	372	56%	217	58%	345	75%	371	74%
7. When parents are told about cyberbullying, they say								
A. tell the principal or your teacher	373	56%	207	55%	247	54%	293	58%
9. In the past year my teachers discussed cyberbullying								
B. 1 - 5 times	204	31%	167	45%	299	65%	323	64%
10 In the past year, I have been a target of cyberbullies								
A. never	481	72%	256	68%	352	77%	359	71%
11. In the past year, one or more of my friends has been a target of cyberbullies								
A. never	364	55%	180	48%	258	56%	259	51%
12. In the past year, I have participated in cyberbullying								
A. never	578	87%	289	77%	381	83%	381	76%
13. In the past year, one or more of my friends has participated in cyberbullying								
A. never	467	70%	241	64%	307	67%	301	60%

Table 9 continued. Grade level frequency/percentage of items/answers with a response of 50% or higher

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

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

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

Table 10 continued. Age frequency/percentage of items/answers with a response of 50% or higher

Age	10	%	11	%	12	%	13	%	14	%	15	%	18	%	19	%
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 10 continued. Age frequency/percentage of items/answers with a response of 50% or higher

Age	10	%	11	%	12	%	13	%	14	%	15	%	18	%	19	%
19. The school should provide information to students about cyberbullying																
A. yes	202	77%	345	82%	340	84%	388	85%	354	80%	2	40%	1	100%	8	80%
B. no	55	21%	68	16%	59	15%	61	13%	85	19%	3	60%	0	0%	2	20%
20. The school should provide information to parents about cyberbullying																
A. yes	205	78%	343	82%	333	82%	365	80%	326	73%	2	40%	1	100%	3	30%
B. no	55	21%	75	18%	69	17%	90	20%	116	26%	3	60%	0	0%	7	70%
22. The amount of time I spend on a cell phone daily is																
A. I don't use a cell phone	136	52%	165	39%	123	30%	102	22%	69	16%	2	40%	0	0%	1	10%
E. 5 or more hours per day	12	5%	46	11%	65	16%	132	29%	163	37%	3	60%	0	0%	4	40%
Totals	263	100%	419	100%	404	100%	456	100%	445	100%	5	100%	1	100%	10	100%

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

	School					
	ES 103 n=587	%	JH 101 n=962	%	MS 102 n=457	%
1. Common cyberbullying at my school includes						
A. cell phone calls or text messages	276	47%	658	68%	183	40%
2. Common cyberbullying messages at my school include						
A. threatening to hurt someone	223	38%	488	51%	261	57%
B. telling lies about a person	335	57%	660	69%	237	52%
3. Common reasons for cyberbullying at my school are						
A. boyfriend/girlfriend jealousy, rejection or breakups	274	47%	675	70%	236	52%
C. being picked on for not acting or looking like others	213	36%	519	54%	196	43%
4. My understanding of cyberbullying is based on						
C. teachers talking about cyberbullying	139	24%	586	61%	161	35%
5. If someone tried to cyberbully me, I would						
A. tell a teacher or my parent	307	52%	422	44%	283	62%
6. When teachers are told about cyberbullying, they say						
A. tell the principal or your parent	317	54%	716	74%	274	60%
7. When parents are told about cyberbullying, they say						
A. tell the principal or your teacher	313	53%	538	56%	270	59%
9. In the past year my teachers discussed cyberbullying						
A. never	359	61%	156	16%	143	31%
B. 1 - 5 times	164	28%	623	65%	207	45%
10 In the past year, I have been a target of cyberbullies						
A. never	423	72%	713	74%	314	69%
11. In the past year, one or more of my friends has been a target of cyberbullies						
A. never	309	53%	517	54%	236	52%
12. In the past year, I have participated in cyberbullying						
A. never	497	85%	761	79%	371	81%

Table 11 continued. School frequency/percentage of items/answers with a response of 50% or higher

School	ES 103 n=587	%	JH 101 n=962	%	MS 102 n=457	%
13. In the past year, one or more of my friends has participated in cyberbullying						
A. never	401	68%	607	63%	308	67%
14. In the past year, I have presented myself online as someone else						
A. never	487	83%	772	80%	372	81%
15. In the past year, I have told lies online						
A. never	429	73%	596	62%	312	68%
16. In the past year my parents discussed cyberbullying						
A. never	376	64%	568	59%	226	49%
19. The school should provide information to students about cyberbullying						
A. yes	455	78%	804	84%	383	84%
20. The school should provide information to parents about cyberbullying						
A. yes	454	77%	804	84%	383	84%
Totals	587	100%	962	100%	457	100%

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.

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Appendix A

LearningPolls.org | Cyberbully 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.

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

Enter

[About LearningPolls.org] [Home] [©2006 by P. Strom and R. Strom]

LearningPolls.org | Cyberbully 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.

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

- ☐ tell the principal or your parent
- ☐ ignore it
- ☐ tell the bully to stop
- ☐ change your screen name or block the message
- ☐ other: [ ]

7. When parents are told about cyberbullying, they saytell 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 cyber bullies

- ○ 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

- never
- 1 - 5 times
- 6 - 10 times
- more than 10 times

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

- 3 - 4 hours per day
- 5 or more hours per day

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

Appendix B

ALABAMA STATE DEPARTMENT OF EDUCATION
Joseph B. Morton, State Superintendent of Education
2008 - 2009
CONTINUOUS IMPROVEMENT PLAN
Title I Schoolwide Programs

Note: Blank copy is available on www.alsde.edu , Sections, Accountability Roundtable, Publications and e-GAP Document Library
Submit plans to your system's e-GAP Document Library

NAME OF SCHOOL:			
STREET ADDRESS:	**CITY:**	**STATE: Alabama**	**ZIP CODE:**
CONTACT:	**TELEPHONE:**	**E-MAIL**	

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, AL 36130-2101. **Submit the plan electronically to your system's e-GAP Document Library by November 7, 2008.**

Made AYP? YES ☐ **NO** ☐	**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** ☐	**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.**
Board Signature:

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

System:

School:

July 2008

Submit plans electronically to your system's e-GAP Document Library by November 7, 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.**
- **Choose 2007-2008.**
- **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.**

System:

School:

July 2008

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

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.

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).	
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.	
Number and percentage of teachers Non-HQT:	**Number and percentage of Classes Taught by Non-HQT:**
Alabama High School Graduation Exam (AHSGE):	
Strengths:	**Weaknesses:**
Alabama Reading and Mathematics Test (ARMT):	
Strengths:	**Weaknesses:**
Alabama Science Assessment:	
Strengths:	**Weaknesses:**
Stanford 10:	
Strengths:	**Weaknesses:**
Dynamic Indicators of Basic Early Literacy Skills (DIBELS):	
Strengths:	**Weaknesses:**

System:

School:

July 2008

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

Part I - Continued:	
Alabama Direct Assessment of Writing (ADAW):	
Strengths:	**Weaknesses:**
ACCESS for English Language Learners (ELLs):	
Strengths:	**Weaknesses:**
Professional Education Personnel Evaluation (PEPE) School Profile Information:	
Strengths:	**Weaknesses:**
Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)	
Strengths:	**Weaknesses:**
Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments):	
Strengths:	**Weaknesses:**
Career and Technical Education Program Improvement Plan:	
Strengths:	**Weaknesses:**

System:

School:

July 2008

Submit plans electronically to your system's e-GAP Document Library by November 7, 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).	
Strengths:	**Weaknesses:**
School Demographic Information related to drop-out information and graduation rate data.	
Strengths:	**Weaknesses:**
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.	
Strengths:	**Weaknesses:**
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).	
Strengths:	**Weaknesses:**
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.	
Strengths:	**Weaknesses:**
School Perception Information related to student PRIDE data.	
Strengths:	**Weaknesses:**
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	
Strengths:	**Weaknesses:**
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	
Strengths:	**Weaknesses:**
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.	
Strengths:	**Weaknesses:**

System:

School:

July 2008

Submit plans electronically to your system's e-GAP Document Library by November 7, 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:

TARGET GRADE LEVEL(S):	**TARGET CONTENT AREA(S): Circle One** **Reading Math Science Other**	**AHSGE:** **Reading Math Science Social Studies Language**	**ADDITIONAL ACADEMIC INDICATORS:**	**TARGET STUDENT SUBGROUP(S):**

COURSES OF STUDY	**REFORM STRATEGIES**	**BENCHMARKS**		**INTERVENTIONS**	**RESOURCES**	**CONTINUOUS LEA REVIEW IN SUPPORT OF THE PLAN**	
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 <u>DATA</u> WILL BE GATHERED THROUGHOUT THE YEAR TO MEASURE PROGRESS AND <u>HOW OFTEN</u> 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)**	**DATE**	**+, -. N/A**
	STRATEGY: ACTION STEP:						
	STRATEGY: ACTION STEP:						
	STRATEGY: ACTION STEP:						

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

System:

School:

July 2008

Submit plans electronically to your system's e-GAP Document Library by November 7, 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:

TARGET GRADE LEVEL(S):	**TARGET ELP LANGUAGE DOMAIN(S):** **Circle all that apply.** **Reading** **Writing** **Listening** **Speaking** **Comprehension**

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

***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.

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?	WHAT ADDITIONAL OR NEW REFORM STRATEGIES/ACTIONS WILL BE USED TO ADDRESS THESE CHALLENGES?	WHAT ADDITIONAL RESOURCES (materials, personnel) WILL BE NEEDED TO SUCCESSFULLY IMPLEMENT THESE STRATEGIES?	DOCUMENT CONTINUOUS LEA REVIEW IN SUPPORT OF PLAN

System:

School:

July 2008

Submit plans electronically to your system's e-GAP Document Library by November 7, 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)**

System:

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

School:

July 2008

(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:

School:

July 2008

Submit plans electronically to your system's e-GAP Document Library by November 7, 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** ☐

(Note: 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).

WHAT WEAKNESS OR NEED IDENTIFIED IN ACADEMIC, INCLUDING ELL AMAOs OR SCHOOL CULTURE GOALS WILL THE PROFESSIONAL LEARNING ADDRESS?	**WHAT TYPES OF PROFESSIONAL LEARNING WILL BE OFFERED?**	**WHEN WILL THE SESSION BE DELIVERED?** (Please list dates of future PD sessions, not those that have already taken place.)	**WHAT ARE THE EXPECTED OUTCOMES OF PROFESSIONAL LEARNING?** (Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)	**HOW WILL PARTICIPANTS BE HELD ACCOUNTABLE FOR SUCCESSFUL IMPLEMENTATION AND IN WHAT WAYS WILL EVIDENCE WILL BE COLLECTED TO SHOW EFFECTIVE ASSIMILATION/INTEGRATION OF STRATEGIES?**	**WHAT ARE THE FUNDING SOURCES, ESTIMATED EXPENSES, AND PROPOSED NAMES OF CONSULTANTS OR ENTITIES?** Example: Title II, $....00 Dr. Verry Goode	**DOCUMENT CONTINUOUS LEA REVIEW AND SUPPORT RESULTS**

DUPLICATE PAGES AS NEEDED

System:

School:

July 2008

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

Part VIII - Coordination of Resources/Comprehensive Budget

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

Example:

I. State Foundation Funds:			
State Foundation Funds		**TOTAL**	
Teacher Assigned Units:	**classroom teachers:**	**TOTAL OF ALL SALARIES**	
Administrator Units:			
Assistant Principal:			
Counselor:			
Librarian:			
Instructional Supplies			
Library Enhancement			
Technology			
Professional Development			
State ELL Funds			
II. Federal Funds:			
Title I: Part A: Improving the Academic Achievement of the Disadvantaged		**TOTAL**	
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.)* *BRIEF EXPLANATION and BREAKDOWN OF SPENDING:*			
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:

School:

July 2008

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Title IV: For Safe and Drug-free Schools TOTAL	
BRIEF EXPLANATION and BREAKDOWN OF SPENDING:	
Title V: For 26 different uses; Also called "Innovative Programs"; Includes school improvement, gifted education, nurses, etc. TOTAL	
BRIEF EXPLANATION and BREAKDOWN OF SPENDING:	
Title VI: For Rural and Low-income Schools TOTAL	
BRIEF EXPLANATION and BREAKDOWN OF SPENDING:	
III. Local Funds (if applicable)	
Local Funds TOTAL	
BRIEF EXPLANATION and BREAKDOWN OF SPENDING:	

System:

School:

July 2008

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

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.** Date _____ Principal Initials_____ LEA initials _____ Other _____ COMMENTS* *Use additional pages, if needed	**REVIEW 1** **Target Date: September** **Purpose: AMENDMENT - Incorporate recommendations from school, LEA and/or SDE.** Date _____ Principal Initials_____ LEA initials _____ Other _____ COMMENTS* *Use additional pages, if needed	**REVIEW 2** **Target Date: October** **Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.** Date _____ Principal Initials_____ LEA initials _____ Other _____ COMMENTS* *Use additional pages, if needed
REVIEW 3 **Target Date: November** **Purpose: IMPLEMENTATION – Provide documentation/evidence of improvement.** Date _____ Principal Initials_____ LEA initials _____ Other: _____ COMMENTS* *Use additional pages, if needed	**REVIEW 4** **Target Date: January** **Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.** Date _____ Principal Initials_____ LEA initials _____ Other _____ COMMENTS* *Use additional pages, if needed	**REVIEW 5** **Target Date: February** **Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.** Date _____ Principal Initials_____ LEA initials _____ Other _____ COMMENTS* *Use additional pages, if needed
REVIEW 6 **Target Date: March** **Purpose: IMPLEMENTATION - Provide documentation/evidence of improvement.** Date _____ Principal Initials_____ LEA initials _____ Other _____ COMMENTS* *Use additional pages, if needed	**REVIEW 7** **Target Date: April - May** **Purpose: REFLECTIONS/PROJECTIONS – Evaluate each goal, strategy, and action for continuation, revision, or removal.** Date _____ Principal Initials_____ LEA initials _____ Other _____ COMMENTS* *Use additional pages, if needed	**Use information from Reviews to Evaluate the plan and to update the plan for the coming year.**

System:

School:

July 2008

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

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 **XXXXXX**

*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.*

Appendix D

Interview Questions
Principals

Cyberbullying

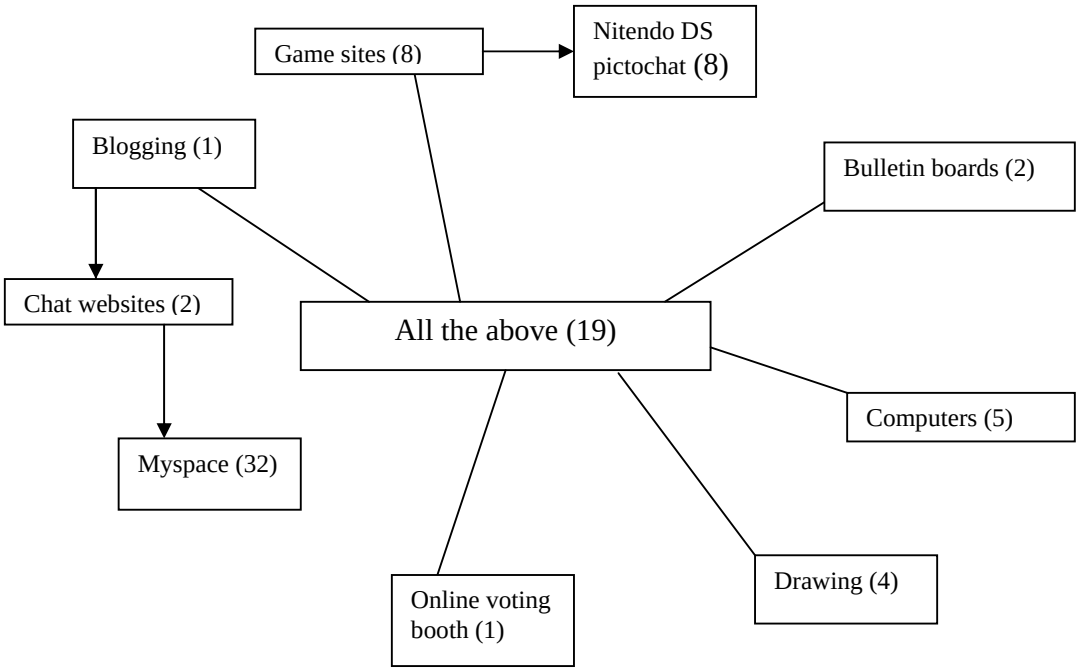
1. I would like you to look at and see if you think it would fit any of the needs of your school. If you would take a brief moment and look over the poll and read the questions and then let me know what you think?
2. Have you finished reading the cyberbully poll?
3. What are your thoughts on the cyberbully 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

