
Student Engagement Survey Report 2024-25

Anoka-Hennepin School District

Prepared by the Department of
Research, Evaluation, and Testing



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Introduction

This report highlights students' responses to the Student Engagement Survey. The objective of the Student Engagement Survey is to give students in grades 3, 5, 7, 9, and 11 an opportunity to provide feedback on their experiences in school. Students' perceptions of their educational experiences are used for systems improvement. This report will also be shared with the Superintendent, Associate Superintendents, K-12 Curriculum and Instruction personnel, building level administration and staff, and other district constituents.

This survey has been administered annually since 2012-13. A random sample of classrooms in grades 3, 5, 9, and 11, and all grade 7 students were given a chance to respond. Teachers were asked to administer the survey during their class from December 2nd to 19th, 2024. The anonymous survey took students approximately 30 minutes to complete. The questionnaire is comprised of 40 main items relating to four dimensions:

- Teaching and learning
- Students' future goals
- School's culture and climate
- Creativity and individuality

Response options for the items include agree, somewhat agree, somewhat disagree, and disagree. For the purposes of this report, engagement was measured and defined as the sum of the agree and somewhat agree response options.

This report compares aggregate information by level, grade, gender, and ethnicity. Next, this report disaggregates student responses by school then by item for further comparison. The last portion of the report provides trend data comparisons across the past four years.

Key messages

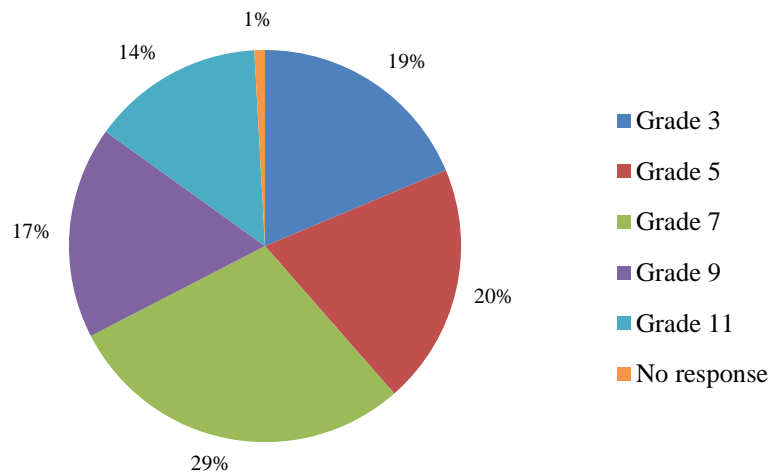
Illustrated in the graphs that follow.

- Overall, of the 7,317 students who completed the survey, there was approximately 88% student engagement. This percentage is based on an average of responses to all 40 items. The 2024-25 level of engagement is about 1% higher than the level of engagement in 2023-24 (87%).
- As is typical, overall engagement was highest at the elementary level (91%). Historically, it has been typical to see a decline as grade level increases. However, in the current year, high school students reported an engagement rate 1% higher than middle school students for the first time in the survey's history. Engagement increased by 1% each at the elementary and middle school levels and increased by 2% at the high school level.
- The percentage of female and male students engaged overall was similar (89% and 88%, respectively), whereas students who reported their gender as 'I prefer not to answer' reported 84% overall engagement. Students who reported their gender as 'I identify with an option not listed,' an option only available to secondary students, reported being less engaged overall (73%), a decrease of 1% from last year.
- When disaggregated by ethnicity, overall engagement was relatively consistent across groups ranging from 85% to 90%.
 - At the elementary level, Hispanic students reported the highest level of engagement (93%). Students who identify as Black reported the lowest level of engagement (88%).
 - At the middle school level, Asian and White students reported the highest level of engagement (88%) and students who indicated that their ethnicity was not listed reported the lowest (77%). The range in overall engagement across ethnicities was greatest at the middle school level, creating the largest gap.
 - At the high school level, Asian students reported the highest level of engagement (89%) and students who identify as American Indian reported the lowest (81%).
 - Looking longitudinally at overall engagement, the rank of each ethnic group in terms of those most highly engaged compared to those reporting the lowest levels of engagement remains fairly consistent, with students identifying as White or Asian being consistently the highest ranked groups and students identifying with 'Two or more races' being most consistently one of the lowest ranked groups.
- Consistent with previous years, the students' future goals dimension showed the highest level of overall engagement (93%) while the school's culture and climate dimension had the lowest level (85%), however, agreement rates across all dimensions increased from 2023-24 to 2024-25.
- For individual survey items, the highest and lowest rated items remain fairly stable across the years.
 - Three items from the culture and climate dimension were rated in the bottom four across all 40 items at the elementary, middle, and high school levels: *All students are treated fairly in my school*, *I feel safe expressing my opinion in class*, and *Other students care about what I have to say*.
 - Two items were in the top five across all items at all three levels: *My teachers believe that I can be successful* and *An adult in my life cares about my future*. At the elementary level, the second item is phrased *An adult in my life cares about what happens to me when I get older*. The item *I have friends at school* was in the top five items at both the elementary and middle school levels and was the sixth highest rated item at the high school level. Also in the top five highest rated items at both the middle and high school levels, was the item *I feel that I can be successful in school*, the sixth highest rated item at the elementary level.

Respondent demographics

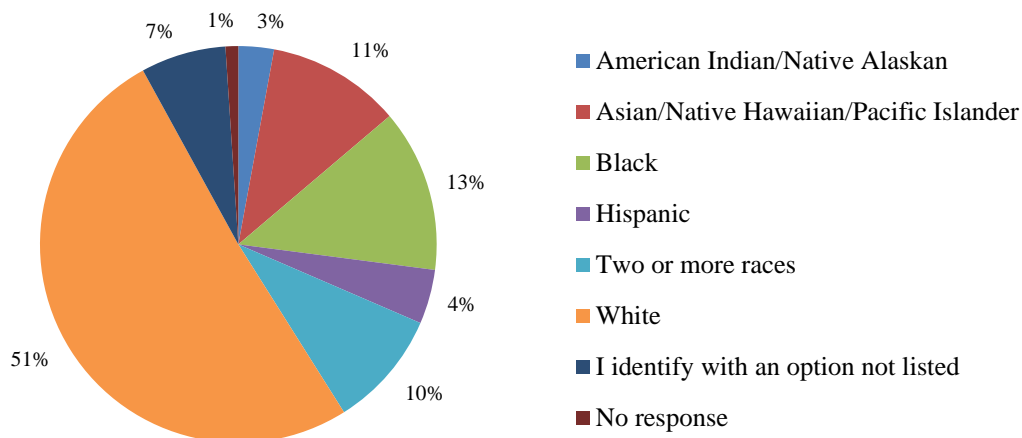
A total of 7,317 students in grades 3, 5, 7, 9, and 11 completed the survey. In an attempt to balance the representation across the elementary, middle, and high school levels, all students in grade 7 were asked to complete the survey, while only a sample of classes in the other grades were asked to respond. The gender distribution was equal between students who identify as female and male at 46% each. About 7% of students chose ‘Prefer not to answer’, 1% chose ‘I identify with an option not listed’ (an option on the secondary survey only), and about 1% chose not to respond to this item at all.

Percentage of respondents by grade



Participants who completed the survey indicated their racial/ethnic background as follows: 3% American Indian, 11% Asian, 13% Black, 4% Hispanic, 10% ‘Two or more races’, 51% White, and 7% selected ‘I identify with an option not listed’, which is a slight under representation of Black, Hispanic, and White students, compared to overall district demographics. About 1% of students did not respond to this item.

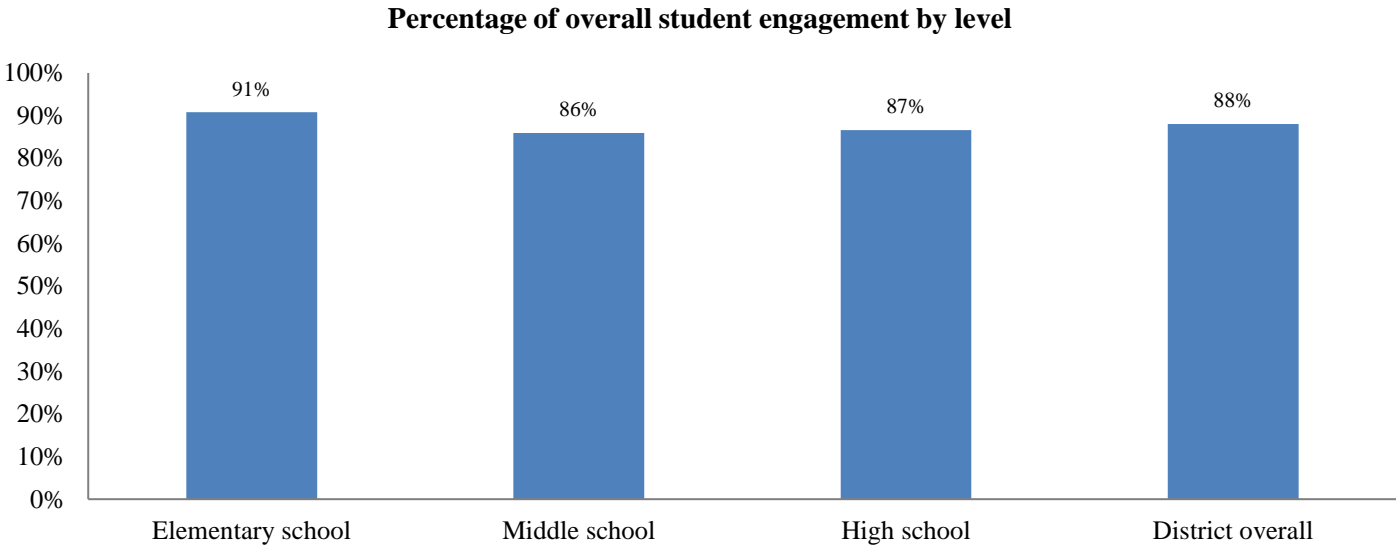
Percentage of respondents by ethnicity



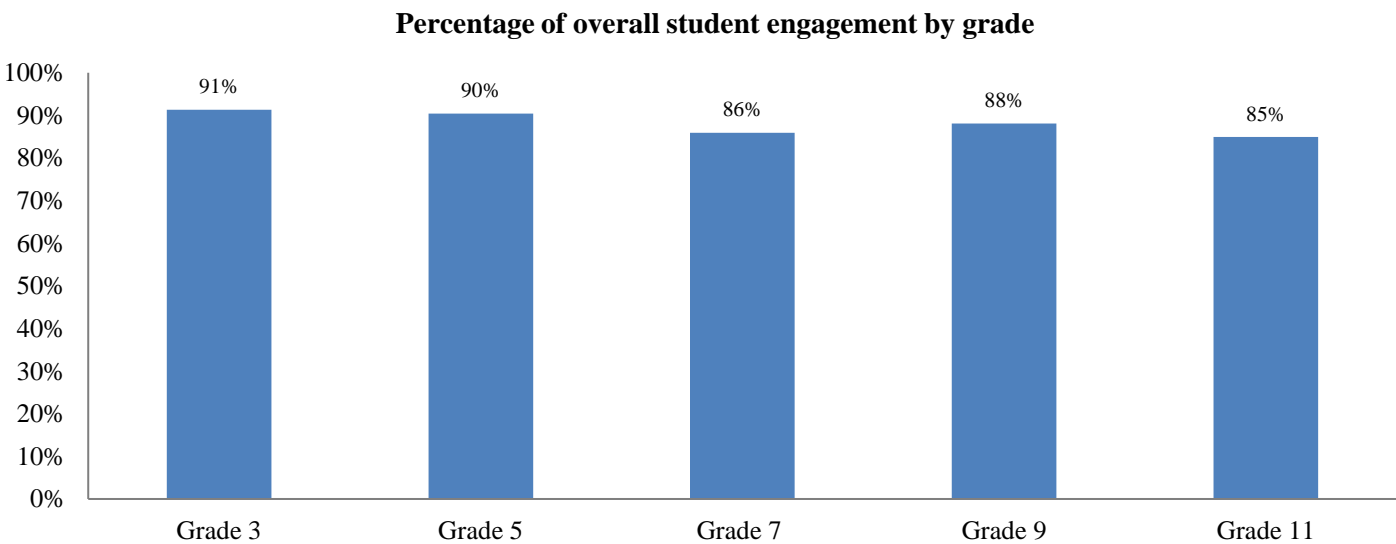
Note: ‘American Indian/Alaska Native’ is abbreviated as ‘American Indian’ and ‘Asian/Pacific Islander/Native Hawaiian’ is abbreviated as ‘Asian’ throughout this report.

Percentage of overall student engagement disaggregated by level, grade, gender, and ethnicity

Overall engagement districtwide was at 88%. Students at the elementary school level reported higher levels of engagement than secondary students, whose engagement level was 86% and 87% at the middle and high school levels, respectively.

