

Bullying doesn't get better, it only gets worse: STOP bullying!

Bullying- A form of aggressive behavior that is intentional and/ or hurtful.

Have you ever been bullied or have you been the bully? Bullying can occur physically (pushing) and mentally (name calling) in every age group. In America, bullying is an issue that doesn't get paid much attention and as a result, bullying is getting worse. To provide evidence on the bullying issue a simple random sample (SRS) was conducted from high school students in my class. In order to collect people to be included in my study, I assigned each student within my class a number and randomly selected numbers using my calculator. Bias was reduced in the study because each participant had an equal chance to be chosen because each number that corresponded to the name was entered into the calculator to provide me with the nine people used in the study. The overall purpose was to find out what bullying is like within Fenger High School. Based off the experiment, I can say that bullying is more likely to occur than in a urban place rather than a suburban or rural place.

rjtowns 2/25/13 6:32 PM

Comment: Verbally is a better word, than mentally.

rjtowns 2/25/13 6:33 PM

Comment: That included

rjtowns 2/25/13 6:34 PM

Comment: Great explanation of how an SRS reduces bias!

rjtowns 2/25/13 6:36 PM

Comment: This is an acceptable thesis, but your evidence below does not support it. For example, you do a GREAT job of explaining the percentage of students who have reported being bullied versus those that have not been bullied. This evidence, however, does not support that bullying is more likely to occur in an urban school than in a suburban/rural school. Consider changing your thesis statement.

One step that was used to gather information was analyzing categorical data.

Categorical data is breaking the information up into categories. For example a category for sex can be male or female. To break our data into categories we used the following three questions from our survey: Do you reside in a rural, urban or suburban location? Have you ever been bullied? Where does bullying occur most hallway, bathroom or classroom? To analyze the responses we received, we used a two way table not only because it made the most sense, but because it was very effective. The two way table showed us information on two types of

distributions. The first distribution is called Marginal distribution. For the marginal distribution we used the questions "Have you ever been bullied and Do you reside in a rural, urban or suburban location?" The marginal distribution information told us that no one lived in a rural or suburban location and nine people or 100% of our chosen participants in the study lived in an urban location. It also showed us the relationship between the YES responses to if they have been bullied which was $4/9 = 44\%$ of the people used in the study and $5/9 = 56\%$ of the people said that they had never been bullied.

Another step that we used to gather information was using quantitative data. The questions we asked in our survey to measure quantitative variables were: a. If you have ever seen bullying in your school, how many times were you a witness to it?, b. If you have ever seen bullying in your school, how many times did you report it? , and c. If you have ever been a witness to bullying, how old were the students who were being bullied? We used questions A and B to help us with our research question. We entered the data from those two questions into the calculator to determine the relation between the two. Based on our scatter plot and our r correlation coefficient which was .56, the strength between the data was weak and it was no association. The r determination coefficient was .54 which we concluded meant that there were many errors in this study, which makes sense because the quantitative data does not add up correctly. From our calculations we concluded that although most Fenger students witnessed bullying, it is not too often reported.

rjtowns 2/25/13 6:37 PM

Comment: If the strength is weak, then that means that there is an association. It's just weak. Be careful with your terminology.

rjtowns 2/25/13 6:37 PM

Comment: The r^2 coefficient of determination

rjtowns 2/25/13 6:37 PM

Comment: What do you mean by this? This is very vague. Use the statistical language to explain what r^2 of 0.54 means.

Based on our categorical data in paragraph two we found out that most students see bullying occurring in the hallway. Chicago Public Schools should make it a requirement that all

camera tapes be reviewed daily and that there should be more security guards in the hallway to monitor the students as they are in the hallway. Based on our quantitative data in paragraph 3, students witness bullying occurring a lot of times throughout their school day; however, it is hardly ever reported. Chicago Public Schools should make it where students feel comfortable speaking up on the bullying issue in their school. CPS should make it where if a student speaks up about bullying they are helping themselves and others as well. CPS should press the issue in the schools and encourage the students to step up and speak out on the bullying issue, so that the bullying in the schools will be tended to. If CPS put these plans into action then the bullying within Fenger and other CPS schools will decrease.

rjtowns 2/25/13 6:38 PM

Comment: This is a strong closing paragraph!

