
Anti- Bullying Survey 2025-26

Anoka-Hennepin School
District

Prepared by Research,
Evaluation and Testing

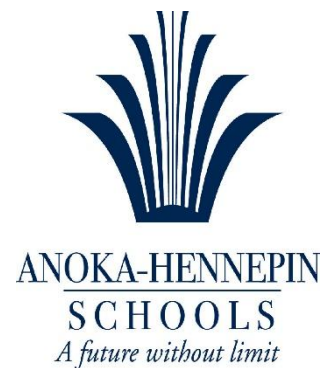


Table of Contents

Introduction.....	2
Respondents	3
Key findings.....	4
Students experiencing bullying behaviors: Item respondent summary.....	5
Bullying behavior experiences over time.....	5
Bullying behavior experiences by grade	7
Students experiencing bullying: Item respondent summary	11
Bullying behaviors experienced by students being bullied.....	12
Students experiencing bullying by race/ethnicity	12
Experiences of students being bullied: Item respondent vs. bullied respondent comparison	13
Reasons for being bullied.....	13
Locations of being bullied.....	16
Response to being bullied	18
Student reports of bullying someone else	19
Student reports of witnessing bullying.....	20
Building climate.....	21
Adult support	21
Feelings of safety	22
Open-ended responses.....	23

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 Violence 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 2025-26 school year, the Anti-Bullying Survey was administered to students between October 6th and November 14th, 2025.

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 you on purpose?
2. said mean things, teased you, or called you names?
3. did not include you in what they were doing?
4. took things that belonged to you?
5. threatened to hurt you or take things?
6. touched, grabbed, or pinched you in a way that made you feel uncomfortable?
7. did mean things to you using the internet, cell phone, or other electronic device?

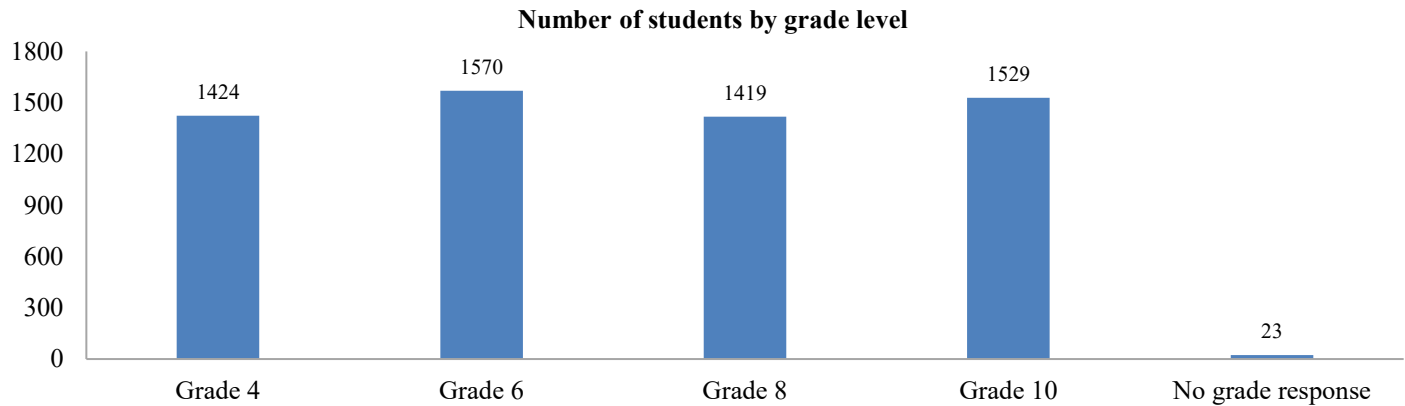
Each item is rated by students on a 5-point scale: (1) never, (2) once, (3) sometimes, (4) often, (5) every day.

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."

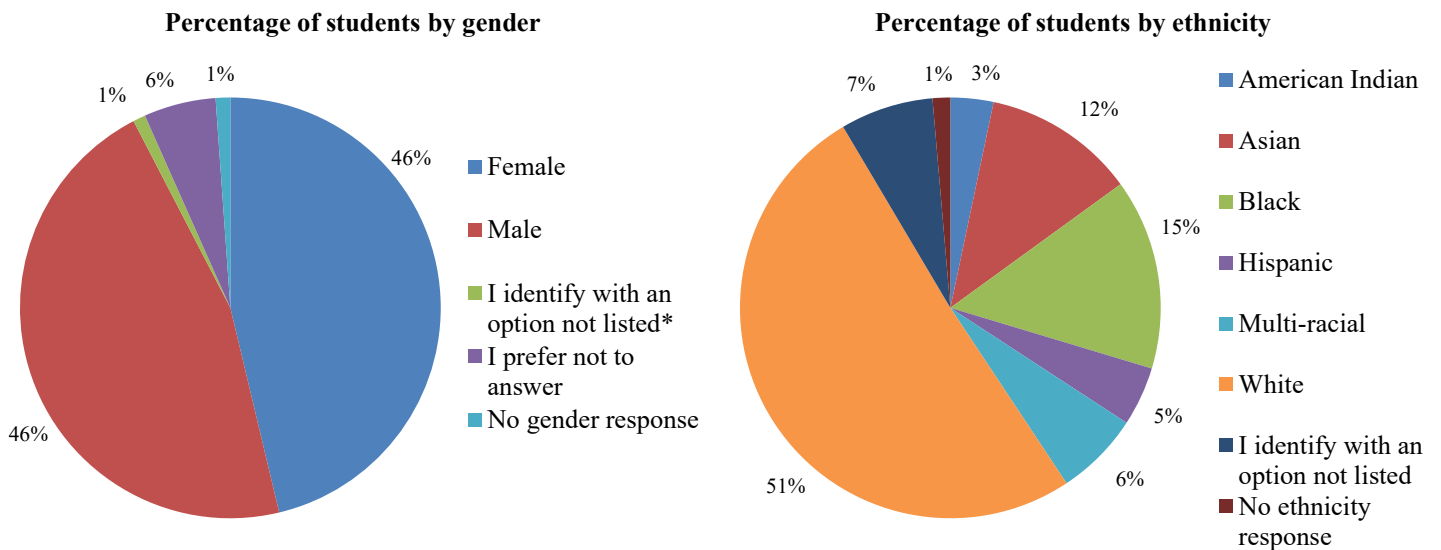
Respondents

Students in grades 4, 6, 8, and 10 were randomly selected to participate in the Anti-Bullying Survey. In 2025, 5,965 students completed the online survey.



Of all survey respondents, 46% identified as female, 46% identified as male, 1% 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 the survey options related to their gender.

Based on student self-reporting, 51% of the participants identified as White, 15% as Black, 12% 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.



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 85% of students reported not having been bullied in the past month, there are 15% 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 (23%), though this decreased from 32% in 2024.
- All seven items pertaining to bullying behaviors increased in the percentage of students reporting *never* having experienced the behavior from last year.
 - The most frequently experienced bullying behavior was *Said mean things, teased you, or called you names*, with 9% 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, 25% 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 28% last year.
 - Students most commonly report being bullied because of their appearance. This has been 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 rate greater than 1% more than female students due to *race or ethnicity, family income, ability, and disability*.
 - American Indian students and students who identify with an option not listed reported at least one reason for being bullied at greater rates than other groups (35% each).
- Overall, 28% of students who responded to the item regarding locations where they were being bullied indicated they were bullied in at least one location, down from 31% in 2024.
 - 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 classrooms and/or hallways.
- Students who reported being bullied were most likely to respond by ignoring the bully (50%) or telling the bully to stop (42%).
- Of the 5% of students who reported at least one reason they have bullied another student in the last month, the majority (65%) 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 41% of students who reported responding in one way or another to witnessing bullying, most students helped to stop it (46%), up 1% from last year.
- Ninety-two percent of elementary students and 88% 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. These rates are up 2% and 3%, respectively, over last year.
- Overall, the percentage of students who reported feeling safe at school increased 4% from last year to 54%. 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.
- did mean things to them using the internet, cell phone, or other electronic device.

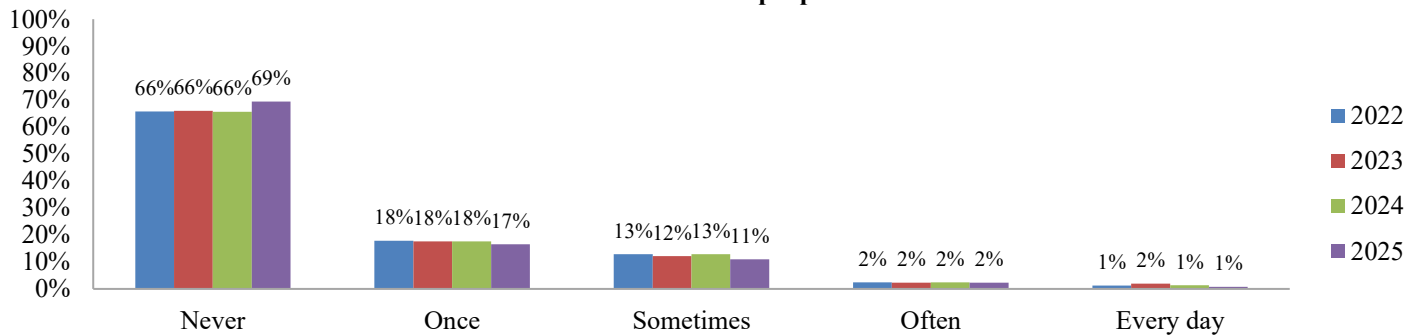
This section summarizes the percentage of students who reported experiencing each of these behaviors at various frequencies out of all students who responded to the item.

Bullying behavior experiences over time

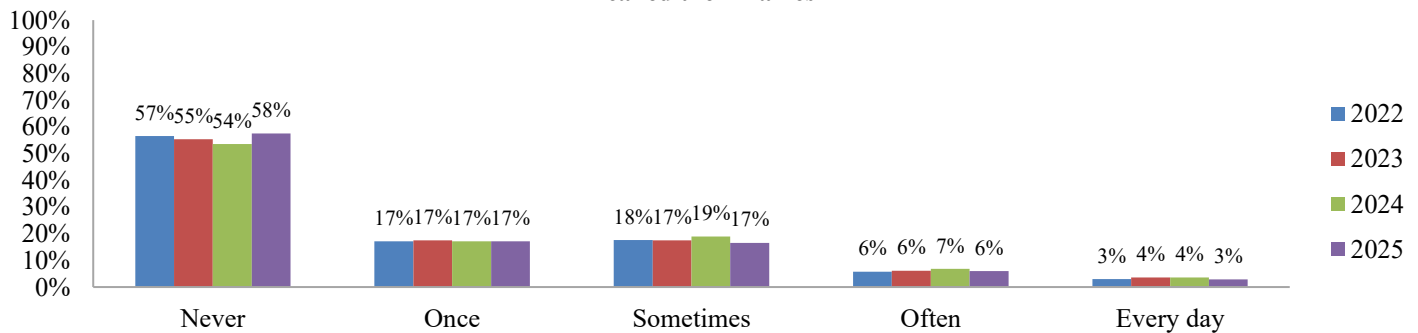
For the series of survey items asking how often students have experienced each of the seven bullying behaviors in the past month (shown graphically on pages 5-7), all items experienced increases in the percentage of students reporting they *never* occurred in the past month, with two of the seven behaviors showing increases of 4%. This increase in the percentage of students reporting these behaviors *never* occurred was paired with maintenance or decreases reported across all other frequencies, with *sometimes* most commonly decreasing to the greatest extent.

The behavior, *said mean things, teased you, or called you names*, was the most frequently experienced bullying behavior, with 9% of students reporting this happened either *often* or *everyday*, however, this was a 2% decrease from 2024. 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 94% reporting this happened either *never* or *once*.

