
Anti- Bullying Survey 2024-25

Anoka-Hennepin School
District

Prepared by Research,
Evaluation and Testing

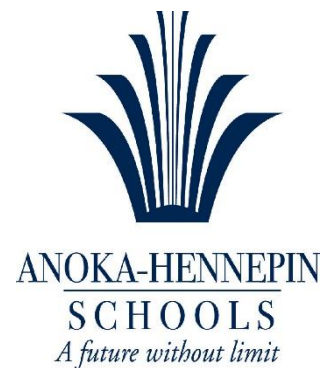


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Introduction

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 2024-25 school year, the Anti-Bullying Survey was administered to students between October 8th and November 15th, 2024.

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.

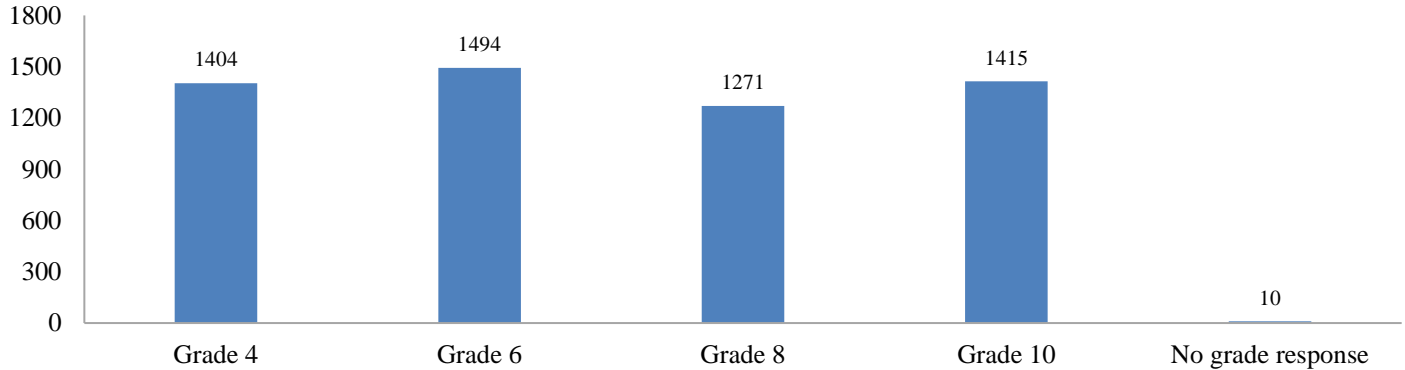
Other items were included to understand students' perceptions of why they were bullied, where these bullying situations occurred, their responses to these bullying situations, and students' general perceptions of safety in and around school.

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

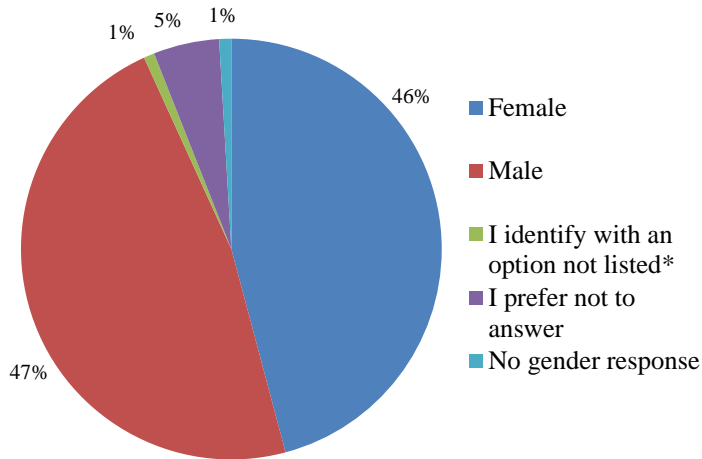
Students in grades 4, 6, 8, and 10 were randomly selected to participate in the Anti-Bullying Survey. In 2024, 5,594 students completed the online survey.

Number of students by grade level

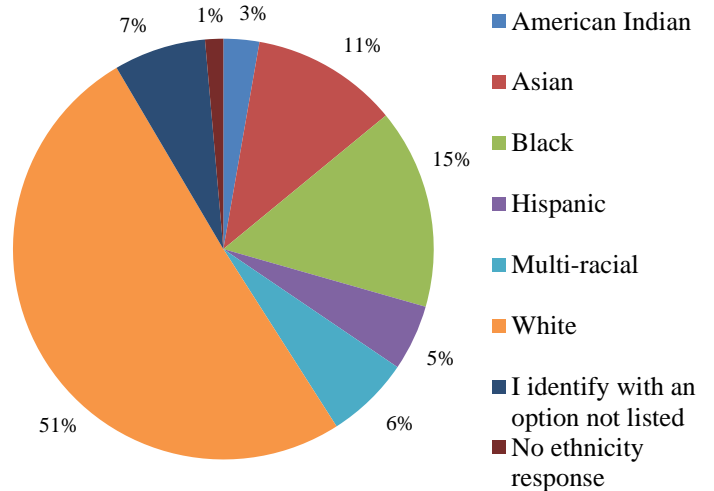


Of all survey respondents, 46% identified as female, 47% identified as male, 1% identified with an option not listed (an option on the secondary survey only), and 5% preferred not to answer. Approximately 1% of students did not select one of the survey options related to their gender. Based on student self-reporting, 51% of the participants identified as White, 15% as Black, 11% as Asian, 7% as *I identify with an option not listed*, 6% as Multi-racial, 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 82% of students reported not having been bullied in the past month, there are 18% of students who report having been bullied in the past month.
 - Students who identify with an ethnicity option not listed reported being bullied in the past month at a higher rate than any other race/ethnicity options (32%).
- Five of the 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 related to being touched, grabbed or pinched which decreased 2% and the item related to students taking things which decreased 3%, meaning more students reported experiencing both of these behaviors.
 - The most frequently experienced bullying behavior was *Said mean things, teased you, or called you names*, with 11% 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, 28% of students who responded to the item regarding reasons they were being bullied indicated they were bullied for at least one reason. This is up from 26% 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*.
 - Of students who reported at least one reason for being bullied, male students reported being bullied at a rate greater than 1% more than female students due to *race or ethnicity, family income, ability, and disability*.
 - Multi-racial students reported at least one reason for being bullied at greater rates than other groups (34%).
- Overall, 31% of students who responded to the item regarding locations where they were being bullied indicated they were bullied in at least one location, up from 29% in 2023.
 - 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 (54%) or telling the bully to stop (40%).
- Of the 8% of students who reported at least one reason they have bullied another student in the last month, the majority (58%) 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 45% of students who reported responding in one way or another to witnessing bullying, most students helped to stop it (45%), up 4% from last year.
- Ninety percent of elementary students and 85% 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 within 1% of last year's results.
- Overall, the percentage of students who reported feeling safe at school remained consistent with last year at 50%. Elementary students reported feeling safe at a rate 1% lower than secondary.
 - 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 each of these behaviors at various frequencies out of all students who responded to the item.

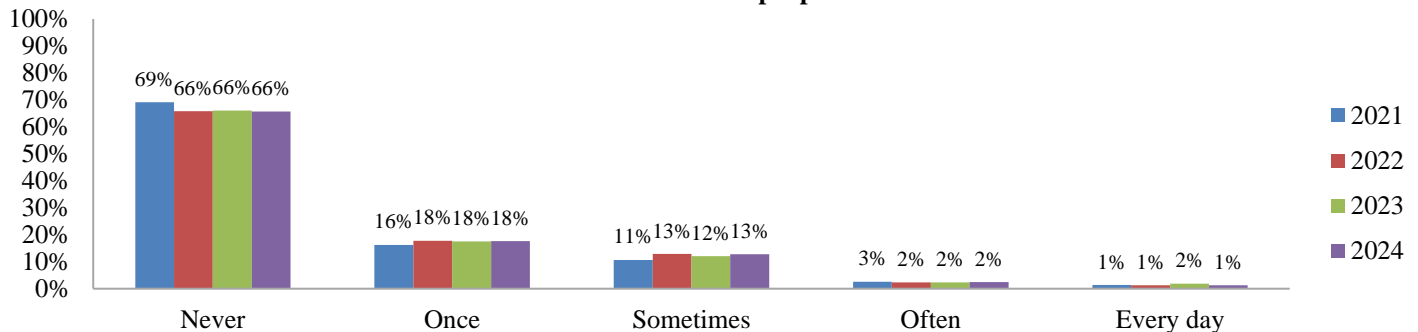
Bullying behavior experiences over time

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 3% of last year, with five of the seven behaviors showing similar percentages (within 1%) of students reporting they *never* occurred in the past month.

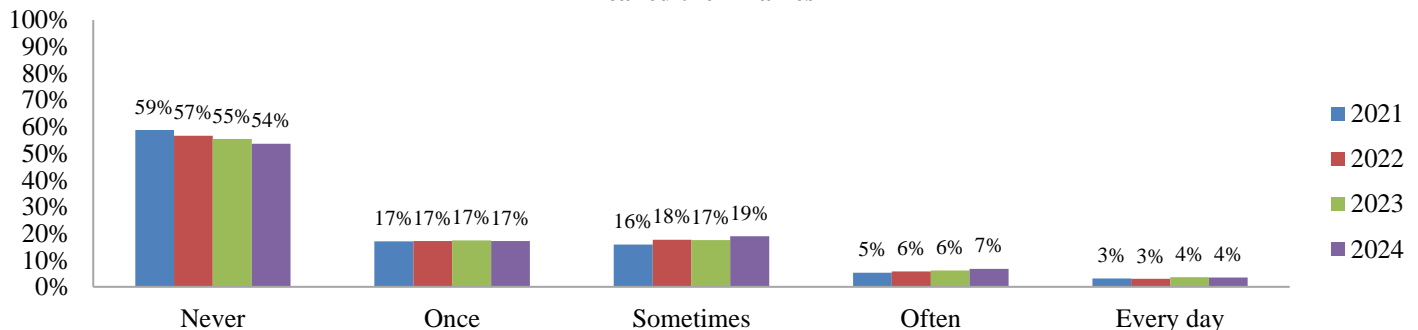
The behavior, *Took things that belonged to you*, showed a 3% decrease in the percentage of respondents who reported *never* experiencing it, paired with a 2% increase in the percentage of respondents who reported experiencing it *once* and a 1% increase in those reporting experiencing it *sometimes*. The behavior, *Said mean things, teased you, or called you names*, was the most frequently experienced bullying behavior, with 11% 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 93% reporting this happened either *never* or *once*.