Fenger High School's Essay Rubric

Student's Name: Abryanna and Tiara TOTAL SCORE: 24/28

CATEGORY	Above Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1	0
Introductory Paragraph	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber.	The writer has a clear introductory paragraph, but it is weak and there is no hook.	The introductory paragraph is not clear, is not relevant to the topic, AND does not have a hook.	No introductory paragraph
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed and is specific and clear.	The thesis statement names the topic of the essay and some points are to be discussed are previewed	The thesis statement names the topic of the essay.	The thesis statement does not name the topic AND does not preview what will be discussed.	No thesis statement
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	There are no transitions
Evidence	All of the evidence is specific, relevant, and accurate/text-based	Most of the evidence is specific, relevant, and accurate/text-based	At least one of the pieces of evidence is relevant and accurate/text-based	Evidence is NOT relevant and/or inaccurate	There is no evidence
Support for Evidence (Links)	All of the links provide explanations in detail that show how each piece of evidence supports the position.	Most of the links provide explanations that show how each piece of evidence supports the position. There are a few gaps in explanation of position.	Some of the links provide explanations that show how each piece of evidence supports the position. There are some gaps in explanation of position.	Hardly any of the links provide explanations that show how each piece of evidence supports the position. There are many gaps in explanation of position.	There is no explanation for the evidence given – no links
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph. The writer leaves the reader with a question to ponder.	The conclusion is recognizable. The writer's position is restated within the first two sentences of the closing paragraph.	The writer's position is restated within the closing paragraph, but not near the beginning.	There is a concluding sentence.	There is no conclusion
Grammar & Spelling	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes few (3 or less) errors in grammar or spelling that distract the reader from the content.	Writer makes some errors (4 or more) in grammar or spelling that distract the reader from the content.	Writer makes many (5 or more) errors in grammar or spelling that distract the reader from the content.	More than 5 errors

Think Before You Act

Christina Williams

Shantel Thomas

Contessa Mcnair

Advanced Placement Statistics

How effective do you think bullying really is? According to the National Education Association 160,000 kids and teens stay home from school because of bullying. According to a study in Britain nearly half of the suicides among young people are related to being bullied. In our study we asked 7 out of 22 students in our Advanced Placement Statistics class, what is bullying like at Fenger High School? To figure this out we used a simple random sample, we gave each student in our class a number and used the Calculator to randomly select our 7 students to be in our survey. After collecting all our data what did we prove?

Ronald Towns 3/12/13 11:00 PM

Deleted: .

Ronald Towns 3/12/13 11:01 PM

Deleted: h

Ronald Towns 3/12/13 11:01 PM

Deleted: s

Ronald Towns 9/13/13 1:56 PM

Comment: Your thesis should go here. This shouldn't be a "hanging" question. You should look at your evidence, and then analyze it to create your thesis.

When collecting our categorical data we asked, in your school, "do boys get bullied more than girls?" We constructed a two-way table to see how a student's gender affected whether or not they witnessed boys or girls get bullied more? The question had a yes or no answer to find out we used a conditional distribution and for females yes was the most popular answer and for boys no was the most popular answer. Four out of seven females said yes males get bullied more than females and three out of seven males said no females get bullied more than males. This shows that girls at Fenger High school are more likely to get bullied than boys.