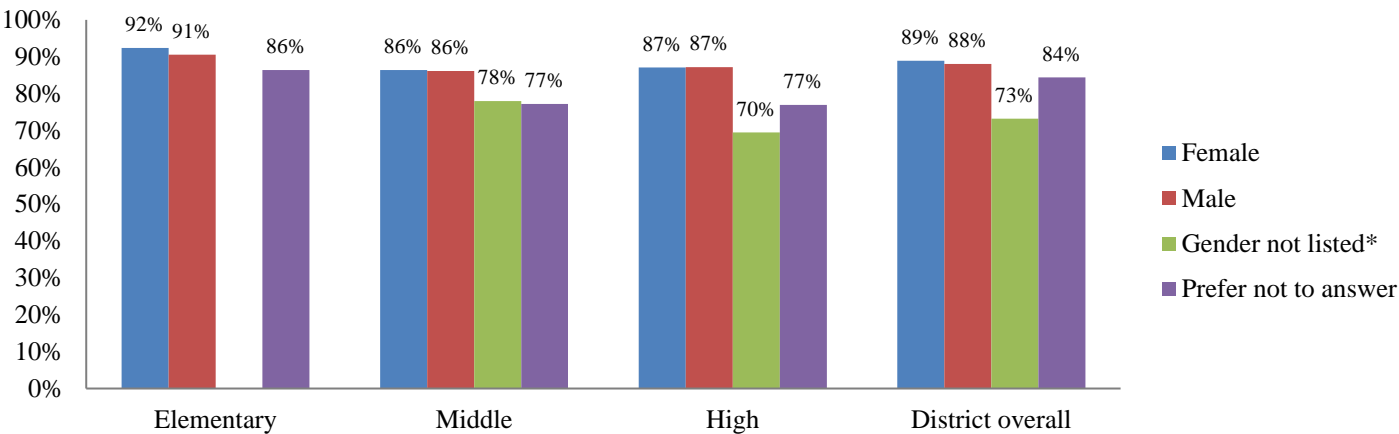


Consistent with previous years, overall student engagement generally decreased steadily as grade level increased, except for grade 9 students who reported a rate 2% higher than grade 7 students. Students in grades 3 and 5 reported having the highest level of engagement at 91% and 90%, respectively. Grade 11 students were the least engaged, with 85% overall agreement with the items.



Students who identify as female and male reported a similar level of engagement districtwide, as well as across levels. Students who preferred not to indicate their gender reported lower levels of engagement than male or female students at all levels, while high school students who chose ‘I identify with an option not listed’ reported the lowest level of overall engagement (70%).

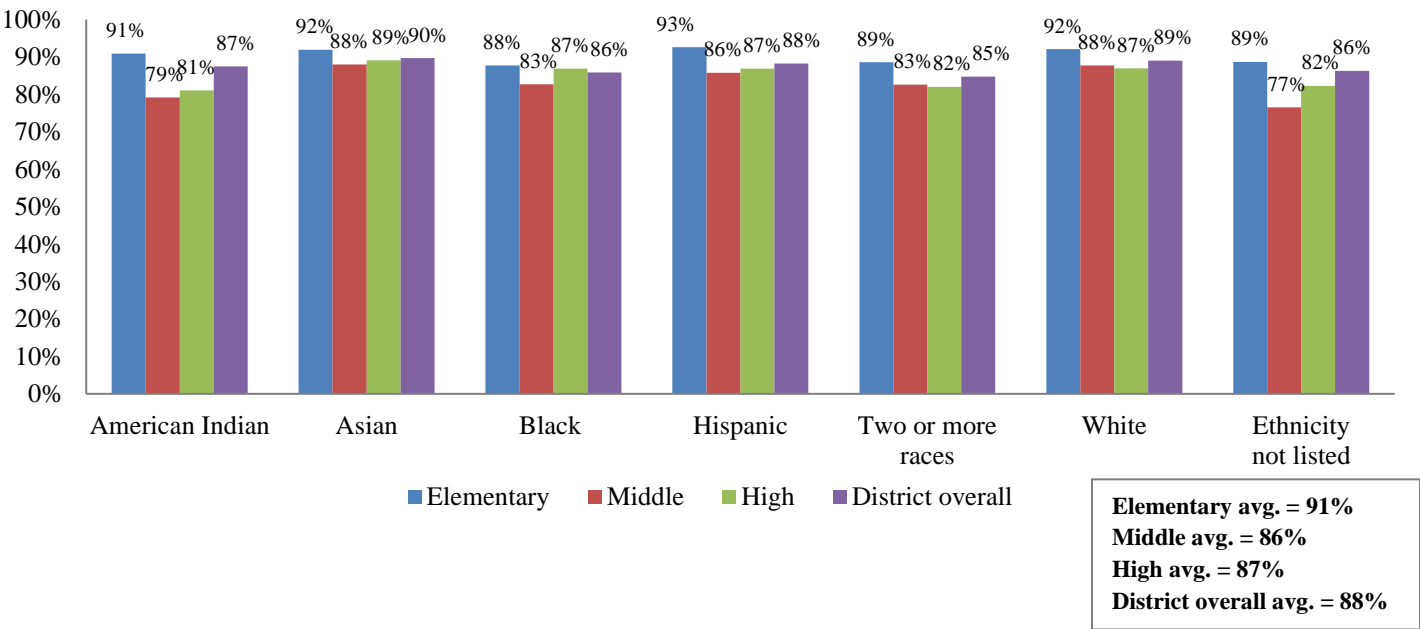
Percentage of overall student engagement by gender



* ‘I identify with an option not listed’ is not a response option on the elementary survey.

When disaggregated by ethnicity, reported overall engagement across all ethnicities at the elementary level ranged from 88% to 93% at the elementary level, 77% to 88% at the middle level, 81% to 89% at the high school level, and 85% to 90% at the district level. This indicates that the largest gaps are at the middle school level, with students selecting the ethnicity not listed option reporting the lowest engagement (77%) and students identifying as Asian and White tying with the highest engagement (88%).

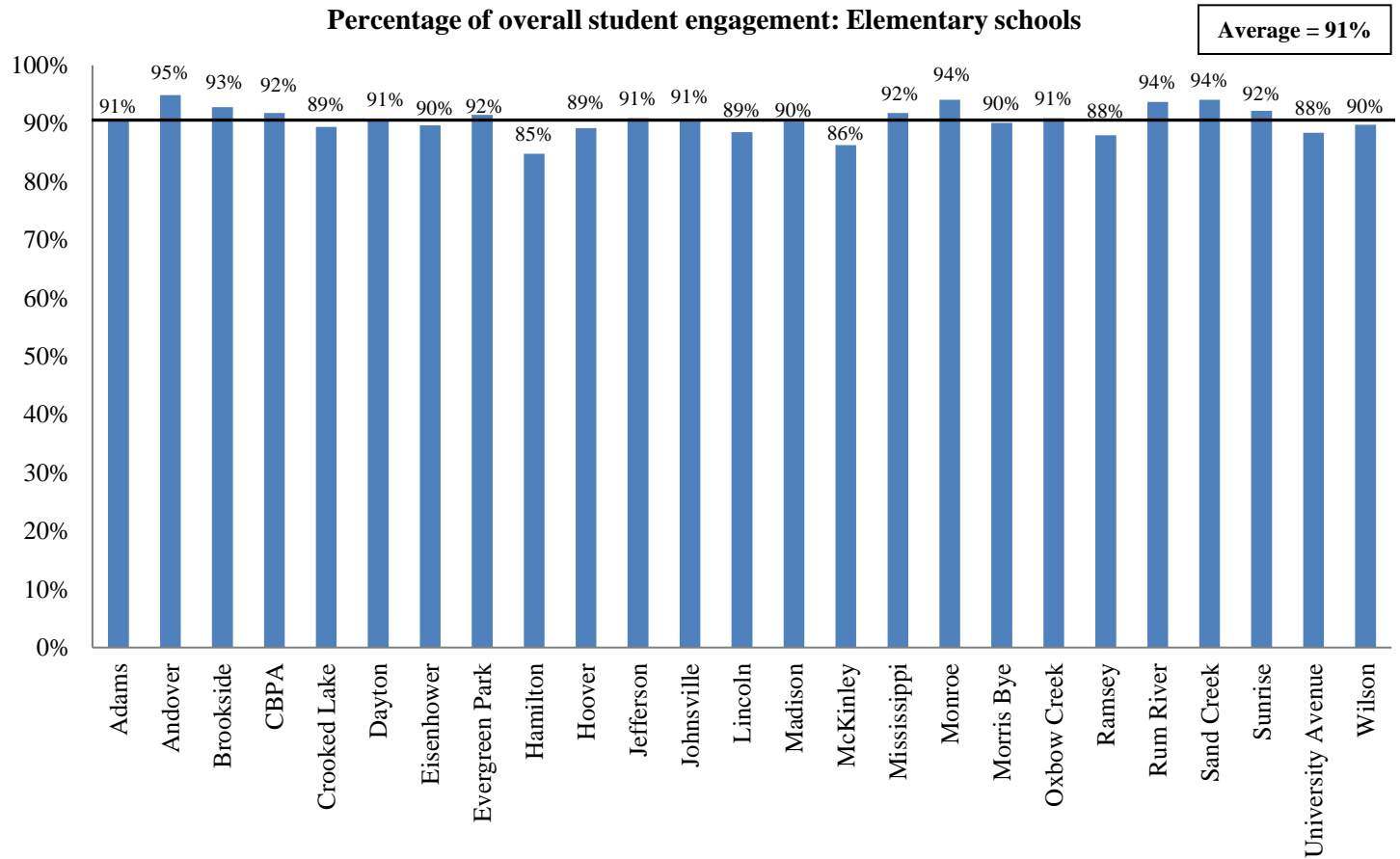
Percentage of overall student engagement by ethnicity



Percentage of overall student engagement by level and school

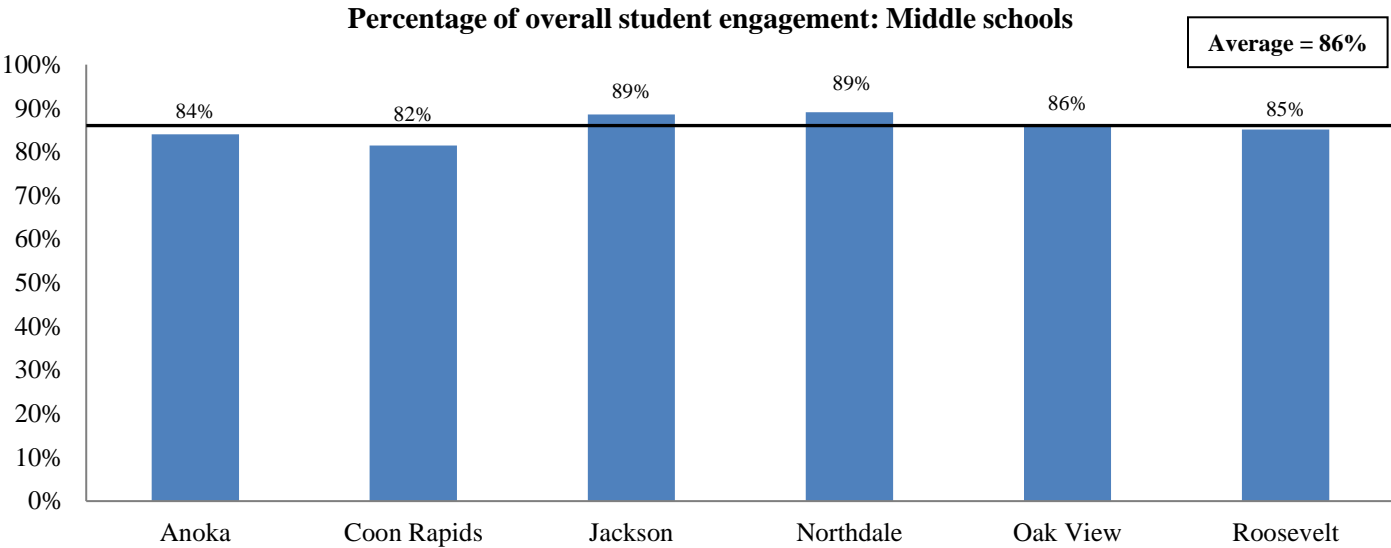
This section disaggregates and graphs the percentage of overall student engagement by school for each level (elementary, middle, and high school). The horizontal black lines represent the level overall average. The bars represent each school's overall engagement as an average of all item responses.

The percentage of overall student engagement ranged from 85% to 95% across elementary schools. Five of the twenty-five elementary schools had an overall engagement rate two or more percentage points greater than the elementary average of 91%, while seven schools had a rate two or more percentage points lower than that average.

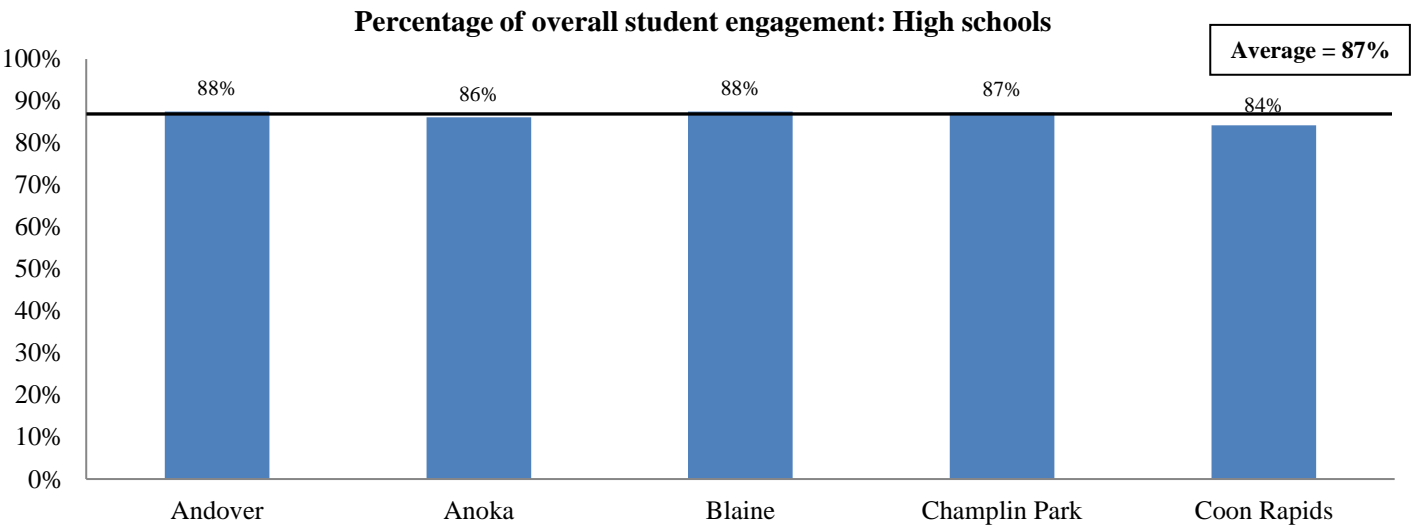


Note: RTLC data were suppressed due to low cell size.

