

Albemarle County Elementary Schools Spring 2009 Bullying Survey

This report summarizes results for 2,649 students in grades 3-5 from 16 Albemarle County elementary schools who completed the Elementary Version of the School Climate Bullying Survey. The Elementary Version is a shorter and simpler version of the School Climate Bullying Survey used in middle schools. The purpose of the survey is to assess rates of bullying and aspects of the school climate that merit attention as part of each school's bullying prevention program. Surveys are administered on an annual or semi-annual basis so that each school can measure its success in maintaining a safe and supportive school climate.

The survey was administered by teachers to all students in their classroom on a designated survey day in the spring of 2009. Students did not put their names on the survey. A copy of the survey with detailed results for each question and a breakdown by grade and gender are included at the end of this report.

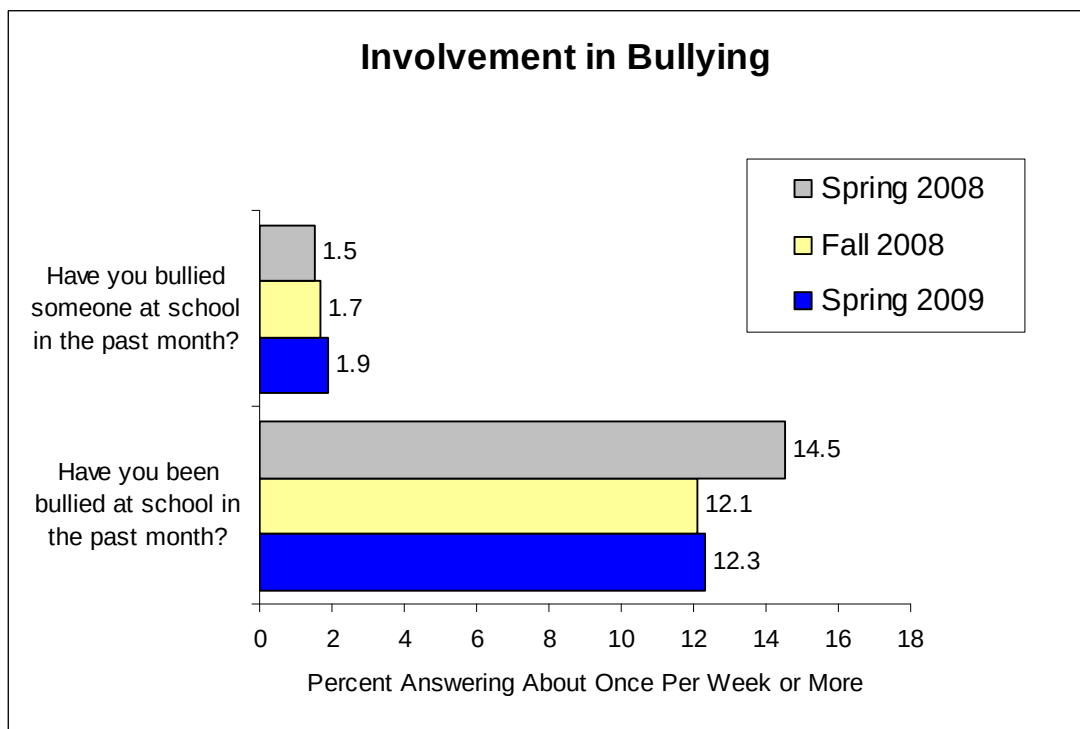
Rates of Bullying. The survey presents a standard definition of bullying.

"What is bullying? There are lots of ways to bully someone. Bullying means hurting someone who is smaller or weaker.

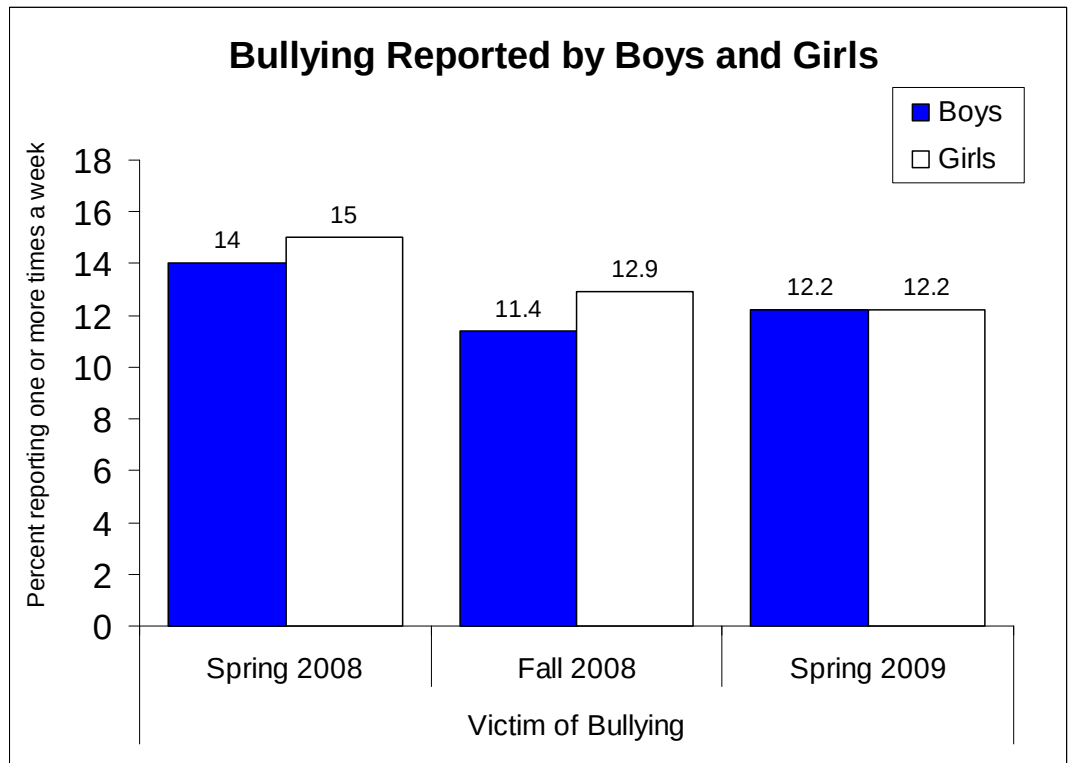
- A bully can hurt you by teasing or calling you names.
- A bully can hurt you by hitting you or threatening to hit you.
- A bully can hurt you by getting everyone to be mean to you.

It is not bullying when two students have a fight, but are the same size. It is not bullying when two students have an argument."