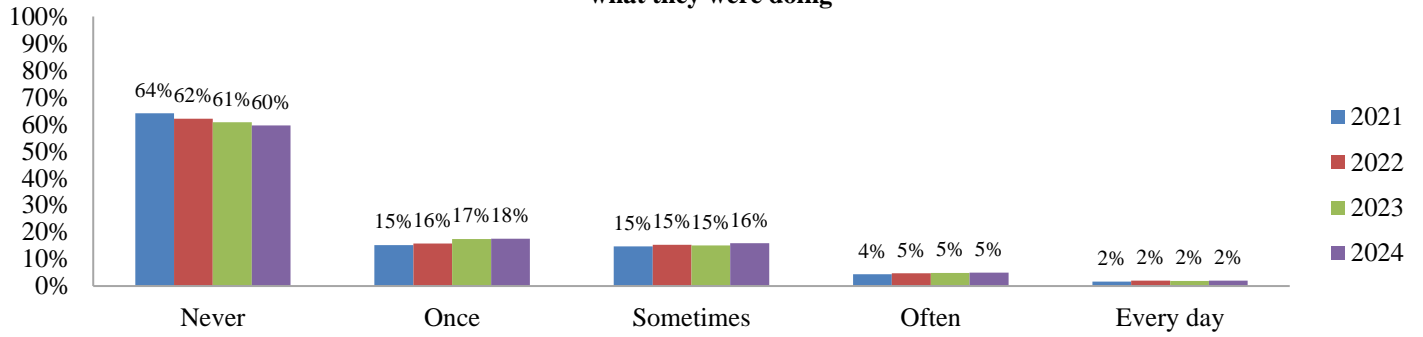
Percentage of students who reported that other students have hit, pushed, or kicked them on purpose



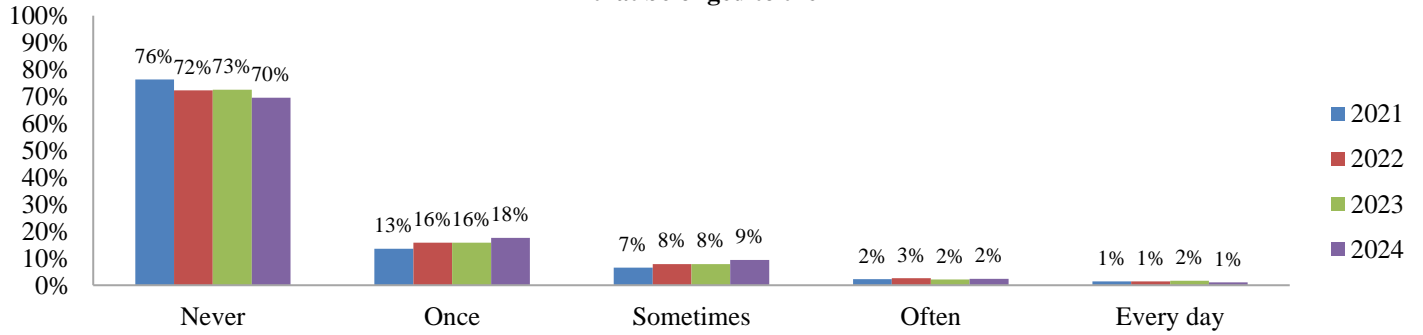
Percentage of students who reported that other students have said mean things, teased them, or called them names



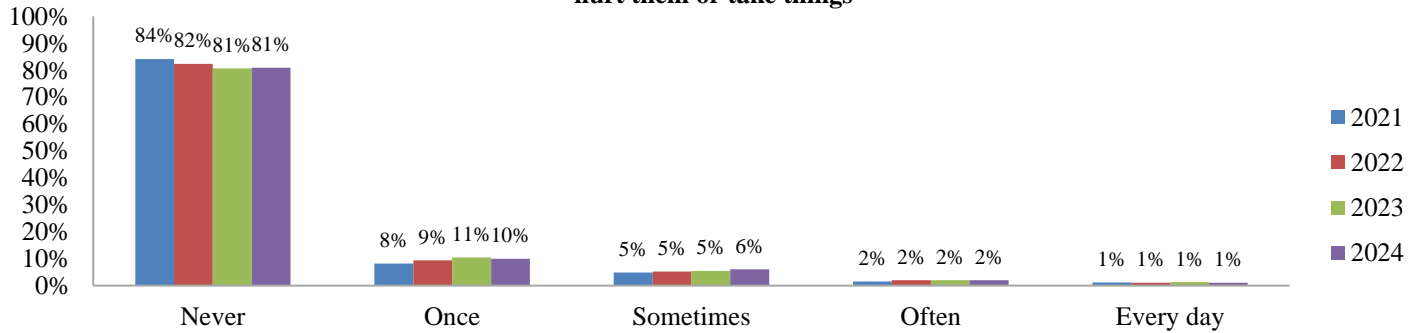
Percentage of students who reported that other students did not include them in what they were doing



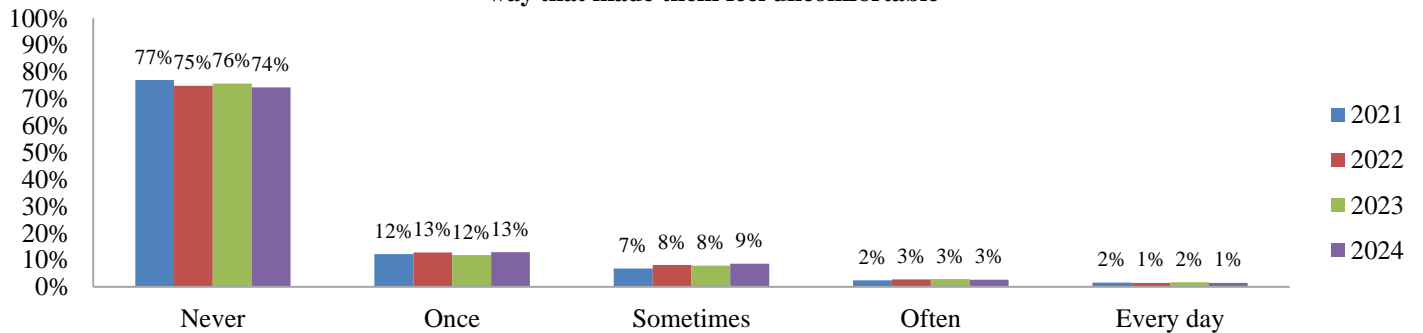
Percentage of students who reported that other students took things that belonged to them



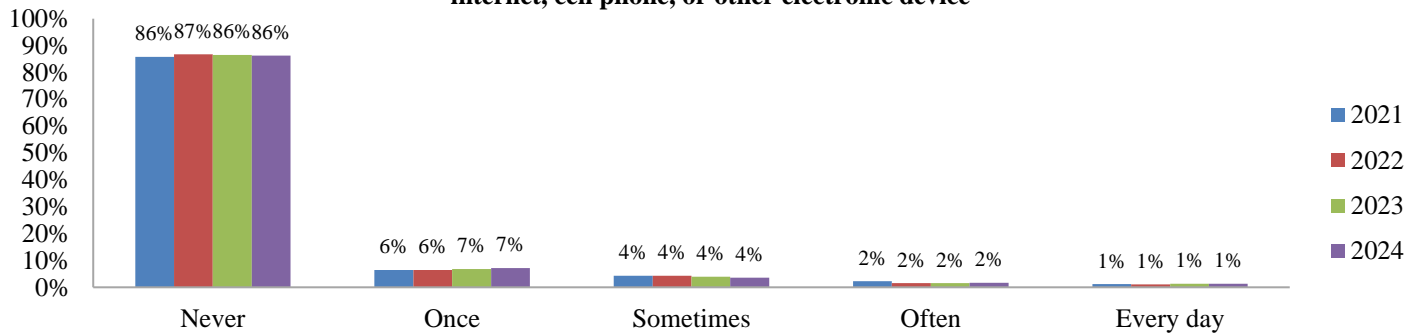
Percentage of students who reported that other students threatened to hurt them or take things



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



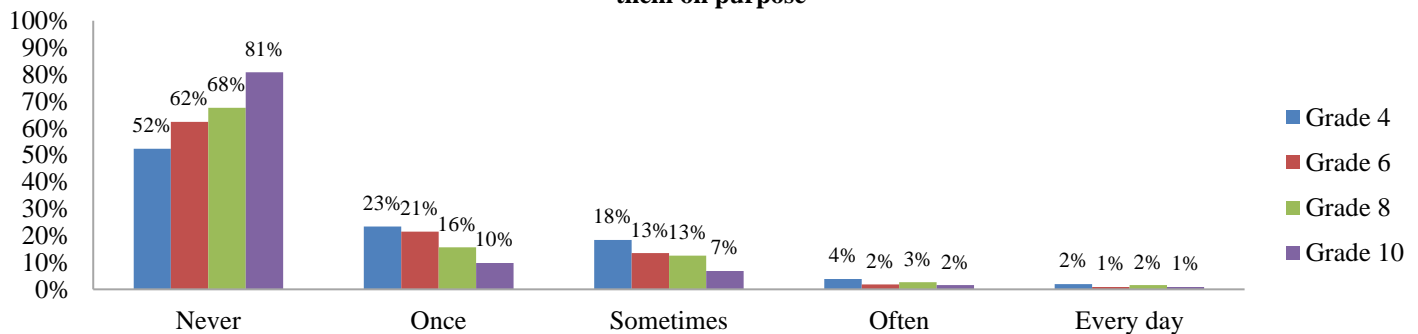
Percentage of students who reported that other students have done mean things to them using the internet, cell phone, or other electronic device



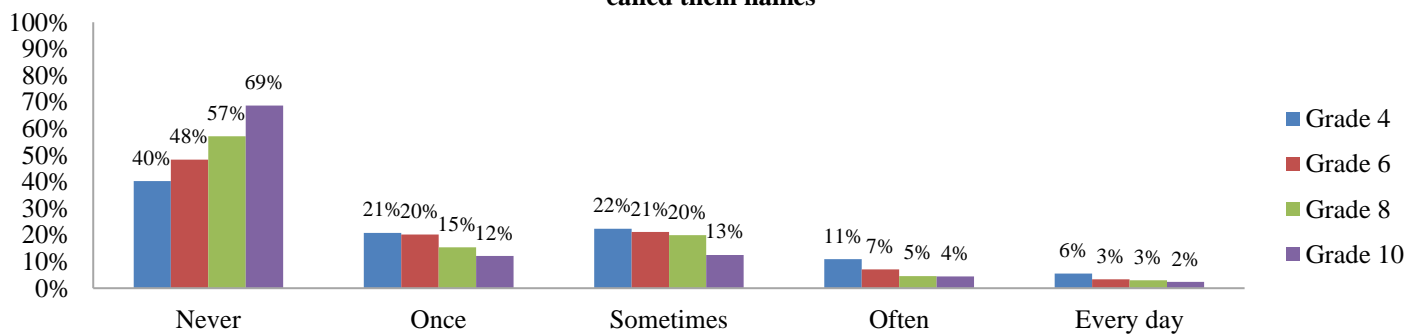
Bullying behavior experiences by grade

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 30% less than grade 10 students. Grade 4 was the most discrepant from the other grade levels across several items.