The horizontal black line represents the district middle school average of 86%. The percentage of middle school students who were engaged ranged from 82% to 89% across sites. Two of the middle schools had an overall engagement rate two percentage points or more above the middle school average, while two schools had an overall engagement rate more than two percentage points below the middle school average.



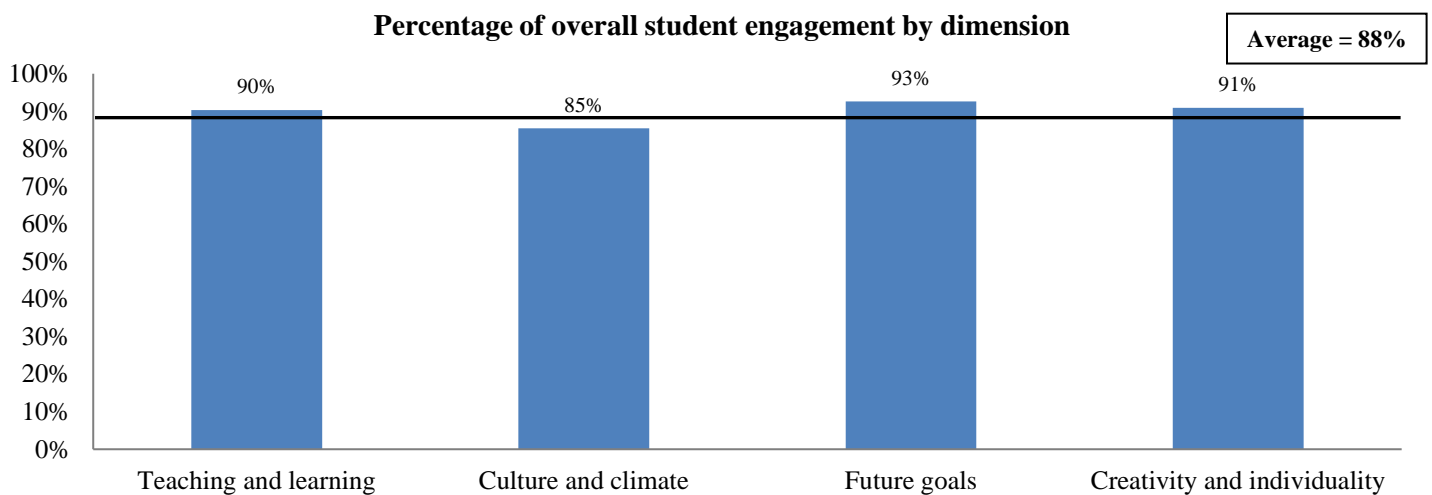
The horizontal black line represents the district high school average of 87%. For high school, overall engagement among the traditional high schools ranged from 84% to 88%. Overall engagement across high schools was very consistent with students at only one school reporting engagement more than one percentage point different than the high school average.



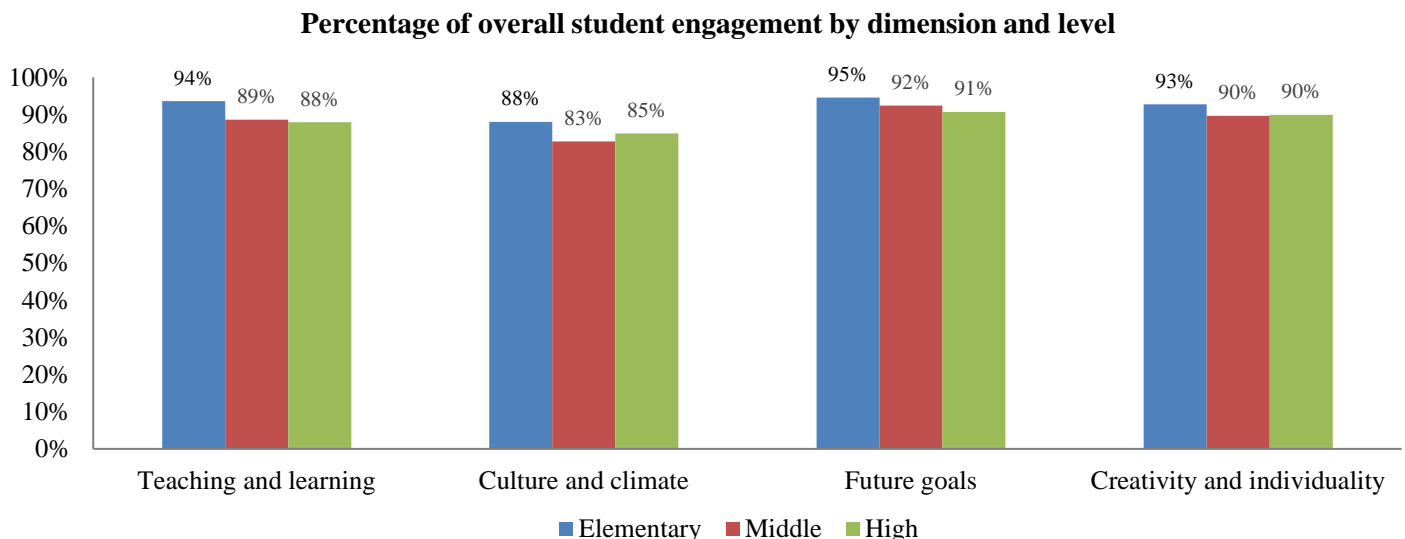
Overall student engagement by dimension

This section disaggregates engagement by the four dimensions that make up the survey. Each of the 40 main items address one or two of the four dimensions: teaching and learning, culture and climate, future goals, and/or creativity and individuality. All items in the creativity and individuality dimension are also included in either the teaching and learning or culture and climate dimension.

The teaching and learning dimension is made up of 15 items such as *My teachers enjoy teaching* and *My teachers teach things in a way that helps me learn*. The culture and climate dimension includes 21 items such as *I feel comfortable asking questions in class* and *I have friends at school*. The future goals dimension includes four items such as *Going to school after high school is important* and *I am hopeful about my future*. Creativity and individuality is made up of five items that also align to the other dimensions such as *My teachers encourage creativity* and *At my school, it is okay to be different than other people*. The percentage of student agreement across dimensions ranged from 85% to 93%, with the highest agreement in the future goals dimension and the lowest in the culture and climate dimension.

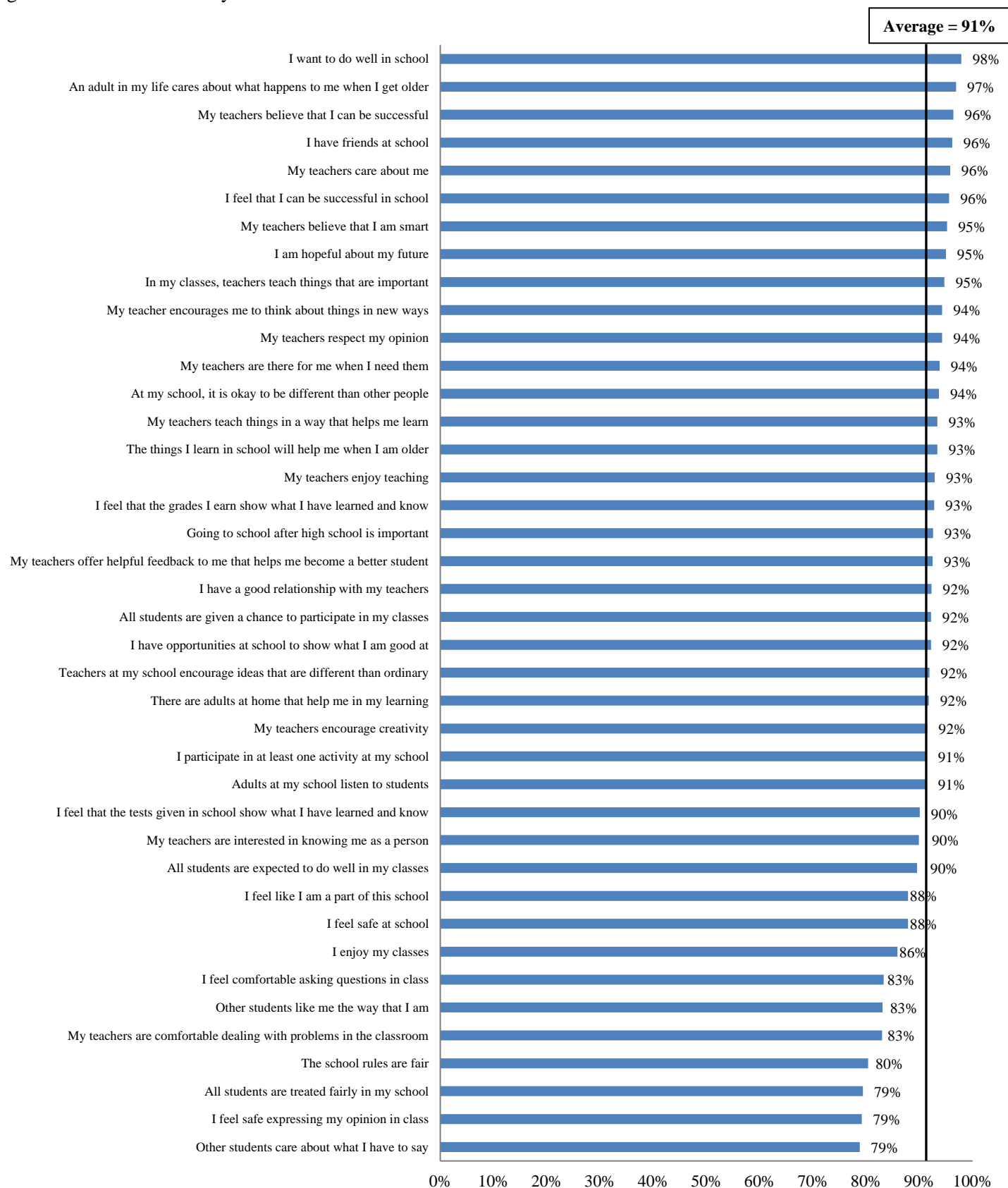


Looking within each level, the overall dimension agreement varied by 7% at the elementary level, 9% at the middle level, and 6% at the high school level. Within a dimension, the greatest difference among levels was in the teaching and learning dimension, with a 6% spread between the highest and lowest levels.



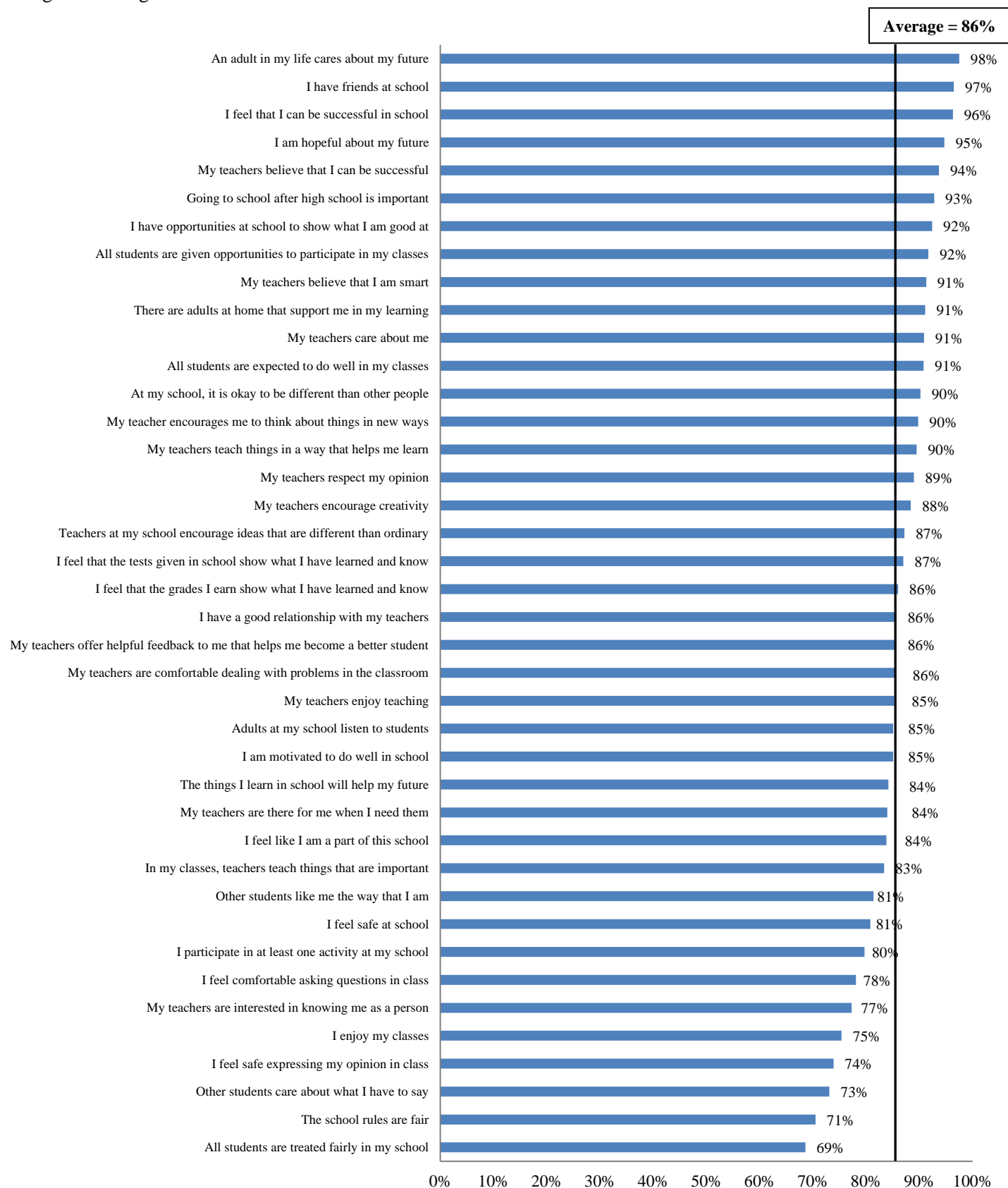
Agreement by item: Elementary

The graph below illustrates the percentage of elementary students who responded agree or somewhat agree to each item, sorted from highest to lowest level of agreement. The vertical black line in this graph represents the overall average of agreement at the elementary level.



