

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary School	19-64980-6022610	10/17/2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

We do not receive Title 1 funding

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose for the SPSA is to describe the plan in place to provide a quality education to all students and close the opportunity and achievement gap. The plan is based on a variety of summative and formative data, LCAP goals, and state standards. We do not receive Title 1 funding.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent survey is sent out by the District office once every two years. This survey provides the district information about parent involvement and satisfaction. Students in grades 3-5 are surveyed regarding school climate, (Healthy Kids Survey) and bullying (Olweus report). These surveys take place once a year. (see attached). Findings from these surveys indicate that bullying is far below the national average and Roosevelt students feel safe at school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administrators walk through and/or observe in classrooms frequently throughout the week. Administrators have observed the instructional emphasis on the Roosevelt strategic focus of discourse across the curriculum both verbally and in writing. For the 2019-2020 school year, the specific target is discourse in math which is supported by school wide PD from UCLA. During classroom observations, administrators also take note of classroom management strategies, classroom environment, (teacher tone), thoughtful lesson preparation, and student engagement. Teachers are provided with notes from the administrators regarding these observations and walk throughs. Teacher evaluations are conducted every five years and over the past 2 years, over 32 evaluations were completed. District leadership, including school board members are invited to attend walk throughs and observations at their convenience.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Roosevelt Elementary utilizes quarterly district Interim Benchmark Assessments for all grade levels K-5, and CAASPP for grades 3-5 in the spring. The Interim Benchmark Assessments results are reviewed and analyzed by each grade level team as lead data for planning and implementing instruction. Additionally, teachers in each grade level analyze CAASPP scores in the fall of 2019 as lag data to plan small group work with strategically targeted instruction. CAASPP also informs collaboration across grade levels for the purpose of determining trends in areas for growth.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from district and teacher assessments are used to inform instruction and develop programs to meet the needs of all students. Teachers use Fountas and Pinnell Reading Assessment, FastBridge, Teachers College (TC) Reading and Writing Workshop Running Records and Rubrics, and Cognitively Guided Instruction (CGI) assessments along with teacher created formative assessments to inform instruction. All students are assessed regularly during class instruction and classroom testing. Students are grouped in order to re-teach skills or modify instruction regularly. Groups can be based on skill or on level, or may be grouped in multi-level groups. Data is consistently reviewed and teachers modify their instruction to meet student needs. Teachers collaborate monthly in their grade level PLC to analyze data, examine student work samples, and develop plans for instruction and student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Requirements are met.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and students have access to Columbia University Teachers College Reading and Writing Workshop instructional materials. Teachers take part in district provided professional development for NGSS, Social Justice Standards, and Restorative Justice. Site -based professional development is provided by Teachers College staff developers (10 days of training per year), and UCLA Math Workshop staff developers (10 days per year). Additionally, professional development is provided by fellow teachers and administrators one time per month during banked time.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The school/district provides teachers in all grade levels and programs, including special education and ELD, with instructional materials professional development focused on the locally-adopted, standards-aligned RLA/ELD/Math and intensive intervention program in use at the school. Professional development is also provided for administrators and teachers on data analysis and data-informed instruction, and the staff is trained on using and accessing data from the student information system and other assessment tools.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Coaching from our 2 math coaches and 1 literacy coach are on-going. Our school psychologist and SAI teachers help provide input and assistance with students with special needs. Administrators do walk throughs regularly and provide input and assistance with instructional strategies and content.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All grade levels meet in their grade level groups at least one time per month; however, they often meet during their lunch times or prep times to share content, collaborate, and review assessments. Additionally, all teachers are provided substitute release time for collaboration in ELA and math work.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
Tier III intervention is provided. Schedules are flexible so teachers can intervene with students who require assistance.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have text books available. Further, the school has purchased Leveled Literacy Intervention Kits, Teachers College Readers and Writers Workshop Units of Study, Teachers College Phonics Units, Lexia and Freckle.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students who are underperforming are supported through Tier II and Tier III interventions including small group instruction within the classroom, re-teaching of concepts to whole class, small group pull out for interventions, and work with the reading teacher and/or Instructional Assistants in a small group.

Evidence-based educational practices to raise student achievement

Cognitively Guided Instruction (CGI) is implemented in math, and Columbia University Teachers College Reading and Writing Units of Study are utilized along with Lexia and Freckle to assist students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent education is provided several times a year. Topics include how to support students emotionally and academically. Parent- teacher conferences provide parents with information and assistance in order to assist their children. Assistance through the ELAC is provided as well. Student Success Team meetings include a parent component that determine resources that can assist students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are part of the PTA, Site Governance, and ELAC. All these committees meet once a month with the exception of ELAC that meets four times per year. These committees help develop the direction of the school regarding SPSA goals and vote on funding allocations.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Tier III intervention provided by the Literacy Coach overseeing paraprofessionals using the Leveled Literacy Program and SIPS programs. Materials and professional development is provided to teachers to assist with students who are underperforming. Further counseling services are available.

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Administration collaborates with Site Governance, ELAC, PTA, and Site Leadership Team (SLT) to determine SPSA Goals. Collaboration is ongoing throughout the school year and each stakeholder group meets monthly to discuss school climate and culture, school safety, academic progress, and meeting the needs of EL and special education students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.3%	0.51%	0.13%	2	4	1
African American	4.5%	2.92%	3.93%	36	23	30
Asian	8.8%	9.39%	10.22%	70	74	78
Filipino	0.6%	0.89%	0.66%	5	7	5
Hispanic/Latino	10.3%	9.64%	10.48%	82	76	80
Pacific Islander	%	0.13%	0.26%		1	2
White	70.8%	72.34%	71.69%	562	570	547
Multiple/No Response	0.6%	0.51%	0.79%	5	4	6
Total Enrollment				794	788	763

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	135	137	142
Grade 1	123	127	112
Grade 2	114	124	133
Grade3	134	113	116
Grade 4	147	140	119
Grade 5	141	147	141
Total Enrollment	794	788	763

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	73	69	68	9.2%	8.8%	8.9%
Fluent English Proficient (FEP)	85	90	92	10.7%	11.4%	12.1%
Reclassified Fluent English Proficient (RFEP)	12	8	10	15.6%	11.0%	14.5%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136	113	118	130	106	106	130	106	106	95.6	93.8	89.8
Grade 4	147	144	117	141	138	110	141	138	110	95.9	95.8	94
Grade 5	145	147	140	141	136	131	140	136	131	97.2	92.5	93.6
All Grades	428	404	375	412	380	347	411	380	347	96.3	94.1	92.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2505.	2477.	2485.	62.31	56.60	53.77	23.08	16.98	18.87	9.23	16.04	18.87	5.38	10.38	8.49
Grade 4	2563.	2567.	2541.	71.63	73.91	63.64	16.31	12.32	18.18	9.22	7.97	7.27	2.84	5.80	10.91
Grade 5	2581.	2590.	2604.	57.86	57.35	65.65	26.43	25.74	23.66	8.57	9.56	7.63	7.14	7.35	3.05
All Grades	N/A	N/A	N/A	63.99	63.16	61.38	21.90	18.42	20.46	9.00	10.79	10.95	5.11	7.63	7.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	60.77	52.83	55.66	31.54	39.62	35.85	7.69	7.55	8.49
Grade 4	61.70	60.87	60.00	34.75	34.78	27.27	3.55	4.35	12.73
Grade 5	53.57	64.71	63.36	37.86	26.47	35.11	8.57	8.82	1.53
All Grades	58.64	60.00	59.94	34.79	33.16	32.85	6.57	6.84	7.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.92	40.57	27.36	37.69	47.17	54.72	5.38	12.26	17.92
Grade 4	61.70	64.49	50.00	35.46	28.26	38.18	2.84	7.25	11.82
Grade 5	63.57	56.62	66.41	30.00	35.29	27.48	6.43	8.09	6.11
All Grades	60.83	55.00	49.28	34.31	36.05	39.19	4.87	8.95	11.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.31	43.40	42.45	54.62	49.06	50.94	3.08	7.55	6.60
Grade 4	50.35	47.83	43.64	46.10	50.00	48.18	3.55	2.17	8.18
Grade 5	40.00	49.26	48.09	55.00	43.38	48.09	5.00	7.35	3.82
All Grades	44.28	47.11	44.96	51.82	47.37	48.99	3.89	5.53	6.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	65.38	50.94	49.06	31.54	37.74	45.28	3.08	11.32	5.66
Grade 4	65.96	68.84	54.13	31.21	27.54	35.78	2.84	3.62	10.09
Grade 5	63.57	65.44	68.70	30.00	28.68	27.48	6.43	5.88	3.82
All Grades	64.96	62.63	58.09	30.90	30.79	35.55	4.14	6.58	6.36

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136	113	118	130	106	108	130	106	108	95.6	93.8	91.5
Grade 4	147	144	117	141	138	110	141	138	110	95.9	95.8	94
Grade 5	145	147	140	141	140	131	141	140	131	97.2	95.2	93.6
All Grades	428	404	375	412	384	349	412	384	349	96.3	95	93.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2504.	2457.	2476.	54.62	38.68	41.67	32.31	26.42	29.63	9.23	17.92	13.89	3.85	16.98	14.81
Grade 4	2553.	2550.	2549.	56.74	54.35	56.36	27.66	28.99	21.82	12.77	9.42	15.45	2.84	7.25	6.36
Grade 5	2579.	2583.	2586.	56.03	58.57	51.15	19.15	20.00	29.77	17.02	13.57	13.74	7.80	7.86	5.34
All Grades	N/A	N/A	N/A	55.83	51.56	49.86	26.21	25.00	27.22	13.11	13.28	14.33	4.85	10.16	8.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72.31	48.11	54.63	19.23	27.36	25.93	8.46	24.53	19.44
Grade 4	73.05	64.49	66.36	19.86	23.91	24.55	7.09	11.59	9.09
Grade 5	64.54	62.14	63.36	24.11	25.71	27.48	11.35	12.14	9.16
All Grades	69.90	59.11	61.60	21.12	25.52	26.07	8.98	15.36	12.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62.31	43.40	50.00	33.08	35.85	36.11	4.62	20.75	13.89
Grade 4	61.70	54.35	53.64	33.33	36.96	32.73	4.96	8.70	13.64
Grade 5	56.03	54.29	48.09	32.62	33.57	45.04	11.35	12.14	6.87
All Grades	59.95	51.30	50.43	33.01	35.42	38.40	7.04	13.28	11.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.85	37.74	50.00	31.54	48.11	37.04	4.62	14.15	12.96
Grade 4	63.12	63.04	60.00	30.50	31.16	30.00	6.38	5.80	10.00
Grade 5	53.90	50.00	49.62	34.75	39.29	44.27	11.35	10.71	6.11
All Grades	60.19	51.30	53.01	32.28	38.80	37.54	7.52	9.90	9.46

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1473.7		1479.1		1461.3		16	
Grade 1	1499.4		1523.6		1474.7		16	
Grade 2	1565.8		1567.7		1563.4		15	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
All Grades							67	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00		*		*		*		16	
1	87.50						*		16	
2	86.67		*						15	
All Grades	70.15		17.91		*		*		67	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00		*				*		16	
1	87.50				*		*		16	
2	86.67				*				15	
All Grades	76.12		*		*		*		67	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	68.75		*				*		16	
All Grades	43.28		34.33		*		*		67	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00		*				16	
1	81.25		*		*		16	
2	73.33		*				15	
All Grades	62.69		31.34		*		67	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.75		*		*		16	
1	87.50				*		16	
2	86.67		*				15	
All Grades	80.60		*		*		67	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	87.50				*		16	
All Grades	53.73		38.81		*		67	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	37.31		53.73		*		67	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
788	11.5%	8.8%	0.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	69	8.8%
Foster Youth	2	0.3%
Homeless	7	0.9%
Socioeconomically Disadvantaged	91	11.5%
Students with Disabilities	90	11.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	2.9%
American Indian	4	0.5%
Asian	74	9.4%
Filipino	7	0.9%
Hispanic	76	9.6%
Two or More Races	29	3.7%
Pacific Islander	1	0.1%
White	570	72.3%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1.

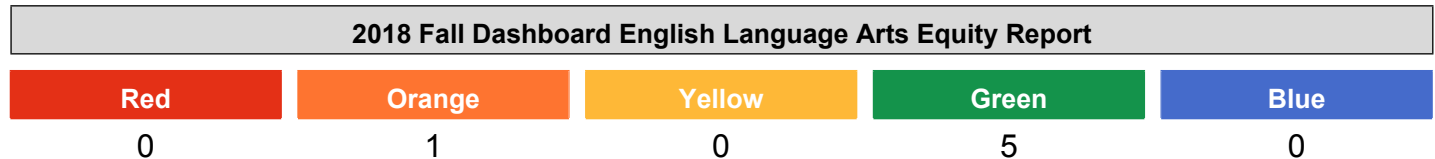
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 78.3 points above standard Maintained -2.9 points 366 students	English Learners  Green 44.4 points above standard Declined -20.4 points 34 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Green 19.1 points above standard Maintained -1.5 points 47 students	Students with Disabilities  Orange 10.3 points below standard Maintained -1.9 points 53 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	American Indian  No Performance Color 0 Students	Asian  Green 97.1 points above standard Declined -10.3 points 30 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  Green 44.2 points above standard Increased 11.1 points 38 students	Two or More Races  No Performance Color 106.2 points above standard Increased 21.8 points 24 students	Pacific Islander  No Performance Color 0 Students	White  Green 79.9 points above standard Declined -7.9 points 263 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 1.7 points above standard Declined -37.5 points 15 students	Reclassified English Learners 78.2 points above standard Declined -34.7 points 19 students	English Only 79.5 points above standard Maintained -2.5 points 301 students
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Conclusions based on this data:

1.

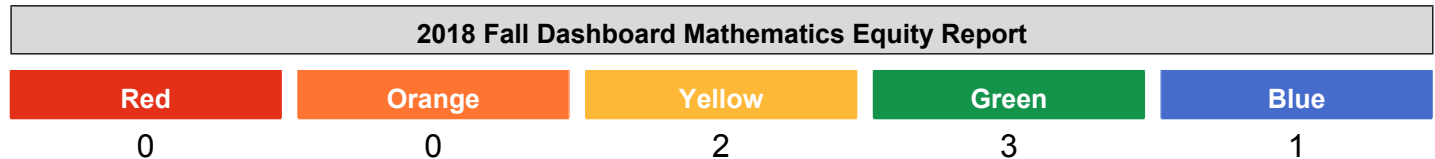
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 50.8 points above standard Declined -13.6 points 367 students	English Learners  Green 21.5 points above standard Declined -32.9 points 33 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Yellow 11.2 points below standard Declined -23.4 points 47 students	Students with Disabilities  Yellow 25 points below standard Declined -12.1 points 53 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	American Indian  No Performance Color 0 Students	Asian  Blue 80.2 points above standard Increased 4.6 points 30 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  Green 1.5 points above standard Declined -8.1 points 38 students	Two or More Races  No Performance Color 65.4 points above standard Declined -11.4 points 24 students	Pacific Islander  No Performance Color 0 Students	White  Green 53.6 points above standard Declined -19 points 264 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 27.6 points below standard Declined -54.6 points 14 students	Reclassified English Learners 57.9 points above standard Declined -47.8 points 19 students	English Only 50.5 points above standard Declined -14.8 points 303 students
--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
67	70.1%	17.9%	4.5%	7.5%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

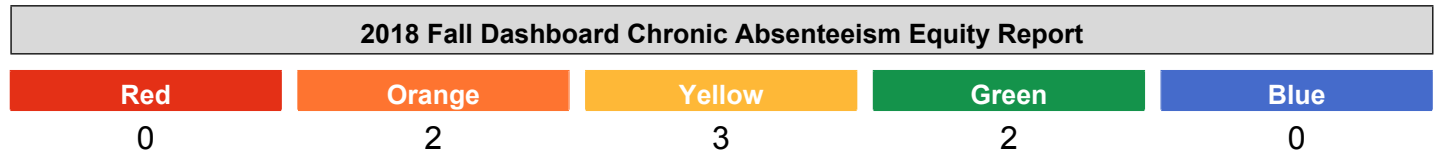
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 6.9% chronically absent Maintained 0% 821 students	English Learners  Orange 8.5% chronically absent Increased 2.1% 82 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless  No Performance Color 66.7% chronically absent 12 students	Socioeconomically Disadvantaged  Yellow 18.9% chronically absent Declined 2% 111 students	Students with Disabilities  Green 8.8% chronically absent Declined 0.8% 102 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 13.8% chronically absent Declined 2.4% 29 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Asian  Yellow 5.2% chronically absent Maintained 0.4% 77 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic  Orange 8.6% chronically absent Increased 2.8% 81 students	Two or More Races  Green 6.1% chronically absent Declined 3.7% 33 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Yellow 6.3% chronically absent Maintained 0.3% 589 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

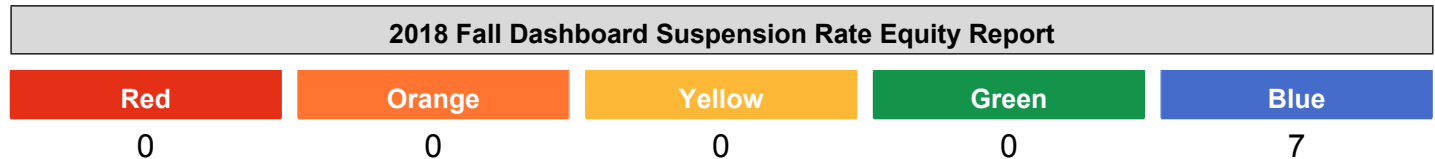
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least once Maintained 0% 827 students	English Learners  Blue 0% suspended at least once Maintained 0% 85 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 3 students
Homeless  No Performance Color 0% suspended at least once 12 students	Socioeconomically Disadvantaged  Blue 0% suspended at least once Maintained 0% 112 students	Students with Disabilities  Blue 0% suspended at least once Maintained 0% 102 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0% suspended at least once Maintained 0% 29 students	American Indian  No Performance Color Less than 11 Students - Data 4 students	Asian  Blue 0% suspended at least once Maintained 0% 80 students	Filipino  No Performance Color Less than 11 Students - Data 7 students
Hispanic  Blue 0% suspended at least once Maintained 0% 81 students	Two or More Races  Blue 0% suspended at least once Maintained 0% 33 students	Pacific Islander  No Performance Color Less than 11 Students - Data 1 students	White  Blue 0% suspended at least once Maintained 0% 592 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.1% suspended at least once	0% suspended at least once	0% suspended at least once

Conclusions based on this data:

1.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,105.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$33,180.00
Lottery: Instructional Materials	\$370.00
Other	\$1,950.00
Parent-Teacher Association (PTA)	\$19,675.00
Site Formula Funds	\$13,930.00

Subtotal of state or local funds included for this school: \$69,105.00

Total of federal, state, and/or local funds for this school: \$69,105.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Gerardo Rodriguez	Other School Staff
Kitty Donohoe	Classroom Teacher
Mike Ostrom	Classroom Teacher
Lynda Holeva	Principal
Mara Chenik	Classroom Teacher
Dana DeGregorio	Classroom Teacher
Election opening	Parent or Community Member
Damian Carville	Parent or Community Member
Grace Shu	Parent or Community Member
Joyce Shen	Parent or Community Member
Mollie Esposito	Parent or Community Member
Debbie Stern, Pro Tem	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 18, 2018.

Attested:



Principal, Lynda Holeva on 10/17/2019



SSC Chairperson, Dana DeGregorio on 10/17/2019

2018-19 Smarter Balanced

Performance Summary

Grade 5 Math Summative

Site: **ROOSEVELT ELEMENTARY SCHOOL**

Roster Date: **18-19 | Yearlong**

Grades: **All**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **All**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

4 Standard Exceeded

3 Standard Met

2 Standard Nearly Met

1 Standard Not Met

Claim Score Levels

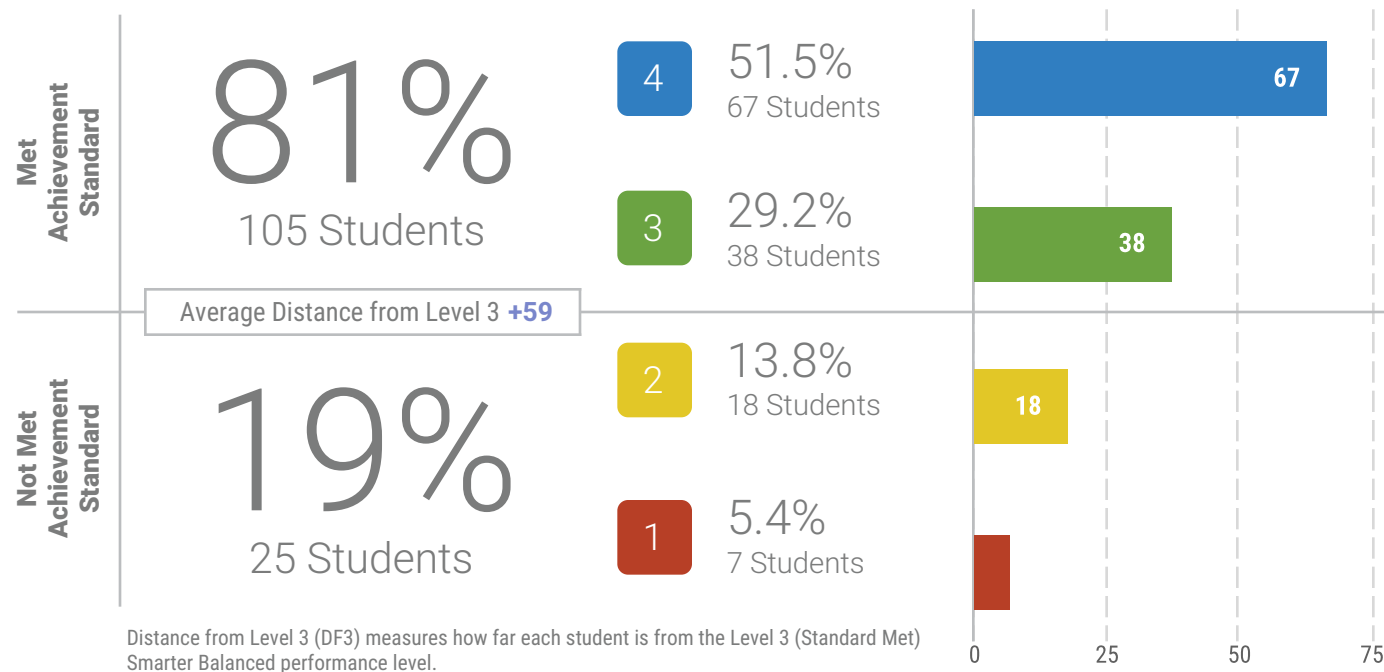
Above Standard

Near Standard

Below Standard

No score/Not taken

Overall Performance: 130 students



Claim Performance: Percent of Students at Each Level

Concepts & Procedures



Problem Solving & Modeling/Data



Communicating Reasoning



ADDITIONAL FILTERS APPLIED: Students: **All Students** Addl Student Group: **All Students**

2018-19 Smarter Balanced

Performance Summary

Grade 3 Math Summative

Site: **ROOSEVELT ELEMENTARY SCHOOL**

Roster Date: **18-19 | Yearlong**

Grades: **All**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **All**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

