
Anti- Bullying Survey 2022-23

Anoka-Hennepin School
District

Prepared by Research,
Evaluation and Testing



ANOKA-HENNEPIN
SCHOOLS
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Introduction

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

This survey is given in conjunction with Bullying Prevention Month as part of the ongoing district commitment to eliminate bullying and harassing behaviors, raise awareness of these issues, better equip staff to monitor and intervene, and help students to effectively deal with these unsolicited and unwanted occurrences. During the 2022-23 school year, the Anti-Bullying Survey was administered to students between October 10th and November 4th, 2022.

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.

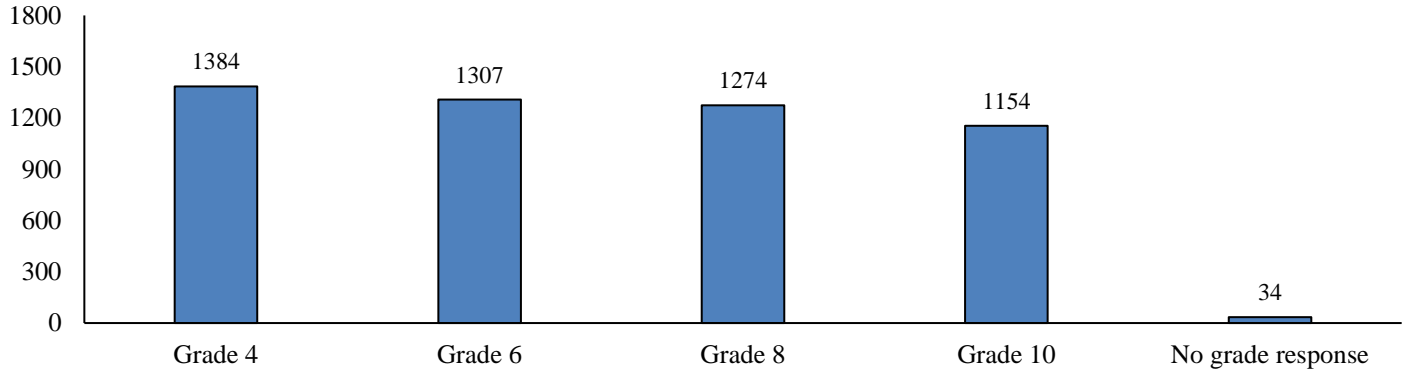
Other items were included to understand students' perceptions of why they were bullied, where these bullying situations occurred, their responses to these bullying situations, and students' general perceptions of safety in and around school.

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

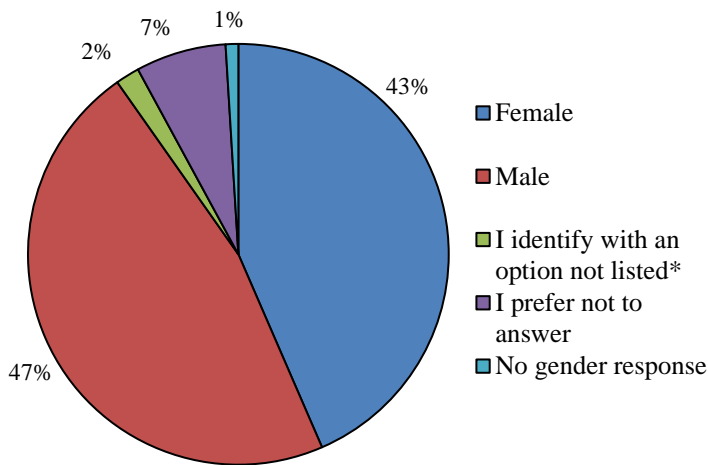
Students in grades 4, 6, 8, and 10 were randomly selected to participate in the Anti-Bullying Survey. In 2022, 5,153 students completed the online survey.

Number of students by grade level

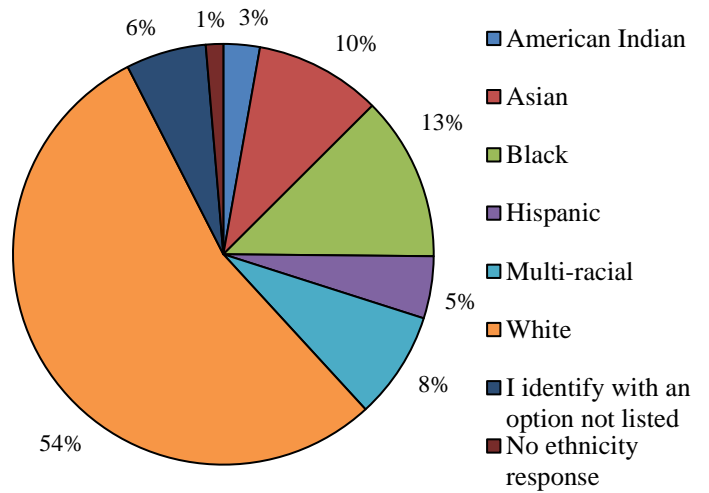


Of all survey respondents, 43% identified as female, 47% identified as male, 2% identified with an option not listed and 7% preferred not to answer. Approximately 1% of students did not select one of these survey options related to their gender. Based on student self-reporting, 54% of the participants identified as White, 13% as Black, 10% as Asian, 8% as multi-racial, 6% as *I identify with an option not listed*, 5% as Hispanic, 3% as American Indian, and 1% did not respond to this item. These percentages are proportionate to district makeup for most ethnic groups.

Percentage of students by gender



Percentage of students by ethnicity



Note: (*) Indicates this response option was only made available on the secondary survey.

Key findings

- The majority of students reported not having been bullied in the past month (83%), while there are still 17% of students who report having been bullied in the past month.
 - Multi-racial students reported being bullied in the past month at a higher rate than any other race/ethnicity option (28%).
- All seven items pertaining to bullying behaviors showed a decline in the percentage of students reporting never having experienced the behavior from last year except for the item, *During the past month, how often have other students done mean things to me using the internet, cell phone or other electronic device?*, which increased 1%.
 - The item *During the past month, how often have other students taken things that belonged to you?* saw the largest decrease in the *never* responses (76% in 2021 and 72% in 2022) illustrating an increase in the percentage of student experiencing that bullying behavior.
 - 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.
 - The decrease in the percentage of students reporting *never* in the latest year is most generally paired with a higher frequency in the percentage of students reporting *once*.
- Overall, 29% of students who responded to the item regarding reasons they were being bullied indicated they were bullied for at least one reason. This has remained consistent with previous years.
 - 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 *race or ethnicity, gender, appearance* and *sexual orientation*.
 - Of students who reported at least one reason for being bullied, male students reported being bullied at a greater rate than female students due to *family income, ability, disability* and *other*.
 - 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 groups (41% and 38%, respectively).
- Overall, 30% of students who responded to the item regarding locations where they were being bullied indicated they were bullied in at least one location.
 - Overall, consistent with previous years, students reported that they were most likely to be bullied in classrooms and/or hallways.
 - Reports of elementary students being bullied at recess/on the playground have become more prevalent over the last few years, currently at 8% of all item respondents.
 - 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 (48%) or telling the bully to stop (39%). For students who reported being bullied, the greatest increase in how they responded over the last four survey administrations was seen for the response option of *I told an adult at school*, up 6% over this time.
- Of the 6% of students who reported at least one reason they have bullied another student in the last month, the majority (66%) indicated it was for a reason other than those listed as options on the survey including being angry/annoyed, bullying someone back, or standing up for friends.
- Of the 43% of students who reported responding in one way or another to witnessing bullying, most students reported helping to stop it (43%).
- Ninety-one percent of elementary students and 84% of secondary students reported there is an adult at school they can go to for help if a student is bullying them or someone else.
- Overall, the percentage of students who reported feeling safe at school continues to decline, from 55% in 2018 to 49% in 2022. Elementary students report feeling safe at slightly higher rates than secondary students over time.
 - The location in school in which students feel most safe is the classroom, even though this is among the most commonly chosen locations of experiencing bullying by secondary students.

Students experiencing bullying behaviors: Item respondent summary

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

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

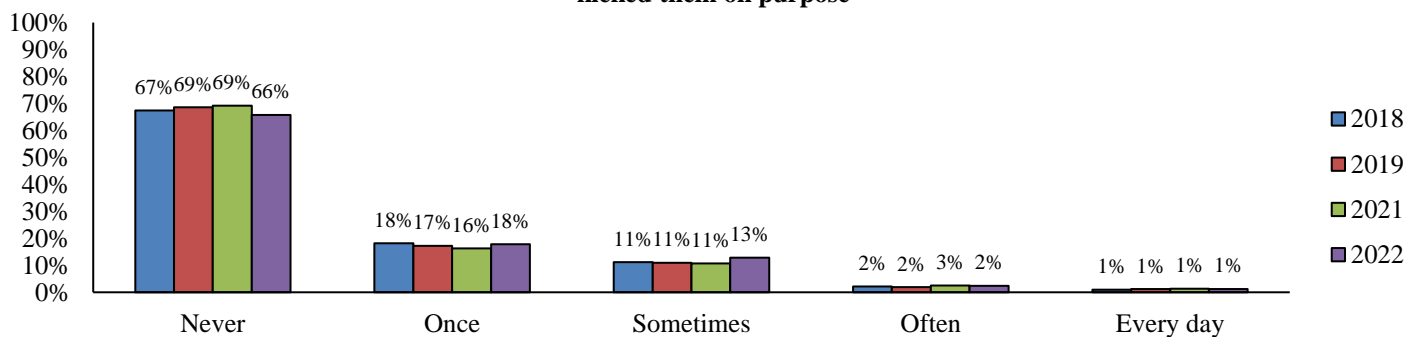
This section summarizes the percentage of students who reported experiencing these behaviors at various frequencies out of all students who responded to the item.

Bullying behavior experiences over time

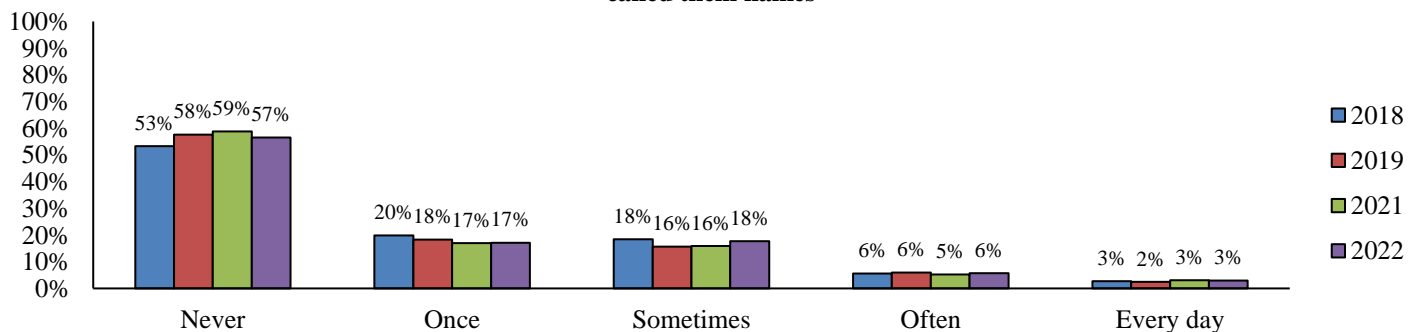
For the series of survey items asking how often students have experienced each of the seven bullying behaviors in the past month (shown graphically on pages 6-8), all items stayed within 4% of previous years, with 2021 looking the most different at times. Six of the seven behaviors showed a decrease in the percentage of students who reported they *never* occurred in the past month. The behavior, *Done mean things to me using the internet, cell phone, or other electronic device*, showed a 1% increase in the percentage of respondents who reported *never* experiencing it; this was the only item that saw an increase in the *never* response option and has been trending in the right direction over the last few years. The biggest increase in bullying behaviors was found for the item *Took things that belonged to me* which corresponded with a 4% decrease in the *never* response option.

The most frequently experienced bullying behavior was *Said mean things, teased me, or called me names*, with 9% of students reporting this happened either *often* or *everyday*. The least common bullying behavior was that other students have *Done mean things to me using the internet, cell phone, or other electronic device*, with 3% reporting this happened either *often* or *everyday*.