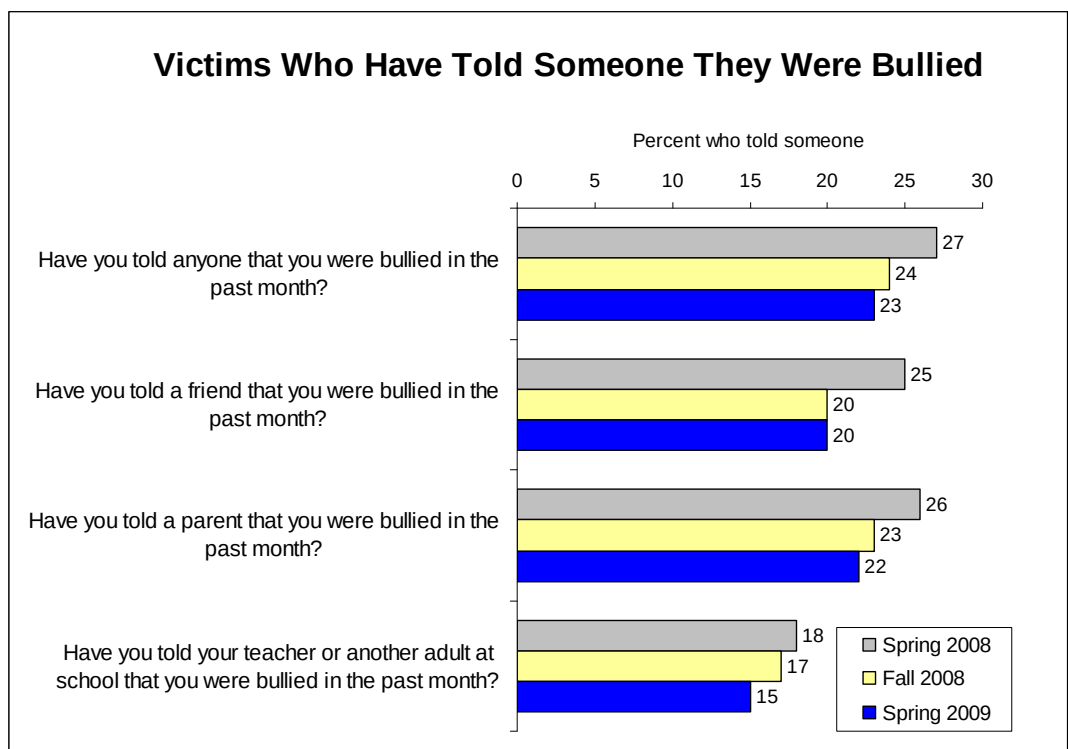
After reading this definition, students were asked whether they had been bullied in the past month "never," "once or twice," "about once per week" or "several times per week." By convention, the total percent who report being bullied at least once per week ("about once per week" plus "several times per week") is used as an index of bullying. Students were also asked whether they had bullied someone at school. The primary value of this kind of question is to help students reflect on their behavior. As indicated in the chart below, approximately 12 percent of students reported being bullied and 2 percent of students reported bullying someone this spring. It appears that victimization has stayed about the same since last fall.



The chart to the right shows that both boys and girls are involved in bullying at nearly equal levels. In addition, rates of bullying reported by boys and girls this spring are generally consistent with reports from the fall. More detailed breakdowns by gender and grade are presented on page 6.



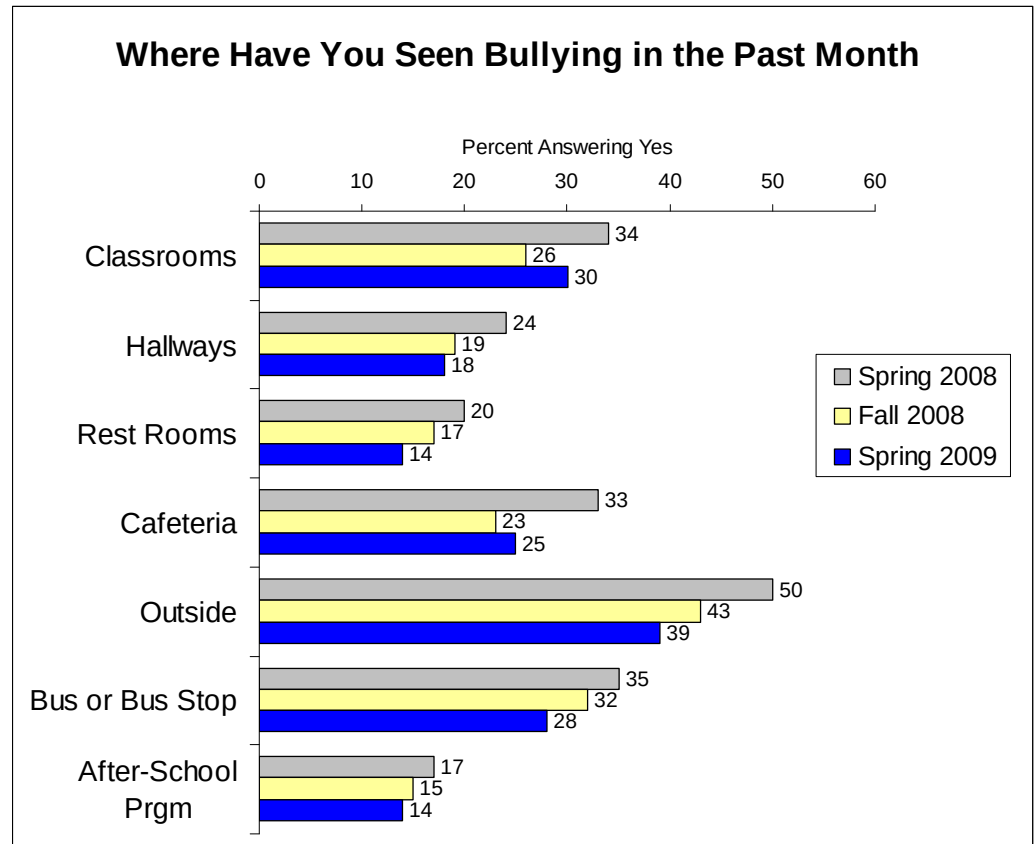
Telling someone about bullying. Students were asked whether they had told anyone that they were bullied. On this question, 23 percent of students this spring reported that they told someone that they were bullied in the past month. Victims most often told a parent or a friend and less often told a teacher or another adult at school.



Locations of bullying.