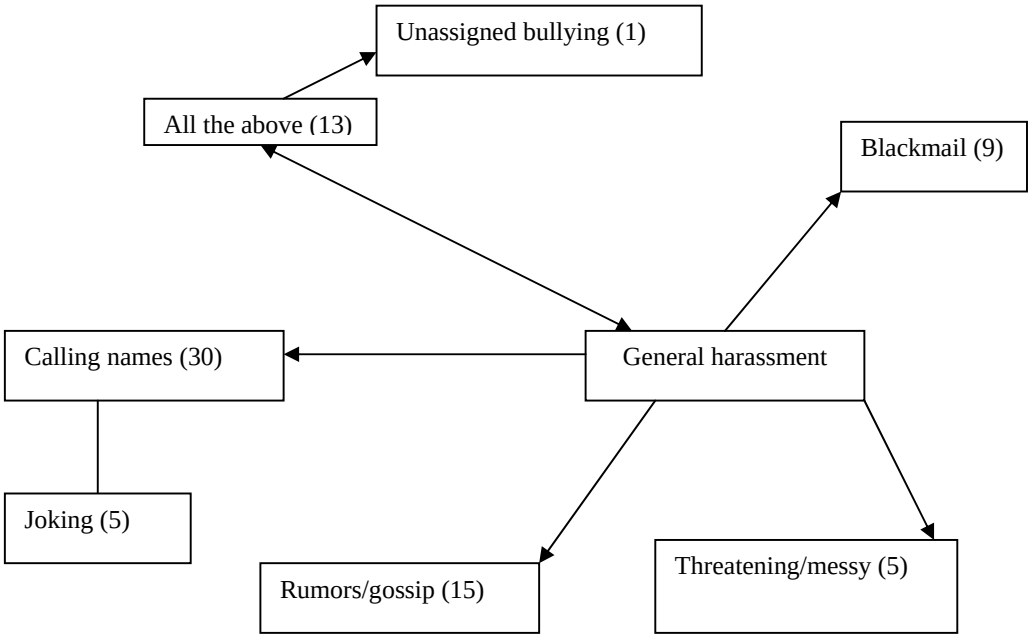
Concept Map Student Responses
Question 1 open ended

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)



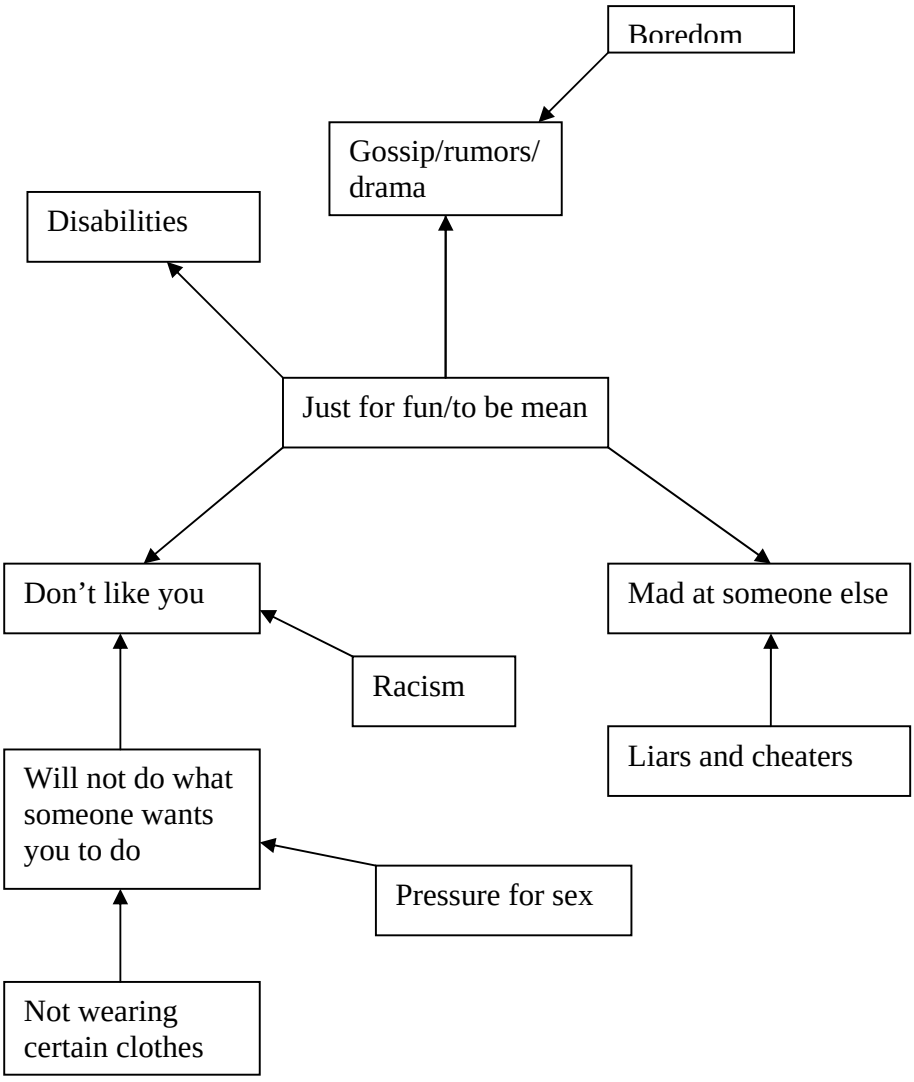
Concept Map Student Responses
Question 2 open ended

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)



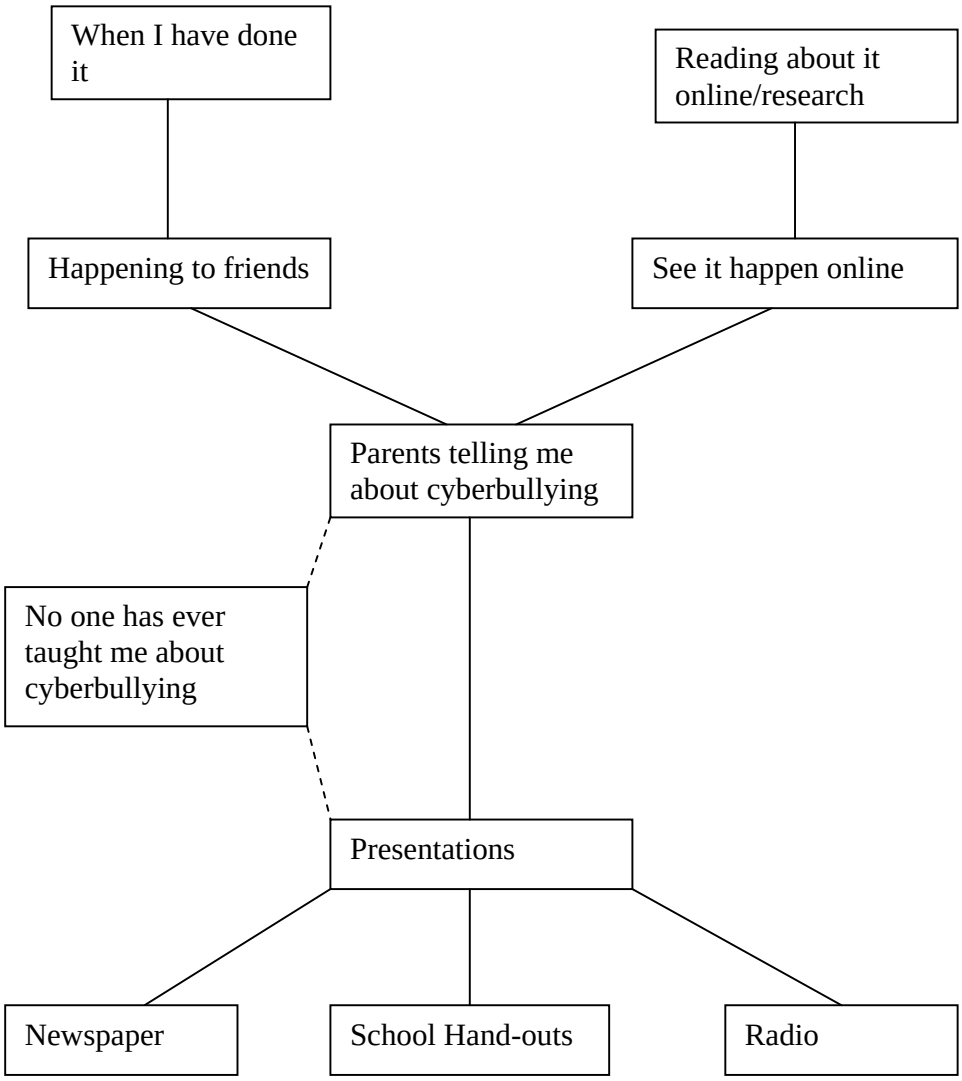
Concept Map
Question 3 open ended

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



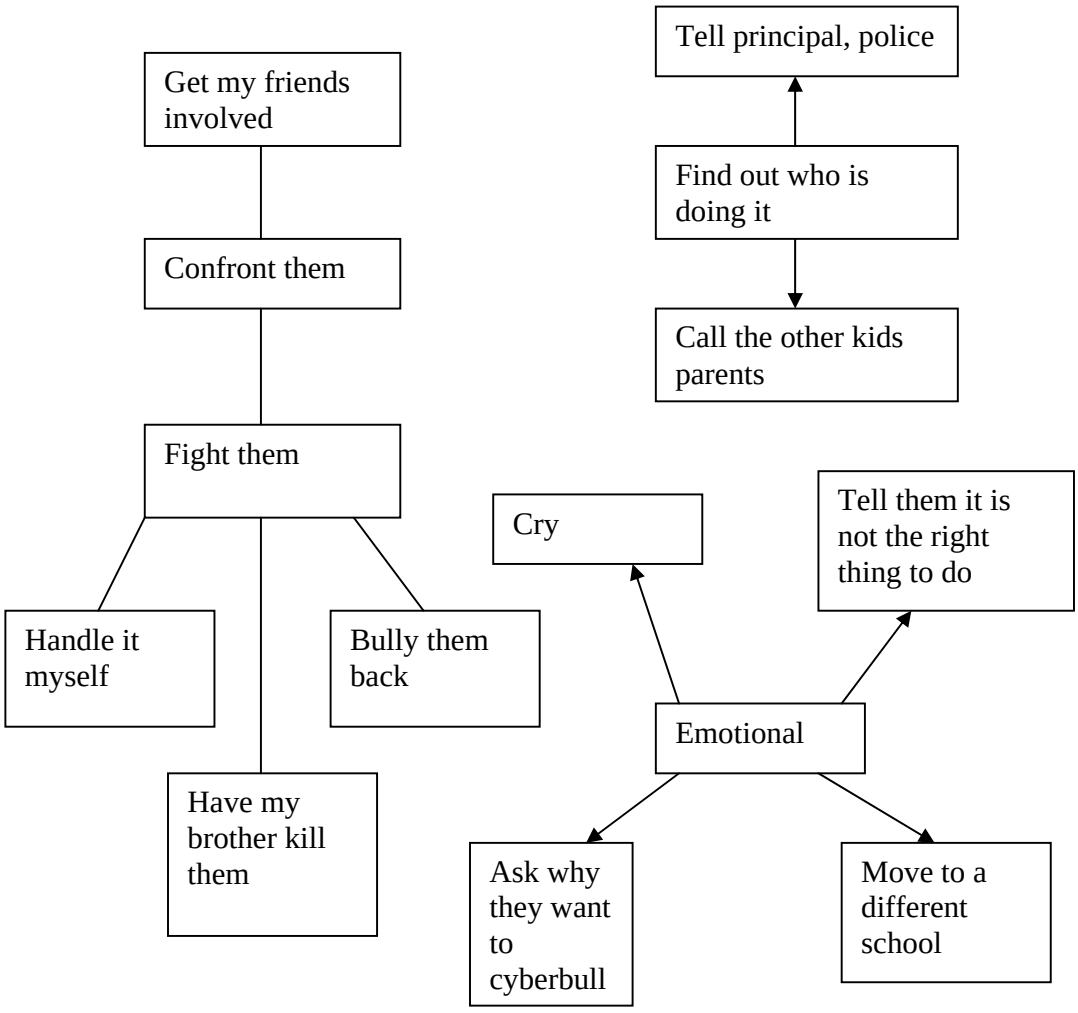
Concept Map Student Responses
Question 4 open ended

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



Concept Map Student Responses
Question 5 open ended

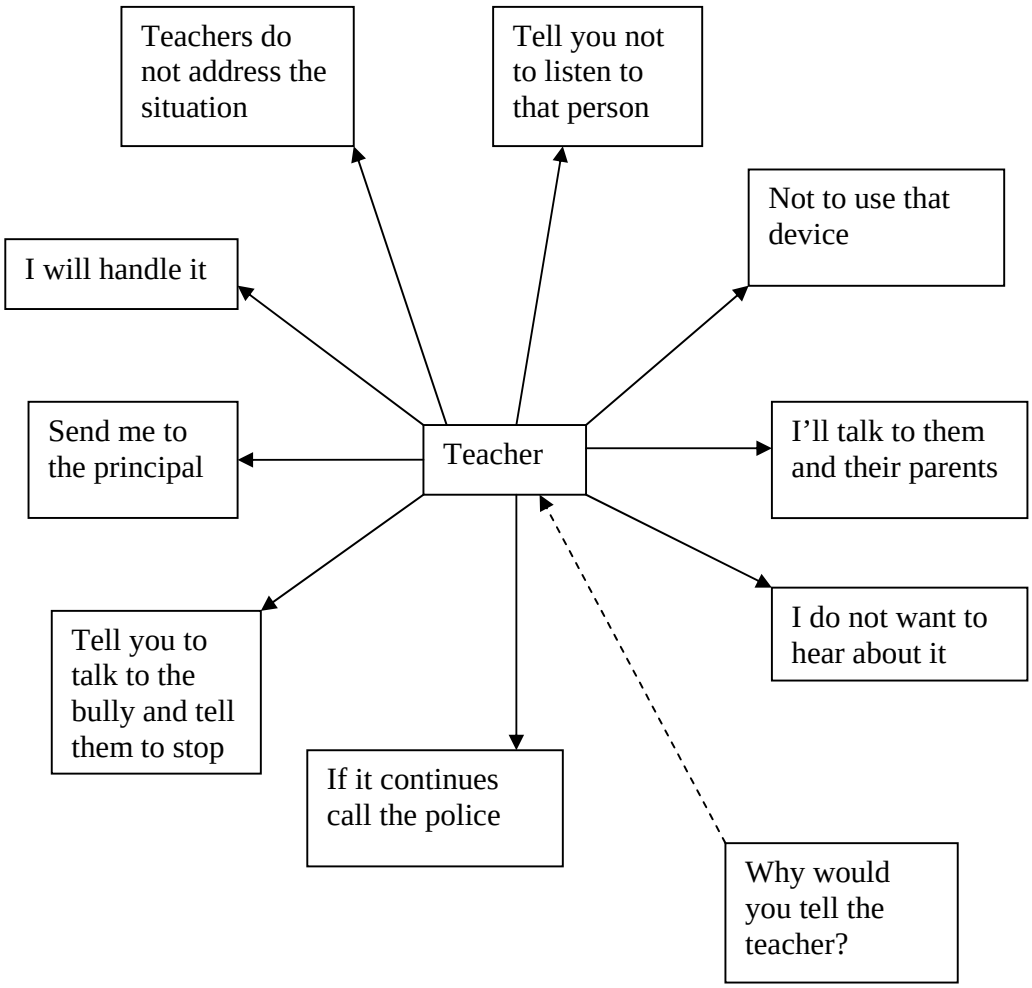
5. If someone tried to cyberbully me, I would
   A. tell a teacher or my parent
   B. ignore it
   C. tell the bully to stop
   D. change my screen name or block the message



The three different maps represent the extensive range students' deal with when addressing cyberbullying.