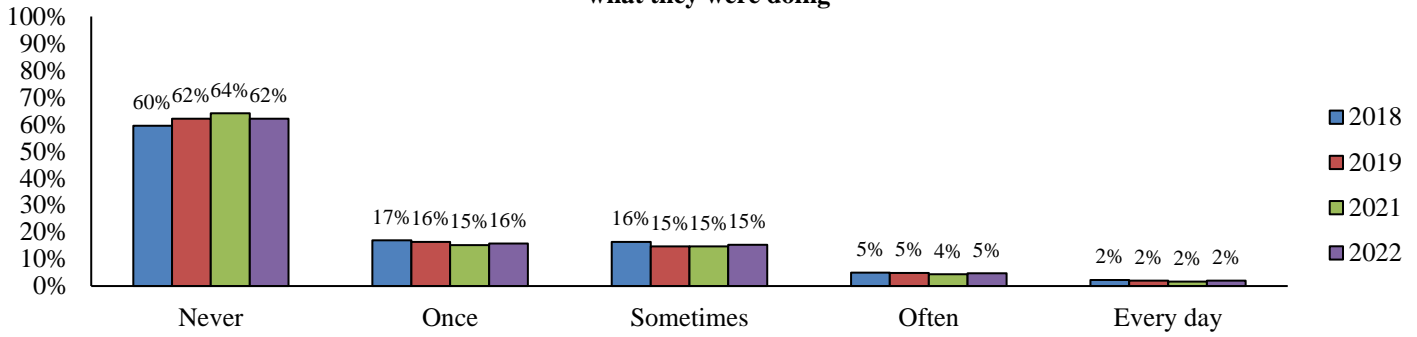
Percentage of students who reported that other students have hit, pushed, or kicked them on purpose



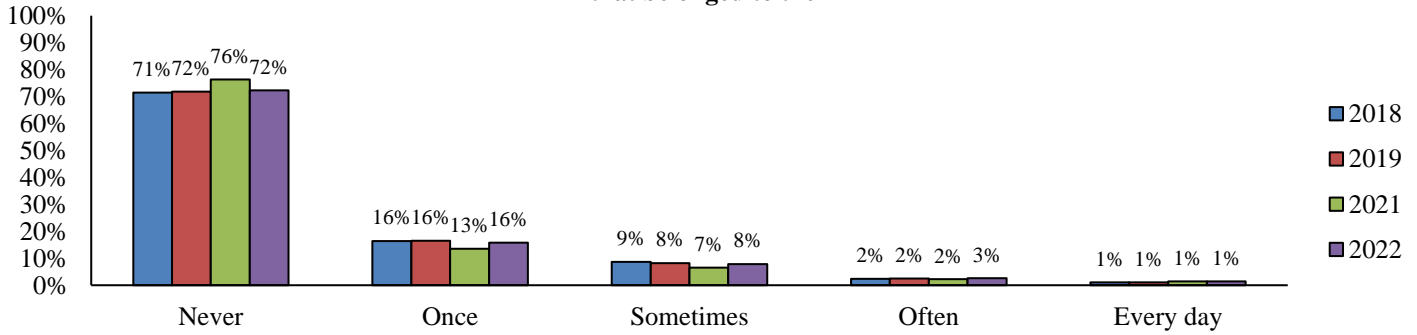
Percentage of students who reported that other students have said mean things, teased them, or called them names



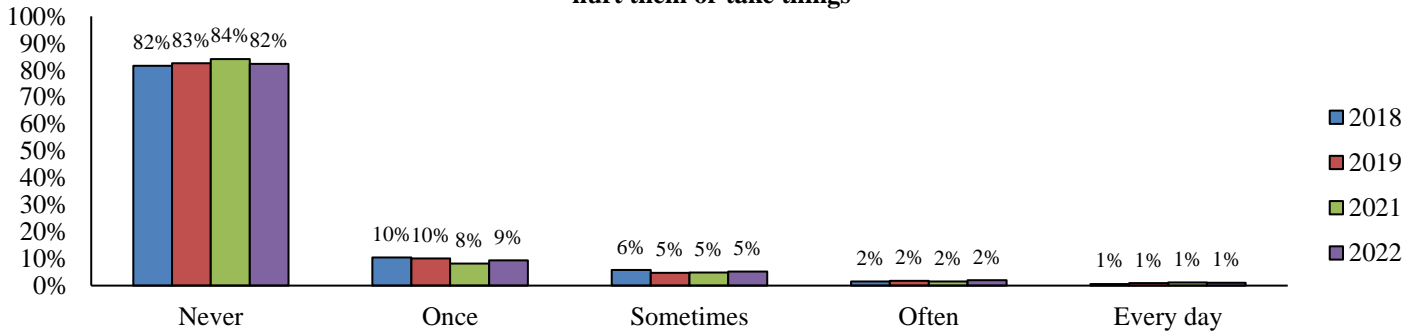
Percentage of students who reported that other students did not include them in what they were doing



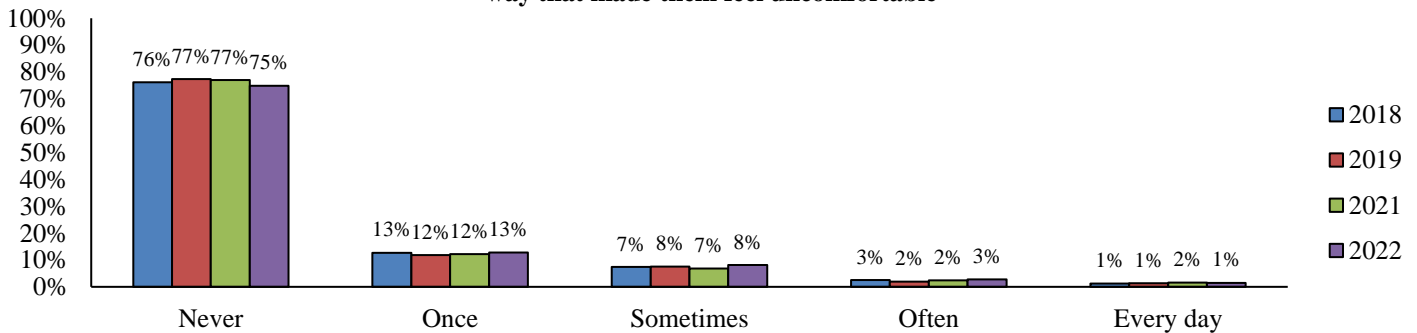
Percentage of students who reported that other students took things that belonged to them



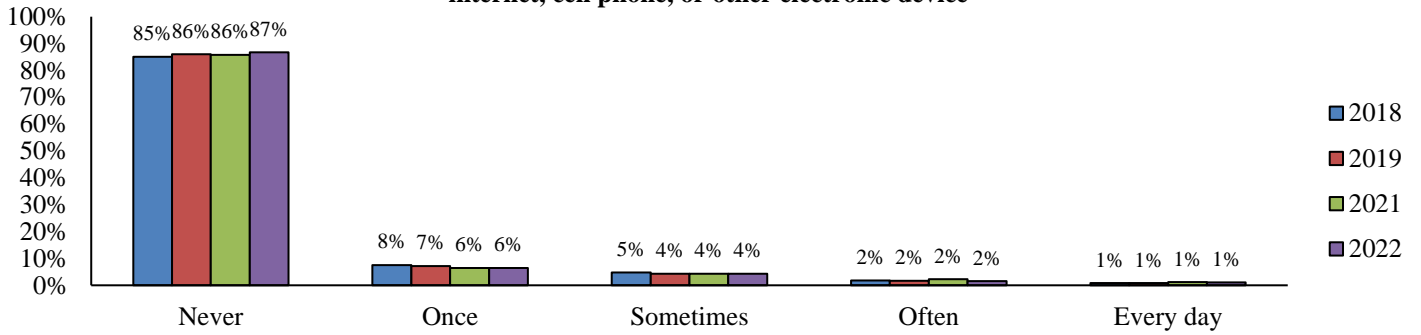
Percentage of students who reported that other students threatened to hurt them or take things



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



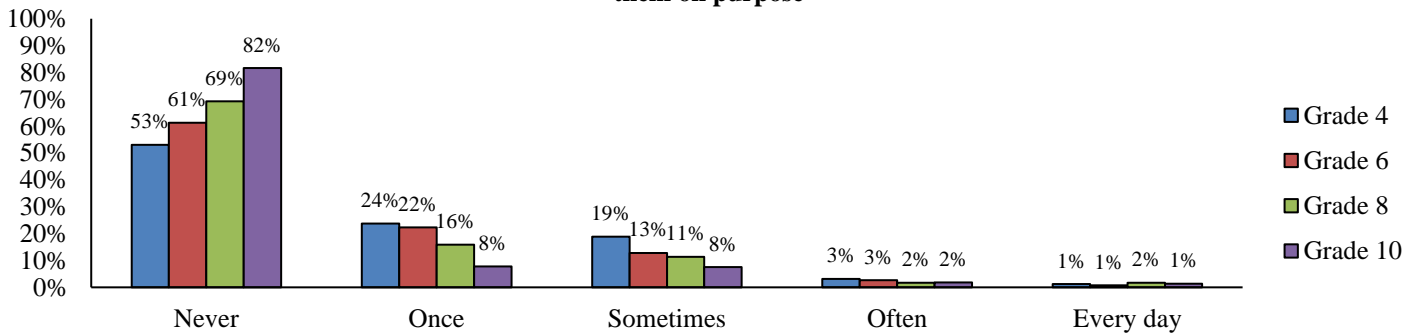
Percentage of students who reported that other students have done mean things to them using the internet, cell phone, or other electronic device



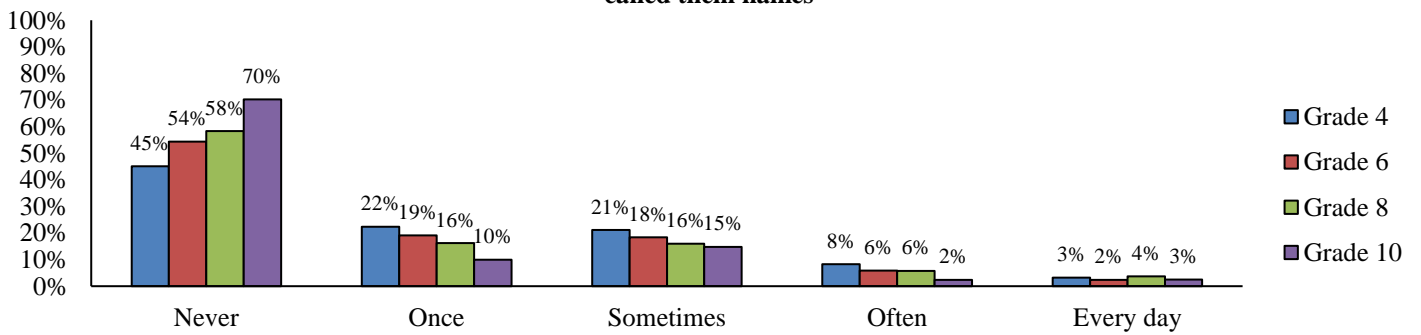
Bullying behavior experiences by grade

In general, as grade level increases, the frequency with which students reported having experienced the bullying behaviors decreases, except for the item related to online bullying behavior for which reports were similarly low across grades. The greatest discrepancy across grades in the percentage of students reporting that the behavior *never* occurred was with reports that other students *Touched, grabbed, or pinched them in a way that made them 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 many items.