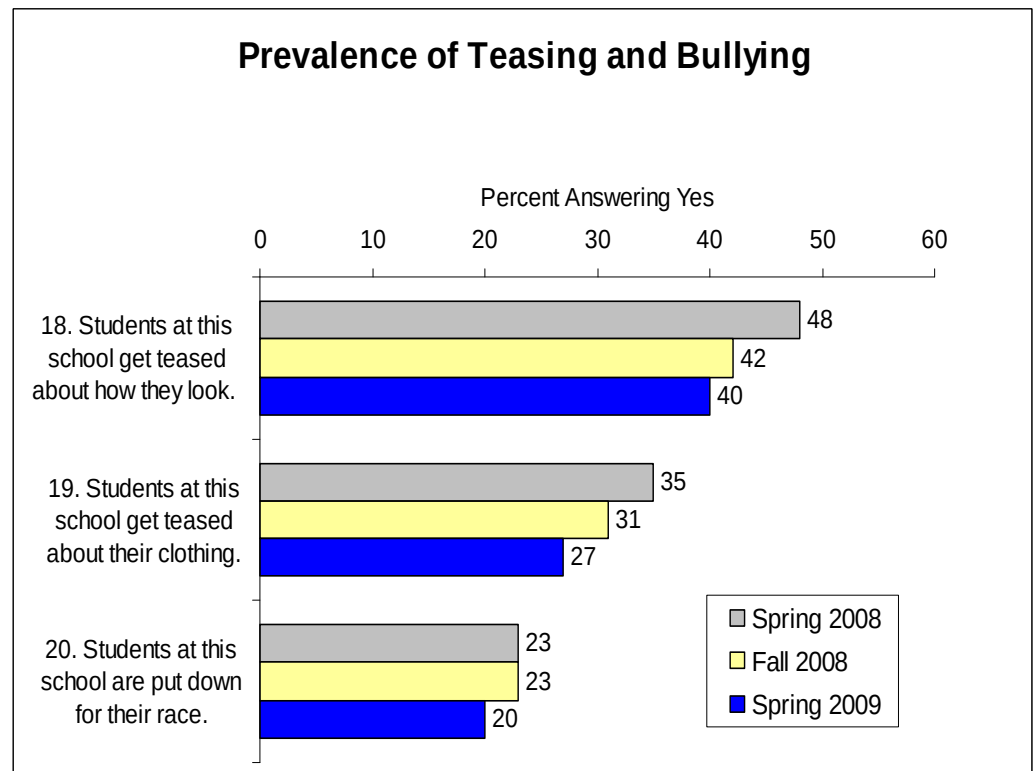
Students were asked where they have seen bullying in the past month. The most frequently identified locations for bullying were outside of the building (such as the playground) and in classrooms.

Although the differences were relatively small, there were consistent drops in bullying reported at most locations relative to fall 2008 or spring 2008.

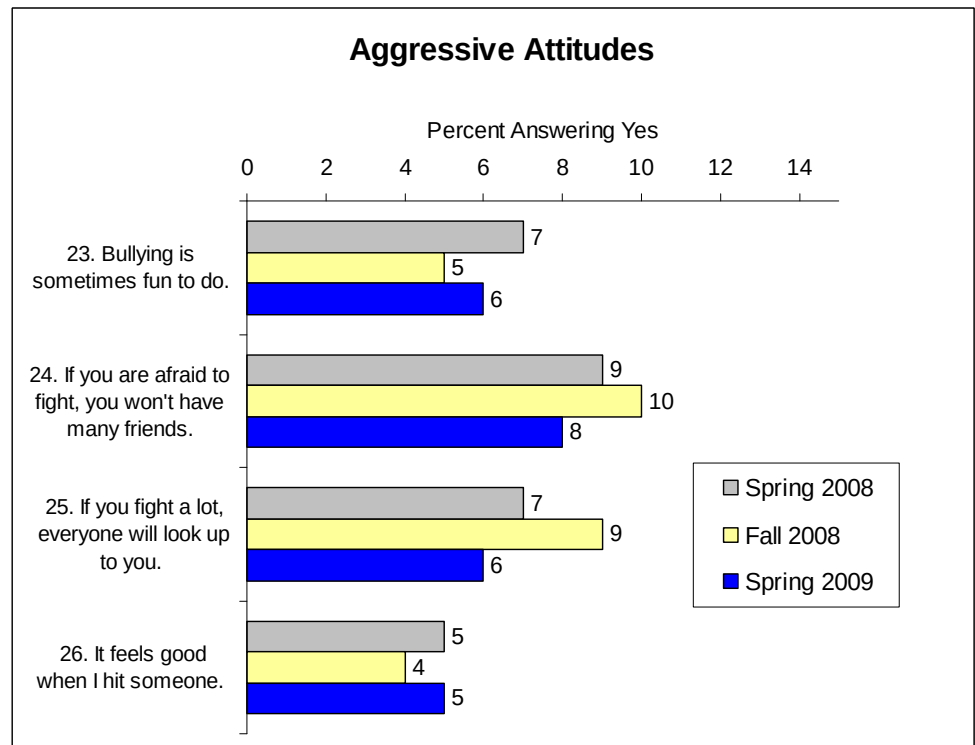


Prevalence of Teasing and Bullying.

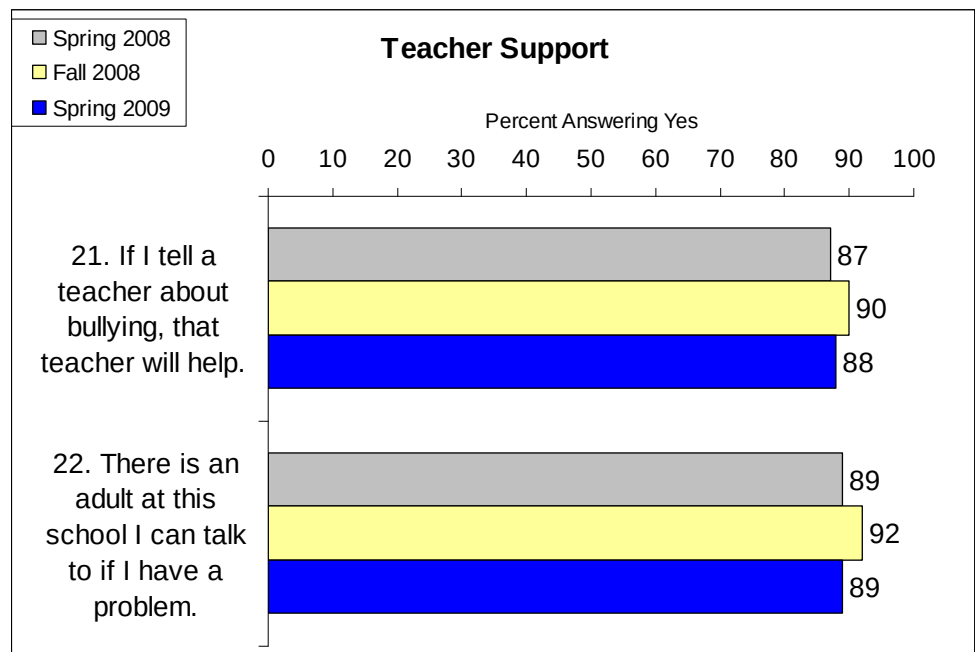
A series of items asked students about the kind of teasing and conflict that occurs at school. As noted in the chart below, 40% of students reported teasing about how they look, 27% reported that students are teased about their clothing, and 20% of students reported observing that students are put down for their race. Again, there are small improvements over the two previous surveys, but still room for improvement. Teachers may want to hold discussions about being respectful of others.