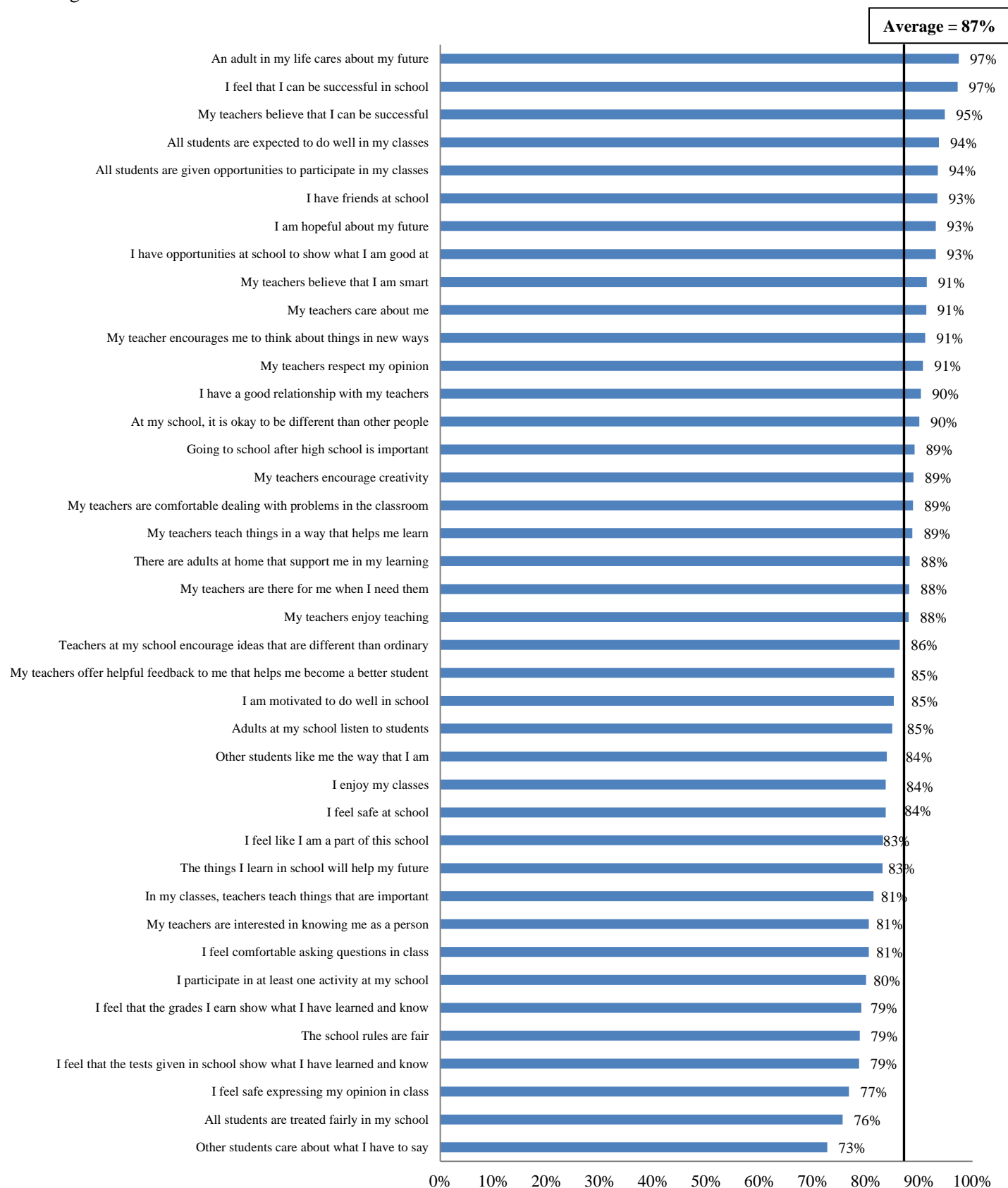
Agreement by item: Middle

The graph below displays the percentage of middle school students who responded agree or somewhat agree to each item, sorted from highest to lowest level of agreement. The vertical black line in this graph represents the middle school average overall agreement.



Agreement by item: High

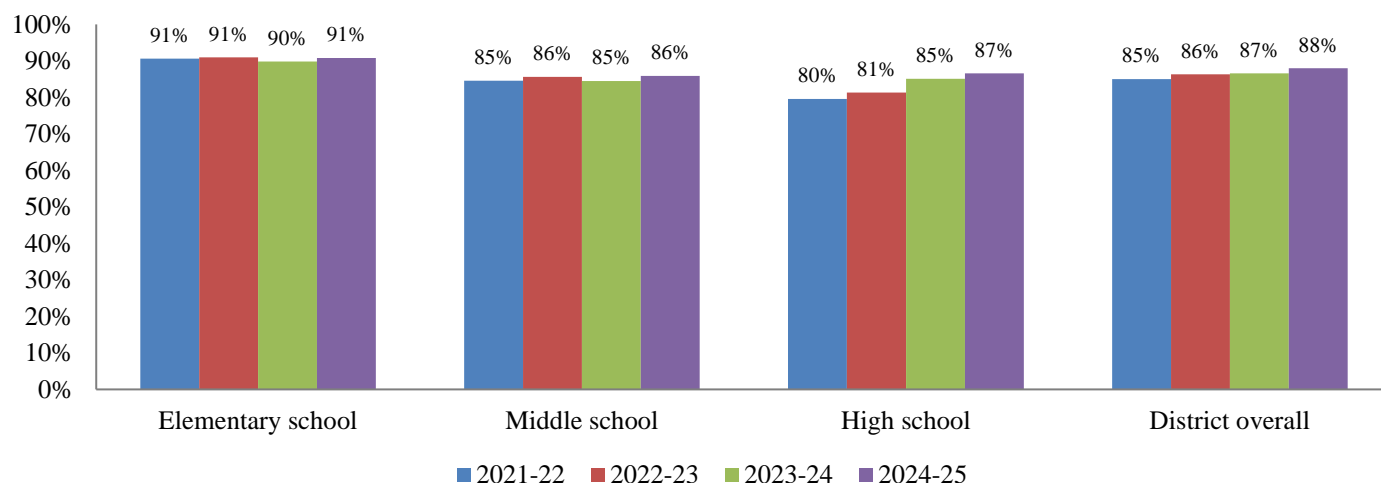
The graph below displays the percentage of high school students who responded agree or somewhat agree to each item, sorted from highest to lowest level of agreement. The vertical black line in this graph represents the high school average overall agreement.



Trend data: Percentage of overall student engagement disaggregated by level, grade, gender, and ethnicity

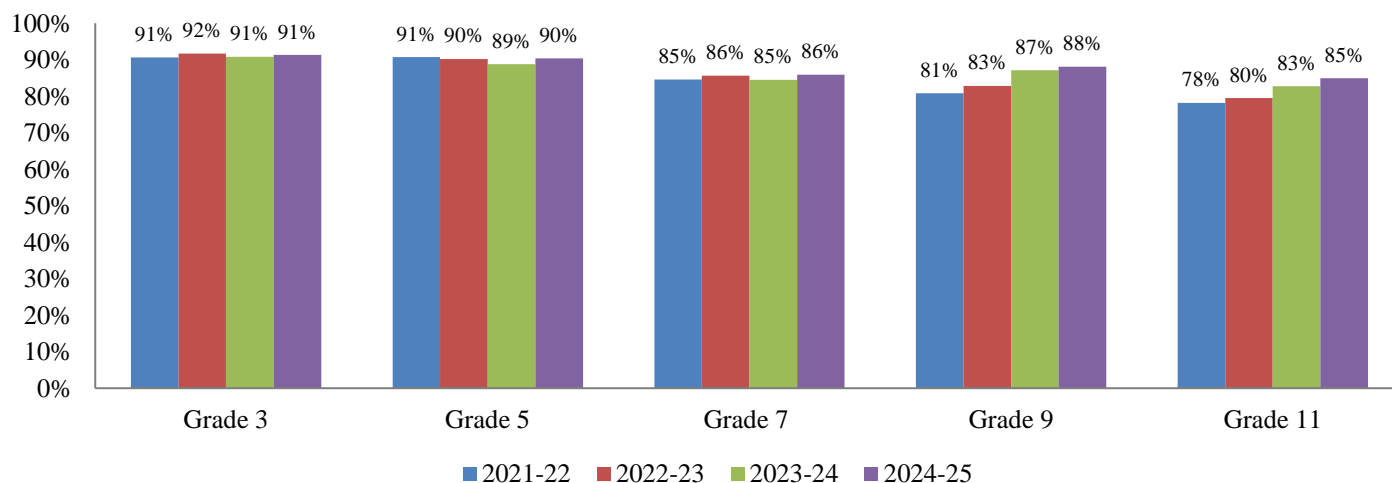
Overall student engagement increased 1-2% at every level from 2023-24 to 2024-25. Engagement at the high school level and districtwide have increased steadily each year over the past three years. Overall engagement at the elementary and middle school levels has remained fairly stable across this time. High school engagement in 2024-25 was greater than engagement at the middle school level. This is the first time in the survey's history that high school students did not report the lowest level of engagement.

Percentage of overall student engagement by level: Four-year trend



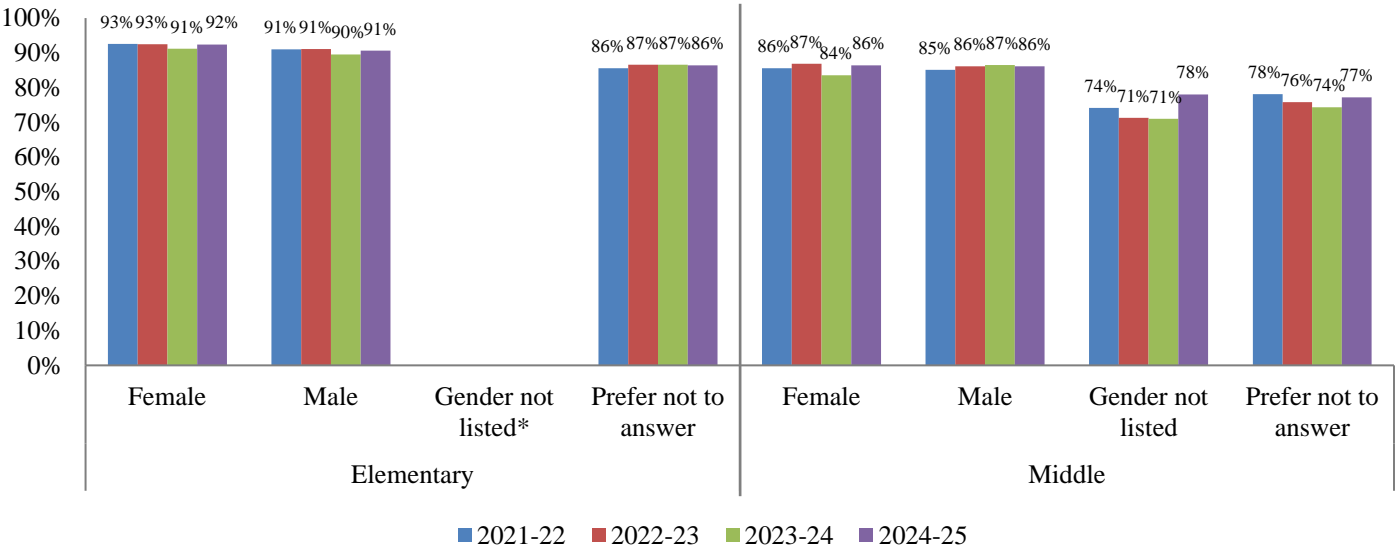
Each grade level experienced increases in overall student engagement from last year to this year. Grades 3, 5, 7, and 9 remained within one percentage point of 2023-24 engagement rates, while grade 11 increased two percentage points from 2023-24 to 2024-25. Engagement in grades 9 and 11 have increased steadily each year over the past three years, each increasing 7% from 2021-22 to 2024-25.

