
Anti- Bullying Survey 2023-24

Anoka-Hennepin School
District

Prepared by Research,
Evaluation and Testing



ANOKA-HENNEPIN
SCHOOLS
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Introduction

Since 2012-13, the Anti-Bullying Survey has been administered on an annual basis to a random sample of students in grades 4, 6, 8, and 10. In years prior to 2012, the survey was given every other year. Due to the Covid-19 pandemic, the survey was not administered in the 2020-21 school year.

This survey is given in conjunction with Bullying Prevention Month as part of the ongoing district commitment to eliminate bullying and harassing behaviors, raise awareness of these issues, better equip staff to monitor and intervene, and help students to effectively deal with these unsolicited and unwanted occurrences. During the 2023-24 school year, the Anti-Bullying Survey was administered to students between October 2nd and November 10th, 2023.

The Anti-Bullying Survey asks students to report their experiences pertaining to seven primary bullying behaviors:

During the past month, how often have other students....

1. Hit, pushed, or kicked me on purpose?
2. Said mean things, teased me, or called me names?
3. Did not include me in what they were doing?
4. Took things that belonged to me?
5. Threatened to hurt me or take things?
6. Touched, grabbed, or pinched me in a way that made me feel uncomfortable?
7. Did mean things to me using the internet, cell phone, or other electronic device?

Each item is rated by students on a 5-point scale: (1) never, (2) once, (3) sometimes, (4) often, (5) every day.

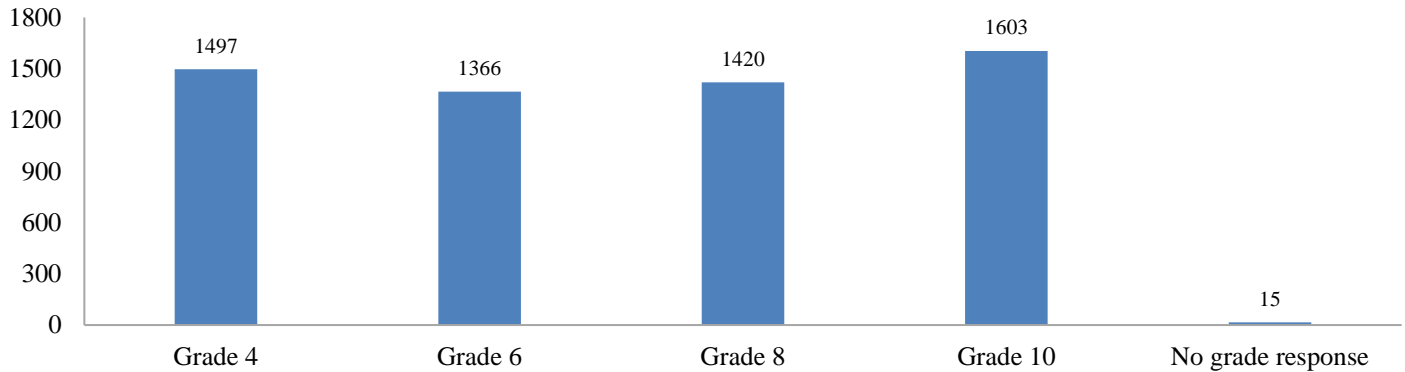
Other items were included to understand students' perceptions of why they were bullied, where these bullying situations occurred, their responses to these bullying situations, and students' general perceptions of safety in and around school.

Bullying is defined in the survey as "...when a student (or students) does mean things on purpose to hurt or embarrass another student. These mean things happen over and over, not just once."

Respondents

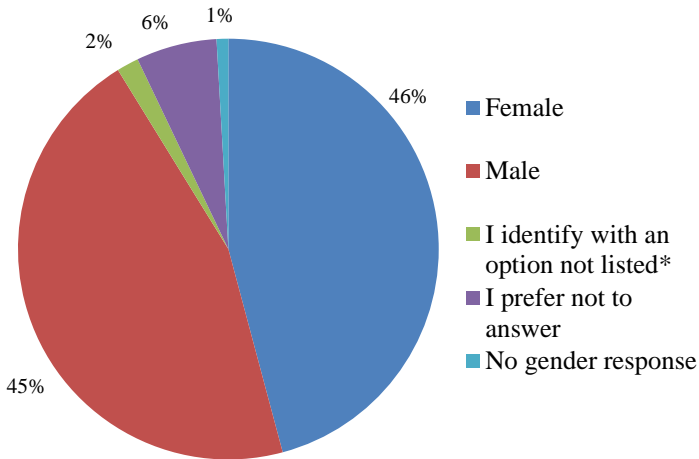
Students in grades 4, 6, 8, and 10 were randomly selected to participate in the Anti-Bullying Survey. In 2023, 5,901 students completed the online survey.

Number of students by grade level

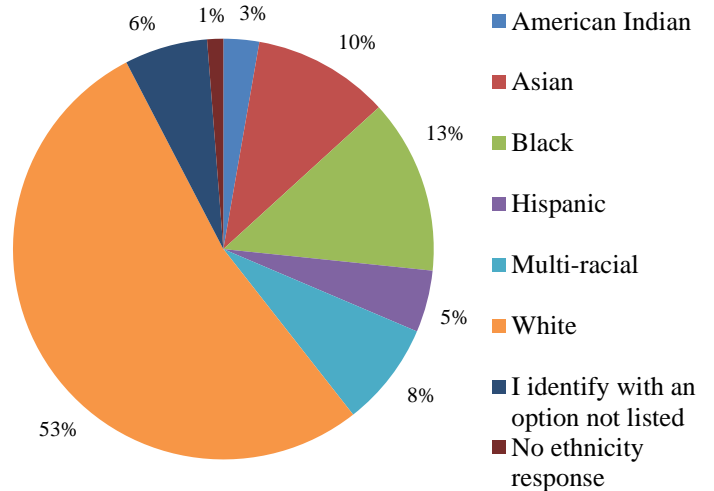


Of all survey respondents, 46% identified as female, 45% identified as male, 2% identified with an option not listed (an option on the secondary survey only), and 6% preferred not to answer. Approximately 1% of students did not select one of these survey options related to their gender. Based on student self-reporting, 53% of the participants identified as White, 13% as Black, 10% as Asian, 8% as multi-racial, 6% as *I identify with an option not listed*, 5% as Hispanic, 3% as American Indian, and 1% did not respond to this item. These percentages are proportionate to district makeup for most ethnic groups.

Percentage of students by gender



Percentage of students by ethnicity



Note: (*) Indicates this response option was only made available on the secondary survey. Throughout the report, student ethnicities are referred to as American Indian, Asian, Black, Hispanic, Multi-racial, White, and *I identify with an option not listed*. The ethnicity options were represented on the survey as follows: American Indian/Native Alaskan, Asian/Native Hawaiian/Pacific Islander, Black, Hispanic, Multi-racial, White, and *I identify with an option not listed*.

Key findings

- While 83% of students reported not having been bullied in the past month, there are 17% of students who report having been bullied in the past month.
 - American Indian students reported being bullied in the past month at a higher rate than any other race/ethnicity options (25%), followed closely by those who identify with an option not listed (24%).
- All seven items pertaining to bullying behaviors remained within one percentage of students reporting never having experienced the behavior from last year except for the item, *During the past month, how often have other students said mean things, teased you, or called you names?*, which decreased 2%.
 - The most frequently experienced bullying behavior was *Said mean things, teased you, or called you names*, with 10% of students reporting this happened either *often* or *everyday*.
 - In general, as grade level increases, the frequency with which students reported having experienced the bullying behaviors decreases, except for the item related to online bullying behavior for which reports were similarly low across grades.
- Overall, 26% of students who responded to the item regarding reasons they were being bullied indicated they were bullied for at least one reason. This is down from 29% from last year.
 - Students most commonly report being bullied because of their appearance. This is consistent over time.
 - Female students who reported being bullied for at least one reason reported being bullied at a greater rate than male students for *gender* and *appearance*.
 - Of students who reported at least one reason for being bullied, male students reported being bullied at a greater rate than female students due to *family income*, *ability*, and *disability*.
 - American Indian students, students who identify with an option not listed, and students who did not report their race/ethnicity reported at least one reason for being bullied at greater rates than other groups (35%, 35%, and 40%, respectively).
- Overall, 29% of students who responded to the item regarding locations where they were being bullied indicated they were bullied in at least one location.
 - Overall, consistent with previous years, students reported that they were most likely to be bullied in classrooms and/or hallways.
 - Elementary students reported that they were most likely to be bullied at recess/on the playground. Secondary students reported they were most likely to be bullied in the hallways and/or classroom.
- Students who reported being bullied were most likely to respond by ignoring the bully (53%) or telling the bully to stop (40%). For students who reported being bullied, the greatest increase in how they responded over the last four survey administrations was seen for the response option of *I walked away*, up 21% over this time.
- Of the 7% of students who reported at least one reason they have bullied another student in the last month, the majority (56%) indicated it was for a reason other than those listed as options on the survey, including retaliation, their personality, or messing around with friends.
- Of the 42% of students who reported responding in one way or another to witnessing bullying, most students did nothing (43%). This response choice has not been the highest historically, however, increased 7% from last year and is now the most common response.
- Ninety-one percent of elementary students and 84% of secondary students reported there is an adult at school they can go to for help if a student is bullying them or someone else. This is consistent with last year's results.
- Overall, the percentage of students who reported feeling safe at school showed a slight uptick (from 49% in 2022 to 50% in 2023) after declines for a few years in a row. Elementary students report feeling safe at slightly higher rates than secondary students over time.
 - The location in school in which students feel most safe is the classroom, even though this is among the most commonly chosen locations of experiencing bullying by secondary students.

Students experiencing bullying behaviors: Item respondent summary

Students were asked to rate how frequently other students had done unwelcome/unkind things to them during the last month. There were seven specific behaviors asked about, including how often other students have:

- Hit, pushed, or kicked them on purpose.
- Said mean things, teased them, or called them names.
- Did not include them in what they were doing.
- Took things that belonged to them.
- Threatened to hurt them or take things.
- Touched, grabbed, or pinched them in a way that made them feel uncomfortable.
- Bullied them using the internet, cell phone, or other electronic device.

This section summarizes the percentage of students who reported experiencing these behaviors at various frequencies out of all students who responded to the item.

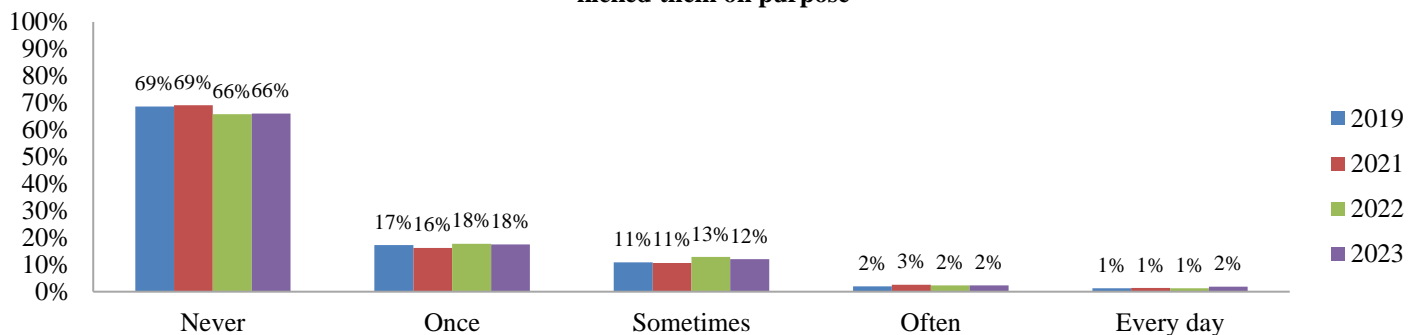
Bullying behavior experiences over time

For the series of survey items asking how often students have experienced each of the seven bullying behaviors in the past month (shown graphically on pages 5-7), all items stayed within 2% of previous years, with 2021 looking the most different at times. Six of the seven behaviors showed similar percentages (within 1%) of students reporting they *never* occurred in the past month.

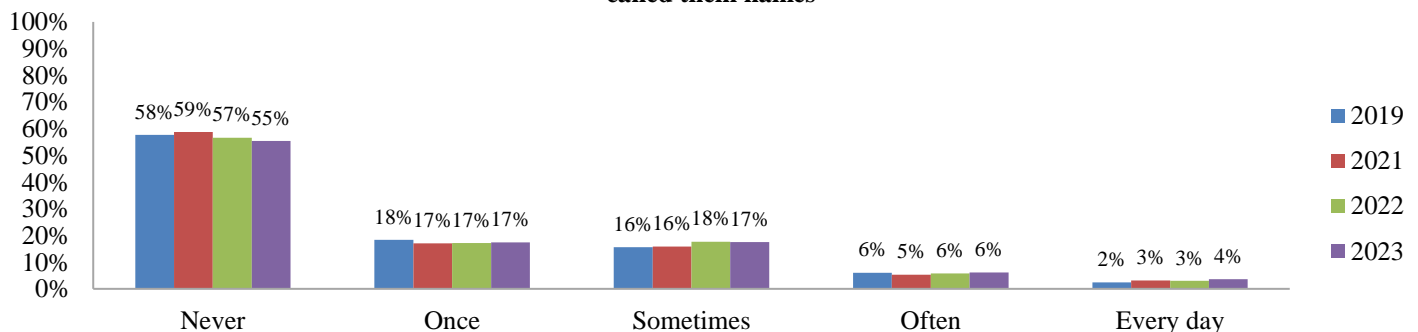
The behavior, *Said mean things, teased you, or called you names*, showed a 2% decrease in the percentage of respondents who reported *never* experiencing it, paired with a 1% increase in the percentage of respondents who reported experiencing it *every day*. This was also the most frequently experienced bullying behavior, with 10% of students reporting this happened either *often* or *everyday*.