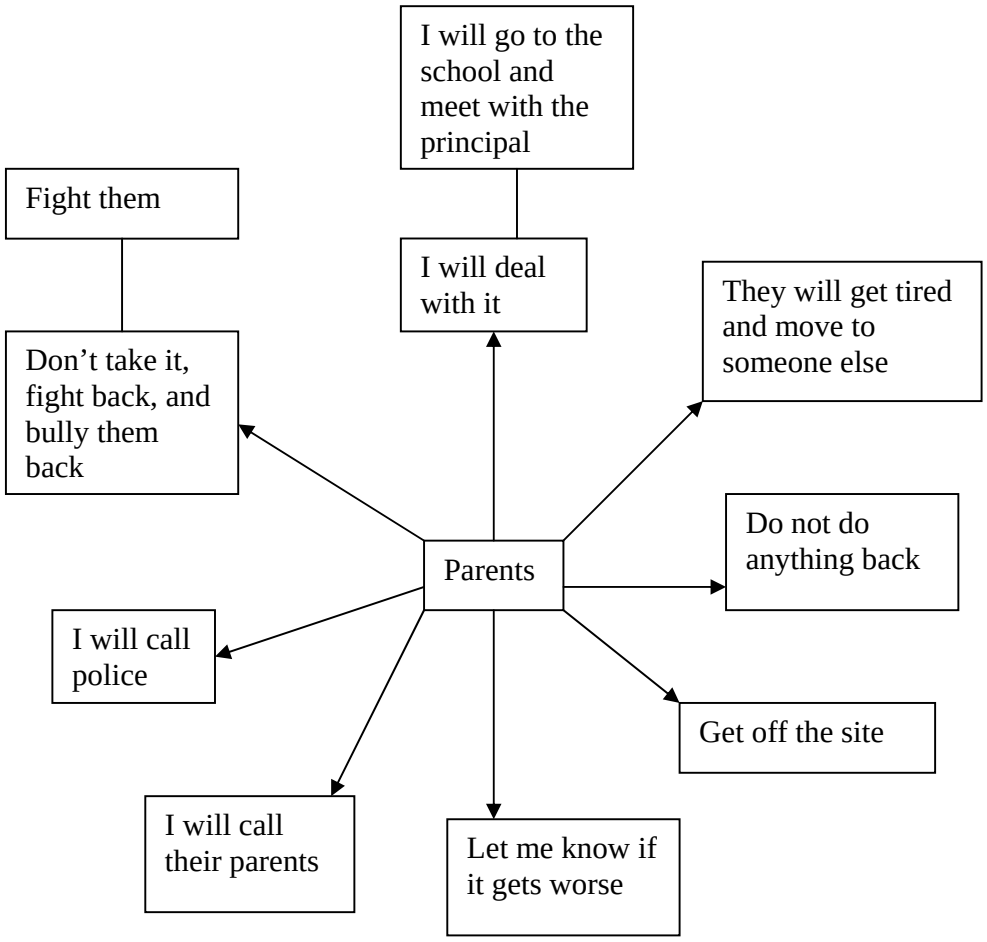
Concept Map Student Responses
Question 6 open ended

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



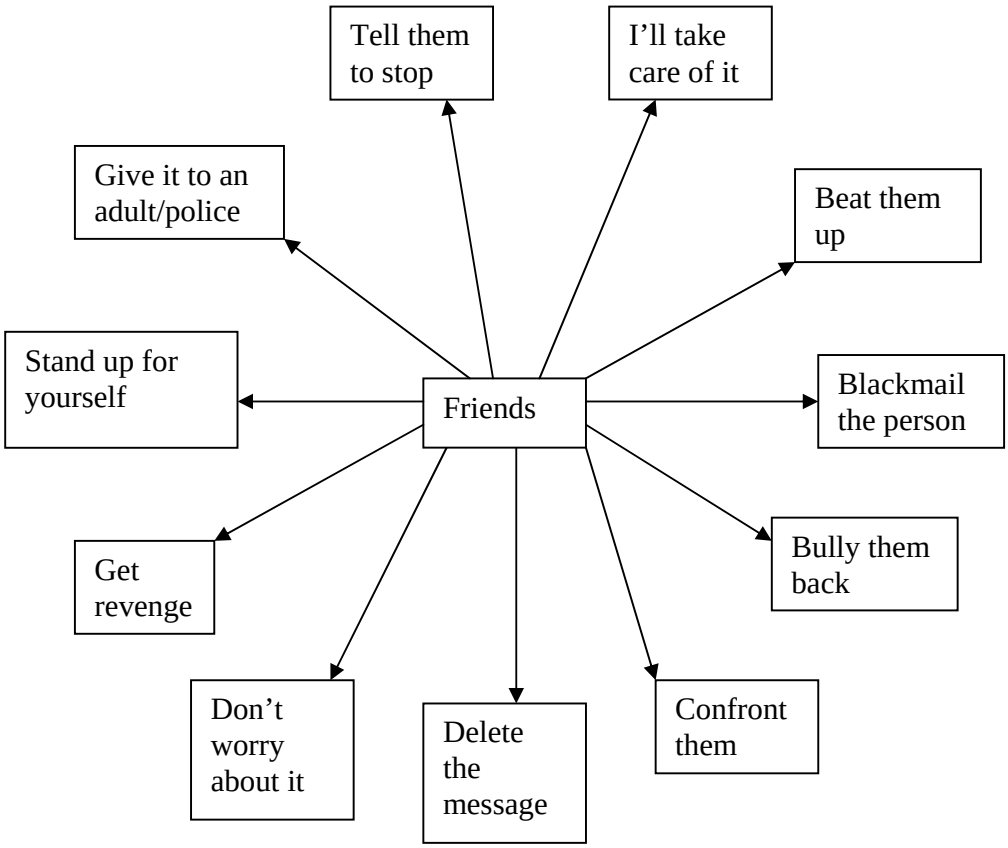
Concept Map Student Responses
Question 7 open ended

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



Concept Map Student Responses
Question 8 open ended

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



Appendix F

LearningPolls.org | Poll Results

5-18

Results for: [redacted]
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 [redacted] 69%
2. picture or video on cell phones [redacted] 27%
3. online instant messaging or live chat rooms [redacted] 40%
4. Web sites or message boards [redacted] 31%
5. other [redacted] 11%

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

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

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

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

3. being picked on for not acting or looking like others
[redacted] 54%

4. revenge for being mistreated by someone
[redacted] 42%

5. other
[redacted] 7%

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

1. being a target of cyberbullying
[redacted] 23%

2. friends talking about cyberbullying
[redacted] 28%

3. teachers talking about cyberbullying
[redacted] 61%

4. reports presented on television
[redacted] 25%

5. other
[redacted] 7%

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

1. tell a teacher or my parent
[redacted] 44%

2. ignore it
[redacted] 41%

3. tell the bully to stop
[redacted] 26%

4. change my screen name or block the message
[redacted] 42%

5. other
[redacted] 11%

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

1. tell the principal or your parent
[redacted] 74%

2. ignore it
[redacted] 20%

3. tell the bully to stop
[redacted] 28%

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

5. other

[redacted] 8%

Q7. When parents are told about cyberbullying, they saytell the principal or your teacher *(n=969)*

1. tell the principal or your teacher
[redacted] 56%
2. ignore it
[redacted] 25%
3. tell the bully to stop
[redacted] 28%
4. change your screen name or block the message
[redacted] 30%
5. other
[redacted] 11%

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

1. tell the principal or your parent
[redacted] 29%
2. ignore it
[redacted] 46%
3. tell the bully to stop
[redacted] 34%
4. change your screen name or block the message
[redacted] 34%
5. other
[redacted] 11%

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

1. never
[redacted] 16%
2. 1 - 5 times
[redacted] 65%
3. 6 - 10 times
[redacted] 9%
4. more than 10 times
[redacted] 10%

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

1. never
[redacted] 74%

2. 1 - 5 times [redacted] 18%

3. 6 - 10 times [redacted] 2%

4. more than 10 times [redacted] 4%

Q11. In the past year, one or more of my friends has been a target of cyber bullies *(n=969)*

1. never [redacted] 54%

2. 1 - 5 times [redacted] 35%

3. 6 - 10 times [redacted] 6%

4. more than 10 times [redacted] 5%

Q12. In the past year, I have participated in cyberbullying *(n=969)*

1. never [redacted] 79%

2. 1 - 5 times [redacted] 14%

3. 6 - 10 times [redacted] 2%

4. more than 10 times [redacted] 5%

Q13. In the past year, one or more of my friends has participated in cyberbullying *(n=969)*

1. never [redacted] 63%

2. 1 - 5 times [redacted] 25%

3. 6 - 10 times [redacted] 4%

4. more than 10 times [redacted] 7%

Q14. In the past year I have presented myself online as someone else *(n=969)*

1. never [redacted] 80%
2. 1 - 5 times [redacted] 14%
3. 6 - 10 times [redacted] 2%
4. more than 10 times [redacted] 4%

Q15. In the past year I have told lies online *(n=969)*

1. never [redacted] 62%
2. 1 - 5 times [redacted] 27%
3. 6 - 10 times [redacted] 3%
4. more than 10 times [redacted] 8%

Q16. In the past year my parents discussed cyberbullying *(n=969)*

1. never [redacted] 59%
2. 1 - 5 times [redacted] 30%
3. 6 - 10 times [redacted] 6%
4. more than 10 times [redacted] 5%

Q17. In my opinion, cyberbullying is *(n=969)*

1. worse than the face-to-face bullying [redacted] 30%
2. about the same as face-to-face bullying [redacted] 39%
3. less damaging than face-to-face bullying [redacted] 25%
4. just having fun and results in little harm [redacted] 6%

Q18. Overall, cyberbullying at my school is *(n=969)*

1. not a problem at all [redacted] 32%
2. a minor problem [redacted] 47%
3. a common problem [redacted] 16%
4. a worse problem than any other [redacted] 5%

Q19. The school should provide information to students about cyberbullying *(n=969)*

1. yes [redacted] 83%
2. no [redacted] 15%

Q20. The school should provide information to parents about cyberbullying *(n=969)*

1. yes [redacted] 77%
2. no [redacted] 22%

Q21. The amount of time I spend daily on the Internet is: *(n=969)*

1. I don't use Internet [redacted] 6%
2. less than 1 hour per day [redacted] 26%
3. 1 - 2 hours per day [redacted] 33%
4. 3 - 4 hours per day [redacted] 19%
5. 5 or more hours per day [redacted] 15%

Q22. The amount of time I spend on a cell phone daily is: *(n=969)*

1. I don't use a cell phone [redacted] 19%
2. less than 1 hour per day [redacted] 19%

3. 1 - 2 hours per day
15%

4. 3 - 4 hours per day
14%

5. 5 or more hours per day
33%

Age *(n=965)*

10 years
0%

11 years
0%

12 years
10%

13 years
42%

14 years
39%

15 years
7%

16 years
1%

17 years
0%

18 years
0%

19 years
1%

Average Age
13.52

Grade *(n=968)*

Grade 5
1%

Grade 6
0%

Grade 7
47%

Grade 8
50%

Grade 9

[redacted]	1%
Grade 10	
[redacted]	0%
Grade 11	
[redacted]	0%
Grade 12	
[redacted]	1%
Average Grade	
[redacted]	7.56

Gender *(n=966)*

Female	
[redacted]	53%
Male	
[redacted]	47%

Ethnicity *(n=967)*

Asian	
[redacted]	3%
Black	
[redacted]	24%
Hispanic	
[redacted]	3%
Native American	
[redacted]	1%
White	
[redacted]	65%
Other	
[redacted]	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

LearningPolls.org | Poll Results

Results for [redacted]
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 [redacted] 40%
2. picture or video on cell phones [redacted] 20%
3. online instant messaging or live chat rooms [redacted] 28%
4. Web sites or message boards [redacted] 28%
5. other [redacted] 22%

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

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

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

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

3. being picked on for not acting or looking like others
[redacted] 43%

4. revenge for being mistreated by someone
[redacted] 34%

5. other
[redacted] 7%

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

1. being a target of cyberbullying
[redacted] 32%

2. friends talking about cyberbullying
[redacted] 28%

3. teachers talking about cyberbullying
[redacted] 35%

4. reports presented on television
[redacted] 24%

5. other
[redacted] 11%

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

1. tell a teacher or my parent
[redacted] 62%

2. ignore it
[redacted] 32%

3. tell the bully to stop
[redacted] 28%

4. change my screen name or block the message
[redacted] 26%

5. other
[redacted] 9%

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

1. tell the principal or your parent
[redacted] 60%

2. ignore it
[redacted] 26%

3. tell the bully to stop
[redacted] 30%

4. change your screen name or block the message
[redacted] 14%

5. other

[redacted] 14%

Q7. When parents are told about cyberbullying, they saytell the principal or your teacher *(n=458)*

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

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

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

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

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

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

1. never
[redacted] 69%

2. 1 - 5 times [redacted] 20%

3. 6 - 10 times [redacted] 3%

4. more than 10 times [redacted] 7%

Q11. In the past year, one or more of my friends has been a target of cyber bullies *(n=458)*

1. never [redacted] 52%

2. 1 - 5 times [redacted] 33%

3. 6 - 10 times [redacted] 7%

4. more than 10 times [redacted] 7%

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

1. never [redacted] 81%

2. 1 - 5 times [redacted] 12%

3. 6 - 10 times [redacted] 3%

4. more than 10 times [redacted] 3%

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

1. never [redacted] 67%

2. 1 - 5 times [redacted] 22%

3. 6 - 10 times [redacted] 5%

4. more than 10 times [redacted] 4%

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

1. never [redacted] 81%
2. 1 - 5 times [redacted] 12%
3. 6 - 10 times [redacted] 2%
4. more than 10 times [redacted] 4%

Q15. In the past year I have told lies online *(n=458)*

1. never [redacted] 68%
2. 1 - 5 times [redacted] 22%
3. 6 - 10 times [redacted] 3%
4. more than 10 times [redacted] 7%

Q16. In the past year my parents discussed cyberbullying *(n=458)*

1. never [redacted] 49%
2. 1 - 5 times [redacted] 32%
3. 6 - 10 times [redacted] 8%
4. more than 10 times [redacted] 10%

Q17. In my opinion, cyberbullying is *(n=458)*

1. worse than the face-to-face bullying [redacted] 36%
2. about the same as face-to-face bullying [redacted] 38%
3. less damaging than face-to-face bullying [redacted] 21%
4. just having fun and results in little harm [redacted] 4%

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

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

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

1. yes [redacted] 84%
2. no [redacted] 15%

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

1. yes [redacted] 83%
2. no [redacted] 17%

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

1. I don't use Internet [redacted] 13%
2. less than 1 hour per day [redacted] 31%
3. 1 - 2 hours per day [redacted] 32%
4. 3 - 4 hours per day [redacted] 12%
5. 5 or more hours per day [redacted] 13%

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

1. I don't use a cell phone [redacted] 36%
2. less than 1 hour per day [redacted] 29%

3. 1 - 2 hours per day
[redacted] 13%

4. 3 - 4 hours per day
[redacted] 8%

5. 5 or more hours per day
[redacted] 13%

Age *(n=457)*

10 years
[redacted] 10%

11 years
[redacted] 49%

12 years
[redacted] 33%

13 years
[redacted] 7%

14 years
[redacted] 1%

15 years
[redacted] 0%

16 years
[redacted] 0%

17 years
[redacted] 0%

18 years
[redacted] 0%

19 years
[redacted] 0%

Average Age
[redacted] 11.40

Grade *(n=458)*

Grade 5
[redacted] 58%

Grade 6
[redacted] 38%

Grade 7
[redacted] 1%

Grade 8
[redacted] 0%

Grade 9

[redacted]	0%
Grade 10	
[redacted]	0%
Grade 11	
[redacted]	2%
Grade 12	
[redacted]	0%
Average Grade	
[redacted]	5.56

Gender *(n=455)*

Female	
[redacted]	51%
Male	
[redacted]	49%

Ethnicity *(n=456)*

Asian	
[redacted]	1%
Black	
[redacted]	24%
Hispanic	
[redacted]	4%
Native American	
[redacted]	1%
White	
[redacted]	67%
Other	
[redacted]	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

LearningPolls.org | Poll Results

Results for: [redacted]
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 [redacted] 47%
2. picture or video on cell phones [redacted] 14%
3. online instant messaging or live chat rooms [redacted] 28%
4. Web sites or message boards [redacted] 21%
5. other [redacted] 24%

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

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

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

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

3. being picked on for not acting or looking like others
[redacted] 36%

4. revenge for being mistreated by someone
[redacted] 32%

5. other
[redacted] 15%

Q4. My understanding of cyberbullying is based on *(n=589)*

1. being a target of cyberbullying
[redacted] 26%

2. friends talking about cyberbullying
[redacted] 31%

3. teachers talking about cyberbullying
[redacted] 24%

4. reports presented on television
[redacted] 21%

5. other
[redacted] 13%

Q5. If someone tried to cyberbully me, I would *(n=589)*

1. tell a teacher or my parent
[redacted] 52%

2. ignore it
[redacted] 32%

3. tell the bully to stop
[redacted] 27%

4. change my screen name or block the message
[redacted] 40%

5. other
[redacted] 14%

Q6. When teachers are told about cyberbullying, they say *(n=589)*

1. tell the principal or your parent
[redacted] 54%

2. ignore it
[redacted] 27%

3. tell the bully to stop
[redacted] 29%

4. change your screen name or block the message
[redacted] 16%

5. other

[redacted] 13%

Q7. When parents are told about cyberbullying, they saytell the principal or your teacher *(n=589)*

1. tell the principal or your teacher
[redacted] 53%
2. ignore it
[redacted] 23%
3. tell the bully to stop
[redacted] 29%
4. change your screen name or block the message
[redacted] 24%
5. other
[redacted] 14%