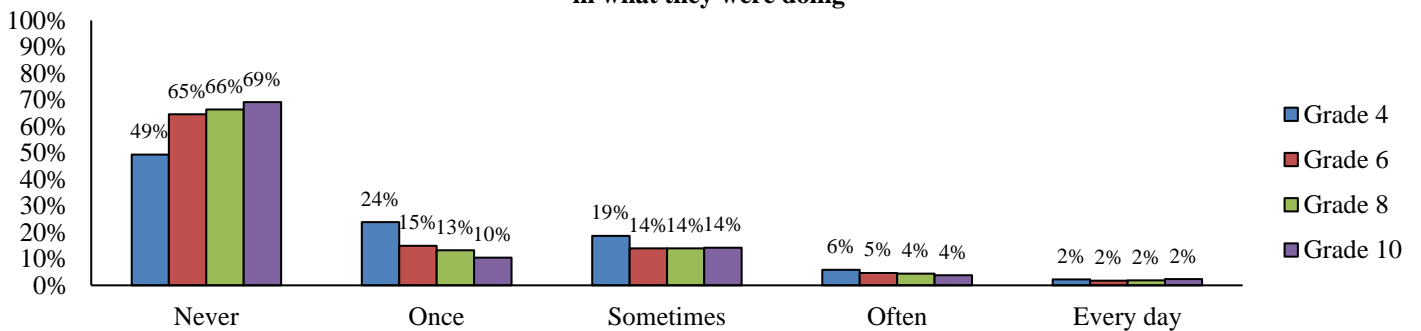
Percentage of students who reported that other students have hit, pushed, or kicked them on purpose



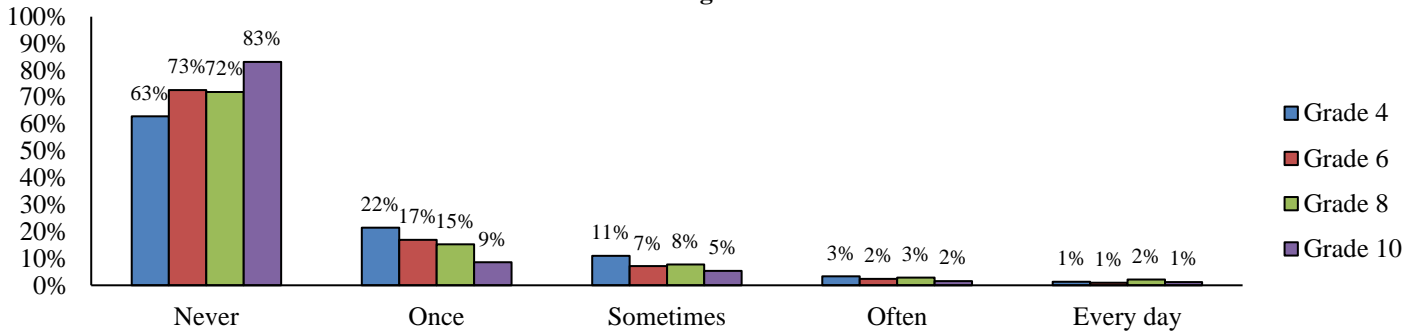
Percentage of students who reported that other students have said mean things, teased them, or called them names



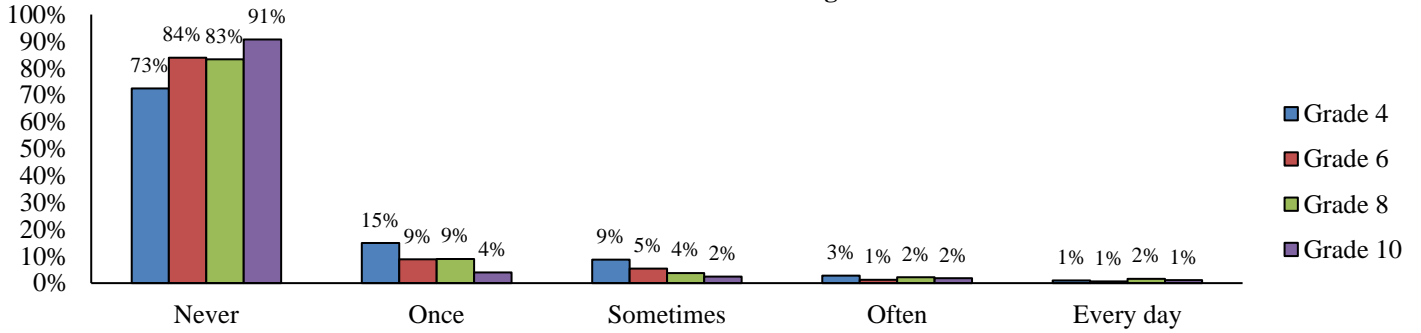
Percentage of students who reported that other students did not include them in what they were doing



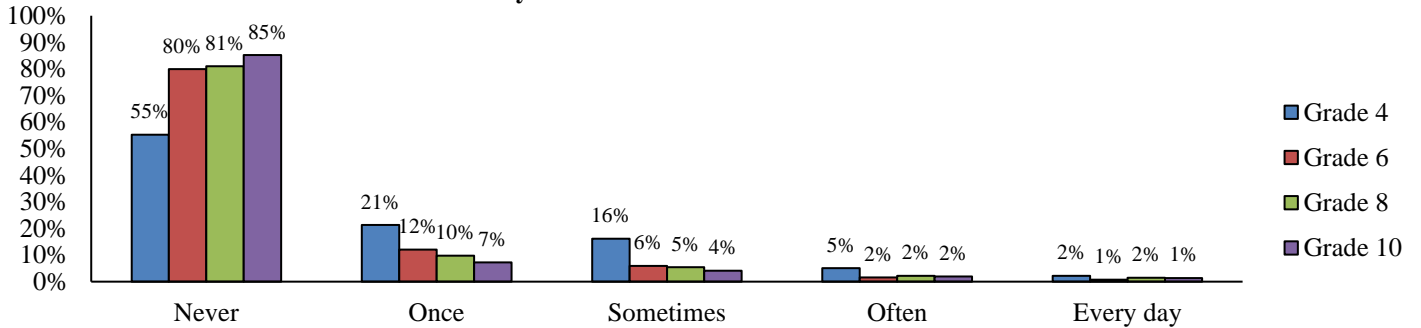
Percentage of students who reported that other students took things that belonged to them



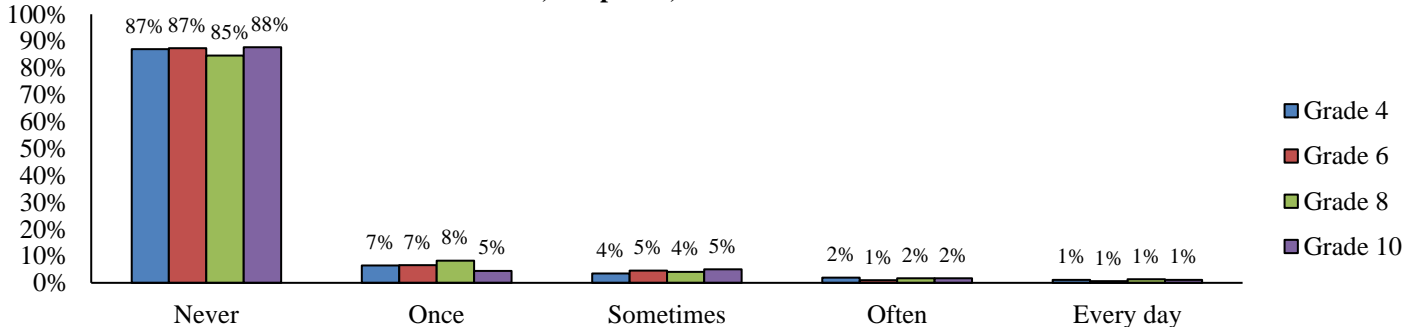
Percentage of students who reported that other students threatened to hurt them or take things



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 frequency of *never* and *once* responses across questions. The shorter bars are an indication of that group of students reporting more frequent occurrences of experiencing bullying behaviors. Other response options included *sometimes*, *often*, and *every day*.

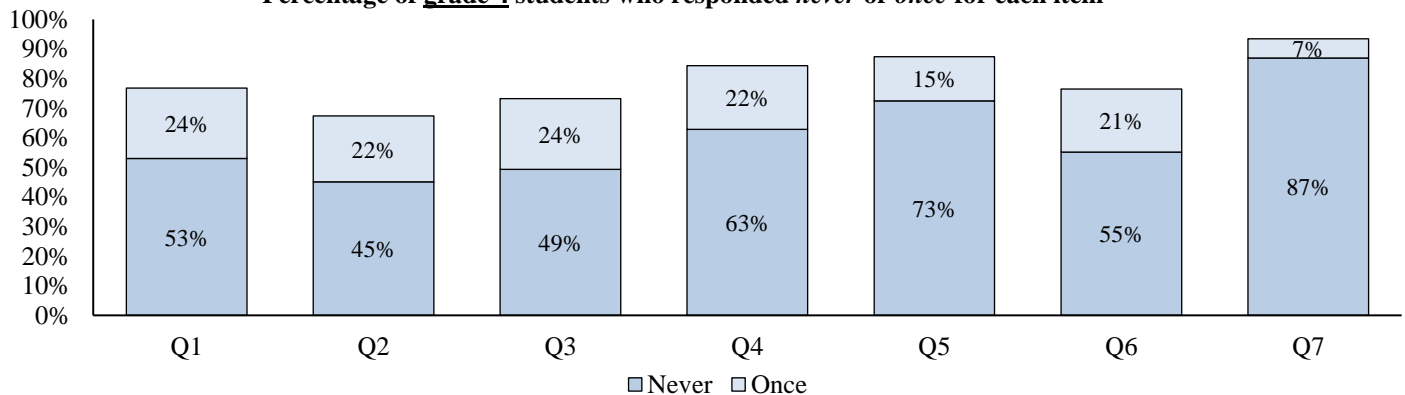
In the graphics that follow (on pages 10-11), the survey questions are coded as follows: During the past **month**, how often have other students:

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

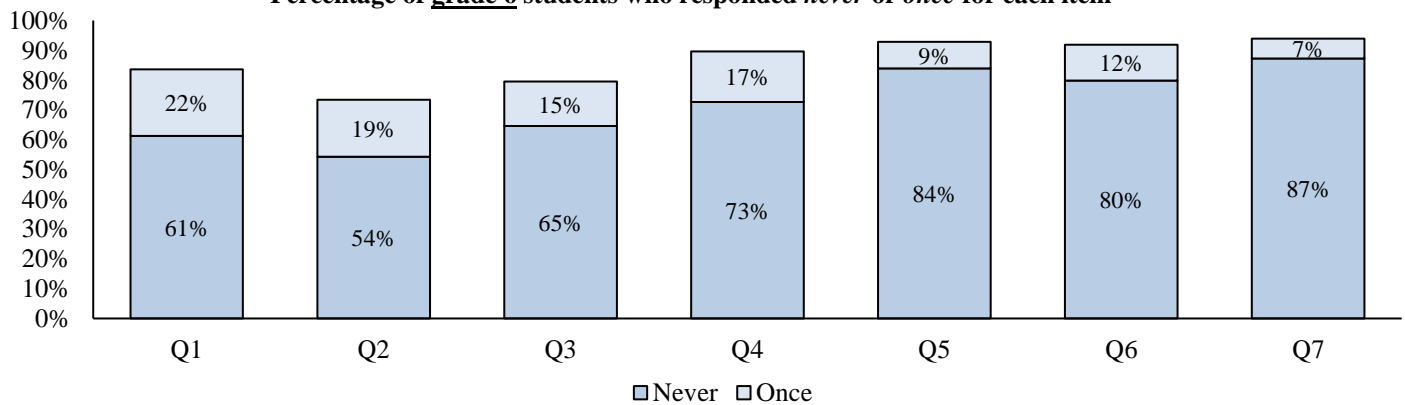
For students in grades 4, 6, and 8, the most frequently experienced bullying behavior in the last month was indicated for *During the past month, how often have other students said mean things, teased me, or called me names?* Grade 10 students reported most frequently experiencing bullying behavior for the question *During the past month, how often have other students not included me in what they were doing?*

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 me using the internet, cell phone, or other electronic devices?* Grade 10 students reported their least experienced bullying behavior as *During the past month, how often have other students threatened to hurt me or take things?*