Consistent with previous years, the least common bullying behavior was that other students have *Done mean things to you using the internet, cell phone, or other electronic device*, with 3% reporting this happened either *often* or *everyday*.

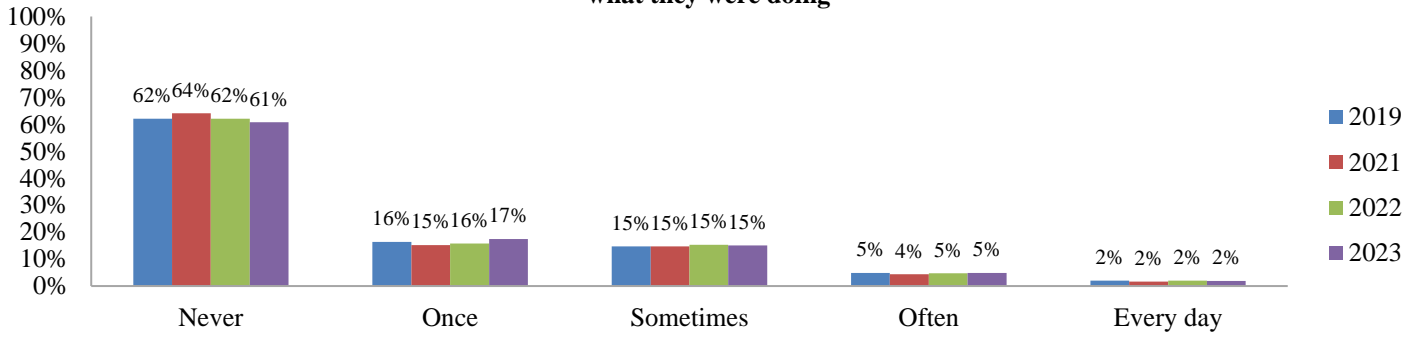
Percentage of students who reported that other students have hit, pushed, or kicked them on purpose



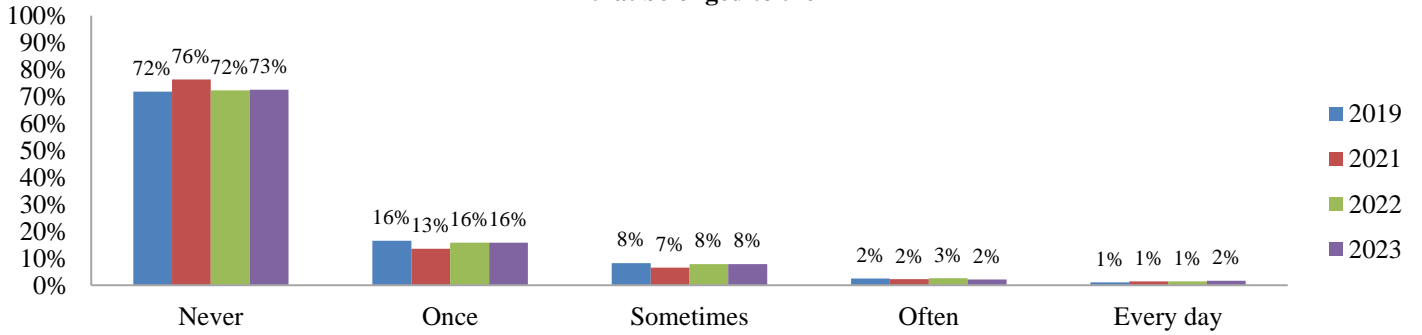
Percentage of students who reported that other students have said mean things, teased them, or called them names



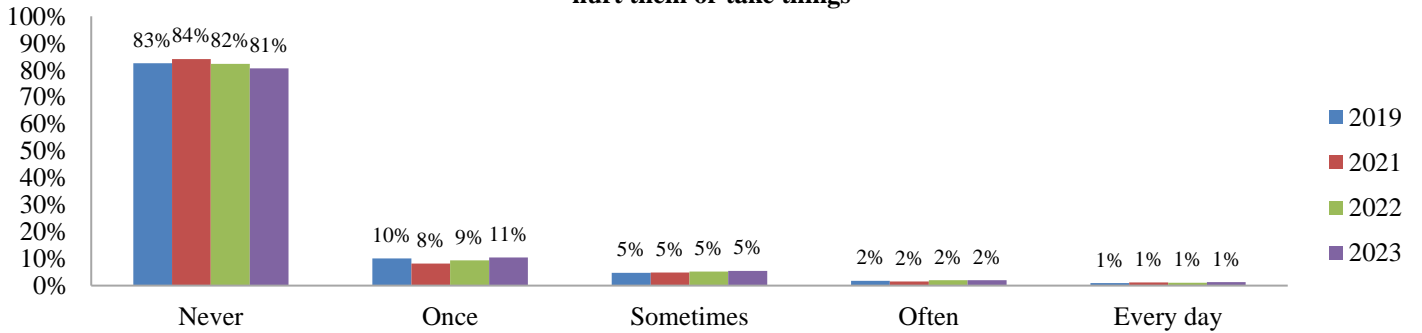
Percentage of students who reported that other students did not include them in what they were doing



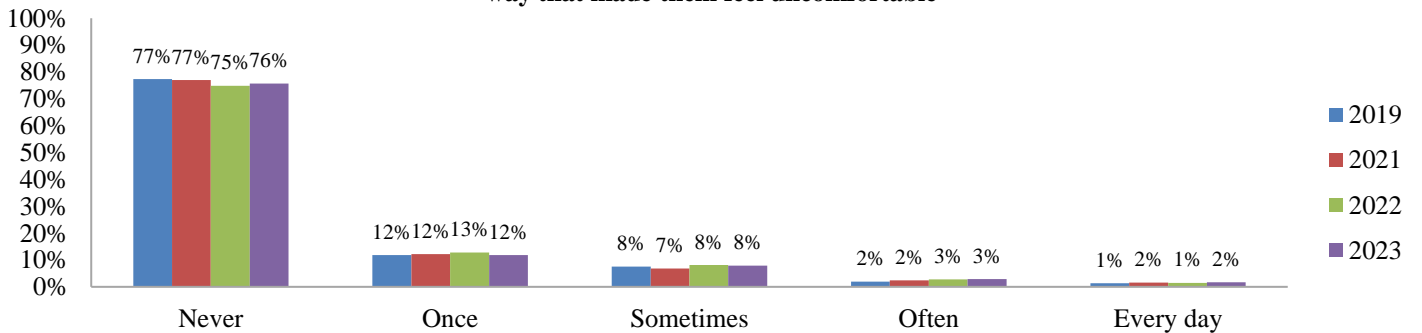
Percentage of students who reported that other students took things that belonged to them



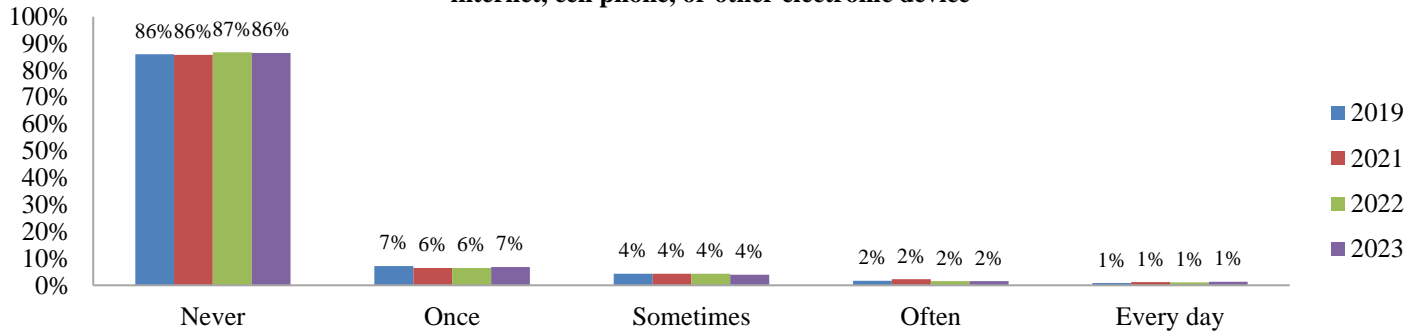
Percentage of students who reported that other students threatened to hurt them or take things



Percentage of students who reported that other students touched, grabbed, or pinched them in a way that made them feel uncomfortable



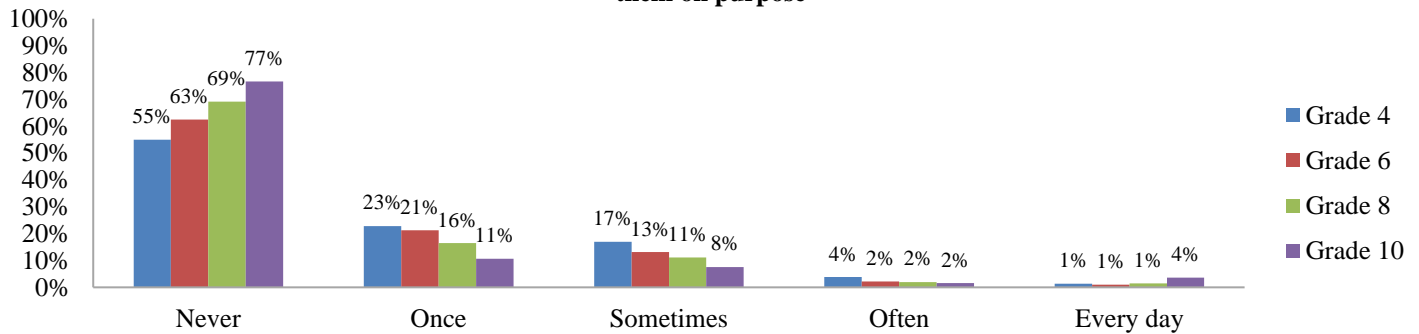
Percentage of students who reported that other students have done mean things to them using the internet, cell phone, or other electronic device



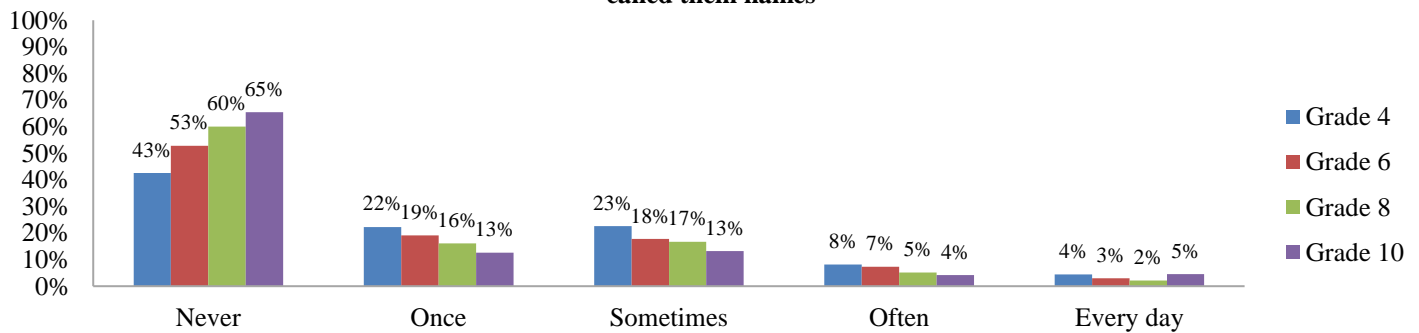
Bullying behavior experiences by grade

In general, as grade level increases, the frequency with which students reported having experienced the bullying behaviors decreases, except for the item related to online bullying behavior for which reports were similarly low across grades. The greatest discrepancy across grades in the percentage of students reporting that the behavior *never* occurred was with reports that other students *Touched, grabbed, or pinched you in a way that made you feel uncomfortable*, where grade 4 students reported this *never* happening 27% less than grade 8 students. Grade 4 was the most discrepant from the other grade levels across several items.