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

1. tell the principal or your parent
[redacted] 33%
2. ignore it
[redacted] 42%
3. tell the bully to stop
[redacted] 28%
4. change your screen name or block the message
[redacted] 28%
5. other
[redacted] 12%

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

1. never
[redacted] 61%
2. 1 - 5 times
[redacted] 28%
3. 6 - 10 times
[redacted] 4%
4. more than 10 times
[redacted] 6%

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

1. never
[redacted] 72%

2. 1 - 5 times [redacted] 20%

3. 6 - 10 times [redacted] 3%

4. more than 10 times [redacted] 4%

Q11. In the past year, one or more of my friends has been a target of cyber bullies *(n=589)*

1. never [redacted] 53%

2. 1 - 5 times [redacted] 34%

3. 6 - 10 times [redacted] 7%

4. more than 10 times [redacted] 5%

Q12. In the past year, I have participated in cyberbullying *(n=589)*

1. never [redacted] 84%

2. 1 - 5 times [redacted] 10%

3. 6 - 10 times [redacted] 2%

4. more than 10 times [redacted] 3%

Q13. In the past year, one or more of my friends has participated in cyberbullying *(n=589)*

1. never [redacted] 68%

2. 1 - 5 times [redacted] 23%

3. 6 - 10 times [redacted] 4%

4. more than 10 times [redacted] 5%

Q14. In the past year I have presented myself online as someone else *(n=589)*

1. never [redacted] 83%
2. 1 - 5 times [redacted] 12%
3. 6 - 10 times [redacted] 1%
4. more than 10 times [redacted] 4%

Q15. In the past year I have told lies online *(n=589)*

1. never [redacted] 73%
2. 1 - 5 times [redacted] 18%
3. 6 - 10 times [redacted] 2%
4. more than 10 times [redacted] 6%

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

1. never [redacted] 64%
2. 1 - 5 times [redacted] 26%
3. 6 - 10 times [redacted] 4%
4. more than 10 times [redacted] 5%

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

1. worse than the face-to-face bullying [redacted] 28%
2. about the same as face-to-face bullying [redacted] 35%
3. less damaging than face-to-face bullying [redacted] 33%
4. just having fun and results in little harm [redacted] 4%

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

1. not a problem at all [redacted] 41%
2. a minor problem [redacted] 37%
3. a common problem [redacted] 13%
4. a worse problem than any other [redacted] 8%

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

1. yes [redacted] 78%
2. no [redacted] 21%

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

1. yes [redacted] 77%
2. no [redacted] 22%

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

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

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

1. I don't use a cell phone [redacted] 42%
2. less than 1 hour per day [redacted] 26%

3. 1 - 2 hours per day
[redacted] 15%

4. 3 - 4 hours per day
[redacted] 6%

5. 5 or more hours per day
[redacted] 10%

Age *(n=587)*

10 years
[redacted] 37%

11 years
[redacted] 33%

12 years
[redacted] 26%

13 years
[redacted] 3%

14 years
0%

15 years
0%

16 years
0%

17 years
0%

18 years
0%

19 years
0%

Average Age
[redacted] 11.00

Grade *(n=588)*

Grade 5
[redacted] 65%

Grade 6
[redacted] 32%

Grade 7
[redacted] 1%

Grade 8
0%

Grade 9

[redacted]	0%
Grade 10	
[redacted]	1%
Grade 11	
[redacted]	0%
Grade 12	
[redacted]	1%
Average Grade	
[redacted]	5.43

Gender *(n=582)*

Female	
[redacted]	48%
Male	
[redacted]	52%

Ethnicity *(n=583)*

Asian	
[redacted]	3%
Black	
[redacted]	16%
Hispanic	
[redacted]	3%
Native American	
[redacted]	2%
White	
[redacted]	72%
Other	
[redacted]	5%

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

[redacted]	1%
Grade 11	
[redacted]	1%
Grade 12	
[redacted]	1%
Average Grade	
[redacted]	5.47

Gender *(n=580)*

Female	
[redacted]	48%
Male	
[redacted]	52%

Ethnicity *(n=580)*

Asian	
[redacted]	3%
Black	
[redacted]	15%
Hispanic	
[redacted]	4%
Native American	
[redacted]	2%
White	
[redacted]	73%
Other	
[redacted]	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

Appendix G

Complete Results from Polling

Frequency and Percent Table: Cyberbully Poll Gender		Male (*n* = 973)		Female (*n* = 1,021)		Missing (*n* = 12)		TOTAL (*n* = 2,006)	
		f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
School Grade									
5		326	16.25	334	16.65	6	0.30	666	33.20
6		196	9.77	175	8.72	3	0.15	374	18.64
7		221	11.02	236	11.76	1	0.05	458	22.83
8		229	11.42	273	13.61	2	0.10	504	25.12
Other		1	0.05	3	0.15	0	0.00	4	0.20
	Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00
Ethnicity									
Asian		21	1.05	28	1.40	0	0.00	49	2.44
Black		206	10.27	220	10.97	2	0.10	428	21.34
Hispanic		27	1.35	37	1.84	1	0.05	65	3.24
Native American		14	0.70	12	0.60	0	0.00	26	1.30
White		662	33.00	678	33.80	8	0.40	1,348	67.20
Other		43	2.14	46	2.29	1	0.05	90	4.49
	Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00
Age									
10		126	6.28	134	6.68	3	0.15	263	13.11
11		196	9.77	220	10.97	3	0.15	419	20.89
12		215	10.72	186	9.27	3	0.15	404	20.14
13		204	10.17	252	12.56	0	0.00	456	22.73
14		221	11.02	221	11.02	3	0.15	445	22.18
Other		10	0.50	6	0.30	0	0.00	16	0.80
Missing Value		1	0.05	2	0.10	0	0.00	3	0.15
	Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00
1. Common cyberbullying at my school includes									
A. cell phone calls or text messages		515	18.66	594	21.52	8	0.29	1,117	40.47
B. picture or video on cell phones		213	7.72	214	7.75	3	0.11	430	15.58
C. online instant messaging or live chat rooms		311	11.27	359	13.01	3	0.11	673	24.38
D. Websites or message boards		220	7.97	318	11.52	2	0.07	540	19.57
	Totals	1,259	45.62	1,485	53.80	16	0.58	2,760	100.00

Frequency and Percent Table: Cyberbully Poll Gender	Male (*n* = 973)		Female (*n* = 1,021)		Missing (*n* = 12)		TOTAL (*n* = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
2. Common cyberbullying messages at my school include								
A. threatening to hurt someone	492	14.90	476	14.42	4	0.12	972	29.44
B. telling lies about a person	535	16.20	692	20.96	5	0.15	1,232	37.31
C. exposing secrets to an audience	325	9.84	420	12.72	6	0.18	751	22.74
D. sexual harassment	165	5.00	180	5.45	2	0.06	347	10.51
Totals	1,517	45.94	1,768	53.54	17	0.51	3,302	100.00
3. Common reasons for cyberbullying at my school are								
A. boyfriend/girlfriend jealousy, rejection or breakups	502	14.80	679	20.02	4	0.12	1,185	34.94
B. winning/losing a school event, contest or competition	285	8.40	249	7.34	2	0.06	536	15.80
C. being picked on for not acting or looking like others	431	12.71	493	14.53	4	0.12	928	27.36
D. revenge for being mistreated by someone	344	10.14	395	11.65	4	0.12	743	21.90
Totals	1,562	46.05	1,816	53.54	14	0.41	3,392	100.00
4. My understanding of cyberbullying is based on								
A. being a target of cyberbullying	263	10.72	258	10.52	0	0.00	521	21.24
B. friends talking about cyberbullying	246	10.03	327	13.33	4	0.16	577	23.52
C. teachers talking about cyberbullying	417	17.00	467	19.04	2	0.08	886	36.12
D. reports presented on television	234	9.54	232	9.46	3	0.12	469	19.12
Totals	1,160	47.29	1,284	52.34	9	0.37	2,453	100.00
5. If someone tried to cyberbully me, I would								
A. tell a teacher or my parent	419	13.81	585	19.28	8	0.26	1,012	33.34
B. ignore it	375	12.36	346	11.40	4	0.13	725	23.89
C. tell the bully to stop	236	7.78	299	9.85	4	0.13	539	17.76
D. change my screen name or block the message	338	11.14	414	13.64	7	0.23	759	25.01
Totals	1,368	45.07	1,644	54.17	23	0.76	3,035	100.00

Frequency and Percent Table: Cyberbully Poll Gender	Male (*n* = 973)		Female (*n* = 1,021)		Missing (*n* = 12)		TOTAL (*n* = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
6. When teachers are told about cyberbullying, they say								
A. tell the principal or your parent	694	25.42	603	22.09	10	0.37	1,307	47.88
B. ignore it	244	8.94	217	7.95	2	0.07	463	16.96
C. tell the bully to stop	255	9.34	312	11.43	3	0.11	570	20.88
D. change your screen name or block the message	197	7.22	190	6.96	3	0.11	390	14.29
Totals	1,390	50.92	1,322	48.42	18	0.66	2,730	100.00
7. When parents are told about cyberbullying, they say								
A. tell the principal or your teacher	532	19.88	582	21.75	7	0.26	1,121	41.89
B. ignore it	248	9.27	230	8.59	3	0.11	481	17.97
C. tell the bully to stop	267	9.98	295	11.02	5	0.19	567	21.19
D. change your screen name or block the message	214	8.00	287	10.72	6	0.22	507	18.95
Totals	1,261	47.12	1,394	52.09	21	0.78	2,676	100.00
8. When friends are told about cyberbullying, they say								
A. tell the principal or your teacher	278	10.12	379	13.80	5	0.18	662	24.11
B. ignore it	402	14.64	449	16.35	8	0.29	859	31.28
C. tell the bully to stop	276	10.05	359	13.07	2	0.07	637	23.20
D. change your screen name or block the message	266	9.69	318	11.58	4	0.15	588	21.41
Totals	1,222	44.50	1,505	54.81	19	0.69	2,746	100.00
9. In the past year my teachers discussed cyberbullying								
A. never	364	18.15	291	14.51	3	0.15	658	32.80
B. 1 - 5 times	447	22.28	541	26.97	6	0.30	994	49.55
C. 6 - 10 times	62	3.09	84	4.19	0	0.00	146	7.28
D. more than 10 times	97	4.84	100	4.99	2	0.10	199	9.92
E. Other/No response	3	0.15	5	0.25	1	0.05	9	0.45
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00

Frequency and Percent Table: Cyberbully Poll Gender	Male (*n* = 973)		Female (*n* = 1,021)		Missing (*n* = 12)		TOTAL (*n* = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
10 In the past year, I have been a target of cyberbullies								
A. never	736	36.69	702	35.00	12	0.60	1,450	72.28
B. 1 - 5 times	144	7.18	243	12.11	0	0.00	387	19.29
C. 6 - 10 times	26	1.30	24	1.20	0	0.00	50	2.49
D. more than 10 times	58	2.89	41	2.04	0	0.00	99	4.94
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
a target of cyberbullies								
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
12. In the past year, I have participated in cyberbullying								
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
13.. In the past year, one or more of my friends has								
A. never	660	32.90	644	32.10	12	0.60	1,316	65.60
B. 1 - 5 times	201	10.02	277	13.81	0	0.00	478	23.83
C. 6 - 10 times	40	1.99	47	2.34	0	0.00	87	4.34
D. more than 10 times	62	3.09	46	2.29	0	0.00	108	5.38
E. Other/No response	10	0.50	7	0.35	0	0.00	17	0.85
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00

Frequency and Percent Table: Cyberbully Poll Gender	Male (n = 973)		Female (n = 1,021)		Missing (n = 12)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
14. In the past year I have presented myself online as someone else								
A. never	772	38.48	847	42.22	12	0.60	1,631	81.31
B. 1 - 5 times	129	6.43	127	6.33	0	0.00	256	12.76
C. 6 - 10 times	20	1.00	11	0.55	0	0.00	31	1.55
D. more than 10 times	45	2.24	32	1.60	0	0.00	77	3.84
E. Other/No response	7	0.35	4	0.20	0	0.00	11	0.55
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00
15. In the past year, I have told lies online								
A. never	648	32.30	680	33.90	9	0.45	1,337	66.65
B. 1 - 5 times	207	10.32	258	12.86	3	0.15	468	23.33
C. 6 - 10 times	28	1.40	27	1.35	0	0.00	55	2.74
D. more than 10 times	85	4.24	49	2.44	0	0.00	134	6.68
E. Other/No response	5	0.25	7	0.35	0	0.00	12	0.60
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00
16. In the past year my parents discussed cyberbullying								
A. never	637	31.75	524	26.12	9	0.45	1,170	58.33
B. 1 - 5 times	243	12.11	340	16.95	2	0.10	585	29.16
C. 6 - 10 times	45	2.24	76	3.79	0	0.00	121	6.03
D. more than 10 times	45	2.24	77	3.84	1	0.05	123	6.13
E. Other/No response	3	0.15	4	0.20	0	0.00	7	0.35
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00
17. In my opinion cyberbullying is								
A. worse than face-to-face bullying	284	14.16	328	16.35	6	0.30	618	30.81
B. about the same as face-to-face bullying	317	15.80	436	21.73	4	0.20	757	37.74
C. less damaging than face-to-face bullying	292	14.56	232	11.57	2	0.10	526	26.22
D. just having fun and results in little harm	77	3.84	24	1.20	0	0.00	101	5.03
E. Other/No response	3	0.15	1	0.05	0	0.00	4	0.20
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00

Frequency and Percent Table: Cyberbully Poll Gender	Male (*n* = 973)		Female (*n* = 1,021)		Missing (*n* = 12)		TOTAL (*n* = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
18. Overall cyberbullying at my school is								
A. not a problem at all	414	20.64	310	15.45	3	0.15	727	36.24
B. a minor problem	369	18.39	450	22.43	8	0.40	827	41.23
C. a common problem	115	5.73	188	9.37	1	0.05	304	15.15
D. a worse problem than any other	72	3.59	65	3.24	0	0.00	137	6.83
E. Other/No response	3	0.15	8	0.40	0	0.00	11	0.55
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00
19. The school should provide information to students								
A. yes	757	37.74	876	43.67	9	0.45	1,642	81.85
B. no	206	10.27	125	6.23	3	0.15	334	16.65
E. Other/No response	10	0.50	20	1.00	0	0.00	30	1.50
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00
20. The school should provide information to parents								
A. yes	718	35.79	851	42.42	10	0.50	1,579	78.71
B. no	253	12.61	162	8.08	2	0.10	417	20.79
E. Other/No response	2	0.10	8	0.40	0	0.00	10	0.50
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00
21. The amount of time I spend daily on the Internet is								
A. I don't use the Internet	105	5.23	62	3.09	1	0.05	168	8.37
B. less than 1 hour per day	302	15.05	319	15.90	3	0.15	624	31.11
C. 1 - 2 hours per day	290	14.46	361	18.00	6	0.30	657	32.75
D. 3 - 4 hours per day	144	7.18	157	7.83	2	0.10	303	15.10
E. 5 or more hours per day	129	6.43	121	6.03	0	0.00	250	12.46
F. Other/No response	3	0.15	1	0.05	0	0.00	4	0.20
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00

Frequency and Percent Table: Cyberbully Poll Gender	Male (*n* = 973)		Female (*n* = 1,021)		Missing (*n* = 12)		TOTAL (*n* = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
22. The amount of time I spend on a cell phone daily is								
A. I don't use a cell phone	320	15.95	273	13.61	6	0.30	599	29.86
B. less than 1 hour per day	253	12.61	213	10.62	3	0.15	469	23.38
C. 1 - 2 hours per day	147	7.33	145	7.23	3	0.15	295	14.71
D. 3 - 4 hours per day	91	4.54	115	5.73	0	0.00	206	10.27
E. 5 or more hours per day	156	7.78	270	13.46	0	0.00	426	21.24
F. Other/No response	6	0.30	5	0.25	0	0.00	11	0.55
Totals	973	48.50	1,021	50.90	12	0.60	2,006	100.00