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

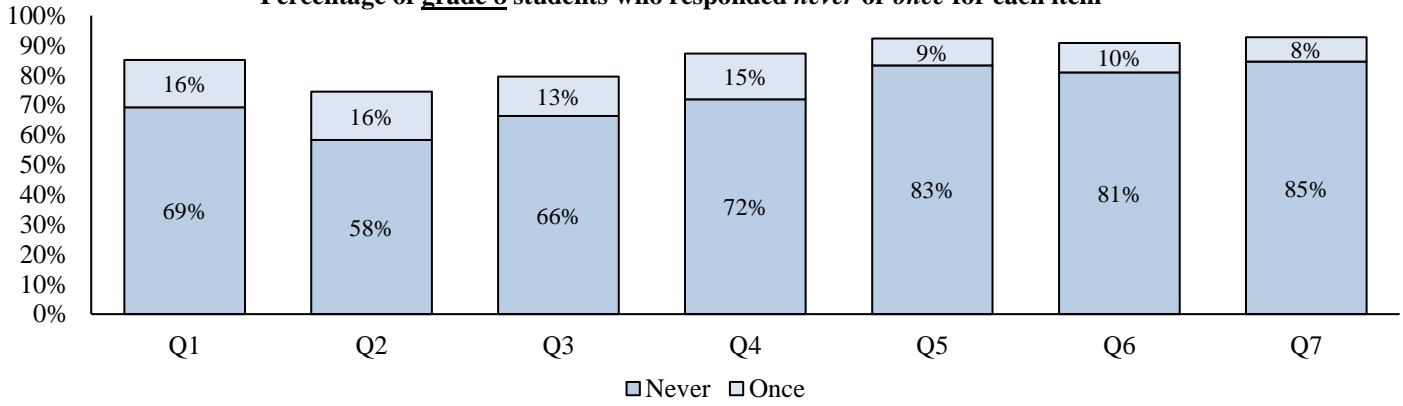


Percentage of grade 6 students who responded *never* or *once* for each item

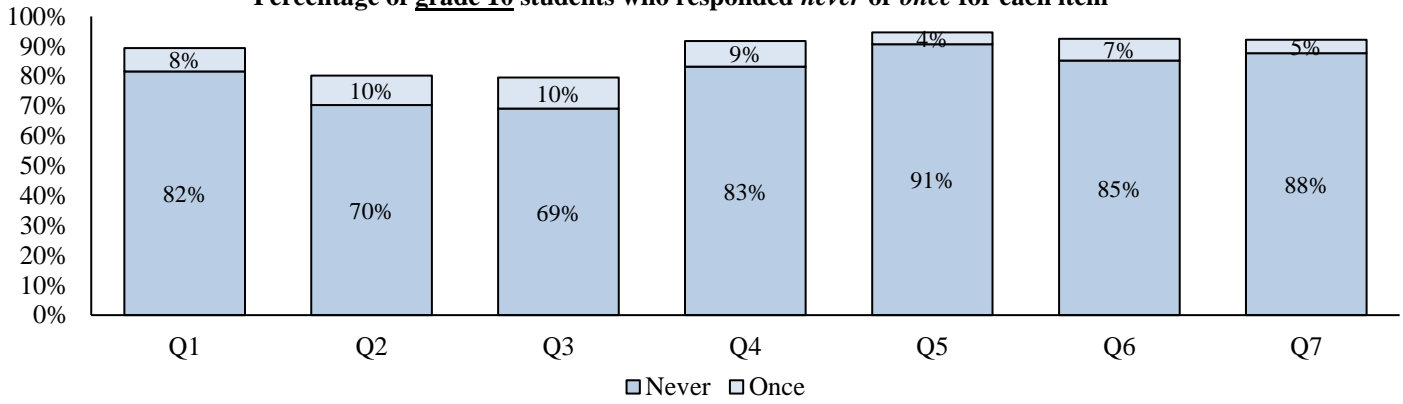


Note: Other response options included *sometimes*, *often*, and *every day*.

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



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



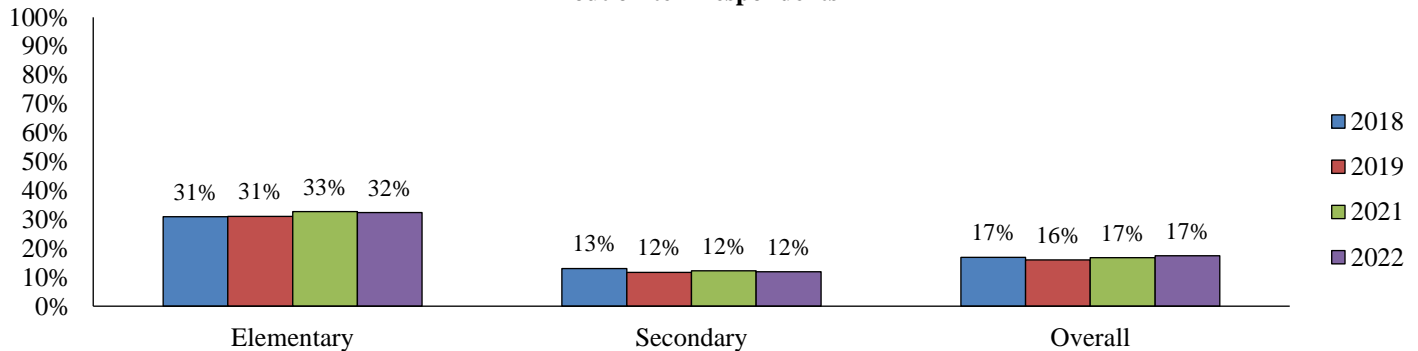
Note: Other response options included *sometimes*, *often*, and *every day*.

Students experiencing bullying: Item respondent summary

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

Trend by level. Overall, the percentage of students who reported being bullied in the past month has maintained a relatively stable rate at around 17% for the last four years. The percentage of students at both the elementary and secondary levels who report being bullied in the last month remained relatively stable, as well. Since the change in response options, going from an agreement scale to a *yes* or *no* option of this survey item back in 2015, there has been a 3% decline over seven survey administrations going from 20% in 2015 to 17% in 2022.

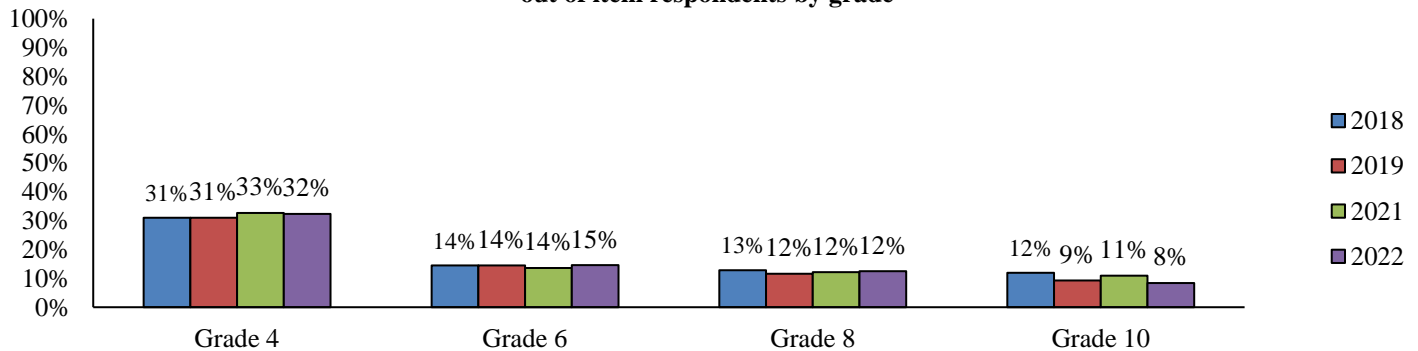
Percentage of students reporting being bullied in the past month out of item respondents



Trend by grade. In 2022, 32% of all grade 4 students reported being bullied in the past month whereas 8% of grade 10 students reported being bullied. 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. 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 most bullying across the district.

In 2015, 19% of grade 6 students and 14% of grade 10 students reported being bullied in the past month in comparison to 2022 where 15% of grade 6 students and 8% of grade 10 students reported being bullied in the last month (a 4% and 6% decrease, respectively). Grade 4 and 8 students have stayed at a consistent rate of bullying experiences over time with little to no change.

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

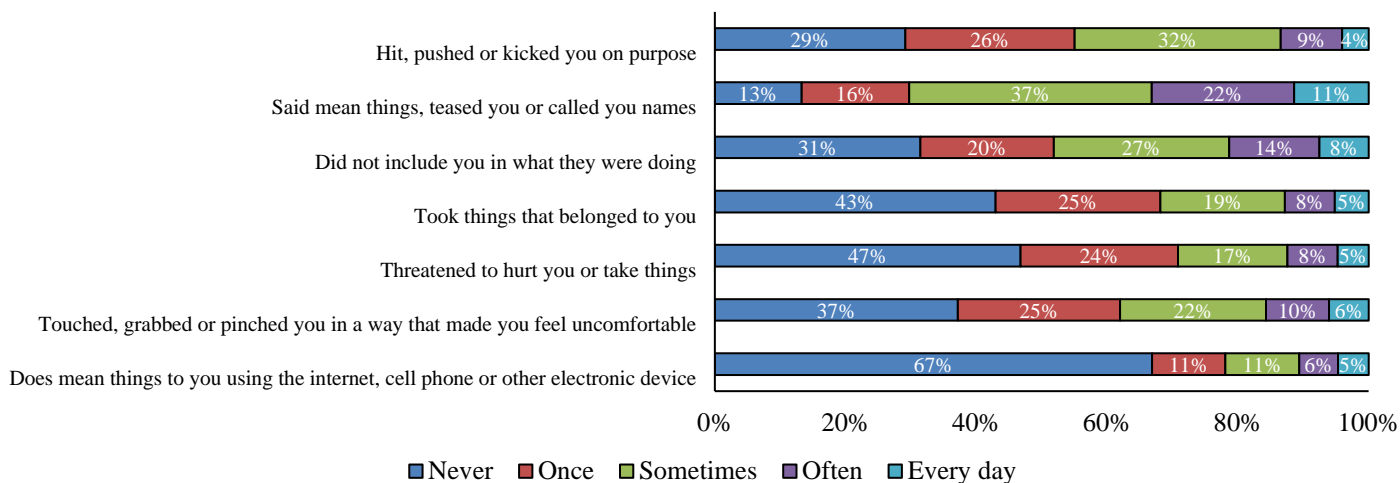


Bullying behaviors experienced by students being bullied

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

Sixty-seven percent of all students who reported they were bullied in the past month also reported that they have *never* experienced other students doing mean things to them using the internet, cell phone or other electronic device. Eighty-seven 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* (11%), *often* (22%), *sometimes* (37%), or *once* (16%). 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

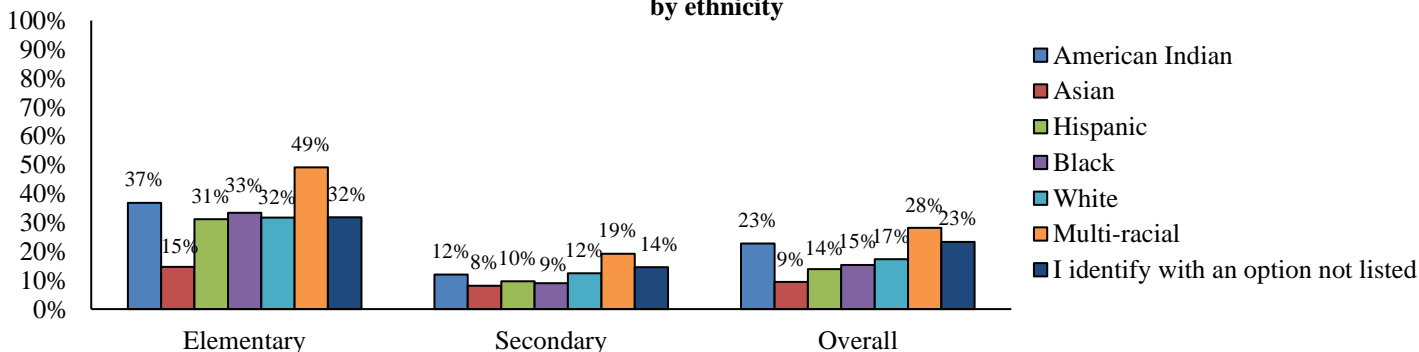


Students experiencing bullying by race/ethnicity

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?* students who identified as American Indian, Black, White, Multi-racial, 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. Multi-racial students were also statistically significantly more likely than students who identified as Asian, Hispanic, Black, or White to report having been bullied.