Percentage of overall student engagement by grade: Four-year trend



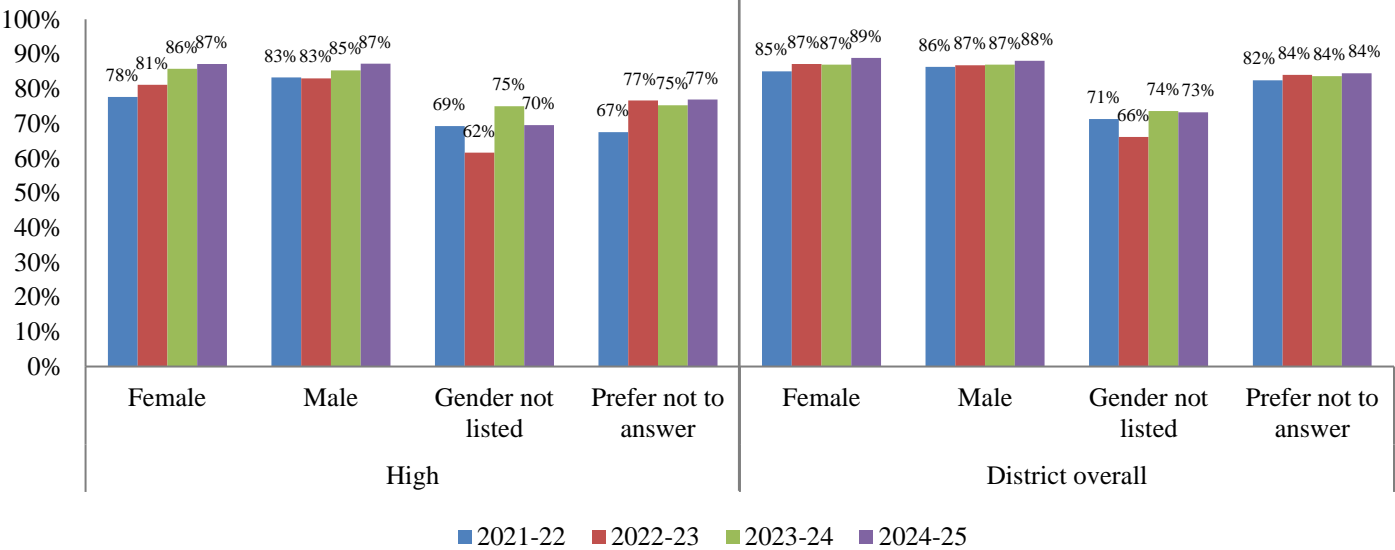
At the elementary level, engagement remained within 1% of last year’s rates across genders. At the middle school level, engagement increased by more than 1% for students who identify as female, students who chose ‘I identify with an option not listed’, and students who chose ‘Prefer not to answer,’ while engagement remained within 1% of last year’s rate for students who identify as male. The greatest increase was for students who chose ‘I identify with an option not listed’ who reported increased engagement by 7% over last year. At the high school level, there was a decrease of 5% for students who chose ‘I identify with an option not listed’, while students identifying as female stayed within 1% of last year, and students identifying as male or students who preferred not to answer increased by 2% each. Districtwide, engagement stayed about the same for students identifying as male, those preferring not to answer the gender question, and students who identify with an option not listed, while engagement increased 2% for students who identify as female.

Percentage of overall student engagement by gender: Four-year trend

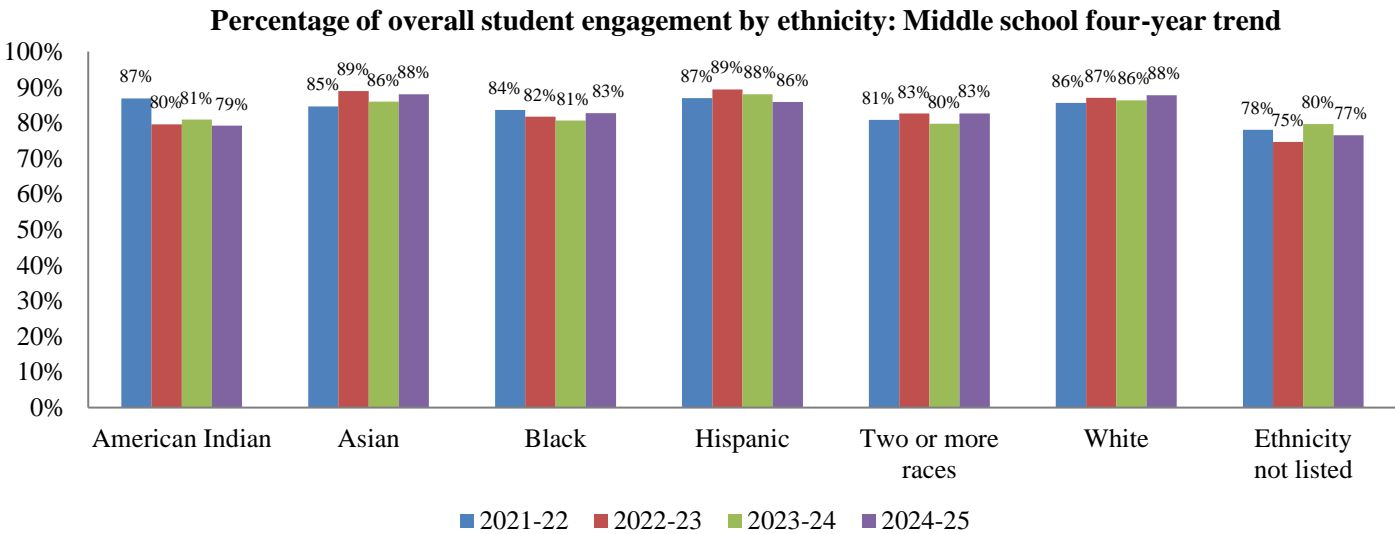
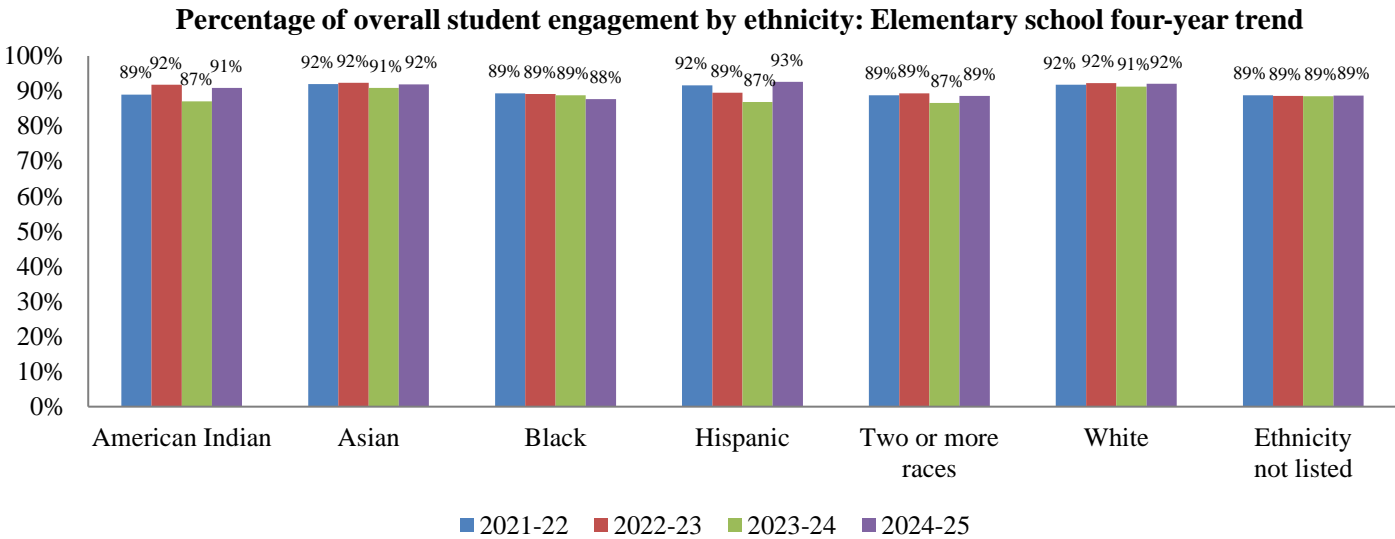


Note: *‘I identify with an option not listed’ is not a response option on the elementary survey.

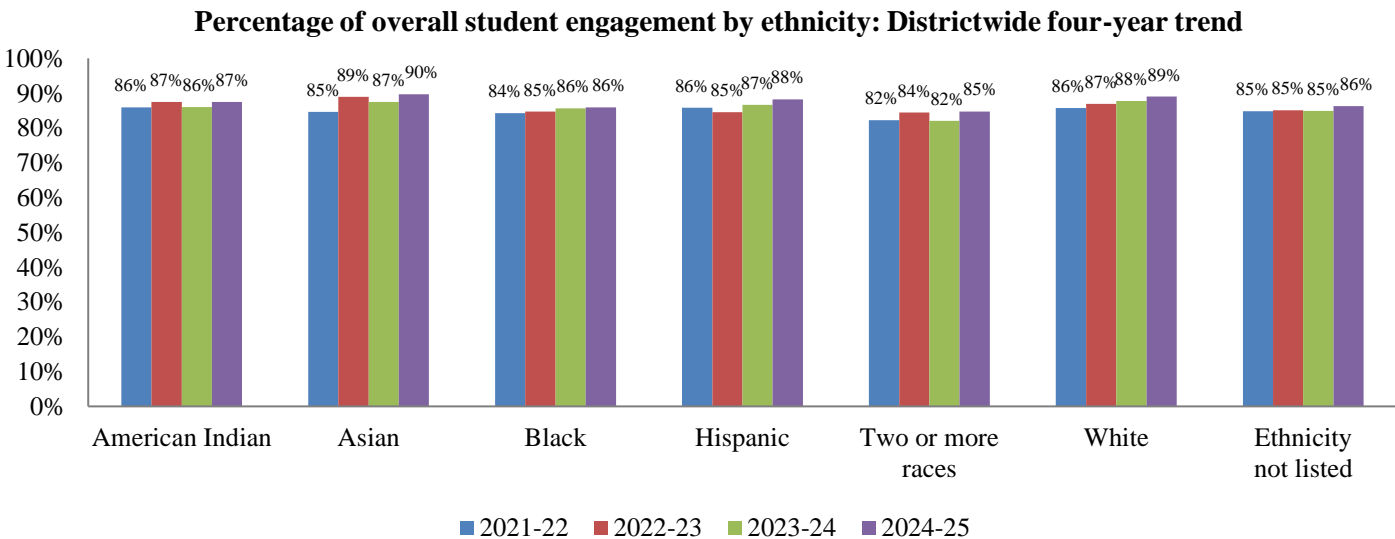
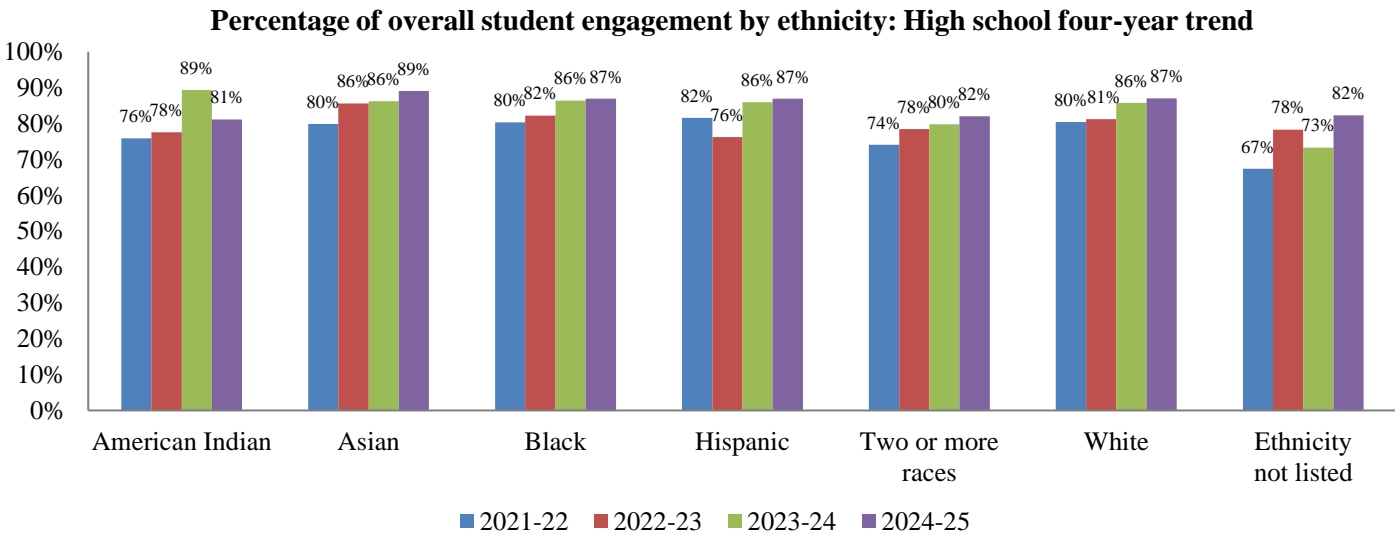
Percentage of overall student engagement by gender: Four-year trend



When disaggregated by ethnicity, there were increases or maintenance within 1% from last year across all ethnicities at the elementary level, with the largest increase being for students who identify as Hispanic (87% in 2023-24 to 93% in 2024-25). At the middle school level, there were increases ranging from 2% to 3% for Asian students, Black students, White students, and students identifying as two or more races from 2023-24 to 2024-25, while American Indian students, Hispanic students, and students who identify with an ethnicity not listed each decreased between 2% and 3%.