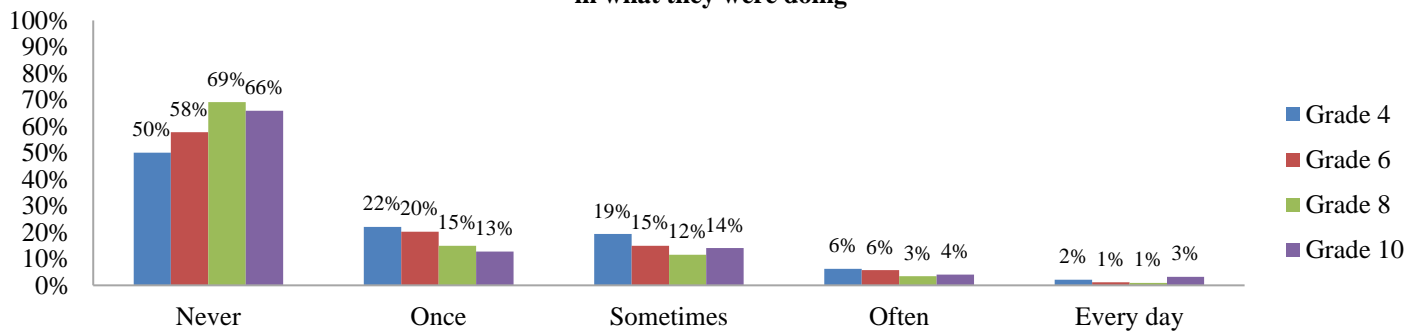
Percentage of students who reported that other students have hit, pushed, or kicked them on purpose



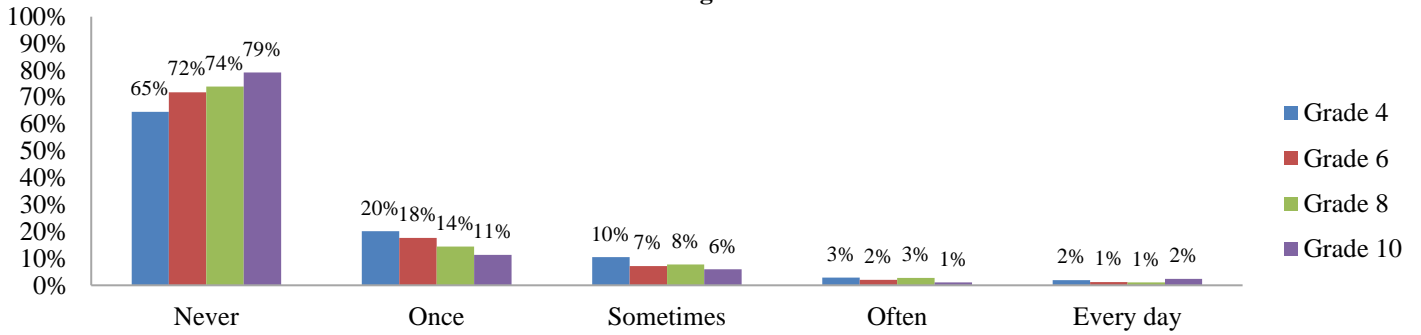
Percentage of students who reported that other students have said mean things, teased them, or called them names



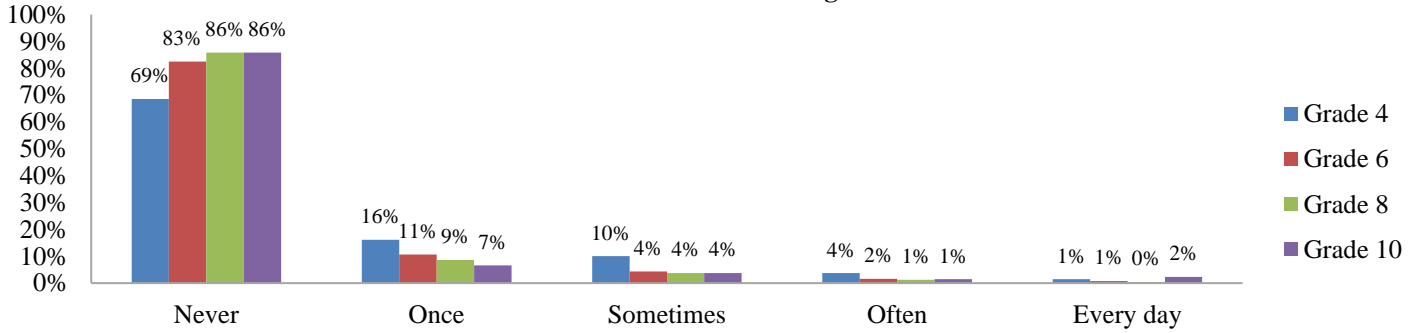
Percentage of students who reported that other students did not include them in what they were doing



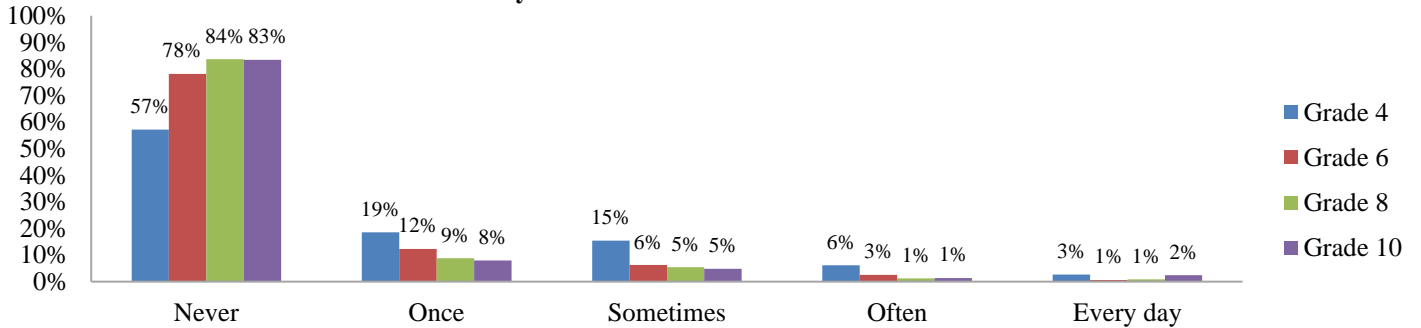
Percentage of students who reported that other students took things that belonged to them



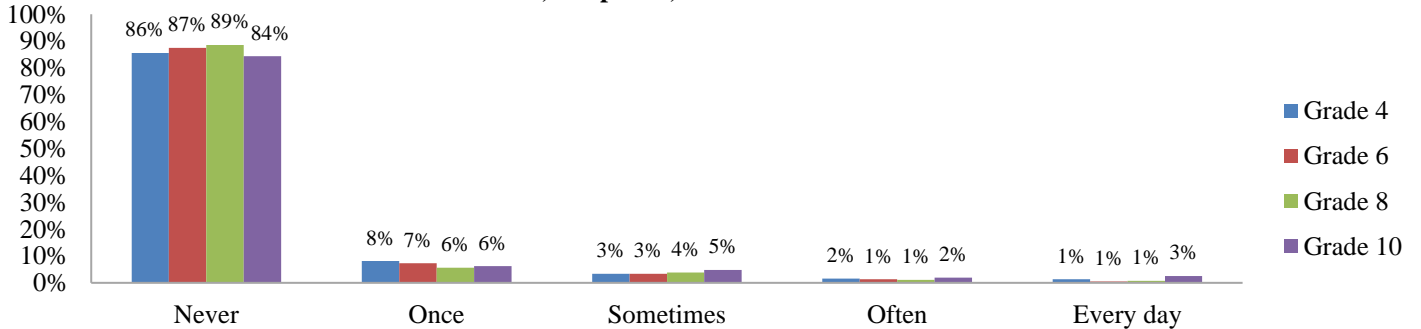
Percentage of students who reported that other students threatened to hurt them or take things



Percentage of students who reported that other students touched, grabbed, or pinched them in a way that made them feel uncomfortable



Percentage of students who reported that other students have done mean things to them using the internet, cell phone, or other electronic device



The following graphics display, by grade, the rate of *never* and *once* responses across questions. The shorter bars are an indication that the group of students report more frequent occurrences of bullying behaviors. Other response options included *sometimes*, *often*, and *every day*.

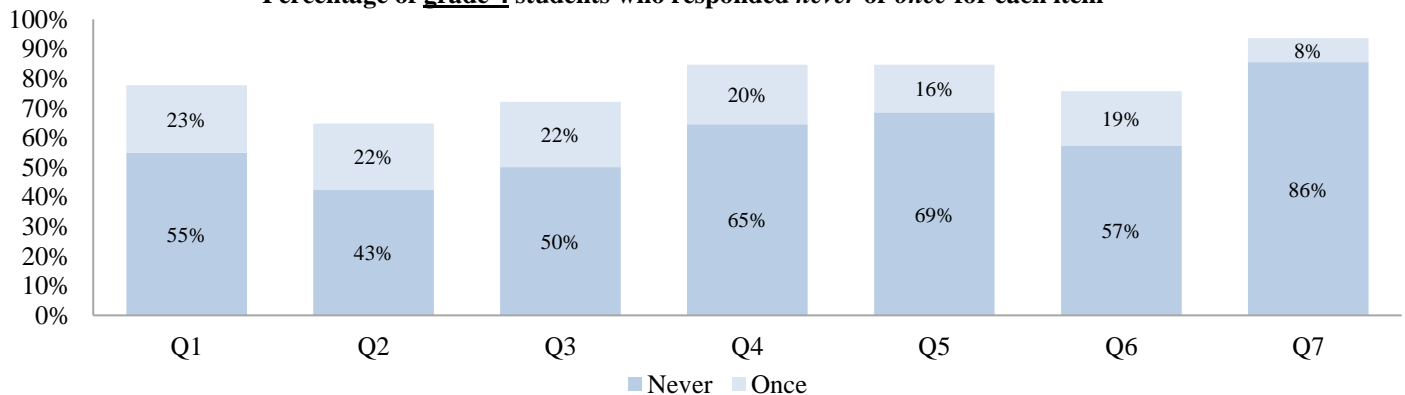
In the graphics that follow (on pages 9-10), the survey questions are coded as follows: During the past **month**, how often have other students:

- Q1. Hit, pushed, or kicked you on purpose?
- Q2. Said mean things, teased you, or called you names?
- Q3. Did not include you in what they were doing?
- Q4. Took things that belonged to you?
- Q5. Threatened to hurt you or take things?
- Q6. Touched, grabbed, or pinched you in a way that made you feel uncomfortable?
- Q7. Done mean things to you using the internet, cell phone, or other electronic device?

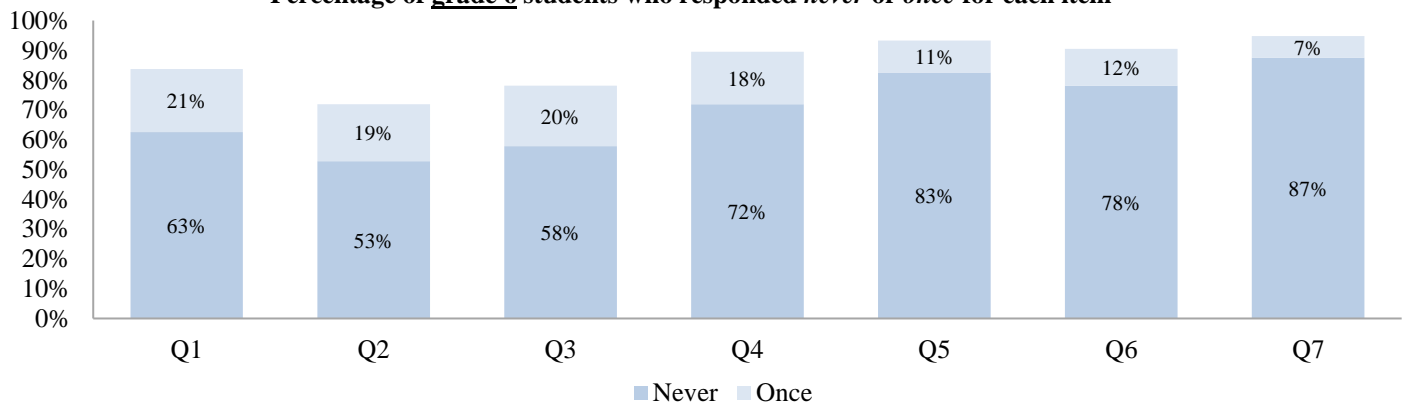
For students in all grades, the most frequently experienced bullying behavior in the last month was indicated for *During the past month, how often have other students said mean things, teased you, or called you names?* However, grade 10 students reported most experiencing bullying behavior for the question *During the past month, how often have other students not included you in what they were doing?* at a similar rate.