4 Standard Exceeded

3 Standard Met

2 Standard Nearly Met

1 Standard Not Met

Claim Score Levels

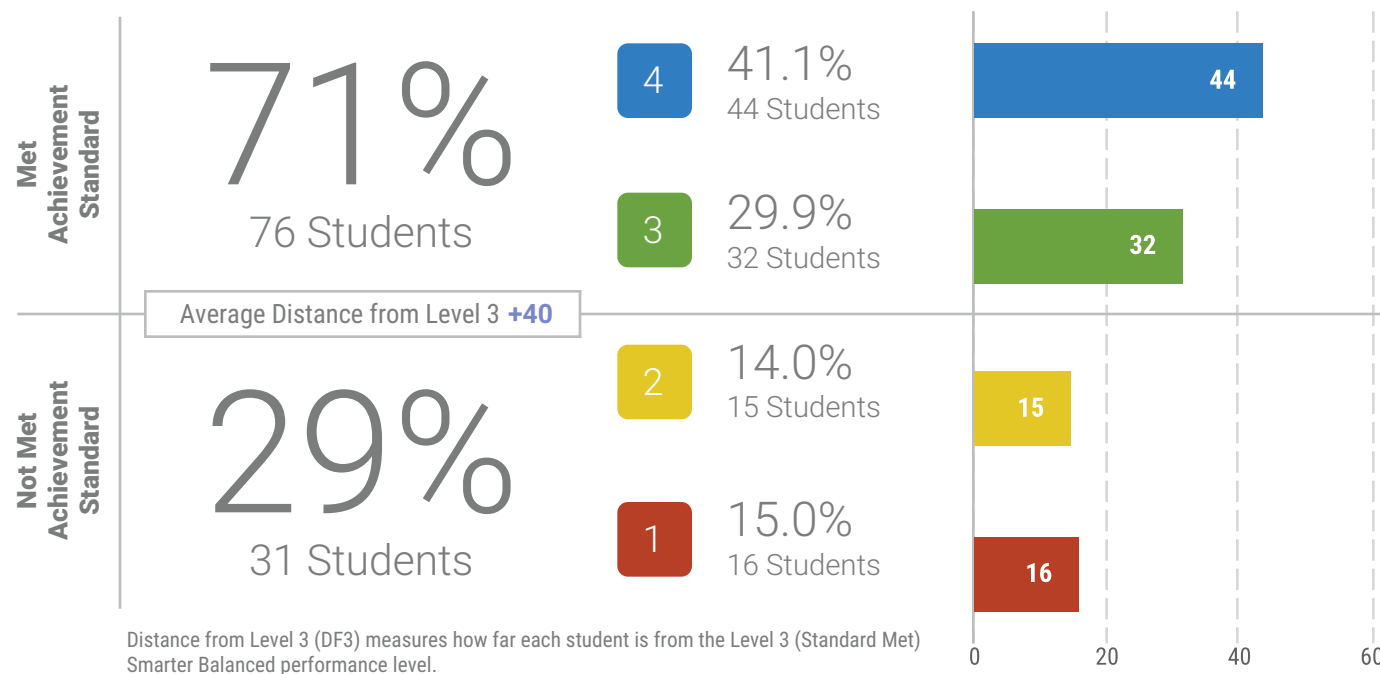
Above Standard

Near Standard

Below Standard

No score/Not taken

Overall Performance: 107 students



Claim Performance: Percent of Students at Each Level

Concepts & Procedures



Problem Solving & Modeling/Data



Communicating Reasoning



ADDITIONAL FILTERS APPLIED: Students: **All Students** Addl Student Group: **All Students**

2018-19 Smarter Balanced

Performance Summary

Math (Summative): All Grades

Site: **ROOSEVELT ELEMENTARY SCHOOL**

Roster Date: **18-19 | Yearlong**

Grades: **All**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **All**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

4 Standard Exceeded

3 Standard Met

2 Standard Nearly Met

1 Standard Not Met

Claim Score Levels

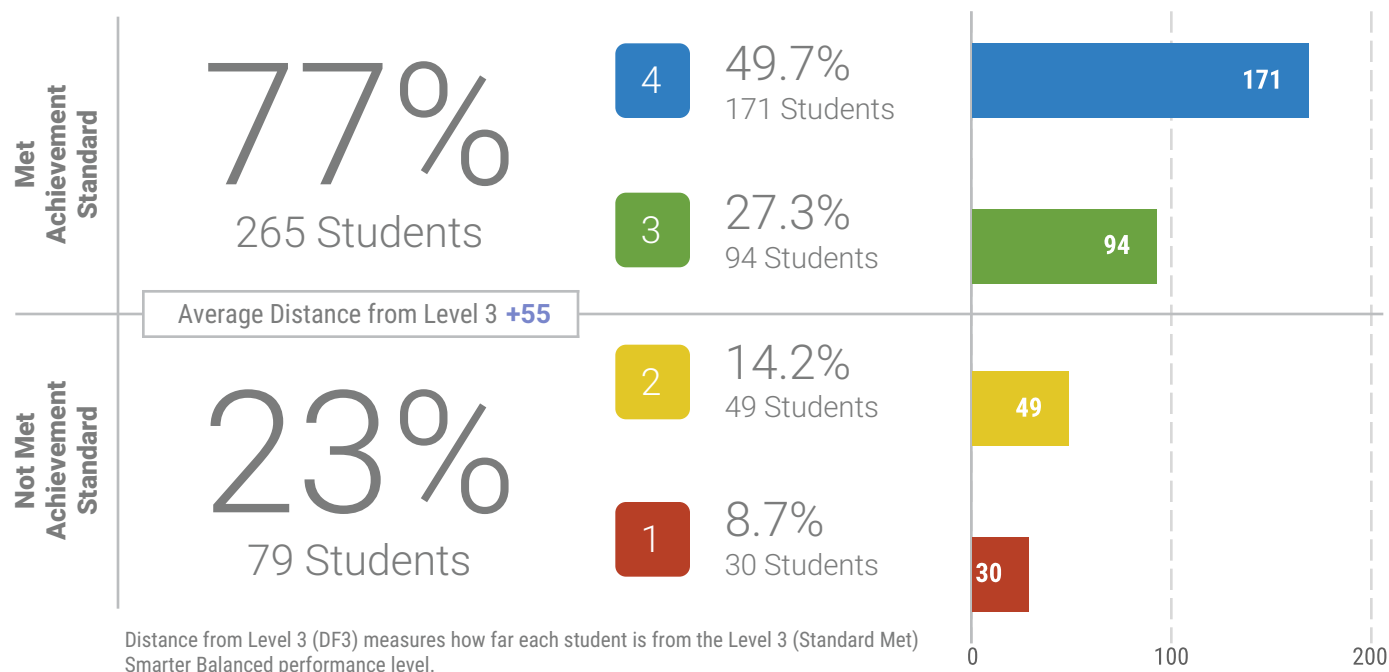
Above Standard

Near Standard

Below Standard

No score/Not taken

Overall Performance: 344 students



Claim Performance: Percent of Students at Each Level

Concepts & Procedures



Problem Solving & Modeling/Data



Communicating Reasoning



ADDITIONAL FILTERS APPLIED: Students: **All Students** Addl Student Group: **All Students**

2018-19 Smarter Balanced

Performance Summary

Grade 4 Math Summative

Site: **ROOSEVELT ELEMENTARY SCHOOL**

Roster Date: **18-19 | Yearlong**

Grades: **All**

English Proficiencies: **All**

Reported Race: **All Reported Races**

Gender(s): **All**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

4 Standard Exceeded

3 Standard Met

2 Standard Nearly Met

1 Standard Not Met

Claim Score Levels

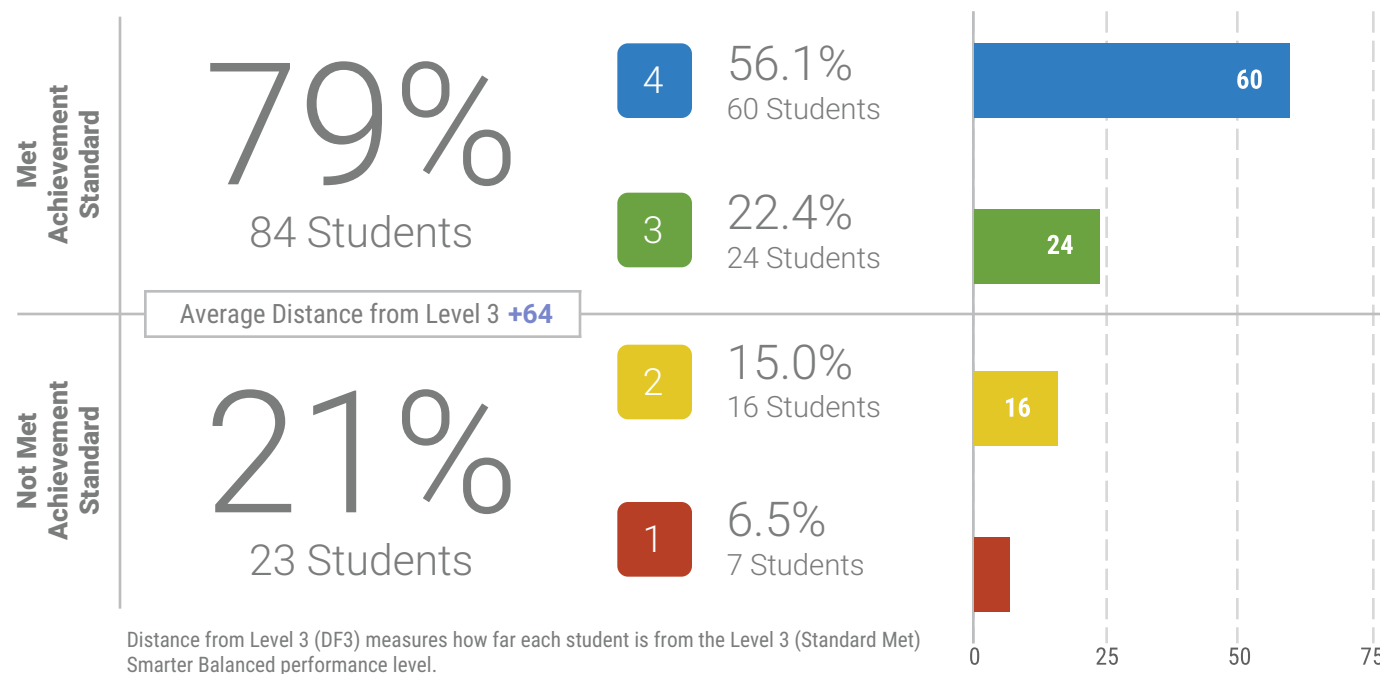
Above Standard

Near Standard

Below Standard

No score/Not taken

Overall Performance: 107 students



Claim Performance: Percent of Students at Each Level

Concepts & Procedures



Problem Solving & Modeling/Data



Communicating Reasoning



ADDITIONAL FILTERS APPLIED: Students: **All Students** Addl Student Group: **All Students**

2018-19 Smarter Balanced

Performance Summary

Math (Summative): All Grades

Site: **ROOSEVELT ELEMENTARY SCHOOL**

Roster Date: **18-19 | Yearlong**

Grades: **All**

English Proficiencies: **Eng Learner**

Reported Race: **All Reported Races**

Gender(s): **All**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

4 Standard Exceeded

3 Standard Met

2 Standard Nearly Met

1 Standard Not Met

Claim Score Levels

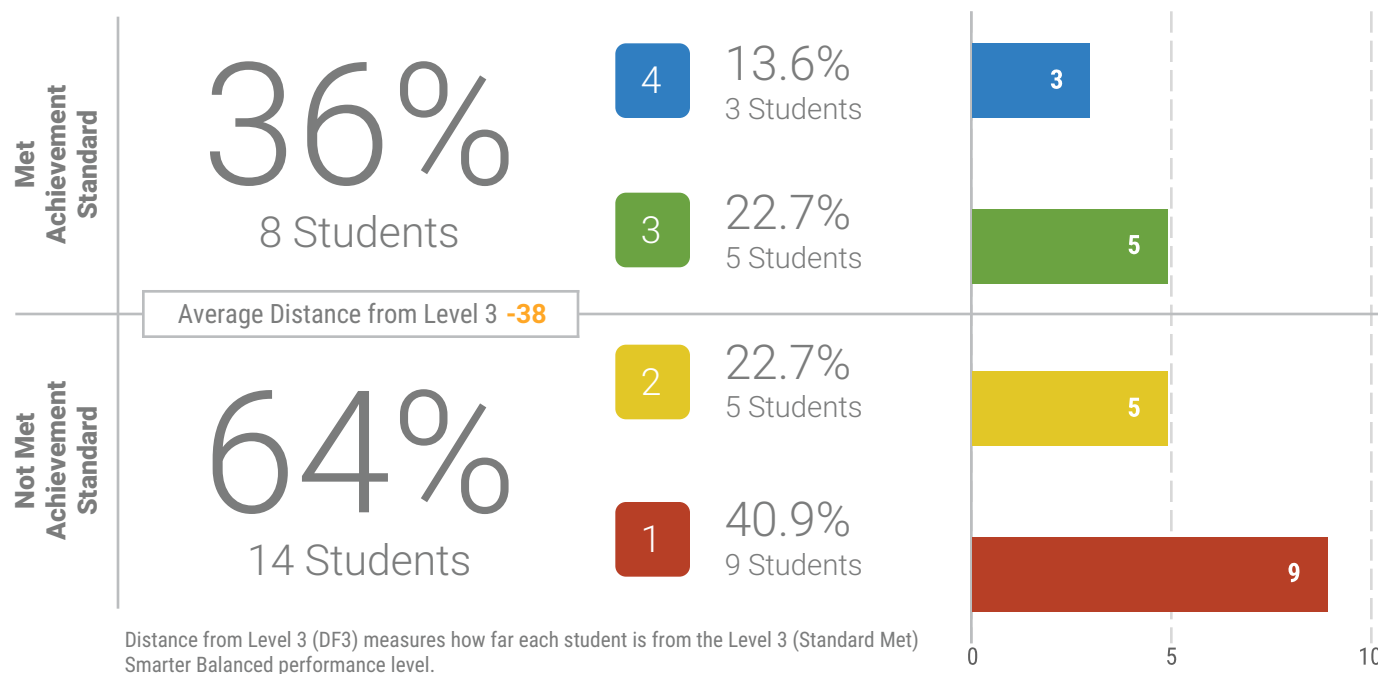
Above Standard

Near Standard

Below Standard

No score/Not taken

Overall Performance: 22 students



Claim Performance: Percent of Students at Each Level

Concepts & Procedures



Problem Solving & Modeling/Data



Communicating Reasoning



ADDITIONAL FILTERS APPLIED: Students: **All Students** Addl Student Group: **All Students** English Proficiencies: **Eng Learner**

2018-19 Smarter Balanced

Performance Summary

ELA (Summative): All Grades

Site: **ROOSEVELT ELEMENTARY SCHOOL**

Roster Date: **18-19 | Yearlong**

Grades: **All**

English Proficiencies: **Eng Learner**

Reported Race: **All Reported Races**

Gender(s): **All**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

4 Standard Exceeded

3 Standard Met

2 Standard Nearly Met

1 Standard Not Met

Claim Score Levels

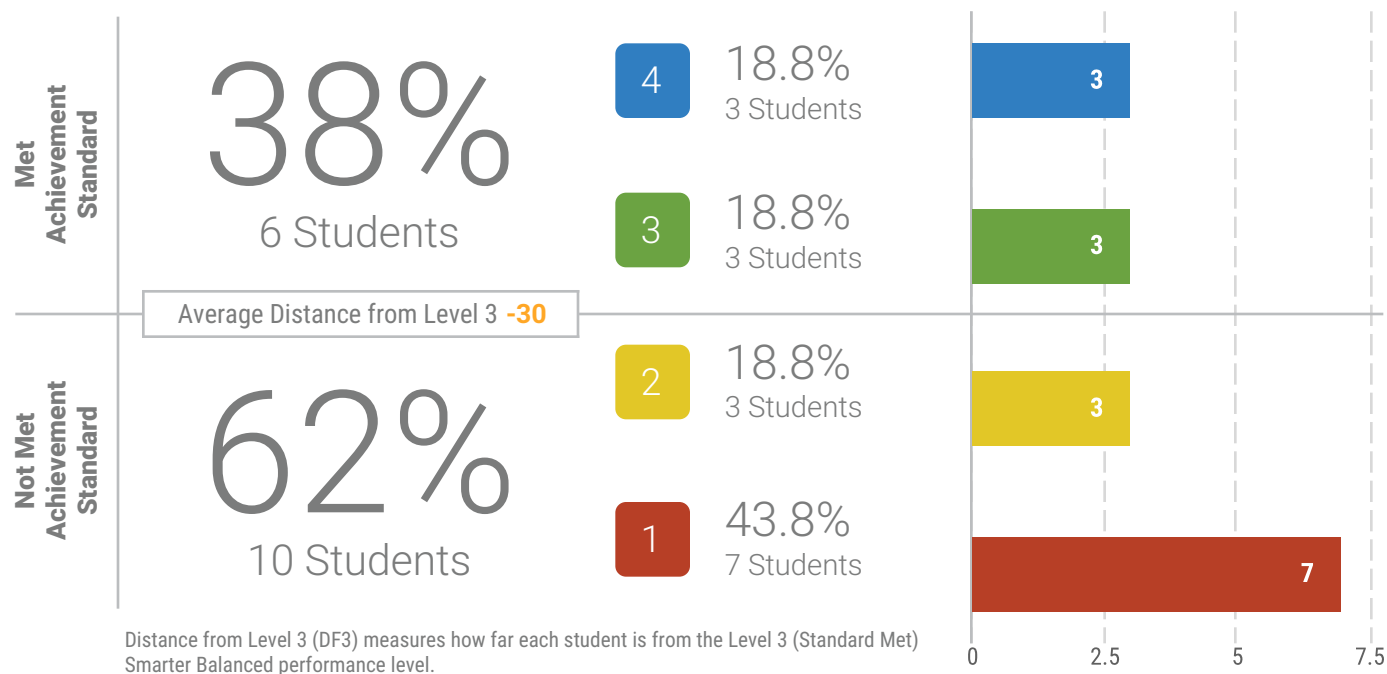
Above Standard

Near Standard

Below Standard

No score/Not taken

Overall Performance: 16 students



Claim Performance: Percent of Students at Each Level

Reading



Writing



Listening



Research/Inquiry



ADDITIONAL FILTERS APPLIED: Students: **All Students** Addl Student Group: **All Students** English Proficiencies: **Eng Learner**

School Climate Report Card (Elementary)—2018-2019

District: Santa Monica-Malibu Unified
School: Roosevelt Elementary

Date Prepared: 22 May 2019
Response Rate: 53%

Elementary School

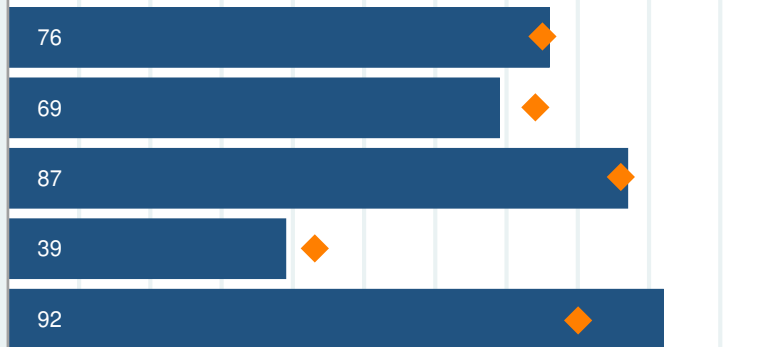
School Climate Indicators (2019)

Based on responses from students to the California Healthy Kids Survey

◆ 2016–18 State Average

Supports and Engagement

School Connectedness
Caring Relationships
High Expectations
Meaningful Participation
Perceived School Safety



Low Violence

Low Violence Perpetration
Low Violence Victimization



Other School Climate Indicators

Fairness
Rule Clarity
Social Emotional Learning Supports
Anti-Bullying Climate
Positive Behavior
Home High Expectations
Parent Involvement in Schooling



0 10 20 30 40 50 60 70 80 90 100

Percent

School Climate Report Card (Elementary)—2018-2019

District: Santa Monica-Malibu Unified

Date Prepared: 22 May 2019

School: Roosevelt Elementary

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	School 2018-19 (%)	State 2016-18 (%)
Finish all classroom assignments	99	88
Absent 2 or more days in the past 30 days	16	22 [†]
Feel a part of the school	77	76
Adults at school care about you	78	84
Safety at school	92	80
Harassed at school	34	48
Parents ask about school	96	83

Note: [†]State data available for 2017-2018 academic year only.

CDS code: 19649806022610

How are the School Climate Indicators Calculated?

The school climate indicators provide school-level descriptions of several factors that are known to influence learning success in schools. All sub-domains except “Low Violence Perpetration” and “Low Violence Victimization” are calculated by averaging the percentage of respondents who report “Yes, most of the time” or “Yes, all of the time” on survey items that comprise each scale. “Low Violence Perpetration” and “Low Violence Victimization” are computed by averaging the percentage of respondents who report “0 times” or “No, never” on the survey items that comprise each scale. A value of 72 on the “School Connectedness” indicator, for example, means that on average, 72% of students report “Yes, most of the time” or “Yes, all of the time” across the five “School Connectedness” survey items.

All sub-domains and survey items that comprise the scales/measures are listed below.

(1) School Connectedness (5 items)

- o Do you feel close to people at school?
- o Are you happy to be at this school?
- o Do you feel like you are part of this school?
- o Do teachers treat students fairly at school?
- o Do you feel safe at school?

(2) Caring Relationships (3 items)

- o Do the teachers and other grown-ups at school care about you?
- o Do the teachers and other grown-ups at school listen when you have something to say?
- o Do the teachers and other grown-ups at school make an effort to get to know you?

(3) High Expectations (3 items)

- o Do the teachers and other grown-ups at school tell you when you do a good job?
- o Do the teachers and other grown-ups at school believe that you can do a good job?
- o Do the teachers and other grown-ups at school want you to do your best?

(4) Meaningful Participation (7 items)

- o Are you given a chance to help decide school activities or rules?
- o Do the teachers and other grown-ups at school ask you about your ideas?
- o Do the teachers and other grown-ups give you a chance to solve school problems?
- o Do you get to do interesting activities at school?
- o Are you given a chance to help decide class activities or rules?
- o Do your teachers ask you what you want to learn about?
- o Do you do things to be helpful at school?

(5) Perceived School Safety (1 item)

- o Do you feel safe at school?

(6) Low Violence Perpetration (3 items)

- o During the past year, how many times have you hit or pushed other kids at school when you were not playing around?
- o During the past year, how many times have you spread mean rumors or lies about other kids at school?
- o During the past year, how many times at school have you said mean things about other students or called them bad names?

(7) Low Violence Victimization) (3 items)

- o Do other kids hit or push you at school when they are not just playing around?
- o Do other kids at school spread mean rumors or lies about you?
- o Do other kids at school call you bad names or make mean jokes about you?

(8) Fairness (4 items)

- o Do teachers treat students fairly at school?
- o Are the school rules fair?
- o Do teachers and other grown-ups at school treat students with respect?
- o Are students treated fairly when they break school rules?

(9) Rule Clarity (1 item)

- o Do students know what the rules are?

(10) Social Emotional Learning Supports (4 items)

- o Does your school help students resolve conflicts with one another?
- o Does your school teach students to understand how other students think and feel?
- o Does your school teach students to feel responsible for how they act?
- o Does your school teach students to care about each other and treat each other with respect?

(11) Anti-Bullying Climate (3 items)

- o Do the teachers and other grown-ups make it clear that bullying is not allowed?
- o If you tell a teacher that you've been bullied, will the teacher do something to help?
- o Do students at your school try to stop bullying when they see it happening?

(12) Positive Behavior (4 items)

- o Do you follow the classroom rules?
- o Do you follow the playground rules at recess and lunch times?
- o Do you listen when your teacher is talking?
- o Are you nice to other students?

(13) Home High Expectations (2 items)

- o Does a parent or some other grown-up at home believe that you can do a good job?
- o Does a parent or some other grown-up at home want you to do your best?

(14) Parent Involvement in Schooling (5 items)

- o Does a parent or some other grown-up at home care about your schoolwork?
- o Does a parent or some other grown-up at home ask if you did your homework?
- o Does a parent or some other grown-up at home check your homework?
- o Does a parent or some other grown-up at home ask you about school?
- o Does a parent or some other grown-up at home ask you about your grades?

Results are based on responses from 5th grade students to the California Healthy Kids Survey. Student results are not included if less than 50% of students or less than 15 respondents provided data.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at 562-799-5481 or czheng@WestEd.org.

State Averages

State averages are based on responses from 5th grade students who provided data to the California Healthy Kids Survey during the 2016-2017 and 2017-2018 school years. The state average for “Meaningful Participation” is only available for the 2017-2018 academic year because a survey item that comprises the sub-domain was not asked on the survey during the 2016-17 school year.