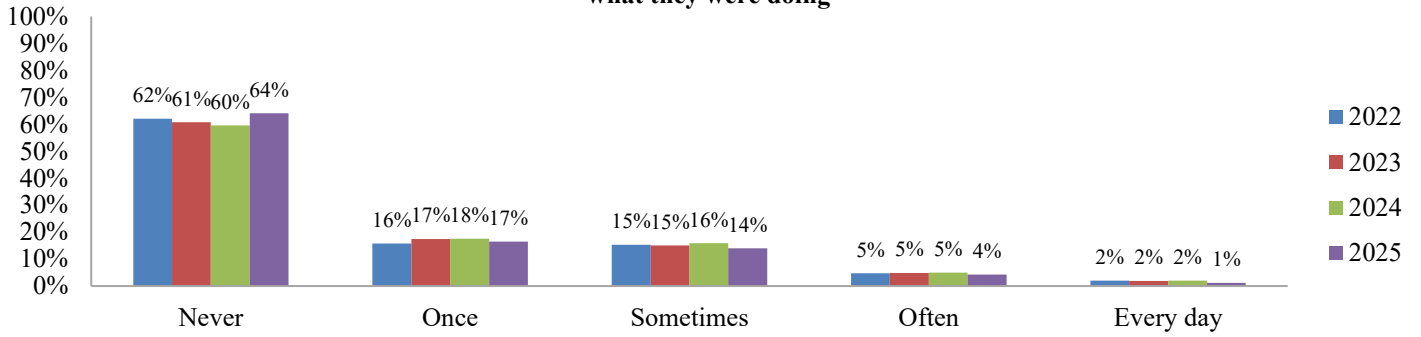
Percentage of students who reported that other students have hit, pushed, or kicked them on purpose



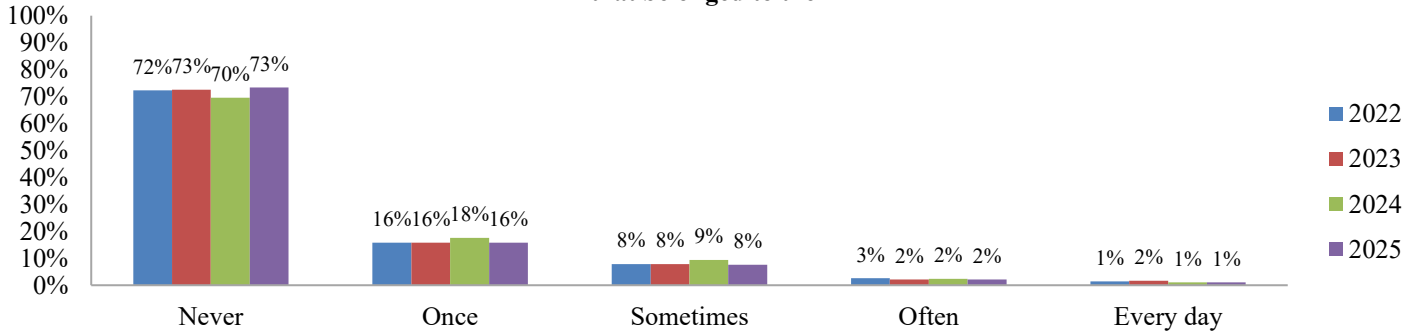
Percentage of students who reported that other students have said mean things, teased them, or called them names



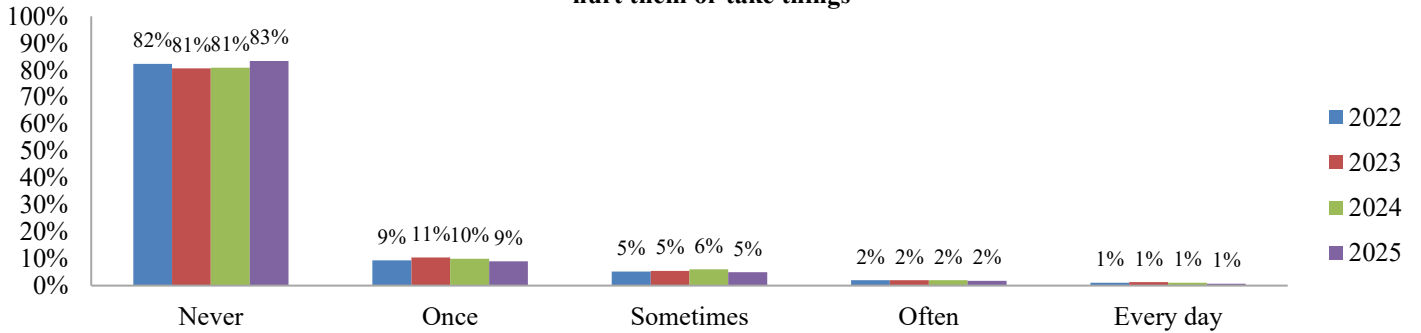
Percentage of students who reported that other students did not include them in what they were doing



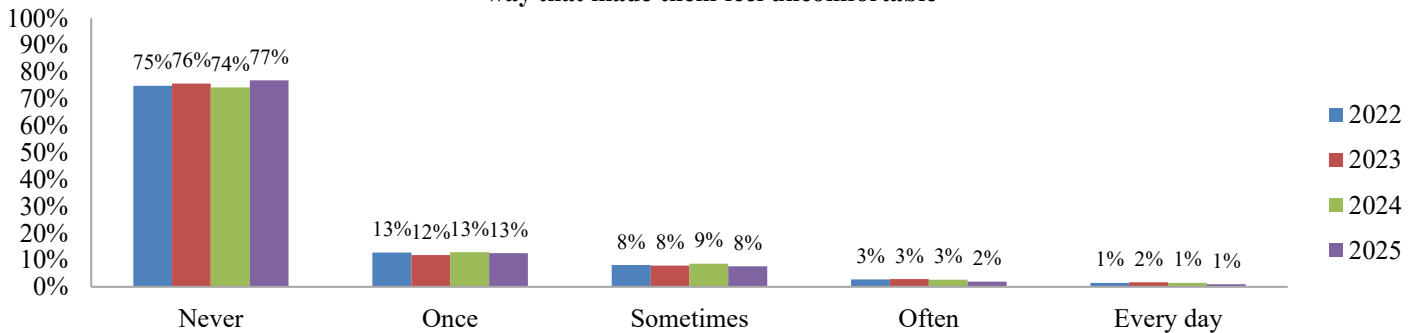
Percentage of students who reported that other students took things that belonged to them



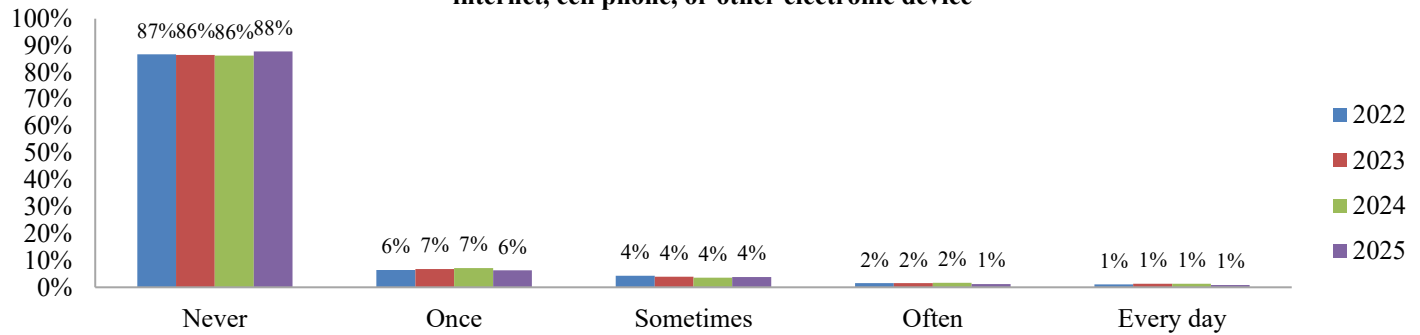
Percentage of students who reported that other students threatened to hurt them or take things



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



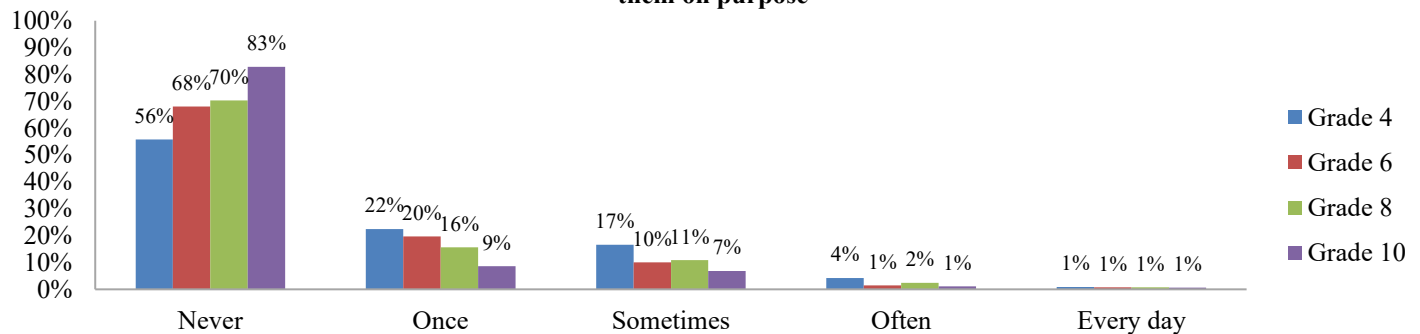
Percentage of students who reported that other students have done mean things to them using the internet, cell phone, or other electronic device



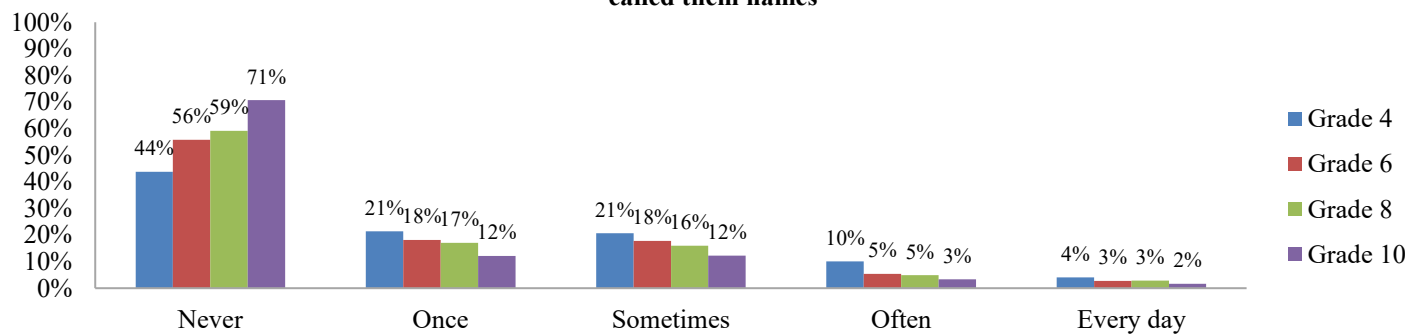
Bullying behavior experiences by grade

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 29% less than grade 10 students. Grade 4 was the most discrepant from the other grade levels across several items.