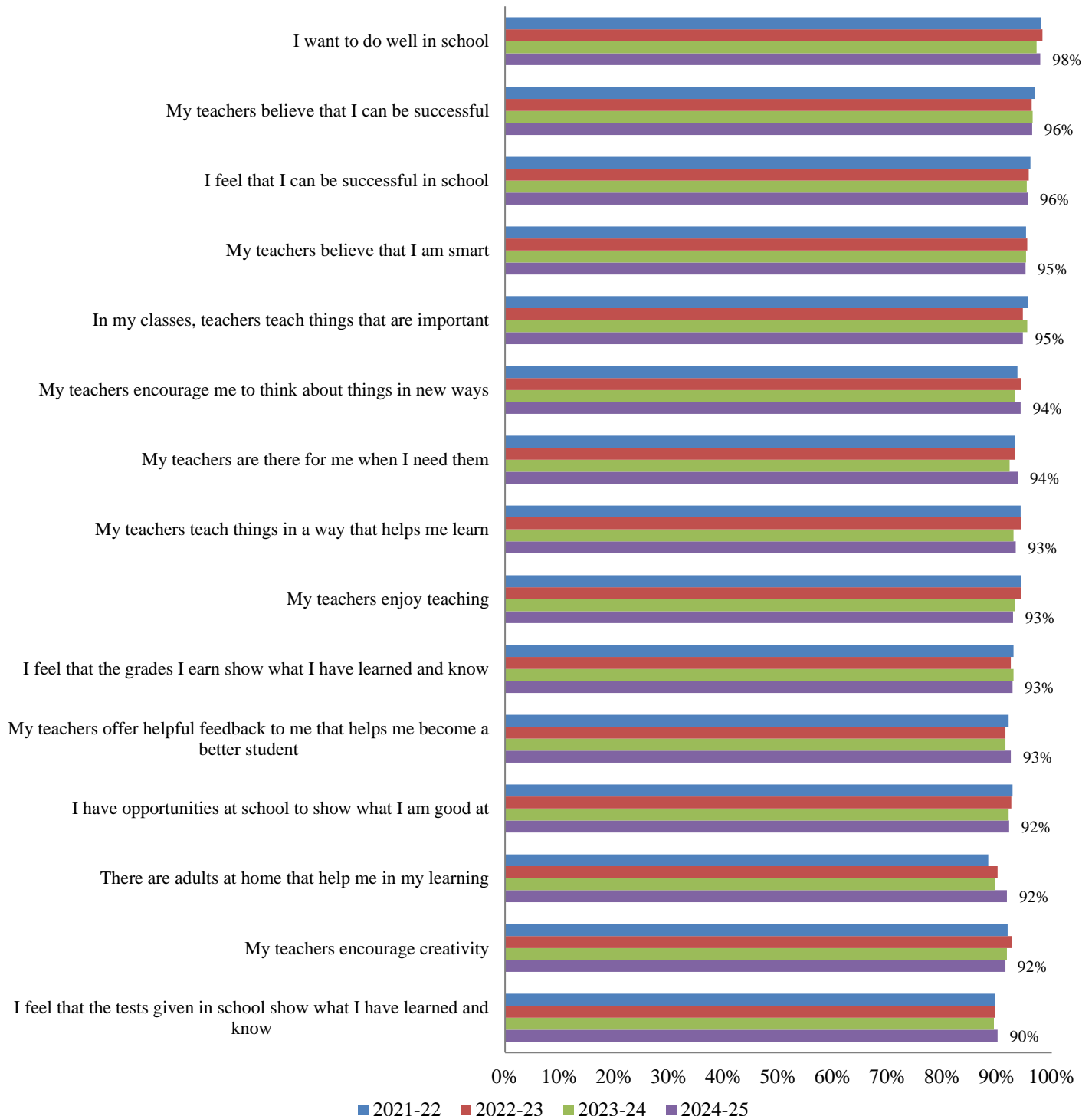
At the high school level, there were engagement rate increases for Asian students and students who identify as two or more races of 3% and 2%, respectively, and students who identify with an ethnicity option not listed increased 9% from last year. Students who identify as American Indian reported an engagement rate in 2024-25 8% lower than this student group in 2023-24. All other racial/ethnic groups remained within 1% of the 2023-24 rates. At the district level, most racial/ethnic groups remained within 1% of the 2023-24 rates. Asian students and students who identify as two or more races each increased 3% from last year to this year.



Trend data: Elementary school items by dimension

The following graphics represent the percentage of students who responded agree or somewhat agree to each item by dimension over the last four years at the elementary level. Thirteen of the 15 items within the teaching and learning dimension remained within about 1% from 2023-24 to 2024-25. Items *There are adults at home that help me in my learning* and *My teachers are there for me when I need them* each increased 2% from last year.

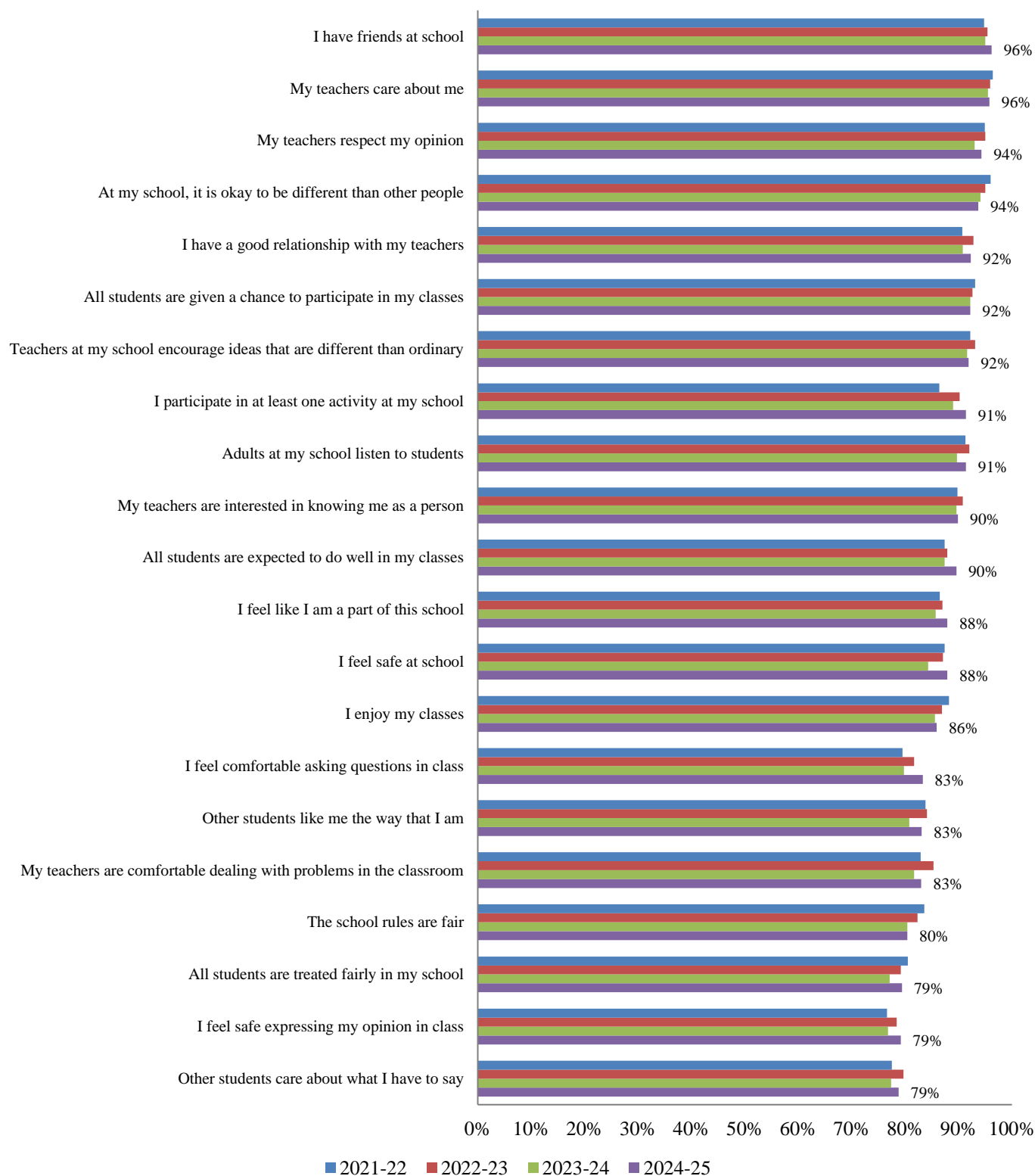
Items in teaching and learning dimension: Four-year elementary school comparison



Note: Data labels reflect current year data.

All of the 21 culture and climate items stayed the same or increased from 2023-24 to 2024-25. Twelve items remained within 1% of 2023-24 while nine items increased by 2% or more. The item that increased the most since last year was *I feel safe at school*, which increased from 84% in 2023-24 to 88% in 2024-25 (a 4% increase).

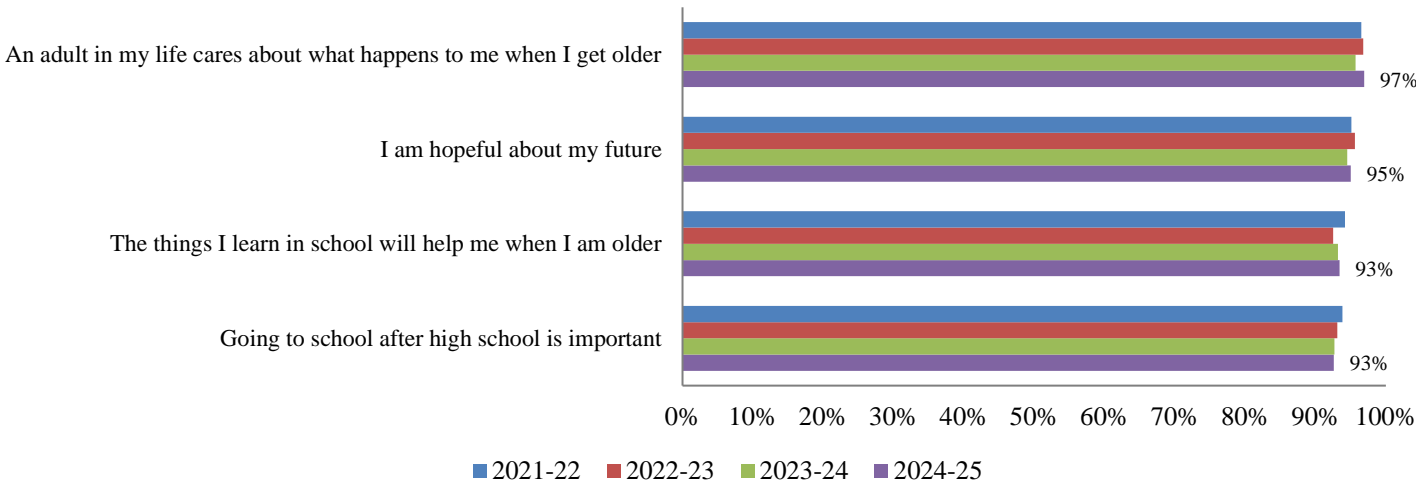
Items in culture and climate dimension: Four-year elementary school comparison



Note: Data labels reflect current year data.

All the items in the future goals dimension stayed within one percentage point of 2023-24. *An adult in my life cares about what happens to me when I get older*, experienced the greatest movement, increasing by 1%.

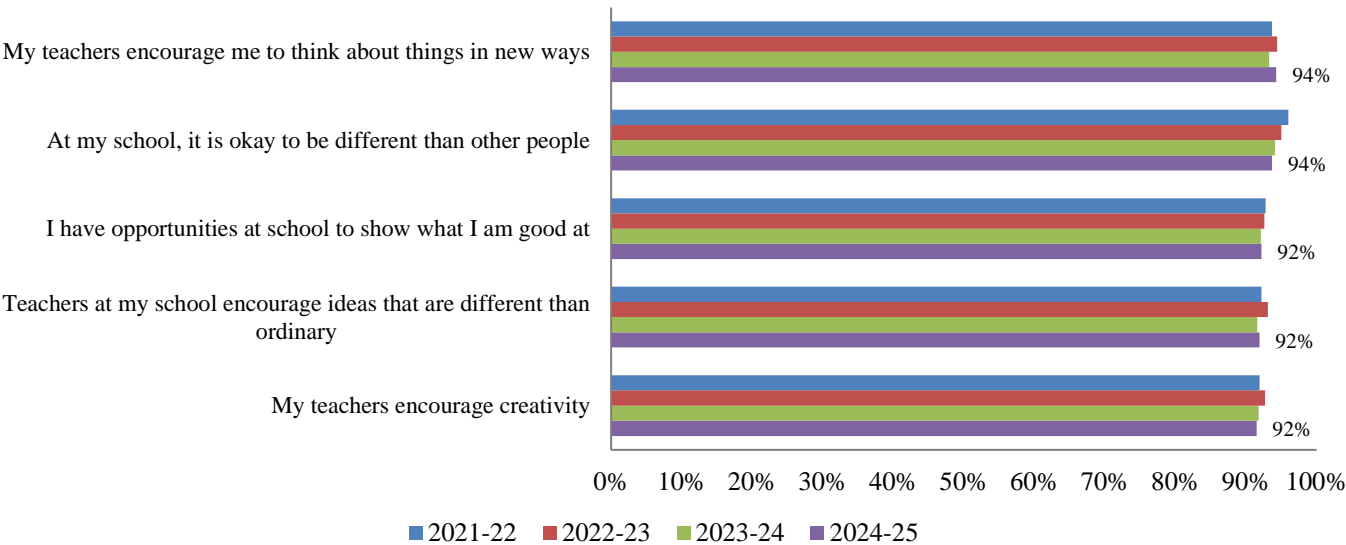
Items in future goals dimension: Four-year elementary school comparison



Note: Data labels reflect current year data.

All five items in the creativity and individuality dimension stayed within 1% of 2023-24 rates. The items in this dimension are rated quite similarly, ranging in agreement from 92% to 94% at the elementary level. The item *My teachers encourage me to think about things in new ways* experienced a 1% increase from 2023-24 to 2024-25.