Frequency Table: Cyberbullying Ethnicity	Asian (n = 49)		Black (n = 428)		Hispanic (n = 64)		Native American (n = 27)		White (n = 1,348)		Other (n = 19)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
Gender														
Male	21	1.047	206	10.269	27	1.346	14	0.698	662	33.001	43	2.144	973	48.504
Female	28	1.396	220	10.967	37	1.844	12	0.598	678	33.799	46	2.293	1021	50.897
Missing	0	0.000	2	0.100	0	0.000	1	0.050	8	0.399	1	0.050	12	0.598
Total	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2006	100.000
School Grade														
5	10	0.499	123	6.132	16	0.798	10	0.499	470	23.430	37	1.844	666	33.200
6	9	0.449	78	3.888	20	0.997	4	0.199	249	12.413	14	0.698	374	18.644
7	12	0.598	115	5.733	15	0.748	5	0.249	297	14.806	14	0.698	458	22.832
8	17	0.847	111	5.533	13	0.648	8	0.399	330	16.451	25	1.246	504	25.125
9	1	0.050	0	0.000	0	0.000	0	0.000	2	0.100	0	0.000	3	0.150
12	0	0.000	1	0.050	0	0.000	0	0.000	0	0.000	0	0.000	1	0.050
Total	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
Age														
10	3	0.150	40	1.994	5	0.249	5	0.249	194	9.671	16	0.798	263	13.111
11	8	0.399	79	3.938	16	0.798	4	0.199	292	14.556	20	0.997	419	20.887
12	8	0.399	81	4.038	17	0.847	6	0.299	276	13.759	16	0.798	404	20.140
13	15	0.748	110	5.484	12	0.598	3	0.150	300	14.955	16	0.798	456	22.732
14	12	0.598	114	5.683	11	0.548	9	0.449	279	13.908	20	0.997	445	22.183
15	0	0.000	0	0.000	2	0.100	0	0.000	3	0.150	0	0.000	5	0.249
18	0	0.000	1	0.050	0	0.000	0	0.000	0	0.000	0	0.000	1	0.050
19	3	0.150	2	0.100	1	0.050	0	0.000	3	0.150	1	0.050	10	0.499
Missing	0	0.000	1	0.050	0	0.000	0	0.000	1	0.050	1	0.050	3	0.150
Total	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
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	0.671	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	64.982	129	4.558	2,830	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	347	10.509
Totals	90	2.726	681	20.624	102	3.089	38	1.151	2,230	67.535	161	4.876	3,302	100.000

Frequency Table: Cyberbullying Ethnicity	Asian (n = 49)		Black (n = 428)		Hispanic (n = 64)		Native American (n = 27)		White (n = 1,348)		Other (n = 19)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
3. Common reasons for cyberbullying at my school are														
A. boyfriend/girlfriend jealousy, rejection or breakups	28	0.826	256	7.556	30	0.885	10	0.295	806	23.790	51	1.505	1181	34.858
B. winning/losing a school event, contest or competition	12	0.354	95	2.804	18	0.531	8	0.236	371	10.950	32	0.945	536	15.821
C. being picked on for not acting or looking like others	29	0.856	183	5.401	35	1.033	8	0.236	628	18.536	45	1.328	928	27.391
D. revenge for being mistreated by someone	19	0.561	148	4.368	26	0.767	10	0.295	505	14.906	35	1.033	743	21.930
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	9	0.367	130	5.300	15	0.611	4	0.163	329	13.412	34	1.386	521	21.239
B. friends talking about cyberbullying	13	0.530	129	5.259	26	1.060	4	0.163	377	15.369	28	1.141	577	23.522
C. teachers talking about cyberbullying	28	1.141	180	7.338	23	0.938	11	0.448	608	24.786	36	1.468	886	36.119
D. reports presented on television	15	0.611	88	3.587	16	0.652	8	0.326	324	13.208	18	0.734	469	19.119
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	20	0.659	211	6.952	30	0.988	11	0.362	698	22.998	42	1.384	1012	33.344
B. ignore it	20	0.659	154	5.074	23	0.758	10	0.329	483	15.914	35	1.153	725	23.888
C. tell the bully to stop	11	0.362	114	3.756	15	0.494	4	0.132	366	12.059	29	0.956	539	17.759
D. change my screen name or block the message	24	0.791	114	3.756	22	0.725	11	0.362	559	18.418	29	0.956	759	25.008
Totals	75	2.471	593	19.539	90	2.965	36	1.186	2,106	69.390	135	4.448	3,035	100.000
6. When teachers are told about cyberbullying, they say														
A. tell the principal or your parent	33	1.209	286	10.476	41	1.502	14	0.513	882	32.308	51	1.868	1307	47.875
B. ignore it	17	0.623	96	3.516	14	0.513	10	0.366	299	10.952	27	0.989	463	16.960
C. tell the bully to stop	11	0.403	124	4.542	18	0.659	10	0.366	375	13.736	32	1.172	570	20.879
D. change your screen name or block the message	14	0.513	76	2.784	11	0.403	6	0.220	269	9.853	14	0.513	390	14.286
Totals	75	2.747	582	21.319	84	3.077	40	1.465	1,825	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	29	1.084	240	8.969	34	1.271	13	0.486	757	28.288	48	1.794	1121	41.891
B. ignore it	18	0.673	99	3.700	20	0.747	6	0.224	317	11.846	21	0.785	481	17.975
C. tell the bully to stop	14	0.523	111	4.148	14	0.523	11	0.411	386	14.425	31	1.158	567	21.188
D. change your screen name or block the message	14	0.523	81	3.027	20	0.747	7	0.262	363	13.565	22	0.822	507	18.946
Totals	75	2.803	531	19.843	88	3.288	37	1.383	1,823	68.124	122	4.559	2,676	100.000
8. When friends are told about cyberbullying, they say														
A. tell the principal or your teacher	21	0.765	123	4.479	19	0.692	13	0.473	449	16.351	37	1.347	662	24.108
B. ignore it	23	0.838	176	6.409	25	0.910	10	0.364	586	21.340	39	1.420	859	31.282
C. tell the bully to stop	12	0.437	127	4.625	20	0.728	6	0.218	442	16.096	30	1.092	637	23.197
D. change your screen name or block the message	19	0.692	105	3.824	18	0.655	13	0.473	410	14.931	23	0.838	588	21.413
Totals	75	2.731	531	19.337	82	2.986	42	1.529	1,887	68.718	129	4.698	2,746	100.000

Frequency Table: Cyberbullying Ethnicity	Asian (n = 49)		Black (n = 428)		Hispanic (n = 64)		Native American (n = 27)		White (n = 1,348)		Other (n = 19)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
9. In the past year my teachers discussed cyberbullying														
A. never	13	0.648	120	5.982	22	1.097	14	0.698	455	22.682	34	1.695	658	32.802
B. 1 - 5 times	30	1.496	189	9.422	33	1.645	10	0.499	696	34.696	36	1.795	994	49.551
C. 6 - 10 times	3	0.150	47	2.343	4	0.199	0	0.000	84	4.187	8	0.399	146	7.278
D. more than 10 times	3	0.150	72	3.589	4	0.199	2	0.100	106	5.284	12	0.598	199	9.920
E. Other/No response	0	0.000	0	0.000	1	0.050	1	0.050	7	0.349	0	0.000	9	0.449
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
10 In the past year, I have been a target of cyberbullies														
A. never	38	1.894	303	15.105	48	2.393	22	1.097	982	48.953	57	2.841	1450	72.283
B. 1 - 5 times	6	0.299	74	3.689	11	0.548	2	0.100	278	13.858	16	0.798	387	19.292
C. 6 - 10 times	1	0.050	15	0.748	1	0.050	0	0.000	29	1.446	4	0.199	50	2.493
D. more than 10 times	3	0.150	29	1.446	3	0.150	3	0.150	49	2.443	12	0.598	99	4.935
E. Other/No response	1	0.050	7	0.349	1	0.050	0	0.000	10	0.499	1	0.050	20	0.997
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
11. In the past year, one or more of my friends has been a target of cyberbullies														
A. never	32	1.595	205	10.219	33	1.645	19	0.947	41	2.044	732	36.491	1062	52.941
B. 1 - 5 times	12	0.598	154	7.677	23	1.147	3	0.150	35	1.745	455	22.682	682	33.998
C. 6 - 10 times	2	0.100	34	1.695	2	0.100	4	0.199	8	0.399	85	4.237	135	6.730
D. more than 10 times	3	0.150	31	1.545	5	0.249	1	0.050	4	0.199	63	3.141	107	5.334
E. Other/No response	0	0.000	4	0.199	1	0.050	0	0.000	2	0.100	13	0.648	20	0.997
Totals	49	2.443	428	21.336	64	3.190	27	1.346	90	4.487	1,348	67.198	2,006	100.000
12. In the past year, I have participated in cyberbullying														
A. never	39	1.944	309	15.404	50	2.493	20	0.997	1,139	56.780	72	3.589	1629	81.206
B. 1 - 5 times	6	0.299	66	3.290	8	0.399	3	0.150	155	7.727	11	0.548	249	12.413
C. 6 - 10 times	1	0.050	13	0.648	2	0.100	2	0.100	17	0.847	2	0.100	37	1.844
D. more than 10 times	3	0.150	30	1.496	3	0.150	2	0.100	29	1.446	4	0.199	71	3.539
E. Other/No response	0	0.000	10	0.499	1	0.050	0	0.000	8	0.399	1	0.050	20	0.997
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
13. In the past year, one or more of my friends has participated in cyberbullying														
A. never	35	1.745	231	11.515	41	2.044	21	1.047	933	46.510	55	2.742	1316	65.603
B. 1 - 5 times	9	0.449	123	6.132	14	0.698	2	0.100	306	15.254	24	1.196	478	23.829
C. 6 - 10 times	1	0.050	24	1.196	2	0.100	1	0.050	54	2.692	5	0.249	87	4.337
D. more than 10 times	4	0.199	42	2.094	6	0.299	2	0.100	48	2.393	6	0.299	108	5.384
E. Other/No response	0	0.000	8	0.399	1	0.050	1	0.050	7	0.349	0	0.000	17	0.847
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000

Frequency Table: Cyberbullying Ethnicity	Asian (n = 49)		Black (n = 428)		Hispanic (n = 64)		Native American (n = 27)		White (n = 1,348)		Other (n = 19)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
14. In the past year, I have presented myself online as someone else														
A. never	40	1.994	323	16.102	44	2.193	16	0.798	1,136	56.630	72	3.589	1631	81.306
B. 1 - 5 times	5	0.249	69	3.440	13	0.648	9	0.449	149	7.428	11	0.548	256	12.762
C. 6 - 10 times	1	0.050	9	0.449	1	0.050	0	0.000	19	0.947	1	0.050	31	1.545
D. more than 10 times	3	0.150	23	1.147	5	0.249	2	0.100	38	1.894	6	0.299	77	3.838
E. Other/No response	0	0.000	4	0.199	1	0.050	0	0.000	6	0.299	0	0.000	11	0.548
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
15. In the past year, I have told lies online														
A. never	32	1.595	239	11.914	39	1.944	16	0.798	952	47.458	59	2.941	1337	66.650
B. 1 - 5 times	8	0.399	123	6.132	17	0.847	6	0.299	294	14.656	20	0.997	468	23.330
C. 6 - 10 times	1	0.050	18	0.897	0	0.000	2	0.100	34	1.695	0	0.000	55	2.742
D. more than 10 times	8	0.399	44	2.193	8	0.399	3	0.150	61	3.041	10	0.499	134	6.680
E. Other/No response	0	0.000	4	0.199	0	0.000	0	0.000	7	0.349	1	0.050	12	0.598
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
16. In the past year my parents discussed cyberbullying														
A. never	22	1.097	226	11.266	36	1.795	17	0.847	818	40.778	51	2.542	1170	58.325
B. 1 - 5 times	17	0.847	122	6.082	19	0.947	9	0.449	393	19.591	25	1.246	585	29.163
C. 6 - 10 times	6	0.299	33	1.645	5	0.249	1	0.050	71	3.539	5	0.249	121	6.032
D. more than 10 times	4	0.199	45	2.243	3	0.150	0	0.000	62	3.091	9	0.449	123	6.132
E. Other/No response	0	0.000	2	0.100	1	0.050	0	0.000	4	0.199	0	0.000	7	0.349
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
17. In my opinion cyberbullying is														
A. worse than face-to-face bullying	19	0.947	150	7.478	18	0.897	15	0.748	394	19.641	22	1.097	618	30.808
B. about the same as face-to-face bullying	18	0.897	160	7.976	17	0.847	4	0.199	529	26.371	29	1.446	757	37.737
C. less damaging than face-to-face bullying	9	0.449	95	4.736	22	1.097	5	0.249	365	18.195	30	1.496	526	26.221
D. just having fun and results in little harm	3	0.150	22	1.097	7	0.349	2	0.100	58	2.891	9	0.449	101	5.035
E. Other/No response	0	0.000	1	0.050	0	0.000	1	0.050	2	0.100	0	0.000	4	0.199
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
18. Overall cyberbullying at my school is														
A. not a problem at all	17	0.847	153	7.627	25	1.246	14	0.698	492	24.526	26	1.296	727	36.241
B. a minor problem	18	0.897	147	7.328	23	1.147	8	0.399	596	29.711	35	1.745	827	41.226
C. a common problem	9	0.449	67	3.340	13	0.648	4	0.199	193	9.621	18	0.897	304	15.155
D. a worse problem than any other	5	0.249	56	2.792	3	0.150	1	0.050	63	3.141	9	0.449	137	6.830
E. Other/No response	0	0.000	5	0.249	0	0.000	0	0.000	4	0.199	2	0.100	11	0.548
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
19. The school should provide information to students about cyberbullying														
A. yes	45	2.243	368	18.345	50	2.493	20	0.997	1,092	54.437	67	3.340	1642	81.854
B. no	4	0.199	50	2.493	13	0.648	6	0.299	242	12.064	19	0.947	334	16.650
E. Other/No response	0	0.000	10	0.499	1	0.050	1	0.050	14	0.698	4	0.199	30	1.496
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2006	100.000

Frequency Table: Cyberbullying Ethnicity	Asian (n = 49)		Black (n = 428)		Hispanic (n = 64)		Native American (n = 27)		White (n = 1,348)		Other (n = 19)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
20. The school should provide information to parents about cyberbullying														
A. yes	42	2.094	368	18.345	50	2.493	20	0.997	1,092	54.437	67	3.340	1639	81.705
B. no	7	0.349	50	2.493	13	0.648	6	0.299	242	12.064	19	0.947	337	16.800
E. Other/No response	0	0.000	10	0.499	1	0.050	1	0.050	14	0.698	4	0.199	30	1.496
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
21. The amount of time I spend daily on the Internet is														
A. I don't use the Internet	3	0.150	44	2.193	6	0.299	5	0.249	102	5.085	8	0.399	168	8.375
B. less than 1 hour per day	14	0.698	102	5.085	18	0.897	7	0.349	458	22.832	25	1.246	624	31.107
C. 1 - 2 hours per day	21	1.047	122	6.082	24	1.196	5	0.249	463	23.081	22	1.097	657	32.752
D. 3 - 4 hours per day	6	0.299	84	4.187	8	0.399	1	0.050	185	9.222	19	0.947	303	15.105
E. 5 or more hours per day	5	0.249	75	3.739	8	0.399	9	0.449	138	6.879	15	0.748	250	12.463
F. Other/No response	0	0.000	1	0.050	0	0.000	0	0.000	2	0.100	1	0.050	4	0.199
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000
22. The amount of time I spend on a cell phone daily is														
A. I don't use a cell phone	17	0.847	92	4.586	15	0.748	8	0.399	438	21.834	29	1.446	599	29.860
B. less than 1 hour per day	14	0.698	85	4.237	19	0.947	3	0.150	327	16.301	21	1.047	469	23.380
C. 1 - 2 hours per day	5	0.249	60	2.991	10	0.499	10	0.499	193	9.621	17	0.847	295	14.706
D. 3 - 4 hours per day	2	0.100	57	2.841	2	0.100	0	0.000	136	6.780	9	0.449	206	10.269
E. 5 or more hours per day	11	0.548	131	6.530	18	0.897	6	0.299	246	12.263	14	0.698	426	21.236
F. Other/No response	0	0.000	3	0.150	0	0.000	0	0.000	8	0.399	0	0.000	11	0.548
Totals	49	2.443	428	21.336	64	3.190	27	1.346	1,348	67.198	90	4.487	2,006	100.000