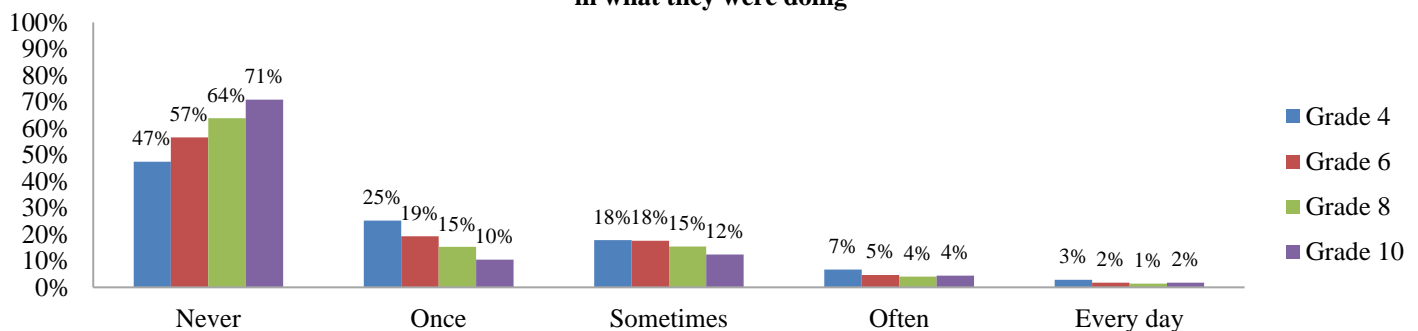
Percentage of students who reported that other students have hit, pushed, or kicked them on purpose



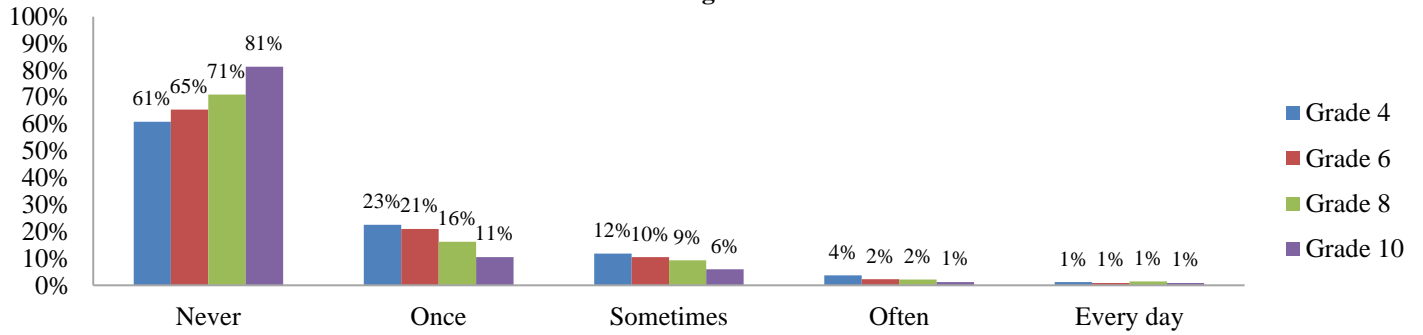
Percentage of students who reported that other students have said mean things, teased them, or called them names



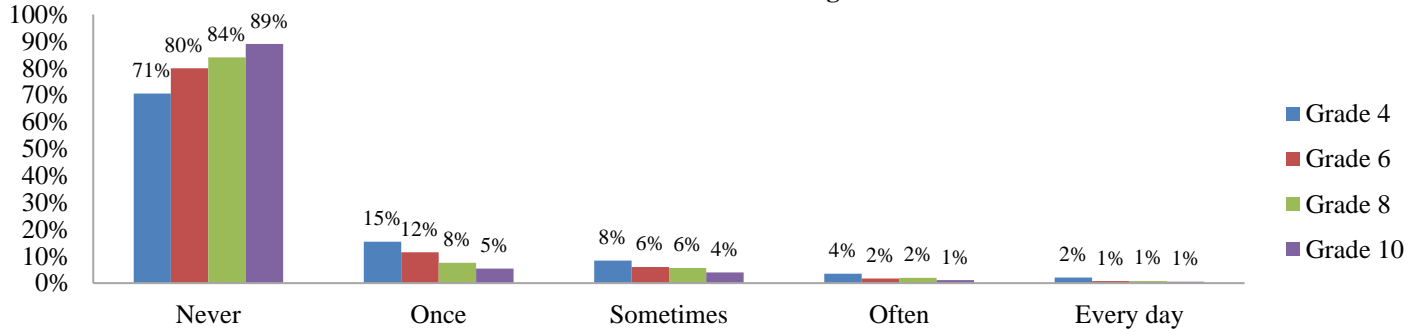
Percentage of students who reported that other students did not include them in what they were doing



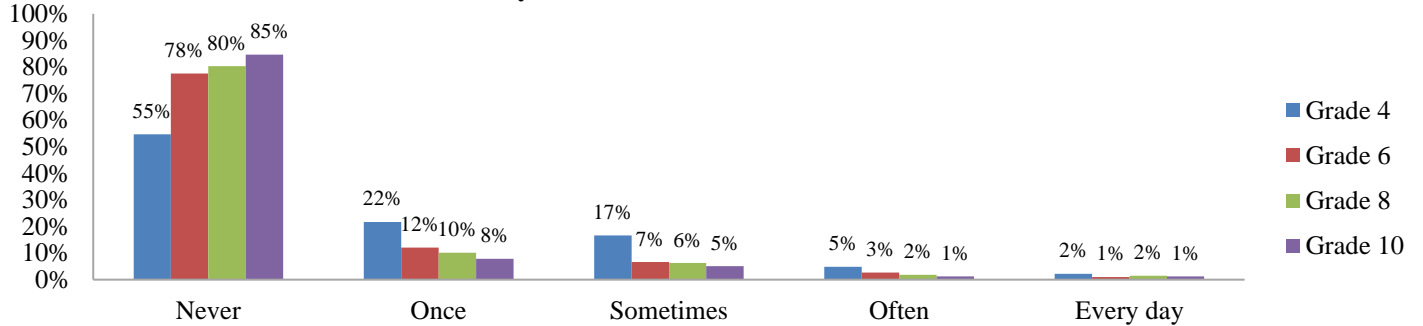
Percentage of students who reported that other students took things that belonged to them



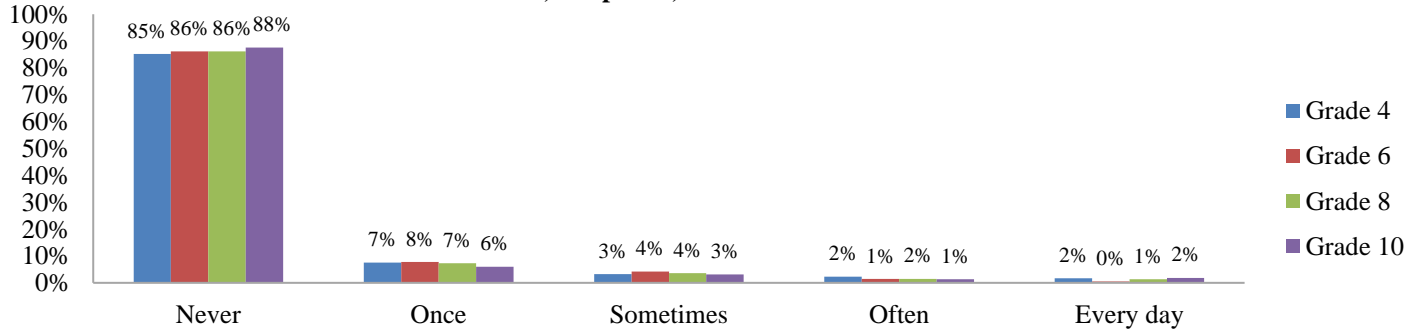
Percentage of students who reported that other students threatened to hurt them or take things



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



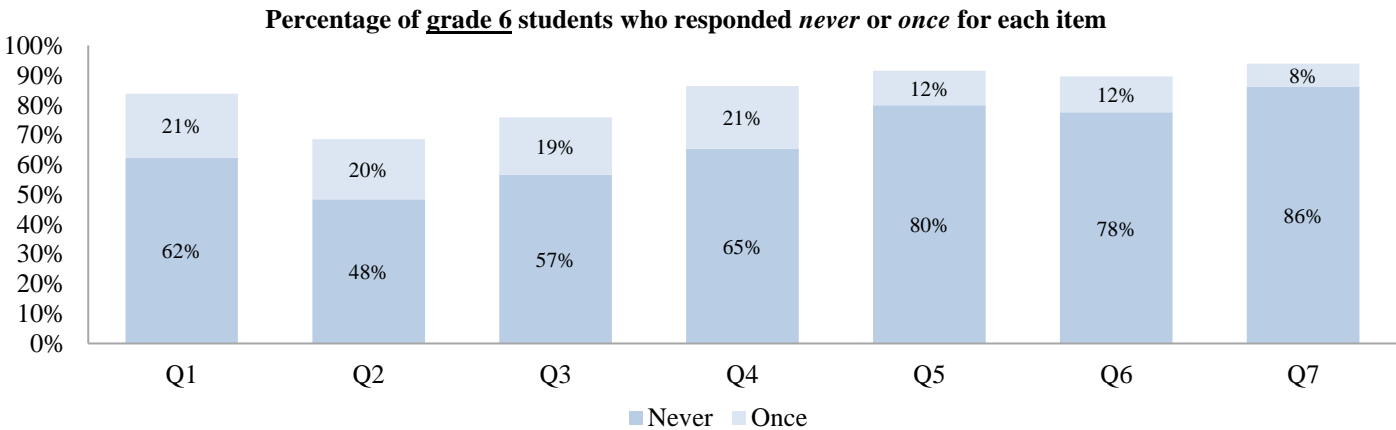
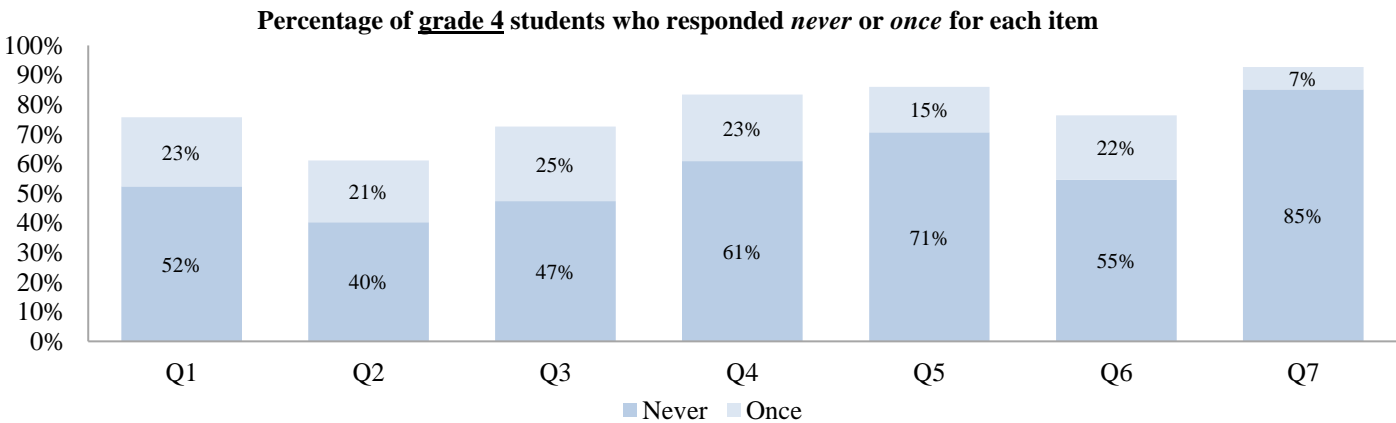
The following graphics display, by grade, the rate of *never* and *once* responses across questions. The shorter bars are an indication that the group of students report more frequent occurrences of bullying behaviors. Other response options included *sometimes*, *often*, and *every day*.