Items in creativity and individuality dimension: Four-year elementary school comparison

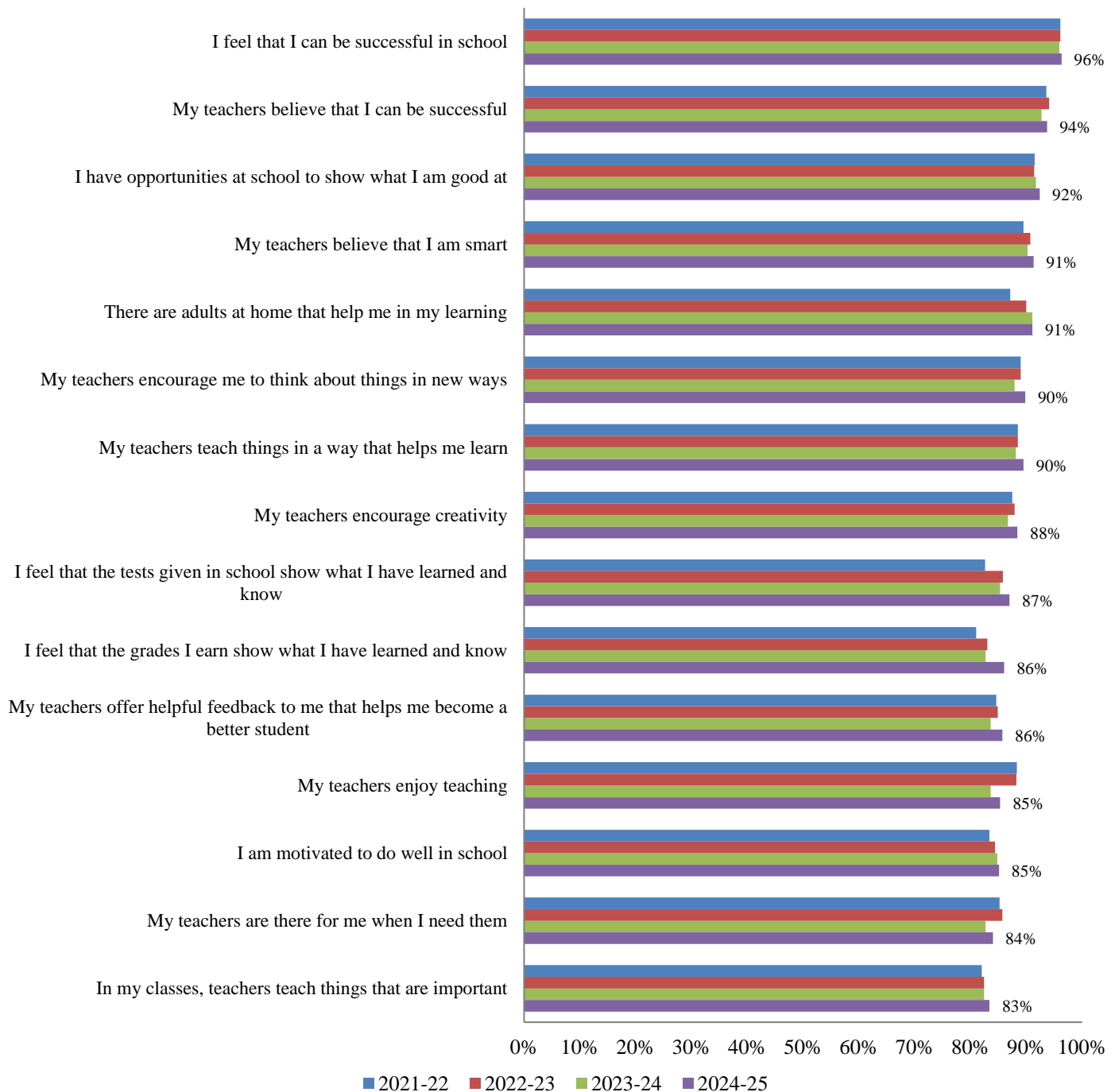


Note: Data labels reflect current year data.

Trend data: Middle school items by dimension

The following graphics represent the percentage of students who responded agree or somewhat agree to each item by dimension at the middle school level. From 2022-23 to 2023-24, five of the 15 items in the teaching and learning dimension increased by 2-3%, and ten items maintained an agreement rate within 1% of what was reported last year. The item that increased the most from last year was *I feel that the grades I earn show what I have learned and know*, which increased 3% from 83% to 86%. This was the lowest rated item back in 2021-22 but has moved its position to being sixth from the bottom.

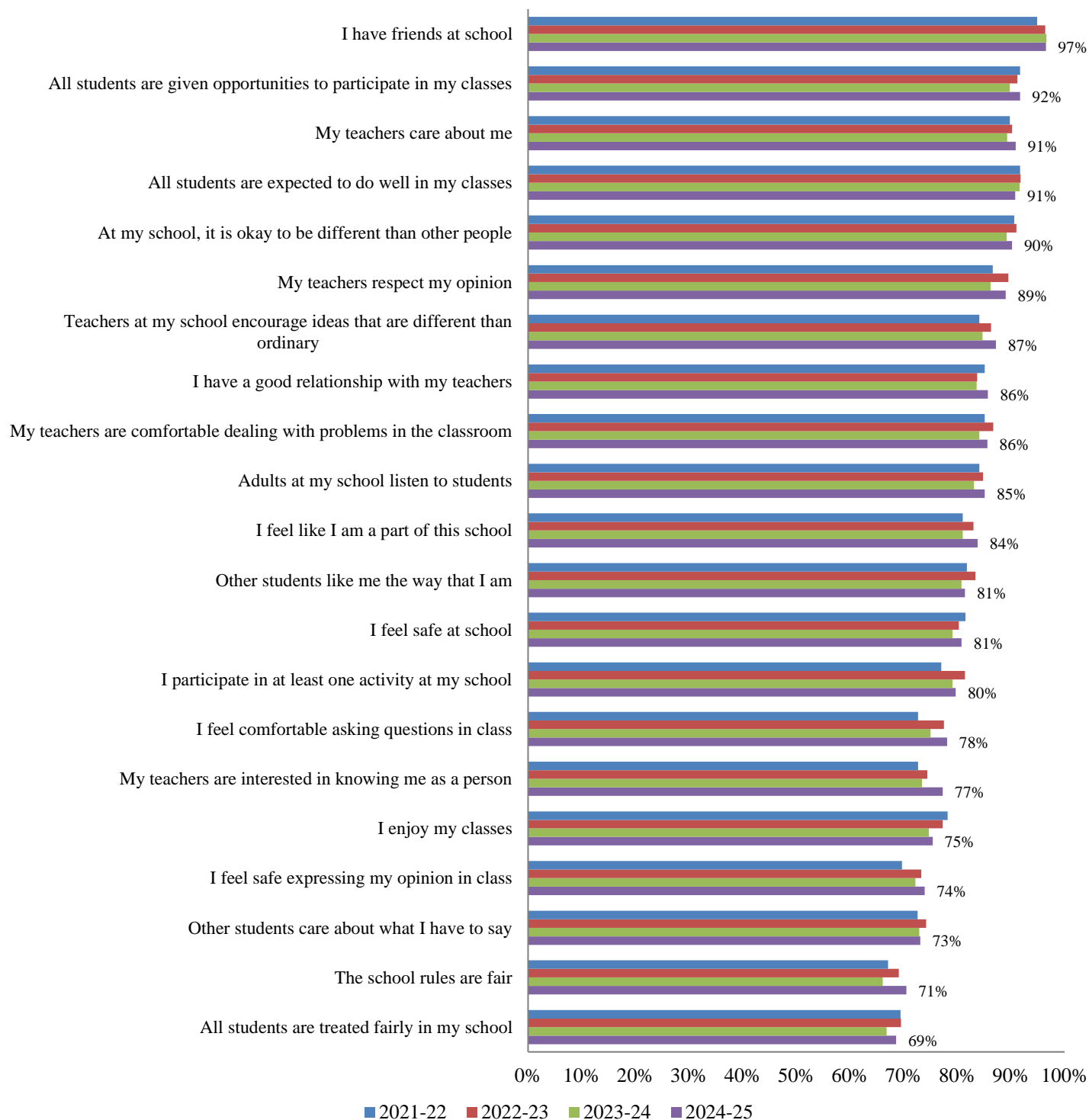
Items in teaching and learning dimension: Four-year middle school comparison



Note: Data labels reflect current year data.

Within the culture and climate dimension, 14 of the 21 items increased by more than 1% from 2023-24 to 2024-25, five of which increased by more than 2%. Seven items maintained an agreement level within 1% of what was reported last year. The item that showed the greatest increase since last year was *The school rules are fair*, which increased 5% from 66% in 2023-24 to 71% in 2024-25.

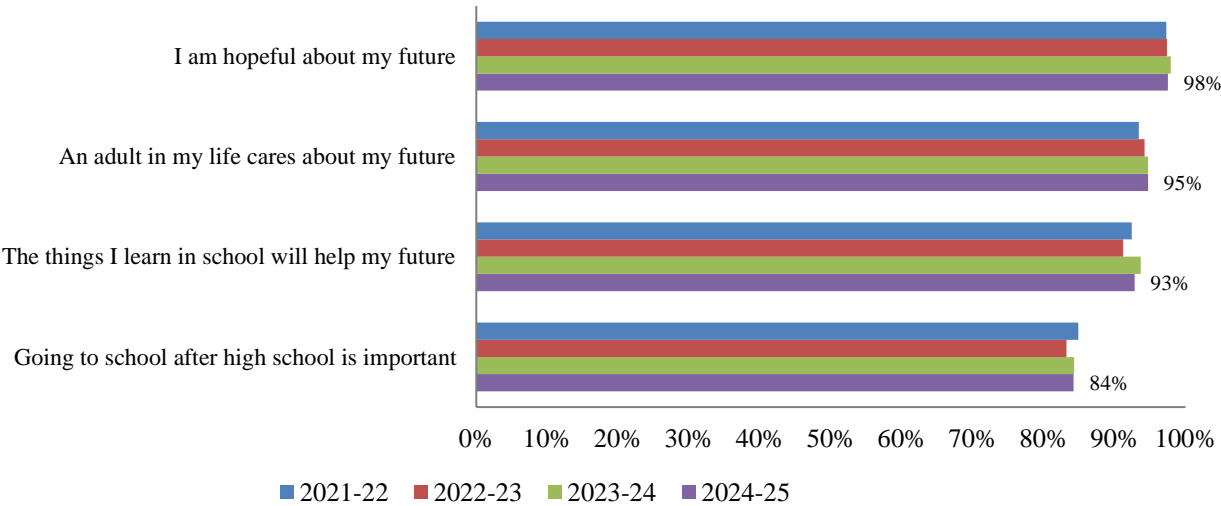
Items in culture and climate dimension: Four-year middle school comparison



Note: Data labels reflect current year data.

All four items in the future goals dimension in 2024-25 remained within 1% of 2023-24 agreement rates. The greatest change from last year was for the item *The things I learn in school will help my future*, which decreased by 1% after an increase of 3% the prior year.

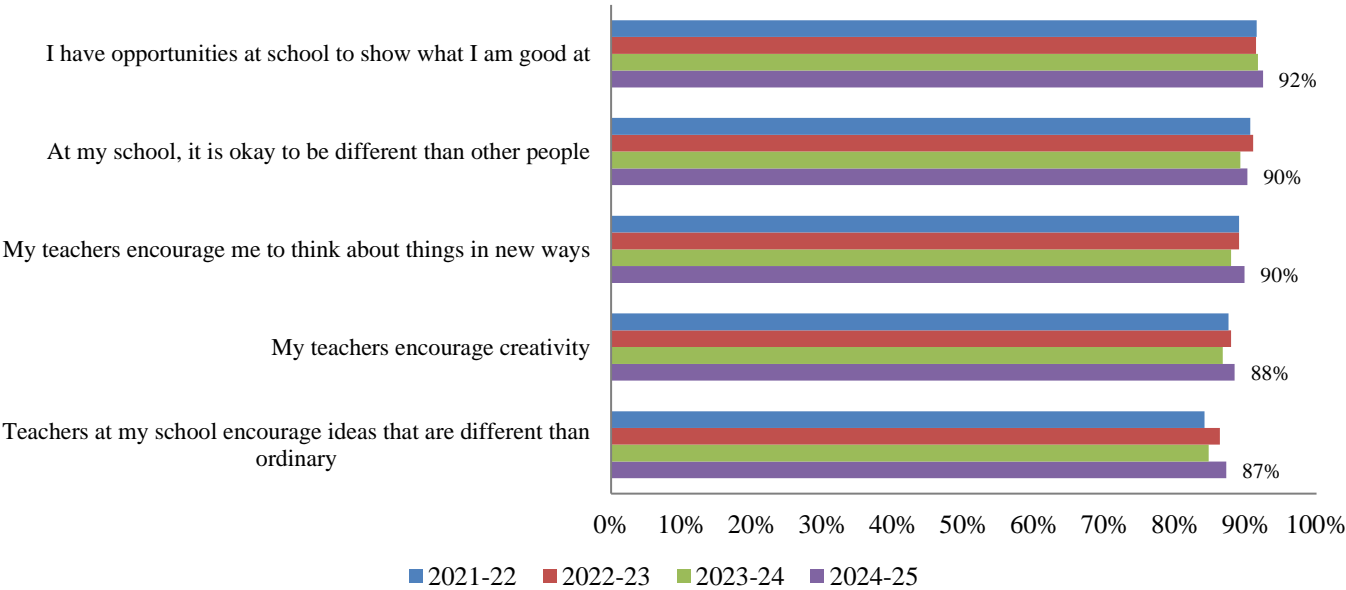
Items in future goals dimension: Four-year middle school comparison



Note: Data labels reflect current year data.

All five items in the creativity and individuality dimension increased or stayed about the same as last year. Two items increased beyond 1%, *Teachers at my school encourage ideas that are different than ordinary* and *My teachers encourage me to think about things in new ways*, each of which increased 2% from 2023-24 to 2024-25. Items in the creativity and individuality dimension show the least variability in agreement across items at the middle school level, ranging from 87% to 92%.