State Averages of School Climate Indicators

Indicator	State 2016-18	Indicator	State 2016-18
Supports and Engagement		Other School Climate Indicators	
School Connectedness	75%	Fairness	75%
Caring Relationships	74%	Rule Clarity	85%
High Expectations	86%	Social Emotional Learning Supports	76%
Meaningful Participation	43%	Anti-Bullying Climate	77%
Perceived School Safety	80%	Positive Behavior	93%
Low Violence		Home High Expectations	97%
Low Violence Perpetration	72%	Parent Involvement in Schooling	81%
Low Violence Victimization	54%		

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the school climate indicators. Staff indicators are provided to facilitate comparisons between student and staff perceptions. While most staff indicators are in the high range (80-100%), it is important to compare how staff perceptions might differ from students to identify areas for improvements.

Student-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Finish all classroom assignments – finish all your class assignments “most of the time” or “all of the time.”
- Absent 2 or more days in the past 30 days – missed an entire day of school for 2 or more days for any reason in the past 30 days.
- Feel a part of the school – feel like you are part of this school “most of the time” or “all of the time.”
- Adults at school care about you – teachers and other grown-ups at school care about you “most of the time” or “all of the time.”
- Safety at school – feel safe at school “most of the time” or “all of the time.”
- Harassed at school – other kids at school call you bad names or make mean jokes about you “most of the time” or “all of the time.”
- Parents ask about school – a parent or some other grown-up at home asks you about school “most of the time” or “all of the time.”



Olweus Bullying Questionnaire®
Standard School Report
Developed by Dr. Dan Olweus



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The Olweus Bullying Questionnaire® and this accompanying report are revised and partly expanded versions of the *Olweus Bully/Victim Questionnaire* by Dan Olweus (privately printed, 1996). Distributed by Hazelden.

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Appendixes

Appendix A: Results for All Questions on the Olweus Bullying Questionnaire

Appendix B: Psychometric Properties about the Olweus Bullying Questionnaire

Section I: General Information

The Olweus Bullying Questionnaire® (OBQ) is a standardized, validated, multiple-choice questionnaire designed to measure a number of aspects of bullying problems in schools, school districts, or for special projects¹. The OBQ, which consists of forty-two questions (several of which have sub-questions), is typically used with students in grades 3 through 12. The students fill out the questionnaire anonymously.

The questionnaire has the following special characteristics:

- It provides a detailed definition of bullying so students have a clear understanding of how they should respond when answering the questions.
- Most of the questions refer to a specific time or reference period, which is “the past couple of months (after the summer/winter holiday vacation).” This is thought to be a suitable length of time for students to remember their experiences.
- The response alternatives are made as specific as possible by using phrases such as “2 or 3 times a month” and “about once a week.” This is done to avoid as much as possible subjective terms and phrases such as “often” and “fairly often,” which can be interpreted in different ways by different students.
- In addition to asking two general questions about being bullied and bullying other students (Questions 4 and 24), the questionnaire also asks students parallel questions about nine specific forms of bullying, both about being bullied (Questions 5-12a) and about bullying other students (Questions 25-32a).
- The questionnaire contains several questions about the reactions of others to bullying, as perceived by those completing the questionnaire, that is, the behavior and attitudes of teachers, peers, and parents.
- The questionnaire provides information to guide program implementation in schools using the *Olweus Bullying Prevention Program*.

The OBQ was developed so that the questions are as simple and clear-cut as possible for the students. The questionnaire has also been designed to provide data that are relevant, reliable, and valid². The revised OBQ has been used in a number of countries, including the United States, with at least one million students.

¹This questionnaire is a slightly revised version of an earlier *Olweus Bully/Victim Questionnaire* developed by Dr. Dan Olweus. The earlier version was used to collect data from more than 130,000 students as part of a nationwide campaign against bullying in Norway in 1983. In 1996, the *Olweus Bully/Victim Questionnaire* was revised and expanded. In 2007, several questions were added and others were modified slightly to create the version that is used to generate this report.

²A number of psychometric analyses have been conducted on the OBQ, and generally, the results of these analyses have been quite satisfactory. See Appendix B for the psychometric properties of the OBQ. See Appendix A for more information on the use of certain subgroups in several tables in the report and Appendix A.

What Are the Benefits of Using the Olweus Bullying Questionnaire?

Surveying students about bullying will be of considerable help in your school's implementation of the *Olweus Bullying Prevention Program* by

- obtaining detailed and reliable information about bullying behavior, attitudes, and related issues in the school environment, so as to increase awareness and motivation on the part of school staff, students, and parents to address bullying at school.
- providing information critical to planning your bullying prevention efforts, evaluating those efforts, and redesigning supervision in specific areas of your school. The data will also address ways that bullying affects school climate.
- providing baseline data from which to measure progress and change over time.

Chapters 5 and 16 of the *Olweus Bullying Prevention Program* Schoolwide Guide provide more detailed information on the OBQ and its use, and you are advised to review these chapters.

How Is This Report Organized?

This report is divided into two parts: the main report and two appendixes. The main report contains the key findings from each school's administration of the questionnaire in both table and graph form. Appendix A provides a question-by-question summary of all your school's results in table form. Appendix B contains brief psychometric information about the questionnaire (i.e., the reliability and validity of the instrument).

The tables in Appendix A constitute the basis for the tables and graphs in the main report and should be consulted for more precise information on your school's results. However, this information is not broken down by grade as in the main report.

It is important to note that the data for Questions 12b, 14, 15, 16, and 32b are only presented in Appendix A. In addition, if you chose to include two questions of your own on the questionnaire (Questions 41 and 42), these results are only provided in Appendix A. The results for Question 40 (ethnicity of students) are only provided in the main report.

There are a considerable number of tables in Appendix A, each of which has several response categories. This information may seem somewhat overwhelming and may hamper effective interpretation of the results, so we have provided a simplified version of the data in the main report. We recommend that you consult your certified Olweus trainer (if applicable) to assist you in interpreting these results in relation to planning your schoolwide *Olweus Bullying Prevention Program* initiative.

In developing the main report, the results are usually collapsed into broader categories to make the results more understandable and user-friendly. In addition, most of the results in the main report tables

and graphs are divided by grade or groupings of grades, (grades 3rd-5th, 6th-8th, 9th-12th), and many are illustrated with graphs to facilitate a quick understanding of the results.

The main report consists of four sections, in addition to this introduction:

Section II: Bullying Problems: Prevalence, Forms, Location, Duration, and Reporting

Section III: Feelings and Attitudes Regarding Bullying

Section IV: How Others React

Section V: Friends and General (Dis)satisfaction with School

The graphs in this report are also available separately on the OBQ report Web site. You can download these graphs as a Microsoft PowerPoint file for use in presentations to program stakeholders. Access these graphs in the same way you accessed this report, through the use of your user ID and password. Only the graphs are provided separately for use in presentations.

A special note: The bars in the report's graphs are displayed to the nearest whole percentage, but the actual data points are graphed to the exact (fractional) value. For this reason, you may notice that bars of the same data value within a graph, say 8%, appear to be at different levels. This is due to this rounding up or down to whole numbers (8.1% versus 8.4%, for example).

What is the National Comparison in This Report?

Some tables and graphs in the main report include a comparison to a national database. This national comparison is represented as numbers in the tables, and as diamonds on the graphs. This national database is composed of a large and heterogeneous mix of schools within the United States that have administered the scannable or online version of the Olweus Bullying Questionnaire© (beginning in the spring of 2007).

This national comparison group provides a rough estimate of the average levels of bully/victim problems (and other issues covered in the questionnaire) that are typically found in a reasonably representative sample of U.S. schools **before** implementation of the *Olweus Bullying Prevention Program*. The national database is weighted on key demographic indicators (gender and age) to ensure that it is reflective of the average demographics of schools across the country based on U.S. NCES data.

The national comparison is also further weighted in each report to proportionally reflect the grade and gender distribution of the school or district being compared to it. For example, if an all-girls school requests a report, the national comparison in that school's report will reflect results found nationally only for girls. For schools that only have a few grades, such as grades 4 and 5, the national comparison in those reports will reflect results found nationally for only those two grades. This weighting gives schools a truer picture of their results as compared to a national comparison group.

This report's national comparison is not based on a randomized sample, so the levels of bully/victim problems may be different than what has been found in research studies using nationally representative samples of U.S. school children. In fact, the rates may be somewhat higher in the *OBPP* national comparison group, because this comparison group is composed of students from schools that have recognized a need to assess (and presumably address) problems with bullying at their schools.

It also is important to keep in mind that this national comparison represents *average* bullying rates and in no way represents an *ideal*. In fact, these rates of bullying should be considered too high for any school.

How might you interpret the results in light of the national comparison data? If your school's results are similar to or even considerably lower than the national average, that certainly does not mean there are bullying problems. In fact, it most likely means that like most schools in the United States, yours has a significant bullying problem that should be seriously addressed and prevented. In one sense, any bullying problem is too much! If rates of bully/victim problems are clearly higher than the national average, prevention efforts are most likely very needed.

How is the National Comparison Created?

The national comparison is based on surveys from schools that have indicated they are at "baseline" (before implementation of the program). These surveys were administered from August 1, 2013 to June 30, 2015. At the time that the national comparison was created, this baseline database contained over 235,000 surveys. However, due to the time required to run the reports with so many surveys, a stratified random sample of 20,000 was drawn, so that each grade, from third through twelfth, will be based on 2,000 surveys.

This random sample was stratified on grade, gender, and bully/victim status (neither bully nor victim, victim only, bully only, or both bully and victim) to ensure that the sample of 20,000 represents the same proportions of bullying as is found in the entire baseline database. This sample was compared to the entire baseline population on all survey questions to make sure it adequately represented the population. This sample will be "recalibrated" as the national comparison baseline on an annual basis.

What Are Some General Cautions As You Look at Your Results?

Before you start examining the results, a general caution should be issued:

Don't over interpret the meaning of a percentage or a percentage difference based on small numbers.

As you review the results, look not only at percentages and percentage differences but also at the total number of students who provided the response. The reported percentages are not always based on the same number of students, so percentages will have to be interpreted somewhat differently.

Some questions are based on the entire sample of students who took the survey, and others are based on a smaller subgroup that answered a particular question in a certain way. For example, if 15 percent

of two hundred girls in a report being bullied “2 or 3 times a month,” or more often, the number on which this percentage value is based/calculated is two hundred, not the thirty girls who constitute the bullied group. But on a follow-up question, such as Question 17 (“How long has the bullying lasted?”), the results are based only on the responses given by the girls who report having been bullied, which is a much smaller number (in this example, thirty girls).

The smaller the sample size used to calculate a percentage, the less stable or precise the results are. The expression “less stable or precise” means that a possible observed percentage or percentage difference is more likely to have occurred by chance or random variation.

The basic message is that it is **imperative to consider not only the magnitude of a possible percentage or percentage difference but also the number(s) of students on which the figure(s) are based**. If the number of students on which the percentage is based is relatively small, as is often the case when calculations are based on subgroups (see the tables that note “computational basis” in Appendix A), a student choosing a different response alternative than other students will lead to a fairly large percentage differences in the results. Accordingly, one must use more caution in interpreting percentages or percentage difference based on small numbers. You may or may not want to make program changes based on the responses of only a few students.

Generally, in reviewing the results, it is important to look for regularities and patterns. If, for example, the girls in all grades have higher percentage values than the boys on a particular question or set of related questions, this difference is much more likely to be real and reliable than if the results had been more inconsistent, with girls having higher percentages in most grades and boys having equal or higher values in the remaining grades. This is true even if there is a marked gender difference in favor of the girls as a whole. If your results show a reasonably consistent pattern, or if several results on similar or related questions point in the same direction, this will naturally increase your confidence that the findings represent real phenomena and not just chance variation.

In spite of the general warnings issued above, it is also quite **legitimate to focus on inconsistencies and unexpected results** and to ponder over what they may represent. But you must, at the same time, **use your critical judgment** and be cautious in drawing too strong a conclusion. This is an area where a certified Olweus trainer can assist you.

How Should You Use the Results?

Your results on the questionnaire will help you plan implementation of the *Olweus Bullying Prevention Program* to meet the specific needs of your school. Be sure to send a copy of the questionnaire results to your certified Olweus trainer, if applicable, who will provide additional assistance in interpreting the findings and discuss possible actions to take to address the findings.

It is important to recognize that some of the findings from the questionnaire are not likely to change significantly over time (e.g., the most common forms of bullying, gender and grade differences on certain questions), while others likely will change as a result of the program (e.g., the overall incidence of bullying, students’ perceptions of teacher responsiveness to bullying).

When comparing results year to year, be sure to compare changes with appropriate grade levels. For example, from year to year you should compare the results for fifth graders in one year with the data for fifth graders in the next year. Because of the developmental changes in students (e.g., being bullied tends to lessen as students get older), you should compare results at the same grade level over consecutive years.³

You will be able to use the results in this report to answer the following and a number of other questions:

- How many (and what percentages of) students are bullied? How do these bullying experiences vary for boys and girls and for students in different grades?
- How many students have been bullied for a long period of time?
- How many students are afraid of being bullied?
- Have bullied students told anyone about their experiences? If so, whom?
- How many students bully others? How does this behavior vary for boys and girls and for students in different grades?
- What types of bullying are most prevalent? How do these types of bullying vary for boys and girls?
- What are the “hot spots” for bullying?
- What are students’ attitudes toward bullying?
- How often do teachers or other adults intervene to stop bullying?
- How often do students intervene to stop bullying?
- How satisfied are students with school?

For most of these questions, you will be able to examine gender and grade differences in students’ responses.

³An optional Trends Report of your school or school district reports across repeated administrations of the questionnaire can be purchased at an additional minimal cost after your second implementation of the OBQ.

The results of the OBQ should first be shared with your Bullying Prevention Coordinating Committee, so its members can begin to establish policies and procedures and refine your school's supervisory system.

We then recommend sharing at least key results of the questionnaire with staff at your initial full-day staff training or yearly staff training updates. The results of the questionnaire can help staff realize how prevalent bullying is and how crucial this intervention is to your school and the well-being of all students. The results should also be explored in more detail in your staff discussion groups as you focus staff efforts in the classroom and throughout your school.

Sharing selected results with parents and the community can raise awareness and understanding about how your staff and administration will be working to safeguard all students, and it can provide a forum for presenting plans for the intervention. This can improve parental support and participation.

A word of caution, however: Consider the focus carefully when presenting results to the community. Particularly be attuned to how the media may interpret your results. Use this information to emphasize the solutions and the proactive approach your administration is taking, rather than simply calling attention to problems.

In many cases, it may be useful and appropriate to share general information about the results of the questionnaire or selected items with students. As with sharing information with parents and community members, use this as an opportunity to talk about what the adults in your school will do to address bullying, and for students to brainstorm and work on ways they can help be part of the solution.

The following narrative will describe in more depth how to interpret the results provided in the accompanying tables and graphs.

Information about the Tables and Graphs in Section I

Table 1a and Graphs 1a and 1b provide information on the number of students in your school who filled out the OBQ (by grade and by gender).

Graph 1c provides information on the ethnicity of students who filled out the questionnaire. Question 40, about ethnicity, is an optional question, so some students may have chosen not to respond. Also, students may have chosen more than one ethnic group to describe themselves.

Important!

In order to protect the anonymity of students, if there were fewer than fifteen students per grade level that filled out the questionnaire, the data for that grade level will not be provided in this report. Instead, the student responses for that grade will be omitted from the report in their entirety.

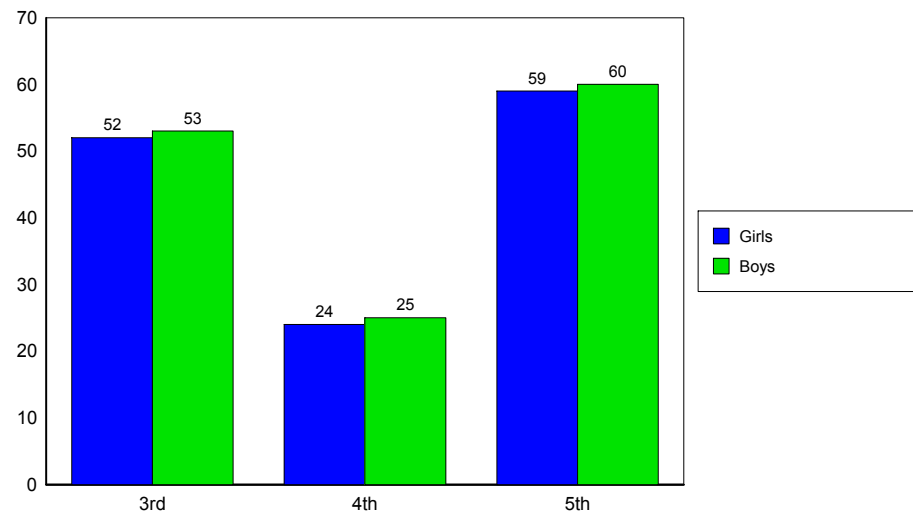
Ethnicity data (Question 40), which may be highly sensitive, are handled differently. If fewer than ten students in an ethnic category filled out the questionnaire, the data for that ethnic category will not be reported. Their responses to other questions will still be included in the report provided they are not in a grade with fewer than fifteen students reporting.

Table 1a. Percentage (and number) of surveys completed by grade and gender

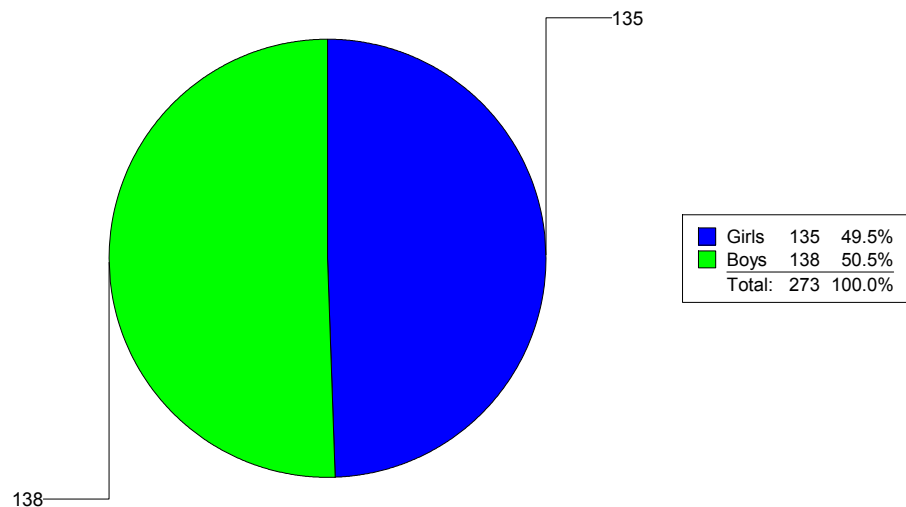
	3rd	4th	5th	Total
Girls	49.5% (52)	49.0% (24)	49.6% (59)	49.5% (135)
Boys	50.5% (53)	51.0% (25)	50.4% (60)	50.5% (138)
Girls and boys	100.0% (105)	100.0% (49)	100.0% (119)	100.0% (273)

Please note that effective April 2019, the verbiage for question one was modified from *Are you a boy or a girl?* with the response options of *Boy* or *Girl* to *What best describes your gender?* with the response options of *Female/Girl* or *Male/Boy*. While some schools may still be using the surveys that include question one as it was originally written, the charts within this report reflect the verbiage change.

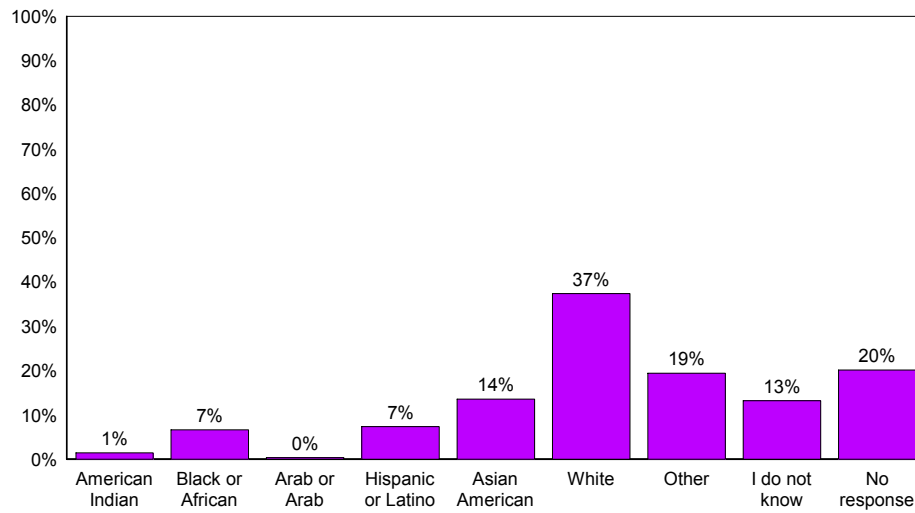
Graph 1a. Number of girls and boys responding by grade



Graph 1b. Number of surveys completed by gender



Graph 1c. Ethnicity (more than one response per student possible)



Section II: Bullying Problems: Prevalence, Forms, Location, Duration, and Reporting

The results in this section will give you information about the levels and types of bullying, to whom it is happening, and where it is happening. It will also inform you about how often bullying is being reported to school staff, parents/guardians, and others.

Student Responses about Being Bullied

A key question in the OBQ is Question 4: “How often have you been bullied at school in the past couple of months?” Students responded to this question after having been presented a relatively extensive definition of bullying. The percentages and numbers of answers in the five response categories are shown in Tables 2a-c, partitioned according to gender and grade. The values for the school as a whole are presented in the “total” column along the right-hand side of the tables. The data in the “total” column can also be found in Appendix A, Table 4 (Question 4).

Again, if there are fewer than fifteen students per grade that filled out the questionnaire, data for those students in that grade level will be excluded from the report.

To make the results easier to grasp, we have combined certain response categories and partitioned them into two broad categories. The first category combines the responses for “I have not been bullied at school in the past couple of months” and “it has only happened once or twice.” Students who have selected these response alternatives are classified as “not bullied.” The second category combines the responses for students who report having been bullied “2 or 3 times a month,” “about once a week,” and “several times a week.” Students who have selected these response alternatives are classified as “bullied “2-3 times per month” or more. These results are represented in Tables 3a-c and Graphs 3a-c.

Combining response alternatives this way corresponds to our general definition of bullying, which is that the behavior needs to be repetitive. If a student is bullied only once or twice in the past couple of months, this does not meet our defined criteria that bullying is repetitive, and accordingly, responses in this category are included in the “not bullied” category. So, for a student to be classified as being bullied, he or she must have responded “2 or 3 times a month” or more often on the questionnaire.⁴ This in no way implies that situations with lower rates of bullying should not be taken seriously or investigated. (For further information on the definition of bullying, see Chapter 2 in the *Olweus Bullying Prevention Program* Teacher Guide.)

To combine response categories into two groups like this is to “dichotomize” the response alternatives. You will see the term “dichotomized” used in several tables in this report (for example, Table 3a).

Table 3a and the corresponding Graphs 3a-c give a good overview of how the percentage of bullied students varies with grade level for girls, boys, and girls and boys together. Table 3b, in which students are grouped in grade clusters, gives a more condensed view of the same results.

⁴For a detailed discussion of the rationale for this decision, see M. Solberg and D. Olweus, “Prevalence Estimation of School Bullying with the Olweus Bully/Victim Questionnaire,” *Aggressive Behavior* 29 (2003): 239-68.

Although there may be considerable variation among schools, it is commonplace to find a decrease in the number of students who are bullied as you move from lower to higher grades, with the highest rates of being bullied among the youngest students. This is partly due to the fact that, even though most students are bullied by other students within their own classroom or grade level (see Appendix A, Table 14 [Question 14]), a considerable proportion of younger students (often 30 to 40 percent) report being bullied mainly by older students. It is also reasonable to assume that the youngest students in a school often feel more vulnerable and defenseless than older students and are therefore more inclined to feel exposed to bullying.

All of this is crucial to consider in thinking through how your school can ensure the safety of its youngest students. One way you can ensure their safety is by organizing adult supervision during break or lunch periods so that older students are not in the same locations as younger students.

The “total” columns in Tables 3a and 3b present the results for your whole school by gender. For being bullied, there is often only a relatively small gender difference, but if there is a difference, it is often that boys are bullied more often than girls. By examining Table 3b, one can ascertain if gender differences are reasonably consistent across grade groupings.

Although the percentage of students who are bullied is very informative, **it is important not to lose sight of the individual students behind the percentages.** When appraising the prevalence of students being bullied, you should also seriously consider the absolute numbers of bullied girls and boys presented in parentheses in Tables 3a and 3b.