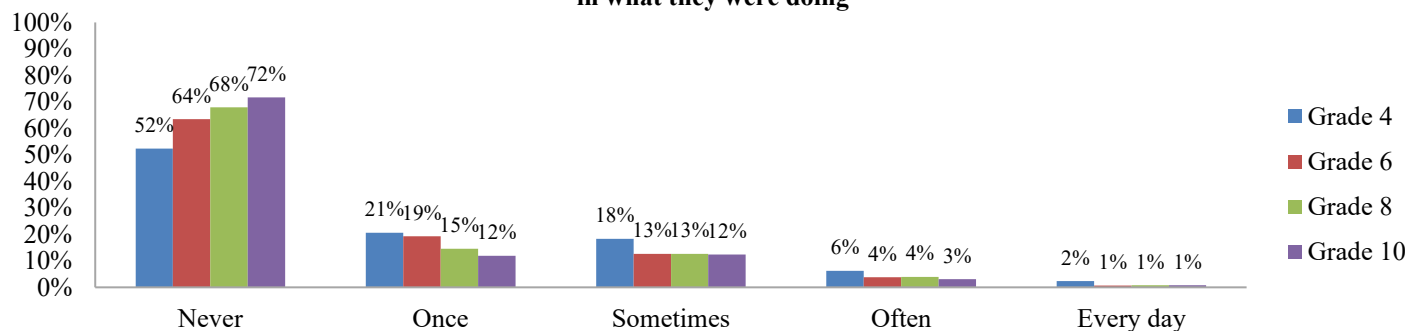
Percentage of students who reported that other students have hit, pushed, or kicked them on purpose



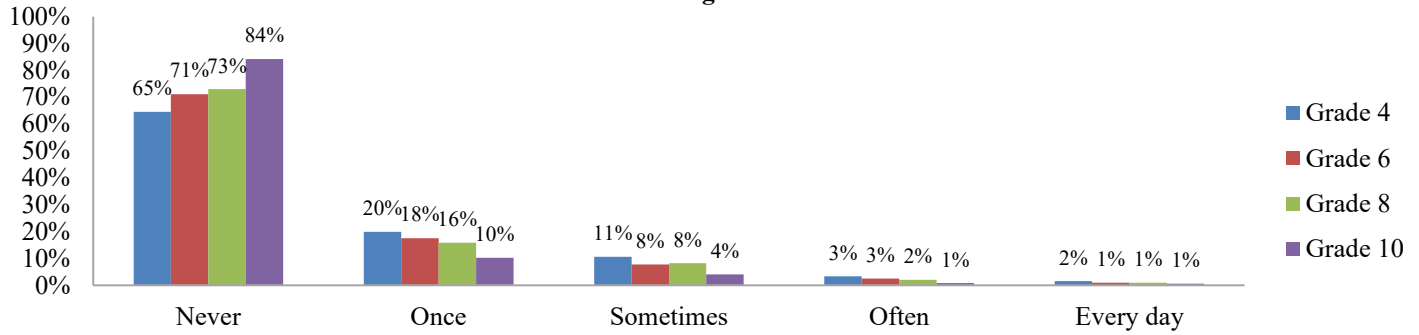
Percentage of students who reported that other students have said mean things, teased them, or called them names



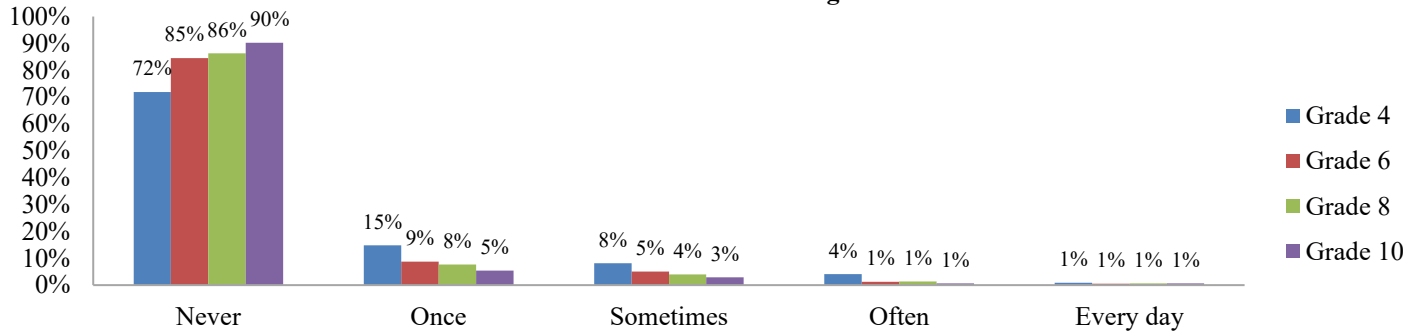
Percentage of students who reported that other students did not include them in what they were doing



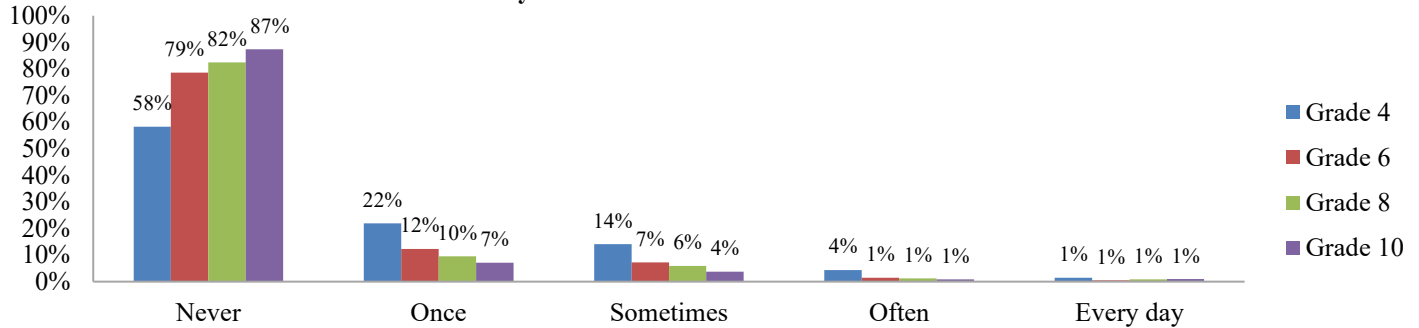
Percentage of students who reported that other students took things that belonged to them



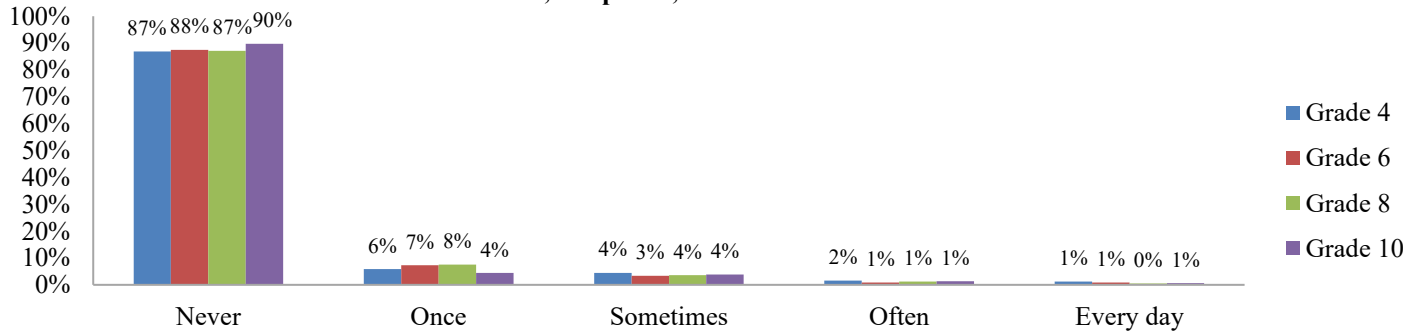
Percentage of students who reported that other students threatened to hurt them or take things



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



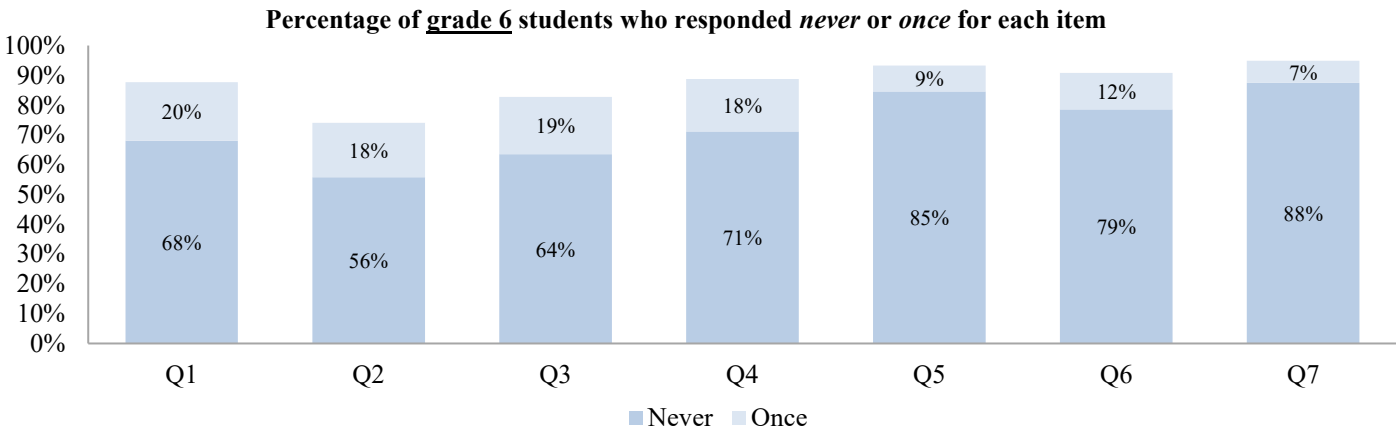
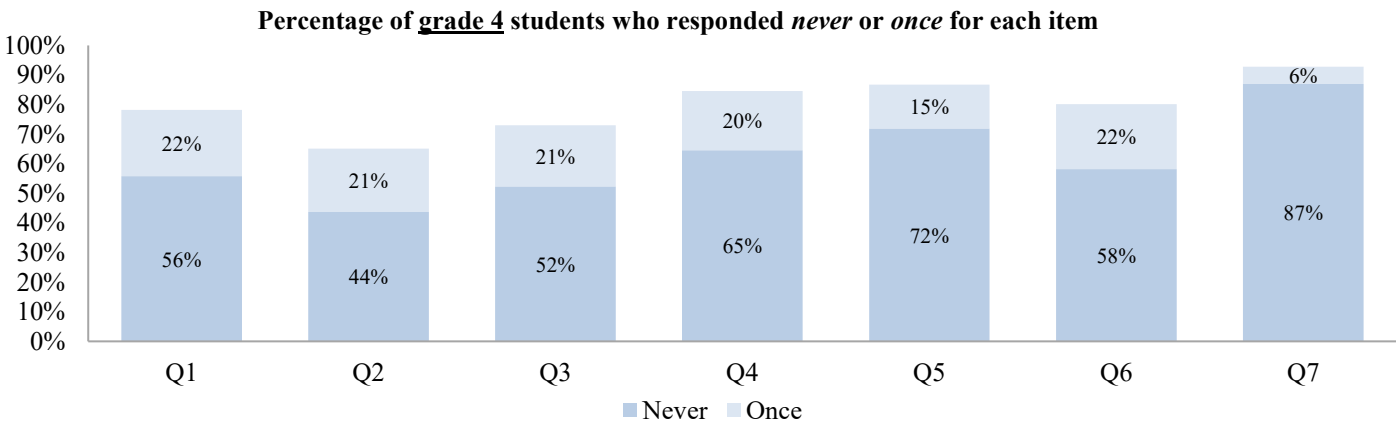
The following graphics display, by grade, the rate of *never* and *once* responses across questions. Shorter bars are an indication that the group of students report more frequent occurrences of bullying behaviors. Other response options included *sometimes*, *often*, and *every day*.