Items in the creativity and individuality dimension: Four-year middle school comparison

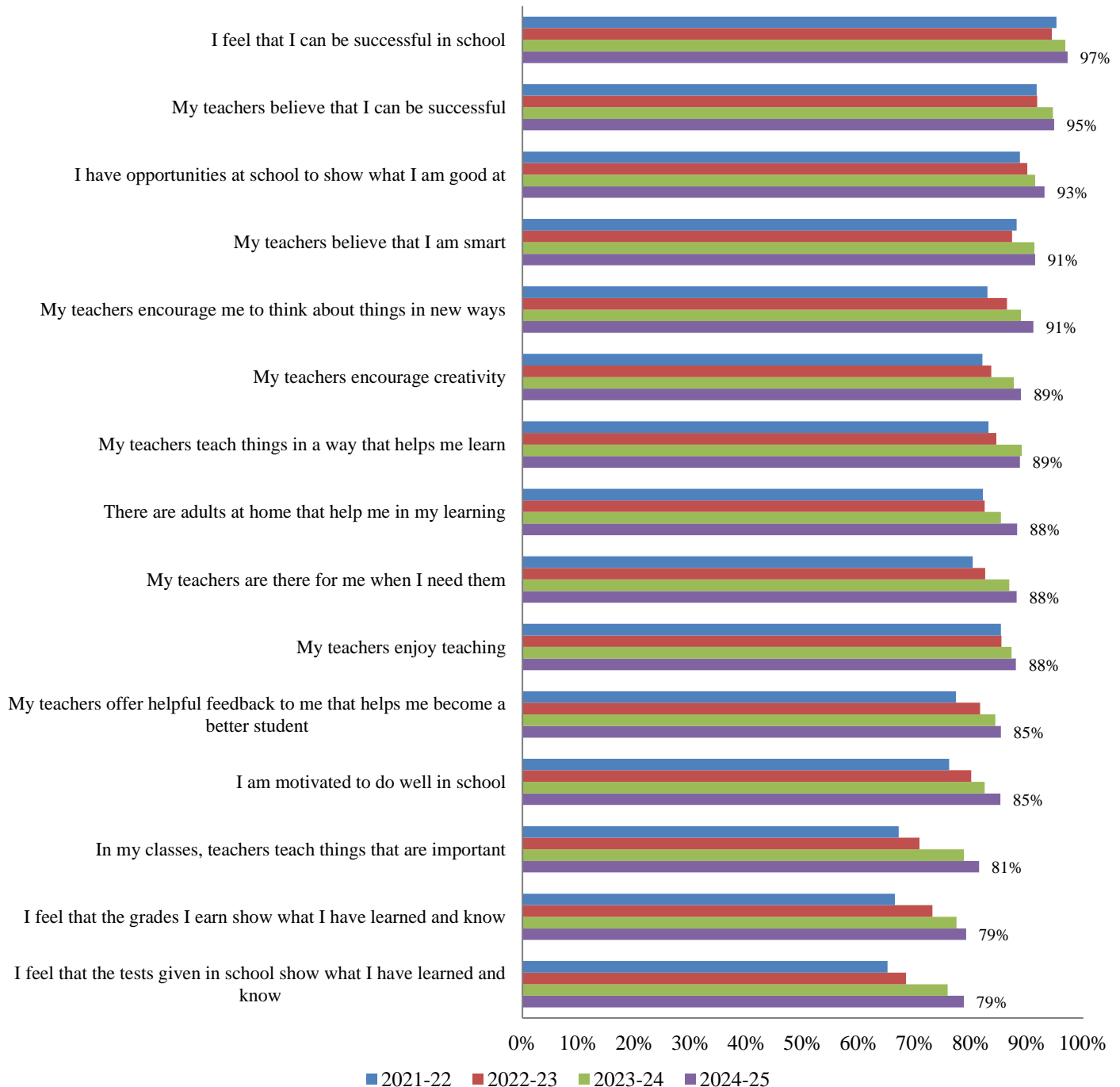


Note: Data labels reflect current year data.

Trend data: High school items by dimension

The following graphics represent the percentage of students who responded agree or somewhat agree to each item by dimension at the high school level. From 2023-24 to 2024-25, all 15 items in the teaching and learning dimension increased or stayed the same, continuing the upward trend at the high school level. Three items increased by 3%: *I feel that the tests given in school show what I have learned and know*, *I am motivated to do well in school*, and *There are adults at home that help me in my learning*. The gap between the highest and lowest rated items in the teaching and learning dimension has narrowed significantly from 2021-22 (30%) to 2024-25 (19%), with the historically lower rated items increasing most over the last four years.

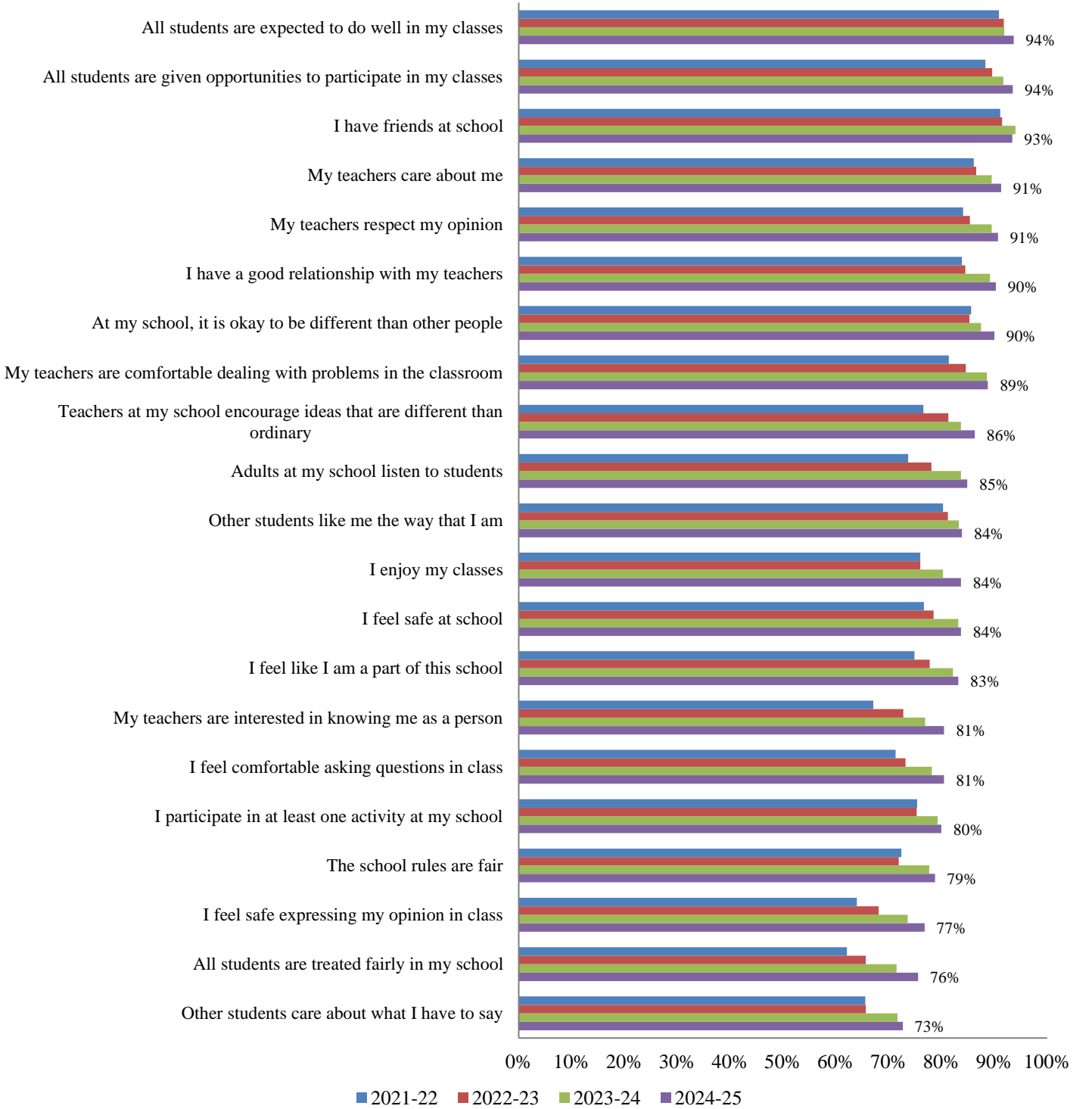
Items in teaching and learning dimension: Four-year high school comparison



Note: Data labels reflect current year data.

Within the culture and climate dimension, all 21 items increased or remained within 1% of last year. Nine of the 21 items increased 2% or more from 2023-24 to 2024-25, continuing increasing trends. Three items experienced a 4% increase over last year: *All students are treated fairly in my school*, *My teachers are interested in knowing me as a person*, and *I enjoy my classes*. Agreement rates with three items that have been among the lowest rated items historically have grown 13-14% over the last three years: *All students are treated fairly in my school*, *I feel safe expressing my opinion in class*, and *My teachers are interested in knowing me as a person*.

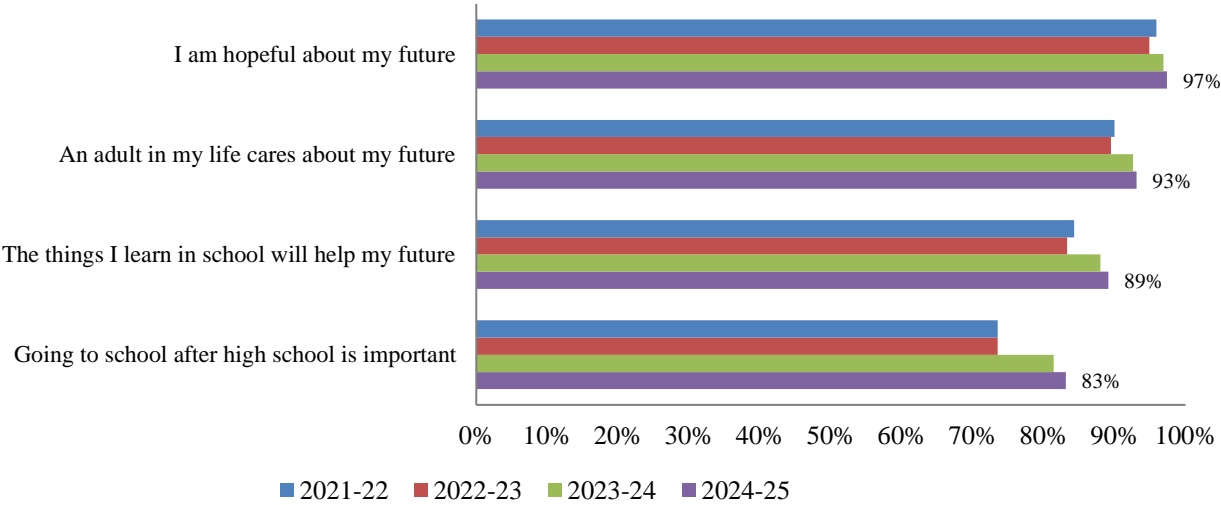
Items in culture and climate dimension: Four-year high school comparison



Note: Data labels reflect current year data.

All four items in the future goals dimension showed an increase from or maintenance of the 2023-24 agreement rate. The lowest rated item showed the greatest increase, with *Going to school after high school is important* increasing by 2% since last year. The gap between the highest and lowest rated items in the future goals dimension has also narrowed significantly from 2021-22 to 2024-25, with the historically lower rated items increasing most over the last four years.

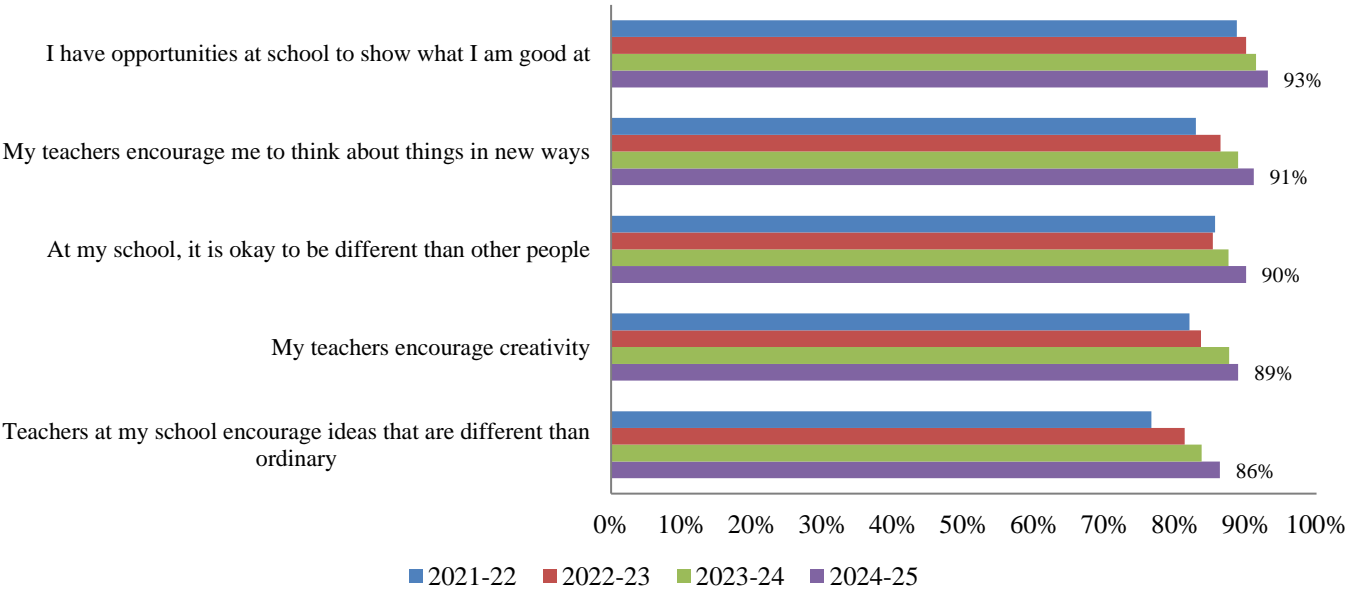
Items in future goals dimension: Four-year high school comparison



Note: Data labels reflect current year data.

All items in the creativity and individuality dimension increased from last year to this year, with four of the items increasing 2% from 2023-24. In general, every item in this dimension has increased year over year for the past three years. Items in the creativity and individuality dimension show the least variability in agreement across items at the high school level, ranging from 86% to 93%.

Items in the creativity and individuality dimension: Four-year high school comparison



Note: Data labels reflect current year data.

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.