Frequency Table: Cyberbullying Grade	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)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
Gender																
Male	326	16.251	196	9.771	221	11.017	229	11.416	0	0.000	1	0.050	1	0.050	973	48.504
Female	334	16.650	175	8.724	236	11.765	273	13.609	3	0.150	0	0.000	3	0.150	1,021	50.897
Missing	6	0.299	3	0.150	1	0.050	2	0.100	0	0.000	0	0.000	0	0.000	12	0.598
Total	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
Ethnicity																
Asian	10	0.499	9	0.449	12	0.598	17	0.847	1	0.050	0	0.000	1	0.050	49	2.443
Black	123	6.132	78	3.888	115	5.733	111	5.533	0	0.000	1	0.050	1	0.050	428	21.336
Hispanic	16	0.798	20	0.997	15	0.748	13	0.648	0	0.000	0	0.000	0	0.000	64	3.190
Native American	10	0.499	4	0.199	5	0.249	8	0.399	0	0.000	0	0.000	0	0.000	27	1.346
White	470	23.430	249	12.413	297	14.806	330	16.451	2	0.100	0	0.000	2	0.100	1,348	67.198
Other	37	1.844	14	0.698	14	0.698	25	1.246	0	0.000	0	0.000	0	0.000	90	4.487
Total	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
Age																
10	262	13.061	1	0.050	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	263	13.111
11	341	16.999	77	3.838	0	0.000	0	0.000	1	0.050	0	0.000	1	0.050	419	20.887
12	54	2.692	250	12.463	98	4.885	2	0.100	0	0.000	0	0.000	0	0.000	404	20.140
13	6	0.299	45	2.243	301	15.005	104	5.184	0	0.000	0	0.000	0	0.000	456	22.732
14	0	0.000	0	0.000	55	2.742	387	19.292	2	0.100	1	0.050	3	0.150	445	22.183
15	0	0.000	0	0.000	1	0.050	4	0.199	0	0.000	0	0.000	0	0.000	5	0.249
18	1	0.050	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	1	0.050
19	0	0.000	1	0.050	2	0.100	7	0.349	0	0.000	0	0.000	0	0.000	10	0.499
Missing	2	0.100	0	0.000	1	0.050	0	0.000	0	0.000	0	0.000	0	0.000	3	0.150
Total	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
1. Common cyberbullying at my school includes																
A. cell phone calls or text messages	270	9.779	189	6.845	316	11.445	340	12.314	2	0.072	1	0.036	3	0.109	1,118	40.493
B. picture or video on cell phones	99	3.586	69	2.499	119	4.310	141	5.107	1	0.036	1	0.036	2	0.072	430	15.574
C. online instant messaging or live chat rooms	165	5.976	125	4.527	178	6.447	205	7.425	0	0.000	0	0.000	0	0.000	673	24.375
D. Websites or message boards	139	5.034	105	3.803	131	4.745	163	5.904	2	0.072	0	0.000	2	0.072	540	19.558
Totals	673	24.375	488	17.675	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	294	8.904	191	5.784	*234*	7.087	*251*	7.601	2	0.061	0	0.000	2	0.061	972	29.437
B. telling lies about a person	340	10.297	229	6.935	320	9.691	340	10.297	2	0.061	1	0.030	3	0.091	1,232	37.311
C. exposing secrets to an audience	168	5.088	161	4.876	204	6.178	216	6.541	2	0.061	0	0.000	2	0.061	751	22.744
D. sexual harassment	71	2.150	52	1.575	97	2.938	127	3.846	0	0.000	0	0.000	0	0.000	347	10.509
Totals	873	26.439	633	19.170	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	296	8.724	211	6.219	314	9.254	361	10.640	3	0.088	0	0.000	3	0.088	1,185	34.925
B. winning/losing a school event, contest or competition	196	5.777	113	3.330	104	3.065	121	3.566	2	0.059	1	0.029	3	0.088	537	15.827
C. being picked on for not acting or looking like others	217	6.396	190	5.600	257	7.574	262	7.722	2	0.059	0	0.000	2	0.059	928	27.350
D. revenge for being mistreated by someone	193	5.688	147	4.332	181	5.335	219	6.454	2	0.059	1	0.029	3	0.088	743	21.898
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

[redacted] Frequency Table: Cyberbullying Grade	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)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
4. My understanding of cyberbullying is based on																
A. being a target of cyberbullying	190	7.746	105	4.280	107	4.362	118	4.810	1	0.041	0	0.000	1	0.041	521	21.239
B. friends talking about cyberbullying	185	7.542	124	5.055	119	4.851	145	5.911	3	0.122	1	0.041	4	0.163	577	23.522
C. teachers talking about cyberbullying	174	7.093	126	5.137	289	11.781	294	11.985	3	0.122	0	0.000	3	0.122	886	36.119
D. reports presented on television	121	4.933	110	4.484	106	4.321	131	5.340	1	0.041	0	0.000	1	0.041	469	19.119
Totals	670	27.313	465	18.956	621	25.316	688	28.047	8	0.326	1	0.041	9	0.367	2,453	100.000
5. If someone tried to cyberbully me, I would																
A. tell a teacher or my parent	402	13.245	187	6.161	232	7.644	190	6.260	1	0.033	0	0.000	1	0.033	1,012	33.344
B. ignore it	199	6.557	133	4.382	176	5.799	216	7.117	1	0.033	0	0.000	1	0.033	725	23.888
C. tell the bully to stop	170	5.601	117	3.855	112	3.690	139	4.580	1	0.033	0	0.000	1	0.033	539	17.759
D. change my screen name or block the message	202	6.656	151	4.975	200	6.590	204	6.722	1	0.033	1	0.033	2	0.066	759	25.008
Totals	973	32.059	588	19.374	720	23.723	749	24.679	4	0.132	1	0.033	5	0.165	3,035	100.000
6. When teachers are told about cyberbullying, they say																
A. tell the principal or your parent	372	13.626	217	7.949	345	12.637	371	13.590	2	0.073	0	0.000	2	0.073	1,307	47.875
B. ignore it	190	6.960	86	3.150	77	2.821	106	3.883	3	0.110	1	0.037	4	0.147	463	16.960
C. tell the bully to stop	176	6.447	130	4.762	114	4.176	149	5.458	1	0.037	0	0.000	1	0.037	570	20.879
D. change your screen name or block the message	93	3.407	63	2.308	119	4.359	114	4.176	1	0.037	0	0.000	1	0.037	390	14.286
Totals	831	30.440	496	18.168	655	23.993	740	27.106	7	0.256	1	0.037	8	0.293	2,730	100.000
7. When parents are told about cyberbullying, they say																
A. tell the principal or your teacher	373	13.939	207	7.735	247	9.230	293	10.949	1	0.037	0	0.000	1	0.037	1,121	41.891
B. ignore it	151	5.643	93	3.475	102	3.812	133	4.970	2	0.075	0	0.000	2	0.075	481	17.975
C. tell the bully to stop	178	6.652	122	4.559	129	4.821	137	5.120	1	0.037	0	0.000	1	0.037	567	21.188
D. change your screen name or block the message	123	4.596	93	3.475	145	5.419	145	5.419	0	0.000	1	0.037	1	0.037	507	18.946
Totals	825	30.830	515	19.245	623	23.281	708	26.457	4	0.149	1	0.037	5	0.187	2,676	100.000
8. When friends are told about cyberbullying, they say																
A. tell the principal or your teacher	262	9.541	119	4.334	139	5.062	141	5.135	1	0.036	0	0.000	1	0.036	662	24.108
B. ignore it	250	9.104	162	5.899	201	7.320	245	8.922	1	0.036	0	0.000	1	0.036	859	31.282
C. tell the bully to stop	181	6.591	130	4.734	150	5.462	175	6.373	1	0.036	0	0.000	1	0.036	637	23.197
D. change your screen name or block the message	160	5.827	104	3.787	172	6.264	151	5.499	1	0.036	0	0.000	1	0.036	588	21.413
Totals	853	31.063	515	18.755	662	24.108	712	25.929	4	0.146	0	0.000	4	0.146	2,746	100.000
9. In the past year my teachers discussed cyberbullying																
A. never	370	18.445	131	6.530	69	3.440	86	4.287	2	0.100	0	0.000	2	0.100	658	32.802
B. 1 - 5 times	204	10.169	167	8.325	299	14.905	323	16.102	0	0.000	1	0.050	1	0.050	994	49.551
C. 6 - 10 times	31	1.545	32	1.595	47	2.343	36	1.795	0	0.000	0	0.000	0	0.000	146	7.278
D. more than 10 times	55	2.742	43	2.144	43	2.144	57	2.841	1	0.050	0	0.000	1	0.050	199	9.920
E. Other/No response	6	0.299	1	0.050	0	0.000	2	0.100	0	0.000	0	0.000	0	0.000	9	0.449
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000

Frequency Table: Cyberbullying Grade	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)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
10 In the past year, I have been a target of cyberbullies																
A. never	481	23.978	256	12.762	352	17.547	359	17.896	2	0.100	0	0.000	2	0.100	1,450	72.283
B. 1 - 5 times	127	6.331	84	4.187	77	3.838	99	4.935	0	0.000	0	0.000	0	0.000	387	19.292
C. 6 - 10 times	16	0.798	12	0.598	8	0.399	12	0.598	0	0.000	1	0.050	1	0.050	49	2.443
D. more than 10 times	36	1.795	19	0.947	18	0.897	26	1.296	1	0.050	0	0.000	1	0.050	100	4.985
E. Other/No response	6	0.299	3	0.150	3	0.150	8	0.399	0	0.000	0	0.000	0	0.000	20	0.997
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
11. In the past year, one or more of my friends has been a target of cyberbullies																
A. never	364	18.146	180	8.973	258	12.861	259	12.911	0	0.000	1	0.050	1	0.050	1,062	52.941
B. 1 - 5 times	208	10.369	140	6.979	154	7.677	177	8.824	3	0.150	0	0.000	3	0.150	682	33.998
C. 6 - 10 times	51	2.542	24	1.196	29	1.446	31	1.545	0	0.000	0	0.000	0	0.000	135	6.730
D. more than 10 times	36	1.795	23	1.147	15	0.748	33	1.645	0	0.000	0	0.000	0	0.000	107	5.334
E. Other/No response	7	0.349	7	0.349	2	0.100	4	0.199	0	0.000	0	0.000	0	0.000	20	0.997
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
12. In the past year, I have participated in cyberbullying																
A. never	578	28.814	289	14.407	381	18.993	381	18.993	0	0.000	0	0.000	0	0.000	1,629	81.206
B. 1 - 5 times	54	2.692	57	2.841	57	2.841	80	3.988	1	0.050	0	0.000	1	0.050	249	12.413
C. 6 - 10 times	11	0.548	10	0.499	6	0.299	9	0.449	0	0.000	1	0.050	1	0.050	37	1.844
D. more than 10 times	15	0.748	11	0.548	11	0.548	32	1.595	2	0.100	0	0.000	2	0.100	71	3.539
E. Other/No response	8	0.399	7	0.349	3	0.150	2	0.100	0	0.000	0	0.000	0	0.000	20	0.997
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
13. In the past year, one or more of my friends has participated in cyberbullying																
A. never	467	23.280	241	12.014	307	15.304	301	15.005	0	0.000	0	0.000	0	0.000	1,316	65.603
B. 1 - 5 times	137	6.830	94	4.686	105	5.234	140	6.979	1	0.050	1	0.050	2	0.100	478	23.829
C. 6 - 10 times	29	1.446	16	0.798	17	0.847	25	1.246	0	0.000	0	0.000	0	0.000	87	4.337
D. more than 10 times	26	1.296	19	0.947	27	1.346	34	1.695	2	0.100	0	0.000	2	0.100	108	5.384
E. Other/No response	7	0.349	4	0.199	2	0.100	4	0.199	0	0.000	0	0.000	0	0.000	17	0.847
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
14. In the past year, I have presented myself online as someone else																
A. never	560	27.916	296	14.756	376	18.744	398	19.840	1	0.050	0	0.000	1	0.050	1,631	81.306
B. 1 - 5 times	72	3.589	51	2.542	66	3.290	66	3.290	1	0.050	0	0.000	1	0.050	256	12.762
C. 6 - 10 times	9	0.449	7	0.349	6	0.299	8	0.399	0	0.000	1	0.050	1	0.050	31	1.545
D. more than 10 times	21	1.047	18	0.897	10	0.499	27	1.346	1	0.050	0	0.000	1	0.050	77	3.838
E. Other/No response	4	0.199	2	0.100	0	0.000	5	0.249	0	0.000	0	0.000	0	0.000	11	0.548
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000

Frequency Table: Cyberbullying Grade	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)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
15. In the past year, I have told lies online																
A. never	495	24.676	244	12.164	294	14.656	303	15.105	1	0.050	0	0.000	1	0.050	1,337	66.650
B. 1 - 5 times	122	6.082	83	4.138	126	6.281	137	6.830	0	0.000	0	0.000	0	0.000	468	23.330
C. 6 - 10 times	15	0.748	13	0.648	12	0.598	15	0.748	0	0.000	0	0.000	0	0.000	55	2.742
D. more than 10 times	31	1.545	31	1.545	23	1.147	46	2.293	2	0.100	1	0.050	3	0.150	134	6.680
E. Other/No response	3	0.150	3	0.150	3	0.150	3	0.150	0	0.000	0	0.000	0	0.000	12	0.598
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
16. In the past year my parents discussed cyberbullying																
A. never	412	20.538	190	9.472	260	12.961	304	15.155	3	0.150	1	0.050	4	0.199	1,170	58.325
B. 1 - 5 times	171	8.524	124	6.181	138	6.879	152	7.577	0	0.000	0	0.000	0	0.000	585	29.163
C. 6 - 10 times	33	1.645	29	1.446	36	1.795	23	1.147	0	0.000	0	0.000	0	0.000	121	6.032
D. more than 10 times	48	2.393	29	1.446	22	1.097	24	1.196	0	0.000	0	0.000	0	0.000	123	6.132
E. Other/No response	2	0.100	2	0.100	2	0.100	1	0.050	0	0.000	0	0.000	0	0.000	7	0.349
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
17. In my opinion cyberbullying is																
A. worse than face-to-face bullying	232	11.565	101	5.035	147	7.328	138	6.879	0	0.000	0	0.000	0	0.000	618	30.808
B. about the same as face-to-face bullying	227	11.316	150	7.478	187	9.322	193	9.621	0	0.000	0	0.000	0	0.000	757	37.737
C. less damaging than face-to-face bullying	182	9.073	103	5.135	105	5.234	134	6.680	1	0.050	1	0.050	2	0.100	526	26.221
D. just having fun and results in little harm	25	1.246	19	0.947	17	0.847	38	1.894	2	0.100	0	0.000	2	0.100	101	5.035
E. Other/No response	0	0.000	1	0.050	2	0.100	1	0.050	0	0.000	0	0.000	0	0.000	4	0.199
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
18. Overall cyberbullying at my school is																
A. not a problem at all	300	14.955	117	5.833	138	6.879	171	8.524	1	0.050	0	0.000	1	0.050	727	36.241
B. a minor problem	215	10.718	153	7.627	223	11.117	233	11.615	2	0.100	1	0.050	3	0.150	827	41.226
C. a common problem	83	4.138	70	3.490	72	3.589	79	3.938	0	0.000	0	0.000	0	0.000	304	15.155
D. a worse problem than any other	63	3.141	32	1.595	22	1.097	20	0.997	0	0.000	0	0.000	0	0.000	137	6.830
E. Other/No response	5	0.249	2	0.100	3	0.150	1	0.050	0	0.000	0	0.000	0	0.000	11	0.548
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
19. The school should provide information to students about cyberbullying																
A. yes	537	26.770	298	14.855	401	19.990	405	20.189	1	0.050	0	0.000	1	0.050	1,642	81.854
B. no	117	5.833	72	3.589	51	2.542	92	4.586	2	0.100	0	0.000	2	0.100	334	16.650
E. Other/No response	12	0.598	4	0.199	6	0.299	7	0.349	0	0.000	1	0.050	1	0.050	30	1.496
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
20. The school should provide information to parents about cyberbullying																
A. yes	532	26.520	298	14.855	382	19.043	365	18.195	1	0.050	1	0.050	2	0.100	1,579	78.714
B. no	129	6.431	76	3.789	75	3.739	135	6.730	2	0.100	0	0.000	2	0.100	417	20.788
E. Other/No response	5	0.249	0	0.000	1	0.050	4	0.199	0	0.000	0	0.000	0	0.000	10	0.499
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000

Frequency Table: Cyberbullying Grade	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)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
21. The amount of time I spend daily on the Internet is																
A. I don't use the Internet	79	3.938	32	1.595	28	1.396	29	1.446	0	0.000	0	0.000	0	0.000	168	8.375
B. less than 1 hour per day	260	12.961	109	5.434	131	6.530	124	6.181	0	0.000	0	0.000	0	0.000	624	31.107
C. 1 - 2 hours per day	198	9.870	136	6.780	157	7.827	164	8.175	1	0.050	1	0.050	2	0.100	657	32.752
D. 3 - 4 hours per day	68	3.390	52	2.592	81	4.038	102	5.085	0	0.000	0	0.000	0	0.000	303	15.105
E. 5 or more hours per day	59	2.941	45	2.243	59	2.941	85	4.237	2	0.100	0	0.000	2	0.100	250	12.463
F. Other/No response	2	0.100	0	0.000	2	0.100	0	0.000	0	0.000	0	0.000	0	0.000	4	0.199
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000
22. The amount of time I spend on a cell phone daily is																
A. I don't use a cell phone	295	14.706	120	5.982	98	4.885	86	4.287	0	0.000	0	0.000	0	0.000	599	29.860
B. less than 1 hour per day	186	9.272	104	5.184	82	4.088	97	4.835	0	0.000	0	0.000	0	0.000	469	23.380
C. 1 - 2 hours per day	87	4.337	58	2.891	84	4.187	64	3.190	1	0.050	1	0.050	2	0.100	295	14.706
D. 3 - 4 hours per day	37	1.844	35	1.745	62	3.091	72	3.589	0	0.000	0	0.000	0	0.000	206	10.269
E. 5 or more hours per day	57	2.841	53	2.642	130	6.481	184	9.172	2	0.100	0	0.000	2	0.100	426	21.236
F. Other/No response	4	0.199	4	0.199	2	0.100	1	0.050	0	0.000	0	0.000	0	0.000	11	0.548
Totals	666	33.200	374	18.644	458	22.832	504	25.125	3	0.150	1	0.050	4	0.199	2,006	100.000