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:

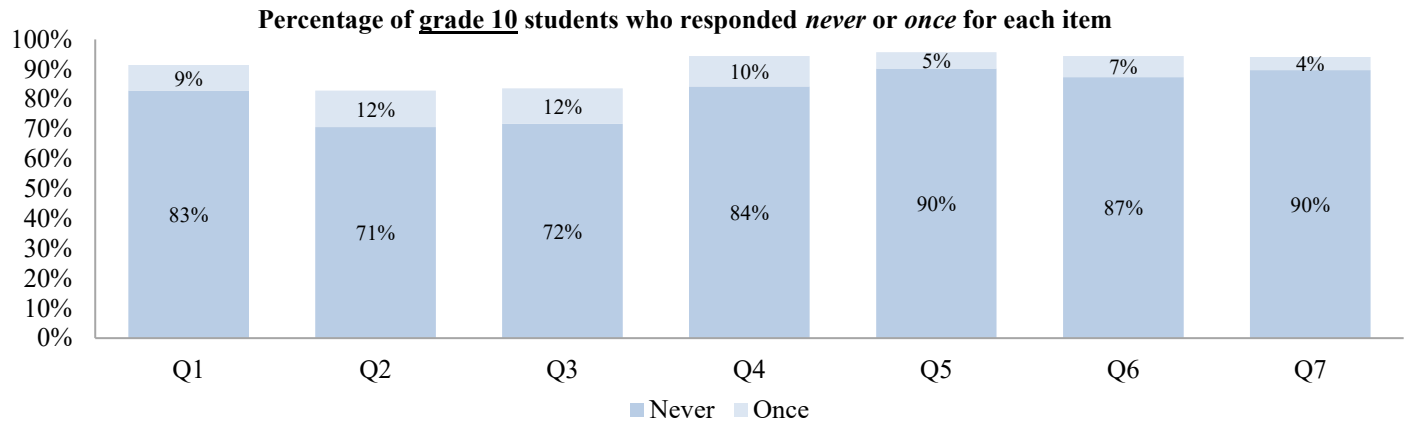
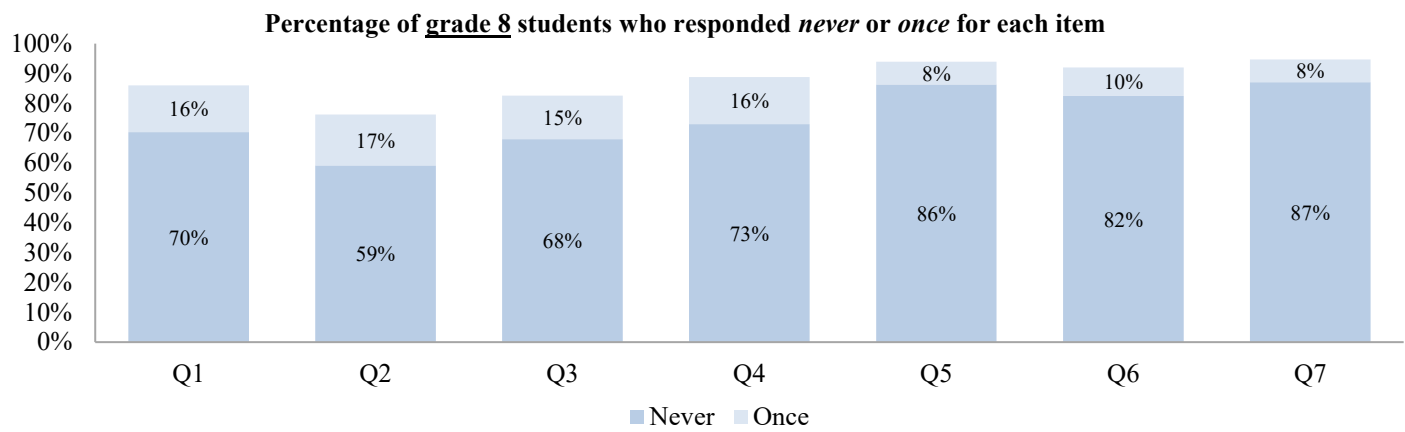
- Q1. Hit, pushed, or kicked you on purpose?
- Q2. Said mean things, teased you, or called you names?
- Q3. Did not include you in what they were doing?
- Q4. Took things that belonged to you?
- Q5. Threatened to hurt you or take things?
- Q6. Touched, grabbed, or pinched you in a way that made you feel 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?* Grade 10 students reported 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, *During the past month, how often have other students threatened to hurt you or take things?* as their least frequently experienced bullying behavior when combining responses of *never* and *once*.



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



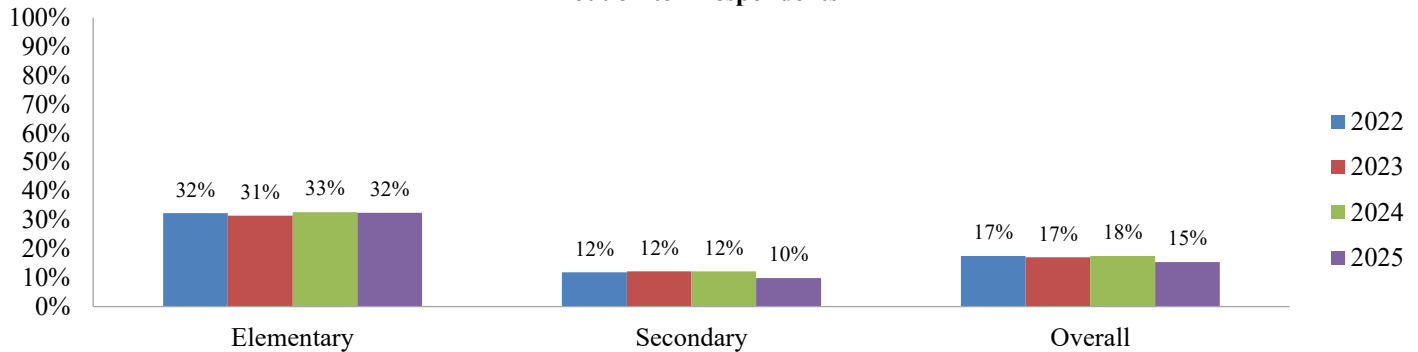
Note: Other response options included *sometimes*, *often*, and *every day*.

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 15%, a decrease of 3% from last year. The percentage of students at the elementary level who report being bullied in the last month remained within 1% of last year, while there was a slight decrease at the secondary level.

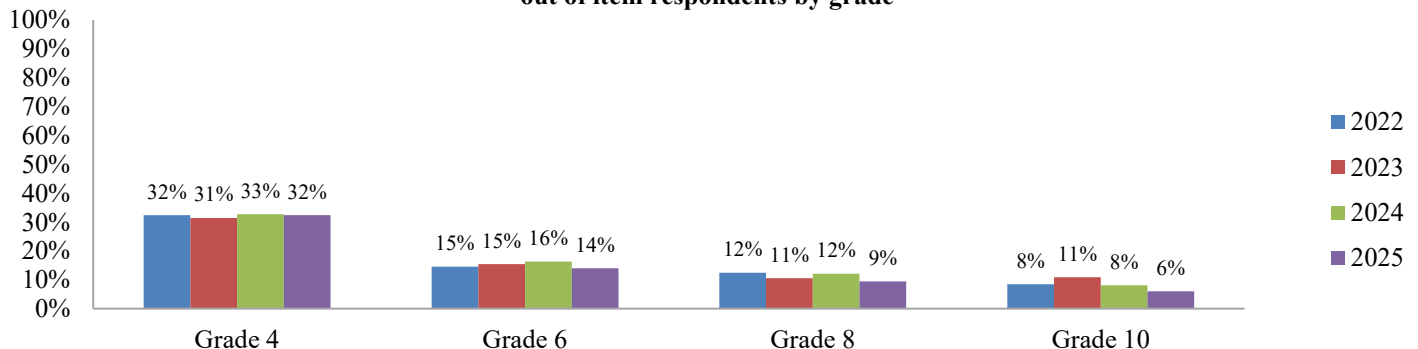
Percentage of students reporting being bullied in the past month
out of item respondents



Trend by grade. In 2025, 32% of grade 4 students, 14% of grade 6 students, 9% of grade 8 students, and 6% of grade 10 students reported being bullied in the past month. The percentage of students who reported being bullied in the past month decreased for each grade level surveyed since last year with the greatest decrease seen in grade 8 (3%). 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, 14% of grade 8 students, and 14% of grade 10 students reported being bullied in the past month in comparison to 2025 where 14% of grade 6 students, 9% of grade 8 students, and 6% of grade 10 students reported being bullied in the last month (down 5%, 5%, and 8%, respectively). Grade 4 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

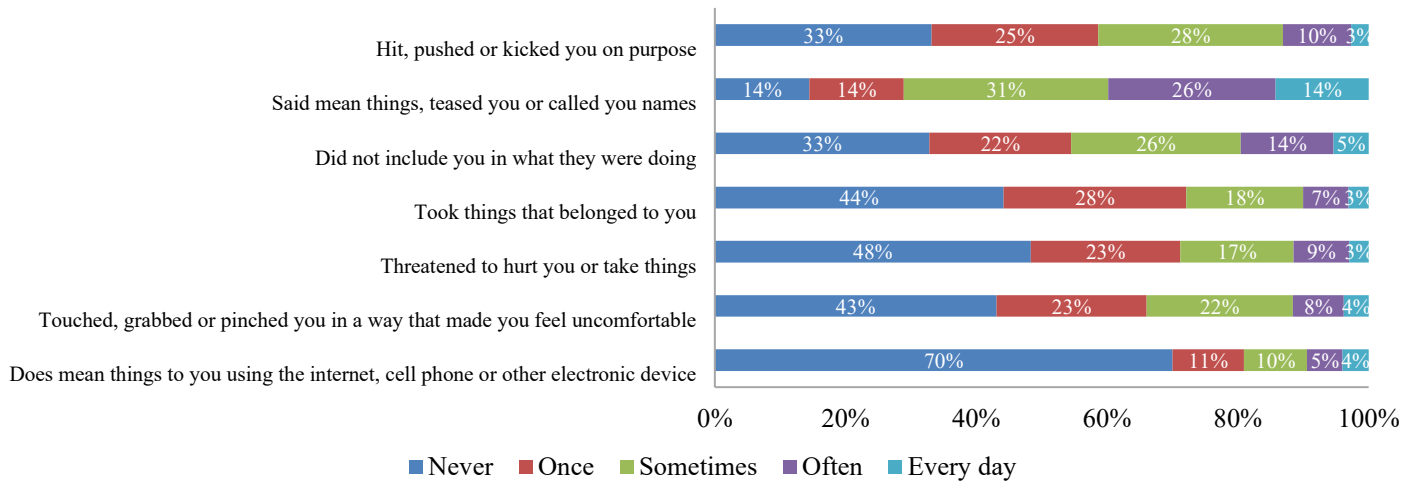


Bullying behaviors experienced by students being bullied

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, 70% of them reported that they have *never* experienced other students doing mean things to them using the internet, cell phone or other electronic device. Eighty-five percent of those who've reported being bullied in the past month also said that they've experienced having been told mean things, teased, or called names either *every day* (14%), *often* (26%), *sometimes* (31%), 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**

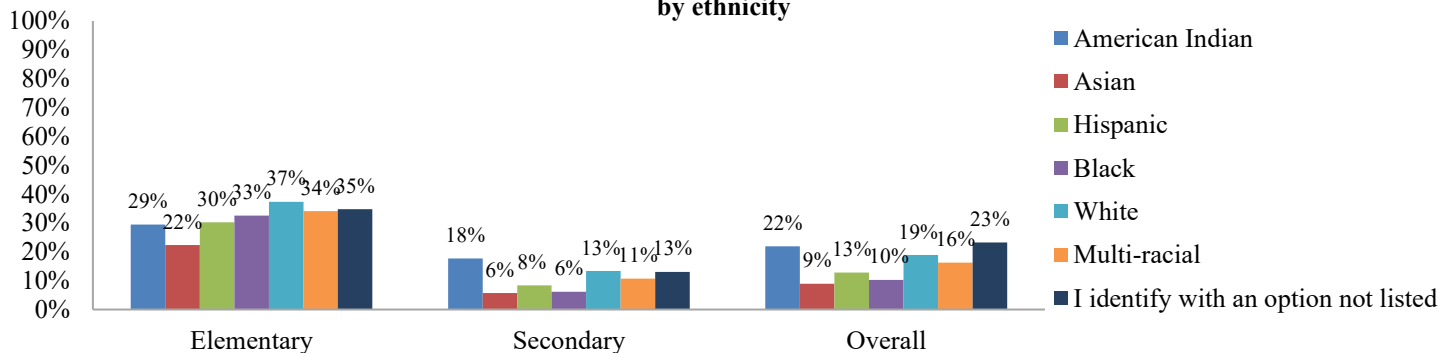


Students experiencing bullying by race/ethnicity

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 identify with an ethnicity not listed were statistically significantly more likely than students who identified as Asian, Black, Hispanic, or White to report having been bullied. Additionally, students who identified as American Indian or Multi-racial, were statistically significantly more likely than Asian or Hispanic students to have reported being bullied in the past month. Lastly, students who identified as White reported having been bullied statistically significantly more than Asian students.