Aggressive Attitudes. Students with aggressive attitudes are at increased risk for bullying and other discipline violations at school. Aggressive attitudes about fighting have generally stayed about the same from last fall to this spring. Although only a few children hold these attitudes, they can have a negative impact on their peers and the overall school climate. It can be helpful to have class discussions about these sorts of attitudes and what is wrong with them, so that students who hold them realize that most of their classmates do not share their view.



Teacher Support. Student willingness to seek help from teachers is critical to maintaining a safe and supportive school climate. The chart below shows that almost all students have positive perceptions of their teachers. Students should be reminded that it is not snitching to seek help for bullying.



Caveats. Student self-report surveys are vulnerable to exaggeration, misunderstanding, and under-reporting by some students. They are also influenced by classroom conditions and student engagement in the survey process. Therefore, surveys are most useful in indicating trends within a school rather than providing precise measures of bullying. Student surveys should be accompanied by other efforts to assess bullying, such as interviews with students, class discussions, peer nomination procedures, and reviews of discipline referrals. We recommend that teachers make sure that students understand the definition of bullying so that they do not report ordinary teasing or arguments among peers as bullying.

Albemarle Elementary School Spring 2009 Results
School Climate Bullying Survey

Do not write your name on this survey. Your answers will be private. Your teachers will not know your answers.

Total students completing the survey: <u>2,649</u> (Some items have missing cases)					
1. Are you a boy or a girl?					
		Boys: <u>50%</u>		Girls: <u>50%</u>	
2. How old are you?	7: <u><1%</u>	8: <u>15%</u>	9: <u>33%</u>	10: <u>33%</u>	11: <u>19%</u>
3. What grade are you in?	3: <u>34%</u>	4: <u>34%</u>	5: <u>32%</u>		
4. What is your race?	Asian- Am <u>6%</u>	Black <u>12%</u>	White <u>69%</u>	Hispanic <u>4%</u>	Other <u>9%</u>

What is bullying? There are lots of ways to bully someone. Bullying means hurting someone who is smaller or weaker.

- A bully can hurt you by teasing or calling you names.
- A bully can hurt you by hitting you or threatening to hit you.
- A bully can hurt you by getting everyone to be mean to you.

It is not bullying when two students have a fight, but are the same size. It is not bullying when two students have an argument.

	Never	Once or twice	About once per week	Several times per week
5. Have you been bullied at school in the past month?	64.1	23.6	5.7	6.6
6. Have you bullied someone at school in the past month?	85.3	12.7	1.1	0.8

	Yes %	No %
7. Have you told anyone that you were bullied in the past month?	22.9	77.1
8. Have you told a friend that you were bullied in the past month?	19.8	80.2
9. Have you told your parent that you were bullied in the past month?	22.0	78.0
10. Have you told your teacher or another adult at school that you were bullied in the past month?	14.9	85.1

Where have you seen bullying in the past month?	Yes %	No %
11. I have seen bullying in the classrooms.	29.9	70.1
12. I have seen bullying in the hallways.	17.5	82.5
13. I have seen bullying in the rest rooms.	14.2	85.8
14. I have seen bullying in the cafeteria.	24.8	75.2
15. I have seen bullying outside the building.	39.2	60.8
16. I have seen bullying on the bus or at the bus stop.	27.9	72.1
17. I have seen bullying at the "after school" program.	14.4	85.6

18. Students at this school get teased about how they look.	39.7	60.3
19. Students at this school get teased about their clothing.	26.8	73.2
20. Students at this school are put down for their race.	19.8	80.2
21. If I tell a teacher about bullying, that teacher will help.	88.0	12.0
22. There is an adult at this school I can talk to if I have a problem.	88.7	11.3
23. Bullying is sometimes fun to do.	5.6	94.4
24. If you are afraid to fight, you won't have many friends.	8.3	91.7
25. If you fight a lot, everyone will look up to you.	6.3	93.7
26. It feels good when I hit someone.	5.2	94.8

Albemarle Elementary School: Spring 2009 School Climate Bullying Survey Results
Breakdown by Gender and Grade

Total number of students broken down by gender and grade: Girls: 3rd (445); 4th (465); 5th (395) and Boys: 3rd (437); 4th (427); 5th (449)

3 rd Grade: ☐ 4 th Grade: ☐ 5 th Grade: ☐	GRADE	Never		Once or twice		About once a week		Several times a week	
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
5. Have you been bullied at school in the past month?	3	57.6	61.8	28.9	24.4	6.5	6.4	7.0	7.4
	4	62.0	67.3	24.4	20.2	6.7	6.4	6.9	6.1
	5	66.2	70.2	24.6	19.4	3.8	4.5	5.3	6.0
6. Have you bullied someone at school in the past month?	3	90.5	83.8	7.9	14.5	0.9	1.4	0.7	0.2
	4	84.9	84.2	14.2	13.7	0.4	0.9	0.4	1.2
	5	88.9	81.1	10.1	14.7	0.3	2.9	0.8	1.3

	GRADE	Yes		No	
		Girls	Boys	Girls	Boys
7. Have you told anyone that you were bullied in the past month?	3	27.3	22.2	72.7	77.8
	4	27.9	21.0	72.1	79.0
	5	21.8	16.3	78.2	83.7
8. Have you told a friend that you were bullied in the past month?	3	23.9	17.4	76.1	82.6
	4	26.7	17.1	73.3	82.9
	5	19.3	13.0	80.7	87.0
9. Have you told your parent that you were bullied in the past month?	3	27.3	24.1	72.7	75.9
	4	25.4	19.6	74.6	80.4
	5	18.8	14.8	81.2	85.2
10. Have you told your teacher or another adult at school that you were bullied in the past month?	3	18.2	13.9	81.8	86.1
	4	19.9	15.7	80.1	84.3
	5	9.7	10.7	90.3	89.3