Multi-racial students reported experiencing three or more of the seven bullying behaviors with statistically significantly greater frequency than Asian, Hispanic, Black, and White students. Students who indicated *I identify with an option not listed* when asked their ethnicity reported experiencing bullying behaviors at statistically significantly higher rates than Asian students for six out of seven behaviors. The only exception was for the item *During the past month, how often have other students done mean things to you using the internet, cell phone, or other electronic device?* where these two groups were statistically equivalent.

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



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

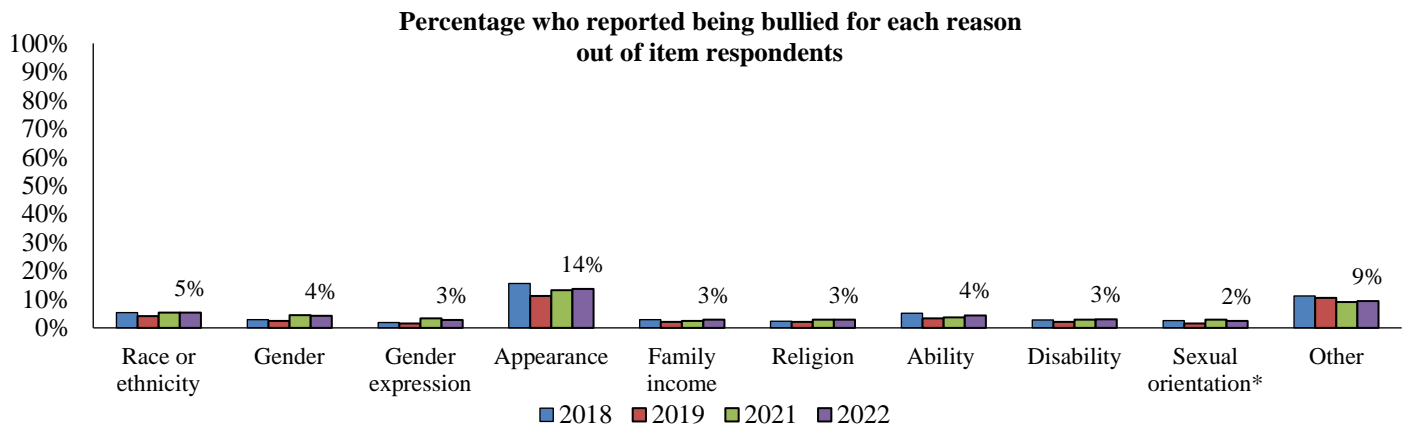
This section focuses on the survey questions around why students think they are bullied, where they are bullied, and how they respond when they are bullied. Because the questions are seeking these details from students who have experienced bullying, for each question, there is a response option that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

Results are presented in two ways for each of these questions. One graphical representation in each area (bullying reasons, locations, and response) demonstrates the magnitude of all the randomly sampled participants, reflective of the occurrences in the population at large. The other graphical representation in each area provides information about the magnitude of the bullying reasons, locations, and responses among those who have experienced bullying. For example, in the graphs below, 5% of all respondents believe they were bullied because of race/ethnicity in 2022, however this represents 18% of students who reported being bullied for at least one reason. Some areas have additional breakdowns.

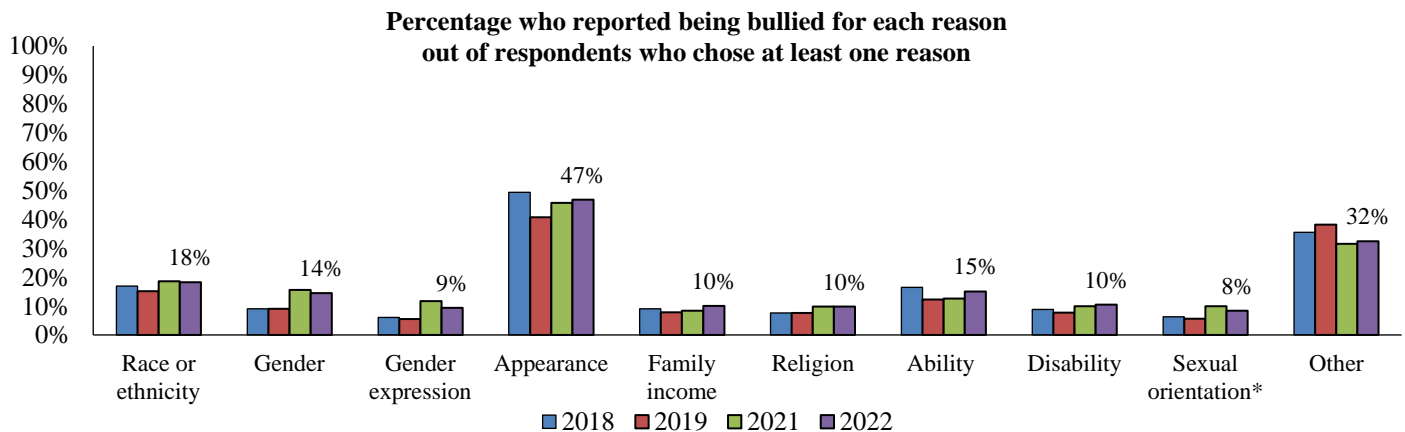
Reasons for being bullied

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, 71% chose *I have not been bullied*, leaving 29% of students who chose at least one reason for being bullied. This has remained consistent from last year.

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



When focused to the 29% of students who chose at least one reason for being bullied, the percentages who chose family income and ability have each increased by approximately 2% over last year's group who reported being bullied for at least one reason, while gender, gender expression, and sexual orientation each decreased as a reason by over 1%.

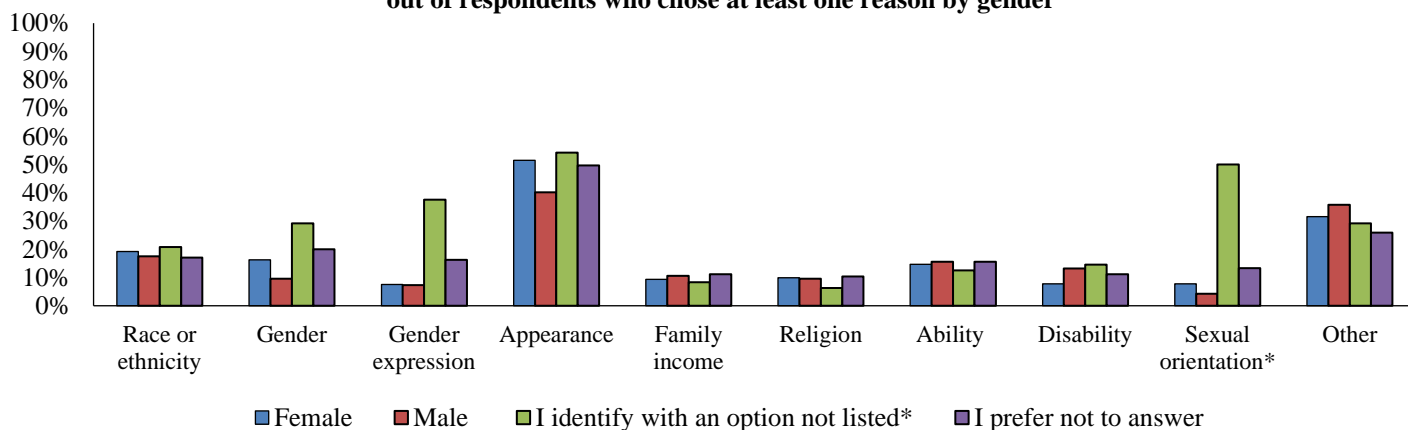


Note: Data labels reflect 2022-23 data. (*) Indicates this response option was only made available on the secondary survey. The 'Other' response option provided students the opportunity to write in reasons they were bullied that weren't listed on the survey. The top response themes included: physical attributes, what they wear, how they act, weight, student's name, and for 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 all gender response options (51%, 40%, 54%, and 50%, for female, male, option not listed, 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 at high rates (50% and 38%, respectively) in addition to appearance.

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* (58% and 43%, respectively.)

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



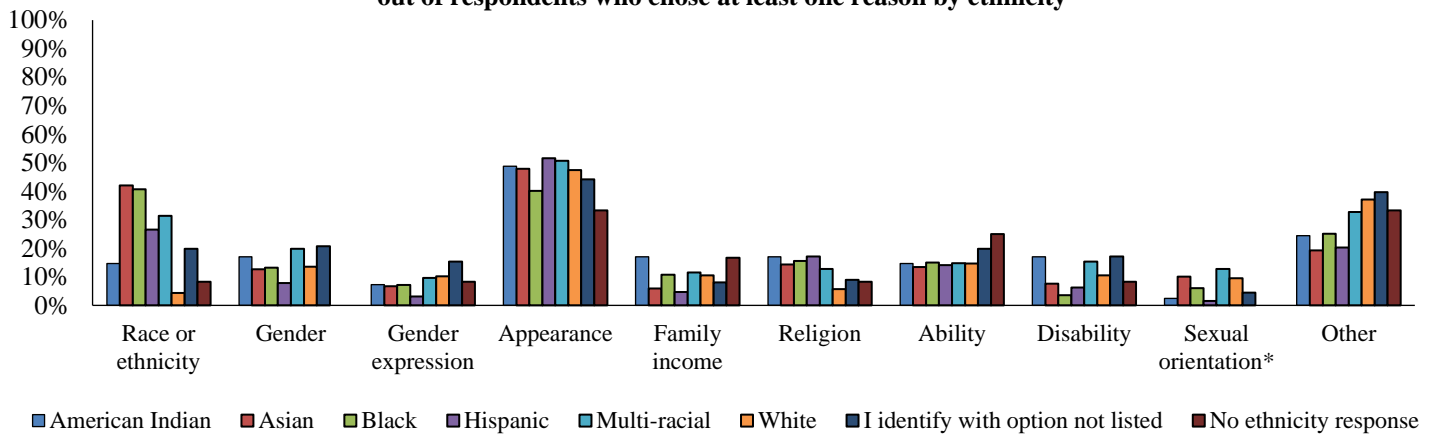
Reasons for being bullied by gender	Female (N=608)	Male (N=521)	I identify with an option not listed* (N=48)	I prefer not to answer (N=135)	Total (N=1319)
Race or ethnicity	19%	17%	21%	17%	18%
Gender	16%	10%	29%	20%	14%
Gender expression	8%	7%	38%	16%	9%
Appearance	51%	40%	54%	50%	47%
Family income	9%	11%	8%	11%	10%
Religion	10%	10%	6%	10%	10%
Ability	15%	16%	13%	16%	15%
Disability	8%	13%	15%	11%	10%
Sexual orientation*	8%	4%	50%	13%	8%
Other	32%	36%	29%	26%	32%

Note: (*) Indicates these response options were only made available on the secondary survey. N= number of students reporting being bullied within that gender option. There were 7 students who did not respond to the gender item on the survey who reported at least one reason for being bullied. Their responses are not reported in the table above due to low cell sizes. 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, what they wear, how they act, weight, student's name, and for 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 Hispanic and Multi-racial students having the highest percentage of students reporting it as a reason for being bullied (52% and 51%, respectively).

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 the groups (41% and 38%, respectively).