Students who identify with an ethnicity not listed reported experiencing six of the seven bullying behaviors with statistically significantly greater frequency than Asian or White students. The exception was around 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

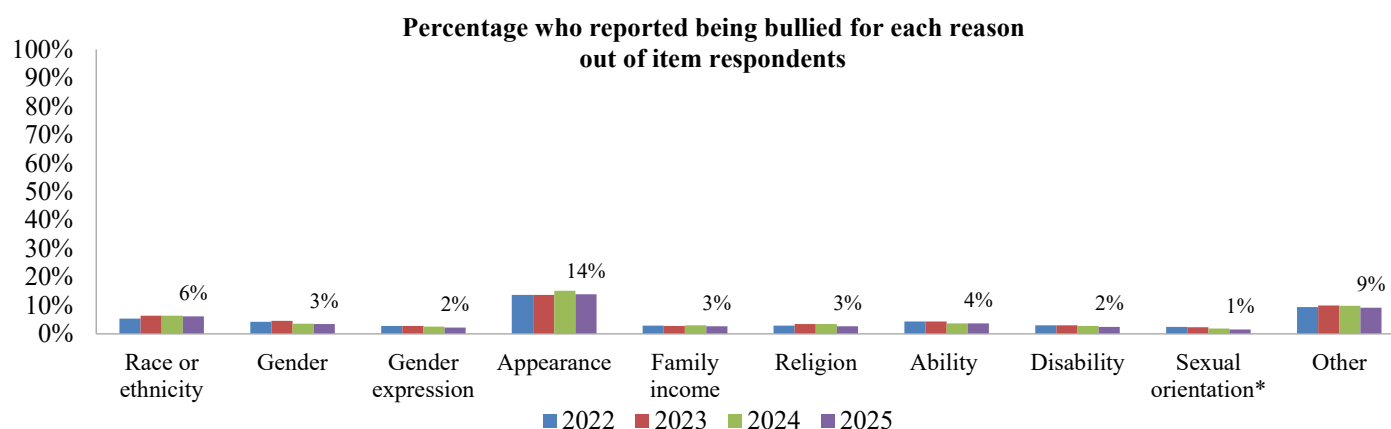
This section focuses on items around why students think they are bullied, where they are bullied, and how they respond when they are bullied. Because the items are seeking these details from students who have experienced bullying, for each item, *I have not been bullied* is a response option. Since this 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 2025, however this represents 24% of students who reported being bullied for at least one reason. Some areas have additional breakdowns.

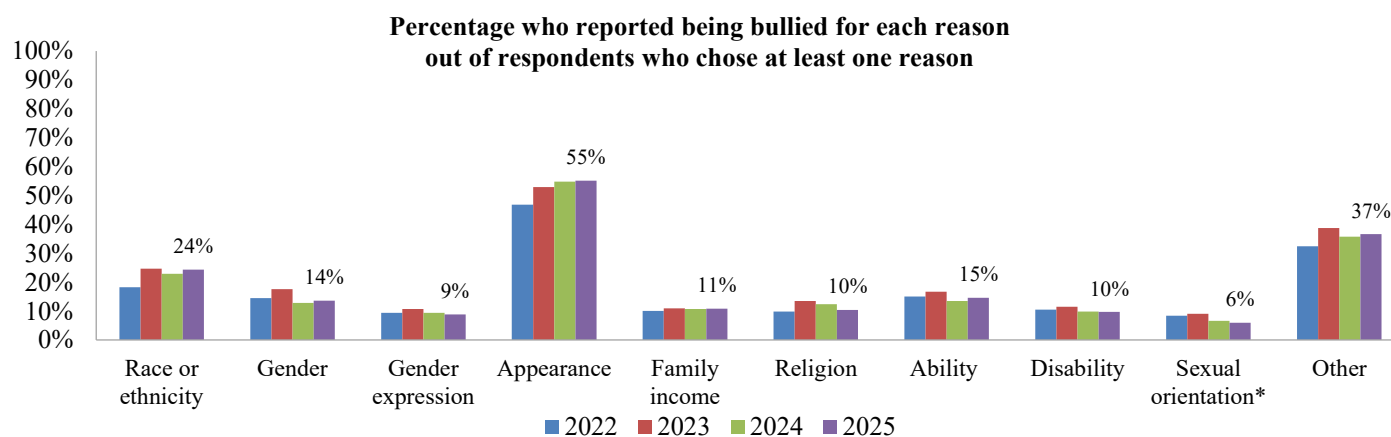
Reasons for being bullied

Students were asked, *If you were bullied, what do you think was the reason?* Fourteen percent of students did not respond to this item. Of students who did respond, 75% chose *I have not been bullied*, leaving 25% of students who chose at least one reason for being bullied. Last year, 28% 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, maintaining or decreasing a percentage point compared to last year. The greatest percentage of all respondents reported feeling they were bullied because of their appearance (14%), the most common reason year after year.



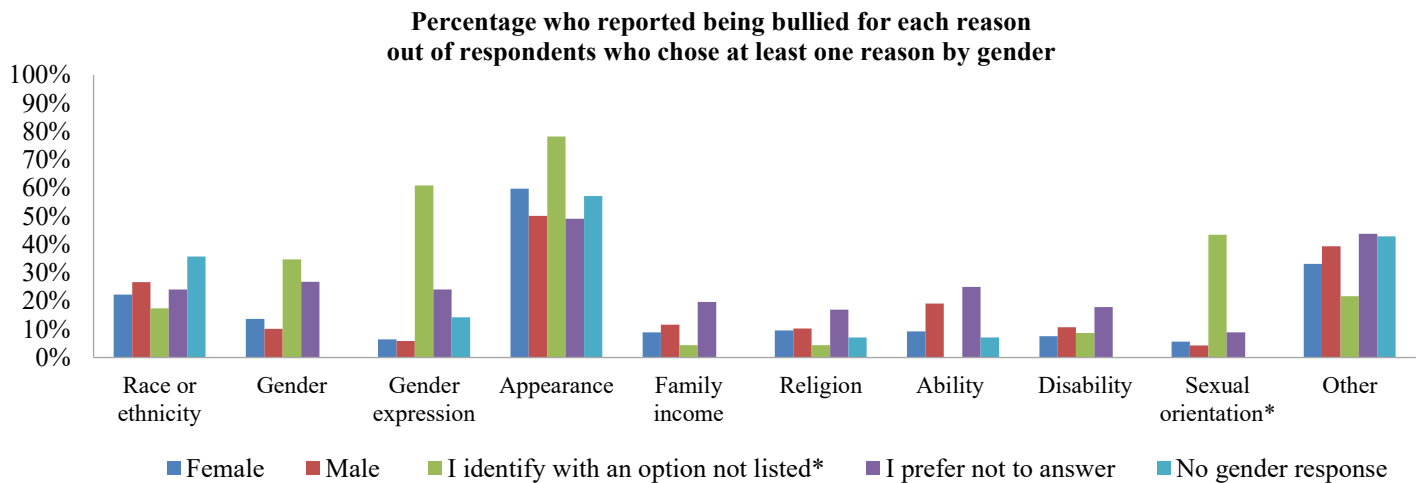
When focused to the 25% of students who chose at least one reason for being bullied, the percentages who chose each reason stayed within 1% from last year's group except for ability that increased 2% and religion that decreased by 2%. Bullying for reasons of gender expression, religion, and sexual orientation appear to be trending downward.



Note: Data labels reflect 2025-26 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, hobbies/interests, 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 (60%, 50%, 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) also indicated that they have been bullied due to their appearance most commonly (78%), but also due to gender expression and sexual orientation at higher rates (at 61% and 43%, 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* (43% and 39%, respectively). These data are not represented below.

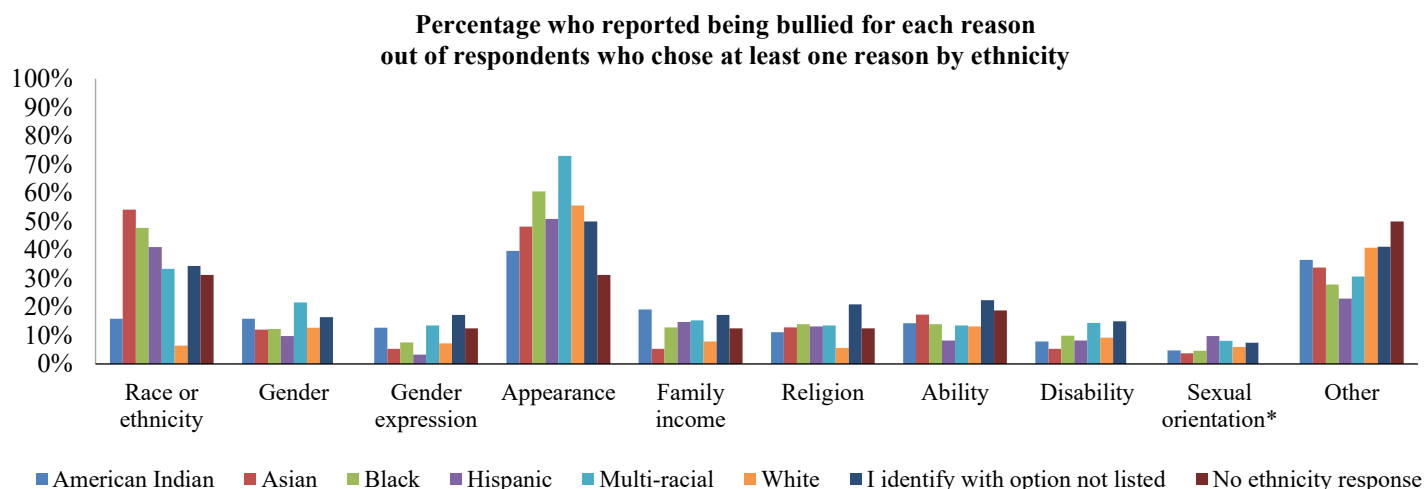


Reasons for being bullied by gender	Female (N=606)	Male (N=543)	I identify with an option not listed* (N=23)	I prefer not to answer (N=112)	No gender response (N=14)	Total (N=1298)
Race or ethnicity	22%	27%	17%	24%	36%	24%
Gender	14%	10%	35%	27%	0%	14%
Gender expression	6%	6%	61%	24%	14%	9%
Appearance	60%	50%	78%	49%	57%	55%
Family income	9%	12%	4%	20%	0%	11%
Religion	10%	10%	4%	17%	7%	10%
Ability	9%	19%	0%	25%	7%	15%
Disability	8%	11%	9%	18%	0%	10%
Sexual orientation*	6%	4%	43%	9%	0%	6%
Other	33%	39%	22%	44%	43%	37%

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, hobbies/interests, 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 (73%) compared to all groups.

Considering the racial/ethnic student groups, American Indian 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 (35% each). These data are not represented below.