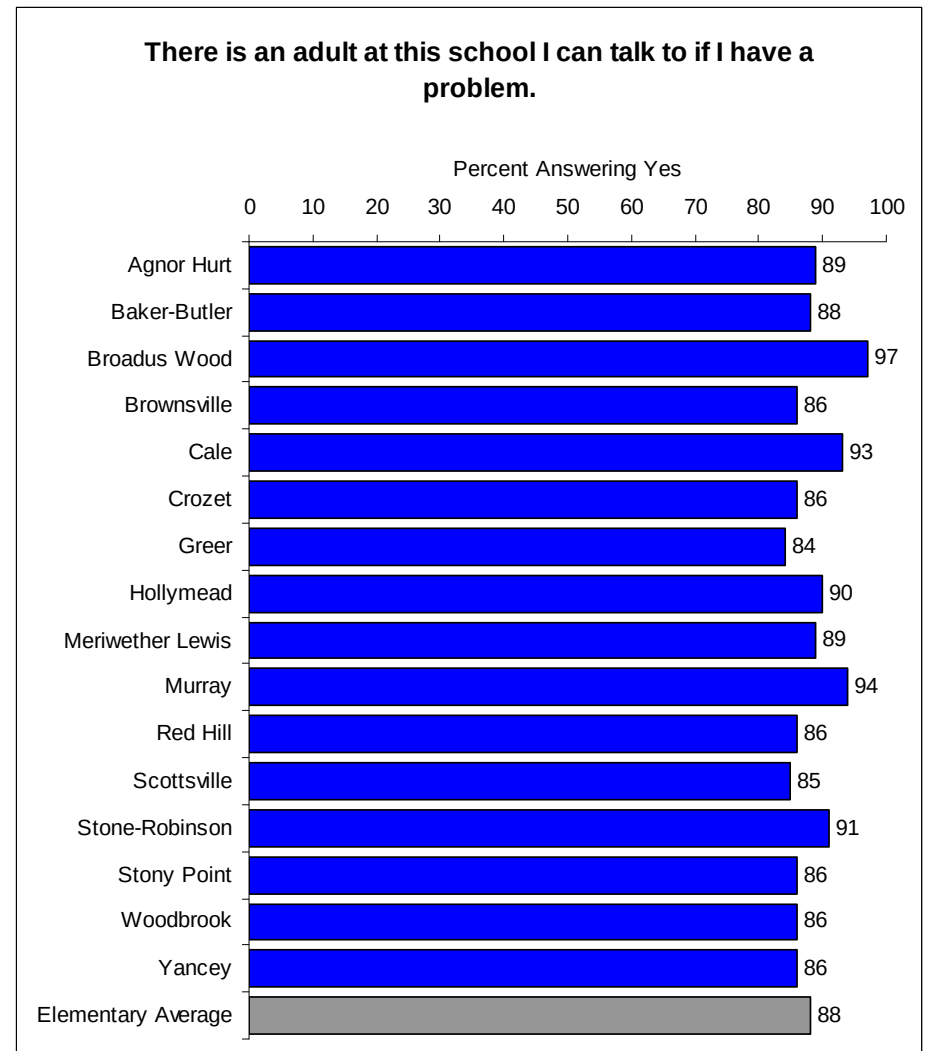
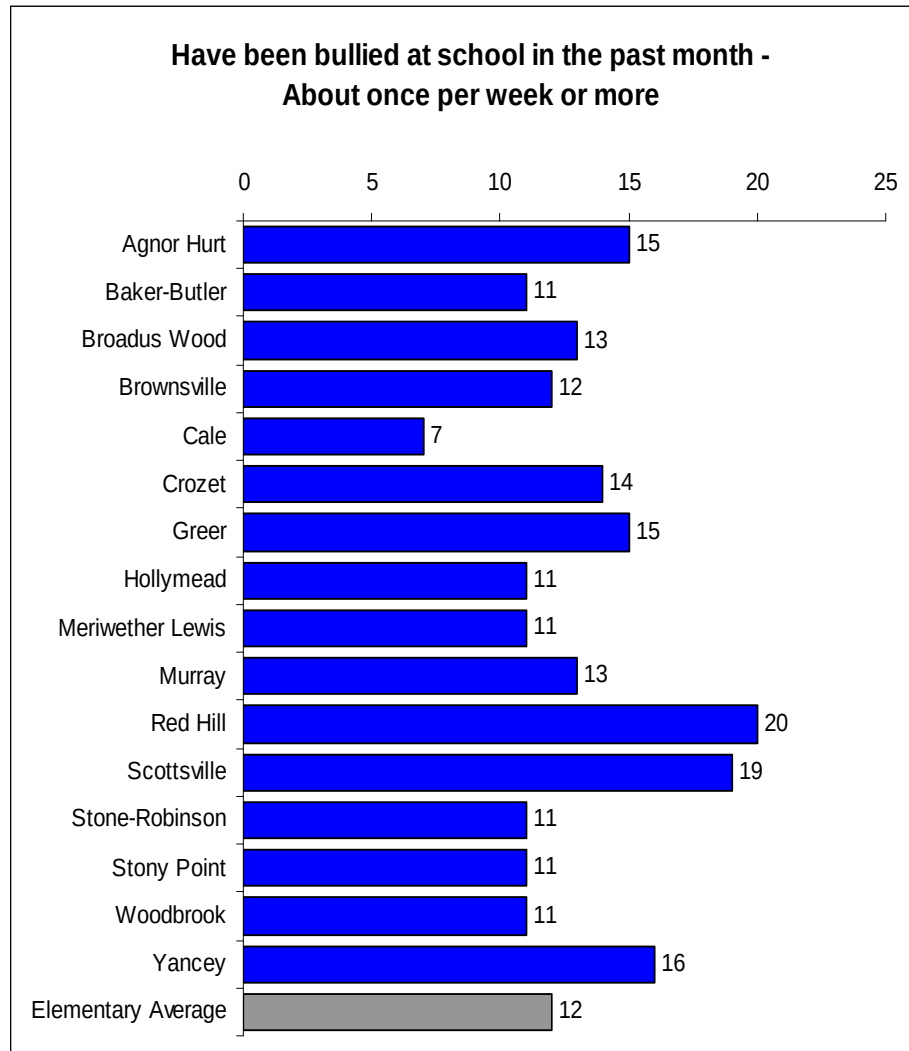
Where have you seen bullying in the past month?	GRADE	Yes		No	
		Girls	Boys	Girls	Boys
11. I have seen bullying in the classrooms.	3	26.7	24.1	73.3	75.9
	4	36.6	27.6	63.4	72.4
	5	32.0	30.1	68.0	69.9
12. I have seen bullying in the hallways.	3	18.2	18.1	81.8	81.9
	4	16.3	15.8	83.7	84.2
	5	17.2	18.3	82.8	81.7
13. I have seen bullying in the rest rooms.	3	10.8	19.0	89.2	81.0
	4	12.0	18.7	88.0	81.3
	5	8.1	15.7	91.9	84.3
14. I have seen bullying in the cafeteria.	3	25.8	24.3	74.2	75.7
	4	29.4	19.9	70.6	80.1
	5	25.8	22.3	74.2	77.7
15. I have seen bullying outside the building.	3	42.3	38.1	57.7	61.9
	4	43.1	38.3	56.9	61.7
	5	34.9	35.9	65.1	64.1
16. I have seen bullying on the bus or at the bus stop.	3	30.0	33.4	70.0	66.6
	4	32.5	23.3	67.5	76.7
	5	27.1	19.9	72.9	80.1
17. I have seen bullying at the "after school" program.	3	15.7	15.7	84.3	84.3
	4	12.4	14.0	87.6	86.0
	5	13.5	14.1	86.5	85.9