Frequency Table: Cyberbullying Age	10 (n = 263)		11 (n = 419)		12 (n = 404)		13(n = 456)		14 (n = 445)		15 (n = 5)		18 (n =1)		19 (n=10)		Missing (n = 3)		I/M Values (n=19)		Total (n = 2,006)	
*(I/M)= Invalid/Missing Values	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
Gender																						
Male	126	6.281	196	9.771	215	10.718	252	12.562	221	11.017	4	0.199	0	0.000	6	0.299	1	0.050	11	0.548	1,021	50.897
Female	134	6.680	220	10.967	186	9.272	204	10.169	221	11.017	1	0.050	1	0.050	4	0.199	2	0.100	8	0.399	973	48.504
Missing	3	0.150	3	0.150	3	0.150	0	0.000	3	0.150	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	12	0.598
Total	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
Ethnicity																						
Asian	3	0.150	8	0.399	8	0.399	15	0.748	12	0.598	0	0.000	0	0.000	3	0.150	0	0.000	3	0.150	49	2.443
Black	40	1.994	79	3.938	81	4.038	110	5.484	114	5.683	0	0.000	1	0.050	2	0.100	1	0.050	4	0.199	428	21.336
Hispanic	5	0.249	16	0.798	17	0.847	12	0.598	11	0.548	2	0.100	0	0.000	1	0.050	0	0.000	3	0.150	64	3.190
Native American	5	0.249	4	0.199	6	0.299	3	0.150	9	0.449	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	27	1.346
White	194	9.671	292	14.556	276	13.759	300	14.955	279	13.908	3	0.150	0	0.000	3	0.150	1	0.050	7	0.349	1,348	67.198
Other	16	0.798	20	0.997	16	0.798	16	0.798	20	0.997	0	0.000	0	0.000	1	0.050	1	0.050	2	0.100	90	4.487
Total	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
Grade																						
5th	262	13.061	341	16.999	54	2.692	6	0.299	0	0.000	0	0.000	1	0.050	0	0.000	2	0.100	3	0.150	666	33.200
6th	1	0.050	77	3.838	250	12.463	45	2.243	0	0.000	0	0.000	0	0.000	1	0.050	0	0.000	1	0.050	374	18.644
7th	0	0.000	0	0.000	98	4.885	301	15.005	55	2.742	1	0.050	0	0.000	2	0.100	1	0.050	4	0.199	458	22.832
8th	0	0.000	0	0.000	2	0.100	104	5.184	387	19.292	4	0.199	0	0.000	7	0.349	0	0.000	11	0.548	504	25.125
9th	0	0.000	1	0.050	0	0.000	0	0.000	2	0.100	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	3	0.150
12th	0	0.000	0	0.000	0	0.000	0	0.000	1	0.050	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	1	0.050
Total	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
1. Common cyberbullying at my school includes																						
A. cell phone calls or text messages	99	3.573	185	6.676	220	7.939	300	10.826	302	10.899	4	0.144	1	0.036	5	0.180	2	0.072	12	0.433	1,118	40.346
B. picture or video on cell phones	30	1.083	64	2.310	88	3.176	119	4.294	126	4.547	2	0.072	1	0.036	10	0.361	0	0.000	13	0.469	440	15.879
C. online instant messaging or live chat rooms	65	2.346	107	3.861	146	5.269	166	5.991	187	6.748	2	0.072	0	0.000	0	0.000	0	0.000	2	0.072	673	24.287
D. Websites or message boards	54	1.949	90	3.248	115	4.150	143	5.161	135	4.872	2	0.072	0	0.000	1	0.036	0	0.000	3	0.108	540	19.488
Totals	248	8.950	446	16.095	569	20.534	728	26.272	750	27.066	10	0.361	2	0.072	16	0.577	2	0.072	30	1.083	2,771	100.000
2. Common cyberbullying messages at my school include																						
A. threatening to hurt someone	116	3.513	179	5.421	200	6.057	241	7.299	229	6.935	2	0.061	0	0.000	3	0.091	2	0.061	7	0.212	972	29.437
B. telling lies about a person	119	3.604	235	7.117	263	7.965	314	9.509	293	8.873	2	0.061	0	0.000	4	0.121	2	0.061	8	0.242	1,232	37.311
C. exposing secrets to an audience	70	2.120	121	3.664	169	5.118	198	5.996	188	5.694	3	0.091	0	0.000	2	0.061	0	0.000	5	0.151	751	22.744
D. sexual harassment	28	0.848	48	1.454	60	1.817	96	2.907	107	3.240	3	0.091	1	0.030	4	0.121	0	0.000	8	0.242	347	10.509
Totals	333	10.085	583	17.656	692	20.957	849	25.712	817	24.743	10	0.303	1	0.030	13	0.394	4	0.121	28	0.848	3,302	100.000
3. Common reasons for cyberbullying at my school are																						
A. boyfriend/girlfriend jealousy, rejection or breakups	110	3.244	198	5.839	245	7.225	319	9.407	306	9.024	2	0.059	0	0.000	4	0.118	1	0.029	7	0.206	1,185	34.945
B. winning/losing a school event, contest or competition	79	2.330	115	3.391	123	3.627	105	3.096	107	3.155	2	0.059	0	0.000	4	0.118	1	0.029	7	0.206	536	15.807
C. being picked on for not acting or looking like others	92	2.713	143	4.217	213	6.281	232	6.842	238	7.019	4	0.118	0	0.000	4	0.118	1	0.029	9	0.265	927	27.337
D. revenge for being mistreated by someone	78	2.300	124	3.657	155	4.571	192	5.662	185	5.456	3	0.088	0	0.000	4	0.118	2	0.059	9	0.265	743	21.911
Totals	359	10.587	580	17.104	736	21.705	848	25.007	836	24.653	11	0.324	0	0.000	16	0.472	5	0.147	32	0.944	3,391	100.000
4. My understanding of cyberbullying is based on																						
A. being a target of cyberbullying	68	2.773	125	5.098	108	4.405	97	3.956	118	4.812	2	0.082	0	0.000	2	0.082	0	0.000	4	0.163	520	21.207
B. friends talking about cyberbullying	76	3.100	118	4.812	119	4.853	127	5.179	131	5.343	2	0.082	0	0.000	3	0.122	1	0.041	6	0.245	577	23.532
C. teachers talking about cyberbullying	59	2.406	130	5.302	165	6.729	276	11.256	248	10.114	3	0.122	0	0.000	5	0.204	0	0.000	8	0.326	886	36.134
D. reports presented on television	46	1.876	94	3.834	110	4.486	108	4.405	107	4.364	1	0.041	0	0.000	2	0.082	1	0.041	4	0.163	469	19.127
Totals	249	10.155	467	19.046	502	20.473	608	24.796	604	24.633	8	0.326	0	0.000	12	0.489	2	0.082	22	0.897	2,452	100.000

Frequency Table: Cyberbullying Age	10 (n = 263)		11 (n = 419)		12 (n = 404)		13(n = 456)		14 (n = 445)		15 (n = 5)		18 (n =1)		19 (n=10)		Missing (n = 3)		I/M Values (n=19)		Total (n = 2,006)	
*(I/M)= Invalid/Missing Values	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
5. If someone tried to cyberbully me, I would																						
A. tell a teacher or my parent	162	5.338	250	8.237	209	6.886	217	7.150	168	5.535	1	0.033	0	0.000	3	0.099	2	0.066	6	0.198	1,012	33.344
B. ignore it	80	2.636	127	4.185	148	4.876	177	5.832	188	6.194	2	0.066	0	0.000	2	0.066	1	0.033	5	0.165	725	23.888
C. tell the bully to stop	68	2.241	114	3.756	113	3.723	116	3.822	121	3.987	1	0.033	0	0.000	4	0.132	2	0.066	7	0.231	539	17.759
D. change my screen name or block the message	97	3.196	119	3.921	171	5.634	198	6.524	168	5.535	2	0.066	0	0.000	3	0.099	1	0.033	6	0.198	759	25.008
Totals	407	13.410	610	20.099	641	21.120	708	23.328	645	21.252	6	0.198	0	0.000	12	0.395	6	0.198	24	0.791	3,035	100.000
6. When teachers are told about cyberbullying, they say																				0.000		
A. tell the principal or your parent	132	4.835	257	9.414	253	9.267	322	11.795	338	12.381	2	0.073	0	0.000	2	0.073	1	0.037	5	0.183	1,307	47.875
B. ignore it	89	3.260	100	3.663	89	3.260	94	3.443	85	3.114	3	0.110	0	0.000	3	0.110	0	0.000	6	0.220	463	16.960
C. tell the bully to stop	68	2.491	120	4.396	129	4.725	123	4.505	126	4.615	1	0.037	0	0.000	3	0.110	0	0.000	4	0.147	570	20.879
D. change your screen name or block the message	39	1.429	60	2.198	80	2.930	110	4.029	96	3.516	1	0.037	0	0.000	3	0.110	1	0.037	5	0.183	390	14.286
Totals	328	12.015	537	19.670	551	20.183	649	23.773	645	23.626	7	0.256	0	0.000	11	0.403	2	0.073	20	0.733	2,730	100.000
7. When parents are told about cyberbullying, they say																						
A. tell the principal or your teacher	149	5.568	247	9.230	210	7.848	255	9.529	253	9.454	3	0.112	0	0.000	2	0.075	2	0.075	7	0.262	1,121	41.891
B. ignore it	59	2.205	98	3.662	94	3.513	108	4.036	119	4.447	0	0.000	0	0.000	2	0.075	1	0.037	3	0.112	481	17.975
C. tell the bully to stop	67	2.504	122	4.559	126	4.709	133	4.970	115	4.297	0	0.000	0	0.000	2	0.075	2	0.075	4	0.149	567	21.188
D. change your screen name or block the message	51	1.906	81	3.027	113	4.223	131	4.895	128	4.783	2	0.075	0	0.000	0	0.000	1	0.037	3	0.112	507	18.946
Totals	326	12.182	548	20.478	543	20.291	627	23.430	615	22.982	5	0.187	0	0.000	6	0.224	6	0.224	17	0.635	2,676	100.000
8. When friends are told about cyberbullying, they say																						
A. tell the principal or your teacher	104	3.787	160	5.827	136	4.953	136	4.953	123	4.479	1	0.036	0	0.000	1	0.036	1	0.036	3	0.109	662	24.108
B. ignore it	101	3.678	162	5.899	169	6.154	205	7.465	217	7.902	1	0.036	0	0.000	3	0.109	1	0.036	5	0.182	859	31.282
C. tell the bully to stop	68	2.476	119	4.334	142	5.171	150	5.462	152	5.535	2	0.073	0	0.000	3	0.109	1	0.036	6	0.218	637	23.197
D. change your screen name or block the message	62	2.258	106	3.860	121	4.406	162	5.899	134	4.880	1	0.036	0	0.000	1	0.036	1	0.036	3	0.109	588	21.413
Totals	335	12.200	547	19.920	568	20.685	653	23.780	626	22.797	5	0.182	0	0.000	8	0.291	4	0.146	17	0.619	2,746	100.000
9. In the past year my teachers discussed cyberbullying																						
A. never	159	7.926	206	10.269	125	6.231	76	3.789	84	4.187	4	0.199	0	0.000	3	0.150	1	0.050	8	0.399	658	32.802
B. 1 - 5 times	71	3.539	145	7.228	198	9.870	301	15.005	272	13.559	1	0.050	0	0.000	4	0.199	2	0.100	7	0.349	994	49.551
C. 6 - 10 times	9	0.449	27	1.346	38	1.894	37	1.844	35	1.745	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	146	7.278
D. more than 10 times	20	0.997	39	1.944	42	2.094	41	2.044	53	2.642	0	0.000	1	0.050	3	0.150	0	0.000	4	0.199	199	9.920
E. Other/No response	4	0.199	2	0.100	1	0.050	1	0.050	1	0.050	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	9	0.449
Totals	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
10 In the past year, I have been a target of cyberbullies																						
A. never	198	9.870	294	14.656	293	14.606	327	16.301	323	16.102	5	0.249	0	0.000	7	0.349	3	0.150	15	0.748	1,450	72.283
B. 1 - 5 times	47	2.343	87	4.337	83	4.138	88	4.387	81	4.038	0	0.000	0	0.000	1	0.050	0	0.000	1	0.050	387	19.292
C. 6 - 10 times	2	0.100	17	0.847	9	0.449	11	0.548	11	0.548	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	50	2.493
D. more than 10 times	15	0.748	17	0.847	17	0.847	23	1.147	24	1.196	0	0.000	1	0.050	2	0.100	0	0.000	3	0.150	99	4.935
E. Other/No response	1	0.050	4	0.199	2	0.100	7	0.349	6	0.299	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	20	0.997
Totals	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
target of cyberbullies																						
A. never	145	7.228	222	11.067	216	10.768	243	12.114	225	11.216	4	0.199	0	0.000	5	0.249	2	0.100	11	0.548	1,062	52.941
B. 1 - 5 times	87	4.337	140	6.979	129	6.431	170	8.475	153	7.627	0	0.000	0	0.000	2	0.100	1	0.050	3	0.150	682	33.998
C. 6 - 10 times	17	0.847	31	1.545	31	1.545	22	1.097	33	1.645	0	0.000	0	0.000	1	0.050	0	0.000	1	0.050	135	6.730
D. more than 10 times	11	0.548	23	1.147	22	1.097	16	0.798	31	1.545	1	0.050	1	0.050	2	0.100	0	0.000	4	0.199	107	5.334
E. Other/No response	3	0.150	3	0.150	6	0.299	5	0.249	3	0.150	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	20	0.997
Totals	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