To gain perspective on the problem, reflect on the meaning of this statement: “Of the schools surveyed, [number] students report that they have been bullied 2 or 3 times a month or more often.” What does this really mean in terms of how these students feel about their school experience? To what extent do these bullied students have a negative outlook and feel afraid, insecure, and depressed? Also consider how this is impacting their non-bullied peers who witness the bullying.

It is also a good idea to reflect on the numbers and percentages of students in the two highest bullying-rate categories in Tables 2a-c (i.e., “about once a week” and “several times a week”). Although students who have been classified as being bullied (according to the criteria discussed above) are very likely to experience some form of negative consequences, it is clear that the students in the two highest categories are impacted the most. Therefore, it is imperative to be concerned about the percentages and numbers of students who are bullied regularly: “about once a week” or “several times a week.” These numbers will help you in assessing the seriousness of the bullying problem in your school.

Table 3c shows the percentage and number by ethnicity of students who are bullied. Again, if fewer than ten students self-reported their ethnicity in a particular category, the results for that category will not be reported. It is also important to note that students were instructed to choose one or more ethnic categories to reflect their true ethnic identities.

This table will help you identify if there are particular racial issues involved in bullying. Are students of particular ethnicities being targeted for bullying? (Also see the results in Appendix A, Table 11 [Question 11]). What steps can you take to address these possible ethnic/racial issues?

Student Responses about Bullying Others

As with students who have been bullied, response categories have been combined into two main groups for students who have bullied others. Classifying students as having “bullied another student(s) ‘2-3 times per month’ or more” (Table 5a) means that they have responded “2 or 3 times a month” or more often to Question 24: “How often have you taken part in bullying another student(s) at school in the past couple of months?”

Students who responded to this question with the response alternative “It has only happened once or twice” or “I have not bullied another student(s) at school in the past couple of months” are classified as “have not bullied other students.”

Tables 4a-c, Tables 5a-b, and Graphs 5a-c show the numbers and percentages of students who are bullying others by grade and by gender. Grade trends in bullying others are not always as clear and obvious as with students who are being bullied. However, it is not uncommon to find an increase in the level of bullying in the middle school/junior high school grades (with the possible exception of grade 10), particularly for boys.

As with bullied students, consider the absolute numbers of students who are bullying and the percentage and number of students in the two highest response categories in Tables 4a-c. The students in these categories report bullying other students quite frequently, and they are likely to be the students with the greatest antisocial tendencies. As shown in past OBQ analyses⁵, these students have been found to show the most elevated levels of other antisocial and rule-breaking behaviors such as vandalism, truancy, shoplifting, and substance abuse.

The overall difference between boys and girls, shown in Tables 5a and 5b, is often quite marked, with boys being the perpetrators much more often than girls. It is not unusual to find such a gender difference across all grades surveyed. Other research on aggressive and antisocial behaviors has shown the same patterns. Gender differences in terms of the forms of bullying behavior are discussed later in this report.

Table 5c shows the percentage and number of students by ethnicity who are bullying others. Again, if there were fewer than ten students per ethnicity, their responses were not reported. This information will help you determine if certain ethnic groups are particularly involved in your bullying problems.

Victims Only, Bully-Victims, and Bullies Only

It is not possible to get a correct estimate of the total “volume” of bullying problems by just adding the percentage of bullied students in Tables 3a-c and the percentage of bullying students in Tables 5a-c. The reason is that there is a certain percentage of students who are both bullied and bully other students “‘2-3 times per month’ or more.” These students are usually termed “bully-victims” or “provocative victims,” and they are part of both the percentage of bullied students in Tables 3a-c and the percentage of bullying students in Tables 5a-c.

⁵See Solberg and Olweus, “Prevalence Estimation of School Bullying with the Olweus Bully/Victim Questionnaire.”

To get a correct estimate of the total volume of bullying problems, one must separate out the “bully-victims” (students who have been bullied and also have bullied other students) and then add together the students who are “victims only” (students who have been bullied but have not bullied other students), “bullies only” (students who have bullied other students but have not been bullied), and “bully-victims.”

This has been done in Tables 6a-c and the accompanying Graphs 6a-f. In the tables, there is also a “not involved” category. This category includes students who have responded that they have not been bullied or have only been bullied once or twice **and** have not bullied other students or have done it only once or twice. In most situations, this is the largest group of students by a wide margin.

Each of the bars in Graphs 6a, 6c, and 6e is composed of the three groups of involved students. The size of the various portions of the bars displays their relative magnitude. The numbers on top of each bar indicate the total percentage of students involved in bullying problems at your school—for girls, boys, and both genders combined. The absolute numbers and their corresponding percentages can be found in Tables 6a-c. The “total” column of Table 6c gives the results for your school as a whole.

The line graphs (Graphs 6b, 6d, and 6f) show the percentages for the three groups of involved students across grades, which can uncover possible grade trends. The two major groups, “victim only” and “bully only,” usually show roughly the same prevalence distribution across grades, as do the more comprehensive groups “victims” and “bullies” (Tables 3a-c and Tables 5a-c respectively), which also include “bully-victims.”

The “bully-victim” group often shows a prevalence pattern across grades that is similar to that of “victims” (i.e., decreases with age), while it tends to resemble the bullying group in terms of gender differences (i.e., there are typically more boy than girl “bully-victims”). It is valuable to note that the “bully-victims” who, through their disruptive and disorganized behavior, often attract a good deal of negative attention from teachers and other adults, make up a relatively small group, constituting only a minor percentage (approximately 10 to 20 percent) of the “victim” group. They tend to make up a somewhat larger portion of the bullying students, particularly in the lower grades.⁶

Ways of Being Bullied

So far, the main focus of the report has been based on the results from the general questions regarding being bullied (Question 4) and bullying others (Question 24). Table 7, along with the accompanying Graph 7, show the various forms of bullying experienced by students who are bullied. As before, a student is classified as being bullied in a particular way, such as being verbally bullied, if he or she has reported to have been verbally bullied (Question 5) “2 or 3 times a month” or more often.

⁶For more information, see M. Solberg, D. Olweus, and I. Endresen, *Bullies, Victims, and Bully-Victims: How Deviant Are They and How Different?* (Bergen, Norway: Research Center for Health Promotion, University of Bergen, 2007); Chapter 2 in the *Olweus Bullying Prevention Program Teacher Guide*; D. Olweus, *Bullying at School: What We Know and What We Can Do* (Oxford, England: Blackwell Publishing, 1993), 53-60.

Past statistical analyses of the responses concerning the various forms of bullying (not shown here) have shown that, generally, they tend to “hang together” to a considerable degree. Students who report having been bullied in one particular way have often been bullied in other ways as well.

It is also worth noting that some forms of bullying cannot be considered separately because they almost always happen together. A student who has been repeatedly bullied because of his or her racial background, for example, is likely to report both verbal bullying (Question 5) and racial bullying (Question 11). Similarly, students often report both physical bullying (Question 7) and bullying that involves taking away or damaging money or things (Question 9) and making threats (Question 10).

With regard to the relative prevalence of the other various forms of being bullied (Graph 7), verbal bullying is usually the most prevalent form for both girls and boys. To be exposed to derogatory and negative comments is almost always an inherent characteristic of bullying.

To be socially isolated or excluded from a group and to have rumors spread are other forms that are also relatively common for both genders. Some other gender patterns are worth noting. Boys, in lower grades particularly, are also exposed to a good deal of physical bullying. Although not displayed here, statistical analyses of the OBQ have shown that being bullied decreases as students get older (Graphs 3a-c [Question 4]).

Question 13 also asks students if they have been bullied “in another way.” In earlier versions of the questionnaire (but not the current version), students were provided an opportunity to give a verbal description of this other way. Analyses of these responses have shown that almost all of the responses fit easily into one of the forms already specified. It is thus unlikely that a student selecting this response is talking about an entirely new form of bullying not already identified by the questionnaire.

In Table 8 and Graph 8, the analyses of possible gender differences have been further examined by taking into account **who is bullied by whom**. This is key in order to ascertain what forms of bullying are used by each gender.

Past research has shown (see Appendix A, Table 15 [Question 15]) that boys are mainly bullied by other boys and, to some extent, by boys and girls together, whereas a considerable percentage of bullied girls (often 35 to 50 percent) report that they are mainly bullied by boys. A smaller percentage (often some 25 to 30 percent) report that they are mainly bullied by girls. In addition, a certain proportion of both boys and girls are bullied by boys and girls together.

The results in Table 8 and Graph 8 show the results for girls mainly bullied by girls, girls mainly bullied by boys, and boys mainly bullied by boys (results for students bullied by girls and boys in combination are not presented). Typically, verbal bullying is prevalent for both boys and girls. In addition, when girls bully girls, they tend to use more subtle and indirect forms, including social isolation and spreading of rumors. However, these forms of bullying are also used by many boys toward both girls and boys, typically with somewhat higher frequencies than when employed by girls.

Bullying by physical means is a special characteristic of boys, in particular in relation to other boys but also in relation to girls (Table 8). Such use of physical force is particularly common in the lower grades. Boys often also bully other boys (and girls) with sexual means (Question 12) and racial comments (Question 11), the latter depending on the ethnic composition of the school population.

With regard to cyber-bullying, results may vary a good deal depending on the kind of technologies that are popular in your school and other related factors.

Generally, research based on the OBQ has shown that to a considerable extent, boys are the perpetrators of most of the bullying, both in relation to their own gender and to girls. It is worth reiterating that often only a relatively small percentage of bullied girls report being mainly bullied by other girls, whereas a larger percentage are bullied mainly by boys. And maybe 60 to 80 percent of bullied boys say they are bullied mainly by other boys. By combining the results for Question 15 (Appendix A, Table 15 [Question 15]) and the results in Table 8 and Graph 8, you will be able to get a good impression of gender issues around bullying in your school.

Duration of the Bullying

Question 17 (Appendix A, Table 17 [Question 17]), asks students about the duration of bullying. The response alternatives varied from “1 or 2 weeks” to “several years.” In Tables 9a-c of the main report, the response alternatives for the two highest categories-“about a year” and “several years”-have been combined into one category. The numbers of students who have been bullied “‘one year’ or more” are presented in Tables 9a-c (within parentheses). These tables show the percentage and number for girls, boys, and girls and boys together.

The top row in each table shows the percentage of students who have been bullied one year or more out of the entire population of students who filled out the questionnaire. The second row in each table shows the percentage of students who have been bullied one year or more out of those students who reported being bullied (Table 3a).

The percentages and the absolute numbers provide notable information about the seriousness of the bullying problems in your school. Analyzing these results alone or in combination with other results, such as the percentages of students being bullied and/or bullying other students (Tables 2a-c, 3a-c, 4a-c, and 5a-c) should give a good sense of the severity of the bullying problem in your school.

If there are many students in your school who have been bullied for a long time, this clearly indicates the need to initiate or strengthen your bullying prevention efforts. Incidentally, it is worth noting that the percentages of bullied students who reported having been bullied one year or more may not decline even when your school’s anti-bullying efforts are successful and the absolute numbers of long-term bullied students goes down.

This is due to the fact that if your program is successful in reducing both the number of short-term and long-term bullying cases with students, the percentage will remain the same. And if you are successful in addressing and stopping bullying in the short-term (which is what you want to do), the **percentage** of long-term bullied students may actually increase.

Where Bullying Occurs

Table 10 and the accompanying Graphs 10a-b present the results for Question 18 concerning the places where the bullying has occurred. Since students can be bullied in several different places, they were instructed to mark any response alternatives that applied. The results in Table 10 are based on the percentage calculations of the subgroup of students who have responded “once or twice” or more to Question 4 (Appendix A, Table 4 [Question 4]). For more information on these subgroups, see Appendix A.

Common “hot spots” for bullying include the hallways/stairwells and on the playground/athletic field. The percentage of students who have been bullied in the latter areas is often very high in the younger grades but tends to decline with increasing grade/age.

In some schools, it is not uncommon that a good deal of bullying is occurring in the classroom with the teacher present. In these cases, this should certainly be a matter of concern for the teaching staff. It is also useful to compare the levels of bullying occurring in the classroom when the teacher is and is not present. Normally, one would expect a clearly lower level when the teacher is present.

Table 10 may uncover more about possible “hot spots” where bullying is happening more often, and more generally about the “geographical distribution” of bullying in the school environment.

This information can be useful in reviewing and refining your school's supervisory system and in determining the best ways to manage the movement of students around the school, as well as to and from school. Much can be gained from making simple improvements to the supervisory system, such as ensuring enough visible and attentive adults are present during recess and break periods and seriously involving bus drivers and other non-teaching staff in anti-bullying efforts. (See Chapter 9 in the *Olweus Bullying Prevention Program* Schoolwide Guide for more information on reviewing and refining your supervisory system.)

Have the Bullied Students Told Anybody?

Tables 11a-d present the percentages of bullied students who have told a teacher or another adult at school (Table 11a), a parent/guardian (Table 11b), a brother, sister, or friend (Table 11c), or nobody (Table 11d) about the bullying they have experienced. These groups correspond to the four bars in Graphs 11a-c, which display the results for girls, boys, and girls and boys combined.

Parents/guardians are typically the persons in whom bullied students confide, although it is by no means unusual that a parent is not told about the bullying. As described on page 56 in the Teacher Guide and pages 53-54 in the Schoolwide Guide, there are many reasons why bullied students may not tell others about the bullying they experience.

To successfully reduce bullying problems in school, the school needs to become a “reporting school,” meaning that both bullied students and non-bullied peers need to feel empowered to report and discuss possible bullying activities with teachers and adults at home. This idea is taught to students through the introduction of anti-bullying rule 4 (see Chapter 5 of the Teacher Guide or Chapter 8 of the Schoolwide Guide).

Teachers can use the results in these tables and graphs for class meeting discussions regarding the importance of telling others and following the anti-bullying rules. It is commonly found that the student tendency to report being bullied decreases in higher grades (this is not directly research based but just an empirical result found in many reports). The percentage of bullied students who do not tell anyone can be quite high in middle school/junior high school grades, particularly for boys.

How Should You Use the Information in This Section?

Here is a summary of some ways you may want to use the data provided in this section of the report:

1. Educate your school, school board members, and other related leaders about the prevalence and seriousness of the bullying issue. These data may help you obtain the backing and support to move forward with the program, if that support is not already there.
2. Educate your Bullying Prevention Coordinating Committee members about the seriousness and prevalence of bullying in your school.
3. Plan your school wide implementation of the *Olweus Bullying Prevention Program*. These data should guide your Bullying Prevention Coordinating Committee work and the focus of your efforts. (See the Bullying Prevention Coordinating Committee Workbook on the Schoolwide Guide CD-ROM.)
4. Review and refine your supervisory system. Are there particular “hot spots” where bullying is occurring most often? How can you restructure the environment or re-allocate staff resources to address these “hot spots”?
5. Educate other school staff about the seriousness of the bullying issue. Present some of this key data during your all-staff trainings and staff discussion groups.
6. Identify any particularly unique issues your school faces. You will want to implement your bullying prevention efforts school wide and with all students, but there may be specific groups of students you need to target as well. For example, is there a particular ethnic group of students being targeted for bullying? Is there a particular grade level where high levels of bullying are occurring? How can you address this? Are there particularly small numbers of students reporting bullying to teachers? How can you address this in class meetings?
7. Educate parents about the results, including a discussion with them about how students responded to the question regarding telling a parent/guardian about bullying.

Table 2a. How often have you been bullied in the past couple of months? (Q4) Percentage (and number) of girls by grade

	3rd	4th	5th	Total
I have not been bullied	57.7% (30)	58.3% (14)	76.3% (45)	65.9% (89)
Once or twice	32.7% (17)	25.0% (6)	8.5% (5)	20.7% (28)
2 or 3 times per month	3.8% (2)	8.3% (2)	8.5% (5)	6.7% (9)
About once a week	1.9% (1)	4.2% (1)	1.7% (1)	2.2% (3)
Several times a week	3.8% (2)	4.2% (1)	5.1% (3)	4.4% (6)

Table 2b. How often have you been bullied in the past couple of months? (Q4) Percentage (and number) of boys by grade

	3rd	4th	5th	Total
I have not been bullied	49.1% (26)	48.0% (12)	80.0% (48)	62.3% (86)
Once or twice	20.8% (11)	36.0% (9)	15.0% (9)	21.0% (29)
2 or 3 times per month	17.0% (9)	8.0% (2)	1.7% (1)	8.7% (12)
About once a week	3.8% (2)	4.0% (1)	0.0% (0)	2.2% (3)
Several times a week	9.4% (5)	4.0% (1)	3.3% (2)	5.8% (8)

Table 2c. How often have you been bullied in the past couple of months? (Q4) Percentage (and number) of girls and boys by grade

	3rd	4th	5th	Total
I have not been bullied	53.3% (56)	53.1% (26)	78.2% (93)	64.1% (175)
Once or twice	26.7% (28)	30.6% (15)	11.8% (14)	20.9% (57)
2 or 3 times per month	10.5% (11)	8.2% (4)	5.0% (6)	7.7% (21)
About once a week	2.9% (3)	4.1% (2)	0.8% (1)	2.2% (6)
Several times a week	6.7% (7)	4.1% (2)	4.2% (5)	5.1% (14)

Table 3a. Percentage (and number) of girls and boys who have been bullied "2-3 times per month" or more in the past couple of months by grade (Q4 dichotomized)

	3rd	4th	5th	Total
Girls	9.6% (5)	16.7% (4)	15.3% (9)	13.3% (18)
Boys	30.2% (16)	16.0% (4)	5.0% (3)	16.7% (23)
Girls and Boys	20.0% (21)	16.3% (8)	10.1% (12)	15.0% (41)
Girls (National Comparison)	23.3%	21.3%	19.0%	21.1%
Boys (National Comparison)	20.3%	18.6%	17.0%	18.6%
Girls and Boys (National Comparison)	21.8%	19.9%	18.0%	19.8%

Table 3b. Percentage (and number) of girls and boys who have been bullied "2-3 times per month" or more in the past couple of months by grade groupings (Q4 dichotomized)

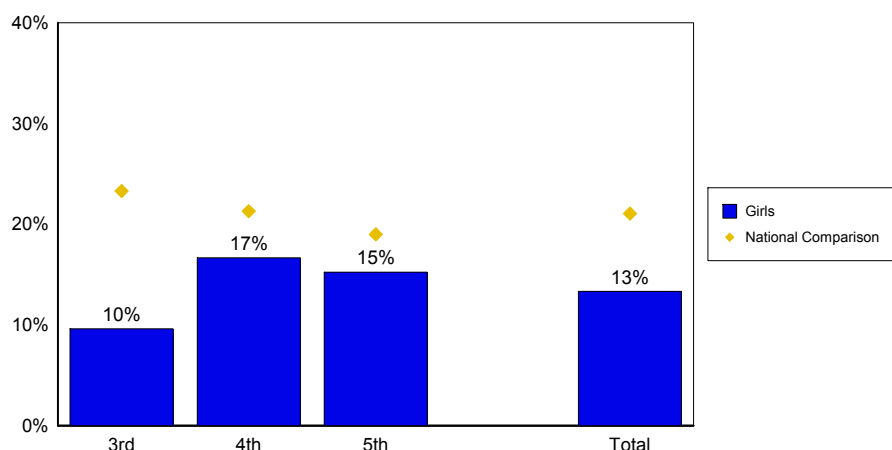
	3-5th	Total
Girls	13.3% (18)	13.3% (18)
Boys	16.7% (23)	16.7% (23)
Girls and Boys	15.0% (41)	15.0% (41)
Girls (National Comparison)	21.1%	21.1%
Boys (National Comparison)	18.6%	18.6%
Girls and Boys (National Comparison)	19.8%	19.8%

Table 3c. Percentage (and number) of girls and boys who have been bullied "2-3 times per month" or more in the past couple of months by ethnicity (Q4 dichotomized)

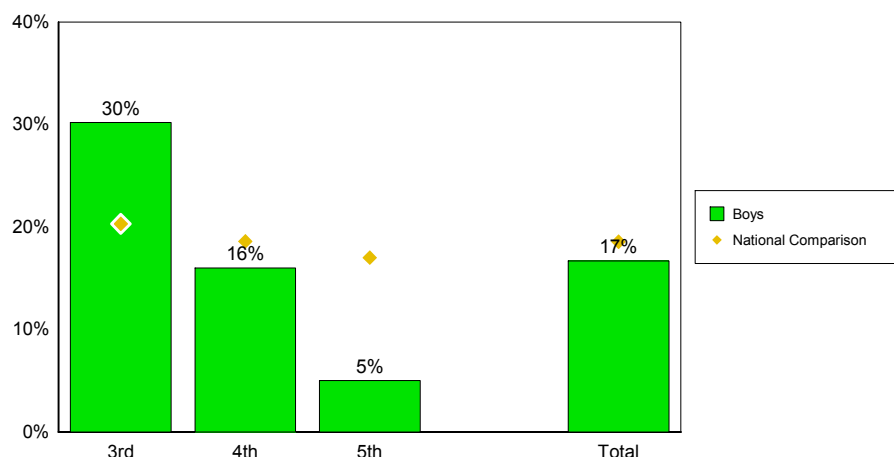
	American Indian	Black or African American	Arab or Arab American	Hispanic or Latino	Asian American	White	Other	I do not know
Girls	*	*	0.0% (0)	*	*	19.6% (10)	20.8% (5)	*
Boys	*	*	0.0% (0)	*	*	13.7% (7)	20.7% (6)	*
Girls and Boys	*	*	0.0% (0)	*	*	16.7% (17)	20.8% (11)	*

*Total count for girls and boys is greater than 0 and less than 10

Graph 3a. Percentage of girls who have been bullied "2-3 times a month" or more (Q4 dichotomized)



Graph 3b. Percentage of boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)



Graph 3c. Percentage of girls and boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)

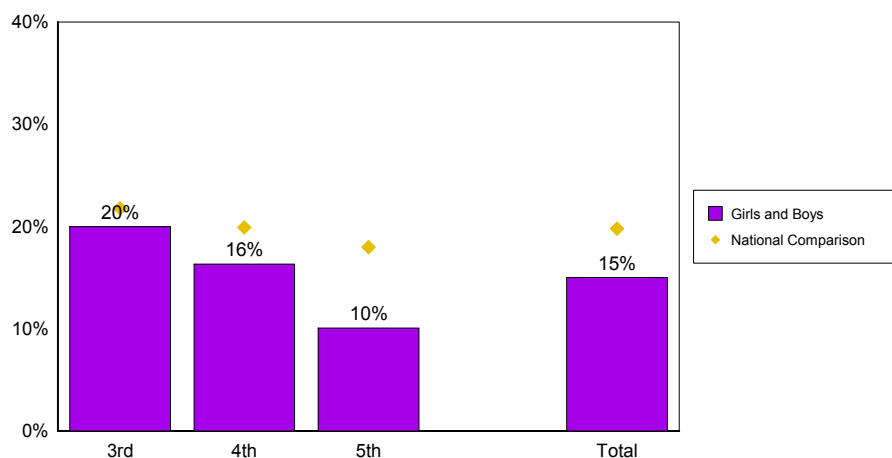


Table 4a. How often have you taken part in bullying another student(s) at school in the past couple of months? (Q24) Percentage (and number) of girls by grade

	3rd	4th	5th	Total
I have not bullied another student	98.0% (50)	91.7% (22)	93.2% (55)	94.8% (127)
Once or twice	2.0% (1)	4.2% (1)	6.8% (4)	4.5% (6)
2 or 3 times per month	0.0% (0)	4.2% (1)	0.0% (0)	0.7% (1)

Table 4b. How often have you taken part in bullying another student(s) at school in the past couple of months? (Q24) Percentage (and number) of boys by grade

	3rd	4th	5th	Total
I have not bullied another student	75.0% (39)	70.8% (17)	89.8% (53)	80.7% (109)
Once or twice	21.2% (11)	25.0% (6)	10.2% (6)	17.0% (23)
2 or 3 times per month	3.8% (2)	4.2% (1)	0.0% (0)	2.2% (3)

Table 4c. How often have you taken part in bullying another student(s) at school in the past couple of months? (Q24) Percentage (and number) of girls and boys by grade

	3rd	4th	5th	Total
I have not bullied another student	86.4% (89)	81.3% (39)	91.5% (108)	87.7% (236)
Once or twice	11.7% (12)	14.6% (7)	8.5% (10)	10.8% (29)
2 or 3 times per month	1.9% (2)	4.2% (2)	0.0% (0)	1.5% (4)