	GRADE	Yes		No	
		Girls	Boys	Girls	Boys
18. Students at this school get teased about how they look.	3	40.2	34.6	59.8	65.4
	4	42.5	42.6	57.5	57.4
	5	42.8	34.8	57.2	65.2
19. Students at this school get teased about their clothing.	3	28.3	22.9	71.7	77.1
	4	30.4	26.4	69.6	73.6
	5	28.9	22.6	71.1	77.4
20. Students at this school are put down for their race.	3	21.8	18.5	78.2	81.5
	4	20.5	22.6	79.5	77.4
	5	17.0	17.2	83.0	82.8
21. If I tell a teacher about bullying, that teacher will help.	3	96.2	89.4	3.8	10.6
	4	86.4	88.0	13.6	12.0
	5	87.8	81.7	12.2	18.3
22. There is an adult at this school I can talk to if I have a problem.	3	93.0	89.2	7.0	10.8
	4	87.3	90.6	12.7	9.4
	5	88.6	84.6	11.4	15.4
23. Bullying is sometimes fun to do.	3	2.7	5.7	97.3	94.3
	4	5.0	5.0	95.0	95.0
	5	3.8	10.5	96.2	89.5
24. If you are afraid to fight, you won't have many friends.	3	9.0	9.9	91.0	90.1
	4	9.1	6.4	90.9	93.6
	5	5.3	9.6	94.7	90.4
25. If you fight a lot, everyone will look up to you.	3	5.4	8.7	94.6	91.3
	4	4.5	6.1	95.5	93.9
	5	3.0	9.2	97.0	90.8
26. It feels good when I hit someone.	3	2.5	4.9	97.5	95.1
	4	3.5	5.5	96.5	94.5
	5	3.0	11.2	97.0	88.8

On the following pages are individual school comparisons for selected questions.

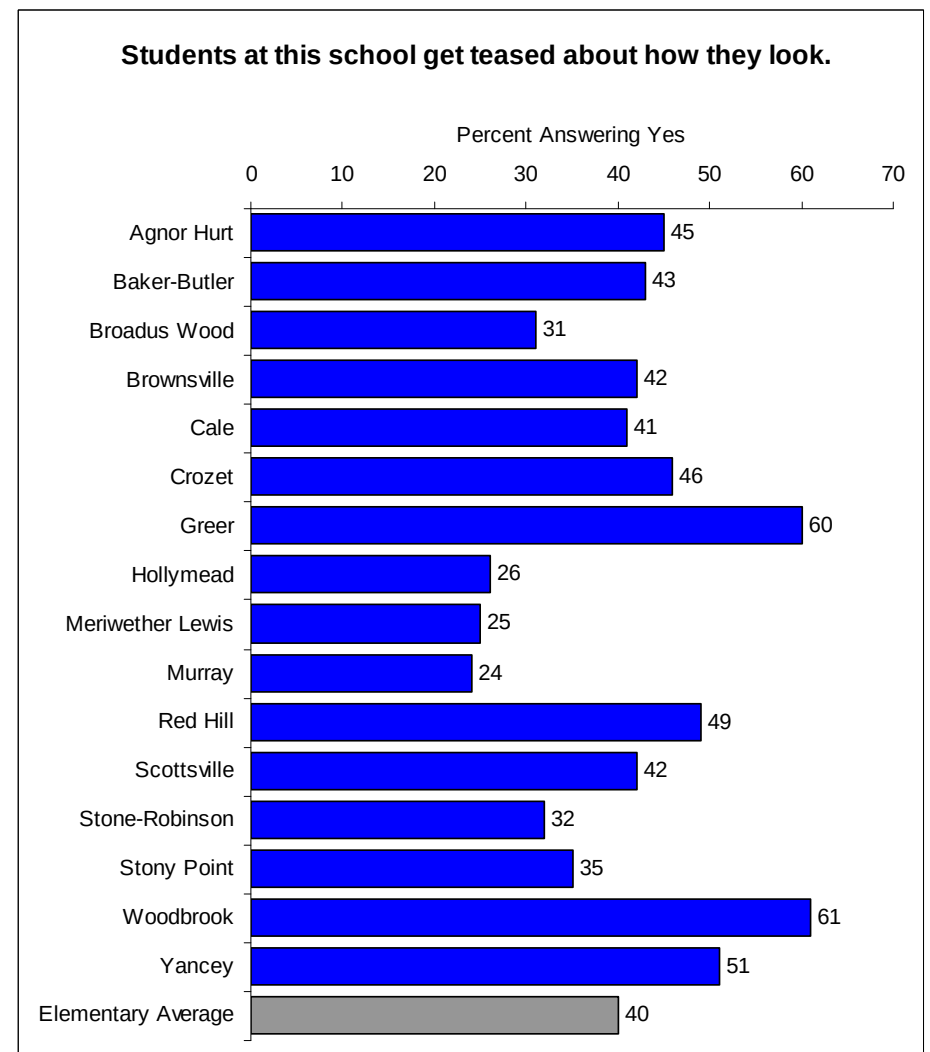
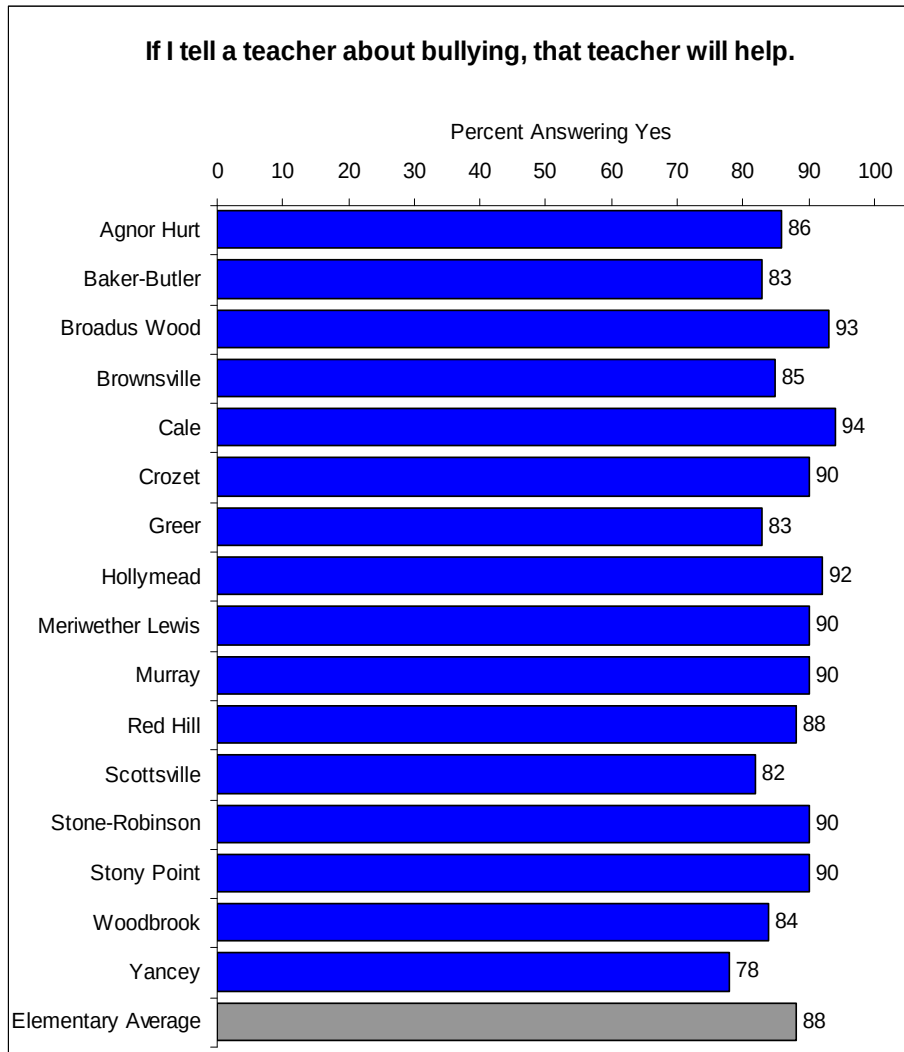
Individual School Comparisons