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



Reasons for being bullied by ethnicity	American Indian (N=131)	Asian (N=119)	Black (N=167)	Hispanic (N=64)	Multi-racial (N=156)	White (N=649)	I identify with an option not listed (N=111)	No ethnicity response (N=12)	Total (N=1319)
Race or ethnicity	15%	42%	41%	27%	31%	4%	20%	8%	18%
Gender	17%	13%	13%	8%	20%	14%	21%	0%	14%
Gender expression	7%	7%	7%	3%	10%	10%	15%	8%	9%
Appearance	49%	48%	40%	52%	51%	47%	44%	33%	47%
Family income	17%	6%	11%	5%	12%	10%	8%	17%	10%
Religion	17%	14%	16%	17%	13%	6%	9%	8%	10%
Ability	15%	13%	15%	14%	15%	15%	20%	25%	15%
Disability	17%	8%	4%	6%	15%	10%	17%	8%	10%
Sexual orientation*	2%	10%	6%	2%	13%	10%	5%	0%	8%
Other	24%	19%	25%	20%	33%	37%	40%	33%	32%

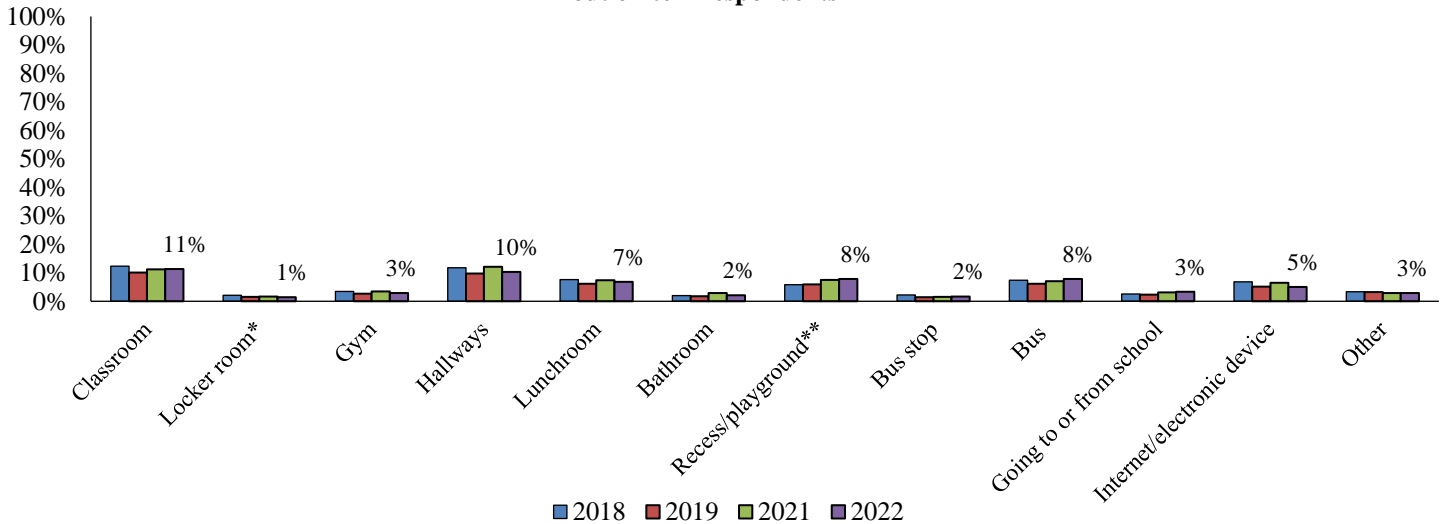
Note: (*) Indicates this response option was only made available on the secondary survey. N= number of students reporting being bullied within that ethnicity option. The 'Other' response option in the locations question provided students the opportunity to write in reasons they were bullied that weren't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

Locations of being bullied

Students were asked, “If you were bullied, where did it happen?” Ten percent of students did not respond to this item. Of students who did respond, 70% chose “I have not been bullied”, leaving 30% of students who chose at least one location for being bullied. The percentage of students who reported they have not been bullied increased slightly from last year when 68% reported this.

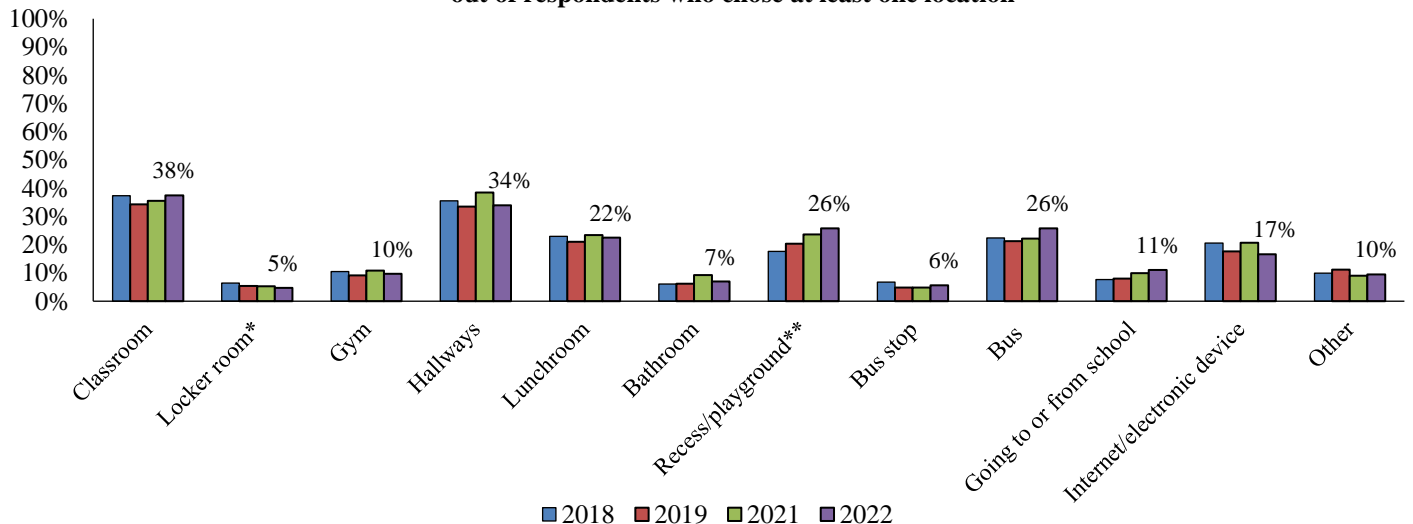
Examination of the percentage who feel they were bullied in each of the locations listed, out of all item respondents (whether they reported they were bullied or not in the last month), shows rates have fluctuated by less than a percentage point over the last few years with the exception of experiences of bullying in the hallways and over the internet/electronic device which decreased approximately 2% from last year. Reports of elementary students being bullied at recess/on the playground have become more prevalent over the last few years.

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



When focused to the 30% of students who chose at least one location where they were being bullied, the percentages who chose classroom, recess/playground, and on the bus have each increased by 2% or more over last year’s group who reported being bullied in at least one location, while the bathroom, hallways, and over the internet/electronic device each decreased as a location by over 2%. For students who are being bullied, the most frequent places where they report being bullied remain the classroom and hallways, at 38% and 34%, respectively.

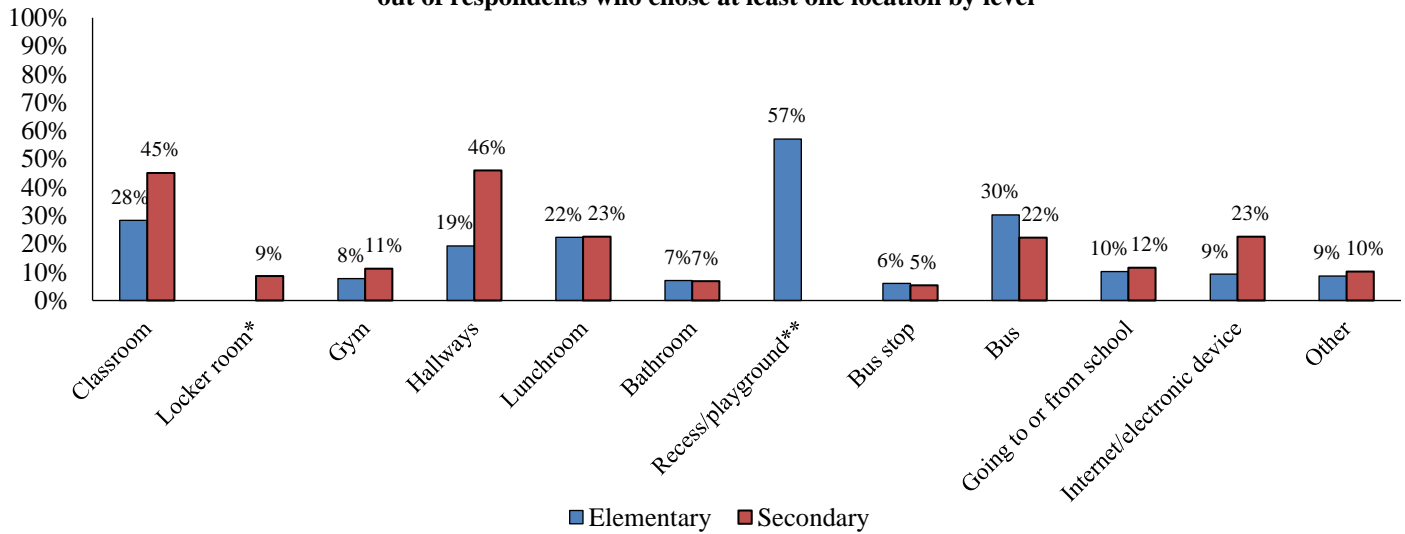
Percentage who reported being bullied in each location out of respondents who chose at least one location



Note: Data labels reflect 2022-23 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, and in the classroom.

By level. Elementary students were more likely than secondary students to report at least one location where they are being bullied: 47% compared to 23%, 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 (57%), while secondary students were most likely to report being bullied in the hallways (46%) or in the classroom (45%). Elementary students were 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.

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



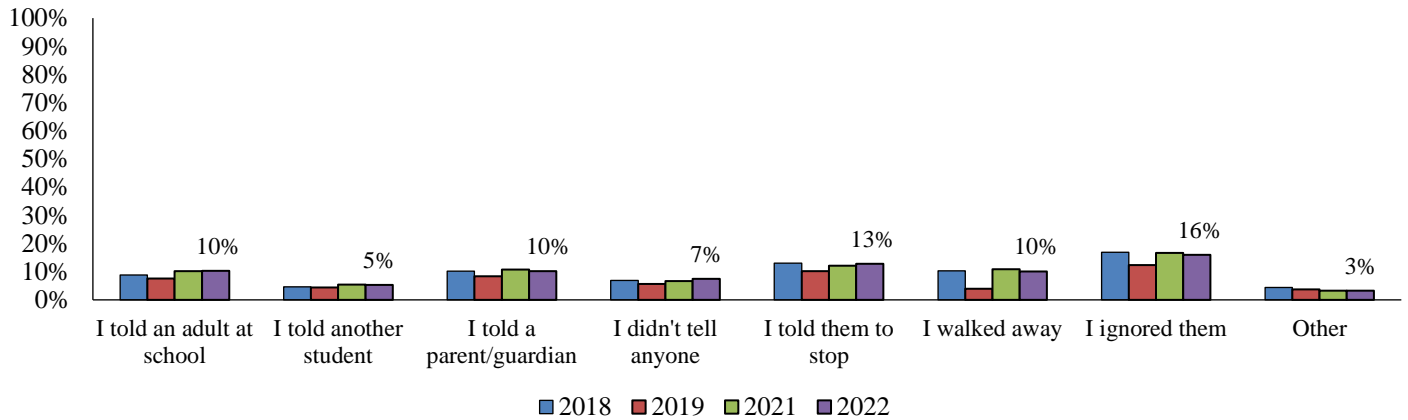
Note (*) Indicates this response option was only made available on the secondary survey. (**) Indicates this was a response option for elementary students only. The 'Other' response option provided students the opportunity to include locations where they were bullied that weren't listed on the survey.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

Response to being bullied

Students were asked, “If you were bullied, how did you respond?” Ten 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. This has remained consistent from last year.

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

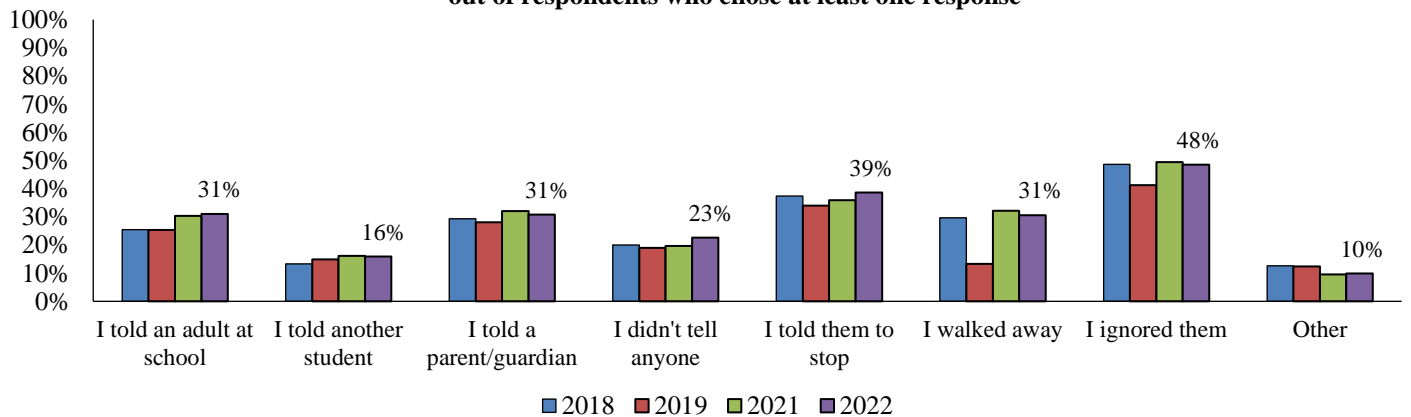
Percentage who reported each response to being bullied out of item respondents



When focused to the 33% of students who chose at least one response to being bullied, the percentages who chose *I didn't tell anyone* and *I told them to stop* have each increased by 3% over last year's group who reported at least one response to being bullied, while *I walked away* decreased as a response by over 2%. For students who are being bullied, the most common response to being bullied remains *I ignored them* (48%).