Table 5a. Percentage (and number) of girls and boys who have bullied another student(s) "2-3 times per month" or more in the past couple of months by grade (Q24 dichotomized)

	3rd	4th	5th	Total
Girls	0.0% (0)	4.2% (1)	0.0% (0)	0.7% (1)
Boys	3.8% (2)	4.2% (1)	0.0% (0)	2.2% (3)
Girls and Boys	1.9% (2)	4.2% (2)	0.0% (0)	1.5% (4)
Girls (National Comparison)	5.1%	4.6%	3.9%	4.5%
Boys (National Comparison)	6.6%	6.1%	5.4%	6.0%
Girls and Boys (National Comparison)	5.9%	5.4%	4.7%	5.2%

Table 5b. Percentage (and number) of girls and boys who have bullied another student(s) "2-3 times per month" or more in the past couple of months by grade groupings (Q24 dichotomized)

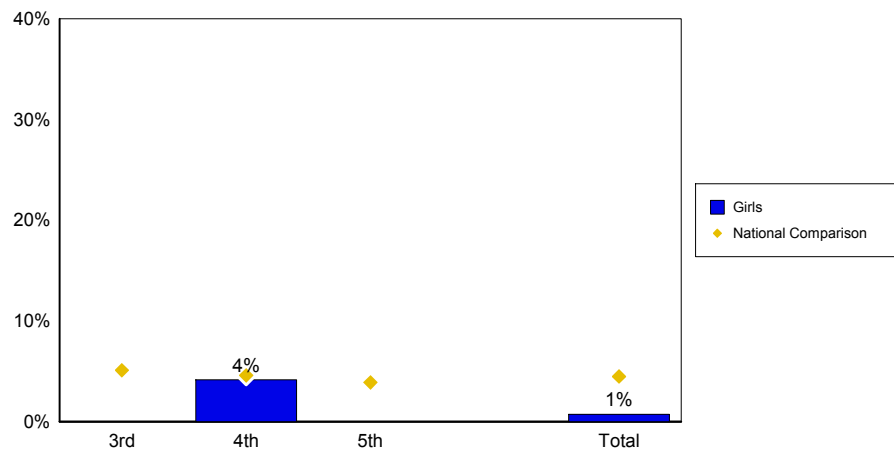
	3-5th	Total
Girls	0.7% (1)	0.7% (1)
Boys	2.2% (3)	2.2% (3)
Girls and Boys	1.5% (4)	1.5% (4)
Girls (National Comparison)	4.5%	4.5%
Boys (National Comparison)	6.0%	6.0%
Girls and Boys (National Comparison)	5.2%	5.2%

Table 5c. Percentage (and number) of girls and boys who have bullied another student(s) "2-3 times per month" or more in the past couple of months by ethnicity (Q24 dichotomized)

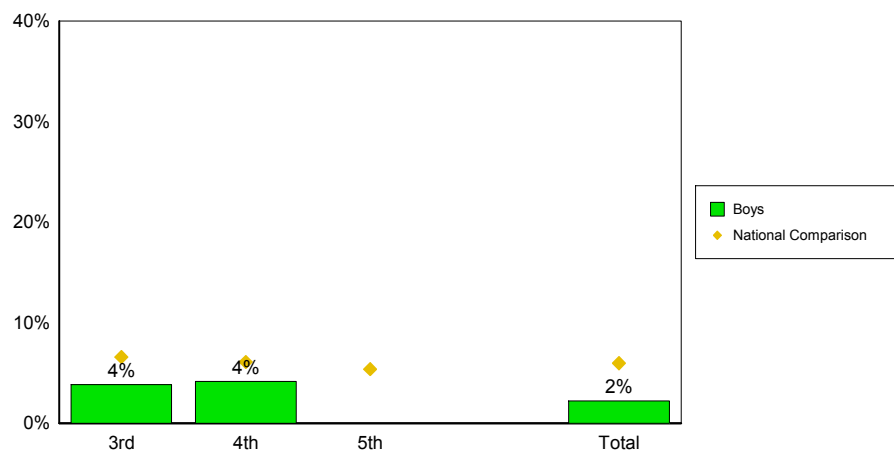
	American Indian	Black or African American	Arab or Arab American	Hispanic or Latino	Asian American	White	Other	I do not know
Girls	0.0% (0)	*	0.0% (0)	0.0% (0)	0.0% (0)	*	0.0% (0)	*
Boys	0.0% (0)	*	0.0% (0)	0.0% (0)	0.0% (0)	*	0.0% (0)	*
Girls and Boys	0.0% (0)	*	0.0% (0)	0.0% (0)	0.0% (0)	*	0.0% (0)	*

*Total count for girls and boys is greater than 0 and less than 10

Graph 5a. Percentage of girls who have bullied another student(s) "2-3 times a month" or more (Q24 dichotomized)



Graph 5b. Percentage of boys who have bullied another student(s) "2-3 times a month" or more (Q24 dichotomized)



Graph 5c. Percentage of girls and boys who have bullied another student(s) "2-3 times a month" or more (Q24 dichotomized)

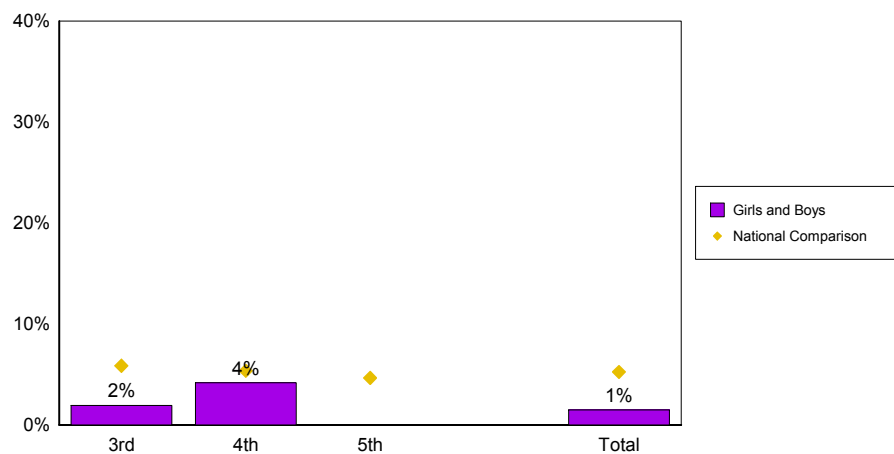


Table 6a. Percentage (and number) of girls who are not involved, victim only, bully-victim, and bully only (combination of Table 3a and Table 5a)

	3rd	4th	5th	Total
Not involved	90.2% (46)	83.3% (20)	84.7% (50)	86.6% (116)
Victim only	9.8% (5)	12.5% (3)	15.3% (9)	12.7% (17)
Bully-victim	0.0% (0)	4.2% (1)	0.0% (0)	0.7% (1)
Not involved (National Comparison)	74.5%	76.4%	78.9%	76.8%
Victim only (National Comparison)	20.4%	19.0%	17.2%	18.8%
Bully-victim (National Comparison)	2.9%	2.3%	1.8%	2.3%
Bully only (National Comparison)	2.2%	2.3%	2.1%	2.2%

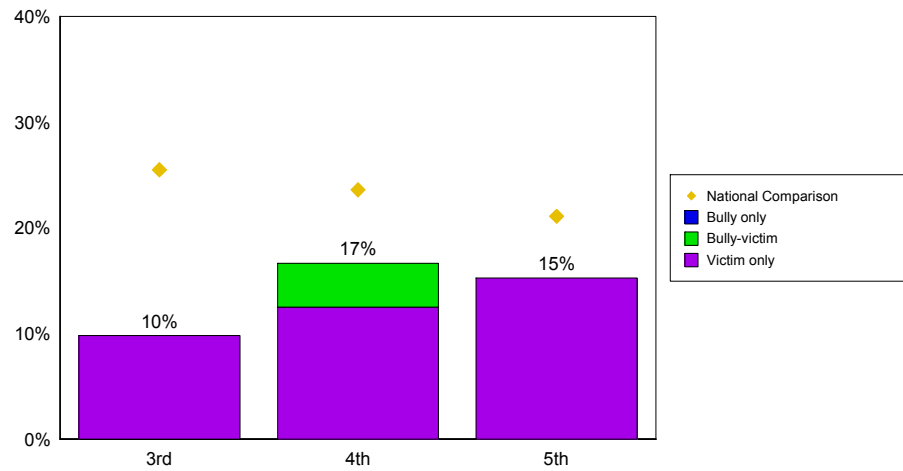
Table 6b. Percentage (and number) of boys who are not involved, victim only, bully-victim, and bully only (combination of Table 3a and Table 5a)

	3rd	4th	5th	Total
Not involved	67.3% (35)	79.2% (19)	94.9% (56)	81.5% (110)
Victim only	28.8% (15)	16.7% (4)	5.1% (3)	16.3% (22)
Bully-victim	1.9% (1)	0.0% (0)	0.0% (0)	0.7% (1)
Bully only	1.9% (1)	4.2% (1)	0.0% (0)	1.5% (2)
Not involved (National Comparison)	76.0%	78.0%	80.1%	78.1%
Victim only (National Comparison)	17.4%	15.9%	14.5%	15.9%
Bully-victim (National Comparison)	2.9%	2.7%	2.5%	2.7%
Bully only (National Comparison)	3.7%	3.4%	2.9%	3.3%

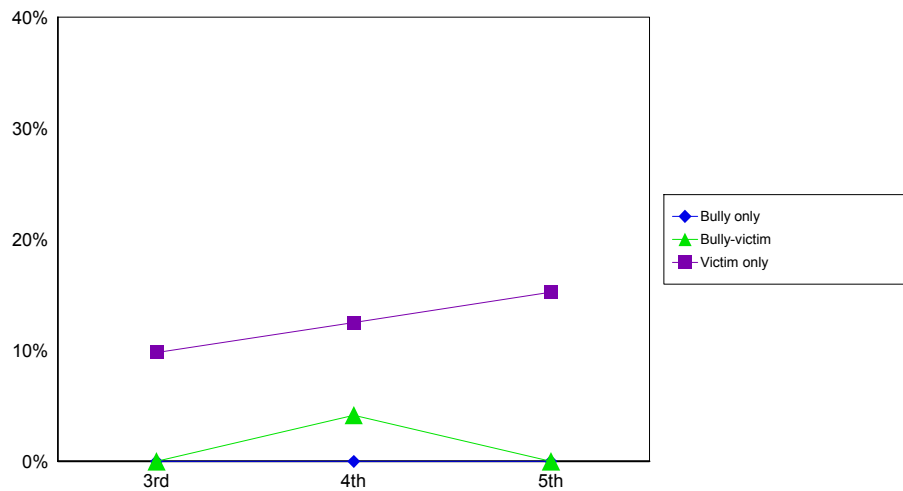
Table 6c. Percentage (and number) of girls and boys who are not involved, victim only, bully-victim, and bully only (combination of Table 3a and Table 5a)

	3rd	4th	5th	Total
Not involved	78.6% (81)	81.3% (39)	89.8% (106)	84.0% (226)
Victim only	19.4% (20)	14.6% (7)	10.2% (12)	14.5% (39)
Bully-victim	1.0% (1)	2.1% (1)	0.0% (0)	0.7% (2)
Bully only	1.0% (1)	2.1% (1)	0.0% (0)	0.7% (2)
Not involved (National Comparison)	75.3%	77.2%	79.5%	77.5%
Victim only (National Comparison)	18.9%	17.4%	15.8%	17.3%
Bully-victim (National Comparison)	2.9%	2.5%	2.2%	2.5%
Bully only (National Comparison)	3.0%	2.9%	2.5%	2.7%

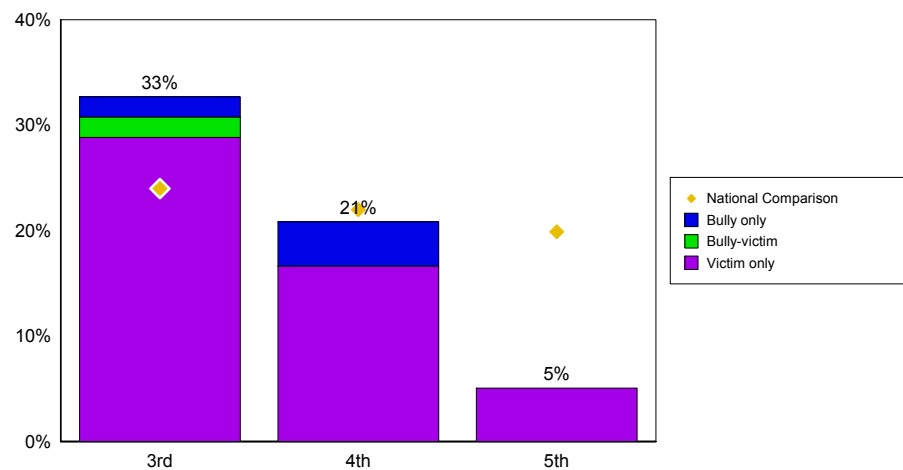
Graph 6a. Percentage of girls involved in bullying



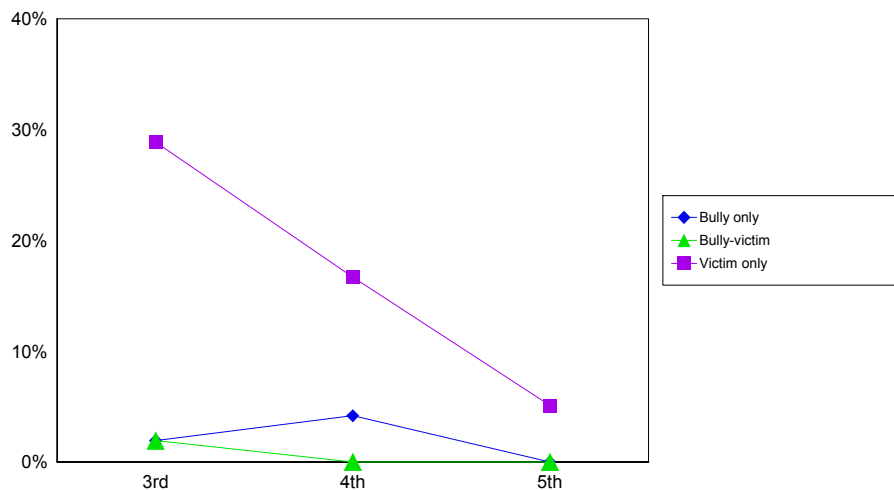
Graph 6b. Percentage of girls involved in bullying



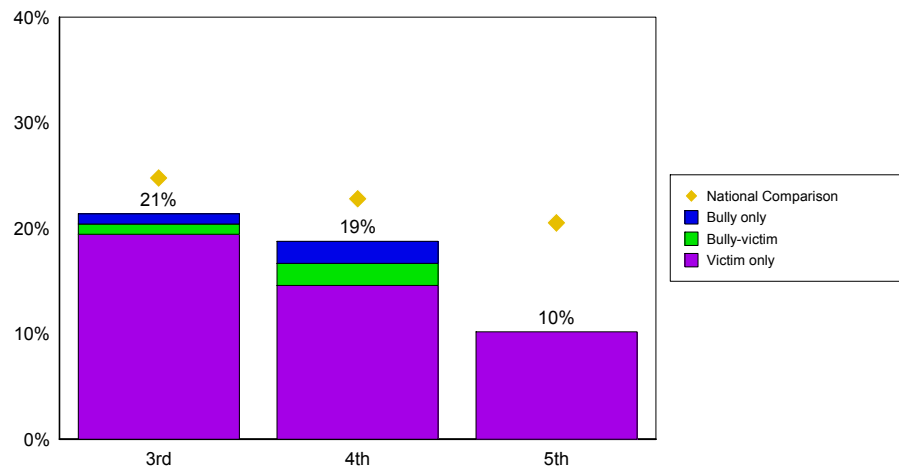
Graph 6c. Percentage of boys involved in bullying



Graph 6d. Percentage of boys involved in bullying



Graph 6e. Percentage of girls and boys involved in bullying



Graph 6f. Percentage of girls and boys involved in bullying

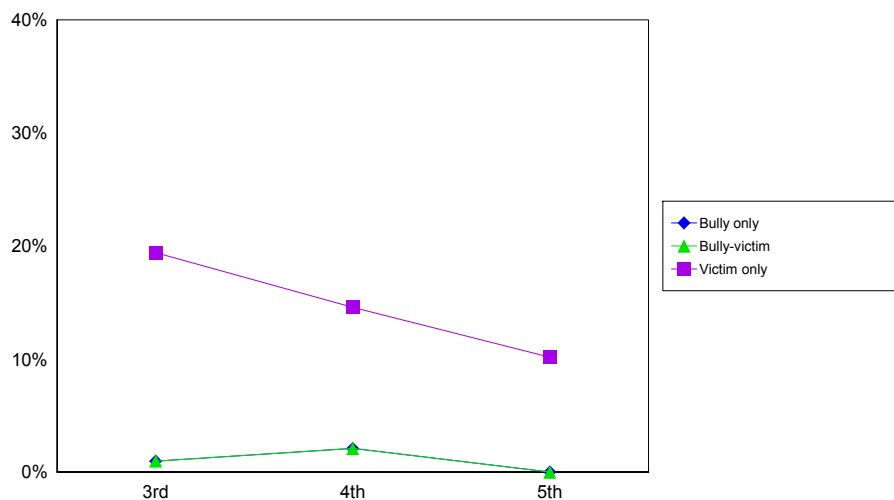


Table 7. Ways of being bullied, for students who reported being bullied "2-3 times a month" or more (Q4).
Percentage (and number) of students who reported being bullied in various ways by other students (Q5 to Q13)

	Verbal	Exclusion	Physical	Rumors	Damage	Threat	Racial	Sexual	Cyber	Another way
Girls	11.3% (15)	10.4% (14)	7.5% (10)	6.7% (9)	2.3% (3)	2.3% (3)	5.3% (7)		0.7% (1)	11.9% (16)
Boys	16.1% (22)	11.0% (15)	7.4% (10)	6.8% (9)	6.0% (8)	4.4% (6)	11.2% (15)		3.6% (5)	10.9% (15)
Girls and Boys	13.7% (37)	10.7% (29)	7.4% (20)	6.7% (18)	4.1% (11)	3.4% (9)	8.3% (22)		2.2% (6)	11.4% (31)

The sexual column is blank in the above table because its corresponding question (Q12) was removed from the survey for your school or was not answered by any students in your school.

Graph 7. Ways of being bullied, for students who reported being bullied "2-3 times a month" or more (Q4)

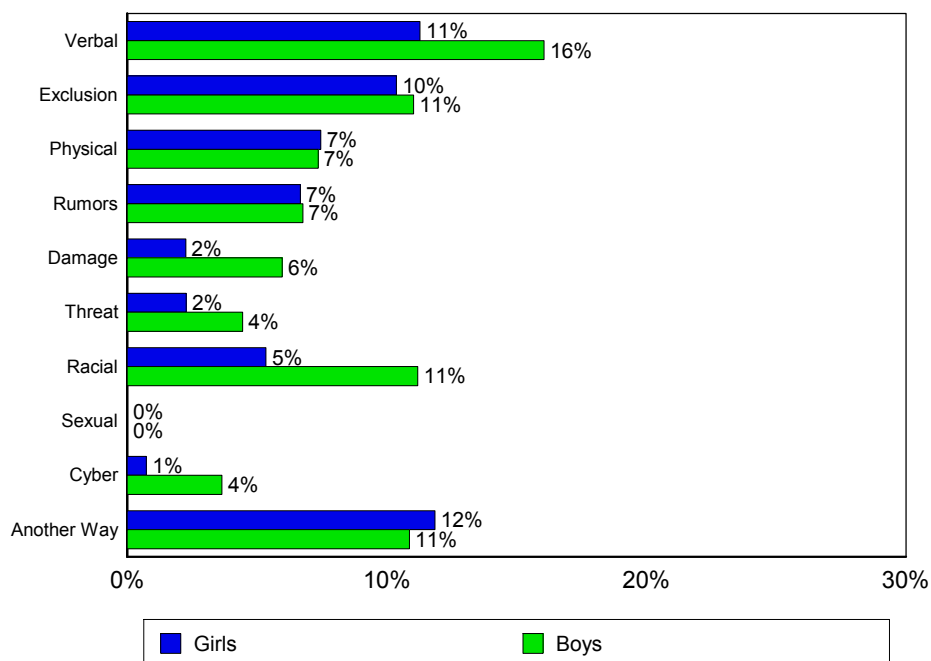


Table 8. Ways of being bullied, for students who reported being bullied "2-3 times per month" or more (Q4). Percentage (and number) of girls and boys who reported being bullied in various ways by other students (Q5 to Q13). Girls mainly bullied by girls, girls mainly bullied by boys, and boys mainly bullied by boys according to Q15 (See appendix)

	Verbal	Exclusion	Physical	Rumors	Damage	Threat	Racial	Sexual	Cyber	Another way
Girls bullied by girls	2.3% (3)	5.9% (8)	2.2% (3)	3.0% (4)	0.8% (1)	0.8% (1)	0.8% (1)		0.0% (0)	6.7% (9)
Girls bullied by boys	4.5% (6)	1.5% (2)	3.7% (5)	1.5% (2)	1.5% (2)	1.5% (2)	3.1% (4)		0.7% (1)	3.0% (4)
Boys bullied by boys	11.7% (16)	6.6% (9)	4.4% (6)	3.8% (5)	2.2% (3)	1.5% (2)	7.5% (10)		1.5% (2)	6.5% (9)

The sexual column is blank in the above table because its corresponding question (Q12) was removed from the survey for your school or was not answered by any students in your school.

Graph 8. The ways that bullied students (defined as being bullied 2-3 times or more (Q4)) are being bullied by others (Q5 to Q13). Percentages represent girls bullied by girls, girls bullied by boys, and boys bullied by boys.