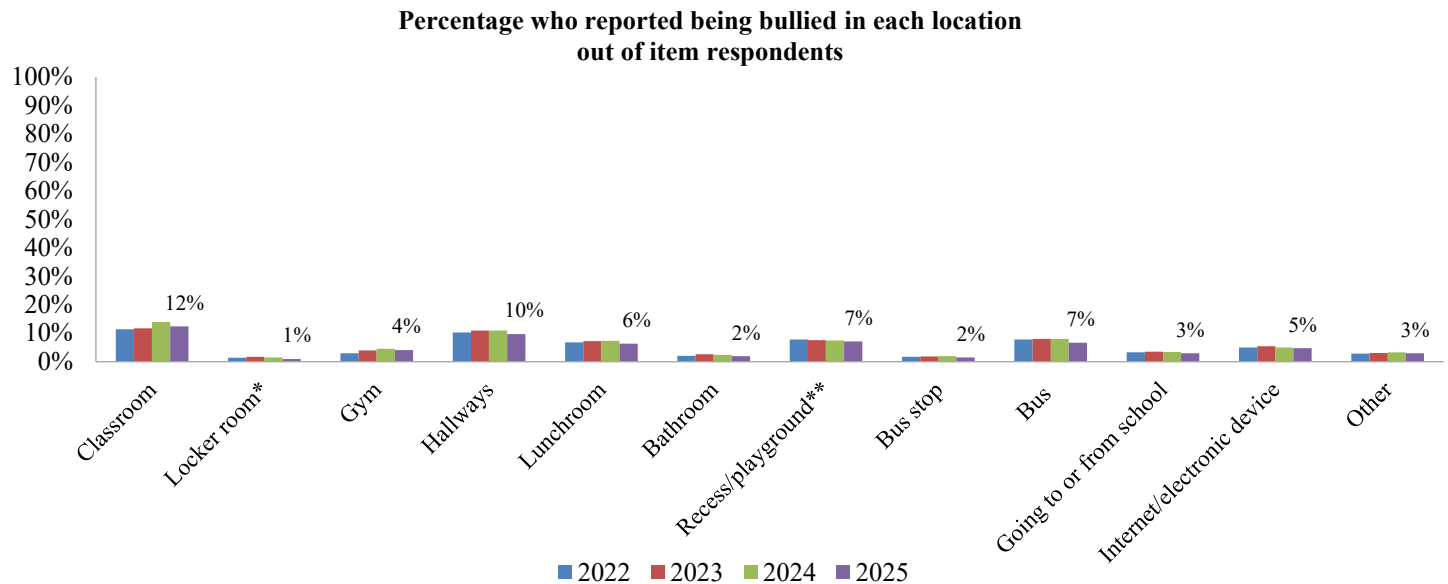
Reasons for being bullied by ethnicity	American Indian (N=63)	Asian (N=133)	Black (N=172)	Hispanic (N=61)	Multi-racial (N=111)	White (N=608)	I identify with an option not listed (N=134)	No ethnicity response (N=16)	Total (N=1298)
Race or ethnicity	16%	54%	48%	41%	33%	6%	34%	31%	24%
Gender	16%	12%	12%	10%	22%	13%	16%	0%	14%
Gender expression	13%	5%	8%	3%	14%	7%	17%	13%	9%
Appearance	40%	48%	60%	51%	73%	56%	50%	31%	55%
Family income	19%	5%	13%	15%	15%	8%	17%	13%	11%
Religion	11%	13%	14%	13%	14%	6%	21%	13%	10%
Ability	14%	17%	14%	8%	14%	13%	22%	19%	15%
Disability	8%	5%	10%	8%	14%	9%	15%	0%	10%
Sexual orientation*	5%	4%	5%	10%	8%	6%	7%	0%	6%
Other	37%	34%	28%	23%	31%	41%	41%	50%	37%

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, hobbies/interests, social reasons, the student's name, the bully is just mean/insecure, and for fun/no reason or they don't know.

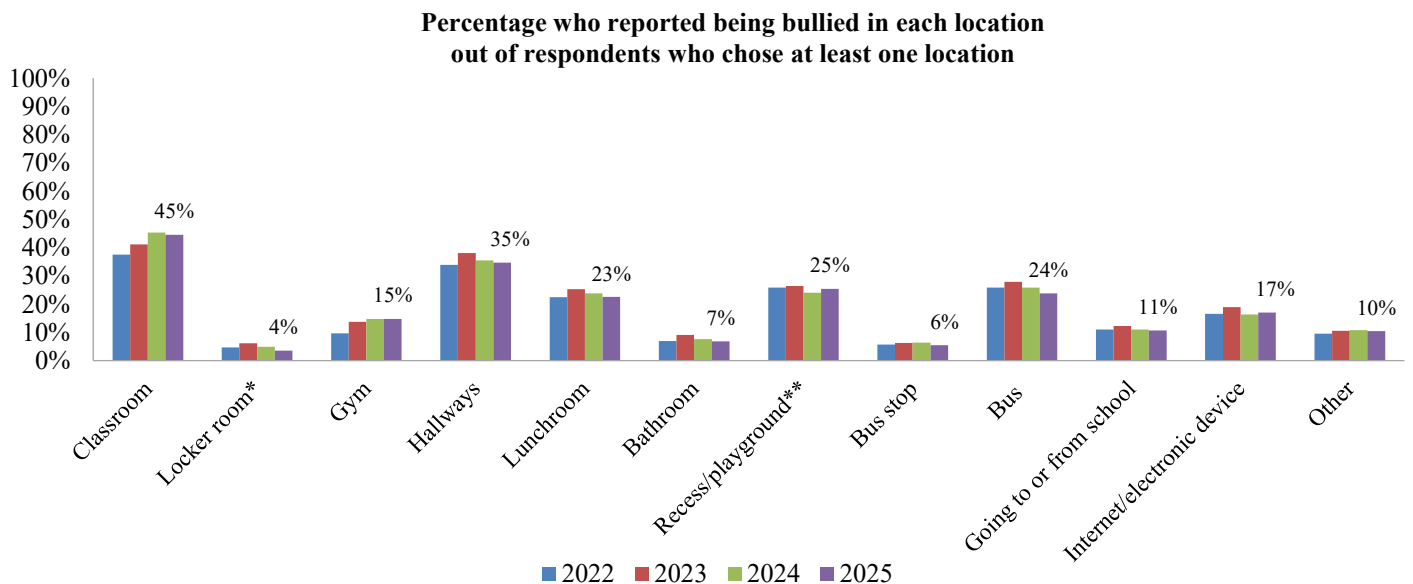
Locations of being bullied

Students were asked, “If you were bullied, where did it happen?” 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 location for being bullied. The percentage of students who reported they have not been bullied in response to this item increased from last year when 69% 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 maintained or decreased by 1 percentage point from last year except for in the classroom which decreased 2%.

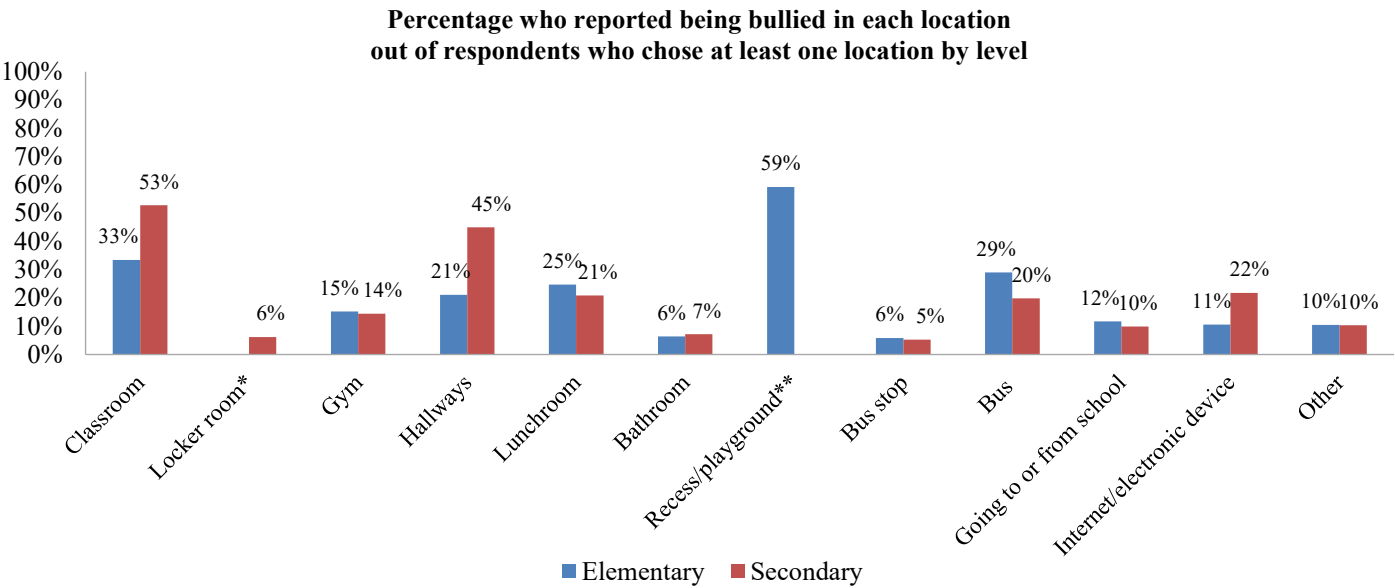


When focused to the 28% of students who chose at least one location where they were being bullied, the percentages who chose recess/playground or the internet/electronic device are the only two that increased (by 1% each) over last year’s respondents who reported being bullied in at least one location. All other locations remained the same or decreased 1-2%. 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.



Note: Data labels reflect 2025-26 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 the library/art room/music room, at Adventures Plus, outside of school, during extracurricular activities, at home, 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 21%, 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 (53%) 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.



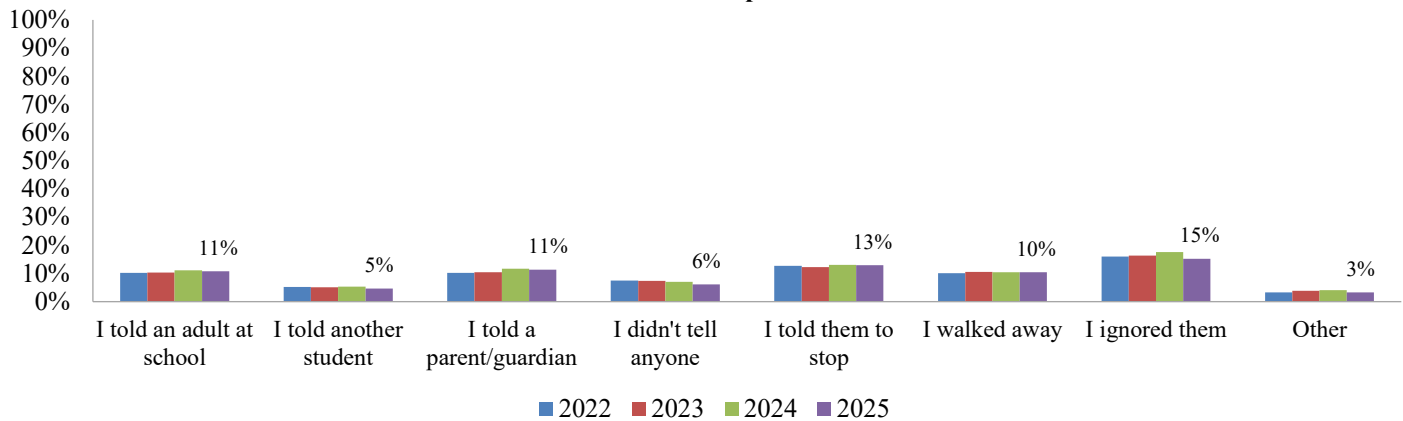
Note (*) Indicates this response option was only made available on the secondary survey. (**) Indicates this was a response option for elementary students only. The ‘Other’ response option provided students the opportunity to include locations where they were bullied that weren’t listed on the survey.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