Grades 4, 6, and 8 students also reported the same question as their least frequently experienced bullying behavior, *During the past month, how often have other students done mean things to you using the internet, cell phone, or other electronic devices?* Grade 10 students reported their least experienced bullying behavior as *During the past month, how often have other students threatened to hurt you or take things?*

Percentage of grade 4 students who responded *never* or *once* for each item

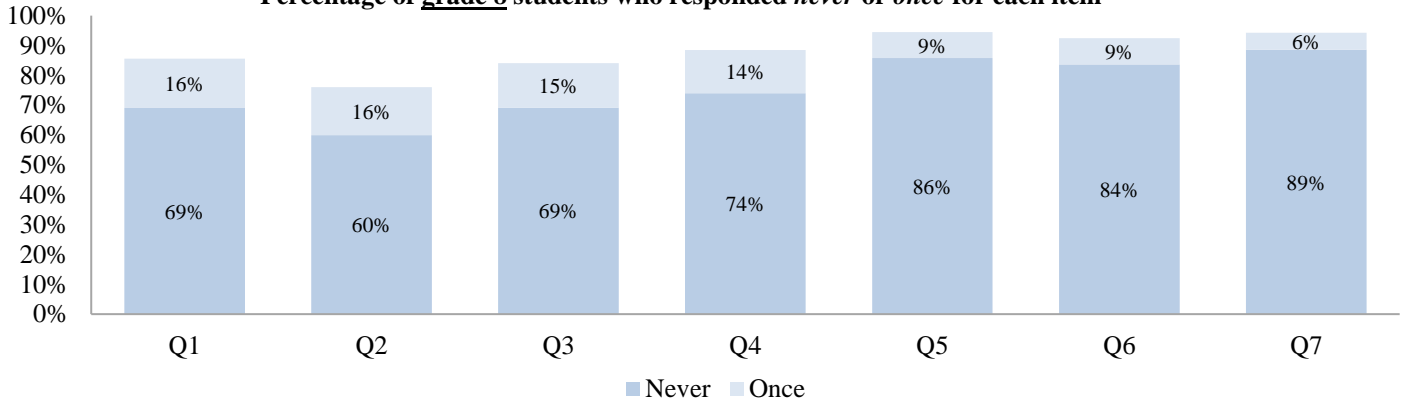


Percentage of grade 6 students who responded *never* or *once* for each item

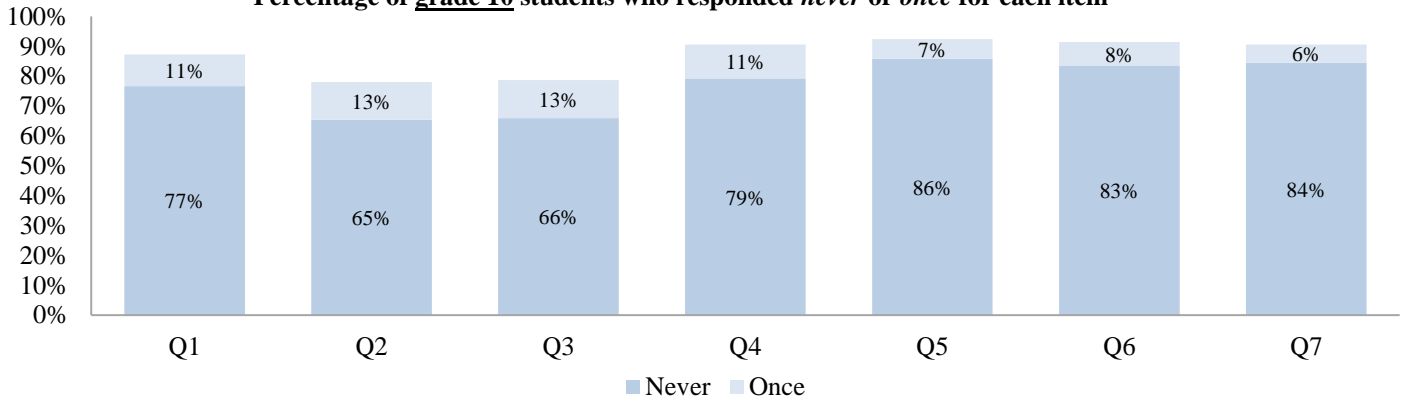


Note: Other response options included *sometimes*, *often*, and *every day*.

Percentage of grade 8 students who responded *never* or *once* for each item



Percentage of grade 10 students who responded *never* or *once* for each item



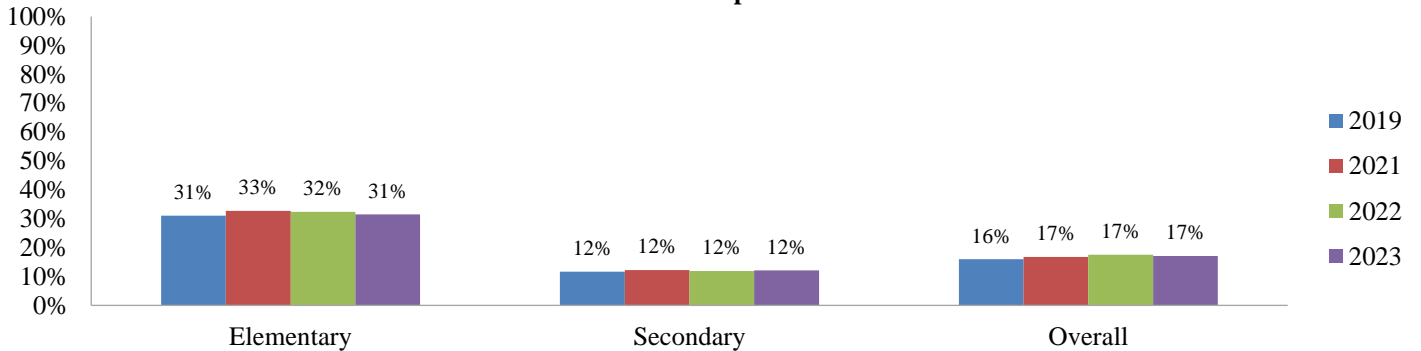
Note: Other response options included *sometimes*, *often*, and *every day*.

Students experiencing bullying: Item respondent summary

After students reflected on their experiences of the seven bullying behaviors, they were given the following definition of bullying: “Bullying is when a student (or students) does mean things on purpose to hurt or embarrass another student. These mean things happen over and over, not just once.” Students were then asked if, overall, they have been bullied in the past month. This section summarizes the percentage of students who reported experiencing bullying in the past month out of all students who responded to the item.

Trend by level. Overall, the percentage of students who reported being bullied in the past month has remained at a relatively stable rate of around 17% for the last four years. The percentage of students at both the elementary and secondary levels who report being bullied in the last month remained relatively stable, as well, with slight fluctuations at the elementary level.

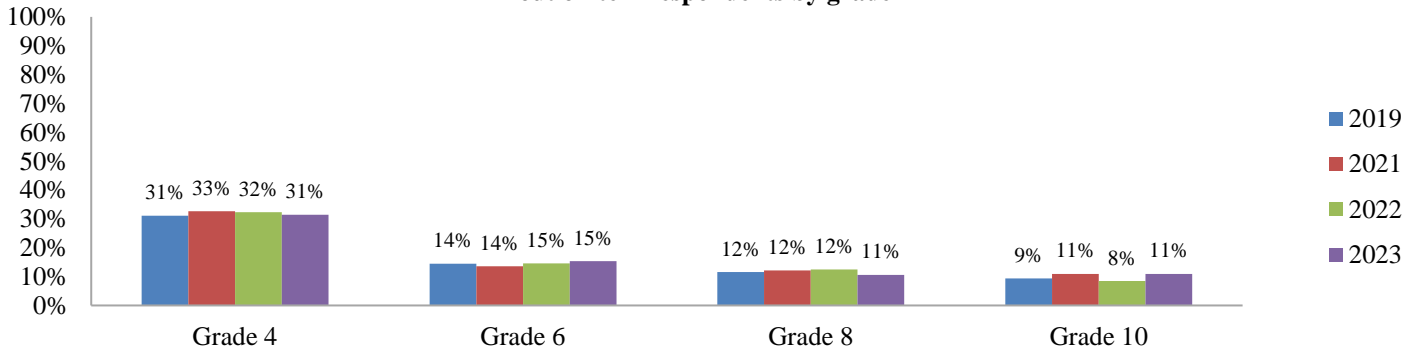
Percentage of students reporting being bullied in the past month out of item respondents



Trend by grade. In 2023, 31% of grade 4 students, 15% of grade 6 students, 11% of grade 8 students, and 11% of grade 10 students reported being bullied in the past month. The percentage of students who reported being bullied in the past month has remained relatively stable for the past four years within each grade level surveyed with slight fluctuations in grade 10. Since the shift in response options in 2015, where the options changed from an agreement scale to a *yes* or *no*, grade 4 students have reported the highest rates of being bullied.

In 2015, when this item was first asked in this form, 19% of grade 6 students and 14% of grade 10 students reported being bullied in the past month in comparison to 2023 where 15% of grade 6 students and 11% of grade 10 students reported being bullied in the last month (a 4% and 3% decrease, respectively). Grade 4 and 8 students have stayed at a consistent rate of bullying experiences over time with little to no change.

Percentage of students reporting being bullied in the past month out of item respondents by grade

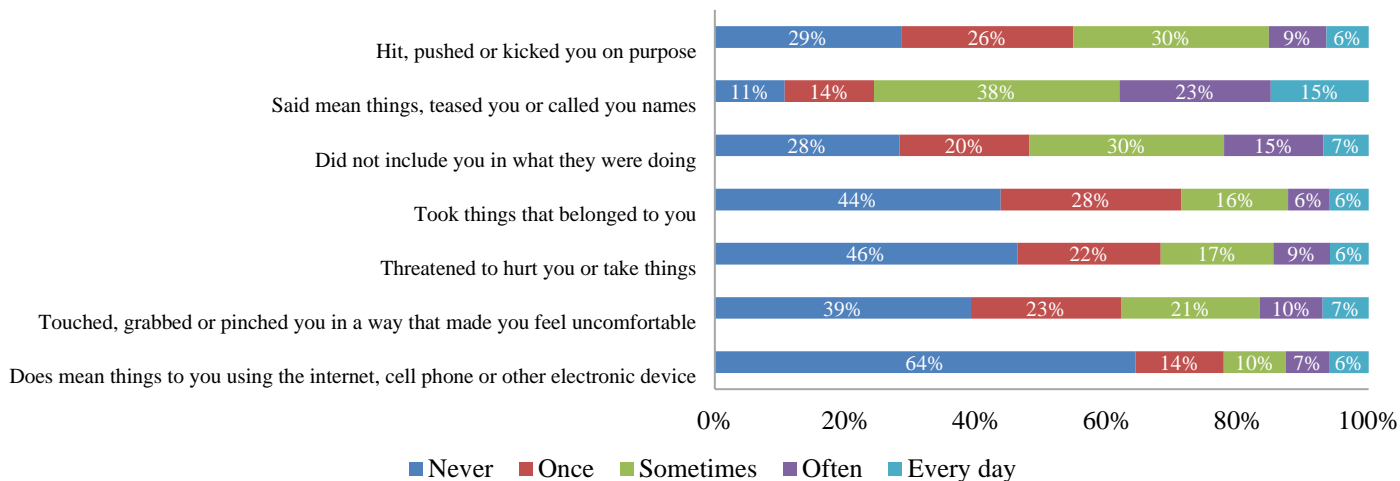


Bullying behaviors experienced by students being bullied

The graphic below focuses on students who selected *yes* when asked, *Overall, have you been bullied in the past month?* and the frequency of their experiences with each of the seven bullying behaviors also asked about on the survey.

Sixty-four percent of all students who reported they were bullied in the past month also reported that they have *never* experienced other students doing mean things to them using the internet, cell phone or other electronic device. Eighty-nine percent of those who've been bullied in the past month also reported that they've experienced having been told mean things, teased, or called names either *every day* (15%), *often* (23%), *sometimes* (38%), or *once* (14%). This was the most frequent bullying behavior experienced by students who report being bullied.

Frequency of experiencing bullying behaviors out of students who reported being bullied in the past month

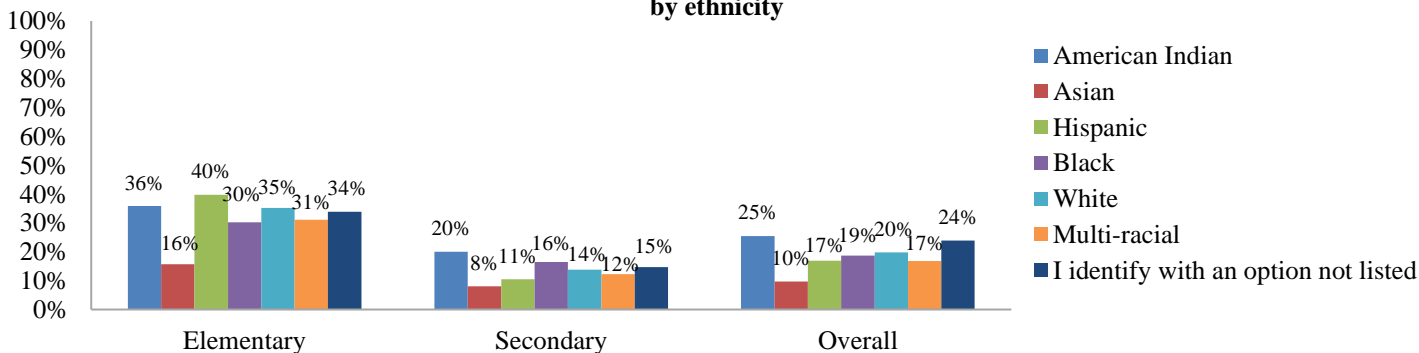


Students experiencing bullying by race/ethnicity

Below are findings based on comparisons between each racial/ethnic group across survey items related to experiences of bullying. For the item, *Overall, have you been bullied in the past month?* (graphed below) students who identified as American Indian, Black, Hispanic, Multi-racial, White, or those who identify with an option not listed were all statistically significantly more likely than Asian students to have reported being bullied in the past month. Students who identify with an ethnicity not listed were also statistically significantly more likely than students who identified as White to report having been bullied.

Asian students reported experiencing five of the seven bullying behaviors with statistically significantly lower frequency than Multi-racial students or students who identify with an ethnicity not listed. The two exceptions were around not being included and having things taken from them where these groups were statistically equivalent.