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:

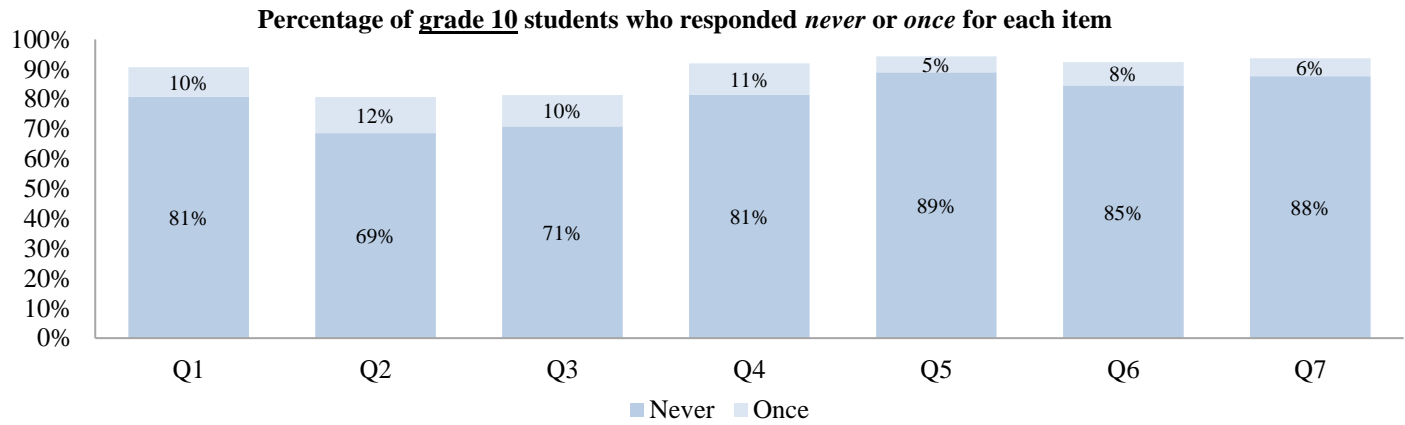
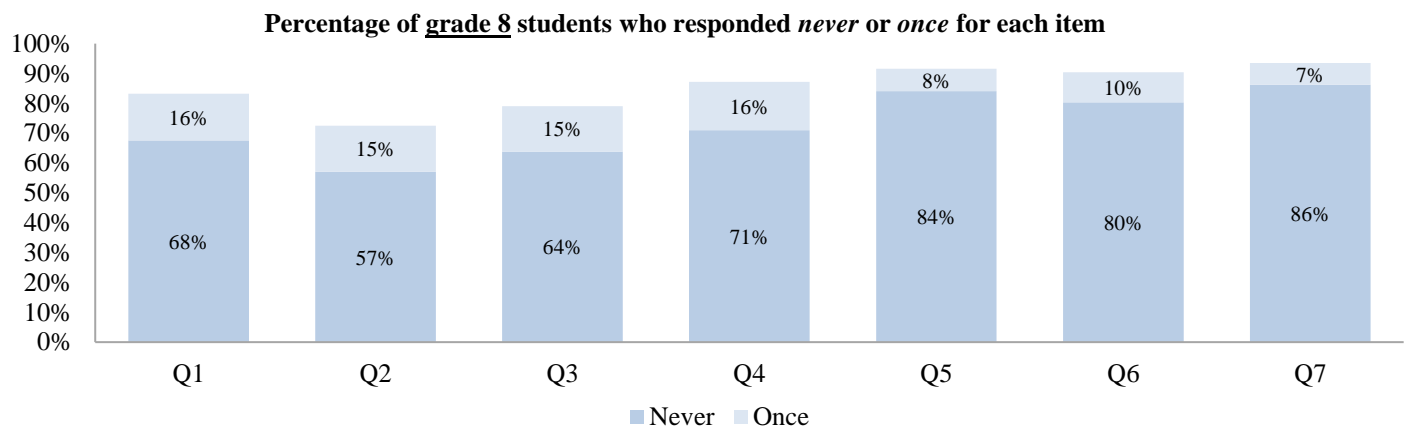
- Q1. Hit, pushed, or kicked you on purpose?
- Q2. Said mean things, teased you, or called you names?
- Q3. Did not include you in what they were doing?
- Q4. Took things that belonged to you?
- Q5. Threatened to hurt you or take things?
- Q6. Touched, grabbed, or pinched you in a way that made you feel 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?* This was also one of the least experienced bullying behaviors for grade 10 students, tied with *During the past month, how often have other students threatened to hurt you or take things?*



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



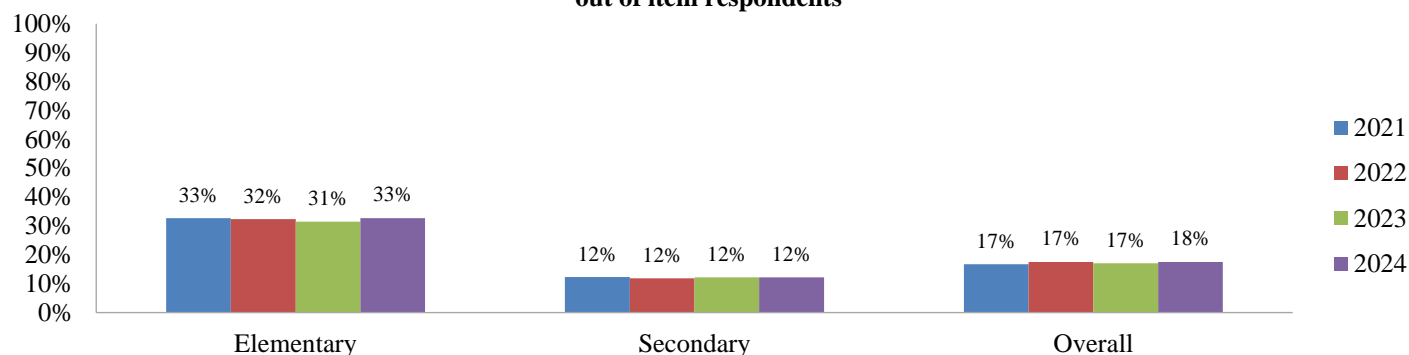
Note: Other response options included *sometimes*, *often*, and *every day*.

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 is at 18%, remaining within 1% 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.

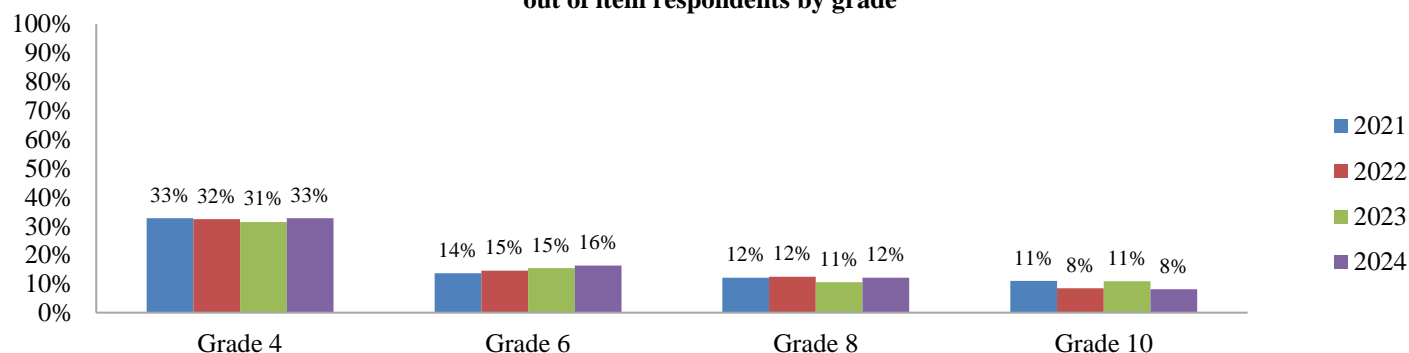
Percentage of students reporting being bullied in the past month
out of item respondents



Trend by grade. In 2024, 33% of grade 4 students, 16% of grade 6 students, 12% of grade 8 students, and 8% 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 and slow increases in grade 6. 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 compared to the other grades.

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 2024 where 16% of grade 6 students and 8% of grade 10 students reported being bullied in the last month (down 3% and 6%, 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

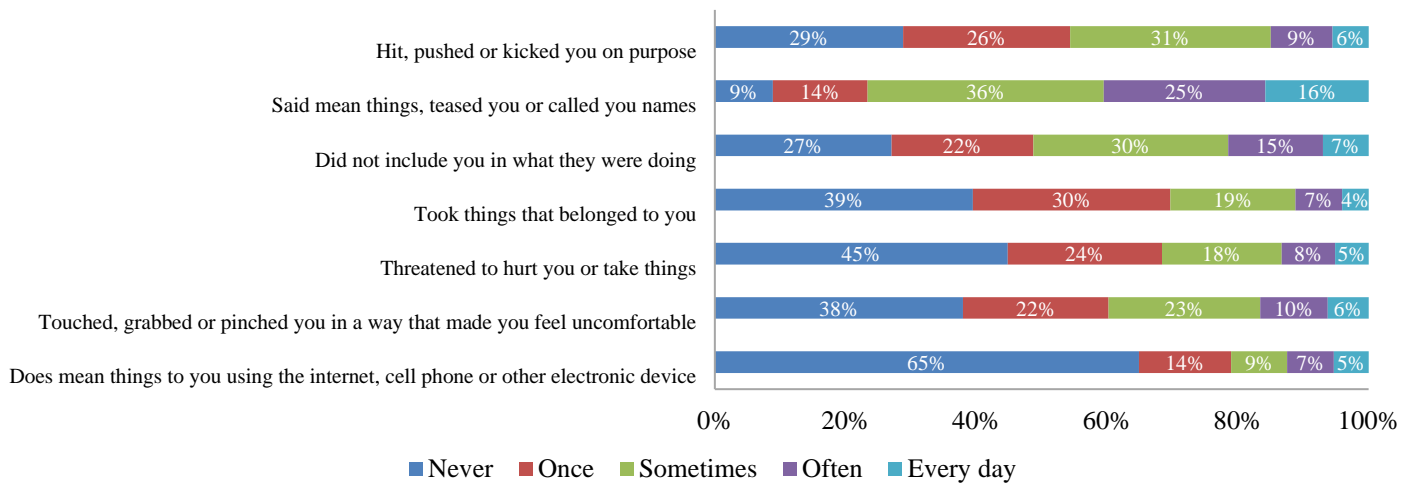


Bullying behaviors experienced by students being bullied

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.

Of the students who reported being bullied in the last month, 65% of them reported that they have *never* experienced other students doing mean things to them using the internet, cell phone or other electronic device. Ninety-one 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* (16%), *often* (25%), *sometimes* (36%), 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**

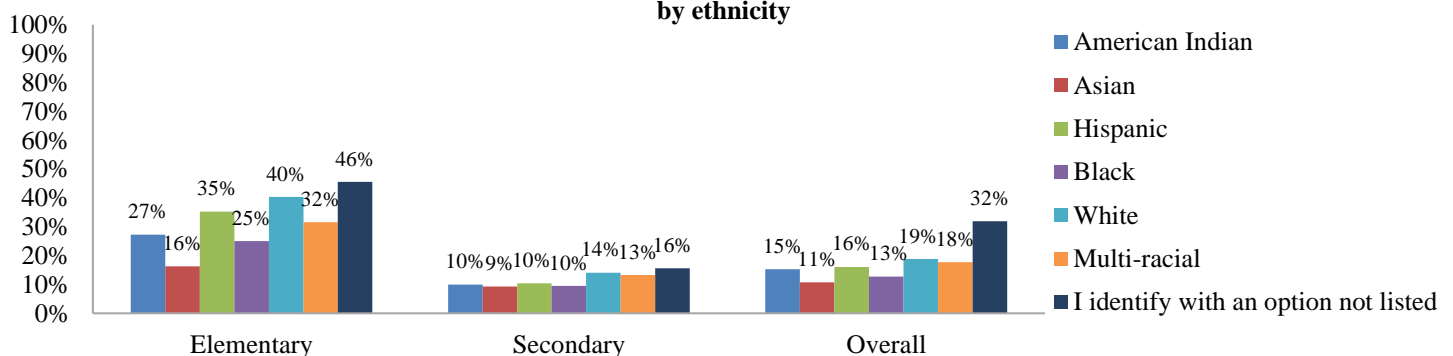


Students experiencing bullying by race/ethnicity

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 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 every other racial/ethnic group to report having been bullied.