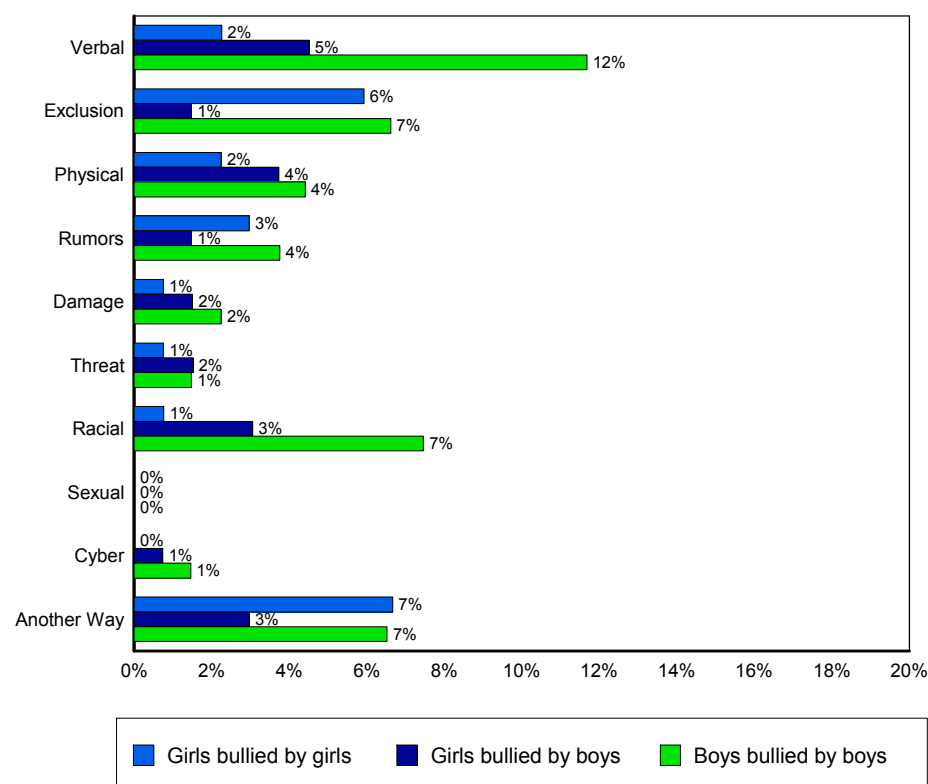


Table 9a. Percentage (and number) of girls who have been bullied "2-3 times per month" or more for "one year" or more (Q17)

	3-5th	Total
Percentage of all girls	3.7% (5)	3.7% (5)
Percentage of girls who have been bullied (Table 3a)	27.8% (5)	27.8% (5)

Table 9b. Percentage (and number) of boys who have been bullied "2-3 times per month" or more for "one year" or more (Q17)

	3-5th	Total
Percentage of all boys	4.3% (6)	4.3% (6)
Percentage of boys who have been bullied (Table 3a)	26.1% (6)	26.1% (6)

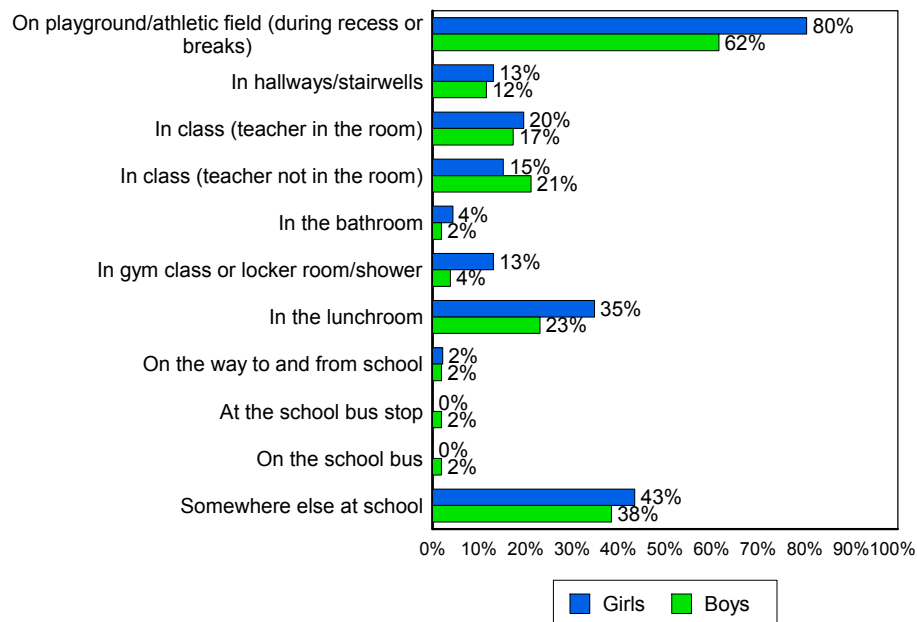
Table 9c. Percentage (and number) of girls and boys who have been bullied "2-3 times per month" or more for "one year" or more (Q17)

	3-5th	Total
Percentage of all girls and boys	4.0% (11)	4.0% (11)
Percentage of girls and boys who have been bullied (Table 3a)	26.8% (11)	26.8% (11)

Table 10: Where the bullying occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage (and number) of students who reported being bullied in various places

	On playground (during recess or breaks)	In hallways / stairwells	In class (teacher in the room)	In class (teacher not in room)	In the bathroom	In gym class or locker room /shower	In the lunchroom	On the way to and from school	At the school bus stop	On the school bus	Somewhere else at school
Girls	80.4% (37)	13.0% (6)	19.6% (9)	15.2% (7)	4.3% (2)	13.0% (6)	34.8% (16)	2.2% (1)	0.0% (0)	0.0% (0)	43.5% (20)
Boys	61.5% (32)	11.5% (6)	17.3% (9)	21.2% (11)	1.9% (1)	3.8% (2)	23.1% (12)	1.9% (1)	1.9% (1)	1.9% (1)	38.5% (20)
Girls and Boys	70.4% (69)	12.2% (12)	18.4% (18)	18.4% (18)	3.1% (3)	8.2% (8)	28.6% (28)	2.0% (2)	1.0% (1)	1.0% (1)	40.8% (40)

Graph 10a. Where the bullying has occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage of girls and boys who report being bullied in various places



Graph 10b. Where the bullying has occurred, for students who reported being bullied "once or twice" or more (Q4). Percentage of girls and boys who report being bullied in various places

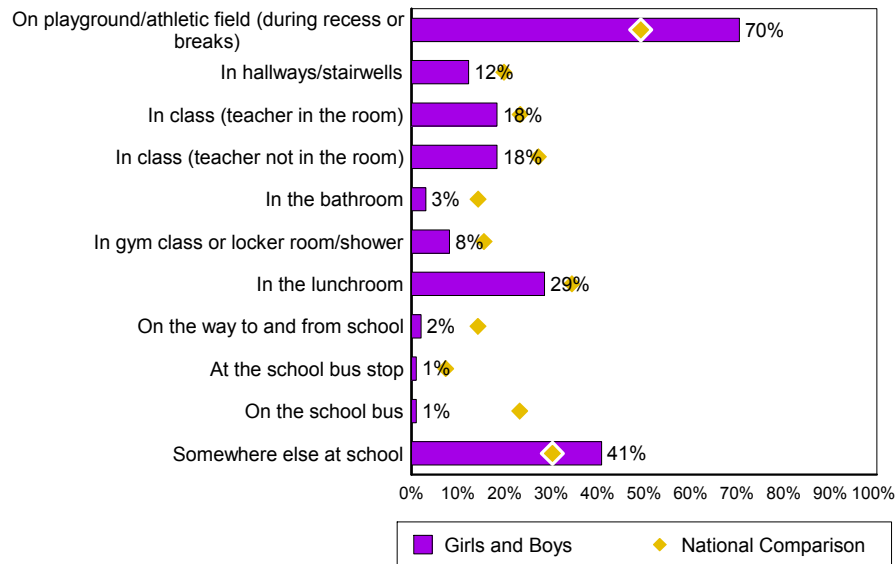


Table 11a. Percentage (and number) of bullied students (according to Table 3b) who have told a teacher or another adult at school about the bullying (Q19a and Q19b combined)

	3-5th	Total
Girls	33.3% (6)	33.3% (6)
Boys	65.2% (15)	65.2% (15)
Girls and Boys	51.2% (21)	51.2% (21)

Table 11b. Percentage (and number) of bullied students (according to Table 3b) who have told a parent/guardian about the bullying (Q19c)

	3-5th	Total
Girls	61.1% (11)	61.1% (11)
Boys	52.2% (12)	52.2% (12)
Girls and Boys	56.1% (23)	56.1% (23)

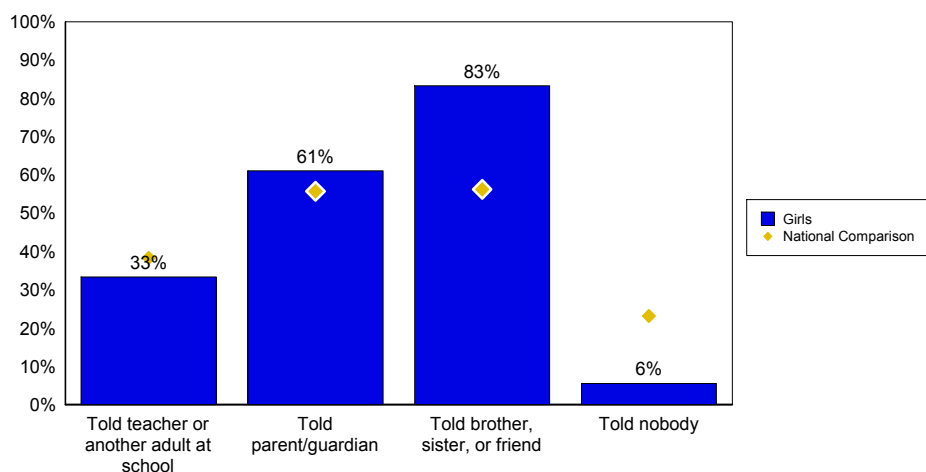
Table 11c. Percentage (and number) of bullied students (according to Table 3b) who have told a brother, sister, or friend about the bullying (Q19d and Q19e combined)

	3-5th	Total
Girls	83.3% (15)	83.3% (15)
Boys	52.2% (12)	52.2% (12)
Girls and Boys	65.9% (27)	65.9% (27)

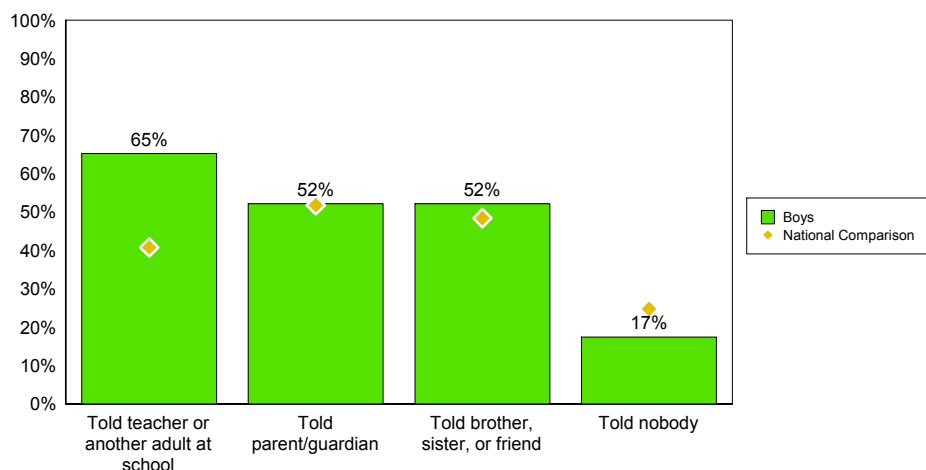
Table 11d. Percentage (and number) of bullied students (according to Table 3b) who have not told anyone about the bullying

	3-5th	Total
Girls	5.6% (1)	5.6% (1)
Boys	17.4% (4)	17.4% (4)
Girls and Boys	12.2% (5)	12.2% (5)

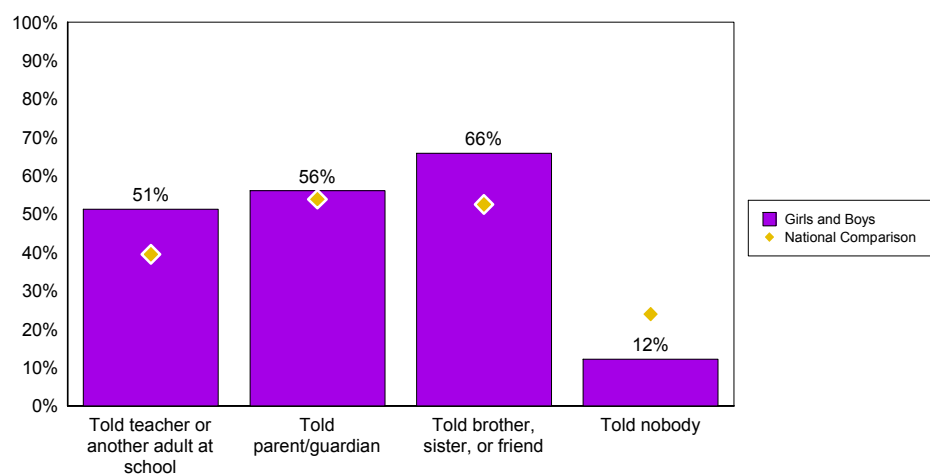
Graph 11a. Percentage of bullied girls (according to Table 3b) who have told/not told anybody about the bullying



Graph 11b. Percentage of bullied boys (according to Table 3b) who have told/not told anybody about the bullying



Graph 11c. Percentage of bullied girls and boys (according to Table 3b) who have told/not told anybody about the bullying



Section III: Feelings and Attitudes Regarding Bullying

The questions in this section deal with the general attitudes and feelings of your student population regarding various aspects of bullying.

Joining in Bullying

Table 12 and Graph 12 present the results of students who responded “yes” or “yes, maybe” to Question 36: “Do you think you could join in bullying a student whom you do not like?” The results in this table are clearly associated (correlated) with the results in Table 5b that show the percentages of students who bully other students.

However, Table 12 is likely to capture not only students who actually bully other students (mostly “yes”) but also those who may have a similar propensity (“yes, maybe”). Accordingly, the percentage figures in Table 12 are in most cases higher than those in Table 5b. The willingness to bully a disliked student tends to increase with age and is often elevated in the highest grade/age group, particularly among boys. This gender pattern is similar to the one found in Table 5b, with boys having higher rates than girls.

The results in Table 12 can be seen as **a rough indication of the strength of your school’s propensity toward bullying**. It may be very productive to have a discussion with students about these findings and relate them to the various roles described in the Bullying Circle. Particularly talk about the students who answered “yes, maybe” and “I do not know” (Appendix A, Table 36 [Question 36]). Many of these students are likely to be “passive bullies,” “passive supporters,” and possibly “disengaged onlookers” who might well become more actively involved in bullying other students at some later point in time. (Table 21 in the main report also provides helpful information for this discussion.)

Empathy for Others

Table 13 and Graph 13 show the percentages of students who say they “feel a bit sorry” or “feel sorry and want to help” in response to Question 23: “When you see a student your age being bullied at school, what do you feel or think?”

It is often found that students in higher grades, particularly boys, have a more negative attitude toward bullied students than students in lower grades. It is important to emphasize, however, that the reported levels of empathy with students who are being bullied are generally quite high.

These results can be used in class meetings to talk about **how feeling empathy toward a bullied student can be turned into actions that will help the bullied student** (compare Table 16 with Tables 20 and 21 in the main report and maybe corresponding Tables 21 and 37 in Appendix A). Talk with students about why most students feel empathy for a bullied student but relatively few take action to stop the bullying. Also use this information in talking about the four anti-bullying rules and the Bullying Circle.

It is important to realize, however, that the difference between feeling empathy and doing something about it may be based on the fact that students feel it would be personally dangerous to try to intervene in at least some bullying situations or relationships.

Afraid of Being Bullied

Table 14 and Graph 14 display the percentages of students in your student population who are to some extent (varying from “sometimes” to “very often”) afraid of being bullied by other students. The relationship between this table and Table 3b-showing the percentages of bullied students-is similar to the relationship between Table 12 and Table 5b discussed earlier.

The results in Table 14 are positively associated (correlated) with the results in Table 3b, which measures the number of students who are being bullied. However, the question related to Table 14 (Question 38) has a wider scope. It is designed to identify not only students who are actually bullied but also students who feel they might become bullied.

The results in Table 14 can thus be seen as an indication of a significant aspect of the school climate: **To what extent is the climate or school culture one of fear and negative expectations?** In the analysis of this question, it is often useful to look not only at the percentages but also at the actual numbers of students who are afraid of being bullied.

It is worth noting that this table often shows a preponderance of girls being afraid, even when there is little difference between girls and boys with regard to actually being bullied (Table 3b). This may even happen when considerably fewer girls than boys are being bullied. Such results may reflect the greater vulnerability of girls and/or the reluctance of boys to admit to feelings of insecurity and fear.

Certainly, if the results in this area are high, it is a strong indication that your school has a serious bullying problem. If students are afraid of being bullied, it very likely will impact their ability to concentrate on learning and cause them not to want to go to school and to dislike the school environment.

How Should You Use the Information in This Section?

Here is a summary of some ways you may want to use the data provided in this section of the report:

1. Educate your school leadership and staff about how bullying is affecting student feelings and attitudes toward the school environment.
2. Discuss with students the various roles in the Bullying Circle and how the attitudes of students can affect the roles they play.
3. Discuss with students how to move from feeling empathy to taking action to stop the bullying.
4. Allow the results to guide your schoolwide campaign and its messages. For example, if there is a great number of students who empathize with students who are bullied but they are not taking action, provide schoolwide messages (e.g., PA announcements, posters) about the importance of taking action.

Table 12. Joining in bullying. Percentage (and number) of students who responded "yes" or "yes, maybe" to Q36: Do you think you could join in bullying a student whom you do not like?

	3-5th	Total
Girls	0.7% (1)	0.7% (1)
Boys	8.1% (11)	8.1% (11)
Girls and Boys	4.5% (12)	4.5% (12)
Girls (National Comparison)	4.4%	4.4%
Boys (National Comparison)	6.9%	6.9%
Girls and Boys (National Comparison)	5.6%	5.6%

Graph 12. Percentage of students who responded "yes" or "yes, maybe" to Q36: Do you think you could join in bullying a student whom you do not like?

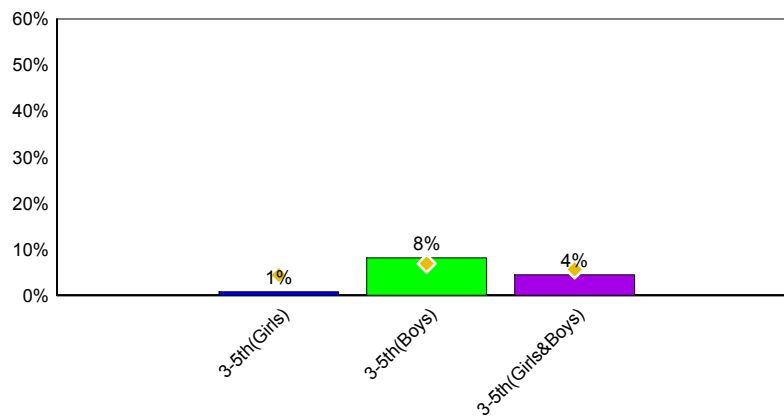


Table 13. Empathy with victims. Percentage (and number) of students who responded "feel a bit sorry" or "feel sorry and want to help" to Q23: When you see a student your age being bullied at school, what do you feel or think?

	3-5th	Total
Girls	98.5% (132)	98.5% (132)
Boys	93.4% (127)	93.4% (127)
Girls and Boys	95.9% (259)	95.9% (259)
Girls (National Comparison)	94.4%	94.4%
Boys (National Comparison)	88.8%	88.8%
Girls and Boys (National Comparison)	91.6%	91.6%

Graph 13. Empathy with victims. Percentage of students who responded "feel a bit sorry" or "feel sorry and want to help" to Q23: When you see a student your age being bullied at school, what do you feel or think?

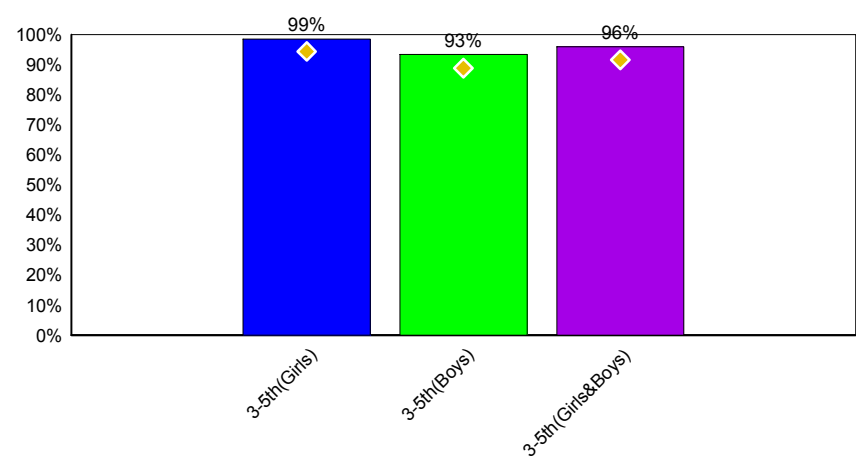
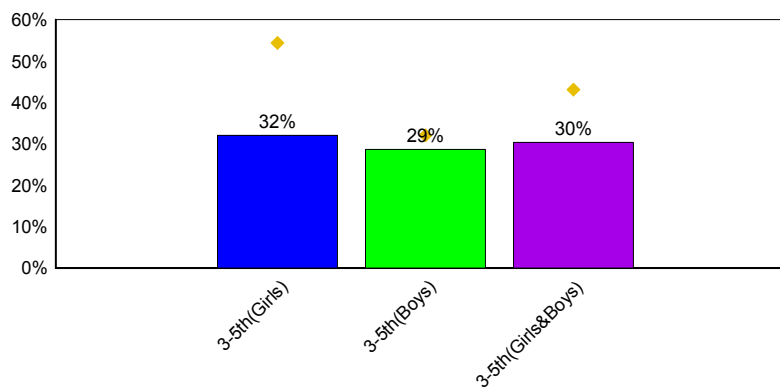


Table 14. Feeling afraid of being bullied. Percentage (and number) of students who responded "sometimes," "fairly often," "often," or "very often" to Q38: How often are you afraid of being bullied by other students in your school?

	3-5th	Total
Girls	32.1% (42)	32.1% (42)
Boys	28.7% (39)	28.7% (39)
Girls and Boys	30.3% (81)	30.3% (81)
Girls (National Comparison)	54.4%	54.4%
Boys (National Comparison)	32.0%	32.0%
Girls and Boys (National Comparison)	43.1%	43.1%

Graph 14: Feeling afraid of being bullied. Percentage of students who responded "sometimes," "fairly often," "often," or "very often" to Q38: How often are you afraid of being bullied by other students in your school?



Section IV: How Others React

The questions in this section deal with the reactions and behavior of three key groups of people who can decrease or increase, prevent or enhance bullying problems in a school setting: teachers and other adults at school, the peer group, and parents/guardians. Some of the questions (Questions 20, 21, and 39) are designed to capture the perceptions of all students. Other questions concern the perceptions of students who are bullied (Question 22) or students who bully other students (Questions 34 and 35). One question (Question 37) reflects the students' views of their own reactions (attitudes/behavior) toward a bullying situation.

The answers to this set of questions provide **valuable information about your efforts to counteract bullying**. There is generally an opposite (inverse) relationship between the strength or magnitude of such efforts and the levels of bullying problems in the school. Schools that have high values (scores) on several or most of the questions in this section (relative to the national comparison data or other relevant comparison data) are likely to have lower levels of bullying problems in their schools and communities.

As the OBQ is given over time (as part of a Trends Report), positive changes on these questions are usually associated with decreased levels of bullying problems as measured in Tables 3a-c and 5a-c. As you begin or continue your implementation of the *Olweus Bullying Prevention Program*, the questions in this section will provide fundamental information about how well your program is being implemented in your school and where additional efforts may be needed.

Interventions by Teachers/Other Adults and Peers

Tables 15 and 16 and the accompanying graphs show the percentages of teachers or other adults at school (Question 20) or other students (Question 21), respectively, who “try to put a stop to it when a student is being bullied at school,” as perceived by the students. Results typically show that students perceive that teachers/adults at school intervene considerably more often than peers. However, both genders usually agree that the tendency to intervene declines markedly in higher grades for both groups.

It may be of interest to compare the results in Table 20 regarding the students' perceptions of their own helping behavior and Table 16 regarding their perceptions of such behavior by “other students” (possibly including themselves). One typically finds the same grade/age trends in the two tables, but the percentages of students with self-reported helping behavior toward a bullied student (Table 20) tend to be considerably higher when the focus is on the students' own behavior. This result is another example of the discrepancy between reported intentions and actual behavior mentioned when discussing Table 13.

Table 21 and Graph 21 show the percentages of students who say they take on a “disengaged onlooker” attitude toward a possible bullying situation or relationship (the Bullying Circle). Generally, the number of “disengaged onlookers” increases with the higher grades, particularly for boys. This is similar to the trend of finding less empathic and engaged attitudes toward bullied students in higher grades (Table 13).

School-Home Contact

Table 17 and Graph 17 display the percentages of bullied students (“2-3 times per month” or more) whose parents/guardians have contacted the school “once” or more often to try to get the bullying stopped (without great or complete success, since these students still report being bullied). To the extent that bullied students’ responses to this question are correct (and there is usually no reason to doubt that), the results in this table should be a matter for serious consideration by your school.

This is because these results provide information about the school-home relationship and, in particular, your school's readiness and willingness to deal with concerns from parents/guardians who suspect or have been told that their child is being bullied. At the same time, it should be made clear that this table does not include bullied students whose parents/guardians have contacted the school and have been successful in getting the bullying stopped, since the students in Table 17 still report being bullied.

Talks with Bullying Students

Table 18 and Graph 18 display the percentages of bullying students (“2-3 times per month” or more) who report that their class (homeroom) teacher or another teacher has talked with them “once” or more often about their bullying other students at school. Table 19 and Graph 19 show parallel percentages for “an adult at home.” These tables provide an indication of the extent to which the adults at school and at home, respectively, know about and react in some way to bullying students.

There is often a grade/age trend in these tables with older bullying students being “talked with” less often than younger ones, because older students tend to use less visible forms of bullying and/or because less systematic efforts to counteract bullying on the part of adults at school and at home occur in the upper grade levels.