Percentage of students who reported being bullied in the past month by ethnicity



Experiences of students being bullied: Item respondent vs. bullied respondent comparison

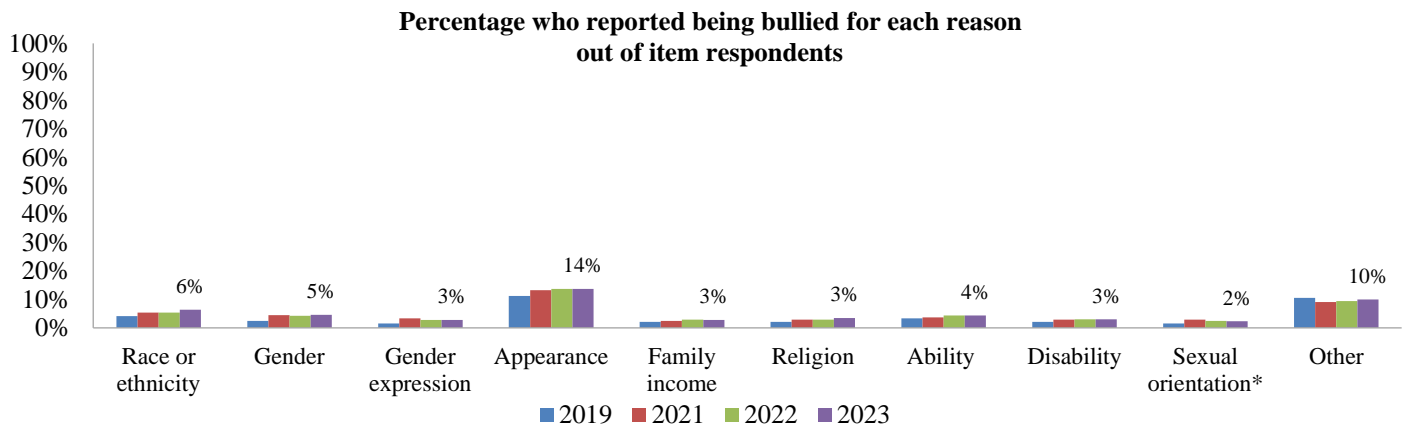
This section focuses on the survey questions around why students think they are bullied, where they are bullied, and how they respond when they are bullied. Because the questions are seeking these details from students who have experienced bullying, for each question, there is a response option that indicates *I have not been bullied*. In addition, because a student may feel they are being bullied for more than one reason, experience bullying in more than one location, or respond to bullying in multiple ways, students were able to choose all response options that applied.

Results are presented in two ways for each of these questions. One graphical representation in each area (bullying reasons, locations, and response) demonstrates the magnitude of all the randomly sampled participants, reflective of the occurrences in the population at large. The other graphical representation in each area provides information about the magnitude of the bullying reasons, locations, and responses among those who have experienced bullying. For example, in the graphs below, 6% of all respondents believe they were bullied because of race/ethnicity in 2023, however this represents 25% of students who reported being bullied for at least one reason. Some areas have additional breakdowns.

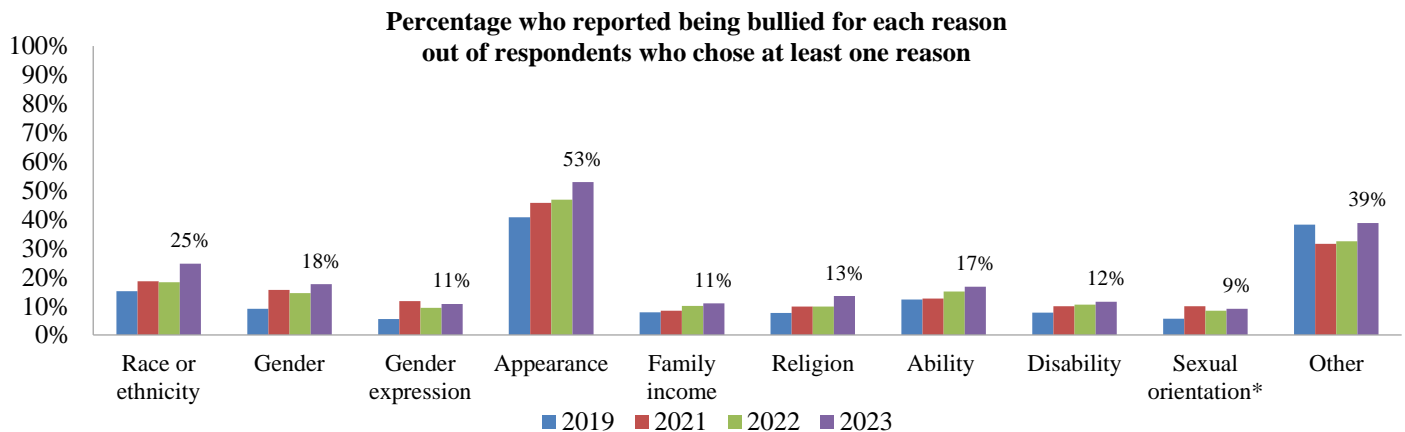
Reasons for being bullied

Students were asked, *If you were bullied, what do you think was the reason?* Twelve percent of students did not respond to this item. Of students who did respond, 74% chose *I have not been bullied*, leaving 26% of students who chose at least one reason for being bullied. Last year, 29% of item respondents chose at least one reason for being bullied.

Examination of the percentage who feel they were bullied for each of the reasons listed, out of all item respondents (whether they reported they were bullied or not in the last month), shows rates have remained fairly consistent over time, fluctuating by less than a percentage point over the last few years. The greatest percentage of all respondents reported feeling they were bullied because of their appearance (14%), the most common reason year after year.



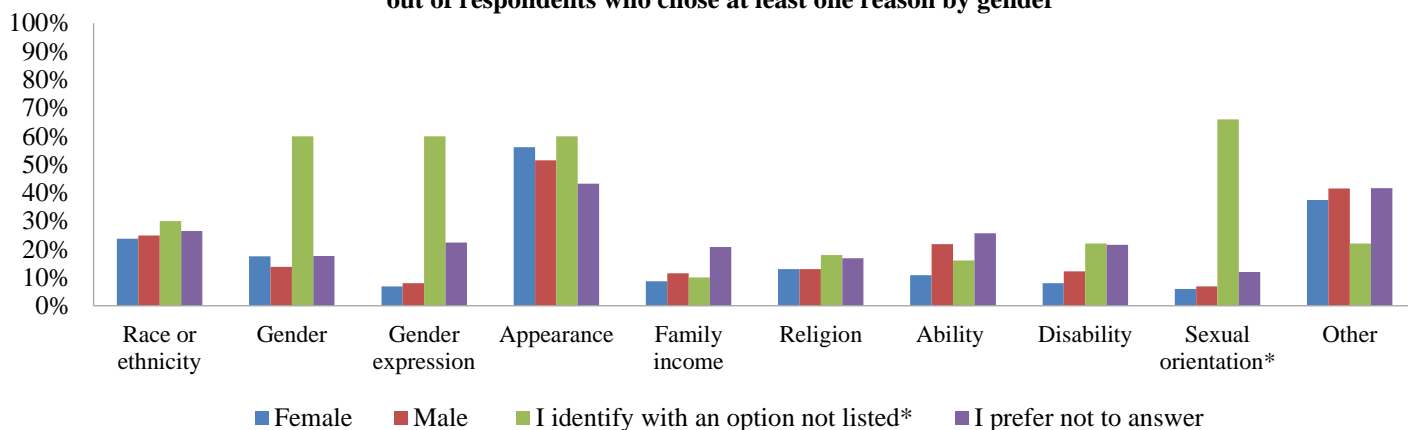
When focused to the 26% of students who chose at least one reason for being bullied, the percentages who chose race or ethnicity, appearance, and other have each increased by approximately 6% over last year's group who reported being bullied for at least one reason. For students experiencing bullying, no single reason decreased compared to last year.



Note: Data labels reflect 2023-24 data. (*) Indicates this response option was only made available on the secondary survey. The 'Other' response option provided students the opportunity to write in reasons they were bullied that weren't listed on the survey. The top response themes included: physical attributes, how they act, student's name, the bully is just mean/insecure, and for fun/no reason or they don't know.

By gender. The following graph and associated table display the percentage of students who reported being bullied for each reason out of those who reported being bullied for at least one reason broken down by gender category. Students chose appearance as the reason for being bullied most consistently across most gender response options (56%, 51%, and 43%, for female, male, and prefer not to answer, respectively). Regarding gender, students who chose *I identify with an option not listed* (only offered on the secondary survey) indicated that they have been bullied due to their sexual orientation most commonly (66%), but also due to gender, gender expression, and appearance at high rates (each at 60%). The gender response options that saw the highest percentage of students reporting they have been bullied for at least one reason were the following gender response options: *I identify with an option not listed* and *I prefer not to answer* (54% and 39%, respectively.)

Percentage who reported being bullied for each reason out of respondents who chose at least one reason by gender



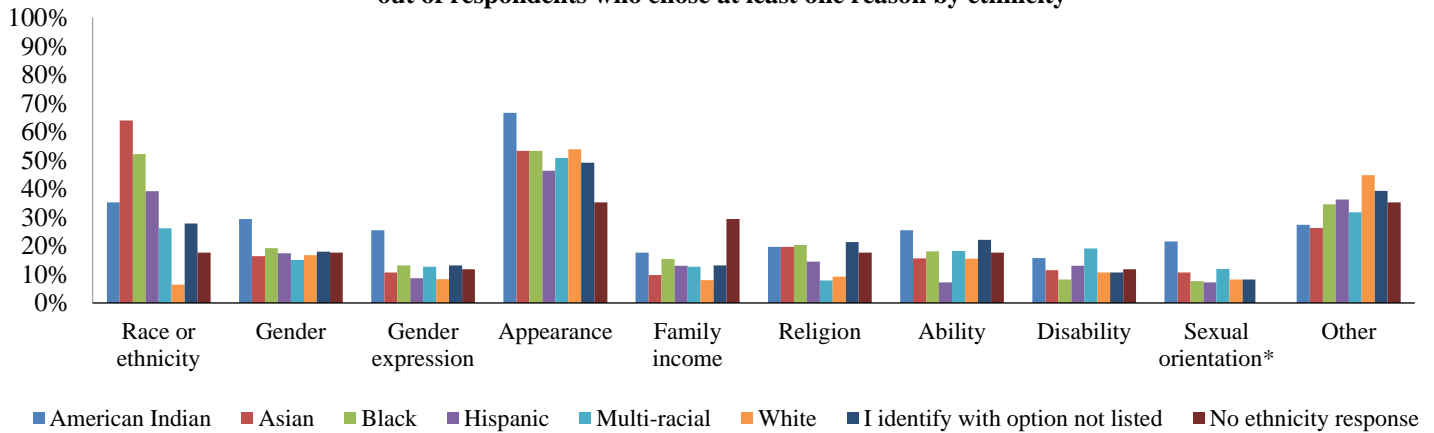
Reasons for being bullied by gender	Female (N=611)	Male (N=540)	I identify with an option not listed* (N=50)	I prefer not to answer (N=125)	No gender response (N=12)	Total (N=1338)
Race or ethnicity	24%	25%	30%	26%	25%	25%
Gender	18%	14%	60%	18%	17%	18%
Gender expression	7%	8%	60%	22%	8%	11%
Appearance	56%	51%	60%	43%	25%	53%
Family income	9%	11%	10%	21%	8%	11%
Religion	13%	13%	18%	17%	8%	13%
Ability	11%	22%	16%	26%	0%	17%
Disability	8%	12%	22%	22%	8%	12%
Sexual orientation*	6%	7%	66%	12%	0%	9%
Other	37%	41%	22%	42%	25%	39%

Note: (*) Indicates these response options were only made available on the secondary survey. N = number of students reporting being bullied within that gender option. The 'Other' response option in the reasons question provided students the opportunity to write in reasons they were bullied that weren't listed on the survey. The top response themes included: physical attributes, how they act, student's name, the bully is just mean/insecure, and for fun/no reason or they don't know.

By race/ethnicity. The following graph and associated table display the percentage of students who reported being bullied for each reason out of those who reported being bullied for at least one reason broken down by racial/ethnic category. All student groups most commonly reported that appearance was the reason for being bullied, with the exception of Asian students who most commonly reported that race or ethnicity was the reason for being bullied. American Indian students reported appearance as a reason for being bullied at the highest rate (67%) compared to all groups.

Considering the racial/ethnic student groups, American Indian students, those who identify with an option not listed, and those who did not respond to the race/ethnicity question reported at least one reason for being bullied at greater rates than other student groups (35%, 35%, and 40%, respectively).