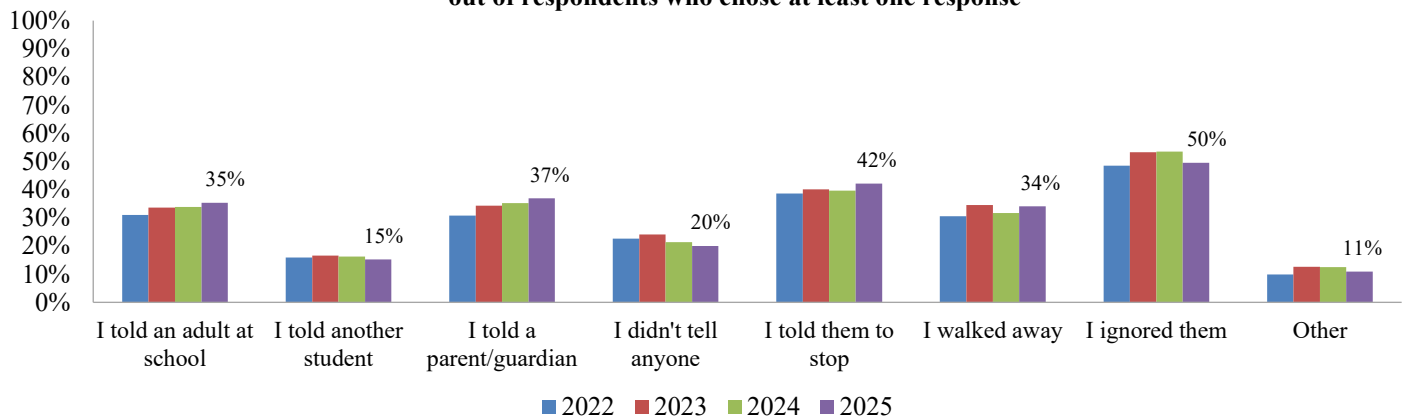
Examination of the percentage who responded to bullying in each of the ways listed out of all item respondents (whether they reported they were bullied or not in the last month) shows rates have remained fairly consistent since last year, fluctuating by less than a percentage point from last year to this year for seven out of eight responses. One response, *I ignored them*, experienced a 3% decrease from last year. The most prominent response to being bullied out of all item respondents is ignoring them (15%).

**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, for four 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 told a parent/guardian*, *I told them to stop*, and *I walked away* each increased by 2% from last year, while *I ignored them* decreased by 4%. For students who are being bullied, the most common response to being bullied remains *I ignored them* (50%).

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

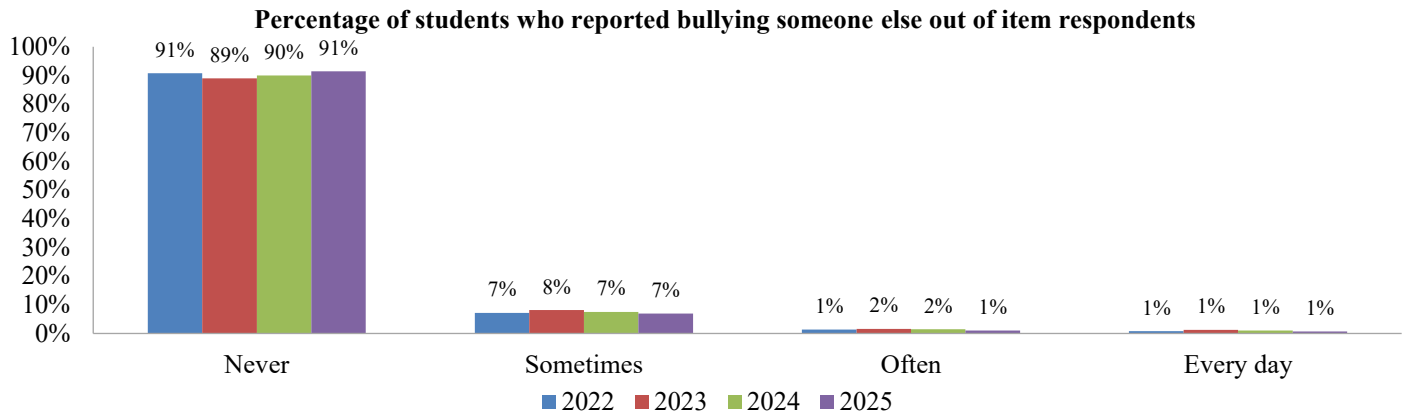


Note: Data labels reflect 2025-26 data. The 'Other' response option provided students the opportunity to include responses to being bullied that weren't listed on the survey. The top response themes included: cried or felt mad, retaliated/fought back physically or verbally, advocated for themselves, and told a family member.

Student reports of bullying someone else

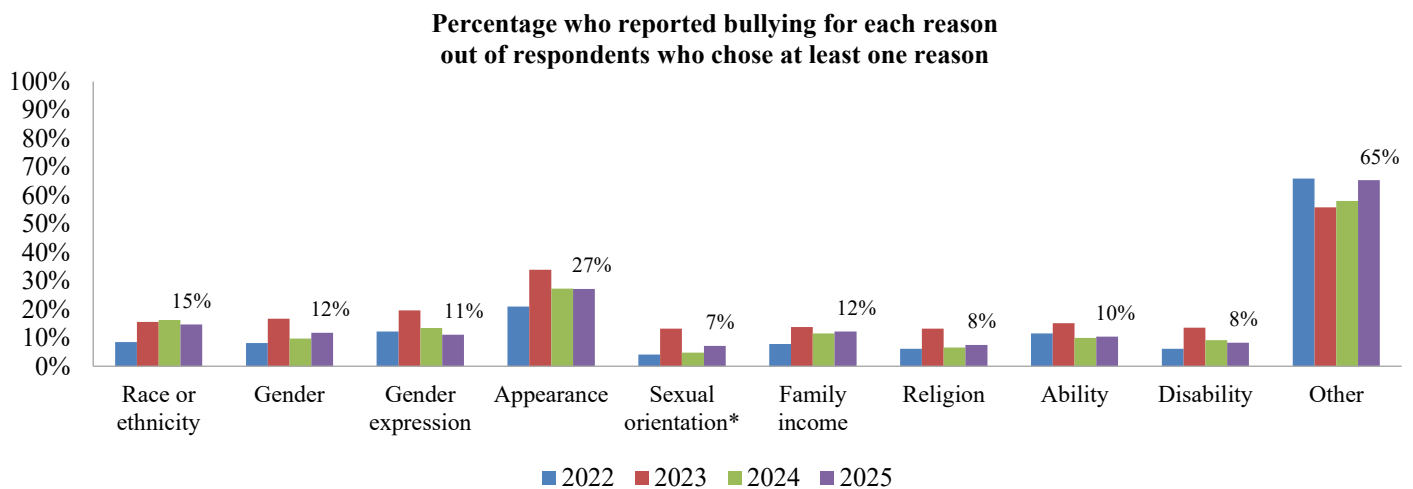
This section focuses on the survey questions around students bullying other students and why they bully them. Students were first asked about the frequency with which they bullied someone else. For this item, responses are reported out of all students who responded to the item. Students were next asked 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. Ninety-one percent 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*. One 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?* Eleven percent of students did not respond to this item. Of students who did respond, 95% chose *I haven't bullied anyone*, leaving 5% of students who chose at least one reason for bullying someone else. Last year, 8% of item respondents chose at least one reason for bullying someone else.

When focused to the 5% of students who chose at least one reason for bullying someone, the percentages who chose the reasons *gender* or *sexual orientation* increased by 2% each over last year's respondents who reported bullying others for at least one reason. The *other* response option, the most likely reported reason, increased 7% from last year. *Appearance* remains the next highest reported reason for bullying, at 27%.

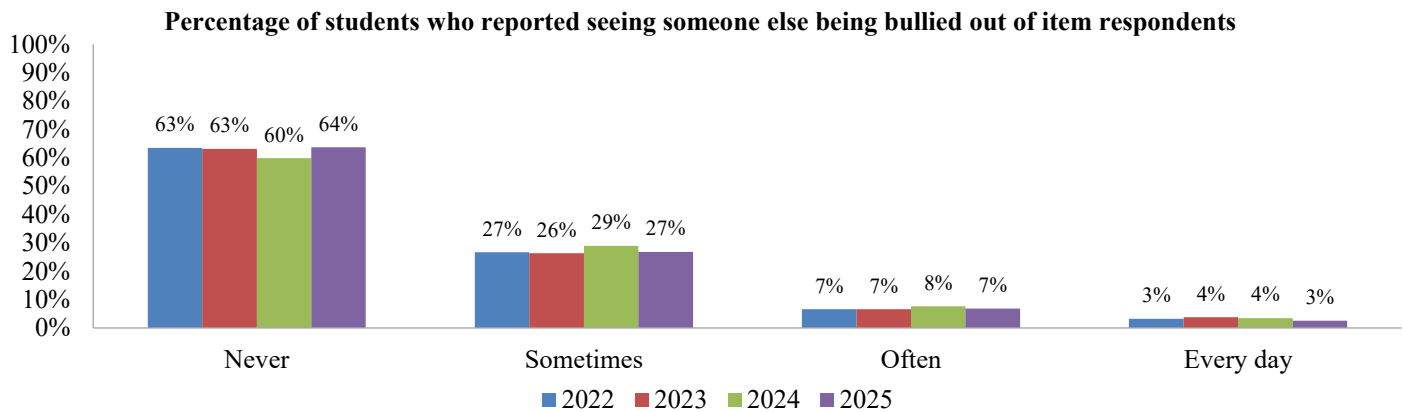


Note: Data labels reflect 2025-26 data. (*) Indicates this response option was only made available on the secondary survey. The 'Other' response option provided students the opportunity to include reasons they bullied someone else that weren't listed on the survey. The top response themes included: retaliation, their personality, and messing around with friends.

Student reports of witnessing bullying

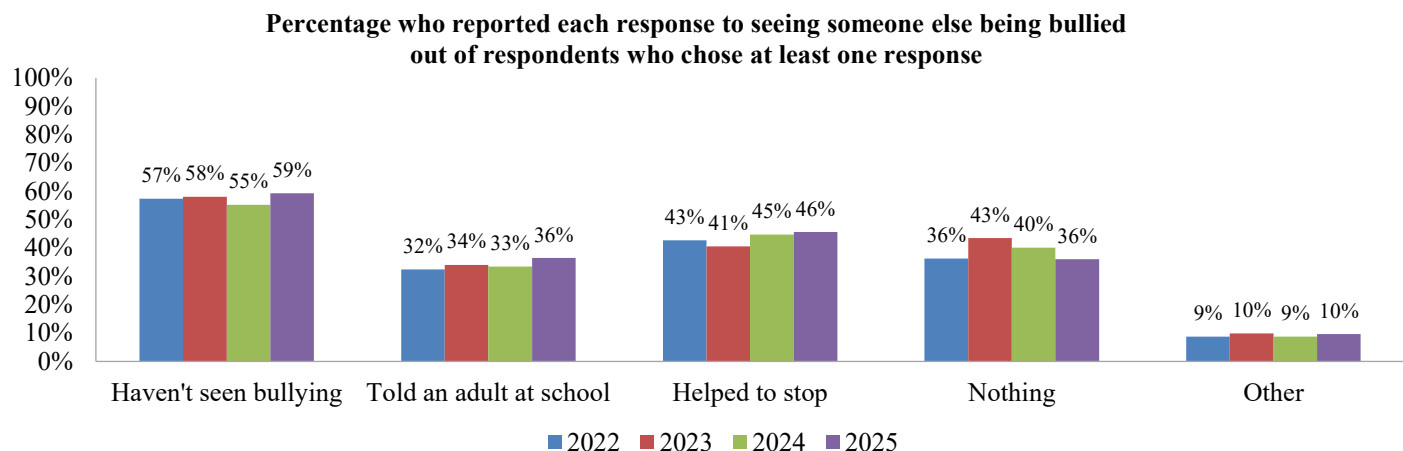
This section focuses on the survey questions around students witnessing bullying and how they responded. Students were first asked about the frequency with which they have seen someone else being bullied in the last month. For this item, responses are reported out of all students who responded to the 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 64% 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 27% of students reported having seen it *sometimes*, 7% have seen it *often*, and 3% have seen it *every day*.