The Class (Homeroom) Teacher’s Efforts to Counteract Bullying

The final data presentations in this section, Table 22 and Graph 22, provide an evaluation of the class (homeroom) teacher’s efforts to counteract bullying in the classroom. Please note that the percentages here represent the two most negative response alternatives (the teacher has done “little or nothing” or “fairly little”) in contrast to what has been reported in the other tables in this section. (The percentages for the three positive response alternatives “somewhat,” “a good deal,” and “much” are available in Appendix A, Table 39 [Question 39].)

There is typically a grade/age trend in this table as well, where more students in higher grades report that the class teacher has done relatively little to counteract bullying in the classroom. Please consider the positive response alternatives instead by subtracting the percentages in Table 22 from 100. For example, if 55 percent of the students in 6th-8th grades report that the class teacher has done relatively little (“little or nothing” or “fairly little”), this also means that $100 - 55 = 45$ percent of the students

report that the class teacher has done at least something (“somewhat,” “a good deal,” or “much”). However, this would not change the typical finding that less is done in the higher grades, a fact that needs to be systematically addressed.

The responses in this table tend to be positively related to (correlated with) the responses in Table 15, which concern the extent to which teachers and other adults at school are seen as actively intervening if a student is being bullied. This certainly makes sense. In classrooms where the teacher is perceived as doing much to counteract bullying, students are also likely to respond that the teacher (and other adults at school) will “often” or “almost always” intervene in a bullying situation or relationship. The levels of bullying problems in classrooms or schools containing such teachers are often relatively low. Note that these are students’ **perceptions** of teacher efforts, which may not reflect all the efforts of the teacher that may not be visible to students.

How Should You Use the Information in This Section?

Here is a summary of some ways you may want to use the data provided in this section of the report:

1. Educate school staff about the importance of intervening in bullying situations.
2. Strengthen your training of staff in how to intervene effectively with students.
3. Strengthen the approaches school staff use to partner with students and parents to stop bullying behavior.
4. Educate parents about the key role they play in addressing bullying situations in which their son or daughter may be involved.
5. Educate students, through class-meeting discussions, about the importance of intervening and how to tell an adult if a bullying situation is occurring.
6. Increase the visibility of staff efforts to address bullying.

Table 15. Interventions by teachers or other adults at school. Percentage (and number) of students who responded "often" or "almost always" to Q20: How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?

	3-5th	Total
Girls	49.2% (65)	49.2% (65)
Boys	47.4% (65)	47.4% (65)
Girls and Boys	48.3% (130)	48.3% (130)
Girls (National Comparison)	52.8%	52.8%
Boys (National Comparison)	50.9%	50.9%
Girls and Boys (National Comparison)	51.8%	51.8%

Graph 15. Interventions by teachers or other adults at school. Percentage of students who responded "often" or "almost always" to Q20: How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?

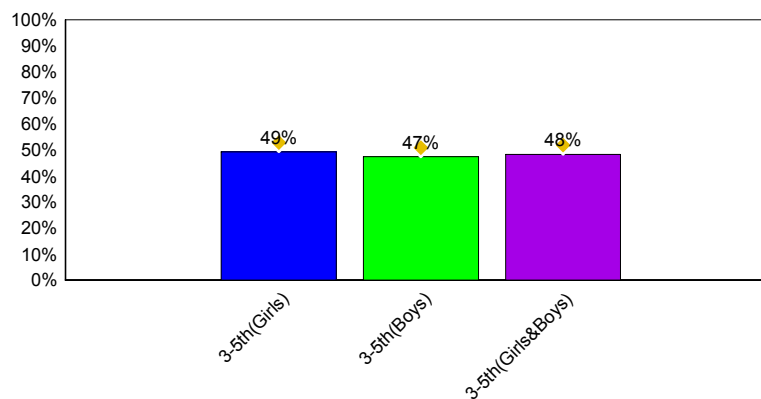


Table 16. Interventions by other students. Percentage (and number) of students who responded "often" or "almost always" to Q21: How often do other students try to put a stop to it when a student is being bullied at school?

	3-5th	Total
Girls	18.0% (24)	18.0% (24)
Boys	22.8% (31)	22.8% (31)
Girls and Boys	20.4% (55)	20.4% (55)
Girls (National Comparison)	26.7%	26.7%
Boys (National Comparison)	26.8%	26.8%
Girls and Boys (National Comparison)	26.7%	26.7%

Graph 16. Interventions by other students. Percentage of students who responded "often" or "almost always" to Q21: How often do other students try to put a stop to it when a student is being bullied at school?

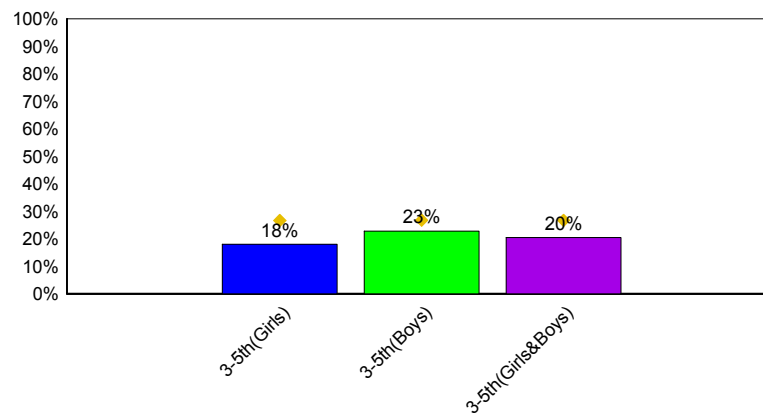


Table 17. Contact with school from adults at home. Percentage (and number) of students (out of those who have been bullied according to Table 3a) who responded that an adult at home has contacted the school "once" or more in the past couple months in order to stop their being bullied at school (Q22)

	3-5th	Total
Girls	44.4% (8)	44.4% (8)
Boys	39.1% (9)	39.1% (9)
Girls and Boys	41.5% (17)	41.5% (17)
Girls (National Comparison)	33.6%	33.6%
Boys (National Comparison)	33.1%	33.1%
Girls and Boys (National Comparison)	33.3%	33.3%

Graph 17. Contact with school from an adult at home. Percentage of bullied students (according to Table 3a) who reported that an adult at home contacted the school "once" or more often in the past couple of months to stop their being bullied at school.

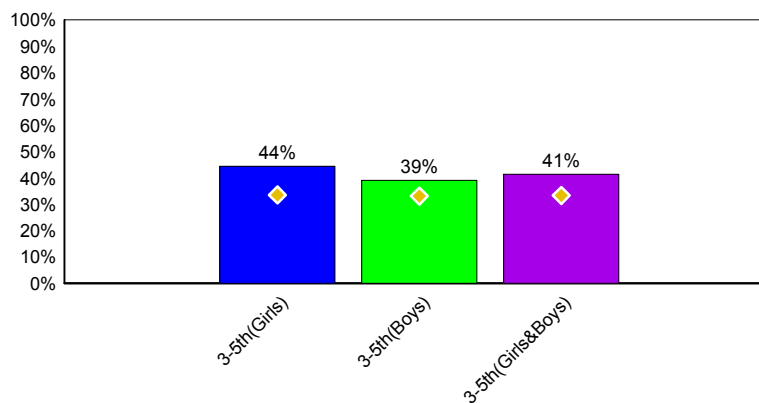


Table 18. Interventions from teacher(s) at school with bullying students. Percentage (and number) of students (out of those who have bullied other students according to Table 5a) who responded that the class (homeroom) teacher or any other teacher has talked with them "once" or more in the past couple months about their bullying other students at school (Q34)

	3-5th	Total
Girls	100.0% (1)	100.0% (1)
Boys	33.3% (1)	33.3% (1)
Girls and Boys	50.0% (2)	50.0% (2)
Girls (National Comparison)	37.3%	37.3%
Boys (National Comparison)	41.7%	41.7%
Girls and Boys (National Comparison)	39.9%	39.9%

Graph 18. Interventions from teacher(s). Percentage of bullying students (according to Table 5a) who responded that their teacher or another teacher has talked with them "once" or more in the past couple of months about their bullying others (Q34).

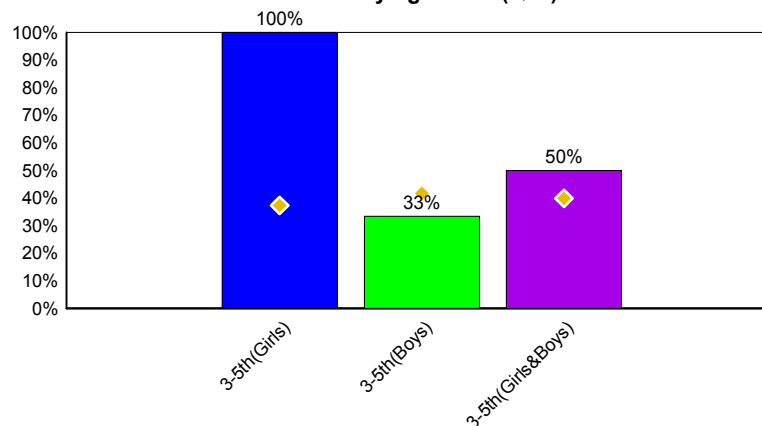


Table 19. Interventions from adult(s) at home with bullying students. Percentage (and number) of students (out of those who have bullied other students according to Table 5a) who responded that an adult at home has talked with them "once" or more in the past couple months about their bullying other students at school (Q35)

	3-5th	Total
Girls	100.0% (1)	0.1% (1)
Boys	33.3% (1)	33.3% (1)
Girls and Boys	50.0% (2)	50.0% (2)
Girls (National Comparison)	38.6%	38.6%
Boys (National Comparison)	34.9%	34.9%
Girls and Boys (National Comparison)	36.5%	36.5%

Graph 19. Interventions from adults at home. Percentage of bullying students (according to Table 5a) who respond that any adult at home has talked with them "once" or more in the past couple of months about their bullying other students at school (Q38).

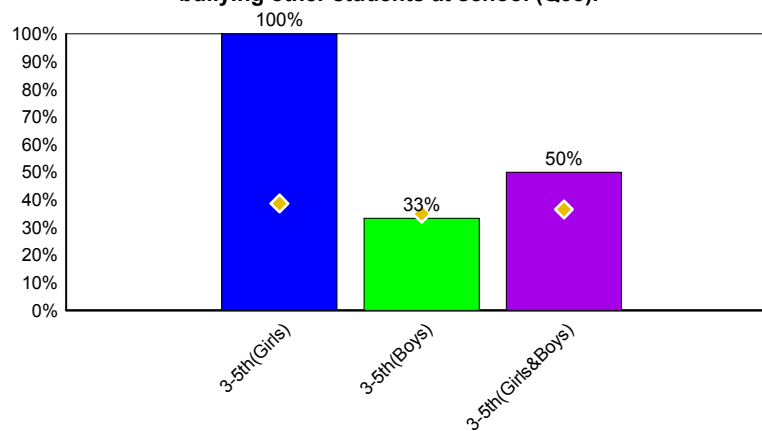


Table 20. Reactions from peer group (The Bullying Circle). Percentage (and number) of students who responded that they "try to help the bullied student" to Q37: How do you usually react if you see or learn that a student your age is being bullied by another student(s)?

	3-5th	Total
Girls	76.1% (67)	76.1% (67)
Boys	71.2% (52)	71.2% (52)
Girls and Boys	73.9% (119)	73.9% (119)
Girls (National Comparison)	74.2%	74.2%
Boys (National Comparison)	72.1%	72.1%
Girls and Boys (National Comparison)	73.2%	73.2%

Graph 20. Reactions from the peer group (The Bullying Circle). Percentage of students who respond that they "try to help the bullied student" (Q37), if they see or learn that a student their age is being bullied.

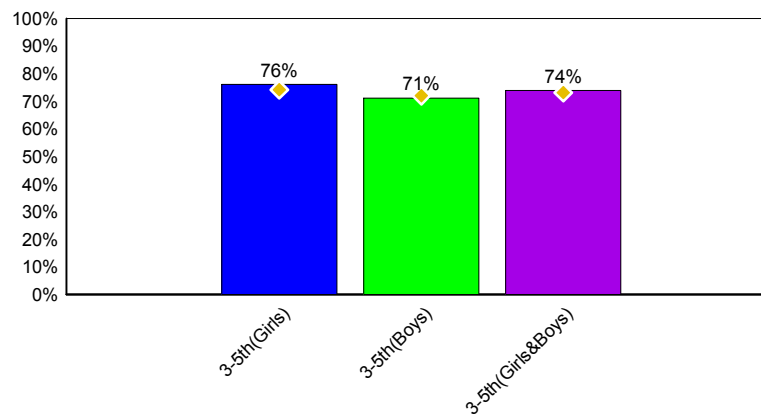


Table 21. Reactions from peer group (The Bullying Circle). Percentage (and number) of students who responded that "I just watch what goes on" to Q37: How do you usually react if you see or learn that a student your age is being bullied by another student(s)?

	3-5th	Total
Girls	2.3% (2)	2.3% (2)
Boys	4.1% (3)	4.1% (3)
Girls and Boys	3.1% (5)	3.1% (5)
Girls (National Comparison)	3.0%	3.0%
Boys (National Comparison)	5.6%	5.6%
Girls and Boys (National Comparison)	4.3%	4.3%

Graph 21. Reactions from peer group (The Bullying Circle). Percentage of students who responded that "I just watch what goes on" to Q37: How do you usually react if you see or learn that a student your age is being bullied by another student(s)?

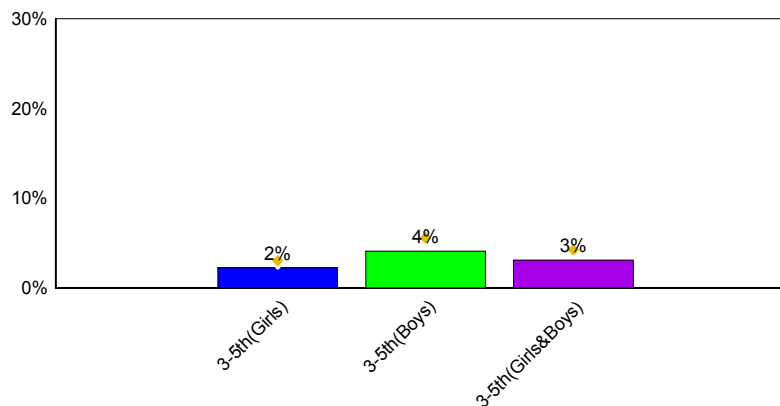
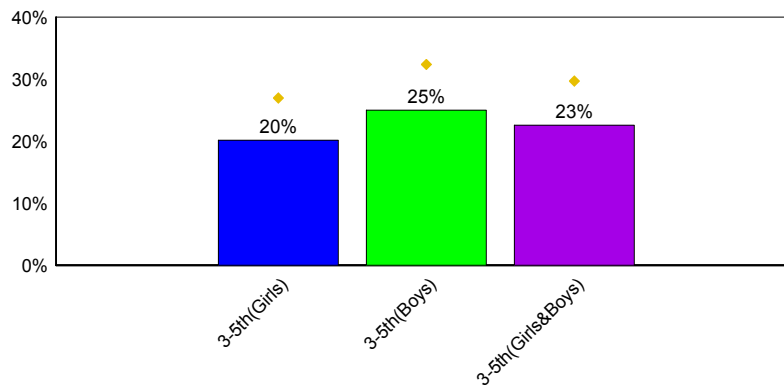


Table 22. Evaluation of class (homeroom) teacher's effort to counteract bullying in the classroom. Percentage (and number) of students who responded "little or nothing" or "fairly little" to Q39: Overall, how much do you think your class or homeroom teacher has done to cut down on bullying in your classroom in the past couple of months?

	3-5th	Total
Girls	20.1% (27)	20.1% (27)
Boys	25.0% (34)	25.0% (34)
Girls and Boys	22.6% (61)	22.6% (61)
Girls (National Comparison)	27.0%	27.0%
Boys (National Comparison)	32.4%	32.4%
Girls and Boys (National Comparison)	29.7%	29.7%

Graph 22. The class (home room) teacher's effort to stop bullying. Percentage of students who responded, "little or nothing" or "fairly little" to whether their teacher has done something in the past couple of months to cut down on classroom bullying.



Section V: Friends and General (Dis)satisfaction with School

This section will give you a general sense of the social networks in your school and students' general satisfaction or dissatisfaction with school. This information gives you some indication of school climate.

Number of Friends

The questions corresponding to Table 23 and Table 24 about the number of friends' students have and students' dislike of school, respectively, are both related to the general question about being bullied (Tables 3a-c) but also have a wider scope. The results tell you something about the overall and students' sense of community or connection with the school. Table 23 shows the percentages of students who report that they have no or only one friend in their class(es). This result can be seen as a **rough indication of the degree of social isolation in your school.**

Although some students may have their friends in other classes and some actually prefer to be mostly on their own, it is reasonable to assume that most students would like to have more than one friend in their class(es). Previous statistical analyses have shown that about a third of students with less than two friends in their class(es) are often bullied. It has also been documented that having several good friends may serve as a protective factor against being bullied.

By actively counteracting bullying in school, you can do much to reduce the number of students who may be forced into a position of unwanted social isolation. Such anti-bullying work can be done, for example, in class meetings by talking about the nature and value of friendships. Talking about the second and third anti-bullying rules: "We will try to help students who are bullied" and "We will try to include students who are left out" will certainly also help address this issue (see Chapter 5 in the Teacher Guide). Also, parents can help a socially withdrawn and/or bullied child to establish new peer contacts and develop positive friendships.

Unfortunately, there are many non-bullied students who report that they have very few friends in their class(es). This raises a general concern that teachers should be talking about the importance of including all students within the peer group(s) of that class and assessing whether there are particular students or other factors that cause some students to be excluded. The class meeting is an excellent vehicle for dealing with such issues.

Disliking School

Being bullied is also related to disliking school, and understandably so. Past statistical analyses have shown that of those students who dislike school ("dislike" or "dislike very much") in Table 24, as many as 40 to 50 percent report being bullied ("2-3 times per month" or more). These results should be seen as a warning sign. They likely reflect the bullied students' problems with academics and their bullying peers, as well as their animosity toward the adults at school who have not succeeded in stopping the bullying.

A strong dislike of one's school is often a predictor of dropping out later on and should be addressed as early as possible. Again, systematically addressing bullying in your school is an obvious way to intervene early and try to restore the bullied student's confidence in the adults at school.

However, students may like or dislike school for a variety of other reasons, and even those who have not been bullied may develop a strong dislike of their school as well. For example, students with attention deficits, with reading and writing difficulties, with problems sitting still or generally conforming to the demands and rules of the school system are likely to have many negative experiences in school. These experiences may be channeled into a strong dislike of school and schoolwork. Also, some proportion of bullying students in middle school/junior high school move toward a more antisocial path and may develop a dislike for school as well.

How to shift these negative attitudes and behaviors in a more positive and prosocial direction is a principal challenge for schools. Several of the techniques employed in the *Olweus Bullying Prevention Program* such as class meetings and role-playing can be used to find out more about why students dislike school and how those attitudes can be changed.

How Should You Use the Information in This Section?

Here is a summary of some ways you may want to use the data provided in this section of the report:

1. Evaluate the effectiveness of your bullying prevention efforts in order to create greater inclusion of all students and to improve student attitudes toward school.
2. In class meetings, discuss ways to include more students in the peer group in order to change student attitudes toward school.

Table 23. Social Isolation. Percentage (and number) of students who responded "none" or "one good friend" to Q3: How many good friends do you have in your class(es)?

	3-5th	Total
Girls	5.2% (7)	5.2% (7)
Boys	5.8% (8)	5.8% (8)
Girls and Boys	5.5% (15)	5.5% (15)
Girls (National Comparison)	7.7%	7.7%
Boys (National Comparison)	6.2%	6.2%
Girls and Boys (National Comparison)	7.0%	7.0%

Graph 23. Social Isolation. Percentage of students who responded "none" or "one good friend" to Q3: How many good friends do you have in your class(es)?

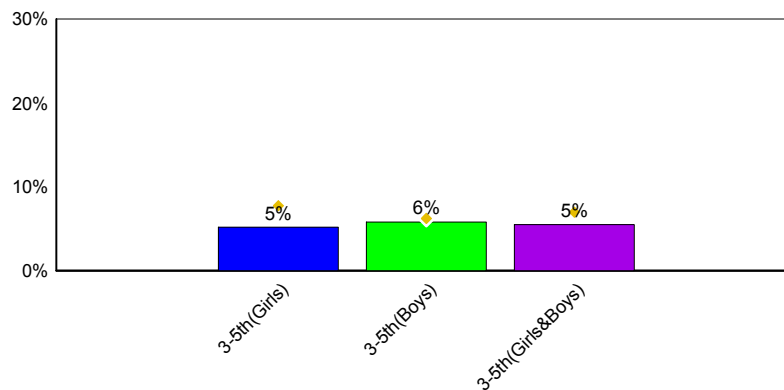
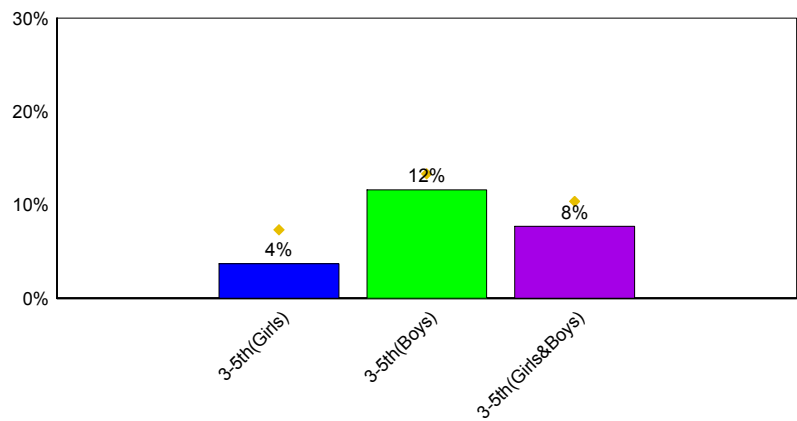


Table 24. Dislikes school. Percentage (and number) of students who responded "dislike very much" or "dislike" to Q1: How do you like school?

	3-5th	Total
Girls	3.7% (5)	3.7% (5)
Boys	11.6% (16)	11.6% (16)
Girls and Boys	7.7% (21)	7.7% (21)
Girls (National Comparison)	7.3%	7.3%
Boys (National Comparison)	13.3%	13.3%
Girls and Boys (National Comparison)	10.4%	10.4%

Graph 24. Dislikes school. Percentage of students who responded "dislike very much" or "dislike" to Q1: How do you like school?



Appendixes

Appendix A: Results for All Questions on the Olweus Bullying Questionnaire

In Appendix A, you will find tables with frequency distributions for each question in the questionnaire. Results are presented separately for girls, for boys, and for girls and boys combined. In these tables, you will find both the number (designated “n”) and percentage of students in each response category. Results are not broken out by grade or groupings of grades.

For some of the questions, only the results for certain **subgroups** are of interest. In Question 17, for example, “How long has the bullying lasted”-only the results for students who have been classified as being bullied (“2-3 times a month” or more) are of interest. Therefore, the results in this table (numbers and percentages) refer to students who have responded as having been bullied “2 or 3 times a month” or more according to Question 4 and have marked one of the response categories going from “1 or 2 weeks” to “several years.” This way of handling the data is indicated by the designation “Computational basis: Those bullied ‘2-3 times a month’ or more according to question 4” under the table heading.

It should be noted that if you compare the number of students who have responded “2 or 3 times a month” or more to Question 4 with the corresponding numbers of students in the table for Question 17, the latter will usually be smaller, sometimes quite considerably. The reason is that there is almost always some missing data on follow-up questions such as Question 17 (students who happen to miss a question or don’t want to respond to a particular question, for example).

In addition, there is likely to be some inconsistency in responding, implying that some students who are classified as being bullied according to Question 4 may actually choose the response alternative “I have not been bullied at school in the past couple of months” for Question 17. The presence of some such “noise” in the data has not been found to have a notable effect on the main results and conclusions for the questionnaire.

The data for the tables corresponding with Question 19 and Question 22 in this Appendix and for a number of tables and graphs in the main report are based on this subgroup (identified in Table 3a in the main report).

For some of the questions, we have chosen to focus on a somewhat larger subgroup - those who have been bullied “only once or twice” or more often according to Question 4 - than the one selected in Question 17. This applies, for example, to Question 18, which reads, “Where have you been bullied?” For this question, we wanted to get information not only on places where systematic bullying has occurred but also where there could be tendencies toward bullying.