Percentage who reported being bullied for each reason out of respondents who chose at least one reason by ethnicity



Reasons for being bullied by ethnicity	American Indian (N=144)	Asian (N=122)	Black (N=182)	Hispanic (N=69)	Multi-racial (N=126)	White (N=649)	I identify with an option not listed (N=122)	No ethnicity response (N=17)	Total (N=1338)
Race or ethnicity	35%	64%	52%	39%	26%	6%	28%	18%	25%
Gender	29%	16%	19%	17%	15%	17%	18%	18%	18%
Gender expression	25%	11%	13%	9%	13%	8%	13%	12%	11%
Appearance	67%	53%	53%	46%	51%	54%	49%	35%	53%
Family income	18%	10%	15%	13%	13%	8%	13%	29%	11%
Religion	20%	20%	20%	14%	8%	9%	21%	18%	13%
Ability	25%	16%	18%	7%	18%	16%	22%	18%	17%
Disability	16%	11%	8%	13%	19%	11%	11%	12%	12%
Sexual orientation*	22%	11%	8%	7%	12%	8%	8%	0%	9%
Other	27%	26%	35%	36%	32%	45%	39%	35%	39%

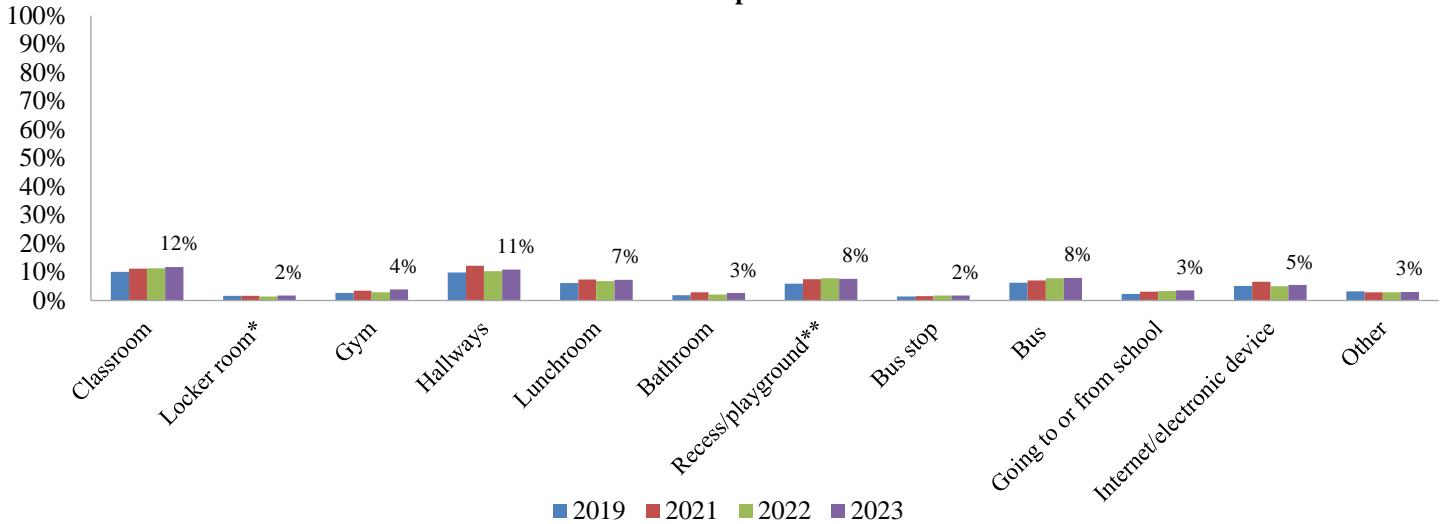
Note: (*) Indicates this response option was only made available on the secondary survey. N = number of students reporting being bullied within that ethnicity option. The 'Other' response option in the reasons question provided students the opportunity to write in reasons they were bullied that weren't listed on the survey. The top response themes included: physical attributes, how they act, student's name, the bully is just mean/insecure, and for fun/no reason or they don't know.

Locations of being bullied

Students were asked, “If you were bullied, where did it happen?” Eleven percent of students did not respond to this item. Of students who did respond, 71% chose “I have not been bullied”, leaving 29% of students who chose at least one location for being bullied. The percentage of students who reported they have not been bullied increased slightly from last year when 70% reported this.

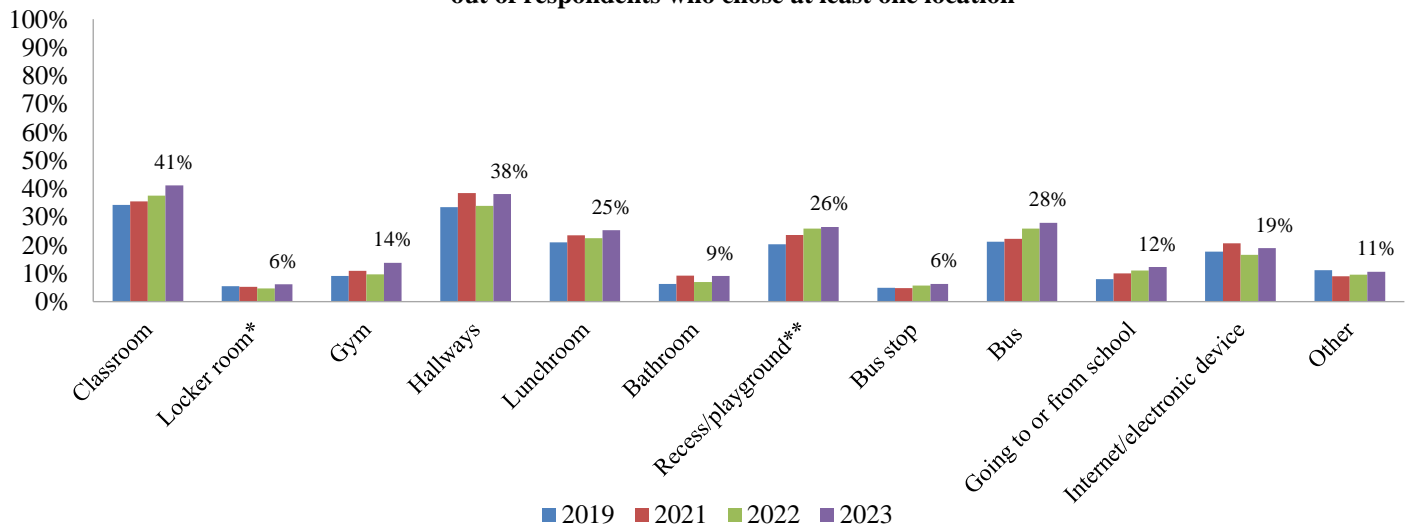
Examination of the percentage who feel they were bullied in each of the locations listed, out of all item respondents (whether they reported they were bullied or not in the last month), shows rates have fluctuated by less than a percentage point from last year. Reports of students being bullied in the classroom and on the bus have been slowly, but steadily increasing over the last few years.

Percentage who reported being bullied in each location out of item respondents



When focused to the 29% of students who chose at least one location where they were being bullied, the percentages who chose classroom, gym, and hallways have each increased by approximately 4% over last year’s respondents who reported being bullied in at least one location. For students who are being bullied, the most frequent places where they report being bullied remain the classroom and hallways, at 41% and 38%, respectively.

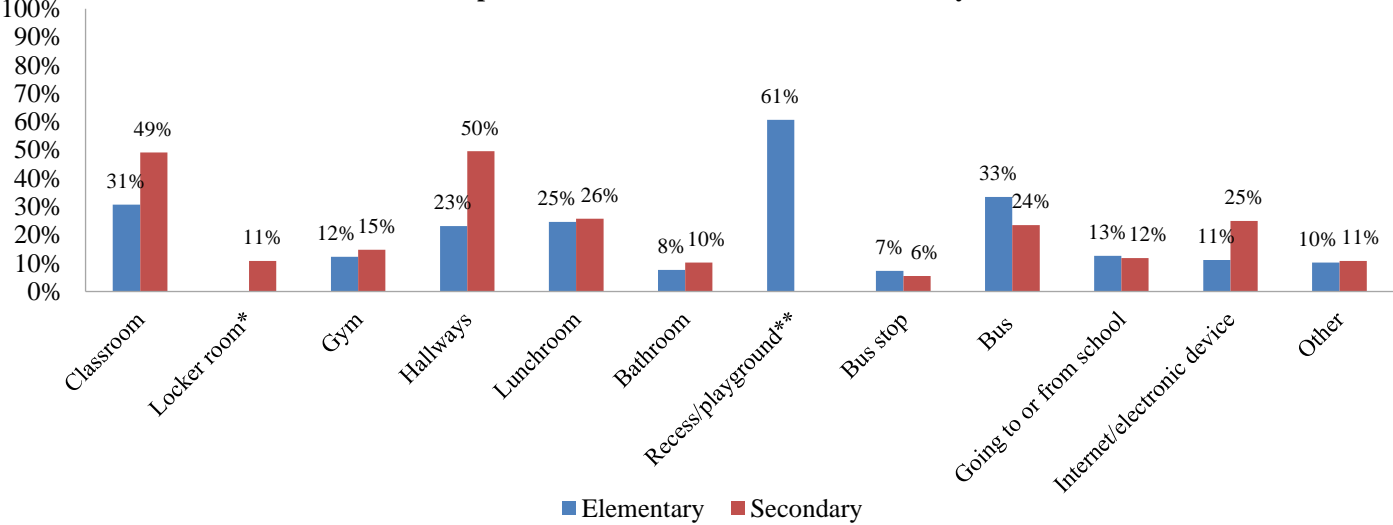
Percentage who reported being bullied in each location out of respondents who chose at least one location



Note: Data labels reflect 2023-24 data. (*) Indicates this response option was only made available on the secondary survey. (**) Indicates this was a response option for elementary students only. The ‘Other’ response option provided students the opportunity to include locations where they were bullied that weren’t listed on the survey. The top response themes included: at home, at Adventures Plus, outside of school, during extracurricular activities, and everywhere.

By level. Elementary students were more likely than secondary students to report at least one location where they are being bullied: 45% compared to 22%, respectively. Of the students who reported being bullied in at least one location, elementary students were most likely to report that they had been bullied at recess/on the playground (61%), while secondary students were most likely to report being bullied in the hallways (50%) or in the classroom (49%). Elementary students were more likely than secondary students to indicate they were bullied at the bus stop and on the bus, while secondary students were markedly more likely than elementary students to report that they were bullied in the classroom, hallways, and on the internet/an electronic device.

Percentage who reported being bullied in each location out of respondents who chose at least one location by level



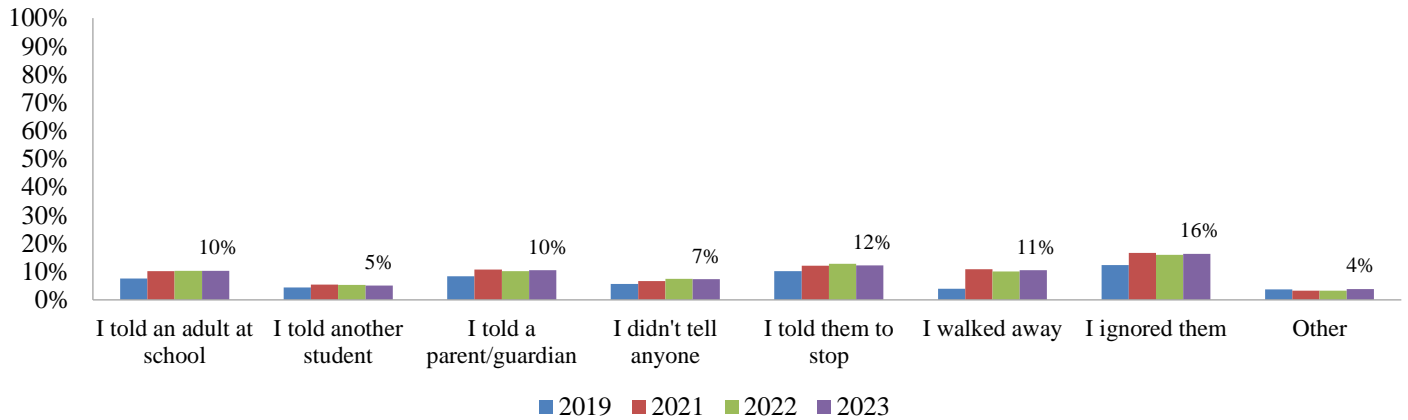
Note (*) Indicates this response option was only made available on the secondary survey. (**) Indicates this was a response option for elementary students only. The 'Other' response option provided students the opportunity to include locations where they were bullied that weren't listed on the survey. The top response themes included: at home, at Adventures Plus, outside of school, during extracurricular activities, and everywhere.

Response to being bullied

Students were asked, “If you were bullied, how did you respond?” Eleven percent of students did not respond to this item. Of students who did respond, 69% chose “I have not been bullied”, leaving 31% of students who chose at least one response to being bullied. Last year, 33% of item respondents chose at least one response to being bullied.

Examination of the percentage who responded to bullying in each of the ways listed out of all item respondents (whether they reported they were bullied or not in the last month) shows rates have remained fairly consistent since last year, fluctuating by less than a percentage point from last year to this year. The most prominent response to being bullied out of all item respondents is ignoring them (16%).