The average score for each school is compared to county averages on the following charts. In the first chart, the rate of bully victimization reported by students is highest at Red Hill (20%) and Scottsville (19%) and lowest at Cale (7%) in comparison to the other schools. In the second chart, student trust in adults is highest at Broadus Wood (97%) and lowest at Greer (84%).



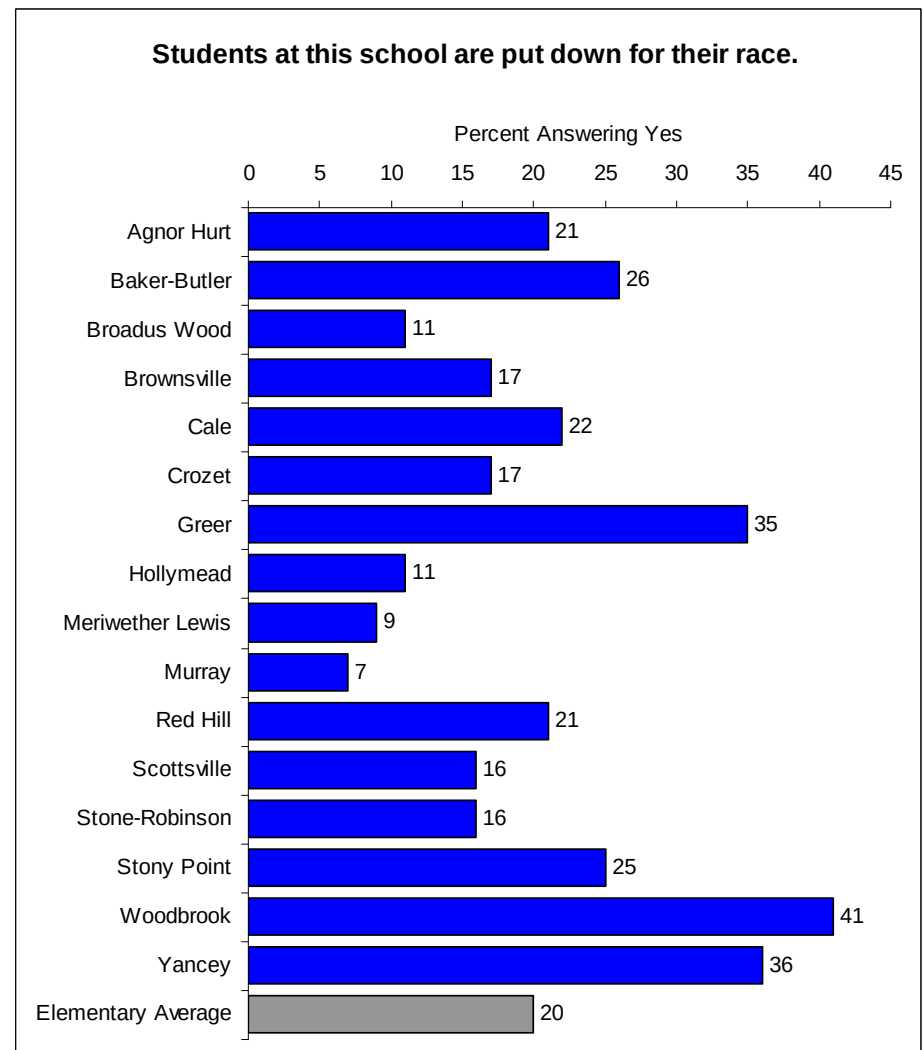
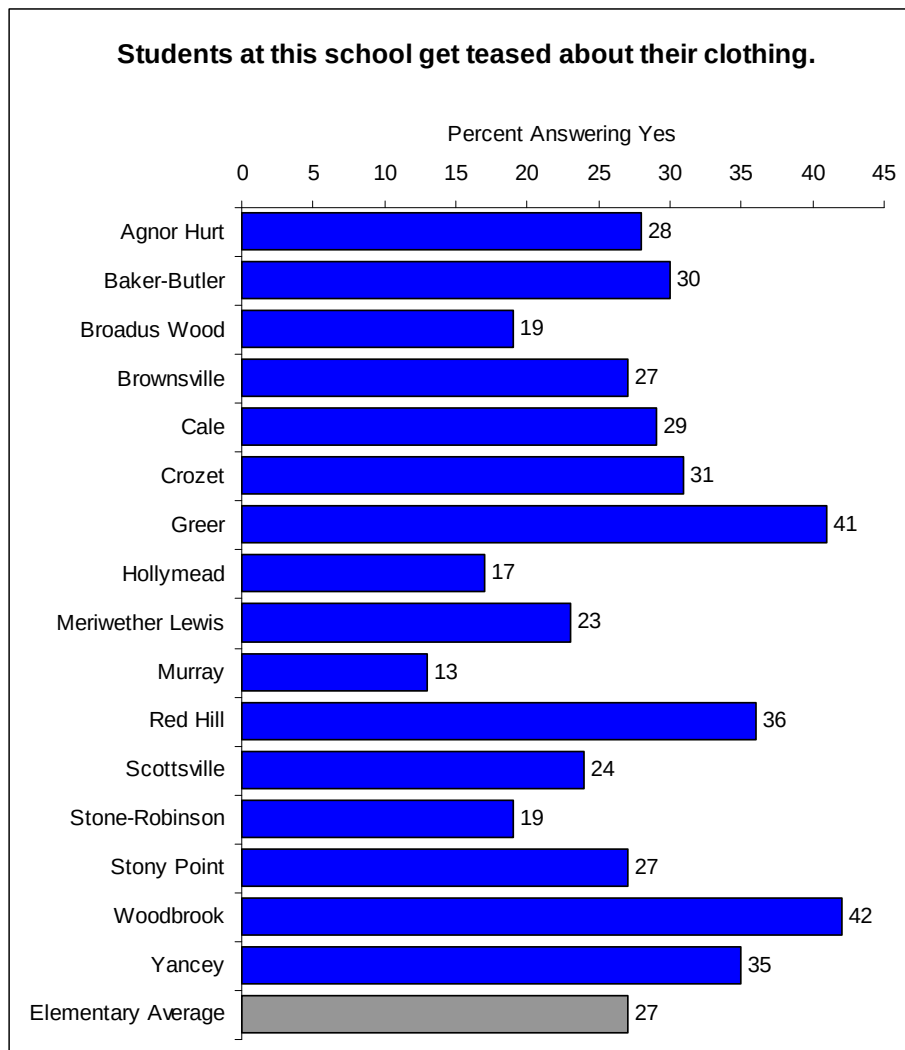
Individual School Comparisons