The greatest change over the past four survey administrations was seen for the response option *I told an adult at school* which increased 6% from 2018 to 2022 (25% to 31%, respectively).

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

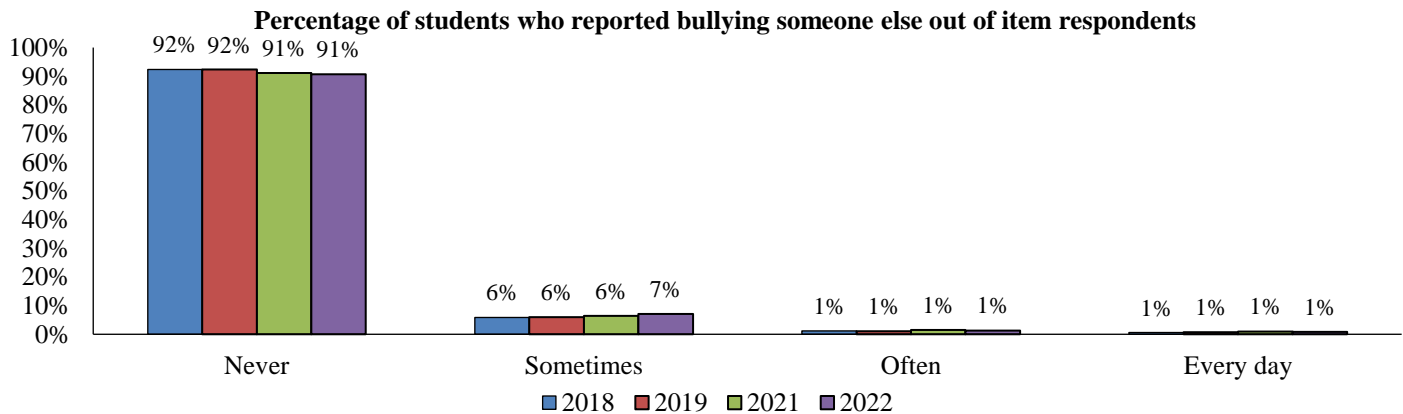


Note: Data labels reflect 2022-23 data. The ‘Other’ response option provided students the opportunity to include responses to being bullied that weren’t listed on the survey. The top response themes included: cried or felt hurt, protected themselves through self-defense, bullied the bully back, and told an adult.

Student reports of bullying someone else

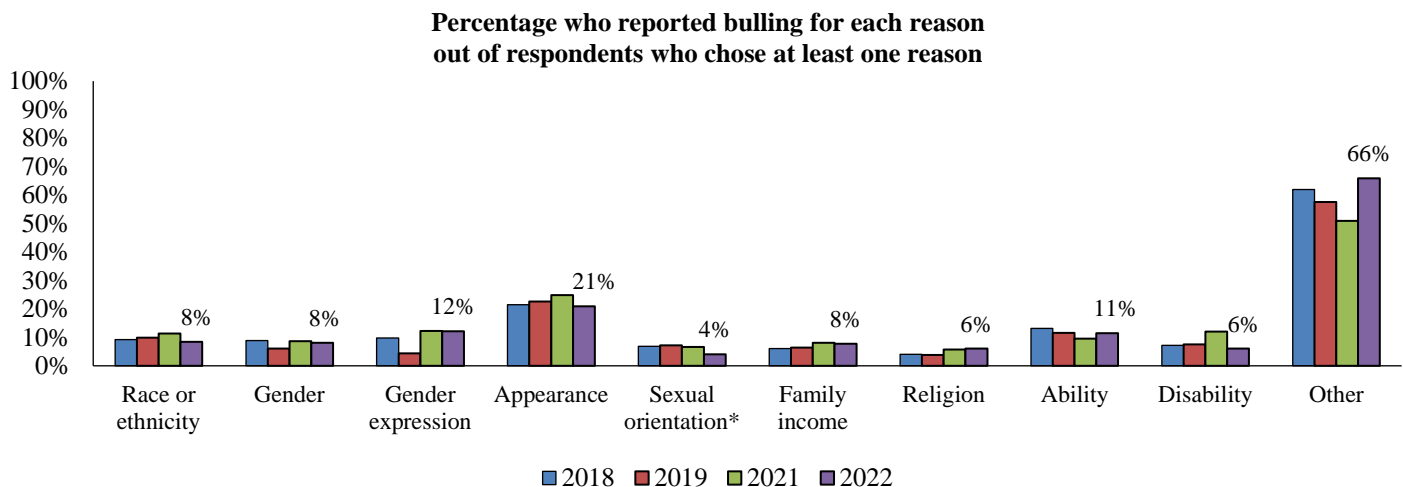
This section focuses on the survey questions around students bullying other students and why they bully them. Students were first asked about the frequency with which they bullied someone else. For this item, responses are reported out of all students who responded to the item. Students were next asked 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 91% 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 in each of the *often* or *every day* categories, consistent with previous years. The percentage of students reporting they have bullied someone *sometimes* in the last month has been increasing marginally over the last four survey administrations.



Reasons. Students were asked, *If you have bullied someone, why?* Ten percent of students did not respond to this item. Of students who did respond, 94% chose *I haven't bullied anyone*, leaving 6% 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 6% of students who chose at least one reason for being bullied, the percentages who chose ability has increased by approximately 2% over last year's group who reported being bullied for at least one reason, while the other response options showed maintenance or decreases of up to 4%. The *other* response option, the most likely reported reason, experienced the greatest increase over last year's group who reported at least one reason for bullying someone else, a 15% increase. *Appearance* remains the next highest reported reason for bullying, at 21%.

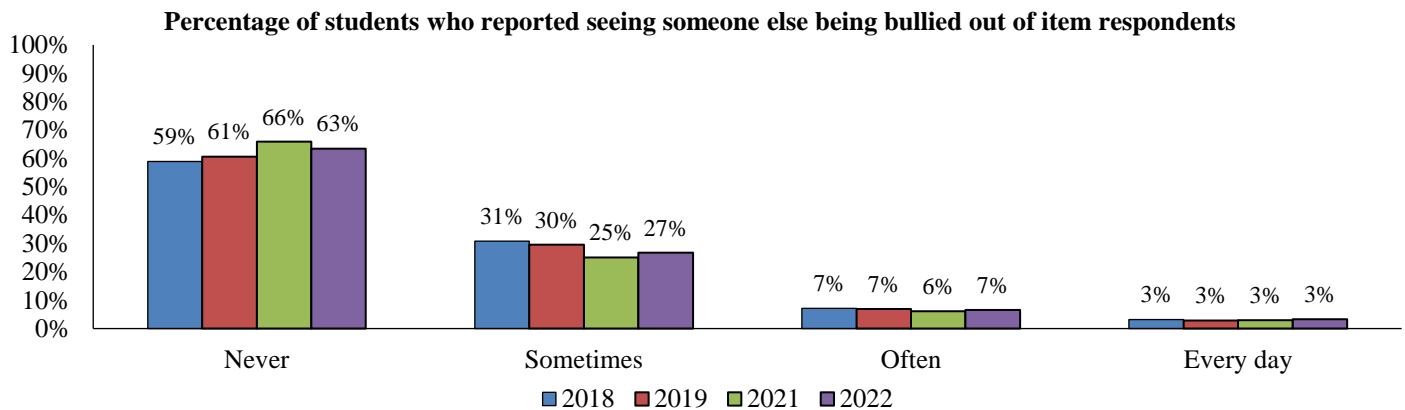


Note: Data labels reflect 2022-23 data. (*) Indicates this response option was only made available on the secondary survey. The 'Other' response option provided students the opportunity to include reasons they bullied someone else that weren't listed on the survey. The top response themes included anger or annoyance, response to being bullied, and standing up for friends.

Student reports of witnessing bullying

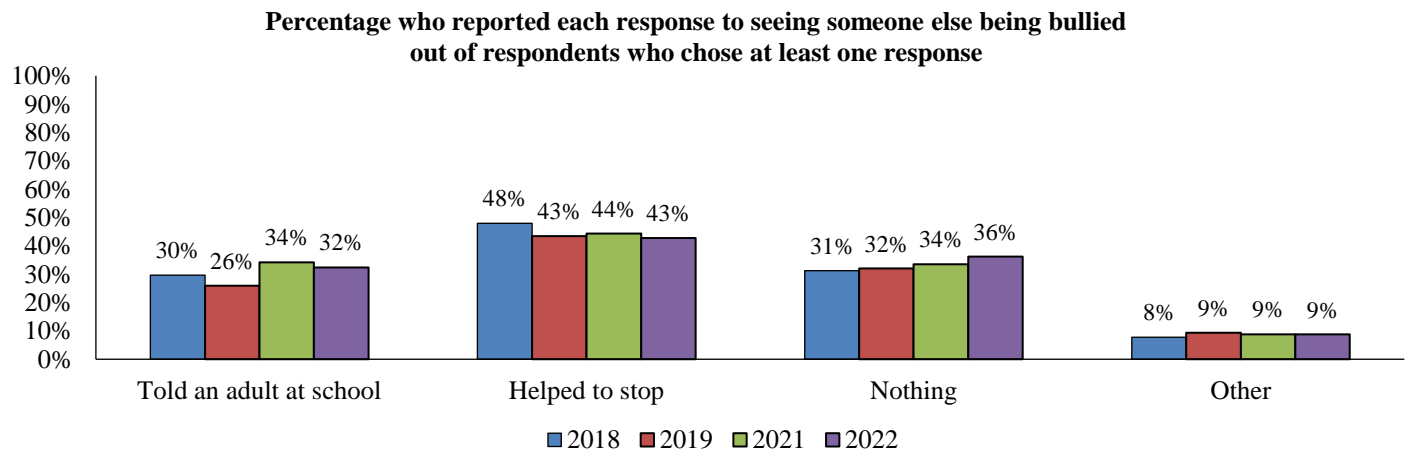
This section focuses on the survey questions around students witnessing bullying and how they responded. Students were first asked about the frequency with which they have seen someone else being bullied in the last month. For this item, responses are reported out of all students who responded to the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

Frequency. Approximately 63% of students who responded to the item, *How often have you seen someone else being bullied in the last month?* reported that they have *never* seen anyone bullied, while 27% of students reported having seen it *sometimes*, 7% have seen it *often*, and 3% have seen it *every day*. The *never* response option decreased 3% since 2021 indicating that a higher percentage of students have seen someone else bullied in the last month than in the previous year. In the past four administrations, the *often* and *every day* response options have stayed the most constant.



Response. Students were asked, *If you saw bullying, how did you respond?* Six percent of students did not respond to this item. Of students who did respond, 57% chose *I haven't seen bullying*, leaving 43% of students who chose at least one response to seeing bullying. The percentage of students who reported they have not seen bullying decreased slightly from last year when 59% reported this.

When focused to the 43% of students who chose at least one response to seeing bullying, the percentages who chose *told an adult at school* and *helped to stop* each decreased by approximately 2% from last year's group who reported at least one response to seeing bullying, while the response option of *nothing* showed an increase of almost 3%. The *other* response option has remained consistently low (currently 9%) over the last four survey administrations while most students who responded in one way or another to seeing bullying reported helping to stop it (43%).