Students who identify with an ethnicity not listed reported experiencing four of the seven bullying behaviors with statistically significantly greater frequency than Asian or White students. The three exceptions were around not being included, having things taken from them, and having mean things done to them over the internet or other electronic device 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

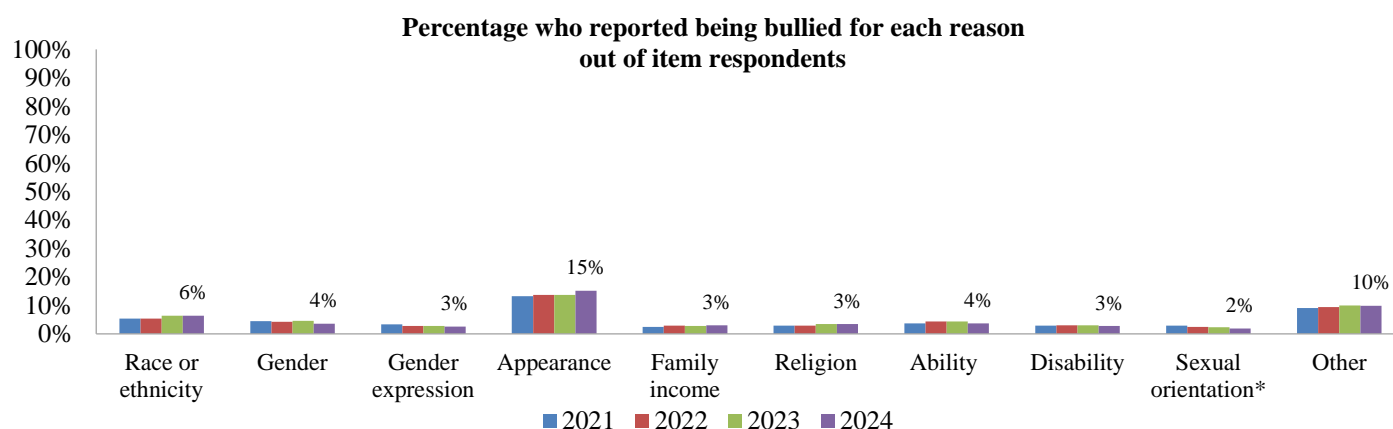
This section focuses on items around why students think they are bullied, where they are bullied, and how they respond when they are bullied. Because the items are seeking these details from students who have experienced bullying, for each item, *I have not been bullied* is a response option. Since this option was presented with each item, the rate may vary. 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 2024, however this represents 23% of students who reported being bullied for at least one reason. Some areas have additional breakdowns.

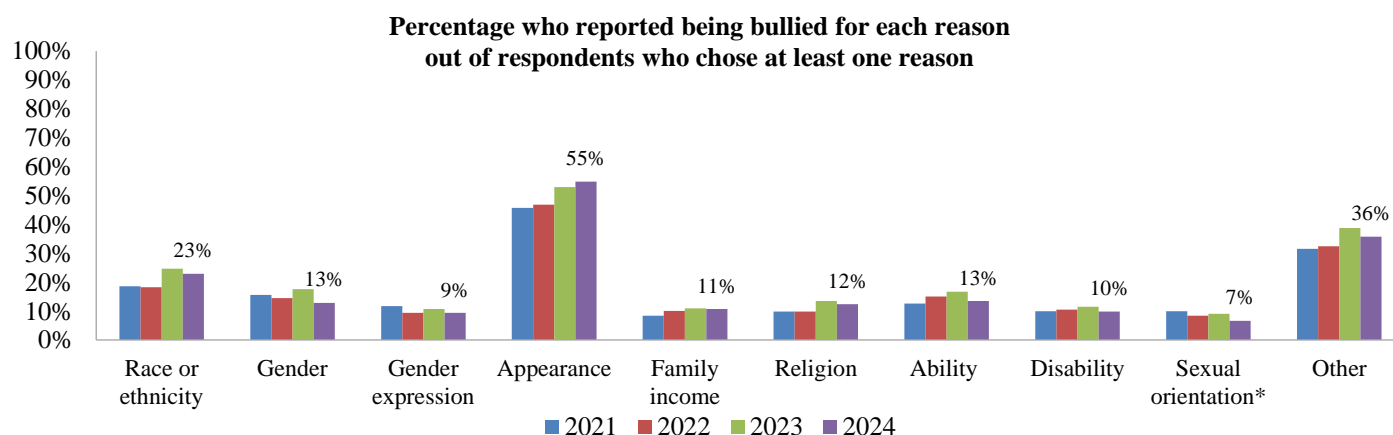
Reasons for being bullied

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, 72% chose *I have not been bullied*, leaving 28% of students who chose at least one reason for being bullied. Last year, 26% 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 (15%), the most common reason year after year.



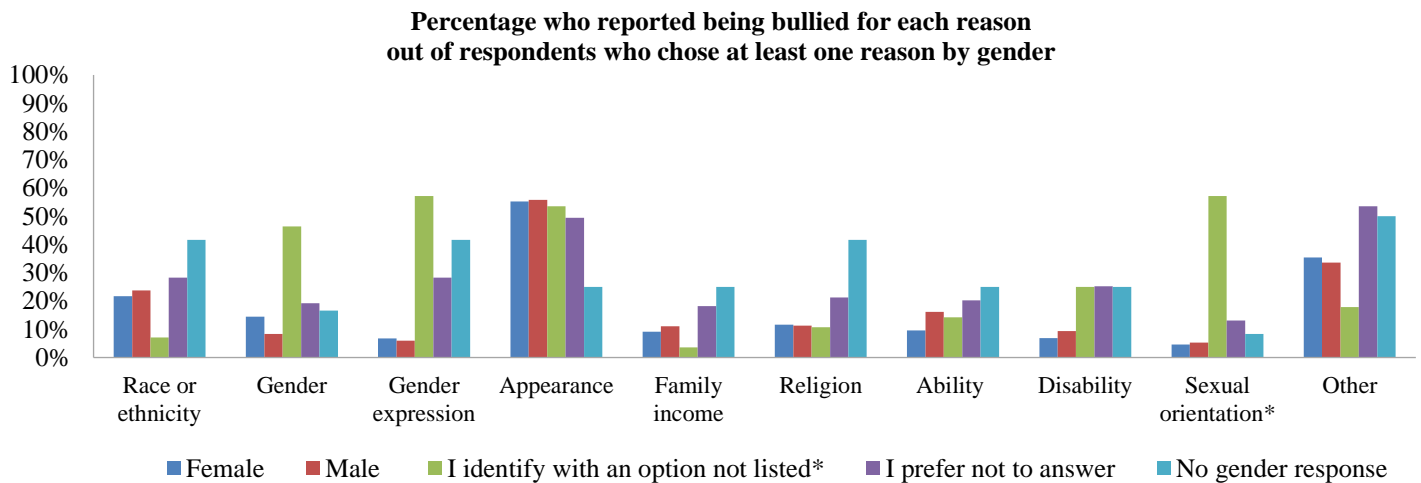
When focused to the 28% of students who chose at least one reason for being bullied, the percentages who chose each reason decreased from last year's group who reported being bullied for at least one reason except for appearance that increased 2%. Bullying for reasons of gender, gender expression, and sexual orientation appear to be trending downward.



Note: Data labels reflect 2024-25 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/personality, social reasons, the 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 (55%, 56%, and 49%, 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 and gender expression most commonly (57%), but also due to gender and appearance at high rates (at 46% and 54%, respectively).

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* (70% and 39%, respectively.)

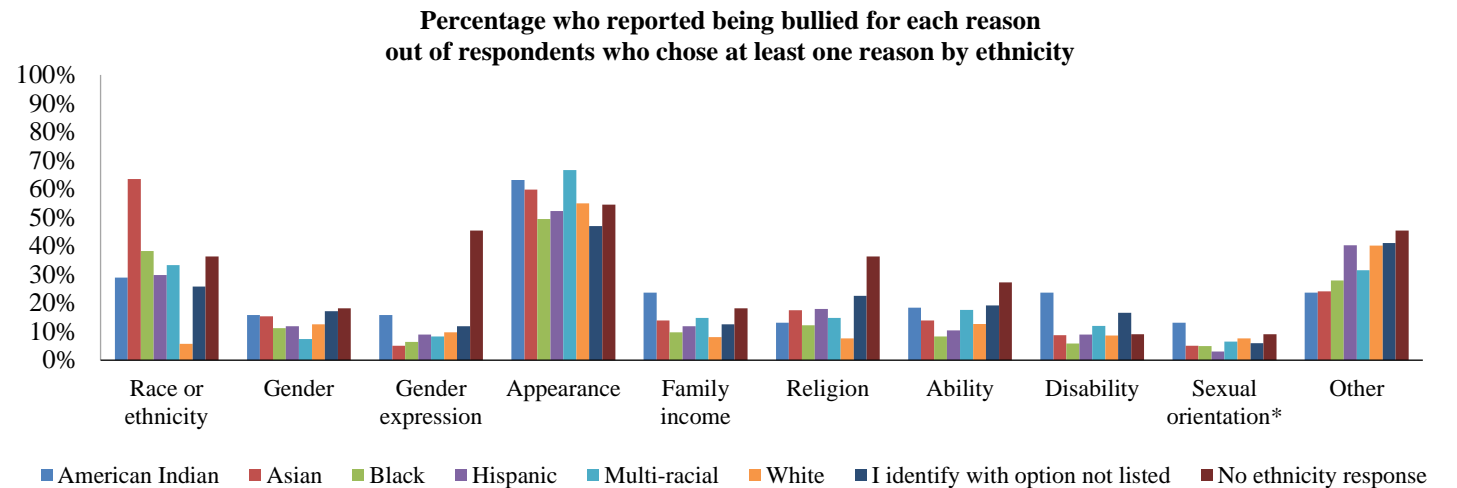


Reasons for being bullied by gender	Female (N=635)	Male (N=586)	I identify with an option not listed* (N=28)	I prefer not to answer (N=99)	No gender response (N=12)	Total (N=1360)
Race or ethnicity	22%	24%	7%	28%	42%	23%
Gender	14%	8%	46%	19%	17%	13%
Gender expression	7%	6%	57%	28%	42%	9%
Appearance	55%	56%	54%	49%	25%	55%
Family income	9%	11%	4%	18%	25%	11%
Religion	12%	11%	11%	21%	42%	12%
Ability	10%	16%	14%	20%	25%	13%
Disability	7%	9%	25%	25%	25%	10%
Sexual orientation*	5%	5%	57%	13%	8%	7%
Other	35%	34%	18%	54%	50%	36%

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/personality, social reasons, the 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. Multi-racial students reported appearance as a reason for being bullied at the highest rate (67%) compared to all groups.

Considering the racial/ethnic student groups, Multi-racial students and those who identify with an option not listed reported at least one reason for being bullied at greater rates than other student groups (34% and 41%, respectively).