Frequency Table: Cyberbullying Age	10 (n = 263)		11 (n = 419)		12 (n = 404)		13(n = 456)		14 (n = 445)		15 (n = 5)		18 (n =1)		19 (n=10)		Missing (n = 3)		I/M Values (n=19)		Total (n = 2,006)	
*(I/M)= Invalid/Missing Values	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
12. In the past year, I have participated in cyberbullying																						
A. never	238	11.864	359	17.896	325	16.201	370	18.445	327	16.301	4	0.199	0	0.000	4	0.199	2	0.100	10	0.499	1,629	81.206
B. 1 - 5 times	19	0.947	38	1.894	52	2.592	65	3.240	74	3.689	0	0.000	0	0.000	1	0.050	0	0.000	1	0.050	249	12.413
C. 6 - 10 times	3	0.150	10	0.499	7	0.349	6	0.299	9	0.449	0	0.000	0	0.000	2	0.100	0	0.000	2	0.100	37	1.844
D. more than 10 times	1	0.050	8	0.399	14	0.698	9	0.449	33	1.645	1	0.050	1	0.050	3	0.150	1	0.050	6	0.299	71	3.539
E. Other/No response	2	0.100	4	0.199	6	0.299	6	0.299	2	0.100	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	20	0.997
Totals	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
in cyberbullying																						
A. never	190	9.472	285	14.207	281	14.008	290	14.457	259	12.911	4	0.199	0	0.000	5	0.249	2	0.100	11	0.548	1,316	65.603
B. 1 - 5 times	58	2.891	91	4.536	84	4.187	117	5.833	126	6.281	0	0.000	0	0.000	2	0.100	0	0.000	2	0.100	478	23.829
C. 6 - 10 times	4	0.199	23	1.147	22	1.097	16	0.798	22	1.097	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	87	4.337
D. more than 10 times	9	0.449	17	0.847	13	0.648	26	1.296	37	1.844	1	0.050	1	0.050	3	0.150	1	0.050	6	0.299	108	5.384
E. Other/No response	2	0.100	3	0.150	4	0.199	7	0.349	1	0.050	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	17	0.847
Totals	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
else																						
A. never	229	11.416	345	17.198	329	16.401	374	18.644	343	17.099	4	0.199	0	0.000	5	0.249	2	0.100	11	0.548	1,631	81.306
B. 1 - 5 times	28	1.396	45	2.243	49	2.443	64	3.190	69	3.440	0	0.000	0	0.000	1	0.050	0	0.000	1	0.050	256	12.762
C. 6 - 10 times	1	0.050	9	0.449	7	0.349	5	0.249	9	0.449	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	31	1.545
D. more than 10 times	5	0.249	17	0.847	16	0.798	10	0.499	22	1.097	1	0.050	1	0.050	4	0.199	1	0.050	7	0.349	77	3.838
E. Other/No response	0	0.000	3	0.150	3	0.150	3	0.150	2	0.100	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	11	0.548
Totals	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
15. In the past year, I have told lies online																						
A. never	201	10.020	311	15.503	263	13.111	289	14.407	262	13.061	4	0.199	0	0.000	6	0.299	1	0.050	11	0.548	1,337	66.650
B. 1 - 5 times	45	2.243	77	3.838	98	4.885	121	6.032	125	6.231	0	0.000	0	0.000	1	0.050	1	0.050	2	0.100	468	23.330
C. 6 - 10 times	6	0.299	10	0.499	11	0.548	13	0.648	14	0.698	0	0.000	0	0.000	1	0.050	0	0.000	1	0.050	55	2.742
D. more than 10 times	10	0.499	19	0.947	30	1.496	28	1.396	42	2.094	1	0.050	1	0.050	2	0.100	1	0.050	5	0.249	134	6.680
E. Other/No response	1	0.050	2	0.100	2	0.100	5	0.249	2	0.100	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	12	0.598
Totals	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
16. In the past year my parents discussed cyberbullying																						
A. never	172	8.574	239	11.914	211	10.518	259	12.911	276	13.759	3	0.150	0	0.000	8	0.399	2	0.100	13	0.648	1,170	58.325
B. 1 - 5 times	67	3.340	114	5.683	137	6.830	141	7.029	122	6.082	1	0.050	0	0.000	2	0.100	1	0.050	4	0.199	585	29.163
C. 6 - 10 times	10	0.499	28	1.396	27	1.346	32	1.595	24	1.196	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	121	6.032
D. more than 10 times	13	0.648	36	1.795	28	1.396	23	1.147	21	1.047	1	0.050	1	0.050	0	0.000	0	0.000	2	0.100	123	6.132
E. Other/No response	1	0.050	2	0.100	1	0.050	1	0.050	2	0.100	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	7	0.349
Totals	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
17. In my opinion cyberbullying is																						
A. worse than face-to-face bullying	93	4.636	141	7.029	117	5.833	144	7.178	120	5.982	0	0.000	0	0.000	3	0.150	0	0.000	3	0.150	618	30.808
B. about the same as face-to-face bullying	86	4.287	151	7.527	175	8.724	163	8.126	177	8.824	2	0.100	0	0.000	3	0.150	0	0.000	5	0.249	757	37.737
C. less damaging than face-to-face bullying	78	3.888	111	5.533	93	4.636	125	6.231	114	5.683	1	0.050	1	0.050	1	0.050	2	0.100	5	0.249	526	26.221
D. just having fun and results in little harm	6	0.299	16	0.798	18	0.897	22	1.097	33	1.645	2	0.100	0	0.000	3	0.150	1	0.050	6	0.299	101	5.035
E. Other/No response	0	0.000	0	0.000	1	0.050	2	0.100	1	0.050	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	4	0.199
Totals	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

Frequency Table: Cyberbullying Age	10 (n = 263)		11 (n = 419)		12 (n = 404)		13(n = 456)		14 (n = 445)		15 (n = 5)		18 (n =1)		19 (n=10)		Missing (n = 3)		I/M Values (n=19)		Total (n = 2,006)	
*(I/M)= Invalid/Missing Values	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*	*f*	*P*
18. Overall cyberbullying at my school is																						
A. not a problem at all	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
B. a minor problem	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
C. a common problem	27	1.346	60	2.991	62	3.091	78	3.888	76	3.789	0	0.000	0	0.000	1	0.050	0	0.000	1	0.050	304	15.155
D. a worse problem than any other	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
E. Other/No response	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	0	0.000	11	0.548
Totals	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
19. The school should provide information to students about cyberbullying																						
A. yes	202	10.070	345	17.198	340	16.949	388	19.342	354	17.647	2	0.100	1	0.050	8	0.399	2	0.100	13	0.648	1,642	81.854
B. no	55	2.742	68	3.390	59	2.941	61	3.041	85	4.237	3	0.150	0	0.000	2	0.100	1	0.050	6	0.299	334	16.650
E. Other/No response	6	0.299	6	0.299	5	0.249	7	0.349	6	0.299	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	30	1.496
Totals	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
20. The school should provide information to parents about cyberbullying																						
A. yes	205	10.219	343	17.099	333	16.600	365	18.195	326	16.251	2	0.100	1	0.050	3	0.150	1	0.050	7	0.349	1,579	78.714
B. no	55	2.742	75	3.739	69	3.440	90	4.487	116	5.783	3	0.150	0	0.000	7	0.349	2	0.100	12	0.598	417	20.788
E. Other/No response	3	0.150	1	0.050	2	0.100	1	0.050	3	0.150	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	10	0.499
Totals	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
21. The amount of time I spend daily on the Internet is																						
A. I don't use the Internet	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
B. less than 1 hour per day	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
C. 1 - 2 hours per day	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
D. 3 - 4 hours per day	25	1.246	42	2.094	64	3.190	86	4.287	86	4.287	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	303	15.105
E. 5 or more hours per day	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
F. Other/No response	1	0.050	1	0.050	0	0.000	2	0.100	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	4	0.199
Totals	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
22. The amount of time I spend on a cell phone daily is																						
A. I don't use a cell phone	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
B. less than 1 hour per day	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
C. 1 - 2 hours per day	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
D. 3 - 4 hours per day	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
E. 5 or more hours per day	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
F. Other/No response	4	0.199	1	0.050	3	0.150	2	0.100	1	0.050	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	11	0.548
Totals	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

Frequency Table: Cyber Bullying School		Elementary (n = 587)		Intermediate (n = 962)		Middle (n=457)		TOTAL (n = 2,006)	
		f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
Gender									
Male		301	15.005	448	22.333	224	11.167	973	48.504
Female		280	13.958	511	25.474	230	11.466	1,021	50.897
Missing		6	0.299	3	0.150	3	0.150	12	0.598
	Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
Age									
10		217	10.818	0	0.000	46	2.293	263	13.111
11		196	9.771	0	0.000	223	11.117	419	20.887
12		153	7.627	98	4.885	153	7.627	404	20.140
13		19	0.947	402	20.040	35	1.745	456	22.732
14		0	0.000	445	22.183	0	0.000	445	22.183
Missing		2	0.100	17	0.847	0	0.000	19	0.947
	Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
Grade									
5		391	19.492	1	0.050	274	13.659	666	33.200
6		193	9.621	1	0.050	180	8.973	374	18.644
7		3	0.150	454	22.632	1	0.050	458	22.832
8		0	0.000	503	25.075	1	0.050	504	25.125
Missing		0	0.000	3	0.150	1	0.050	4	0.199
	Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
Ethnicity									
Asian		15	0.748	31	1.545	3	0.150	49	2.443
Black		91	4.536	226	11.266	111	5.533	428	21.336
Hispanic		20	0.997	28	1.396	16	0.798	64	3.190
Native American		11	0.548	13	0.648	3	0.150	27	1.346
White		417	20.788	626	31.206	305	15.204	1,348	67.198
Other		33	1.645	38	1.894	19	0.947	90	4.487
	Totals	587	29.262	962	47.956	457	22.782	2,006	100.000

Frequency Table: Cyber Bullying School	Elementary (n = 587)		Intermediate (n = 962)		Middle (n=457)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
1. Common cyberbullying at my school includes								
A. cell phone calls or text messages	276	10.000	658	23.841	183	6.630	1,117	40.471
B. picture or video on cell phones	80	2.899	260	9.420	90	3.261	430	15.580
C. online instant messaging or live chat rooms	162	5.870	382	13.841	129	4.674	673	24.384
D. Websites or message boards	119	4.312	296	10.725	125	4.529	540	19.565
Totals	637	23.080	1,596	57.826	527	19.094	2,760	100.000
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	Elementary (n = 587)		Intermediate (n = 962)		Middle (n=457)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
5. If someone tried to cyberbully me, I would								
A. tell a teacher or my parent	307	10.115	422	13.904	283	9.325	1,012	33.344
B. ignore it	188	6.194	391	12.883	146	4.811	725	23.888
C. tell the bully to stop	159	5.239	252	8.303	128	4.217	539	17.759
D. change my screen name or block the message	237	7.809	404	13.311	118	3.888	759	25.008
Totals	891	29.357	1,469	48.402	675	22.241	3,035	100.000
6. When teachers are told about cyberbullying, they say								
A. tell the principal or your parent	317	11.612	716	26.227	274	10.037	1,307	47.875
B. ignore it	157	5.751	186	6.813	120	4.396	463	16.960
C. tell the bully to stop	171	6.264	263	9.634	136	4.982	570	20.879
D. change your screen name or block the message	93	3.407	234	8.571	63	2.308	390	14.286
Totals	738	27.033	1,399	51.245	593	21.722	2,730	100.000
7. When parents are told about cyberbullying, they say								
A. tell the principal or your teacher	313	11.697	538	20.105	270	10.090	1,121	41.891
B. ignore it	136	5.082	236	8.819	109	4.073	481	17.975
C. tell the bully to stop	171	6.390	266	9.940	130	4.858	567	21.188
D. change your screen name or block the message	140	5.232	291	10.874	76	2.840	507	18.946
Totals	760	28.401	1,331	49.738	585	21.861	2,676	100.000
8. When friends are told about cyberbullying, they say								
A. tell the principal or your teacher	192	6.992	281	10.233	189	6.883	662	24.108
B. ignore it	246	8.958	445	16.205	168	6.118	859	31.282
C. tell the bully to stop	161	5.863	323	11.763	153	5.572	637	23.197
D. change your screen name or block the message	165	6.009	323	11.763	100	3.642	588	21.413
Totals	764	27.822	1,372	49.964	610	22.214	2,746	100.000

Frequency Table: Cyber Bullying School	Elementary (n = 587)		Intermediate (n = 962)		Middle (n=457)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
9. In the past year my teachers discussed cyberbullying								
A. never	359	17.896	156	7.777	143	7.129	658	32.802
B. 1 - 5 times	164	8.175	623	31.057	207	10.319	994	49.551
C. 6 - 10 times	23	1.147	82	4.088	41	2.044	146	7.278
D. more than 10 times	36	1.795	99	4.935	64	3.190	199	9.920
E. Other/No response	5	0.249	2	0.100	2	0.100	9	0.449
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
10 In the past year, I have been a target of cyberbullies								
A. never	423	21.087	713	35.543	314	15.653	1,450	72.283
B. 1 - 5 times	120	5.982	175	8.724	92	4.586	387	19.292
C. 6 - 10 times	16	0.798	21	1.047	13	0.648	50	2.493
D. more than 10 times	25	1.246	42	2.094	32	1.595	99	4.935
E. Other/No response	3	0.150	11	0.548	6	0.299	20	0.997
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
11. In the past year, one or more of my friends has been a target of cyberbullies								
A. never	309	15.404	517	25.773	236	11.765	1,062	52.941
B. 1 - 5 times	198	9.870	332	16.550	152	7.577	682	33.998
C. 6 - 10 times	44	2.193	60	2.991	31	1.545	135	6.730
D. more than 10 times	30	1.496	47	2.343	30	1.496	107	5.334
E. Other/No response	6	0.299	6	0.299	8	0.399	20	0.997
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000

Frequency Table: Cyber Bullying School	Elementary (n = 587)		Intermediate (n = 962)		Middle (n=457)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
12. In the past year, I have participated in cyberbullying								
A. never	497	24.776	761	37.936	371	18.495	1,629	81.206
B. 1 - 5 times	58	2.891	136	6.780	55	2.742	249	12.413
C. 6 - 10 times	9	0.449	16	0.798	12	0.598	37	1.844
D. more than 10 times	16	0.798	44	2.193	11	0.548	71	3.539
E. Other/No response	7	0.349	5	0.249	8	0.399	20	0.997
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
13. In the past year, one or more of my friends has participated in cyberbullying								
A. never	401	19.990	607	30.259	308	15.354	1,316	65.603
B. 1 - 5 times	133	6.630	245	12.213	100	4.985	478	23.829
C. 6 - 10 times	22	1.097	42	2.094	23	1.147	87	4.337
D. more than 10 times	26	1.296	62	3.091	20	0.997	108	5.384
E. Other/No response	5	0.249	6	0.299	6	0.299	17	0.847
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
14. In the past year, I have presented myself online as someone else								
A. never	487	24.277	772	38.485	372	18.544	1,631	81.306
B. 1 - 5 times	69	3.440	132	6.580	55	2.742	256	12.762
C. 6 - 10 times	8	0.399	15	0.748	8	0.399	31	1.545
D. more than 10 times	22	1.097	38	1.894	17	0.847	77	3.838
E. Other/No response	1	0.050	5	0.249	5	0.249	11	0.548
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000

Frequency Table: Cyber Bullying School	Elementary (n = 587)		Intermediate (n = 962)		Middle (n=457)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
15. In the past year, I have told lies online								
A. never	429	21.386	596	29.711	312	15.553	1,337	66.650
B. 1 - 5 times	107	5.334	261	13.011	100	4.985	468	23.330
C. 6 - 10 times	14	0.698	27	1.346	14	0.698	55	2.742
D. more than 10 times	32	1.595	72	3.589	30	1.496	134	6.680
E. Other/No response	5	0.249	6	0.299	1	0.050	12	0.598
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
16. In the past year my parents discussed cyberbullying								
A. never	376	18.744	568	28.315	226	11.266	1,170	58.325
B. 1 - 5 times	151	7.527	287	14.307	147	7.328	585	29.163
C. 6 - 10 times	26	1.296	58	2.891	37	1.844	121	6.032
D. more than 10 times	32	1.595	46	2.293	45	2.243	123	6.132
E. Other/No response	2	0.100	3	0.150	2	0.100	7	0.349
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
17. In my opinion cyberbullying is								
A. worse than face-to-face bullying	166	8.275	285	14.207	167	8.325	618	30.808
B. about the same as face-to-face bullying	205	10.219	379	18.893	173	8.624	757	37.737
C. less damaging than face-to-face bullying	192	9.571	238	11.864	96	4.786	526	26.221
D. just having fun and results in little harm	24	1.196	57	2.841	20	0.997	101	5.035
E. Other/No response	0	0.000	3	0.150	1	0.050	4	0.199
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000

Frequency Table: Cyber Bullying School	Elementary (n = 587)		Intermediate (n = 962)		Middle (n=457)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
18. Overall cyberbullying at my school is								
A. not a problem at all	241	12.014	310	15.454	176	8.774	727	36.241
B. a minor problem	219	10.917	457	22.782	151	7.527	827	41.226
C. a common problem	77	3.838	150	7.478	77	3.838	304	15.155
D. a worse problem than any other	45	2.243	41	2.044	51	2.542	137	6.830
E. Other/No response	5	0.249	4	0.199	2	0.100	11	0.548
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
19. The school should provide information to students about cyberbullying								
A. yes	455	22.682	804	40.080	383	19.093	1,642	81.854
B. no	122	6.082	144	7.178	68	3.390	334	16.650
E. Other/No response	10	0.499	14	0.698	6	0.299	30	1.496
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
20. The school should provide information to parents about cyberbullying								
A. yes	454	22.632	804	40.080	383	19.093	1,641	81.805
B. no	129	6.431	144	7.178	68	3.390	341	16.999
E. Other/No response	4	0.199	14	0.698	6	0.299	24	1.196
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000
21. The amount of time I spend daily on the Internet is								
A. I don't use the Internet	51	2.542	58	2.891	59	2.941	168	8.375
B. less than 1 hour per day	228	11.366	254	12.662	142	7.079	624	31.107
C. 1 - 2 hours per day	192	9.571	321	16.002	144	7.178	657	32.752
D. 3 - 4 hours per day	67	3.340	182	9.073	54	2.692	303	15.105
E. 5 or more hours per day	47	2.343	145	7.228	58	2.891	250	12.463
F. Other/No response	2	0.100	2	0.100	0	0.000	4	0.199
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000

Frequency Table: Cyber Bullying School	Elementary (n = 587)		Intermediate (n = 962)		Middle (n=457)		TOTAL (n = 2,006)	
	f	*P*	*f*	*P*	*f*	*P*	*f*	*P*
22. The amount of time I spend on a cell phone daily is								
A. I don't use a cell phone	248	12.363	185	9.222	166	8.275	599	29.860
B. less than 1 hour per day	156	7.777	180	8.973	133	6.630	469	23.380
C. 1 - 2 hours per day	88	4.387	146	7.278	61	3.041	295	14.706
D. 3 - 4 hours per day	35	1.745	134	6.680	37	1.844	206	10.269
E. 5 or more hours per day	55	2.742	314	15.653	57	2.841	426	21.236
F. Other/No response	5	0.249	3	0.150	3	0.150	11	0.548
Totals	587	29.262	962	47.956	457	22.782	2,006	100.000