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: yelled at them, told a parent/trusted adult, fought back, stood up for the student, or walked away.

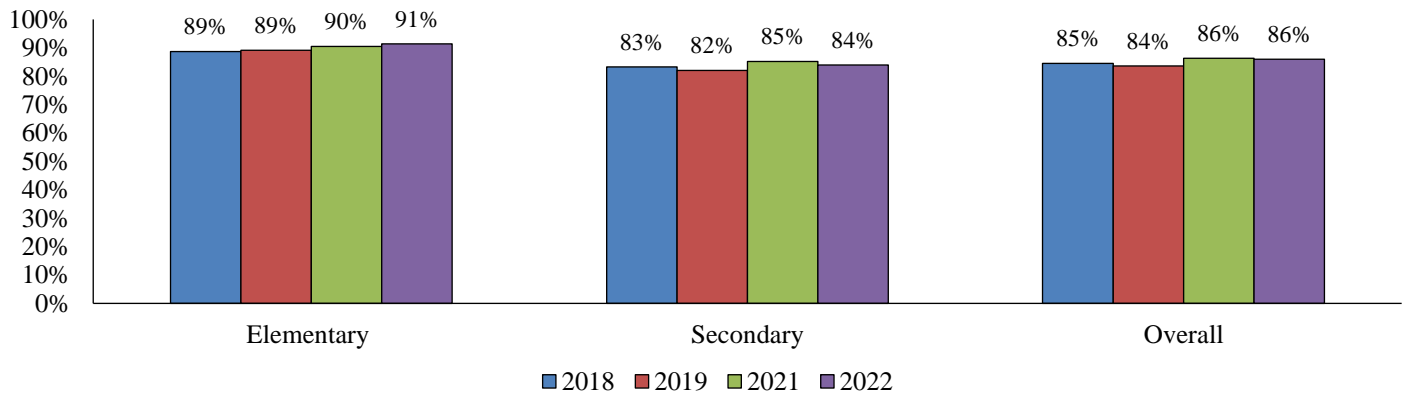
Building climate

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

Adult support

Overall, approximately 86% of students who responded to the item, *Is there an adult at school that you can go to for help if a student is bullying you or someone else?* reported *yes* they do. The following graphic illustrates four years of relatively consistent rates of students overall reporting that they have an adult at school to go to for help with bullying. The percentage of elementary students who reported having an adult to go to for help has increased slightly over the past four administrations with 2022 increasing by an additional 1% over last year to 91%. The percentage of secondary students who report having an adult to go to for help with bullying has fluctuated slightly over the years and is currently at 84%.

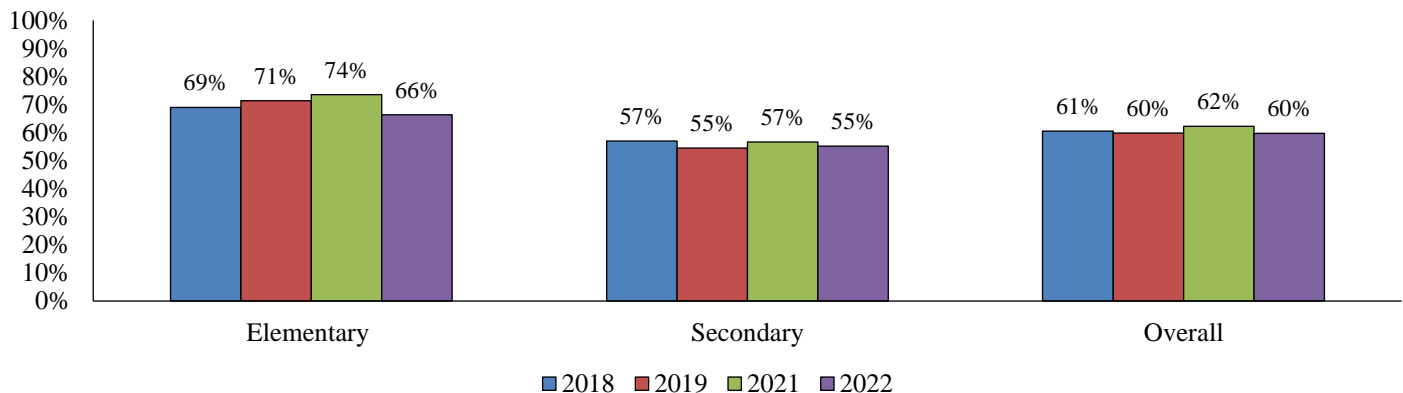
Percentage of students who reported having an adult to go to for help out of item respondents



Students were asked, *If you have reported bullying behavior to an adult at school do you feel like it helped?* One percent of students did not respond to this item. Of students who did respond, 67% chose *I haven't reported bullying behavior*, leaving 33% of students who indicated they reported bullying, with some feeling like it helped and some feeling like it did not help.

When focused to the 33% of students who have reported bullying, the percentage who indicated they felt like it helped decreased slightly from last year's group who indicated they reported bullying, from 62% in 2021 to 60% in 2022. Compared to elementary students who reported bullying to an adult and felt like it helped (66%), fewer secondary students felt like it helped (55%). There was a decrease in the percentage of elementary students who reported bullying and felt like it helped from last year to this year (down 8%).

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

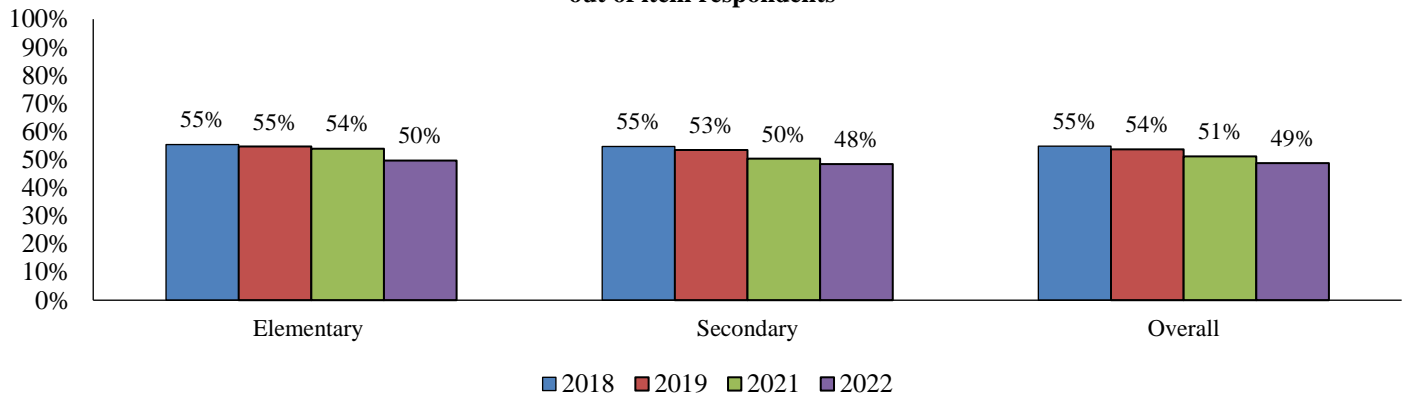


Feelings of safety

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* and does not include those who felt *kind of safe* overall and in various locations out of all students who responded to the item.

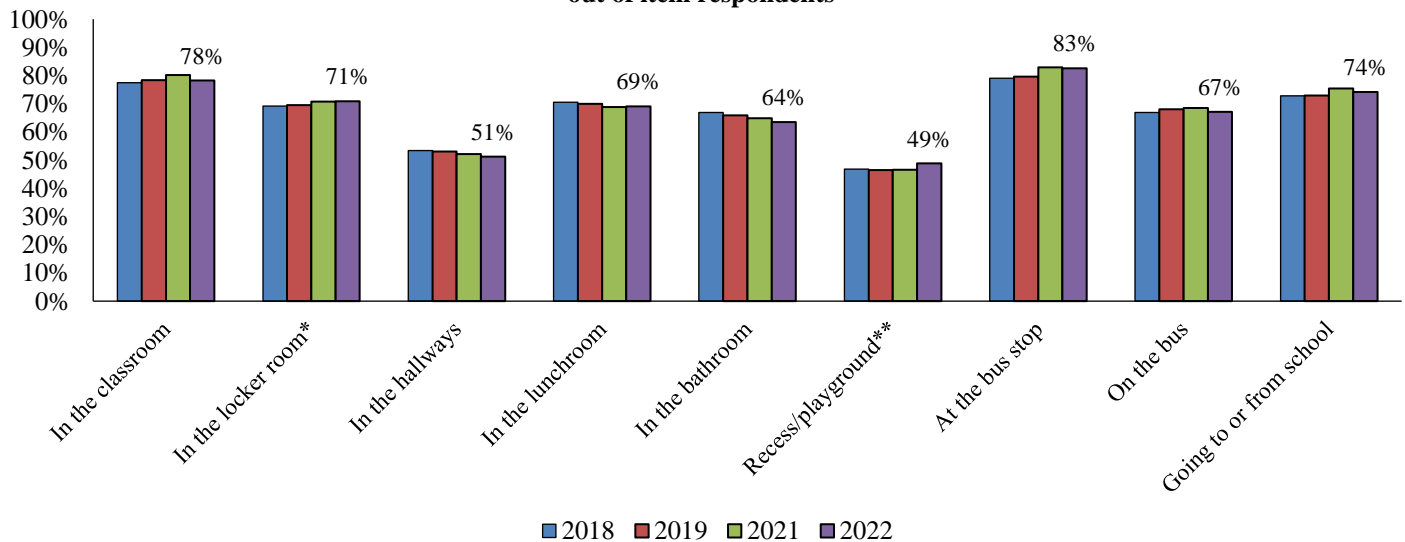
Overall, approximately 49% of students who responded to the item, *Overall, at school, how safe do you feel?* reported they feel *safe*. Reports of feeling safe at school vary slightly across the elementary and secondary levels, with secondary reporting slightly lower feelings of safety, in general, over the years. Overall, as well as at each level, feelings of safety have declined steadily over the last four administrations, with the percentage of students overall who report feeling safe decreasing 6% from 2018 to 2022, 55% to 49%, respectively.

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



The percentages of students who reported feeling *safe* in the various locations below are calculated out of all students who responded to the item. Students’ feelings of safety in all locations have maintained or decreased slightly since 2021 except for at recess/on the playground where elementary students reported increased feelings of safety by approximately 2% (47% in 2021 to 49% in 2022). Students reported feeling safest *at the bus stop* (83%). *In the classroom* came in as the second highest rated location, with 78% feeling safe. The location that has experienced the greatest decreases in the percentage of students who report feeling safe over the past four survey administrations is the bathroom, now at 64%, down from 67% in 2018 and 71% in 2017.

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



Note: Data labels reflect 2022-23 data. For these survey items, percentages reported do not include those students who indicated they felt *kind of safe*. (*) Indicates this response option was only made available on the secondary survey. (**) Indicates this was a response option for elementary students only.

Open-ended responses

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

Elementary themes:

Top themes from elementary students included:

- The presence of adults at school, including principals, teachers, paras, police officers, and other staff.
- Having friends, siblings, or other family members at school.
- Security of the building, including the presence of cameras and locked doors.
- Practicing drills so it is known what to do in different situations.

Other common responses of what makes elementary students feel safe at school included being in the classroom and avoiding places you know are where people are bullied or avoiding the bullies themselves. Many students indicated all the kind people at school make them feel safe or that there are not many bullies that make them feel unsafe. A few students reported that knowing their own strengths and abilities makes them feel safe, while others reported that nothing makes them feel safe or they don't know.

Secondary themes:

Top themes from secondary students included:

- The presence of adults at school, including principals, teachers, and other staff.
- Having friends or siblings at school.
- Security of the building, including the presence of police officers, cameras, and locked doors.
- Being around people they know and trust.
- Being in a calm environment.
- Knowing how to protect themselves.

Other common responses of what makes secondary students feel safe at school included knowing they are going home at the end of the day, being allowed to have a phone, and access to counselors. Many students reported it is important to their feelings of safety that they know the school takes bullying seriously in both responding to bullying incidents, as well as, in prevention of bullying (e.g., placing staff in high incident areas). A few students reported having access to food at school makes them feel safe, while others reported nothing makes them feel safe or they don't know.

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