Reasons for being bullied by ethnicity	American Indian (N=38)	Asian (N=137)	Black (N=204)	Hispanic (N=67)	Multi-racial (N=108)	White (N=644)	I identify with an option not listed (N=151)	No ethnicity response (N=11)	Total (N=1360)
Race or ethnicity	29%	64%	38%	30%	33%	6%	26%	36%	23%
Gender	16%	15%	11%	12%	7%	13%	17%	18%	13%
Gender expression	16%	5%	6%	9%	8%	10%	12%	45%	9%
Appearance	63%	60%	50%	52%	67%	55%	47%	55%	55%
Family income	24%	14%	10%	12%	15%	8%	13%	18%	11%
Religion	13%	18%	12%	18%	15%	8%	23%	36%	12%
Ability	18%	14%	8%	10%	18%	13%	19%	27%	13%
Disability	24%	9%	6%	9%	12%	9%	17%	9%	10%
Sexual orientation*	13%	5%	5%	3%	6%	8%	6%	9%	7%
Other	24%	24%	28%	40%	31%	40%	41%	45%	36%

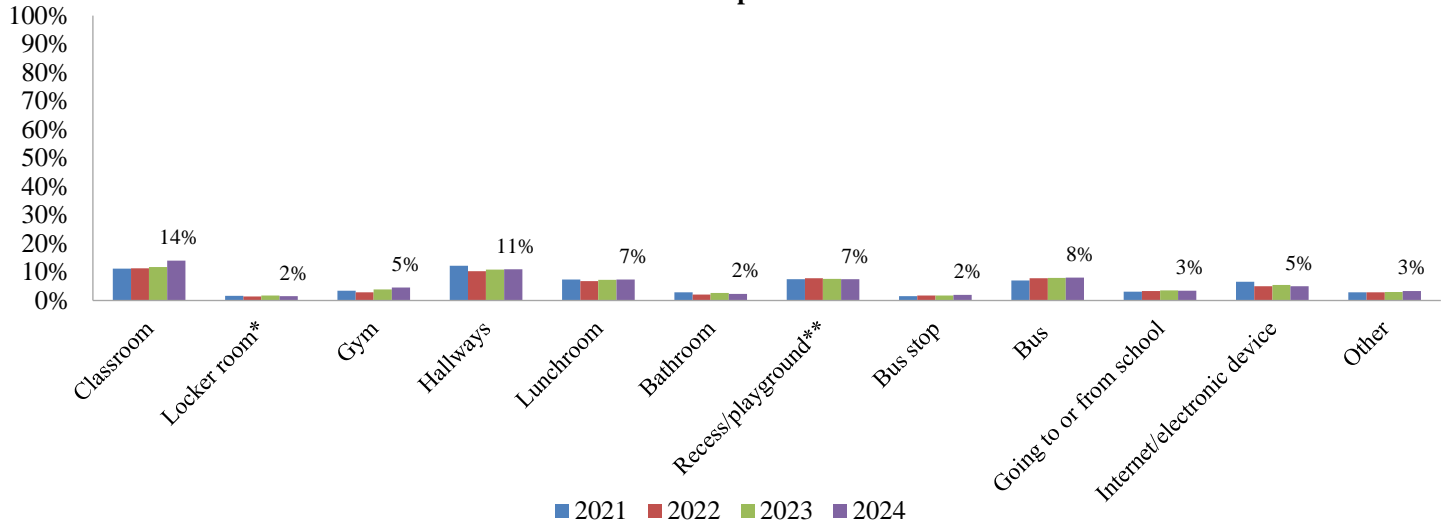
Note: (*) Indicates this response option was only made available on the secondary survey. N = number of students reporting being bullied within that ethnicity option. The ‘Other’ response option in the reasons question provided students the opportunity to write in reasons they were bullied that weren’t listed on the survey. The top response themes included: physical attributes, how they act/personality, social reasons, the 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, 69% chose “I have not been bullied”, leaving 31% of students who chose at least one location for being bullied. The percentage of students who reported they have not been bullied in response to this item decreased from last year when 71% reported this.

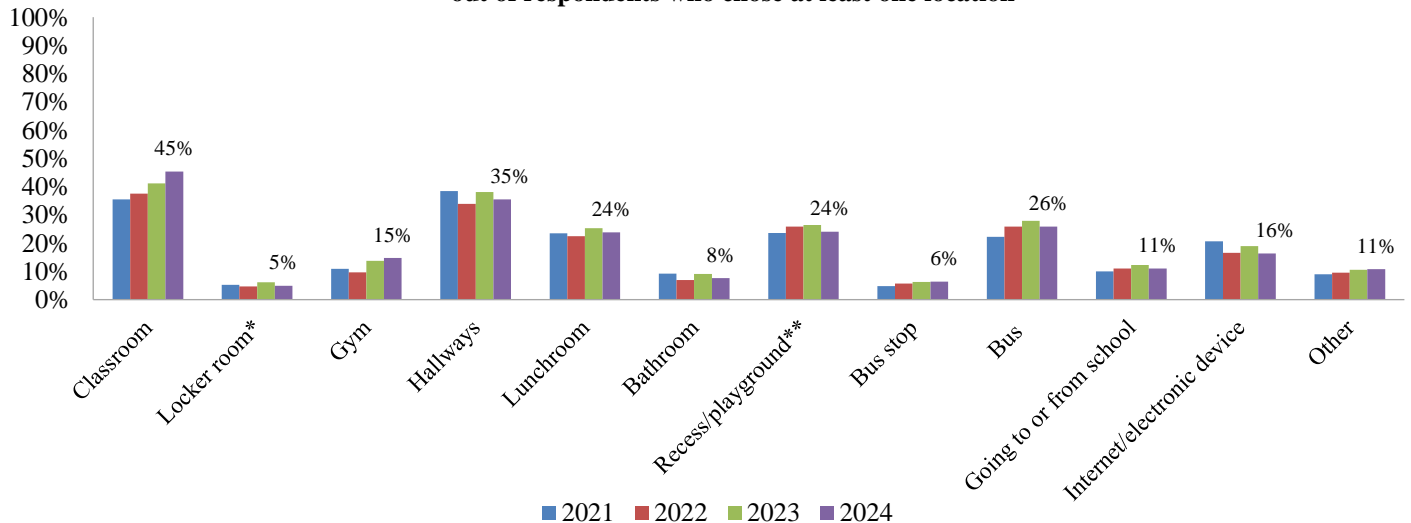
Examination of the percentage who feel they were bullied in each of the locations listed, out of all item respondents (whether they reported they were bullied or not in the last month), shows rates have fluctuated by less than a percentage point from last year except for in the classroom which increased 2%. Reports of students being bullied in the classroom or in the gym have increased slightly each of the last two years.

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



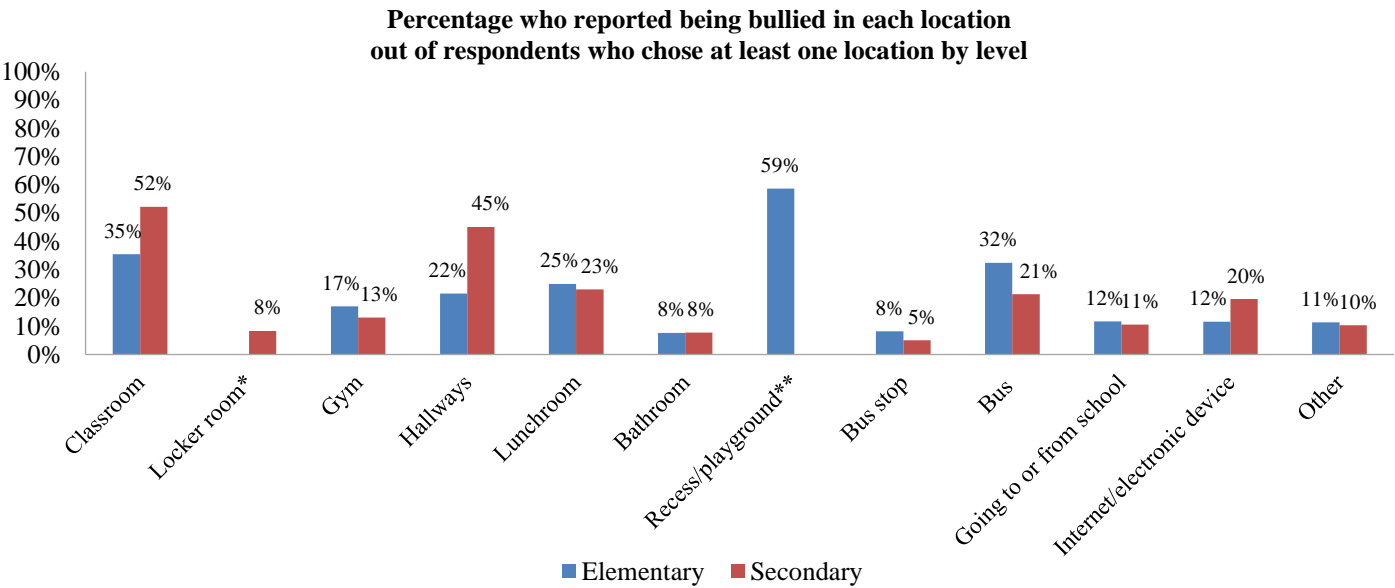
When focused to the 31% of students who chose at least one location where they were being bullied, the percentages who chose classroom or gym are the only two that increased over last year’s respondents who reported being bullied in at least one location. For students who report being bullied, the most frequent places where they are being bullied remain the classroom and hallways, at 45% and 35%, respectively.

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



Note: Data labels reflect 2024-25 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: 47% compared to 25%, 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 (59%), while secondary students were most likely to report being bullied in the classroom (52%) or in the hallways (45%). Elementary students were far more likely than secondary students to indicate they were bullied 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.



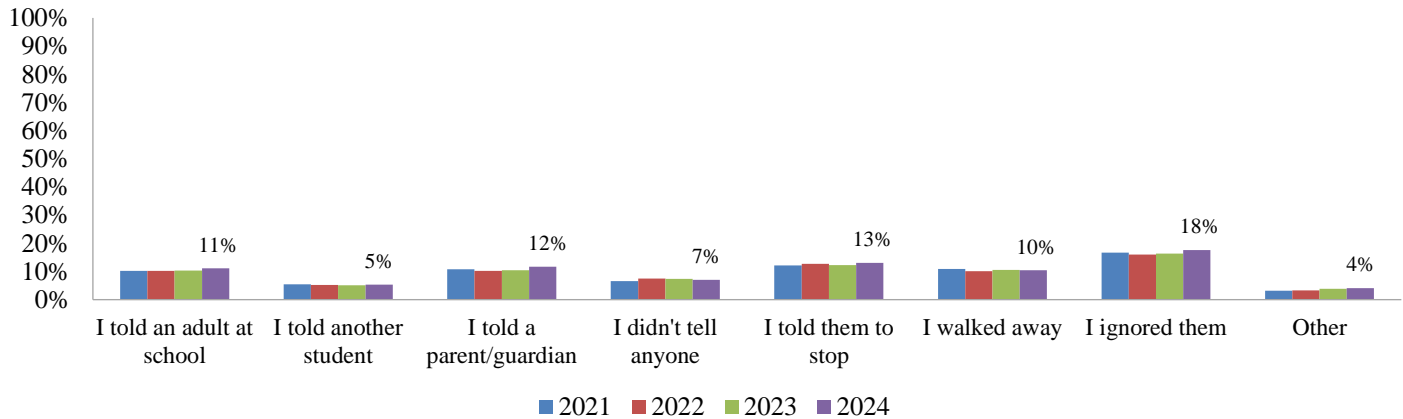
Note (*) Indicates this response option was only made available on the secondary survey. (**) Indicates this was a response option for elementary students only. The ‘Other’ response option provided students the opportunity to include locations where they were bullied that weren’t listed on the survey. 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, 67% chose “I have not been bullied”, leaving 33% of students who chose at least one response to being bullied. Last year, 31% of item respondents chose at least one response to being bullied.