Student confidence that teachers will help with bullying is lowest at Yancey (78%), and highest at Cale (94%). Student reports of teasing about how they look are highest at Woodbrook (61%) and Greer (60%) and lowest at Murray (24%), Meriwether Lewis (25%), and Hollymead (26%).



Individual School Comparisons

Reports that students are teased about clothing are highest at Woodbrook (42%) and Greer (41%), and lowest at Murray (13%). Reports that students are put down for their race are highest at Woodbrook (41%), Yancey (36%), and Greer (35%), and lowest at Murray (7%) and Meriwether Lewis (9%). There are many reasons why schools might differ in levels of bullying and teasing, including differences in the demographic composition of the student body, the school climate, and the effectiveness of bullying prevention efforts. Of note, there are some race differences in reports of put downs about race, with 34% of Black students, 26% of Hispanic students, 22% of Asian-American students, and 16% of White students reporting this problem.



Bullying Prevention Activity Survey Report Spring 2009 Countywide Elementary School Summary

This is a summary of results from the Bullying Prevention Activity Survey completed by 101 teachers in grades 3-5 in 14 elementary schools in Albemarle County.

The purpose of the survey is to measure how extensively the school staff is engaged in bullying prevention activities. Countywide percentages are presented in the table below.

As shown in the table below:

- Only 29% of elementary school teachers reported that they have substantial or extensive training in the Olweus Program. Most (60%) report some training, but 11% reported no training.
- A majority of teachers have held class meetings about bullying (96%), taken action to address bullying or teasing (93%), and incorporated anti-bullying themes into a classroom lesson or project (70%).
- A majority (85%) of teachers reported making a substantial or strong effort to reduce bullying and 80% of teachers feel that their school as a whole is working to reduce bullying and improve peer relations among students.

		None	Some training	Substantial training	Extensive training
1	I have been trained in the Olweus Bullying Prevention Program.	11 (11%)	61 (60%)	22 (22%)	7 (7%)
In the past 30 days:		None	1-2x	3-4x	5+
2	I have held class meetings to discuss classroom rules about bullying and positive peer behavior.	4 (4%)	38 (37%)	29 (29%)	30 (30%)
3	I have incorporated anti-bullying themes into a classroom lesson or project.	30 (30%)	40 (39%)	17 (17%)	14 (14%)
4	I have taken action to address an incident of bullying or teasing.	7 (7%)	36 (35%)	33 (33%)	25 (25%)
		Little or no effort	Some effort	Substantial effort	Strong effort
5	I am making a consistent effort to reduce bullying and improve peer relations in my class.	1 (1%)	14 (14%)	43 (43%)	42 (42%)
6	As a whole, the staff of this school is consistently working to reduce bullying and improve peer relations among students.	1 (1%)	19 (19%)	50 (50%)	30 (30%)

There were some statistically significant correlations in the countywide responses.

- Teachers who reported holding more class meetings about classroom rules also reported more incorporation of anti-bullying themes into classroom work (.64) and taking more action to address bullying or teasing (.49)
- Teachers who reported more incorporation of anti-bullying themes into classroom work also reported taking more action to address bullying or teasing (.43).
- Teachers who reported making more effort to reduce bullying and teasing also reported that the school as a whole was working to reduce bullying and improve peer relations among students (.41).

Conclusions: Among those who completed the survey, most reported some training but not substantial training in bullying prevention, although almost all teachers have had to deal with bullying and have held class meetings about it. The majority of teachers report making a substantial or strong effort to reduce bullying and improve peer relations. There may be some difference of opinion about how important it is to address the problem of bullying, and some teachers may not feel prepared to do so. Teachers should hold regular class meetings to review classroom rules about bullying, but also use the opportunity to discuss and encourage positive peer interactions. Teachers also might consider ways to incorporate positive behavior themes into lessons. Finally, it is important to follow-up with the students involved with bullying to make sure the bullying has subsided.