Response. Students were asked, *If you saw bullying, how did you respond?* Seven percent of students did not respond to this item. Of students who did respond, 59% chose *I haven't seen bullying*, leaving 41% of students who chose at least one response to seeing bullying. The percentage of students who reported they have not seen bullying increased from last year when 55% reported this.

When focused to the 41% of students who chose at least one response to seeing bullying, the percentages who chose *told an adult at school* increased by 3% from last year's respondents who reported at least one response to seeing bullying. The response option of *nothing* showed an additional decrease of 4% from last year, after having decreased 3% the year prior, down 7% over two years. The *helped to stop* and *other* response options have remained fairly consistent (currently 46% and 10%, respectively) from last year. The most common action students took who responded in one way or another to seeing bullying reported helping to stop it (46%).



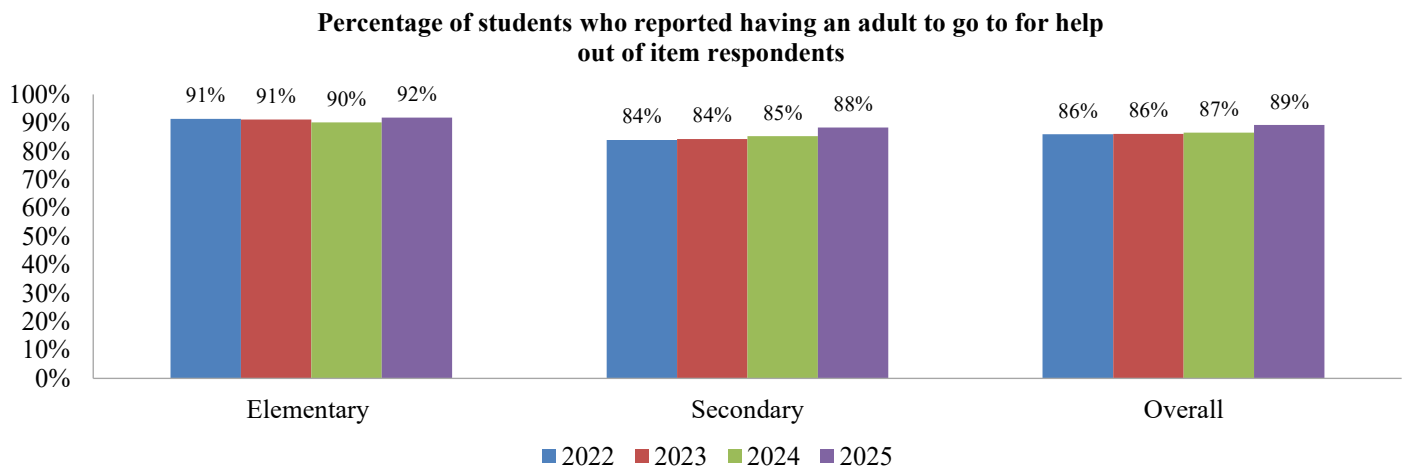
Note: The 'other' response option provided students the opportunity to include ways they responded to bullying that weren't listed on the survey. The top response themes included: stood up to the bully, told a family member, checked to see if the student was okay, and others didn't know what to do.

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.

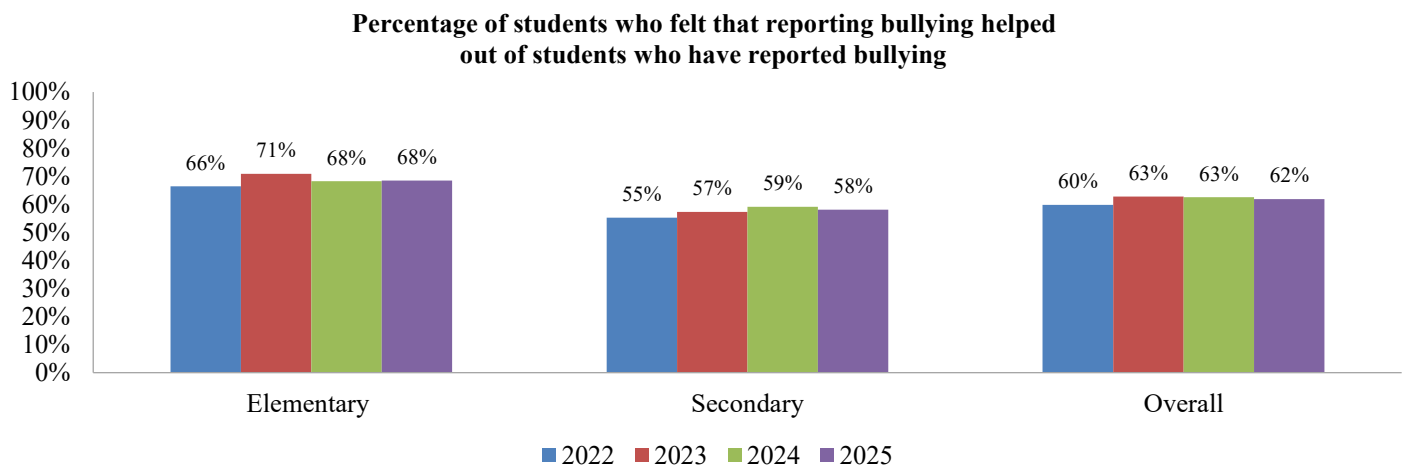
Adult support

Overall, approximately 89% 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 reporting that they have an adult at school to go to for help with bullying, with a slight uptick at the secondary level and overall. The percentage of elementary students who reported having an adult to go to for bullying is currently at 92%, while the percentage of secondary students who report having an adult to go to for help with bullying is currently at 88%.



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, 65% chose *I haven't reported bullying behavior*, leaving 35% of students who indicated they have reported bullying.

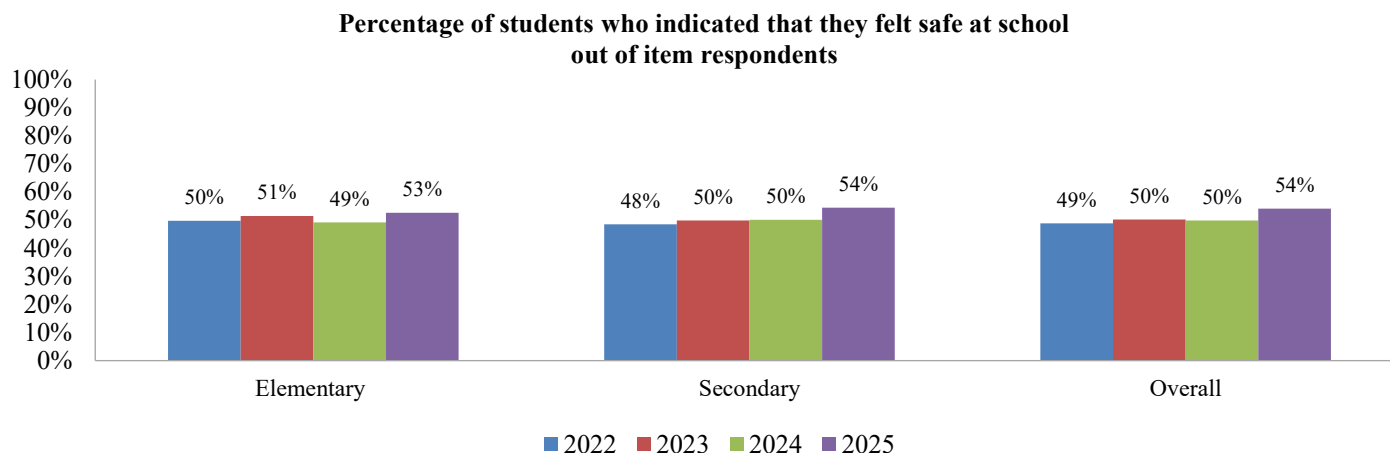
When focused to the 35% of students who have reported bullying, the percentage who indicated they felt like it helped remained within 1% of last year's respondents at 62% who indicated they reported bullying. Compared to elementary students who reported bullying to an adult and felt like it helped (68%), fewer secondary students felt like it helped (58%).



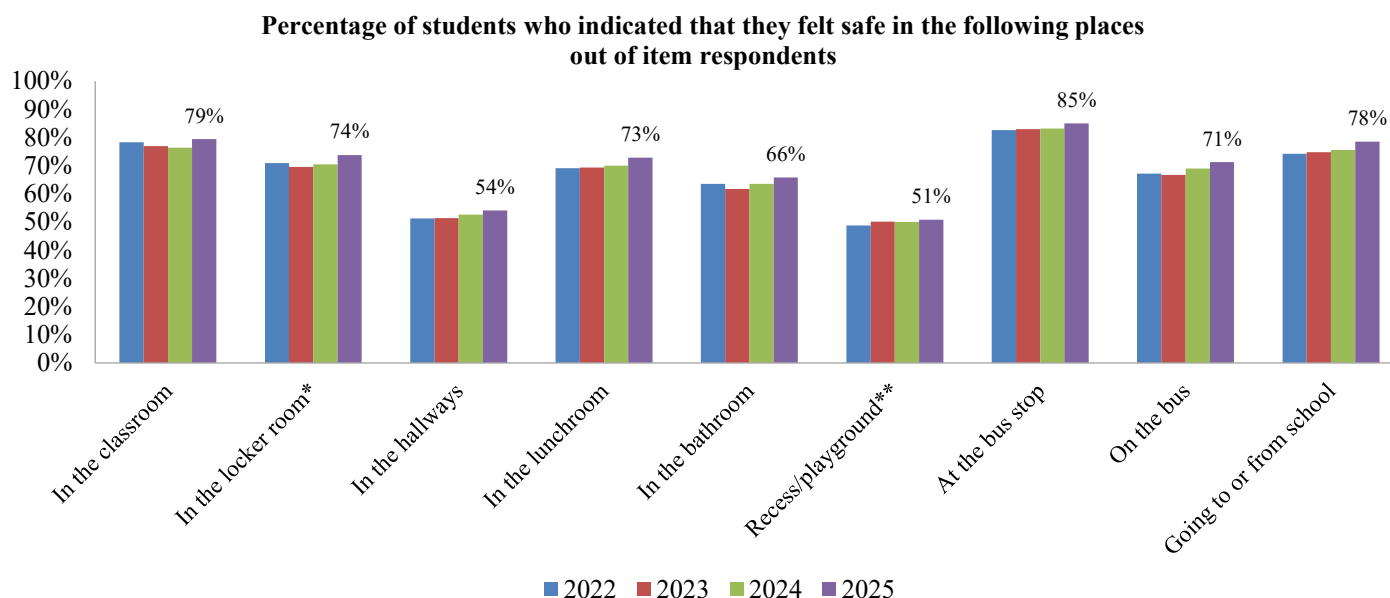
Feelings of safety

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 54% of students who responded to the item, *Overall, at school, how safe do you feel?* reported they feel *safe*, up 4% from last year. Reports of feeling safe at school were similar across the elementary and secondary levels, with elementary reporting slightly lower feelings of safety for the last two years.



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 increased 1% or more from 2024. The greatest increase was seen for reports of feeling safe *in the locker room*, a location only listed on the secondary survey, which increased by 4% from 2024. Students reported feeling safest *at the bus stop* (85%). *In the classroom* came in as the second highest rated location, with 79% feeling safe.



Note: Data labels reflect 2025-26 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 and other safe spaces.
- Feeling the building is secure, including locked doors, cameras, and having practice drills.
- 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 a lot of adults present at school, including teachers, paraeducators, and administrators.
- Having friends around for support.
- Being in a classroom.
- Feeling that school is a good environment with kind people.
- Feeling the building is secure, with locked doors, secure entrances, cameras, school resource officers, and having practice drills.
- Being alone or in quiet/calm areas.
- Knowing nothing will happen.
- 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, and 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.