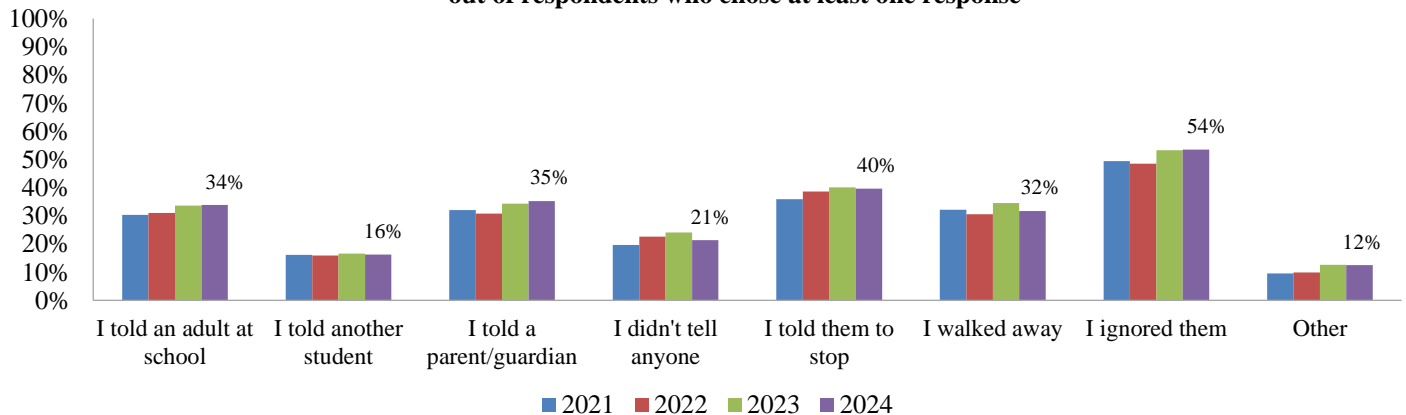
Examination of the percentage who responded to bullying in each of the ways listed out of all item respondents (whether they reported they were bullied or not in the last month) shows rates have remained fairly consistent since last year, fluctuating by less than a percentage point from last year to this year for six out of eight responses. Two responses, including *I told a parent/guardian* and *I ignored them*, experienced 2% increases over last year. The most prominent response to being bullied out of all item respondents is ignoring them (18%).

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



When focused to the 33% of students who chose at least one response to being bullied, for six of the eight responses, the percentages who chose each response remained within one percentage point of last year’s respondents who reported at least one response to being bullied. The percentages who chose *I didn't tell anyone* and *I walked away* have decreased by 3% and 2%, respectively, from last year. For students who are being bullied, the most common response to being bullied remains *I ignored them* (54%).

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

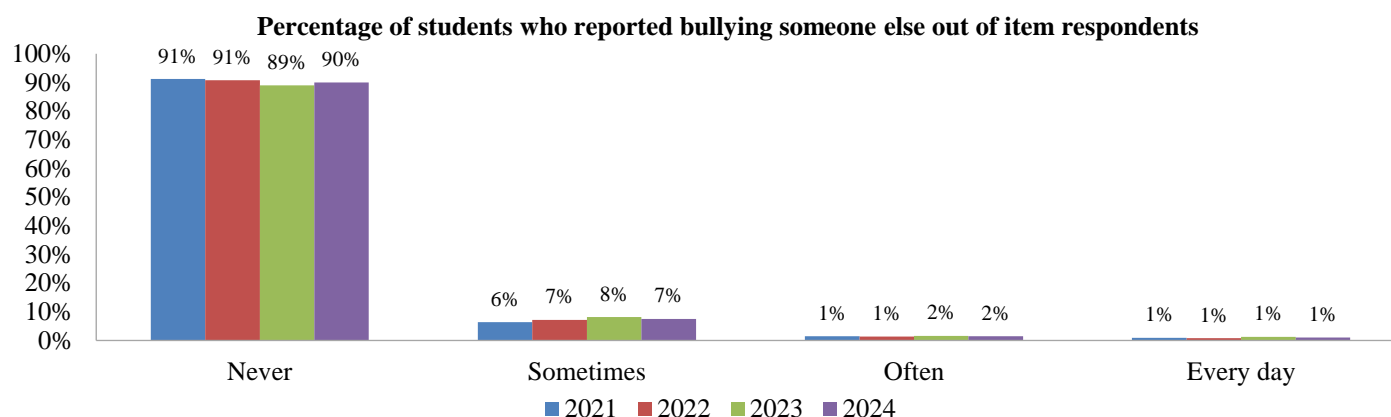


Note: Data labels reflect 2024-25 data. The ‘Other’ response option provided students the opportunity to include responses to being bullied that weren’t listed on the survey. The top response themes included: cried or felt mad, retaliated/fought back, advocated for themselves, and told a family member.

Student reports of bullying someone else

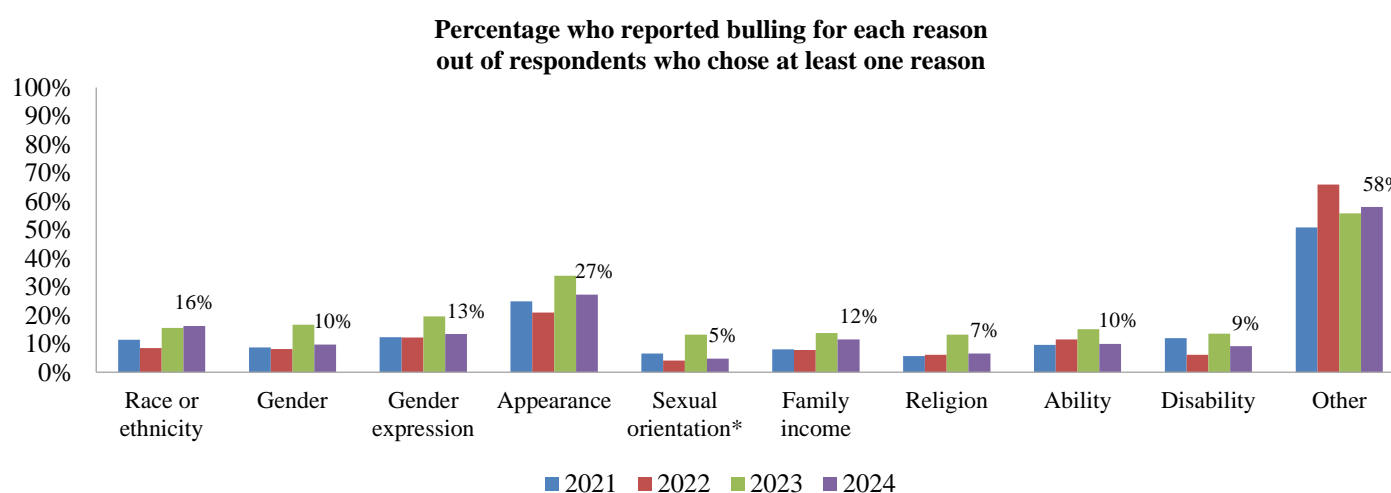
This section focuses on the survey questions around students bullying other students and why they bully them. Students were first asked about the frequency with which they bullied someone else. For this item, responses are reported out of all students who responded to the item. Students were next asked 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 90% 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 7% 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.



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, 92% chose *I haven't bullied anyone*, leaving 8% 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 8% of students who chose at least one reason for bullying someone, the percentages who chose each of the reasons except *race or ethnicity* or *other* decreased by 2-8% over last year's respondents who reported bullying others for at least one reason. The *other* response option, the most likely reported reason, increased 2% from last year. *Appearance* remains the next highest reported reason for bullying, at 27%.

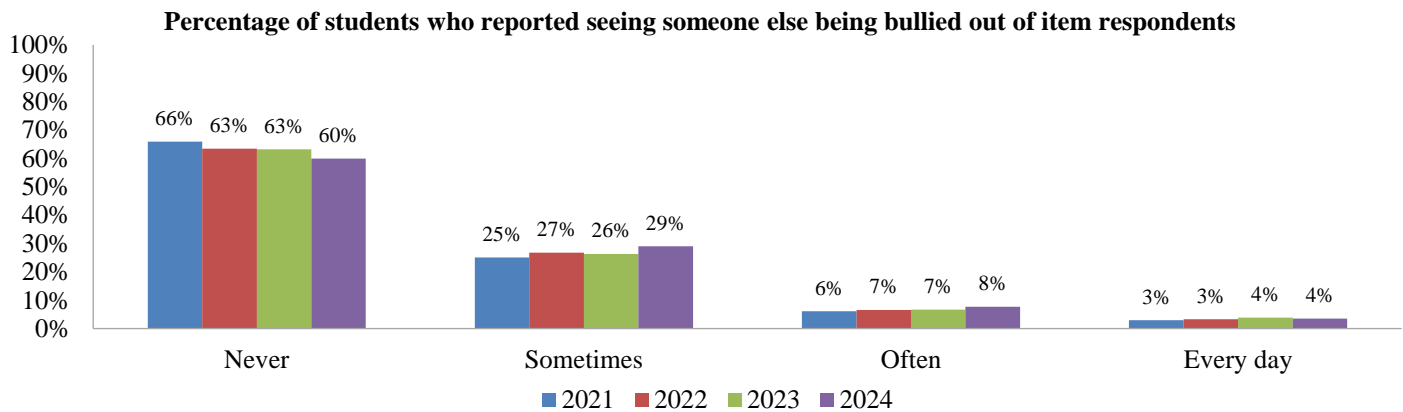


Note: Data labels reflect 2024-25 data. (*) Indicates this response option was only made available on the secondary survey. The 'Other' response option provided students the opportunity to include reasons they bullied someone else that weren't listed on the survey. The top response themes included: retaliation, their personality, and messing around with friends.

Student reports of witnessing bullying

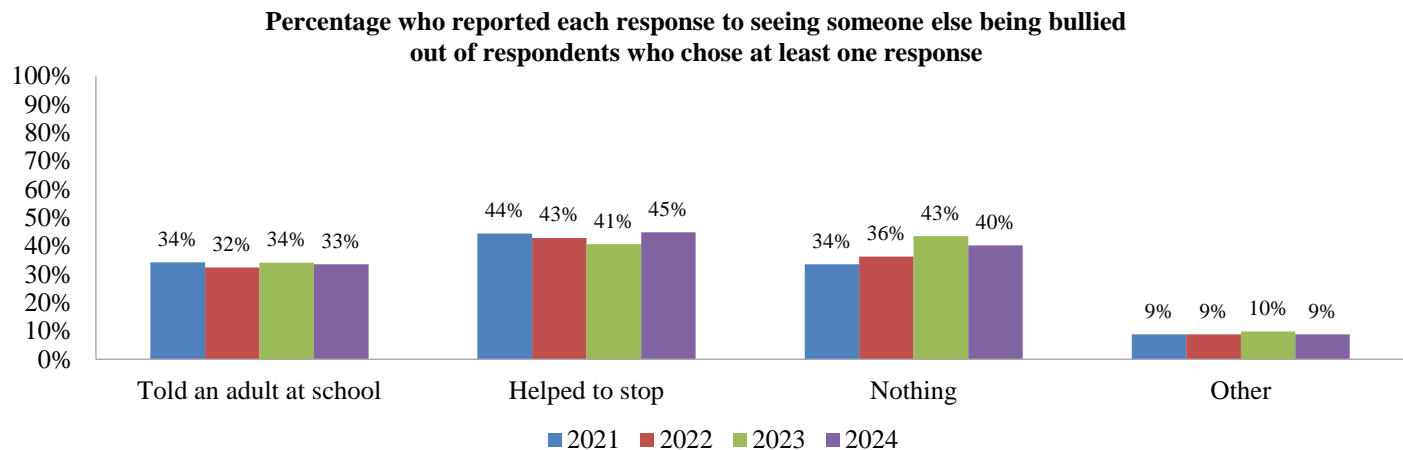
This section focuses on the survey questions around students witnessing bullying and how they responded. Students were first asked about the frequency with which they have seen someone else being bullied in the last month. For this item, responses are reported out of all students who responded to the 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 60% 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 29% of students reported having seen it *sometimes*, 8% have seen it *often*, and 4% have seen it *every day*. In the past four administrations, the *never* response option has steadily declined, the *sometimes* and *often* response options have steadily increased, and the *every day* response option has 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, 55% chose *I haven't seen bullying*, leaving 45% of students who chose at least one response to seeing bullying. The percentage of students who reported they have not seen bullying decreased from last year when 58% reported this.