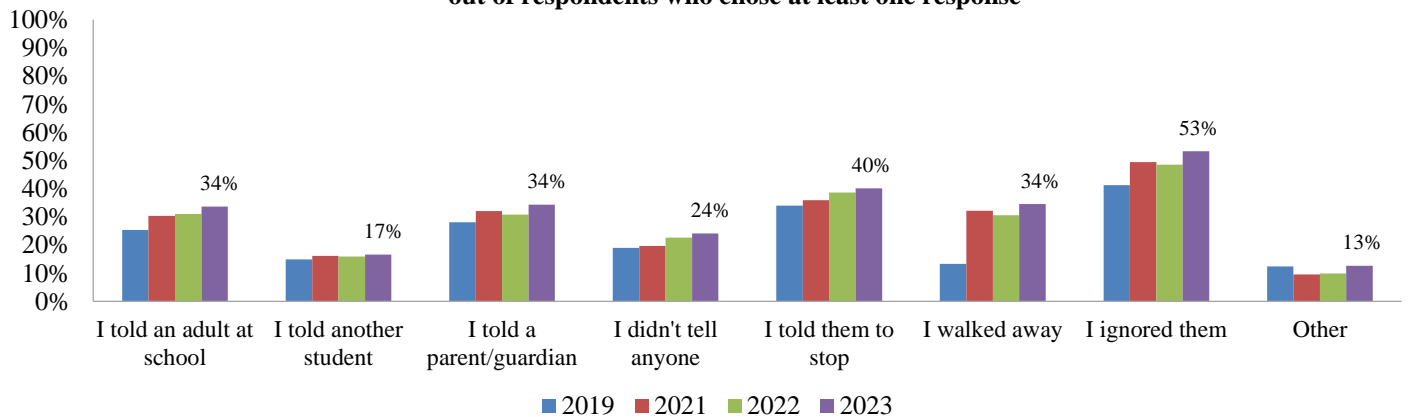
Percentage who reported each response to being bullied out of item respondents



When focused to the 31% of students who chose at least one response to being bullied, the percentages who chose *I told a parent/guardian*, *I walked away*, and *I ignored them* have each increased by approximately 4% or more over last year’s respondents who reported at least one response to being bullied. For students who are being bullied, the most common response to being bullied remains *I ignored them* (53%).

The greatest change over the past four survey administrations was seen for the response option *I walked away* which increased 21% from 2019 to 2023 (13% to 34%, respectively).

Percentage who reported each response to being bullied out of respondents who chose at least one response

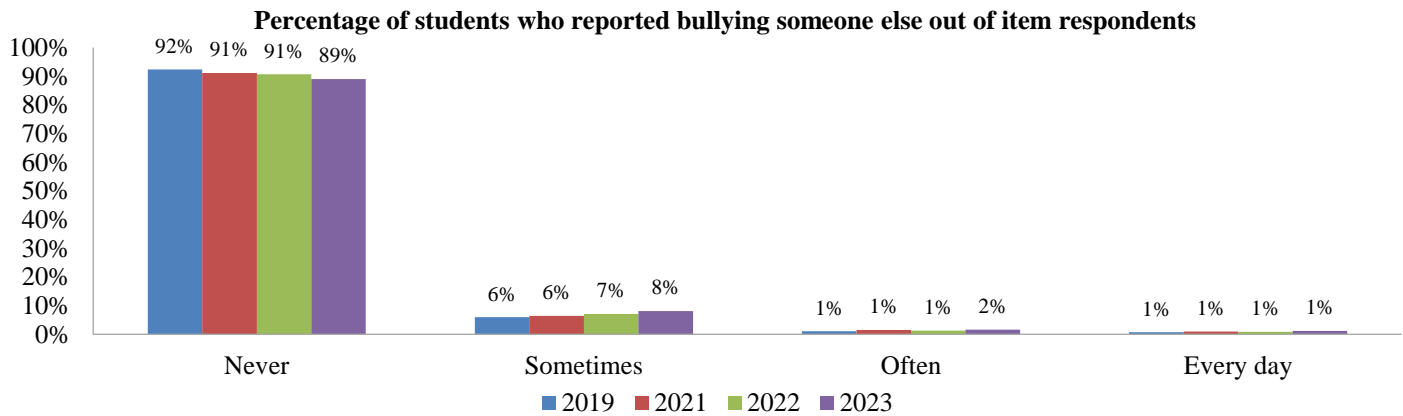


Note: Data labels reflect 2023-24 data. The ‘Other’ response option provided students the opportunity to include responses to being bullied that weren’t listed on the survey. The top response themes included: cried or felt mad, retaliated/fought back, advocated for themselves, and told a family member.

Student reports of bullying someone else

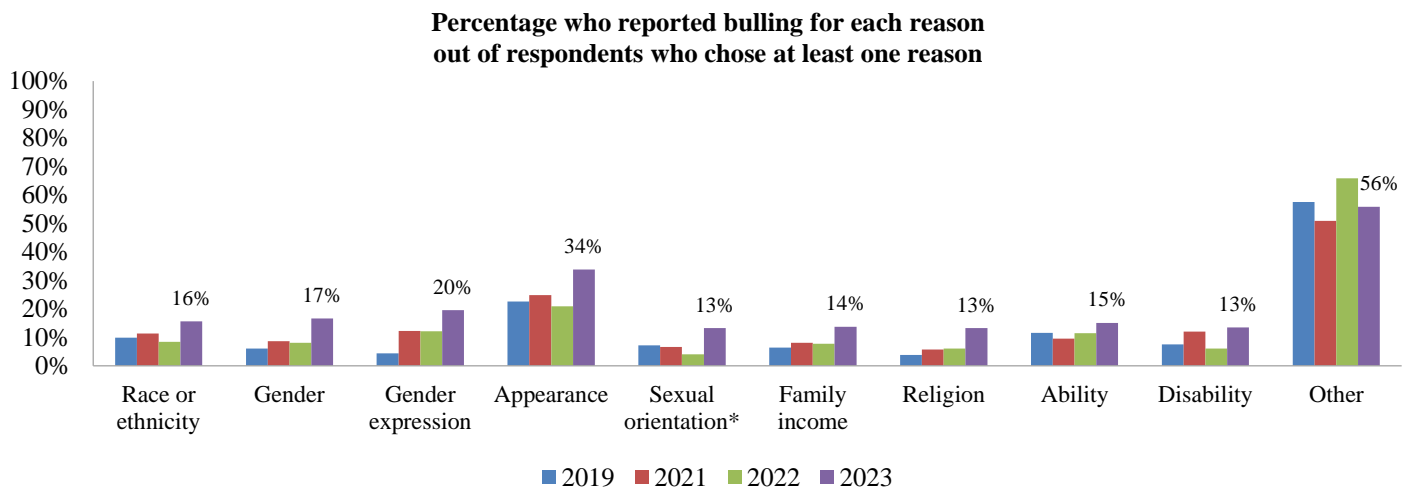
This section focuses on the survey questions around students bullying other students and why they bully them. Students were first asked about the frequency with which they bullied someone else. For this item, responses are reported out of all students who responded to the item. Students were next asked about the reasons for which they bullied someone. Because the question is seeking information from students who have bullied others, there is a response option that indicates *I haven't bullied anyone*. In addition, because a student may have bullied others for more than one reason, students were able to choose all reasons that applied.

Frequency. Approximately 89% of students who responded to the item, *How often have you bullied someone in the last month?* reported that they have *never* bullied anyone, while 8% of students reported having done it *sometimes*. Two percent of students responded that they bullied someone *often* and 1% reported bullying someone *every day*, similar to previous years. The percentage of students reporting they have bullied someone *sometimes* in the last month has been increasing marginally over the last four survey administrations.



Reasons. Students were asked, *If you have bullied someone, why?* Ten percent of students did not respond to this item. Of students who did respond, 93% chose *I haven't bullied anyone*, leaving 7% of students who chose at least one reason for bullying someone else. This has remained fairly consistent over the last four administrations.

When focused to the 7% of students who chose at least one reason for bullying someone, the percentages who chose each of the reasons except *other* increased by 4% or more over last year's respondents who reported being bullied for at least one reason, while the *other* response option showed a decrease of 10%. The *other* response option, the most likely reported reason, is now more in line with earlier years. *Appearance* remains the next highest reported reason for bullying, at 34%.

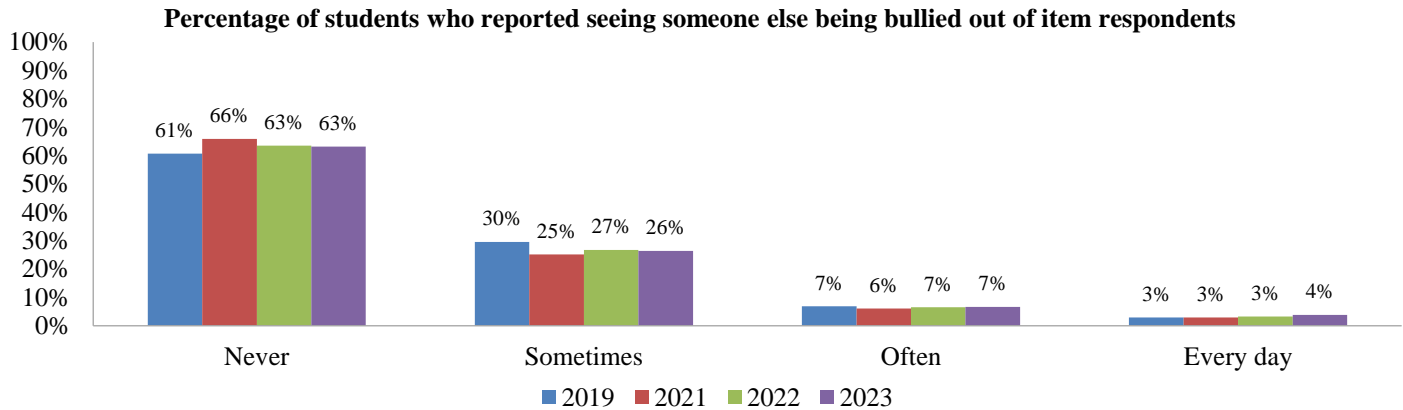


Note: Data labels reflect 2023-24 data. (*) Indicates this response option was only made available on the secondary survey. The 'Other' response option provided students the opportunity to include reasons they bullied someone else that weren't listed on the survey. The top response themes included: retaliation, their personality, and messing around with friends.

Student reports of witnessing bullying

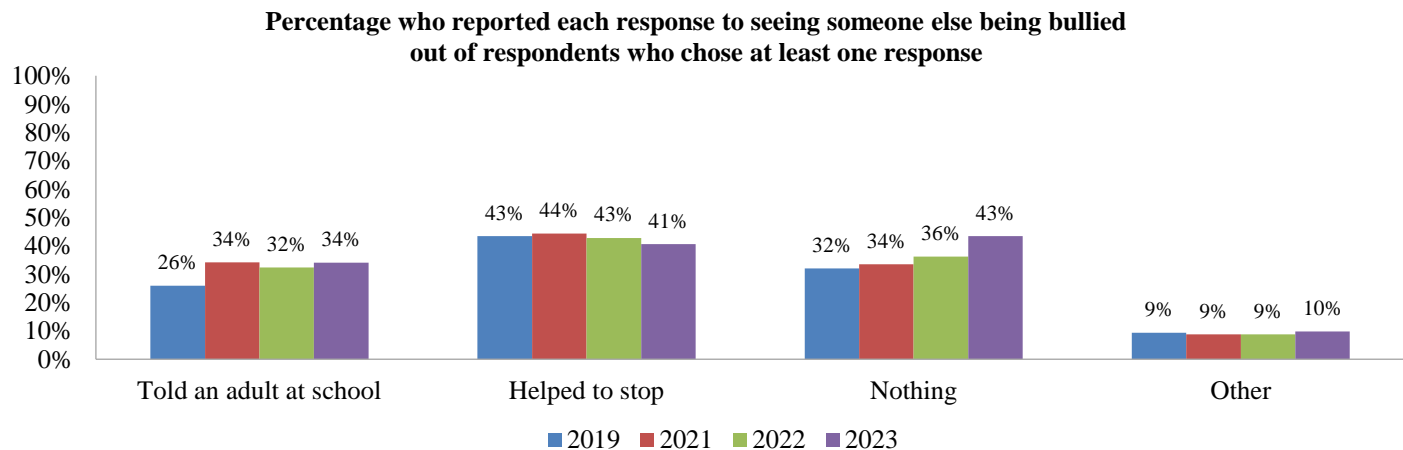
This section focuses on the survey questions around students witnessing bullying and how they responded. Students were first asked about the frequency with which they have seen someone else being bullied in the last month. For this item, responses are reported out of all students who responded to the item. Students were next asked about how they responded when they saw bullying. Because the question is seeking information from students who have seen others being bullied, there is a response option that indicates *I haven't seen bullying*. In addition, because a student may have responded in multiple ways, students were able to choose all responses that applied.

Frequency. Approximately 63% of students who responded to the item, *How often have you seen someone else being bullied in the last month?* reported that they have *never* seen anyone bullied, while 26% of students reported having seen it *sometimes*, 7% have seen it *often*, and 4% have seen it *every day*. These responses have remained similar to the previous year. In the past four administrations, the *often* and *every day* response options have stayed the most constant.



Response. Students were asked, *If you saw bullying, how did you respond?* Six percent of students did not respond to this item. Of students who did respond, 58% chose *I haven't seen bullying*, leaving 42% of students who chose at least one response to seeing bullying. The percentage of students who reported they have not seen bullying increased slightly from last year when 57% reported this.

When focused to the 42% of students who chose at least one response to seeing bullying, the percentages who chose *helped to stop* decreased by 2% from last year's respondents who reported at least one response to seeing bullying, while the response option of *nothing* showed an increase of 7%. The percentage of students who have reported they did nothing has steadily increased over the last several years. The *other* response option has remained consistent (currently 10%) over the last four survey administrations, while the most common action students took who responded in one way or another to seeing bullying reported helping to stop it (41%).