Such tendencies are likely to be captured through the addition of the group of students who have been bullied only “once or twice.” By enlarging the group of students on which the percentages are calculated, these estimates will also become more stable, which may be particularly advantageous with regard to results for relatively small schools. When this larger subgroup is used in the calculations,

it is indicated by the designation: “Computational basis: Those bullied ‘once or twice’ or more according to question 4” under the table heading.

The data for the tables for Questions 14, 15, and 16 in Appendix A and for Table 10 and Graphs 10a and b in the main report are based on this subgroup.

Also with regard to bullying other students, two of the tables in Appendix A, for Questions 34 and 35, are based on another subgroup. For both questions, the focus has been on students who had been classified as bullying other students “2-3 times a month” or more according to Question 24. Tables 19 and 20 [Question 19 and 20] with accompanying graphs in the main report are based on this subgroup.

1. How do you like school?

	Girls		Boys		Total	
	n	%	n	%	n	%
Dislike very much	1	0.7%	5	3.6%	6	2.2%
Dislike	4	3.0%	11	8.0%	15	5.5%
Neither like nor dislike	29	21.5%	41	29.7%	70	25.6%
Like school	64	47.4%	48	34.8%	112	41.0%
Like school very much	37	27.4%	33	23.9%	70	25.6%
Total	135	100.0%	138	100.0%	273	100.0%

2. Are you a boy or a girl? (See graph 1a for gender breakdown)*

3. How many good friends do you have in your class(es)?

	Girls		Boys		Total	
	n	%	n	%	n	%
None	3	2.2%	0	0.0%	3	1.1%
1 good friend	4	3.0%	8	5.8%	12	4.4%
2-3 good friends	31	23.0%	35	25.4%	66	24.2%
4-5 good friends	28	20.7%	34	24.6%	62	22.7%
6+ good friends	69	51.1%	61	44.2%	130	47.6%
Total	135	100.0%	138	100.0%	273	100.0%

4. How often have you been bullied at school in the past couple of months?

	Girls		Boys		Total	
	n	%	n	%	n	%
Haven't been bullied	89	65.9%	86	62.3%	175	64.1%
Once or twice	28	20.7%	29	21.0%	57	20.9%
2-3 times a month	9	6.7%	12	8.7%	21	7.7%
About once a week	3	2.2%	3	2.2%	6	2.2%
Several times/week	6	4.4%	8	5.8%	14	5.1%
Total	135	100.0%	138	100.0%	273	100.0%

5. I was called mean names, was made fun of, or teased in a hurtful way.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	82	61.7%	82	59.9%	164	60.7%
Once or twice	36	27.1%	33	24.1%	69	25.6%
2-3 times a month	7	5.3%	9	6.6%	16	5.9%
About once a week	3	2.3%	6	4.4%	9	3.3%
Several times/week	5	3.8%	7	5.1%	12	4.4%
Total	133	100.0%	137	100.0%	270	100.0%

*Please note that effective April 2019, the verbiage for question one was modified from *Are you a boy or a girl?* with the response options of *Boy* or *Girl* to *What best describes your gender?* with the response options of *Female/Girl* or *Male/Boy*. While some schools may still be using the surveys that include question one as it was originally written, the charts within this report reflect the verbiage change.

6. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	72	53.3%	88	64.7%	160	59.0%
Once or twice	49	36.3%	33	24.3%	82	30.3%
2-3 times a month	9	6.7%	9	6.6%	18	6.6%
About once a week	5	3.7%	5	3.7%	10	3.7%
Several times/week	0	0.0%	1	0.7%	1	0.4%
Total	135	100.0%	136	100.0%	271	100.0%

7. I was hit, kicked, pushed, shoved around, or locked indoors.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	108	80.6%	93	68.4%	201	74.4%
Once or twice	16	11.9%	33	24.3%	49	18.1%
2-3 times a month	6	4.5%	8	5.9%	14	5.2%
About once a week	2	1.5%	1	0.7%	3	1.1%
Several times/week	2	1.5%	1	0.7%	3	1.1%
Total	134	100.0%	136	100.0%	270	100.0%

8. Other students told lies or spread false rumors about me and tried to make others dislike me.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	100	74.1%	103	77.4%	203	75.7%
Once or twice	26	19.3%	21	15.8%	47	17.5%
2-3 times a month	4	3.0%	4	3.0%	8	3.0%
About once a week	2	1.5%	3	2.3%	5	1.9%
Several times/week	3	2.2%	2	1.5%	5	1.9%
Total	135	100.0%	133	100.0%	268	100.0%

9. I had money or other things taken away from me or damaged.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	113	85.0%	107	79.9%	220	82.4%
Once or twice	17	12.8%	19	14.2%	36	13.5%
2-3 times a month	3	2.3%	6	4.5%	9	3.4%
About once a week	0	0.0%	2	1.5%	2	0.7%
Several times/week	0	0.0%	0	0.0%	0	0.0%
Total	133	100.0%	134	100.0%	267	100.0%

10. I was threatened or forced to do things I did not want to do.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	113	85.6%	109	80.7%	222	83.1%
Once or twice	16	12.1%	20	14.8%	36	13.5%
2-3 times a month	3	2.3%	2	1.5%	5	1.9%
About once a week	0	0.0%	3	2.2%	3	1.1%
Several times/week	0	0.0%	1	0.7%	1	0.4%
Total	132	100.0%	135	100.0%	267	100.0%

11. I was bullied with mean names or comments about my race or color.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	112	85.5%	108	80.6%	220	83.0%
Once or twice	12	9.2%	11	8.2%	23	8.7%
2-3 times a month	4	3.1%	9	6.7%	13	4.9%
About once a week	1	0.8%	3	2.2%	4	1.5%
Several times/week	2	1.5%	3	2.2%	5	1.9%
Total	131	100.0%	134	100.0%	265	100.0%

12. I was bullied with mean names, comments, or gestures with a sexual meaning.

This question was removed from the survey for your school or was not answered by any students in your school.

12a. I was bullied with mean or hurtful messages, calls or pictures, or in other ways on my cell phone or over the Internet (computer).

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	127	94.1%	120	87.6%	247	90.8%
Once or twice	7	5.2%	12	8.8%	19	7.0%
2-3 times a month	1	0.7%	3	2.2%	4	1.5%
About once a week	0	0.0%	2	1.5%	2	0.7%
Several times/week	0	0.0%	0	0.0%	0	0.0%
Total	135	100.0%	137	100.0%	272	100.0%

12b. If you were bullied on your cell phone or over the Internet, how was it done?

Computational basis: Those bullied "once or twice" or more according to question 12a

	Girls		Boys		Total	
	n	%	n	%	n	%
Only on cell phone	2	25.0%	1	6.7%	3	13.0%
Only over the Internet	4	50.0%	10	67%	14	60.9%
In both ways	2	25.0%	4	27%	6	26.1%
Total	8	100.0%	15	100.0%	23	100.0%

13. I was bullied in another way.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	100	74.1%	105	76.1%	205	75.1%
Once or twice	19	14.1%	18	13.0%	37	13.6%
2-3 times a month	8	5.9%	7	5.1%	15	5.5%
About once a week	5	3.7%	4	2.9%	9	3.3%
Several times/week	3	2.2%	4	2.9%	7	2.6%
Total	135	100.0%	138	100.0%	273	100.0%

14. In which class(es) is the student or students who bully you?

Computational basis: Those bullied "once or twice" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
In my class	19	44.2%	19	47.5%	38	45.8%
Diff. class, same grade	18	41.9%	16	40.0%	34	41.0%
In a higher grade	2	4.7%	3	7.5%	5	6.0%
In a lower grade	0	0.0%	1	2.5%	1	1.2%
In different grades	4	9.3%	1	2.5%	5	6.0%
Total	43	100.0%	40	100.0%	83	100.0%

15. Have you been bullied by boys or girls?

Computational basis: Those bullied "once or twice" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
Mainly by 1 girl	17	37.8%	2	4.4%	19	21.1%
By several girls	5	11.1%	0	0.0%	5	5.6%
Mainly by 1 boy	9	20.0%	23	51.1%	32	35.6%
By several boys	6	13.3%	11	24.4%	17	18.9%
Both boys and girls	8	17.8%	9	20.0%	17	18.9%
Total	45	100.0%	45	100.0%	90	100.0%

16. By how many students have you usually been bullied?

Computational basis: Those bullied "once or twice" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
Mainly by 1 student	23	53.5%	22	50.0%	45	51.7%
By 2-3 students	12	27.9%	12	27.3%	24	27.6%
By 4-9 students	6	14.0%	6	13.6%	12	13.8%
By more than 9	0	0.0%	0	0.0%	0	0.0%
Different students/grades	2	4.7%	4	9.1%	6	6.9%
Total	43	100.0%	44	100.0%	87	100.0%

17. How long has the bullying lasted?

Computational basis: Those bullied "2-3 times a month" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
1 or 2 weeks	3	16.7%	7	31.8%	10	25.0%
About a month	4	22.2%	7	31.8%	11	27.5%
About 6 months	6	33.3%	2	9.1%	8	20.0%
About a year	2	11.1%	4	18.2%	6	15.0%
Several years	3	16.7%	2	9.1%	5	12.5%
Total	18	100.0%	22	100.0%	40	100.0%

18. Where have you been bullied?

Computational basis: Those bullied "once or twice" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
Playground/athletic field	37	80.4%	32	61.5%	69	70.4%
Hallways/stairwells	6	13.0%	6	11.5%	12	12.2%
Class (teacher in room)	9	19.6%	9	17.3%	18	18.4%
Class (teacher NOT in room)	7	15.2%	11	21.2%	18	18.4%
Bathroom	2	4.3%	1	1.9%	3	3.1%
Gym class	6	13.0%	2	3.8%	8	8.2%
Lunchroom	16	34.8%	12	23.1%	28	28.6%
Way to and from school	1	2.2%	1	1.9%	2	2.0%
Bus stop	0	0.0%	1	1.9%	1	1.0%
School bus	0	0.0%	1	1.9%	1	1.0%
Somewhere else in school	20	43.5%	20	38.5%	40	40.8%
Total	46		52		98	

19. Have you told anyone that you have been bullied in the past couple of months?

Computational basis: Those bullied "2-3 times a month" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
Been bullied/not told	1	5.6%	4	17.4%	5	12.2%
Been bullied/ told somebody	17	94.4%	18	78.3%	35	85.4%
Who have you told?						
Your class teacher	5	27.8%	10	43.5%	15	36.6%
Another adult at school	3	16.7%	9	39.1%	12	29.3%
Your parent(s)/guardian(s)	11	61.1%	12	52.2%	23	56.1%
Your brother(s)/sister(s)	4	22.2%	3	13.0%	7	17.1%
Your friend(s)	15	83.3%	10	43.5%	25	61.0%
Somebody else	4	22.2%	5	21.7%	9	22.0%
Total	18		23		41	

20. How often do the teachers or other adults at school try to put a stop to it when a student is being bullied at school?

	Girls		Boys		Total	
	n	%	n	%	n	%
Almost never	19	14.4%	17	12.4%	36	13.4%
Once in a while	15	11.4%	23	16.8%	38	14.1%
Sometimes	33	25.0%	32	23.4%	65	24.2%
Often	30	22.7%	35	25.5%	65	24.2%
Almost always	35	26.5%	30	21.9%	65	24.2%
Total	132	100.0%	137	100.0%	269	100.0%

21. How often do other students try to put a stop to it when a student is being bullied at school?

	Girls		Boys		Total	
	n	%	n	%	n	%
Almost never	30	22.6%	45	33.1%	75	27.9%
Once in a while	35	26.3%	26	19.1%	61	22.7%
Sometimes	44	33.1%	34	25.0%	78	29.0%
Often	15	11.3%	23	16.9%	38	14.1%
Almost always	9	6.8%	8	5.9%	17	6.3%
Total	133	100.0%	136	100.0%	269	100.0%

22. Has any adult at home contacted the school to try to stop your being bullied at school in the past couple of months?

Computational basis: Those bullied "2-3 times a month" or more according to question 4

	Girls		Boys		Total	
	n	%	n	%	n	%
Haven't been bullied	2	11.1%	1	4.3%	3	7.3%
No, not contacted school	8	44.4%	13	56.5%	21	51.2%
Yes, once	5	27.8%	5	21.7%	10	24.4%
Yes, several times	3	16.7%	4	17.4%	7	17.1%
Total	18	100.0%	23	100.0%	41	100.0%

23. When you see a student your age being bullied at school, what do you feel or think?

	Girls		Boys		Total	
	n	%	n	%	n	%
Probably deserves it	0	0.0%	6	4.4%	6	2.2%
Don't feel much	2	1.5%	3	2.2%	5	1.9%
Feel a bit sorry	12	9.0%	33	24.3%	45	16.7%
Feel sorry and want to help	120	89.6%	94	69.1%	214	79.3%
Total	134	100.0%	136	100.0%	270	100.0%

24. How often have you taken part in bullying another student(s) at school in the past couple of months?

	Girls		Boys		Total	
	n	%	n	%	n	%
Not bullied others	127	94.8%	109	80.7%	236	87.7%
Once or twice	6	4.5%	23	17.0%	29	10.8%
2-3 times a month	1	0.7%	3	2.2%	4	1.5%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	0	0.0%	0	0.0%
Total	134	100.0%	135	100.0%	269	100.0%

25. I called another student(s) mean names and made fun of or teased him or her in a hurtful way.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	127	94.1%	109	80.7%	236	87.4%
Once or twice	6	4.4%	23	17.0%	29	10.7%
2-3 times a month	1	0.7%	2	1.5%	3	1.1%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	1	0.7%	1	0.7%	2	0.7%
Total	135	100.0%	135	100.0%	270	100.0%

26. I kept him or her out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	108	81.8%	117	87.3%	225	84.6%
Once or twice	21	15.9%	14	10.4%	35	13.2%
2-3 times a month	0	0.0%	1	0.7%	1	0.4%
About once a week	3	2.3%	2	1.5%	5	1.9%
Several times/week	0	0.0%	0	0.0%	0	0.0%
Total	132	100.0%	134	100.0%	266	100.0%

27. I hit, kicked, pushed, and shoved him or her around, or locked him or her indoors.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	129	96.3%	114	87.0%	243	91.7%
Once or twice	2	1.5%	13	9.9%	15	5.7%
2-3 times a month	2	1.5%	2	1.5%	4	1.5%
About once a week	0	0.0%	1	0.8%	1	0.4%
Several times/week	1	0.7%	1	0.8%	2	0.8%
Total	134	100.0%	131	100.0%	265	100.0%

28. I spread false rumors about him or her and tried to make others dislike him or her.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	130	97.0%	125	93.3%	255	95.1%
Once or twice	4	3.0%	7	5.2%	11	4.1%
2-3 times a month	0	0.0%	2	1.5%	2	0.7%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	0	0.0%	0	0.0%
Total	134	100.0%	134	100.0%	268	100.0%

29. I took money or other things from him or her or damaged his or her belongings.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	129	98.5%	122	97.6%	251	98.0%
Once or twice	2	1.5%	2	1.6%	4	1.6%
2-3 times a month	0	0.0%	0	0.0%	0	0.0%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	1	0.8%	1	0.4%
Total	131	100.0%	125	100.0%	256	100.0%

30. I threatened or forced him or her to do things he or she did not want to do.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	130	99.2%	120	94.5%	250	96.9%
Once or twice	0	0.0%	6	4.7%	6	2.3%
2-3 times a month	1	0.8%	0	0.0%	1	0.4%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	1	0.8%	1	0.4%
Total	131	100.0%	127	100.0%	258	100.0%

31. I bullied him or her with mean names or comments about his or her race or color.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	131	97.0%	125	94.0%	256	95.5%
Once or twice	2	1.5%	6	4.5%	8	3.0%
2-3 times a month	1	0.7%	2	1.5%	3	1.1%
About once a week	1	0.7%	0	0.0%	1	0.4%
Several times/week	0	0.0%	0	0.0%	0	0.0%
Total	135	100.0%	133	100.0%	268	100.0%

32. I bullied him or her with mean names, comments, or gestures with a sexual meaning.

This question was removed from the survey for your school or was not answered by any students in your school.

32a. I bullied him or her with mean or hurtful messages, calls or pictures, or in other ways on my cell phone or over the Internet (computer).

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	122	98.4%	122	97.6%	244	98.0%
Once or twice	2	1.6%	3	2.4%	5	2.0%
2-3 times a month	0	0.0%	0	0.0%	0	0.0%
About once a week	0	0.0%	0	0.0%	0	0.0%
Several times/week	0	0.0%	0	0.0%	0	0.0%
Total	124	100.0%	125	100.0%	249	100.0%

32b. If you bullied another student(s) on your cell phone or over the Internet (computer), how was it done?

Computational basis: Those who bullied "once or twice" or more according to question 32a

	Girls		Boys		Total	
	n	%	n	%	n	%
Only on cell phone	0	0.0%	1	33.3%	1	20.0%
Only over the Internet	2	100.0%	2	66.7%	4	80.0%
In both ways	0	0.0%	0	0.0%	0	0.0%
Total	2	100.0%	3	100.0%	5	100.0%

33. I bullied him or her in another way.

	Girls		Boys		Total	
	n	%	n	%	n	%
Hasn't happened	132	97.8%	123	91.8%	255	94.8%
Once or twice	3	2.2%	8	6.0%	11	4.1%
2-3 times a month	0	0.0%	2	1.5%	2	0.7%
About once a week	0	0.0%	1	0.7%	1	0.4%
Several times/week	0	0.0%	0	0.0%	0	0.0%
Total	135	100.0%	134	100.0%	269	100.0%

34. Has your class or homeroom teacher or any other teacher talked with you about your bullying another student(s) at school in the past couple of months?

Computational basis: Those who bullied "2-3 times a month" or more according to question 24

	Girls		Boys		Total	
	n	%	n	%	n	%
Not bullied others	0	0.0%	1	33.3%	1	25.0%
No, haven't talked with me	0	0.0%	1	33.3%	1	25.0%
Yes, they have once	1	100.0%	1	33.3%	2	50.0%
Yes, several times	0	0.0%	0	0.0%	0	0.0%
Total	1	0.0%	3	100.0%	4	100.0%

35. Has any adult at home talked with you about your bullying another student(s) at school in the past couple of months?

Computational basis: Those who bullied "2-3 times a month" or more according to question 24

	Girls		Boys		Total	
	n	%	n	%	n	%
Not bullied others	0	0.0%	1	33.3%	1	25.0%
No, haven't talked with me	0	0.0%	1	33.3%	1	25.0%
Yes, they have once	1	100.0%	1	33.3%	2	50.0%
Yes, several times	0	0.0%	0	0.0%	0	0.0%
Total	1	100.0%	3	100.0%	4	100.0%

36. Do you think you could join in bullying a student whom you do not like?

	Girls		Boys		Total	
	n	%	n	%	n	%
Yes	0	0.0%	5	3.7%	5	1.9%
Yes, maybe	1	0.7%	6	4.4%	7	2.6%
I don't know	14	10.4%	17	12.6%	31	11.5%
No, I don't think so	7	5.2%	10	7.4%	17	6.3%
No	29	21.6%	23	17.0%	52	19.3%
Definitely no	83	61.9%	74	54.8%	157	58.4%
Total	134	100.0%	135	100.0%	269	100.0%

37. How do you usually react if you see or learn that a student your age is being bullied by another student(s)?

	Girls		Boys		Total	
	n	%	n	%	n	%
I have never noticed it	46	34.3%	63	46.3%	109	40.4%
I take part in the bullying	1	0.7%	1	0.7%	2	0.7%
I don't do it, but find it OK	0	0.0%	0	0.0%	0	0.0%
I just watch what goes on	2	1.5%	3	2.2%	5	1.9%
I ought to help	18	13.4%	17	12.5%	35	13.0%
I try to help	67	50.0%	52	38.2%	119	44.1%
Total	134	100.0%	136	100.0%	270	100.0%

38. How often are you afraid of being bullied by other students in your school?

	Girls		Boys		Total	
	n	%	n	%	n	%
Never	62	47.3%	72	52.9%	134	50.2%
Seldom	27	20.6%	25	18.4%	52	19.5%
Sometimes	22	16.8%	25	18.4%	47	17.6%
Fairly often	11	8.4%	4	2.9%	15	5.6%
Often	6	4.6%	5	3.7%	11	4.1%
Very often	3	2.3%	5	3.7%	8	3.0%
Total	131	100.0%	136	100.0%	267	100.0%

39. Overall, how much do you think your class or homeroom teacher has done to cut down on bullying in your classroom in the past couple of months?

	Girls		Boys		Total	
	n	%	n	%	n	%
Little or nothing	13	9.7%	19	14.0%	32	11.9%
Fairly little	14	10.4%	15	11.0%	29	10.7%
Somewhat	24	17.9%	34	25.0%	58	21.5%
A good deal	49	36.6%	37	27.2%	86	31.9%
Much	34	25.4%	31	22.8%	65	24.1%
Total	134	100.0%	136	100.0%	270	100.0%

40. How do you describe yourself? (See graph 1c for ethnicity breakdown)

41. I use many strategies to solve problems with friends

	Girls		Boys		Total	
	n	%	n	%	n	%
Yes	108	85.7%	115	89.1%	223	87.5%
No	18	14.3%	14	10.9%	32	12.5%
	0	0.0%	0	0.0%	0	0.0%
	0	0.0%	0	0.0%	0	0.0%
	0	0.0%	0	0.0%	0	0.0%
Total	126	100.0%	129	100.0%	255	100.0%

42. School-specific question (2)

This question was removed from the survey for your school or was not answered by any students in your school.

Appendix B: Psychometric Properties about the Olweus Bullying Questionnaire

With individual subjects as the unit of analysis, sums or means of groups of questions about being bullied (Questions 5-13) or bullying other students (Questions 25-33), respectively, have typically yielded internal consistency reliabilities (Cronbach's alpha) of 0.80 or higher. The results for younger students in grades 4 or 5 have been about as good as for students in the middle school/junior high school grades. In assessing the prevalence of bullying problems (using Question 4 and/or Question 24) in larger units, such as in schools or in school districts, the reliabilities have been even higher, typically in the 0.85-0.95 range. Both individuals and schools and districts can thus be very well differentiated with the OBQ.⁷

Strong evidence has also been documented for the usefulness and (construct) validity of the questionnaire variable of "being bullied" (Question 4) by examining the association between degree or frequency of victimization and relevant other variables.⁸ In these analyses, we have found fairly strong (linear) associations between degree/frequency of being bullied and variables such as depressive mood, poor self-esteem, and peer rejection. For example, the more often a student has been exposed to bullying in the past couple of months, the higher his or her level of depressive mood (on average). Correspondingly, we have found clear (linear) associations between degree/frequency of bullying other students (Question 24) and various dimensions/scales of antisocial and rule-breaking behaviors, meaning more frequent bullying of other students is associated with higher levels of antisocial behavior such as vandalism, shoplifting, and truancy (on average).

Furthermore, we have found clear evidence of another form of validity-criterion-related validity-with sums of 3-5 self-report items (identical or similar to those in the OBQ) on being bullied or bullying other students correlating in the 0.40 to 0.60 range with reliable peer ratings on related dimensions.⁹

These validity correlations are approximately the same as those of the best personality questionnaires. Also, other forms of peer ratings have been shown to correlate substantially with estimates of being bullied/bullying other students based on the students' own reports.¹⁰

The reported results indicate that there is a good deal of overlap between self-report estimates of bullying problems and estimates derived from independent peer ratings intended to measure the same or similar phenomena. Given the nature of bullying, it is reasonable to assert that a well-constructed questionnaire such as the OBQ is likely to provide reliable, largely valid, and relevant data on the phenomena of interest.

⁷See Solberg and Olweus, "Prevalence Estimation of School Bullying with the Olweus Bully/Victim Questionnaire."

⁸See Solberg and Olweus, "Prevalence Estimation of School Bullying with the Olweus Bully/Victim Questionnaire."

⁹D. Olweus, "Aggression and Peer Acceptance in Adolescent Boys: Two Short-Term Longitudinal Studies of Ratings," *Child Development* 48 (1977): 1301-13.

¹⁰Olweus, D. Annotation: Bullying at school: Basic facts and effects of a school based intervention program. *Journal of Child Psychology and Psychiatry* 35 (1994), 1171-1190.

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