When focused to the 45% of students who chose at least one response to seeing bullying, the percentages who chose *helped to stop* increased by 4% from last year's respondents who reported at least one response to seeing bullying, while the response option of *nothing* showed an decrease of 3%. The *told an adult at school* and *other* response options have remained fairly consistent (currently 33% and 10%, respectively) over the last four survey administrations. The most common action students took who responded in one way or another to seeing bullying reported helping to stop it (45%).



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 others didn't know what to do.

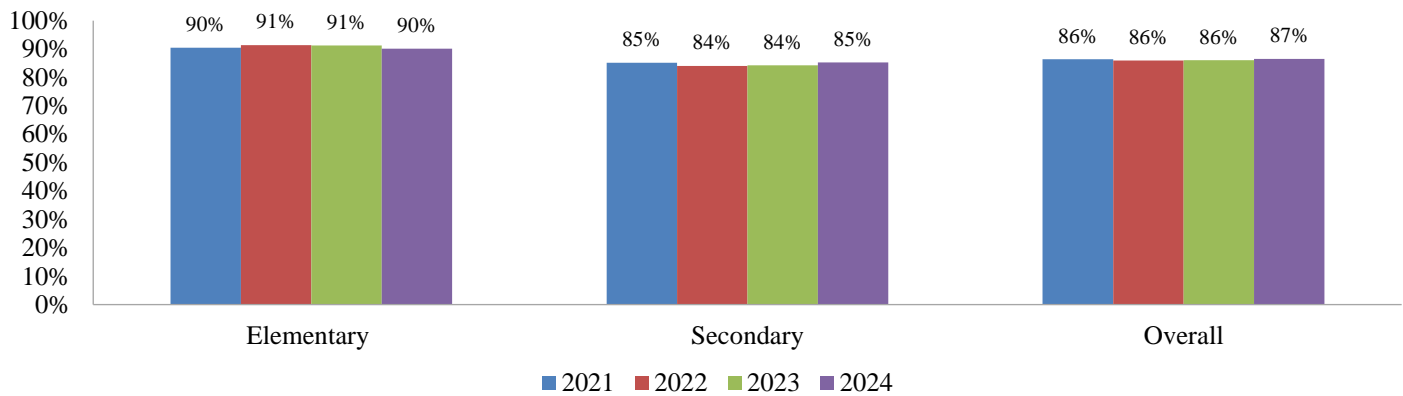
Building climate

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 87% 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, as well as by level, 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 bullying is currently at 90%, while the percentage of secondary students who report having an adult to go to for help with bullying is currently at 85%.

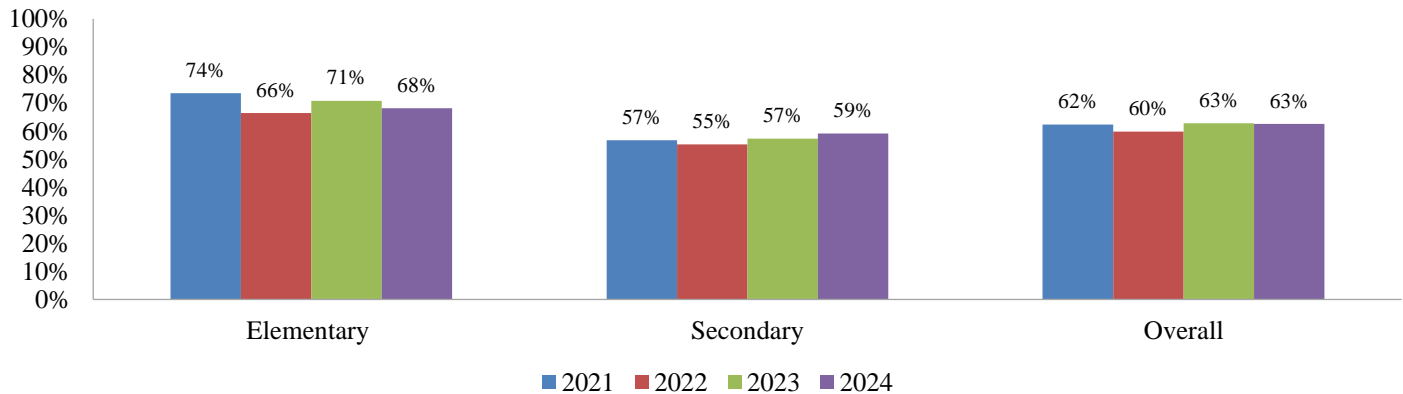
**Percentage of students who reported having an adult to go to for help
out of item respondents**



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, 64% chose *I haven't reported bullying behavior*, leaving 36% of students who indicated they have reported bullying.

When focused to the 36% of students who have reported bullying, the percentage who indicated they felt like it helped remained consistent with last year's respondents at 63% who indicated they reported bullying. Compared to elementary students who reported bullying to an adult and felt like it helped (68%), fewer secondary students felt like it helped (59%). There was an decrease in the percentage of elementary students who reported bullying and felt like it helped from last year to this year (down 3%), as well as an increase at secondary (up 2%).

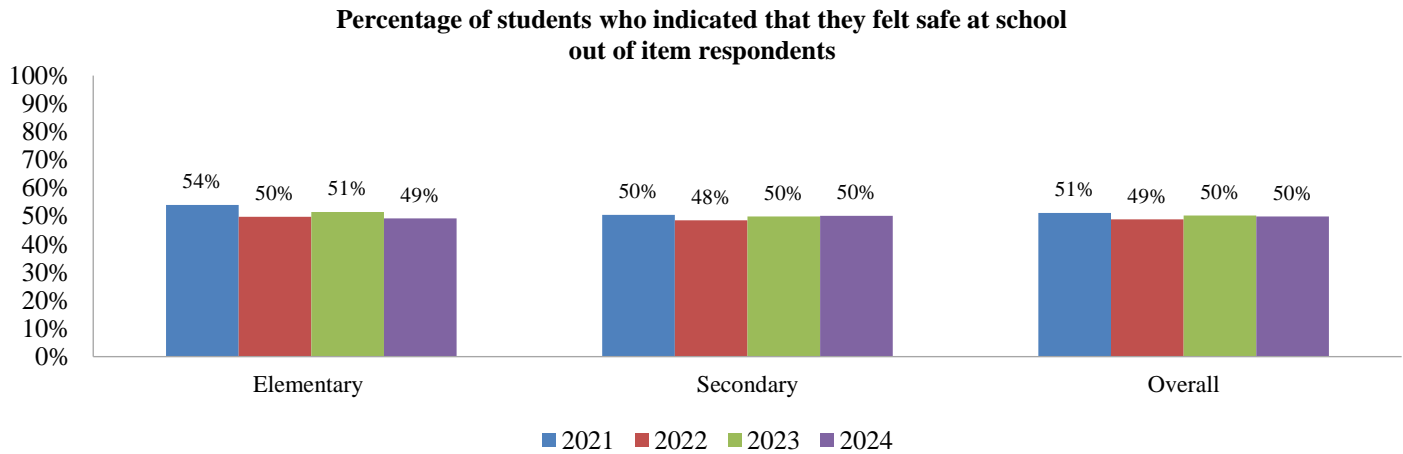
**Percentage of students who felt that reporting bullying helped
out of students who have reported bullying**



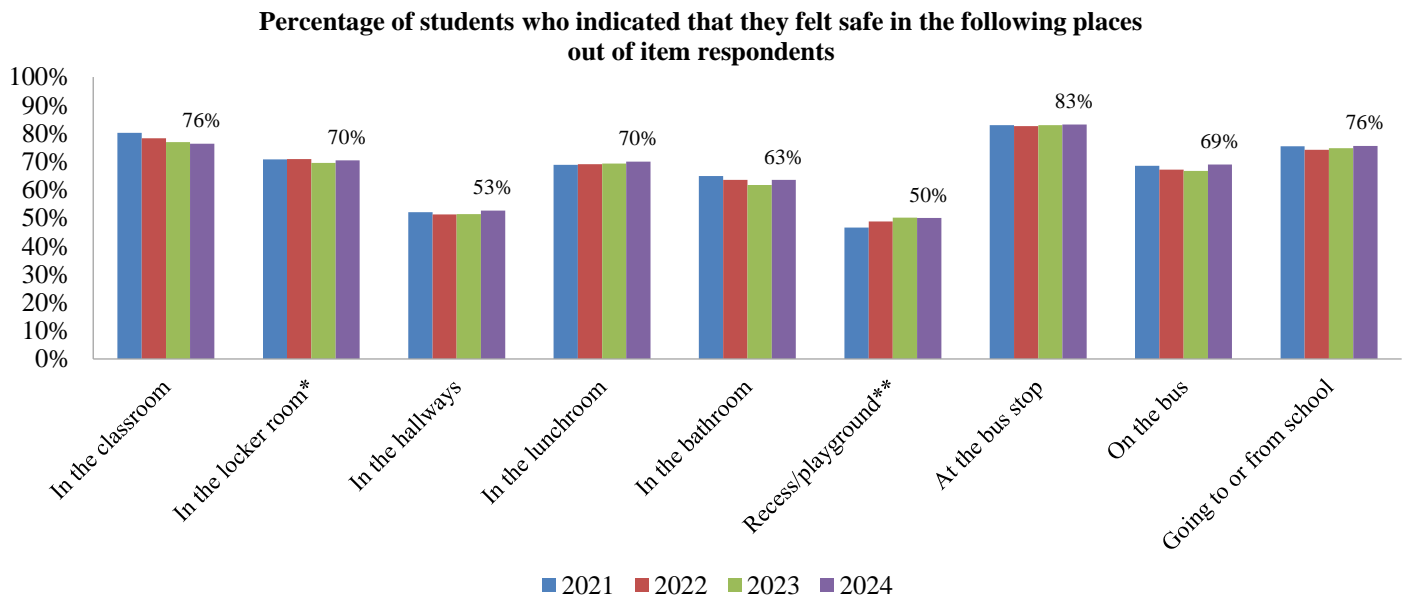
Feelings of safety

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 elementary reporting slightly lower feelings of safety this year.



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 2023 except for in the hallways and on the bus where students reported increased feelings of safety by approximately 2% (to 53% and 69% in 2024, respectively). Students reported feeling safest *at the bus stop* (83%). *In the classroom* came in as the second highest rated location, with 76% feeling safe.



Note: Data labels reflect 2024-25 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 summarized from student responses to the item: *What makes you feel safe at school?*

Elementary themes:

Top themes from elementary students included:

- Having adults present at school, including teachers, paraeducators, and principals.
- Having friends and classmates around.
- Experiencing kindness of people in the school and not witnessing bullying occurring.
- Being in their classroom.
- Feeling the building is secure, including locked doors, cameras, and having practice drills.
- Having family near.
- Having rules in place.

Other common responses from several elementary students regarding what makes them feel safe at school included being in calm spaces and being confident in their abilities to handle things that come their way. Some students indicated that they didn't know what made them feel safe while others indicated nothing makes them feel safe at school.

Secondary themes:

Top themes from secondary students included:

- Having adults present at school, including teachers, paraeducators, and administrators.
- Having friends around.
- Feeling that school is a good environment with nice people.
- Feeling the building is secure, with locked doors, secure entrances, cameras, police officers, and having practice drills.
- Being alone or in quiet/calm areas.
- Knowing nothing will happen.
- Having people they can trust.
- Being confident in abilities to protect themselves.

Other common responses from several secondary students regarding what makes them feel safe at school included activity participation, having a phone/electronics, having food, people following the rules, leaving school at the end of the day, having family members at school. Some students indicated nothing makes them feel unsafe or they didn't know what made them feel safe. Other students indicated that nothing makes them feel safe at school.

This report was created 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.