Note: The 'other' response option provided students the opportunity to include ways they responded to bullying that weren't listed on the survey. The top response themes included: stood up to the bully, told a family member, checked to see if the student was okay, and joined in or laughed.

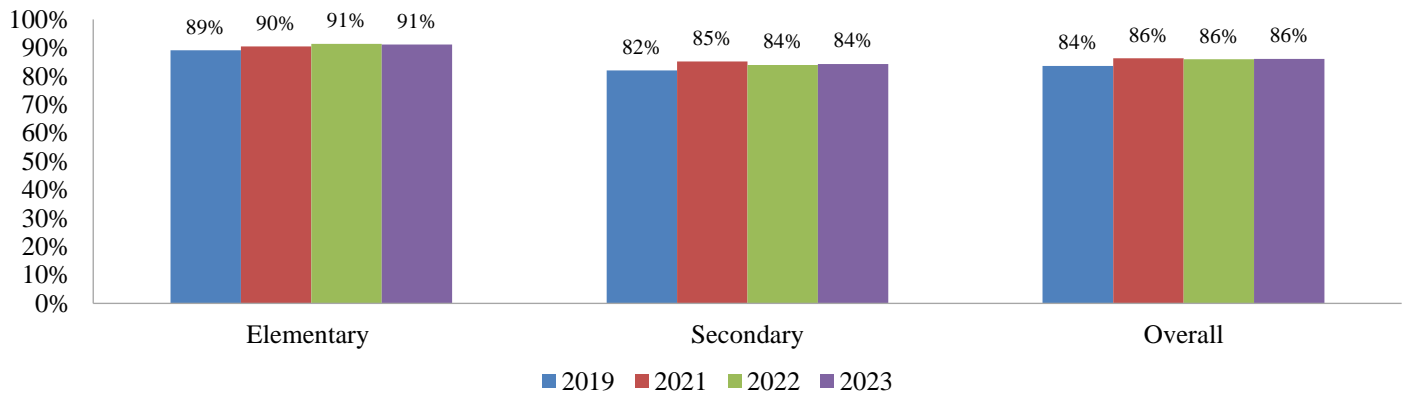
Building climate

After being asked about bullying experiences, students were asked about adult support at school as well as how safe they felt in various locations at school. This section summarizes the percentage of students who responded in various ways to these items out of all students who responded to each item.

Adult support

Overall, approximately 86% of students who responded to the item, *Is there an adult at school that you can go to for help if a student is bullying you or someone else?* reported *yes* they do. The following graphic illustrates four years of relatively consistent rates of students overall reporting that they have an adult at school to go to for help with bullying. The percentage of elementary students who reported having an adult to go to for help has increased slightly in recent years with 2023 remaining consistent with last year at 91%. The percentage of secondary students who report having an adult to go to for help with bullying has fluctuated slightly over the years and is currently at 84%.

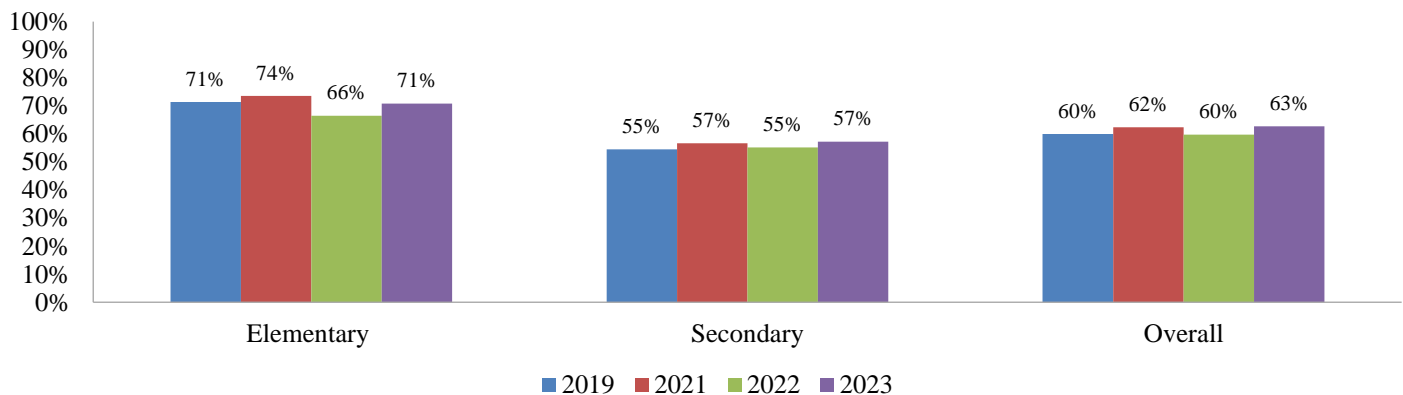
Percentage of students who reported having an adult to go to for help out of item respondents



Students were asked, *If you have reported bullying behavior to an adult at school do you feel like it helped?* One percent of students did not respond to this item. Of students who did respond, 66% chose *I haven't reported bullying behavior*, leaving 34% of students who indicated they have reported bullying.

When focused to the 34% of students who have reported bullying, the percentage who indicated they felt like it helped increased from last year's respondents who indicated they reported bullying, from 60% in 2022 to 63% in 2023. Compared to elementary students who reported bullying to an adult and felt like it helped (71%), fewer secondary students felt like it helped (57%). There was an increase in the percentage of elementary students who reported bullying and felt like it helped from last year to this year (up 5%), as well as an increase at secondary (up 2%).

Percentage of students who felt that reporting bullying helped out of students who have reported bullying

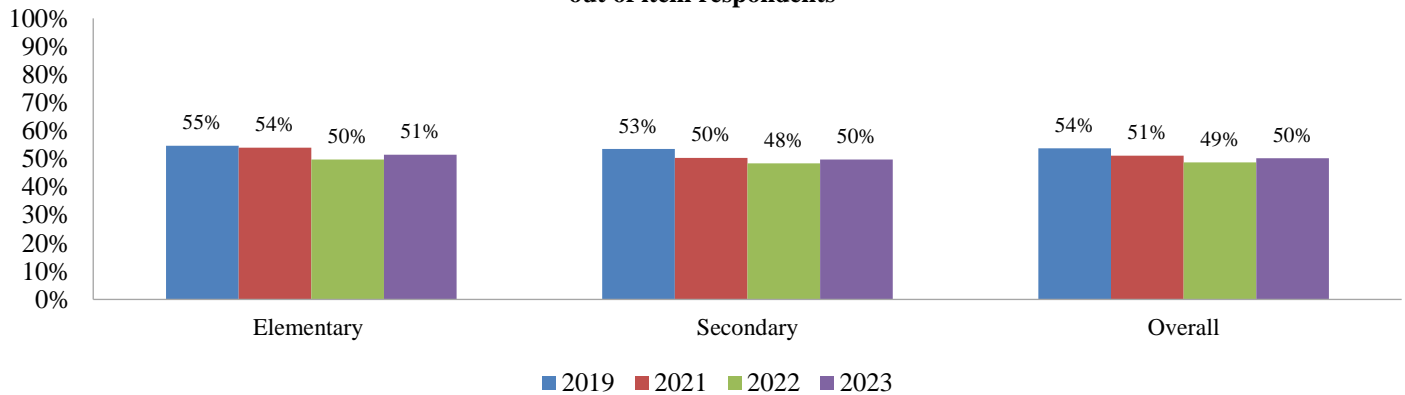


Feelings of safety

Students were next asked about their feelings of safety at school. They were given response options of *safe*, *kind of safe*, *kind of unsafe*, and *unsafe*. Given that the ultimate desire is to have all students feeling safe at school, this section summarizes the percentage of students who report feeling *safe* out of all students who responded to the item and does not include those who felt *kind of safe* overall and in various locations.

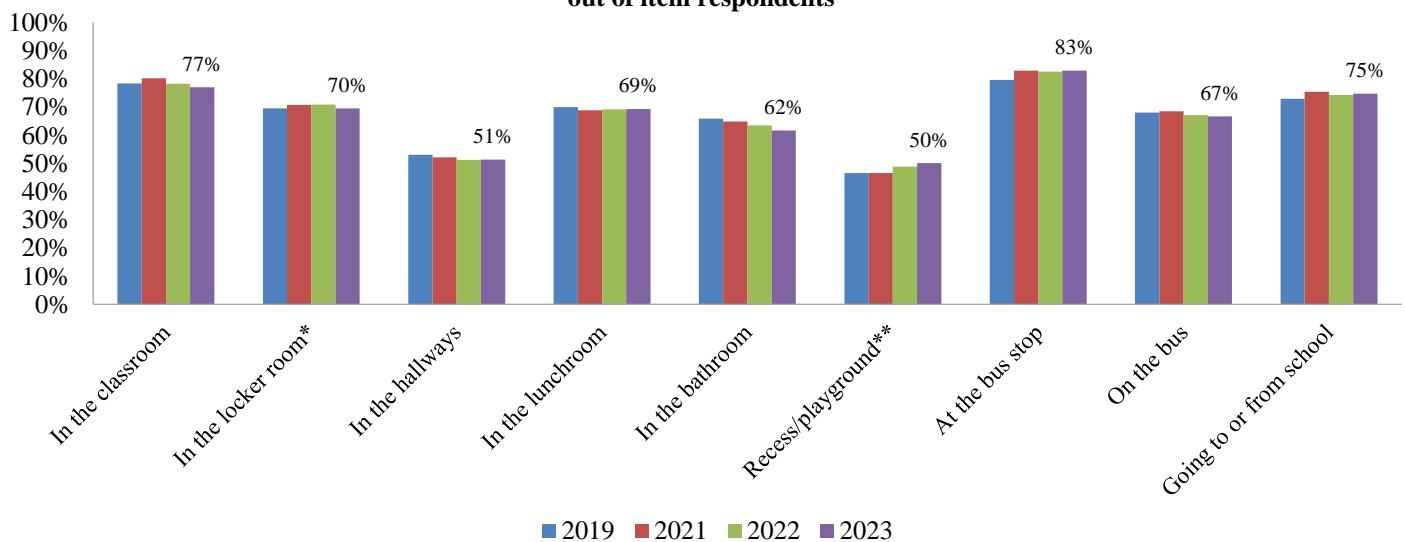
Overall, approximately 50% of students who responded to the item, *Overall, at school, how safe do you feel?* reported they feel *safe*. Reports of feeling safe at school were similar across the elementary and secondary levels, with secondary reporting slightly lower feelings of safety over the years. Overall, as well as at each level, feelings of safety had declined over recent administrations, however, experienced a slight uptick this year.

Percentage of students who indicated that they felt safe at school out of item respondents



The percentages of students who reported feeling *safe* in the various locations below are calculated out of all students who responded to the item. Students’ feelings of safety in all locations have remained within 1% of 2022 except for in the bathroom where students reported decreased feelings of safety by approximately 2% (64% in 2022 to 62% in 2023). Students reported feeling safest *at the bus stop* (83%). *In the classroom* came in as the second highest rated location, with 77% feeling safe. The location that has experienced the greatest decreases in the percentage of students who report feeling safe over the past four survey administrations is the bathroom, now at 62%, down from 66% in 2019, 67% in 2018, and 71% in 2017 (2017 and 2018 are not depicted in the graph below).

Percentage of students who indicated that they felt safe in the following places out of item respondents



Note: Data labels reflect 2023-24 data. For these survey items, percentages reported do not include those students who indicated they felt *kind of safe*. (*) Indicates this response option was only made available on the secondary survey. (**) Indicates this was a response option for elementary students only.

Open-ended responses

Consistent with previous years, the following themes were created from student responses to the item: *What makes you feel safe at school?*

Elementary themes:

Top themes from elementary students included:

- Having friends and adults around, including teachers, principals, social workers, and paras.
- Having security measures in place at school, including locked doors, cameras, and drills.
- Being in their classroom and having rules in place at school.
- Feeling that people at school care about them and love them.
- Feeling everyone at school is kind and never having seen bullying.
- Feeling uncertain about what makes them feel safe.

Other common responses from several elementary students regarding what makes them feel safe at school included reading books and quiet, calm spaces. Some students indicated they make themselves feel safe, while others indicated nothing makes them feel safe or they feel safest going home at the end of the day.

Secondary themes:

Top themes from secondary students included:

- Being around a lot of friends and adults at school, including teachers, principals, and counselors.
- Having security measures in place at school, including locked doors, cameras, phones, and police officers/security guards.
- Feeling comfortable in the school environment and feeling that they have a good school.
- Being in certain spaces, including the classroom and calm, quiet spaces, as well as being alone.
- Feeling people at school are kind and knowing they have never been bullying.
- Feeling uncertain about what makes them feel safe.

Other common responses from several secondary students regarding what makes them feel safe at school included knowing their abilities, staying away from mean people, and knowing how to protect themselves. Some students indicated nothing makes them feel safe or they feel safest at home.

This report was generated by the Research, Evaluation, and Testing department of the Anoka-Hennepin School District. For further information, please visit the RET website, www.ahschools.us/ret, or call (763) 506-1000 and request the RET department.