Ronald Towns 3/12/13 11:03 PM

Deleted: based on gender who do you think gets bullied more male or female

Ronald Towns 3/12/13 11:04 PM

Deleted: was

When analyzing the quantitative data we used the two following variables: how many kids do you see getting bullied during passing periods and how many kids are in the hallway during passing periods. There is a negative association between kids being bullied during

passing periods **and what else?**. The strength of the scatter plot is weak. The r correlation coefficient is $r = -.30$. This means that there's a weak negative association between kids being bullied during passing periods and kids in the hallway during passing periods. The regression line is $y = -.11x + 10.69$. The slope is $-.11$ which means for every 1 student in the hallway, there's a $-.11$ decrease in students being bullied. The y-intercept is 10.69 which means when there are no students in the hallway then 10.69 of the students are being bullied. The coefficient of determination is equal to $.09$ which means 9% of the variation in kids getting bullied during passing periods can be explained by the number of students in the hallway during passing periods. When we did the residual plot the coefficient of determination was equal to 4.34 and the r correlation coefficient was equal to $.00$. The linear model isn't a good fit because the coefficient of determination isn't equal to 0 and the r correlation coefficient isn't close to 1. This is how we used kids being bullied during passing periods and kids in the hallway during passing periods when analyzing the quantitative data.

Ronald Towns 9/13/13 1:56 PM

Comment: To show an association, there must be two variables.

Two actionable steps Chicago Public Schools could take to end bullying in school **would** be to teach students about bullying. Chicago Public Schools should make students more aware about the harmful effects bullying can have on other students. The schools could have a safe place for children to go and talk if they are being bullied or if they see bullying occur. Another thing Chicago Public Schools could do is create after school programs for kids to come up with a way to stop bullying. These programs could connect back with helping people become more aware of the issue. These actionable steps help support our claims because if students become more aware about bullying and have a place to talk about it then they will report it when it happens. If there are students in the hallways during passing periods while students are getting bullied they would know what to do.

Ronald Towns 9/13/13 1:56 PM

Comment: This is a good report out of the statistics. The next step is to explain how this supports a claim about bullying.

Ronald Towns 9/13/13 1:56 PM

Comment: These are great action steps, but how does YOUR EVIDENCE support these steps? For example, since bullying decreases when more students are in the hallway, how could CPS address bullying knowing this fact?

Fenger High School's Essay Rubric

Student's Name: Shantel, Christina TOTAL SCORE: 18/28

CATEGORY	Above Expectations 4	Meets Expectations 3	Approaching Expectations 2	Below Expectations 1	0
Introductory Paragraph	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber.	The writer has a clear introductory paragraph, but it is weak and there is no hook.	The introductory paragraph is not clear, is not relevant to the topic, AND does not have a hook.	No introductory paragraph
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed and is specific and clear.	The thesis statement names the topic of the essay and some points are to be discussed are previewed	The thesis statement names the topic of the essay.	The thesis statement does not name the topic AND does not preview what will be discussed.	No thesis statement
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	There are no transitions
Evidence	All of the evidence is specific, relevant, and accurate/text-based	Most of the evidence is specific, relevant, and accurate/text-based	At least one of the pieces of evidence is relevant and accurate/text-based	Evidence is NOT relevant and/or inaccurate	There is no evidence
Support for Evidence (Links)	All of the links provide explanations in detail that show how each piece of evidence supports the position.	Most of the links provide explanations that show how each piece of evidence supports the position. There are a few gaps in explanation of position.	Some of the links provide explanations that show how each piece of evidence supports the position. There are some gaps in explanation of position.	Hardly any of the links provide explanations that show how each piece of evidence supports the position. There are many gaps in explanation of position.	There is no explanation for the evidence given – no links
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph. The writer leaves the reader with a question to ponder.	The conclusion is recognizable. The writer's position is restated within the first two sentences of the closing paragraph.	The writer's position is restated within the closing paragraph, but not near the beginning.	There is a concluding sentence.	There is no conclusion
Grammar & Spelling	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes few (3 or less) errors in grammar or spelling that distract the reader from the content.	Writer makes some errors (4 or more) in grammar or spelling that distract the reader from the content.	Writer makes many (5 or more) errors in grammar or spelling that distract the reader from the content.	More than 5 errors